

PEGASUS 2002-2003 ANNUAL REPORT
Pioneers in Education:
Generations Achieving Scholarship and Unprecedented Success

June 2003

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I. ABSTRACT

In August 2002, the Advising Center at Texas Tech (ACTT) implemented a new program that targets entering First Generation College (FGC) first year students. Known as PEGASUS (Pioneers in Education: Generations Achieving Scholarship and Unprecedented Success), the program was inspired in part by the state of Texas' "Closing the Gaps" initiative and was funded with a two year commitment.

The following report examines the original purpose and evolution of PEGASUS throughout the 2002-2003 academic year, as well as a compilation of reports used during the year to determine success, failures, and areas for improvement. Qualitatively, the program appears to have succeeded on numerous levels. Quantitatively, results demonstrate that the program helped FGC students who were at the greatest risk and who had the most interaction with ACTT academic advisors.

Also included in this report is an analysis of the logistical concerns and obstacles faced, and often overcome, by ACTT advisors in their coordination and execution of a first year FGC student transition program.

II. INTRODUCTION

A. Program Description

PEGASUS is an academic advising program that supports First Generation College (FGC) students in their first year to make a successful transition to college. Coordinated by the Advising Center at Texas Tech (ACTT), PEGASUS is designed to assist FGC students as they deal with a variety of challenges unique to students without a previous familial background in higher education.

B. Original Purpose

Originally, PEGASUS was designed to assist a select group of twenty entering freshman undecided (ASUD) FGC students. ACTT modeled PEGASUS after a variety of programs that have had success in working with FGC students. These successful programs include national TRIO programs at Texas Tech and other universities. Many of the aspects of the program followed the design and protocols of the very successful TRIO program that works with FGC students, Student Support Services (SSS).

Also researched were programs that work with FGC students and FGC students from low income backgrounds that do not have high success rates. ACTT wanted to ensure that we knew what had not worked as well as what had worked well. ACTT examined TRIO programs as well as the few programs at other colleges.

Among the services PEGASUS initially planned to provide students were:

- Financial Stipend for selected FGC students with the highest need based on a profile with emphasis on the lack of Expected Family Contribution (EFC) based on the FAFSA application
- Personal Academic Advisor at ACTT
- Academic Mentor in the Residence Halls

- Guidance on campus resources
- Informational seminars and workshops
- Outreach to families
- College Student Inventory (CSI)
- Academic major and career advising
- Transition skills development
- Financial Aid guidance

Because the program was initially reserved for a group of twenty students, advisors at ACTT planned to create a community atmosphere similar to other academic organizations. Advisors hoped to offer elective social gatherings with group outings in addition to the required workshop attendance.

C. Changes to Original Purpose

In October 2002, the size and scope of PEGASUS changed. In response to a university request for a program that assisted all FGC students at Texas Tech University, PEGASUS expanded limited services to the entire entering freshman FGC class. PEGASUS was no longer to concentrate on its selected twenty students, but rather focused on a much larger and more academically diverse community. This was in contradiction to the proven success model for working with FGC students and in alignment with models which had proven to be not as successful.

As a result, workshops already designed and scheduled for the spring semester were adjusted, altered, or in some cases, completely deleted or created to accommodate the potential of increased attendance. Additionally, it was determined that the three full-time advisors could not add every FGC student on campus to their FGC advising caseload. Consequently, a half-time advisor with prior experience working in TRIO/SSS programs was hired in January for the express purpose of one-to-one contact with the FGC student population at Texas Tech.

III. IDENTIFICATION OF PARTICIPANTS

To identify a target population for the PEGASUS program, ACTT encountered numerous and conflicting sources. In choosing the initial twenty who would receive a stipend, ACTT gave preference to:

- a. ASUD or PLAW students
- b. Students with least amount of Expected Family Contribution (EFC) reported by FAFSA

The following is an outline of the various lists received by ACTT and an analysis of how those lists were implemented by the program.

1) Admissions List

- a. Received: September 18, 2002
- b. From: Dale Ganus, Associate Director of Admissions & School Relations
- c. Findings: 288 entering freshman self-identified as First Generation College. The list included the following fields of information:

- i. Social Security Number
 - ii. Highest SAT
 - iii. Highest ACT
 - iv. HS Percentile
 - v. Ethnicity
 - vi. Gender
 - vii. Birthday
 - viii. Student Athlete y/n
 - ix. Local Address and Phone
- d. This was the list primarily used for contacting students in the fall 2002 semester.

2) FAFSA List

- a. Received: September 19, 2002
- b. From: Becky Wilson via Jon Hays, TTU Financial Aid
- c. Findings: 244 entering freshman applied for federal financial aid through the FAFSA program. The list included the following fields of information:
 - i. Name
 - ii. Permanent Address and Phone
 - iii. Expected Primary Family Contribution
 - iv. Year Financial Award was granted
- d. ACTT advisors extended initial invitations for participation in the stipend portion of the PEGASUS program based on this list. Lowest EPFC was the second determinant, behind only ASUD/PLAW status.

3) Institutional Research List

- a. Received: December 19, 2002
- b. From: Darren Smith (Internal Audit) via Roger Terry (Institutional Research); Modified by Roger Terry on Monday, January 13, 2003.
- c. Findings: 1128 freshman entering TTU for classes in the fall of 2002 are FGC. The list included the following fields of information:
 - i. Social Security
 - ii. Last Name
 - iii. First Name
 - iv. Local Phone
 - v. Local Address
 - vi. Home Phone
 - vii. Home Address
 - viii. Email
 - ix. High Verbal SAT
 - x. High Math SAT
 - xi. High Cumulative SAT
 - xii. High Verbal ACT
 - xiii. High Math ACT
 - xiv. High Cumulative ACT
 - xv. High School Percentile
 - xvi. Gender

- xvii. Ethnicity
- xviii. Fall 2002 GPA
- xix. Registered for 032 y/n
- xx. Number of Quality Hours at the Beginning of Fall 2002
- xxi. Major
- xxii. College
- xxiii. Student Athlete y/n

4) ACTT Hybrid

- a. Created: January 16, 2003
- b. Consists of: Admissions List with the results from an ACTT phone campaign conducted by part-time worker Hugh Hays and Academic Advisor Jane Truett. Through the phone campaign, ACTT contacted ASUD and PLAW students and asked direct questions pertaining to their parents' level of higher education. FGC who self-identified in this phone campaign were added to the Admissions List. The number of entering freshman added to the Admissions List was 60.
- c. Findings: ACTT used this list, consisting of 344 entering freshman FGC, as a primary contact list for all PEGASUS workshops and support services. The list includes the following fields of information:
 - i. Social Security Number
 - ii. Last Name
 - iii. First Name
 - iv. Highest Cumulative SAT
 - v. Highest Cumulative ACT
 - vi. High School Percentile
 - vii. Ethnicity
 - viii. Gender
 - ix. Birthday
 - x. Local Address
 - xi. Local Phone

Stipend vs. Non-Stipend students in the Selection Process

In selecting the twenty students to receive a PEGASUS stipend, ACTT contacted students on the FAFSA list whose financial aid Expected Family Contribution (EFC) was zero and whose major was either ASUD or PLAW. Unlike those who did not receive a stipend, those selected had a significantly lower average SAT and/or ACT score, greater levels of financial need, and agreed to participate which showed a willingness and desire to seek help.

IV. ORGANIZATION

The following outlines the organization structure(s) of PEGASUS as it has evolved. The program exists to identify and support First Generation College (FGC) students during their freshman year transition from high school to college. The success of the PEGASUS program is dependent on three major areas of staff concentration. They are research, curriculum, and outreach. Each of these areas serves a unique purpose toward furthering the ultimate goals of the program.

A. Staff Responsibilities Fall 2003

Sean Cunningham – Coordinator of Program and Research

- Program
 - Overseas the delegation of curriculum and outreach
 - Overall supervision and liaison to ACTT Supervisors
- Research
 - Profiles of Texas Tech FGC population
 - CSI implementation, direction, and analysis
 - Tracking of student success variables
 - Annual Report
- Advisor for a portion of stipend population

Ryan Scheckel – Coordinator of Curriculum

- Workshop curriculum and coordination
- Protocol for individual advising sessions
- Content and production of promotional materials
- Logistics of expanding PEGASUS to entire FGC population
- Advisor for a portion of stipend population

Albert Buitron – Coordinator of Outreach

- On-campus recruitment and awareness
- Distribution of promotional materials
- Liaison with Admissions (recruitment of FGC students)
- Community service opportunities
- Advisor for a portion of stipend population

B. Staff Responsibilities Spring 2003

Sean Cunningham – Coordinator of Program and Research

- Program
 - Overseas the delegation of curriculum and outreach
 - Overall supervision and liaison to ACTT Supervisors
- Research
 - Profiles of Texas Tech FGC population
 - CSI implementation, direction, and analysis
 - Tracking of student success variables
 - Annual Report
- Advisor for a portion of stipend population

Ryan Scheckel – Coordinator of Curriculum

- Workshop curriculum and coordination
- Protocol for individual advising sessions
- Content and production of promotional materials
- Logistics of expanding PEGASUS to entire FGC population
- Advisor for a portion of stipend population

Albert Buitron – Coordinator of Outreach

- On-campus recruitment and awareness
- Distribution of promotional materials
- Liaison with Admissions (recruitment of FGC students)
- Community service opportunities
- Advisor for a portion of stipend population

Thereisa Coleman – half-time FGC Academic Advisor as of January, 2003

- Contacted all non-stipend entering freshman FGC
- Set up and conducted one-to-one appointments with non-stipend FGC

C. Stipend Student Program

The original twenty students selected to participate in the program were offered:

- A Success Contract with their personal advisor
- A stipend of \$500 paid once at the end of both the fall and spring semesters in installments of \$250 upon completion of the Success Contract
- Unlimited access to a personal ACTT advisor (business hours only without appointment)
- Free Informational seminars and workshops, including the Franklin-Covey “What Matters Most” time management seminar
- Free food and drink at each of the workshops
- Free access to the College Student Inventory (CSI)

Each of these offers was kept in good faith by ACTT without exception.

D. Student Attendance

In general each student attended 3 advising sessions and 3 workshops per semester. However, particularly during the spring semester, attendance among the selected stipend students (18 by spring due to 2 students transferring to other institutions) declined. Please see the Appendix for specifics. Reasons for declining attendance were a result of the following factors:

- Conflicts with the consistent Tuesday/Thursday night workshop schedules
- Lack of follow-up contact initiated by the ACTT advisors
- Lack of responsibility on the part of several students

V. RESULTS OF THE PROGRAM

A. QUANTITATIVE RESULTS COMPARING FGC STUDENT GROUPS

The following section examines quantitative results for the entering freshman FGC student population at Texas Tech University for 2002-2003. This population was studied as four subgroups: the population as a whole (All), those receiving a PEGASUS stipend and personal ACTT assistance

(Stipend), those receiving one-to-one advising from Thereisa Coleman (Thereisa), and those remaining students who were not seen or given any special assistance (Unseen). The whole population of FGC (All) consisted of 344 identified FGC students. There were 20 (Stipend) students, while Thereisa’s population consisted of 15 freshmen and 2 returning FGC students. Those unseen consisted of 308 students.

In order to establish that these groups were not controlled or equivalent in any way, the first half of this section contains standardized test score breakdowns, as well as average high school rank. The second half of the section analyzes performance during the school year as reported through GPA and retention.

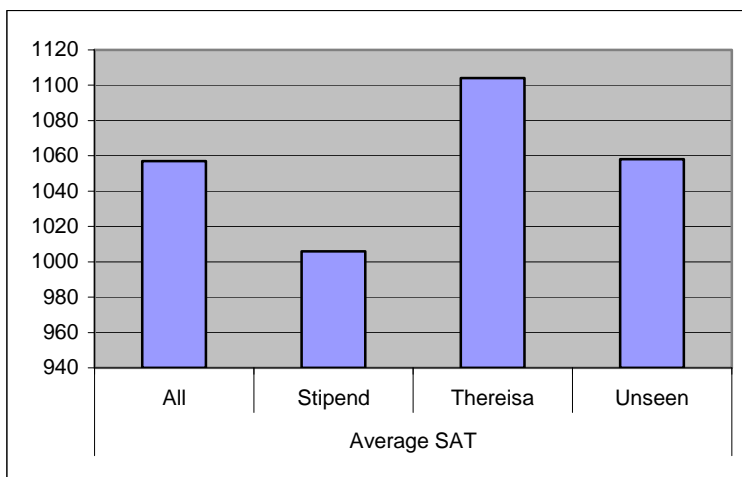
Students on PEGASUS stipend were chosen because of their unique combination of:

- 1) Having the lowest levels of EFC
- 2) Being an undecided or declared student

These factors placed the twenty students receiving PEGASUS support services at greater risk of attrition.

Average SAT of all Self-Identified FGC Students

All = 1057	Stipend = 1006	Thereisa = 1104	Unseen = 1058
High = 1420	High = 1170	High = 1260	High = 1420
Low = 670	Low = 840	Low = 960	Low = 670

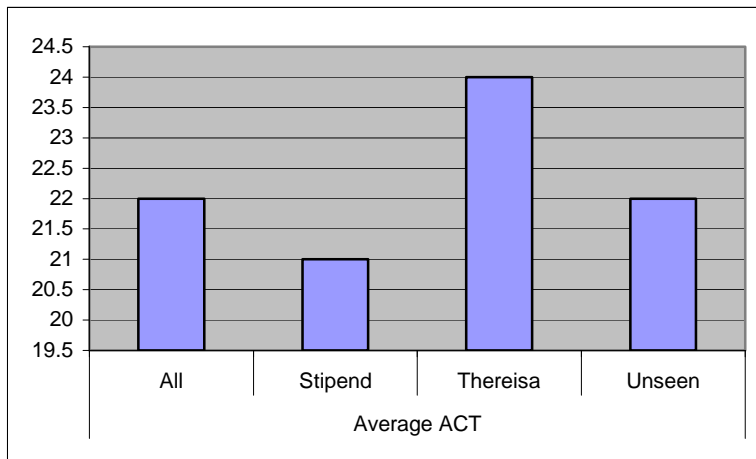


The average SAT score for incoming FGC students at Texas Tech in the fall of 2002 was 1057, 55 points lower than the average for the freshman class as a whole. Within this population of FGC students, however, those receiving a PEGASUS stipend had an average SAT that was 51 points lower than the FGC average, and the lowest among any subgroup tracked by ACTT.

Because the population working with Thereisa Coleman volunteered to come in for one-to-one advising, it is understandable that there would be a correlation to higher than average SAT scores, although still slightly lower than the entering freshman class average.

Average ACT

All = 22	Stipend = 21	Thereisa = 24	Unseen = 22.3
High = 31	High = 26	High = 30	High = 31
Low = 13	Low = 17	Low = 18	Low = 13



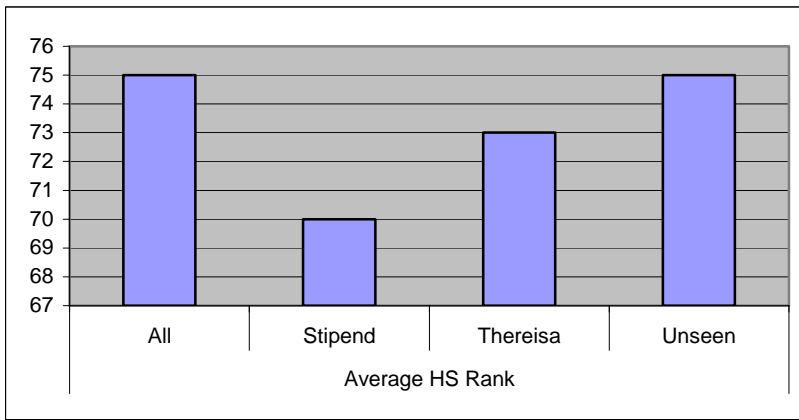
The average ACT score for incoming FGC students at Texas Tech in the fall of 2002 was 22, 2 points lower than the average for the freshman class as a whole. Once again, within this population of FGC students, those receiving a PEGASUS stipend had an average ACT that was lower than the FGC average, and the lowest among any subgroup tracked by ACTT, although only by a point.

Thereisa Coleman’s population was the only subgroup studied that matched the overall entering class average.

Average HS Rank

High School rankings are reported as a percentage of the graduating class as a whole. Therefore, someone ranked in the 75th percentile would have finished higher than 75 % of his or her graduating class. Another way of looking at this would be to say that a student in the 75th percentile would be in the top quarter of his or her graduating class. Each number below represents a percentage of the graduating high school class.

All = 75 %	Stipend = 70 %	Thereisa = 73 %	Unseen Only = 75 %
High = 99 %	High = 99 %	High = 96 %	High = 99 %
Low = 1 %	Low = 13 %	Low = 23 %	Low = 1 %

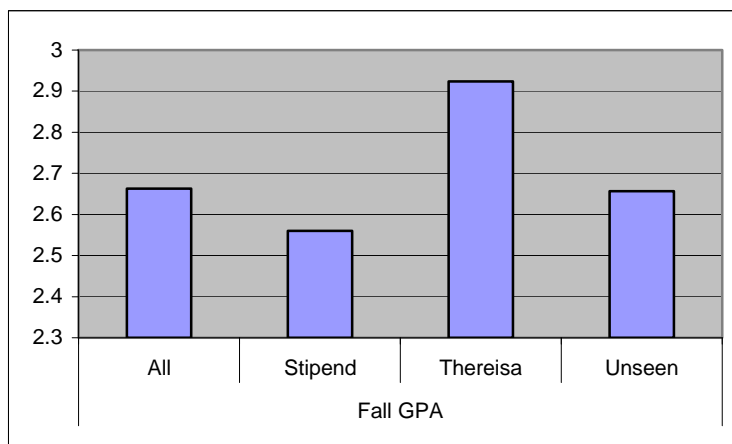


Fifty-one percent of the fall 2002 freshman class at Texas Tech finished in the top quarter of the graduating high school class. On average, the FGC freshman class also averaged a top 25 % finish. However, both Thereisa’s group of students and those receiving a PEGASUS stipend, fell slightly under this average.

Fall GPA ONLY

Consistent with patterns established through standardized testing, the students receiving a PEGASUS stipend – the same group with the lowest composite averages in SAT scores, ACT scores, and average high school class rank – finished lowest among the FGC populations. However, PEGASUS students, the population at the greatest risk, stayed close to the other populations. That is noteworthy. Students in each population maintained higher than a C/B average. Thereisa Coleman’s population had the highest composite GPA.

All = 2.663 Stipend Only = 2.560 Thereisa Only = 2.924 Unseen Only = 2.657



Spring GPA ONLY

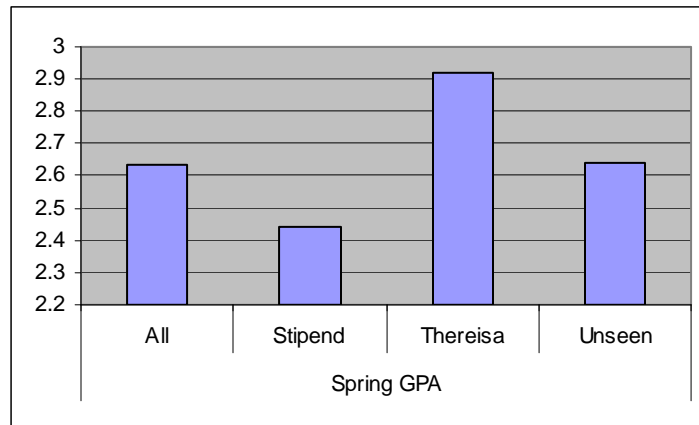
Spring grades remained relatively consistent with fall grades. Each population of students saw its composite GPA drop only slightly.

All = 2.634

Stipend Only = 2.443

Thereisa Only = 2.920

Unseen Only = 2.641



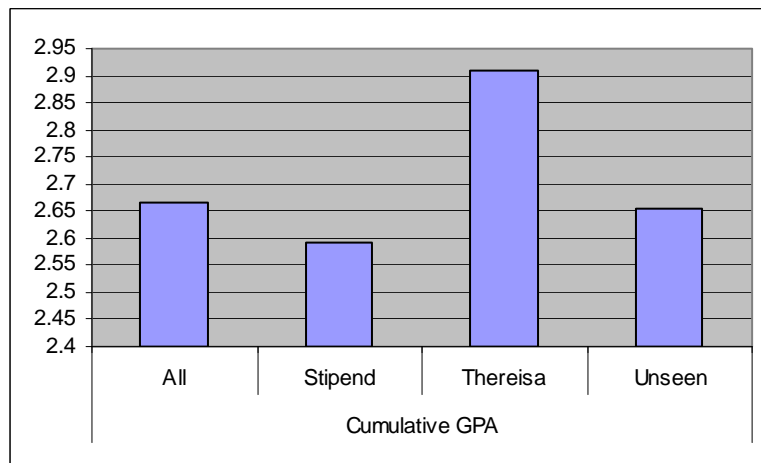
Cumulative First Year GPA

All = 2.664

Stipend Only = 2.592

Thereisa Only = 2.909

Unseen Only = 2.656



Cumulative grades for the 2002-2003 academic year showed that those on PEGASUS stipend were able to achieve similar grade point averages despite having the lowest composite standardized test scores and high school ranking. Note: Some students participated in the summer Provisional program with ACTT, and, as a result, they have had a summer GPA calculated into their cumulative. Summer GPA's were not initially tracked and no FGC student received unique FGC assistance prior to the fall of 2002.

Retention Rate ONLY

All = 74.3 %

Stipend Only = 85 %

Thereisa Only = 93 %

Unseen Only = 72.7 %



Perhaps the most noteworthy statistic shows that FGC students receiving ACTT assistance were retained at significantly greater percentages than the FGC class as a whole. Of the three students on stipend who were not retained:

- 1) One left after the fall semester, despite a 3.0+ GPA, due to family difficulties – particularly the stress of being away from home for the first time.
- 2) One left in February due to his/her mother being diagnosed with breast cancer – intends to return next fall.
- 3) One, although academically prepared, failed to regularly attend class or take responsibility for the consequences his affinity for an active social life had on academic success.

B. QUALITATIVE RESULTS

The following section summarizes the results compiled from the fall 2002 evaluations. Results from the 2002-2003 Year End Evaluation were insightful and varied and may be read in full in the appendix.

Fall 2002

WORKSHOPS

Rate the following statements on a scale from 1 to 10 where 1 is totally disagree and 10 is completely agree.

- 1) The workshops I attended were well organized. _____ 9.3 _____
- 2) The workshops I attended were informative. _____ 8.8 _____
- 3) The workshops I attended had a positive impact on my success. _____ 7.9 _____

What changes would you make to the workshops you attended in the fall?

The majority of comments either suggested greater discussion, interaction, and variety in the workshops. Additionally, several students requested greater community building through an increase in social activities.

Did the workshops you attended help you with your study skills? If so, how? If not, why do you think that is?

Response to this question was equally split between qualified yeses, and qualified nos. Those answering in the affirmative, said PEGASUS generally helped them organize and focus more clearly throughout the semester. Those answering in the negative, said PEGASUS did not hinder their already good study habits.

Did the workshops you attended have a positive impact on your success? If so, how? If not, what changes could be made to improve?

The majority of students answered that PEGASUS gave them increased confidence in themselves and reduced the fear of attending a large research institution.

ADVISOR CONTACT

Rate the following statements on a scale from 1 to 10 where 1 is totally disagree and 10 is completely agree.

- 1) My advisor actively kept in touch with me throughout the semester. 9.4
- 2) My advisor helped me discover opportunities and resources on campus. 9.2
- 3) My advisor helped me feel comfortable at Texas Tech. 8.2

How did the one-to-one advisor meetings affect your performance in school?

Most of the students answered this question by pointing out that their relationship with an ACTT advisor empowered them to take more responsibility for their education. These students felt that that one-to-one appointments alleviated fears about college and gave them greater sense of direction and purpose.

What would you change about the advising sessions you had in the fall?

Nearly every PEGASUS student answered this question by saying they would not change anything about these advising sessions.

STUDENT SUCCESS

How would you rate your performance in the fall 2002 semester?

Most PEGASUS students felt they performed adequately during the fall 2002 semester, but room for improvement was still available.

What, if anything, do you plan to do differently in the spring 2003 semester?

The most popular answer to this question was “study more.” PEGASUS students ended their first semester in college with a greater understanding of the importance study time has on their success.

PROGRAM

What, if anything, would you change about PEGASUS?

Other than a few logistical concerns regarding the timing of the workshops, the majority of students answered this question, “nothing.”

Would you be interested in continuing PEGASUS if there was a sophomore version?

Every PEGASUS students answered yes to this question, except one – who answered “maybe.”

Why did you agree to participate in the PEGASUS program?

Answers to this question varied greatly. Some students affirmed the power of the financial stipend. Others said they were seeking direction and guidance.

A complete listing of each student’s answers to this and all other questions may be found in the appendix.

VI. IMPLICATIONS and SUGGESTIONS FOR IMPROVEMENT

INCENTIVES

- 1) Acquire Priority Registration privileges for all participating PEGASUS students.
- 2) Create paid positions for former PEGASUS students wishing to serve as student mentors.

COORDINATION

- 3) Expand the role of the FGC advisor (currently Thereisa Coleman) to include program input.
- 4) Create a newsletter for FGC parents/guardians to be mailed at least once per semester.
- 5) Increase the visibility of the PEGASUS program and it’s advisors through information sessions at summer orientation, university days, and other campus events.
- 6) Create a FGC faculty and staff list and determine a sub-list from this group who might be willing to serve as faculty mentors. Use the chancellor’s mentor program.
- 7) Better communicate the purpose and importance of CSI and learning style inventory results so as to encourage implementation of results.
- 8) Community building – offer the occasional social gathering (bowling, miniature golf, campus scavenger hunt, etc.).

SELECTION

- 9) Design a process with the Office of Admissions and the Office of the Registrar to improve the accuracy of FGC student tracking at the point of initial entry to the university system.
- 10) Create a uniform definition of “first generation college” to be used by the university system.
- 11) Upgrade the technology-based communication with FGC students by upgrading the PEGASUS web site to include copies of each workshop’s Power Point presentation, as well as links to various campus resources and student service offices.

WORKSHOPS

A. Improvements

- 12) Structure workshops to be more interactive discussion-based.
- 13) Schedule multiple workshops, giving students the option of which ones they want to attend.
- 14) Expand the scope and breadth of the workshop offerings to include topics such as personal fitness and wellness, and general test taking skills.
- 15) Offer daytime workshops.

B. 2003-2004 Tentative Schedule

In an effort to improve the quality of the PEGASUS Program, the main thrust of last year’s support efforts – the workshops – has been evaluated in both informal discussions and scheduled meetings. What follows is a brief summary of the shortfalls of the past year’s workshops and proposed ways to enhance and develop these attempts to provide services for the unique challenges facing First Generation College (FGC) students at Texas Tech University (TTU).

In both formal and informal evaluations of student satisfaction with the workshops from 2002-2003, it was generally found that students would prefer more interactive, entertaining, and social opportunities in workshops. The days and times of the workshops – always either Tuesday or Thursday evenings – were also mentioned as areas to reconsider. Lastly, the length, frequency, and content of the workshops were identified as possibilities for change. The following schedule for the 2003-2004 academic year incorporated student suggestions.

2003-2004 Workshop Schedule

September 4, 2003	4:00 – 5:30 p.m.	Welcome to Texas Tech & PEGASUS
September 24, 2003	3:00 – 5:00 p.m.	Compass for Campus (C4C) & Event Management
October 7, 2003	4:00 – 5:30 p.m.	Academic Success & Course Management
October 30, 2003	3:00 – 5:00 p.m.	Navigating Texas Tech & Registration
November 11, 2003	4:00 – 5:30 p.m.	TTU Campus Community & Getting Involved
December 4, 2003	3:00 – 5:00 p.m.	Gear Up for Finals & Semester Review

January 22, 2004	4:00 – 5:30 p.m.	Welcome (Back) to Texas Tech & PEGASUS
February 17, 2004	3:00 – 5:00 p.m.	Financial Aid & Red to Black
March 10, 2004	4:00 – 5:30 p.m.	Student Services @ TTU & Getting the Most for Your \$\$\$
April 20, 2004	3:00 – 5:00 p.m.	Your Academic Major, Your Degree, & Your Career
May 3, 2004	3:00 – 5:00 p.m.	Gear Up for Finals, Summer School, & Year

2003-2004 Workshop Format & Locations

Generally, workshops will be held in locations that allow for a group of no more than 30 to 40. This is based largely on last year's participation rates; however, when taking into consideration room size, room layout is also a determinant factor in planning for group size. The larger the group, the larger the room, and, typically, the less functional the room would be for group interaction, activities, etc.

Rooms such as Mass Comm. 223 are particularly ideal as they can accommodate a larger group without the classroom, lecture feel. Locations will be scouted for a more accommodating set up, and should participation warrant it, location and workshop format can be adjusted.

Per student requests, a more interactive, discussion, and social format will be employed in the workshops where applicable. Each workshop will open with an "ice breaker" activity and close with the invitation to ask questions and socialize with the workshop participants. A secondary proposal is in the works for a regular FGC student support group, the decision upon which may influence this aspect of workshops somewhat.

2003-2004 Workshop Content

Welcome to Texas Tech & PEGASUS

Introduce students to TTU, the PEGASUS Program, ACTT staff, and each other; PowerPoint presentation of Program overview, FGC challenges, and general information about TTU and ACTT

Compass for Campus (C4C) & Event Management

Training in C4C approach to time management and event planning

Academic Success & Course Management

Panel discussion of skill sets and study strategies for success in Math, English, History, Political Science, Natural Science, and other areas of study; Panel to include faculty (FGC when possible) and staff from TTU departments (including but not limited to PASS and Student Success Center)

Navigating Texas Tech & Registration

Familiarize students with the organizational layout of TTU system, colleges, departments, etc.; reinforce location and usefulness of online information resources for students including but not limited to TechSIS Web for Students, the Current Students web page, etc.

TTU Campus Community & Getting Involved

Familiarize students with concepts from Clifton Taulbert's *Eight Habits of the Heart* and Building Community Institute; speaker from Center for Campus Life

Gear Up for Finals & Semester Review

Panel discussion of skill sets and study strategies for finals; Panel to include faculty, staff, and students; social event to ease student tension at end of semester

Welcome (Back) to Texas Tech & PEGASUS

(Re)Introduce students to TTU, the PEGASUS Program, ACTT staff, and each other; PowerPoint presentation of Program overview, FGC challenges, and general information about TTU and ACTT; social event

Financial Aid & Red to Black

Speakers from both offices

Student Services @ TTU & Getting the Most for Your \$\$\$

Informational Expo-style meeting with representatives from the various student service entities on campus

Your Academic Major, Your Degree, & Your Career

Panel discussion on how academic major influences career path; Panel to include faculty and staff (including but not limited to TEAM, Career Center, etc. representatives); discussion of undergraduate research and graduate possibilities (McNair feed-in)

Gear Up for Finals, Summer School, & Year Review

Panel discussion of skill sets and study strategies for finals; Panel to include faculty, staff, and students; social event to ease student tension at end of semester

Budget adjustments

- 1) Reallocate money from parent workshops to parental newsletters.
- 2) CSI will be offered to 50 participating students, not 75 – thus reducing that expense from \$543.75 to \$362.50. The excess will be re-allocated to improve, publicize, and expand workshops.
- 3) Reduce the number of Compass for Campus booklets from 115 to 50, thus reducing expenses from that category from \$575 to \$250. Apply the excess to either parent outreach or workshops as needed.

Staff Responsibilities

TBA – Coordinator of Program and Research (Sean will leave ACTT in August to pursue Ph.D.)

- Program
 - Overseas the delegation of curriculum and outreach
 - Overall supervision and liaison to ACTT Supervisors
- Research
 - Profiles of Texas Tech FGC population
 - CSI implementation, direction, and analysis
 - Tracking of student success variables

- Annual Report
- Advisor for a portion of stipend population

Ryan Scheckel – Coordinator of Curriculum

- Workshop curriculum and coordination
- Protocol for individual advising sessions
- Advisor for a portion of stipend population

Albert Buitron – Coordinator of Outreach

- Contacts portion of entering freshman FGC
- On-campus recruitment and awareness
- Distribution and creation of promotional materials
- Liaison with Admissions (recruitment of FGC students)
- Community service opportunities
- Advisor for a portion of stipend population

Jane Truett – Coordination of Mentors

- Contacts portion of entering freshman FGC
- Works with FGC Peer Mentors
- Works with Chancellor's Office for Faculty and Staff Mentors
- Coordinates Parent Newsletter
- Sets up and conducts one-to-one appointments
- Advisor for a portion of stipend students

Thereisa Coleman – half-time FGC Academic Advisor

- Contact all non-stipend entering freshman FGC
- Set up and conducted one-to-one appointments with non-stipend FGC
- Supports Mentors as requested
- Supports Parent Newsletter as requested
- Other duties as assigned

VII. APPENDIX

- A. 2002-2003 Contract
- B. Approved 2003-2004 Budget
- C. Original PEGASUS Budget Assessment, FY 03-04
- D. 10/23/02 Research Proposal
- E. 10/25/02 Report on the Existing Status of PEGASUS
- F. Thoughts on Assessment Strategies for PEGASUS
- G. Part-Time FGC Advisor
- H. May 2003 Report from Part-Time FGC Advisor
- I. Qualitative Results
 - 1) Fall 2002 Evaluations
 - 2) 2002-2003 Year-End Evaluations
- J. Workshop Presentations, 2002-2003
 - 1) Welcome to PEGASUS
 - 2) Compass for Campus
 - 3) Navigating Texas Tech University
 - 4) Welcome to PEGASUS
 - 5) Red to Black Financial Counseling
 - 6) The Texas Tech Campus Community

PEGASUS Program
Advising Center at Texas Tech (ACTT)
Texas Tech University

Agreement of Participation
Terms and Conditions

As a student participant of the PEGASUS Program, I understand and agree to cooperate with the conditions and terms outlined by the PEGASUS Program Agreement of Participation: Terms and Conditions.

Because I, _____ value academic success and all university sponsored efforts to
(Please Print)

promote my academic, professional and personal development, I agree to participate with Texas Tech University and the Advising Center at Texas Tech (ACTT), and to meet the minimum standards and expectations, as stated in this contract, of participation in the PEGASUS Program. By doing so, I will qualify for \$500.00, to be paid over two semesters, in the PEGASUS Program at Texas Tech University.

(initial) I will also commit to participate in:

- I. PEGASUS Workshops (3 per semester for first year)
- II. PEGASUS Mentoring Program
- III. PEGASUS Support and Advising Services (3 per semester for first year)
- IV. College Student Inventory (CSI)

(initial) I understand that the \$500 support grant award is dependent on my academic achievement, attendance, and regular participation in all PEGASUS Program sponsored activities, events, and services. I understand that should I fail to meet the minimum terms and conditions of this agreement during my first year of attendance at Texas Tech University, any and all PEGASUS Program funds can be suspended, withheld, or denied until I have complied with minimum expectations. One warning will be given before agreement is terminated.

(initial) I understand and agree that by participating in any or all activities and events sponsored by the PEGASUS Program, I have made a commitment to the minimum expectations and terms required of me.

(initial) By signing the PEGASUS Program Agreement of Participation: Terms and Conditions willingly agree to the terms and conditions stated within. Therefore, I agree to fully comply with the stated minimum expectations.

(initial) I will communicate with my parent/guardian regarding my academic progress and the requirements expected of me in this contract. I understand that my advisor may occasionally contact my parent/guardian but will not disclose any information restricted and protected by the Federal Education Rights and Privacy Act of 1974.

(Signature of Student)

(Date)

(Signature of ACTT Advisor)

(Date)

B. APPROVED 2003-2004 PEGASUS Budget

	<u>Expense Code</u>	<u>Budget FY 03</u>	<u>Budget FY 04</u>
Hourly Salaries for 0074	3	\$ 5,000.00	\$ -
<i><u>PURPOSE:</u> Used to repay Summer 2002 NSO advance on part-time advisors.</i>			
Student Stipends	45	\$ 10,000.00	\$ 10,000.00
<i><u>PURPOSE:</u> We plan to continue providing this to 20 students in the second grant year; cannot give entering freshmen FGC students a stipend.</i>			
<i><u>RATIONALE:</u> \$250 per student/per semester x 20 students/year x 2 years</i>			
Marketing	10	\$ 880.00	\$ 880.00
<i><u>PURPOSE:</u> Color brochures, fliers, presentation board information, etc.</i>			
CSI/TEAM	10	\$ 145.00	\$ 543.75
<i><u>RATIONALE:</u> \$7.25 per student x 20 PEGASUS students. If CSI were taken by all entering freshmen FGC, expenses would be \$2,523 (\$7.25 x 348 021 FGC). Thus, we would offer to the first 75.</i>			
Workshops	10/35	\$ 400.00	\$ 400.00
<i><u>RATIONALE:</u> 3 per semester with light dinner provided for motivation to attend - 021 expenses less than expected because of good deals on pizza and the use of Subway party platter. Expenses for spring are higher because of increased cost of serving more than the 20 students.</i>			
Hourly Salaries	3	\$ 560.00	\$ -
<i><u>PURPOSE:</u> A part-time advisor is needed to make more 1 to1 advising appointments available; additional advising times are needed during peak scheduling times; note: not all FGC students are ASUD, thus ACTT is not the advising home.</i>			
<i><u>RATIONALE:</u> For 021, \$560 was spent 80 hrs of part-time help at \$7/hr) - used to conduct a phone campaign to all ACTT students to inquire as to FGC status. Findings showed that 60 students from ACTT freshman assigned caseload were not identified as FGC by university computers, but were in fact, FGC. The additional 60 were added to Common Application list in an effort to maximize outreach.</i>			
Half-Time Position	3	\$ 7,800.00	\$ 10,400.00
<i><u>RATIONALE:</u> 1 part-time advisor @20 hours/week @780 hours and FY04 for 1,040 hours @\$10/hr.</i>			
Compass for Campus (C4C)	10	\$ 800.00	\$ 575.00
<i><u>PURPOSE:</u> The 2002-2003 budget of \$800 purchased the \$40 package for 20 stipend students. Future C4C workshops will utilize the \$5.00 version mass-produced by TTU Housing.</i>			
Conferences	11	\$ 1,115.00	\$ -
<i><u>PURPOSE:</u> Conferences for our advisors to learn more about how to work with the issues presented by FGC students.</i>			
<i><u>RATIONALE:</u> Symposium on Student Success, San Antonio, TX, November 1, 2002</i>			
Parent Workshops	10	\$ 250.00	\$ 250.00
<i><u>PURPOSE:</u> To involve and inform FGC families during NSO.</i>			
<i><u>RATIONALE:</u> Eliminated - efforts reallocated to on-campus outreach.</i>			
TOTAL		\$ 26,950.00	\$ 23,048.75
GRAND (2-year) TOTAL			\$ 49,998.75

C. Original PEGASUS Budget Assessment, FY 02-03 and FY 03-04

	<u>Expense Code</u>	<u>FY 02-03</u>	<u>FY 03-04</u>
<u>Hourly Salaries for 0074</u>	03	\$2500	\$2500
(Part Time Advisors during 2002 orientation)			

- *Hourly Salaries – Only \$434 of initially budgeted \$2500 estimate used. (62 hours by Hugh Hays and Kelly Edwards at \$7 per hour. Hays and Edwards worked on PEGASUS phone campaign to identify additional FGC.)*

		<u>FY 02-03</u>	<u>FY 03-04</u>
<u>Student Stipends</u>	45	\$10,000	\$10,000

(\$250 per semester, per student x 20 students per year x 2 years)

- *Student Stipends – Continuing in 2003-04? – We cannot give all “300” a stipend – may result in all \$10,000 being available for a new initiative.*

<u>Marketing</u>	10	\$3000	\$3000
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- *Marketing – We will still need money for outreach and marketing, but the \$3000 per year can probably be reduced by at least 50 percent for both current FY and next FY. Marketing initially included money for off-campus advertisements, which is no longer desired. Additionally, on-campus marketing strategies per year include fliers, ads in the UD, and other methods of promotion low in cost.*

<u>CSI/TEAM</u>	10	\$500	\$500
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- *\$500 for FY03-04 needs to be increased if offered to the “300”. If we offer CSI to all “300”, the figure then goes up to almost \$2500.*

<u>Workshops</u>	10/35	\$700	\$700
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(3 per semester, pizza and drinks @ 30 people per workshop @ \$7/pizza x 15 pizzas = \$105/workshop x 6 workshops)

- *Workshop food was less expensive in the fall than anticipated due to pizza coupons and Subway sandwich party sub platter. For spring workshops, all will be cheaper due to replacing meals for 20 with snacks for 300. The only workshop that will cost more is the final one in April, which will be a “end of year” party for the stipend 20.*

<u>Hourly Salaries</u>	03	\$1000	\$1000
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(For Part Time Advisors to assist during peak times)

- *Hourly Salaries –Budgeted for part-time help yet to be hired.*

C4C	10	\$800	\$800
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(20 students x \$40)

- *Compass for Campus – 2002-2003 budget of \$800 went to purchase the \$40 package for 20 stipend students.*
- *In the future, we will take advantage of the Franklin-Covey planners distributed by the Residence Halls and TTU bookstore (maximum cost of \$5 per vs. \$40 per.)*
- *It's possible this cost could INCREASE to \$1500 if we distribute to all freshman FGC. More likely, these students will already have one and the participation level will not be 100 percent.*

Conferences/Outreach

Local Travel	11	\$4000	\$4000
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- *Conferences/Local Travel – All outreach initiatives have been redirected to on-campus only, making travel less necessary.*

Parent Workshops	10	\$2500	\$2500
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- *Conferences/Local Travel – All outreach initiatives have been redirected to on-campus only, making travel less necessary.*
- *There are no immediate plans for parent workshops.*

TOTAL:	\$22,500	\$22,500
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ESTABLISHED CODES:

Hourly Salaries	03	\$2000
Maintenance and Operation	10	\$14,600
Travel	11	\$8000
Food and Entertainment	35	\$400.00
Scholarships, Awards & Prizes	45	\$20,000
TOTAL:		\$45,000

PEGASUS
RESEARCH GOALS AND POINTS OF EMPHASIS (October 23, 2002)

PURPOSE

In an effort to improve retention and success among first generation college (FGC) students, the PEGASUS program employs intrusive, retention-based strategies in the methods by which contact is maintained between advisors and students. In order to illustrate the difference this makes in student success, research must be conducted that appropriately compares FGC students with other populations on campus.

OBJECTIVE

PEGASUS research must properly and accurately report comparisons between:

- 1) FGC students taking advantage of PEGASUS versus FGC students not taking advantage of PEGASUS
- 2) FGC students versus the rest of the TTU student body
- 3) PEGASUS students and the rest of the TTU student body
- 4) PEGASUS students and CSI students (2001-2002)
- 5) PEGASUS students and the TTU student-athlete population

This research will examine these comparisons and show whether or not intensive, intrusive, first-year academic advising positively affects the performance of freshmen students at Texas Tech University.

ISSUES

- Quantitative and qualitative profiles of the following populations are necessary (all populations are enrolled students at Texas Tech University):
 - a. First Generation College (FGC)
 - b. PEGASUS participants
 - c. Incoming freshman class
 - d. Freshmen student athletes
 - e. CSI (all, experimental, control, and not selected populations) (2001-2002)
- FGC students participating in PEGASUS are self-selected, as were students included in CSI research, 2001-2002. In other words, students choosing to take advantage of the intrusive advising model do so of their own accord. Typically, students' willingness to participate in an academic opportunity is indicative of a student population more equipped and motivated to succeed in school. Therefore, effective profiling of each population is imperative.
- A complete profile for any demographic must include all of the following:
 - f. Name, SSN
 - g. Gender
 - h. Ethnicity
 - i. Hometown (& miles from home)
 - j. SAT and/or ACT scores
 - k. HS class rank
 - l. Major

- m. Enrollment in IS 1100 (freshman seminar)
- n. First-year housing arrangement
- o. CSI averages (if available) for:
 - i. Academic Motivation
 - ii. General Coping Ability
 - iii. Receptivity to Support Services

GOALS

- 1) Compile a complete profile for all relevant first-year populations (see Objectives)
- 2) Produce a comparison of the PEGASUS advising model and that of Athletics – highlight both major differences and similarities, and what the success-factor indicators comparison tells us about intrusive advising
- 3) Produce a comparison of PEGASUS success-factor indicators with non-participating FGC students
- 4) Produce a comparison of PEGASUS success-factor indicators with TTU freshman population'
- 5) Produce a comparison of PEGASUS success-factor indicators with CSI (2001-2002)
- 6) Produce a written summary of what these comparisons tell us about the impact intensive, intrusive, retention-based advising has on student success, bearing in mind the complete profile of each population, including implications for future research and suggestions for improvements within the university

E. 10/25/02 Report on the Existing Status of PEGASUS

PEGASUS

Report on Existing Status and Future Expansion

October 25, 2002

PURPOSE AND STRUCTURE

Coordinator: Sean Cunningham

As the PEGASUS program for first generation college (FGC) students approaches the end of its first semester, several areas of concern and/or emphasis need to be examined, re-examined, and highlighted.

The following report examines the existing status and proposals for future expansion of the PEGASUS program, which consists of three overarching areas of emphasis (research, curriculum, and outreach). These areas of emphasis are, for the most part, treated independently within this analysis.

EXISTING STATUS

Coordinator: Sean Cunningham

PEGASUS was originally designed to be a stipend-based program for a select group of twenty FGC, low-income students at Texas Tech University. However, over the course of the fall semester it became necessary to explore strategies for expanding the program to encompass and benefit all FGC students at the University.

The number of FGC students at Texas Tech University has never been accurately determined, due to incomplete record keeping. However, known incoming freshman FGC for the fall 2002 was reported to be 292.

At the time of this report, 19 of 20 selected PEGASUS students receiving a stipend have seen their advisor for one-to-one appointments twice. Additionally, two of three workshops have been successfully conducted – the third is scheduled for November 7.

The final round of one-to-one appointments has been scheduled for 19 of the twenty, most to take place during the advance registration period for the spring semester (November 4-20).

RESEARCH

Coordinator: Sean Cunningham

In an effort to improve retention and success among first generation college (FGC) students, the PEGASUS program employs intrusive, retention-based strategies in the methods by which contact is maintained between advisors and students. In order to illustrate the difference this makes in student success, research must be conducted that appropriately compares FGC students with other populations on campus.

Objective

PEGASUS research must properly and accurately report comparisons between:

- 1) FGC students taking advantage of PEGASUS versus FGC students not taking advantage of PEGASUS
- 2) FGC students versus the rest of the TTU student body
- 3) PEGASUS students and the rest of the TTU student body
- 4) PEGASUS students and CSI students (2001-2002)
- 5) PEGASUS students and the TTU student-athlete population

This research will examine these comparisons and show whether or not intensive, intrusive, first-year academic advising positively affects the performance of freshmen students at Texas Tech University.

Issues

- 2) Quantitative and qualitative profiles of the following populations are necessary (all populations are enrolled students at Texas Tech University):
 - a. First Generation College (FGC)
 - b. PEGASUS participants
 - c. Incoming freshman class
 - d. Freshmen student athletes
 - e. CSI (all, experimental, control, and not selected populations) (2001-2002)
- 3) FGC students participating in PEGASUS are self-selected, as were students included in CSI research, 2001-2002. In other words, students choosing to take advantage of the intrusive advising model do so of their own accord. Typically, students' willingness to participate in an academic opportunity is indicative of a student population more equipped and motivated to succeed in school. Therefore, effective profiling of each population is imperative.
 - a. A complete profile for any demographic must include all of the following:
 - i. Name, SSN
 - ii. Gender
 - iii. Ethnicity
 - iv. Hometown (& miles from home)
 - v. SAT and/or ACT scores
 - vi. HS class rank
 - vii. Major
 - viii. Enrollment in IS 1100 (freshman seminar)
 - ix. First-year housing arrangement
 - x. CSI averages (if available) for:
 1. Academic Motivation
 2. General Coping Ability
 3. Receptivity to Support Services

Goals

- 1) Compile a complete profile for all relevant first-year populations (see Objectives)
- 2) Produce a comparison of the PEGASUS advising model and that of Athletics – highlight both major differences and similarities, and what the success-factor indicators comparison tells us about intrusive advising
- 3) Produce a comparison of PEGASUS success-factor indicators with non-participating FGC students
- 4) Produce a comparison of PEGASUS success-factor indicators with TTU freshman population
- 5) Produce a comparison of PEGASUS success-factor indicators with CSI (2001-2002)
- 6) Produce a written summary of what these comparisons tell us about the impact intensive, intrusive, retention-based advising has on student success, bearing in mind the complete profile of each population, including implications for future research and suggestions for improvements within the university

CURRICULUM

Coordinator: Ryan Scheckel

The expansion of PEGASUS to include all incoming FGC at Texas Tech University presents numerous logistical concerns that must be addressed. Among the issues that must be addressed are:

- 1) ACTT cannot and should not compromise the benefits to the original 20 students, receiving a stipend, contracted for the 2002-2003 academic year.
- 2) We must meet the needs of the state of Texas' "Close the Gap Initiative" by reaching out to remaining FGC students. These FGC need access to:
 - a. Similar information as presented in existing PEGASUS workshops.
 - b. College Student Inventory (CSI) and a personal explanation of the scales.
 - c. Academic home for FGC.

Spring 2003 and Future Workshops

The adjusted schedule of workshops offered for the spring 2003 semester is as follows:

- 1) Thursday, January 23 (7:00 PM – 8:30 PM): "Welcome to PEGASUS: An Introduction for First Generation College Students at Texas Tech"
 - a. Offered to all FGC students at Texas Tech (existing PEGASUS students on contracted stipend NOT required to attend).
 - b. In future years, this will be offered once, at the beginning of both the fall and spring semesters.
- 2) Thursday, January 30 (7:00 PM – 8:30 PM): "The Texas Tech Campus Community"
 - a. Open to all FGC students at Texas Tech.
 - b. Optional for PEGASUS students on contracted stipend.

- 3) Tuesday, February 25 (7:00 PM – 8:30 PM): “Financial Aid”
 - a. Open to all FGC students at Texas Tech.
 - b. Mandatory for PEGASUS students on contracted stipend.

- 4) Thursday, March 27 (7:00 PM – 8:30 PM): “Student Services at Texas Tech and Advance Registration Information”
 - a. Open to all FGC students at Texas Tech.
 - b. Mandatory for PEGASUS students on contracted stipend.

- 5) Thursday, April 24 (7:00 PM – 8:30 PM): “Transitions: PEGASUS Goodbye Party”
 - a. Closed to all FGC students at Texas Tech, except PEGASUS students on contracted stipend.
 - b. Mandatory for PEGASUS students on contracted stipend.

Locations for each workshop have not yet been determined, although all workshops open to entire FGC population must be conducted in rooms with a seating capacity of (at minimum) fifty. All workshops will be held on campus.

Incentives for non-contracted students may include food (depending on budget), or other giveaways, including pens, t-shirts, or other donated items. Ultimately, however, the participation of non-contracted students will depend heavily on outreach efforts.

One-to-One FGC Consultations for all FGC Students

Effective transition for all students, including FGC students, can be enhanced through the use of one-to-one sessions between a student and advisor. However, because ACTT is expanding PEGASUS to include all FGC students at Texas Tech University, regardless of major, use of the term “advising” must be used cautiously.

The goal of these sessions is not necessarily academic advisement, but counseling for the transitions faced by incoming FGC students. In order to avoid confusion or frustration with other academic advising offices, all consultations with FGC should be referred to as consultations and all ACTT staff should be referred to as consultants when working with FGC students not declared as ASUD or PLAW.

(One option that has also been discussed and should be further examined is the possibility of establishing ACTT as an office responsible for training willing participants among multiple entities on campus (housing, faculty, etc) to be PEGASUS mentors. Further information on this outreach strategy is detailed in the Outreach portion of this report.)

A protocol for working with non-contracted PEGASUS students needs to be produced. The main differences between these sessions and those conducted with contracted PEGASUS students are:

- 1) Non-contracted PEGASUS students will, more than likely, only be seen by an ACTT FGC consultant once per semester, at most. Therefore, these sessions should offer a condensed version of the information shared with contracted PEGASUS students over the course of 3 one-to-one sessions per semester.

- 2) Part of the one-to-one session should be the promotion of workshops open to all FGC students at Texas Tech.

We should also develop strategies to provide non-contracted PEGASUS students with guidance on topics covered in fall 2002 workshops (time management for example).

Improvements for 2003-2004

- 1) Publish and provide summaries of FGC/PEGASUS research for FGC students, TTU faculty, staff, and pertinent departments
- 2) Refine and update workshop presentation materials, information, activities, and locations, bearing in mind the expansion of PEGASUS to include all incoming FGC students at Texas Tech University
- 3) Produce a complete and detailed plan for the full academic year, at the outset of each academic year
- 4) Provide CSI and CSI counseling (to be incorporated into protocol for one-to-one sessions with non-contracted PEGASUS students)

OUTREACH

Coordinator: Albert Buitron

For the time being, all outreach efforts to FGC/PEGASUS students by ACTT will be limited to existing, not prospective students. However, efforts should be maintained to establish a direct line of communication between university recruitment efforts to FGC students and ACTT.

Because the PEGASUS program will not be able to offer financial incentives to all incoming FGC students, outreach strategies are vital in order to effectively impact entering FGC students and to market the program.

Potential Mentors

Entities and/or individuals on the Texas Tech campus that could potentially provide mentoring/counseling services to PEGASUS students (following similar protocols as outlined in the curriculum portion of this report) include:

- 1) Faculty
 - a. ACTT should work through the Chancellor's Multicultural Affairs Office
 - b. ACTT could advertise through Faculty/Staff Tech Announce the need to self-identify FGC faculty and/or interest levels
- 2) PRIDE
 - a. Hal Stevens – potential aide in the PEGASUS process
 - b. Could provide mentoring to individual or multiple students
- 3) Older FGC students at Texas Tech
 - a. Identify students from the original 20 selected as contract stipend students to see if any are interested in mentoring PEGASUS, class of 2003-2004
 - b. Non-PEGASUS FGC students through programs such as McNair Scholars

Target Audiences for ACTT Outreach

Campus targets only:

- 1) Double T Days, New Student Summer Orientations
- 2) Residence Halls (informing Residence Life professionals and RAs)
- 3) Upward Bound
- 4) Center for Campus Life (Red Raider Camp, First-Year Experience, Greek Life, etc.)
- 5) PASS Learning Center
- 6) Admissions (list of students with low SAT or ACT scores are more likely to be FGC)
- 7) Registered Student Organizations

Off campus targets (not to be utilized without consent or cooperation from Admissions) that could be contacted include all local churches, regardless of college ministry or association with registered students organizations.

F. Thoughts on ASSESSMENT Strategies for PEGASUS

PEGASUS ASSESSMENT

At this point there is little in the form of established protocol for encouraging feedback on the strengths and weaknesses of the existing PEGASUS Program. However, several possibilities exist, each of which would be relatively easy to implement.

Among the means by which assessment can be collected are:

- 1) Create an Evaluation Form for each workshop and have the student (anonymous) turn in the evaluation sheet at the end of each session.
- 2) Direct the student to ACTT web page for feedback form (should be used for advising aspect of PEGASUS only).
- 3) Evaluation Forms should be given to students (anonymous) at the end of their third advising session.
- 4) For Residence Hall component, students (anonymous) should be given forms by the FGC coordinator of each hall. The students should return these forms (anonymously) to the same hall coordinator. This evaluation will be specifically in the effectiveness of the Residence Hall component.
- 5) Each evaluation should:
 - a. Identify existing strengths.
 - b. Identify existing weaknesses.
 - c. Make suggestions for improvement.
 - d. Comment specifically on the perceived benefit.

The primary obstacle in immediately implementing these procedures is the lack of a form. This can be corrected as soon as it is determined which, if not all, of the above procedures should be implemented.

G. May 2003 Report from Part-Time FGC Advisor

Background

The purpose of this report is to provide a status report from the part-time FGC PEGASUS advisor who worked at ACTT for 4 months, from January 2003 to April 2003.

The PEGASUS program at Texas Tech University has been successful with its limited resources. Expanding FGC student services to all FGC students at Texas Tech University is an awesome endeavor that will take dedication and commitment from all involved staff. My outreach efforts to FGC students in my 300+ population have been a successful work in progress after approximately three months of service. An accurate count of FGC students would ease our efforts in offering programs and support services to interested FGC students.

Attendance at transitional issues workshops has been good, in my humble opinion. Many students just do not want to come back to campus for an evening workshop, and the ACTT office has provided a great service by offering workshops for FGC students. A possible suggestion for workshops is to integrate responses from the 2002-2003 PEGASUS Program Evaluation Form with offered workshop topics.

I feel that students expressed a positive reaction in having a FGC student advisor at Texas Tech University. The main hindrances to visiting with students was getting in touch with students to inform them of my presence, and then having them keep the appointment they requested. The FGC students I have had contact with seem mainly interested in finding out “what they need to know to get where they want to be.” I did not get the feeling that students were particularly interested in repeat contact, so there appeared to not be much interest in community building.

The opportunities to make contact with students were through my phone and email campaign. Students also seemed to respond positively to the personalized email invitation to the workshops, and they also seemed to be most interested in the Financial Aid workshop. This observation supports my hypothesis that FGC students are concerned about financing their college education, possibly to a higher degree than non FGC students at Texas Tech University. My attendance at the Financial Aid workshop was also an opportunity to make face-to-face contact with FGC students.

Observations

Via journal comments from personal visits with FGC students, the population is quite diverse at Texas Tech. Responses have ranged from “I’m glad to see a ‘sister’ here” to “I just need to know what I need to take for next semester.” The majority of students have expressed satisfaction with having a “personal FGC student advisor” at Texas Tech. A certain student mentioned that “family back home didn’t understand anything about college,” and reported that it “felt good to have someone to talk with about those issues that had gone through it themselves.” A few students mentioned that it was “hard” trying to figure out degree requirements, and one student was not able to find the degree requirements for a Math major because it was not in the catalog.

A commonality is that the FGC students liked being able to get an appointment when they wanted an appointment as evidenced by statements such as, “I’m glad you’re here” and “it’s nice to have someone here for us.” Most of the FGC students mentioned that they have made friends on campus, which, per student report, makes their time here “easier.” Students also seemed comfortable asking questions concerning academic requirements, and many were referred to the Career Center and I provided them with copies of the “What Can I Do With This Major” handout for their chosen or potential major.

Most students were eager to discuss their academic goals or lack thereof, and that discussion helped them to relax and get more comfortable. Many also wanted to know what was required for them to get their desired degree, including how many hours and the specific course requirements.

Problems

ACTT does a good job of providing services and programs for identified FGC students. A problem with providing services and programs for FGC students that there needs to be more visibility of services ACTT offers to FGC students. There also needs to be a concrete way of identifying FGC college students so that there will be an accurate count of FGC students at Texas Tech University. There is also no “one” definition of what “first generation college” student refers to. An institutional definition will allow PEGASUS to maximize its efforts and minimize confusion concerning FGC students at Texas Tech University.

Recommendations

- Enforce the second item on the PEGASUS contract concerning what happens when terms of agreement are not followed.
- Establish clear definitions of what “FGC” is at Texas Tech University.
- Establish end of semester contact-to keep in contact with students and for best wishes.
- Conduct workshops in rooms more conducive to open discussion, such as a room where desks and/or tables and chairs can be moved.
- Secure priority registration for actively participating FGC students-students that attend workshops, make and keep advising sessions, etc. (No more than 50-100 students – this proposal was denied by the Academic Council in June, 2003).
- Consider offering the following workshop topics: General Test Taking Skills (early in the semester) and Overall Wellness (middle to end of semester-to handle periods of increased stress).
- Advertise programs and services via TECHannounce and the University Daily.
- Continue to improve and update PEGASUS information on the ACTT website so that students and parents can easily access information.

Suggested Schedule

Proposed Action	Proposed Date of Completion
Send PEGASUS evaluation form	May 2003
Decide workshop topics	June 2003
Schedule Workshops	July 2003
Decide upon recommendations to implement	June 2003

H. Part-Time FGC Advisor

Thereisa Coleman joined the ACTT staff in January to offer one-to-one advising services to any and all FGC students who sought assistance. In order to create the opportunity for her to be available for students, to spend 100% of her time on meeting with FGC students, Thereisa was not invited to participate in coordination, outreach, research, or curriculum design activities. In order to promote the fact that she was available to FGC students, Thereisa called each FGC student on the hybrid list compiled by ACTT (see page 6), which showed a total of 348 entering freshman FGC students. In addition to calling each student on her list multiple times, she sent numerous emails reminding students of her availability for a one-to-one appointment, what she could help them on, as well as upcoming workshops.

Through phone and email campaigns, Thereisa's outreach efforts to students included approximately 1,296 phone calls throughout the semester in an attempt to inform students about various workshops, and her availability for a one-to-one appointment. Additionally, she had approximately 405 instances where a student either called or emailed her back to ask a question or seek further information. Occasionally, her phone conversations led to a one-to-one appointment. Oftentimes, her phone conversations assisted the student, but did not result in any further contact. Occasionally, students failed to keep their appointment. Thereisa established a connection that resulted in regular contact with 17 students. She had a total of 21 appointments over the course of the semester, although email and phone contacts are estimated at twice this figure. Each of these students was able to reach Thereisa on a regular basis in order to have a question answered and/or a problem solved.

The following issues should be addressed pertaining to PEGASUS, Thereisa, and the program's coordination:

1. Texas Tech University is expecting an increase in its entering freshman class. Since we know that the percentage of FGC students attending Texas universities is on the rise, there will be more FGC students.
2. The increase in the freshman population will mean an increase in caseload responsibility for each ACTT advisor.
3. The present coordinator of PEGASUS will leave to pursue his doctorate effective mid-August, 2003. As a result, a new full time advisor, less comfortable with the flow and procedure of the office, will be expected to assimilate to the office more quickly than usual.
4. Several PEGASUS students talked about their desire and hope to see a student mentor program implemented to the program. A few have even expressed an interest in being a student mentor. The Student Mentor Program, funded by WorkSource, is being co-administered by the present PEGASUS Coordinator.

I. Qualitative Results

FALL 2002 PROGRAM EVALUATION FORMS COMPILATIONS

WORKSHOPS

Rate the following statements on a scale from 1 to 10 where 1 is totally disagree and 10 is completely agree.

- | | |
|--|---------------|
| 4) The workshops I attended were well organized. | _____9.3_____ |
| 5) The workshops I attended were informative. | _____8.8_____ |
| 6) The workshops I attended had a positive impact on my success. | _____7.9_____ |

What changes would you make to the workshops you attended in the fall?

- 1) *I would assign more workshops to discuss further facts about first year college students.*
- 2) *I would probably add more activities. Although the workshops were of interest, I think it would be beneficial to add more activities.*
- 3) *More interactive to keep things moving along and interesting.*
- 4) *I think it would have been nice if the group would have met a few more times.*
- 5) *The workshop that I feel helped me the most was the last one when we went over scenarios. The others were info that I already knew.*
- 6) *I would make no changes.*
- 7) *Make them a little shorter.*
- 8) *More group participation.*
- 9) *I thought they worked fairly well; so I didn't know of any changes to make.*
- 10) *I honestly could not think of any.*
- 11) *None.*
- 12) *Maybe getting more involvement or discussion from the student, but other than that, nothing.*
- 13) *I believe that the workshops included valid information for students such as myself. I wouldn't change anything.*
- 14) *I really don't have any suggestions. The workshops were fine the way they were.*
- 15) *Well, since I do not eat red meat, I would like to see more cheese pizzas.*
- 16) *Well, I think we will be covering in the spring but, information on how to fill out scholarship forms along with the FAFSA.*
- 17) *I would have made them shorter.*
- 18) *Probably a little more fast pace, or just maybe get to the point of things quicker.*
- 19) *There really is no improvement that I would make.*

Did the workshops you attended help you with your study skills? If so, how? If not, why do you think that is?

- 1) *Yes they did. They taught me that college is not as easy as high school. Studying is a requirement in order to pass.*
- 2) *Yes. They helped me by teaching me how to be more organized and to use a planner to keep track of assignments.*
- 3) *I had pretty decent study skills to begin with, and being in college unsupervised didn't really help them to improve much.*
- 4) *I don't feel that the workshops helped me with my study skills because that issue was not covered much.*

- 5) *Not really, I know what I need to do, but I need to learn more about time management.*
- 6) *Yes, kept me focused.*
- 7) *Not, because many of the study skills I developed earlier.*
- 8) *Yes, they taught me key organization skills.*
- 9) *Yes, the planner we received helped me to organize.*
- 10) *In a way, it did because it showed me how to balance my time for work, physical activities, social, and spiritual time.*
- 11) *Yes, it helped me in learning how to take my time.*
- 12) *Yes, they reemphasized and motivated the skills and motivation needed for school.*
- 13) *Yes, I received the idea to read over my notes after class to help emphasize what we were studying.*
- 14) *It did not really help me with study skills because, I think, I had good study skills coming into college. However, the workshops made me realize there are other things that help you study better and do well in school, such as motivation.*
- 15) *I think the workshops reinforced the study skills I already had.*
- 16) *They really put forward good organizational skills.*
- 17) *Not really, I think that is due to the fact that I already had my own methods that worked for me.*
- 18) *Yes, the planner that was given to me kept me up to date on all the things I had to do, and when it came time to study I went to a quiet place and actually got things done.*
- 19) *I think it could of helped me but I am not that motivated because I do not know what I want to do.*

Did the workshops you attended have a positive impact on your success? If so, how? If not, what changes could be made to improve?

- 1) *Yes. It taught me to be outgoing and more communicative.*
- 2) *Yes. They gave me useful information that was beneficial and they allowed me to be informed on issues that could help me.*
- 3) *I think that it needs to be stressed so much, how hard it is to bring your GPA up after it drops.*
- 4) *No, I don't think the workshops had as much of an impact as the one-to-one meetings with my advisor.*
- 5) *Yes. It was very helpful in making my schedule.*
- 6) *Yes, made me try.*
- 7) *Yes, I felt I had achieved something.*
- 8) *I didn't really have good success, but not because of the workshops.*
- 9) *Yes, I got more of my work done, because of planning.*
- 10) *Yes, it did by allowing me to understand how things work and what is provided by Texas Tech University.*
- 11) *The workshop that really helped was about time management. That was very interesting and taught me not to be in such a hurry.*
- 12) *Yes, if I follow what they said, but I haven't had success yet.*
- 13) *Helped me improve my study skills in general and helped me become a better rounded student.*
- 14) *It did have a positive impact on my success because it helped me transition from high school into the college life.*
- 15) *I really believe that I would not have been as successful or come anywhere close to the dean's list had it not been for the PEGASUS staff.*
- 16) *Yes, they covered information that otherwise I probably would not have known.*
- 17) *The workshops were very helpful and really helped me found out how to succeed.*
- 18) *I believe it did, but it is hard to notice how, because everything is so routine that I feel like I've been doing it forever.*
- 19) *It will help me when I know why I am here.*

ADVISOR CONTACT

Rate the following statements on a scale from 1 to 10 where 1 is totally disagree and 10 is completely agree.

- 4) My advisor actively kept in touch with me throughout the semester. 9.4
- 5) My advisor helped me discover opportunities and resources on campus. 9.2
- 6) My advisor helped me feel comfortable at Texas Tech. 8.2

How did the one-to-one advisor meetings affect your performance in school?

- 1) *It helped me by knowing and obtaining information throughout the campus, both scholarly and socially.*
- 2) *I was more open with others and I was and I was not intimidated to go out and look for the things I needed.*
- 3) *Positively, definitely helped especially with scheduling.*
- 4) *Helped me know what was available to me on campus with various problems.*
- 5) *I felt I had to try harder because I didn't want to disappoint him, so yes.*
- 6) *My advisor helped me get used to the college atmosphere.*
- 7) *The meetings helped me from going crazy with stress.*
- 8) *They got me motivated and confident in myself.*
- 9) *He helped me to improve my study skills.*
- 10) *I just learned what to expect from my classes and what they are about.*
- 11) *It helped me to be able to talk to someone about my problems or worries about being here! It was great!*
- 12) *It helped me feel comfortable as a freshman.*
- 13) *It helped me keep a positive attitude.*
- 14) *It had a positive impact because it helped me understand and organize my school priorities and gave me a sense of direction.*
- 15) *My advisor eased my fears about my classes and encouraged me to not get discouraged.*
- 16) *Really helped in evaluating my weaknesses, which allowed me to work better.*
- 17) *The sessions were very helpful and in a sense made me do better in class, and gave me a place to ask help.*
- 18) *My advisor really made me feel at home here at Tech, he told me where to find things that I had no idea where they were and he always listened to my problems and I feel like it cleared my head for academic performance.*
- 19) *I really liked having someone to go to directly if I had questions.*

What would you change about the advising sessions you had in the fall?

- 1) *A little bit longer to discuss various social clubs on campus.*
- 2) *I think I would probably add more sessions and also I think I would want to talk about involving students in different organizations.*
- 3) *Nothing.*
- 4) *I would have preferred to have "mandatory" meetings with my advisors.*
- 5) *Nothing, I enjoyed them.*
- 6) *Nothing.*
- 7) *Nothing, they are fine.*
- 8) *Nothing.*
- 9) *Nothing.*
- 10) *Nothing.*
- 11) *Nothing.*

- 12) *Nothing.*
- 13) *Not a thing.*
- 14) *There's really nothing I would change. My advising sessions were helpful and set a good path for me to follow.*
- 15) *Nothing really they were usually short and to the point.*
- 16) *Nothing, I loved the sessions.*
- 17) *Nothing. I think they are fine.*
- 18) *Maybe add one or two more.*
- 19) *Nothing.*

STUDENT SUCCESS

How would you rate your performance in the fall 2002 semester?

- 1) *I would rate it satisfactory, although I can make an improvement.*
- 2) *Overall I think I did good – I struggled w/ one class but other than that I did good.*
- 3) *Satisfactory, but I felt pretty good about it, because I could easily pinpoint where I messed up.*
- 4) *Poor.*
- 5) *Average, but I had trouble in one class.*
- 6) *Good.*
- 7) *Great.*
- 8) *It was pretty bad, but I know what to do to improve.*
- 9) *OK, but I had a few problems. I just realized that I am going to have to study more than I did in High School.*
- 10) *Wonderful!*
- 11) *According to grades, bad, but that was just because I had really interesting and tough classes.*
- 12) *78 % out of 100 % - it got extremely overwhelming.*
- 13) *Moderate, the transition was rough, but without PEGASUS it could have been rougher.*
- 14) *Academically it was good. Putting up with a roommate in the dorms turned out better than I expected.*
- 15) *I think I did very well for my first semester in college. I finished with a 3.8 and even though I had my heart set on a 4.0, I am happy anyway.*
- 16) *I think I did really well.*
- 17) *It was a learning experience, I learned a lot about myself. In school, I did alright, not great, but then again it was my first semester.*
- 18) *I would say I did as well as expected, but my grades were a little better than I thought they would be.*
- 19) *It was good but I could do better.*

What, if anything, do you plan to do differently in the spring 2003 semester?

- 1) *Study harder, socialize more, and have fun in the process.*
- 2) *Study more and give myself enough time to complete my assignments.*
- 3) *Focus.*
- 4) *Get more involved - find resources on campus that will help me with financial matters and ways to improve my study habits.*
- 5) *Read more throughout the semester instead of cramming.*
- 6) *I plan to study more and do less partying.*
- 7) *Nothing, because I have a system.*
- 8) *Attend class more.*
- 9) *Study a lot more.*

- 10) *Balance my time for school work and take breaks such as for social activities and physical ones, as well as spiritual.*
- 11) *Study more, take my time in reading detailed assignments.*
- 12) *Keep priorities straight and stay more organized.*
- 13) *Perfect my studying.*
- 14) *Study a lot more.*
- 15) *Probably study a little bit harder than last semester and eventually I will add a work study job to my load.*
- 16) *This semester I could use some time organization.*
- 17) *I plan to spend more time studying.*
- 18) *More time for studying.*
- 19) *Study, study, study and go to class.*

PROGRAM

What, if anything, would you change about PEGASUS?

- 1) *More workshop sessions. They would be beneficial if they were a little bit early than before.*
- 2) *I would just make the workshops more interesting.*
- 3) *Make meeting times closer to 5:00 than 7:00.*
- 4) *I don't think the \$250 incentive is necessary.*
- 5) *Talk about more things to benefit us.*
- 6) *Nothing.*
- 7) *Shorter meetings.*
- 8) *Nothing . . . more meetings.*
- 9) *Nothing.*
- 10) *I honestly can't think of any right now.*
- 11) *Maybe meet two times a month???*
- 12) *Nothing.*
- 13) *Nothing.*
- 14) *No ideas at the moment.*
- 15) *I think the PEGASUS program is perfect in every way . . .*
- 16) *Just about the academic forms.*
- 17) *Nothing.*
- 18) *Maybe make the slide shows have a little more movement and color.*
- 19) *I really liked the program, but it would be better if there where [sic] people there.*

Would you be interested in continuing PEGASUS if there was a sophomore version?

- 1) *Yes.*
- 2) *Yes, I think this is a great program to inform students on all the opportunities available to us.*
- 3) *Yes.*
- 4) *Yes.*
- 5) *Yes, very much.*
- 6) *Yes.*
- 7) *Yes.*
- 8) *Yes, very much.*
- 9) *Yes.*
- 10) *Maybe.*
- 11) *Yes!!!*
- 12) *Yes.*

- 13) *Yes, I think there should be a sophomore version.*
- 14) *Yes, if it was informative as the first one and the advisors were as helpful.*
- 15) *Yes because I like knowing that if I have any problems in any aspect of my semester I have advisors who can keep me on track.*
- 16) *This class would have to cover future things, so yes.*
- 17) *It would be an appealing option if I would have stayed at Texas Tech, so in other circumstances, yes.*
- 18) *Yes, I think it would do it all through college if I could.*
- 19) *Yes.*

Why did you agree to participate in the PEGASUS program?

- 1) *The first year college student information greatly influenced me.*
- 2) *I thought that it would help me and inform me on different issues I was not aware of.*
- 3) *Easy money, but it turned out to be quite helpful.*
- 4) *I thought it would help me get acquainted to college, and help me succeed.*
- 5) *Being so far from home and in a new environment, it was nice to have a connection with advisors. I felt important.*
- 6) *I believe that it will help me do better in college.*
- 7) *So I can get help w/ the whole college system.*
- 8) *Because I need the help.*
- 9) *Because, I knew how hard it is coming from my background and I would like to help future students.*
- 10) *The money and I wanted to learn more about Tech and its services. I was a new, quiet person wanting to learn her way through.*
- 11) *My parents did not go to college and I know nothing, I felt I needed a little more security and something to fall back on if I needed any help!*
- 12) *It was only to my benefit there was absolutely no reason not to.*
- 13) *It was a program that was willing to help me.*
- 14) *At first for the money mainly, but I have learned small things along the way that helped me set a path of what I want to do in college.*
- 15) *The \$250 stipend a semester was my main incentive at first out, then I realized that I was presented w/ so many more opportunities than other students I know.*
- 16) *Because my advisor asked me and the program sounded beneficial.*
- 17) *I felt it would be a good way to know what Texas Tech was about.*
- 18) *Honestly, for the money, at the time.*
- 19) *I thought it would be a great experience for me and it has been.*

YOU DO NOT HAVE TO PUT YOUR NAME ON THIS FORM. IT IS ANONYMOUS. HOWEVER, IF YOU PREFER, YOU MAY SIGN YOUR NAME ON THE SPACE PROVIDED BELOW:

2002-2003 PROGRAM EVALUATION FORM-COMPOSITE RESULTS

PROGRAM

1 – Disagree 2 – Somewhat Disagree 3 – Neutral 4 – Somewhat Agree 5 – Agree

- 1) PEGASUS helped ease my transition from high school to college. (4.3)
- 2) I felt more comfortable at Texas Tech because of PEGASUS. (4.1)
- 3) I felt less confused about how to survive at college because of PEGASUS. (4.3)
- 4) PEGASUS helped my family understand the responsibilities of college. (3.4)
- 5) PEGASUS helped ease the worries I had about money. (3.7)
- 6) I felt connected to other students with similar situations because of PEGASUS. (3.4)
- 7) I feel prepared for the rest of my academic career because of PEGASUS. (4.1)
- 8) PEGASUS provided me with everything I thought it would. (4.3)
- 9) Had one been available, I would have met with an advisor who worked in my residence hall. (4.2)
- 10) If given the opportunity, I feel I could help an incoming freshman make a smooth transition to college. (4.3)
- 11) I would have agreed to participate in PEGASUS even without the promise of a \$500 stipend. (4.1)
- 12) For participating in PEGASUS, I would rather get to register early than receive money. (3.9)
- 13) I would participate in a sophomore year of PEGASUS if I could register early, but did not receive a stipend. (4.4)
- 14) I would like the opportunity to meet more first generation college students through PEGASUS. (3.9)
- 15) Having a student mentor would have helped me. (3.9)

- If you were placed in charge of designing a program to assist first generation college students, how would it differ from PEGASUS? What would you like to see changed in PEGASUS for future students?

- 1) *I would bring in upper class students and give us advice. I would bring in more speakers from different organizations or departments. I might also have non-workshop meetings like: movie night, rec center night, etc. so that we can get to know the other students that are like us.*
- 2) *I think meeting more often would help more. Instead of like in PEGASUS, where we met 3-4 times a semester. And possibly meeting more often with my counselor.*
- 3) *There are not many changes that I can think of for this program. Maybe if you got more students involved in the program it would make for higher success rates.*
- 4) *I would like to have had more meetings with my advisor.*
- 5) *I would definitely have more students in it. Plus, have more workshops that covered broader topics.*
- 6) *More hands on activities, because as much fun as sitting in our classes listening to our monotone teachers mumble about this and that is, no one wants to miss "Friends" to relive a similar experience.*
- 7) *I would have put activities for the participating students to do. I would have liked more hands on workshops.*
- 8) *The PEGASUS program was great but could have been more scheduled in allowing everyone to meet.*
- 9) *Not much – the meeting once a month was good and I liked meeting with my advisor. Not many students at Tech are on a first name basis with their advisor or even know who they are.*
- 10) *More student interaction with each other.*
- 11) *I really enjoyed the amount of opportunities presented to me through this program. Being told about little things on how the school works, that I would not have otherwise known.*

- 12) *I would generate more one-on-one meetings.*
- 13) *I think the program is just fine.*
- 14) *I would make sure the students know all the advisors on a first name basis. I think it would be a lot more comfortable.*
- 15) *I don't really have a lot of arguments. PEGASUS went WAY beyond my expectations! If I could do one thing though, I would have more workshops where the first generation college students could get to know each other on a better level.*
- 16) *The only thing that I would change is that most students must already have general knowledge of computers and we spent an entire session on how to get around the websites.*
- 17) *I don't think too much needs to be changed. Perhaps some connection with the counseling center to help any student together would be beneficial.*
- 18) *Have a big brother/big sis type of thing.*

WORKSHOPS

1 – Disagree 2 – Somewhat Disagree 3 – Neutral 4 – Somewhat Agree 5 – Agree

- 1) The workshops I attended were informative. (4.4)
- 2) The workshops I attended helped me make decisions. (4.1)
- 3) The workshops I attended focused on my specific needs. (3.9)
- 4) I would like to see more workshops offered, even if I was required to attend. (4.0)
- 5) I would have preferred workshops on how to succeed in a specific class, rather than how to succeed in college. (3.2)
- 6) The workshops I attended were well presented and properly organized. (4.2)
- 7) I would have attended most of the workshops even if it were not required of me. (4.2)
- 8) The workshop I attended on time management improved my study skills and ability to succeed in college. (3.6)
- 9) The workshop I attended on financial aid helped ease my worries about paying for college. (3.6)
- 10) The workshop I attended on how to choose a major helped me make a decision on what to study in college. (3.1)
- 11) The workshop I attended on getting involved at Texas Tech was timely, relevant, and helpful. (3.9)
- 12) The PEGASUS workshops I attended had a direct, positive impact on my performance as a student. (4.0)

Please rank the following from 1 to 10, with 1 being your top choice, and 10 being your last choice.

I would be interested in attending a workshop that:

- 1) Gave study tips on how to succeed in freshman English courses.
___5.8___(6)
- 2) Provided information on general difficulties some first generation college students face during their freshman year. ___4.5___(5)
- 3) Gave study tips on how to succeed in American history courses.
___6.6___(9)
- 4) Gave tips on how to choose a major and find courses that fit that major.
___4.3___(2)
- 5) Gave tips on how to manage your time better.
___4.3___(2)
- 6) Gave study tips on how to succeed in political science courses.
___6.0___(7)

- 7) Gave advice on financial aid and money management.
___3.0___(1)
- 8) Gave study tips on how to succeed in a natural science course.
___6.4___(8)
- 9) Provided information on how to get involved with student organizations at Texas Tech.
___4.3___(2)
- 10) Gave study tips on how to succeed in mathematics courses.
___7.3___(10)

ADVISOR CONTACT

1 – Disagree 2 – Somewhat Disagree 3 – Neutral 4 – Somewhat Agree 5 – Agree

- 1) My advisor actively kept in touch with me throughout the semester. (4.7)
- 2) My advisor helped me discover opportunities and resources on campus. (4.5)
- 3) My advisor helped me feel comfortable at Texas Tech. (4.8)
- 4) The one-to-one meetings with my advisor positively affected my performance in school. (4.1)
- 5) The College Student Inventory (CSI) I took helped me see strengths and weaknesses I had not noticed before. (3.9)
- 6) I would have liked to have more one-to-one meetings with my advisor. (4.4)
- 7) I was always open and honest with my advisor during our sessions. (4.9)
- 8) I felt I could tell my advisor about any and all difficulties I was facing. (4.3)
- 9) I always felt more confident about my abilities after leaving a session with my advisor. (4.5)
- 10) After the first few sessions, most of the meetings I had with my advisor were unproductive. (1.9)

GENERAL QUESTIONS

- Would you recommend PEGASUS to a friend of yours? Why or why not?

- 1) *Yes, because it answers a lot of questions that I had about Tech. When I first came there were a lot of questions I had about small things that I had. PEGASUS answered them.*
- 2) *Yes, it really helped me so I feel it could really help others in the same situation as me.*
- 3) *Yes, it was very helpful with getting adjusted to the campus lifestyle and other smaller obstacles.*
- 4) *Yes, I would – the information they gave me was helpful.*
- 5) *Yes, it was a good transition for me and it would help with other students too.*
- 6) *Yes, because every student should have someone to turn to when things just aren't working out. Whether it be financial aid or something else, or PEGASUS advisors seemed capable of helping us.*
- 7) *Yes, they provide you with info that could be beneficial.*
- 8) *No Answer.*
- 9) *Yes, the meetings with your advisor are really important.*
- 10) *Yes, because you learn about handling college – especially financially.*
- 11) *Of course, I think this is a very helpful program for those who need it.*
- 12) *Yes, because this program teaches you about transitions, traditions, and time management.*
- 13) *Yes, because he/she would learn the available resources at Texas Tech.*
- 14) *Yes, it's good to talk to someone every now and again.*
- 15) *Yes, mainly because it gives you someone to talk to when the going gets really tough and the information they provided me with just made everything so much easier to deal with. I would really like to see my friends who are struggling to get into this so maybe they can get help as well.*
- 16) *Sure, it is a good program for incoming freshmen – especially for first generation students.*

- 17) *I would definitely recommend PEGASUS to my friends because it would definitely help them adjust to college life which can be very difficult if there is no other support for them.*
- 18) *Yes because it serves as a guidance in ways.*

- **What impact did PEGASUS have on your first year at Texas Tech University?**

1. *It helped me feel more comfortable and made me feel like I belonged here.*
2. *It made it run smoother.*
3. *It made me realize that college isn't as difficult and stressful if you only knew what to expect and how to deal with it.*
4. *It allowed me to have a place I was comfortable to go to if I had any problems.*
5. *It helped with me learning everything that I would have had to learn by myself.*
6. *Without it I would have been a lot more lost.*
7. *It gave some info that I thought was important and I would have probably not known had I not attended the meeting.*
8. *No Answer.*
9. *I think I would have been lost in trying to figure out my major and registering for my new classes.*
10. *Well, I let a lot out and didn't feel so stressed.*
11. *Very good in opening opportunities and helping to fix problems that would have hurt me in the long run if they had not been resolved. The program helped to make the transition far more bearable.*
12. *It impacted me greatly. I learned many things, particularly about financial aid.*
13. *I learned about how the system of courses and degrees function and work.*
14. *Even though I know I bugged the @\$% out of Jane, it made life simpler to be able to ask a question without standing in an hour long line.*
15. *PEGASUS helped me very much academically and socially. It just seemed like overall, the workshops and the one to one meetings with Sean gave me confidence I didn't have when I came to Tech. My grades have improved so much because of that and he also helped me to realize that I do and always will have options.*
16. *Tremendous, especially the easing of the financial pressures.*
17. *PEGASUS definitely had a positive impact on my first year, unfortunately other external situations caused problems.*
18. *Made me feel more comfortable on a large campus.*

J. Workshop Presentations, 2002-2003

- A. Welcome to PEGASUS
- B. Compass for Campus
- C. Navigating Texas Tech University
- D. Welcome to PEGASUS (revised)
- E. Red to Black Financial Counseling
 - Representatives from Financial Aid presented on scholarship and grant opportunities, but did not have a power point.
- F. The Texas Tech Campus Community