

2004-2005 PEGASUS Annual Report

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ABSTRACT

In August 2002, the Advising Center at Texas Tech (ACTT) implemented a new program intended for first-time-in-college First Generation College (FGC) 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 from Texas Tech University.

For 2004-2005 the academic year, the Advising Center at Texas Tech (ACTT) continued to develop and implement PEGASUS. The program provides intrusive academic advising, peer mentoring, and a transition and skills development workshop series in order to increase academic success, retention, as well as graduation rates and the social and personal development of FGC students.

Key successes for 2004-2005:

- received \$50,000 in grant funding from the Texas Higher Education Coordinating Board (THECB) for FGC scholarships and program support
- received renewal of \$16,000 in grant funding from South Plains Tech Prep for the PEGASUS Peer Mentor Program
- 2004-2005 PEGASUS Scholars were retained at a rate of 10.4% higher than the 1st-year, freshman TTU FGC population and 8.9% higher than the 1st-year, freshman TTU population as a whole.
- increased PEGASUS student retention by 4.7% from 2003-2004 to 2004-2005
- 65% of 2004-2005 PEGASUS Scholars earned a 3.000 or better GPA.
 - 2 earned a 4.000 GPA
 - 11 earned a 3.5 to 3.999 GPA
 - 13 earned a 3.0 to 3.499 GPA
- 82.5% (or 33 of 40) of the 2004-2005 PEGASUS Scholars received their scholarship for both Fall 2004 and Spring 2005.
- 87.5% (or 35 of 40) earned their Fall 2004 portion and 90% (or 36 of 40) earned their Spring 2005 portion.
- reallocated university funds to create a full-time Assistant Coordinator position to serve as FGC Peer Mentor supervisor.
- PEGASUS FGC Mentor activity increased from nearly 2,000 hours for the 2003-2004 academic year to just over 4,500 hours for the 2004-2005 academic year
- PEGASUS FGC Scholarship amounts increased to \$1,000 from \$500
- PEGASUS Summer Partnerships continued to provide FGC Mentors for Upward Bound Bridge students and the Lubbock-area Boys & Girls Clubs.
- Over 16,000 student contacts made throughout the 2004-2005 semester, including over 1,000 phone and email contacts made with prospective FGC students and families prior to New Student Orientation.
- PEGASUS staff and FGC Peer Mentors made 36 outreach presentations to FGC students, parents, and families

This report examines the developing purpose and performance of the PEGASUS program for the 2004-2005 academic year, as well as a compiling the reports used to determine successes and areas for improvement. Qualitatively, the program has continued to strengthen its position on

campus as a resource for FGC students and in facilitating the transition of FGC students through their first year by solidifying the advising staff assisting FGC students, by increasing the role and number of PEGASUS FGC Peer Mentors, and by increasing the number and mode of outreach events to FGC students and their families. Quantitatively, the results illustrate that PEGASUS helped those FGC students at the greatest risk of academic failure and drop-out proneness who had the most interaction with ACTT academic advisors and FGC Mentors.

Also included in this report is an analysis of the logistical concerns and obstacles faced, and often overcome, by advising staff and PEGASUS FGC Peer Mentors in their coordination and execution of the fourth year of the PEGASUS program.

INTRODUCTION

PROGRAM DESCRIPTION

PEGASUS is an academic advising and peer mentoring program that supports First Generation College (FGC) students in their first year to make a successful transition into the university community. 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 including academic progress, social involvement, and personal growth.

ORIGINAL PURPOSE

Originally, PEGASUS was designed to assist entering freshman undecided (ASUD) FGC students. ACTT modeled PEGASUS after 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).

CHANGES TO ORIGINAL PURPOSE

In October 2002, the size and scope of PEGASUS' purpose 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 expand its focus 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.

Also as a result, workshops already designed and scheduled for the fall and spring semesters 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, the intrusive advising practice occurs only with PEGASUS Scholars and students who elect to meet with an FGC advisor.

In keeping with the original purpose, PEGASUS continues to offer intrusive advising and peer mentoring to a select group of FGC students that receive financial support (PEGASUS Scholars) upon the successful completion of a PEGASUS Participation Agreement. However, each academic year, the number of PEGASUS Scholars has increased due largely to changes in funding and the charge to serve more students. Consequently, the numbers of PEGASUS FGC Peer Mentors and non-scholar participants have also increased each year.

KEY COMPONENTS

Among the changes of purpose, there have also been changes in the components and the role of the components of PEGASUS. Each year, the PEGASUS program has been redesigned in strategic ways to meet the specific needs of FGC students as the program develops its understanding of those needs. These structural changes have occurred in both on-campus efforts and in outreach efforts, including to elementary and secondary school students.

Changes were made in how PEGASUS coordinates the FGC Peer Mentors, conducts the intrusive advising practice of ACTT academic advisors, offers workshops, and employs the participation of PEGASUS Mentors at outreach events attended by FGC students and their families including the Lubbock Boys and Girls Club, National Kids Day, Texas Tech University Day, Texas Tech Classics Day, and Educational Talent Search College Information Day at South Plains College. The rationale for extending to outreach was to influence the students and their families who were not planning to attend college.

The key components of PEGASUS for 2004-2005 were:

1. PEGASUS FGC Peer Mentors
2. FGC Workshop Series
3. FGC Advising
4. PEGASUS FGC Scholarship
5. FGC Outreach
6. Partnerships

PEGASUS FGC Peer Mentors

In 2004-2005, the role and scope of the FGC Peer Mentors continued to evolve as skills developed, mentoring experience increased, and program needs changed. PEGASUS was pleased to receive a renewal of its funding for FGC Peer Mentors in June 2004, through its partnership with South Plains Tech Prep. The grant cycle began in June of 2004, in the middle of the PEGASUS Summer Partnerships. And at that time, PEGASUS had a larger FGC Peer Mentor roster to meet the needs of its Summer Partners. In January 2004, PEGASUS was one of 21 programs awarded an FGC Grant by the Texas Higher Education Coordinating Board (THECB). With these additional funds, the FGC Peer Mentor roster for Spring and Summer 2004 was expanded to 50.

In August 2004, to more effectively support the 40 2004-2005 PEGASUS Scholars and to more directly meet the program's needs, the FGC Peer Mentor roster was 20 students. All 20 of these students were FGC Peer Mentors from the Summer. This reduction of the FGC Peer Mentor roster did not, however, reduce outreach and mentoring activity. Overall, for the 2004-2005 grant cycle, the PEGASUS Mentors completed more hours of program support, mentoring, and

outreach to FGC students and their families than the previous grant cycle (2003-2004). Not all of this activity, however, was paid out of South Plains Tech Prep contracted funds. With additional funding from THECB, as well as funding support for Texas Tech University and its Division of Enrollment Management, FGC Peer Mentors logged 5,296 hours from June 2004 to May 2005. At \$9.00 per hour, that is nearly \$48,000 invested in the retention of FGC students at Texas Tech University.

ACTT staff and FGC Peer Mentors provided mentoring and outreach to FGC students and parents at the following 36 events in 2004-2005:

- South Plains Tech Prep Career Expo
- South Plains College “College Awareness Day”
- South Plains College Spanish Fair
- Raiders Rojos Back to School Fiesta
- Closing the Gaps Coalition Education Summit
- Texas Tech “Classics Day”
- 12 Texas Tech New Student Orientations
- 2 Texas Tech “University Days”
- PEGASUS “FGC Welcome Event”
- 15 PEGASUS Workshops

PEGASUS and its FGC Peer Mentors contacted over 16,000 FGC students through various methods as detailed below. This number does not include contacts made at events such as the Career Expo, College Awareness Day, Spanish Fair, Back to School Fiesta, Education Summit, Classics Day, or University Days. From face-to-face outreach activities to emailed workshop advertisements, FGC Peer Mentors were the primary source of contact with FGC students and families.

The retention results of our FGC Peer Mentor component are reflected best with a comparison of our PEGASUS Scholar retention rates with those of the TTU first-year, from High School population as a whole. As our PEGASUS Scholars were all First-year, from High School students and were matched with FGC Peer Mentors for the Fall and Spring semesters, the funding can be evaluated most directly through this key relationship. The university retention rate for first-year, from High School students is roughly 82%. Of the 40 PEGASUS Scholars selected for the 2004-2005 academic year, 35 are enrolled for Fall 2005. That is a retention rate of 87.5%.

Fall 2004 & Spring 2005

While the focus of PEGASUS is on the first year transition of FGC students, ACTT recognized the need to continue encouraging the involvement of upper class FGC students. Therefore, leadership roles for the FGC Peer Mentors were created in order to develop their professional skills, to develop an interactive team approach to mentoring special projects, and to provide outreach to the TTU FGC student community, utilizing multiple communication media.

PEGASUS developed and implemented an informational campaign to FGC students utilizing emailed PowerPoint presentations and calling campaigns that alerted FGC students to PEGASUS informational workshops, special events on campus, and student success deadlines such as

advanced registration. On a bi-weekly basis, the PEGASUS information campaign contacted approximately 860 FGC students at Texas Tech by email.

FGC WORKSHOP SERIES

In order to promote student interaction within the PEGASUS events, the FGC Peer Mentors facilitated an activity-driven component of each PEGASUS workshop. A team of FGC Peer Mentors coordinated with ACTT staff members prior to each workshop to design topical group activities. The results of these interactive activities included higher levels of reported satisfaction and engagement by FGC student attendees and increased confidence and commitment to PEGASUS.

Fifteen first-year transition workshops were presented to FGC students and their peers related to academic success, social involvement and personal development within the university experience. Topics included event management, setting educational and personal goals, utilizing academic success and support services and resources, money management skills, applying for financial aid, increasing involvement in the university community, and team building events. Highly successful mentor activities included planning an academic calendar using student syllabi, identifying potential scholarships and grants, and identifying student organizations on campus to promote the involvement of the FGC students in the university community. Workshop attendance for the 2004-2005 academic year reached 253.

MENTOR ACTIVITIES – MONTHLY GROUP EVENTS

FGC Peer Mentors planned one monthly group event that developed camaraderie; involvement in campus or community events/organizations; individual/group academic, personal, professional development; school spirit. FGC Peer Mentors coordinated all aspects of the events with the FGC Coordinator's supervision.

MENTOR ACTIVITIES – MONTHLY MEETINGS

FGC Peer Mentors met monthly with the PEGASUS coordinator and assistant coordinator on a monthly basis. Meetings discussed issues that will arise for FGC students in the next month, the progress of monthly events, recruitment of FGC students into the PEGASUS program, retention of FGC students in the PEGASUS program and mentor development. Monthly meetings included a module on professional/leadership development led by PEGASUS staff, campus or community professionals, or other mentors. Mentors submitted a Mentor-Scholar survey monthly to report on success and challenges in their mentoring experience.

MENTOR ACTIVITIES – INVOLVEMENT IN FGC WORKSHOP SERIES

FGC Peer Mentors met with PEGASUS coordinator assistant coordinator to discuss the theme of each workshop and to develop a student interaction component that develops the skills or utilizes the information presented in the workshop. The workshop committee met at least once at the beginning of each month to discuss that month's workshops and possible activities. The FGC Peer Mentors met as necessary with the FGC coordinator and assistant coordinator throughout the month to develop the activities and to gather all necessary supplies and resources/handouts. The entire workshop committee met again before the workshop to discuss the timing and sequence of activities.

Summer 2005

In the summer of 2004, PEGASUS also expanded the FGC Peer Mentor job description to include weekly mentoring contact with prospective and potential FGC students, promoting FGC awareness to prospective FGC students and their families at outreach events, and participating in informational sessions for FGC students at university orientation events.

SUMMER PARTNERSHIPS

In May 2005, the FGC Peer Mentors continued providing mentoring and outreach services to prospective and potential FGC students in the Texas Tech Upward Bound program and Boys and Girls Club centers in Lubbock.

FGC Peer Mentors provided peer mentoring to 28 FGC Bridge students from the Texas Tech Upward Bound during the month of June, 2005. During the 5-week Summer I session, FGC Peer Mentors spent between two and five hours per week with their Bridge students. The TTU Upward Bound program reported the highest cumulative GPA in the program's history.

PEGASUS, in coordination with the TTU Office of Admissions and the Lubbock Area Boys and Girls Club, initiated another new program providing college information and mentoring based outreach to approximately 75 predominantly minority youth between the ages of 5 and 16 years. This program included two one-day college tours for approximately 60 minority high school students from the two Lubbock Boys and Girls Clubs. PEGASUS and the TTU Office of Admissions partnered with the Boys and Girls Club of Lubbock to distribute college awareness information to parents at the National Kids Day event in August 2005.

OUTREACH PHONE CAMPAIGN

During Summer 2005, a major calling campaign was undertaken by the FGC Peer Mentors. The goals of the calling campaign were to identify FGC first year students and to introduce them to PEGASUS and the services it offers, to increase FGC student attendance at transition and skill development workshops, and to increase FGC student awareness of the ACTT "Seasons of the Semester" including advanced registration dates, mid-term grade posting dates, and student social activities.

The calling campaign occurred during the months of May, June, and July of 2005, in preparation of New Student Orientation. A team of 5 FGC Peer Mentors contacted prospective FGC students before and after attending New Student Orientation at TTU answering questions raised by students and their families about the transition to college. FGC Peer Mentors made 1,442 phone contacts with FGC students and families.

FGC AT NEW STUDENT ORIENTATION

PEGASUS extended the outreach efforts into a series of FGC student-parent informational sessions that were formalized in the New Student Orientation schedule. PEGASUS staff and FGC Peer Mentors presented transition information to students and parents in a one-hour session. PEGASUS delivered 12 presentations (1 presentation per New Student Orientation) during June, July, and August of 2005 to entering FGC students, their parents, and their families as part of the State of Texas' Closing the Gaps Initiative. This is a decrease from the 28 presentations during the same period in 2004. This decrease is directly related to the decreased time given to

PEGASUS by the Orientation Committee. Approximately 400 FGC students and parents attended the NSO sessions. As a result of the summer informational campaign 178 FGC students submitted applications for the PEGASUS FGC Scholarship. This represents the largest number of scholarship applicants in the program's history.

Conclusion

PEGASUS and Texas Tech University's FGC student populations have benefited significantly from its partnership with South Plains Tech Prep. The FGC Peer Mentor component has been the seed and fertilizer for significant program growth. The efforts of our FGC Peer Mentors enable PEGASUS staff members to focus on growth initiatives, partnership building, and program development. PEGASUS has sought to support its FGC Peer Mentor component with additional funding not because the partnership with South Plains Tech Prep is insufficient for our needs. Instead, PEGASUS has sought further support for its FGC Peer Mentors simply because investment in the component delivers desired results. PEGASUS would not be as effective and, thus, successful were it not for its FGC Peer Mentors.

FGC Workshop Series

Based on the existing body of FGC literature and scholarship, PEGASUS designed and implemented a series of informational and skill-building workshops. This series was originally offered as four workshops per semester, for a total of eight per year in 2002-2003. This format was begun again in Fall 2003, but upon the addition of 20 new Scholars in Spring 2004, the full compliment of workshops was schedule for the Spring 2004 semester. This pattern, then, was continued for the 2004-2005 academic year with slight alterations to the Spring topics and content as compared to the Fall workshop.

2004-2005 Workshop & Event Schedule

September 8		Time Management & Season of the Semester Workshop <ul style="list-style-type: none"> • Teach students to manage time and providing students with event planning tips.
September 21		DISCOVERY & Exploring Majors Workshop <ul style="list-style-type: none"> • Provide DISCOVERY exam and help students decide on a major that best fits their education and career goals. • Comprise goal sheet for PEGASUS mentors. Contact Center for Campus Life and Student Government Association for participation in Getting Involved workshop.
October 13		Getting Involved Workshop <ul style="list-style-type: none"> • Explore reasons to be an engaged student on the TTU campus and Lubbock community. • Speakers will include staff from Center for Campus Life, Student Government Association, (possibly) Habitat for Humanity and South Plains Food Bank
October 19		Navigating TTU & Registration Workshop <ul style="list-style-type: none"> • Familiarizing students with resources on campus and

		<p>TechSIS for students.</p> <ul style="list-style-type: none"> • Determine an activity for October with mentors and scholars. • Contact South Plains Food Bank to setup tour for mentors.
November 3		<p>Financial Aid & Money Management Workshop</p> <ul style="list-style-type: none"> • Discuss Financial Aid opportunities. • Red to Black (R2B) to offer money managing, eliminating credit card debt, and scholarship tips. • Mentors to send out reminders via email about advance registration. • Encourage ASUD's to make decisions on a major. • Send out Thanksgiving cooking recipes/tips via email.
December 1		<p>Gearing Up for Finals Workshop</p> <ul style="list-style-type: none"> • How to prepare for finals. • Planning for the next semester. • Career opportunities and/or resources. • GRE and/or GMAT preparation for graduate school
January 18		<p>Welcome Event & Time Management Workshop Introduce new FGC participants to TTU, ACTT staff and each other Present PowerPoint on PEGASUS program, FCG challenges as well as provide general information about TTU and ACTT Present PowerPoint on time management, event planning, and study strategies for core curriculum areas of study Possibly include panel from PASS and Student Success Center Meet with Red to Black (R2B) about financial/money workshop</p>
February 2		<p>Financial Aid, Money Management, and Scholarship Workshop Discuss financial aid opportunities Present money management tips regarding debt elimination and tips on how to alleviate credit card debt Discuss and distribute scholarship information Speakers include staff from Financial Aid, R2B, and Scholarship office</p>
February 15		<p>Getting Most Out of Your Dollar Workshop</p> <ul style="list-style-type: none"> • Educate participants about the tuition fees • Teach students to utilize resources paid for in tuition fees

March 2		Getting Involved Workshop <ul style="list-style-type: none"> • Speakers from Center for Campus Life and SGA • Present opportunities for students to get involved in student organizations • Provide list of community programs students can participate or volunteer
March 23		What's Next? & Your Major, Your Career and Your Degree Workshop <ul style="list-style-type: none"> • Assist students in determining whether they will attend summer school or seek summer employment • Discuss how majors influence career paths and determine if educational goals match career goals
April 27		Gear Up for Finals Workshop <ul style="list-style-type: none"> • Discuss skill sets and study strategies for finals • Provide social event schedule to ease tension at the end-of-the-semester • Print certificates for closing ceremony
May 2		Closing Ceremony <ul style="list-style-type: none"> • Present participants with certificates of participation and/or appreciation

FGC Advising

PEGASUS bases its FGC advising services on three sources: the body of knowledge as ACTT Academic Advisors, the body of knowledge present in the FGC literature, and the College Student Inventory (CSI) from Noell-Levitz.

The CSI asks students to self-identify their cognitive and affective attrition indicators. Retention research has shown that dropout-proneness is often a function of students' attitudes and motivation. The implication is that looking at the combination of affective and cognitive indicators tends to be more predictive of dropout-proneness than standardized test scores and GPAs.

There are 4 categories of information that direct PEGASUS FGC Advisors to the specific issues that indicate what a student needs in order to be retained:

Academic Motivation

- Study Habits
- Intellectual Interests
- Desire to Finish College
- Attitude Toward Educators

Social Motivation

- Self-reliance
- Sociability
- Leadership

General Coping Ability

- Ease of Transition
- Family Emotional Support
- Openness
- Career Planning
- Sense of Financial Security

Receptivity to Support Services

- Academic Assistance
- Personal Counseling
- Social Enhancement
- Career Counseling

Results of the CSI administrations for PEGASUS participants will be detailed below.

FGC Advising at ACTT is seen as supplementary to a student's academic advising services received from their departmental and/or college Academic Advisor(s). FGC Advisors are immediately available to any FGC student pending the Advisors' schedule. Whereas non-FGC students may be asked to set an appointment, come back at a later time, or speak with a different advisor than their own, if it is possible, FGC students will be allowed to immediately speak with a PEGASUS FGC Advisor.

FGC Outreach

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PEGASUS FGC Scholarship

In 2002-2003, 20 Scholars received then-stipend amounts of \$250 per semester for a total of \$500 for the academic year. This \$10,000 total was comprised entirely of university funding.

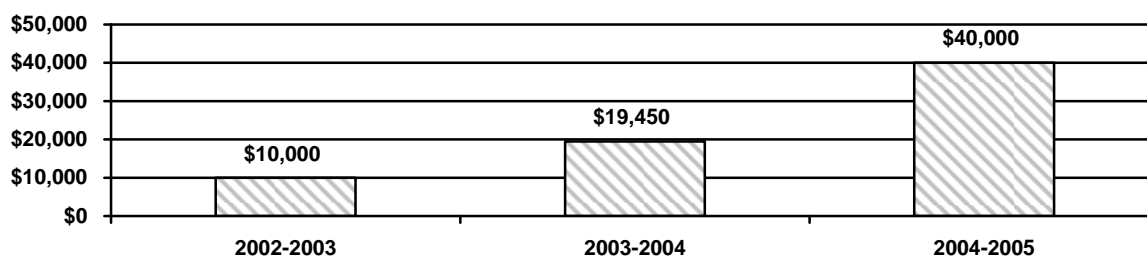
Again, 20 Scholars were selected for 2003-2004 based on the previous year's model, but upon receiving new grant funding from the Texas Higher Education Board (THECB), 20 more Scholars were selected in the Spring 2004 semester. Not only did the Scholar population increase in 2003-2004, but scholarship amounts also increased from \$250 to \$500 per semester.

The rationale for increasing the amount of scholarship awards was to reduce the need for these academically at-risk students to be over-employed. Because 20 2003-2004 Scholars had been selected for a \$250 per semester award basis, they received \$750 for the academic year, and since the 20 new Scholars selected in Spring 2004 were only participating for one semester, they received \$500 for that year total. Subsequently, 40 Scholars were selected to receive \$1,000 scholarships for the 2004-2005 academic year, thanks to renewed funding from the THECB and Division of Enrollment Management.

Unfortunately, at times, students selected to receive the PEGASUS FGC Scholarship do not satisfactorily complete the requirements of the Participation Agreement. Consequently, for the past two academic years, PEGASUS has had scholarship funds available at the end of the Spring semester. In both of these cases, PEGASUS has leveraged its partnership with TTU's Upward Bound program to offer scholarships to their Summer Bridge participants. The Bridge students selected are all FGC and the funds were applied to the following Fall semester tuition and fees at TTU. Five students were selected to receive scholarships in the amount of \$500 for the summer of 2004 and 5 were selected in the summer of 2005 to receive \$500 each.

Figure 1 shows the total amount of FGC financial support distributed by academic year.

Figure 1



In January 2004 in response to changes to IRS federal laws, the PEGASUS stipend was changed to a scholarship. The new criteria assumed by the scholarship altered the mode of delivery of the funds to the student and the pool of students eligible to receive the scholarship. FGC students could not receive the PEGASUS FGC Scholarship if the funds would place them over the cost of education. This change played a prominent role in the pool of FGC student athletes. The change to the scholarship format effectively eliminated student athletes as possible PEGASUS Scholars and required financial aid package adjustments for any student already receiving the university's limit for financial aid. Furthermore, this new criteria placed

partnership with the Office of Financial Aid and the Scholarship Office as well as financial need at the forefront of the selection process.

Partnerships

PEGASUS continued to develop partnerships with university and community agencies to forward the program's mission. Partners include the TTU Office of Admissions, the TTU Upward Bound program; Raiders Rojos; the Lubbock Area Boys and Girls Club; South Plains Tech Prep; South Plains College; WorkSource of the South Plains; the South Plains Closing the Gaps Coalition; and the THECB. The goals of these partnerships included providing outreach and college awareness to students and families, social and personal development activities for TTU FGC students and financial support.

IDENTIFICATION AND SELECTION OF PARTICIPANTS

IDENTIFICATION PROCESS

The process for identifying potential PEGASUS participants and all FGC students took great strides in the summer of 2004. In partnership with staff from TTU's Institutional Research and Information Management (IRIM), the program Coordinator worked to improve FGC identification logic and electronic reporting formats. Previously, data from TTU's Office of Admissions had to be cross-referenced with data from TTU's Office of Financial Aid. By working with IRIM staff like Ron Nail, PEGASUS is now able to use existing, web-based reports known as TechReports to identify potential participants.

Two TechReports are used as primary means to identify PEGASUS participants. IMN150, "Students by Major," provides all enrolled students in a particular major designation with FGC information. IMR004a, "Course Section Roster," provides all students enrolled in a particular course section with FGC status information. Both reports can be set in such a way to report on all majors or all course sections, effectively reporting the total FGC population at TTU.

IMR004a was used to identify new FGC students enrolled in each New Student Orientation session. IMN150 was used to identify all new FGC students attending TTU for the 2004-2005 academic year. Each report also provides demographic and contact information for research and outreach efforts. The 2004-2005 iteration of PEGASUS was the first to take advantage of these improvements.

It should be noted, however, that rosters of admitted FGC students from TTU's Office of Admissions will continue to be used for Summer Calling Campaign outreach.

SELECTION PROCESS

In previous academic years, PEGASUS selected participants from ACTT student populations (Arts & Sciences Undecided and Prelaw) by assessing the following criteria:

- Limited academic preparedness: exhibited by lower than average SAT and ACT scores
- Minimal financial assistance: exhibited by lowest Expected Family Contribution for financial assistance purposes
- High proneness to withdraw or stop-out: exhibited by student responses to the Noel-Levitz College Student Inventory

- Agreement to participate in a comprehensive transition program which showed willingness and desire to seek help

With the change in charge for the program to serve all TTU FGC students and the increase in Scholars in the Spring of 2004 due to the new THECB grant funding, any FGC student new to TTU out of high school was eligible for selection. A process was put in place that required application for the PEGASUS FGC Scholarship and that facilitated selection from the applicants. For the 2004-2005 academic year, this application and selection process was facilitated by Matt Nizio, the then-Program Coordinator and FGC Peer Mentors. It was decided to require an interview component in the selection process. Furthermore, the new scholarship requirements as they relate to financial need were interpreted by the selection processors to mean low-income or high-need students could not be selected to receive the scholarship. This may have influenced the characteristics of the students selected in way unanticipated.

CHARACTERISTICS

The demographic characteristics for the initial 40 2004-2005 PEGASUS Scholars are as follows:

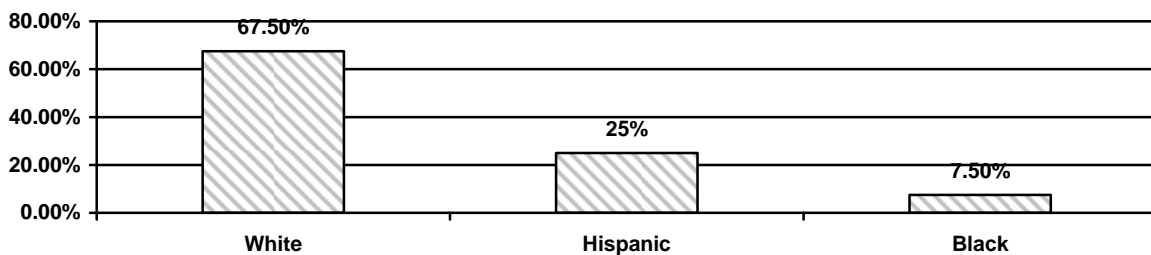
Sex

25 (62.5%) Female
 15 (37.5%) Male

Ethnicity

27 (67.5%) White
 10 (25%) Hispanic
 3 (7.5%) Black

Figure 2



Parents' Highest Level of Education

Each PEGASUS Scholar, as part of their program agreement, completed the College Student Inventory (CSI) which is an advising tool designed by Noel-Levitz, a leading academic advising support corporation, to identify a student's academic strengths and weakness. The PEGASUS Scholars' CSI reports, on average, presented lower than average ratings in academic success criteria including: Study Habits; Math and Science Confidence; Desire to Finish College; Sociability; Family Emotional Support; Career Closure; Sense of Financial Security; and Acceptance of Academic assistance.

The following results are drawn from the summary report produced by the Noel-Levitz Retention Management System. The following two charts identify the highest level of education attained by the parents of the PEGASUS Scholars.

Figure 3 - Mother

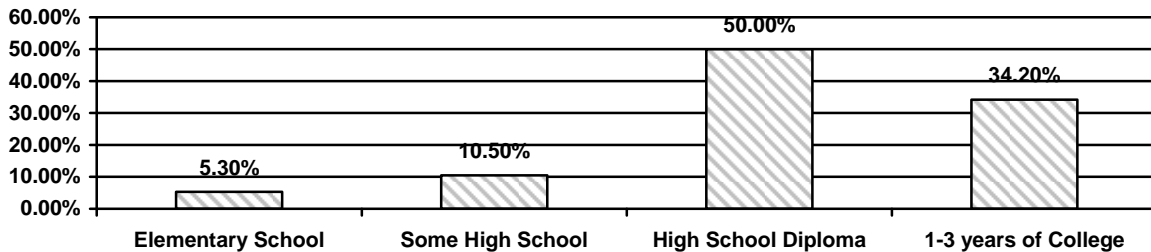
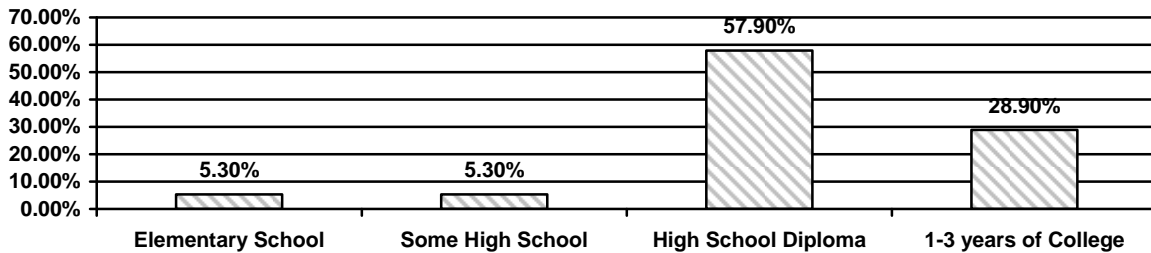


Figure 4 - Father



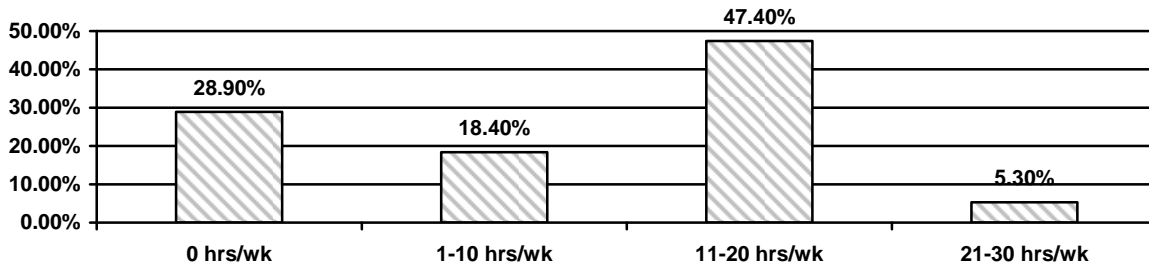
In both charts above, the most common “highest level of education attained” by the FGC students’ parent/guardian was a high school diploma. A greater percentage of the mothers of the PEGASUS Scholars attained 1-3 years of college education. PEGASUS determines the FGC status of a student by the education attainment of the primary parent when both parents are not involved in the upbringing of the student. PEGASUS does not accept students who identify a custodial parent who has attained a 4-year degree as PEGASUS Scholars.

Estimated Need to Work

PEGASUS Scholars, like many FGC students, are concerned about the amount of money that will be available to them while at college. A PEW Hispanic Center Study published June 2004 noted that in recent years, “low-income students received a declining share of grants for financial aid.” FGC students in Texas are typically identified as low-income students. Therefore, one criterion applied to the selection of the PEGASUS FGC students was the lowest level of Expected Family Contribution as reported on FASFA documentation. PEGASUS as awarded nearly \$70,000 over its three years to FGC students in order to reduce the attrition statistics because of over-employment.

Figure 4 shows the percentage of PEGASUS Scholars and the hours they estimated that they would need to work in order to have a sense of financial stability.

Figure 4



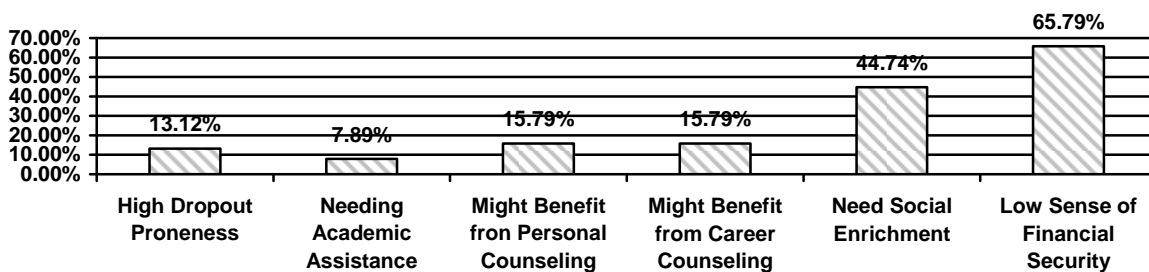
The chart above shows that the 52.7% PEGASUS Scholars estimated that they would need to work between 11-30 hours per week in order to support their enrollment at Texas Tech. Seventy-nine percent (71.1 %) of the FGC students identified that they estimated they would need to work some amount to have a sense of financial security.

It is important to note that a student who registers for 15 credit hours can expect an average of 30 hours of homework and study time in addition to a 30 hour work week totaling 75 hours per week. A class load and work schedule combination of these levels does not allow most students to participate in co-curricular activities or be an engaged member of the TTU community.

Indicators of Academic Success

The Retention Management System presented the following statistics on the PEGASUS Scholars based on the CSI. The national norm for these criteria of success is the 50th percentile.

Figure 5



- High Dropout Proneness: 13.12% of the PEGASUS Scholars scored in the 65th percentile or higher. This suggests that they have some doubts about the value of a college education. It is important for these students to clarify their goals and objectives.
- High Need for Academic Assistance: 7.89% of the PEGASUS Scholars scored in the 65th percentile or higher. Supplementary information is necessary for these students including help with study habits, exam skills, writing skills and basic Mathematics.
- Benefit from Personal Counseling: 15.79% of the PEGASUS Scholars scored in the 65th percentile or higher. Students included in this percentage show elevated levels of educational stress. Supplemental information is necessary in the areas of emotional tension and stresses related to school, family, dating, unhappiness, and unwanted habits.

- Benefit from Career Counseling: 15.79% of the PEGASUS Scholars scored in the 35th percentile or lower. Supplemental information is necessary in the areas of identifying career issues, vocational assessment, help in selecting a major or degree plan.
- Need for Social Enhancement: 44.74% of the PEGASUS Scholars scored in the 35th percentile or lower. Supplementary information is necessary for these students including specific social activities, opportunities to meet new friends, and finding a mentor.
- Low Sense of Financial Security: 65.79% of the PEGASUS Scholars scored in the 35th percentile or lower. These students presented a significant personal concern for their financial stability while at college

ORGANIZATION

PROGRAM STAFF

The level of staff support for PEGASUS and FGC students has become an indicator of program's success and challenges. Original staffing levels included four Academic Advisors providing intrusive advising to just 20 PEGASUS Scholars. For the Fall 2003 and Spring 2004 semesters, one half-time Mentor Coordinator was added and became responsible for supervising the activities of the PEGASUS FGC Peer Mentors as well as outreach to the TTU FGC population not receiving the PEGASUS FGC Scholarship. Although the staffing levels remained constant from the July to December 2003, new staff members hired in August and September filled the Program Coordinator position and the Mentor Coordinator position.

In December 2003 the number of staff supporting the PEGASUS program decreased when from four Academic Advisors to three advisors and a one Mentor Coordinator. Then in January 2004, the Mentor Coordinator position became vacant and remained so until July 2004. The PEGASUS program experienced increased student support and attendance at outreach events with the Mentor Coordinator position and predicted increased outreach events to FGC students and development of the mentor program with a full time Mentor Coordinator. Although the mentor program experienced a significant growth in the leadership and outreach component it was at the deficit of one-to-one advising provided by the Program Coordinator to FGC students.

The increasing number of FGC students taking advantage of the services provided by the PEGASUS program, the increase of 20 PEGASUS Scholars in Spring 2004 in compliance with the new THECB grant, and the increased role of the PEGASUS Mentors placed a significant strain on the resources of the three remaining Academic Advisors. Additionally, the 20 new PEGASUS Scholars added to the program population in Spring 2004 were not divided evenly among the ACTT advising staff as previously done. Instead, all new Scholars were evenly split between the Program Coordinator and the part-time Mentor Coordinator. This new advising practice would carry over to current practice.

For Summer 2004, the responsibilities of the half-time Mentor Coordinator were assumed by the Program Coordinator and supported by the PEGASUS Mentors. A fulltime Assistant Coordinator responsible for supervision of the PEGASUS FGC Peer Mentors was identified as a critical staff position by the ACTT and PEGASUS staff, and after five months of interviewing candidates the PEGASUS program hired a fulltime Senior Counselor in July 2004. This position was filled with the understanding that leadership responsibilities would increase as experience

with the mentoring component and advising skills increased. The position was vacant temporarily from September, 2004 to November, 2004.

For the 2004-2005 academic year, the primary program staff consisted of two positions: one part-time Program Coordinator and one full-time Assistant Coordinator. The Program Coordinator is also a $\frac{3}{4}$ -time Academic Advisor, responsible for providing advising services to the ACTT K-O population. It has, thus, been discovered that the Assistant Coordinator position is essential for many reasons, including the following three.

First, this position supervises the FGC Peer Mentors Program. As mentioned above, PEGASUS partners with South Plains Tech Prep to provide the salaries for successful, upper-class, FGC Peer Mentors for first year FGC students. The Assistant Coordinator oversees their activities, manages payroll and reporting documentation, and supports them with supplemental advising and in their professional development. Without the supervision provided by the Assistant Coordinator, the Peer Mentor component of the program would not be nearly as effective.

Second, the Assistant Coordinator position supports the FGC Peer Mentors to spend less time on administrative tasks and more time mentoring, outreaching, and interacting with FGC students. The Assistant Coordinator position has allowed Mentor activity to increase from nearly 2,000 hours for the 2003-2004 academic year to just over 4,500 hours for the 2004-2005 academic year.

Third, the Coordinator position for PEGASUS is a full-time Academic Advisor at ACTT for FGC ASUD students with approximately 50% time available for program duties. The Assistant Coordinator position supports the part-time Coordinator to focus on program development and growth initiatives as opposed to daily operations. The results of this support include larger scholarship amounts for first year FGC students (up to \$1,000 from \$500), more students receiving scholarships (up to 40 from 20), more partnerships and increased outreach activities, a more effective seminar and workshop curriculum, and a raised institutional profile.

The PEGASUS 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. The following outlines the organization structure(s) of PEGASUS as it has evolved.

STAFF RESPONSIBILITIES

For the 2004-2005 academic year, the duties of the PEGASUS staff were reorganized to fit the level of staff support. The primary changes were converging PEGASUS FGC Peer Mentor and Outreach coordination under the responsibilities of the Assistant Coordinator.

- Ryan Scheckel – Program Coordinator
 - Program
 - Oversees and presents FGC Workshop Series curriculum as necessary
 - Maintains protocol for FGC advising practices

- Negotiates logistics of expanding PEGASUS to TTU FGC population
 - Supervises Assistant Coordinator
 - Serves as liaison to ACTT Director and Associate Director
 - Administers content and production of promotional materials
 - Facilitates outreach as necessary
- Research
 - Compiles profiles of TTU FGC population
 - Serves as Campus Coordinator of CSI
 - Tracks student success variables
 - Creates PEGASUS Annual Report
- Advisor for a portion of scholar population
- Jodi Gonzalez – Assistant Coordinator
 - Program
 - Coordinates activities of PEGASUS FGC Peer Mentors
 - Coordinate Outreach activities
 - Serve as liaison to TTU Office of Admissions
 - Contact, set up and conducted one-to-one appointments for non-Scholar FGC students
 - Support Program Coordinator with regard to FGC Workshop Series as needed
 - Research & Funding
 - Coordinate data collection and reporting of PEGASUS FGC Peer Mentor component activities
 - Seek and draft proposals for additional funding
 - Advisor for a portion of scholar population

PEGASUS FGC PEER MENTORS

2004-2005 saw an increased role for the FGC Peer Mentors as it relates to the administration of services. Mentors were arranged into work teams, each with a team leader and defined tasks and responsibilities. Most of the tasks and responsibilities fell under clerical office work and placement of promotional materials on campus. Many of these teams, roles, tasks, and responsibilities developed as the academic year progressed and will continue to evolve as program participation increases and program needs change.

RESULTS OF THE PROGRAM

DEFINING POPULATIONS

The following section examines quantitative results for PEGASUS and its participants. This population was studied as three subgroups: the university population as a whole (All), those participating in PEGASUS whether as Scholar or non-Scholar (PEGASUS), and those remaining FGC students who did not participate in PEGASUS (FGC).

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. Where applicable, the data will be compared against each other by the previously defined populations.

QUANTITATIVE DATA

SAT/ACT

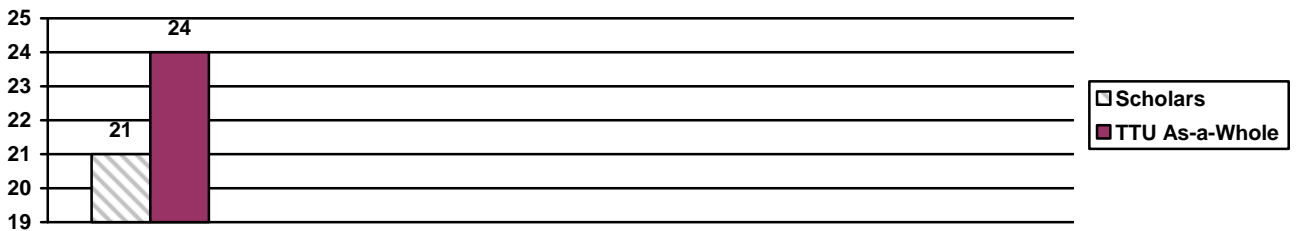
The average SAT score for PEGASUS Scholars in the academic year 2004-2005 was 83 points lower than the average for the TTU freshman class as a whole. This shows a 29 point decrease in the differential of the SAT score from the 2003-2004 year.

Figure 6 - Average SAT



The average ACT score for PEGASUS Scholars in the academic year 2004-2005 was 4 points lower than the average for the TTU freshman class as a whole. This shows a 2 point increase in the differential of the ACT score from the 2003-2004 year.

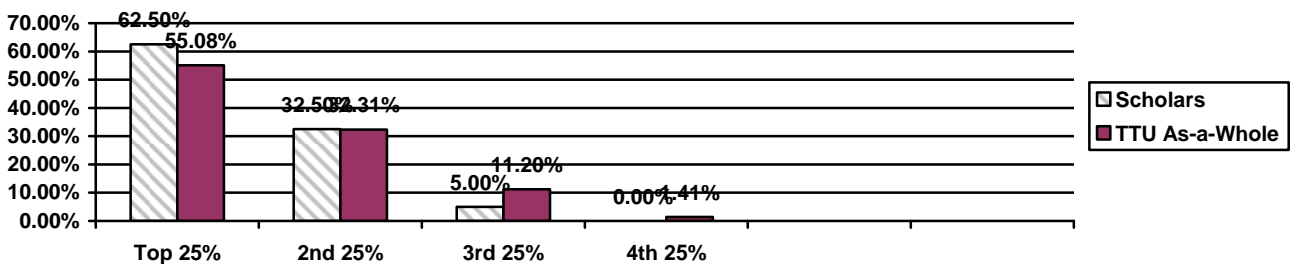
Figure 7 - Average ACT



High School Class 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 25% of his or her graduating class. Each number above represents a percentage of the graduating high school class.

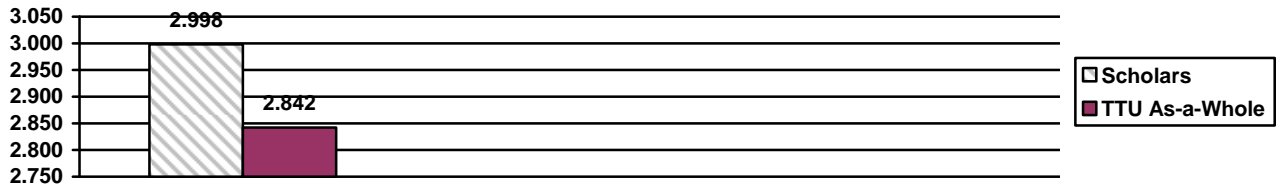
Figure 8



The average High School rank for the PEGASUS Scholars increased 6% points from 2003-2044 to 2004-2005 from 32% to 26%. Additionally, more 2004-2005 PEGASUS Scholars came from the Top 25% of their high school classes than the average TTU population.

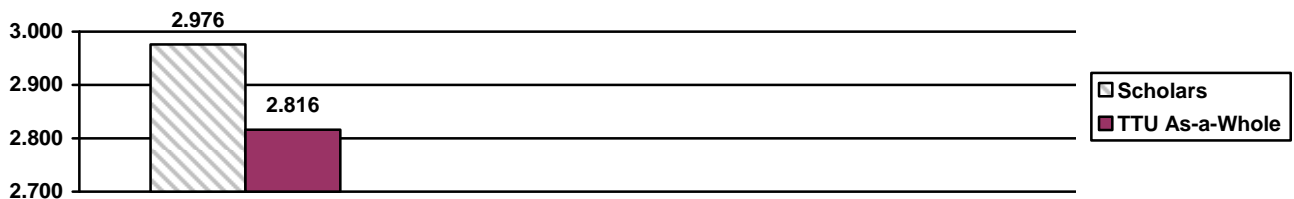
Fall 2004 GPA

Figure 9



Spring 2005 GPA

Figure 10

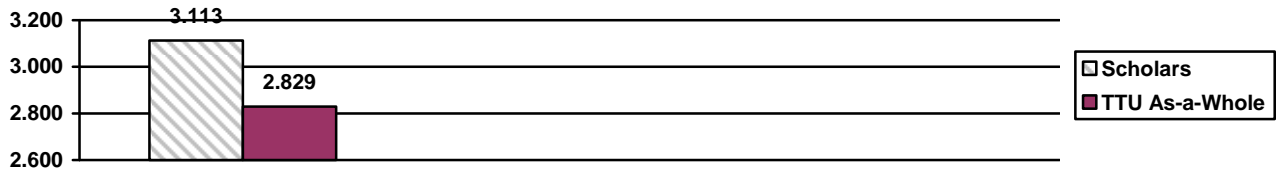


2004-2005 GPA

While only 2 PEGASUS Scholars earned a 4.000 GPA for their first year, the 2004-2005 PEGASUS Scholar GPA was 3.113, and 65% of 2004-2005 PEGASUS Scholars earned a 3.000 or better GPA.

- 2 2004-2005 PEGASUS students earned a 4.000 GPA
- 11 2004-2005 PEGASUS students earned a 3.5 to 3.999 GPA
- 13 2004-2005 PEGASUS students earned a 3.0 to 3.499 GPA

Figure 11



Retention Rate

2004-2005 PEGASUS Scholars were retained at a rate of 10.4% higher than the 1st-year, freshman TTU FGC population and 8.9% higher than the first year, freshman TTU population as a whole. The reported 2003-2004 percentage difference between PEGASUS student retention and 1st-year, from-high-school-freshman, TTU FGC student retention: was +5.7% (or 83.0% compared to 77.3%). The 2004-2005 percentage difference between PEGASUS student retention and 1st-year, from-high-school-freshman, TTU FGC student retention: +10.4% (or

92.5% compared to 82.1%). These statistics are based on TTU Data Warehouse reports in comparison with internal research on PEGASUS participants.

QUALITATIVE DATA

At the end of the 2004-2005 academic year, PEGASUS conducted two program evaluations, one for Scholars and one for FGC Peer Mentors. The results follow:

PEGASUS Scholar Evaluation

In our attempt to continually improve PEGASUS we are conducting a student evaluation of our program components, staff, services, etc... The PEGASUS staff would like some feedback on the program from all scholars. Please answer the following questions regarding your participation and satisfaction with the PEGASUS Program.

All answers will be confidential and anonymous: Please do not include your name or any identifying information on the evaluation.

of Respondents = 23

OVERALL

1. How would you rate your overall experience with PEGASUS? **AVG = 4.35**

- 1 = Not at all Beneficial
- 2 = Somewhat Beneficial
- 3 = Beneficial
- 4 = Very Beneficial
- 5 = Extremely Beneficial

Explain:

- *The resources on campus are a big help for someone who isn't used to college life.*
- *It helped me out in many ways. The experience was helpful and the program was worthwhile.*
- *Because of this program I have had the opportunity to better excel in my academic studies because I didn't know of all the resources that are out there available to us students.*
- *My mentor really helped me out. Also the program helped me manage my time. I really enjoyed it.*
- *It really let me know about a lot of things Tech offers students.*
- *It has been a very reliable experience, and an opportunity to get to know people.*
- *It really helped to know what services were available on campus.*
- *Met cool and interesting people and learned a lot of stuff about the university.*
- *Most workshops were some-what beneficial.*
- *I was allowed information from the workshops that otherwise, I would not have been informed on. I met several new friends, and just had a good time while doing it.*
- *I truly did enjoy all of the workshops which I took part in and took into consideration everything I learned.*
- *It has helped me out so much mainly because of all the help I have gotten on school work and financially.*
- *It really helped clearing up all the things we needed to know about college.*
- *I enjoyed having a mentor to help and also the workshops were interesting.*
- *Overall PEGASUS has provided me with a network of peers and mentors who have been there when I have questions, or just to talk with.*

- *If my mentor had given me more advice and contacted me more then I think it would have been extremely beneficial.*
- *It was really nice getting to know new people and coming to interesting workshops. Everyone was very friendly.*
- *Some of the workshops were informative, while others were repetitive since they were also in fall & spring.*
- *I learned a lot about the Texas Tech Campus and the many resources that I have available to me.*
- *Helped me get into the hang of things.*
- *It was great to learn about everything Tech has to offer.*

2. Please rank the following program components in their effectiveness in helping you to succeed in your first year of college.

- 1 = Not at all Effective
 2 = Somewhat Effective
 3 = Effective
 4 = Very Effective
 5 = Extremely Effective

Advising Services = 3.9
 Workshops = 3.7
 Mentoring = 3.5
 Scholarship = 4.9

3. Using the following ratings: N/A (not applicable), 1-poor, 2-fair, 3-good, 4-good, 5-Very good; how would you rate PEGASUS on:

Variety of services offered = 4.43
 Quality of counseling and advising = 4.48
 Overall Benefit to Students = 4.43
 Staff courtesy = 4.78
 Quality of Workshops = 4.04
 Staff accessibility = 4.57
 Staff knowledge/professionalism = 4.78
 Quality/relevance of communications such as emails, fliers, etc. = 4.78

4. At this point in your academic life, what are your five (5) most pressing concerns? (Place a “√.”)

20/23 = 86% Finance/money issues
 2/23 = 9% Overcoming math anxiety
 11/23 = 47% Time management
 0/23 = 0% Improving my computer skills
 12/23=52.17% Stress management
 1/23 = 4% Deciding on a major
 6/23 = 26% Family obligations
 1/23 = 4% Deciding on a career field
 4/23 = 17% Family problems

- 7/23 = 30% Getting more involved on campus
- 2/23 = 9% Lack of confidence or self-esteem
- 5/23 = 22% Personal and/or relationship issues
- 5/23 = 22% Making friends on campus
- 6/23 = 26% Overcoming test anxieties
- 2/23 = 9% Developing leadership skills
- 12/23 = 52% Improving my study skills
- 3/23 = 13% Identifying service/volunteer
- 2/23 = 9% Improving my oral communication skills
- 7/23 = 30% Developing better test-taking skills
- 3/23 = 13% Improving my writing skills
- 4/23 = 17% Improving my reading skills
- 0/23 = 0% Other (please specify below)

5. Do you feel a sense of unity with the others in the program?

Y 18/23 = 78%

N 5/23 = 22%

6. Is a sense of unity with the other scholars/mentors important to you? **AVG = 3.35**

1	2	3	4	5
Not at all	Somewhat	Important	Very	Extremely
Important	Important		Important	Important

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

Y 23/23=100%

Explain:

b/c all the help and information you gain about the campus, history, and resources.

I would love to continue attending these helpful and informative workshops as well as being able to get advised.

Because it has helped me and I would love to do it again.

I really like the program and wished it was around to help me out again.

It keeps me focused.

I believe that the PEGASUS organization has been a great opportunity to base college transition. I think a sophomore version would help improve ourselves. Skills in general b/c we are more exposed to it.

It just seems that there is a gap between the freshman, and the junior & senior mentors. I think a four year program would make more sense.

I met two good friends in the program in just one year, I could only imagine what another year could do.

I would mainly because at the people I have met and it was a great experience.

I found PEGASUS very enjoyable and like being a part of a program where I could learn to utilize my college experience and meet new friends.

Because you feel guided more.

Maybe a scholarship opp. To keep you on track and motivated to finish school.

It would definitely help out.

I enjoyed spending time with other first generation college students and every presentation provided me with some more information I didn't already know.

I feel like PEGASUS not only helped me greatly with paying for tuition but also meeting people, finding help and learning "how to be a good college student"

I would be interested because that is the time when you need to pick a major and information that would help.

I think it would be nice to still see everyone and attend the workshops.

Yes, because it would help me financially and I probably can learn more to help me succeed in my career here at Tech.

Yes, I would, I like this program.

I thin kit would be nice to have something else in a following year to help keep me on track.

I don't know what could be done at Soph. level but I would be interested.

Sure, it was overall beneficial for my first year.

8. Why did you agree to participate in PEGASUS?

b/c all the help and knowledge of the campus that I would gain.

Because I knew it would help me grow as a student and individual. I learned a lot and met many people whom support me and keep me motivated.

Because I wanted to get involved at the university setting.

I heard it helped FGC kids out and I really didn't know what to do. So I signed up for the program.

The scholarship

I think that I wanted to get to know people and I thought about the scholarship itself b/c need it and I thought the requirements were fun to complete.

Because I really didn't know what to expect at college.

It was a organization that looked interesting and beneficial to be a part of.

It looked like a great opportunity and I decided to do it.

I was very interested in getting involved in an organization which helps with the transition college.

Because I knew nothing about the college scene and thought that this program would help guide me and provide knowledge.

Mainly the scholarship but also belonging and help.

I was receiving a scholarship and it was very helpful my freshman year.

For the scholarship.

I agreed to participate mainly because I was accepted for the scholarship and really needed the money to pay for tuition. But I was also very excited about the idea of having a mentor. (Even though that didn't turn out like I'd expected/needed)

Because I thought that it would help with the transition between high school and college.

Because being a FGC student I didn't know what to expect and I thought this program would help me to fit in on a huge campus.

I thought it would be fun and I would meet new people.

Because of the scholarship.

The scholarship and workshops.

Because I thought it would help me out in all areas of my life and decision making and it has.

I needed the scholarship badly.

Mainly for a scholarship opportunity.

ADVISOR CONTACT

9. Rate the following statements on a scale from 1 to 5 where 1 is totally disagree and 5 is completely agree.

My advisor actively kept in touch with me throughout the semester. = 4.39

My advisor helped me discover opportunities and resources on campus. = 4

My PEGASUS advisor helped me feel comfortable at Texas Tech. = 4.39

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

Did not help much.

Not too much. But then again I have everything pretty well figured out. Its only a matter of me doing it, where no one else can help me.

Possibly gave me someone to feel accountable towards.
They did not make it better or worse.
They helped me know what classes I need to really focus on to make sure I get the needed grade in them.
They helped me decide what classes I need to take.
There wasn't much affect but I knew someone was there if I needed help.
In no way did it affect my schooling.
My performance in school was not affected, but my confidence in my ability to make decisions for myself was greatly improved.
Very well- she helped tremendously.
It helped me w/ class decisions.
They had no affect because my performance lies solely on me and not them.
I felt that it was very comfortable to me one-to-one with an advisor.
It showed me that I could do so much better.
It helped me with confidence.
It was nice to think that someone is checking on you, making sure you are doing fine.
The strengths & skills test help me realize what needed help.
She made me go to class and made me feel more accepted her.
It helps w/ the way things are done.
They helped me to relax more and think positive.
Help me to get use to school and talk to someone about school.

11. Is there something you would change about the advising sessions you had?

No
No, they were probably more helpful for others.
No, I think the sessions went pretty well.
I wouldn't change anything.
I would have liked to have more sessions, the first semester. My appointment was after the semester was almost over and before I had not considered how helpful the session could be.
No, nothing at all.
Maybe have a couple or more meetings with the advisors by e-mail, phone etc. Just to make sure everything is working good.
No, I liked them. They didn't make me feel nervous.
No, I thought it was great!
Not really, everything was always answered.
No, they were good.
Only have it for the people that need it.

PEER MENTORING

12. Did you have a peer mentor?

Y=100% N=0%

13. How often did you meet with your peer mentor?

5/23= 22% -1x week
 1/23= 4%-Every Other Week
 5/23= 22%-Once a Month
 12/23=52%-Less Than Once a Month

14. Did your mentor contact you on a weekly basis either by email, phone, or in person?

Y=12/23=52%

N=11/23=48%

15. How beneficial was having a peer mentor in helping you through your first year in college? **AVG = 3.13**

1	2	3	4	5
Not at all	Somewhat	Beneficial	Very	Extremely
Beneficial	Beneficial		Beneficial	Beneficial

Explain:

- *I know I could call her if I needed to, but we didn't really get together.*
- *Very Beneficial. My mentor was very sweet and welcoming, and actually interested in how things were going for me...just concerned and helpful!*
- *Invited me to do things around campus I otherwise wouldn't have done.*
- *She tried to help but I was always busy with something so we never really saw much of each other.*
- *I never really saw her. It seemed we were both too busy.*
- *She helped get me involved with the social activities like football games etc. Also it was nice to have someone to talk to that had been in my shoes.*
- *I never even met my advisor until one of the last workshops.*
- *I never saw/ heard from my mentor. I only received 3 e-mails the entire year. It was not helpful at all. Except that I met people & felt more connected through having my mentor.*
- *My mentor and I actually had a class together in the fall. Though I was not in frequent contact with him, we would often talk before and after class. I really enjoyed just talking with my mentor.*
- *She was not really able to meet with me much or even talk.*
- *The first semester we hung out a lot. This semester it seemed like we were too busy for each other.*
- *Because my mentor did not make an effort to be a mentor to me.*
- *I did not have one my first semester and then it was difficult to meet w/my second one.*
- *He was great and I truly enjoyed his company.*
- *She told me what to expect for later classes.*
- *I think that having someone older than you going through the same things as you is very special because you don't feel as stressed.*
- *She was great but we did not have much in common.*
- *I liked her. She really helped me out. When I needed something she was always there.*
- *He helped me feel welcomed.*
- *She was available whenever I had any questions or concerns.*
- *Lots of help.*
- *Workshops were only part that really helped me.*

16. Do you have any comments or suggestions concerning the peer mentoring experience? Include information on how you feel the mentoring component could be improved.

- *I think the opportunities to meet w/ mentors should be a little more open to have more time between meetings.*
- *Match more personalities.*
- *No, I enjoyed everything.*
- *No*
- *Nope*
- *Have none at all.*
- *Spend more time together.*

- *Don't really have any ideas.*
- *I think the mentors could contact the peers more.*
- *I think there should be more group get-togethers.*
- *I think that mentors should be required to contact their scholars on a regular basis.*
- *No, except for maybe checking to be sure that scholars understand what their mentor's responsibilities are.*
- *Maybe see a time at the beginning of the year where you meet at least once every two weeks.*
- *Spend more time together. Try and let student pick mentor after having an opp. to meet them.*
- *Maybe at advising sessions we should be asked to evaluate our assigned mentors.*
- *When I did hang out with my mentor I really enjoyed it.*

WORKSHOPS

17. Rate the following statements on a scale from 1 to 5: where 1 is totally disagree and 5 is completely agree.

The workshops I attended were informative. = 4.35

The workshops I attended were well organized. = 4.52

The workshops I attended had a positive impact on my success. = 4.22

18. For those workshops that you did not attend, why did you not attend?

- *Sick for one, conflict in schedule for the other two.*
- *I had a test at the same time.*
- *B/c of homework & tests*
- *Conflicts with other things.*
- *I had class, sorry.*
- *Family problems/emergencies.*
- *Because I had class or tutoring sessions.*
- *Chapter on Monday nights.*
- *I had just started a job and could not ask off. Plus I was sent to the hospital.*
- *I had to work or other scheduling conflicts.*
- *Because I either had class or I had to work.*
- *Either a test or studying for a test. Once to hang out with a friend on her birthday.*
- *I either just was not on campus at the time or I felt that it was something I didn't need help in.*
- *I can't remember.*
- *I had a scheduling conflict.*
- *I had to work.*
- *Last semester I was unable to attend a workshop because I had a chemistry exam on a Wednesday evening. Also I was sick for 2 workshops. And this semester I was late to one because I had a 6:00 class.*
- *Scheduling conflict. Something would come up I was unable to get out of.*
- *I had class or chapter.*
- *Work. Sched. And I had to attend plays for my Theater Appreciation class.*
- *Either I had plans or forgot.*
- *I did not attend because a conflict with my schedule, but I tried to attend all I could.*

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

- *Yes, especially the red to black because I learned some things I would have never known.*
- *Yes, they gave me valuable information I wouldn't of had otherwise.*

- *I think that more than anything, it was informative b/c you are exposed to new things. It is really up to the person to apply the knowledge and this is actually something that happens w/o knowing; you don't pay attention, you just do it.*
- *Yes, they showed me I have options & let me know how to take advantage.*
- *Yes, b/c they told me about programs on campus that I never knew about.*
- *Yes, because I learned a lot.*
- *Yes, because it boosted my confidence level and made me work harder.*
- *Yes, help me be organized & more informed.*
- *Made me think about things I could not have considered.*
- *I believe it did. It showed me what all I can do at Texas Tech and that has caught my eye.*
- *Yes, but some were repetitive.*
- *Not many. A lot of the ones I did attend were things I already know or figured out. The workshops were more clarifiers for me rather than having an "impact." Still helpful though.*
- *A little. They helped me remember things. I hadn't.*
- *Yes, because they helped me know about the campus and its many resources.*
- *The stress management and Final Gear Up really was fun and I was able to relax.*
- *The workshops helped me know what was out there.*
- *Yes, because they informed me of the resources on campus.*
- *I think for the most part the workshops were really informative.*
- *Yes, The workshops provided me with correct information on a variety of topics which I otherwise might not have known anything about.*
- *Yes, it kept me informed and confident.*
- *Yes, the food was awesome.*
- *Yes. They give you a lot of useful information to apply to your life.*
- *I learned a lot from workshops. Such as from red to black, time management, working w/others.*

SUGGESTIONS

20. What would you like the program to provide that (or do) that it does not currently? Be specific.

- *Not sure, but early registration privileges would be great.*
- *I think that other types of info in workshops could be improved. Not only info that relates to school but also activities and personal info.*
- *Match mentors & scholars with more personalities.*
- *Nothing, more fun things.*
- *Keep giving scholarship opportunities to other besides first year students.*
- *Seems find the way it is.*
- *Nothing at all.*
- *Different workshops.*
- *Nothing more.*
- *Maybe there could be more outside activities like hamburger cookouts, or something.*
- *More social events would be nice. Having friends and supportive people around you is a HUGE help in being a college student. And it's difficult to get to know other PEGASUS members when you only see them at workshops.*
- *I am overall pleased with the program. Ryan always does a great job of answering any questions and providing valuable material.*
- *Make workshops more desirable.*
- *At this moment I can not recall anything. Maybe you could have more workshops closer to the very beginning of year to get student more familiar with school.*

21. What activities and events would you recommend for socializing or connecting with other PEGASUS students?

- *Organizing intramural sports for PEGASUS, such as flag football, basketball etc.*
- *I think that activities such as home games are a good opportunity to find common hobbies. Maybe study sessions would be good too.*
- *The kick offs were great & other things should be offered to bring people together.*
- *Go ice skating, go to rec together. Maybe even go on a weekend trip somewhere.*
- *No Icebreakers & more fun games.*
- *Maybe having a picnic or a small luncheon.*
- *Ropes course, picnics, BBQ/cookouts, community service.*
- *Bowling night.*
- *Maybe some outside events.*
- *Bowling, golf, ropes course.*
- *More outdoor activities, casual sports days or hosting movie nights.*
- *More entertaining workshops, not everything in the basement of the education building.*
- *Maybe have movie nights or game night so people can get to meet each other.*
- *Going to the movies, putt-putt, etc.*
- *BBQ, Game Night, Pizza Party, etc. Bingo hehe.*
- *I think activities and events are satisfactory the way they are. The only thing I might change would be to announce to the students involved that they are always welcome in the ACTT if they need a break.*
- *Ice Cream Social and cookout.*
- *Maybe points of credit for hanging out with each other.*
- *Something fun. Maybe a movie or dinner. Bowling perhaps.*
- *I would recommend football games and movies.*

22. How might PEGASUS enhance its existing services?

- *Not sure*
- *By promoting the organization itself more.*
- *Make it more known to students.*
- *Its fine the way it is now!*
- *Get more financial help to provide for the scholars.*
- *I thought it was very good, so nothing at all.*
- *Spend more time with scholars.*
- *The only things I can think of are to try and bring more FGC's and increase the amount of scholarship money.*
- *Maybe promote PEGASUS more on campus like have the group participate in volunteer programs.*
- *I think PEGASUS is doing a great job.*
- *I am satisfied with existing services.*
- *Campaign more. A lot of first generation students I met never even heard of the program.*

PEGASUS FGC Peer Mentor Evaluation

of Respondents=6

In our attempt to continually improve PEGASUS we are conducting a student evaluation of our program components, staff, services, etc... The PEGASUS staff would like some feedback on the program from all mentors. Please answer the following questions regarding your participation and satisfaction with the PEGASUS Program.

All answers will be confidential and anonymous: Please do not include your name or any identifying information on the evaluation.

1. How would you rate your overall experience with PEGASUS? AVG 3.6

1	2	3	4	5
Not at all	Somewhat	Beneficial	Very	Extremely
Beneficial	Beneficial		Beneficial	Beneficial

Explain:

- *This experience has helped my communication and my personal skills.*
- *It's a great job with flexible hours. Also, I've met a lot of people and learned a lot about the school. And I hope that we helped some people.*
- *I think there needs to be more structure to the program.*
- *The opportunities, (financial, social and academic) really do make life as a college student easier.*
- *I developed great relationships w/ people, feel like I learned more about myself and my capabilities, and had a lot of fun.*
- *I was unable to participate as much as I would have liked and my mentees and I did not have coordinating schedules.*

2. Using the following ratings: N/A (not applicable), 1-poor, 2-fair, 3-good, 4-good, 5-Very good; how would you rate PEGASUS on:

Variety of services offered = 4

Quality of counseling and advising = 3.83

Overall Benefit to Students = 4

Staff courtesy = 4.83

Quality of Workshops = 3.3

Staff accessibility = 4.5

Staff knowledge/professionalism = 4.83

Quality/relevance of communications such as emails, fliers, etc. = 4

3. Why did you agree to participate in PEGASUS?

- *I thought it was a great opportunity to be involved on campus and still make money.*
- *Emails could have been more consistent. More help with certain scholar issues.*
- *I enjoy working with people.*
- *Because I wanted to help other students the same way the program in its beginning stages helped me.*
- *I felt it was a wonderful opportunity to develop skills (communication, interpersonal) and build new relationships-It was a job that didn't feel like a "job."*
- *Because I remember my experience as a first generation freshman and wished someone would have been able to help me out. I also like to help and give back whenever I can.*

4. At this point in your academic life, what are your five (5) most pressing concerns? (Place a "√.")

100% (6/6)- Finance/money issues

0-Overcoming math anxiety

17% (1/6) -Time management

0- Improving my computer skills

67% (4/6)- Stress management

0- Deciding on a major

17% (1/6) -Family obligations

33% (2/6)- Deciding on a career field

- 17% (1/6) - Family problems
- 0- Getting more involved in campus activities
- 17% (1/6) - Lack of confidence or self-esteem
- 33% (2/6)-Personal and/or relationship issues
- 0-Making friends on campus
- 17% (1/6) -Overcoming test anxieties
- 33% (2/6)- Developing leadership skills
- 33% (2/6)-Improving my study skills
- 17% (1/6) –Identifying service/volunteer opportunities
- 0- Improving my oral communication skills
- 17% (1/6) -Developing better test-taking skills
- 33% (2/6)-Improving my writing skills
- 17% (1/6) -Improving my reading skills
- 33% (2/6) -Other (please specify below)
 - Finding a job after graduation
 - Maintaining my spiritual walk in a culture/society not well climated for it

5. Do you feel a sense of unity with the others in the program?

Y-100%
N-0%

6. Is a sense of unity with the other scholars/mentors important to you? **AVG = 4.6**

1	2	3	4	5
Not at all	Somewhat	Important	Very	Extremely
Important	Important		Important	Important

7. Are you interested in continuing to be a part of PEGASUS?

Y-66% (4/6)
N-33% (2/6)

Explain:

- *GRADUATING*
- *I have more time to participate and I love meeting people and being able to help.*
- *I enjoy the interaction with incoming freshman, I like to help them.*
- *I really enjoy my job and want to keep it.*
- *I would like to continue to be a part of PEGASUS not only for financial reasons but also because it is an amazing opportunity to give back to the program, help others, and get support from a variety of people and resources.*
- *I am graduating in May and have a full-time job.*
- *I am graduating in May 2005.*

PEER MENTORING

8. How often did you meet with your mentee/s?

50% (3/6)- 1x week
17% (1/6) -Every Other Week

33%(2/6)- Once a Month

17% (1/6)- Less Than Once a Month

9. What strategies did you use to find time to meet with or have contact with your mentee/s?

- *We talked on the phone more often when we couldn't meet-school and work schedules were sometimes a challenge to overcome.*
- *We looked at our schedules, found potential time slots and then explored common interests so that it wasn't a chore to meet w/each other.*
- *Calling on the phone is best. I find that if you find something the like and do that it works best. Also, you don't give them the option to meet with you; you just tell them they have to.*
- *I would often call my scholar, but usually she would back out last minute on our plans.*
- *I called and e-mailed.*
- *Called him, did things that we were both interested in and we would both be doing anyway (studying, working etc.).*

10. How satisfied were you with the participant pairing process? **AVG = 3.6**

1_ Dissatisfied

2_ Less than Satisfied

3_ Satisfied (2/6, 33%)

4_ Very Satisfied (4/6, 66%)

11. What improvements could we make to the student/mentor match process?

- *I like to get to meet w/ the mentees first so you have an idea of who you might be good with.*
- *Implement one that matches a variety of commonalities*
- *Find out a little more about their interests and personality type. Perhaps let everyone meet before scholars are assigned.*
- *Have more bonding events before matching.*
- *More interactions with scholars before to get to the scholars better.?*

12. What is easy about having a mentee/s?

- *I enjoy developing a friendship with them-talking about school, friends, family, etc. It was always fun to meet for lunch.*
- *You don't depend on office hours for your livelihood. They want to have fun like you do. They want to hang out with you, you don't have to force them.*
- *I can usually answer all their school related questions especially if their major is similar to mine.*
- *Helping them adjust to college life.*

13. What is hard about having a mentee/s?

- *Finding time that's convenient for everyone to meet. Trying to get to know them on a more personal level and have them open up-only because we don't get to spend all that much time w/each other*
- *Finding time to meet; feeling like you are mothering them or nagging but knowing if you don't ask "how are your classes going" the probably won't tell you*
- *Getting them to e-mail/call me back.*
- *Them not being required to meet w/us.*
- *Coordinating schedules, breaking the ice*
- *Finding time, addressing really serious personal issues, hard to have two mentees*

14. How do you think your mentee/s has benefited from the mentoring relationship?

- *They knew they had someone on campus they could go to and ask questions-a person who had been in the same place they had.*

- *They laughed a lot. Possibly knowing that they could call me and ask questions they would feel silly asking a true “peer” or one of their friends.*
- *Hopefully, I’ve been a friend and someone they can talk to who’s been there. I hope I’ve helped make their transition easier.*
- *She knows somewhat what to expect from her collegiate career.*
- *Not sure*
- *Knows what to expect from “college life” and has a chance to get involved*

15. How did you benefit from your mentoring experience?

- *Developed friendships leadership skills, communication skills.-I had a wonderful time.*
- *I laughed a lot, found motivation to go work out consistently, developed significant friendships/relationships with my scholars.*
- *There were times when I really felt like I was helping them and that made me feel good. I learned some things also, and I had fun.*
- *I made a friend.*
- *I was unable to mentor*
- *Gained communication skills and personal skills.*

16. How satisfied were you that you received adequate support from the PEGASUS Coordinators? **AVG = 3.16**

- 1_ Dissatisfied
 2_ Less than Satisfied
 3_ Satisfied (5/6, 84%)
 4_ Very Satisfied (1/6, 16%)

Please explain:

- *When I had questions they were generally answered.*
- *I think the mentors could have received a little more support-professional development, career advice, assistance, etc.*

17. Did you feel that your responsibilities as a mentor were clearly stated and understood?

Y-100%
 N = 0%

Please explain:

- *I would like for the office work to be more structured.*
- *This is not my first year to do this so I knew what I was doing but I definitely think we need some written guidelines.*

18. Do you feel that the training you received adequately prepared you for the mentoring relationship?

Y-50%
 N-50%

Please explain:

- *I don’t remember any training.*

- *I don't recall any formally training but I feel prepared and know if I had a question that the advisors would provide an answer.*
- *We didn't really have any formal "training"-It was easy to be a friend, but it would be nice to have guidance about dealing w/ certain issues or questions mentees may have.*

19. Do you have any comments or suggestions concerning the peer mentoring experience? Include in formation on how you feel the mentoring component could be improved.

- *We should keep having the mentor meetings. Scholars should be a little more forcefully remanded that they have to meet with us.*
- *I like the idea of more planned group activities, service projects, etc. I think people enjoy hanging out in groups.*
- *I think when it comes to the serious issues that freshman face (such as eating disorders, drinking etc.) there could be more support.*

WORKSHOPS

20. Rate the following statements on a scale from 1 to 5: where 1 is totally disagree and 5 is completely agree.

The workshops I attended were informative. = 4.3

The workshops I attended were well organized. = 4.5

The workshops I attended had a positive impact on my success. = 4

21. For those workshops that you did not attend, why did you not attend?

- *Because of class priorities (tests, papers...)*
- *I had class*
- *Church obligations or illness*
- *Work or group projects for class*

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

- *More activities*
- *Yes, they provide good tips*
- *Yes but if there is a way to make them more interactive.*
- *They did-although I am sure theyre more beneficial for freshman because much of the material covered was information I already knew about for the most part-I did enjoy the "stress relief" workshop and like the idea of more involvement activities like the massages.*

SUGGESTIONS

23. What would you like the program to provide (or do) that it does not currently? Be specific.

- **GROUP ACTIVITIES**
- *Community Service, More large group social activities, more opportunities to become involved in things like shadowing people in the profession you want to do.*
- *I like the idea of having some "petty" cash to take out our scholars b/c I feel bad asking them to do something and not paying for them.*
- *More career planning services, community service opportunities, more group involvement activities (putt-putt, dinner, movie nights, cookouts, Tech sports games, etc.)*
- *More scheduled activities as group mentor/scholar (Rockwall, etc.)*

24. What activities and events would you recommend for socializing or connecting with other PEGASUS students?

- *Dinner Nights, Tech Sports*
- *Sporting Events, Bowling Alley, BBQ in Park, Mini Golf, Museum Planetarium.*
- *More non-workshop meetings perhaps requiring 5 workshops and 2 social gatherings*

25. How might PEGASUS enhance its existing services?

- *Shorter, more frequent workshops and more planned activities-maybe some type of scholarship for mentors.*

IMPLICATIONS AND SUGGESTIONS FOR IMPROVEMENT

WORKSHOPS

Based on both the Scholar and the Mentor Evaluation results, PEGASUS would benefit from rethinking the FGC Workshop Series. Evening times conflict with work and social schedules and long, multi-topic workshops are less effective. For the 2005-2006, the Program Coordinator has proposed offering each smaller topic three times (morning, afternoon, and evening) throughout the semester in 50-minute workshops to fit into a college student schedule more effectively.

PEGASUS FGC PEER MENTORS

Perhaps the most important component of PEGASUS, the FGC Peer Mentor program deserves more attention in planning and supervision. In that vein, there will be a more pronounced hiring, training, and supervision process for PEGASUS FGC Mentors. Primarily responsible for this will be the Assistant Coordinator. Increased documentation and accountability will come through three worksheets to be turned in per pay period, bi-weekly face-to-face meetings with the Assistant Coordinator, and monthly all-Mentor meetings.

SOCIAL EVENTS

Many PEGASUS participants both formally and informally requested social activities for the purpose of getting to know each other and building a sense of community. For the 2005-2006 academic year, there will be two social events each month (except December and May due to finals and the short academic month).

2005-2006 PEGASUS OUTLOOK

FUNDING

For 2005-2006, PEGASUS received \$25,000 in grant funding from the Texas Higher Education Coordinating Board (THECB) for FGC scholarships and program support. This grant has a cycle that runs through May 2006. This grant will provide \$20,000 in scholarships for first-year, FGC students at Texas Tech University. PEGASUS anticipates a renewal to be posted by the THECB RFP in late Spring of 2006 and will actively pursue a fully funded grant amount for 2006-2007 by documenting current and exploring new recruiting efforts.

2005-2006 also marked the third year of PEGASUS' grant-based partnership with South Plains Tech Prep. PEGASUS received renewal of \$16,000 in grant funding from South Plains Tech Prep for the PEGASUS Peer Mentor Program. These Mentors have dramatically altered the

effectiveness and direction of the program and have been the highest-rated component in participant surveys; higher than scholarship money.

PEGASUS FGC PEER MENTORS

2005-2006 will be the year the PEGASUS FGC Peer Mentors have the most input and control over the direction and content of the program. Having been divided into work teams and receiving additional funding support from Texas Tech University's Division of Enrollment Management, PEGASUS FGC Peer Mentors will influence and conduct POWER-Up workshops, social events, and outreach, recruiting, and awareness efforts. Additional funding for more Mentors and more Mentor hourly wages would only enhance our students' successes. New directions already being explored include FGC study group nights, a lending library, and a semester service project for PEGASUS participants.

STUDENT SUCCESS

While only 2 PEGASUS Scholars earned a 4.000 GPA for their first year, the 2004-2005 PEGASUS Scholar GPA was 3.1, and 65% of 2004-2005 PEGASUS Scholars earned a 3.000 or better GPA. It is our goal to establish a minimum GPA goal for each student participant and for the PEGASUS Scholar class as a whole. With the 2004-2005 baseline of a 3.1, PEGASUS will strive to improve upon that mark.

It is also our goal that 100% of PEGASUS Scholars receive the full funding of their scholarships by meeting the expectations of their participation agreements.

PARTNERSHIPS

PEGASUS will continue with out Summer Partnerships to provide FGC Mentors for Upward Bound Bridge students and the Lubbock-area Boys & Girls Clubs while looking to leverage our relationships with existing student service offices among the TTU campus community.

RECRUITING, OUTREACH, & AWARENESS

PEGASUS will strive to best 16,000 student contacts made throughout the 2005-2006 academic year, including phone and email contacts made with prospective FGC students and families prior to New Student Orientation.

PEGASUS staff and FGC Peer Mentors will make more than 40 presentations in 2005-2006 to FGC students, parents, and families as part of the State of Texas' Closing the Gaps Initiative. These presentations will include but not be limited to the following events: South Plains Tech Prep Career Expo, Closing the Gaps Coalition Education Summit, Texas Tech "Classics Day," Texas Tech New Student Orientations, Texas Tech "University Days," Raiders Rojos Back to School Fiesta, South Plains College "College Awareness Day," South Plains College Spanish Fair, the PEGASUS "FGC Welcome Event," PEGASUS Workshops.