

**PEGASUS Program Points of Success**  
**2002-2003**

- Implementation of a new program that targets First Generation College (FGC) first year students; inspired in part by the state of Texas “Closing the Gaps” initiative, modeled after the successful TRIO program, Student Support Services (SSS) that works for FGC students, and was funded with a two year commitment.
- The program was initially reserved for a group of twenty students, but 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.
- 20 FGC students were selected to receive a PEGASUS stipend based on a TTU 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.
- 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.
- 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.
- 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. (2.8 –vs- 2.664 for 344 identified FGC students, cumulative 1<sup>st</sup> year)
- 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. (89% -vs.- 74.3% for 344 identified FGC students from year one to year two.)
- The majority of students polled stated that attending the 12 PEGASUS Workshops offered gave them increased confidence in themselves and reduced the fear of attending a large research institution.
- When asked how the one-to-one advisor meetings affected their 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.