

2006-2007 PEGASUS Annual Report

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ABSTRACT

In August 2002, the University Advising Center developed 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 through an initial two year commitment from the university.

For the 2006-2007 academic year the University Advising Center continued to develop and implement PEGASUS. The program provides intrusive academic advising, peer mentoring, a transition and skills development workshop series and community building activities in order to increase academic success, retention, graduation rates, and also the social and personal development of FGC students.

The following report examines the original purpose and evolution of PEGASUS, as well as movement throughout the academic year and a compilation of reports/statistics used to determine success 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 make a successful transition to Texas Tech University.

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

INTRODUCTION

Program Description

PEGASUS is a successful recruiting and retention device on the TTU campus that provides an academic advising and peer mentoring program to support FGC students in their first year by facilitating a successful transition into the university community. Coordinated by the University Advising Center, PEGASUS is designed to assist FGC students as they manage the variety of challenges unique to students without a family background in higher education. These challenges include academic progress, social involvement, and personal growth.

The TTU PEGASUS Program is based on the model of "Reaching Back and Paying Forward: Community Service is Community Building." First Generation College (FGC) students are given the opportunity to give back to others from the moment they step foot on campus. This engages FGC students and provides them with a sense of purpose, ownership, and community. Reaching back to younger FGC students also serves each TTU FGC student. It provides a sense of belonging which impacts the retention of our FGC students.

PEGASUS is comprised of a diverse group of students. When prospective students "see themselves" in the FGC role models during community service and outreach events, they are more likely to be recruited to Texas Tech.

PEGASUS Points of Success for 2006-2007

The PEGASUS Program has once again undergone changes in program format strengthening its ability to remain an important resource for FGC students.

- Provided intrusive advising; both academic and for challenges specific to FGC students and their families that included face-to-face contacts, emails and phone calls.
- 97% retention rates for participating freshman FGC Scholars for first-to-second year at TTU. Mentors were retained at 100% and other PEGASUS participants were retained at 93%. These FGC rates compare to the FGC population as a whole of 79.75% and the university population at large of 84%.
- Increased the amount of individual scholarships up from once \$500.00 to \$1500.00 per year, allowing for additional benefits for scholars such as priority registration and waiver of out-of-state tuition.
- Disbursed \$20,250.00 in scholarship money to FGC students.
- Paid \$15,484.20 in hourly wages to FGC Mentors.
- Reducing the need for these academically at-risk students to be over-employed (working 2-3 part-time jobs @ minimum wage) through scholarships and wages.
- PEGASUS Scholarship recipients average GPA of 3.25 performed above the university average GPA of 2.793 for freshmen. This GPA average is also significantly higher than that of the 2005-2006 PEGASUS Scholars which was 2.7.
- PEGASUS Mentors cumulative average GPA was 3.8, another testament to the influence of the program on its students' success. (Nationally, FGC students have historically performed below the average GPA of non-FGC populations, according to the National Center for Education Statistics, 2.6 compared to 2.8).
- The average cumulative GPA for PEGASUS Mentors increased from 2005-2006 of 3.3 to 3.8.
- PEGASUS Non-Scholar Participants average GPA was 3.31; this was also an increase over the 2005-2006 GPA of 2.87.
- Continued partnerships both on campus and in the community to forward the program's mission. These partnerships include The Texas Tech Visitor's Center, Office of Admissions and Office of Financial Aid, Center for Campus Life, Upward Bound, and Raider's Rojos; South Plains College and Tech Prep; WorkSource of the South Plains, South Plains Closing the Gaps Coalition, and Lubbock Boys-N-Girls Club. Goals of these partnerships included planting the seed of a college education, providing outreach info about financial services, social and personal development activities.
- Mentors logged over 1786 Mentoring hours.
- Marketing and outreach efforts during New Student Orientation created an increase of students attending the FGC NSO Sessions at 262 students and parents versus 135 in 2005-2006.

In summary, with five years of deliberate investment in FGC freshmen and their Student Mentors, PEGASUS once again can add graduation as a measure of accountability to determine its impact on students who have participated in the program. Of the first two classes of PEGASUS (2002-2003 and 2003-2004), 69% have graduated or are on track to graduate from Texas Tech. This is above the university average of 56% graduation rate from 2005-2006.

Characteristics of FGC Students

Compared to the average TTU student, the PEGASUS Scholars, Mentors and Non-Scholar Members began their college education with typically:

- Higher drop-out proneness scores as determined by the CSI from Noel-Levitz
- financial need

Challenges of FGC Students

First Generation College (FGC) students face a variety of challenges, particularly during their freshman year. Many of the challenges are unique to FGC students. FGC Student challenges include:

- Straddling two cultures (home and college)
- Experiencing changes in family and personal relationships
- Adapting to a competitive academic environment
- Managing time and events
- Living on and managing a tight budget
- Feeling excluded or not belonging
- Feeling overwhelmed and confused
- Learning how to negotiate the large, university system
- Explaining the demands and rigors of college life to family and friends

Original Purpose

PEGASUS was designed in 2002 to assist entering freshman undecided FGC students. Research was undertaken to find programs that work with FGC students and FGC students from low income backgrounds that do not have high success rates. PEGASUS was modeled after other programs that have had success working with FGC students. These model programs include national TRIO programs at Texas Tech and other universities. Many of the components of the program followed the design and protocols of the very successful TRIO program, Student Support Services (SSS).

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.

Changes to Original Purpose

In October 2003, the size and scope of PEGASUS' purpose changed. In response to a university request to assist all FGC students at Texas Tech University, PEGASUS expanded limited services to the entire entering freshman FGC class. PEGASUS would no longer concentrate on its selected twenty students, but rather expand its services into a much larger and more academically diverse community. Though this is in contradiction to proven models for working with FGC students, PEGASUS endeavored to find strategies to make this approach a success.

In keeping with the original purpose, PEGASUS continued to offer intrusive advising and mentoring to a select group of FGC students that receive financial support, PEGASUS FGC Scholars, PEGASUS FGC Mentors, and also to any other FGC student who elects to receive services. Over the program's four years, the number of PEGASUS Scholars, Mentors and program participants has also increased due largely to changes in funding and the charge to serve more students. In addition, the program was expanded to increase types of activities offered to participants that would encourage development of FGC students on a personal, social and professional level.

Partnerships have continually been sought out and strengthened to enable PEGASUS to offer information and opportunities to the Texas Tech Campus, FGC students and the area community. Other changes since the program began include the number of staff hours necessary to provide services and produce results, as well as the amount of funding necessary to deliver a quality program that lives up to expectations. Both of these have unfortunately plagued the PEGASUS Program, which has continually endeavored high staff turnover rates and funding fluctuations. However, in spite of this, PEGASUS has continued to strengthen itself as a successful recruiting and retention device on the Texas Tech Campus.

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, PEGASUS has been adjusted 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, offers POWER-Up workshops, and employs the participation of PEGASUS Mentors at outreach events attended by FGC students and their families. PEGASUS has also now implemented a pilot program to have Mentors in the role of Program Assistants to help with program coordination, communication and data collection.

The key components of PEGASUS for Fall 2006- Spring 2007 were:

- **Partnerships**
 - Texas Tech Departments
 - The TTU Office of Admissions
 - The TTU Visitor's Center
 - The TTU Financial Aid Office
 - The TTU Center for Campus Life
 - The TTU Upward Bound program
 - Raiders Rojos
 - Community Entities
 - South Plains Tech Prep
 - South Plains College
 - WorkSource of the South Plains;
 - The South Plains Closing the Gaps Coalition
 - The Higher Education Coordinating Board
 - The Lubbock Area Boys-n-Girls Club
 - Buckner's Children's Home- PAL (Preparation for Adult Living) Program
 - Hope Chest
- **PEGASUS Program Assistants/Mentors (4 in number)**
 - Pilot of Program Assistant Model
 - Intrusive advising
 - Weekly contact
 - Assigned program tasks- communication, planning events (Workshops, Social Events and Community Service), encouraging participation and documentation
 - Individual face-to-face appointments with Mentor/Assistant Coordinator
 - Monthly Mentor Meetings to encourage leadership, and academic, personnel , as well as professional growth
 - Assigned a team of Mentees (both Scholars and Non-Scholar Participants)
 - Provided mentoring both individually and utilizing the new team model
- **PEGASUS FGC Peer Mentors (17 in number)**
 - Intrusive advising
 - Weekly contact
 - Attention at events
 - Individual face-to-face appointments with Mentor/Assistant Coordinator
 - Monthly Mentor Meetings to encourage leadership, and academic, personnel , as well as professional growth
 - Assigned a team of Mentees
 - Provided mentoring individually; and
 - New team model-
Students were placed on a team with a pair of mentors; competing for prizes based on participation in planned events, group games/challenges, class attendance and academic performance, both individually and as a team.

- **PEGASUS FGC Scholarships (20 Scholars)**
 - Intrusive advising
 - Assigned a peer mentor
 - Weekly contact
 - Attention at events
 - 3 individual face-to-face advising appointments per semester
 - \$1500.00 Scholarships (\$750.00 per semester)
 - Priority registration for classes as a result of scholarship amount
- **Non-Scholar Participants (13)**
 - Assigned a peer mentor
 - Weekly contact
 - Attention at events
 - Priority access to FGC Advisors
- **FGC students at TTU (5,528 total attending TTU)**
 - Weekly contact by email
 - Attention at events
 - Priority access to FGC advisors
- **P.O.W.E.R. (Positive Outcomes with Educational Resources) Workshop Series for Fall Semester**
 - 7 Habits for Highly Effective College Students
 - Academic Success
 - Course Syllabi, Your Instructors, and You
 - Study Skills
 - Goal Setting-GPA
 - Gear Up for Finals
 - Between Cultures
 - Getting Involved
 - Seasons of the Semester
 - The Campus Community
 - Barnga/International Cultural Center
 - Money Matters
 - Getting the Most for Your Money
 - Red to Black
 - Financial Aid
 - The Scholarship Search
 - Key Relationships
 - Diet & Exercise
 - Communication Skills
 - Stress Management
 - Conflict Management
 - Major & Career
 - Learning Styles
 - DISCOVERY!
 - Career Center
 - Reality Check

- **P.O.W.E.R. Workshop Series for Spring (workshop series was restructured to enhance learning and heighten a community atmosphere)**
 - Academic Success
 - College Life
 - Major & Careers
 - Students Rights
 - Class Scheduling
 - Expanding the College Experience
 - Money Matters
 - Straddling Two Cultures
 - Key Relationships
- **FGC Study Sessions**
 - Finals Prep
 - Weekly
- **Team Building Activities**
 - Annual Welcome BBQ
 - Lubbock's Corn MAiZE
 - Bowling at Lubbock's AMF Lanes
 - Halloween Bash/Dinner
 - Winter Bash/Carol of Lights
 - Annual Welcome Back Event
 - Dave's Need for Speed- Go-Cart Night
 - Dead Day Luncheon
 - The Annual Spring Banquet
- **Community Service/Outreach**
 - **Plant the Seed**
 - FGC presentations to local junior high student groups
 - Dunbar Junior High
 - Cavazos Junior High
 - TTU Junior High Campus Visits-
 - Santa Rita Middle School
 - Boys-N-Girls Club-
Activities mentoring and fostering the goal of a college education with students from elementary to secondary levels.
 - **PEGASUS Prep**
 - Texas Tech University Days
Provided information on PEGASUS for prospective TTU students and parents
 - Buckner Children's Home PAL (Preparation for Adult Living) Program
 - Upward Bound- Saturdays
 - Local High School FGC Clubs
 - Estacado High
 - Lubbock High
 - Coronado High

The key components of PEGASUS for Summer 2007 were:

- **Summer Mentors (7 in number)**
 - Mentors summer responsibilities differ from those of the academic year to include more outreach, community service projects and program planning.
- **Reaching Back and Paying Forward: Community Building Activities**

- **Outreach/Community Service Activities**

- **Plant the Seed**

- Boys-n-Girls Club
 - “Ice Cream Socials” were activities mentoring and fostering the goal of a college education with students from elementary to secondary levels.

PEGASUS Prep

- Upward Bound
 - Mentoring Bridge Students to help their first experience in higher education to be a successful and fulfilling one
 - Team Mentoring Model
 - Students were placed on a team with a pair of mentors; competing for prizes based on participation in planned events, group games/challenges, class attendance and academic performance, both individually and as a team.
- New Student Orientation
 - Calling Campaign to admitted FGC students
 - Informing students about the PEGASUS program and answering questions about TTU
 - FGC Peer Mentors for college sessions
 - Mentoring of students from students who have been there.
 - College Organizational Fairs
 - Inform students/parents of the benefits of the PEGASUS program
 - FGC Informational Sessions
 - Provided up-close, personal information and stories of what it means to be FGC and how we can help
- Raider Welcome Week
 - Student Organization Fair
 - Inform students of the PEGASUS program and recruit members
 - Cultural Diversity Fair
 - Inform students of the PEGASUS program and recruit members

ORGANIZATION

PROGRAM STAFF

The level of staff support for PEGASUS and FGC students has become an indicator of the program's success and challenges. Original staffing levels included portions of four Academic Advisors positions providing intrusive advising to 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 from portions of four Academic Advisors to portions of three advisors and one Mentor Coordinator. 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.

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 carried into 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 ¼-time Program Coordinator and one full-time Assistant Coordinator. The Program Coordinator is a ¾-time Academic Advisor, responsible for providing advising services to the ACTT K-O population. It has, thus, been discovered that the PEGASUS 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 partnered 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 possible.

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 become more focused and effective. However, in the year 2005-2006, as the scope of the components of the PEGASUS program expanded to include social events, study sessions and more service activities it became apparent that Mentor Teams would be needed to plan and facilitate these new activities. At this time Mentors were placed on work teams to assist the Mentor Coordinator with this new charge.

This model was not ideal, as it was difficult to coordinate 40 part-time student Mentors to accomplish assigned tasks. It became apparent that some Mentors could and would devote more time to assigned office tasks, while others simply preferred to mentor students, and this led to the pilot of the Program Assistant model in 2006-2007. Program Assistants are assigned program tasks to relieve the coordinators of many daily office tasks allowing them more time to effectively coordinate the program and provide more attention to the students in the program. Program Assistants are also in leadership roles, helping to coordinate and mentor the Mentors in the program.

Third, the Coordinator position for PEGASUS is a full-time Academic Advisor at ACTT for FGC ASUD students with approximately 75% time available for program duties. The Assistant Coordinator position allows the part-time Coordinator to focus on program development and growth initiatives as opposed to daily operations. The results of this support has included larger scholarship amounts for first year FGC students (up to \$1,500 from \$500), more students receiving scholarships, more partnerships and increased community building and 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 five major areas of staff concentration. They are advising, curriculum, community building events, outreach/community service, and research. 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 2006-2007 academic year, the duties of the PEGASUS staff were organized according to the staff supporting the program.

- Program Coordinator- Vacant (September 10, 2007- October 15, 2007)
- Program Coordinator- Justin Lawrence (October 16, 2006 – March 30, 2007)
- Program Coordinator-Vacant (April 1, 2007- August 20, 2007)
- Program Coordinator- Jodi Gonzalez, B.S.W.,M.P.A (August 20, 2007- Current)

- Program
 - Oversees FGC Workshop Series curriculum and facilitation
 - 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 & Funding
 - Compiles profiles of TTU FGC population
 - Serves as Campus Coordinator of CSI
 - Tracks student success variables
 - Writes PEGASUS Annual Report
 - Seeks and drafts proposals for additional funding
 - Advisor for a portion of Scholar population
- Assistant Coordinator- Vacant (September 1, 2007- November 14, 2007)
- Assistant Coordinator- Michael Brown (November 15, 2007- Current)
 - Program
 - Coordinates activities of PEGASUS FGC Program Assistants and Peer Mentors
 - Coordinate Outreach activities
 - Coordinates facilitation of the FGC Workshops
 - Provides FGC Workshop materials and training to Mentors
 - Serve as liaison to TTU Office of Admissions
 - Contacts, sets up, and conducts one-to-one appointments for non-Scholar FGC students
 - Supports Program Coordinator regarding FGC Workshop Series
 - Research & Funding
 - Coordinate data collection and reporting of PEGASUS FGC Peer Mentor component activities
- Assistant Coordinator- Jodi Gonzalez B.S.W., M.P.A. (April 2, 2007- August 19, 2007)
This was a temporary position until the Coordinator position could be filled.
 - Advisor
 - for portion of ASUD's during NSO
 - for portion of FGC ASUDs
 - Program
 - Coordinated program planning for Summer 2007 and FY 08
 - Developed budget for Summer 2007 and FY 08
 - Coordinated activities of PEGASUS FGC Program Assistants and Peer Mentors
 - Coordinated and facilitated Outreach/Community Service activities
 - Coordinated and facilitated Team Building Activities
 - Created and maintained all supporting documentation for the administration and implementation of program

- Coordinated all correspondence with mentors, participants and TTU FGC population
- Coordinated hiring process for FY 08 FGC Peer Program Assistants and Mentors
- Served as liaison to TTU Office of Admissions, The TTU Visitors Center, The TTU Financial Aid Office, The TTU Center for Campus Life, The TTU Career Center, TTU Upward Bound, South Plains Tech Prep, The South Plains Closing the Gaps Coalition, Raider's Rojos and The Lubbock area Boys-N-Girls Clubs.
- Research & Funding
 - Coordinated data collection and reporting of PEGASUS FGC Peer Mentor component activities
 - Coordinated data collection and reporting of PEGASUS Scholar attendance and participation
 - Coordinated data collection and reporting of PEGASUS participants
 - Coordinated data collection of information for PEGASUS yearly report.
 - Conducted FGC related research
 - Researched, sought and drafted proposals for additional funding

PROGRAM BUDGET

- Report Summary
 - Total Budget for 2006-2007
 - \$109,760.00
 - 050J-44-A040 "Local" Account
 - \$50,000.00 annually
 - for 100% of Asst. Coordinator Salary
 - for 25% of ACTT Senior Analyst Salary
 - \$20,987.00 carry forward from 2005-2006
 - for M & O
 - for scholarships
 - for food & entertainment
 - 066N-44-AF05 DEM
 - \$38,773
 - for scholarships
 - for Mentor hourly pay

PARTNERSHIPS

PEGASUS developed and strengthened partnerships with university and community agencies to forward the program's mission. Partners include:

- The TTU Office of Admissions
- The TTU Visitor's Center
- The TTU Financial Aid Office
- The TTU Center for Campus Life

- The TTU Upward Bound program
- Raiders Rojos
- South Plains Tech Prep
- South Plains College
- WorkSource of the South Plains
- The South Plains Closing the Gaps Coalition
- The Higher Education Coordinating Board
- The Lubbock Area Boys-n-Girls Club
- Buckner Children and Family Services PAL (Preparation for Adult Living) Program

The goals of the partnerships included Planting the Seed of a college education, providing college awareness for students and families, social and personal development activities for TTU FGC students, and financial support.

KEY COMPONENTS

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 Noel-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
 - Study Habits
 - Intellectual Interests
 - Desire to Finish College
 - Attitude Toward Educators
- General Coping Ability
 - Ease of Transition
 - Family Emotional Support
 - Openness
 - Career Planning
 - Sense of Financial Security

- Receptivity of 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 are allowed to immediately speak with a PEGASUS FGC Advisor.

PEGASUS FGC Program Assistants

SELECTION

- **Qualifications**
A Student Program Assistant must be a currently enrolled undergraduate or graduate student at Texas Tech University, who has completed at least 30 credit hours as of May 2005. Student Assistants should maintain a 3.0 minimum cumulative GPA and be in good disciplinary standing with the university. This year's Student Assistants were all past Mentors.
- **Preferred Qualifications**
 - Knowledge of Microsoft online applications, Outlook, PowerPoint, Microsoft Word, Excel, Access and Publisher
 - Excellent Organizational Skills
 - Ability to multitask
 - Ability to effectively prioritize, set goals and attain those goals
 - Effective oral and written communication skills
 - Ability to interact well with others within a group and individual setting
 - Awareness of Texas Tech resources
 - A willingness to take initiative
 - A desire to work with new students and staff
 - Pride in being a successful student
 - Program participant in past years

RESPONSIBILITIES

- **Position Description**
First Generation College (FGC) Student Program Assistants are FGC undergraduate or graduate students who serve as role models and sources of support for the PEGASUS program, as well as for new FGC students enrolled at Texas Tech University.

- **Major/Essential Functions**
Responsible for program office tasks, such as communication, planning events (Workshops, Social Events and Community Service), encouraging participation and documentation. Throughout the semester, Student Program Assistants also serve as FGC Peer Mentors and help to ease the transition of new FGC students by sharing their experiences as successful students. They serve as team leaders with the responsibility of encouraging their FGC student team to participate in events and utilize program services.
- **Occasional Duties**
Other responsibilities include meetings with program coordinating staff, workshop and social event preparation, and outreach/community service efforts. Program Assistants are also actively involved in their own professional development.

PEGASUS FGC PEER MENTORS

SELECTION

- **Qualifications**
A Student Mentor must be a currently enrolled undergraduate or graduate student at Texas Tech University, who has completed at least 30 credit hours as of May 2005. Student Mentors should maintain a 3.0 minimum cumulative GPA and be in good disciplinary standing with the university. Mentors this year were all either previous Mentors or Scholars.
- **Preferred Qualifications**
 - Effective oral and written communication skills
 - Ability to interact well with others within a group and individual setting
 - Awareness of Texas Tech resources
 - A willingness to take initiative
 - A desire to work with new students and staff
 - Pride in being a successful student

RESPONSIBILITIES

- **Position Description**
First Generation College (FGC) Student Mentors are FGC undergraduate or graduate students who serve as role models and sources of support for new FGC students enrolled at Texas Tech University. Throughout the semester, Student Mentors help to ease the transition of new FGC students by sharing their experiences as successful students.
- **Major/Essential Functions**
A Student Mentor's primary responsibility is to their assigned mentees. Each Mentor will be assigned a team of FGC Scholar and other non-scholar participants with whom they will be required to encourage their FGC student team to participate in events and utilize program services. Student Mentors will also actively participate in PEGASUS program events.

- **Occasional Duties**

Other responsibilities include meetings with program coordinating staff, workshop and social event preparation, and outreach/community service efforts. Mentors are also actively involved in their own professional development.

In 2006-2007 the role and scope of the FGC Peer Mentors continued to evolve as skills developed, mentoring experience increased, and Scholar as well as program needs changed. This fiscal year was the first year PEGASUS has utilized the Program Assistant model. This model works much more effectively than the Mentor work team model of the previous year. It was much easier to train 4 Student Assistants to do the necessary office tasks than it was to try to have 40 Mentors come in to the office to complete small parts of tasks. It also worked phenomenally well to aid in the smoothness of the program in relation to the frequent change in Coordinators.

PEGASUS Mentors completed just over 1786 hours from September 2006 through August 2007. At \$9.00 per hour for fall/spring and \$7.50 per hour for summer, that is nearly \$15,484.20 invested in the recruitment and retention of FGC students at Texas Tech University. 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, directly from high school, and were assigned 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 84%. Of the PEGASUS Scholars awarded scholarships for the 2006-2007 academic year, the retention rate 97%. The retention rates of PEGASUS Mentors are also a tribute to the success of the PEGASUS Program, our staff strives to mentor them also and provide support services for them as continuing FGC students. Of the 17 Mentors hired this year 11 of these were previous PEGASUS Scholars and were retained here at TTU at 100% for both fall/spring and year-to-year.

Fall 2006 and Spring 2007

While the focus of PEGASUS is on the first year transition of FGC students, ACTT recognized the need to provide the leadership development 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.

PO.W.E.R. 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.

In the Fall of 2006, Twenty-two first-year transition workshops were presented at least twice to FGC students and their peers related to academic success, social involvement, and personal development within the university experience. The Fall 2006 workshop schedule was amended in the Spring of 2007 to 11 workshops and this done in an effort to promote better attendance. 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 students' syllabi, identifying potential scholarships and grants, and identifying student organizations on campus to promote the involvement of the FGC students in the university community.

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; and/or 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 with the PEGASUS Assistant Coordinator on a monthly basis. Meetings agenda's included discussions on issues that would 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.

Summer 2007

In the summer of 2004, PEGASUS 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 June 2007, the FGC Peer Mentors continued the tradition of 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 40 FGC Bridge students from the Texas Tech Upward Bound Program in June, 2007. During the 5 week Summer I session, FGC Peer Mentors spent between two and five hours per week with their Bridge students.

PEGASUS, in coordination with the TTU Office of Admissions and the Lubbock Area Boys and Girls Club, continued a program providing college information and mentoring based outreach to predominantly minority youth between the ages of 5 and 16 years, logging 493 contacts. This program included 6 “Ice Cream Socials” at 3 local area Boys and Girls Clubs during the months of June and July.

OUTREACH PHONE CAMPAIGN

During the Summer of 2007, a major calling campaign was conducted by the FGC Peer Mentors. The goals of this campaign were to identify FGC first year students, 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.” This includes advanced registration dates, mid-term grade posting dates, and student social activities.

The calling campaign occurred during the months of June-July of 2007, in preparation for New Student Orientation. A team of 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 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 11 presentations (1 presentation per New Student Orientation) during June and July of 2007, to entering FGC students, their parents, and their families as part of the State of Texas’ Closing the Gaps Initiative. Approximately 262 FGC students and parents attended the NSO sessions with 160 students submitting applications to be PEGASUS Members via our new website membership application.

PEGASUS FGC Peer Mentor 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. For the 2006-2007 academic year, South Plains Tech Prep was not be able to offer any support for the PEGASUS FGC Peer Mentors, in response to this we are in the process and will continue actively pursuing grant funding to replace this loss.

The efforts of our FGC Peer Mentors enable PEGASUS staff members to focus on growth initiatives, partnership building, and program development. PEGASUS has actually sought to increase support for 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 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.

PEGASUS FGC SCHOLARSHIPS

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.

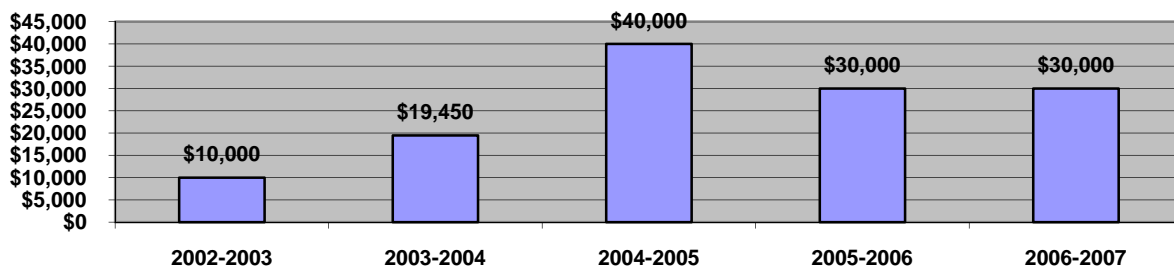
The rationale for increasing the amount of scholarship awards was to reduce the need for these academically at-risk students to be over-employed. Because 20 2003-2004 Scholars had been selected for a \$250 per semester award basis, they received \$750 for the academic year, and since the 20 new Scholars 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.

For the 2006-2007 academic year, PEGASUS Selected 20 students to receive \$1500 scholarships for a total of \$750 each semester. In the 2005-2006 academic year, PEGASUS selected 30 student to receive \$1,000 scholarships. This continued drop in Scholars reflects decreased grant funding from THECB. Due to the changes occurring in 2003-2004 as detailed above, the 2004-2005, 2005-2006, and 2006-2007 PEGASUS Scholarships were provided from both university and THECB grant funded account.

Unfortunately, at times, students selected to receive the PEGASUS FGC Scholarship do not satisfactorily complete the requirements of the Participation Agreement. In this regard, For the Fall of 2006 PEGASUS had to withhold (2) FGC Scholarships in the amount of \$1500. These scholarships will be given to outstanding PEGASUS Participants. In all, 12 scholarships were awarded for fall semester and 15 scholarships were awarded for spring semester.

Figure 1 shows the total amount of FGC Scholarship funds per academic year.

Figure 1 - History of Scholarship Funding



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. To this end, now in addition to satisfactorily completing all the requirements of the Participation Agreement PEGASUS Scholars must attend Texas Tech University for the at least 3 semesters to receive the their all scholarship awarded to them. In order to receive half of the scholarship, they must attend at least 2 semesters at Texas Tech University. According to the new criteria in the Scholarship Office, all funds will be applied to the next semesters' tuition and fees.

IDENTIFICATION & SELECTION OF PEGASUS SCHOLARS

Process

IDENTIFICATION PROCESS

The process for identifying potential PEGASUS participants and all FGC students was changed significantly 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 as 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 2005-2006 academic year. Each report also provides demographic and contact information for research and outreach efforts. The 2006-2007 iteration of PEGASUS continued 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 Scholars from ACTT student populations (Arts and 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 the 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 2006-2007 academic year, this application and selection process was facilitated by the program coordinators. The scholarship requirements as they related to financial need were re-interpreted by the selection processors to consider low-income or high-need students eligible to receive the scholarship.

The selection process aimed to identify the students who demonstrated the greatest need both academically and financially. Using data obtained from the TTU Office of Student Financial Aid and the results of the applicants' College Student Inventory (CSI) as provided by Noel-Levitz, the selection committee members synthesized the data to find students with unmet need equal to or greater than the scholarship amount and a drop-out proneness greater than the average college student. This blend of criteria is once again different than the one used for the 2004-2005 selection process where an interview was required and high-need students were considered ineligible for additional financial aid. The students, therefore, selected for 2005-2006 and 2006-2007 exhibited different characteristics and preparedness than the students selected a year before.

Characteristics

The demographic characteristics for the initial 20, 2006-2007 PEGASUS Scholars are as follows:

Sex

- 11 (55%) Female
- 9 (45%) Male

Ethnicity

- 8 (40%) White
- 7 (35%) Hispanic
- 3 (15%) Black
- 2 (10%) Other

Scholarship Requirements

Scholars were contacted and required to sign a PEGASUS Participation Agreement and commit to the following scholarship requirements:

1. Must complete 3 P.O.W.E.R. Ups (most have 4 workshops for each P.O.W.E.R. Up) per semester
2. Must meet with FGC Advisor 3 times per semester

3. Must meet with FGC Mentor on weekly basis (1 hr minimum)
 4. Must attend Welcome Event in Fall and End of Year Banquet in Spring
 5. Must attend one FGC Social Event per month
 6. Must maintain good academic standing (2.0)
 7. Must make satisfactory progress towards degree (12+ earned hours per semester)
- Of the total of 20 available scholarships, we were able to award 12 of the 20 offered for fall 2006 semester. Scholarships are not submitted for funding until the end of the semester in order to ensure that all requirements were met.
 - For the spring 2007 semester we awarded 15 of 20 scholarships. This was due to students not complying with the agreement signed

PO.W.E.R. 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 complement of workshops was scheduled for the Spring 2004 semester. This pattern, then, has continued since the 2004-2005 academic year with slight alterations to the Spring topics and content as compared to the Fall workshop.

In 2005-2006 PEGASUS changed the format of workshops from having fewer meeting times and more content to the model portrayed below, which consisted of having more workshops containing more concentrated information. Each workshop was offered 3 times during the fall semester and twice during the spring semester in an effort to allow students more access to them. In theory this should have been very effective at drawing attendance, however, it was found that workshops while informative, also are important for encouraging a sense of community for students participating in the program.

This format was not conducive to instilling camaraderie of FGC's as there were too many options for each workshop, thus fewer participants at each individual workshop. This is the reason for downsizing offered times during the spring semester and re-evaluation of the workshop schedule for the proposed 2006-2007 academic year.

1. Mentors will facilitate POWER-Up Workshops

Rationale: Mentors yet again saw an increased role within PEGASUS. Due to changes in PEGASUS staff, Mentors were called upon to facilitate the POWER Up Workshops. The mentor led workshops led to an increase in attendance in addition to fostering better promotion of the event. Due to the overwhelming success, we have decided to continue on this path as the participants and Scholars have stated their satisfaction with mentor led workshops in large part because they can identify with Mentors and it don't feel like class.

The workshops are now "roundtable" discussions where the PEGASUS staff, mentors, scholars, participants will be free to interact and feel a part of the workshop

In the past these workshops were led by the PEGASUS Coordinator, thus with the change in place, the PEGASUS Coordinator now oversees FGC Workshop Series curriculum and facilitation while the Assistant Coordinator also coordinates facilitation of the FGC Workshops and provides FGC Workshop materials and relevant training to mentors.

2. POWER Up Topic Changes

Rationale: For the 2006-2007 academic year PEGASUS made a decision to make changes to the Topics discussed and addressed during the FGC Workshops. This move was made after many students expressed their desire to learn more other issues they face concerns that had yet to be addressed. Therefore, with input from PEGAUS staff, mentors, scholars, and participants we added the following topics

- Students Rights: Overview what a student is and is not allowed to do when it comes to grades, teachers, tickets etc.
- Class Scheduling: have all mentors and all scholars get together in computer lab a few weeks before registration to help students look over classes for next semester
- College Life: Mentors and Scholars gather in a rap session to talk to scholars about anything they may need to know about being at Texas Tech and living in Lubbock, Texas and discuss openly: dorm life, nightlife, risks, etc.
- Expanding the College Academic Experience: Speak to students about, Study Abroad, McNair Scholars, Graduate School, Professional School, and Internship
- Health Power Up at the Rec Center.

Fall 2006

Power-Up #1 - 7 Habits for Highly Effective College Students

- Part 1
 - Foundational Principles
 - Habit 1 – Be Proactive
 - Habit 2 – Begin with the End in Mind
 - Habit 3 – Put First Things First
- Part 2
 - Habit 4 – Think Win-Win
 - Habit 5 – Seek First to Understand, Then to Be Understood
 - Habit 6 – Synergize
 - Habit 7 – Sharpen the Saw

Power-Up #2 - Academic Success

- Part 1- Course Syllabi, Your Instructors, and You
- Part 2- Study Skills
- Part 3- Goal Setting – GPA
- Part 4- Gear Up for Finals

Power-Up #3 - Between Cultures

- Part 1- Getting Involved
- Part 2- Seasons of the Semester
- Part 3- The Campus Community
- Part 4- Barnga/International Cultural Center

Power-Up #4 - Money Matters

- Part 1- Getting the Most for Your Money
- Part 2- Red to Black
- Part 3- Financial Aid
- Part 4- The Scholarship Search

Power- Up #5 - Key Relationships

- Part 1- Diet & Exercise
- Part 2- Communication Skills
- Part 3- Stress Management
- Part 4- Conflict Management

Power-Up #6 - Major & Career

- Part 1- Learning Styles
- Part 2- DISCOVERY!
- Part 3- Career Center
- Part 4- Reality Check

In contrast, we eliminated several topics that the PEGAUS staff, mentors, scholars and participants deemed irrelevant and not beneficial.

3. POWER Ups reduced for effectiveness

Rationale: For the Spring 2007 semester we decided to rework our FGC Workshop Schedule by offering each workshop only once and condensing all current Power Ups into one. Instead of having 6 segments with 4 subtopics each segment will now constitute one Power Up. In doing so, we instituted an email wrap up of each workshop so that we could ensure that all Mentors, Scholars, and Participants, received the information they need to successfully transition from high school to college.

By offering one Power Up per week over the semester we felt that we would see an increase in attendance well over the marks seen in the Fall semester of 2006. Additionally Mentors, Scholars, and Participants were better able to fulfill their requirements with regard to the FGC Workshops.

We modified the Power ups with folders to the this model

- i. E-mail invite
- ii. Sign-in sheet
- iii. PowerPoint presentation
- iv. Blank Hand out
- v. Completed Handout

Spring 2007

Power-Up #1 - 7 Habits for Highly Effective College Students

Power-Up #2 - Academic Success

Power-Up #3 - Between Cultures

Power-Up #4 - Money Matters

Power-Up #5 - Key Relationships

Power-Up #6 - Major and Career

Power-Up #7 - Students Rights

Power-Up #8 - Class Scheduling

Power-Up #9 - College Life

Power-Up #10 - Expanding the College Academic Experience

Power-Up #11 - Health Power Up at the Rec Center

4. POWER Up e-mail promotion and wrap-ups

Rationale: The new POWER Up e-mail promotion works to increase attendance and the wrap-up allows us to ensure that all Mentors, Scholars, and Participants, receive the information they need to successfully transition from high school to college.

FGC Study Sessions

This was a new component developed in 2005-2006 by the Mentor Community Service work team in an effort to reach out to FGC students on campus to support them in their academic pursuit. Our Peer Mentor team consists of many students who excel in their studies here at TTU and this is an excellent opportunity to give back. PEGASUS provides a room and study snacks for all those who attend.

Team Building Activities

This was the second year PEGASUS has had the funding for many of these events. In years past the only three social activities were “The Welcome BBQ”, “Welcome Back Event” and “The Spring Banquet”. As a result of increased funding PEGASUS was able to offer more opportunities for social interaction among FGC’s on the TTU campus. These types of events are vital to fostering a sense of community among students and gaining participation. They were well attended and advanced many strong relationships between members. Mentors, Scholars and Participants rave of the relationships formed through PEGASUS and many state that they have

formed lifelong friendships. The PEGASUS Program participant evaluations list this component as the favorite.

The following is a list of the social activities offered for FGC students at TTU.

- Annual Welcome BBQ
- Lubbock's Corn MAiZE
- Bowling at Lubbock's AMF Lanes
- Halloween Bash/Dinner
- Winter Bash/Carol of Lights
- Annual Welcome Back Event
- Dave's Need for Speed- Go-Cart Night
- Dead Day Luncheon
- The Annual Spring Banquet

FGC Community Service/Outreach

ACTT staff and FGC Peer Mentors provided mentoring and outreach to prospective and current FGC students and parents at the following events in 2006-2007. Some of these events are listed under other components in this reports, however, mentoring and outreach are considered to be important aspects of them. This is the rationale for also listing them under this section.

- PEGASUS "FGC Welcome BBQ"
- Chitwood/Weymouth Campus Information Fair
- Fall Texas Tech University Day
- Spring Texas Tech University Day
- Raiders Rojos Back to School Fiesta
- 54 PEGASUS POWER-Up Workshops
- 9 PEGASUS Social Events
- 8 FGC Study Sessions
- 4 Local High School Campus Visits
- 6 TTU Campus Group Visits
- 11 Texas Tech New Student Orientations
- 6 Upward Bound Summer Bridge Events
- 6 Boys & Girls Club Summer Events

- **Community Service/Outreach for Fall/Spring**
 - **Plant the Seed**
 - Boys-N-Girls Club
Weekly activities mentoring and fostering the goal of a college education with students form elementary to secondary levels.
 - TTU Campus Group Visits
Midland 6th Grade Classes, Dalhart Junior High, Midland Area Talent Search Program

- **PEGASUS Prep**
 - Texas Tech University Days
Provided information on PEGASUS for prospective TTU students and parents
 - High School Campus Visits
Odessa High School's GEAR UP II Program, Midland High School's GEAR UP II Program
 - Local High School FGC Clubs
Coronado High School, Lubbock High
 - Odessa College SSS Program Campus Visits

 - **Community Service/Outreach for Summer:**
 - **Plant the Seed**
 - Boys-n-Girls Club
 - "Ice Cream Socials" activities mentoring and fostering the goal of a college education with students from elementary to secondary levels
 - Raider's Rojos "Back to School Fiesta"
- PEGASUS Prep**
- Upward Bound
Mentoring Bridge Students to help their first experience in higher education be a successful and fulfilling one.
 - Team Mentoring Model
Students were placed on a team with a pair of mentors; competing for prizes based on participation in planned events, group games/challenges, class attendance and academic performance, both individually and as a team.
 - New Student Orientation
 - Calling Campaign to admitted FGC students
 - Informing students about the PEGASUS program and answering questions about TTU.
 - FGC Peer Mentors for college sessions
 - Mentoring of students from students who have been there.
 - College Organizational Fairs
 - Inform students/parents of the benefits of the PEGASUS program.
 - FGC Informational Sessions
 - Provided up-close, personal information and stories of what it means to be FGC and how we can help.
 - Student Organization Fair
 - Inform students of the PEGASUS program and recruit members.
 - Cultural Diversity Fair
 - Inform students of the PEGASUS program and recruit members

New for the Spring of 2007

- 1) Members volunteered at Buckner's Children's Home for the PAL Planning for the Future class. Our role was to discuss our experience in transitioning from high school to college. Members also talked about why it was important to them personally to pursue a higher education. Some of the areas that members focused on were budgeting, managing time, campus life, living on campus, and other issues that most first generation college students encounter. Members also engaged the foster care youth by asking questions and getting to know each foster youth.

From our experience with the Foster care youth, we noticed that there was a genuine interest in the PEGASUS Program. Several students showed that they would like to know more about pursuing a higher education. The interaction between the PEGASUS members and PAL participants was very positive and hold a lot of potential to make a difference in the lives of all the parties that are involved.

- 2) PEGASUS teamed up with "Hope Chest." Hope Chest was started three years ago at Amarillo College by a student and four faculty members. It was created to help foster children in that region who were graduating from high school or turning 18 by providing household items as they transitioned out of the state care. Hope Chest at Texas Tech is the second organization of its kind. Foster children in the Lubbock area need household items as they transition out of the state's care and live on their own without the benefit of a family to support them. In partnership with Texas Tech University's PEGASUS Program and Buckner's Children's Home, we are providing a "hope chest" for high school graduating seniors that are in foster care in our area.

The goals of these partnerships included providing outreach and college awareness to students and families, social and personal development activities for TTU FGC students.

RESULTS OF THE PROGRAM

Defining Populations

Scholars

Scholars are those FGC students who applied for and were selected to receive the PEGASUS FGC Scholarship. These students sign a participation agreement stating that they agree to participate in all of the events and services provided by PEGASUS. As Scholars are the compelled to participate in PEGASUS, their results bear considering as they are most likely to participate fully in the program, giving the best indicator of the influence the program has on their success. However, reports will be given on those that were awarded their scholarships for fall semester; spring semester; and combined. This will give testament to the effectiveness of the program to those who fully participated. These students were placed on a team and assigned a pair of mentors for the 2006-2007 academic year.

Mentors

Mentors are those FGC students who applied for and were selected to fulfill the responsibility of FGC Peer Mentor. Out of the 17 Mentors hired for the 2006-2007 academic year, 11 of these were previous PEGASUS Scholars. Thus, remaining a testament to the willingness of those who

participate in the program to want to give back what they have received through PEGASUS. Statistics both student components will be given, as well as a composite: Mentors who were previous PEGASUS Scholars; and all PEGASUS Mentors for 2006-2007.

Non-Scholar Participants

Non-Scholar Participants are those students who were assigned to a team with a pair of PEGASUS Peer Mentors and were active in the PEGASUS Program.

University As-a-Whole

The University as-a-whole comprises all students at Texas Tech University, regardless of FGC status. This grouping provides some bench-mark for comparison of our other populations as this is more often than not the reference point for considering the influence the program has on student success. Data for this population is typically gathered from the University's "Data Warehouse" which publishes cumulative data on the student population for a given academic year.

Quantitative Results comparing FGC Students

SAT/ACT

PEGASUS Scholars

- 1) PEGASUS Scholars for fall semester had an average ACT score of 22, and an average SAT score of 1051.
- 2) PEGASUS Scholars for spring semester had an average ACT score of 25.5, and an average SAT score of 1085.
- 3) The 2006-2007 PEGASUS Scholars had an average ACT score of 23.75 – which is just below the University as-a-whole average of 24 – and an average SAT score of 1068 – which is below the University as-a-whole average of 1131. This could be considered an indicator that they were not as prepared for college as the average Texas Tech student.

PEGASUS Mentors

- 1) The Mentors who were first Scholars had an average ACT score of 22, and an average SAT score of 963.
- 2) The 2006-2007 PEGASUS Mentor composite had an average ACT score of 21 and an average SAT score of 953.

PEGASUS Participants

- 1) The 2006-2007 PEGASUS Non-Scholar Participants had an average ACT score of 23 and an average SAT score of 1049.

High School Class Rank

PEGASUS Scholars

- 1) (6 out of 20) PEGASUS Scholars for fall semester were within the top 25% of their high school class; the remaining 6 were within the top 50%.
- 2) (7 out of 15) PEGASUS Scholars for spring semester were within the top 25% of their high school class; the remaining 8 were within the top 50%.

PEGASUS Mentors

- 1) (7 out of 9) Mentors who were first Scholars were within the top 25% of their high school; the remaining 2 were in the top 50%.
- 2) (11 out of 14) PEGASUS Mentor composite was in the top 25% of their high school class; the remaining 3 were in the top 50%.

PEGASUS Participants

- 1) (10 out of 14) 2006-2007 PEGASUS Non-Scholar Participants were within the top 25% of their high school class; the remaining 4 were in the top 50%.

GPA

PEGASUS Scholars

- 1) Scholars for fall semester had an average GPA for fall semester of 3.0; spring GPA of 3.6 and freshmen year GPA of 3.2.
- 2) Scholars for spring semester had an average GPA for fall of 3.0; spring 3.3 and freshmen year GPA of 2.9, performed above the University average for freshmen (2.861) and FGC freshmen (2.793).
- 3) The 2006-2007 PEGASUS FGC Scholarship recipients had a composite fall GPA of 3.0; spring 3.5; and 3.25 GPA average for their freshmen year at TTU.

PEGASUS Mentors

- 1) Mentors who were first PEGASUS Scholars had an average GPA for fall of 3.2; spring was 3.1 and 3.6 cumulative GPA.
- 2) The 2006-2007 PEGASUS Mentor composite GPA was 2.9 for fall; spring was 2.8; and a 3.2 average cumulative GPA.

PEGASUS Participants

- 3) The 2006-2007 PEGASUS Participants had an average GPA for fall semester of 3.25; spring 3.3; and 3.3 for the 2006-2007 academic year.

This is a testament to the influence for the program on its students' success. Nationally, FGC students have historically performed below the average GPA of non-FGC populations, according to the National Center for Education Statistics (2.6 compared to 2.8).

Retention Rate PEGASUS Scholars

- 1) PEGASUS Scholars for fall semester were retained for spring semester at 100%; and year one-to-year two at 100%.
- 2) PEGASUS Scholars for spring semester were retained for spring semester at 93% for year one- to-year two at TTU.
- 3) On average, the 2006-2007 PEGASUS Scholars were retained at 97% for year one-to-year two at TTU. This marks a retention rate increase of 4 percentage points from last year's retention rates.

PEGASUS Mentors

- 1) The Mentors who were first Scholars were retained for spring semester at 100%; and at 100% for year-to-year at TTU.
- 2) The 2006-2007 PEGASUS Mentors were retained at 100% for spring semester; and 100% for year-to-year at TTU.

PEGASUS Participants

- 1) The 2006-2007 PEGASUS Non-Scholar Participants were retained for spring semester at 100%; and 93% for year-to-year at TTU.

PEGASUS students are retained at rates higher than both the FGC population as a whole and the university population at large. The university retention rates of students for fall 2005-2006 were 79.75% for FGC Freshmen and 84% for non-FGC freshmen. The university retention rate as a whole for undergraduate students was 86.29%.

IMPLICATIONS AND SUGGESTIONS FOR IMPROVEMENT

2007-2008 Goals

As the program continues to evolve and devolve with respect to funding and charges in populations/projects to serve, each year looks different. We are excited about how far we have come and the steps we are planning for the future program. Below are details of some of the struggles, as well as, achievements that will continue to play an important role in PEGASUS.

FUNDING

Two of the three funding sources for PEGASUS have lost their funding to support the program. If PEGASUS is to be successful in the future, the program must be supported at the same or increased levels. Much of 2007-2008 will be spent searching for and securing new funding sources.

COORDINATION

The pilot of the Program Assistant model for PEGASUS proved to be successful, and was imperative for the continued success of the program in relation to the staff turnover that plagued the program again this year. This model will be continued in the year 2007-2008.

In order to facilitate more collaboration with faculty and staff on campus we are considering having assigned Ambassadors to the TTU Colleges. We hope to be able to do more outreach on campus this way and get more buy-in from the faculty and staff. We encourage referrals to the program, and would like to develop an early alert system to allow us to reach out to those FGC students who are struggling to offer our support and services.

COMMUNICATION

Each year we struggle with effective ways to reach out to FGC students on campus. We have continued to find that using email and flyers are not the most effective forms of communication to FGC students on campus. For the next year we look to find ways to improve upon this and are planning to attend more campus sponsored events and continue improving our PEGASUS website, and have begun creating a PEGASUS newsletter in an effort to gain the attention of FGC students who are lost, overwhelmed and are seeking a connection to TTU. After all, this is our mission.

MEMBERSHIP

Based on the success of giving any FGC student on campus access to a PEGASUS Peer Mentor, for the 2007-2008 academic year, PEGASUS has adopted an open membership approach and will be working to recruit 200 members. It has also been proposed that we offer a membership card to participants to help them feel a connection to other FGC students, the PEGASUS Program and to Texas Tech University. Mentors are also in the process of designing a new PEGASUS t-shirt for all members as part of our marketing campaign on campus. We will declare every Friday as t-shirt day.

MENTORS

Another key component of the PEGASUS Program will be continued in the next academic year. The pilot mentor team model that we used this year was very successful and this will be the model that we continue to use and hope to be able to recruit and support more FGC students in the next year. The mentor team model consists of a group of Mentees assigned to a pair of mentors, these teams will compete for points based on participation and prizes awarded at the end of the each semester. Facilitation of placing Mentees will take place in a group social setting to encourage attendance and avoid intrusive or uncomfortable situations that we encountered this year in trying to have mentors contact Mentees and set up private meetings with them.

Offering formal Mentor Training is another goal of PEGASUS for 2007-2008. We currently do our training in monthly meetings and in one-to-one sessions with the Assistant Coordinator, and hope to be able to follow the path of other very successful mentoring programs nationally and offer a Mentor Retreat for fall 2007. In sessions during NACADA in Las Vegas during fall 2005, the Assistant Coordinator attended several sessions that spoke to how to gain the amount of teamwork and professional skills necessary to produce effective mentors and a successful mentoring program. A formal Mentor Training module will be developed and a retreat will hopefully be planned to facilitate this for 2007-2008, depending of course on available funds.

A series of Professional Development Series of workshops for mentors will also be planned in order to aid in Mentor professional development and will contain topics of interest and pertinence to upper-class students to prepare them for what comes next after undergrad studies. This was done to some extent this past academic year but usually on more of a one-to-one basis.

SCHOLARSHIPS

Nearly each year the program has existed, PEGASUS has increased the amount of the FGC Scholarship. For 2006-2007, the amount has been increased to \$1500. With this amount, Scholars also receive the added benefit of priority registration. For out-of-state students, this amount also waives out-of-state tuition.

WORKSHOPS

The workshop schedule will be evaluated in the form of topic and frequency offered. This will be done in order to cover topics that have been gathered throughout the year from students about what they feel is beneficial and what topics we are lacking that are important. The times and frequency of offered workshops will also be changed, as the model used for fall 2006 was not conducive to encourage a bond between students, as they were offered so frequently that few students attended each one.

COMMUNITY SERVICE/OUTREACH

A community entity was adopted this year in order to better give FGC students the opportunity to give back. The students have always enjoyed these types of activities and we are considering making it an official mandatory component of PEGASUS. Members would agree to complete 8 hours of service per service to be an active member, will earning points for themselves and their team mentoring team in the process. We will look to adopt the Lubbock Boys-n-Girls Clubs and Buckner's Children's Home PAL Program and have spoken with them about opportunities to volunteer for scheduled events that they have throughout the year.

2006-2007 AMENDMENTS TO PEGASUS PROGRAM

1. Advising Syllabus

Rationale: 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 available to FGC students pending the Advisors' schedule.

Students are expected to be:

- active, invested, and responsible participants in the advising process by reading all official university documents related to their degree program and academic progress

- taking an active role in decision-making concerning academic progress
- becoming familiar with applicable undergraduate sections of the catalog by reading those sections thoroughly
- knowing and making use of appropriate academic and student services provided by the university to enhance success
- completing all required paperwork and adhere to university deadlines
- keeping advisors informed about any circumstances that could influence academic performance such as work schedules, illness, family, or other personal situations
- reading, being familiar with, and practicing the policies in the Student Code of Conduct Handbook
- keeping a well-documented record of all contacts with the University

FGC Advisors are expected to facilitate a decision-making process through which students explore educational and career opportunities, determine a best-fit educational path, and plan for achieving a degree at the university. Advising responsibilities include:

- using developmental advising as a tool in the retention process
- orienting students to college life and inspiring them to achieve excellence
- helping students understand the need to acquire an education versus a credential
- heightening awareness of campus resources that may be used to help students achieve success in college
- providing students with a caring person who may serve as a role model throughout their college experience
- providing students with accurate information concerning academic policies and procedures providing an opportunity for students to discuss educational and career goals
- assisting students in developing an educational plan for satisfying the requirements of their intended degree
- assisting students in selecting and sequencing course work
- encouraging scheduled appointments prior to registration and throughout the semester to promote thoughtful planning
- keeping an accurate, well-documented file relative to advising activities for each student maintaining confidentiality in accordance with the Family Educational Rights and Privacy Act of 1974

2. Plant the seed /PEGASUS Prep Outreach Initiative

Rationale: In addition to first year students at Texas Tech, PEGASUS reaches out to FGC students and their families. PEGASUS provides opportunities for FGC students to reach back to assist FGC students in grades 3-8 through the “Plant the Seed Program.” Students in grades 9-12 are assisted through the “Prep for PEGASUS Program.” Giving back impacts FGC PEGASUS students as they find themselves in a responsible and influential role by impacting the lives of others.

1. Plant the Seed Program (Grades 3-8)

- Lubbock Area Boys and Girls Clubs (200)
- Raiders Rojos’ Back to School Fiesta (over 1,000 in attendance)
- National Kids Day Event (75)

2. Prep for PEGASUS Program (Grades 9-12)

- Closing the Gaps Coalition Education Summit (over 500 in attendance)
- Senior Skip Day (over 150 in attendance)
- University Day- fall and spring (over 2,000 in attendance at each)
- 6 Local High School Campus Visits (averaged 20 per event)
- 1 High School Campus Group Visits (25)
- Buckner's Children's Home PAL Program
- Teen Night

3. **Mentor Activity Log due dates and time sheet due dates changed**

Rationale: The Mentor Activity Logs were changed so that we could better evaluate the time Mentors were spending on PEGASUS Program Initiatives. We also increased the size of the explanation box so that we could better identify how the Mentors time was spent. Lastly, we aligned the time sheet and activity log due dates coincide with our bi-weekly Mentor Meetings in an effort to ease the payroll process and ensure timeliness.

4. **P.A.'s positions and duties**

Rationale: The purpose of the Program Assistant Position is to assist the PEGASUS Coordinators in the carrying out and enhancing the mission of the program. Our mission is to connect new FGC students to Texas Tech University by personally supporting, serving, and using all available resources to ease their transition to college life.

5. **PEGASUS will adopt a First Generation Student Organization**

Rationale: We will start a new First Generation Student Organization for the 2007-2008 academic year. This organization will not be affiliated PEGASUS, however, it will coordinate with PEGASUS to increase awareness of the resources available to FGC students. **[Jodi, let's take a hard look at this idea – while we do not want to dilute PEGASUS, there are advantages to a RSO, especially as how it might interact with Hope Chest.]**

6. **Lost Funding Sources**

Rationale: Included in this report are summaries and FOCUS reports for each of the five accounts in which funds were used to support First Generation College student via the PEGASUS Program during this fiscal year. Each account summary includes information on the proposed and actual use of the funds, as well as comments and notes for the next fiscal year (FY07).

PEGASUS faces a unique situation as the program enters its fifth year of serving previously underrepresented populations: A decrease in expected funding. Two of three primary sources of financial support have been eliminated through budget cuts experienced by the funding organization:

- South Plains Tech Prep – **eliminated**
- The Texas Higher Education Coordinating Board – **eliminated**

Over the previous four years, PEGASUS has increased its program funding due to these generous grant opportunities. Now, as PEGASUS looks to FY07 and the 2006-2007

Academic Year with the numbers of First Generation College students on campus, funding support from the University is increasingly necessary.

- a. South Plains Tech Prep Grant –Eliminated
 - South Plains Tech Prep has lost a significant portion of its funding, including the amount PEGASUS has received each of the last three years. Given this loss of funding, the PEGASUS FGC Peer Mentor component will not be able to operate at the same level or in the same manner as the previous, successful years.
- b. The Texas Higher Education Coordinating Board Eliminated
 - THECB has lost its funding for its FGC Initiative, including the monies PEGASUS has received each of the last three years. Given this loss of funding, the PEGASUS will not be able to operate at the same level or in the same manner as the previous, successful years.

7. New Funding Sources

Rationale:

- a. Lubbock Area Foundation \$5,000 grant proposal submitted. (March 1, 2007)
 - Mentor Funding for late Spring and Summer.
- b. TG Public Benefit Program FY 08 grant proposal for \$185,740.00 submitted. (June 2, 2007)
 - PEGASUS Program Funding for Fiscal Year 08
- c. Lumina Foundation Grant Inquiry Letter for \$207,000.00 submitted.(March 30, 2007)
 - PEGASUS Program Funding for Fiscal Year 08

8. Raider Assistance Program

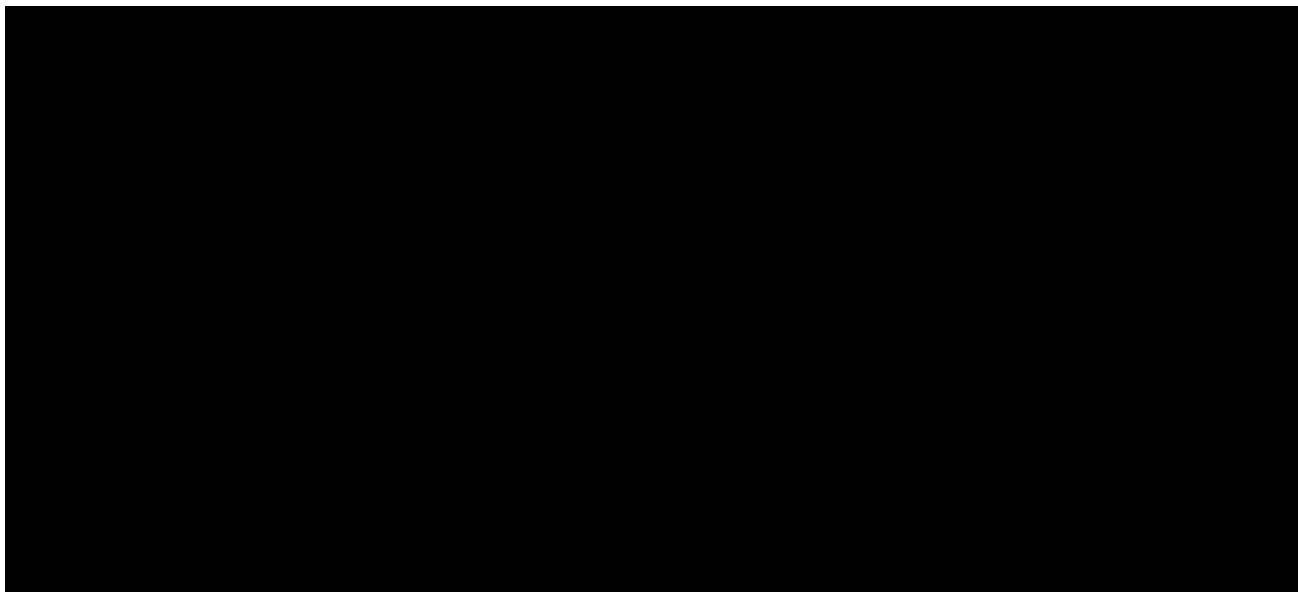
Rationale: We began advisement for 3 Raider Assistance Scholarship recipients.

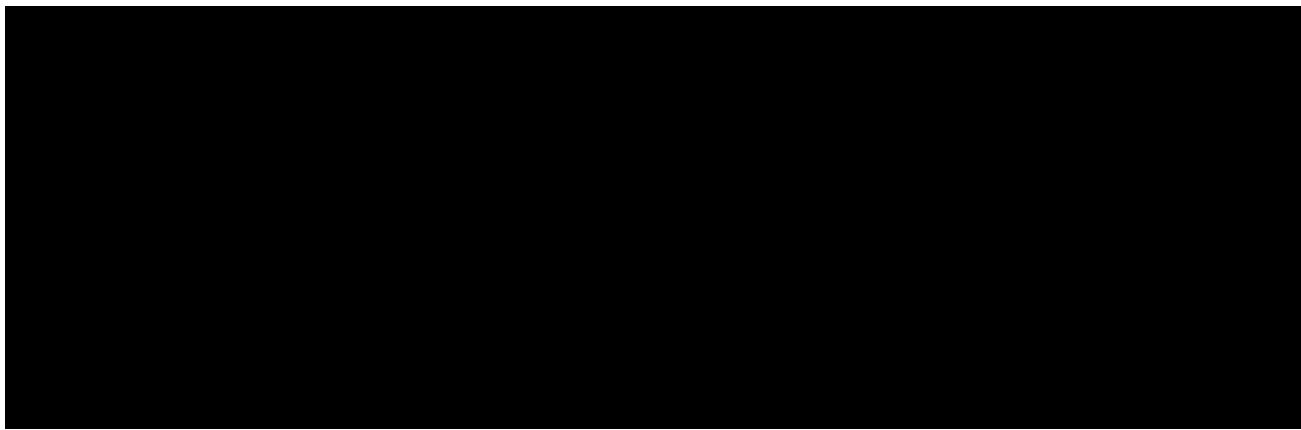
These individuals are FGC upperclassmen. We performed (9) advisements (3 advisement sessions per recipient and with the first being a getting to know you session.)

I. APPENDIX

- A. Scholar Data
- B. Mentor Data
- C. Participant Data
- D. Mentor Hourly Payroll
- E. Qualitative Results of Program
 - 1. PEGASSUS Member Biographies
- F. Supporting Documents
 - 1. Scholarship Contract
 - 2. Scholarship Release Form
 - 3. Mentor/Mentee Contact Log
 - 4. Outreach Contact Sheet







Mentor Hourly Wages (Fall 06-Summer07)

<u>Category</u>	<u>Hours Charged</u>	<u>Amount Paid</u>
Other	66.25	\$596.25
Office	617.3	\$5555.70
Mentor Time/In person	195.5	\$1759.50
Mentor Time/Other/Phone/Email	66.75	\$600.75
Participation Social	96	\$864.00
Power-Up	66.5	\$598.50
Outreach/Community Service	141.5	\$1273.50
Study Session	32	\$288.00
Professional Development	109.25	\$983.25
Total s	1390.05	\$12510.45

<u>Summer Project Hours</u>	<u>Hours Charged</u>	<u>Amount Paid</u>
Other	17.5	\$131.25
Office	20	\$150.00
Participation Social	12.5	\$93.75
Outreach/Community Service	3	\$22.50
Study Sessions (Upward Bound)	4	\$30.00
Upward Bound	138.75	\$1040.63
Calling Campaign	144	\$1080.00
Boys-n-Girls Club	20.5	\$153.75
NSO Mentor	25	\$187.50
NSO Org. Fair	9.25	\$69.38
NSO FGC Info. Fair	2	\$15.00
Totals	396.5	\$2973.75

TOTAL	1786.55	\$15,484.20
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PEGASUS Mentor



Name: David R. Rivas
Home Town: Leakey, TX (population of 400)
Barriers: First Generation College: yes
Disability: Learning disability
Other: TX Foster Care at 13
First Language: Spanish
Parent/Guardian Educational Level: middle school/high school/GED
Financial Support: Ward of State until 18/None
Background: Place of Birth: Guatemala, SA
Ethnicity: Guatemalan
High School: Leakey High School
Entrance Exams: ACT 20 and 19
High School Graduating Class: 9 out of 32
Degrees: B.S. Architecture, minor in Psychology
M.S. Business Management/Organizational Behavior
(anticipate graduation December, 2007)
Current: Grad Student & Alumni of Texas Tech University

“One of my biggest goals is to have a positive impact on people. I want to encourage everyone to be successful in whatever it is that they want to pursue in life.”

David Rivas is a currently graduate student working towards a degree in Business Management and Organizational Behavior, and serves as a PEGASUS Mentor. David has been an essential part of the TTU PEGASUS Program since the summer of 2005. PEGASUS works with current FGC students through ‘giving back, paying it forward’ through mentorship, leadership, partnerships with other programs, and community service. David has a passion for helping and motivating others to achieve success in their lives.

The TTU PEGASUS Program has provided opportunities for David to pursue this ambition while helping him develop leadership skills, public speaking skills, and mentorship skills. David is a strong advocate for higher education for FGC students and has helped to establish increased collaboration with TTU Upward Bound and the Lubbock Area Boys-n-Girls Clubs. He has also been a Mentor in Mentor Tech (for Hispanic and African American students at TTU).

In these ventures, students are able to interact, build positive relationships, give back, share experiences, build leadership, receive encouragement, help each other, get exposure to greater diversity, and develop other critical life skills such as public speaking, organization, mentoring, etc.

As a Mentor, David has built lasting relationships with his Scholars and other PEGASUS members. His outgoing and enthusiastic personality has helped him to create many friendships and draw others into participation in various events. David has taken advantage of the opportunities that have been provided for him and will continue to be a role model for future PEGASUS students.

PEGASUS Mentor



Name: Shannon E. Tuttle
Home Town: Kingsland, TX
Barriers: First Generation College: Yes
First Language: English
Parent/Guardian Educational Level: High School Diploma/less
Current Family Income: less than \$40,000
FAFSA Calculated EFC (Expected Family Contribution): \$4,586
Siblings: Younger Brother
Background: Place of birth: Austin, TX
High School: Llano High School
Entrance Exam Scores: SAT: 1080
High School Class Rank: 11 of 106
Degrees: High School Diploma
Current: Bachelor Degree in Process: Political Science, minor in Spanish
GPA: 3.8
Anticipated graduation: May 2008

“I became a Mentor in the TTU PEGASUS Program because I wanted a chance to help other students in the same situation as myself. I want others to know that while being a first generation college student is a characteristic, it is absolutely not a prediction of what your future will be.”

Shannon Tuttle has been a PEGASUS Mentor since the fall of 2005. Her passion for helping others has driven her in providing the essential personal interactions that make PEGASUS so vital to FGC students here at Texas Tech University and in the community. Shannon has made a positive impact on the FGC students through her willingness to provide program support as well as her participation in community service projects.

As a PEGASUS Mentor, Shannon’s participation in program events has allowed her the opportunity to encourage current and future students to realize that being FGC does not make navigating the university system impossible. This, along with facilitating connections with resources and university staff to help with the difficulties involved in the college transition, Shannon feels are the most important contributions she has made to the program.

PEGASUS has also allowed her the opportunity to help younger students realize the possibility of attending a major university, as well as realize the potential within themselves. The impact of the contact with other students in her situation is life-long, and has enabled the creation of lasting friendships. Most important, PEGASUS has put her in contact with people who strive to produce positive influences in the lives of others.

The TTU PEGASUS Program has given Shannon a place where she feels connected to the university; where she feels at home; and where her academic, personal, and future goals are nurtured. PEGASUS has also allowed her opportunities for professional experience that she will be able to apply to her future career. Upon receiving her Bachelor’s Degree, Shannon plans to attend law school. Her goal is to open a firm in South Texas which specializes in Legal Aid for battered and abused spouses.



PEGASUS Scholar then Mentor

Name: Danielle 'Dani' Barker
Home Town: Hutto, TX
Barriers: First Generation College: Yes
First Language: English
Parent/Guardian Educational Level:

- o Mom, GED
- o Dad, some technical college

Siblings: Younger brother, 18, also attending TTU and is a PEGASUS Scholar
Background: Place of Birth: San Antonio, TX
Ethnicity: Caucasian Mix of Irish/Indian/French
High School: Hutto High School
Entrance Exams: SAT 1060
High School Class Rank: 23 out of 111
Degree: High School
Current: B.S. in Human Development & Family Studies
Minor in Sociology & Business Communications
Anticipated Graduation: August 2007 (3 years)

“My goal in life is to make a difference in at least one person’s life. I don’t care who it is, and I don’t care if I know about it, but if I can positively impact one person, then that gives me reason for being me.”

Dani Barker has been a participant in the TTU PEGASUS Program since fall 2004, first as a PEGASUS Scholar and now as a Mentor for two years. She came to the program as a shy, quiet freshman and blossomed into an outgoing and engaged student while gaining confidence and leadership skills. Dani’s skills acquisition has allowed her to excel in many areas and has opened many doors of opportunity.

As a PEGASUS Mentor, Dani has participated in activities such as “Wiley’s Way,” a partnership with the South Plains Closing the Gaps Coalition, “planting the seed” of a college education in the minds of area youths. Dani thrives on knowing that she can make a difference, and she is a prime example of what results from hard work and determination. For example Dani worked odd jobs, such as mucking horse stalls, from the age of 6 until she came to Lubbock for college. With her savings, she purchased a house to live in while pursuing her education in order to save on housing expenses. She is not only the home owner, but renting rooms to other students has provided income for living expenses.

The TTU PEGASUS Program has allowed Dani to grow personally and professionally. Her responsibilities in program support, as a PEGASUS Program Assistant, have given her hands-on experience in event preparation and presentations. This has already paid off in her ability to make presentations as part of class assignments, and her PEGASUS experiences will aid in her future goals of attaining her Real Estate License. After graduation Dani plans to attend graduate school and eventually open a senior citizens retirement facility.

PEGASUS Scholar then Mentor



Name: Avnee Bhakta

Home Town: Post, Texas

Barriers:

First Generation College: Yes

First Languages: Gujarati and Hindi

Parents'/Guardians' Educational Level: High School

Financial support: None

Current Family Income: Less than \$20,000.00

Background: Place of birth: Bardoli, India

High School: Post High School

Entrance Exam Scores: ACT- 19

High School Class Rank: 13 out of 84

Degree: High School

Current Status: Pre-Nursing

“To me, living a whole life helping people is a life worth living!”

Avnee has been a part of the TTU PEGASUS Program at Texas Tech University (TTU) first as a Scholar and this summer as a Mentor. Her dedication to achieving goals gave her the strength to persevere through her first year as a PEGASUS Scholar and has given her direction in her life. Avnee is passionate about reaching out to others and giving back; she has participated in many projects here at Texas Tech as well as in our community. She sets aside one day a week to participate in community service projects and/or volunteer work.

As a PEGASUS Scholar and Mentor, Avnee has learned the value of turning mistakes or bad experiences into positive learning experiences that will endure. She has made connections to people from completely different backgrounds, and has grown in knowledge of her personal strengths and assets, enabling her to make a difference in many other lives. Her participation in mentoring projects has increased her confidence and helped her overcome personal challenges.

Through PEGASUS Avnee has had an opportunity to give back to FGC students at Texas Tech as well as in the community through sharing her unique experiences. The personal, as well as professional experience she has gained has given her the leadership skills necessary to attain the goals she has outlined for herself. Avnee has been accepted to the TTUHSC Nursing Program and plans to become a Physician's Assistant.

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 \$1500.00, to be paid over two semesters, in the PEGASUS Program at Texas Tech University.

_____ I will also commit to participate in:
(initial)

1. Must complete 3 P.O.W.E.R. Ups (most have 4 workshops for each P.O.W.E.R. Up) per semester
2. Must meet with FGC Advisor 3 times per semester
3. Must meet with FGC Mentor on weekly basis (1 hr minimum)
4. Must attend Welcome Event in Fall and End of Year Banquet in Spring
5. Must attend one FGC Social Event per month
6. Must maintain good academic standing (2.0)
7. Must make satisfactory progress towards degree (12+ earned hours per semester)

_____ I understand that the \$1500 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 written 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
(initial) 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)

PEGASUS

(Pioneers in Education: Generations Achieving Scholarship & Unprecedented Success) Program

**Advising Center at Texas Tech (ACTT)
Texas Tech University**

Scholarship Release Form

I have completed the minimum requirements for the PEGASUS Program during the fall 2006 semester and am eligible to receive the \$750.00 scholarship.

This award, in the amount of \$750.00, will be directly applied toward any tuition and fee balance for the fall 2006 semester. The purpose of this award is to promote my education and training. No employer/employee relationship shall exist between you and Texas Tech University as a result of this award. The taxability of this award is a matter between you, the recipient, and the Internal Revenue Services.

(Student Tech ID number)

(Printed name of student)

(Signature of student)

(Date)

(Address)

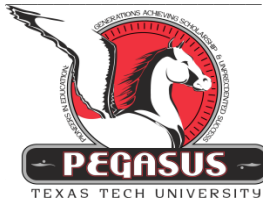
(Signature of ACTT Advisor)

(Printed name of account manager)

(Date)

(Signature of account manager)

(Date)



Contact Form

Each PEGASUS Mentor is expected to complete this form after visiting with each of his/her assigned Mentee(s). This contact form is due each two-week pay period to the Mentor Coordinator. Please use as many forms as necessary to document contacts.

Mentor Name _____ **Telephone Number** _____

Email _____

Mentee Name _____ **Telephone Number** _____

Email _____

Activity #1 _____ **Date** _____

Time: Started _____ **Finished** _____

Type of visit (Category from Mentor Activity Log) _____

Notes or Comments:

Mentor _____

Mentee:

Mentee sign-off: _____

Activity #2 _____ **Date** _____

Time: Started _____ **Finished** _____

Type of visit (Category from Mentor Activity Log) _____

Notes or Comments:

Mentor _____

Mentee: _____

Mentee sign-off: _____

PEGASUS Outreach Activity Form

Date of activity: _____

Location of activity: _____

Name(s) of Outreach Mentor(s):

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Type of activity:

Topic(s) presented:

Number in attendance: _____