

# THE POSSE MENTOR

## SUPPORTING FUTURE LEADERS



2014 MENTOR REPORT



# THE POSSE FOUNDATION

Posse started in 1989 because of one student who said, “I never would have dropped out of college if I had my posse with me.” The Posse Foundation identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. The Foundation extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. The Foundation’s partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships.

# GOALS

1. To expand the pool from which top colleges and universities can recruit outstanding young leaders from diverse backgrounds.
2. To help these institutions build more interactive campus environments so they can become more welcoming for people from all backgrounds.
3. To ensure that Posse Scholars persist in their academic studies and graduate so they can take on leadership positions in the workforce.

# PROGRAM COMPONENTS

## 1) RECRUITMENT

From September to December each year, Posse conducts the Dynamic Assessment Process (DAP), a unique evaluation method to identify young leaders with strong academic potential who might be missed by conventional admissions criteria but who can excel at selective colleges and universities. Using nontraditional forums, DAP enables students to demonstrate their intrinsic leadership abilities, their skill at working in a team setting and their motivation and desire to succeed. DAP has proven an effective tool for identifying outstanding young leaders with the potential to excel in college. Through a three-part process, including large-group and individual interviews, Posse staff and partner college and university administrators ultimately select a diverse group of 10 students for each institution, thus forming a Posse.

## 2) PRE-COLLEGIATE TRAINING PROGRAM

From January to August of their senior year in high school, Posse Scholars meet weekly with staff trainers and their Posse peers for two-hour workshops. The Training Program consists of workshops that address four areas: 1) team building and group support, 2) cross-cultural communication, 3) leadership and becoming an active agent of change on campus and 4) academic excellence. The goal of the training program is to prepare Scholars for leadership roles and for the high academic expectations at their colleges.

## 3) CAMPUS PROGRAM

The Campus Program works to ensure the retention of Posse Scholars and to increase the impact of Posse on campus. Posse staff members visit each university four times a year for meetings with Posse Scholars, campus liaisons and mentors. Each mentor meets weekly with the Posse as a team and every two weeks with individual Scholars through the first two years in college. In addition, Posse facilitates an annual weekend-long PossePlus Retreat attended by members of the larger student body, faculty and administration. The retreat centers on a discussion of an important social issue as identified by Posse Scholars.

## 4) CAREER PROGRAM

The Career Program supports Posse Scholars as they transition from leaders on campus to leaders in the workforce. Posse plays an integral role in the professional development of these young people by providing them with the tools and opportunities necessary to secure highly competitive and career-enhancing internships and jobs. One of the ways Posse achieves this is by partnering with exceptional companies and organizations, both nationally and abroad. The Career Program has three core components: 1) The Internship Program, 2) Career Counseling Services and 3) The Alumni Network.

## 5) POSSE ACCESS

Posse Access is a new online database designed to give Posse partner colleges and universities exclusive access to unselected student nominees to consider for regular admission. Through Posse Access, hundreds of unselected finalists nationwide can opt to have their application profiles made available to each of Posse’s partner institutions. By identifying candidates through the Posse Access database, partner schools benefit from Posse’s holistic approach to evaluating student potential and see a much broader pool of highly qualified students.



## REPORT SUMMARY

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Mentoring programs for college students can help students transition to college, increase their persistence rates, and contribute to their academic success. Studies of various mentoring programs show that mentors can have a positive impact on students' attitudes towards school, retention, academic achievement and personal development. In 1993, The Posse Foundation added a mentoring component to its campus program to support Posse Scholars' success in college. This report highlights the impact of Posse's mentoring component, now in its third decade. Sixty-two percent of Scholars who matriculated between 2008 and 2011 and 78 percent of their mentors completed a comprehensive survey about their experience in the program. Their responses show that the mentoring component dramatically and positively affects participants' lives. An overwhelming majority of mentors report being profoundly affected by their experience with Scholars. Scholars, in turn, view their mentors as playing a crucial role in several key aspects of their college success, including easing their transition to college, aiding in their persistence and graduation, and encouraging their career goals. The results from these surveys illustrate the critical importance of the Posse mentor as a resource for Scholars and provide additional evidence of the powerful impact mentoring programs can have on college campuses.



**SINCE SENDING THE FIRST POSSE FROM NEW YORK CITY TO VANDERBILT UNIVERSITY IN 1989, THE POSSE FOUNDATION HAS GROWN TO INCLUDE NINE CITIES AND 51 COLLEGE AND UNIVERSITY PARTNERS. MORE THAN 5,500 STUDENTS HAVE WON LEADERSHIP SCHOLARSHIPS TOTALING \$688 MILLION FROM POSSE PARTNER COLLEGES AND UNIVERSITIES. POSSE SCHOLARS PERSIST AND GRADUATE AT A RATE OF 90 PERCENT, WHICH HAS LED TO MORE THAN 2,600 POSSE ALUMNI IN THE WORKFORCE.**

In 1993, Posse incorporated a mentoring component into its campus program. Over time, Posse's experience has shown that, other than the student herself, the mentor may be the most important resource for ensuring student success.

Any student entering college can experience challenges transitioning to campus life. Students, in general, have ways to successfully navigate their new environment. In addition to their own fortitude, they have family, friends, faculty and administrators to lean on. But The Posse Foundation learned early on that the addition of a dedicated support person significantly helps Scholars adjust and succeed.

At many institutions of higher education, mentoring typically involves a faculty member offering knowledge, support and guidance to a student. Some reports indicate that contact with faculty is linked to students' academic success in college, suggesting that faculty mentors contribute to student retention and academic achievement. Research also shows that such mentoring programs assist students transition to college, improve their retention, and contribute to their academic success and career preparation.<sup>i,ii</sup> One study in particular, conducted by T.J. Cosgrove, evaluated a formal undergraduate mentoring program and found that, compared to a control group, students who participated

in the mentoring program were "more satisfied with the university environment and showed greater developmental gains."<sup>iii</sup> Other research has found that mentoring programs that match college freshman with a faculty member for regular one-on-one "transition" meetings motivate the students, improve their study skills, and aid in their academic and personal adjustment.<sup>iv</sup> Additionally, several studies on the effects of mentoring have been summarized in a meta-analysis comparing mentored and non-mentored individuals. Lillian T. Eby and others found that, overall, mentoring is associated with a wide range of favorable outcomes including behavioral, attitudinal, health-related, relational, motivational and career related.<sup>v</sup> Mentoring may aid most in improving attitudes towards school, enhancing student performance, and reducing withdrawal behaviors.<sup>vi</sup>

In 2014, the year of Posse's 25th anniversary, The Posse Institute (the research arm of The Posse Foundation) chose to highlight one of its most critical components, the mentoring program. In keeping with previous studies on the impact of mentoring programs for college students, the Institute found that Posse mentors are instrumental resources for Scholars, aiding in their ability to persist and graduate and to develop meaningful careers.

## **MENTORING POSSE SCHOLARS POSITIVELY AFFECTS MENTORS' LIVES:**

*"I grew tremendously as a faculty member and as a person. Without question, this experience was the most satisfying of my academic career since finishing my doctorate."*

**DEPAUW UNIVERSITY MENTOR**

*"I have the BEST group of mentees...they have changed my life in ways I never imagined possible! I admire them, I adore them, and I am very honored to have been selected to be their mentor. I've told them all before, 'You think I did something for you? Nope! You guys have done so much more for me.'"*

**BOSTON UNIVERSITY MENTOR**

*"Though they have always been careful to thank me—I have a drawer full of their beautiful cards—I really feel as though I am in their debt. Their presence in my life changed me in ways that are difficult to articulate. I can say that I am a better person from having known each and every one of them."*

**WHEATON COLLEGE MENTOR**



## THE POSSE MENTORING MODEL

During their senior year of high school, Posse Scholars take part in a pre-college training program designed to develop their leadership skills and prepare them for college success. Once students enroll in college, The Posse Foundation provides further support as part of its campus program, which includes annual off-campus retreats, campus visits by Posse staff, and the mentoring program.

The campus program addresses two main goals: 1) to help institutions build more interactive campus environments so they can become more welcoming institutions for people from all backgrounds and 2) to guarantee that Posse Scholars persist in their academic studies and graduate so they can take on leadership positions in the workforce. The campus program is designed to inspire, guide and support Scholars throughout their college years while helping the partner institution build more integrated campus communities. This critically important program component requires the combined and coordinated efforts of Posse Scholars, mentors, campus administrators, faculty and Posse staff.

The campus program's mentoring component is carefully structured and unique in its design. The mentor is recruited specifically from faculty so they can share the responsibility and benefits of working with the institution on building a more integrated student body. By recruiting, for example, a French literature professor one year and a physics professor another year, the mentoring program facilitates faculty engagement in the community-building process.

Each mentor takes part in three multi-day training sessions run by The Posse Foundation. The training sessions include a three-day immersion program that brings together mentors from all Posse partner institutions, enabling them to share best practices and to solidify their role as members of a national coalition. Mentors are provided with a manual during this time and survey results show that mentors highly value the training and materials they receive. Throughout the mentoring period, Posse staff and mentors interact through weekly phone calls and campus visits. Together they discuss the academic and social progress of each Scholar.

During a Posse's first two years on campus, Scholars meet with their mentor each week as a group and every other week individually. Weekly workshops run for approximately two hours and focus on college transition, campus leadership, career development and team building. The one-hour individual meetings focus on academics, campus life and career. The goal is for Scholars to leave each one-on-one meeting armed with a concrete plan of action for any challenge they may be facing and feeling encouraged, supported and motivated.

The primary role of Posse mentors is to motivate Posse Scholars to persist in and graduate from college. To that end, it is critical for the mentor to have a strong and collaborative relationship with the students. In general, Posse mentors support Scholars on campus, motivate them towards graduation, and connect them to needed campus resources.



## SURVEYS AND METHODOLOGY

The Posse Institute surveyed both Scholars and mentors. Surveys were completed anonymously online. A 59-question Scholar-specific survey and a 48-question mentor-specific survey were distributed to Scholars who matriculated between 2008 and 2011 and their mentors, respectively. This group was selected because they had the most recent and complete experience with the mentoring program. Scholars who matriculated in 2011 and their mentors had just completed the two-year mentoring program at the time of the surveys, and the 2008-2010 Scholars and mentors were one to three years out from the mentoring program at the time they completed the surveys. In addition to these two surveys, all mentors (since 1993) were asked if they wanted to submit a letter reflecting on their mentoring experience.

The surveys were open for approximately two months, between May and July of 2013. The Institute received 1,012 responses from Scholars who matriculated from 2008 to 2011, 131 responses from mentors of Scholars who matriculated from 2008 to 2011, and a total of 105 letters from all mentors. The response rates for the comprehensive surveys were 61.6 percent for Scholars and 77.5 percent for mentors. This report describes the surveys' findings, provides the collective perspectives of mentors and Scholars, and celebrates the tremendous role Posse mentors play in Scholars' lives.

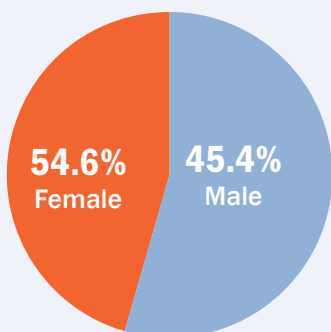
# GROUP CHARACTERISTICS

## MENTOR RESPONDENTS

The mentors responding to the survey mentored students from seven Posse cities and 34 Posse partner colleges and universities. Posse mentors were typically faculty at partner institutions. The majority of mentors (82 percent) had been at their current institution for five or more years. Of the faculty mentors, 75 percent had tenure. They reflect the following group characteristics.

### AVERAGE MENTOR AGE: 47 YEARS

#### MENTORS: GENDER/SEX

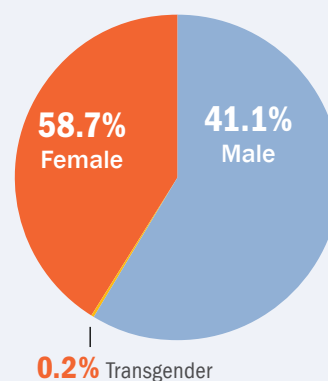


## SCHOLAR RESPONDENTS

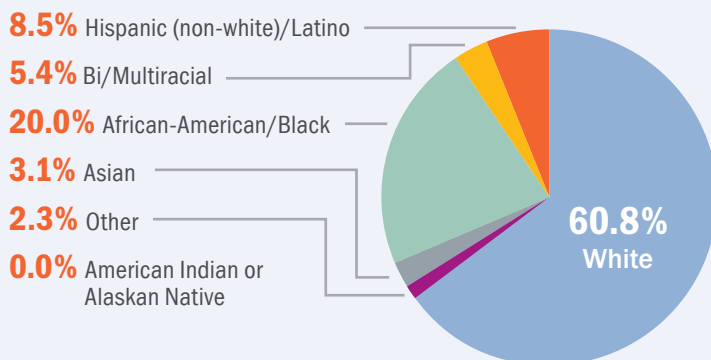
The Scholars responding to the survey represented seven Posse cities and 37 Posse partner colleges and universities. They reflect the following group characteristics.

### AVERAGE SCHOLAR AGE: 21 YEARS

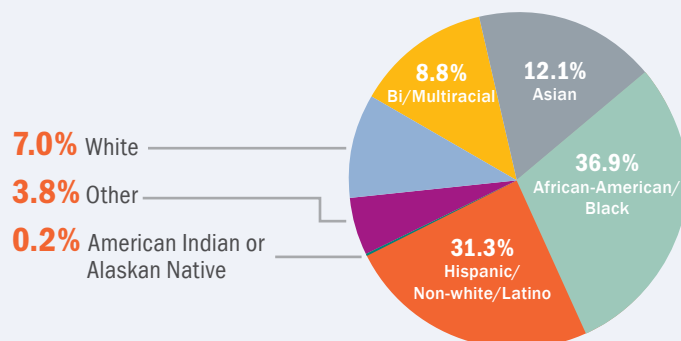
#### SCHOLARS: GENDER/SEX



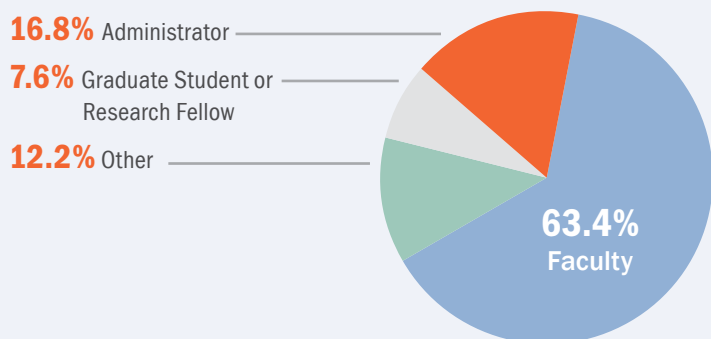
#### MENTORS: RACE/ETHNICITY



#### SCHOLARS: RACE/ETHNICITY



#### MENTORS: ACADEMIC POSITION



THE FOLLOWING SECTIONS DESCRIBE THE SURVEYS’ FINDINGS, SUMMARIZE THE COLLECTIVE PERSPECTIVES OF MENTORS AND SCHOLARS, AND CELEBRATE THE TREMENDOUS ROLE MENTORS PLAY IN SCHOLARS’ LIVES.

MENTOR SELECTION AND PROGRAM INFRASTRUCTURE

Posse’s mentoring program begins immediately following Scholars’ matriculation. The individual and group meetings continue through Scholars’ first two years on campus (the most likely period for student attrition). Throughout this time, mentors communicate with Posse staff on a weekly basis. Of mentors responding to the survey, 92 percent felt supported by Posse staff during their mentoring experience (see Chart 1) and 89 percent rated their relationship with Posse staff as good or very good.

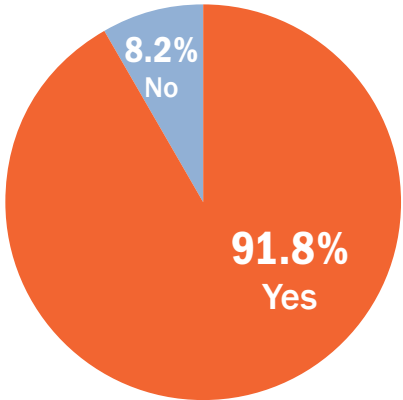
Posse partner colleges and universities selected mentors in a variety of ways. Sixty-seven percent were specifically recruited, 18 percent were selected from a volunteer pool, and 14 percent applied. When asked, “Why did you decide to become a Posse mentor?” mentors’ top two responses indicated that they were motivated by a desire to contribute more to supporting and developing diverse and integrated campus communities (in keeping with Posse’s mission) and to connect more with students (see Table 1).

TABLE 1) WHY DID YOU DECIDE TO BECOME A POSSE MENTOR?

TOP REASONS	PERCENT
To help Posse’s mission	29.8
To connect to students	20.7
To make a difference	11.6
Because I was impressed by Posse Scholars I’ve met	5.8



CHART 1) DID YOU FEEL SUPPORTED BY POSSE STAFF WHILE YOU WERE MENTORING YOUR POSSE SCHOLARS?



MENTORING POSSE SCHOLARS POSITIVELY AFFECTS MENTORS’ LIVES:

“Prior to my Posse experience, this job is one that I had always said you couldn’t pay me enough to do. After the Posse experience, I volunteered for it. It is on the basis of the Posse experience that I am able to do [my current] job, and I hope someday, after I’m done with the current job, to be a mentor again.”

HAMILTON COLLEGE MENTOR

“As the group’s mentor, I’ve been equally challenged, provoked, supported, and enlightened by the Scholars as they arrived, and as they’ve continued to develop. Not a day passes when I don’t think of them, hope for them, wish for them, and expect of them.”

BOSTON UNIVERSITY MENTOR

“‘Posse love’ isn’t some marketing byline cooked up by The Posse Foundation; it’s a genuine side effect of the program.”

LAWRENCE UNIVERSITY MENTOR

“Wow, where do I start? I have worked at Middlebury College for over 20 years, and I have been involved in education as a student or an employee almost all of my life. I can honestly say that being involved with The Posse Foundation has been the most meaningful experience I have had in education.”

MIDDLEBURY COLLEGE MENTOR

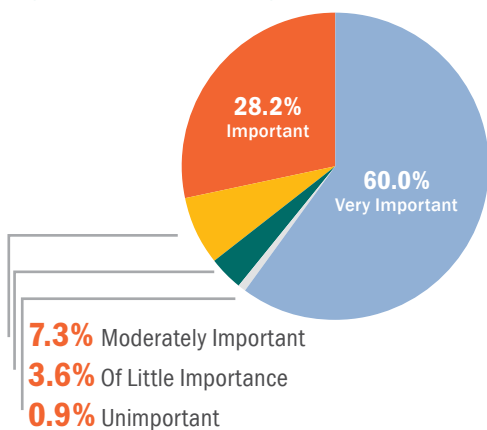




In order to understand why Posse's mentoring model seemed to work so well, mentors were asked to identify the program's best practices. Connecting with Scholars on a regular basis, facilitating routine meetings that allow Scholars to interact and discuss their college experiences, and using their deep and comprehensive institutional knowledge to help Scholars succeed were the most common responses.

Weekly mentor-led workshops provide opportunities for Posse Scholars to connect and offer support to one another as they transition to life on campus. The mentor facilitates these workshops to help foster group cohesion and to create a positive experience for the group. Virtually all Scholars (99 percent) stated that they attended every group meeting or missed only a few. The vast majority (88 percent) confirm that most members of their Posse attended most group meetings.

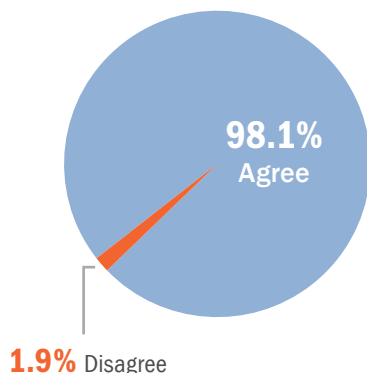
**CHART 2) HOW IMPORTANT IS THE POSSE MENTORING PROGRAM TO THE SUCCESS OF SCHOLARS?**  
(ASKED OF MENTORS)



**WHEN ASKED TO NAME THE MOST EFFECTIVE POSSE WORKSHOP CONDUCTED BY THE MENTOR, MOST SCHOLARS WERE UNABLE TO CHOOSE JUST ONE; THE MOST COMMON RESPONSE WAS THAT ALL OR MOST WORKSHOPS WERE VERY EFFECTIVE.**

Some Scholars, however, singled out workshops on career-related topics, team building, campus resources and time management. When asked to name the least effective Posse workshop conducted by their mentor, only 39 percent of Scholars could do so. Another 39 percent responded that the question was "not applicable" or that all workshops were effective.

**CHART 3) THE MENTORING PROGRAM HAS BENEFITED POSSE SCHOLARS.**  
(ASKED OF MENTORS)



*"I loved all of my workshops with my mentor."*  
Denison University Scholar

*"I don't recall any of the workshops to be ineffective. Each workshop held had a central theme to it, and every person in the Posse got something out of it."*  
University of Wisconsin-Madison Scholar

*"Nothing that my mentor has done has been ineffective."* Brandeis University Scholar

In addition to weekly group meetings, private one-on-one meetings between the mentor and each Scholar occur every two weeks. These meetings are at the core of Posse's commitment to support each Scholar. Mentors check in with Scholars about their academic, social, personal and career experiences on campus. They emphasize and encourage a high standard of academic performance and use of campus resources. The mentor is dedicated to providing each Scholar with individualized attention and support by listening to their concerns and helping them develop a plan of action for any issue they may be facing. The mentor follows up on any plan of action set during these meetings. If needed or requested by the Scholar, more frequent meetings are scheduled. **NINETY-NINE PERCENT OF SCHOLARS SURVEYED ATTENDED ALL OF THEIR ONE-ON-ONES OR ONLY MISSED A FEW. IN ADDITION, MOST SCHOLARS (73 PERCENT) SCHEDULED MEETINGS WITH THEIR MENTORS OUTSIDE THE WEEKLY POSSE AND BI-WEEKLY INDIVIDUAL MEETINGS.**



POSSE MENTORS AND SCHOLAR SUCCESS

Posse Scholars persist and graduate from college at a rate of 90 percent. They take on campus leadership roles and move on to successful careers. The quality of the individuals selected, the support that comes from attending college in a group, the comprehensive preparation and guidance provided to Scholars by Posse, and the involvement of a dedicated mentor are key contributors to Scholars’ success in college.

Research has shown that contact with faculty members outside the classroom has a positive impact on students’ academic performance, retention, satisfaction with college, and academic and career goals.<sup>iv</sup> With their knowledge of campus resources, awareness of the campus climate, and dedication to working closely with Scholars, mentors are a particularly invaluable resource. Their support of Posse Scholars contributes to Scholars’ high persistence rates.

*“[My mentor] is amazing. She is one of the reasons why I will graduate from Penn and become successful at whatever I choose to pursue.”* University of Pennsylvania Scholar

*“It is impossible to pin-point just one thing. [My mentor] was there for me at every turn. She counseled me academically as well as socially and is one of the biggest influences in my college life that helped me graduate.”* Bard College Scholar

*“My mentor has been an integral part of my return to campus after being on probation for a year. Without her and the aid of my Posse I would not have felt as comfortable as I do on campus.”* Hamilton College Scholar

The Posse Foundation believes that its mentors are critical to the success of the Posse Program. The majority of mentors agree; 88 percent believe the Posse mentoring component is important or very important for the success of Scholars (see Chart 2). Almost all mentors also believe that the mentoring program has benefitted Posse Scholars (see Chart 3) and 94 percent rate the effectiveness of Posse mentors on their campus as good or very good. When asked to rate their success in mentoring individual Posse Scholars, 95 percent judged it to be good or very good, while 83 percent rated their success with their Posse as a group as good or very good (see Charts 4 and 5). When asked about their biggest challenge as a Posse mentor, 10 percent of mentors pointed to mentoring the collective group. Nevertheless, almost 95 percent of Scholars believe the relationship between their mentor and their Posse as a group was positive and/or valuable, and nearly 100 percent of Scholars believe their one-on-one relationship with their mentor was positive and/or valuable (see Chart 6).



MENTORS RATE THEIR SUCCESS:

CHART 4) HOW DO YOU RATE YOUR SUCCESS WITH MENTORING INDIVIDUAL POSSE SCHOLARS?

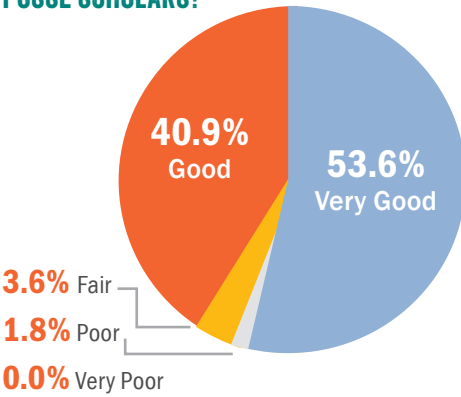


CHART 5) HOW DO YOU RATE YOUR SUCCESS WITH MENTORING THE POSSE AS A GROUP?

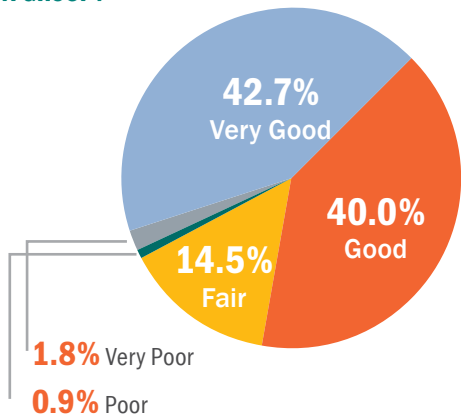
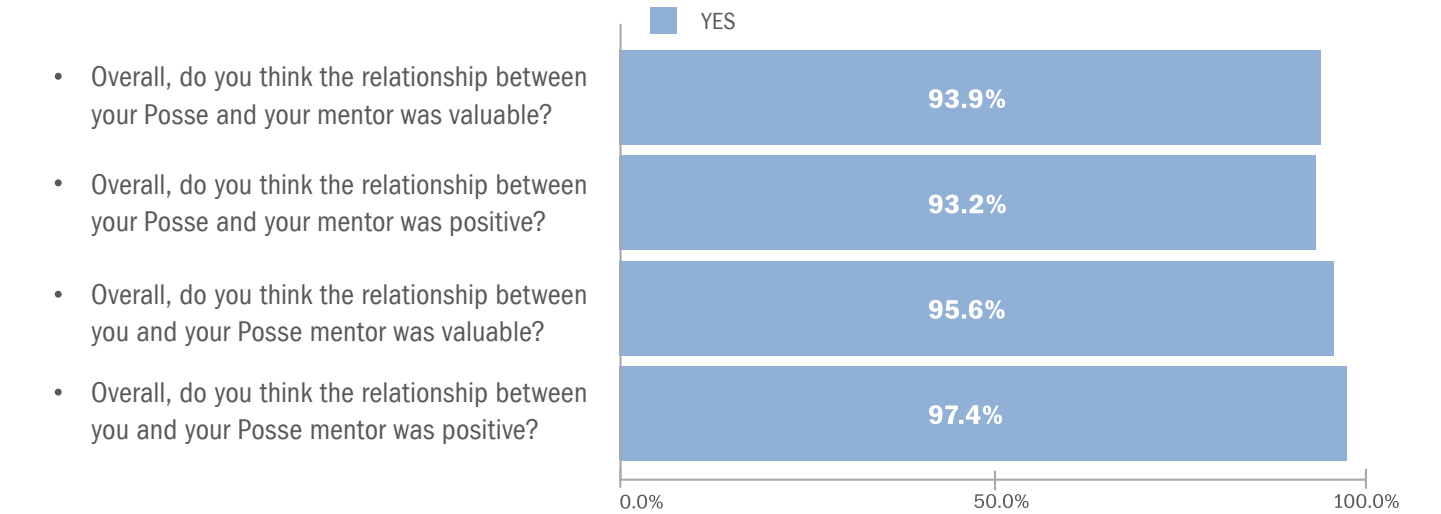


CHART 6) SCHOLARS THINK THE RELATIONSHIP WITH THEIR MENTOR WAS POSITIVE AND VALUABLE:





## FROM A POSSE SCHOLAR:

*"[My mentor] supported me my entire four years. He came to know my family, my partner, my home and my hopes and dreams. He always texted, emailed or called me when he knew I had 'fallen off the grid' and needed someone to reach out for me. He always supported me when I was falling behind academically and reached out to my professors."*

**BABSON COLLEGE SCHOLAR**

Most Scholars report that their Posse mentor was important or very important in several key aspects of their college success: 89 percent for helping them transition to college, 71 percent for keeping them at college each semester, 84 percent for helping them graduate, and 89 percent for encouraging their career goals (see Chart 7). In addition to their mentor, most also believe that their Posse was important for these aspects of their college success (see Chart 8).

Mentors not only helped keep Scholars on campus, but also (for 59 percent of Scholars) were among the reasons many Scholars wanted to return to campus at the start of each semester. Although 75 percent of mentors believe at least one of their Posse Scholars wanted to drop out of college, less than half had a Scholar actually drop out.

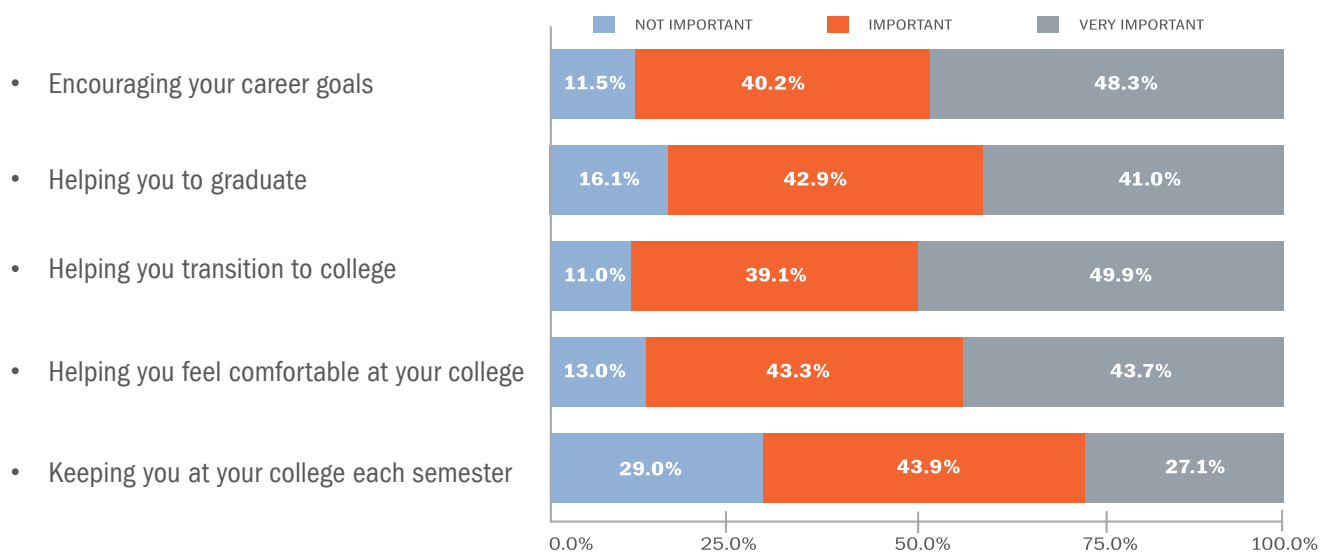
Most mentors (82 percent) believe that mentoring helped retain the Scholars who indicated they wanted to drop out, and 80 percent believe that the Posse cohort helped these Scholars persist. Overall, Posse Scholars maintain a persistence and graduation rate of 90 percent. **THE MAJORITY OF SCHOLARS (84 PERCENT) AGREED THAT MENTORS WERE IMPORTANT IN KEEPING THEM IN COLLEGE WHEN THEY THOUGHT OF DROPPING OUT.** Most Scholars who considered dropping out also believe that their Posse cohort and their family were important factors in their persistence.



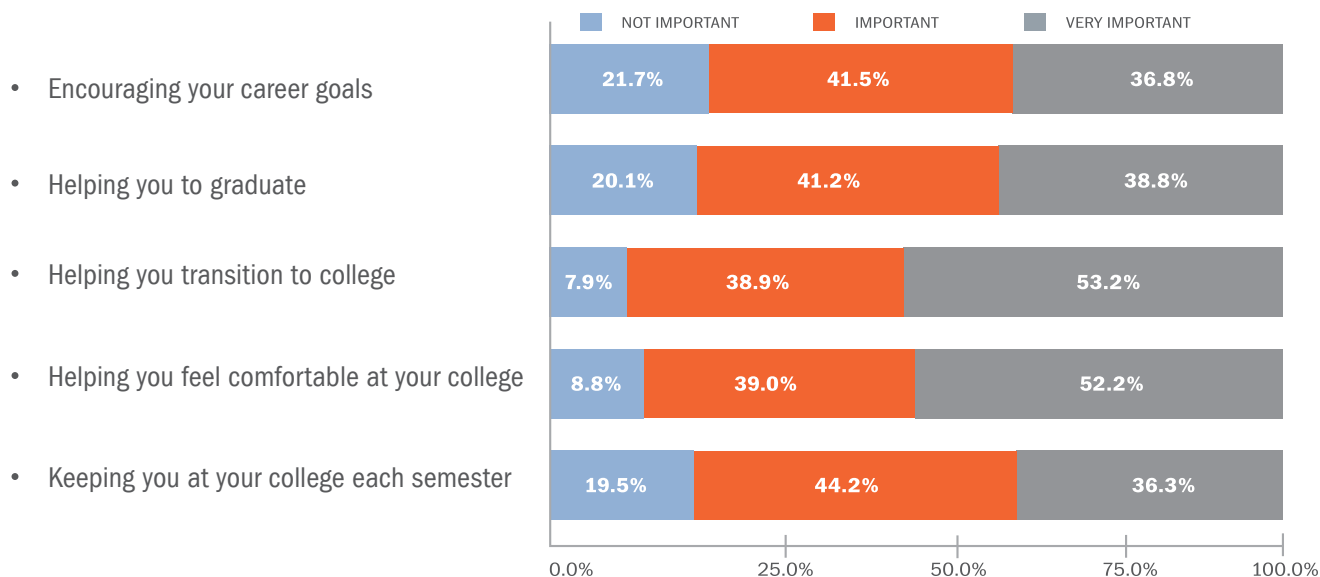




**CHART 7) HOW IMPORTANT WAS YOUR POSSE MENTOR IN THE FOLLOWING?**



**CHART 8) HOW IMPORTANT WAS YOUR POSSE IN THE FOLLOWING?**



## TABLE 2) COMMON FUNCTIONS OF MENTORS:

1. Acceptance/support/encouragement
2. Advice/guidance
3. Access to resources
4. Provide opportunities
5. Clarify values/clarify goals
6. Coaching
7. Information
8. Protection
9. Role model
10. Social status/reflected credit
11. Socialization/"host and guide"
12. Sponsorship/advocacy
13. Stimulate acquisition of knowledge
14. Training/instruction
15. Visibility/exposure

Table adapted from: Jacobi, M. (1991). Mentoring and Undergraduate Academic Success: A Literature Review. *Review of Educational Research*, 61(4), 509.

## QUALITIES OF A SUCCESSFUL MENTOR

Fifteen functions frequently ascribed to mentors are outlined in Table 2.<sup>vi</sup> Many of these overlap with the mentor functions reported by both Posse Scholars and their mentors. When Posse mentors were given a list of 10 skills and asked to select three they believe to be most important for their role as a mentor, the four most frequently chosen were: listening, troubleshooting crises, connecting to resources, and providing moral support. When asked an open-ended question about what qualities are most important in a mentor, 91 mentors listed 76 unique qualities. The top four were: patience, good listening skills, compassion and knowledge of campus resources (see Word Cloud 1). When the same question was asked of Scholars, the four qualities most frequently listed were: caring, good listening skills, understanding and patience (see Word Cloud 2).

*"A mentor has to be understanding, patient and sincere, all of which [my mentor] was with us, and continues to be."* Centre College Scholar

*"[All mentors should have] the qualities my mentors had!"* Vanderbilt University Scholar

*"I would really like for mentors to have the same qualities as my mentor, because he did a really awesome job in keeping us all afloat during the toughest times at Bucknell."* Bucknell University Scholar

*"[My mentor] is realistic and listens. She is not afraid to think outside of the box or do something out of the norm to establish a point. I personally feel we need someone that can connect to a person at all angles. My Posse mentor did that."* Brandeis University Scholar

## WORD CLOUD 1) QUALITIES MOST IMPORTANT FOR MENTORING ACCORDING TO MENTORS



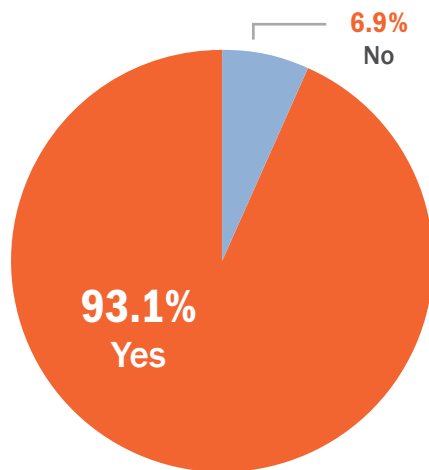
## WORD CLOUD 2) QUALITIES MOST IMPORTANT FOR MENTORING ACCORDING TO SCHOLARS



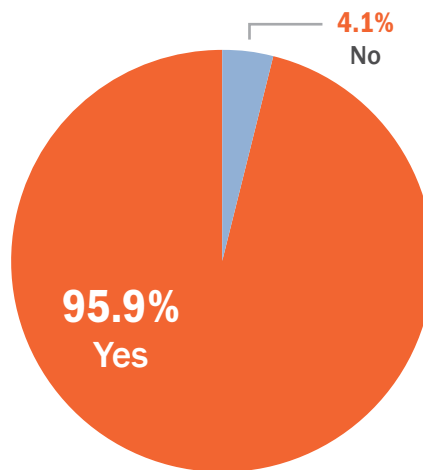




**CHART 9) DID YOU FEEL COMFORTABLE CONFIDING IN YOUR MENTOR?**



**CHART 10) DID YOU FEEL YOU COULD CONTACT YOUR MENTOR IF YOU NEEDED TO?**



## THE PERSONAL REACH OF A POSSE MENTOR

Posse mentors have a profound impact on Scholars. They support Scholars not only in navigating college and setting high academic standards, but also in their careers and personal lives. Mentors are able to play such a multifaceted role in part because Scholars feel comfortable confiding in them, and feel they could contact them whenever necessary (see Charts 9 and 10).

Many Posse Scholars indicated they are comfortable talking with their mentor about a wide range of topics. In fact, many Scholars indicated that they “often” reached out to their mentors about academic, career, financial and personal issues, both when they were doing well and when they were in a crisis.

**CLOSE TO 100 PERCENT OF SCHOLARS FEEL COMFORTABLE TALKING TO THEIR MENTOR ABOUT ACADEMICS, CAMPUS RESOURCES AND CAREER GOALS AND CLOSE TO 90 PERCENT FEEL COMFORTABLE TALKING WITH THEIR MENTOR ABOUT FINANCIAL ISSUES AND PERSONAL OR FAMILY LIFE.**

*“I felt like I could confide in my mentor [about] anything!”* Grinnell College Scholar

*“I was always comfortable talking to her about any problems I had.”*

Franklin & Marshall College Scholar

*“Absolutely anything under the sun. She is an incredible human being able to relate to/understand anyone and give feedback objectively.”* Brandeis University Scholar

When mentors were asked if they had ever helped a Posse Scholar identify a campus resource, adjust to the campus culture, or provide academic, personal, family, medical or career advice, more than 90 percent of mentors answered “yes” to each question (see Chart 11). Among the Scholars, 99 percent stated that their mentor was helpful in connecting them to resources, including academic, career, health/medical and financial aid; 80 percent stated that their mentor helped expand their network of contacts on campus; 92 percent stated that their mentor helped them with an academic issue or challenge; 85 percent stated that their mentor offered advice on course selection; and 89 percent stated that their mentor helped them with a social/personal issue during college. According to Scholars, Posse mentors encouraged and motivated them to get better grades, support other Scholars, be more engaged on campus and assume more leadership roles on campus (see Chart 12).

Overall, 97 percent of Scholars liked their Posse mentors. Almost 92 percent believe their mentor was effective for them individually, and 89 percent believe their mentor was effective for their Posse. **NINETY-EIGHT PERCENT OF SCHOLARS WERE GLAD THEY HAD A POSSE MENTOR AND 96 PERCENT AGREED THAT IT WAS BETTER TO HAVE A POSSE MENTOR THAN NOT TO HAVE ONE.**

## FROM POSSE MENTORS:

*“We talk about ‘Posse Love’ from the beginning, but as a mentor I find that it is not just words—I truly, deeply love each one of my Scholars and hope that I will be in touch with them forever, witnessing what happens when they begin to move in the world. There’s almost nothing I wouldn’t do for them, and being part of their lives has been one of the greatest privileges of my own. I would not be who I am if not for the incredible mentors I was gifted with, and those were ‘informal,’ ‘voluntary...’ The Posse Program gets it so, so right by formalizing this relationship and empowering Scholars and mentors alike to transcend the usual barriers to genuine holistic closeness. I am blessed.”*

**BABSON COLLEGE MENTOR**

*“I am no longer at Lafayette. The single hardest part about leaving, without a doubt and without any exaggeration, was leaving my Posse behind. I honestly feel privileged to have had the opportunity to mentor such an exceptional group.”*

**LAFAYETTE COLLEGE MENTOR**

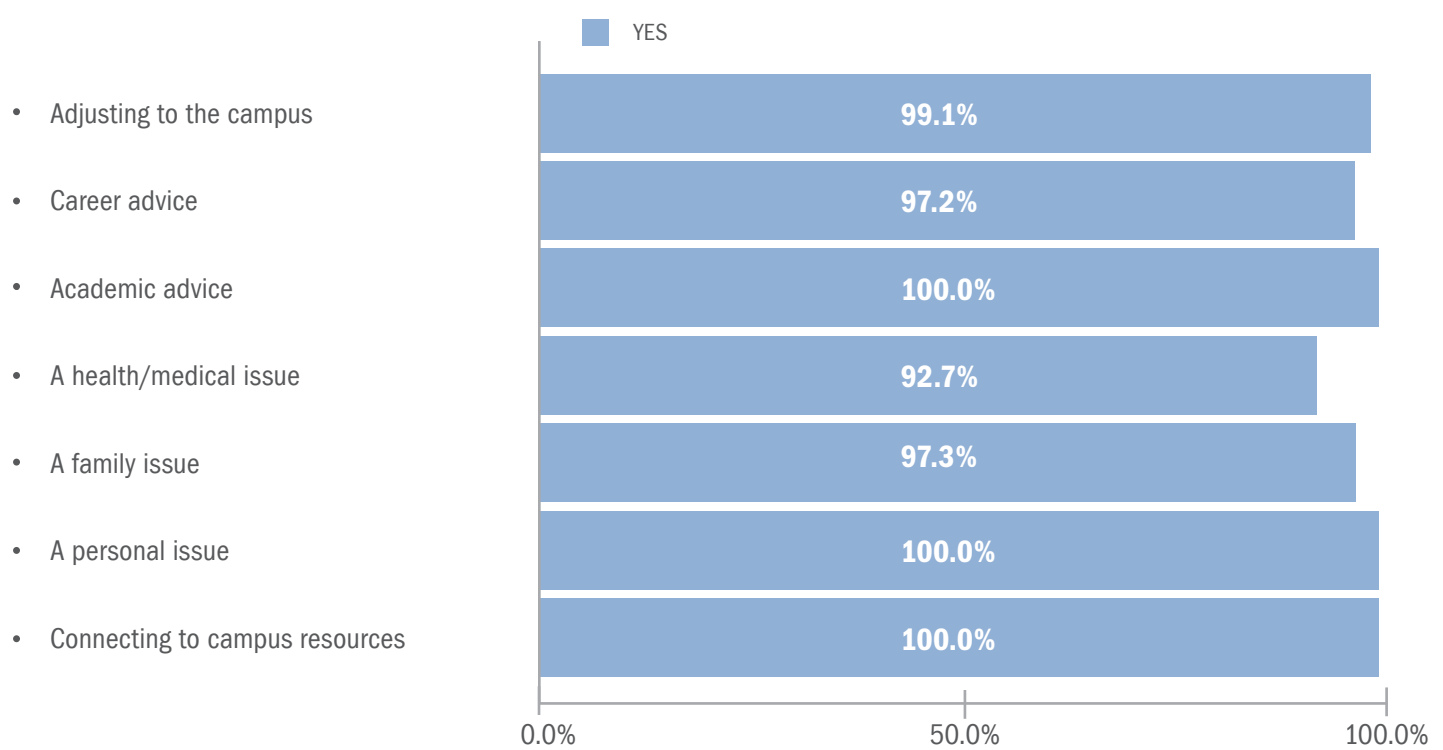
*“Being a Posse mentor has been one of the great honors of my life.”*

**UNION COLLEGE MENTOR**

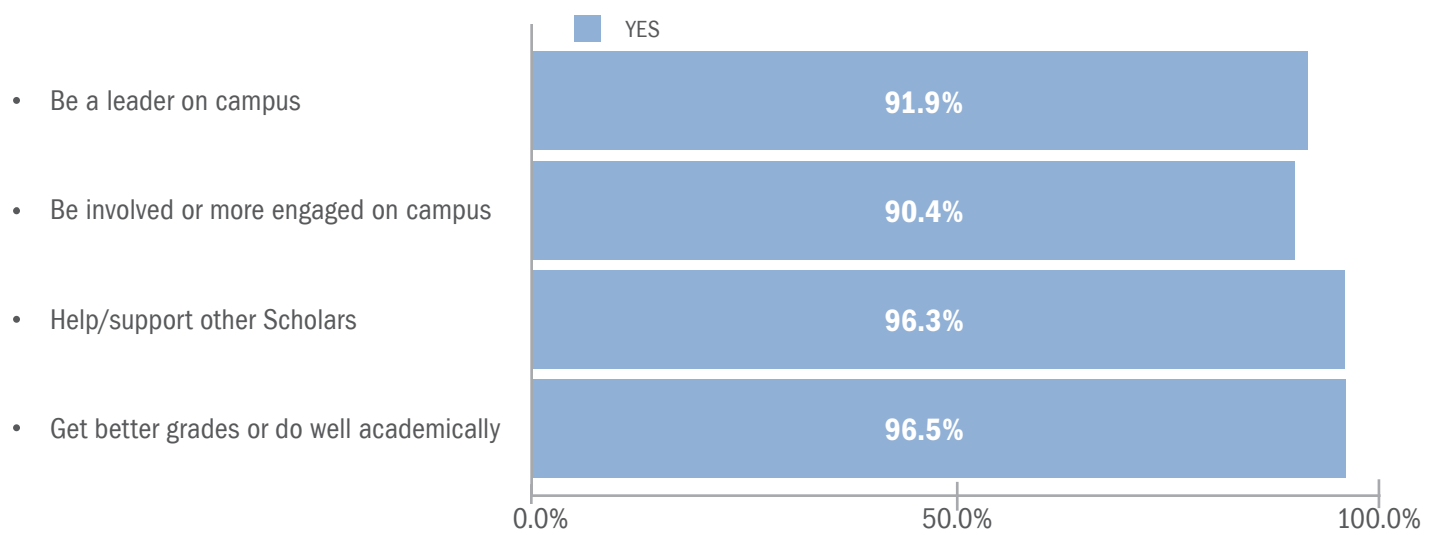




**CHART 11) DURING YOUR TIME MENTORING, DID YOU HELP A POSSE SCHOLAR WITH THE FOLLOWING?**



**CHART 12) DID YOUR POSSE MENTOR EVER ENCOURAGE/MOTIVATE YOU TO:**





Posse mentors put forth a tremendous amount of effort to engage Posse Scholars and aid in their success. Close to 98 percent of Scholars believe their mentor genuinely cared about them as an individual, and 98 percent believe their mentor genuinely cared about their Posse (see Chart 13).

The relationship between mentors and Scholars often grows into a lasting bond. The vast majority of mentors (96 percent) are still in contact with their Scholars or plan to remain in contact after the formal mentoring relationship ends. At the time of the survey, 90 percent of Scholars were still in touch with their mentors.

*"It's been two years since my Posse graduated and they are all doing amazing things out in the real world—I find myself still tethered to them, cheering on their successes, joining in their celebrations, listening to their struggles. They have become an extended family. In mentoring them, I have found myself increasingly attached and invested; a two-year 'position' became a life-long connection."*  
Mentor (college unspecified)

**POSSE MENTORS HAVE HAD SUCH A LARGE IMPACT ON POSSE SCHOLARS THAT 99 PERCENT OF SCHOLARS WOULD LIKE THE POSSE MENTOR EXPERIENCE TO CONTINUE AS PART OF THE POSSE PROGRAM.**



*"Having a Posse mentor is such a vital part of my Posse experience and I can't imagine future Posses being denied this privilege. It's so important! My mentor was perhaps even more important than my Posse was at times. But, that's because I ended up with a phenomenal mentor. I hope that Posse continues this tradition and selects only the best mentors so that Scholars can thrive with their guidance, support and friendship."*  
Brandeis University Scholar

*"Never get rid of Posse mentors. They are the foundation of the Posse. I truly think that Posse has been so successful because we have had mentors to help steer the way."*  
Bard College Scholar

*"I strongly believe that a mentor is needed for each Posse on campus!!! They act as the thread that connects the Scholars together and can play a very important and influential role in our college experience!!"*  
Franklin & Marshall College Scholar

The true scope of a Posse mentor's role was revealed when Scholars were asked to share the most significant thing their mentor did for them and for their Posse. Their responses indicate that Posse mentors go above and beyond their jobs and have a lasting impact on Scholars. Mentors provide academic support, career guidance and personal advice. They love their Posses, care for them, cook for them, treat them like family and, in some cases, teach them how to drive or even officiate at their weddings. They advocate for Scholars on and off campus. They help them stay happy, healthy and motivated in their studies and their lives.

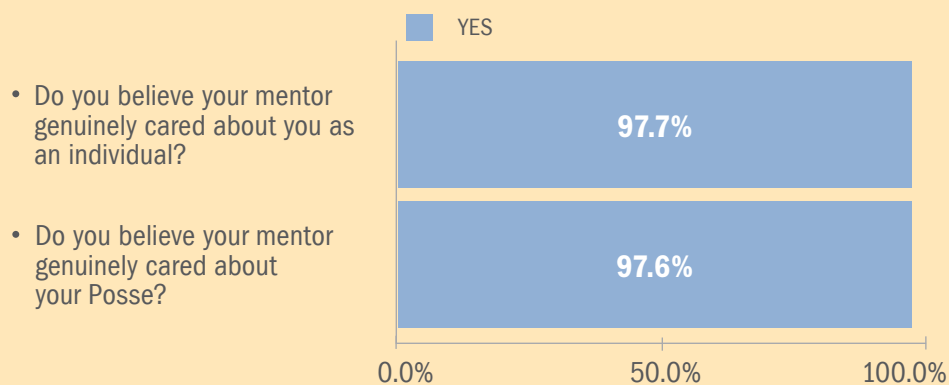
## MY MENTOR WAS THERE FOR ME WHEN...

<i>I needed him/her.</i>	<i>I needed someone to lean on.</i>	<i>my car broke down.</i>	<i>I needed a tutor.</i>
<i>I doubted myself.</i>	<i>I applied for a job or internship.</i>	<i>I needed personal advice.</i>	<i>I wanted to drop out of college.</i>
<i>I missed my family.</i>	<i>I needed a job.</i>	<i>my dad died.</i>	<i>I needed emotional support.</i>
<i>I celebrated my achievements.</i>	<i>I had given up on myself.</i>	<i>I took a leave of absence.</i>	<i>I needed academic guidance.</i>
<i>I couldn't afford books for my classes.</i>	<i>I needed to learn to forgive myself.</i>	<i>my mom was in the hospital.</i>	<i>I was depressed.</i>
<i>I failed.</i>	<i>I applied for graduate school.</i>	<i>I stayed on campus over the holidays.</i>	<i>I started going to therapy.</i>
<i>I needed a friend.</i>	<i>I needed a letter of recommendation.</i>	<i>my uncle died.</i>	<i>I needed an advocate on campus.</i>
<i>I had a financial aid problem.</i>	<i>I lacked confidence in myself.</i>	<i>I was nervous about dating.</i>	<i>I was frustrated.</i>
<i>I needed honest advice.</i>	<i>I needed to talk.</i>	<i>there was a conflict in my Posse.</i>	<i>I needed an independent study advisor.</i>
<i>I felt hopeless and afraid.</i>	<i>I quit smoking cigarettes.</i>	<i>I was on academic probation.</i>	<i>I was going through hard times.</i>
<i>I needed a hug.</i>	<i>I needed a major advisor.</i>	<i>things got out of control.</i>	<i>I learned how to drive.</i>
<i>I joined campus organizations.</i>	<i>I made a mistake.</i>	<i>I was overwhelmed.</i>	<i>I needed career advice.</i>
<i>I had an academic problem.</i>	<i>I had relationship problems.</i>	<i>I wanted to commit suicide.</i>	<i>I was homesick.</i>
<i>I needed motivation.</i>	<i>I ran for student body president.</i>	<i>I needed a ride to the airport.</i>	<i>I wanted to publish my poems.</i>
<i>I felt really down.</i>	<i>I needed a reference.</i>	<i>I came out about my sexuality.</i>	<i>I needed networking connections.</i>





### CHART 13) SCHOLARS FELT THAT THEIR MENTOR GENUINELY CARED ABOUT THEM, THEIR POSSES AND THEIR SUCCESS:



### MY MENTOR ENCOURAGED ME TO...

challenge myself.  
do what makes me happy in life.  
excel in my studies.  
explore.  
follow my passions.  
get help when I needed it.  
keep going.  
make long-lasting connections on campus.  
never stop pursuing my goals.  
reach beyond my horizons.  
stay on campus.  
finish my degree.  
step outside of my comfort zone.  
take risks and not be afraid of failing.  
be myself.  
accomplish what I set out to do.  
be actively engaged on campus.

### FROM A POSSE MENTOR:

*"I want you [my Scholars] to know how much you mean to me and that you have all touched and changed me in ways that only a handful of people have. I am grateful for your openness and trust in me as you shared your challenges and victories. Because of my conversations with you, I am more intentional in encouraging first-years, in asking students to stop by my office and talk, and I have even greater confidence and hope in the transformative experience that is my college."*

**CENTRE COLLEGE MENTOR**



THE MENTORING EXPERIENCE

The Posse mentoring component is not only a valuable experience for Scholars, but also for mentors. While the job of a Posse mentor requires a significant commitment of time and energy, **94 PERCENT OF MENTORS WOULD RECOMMEND THE POSSE MENTOR JOB TO OTHER FACULTY MEMBERS AND ADMINISTRATORS ON THEIR CAMPUS.** When asked why they would do so, many mentors said that being a Posse mentor is a very rewarding experience and that it provides an opportunity to truly connect with students. Connecting with students was also one of the reasons most frequently listed by mentors for deciding to accept the position. Over 90 percent of mentors feel they developed a deep bond with their Posse cohort, and 94 percent agree that mentoring Posse Scholars has had a positive impact on their lives.

*“I’ve been in higher education for more than 30 years. Never have I been closer to a group of students than I’ve been as a Posse mentor.”* Bucknell University Mentor

MENTORING POSSE SCHOLARS HAS ALSO INFLUENCED THE WAY THAT 63 PERCENT OF POSSE MENTORS HAVE CONVERSATIONS WITH NON-POSSE STUDENTS.

*“One of the ways my Posse experience has changed me has to do with race, class, culture and other categories that sometimes separate people. I had rarely talked intensely with students about such subjects before. In my previous experience, these just weren’t subjects that got talked about much. That all changed with my Posse experience. Because of the kinds of Scholars who are chosen for the Posse Program and their pre-collegiate Posse training, these students came to college possessing a comfort and ease with these subjects that I had never experienced before. For me, this has carried over to my interaction with many other (non-Posse) students.”* Union College Mentor

*“In some ways [mentoring Posse Scholars] has pushed me to have deeper conversations with students, to listen to their stories and not simply see my interaction as transactional.”* Dickinson College Mentor

*“It taught me, more than anything else, the full range of human issues that our students—not just Posse Scholars—deal with as they navigate an intense, liberal arts education. It gave me much greater insight into the student experience and also taught me how to interact better with students.”* Hamilton College Mentor

Mentoring has introduced talented students into the lives of Posse mentors. Mentors have developed lasting and meaningful relationships with the Scholars they have supported academically, emotionally and socially. Posse mentors dedicate much time and effort to assisting Posse Scholars in their transition to campus, aiding in their academic success and supporting them in their social and personal lives. The biggest challenges faced by many mentors in this process include learning how to facilitate Posse group meetings, managing their time to accommodate Posse group and individual meetings, and helping Scholars support each other (see Table 4). The difficulty mentors found in facilitating group meetings may explain why they rated their success in mentoring the Posse as a group somewhat lower than their success in mentoring individual Scholars (see Charts 4 and 5). Despite the challenges, mentoring brings great rewards. Building connections with students topped the list for 43 percent of mentors, and watching Scholars succeed was cited as the biggest reward by 17 percent.

TABLE 4) WHAT WAS YOUR BIGGEST CHALLENGE AS A POSSE MENTOR?

CHALLENGE	PERCENT
Group Mentoring	10.2
Time Commitment	10.2
Helping Scholars be supportive of each other	9.3
Dealing with academic struggles	7.4
Dealing with student crises	6.5
Exercising tough love	6.5

WHAT DID BEING A POSSE MENTOR MEAN TO YOU?

*“As you probably know, the word ‘posse’ is a form of the Latin verb possum, meaning ‘to be able to,’ ‘to have the power or capacity.’ Being a Posse mentor means I was able to help Scholars help each other to access their own power.”*

DEPAUW UNIVERSITY MENTOR

*“I learned that I have more to offer students than I ever expected, and that I can learn from them in ways that I never imagined.”*

LAFAYETTE COLLEGE MENTOR

*“It has meant having a group of individuals who I will consider my friends for life. It has meant the world to me and I will never forget it.”*

LAWRENCE UNIVERSITY MENTOR

*“I would sum it up as follows: being a Posse mentor added meaning to my work life, a realization of the power of education on multiple levels, and of holistic advising. I was reminded that teaching, advising, and mentoring involve love, compassion, admiration, mutual respect, and an ability to challenge students to meet their own potential and become their own best agents for change and growth.”*

MOUNT HOLYOKE COLLEGE MENTOR







## STRENGTHENING THE CAMPUS COMMUNITY THROUGH MENTORING

Posse's partner colleges and universities understand the value the mentor program can bring to a campus community. Mentors work closely with the institution's administration to leverage the impact of their relationships with Posse Scholars so that the larger student body and the faculty also benefit. The survey results showed that **83 PERCENT OF MENTORS BELIEVE THEIR INSTITUTION EMBRACES THE PROGRAM IN A WAY THAT SUPPORTS THE BUILDING OF A MORE INTEGRATED STUDENT BODY. AMONG FACULTY MENTORS SURVEYED, 57 PERCENT BELIEVE THE POSSE MENTOR PROGRAM HELPED BUILD COMMUNITY AMONG FACULTY ON CAMPUS, AND 72 PERCENT BELIEVE THE POSSE MENTOR PROGRAM HELPED CREATE MORE OF AN UNDERSTANDING AMONG FACULTY ABOUT DIVERSITY AND CULTURAL AWARENESS.** Mentors believe that promoting awareness among faculty and others on campus about diversity and student adjustment is an important outcome of the program.

One hundred percent of Posse mentors believe they helped connect their Scholars to the campus community, and 99 percent of mentors believe they helped Scholars adjust to the campus culture. Once on campus, 97 percent of mentors believe their Scholars have made a positive impact, and 97 percent believe the campus community benefited from having Posse Scholars (see Charts 14 and 15).

*"Our campus is a different place because of the work [my Scholars] have done here. They have started programs, challenged our thinking, and raised the level of critical thinking. Their contributions to academics, the arts, student governance, and athletics have been enormous."* The College of Wooster Mentor

*"My Posse has definitely had an amazing impact in the BU community. There are hundreds of folks on campus inspired by their presence."* Boston University Mentor

*"I'm terribly impressed by the impression [my Scholars have] made on campus—they've changed it for the better. As leaders should do."* Bard College Mentor

### FROM POSSE SCHOLARS:

*"My Posse mentor helped me cope with hard times, and celebrated with me during good times. She helped me see the bright side of things and at times changed my perspective of situations."*

**BABSON COLLEGE SCHOLAR**

*"One of the most significant things that I believe my Posse mentor helped me with was staying in college."*

**OBERLIN COLLEGE SCHOLAR**

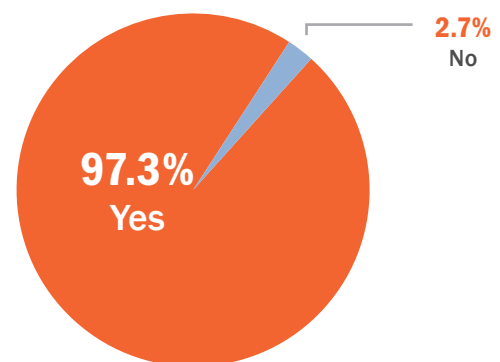
*"[My mentor] hosted us at her house for dinner and made her home a second home for us."*

**UNIVERSITY OF WISCONSIN-MADISON SCHOLAR**

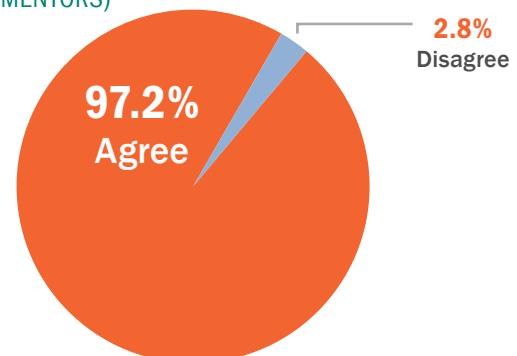
*"My mentor was absolutely amazing, irreplaceable and a perfect fit for my Posse."*

**DICKINSON COLLEGE SCHOLAR**

**CHART 14) DO YOU BELIEVE POSSE SCHOLARS HAVE MADE A POSITIVE IMPACT ON YOUR CAMPUS?**  
(ASKED OF MENTORS)



**CHART 15) THE CAMPUS HAS BENEFITED FROM HAVING POSSE SCHOLARS.**  
(ASKED OF MENTORS)





## WHAT WAS THE BIGGEST REWARD THAT YOU HAVE GAINED FROM BEING A POSSE MENTOR?

*"Spending time with my Scholars and getting to be a part of training the next generation of scientists, doctors and educators."*

**BRANDEIS UNIVERSITY MENTOR**

*"Students who call or send cards years after graduation and say how much they appreciate what I gave them. Being asked to perform some upcoming wedding ceremonies."*

**COLBY COLLEGE MENTOR**

*"Coming to love 10 of the best people I will ever know."*

**GRINNELL COLLEGE MENTOR**

*"Knowing that I might have made a little difference in the lives of 10 young people who have so much to offer."*

**WHEATON COLLEGE MENTOR**

*"Being able to think I have contributed to the growth and development of my Scholars into the beautiful and successful young men and women they have become."*

**VANDERBILT UNIVERSITY MENTOR**

*"I have 10 new children I am proud of!"*

**TRINITY COLLEGE MENTOR**

*"Knowledge/appreciation of the struggles/issues involved in many students' lives that as an instructor or even academic advisor, you never really see."*

**BUCKNELL UNIVERSITY MENTOR**



Posse Scholars are selected for their demonstrated leadership and leadership potential. Once on campus, Scholars become leaders and community builders. **CLOSE TO 90 PERCENT OF MENTORS BELIEVE THAT POSSE SCHOLARS STAND OUT AS LEADERS ON THEIR CAMPUS.** According to The Posse Institute's comprehensive 2012 survey of Posse alumni, 79 percent of Posse alumni held formal leadership positions in campus clubs and organizations.<sup>viii</sup>

*"All members of my Posse were engaged in leadership activities while at college—from participation in performance ensembles, to leading volunteer activities, to holding office in the student government association."* Wheaton College Mentor

*"My Posse Scholars were all real leaders—courageous, ambitious, able, and highly motivated."* Oberlin College Mentor

*"They were overwhelmingly self-starters, so that despite initial academic or social challenges, they were generally committed to their own success, the success of their cohort, and to enriching the larger campus life."* Bard College Mentor

*"They were successful leaders in diverse areas of campus life, and were highly regarded by their peers and by faculty/staff...The Posse Program has been part of a significant and powerfully important transformation of my college."* Centre College Mentor







## POSSE SCHOLARS APPRECIATE THEIR MENTORS:

*"My mentor is the best mentor ever and has helped me and my Posse in ways words could never begin to express."*

**CONNECTICUT COLLEGE SCHOLAR**

*"They say it takes a village to raise a child, but after my tenure with Posse I learned it only takes one great mentor to raise a village of kids."*

**MIDDLEBURY COLLEGE SCHOLAR**

*"My career at Denison University would not be as rewarding if I did not have my Posse mentor pushing me and making sure that I was being the best that I could be at any given time. We as an entire Posse definitely have the best Posse mentor in the world!"*

**DENISON UNIVERSITY SCHOLAR**

*"Every mentor should be my mentor!!!! Don't let her go, she is a great asset to The Posse Foundation!"*

**UNIVERSITY OF WISCONSIN-MADISON SCHOLAR**

*"Along with my Posse, having a mentor was an enormous part towards my transition into college. I felt the support from a faculty member which helped me and my Posse members achieve personal goals. I don't think a Posse would be the same on campus without a mentor."*

**DICKINSON COLLEGE SCHOLAR**

*"I can honestly say my Posse mentor helped shape who I am as a person today. He is the reason for all my development thus far in my college career. It was because of him that I gained enough courage to come out and be proud of who I really am. He reminds me of that as an accomplishment every chance he gets!"*

**DENISON UNIVERSITY SCHOLAR**

*"[My mentor] held us together, made us believe in ourselves, and taught us what's important in life."*

**BOSTON UNIVERSITY SCHOLAR**



## CONCLUSION

Posse Scholars are talented students and active leaders on campus. The support and care provided to Scholars by their Posse mentors encourages their growth and success on campus and beyond. The overwhelming majority of Scholars surveyed believe that the relationship with their Posse mentor was positive and valuable, and almost all Scholars feel that their mentors genuinely cared about them and their Posses. Posse Scholars believe their mentors were available for them, and they were comfortable confiding in their mentors. They also think that their mentors helped them work through a variety of academic and personal issues. In turn, mentors believe that they were successful at supporting Scholars. They also consider other mentors on their campuses to be effective and believe that the mentoring program is important to Scholar success.

The bonds formed between mentors and Scholars often outlast the two-year mentoring program, and these relationships have proven valuable to Scholars and mentors alike. At the time of the survey, almost all Scholars continued to be in touch with their mentors, and almost all mentors planned to remain in touch with their Scholars.

The responses from both mentors and Scholars demonstrate that the Posse mentor component is critical to Posse's campus program and to Scholars' success. Posse mentors are dedicated contributors to Scholars' happiness and to their academic and career achievements. It is no surprise that current and past Scholars believe it is important for future Scholars to be able to benefit from having the Posse mentorship experience. The success of the model is further evidence of the important role mentoring programs such as Posse's can play in supporting student achievement.



## WHAT IS THE MOST SIGNIFICANT THING YOUR MENTOR DID FOR YOU?

*"Although I was abroad, my Posse mentor scheduled time for me to Skype in with my Posse and continued giving me support from miles away."*

**LAFAYETTE COLLEGE SCHOLAR**

*"Continually challenged me to do my best."*

**UNIVERSITY OF PENNSYLVANIA SCHOLAR**

*"During times that I felt that I could not achieve at F&M, he supported me and gave me the confidence I needed to continue."*

**FRANKLIN & MARSHALL COLLEGE SCHOLAR**

*"He continually encouraged me especially when I doubted myself."*

**UNIVERSITY OF WISCONSIN-MADISON SCHOLAR**

*"He got to know me and genuinely cared."*

**POMONA COLLEGE SCHOLAR**

*"He listened."*

**MIDDLEBURY COLLEGE SCHOLAR**

*"He was there. No questions asked. He supported me at my lowest times in college and always knew when I needed a hug or a reality check. He got me through college and without him I don't think I would have had the encouragement I needed to finish my degree."*

**LAFAYETTE COLLEGE SCHOLAR**

*"Helped me transition into college life when I missed my family."*

**FRANKLIN & MARSHALL COLLEGE SCHOLAR**

*"Kept me going and made me realize that there were people who believed in me even when I didn't believe in myself."*

**KALAMAZOO COLLEGE SCHOLAR**

*"[My mentor] was always there for me and my Posse WHENEVER we needed her."*

**POMONA COLLEGE SCHOLAR**





## APPENDIX A: COLLEGES AND UNIVERSITIES OF MENTOR RESPONDENTS

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BABSON COLLEGE  
BARD COLLEGE  
BOSTON UNIVERSITY  
BRANDEIS UNIVERSITY  
BRYN MAWR COLLEGE  
BUCKNELL UNIVERSITY  
CARLETON COLLEGE  
CENTRE COLLEGE  
COLBY COLLEGE  
THE COLLEGE OF WOOSTER  
CONNECTICUT COLLEGE  
DENISON UNIVERSITY

DEPAUW UNIVERSITY  
DICKINSON COLLEGE  
FRANKLIN & MARSHALL COLLEGE  
GRINNELL COLLEGE  
HAMILTON COLLEGE  
KALAMAZOO COLLEGE  
LAFAYETTE COLLEGE  
LAWRENCE UNIVERSITY  
MIDDLEBURY COLLEGE  
MOUNT HOLYOKE COLLEGE  
OBERLIN COLLEGE  
PEPPERDINE UNIVERSITY

SEWANEE: THE UNIVERSITY OF THE SOUTH  
TRINITY COLLEGE  
TULANE UNIVERSITY  
UNION COLLEGE  
UNIVERSITY OF CALIFORNIA, BERKELEY  
UNIVERSITY OF CALIFORNIA, LOS ANGELES  
UNIVERSITY OF PENNSYLVANIA  
UNIVERSITY OF WISCONSIN-MADISON  
VANDERBILT UNIVERSITY  
WHEATON COLLEGE

## APPENDIX B: COLLEGES AND UNIVERSITIES OF SCHOLAR RESPONDENTS

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BABSON COLLEGE  
BARD COLLEGE  
BOSTON UNIVERSITY  
BRANDEIS UNIVERSITY  
BRYN MAWR COLLEGE  
BUCKNELL UNIVERSITY  
CARLETON COLLEGE  
CENTRE COLLEGE  
COLBY COLLEGE  
THE COLLEGE OF WOOSTER  
CONNECTICUT COLLEGE  
DENISON UNIVERSITY  
DEPAUW UNIVERSITY

DICKINSON COLLEGE  
FRANKLIN & MARSHALL COLLEGE  
GRINNELL COLLEGE  
HAMILTON COLLEGE  
KALAMAZOO COLLEGE  
LAFAYETTE COLLEGE  
LAWRENCE UNIVERSITY  
MIDDLEBURY COLLEGE  
MOUNT HOLYOKE COLLEGE  
OBERLIN COLLEGE  
PEPPERDINE UNIVERSITY  
POMONA COLLEGE  
SEWANEE: THE UNIVERSITY OF THE SOUTH

TRINITY COLLEGE  
TULANE UNIVERSITY  
UNION COLLEGE  
UNIVERSITY OF CALIFORNIA, BERKELEY  
UNIVERSITY OF CALIFORNIA, LOS ANGELES  
UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN  
UNIVERSITY OF PENNSYLVANIA  
UNIVERSITY OF SOUTHERN CALIFORNIA  
UNIVERSITY OF WISCONSIN-MADISON  
VANDERBILT UNIVERSITY  
WHEATON COLLEGE



## END NOTES

<sup>i</sup>Jacobi, M. (1991). Mentoring and Undergraduate Academic Success: A Literature Review. *Review of Educational Research*, 61(4), 505–532. Retrieved from <http://elp.wikispaces.com/file/view/mentoring+and+ug+academic+success+lit+review.pdf>

<sup>ii</sup>Johnson, W., Allen, T.D., & Eby, L.T. (2007). Student-Faculty Mentorship Outcomes. *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*, 189–210. Malden, MA: Blackwell.

<sup>iii</sup>Cosgrove, T.J. (1986). The Effects of Participation in a Mentoring-Transcript Program on freshmen. *Journal of College Student Personnel*, 27, 119–124.

<sup>iv</sup>Bernier, A., Larose, S., & Soucy, N. (2005). Academic Mentoring in College: The Interactive Role of Student's and Mentor's Interpersonal Dispositions. *Research in Higher Education*, 46(1), 29–51.

<sup>v</sup>Eby, L.T., Allen, T.D., Evans, S.C., Ng, T., & DuBois, D. (2008). Does mentoring matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Nonmentored Individuals. *Journal of Vocational Behavior*, 72(2), 254–267. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2352144/>

<sup>vi</sup>Examples of “withdrawal behaviors” include dropping out of school and skipping school as stated in Eby, L.T., Allen, T.D., Evans, S.C., Ng, T., & DuBois, D. (2008). Does mentoring matter? A Multidisciplinary Meta-Analysis Comparing Mentored and Nonmentored Individuals. *Journal of Vocational Behavior*, 72(2), 254–267. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2352144/>.

<sup>vii</sup>Table 2 adapted from: Jacobi, M. (1991). Mentoring and Undergraduate Academic Success: A Literature Review. *Review of Educational Research*, 61(4), 505–532. Retrieved from <http://elp.wikispaces.com/file/view/mentoring+and+ug+academic+success+lit+review.pdf>

<sup>viii</sup>*Fulfilling the Promise: The Impact of Posse After 20 Years*. (2012). New York: The Posse Foundation, Inc. Available at <http://www.possefoundation.org/m/alum-report-web.pdf>



# COLLEGE + UNIVERSITY PARTNERS

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AGNES SCOTT COLLEGE

BABSON COLLEGE

BARD COLLEGE\*

BOSTON UNIVERSITY

BRANDEIS UNIVERSITY\*

BRYN MAWR COLLEGE\*

BUCKNELL UNIVERSITY\*\*

CARLETON COLLEGE

CENTRE COLLEGE

COLBY COLLEGE

THE COLLEGE OF WOOSTER

CONNECTICUT COLLEGE

CORNELL UNIVERSITY

DAVIDSON COLLEGE

DENISON UNIVERSITY\*

DEPAUW UNIVERSITY\*

DICKINSON COLLEGE\*

FRANKLIN & MARSHALL COLLEGE\*

GEORGETOWN UNIVERSITY

GRINNELL COLLEGE\*

HAMILTON COLLEGE\*

HOBART AND WILLIAM SMITH COLLEGES

KALAMAZOO COLLEGE

LAFAYETTE COLLEGE\*

LAWRENCE UNIVERSITY

MIDDLEBURY COLLEGE\*\*

MOUNT HOLYOKE COLLEGE

NORTHWESTERN UNIVERSITY

OBERLIN COLLEGE

PEPPERDINE UNIVERSITY

POMONA COLLEGE\*

SEWANEE: THE UNIVERSITY OF THE SOUTH

SMITH COLLEGE

ST. OLAF COLLEGE

SYRACUSE UNIVERSITY\*\*

TEXAS A&M UNIVERSITY\*

TRINITY COLLEGE\*

TULANE UNIVERSITY\*

UNION COLLEGE

UNIVERSITY OF CALIFORNIA, BERKELEY

UNIVERSITY OF CALIFORNIA, LOS ANGELES

UNIVERSITY OF PENNSYLVANIA

UNIVERSITY OF ROCHESTER

UNIVERSITY OF SOUTHERN CALIFORNIA

THE UNIVERSITY OF TEXAS AT AUSTIN

UNIVERSITY OF VIRGINIA

UNIVERSITY OF WISCONSIN-MADISON\*\*\*

VANDERBILT UNIVERSITY

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\* Dual-city partners recruit Possees from two different program sites each year, awarding 20 Posse Scholarships annually.

\*\* Tri-city partners recruit Possees from three different program sites each year, awarding 30 Posse Scholarships annually.

\*\*\* Quad-city partners recruit Possees from four different program sites each year, awarding 40 Posse Scholarships annually.



“

“My sense is that in the years and decades to come, we will all witness the impact of Posse on the evolution of society. I imagine that Posse Scholars will be numbered among the members of the Senate and Congress, that they will be robed as judges, that they will be the captains of industry, and will be the fathers and mothers of new inventions. I imagine that in the practice of medicine and law they will be pioneers; and in the corporate world they will nourish the consciousness of civic responsibility. In my view, Posse is more than a scholarship program. It is a program that has the potential to plant new seeds for civilization making. In summary, my work with Posse has inspired in me a greater confidence in the power of education to change the world.”

FRANKLIN & MARSHALL COLLEGE MENTOR





“

I love what the mentoring program does for me as a Scholar. My mentor has been everything I ever wanted and more. My success [in college] is a result of the great relationship I have with my mentor and his selfless, amazing capacity to facilitate great relationships within my Posse. Thank you for this program. It does make a difference.”

UNIVERSITY OF WISCONSIN-MADISON SCHOLAR

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