The Volunteer and Service Learning Center (VSLC) partnered with Big Brothers Big Sisters of MA Bay and Big Sister Association of Greater Boston to create the BC BIGS program. The Franklin Field Program is one part of this comprehensive program at Boston College.

**Purpose**

To provide an opportunity to engage BC students in a one-on-one, on-going mentoring relationship with a boy or girl living in the Boston area and to create a community of cooperation and conversation among BC students who are engaged in mentoring.

**Who?**

- 43 BC students (28 men and 15 women) were matched with Littles from the Franklin Field Housing Development in Dorchester, MA.

**What?**

- **Personal Interviews**
  - Qualitative method to gain insight into our target audience’s perceptions and experiences
  - 30 minute one-on-one interviews
  - 4 days in April
  - 7 questions pertaining to: learning outcomes, how they got involved, and program operations

**Why?**

- Foster personal conversations in order to gather in-depth qualitative data
- Gain holistic view of BC Bigs’ experiences
- Capture data on participants’ perceptions
- Isolate themes that can be reviewed and analyzed
- Gather detailed data in order to analyze learning outcomes

**Sample**

- 14 students who are BC Bigs in the Franklin Field Program volunteered to be interviewed
- 7 female, 7 male
- 11 Freshmen, 2 Sophomore, 1 Junior

**Facilitators**

- Kate Daly & Rebecca Hill
- Assistant Director and Graduate Assistant

**Link to Divisional Learning Goals**

- Ethical: Develop increased understanding of social justice issues while mentoring a young person who faces challenges as a result of their socio-economic status.
- Emotional-Social: Take on the perspective of others by spending significant time interacting and conversing with an at-risk youth.

**Learning Outcomes**

- Articulate one area of personal growth that has occurred as a result of being a mentor.
- Share one Big-Little interaction or experience that indicates the value of the mentoring relationship in a Little’s life.
- Describe at least two challenges facing their Little on an on-going basis as a result of living in low-income housing in Boston.

**Limitations**

- 2011-2012 - the first year of the Franklin Field Program in its current form, no previous data to refer to.
- 2010-2011 - program piloted with 10 men, and grew to 43 matches, including men and women.
- Conducted interviews late in the program for most accurate feedback - data still being analyzed.
- Interviews were conducted before final formal reflections and opportunities to fully process.

**Initial Findings**

- BC students had difficulty articulating a moment or experience that revealed the value of the mentoring relationship. Most responses focused on Littles’ excitement for the program, without comment on why.
- Almost every BC student was aware of safety concerns their Littles experience on a regular basis and challenges of continuing educational goals.
- All expressed enthusiasm for the program and a desire to continue.

**Recommendations**

- Create more structured reflection and training opportunities for BC students to share experiences, challenges, and learning.
- “Personal growth” interview question was difficult for BC students to articulate. Language of this question should be changed to “skills developed” as a result of the experience.

**Program Description**

- The program is open to any BC student
- Volunteer & Service Learning Center
- 2011
- 2010
- Big Brothers Big Sisters of MA
- All
- Conducted interviews

**Assessment Method**

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