EAB

Experiential Major Maps Workbook

A How-To Guide for Designing and Deploying Experiential Major Maps

4 Ways to Use This Resource

- Distribute to career services and/or student success leaders to support map development
- Inventory co-curricular and experiential learning opportunities on-campus
- Identify programs and departments struggling to scale well-aligned co-curricular opportunities
- Create coherent pathways through higher education for students

Academic Affairs Forum

Academic Affairs Forum

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▶ Start with best practices research

> Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders

> At the core of all we do

> Peer-tested best practices research

> Answers to the most pressing issues

▶ Then hardwire those insights into your organization using our technology & services

Enrollment Management

Our **Enrollment Services** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members of the **Student Success Collaborative** use research, consulting, and an enterprise-wide student success management system to help students persist, graduate, and succeed.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1.2B⁺
Student interactions annually

1M⁺
Individuals on our student success management system

1,200⁺
Institutions we are proud to serve

1
Goal: Make education smarter

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Beyond This Workbook

Supporting White Paper:

Integrating Academic and Career Development

Growing public concern about the return on investment (ROI) associated with higher education has created pressure for both public and private institutions to assume greater responsibility for students' post-graduation outcomes.

Rather than attempting to radically reinvent curricula with immediate workforce demands in mind, a middle ground is needed between critics who assume traditional academic study is impractical and those who view college as an intellectual refuge from the job market. This false dichotomy between liberal education and career preparation is stymieing productive conversation on campus.

This study will help you incorporate meaningful career exploration and experiential learning into the academic curriculum and migrate from a "last stop" career service model to a continuous and reflective post-graduation planning approach. You will also learn how to reach at-risk and underserved student populations who often face barriers to accessing internships, co-ops, and other professional development. Available at www.eab.com/aaf.

Table of Contents

Beyond a Purely Academic Degree Plan

Adding Co-curricular Goals to Traditional Degree Maps

The first step toward supporting successful career outcomes for students is the selection of a major aligned to a student's career goals. Despite the weight imparted upon this decision by advisors, academic departments, and the institution as a whole, undergraduates struggle to make well-informed, thoughtful decisions about both academic and professional trajectory pathing. To overcome this disconnect, institutions can develop and deploy experiential major maps.
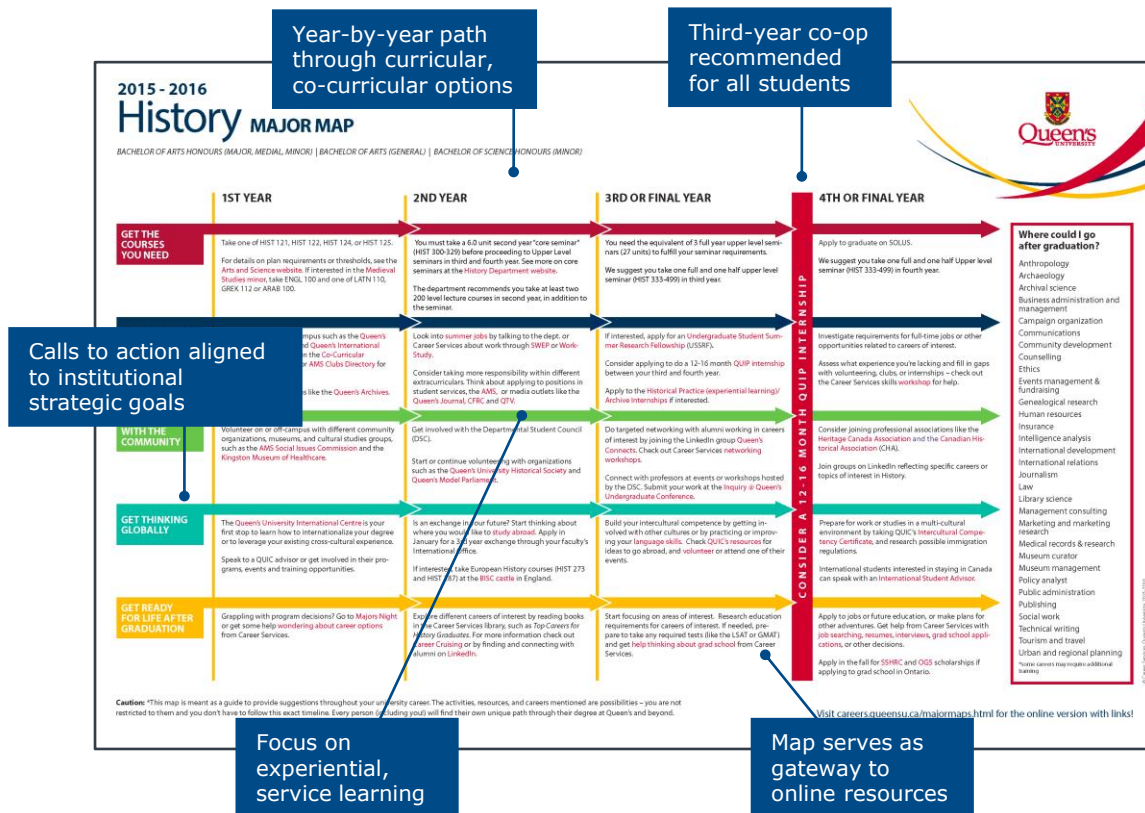
While degree plans are not a novel concept, they have traditionally focused solely on academic pathing. Institutions are now integrating a set of features that aid students as they consider their long-term professional ambitions.

Experiential major maps should alert students to both curricular and co-curricular programming, ensuring that they are aware of both academic and parallel non-academic enrichment opportunities. They should be organized around specific periods in an academic career to encourage participation in a diverse assortment of programming at specific times, like an internship before or during the final year.

Emphasizing High-Demand Skills

Integrated Maps Emphasize the Value of Experiential Learning

Experiential major maps should also communicate a diverse set of potential career outcomes for each major, not to promote major selection based on a specific career outcome, but to communicate to students a broad scope of potential career outcomes that are well-aligned with each major.
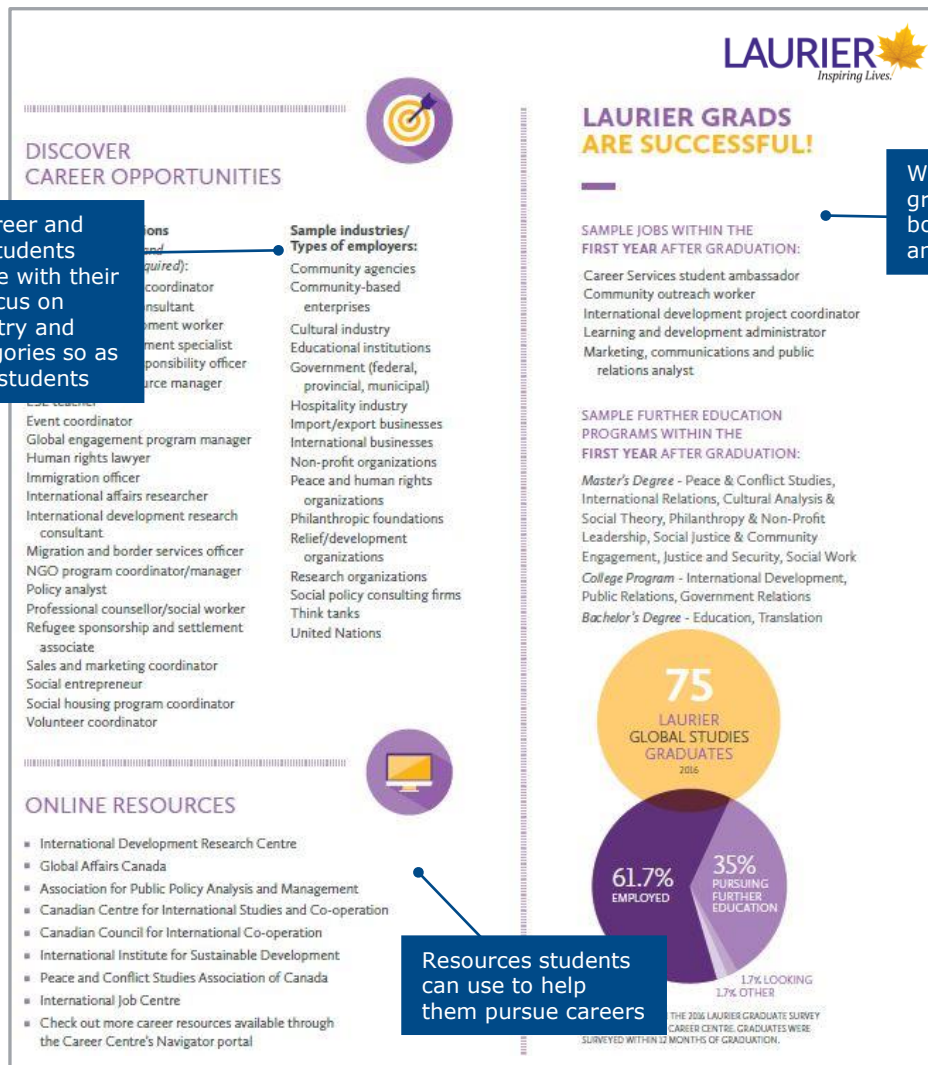
This workbook provides step-by-step guidance on how to develop, deploy, and maintain experiential major maps to support student success throughout a student's academic career and beyond.

For More Examples

See the *Compendium* on page 39 for more examples of experiential major maps.

How Institutions Use Experiential Major Maps

Understanding the Audiences for Major Maps

Who Can Use Experiential Major Maps?

Students: Self-Service

Students can use maps before meeting with an advisor to explore different majors that interest them and plan out their four-year course of study alongside relevant experiential learning options.

Advisors: Guided Exploration

Advisors should use maps when they meet with students to discuss their plans for each academic year. Ensure academic and career advisors are familiar with a wide array of maps and how each individual student population may use them.

Academic Departments: Marketing & Recruitment

Provide copies of experiential major maps to each academic unit. Maps help faculty demonstrate how students develop skills and experience, especially in programs without an overt preprofessional focus.

Prospective Students: Finding the Right Fit

Experiential major maps help prospective students understand what their experience at your university will look like. Information on skills, career outcomes, and experiential learning help prospective students and their families see how different majors at your university can lead to post-graduation success.

See *Tool 2* for information on the roles and responsibilities involved in developing experiential major maps.

Experiential Major Map Implementation Timeline

- Use this tool at the beginning of the major map development process to set a timeline and communicate process milestones to faculty, advisors, and campus leadership.

- This timeline is an example based on the typical major map development process as described by institutions that have created major maps. Specific dates, milestones, and important roles should be determined by each individual university.

Experiential Major Map Implementation Timeline

Plan the Map Process from Strategic Visioning through to Completion

Phase 1
Plan and Prepare

Phase 2
Design and Build

Phase 3
Implement and Evaluate

3 months

7 months

Implementation Complete
(Approx. 9 Months)

Make Initial Planning Decisions

Create Draft Templates

Seek Departmental Feedback

Design Major Maps

Finalize

Distribute and Assess
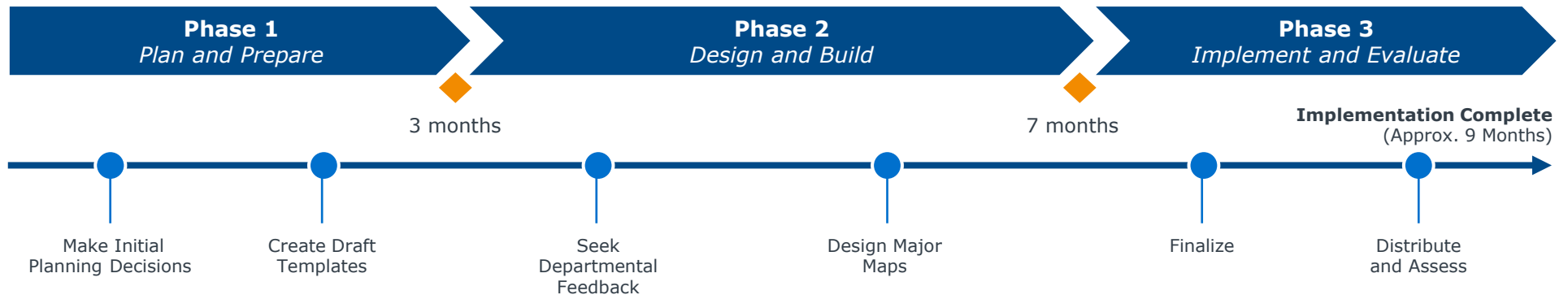
Activities:

- Select an implementation leader, implementation team, and steering committee
- Determine goals and audiences for experiential major maps, working with steering committee
- Set a timeline for map implementation
- Create an initial draft map template
- Build draft maps for each major

Activities:

- Work with a graphic designer to create a final major map template; the steering committee should approve the final template
- Request edits to draft major maps from academic and non-academic units *or c*ollect information using a feedback form
- Seek feedback from student focus groups
- Send maps to departments for sign off on academic content for each program

Activities:

- Finalize and edit each major map
- Distribute maps to faculty, academic advisors, admissions, career services, etc.
- Provide guidance on how faculty and staff should use the maps with students
- Distribute maps to students in print and online form
- Steering committee and implementation leader develop a plan for updating and assessing major maps each year

Milestones:

Implementation team plans map process

Project staff create draft maps

Milestones:

Designer creates final map template

Departments provide academic information

Departments sign off on content

Milestones:

Team completes final maps

Committee develops an update plan

Source: EAB interviews and analysis.

eab.com

Phase 1: Plan and Prepare

Create Implementation Plan and Begin Drafting Experiential Major Maps

Make Initial Planning Decisions

Set the Strategic Vision for Major Maps
Month 1

- Set an implementation leader and steering committee

- Decide the intended audience(s) for major maps, such as prospective students, current students, and/or parents

- Determine the experience categories that will become the first column of the major maps
see Tool 1

- Announce the project to the campus community
see Tool 2

- Create a detailed implementation timeline

Who Is Involved

- Implementation Leader
- Steering Committee
- Project Champion, *e.g. Provost*

For more information on roles, see the toolkit section on Roles and Responsibilities

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Create Draft Templates

Gather Easily Available Information to Create Map Drafts
Months 2-3

- Project staff gather information from the course catalog, departmental webpages, the career center, and student affairs. *Information can be stored in a shared document or spreadsheet before entering it into the major map template.*

- Determine sequence of recommended career development steps (e.g. submit resume to career services for review, complete a practice interview, meet with an alumni mentor, etc.)

- Use the major map template to create draft versions of each major's map
see Tool 1

Who Is Involved

- Implementation Leader
- Project Staff

For more information on roles, see the toolkit section on Roles and Responsibilities

Phase 2: Design and Build

Confirm Content and Finalize Design for Experiential Major Maps

Seek Departmental Feedback

Collect Information from Campus Units
Months 4-7

- Contact academic and non-academic units for information on coursework, co-curricular activities and resources, and student outcomes that will populate maps

- Send draft maps to campus units and request that they add relevant experiences or edit based on departmental priorities *see Tools 3 and 4*

- Alternatively, ask faculty and staff in relevant campus units to draft content for maps. *It is typically faster and simpler to draft content first and send it to units for review.*

- Populate the maps as faculty and staff return information

Who Is Involved

- Implementation Leader
- Project Staff
- Department Chairs
- Campus Leaders

For more information on roles, see the toolkit section on Roles and Responsibilities

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Design Major Maps

Customize Major Map Design
Months 4-7

- Graphic designer creates a major map template that meets institutional branding and style guidelines and complements the major map strategic vision *see Tools 1 and 8, How to Build an Experiential Major Map*

- Meet with student focus groups to ensure their needs and opinions are captured in the design and content *see Tool 6*

- Seek feedback from popular employers *see Tool 7*

Who Is Involved

- Implementation Leader
- Steering Committee
- Graphic Designer

For more information on roles, see the toolkit section on Roles and Responsibilities

Source: EAB interviews and analysis.

Phase 3: Implement and Evaluate

Release Major Maps and Plan for Future Updates

Finalize

Edit Major Maps for Polish and Consistency
Month 8

- Complete a final edit to ensure that each map is accurate and consistent
- Seek feedback on accessibility from Disability Services, Office of Diversity and Inclusion, and similar campus offices
- Seek final signoff on major maps from academic departments

Who Is Involved

- Implementation Leader
- Campus Leaders
- Project Staff

For more information on roles, see the toolkit section on Roles and Responsibilities

Distribute and Assess

Introduce Maps to Campus and Create Sustainability Plan
Months 8 and 9

- Announce the maps to campus, including instructions on how faculty and staff should use them with students and training for academic advisors
- Provide students with both electronic and paper maps
- Create a system for collecting and implementing yearly experiential major map edits from departments
  See Tool 8
- Design a major map assessment plan

Who Is Involved

- Implementation Leader
- Steering Committee
- Project Staff

For more information on roles, see the toolkit section on Roles and Responsibilities

Source: EAB interviews and analysis.

eab.com

Experiential Major Map Implementation Tools

EAB

Tool 1: Experiential Major Map Workplan Template

Plan the Implementation Process

How to Use This Resource

Implementation leaders and steering committee plan key tasks and deadlines for developing experiential major maps.

Academic Affairs Forum

Phase 1: Plan and Prepare

Make Initial Planning Decisions

- Convene steering committee
- Decide the intended audience(s) for maps
- Determine the experience categories that will become the first column of the major maps
- Announce the project to the campus community
- Create a detailed implementation workplan and timeline

Create Draft Maps

- Project staff gather information from the course catalog, departmental webpages, the career center, and student affairs
- Determine sequence of recommended career development steps
- Use the major map template to create draft versions of each major's map

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

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Phase 2: Design and Build

Seek Departmental Feedback

- Contact academic and non-academic units for the content that will populate maps
- Send draft maps to campus units and request that they add relevant experiences or edit based on departmental priorities
- Alternatively, ask faculty and staff in relevant campus units to draft content for maps

Design Major Maps

- Graphic designer creates a major map template that meets institutional branding and style guidelines
- Meet with student focus groups to ensure their needs and opinions are captured in the design and content
- Seek feedback from popular employers

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

Phase 3: Implement and Evaluate

Finalize Major Maps

- Complete a final edit to ensure that each map is accurate and consistent
- Seek feedback on accessibility from Disability Services, Office of Diversity and Inclusion, and similar campus offices
- Seek final signoff on major maps from academic departments

Distribute and Assess

- Announce the maps to campus, including instructions on how faculty and staff should use them with students and training for academic advisors
- Distribute maps to students
- Create a system for yearly major map updates
- Design a major map assessment plan

Task	Owner	Time Frame	Status
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐
			☐

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Tool 2: Experiential Major Map Roles and Responsibilities

Core Roles in Experiential Major Map Development

Role	Responsibilities in the Experiential Course Map Process	Name of Campus Contact/Owner
Provost or Chief Academic Officer	• Set strategic vision and goals for project • Appoint implementation leader and convene steering committee • Communicate purpose and importance of experiential major maps to faculty and staff • Provide funding for project staff and supplies • Approve final experiential major map template	
Steering Committee (optional) *Includes representatives from:* • *1-5 academic departments* • *Academic and career advising* • *The student body* • *Student services (multicultural offices, transfer services, disability services, international offices, financial aid, registrar, etc.)*	• Meet monthly during the experiential major map design process • Advise on high-level design and organization of experiential major maps and guidelines for information to include in the maps • Ensure that each represented group understands how to use maps • Ensure that experiential major map content is relevant to all students and does not present access barriers to participation *Note: A steering committee is optional, but most institutions find the committee helps ensure that end users understand the purpose of major maps and are committed to their goals and design.*	
Implementation Leader *Typically a senior staff member in career services, but may also be:* • *Assistant/associate vice provost* • *Advising director* • *Senior student support staff member*	• Oversee project management for experiential major map development process • Facilitate meetings of steering committee and any focus group(s) • Set timeline and key milestones for experiential major map implementation, ensuring the project stays on track • Liaise between implementation team, provost, and other campus units involved in the project • Collect information to include in experiential major maps, or supervise staff responsible for this task and give final approval • Supervise staff working on experiential major maps	
Project Staff (optional) *Typically a student employee or junior staff member reporting to the implementation leader. For a sample position description, see Tool 4*	• Gather information for maps from academic and nonacademic unit websites based on inclusion guidelines (see Tool 6) • Share experiential major map drafts with academic units for approval • Liaise with campus designers to finalize experiential major map template	
Department Chairs *(or a representative designated by each chair or program head)*	• Review draft experiential major maps and provide edits and approval **or** • Add program-specific information to a blank experiential major map template based on inclusion guidelines (see Tools 5 and 6)	
Designer *Typically from communication office, but may be any faculty or staff member with design experience*	• Finalize experiential major map template and ensure compliance with institutional branding and style guide	

Tool 2: Experiential Major Map Roles and Responsibilities

Additional Contributors to Experiential Major Map Development

Role	Responsibilities in the Experiential Course Map Process	Name of Campus Contact/Owner
Academic Advisors	• Review experiential major maps for alignment with on-time graduation and student-facing language • Advise on additional milestones or experiences to include in maps • Be prepared to use maps in meetings with students	
Admissions	• Ensure maps are relevant to prospective students • Print and distribute maps for use in recruitment (e.g., with high school counselors and admissions staff)	
Transfer Student Office	• Ensure maps are relevant to transfer students **or** • Develop 2-year maps in programs where transfer experience is significantly different from traditional undergraduate experience	
Student Focus Groups *(see Tool 7 for additional detail)*	• Provide feedback on usability and relevance of major maps (language, content, design) • Ensure maps are relevant to nontraditional students and other students from underrepresented groups	
Alumni Relations	• Provide data on alumni career and graduate school outcomes for maps	
Community College Partners	• Ensure maps are relevant to transfers from partner schools • Share maps with community college students interested in transfer • Encourage community college students to participate in experiential learning and career exploration	
Employers *(see Tool 8 for additional detail)*	• Advise on experiential major map content and timing of milestones • Share opportunities and activities to add to maps in relevant fields	

Tool 3: Provost Communication Template

Initial Announcement Email to Faculty and Staff

Subject Heading: Announcing Major Map Initiative

Dear Campus Community,

[Welcome back to campus, or other introduction]

I am writing to introduce a new campus-wide initiative to support our efforts to integrate academic and career development and to support student degree planning.

[Name, title] and [Name, title] will be spearheading the development of experiential major maps for each major on campus. These maps will help prospective and current students explore major and career options and create a year-by-year plan to integrate curricular, co-curricular, and non-curricular experiences. They will include program highlights, academic options, and opportunities to gain relevant experience. The maps will be available in print and on the website.

For reference, please see links from other universities who have created similar maps:

- Queen's University

- Southwest Baptist University

Over the course of this initiative, department chairs and other campus leaders will be expected to support map development by providing input and feedback to [Name] and [Name] as they work to develop the maps. I ask that you please work with them in a timely manner. Your responses will help ensure that this project stays on schedule and will be available for release by [expected release date]. The implementation team will be in touch in the coming weeks to solicit information from different units across campus.

Thank you in advance for your work supporting this project.

Sincerely,

[Name, Title]

Tool 4: Experiential Major Maps Student Assistant

Sample Position Description

Overview

This student worker position supports and augments the creation and implementation of experiential major maps. Experiential major maps are four-year undergraduate experience guides that highlight the optimal timing for experiential learning opportunities such as project-based courses, extracurricular activities, career preparation, study abroad, and undergraduate research.

This paid position requires 15-20 hours of time committed per week during the academic year and includes an option to extend work through the summer at 40 hours per week. In addition to supporting the creation of a resource that will benefit the entire student body, students in this role will cultivate professional skills and experience that will prepare them for a career after graduation.

Core Responsibilities

- Research experiential learning information on the university website
- Maintain an organized database of information to be used in building experiential major maps
- Connect with academic and nonacademic departments to confirm information included in maps
- Provide feedback on the design and layout of experiential major maps
- Support communication with student and employer focus groups
- Assist with ongoing experiential major map revisions

Position Structure and Compensation

- Selected via competitive application process through career services
- 12-month contract; 15-20 hours/week during the academic year; 40 hours/week during the summer (hours negotiable based on individual availability)
- Option to work for a second and third year to help with ongoing revision process
- Reports directly to experiential major map implementation project leader
- Compensation rate to be determined by project leader

Skills Developed

- Project management: support the management of information database, project timeline, and
- Communication: liaise with multiple campus offices and share updates with project leadership team
- Time management: deliver diverse project components against a set timeline
- Software skills: assist communications and design teams with layout and drafting of maps
- Leadership: communicate importance and urgency of project to multiple groups at the institution

Source: EAB interviews and analysis.

Tool 5: Experiential Major Map Template

How to Use the Template

Use this template to draft and collect information for experiential major maps. Delete instructions and example text after reading and replace them with institution-specific information. If using the template directly, adjust color schemes, fonts, and organization to match your institution. Where possible, include web links to related resources.

Information to Include in the Major Map Cover Page

This cover page is designed to create a major map booklet when folded in half. Use the cover page to give a high-level overview of an academic program, promote the program to prospective majors, and share information about alumni outcomes.

Get to Know [Program]

Use this section to briefly describe the academic program, its unique features, and why it is an appealing major or minor for students.

Academic Options

List degree options available in the program, including any minors, concentrations, certificates, specializations, or tracks.

Where Our Students Go

Use this section to share program outcomes data, such as further education and careers pursued by alumni after graduation.

Develop Your Skills

Give 6-10 examples of career-relevant skills students will gain by completing the academic program.

Career Information

List potential job titles available to program graduates. Include a diverse range of fields to show the variety of available options.

Information to Include in the Major Map Template

Use this template to begin cataloguing the information to include in experiential major maps. Many implementation teams choose to send the filled template to a program chair or other departmental key contact for review.

Student Experience Categories

Identify 3-4 pillars of the student experience to use as categories for major map activities. Each category should be distinct, action-oriented, and aligned with institutional goals (e.g., connect with the community, broaden your perspective, think globally, explore leadership opportunities).

First Year

Outline first-year course requirements students and early opportunities to explore majors and careers. Encourage students to interact with multiple offices and services at the institution (e.g., meet with an advisor, attend the student organization fair, work with a writing tutor).

Middle Years

Highlight academic milestones in the second and third years. Encourage students to pursue leadership roles and resume-building activities (e.g., declare a major, consider a term of study abroad, complete an internship or co-op, apply for a scholarship, serve on the board of a student group).

Fourth Year

List activities that help students in their fourth or final year complete a degree on time and prepare for a first job or graduate program (e.g., apply for graduation, take qualifying exams for graduate school, visit career services for a resume review and practice interview).

Academic Success and Career Development Checklists

Alongside the year-by-year plan, note steps that students can complete at any time to prepare for academic and career success.

Tool 5: Experiential Major Map Template

Editable Experiential Course Map Template

Use the editable PowerPoint file to start drafting the design and content for your institution's experiential course maps.

Click here to download the [Experiential Major Map Template](Experiential%20Major%20Map%20Template).

Economics Bachelor's Degree Experiential Major Map

DELETE AND PLACE INSTITUTIONAL LOGO HERE

	First Year	Middle Years	Fourth Year
Student Experience Category			
Student Experience Category			
CULTIVATE Learning and Academic Excellence *Example*	• Review general education requirements and pick the best-fit thematic curriculum pathway • Review program requirements with your academic advisor • Register for Introduction to History (HIST105)	• Apply for the Problem-Based Learning Fellowship program • Consider adding a minor or certificate in another field such as business, marketing, or computer science • Meet with an advisor to check progress to degree	• Work with an advisor to ensure you have no outstanding course requirements • Complete your senior capstone • Submit your capstone paper to the *EAB University Historical Review* or another journal for an opportunity to get published • Apply to graduate

Delete After Reading: *All of the text in this template is editable. Use the italicized text as a guide to what information should be included, how to organize it, and how to frame it for students. The bottom row is meant to be an example and can be replaced with institution specific information. For further instruction see Tool 1: Experiential Major Map Template in the Experiential Major Map workbook*

Academic Success Checklist

Make note of key steps students should complete across their academic career to be successful

Examples:

❑ Discover library resources
❑ Book an appointment with your academic advisor
❑ Visit the writing and tutoring center
❑ Complete FAFSA and academic scholarship applications

Career Development Checklist

Make note of key steps students should complete across their academic career to be prepared for post-graduation success

Examples:

❑ Apply for on-campus jobs
❑ Join a student group
❑ Make an appointment with a career advisor

Tool 6: Experiential Major Map Inclusion Guidelines

Academic Content

Considerations for Information to Include

- **Encourage student choice**: avoid prescribing a specific course trajectory outside of what is required in the major
- **Keep course information general:** only include specific course names and numbers for mandatory courses or courses with an experiential learning component. Course offerings and course numbers can change over time, increasing the effort needed to update major maps each year.
- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the "First Year" column should help students transition to the university and major.

Questions for Review and Feedback

- Are the core requirements of the academic program noted, or is there a link to the catalog?
- Are critical institutional (non-department- or program-specific) academic requirements noted? This generally includes general education or core requirements.
- Are there any academic institutional priorities that the maps should highlight?
- What are the academic decisions that students must make throughout their major trajectory?
- Are relevant experiential learning opportunities detailed?
- Are support services available to students included?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

> **▶ High Impact Practices to Consider**
>
> - First-Year Experiences
> - Writing-Intensive Courses
> - Collaborative Assignments and Projects
> - Undergraduate Research
> - Diversity/Global Learning
> - Service Learning, Community-Based Learning
> - Capstone Courses and Projects

Source: EAB interviews and analysis.

Tool 6: Experiential Major Map Inclusion Guidelines

Co-Curricular Content

Considerations for Information to Include

This section should focus on networking opportunities with communities on- and off-campus, leadership opportunities, and pursuing interests that relate to potential career paths.

- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the "First Year" column should help students transition to the university and encourage exploration.

Questions for Review and Feedback

?

- What, if any, co-curricular requirements does the institution have (think internships, study abroad, service learning, leadership experiences, etc.)?
- What co-curricular opportunities does the department provide to students directly (e.g. they do not have to go to another unit to participate)?
- Are there any co-curricular opportunities that are not presently available to students at the institution (whether through shared service units or the departments) that should be available (e.g., specific fellowships or research opportunities, cooperative or internship programs, study abroad programs or externships)?
- What leadership roles should students consider?
- Are there any additional important links that should be included in the map?
- Is there any incorrect or outdated information currently listed in the map?

> ▶ **High Impact Practices to Consider**
>
> - Common Intellectual Experiences
> - Learning Communities
> - Undergraduate Research
> - Diversity/Global Learning
> - Service Learning, Community-Based Learning
> - Internships

Source: EAB interviews and analysis.

eab.com

Tool 6: Experiential Major Map Inclusion Guidelines

Career Development Content

Considerations for Information to Include

This section should focus on opportunities to develop career-relevant skills and build a resume or curriculum vitae. Highlight moments in the student lifecycle when students should reach out to career development staff for guidance.

- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, information in the "Fourth Year" column should be oriented toward students planning to start their careers or pursue further education.

Questions for Review and Feedback

- Are relevant experiential learning and career development opportunities included?
- What are the steps students should take to support their career success?
- When should students consider participating in an internship?
- What courses or co-curricular programs should students consider outside of their academic program(s) to make them more competitive in the marketplace upon graduation? For example, consider recommending data analytics courses for humanities majors and business writing and oral presentation courses for engineers.
- Are there any institutional priorities related to career development that the maps should highlight?
- What support does the institution offer for preparing students for graduate school?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

High Impact Practices to Consider

- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Source: EAB interviews and analysis.

Tool 6: Experiential Major Map Inclusion Guidelines

Global Experience Content

Considerations for Information to Include

This section highlights opportunities that students have for developing as global citizens.

- **Consider experiences that do not require travel**: for students who do not study abroad, include other opportunities that connect students with diverse communities and encourage a global mindset.
- **Be specific and actionable:** each recommendation should start with a verb and explain why the experience is part of a well-rounded college experience.
- **Help students plan year by year:** for example, most students do not study abroad in the first year but could explore global and multicultural experiences in the campus community

Questions for Review and Feedback

?

- What study abroad opportunities does the institution offer?
- What scholarships and support services exist for encouraging students to study abroad?
- Are there any short-term study abroad experiences?
- Other than study abroad, what other opportunities do students have to connect with diverse communities?
- Are there any institutional priorities related to global experiences that the maps should highlight?
- What cultural organizations or events does the institution offer?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed in the map?

▶ High Impact Practices to Consider

- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

Source: EAB interviews and analysis.

Tool 6: Experiential Major Map Inclusion Guidelines

Information to Include on the Front and Back of Experiential Major Maps

Considerations for Information to Include

Create a Compelling Program Description

This section should give students a clear understanding of what it means to study the subject. This is an opportunity for programs to highlight interesting things about their department.

Include Skills that Employers are Looking For

See the bank below for suggestions:

• Written and oral communication	• Problem-solving	• Functional knowledge specific to the discipline (e.g. business principles, international development, self-directed learning)
• Analytical abilities	• Leadership	
• Critical thinking	• Teamwork/Collaboration	
• Professionalism	• Time management	

Include Skills Graduates Will Gain

Include any skills that graduates of the institution and the major will acquire.
See the bank below for suggestions:

• Work within the dynamic of a group	• Leadership skills	• Think critically
• Problem solve	• Work within a time frame	• Communicate effectively
	• Engage with global contexts	• Responsible citizens

Showcase Alumni Outcomes Data

If departments do not have this information, Alumni Relations and Career Development should have relevant data.

Questions for Feedback and Review

- What skills are all students expected to have mastered by the time of graduation?
- Using institutional research and surveys, as well as outside resources like the National Association of Colleges and Employers (NACE), what kinds of careers, industries, and employers do graduates from each program/academic unit pursue? Be as broad as possible to allow students to consider a wide variety of career paths.
- What are the first destinations of graduates one year out (include further education like certificates and graduate study)?
- What placements do students have 3-5 year after graduation?
- What types of additional education programs do graduates of this program pursue (e.g. certificates, licenses, master's, doctoral)? Be as broad as possible to help students see a variety of different paths open to them.
- What minors, double majors, or courses should students consider to develop additional skills sets outside this program of study?
- Are there any additional important links that should be included in the maps?
- Is there any incorrect or outdated information currently listed?

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Tool 6: Experiential Major Map Inclusion Guidelines

Sample Career Exploration List

Example Career Options to List on Experiential Major Map, History Major[1]

Career Options	Industries/Types of Employers	Sample Further Education Programs
• advertising & promotions manager • arts administrator • communications specialist • cultural tour guide • curator diversity officer • foreign service officer • fundraiser • immigration officer • journalist • lawyer • lobbyist • management consultant • market research analyst • political aide • postsecondary education administrator • project manager • public policy analyst • public relations specialist • publishing sales representative • social media specialist • social policy researcher • teacher • technical writer • tourism consultant	• chambers of commerce • community development associations • educational institutions • financial institutions • government • heritage foundations • historical societies • insurance companies • legal services • market research firms • media organizations • municipalities • museums/archives/libraries • national parks • non-profit organizations • political parties • publishing companies	• Master's degree: History, Museum Studies, Applied Politics, Library and Information Science. • College program: Culture and Heritage Site Management, Human Resources, Early Childhood Development. • Bachelor's degree: Education. • JD: Law.

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Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Major Maps

How to Use This Guide

Student focus groups provide feedback on the look and feel of maps from a student perspective. Include a diverse group of students in focus groups to ensure maps resonate with a wide variety of students.

General questions (discuss before looking at a sample major map):

- How did you choose your current major?

- Did you pick a major before starting your first year? If so, did you change it to something different later on and why?

- What resources did you use during the process of choosing your major? Which were most and least helpful?

- Were there certain resources that you wish had existed, or that existed but were insufficient, that could have helped you select your major?

- Have you decided on a post-graduation career? How did you choose? Is this different from what you expected when you started college?

- What career planning resources did you use on campus? Which were most and least helpful?

- Do you think your major will be important in your career choice? Why or why not?

- How important are career outcomes for you when choosing a major?

- What information do you remember from summer orientation on choosing a major and making post-graduation plans? What information do you wish you had learned?

Course requirements section feedback:

- Are there courses we should add or remove?

- What courses help students explore the major?

- What courses help students get hands-on, applied, or project-based opportunities?

- Are there any courses that students usually take too early or too late?

Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Major Maps

Career preparation section feedback:

- What should students be talking about with their advisors each year to help them plan and prepare for life post-graduation?

- When should students meet with career advisors and what should they discuss each year?

- Are there other on-campus support offices or services students should know about?

- How can students work with their major-specific faculty advisor to learn about opportunities after graduation?

- What should students do to build deeper connections with faculty mentors that will help them when it comes time to ask for letters of recommendation, networking connections, etc.?

Hands-on experience section feedback:

- What types of volunteer opportunities should students seek out to explore this major and be more competitive in the job market?

    - When is the optimal time to volunteer?

    - Where should students look for these opportunities?

    - Are there any quirks specific to this field about how students should prepare and apply for volunteering?

- When should students seek out undergraduate research opportunities?

    - What undergraduate research opportunities should students in this major know about? How do they find them?

- When should students get their first internship?

- What are the most common internship opportunities that students should know about? Where should students in this major look for internships?

- Do students in your major need to get work experience in the summer after their first year? What kind of experiences are typical?

- Do most students in your major follow the same career path? Is it common to go to grad school or get additional certifications before starting a career?

- What are the most common places to find jobs after graduation? Are there any field-specific tips they should know about how to create a resume and apply for jobs?

Tool 7: Student Focus Group Discussion Guide

Guiding Questions for Student Feedback on Experiential Major Maps

Global and multicultural experience section feedback:

- What kinds of multicultural opportunities should we include on the map?

- Which study abroad options should we add to the map? Are there opportunities abroad that students should specifically consider if they are interested in this major or a related career path?

Ensuring maps are inclusive for all students:

- Which 1st and 2nd year activities are most important for transfer students to catch up on in the major, if they can only pick one or two?

- Which clubs and associations are most important for students to join who are coming from nontraditional backgrounds (first generation in college, transfer, adult learners, veterans, etc.) or who are part of an identity group that is underrepresented on campus?

- Are there networking groups specifically for students of color, women, LGTBQ students, and/or students with disabilities in this major?

- Did we recommend any activities on the map that certain groups of students won't be able to access; for example, activities where finances may make it hard for students to participate? How can we make these activities more accessible?

- Are there scholarships or fellowships in this major for students with financial barriers to participating in experiential learning? What should students know before applying?

- What resources (websites, offices, people, meetings) are available for nontraditional students in this major?

- What career preparation opportunities are most important for transfer students in this major?

Tool 8: Employer Feedback Guide

Guiding Questions for Major Map Discussion with Partner Organizations

> **How to Use This Guide**
>
> Organizations that employ students and alumni can be a valuable source of feedback on experiential major map content. Use these questions, and share draft maps from relevant academic fields, to guide meetings with employers.

Majors and Careers

- What are some examples of entry level job titles that your company might look to fill with recent college graduates?

- What are the most common college majors of recent grads who work at your organization?

- How important is a student's major when you decide to hire them?

  – Are hiring managers or recruiters given any guidance on which college majors or minors to look for on resumes?

- Are there any majors you'd like to hire from, but you don't think graduates know to apply with your organization?

  – For example, some companies hire Theatre majors for their communication and presentation skills, but Theatre majors may feel like they are only qualified for jobs in the arts. Can you think of any examples like that?

- Does your company only hire entry-level employees with master's or other graduate degrees?

Hands-On Experience

- When hiring managers and recruiters review resumes, how many years of internship or volunteer experience during college are you looking for?

  – Should students start interning/volunteering their first year in college? If so, is this a need-to-have or nice-to-have qualification?

- Are there particular types of job experience that candidates must have in order to qualify for an entry-level position? What advice would you give to students on when and how to find those types of experience?

- We encourage students to take courses that have project-based or applied components, where they work in teams with a local business or nonprofit to help solve a problem. Should graduates list this type of experience on their resume when they apply for a job with your organization?

- What types of extracurricular experiences are recruiters or hiring managers looking for on resumes? Should students focus on trying to take on a leadership role?

Tool 8: Employer Feedback Guide

Guiding Questions for Major Map Discussion with Partner Organizations

Skills and Knowledge

- What skills do graduates need to be successful in entry-level positions at your organization?

- What are the skills that entry-level employees are most often missing?

  – How should they be developing these skills before they apply for a job? Or, should applicants know that they can get on-the-job training in these areas?

- What types of skills, knowledge, or experiences would make an entry-level candidate really stand out?

- Are there types of classes students should be taking in college if they want to be prepared for a job with your organization?

- Are there additional certifications or training that entry-level employees need to have? When should students start to think about getting these qualifications?

- Many of our students come from nontraditional backgrounds—they may be military veterans or have started college after age 24. What kinds of nontraditional life experiences are you looking for that might demonstrate the same skills as a college internship?

Opportunities with This Organization

- Do you host student internships? What year in college is the best time to intern?

- How do most students who intern at your organization first hear about you?

- Are there qualifications students need for these internships?

- Do you have opportunities for job shadow, informational interviews, or other networking that students should know about as they are exploring majors and careers?

  – When and how should they get in contact with you regarding these opportunities?

Feedback on Specific Maps

- Is this map in line with the qualifications someone would need to get an entry-level job with your organization after graduation?

- Is there anything you would add or remove?

- Are there any items you would move earlier or later?

Tool 9: Provost Communication Template

Experiential Major Map Completion and Rollout Announcement

Subject Heading: Launching Major Maps

Dear Campus Community,

I am pleased to announce the launch of our new experiential major maps. [Include a link to the major maps on your institution's website.]

Each map includes information about an academic program by a student's year of study, while suggesting ways students can develop relevant skills, build networks, gain global perspectives and plan for further opportunities. [If your maps have different experience categories, include them here.]

After reviewing major maps of interest, each student is invited to craft a customized plan with their own milestones, engage with staff and faculty who can provide further advice and information, then review and refresh their customized plan each year. We invite faculty and staff to use these plans when helping students explore curricular and co-curricular opportunities. For more information about using the maps with students, please see the attached document.

This project was sponsored by [office(s)] and accomplished by a steering committee, staff assigned to the project, and many individuals from across the campus' academic and student service departments who provided content for each plan. Special thanks to the steering committee and staff assigned to the project who accomplished this large and complex initiative.

The program plans are live and can be found at [link]. If you would like to have printed copies, please contact [include relevant information]. Thank you for your time and support in helping ensure [university name] was able to launch experiential major maps this academic year.

Sincerely,

[Name, Title]

Tool 10: Experiential Major Map Annual Review Form

Program Name: _____   **Review Completed By:** _____

Date of Review: ____/ ____/ ____

Use this review form to report any experiential major map content that should be added, removed, or revised. Please note the information that should be changed, where it is located within the map, and what revisions should be made. Information that does not fit into the below categories should be detailed in the "other updates" section.

Questions to Consider:

Have any changes been made to academic course requirements?

Are there new experiential learning programs/opportunities for students in this program?

Are there new courses students from this program should consider to round out their skill set?

Are alumni entering new career fields or areas of additional study?

First Year Content

Middle Year Content

Tool 10: Experiential Major Map Annual Review Form

Final Year Content

Career Outcomes Content

Other Updates:

Tool 9: Compendium of Experiential Major Maps

EAB first profiled Queen's University's experiential major maps in 2016. Since then, numerous institutions across the U.S. and Canada have implemented the practice. Below, explore different examples of experiential major maps.

- Fisk University

- North Dakota State University

- Southwest Baptist University

- St. Ambrose University

- University of California, Berkeley

- University of Texas, El Paso

- University of Toronto, Mississauga

- University of Utah

- University of Windsor

- Virginia Commonwealth University

- West Virginia University

- Wilfrid Laurier University