



# Building Experiential Major Maps with EAB

Helping Students Sequence Academic, Cocurricular, and  
Career Development Activities

Academic Affairs Forum

**We help schools support students from enrollment to graduation and beyond**

> Find and enroll your right-fit students

> Support and graduate more students

➤ **ROOTED IN RESEARCH**

**7,500+** Peer-tested best practices

**500+** Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

**1,500+** Institutions served

**3.7 M+** Students supported by our SSMS

➤ **WE DELIVER RESULTS**

**95%** Of our partners continue with us year after year, reflecting the goals we **achieve together**

> Prepare your institution for the future





# Our Areas of Expertise



## Strategy and Academic Affairs

### **Academic Affairs Forum**

Serving Provosts and academic affairs leaders

### **Higher Education Strategy Forum**

Serving Presidents, boards, cabinets

### **University Research Forum**

Serving chief research officers

### **Advancement Forum**

Serving chief advancement officers



## Enrollment and Student Experience

### **Enrollment Management Forum**

Serving VP EMs, recruiting and admissions

### **Professional and Adult Education Forum**

Serving heads of online, professional and continuing education

### **Student Affairs Forum**

Serving VPs of student affairs



## Business Affairs and Administration

### **Business Affairs Forum**

Serving VPs of finance and administration

### **Information Technology Forum**

Serving CIOs and IT directors

### **Facilities Forum**

Serving senior facilities executives

## Delivering Insights to Drive On-Campus Impact



Strategy Reports

(Published & Web)



Executive Roundtables



Diagnostics, Tools & Analytics



On-Demand Webconferences



Facilitated Networking



Expert Consultation



On-Campus Presentations & Workshops

# The Anatomy of EAB's Research Process

## Our Methodology for Identifying Best Practice



### What Does “Best Practice” Mean at EAB?



**Replicable:** practices are not dependent on a specific environment or resource level to implement



**Newsworthy:** practices are unfamiliar to the majority of the membership



**Proven:** practices' effectiveness is supported by evidence at “early-adopter” institutions

# Meet the Presenters



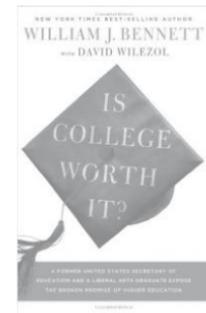
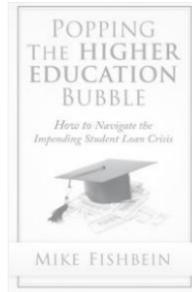
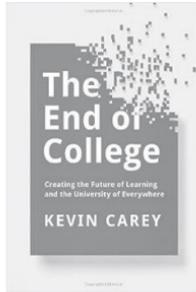
**Colin Koproske**  
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**Allison Langford**  
*Vice President, Strategic  
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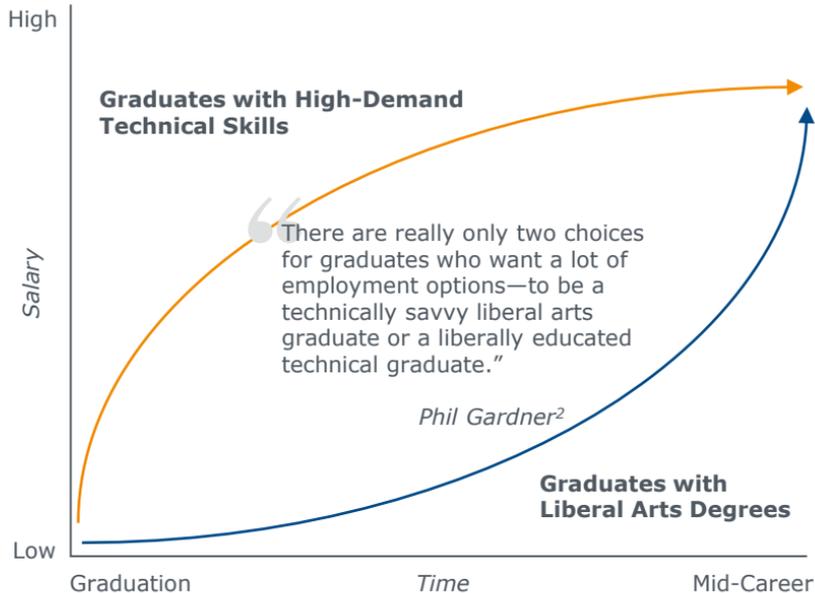
- 1** **Integrating Academic and Career Development**
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# A Drumbeat of Critiques



# The Fox and the Hedgehog

## Two Worrisome Trajectories Facing Underprepared Graduates



92%

Of executives<sup>1</sup> say "soft" skills as important or more important than technical skills

89%

Of executives struggle to find candidates with appropriate soft skills

”

“Among graduates with a baccalaureate degree only, those with humanities and social sciences degrees consistently earn less than anyone else, peaking at about \$58,000 a year.”

Source: AAC&U, "Liberal Arts Degrees and Their Value in the Employment Market," <http://www.aacu.org/nchems-report>; Scott Jaschik, "The Liberal Arts and Careers," *Inside Higher Ed*, 2012; EAB interviews and analysis.

1) According to a survey of 900 executives: Kate Davidson, "Employers Find 'Soft Skills' Like Critical Thinking in Short Supply," *Wall Street Journal*, 2016.  
 2) Director, Michigan State University Collegiate Employment Research Institute.

# The “Big Six” Experiences



<b>“Big Six” Experience</b>	<b>Odds of being engaged at work if graduates had this experience</b>	<b>Strongly agree they had this experience</b>
Had at least one professor who made them excited about learning	2.0x higher	63%
Had professors who cared about them as a person	1.9x higher	27%
Had a mentor who encouraged them to pursue their goals and dreams	2.2x higher	22%
Worked on a project that took a semester or more to complete	1.8x higher	29%
Had an internship or job that allowed them to apply what they were learning in the classroom	2.0x higher	29%
Was extremely active in extracurricular activities and organizations	1.8x higher	20%

## Beyond Salary

### How Many Graduates Are Engaged in Their Work?

Of the six high-impact experiences identified as contributing to work engagement, **25% of graduates participated in zero, and only 3% participated in all six.**

# A Constructive Path Forward

## 'High-Impact Practices' Span the Divide Between Extremes

"College should be a purely intellectual experience"

### A Surprisingly Fertile Common Ground

- Active, experiential, and project-based learning
- Articulating translatable learning outcomes
- Aligning personal and career goals
- Rethinking general education
- Encouraging lifelong learning
- Global and community engagement
- Innovation and entrepreneurship
- Undergraduate research

"Colleges should focus only on training students for jobs"

“The involvement of students in rich and meaningful educational activities is what keeps students making progress toward the degree, and it is what produces the outcomes that we associate with a college degree. But trying to distill the infinitely varied outcomes down to a list or a test, for accountability purposes, is a formula that, rather than improving education, more likely undermines the quality of the educational activities themselves.”

*Robert Shireman, The Century Foundation*

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# The Basic Degree Plan

## A Formula for Completing Credit Requirements

HISTORY		
MAJOR (BA)		
Catalog Year: 2017→		
REQUIRED COURSES <span style="float: right;">9 CREDITS</span>		
<input type="checkbox"/> HIST 1700: American Civilization (AD) <small>*Alternatives: HIST 2700 + 2710 or AP US History With Score of 4 or 5</small> <input type="checkbox"/> HIST 3100: The Historian's Craft <small>* HIST 3100 is a pre-requisite for HIST 4990. Recommended for sophomore year schedule.</small> <input type="checkbox"/> HIST 4990: Senior Seminar (CW)	<p style="text-align: center; font-size: small;">Total number of credit hours to complete major: 36</p> <p style="text-align: center; font-size: small;">Residency Requirements 24 credit hours must be taken at University of Utah</p> <p style="text-align: center; font-size: small;">Grade Requirements All major courses must be completed with a minimum grade of C-.</p>	
LOWER DIVISION ELECTIVES <span style="float: right;">9 CREDITS</span>		
<input type="checkbox"/> <input style="width: 100%; height: 15px;" type="text"/> <input type="checkbox"/> <input style="width: 100%; height: 15px;" type="text"/> <input type="checkbox"/> <input style="width: 100%; height: 15px;" type="text"/>	<p>Complete 3 courses from class numbers 1000 - 2999.</p> <p><small>* Except HIST 2700 and HIST 2710.</small></p>	
UPPER DIVISION ELECTIVES <span style="float: right;">18 CREDITS</span>		
<input type="checkbox"/> <input style="width: 100%; height: 15px;" type="text"/> <input type="checkbox"/> <input style="width: 100%; height: 15px;" type="text"/>	<p>Complete 6 courses from any 3 credit classes numbered 3000 - 5999.</p> <p><small>* Honors College HIST 4999 will count as one elective.</small></p> <p><small>** May replace up to two (2) UD electives with approved History-Hinckley Internship</small></p>	
GUIDED PATHWAYS		
<b>Pre-Professional</b> Pre-Law Pre-Med Public History	<b>Thematic</b> Colonialism and Imperialism Comparative Gender and Sexuality Environmental History Military History Race and Ethnicity Religion	<b>Regional</b> American West Asia Europe Latin America United States World History

# Beyond the Degree Plan

## Introducing Experiential Major Maps

### How to Build an Experiential Major Map

#### Four Key Elements for Designing Experiential Major Maps

1 Road Map for Timing of Student Activity

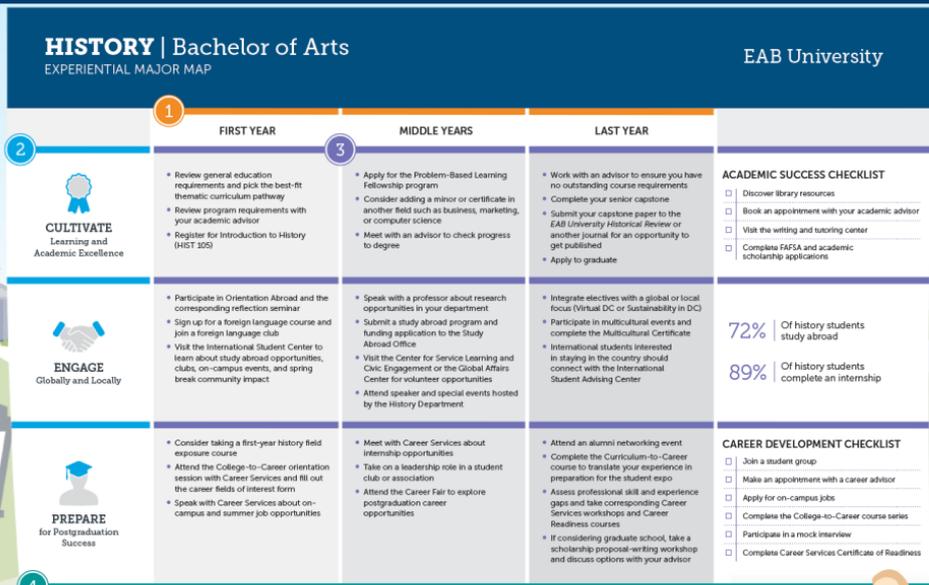
2 Key Pillars of the Student Experience

3 Academic, Cocurricular, and Support Services Info

4 Career Outcomes Information

Students often struggle to navigate and connect institutions' siloed, disparate academic and cocurricular opportunities. Faculty, academic leaders, and student services leaders can guide students in their decision-making by clearly articulating how academic and nonacademic opportunities fit together. To enable this articulation, leading institutions provide experiential major maps that help students make informed coursework decisions, encourage integration of complementary experiences, and drive engagement at opportune moments on their pathways to degree.

Look to the example at right to learn how each element is used in map design.



#### 4 CAREER INFORMATION

##### ▶ What Skills Do Employers Want?

- Communicate clearly and effectively
- Work in a team
- Solve problems and make decisions
- Analyze quantitative data
- Lead and influence others

##### ▶ This Major Gives Me the Skills to:

- Understand how political, social, economic, and cultural change occurs
- Connect current events to historical trends and narratives
- Research and synthesize large amounts of material and identify relevant information
- Prioritize tasks, meet deadlines, and manage time
- Present ideas clearly and concisely
- Engage with complex narratives

##### ▶ What Careers Can I Pursue?

- Museum curator
- Advancement officer
- Lawyer
- Program coordinator
- Social policy researcher
- Marketer
- Government consulting

##### ▶ Where Our Students Go One Year Out:



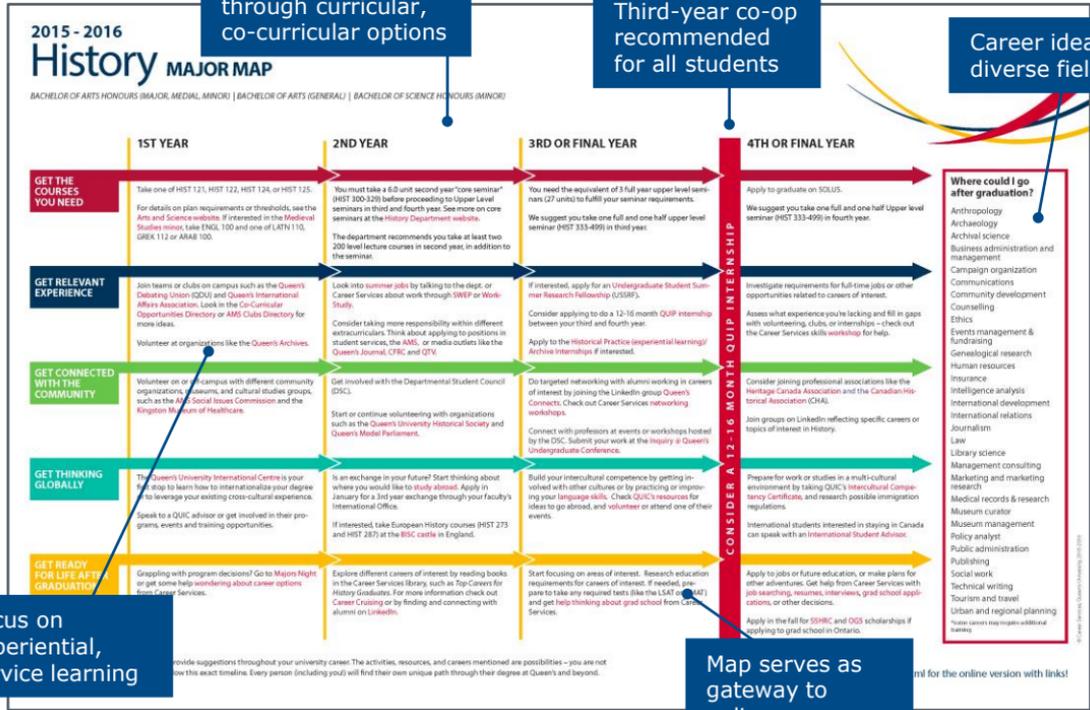
# Key Elements of Successful Maps

## How Queen's Helps Students Sequence Academic and Cocurricular Activities

Year-by-year path through curricular, co-curricular options

Third-year co-op recommended for all students

Career ideas in diverse fields



## TOP 5 REASONS to study HISTORY

- 1 A History degree provides a sound preparation for careers in education, law, public service, and business.
- 2 The department offers small seminars from years one through four.
- 3 Learn from world-recognized scholars whose research and curiosities span the globe.
- 4 Critically explore the roots of contemporary issues throughout the world.
- 5 Examine a variety of historical periods, places, and peoples.

iniSTORY

"Studying in the Queen's History department taught me a number of great things, including that I know a small fraction of what there is to know, but that I have the capacity to learn a lot through discussion, analysis and hard work."



ALUMNI JOBS

32% of alumni work in **EDUCATION**

15% of alumni work in **GOVERNMENT & NON-PROFIT**

9% of alumni work in **LAW**

7% of alumni work in **BANKING, INVESTMENT & INSURANCE**

Our alumni also work in fields such as **media, libraries** and **archives, management, museums**, and as **researchers and consultants** for industry.

2019-20 major thresholds

2.1cGPA AUTOMATIC ACCEPTANCE  
min of C+ in HIST 1## or BISC 101

1.7cGPA PENDING LIST  
min of C in HIST 1## or BISC 101

add a **CERTIFICATE** to your degree

**Employment Relations**

**Entrepreneurship, Innovation and Creativity**

**Data Analytics**

**Disability and Physical Activity**

**French for Professionals**

**Geographic Information Science**

**Global Action and Engagement**

**Indigenous Languages and Cultures**

**International Studies**

**Media Studies**

**Sexual and Gender Diversity**

**Urban Planning Studies**

[Quartsci.com/certs](http://Quartsci.com/certs)

# Four Key Components to Highlight

## How Experiential Major Maps Differ from Traditional Advising Plans



### Addresses 3-5 core pillars of the student experience

- Core curricula & courses
- Experiential learning
- Global engagement
- Community engagement
- Personal and career development

### Provides year-by-year expectations for each



- Long lists and databases maintained by separate offices (course catalogs, local employers, campus organizations...) frustrating to use
- Students too often wait until the last minute to meet requirements or assemble resumes



### Illustrates post-graduate possibilities

- Address common misconceptions about narrow career paths
- Show where YOUR graduates actually go (data/profiles)
- Map your learning outcomes to transferable competencies

### Provides context for meaningful advising



- Give students both the template and a blank map to bring
- Helps facilitate broader conversations without extensive cross-training
- Raises self-advising burden to save time in one-on-one sessions

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4

EAB's Experiential Major Maps Collaborative

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# Dedicated Leadership Guides Implementation



## Project Leadership

- Allison Langford, *VP of Strategic Planning and Initiatives*  
Initiated the major map project
- Charlotte Marsch, *Director of Marketing*  
Served as project implementation leader
- *Graduate Assistant*  
Met with department chairs to collect information

## With Input From:

- Provost
- Career services
- Department chairs
- Success Center

## Experiential Major Map Process



“

“A four-year academic plan feels like a list of hurdles, but the four-year maps look more like an experience.”

Allison Langford  
Southwest Baptist University

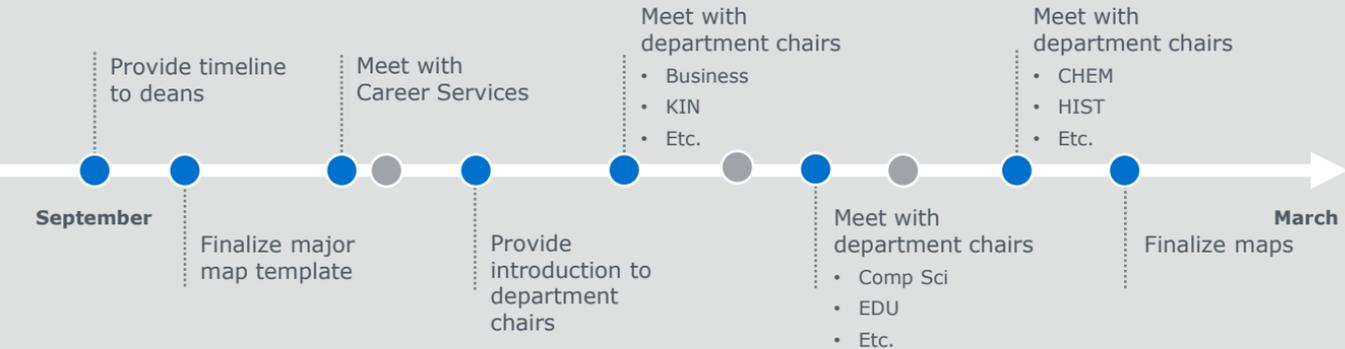
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# Setting a Timeline Helps Vision Become Reality

Clear Process Goals Keep Implementation On Pace



## Project Timeline



## Key Ingredients



Setting a timeline early to keep project on-pace



Senior administrator introduces map project to ensure buy-in



Meeting with enthusiastic departments first to iron out wrinkles



Clear phases help implementation team to balance workload

# SBU Major Maps Communicate Mission and Value



## PSYCHOLOGY MAJOR MAP

Bachelor of Arts/Bachelor of Science



Southwest Baptist  
UNIVERSITY

	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
 <p><b>Grow ACADEMICALLY</b></p>	<p>Investigate introductory courses like PSY 1013 General Psychology and SOC 1003 Introductory Sociology.</p> <p>Familiarize yourself with your department by getting to know the professors and students.</p>	<p>Continue exploring other introductory courses in the department such as SWK 2003 Intro to Social Work and CRJ 2313 Intro to Criminal Justice.</p> <p>Complete SOC 2012 Human Diversity as a general education requirement and PSY 2063 Systems of Psychology and BEH 2233 Intro to Research for your major.</p> <p>Learn to write for your major in BEH 2001 Writing for the Behavioral Sciences.</p>	<p>Continue engaging in major-specific courses such as PSY 3033 Elementary Statistics, PSY 3033 Abnormal Psychology, and PSY 3063 Human Growth and Development.</p> <p>Explore career and graduate school options in BEH 3001 Behavioral Sciences Career Exploration and Preparation.</p> <p>Consider a second major or minor to increase knowledge, skills, and marketability.</p>	<p>BEH 4001 Professional Ethics in the Behavior Sciences and other upper-level psychology electives will bring your academic experiences together and prepare you for your desired career path upon graduation.</p>
 <p><b>Pursue SERVANT LEADERSHIP</b></p>	<p>Participate in student organizations and service opportunities with Behavioral Sciences Club and Social Work Club.</p> <p>Engage in Chapel services and explore other Community Life + Worship opportunities.</p>	<p>Participate in service opportunities with Behavioral Sciences Club, Psi Chi, Social Work Club, Sociology and Criminal Justice Society (SCJS), and Phi Alpha.</p>	<p>Join Behavioral Sciences Club, Psi Chi, SCJS, Phi Alpha, or the Social Work Club, and help with service projects.</p>	<p>Step into club leadership positions. Consider presenting research at a student conference.</p> <p>Spread the word about what clubs, honor society leadership, organizations, and events you have enjoyed and help others to get connected on campus.</p>
 <p><b>Embrace OUR GLOBAL SOCIETY</b></p>	<p>Visit SBU's Center for Global Connections to learn about global service opportunities.</p> <p>Consider taking the language placement exam with the Foreign Language Institute (FLI).</p>	<p>Serve on a local Global Connections service project.</p> <p>Are you interested in studying abroad? Ask your advisor or Career Services about study abroad opportunities.</p> <p>Enroll in a new language at the FLI and explore languages through MANGO.</p>	<p>Serve on a Global Connections service opportunity outside the local community.</p> <p>Continue building your language skills.</p>	<p>Assess what opportunities, locally and globally, are available upon graduation.</p> <p>Consider ways you can serve as a leader in service projects.</p>
 <p><b>Plan for YOUR FUTURE</b></p>	<p>Discuss career interests with an advisor and research job options so that your goals can inform your class selection, choice of minor, and internship research.</p> <p>Attend the Spring Majors Meeting for all Behavioral Sciences majors.</p>	<p>Conduct informational interviews with professionals in your desired career field.</p> <p>Apply for departmental scholarships.</p> <p>Pursue internship opportunities by networking at career fairs held on campus.</p>	<p>Prepare for the Graduate Record Examination (GRE).</p> <p>Apply for departmental scholarships.</p> <p>Plan for a summer internship or community project class to explore career options.</p>	<p>Explore and apply to graduate schools, if you desire to continue your education.</p> <p>Identify and ask individuals if they will write letters of recommendation for you. Finalize your resume and cover letter.</p> <p>Apply for jobs in the field.</p>

### CAREER POSSIBILITIES

- Licensed Professional Counselor
- Research Psychologist
- Statistician
- Licensed Psychologist
- School Counselor
- Marriage and Family Counselor
- Pastoral Counselor
- Physical Therapist
- Art or Music Therapist
- Industrial/Organizational Psychologist
- Psychiatric Nursing
- Caregiver for people with developmental disabilities
- Working with teens in residential treatment
- Business and Industry

College of Education and Social Sciences | Department of Behavioral Sciences | 1600 University Ave. | Bolivar, Missouri | www.SBUiv.edu

12/2018

Major maps convey the unique value of each SBU program, including the value of the liberal arts, a small school, career planning, and the institution's mission.

- 1. They should be used**, not merely read
  1. Recruitment, orientation, advising, student affairs, and student support
- 2. Concision is key** – Remember, this is not the full guide for any of the individual topics covered, but rather a high-level visual representation of the “menu”
- 3. Emphasize translational skills** and relevance – Would your map convince a skeptical parent or employer that your graduates have a leg up in the job market?
- 4. Present post-graduate outcomes** – Doesn’t need to be salary or “employed in field”, but actual data and graduate profiles go a long way
- 5. Connect to unique institutional context** – Like strategic plans, too often these are indistinguishable from campus to campus. What’s unique about the U of Utah that you can connect to your program’s value proposition?
- 6. Consider the non-major audience**—should others double major, minor, or take classes in your program? Why?
- 7. Avoid both vague description** (“Get involved on campus” or “Our faculty and curriculum are exceptional”) **AND jargon** (using specialized or technical language aimed primarily at graduate-level students)

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# Building Experiential Major Maps Collaborative

## Mapping Experiential Learning Milestones Across the Student Lifecycle



### What is a Collaborative?

- A group of like-minded peers working together to accomplish a best practice with support from EAB
- The newest partner experience from EAB's Academic Affairs Forum



### What will I accomplish by participating?

- Create experiential major maps for all or some academic programs
- Help academic departments identify and highlight skill-building opportunities
- Increase access to high-impact practices for all students

# Collaborative Timeline

## Three Phases of Developing Experiential Major Maps

### Plan and Prepare

#### October 2019 - January 2020

- **Strategy collaborative registration opens**
- Provosts select an implementation leader
- Provosts and implementation leaders identify steering committee members
- Implementation leaders review EAB resources and submit initial questions

#### January - February 2020

- Implementation leaders join EAB discussion board
- **January 16: Webconference #1** overviewing the experiential major map development process
- Steering committees identify high-level themes for maps

### Design and Build

#### February - March 2020

- **Webconference #2** on collecting information from academic units
- Implementation leader and support staff collect information from campus units to include in maps
- Steering committees resolve questions from campus units about maps

#### March - May 2020

- **Virtual working sessions** for implementation leaders
- Steering committee meetings conclude
- Faculty sign off on content for maps for each program

### Implement and Evaluate

#### June - August 2020

- **Webconference #3** on how to distribute and use experiential maps
- Implementation leaders work with campus communication offices and graphic designers to layout maps

#### September - November 2020

- **Finalize and share experiential maps**
- Share maps with students, faculty, and advisors
- Make plan to update and assess maps yearly

# How Do I Get Started?

## Next Steps for Interested Participants

### 1 Register at eab.com



Visit the registration page:  
<https://eab.com/event/experiential-major-map-strategy-collaborative/>  
or indicate your interest on the follow up survey.

### 2 Choose an implementation leader



The **implementation leader** spearheads major map development. Typically, this person is a director of career services, associate/vice provost, or other leader in academic affairs.

### ▶ Not yet partnering with us on Academic Affairs?

Simply fill out the survey following the webinar and a member of our team will follow up.

**The Experiential Major Maps Collaborative begins in January—the EAB team will respond as soon as possible to ensure you can join the inaugural cohort.**

## EAB Contact Information



**Colin Koproske**  
Managing Director  
EAB  
[ckoproske@eab.com](mailto:ckoproske@eab.com)

## Resources Available on eab.com



### **Experiential Major Map Workbook**

*8 Tools for Developing  
Experiential Major Maps*



### **Integrating Academic and Career Development**

*Strategies to Scale Experiential  
Learning and Reflection Across  
the Curriculum*