## Selecting a Major in the First Year / Informed Choice

<table>
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<tr>
<th>Action Step</th>
<th>Questions to Consider</th>
<th>Rate How Far Along You Are on a Scale of 1 to 5</th>
<th>What Changes Are Needed / Desired Outcomes</th>
<th>Key Steps &amp; Timeframe</th>
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| Examine data on undecided/undeclared/exploratory students. | - What percent of incoming student are undecided or enter into an exploratory program?  
- What percent of students select a major by the end of their first year?  
- What is the gender, racial, ethnic, and socioeconomic breakdown of those that are undecided or exploratory?  
- Based on the data, are there particular groups that need to be specifically targeted? | _x_ 5 We fully understand the data and are using it to move forward  
_4 We understand the data and are starting to use it  
_3 We understand the data but are not using it  
_2 We need a better understanding of the data  
_1 We haven’t looked at the data | More campus wide discussion of the purpose and use of data.  
Empower divisions to create their own performance and student success measures to be monitored by the individual units.  
Use disaggregated data to determine what strategies to increase student success and performance measures. | Fall 2018 – Create topic areas for data briefs for 2018/19.  
2018/20109 -Develop investigative questions to train departments on the questions to pose to their units | Erika / Karen / Div Deans |
| Students required to declare a major by the end of their first academic year. | - Does your campus have a policy that there are no undecided/undeclared students by the end of their first year?  
- Are you communicating to students upon entry and between terms that they must declare a major or program of study by the end of the first year?  
- Does second-year course registration require choice of a program before registration?  
- Does your campus eliminate the use of undecided as a major choice? | _5 Completely implemented  
_4 Mostly implemented  
_3 Working on it  
_2 Plan to do this, but have not started  
_1 No plans to do this | Get banner to work effectively to require the declaration of major prior to course registration. | Fall 2018 / Sp2019 – Hae to investigate options | Hae |
| Design major exploration activities into first semester. | - Do you embed major exploration activities into courses?  
- Are all students required to attend a major selection workshop?  
- Do you have a survey course for majors or exploratory areas designed to solidify selection of a major? | _5 Completely implemented  
_4 Mostly implemented  
_3 Working on it  
_2 Plan to do this, but have not started  
_1 No plans to do this | Implement our purposeful engagement model as required by our ACCJC Quality Focused Essay. | Sp 2019 | Erika / Karen / Div Deans |
### Momentum and First Year Retention Planning Template – Honolulu CC

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| Embed career/workforce information into advising to new entering students. | • Do new entering students complete a career interest inventory during onboard advising?  
• Is your campus developing career/workforce tools (technology-based or otherwise) to assist students with the choice of a major or program?  
• Do program information articulate the skills and knowledge needed for specific careers?  
• Are detailed information about workplace activities associated with professions available to students?  
• Are starting and long term wage/salary information for professions readily available to students?  
• Are information about high demand professions in our state shared with students?  
• How and when will this information be shared with students?  
• Have you examined data on the most common jobs/fields of work students pursue once they earn a degree, by program or major? | __5  Completely implemented  
__4  Mostly implemented  
_x_3  Working on it  
__2  Plan to do this, but have not started  
__1  No plans to do this | Implement our purposeful engagement model as required by our ACCJC Quality Focused Essay. | $p 2019 | Erika / Karen / Div Deans |
| Build a team of representatives from key offices that are committed to building your strategy. | • Does your campus team consist of people who can address the actions steps mentioned above? | _x_5 We have a solid campus team who are working together  
_4 We have a campus team but have not yet started the work  
_3 We have a portion of the team in place  
_2 We are still identifying team members  
_1 We do not have a team yet | Will handle work through our student success council. | Currently in progress | Karen / Student Success Committee Chair |