### Momentum and First Year Retention Planning Template – Kapiʻolani CC

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

<table>
<thead>
<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>Key Steps &amp; Timeframe</th>
<th>Responsible Party</th>
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</table>
| 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? | _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 | 1. Look at data to determine if the students who are in the EX Health get into the field that they want.  
2. Disaggregate data to find out what the students actually want. Talk to each of the 848 students.  
3. What courses are essential or pre req to get into the major?  
4. Input into STAR notes to indicate what major they want?  
5. Want students to make the decision by the end of the year - be proactive.  
6. Is there a set group of classes that all EXHS students can take? Eg Eng 100, ESL100, Bio or Phyl? Common courses?  
7. Nawa’a to talk to M&S chair about faculty advising while in the Biol or Phyl class so that students understand their options and the pathway they might move into based on how well they do in BIOL or PHYL  
8. Is there a need for more sections of the BIOL and PHYL courses? Might be less need if we change the repeating course policy. At what point are the |
<table>
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<th>Students required to declare a major by the end of their first academic year.</th>
<th></th>
<th>students repeating courses but never get into the major? Ask OFIE?</th>
</tr>
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<tbody>
<tr>
<td>• Does your campus have a policy that there are no undecided/undeclared students by the end of their first year?</td>
<td><strong>5</strong> Completely implemented</td>
<td>1. Need to have a policy that students have to declare a major by the end of the first year/15 credits?</td>
</tr>
<tr>
<td>• 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?</td>
<td><strong>4</strong> Mostly implemented</td>
<td>2. FY will be running Focus II at NSO for career planning and exploration to find out a student interest to further enhance their decision.</td>
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<tr>
<td>• Does second-year course registration require choice of a program before registration?</td>
<td><strong>3</strong> Working on it</td>
<td>3. Students take Focus II before they start and get moved into Purpose First. Have 14 sections of ENG 98/100.</td>
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<tr>
<td>• Does your campus eliminate the use of undecided as a major choice?</td>
<td><strong>2</strong> Plan to do this, but have not started</td>
<td>4. FY to take unclassified, undecided and FY students in the first two semesters. Once declare a major or are in the 3rd semester, will move over to MKC for advising.</td>
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<tr>
<td></td>
<td><strong>1</strong> No plans to do this</td>
<td>5. Reduce Math pathways by removing Math 32, 132 and Phil 110 from the sequencing.</td>
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</table>
|  |  | 6. 520 undeclared - who are these people? Need to identify who? Can we eliminate the use of undecided as a major choice once we know? In TN, had to declare a meta major from the 8 areas, then surveyed them in the first year on whether they were satisfied with their choice. What were the reasons behind your choice - “I have an interest”, “this is a high paying job”, “mentor picked this for
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| 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 | 1. Do Focus II in the first year, then go into Purpose First | 2. FY to take unclassified, undeclared and first year students. | 3. Run a survey to confirm the declared major? |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

- “you made me” so I chose. 10k responses to the survey and only .5% said “you made me”
- Create a POLICY: On mandatory advising
- Who needs to be at the table?
- IR, Policy, Advisors- suggested names: Roger, Kara, Logan, Lisa Y, Jeri
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<th>Action Step</th>
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<th>What Changes Are Needed / Desired Outcomes</th>
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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  
_3  Working on it  
_2  Plan to do this, but have not started  
_1  No plans to do this | | | |
| 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? | _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 | | | |