# Momentum and First Year Retention Planning Template – Kaua‘i CC

## 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/exporatory 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 | ● Revisit exploratory majors: what paths/majors we offer; revisit the definition of “exploratory major”  
● Figure out where we are in this process of offering exploratory majors  
● Should students declare their major at an initial counseling session?  
● Need a new process for students to declare an exploratory major. When in the first year should students declare majors?  
● Liberal Arts exploratory major for undecided students  
● Discuss alignment for exploratory majors | ● Change the application process (when/where students declare a major)  
● Faculty-driven process for having students declare majors | • ISS  
• Faculty |
| 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  
_x_3 Working on it  
_2_ Plan to do this, but have not started  
_1_ No plans to do this | ● Could there be a separate course for career assessment?  
● Could career counseling of some kind be offered or embedded in a course most students take? (e.g., ENG 100?)  
● Consider ways to offer students ways to explore careers and workplaces | • ISS |
| 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  
_x_3 Working on it  
_2_ Plan to do this, but have not started  
_1_ No plans to do this | | |
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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 | ● Focus to career | | |
| 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 | ● Identify and finalize roles | | ● ISS |