### Momentum and First Year Retention Planning Template – Leeward CC
#### Selecting a Major in the First Year / Informed Choice

<table>
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<th>Action Step</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? | __5_ We fully understand the data and are using it to move forward  
__4_ We understand the data and are starting to use it  
_x_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 | Need to examine the demographic data of exploratory major students to learn the gender, racial, ethnic, and socioeconomic breakdown of those who are undecided or exploratory. | Gather demographic data and look for patterns. Based on data and patterns, look for specific strategies to support the target groups. | Holistic Student Support (HSS) committee (VCAA, Student Affairs representative, IR, division chair, counselor, Waianae Moku representative). Work will be led by AtD coach for Leeward CC, Laurie Fladd. |
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| 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                                                                                                                                             | Have all Liberal Arts students who are in an Exploratory Major declare their concentration or major after one year                                                                 | 1. Require all Exploratory Major students meet with a counselor or interested faculty after being in an Exploratory Major for one year to identify concentration and career counseling  
2. Embed or develop Leeward CC policy requiring mandatory identification of a major after one year of being in an exploratory major | Student Services Coordinator, STAR Team, Counseling Unit                                                                                                           |
| 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                                                                                                                                             | Coordinate efforts among stakeholders                                                                                                                           | 1. Developed P-20 6-16 project that links intermediate and high school in our service areas with Leeward CC  
2. Launch exploratory major and career fair on campus with division involvement and professionals in the fields. Planned for February 2019 | Student Services Coordinator, Division Chairs and Deans                                                                                                          |
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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 | Need to be more intentional and versed in career counseling | 1. Develop a professional development plan for counselors and interested faculty to become familiar with career counseling  
2. Implement professional development plan  
3. Imbed career counseling in classes of interested/trained faculty | Dean of Students |
| 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 |  | The Leeward CC HSS team is the driving force of the movement to have students who are in an exploratory major make an informed choice based on interest and career aspiration. |  |  |

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3