**Frequently Asked Questions**

1. **Some students want to take classes for fun. Does that get a pathway?**

Students can take classes that are not prescribed and are outside of their educational focus area (EFA). They will have an informed choice, knowing what the potential tradeoff is for taking a class that does not fit in their pathway and how it will affect the next phase of their path.

1. **How will this match what Oregon’s four-year universities have?**

We already have courses that articulate to four-year partners and our degrees articulate to four-year partners. With guided pathways, there will be clearer paths to those four-year degrees.

1. **Could Developmental Education “break” maps/paths? (For example, if a student needs MTH 98, how does that fit?)**

The Guided Pathways Taskforce is aware that this is something that needs to be resolved. There will need to be different ways for people to feed into the pathways (onramps). We can also include language in the pathways that indicates “students need to be ready at this level to be ready for this path.”

1. **Can we see a visual representation of what we do offer and how those courses/dept./degrees/certificates already overlap? (Pie chart/Venn diagram/flow chart)**

The Guided Pathways Taskforce is working on curriculum mapping. Part of the mapping is to see where things overlap and how this informs the educational focus areas (EFA). We will eventually have a visual representation for each of the educational focus areas.

1. **Is a meta major an actual major in and of itself?**

They will be called educational focus areas (EFA), not meta majors. Education focus areas are not majors in themselves; they are broad categories of similar majors that may have some initial overlapping courses.

1. **Will students still be able to explore?**

We will not be having an exploratory EFA at the start, but we will embed some exploration into each EFA that will be tailored to that area. Students will have an informed choice in which courses to explore.

1. **When students leave CCC and don’t attend for several terms, how is this data tracked and what are they considered?**

We can’t track those students unless they transfer or are employed within Oregon. With collaborative advising, it may be easier to track students through email and phone calls. With guided pathways, we will be more proactive with early alerts and targeted outreach to hopefully decrease the number of students who leave CCC without transferring into a university or into a job.

1. **How will educational focus areas affect financial aid eligibility? How does a “start here” pathway work with financial aid?**

Financial aid is available for our eligible degrees. Each educational focus area is connected to our degrees and certificates. As long as the student is in an eligible program, they are eligible for financial aid.

1. **What happens if students change their mind halfway through their educational focus area?**

Educational focus areas are intended to provide broad exposure to a group of related programs and help students narrow down to a specific program of study within a couple of terms. They are also intended to be broad enough so students can change to another EFA within the first couple of terms without losing credit momentum toward their ultimate goal. If students change their program of study halfway through, the effect would basically be the same as it is now, which is dependent on what program they are changing from and to.

1. **How we will support/help students choose their EFA?**

The Navigate program implementation will help by asking students about their academic and personal interests early in their career at CCC. We also plan to connect students with advisors earlier in their education career. We will develop accompanying materials for each EFA that highlight the types of careers and transfer options available.

1. **What if students can’t choose/want to do multiple EFAs? Are there classes that overlap multiple EFAs?**

The first term or two of each EFA is intended to be broad enough to span the programs within the EFA and likely will be similar for multiple EFAs. The main differences are likely to be in the level of math required or early EFA specific courses (for example, we might identify BA 101 as a recommended first term course for the Business EFA) that would not apply directly to another EFA. Just like it is now, students are not limited to selecting just one program of study and that is not expected to change. Connecting those students early to advisors would be key to developing/recommending the best curricular path for them.