

Guided Pathways & Equity Project

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up initially determined the expressed
dy in process, and/or
Workgroup decided our
coordinated with LFM
e Faculty Advising

ightly shifted and
e of the major obstacles
ents. If the program did
erving as “advisors” we

Additionally, developing student awareness of the program, and more specifically awareness of the faculty members participating, was also one of the main objectives of our work.

As our work started to progress and we started to conceptualize the “schools