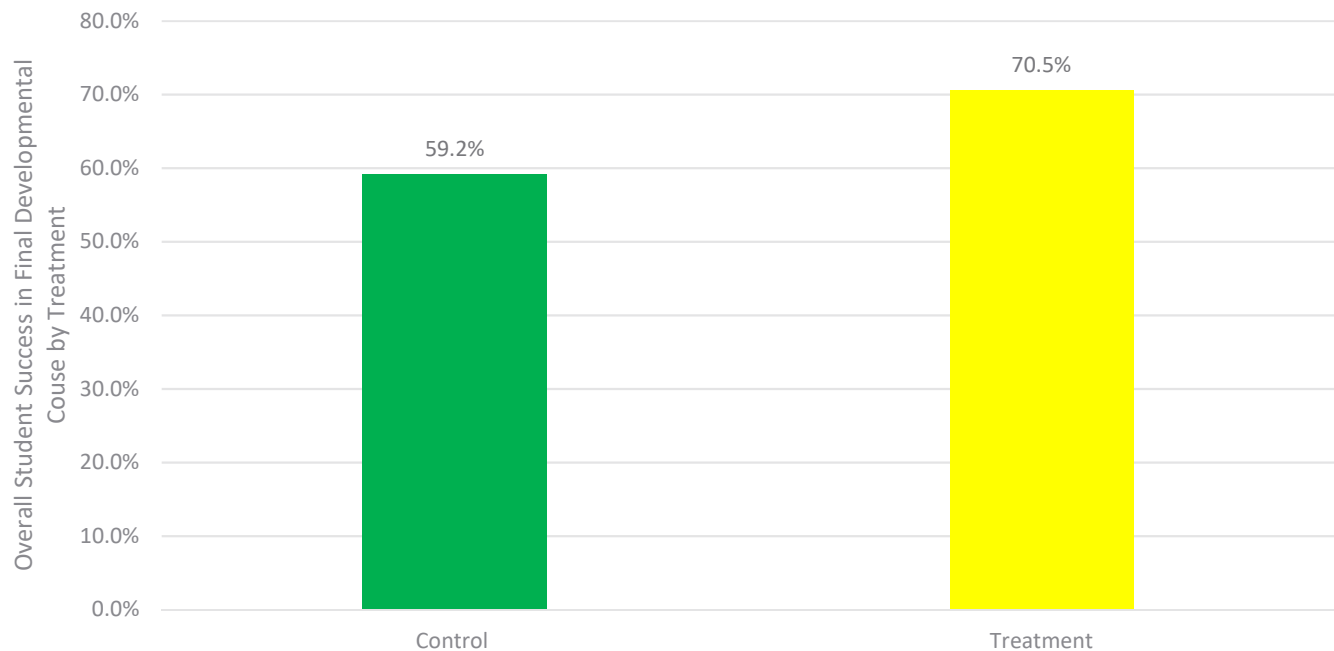


# Redesigning Developmental Mathematics

*Math pathways increase student success at The University System of Maryland*



Source: Marshall, A. & Shapiro, N. (2019). [Prioritizing success for all students: Maryland mathematics pathways](#). *Steps-to-Success*. Denver, CO: Strong Start to Finish, Education Commission of the States.

Note: The graph is replicated from Table 2 in the paper.

The structure and content of traditional developmental mathematics sequences slows students' progression and inhibits their ability to complete college in a timely fashion, if at all. With funding from the US Department of Education, The University System of Maryland brought together faculty from two- and four-year institutions across the state to create accelerated math pathways into Statistics for non-STEM majors.

A new study published by Strong Start to Finish about student progress in these pathways show that learners who enrolled in the redesigned courses outperformed peers who took traditional developmental math courses by statistically significant 11.3 percentage points on average. The report also provides a number of demographically disaggregated results demonstrating consistent gains for students in Statistics pathways compared to traditional models of remediation. This Points of Interest illuminates that for students in the University System of Maryland, just like in other higher education systems, accelerated developmental education and mathematics pathways improve pass rates in both developmental courses.

For more information, contact the author of the study or Maxine T. Roberts at [mroberts@strongstart.org](mailto:mroberts@strongstart.org).

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