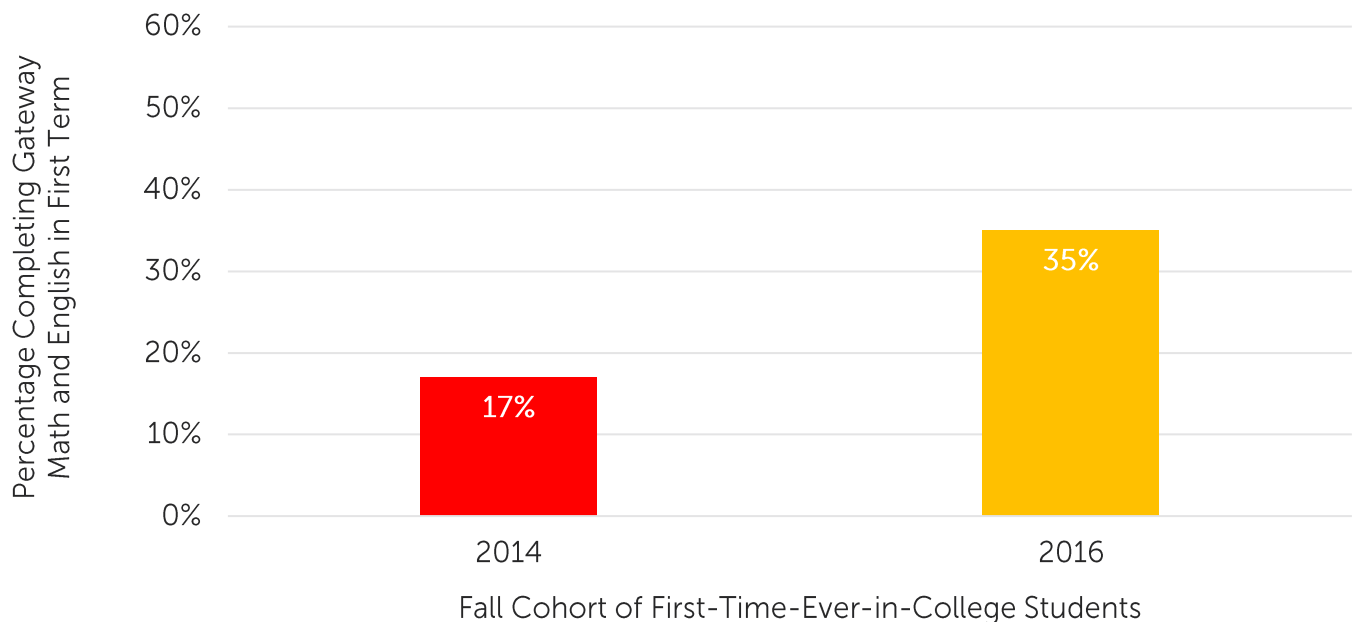


Doubling the Rate

Aligning math and English courses with a program of study improved success



Source: Jenkins, D., Lahr, H., Fink, J., & Ganga, E. (2018). [What we are learning about guided pathways. Part 1: A reform moves from theory to practice](#). New York, NY: Columbia University, Teachers College, Community College Research Center.

At Cleveland State Community College, the use of guided pathways improved students' first-year outcomes in college-level English and math courses. Guided Pathways reduces the complexity of traditional 'cafeteria-style' course offerings by restructuring academic programs into career-related majors (meta-majors). With this structure, colleges clarify pathways to degree, expedite students' progression through college, and improve graduation rates.

The guided pathways model is comprised of four key actions, or implementation areas: (a) providing specific pathways to students' end goals; (b) assisting students to select and enter program pathways; (c) keeping students on a path; and (d) ensuring that students are learning. By selecting a meta-major pathway, students—after the reform—took math courses aligned to their program of study which resulted in (1) more students taking statistics and (2) algebra no longer serving as the default placement. The result is an increase in the percentage of students passing gateway English and math from 17% among fall 2014 entrants to 35% for fall 2016 entrants.

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