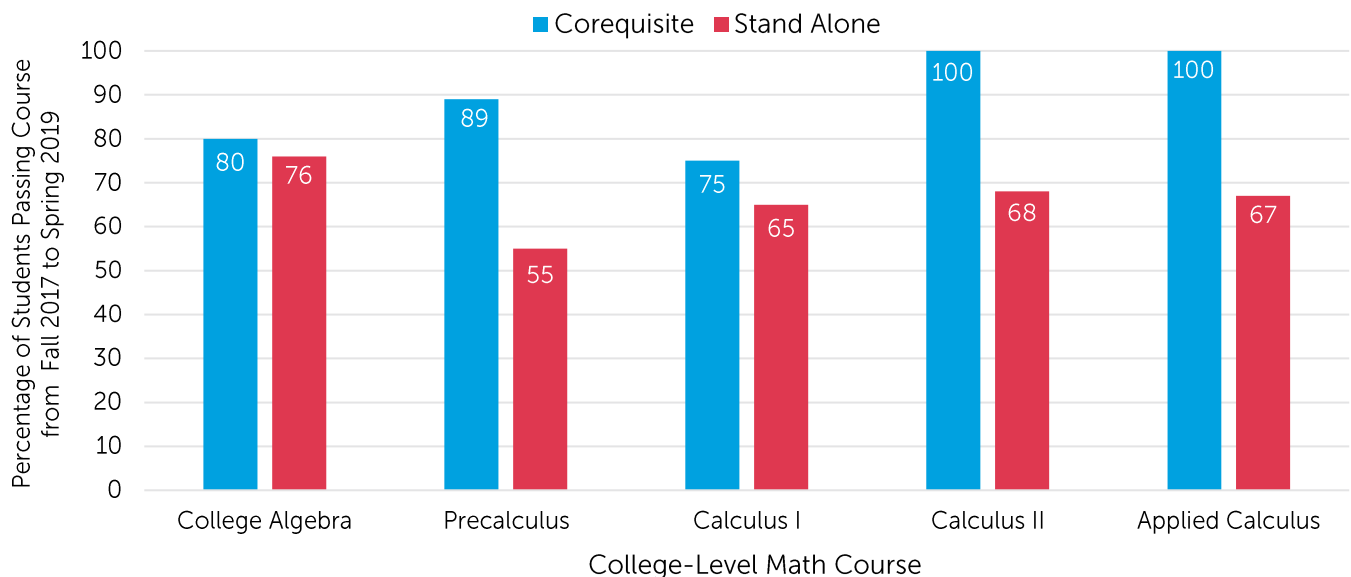


# Latinx Students Increase Math Success Rates

*Although all students saw higher success rates for co-requisite instruction in STEM math courses at UC, Latinx students show increased success across all five co-requisite courses.*



Source: Moena, R. & Marshall, A. (2020, April). [A new approach to mathematics: Increased success rates for ALL students at the University of Cincinnati](#) (Steps to Success series). Denver, CO: Strong Start to Finish, Education Commission of the States. Notes: The data used to create this chart came from Table 1 of the report. Pass rate is defined as the percentage of students earning a grade of C or above.

In response to low success rates for students in STEM mathematics courses, the main campus of the University of Cincinnati (UC) implemented a co-requisite instruction model across five mathematics courses (College Algebra, Precalculus, Calculus, Calculus II and Applied Calculus) in 2016 to improve student success and shorten the pathway towards completion. This co-requisite implementation allowed students to enroll directly into a credit mathematics course while receiving support in a companion one-credit course, eliminating the need for traditionally long developmental course sequences. The co-requisite courses are taught by upperclassmen facilitators who are extensively trained in creating active learning environments for students.

For all five courses, Hispanic/Latinx students in the co-requisite structure seemingly outperformed stand-alone Hispanic/Latinx students when disaggregating the data by race. Although sample sizes for Latinx students were small and statistical significance could not be shown, these results are encouraging. This Points of Interest shows that a co-requisite model for math instruction may improve success rates while subsequently shortening the pathway to completion for Latinx students.

For more information, download the entire report or contact Alysia Marshall at [aamarshall@aacc.edu](mailto:aamarshall@aacc.edu).

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