In this study we examined how students’ progression through the mathematics course sequence of Calculus I, II, III, and Differential Equations is related to the instructional method they experienced in Calculus I and II. We tracked cohorts of students through the course sequence during three instructional periods, which correspond to departmental policy changes at our institution: Traditional (Fall 2003-Spring 2005), SCALE-UP (Active Learning) (Fall 2011-Spring 2013), and Return to Traditional (Fall 2014-Spring 2016). We calculated the number of students who progressed to the next course, repeated the same course, or left the course sequence the following semester. Only around 19% of students starting in Calculus I successfully progress “on-track” through the four-course sequence during subsequent semesters. Chi-squared tests revealed a significant difference in the proportion of students progressing through the course sequence between the traditional methods and active learning periods. Specifically, a higher proportion of students progressed to Calculus III in the SCALE-UP period. However, of those students who successfully progressed to Calculus III, a higher proportion progressed to and then completed Differential Equations in the traditional methods period. (Received September 25, 2018)