

Table 4
Undergraduates First-Time at UCO
Enrolled Students by Level of Successful Learning Progress

Cohort Target Levels	Year ____	Year ____	Year ____
<i>Substantial to Distinction</i>	_____	_____	_____
<i>Moderate to Substantial</i>	_____	_____	_____
<i>Minimal to Moderate</i>	_____	_____	_____
<i>No Progress to Minimal</i>	_____	_____	_____

How to Read The Tables (refer to first line of first table for numbers used in example)

Example: 57.2% of the students (N=2155) from the Undergraduates First-Time at UCO entry cohort who took courses in Year 1 were successful in 75+% of their courses. --Substantial to Distinction

Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Substantial to Distinction (75-100 % cumulative learning progress)

Fall 2002	2,155	57.2%	1,593	68.0%	1,259	69.9%	992	72.0%	677	70.3%	317	63.1%	196	57.6%	139	53.3%	108	52.7%		
Fall 2003	2,529	62.6%	1,823	71.0%	1,435	72.1%	1,103	73.6%	758	71.8%	364	63.2%	205	56.8%	132	54.8%				
Fall 2004	2,723	63.2%	1,901	68.4%	1,522	73.1%	1,162	75.1%	798	73.3%	406	65.6%	252	58.2%						
Fall 2005	2,699	61.7%	1,919	71.0%	1,496	73.1%	1,156	73.0%	823	73.4%	421	67.4%								
Fall 2006	2,665	63.3%	1,814	70.8%	1,435	74.4%	1,127	75.7%	784	73.8%										
Fall 2007	2,698	65.1%	1,857	72.9%	1,507	76.0%	1,184	76.7%												
Fall 2008	2,538	65.3%	1,789	71.8%	1,416	73.7%														
Fall 2009	2,571	65.6%	1,803	71.7%																
Fall 2010	3,077	64.5%																		
Fall 2011																				
Fall 2012																				
Fall 2013																				

Moderate to Substantial (50-74% cumulative learning progress)

Fall 2002	850	22.5%	550	23.5%	422	23.4%	312	22.7%	234	24.3%	159	31.7%	119	35.0%	100	38.3%	79	38.5%		
Fall 2003	765	18.9%	529	20.6%	430	21.6%	330	22.0%	248	23.5%	174	30.2%	132	36.6%	89	36.9%				
Fall 2004	789	18.3%	627	22.6%	444	21.3%	312	20.2%	237	21.8%	179	28.9%	148	34.2%						
Fall 2005	761	17.4%	543	20.1%	446	21.8%	347	21.9%	250	22.3%	170	27.2%								
Fall 2006	734	17.4%	517	20.2%	379	19.6%	298	20.0%	235	22.1%										
Fall 2007	664	16.0%	490	19.2%	381	19.2%	291	18.9%												
Fall 2008	672	17.3%	515	20.7%	412	21.4%														
Fall 2009	673	17.2%	531	21.1%																
Fall 2010	796	16.7%																		
Fall 2011																				
Fall 2012																				
Fall 2013																				

Minimal to Moderate (25-49% cumulative learning progress)

Fall 2002	295	7.8%	148	6.3%	97	5.4%	62	4.5%	45	4.7%	21	4.2%	22	6.5%	19	7.3%	14	6.8%		
Fall 2003	300	7.4%	156	6.1%	96	4.8%	54	3.6%	44	4.2%	35	6.1%	18	5.0%	19	7.9%				
Fall 2004	316	7.3%	178	6.4%	90	4.3%	61	3.9%	48	4.4%	29	4.7%	29	6.7%						
Fall 2005	343	7.8%	180	6.7%	82	4.0%	67	4.2%	39	3.5%	25	4.0%								
Fall 2006	331	7.9%	175	6.8%	94	4.9%	56	3.8%	38	3.6%										
Fall 2007	297	7.2%	133	5.2%	74	3.7%	58	3.8%												
Fall 2008	264	6.8%	139	5.6%	82	4.3%														
Fall 2009	260	6.6%	136	5.4%																
Fall 2010	346	7.3%																		
Fall 2011																				
Fall 2012																				
Fall 2013																				

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Entering Term	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7		Year 8		Year 9		Year 10	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
No Progress to Minimal (0-24% cumulative learning progress)																				
Fall 2002	470	12.5%	50	2.1%	23	1.3%	11	0.8%	7	0.7%	5	1.0%	3	0.9%	3	1.1%	4	2.0%		
Fall 2003	448	11.1%	60	2.3%	28	1.4%	12	0.8%	5	0.5%	3	0.5%	6	1.7%	1	0.4%				
Fall 2004	479	11.1%	72	2.6%	27	1.3%	12	0.8%	5	0.5%	5	0.8%	4	0.9%						
Fall 2005	572	13.1%	62	2.3%	23	1.1%	13	0.8%	9	0.8%	9	1.4%								
Fall 2006	480	11.4%	57	2.2%	22	1.1%	8	0.5%	5	0.5%										
Fall 2007	483	11.7%	67	2.6%	21	1.1%	10	0.6%												
Fall 2008	411	10.6%	47	1.9%	11	0.6%														
Fall 2009	417	10.6%	44	1.8%																
Fall 2010	549	11.5%																		
Fall 2011																				
Fall 2012																				
Fall 2013																				