Retention and Graduation Rates of New First Time Full Time Students
by Gender and Fall Semester Entrance Cohort

Fall Semester of Entrance	Cohort Headcount		Retention Rate After 1 Year		Cumulative Graduation Rate					
					After 4 Years		After 5 Years		After 6 Years	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2004	2,226	1,756	83.1%	85.8%	48.0%	39.4%	66.9%	66.1%	69.5%	69.6%
2005	2,149	1,669	83.2%	85.2%	50.8%	42.1%	69.4%	66.3%	71.8%	69.6%
2006	2,299	1,957	82.8%	82.6%	49.3%	44.0%	67.9%	67.3%	69.8%	70.0%
2007	2,322	1,931	82.3%	84.2%	50.7%	43.7%	67.4%	66.7%	69.6%	69.8%
2008	2,192	1,990	81.7%	84.4%	53.0%	42.9%	69.3%	65.5%	71.5%	68.8%
2009	2,155	1,849	87.7%	85.3%	57.4%	43.9%	71.7%	66.0%	74.2%	70.1%
2010	2,404	2,053	85.0%	86.2%	56.8%	44.4%	71.0%	66.9%	73.3%	70.6%
2011	2,401	2,032	85.5%	85.6%	59.5%	47.8%	74.1%	67.8%	76.2%	70.8%
2012	2,317	1,976	86.1%	85.5%	58.7%	46.7%	73.6%	67.9%	75.8%	70.4%
2013	2,336	1,933	85.8%	86.4%	58.5%	49.9%	71.8%	66.6%	73.8%	70.6%
2014	2,371	1,976	85.7%	85.0%	58.1%	48.3%	71.7%	67.5%	73.6%	71.0%
2015	2,655	2,189	87.6%	86.3%	60.9%	50.0%	74.4%	68.3%	76.0%	71.2%
2016	2,858	2,364	86.6%	85.3%	58.9%	51.2%	73.7%	68.9%	75.3%	71.8%
2017	2,664	2,043	86.0%	85.7%	60.5%	52.8%	72.4%	69.7%	74.0%	71.8%
2018	2,710	2,016	86.0%	85.8%	61.4%	54.0%	73.8%	70.4%		
2019	2,824	2,101	89.0%	87.0%	63.2%	56.5%				
2020	2,532	1,928	88.8%	86.9%						
2021	2,692	1,799	88.6%	88.7%						
2022	2,999	2,158	89.8%	88.6%						

Source: MAUI academic persistence data fall 2023 snapshot for fall 2006 cohort and later; Registrar's data warehouse (longstudy tables) prior to fall 2006

Notes: Fall Semester entrance cohorts include undergraduates who first enrolled in fall or in the immediate previous summer term. Students who enter the PharmD program without a bachelor's degree are counted as "graduated" in this tabulation when they complete 120 credits.

Counts for students who reported gender as "Prefer Not to Answer/Other" are included in the "Male" column through the 2018 cohort. Starting with the 2019 cohort, students with "unknown" gender are randomly assigned "male" or "female" in proportion to the distribution of male/female in the entire student population where gender has been identified.

Trend in 1st-Year Retention Rate

Trend in 6-Year Graduation Rate