

DAEMEN COLLEGE

FACT BOOK

FALL 2020



*Office of Institutional Research
Daemen College
Amherst, New York*

Fall 2020

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General Information

Mission

The mission of Daemen College is to prepare students for life and leadership in an increasingly diverse and complex world by integrating the intellectual qualities acquired through the liberal arts with the preparation necessary for professional achievement.

Values

The faculty, staff, and students of the Daemen College Community value:

- a diversity of ideas, backgrounds, and beliefs
- a student centered atmosphere
- holistic/experiential learning
- advanced information literacy
- rigorous critical thinking and creative problem solving
- effective communication skills
- keen moral and ethical discernment
- acute affective awareness
- informed civic engagement
- an understanding of the role of context
- intellectual rigor
- local and global responsibility
- professional preparation

Vision

Daemen College will continue to thrive by preparing students for professional excellence, intellectual rigor, and service in the global community. As a college of national distinction, Daemen will continue to:

- Attract first-rate faculty and staff as one of the nation's best colleges to work for
- Create a state-of-the-art living and learning environment
- Provide an excellent innovative education in a sustainable, supportive learning environment
- Become a national model for high quality, affordable undergraduate and graduate education
- Become a national leader in blended curriculum
- Become a national leader in scholarship and research
- Become one of the region's premier NCAA Division II athletics programs

Expanded Mission Statement

The mission of Daemen College is to prepare students for life and leadership in an increasingly complex world. Founded on the principle that education should elevate human dignity and foster civic responsibility and compassion, the College seeks to integrate the intellectual qualities acquired through study of the liberal arts with the education necessary for professional accomplishment. This integration which recognizes equal value in liberal studies and professional programs aims at preparing graduates who are dedicated to the health and well-being of both their local and global communities.

With a Daemen education, students will acquire the skill to solve problems creatively and think critically. They will be comfortable with diversity and will recognize the importance of a global perspective. They will be able to work with others and be invigorated by environments that present challenges and demand innovation. Daemen students are expected to be active participants in their own education and informed citizens who understand that learning is a life-long journey.

At the heart of Daemen's integrated learning experience is the relationship that can develop between the College's faculty and its students. Daemen prides itself on maintaining a student-centered atmosphere and a close professional and collaborative association among all members of the College community. Assisted by a supportive faculty, Daemen students are encouraged to pursue goals beyond their initial expectations, to respond to academic challenges, and to develop habits of mind that enrich their lives and their community.

Carnegie classification

Doctoral/professional universities

Leadership: President's Cabinet

Daemen College's Cabinet is composed of all the Senior Officers of the College (The President, Vice Presidents, and the Executive Assistant to the President). These people are responsible for the day-to-day governance and running of the College, as outlined in the various long-range plan documents.

- Gary A. Olson, President
- Michael Brogan, Senior Vice President for Academic Affairs & Dean of the College
- Emily Burns Perryman, Vice President for Institutional Advancement
- Amanda R. Gross, Chief of Staff
- Melaine Kenyon, Vice President for Information Technology
- Traci Murphy, Athletic Director
- Greg Naylor, Vice President for Strategic Initiatives
- Robert Rood, Vice President for Business Affairs and Treasurer

Accreditation

Institutional Accreditation

Daemen College is accredited by the Middle States Commission on Higher Education (MSCHE).

Program Accreditation

Nursing baccalaureate (B.S.) programs are accredited by the Accreditation Commission for Education in Nursing (ACEN).

The clinical doctorate in Physical Therapy (DPT) is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The Physician Assistant Studies program (B.S./M.S., M.S.) is accredited by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA).

The Social Work baccalaureate program is accredited by the Commission on Accreditation, Council on Social Work Education (CSWE).

Bachelor of Science (B.S.) programs in Accounting and Business Administration and dual (B.S./M.S.) degrees in Accounting/ Professional Accountancy and in Business Administration/International Business are accredited by the International Accreditation Council for Business Education (IACBE).

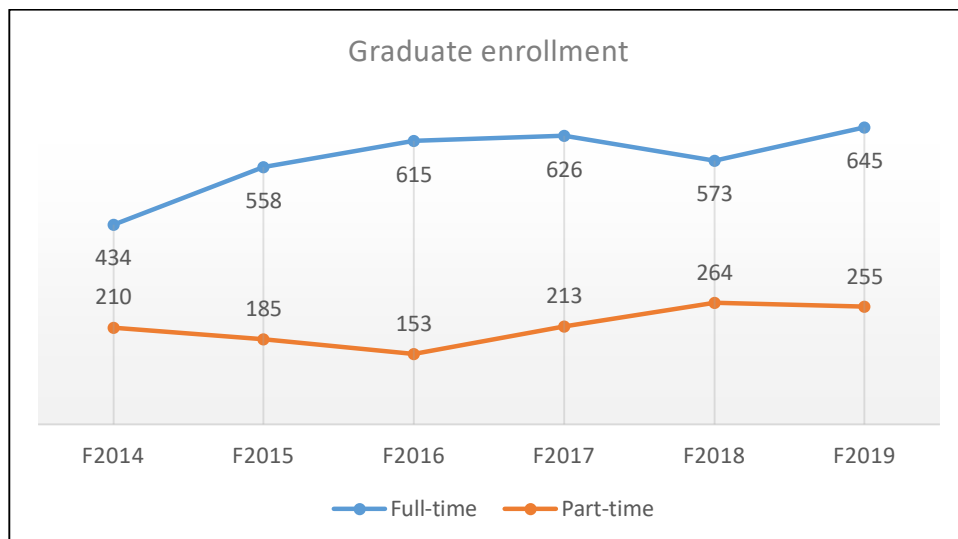
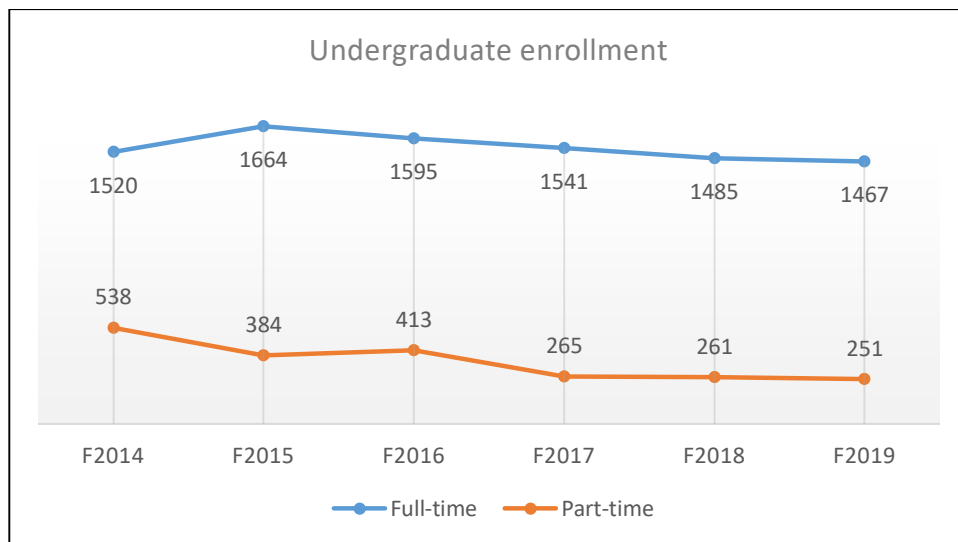
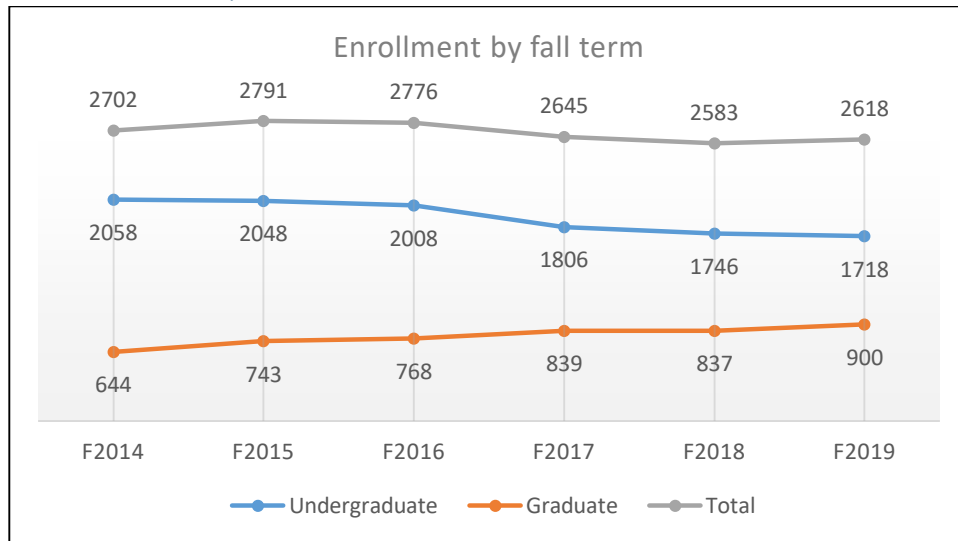
Baccalaureate Educator Preparation programs are currently pursuing accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

The Athletic Training dual degree programs (B.S./M.S. Health Promotion/Athletic Training; B.S./M.S. Natural Science/Athletic Training) are accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

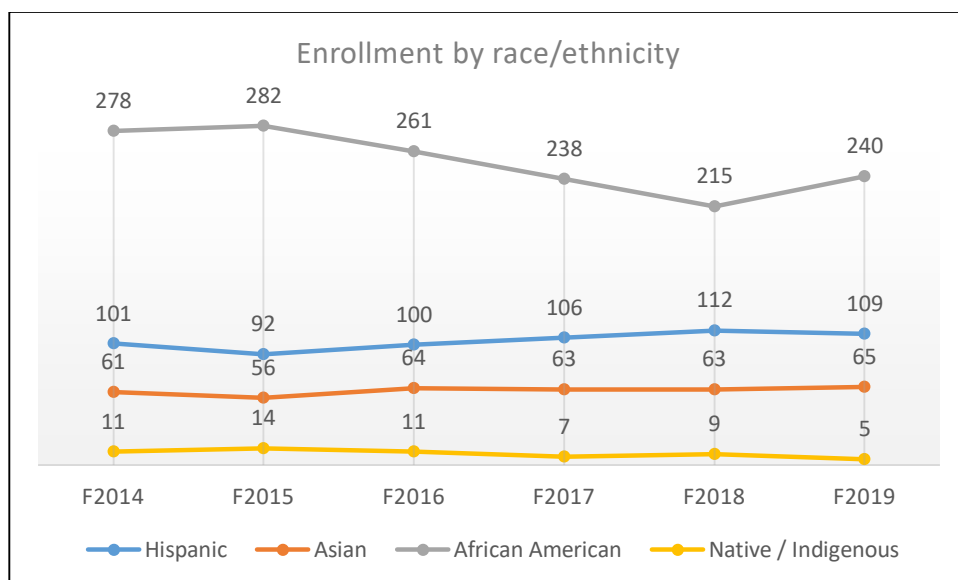
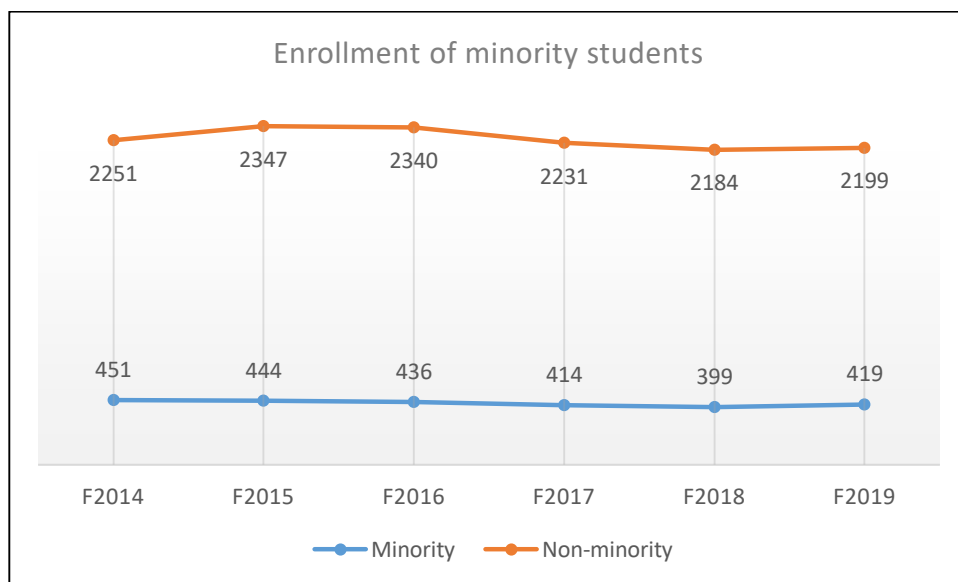
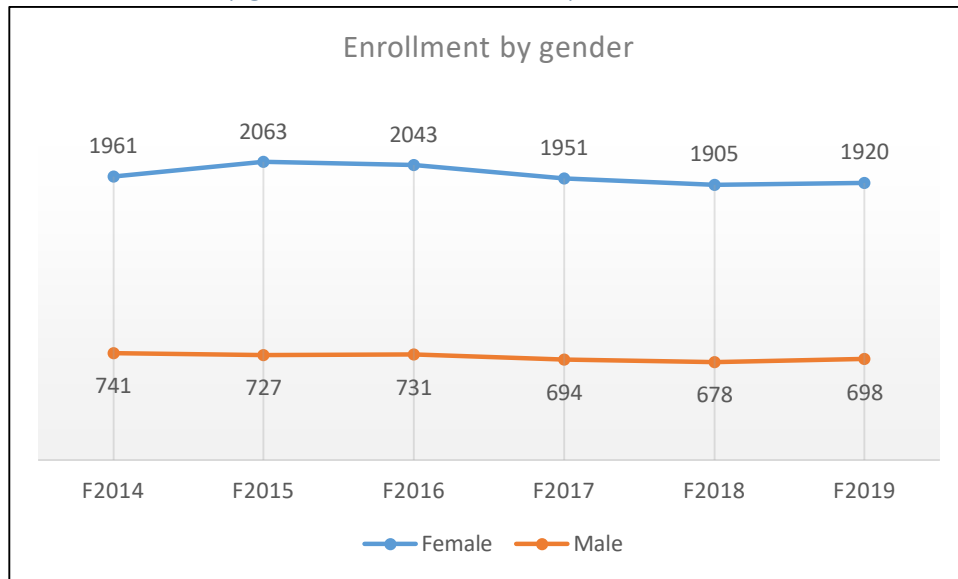
Bachelor of Science (B.S.) degree and Certificate in Paralegal Studies are approved by American Bar Association.

Fall Enrollment

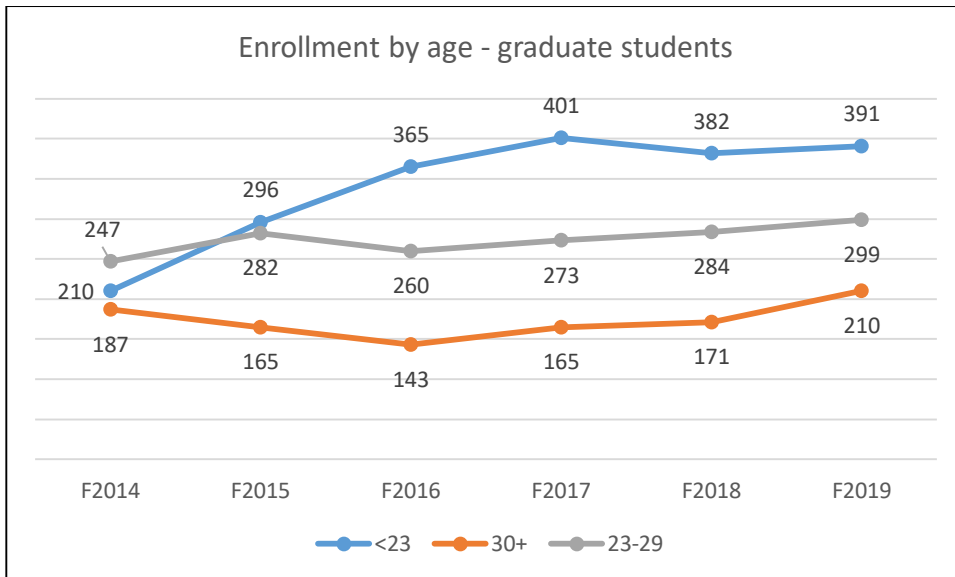
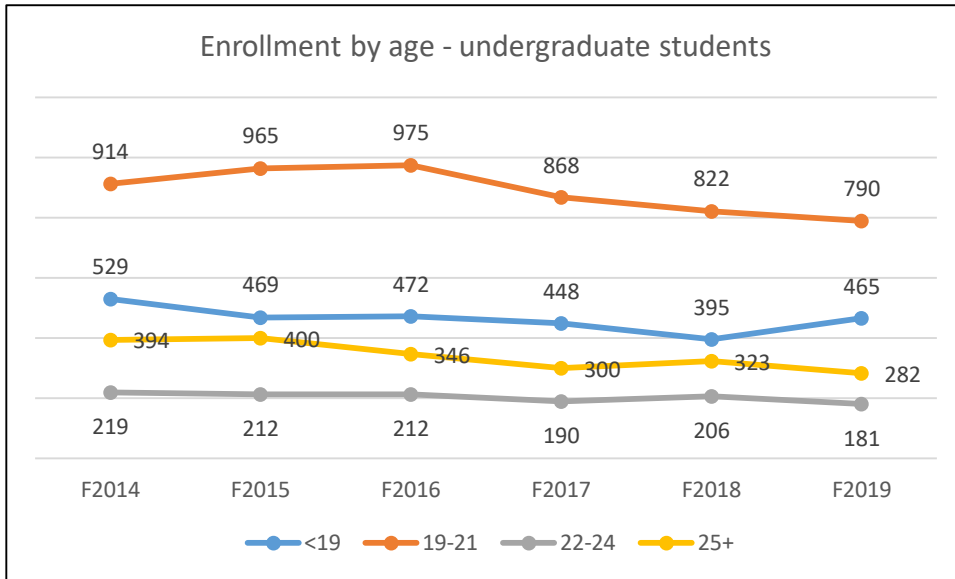
Fall enrollment by level and FT/PT status



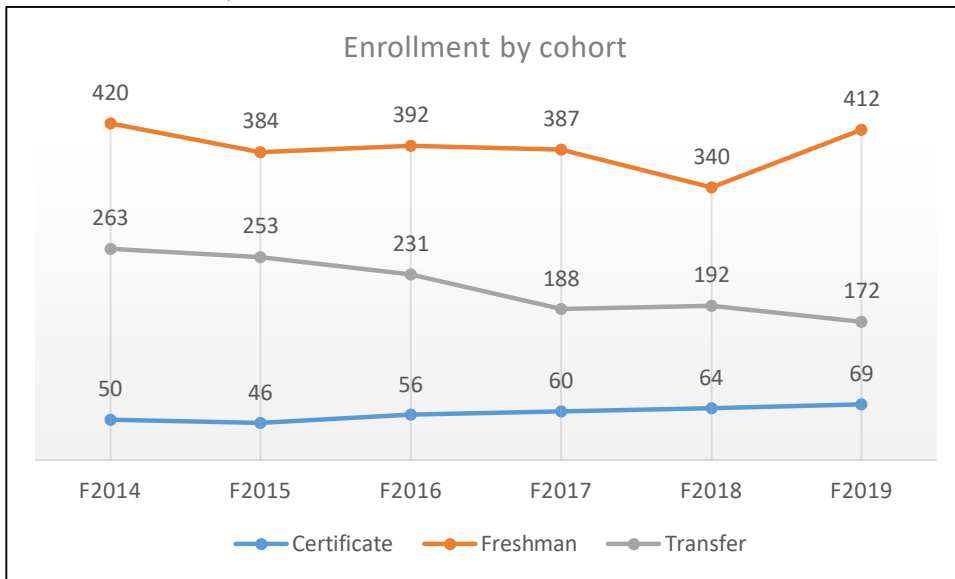
Fall enrollment by gender and race/ethnicity



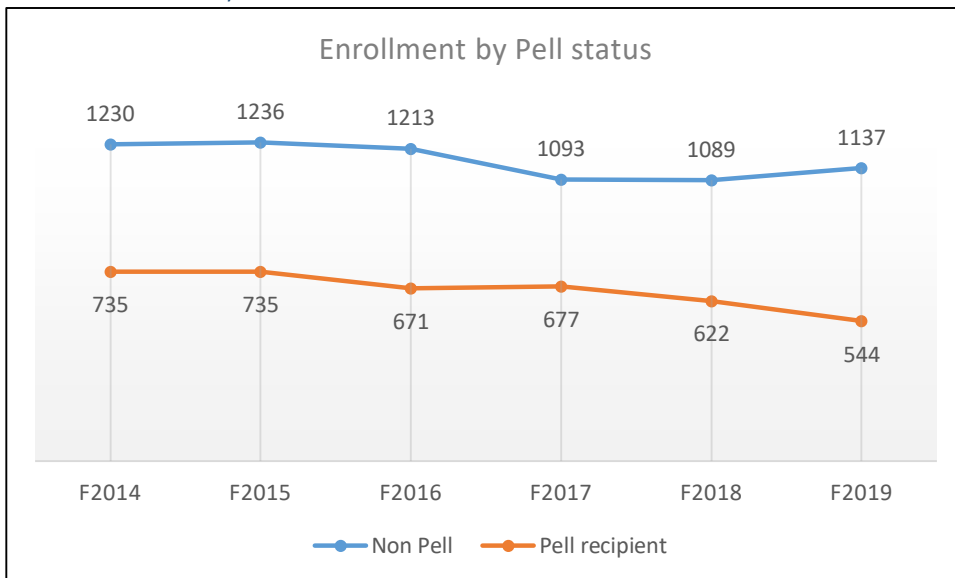
Fall enrollment by age



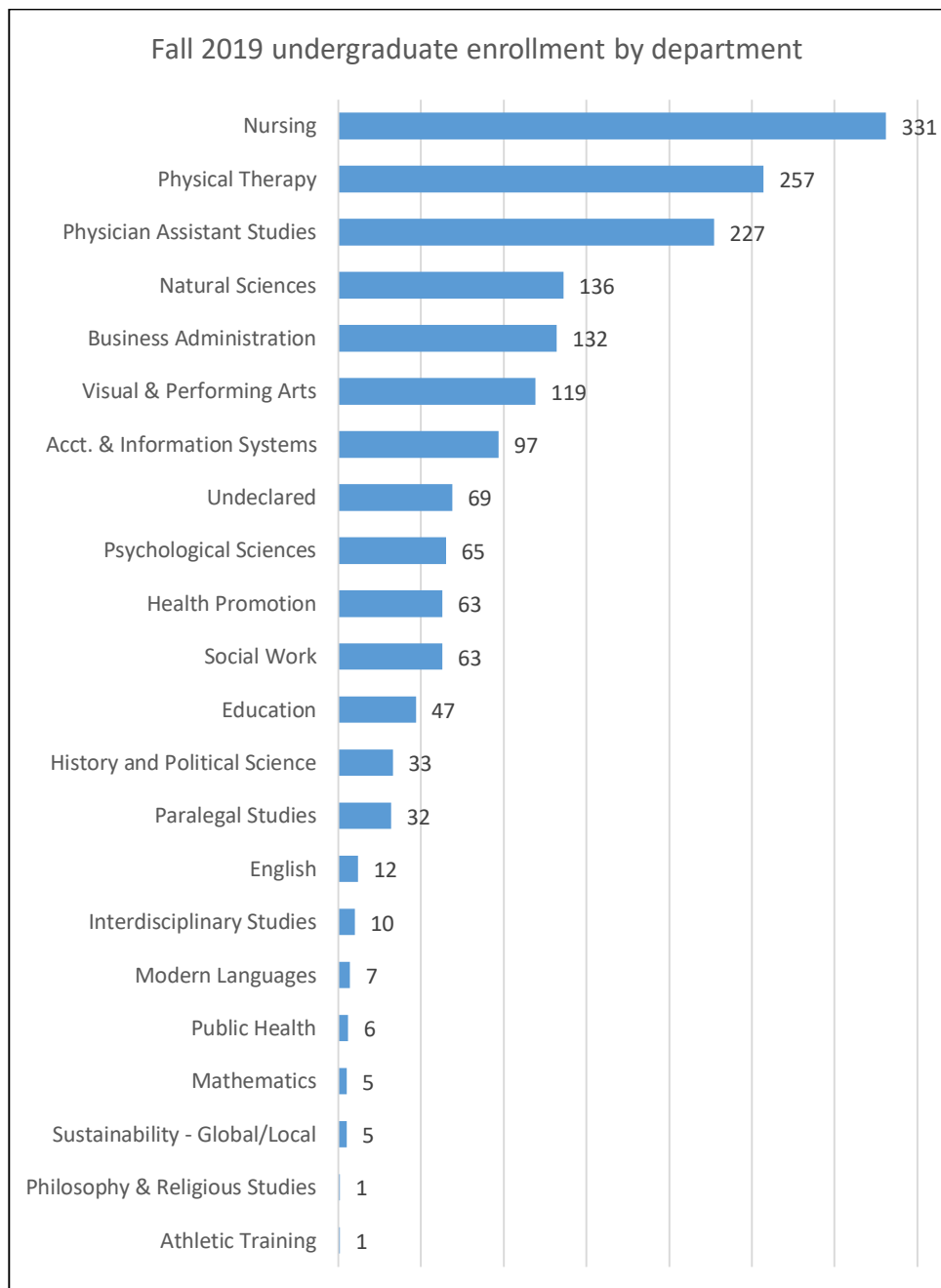
Fall enrollment by cohort



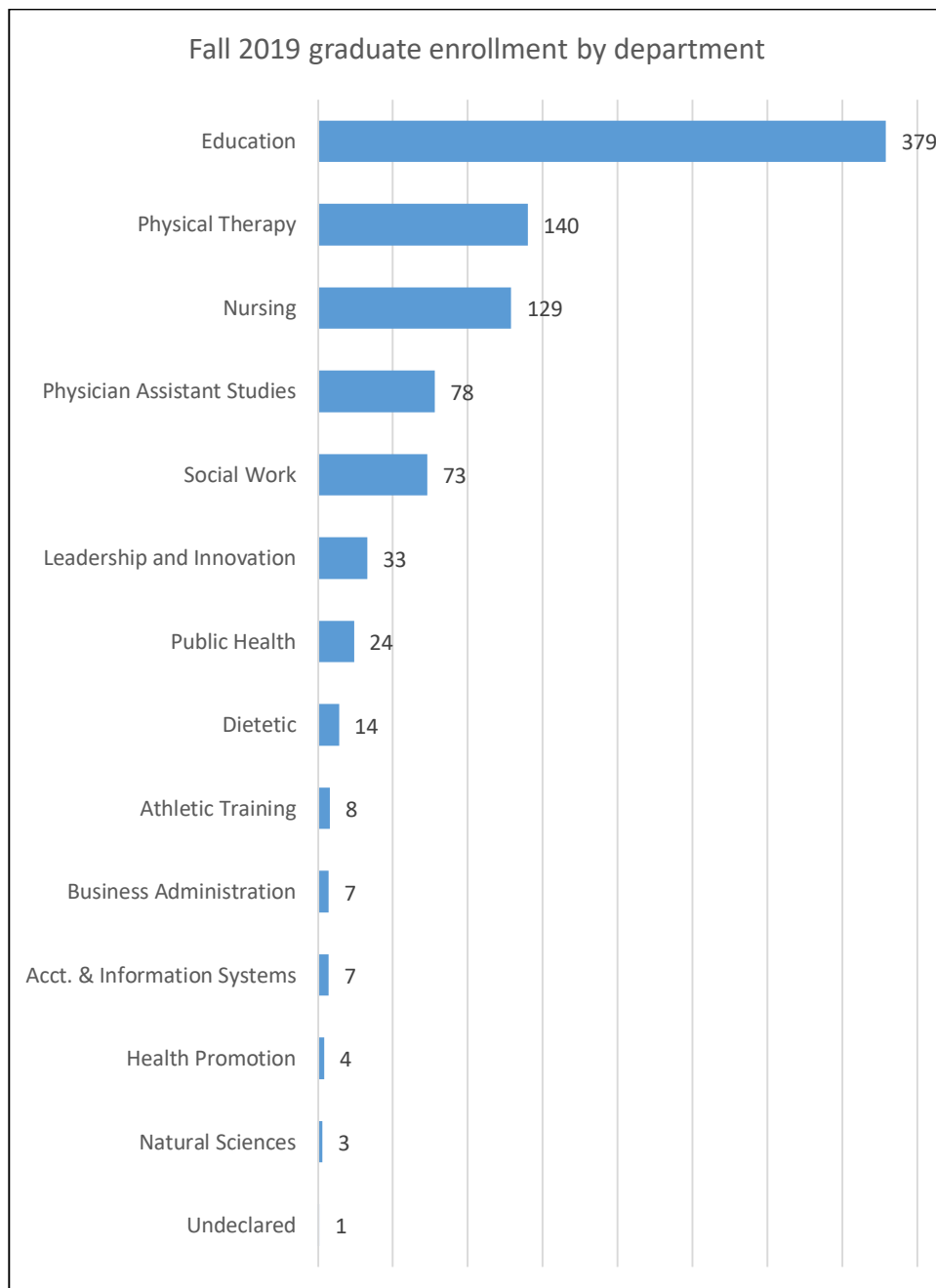
Fall enrollment by Pell status



Fall 2019 undergraduate enrollment by department



Fall 2019 graduate enrollment by department



Human Resources Data

Full-time faculty by gender and race/ethnicity in fall 2019

	Male	Female	Total
International	0	0	0
Hispanic	0	2	2
American Indian	0	0	0
Asian	0	2	2
African American	2	1	3
Hawaiian / Pacific	0	0	0
White	51	91	142
Two or more	0	1	1
Unknown	0	0	0
Total	53	97	150

Part-time faculty by gender and race/ethnicity in fall 2019

	Male	Female	Total
International	0	0	0
Hispanic	1	1	2
American Indian	0	1	1
Asian	0	2	2
African American	0	3	3
Hawaiian / Pacific	0	0	0
White	48	83	131
Two or more	0	0	0
Unknown	0	0	0
Total	49	90	139

Full-time faculty by rank in fall 2019

	Male	Female	Total
Professors	7	8	15
Associate professors	20	27	47
Assistant professors	22	52	74
Instructors	3	5	8
Lecturers	0	0	0
No academic rank	1	5	6
Total	53	97	150

Full-time staff by gender and race/ethnicity in fall 2019

	Male	Female	Total
International	0	0	0
Hispanic	0	3	3
American Indian	0	0	0
Asian	0	2	2
African American	13	13	26
Hawaiian / Pacific	0	0	0
White	69	131	200
Two or more	3	1	4
Unknown	0	0	0
Total	85	150	235

Part-time staff by gender and race/ethnicity in fall 2019

	Male	Female	Total
International	0	0	0
Hispanic	0	1	1
American Indian	0	0	0
Asian	1	0	1
African American	3	1	4
Hawaiian / Pacific	0	0	0
White	7	22	29
Two or more	0	1	1
Unknown	0	0	0
Total	11	25	36

Athletics

Number of athletes by sport in academic year 2019-20

Sport	Men's	Women's	Both
Basketball	28	19	
Bowling		11	
Cheerleading			18
Cross-Country	3	11	
Soccer	25	26	
Tennis	6	8	
Track - Indoor	15	15	
Track - Outdoor	2	1	
Triathlon		4	
Volleyball	16	17	
Total	95	112	18

Percent of student athletes receiving athletic scholarships in academic year 2019-20

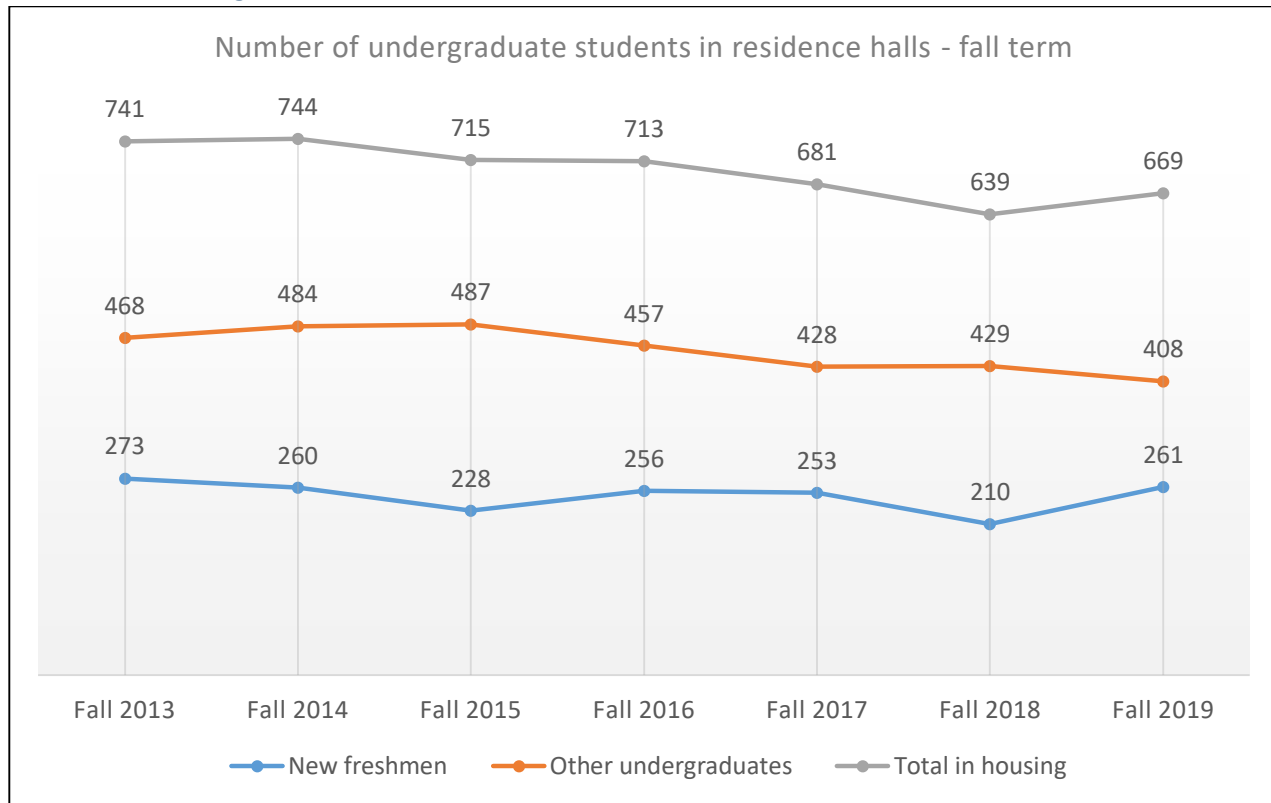
Sport	Men's	Women's	Total
Basketball	54%	68%	60%
Bowling/Tennis/Triathlon	83%	70%	72%
Soccer	40%	69%	55%
Volleyball	81%	94%	88%
X-Country / Track	60%	56%	57%
Total	58%	70%	64%

Average amount of athletic scholarships for student athletes in academic year 2019-20

Sport	Men's	Women's	Total
Basketball	\$16,262	\$17,186	\$16,691
Bowling/Tennis/Triathlon	\$5,319	\$3,213	\$3,714
Soccer	\$9,839	\$9,211	\$9,435
Volleyball	\$3,654	\$10,969	\$7,690
X-Country / Track	\$3,708	\$3,900	\$3,815
Total	\$8,380	\$8,649	\$8,538

Student Life

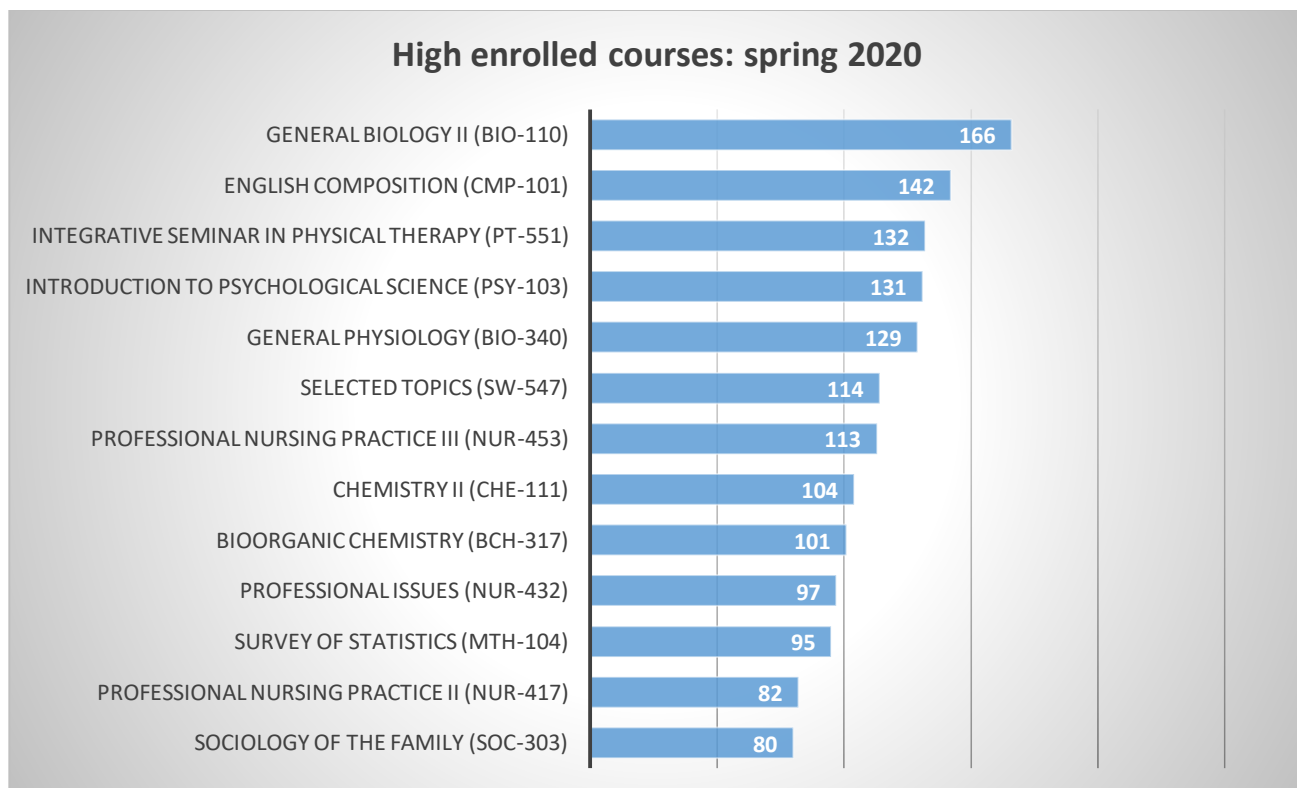
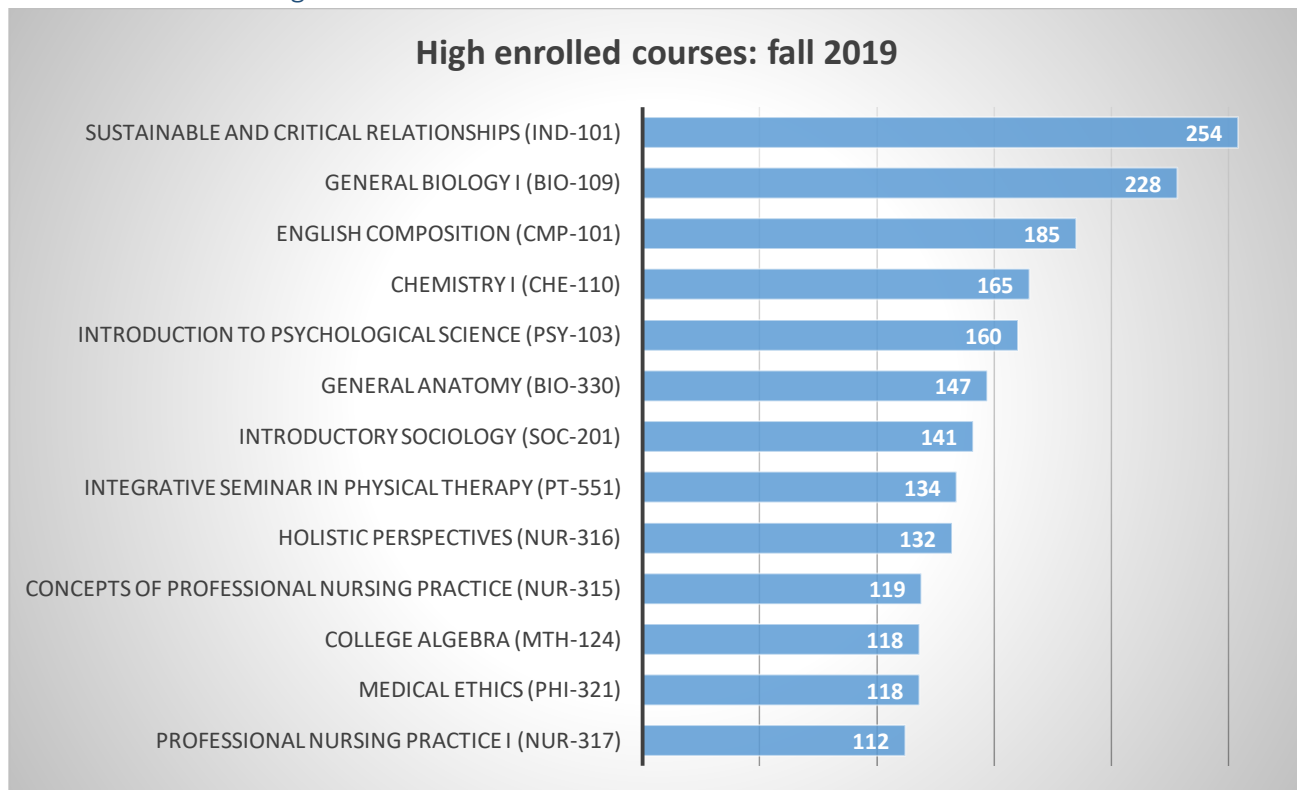
Number of undergraduate students in residence halls



Note: data reflects number of students who were charged room and board fees as of census day in the designated fall term

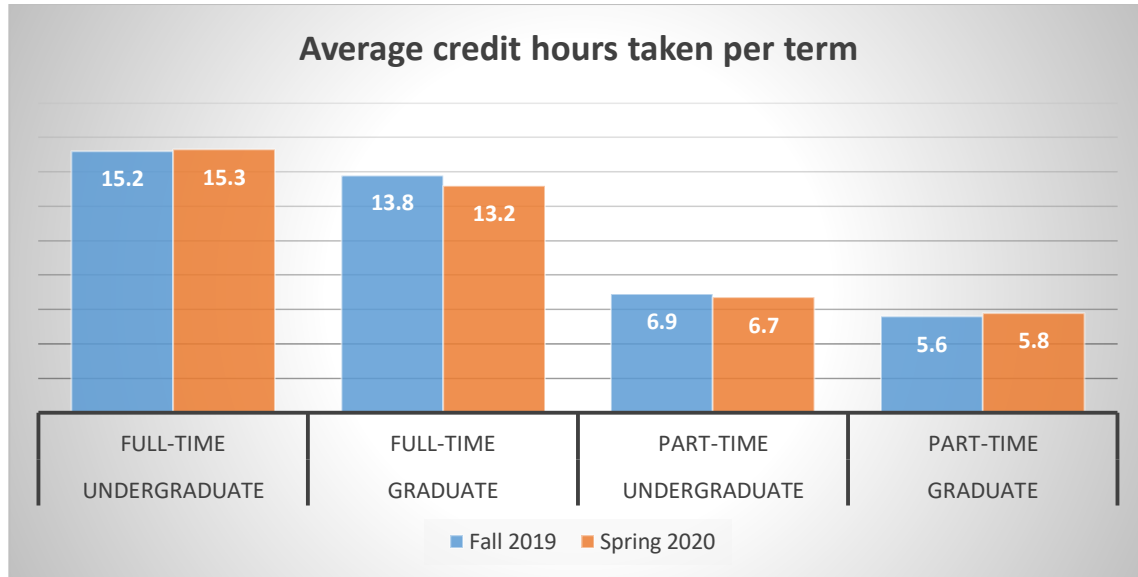
Academics

Course enrollment: High enrolled courses AY2019-20



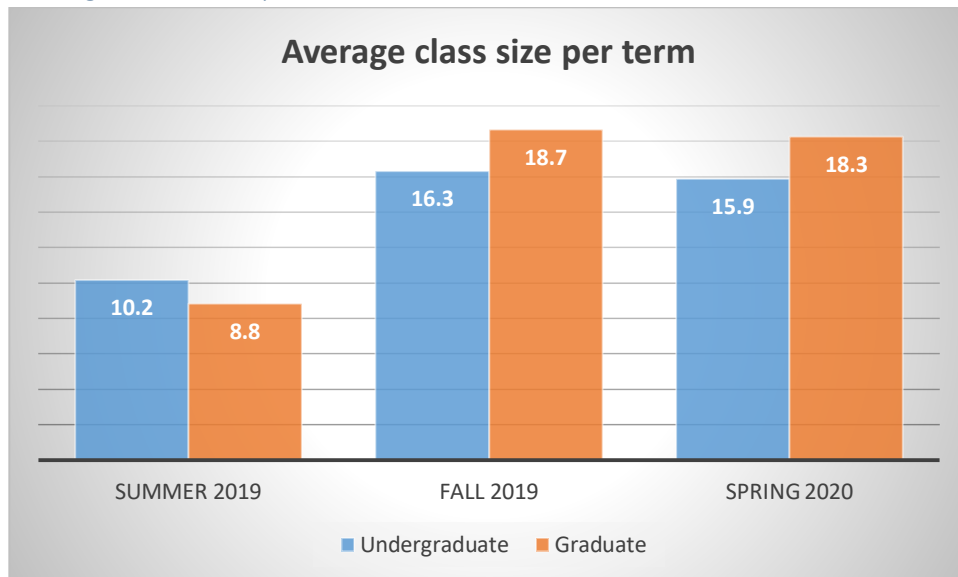
Note: includes lecture courses only

Average credit hours per term



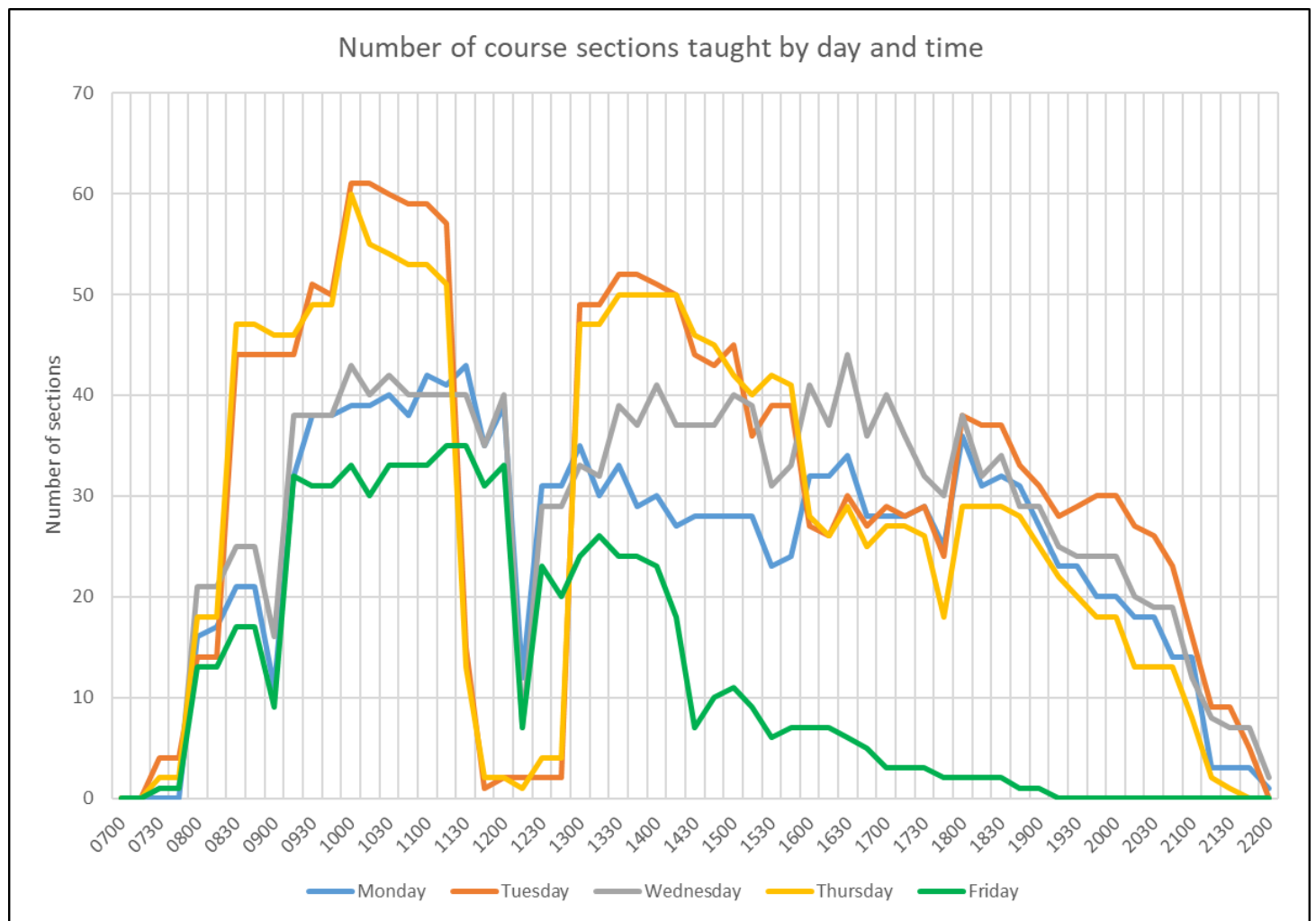
Note: This chart shows the average number of attempted credit hours for full-time and part-time students in fall 2019 and spring 2020

Average class size by term



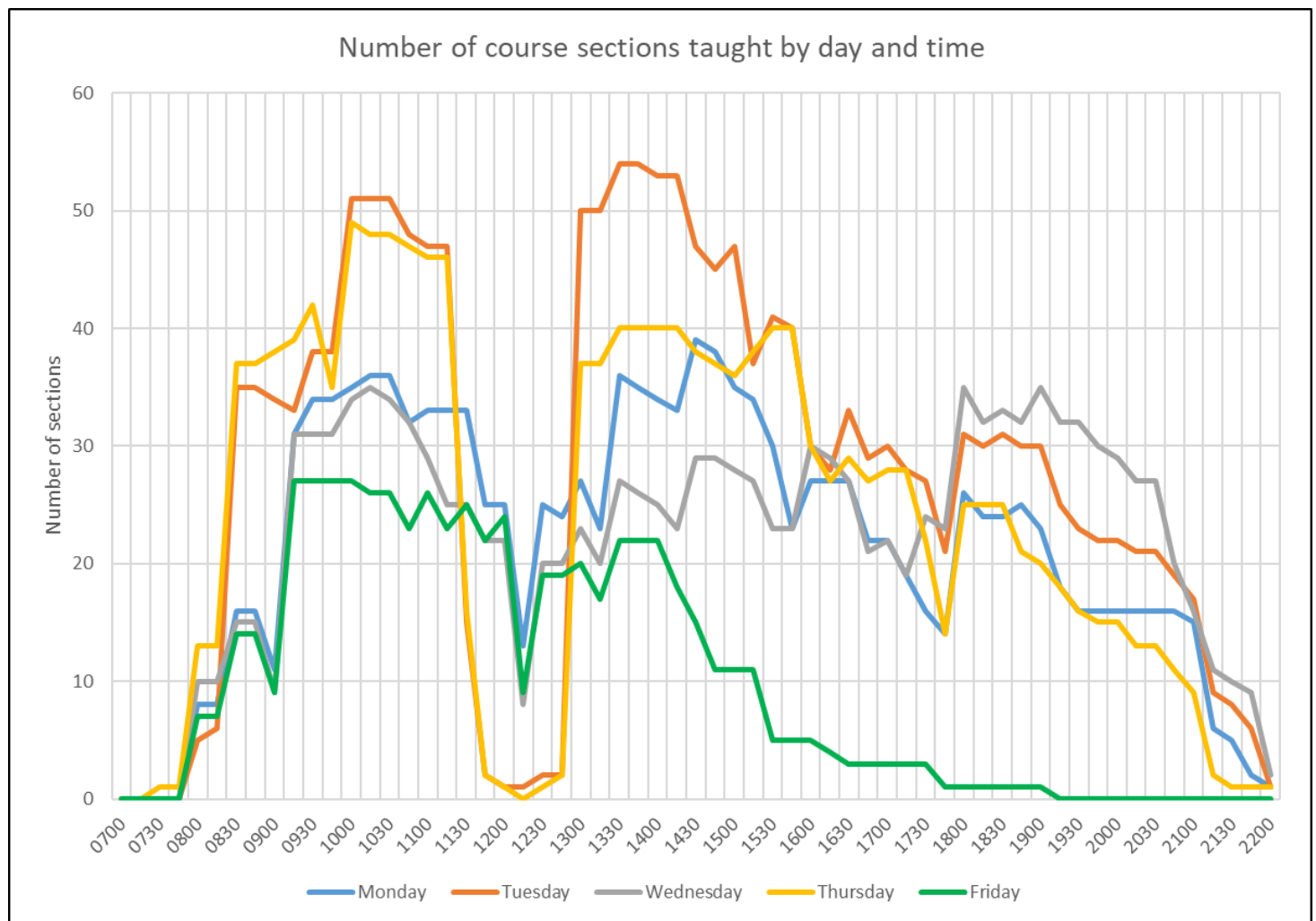
Note: This chart shows the average class size for lecture-type classes (excluding labs, internships, independent studies, etc.) in academic year 2019-20

Number of course sections taught by day and by time: fall 2019



Note: this chart shows the number of course sections being taught on a given day at a given time. The horizontal axis shows the time slots from 7:00 AM to 10:00 PM (in military time, e.g. 1500 is equal to 3:00 PM).

Number of course sections taught by day and by time: spring 2020



Note: this chart shows the number of course sections being taught on a given day at a given time. The horizontal axis shows the time slots from 7:00 AM to 10:00 PM (in military time, e.g. 1500 is equal to 3:00 PM).

Finances

Core revenues, fiscal year 2019

Core Revenues:	Amount	% of total core revenues	Core revenues per FTE enrollment
Tuition and fees	\$35,155,573	89%	\$14,777
Government grants and contracts	\$1,092,086	3%	\$459
Private gifts, grants, and contracts	\$1,270,775	3%	\$534
Investment return	\$460,733	1%	\$194
Other core revenues	\$1,721,180	4%	\$723
Total core revenues	\$39,700,347	100%	\$16,688
<i>Total revenues</i>	<i>\$47,861,799</i>		<i>\$20,118</i>

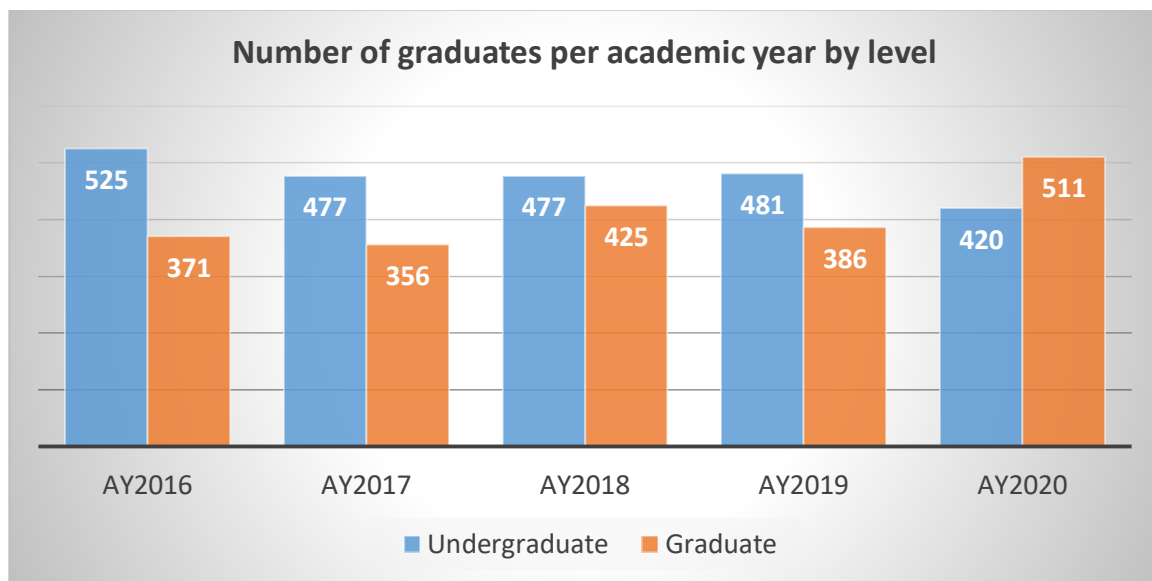
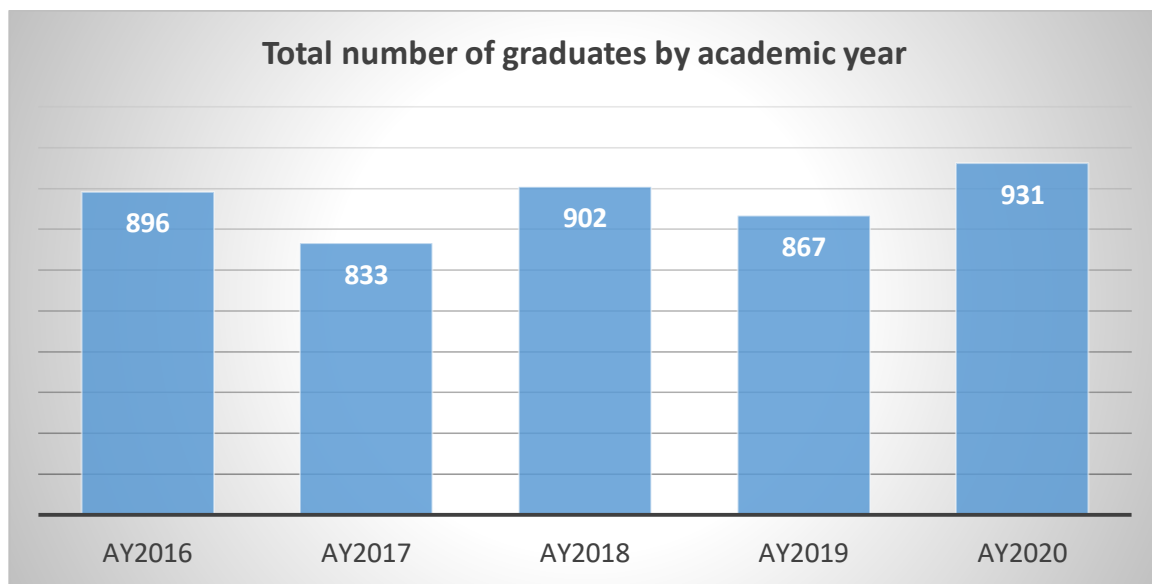
Core expenses, fiscal year 2019

Core Expenses:	Amount	% of total core expenses	Core revenues per FTE enrollment
Instruction	\$21,614,874	48%	\$9,086
Research	\$0	0%	\$0
Public service	\$173,777	0%	\$73
Academic support	\$5,000,185	11%	\$2,102
Institutional support	\$7,159,741	16%	\$3,010
Student services	\$8,558,724	19%	\$3,598
Other core expenses	\$2,616,309	6%	\$1,100
Total core expenses	\$45,123,610	100%	\$18,967
<i>Total expenses</i>	<i>\$51,182,264</i>		<i>\$21,514</i>

Notes: Data are taken from the annual IPEDS Finance Report

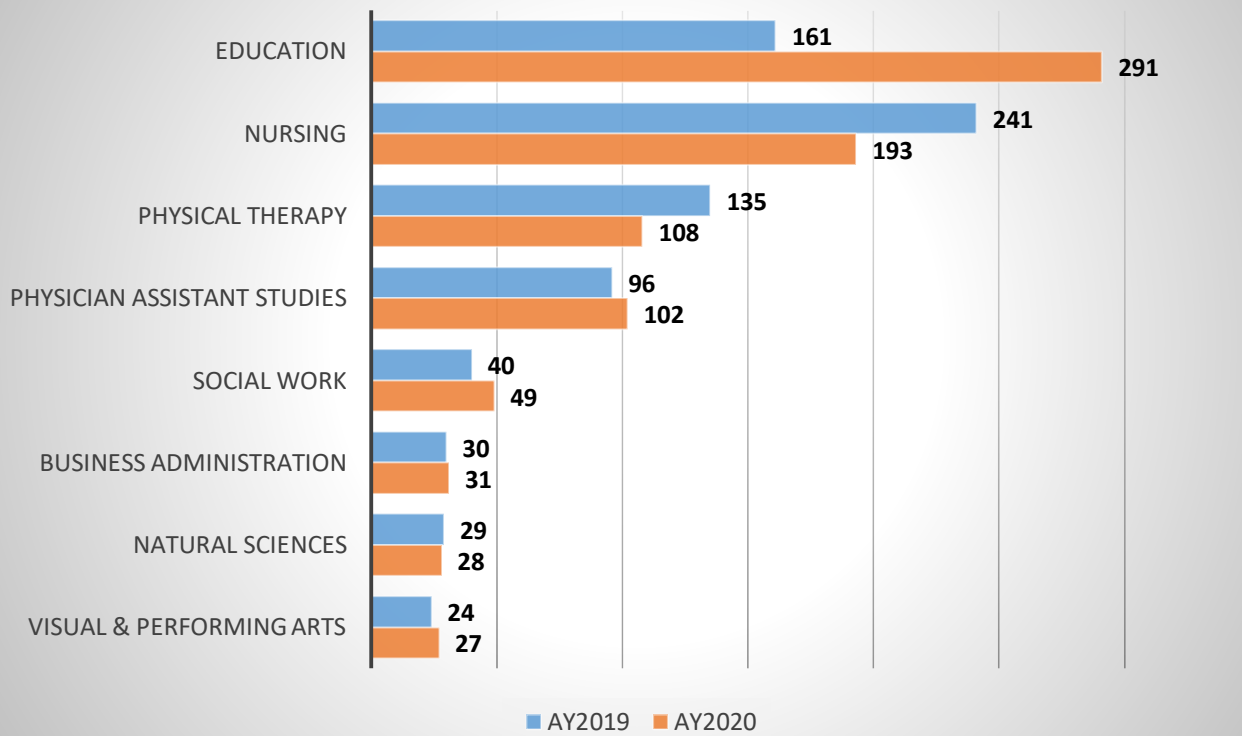
Degrees Awarded

Graduates by academic year

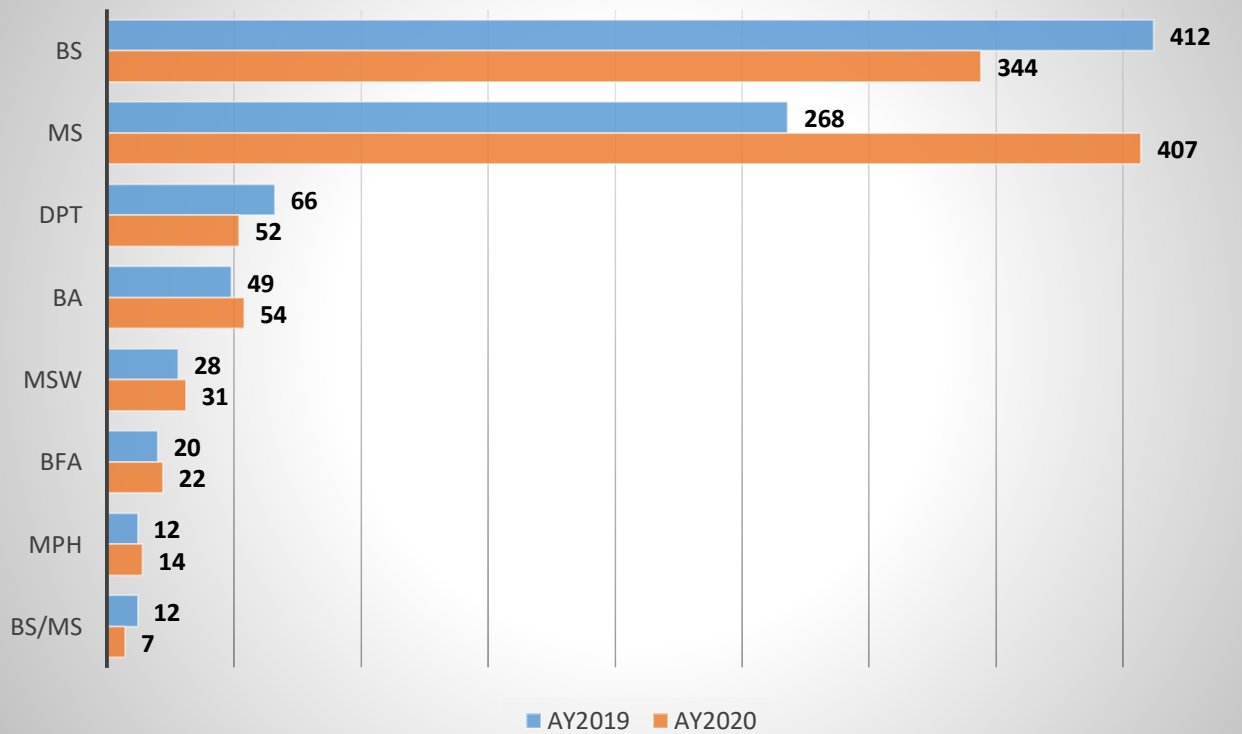


Note: these charts show the number of students graduating within a given academic year, defined as the period from July 1 of one year to June 30 of the next year.

Top programs for number of graduates

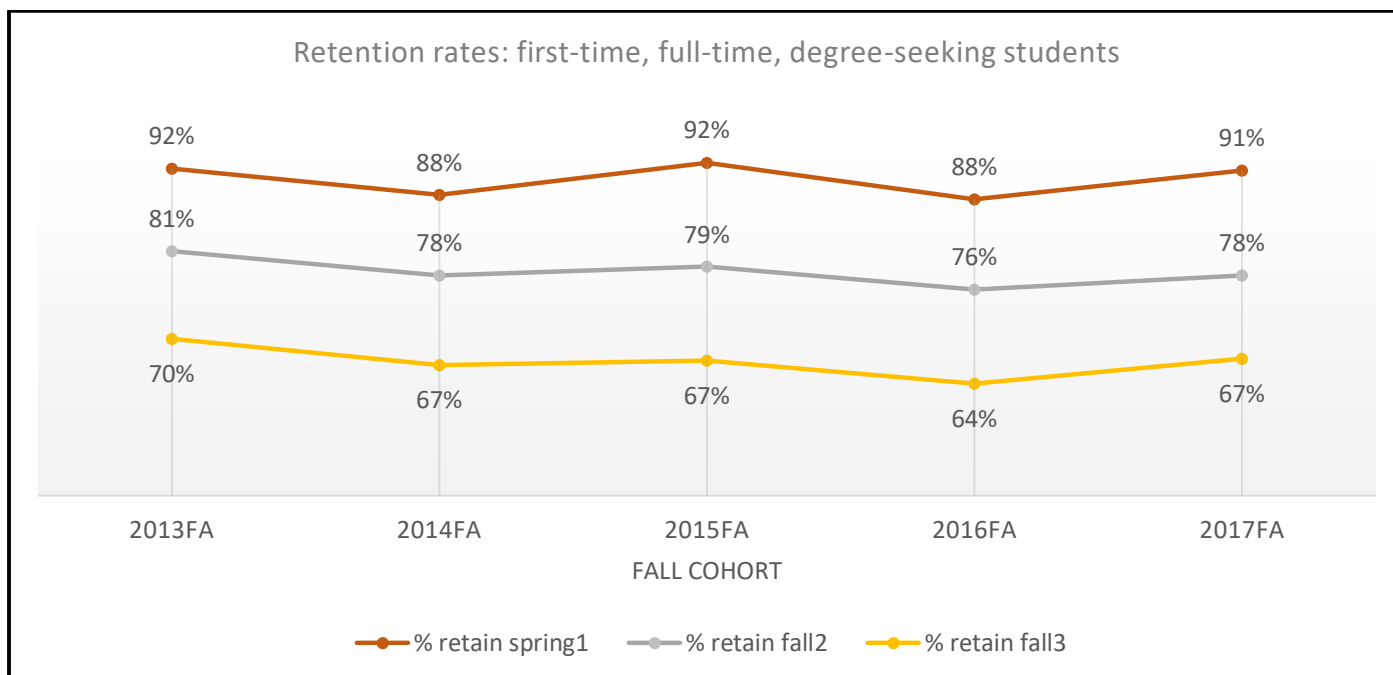


Number of graduates by degree type

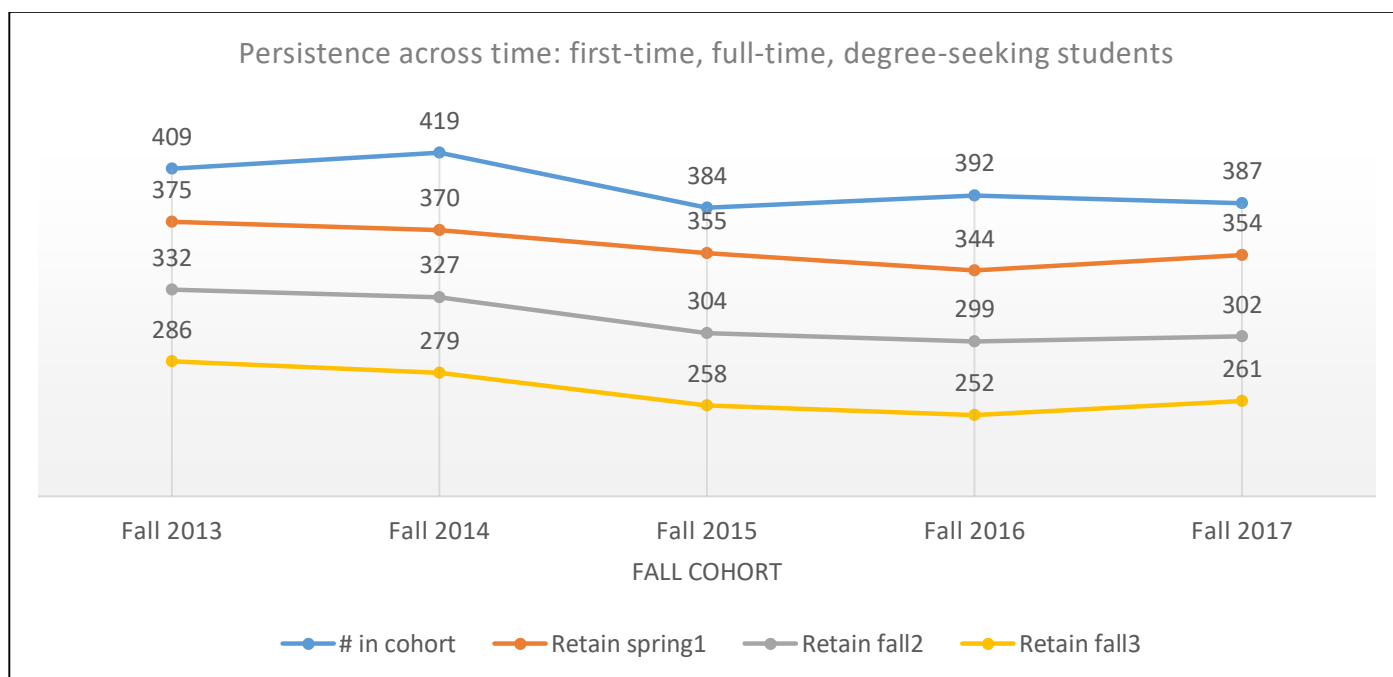


Student Persistence

Persistence across time: first-time, full-time, degree-seeking students

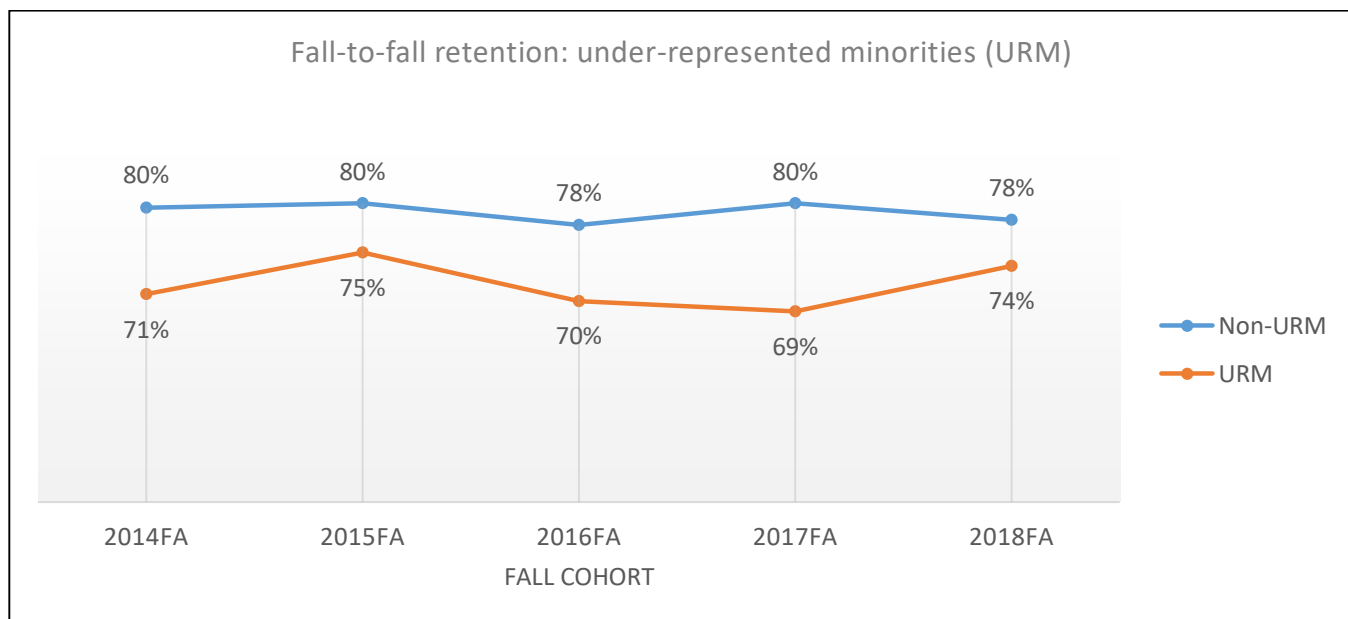
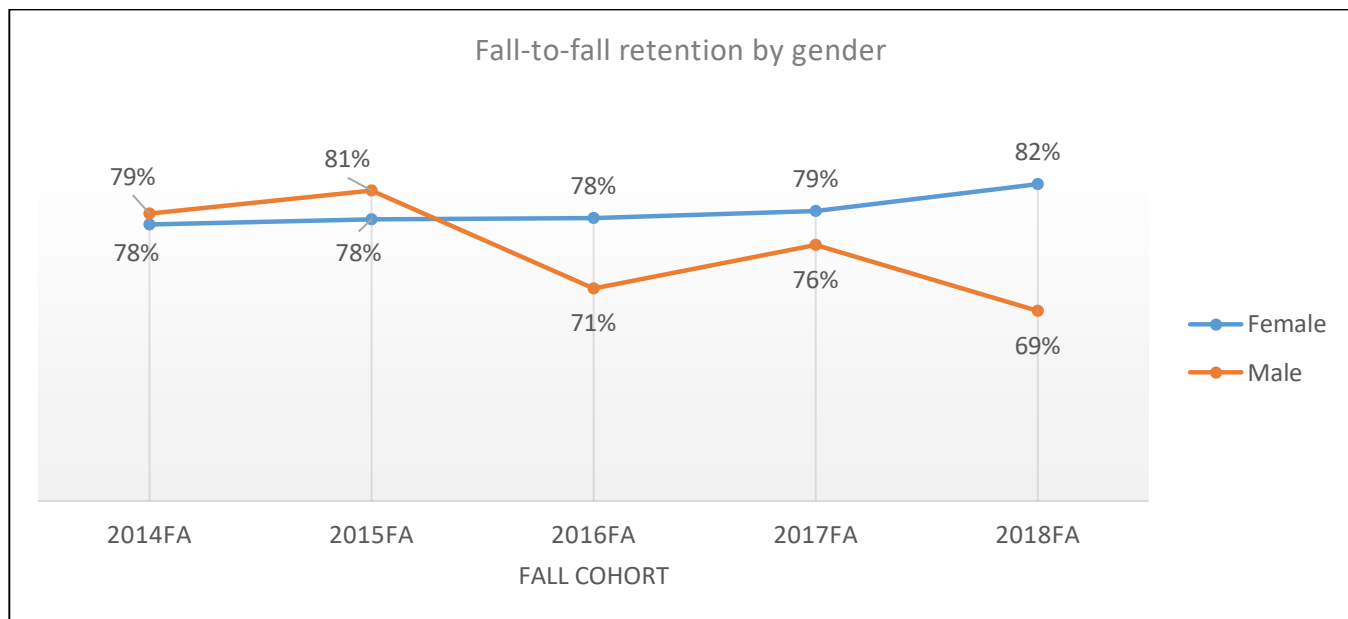


Note: This chart shows the persistence across time for first-time, full-time, degree-seeking students. The top line (orange) shows the percentage of students in the fall cohort who persisted until the spring term; the middle line (gray) shows the percentage who persisted until their second fall term; and the bottom line (yellow) shows the percentage who persisted until their third fall term.



Notes: this chart shows the number of students who originally entered in a given fall cohort (top line, in blue), and the number of students who remained enrolled at successively more distant time points.

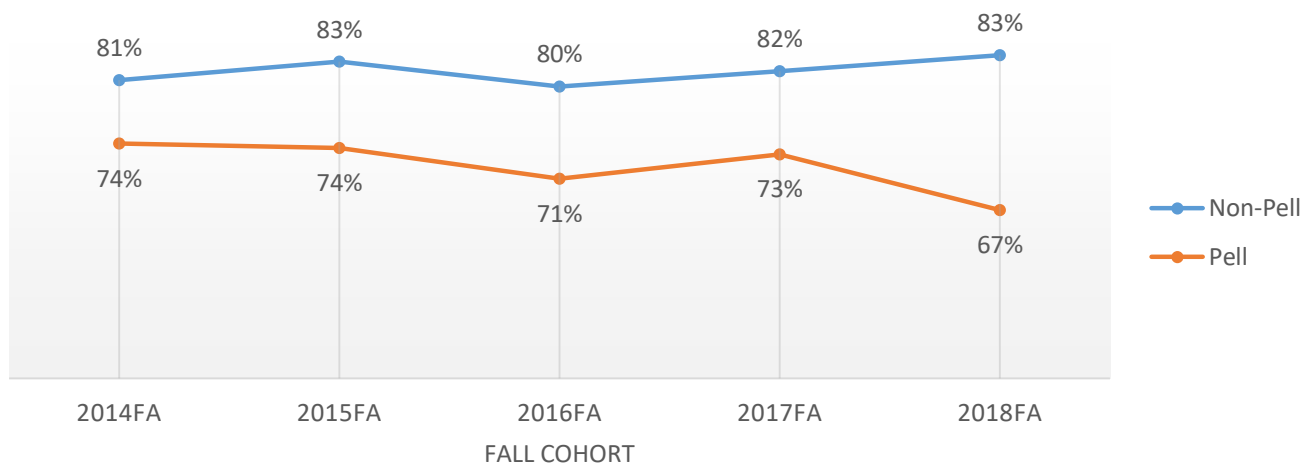
Fall-to-fall retention: first-time, full-time, degree-seeking students



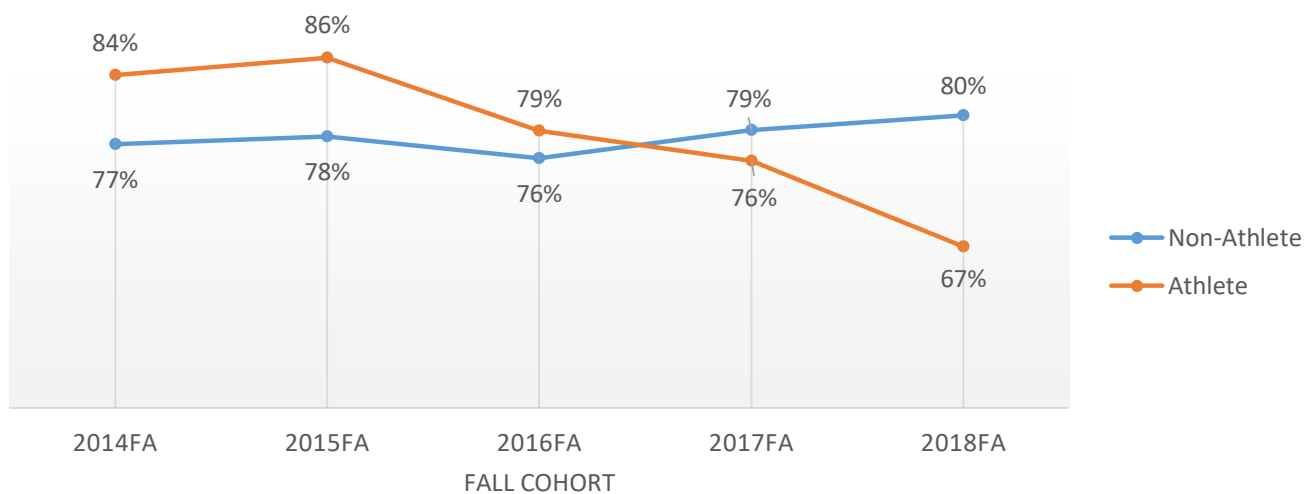
Notes: These charts (and those on the next page) show the percentage of first-time, full-time, degree-seeking students who entered Daemen College in a fall term and were still enrolled at Daemen College one year later.

Under-represented minorities include Black / African American students, Hispanic / Latino students, and Native American / Indigenous students.

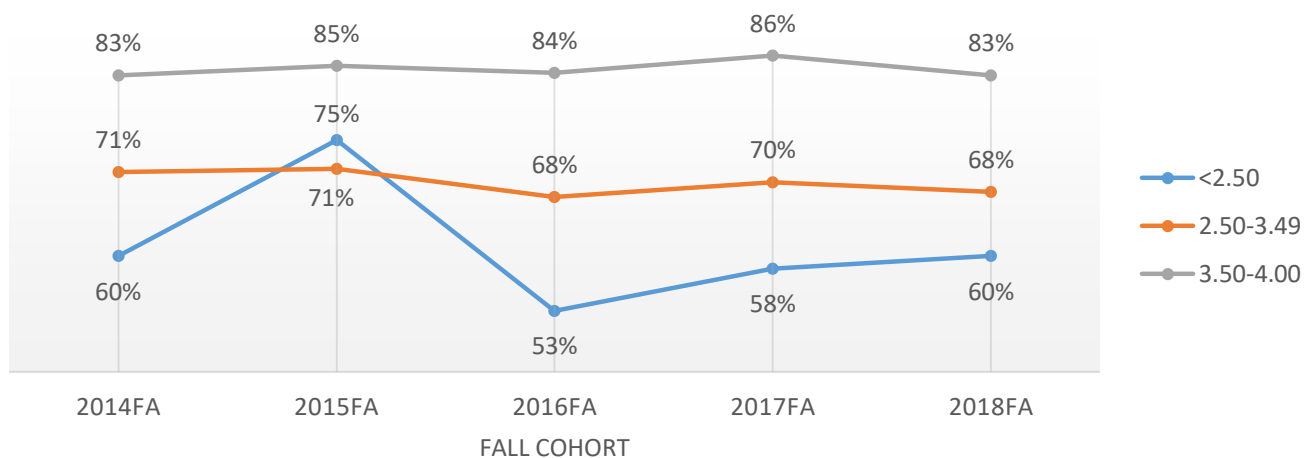
Fall-to-fall retention: Pell grant status



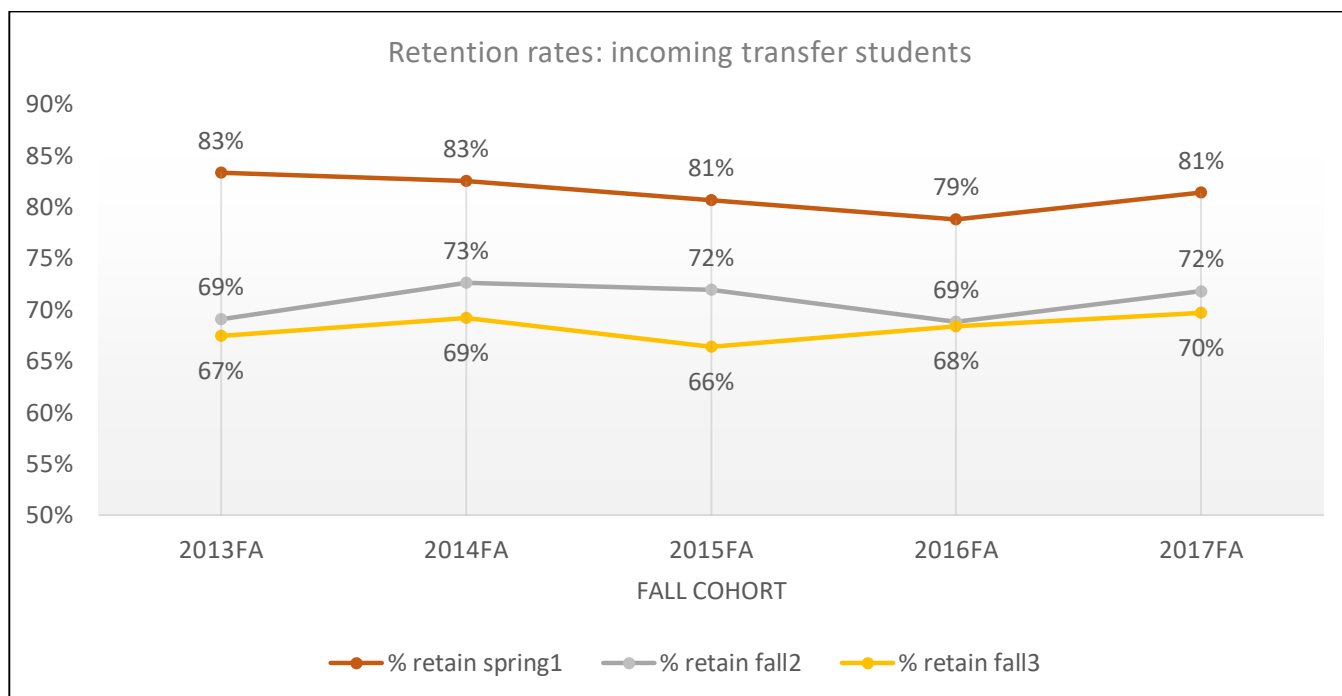
Fall-to-fall retention: Athletes



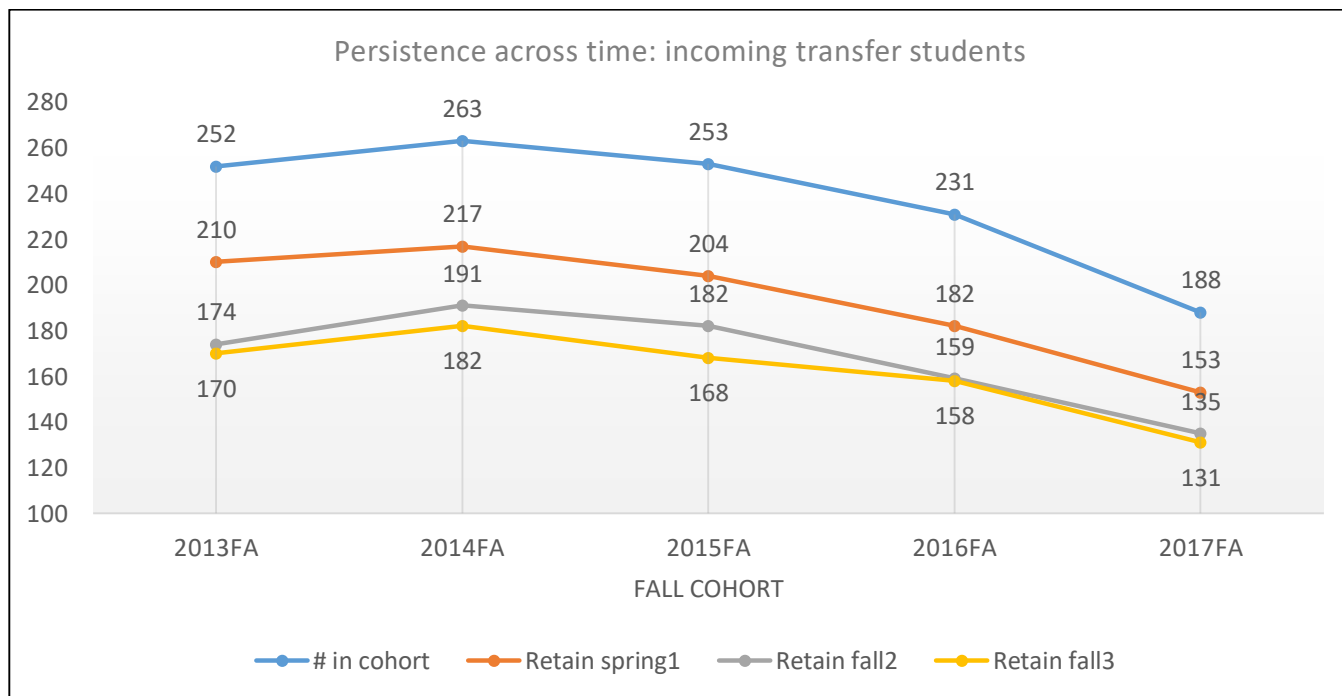
Fall-to-fall retention: High School GPA



Retention and persistence: incoming transfer students

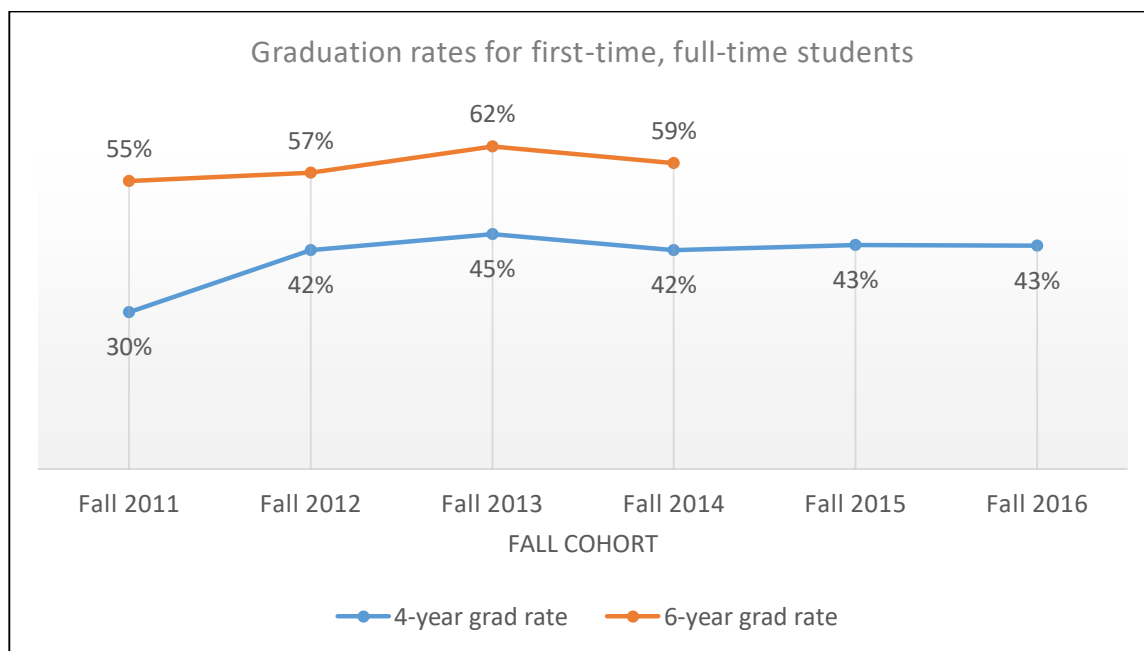


Note: This chart shows the persistence across time for degree-seeking transfer students. The top line (orange) shows the percentage of students in the fall cohort who persisted until the spring term; the middle line (gray) shows the percentage who persisted until their second fall term; and the bottom line (yellow) shows the percentage who persisted until their third fall term.

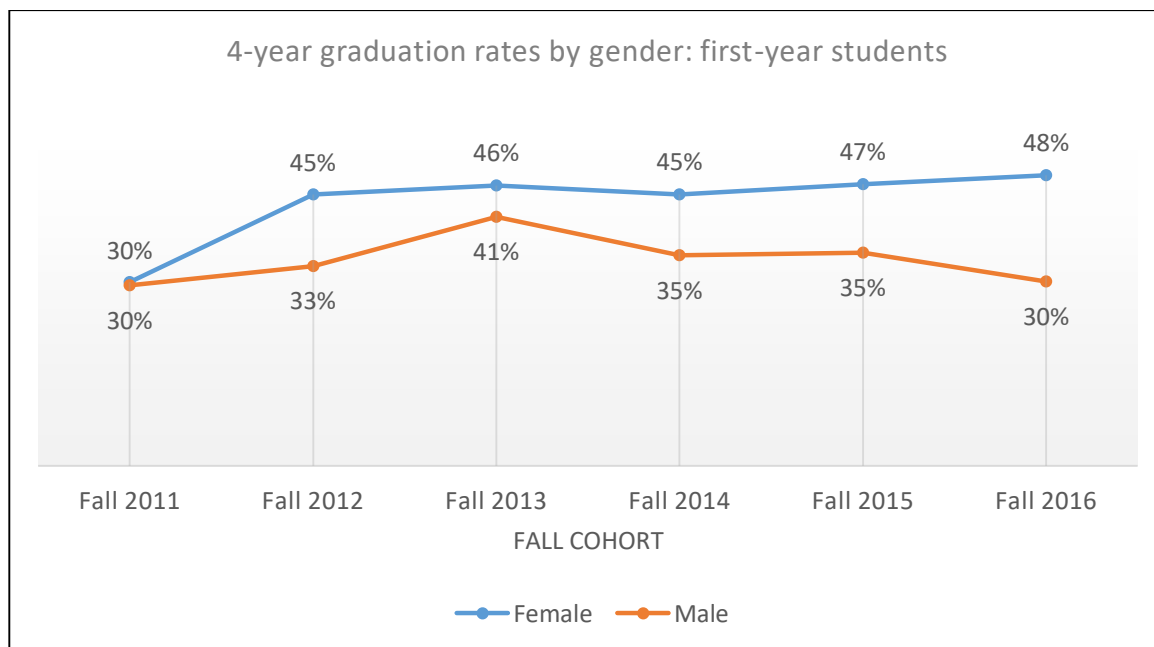


Notes: this chart shows the number of students who originally entered in a given fall cohort (top line, in blue), and the number of students who remained enrolled at successively more distant time points.

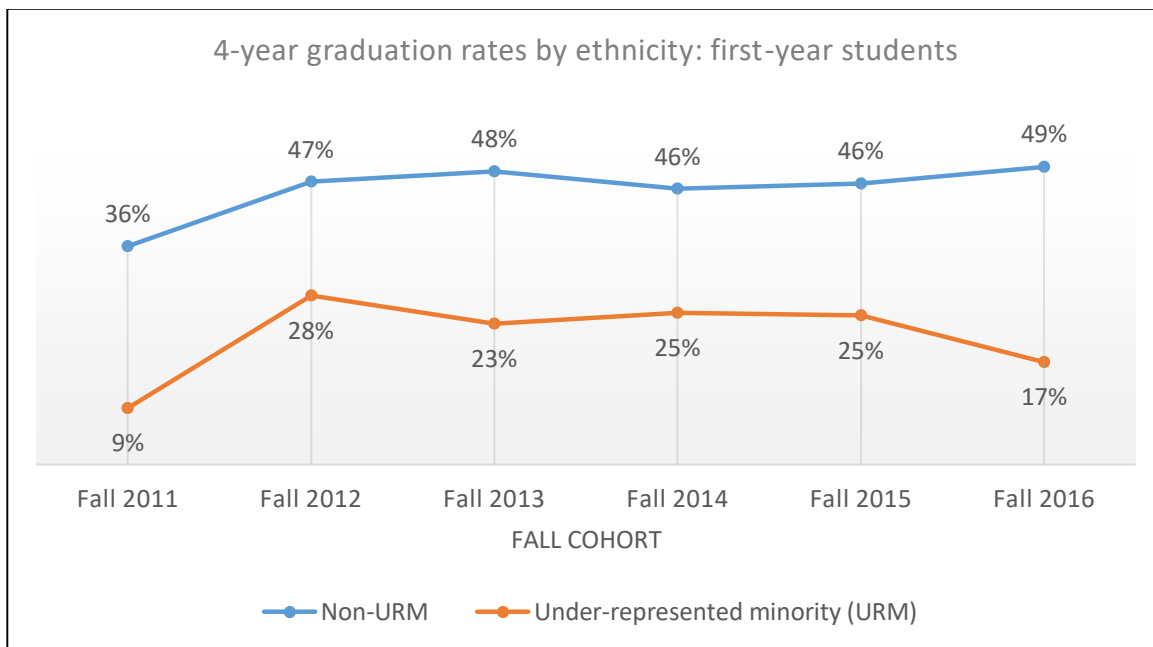
Graduation Rates



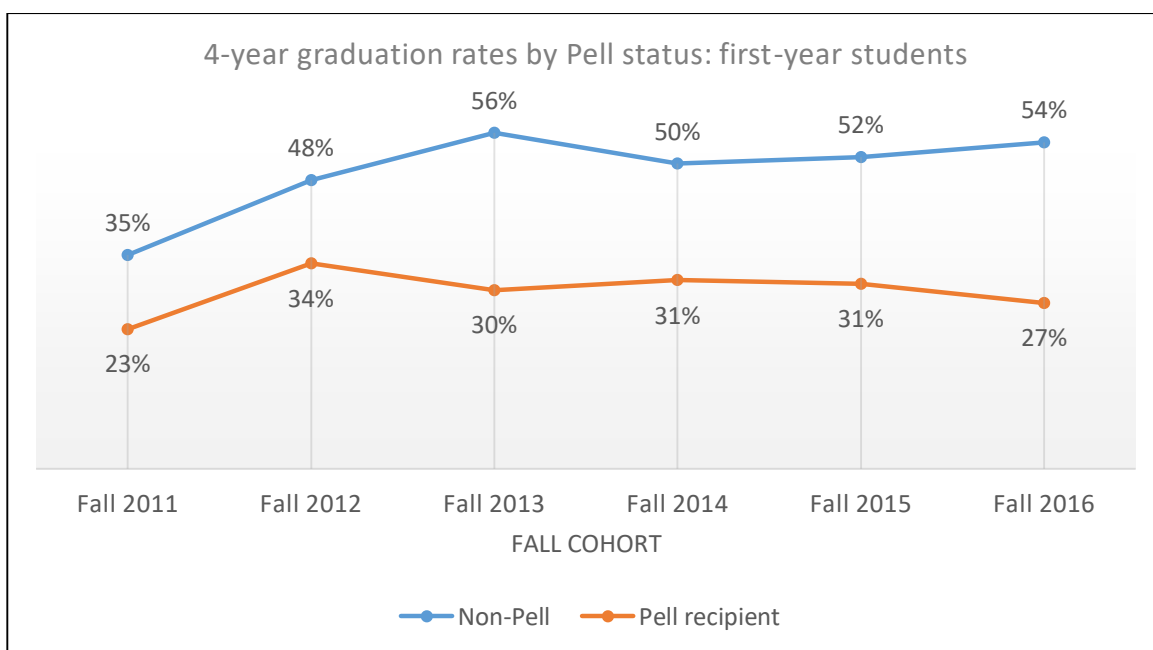
Note: This chart shows the 4-year and 6-year graduation rates for the cohorts of first-time, full-time, degree-seeking students entering in the designated fall term.



Note: This chart shows the 4-year graduation rates for the cohorts of first-time, full-time, degree-seeking students entering in the designated fall term, broken down by gender.



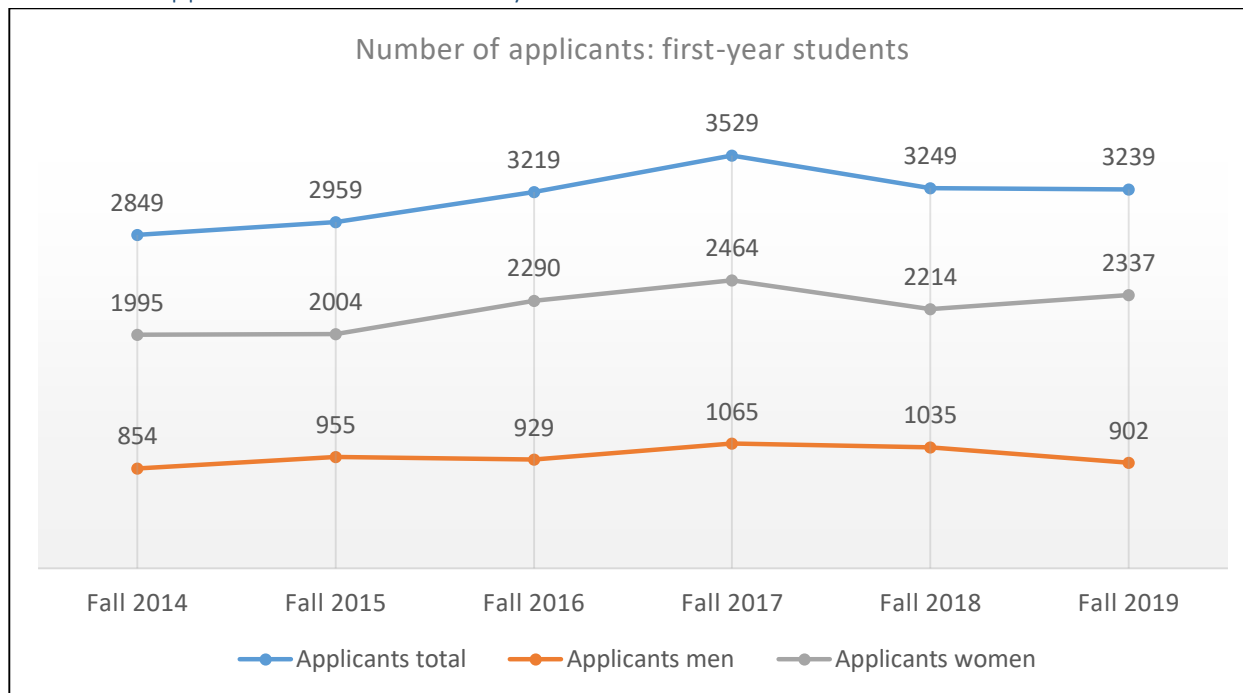
Note: This chart shows the 4-year graduation rates for the cohorts of first-time, full-time, degree-seeking students entering in the designated fall term, broken down by race/ethnicity. Under-represented minority includes students who self-identify as Hispanic, Black or African American, and Native / Indigenous.



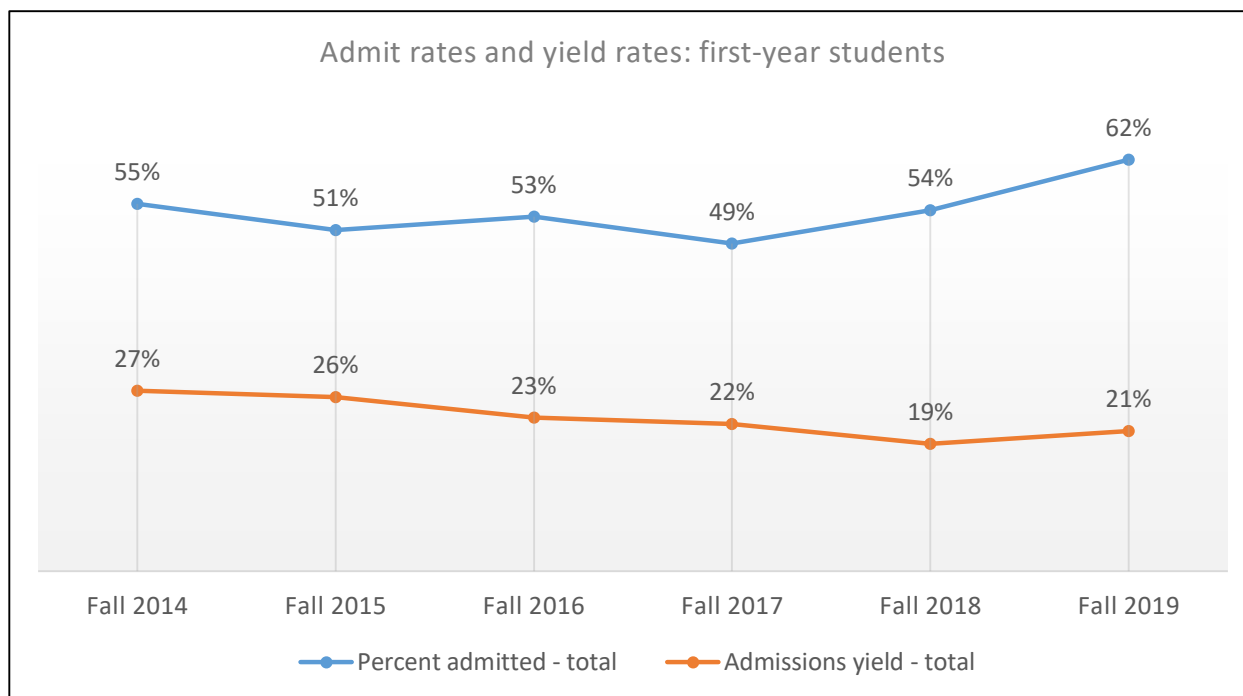
Note: This chart shows the 4-year graduation rates for the cohorts of first-time, full-time, degree-seeking students entering in the designated fall term, broken down by Pell grant status.

Admissions

Number of applicants and admits: first-year students

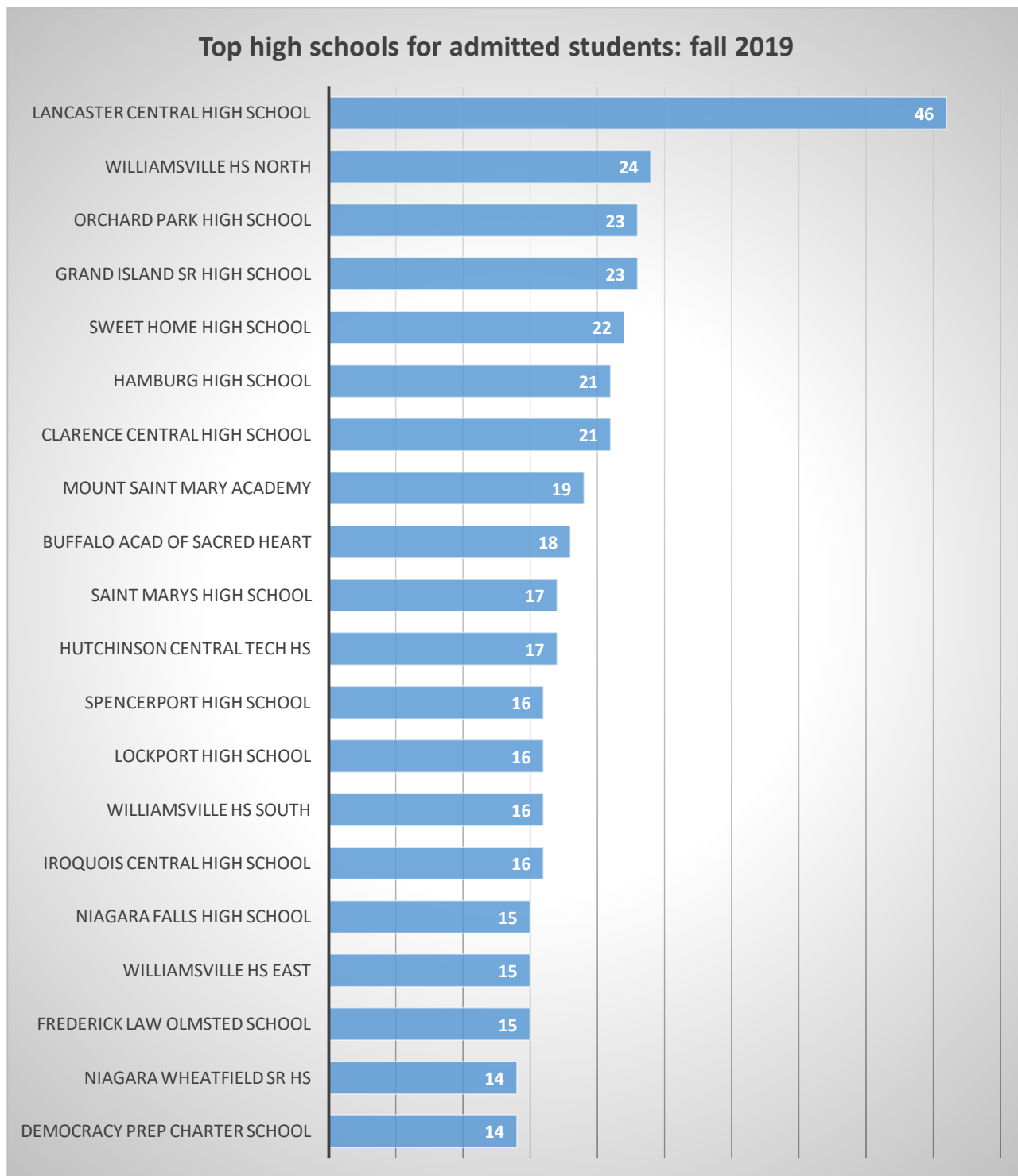


Note: This chart shows the number of prospective first-year students who completed an application to Daemen College in the designated fall term.



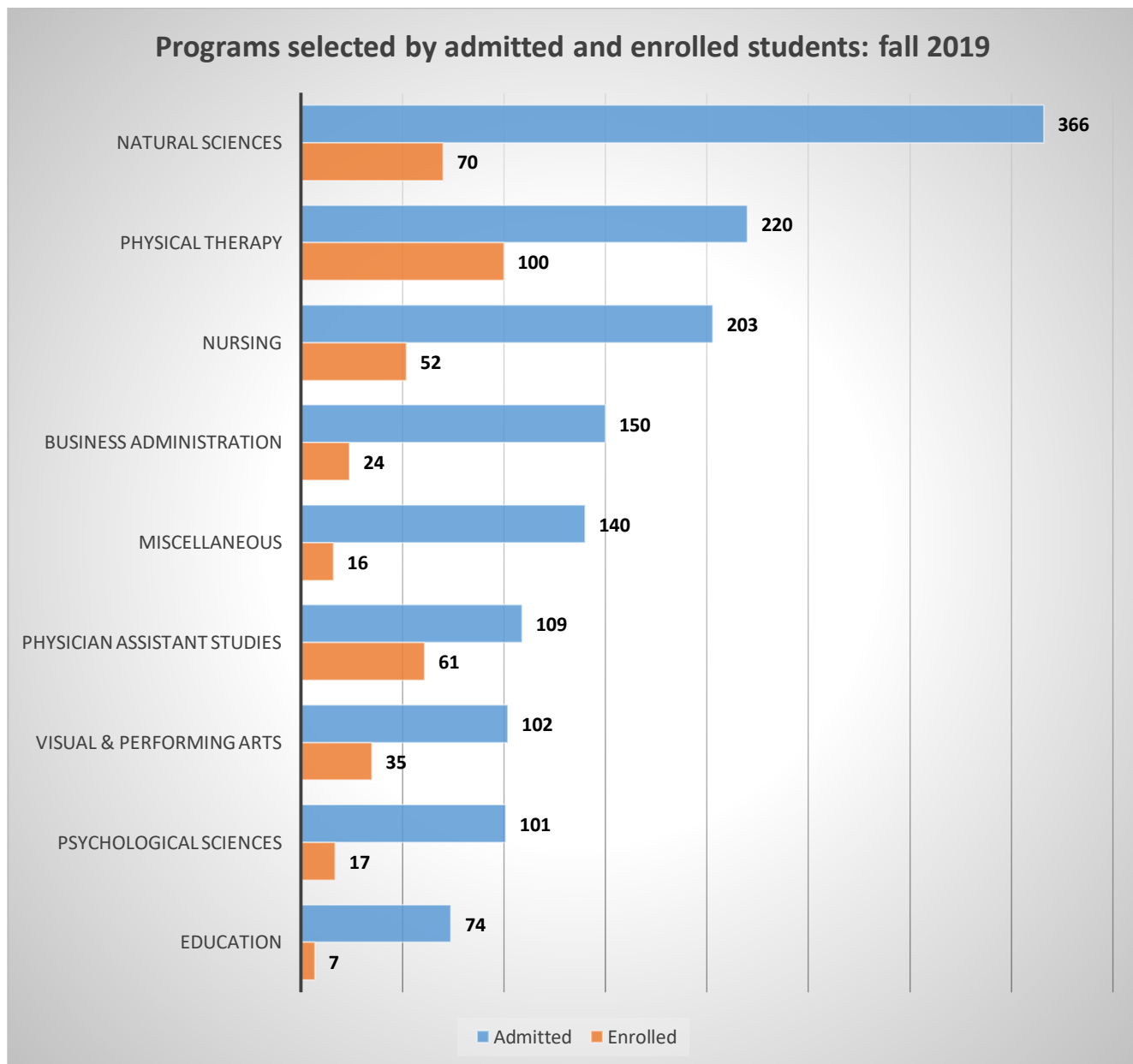
Note: Admit rate refers to the percent of applicants who were accepted for admission to Daemen College. Yield rate refers to the percent of admitted students who actually enrolled in the fall term.

Admitted students: feeder high schools



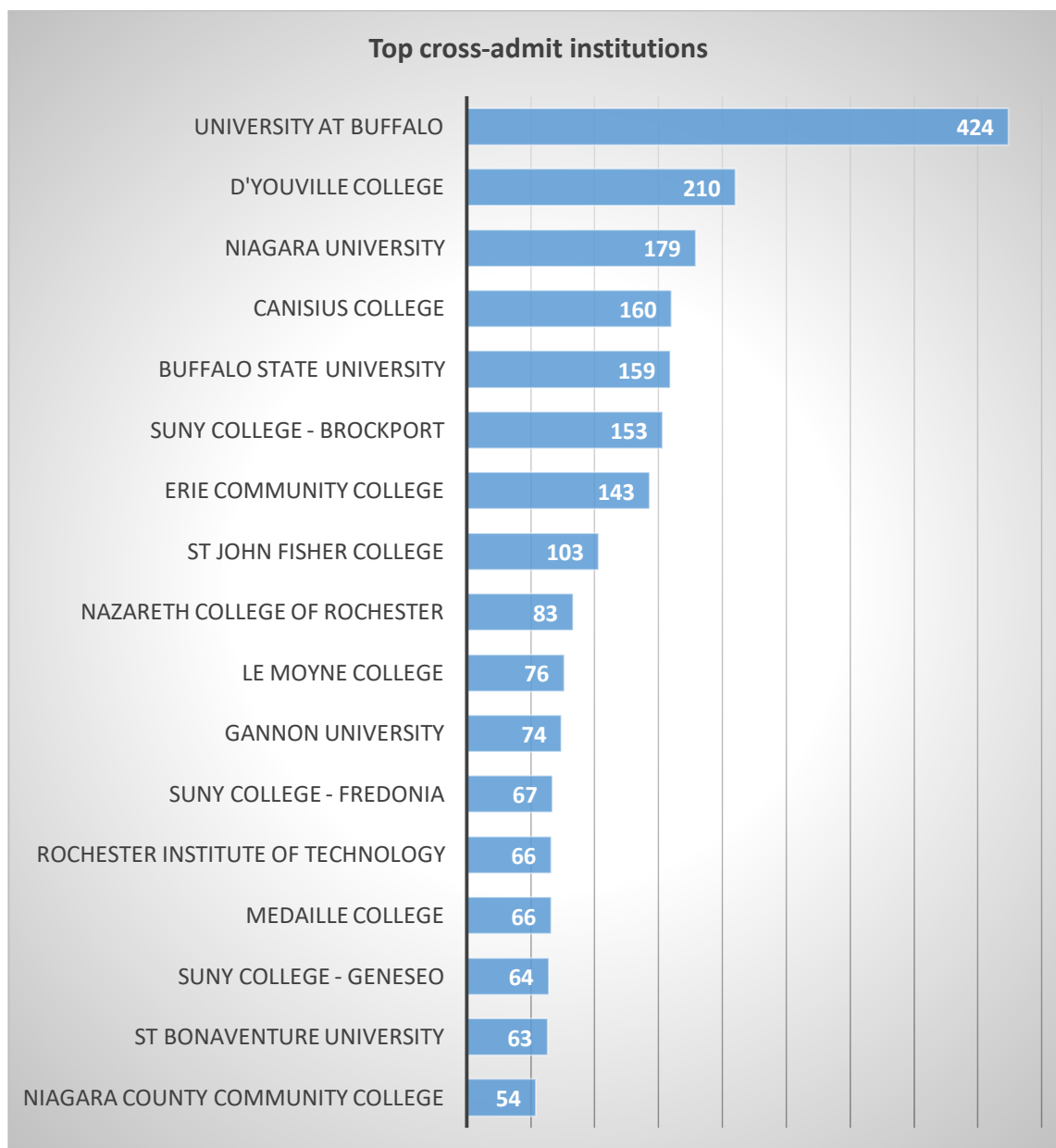
Note: This chart shows the number of students by high school for admitted first-year students at Daemen College in fall 2019.

Admitted and enrolled students: selected majors



Note: This chart shows the top programs selected by students admitted to and enrolled in Daemen College in fall 2019. Smaller programs are not shown here.

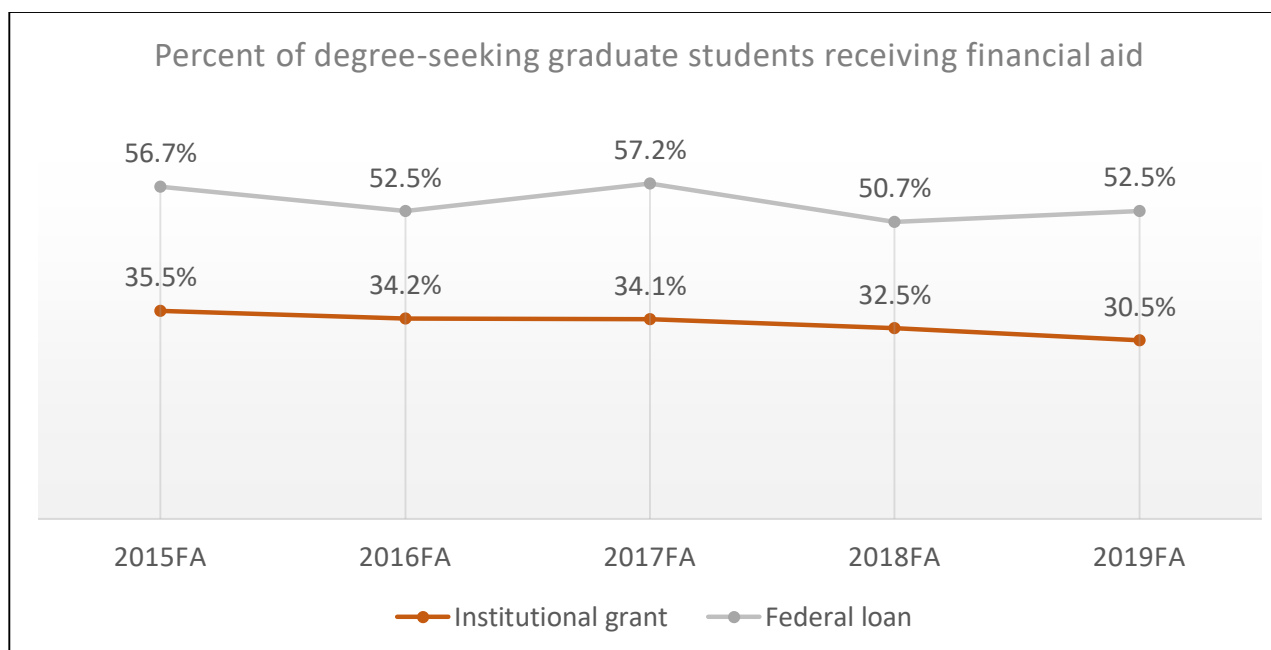
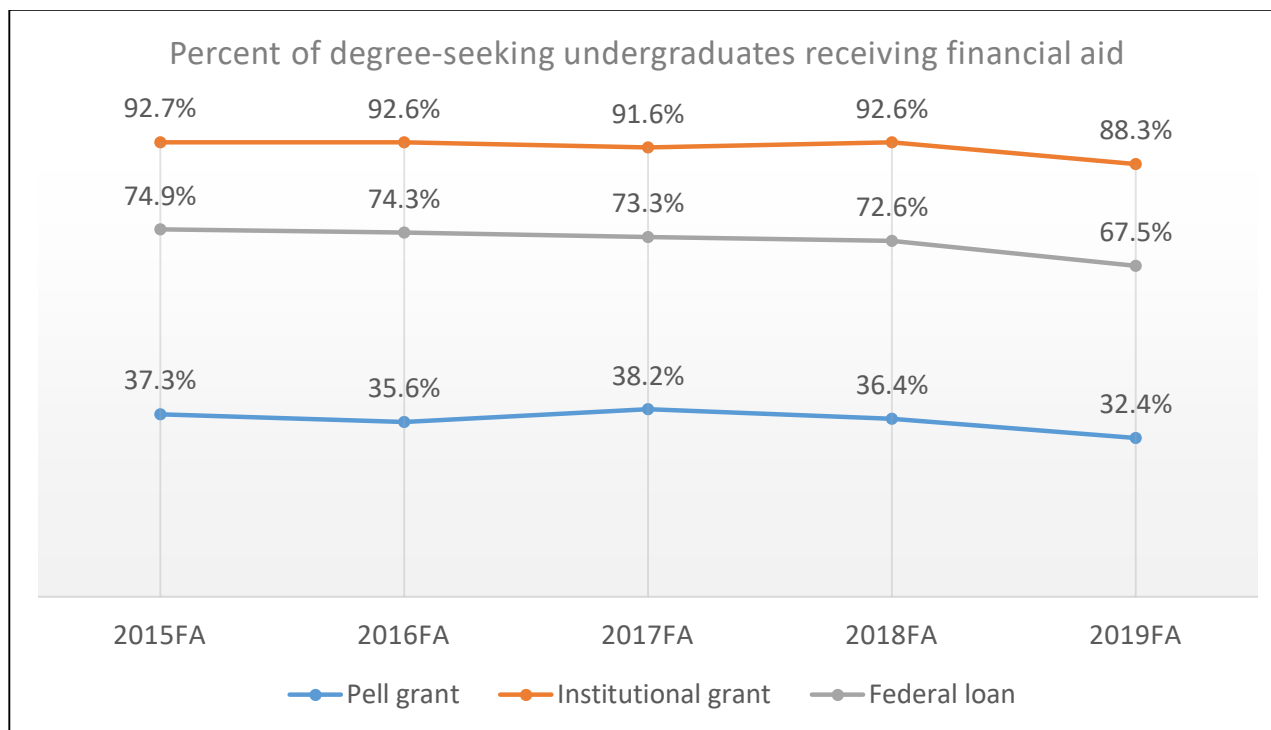
Cross-Admit Institutions



Note: This chart shows the most popular colleges and universities selected by prospective students who were admitted to Daemen but matriculated at another institution. Data are taken from the applicant pools in fall 2017, fall 2018, and fall 2019.

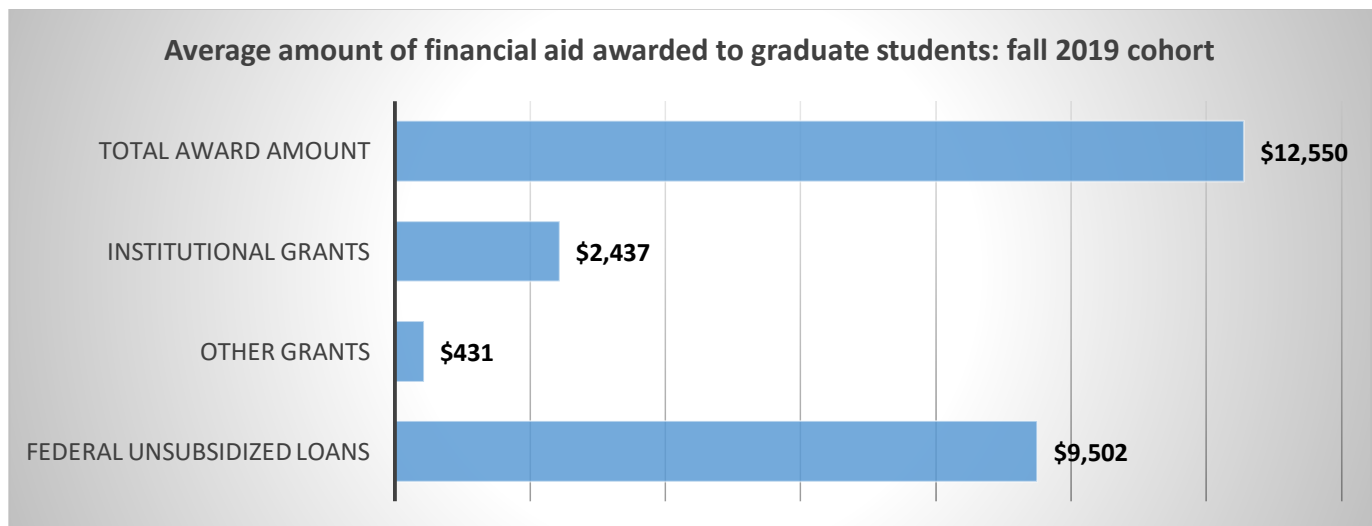
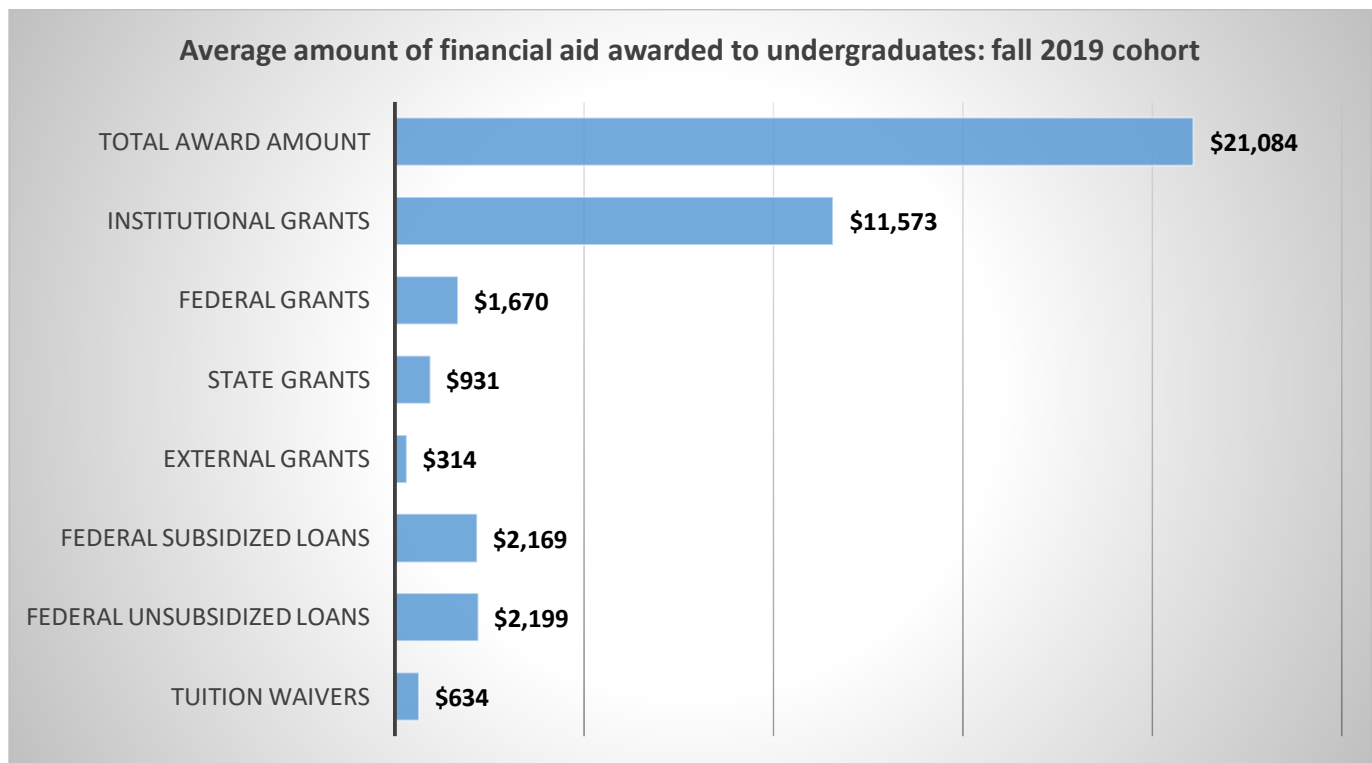
Financial Aid

Percent of degree-seeking students receiving financial aid



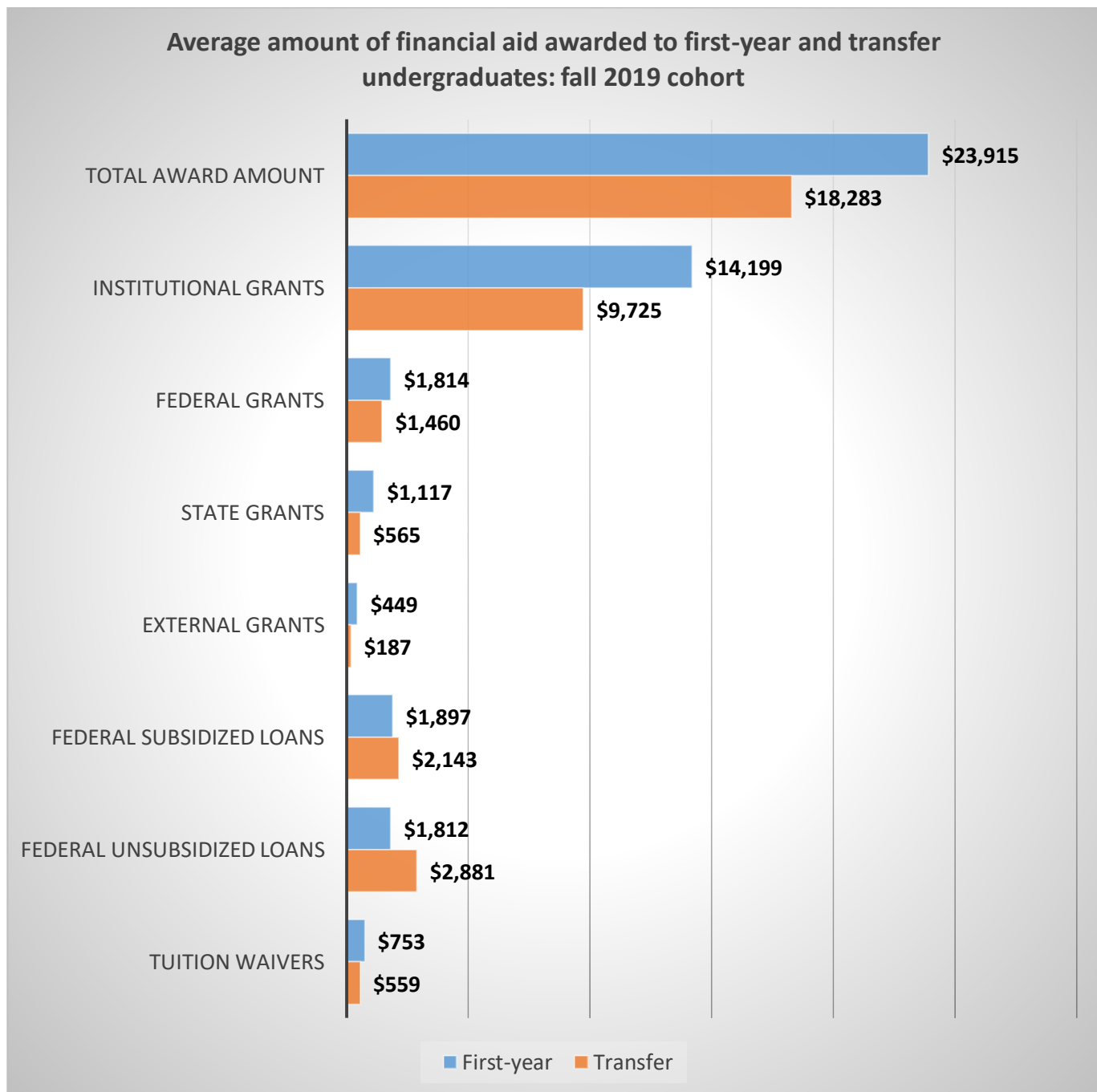
Note: these charts show the percentage of degree-seeking students in each fall cohort who received financial aid during the academic year.

Average amount of financial aid awarded to undergraduates



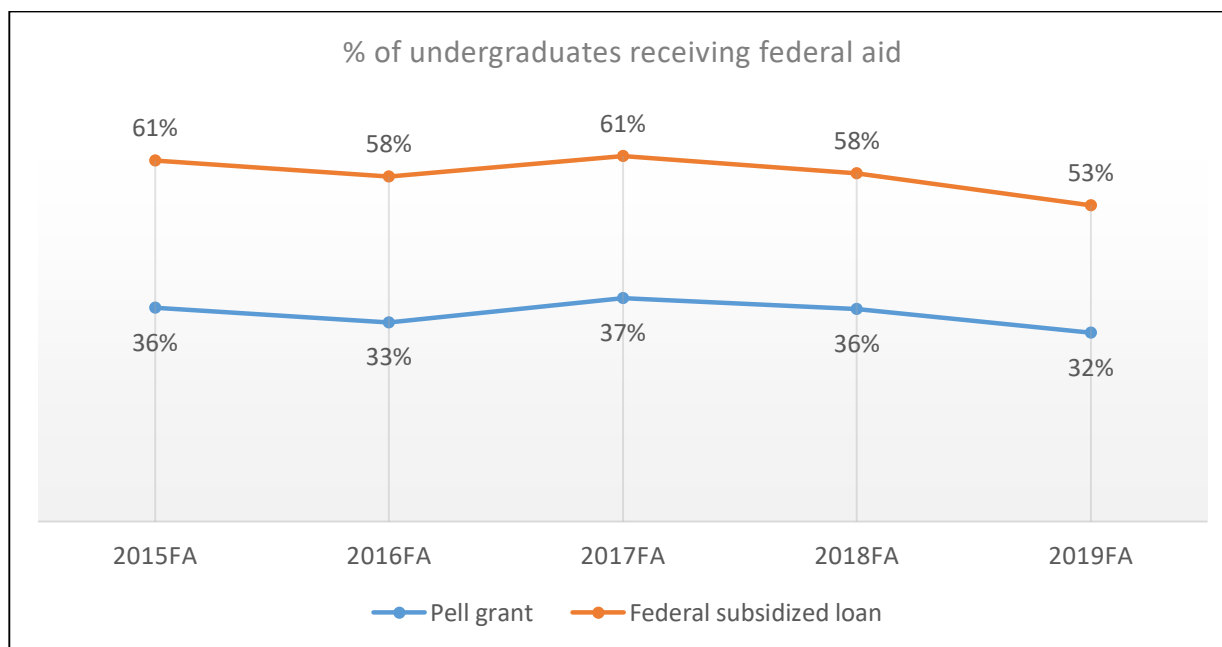
Note: These charts show the average amount of financial aid accepted by degree-seeking students for academic year 2019-20, broken down by type of award.

Financial aid to first-year students and transfer students

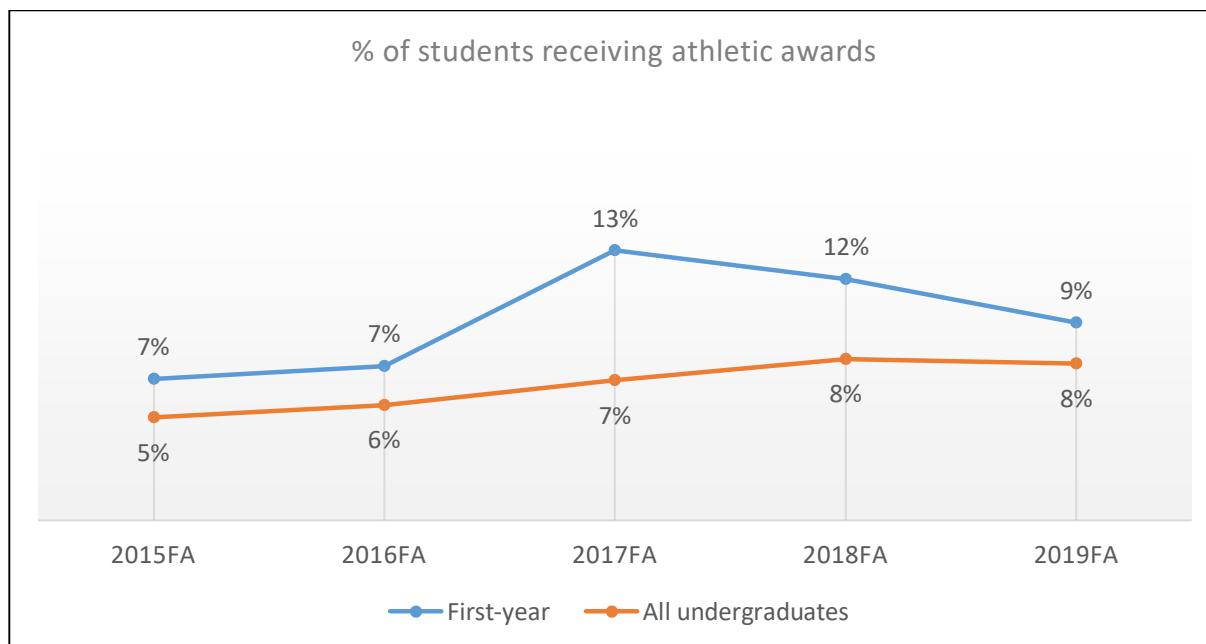


Note: This chart shows the amount of financial aid awarded in academic year 2019-20 to two cohorts who matriculated in fall 2019: 1) first-time, full-time, degree-seeking students, and 2) degree-seeking transfer students.

Federal Financial Aid / Athletic Awards



Note: This chart shows the percentage of undergraduate students receiving a Pell grant and/or a federal subsidized loan. The categories are overlapping so a student could receive both awards.



Note: This chart shows the percentage of first-year students and all undergraduates who received an athletic scholarship.

IPEDS Benchmarking Measures

Background: The Integrated Postsecondary Education Data System (IPEDS) is a mandated annual data collection survey for all institutions of higher education receiving federal funds. All data collected through the IPEDS system is publically available. The IPEDS Data Center provides tools for extracting and processing data from any reporting institution. These tools allow an institution, e.g. Daemen College, to compare its performance on key metrics to other similar institutions.

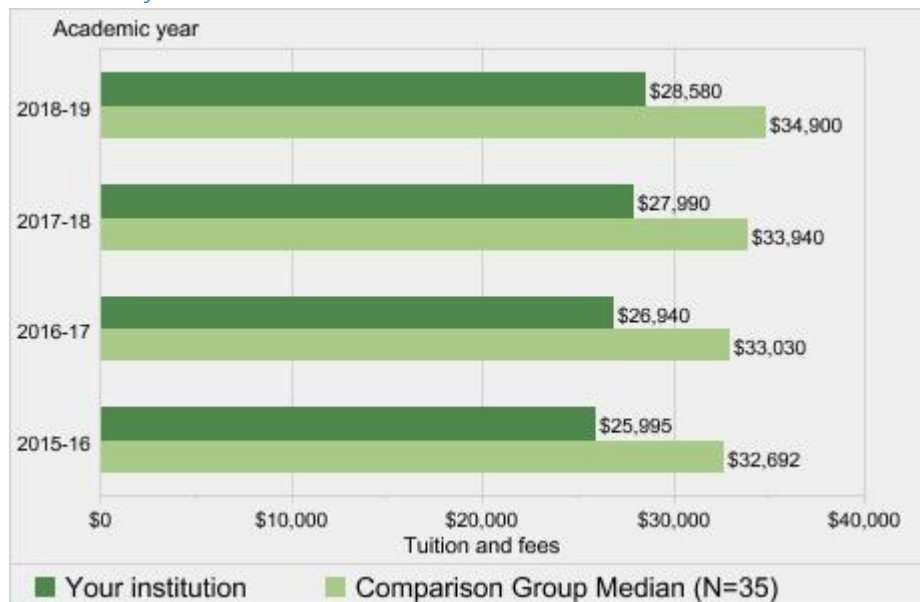
The charts below present a number of institutional metrics for Daemen College compared to a set of 35 peer institutions. The charts are provided by IPEDS and in some cases formatting is awkward. Also, the data available in IPEDS is typically one to two years behind the current academic year. Nevertheless these data provide a useful means for assessing Daemen's performance against our peer institutions.

The list of 35 peer institutions can be found below.

<i>Alfred University (Alfred, NY)</i>	<i>Manhattanville College (Purchase, NY)</i>
<i>Alvernia University (Reading, PA)</i>	<i>Marist College (Poughkeepsie, NY)</i>
<i>Canisius College (Buffalo, NY)</i>	<i>Marywood University (Scranton, PA)</i>
<i>Chatham University (Pittsburgh, PA)</i>	<i>Medaille College (Buffalo, NY)</i>
<i>Chestnut Hill College (Philadelphia, PA)</i>	<i>Mercyhurst University (Erie, PA)</i>
<i>D'Youville College (Buffalo, NY)</i>	<i>Mount Saint Mary College (Newburgh, NY)</i>
<i>DeSales University (Center Valley, PA)</i>	<i>Mount St. Mary's University (Emmitsburg, MD)</i>
<i>Franklin Pierce University (Rindge, NH)</i>	<i>Nazareth College (Rochester, NY)</i>
<i>Gannon University (Erie, PA)</i>	<i>Niagara University (Niagara University, NY)</i>
<i>Georgian Court University (Lakewood, NJ)</i>	<i>Roberts Wesleyan College (Rochester, NY)</i>
<i>Gwynedd Mercy University (Gwynedd Valley, PA)</i>	<i>Saint Francis University (Loretto, PA)</i>
<i>Holy Family University (Philadelphia, PA)</i>	<i>Salve Regina University (Newport, RI)</i>
<i>Hood College (Frederick, MD)</i>	<i>St Bonaventure University (Saint Bonaventure, NY)</i>
<i>Iona College (New Rochelle, NY)</i>	<i>University of Saint Joseph (West Hartford, CT)</i>
<i>Ithaca College (Ithaca, NY)</i>	<i>Utica College (Utica, NY)</i>
<i>Keuka College (Keuka Park, NY)</i>	<i>Wagner College (Staten Island, NY)</i>
<i>King's College (Wilkes-Barre, PA)</i>	<i>Waynesburg University (Waynesburg, PA)</i>
<i>Le Moyne College (Syracuse, NY)</i>	

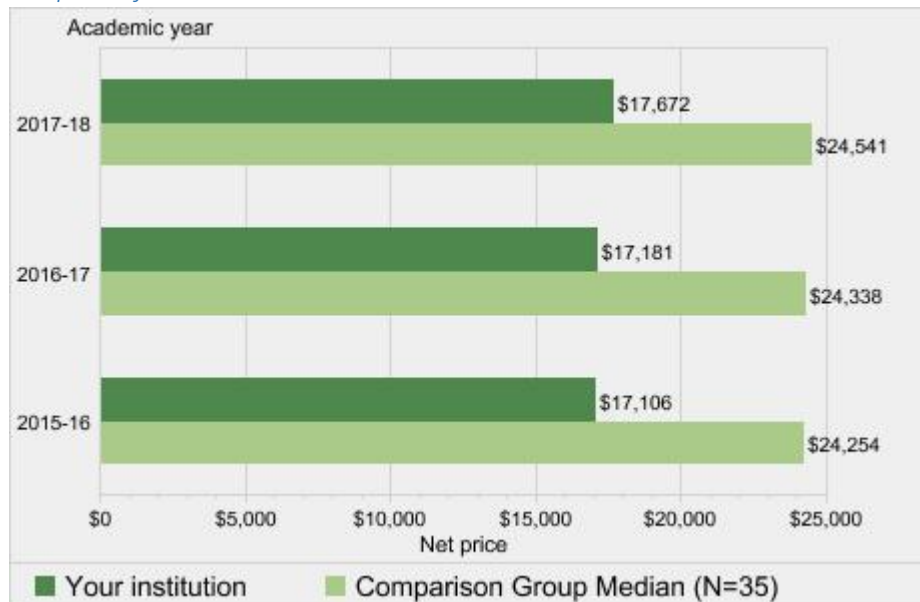
Benchmarking: Cost of Attendance

Tuition and fees



Note: This chart shows the average tuition and fees paid by first-time, full-time, degree-seeking students for the designated academic year.

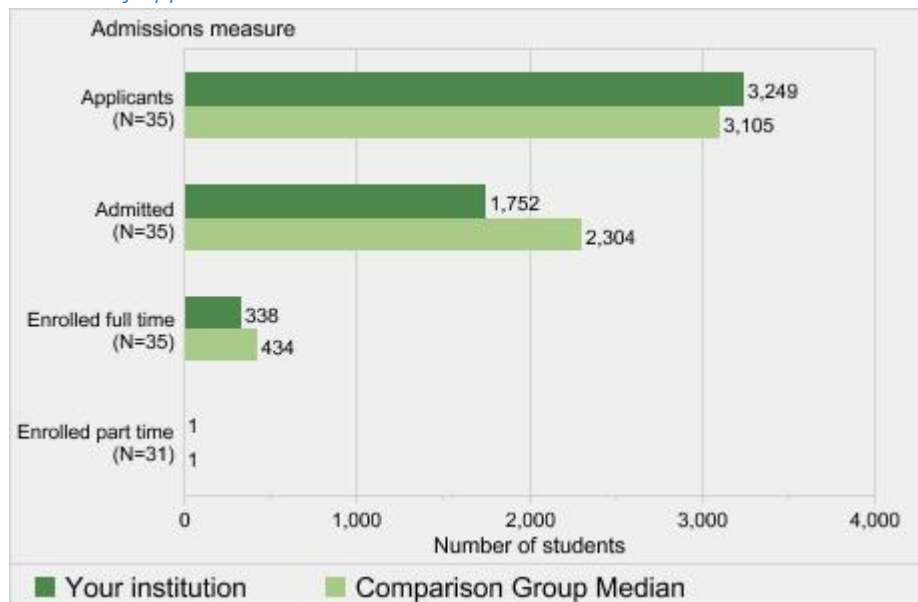
Net price of attendance



Note: This chart shows the average net price of attendance (all costs minus financial aid) for first-time, full-time, degree-seeking students who received financial aid.

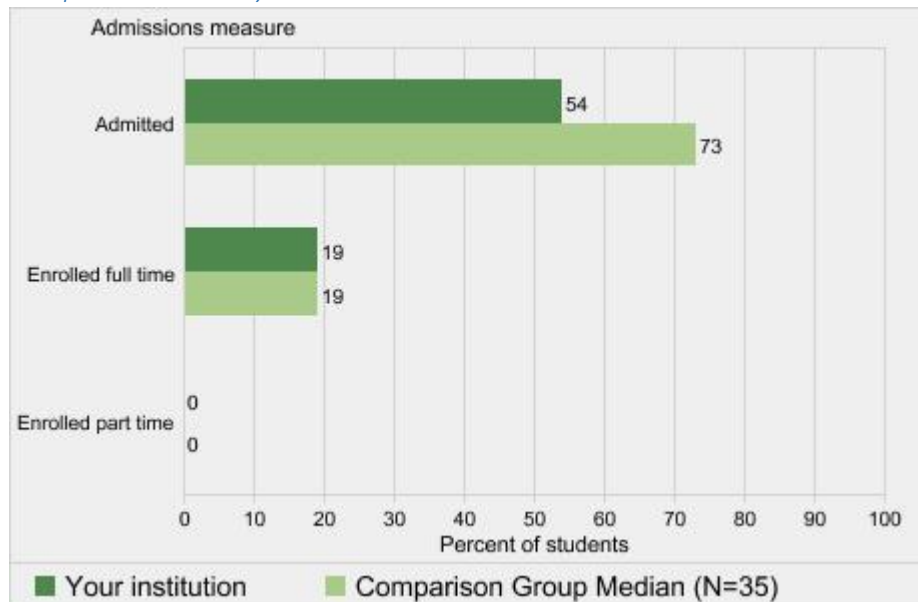
Benchmarking: Admissions

Number of applicants and admitted students



Note: This chart shows the number of first-time undergraduate students who applied, were admitted, and enrolled full and part time in fall 2018.

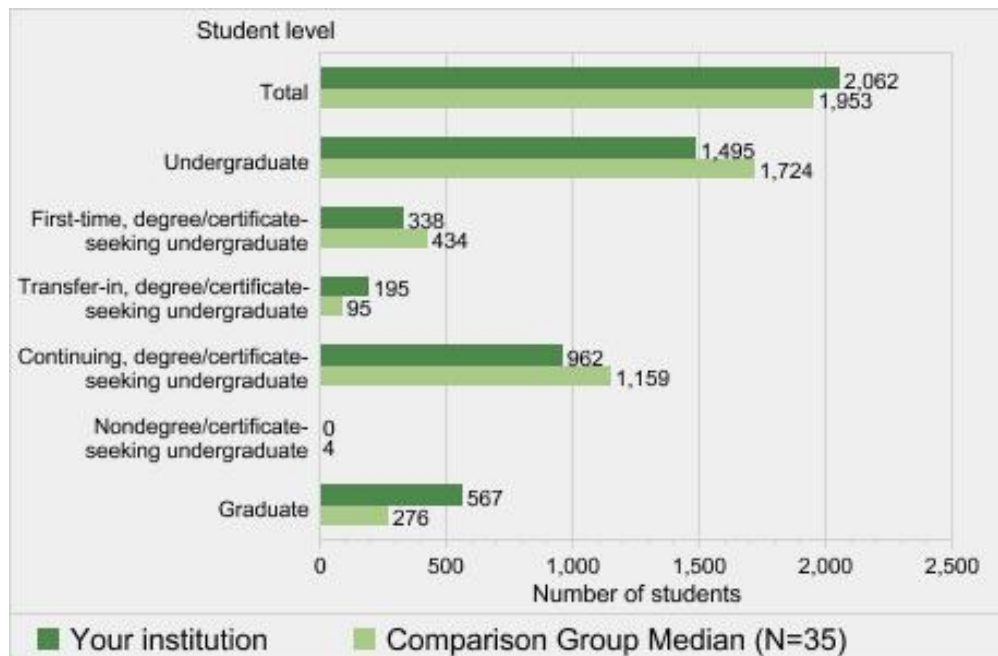
Acceptance rate and yield rate



Note: This chart shows the acceptance rate (percent of applicants who were admitted) and the yield rate (percent of admitted students who enroll).

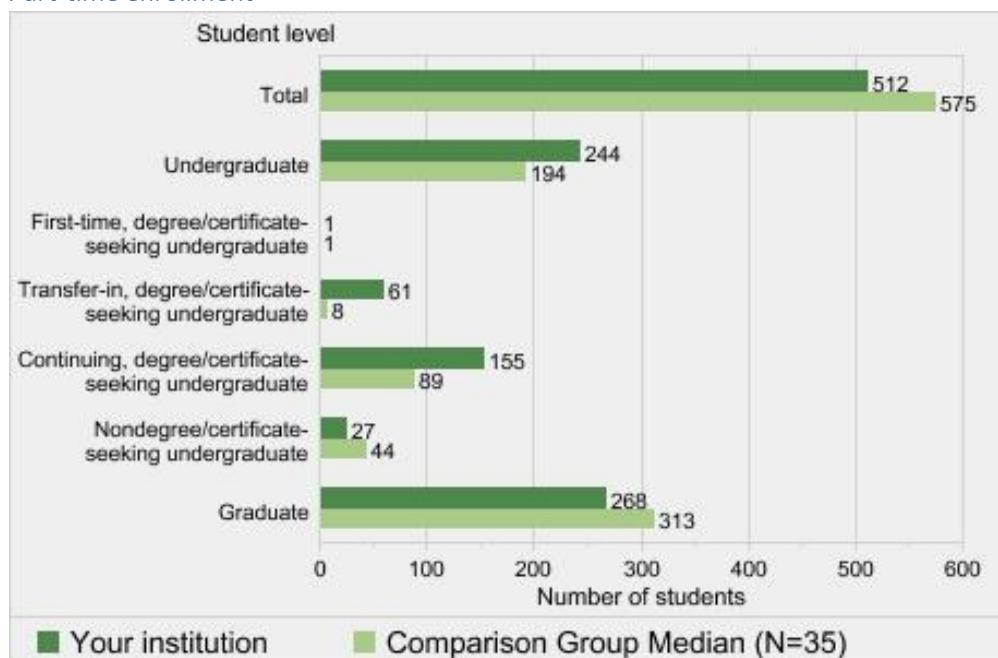
Benchmarking: Enrollment

Full-time enrollment



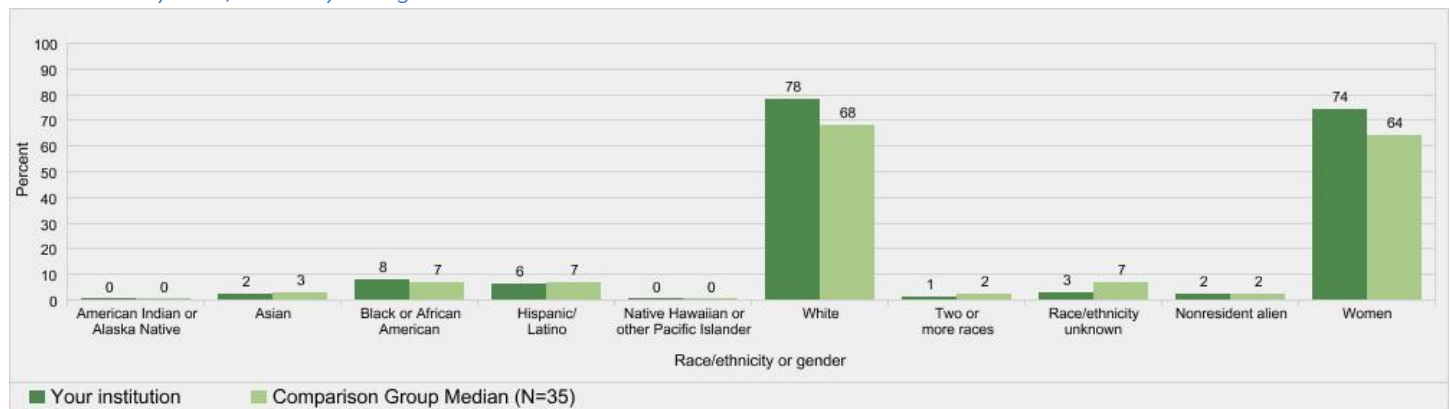
Note: This chart shows full-time enrollment by level and student type in fall 2018.

Part-time enrollment



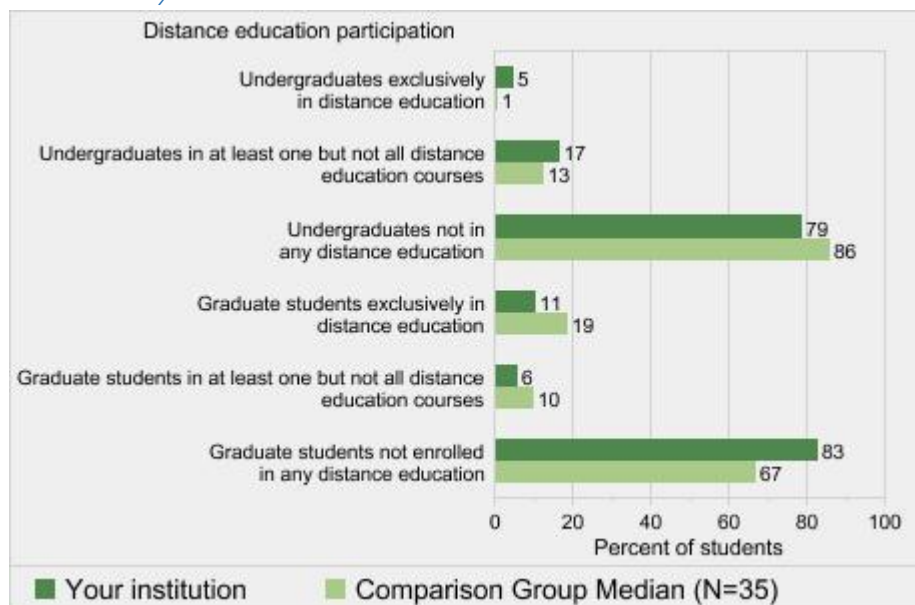
Note: This chart shows part-time enrollment by level and student type in fall 2018.

Enrollment by race/ethnicity and gender



Note: This chart shows the percentage of all students by race/ethnicity and gender in fall 2018.

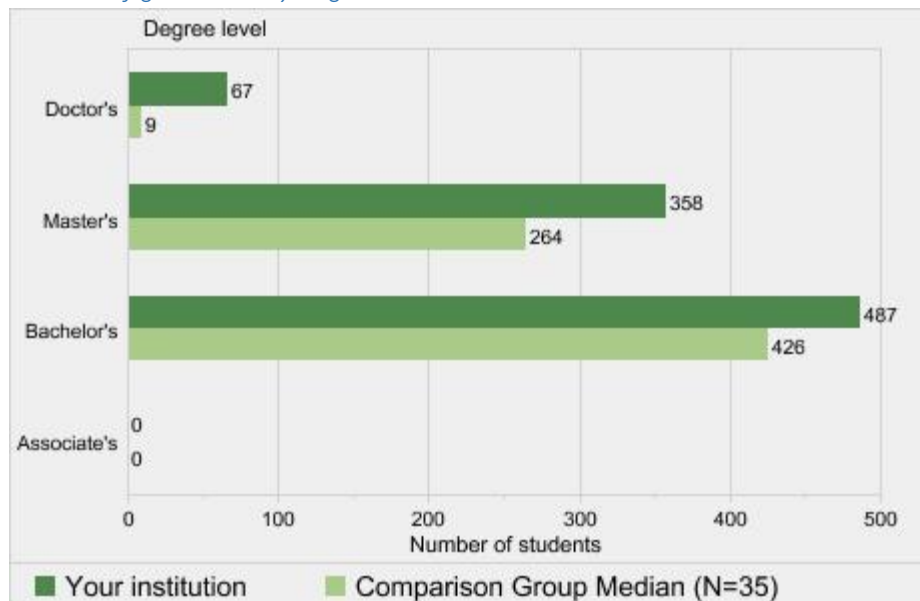
Enrollment by distance education status



Note: This chart shows the percentage of students enrolled in distance education courses in fall 2018.

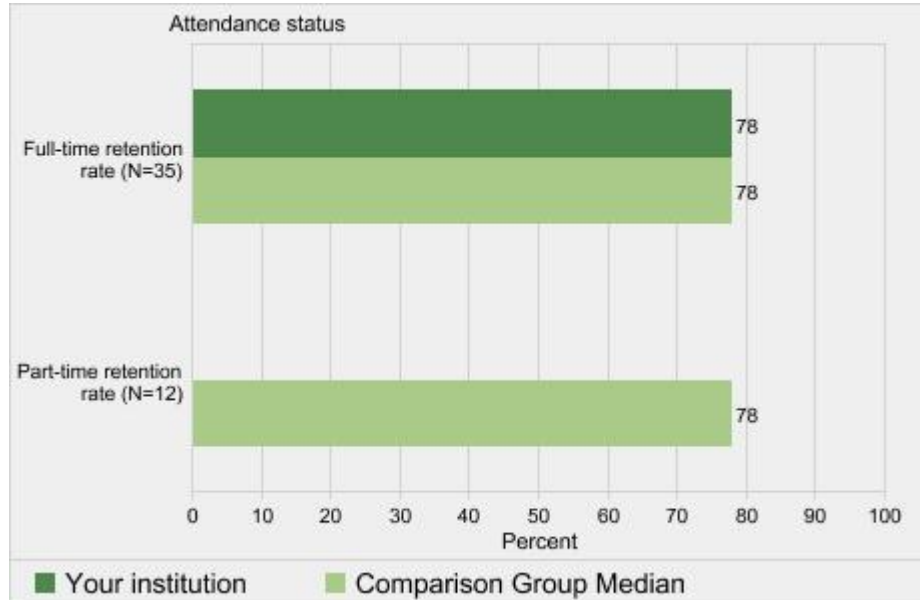
Benchmarking: Outcomes

Number of graduates by degree



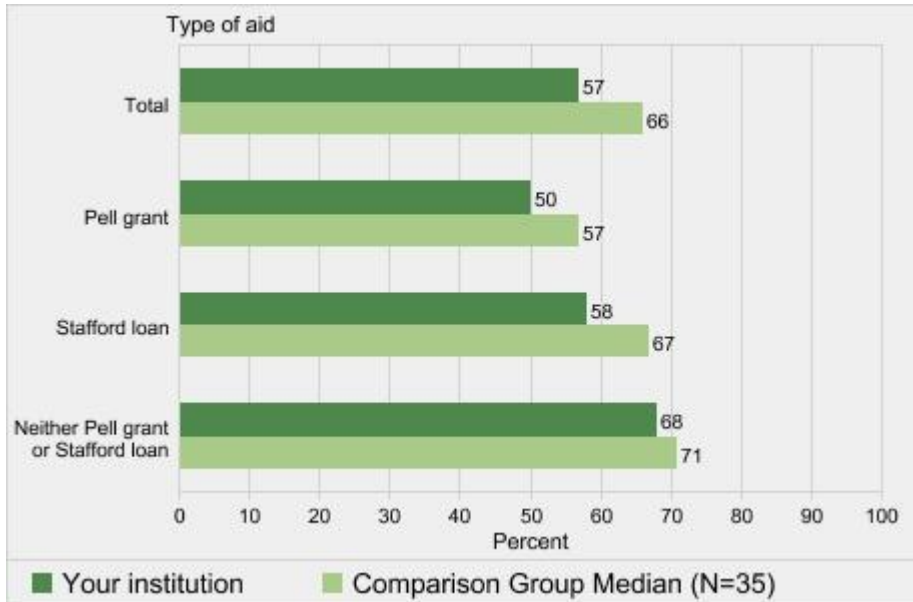
Note: This chart shows the number of degrees awarded in academic year 2017-18 by degree level.

Fall-to-fall retention rates



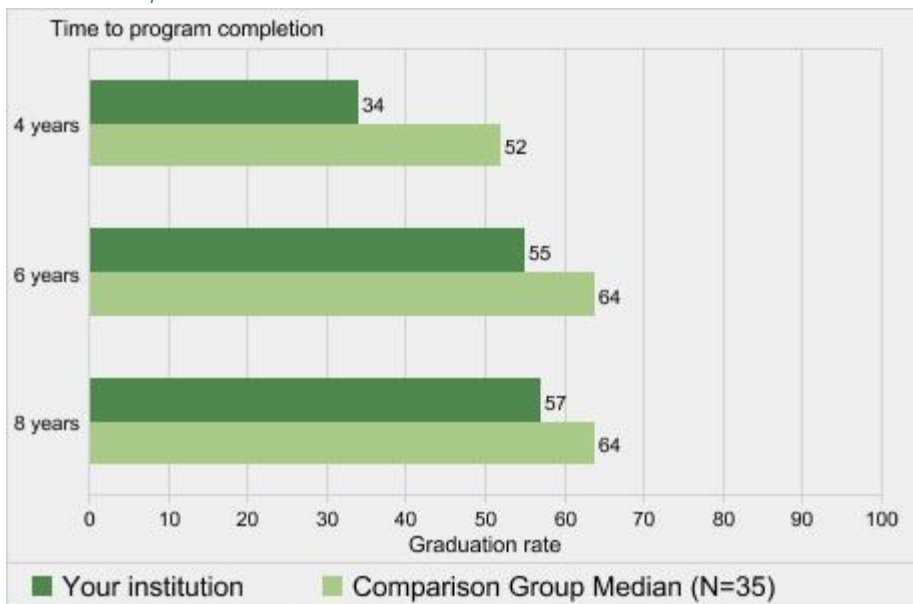
Note: This chart shows the fall-to-fall retention rates for the fall 2017 cohort of first-time, full-time, degree-seeking students.

Six-year graduation rates



Note: This chart shows the six-year graduation rates for the fall 2012 cohort of first-time, full-time, degree-seeking students.

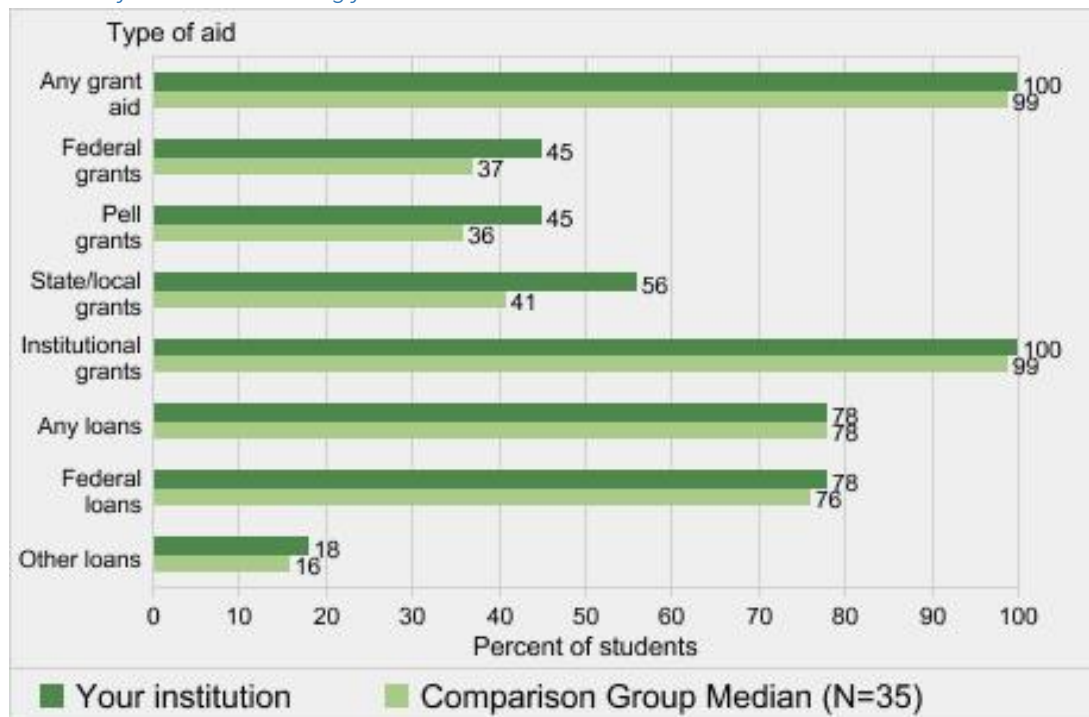
Time to completion



Note: This chart shows graduation rates of full-time, first-time degree-seeking students within 4 years, 6 years, and 8 years for the fall 2010 cohort.

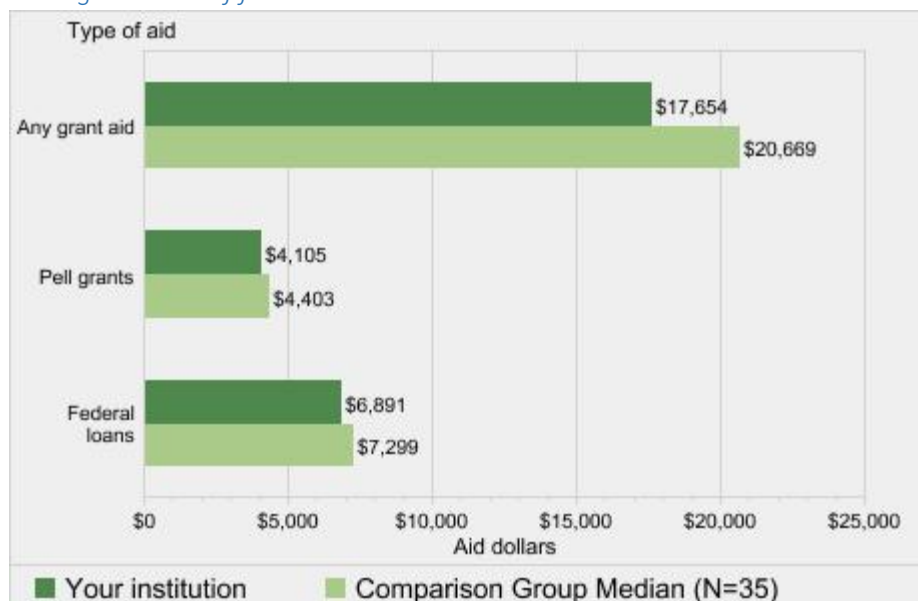
Benchmarking: Financial Aid

Percent of students receiving financial aid



Note: This chart shows the percent of first-time, full-time, degree-seeking students who received financial aid in academic year 2017-18

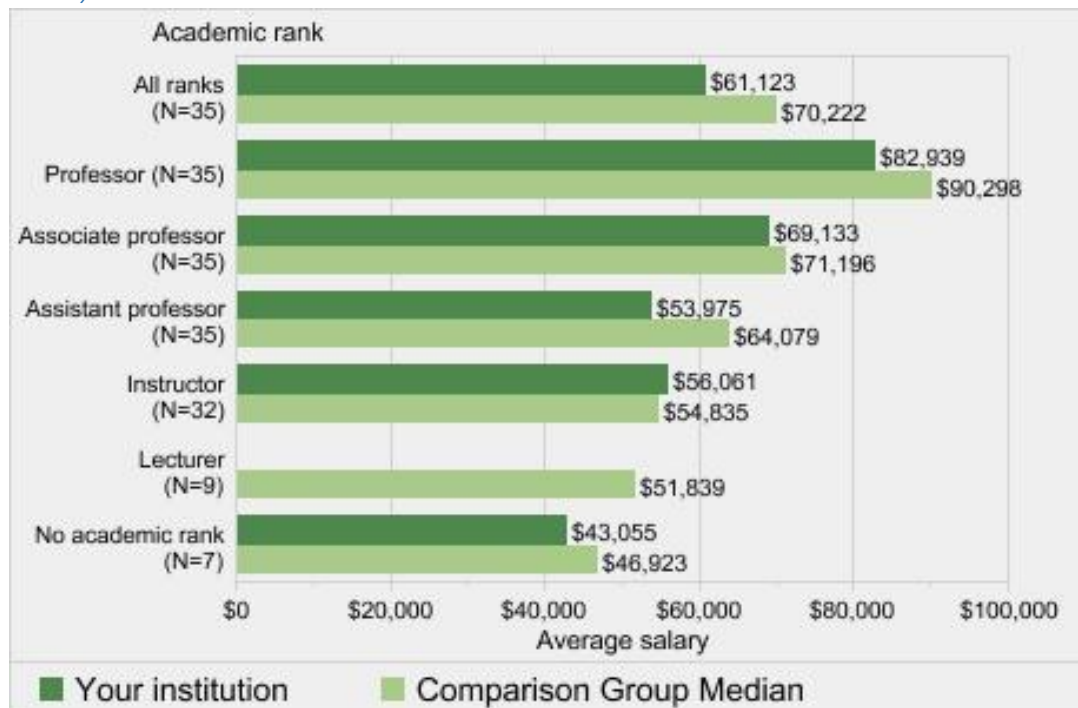
Average amount of financial aid



Note: This chart shows the average amount of financial aid for all undergraduates in academic year 2017-18.

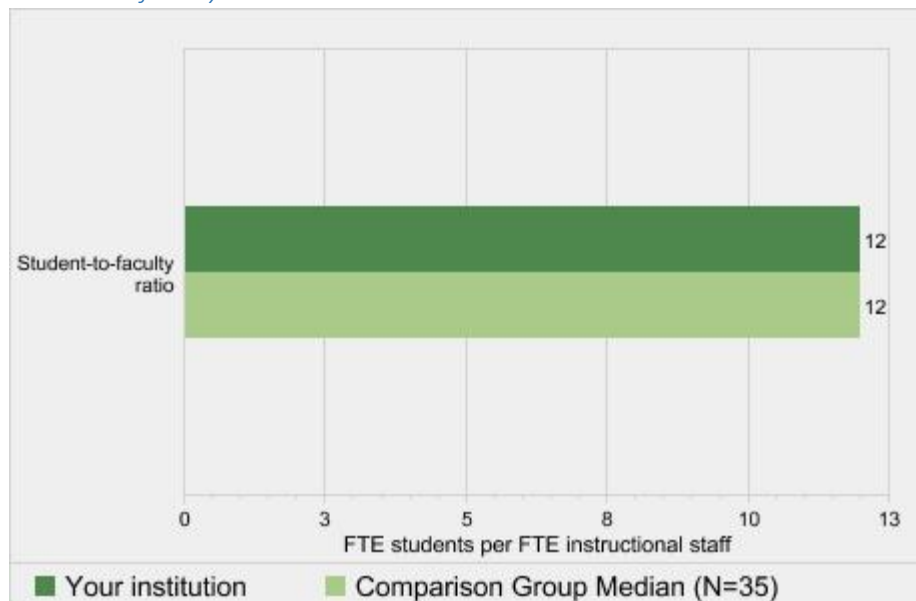
Benchmarking: Faculty

Faculty salaries



Note: This chart shows average faculty salaries by rank for AY2017-18.

Student-to-faculty ratio



Note: This chart shows the student-to-faculty ratio for fall 2018 (specifically, the ratio of full-time equivalent students to full-time equivalent faculty).