Daemen University

Fact Book

Spring 2022

Office of Institutional Effectiveness
Daemen College
Amherst, New York

Spring 2022

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General Information

Mission

The mission of Daemen College is to prepare creative, ethically-minded leaders for a diverse and interconnected world by integrating the intellectual strengths acquired through the liberal arts with the preparation necessary for professional excellence to make meaningful contributions to society.

Vision

Daemen College seeks to become an institution of national distinction through recognized excellence in academics, co-curricular experiences, athletics, inclusion, and community service in an educational environment where all students, alumni, faculty, staff, and community partners are able to learn, grow and use their skills to create a better world.

Values

At Daemen College,

1. *We are a community of scholars.*
   We emphasize collaborative learning experiences led by faculty experts to foster the intellectual curiosity needed to promote research and life-long learning.
2. *We are focused on Inclusive Excellence.*
   We recognize the value of cultural, individual, and experiential differences present throughout the institution and embrace this diversity through a culture of inclusion.
3. *We are student-centered.*
   At its core, we are focused on developing the whole student and treating them as individuals to support their growth and future success while we ensure that a Daemen education affords students with the ability to achieve their goals, contribute positively to society, and grow as a person.
4. *We are community-minded.*
   We recognize the power of service to strengthen communities - locally, nationally, and internationally - and we engage with our students, alumni, faculty, staff, and community partners to advance positive change.
5. *We are innovative.*
   We encourage innovation by fostering creativity and offering an environment that supports opportunities for growth and change.
6. *We are stewards of resources.*
   We respect the value of all our resources by keeping our commitments, acting consistently and fairly, and fulfilling our duties to all parties. We are accountable for what we say and do.

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, Athletic Director, and Chief of Staff). 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 Nayor, Vice President for Strategic Initiatives
- Robert Rood, Vice President for Business Affairs and Treasurer
- Tiffany Hamilton, Chief Diversity Officer

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).

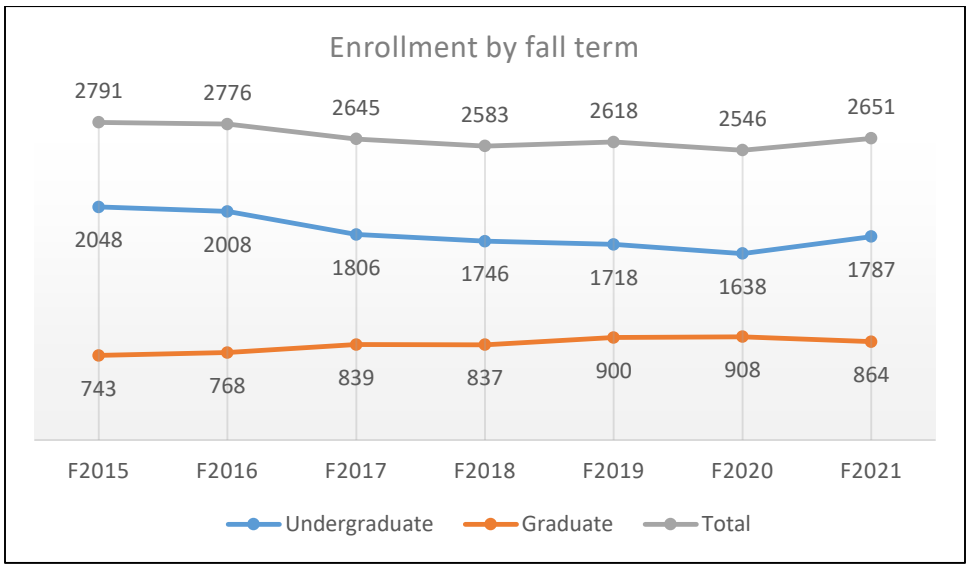
Baccalaureate Educator Preparation programs are currently pursuing accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

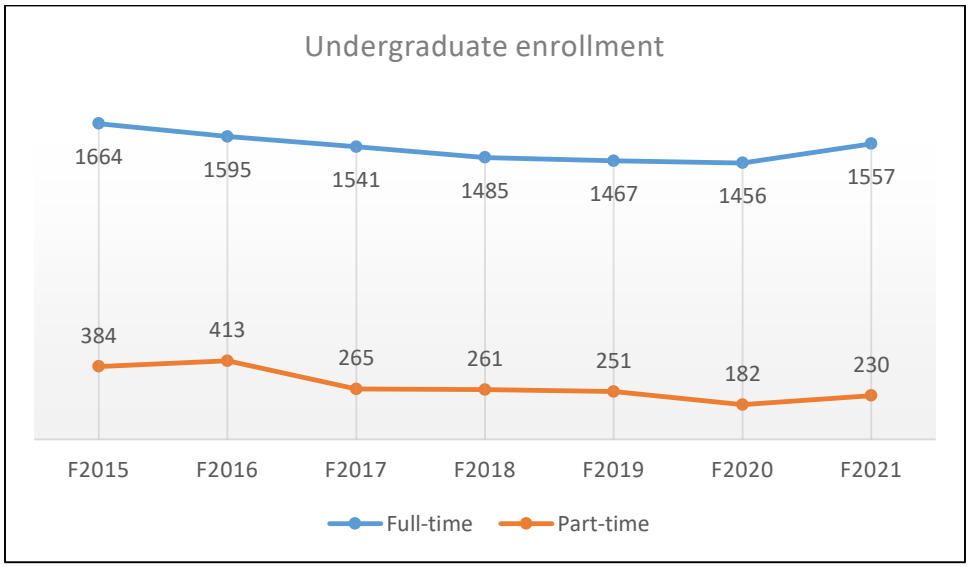
The Athletic Training dual degree programs (B.S./M.S. Health Promotion/Athletic Training; B.S./M.S. Natural Science/Athletic Training) are accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

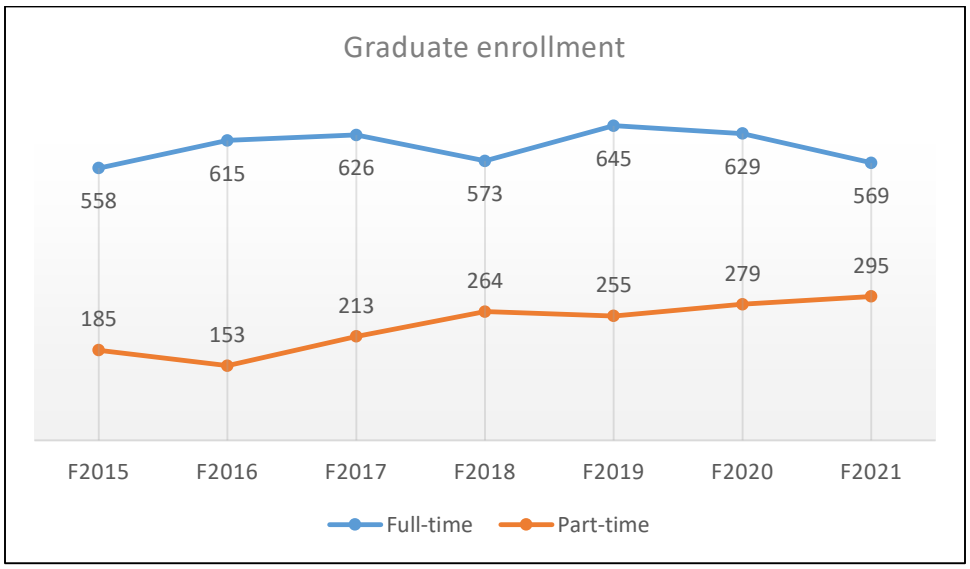
Bachelor of Science (B.S.) degree and Certificate in Paralegal Studies are approved by American Bar Association.

Fall Enrollment

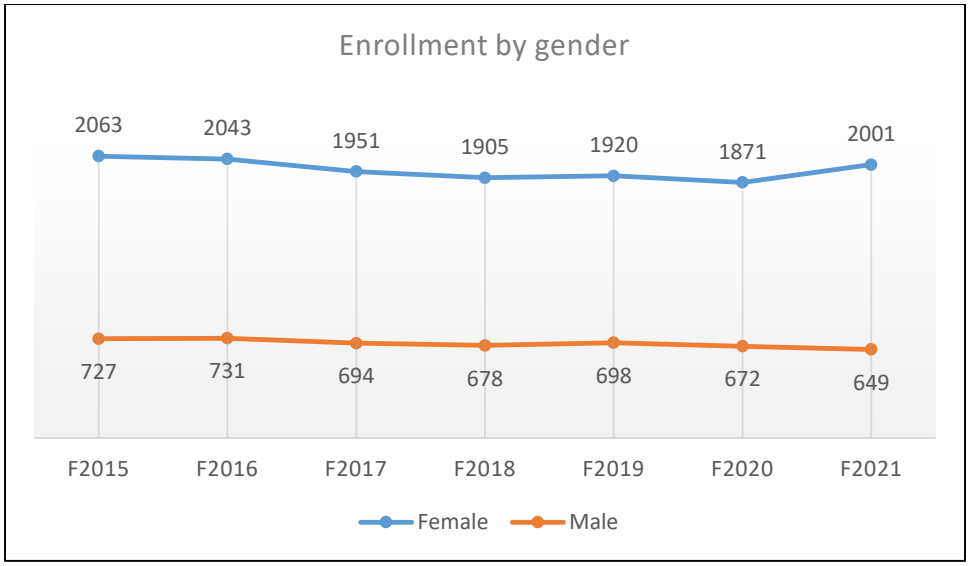
Fall enrollment by level and full-time / part-time status

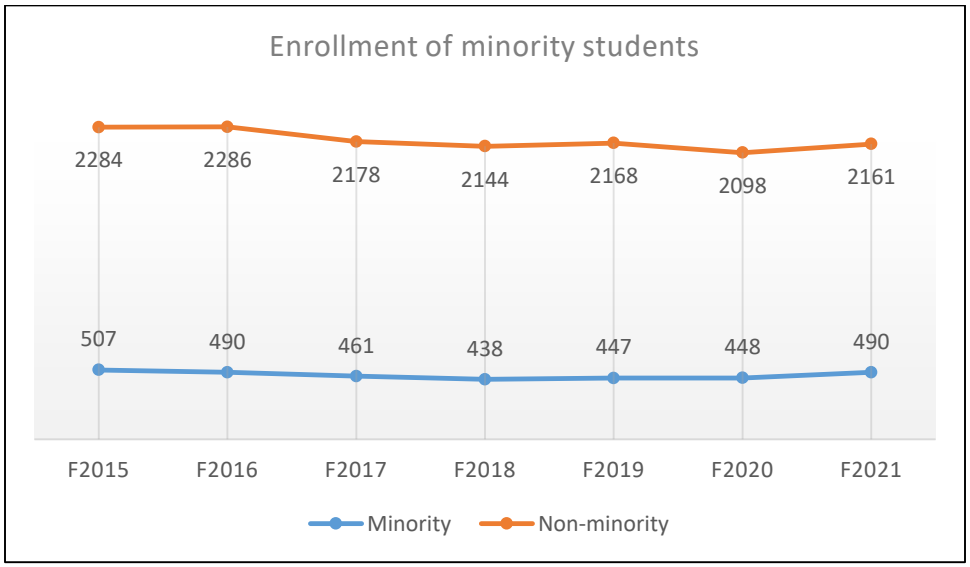


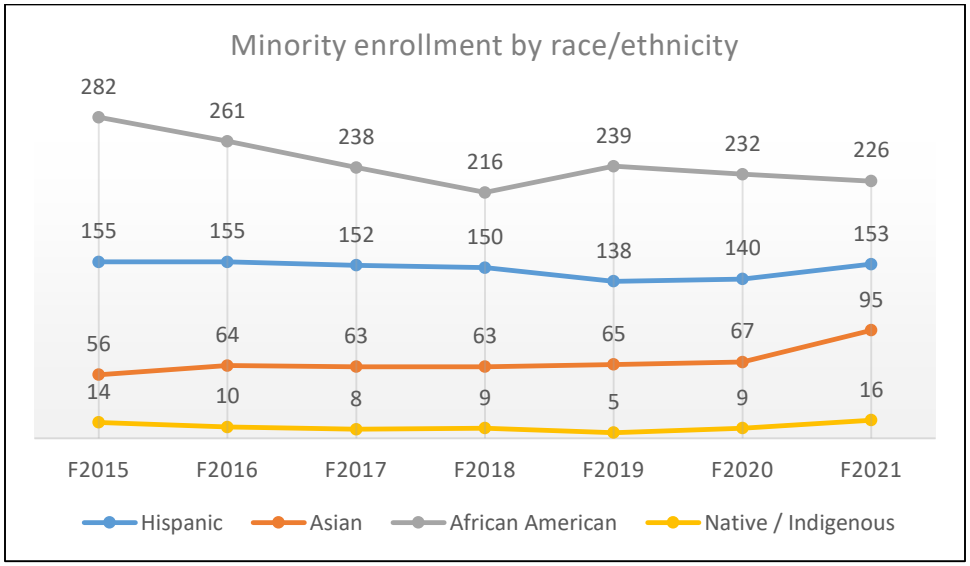




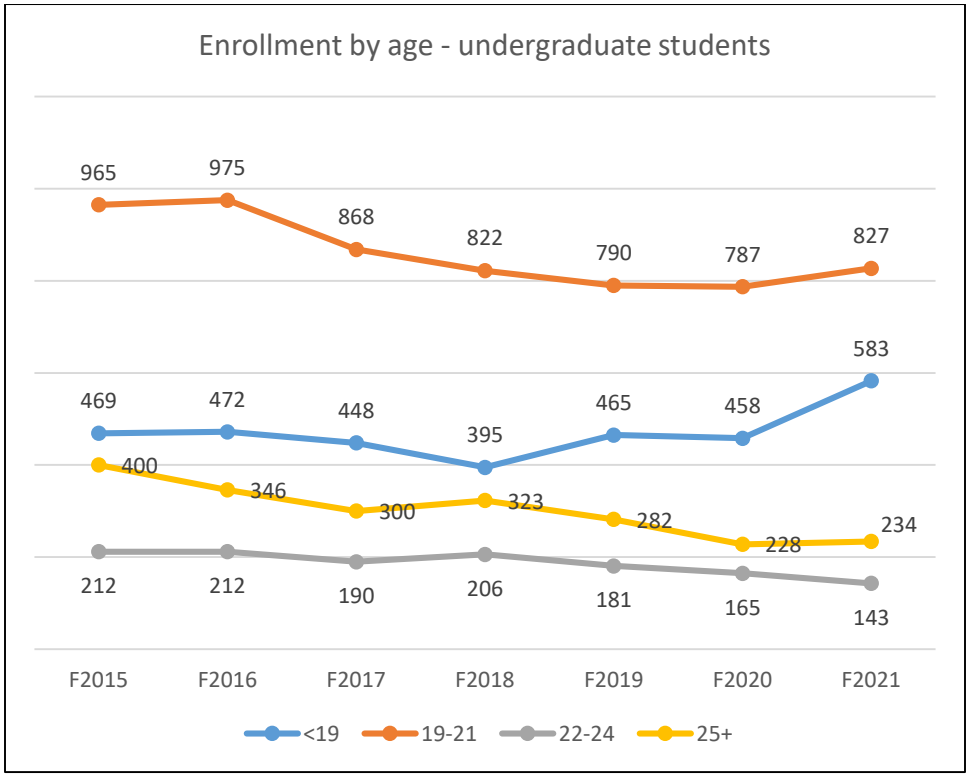
Fall enrollment by gender and race/ethnicity

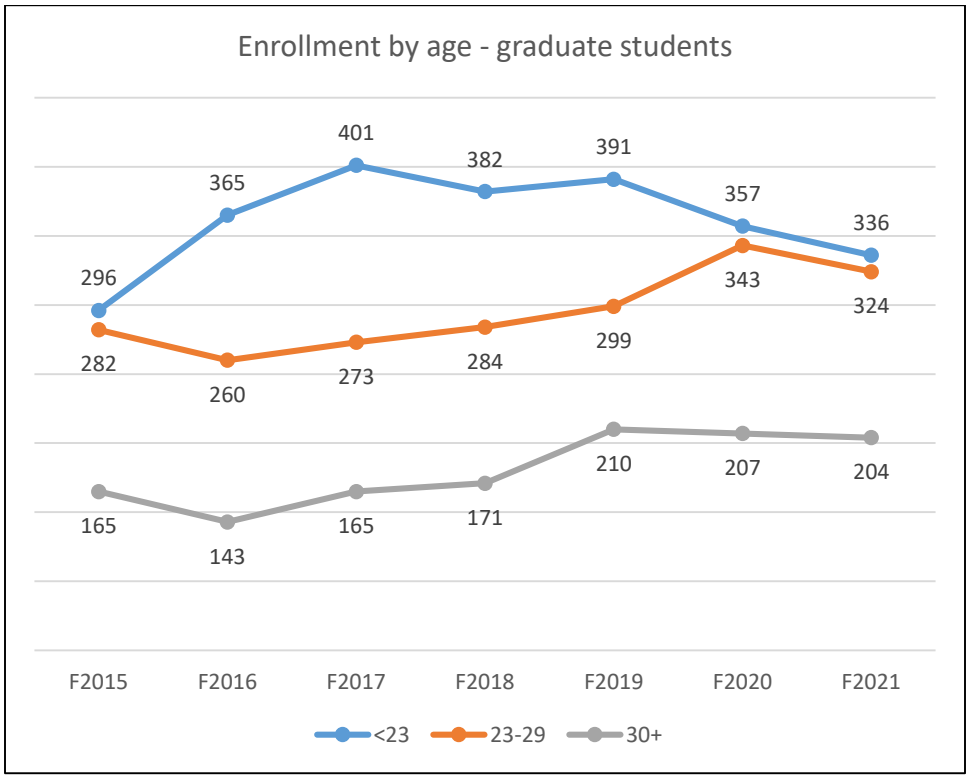




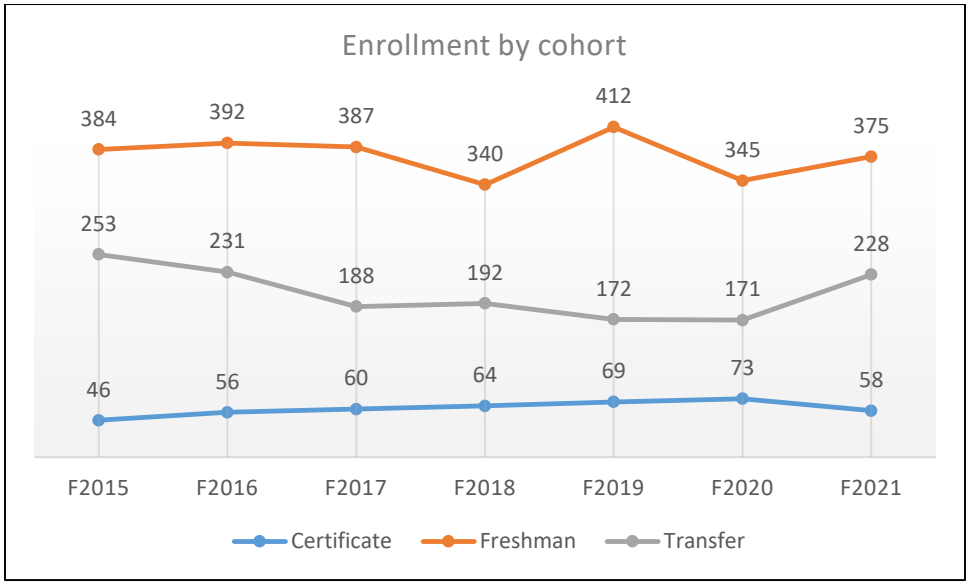


Fall enrollment by age

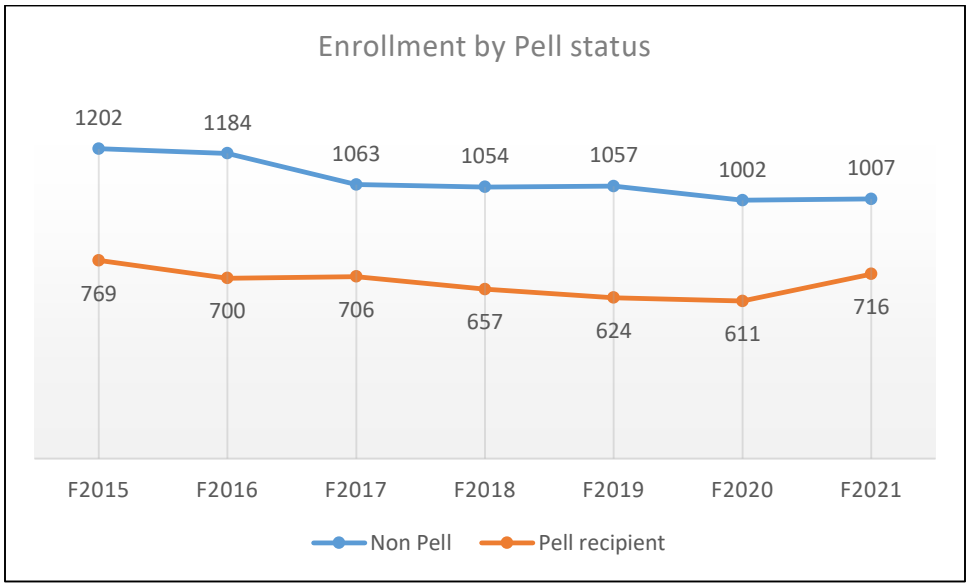




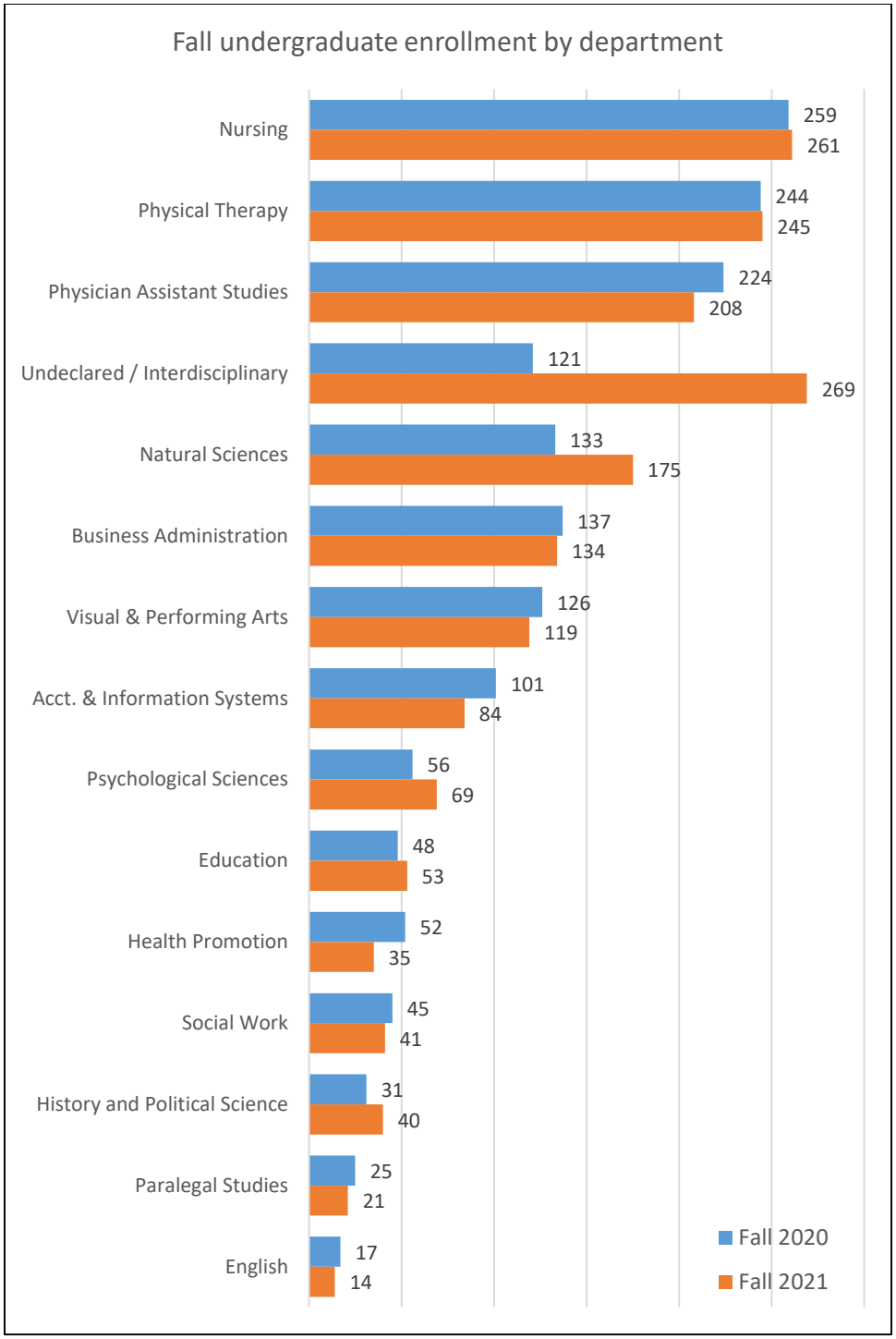
Fall enrollment by cohort



Fall undergraduate enrollment by Pell status



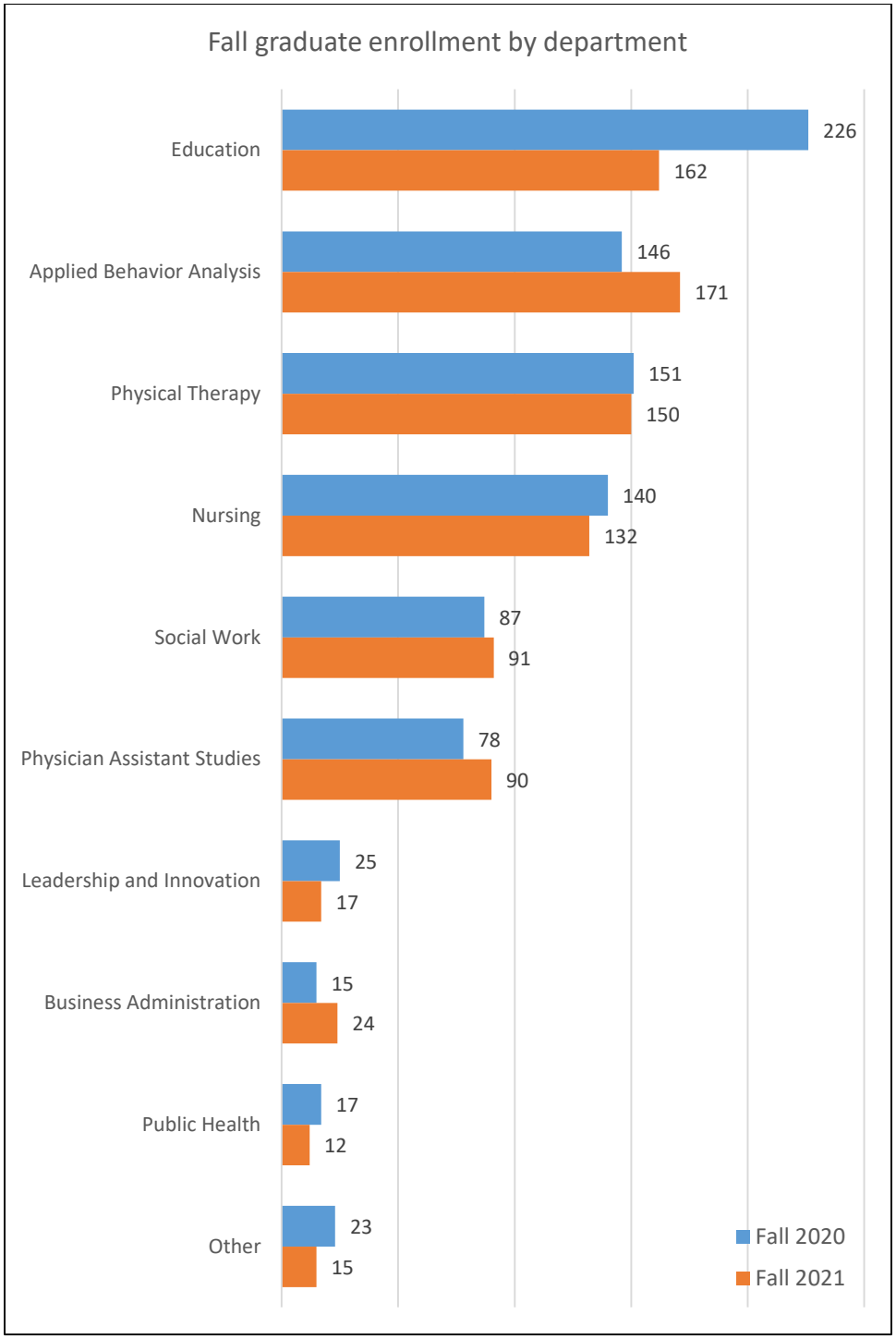
Fall undergraduate enrollment by academic department



Note: Only includes departments with 10 or more majors

Increase in Undeclared/Interdisciplinary majors primarily reflects an increasing number of students in the new Liberal Studies program

Fall graduate enrollment by department



Human Resources Data

Full-time faculty by gender and race/ethnicity in fall 2020

	Male	Female	Total
International	0	0	0
Hispanic	0	0	0
American Indian	0	0	0
Asian	0	2	2
African American	2	1	3
Hawaiian / Pacific	0	0	0
White	50	90	140
Two or more	0	1	1
Unknown	0	1	1
Total	**52**	**95**	**147**

Part-time faculty by gender and race/ethnicity in fall 2020

	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 2020

	Male	Female	Total
Professors	6	7	13
Associate professors	23	32	55
Assistant professors	16	42	58
Instructors	5	5	10
Lecturers	0	0	0
No academic rank	2	9	11
Total	**52**	**95**	**147**

Source: IPEDS Human Resources Survey

Full-time staff by gender and race/ethnicity in fall 2020

	Male	Female	Total
International	0	0	0
Hispanic	0	0	0
American Indian	0	0	0
Asian	0	1	1
African American	10	10	20
Hawaiian / Pacific	0	0	0
White	72	121	193
Two or more	1	1	2
Unknown	4	3	7
Total	**87**	**136**	**223**

Part-time staff by gender and race/ethnicity in fall 2020

	Male	Female	Total
International	0	0	0
Hispanic	0	0	0
American Indian	0	0	0
Asian	1	1	2
African American	0	1	1
Hawaiian / Pacific	0	0	0
White	5	25	30
Two or more	1	0	1
Unknown	0	0	0
Total	**7**	**27**	**34**

Source: IPEDS Human Resources Survey

Student Life

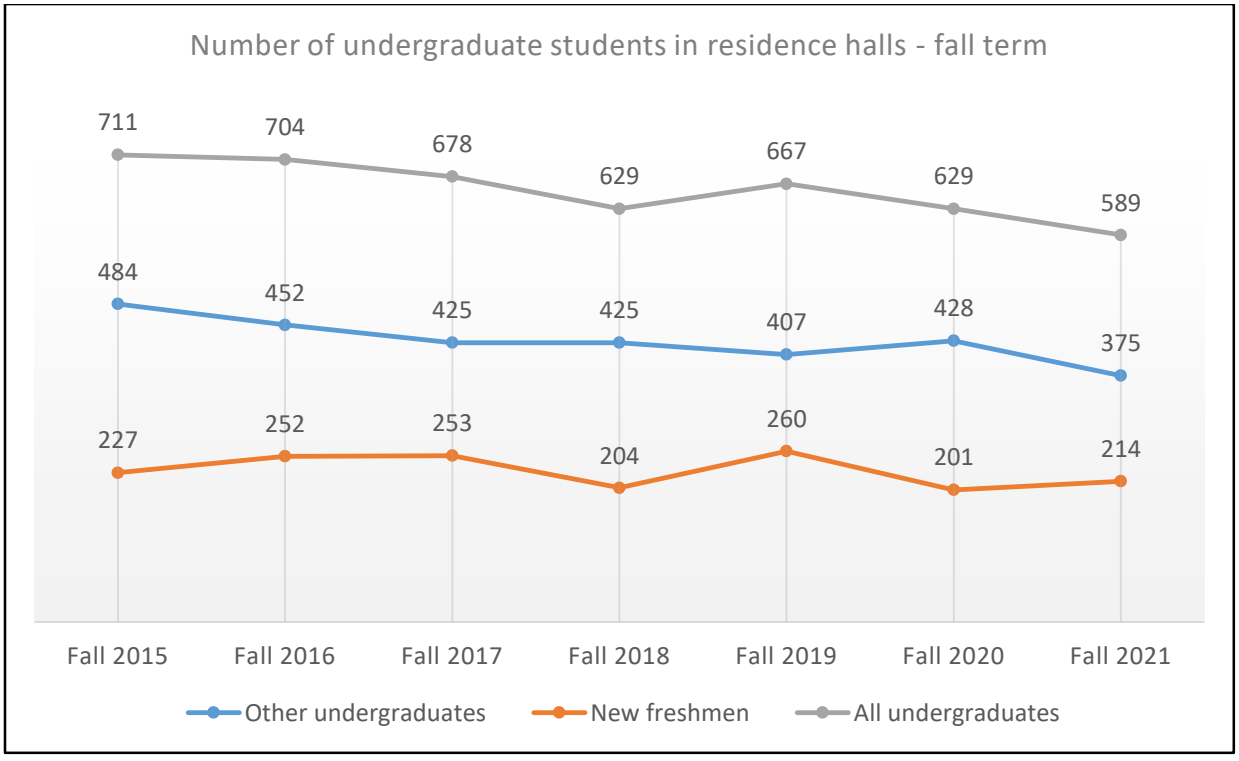
Number of athletes by sport in academic year 2020-21

Sport	Men's	Women's	Both
Basketball	21	18	
Bowling		10	
Cheerleading			25
Cross-Country	1	1	
Soccer	31	27	
Tennis	6	11	
Track - Indoor	21	26	
Track - Outdoor	4	1	
Triathlon		7	
Volleyball	15	17	
Total	**99**	**118**	**25**

Athletic scholarships in academic year 2020-21

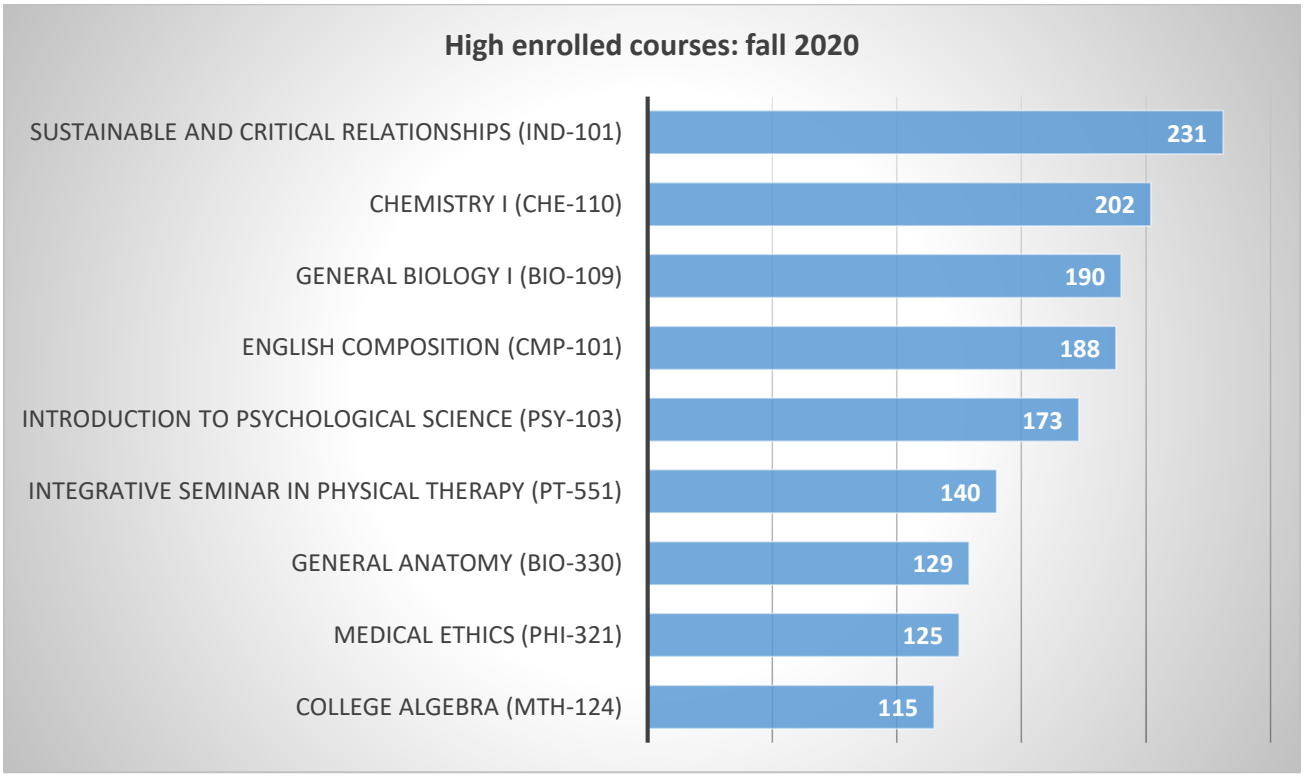
	Men's	Women's	Total
Percent receiving athletic scholarship:	71%	71%	71%
Average amount of athletic scholarship:	$8,272	$8,614	$8,458

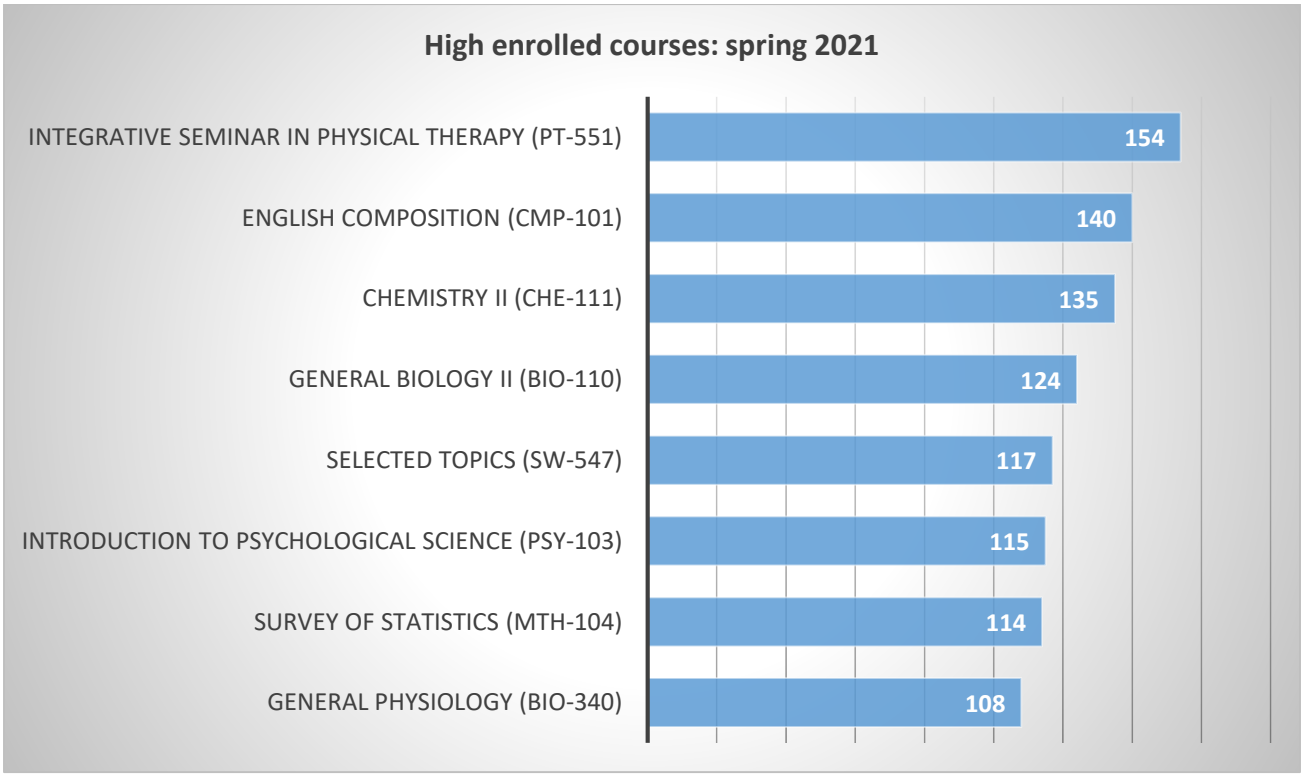
Number of undergraduate students in residence halls



Academics

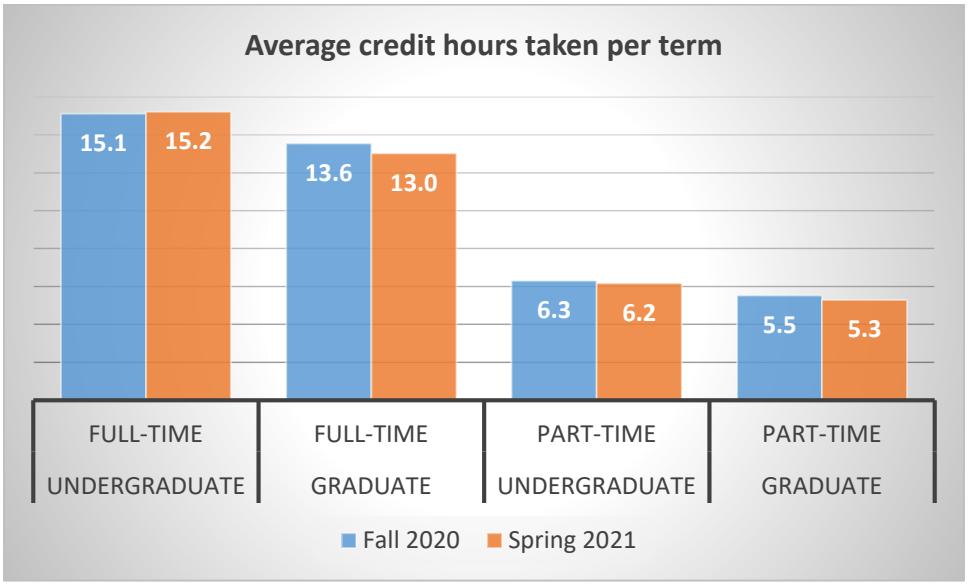
Course enrollment: High enrolled courses in academic year 2020-21





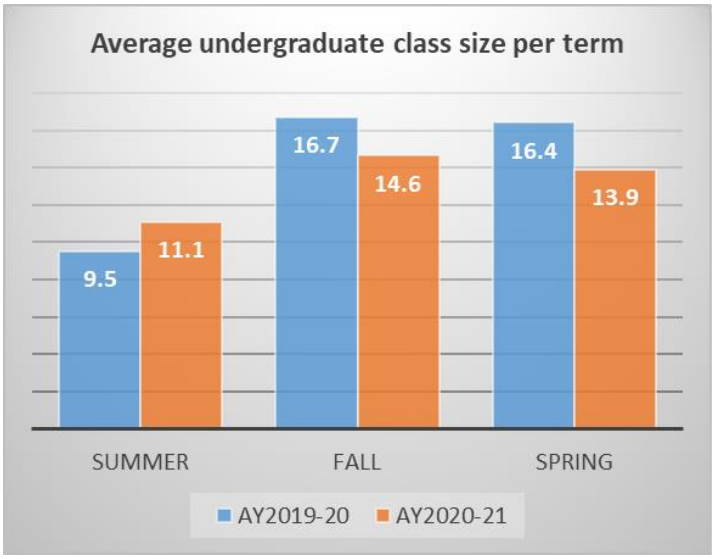
Note: includes lecture type courses only

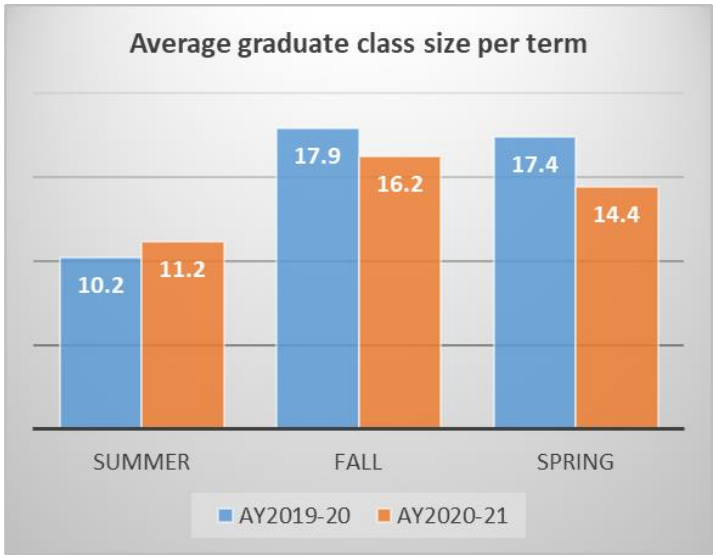
Average credit hours per term



Note: This chart shows the average number of attempted credit hours for full-time and part-time students in fall 2020 and spring 2021

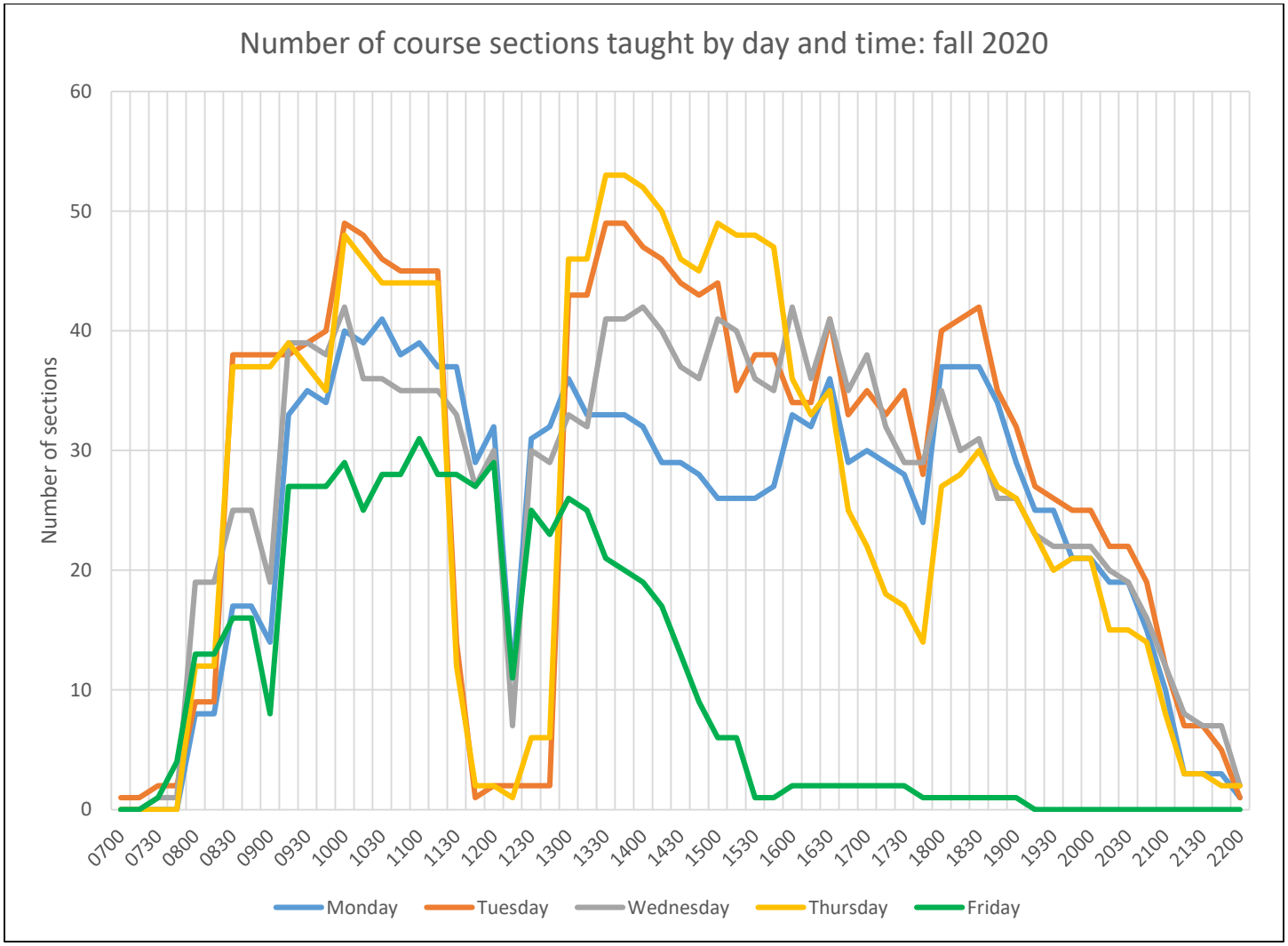
Average class size by term





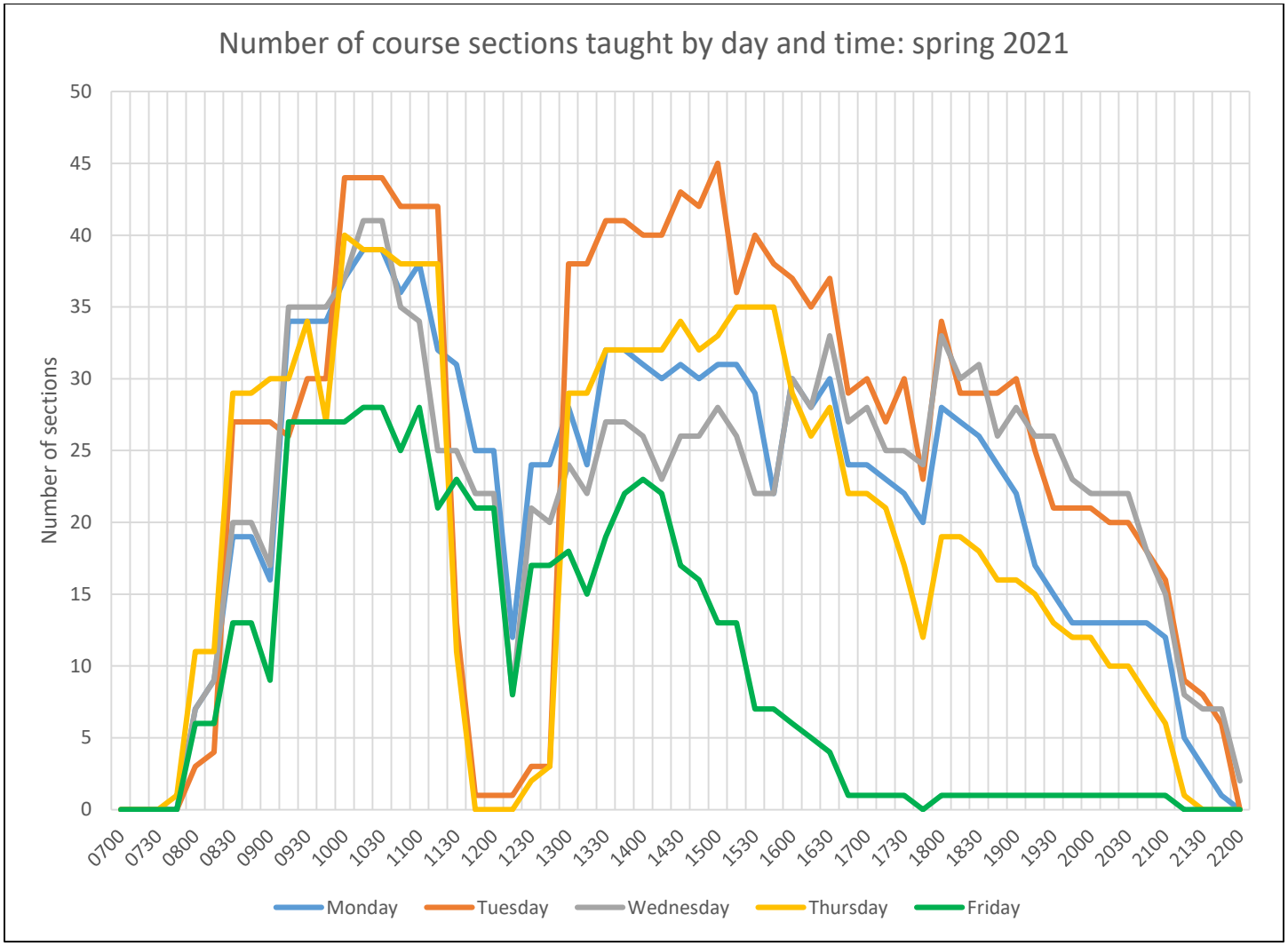
Note: This chart shows the average class size for lecture-type classes (excluding labs, internships, independent studies, etc.) in academic years 2019-20 and 2020-21

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



Note: this chart shows the number of course sections being taught on the Amherst campus 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 2021



Note: this chart shows the number of course sections being taught on the Amherst campus 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 2020

Core Revenues:	Amount	% of total core revenues	Core revenues per FTE enrollment
Tuition and fees	$35,261,450	82%	$14,686
Government grants and contracts	$2,872,516	7%	$1,196
Private gifts, grants, and contracts	$1,604,507	4%	$668
Investment return	$1,596,113	4%	$665
Other core revenues	$1,419,949	3%	$591
Total core revenues	**$42,754,535**	**100%**	**$17,807**
Total revenues	*$50,718,695*		*$21,124*

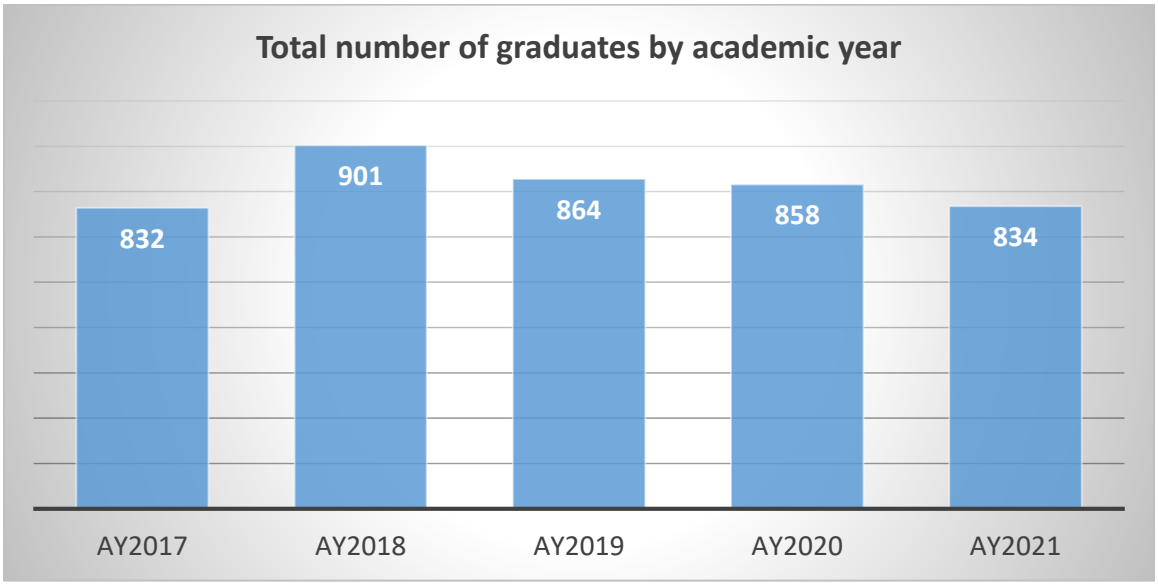
Core expenses, fiscal year 2020

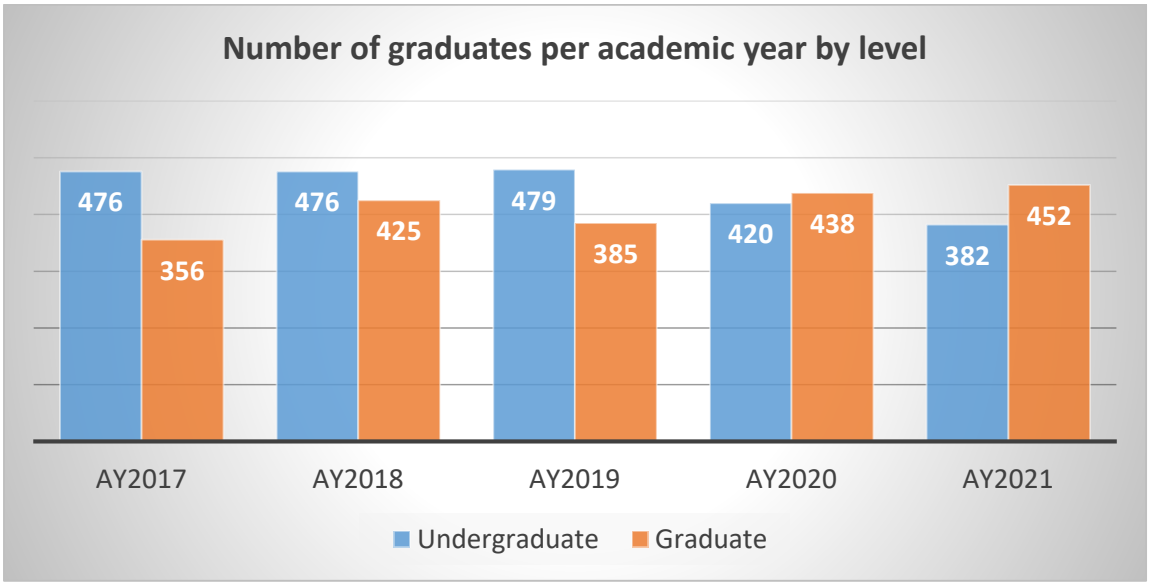
Core Expenses:	Amount	% of total core expenses	Core revenues per FTE enrollment
Instruction	$21,519,745	48%	$8,963
Research	$0	0%	$0
Public service	$211,811	0%	$88
Academic support	$5,159,481	11%	$2,149
Institutional support	$7,060,069	16%	$2,940
Student services	$8,578,966	19%	$3,573
Other core expenses	$2,536,663	6%	$1,057
Total core expenses	**$45,066,735**	**100%**	**$18,770**
Total expenses	*$51,192,900*		*$21,321*

Notes: Data are taken from the annual IPEDS Finance Report

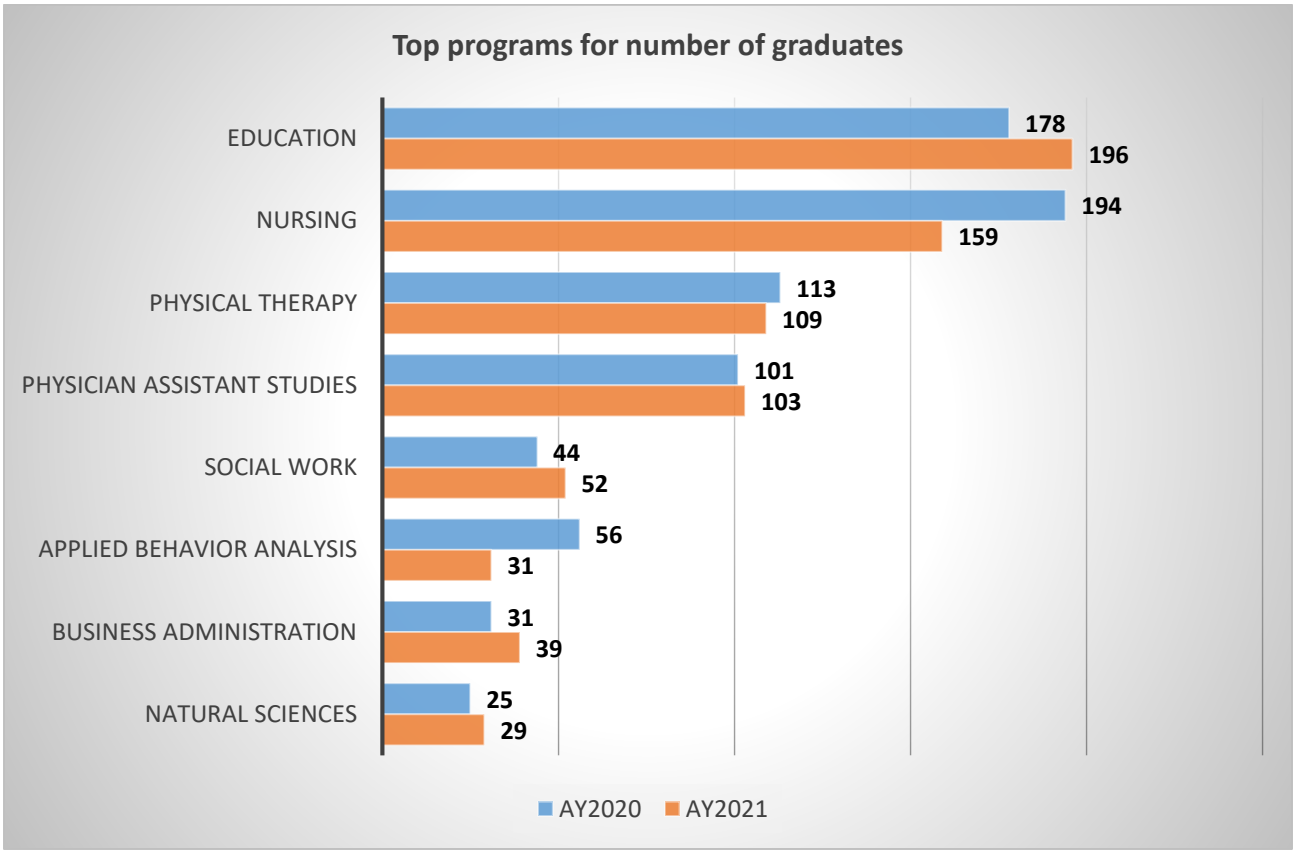
Degrees Awarded

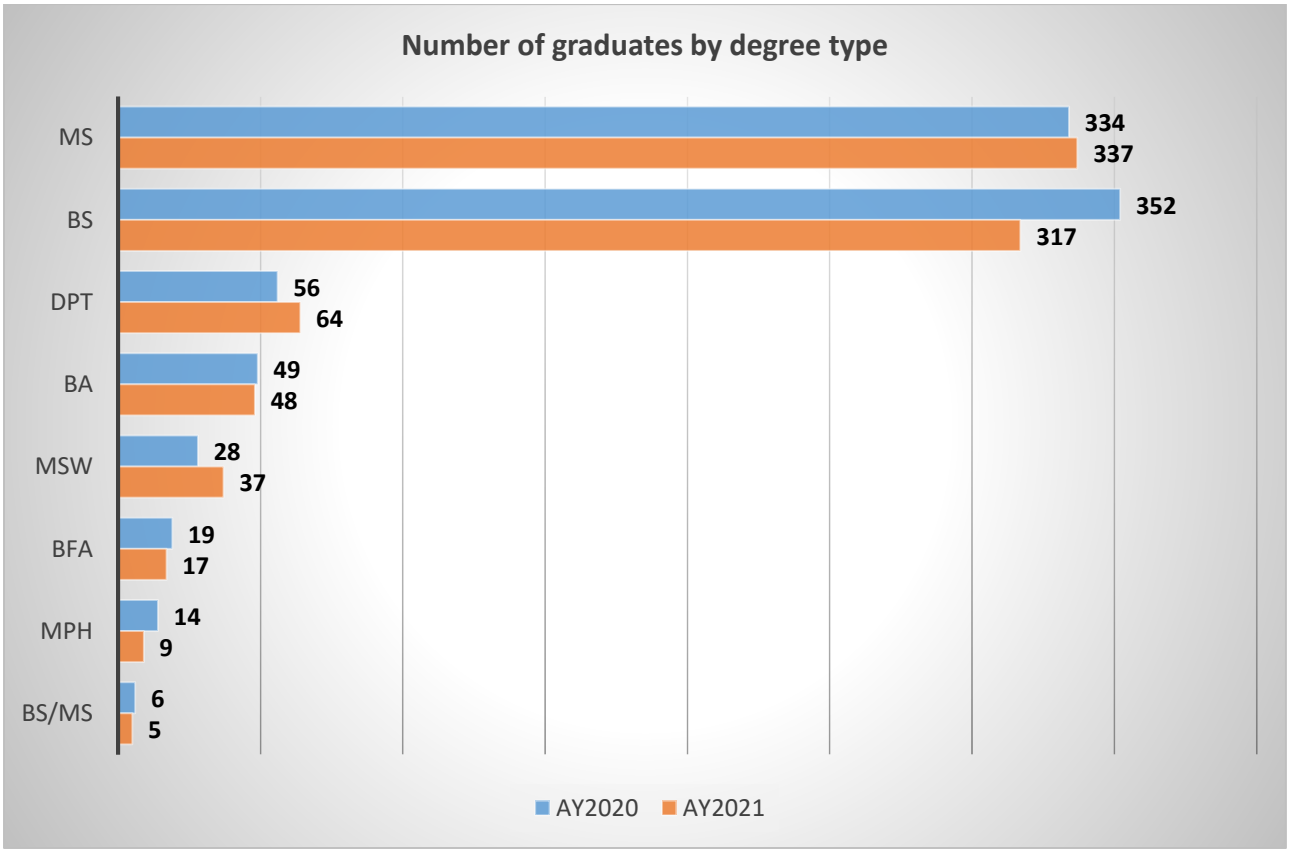
Graduates by academic year





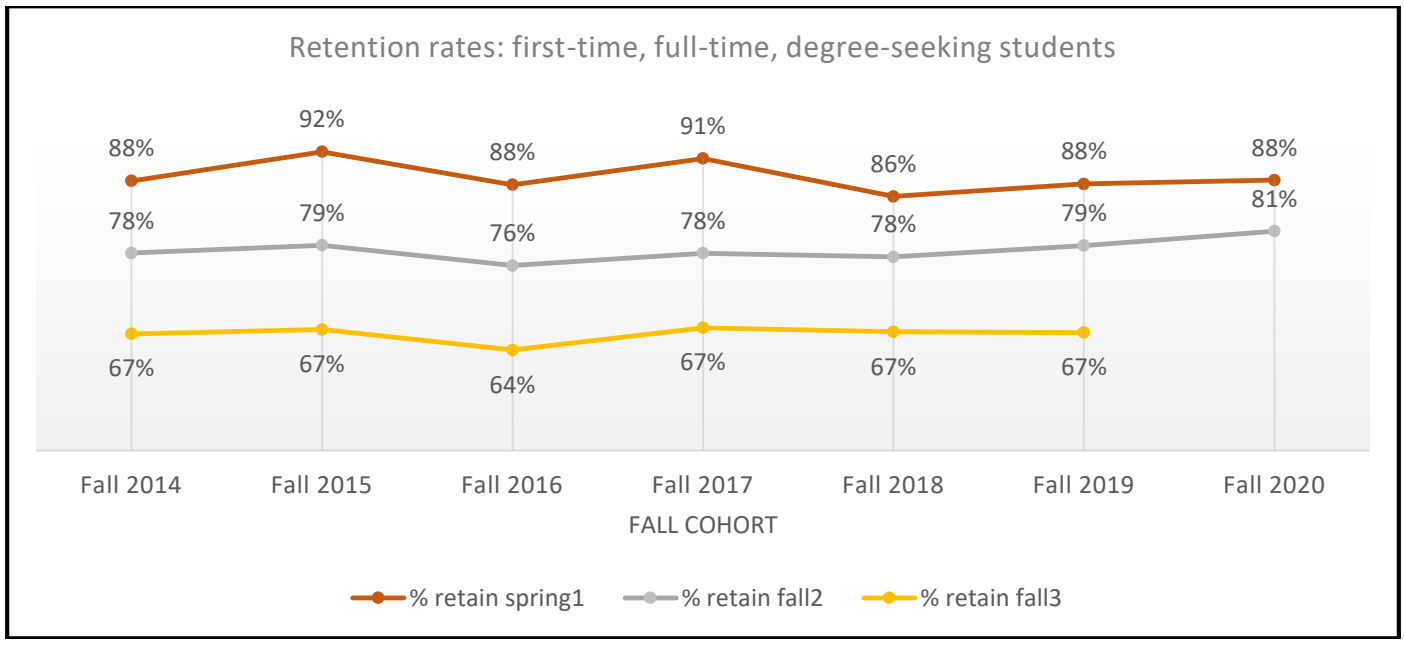
Note: these charts show the number of students graduating within a given academic year, defined as the period from July 1 of one year to June 30 of the next year.


Top programs for number of graduates
EDUCATION
178
196
NURSING
194
159
PHYSICAL THERAPY
113
109
PHYSICIAN ASSISTANT STUDIES
101
103
SOCIAL WORK
44
52
APPLIED BEHAVIOR ANALYSIS
56
31
BUSINESS ADMINISTRATION
31
39
NATURAL SCIENCES
25
29
AY2020
AY2021

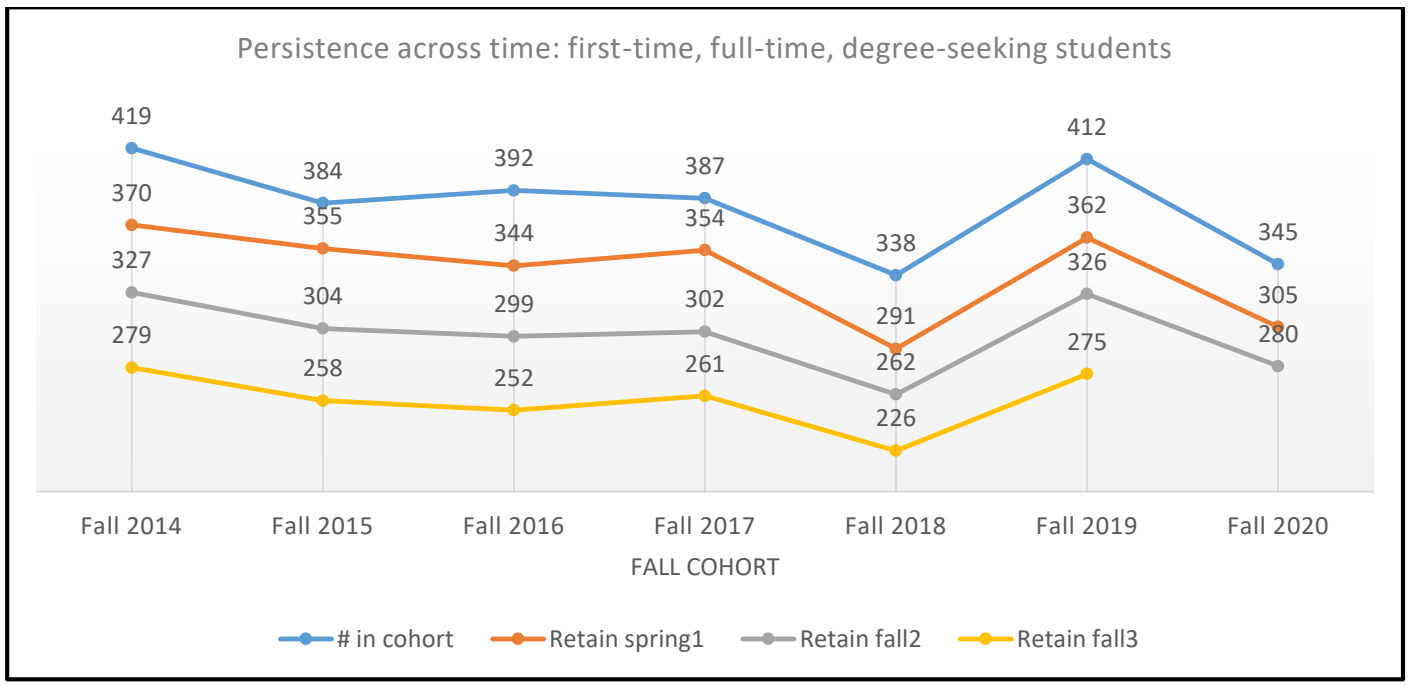

Number of graduates by degree type
MS
334
337
BS
352
317
DPT
56
64
BA
49
48
MSW
28
37
BFA
19
17
MPH
14
9
BS/MS
6
5
AY2020
AY2021

Student Persistence

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

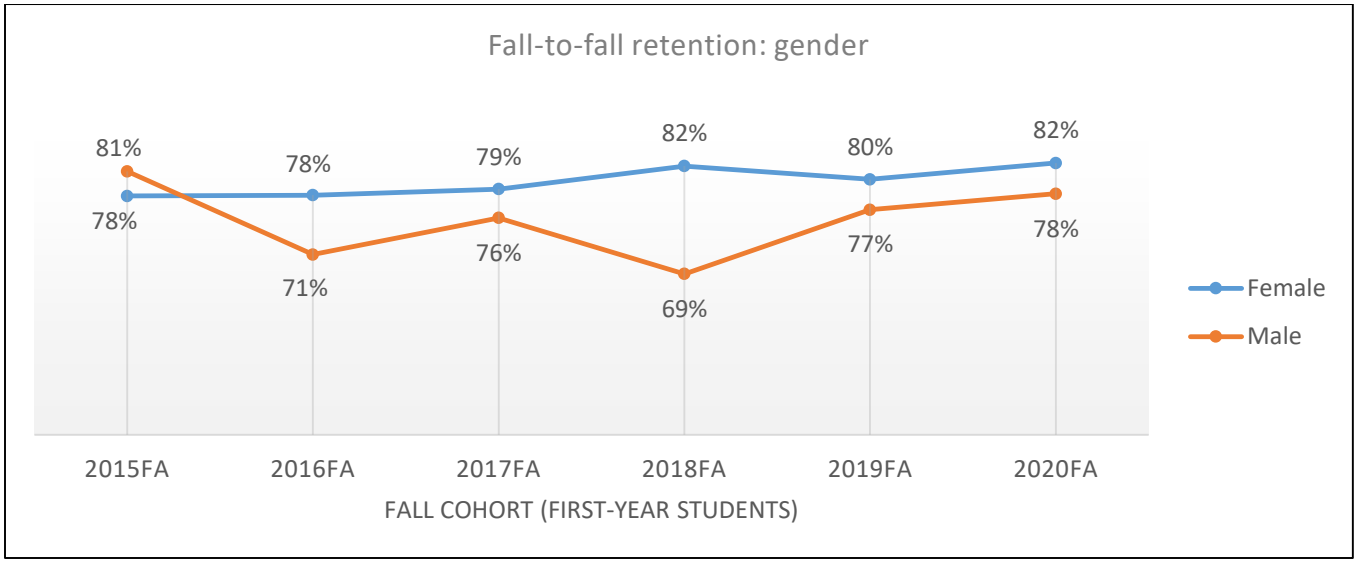


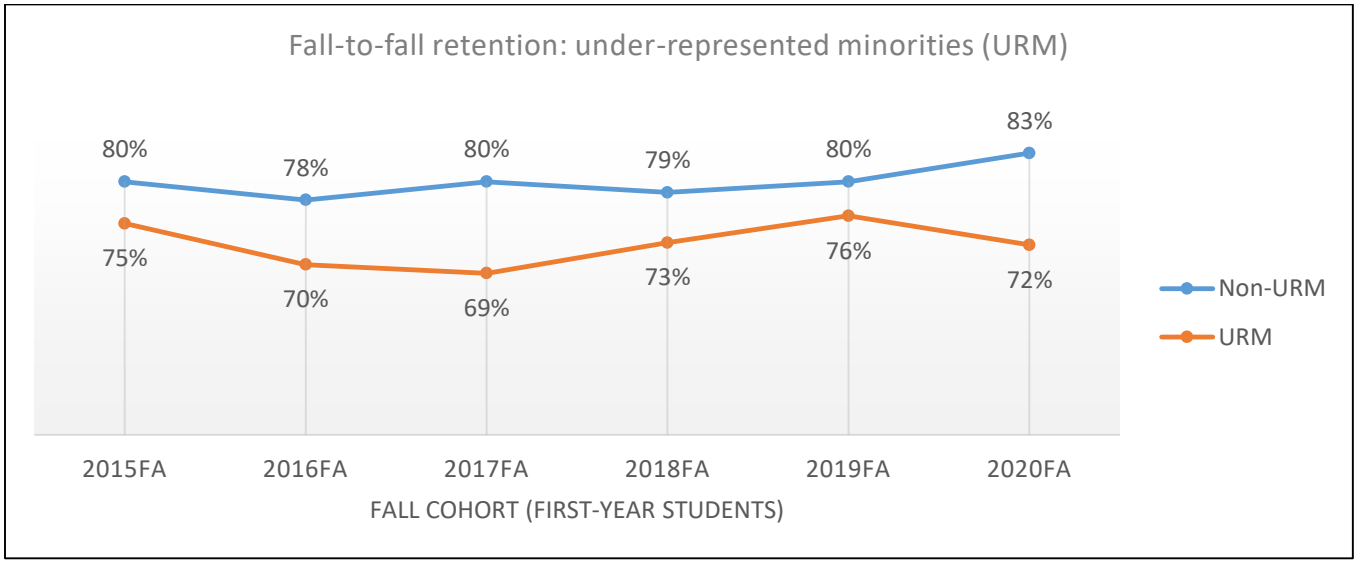
Note: This chart shows the persistence across time for first-time, full-time, degree-seeking students. The top line (orange) shows the percentage of students in the fall cohort who persisted until the spring term; the middle line (gray) shows the percentage who persisted until their second fall term;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



Note: 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.

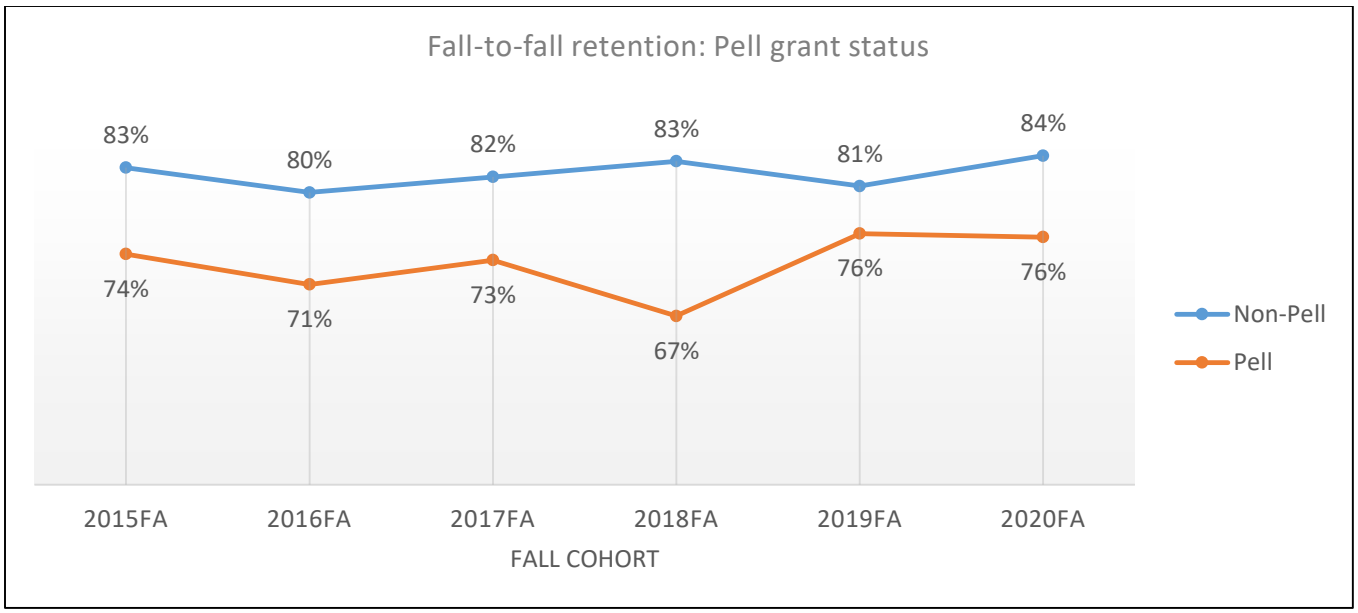
Fall-to-fall retention: first-time, full-time, degree-seeking students

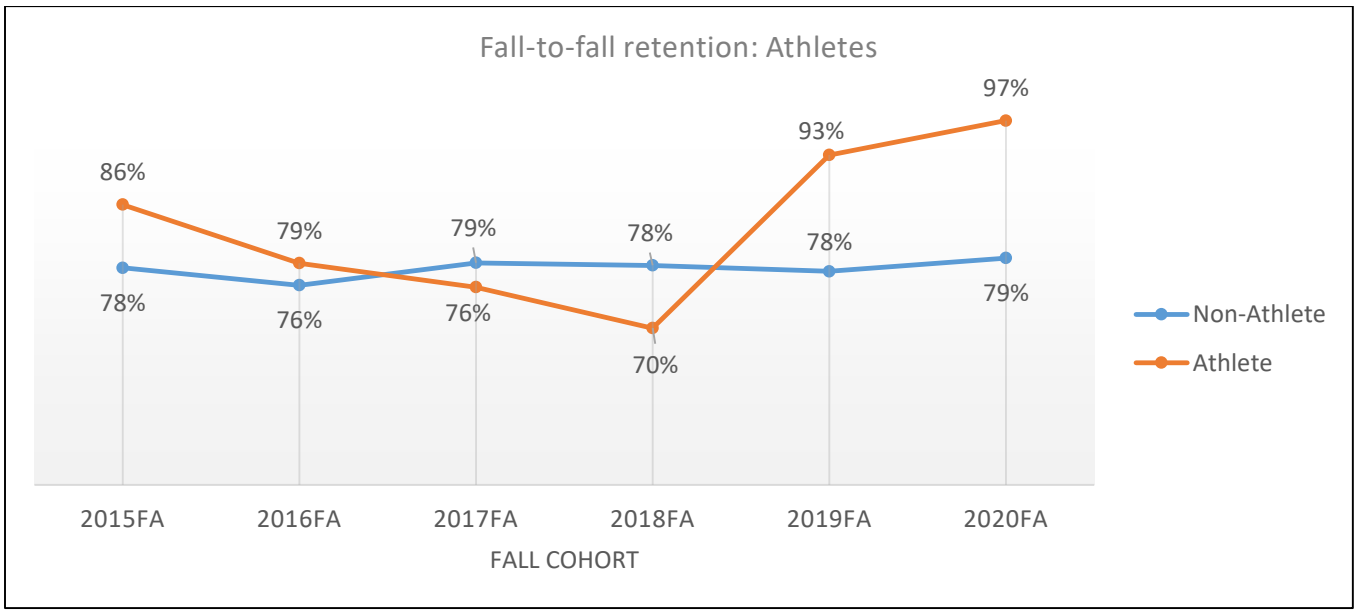


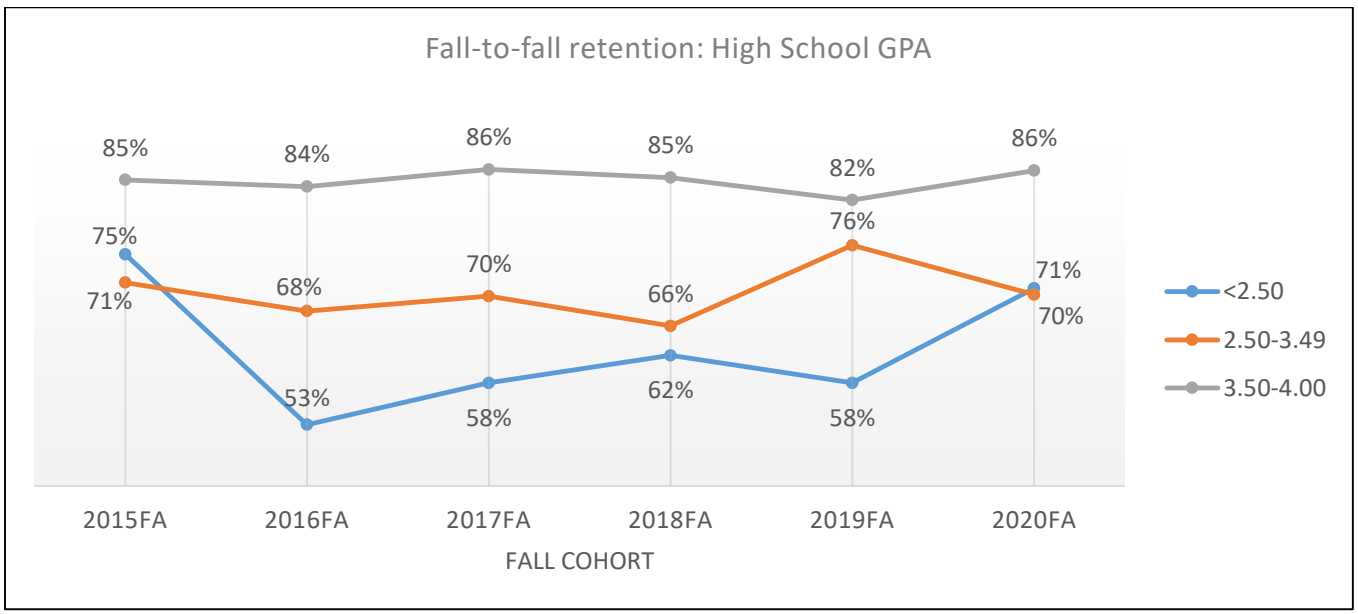


Notes: These charts (and those on the next page) show the percentage of first-time, full-time, degree-seeking students who entered Daemen College in a fall term and were still enrolled at Daemen College one year later.

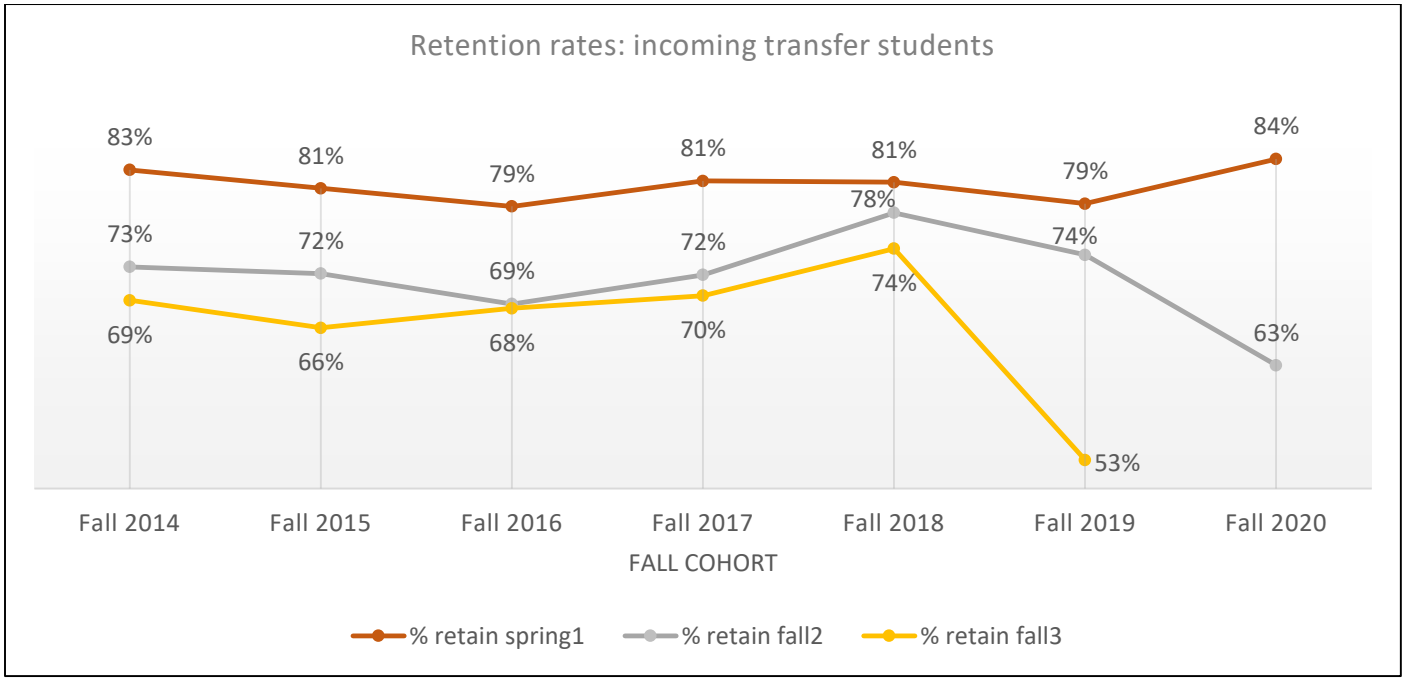
Under-represented minorities include Black / African American students, Hispanic / Latinx students, and Native American / Indigenous students.


Fall-to-fall retention: Pell grant status
83%
80%
82%
83%
81%
84%
74%
71%
73%
67%
76%
76%
2015FA
2016FA
2017FA
2018FA
2019FA
2020FA
FALL COHORT
Non-Pell
Pell

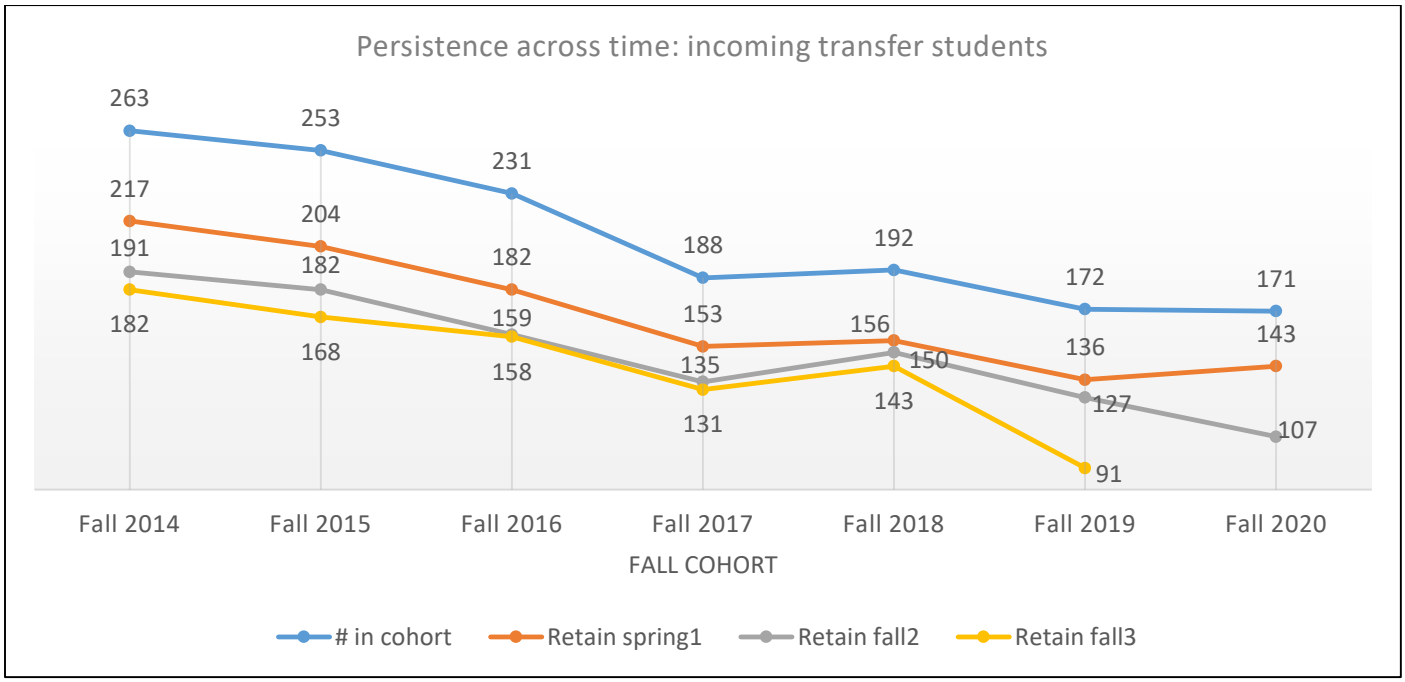

Fall-to-fall retention: Athletes
86%
79%
79%
78%
93%
97%
78%
76%
76%
70%
78%
79%
2015FA
2016FA
2017FA
2018FA
2019FA
2020FA
FALL COHORT
Non-Athlete
Athlete


Fall-to-fall retention: High School GPA
85%
84%
86%
85%
82%
86%
75%
71%
68%
70%
66%
76%
71%
70%
53%
58%
62%
58%
2015FA
2016FA
2017FA
2018FA
2019FA
2020FA
FALL COHORT
<2.50
2.50-3.49
3.50-4.00

Retention and persistence: incoming transfer students

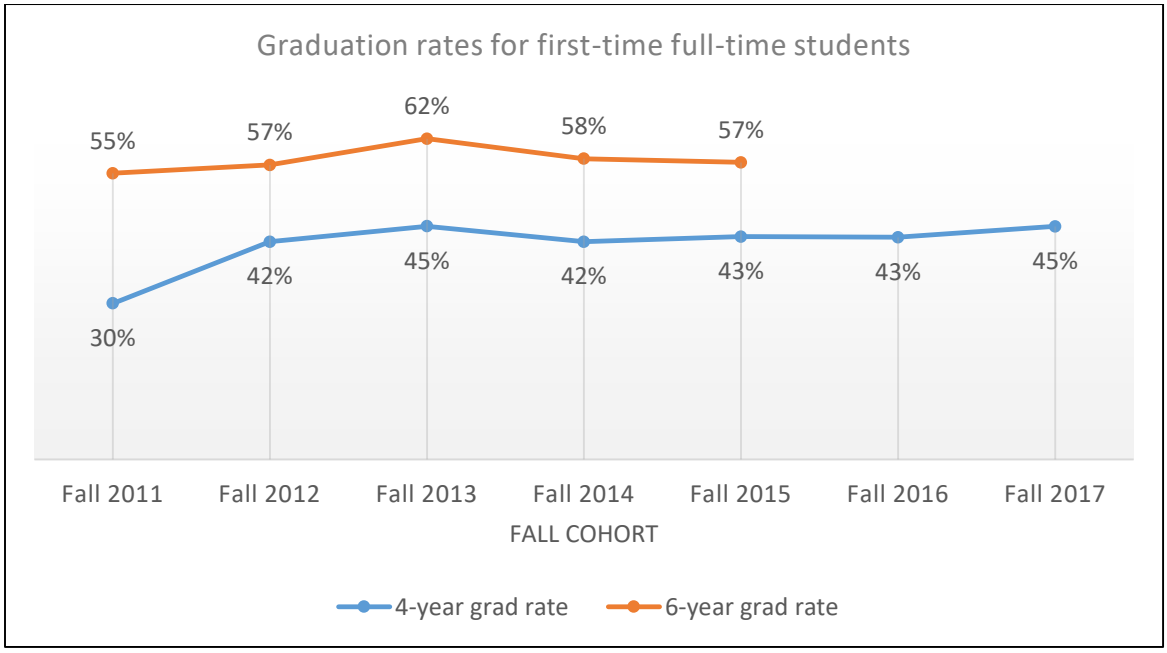


Note: This chart shows the persistence across time for degree-seeking transfer students. The top line (orange) shows the percentage of students in the fall cohort who persisted until the spring term; the middle line (gray) shows the percentage who persisted until their second fall term; and the bottom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

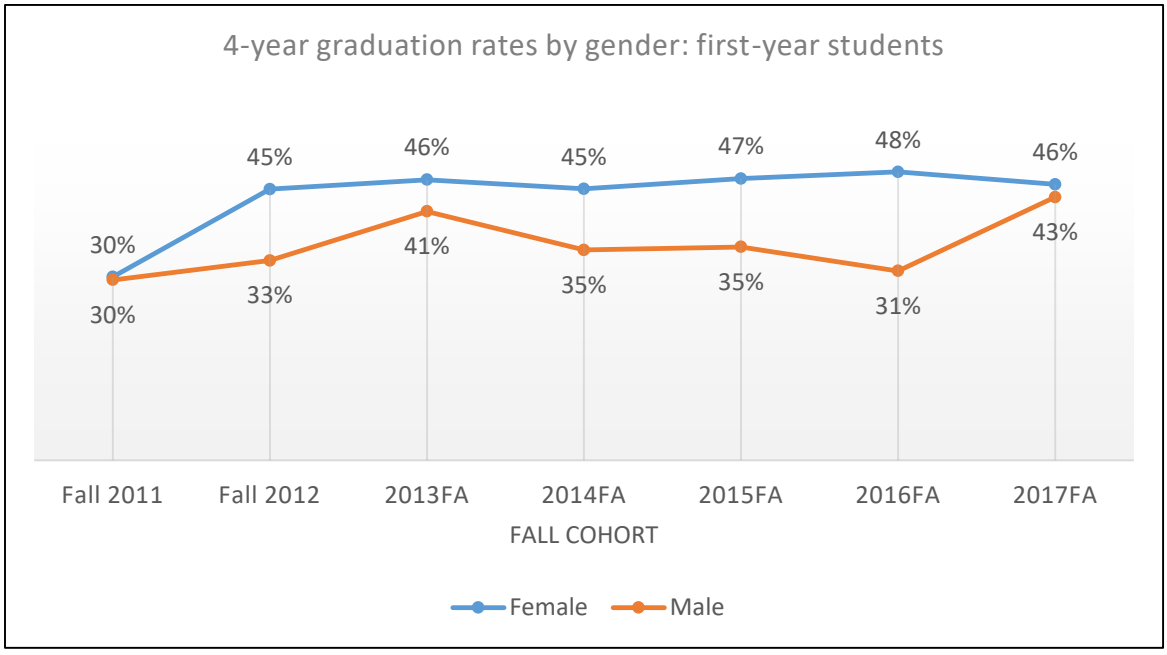


Note: this chart shows the number of students who originally entered in a given fall cohort (top line, in blue), and the number of students who remained enrolled at successively more distant time points.

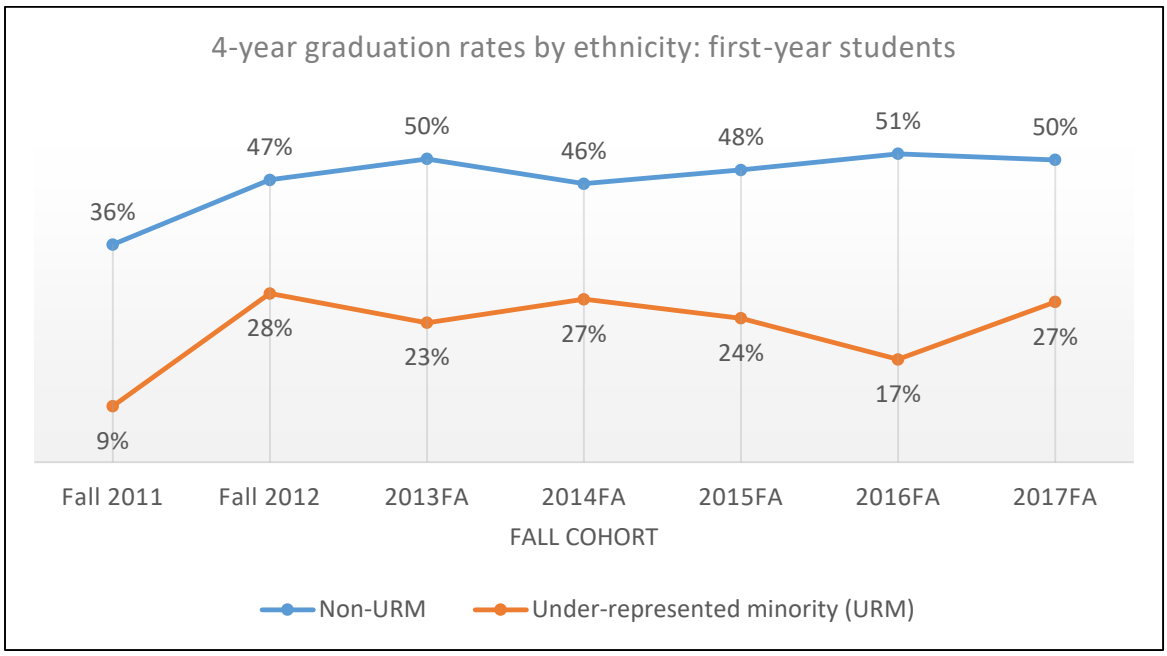
Graduation Rates



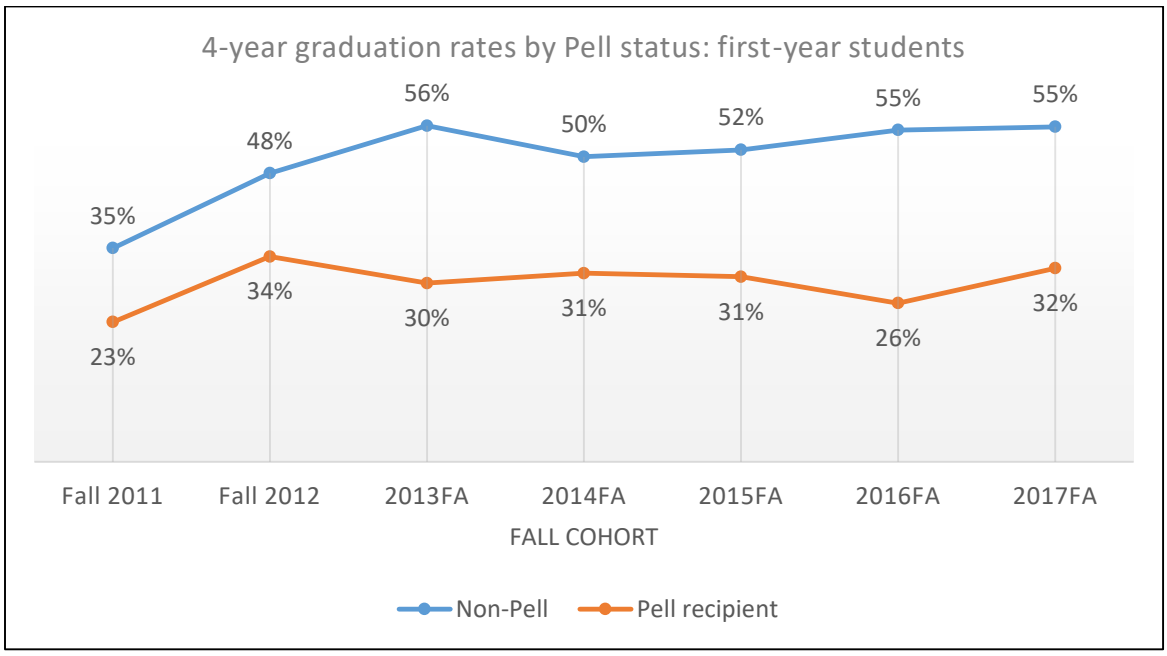
Note: This chart shows the 4-year and 6-year graduation rates for the cohorts of first-time, full-time, degree-seeking students entering in the designated fall term.



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.

Transfer-out trends

The table below shows the institutions subsequently attended by undergraduate degree-seeking students who left Daemen without graduating.

Institution	Fall 2019 cohort	Fall 2020 cohort
Erie Community College	16	4
Niagara County Community College	13	12
Buffalo State University	12	4
University At Buffalo	9	13
Genesee Community College	8	2
D'Youville College	6	0
SUNY Brockport	5	2
Niagara University	5	1
Gannon University	3	0
Jamestown Community College	3	1
Nazareth College Of Rochester	2	1
Empire State College	2	0
Monroe Community College	2	0
Broome Community College	2	0
Medaille College	2	2
Trocaire College	2	4
Hilbert College	0	3
SUNY Oswego	1	2
Finger Lakes Community College	1	2
Other	24	25
None (as of next fall term)	139	108

Source: National Student Clearinghouse

The table below shows the level of institution (2-year or 4-year) to which students transferred out.

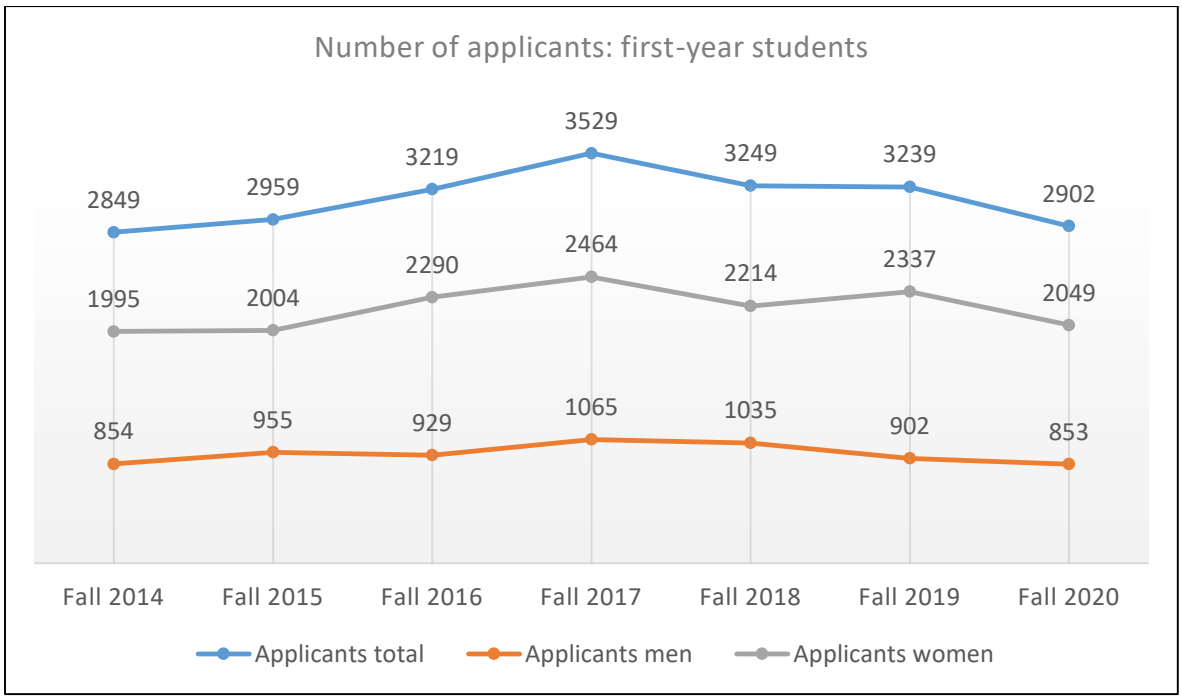
Level of institution	Fall 2019 cohort	Fall 2020 cohort
2-year institution	51	25
4-year institution	67	53

The table below shows the type of institutional control (private or public) to which students transferred out if they went to a 4-year institution.

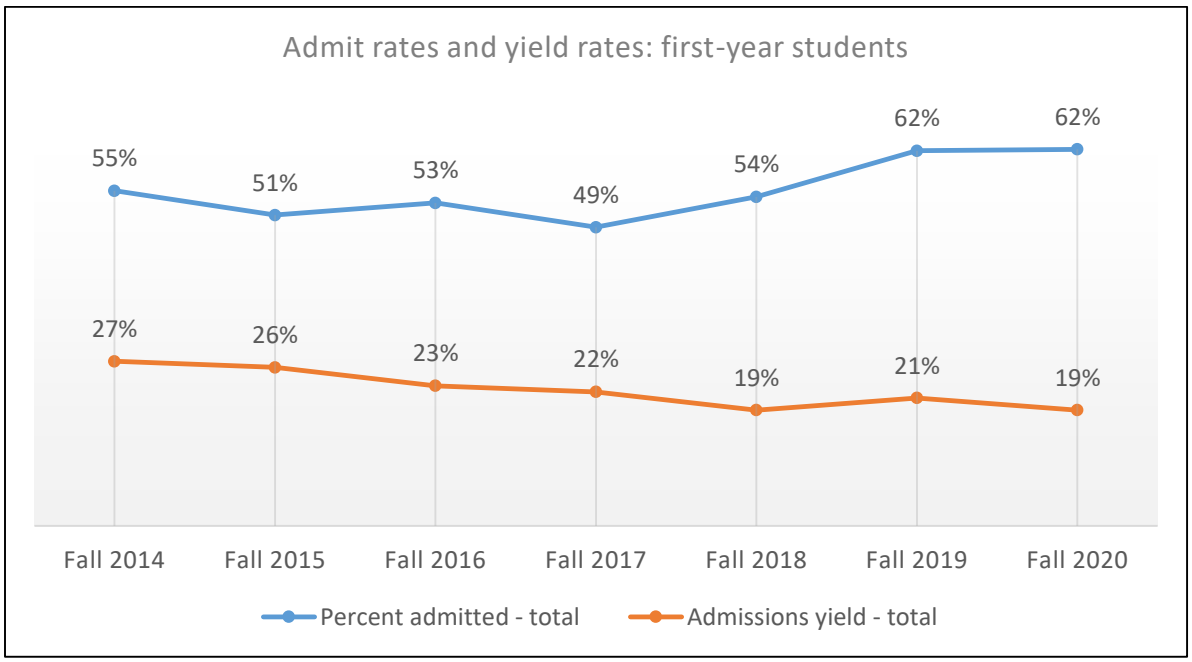
Institutional control	Fall 2019 cohort	Fall 2020 cohort
Private institution	32	23
Public institution	35	30

Admissions

Number of applicants and admits: first-year students

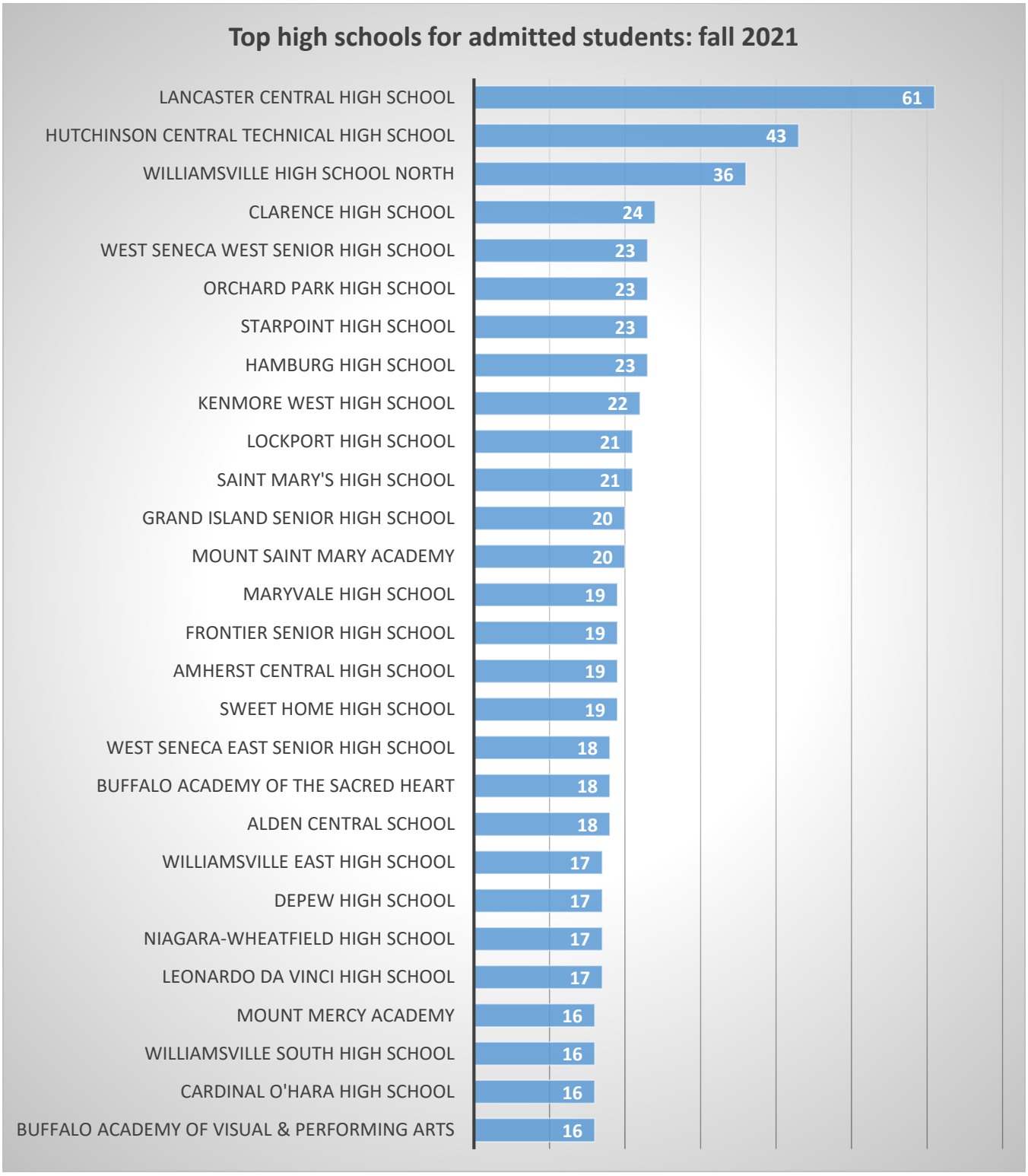


Note: This chart shows the number of prospective first-year students who completed an application to Daemen College in the designated fall term.



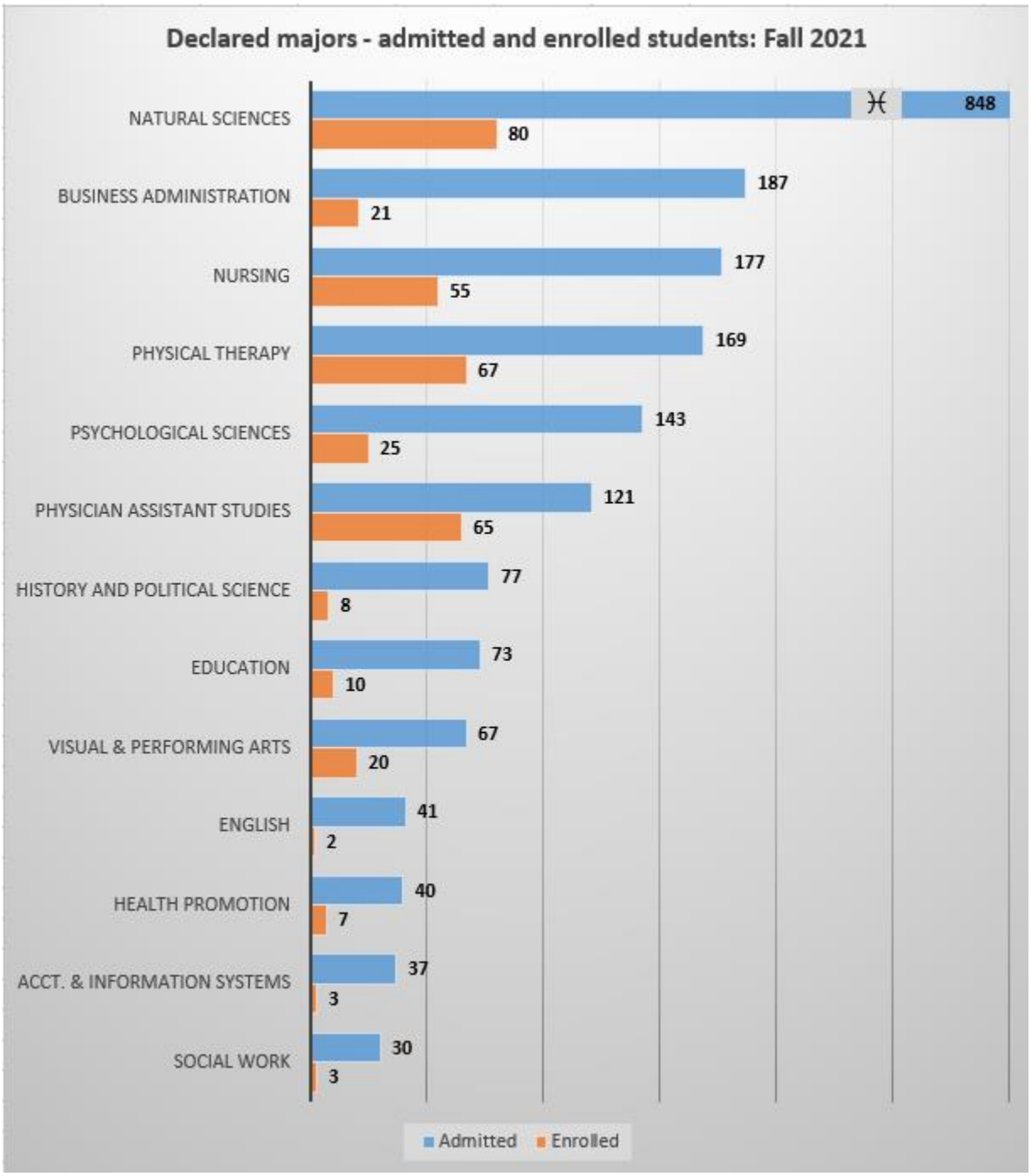
Note: Admit rate refers to the percent of applicants who were accepted for admission to Daemen College. Yield rate refers to the percent of admitted students who actually enrolled in the fall term.

Admitted students: feeder high schools



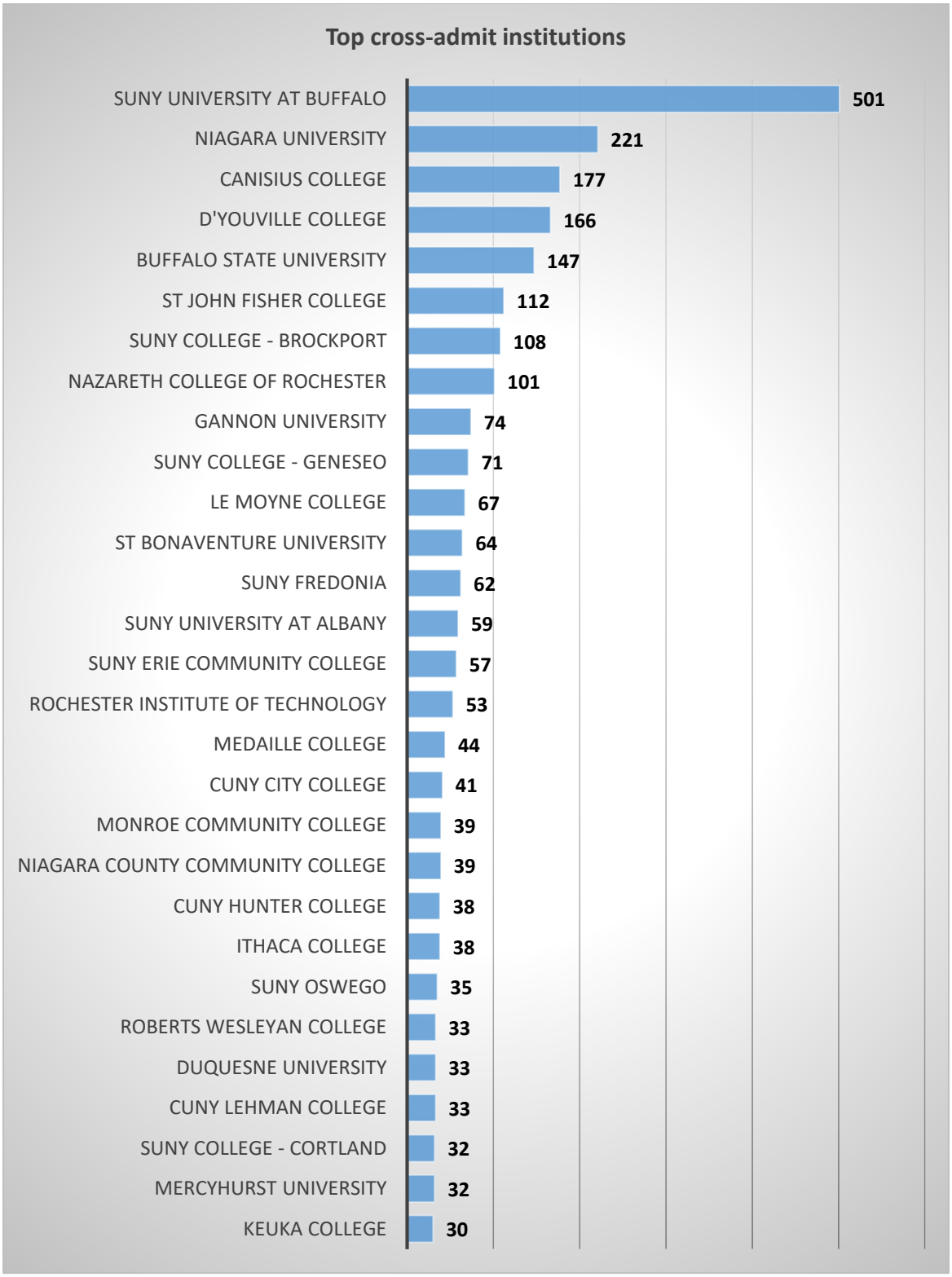
Note: This chart shows the number of students by high school for admitted first-year students at Daemen College in fall 2021.

Admitted and enrolled students: selected majors



Note: This chart shows the top programs selected by first-year freshmen admitted to and enrolled in Daemen College in fall 2021. Smaller programs are not shown here. Note that the bar for Natural Sciences is broken, reflecting the very high number of applicants in that department.

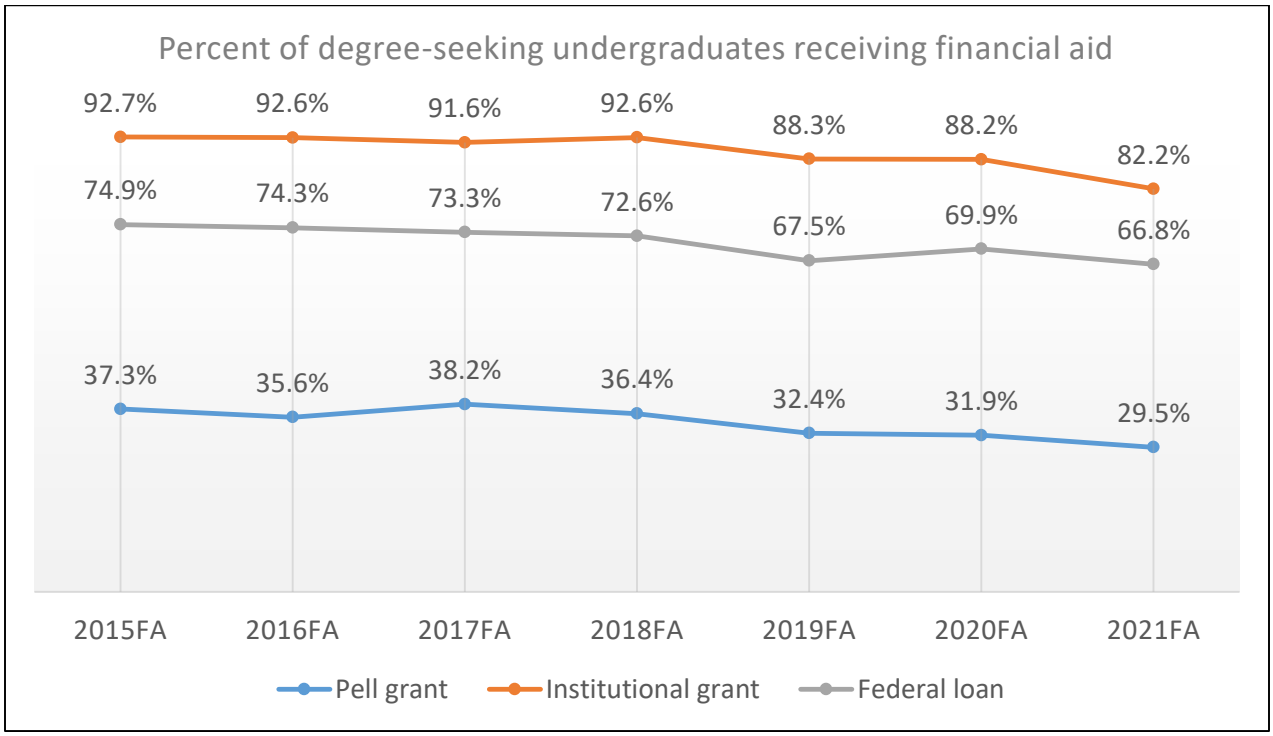
Cross-Admit Institutions

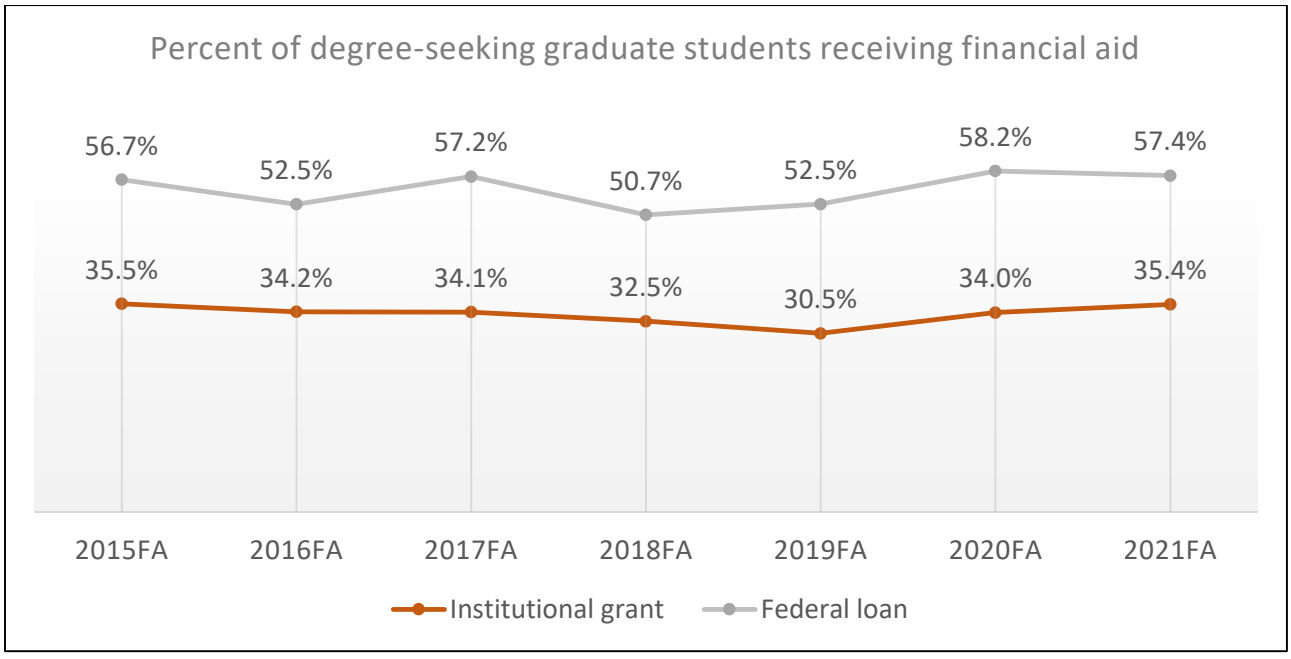


Note: This chart shows the most popular colleges and universities selected by prospective students who were admitted to Daemen but matriculated at another institution. Data are taken from the applicant pools in fall 2019, fall 2020, and fall 2021. Source: National Student Clearinghouse

Financial Aid

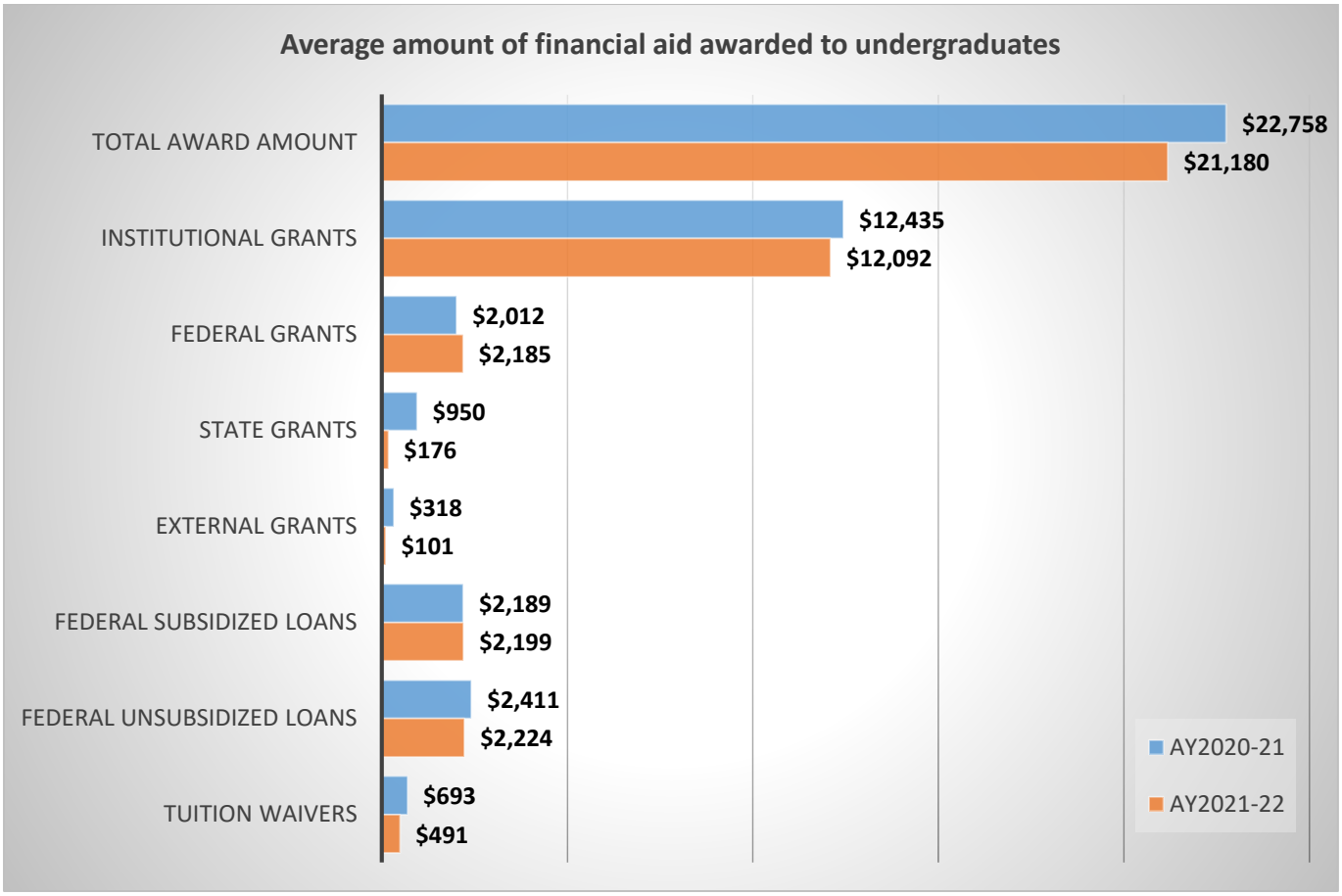
Percent of degree-seeking students receiving financial aid

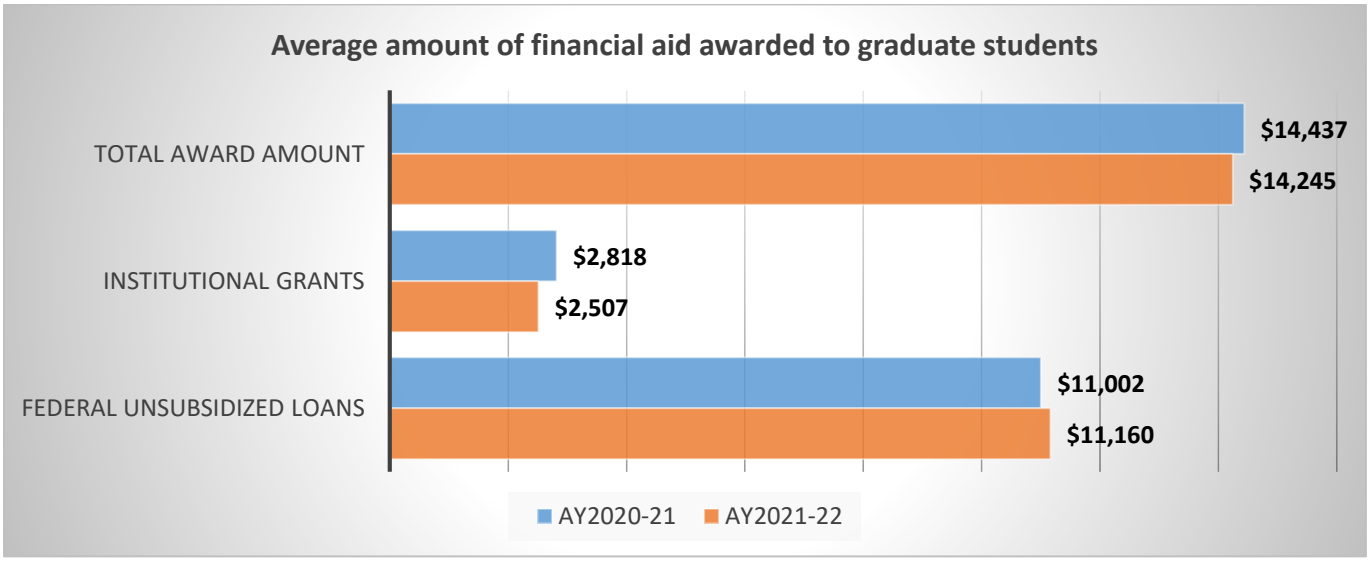




Note: these charts show the percentage of degree-seeking students in each fall cohort (undergraduate or graduate) who received financial aid during the academic year.

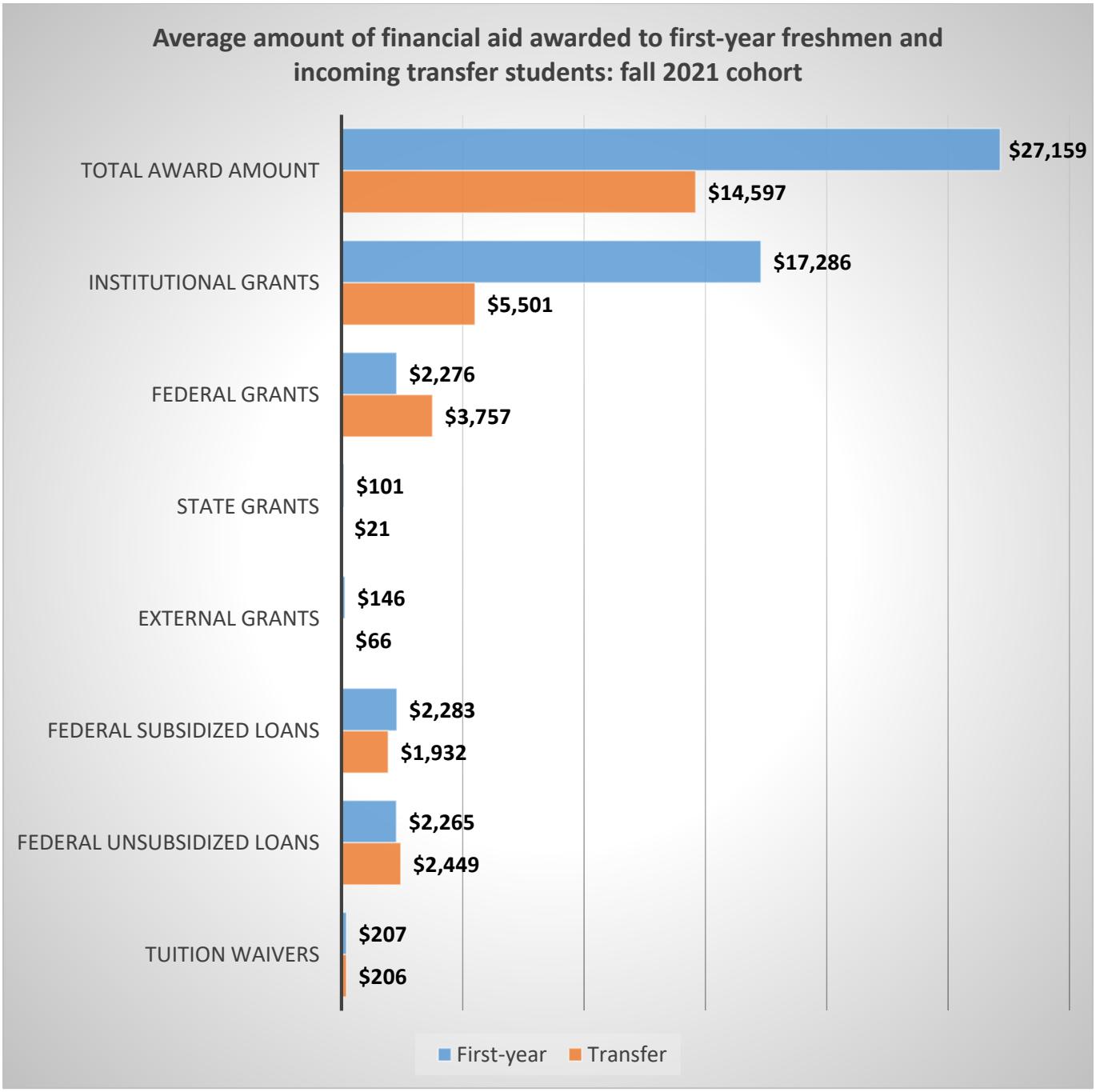
Average amount of financial aid awarded





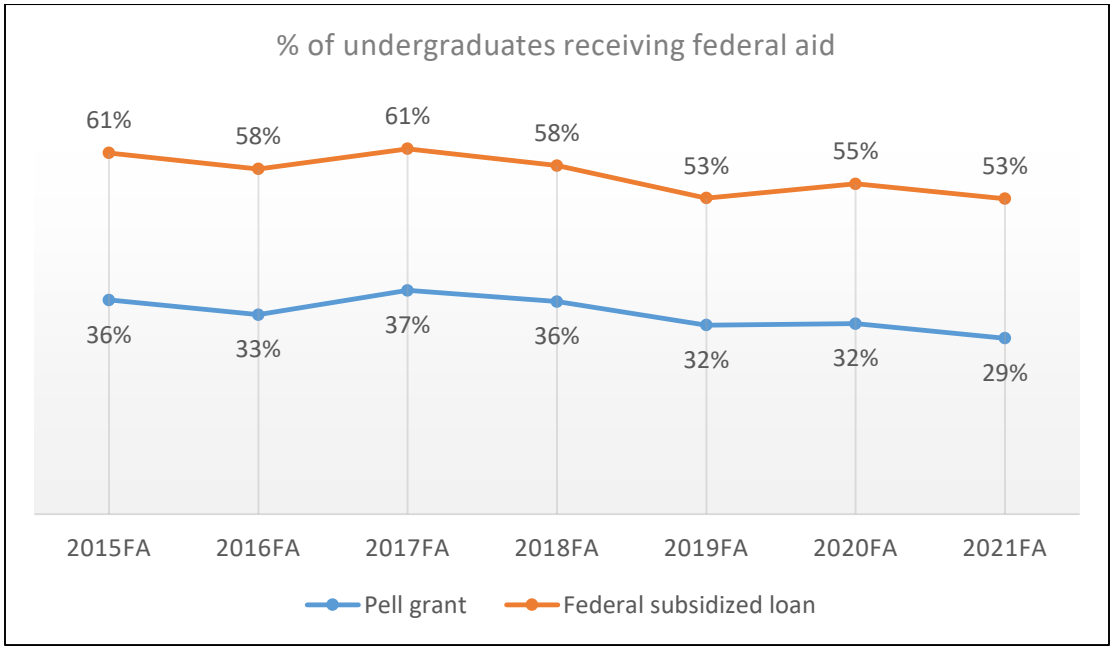
Note: These charts show the average amount of financial aid accepted for academic year 2020-21 and academic year 2021-22, broken down by type of award.

Financial aid to first-year students and transfer students

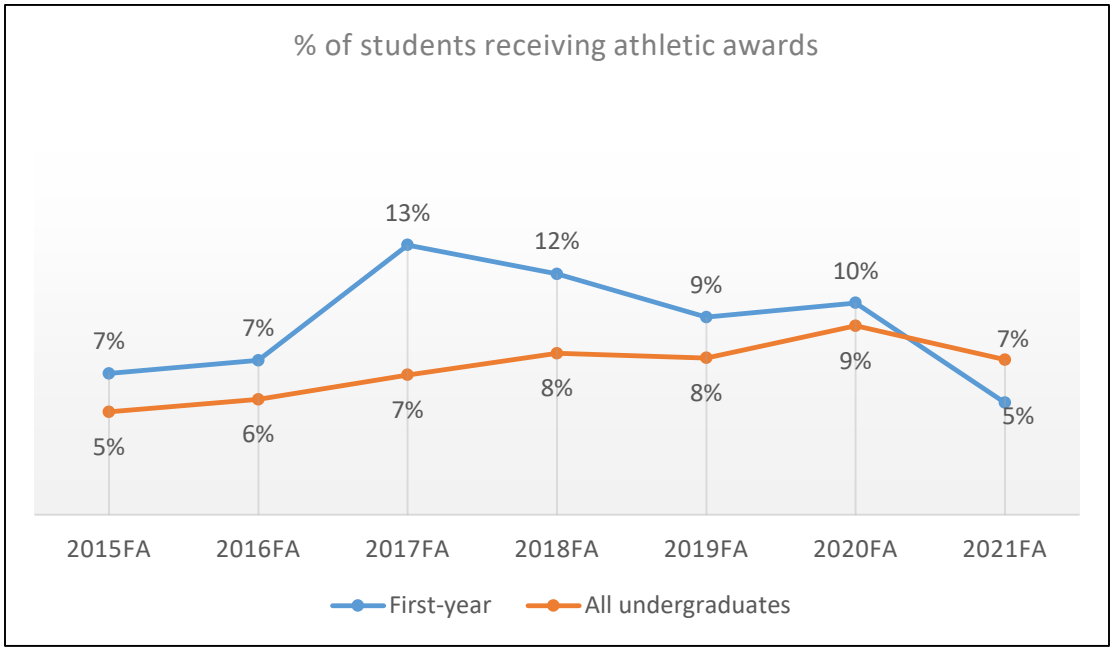


Note: This chart shows the amount of financial aid awarded in academic year 2021-22 to two cohorts who matriculated in fall 2021: 1) first-time, full-time, degree-seeking students, and 2) degree-seeking transfer students.

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.

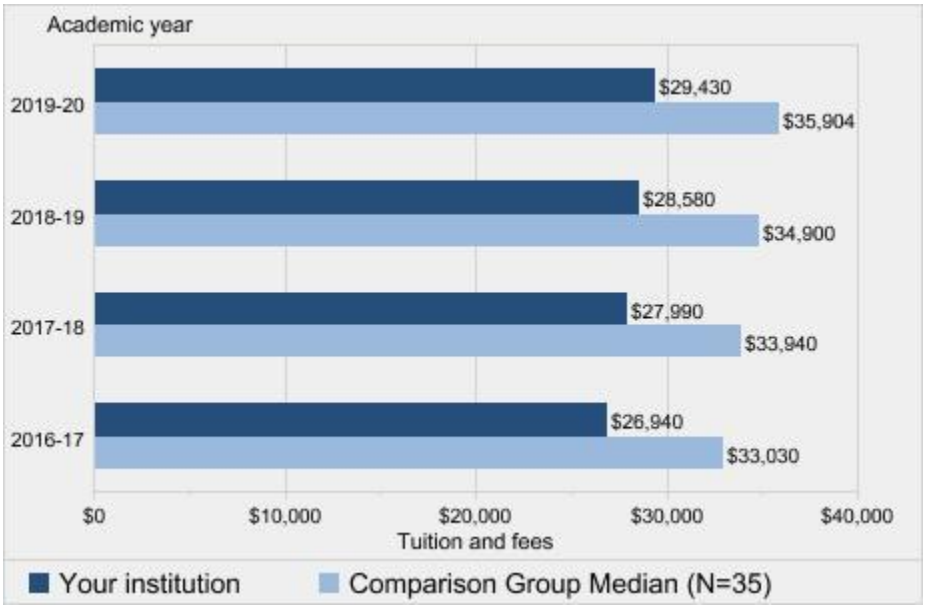
The charts below present a number of institutional metrics for Daemen College compared to a set of 35 peer institutions. The charts are provided by IPEDS and in some cases formatting is awkward. Also, the data available in IPEDS is typically one to two years behind the current academic year. Nevertheless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

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

Benchmarking: Cost of Attendance

Tuition and fees

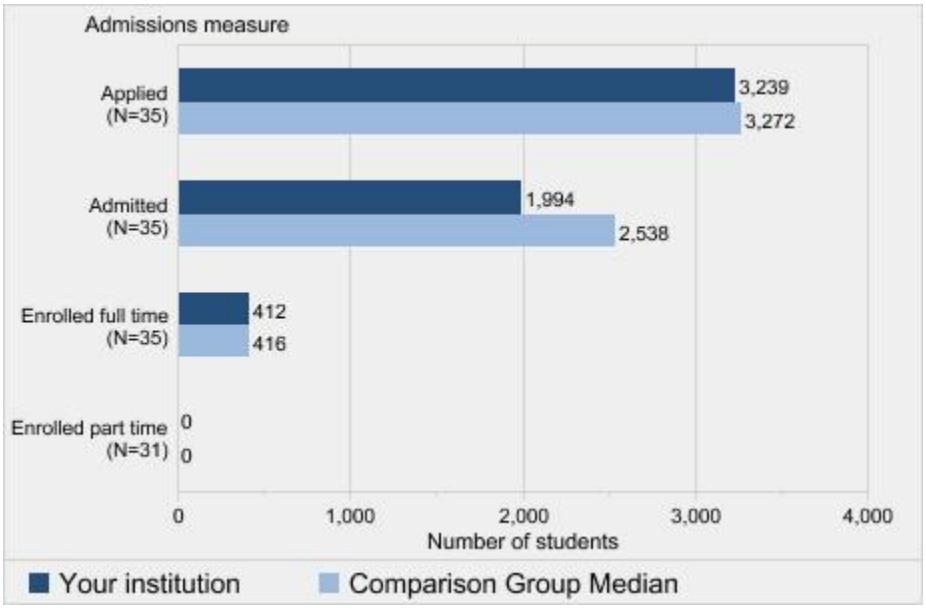


Note: This chart shows the average tuition and fees paid by first-time, full-time, degree-seeking students for the designated academic year.

Net price of attendance

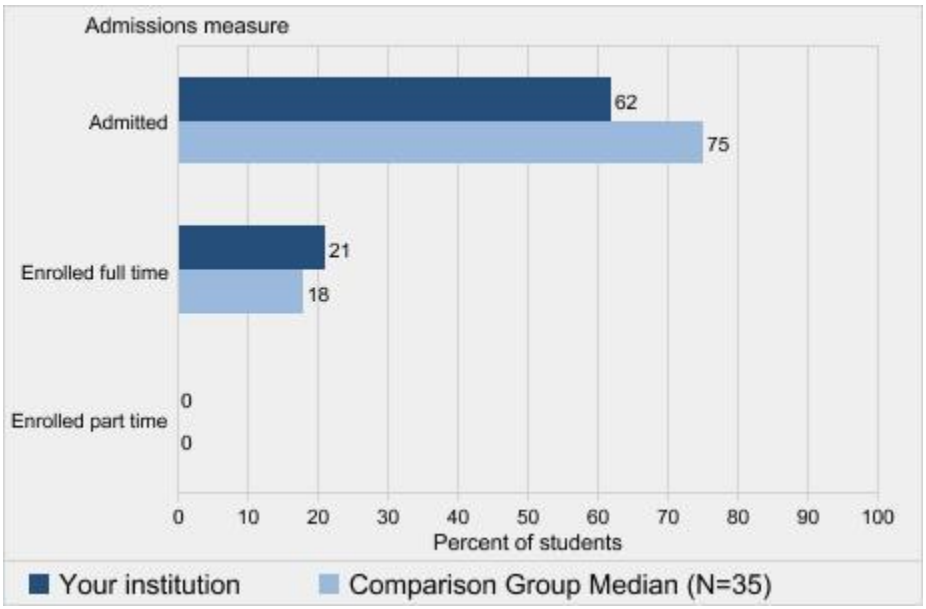
Note: This chart shows the average net price of attendance (all costs minus financial aid) for first-time, full-time, degree-seeking students who received financial aid.

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 2019.

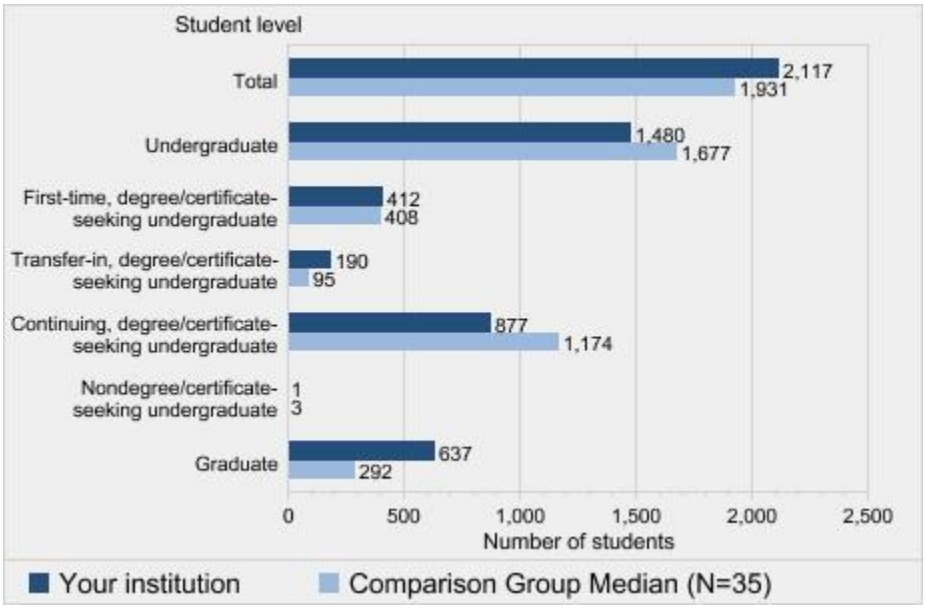
Acceptance rate and yield rate



Note: This chart shows the acceptance rate (percent of applicants who were admitted) and the yield rate (percent of admitted students who enroll) for fall 2019.

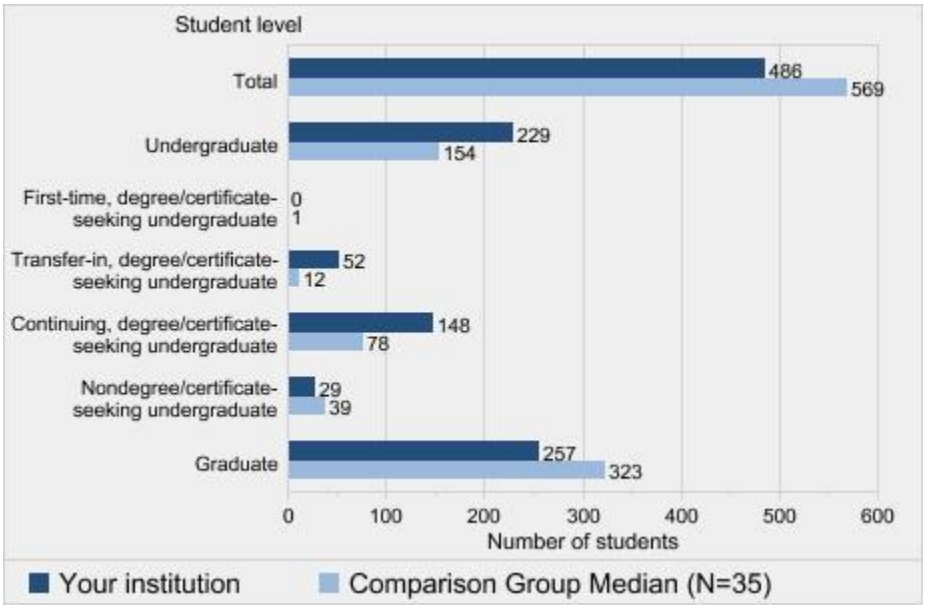
Benchmarking: Enrollment

Full-time enrollment



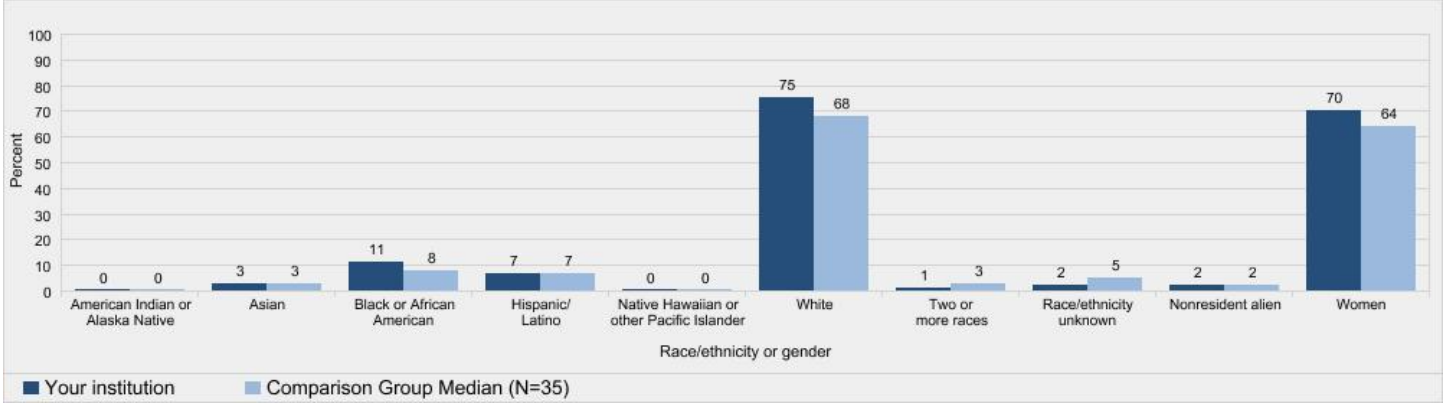
Note: This chart shows full-time enrollment by level and student type in fall 2019.

Part-time enrollment



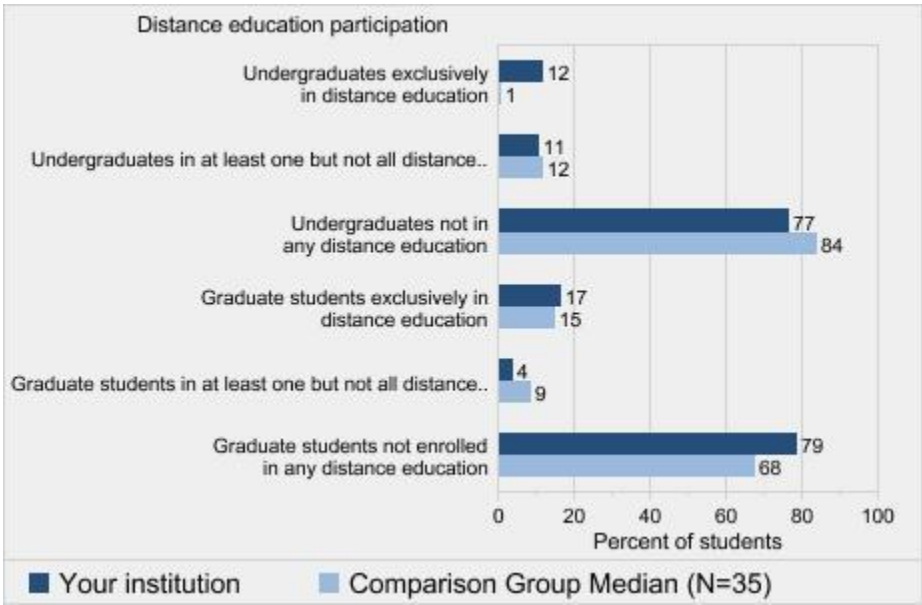
Note: This chart shows part-time enrollment by level and student type in fall 2019.

Enrollment by race/ethnicity and gender



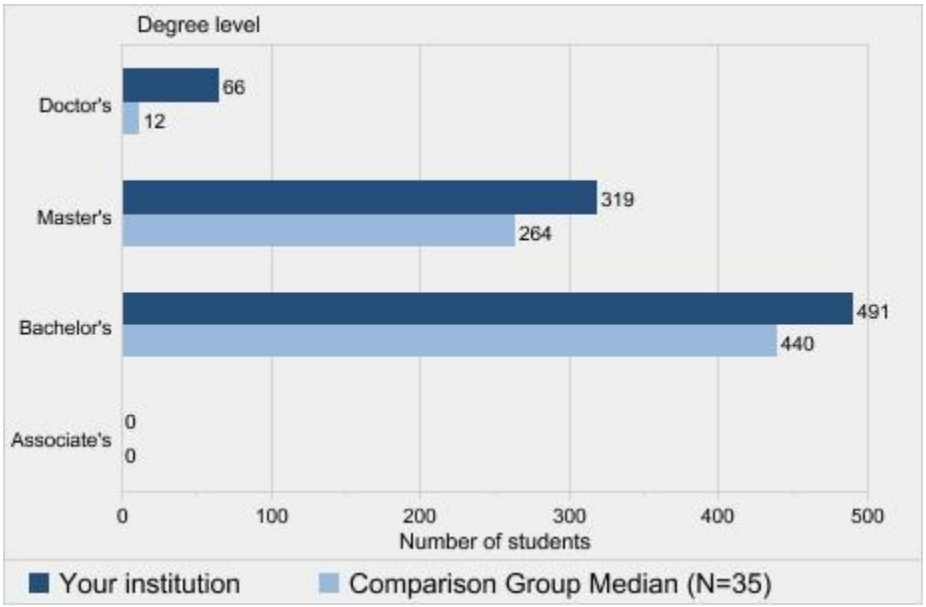
Note: This chart shows the percentage of all students by race/ethnicity and gender in fall 2019.

Enrollment by distance education status



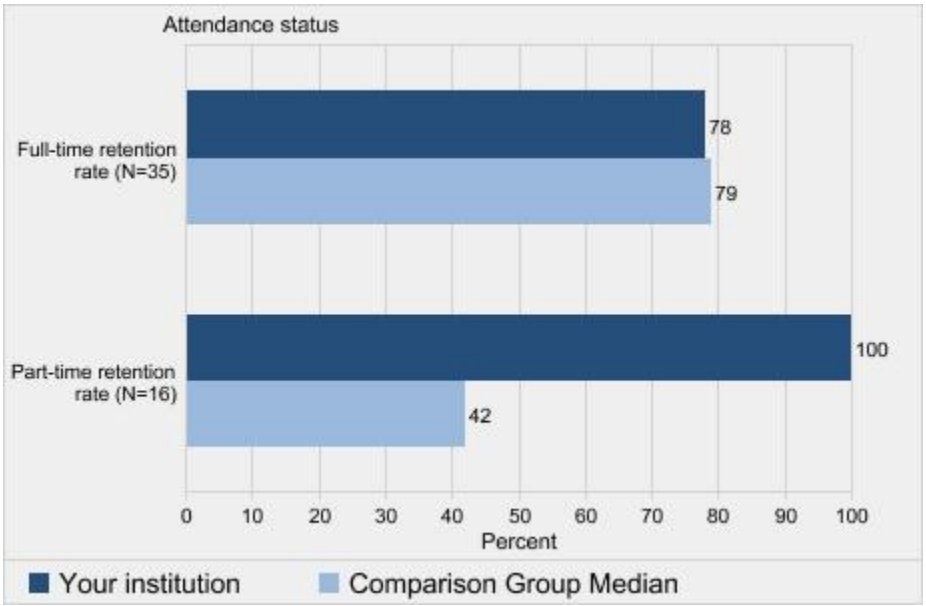
Note: This chart shows the percentage of students enrolled in distance education courses in fall 2019.

Number of graduates by degree



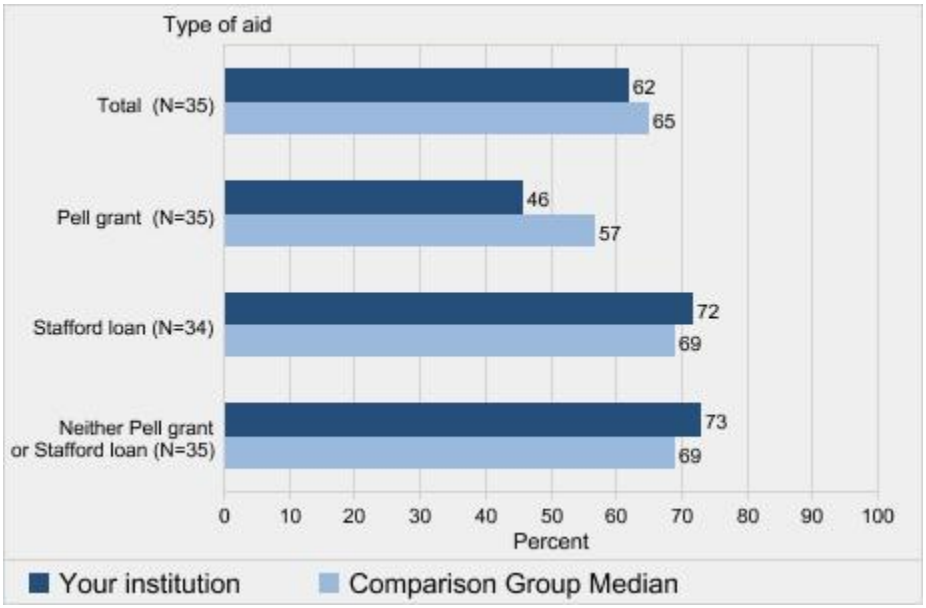
Note: This chart shows the number of degrees awarded in academic year 2018-19 by degree level.

Fall-to-fall retention rates



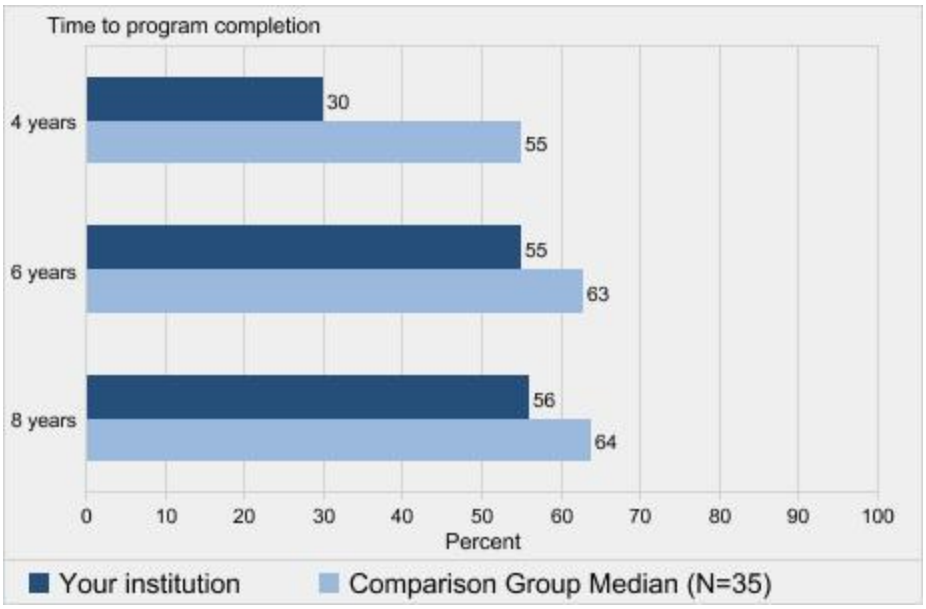
Note: This chart shows the fall-to-fall retention rates for the fall 2018 cohort of first-time, full-time, degree-seeking students.

Six-year graduation rates



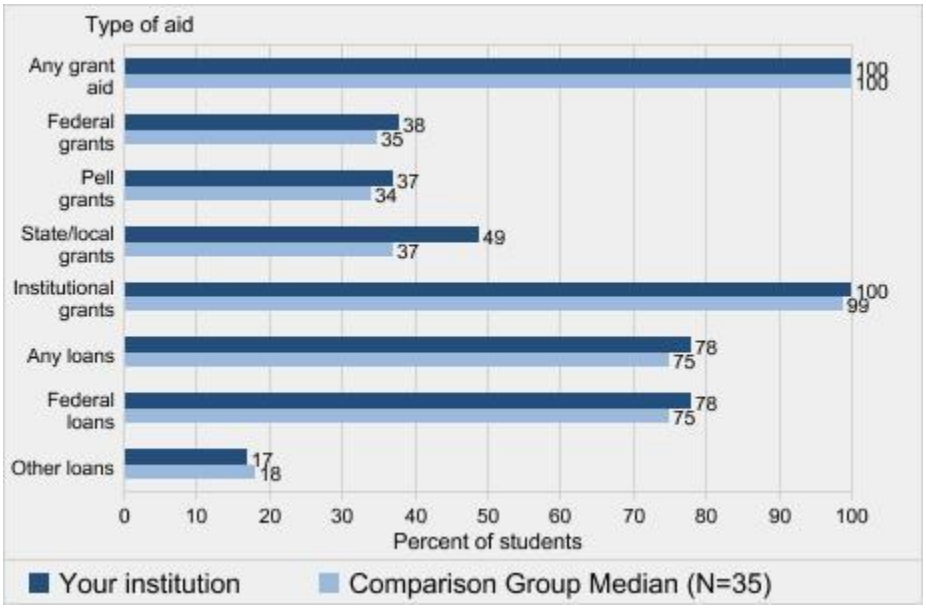
Note: This chart shows the six-year graduation rates for the fall 2013 cohort of first-time, full-time, degree-seeking students.

Time to completion



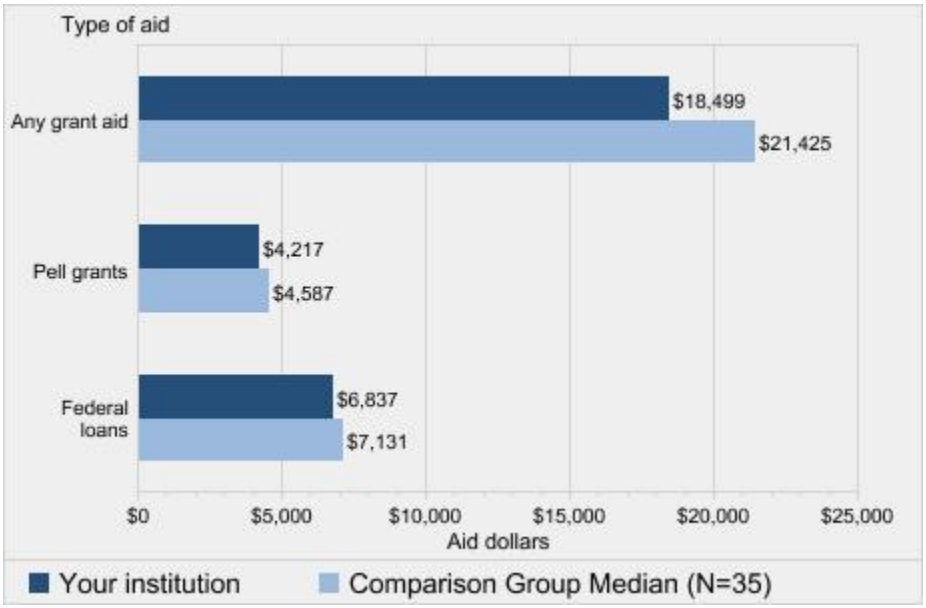
Note: This chart shows graduation rates of full-time, first-time degree-seeking students within 4 years, 6 years, and 8 years for the fall 2011 cohort.

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 2018-19.

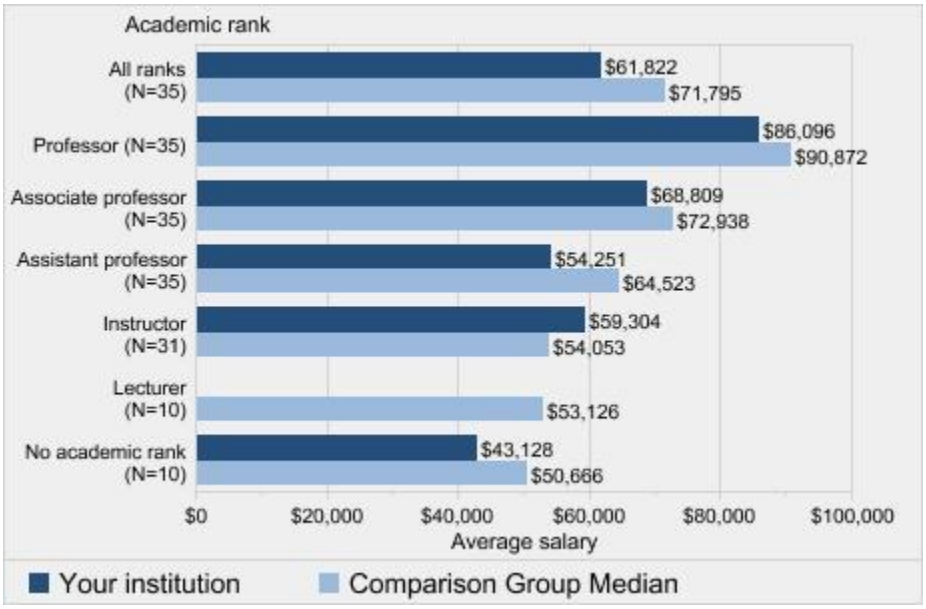
Average amount of financial aid



Note: This chart shows the average amount of financial aid for all undergraduates in academic year 2018-19.

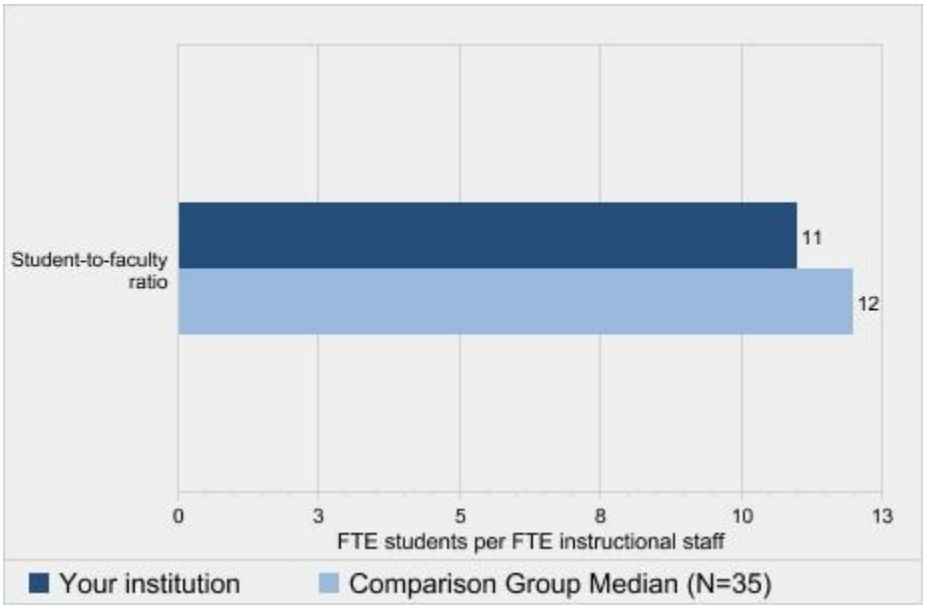
Benchmarking: Faculty

Faculty salaries



Note: This chart shows average faculty salaries by rank for AY2019-20.

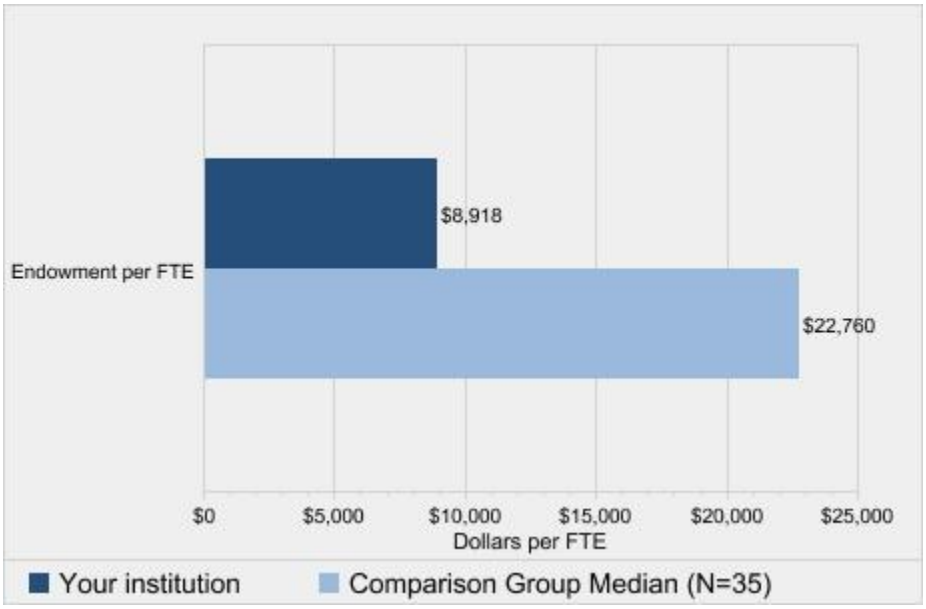
Student-to-faculty ratio



Note: This chart shows the student-to-faculty ratio for fall 2019 (specifically, the ratio of full-time equivalent students to full-time equivalent faculty).

Benchmarking: Endowment

Endowment per FTE enrollment



Note: this chart shows the institutional endowment per student FTE (full-time equivalent) enrollment for fiscal year 2019.