

**Best Colleges 2015
Data Assessment Report
Main Statistical Survey**



**Kenyon College (3065, 2, 1)
05/26/2015**

I. RANKING INDICATOR ANALYSIS

The indicators listed below are either used in calculations or are indicators for which we feel accuracy is important. Line citations refer to survey question numbers. The column headed "2014" indicates data submitted for the current or most recent year; the column headed "2013" indicates data submitted for last year.

The column headed "Change" shows the difference between "2014" and "2013" values. **DO NOT ATTEMPT TO CORRECT THE "CHANGE" COLUMN; INSTEAD, CORRECT THE UNDERLYING DATA BY SUPPLYING CORRECTED SURVEY PAGES. YOU WILL BE PROVIDED WITH A FOLLOW-UP ASSESSMENT REPORT WHICH WILL SHOW THE ANALYSIS OF YOUR CORRECTED DATA.**

See the table below for explanations of the data codes given in the last column.

Ranking Indicators	2014	2013	Change	Data Code
1. Total undergraduate student enrollment (Lines 41, 54)	1662	1705	-43	Pass
2. Total graduate student enrollment (Lines 42, 55)		0		Missing 2014
3. Total enrollment: undergraduate and graduate students (Lines 43, 56)	1662	1705	-43	Pass
4. Total full-time undergraduate men enrollment (Line 36, column 1; line 49, column 1)	751	786	-35	Pass
5. Total full-time undergraduate women enrollment (Line 36, column 2; line 49, column 2)	899	909	-10	Pass
6. Total part-time undergraduate men enrollment (Line 36, column 3; line 49, column 3)	3	3	0	Pass
7. Total part-time undergraduate women	9	7	2	Pass

enrollment (Line 36, column 4; line 49, column 4)				
8. 6 year graduation rates (2008 entering class vs. 2007 entering class) (Line 76B-83B; 76A-83A)	2008 Entering class: 89	2007 Entering class: 89	0	Pass
9. Historical 6-year graduation rates (2006 entering class vs. 2005 entering class) (Lines 93, 94)	2006 Entering class: 90	2005 Entering class: 87	3	Pass
10. Freshman retention rates (2013 entering class vs. 2012 entering class) (Lines 95, 96)	2013 Entering class: 98	2012 Entering class: 96	2	Pass
11. Historical freshman retention rates (2011 entering class vs. 2010 entering class) (Lines 97, 98)	2011 Entering class: 94	2010 Entering class: 94	0	Pass
12. Average freshman retention rate compared to average graduation rate (average of lines 83A, 83B, 93, 94; average of lines 95, 96, 97, 98)	Avg. Graduation rate: 88.8	Avg. fresh retention rate: 95.5	-6.8	Pass
13. Number of applications (Line 102)	6635	4051	2584	Pass
14. Number of acceptances (Line 105)	1663	1555	108	Pass
15. Number enrolled (Line 110)	448	480	-32	Pass
16. Acceptance rate (Line 105/102)	25.1	38.4	-13.3	Pass
17. Percent of incoming freshmen submitting SAT scores (Line 160)	62	65	-3	Pass
18. Percent of incoming freshmen submitting ACT scores (Line 162)	51	45	6	Pass
19. 25th percentile score for the SAT Critical Reading test (Line 163, columns 1 and 3)	620	630	-10	Pass
20. 75th percentile score for the SAT Critical Reading test (Line 163, columns 2 and 4)	730	720	10	Pass
21. 25th percentile score for the SAT Math test (Line 164, columns 1 and 3)	610	600	10	Pass
22. 75th percentile score for the SAT Math test (Line 164, columns 2 and 4)	690	690	0	Pass
23. 25th percentile for the ACT composite score				

(Line 167, columns 1 and 3)	28	28	0	Pass
24. 75th percentile for the ACT composite score (Line 167, columns 2 and 4)	32	32	0	Pass
25. Average SAT Critical Reading score (Line 185, column 1, 186, column 1)	670	671	-1	Pass
26. Average SAT Math score (Line 185, column 2, 186, column 2)	651	648	3	Pass
27. Average ACT composite score (Line 185, column 4, 186, column 4)	30	30	0	Pass
28. High school class standing: Percent of entering students in the top 10% (Line 187, column 1, 2)	65	65	0	Pass
29. High school class standing: Percent of entering students in the top 25% (Line 188, column 1, 2)	86	88	-2	Pass
30. High school class standing: Percent of entering students in the top half (Line 189, column 1, 2)	99	98	1	Pass
31. High school class standing: Percent of entering students in the bottom half (Line 190, column 1, 2)	1	2	-1	Pass
32. High school class standing: Percent submitting (Line 192, column 1, 2)	32	25	7	Pass
33. Available test scores included for all international students (Line 193)	Y	Y		Pass
34. Available test scores included for all minority students (Line 193)	Y	Y		Pass
35. Available test scores included for all student athletes (Line 193)	Y	Y		Pass
36. Available test scores included for all legacy students (Line 193)	Y	Y		Pass
37. Available test scores included for all students admitted under special circumstances (Line 193)	Y	Y		Pass
38. Available test scores included for summer 2014 admits that enrolled in fall 2014 (Line 193)	N/A	N/A		Pass
39. Alumni of record (Lines 281, 282)	16,734	16,337	397	Pass

40. Alumni donors (Lines 285, 286)	6,283	6,212	71	Pass
41. Alumni giving rate (Lines 285/281, 286/282)	37.5	38.0	-0.5	Pass
42. Faculty compensation: total number of 9 and 12 month faculty (sum of lines 287-292, column 1)	158	162	-4	Pass
43. Total salary and fringe benefits for 9 and 12 month faculty (sum of lines 287-292, column 4)	18,566,554	18,357,509	209,045	Pass
44. Average faculty compensation ((sum of lines 287-289, column 4 + (.818 * sum of lines 290-292, column 4))/(sum of lines 287-292, column 1)	\$117,510	\$113,293	\$4,217	Pass
45. Number of full-time instructional faculty (Lines 293, column 1, 302, column 1)	159	165	-6	Pass
46. Number of part-time instructional faculty (Lines 293, column 2, 302, column 2)	44	43	1	Pass
47. Total instructional faculty (Line 293, column 3, 302, column 3)	203	208	-5	Pass
48. Full-time instructional faculty with doctorate or other terminal degree (Lines 298, column 1, 307, column 1)	158	165	-7	Pass
49. Percent of full-time instructional faculty with doctorate or other terminal degree (Line 298, column 1/line 293, column 1; line 307, column 1/line 302, column 1)	99.4	100.0	-0.6	Pass
50. Percentage of full-time equivalent faculty that is full-time (Line 293, column 1/(line 293, column 1 + .333 * line 293, column 2); (line 302, column 1/(line 302, column 1 + .333 * line 302, column 2))	91.6	92.0	-0.5	Pass
51. Student to faculty ratio (Lines 311, 312)	10.0	10.0	0.0	Pass
52. Total number of undergraduate class sections (Line 313, first row, total column; second row, total column)	423	416	7	Pass
53. Percent of undergraduate class sections that have fewer than 20 students ((Line 313, first row, column 1 + first row, column 2)/line 313, first row, total column;(line 313, second row, column 1 + second row, column 2)/line 313, second row, total column)	70.0	67.1	2.9	Pass

54. Percent of undergraduate class sections that have 50 or more students ((Line 313, first row, column 6 + first row, column 7)/line 313, first row, total column; (line 313, second row, column 6 + second row, column 7)/line 313, second row, total column)	0.5	0.0	0.5	Pass
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II. DIRECTORY DATA ISSUES

This section presents an assessment of data items that describe your institution. While we do not use these items in the ranking calculations, we do publish them in our print guidebook and on our website, www.usnews.com. If you are unable to supply certain data items, please mark those items with "N/A" so that we know you have looked at all items on this list.

Note: An "inconsistent" message for one of the graduation rate indicators (Pell Grant, Stafford Loan, No Loan) appears when at least one of the lines in questions 85-91 does not sum to the corresponding line in the 6-year graduation rate grid (questions 76B-82B). An "inconsistent" message may also appear for the "Income-based graduation rate" indicator when the six-year graduation rate reported in line 92 does not match the calculation of line 91/line 87.

Directory Indicators	Data Code
Pell Grant graduation rate (2008 entering class) (Questions 85-92)	Pass
Stafford Loan graduation rate (2008 entering class) (Questions 85-92)	Pass
No Loan graduation rate (2008 entering class) (Questions 85-92)	Pass
Income-based graduation rate (2008 entering class) (Questions 85-92)	Pass

Data code	Explanation
Pass	The indicator has passed edit and variance checks. Data are OK as entered; no action is required.
Does not sum	Data components of this indicator do not sum to the total submitted.
Out of range	The data submitted are not in the range of valid responses for this indicator. For instance, if a GPA score is reported as 4.7, an "Out of range" error will be generated, as acceptable GPA responses must be between 0.0 and 4.0.
Large Change	For the question(s) indicated, the data submitted for the current year are significantly larger or smaller than the data supplied for the previous year. If the data supplied are correct as entered, please mark "OK" next to the indicator on the assessment report. If the data are not correct, please supply new numbers.
	No information has been submitted for this indicator. If the

Missing	question does not apply to your institution, or if you cannot supply the data requested, please mark "OK" next to the indicator on the assessment report. If you can supply the missing data, please print out the survey page that contains the question that generated the "Missing" error and supply new data.
Inconsistent	For the question(s) indicated, the data submitted are incompatible with another related data item on the survey. For example, if the number of enrolled students is greater than the number of applicants, an "Inconsistent" error will be generated.
High Value	The data submitted are significantly higher than the norm. Please either correct the figure or verify that the data are correct as submitted.
Absent	Data on scores were submitted without the percentage of those submitting scores.
N/A	Based on answers to previous questions in the survey, the question indicated is not applicable to your institution. No action is necessary for this data code.