

Stanford University

Common Data Set 2009-2010

The Common Data Set Initiative is a collaborative effort between publishers and the educational community to improve the quality and accuracy of information provided to all involved in a student's transition into higher education, as well as to reduce the burden on colleges of compiling and reporting information. Questions and definitions used by the U.S. Department of Education in its college surveys are a guide in the development of CDS items. Common Data Set items undergo broad review by secondary schools and two-and four-year colleges.

General information

Enrollment and persistence

First-time, first-year freshman admission

Transfer admission

Academic offerings and policies

Student life

Annual expenses

Financial aid

Instructional faculty and class size

Degrees conferred

Up-to-date admission information also is available through the [Undergraduate Admission](#) website.

A. GENERAL INFORMATION

A1. Address Information

Name of College or University: Stanford University

City/State/Zip: Stanford, CA 94305

Main Phone Number: 650-723-2300

WWW Home Page Address: <http://www.stanford.edu>

Admissions Phone Number: 650-723-2091

Admissions Office Mailing Address, City/State/Zip: Undergraduate Admission, Montag Hall, Stanford University, Stanford, CA, 94305-6106

Admissions Fax Number: 650-723-6050

Admissions E-mail Address: admission@stanford.edu

A2. Source of institutional control: Private (nonprofit)

A3. Classify your undergraduate institution: Coeducational college

A4. Academic year calendar: Quarter

A5. Degrees offered by your institution: Bachelor's, Master's, Doctoral degree research/scholarship, Doctoral degree professional practice

B. ENROLLMENT AND PERSISTENCE

B1. Institutional Enrollment, Men and Women, as of October 15, 2009.

	Full Time	Full Time	Part Time	Part Time
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	864	828	0	0
Other first-year, degree-seeking	24	28	0	0
All other degree-seeking	2,484	2,336	0	0
Total degree seeking	3,372	3,192	0	0
All other undergraduates enrolled in credit courses	1	0	17	20
Total undergraduates	3,373	3,192	17	20
Graduate				
Degree-seeking, first-time	1,352	869	56	21
All other degree seeking	3,651	2,090	355	136
All other graduates enrolled in credit courses	29	6	1,809	1,522
Total graduate	5,032	2,965	2,220	1,679

Total all undergraduates: 6,602

Total all graduate students: 11,896

GRAND TOTAL ALL STUDENTS: 18,498*

* Does not include undergraduate students studying at a Stanford overseas campus.

B2. Enrollment by Racial/Ethnic Category. Provide numbers of undergraduate students for each of the following categories as of the institution's official fall reporting date or as of October 15, 2009.

	Degree-seeking First-time, First-year	Degree-seeking Undergraduates, (including first-time, first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	128	469	
Black, non-Hispanic	180	656	
American Indian or Alaskan Native	54	182	
Asian or Pacific Islander	397	1,514	
Hispanic	247	881	
White, non-Hispanic	561	2,355	
Race/ethnicity unknown	125	507	
Total	1,692	6,564	

Persistence

B3. Number of degrees awarded by your institution from July 1, 2008, to June 30, 2009.

Bachelor's degrees: 1,680

Master's degrees: 2,012

Doctoral degrees-research/scholarship: 661

Doctoral degrees-professional practice: 259

Graduation Rates

For Bachelor's or Equivalent Programs

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in fall 2003. Include in the cohort those who entered your institution during the summer term preceding fall 2003.

B4. Initial 2003 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 1,640

B5. Of the initial 2003 cohort, how many did not persist and did not graduate for the following reasons: death, permanent disability, service in the armed forces, foreign aid service of the federal government, or official church missions; total allowable exclusions: 0

B6. Final 2003 cohort, after adjusting for allowable exclusions: 1,640

B7. Of the initial 2003 cohort, how many completed the program in four years or less (by August 31, 2007): 1,301

B8. Of the initial 2003 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2007 and by August 31, 2008): 209

B9. Of the initial 2003 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2008 and by August 31, 2009): 46

B10. Total graduating within six years (sum of questions B7, B8, and B9): 1,556

B11. Six-year graduation rate for 2003 cohort (question B10 divided by question B6): 95%

Retention Rates

B22. For the cohort of all full-time bachelor's (or equivalent) degree-seeking undergraduate students who entered your institution as freshmen in fall 2008 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2009? 98%

C. FIRST-TIME, FIRST-YEAR (FRESHMAN) ADMISSION

Applications

C1. First-time, first-year (freshman) students: Provide the number of degree-seeking, first-time, first-year students who applied, were admitted, and enrolled (full- or part-time) in fall 2009. Include early decision, early action, and students who began studies during summer in this cohort. Applicants should include only those students who fulfilled the requirements for consideration for admission (i.e., who completed actionable applications) and who have been notified of one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn (by applicant or institution). Admitted applicants should include wait-listed students who were subsequently offered admission.

Total first-time, first-year (freshman) men who applied: 15,413

Total first-time, first-year (freshman) women who applied: 15,016

Total first-time, first-year (freshman) men who were admitted: 1,260

Total first-time, first-year (freshman) women who were admitted: 1,166

Total full-time, first-time, first-year (freshman) men who enrolled: 864

Total part-time, first-time, first-year (freshman) men who enrolled:

Total full-time, first-time, first-year (freshman) women who enrolled: 830

Total part-time, first-time, first-year (freshman) women who enrolled:

C2. Freshman wait-listed students (students who met admission requirements but whose final admission was contingent on space availability)

Do you have a policy of placing students on a waiting list? Yes

Number of qualified applicants offered a place on waiting list: 1,354

Number of wait-listed students who accepted a place on the list: 934

Number of wait-listed students admitted: 127

Is your waiting list ranked? no

Admission Requirements

C3. High school completion requirement

Check the appropriate box to identify your high school completion requirement for degree-seeking entering students:

High school diploma is required and GED is accepted

C4. Does your institution require or recommend a general college-preparatory program for degree-seeking students?

Recommend

C5. Distribution of high school units required and/or recommended. Specify the distribution of academic high school course units required and/or recommended of all or most degree-seeking students using Carnegie units (one unit equals one year of study or its equivalent). If you use a different system for calculating units, please convert.

	Units Required	Units Recommended
Total academic units		20+
English		4
Mathematics		4
Science		3+
Of these, units that must be labs		3+
Foreign language		3+
Social studies		2+

History		1
Academic electives		
Computer Science		
Visual/Performing Arts		
Other		

C6. Do you have an open admission policy, under which virtually all secondary school graduates or students with GED equivalency diplomas are admitted without regard to academic record, test scores, or other qualifications? No

C7. Relative importance of each of the following academic and nonacademic factors in your first-time, first-year, degree-seeking (freshman) admission decisions.

	Very Important	Important	Considered	Not considered
Academic				
Rigor of secondary school record	x			
Class rank	x			
Academic GPA	x			
Standardized test scores	x			
Application essay	x			
Recommendation (s)	x			
Nonacademic				
Interview				x
Extracurricular activities	x			
Talent/ability	x			
Character/personal qualities	x			
First generation			x	
Alumni/ae relation			x	
Geographical residence			x	
State residency				x
Religious affiliation/commitment				x

Racial/ethnic status			x	
Volunteer work			x	
Work experience			x	
Level of applicant interest				x

C8. Entrance exams

A. Does your institution make use of SAT, ACT or SAT Subject Tests in admission decisions for first-time, first-year, degree-seeking applicants? Yes
 If yes, place check marks in the appropriate boxes below to reflect your institution's policies for use in admission for fall 2011.

ADMISSION

	Require	Recommend	Require for some	Consider if submitted	Not used
SAT or ACT	x				
ACT Only					
SAT only					
SAT and SAT Subject Tests of ACT					
SAT Subject Tests Only					

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2011**, please indicate which one of the following applies:

ACT with Writing component required

C. Please indicate how your institution will use the SAT or ACT **essay** component:

Stanford is not using essay component.

D. In addition, does your institution use applicants' test scores for academic advising?

No

E. Latest date by which SAT or ACT scores must be received for fall-term admission: Jan. 1

Latest date by which SAT Subject Test scores must be received for fall-term admission: Jan. 1

Freshman Profile

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2009 who submitted national standardized (SAT/ACT) test scores. Include information for all enrolled, degree-seeking, first-time, first-year (freshman) students who submitted test scores. Do not include partial test scores (e.g., mathematics scores but not critical reading for a category of students) or combine other standardized test results (such as TOEFL) in this item. The 25th percentile is the score that 25 percent scored at or below; the 75th percentile score is the one that 25 percent scored at or above.

Percent submitting SAT scores: 92

Number submitting SAT scores: 1,558

Percent submitting ACT scores: 39

Number submitting ACT scores: 667

	25th percentile	75th percentile
SAT Critical Reading	660	760
SAT Math	680	780
SAT Writing	670	760
SAT Essay	n/a	n/a
ACT Composite	30	34
ACT Math	29	34
ACT English	30	35
ACT Writing	29	32

Percent of first-time, first-year (freshman*) students with scores in each range:

* of those submitting scores

	SAT Critical Reading	SAT Math	SAT Writing
--	-----------------------------	-----------------	--------------------

700-800	57.63%	66.69%	61.23%
600-699	35.62%	29.01%	31.07%
500-599	6.3%	4.17%	7.32%
400-499	0.45%	0.13%	0.39%
300-399			
200-299			

	ACT Composite	ACT English	ACT Math
30-36	79.10%	80.96%	74%
24-29	18.73%	16.56%	24.77%
18-23	2.17%	2.17%	1.08%
12-17		0.31%	0.15%
6-11			
Below 6			

C10. Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within each of the following ranges (report information for those students from whom you collected high school rank information).

Percent in top tenth of high school graduating class: 91%

Percent in top quarter of high school graduating class: 99%

Percent in top half of high school graduating class: 100%

Percent in bottom half of high school graduating class: 0%

Percent in bottom quarter of high school graduating class: 0%

Percent of total first-time, first-year (freshman) students who submitted high school class rank: 50%

C11. Percentage of all enrolled, degree-seeking, first-time, first-year (freshman) students who had high school grade-point averages within each of the following ranges (using 4.0 scale). Report information only for those students from whom you collected high school GPA.

Percent who had GPA of 3.75 and higher: 90.13%

Percent who had GPA of between 3.50 and 3.74: 7.32%

Percent who had GPA between 3.25 and 3.49: 1.73%

Percent who had GPA between 3.00 and 3.24: 0.62%

Percent who had GPA between 2.50 and 2.99: 0.21%

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: n/a

Percentage of total, first-year (freshman) students who submitted high school GPA: 85.53%

Admission Policies

C13. Application fee

Does your institution have an application fee? Yes

Amount of application fee: \$90

Can it be waived for applicants with financial need? Yes

If you have an application fee and an on-line application option, please indicate policy for students who apply on-line: Same fee

Can on-line application fee be waived for applicants with financial need? Yes

C14. Application closing date

Does your institution have an application closing date? Yes

Application closing date (fall): 01/01

C15. Are first-time, first-year students accepted for terms other than the fall? No

C16. Notification to applicants of admission decision sent by: April 1

C17. Reply policy for admitted applicants: Must reply by: May 1

Deadline for housing deposit: _____; Amount of housing deposit: _____; Refundable if student does not enroll?

C18. Deferred admission: Does your institution allow students to postpone enrollment after admission? Yes

If yes, maximum period of postponement: 2 years

C19. Early admission of high school students: Does your institution allow high school students to enroll as full-time, first-time, first-year (freshman) students one year or more before high school graduation? No

C21. Early decision: Does your institution offer an early decision plan (an admission plan that permits students to apply and be notified of an admission decision well in advance of the regular notification date and that asks students to commit to attending if accepted) for first-time, first-year (freshman) applicants for fall enrollment? No

C22. Early action: Do you have a nonbinding early action plan whereby students are notified of an admission decision well in advance of the regular notification date but do not have to commit to attending your college? Yes

If "yes," please complete the following:

Early action closing date: Nov. 1

Early action notification date: Dec. 15

Is your early action a "restrictive" plan under which you limit students from applying to other early plans? Yes

D. TRANSFER ADMISSION

Fall Applicants

D1. Does your institution enroll transfer students? Yes

If yes, may transfer students earn advanced standing credit by transferring credits earned from course work completed at other colleges/universities? Yes

D2. Provide the number of students who applied, were admitted, and enrolled as degree-seeking transfer students in fall 2009.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	709	15	14
Women	593	10	9
Total	1,302	25	23

Application for Admission

D3. Indicate terms for which transfers may enroll: Fall

D4. Must a transfer applicant have a minimum number of credits completed or else must apply as an entering freshman? Yes

If yes, what is the minimum number of credits and the unit of measure? 39 quarter units

D5. Indicate all items required of transfer students to apply for admission:

	Required of all	Recommended of all	Recommended of some	Required of some	Not required
High school transcript	x				
College transcript(s)	x				
Essay or personal statement	x				
Interview					x
Standardized test scores	x				
Statement of good standing from prior institution(s)	x				

D6. If a minimum high school grade point average is required of transfer applicants, specify (on a 4.0 scale): _____

D7. If a minimum college grade point average is required of transfer applicants, specify (on a 4.0 scale): _____

D8. List any other application requirements specific to transfer applicants:

D9. List application priority, closing, notification, and candidate reply dates for transfer students.

	Priority Date	Closing Date	Notification Date	Reply Date
Fall		March 15	May 15	June 1

D10. Does an open admission policy, if reported, apply to transfer students? No

D11. Describe additional requirements for transfer admission, if applicable:

Transfer Credit Policies

D12. Report the lowest grade earned for any course that may be transferred for credit: C-

D13. Maximum number of credits or courses that may be transferred from a two-year institution:

Number: 90 Unit type: quarter

D14. Maximum number of credits or courses that may be transferred from a four-year institution:

Number: 90 Unit type: quarter

D15. Minimum number of credits that transfers must complete at your institution to earn an associate degree: N/A

D16. Minimum number of credits that transfers must complete at your institution to earn a bachelor's degree: 90

D17. Describe other transfer credit policies:

Credit from another institution will be transferred for courses that are substantially equivalent to those offered at Stanford University on the undergraduate level, subject to the approval of the credit evaluator. A maximum of 20 quarter units may represent courses that do not parallel specific courses at Stanford, again, subject to the approval of the credit evaluator as to quality and suitability.

Credit earned in extension and correspondence courses is transferable only if the university offering the courses allows that credit toward its own bachelor's degree. Such credit is limited to a maximum of 45 quarter units for extension courses, a maximum of 15 quarter units for correspondence study, and a maximum of 45 quarter units for the combination of extension and correspondence courses.

E. ACADEMIC OFFERINGS AND POLICIES

E1. Special study options: Identify those programs available at your institution:

Accelerated program	
Honors program	x
Cooperative work-study program	
Independent study	x
Cross-registration	
Internships	x
Distance learning	x
Liberal arts/career combination	
Double major	x
Student-designed major	x
Dual enrollment	
Study abroad	x
English as a second language	
Teacher certification program	
Exchange student program (domestic)	x
Weekend college	
External degree program	

Other: Marine research center, Stanford in Washington

E3. Areas in which all or most students are required to complete some course work prior to graduation:

Arts/fine arts	
Humanities	x
Computer Literacy	
Mathematics	x
English (including composition)	x
Philosophy	

Foreign Language	x
Sciences	x
History	
Social Science	x

Other: Undergraduates complete at least 180 units, including requirements for the major, a writing requirement, one year of a foreign language and courses in the following areas:

Introduction to the Humanities: One course each quarter of the freshman year

Disciplinary Breadth: Five courses required, at least one in engineering and applied sciences, humanities, mathematics, natural sciences and social sciences

Education for Citizenship: Two courses in at least two of the following subject areas—ethical reasoning, the global community, American cultures and gender studies

F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking undergraduates enrolled in fall 2008 who fit the following categories:

	Freshmen	All Undergraduates
Percent who are from out of state	57	54
Percent of men who join fraternities	NA	NA
Percent of women who join sororities	NA	NA
Percent of students who join fraternity or sorority		13
Percent who live in college owned, operated or affiliated housing	100	91
Percent who live off campus or commute	0	9
Percent of students age 25 and older	0	1
Average age of all students	18	20

* includes off campus, Stanford in Washington and overseas campuses.

F2. Activities offered:

Choral groups	x
Concert Band	x
Dance	x
Dance/theater	x
Jazz band	x
Literary magazine	x
Marching band	x
Music ensembles	x
Musical theater	x
Opera	x
Pep band	x
Radio station	x
Student government	x
Student newspaper	x
Student-run film society	x
Symphony orchestra	x
Television station	x
Yearbook	x
Campus Ministries	x
Model United National	x
International Student Organizations	x

F3. ROTC (programs offered at cooperating institutions)

Army ROTC is offered at [Santa Clara University](#)

Naval ROTC is offered at [UC Berkeley](#)

Air Force ROTC is offered at [San Jose University](#)

F4. Housing

Coed dorms	x
Men's dorms	
Women's dorm	x

Apartments for married students	x
Apartments for single students	x
Special housing for disabled students	x
Special housing for international students	
Fraternity/sorority housing	x
Cooperative housing	x
Other: academic, cross-cultural, language theme and ethnic theme	x

G. ANNUAL EXPENSES

Below are the 2009-2010 academic year costs for Stanford University.

X Check here if your institution's 2010-2011 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final 2010-2011 academic year costs will be available: February 2010

G1. Undergraduate full-time tuition, required fees, room and board

List the typical tuition, required fees, and room and board for a full-time undergraduate student for the FULL 2009-2010 academic year. A full academic year refers to the period of time generally extending from September to June; usually equated to two semesters, two trimesters, three quarters, or the period covered by a four-one-four plan. Room and board is defined as double occupancy and 19 meals per week or the maximum meal plan. Required fees include only charges that all full-time students must pay that are not included in tuition (e.g., registration, health, or activity fees.) Do not include optional fees (e.g., parking, laboratory use).

	2009-2010
Tuition	\$37,380
Required Fees	\$501 *
Room and Board	\$11,463
Room Only	
Board Only	

* *Vaden Health Center fee charged only to students living on campus; Not included is the orientation fee, which is required for freshmen only.*

Comprehensive tuition and room and board fee (if your college cannot provide separate tuition and room and board fees): _____

Other:

G2. Number of credits per term a student can take for the stated full-time tuition: 12 minimum, 25 maximum

G3. Do tuition and fees vary by year of study (e.g., sophomore, junior, senior)? No

G4. If tuition and fees vary by undergraduate instructional program, describe briefly:

G5. Provide the estimated expenses for a typical full-time undergraduate student:

	Residents	Commuters living at home	Commuters not living at home
Books/supplies	\$1,485	\$1,485	\$1,485
Room only			\$6,411
Board only		\$4,338	\$5,052
Room and board total			
Transportation	varies	varies	varies
Other expenses	\$2,385	\$3,096	\$2,385

H. FINANCIAL AID

Aid Awarded to Enrolled Undergraduates

H1. Enter total dollar amounts awarded to full-time and less than full-time degree-seeking undergraduates in the following categories. Include aid awarded to international students (i.e., those not qualifying for federal aid). Aid that is non-need-based but that was used to meet need should be reported in the need-based aid column.

Indicate the academic year for which data are reported for items H1, H2, H2A, and H6: 2008-2009 Final

Which needs-analysis methodology does your institution use in awarding institutional aid?

Federal methodology (FM)

Institutional methodology (IM)

Both FM and IM

	Need based	Non need based
	\$	\$
Scholarships/Grants		
Federal	5,377,834	248,872
State (i.e., all states)	3,103,034	14,449

Institutional (endowment, alumni, or other institutional awards) and external funds awarded by the college excluding athletic aid and tuition waivers	104,397,282	4,803,170
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	4,070,927	5,855,729
Total Scholarships/Grants	116,949,077	10,922,220
Self Help		
Student loans from all sources (excluding parent loans)	1,768,384	6,118,896
Federal work study	2,343,591	
State and other work study employment	1,941,283	
Total Self Help	6,053,258	6,118,896
Parent Loans		6,222,623
Tuition Waivers		
Athletic Awards	2,210,978	13,653,074

H2. Number of Enrolled Students Receiving Aid: List the number of degree-seeking full-time and less-than-full-time undergraduates who applied for and received financial aid. Aid that is non-need-based but that was used to meet need should be counted as need-based aid. Numbers should reflect the cohort receiving the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time, Full-time Freshmen	Full-time, Undergrad (Including Freshmen)	Less Than Full- Time Undergraduate
a) Number of degree-seeking undergraduate students	1,703	6,815	
b) Number of students in line a who applied for need-based financial aid	1,051	3,761	
c) Number of students in line b who were determined to have financial need	863	3,291	

d) Number of students in line c who received any financial aid	859	3,268	
e) Number of students in line d who were awarded scholarship or grant aid	844	3,207	
f) Number of students in line d who were awarded any need-based self-help aid	482	2,020	
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	81	562	
h) Number of students in line d whose need was fully met (excluding PLUS loans, unsubsidized loans, and private alternative loans)	824	2,899	
i) On average, the percentage of need that was met of students who were awarded any need-based aid. Exclude aid that was awarded in excess of need as well as any resources that were awarded to replace EFC	100%	100%	
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC	\$40,204	\$38,892	
k) Average need-based scholarship of grant award of those in line e	\$38,037	\$36,419	
l) Average need-based self-help award of those in line f	\$2,123	\$2,341	
m) Average need-based loan of those in line f who received a need-based loan	\$2,614	\$3,053	

H2A. Number of Enrolled Students Awarded Non-need-based Scholarships and Grants: List the number of degree-seeking full-time and less-than-full-time undergraduates who had no financial need and who were awarded institutional non-need-based scholarship or grant aid. Numbers should reflect the cohort awarded the dollars reported in H1. Note: In the chart below, students may be counted in more than one row, and full-time freshmen should also be counted as full-time undergraduates.

	First-time, Full-time Freshmen	Full-time Undergraduates (including Freshmen)
--	---	--

n) Number of students in line a who had no financial need and who were awarded non-need-based scholarship or grant aid (excluding those who were awarded athletic awards and tuition benefits)	91	844
o) Average dollar amount of non-need-based scholarship and grant aid awarded to students in line n	\$3,319	\$3,601
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	183	629
q) Average dollar amount of institutional non-need-based athletic grants and scholarships awarded to students in line p	\$15,868	\$21,706

H4. Percent of first-year class who borrowed at any time through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and Unsubsidized, private loans that were certified by your institution, etc., exclude parent loans). Include both Federal Direct Student Loans and Federal Family Educational Loans: 36%

H4a. Provide the percentage of the class who borrowed at any time through federal loan programs—Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include Federal Direct Student Loans and Federal Family Education Loans. Exclude all institutional, state, private alternative loans and parent loans: 35%

H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in H4: \$16,219

H5a. Report the average per-undergraduate-borrower cumulative principal borrowed, of those in H4a, through federal loan programs—Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loan and Federal Family Educational Loans. Exclude all institutional, state, private alternative loans and parent loans: \$11,195

Aid to Undergraduate Degree-seeking Nonresident Aliens

H6. Indicate your institution's policy regarding institutional scholarship and grant for undergraduate degree-seeking nonresident aliens:

Institutional need-based scholarship or grant aid is available.

If institutional financial aid is available for undergraduate degree-seeking nonresident aliens, provide the number of undergraduate degree-seeking nonresident aliens who received need-based or non-need-based aid: 258

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$35,214

Total dollar amount of institutional financial aid awarded to all undergraduate degree-

seeking nonresident aliens: \$9,085,239

Process for First-Year/Freshman Students

H7. Check off all financial aid forms nonresident alien first-year financial aid applicants must submit:

Institution's own financial aid form

CSS/Financial Aid PROFILE

International Student's Financial Aid Application

International Student's Certificate of Finances

Other: _____

H8. Check off all financial aid forms domestic first-year financial aid applicants must submit:

FAFSA

Institution's own financial aid form

CSS/Financial Aid PROFILE

State aid form

Noncustodial PROFILE

Business/Farm Supplement

Other: _____

H9. Indicate filing dates for first-year (freshman) students:

Priority date for filing required financial aid forms: February 15

Deadline for filing required financial aid forms: _____

No deadline for filing required forms (applications processed on a rolling basis): _____

H10. Indicate notification dates for first-year (freshman) students (answer a or b):

a.) Students notified on or about (date): _____

b.) Students notified on a rolling basis: yes. If yes, starting date: April 3

H11. Indicate reply dates:

Students must reply by (date): May 1 or within _____ weeks of notification.

Types of Aid Available

Please check off all types of aid available to undergraduates at your institution:

H12. Loans

FEDERAL DIRECT STUDENT LOAN PROGRAM (DIRECT LOAN)

Direct Subsidized Stafford Loans

Direct Unsubsidized Stafford Loans

Direct PLUS Loans

FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFEL)

- FFEL Subsidized Stafford Loans
 FFEL Unsubsidized Stafford Loans
 FFEL PLUS Loans

- Federal Perkins Loans
 Federal Nursing Loans
 State Loans
 College/university loans from institutional funds
 Other (specify):

H13. Scholarships and Grants

NEED-BASED:

- Federal Pell
 SEOG
 State scholarships/grants
 Private scholarships
 College/university gift aid from institutional funds
 United Negro College Fund
 Federal Nursing Scholarship
 Other (specify): _____

H15. If your institution has recently implemented any major financial aid policy, program or initiative to make your institution more affordable to incoming students, such as replacing loans with grants, or waiving costs for families below a certain income, please provide details below:

Zero Parent Contribution for Parents with Income Below \$60,000

For parents with total annual income below \$60,000 and typical assets for this income range, Stanford will not expect a parent contribution toward educational costs. Students will still be expected to contribute toward their own expenses from their summer income, part-time work during the school year, and their own savings.

Tuition Charges Covered for Parents with Income Below \$100,000

For parents with total annual income below \$100,000 and typical assets for this income range, Stanford will ensure that all tuition charges are covered with need-based scholarship, federal and state grants, and/or outside scholarship funds. In most cases, the parent contribution will be no higher than the standard cost of room and board (around \$11,000). Many parents in this group will see contribution amounts far lower than \$11,000.

***More Generous Method for Determining Family Contributions at all income levels**

*Our methodology for calculating the expected family contributions for all applicants has been revised to be significantly more generous, while remaining true to the principles of need-based, equitable distribution of funds. Changes include:

* Capping the amount of home equity in the parent asset calculation at 1.2 times the amount of total annual income

* Increasing the portion of total parent assets that are protected against assessment, for most families

* Adjusting the parent income calculation to reflect the higher cost

of living in certain parts of the country

* Dividing the total calculated parent contribution evenly among multiple siblings in college

* Decreasing the assessment rate for student assets from 25% to 5% per academic year

*Students Not Expected to Borrow to Meet Educational Costs

*Students are no longer expected to borrow student loans as part of their financial aid packages. Students receiving scholarship funds are expected to work part-time during the academic year, with a standard earnings expectation of \$2,500. Students are also expected to contribute from their summer earnings a standard minimum amount of \$2,000. Students can reduce or eliminate the earnings expectations by obtaining scholarships from outside agencies and organizations. Outside scholarships will reduce the earnings expectations on a dollar-for-dollar basis.

For details please refer to <http://financialaid.stanford.edu> <<http://financialaid.stanford.edu/>>.

I. INSTRUCTIONAL FACULTY AND CLASS SIZE

I-1. Please report number of instructional faculty members in each category for Fall 2009. The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey. Instructional Faculty is defined as those members of the instructional-research staff whose major regular assignment is instruction, including those with released time for research. Institutions are asked to EXCLUDE:

- (a) instructional faculty in preclinical and clinical medicine
- (b) administrative officers with titles such as dean of students, librarian, registrar, coach, and the like, even though they may devote part of their time to classroom instruction and may have faculty status,
- (c) undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow, and the like
- (d) faculty on leave without pay, and
- (e) replacement faculty for faculty on sabbatical leave.

Full-time: faculty employed on a full-time basis

Part-time: faculty teaching less than two semesters, three quarters, two trimesters, or two four-month sessions. Also includes adjuncts and part-time instructors.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian or Pacific Islander; or Hispanic.

Doctorate: includes such degrees as Doctor of Philosophy, Doctor of Education, Doctor of Juridical Science and Doctor of Public Health in any field such as arts, sciences, education, business and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry, medicine, optometry, osteopathic medicine, pharmacy, podiatric medicine, veterinary medicine, chiropractic or law.

Terminal degree: the highest degree in a field: example, M. Arch (architecture) and MFA (master of fine arts).

	Full-time	Part-time	Total
--	-----------	-----------	-------

Total number of instructional faculty	1,008	15	1,023
Total number who are members of minority groups	186	0	186
Total number who are women	254	0	254
Total number who are men	754	15	769
Total number who are nonresident aliens	0	0	0
Total number with doctorate or other terminal degree	994	12	1,006
Total number whose highest degree is a master's but not a terminal master's	9	3	12
Total number whose highest degree is a bachelor's	4	0	4
Total number whose highest degree is unknown or other	1	0	1
Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate students	198	1	199

I-2. Student to Faculty Ratio

Report the Fall 2009 ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). In the ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate level students. Do not count undergraduate or graduate student teaching assistants as faculty.

Fall 2009 Student to Faculty ratio: 6 to 1 (based on 6,878 students and 1,081 faculty*)

* Faculty count includes the ranks of professor, associate professor, assistant professor (including parenthetical teaching faculty), instructors, senior lecturers and lecturers. Lecturers, senior lecturers and instructors are counted on an FTE basis.

I-3. Undergraduate Class Size

In the table below, please use the following definitions to report information about the size of classes and class sections offered in the Fall 2009 term.

Class Sections: A class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.

Each class section should be counted only once and should not be duplicated because of course catalog cross-listings.

Class Subsections: A class subsection includes any subsection of a course, such as laboratory, recitation, and discussion subsections that are supplementary in nature and are scheduled to meet separately from the lecture portion of the course. Undergraduate subsections are defined as any subsections of courses in which degree-seeking undergraduate students enrolled for credit. As above, exclude noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Each class subsection should be counted only once and should not be duplicated because of cross-listings.

Number of Class Sections with Undergraduates Enrolled
Undergraduate Class Size

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class sections	434	564	137	91	64	107	72	1,466

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class subsections	168	526	60	23	4	17	2	800

J. DEGREES CONFERRED

Degrees conferred between July 1, 2008 and June 30, 2009

Category	Bachelors
Area and ethnic studies (CIP 5)	2.59
Biosciences (CIP 26)	6.81
Communications/journalism (CIP 9)	2.46
Computer and information sciences (CIP 11)	3.66
Engineering (CIP 14)	13.67
Engineering technologies (CIP 15)	2.87
English (CIP 23)	4.27

Foreign languages and literatures (CIP 16)	2.7
Interdisciplinary studies (CIP 30)	16.57
Liberal arts/general studies (CIP 24)	0.45
Mathematics (CIP 27)	4.11
Philosophy, religion, theology (CIP 38)	1.57
Physical sciences (CIP 40)	4.27
Psychology (CIP 42)	4.11
Public Administration (CIP 44)	1.12
Social sciences (CIP 45)	22.89
Visual and performing arts (CIP 50)	2.76
History (CIP 54)	3.32
Other	
Total	100