

# Stanford University

## Common Data Set 2014-2015

*The Common Data Set (CDS) initiative is a collaborative effort among data providers in the higher education community and publishers as represented by the College Board, Peterson's, and U.S. News & World Report. The combined goal of this collaboration is 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 reporting burden on data providers.*

*This goal is attained by the development of clear, standard data items and definitions in order to determine a specific cohort relevant to each item. Data items and definitions used by the U.S. Department of Education in its higher education surveys often serve as a guide in the continued development of the CDS. Common Data Set items undergo broad review by the [CDS Advisory Board](#) as well as by data providers representing secondary schools and two- and four-year colleges.*

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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](mailto: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, 2014.

	Full Time		Part Time	
	Men	Women	Men	Women
<b>Undergraduates</b>				
Degree-seeking, first-time freshmen	856	821	0	0
Other first-year, degree-seeking	19	28	0	0
All other degree-seeking	2,829	2,465	0	0
Total degree seeking	3,704	3,314	0	0
All other undergraduates enrolled in credit courses	0	1	0	0
<b>Total undergraduates</b>	3,704	3,315	0	0
<b>Graduate</b>				
Degree-seeking, first-time	1,477	1,011	35	12
All other degree seeking	3,865	2,341	258	117
All other graduates enrolled in credit courses	24	14	480	142
<b>Total graduate</b>	5,366	3,366	773	271

Total all undergraduates: 7,019

Total all graduate students: 9,776

**GRAND TOTAL ALL STUDENTS:16,795**

**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, 2014. Include international students only in the category "Nonresident aliens." Report as your institution does for IPEDS.

	<b>Degree-seeking First-time, First-year</b>	<b>Degree-seeking Undergraduates, (including first-time, first-year)</b>	<b>Total Undergraduates (both degree- and non-degree-seeking)</b>
Nonresident aliens	128	575	597
Hispanic / Latino	266	1,128	1,128
Black or African American, non-Hispanic/Latino	101	415	416
White, non-Hispanic	620	2,633	2,661
American Indian or Alaska Native, non-Hispanic/Latino	17	80	80
Asian, non-Hispanic	348	1,389	1,394
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	7	27	27
Two or more races, non-Hispanic/Latino	187	749	749
Race/ethnicity unknown	3	22	37
<b>Total</b>	<b>1,677</b>	<b>7,018</b>	<b>7,089</b>

**Persistence**

**B3. Number of degrees awarded by your institution from July 1, 2013, to June 30, 2014.**

Bachelor's degrees: 1,651

Master's degrees: 2,289

Doctoral degrees-research/scholarship: 729

Doctoral degrees-professional practice: 274

## **Graduation Rates**

The items in this section correspond to data elements collected by the IPEDS Web-based Data Collection System's Graduation Rate Survey (GRS).

### **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 2008. Include in the cohort those who entered your institution during the summer term preceding Fall 2007.

B4. Initial 2008 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students; total all students: 1,703

B5. Of the initial 2008 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 2008 cohort, after adjusting for allowable exclusions: 1,703

B7. Of the initial 2008 cohort, how many completed the program in four years or less (by August 31, 2011): 1,298

B8. Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less (after August 31, 2011 and by August 31, 2012): 249

B9. Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less (after August 31, 2011 and by August 31, 2012): 64

B10. Total graduating within six years (sum of questions B7, B8, and B9): 1,611

B11. Six-year graduation rate for 2008 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 2012 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2014? 98.45%

## **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

2014. 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: 22,536

Total first-time, first-year (freshman) women who applied: 19,631

Total first-time, first-year (freshman) men who were admitted: 1,083

Total first-time, first-year (freshman) women who were admitted: 1,062

Total full-time, first-time, first-year (freshman) men who enrolled: 857

Total part-time, first-time, first-year (freshman) men who enrolled: 0

Total full-time, first-time, first-year (freshman) women who enrolled: 821

Total part-time, first-time, first-year (freshman) women who enrolled: 0

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: 958

Number of wait-listed students who accepted a place on the list: 695

Number of wait-listed students admitted: 7

Is your waiting list ranked? **No**

### **Admission Requirements**

C3. High school completion requirement

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.

	<b>Units Required</b>	<b>Units Recommended</b>
Total academic units		20+
English		4
Mathematics		4
Science		3+
Of these, units that must be labs		3
Foreign language		3+
Social studies		3+
History		included in above
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.

	<b>Very Important</b>	<b>Important</b>	<b>Considered</b>	<b>Not considered</b>
<b>Academic</b>				
Rigor of secondary school record	x			
Class rank	x			
Academic GPA	x			
Standardized test scores	x			
Application essay	x			
Recommendation (s)	x			
<b>Nonacademic</b>				

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 2015.

#### ADMISSION

	Require	Recommend	Require for some	Consider if submitted	Not used
SAT or ACT	X				
ACT Only					
SAT only					

SAT and SAT Subject Tests or ACT					
SAT Subject Tests Only				x	

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2016**, 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. 15**

Latest date by which SAT Subject Test scores must be received for fall-term admission: **Jan. 15**

### Freshman Profile

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2014 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: 86%. Number submitting SAT scores: 1,438

Percent submitting ACT scores: 39%. Number submitting ACT scores: 764

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	<b>25th percentile</b>	<b>75th percentile</b>
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SAT Critical Reading	680	780
SAT Math	700	790
SAT Writing	690	790
SAT Essay	n/a	n/a
ACT Composite	31	34
ACT Math	30	35
ACT English	32	35
ACT Writing	30	33

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	68.71	77.54	73.78
600-699	25.66	19.47	22.11
500-599	5.42	2.85	3.89
400-499	0.21	0.14	0.21
300-399	0	0	0
200-299	0	0	0

	ACT Composite	ACT English	ACT Math
30-36	87.83	90.05	80.50
24-29	10.73	8.12	18.32
18-23	1.44	1.70	1.18
12-17	0	0.13	0
6-11	0	0	0
Below 6	0	0	0

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: 95

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: 35

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: 93.03  
Percent who had GPA of between 3.50 and 3.74: 4.29  
Percent who had GPA between 3.25 and 3.49: 1.83  
Percent who had GPA between 3.00 and 3.24: 0.56  
Percent who had GPA between 2.50 and 2.99: 0.28

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: **4.16 weighted**

Percentage of total, first-year (freshman) students who submitted high school GPA: 84.68

### **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): 01/03

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 2014.

	<b>Applicants</b>	<b>Admitted Applicants</b>	<b>Enrolled Applicants</b>
Men	1,056	23	22
Women	708	10	7
Total	1,764	33	29

##### **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? **No**

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

	<b>Required of all</b>	<b>Recommended of all</b>	<b>Recommended of some</b>	<b>Required of some</b>	<b>Not required</b>
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.

	<b>Priority Date</b>	<b>Closing Date</b>	<b>Notification Date</b>	<b>Reply Date</b>
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, Stanford in NYC

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

Arts/fine arts	
Humanities	
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, writing and rhetoric requirements, one year of a foreign language and courses in the following areas:

- **Thinking Matters:** One-quarter course in the freshman year
- **Ways of Thinking, Ways of Doing:** Eleven courses in eight subject areas, including aesthetic and interpretive inquiry, social inquiry, scientific analysis, formal reasoning, quantitative reasoning, engaging diversity, moral and ethical reasoning and creative expression.

## F. STUDENT LIFE

F1. Percentages of first-time, first-year (freshman) students and all degree-seeking

undergraduates enrolled in fall 2014 who fit the following categories:

	<b>Freshmen</b>	<b>All Undergraduates</b>
Percent who are from out of state	64	59
Percent of men who join fraternities	0	24
Percent of women who join sororities	0	28
Percent who live in college owned, operated or affiliated housing	100	92
Percent who live off campus or commute	0	8
Percent of students age 25 and older	<1	1
Average age of full-time students	18	20
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**

**G0.** [Link to Stanford University's net price calculator](#)

**Below are the 2014-2015 academic year costs for Stanford University:**

X Check here if your institution's 2015-2016 academic year costs are not available at this time and provide an approximate date (i.e., month/day) when your institution's final academic year costs will be available: February 2014.



**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 2014-2015 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).

	<b>FIRST-YEAR</b>	<b>UNDERGRADUATES</b>
Tuition	\$44,184	\$44,184
Required Fees	\$573	\$573
Room and Board	\$13,631	\$13,631
Room Only	\$7,994	\$7,994
Board Only	\$5,637	\$5,637

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. Do tuition and feeds vary by undergraduate instructional program? No

**G5. Provide the estimated expenses for a typical full-time undergraduate student for 2013-14:**

	<b>Residents</b>	<b>Commuters living at home</b>	<b>Commuters not living at home</b>
Books/supplies	\$1,425	\$1,425	\$1,425
Room only			
Board only		\$4,599	
Room and board total			\$13,631

Transportation	\$700	\$1,134	\$700
Other expenses	\$2,550	\$3,132	\$2,550

## 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: 2013-2014 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 \$
<b>Scholarships/Grants</b>		
Federal	6,079,671	796,389
State (i.e., all states)	3,298,427	44,612
Institutional (Endowed scholarships, annual gifts and tuition-funded grants, awarded by the college)	125,463,496	721,693
Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	4,185,059	5,209,407
<b>Total Scholarships/Grants</b>	<b>139,026,653</b>	<b>6,772,101</b>
<b>Self Help</b>		
Student loans from all sources (excluding parent loans)	2,081,729	5,317,969
Federal work study	1,361,926	
State and other work study employment	3,382,981	580,576
<b>Total Self Help</b>	<b>6,826,636</b>	<b>5,898,545</b>
Parent Loans		6,370,912

Tuition Waivers	226,613	2,350,163
Athletic Awards	2,464,164	17,366,458

**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 from any source. 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.

	<b>First-time, Full-time Freshmen</b>	<b>Full-time, Undergrad (Including Freshmen)</b>	<b>Less Than Full- Time Undergraduate</b>
a) Number of degree-seeking undergraduate students	1,677	6,980	
b) Number of students in line a who applied for need-based financial aid	979	3,814	
c) Number of students in line b who were determined to have financial need	779	3,414	
d) Number of students in line c who received any financial aid	779	3,414	
e) Number of students in line d who were awarded scholarship or grant aid	771	3,342	
f) Number of students in line d who were awarded any need-based self-help aid	537	2,624	
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	25	108	
h) Number of students in line d whose need was fully met (excluding PLUS loans, unsubsidized loans, and private alternative loans)	737	2,997	
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	100%	100%	

as well as any resources that were awarded to replace EFC			
j) The average financial aid package of those in line d. Exclude any resources that were awarded to replace EFC	\$44,790	\$44,043	
k) Average need-based scholarship of grant award of those in line e	\$42,815	\$41,620	
l) Average need-based self-help award of those in line f	\$2,168	\$2,562	
m) Average need-based loan of those in line f who received a need-based loan	\$2,500	\$3,026	

**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.

	<b>First-time, Full-time Freshmen</b>	<b>Full-time Undergraduates (including Freshmen)</b>
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)	0	18
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	0	\$8,980
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	99	454
q) Average dollar amount of institutional non-need-based athletic grants and grants awarded to students in line p	\$41,935	\$38,252

H4. Percent of first-year class who graduated between July 1, 2014 and June 30 2015 and 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: 23%

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: 22%

H5. Report the average per-undergraduate-borrower cumulative principal borrowed of those in H4: \$19,230

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: \$14,990

### **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

Institutional non-need based scholarship of 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: 135

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$54,194

Total dollar amount of institutional financial aid awarded to all undergraduate degree-seeking nonresident aliens: \$7,316,249

### **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 1

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 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): \_\_\_\_\_

**H14.** Athletic aid is the only non-need based institutional aid awarded at Stanford.

**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, the expected parent contribution will be low enough to ensure that all tuition charges are covered with need-based scholarship, federal and state grants, and/or outside scholarship funds.

Families with incomes at higher levels (typically up to \$200,000) may also qualify for assistance, especially if more than one family member is enrolled in college. We encourage any family concerned about the ability to pay for a Stanford education to complete the application process. If we are not able to offer need-based scholarship funds we will recommend available loan programs.

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

## **I. INSTRUCTIONAL FACULTY AND CLASS SIZE**

I-1. Report number of instructional faculty members in each category for Fall 2014. Include faculty who are on your institution's payroll on the census date your institution uses for IPEDS/AAUP.

The following definition of instructional faculty is used by the American Association of University Professors (AAUP) in its annual Faculty Compensation Survey (the part-time definitions are not used by AAUP). 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. Use the directions below to determine inclusions and exclusions:

(a) exclude full-time instructional faculty in preclinical and clinical medicine, faculty who are not paid or research-only faculty, post-doctoral fellows or pre-doctoral fellows; include part-time only if they teach one or more non-clinical credit courses

(b) exclude 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; include part time if they teach one or more non-clinical credit courses

(c) exclude other administrators/staff who teach one or more non-clinical credit courses even though they do not have faculty status; include if they are part time

(d) exclude undergraduate or graduate students who assist in the instruction of courses, but have titles such as teaching assistant, teaching fellow and the like; exclude if they are part time

(e) include full-time faculty on sabbatical or leave with pay; exclude them if they are part time

(f) exclude full-time faculty on leave without pay; also exclude part-time faculty on leave without pay

(g) exclude full-time replacement faculty for faculty on sabbatical leave or leave with pay; include if they are part time

Full-time instructional faculty: faculty employed on a full-time basis for instruction, including those with released time for research

Part-time instructional faculty: Adjuncts and other instructors being paid solely for part-time classroom instruction. Also includes full-time faculty teaching less than two semesters, three quarters, two trimesters or two four-month sessions.

Employees who are not considered full-time instruction faculty but who teach one or more non-clinical credit courses may be counted as part-time faculty.

Minority faculty: includes faculty who designate themselves as black, non-Hispanic; American Indian or Alaskan native; Asian, Native Hawaiian 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, engineering, business, and public administration. Also includes terminal degrees formerly designated as "first professional," including dentistry (DDS or DMD), medicine (MD), optometry (OD), osteopathic medicine (DO), pharmacy (DPharm or BPharm), podiatric medicine (DPM), veterinary medicine (DVM), chiropractic (DC or DCM) or law (JD).

Terminal master's degree: a master's degree that is considered the highest degree in a field: example, M. Arch (in architecture) and MFA (master of fine arts in art or theater).

	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
Total number of instructional faculty	1,559	24	1,583
Total number who are members of minority groups	347	1	348
Total number who are women	405	6	411
Total number who are men	1,154	18	1,173
Total number who are nonresident aliens	NA	NA	NA
Total number with doctorate or other terminal degree	1,548	22	1,570
Total number whose highest degree is a master's but not a terminal master's	9	1	10
Total number whose highest degree is a bachelor's	2	1	3



Total number whose highest degree is unknown or other	0	0	0
Total number in stand-alone graduate/professional programs in which faculty teach virtually only graduate students	370	4	374

### I-2. Student to Faculty Ratio

Report the Fall 2014 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 2014 Student to Faculty ratio: 4 to 1 (based on 7,018 students and 1,585 faculty\*)

Please Note:

\* *Stanford faculty count includes the ranks of professor, associate professor, assistant professor (including parenthetical teaching, research and performance faculty), instructors, senior lecturers and lecturers. Faculty in graduate schools (business, education, law, medicine) are included if they taught undergraduates during 2014. Lecturers, senior lecturers and instructors are counted on an FTE basis.*

\* *Stanford total faculty includes all tenure-line and parenthetical teaching, research and performance faculty, as well as those Medical Center Line faculty who taught undergraduates during 2014.*

\* *Stanford stand-alone graduate faculty includes faculty in graduate schools (business, education, law, medicine) who did not teach undergraduates during 2014.*

### 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 2014 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	635	539	162	76	70	122	69	1,673

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class subsections	260	250	25	2	0	0	0	537

**J. DEGREES CONFERRED**

Degrees conferred between July 1, 2013 and June 30, 2014

Category	Bachelors
Area and ethnic studies (CIP 5)	2.26
Communication/journalism (CIP 9)	1.45
Computer and information sciences (CIP 11)	12.25
Engineering (CIP 14)	15.90
Engineering technologies (CIP 15)	3.66
English (CIP 23)	3.19
Foreign languages and literatures (CIP 16)	2.84
Interdisciplinary studies (CIP 30)	18.28

Biological / Life Sciences (CIP 26)	5.75
Mathematics and statistics(CIP 27)	3.83
Philosophy, religion, theology (CIP 38)	1.22
Physical sciences (CIP 40)	5.11
Psychology (CIP 42)	3.25
Public administration and social services(CIP 44)	1.57
Social sciences (CIP 45)	14.51
Visual and performing arts (CIP 50)	2.15
History (CIP 54)	2.79
Other	
Total	<b>100</b>