

Stanford University Common Data Set 2015-2016

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.

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, 2015.**

	Full TimePart Time			
	Men	Women	Men	Women
Undergraduates				
Degree-seeking, first-time freshmen	867	852	0	0
Other first-year, degree-seeking	18	32	0	0
All other degree-seeking	2,778	2,447	0	0
Total degree seeking	3,663	3,331	0	0
All other undergraduates enrolled in credit courses	3	2	0	0
Total undergraduates	3,666	3,333	0	0
Graduate				
Degree-seeking, first-time	1,359	890	33	23
All other degree seeking	3,984	2,508	270	129
All other graduates enrolled in credit courses	27	11	408	129
Total graduate	5,370	3,409	711	281

Total all undergraduates: 6,999

Total all graduate students: 9,771

GRAND TOTAL ALL STUDENTS: 16,770

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, 2015. Include international students only in the category "Nonresident aliens." Report as your institution does for IPEDS.

	Degree-seeking First-time, First-year	Degree-seeking Undergraduates, (including first-time, first-year)	Total Undergraduates (both degree- and non-degree-seeking)
Nonresident aliens	177	612	612
Hispanic / Latino	230	1,072	1,072
Black or African American, non-Hispanic/Latino	107	425	426
White, non-Hispanic	625	2,614	2,614
American Indian or Alaska Native, non-Hispanic/Latino	7	71	71
Asian, non-Hispanic	385	1,432	1,432
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	6	22	22
Two or more races, non-Hispanic/Latino	176	725	725
Race/ethnicity unknown	6	21	25
Total	1,719	6,994	7,000

Persistence

B3. Number of degrees awarded by your institution from July 1, 2014, to June 30, 2015.

Bachelor's degrees: 1,671

Master's degrees: 2,325

Doctoral degrees-research/scholarship: 688

Doctoral degrees-professional practice: 273

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

Fall 2009 Cohort

Report for the cohort of full-time first-time bachelor's (or equivalent) degree-seeking undergraduate students who entered in Fall 2009. Include in the cohort those who entered your institution during the summer term preceding Fall 2009.

B4. Initial 2009 cohort of first-time, full-time bachelor's (or equivalent) degree-seeking undergraduate students: 1,692

B5. Of the initial 2009 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 2009 cohort, after adjusting for allowable exclusions: 1,692

B7. Of the initial 2009 cohort, how many completed the program in four years or less: 1,272

B8. Of the initial 2009 cohort, how many completed the program in more than four years but in five years or less: 243

B9. Of the initial 2009 cohort, how many completed the program in more than five years but in six years or less: 67

B10. Total graduating within six years (sum of questions B7, B8, and B9): 1,582

B11. Six-year graduation rate for 2009 cohort (question B10 divided by question B6): 93%

Fall 2008 Cohort

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 2008.

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: 1,298

B8. Of the initial 2008 cohort, how many completed the program in more than four years but in five years or less: 249

B9. Of the initial 2008 cohort, how many completed the program in more than five years but in six years or less: 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 2014 (or the preceding summer term), what percentage was enrolled at your institution as of the date your institution calculates its official enrollment in fall 2015? 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 2015. 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: 22,831

Total first-time, first-year (freshman) women who applied: 19,666

Total first-time, first-year (freshman) men who were admitted: 1,073

Total first-time, first-year (freshman) women who were admitted: 1,067

Total full-time, first-time, first-year (freshman) men who enrolled: 867

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

Total full-time, first-time, first-year (freshman) women who enrolled: 853

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: 1,256

Number of wait-listed students who accepted a place on the list: 927

Number of wait-listed students admitted: 0

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.

	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		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.

	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 2017.

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		x			

B. If your institution will make use of the ACT in **admission** decisions for first-time, first-year, degree-seeking applicants for **Fall 2017**, please indicate how the writing component will be used:

ACT with Writing component required

C. If your institution will make use of the SAT in admission decisions for first-time, first-year, degree-seeking applicants for the fall of 2017, please indicate the status of the essay, regardless of whether the essay score will be used in the admissions process:

SAT with ESSAY component required

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**

F. If necessary, clarify your test policies: The ACT Plus Writing or the SAT (Critical Reading, Math and Writing) is required. SAT Subject Tests are recommended but not required. AP examination scores are recommended but not required. If English is not your native language, we recommend, but do not require, the Test of English as a Foreign Language (TOEFL).

G. Indicate which tests your institution uses for placement:

AP: A maximum of 45 quarter units of Advanced Placement may be applied toward the undergraduate degree. Visit the [website here](#) for more.

Freshman Profile

C9. Percent and number of first-time, first-year (freshman) students enrolled in fall 2015 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: 80%. Number submitting SAT scores: 1,377

Percent submitting ACT scores: 51%. Number submitting ACT scores: 870

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	25th percentile	75th percentile
SAT Critical Reading	690	780
SAT Math	700	800
SAT Writing	690	780
SAT Essay	n/a	n/a
ACT Composite	31	35
ACT Math	30	35
ACT English	32	35
ACT Writing/English	30	33

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

	SAT Critical Reading	SAT Math	SAT Writing
700-800	71.75	77.85	73.71
600-699	24.11	19.83	22
500-599	3.70	2.11	3.85
400-499	0.44	0.22	0.44
300-399	0	0	0
200-299	0	0	0

	ACT Composite	ACT English	ACT Math
30-36	87.47	90.80	82.30
24-29	11.61	7.70	17.24
18-23	0.92	1.15	0.46
12-17	0	0.34	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: 96

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: 94.51

Percent who had GPA of between 3.50 and 3.74: 4.01

Percent who had GPA between 3.25 and 3.49: 0.91
Percent who had GPA between 3.00 and 3.24: 0.58
Percent who had GPA between 2.50 and 2.99: 0

C12. Average high school GPA of all degree-seeking, first-time, first-year (freshman) students who submitted GPA: **3.95**

Percentage of total, first-year (freshman) students who submitted high school GPA: 84.77%

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 2015.

	Applicants	Admitted Applicants	Enrolled Applicants
Men	1,240	13	10
Women	783	7	5
Total	2,023	20	15

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:

	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, 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	
English (including composition)	x
Philosophy	
Foreign Language	x
Sciences	
History	
Social Science	

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 2015 who fit the following categories:

	Freshmen	All Undergraduates
Percent who are from out of state	63	61
Percent of men who join fraternities	0	20
Percent of women who join sororities	0	20
Percent who live in college owned, operated or affiliated housing	100	93
Percent who live off campus or commute	0	7
Percent of students age 25 and older	0	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 2015-2016 academic year costs for Stanford University:

X Check here if your institution's 2016-2017 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 2016.

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 2015-2016 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).

	FIRST-YEAR	UNDERGRADUATES
Tuition	\$45,729	\$45,729
Required Fees	\$591	\$591
Room and Board	\$14,107	\$14,107
Room Only	\$8,346	\$8,346
Board Only	\$5,761	\$5,761

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, 23 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:

	Residents	Commuters living at home	Commuters not living at home
Books/supplies	\$1,425	\$1,425	\$1,425
Room only			
Board only		\$4,770	
Room and board total			\$14,107
Transportation	\$700	\$1,134	\$700
Other expenses	\$2,625	\$3,159	\$2,625

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: 2014-2015 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	\$6,557,064	\$720,081
State (i.e., all states)	\$3,256,763	\$18,307
Institutional (Endowed scholarships, annual gifts and tuition-funded grants, awarded by the college)	\$129,855,337	\$1,129,137

Scholarships/grants from external sources (e.g., Kiwanis, National Merit) not awarded by the college	\$4,496,592	\$5,133,954
Total Scholarships/Grants	\$144,165,756	\$7,001,479
Self Help		
Student loans from all sources (excluding parent loans)	\$2,093,779	\$5,737,527
Federal work study	\$1,356,595	
State and other work study employment	\$3,394,724	\$539,600
Total Self Help	\$6,845,098	\$6,277,127
Parent Loans		\$5,264,860
Tuition Waivers	\$249,271	\$2,689,473
Athletic Awards	\$2,519,842	\$17,036,565

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.

	First-time, Full-time Freshmen	Full-time, Undergrad (Including Freshmen)	Less Than Full- Time Undergraduate
a) Number of degree-seeking undergraduate students	1,678	6,886	
b) Number of students in line a who applied for need-based financial aid	997	3,821	
c) Number of students in line b who were determined to have financial need	811	3,457	
d) Number of students in line c who received any financial aid	790	3,399	

e) Number of students in line d who were awarded scholarship or grant aid	774	3,343	
f) Number of students in line d who were awarded any need-based self-help aid	468	2,585	
g) Number of students in line d who were awarded any non-need-based scholarship or grant aid	20	93	
h) Number of students in line d whose need was fully met (excluding PLUS loans, unsubsidized loans, and private alternative loans)	738	3,055	
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	\$46,438	\$45,923	
k) Average need-based scholarship of grant award of those in line e	\$43,291	\$43,167	
l) Average need-based self-help award of those in line f	\$2,234	\$2,594	
m) Average need-based loan of those in line f who received a need-based loan	\$2,580	\$3,114	

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)	0	31
o) Average dollar amount of institutional non-need-based scholarship and grant aid awarded to students in line n	0	\$13,501
p) Number of students in line a who were awarded an institutional non-need-based athletic grant or scholarship	116	455
q) Average dollar amount of institutional non-need-based athletic grants and grants awarded to students in line p	\$30,902	\$37,443

H4. Provide the number of students in the 2015 undergraduate class who started at your institution as first-time students and received a bachelor's degree between July 1, 2014 and June 30, 2015. Exclude students who transferred to your institution: 1,623

	Number in the class (defined in H4 above) who borrowed	Percent of the class (defined above) who borrowed (nearest 1%)	Average per-undergraduate borrower cumulative principal borrowed, of those in the first column (nearest \$1)
a) Any loan program: Federal Perkins, Federal Stafford Subsidized and Unsubsidized, Institutional, state, private loans that your institution is aware of, etc. Include both Federal Direct Student Loan and Federal Education Loans.	356	22%	\$21,238
b) Federal loan programs: Federal Perkins, Federal Stafford Subsidized and Unsubsidized. Include both Federal Direct Student Loans and Federal Family Education Loans.	344	21%	\$16,358
c) Institutional loan programs.	12	1%	\$5,298
d) State loan programs.	0	0%	\$0
e.) Private alternative loans made by a bank or lender.	53	3%	\$35,277

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 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: 149

Average dollar amount awarded to undergraduate degree-seeking nonresident aliens: \$55,362

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

nonresident aliens: \$8,208,946

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 you 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 \$65,000

For parents with total annual income below \$65,000 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 \$125,000

For parents with total annual income below \$125,000 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 2015. 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).

	Full-time	Part-time	Total
Total number of instructional faculty	1,589	26	1,615
Total number who are members of minority groups	359	3	362
Total number who are women	419	7	426
Total number who are men	1,170	19	1,189
Total number who are nonresident aliens	NA	NA	NA
Total number with doctorate or other terminal degree	1,579	24	1,603
Total number whose highest degree is a master's but not a terminal master's	8	1	9
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	416	5	421

I-2. Student to Faculty Ratio

Report the Fall 2015 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 2015 Student to Faculty ratio: 4.4 to 1 (based on 6,994 students and 1,592 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 2015. 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 2015.*

** Stanford stand-alone graduate faculty includes faculty in graduate schools (business, education, law, medicine) who did not teach undergraduates during 2015.*

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 2015 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	607	558	142	65	76	125	60	1,633

	2-9	10-19	20-29	30-39	40-49	50-99	100+	Total
Class subsections	235	204	22	4	0	0	0	465

J. DEGREES CONFERRED

Degrees conferred between July 1, 2014 and June 30, 2015

Category	Bachelors
Area and ethnic studies (CIP 5)	1.61
Communication/journalism (CIP 9)	1.5
Computer and information sciences (CIP 11)	12.51
Engineering (CIP 14)	18.62
Engineering technologies (CIP 15)	3.63
English (CIP 23)	2.94
Foreign languages and literatures (CIP 16)	2.71
Interdisciplinary studies (CIP 30)	18.56
Biological / Life Sciences (CIP 26)	5.59
Mathematics and statistics(CIP 27)	3.86
Philosophy, religion, theology (CIP 38)	0.98
Physical sciences (CIP 40)	4.09
Psychology (CIP 42)	3.92
Public administration and social services(CIP 44)	1.33
Social sciences (CIP 45)	14.12
Visual and performing arts (CIP 50)	1.96
History (CIP 54)	2.07
Other	
Total	100