

STANFORD

Stanford Undergraduate Admission: Counselor Newsletter 2009/10

APPLICATION NOTIFICATION AND RESPONSE NOTES

Please note that the Common Application serves as the sole application for admission. Applicants are also required to complete the Stanford Supplement to the Common Application; both forms can be found on the Common Application website and must be submitted online.

RESTRICTIVE EARLY ACTION

November 1

Restrictive Early Action application deadline; all forms and the application fee (or fee waiver) must be submitted electronically November 1.

December 15

Admission decisions are emailed to applicants on or before December 15.

May 1

Admitted students must notify Stanford of their enrollment decision, on-line or postmarked by May 1.

REGULAR DECISION

January 1

Regular Decision application deadline; all forms and the application fee (or fee waiver) must be submitted electronically by January 1.

April 1

Admission decisions are emailed to applicants on or before April 1.

May 1

Admitted students must notify Stanford of their enrollment decision, on-line or postmarked by May 1.

A NOTE FROM THE DEAN...

Dear Colleagues,

As we close out the 2008-09 admission cycle, I want to thank you for the tremendous amount of effort put forth to support the record number of applicants to the Class of 2013. After fairly robust wait list activity, the class is settling in at 1700 freshmen, which is right on target.

While we were honored by the strong interest in Stanford in 2008-09, the real highlight of the past year and of the commencement of the 2009-10 admission cycle is Financial Aid. We believe the surge in applications was in many ways a result of our enhanced financial aid policies, originally announced in February 2008. It is gratifying to know that the Class of 2013 is enrolling with significant new commitments to need-based aid.

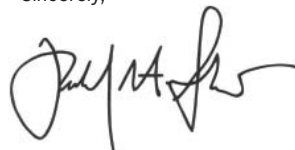
Our Financial Aid Office has also worked hard to develop an easily accessible, user-friendly financial aid calculator, located on our Financial Aid website (<http://financialaid.stanford.edu>). Families of applicants to the Class of 2014 can use this tool to understand generally what they might expect in financial support from Stanford. Please encourage students to use the estimator as they progress through the application process.

In the coming year we will also emphasize our philosophy of access and opportunity and reach out to those who may have access to fewer educational resources and to those who will be the first in their families to attend college. To assist in this effort we have joined Expanding College Opportunities, a research initiative with the intent to encourage qualified low income students to apply to selective universities. Stanford is committed to giving these students a chance to receive a world class education.

If financial aid is the highlight of my remarks, the operational budget is the low point. Across the university expenditures have been cut by 15%. We have made thoughtful decisions, though, that will help us sustain our efforts at the highest possible level. Candidate evaluation by both admission and financial aid staff will not be compromised. Among other strategies, we will use technology to communicate whenever possible, a win for the environment and the bottom line. The one exception is that we will again send out hard copies of our CASE Gold Medal-Winning Viewbook to interested high school seniors in the U.S.

We will also continue to produce this publication, but with this issue the Stanford Counselor Newsletter becomes an annual fall publication. We look forward to the year ahead with gratitude and partnership. Talk to you here next fall.

Sincerely,



Richard H. Shaw





Updates from the Director

Shawn L. Abbott,
Director of Admission



As many of you know, I direct the day-to-day operations of the Office of Undergraduate Admission here at Stanford. I appreciate the opportunity to provide you with some updates that may be of interest:

- In an effort to enable counselors to more rapidly reach a Stanford Admission representative we have revised our phone tree so that counselors now have faster access. When calling the Office of Undergraduate Admission, counselors are encouraged to press 2 at any time to avoid listening to the recorded options designed to serve prospective students. Depending on phone traffic, we can't guarantee someone will be immediately available to answer your call, but our new counselor's line enables us to prioritize calls from counselors who often have very pointed questions and requests.
- We have made great progress in becoming a truly paperless admission office. All of our applicants now apply online (unless they receive a pre-

approved paper application from me) and approximately 40% of our school credentials (secondary school reports, transcripts, etc.) now arrive online as well. We're aiming to significantly increase that percentage this year, so please help us. If you are not equipped to send us documents online, please be sure that a student's Common Application ID number appears on their school forms. This number appears on all forms - but only if the student has downloaded the forms after logging into their account. Be sure your students provide you with forms that include their ID number and not blank Common Application forms simply downloaded from the Common Application site.

- We were somewhat alarmed this past year by the number of international students who requested financial aid after they were admitted. Most alarming were the students who admitted that they intentionally did not apply for financial aid by our deadlines because they felt doing so would decrease their chances for admission. In fact,

while Stanford is need-blind in the admission of students who hold U.S. Citizen or Permanent Resident status, we are not need-blind for international students or undocumented students. Please help us advise students to honestly answer questions about citizenship status and financial aid need. We only grant financial aid to students who indicate that need on their Common Application. As a result, we lost a number of international students who incorrectly believed that not applying for aid (until after their admission) would be a good strategy, and we revoked the admission of one undocumented student who was not truthful about his citizenship status.

- Our Restrictive Early Action (REA) policy continues to be among the most unique early admission programs and, by design, is for students who unequivocally know that Stanford is their first choice - though it remains a non-binding option for students who want to be able to compare financial aid packages in April. Especially unique is our prohibition of REA applicants who also want to apply to other early notification programs, such as the one offered at the University of Michigan. While we do allow our REA applicants to file early notification applications in their home state (for financial reasons), that exception is not extended to students

applying to programs offered by out-of-state universities. If your students have any questions about whether or not an exception would be appropriate, please do not hesitate to contact me to discuss. We're happy to entertain exception requests for programs that provide preferences associated with scholarships or housing.

Finally, we rolled out a new Viewbook last year and mailed most of our counselors a copy. Though the 2010 edition is hot off the presses, we will not mail counselors another copy this year unless you specifically requested. If you would like a copy, simply send an email to counselorinfo@stanford.edu and we will happily send you one soon!

Shawn joined the Office of Undergraduate Admission as Director in August 2006. Before arriving at Stanford, he served as Senior Associate Director of Admissions at Columbia University, where he is a doctoral candidate in higher education administration and previously at Boston University as Assistant Director of Admission. He is a graduate of the University of New Hampshire and holds a Master of Arts degree from the University of South Carolina. He is a Boston native and now makes his home in nearby San Francisco.

Deferring Enrollment and Taking a Gap Year

Mollie Weinstein-Gould,
Assistant Director of Admission

Over the past few years, our office has received an increasing number of inquiries regarding the option of deferring enrollment to take a gap year. Many students and parents want to know if Stanford allows for such an option. We absolutely allow for students to participate in a gap year prior to enrollment as a freshman at Stanford. Students who have pursued gap years are valued members of our undergraduate community. These students arrive on campus a year later with a whole new set of experiences and viewpoints that further enrich our student body, our classrooms, and our residence halls.

A student may request a gap year by either checking the gap year box on the enrollment form or by e-mailing his/her admission officer. Once the request is received, our office will be in touch to go over the student's tentative plans and officially allow that student to defer enrollment. Each student will be asked to sign a deferment agreement, stating that while on a gap year, the student will not apply to, hold a place at, or enroll full-time in any other college or university while holding a deferred place at Stanford.

Our students do a variety of different activities during their gap years. Some past experiences have included traveling, teaching English abroad, working on an organic farm, competing in the Olympics (okay... not everyone has the option of doing that one!), and managing a newly created company. We are aware that there are also certain circumstances under which students must take gap years (i.e. mandatory military service, medical concerns),

and we work with those students as well to make sure that they are still able to attend Stanford after these conditions have been addressed and met.

For students who know they will be taking gap years by the time they apply for admission, the question arises when to apply for admission, before taking a gap year or after it? In the majority of cases, the best time for a student to apply is before a gap year, when a student is still enrolled in secondary school. Most peers and classmates will also be applying to colleges during this time, and in many cases, schools are set up to support seniors through the college application process. If a student applies after a year out of high school, it may be harder to secure teacher recommendations and transcripts. This also allows for stronger teacher recommendations to be written, as the student will still be fresh in the teacher's mind.

If students or parents have questions regarding the gap year process,

please direct them to the Office of Undergraduate Admission. One of our admission officers will be happy to discuss all of the enrollment options with them.



Mollie is an Assistant Director of Admission and oversees the gap year process for admitted students. Prior to coming to Stanford in 2006, she worked at a law firm in Oakland. Mollie is originally from Philadelphia and moved to San Francisco four years ago. She is a graduate of the University of Pennsylvania, where she earned her undergraduate degree in History.

Submitting an Arts Supplement

Kate Shreve,
Admission Counselor

Our holistic review process allows us to consider each applicant's individual accomplishments within his or her unique personal context. While applicants may present us with academic, athletic, extracurricular, or service-oriented accolades or accomplishments, students who excel in the arts have an additional evaluative piece available to them: the Arts Supplement.

The Arts Supplement process is designed to give applicants with extraordinary ability in the areas of fine art, dance, drama, and music, a chance to showcase their talent. Extraordinary talent can generally be defined by significant recognition, usually at the state, national or international level. However, we understand that not every applicant has access to events or competitions that provide "significant recognition" based on talent, in which case the applicant may use his or her own judgment.

There is a separate set of instructions and earlier application deadlines that accompany the Arts Supplement process. Applicants

can find the instructions on our website at <http://admission.stanford.edu/applying/freshman>. Each department has specific guidelines for submissions, so students should pay careful attention to the instructions. Once the Arts Supplement is submitted, the admission office will forward the appropriate materials to our faculty for review. The faculty, in turn, provides us with an assessment of the student's talent that we consider when making admission decisions.

If an applicant chooses to submit an Arts Supplement, he or she will need to meet different deadlines than other applicants. These earlier deadlines allow us adequate time to

process the materials and have the faculty review the submission while still providing admission decisions on either December 15 or April 1.

ARTS SUPPLEMENT APPLICATION DEADLINES

- **Restrictive Early Action - October 15**
- **Regular Decision - December 1**
- **Transfer - March 15**

The applicant's Common Application, Stanford Supplement to the Common Application, Common Application Arts Supplement, arts instructor letter of recommendation, arts resume, and arts submission are all due by the earlier deadline. Test scores, transcripts, Secondary School Reports and Teacher Evaluations may still be submitted by the usual deadlines. It is important to note that this form is an optional supplement to the application process; its submission neither guarantees nor commits a student (if admitted) to major or otherwise participate in the arts at Stanford. All students are welcome and encouraged to participate in the arts at Stanford, and everyone has an equal opportunity to do so once they

arrive on campus. Also, the faculty review will never diminish a student's chances of admission.

If you or your students have questions about the Arts Supplement review process that are not answered in the Arts Supplement instructions, please feel free to email me at kateshreve@stanford.edu.



Kate Shreve joined the office in July 2007 as a student Admission Associate. In September 2008, she began working full time in the office as an Admission Counselor. Originally from Santa Barbara, California, Kate attended high school in London, England, before returning to the U.S. and earning both her undergraduate and graduate degrees in history at Stanford.

Applying to Stanford as a Home Schooled Student

Richard Welsh,
Admission Counselor

Over the last decade, an increasing number of families have chosen home schooling for varying reasons. Home schooled students comprise a small yet growing percentage of Stanford's applicant pool and many questions are asked by prospective students, their families and guidance counselors regarding the admission process for home schooled students. While each applicant comes with his or her own unique set of circumstances, there are questions that are shared by a majority of our applicants that can easily be answered.

Who is considered a home schooled student?

Home schooling can be defined as the education of children at home instead of sending them to traditional schools. Home schooled students are typically taught by parents and tutors in the home. However, as home schooling has evolved, families

are creating hybrids by blending elements of formal schooling such as community college or online courses with the parent teaching at home. While there are many variations on how learning takes place, ultimately, home schooling is an alternative to traditional high schools where students receive instruction from an individualized curriculum without necessarily working towards a high school diploma.

Is there a separate review process for home schooled students?

We engage in a holistic and comprehensive review for home schooled students. Home schooled applicants, like all other students seeking undergraduate admission at Stanford, must complete the Common Application, in addition to the Stanford Supplement, and submit both forms together by the appropriate deadline to apply for admission. However, all home schooled applicants should also submit a Home School Supplement elaborating on how and why their family chose home schooling, how their learning process was organized, and what, if any, choices were made to accomplish this type of education. Several home schooled students are admitted and enroll at Stanford each year and while we may request additional

materials from these applicants, our criteria for admission as well as our evaluation process remains unchanged.

How will being home schooled affect a student's application?

Due to the nature of their nontraditional form of education, we ask that our home schooled students give us everything they think that we will need to help us understand their context. Primarily, we expect that you have successfully undertaken a serious, rigorous course of study distributed across the humanities, sciences, math, social studies and languages. Although we do make general recommendations (not requirements) to all applicants, it will be to your advantage if your home curriculum meets or exceeds these recommendations. The lack of a conventional high school transcript combined with limited availability of other quantitative information places increased emphasis and significance on testing for home schooled students. We strongly encourage applicants who have been home schooled to take not only the required SAT reasoning test or the ACT but also the recommended SAT subject tests in order to provide some measure of relative achievement to assist us in our evaluation of your application. Additional recommendations for

home schooled students, especially from instructors outside your family, are useful as they support your standard credentials and will help the admission committee further understand your unique educational experience.

I hope these answers provide guidance in navigating the home schooling admission process. Though not exhaustive, this information may alleviate some of the anxiety of both students and counselors alike. Please do not hesitate to contact me at rowelsh@stanford.edu with any questions.



Originally from Kingston, Jamaica, Richard joined the Office of Undergraduate Admission in 2008 as an Admission Counselor and works closely with our home schooled applicants. He holds a B.A. in Economics with Interdisciplinary Honors in Latin American Studies, a minor in Spanish, and an M.A. in Latin American Studies from Stanford University.



FINANCIAL AID: JUST THE FACTS

Stanford is need-blind in its admission process for U.S. citizens and U.S. permanent residents. This means a student's financial status is not a factor in our admission decisions. We guarantee to meet the computed need of all candidates who qualify for need-based financial aid.

- Approximately 75% of undergraduates receive aid from a variety of internal and external sources, including outside scholarships, on-campus jobs, Stanford scholarships and federal/state grants.
- The average institutional scholarship for 2009-2010 is expected to be \$34,500.
- Parents with total incomes of less than \$100,000 will not be expected to pay tuition. Parents with total incomes of less than \$60,000 will not be expected to pay tuition or contribute to the costs of room, board, and other expenses. These benchmarks apply for all families with assets typical for their income levels.
- Stanford does not expect students to borrow loans as part of their financial aid package.



ACADEMIC PROFILE | Class of 2013

(as of August 2009)



	Early Action	Regular Decision	Total Applicants	Admit Rate	Matriculants
Freshman Applicants	5,361	25,067	30,428	8.0%	1,700
Transfer Applicants			1,302	1.9%	23

	Percent of Applicants	Admit Rate	Percent of Admitted Class
High School GPA			
4.0 and above	53%	10%	67%
3.7 - 3.99	30%	7%	27%
below 3.7	16%	3%	7%

	Percent of Applicants	Admit Rate	Percent of Admitted Class
High School Rank in Class			
Top 10%	80%	9%	93%
11% - 20%	8%	2%	2%
21% and below	12%	3%	6%

	Percent of Applicants	Admit Rate	Percent of Admitted Class
SAT Critical Reading Score Ranges			
800	9%	18%	19%
700 - 799	34%	11%	44%
600 - 699	39%	7%	32%
below 600	19%	2%	5%

	Percent of Applicants	Admit Rate	Percent of Admitted Class
SAT Math Score Ranges			
800	13%	12%	18%
700 - 799	44%	10%	52%
600 - 699	32%	7%	26%
below 600	11%	3%	3%

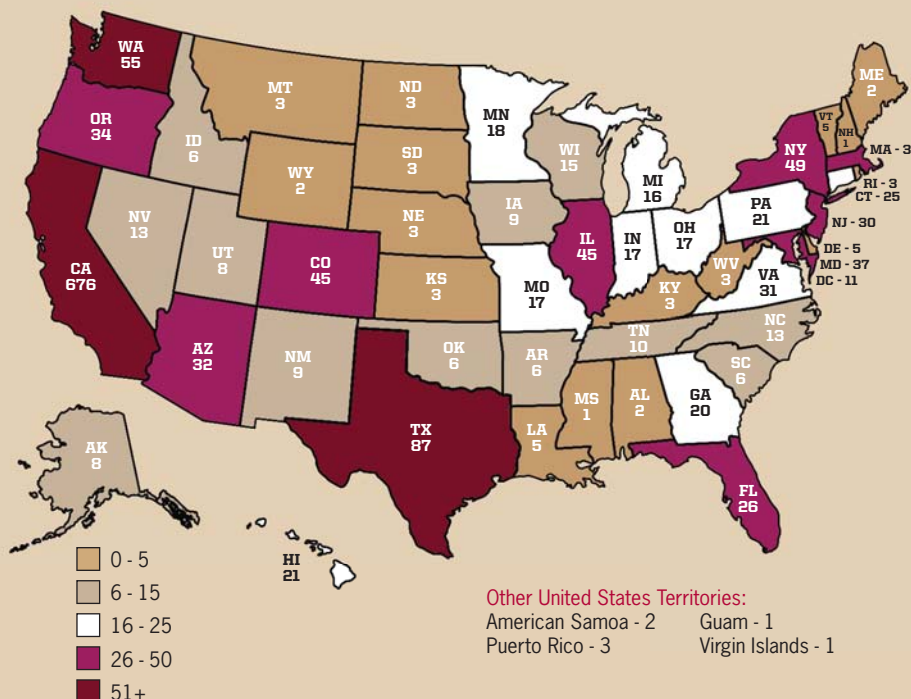
	Percent of Applicants	Admit Rate	Percent of Admitted Class
SAT Writing Score Ranges			
800	6%	19%	13%
700 - 799	38%	12%	53%
600 - 699	38%	6%	28%
below 600	18%	3%	6%

	Percent of Applicants	Admit Rate	Percent of Admitted Class
ACT Composite Score Ranges			
30 - 36	66%	10%	81%
24 - 29	28%	5%	17%
18 - 23	6%	2%	3%

MATRICULANT DIVERSITY PROFILE

Diversity Profile	Percent of Enrolling Class
African American	10.9%
Asian	22.2%
Hispanic	14.6%
Alaska Native, Native American & Native Hawaiian	4.2%
First Generation College-Bound	15.4%
School Type	Percent of Enrolling Class
Public	60.2%
Private	29.9%
Home Schooled	0.2%
International	9.7%

GEOGRAPHIC DISTRIBUTION OF THE CLASS OF 2013



Other Countries represented:

- | | | |
|--------------------|----------------------------|----------------------|
| Algeria | Iceland | Republic of Serbia |
| Argentina | India | Romania |
| Armenia | Ireland | Russian Federation |
| Australia | Islamic Republic of | Singapore |
| Bahrain | Iran | South Africa |
| Bangladesh | Israel | Spain |
| Belarus | Italy | Sri Lanka |
| Belgium | Jamaica | Sudan |
| Bolivia | Japan | Sweden |
| Botswana | Kenya | Switzerland |
| Brazil | Lebanon | Taiwan |
| Bulgaria | Malaysia | Thailand |
| Canada | Mexico | Trinidad and Tobago |
| Chile | Myanmar | Turkey |
| Colombia | Nepal | Ukraine |
| Costa Rica | Netherlands | United Kingdom |
| Cuba | New Zealand | United States |
| Dominican Republic | Nicaragua | Nigeria |
| Ecuador | Pakistan | United Arab Emirates |
| Egypt | Palestine | United Kingdom |
| El Salvador | People's Republic of China | Venezuela |
| France | Peru | Vietnam |
| Germany | Philippines | Zimbabwe |
| Greece | Poland | |
| Guatemala | Republic of Korea | |
| Guyana | | |
| Honduras | | |
| Hong Kong | | |
| Hungary | | |



VISITING STANFORD

Encourage your students to Discover Stanford. Visiting campus is the best way to determine if Stanford is the right fit. Stanford offers admission information sessions and campus tours throughout the year. Discover Stanford is a two-part program that includes a walking tour of campus designed specifically for prospective students and an information session that focuses on the Stanford undergraduate experience and admission process. Space is limited (especially around school holidays) and so reservations should be made well in advance online at: visit.stanford.edu.

ADMISSION OFFICER BY TERRITORY: 2009/10

Alabama	Eric Abrams	Montana	Holly Stebing
Alaska	Holly Stebing	Nebraska	Matt Ybarra
American Samoa	Solomon K. Enos	Nevada	Holly Stebing
Arizona	Dayna Krakower	New Hampshire	Dan Warner
Arkansas	Eric Abrams	New Jersey	Mollie Weinstein-Gould
California	Multiple Officers*	New Mexico	Holly Stebing
Colorado	David Lazo	New York (New York City)	Shawn Abbott
Connecticut	Chris Kuipers	New York (Upstate NY/Long Island)	Nandita Gupta
Delaware	Karen Ransom	North Carolina	Nandita Gupta
District of Columbia	Karen Ransom	North Dakota	Holly Stebing
Florida	Richard Welsh	Ohio	Hugo Reyes-Centeno
Georgia	Taryn Upchurch	Oklahoma	Holly Stebing
Guam	Solomon K. Enos	Oregon	Kate Shreve
Hawai'i	Solomon K. Enos	Pennsylvania	Mollie Weinstein-Gould
Idaho	Holly Stebing	Puerto Rico & The Virgin Islands	Karen Ransom
Illinois	Taryn Upchurch	Rhode Island	Chris Kuipers
Indiana	Matt Ybarra	South Carolina	Nandita Gupta
Iowa	Matt Ybarra	South Dakota	Holly Stebing
Kansas	Matt Ybarra	Tennessee	Dan Warner
Kentucky	Dan Warner	Texas (Except Greater Dallas)	Tania Castro-Bradt
Louisiana	Eric Abrams	Texas (Greater Dallas)	Nandita Gupta
Maine	Dan Warner	Utah	Holly Stebing
Maryland	Karen Ransom	Vermont	Dan Warner
Massachusetts	Kiyoe Hashimoto	Virginia	Karen Ransom
Michigan	Kate Shreve	Washington	Solomon K. Enos
Minnesota	Matt Ybarra	West Virginia	Karen Ransom
Mississippi	Eric Abrams	Wisconsin	Matt Ybarra
Missouri	Matt Ybarra	Wyoming	Holly Stebing

INTERNATIONAL TERRITORIES

For all regions, please contact either of the following officers: Michael Elgarico or Kiyoe Hashimoto

* Please call the Admission Office at (650) 723-2091 for the name and contact information of the officer responsible for schools in this territory, or visit the website at admission.stanford.edu/officers for the most up-to-date information.



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Daniel Brennan
Tania Castro Bradt
Arash Daneshzadeh
Michael Elgarico
Solomon K. Enos
Nandita Gupta
Kiyoe Hashimoto
Marisa Herrera
Dayna Krakower
Yuki Kondo-Shah
Chris Kuipers
David Lazo
Sarah Madgic
Karen Heywood McKinley
Karen Ransom
Hugo Reyes-Centeno
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