The cover features a white central area with bold black text. It is framed by vertical bars of red, green, and purple on the left, and teal and orange on the right. A grey horizontal bar is at the top.

# **THE NEW SCHOOL**

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## **ALMANAC & TRENDS**

### **FALL 2015**

# A GUIDE TO DATA AT THE NEW SCHOOL

This is the second edition of the new Almanac & Trends (formerly called Fact Book) and is one of two vehicles that provide key institutional data about The New School. All three vehicles, as described below, are based on a common core of consistently defined data, and are produced collaboratively by the Office of Institutional Research and Effectiveness, the Data and Reporting Group, and Marketing and Communication, with feedback and input from academic and administrative staff and leadership.

**ARGOS ANALYSIS TOOLS** are interactive and designed as a deep dive into data at the program level, allowing users to ask and answer specific questions. These tools are designed particularly for The New School administrators engaged in a range of micro-level data reporting, planning and assessment projects.

This **ALMANAC & TRENDS** is less of a deep dive but more than a high-level summary. It is a reference for data users who need a fuller range of summary data at both university and college levels with historic trends and growth patterns.

**PAULA MAAS**

ASSOCIATE PROVOST FOR INSTITUTIONAL RESEARCH AND EFFECTIVENESS  
MAASP@NEWSCHOOL.EDU

# OUR COMMITMENT TO ROBUST AND CONSISTENT DATA REPORTING

Over the last few years several factors have converged to increase the need for access to quality data, analysis and information about higher education in general, and The New School in particular. Changes in University organization, leadership and preparation for our regional re-accreditation served to make the University community more aware of our data and the need to understand trends. External calls for increased accountability to accreditors, government and consumers require us to be cognizant of our data in social and economic context. We are committed to providing internal and external data users with timely and accurate data that will drive relevant insight for effective decision-making processes.

Please reach out to us for clarifications or with ideas to further improve the way we report and present data. By continually responding to inquiries and feedback from those who rely on institutional data, we will continue to produce reliable, unique and well-designed reports to inform planning and assessment.

## **ACCESS TO ARGOS ANALYSIS TOOLS**

DaRG website (<https://newschool.edu/darg>)

Feedback: [IR@newschool.edu](mailto:IR@newschool.edu)

# NOTES

## FUNCTIONAL DATA DEFINITIONS

In an ongoing effort to assist data producers and consumers to develop and maintain a common understanding and interpretation of data, we have placed functional definitions of data in the introduction page of each section. In some tabulations, the relevant definitions are presented again for clarity. These definitions were developed in collaboration with data custodians at The New School in the context of those widely accepted in the higher education community (such as the glossary maintained by the federal Integrated Postsecondary Education Data System (IPEDS)). This ensures that The New School data presented here is comparable with other institutions' data. Definitions are also formally codified in The New School's Data Cookbook.

## STUDENT ENROLLMENT CLASSIFICATIONS

The data reporting and visualization used in this Almanac were consistently guided by a comprehensive diagram of Student Enrollment Classification (Page 13).

## ROBUSTLY-VALIDATED DATA

The development of functional definitions, as described above, required new and more logical ways to classify data in ways that better reflect The New School's activities. Therefore, the time-series data (starting from 2004) has gone through rigorous validation. In many cases, this resulted in differences of data reported here compared with data reported in the previous Fact Books. We recommend that current data as presented within this The New School Almanac & Trends be compared to the historical trend data reported here, and not compared to that in previous years' Fact Books. This The New School Almanac & Trends, and related Fact Sheets, should be considered the official reference of data from 2014-15 forward.

## **DATA IN THIS ALMANAC VS. THE FACT SHEETS**

Data and metrics reported in the Almanac & Trends refer to aggregated data of New York and Paris campuses. However, data and metrics of each campus are presented in two separate Fact Sheets: the New York Fact Sheet and the Paris Fact Sheet. Readers are advised to refer to this distinction because numbers differ between these publications – e.g. enrollment, admissions, FTE, headcount, etc.

## **ACKNOWLEDGMENT**

The Office of Institutional Research and Effectiveness (OIRE) would like to thank the following for reviewing the first edition and providing us with invaluable feedback and ideas.

David Rosenberg, Marketing & Communications  
Deborah Bogosian, President's Office  
Eren Hock, Provost's Office (past appointment)  
Meghan Hefferan, Provost's Office  
Pat Baxter, Provost's Office

This publication would not have been possible without our collaboration with our lead designer, Ms. Dongin Shin, a graduate of Parsons MFA Transdisciplinary Design '15. Her user centered design thinking was instrumental to the realization of our vision.

# TABLE OF CONTENTS

	University	College	Undergraduate/ Graduate	Degree
<b>All Students</b>				
Enrollment	14	18	18	41
Degrees/Awards	56	56	56/58	-
<b>New Students</b>				
Applications	64	68	64/68	-
Admissions	65	70	65/70	-
Enrollment	66	72	66/72	-
<b>Student Progress &amp; Outcomes</b>				
Graduation Rates	98	-	-	-
<b>International Students</b>				
Enrollment	107	110	107	-
<b>Faculty and Staff Profile</b>				
	125	126	N/A	N/A
<b>Financial, Library and Physical Resources</b>				
	134	N/A	N/A	N/A

This data represents the most often requested summary data. Additional data summaries are available to the campus community through the Argos Analysis Tools or the Office of Institutional Research and Effectiveness.

Gender	Ethnicity	Age	Geographic Origin	Time Status
44	33	52	32	23
-	-	-	-	N/A
-	-	-	-	N/A
-	-	-	-	N/A
90	88	-	78	90
100	99	-	99	101
-	N/A	-	107	-
126	128	-	128	125
N/A	N/A	N/A	N/A	N/A

## **STUDENTS ARE CATEGORIZED BY TWO DISTINCT, OVERLAPPING METHODS:**

### **EFFORT APPROACH**

#### **Credit**

- Earning credits toward a recognized New School degree or certificate (Associates, Bachelors, Masters, Doctorate, Graduate Credit Certificate, or Diploma)
- Earning credits to transfer to another college or university (e.g. visiting students)
- Earning credits for personal or professional development, with a transcribed record

#### **Non-Credit**

- Continuing, professional, executive, or pre-college education courses (may be for non-credit certificate, but not necessarily)
- Continuing, professional, executive, or pre-college student in a for-credit course not earning credit

### **INTENDED OUTCOME APPROACH**

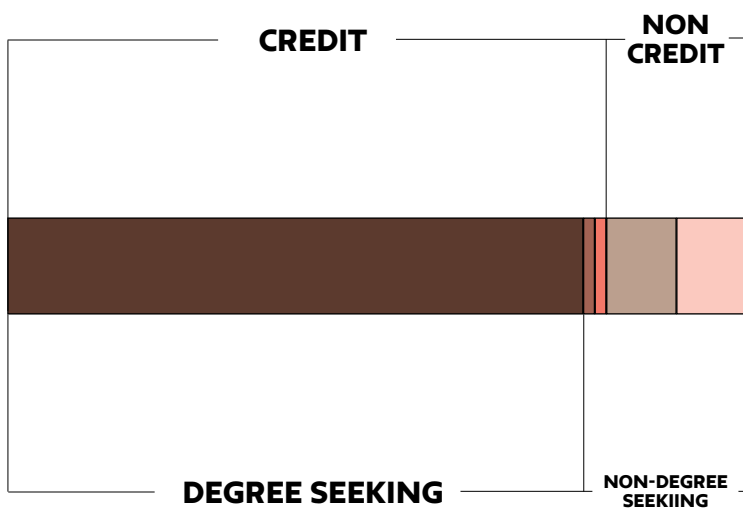
#### **Degree Seeking**

- Intended outcome is a recognized New School degree or certificate (Associates, Bachelors, Masters, Doctorate, Graduate Credit Certificate, or Diploma)
- May not be enrolled for credit in a given term
  1. Maintaining status graduate students
  2. Mobility out or study abroad students

#### **Non-Degree Seeking**

- Enrolled in credit or non-credit courses, and not intending to receive a recognized New School degree or certificate.
- Visiting from another institution
- Students taking courses for personal or professional skill development (either credit or non-credit)





- Degree Seeking
- Non-Degree Visiting Students
- Non-Degree General Credit
- Continuing Education
- Non-Credit Certificate



## **SECTION 1 - ALL STUDENTS**

The metrics in this section describe the credit and non-credit enrollment of the entire population of students. These metrics include enrollment by demographics such as race/ethnicity, geographic origin, gender, age, and time status.

## DEFINITIONS:

**CREDIT ENROLLMENT** refers to the headcount of students on the enrollment census date in the following award levels or categories: Associates, Bachelors, Masters, Doctoral, Diploma (undergraduate, graduate and extension), Credit Certificate, Maintenance of Status, Non-Degree, General Credit, and Visiting students.

*Exclusions are: Non-Credit Certificate, Withdraw/Leave students, and Study Abroad and Mobility Out students.*

**CONTINUING EDUCATION** comprises the broad spectrum of alternative learning opportunities - across disciplines, interests, formats and fields - designed for a non-traditional student body. Included are all academic courses and programs, on-site and online, which are accessible to the public at large (children, teens, executives, post-graduates, lifelong learners).

**FULL-TIME EQUIVALENT (FTE)** is a single calculated value providing a meaningful combination of full-time and part-time students, faculty or staff. In general terms, this is an individual's "work" divided by a defined amount of "work" performed by a full-time individual.

**GENERAL CREDIT STUDENTS** are credit-seeking students who are not matriculated in a degree or certificate program at The New School. There is no formal admissions process, and students typically register on a course-by-course basis.

**MOBILITY-IN** see **"VISITING STUDENTS"**

**MOBILITY-OUT** is a student who is matriculated at The New School for a given semester, but is enrolled at an institution outside The New School during that same semester. These students are grouped with degree-seeking students for reporting purposes, but are often not credit-seeking.

**NON-CREDIT ENROLLMENT** refers to the headcount of students who are enrolled in non-credit certificates or continuing education.

**NON-DEGREE STUDENTS** are credit-seeking students who are not matriculated in a degree or certificate program at The New School.

Non-Degree students are part of a group which includes Mobility-In and Visiting students.

**NON-RESIDENT ALIEN** is someone in the U.S. who is neither a U.S. citizen or permanent resident. For the purposes of this year's Almanac, we are continuing to use this term instead of "international student" because the as-of-census-date reporting of students who are non-U.S. citizens or non-permanent residents is based on visa type.

**RACE / ETHNICITY** describes groups with which individuals identify themselves as belonging to. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-U.S. citizens. Federal reporting requirements have been followed in aggregating and reporting this data.

**SITELINE** describes a course that has the majority of its delivery online and a minority of its delivery onsite/on campus, making it a hybrid. It is specifically identified this way (rather than "Online, On Campus") because some external agencies measure these courses in differing ways.

**STUDENTS FROM DIFFERENT ETHNIC GROUPS** refer to those who identified themselves as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander. Also included are those who identified themselves with two or more races.

**STUDENT TIME STATUS**, denoted as either full-time or part-time, refers to the proportion of time a student is enrolled in a given term, as measured by the number of credits a student is taking. The number of registered credits to be considered full-time or part-time differs for undergraduate and graduate students.

**VISITING STUDENTS** are matriculated at a different institution, but are enrolled in credit-bearing courses at The New School. Visiting students are part of a group which includes Mobility-In and Non-Degree students. There is an application process for admission.

# CREDIT AND NON-CREDIT ENROLLMENT

TABLE 1. CREDIT AND NON-CREDIT ENROLLMENT

CREDIT

- Degree seeking
  - Associate, Bachelors, Masters, Doctoral
  - Diploma & Certificate
- Non-degree seeking
  - Continuing Education
  - Non-degree
  - Visiting Student
  - Paris Degree-seeking<sup>1</sup>

NON-CREDIT

- Degree seeking
  - Associate, Bachelor, Masters
- Non-degree seeking
  - Continuing Education
  - Non-Credit & Non-Credit Certificate
  - Associate, Bachelor, Masters

Total Headcount

1 Enrolled in Paris campus and physically attending classes in NYC campus

## DATA INTERPRETATION GUIDE

In accordance with IPEDS (Integrated Postsecondary Education Data System) definitions and standard reporting, certain students may be classified as ‘Degree-seeking and Non-credit’. For example, suppose in Fall 2014 a typical degree-seeking student is enrolled in for-credit course/s at The New School-Paris campus. This student is counted as ‘Degree-seeking and Non-credit’ in the Fall 2014 enrollment report. In addition, due to external reporting guidelines, students enrolled in degree programs at the Paris campus will be counted as non-credit and non-degree, because their degree will be awarded at a branch campus not within the United States. Enrollments were organized in this format to permit direct comparison to publicly available IPEDS data. Members of the campus community may use additional analysis tools and reports available to explore this further.

## UNIVERSITY SUMMARY

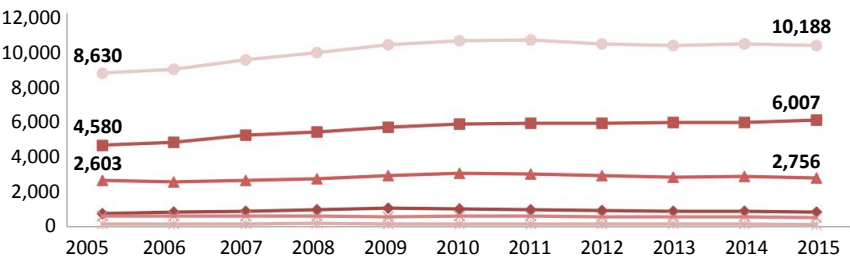
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
9,040	9,128	9,692	10,106	10,471	10,736	10,765	10,406	10,301	10,381	10,267
8,556	8,726	9,276	9,700	10,144	10,396	10,452	10,225	10,035	10,084	9,993
8,422	8,574	9,138	9,520	10,001	10,251	10,279	10,061	9,895	9,951	9,874
134	152	138	180	143	145	173	164	140	133	119
484	402	416	406	327	340	313	181	266	297	274
297	247	253	231	168	157	141	0	91	88	89
93	86	89	97	75	87	77	106	96	68	82
94	69	74	78	84	96	95	75	79	141	103
									1	2
6,567	5,780	5,378	3,986	3,432	3,249	3,037	2,952	2,995	2,831	2,967
65	85	66	59	52	49	42	54	100	101	87
6,502	5,695	5,312	3,927	3,380	3,200	2,995	2,898	2,895	2,730	2,880
5,011	4,167	3,933	2,512	2,015	1,812	1,701	1,616	1,503	1,366	1,554
1,482	1,516	1,372	1,400	1,358	1,374	1,289	1,280	1,337	1,275	1,220
9	12	7	15	7	14	5	2	55	89	106
15,607	14,908	15,070	14,092	13,903	13,985	13,802	13,358	13,296	13,212	13,234

# UNIVERSITY SUMMARY

**TABLE 1A. CREDIT AND NON-CREDIT ENROLLMENT BY DEGREE LEVEL**

Total
Associate, Bachelors, Masters, Doctoral, Diploma & Certificate
Visiting Students
Non-degree
Continuing Education
Non-Credit & Non-Credit Certificate

**FIGURE 1. CREDIT AND NON-CREDIT: ASSOCIATE, BACHELORS, MASTERS, DOCTORAL, DIPLOMA & CERTIFICATE**



Total
Associate
Bachelors
Masters
Doctoral
Diploma & Certificate



2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
15,607	14,908	15,070	14,092	13,903	13,985	13,802	13,358	13,296	13,212	13,234
8,630	8,823	9,349	9,774	10,203	10,459	10,499	10,281	10,190	10,275 <sup>1</sup>	10,188 <sup>1</sup>
94	69	74	78	84	96	95	75	79	141	103
93	86	89	97	75	87	77	106	96	67	80
5,308	4,414	4,186	2,743	2,183	1,969	1,842	1,616	1,594	1,454	1,643
1,482	1,516	1,372	1,400	1,358	1,374	1,289	1,280	1,337	1,275	1,220

1 Includes Paris degree-seeking

 Associate  
 Bachelor  
 Masters  
 Doctoral  
 Diploma & Certificate  
 Total

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
8,630	8,823	9,349	9,776	10,203	10,460	10,499	10,281	10,191	10,275	10,201
736	801	859	960	1,021	999	947	895	866	880	811
4,580	4,747	5,151	5,331	5,606	5,743	5,816	5,807	5,835	5,866	6,007
2,603	2,516	2,603	2,695	2,883	2,990	2,964	2,847	2,792	2,845	2,756
577	607	598	609	550	582	599	568	556	551	495
134	152	138	181	143	146	173	164	142	133	132

# COLLEGE-LEVEL SUMMARY

TABLE 2. CREDIT ENROLLMENT: DEGREE SEEKING AND NON-DEGREE SEEKING

	Growth Rate		
	1 Yr. 2014 v. 2015	5-Yr. 2010 v. 2015	10-Yr. 2005 v. 2015
<b>Total Undergraduate</b>	1%	-2%	20%
Parsons School of Design	-1%	1%	42%
Eugene Lang College of Liberal Arts <sup>1</sup>	4%	0%	38%
Schools of Public Engagement	-4%	-33%	-45%
College of Performing Arts	8%	24%	14%
Continuing Education	0%	-44%	-70%
<b>Total Graduate-level</b>	-4%	-9%	2%
Parsons School of Design	4%	66%	115%
The New School for Social Research	-6%	-20%	-19%
Schools of Public Engagement	-9%	-26%	-11%
College of Performing Arts	-4%	-10%	-19%
Continuing Education	-	-	-
<b>Total Undergraduate and Graduate-level</b>	-1%	-4%	14%
Parsons School of Design	0%	9%	51%
The New School for Social Research	-6%	-20%	-19%
Eugene Lang College of Liberal Arts	4%	0%	38%
Schools of Public Engagement	-8%	-28%	-23%
College of Performing Arts	4%	11%	1%
Continuing Education	1%	-43%	-70%

1 Includes Lang/Jazz BA/BFA and Lang/Parsons BA/BFA students

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
5,720	5,857	6,369	6,645	6,908	7,014	7,043	6,799	6,777	6,844	6,885
2,995	3,155	3,543	3,800	4,090	4,199	4,266	4,271	4,297	4,290	4,253
1,126	1,188	1,329	1,399	1,487	1,546	1,527	1,471	1,468	1,493	1,550
829	806	802	738	700	677	656	589	470	472	453
473	461	442	477	463	435	457	468	451	501	541
297	247	253	231	168	157	137	0	91	88	88
3,320	3,271	3,323	3,461	3,563	3,722	3,722	3,607	3,524	3,537	3,382
430	418	411	425	491	557	585	659	761	885	923
1,090	1,107	1,114	1,121	1,084	1,096	1,088	1,018	945	937	882
1,472	1,412	1,468	1,593	1,695	1,776	1,755	1,649	1,540	1,438	1,311
328	334	330	322	393	293	290	281	278	277	265
0	0	0	0	0	0	4	0	0	0	1
9,040	9,128	9,692	10,106	10,471	10,736	10,765	10,406	10,301	10,381	10,267
3,425	3,573	3,954	4,225	4,581	4,756	4,851	4,930	5,058	5,058	5,176
1,090	1,107	1,114	1,121	1,084	1,096	1,088	1,018	945	937	882
1,126	1,188	1,329	1,399	1,487	1,546	1,527	1,471	1,468	1,493	1,550
2,301	2,218	2,270	2,331	2,395	2,453	2,411	2,238	2,010	1,910	1,764
801	795	772	799	756	728	747	749	729	778	806
297	247	253	231	168	157	141	0	91	88	89

# COLLEGE-LEVEL SUMMARY

**TABLE 3. NON-CREDIT ENROLLMENT: DEGREE SEEKING AND NON-DEGREE SEEKING**

	Growth Rate		
	1 Yr. 2014 v. 2015	5-Yr. 2010 v. 2015	10-Yr. 2005 v. 2015
<b>Total Undergraduate</b>	4.0%	-9.9%	-55.4%
Parsons School of Design	-3.4%	14.0%	29.0%
Eugene Lang College of Liberal Arts <sup>1</sup>	3.4%	66.7%	36.4%
Schools of Public Engagement	-5.3%	-20.7%	-50.9%
College of Performing Arts	-8.0%	-23.1%	-32.1%
Continuing Education	13.8%	-14.2%	-69.0%
<b>Total Graduate-level</b>	108.7%	433.3%	220.0%
Parsons School of Design	70.6%	-	-
The New School for Social Research	1400.0%	400.0%	400.0%
Schools of Public Engagement	-20.0%	-20.0%	-66.7%
College of Performing Arts	-	-100.0%	-
<b>Total Undergraduate and Graduate-level</b>	4.8%	-8.7%	-54.8%
Parsons School of Design	-1.9%	18.4%	34.0%
The New School for Social Research	150.0%	400.0%	400.0%
Eugene Lang College of Liberal Arts	3.4%	66.7%	36.4%
Schools of Public Engagement	-5.8%	-20.7%	-51.5%
College of Performing Arts	-8.0%	-23.2%	-32.1%
Continuing Education	13.8%	-14.2%	-69.0%

1 Includes Lang/Jazz BA/BFA and Lang/Parsons BA/BFA students

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6,552	5,771	5,359	3,973	3,425	3,240	3,032	2,949	2,987	2,803	2,919
586	637	556	649	607	663	612	686	830	783	756
22	23	19	22	18	18	16	24	22	29	30
289	308	244	189	186	179	145	117	141	150	142
644	636	607	601	599	568	558	506	491	475	437
5,011	4,167	3,933	2,512	2,015	1,812	1,701	1,616	1,503	1,366	1,554
15	9	19	13	7	9	5	3	8	28	48
0	0	0	1	0	0	0	1	2	17	29
3	1	2	3	2	3	3	0	2	6	15
12	8	16	8	5	5	2	2	4	5	4
0	0	1	1	0	1	0	0	0	0	-
6,567	5,780	5,378	3,986	3,432	3,249	3,037	2,952	2,995	2,831	2,967
586	637	556	650	607	663	612	687	832	800	785
3	1	2	3	2	3	3	0	2	6	15
22	23	19	22	18	18	16	24	22	29	30
301	316	260	197	191	184	147	119	145	155	146
644	646	608	602	599	569	558	508	491	475	437
5,011	4,167	3,933	2,512	2,015	1,812	1,701	1,616	1,503	1,366	1,554

# CREDIT AND NON-CREDIT ENROLLMENT BY HEADCOUNT AND FULL-TIME EQUIVALENT (FTE)

## DEFINITION

**FULL-TIME EQUIVALENT (FTE)** is a single calculated value providing a meaningful combination of full-time and part-time students, faculty or staff. In general terms, this is an individual’s “work” divided by a defined amount of “work” performed by a full-time individual. While there are many acceptable methods for the calculation of FTE, the method used throughout the Almanac is 1 full-time student equals 1 FTE. 1 part-time student equals 1/3 FTE.

Headcount
Full-time (A)
Part-time
FTE of Part-time <sup>1</sup> (B)
<b>Total Full-time Equivalent (FTE) (A+B)</b>

1 Part-time headcount multiplied by 1/3

## UNIVERSITY SUMMARY

**TABLE 4. HEADCOUNT AND FULL-TIME EQUIVALENT (FTE)**

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	15,607	14,908	15,070	14,092	13,903	13,985	13,802	13,358	13,296	13,212	13,234
	6,906	7,127	7,632	7,884	8,335	8,714	8,750	8,492	8,562	8,748	8,709
	8,701	7,781	7,438	6,208	5,568	5,271	5,052	4,866	4,734	4,464	4,525
	2,900	2,593	2,479	2,069	1,856	1,757	1,684	1,622	1,578	1,488	1,508
	9,806	9,720	10,111	9,953	10,191	10,471	10,434	10,114	10,140	10,236	10,217

**TABLE 5. UNDERGRADUATE AND GRADUATE-LEVEL HEADCOUNT AND FULL-TIME EQUIVALENT (FTE)**

	2014	2015
Headcount	13,212	13,234
Undergraduate	9,652	9,804
Graduate-level	3,560	3,430
FTE	10,236	10,217
Undergraduate	7,279	7,351
Graduate-level	2,957	2,866

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## **FALL 2014**

### **The New School**

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
Eugene Lang College of Liberal Arts  
College of Performing Arts  
Continuing Education

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## **FALL 2015**

### **The New School**

Parsons School of Design  
The New School for Social Research  
Schools Public Engagement  
Eugene Lang College of Liberal Arts  
College of Performing Arts  
Continuing Education

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Note: Includes credit and non-credit enrollment



COLLEGE-LEVEL SUMMARY

TABLE 6. UNDERGRADUATE HEADCOUNT AND FULL-TIME-EQUIVALENT (FTE)

Headcount			Full-time Equivalent (FTE)	
Full-time (A)	Part-time (B)	Total (C)=(A)+(B)	Part-time (D)=(B)*0.33	Total FTE (E)=(A)+(D)
6,093	3,559	9,652	1,186	7,279
3,970	1,103	5,073	368	4,338
0	5	5	2	2
221	401	622	134	355
1,423	99	1,522	33	1,456
475	501	976	167	642
4	1,450	1,454	483	487
6,125	3 3,679	9,804	1,226	7,351
3,898	1,111	5,009	370	4,268
-	-	-	-	-
214	381	595	127	341
1,494	86	1,580	29	1,523
518	460	978	153	671
1	1,641	1,642	547	548

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## **FALL 2014**

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### **The New School**

Parsons School of Design

The New School for Social Research

Schools of Public Engagement

College of Performing Arts

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## **FALL 2015**

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### **The New School**

Parsons School of Design

The New School for Social Research

Schools of Public Engagement

College of Performing Arts

Continuing Education

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Note: Includes credit and non-credit enrollment

COLLEGE-LEVEL SUMMARY

TABLE 7. GRADUATE-LEVEL HEADCOUNT AND FULL-TIME EQUIVALENT (FTE)

Headcount			Full-time Equivalent (FTE)	
Full-time (A)	Part-time (B)	Total (C)=(A)+(B)	Part-time (D)=(B)*0.33	Total FTE (E)=(A)+(D)
2,655	905	3,560	302	2,957
847	55	902	18	865
665	273	938	91	756
869	574	1,443	191	1,060
274	3	277	1	275
2,584	846	3,430	282	2,866
883	69	952	23	906
622	275	897	92	714
815	500	1,315	167	982
264	1	265	0	264
-	1	1	0	0

# ONLINE AND ON CAMPUS HEADCOUNT

**DEFINITION:** A description of the delivery method of a course. Possible values for courses are online, siteline, and on campus. Possible values for students (who may be registered for multiple courses) in a given term are: On Campus; Online; Sitleline; Online and On campus; Online and Sitrine; On campus and Sitrine; On campus, Online, and Sitrine.

<hr/>	
<b>Degree-seeking</b>	Online
	Mixed
	On campus
<b>Non-degree seeking</b>	Online
	Mixed
	On campus
<hr/>	
<b>Total Undergraduate</b>	
<hr/>	
<b>Degree-seeking</b>	Online
	Mixed
	On campus
<b>Non-degree seeking</b>	Online
	Mixed
	On campus
<hr/>	
<b>Total Graduate</b>	

## UNIVERSITY SUMMARY

### EACH CATEGORY IN TABLES 8 & 9 BELOW IS DESCRIBED AS:

Online: 100% online

Mixed: (a) Online, On Campus + (b) Online, Sitrine + (c) Online, Sitrine, On Campus

On Campus: (a) 100% On Campus + (b) Sitrine + (c) Sitrine, On Campus

**TABLE 8. UNDERGRADUATE ONLINE AND ON-CAMPUS ENROLLMENT**

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>5,383</b>	<b>5,611</b>	<b>6,070</b>	<b>6,369</b>	<b>6,686</b>	<b>6,783</b>	<b>6,830</b>	<b>6,757</b>	<b>6,678</b>	<b>6,695</b>	<b>6,752</b>
98	122	158	175	190	171	198	211	153	211	163
429	535	565	639	686	692	651	589	593	621	671
4,856	4,954	5,347	5,555	5,810	5,920	5,981	5,957	5,932	5,863	5,918
<b>6,889</b>	<b>6,017</b>	<b>5,658</b>	<b>4,249</b>	<b>3,647</b>	<b>3,471</b>	<b>3,245</b>	<b>2,991</b>	<b>3,086</b>	<b>2,957</b>	<b>3,052</b>
126	143	129	127	113	196	239	239	246	263	301
85	73	49	67	59	87	99	75	67	56	97
6,678	5,801	5,480	4,055	3,475	3,188	2,907	2,677	2,773	2,638	2,654
<b>12,272</b>	<b>11,628</b>	<b>11,728</b>	<b>10,618</b>	<b>10,333</b>	<b>10,254</b>	<b>10,075</b>	<b>9,748</b>	<b>9,764</b>	<b>9,652</b>	<b>9,804</b>

**TABLE 9. GRADUATE-LEVEL ONLINE AND ON-CAMPUS ENROLLMENT**

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>3,238</b>	<b>3,200</b>	<b>3,272</b>	<b>3,390</b>	<b>3,510</b>	<b>3,662</b>	<b>3,664</b>	<b>3,522</b>	<b>3,457</b>	<b>3,490</b>	<b>3,328</b>
70	68	99	105	114	151	164	161	183	208	177
115	109	81	224	308	333	277	216	179	188	245
3,053	3,023	3,092	3,061	3,088	3,178	3,223	3,145	3,095	3,094	2,906
<b>97</b>	<b>80</b>	<b>70</b>	<b>84</b>	<b>60</b>	<b>69</b>	<b>63</b>	<b>88</b>	<b>75</b>	<b>70</b>	<b>102</b>
1	0	0	0	2	1	2	1	1	0	1
1	2	0	1	2	0	1	0	2	1	1
95	78	70	83	56	68	60	87	72	69	100
<b>3,335</b>	<b>3,280</b>	<b>3,342</b>	<b>3,474</b>	<b>3,570</b>	<b>3,731</b>	<b>3,727</b>	<b>3,610</b>	<b>3,532</b>	<b>3,560</b>	<b>3,430</b>

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**Degree-seeking**

Parsons School of Design  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement

**Non-degree seeking**

Parsons School of Design  
Schools of Public Engagement  
College of Performing Arts  
Continuing Education

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**Total Undergraduate**

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**Degree-seeking**

Parsons School of Design  
Schools of Public Engagement  
New School for Social Research

**Non-degree seeking**

Schools of Public Engagement  
Continuing Education

---

**Total Graduate-level**

## UNIVERSITY SUMMARY

**TABLE 10. UNDERGRADUATE ONLINE ENROLLMENT (HEADCOUNT)**

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>98</b>	<b>122</b>	<b>158</b>	<b>175</b>	<b>190</b>	<b>171</b>	<b>198</b>	<b>211</b>	<b>153</b>	<b>211</b>	<b>163</b>
4	5	13	35	61	72	83	91	74	87	77
2	2	2	2	2	4	3	6	6	5	4
92	115	143	138	127	95	112	114	73	119	82
<b>126</b>	<b>143</b>	<b>129</b>	<b>127</b>	<b>113</b>	<b>196</b>	<b>239</b>	<b>239</b>	<b>246</b>	<b>263</b>	<b>301</b>
23	31	2	4	4	18	15	6	12	14	161
19	23	18	22	20	70	103	127	146	162	11
0	0	0	0	0	0	0	1	0	0	1
84	89	109	101	89	108	121	105	88	87	128
<b>224</b>	<b>265</b>	<b>287</b>	<b>302</b>	<b>303</b>	<b>367</b>	<b>437</b>	<b>450</b>	<b>399</b>	<b>474</b>	<b>464</b>

**TABLE 11. GRADUATE-LEVEL ONLINE ENROLLMENT (HEADCOUNT)**

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>70</b>	<b>67</b>	<b>99</b>	<b>105</b>	<b>114</b>	<b>151</b>	<b>164</b>	<b>161</b>	<b>183</b>	<b>208</b>	<b>177</b>
0	0	0	0	0	0	0	21	43	60	56
70	67	99	105	114	151	164	140	140	148	121
0	1	0	0	0	0	0	0	0	0	0
<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>
1	0	0	0	2	1	1	1	1	0	1
0	0	0	0	0	0	1	0	0	0	0
<b>71</b>	<b>67</b>	<b>99</b>	<b>105</b>	<b>116</b>	<b>152</b>	<b>166</b>	<b>162</b>	<b>184</b>	<b>208</b>	<b>178</b>

# CREDIT AND NON-CREDIT ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN

**DEFINITION:** Students from different ethnic groups refer to those who identified themselves as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander. Also included are those who identified themselves with two or more races.

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Non-Resident Aliens  
U.S. Citizens  
Ethnic Groups  
White  
Not Reported

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Non-Resident Aliens  
U.S. Citizens  
Ethnic Groups  
White  
Not Reported

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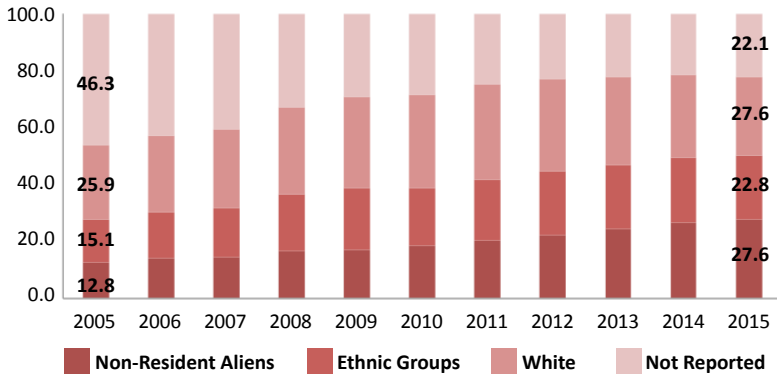


## UNIVERSITY SUMMARY

**TABLE 12. CREDIT AND NON-CREDIT ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN**

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
1,995	2,095	2,210	2,333	2,392	2,609	2,823	2,970	3,243	3,502	3,647
2,349	2,399	2,567	2,817	2,989	2,834	2,932	2,975	2,987	3,041	3,015
4,038	4,009	4,196	4,324	4,453	4,578	4,618	4,363	4,106	3,826	3,651
7,225	6,405	6,097	4,618	4,069	3,964	3,429	3,050	2,960	2,843	2,921
15,607	14,908	15,070	14,092	13,903	13,985	13,802	13,358	13,296	13,212	13,234

**FIGURE 2. CREDIT AND NON-CREDIT ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN (%)**



2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
12.8	14.1	14.7	16.6	17.2	18.7	20.5	22.2	24.4	26.5	27.6
15.1	16.1	17.0	20.0	21.5	20.3	21.2	22.3	22.5	23.0	22.8
25.9	26.9	27.8	30.7	32.0	32.7	33.5	32.7	30.9	29.0	27.6
46.3	43.0	40.5	32.8	29.3	28.3	24.8	22.8	22.3	21.5	22.1
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

---

Hispanic or Latino  
Non-Hispanic  
    American Indian or Alaska native  
    Asian  
    Black or African American  
    Native Hawaiian or Other Pacific Islander  
    Two or More Races

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Hispanic or Latino  
Non-Hispanic  
    American Indian or Alaska native  
    Asian  
    Black or African American  
    Native Hawaiian or Other Pacific Islander  
    Two or More Races

---

# UNIVERSITY SUMMARY

TABLE 12A. CREDIT AND NON-CREDIT ENROLLMENT OF DIFFERENT ETHNIC GROUPS

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
580	590	643	713	830	940	965	1,032	1,002	1,092	1,145
23	29	28	37	44	37	24	18	10	12	9
839	863	919	1,000	1,008	1,029	1,035	975	915	876	822
591	550	565	564	597	616	617	634	684	685	686
0	0	0	0	0	19	22	16	12	7	10
316	367	412	503	510	193	269	300	364	369	343
2,349	2,399	2,567	2,817	2,989	2,834	2,932	2,975	2,987	3,041	3,015

TABLE 12B. CREDIT AND NON-CREDIT ENROLLMENT OF DIFFERENT ETHNIC GROUPS (%)

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
24.7	24.6	25.0	25.3	27.8	33.2	32.9	34.7	33.5	35.9	38.0
1.0	1.2	1.1	1.3	1.5	1.3	0.8	0.6	0.3	0.4	0.3
35.7	36.0	35.8	35.5	33.7	36.3	35.3	32.8	30.6	28.8	27.3
25.2	22.9	22.0	20.0	20.0	21.7	21.0	21.3	22.9	22.5	22.8
0.0	0.0	0.0	0.0	0.0	0.7	0.8	0.5	0.4	0.2	0.3
13.5	15.3	16.0	17.9	17.1	6.8	9.2	10.1	12.2	12.1	11.4
100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	Parsons School of Design	The New School of Social Research
Non-Resident Aliens	2,484	286
U.S. Citizens		
Ethnic Groups	1,427	142
White	1,323	372
Not Reported	727	97
	5,961	897

	Parsons School of Design	The New School of Social Research
Non-Resident Aliens	41.7	31.9
U.S. Citizens		
Ethnic Groups	23.9	15.8
White	22.2	41.5
Not Reported	12.2	10.8
	100%	100%

## COLLEGE-LEVEL SUMMARY

**TABLE 13. CREDIT AND NON-CREDIT ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN, FALL 2015**

Schools of Public Engagement	Eugene Lang College of Liberal Arts	College of Performing Arts	Continuing Education	Total
342	129	267	139	<b>3,647</b>
636	574	187	49	<b>3,015</b>
748	743	343	122	<b>3,651</b>
184	134	446	1,333	<b>2,921</b>
1,910	1,580	1,243	1,643	<b>13,234</b>

**TABLE 13A. CREDIT AND NON-CREDIT ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN, FALL 2015 (%)**

Schools of Public Engagement	Eugene Lang College of Liberal Arts	College of Performing Arts	Continuing Education	Total
17.9	8.2	21.5	8.5	<b>27.6</b>
33.3	36.3	15.0	3.0	<b>22.8</b>
39.2	47.0	27.6	7.4	<b>27.6</b>
9.6	8.5	35.9	81.1	<b>22.1</b>
100%	100%	100%	100%	100%

	Parsons School of Design	The New School of Social Research
Hispanic or Latino	452	66
Non-Hispanic		
American Indian or Alaska native	4	1
Asian	597	27
Black or African American	242	22
Native Hawaiian or Other Pacific Islander	6	0
Two or More Races	126	26
	1,427	142

	Parsons School of Design	The New School of Social Research
Hispanic or Latino	31.7	46.5
Non-Hispanic		
American Indian or Alaska native	0.3	0.7
Asian	41.8	19.0
Black or African American	17.0	15.5
Native Hawaiian or Other Pacific Islander	0.4	0.0
Two or More Races	8.8	18.3
	100%	100%

## COLLEGE-LEVEL SUMMARY

**TABLE 14. CREDIT AND NON-CREDIT ENROLLMENT OF DIFFERENT ETHNIC GROUPS, FALL 2015**

Schools of Public Engagement	Eugene Lang College of Liberal Arts	College of Performing Arts	Continuing Education	Total
256	268	86	17	1,145
4	0	0	0	9
65	77	39	17	822
239	131	41	11	686
1	2	0	1	10
71	96	21	3	343
636	574	187	49	3,015

**TABLE 14A. CREDIT AND NON-CREDIT ENROLLMENT OF DIFFERENT ETHNIC GROUPS, FALL 2015 (%)**

Schools of Public Engagement	Eugene Lang College of Liberal Arts	College of Performing Arts	Continuing Education	Total
40.3	46.7	46.0	34.7	38.0
0.6	0.0	0.0	0.0	0.3
10.2	13.4	20.9	34.7	27.3
37.6	22.8	21.9	22.4	22.8
0.2	0.3	0.0	2.0	0.3
11.2	16.7	11.2	6.1	11.4
100%	100%	100%	100%	100%

# DEGREE/AWARDS LEVEL ENROLLMENT BY ETHNICITY AND GEOGRAPHIC ORIGIN

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Non-Resident Aliens
U.S. Citizens
Hispanic or Latino
Non-Hispanic
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Not Reported

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Non-Resident Aliens
U.S. Citizens
Hispanic or Latino
Non-Hispanic
American Indian or Alaska Native
Asian
Black or African American
Native Hawaiian or Other Pacific Islander
White
Two or More Races
Not Reported

---



## UNIVERSITY SUMMARY

**TABLE 15. CREDIT AND NON-CREDIT ENROLLMENT: UNDERGRADUATE BY DEGREE/AWARD LEVEL, ETHNICITY AND GEOGRAPHIC ORIGIN, FALL 2015**

Diploma	Associate	Bachelor	Diploma, Associate, Bachelor	Non-credit Certificate, Non-degree	Total
8	372	1,854	2,234	254	2,488
					0
2	53	745	800	35	835
					0
0	0	6	6	0	6
1	62	579	642	31	673
1	45	356	402	19	421
0	3	4	7	1	8
1	226	1,996	2,223	183	2,406
0	13	234	247	9	256
4	37	233	274	2,437	2,711
17	811	6,007	6,835	2,969	9,804

**TABLE 15A. CREDIT AND NON-CREDIT ENROLLMENT: GRADUATE-LEVEL BY DEGREE/AWARD LEVEL, ETHNICITY AND GEOGRAPHIC ORIGIN, FALL 2015**

Masters	Doctoral	Graduate Certificate	Diploma	Masters, Doctoral, Certificate and Diploma	Non-degree	Total
923	169	18	30	1,140	19	1,159
273	30	2	2	307	3	310
2	1	-	-	3	-	3
125	16	1	6	148	1	149
234	24	6	1	265	-	265
2	-	-	-	2	-	2
1,000	201	20	11	1,232	13	1,245
69	17	-	1	87	-	87
128	37	3	1	169	41	210
2,756	495	50	52	3,353	77	3,430

---

**Undergraduate**

Associates

Bachelors

Diploma

**Graduate-level**

Masters

Doctoral

Graduate Certificate

Diploma

---

**Total**

UNIVERSITY SUMMARY

TABLE 16. CREDIT AND NON-CREDIT ENROLLMENT: UNDERGRADUATE AND GRADUATE-LEVEL BY DEGREE/AWARD LEVEL AND GENDER, FALL 2015

Female	Male	Total
5,003	1,832	6,835
704	107	811
4,287	1,720	6,007
12	5	17
2,157	1,196	3,353
1,843	913	2,756
246	249	495
37	13	50
31	21	52
7,160	3,028	10,188

---

**Undergraduate** - Diploma, Associate, Bachelor (A)

---

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**Graduate-level** - Masters, Doctoral, Diploma, Graduate Certificate (B)

---

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**Total Undergraduate and Graduate-level (A+B)**

---

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

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<sup>1</sup> Includes Lang/Jazz BA/BFA and Lang/Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 17. CREDIT AND NON-CREDIT ENROLLMENT: UNDERGRADUATE AND GRADUATE-LEVEL BY GENDER AND TIME STATUS, FALL 2015**

Total	Female	Male	Full-time	Part-time
<b>6,835</b>	<b>5,003</b>	<b>1,832</b>	<b>6,028</b>	<b>807</b>
<b>4,314</b>	3,371	943	3,835	479
<b>1,536</b>	1,122	414	1,466	70
<b>453</b>	291	162	213	240
<b>532</b>	219	313	514	18
<b>3,353</b>	<b>2,157</b>	<b>1,196</b>	<b>2,566</b>	<b>787</b>
<b>947</b>	679	268	878	69
<b>834</b>	418	416	610	224
<b>1,307</b>	906	401	814	493
<b>265</b>	154	111	264	1
<b>10,188</b>	<b>7,160</b>	<b>3,028</b>	<b>8,594</b>	<b>1,594</b>
<b>5,261</b>	4,050	1,211	4,713	548
<b>834</b>	418	416	610	224
<b>1,536</b>	1,122	414	1,466	70
<b>1,760</b>	1,197	563	1,027	733
<b>797</b>	373	424	778	19

---

**Undergraduate** - Diploma, Associate, Bachelor (A)

---

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**Graduate-level** - Masters, Doctoral, Diploma and Certificate (B)

---

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**Total Undergraduate and Graduate-level (A+B)**

---

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

<sup>1</sup> Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 17A. CREDIT AND NON-CREDIT ENROLLMENT: UNDERGRADUATE AND GRADUATE-LEVEL BY GENDER AND TIME STATUS, FALL 2015 (%)**

Total	Female	Male	Full-time	Part-time
<b>100%</b>	<b>73.2</b>	<b>26.8</b>	<b>88.2</b>	<b>11.8</b>
	78.1	21.9	88.9	11.1
	73.0	27.0	95.4	4.6
	64.2	35.8	47.0	53.0
	41.2	58.8	96.6	3.4
<b>100%</b>	<b>64.3</b>	<b>35.7</b>	<b>76.5</b>	<b>23.5</b>
	71.7	28.3	92.7	7.3
	50.1	49.9	73.1	26.9
	69.3	30.7	62.3	37.7
	58.1	41.9	99.6	0.4
<b>100%</b>	<b>70.3</b>	<b>29.7</b>	<b>84.4</b>	<b>15.6</b>
	77.0	23.0	89.6	10.4
	50.1	49.9	73.1	26.9
	73.0	27.0	95.4	4.6
	68.0	32.0	58.4	41.6
	46.8	53.2	97.6	2.4

---

**Undergraduate** - Diploma, Associate, Bachelor (A)

---

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**Graduate-level** - Masters, Doctoral, Diploma and Certificate (B)

---

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**Total Undergraduate and Graduate-level (A+B)**

---

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

<sup>1</sup> Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA



## COLLEGE-LEVEL SUMMARY

**TABLE 18. CREDIT AND NON-CREDIT: DEGREE AND NON-DEGREE BY GEOGRAPHIC ORIGIN (BACHELOR, MASTERS, DOCTORAL, ASSOCIATE, DIPLOMA AND CERTIFICATES), FALL 2015**

Total	Non-Resident Aliens	New York	Other U.S. States	Not Reported
<b>6,835</b>	<b>2,234</b>	<b>1,368</b>	<b>3,146</b>	<b>87</b>
<b>4,314</b>	1,906	656	1,718	34
<b>1,536</b>	116	406	1,004	10
<b>453</b>	56	213	141	43
<b>532</b>	156	93	283	0
<b>3,353</b>	<b>1,140</b>	<b>890</b>	<b>1,192</b>	<b>131</b>
<b>947</b>	503	145	286	13
<b>834</b>	273	202	280	79
<b>1,307</b>	259	497	515	36
<b>265</b>	105	46	111	3
<b>10,188</b>	<b>3,374</b>	<b>2,258</b>	<b>4,338</b>	<b>218</b>
<b>5,261</b>	2,409	801	2,004	47
<b>834</b>	273	202	280	79
<b>1,536</b>	116	406	1,004	10
<b>1,760</b>	315	710	656	79
<b>797</b>	261	139	394	3

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**Undergraduate** - Diploma, Associate, Bachelor (A)

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Parsons School of Design  
Schools of Public Engagement  
Eugene Lang College of Liberal Arts<sup>1</sup>  
College of Performing Arts

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**Graduate-level** - Masters, Doctoral, Diploma and Certificate (B)

---

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**Total Undergraduate and Graduate-level (A+B)**

---

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

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<sup>1</sup> Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

COLLEGE-LEVEL SUMMARY

TABLE 18A. CREDIT AND NON-CREDIT: DEGREE AND NON-DEGREE BY GEOGRAPHIC ORIGIN (BACHELOR, MASTERS, DOCTORAL, ASSOCIATE, DIPLOMA AND CERTIFICATES), FALL 2015 (%)

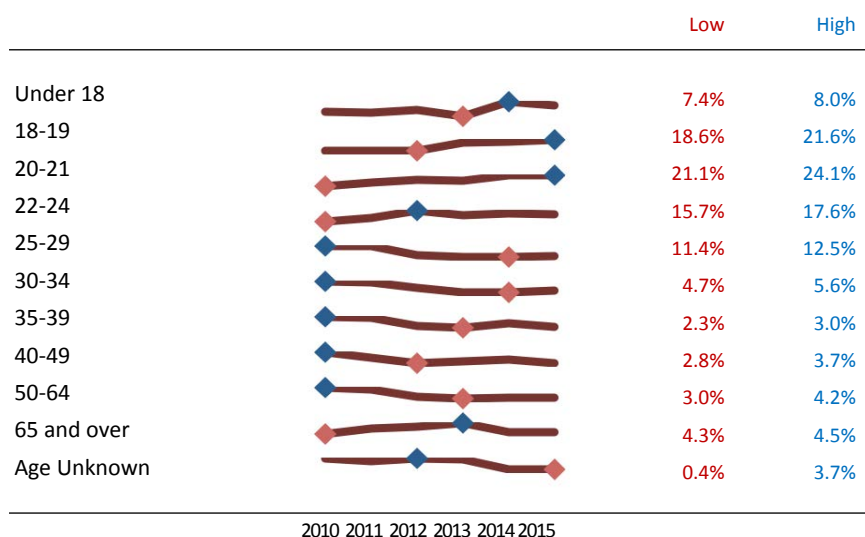
Total	Non-Resident Aliens	New York	Other U.S. States	Not Reported
100%	33%	20%	46%	1%
	44%	15%	40%	1%
	8%	26%	65%	1%
	12%	47%	31%	9%
	29%	17%	53%	0%
100%	34%	27%	36%	4%
	53%	15%	30%	1%
	33%	24%	34%	9%
	20%	38%	39%	3%
	40%	17%	42%	1%
100%	33%	22%	43%	2%
	46%	15%	38%	1%
	33%	24%	34%	9%
	8%	26%	65%	1%
	18%	40%	37%	4%
	33%	17%	49%	0%

# UNIVERSITY SUMMARY

**TABLE 19. UNDERGRADUATE ENROLLMENT BY AGE**

	2010	2011	2012	2013	2014	2015
Under 18	780	764	751	724	776	771
18-19	1,914	1,871	1,810	2,026	2,041	2,119
20-21	2,160	2,214	2,223	2,212	2,322	2,367
22-24	1,608	1,648	1,712	1,639	1,641	1,658
25-29	1,284	1,258	1,134	1,119	1,105	1,134
30-34	579	555	492	457	450	471
35-39	308	297	238	227	253	233
40-49	380	332	276	290	300	282
50-64	433	398	314	289	294	301
65 and over	445	445	433	439	422	428
Age Unknown	363	293	365	342	48	40
	10,254	10,075	9,748	9,764	9,652	9,804

**FIGURE 3. UNDERGRADUATE ENROLLMENT BY AGE: TREND IN PROPORTION BY CATEGORY**

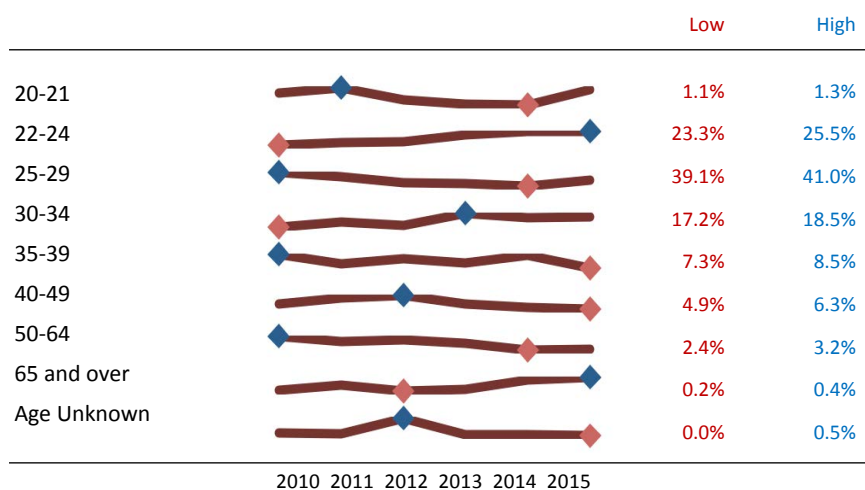


# UNIVERSITY SUMMARY

**TABLE 20. GRADUATE-LEVEL ENROLLMENT BY AGE**

	2010	2011	2012	2013	2014	2015
Under 18	0	0	0	0	0	0
18-19	0	2	1	0	1	2
20-21	46	49	41	38	38	44
22-24	869	885	860	879	908	876
25-29	1,528	1,503	1,430	1,393	1,393	1368
30-34	643	659	628	653	643	624
35-39	316	287	292	274	298	251
40-49	201	223	227	190	181	168
50-64	118	107	107	97	84	83
65 and over	7	10	6	7	13	14
Age Unknown	3	2	18	1	1	0
	3,731	3,727	3,610	3,532	3,560	3,430

**FIGURE 4. GRADUATE-LEVEL ENROLLMENT BY AGE: TREND IN PROPORTION BY CATEGORY**



Notes:

18-19 years old = 0.1% in 2011 and zero in other years

Under 18 = zero in all years



## **SECTION 2- NEW STUDENTS**

The metrics in this section describe new students classified as either full-time/first-time freshmen, undergraduate (external) transfers and new/first-time graduate students. New students exclude re-admit, re-entering, and internal transfers.

These metrics include numbers of applicants, admitted students, enrollment, admit and yield rates, and demographics such as race/ethnicity, geographic origin, gender and time status (full- or part-time).

## DEFINITIONS

**ACTIONABLE APPLICATIONS** refer to the total number of applications that have fulfilled The New School's requirements to be considered for admission and that have been assigned one of the following actions: admission, non-admission, placement on waiting list, or application withdrawn by applicant. An applicant may submit actionable applications to more than one school in the university; therefore, an applicant may have multiple actionable applications.

**ADMITTED APPLICATIONS** refers to the number of students offered admission to The New School. This includes students who deposited and withdrew at a later date or deferred enrollment to a later academic term.

**ADMIT RATE** refers to the number of admitted applications divided by the number of actionable applications.

**CREDIT ENROLLMENT** refers to headcount of students on the enrollment census date in the following award levels or categories: Associates, Bachelors, Masters, Doctoral, Diploma (undergraduate, graduate and extension), Credit Certificate, Maintenance of Status, Non-degree, General Credit, and Visiting students. Exclusions are: Non-credit Certificate, Withdraw/Leave students, and Study Abroad and Mobility Out students.

**FULL-TIME / FIRST-TIME FRESHMAN** refers to a student who has no prior postsecondary experience and is attending The New School for the first time at the undergraduate level. This includes students who: (1) are enrolled in academic or occupational programs; (2) are enrolled in the fall term who attended college for the first time in the prior summer term; and (3) entered with advanced standing (i.e. with college credits earned before graduation from high school).

**NEW / FIRST-TIME GRADUATE** refers to a student who may or may not have taken prior graduate-level classes but is new to The New School at the graduate-level.

**NON-CREDIT ENROLLMENT** refers to headcount of students who are enrolled in non-credit certificates or continuing education.



**NON-RESIDENT ALIENS** are non- U.S. Citizens who are studying at The New School on specific VISA types. They are often referred to as “International Students.”

**RACE / ETHNICITY** describes groups with which individuals identify themselves as belonging to. The categories do not denote scientific definitions of anthropological origins. They are used to categorize U.S. citizens, resident aliens, and other eligible non-U.S. Citizens. Federal reporting requirements have been followed in aggregating and reporting this data.

**STUDENTS FROM DIFFERENT ETHNIC GROUPS** refer to those who self-reported as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander. Also included are those who identified themselves with two or more races.

**STUDENT TIME STATUS** described as either full-time or part-time refers to the proportion of time a student is enrolled in a given term, as measured by the number of credits a student is taking. The number of registered credits to be considered full-time or part-time differs for undergraduate and graduate students.

**UNDERGRADUATE TRANSFER STUDENT** refers to a student entering The New School for the first time but known to have previously attended a postsecondary institution at the undergraduate level. The student may transfer with or without credit.

**YIELD RATE** refers to the number of students who enrolled after having been offered admission. It is calculated by dividing the number of new enrolled students by the number of admitted applicants.

UNIVERSITY SUMMARY

TABLE 21. ACTIONABLE APPLICATIONS

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen	4,556	4,882	4,870	5,048	5,715	7,422
New Undergraduate Transfer	2,570	2,520	2,298	2,271	1,991	1,980
New Graduate-level	5,834	5,658	5,231	5,043	5,114	4,925
	12,960	13,060	12,399	12,362	12,820	14,327

FIGURE 5. ACTIONABLE APPLICATIONS TREND

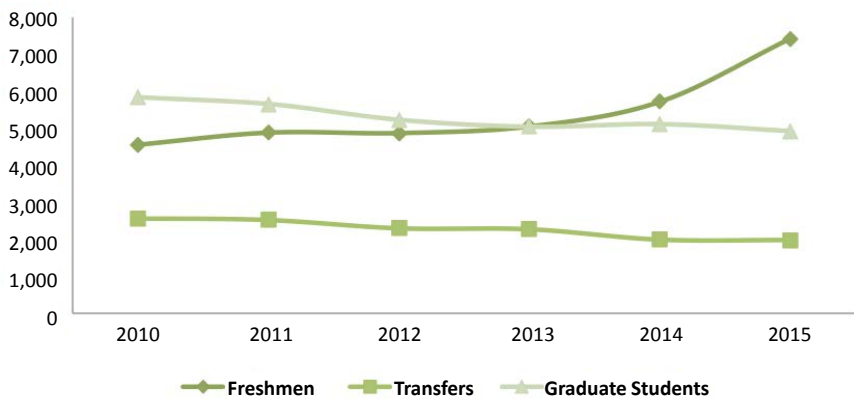


TABLE 21A. ACTIONABLE APPLICATIONS GROWTH RATES

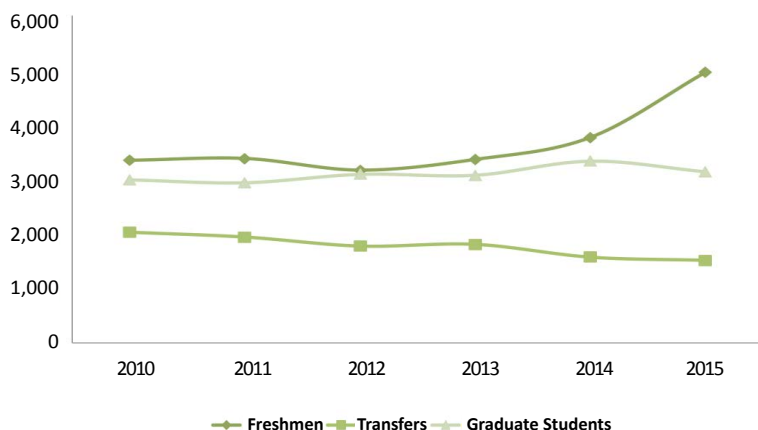
	Growth Rate	
	1-Year 2014 v. 2015	5-Year 2010 v. 2015
New Undergraduate Freshmen	29.9%	62.9%
New Undergraduate Transfer	-0.6%	-23.0%
New Graduate-level	-3.7%	-15.6%
All Students	11.8%	10.5%

# UNIVERSITY SUMMARY

**TABLE 22. ADMITTED APPLICATIONS**

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen	3,344	3,381	3,168	3,363	3,766	4,960
New Undergraduate Transfer	2,028	1,940	1,769	1,806	1,572	1,514
New Graduate-level	2,989	2,935	3,092	3,073	3,330	3,136
	8,361	8,256	8,029	8,242	8,668	9,610

**FIGURE 6. ADMITTED APPLICATIONS TREND**



**TABLE 22A. ADMITTED APPLICATIONS GROWTH RATES**

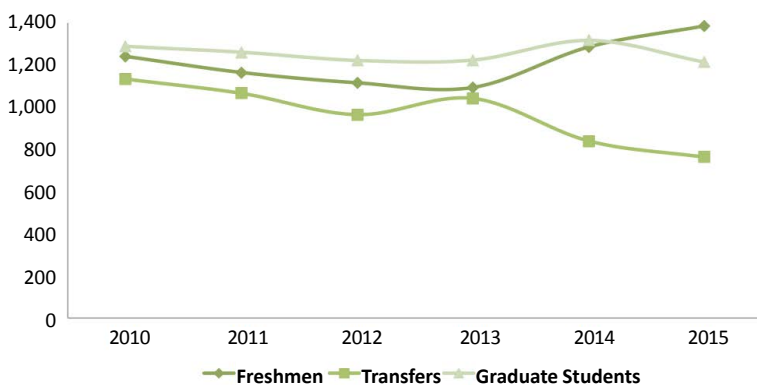
	Growth Rate	
	1-Year 2014 v. 2015	5-Year 2010 v. 2015
New Undergraduate Freshmen	13.2%	36.7%
New Undergraduate Transfer	-12.3%	-22.5%
New Graduate-level	1.4%	-0.4%
All Students	3.7%	7.8%

# UNIVERSITY SUMMARY

**TABLE 23. ENROLLMENT**

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen	1,242	1,165	1,116	1,094	1,286	1,386
New Undergraduate Transfer	1,133	1,066	965	1,042	840	763
New Graduate-level	1,288	1,261	1,222	1,224	1,317	1,214
	3,663	3,492	3,303	3,360	3,443	3,363

**FIGURE 7. ENROLLMENT TREND**



**TABLE 23A. ENROLLMENT GROWTH RATES**

	Growth Rate	
	1-Year 2014 v. 2015	5-Year 2010 v. 2015
New Undergraduate Freshmen	7.8%	11.6%
New Undergraduate Transfer	-9.2%	-32.7%
New Graduate-level Students	-7.8%	-5.7%
	-2.3%	-8.2%



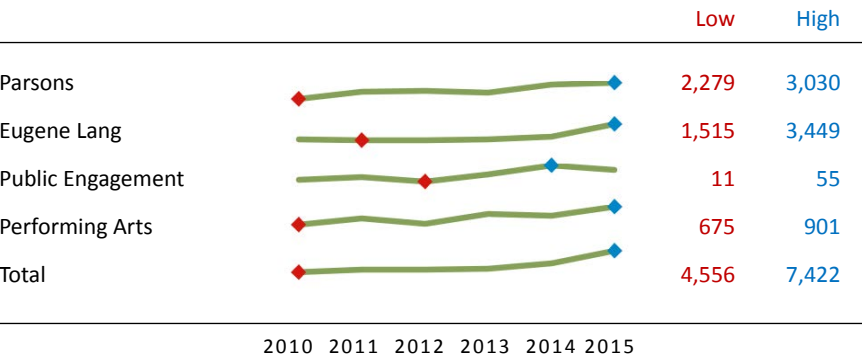
## COLLEGE-LEVEL SUMMARY

**TABLE 24. ACTIONABLE APPLICATIONS, FALL 2015**

	Under-graduate Freshmen	Under-graduate Transfers	Graduate-level	Total
Parsons School of Design	3,030	1,141	1,889	<b>6,060</b>
The New School for Social Research	-	-	810	<b>810</b>
Eugene Lang College of Liberal Arts <sup>1</sup>	3,449	409	-	<b>3,858</b>
Schools of Public Engagement	42	260	1,302	<b>1,604</b>
College of Performing Arts	901	170	924	<b>1,995</b>
<b>Total</b>	<b>7,422</b>	<b>1,980</b>	<b>4,925</b>	<b>14,327</b>

1 Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

**FIGURE 8A. UNDERGRADUATE FRESHMAN: ACTIONABLE APPLICATIONS TREND**



Note: Applications in Drama for Undergraduates started in Fall 2013

## COLLEGE-LEVEL SUMMARY

FIGURE 8B. UNDERGRADUATE TRANSFERS: ACTIONABLE APPLICATIONS TREND

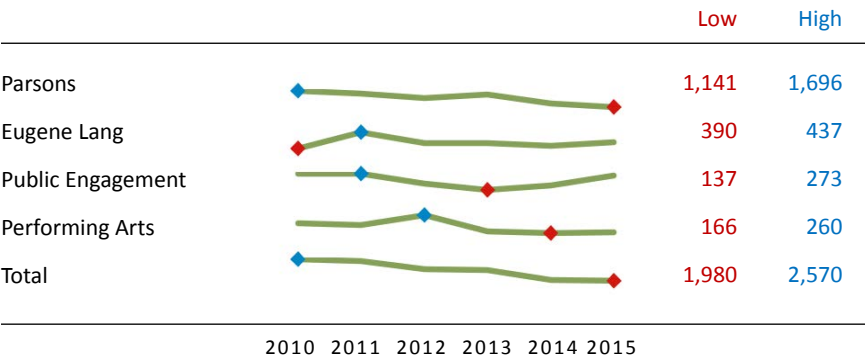
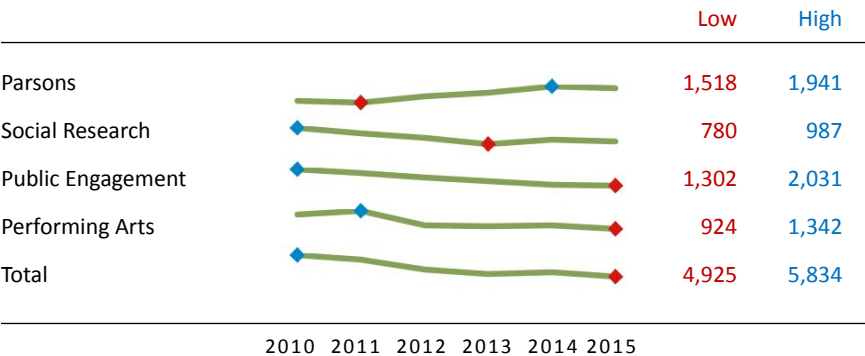


FIGURE 8C. GRADUATE-LEVEL: ACTIONABLE APPLICATIONS TREND



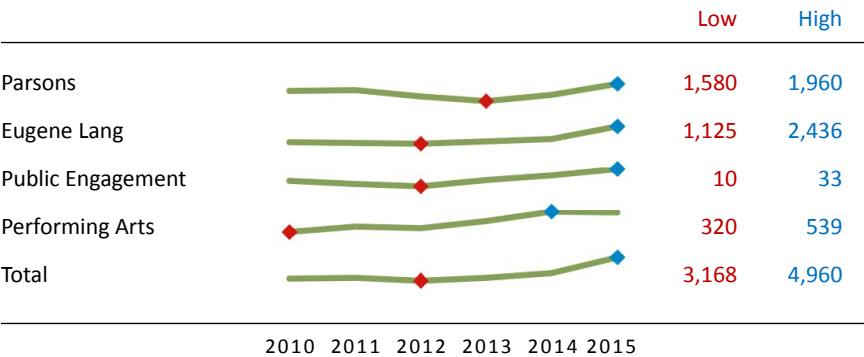
## COLLEGE-LEVEL SUMMARY

**TABLE 25. ADMITTED APPLICATIONS, FALL 2015**

	Under-graduate Freshmen	Under-graduate Transfers	Graduate-level	Total
Parsons School of Design	1,960	830	1,033	<b>3,823</b>
The New School for Social Research	-	-	608	<b>608</b>
Eugene Lang College of Liberal Arts <sup>1</sup>	2,436	305	-	<b>2,741</b>
Schools of Public Engagement	33	255	1,098	<b>1,386</b>
College of Performing Arts	531	124	397	<b>1,052</b>
Total	<b>4,960</b>	<b>1,514</b>	<b>3,136</b>	<b>9,610</b>

<sup>1</sup> Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

**FIGURE 9A. UNDERGRADUATE FRESHMEN: ADMITTED APPLICATIONS TREND**



Note: Applications in Drama for Undergraduates started in Fall 2013



COLLEGE-LEVEL SUMMARY

FIGURE 9B. UNDERGRADUATE TRANSFERS: ADMITTED APPLICATIONS TREND

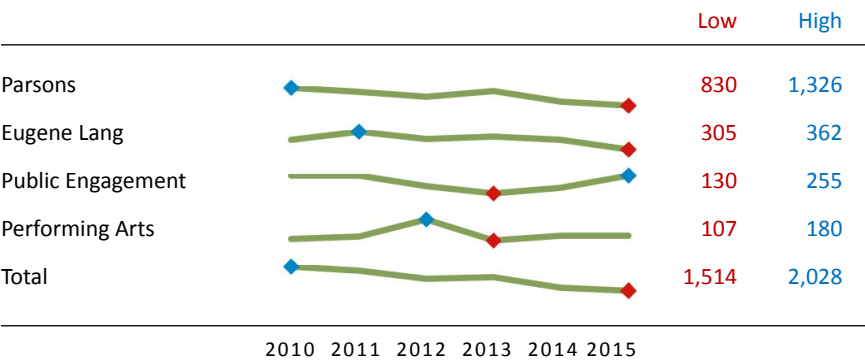
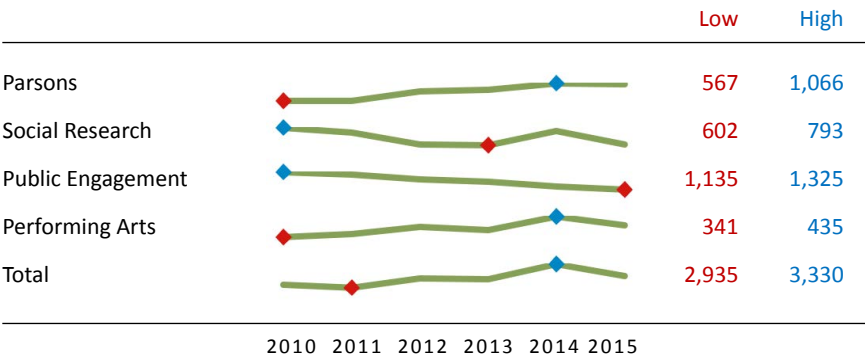


FIGURE 9C. GRADUATE-LEVEL: ADMITTED APPLICATIONS TREND



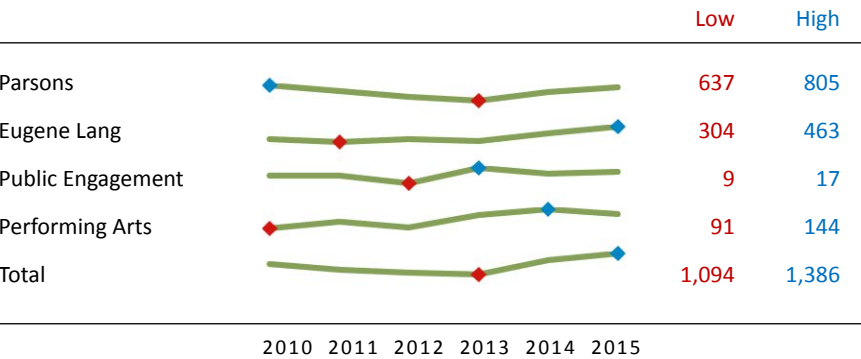
# COLLEGE-LEVEL SUMMARY

TABLE 26. ENROLLMENT, FALL 2015

	Under-graduate Freshmen	Under-graduate Transfers	Graduate-level	Total Applications
Parsons School of Design	777	452	471	1,700
The New School for Social Research	0	0	171	171
Eugene Lang College of Liberal Arts <sup>1</sup>	463	100	0	563
Schools of Public Engagement	15	153	457	625
College of Performing Arts	131	58	115	304
Total	1,386	763	1,214	3,363

1 Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

FIGURE 10A. UNDERGRADUATE FRESHMEN: ENROLLMENT TREND



COLLEGE-LEVEL SUMMARY

FIGURE 10B. UNDERGRADUATE TRANSFERS: ENROLLMENT TREND

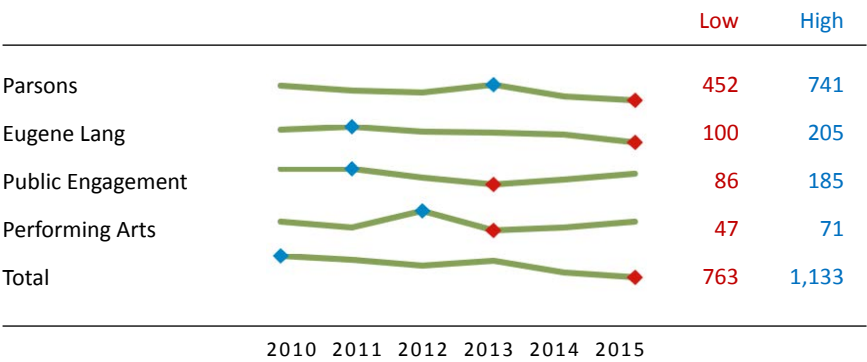
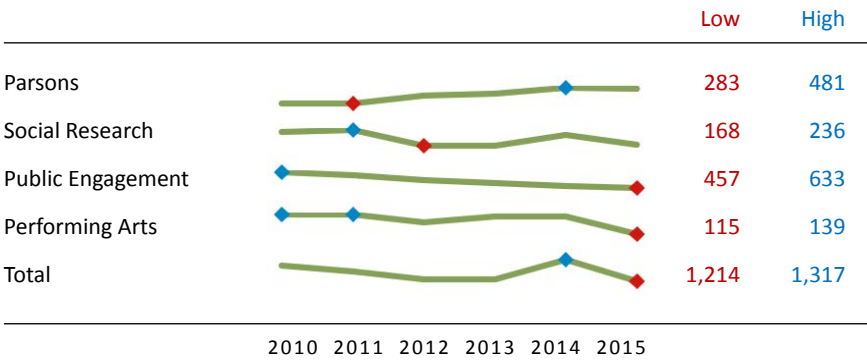
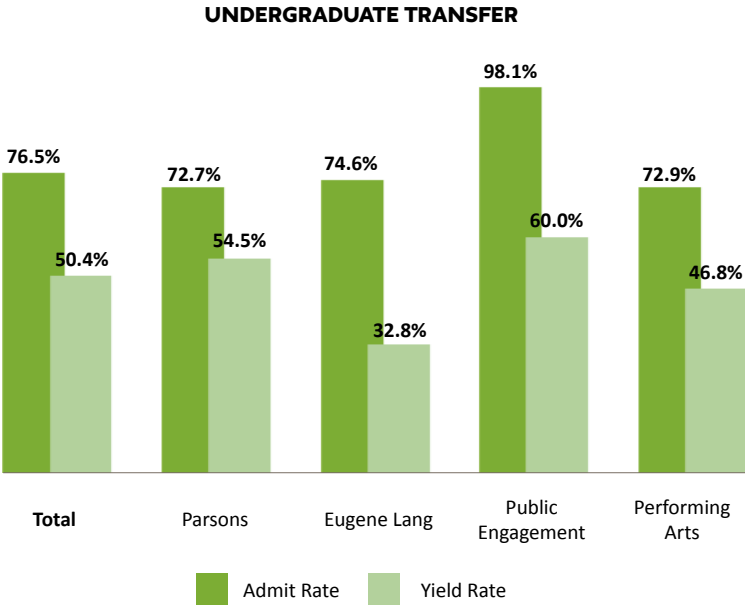
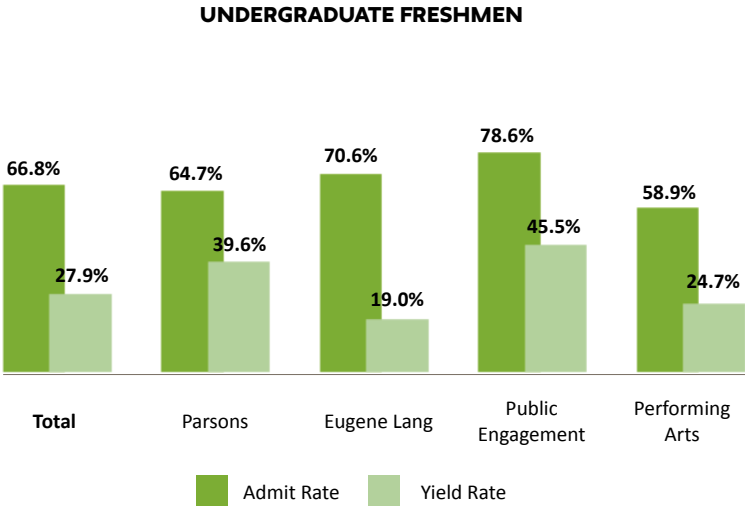


FIGURE 10C. GRADUATE-LEVEL: ENROLLMENT TREND

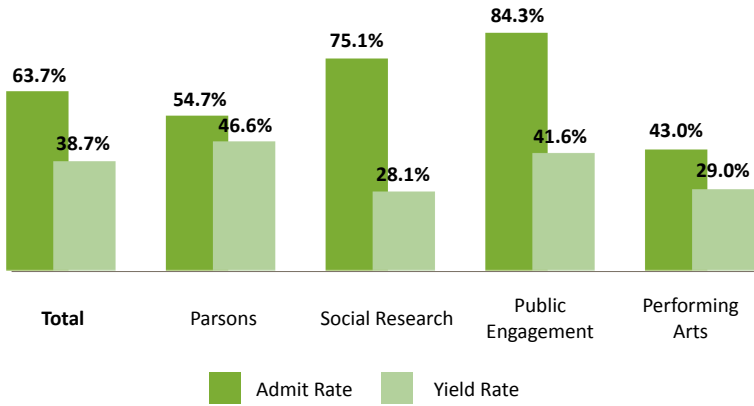


# COLLEGE-LEVEL SUMMARY

FIGURE 11. NEW STUDENTS ADMIT AND YIELD RATES, FALL 2015



## NEW GRADUATE-LEVEL

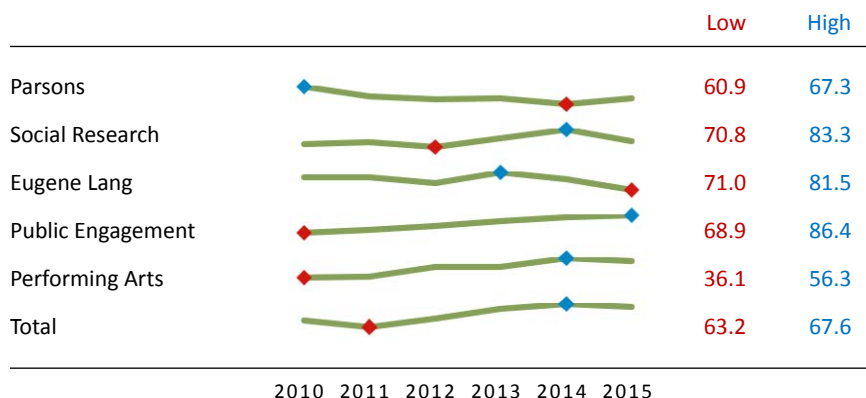


## COLLEGE-LEVEL SUMMARY

**TABLE 27. ADMIT RATE (%)**

	2010	2011	2012	2013	2014	2015
Parsons School of Design	67.3	63.6	62.7	62.9	60.9	63.1
The New School for Social Research	72.7	74.6	70.8	77.2	83.3	75.1
Eugene Lang College of Liberal Arts	78.4	78.3	75.1	81.5	77.6	71.0
Schools of Public Engagement	68.9	71.6	75.6	80.4	84.5	86.4
College of Performing Arts	36.1	37.0	47.5	46.7	56.3	52.7
<b>Total</b>	64.5	63.2	64.8	66.7	67.6	67.1

**FIGURE 12. ADMIT RATE TREND**

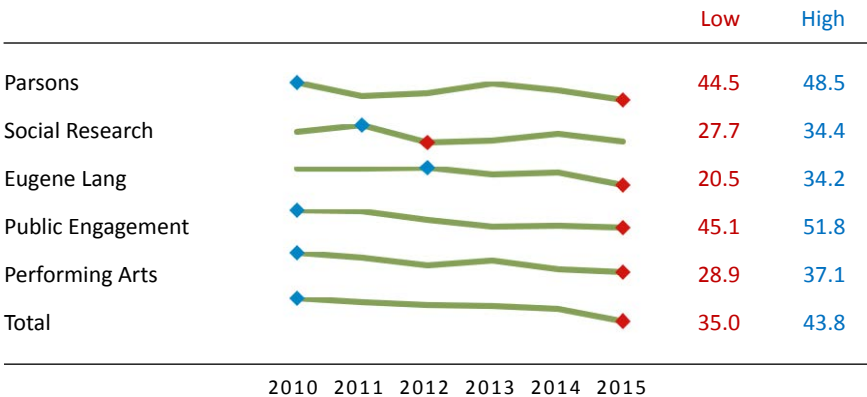


## COLLEGE-LEVEL SUMMARY

**TABLE 28. YIELD RATE (%)**

	2010	2011	2012	2013	2014	2015
Parsons School of Design	48.5	45.3	45.9	48.3	46.7	44.5
The New School for Social Research	31.6	34.4	27.7	28.2	31.0	28.1
Eugene Lang College of Liberal Arts	33.3	33.3	34.2	28.8	30.0	20.5
Schools of Public Engagement	51.8	51.5	48.1	45.4	45.9	45.1
College of Performing Arts	37.1	35.0	31.6	33.7	30.2	28.9
<b>Total</b>	<b>43.8</b>	<b>42.3</b>	<b>41.1</b>	<b>40.8</b>	<b>39.7</b>	<b>35.0</b>

**FIGURE 13. YIELD RATE TREND**



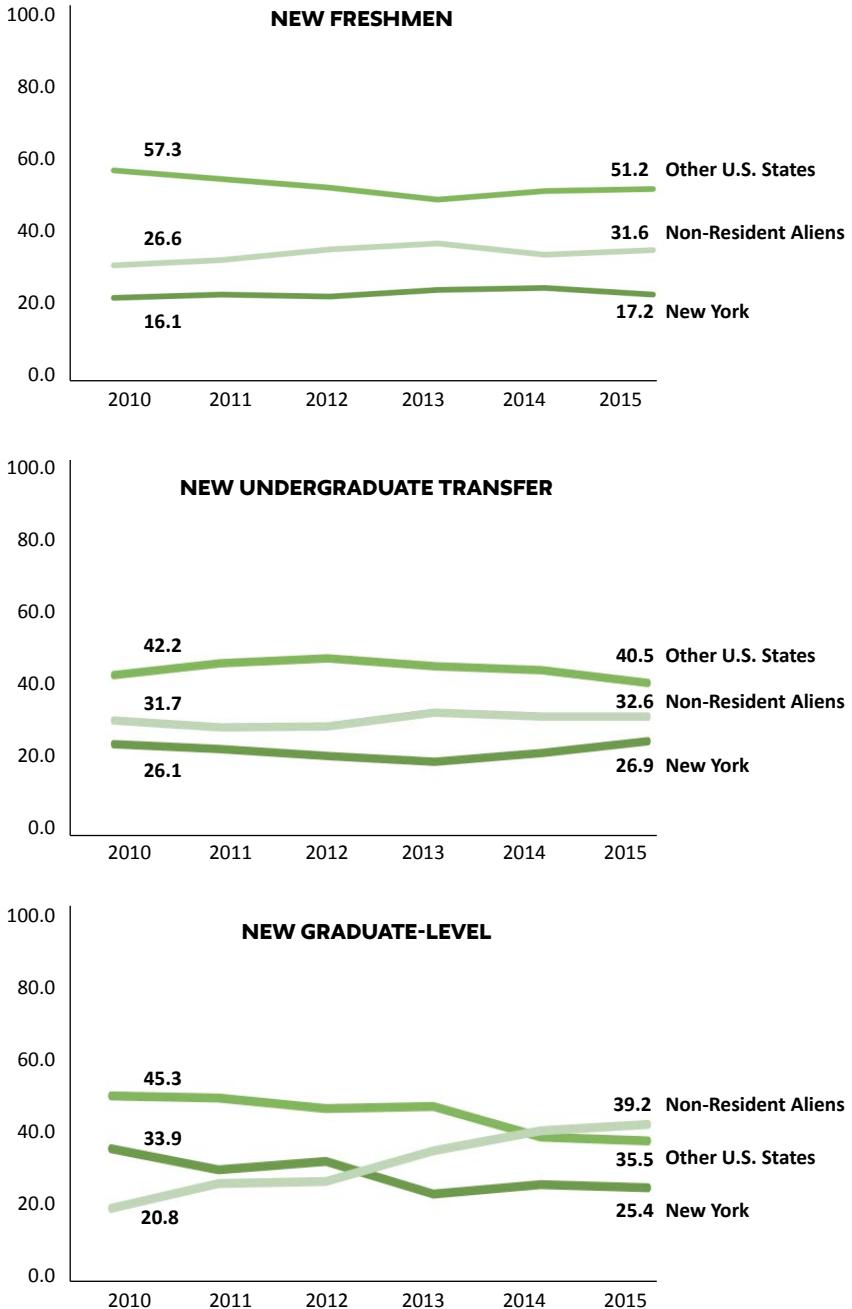
## UNIVERSITY SUMMARY

**TABLE 29. NEW STUDENT ENROLLMENT BY GEOGRAPHIC ORIGIN**

	2010	2011	2012	2013	2014	2015
<b>NEW FRESHMEN</b>						
New York	189	192	178	195	240	230
Other U.S. States	672	610	555	499	624	685
Non-Resident Aliens	312	318	341	351	372	422
	<b>1,173</b>	<b>1,120</b>	<b>1,074</b>	<b>1,045</b>	<b>1,236</b>	<b>1,337</b>
<b>NEW UNDERGRADUATE TRANSFER</b>						
New York	287	257	219	222	197	202
Other U.S. States	464	464	431	446	356	304
Non-Resident Aliens	348	309	284	339	267	245
	<b>1,099</b>	<b>1,030</b>	<b>934</b>	<b>1,007</b>	<b>820</b>	<b>751</b>
<b>NEW GRADUATE-LEVEL</b>						
New York	428	360	370	286	331	302
Other U.S. States	572	552	506	512	465	422
Non-Resident Aliens	263	323	317	397	482	466
	<b>1,263</b>	<b>1,235</b>	<b>1,193</b>	<b>1,195</b>	<b>1,278</b>	<b>1,190</b>
<b>TOTAL</b>						
New York	905	809	767	703	768	734
Other U.S. States	1,708	1,626	1,492	1,457	1,445	1,411
Non-Resident Aliens	923	950	942	1,087	1,121	1,133
Unreported	127	107	102	113	109	85
	<b>3,663</b>	<b>3,492</b>	<b>3,303</b>	<b>3,360</b>	<b>3,443</b>	<b>3,363</b>



**FIGURE 14. NEW STUDENT ENROLLMENT BY GEOGRAPHIC ORIGIN (%)**



---

**New Undergraduate Freshmen** - Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate Transfer** - Diploma, Associate, Bachelor (B)

Parsons School of Design  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**New Graduate-level** - Masters, Doctoral, Diploma and Certificate (C)

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate and Graduate-level (A+B+C)**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

1 Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 30. UNDERGRADUATE AND GRADUATE-LEVEL ENROLLMENT BY GEOGRAPHIC ORIGIN, FALL 2015**

Total	Non-Resident Aliens	New York	Other U.S. States	Not Reported
<b>1386</b>	<b>422</b>	<b>230</b>	<b>685</b>	<b>49</b>
<b>777</b>	347	101	306	23
<b>463</b>	31	107	304	21
<b>15</b>	3	6	5	1
<b>131</b>	41	16	70	4
<b>763</b>	<b>245</b>	<b>202</b>	<b>304</b>	<b>12</b>
<b>452</b>	195	78	170	9
<b>100</b>	8	36	56	0
<b>153</b>	23	81	48	1
<b>58</b>	19	7	30	2
<b>1214</b>	<b>466</b>	<b>302</b>	<b>422</b>	<b>24</b>
<b>471</b>	255	60	145	11
<b>171</b>	58	50	61	2
<b>400</b>	48	164	179	9
<b>172</b>	105	28	37	2
<b>3363</b>	<b>1133</b>	<b>734</b>	<b>1411</b>	<b>85</b>
<b>1700</b>	797	239	621	43
<b>171</b>	58	50	61	2
<b>563</b>	39	143	360	21
<b>568</b>	74	251	232	11
<b>361</b>	165	51	137	8

---

**New Undergraduate Freshmen** - Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate Transfer** - Diploma, Associate, Bachelor (B)

Parsons School of Design  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**New Graduate-level** - Masters, Doctoral, Diploma and Certificate (C)

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate and Graduate-level (A+B+C)**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

1 Includes Lang-Jazz BA/BFA and Lang-Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 31. UNDERGRADUATE AND GRADUATE-LEVEL ENROLLMENT BY GEOGRAPHIC ORIGIN, FALL 2015 (%)**

Total	Non-Resident Aliens	New York	Other U.S. States	Not Reported
<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>56.1</b>	82.2	43.9	44.7	46.9
<b>33.4</b>	7.3	46.5	44.4	42.9
<b>1.1</b>	0.7	2.6	0.7	2.0
<b>9.5</b>	9.7	7.0	10.2	8.2
<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>59.2</b>	79.6	38.6	55.9	75.0
<b>13.1</b>	3.3	17.8	18.4	0.0
<b>20.1</b>	9.4	40.1	15.8	8.3
<b>7.6</b>	7.8	3.5	9.9	16.7
<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>38.8</b>	54.7	19.9	34.4	45.8
<b>14.1</b>	12.4	16.6	14.5	8.3
<b>32.9</b>	10.3	54.3	42.4	37.5
<b>14.2</b>	22.5	9.3	8.8	8.3
<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
<b>50.6</b>	70.3	32.6	44.0	50.6
<b>5.1</b>	5.1	6.8	4.3	2.4
<b>16.7</b>	3.4	19.5	25.5	24.7
<b>16.9</b>	6.5	34.2	16.4	12.9
<b>10.7</b>	14.6	6.9	9.7	9.4

# UNIVERSITY SUMMARY

TABLE 32. ENROLLMENT (DOMESTIC AND INTERNATIONAL)

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen	1,242	1,165	1,116	1,094	1,286	1,386
New Undergraduate Transfer	1,133	1,066	965	1,042	840	763
New Graduate-level	1,288	1,261	1,222	1,224	1,317	1,214
<b>Total</b>	<b>3,663</b>	<b>3,492</b>	<b>3,303</b>	<b>3,360</b>	<b>3,443</b>	<b>3,363</b>

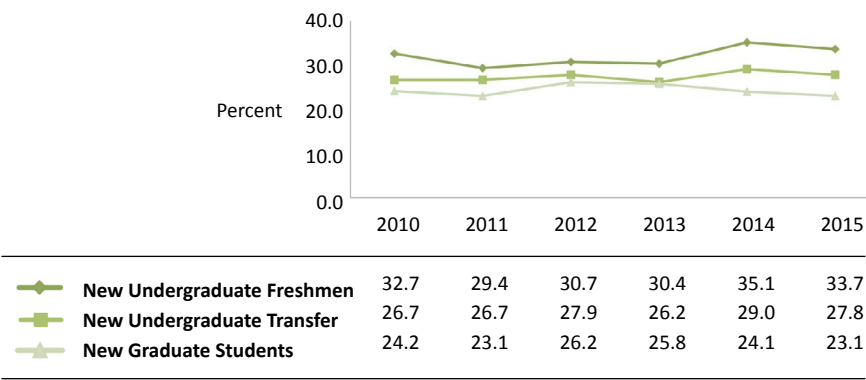
TABLE 32A. DOMESTIC STUDENTS FROM ALL ETHNIC GROUPS

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen	406	342	343	333	452	467
New Undergraduate Transfer	302	285	269	273	244	212
New Graduate-level	312	291	320	316	317	280
<b>Total</b>	<b>1,020</b>	<b>918</b>	<b>932</b>	<b>922</b>	<b>1,013</b>	<b>959</b>
Percentage <sup>1</sup>	27.8%	26.3%	28.2%	27.4%	29.4%	28.5%

1 New domestic students who self-reported as belonging to at least one ethnic group (2014:1,013/3,443=29.4%)

# UNIVERSITY SUMMARY

FIGURE 15. DOMESTIC STUDENTS FROM ALL ETHNIC GROUPS (%)

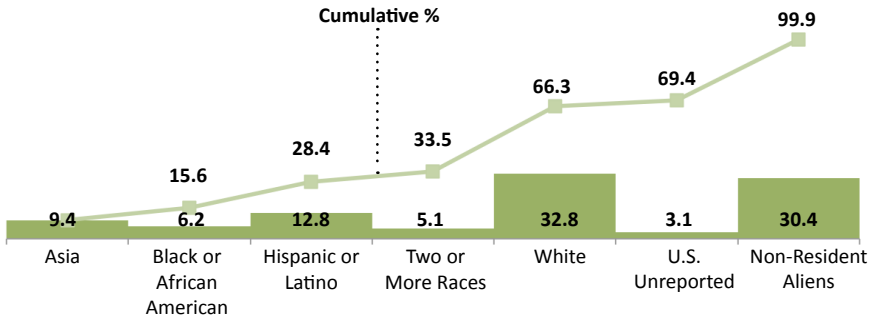


2014: 452 (New Freshmen from all ethnic groups) / 1,286 (Total Freshmen) = 35.1%

## UNIVERSITY SUMMARY

**FIGURE 16. NEW UNDERGRADUATE FRESHMEN FROM DIFFERENT ETHNIC GROUPS, FALL 2015 (%)**

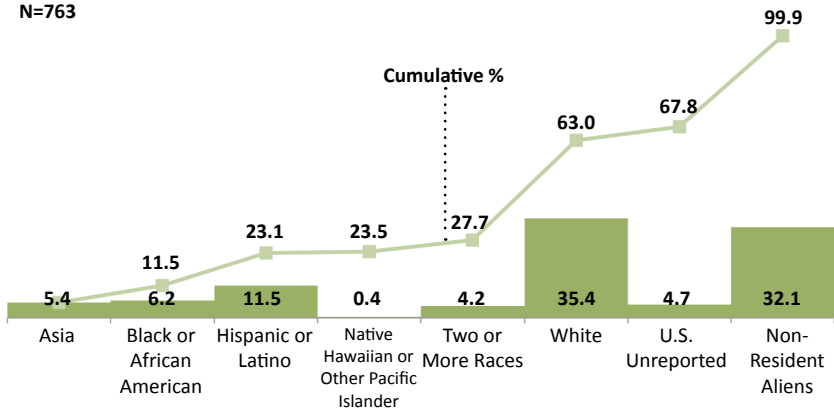
N=1,386



Native Hawaiian or Other Pacific Islander: n=2 (0.1%)  
American Indian or Alaska Native: n=0

**FIGURE 17. NEW UNDERGRADUATE TRANSFER FROM DIFFERENT ETHNIC GROUPS, FALL 2015 (%)**

N=763



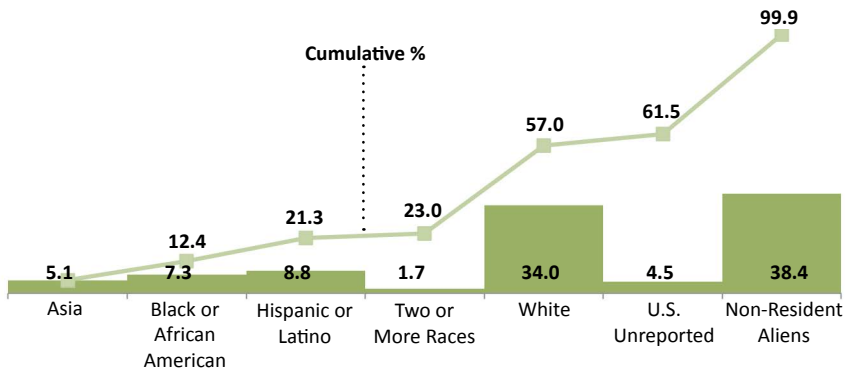
American Indian or Alaska Native: n=1 (0.1%)



UNIVERSITY SUMMARY

FIGURE 18. NEW GRADUATE-LEVEL FROM DIFFERENT ETHNIC GROUPS, FALL 2015 (%)

N=1,214



Native Hawaiian or Other Pacific Islander: n=1 (0.1%)  
American Indian or Alaska Native: n=0

	Total	Non-Resident Aliens	Hispanic or Latino	American Indian or Alaska native
<b>New Undergraduate Freshmen</b>	<b>1,386</b>	<b>422</b>	<b>178</b>	<b>0</b>
Parsons School of Design	777	347	73	0
Eugene Lang College of Liberal Arts	463	31	90	0
Schools of Public Engagement	15	3	3	0
College of Performing Arts	131	41	12	0
<b>New Undergraduate Transfer</b>	<b>763</b>	<b>245</b>	<b>88</b>	<b>1</b>
Parsons School of Design	452	195	34	1
Eugene Lang College of Liberal Arts	100	8	19	0
Schools of Public Engagement	153	23	27	0
College of Performing Arts	58	19	8	0
<b>New Graduate-level</b>	<b>1,214</b>	<b>466</b>	<b>107</b>	<b>0</b>
Parsons School of Design	471	255	33	0
The New School for Social Research	171	58	17	0
Schools of Public Engagement	457	105	51	0
College of Performing Arts	115	48	6	0
<b>Total</b>	<b>3,363</b>	<b>1,133</b>	<b>373</b>	<b>1</b>

## COLLEGE-LEVEL SUMMARY

**TABLE 33. ENROLLMENT BY ETHNICITY, FALL 2015**

Asian	Black or African American	Native Hawaiian or other Pacific Islander	Two or More Races	White	Not Reported
<b>130</b>	<b>86</b>	<b>2</b>	<b>71</b>	<b>454</b>	<b>43</b>
94	36	1	24	188	14
31	39	1	40	203	28
0	1	0	2	6	0
5	10	0	5	57	1
<b>41</b>	<b>47</b>	<b>3</b>	<b>32</b>	<b>270</b>	<b>36</b>
31	24	2	12	133	20
7	7	0	8	45	6
2	11	1	10	71	8
1	5	0	2	21	2
<b>62</b>	<b>89</b>	<b>1</b>	<b>21</b>	<b>413</b>	<b>55</b>
25	19	1	8	113	17
9	6	0	3	69	9
21	60	0	10	183	27
7	4	0	0	48	2
<b>233</b>	<b>222</b>	<b>6</b>	<b>124</b>	<b>1,137</b>	<b>134</b>

---

**New Undergraduate Freshmen** - Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

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**New Undergraduate Transfer** - Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**New Graduate-level** - Masters, Doctoral, Diploma and Certificate (B)

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

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**New Undergraduate and Graduate-level (A+B)**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

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<sup>1</sup> Includes Lang/Jazz BA/BFA and Lang/Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 34. ENROLLMENT IN DEGREE AND NON-DEGREE PROGRAMS: BY GENDER AND TIME STATUS, FALL 2015**

Total	Female	Male	Full-time	Part-time
<b>1,386</b>	<b>1,051</b>	<b>335</b>	<b>1,350</b>	<b>36</b>
<b>777</b>	607	170	756	21
<b>463</b>	366	97	457	6
<b>15</b>	12	3	8	7
<b>131</b>	66	65	129	2
<b>763</b>	<b>562</b>	<b>201</b>	<b>609</b>	<b>154</b>
<b>452</b>	370	82	376	76
<b>100</b>	71	29	96	4
<b>153</b>	100	53	80	73
<b>58</b>	21	37	57	1
<b>1,214</b>	<b>833</b>	<b>381</b>	<b>1,050</b>	<b>164</b>
<b>471</b>	351	120	439	32
<b>171</b>	84	87	148	23
<b>457</b>	333	124	348	109
<b>115</b>	65	50	115	-
<b>3,363</b>	<b>2,446</b>	<b>917</b>	<b>3,009</b>	<b>354</b>
<b>1,700</b>	1,328	372	1,571	129
<b>171</b>	84	87	148	23
<b>563</b>	437	126	553	10
<b>625</b>	445	180	436	189
<b>304</b>	152	152	301	3

---

**New Undergraduate Freshmen:** Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts<sup>1</sup>  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate Transfer:** Diploma, Associate, Bachelor (A)

Parsons School of Design  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**New Graduate-level:** Masters, Doctoral, Diploma and Certificate (B)

Parsons School of Design  
The New School for Social Research  
Schools of Public Engagement  
College of Performing Arts

---

**New Undergraduate and Graduate-level (A+B)**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

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<sup>1</sup> Includes Lang/Jazz BA/BFA and Lang/Parsons BA/BFA

## COLLEGE-LEVEL SUMMARY

**TABLE 34A. ENROLLMENT IN DEGREE AND NON-DEGREE PROGRAMS: BY GENDER AND TIME STATUS, FALL 2015 (%)**

Total	Female %	Male %	Full-time %	Part-time %
<b>1,386</b>	<b>75.8</b>	<b>24.2</b>	<b>97.4</b>	<b>2.6</b>
777	78.1	21.9	97.3	2.7
463	79.0	21.0	98.7	1.3
15	80.0	20.0	53.3	46.7
131	50.4	49.6	98.5	1.5
<b>763</b>	<b>73.7</b>	<b>26.3</b>	<b>79.8</b>	<b>20.2</b>
452	81.9	18.1	83.2	16.8
100	71.0	29.0	96.0	4.0
153	65.4	34.6	52.3	47.7
58	36.2	63.8	98.3	1.7
<b>1,214</b>	<b>68.6</b>	<b>31.4</b>	<b>86.5</b>	<b>13.5</b>
471	74.5	25.5	93.2	6.8
171	49.1	50.9	86.5	13.5
457	72.9	27.1	76.1	23.9
115	56.5	43.5	100.0	0.0
<b>3,363</b>	<b>72.7</b>	<b>27.3</b>	<b>89.5</b>	<b>10.5</b>
1,700	78.1	21.9	92.4	7.6
171	49.1	50.9	86.5	13.5
563	77.6	22.4	98.2	1.8
625	71.2	28.8	69.8	30.2
304	50.0	50.0	99.0	1.0





## **SECTION 3- STUDENT PROGRESS AND OUTCOMES**

The metrics in this section describe the graduation rates of specific student population groups, such as new undergraduate transfer and new graduate-level (Masters) students for entering in Fall terms. These rates are also presented by specific demographic characteristics, such as ethnicity, time status, gender, and financial aid status. The number of degrees awarded by degree type is also included.

\*Percentages for groups with small numbers of students should be used with caution



## DEFINITIONS

**FULL-TIME/FIRST-TIME FRESHMAN** refers to a student who has no prior postsecondary experience and attending The New School for the first time at the undergraduate level. This includes students who: (1) are enrolled in academic or occupational programs; (2) are enrolled in the fall term who attended college for the first time in the prior summer term; and (3) entered with advanced standing (i.e. with college credits earned before graduation from high school).

**GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION** 100 percent corresponds to four years for 4-year bachelor programs and five years for 5-year BA/BFA program. For example, the four-year graduation rate for the first-time/full-time freshmen degree cohort entering in fall 2008 is measured in fall 2012.

**GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION** 150 percent corresponds to six years for 4-year bachelor programs and 7.5 years for 5-year BA/BFA program. For example, the six-year rate graduation for the first-time/full-time freshmen degree cohort entering in fall 2008 is measured in fall 2014.

**NEW GRADUATE-LEVEL (MASTERS)** refers to a student who may or may not have taken prior graduate-level classes, but is new to The New School graduate-level.

**PELL RECIPIENT** refers to an undergraduate student who received funds from the Federal pell grant program at the time of entry.

**STUDENT TIME STATUS** described as either full-time or part-time refers to the proportion of time a student is enrolled in a given term, as measured by the number of credits a student is taking. The number of registered credits to be considered full-time or part-time differs for undergraduate and graduate students.

**UNDERGRADUATE TRANSFER-IN STUDENT** refers to a student entering The New School for the first time but known to have previously attended a postsecondary institution at the undergraduate level. The student may transfer with or without credit.

**BACHELORS (FRESHMEN)**

Fall 2004      Fall 2005      Fall 2006

**Fall Entering Cohort**

Full-time	784	773	837
Part-time	1	1	3

**First Year Retention**

Full-time	83.5%	78.3%	81.7%
Part-time	100.0%	100.0%	100.0%

**Graduation Rate within 100% of Nomal Time to Completion**

Full-time	52.3%	50.2%	55.4%
Part-time	100.0%	100.0%	0.0%

**Graduation Rate within 150% of Nomal Time to Completion**

Full-time	65.9%	62.4%	66.2%
Part-time	100.0%	100.0%	0.0%

**BACHELORS (TRANSFER)****Fall Entering Cohort**

Full-time	525	552	520
Part-time	95	142	111

**First Year Retention**

Full-time	83.8%	85.3%	85.2%
Part-time	57.9%	63.4%	74.8%

**Graduation Rate within 100% of Nomal Time to Completion**

Full-time	70.9%	73.9%	74.4%
Part-time	36.8%	57.0%	46.8%

**Graduation Rate within 150% of Nomal Time to Completion**

Full-time	75.6%	77.5%	77.5%
Part-time	43.2%	62.0%	54.1%

UNIVERSITY-LEVEL SUMMARY

TABLE 35. ENTERING COHORT(COUNT) AND RETENTION, GRADUATION RATE (%)

Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
963 5	1001 5	1098 3	1132 5	1006 10	1044 3	994 38	1136 28
81.8% 60.0%	79.0% 40.0%	80.6% 66.7%	82.2% 60.0%	83.4% 70.0%	82.8% 0.0%	83.3% 78.9%	81.4% 64.3%
54.6% 0.0%	54.6% 20.0%	48.5% 0.0%	51.9% 0.0%	51.6% 20.0%			
65.9% 0.0%	66.3% 20.0%	65.0% 20.0%					
551 109	577 93	587 67	558 66	539 77	431 58	598 48	432 46
80.8% 59.6%	82.7% 65.6%	81.4% 56.7%	83.0% 69.7%	84.0% 62.3%	82.8% 65.5%	86.1% 72.9%	84.0% 54.3%
68.2% 46.8%	69.7% 33.3%	68.0% 34.3%	66.3% 37.9%	70.3% 33.8%			
71.7% 47.7%	73.7% 38.7%	65.0% 20.0%					

**GRADUATION RATE WITHIN 100% OF NORMAL  
TIME TO COMPLETION(%)**

**U.S. Citizens**

Hispanic or Latino

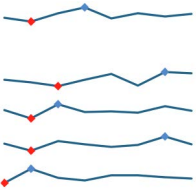
Non-Hispanic

Asian

Black or African American

White

Two or More Races



**Non-Resident Aliens**



**GRADUATION RATE WITHIN 150% OF NORMAL  
TIME TO COMPLETION(%)**

**U.S. Citizens**

Hispanic or Latino

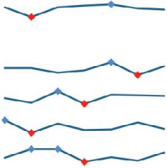
Non-Hispanic

Asian

Black or African American

White

Two or More Races



**Non-Resident Aliens**



## UNIVERSITY-LEVEL SUMMARY

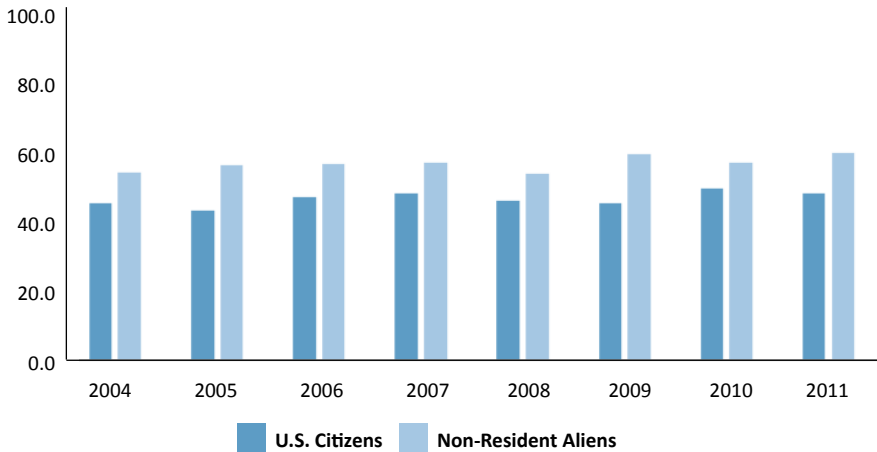
**TABLE 36. GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE, BY ETHNICITY AND GEOGRAPHIC ORIGIN**

Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
35.9	29.3	44.6	55.7	35.4	44.8	38.8	43.4
57.5	55.0	50.8	57.3	63.9	51.3	66.0	64.3
35.9	24.1	44.7	33.3	34.2	32.8	41.9	35.7
47.2	43.4	48.4	46.8	45.3	46.5	50.8	46.8
31.3	58.6	41.4	36.4	46.7	46.3	42.5	40.0
54.8	57.0	57.3	57.6	54.1	60.0	57.3	60.5

Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
62.3	41.5	62.2	65.8	68.3	60.0	56.6	
77.0	76.9	71.7	74.5	83.3	69.4	78.7	
51.3	41.4	65.8	38.9	58.5	56.7	56.5	
63.0	57.2	61.5	58.4	58.8	61.8	59.1	
59.4	69.0	69.0	54.6	60.0	56.1	65.0	
74.8	72.8	76.1	79.1	76.2	79.1	69.2	

## UNIVERSITY SUMMARY

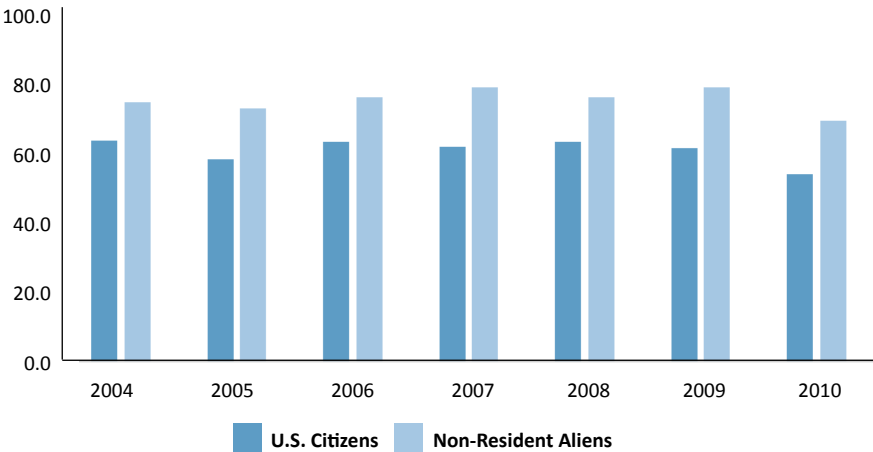
**FIGURE 19. GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE**





UNIVERSITY SUMMARY

FIGURE 19A. GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE



UNIVERSITY SUMMARY

TABLE 37. GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN PELL AND NON-PELL RECIPIENTS IN BACCALAUREATE DEGREE

GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION(%)



GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION(%)



TABLE 38. GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN BY GENDER

GRADUATION RATE WITHIN 100% OF NORMAL TIME TO COMPLETION(%)



GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION(%)



Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
44.1	39.9	45.3	50.3	46.8	45.9	46.7	48.9
48.2	47.7	50.1	50.1	48.5	49.6	53.9	52.4

66.1	55.1	62.5	63.3	65.1	63.8	50.2	
65.3	62.4	66.4	65.1	66.4	65.6	57.5	

Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
44.0	39.4	44.2	48.2	38.6	39.0	45.9	44.0
48.4	49.2	51.0	50.8	52.1	52.0	53.9	54.3

62.7	52.7	61.9	60.4	58.0	56.9	49.3	
66.3	64.6	67.0	66.2	69.5	68.0	57.6	



# DEGREES/AWARDS

This sub-section refers to the total number of (credit and non-credit) degrees, diplomas, and certificates awarded and the number of students receiving such awards, as of the degree freeze date.

The Headcount and Award Count will differ depending upon the level of granularity. For example, a student receiving both a Non-Credit Certificate and a Bachelor of Science in the same year and at the same College, would be counted once under Headcount and once under Awards Count in the total row for both the Non-Credit Certificate and total row for the Bachelor of Science. As such, this student would be counted twice under Award Count and once under Headcount in the total row for the College (see example below).

## DATA INTERPRETATION GUIDE

In 2013-2014, the difference of seven between Awards (n=192) and Headcount (n=185) means that there were seven students who completed more than one of the awards indicated (in this case, completed both a non-credit certificate and bachelors degree in the same year.)

2013-2014	Headcount	Awards
<b>Schools of Public Engagement</b>	<b>185</b>	<b>192</b>
Bachelors	137	137
Bachelor of Arts	76	76
Bachelor of Fine Arts	15	15
Bachelor of Science	46	46
Non-Credit Certificate	55	55

## COLLEGE-LEVEL SUMMARY

**TABLE 39. UNDERGRADUATE HEADCOUNT AND DEGREE AWARDS**

	2010-2011	
	Headcount	Awards
<b>Parsons School of Design</b>	<b>1,149</b>	<b>1,150</b>
Associate in Applied Science	447	447
Bachelors	660	660
Bachelor of Arts	0	0
Bachelor of Business Admin	135	135
Bachelor of Fine Arts	524	524
Bachelor of Science	1	1
Non-Credit Certificate	42	43
<b>Eugene Lang College of Liberal Arts</b>	<b>325</b>	<b>325</b>
Bachelor of Arts	325	325
Bachelor of Fine Arts	0	0
Bachelor of Science	0	0
<b>The New School for Social Research</b>		
Non-Credit Certificate	0	0
<b>Schools of Public Engagement</b>	<b>228</b>	<b>236</b>
Bachelors	190	190
Bachelor of Arts	87	87
Bachelor of Fine Arts	42	42
Bachelor of Science	61	61
Non-Credit Certificate	46	46
<b>College of Performing Arts</b>	<b>33</b>	<b>33</b>
Post-Secondary Diploma	8	8
Bachelors	25	25
Bachelor of Fine Arts	67	67
Bachelor of Music	25	25
Bachelor of Science	0	0
<b>All Undergraduate</b>	<b>1,774</b>	<b>1,811</b>

2011-2012		2012-2013		2013-2014		2014-2015	
Headcount	Awards	Headcount	Awards	Headcount	Awards	Headcount	Awards
<b>1,178</b>	<b>1,178</b>	<b>1,200</b>	<b>1,201</b>	<b>1,343</b>	<b>1,344</b>	<b>1,165</b>	<b>1,165</b>
452	452	407	407	425	425	384	384
707	707	762	762	876	876	781	781
1	1	0	0	0	0	0	0
136	136	120	120	179	179	132	132
562	562	637	637	691	691	643	643
8	8	5	5	6	6	6	6
19	19	32	32	43	43	0	0
<b>317</b>	<b>317</b>	<b>316</b>	<b>316</b>	<b>319</b>	<b>319</b>	<b>311</b>	<b>311</b>
310	310	315	315	316	316	305	305
1	1	0	0	0	0	0	0
6	6	1	1	3	3	6	6
0	0	0	0	0	0	5	5
<b>207</b>	<b>215</b>	<b>231</b>	<b>241</b>	<b>184</b>	<b>191</b>	<b>185</b>	<b>190</b>
165	165	176	176	136	136	165	165
76	76	90	90	75	75	87	87
35	35	38	38	15	15	22	22
54	54	48	48	46	46	56	56
50	50	63	65	55	55	24	25
<b>38</b>	<b>38</b>	<b>41</b>	<b>41</b>	<b>38</b>	<b>38</b>	<b>29</b>	<b>29</b>
4	4	8	8	4	4	4	4
34	34	34	34	34	34	25	25
62	62	51	51	67	67	61	61
34	34	31	31	34	34	25	25
0	0	2	2	0	0	0	0
<b>1,779</b>	<b>1,810</b>	<b>1,811</b>	<b>1,850</b>	<b>1,912</b>	<b>1,959</b>	<b>1,719</b>	<b>1,761</b>

## COLLEGE-LEVEL SUMMARY

**TABLE 40. GRADUATE-LEVEL HEADCOUNT AND DEGREE AWARDS**

	2010-2011	
	Headcount	Awards
<b>Parsons School of Design</b>	<b>199</b>	<b>199</b>
Master	0	0
Master of Architecture	199	199
Master of Arts	21	21
Master of Fine Arts	32	32
Master of Science	146	146
Credit Certificate	0	0
<b>The New School for Social Research</b>	<b>255</b>	<b>257</b>
Doctor of Philosophy	45	45
Master	212	212
Master of Arts	200	200
Master of Philosophy	9	9
Master of Science	3	3
<b>Schools of Public Engagement</b>	<b>638</b>	<b>656</b>
Doctor of Philosophy	1	1
Master	606	606
Master of Arts	306	306
Master of Fine Arts	101	101
Master of Philosophy	8	8
Master of Science	191	191
Credit Certificate	49	49
<b>College of Performing Arts</b>	<b>118</b>	<b>118</b>
Master	95	95
Master of Fine Arts	54	41
Master of Music	41	54
Professional Studies Diploma	23	23
<b>Total Graduate-level</b>	<b>1,210</b>	<b>1230</b>



2011-2012		2012-2013		2013-2014		2014-2015	
Headcount	Awards	Headcount	Awards	Headcount	Awards	Headcount	Awards
<b>248</b>	<b>249</b>	<b>235</b>	<b>239</b>	<b>291</b>	<b>293</b>	<b>360</b>	<b>365</b>
0	0	4	4	8	8	13	13
248	249	231	235	283	285	347	352
31	31	16	16	18	18	22	22
38	38	39	39	58	58	60	60
180	180	180	180	163	163	196	196
0	0	0	0	46	46	74	74
<b>255</b>	<b>256</b>	<b>253</b>	<b>254</b>	<b>222</b>	<b>224</b>	<b>257</b>	<b>273</b>
62	62	59	59	69	69	73	73
194	194	195	195	155	155	200	200
179	179	180	180	143	143	148	148
10	10	10	10	7	7	51	51
5	5	5	5	5	5	1	1
<b>659</b>	<b>694</b>	<b>642</b>	<b>671</b>	<b>603</b>	<b>627</b>	<b>569</b>	<b>600</b>
3	3	3	3	6	6	4	4
633	633	621	621	575	575	545	545
366	366	351	351	305	305	246	246
104	104	102	102	106	106	88	88
1	1	2	2	2	2	2	2
162	162	166	166	162	162	209	209
58	58	47	47	46	46	51	51
<b>107</b>	<b>107</b>	<b>118</b>	<b>118</b>	<b>106</b>	<b>106</b>	<b>117</b>	<b>117</b>
82	82	90	90	84	84	84	84
51	51	46	46	54	54	58	58
31	31	44	44	30	30	26	26
25	25	28	28	22	22	33	33
<b>1,269</b>	<b>1,306</b>	<b>1,246</b>	<b>1,282</b>	<b>1,222</b>	<b>1,250</b>	<b>1,303</b>	<b>1,355</b>



## **SECTION 4- NON-RESIDENT ALIEN STUDENTS**

This section describes the enrollment of non-resident aliens by region and country of origin. Regions, and countries included within each region, follow the classification used by IIE (Institute of International Education).

## DEFINITION

A **NON-RESIDENT ALIEN** is someone in the U.S. who is neither a U.S. citizen or permanent resident. For the purposes of the Almanac, we use this term instead of “international student” because it clearly defines the group of students included based upon the reported student data in our information system as of census date.

# UNIVERSITY SUMMARY

**TABLE 41. NON-RESIDENT ALIENS ENROLLMENT BY REGION**

	2011	2012	2013	2014	2015
<b>Undergraduate</b>					
Africa	18	17	15	18	<b>24</b>
Asia	911	1,027	1,177	1,232	<b>1,332</b>
Europe	259	273	269	313	<b>335</b>
Latin America & the Caribbean	199	215	209	227	<b>228</b>
North America (Canada)	195	193	209	212	<b>198</b>
Oceania	28	23	23	25	<b>21</b>
With unreported country	422	410	418	399	<b>350</b>
	<b>2,032</b>	<b>2,158</b>	<b>2,320</b>	<b>2,426</b>	<b>2,488</b>
<b>Graduate-level</b>					
Africa	11	10	10	20	19
Asia	248	255	297	379	423
Europe	172	185	208	214	227
Latin America & the Caribbean	86	96	119	152	160
North America (Canada)	89	79	74	85	99
Oceania	18	21	30	36	33
With unreported country	167	166	185	190	198
	<b>791</b>	<b>812</b>	<b>923</b>	<b>1,076</b>	<b>1,159</b>
<b>Undergraduate &amp; Graduate-level</b>					
Africa	29	28	25	38	43
Asia	1,159	1,282	1,474	1,611	1,755
Europe	431	457	477	527	562
Latin America & the Caribbean	285	311	328	379	388
North America (Canada)	284	272	283	297	297
Oceania	46	44	53	61	54
With unreported country	589	576	603	589	548
	<b>2,823</b>	<b>2,970</b>	<b>3,243</b>	<b>3,502</b>	<b>3,647</b>

Note: 'With unreported country' refers to missing entries as of census freeze date of each year. The New School is required to collect such information for only a sub population of non-resident aliens based upon visa sponsorship.

## UNIVERSITY SUMMARY

**TABLE 42. NON-RESIDENT ALIENS ENROLLMENT BY REGION, GROWTH RATES, FALL 2015 (%)**

	1-Year 2014 v. 2015	5-Year 2010 v. 2015
<b>Undergraduate</b>	<b>2.6</b>	<b>22.4</b>
Africa	33.3	33.3
Asia	8.1	46.2
Europe	7.0	29.3
Latin America & the Carribean	0.4	14.6
North America (Canada)	-6.6	1.5
Oceania	-16.0	-25.0
With unreported country	-12.3	-17.1

	1-Year 2014 v. 2015	5-Year 2010 v. 2015
<b>Graduate-level</b>	<b>7.7</b>	<b>46.5</b>
Africa	-5.0	72.7
Asia	11.6	70.6
Europe	6.1	32.0
Latin America & the Carribean	5.3	86.0
North America (Canada)	16.5	11.2
Oceania	-8.3	83.3
With unreported country	4.2	18.6

	1-Year 2014 v. 2015	5-Year 2010 v. 2015
<b>Undergraduate &amp; Graduate-level</b>	<b>4.1</b>	<b>29.2</b>
Africa	13.2	48.3
Asia	8.9	51.4
Europe	6.6	30.4
Latin America & the Carribean	2.4	36.1
North America (Canada)	0.0	4.6
Oceania	-11.5	17.4
With unreported country	-7.0	-7.0

## UNIVERSITY SUMMARY

**TABLE 43. NON-RESIDENT ALIENS ENROLLMENT: TOP 10 COUNTRIES OF ORIGIN, FALL 2015**

<b>Undergraduate</b>	Number	%
China	447	18.0
Korea	287	11.5
Canada	198	8.0
India	142	5.7
Brazil	72	2.9
United Kingdom	69	2.8
Taiwan	63	2.5
France	54	2.2
Turkey	53	2.1
Hong Kong	51	2.0
Other Countries (=94)	702	28.2
With unreported country	350	14.1

**2,488**

<b>Graduate-level</b>	Number	%
China	138	11.9
Canada	99	8.5
India	52	4.5
Brazil	47	4.1
Korea	44	3.8
Germany	43	3.7
United Kingdom	39	3.4
Colombia	31	2.7
Mexico	31	2.7
Turkey	31	2.7
Other Countries (=76)	406	35.0
With unreported country	198	17.1

**1,159**

## COLLEGE-LEVEL SUMMARY

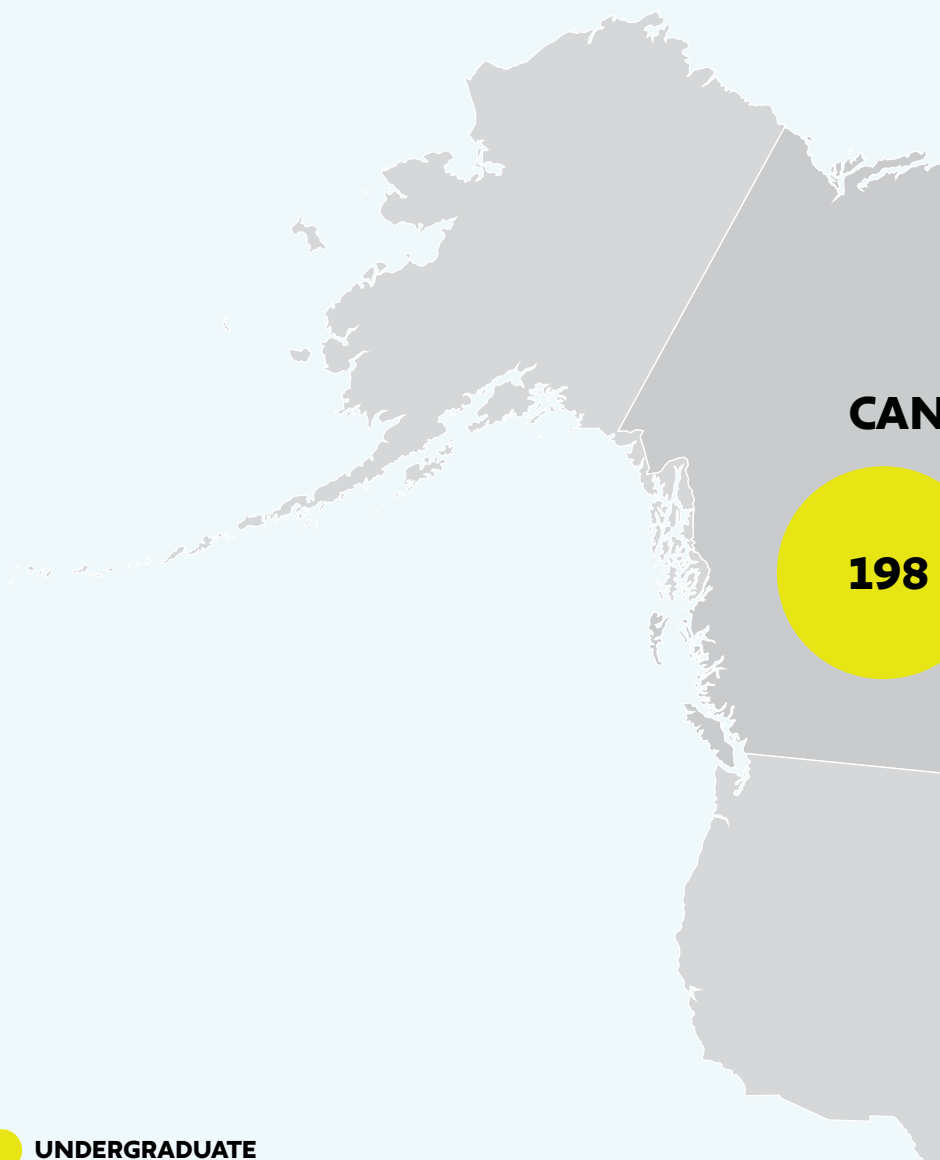
**TABLE 44. NON-RESIDENT ALIENS ENROLLMENT: TOP 5 COUNTRIES OF ENROLLMENT, FALL 2015**



	The New School	Parsons	Social Research
<b>Total Non-Resident Aliens</b>	3,647	2,484	286
China	585	486	
Korea	331	258	
Canada	297	205	28
India	194	171	
Brazil	119	78	13
Germany			22
Turkey			17
Mexico			14
United Kingdom			
France			
Netherlands			
Israel Colombia			
Australia			
Italy			
Taiwan			
Japan			
Total from top 5 countries	1,526	1,198	94
% of total international students	42%	48%	33%



Public Engagement	Eugene Lang	Performing Arts	Continuing Education
342	97	267	139
14		33	38
		36	28
33	7	19	
14			
14	5		
24	6		
	6		
	5		
		29	
		10	
			4
			8
			4
99	29	127	82
29%	30%	48%	59%

**NORTH AMERICA**



-  **UNDERGRADUATE**
-  **GRADUATE-LEVEL**


ADA

99

# LATIN AMERICA



 UNDERGRADUATE

 GRADUATE-LEVEL

E BAHAMAS 1

DOMINICAN REPUBLIC 17 2

ARUBA 1

SAINT LUCIA 1

SAINT VINCENT 1

BARBADOS 2

TRINIDAD AND TOBAGO 3

VENEZUELA 14 10

COLOMBIA 5 31

BRAZIL

72

47

BOLIVIA 1 1

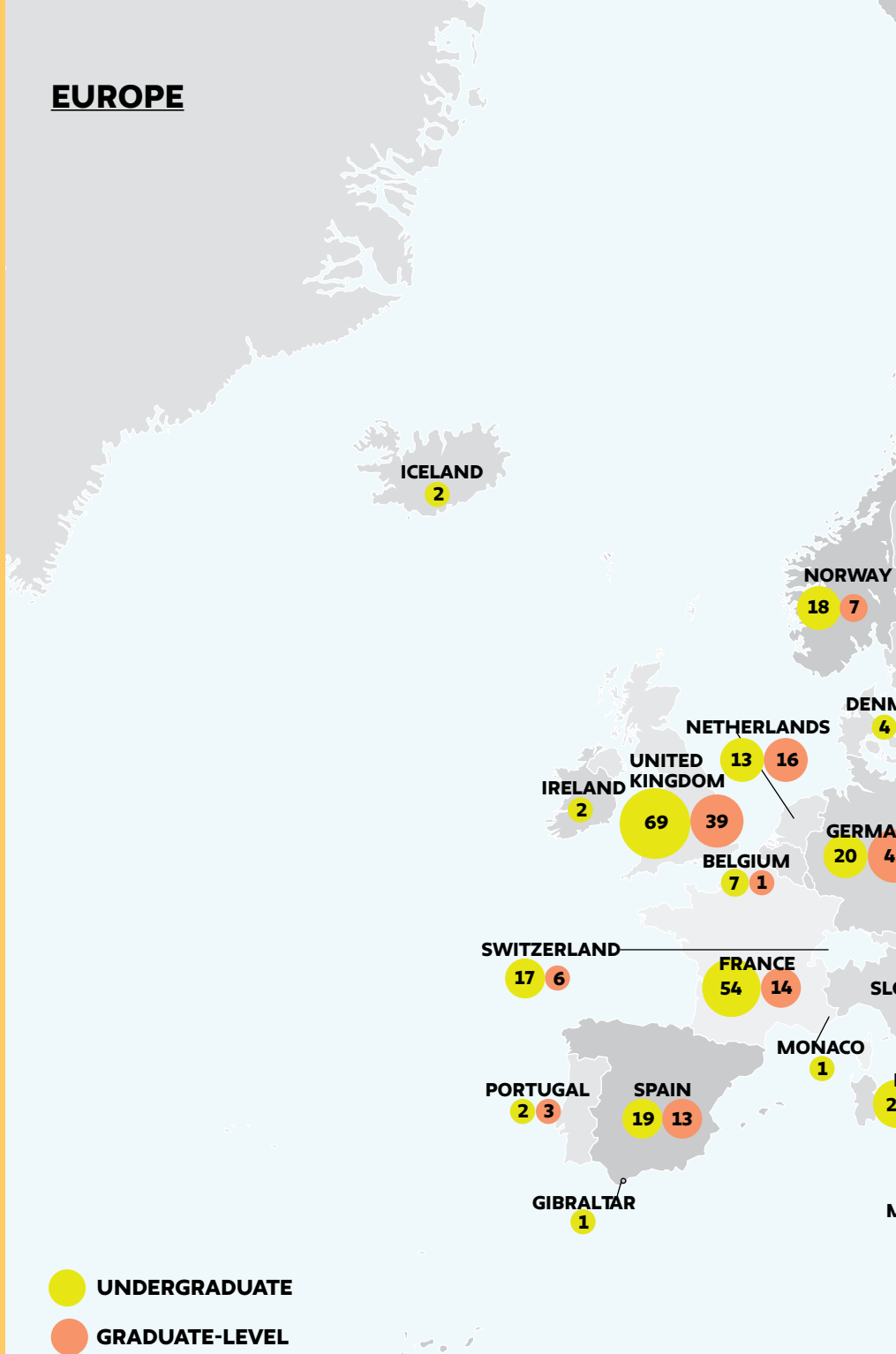
PARAGUAY 1

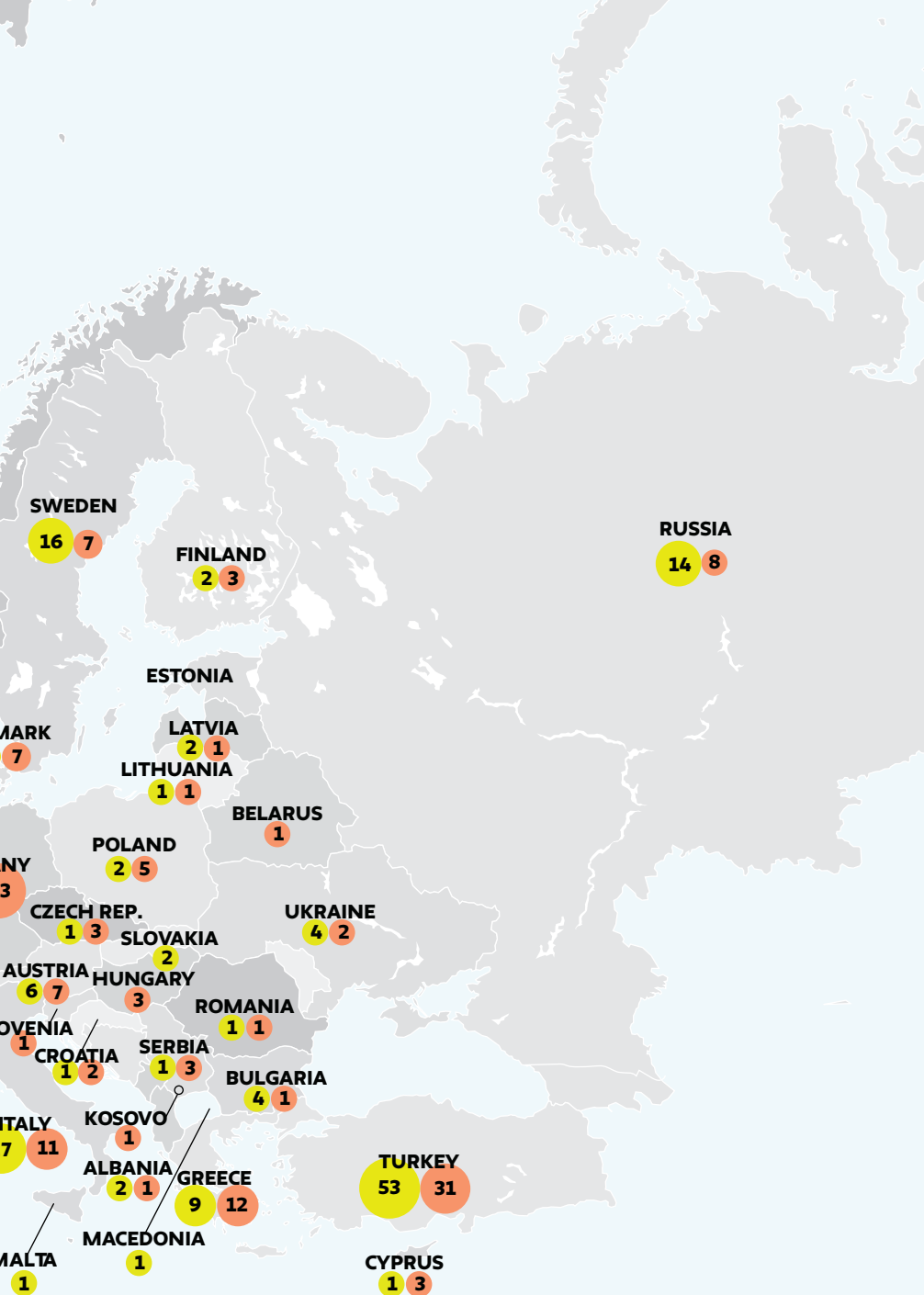
CHILE 4 6

URUGUAY 1

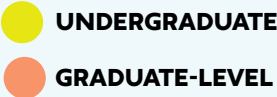
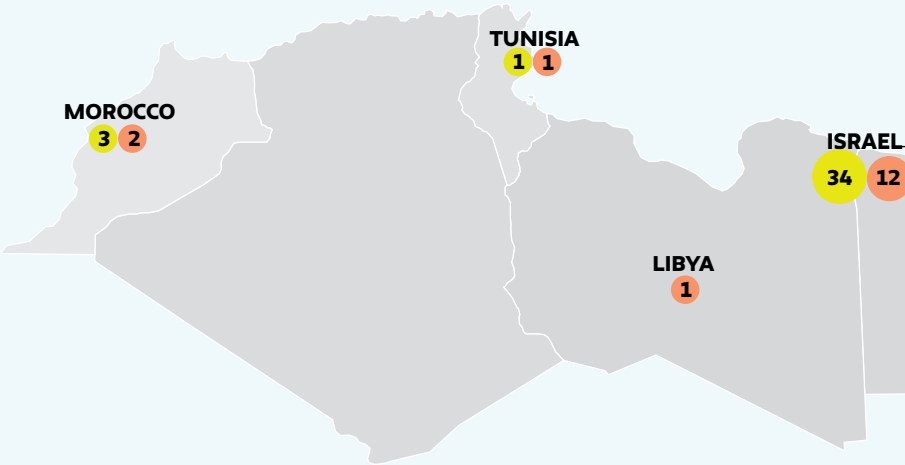
ARGENTINA 12 10

**EUROPE**

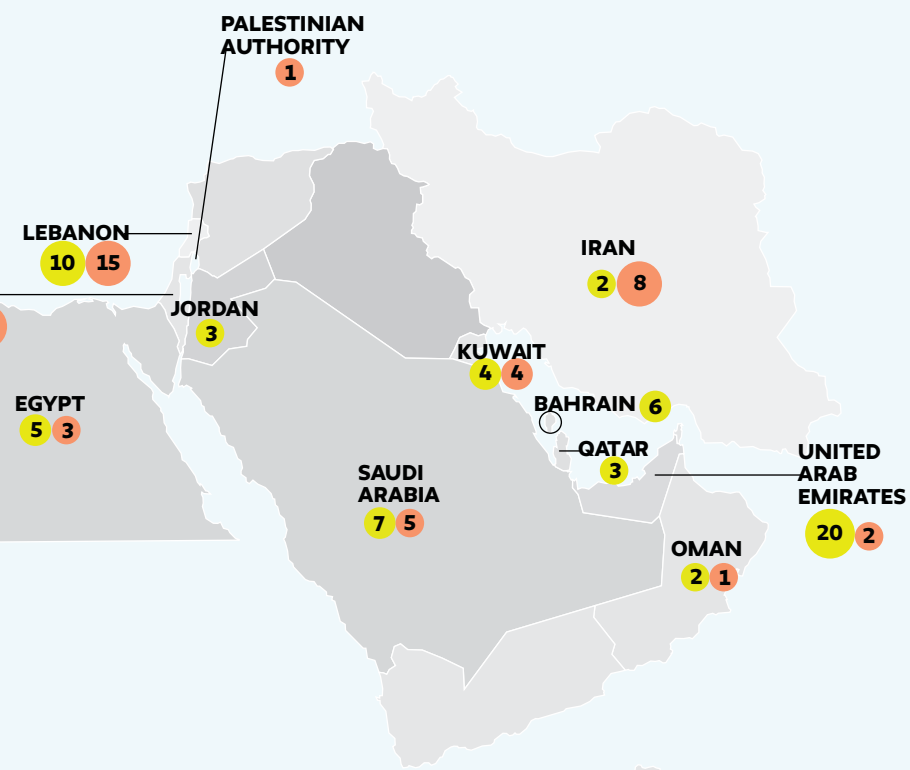




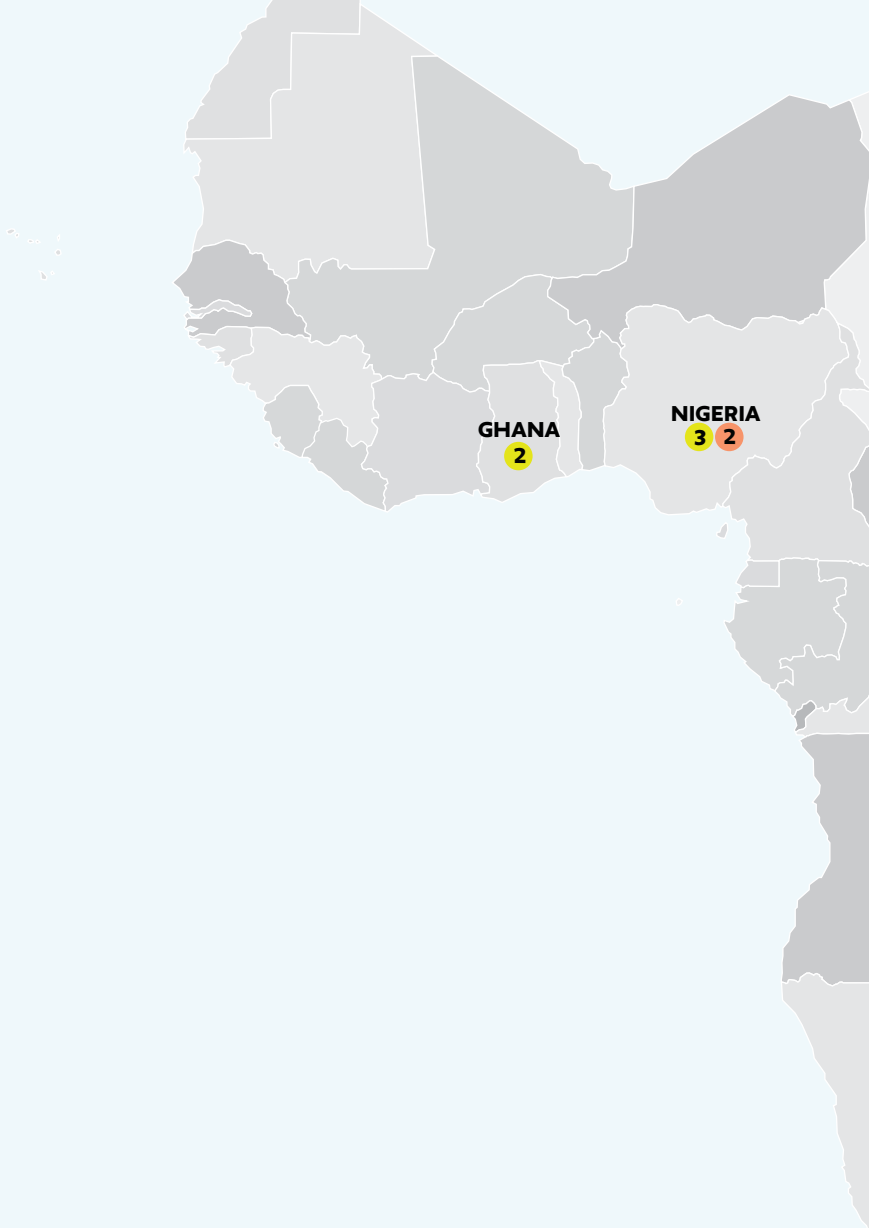
MIDDLE EAST





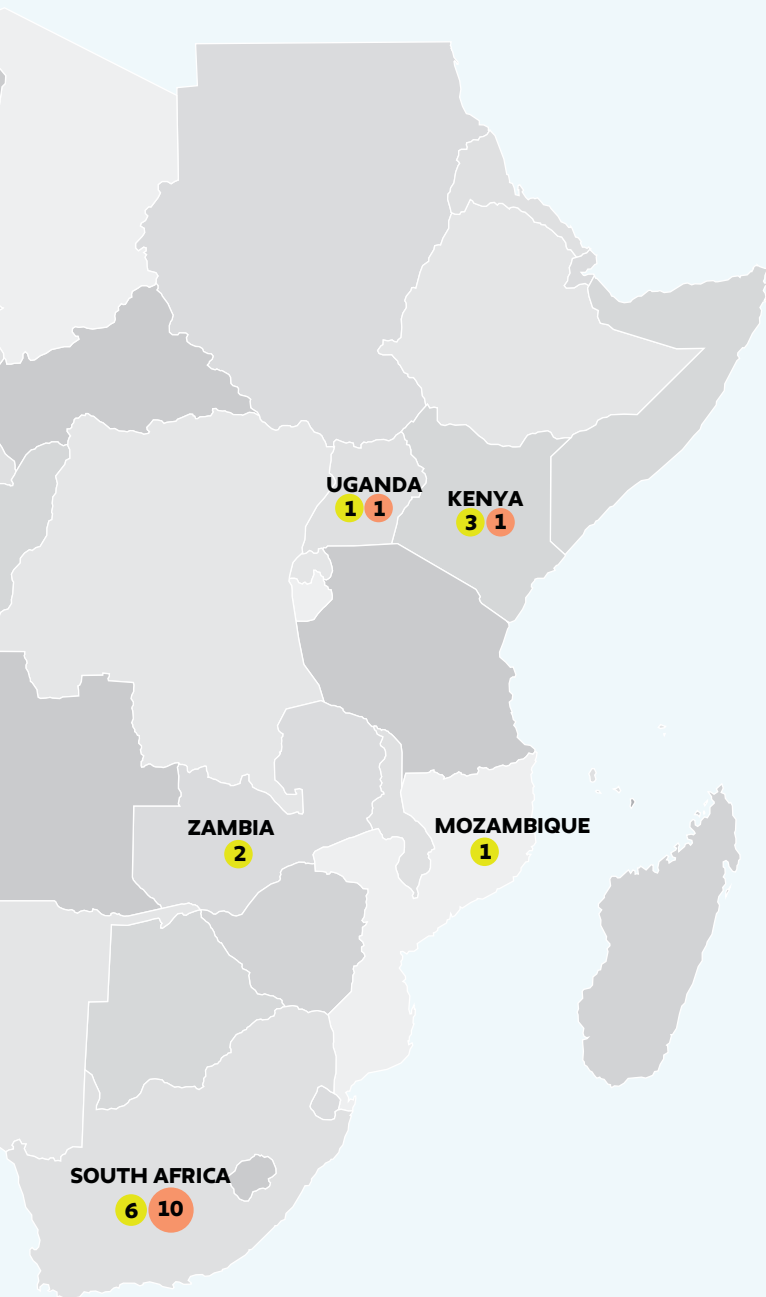




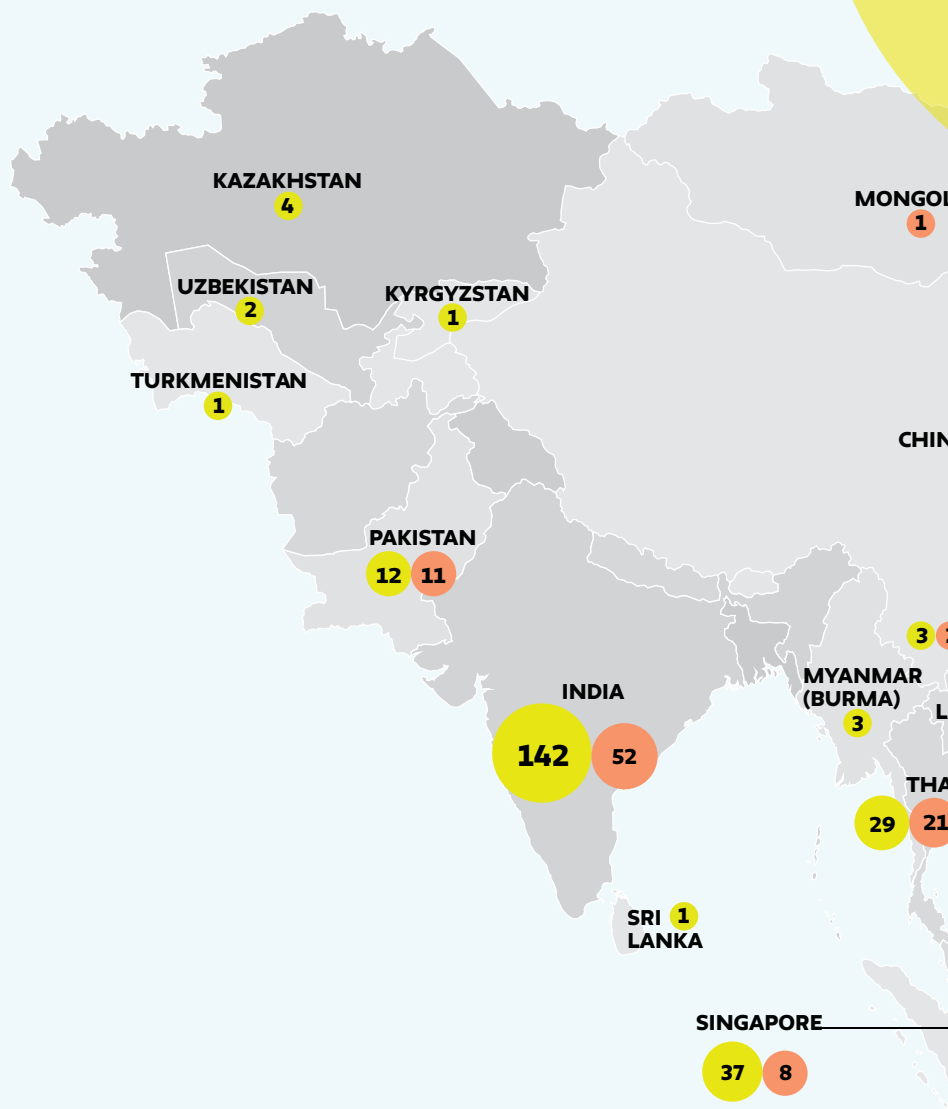
**SUB-SAHARAN AFRICA**



-  **UNDERGRADUATE**
-  **GRADUATE-LEVEL**

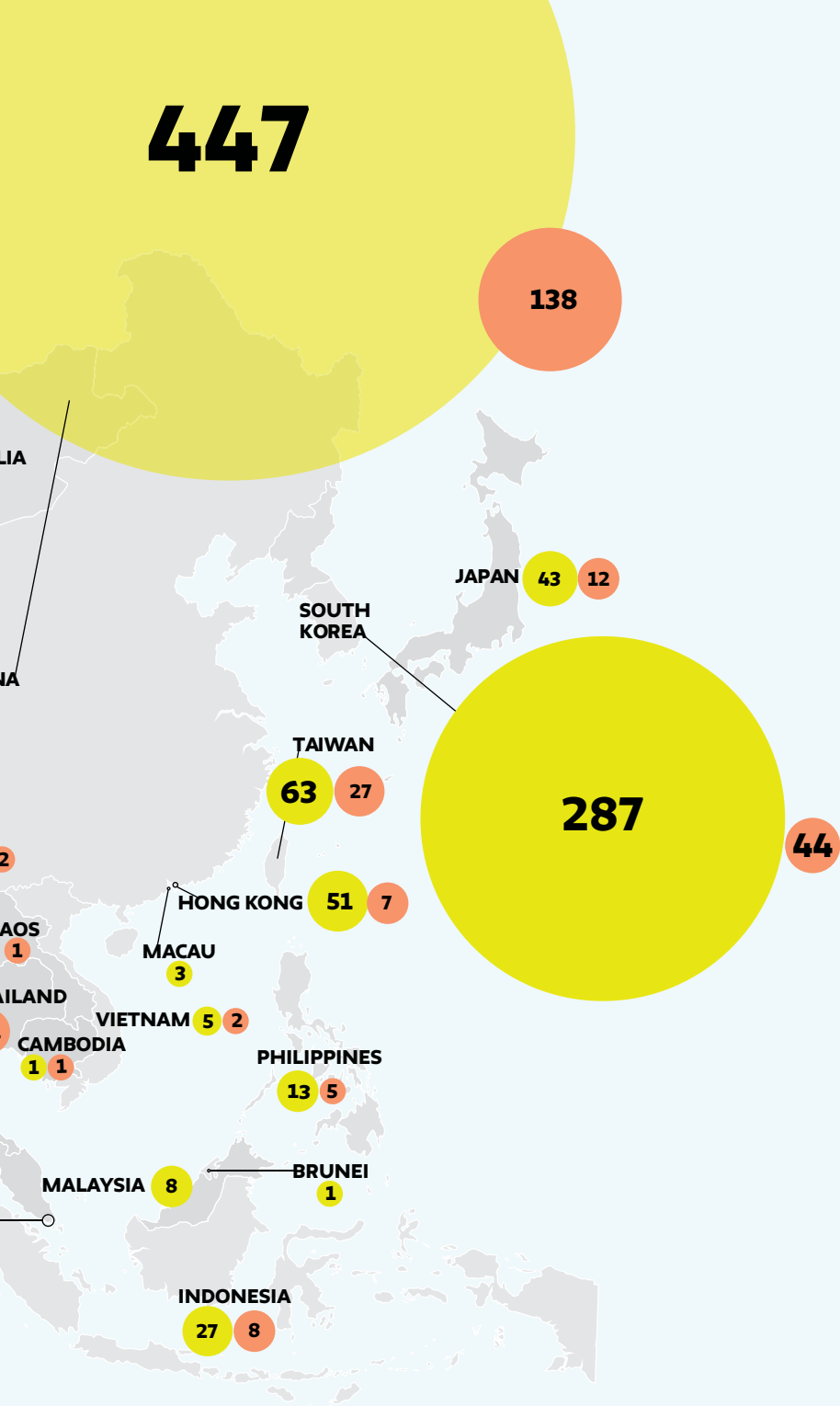


# ASIA



**UNDERGRADUATE**

**GRADUATE-LEVEL**



## **OCEANIA**



 **UNDERGRADUATE**

 **GRADUATE-LEVEL**



**NEW ZEALAND**

3 4





## **SECTION 5- FACULTY AND STAFF**

This section describes faculty and staff demographic characteristics such as gender, time status and ethnicity.

## DEFINITIONS

### STAFF

**FULL-TIME EMPLOYMENT** is defined as scheduled employment at 100% of effort. (Note that staff may have temporary reductions in effort but still be considered full-time staff during that period of reduced effort.)

**PART-TIME EMPLOYMENT** is defined as scheduled employment at anything less than 100% of effort.

### FACULTY

**FULL-TIME FACULTY** are characterized by scheduled employment at 100% of effort, except in the case of eight current Half-time Core Faculty, who are considered to be full-time faculty but are actually working at 50% effort. (Note that faculty may have temporary reductions in effort but still be considered full-time faculty during the period of reduced effort.)

**PART-TIME FACULTY** are characterized by membership in UAW Local 7902 or AFL-CIO Local 802, or by engagement as non-union Part-time Teaching Staff in the School of Jazz. For the purposes of the Common Data Set ONLY, Part-time faculty also include Research Scholars, Post-Doctoral Fellows, and administrative staff who teach one or more non-clinical credit courses but who do not have faculty status.

---

Parsons School of Design  
New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

### Total Faculty

Source: Human Resources, data from 11/1/2014

## UNIVERSITY SUMMARY

**TABLE 45. FACULTY AND STAFF: HEADCOUNT AND FULL-TIME EQUIVALENT (FTE), FALL 2015**

	Full-time	Part-time	Total	FTE <sup>1</sup>
<b>Faculty</b>	416	1,778	2,194	1,009
<b>Staff</b>	953	55	1,008	992
Executive/Administrative/Managerial	364	9	373	370
Other Professionals	322	30	352	344
Clerical & Secretarial	103	9	112	109
Service/Maintenance	164	7	171	169
<b>Total Employees</b>	1,369	1,833	3,202	2,001

<sup>1</sup> Derivation of Faculty Total FTE is based on Common Data Set (CDS) method: Number of full-time headcount + 1/3 total number of part-time headcount

Source: Human Resources

**TABLE 46. FACULTY BY TIME STATUS, FALL 2015**

	Full-time	Part-time	Total	Full-time (%)	Part-time (%)
	159	949	<b>1108</b>	14%	86%
	67	9	<b>76</b>	88%	12%
	86	118	<b>204</b>	42%	58%
	84	317	<b>401</b>	21%	79%
	20	385	<b>405</b>	5%	95%
	416	1,778	<b>2,194</b>	19%	81%

---

**Full-time**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**Part-time**

Parsons School of Design  
The New School for Social Research  
Eugene Lang College of Liberal Arts  
Schools of Public Engagement  
College of Performing Arts

---

**Total Faculty**

Part-time faculty include only those teaching in Fall 2015  
Source: Human Resources, data from 11/1/2015

# COLLEGE-LEVEL SUMMARY

TABLE 47. FACULTY BY GENDER, FALL 2015

Total	Female	Female %	Male	Male %
416	200	48%	216	52%
159	78	49%	81	51%
67	25	37%	42	63%
86	41	48%	45	52%
84	45	54%	39	46%
20	11	55%	9	45%
1,778	912	51%	866	49%
949	504	53%	445	47%
9	1	11%	8	89%
118	59	50%	59	50%
317	183	58%	134	42%
385	165	43%	220	57%
2,194	1,112	51%	1,082	49%

**TABLE 48A. FACULTY BY ETHNICITY AND GEOGRAPHIC ORIGIN HEADCOUNT, FALL 2015**

	Total	Non-Resident Aliens	Hispanic or Latino	American Indian or Alaska Native
<b>Full-time</b>	<b>416</b>	32	12	1
Parsons School of Design	159	12	1	0
The New School for Social Research	67	12	1	0
Eugene Lang College of Liberal Arts	86	4	5	0
Schools of Public Engagement	84	4	5	1
College of Performing Arts	20	0	0	0
<b>Part-time</b>	<b>1,778</b>	31	76	4
Parsons School of Design	949	23	41	2
The New School for Social Research	9	0	0	0
Eugene Lang College of Liberal Arts	118	2	6	0
Schools of Public Engagement	317	4	15	1
College of Performing Arts	385	2	14	1
<b>Total Faculty</b>	<b>2,194</b>	63	88	5

**TABLE 48B. FACULTY BY ETHNICITY AND GEOGRAPHIC ORIGIN PERCENTAGE, FALL 2015 (%)**

	Total	Non-Resident Aliens	Hispanic or Latino	American Indian or Alaska Native
<b>Full-time</b>	<b>416</b>	8%	3%	0%
Parsons School of Design	159	8%	1%	0%
The New School for Social Research	67	18%	1%	0%
Eugene Lang College of Liberal Arts	86	12%	6%	0%
Schools of Public Engagement	84	5%	6%	1%
College of Performing Arts	20	0%	0%	0%
<b>Part-time</b>	<b>1,778</b>	2%	4%	0%
Parsons School of Design	949	2%	4%	0%
The New School for Social Research	9	0%	0%	0%
Eugene Lang College of Liberal Arts	118	2%	5%	0%
Schools of Public Engagement	317	1%	5%	0%
College of Performing Arts	385	1%	4%	0%
<b>Total Faculty</b>	<b>2,194</b>	3%	4%	0%

Part-time faculty include only those teaching in Fall 2015  
Source: Human Resources, data from 11/1/2015

## COLLEGE-LEVEL SUMMARY

Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Not Reported
35	23	0	251	0	62
14	7	0	100	0	25
5	3	0	35	0	11
10	6	0	47	0	14
5	5	0	53	0	11
1	2	0	16	0	1
152	80	0	1,301	36	98
85	43	0	678	23	54
1	0	0	8	0	0
6	6	0	83	6	9
30	7	0	244	2	14
30	24	0	288	5	21
187	103	0	1,552	36	160
Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Not Reported
8%	6%	0%	60%	0%	15%
9%	4%	0%	63%	0%	16%
7%	4%	0%	52%	0%	16%
12%	7%	0%	55%	0%	16%
6%	6%	0%	63%	0%	13%
5%	10%	0%	80%	0%	5%
9%	4%	0%	73%	2%	6%
9%	5%	0%	71%	2%	6%
11%	0%	0%	89%	0%	0%
5%	5%	0%	70%	5%	8%
9%	2%	0%	77%	1%	4%
8%	6%	0%	75%	1%	5%
9%	5%	0%	71%	2%	7%





## **SECTION 6- UNIVERSITY RESOURCES**

The metrics in this section describe key University financial measures and library resources.



## DEFINITIONS

**ENDOWMENT:** The endowment consists of donor-restricted funds and funds designated by the Board of Trustees. The principal or corpus of the endowment must remain intact. The university's endowment spending policy provides a sustainable flow of funds to support annual operations, and balances current spending needs against preservation of the endowment's future purchasing power.

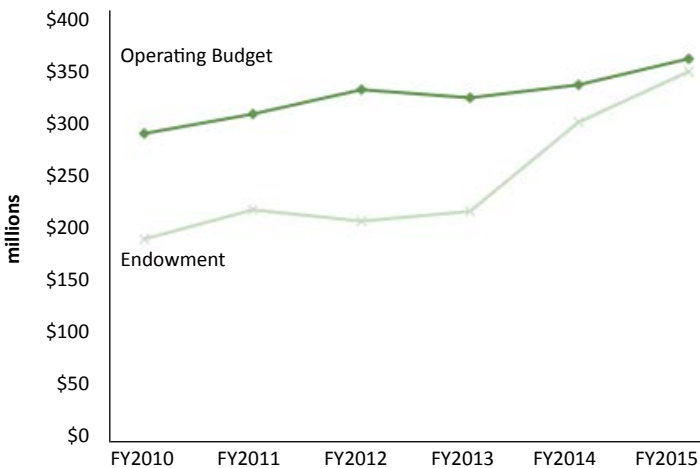
**OPERATING BUDGET:** The operating budget includes all revenues and expenses that relate to the university's educational programs, research, training, and supporting activities.

## UNIVERSITY SUMMARY

**TABLE 49. ENDOWMENT AND OPERATING BUDGET FY 2010-2015**

Fiscal Year (FY)	2010	2011	2012	2013	2014	2015	1 Yr Change 2014 v. 2015	5 Yr Change 2010 v. 2015
Endowment (\$millions)	\$ 188	\$ 216	\$ 205	\$ 214	\$ 300	\$ 348	16.0 %	85.1 %
Operating Budget (\$ millions)	\$ 288	\$ 307	\$ 330	\$ 323	\$ 335	\$ 360	7.5 %	25.0 %

**FIGURE 20. ENDOWMENT AND OPERATING BUDGET FY 2010-2015**



Source: Office of Finance and Business

## UNIVERSITY SUMMARY

**TABLE 50. LIBRARY RESOURCES, FALL 2015**

	Physical Materials (Volume count)	Electronic Content (Title count)	Total Holdings
Books	210,405	927,131	<b>1,137,536</b>
Journal Titles	2,521	126,151	<b>128,672</b>
Musical Scores	34,305	94,276	<b>128,581</b>
Audio	15,946	202,159	<b>218,105</b>
Video	3,889	173,539	<b>177,428</b>
Microfilm	1,149	0	<b>1,149</b>
Archival Collections	329	0	<b>329</b>
Images		6,325,973	<b>2,930,280</b>
Databases		530	<b>530</b>

### LIBRARY LOCATIONS AVAILABLE TO THE NEW SCHOOL STUDENTS AND FACULTY

#### **New School Libraries**

University Center Forum Library

List Center Library

Performing Arts Library

University Archives

#### **Consortium Libraries**

Elmer Bobst Library - New York University

Avery Fischer Center for Music and Media - New York University

Courant Institute of Mathematical Science - New York University

Cooper Union

New York Academy of Art

New York Historical Society

Cardozo Law School Library





# INDEX

## LIST OF TABLES

### SECTION 1 - ALL STUDENTS

<b>T. 1</b>	University	Credit and Non-credit Enrollment	<b>P. 14</b>
<b>T. 1a</b>	University	Credit and Non-credit Enrollment by Degree level	<b>P. 16</b>
<b>T. 2</b>	College-Level	Credit Enrollment: Degree seeking and Non-degree seeking	<b>P. 18</b>
<b>T. 3</b>	College-Level	Non-Credit Enrollment: Degree seeking and Non-degree seeking	<b>P. 20</b>
<b>T. 4</b>	University	Headcount and Full-time Equivalent (FTE)	<b>P. 23</b>
<b>T. 5</b>	University	Undergraduate and Graduate-level Headcount and Full-time Equivalent (FTE)	<b>P. 23</b>
<b>T. 6</b>	College-Level	Undergraduate Headcount and Full-time Equivalent (FTE)	<b>P. 25</b>
<b>T. 7</b>	College-Level	Graduate-level Headcount and Full-time Equivalent (FTE)	<b>P. 27</b>
<b>T. 8</b>	University	Undergraduate Online and On-campus Enrollment	<b>P. 29</b>
<b>T. 9</b>	University	Graduate-level Online and On-campus Enrollment	<b>P. 29</b>
<b>T. 10</b>	University	Undergraduate Online Enrollment (Headcount)	<b>P. 31</b>
<b>T. 11</b>	University	Graduate-level Online Enrollment (Headcount)	<b>P. 31</b>
<b>T. 12</b>	University	Credit and Non-credit Enrollment by Ethnicity and Geographic Origin	<b>P. 33</b>
<b>T. 12a</b>	University	Credit and Non-credit Enrollment of Different Ethnic Groups	<b>P. 35</b>
<b>T. 12b</b>	University	Credit and Non-credit Enrollment of Different Ethnic Groups (%)	<b>P. 35</b>
<b>T. 13</b>	College-Level	Credit and Non-credit Enrollment by Ethnicity and Geographic Origin, Fall 2015	<b>P. 37</b>
<b>T. 13a</b>	College-Level	Credit and Non-credit Enrollment by Ethnicity and Geographic Origin, Fall 2015 (%)	<b>P. 37</b>
<b>T. 14</b>	College-Level	Credit and Non-credit Enrollment of Different Ethnic Groups, Fall 2015	<b>P. 39</b>
<b>T. 14a</b>	College-Level	Credit and Non-credit Enrollment of Different Ethnic Groups, Fall 2015 (%)	<b>P. 39</b>
<b>T. 15</b>	University	Credit and Non-credit Enrollment: Undergraduate by Degree/Award Level, Ethnicity and Geographic Origin, Fall 2015	<b>P. 41</b>
<b>T. 15a</b>	University	Credit and Non-credit Enrollment: Graduate-level by Degree/Award Level, Ethnicity and Geographic Origin, Fall 2015	<b>P. 41</b>
<b>T. 16</b>	University	Credit and Non-credit Enrollment: Undergraduate and Graduate-level by Degree/Award Level and Gender, Fall 2015	<b>P. 43</b>
<b>T. 17</b>	College-Level	Credit and Non-credit Enrollment: Undergraduate and Graduate-level by Gender and Time Status, Fall 2015	<b>P. 45</b>
<b>T. 17a</b>	College-Level	Credit and Non-credit Enrollment: Undergraduate and Graduate-level by Gender and Time Status, Fall 2015 (%)	<b>P. 47</b>
<b>T. 18</b>	College-Level	Credit and Non-credit: Degree and Non-degree by Geographic Origin (Bachelor, Masters, Doctoral, Associate, Diploma and Certificates), Fall 2015	<b>P. 49</b>
<b>T. 18a</b>	College-Level	Credit and Non-credit: Degree and Non-degree by Geographic Origin (Bachelor, Masters, Doctoral, Associate, Diploma and Certificates), Fall 2015 (%)	<b>P. 51</b>



T. 19	University	Undergraduate Enrollment by Age	P. 52
T. 20	University	Graduate-level Enrollment by Age	P. 53

## SECTION 2 - NEW STUDENTS

T. 21	University	Actionable Applications	P. 58
T. 21a	University	Actionable Applications Growth Rates	P. 58
T. 22	University	Admitted Applications	P. 59
T. 22a	University	Admitted Applications Growth Rates	P. 59
T. 23	University	Enrollment	P. 60
T. 23a	University	Enrollment Growth Rates	P. 60
T. 24	College-Level	Actionable Applications, Fall 2015	P. 62
T. 25	College-Level	Admitted Applications, Fall 2015	P. 64
T. 26	College-Level	Enrollment, Fall 2015	P. 66
T. 27	College-Level	Admit Rate (%)	P. 70
T. 28	College-Level	Yield Rate (%)	P. 71
T. 29	University	New Student Enrollment by Geographic Origin	P. 72
T. 30	College-Level	Undergraduate and Graduate-level Enrollment by Geographic Origin, Fall 2015	P. 75
T. 31	College-Level	Undergraduate and Graduate-level Enrollment by Geographic Origin, Fall 2015 (%)	P. 77
T. 32	University	Enrollment (domestic and international)	P. 78
T. 32a	University	Domestic Students from all Ethnic Groups	P. 78
T. 33	College-Level	Enrollment by Ethnicity, Fall 2015	P. 83
T. 34	College-Level	Enrollment in Degree and Non-degree Programs: by Gender and Time Status, Fall 2015	P. 85
T. 34a	College-Level	Enrollment in Degree and Non-degree Programs: by Gender and Time Status, Fall 2015 (%)	P. 87

## SECTION 3 - STUDENT PROGRESS AND OUTCOMES

T. 35	University	Entering Cohort(count) and Retention, Graduation Rate (%)	P. 93
T. 36	University	Graduation Rate within 100% and 150% of Normal Time to Completion: First Time/Full-time Freshmen in Baccalaureate Degree, by Ethnicity and Geographic Origin	P. 95
T. 37	University	Graduation Rate within 100% and 150% of Normal Time to Completion: Full-time Undergraduate Freshmen Pell and Non-pell Recipients in Baccalaureate Degree	P. 98
T. 38	University	Graduation Rate within 100% and 150% of Normal Time to Completion: Full-time Undergraduate Freshmen by Gender	P. 98
T. 39	College-Level	Undergraduate Headcount and Degree Awards	P. 102
T. 40	College-Level	Graduate-level Headcount and Degree Awards	P. 104

# INDEX

## LIST OF TABLES

### SECTION 4 - INTERNATIONAL STUDENTS

<b>T. 41</b>	University	Non-Resident Aliens Enrollment by Region	<b>P. 109</b>
<b>T. 42</b>	University	Non-Resident Aliens Enrollment by Region, Growth Rates, Fall 2015 (%)	<b>P. 110</b>
<b>T. 43</b>	University	Non-Resident Aliens Enrollment: Top 10 Countries of Origin, Fall 2015	<b>P. 111</b>
<b>T.44</b>	College-Level	Non-Resident Aliens Enrollment: Top 5 Countries of Enrollment, Fall 2015	<b>P. 112</b>

### SECTION 5 - FACULTY AND STAFF

<b>T. 45</b>	University	Faculty and Staff: Headcount and Full-time Equivalent (FTE), Fall 2015	<b>P. 131</b>
<b>T. 46</b>	University	Faculty by Time Status, Fall 2015	<b>P. 131</b>
<b>T. 47</b>	College-Level	Faculty by Gender, Fall 2015	<b>P. 133</b>
<b>T. 48a</b>	College-Level	Faculty by Ethnicity and Geographic Origin Headcount, Fall 2015	<b>P. 134</b>
<b>T. 48b</b>	College-Level	Faculty by Ethnicity and Geographic Origin Percentage, Fall 2015(%)	<b>P. 134</b> <b>P. 128</b>

### SECTION 6 - UNIVERSITY RESOURCES

<b>T. 49</b>	University	Endowment and Operating Budget FY 2010-2015	<b>P. 140</b>
<b>T. 50</b>	University	Library Resources, Fall 2015	<b>P. 141</b>

# LIST OF FIGURES

## SECTION 1 - ALL STUDENTS

<b>F. 1</b>	Credit and Non-credit: Associate, Bachelors, Masters, Doctoral, Diploma & Certificate	<b>P. 16</b>
<b>F. 2</b>	Credit and Non-credit Enrollment by Ethnicity and Geographic Origin (%)	<b>P. 33</b>
<b>F. 3</b>	Undergraduate Enrollment by Age: Trend in Proportion by Category	<b>P. 52</b>
<b>F. 4</b>	Graduate-level Enrollment by Age: Trend in Proportion by Category	<b>P. 53</b>

## SECTION 2 - NEW STUDENTS

<b>F. 5</b>	Actionable Applications Trend	P. 58
<b>F. 6</b>	Admitted Applications Trend	P. 59
<b>F. 7</b>	Enrollment Trend	P. 60
<b>F. 8a</b>	Undergraduate Freshman: Actionable Applications Trend	P. 62
<b>F. 8b</b>	Undergraduate Transfers: Actionable Applications Trend	P. 63
<b>F. 8c</b>	Graduate-level: Actionable Applications Trend	P. 63
<b>F. 9a</b>	Undergraduate Freshman: Admitted Applications Trend	P. 64
<b>F. 9b</b>	Undergraduate Transfers: Admitted Applications Trend	P. 65
<b>F. 9c</b>	Graduate-level: Admitted Applications Trend	P. 65
<b>F. 10a</b>	Undergraduate Freshmen: Enrollment Trend	P. 66
<b>F. 10b</b>	Undergraduate Transfers: Enrollment Trend	P. 67
<b>F. 10c</b>	Graduate-level: Enrollment Trend	P. 67
<b>F. 11</b>	New Students Admit and Yield Rates, Fall 2015	P. 68
<b>F. 12</b>	Admit Rate Trend	P. 70
<b>F. 13</b>	Yield Rate Trend	P. 71
<b>F. 14</b>	New Student Enrollment by Geographic Origin (%)	P. 73
<b>F. 15</b>	Domestic Students from All Ethnic Groups (%)	P. 79
<b>F. 16</b>	New Undergraduate Freshmen from Different Ethnic Groups, Fall 2015 (%)	P. 80
<b>F. 17</b>	New Undergraduate Transfer from Different Ethnic Groups, Fall 2015 (%)	P. 80
<b>F. 18</b>	New Graduate-level from Different Ethnic Groups, Fall 2015 (%)	P. 81

## SECTION 3 - STUDENT PROGRESS AND OUTCOMES

<b>F. 19</b>	Graduation Rate within 100% of Normal Time to Completion: First Time/Full-time Freshmen in Baccalaureate Degree	<b>P. 96</b>
<b>F. 19a</b>	Graduation Rate within 150% of Normal Time to Completion: First Time/Full-time Freshmen in Baccalaureate Degree	<b>P. 97</b>

## SECTION 6 - FINANCIAL, LIBRARY AND PHYSICAL

<b>F. 20</b>	Endowment and Operating Budget FY 2010-2015	<b>P. 140</b>
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