THE NEW SCHOOL 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

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 reaccreditation 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

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.

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	University	College	Undergraduate/ Graduate	Degree
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Admissions	65	70	65/70	-
Enrollment	66	72	66/72	-
Student Progress & Outcomes				
Graduation Rates	98	-	-	-
International Students Enrollment	107	110	107	-
Faculty and Staff Profile	125	126	N/A	N/A
Financial, Library and Physical Resources	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
- - 90	- - 88	- - -	- - 78	N/A N/A 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 transcripted 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 forcredit course not earning credit

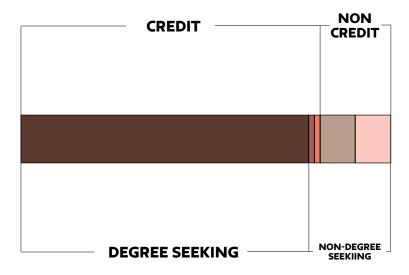
INTENDED OUTCOME APPROACH

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 anther 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, postgraduates, 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-seeking¹

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 Noncredit'. 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.

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

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

Total

Associate, Bachelors, Masters, Doctoral, Diploma & Certificate

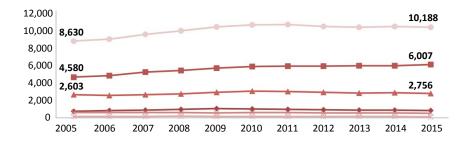
Visiting Students

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

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

1 Includes Paris degree-seeking



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

	Glowali nate						
	1 Yr. 2014 v. 2015	5-Yr. 2010 v. 2015	10-Yr. 2005 v. 2015				
Total Undergraduate	1%	-2%	20%				
Parsons School of Design	-1%	1%	42%				
Eugene Lang College of Liberal Arts ¹	4%	0%	38%				
Schools of Public Engagement	-4%	-33%	-45%				
College of Performing Arts	8%	24%	14%				
Continuing Education	0%	-44%	-70%				
Total Graduate-level	-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	-	-	-				
Total Undergraduate and Graduate-level	-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

20	05 200	06 2007	2008	2009	2010	2011	2012	2013	2014	2015
5,7	20 5,85	6,369	6,645	6,908	7,014	7,043	6,799	6,777	6,844	6,885
2,9	95 3,15	5 3,543	3,800	4,090	4,199	4,266	4,271	4,297	4,290	4,253
1,1	26 1,18	8 1,329	1,399	1,487	1,546	1,527	1,471	1,468	1,493	1,550
8	29 80	6 802	738	700	677	656	589	470	472	453
4	73 46	1 442	477	463	435	457	468	451	501	541
2	97 24	7 253	231	168	157	137	0	91	88	88
3,3	20 3,27	'1 3,323	3,461	3,563	3,722	3,722	3,607	3,524	3,537	3,382
4	30 41	.8 411	425	491	557	585	659	761	885	923
1,0	90 1,10	7 1,114	1,121	1,084	1,096	1,088	1,018	945	937	882
1,4	72 1,41	.2 1,468	1,593	1,695	1,776	1,755	1,649	1,540	1,438	1,311
3	28 33	330	322	393	293	290	281	278	277	265
	0	0 0	0	0	0	4	0	0	0	1
9,0	40 9,12	8 9,692	10,106	10,471	10,736	10,765	10,406	10,301	10,381	10,267
3,4	25 3,57	3,954	4,225	4,581	4,756	4,851	4,930	5,058	5,058	5,176
1,0	90 1,10	7 1,114	1,121	1,084	1,096	1,088	1,018	945	937	882
1,1	26 1,18	8 1,329	1,399	1,487	1,546	1,527	1,471	1,468	1,493	1,550
2,3	01 2,21	.8 2,270	2,331	2,395	2,453	2,411	2,238	2,010	1,910	1,764
8	01 79	5 772	799	756	728	747	749	729	778	806
2	97 24	7 253	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. 5-Yr. 10-Yr. 2014 v. 2015 2010 v. 2015 2005 v. 2015 **Total Undergraduate** 4.0% -9.9% -55.4% Parsons School of Design -3.4% 14.0% 29.0% Eugene Lang College of Liberal Arts1 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% Total Graduate-level 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% -66.7% -20.0% College of Performing Arts -100.0% Total Undergraduate and Graduate-level 4.8% -54.8% -8.7% Parsons School of Design 18.4% 34.0% -1.9% The New School for Social Research 150.0% 400.0% 400.0% Eugene Lang College of Liberal Arts 36.4% 3.4% 66.7% Schools of Public Engagement -5.8% -20.7% -51.5% College of Performing Arts -8.0% -23.2% -32.1% **Continuing Education** -14.2% -69.0% 13.8%

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		150	142
								141		
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-time¹ (B)

Total Full-time Equivalent (FTE) (A+B)

1 Part-time headcount multiplied by 1/3

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

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

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

Note: Includes credit and non-credit enrollment

COLLEGE-LEVEL SUMMARY

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

	Headcount		Full-time Eq	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			

FALL 2014

The New School

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

FALL 2015

The New School

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

Note: Includes credit and non-credit enrollment

COLLEGE-LEVEL SUMMARY

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

	Headcou	nt	Full-time	Full-time Equivalent (FTE)			
Full-ti (A)		e Total (C)=(A)+(B)	Part-time (D)=(B)*0.33	Total FTE (E)=(A)+(D)			
2,65	5 905	3,560	302	2,957			
84	7 55	902	18	865			
669	5 273	938	91	756			
869	9 574	1,443	191	1,060			
27-	4 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 Siteline; On campus and Siteline; On campus, Online, and Siteline.

Degree-seeking

Online

Mixed

On campus

Non-degree seeking

Online

Mixed

On campus

Total Undergraduate

Degree-seeking

Online

Mixed

On campus

Non-degree seeking

Online

Mixed

On campus

Total Graduate

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

Online: 100% online

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

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

TABLE 8. UNDERGRADUATE ONLINE AND ON-CAMPUS ENROLLMENT

6,678	5,801	5,480	4,055	3,475	3,188	2,907	2,677	2,773	2,638	2,654
05	75	73	07	33	٠,		, ,			٠,
85	73	49	67	59	87	99	75	67	56	97
126	143	129	127	113	196	239	239	246	263	301
6,889	6,017	5,658	4,249	3,647	3,471	3,245	2,991	3,086	2,957	3,052
4,856	4,954	5,347	5,555	5,810	5,920	5,981	5,957	5,932	5,863	5,918
429	535	565	639	686	692	651	589	593	621	671
98	122	158	175	190	171	198	211	153	211	163
5,383	5,611	6,070	6,369	6,686	6,783	6,830	6,757	6,678	6,695	6,752
2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	5,383 98 429 4,856 6,889 126	5,383 5,611 98 122 429 535 4,856 4,954 6,889 6,017 126 143	5,383 5,611 6,070 98 122 158 429 535 565 4,856 4,954 5,347 6,889 6,017 5,658 126 143 129	5,383 5,611 6,070 6,369 98 122 158 175 429 535 565 639 4,856 4,954 5,347 5,555 6,889 6,017 5,658 4,249 126 143 129 127	5,383 5,611 6,070 6,369 6,686 98 122 158 175 190 429 535 565 639 686 4,856 4,954 5,347 5,555 5,810 6,889 6,017 5,658 4,249 3,647 126 143 129 127 113	5,383 5,611 6,070 6,369 6,686 6,783 98 122 158 175 190 171 429 535 565 639 686 692 4,856 4,954 5,347 5,555 5,810 5,920 6,889 6,017 5,658 4,249 3,647 3,471 126 143 129 127 113 196	5,383 5,611 6,070 6,369 6,686 6,783 6,830 98 122 158 175 190 171 198 429 535 565 639 686 692 651 4,856 4,954 5,347 5,555 5,810 5,920 5,981 6,889 6,017 5,658 4,249 3,647 3,471 3,245 126 143 129 127 113 196 239	5,383 5,611 6,070 6,369 6,686 6,783 6,830 6,757 98 122 158 175 190 171 198 211 429 535 565 639 686 692 651 589 4,856 4,954 5,347 5,555 5,810 5,920 5,981 5,957 6,889 6,017 5,658 4,249 3,647 3,471 3,245 2,991	5,383 5,611 6,070 6,369 6,686 6,783 6,830 6,757 6,678 98 122 158 175 190 171 198 211 153 429 535 565 639 686 692 651 589 593 4,856 4,954 5,347 5,555 5,810 5,920 5,981 5,957 5,932 6,889 6,017 5,658 4,249 3,647 3,471 3,245 2,991 3,086 126 143 129 127 113 196 239 239 246	5,383 5,611 6,070 6,369 6,686 6,783 6,830 6,757 6,678 6,695 98 122 158 175 190 171 198 211 153 211 429 535 565 639 686 692 651 589 593 621 4,856 4,954 5,347 5,555 5,810 5,920 5,981 5,957 5,932 5,863 6,889 6,017 5,658 4,249 3,647 3,471 3,245 2,991 3,086 2,957 126 143 129 127 113 196 239 239 246 263

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

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

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

Total Undergraduate

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

TABLE 10. UNDERGRADUATE ONLINE ENROLLMENT (HEADCOUNT)

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
98	122	158	175	190	171	198	211	153	211	163
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
126	143	129	127	113	196	239	239	246	263	301
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
224	265	207	202	202	267	427	450	200	474	464
224	265	287	302	303	367	437	450	399	474	464

TABLE 11. GRADUATE-LEVEL ONLINE ENROLLMENT (HEADCOUNT)

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

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.

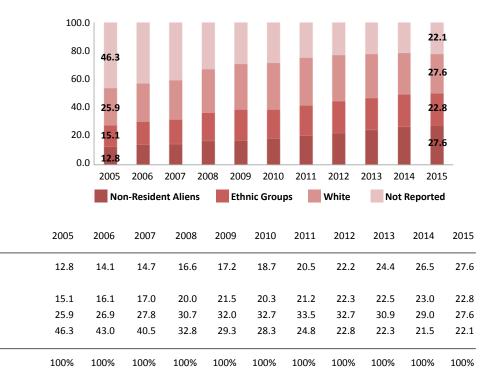
Non-Resident Aliens
U.S. Citizens
Ethnic Groups
White
Not Reported

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

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 7,225	4,009 6,405	4,196 6,097	4,324 4,618	4,453 4,069	4,578 3,964	4,618 3,429	4,363 3,050	4,106 2,960	3,826 2,843	3,651 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 (%)



Hispanic or Latino

Non-Hispanic

American Indian or Alaska native

Acian

Black or African American

Native Hawaiian or Other Pacific Islander

Two or More Races

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

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 U.S. Citizens	2,484	286	
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 U.S. Citizens	41.7	31.9
Ethnic Groups	23.9	15.8
White	22.2	41.5
Not Reported	12.2	10.8
	100%	100%

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	3,647
636	574	187	49	3,015
748	743	343	122	3,651
184	134	446	1,333	2,921
1,910	1,580	1,243	1,643	13,234

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	27.6
33.3	36.3	15.0	3.0	22.8
39.2	47.0	27.6	7.4	27.6
9.6	8.5	35.9	81.1	22.1
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%

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

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

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

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

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

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

Undergraduate - Diploma, Associate, Bachelor (A)

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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

Undergraduate - Diploma, Associate, Bachelor (A)

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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	
100%	73.2	26.8	88.2	11.8	_
	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	
100%	64.3	35.7	76.5	23.5	_
	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	
100%	70.3	29.7	84.4	15.6	-
	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 Arts¹ 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

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

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

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

Undergraduate - Diploma, Associate, Bachelor (A)

Parsons School of Design Schools of Public Engagement Eugene Lang College of Liberal Arts¹ 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

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

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

	Non-Resident			
Total	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%

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

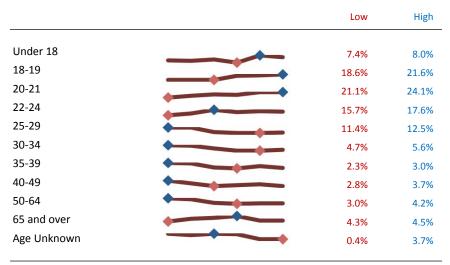
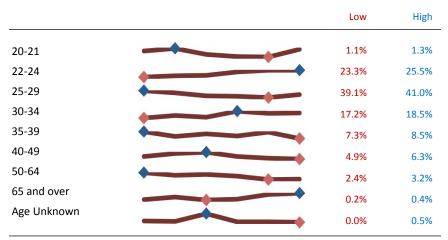


TABLE 20. GRADUATE-LEVEL ENROLLMENT BY AGE

	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

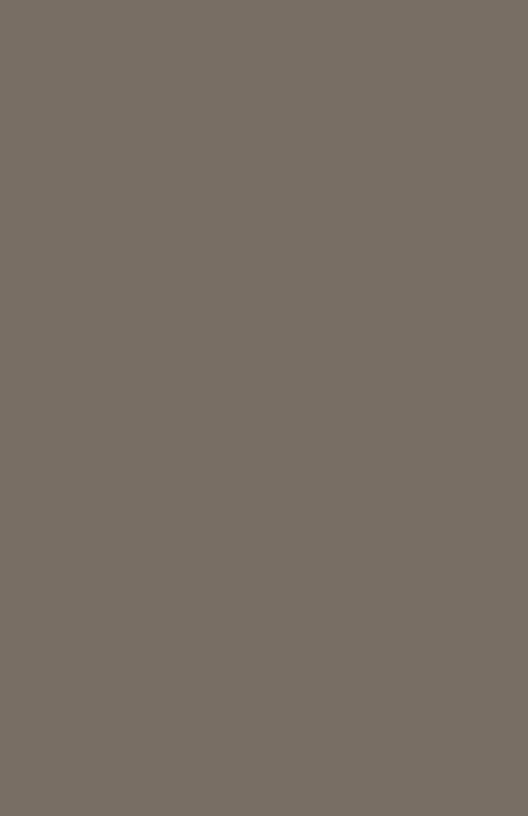
FIGURE 4. GRADUATE-LEVEL ENROLLMENT BY AGE: TREND IN PROPORTION BY CATEGORY



2010 2011 2012 2013 2014 2015

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, reentering, 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, Nondegree, 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.

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

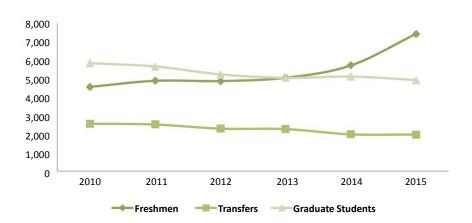


TABLE 21A. ACTIONABLE APPLICATIONS GROWTH RATES

	Growt	th 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%

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

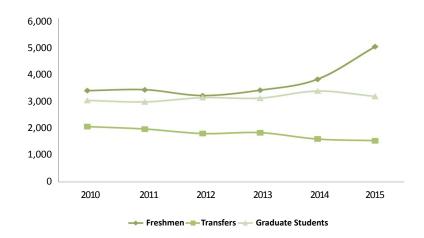


TABLE 22A. ADMITTED APPLICATIONS GROWTH RATES

	Growt	h 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%

TABLE 23. ENROLLMENT

	2010	2011	2012	2013	2014	2015
New Undergraduate Freshmen New Undergraduate Transfer	1,242 1,133	1,165 1,066	1,116 965	1,094 1,042	1,286 840	1,386 763
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

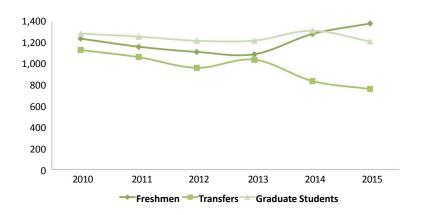


TABLE 23A. ENROLLMENT GROWTH RATES

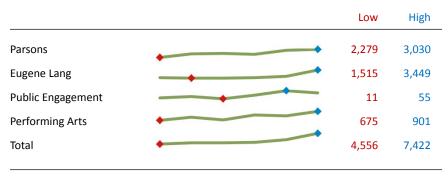
	Growt	Growth Rate		
	1-Year 2014 v. 2015	5-Year 2010 v. 2015		
New Undergraduate Freshmen	7.8%	11.6%		
New Undergraduate Transfer	-9.2%	-32.7%		
New Graduate-level Students	-7.8%	-5.7%		
	-2.3%	-8.2%		

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	6,060
The New School for Social Research	-	-	810	810
Eugene Lang College of Liberal Arts ¹	3,449	409	-	3,858
Schools of Public Engagement	42	260	1,302	1,604
College of Performing Arts	901	170	924	1,995
Total	7,422	1,980	4,925	14,327

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

FIGURE 8A. UNDERGRADUATE FRESHMAN: ACTIONABLE APPLICATIONS TREND



2010 2011 2012 2013 2014 2015

Note: Applications in Drama for Undergraduates started in Fall 2013

FIGURE 8B. UNDERGRADUATE TRANSFERS: ACTIONABLE APPLICATIONS TREND

		Low	High
Parsons		1,141	1,696
Eugene Lang		390	437
Public Engagement		137	273
Performing Arts		166	260
Total	•	1,980	2,570

2010 2011 2012 2013 2014 2015

FIGURE 8C. GRADUATE-LEVEL: ACTIONABLE APPLICATIONS TREND

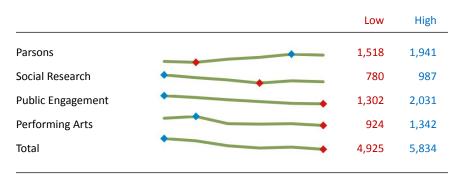
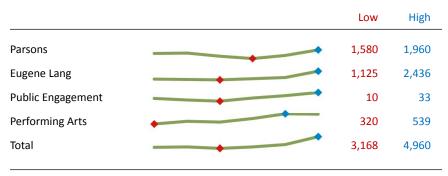


TABLE 25. ADMITTED APPLICATIONS, FALL 2015

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

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

FIGURE 9A. UNDERGRADUATE FRESHMEN: ADMITTED APPLICATIONS TREND



2010 2011 2012 2013 2014 2015

Note: Applications in Drama for Undergraduates started in Fall 2013

FIGURE 9B. UNDERGRADUATE TRANSFERS: ADMITTED APPLICATIONS TREND

		Low	High
Parsons		830	1,326
Eugene Lang		305	362
Public Engagement		130	255
Performing Arts		107	180
Total	•	1,514	2,028

2010 2011 2012 2013 2014 2015

FIGURE 9C. GRADUATE-LEVEL: ADMITTED APPLICATIONS TREND

		Low	High
Parsons	•	567	1,066
Social Research		602	793
Public Engagement	+	1,135	1,325
Performing Arts	+	341	435
Total		2,935	3,330

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 ¹	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

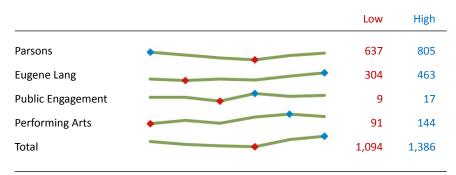


FIGURE 10B. UNDERGRADUATE TRANSFERS: ENROLLMENT TREND

	Low	High
Parsons	452	741
Eugene Lang	100	205
Public Engagement	86	185
Performing Arts	47	71
Total	763	1,133

2010 2011 2012 2013 2014 2015

FIGURE 10C. GRADUATE-LEVEL: ENROLLMENT TREND

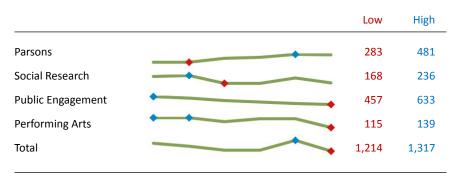
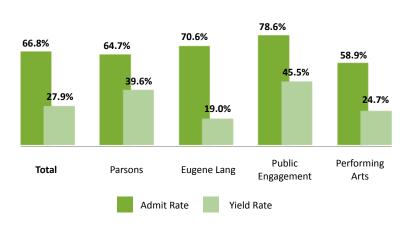
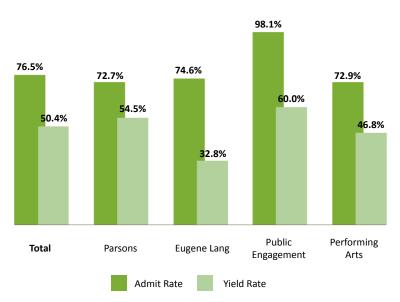


FIGURE 11. NEW STUDENTS ADMIT AND YIELD RATES, FALL 2015

UNDERGRADUATE FRESHMEN



UNDERGRADUATE TRANSFER



NEW GRADUATE-LEVEL

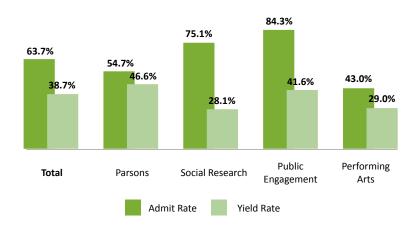


TABLE 27. ADMIT RATE (%)

	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
Total	64.5	63.2	64.8	66.7	67.6	67.1

FIGURE 12. ADMIT RATE TREND

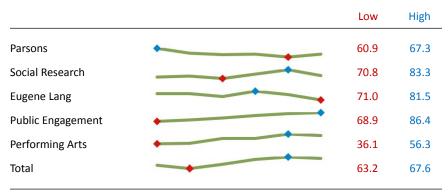


TABLE 28. YIELD RATE (%)

	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
Total	43.8	42.3	41.1	40.8	39.7	35.0

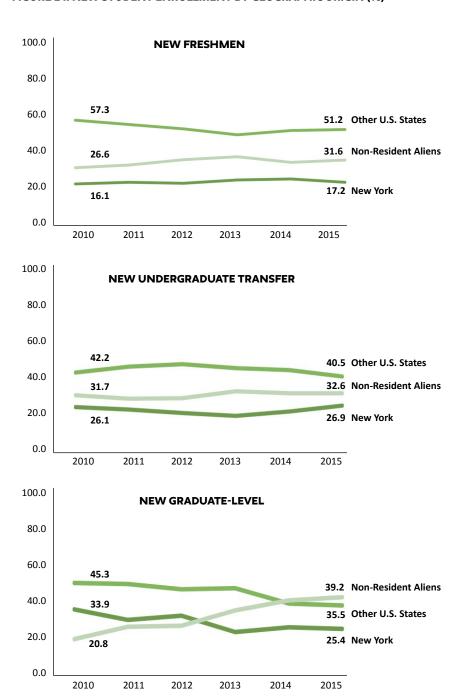
FIGURE 13. YIELD RATE TREND

		Low	High
Parsons		44.5	48.5
Social Research		27.7	34.4
Eugene Lang	-	20.5	34.2
Public Engagement	•	45.1	51.8
Performing Arts		28.9	37.1
Total		35.0	43.8

TABLE 29. NEW STUDENT ENROLLMENT BY GEOGRAPHIC ORIGIN

	2010	2011	2012	2013	2014	2015
NEW FRESHMEN						
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
	1,173	1,120	1,074	1,045	1,236	1,337
NEW UNDERGRADUATE TRANSFER						
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
	1,099	1,030	934	1,007	820	751
NEW GRADUATE-LEVEL						
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
	1,263	1,235	1,193	1,195	1,278	1,190
TOTAL						
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
	3,663	3,492	3,303	3,360	3,443	3,363

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



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

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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

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

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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

TABLE 32. ENROLLMENT (DOMESTIC AND INTERNATIONAL)

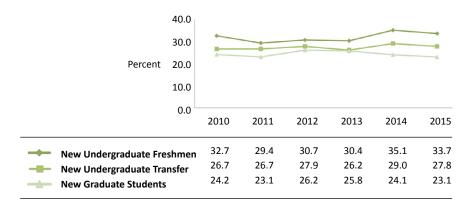
Total	3,663	3,492	3,303	3,360	3,443	3,363
New Graduate-level	1,288	1,261	1,222	1,224	1,317	1,214
New Undergraduate Transfer	1,133	1,066	965	1,042	840	763
New Undergraduate Freshmen	1,242	1,165	1,116	1,094	1,286	1,386
	2010	2011	2012	2013	2014	2015

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
Total	1,020	918	932	922	1,013	959
Percentage ¹	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%)

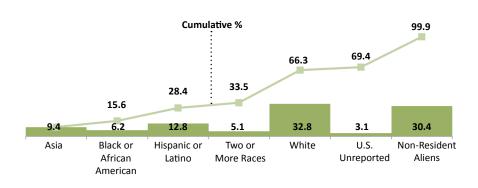
FIGURE 15. DOMESTIC STUDENTS FROM ALL ETHNIC GROUPS (%)



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

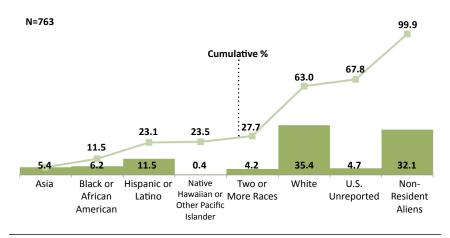
FIGURE 16. NEW UNDERGRADUATE FRESHMEN FROM DIFFERENT ETHNIC GROUPS, FALL 2015 (%)

N=1,386



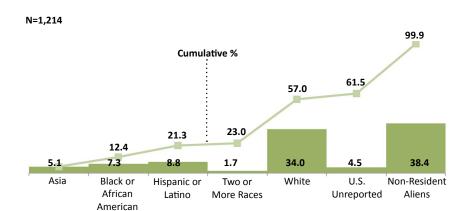
Native Hawaiian or Other Pacific Islander: n=2 (0.1%) American Indian or Alaska Native: n=0

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



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

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



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	
New Undergraduate Freshmen	1,386	422	178	0	
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	
New Undergraduate Transfer	763	245	88	1	
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	
New Graduate-level	1,214	466	107	0	
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	
Total	3,363	1,133	373	1	

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
130	86	2	71	454	43
94	36	1	24	188	14
31	39	1	40	203	28
0	1	0	2	6	0
5	10	0	5	57	1
41	47	3	32	270	36
31	24	2	12	133	20
7	7	0	8	45	6
2	11	1	10	71	8
1	5	0	2	21	2
62	89	1	21	413	55
25	19	1	8	113	17
9	6	0	3	69	9
21	60	0	10	183	27
7	4	0	0	48	2
233	222	6	124	1,137	134

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

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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

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

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

Parsons School of Design Eugene Lang College of Liberal Arts¹ 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

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

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

Female %	Male %	Full-time %	Part-time %
75.8	24.2	97.4	2.6
78.1	21.9	97.3	2.7
79.0	21.0	98.7	1.3
80.0	20.0	53.3	46.7
50.4	49.6	98.5	1.5
73.7	26.3	79.8	20.2
81.9	18.1	83.2	16.8
71.0	29.0	96.0	4.0
65.4	34.6	52.3	47.7
36.2	63.8	98.3	1.7
68.6	31.4	86.5	13.5
74.5	25.5	93.2	6.8
49.1	50.9	86.5	13.5
72.9	27.1	76.1	23.9
56.5	43.5	100.0	0.0
72.7	27.3	89.5	10.5
78.1	21.9	92.4	7.6
49.1	50.9	86.5	13.5
77.6	22.4	98.2	1.8
71.2	28.8	69.8	30.2
50.0	50.0	99.0	1.0
	75.8 78.1 79.0 80.0 50.4 73.7 81.9 71.0 65.4 36.2 68.6 74.5 49.1 72.9 56.5 72.7 78.1 49.1 77.6 71.2	75.8 24.2 78.1 21.9 79.0 21.0 80.0 20.0 50.4 49.6 73.7 26.3 81.9 18.1 71.0 29.0 65.4 34.6 36.2 63.8 68.6 31.4 74.5 25.5 49.1 50.9 72.9 27.1 56.5 43.5 72.7 27.3 78.1 21.9 49.1 50.9 77.6 22.4 71.2 28.8	75.8 24.2 97.4 78.1 21.9 97.3 79.0 21.0 98.7 80.0 20.0 53.3 50.4 49.6 98.5 73.7 26.3 79.8 81.9 18.1 83.2 71.0 29.0 96.0 65.4 34.6 52.3 36.2 63.8 98.3 68.6 31.4 86.5 74.5 25.5 93.2 49.1 50.9 86.5 72.9 27.1 76.1 56.5 43.5 100.0 72.7 27.3 89.5 78.1 21.9 92.4 49.1 50.9 86.5 77.6 22.4 98.2 71.2 28.8 69.8



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 enterting 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 Ti	me to Completion			
Full-time	52.3%	50.2%	55.4%	
Part-time	100.0%	100.0%	0.0%	
		100.070	0.070	
Graduation Rate within 150% of Nomal Ti				
Full-time	65.9%	62.4%	66.2%	
Part-time	100.0%	100.0%	0.0%	
Part-time BACHELORS (TRANSFER)	100.0%	100.0%	0.0%	
	100.0%	100.0%	0.0%	
BACHELORS (TRANSFER)				
BACHELORS (TRANSFER) Fall Entering Cohort	100.0% 525 95	100.0% 552 142	520 111	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time	525	552	520	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time	525	552	520	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention	525 95	552 142	520 111	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time	525 95 83.8% 57.9%	552 142 85.3%	520 111 85.2%	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time Part-time	525 95 83.8% 57.9% Ime to Completion	552 142 85.3% 63.4%	520 111 85.2% 74.8%	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time Part-time Graduation Rate within 100% of Nomal Time	525 95 83.8% 57.9% Ime to Completion 70.9%	552 142 85.3% 63.4%	520 111 85.2% 74.8%	_
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time Part-time Graduation Rate within 100% of Nomal Time Full-time	525 95 83.8% 57.9% Ime to Completion	552 142 85.3% 63.4%	520 111 85.2% 74.8%	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time Part-time Graduation Rate within 100% of Nomal Ti Full-time Part-time Graduation Rate within 150% of Nomal Ti	525 95 83.8% 57.9% Ime to Completion 70.9% 36.8%	552 142 85.3% 63.4%	520 111 85.2% 74.8%	
BACHELORS (TRANSFER) Fall Entering Cohort Full-time Part-time First Year Retention Full-time Part-time Graduation Rate within 100% of Nomal Ti Full-time Part-time	525 95 83.8% 57.9% Ime to Completion 70.9% 36.8%	552 142 85.3% 63.4%	520 111 85.2% 74.8%	

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

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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		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	

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

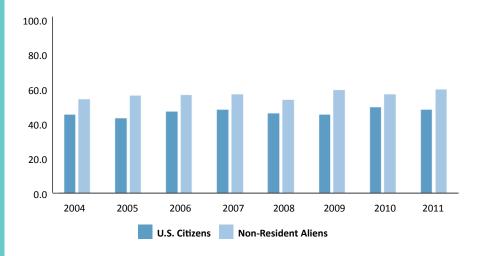


FIGURE 19A. GRADUATION RATE WITHIN 150% OF NORMAL TIME TO COMPLETION: FIRST TIME/FULL-TIME FRESHMEN IN BACCALAUREATE DEGREE

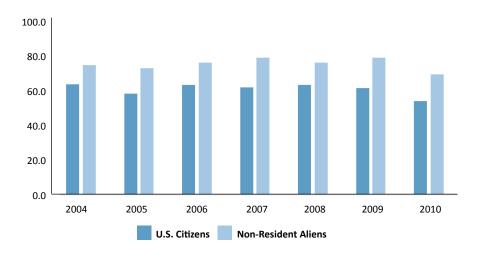


TABLE 37. GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN PELL AND NON-PELL RECIPIENTS IN BACCALAUREATE DEGREE

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

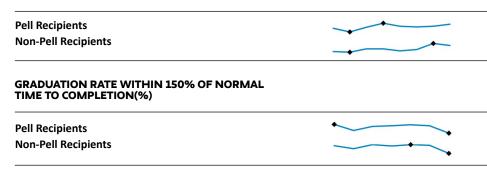
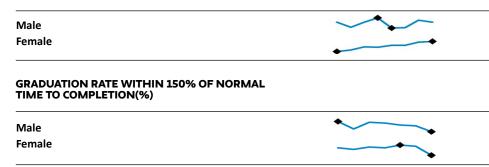


TABLE 38. GRADUATION RATE WITHIN 100% AND 150% OF NORMAL TIME TO COMPLETION: FULL-TIME UNDERGRADUATE FRESHMEN BY GENDER

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



Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
44.1 48.2	39.9 47.7	45.3 50.1	50.3 50.1	46.8 48.5	45.9 49.6	46.7 53.9	48.9 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 48.4	39.4 49.2	44.2 51.0	48.2 50.8	38.6 52.1	39.0 52.0	45.9 53.9	44.0 54.3
		31.0	30.0	32.1	32.0		
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
Schools of Public Engagement	185	192
Bachelors	137	137
Bachelor of Arts	76	76
Bachelor of Fine Arts	15	15
Bachelor of Science	46	46
Non-Credit Certificate	55	55

TABLE 39. UNDERGRADUATE HEADCOUNT AND DEGREE AWARDS

2010-2011

	Headcount	Awards	
Parsons School of Design	1,149	1,150	
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	
Eugene Lang College of Liberal Arts	325	325	
Bachelor of Arts	325	325	
Bachelor of Fine Arts	0	0	
Bachelor of Science	0	0	
The New School for Social Research			
Non-Credit Certificate	0	0	
Schools of Public Engagement	228	236	
Bachelors	190	190	
Bachelor of Arts	87	87	
Bachelor of Fine Arts	42	42	
Bachelor of Science	61	61	
Non-Credit Certificate	46	46	
College of Performing Arts	33	33	
Post-Secondary Diploma	8	8	
Bachelors	25	25	
Bachelor of Fine Arts	67	67	
Bachelor of Music	25	25	
Bachelor of Science	0	0	
All Undergraduate	1,774	1,811	

2011-2012		2012-2013		2013-2014		2014-2015	
Headcount	Awards	Headcount	Awards	Headcount	Awards	Headcount	Awards
1,178	1,178	1,200	1,201	1,343	1,344	1,165	1,165
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
317	317	316	316	319	319	311	311
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
207	215	231	241	184	191	185	190
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
38	38	41	41	38	38	29	29
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
1,779	1,810	1,811	1,850	1,912	1,959	1,719	1,761

TABLE 40. GRADUATE-LEVEL HEADCOUNT AND DEGREE AWARDS

2010-2011

	Headcount	Awards	
Parsons School of Design	199	199	
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	
The New School for Social Research	255	257	
Doctor of Philosophy	45	45	
Master	212	212	
Master of Arts	200	200	
Master of Philosophy	9	9	
Master of Science	3	3	
Schools of Public Engagement	638 656		
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	
College of Performing Arts	118	118	
Master	95	95	
Master of Fine Arts	54	41	
Master of Music	41	54	
Professional Studies Diploma	23	23	
Total Graduate-level	1,210	1230	

2	2011-2012		2012-2013		2013-2014		2014-2015	
Heado	ount	Awards	Headcount	Awards	Headcount	Awards	Headcount	Awards
24	48	249	235	239	291	293	360	365
	0	0	4	4	8	8	13	13
24	48	249	231	235	283	285	347	352
3	31	31	16	16	18	18	22	22
:	38	38	39	39	58	58	60	60
18	30	180	180	180	163	163	196	196
	0	0	0	0	46	46	74	74
2!	55	256	253	254	222	224	257	273
(52	62	59	59	69	69	73	73
19	94	194	195	195	155	155	200	200
17	79	179	180	180	143	143	148	148
:	10	10	10	10	7	7	51	51
	5	5	5	5	5	5	1	1
6!	59	694	642	671	603	627	569	600
	3	3	3	3	6	6	4	4
63	33	633	621	621	575	575	545	545
30	66	366	351	351	305	305	246	246
10	04	104	102	102	106	106	88	88
	1	1	2	2	2	2	2	2
10	52	162	166	166	162	162	209	209
!	58	58	47	47	46	46	51	51
10	07	107	118	118	106	106	117	117
8	32	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
1,20	69	1,306	1,246	1,282	1,222	1,250	1,303	1,355



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 Eduacation).

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 cleary defines the group of students included based upon the reported student data in our information system as of census date.

TABLE 41. NON-RESIDENT ALIENS ENROLLMENT BY REGION

	2011	2012	2013	2014	2015
Undergraduate					
Africa	18	17	15	18	24
Asia	911	1,027	1,177	1,232	1,332
Europe	259	273	269	313	335
Latin America & the Caribbean	199	215	209	227	228
North America (Canada)	195	193	209	212	198
Oceania	28	23	23	25	21
With unreported country	422	410	418	399	350
	2,032	2,158	2,320	2,426	2,488
Graduate-level					
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
	791	812	923	1,076	1,159
Undergraduate & Graduate-level					
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
	2,823	2,970	3,243	3,502	3,647

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.

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

	1-Year 2014 v. 2015	5-Year 2010 v. 2015	
Undergraduate	2.6	22.4	
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	

Graduate-level Africa Asia Europe		2010 v. 2015
Asia	7.7	46.5
	-5.0	72.7
Europe	11.6	70.6
	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	
Undergraduate & Graduate-level	4.1	29.2	
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	

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

Undergraduate	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

Graduate-level	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

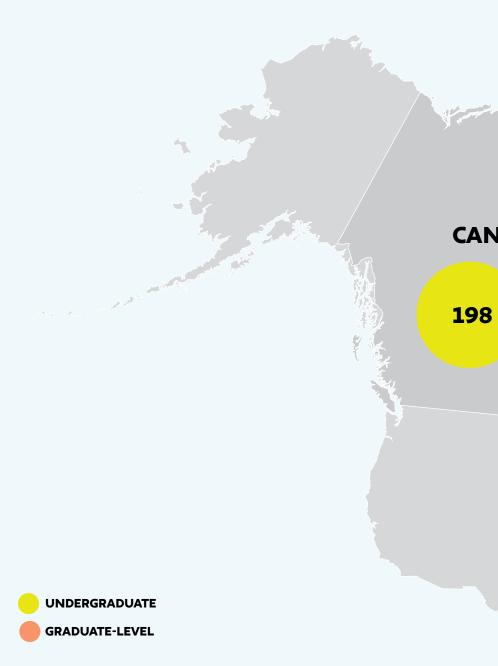
COLLEGE-LEVEL SUMMARY

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

	The New School	Parsons	Social Research
Total Non-Resident Aliens	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





LATIN AMERICA



PERU

UNDERGRADUATE





EUROPE

ICELAND 2

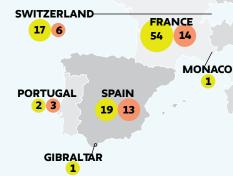
UNITED 13 16
IRELAND KINGDOM

2 69 39
BELGIUM 20 4

71

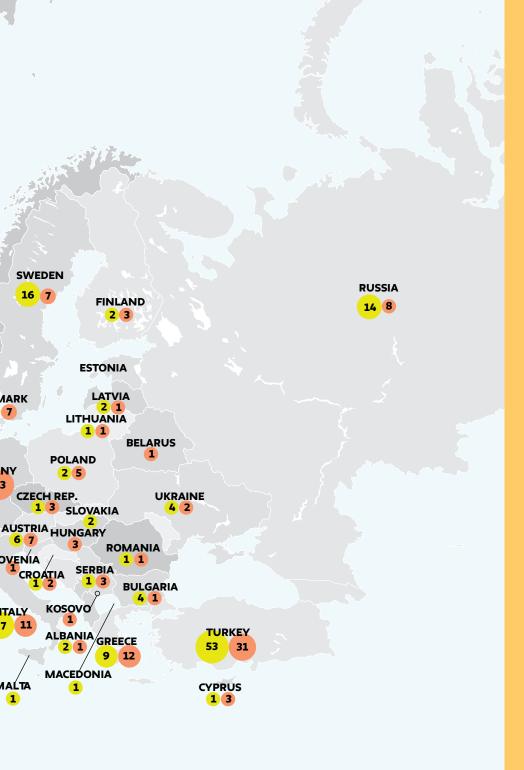
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UNDERGRADUATE

GRADUATE-LEVEL

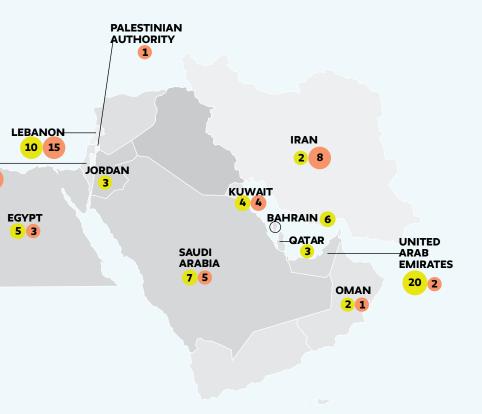


MIDDLE EAST





GRADUATE-LEVEL

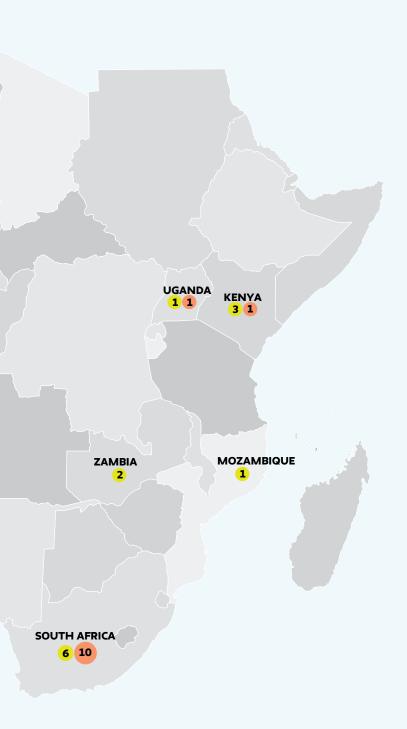


SUB-SAHARAN AFRICA

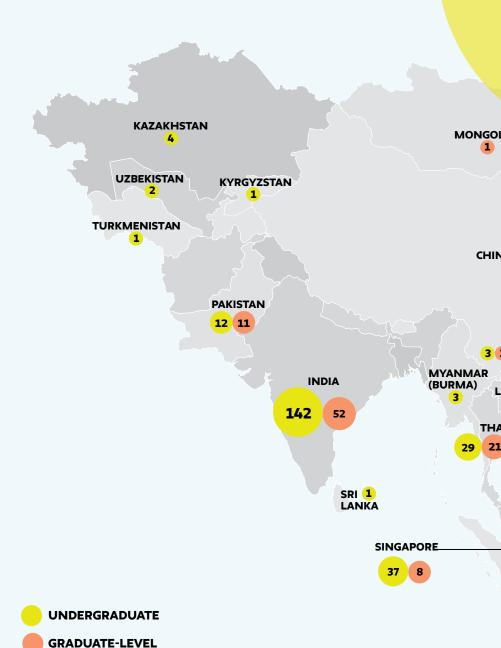


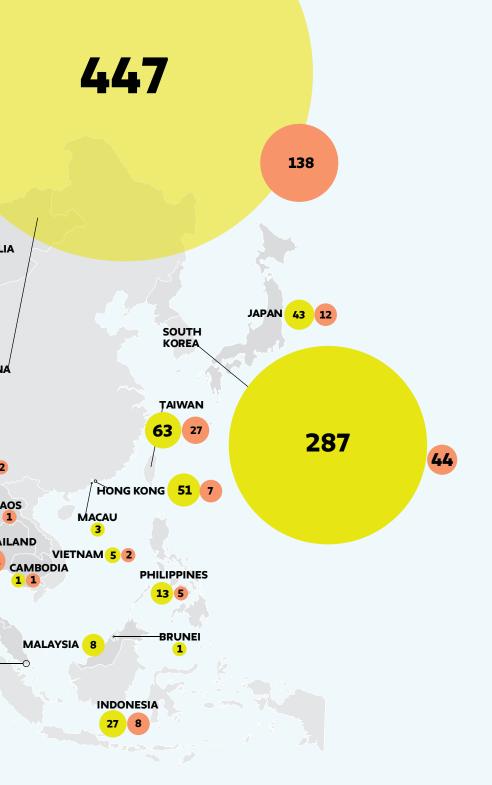
UNDERGRADUATE

GRADUATE-LEVEL



ASIA





OCEANIA











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

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

	Full-time	Part-time	Total	FTE ¹
Faculty	416	1,778	2,194	1,009
Staff	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
Total Employees	1,369	1,833	3,202	2,001

¹ 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	1108	14%	86%
67	9	76	88%	12%
86	118	204	42%	58%
84	317	401	21%	79%
20	385	405	5%	95%
416	1,778	2,194	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
Full-time	416	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
Part-time	1,778	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
Total Faculty	2,194	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	
Full-time	416	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%	
Part-time	1,778	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%	
Total Faculty	2,194	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

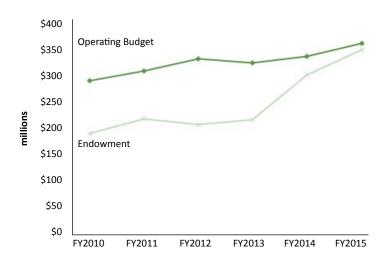
ENDOWMENT: The endowment consists of donor-restricted funds and funds designated by the Board of Trustees. The principal or corpus of the endowment must remain intact. The university's endowment spending policy provides a sustainable flow of funds to support annual operations, and balances current spending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

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

TABLE 50. LIBRARY RESOURCES, FALL 2015

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

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

Source: Office of the University Librarian





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THE NEW SCHOOL ALMANAC & TRENDS FALL 2015