# WINTER 2023 JANUARY INTERSESSION PRELIMINARY ENROLLMENT ANALYSIS

as of December 30, 2022

**Winter 2023 January Intersession Enrollment Summary**

| Enrollment Category | Winter 2023 Enrollment | Winter 2022 Enrollment Form-A | Form-A to 12/30/2022 Difference | Form-A to 12/30/2022 % Change | Winter 2022 Enrollment 12/31/2021 | 12/31/2021 to 12/30/2022 Difference | 12/31/2021 to 12/30/2022 % Change |
|---|---|---|---|---|---|---|---|
| **Undergraduate** | | | | | | | |
| Total Undergraduate Enrollment | 2,073 | 2,394 | -321 | -13.4% | 2,353 | -280 | -11.9% |
| Undergraduate Equated Credits | 8,577.0 | 9,853.0 | -1,276.0 | -13.0% | 9,948.0 | -1,371.0 | -13.8% |
| **Graduate** | | | | | | | |
| Total Graduate Enrollment | 361 | 450 | -89 | -19.8% | 418 | -57 | -13.6% |
| Graduate Equated Credits | 1,095.0 | 1,402.0 | -307.0 | -21.9% | 1,375.0 | -280.0 | -20.4% |
| **Total** | | | | | | | |
| Total Enrollment | 2,434 | 2,844 | -410 | -14.4% | 2,771 | -337 | -12.2% |
| Total Equated Credits | 9,672.0 | 11,255.0 | -1,583 | -14.1% | 11,323.0 | -1,651.0 | -14.6% |

As of the most recent available data (**December 30, 2022**), **11.9% fewer** undergraduates have enrolled for the 2023 January Intersession than were enrolled in the 2022 January Intersession at this time last year. They are taking **13.8% fewer** credits than they were at this time last year. There are **13.4% fewer** undergraduates enrolled for the 2023 January Intersession than the final enrollment count for the 2022 January Intersession, and this constitutes **13.0% fewer** credits.

As of the most recent available data (**December 30, 2022**), **13.6% fewer** graduate students have enrolled for the 2023 January Intersession than were enrolled in the 2022 January Intersession at this time last year. They are taking **20.4% fewer** credits than they were at this time last year. There are **19.8% fewer** graduate students enrolled for the 2023 January Intersession than the final enrollment count for the 2022 January Intersession, and this constitutes **21.9% fewer** credits.

Source: CUNY Business Intelligence Light (CBIL) Data