



UNIVERSITY OF DELAWARE
CENTER FOR GLOBAL
PROGRAMS & SERVICES

IMPACT REPORT

CGPS HIGHLIGHTS
2021-22



2021-22 HIGHLIGHTS

INTERNATIONAL STUDENT & SCHOLAR SERVICES

- In fall 2021, CGPS served a total number 2,792 international students, scholars, and dependents, representing an increase of 11% over fall 2020. While these numbers are still below pre-pandemic numbers, the increase indicates a rebound in inbound mobility and initial signs of a post-pandemic recovery.

Table 1. International student and scholar enrollment, Fall 2013 – Fall 2021

	2013	2014	2015	2016	2017	2018	2019	2020	2021
Students (F1/J1)	3484	3267	3272	3188	3193	3247	3046	1942	2254
Graduate	1261	1289	1353	1309	1240	1223	1141	848	1047
Undergraduate	860	692	713	798	794	902	963	510	709
ELI	1036	959	788	582	624	716	517	102	55
OPT	327	327	418	499	535	406	425	482	443
Scholars (J1)	204	191	250	259	255	296	217	148	131
Employee (H1B)	69	63	61	44	38	47	74	85	93
Family (J2/F2)	493	386	450	459	402	468	423	331	314
Total	4250	3907	4033	3950	3888	4058	3760	2506	2792

- New international student enrollment in fall 2021 were at a record high, with a total of 544 initial records (275 graduate, 269 undergraduate) checked into our government system. According to CGPS records, this represents the largest intake processed since 18F (when the office began to track these numbers in Terra Dotta).

Table 2. New international student enrollment, Fall 2018 – Fall 2021

	2018	2019	2020	2021
New International students	466	445	165	544

- In 2021, CGPS supported and advised more than 50 UD departments on employment-based immigration for their J-1 visitors, H-1B employees, B-1/B-2 visitors, and TN/E-3/O-1 employees and their dependents.
- The office coordinated employment-based immigrant petitions and worked with University-retained attorneys to coordinate and petition the filing of over 50 Permanent Residency applications. This trend represents an increase of 41% in cases since CGPS took over the LPR coordination function from HR.



- From 1/1/21 to 12/31/21, the ISSS front desk at CGPS managed over 14,000 Zoom interactions with international students, scholars, and host departments. Over 310 visitors accessed Elliott Hall in person in fall 2021 following the reopening of the building.
- ISSS processed a total of 823 I-20s and DS-2019s for international undergraduate, graduate, and ELI students in 2021. This compares to 509 documents produced in 2020, and 1,448 in 2019. On average, immigration documents were issued within 2 business days of request.
- In fall 2021, UD international students (N = 200) reported a 95.1% satisfaction rating with the university (87.7% with CGPS services and 80.4% with overall UD support services). For assistance and support during the pandemic, international students turned to (1) family and friends, (2) their academic department, and (3) CGPS respectively.

STUDY ABROAD

- In Fall 2021, CGPS resumed study abroad after 6 terms of suspended academic travel. 21F included 101 students traveling on 19 study abroad programs, compared with 154 students in Fall 2018 and 205 in Fall 2019. This figure includes three World Scholar sites in Rome, Italy, Madrid, Spain and Athens, Greece.
- Spring 2022 includes 226 students traveling on 21 semester long study abroad programs.

Table 3. Long-term study abroad participants on UD programs, 2015 – 2022

	2015	2016	2017	2018	2019	2020	2021	2022
Fall Semester Students	89	140	169	154	205	N/A	101	N/A
Spring Semester Students	103	98	109	125	94	N/A	N/A	226

- Winter session 2022 included 518 applicants which yielded 343 students on 19 faculty-led study abroad programs.

Table 4. Short-term study abroad participants on UD programs, 2016 – 2022

	16W	17W	18W	19W	20W	21W	22W
Winter Session Students	1141	1102	1175	1012	1081	N/A	343

- Due to the COVID-19 pandemic, 42 study abroad programs were cancelled between February 2021 and December 2021.
- CGPS study abroad staff hosted 3 health and safety townhalls for more than 120 study abroad students and their family members. The team developed an online orientation in Canvas for all students and procured COVID-19 at-home test valid for international travel for all participating study abroad students and faculty.
- In Fall 2021, the study abroad team processed more than 2,500 email requests and provided advising services to more than 175 students.



- From Summer 2021 through Spring of 2022, CGPS has awarded \$512,990 to 179 students including 24 DE Diplomats who participated in 47 different programs.
- In January 2022, CGPS published 139 study abroad blog posts from scholarship recipients: <https://sites.udel.edu/globalblog/>

WORLD SCHOLARS

- In fall 2021, CGPS enrolled 153 students in the UD World Scholars Program, representing an increase of 46% over fall 2020. This brings the total program enrollment for AY 2021-22 (including students in years 1-4) to 468—and to 653 since its inception.

Table 5. World Scholars Program enrollment, Fall 2015 – Fall 2021

Enrollment	Application	Change from Previous Year	Admits	Paid Matriculants	Change from Previous Year	Admit to App Yield
21F	390	27%	390	153	46%	39%
20F	307	-8%	307	105	-15%	34%
19F	334	55%	332	123	41%	37%
18F	216	-6%	212	87	10%	41%
17F	230	16%	225	79	18%	35%
16F	198	148%	196	67	72%	34%
15F	80	NA	78	39	NA	50%
TOTAL	1755		1740	653		39%

- In calendar year 2021, the World Scholars team sponsored 35 virtual, hybrid, and in-person programs for students and family members. Program highlights included:
 - Spring and Fall World Scholar Wednesday workshops
 - 2021 Spring Scholars Symposium
 - NSO virtual workshops for first-year students and families
 - In-person Pre-Departure Orientation (PDO) for first-year students and families
- In fall 2021, the World Scholars Program resumed study abroad activity for its students, sending first-semester sophomores to World Scholar sites in Athens, Madrid, and Rome. Upon their return in spring 2022, members of the Class of 2024 will reside in the International House Living Learning Community (iHouse) in Ray Street C, occupying spaces vacated by members of the Class of 2025 who will be spending their freshman spring semester abroad at our partner sites in Athens, Madrid, and Rome. The University of Auckland, our partner site in Auckland, New Zealand, remained closed and hopes to make a decision in February, regarding 22F re-opening.
- In fall 2021, CGPS led First Year Seminar (FYS) activities in collaboration with the English Language Institute. Four members of CGPS each taught an FYS section, including three for World Scholars and one for direct enroll international students.



CGPS PROGRAMMING & ENGAGEMENT

- In 2021, CGPS offered a total of 111 programs and workshop for international and domestic students and scholars, including immigration and employment training, International Coffee Hour events, and student leadership and mentorship events.
- The i-Buddy program recruited and trained 38 student mentors who in turn provided support to over 150 new international students mentees, including 77 student mentees in fall 2021. The CGPS i-Buddy mentors also hosted 8 live “walk-in” Zoom sessions for new students and coordinated 7 engagement programs including an annual picnic and several International Coffee Hours.
- International Student Orientation in Spring 2021 welcomed 140 new international students, and the one in Fall 2020 was attended by 452 new students. Both events, which featured a number of campus partner offices, were hosted on Zoom.
- International Coffee Hour resumed its in-person format in fall 2021 with 14 live events co-sponsored by the Division of Student Life and UD Dining Services. Attendance averaged approximately 75 students each week, and featured more than 10 internationally-themed student organizations and sponsored events from the Office of the Dean of Students, Student Wellness and Health Promotion, English Language Institute, and the World Scholars Program.
- The International Student Essay Contest, co-sponsored by the Graduate College and Division of Student Life, received 52 entries in fall 2021. Prizes were awarded to the top 5 winning essays, all detailing student experiences during the global pandemic.
- Tax services - coordinated tax services from Sprintax for 826 international students for an average federal refund of \$754 with a 98% satisfaction rate and 87% recommendation rate.

CGPS COMMUNICATIONS

- In early 2021, the OISS and IGS websites were merged into a 118-page CGPS website: www.udel.edu/global. This website also hosts the ACE Internationalization Lab micro-site, which contains UD’s internationalization plan and strategic goals: <https://www.udel.edu/academics/global/about-us/internationalization-plan/>.
- In 2021, the CGPS communications team sent more than 400 emails (33 messages per month) to international students and scholars, World Scholars students and families, study abroad students and faculty, and campus leadership and partners.
- A summary of CGPS crisis management communications and COVID-19 related FAQs and updates is listed here: <https://www.udel.edu/academics/global/news/coronavirus/>.
- CGPS messaging and impact is amplified through the office’s social media channels:
 - [@UDGlobal on Instagram](#) - 4,500 followers at the end of 2021, an increase of 6.7% from the previous year (296 more followers)
 - [@ISSS UD on Twitter](#) - Top post based on engagement: sharing the UD post about the ablution station and other religious/spiritual resources
 - [@UDGlobal on Twitter](#) - 3,400 followers, an increase of 2.6% from the previous year (86 more followers)



- [@CGPS.UD on Facebook](#) - top post based on engagement: the welcome back to coffee hour message in Sept 2021

CGPS RESEARCH & PUBLICATIONS

- Ammigan, R., Chan, R. Y., & Bista, K. (Eds.) (2021). *COVID-19 and Higher Education in the global context: Exploring contemporary issues and challenges*. Washington, DC: Open Journals in Education. ISBN 978-1-7364699-3-4
- Ammigan, R. (Ed.) (2021). *Cross-cultural narratives: Stories and experiences of international students*. Washington, DC: Open Journals in Education. ISBN 978-1-7364699-0-3
- Ammigan, R., & Caro, C. E. (2021). The international visiting scholar experience: Insights from an importance-satisfaction study. *Higher Education Research & Development*. <https://doi.org/10.1080/07294360.2021.1962813>
- Ammigan, R., Dennis, J. L., & Jones, E. (2021). The differential impact of learning experiences on international student satisfaction and institutional recommendation. *Journal of International Students*, 11(2).
- Veerasamy, Y. S., & Ammigan, R. (2021). Reimagining the delivery of international student services during a global pandemic: A case study in the United States. *Journal of Studies in International Education*. <https://doi.org/10.1177/10283153211052779>
- Ammigan, R., & Drexler, M. (2021). Exploring the relationship between academic performance and the international student experience: Implications for university support offices and academic units. In Mohamad, M. & Boyd, J. (Eds.), *International Student Support and Engagement: Innovative Practices for Universities*. Routledge.
- Briggs, P., & Ammigan, R. (2021). How soccer can serve as a conceptual model for structuring an international student support office. In Mohamad, M. & Boyd, J. (Eds.), *International Student Support and Engagement: Innovative Practices for Universities*. Routledge.
- Roberts, D., Ammigan, R., Roberts, D. L., & Leask, B. (2021). The Student Affairs profession and International Higher Education. In Deardorff, D., de Wit, H., Leask, B., & Charles, H. (Eds.), *Handbook for International Higher Education*, 2nd Ed. Stylus.
- Ammigan, R., Chan, R. Y., & Bista, K. (2021). The impact of COVID-19 on higher education: An overview of challenges and issues. In Ammigan, R., Chan, R. Y., & Bista, K. (Eds.), *COVID-19 and Higher Education in the global context: Exploring contemporary issues and challenges*. Washington, DC: Open Journals in Education. ISBN 978-1-7364699-3-4
- Liu, C., & Ammigan, R. (2021). Humanizing the academic advising experience with technology: A systematic review. In Ammigan, R., Chan, R. Y., & Bista, K. (Eds.), *COVID-19 and Higher Education in the global context: Exploring contemporary issues and challenges*. Washington, DC: Open Journals in Education. ISBN 978-1-7364699-3-4

CENTER FOR GLOBAL PROGRAMS & SERVICES

www.udel.edu/global

