

2021-2022

OEPP ANNUAL REPORT



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OEPP ANNUAL REPORT

Table of Contents

Executive Summary	4
OEPP in Brief	5
<u>The Oral English Proficiency Test</u>	5
<u>English 620: Classroom Communication in ESL for International Teaching Assistants</u>	5
<u>ITA Verification</u>	6
<u>Instructor Evaluation</u>	6
<u>End of Semester Reflections</u>	7
<u>The OEPP Volunteer Program</u>	7
Data Digest	8
<u>Oral English Proficiency Testing</u>	8
<u>Oral English Proficiency Testing by College and Department</u>	10
<u>Oral English Proficiency Testing by Country and Region of Examinees</u>	14
<u>ITA Verification</u>	16
<u>OEPP Instruction</u>	18
<u>English 620 Course and Instructor Evaluations</u>	23
<u>English 620 Course Student Self-Evaluations</u>	24
<u>English 620 Evidence of Student Improvement</u>	25
<u>OEPP Volunteer Program</u>	28
<u>Volunteer Certificate Program</u>	28
<u>Conclusion</u>	30

*OEPP ANNUAL REPORT***Table of Contents, continued****Tables and Figures**

<u>Figure 1: Summary of OEPT Testing and ENGL 620 Statistics 2021/22</u>	5
<u>Table 1: ITA Numbers by Position Type, Spring 2021 to Spring 2022</u>	6
<u>Table 2: Number of TA's Out of Compliance by College Spring 2021 to Spring 2022</u>	6
<u>Figure 2: Oral English Proficiency Test Administrations by Year for 2005/06 to 2021/21</u>	8
<u>Figure 3: Summary of OEPP Testing and Course Statistics, AY 2016/17 to 2021/22</u>	9
<u>Figure 4: Total Annual OEPT Tests and Total Annual ENGL 620 Students by College 2018/19 to 2021/22</u> ...9	
<u>Table 3: OEPT Test Administrations by Month, Semester, and Total 2011/12 to 2021/22</u>	10
<u>Table 4: Certification Rates by OEPT by Selected Departments, AY 2019/20 to 2021/22</u>	11
<u>Table 5: Number of OEPT Administrations by College and Selected Departments, 2019/20 to 2021/22</u>	12
<u>Table 6: OEPT Administrations by Region and Selected Country of Origin, 2019/20 to 2021/22</u>	14
<u>Figure 5: Number of Test Takers by Region, 2021-22</u>	15
<u>Table 7: ITAs by Position Type, Spring 2018 to Spring 2022</u>	16
<u>Table 8: Number of TA's Out of Compliance at Time of ITA Verification, by Department 2017 to 2022</u>	17
<u>Table 9: English 620 Sections Offered from 2012/13 to 2021/22</u>	18
<u>Table 9a: ENGL 620 Certification Rate, by OEPT from 2017-2022</u>	19
<u>Table 9b: ENGL 620 Enrollment and Certification, by OEPT Score 2021/22</u>	19
<u>Table 10: Course Enrollment, Repeats, and Certification in English 620 by OEPT Score, 2021/22</u>	20
<u>Table 11: English 620 Enrollments by College</u>	21
<u>Figure 6: English (ENGL) 620 Enrollments by Selected College from 2019/20 to 2021/22</u>	22
<u>Table 12: Average Course Evaluations</u>	23
<u>Figure 7: 2021/22 Oral Reading Expression</u>	25
<u>Figure 8: 2021/22 Oral Reading Accuracy</u>	26
<u>Figure 9: 2021/22 Oral Reading Rate</u>	27
<u>Figure 10: Total Numbers of Volunteers, Volunteer Hours, 2017/2018- 2021/22</u>	28
<u>Table 13: Number of Undergraduate Volunteers and hours by Semester for 2020/21 to 2021/22</u>	29

2021-2022

OEPP ANNUAL REPORT

Executive Summary

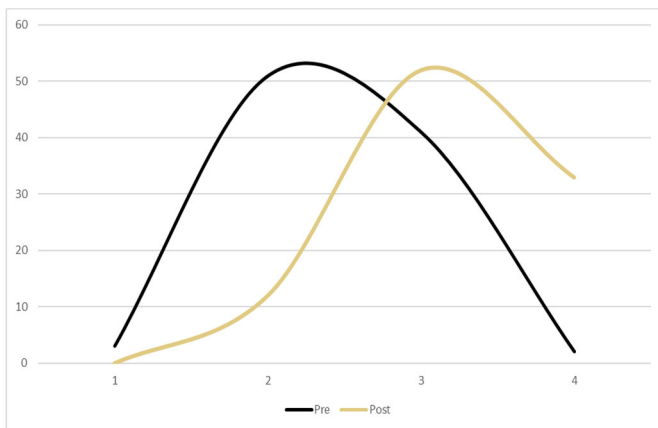
The OEPP is responsible for certifying the oral English proficiency of international graduate students who are not first language English speakers and have been identified by their departments as prospective teaching assistants. The program meets this responsibility in three ways: (1) by administering the Oral English Proficiency Test, (2) by reviewing the results of departmental screening procedures, and (3) through successful completion of the program's instructional component for those who are not certified through examination.

Summary of OEPP Activities for 2021-2022

- Oral English Proficiency Tests: 614 (up from 556 in 20-21)
- Student Enrollment: 171 (up from 149 in 20-21)
- Undergraduate Volunteers: 1048
- Volunteer Hours: 1935

English 620: Key Metrics

Pre/Post Assessment: Students took a pre/post assessment measuring improvements in Expression, Pronunciation Accuracy, and Rate of Speech. The graph below shows student expression improvements in 21-22 (see Figures 7-9 for complete details).

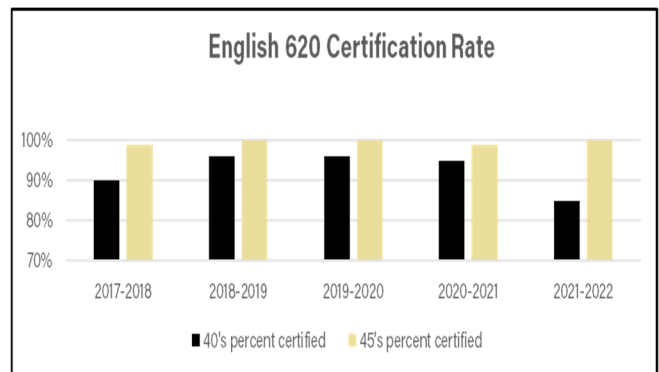


CIE Course Evaluations

English 620 students continued to evaluate their instructors very highly.

- The average rating for instructors was 4.9 to 5.0 out of 5.0
- Response Rate: >98% (168/171)

English 620 Certification Rate



Students in English 620 continue to have high certification rates. As we can see in the gold bars above, those with higher scores (45s) tend to have higher certification rates than those with lower scores (40s).

Oral English Proficiency Test Statistics

- Spearman Interrater Reliability 21-22: .71
- Interrater Agreement: 53%
- Pass Rate: 57%

Looking Forward: In 2022-2023, the OEPP is expanding its outreach to the more than 80 departments we work with to streamline ITA certification compliance. We are adding to our pre/post assessment to improve measurement of student learning. We are also preparing for a round of proficiency test score literacy presentations anticipating that the Graduate School will accept the Duolingo English Test.

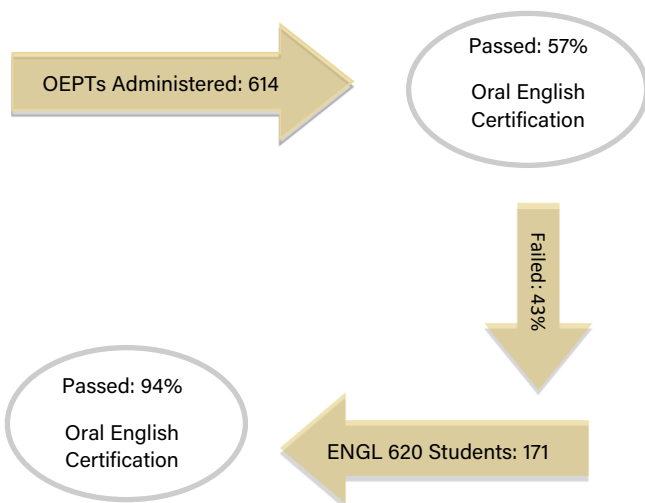
OEPP ANNUAL REPORT

OEPP in Brief

The Oral English Proficiency Test

The OEPT is designed to measure the oral English proficiency of Purdue University graduate students whose first language is not English. OEPT test scores are used by all departments at Purdue University in determining the eligibility of graduate students for assignment of teaching duties involving direct classroom or online instruction of undergraduate students.

Figure 1: Summary of OEPT Testing and ENGL 620 Course Statistics 2021/22



The two largest colleges to take the OEPT most years are Engineering and Science. The College of Engineering tested 256 students in 2021/22, 157 were not certified, a 61% pass rate. The College of Science tested 184 students, 109 were not certified, a pass rate of 59%.

As we can see from the test statistics in the Executive Summary, the OEPT continues to have high reliability. The inter-rater reliability of .71 and agreement of 53% shows very good test reliability. The OEPT pass rate of 57% was slightly higher than the norm of around 50%.



OEPP Administrative Staff and Lecturers

English 620: Classroom Communication in ESL for International Teaching Assistants

Enrollment in English 620 increased from 149 students in 2020/21 to 171 students in 2021/22. As a result of increased enrollments, there were three more sections in 2021/22 than in 2020/21. The OEPP was also able to offer two summer sections which help to accommodate departments and students who may need students to teach the next fall.

In 2021/22, English 620 continued to have high certification rates. The certification rate was 94.2% which is generally consistent with prior years. However, there are distinct differences in certification rate based on the OEPT score. Of those enrolled who scored a 40 on their OEPT, 85% were certified through English 620. Of those enrolled in the class who received a 45 on their OEPT, 100% were certified. Four students did have to repeat English 620 in 2021/22. Of those four students, three were certified through the class, and one student will need to repeat the class for a third time.

The highest enrollment numbers in English 620 in 2021/22 came from the College of Science at 66 students, which was 38.6% of total enrollments for the year, followed by the College of Engineering at 56 students, which was 32.8% of total enrollment for the year.

OEPP ANNUAL REPORT

ITA Verification

One important component of the OEPP mission is to monitor department compliance with the University policy on oral English proficiency. This policy requires “that any person whose first language is not English, and who holds or is a candidate for appointment as a graduate teaching assistant/instructor, demonstrate adequate English proficiency before being assigned duties involving direct instruction of students.” The OEPP performs this function through the ITA verification.

Table 1: ITA Numbers by Position Type, Spring 2021 to Spring 2022

SEMESTERS	Spring 2021	Fall 2021	Spring 2022
Instructional Positions			
Lab Instructor	111	137	113
Lecturer	71	94	121
Recitation Leader	81	122	60
Non-instructional Positions			
Assistant	206	160	63
Grader	93	86	32
Help Session Tutor	6	2	4
Other	18	33	18
Unreported	55	68	502
TOTAL ITAs	641	702	913

Generally, a complete ITA verification is conducted each fall. In the spring, departments are spot checked for compliance. A full ITA verification was performed in fall 2021, and a spot check was done in spring 2022. In table 1, we can see the instructional positions that require certification and the non-instructional positions which do not require certification. For students who are already certified, departments do not need to report the position type, hence the large number of unreported positions.

Departments with TAs out of compliance were asked to register these students for the OEPT or ENGL 620 as soon as possible. Additional instructions were provided to new liaisons in departments that had students out of compliance.

Table 2: Number of TAs Out of Compliance by College Spring 2021 to Spring 2022

COLLEGE	Spring 2021	Fall 2021	Spring 2022
Engineering	46	20	13
Science	16	32	14
Technology	0	8	3
Vet Sciences	0	0	0
MGMT	0	0	0
Liberal Arts	0	0	2
Education	4	0	0
Others	58	34	36

Instructor Evaluation

English 620 students, as in previous years, rated their instructors highly on the CIE course and instructor evaluations. The average rating for all instructors was between 4.9 to 5.0 out of 5.0. Over 98% of students 168/171 completed their course evaluations! These incredible evaluation responses and scores represent OEPP instructors' commitment to excellence in the classroom.

Representative English 620 Student Comments from CIE Evaluations 2021/22:

“She was always enthusiastic and paid attention to giving me valuable feedback regarding my grammar, rhythm, and pronunciation. She planned various activities that made the tutoring session dynamic and enjoyable. She also planned activities that helped me to improve my pronunciation of specific sounds. She also recorded herself saying some words that I found tricky, so that was another academic resource she created.”

“This is a great English course! The content is helpful for improving oral English.”

“He carefully checks our English, and helps us to fix that.”

OEPP ANNUAL REPORT

End-of-Semester Reflections

Students reflected on their performance in end-of-semester reflections responding to the following prompt:

How has your English developed and improved this semester? Please be as specific as possible. Please also comment on how you intend to continue to develop your English skills and strategies going forward.

Sample English 620 End-of-Semester Student Self Reflections, 2021/22

"The strategies I learned in English 620 have helped me improve my ability to do my job and interact successfully with others. One reason for this improvement is that I feel more confident when speaking in different scenarios like meetings or hanging out with my native English speakers. Another reason is that for the first time, I took a course focusing on my individual English challenges, making a substantial difference. Working on the pronunciation of words I will use in my field and the accuracy of the more complex sounds, such as the "j" and "y" sounds, gave me another perspective to continue working on those specific aspects."

"I am very proud of my progress with the course because in my lab meetings and presenting my research project I had had the opportunity to apply many of the techniques that I learned, for instance, the way to organize presentations, the use of idiomatic phrases to make transitions, and the process to answer questions. Other people have noticed my progress, pronunciation, and fluency skills when I speak in regular conversations. Even though I have not used all these skills for teaching yet, I feel more confident and less uncertain when considering the possibility of being a TA. Finally, another positive thing I would like to point out about the course is that it provides useful tools for improving skills development without needing supervision. They have become part of my regular preparation for giving presentations and for correctly pronouncing new words."

OEPP Volunteer Program

The OEPP continues to benefit from the participation of undergraduate volunteers in English (ENGL) 620 classrooms. Undergraduate volunteers are recruited to share in roundtable discussions, converse with students, and, primarily, to observe and participate in classroom teaching presentations by ENGL 620 students. During the roundtable discussions, undergraduate volunteers help the international graduate students in ENGL 620 understand the perspectives and cultures of undergraduates at Purdue. As participants in classroom teaching presentations, undergraduates observe, participate in question and answer sessions, and prepare written evaluation and feedback. In 2021-22, the OEPP had a total of **1,048 undergraduate volunteers serving 1,935 total hours.**

The OEPP uses a web-based volunteer registration system consisting of an administrative interface and a volunteer interface. The administrative app is accessible only to OEPP staff who use it to create volunteer sessions and track volunteers. The volunteer app allows students to sign up as volunteers for presentations and roundtables.



Volunteer John Brentlinger (middle) receiving the 2022 Volunteer of the Year Award by Mark Haugen (far left), Kyle Swanson (right), and Xiaorui Li (far right)

OEPP ANNUAL REPORT

Data Digest

Oral English Proficiency Testing

In 2021–2022, the OEPP administered 297 in-person Oral English Proficiency Tests (OEPTs) (up 53% from last year) and 317 virtual OEPTs (down 43% from last year). For virtual OEPTs, the OEPP continued to use ProctorU which uses a combination of artificial intelligence and human invigilation to proctor exams. Departments have appreciated students’ ability to take the OEPT while away from campus, however the OEPP pays \$10 per test for ProctorU.

Retests are given when technical difficulties occur and the test is unsuccessful, or by department request when a student was ill or not sufficiently prepared for the test. In addition, students scoring 45 on the OEPT are allowed to retest after six months. Those scoring 40 or 35 may retest after one year.

Figure 2 presents the number of Oral English Proficiency Tests (OEPTs) administered annually by the OEPP for the last sixteen academic years. Each academic year in Figure 2 is divided into three bars. In gold we can see the total number of tests, 614 in 2021/22. In black, the number of tests in August which declined because of summer online testing. Finally, in grey, the total number of retests for the year.

Figure 2: Oral English Proficiency Test Administrations by Year for 2005/06 to 2021/22

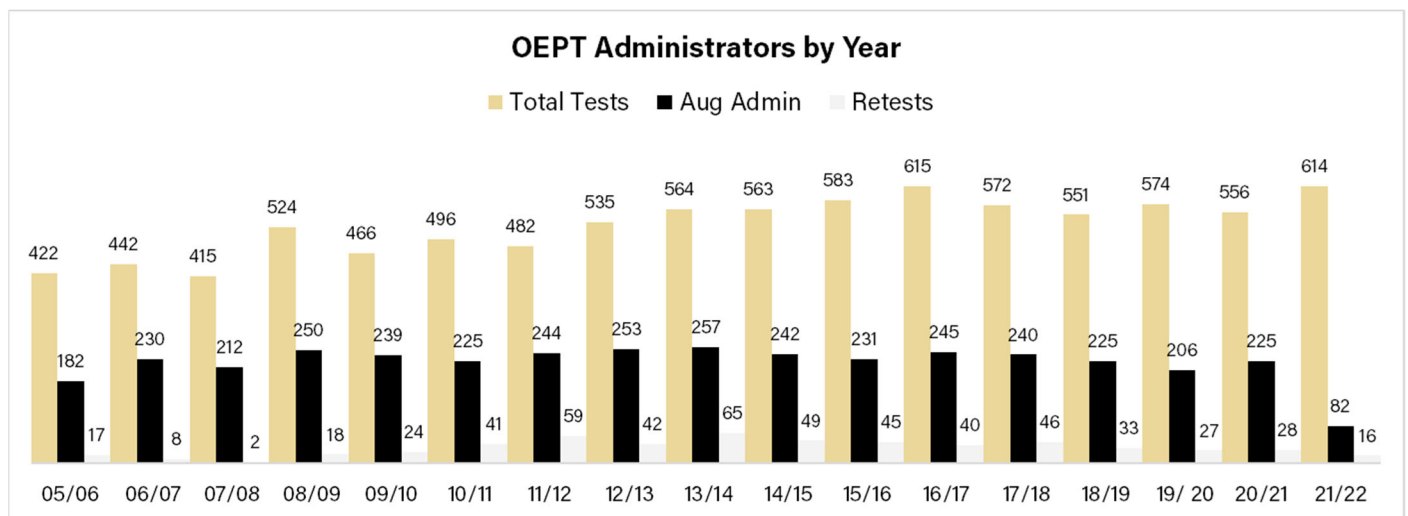


Figure 3 (next page) shows the total number of OEPT examinees with pass and fail rates for the last five years. The annual number has fluctuated somewhat during this 5-year period but remains fairly stable between 551 and 614. The percentage of students who pass the OEPT have steadily increased from 2016/17-2021/22. In 2021/22, 57% of students who took the OEPT passed.

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Figure 3: Summary of OEPP Testing and Course Statistics, 2016/17 to 2021/22

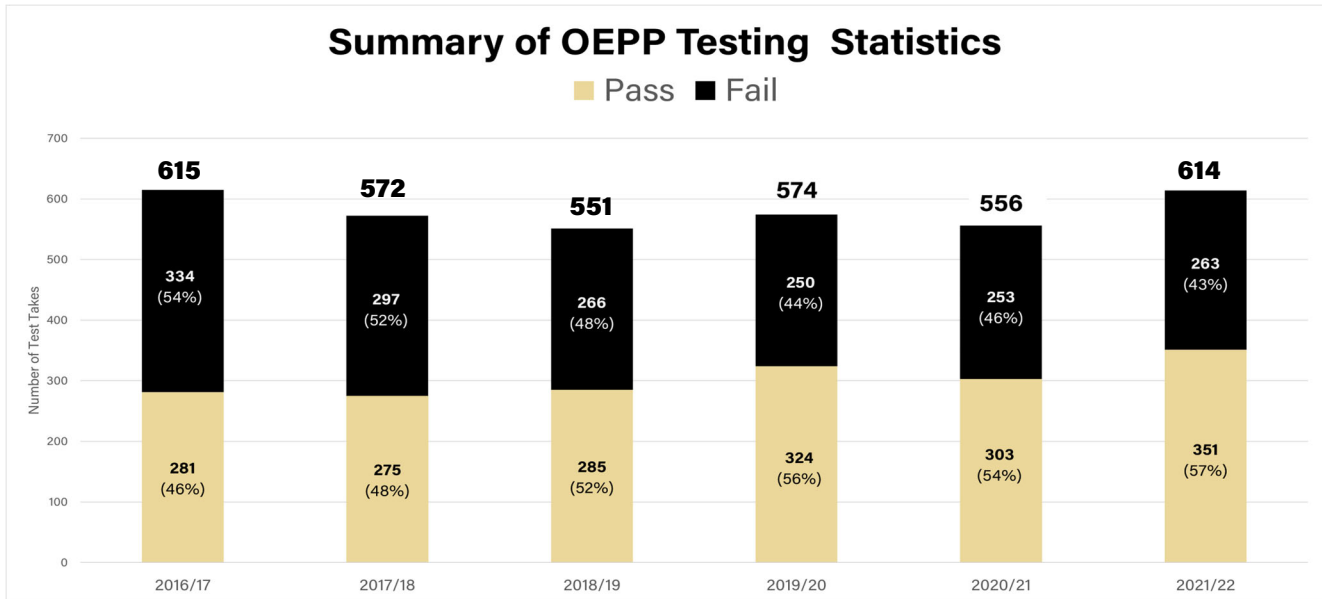
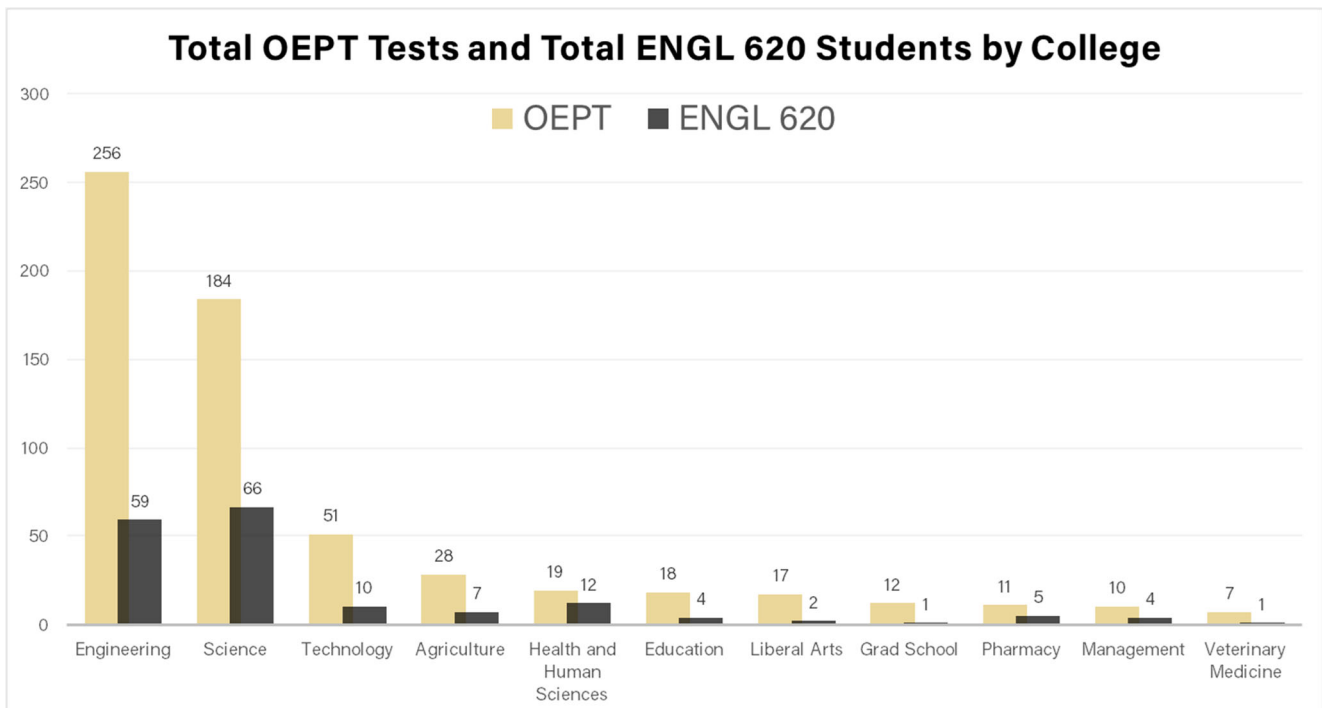


Figure 4 (below) shows that the College of Engineering has had the largest number of OEPT examinees and English (ENGL) 620 students among all colleges for the past three years. The College of Science had the second largest number of OEPT test-takers and ENGL 620 students with 184 and 66 respectively.

Figure 4: Summary of Total Annual OEPT Tests and Total Annual English 620 Students by College 2018/19 to 2021/22



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Table 3 (below) shows the number of Oral English Proficiency Tests administered by month, semester, and year for the past 10 years. The final two columns in the table below are the most important. The second to last column shows the continued demand for summer testing. This increase coincided with summer online testing during the pandemic. In the last column we can see high demand for the OEPT. The OEPP tested and rated 614 tests during 2021/22 which is only slightly below the all-time high of 615 in 2016/17.

Table 3: OEPT Test Administrations by Month, Semester, and Total 2011/12 to 2021/22

Month Year	Aug	Sept	Oct	Nov	Dec	Fall	Jan	Feb	March	April	Spring	May	June	July	Summer	Total
2011/12	244	29	26	36	4	339	33	34	20	33	120	0	0	23	23	482
2012/13	253	24	35	55	0	367	40	34	28	32	134	0	0	34	34	535
2013/14	257	35	29	45	0	366	38	31	37	42	148	0	0	50	50	564
2014/15	242	36	27	56	0	361	54	21	38	54	167	0	0	35	35	563
2015/16	231	34	39	62	0	366	60	25	35	48	170	0	0	49	49	583
2016/17	239	44	44	57	1	385	60	27	39	53	179	0	51	0	51	615
2017/18	240	37	40	57	1	375	78	21	33	35	168	1	0	29	29	572
2018/19	225	35	40	58	0	358	64	28	26	32	150	0	0	43	43	551
2019/20	206	32	40	53	0	331	70	15	30	0	115	0	0	128	128	574
2020/21	97	23	22	50	0	192	68	35	18	31	152	0	107	105	212	556
2021/22	82	26	47	48	0	203	68	23	50	58	248	49	113	50	212	614

Oral English Proficiency Testing by College and Department

Table 4 (next page) shows OEPT certification rates for selected departments. Certification rates vary substantially when viewed by department. Within the College of Engineering, certification rates in departments with 10 or more examinees vary from 52% in CE to 78% in AAE in 2021/22. The certification rate for the College of Science increased by 4% in 2020/21, and then increased again by 8% in 2021/22. However, it should be noted that some departments, e.g., STAT had only 17% of their students pass the OEPT. Some of the variability in certification rates may be attributed to the language backgrounds most common among students admitted to different colleges and departments.

It is also notable that Math—the only academic department that continues to conduct their own oral proficiency screenings—selectively uses the OEPT for some students. Math last reported pass/fail and total numbers on their screenings in 2019/20. The OEPP has been unable to verify whether Math continues to comply with the policy on certifying students for oral English proficiency. The OEPP will increase its outreach efforts to Math in 2022/23.

OEPP ANNUAL REPORT

Table 4: Certification Rates by OEPT by Selected Departments, 2019/20 to 2021/22

Academic Year College/Dept	2019/20			2020/21			2021/22		
	N	N Cert	% Cert	N	N Cert	% Cert	N	N Cert	% Cert
Engineering	186	121	65%	245	142	58%	256	157	61%
AAE	21	18	86%	21	11	52%	18	14	78%
CE	31	15	48%	36	19	53%	42	22	52%
CHE	9	7	78%	31	18	58%	8	1	13%
ECE	53	38	72%	40	24	60%	91	62	68%
IE	19	12	63%	16	10	63%	18	12	67%
ME	27	16	59%	65	41	63%	56	33	59%
MSE	5	3	60%	21	13	62%	8	5	63%
Science	186	87	47%	153	78	51%	184	109	59%
CHM	26	17	65%	5	3	60%	20	14	70%
CS	74	45	61%	78	40	51%	117	74	63%
MA	3	0	0%	1	0	0%	4	1	25%
PHYS	30	11	537%	29	17	59%	16	5	31%
STAT	44	10	23%	19	6	32%	12	2	17%
Technology	58	35	60%	46	24	52%	51	29	57%
CGT	15	7	47%	16	11	69%	17	12	71%
SOET	7	3	43%	6	2	33%	10	5	50%
TLI	4	3	75%	1	1	100%	0	0	NA
Grad School	9	5	56%	6	3	50%	12	6	50%
PULSE	9	5	56%	5	2	40%	12	6	50%
Liberal Arts	22	14	64%	11	7	64%	17	8	47%
VPA-AD	4	0	0%	1	0	0%	6	2	33%

OEPP ANNUAL REPORT

Table 5 (below and next page) indicates that Engineering and Science had the most need for OEPP testing services in 2021/22. Engineering accounted for about 42% of all OEPT tests, and Science accounted for 30% of all OEPT tests.

Table 5: Number of OEPT Administrations by College and Selected Departments, 2019/20 to 2021/22

Academic Year	2019/20		2020/21		2021/22	
College/Dept	N	College % University Dept % University	N	College % University Dept % University	N	College % University Dept % University
Agriculture	34	6%	29	5%	28	5%
Education	12	2%	11	2%	18	3%
Engineering	186	32%	245	44%	256	42%
AAE	21	4%	21	4%	18	3%
ABE	3	<1%	3	1%	2	<1%
BME	11	2%	6	1%	4	1%
CE	31	5%	36	6%	42	7%
CEM	2	<1%	1	<1%	2	<1%
CHE	9	2%	31	6%	8	1%
ECE	53	9%	40	7%	91	15%
EEE	0	0	2	<1%	4	1%
IE	19	3%	16	3%	18	3%
ME	27	5%	65	12%	56	9%
MSE	5	<1%	21	4%	8	1%
NUCL	1	<1%	1	<1%	0	0
ENE/FYE	3	<1%	2	<1%	3	<1%
EPICS	0	0	0	0	0	0
OPP	1	<1%	0	0	0	0
Grad CERIAS	0	0	1	<1%	0	0
Grad School PULSE	9	2%	5	1%	12	2%
Health & Human Sciences	22	4%	18	3%	19	3%
Liberal Arts	22	4%	11	2%	17	3%
Management	28	5%	15	3%	11	2%

OEPP ANNUAL REPORT

Table 5, continued: Number of OEPT Administrations by College and Selected Departments, 2019/20 to 2021/22

Academic Year		2019/20		2020/21		2021/22	
College/Dept	N	College % University Dept % University	N	College % University Dept % University	N	College % University Dept % University	
Pharmacy	14	2%	18	3%	11	2%	
Science	186	32%	153	28%	184	30%	
BIOL	6	1%	17	3%	14	2%	
CHM	26	5%	5	1%	20	3%	
CS	74	13%	78	14%	117	19%	
EAPS	3	<1%	4	1%	1	<1%	
MA	3	<1%	1	<1%	4	1%	
PHYS	30	5%	29	5%	16	3%	
STAT	44	8%	19	3%	12	2%	
Technology	58	10%	46	8%	51	8%	
AT	5	<1%	3	1%	7	1%	
BCMT	9	2%	7	1%	3	<1%	
CGT	15	3%	16	3%	17	3%	
CIT	15	3%	13	2%	14	2%	
SOET	7	1%	6	1%	10	2%	
TECH	3	<1%	0	0	0	0	
TLI	4	<1%	1	<1%	0	0	
Vet Sciences	3	<1%	4	7%	7	1%	
TOTAL	574	100%	556	100%	614	100%	

OEPP ANNUAL REPORT

Oral English Proficiency Testing by Country and Region Examinees

Table 6 classifies OEPT examinees by region and native country. In 2021/22, as in the previous two years, the majority of OEPT examinees were from East Asia (47%) followed by South/Southeast Asia (40%). We can see these numbers highlighted in the grey boxes below.

Table 6: OEPT Administrations by Region and Selected Country of Origin, 2019/20 to 2021/22

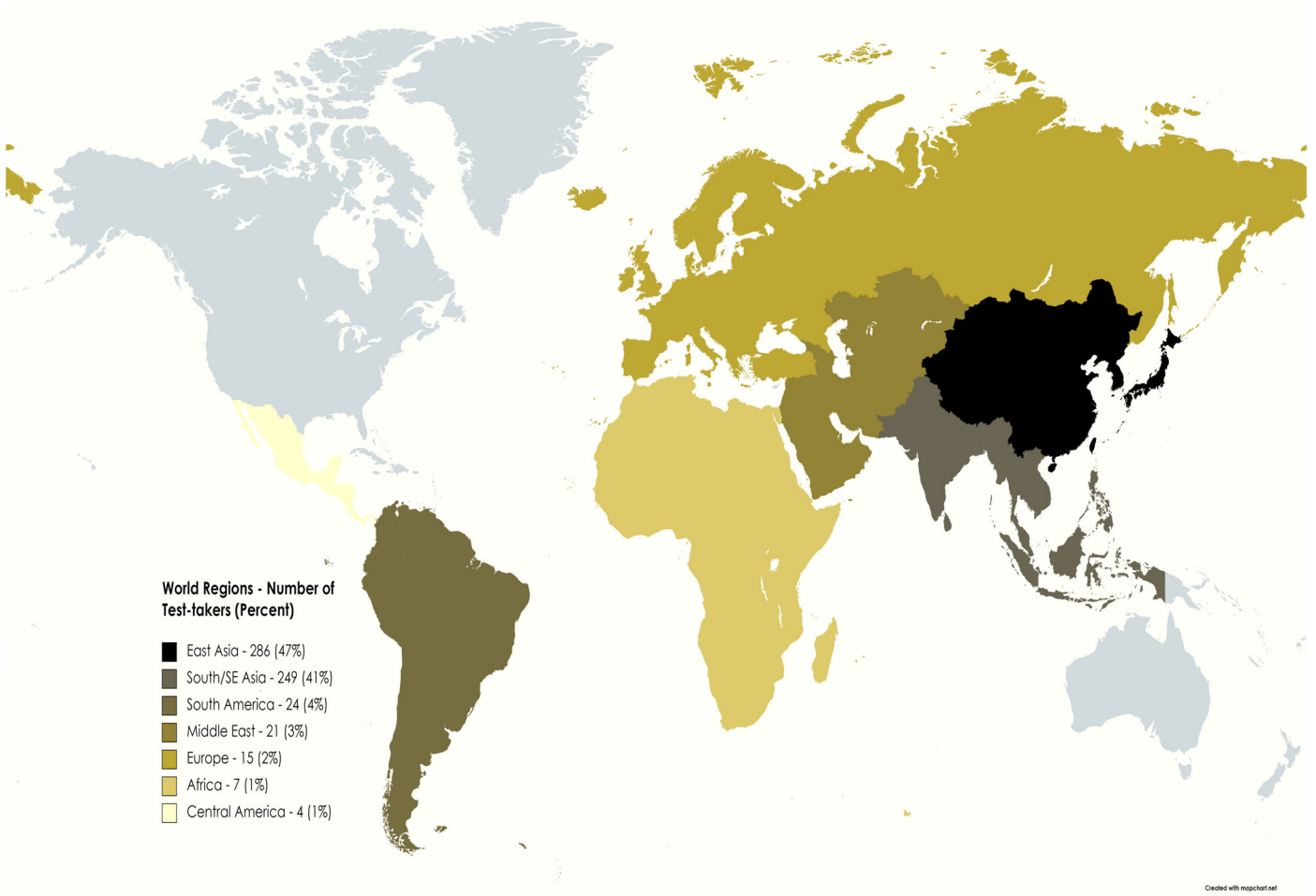
2019/20 Region/ Country	N	Region % Total/ Country % Region	2020/21 Region/ Country	N	Region % Total/ Country % Region	2021/22 Region/ Country	N	Region % Total/ Country % Region
East Asia	318	55%	East Asia	279	50%	East Asia	286	47%
China	231	73%	China	205	73%	China	207	72%
South Korea	44	14%	South Korea	46	16%	South Korea	55	19%
Taiwan	35	11%	Taiwan	26	9%	Taiwan	22	8%
Japan	6	2%	Vietnam	2	0.7%	Japan	1	<1%
All others	2	1%	All others	0	0	All others	1	<1%
South/SE Asia	142	25%	South/SE Asia	194	35%	South/SE Asia	249	41%
India	113	80%	India	145	75%	India	197	79%
Bangladesh	10	7%	Bangladesh	16	8%	Bangladesh	17	7%
All others	19	13%	All others	33	17%	All others	35	14%
Europe	27	5%	Europe	18	3%	Europe	15	2%
Turkey	11	41%	Turkey	7	39%	Turkey	4	27%
All others	16	59%	All others	11	61%	All others	11	73%
S. America	37	6%	S. America	21	4%	S. America	24	4%
Colombia	22	59%	Colombia	12	57%	Colombia	13	54%
Brazil	8	22%	Brazil	4	19%	Brazil	4	17%
All others	7	19%	All others	5	24%	All others	7	29%
N. America	5	1%	N. America	0	0	N. America	4	1%
Mexico	3	60%	Mexico	0	0	Mexico	4	100%
US and Canada	2	40%	US and Canada	0	0	US and Canada	0	0
Africa	19	3%	Africa	18	32%	Africa	7	1%
Egypt	14	74%	Egypt	12	67%	Egypt	2	29%
All others	5	26%	All others	6	33%	All others	5	71%
C.America/ Caribbean	6	1%	C.America/ Caribbean	2	0.4%	C.America/ Caribbean	8	1%
Middle East	19	3%	Middle East	21	4%	Middle East	21	3%
Iran	12	63%	Iran	11	52%	Iran	15	71%
All others	7	37%	All others	10	48%	All others	6	29%
Central Asia	1	<1%	Central Asia	3	0.5%	Central Asia	0	0
Oceania	0	0%	Oceania	0	0%	Oceania	0	0
Total	574	100%	Total	556	100%	Total	614	100%

2021-2022

OEPP ANNUAL REPORT

Figure 5 displays the world regions with the highest number of OEPT test-takers. East Asia with 47% and South/Southeast Asia with 41% comprise 88% of all OEPT test-takers around the world.

Figure 5: Number of Test Takers by Region, 2021-22



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ITA Verification

One important component of the OEPP mission is to monitor department compliance with the University policy on oral English proficiency. This policy requires “that any person whose first language is not English, and who holds or is a candidate for appointment as a graduate teaching assistant/instructor, demonstrate adequate English proficiency before being assigned duties involving direct instruction of students.” The OEPP performs this function through the ITA verification. Generally, a complete ITA verification is conducted each fall. In the spring, departments are spot checked for compliance. A full ITA verification was performed in fall 2021, and a spot check was done in spring 2022. The fall and spring 2018-spring 2022 results are included here as well. The instructional positions below are TA positions that require certification; non-instructional TA positions do not require certification.

Table 7: ITAs by Position Type, Spring 2018 to Spring 2022

Semesters	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020*	FA 2020	SP 2021	FA 2021	SP 2022
Instructional Positions									
Lab Instructor	72	159	270	323	N/A	144	111	137	113
Lecturer	96	39	77	127	N/A	121	71	94	121
Recitation Leader	29	67	115	108	N/A	102	81	122	60
Non-instructional Positions									
Assistant	46	10	102	172	N/A	312	206	160	63
Grader	27	48	172	183	N/A	175	93	86	32
Help Session Tutor	6	0	29	16	N/A	22	6	2	4
Other	32	5	27	26	N/A	20	18	33	18
Unreported				175	N/A	104	55	68	502**
TOTAL ITAs	308	328	792	1134		1005	641	702	913

*Due to the Covid-19 related shutdown, the data is incomplete for Tables 10 and 11.

**Spring 2022, we worked to streamline our ITA verification process to make it easier for liaisons to fill out. Unfortunately, we were unable to get the Spring ITAs to the liaisons in a timely fashion, because of the remodeling process. Thus, liaisons did not have time to fill out the report for Spring before the semester ended

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Table 8: Number of TAs Out of Compliance at Time of ITA Verification, by Department 2017 to 2022

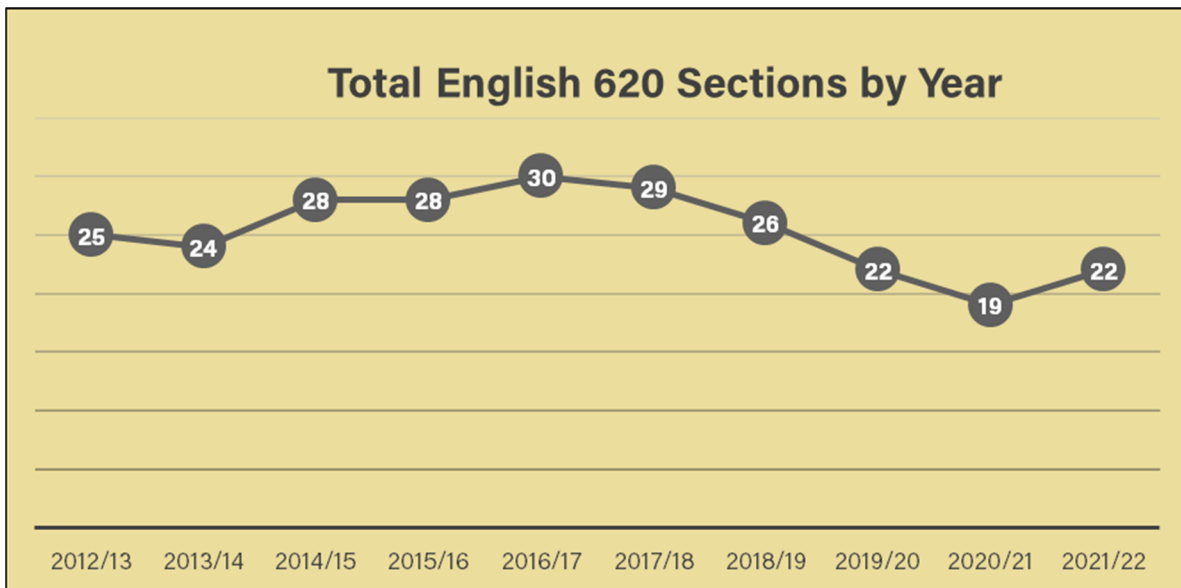
DEPARTMENT	SP 2017	FA 2017	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020*	FA 2020	SP 2021	FA 2021	SP 2022
AAE					20		1	1	12	2	4
ABE		1			2					2	
BIOL		1							11	1	10
BME		1		2	2				1		
CHM		2		1	8				3	27	4
CE				9	11	4		1	8	2	6
CIT		2			1					8	3
CS		1			4	1			2	4	
ECE		5	2	3	14				13	7	3
EDCI		1		1	2				4		
ENGL		1			8						2
IDIS				2	2	2					
ME				2	6				12	7	
MGMT		1									
VPA - T		2		2	2						
Others						8	3	3	58	34	36
TOTAL	0	18	2	22	82	15	4	5	124	94	68

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OEPP Instruction: English 620: Classroom Communication in ESL for International Teaching Assistants

Table 9 (below) shows the number of English (ENGL) 620 sections offered by the OEPP from 2012/13 to 2021/22. Overall, the number of sections represent two phenomena: department demand and OEPP staffing. We can see that the number of sections has decreased from 30 in 2016-17 to 19 in 2020-21. There was then a slight increase to 22 sections in 2021/22. The 22 sections in 2021/22 was sufficient to meet department needs while maxing out OEPP staffing. We currently have the staffing to accommodate 22 sections in 2022/23 if we are able to offer two sections in the summer.

Table 9: English 620 Sections Offered from 2012/13 to 2021/22



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Tables 9a and 9b (below) show that enrollment in English 620 increased from 149 students in 2020/21 to 171 students in 2021/22. There were 3 more sections in 2021/22 than in 2020/21. In 2020/21, 97.3% of students were certified, while 94.2% were certified in 2021/22.

Table 9a: English 620 Certification Rate, by OEPT from 2017-2022

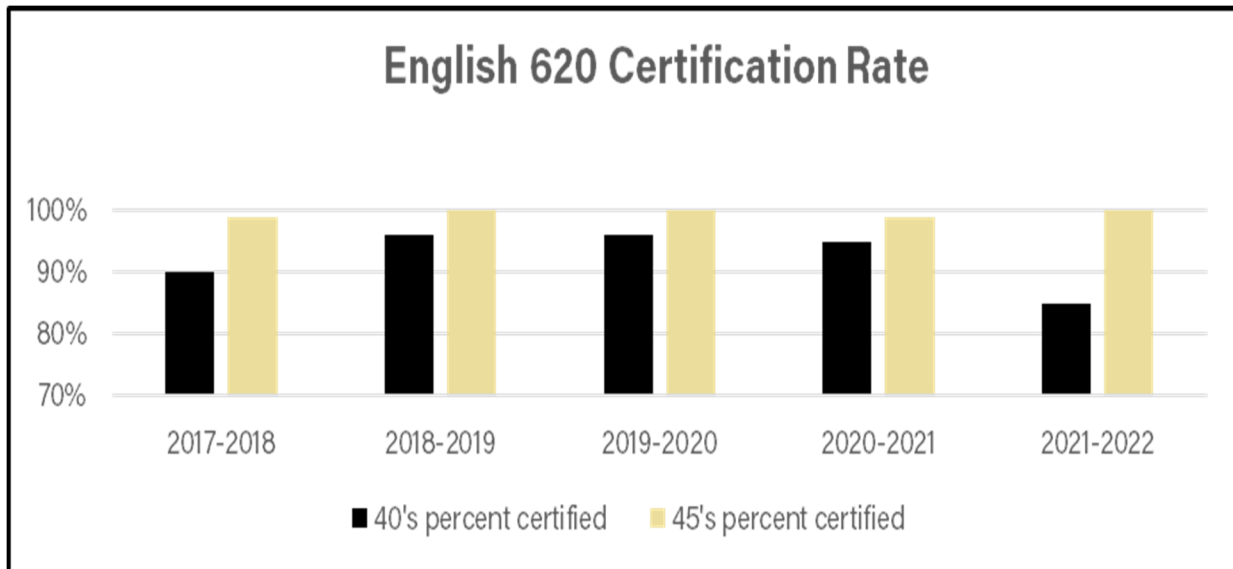


Table 9b: English 620 Enrollment and Certification, by OEPT Score 2021/22

Semester/Year	OEPT Score	Enrolled ENGL 620	Number Certified	Percent Certified
Fall 2021	35's	0	0	0%
	40's	24	19	79.2%
	45's	54	54	100%
	Sem. Subtotal	78	73	93.6%
Spring 2022	35's	0	0	0%
	40's	35	30	85.7%
	45's	43	43	100%
	Sem. Subtotal	78	73	93.6%
Summer 2022	35's	0	0	0%
	40's	7	7	100%
	45's	8	8	100%
	Sem. Subtotal	15	15	100%
TOTAL for 2021/22		171	161	94.2%

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Table 10 shows course enrollments, certification information, and the number of students certified for fall 2021, spring 2022, and summer 2022. It is important to note that students can take English 620 up to three times to be certified. We can see, however, that the vast majority, 161 out of 171, were certified in the first semester of enrollment in English 620. We can also see that three of the four students who enrolled in English 620 for a second semester were certified.

Table 10: Course Enrollment, Repeats, and Certification in English 620 by OEPT Score, 2021/22

Semester/ Year	OEPT Score	Total Enrolled ENGL 620	1st time Enrolled 620	Number Certified 620 (1 st)	2 nd time En- rolled 620	Number Certified 620 (2 nd)
Fall 2021	35's	0	0	0	0	0
	40's	24	22	19	2	2
	45's	54	54	54	0	0
	Sem. Subtotal	78	76	73	2	2
Spring 2022	35's	0	0	0	0	0
	40's	35	34	31	2	1
	45's	43	42	42	0	0
	Sem. Subtotal	78	76	73	2	1
Summer 2022	35's	0	0	0	0	0
	40's	7	7	7	0	0
	45's	8	8	8	0	0
	Sem. Subtotal	15	15	15	0	0
TOTALS for 2021/22		171	167	161	4	3

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Table 11 shows course enrollments and percentages of total enrollments by college for the past 3 academic years. The highest enrollment numbers in English 620 in 2021/22 came from the College of Science at 66 students, which was 38.6% of total enrollments for the year, followed by the College of Engineering at 56 students, which was 32.8% of total enrollment for the year.

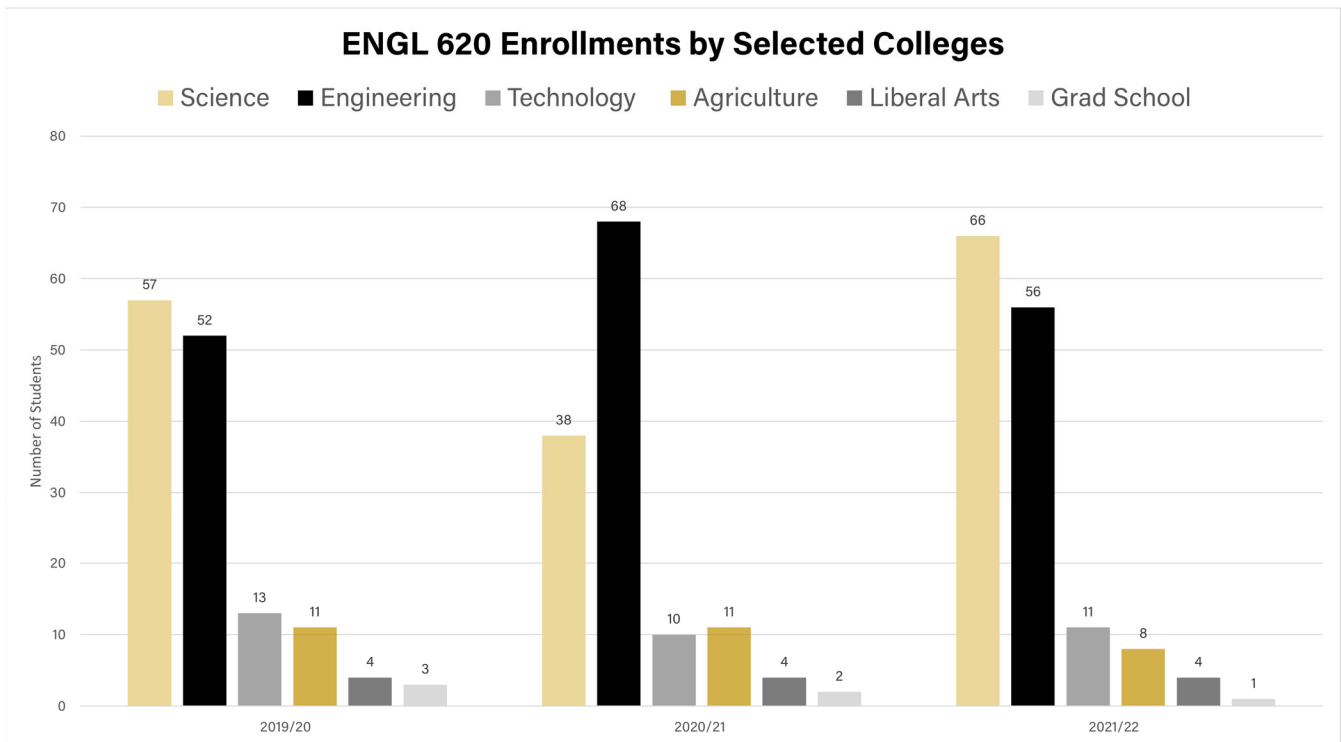
Table 11: English 620 Enrollments by College

College	2019/20					2020/21					2021/22				
	FA	SP	SU	Total	Total %	FA	SP	SU	Total	Total %	FA	SP	SU	Total	Total %
Engineering	25	24	3	52	33.5%	21	40	7	67	45.2%	18	31	7	56	32.8%
Science	42	13	2	57	36.8%	17	17	4	38	25.7%	40	25	1	66	38.6%
Agriculture	5	6	0	11	7.1%	8	1	2	11	7.4%	3	3	2	8	4.7%
Management	3	4	0	7	4.5%	5	0	0	5	3.4%	3	2	0	5	2.9%
Liberal Arts	0	4	0	4	2.6%	3	1	0	4	2.7%	0	4	0	4	2.3%
Technology	4	9	0	13	8.3%	5	4	1	10	6.8%	7	4	0	11	6.4%
Grad School	3	0	0	3	1.9%	2	0	0	2	1.4%	0	1	0	1	0.6%
Health and Human Sciences	2	1	0	3	1.9%	1	5	0	6	4.1%	3	3	2	8	4.7%
Education	0	2	0	2	1.2%	1	0	1	2	1.4%	1	2	1	4	2.3%
Pharmacy	2	0	0	2	1.2%	2	0	0	2	1.4%	3	2	0	5	2.9%
Vet Sciences	0	0	1	1	0.6%	0	0	1	1	0.7%	0	1	2	3	1.8%
Total	155					148					171				

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Figure 6 highlights the colleges with the highest enrollments, Science and Engineering, that were also shown in Table 12. English 620 course enrollments for the last three years have been fairly steady with about 70% of the students coming from the College of Engineering and the College of Science. These two colleges also had the highest number of students take the OEPT.

Figure 6: English (ENGL) 620 Enrollments by Selected College from 2019/20 to 2021/22



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English 620 Course and Instructor Evaluations

ENGL 620 students, as in previous years, rated their instructors highly this year on the CIE course and instructor evaluations. All questions on the course evaluations had an average of either 4.9 or 5.0/5.0. Additionally, response rate for the year was 168/171 which is greater than 98%.

Table 12: Average Course Evaluations

Question	Fall 2021	Spring 2022	Summer 2022
The course is well organized	4.9	5.0	5.0
The assignments aid me in achieving the class objectives	4.9	5.0	5.0
The projects or laboratories aid me in achieving the class objectives, (when relevant)	4.9	5.0	5.0
The examinations aid me in achieving the class objectives. (when relevant)	4.9	5.0	5.0
The instructor communicates clearly	5.0	5.0	5.0
The instructor effectively answers students' questions	5.0	5.0	5.0
The instructor seems to care about my learning the course	5.0	5.0	5.0
The instructor makes time to help students	5.0	5.0	5.0
The instructor is fair in evaluating my performance in the course	5.0	5.0	5.0
The instructor created an inclusive learning environment	4.9	5.0	5.0
The instructor challenged me to do my best work	N/A	5.0	5.0
I understand what is expected of me in this course	N/A	N/A	5.0
The text for this course is helpful to me in learning the course material	N/A	N/A	5.0
The instructor returned assignments in a timely manner	N/A	N/A	5.0

Sample English 620 Students Written Comments from CIE Evaluations 2021/22

"She was always enthusiastic and paid attention to giving me valuable feedback regarding my grammar, rhythm, and pronunciation. She planned various activities that made the tutoring session dynamic and enjoyable. She also planned activities that helped me to improve my pronunciation of specific sounds. She also recorded herself saying some words that I found tricky, so that was another academic resource she created."

"He is a good listener, in addition, he encourages students to participate in the discussion and activities in his class. He seems to care about student's learning in this course and encourages them to achieve something in his class."

"He always teaches with enthusiasm which makes the class enjoyable. Additionally, he provides handy resources, and the presentations are well made with interesting technology resources, such as QR codes to open links. Sharing personal stories or examples makes the topics more understandable."

"I always felt comfortable in the tutoring sessions, and I found them very useful. She always made excellent recommendations for reaching my course goals. It was nice that she made time apart from the tutoring sessions to practice speaking; I found that opportunity very useful."

OEPP ANNUAL REPORT

English 620 Student Self Reflections

At the end of each semester, English 620 students are asked to write a self-reflection about their learning experience in the course. They are asked to respond to the following prompt:

How has your English developed and improved this semester? Please be as specific as possible. Please also comment on how you intend to continue to develop your English skills and strategies going forward.

Sample English 620 End-of-Semester Student Self Reflections, 2021/22

Student Sample 1: *"I have identified these improvements in my classroom and when interacting with other colleges and English native speakers. Every week, I have zoom meetings with my adviser, so I have shown there my English improvement in the pronunciation of words like "egg" or "variable" instead of "bariable." Likewise, I use some other phrases I learned in English 620 (e.g., "I was wondering if..."). I have many American friends with whom I can practice speaking, so I have tried to incorporate some of the idiomatic expressions learned in this course. Something precious I learned in this class is the common phrases that we use for self-introduction that I have used to explain to others what I am doing at Purdue. Additionally, I have incorporated other phrases to make transitions and comprehension checks."*

Student Sample 2: *"The strategies I learned in English 620 have helped me improve my ability to do my job and interact successfully with others. One reason for this improvement is that I feel more confident when speaking in different scenarios like meetings or hanging out with my native English speakers friends. Another reason is that for the first time, I took a course focusing on my individual English challenges, making a substantial difference. Working on the pronunciation of words I will use in my field and the accuracy of the more complex sounds, such as the "j" and "y" sounds, gave me another perspective to continue working on those specific aspects."*

Student Sample 3: *"I am very proud of my progress with the course because in my lab meetings and presenting my research project I had had the opportunity to apply many of the techniques that I learned, for instance, the way to organize presentations, the use of idiomatic phrases to make transitions, and the process to answer questions. Other people have noticed my progress, pronunciation, and fluency skills when I speak in regular conversations. Even though I have not used all these skills for teaching yet, I feel more confident and less uncertain when considering the possibility of being a TA. Finally, another positive thing I would like to point out about the course is that it provides useful tools for improving skills development without needing supervision. They have become part of my regular preparation for giving presentations and for correctly pronouncing new words that I learn or that I regularly use because of my research. I definitely will continue using those sources, and I also plan to take more PLaCE Short Courses (I already have taken two of them)."*

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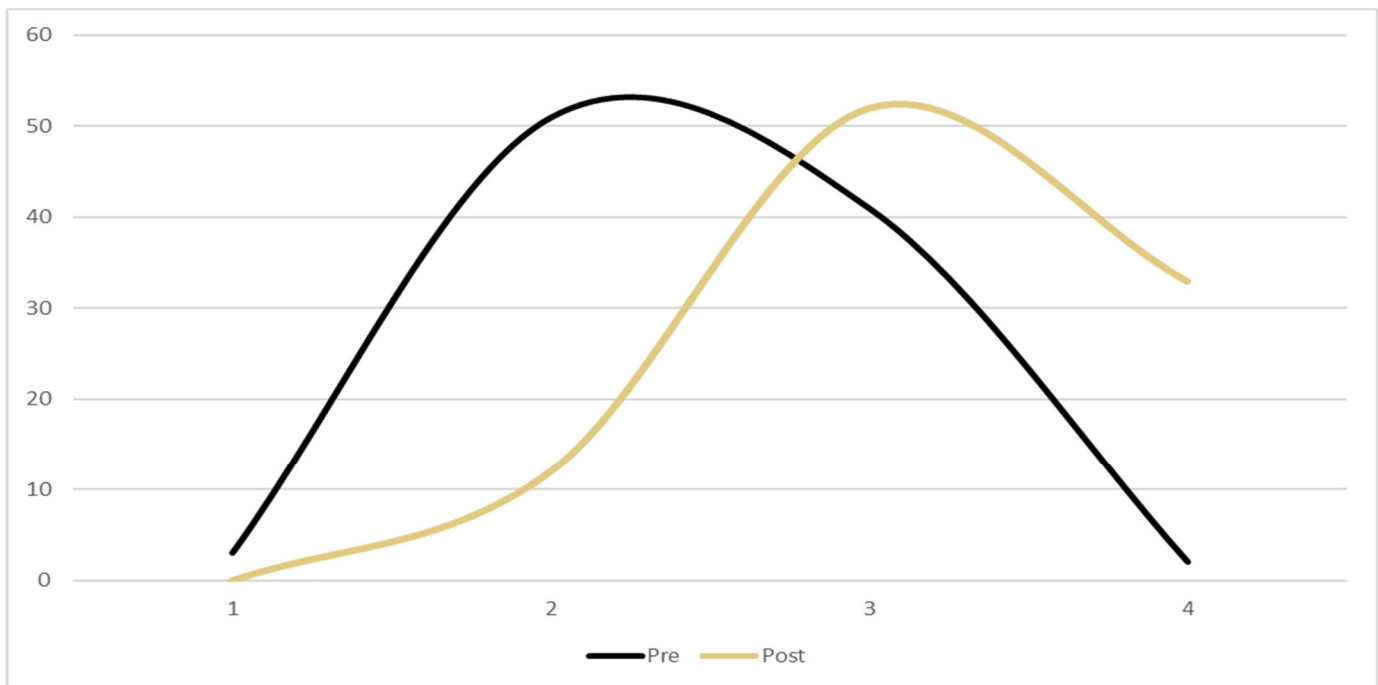
English 620 Evidence of Student Improvement

Expression, Accuracy, and Rate (EAR) Assessment

In English 620, students work on improving their language, communication, and presentation skills. Presentation and communication skills are assessed in presentations. Communication skills are assessed in presentation comprehension checks and question-and-answer sessions. To assess improvement in language skills, English 620 students take a pre- and post-assessment of their expression (prosody), accuracy (pronunciation), and rate (fluency). Each student was assessed in the first or second week of the semester and then the final week of the semester. In the pre and post assessment, each student reads one level 8 passage. There was a total of 97 valid pre and post assessments. Figures 7-9 show student improvement from pre to post assessment on expression, accuracy, and rate.

Figure 7 (below) shows improved oral reading expression (stress, intonation, and rhythm) across the population of English 620 students from the pre to the post reading assessment. The threshold for appropriate expression is a score of 3. We can see that 85 of the 97 students met this threshold in the post assessment whereas only 44 met the threshold in the pre-assessment. There were also far more students demonstrating excellent expression; 33 in the post versus 2 in the pre.

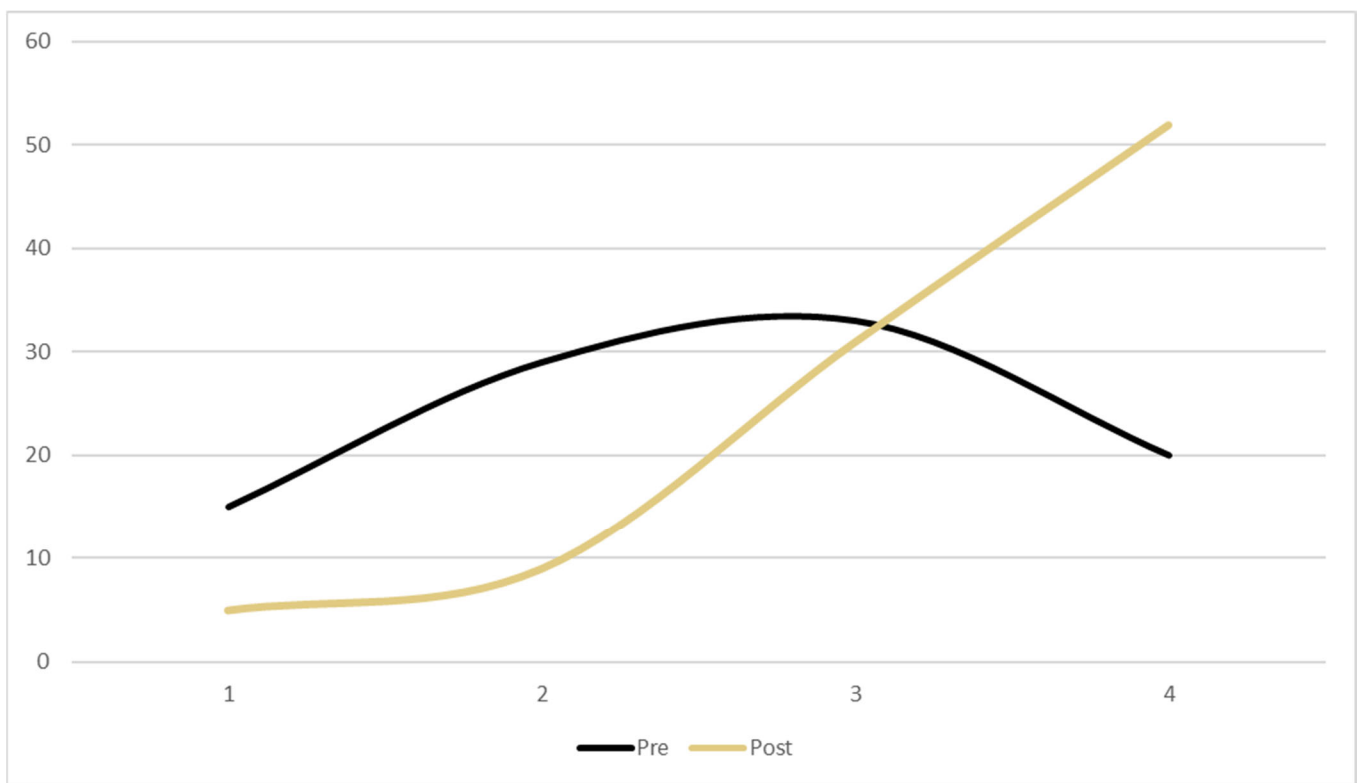
Figure 7: 2021/22 Oral Reading Expression



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Figure 8 shows oral reading accuracy represented as the percentage of words produced intelligibly. Generally, 98% correct is necessary for comprehension. Figure 4 shows that 83 of the 97 students were able to reach this threshold on the post assessment (versus 53 on the pre).

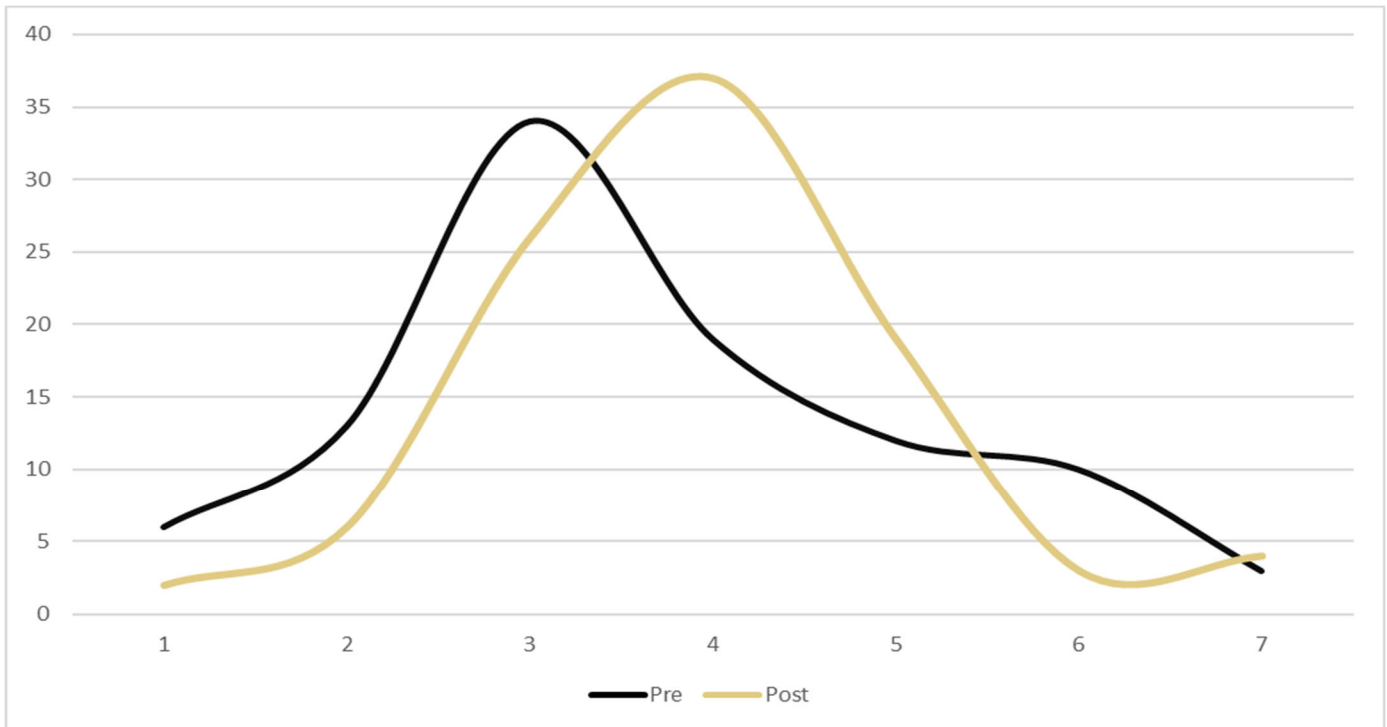
Figure 8: 2021/22 Oral Reading Accuracy



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Figure 9 illustrates the improvement students were able to make in their oral reading rate. It is important to look at the oral reading rate results in the context of threshold reading levels. Allen (2016) identified three thresholds for adult L2 learners of English: minimum level (100+WPM), lower target level (120+ WPM) and advanced target level (140+WPM). Figure 3 indicates that students reached meaningful reading thresholds during the semester. Upon entering the program, 53 students were below the minimum level of oral reading proficiency (i.e., they read below 100 WPM), but at the end of the semester that number was cut to 34 students. While most students were able to meet the minimum threshold, very few students were able to go beyond the lower target of 120 wpm. However, students were able to see increases in their rate of speech while also improving their expression and accuracy.

Figure 9: 2021/22 Oral Reading Rate



OEPP ANNUAL REPORT

OEPP Volunteer Program

The OEPP continues to benefit from the participation of undergraduate volunteers in ENGL 620 classrooms. Undergraduate volunteers are recruited to share in roundtable discussion, converse with students, and, primarily, to observe and participate in classroom teaching presentations by ENGL 620 students. During the roundtable discussions, undergraduate volunteers help the international graduate students in ENGL 620 understand the perspectives and cultures of undergraduates at Purdue. As participants in classroom teaching presentations, undergraduates observe, answer comprehension questions, participate in question-and-answer sessions, and prepare written evaluation and feedback.

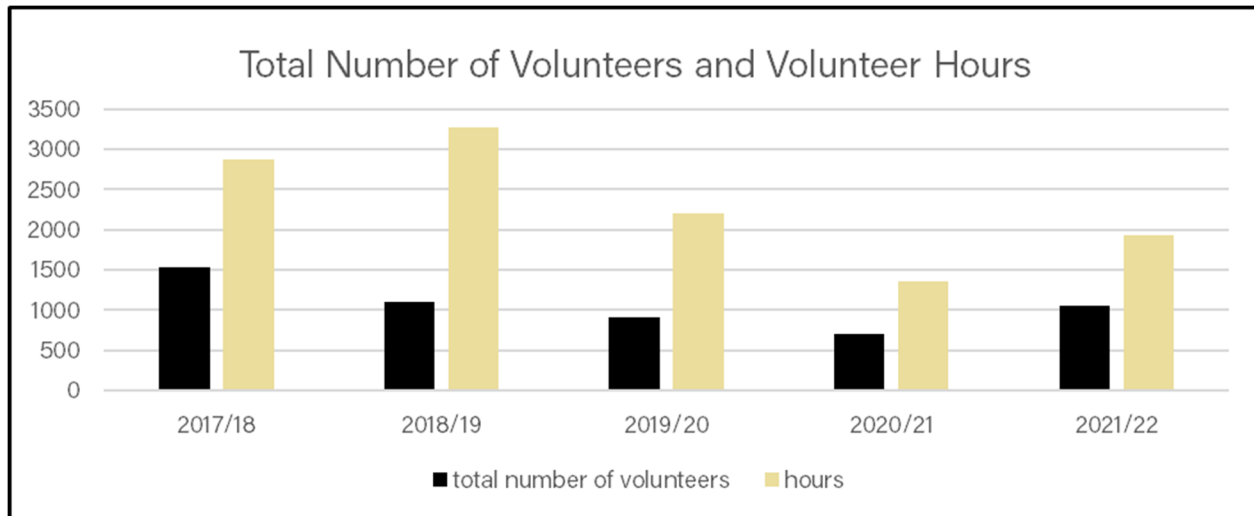
Volunteer Certificate Program

Undergraduates who volunteer 10 or more hours per academic year earn a certificate for participation as an "Intercultural Communication Partner", a useful addition to resumes and CVs. Often volunteers will attend once for a class requirement or extra credit and then continue to volunteer to earn a certificate. Volunteers with 10-19 hours earn a bronze level, 20-29 a silver level, 30-39 earn a gold level, 40-49 earn a platinum and 50+ earn a diamond certificate. The certificates read:

Intercultural Communication Partner: In recognition of "# of hours" of volunteer service in support of international teaching assistants, globalization, and diversity at Purdue University in the Oral English Proficiency Program.

Number of Certificates Awarded to Undergraduate Students for 2021/22: **38**

Figure 10: Total Numbers of Volunteers, Volunteer Hours, 2017/2018– 2021/22



OEPP ANNUAL REPORT

Table 13 show the number of individual volunteers and total volunteer hours for the last three years. We can see in the last column, highlighted in grey, that the total number of volunteers dipped in 2020/21. However, in 2021/22 we saw a rebound in the number of volunteers and volunteer hours. This can be attributed to the work of Beth Lageveen who continues to reach out to professors and departments to incentivize their students to volunteer with the OEPP.

Table 13: Number of Undergraduate Volunteers and hours by Semester for 2020/21 to 2021/22

	Fall		Spring		Summer		Total	
	Individuals	Hours	Individuals	Hours	Individuals	Hours	Individuals	Hours
2019/20	672	1676	233	498	9	23	914	2197
2020/21	303	597	306	580	92	185	701	1362
2021/22	526	880	448	976	74	88	1048	1935

Our volunteer program could not exist without the continued support of many instructors in departments across campus who give their students extra credit for evaluating our students or participating in roundtable conversations. We are grateful for each one of you! In addition to our presentations and roundtable conversations, we want to thank the instructors in the Arabic, Spanish, Chinese, and communication classes who provided excellent conversation partners for many of our students. This opportunity provided mutual benefit for all involved.

In Memoriam

The Oral English Proficiency Program, would like to pay tribute to Keith Molter, who passed away on May 23rd of 2022. For many years, Keith encouraged his students in Consumer Relations and Hospitality Management classes to broaden their horizons by engaging with those from other fields and cultures through volunteering in the OEPP. Hundreds of students volunteered with the OEPP from Keith's classes. Keith had a heart for helping others, and always instilled the importance of caring for and serving others in his classes. We will always remember Keith and his support of our program. He will be missed by the OEPP as well as many other community organizations.

In June of 2022, the OEPP's longtime Director, Dr. April Ginther, retired. April was an excellent mentor, kind and caring person, and great steward of the OEPP. The OEPP staff would like to thank her for her leadership and wish her the best in her retirement!

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