

PURDUE

WRITING LAB



ANNUAL

REPORT

2018-2019

OVERVIEW



The Purdue Writing Lab's annual report for May 15, 2018 to May 5, 2019 provides a summary of the services, research, engagement, staffing, and users for the Lab. The Writing Lab and its staff of 26 graduate and 50 undergraduate tutors served the Purdue West Lafayette campus at Heavilon Hall and three satellite locations around campus. For the 2018-2019 academic year, 6,228 tutoring appointments were made by 2,329 clients. Just around 69 percent of total visits were from international students representing over 50 countries. The Writing Lab also maintained and upgraded the Purdue Online Writing Lab (OWL) website, which saw 259,000,002 pageviews worldwide. The Writing Lab also continued to expand its services for multilingual writers, support for faculty across the disciplines, and outreach to all university writers.

In-person and virtual tutorial consultations

Individual tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with best practices in peer tutoring. During one-to-one consultations, Purdue students, faculty, and staff engage in 25 or 50-minute, in-person or virtual meetings with one of our graduate or undergraduate tutors. The person-to-person aspect is key to an effective consultation. Tutors work with concerns specific to each client's writing assignment and academic or professional goals. While consultants do help clients learn editing skills, sessions cover a wide variety of topics other than grammar or proofreading.

Support for Introductory Composition (ICaP) instructors

The Writing Lab continues to work with ICaP instructors by offering tours for ENGL 106/108 courses. Instructors can request consultations on how best to collaborate with the Writing Lab, and the Writing Lab serves as an important mentoring space for instructors to improve their pedagogical expertise. In addition, Writing Lab staff have served on the Introductory Writing Committee.

Campus-wide workshops on a variety of writing topics

During 2018-2019, the Writing Lab offered 19 in-Lab workshops, 4 campus-wide workshops, 35 remote Lab tours, and 6 workshops for graduate student writing. Workshops use a peer-review model where students and faculty learn how to provide discipline-specific feedback. The Writing Lab prioritizes peer-model instruction to empower instructors to sustain such activities on their own, ultimately improving their own teaching. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Programming designed to support graduate writers

In collaboration with the Graduate School, the Writing Lab held four three-day writing events for dissertation writers during the summer of 2018. A total of 80 graduate students attended the events. In addition, the Writing Lab offers dedicated times and spaces for graduate writers to work on their academic writing projects (e.g., scholarly articles, dissertations, etc.).

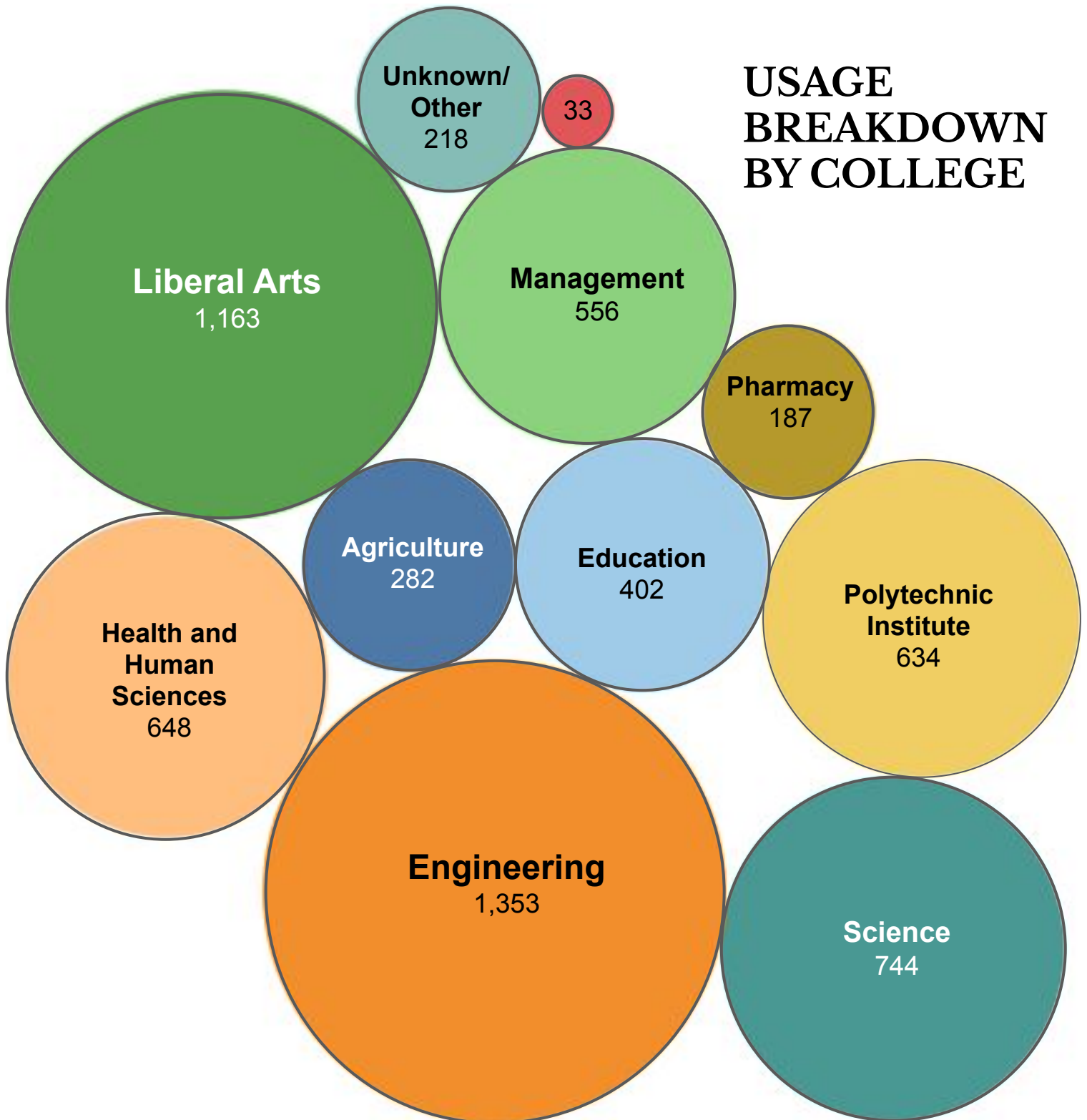
Support for multilingual speakers of English

In addition to providing all tutors with extensive multi-lingual training, conversation groups are held daily during the Fall and Spring semesters and Monday through Thursday during summer sessions. In conversation groups, non-native speakers of English engage in friendly, round-table conversation and small-group activities led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment.

In 2018-2019, 2,329 writers made **6,228** appointments at The Writing Lab

- Agriculture
- Education
- Engineering
- Health and Human Sciences
- Liberal Arts
- Management
- Pharmacy
- Polytechnic Institute
- Science
- Unknown/Other
- Veterinary Medicine

USAGE BREAKDOWN BY COLLEGE

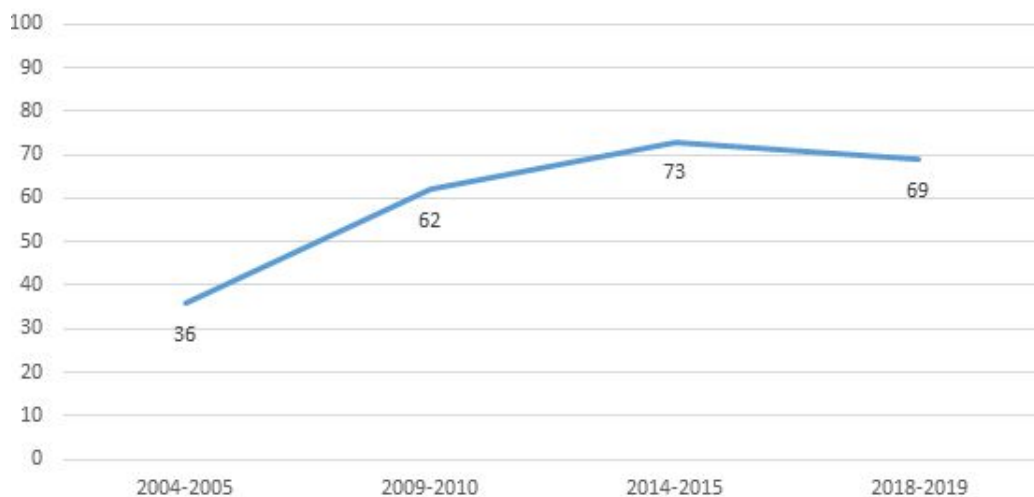




Over 69% of all visits to the Writing Lab were with international students

Writers from China (28%) and the U.S. (31%) consistently occupy the majority of visits, with writers from South Korea (10%) taking a distant third place. Fourth place tends to vary from year to year, with most years being Taiwan or India. The remainder of the eighty-four countries represented each comprise less than 5% of visits to the Writing Lab, with the vast majority of those countries comprising less than 1% of visits.

Percent of Writing Lab Visits by International Students Over the Previous Decade



ONLINE
VS. IN
PERSON

4,742

1,484

Online

In Person

Although in-person visits constituted most appointments, online appointments grew 6.6% from last year.



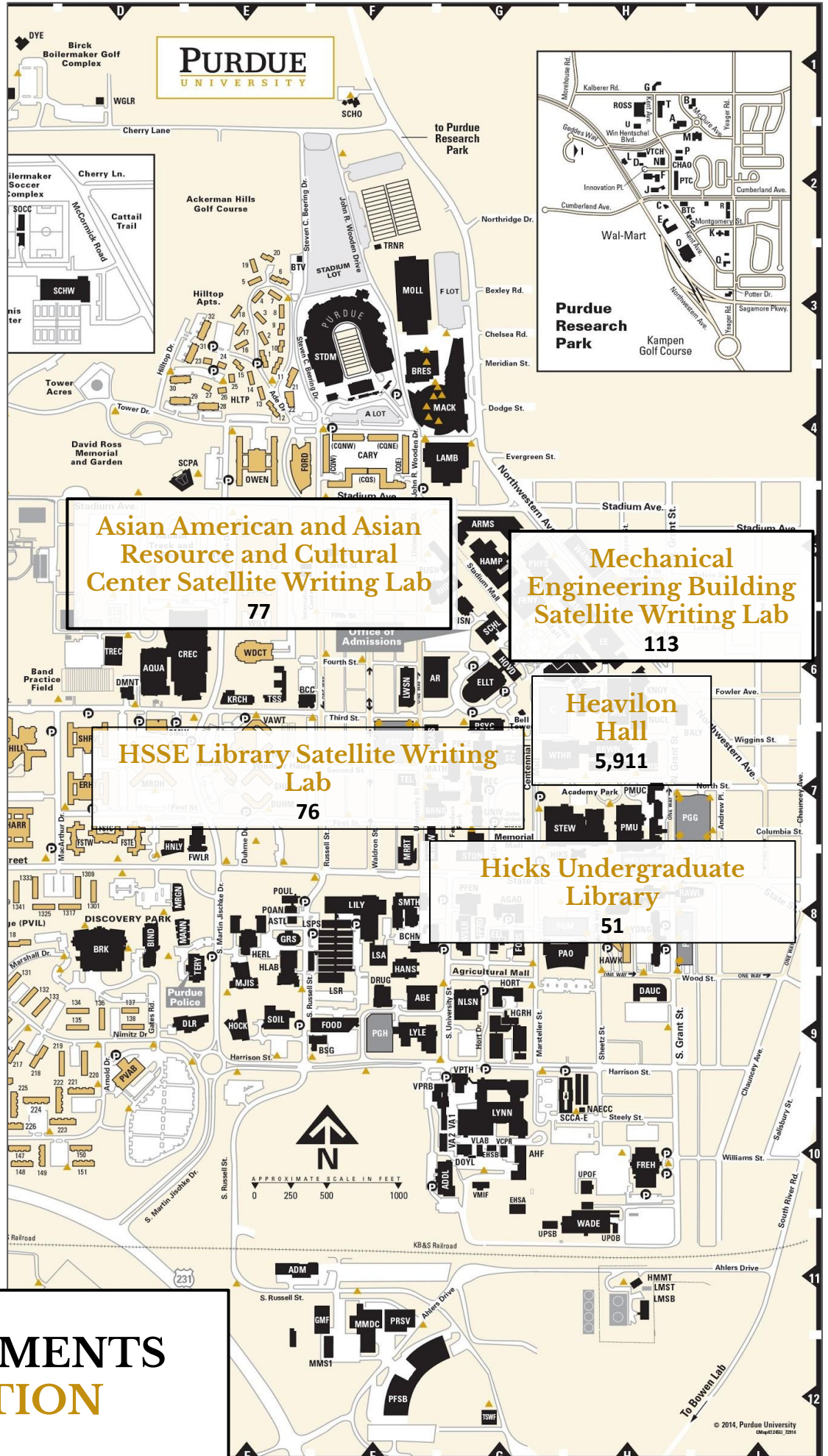
The majority of visits to the Writing Lab were in the Heavilon Hall Location



The Writing Lab opened a new location at Hicks in Spring 2019

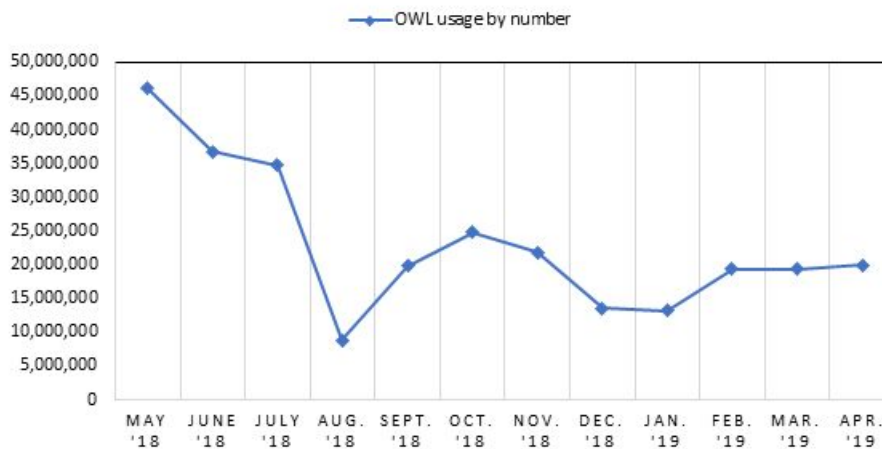


APPOINTMENTS BY LOCATION



In general, the Purdue OWL has seen a steady upward trend in its traffic over the years. However, this growth was interrupted during the 2018-2019 year by the migration of the OWL to a new URL and a site redesign. While there might appear to be a steep decline, we believe the drop is mainly attributable to the site migration. The months following the site migration saw the OWL's traffic gradually recover.

OWL USAGE BY MONTH 2018-2019

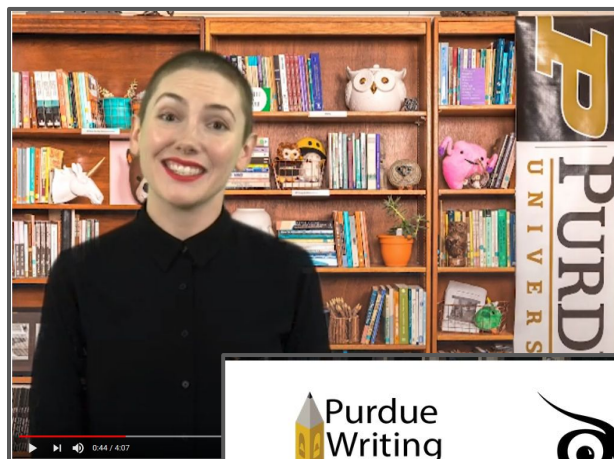


The Purdue OWL is one of the most popular writing support websites in the world. In 2018-2019, the OWL served 259,000,002 pageviews.



The OWL supports a YouTube channel with 65 vidcasts and 826,603 views this year, a 26% increase from last year

Vidcast topics include citation styles, writing strategies, grammatical concepts, job search documents and applications, writing in Engineering, rhetorical concepts, ESL writing, and preparing for successful Writing Lab visits. The OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility, and all videos on the YouTube channel include closed captioning.





The Purdue Writing Lab

Purdue University students, faculty, and staff at our West Lafayette, IN campus may access this area for information on the award-winning Purdue Writing Lab. This area includes Writing Lab hours, services, and contact information.



The Purdue Online Writing Lab

Welcome to the Purdue OWL. We offer free resources including Writing and Teaching Writing, Research, Grammar and Mechanics, Style Guides, ESL (English as a Second Language), and Job Search and Professional Writing.

TOP OWL PAGES BY VIEWS

■ APA General Format ■ MLA Formatting and Style Guide ■ MLA In-Text Citations: The Basics ■ APA In-Text Citations: The Basics

33,307,949

17,429,162

13,741,617

12,092,925

Harry Denny

Director

**Tammy
Conard-Salvo**

Associate Director

Vicki Kennell

Associate Director

*Graduate & Multilingual
Writing*

Staff

Graduate Teaching Assistants (GTAs)

GTA positions are highly selective. All GTAs must complete a semester-long tutoring practicum during their first semester of work.

Undergraduate Teaching Assistants (UTAs)

UTAs are undergraduate peer tutors from various majors across the university. UTAs are selected from the best students who have completed a semester-long practicum course on tutoring.

OWL (Online Writing Lab) Staff

The OWL staff are responsible for programming and maintaining OWL web resources, managing the content of the site, and supervising the development of instructional materials.

For the 2018-2019 academic year, the writing lab was staffed by 50 undergraduate and 26 graduate tutors.

Writing lab tutors and staff have been active members of the scholarly community.

Over the past school year, members of the writing lab have upheld Purdue's reputation for academic excellence through a number of writing center-related projects including six articles, a book, and a defended dissertation.



Writing Lab tutors and staff gave thirteen presentations at six conferences across the U.S. and Canada, including at the annual Conference on College Composition and Communication (CCCC) and International Writing Center Association (IWCA) conference.

Acknowledgments

The following Writing Lab staff members contributed to this report:

Eugie Ruiz, *Assistant Director for Writing Across the Curriculum and Workshops*

Tony Bushner, *OWL Technical Coordinator and Webmaster*

Michelle Campbell, *Graduate Studies Workshop Facilitator*

Elizabeth Geib, *Assistant Director for Undergraduate Tutor Education*

Vicki Kennell, *Associate Director, Graduate & Multilingual Writing*

Katelyn Meza and Coby English, *UTA Coordinators*

Joe Forte, *OWL Coordinator*

Sadie Spencer, *Writing Lab Receptionist*

Christopher Voeglein, *Writing Lab Secretary*

Shyam Pandey, *ESL Project Coordinator*

Report Prepared By

Harry Denny, Director

Tammy Conard-Salvo, Associate Director

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PURDUE

WRITING LAB

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I. The Writing Lab at a Glance

In addition to allowing clients to manage their appointment scheduling, the software used by the Writing Lab (WOnline) offers virtual tutoring options and collects Writing Lab usage data. This data allows for a detailed analysis of who uses the Lab's services and for what purposes. An overview of Writing Lab usage is presented below.

INDIVIDUAL TUTORING VISITS¹			
	2018-2019	2017-2018	Percentage change
Heavilon Hall Writing Lab	5,911	5,980	-1.1%
Mechanical Engineering Building Satellite Writing Lab	113	78	+44.8%
Humanities, Social Science, and Education Library Satellite Writing Lab	76	46	+65.2%
Hicks Undergraduate Library ² Satellite Writing Lab	51	**	**
Asian American and Asian Resource and Cultural Center Satellite Writing Lab	77	30	+156.6%
Total Individual Visits (at all locations)	6,228 visits by 2,329 clients	6,205 visits by 2,256 clients	+0.3% (visits) +3.2% (clients)

OTHER WRITING LAB SERVICES	
ESL Conversation Groups	606 visits
In-Lab Workshops	19
Campus-Wide Workshops	4
Remote Lab Tours	35
In-Lab Tours	88
Total Sessions	752

¹ Please see Appendix A for a detailed breakdown of Writing Lab users for all locations.

² The Hicks Undergraduate Library satellite location opened in Spring 2019.

II. Services Provided

The Writing Lab provides the Purdue community with a wide range of services including

- In-person and virtual tutorial consultations
- Support for Introductory Composition (ICaP) instructors
- Campus-wide workshops on a variety of writing topics
- Programming designed to support graduate writers
- Support for multilingual speakers of English

The Writing Lab is also engaged with local and state communities through direct outreach and via the Online Writing Lab (OWL), one of the world's most-visited writing websites. This section provides details about the services we provide.

One-to-One Tutorials

Individual tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with best practices in peer tutoring, one-to-one learning techniques, and second language learning strategies based on theory, practice, and scholarship within Composition and its subfields. Tutors gain in-depth knowledge of multiple genres of academic and professional writing. The Lab's training process emphasizes continual growth, with a strong focus on a multiplicity of approaches to both tutoring and writing.

During one-to-one consultations, Purdue students, faculty, and staff engage in 25 or 50-minute, in-person or virtual meetings with one of our graduate or undergraduate tutors. Consultations can take place during any part of the writing process. Some writers come to the Lab with just a few notes or ideas while other writers come to the Lab with a full draft or complete project. Consultations can focus on any type of writing, including but not limited to personal writing, research papers, reports and other class assignments, résumés, lesson plans, theses and dissertations, outlines for speeches, and PowerPoint presentations.

Tutors work with concerns specific to each client's writing assignment and academic or professional goals. The person-to-person aspect is key to a consultation's effectiveness. While consultants do help clients learn editing skills, sessions cover a wide variety of topics other than grammar or proofreading. Tutors help clients understand audience expectations for their documents and learn how to revise their writing to meet them.

Virtual Consultations

The Writing Lab offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2018-2019 academic year, online appointments accounted for 25.1% of all Heavilon Hall tutorial sessions compared to 23.3% last year. Key information for online tutoring during the 2018-2019 academic year is provided below:

- 1,365 e-tutoring appointment, an increase of 9.2% from last year
- 119 Online Appointments, a decrease of 16.1% from last year
- 1,484 total online appointments, an increase of 6.6% from last year
- 19 of 76 tutors offered virtual consultations

Online and e-tutoring widen the reach of the Writing Lab by improving its accessibility to clients for whom a physical, on-campus visit is difficult, including nontraditional students, distance-learning students, and students with mobility concerns. Users of e-tutoring and online tutoring include, for example, Purdue students who are engaged in international travel and off-campus internships.

Support for Introductory Composition (ICaP) Instructors

The Writing Lab continues to work with ICaP instructors by offering tours for ENGL 106/108 courses, Instructors can request consultations on how best to collaborate with the Writing Lab, and the Writing Lab serves as an important mentoring space for instructors to improve their pedagogical expertise. In addition, Writing Lab staff have served on the Introductory Writing Committee.

Workshops

Workshops build relationships across campus and support discipline-specific writing instruction. In 2018-2019, the Writing Lab collaborated with faculty from various disciplines to address their needs and the needs of their students. Workshops became less lecture-based and instead focused on a peer-review model where students and faculty learn how to provide discipline-specific feedback. The Writing Lab prioritizes peer-model instruction to empower instructors to sustain such activities on their own, ultimately improving their own teaching. Ideally, workshops lead to valuable and productive Writing Lab sessions for both students and faculty. The Workshop and Writing Across the Curriculum Coordinator also conducted Remote Lab Tours that discussed the ways the Writing Lab can help students become better writers brought more information about the Writing Lab into courses across campus.

During 2018-2019, the Writing Lab offered 19 in-Lab workshops, 4 campus-wide workshops, 35 remote Lab tours, and 6 workshops for graduate student writing. The ESL Project Coordinator also developed revision and editing materials for instructors to use in their own classes which replaced last year's ESL-specific workshops. Workshops are typically an hour-long and either conform to the peer-review model or consist of the mentoring or training described above. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Support for Graduate Writers

Intensive Writing Experience for Dissertation Writers

In collaboration with the Graduate School, the Writing Lab held four three-day writing events for dissertation writers during the summer of 2018. A total of 80 graduate students attended the events: 53 for the drafting-focused weeks and 27 for the revising-focused weeks. Forty-nine attendees self-identified as international students. Attendees represented 44 disciplines, including a mix of humanities, social sciences, and STEM disciplines. Evaluations were overwhelmingly positive. Attendees commented on several different helpful aspects of the events:

- On progress made on the dissertation: *“9,000 words in 3 days”*
- On relational support provided: *“of incredible value to find a community going through exactly the same process”*
- On skills learned: *“great advice for overcoming procrastination”*
- On overall value of the program for other graduate students: *“this needs to be offered twice a semester for all levels of graduate students”*

Writers' Rooms

Writers' Rooms are dedicated times and spaces for graduate writers to work on their academic writing projects (e.g., scholarly articles, dissertations, etc.). Writers should plan to spend most of the two-hour block in independent writing; however, Writing Lab tutors will be available for very brief, very specific consultations if concerns arise during the writing time.

- Fall 2018: offered 3 times (once each in September, October, November); 18 attendees
- Spring 2019: offered twice a week, every other week; 88 visits by 35 attendees

Unsolicited evaluation:

I would like to express appreciation for the graduate writing sessions held in STEW 320 this semester. I have benefitted from them greatly. Would it be possible to have the session scheduled every week rather than every other week?

Online Writing Lab (OWL)

The Purdue OWL provides static and video-based content on general and discipline-specific writing. In general, the Purdue OWL has seen a steady upward trend in its traffic over the years. However, this growth was interrupted during the 2018-2019 year by the migration of the OWL to a new URL and a site redesign. In 2018-2019, the OWL served 259,000,002 pageviews compared to 515,179,143 pageviews in 2017-2018. While this might appear to be a steep decline, we believe the drop is mainly attributable to the site migration. This migration not only led to a significant traffic dip as the OWL's users updated old bookmarks and reworked their classroom resources to reflect the new site, but also caused the site's non-human "bot" traffic to temporarily dip.

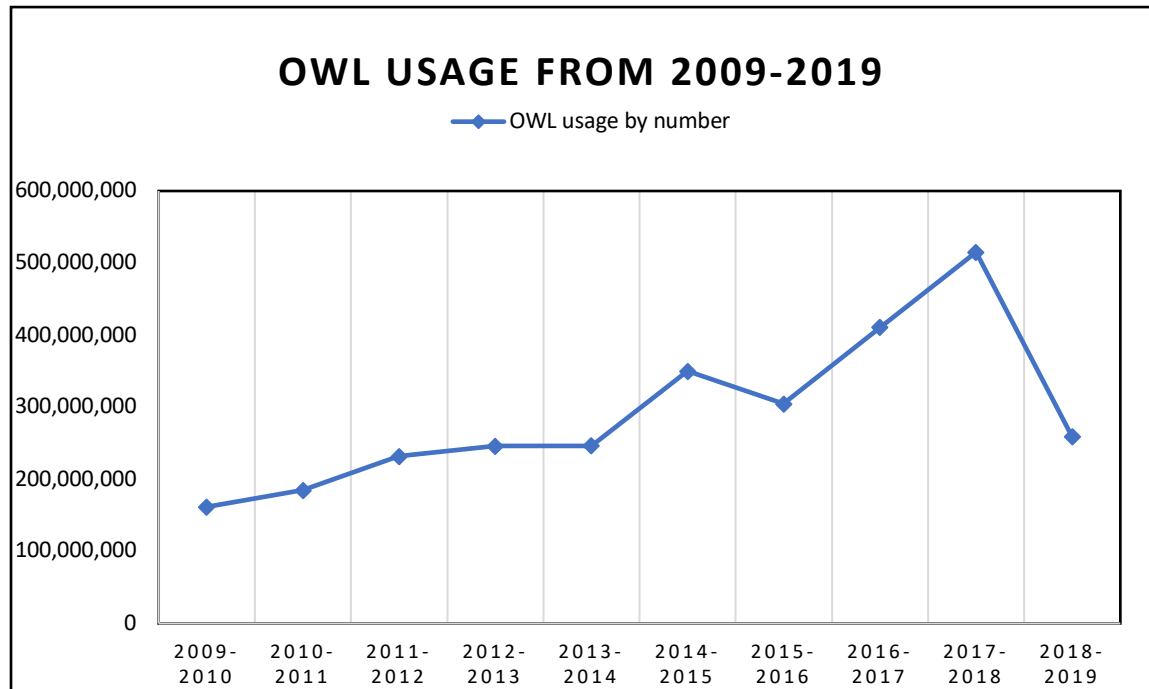


Figure 1: OWL usage from 2009-2019

The months following the site migration saw the OWL's traffic gradually recover. The month-by-month upward traffic trend during the Fall 2018 semester and the uninterrupted growth of subscribership on the OWL's YouTube channel suggests that as the OWL re-attain its former traffic figures, the site is still on pace to exceed a billion yearly pageviews by the early 2020s.

OWL USAGE BY MONTH 2018-2019

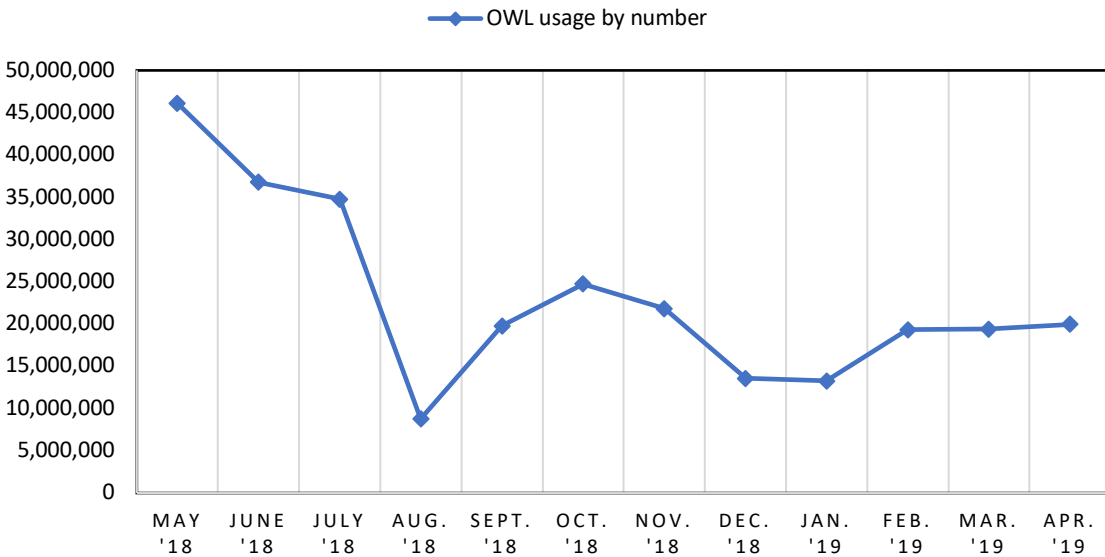


Figure 2: OWL usage by month 2018-2019

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, China, the United Kingdom, and Australia. The OWL pages on APA and MLA citation remain the most highly used. Other popular topics include annotated bibliographies, professional writing and business writing, avoiding plagiarism, thesis statement formation, outlining, and the writing process. The OWL's downloadable resources, like its sample papers and PowerPoint presentations, are also very popular.

Recent additions to our growing number of resources include pages on historical schemes for argumentation, writer's block, film analysis, creative writing, and more. Revision efforts in the summer of 2018 focused on ensuring the accuracy of our citation resources (especially our popular APA, MLA, and Chicago guides). The addition of ads to the site has also led to the creation of guides for the responsible use of the citation machines and grammar checker apps that appear in those ads. Finally, the OWL has begun to experiment with "OWL Conversations"—a new format for content that embraces developers' narrative, argumentative, and descriptive writing abilities. The OWL's inaugural "conversation," for instance, was a thinkpiece that discussed the inaccurate myths surrounding the notion of the naturally gifted writer.

The OWL also supports a YouTube channel with 65 vidcasts. The OWL's YouTube channel has 20,320 subscribers, a 27% increase from last year (see Appendix E). Vidcast topics include citation styles, writing strategies, grammatical concepts, job search documents and applications, writing in Engineering, rhetorical concepts, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility, and all videos on the YouTube channel include closed captioning.

In 2018-2019 the OWL began to embrace a new “video essay” format in an effort to offer more fresh and exciting video content. During the Fall 2018 and Spring 2019 semesters, graduate student developers wrote over a dozen scripts for videos and recorded greenscreen footage in Purdue’s Video Express studios. While the production process for these videos is still ongoing, topics of videos released during the 2018-2019 year include dangling modifiers, writing motivation, citation styles/formatting, and active/passive voice (the latter being the topic of the most popular video essay thus far).

The OWL frequently receives questions, concerns, and feedback from its users. The selection of comments below demonstrate the OWL’s continued record of providing public support as a part of Purdue’s land grant mission, as well as its focus on providing content for a diverse range of users:

“Greetings, I have used Purdue Owl for a number of years. I had to stop in the middle of writing my paper today to thank you and the rest of the staff for putting such a stellar resource online. Having it available and in such an easy and searchable format has meant the world to me, my studies, and my grades on my papers. The work that you all are doing is greatly appreciated.”

“Dear staff in the Purdue Writing Lab. Hello. I am a foreign student who studies in Korea. I have had many difficulties from learning MLA formatting. But your presentation files help me a lot. Thank You So Much! [sic.]”

“As a non-traditional 40+ year old returning adult student, who last used the Chicago Manual of Style in the 1990s, your Online Writing Lab has saved my writing from being thrown out simply because I did not follow the proper format. Thank you for your great service to students of all backgrounds. I’m currently an English/Technical Communications Major, and able to succeed because of you.”

“Just wanted to send along a big thank you to everyone who worked on the reformatting for the OWL web site. It looks beautiful and you would have had a big smile when you saw our librarians “geeking out” about the new look. That is so much work and SO appreciated by students— in high school and college—across the country (and, no doubt, the world). Thank you again!”

III. Support for Multilingual Writers

Users who self-identified as non-native speakers of English accounted for 64% of total Writing Lab visits this academic year and 66.3% of one-to-one consultations (4128 individual sessions) occurred with international students. Figure 3 represents this percentage by academic standing and Figure 4 shows a further break down of academic standing for undergraduate, international writers.

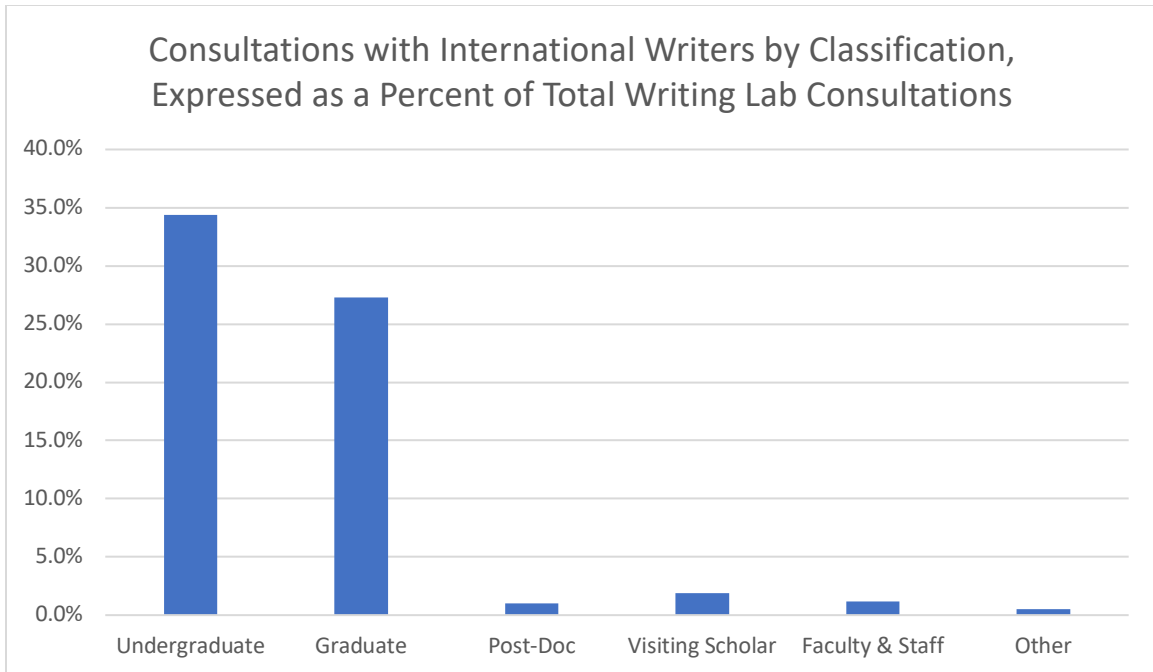


Figure 3: Consultations with international writers by classification expressed as a percent of total Writing Lab consultations, May 14, 2018 to May 4, 2019.

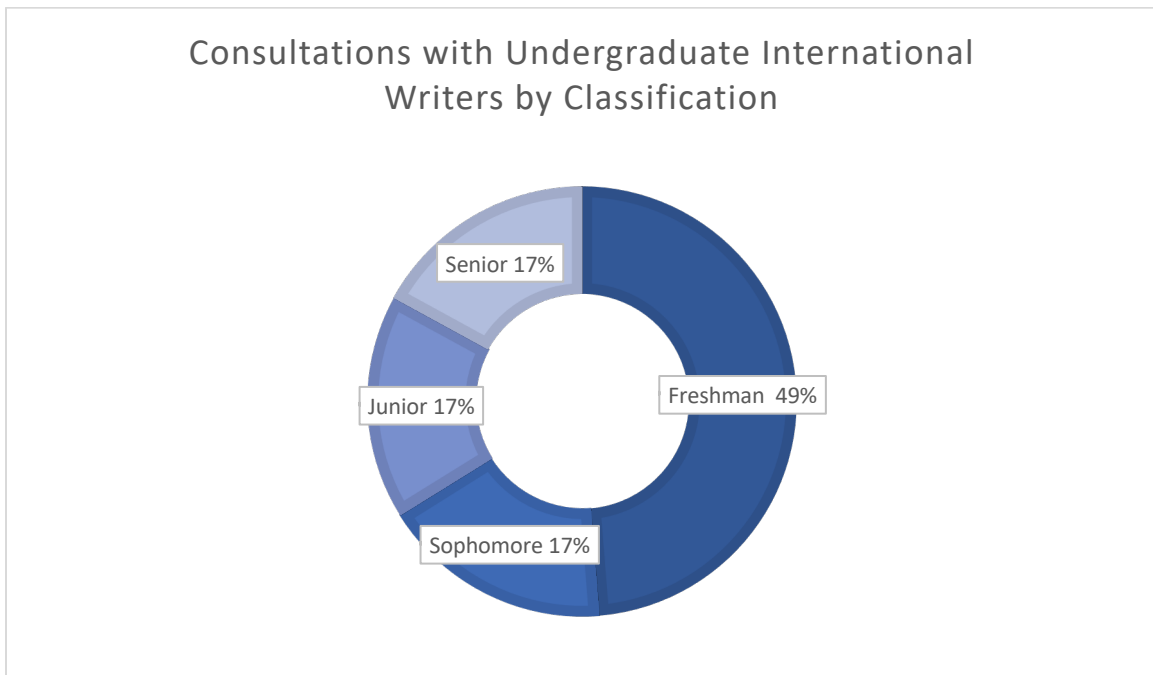


Figure 4: Consultations with International Undergraduate Writers, May 14, 2018 to May 4, 2019.

Dr. Vicki Kennell, the Writing Lab’s Associate Director, oversaw all second language writing-related activities and educational development. In the 2018-2019 academic year, she developed and coordinated intensive, weekly training on second language writing issues for Writing Lab tutors.

During the 2018-2019 academic year, Shyam Pandey, the Multilingual Writer Project Coordinator worked for a half time (FTE .50) appointment. The Multilingual Writer Project Coordinator works closely with the Associate Director of Multilingual and Graduate Writing to develop various teaching and learning materials. Shyam prepared help sheets on grammatical topics that are commonly addressed in the Purdue Writing Lab by the writing tutors: colons, comma usage, parts of speech, types of sentences, semicolons, verbs, articles, and tenses. In the fall semester of 2018, Shyam coordinated with PLaCE and prepared materials to support two short- courses offered by PLaCE: Introduction to Grammar in Academic Writing and Academic Writing—Focus on Essentials. The major objectives of these courses are to introduce international students to core parts of academic writing. Shyam also prepared a user manual to help writers and tutors navigate ESL support software that the writing lab already owns. During spring 2019, Shyam developed content for Purdue OWL on the topic of World Englishes. The new materials include pages on the topic of world Englishes which will briefly highlight the basic concepts, a short video with Professor Margie Berns on why world Englishes is important, an explanation of how the new varieties of English develop, examples of how world Englishes function, a few prompts for classroom activities on world Englishes, and a list of further reading on different varieties of Englishes.

Conversation Groups

During the 2018-2019 academic year, the Writing Lab’s daily ESL conversation groups logged 606 visits by conversation group participants, including repeat-visitors. Attendance at conversation groups varies quite a bit from year to year and semester to semester. Figure 5 shows conversation group attendance over the past four years.

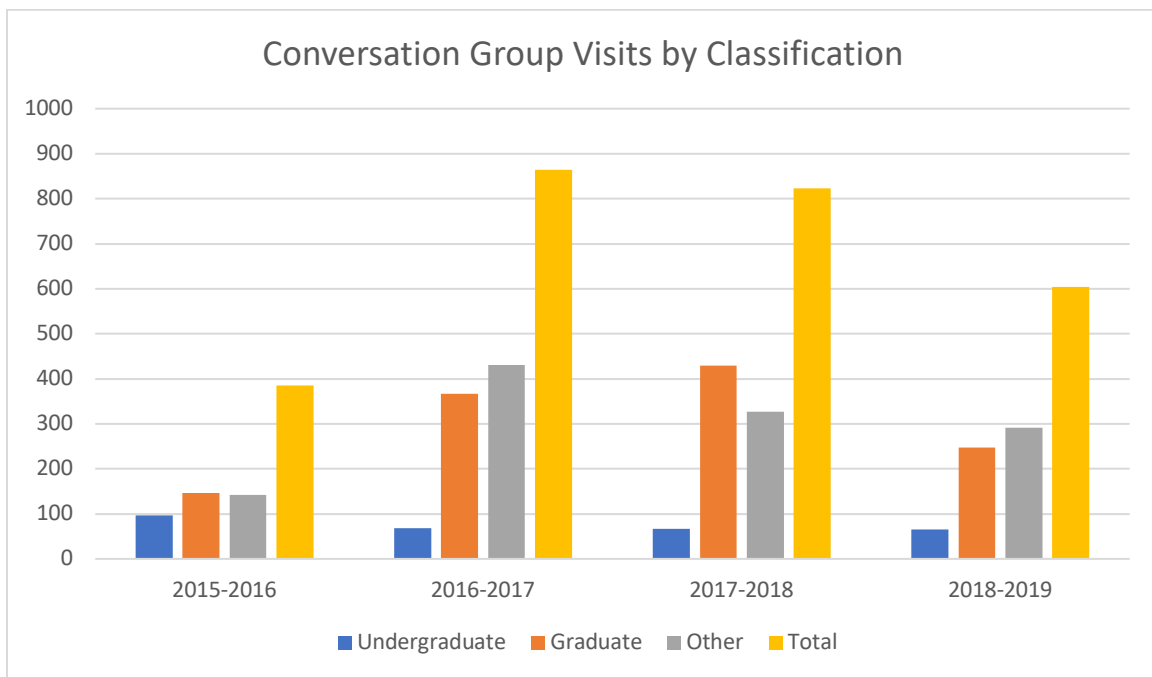


Figure 5: Conversation Group Attendance Over Time by Classification. Current year May 14, 2018 to May 4, 2019. The Other category includes visiting scholars, staff, post-docs, and other unspecified individuals.

Conversation groups are held daily during the Fall and Spring semesters and Monday through Thursday during summer sessions. In conversation groups, non-native speakers of English engage in friendly, round-table conversation and small-group activities led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment. Topics covered this year included the Science & Technology, Jokes & Humor, Environmental Issues, and Etiquette & Manners. Conversation groups focus on building relevant vocabulary and fluency for daily conversation. Learners gain confidence in their ability to interact with native English speakers, and many conversation group participants use other Writing Lab services as well. Attendees are markedly positive about their experiences, with close to 100 percent indicating that leaders are effective and that they feel comfortable speaking in the group.

In-Lab Language Resources

The Writing Lab offers a number of services for writers looking to improve their English language ability as well as their writing ability. Usage of these services is not currently tracked.

- A language library with books for tutor, student, and instructor use. These books cover a range of language topics, including grammar, speaking, and vocabulary.
- A selection of English language learning software that can be used whenever the Writing Lab is open.
- A list of language tutors for hire, available to individuals in the community as well as on campus.
- An Academic Resources document that lists up-to-date information about language classes and programs at Purdue and in the surrounding community. Copies of this document and of the tutor list are available in a PDF version. To request copies, email vkennell@purdue.edu.

IV. Writing Lab Staff Education

To ensure that all tutors are trained according to best practices, the Writing Lab requires that undergraduate and graduate tutors take a tutor education course and participate in ongoing multilingual training. In addition, the Writing Lab maintains a library of writing-related texts.

Credit Courses

During the fall semester, two courses were offered to prepare candidates for tutoring positions within the Purdue Writing Lab:

- English 502W (1 credit): This course is an in-service practicum required for graduate teaching assistants in their first semester of tutoring.
- English 390 (2-3 credits): This course focuses on the theory and practice of tutoring writing and is a prerequisite for applying for UTA (Undergraduate Teaching Assistant) positions.

Intensive Multilingual Training for Tutors

In order to ensure that all Writing Lab tutors are equipped to consult with the large number of multilingual writers who visit the Writing Lab, intensive training around working with multilingual writers is offered each spring. Surveys of tutors show that tutors may lack knowledge about the cultural aspects of assessing writing or conferencing with writers, but they may also lack knowledge about the cultural aspects of global writing issues such as organization. In order to improve their abilities with respect to all aspects of multilingual writer tutoring, every tutor spends one hour per week on professional development activities that provide insights into and strategies for working with this population. For more details about the intensive training program itself, see the conference presentations posted on the Purdue Writing Lab e-pubs site:

- <http://docs.lib.purdue.edu/writinglabpres/14/>
- <http://docs.lib.purdue.edu/writinglabpres/13/>

Training program evaluations indicate that tutors think the training improves their abilities to tutor multilingual writers, positively affects their attitudes about working with multilingual writers, and increases their confidence for working with this population. Figure 6 shows the results for the spring 2019 training course. Some representative comments from the evaluation follow.

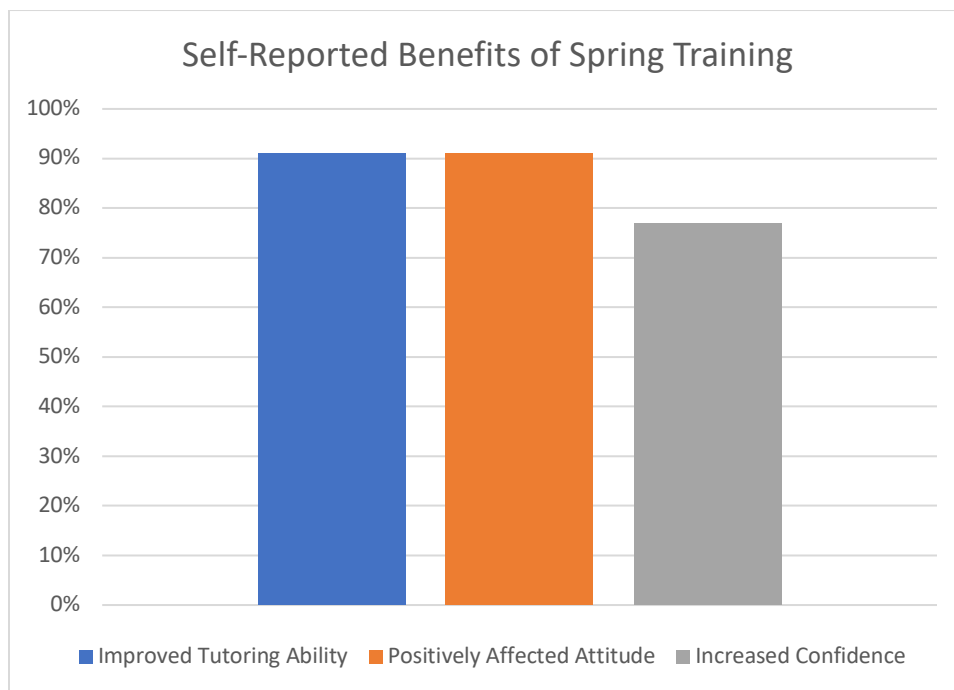


Figure 6: Tutor Self-Reported Assessment of the Benefits of Intensive Spring Training, May 2019.

In addition to questions such as these, tutors are allowed to enter comments about their experience with the training. Comments generally demonstrate the relevance and usefulness the training has for tutors' day-to-day tutoring experiences. The following comments are representative of undergraduate and graduate tutors:

- *I feel like the biggest impact of the training is that it deepened my perspective of what it's like to be in a different country with a different language and culture.*
- *I have noticed that my cross-cultural communication skills have improved outside of the lab as well, and I feel much more prepared to be a good teacher to international students when I start working in the classroom next year.*
I remember implementing the silence strategy in one of my sessions quite recently. I asked my client what she thought was the main point of a particular article, and instead of filling the silence that ensued with what I thought the main point was, I waited. I waited in silence until she came up with an idea because it forced her to actively think about her writing and in turn, we ended up with a topic to talk about.

In-Lab Resources

The Writing Lab maintains a reference library available to all Purdue students and faculty. This includes a collection of writing-related books, journals, and specialized resources for English language learners. The Lab also provides a computer dedicated to English practice in areas such as vocabulary and pronunciation.

V. The Value of the Writing Lab's Services

With the help of Institutional Research, the Writing Lab staff has developed new ways to measure the positive effects the Lab has on the Purdue community. Data on student retention, GPAs, and ENGL 106 grades are now regularly collected and compared for students who both do and do not use the Writing Lab. **Preliminary results analyzed by Harry Denny show that students who visit the Lab routinely do better academically than students who do not use the Lab. Professor Denny and other staff members are continuing to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful.** Please see <https://owl.purdue.edu/research/research.html> for detailed information about current research projects, including cross-institutional projects.

Purdue's Writing Lab is considered the "Gold Standard" for both in-person and online writing labs, and such a wide reach does not go unnoticed. The Writing Lab regularly receives academic visitors who use us as a model for their own writing center practices.

Over the nearly four decades since the Writing Lab opened, more than a hundred staff and alumni have produced writing-related research and scholarship. Alumni trained in the Lab have also taken faculty positions across the United States, bringing what they learned in the Purdue Writing Lab to their new academic communities. Former undergraduate tutors have gone on to succeed in a wide variety of professions, both in academe and the private sector.

Off-Campus Visitors

Various campus units bring visiting students or visiting scholars to campus throughout the year. If given Purdue ID cards, these visitors can use any Writing Lab programs. Many take advantage of the opportunity to work on their writing and verbal skills at the same time through consultations with tutors. We do not generally track these groups separately, but occasionally

a group will ask for a more formal arrangement with the Writing Lab. During the summer of 2018, the Writing Lab provided Lab tours for 61 Colombian visiting faculty who were taking courses in the PLaCE program. These Lab tours introduced the visitors to Writing Lab programs, guided them through thinking about their concerns and strengths as writers, and helped them register for the online schedule system so that they could immediately start making appointments.

Client Feedback

The Writing Lab collects evaluations from clients each time they use a service. **Feedback for in-Lab services is overwhelmingly positive, with over 96% of clients claiming that their consultations were helpful or very helpful, and far less than one percent expressing dissatisfaction with their sessions.** When assessing their sessions, clients often write that they consider the tutors to be well-qualified, knowledgeable, and adept consultants. They mention gaining knowledge, specific strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Writing Lab staff. A sample of students' written comments and an overview of evaluations are included in Appendix B.

User satisfaction with the OWL is manifest in the large number of link requests the site receives, its high search engine ranking, its frequent mention in writing-related scholarship, and in constant unsolicited thanks from users around the world. A small sample of the OWL's unsolicited positive feedback is included on page 9 of this report.

VI. On-and Off-Campus Engagement

Writing Lab staff recognize the importance of intellectual diversity and community involvement. As a result, staff members frequently engage with on-and off-campus groups through regularly-offered services, special projects, and research. This section highlights the major on-and-off campus partners. See Appendix C for a list of other campus and community interactions.

On-Campus Engagement

Campus-Wide Workshops

In addition to 19 in-Lab workshops during the 2018-2019 academic year, the Writing Lab presented 4 workshops in courses and sites outside the English department. Through collaborations among the Lab's tutors, directors, and Workshop/Writing Across the Curriculum Coordinator these workshops were customized to develop dynamic, discipline-specific content that leads to knowledge transfer through pedagogically-effective instruction.

Remote Lab Tours

This year, the Writing Lab presented 35 remote lab tours to programs and departments on the Purdue campus including Art and Design, Aeronautics and Astronautics, Agriculture, Chemistry, and Earth, Atmospheric and Planetary Sciences. These remote lab tours offer an in-depth look at how Writing Lab services support students, staff, and faculty in specific disciplines.

Purdue Language and Cultural Exchange (PLaCE)

The Purdue Language and Cultural Exchange (PLaCE) provides language support to incoming international undergraduates. In the fall semester of 2018, Shyam coordinated with PLaCE and prepared materials to support two short- courses offered by PLaCE: Introduction to Grammar in Academic Writing and Academic Writing—Focus on Essentials. Both of these courses are designed for international students who want to become stronger academic writers. The major objectives of these courses are to introduce students to core parts of academic writing. Hands-on teaching-learning materials for these two courses included subjects such as Choosing a Topic and Scope for a Longer Text, Clauses and Conjunctions, Determining Essay Focus, Keeping Yourself Organized, Managing Your Time Effectively, Organizing and Outlining an Argument, Spelling Commonly Confused Words, Using Parallelism, Writing a Thesis or Purpose Statement, and Writing with Technology. Although these courses are targeted to undergraduate student populations, some graduate students also enroll in these courses. The materials were used in 4 different sections (2 for each course) in Spring 2019 with a total number of 72 students.

Orientation Activities

Every year we welcome incoming students by providing information regarding the Lab's services. In 2018-2019, we participated in the Graduate Student Orientation Fair and the Campus Resource Fair sponsored by Academic Success and Advising. The Writing Lab also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with campus and Greater Lafayette-area organizations and programs. During the first two weeks of each semester, the Writing Lab offers tours to first-year composition instructors, who bring their students to the Lab for discussions and demonstrations of Writing Lab services.

STEM Engagement

The Writing Lab operates a satellite location in the Mechanical Engineering building one night each week to provide additional writing support for engineering undergraduate and graduate students, faculty, and staff, as well as for those from other disciplines. The Lab maintains strong connections with faculty and programs in pharmacy and engineering. These efforts align with Purdue's dedication to STEM leadership and to innovative, multidisciplinary research.

Staff Outreach

The Lab participated in the **Clerical Staff Advisory Committee and Administrative & Professional Staff Advisory Committee Resource Fair** and **shared information about Writing Lab services with more than 900 attendees**. The Writing Lab has conducted workshops on professional communication for the Accomplished Clerical Excellence (ACE) Program for several years and we plan to continue this partnership in the upcoming academic year.

Graduate Student Outreach

Thanks to the generous support of the Graduate School and collaboration with the CLA Dean's Office, we were able to fund additional graduate lines to support outreach to graduate students around targeted workshops and writing groups, as well as to develop a faculty guide for supporting graduate writers.

Satellite Locations

During the fall and spring semesters, the Writing Lab offered evening tutoring at several locations around campus. During the 2018-2019 academic year, the following locations hosted evening tutoring hours:

HSSE Library Satellite Writing Lab (Mondays, 6-9 PM)

The Lab's HSSE location is designed to foster collaborative tutoring, utilizing the library's collaborative study spaces.

Asian American and Asian Resource Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)

Writing Lab utilizes the AAARCC as outreach to students who use this center.

Mechanical Engineering Building Satellite Writing Lab (Wednesdays, 6-9 PM)

The ME location sustains strong collaboration with the College of Engineering.

Hicks Undergraduate Library (Tuesday-Thursday, 2-5 PM)

The Writing Lab opened a new satellite location this spring at the Hicks Undergraduate Library as part of our goal of bringing writing assistance to where students write.

Off-Campus Engagement

Collaboration with Office of Institutional Research, Assessment, & Effectiveness (OIRAE)

Pulling from its data corpus of more than 60,000 student records, the Writing Lab has been working with the OIRAE to discover and document the impact of Writing Lab tutorials on a variety of student populations. Initial results are indicating that at-risk students who visit the Writing Lab experience an increase in GPA and are more likely to graduate than their peers who do not engage with the Writing Lab, and the gains of at-risk students who visit the Writing Lab outpace the gains of non-at-risk peers who use the Writing Lab.

The collaboration is also helping the Writing Lab better understand the demographics and usage patterns of students from across the university and at various stages of their education.

Writing Center Research Project (WCRP)

In 2015, the Writing Lab restarted the international survey of writing center activity and demographics. This IRB-approved project seeks to foster cross-institutional research across a variety of writing center contexts (high schools, two-year colleges, small liberal arts colleges, regional comprehensives, and research intensives). The Writing Lab is planning to relaunch the project in fall 2019. Purdue houses the WCRP on both the Purdue Libraries e-pubs site and the OWL: <https://owl.purdue.edu/research/research.html>.

International Writing Centers Association Mentoring Network

The professional association has been involved with matching early-career writing center directors with more experienced or seasoned faculty directors. For the 2018-2019 academic

year, Dr. Denny mentored a number of those new directors around the country, helping them negotiate for better recognition of their labor or guiding them through unfamiliar institutional dynamics and writing center policy.

Social Media

The Writing Lab maintains a Twitter account (@PurdueWLab) and a Facebook page (<https://www.facebook.com/PurdueUniversityWritingLab>), while the OWL has its own YouTube channel (OWL@Purdue). This year the OWL@Purdue YouTube channel achieved 3,846,325 combined views. The channel launched in the spring of 2011, and in eight years has grown to include 65 video resources and 20,320 subscribers. For more specific metrics related to the YouTube channel, please see Appendix E.

Alumni Outreach

The Writing Lab publishes a twice-yearly online newsletter, *Alumni Annotations*, which is distributed to former Writing Lab and OWL staff. *Alumni Annotations* provides news about the Lab's ongoing projects, honors received by staff, and features written by former tutors. For the full archive of the *Alumni Annotations* newsletters follow this link: https://owl.purdue.edu/writinglab/alumni/alumni_annotations.html.

In 2015, the Writing Lab initiated the Peer Tutor Alumni Research project. This ongoing project follows former peer tutors after their graduation from Purdue to determine what tutoring skills these individuals carry with them into the next phases of life.

VII. Research and Professional Development

The Writing Lab offers opportunities to conduct academic scholarship, with many graduate alumni continuing this research in tenure-track positions at universities in the United States and abroad. In addition, Lab training serves to professionalize tutors, preparing them for jobs in education, government, and private industry.

Dissertations and Theses

During the 2018-2019 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab:

Towle, Beth. *Critiquing Collaboration: Understanding Institutional Writing Cultures through an Empirical Study of Writing Center-Writing Program Collaborations at Small Liberal Arts Colleges*. PhD Dissertation, defended Spring 2019.

Examining the collaborations that exist between writing programs and writing centers may reveal how institutions value or support writing. This empirical study uses grounded theory and institutional critique approaches to better understand relationships between writing programs and writing centers at small liberal arts colleges, with the end goal of providing recommendations for supported, sustainable collaborations.

Ongoing Campus-Wide and Inter-Institutional Research Projects

The Writing Lab continues to investigate its usage trends by class standing (freshman, sophomore, junior, senior, graduate student) and college. This project explores at what stage students are most likely to visit the lab in their academic career. The Writing Lab also examines long-term trends in usage of the Writing Lab by nationality. We see a consistent pattern of positive, statistically-significant impact on semester-long grades as well as on persistence to graduation and graduation rates.

The Writing Lab maintains a webpage at <https://owl.purdue.edu/research> that contains an archive of Purdue Writing Lab publications, updated information from the Writing Center Research Project, in-house research on OWL usability, and links to peer institution reports and data.

Awards and Grants

CCCC's Stonewall Service Award: Harry Denny

Publications

Denny, Harry. *Out in the Center: Public Controversies and Private Struggles*. Edited with Anna Sicari, Robert Mundy, Richard Severe, and Lila Naydan, Utah State University Press, 2019.

Denny, Harry, Lori Salem, and John Nordlof. "Tell me exactly what it was that I was doing that was so bad": Understanding the Needs and Expectations of Working-Class Students in Writing Centers." *Writing Center Journal*, vol. 31, no. 1, 2018, pp. 67-100.

Denny, Harry. "Of Sticks and Stones, Words that Wound, and Actions Speaking Louder: When Academic Bullying Becomes Everyday Oppression." Invited reprint with coda in *Defining, Locating, and Addressing Bullying in the WPA Workplace*, edited by Cristyn Elder and Beth Davila, University Press of Colorado, 2019.

Campbell, Michelle M. and Vicki R. Kennell. "Faculty Guide: Working With Graduate Student Writers." *Purdue Writing Lab*, November 2018. Retrieved from https://owl.purdue.edu/writinglab/faculty/faculty_guides.html. (non-peer reviewed).

Geib, Elizabeth and Harry Denny. "Writing Centers as Intersections for Controversy and Change." *The University of Press of Colorado Blog*, 15 March 2019. Retrieved from: <https://upcolorado.com/about-us/blog/item/3665-writing-centers-as-intersections-for-controversy-and-change>

Hobza, Mitch and Kennell, Vicki R. "A Resource Guide for Consulting with Graduate Students." *Purdue Writing Lab*, August 2018. Retrieved from https://owl.purdue.edu/writinglab/students/student_tutor_guides.html. (non-peer reviewed).

Kennell, Vicki R. and Molly Rentscher. "Getting to the Roots of L2 Writer Experiences." *Another Word* (University of Wisconsin-Madison Writing Center Blog), 8 October 2018. Retrieved from <https://dept.writing.wisc.edu/blog/getting-to-the-roots-of-l2-writer-experiences/>. (non-peer reviewed).

Conference Presentations

Bremer, Rachel and Harry Denny. "Understanding the needs of Fraternity, Sorority, and Cooperative Learning Students." International Writing Centers Association, 11 October 2018, Atlanta, GA. Presentation.

Denny, Harry. "Assessment Theory & Practices in Writing Centers." Summer Institute. International Writing Centers Association. July 2018, Indianapolis, IN. Presentation.

Denny, Harry. "CareerQuest: Helping graduate students and professionals imagine positions in writing centers." Conference on College Composition & Communication, 14 March 2019, Pittsburgh, PA. Presentation.

Denny, Harry. Cross-institutional research special interest group. Facilitator of discussion with colleagues from Colorado, Duke, and Columbia. 12 October 2018

Denny, Harry. "When 'Fake News' Fox comes a-Trollin,' Now what?: Lessons from an OWL's Point of View. Conference on College Composition & Communication, 15 March 2019 Pittsburgh, PA. Presentation.

Denny, Harry. "Lessons from the Peer Tutor Alumni Project." East Central Writing Centers Association, 5 April 2019, Dayton, OH. Presentation.

Coby English. "Serving the "T": Space and Access for Transgender Students and Tutors in University Writing Centers." Hoosiers Out Together Conference, 26 October 2018, Indianapolis, IN. Presentation.

Geib, Elizabeth. "Understanding the Relationship of/ between Academic & Non-Academic Writing Center Spaces." International Writing Centers Association, 11 October 2018, Atlanta, GA. Presentation.

Hobza, Mitch. "Using Tools from World Englishes in the Center to Challenge Assumptions about English Usage." International Writing Centers Association, 11 October 2018, Atlanta, GA. Presentation.

Kennell, V.R. & Rentscher, M. "Portrait of the L2 Writer as a Writing Center Visitor." Symposium on Second Language Writing, August 2018, Simon Fraser University, Vancouver, Canada. Presentation.

Kennell, V.R. "Testing intercultural skills of new Writing Lab tutors." CILMAR Lunch-and-Learn, Fall 2018, Purdue University, West Lafayette, IN. Presentation.

Wang, Isaac. "Decolonizing Metaphor: Moves Towards an Indigenous Writing Center Praxis." International Writing Centers Association, 13 October 2018, Atlanta, GA. Presentation.

Wang, Isaac. "Empiricism, Colonialism, and Writing Centers: Laying the Grounds for a Decolonial Approach to RAD Research." Conference on College Composition & Communication, 15 March 2019 Pittsburgh, PA. Presentation.

Appendix A: Breakdown of Usage Information⁴

Use by Classification	Times Used	Percent Change from 2017-2018
Undergraduate	3659	2%
Graduate	2223	-3%
Visiting Scholar/Post-Doc	196	-20%
Faculty	34	162%
Staff	39	-26%
Other	70	141%

Use by College	Times Used	Percent Change from 2016-2017
Agriculture	282	-31%
Education	402	5%
Engineering	1353	-19%
Health and Human Sciences	648	-4%
Liberal Arts	1163	12%
Management	556	23%
Pharmacy	187	6%
Polytechnic Institute	634	47%
Science	744	16%
Veterinary Medicine	33	43%
Unknown/Other	218	-13%

Most Frequent Use by Major (the top 30 majors are listed)	Times Used
First-Year Engineering	321
Computer Science	280
English	274

⁴ Information presented in the appendices is based on clients' self-reported data. Not all clients chose to report data.

Communication	206
ECE Electrical and Computer Engineering	192
Curriculum and Instruction	186
ME Mechanical Engineering	165
Industrial Engineering	151
Psychology	149
Biology	146
Civil Engineering	142
SLHS Speech Language Hearing Sciences	131
Linguistics	128
AAE Aeronautics and Astronautics	113
Pharmacy	112
HTM Hospitality and Tourism Management	101
Business Management	99
Finance	98
Accounting	96
Economics	90
Exploratory Studies	89
Biomedical Engineering	82
Chemistry	82
Marketing	82
Aviation Management	76
Nursing	71
Actuarial Science	70
Biochemistry	64
Mathematics	61
Pre-Pharmacy	60

Usage Breakdown by Visitor Home Country

Country	Visits	Percent of Visits			
USA	2209	30.56%	Mexico	43	0.59%
China	2030	28.08%	Not reported	43	0.59%
South Korea	752	10.40%	Russia	41	0.57%
Taiwan	280	3.87%	Pakistan	40	0.55%
India	263	3.64%	Saudi Arabia	38	0.53%
Colombia	229	3.17%	Vietnam	36	0.50%
Brazil	166	2.30%	Italy	34	0.47%
Japan	144	1.99%	Peru	32	0.44%
Iran	140	1.94%	Malaysia	30	0.41%
Nepal	100	1.38%	Thailand	27	0.37%
Nigeria	99	1.37%	Bangladesh	27	0.37%
Turkey	73	1.01%	Poland	26	0.36%
			Guatemala	19	0.26%
			Costa Rica	19	0.26%

Indonesia	19	0.26%
Hong Kong	18	0.25%
Egypt	18	0.25%
Argentina	14	0.19%
Ecuador	13	0.18%
Oman	12	0.17%
Peru	11	0.15%
France	11	0.15%
Ukraine	9	0.12%
Mongolia	9	0.12%
Singapore	9	0.12%
Honduras	8	0.11%
Venezuela	8	0.11%
Spain	8	0.11%
Sri Lanka	7	0.10%
Jordan	6	0.08%
Uzbekistan	6	0.08%
Ghana	5	0.07%
Nicaragua	5	0.07%
Canada	5	0.07%
Ethiopia	5	0.07%
Puerto Rico	5	0.07%
Philippines	5	0.07%
Uruguay	4	0.06%
Panama	4	0.06%
Lebanon	4	0.06%
United Kingdom	4	0.06%
Sweden	4	0.06%
New Zealand	4	0.06%
Kuwait	3	0.04%

Dominican Republic	3	0.04%
Bolivia	3	0.04%
Paraguay	3	0.04%
Jamaica	3	0.04%
Cameroon	3	0.04%
Guinea	2	0.03%
Serbia	2	0.03%
Rwanda	2	0.03%
Romania	2	0.03%
Greece	2	0.03%
Tunisia	2	0.03%
Guyana	2	0.03%
Kenya	1	0.01%
French Polynesia	1	0.01%
Trinidad and Tobago	1	0.01%
Azerbaijan	1	0.01%
Morocco	1	0.01%
Afghanistan	1	0.01%
Kazakhstan	1	0.01%
Senegal	1	0.01%
Germany	1	0.01%
El Salvador	1	0.01%
Czech Republic	1	0.01%
Syria	1	0.01%
St. Barthelemy	1	0.01%
Zimbabwe	1	0.01%
Sudan	1	0.01%
Ireland	1	0.01%
Kyrgyzstan	1	0.01%

Appendix B: Evaluations and Comments

The following represents student evaluations of Individual Consultations, ESL Conversation Groups, and In-Lab and In-Class Workshops.

Student Evaluations of Individual Consultations						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	No Response
The tutor explained ideas to me in a way that I can understand and use.	67.41%	14.48%	1.19%	0.48%	0.5 %	15.71%
The tutor addressed my concerns.	66.3 %	15.18 %	1.43 %	0.86 %	0.42 %	15.68 %
The tutor made me feel comfortable and respected during my tutorial.	70.38 %	11.65%	1.07 %	0.31 %	0.25 %	15.71 %

Student Evaluations of ESL Conversation Groups			
	Strongly Agree or Agree	Neither Agree nor Disagree	Disagree or Strongly Disagree
How effective was your conversation group leader at encouraging everyone to participate?	92%	3%	5%
I felt comfortable speaking in the group today.	92%	13%	2%

Student Evaluations of In-Lab and In-Class Workshops				
	Strongly Agree or Agree	Neither Agree or Disagree	Disagree or Strongly Disagree	No Response
The workshop was helpful.	70%	6%	3%	21%
I am likely to apply the material covered in this workshop to future writing.	60%	3%	2%	35%

My workshop leader was effective.	72%	6%	1%	21%
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Selected Comments from Tutoring Sessions

In the end-of-session survey students are sent, one questions asks them to share any additional comments or feedback. The following selections (transcribed exactly as users wrote them but with all tutor names anonymized) constitute a small sample of the comments that clients have offered.

Selected Comments from Conversation Group

The evaluation forms allow attendees to write in comments about their overall experiences and to request topics for future conversation groups. Write-in comments for the 2017-2018 year covered a range of material, from general positives, to an expressed desire for more of the same, to an indication of what attendees hope to gain from the sessions:

Attendee Evaluation Comments

- *We can help each other to engage who are not very comfortable speaking in front of the group. I need to practice active listening. Thank you very much for this great opportunity to learn English!*
- *Perfect. Everything satisfying. I wish Purdue have more program like this.*
- *It is very good and I like it very much.*

Appendix D: Writing Lab Staff Members 2018-2019

Director

Harry Denny

Associate Director

Tammy Conard-Salvo

Associate Director, Graduate & Multilingual Writing

Vicki Kennell

Online Writing Lab (OWL) Staff

Tony Bushner, OWL Webmaster

Joe Forte, OWL Content Coordinator

Administrative Staff

Sadie Spencer

Christopher Voeglein

Assistant Director for Writing Across the Curriculum and Workshops

Eugie Ruiz

Assistant Director for Undergraduate Tutor Education

Elizabeth Geib

ESL Project Coordinator

Shyam Pandey

Graduate Teaching Assistants (GTAs)

- | | |
|-----------------------|----------------------|
| 1. Rachel Atherton | 11. John Milas |
| 2. Carey Compton | 12. Heather Murton |
| 3. Steven Dawson | 13. Alejandra Ortega |
| 4. Javan DeHaven | 14. Allyn Pearson |
| 5. Elizabeth Geib | 15. Adrianna Radosti |
| 6. Eliza Gellis | 16. Victoria Ruiz |
| 7. Mitch Hobza | 17. Rebekah Sims |
| 8. Caroline Jennings | 18. Beth Towle |
| 9. Carrie Kancilia | 19. April Urban |
| 10. Lindsey Macdonald | 20. Isaac Wang |

First Year Fellows

- | | |
|------------------|--------------------|
| 1. Mattie Bruton | 3. Esteban Meneses |
| 2. Johnay Hall | 4. Andrew Nellis |

5. Elise Robbins

6. Kelsey Wort

Undergraduate Teaching Assistants (UTAs)

1. Ara Adaramola
2. Angela Agnew
3. Natalie Anderson
4. Will Austin
5. Taylor Barnett
6. Parker Beckman
7. Lori Bowes
8. Rachel Bremer
9. Bridget Cavanaugh
10. Carly Christensen
11. Natalie Ciresi
12. Colleen Denunzio
13. Elenil Deypalubos
14. Sydney Dolan
15. Julia Donnelly
16. Erin Dubin
17. Coby English
18. Anne Franke
19. Gail Fukumoto
20. Taylor Hickey
21. Elle Huff
22. Alyssa Ignaco
23. Joel Johnson
24. Emily Jones
25. Emma Isabella Krutulis

26. Caitlin Lee
27. Gentry Lee
28. Amy Li
29. Hang Ma
30. Kelsey Martin
31. Devyn Maugel
32. Nathan McBurnett
33. Caroline McMasters
34. Sarah Merryman
35. Katelyn Meza
36. Elizabeth Murray
37. Antonia (Toni) Neckopulos
38. Chuqing Ni
39. Caroline Peterson
40. Ruben Ramanathan
41. Antonia Roach
42. Gazal Singh
43. Megan Sommerfeld
44. Austin Steinman
45. Eliza (Hannah) Van
46. Liz Walker
47. Chloe Weber
48. Shuting Yang
49. Sherry Zheng
50. Alyssa Zoo

Work Study Receptionists

1. Abigail Neyhart
2. Jordan Gerber
3. Jalyn Gearries
4. Taylour Reynolds
5. Hannah White

Graduate Teaching Assistants (GTAs)

English department GTAs are the backbone of the Writing Lab's staff. They participate in one-to-one consultations, develop OWL materials, serve in administrative positions for the Writing Lab, and work on special projects. GTAs tutor clients from any discipline, at all levels (from first-year composition through graduate school), on a wide range of writing projects.

GTA positions are highly selective. Many GTAs have taught at least one year of first-year composition or another course at Purdue, and all must complete a semester-long tutoring practicum during their first semester of work. Tutors are familiar with a wide array of different academic and professional writing genres, and they also have strong interpersonal skills and the motivation to work with a diverse student body on a wide variety of writing projects.

Undergraduate Teaching Assistants (UTAs)

UTAs are undergraduate peer tutors from various majors across the university. UTAs are selected from the best students who have completed a semester-long practicum course on tutoring. In addition to tutoring students in first-year composition, UTAs work with a broader range of writers in the satellite locations, participate in orientations and special events, and engage in conferences and workshops.

OWL (Online Writing Lab) Staff

The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL Content Coordinator manages the content of the site, hiring graduate students who develop instructional materials as needed.

Coordinators and Assistant Directors

Six Writing Lab tutors in 2018-2019 also took on coordinator or assistant director positions. All tutors received varied release time from their tutoring responsibilities. Below is a description of each position.⁵

Eugie Ruiz, Assistant Director for Workshops and Writing Across the Curriculum

The Workshop and Writing Across the Curriculum Coordinator collaborates with faculty from various disciplines to address their needs and the needs of their students through workshops, planning sessions, and remote lab tours.

Michelle Campbell, Graduate Studies Workshop Facilitator

The Graduate Studies Workshop Facilitator conducts structured workshops where graduate students across the disciplines are invited to learn and practice writing and professionalization.

Elizabeth Geib, Assistant Director for Undergraduate Tutor Education

This position supports the Writing Lab's mentoring and training of undergraduate tutors through formal courses such as ENGL 390, as well as staff meetings and other professional development activities.

Katelyn Meza and Coby English, Undergraduate Co-Coordinators

The Undergraduate Co-Coordinators assist both Tammy Conard-Salvo, Associate Director, and Elizabeth Geib, the AD for Undergraduate Tutor Education, in mentoring other undergraduate tutors through staff meetings and fostering community.

⁵ Starting 2018-2019, these positions changed from coordinators to assistant directors; new titles are more consistent with graduate administrative and leadership positions within the graduate school.

Shyam Pandey, ESL Project Coordinator

The ESL Project Coordinator develops teaching and learning materials and conducts needs analyses specifically geared toward undergraduate international students.

Appendix E: Use of the Online Writing Lab (OWL) 2018-2019

Tony Bushner, OWL Webmaster

Joe Forte, OWL Content Coordinator

Use of the Online Writing Lab (OWL)

The Purdue OWL serves Purdue University students, faculty, and staff, as well as users from all over the world by providing:

- A content-rich website of writing-related materials at <https://owl.purdue.edu>
- A YouTube channel providing multimedia resources for writing at <https://www.youtube.com/user/OWLPurdue>
- A site for research on the OWL and the Purdue Writing Lab, survey data from the Writing Centers Research Project, and data gathered from other institutions at https://owl.purdue.edu/engagement/purdue_owl_engagement.html

A pageview occurs whenever a user accesses a single URL. From May 1, 2018-April 30, 2019, the Purdue OWL received 259,000,002 pageviews (-49.73% from last year, due mostly to changes in URLs with the new site redesign. Pageviews expected to increase as more people update their bookmarks and more bots scrape our site).

Visitors to our site included Purdue University students, faculty, and staff from all campuses, and students, teachers, workers, and learners from all around the world, including the following countries (pageviews from each country from May 1, 2018 to April 30, 2019 are in parentheses):

- United States of America (118,510,539)
- Canada (12,133,151)
- China (1,721,831)
- United Kingdom (1,503,936)
- Australia (1,258,826)
- Philippines (1,085,892)
- Japan (957,190)
- Germany (911,826)
- Singapore (684,428)
- Hong Kong (660,221)
- India (644,448)

By far, the most popular content is the MLA and APA citation style pages. The following figures show the most popular MLA and APA pages, pulled from the top 20 most-visited pages between May 1, 2018 and April 30, 2019.

MOST POPULAR MLA SOURCES

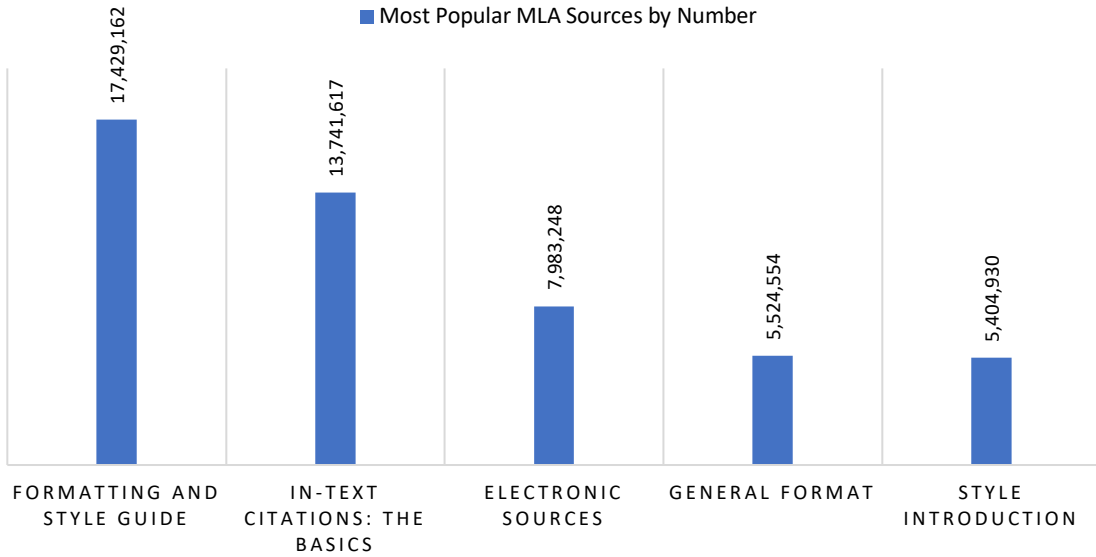


Figure 7: Most Popular MLA Sources between May 1, 2018 and April 30, 2019

MOST POPULAR APA SOURCES

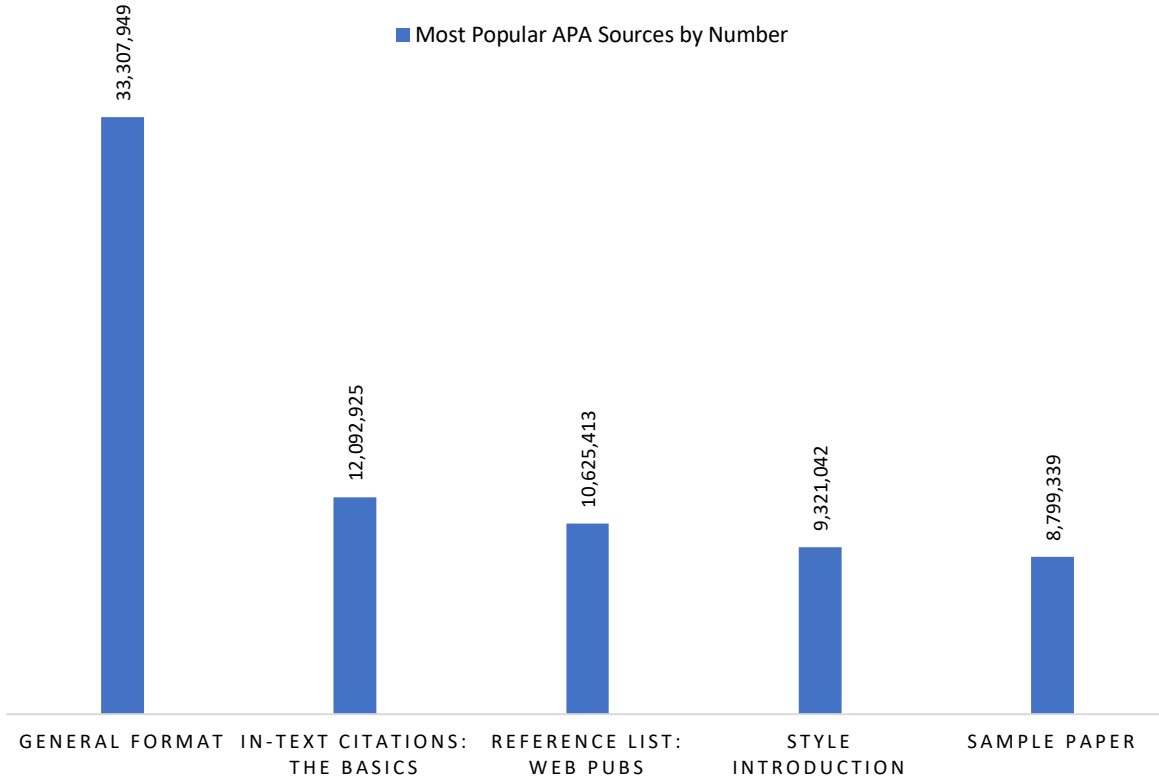


Figure 8: Most Popular APA Sources between May 1, 2018 and April 30, 2019

OWL@Purdue YouTube Channel

The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2018 to April 2019:

- 65 vidcasts, covering MLA, APA, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing, among others
- 20,320 subscribers, a 27% Increase from last year

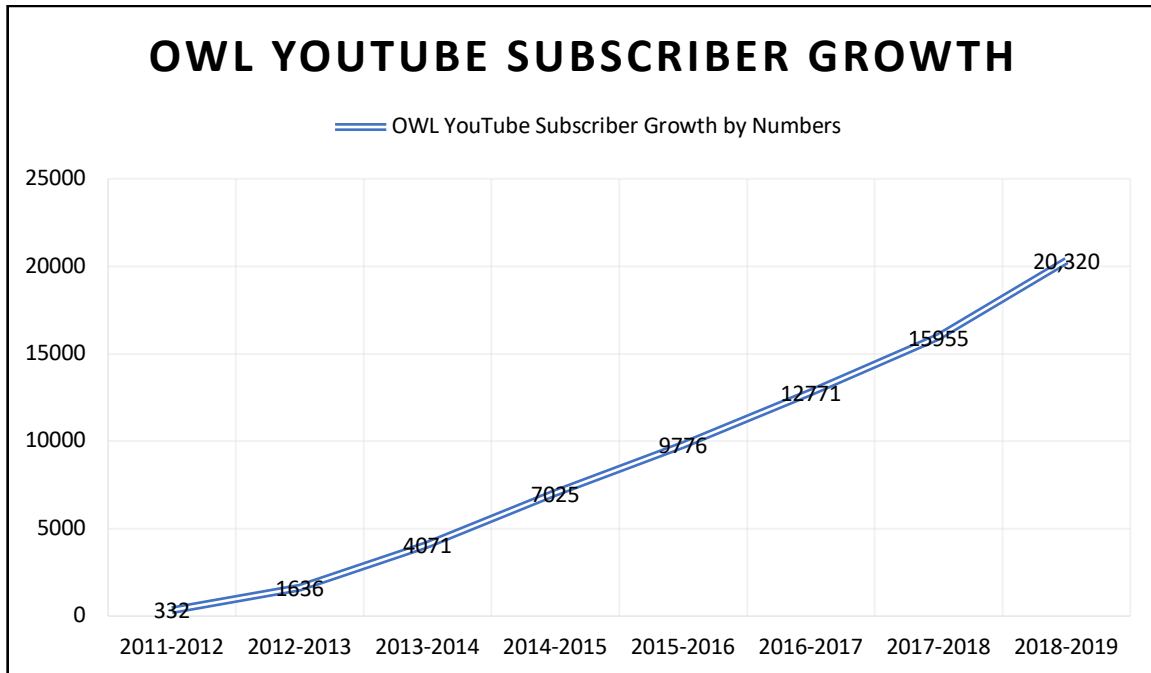


Figure 9: Purdue OWL YouTube Subscriber growth from the previous 8 academic years.

- Top five countries of origin (by watch time)
 - USA
 - Canada
 - India
 - Kenya
 - Philippines
- 826,603 views this year (3,846,325 Lifetime Views)
 - 26% increase since last year, see Figure 10 below.

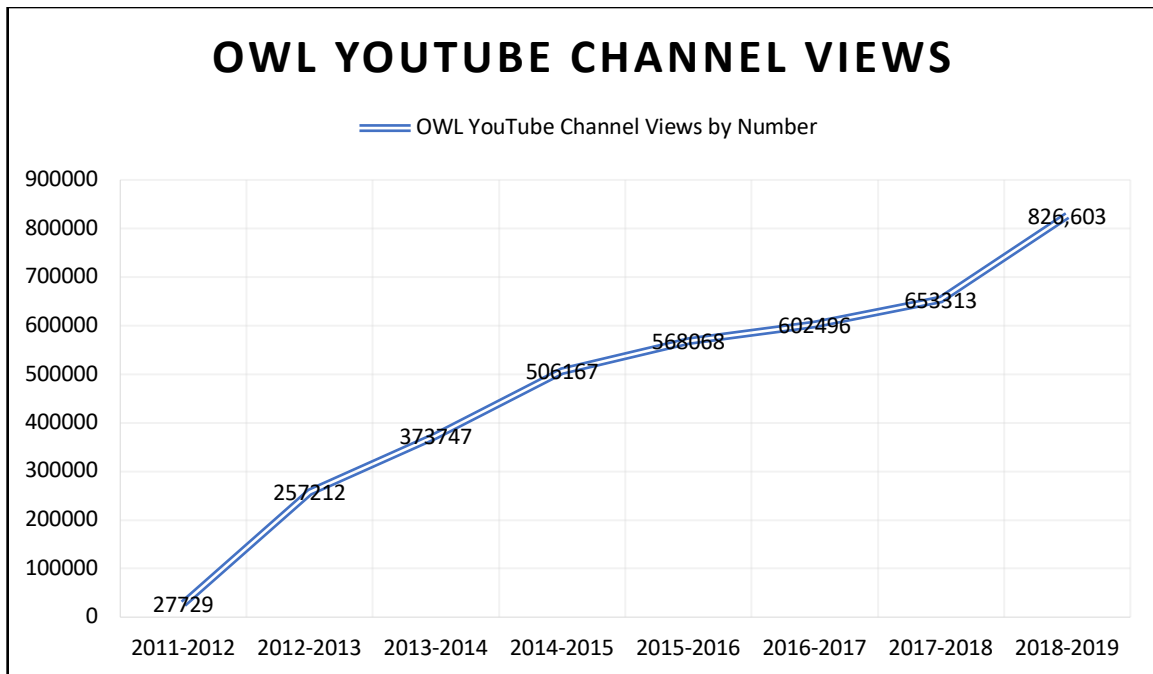


Figure 10: OWL YouTube Channel views from the previous 7 academic years

- 10.5% of traffic derives from mobile platforms (+1.2% over last year)
- 2:15—Average view time (+0:02 from last year)
- User Demographics
 - 61% Female, 39% Male
 - 40% of viewers are between the ages of 18-24
 - 30% of viewers are between the ages of 25-34
 - 25% of viewers are between the ages of 35-54
- Top five vidcasts this year (by views)
 - APA Formatting: The Basics (148,864)
 - MLA Style: In-text Citations (92,700)
 - MLA Formatting: The Basics (78,429)
 - APA Formatting: References List (73,118)
 - MLA Formatting: List of Works Cited (44,278)

Undergraduate Education Support

The OWL provides a number of resources that support undergraduate education, including the following:

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University and across many other institutions
- Materials that support the range of different approaches to teaching English 106 and other first year writing courses
- Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts, and social sciences

- Materials that support writing tutors around the globe
- Information on face-to-face writing tutor resources in the Writing Lab; i.e., lab schedule, contact information, information for instructors and students on writing workshops.