



ANNUAL REPORT

2020-2021



Report Prepared By

- **Dr. Harry Denny**
Faculty Director
- **Tammy Conard-Salvo**
Associate Director
- **Dr. Vicki Kennell**
Associate Director
- **Michael Wakolbinger**
Senior Administrative Assistant

Acknowledgements

The following Writing Lab staff members contributed to this report:

Kim Broughton

Assistant Director of OWL Content Development

Garrett Colón

Assistant Director of OWL Content Development

Elizabeth Geib

Assistant Director for Writing Across the Curriculum and Workshops

Mitch Hobza

Assistant Director for Undergraduate Tutor Education

Eugie Ruiz

Assistant Director of OWL Content Development

Sadie Spencer

Administrative Assistant

Isaac Wang

Assistant Director for Undergraduate Tutor Education



PURDUE

WRITING LAB

Table of Contents

I. Overview	2
Writing Lab Services	3
Usage Breakdown by College	4
Total Visits by International Students Over Time	5
Visits by Country	5
OWL Usage 2020-2021	7
Writing Lab Staff	8
II. Services Provided	9
One-to-One Tutorials	9
Virtual Consultations	10
Support for Writing Across the Curriculum	10
Workshops	10
Support for Graduate Writers	11
Online Writing Lab (OWL)	12
III. Support for Multilingual Writers	14
Sungae Kim & Curtis Jewell	15
Conversation Groups	15
In-Lab Language Resources	15
IV. Writing Lab Staff Education	16
Mitch Hobza and Isaac Wang	16
Intensive Multilingual Training for Tutors	16
In-Lab Resources	17
V. Value of Writing Lab's Services	18
Client Feedback	18
VI. On/Off-Campus Engagement	19
On-Campus Engagement	19
Off-Campus Engagement	20
VII. Research and Professional Development	22
Dissertations and Theses	22
Ongoing Campus-Wide and Inter-Institutional Research Projects	22
Awards	23
Publications	23
Conference Presentations	24
Appendix A: Breakdown of Usage	25
Appendix B: Evaluations and Comments	27
Appendix C: Writing Lab Staff	28
Appendix D: Use of the OWL	29
The OWL's YouTube Channel	29
Undergraduate Education Support	30



I. Overview

The Purdue Writing Lab's annual report for May 18, 2020 to May 7, 2021 provides a summary of the services, research, engagement, staffing, and users for the Lab.

The Writing Lab and its staff of 24 graduate and 46 undergraduate tutors served the Purdue West Lafayette campus virtually and at Heavilon Hall. During the 2020-2021 academic year, 5,427 visits were made by 1,577 clients. Approximately 61.99 percent of total visits were from international students representing over 80 countries. The Writing Lab maintained and upgraded the Purdue Online Writing Lab (OWL) website, which saw 226,075,109 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.

Response to COVID-19

The Writing Lab always strives to be proactive in its efforts to support its clients along their scholarly journey. This commitment towards our community members is not sufficient without consideration for their holistic well-being that may impact their academic development. To this end, due to the coronavirus pandemic (COVID-19), we drastically increased our virtual services, but still had some in-person appointments.

The Lab's rapid change to further prioritize the safety and professional development of its clients, tutors, and other stakeholders resulted in remote, virtual consultations. Our trained tutors were able to strategically and tactfully navigate the expansion of our standard online options in order to support clients. As such, our programs were restructured to occur remotely (e.g. Conversation Groups and workshops). This year's report reflects these changes.

Overall, our sudden increase in virtual endeavors has given space to the inevitable growth that is happening in the digital sphere. We continue to acknowledge and address the ways this impacts our Writing Lab community.

Writing Lab Services

In-person and Virtual Tutorial Consultations

Individual tutorials, or consultations, are the Writing Lab's primary on-campus service, and the Lab's tutors are trained in accordance with best practices in collaborative learning and 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 beyond grammar or proofreading.

Support for Instructors

The Writing Lab continues to work with ICaP and Cornerstone instructors by offering tours for ENGL 106/108 and SCLA 101/102 courses and collaborating with instructors directly. 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 Writing Topics

During 2020-2021, the Writing Lab offered 32 virtual workshops, 33 campus-wide workshops, 12 remote Lab tours, and 3 workshops for graduate student writing. In-Class Workshops often use a peer-review model where students and faculty learn how to provide discipline-specific feedback to one another. 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.

Support for Graduate Writers

With support from the Purdue Graduate School, the Writing Lab held several writing events for dissertation writers. During the Summer of 2020, the Lab hosted a 3-day writing event which consisted of four sessions of the Intensive Writing Experience for Dissertation Writers.

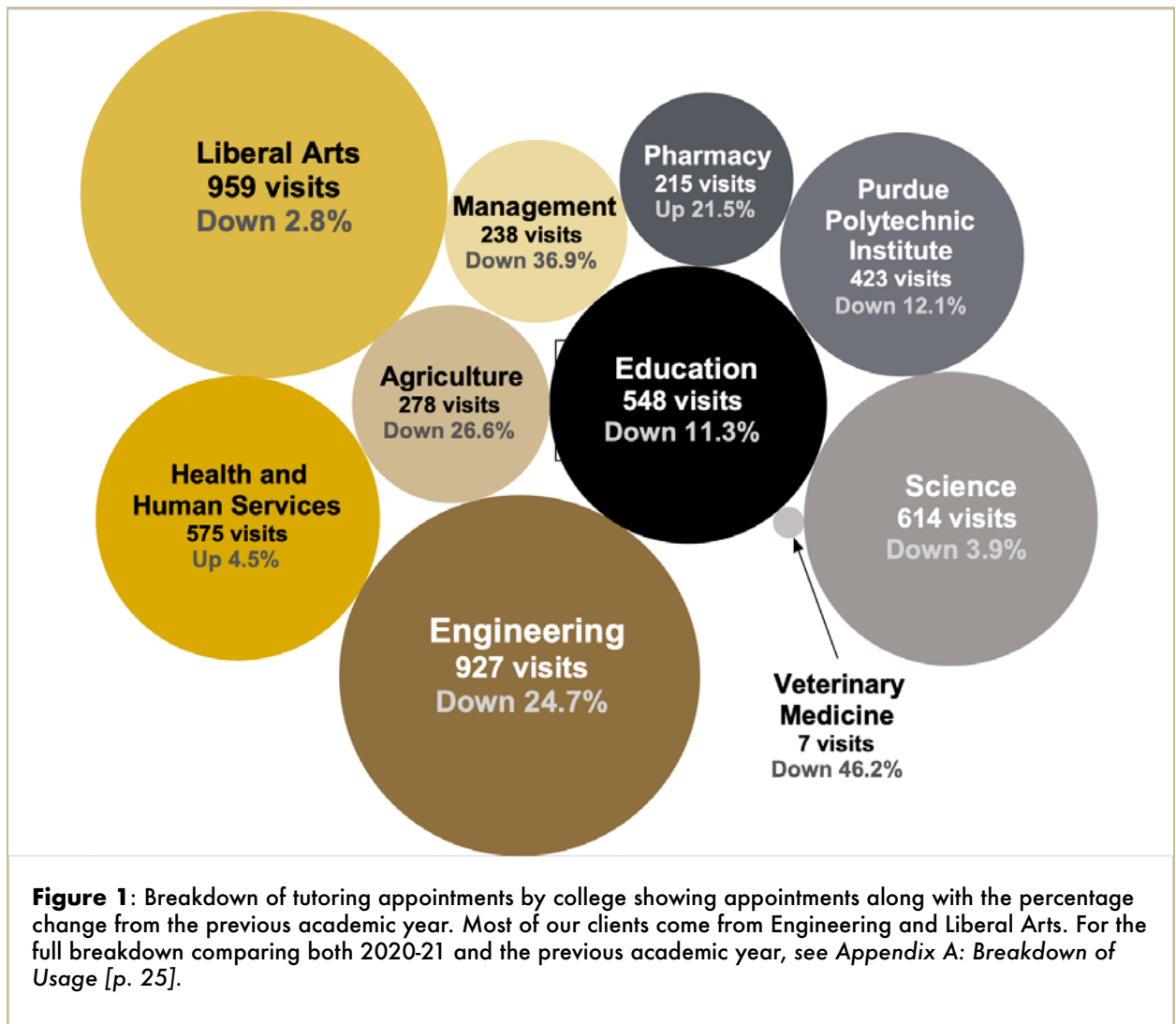
A total of 29 graduate students attended the events. Attendees represented 21 disciplines, including a mix of humanities, social sciences, and STEM disciplines. There were 17 attendees who self-identified as international students.

Support for Multilingual Users

In addition to providing all tutors with extensive multilingual training, conversation groups are held daily during the Fall and Spring semesters and Monday through Thursday during summer sessions. In conversation groups, people learning English as a primary or additional language engage in friendly, round-table conversation and small-group activities led by a fluent English speaker, allowing a space to practice their English in a supportive environment.

Usage Breakdown by College

In 2020-2021, 1,457 writers made 4,951 tutoring appointments at The Writing Lab compared to 5,669 appointments last year (see *Appendix A: Breakdown of Usage* [p. 25]).



Due to the coronavirus pandemic (COVID-19), we drastically increased our virtual services this year. The result was a dramatic boost to our virtual appointments (+204.1%) and a drop in face-to-face appointments (-97.6%) for the year. Total appointments for the year dropped by -12.7% compared to the previous year.

Visits by Country

In 2020-2021, over 61.79% of all visits to the Writing Lab were with international students compared to 68.56% last year (see Appendix A: Breakdown of Usage [p. 25]).

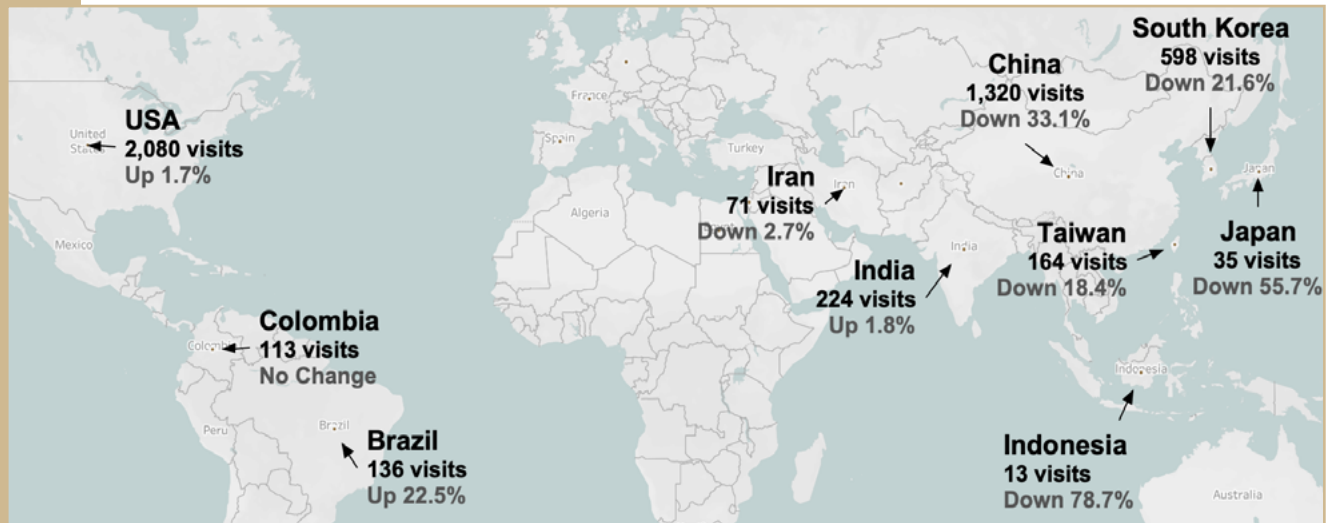


Figure 2: Breakdown of visits by top ten countries for total visits. Writers from the U.S. (43.51%) and China (27.61%) consistently occupy the majority of visits, with writers from South Korea (12.51%) taking a distant third place. Fourth place tends to vary from year to year, with most years being India or Taiwan. The remainder of the eighty countries represented each comprise less than 2.98% of visits to the Writing Lab, with the vast majority of those countries comprising less than 1.18% of visits each.

Total Visits by International Students Over Time

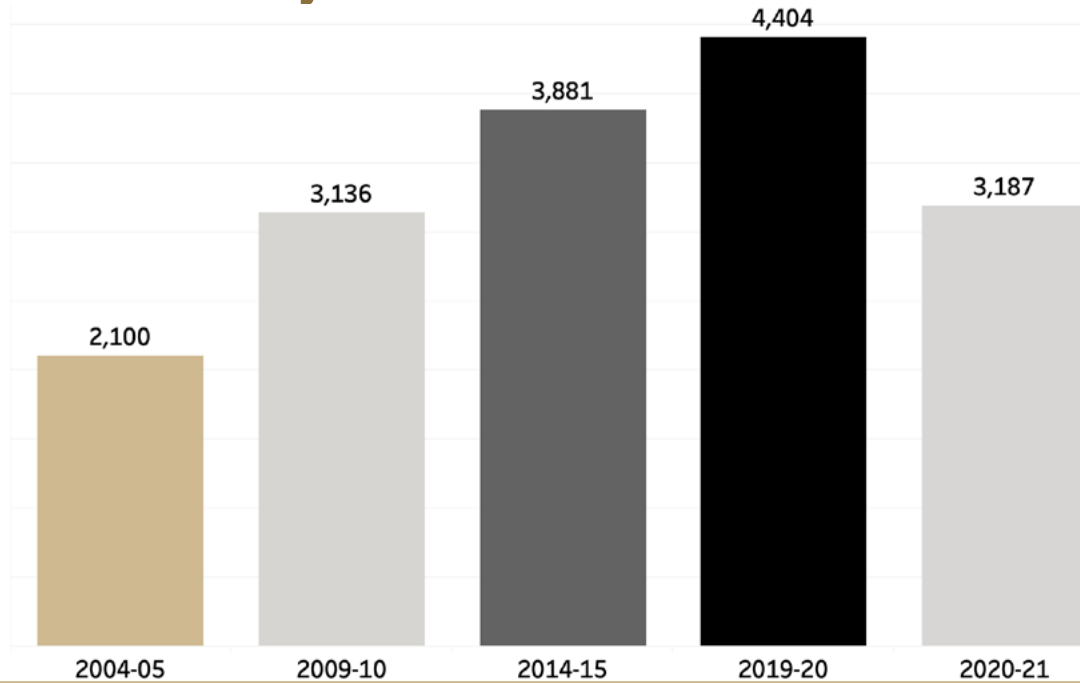
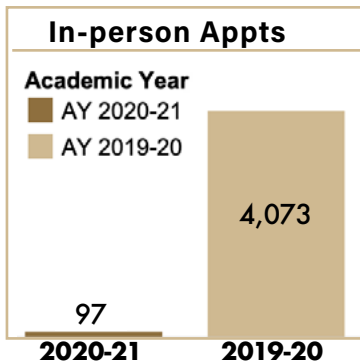


Figure 3: Visits from international students has steadily increased over time—with the exception of the past year.

📍 The majority of Writing Lab consultations were virtual appointments. ¹



📍 Virtual appointments accounted for a whopping 4,854 of all 4,951 tutoring appointments.

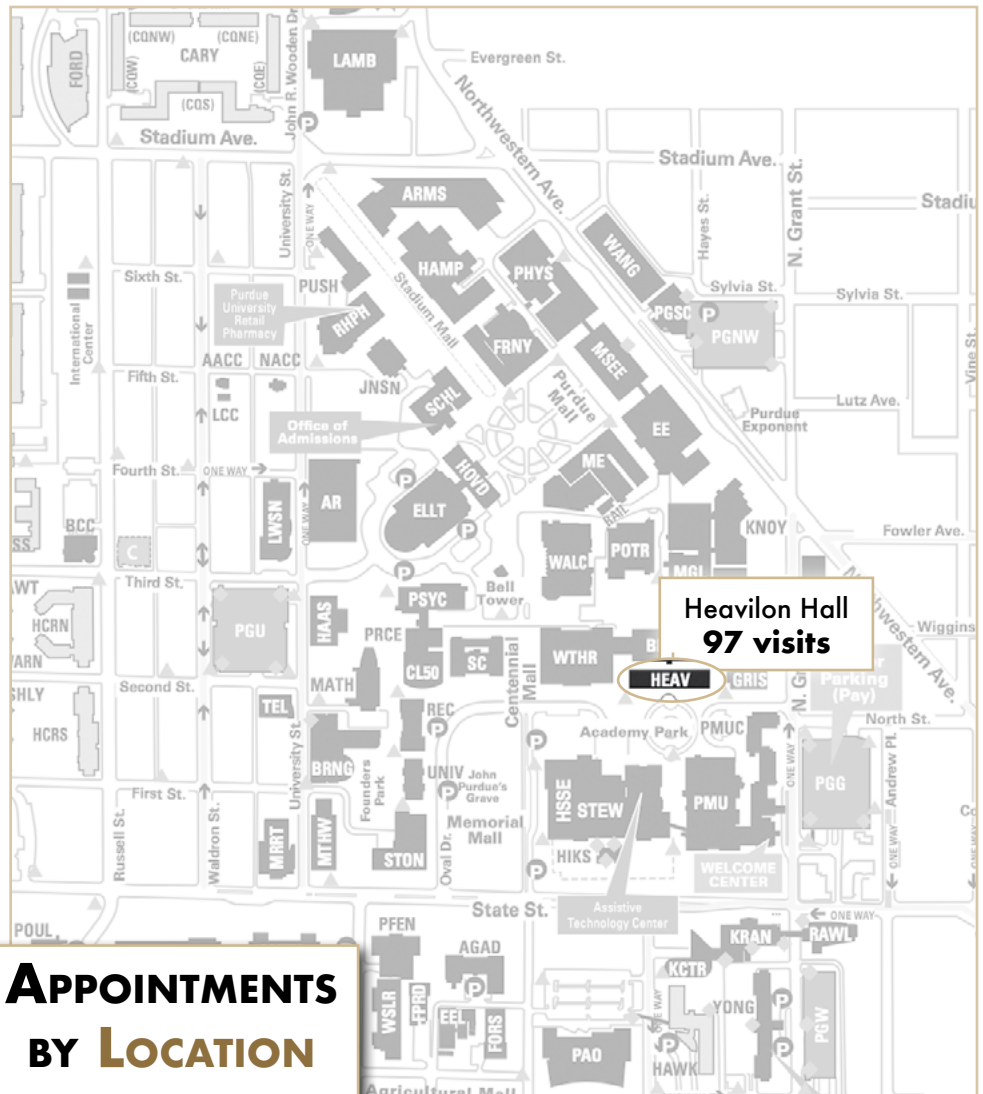
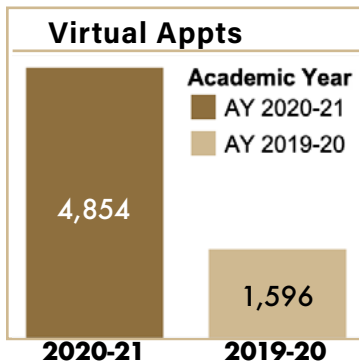


Figure 4: Usually we offer in-person appointments across campus with the help of our satellite locations. In an effort to de-density campus, we shifted our operations almost entirely to virtual consultations.

Other Writing Lab Services

	2020-21	2019-20	% Change
ESL Conversation Group Attendees	225	447	-49.7%
In-Lab/Virtual Workshops	32	16	+100%
Campus-Wide Workshops	33	33	0%
Remote Lab Tours	12	21	-42.9%
In-Lab Tours	0	48	-100%

¹ Please see Appendix A: Breakdown of Usage [p. 25] for a detailed breakdown of Writing Lab users for all locations.

OWL Usage 2020-2021

Since its founding in 1994, the Purdue OWL has provided writing resources for instructors, students, independent learners, and others. The site has seen a general upward trend in its traffic over the years.

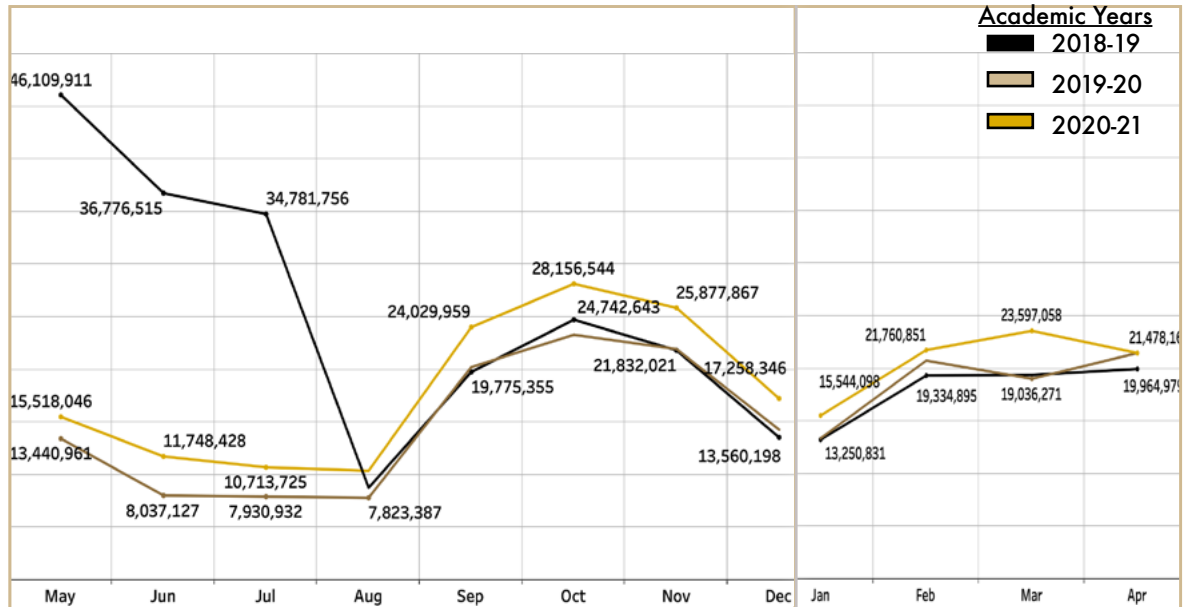


Figure 5: This chart represents OWL pageviews for the past 3 years. Please note that in May-July of 2018 the OWL was still using Google Analytics before it became Google Analytics 360 (presumably the initial drop in 2018 is the elimination of bot traffic from our data).

TOP VIEWED VIDCASTS THIS YEAR BY VIEWS

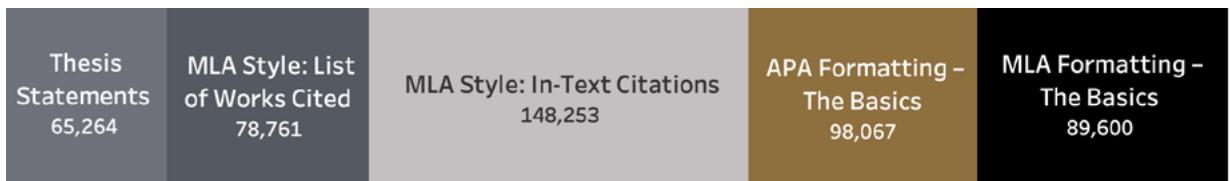


Figure 6: Shows the top viewed vidcasts on the OWL's YouTube channel. This YouTube channel has 105 vidcasts and 29,401 total subscribers—a 17% increase from last year (see Appendix D: Use of the OWL [p. 29]).

Dr. Harry Denny

Faculty Director, *Writing Lab*
Associate Professor, *English*

Tammy Conard-Salvo

Associate Director

Dr. Vicki Kennell

Associate Director

Writing Lab Staff

For the 2020-21 academic year, the Writing Lab was staffed by 46 undergraduate and 24 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 articles, books, and dissertations.

While many conferences were cancelled or postponed due to the surge of COVID-19, the Writing Lab tutors and staff gave four presentations at three conferences across the U.S. and Canada.

Graduate Teaching Assistants

GTA positions are highly selective and include students from different disciplines across campus. All GTAs must complete a semester-long tutoring practicum during their first semester of work.

Undergraduate Teaching Assistants

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.

Online (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.

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 faculty using writing across all disciplines*
- *Campus-wide workshops on a variety of writing topics*
- *Programming designed to support graduate writers*
- *Support for multilingual users of the Writing Lab*

Most Writing Lab appointments during the past year were virtual meetings.

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.

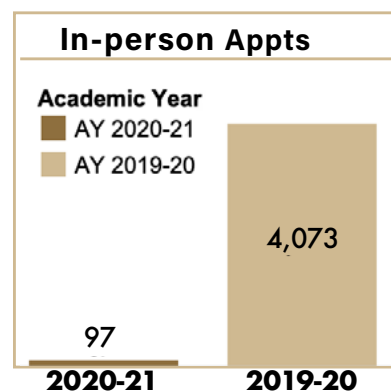
One-to-One Tutorials

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 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 Power Point 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.

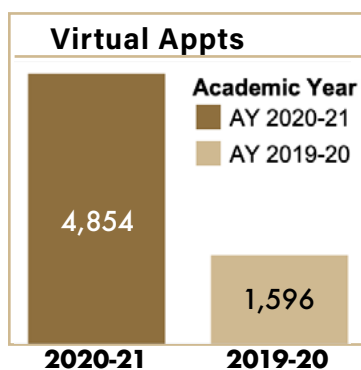


Virtual Consultations

The Writing Lab offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2020-21 academic year, virtual appointments accounted for 98.04% of all tutorial sessions compared to 28.15% last year. Key information for virtual tutoring during the 2020-21 academic year is provided below:

- **3,317** e-tutoring appointments, an increase of **146.4%** from last year
- **1,537** online appointments, an increase of **514.8%** from last year
- **4,854** total virtual appointments, an increase of **204.1%** from last year

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.



Virtual appointments grew by 204.1% in the 2020-21 academic year to become 98.04% of all tutoring appointments.

Support for Writing Across the Curriculum

The Writing Lab continues to work with faculty and instructors across campus by offering tours for their courses and providing curricular support. Instructors can request consultations on how best to collaborate with the Writing Lab or improve writing instruction, and the Writing Lab serves as an important mentoring space for instructors to improve their pedagogical expertise.

Workshops

The Assistant Director for Writing Across the Curriculum (WAC) & Workshops, Elizabeth Geib, works closely with Associate Director Dr. Vicki Kennell to serve as the liaison between the Writing Lab and outside constituents across campus. In addition to mentoring tutors through the process of developing materials and facilitating in-Lab workshops for Purdue students and faculty, the AD seeks to build sustainable relationships with instructors and professors in other disciplines, as well as student organizations that are interested in engagement with the Lab. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing focused curriculum for instructors' courses. Due to COVID-19, all workshops during Summer 2020-Spring 2021 were virtual.

During 2020-2021, the Writing Lab offered 32 virtual workshops, 33 campus-wide workshops and faculty consultations, 12 remote Lab tours, and 3 workshops for graduate student writing. 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 diverse topics, such 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 2020. A total of 29 graduate students attended the events. Seventeen attendees self-identified as international students. Attendees represented 21 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:** *"I started with zero pages and now have 24 pages!"*
- **On relational support provided:** *"Hearing the other writers speak about their experiences was also helpful for emotional support."*
- **On skills learned:** *"Sometimes I don't know where to start because I get overwhelmed, so doing the goal planning before the session was super helpful."*
- **On the overall value of the program for other graduate students:** *"IWE will be useful for all students who are struggling with writing or want to improve their writing skills and quality."*
- **On the virtual format of the program:** *"I was really impressed with how useful the digital format was."*

Writers' Rooms

Writers' Rooms are dedicated space and time for writers to work on any document at any stage of the process. Tutors are available for brief consultations, but the primary purpose is for writers to spend significant time writing and revising.

- **Fall 2020:** 27 appointments (17 individual clients); met roughly every other week (7 times)
- **Spring 2021:** 24 appointments (7 individual clients); met roughly every other week (7 times)

"[IWE] is an intrinsic part of my educational process at Purdue, I am so thankful for being able to attend."

Online Writing Lab (OWL)

The Purdue OWL is a website operated by the Writing Lab that publishes free resources on a vast array of writing topics. In addition to helping students around the world with academic, professional, and personal writing tasks, the site acts as an unofficial goodwill ambassador for Purdue insofar as it is many students' and teachers' initial point of contact with the university. With hundreds of millions of visits each year, the OWL ranks among the most popular educational sites in the world.

From May 2020-April 2021, the OWL served approximately 226,075,109 pageviews. This represented an 17.5% gain over the traffic for the previous year (192,361,513 pageviews).

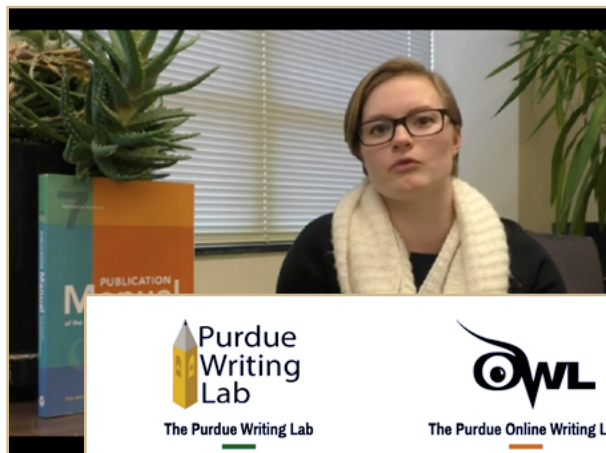
OWL Usage From 2020-2021

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, the Philippines, India, and the United Kingdom. The OWL pages on APA and MLA citation remain the most highly used. Other popular pages include resources covering business correspondence, argumentative essays, thesis statements, outlining strategies, and a host of grammar topics. The OWL's downloadable resources, like its sample papers and Power Point presentations, remain favorites as well.

The OWL pursued a number of major content projects in the past year. The static OWL content sought to address, and in some ways mitigate, the challenges writers face with distance learning, virtual conferences, and limited access to resources that would otherwise be readily available. Students and instructors can benefit from the new section on "Writing with Feedback." This section helps guide writers through being a good peer review partner, best practices for offering different kinds of feedback, suggestions for interpreting feedback, and ways to approach writing with feedback on a manuscript. Additionally, the OWL now has an extensive resource on Research Posters, which includes information ranging from content and context, formatting, examples for supplementary handouts, and more.

The OWL also supports a YouTube channel with 105 vidcasts. The OWL's YouTube channel has 29,401 total subscribers—a 17% increase from last year (*see Appendix D: Use of the OWL [p. 29]*). Vidcast topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g. writing in engineering), rhetorical strategy, 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. For this reason, all videos on the YouTube channel are captioned after they are uploaded.

This year's vidcasts largely centered on writing instruction and support for graduate students, along with general updates in research and citation practices. Video resources were provided to document the most recent changes in the APA 7th edition illustrating how to write in-text citations and format reference lists according to new guidelines. "Writing Groups and How to Form Them" is another video created for graduate students, particularly those developing their theses or dissertations.



Purdue Writing Lab
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.

OWL
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.

Collaborative efforts ensured the production of a dedicated OWL section inviting graduate writers to engage with resources that cover a range of graduate-level writing topics and becoming a scholarly writer within a particular field. This section starts with an introduction for students who are in the beginning stages of their graduate studies and adjusting to the conventions and conversations of their field. The graduate writing section also offers users a virtual Intensive Writing Experience (IWE) dedicated to thesis and dissertation writers.

In the last year, the OWL focused on the challenges imposed by the COVID-19 pandemic and distance learning. The OWL, as always, focused on how to best support instructors, students, and practitioners through content development in an ever-changing learning environment. For more statistics about OWL usage, please see *Appendix D: Use of the OWL* [p. 29].

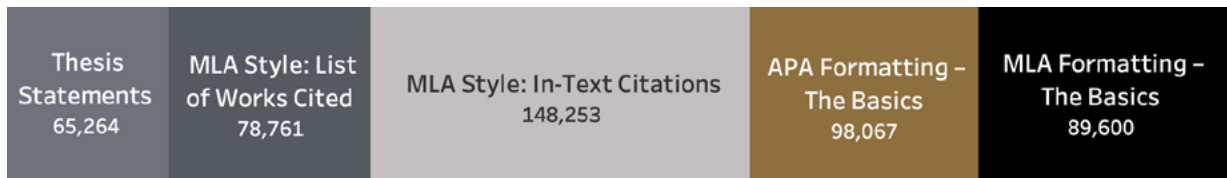
OWL Feedback

The OWL frequently receives questions, concerns, and feedback from its users. The selection of comments below demonstrates 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:

- *"I found more than I ever expected to help me succeed. And I didn't have to have a student login or join any kind of membership to get it. I am not sure who approves what you put up on this website. But when it comes to mind would you thank them for me. There is not a word for how grateful I am to know I can come here in the future for self educational learning."*
- *"Thank you so much for making the various 'flavors' of the Purdue OWL site available to students outside of Purdue University. You know what a fantastic resource your site is, but making it available to others that do not pay a dime to Purdue for its use is collegial to say the least."*

"I found more than I ever expected to help me succeed. And I didn't have to have a student login or join any kind of membership to get it."

TOP VIEWED VIDCASTS THIS YEAR BY VIEWS



III. Support for Multilingual Writers

Users who did not self-identify English as their primary language accounted for 61.99% of total Writing Lab visits this academic year and 60.51% of one-to-one consultations (2,996 individual sessions) occurred with international students. **Figure 7** represents this percentage by academic standing and **Figure 8** shows a further breakdown of academic standing for undergraduate, international writers.

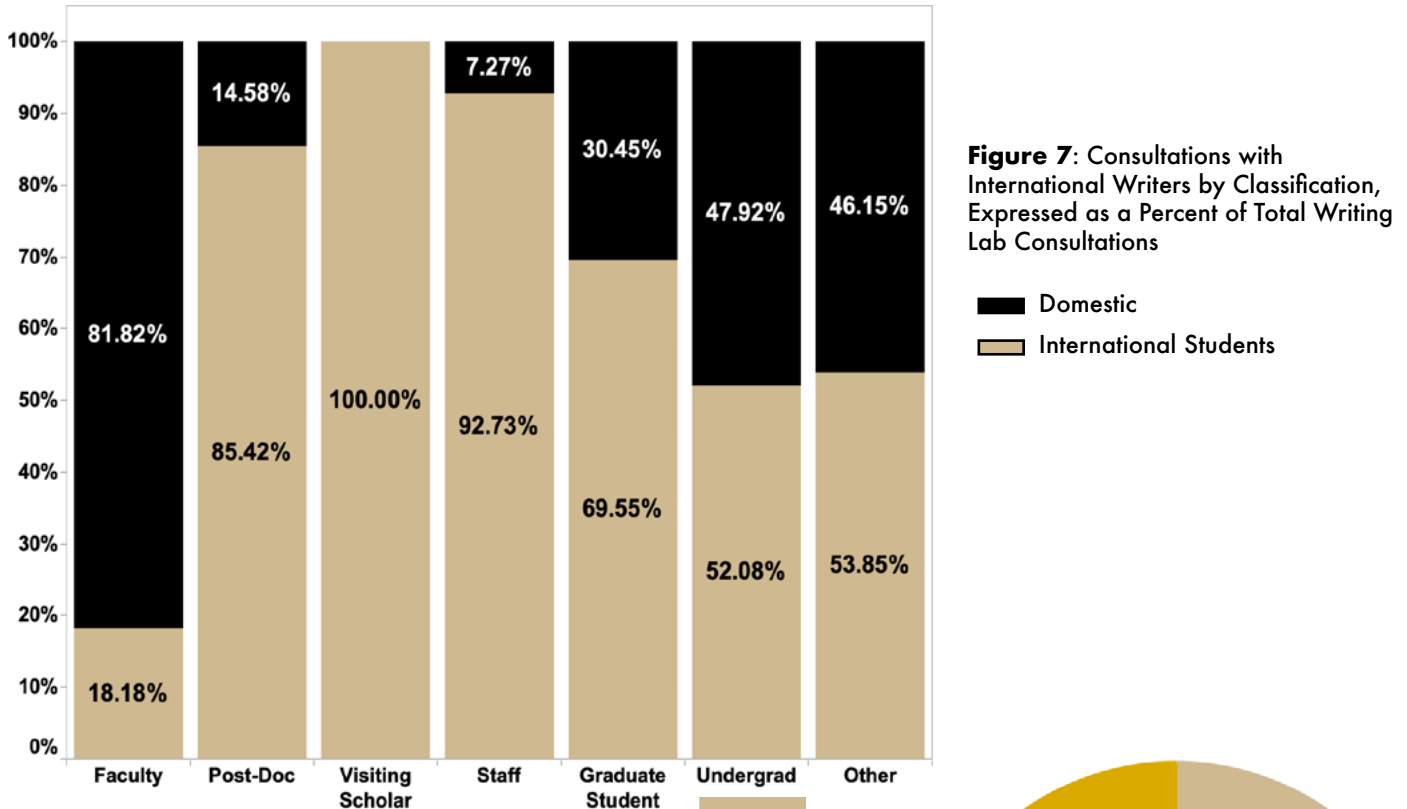
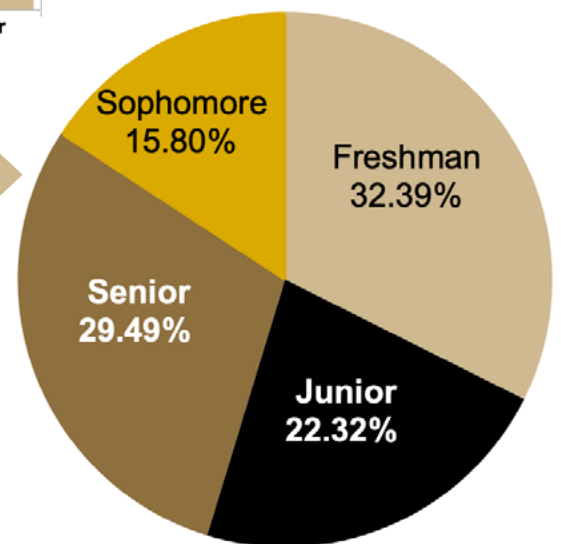


Figure 8: Consultations with Undergraduate International Writers by Classification



Sungae Kim & Curtis Jewell

Assistant Directors of Multilingual Education

Sungae Kim & Curtis Jewell started the year working on potential K-12 writing resources for the OWL. Sungae and Curtis worked primarily on developing the tutor education modules on Brightspace. Curtis developed new modules about World Englishes, Translingualism, Identity, and Disability. Sungae updated the entire course so that readings were readily accessible through the Purdue library reserve reading system linked to Brightspace. Sungae also responded weekly to tutor discussion posts about L2 readings and activities. The Assistant Directors of Multilingual Education work closely with the Associate Director Dr. Vicki Kennell.

Conversation Groups

The Writing Lab has offered English language Conversation Groups for several years to provide a space for participants to practice spoken English. They are held regularly throughout the week and led by a Writing Lab tutor fluent in English. Representative topics for this year included Weather, Cultural Stereotypes, and Current Events. Furthermore, Conversation Groups:

- Allow international attendees to practice various skills associated with language—primarily listening and speaking, but also grammar, vocabulary, and cultural information. These skills have a direct relationship to, and impact on, writing.
- Offer participants an entry point to other Writing Lab services such as consultations or workshops.
- Include students, faculty, staff, and post-docs.

During the 2020-21 academic year, there was a total attendance of 225 to conversation groups. Some attendees visit a single day of conversation group and others visit multiple days. Sometimes a single visitor attends every day of the entire year. **Figure 9** shows conversation group attendance by classification.

Attendee Evaluation Comments

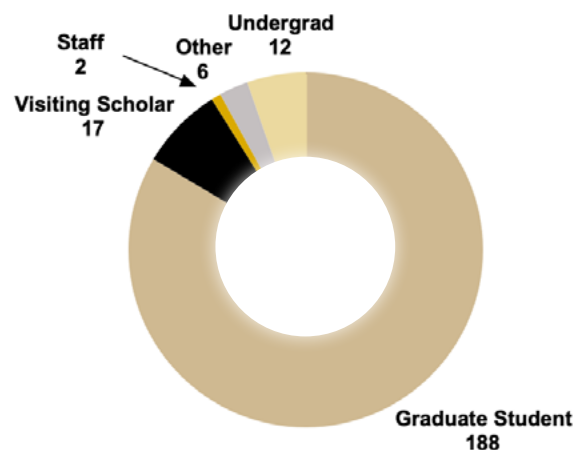
- *"I would like to say thank you to all hosts! I have been able to improve my English quite a lot!"*
- *"Thank you for having this amazing program."*
- *"Thank you!"*

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, including:

- A language library with books for tutor, student, and instructor use. These books cover topics such as 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.

Figure 9: International Conversation Group attendance



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 professional development through staff meetings, special projects, and dedicated training on multilingual writing. In addition, the Writing Lab maintains a library of writing-related texts and encourages staff to engage in research.

Two courses were offered to prepare candidates for tutoring positions:

- **English 502W (1 credit):** This course is an in-service practicum required for graduate teaching assistants in their first semester of tutoring.
- **English 390 (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.

Mitch Hobza and Isaac Wang Assistant Directors of Undergrad Education

The Assistant Directors for Undergraduate Education worked closely with Associate Director Tammy Conard-Salvo to train, mentor, and support prospective and current undergraduate teaching assistants (UTAs) by: 1) teaching sections of ENGL 390, 2) providing continued support for current UTAs, 3) selecting and hiring new UTAs, and overall taking part in the recruitment process of prospective ENGL 390 students. Below is an overview of the Assistant Directors' duties and accomplishments specific to 2020-2021.

- Developed and implemented curriculum for three sections of ENGL 390 online (three-credit + one hour spent in-Lab).
- Designed an online, self-paced version of the tutor training curriculum, and facilitated content development for this curriculum with undergraduate teaching assistants.
- Recruited undergraduate teaching assistants for leadership positions.
- Fostered undergraduate research by encouraging and supporting writing center research projects and conference proposals.

Intensive Multilingual Training for Tutors

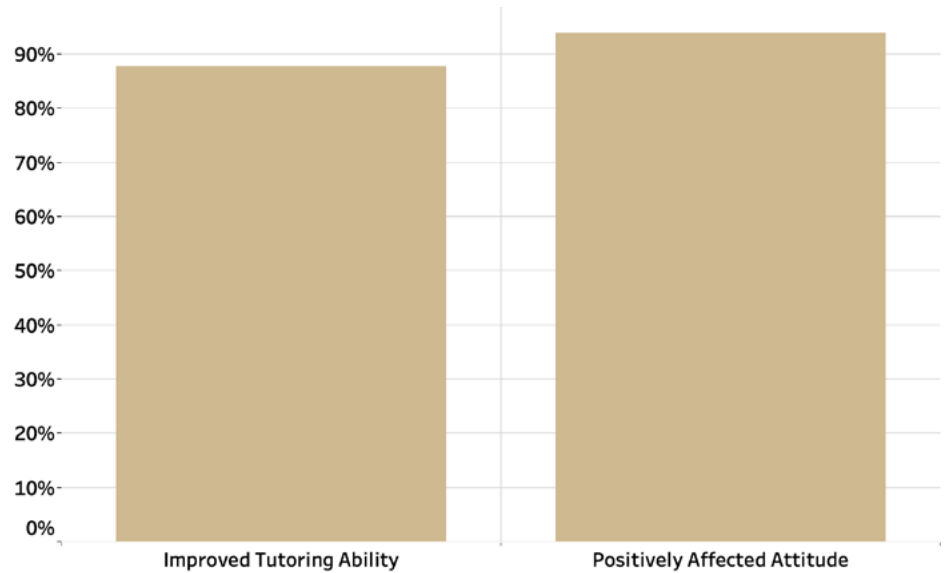
In order to ensure that all Writing Lab tutors are equipped to consult with the large number of multilingual writers who visit the Writing Lab, intensive training for meeting the various needs of multilingual writers is offered each spring. Surveys of tutors show that tutors may lack knowledge about 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.

Tutor evaluations indicate that the training program is beneficial in a number of respects: it improves their abilities to tutor multilingual writers, it positively affects their attitudes about working with multilingual writers, and it increases their confidence for working with this population. **Figure 10** shows the results for the Spring 2021 training course. Some representative comments from the evaluation follow.

Comments:

- *"The danger of a single story was a great watch. It really made me think about the ways in which I assumed so many things about my clients."*
- *"The interviews with L2 writers were the most useful because they allowed me to better understand their struggles with speaking and writing English."*
- *"In every case, the discussion board posts were very helpful, and I enjoyed responding to my other tutors' thoughts. Vicki's responses and questions were always thought-provoking and wonderful for self-reflection on tutoring practices as well. My favorite assignment was probably the interview, which on the outside felt like it could be an awkward experience, but it was such a lovely conversation and I felt like I learned so much about what writing across languages is like."*
- *"One of the skills I learned the most about through L2 training was silence and how to use it in a session. Though it is a little different in a virtual setting, I learned how to apply silence to working with international students by giving them some time to think about questions I asked. This skill has been difficult at times because I'm a pretty fast talker and don't like silence, but it has been so helpful in tutorials."*
- *"One big takeaway I've had from the training is it's helped me to be able to understand the writing of L2 writers better. In sessions with L2 writers, it's easier for me to move past the odd language construction or two once I understand where it's coming from, which gives more time for addressing the big issues in a session."*

Figure 10: Tutor Self-Reported Assessment of the Benefits of Intensive Spring Training



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. Value of 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 and GPAs 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 academia and the private sector.

Client Feedback

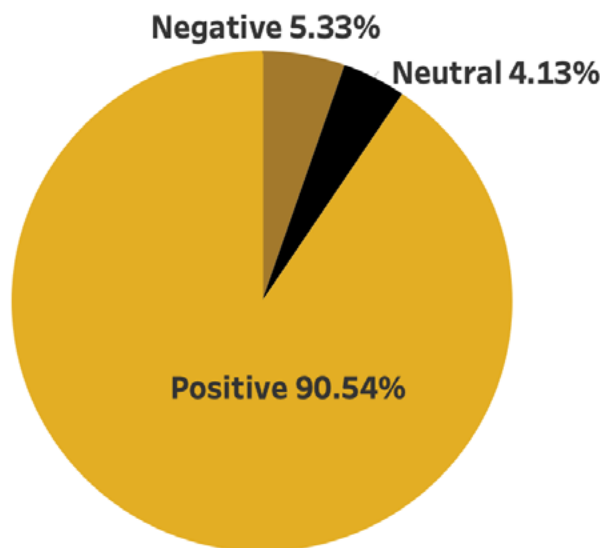
The Writing Lab collects evaluations from clients each time they use a service. Feedback for in-Lab services is overwhelmingly positive, with over 90.54% of clients

claiming that their consultations were helpful or very helpful. 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 this report, see *Appendix B: Evaluations and Comments* [p. 27].

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 constant unsolicited thanks from users around the world. A small sample of the OWL's unsolicited positive feedback is included in *see OWL Feedback* [p. 13] of this report.

Purdue's Writing Lab is considered the "Gold Standard" ...[and]...regularly receives academic visitors who use us as a model for their own writing center practices.

Figure 11: This chart represents overall client feedback for the past year covered in this annual report.



VI. On/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.

On-Campus Engagement

Campus-Wide Workshops

In addition to 32 in-Lab workshops during the 2020-2021 academic year, the Writing Lab presented 33 workshops campus-wide. Through collaborations among the Lab's tutors, directors, and the Assistant Director for Workshop/Writing Across the Curriculum, 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 12 remote lab tours to programs and departments on the Purdue campus including Span Plan, Horizons, College of Pharmacy, the Multicultural Science Program, Nutrition Science, and Human Development and Family Studies. These remote lab tours offer an in-depth look at how Writing Lab services support students, staff, and faculty in specific disciplines.

Minority Engineering Program

During Summer 2020, the Writing Lab partnered with the Minority Engineering Program (MEP) to support two summer camps: Academic Boot Camp (ABC) for incoming first year students and the Multi-ethnic Introduction to Engineering (MITE) for rising seniors in high school. Writing Lab tutors collaborated with Dr. Keturah Nix, MEP English instructor, and offered dedicated instructional and tutoring sessions. Sessions took place Monday through Thursday during four of the five weeks the camps were in session, and tutors provided advice and feedback on the research process and students' annotated bibliographies. In addition, Writing

Lab tutors provided a demonstration of the Online Writing Lab (OWL) to students in MEP's Summer Engineering Workshops (SEW) camp for middle school students, as well as a workshop on drafting college admissions essays to students in MEP's PREFACE camp for rising high school sophomores and juniors.

Finally, during the Fall 2020 semester, the Writing Lab participated in MEP's fall recruitment event and held four separate sessions offering instruction and feedback on writing college entrance exams.

Orientation Activities

Every year we welcome incoming students by providing information regarding the Lab's services. In 2020-2021, we submitted videos and other informational materials for the Graduate Student Orientation Fair and Boiler Gold Rush, both of which took place virtually. 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.

STEM Engagement

The Writing Lab satellite location in the Mechanical Engineering was closed for the academic year due to COVID precautions. Instead, consultations were made available throughout weekday evenings to students, faculty, and staff campus wide. The Lab plans to reopen the ME satellite next 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.

Summer Start

The Writing Lab continues its partnership with Summer Start to reintroduce its services widely adopted among K-12 educators and students to new-to-campus students

as they make the transition to college-level learning around writing. While many students are familiar with OWL resources, collaborating with peers in face-to-face and virtual spaces is often new. Writing Lab consultants mentor these new Boilermakers around writing using proven strategies that lead to better grades and retention in college.

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.

Off-Campus Engagement

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 2021. 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), an Instagram (<https://www.instagram.com/purdueowl/>), 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 1,001,032 combined views. The channel launched in the spring of 2011, and in eight years has grown to include 105 video resources and 29,401 subscribers. For more specific metrics related to the YouTube channel, please see *Appendix D: Use of the OWL* [p. 29].

 **2,403 followers** (+14.6%)

 **235 followers** (+389.6%)

 **2,606 followers** (+10.7%)

 **29,401 subscribers** (+17.2%)

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/>.

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.

Purdue Polytechnic High School

During Spring 2021, the Writing Lab collaborated with the Purdue Polytechnic High School. Our tutors met with high school students to work with them on any piece of writing (proposals, assignments, and applications) and to demonstrate what the Writing Lab does and how helpful it is, so that if they do come to Purdue, they will already be primed to visit the Writing Lab.

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 2020-2021 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab and writing center scholarship:

Completed

- Sungae Kim. Emergent Bilinguals' Language and Literacy Use across Different Contexts.
- Victoria Ruiz. The Rhetoric of Everyday-Entrepreneurship: Reframing Entrepreneurial Identity & Citizenship.

Dissertations-in-Production

- Elizabeth Geib. From 'Ivory Tower' to Community: Creating a Writing Center Outside the 'Friendly Confines' of a College Campus.
- Mitch Hobza. What Does It Mean to be Empathetic? Affect and Negotiating Linguistic Difference in the Writing Center.
- Isaac Wang. Weaving Centers of Resistance: Towards Indigenous Writing Center Praxis.

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

- Fall 2020 Outstanding Newcomer— Shannon Campbell
- Fall 2020 Outstanding Newcomer— Kate O'Donoghue
- Fall 2020 Outstanding Newcomer— Fernando Perez
- Fall 2020 Outstanding UTA Tutor— Rianna Bush
- Fall 2020 Outstanding UTA Tutor— Hafsa Farooq
- Fall 2020 Outstanding GTA Tutor— Heather Murton
- Fall 2020 Outstanding GTA Tutor— Kelsey Wort
- Fall 2020 GTA Leadership Award— Mitch Hobza
- Fall 2020 GTA Leadership Award— Isaac Wang
- Fall 2020 UTA Leadership Award— Helen Zoss
- Spring 2021 Outstanding Newcomer— Logan Akinwale
- Spring 2021 Outstanding Newcomer— Emily Brown
- Spring 2021 Outstanding Newcomer— Kanika Garg
- Spring 2021 Outstanding Newcomer— Quinn Houlihan
- Spring 2021 Outstanding UTA Tutor— Kanti Bharat
- Spring 2021 Outstanding GTA Tutor— Vanessa Iacocca
- Spring 2021 Outstanding GTA Tutor— Marisa Bryans
- Spring 2021 UTA Leadership Award— Hafsa Farooq & Gabriel Porter
- Spring 2021 GTA Leadership Award— Elizabeth Geib
- Spring 2021 GTA Leadership Award— Brandon Rdzak
- 2021 Tutor of the Year— Brian Czyzyk

Publications

Geib, Elizabeth, Isaac Wang, and Harry Denny. Review of "The Work of Teaching Writing: Learning Fiction, Film and Drama in Journal of Teaching Writing," written by Joseph Harris. 2020, pp. 121-130.

Hobza, Mitch, and Harry Denny. "Category is. . . Queer Theory, Queering Research, and Queerer Centers." *Theories and Methods of Writing Center Studies: A Practice Guide*, edited by Jo Mackiewicz and Rebecca Babcock, New York/London, Routledge, 2020, pp. 40-47.

Hobza, Mitch and Kennell, Vicki R., "A Resource Guide for Consulting with Graduate Students" (2020). Purdue Writing Lab/Purdue OWL Creative Materials. Paper 5.
<https://docs.lib.purdue.edu/writinglabcm/5>

Kennell, Vicki R., "Writes Well with Others: Developing L2 Expertise in Writing Center Tutors" (2019). Purdue Writing Lab/Purdue OWL Creative Materials. Paper 1.
<https://docs.lib.purdue.edu/writinglabcm/1>

Purdue Writing Lab, "Working with Multilingual Student Writers" (2021). Purdue Writing Lab/Purdue OWL Creative Materials. Paper 4.
<https://docs.lib.purdue.edu/writinglabcm/4>

Conference Presentations

Geib, Elizabeth, Victoria Ruiz, and Curtis J. Jewell. "Problematizing Paradox: Institutionalized Barriers Across, Within, & Outside the Center." NCPTW, Oct. 2020.

Hobza, Mitch, Vicki Kennell. "Write It and Cite It." IIE. Jan. 2021.

Kennell, V.R. & Panahi, P. (Accepted; never presented due to the pandemic). Writing Center- Writing Program Collaboration for Cross-Programmatic Professional Development. Presentation at Council of Writing Program Administrator National Conference, Reno, NV.

Wang, Isaac. "Resisting Erasure: Decolonization and the Language Politics of AI-Assisted Writing." CCCC. Apr. 2021.

Zoss, Helen. "Re-Thinking Narrative: Carving Space for Secondary School Writing Centers." NCPTW, Oct. 2020.

Appendix A: Breakdown of Usage

Individual Tutoring Visits

	2020-21	2019-20	% Change
Heavilon Hall	97	3,777	-97.4%
Mechanical Engineering Building Satellite	0	65	-100%
Humanities, Social Science, and Education Library Satellite	0	99	-100%
Hicks Undergraduate Library	0	47	-100%
Asian American and Asian Resource and Cultural Center Satellite	0	85	-100%
Virtual Appointments	4,854	1,596	+204.1%
Total Individual Visits (at all locations)	4951 visits by 1,457 clients	5,669 visits by 2,026 clients	-12.7% (visits) -28.1% (clients)

Usage by Classification

	2020-21	2019-20	% Change
Undergraduate	2,650	2,811	-5.7%
Graduate	2,125	2,461	-13.7%
Visiting Scholar	23	128	-82.0%
Post-Doc	48	85	-43.5%
Faculty	11	40	-72.5%
Staff	55	78	-29.5%
Other	39	66	-40.9%

Usage Breakdown by College

	2020-21	2019-20	% Change
Agriculture	278	379	-26.2%
Education	548	616	-11.3%
Engineering	927	1,231	-24.7%
Health and Human Sciences	575	550	+4.5%
Liberal Arts	959	987	-2.8%
Management	238	377	-36.9%
Pharmacy	215	177	+21.5%
Polytechnic Institute	423	481	-12.1%
Science	614	639	-3.9%
Veterinary School	7	13	-%

Visits for Top Ten Countries

	2020-21	2019-20	% Change
USA	2,080	2,046	+1.7%
China	1,320	1,973	-33.1%
South Korea	598	763	-21.6%
India	224	220	+1.8%
Taiwan	164	201	-18.4%
Columbia	113	113	0.0%
Brazil	136	111	+22.5%
Japan	35	79	-55.7%
Iran	71	73	-2.7%
Indonesia	13	61	-78.7%

Consultations with International Writers by Classification

	2020-21	2019-20	% Change
Faculty	2	21	-90.5%
Post-Doc	41	83	-50.6%
Visiting Scholar	23	128	-82.0%
Staff	51	60	-15.0%
Graduate	1,478	1,783	-17.1%
Undergraduate	1,380	1,622	-14.9%
Other	21	50	-58.0%

Consultations with Undergraduate International Writers by Classification

	2020-21	2019-20	% Change
Freshmen	443	495	-10.5%
Sophomores	215	231	-6.9%
Juniors	308	355	-13.2%
Seniors	407	524	-22.3%

ESL Conversation Group Visits

	2020-21	2019-20	% Change
Faculty	0	2	-100.0%
Post-Doc	0	1	-100.0%
Visiting Scholar	17	123	-86.2%
Staff	2	10	-80.0%
Graduate	188	216	-13.0%
Undergraduate	12	85	-85.9%
Other	6	10	-40.0%

Appendix B: Evaluations and Comments

The following represents a selection of comments from users participating in one-to-one consultations. Users receive a system-generated survey after each session, and they can choose to respond to open-ended questions about what they learned in the session.

- *I had great experience during my appointment. It was extremely helpful.*
- *I liked that I have now more knowledge about prepositions and editing a document. It will be helpful for later documents I'll write*
- *We went through my project, found the places that need to be changed, and Shannon gives me some good advice. Very helpful.*
- *The feedback was incredibly helpful and professional. Allyn was able to connect with me on writing a statement for a PhD specifically and that has been more helpful than the feedback of professors so far.*
- *My tutoring sessions with Allyn are always valuable and productive. We cover a lot of content/ questions in a short amount of time. Each time we have a session, I walk away steps ahead from where I was in my paper before the meeting!*
- *Hafsa was an amazing tutor and helped me to understand what I needed to do! She made me feel totally comfortable to ask for suggestions.*
- *I really appreciate Cassius' feedback on my writing. In addition to responding to all of the points I asked about, he offered some reflections on word choice and style that really help. These are the kinds of things that sound okay inside my writer's mind as I'm writing along, but later realize there's a better way to make the intended point. Helping me notice those places was really helpful. Thanks, Cassius.*
- *This is a very helpful and convenient tool. The tutor's reply is fast and helpful and instructive.*
- *The tutor was very respectful and offered insightful ideas on how I could improve aspects of my piece. They were helpful with addressing my concerns, and helped me think about how I could improve aspects of my writing.*
- *I will keep asking for appointments. I think they are really helpful for student to learn English grammatical concerns, specially for international students who do not have English as a native language.*
- *Thank you for reviewing my document. Brandon carefully read my "feeling/concern" through my document and suggested me important way of writing. I will definitely knock the door of the OWL to improve my writing skills. I really appreciate Brandon for his time and contribution! Thank you very much, Domo Arigato!*
- *Allyn makes very strong and good points on my writing. I had similar concerns when I was writing the article. Furthermore, the critical comments really helped me think about what is important to keep and what to add. Thanks alot!*
- *My tutor made me feel really welcomed and comfortable to ask for help. She provided really detailed explanation as well as feedback. I learned a lot from the tutor section. She helped me a lot!*
- *Heather was so helpful and helped me to get started with pulling sources that will help me write my methods section of my dissertation. I didn't even know where to start, and Heather helped me figure out some keywords that would help me develop my search and get started with writing.*

Appendix C: Writing Lab Staff

Admin/Tutoring Combo

Assistant Directors of Undergraduate Tutor Education
Isaac Wang & Mitch Hobza

WAC and Workshop Assistant Director
Elizabeth Geib

Assistant Directors for Multilingual and Graduate Education
Curtis Jewell & Sungae Kim

Assistant Directors of OWL Content Development
Eugie Ruiz Kimberly Broughton

Student Receptionists

Abby Martin
Alisan Erickson
Danielle Masayile

Graduate Tutors

Aiya Sakr
Allyn Pearson
Anisha Dutta
Audrey Hollis
Brandon Rdzak
Brian Czyzyk
Heather Murton
Lydia Cyrus
Kate O'Donoghue
Kelsey Wort
Vanessa Iacocca

First Year Fellows

Suraj Alva
Logan Akinwale
Marisa Bryans
Shannon Campbell
Cassius Epps
Kirby Knowlton

Undergraduate Tutors

Aurora Lyons
Catherine Gallant
Catie Gilhooly
Crystal Webb
Emily Brown
Isabella Escamilla
Jenni Martinez
Jillian Navarra
Kanika Garg
Leah Criss
Lydia Chrisman

Phoebe Soldi
Quinn Houlihan
Rachel Byrnside
Roni Heyman
Ryan Chen
Vanessa Heltzel
Jada Johnson
Angela Agnew
Abigail Spihlman
Allison Wade
Alyssa Ignaco
Camille Anthony
Eileen Yan
Faith Cornett
Fayth Schutter
Fernando Perez
Gabe Porter
Hafsa Farooq
Helen Zoss
Kanti Bharat
Kelly Nicholson
Kelsey Batt
Lauren Mackenzie
Milo Scheulen
Olivia Buttz
Pulkit Manchanda
Rianna Bush
Rowan Megenity
Ryleigh Turner
Sophia Craig
Sravya Ambadipudi
Yiqun Zhang
Zoe Fang

Appendix D: Use of the OWL

The OWL's YouTube Channel

The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2020 to April 2021:

- 1,001,032 total views—a total of nearly 40,604 hours of view time.
- 105 vidcasts covering a variety of topics, including MLA and APA style, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing.
- 29,401 total subscribers—a 17.2% increase from last year.

OWL YouTube Channel Views

- View this year: 1,001,032
- Lifetime views: 5,776,749
- Top five countries of origin (by watch time/hours)
 - USA (30,883.7)
 - Canada (2,626.5)
 - Philippines (394.6)
 - India (383.7)
 - Kenya (258.8)
- 9.6% of traffic derives from mobile platforms (-3.1% over last year)

User Demographics

- Female: 60.4%
- Male: 39.6%
- 38.3 % of viewers between the ages of 18-24
- 29.3% of viewers between the ages of 25-34
- 15.5% of viewers between the ages of 35-44

Top Five Vidcasts this Year (by views)

- MLA Style: In-Text Citations (148,253)
- APA Formatting – The Basics (98,067)
- MLA Formatting – The Basics (89,600)
- MLA Style: List of Works Cited (78,761)
- Thesis Statements (65,264)

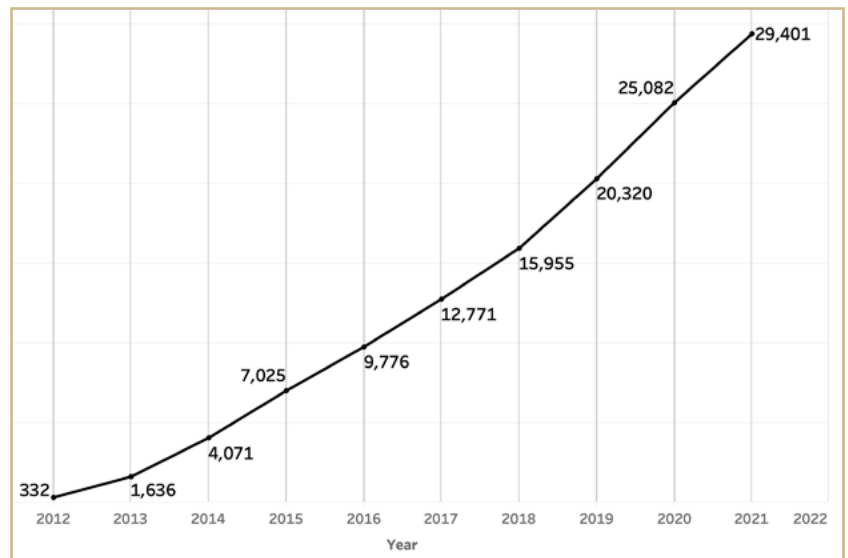


Figure 12: Purdue OWL YouTube subscriber growth.

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 a broad 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 teachers and tutors around the globe, including remote teaching resources for instructors transitioning to remote/online coursework in the wake of COVID-19
- 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.



PURDUE

WRITING LAB

