



PURDUE  

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OWL

# *ANNUAL REPORT*

*2021-2022*



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**PURDUE**  

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**WRITING LAB**

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# I. Overview

The Purdue On-Campus Writing Lab's annual report for the 2021-22 academic year provides a summary of its teaching, usage, and research.

The OWL and its staff, faculty, and graduate and undergraduate writing consultants served the Purdue West Lafayette campus virtually and on-campus. During the 2021-22 academic year, 5,756 visits were made by 1,192 clients. Approximately 55.91 percent of total visits were from international students representing over 36 countries. The Purdue OWL website saw 181,748,252 pageviews worldwide from 42,770,807 unique users. The OWL also continued to assess and update its services for multilingual writers, support for faculty across the disciplines, and outreach to all university writers.

## Emergence from COVID-19

The OWL always strives to be proactive in its efforts to support its clients along their scholarly journey. As students and faculty returned to campus, we resumed our usual face-to-face teaching, while maintaining our pandemic COVID-era protocols. Fully consistent with Protect Purdue guidelines, staff and consultants maintained social distancing and masking when required or requested once mandates began to lift during the Spring term. The OWL prioritized safety along with an environment conducive for teaching, learning, and research for all of our clients, writing consultants, and professional staff. By summer, all staff and consultants were back on location.

## Moving Toward the Next Generation OWL

Throughout the academic year, partners in the CLA Dean's Office, designers, and campus construction management worked with OWL leadership to revive planning for a new OWL space in the Krach Leadership Center. Construction began in May 2022, and concluded shortly before the beginning of the 2022-23 academic year. The new space operates from principles of learning commons widely adopted across the country and highlights campus writers' needs for technology, collaboration, and active learning and teaching architecture. We will be excited to share our progress and new infrastructure in next year's report.

## In-Person Usage Jumps

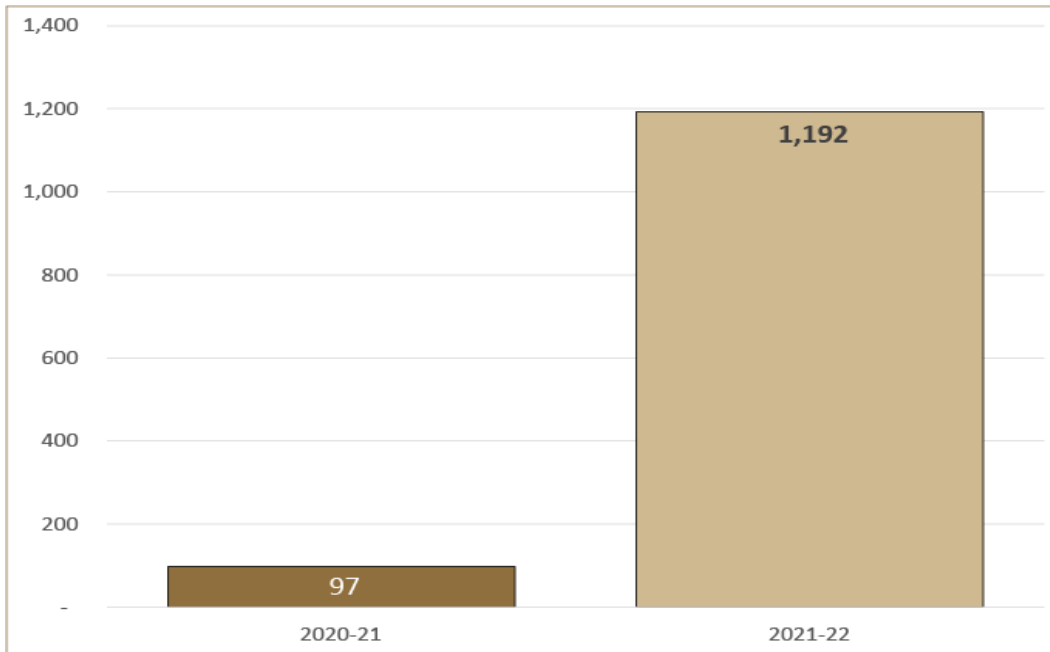


Figure 1: Comparison of in-person traffic between this academic year and last. With the easing of the pandemic, a significantly higher number of appointments happened on site.

## Virtual Appointments Shift Back to Pre-Covid Patterns

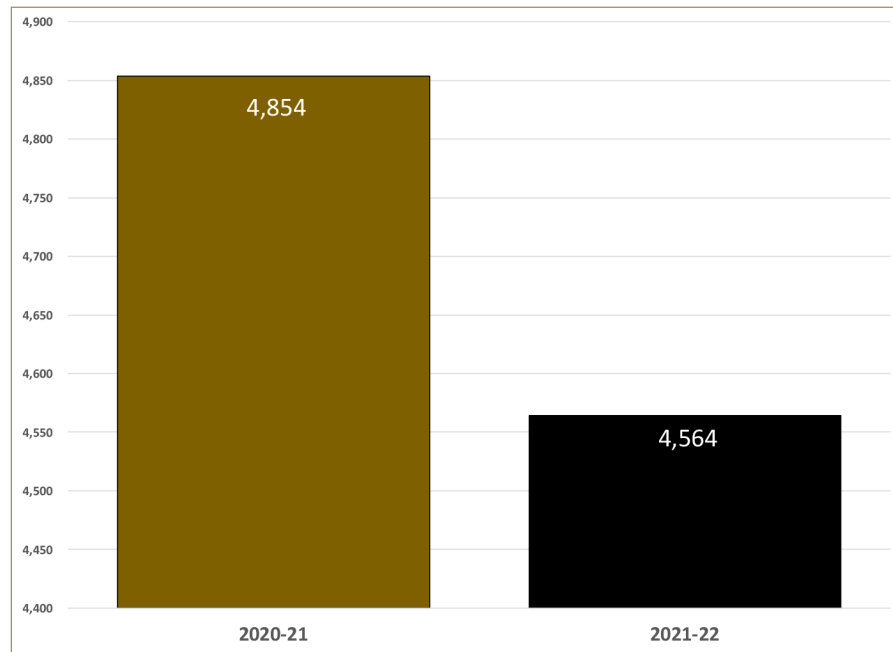


Figure 2: Comparison of virtual appointments (online chats and e-tutoring) between this academic year and last. Unlike the increased face-to-face traffic, demand for online support for writers remains strong.

## Overview of Traffic

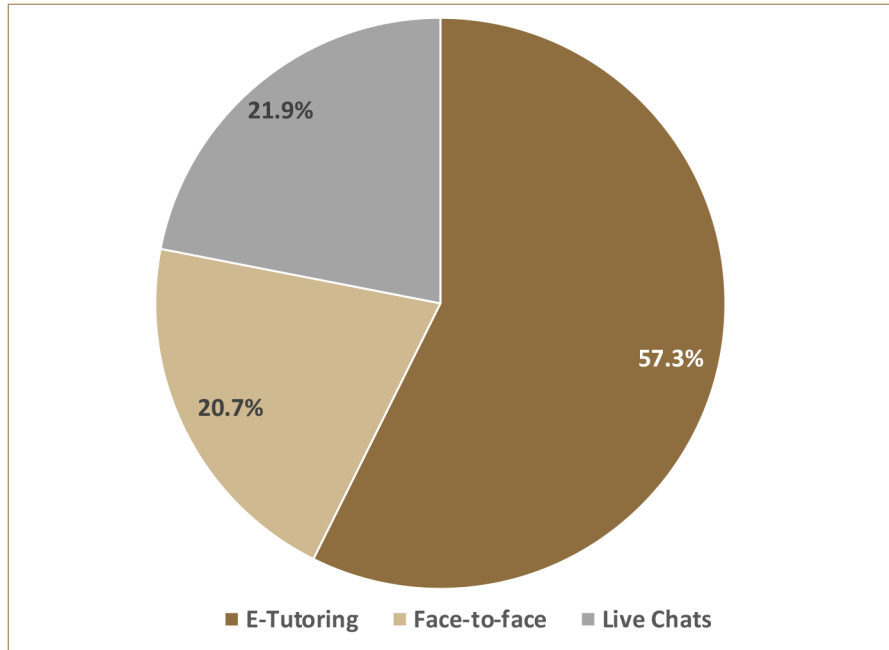


Figure 3: Distribution of on-campus appointments.

## Visits by College

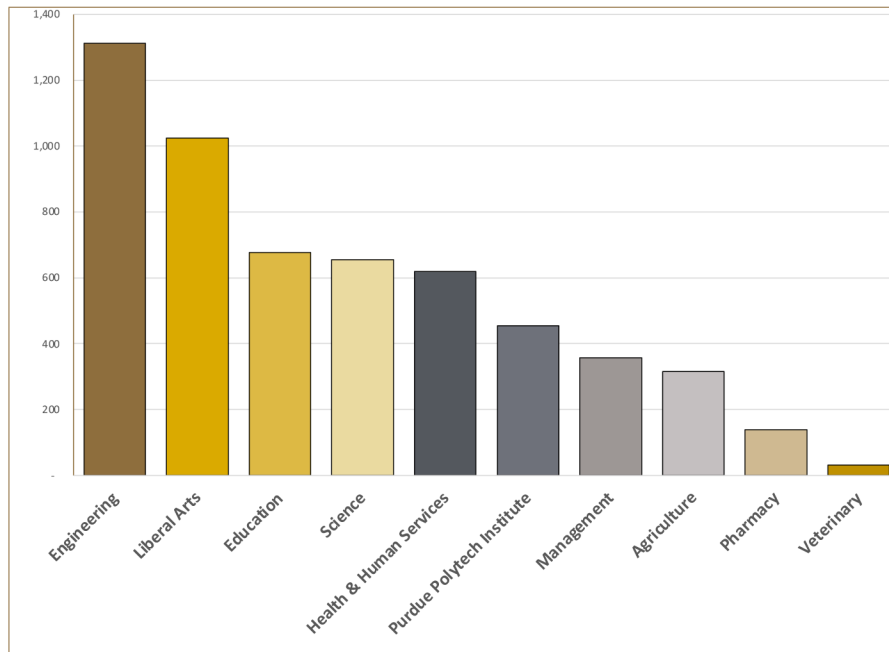


Figure 4: Distribution of appointments as represented by client's home college. Engineering (41.5%), Education (23.4%), and Krannert School of Management (49.6%) saw the most significant shifts in usage from 2020-21.

## Visits by Country

In 2021-22, 59% of all visits to the OWL were with international students compared to 61.79% last year (see Appendix A: Breakdown of Usage [p. 19]).

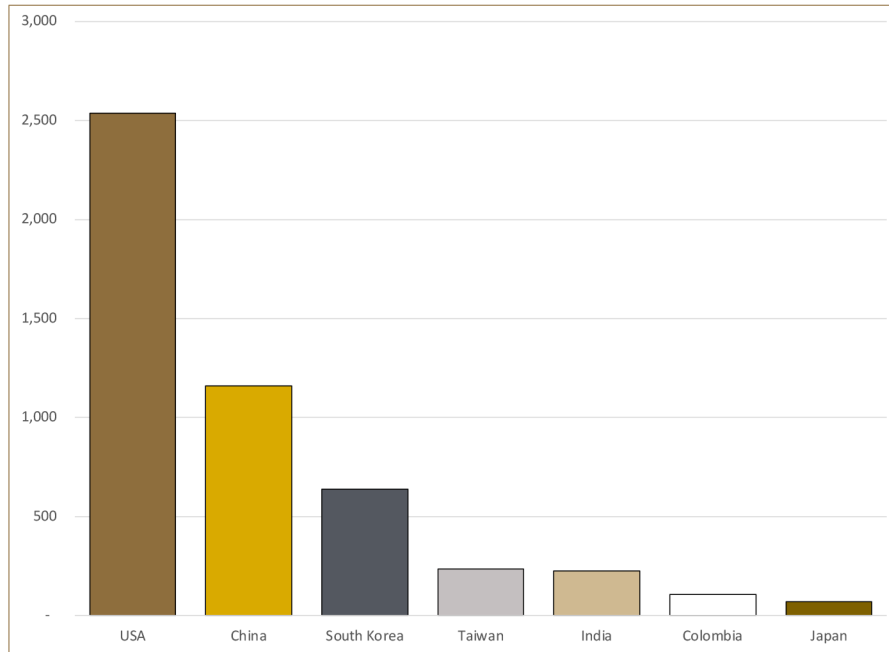


Figure 5: International client traffic broken out by top 7 countries of origin.

## Total Visits

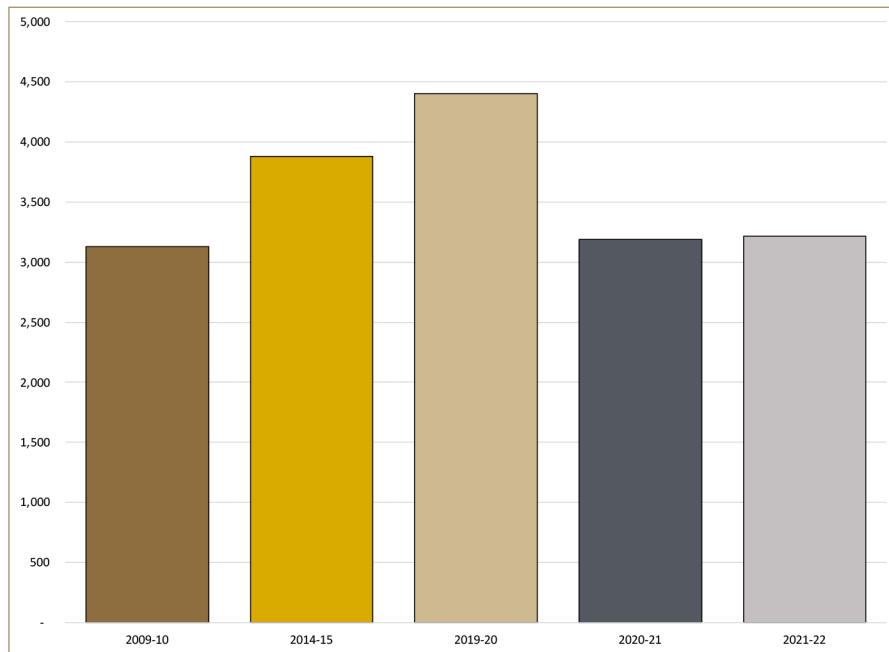


Figure 6: Historical breakdown of international client traffic.

## OWL Website Usage 2021-22

Since its launch in 1994, the Purdue OWL website 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.

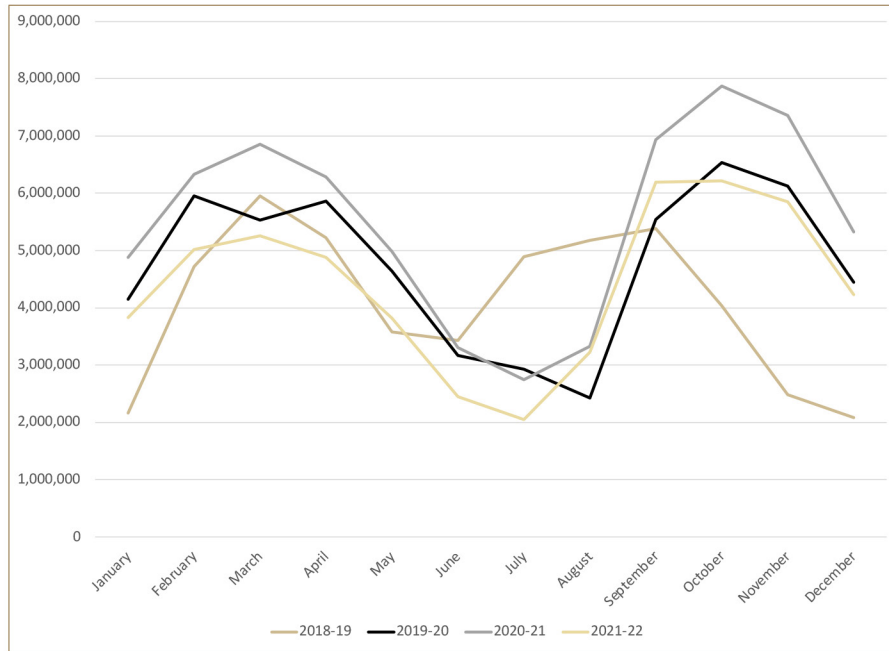


Figure 7: This chart represents monthly traffic on the website. While peaking during the pandemic, pageviews have returned to earlier levels.

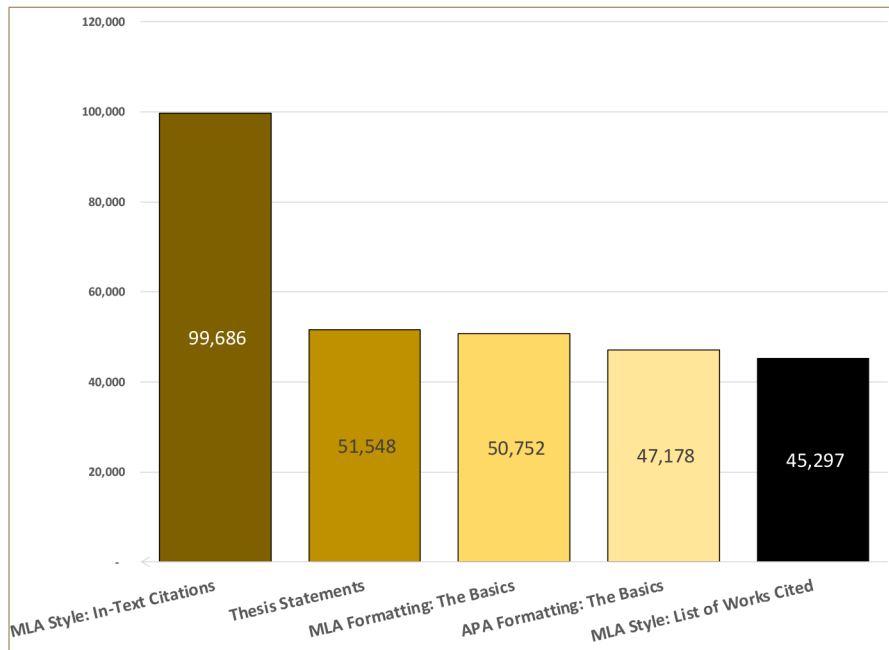


Figure 8: The OWL's YouTube channel has numerous videos to support writers. The graphic shows the top 5 vidcasts on our channel over the last year.



## II. Services Provided

The On-Campus 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 writers

### Virtual Consultations

The OWL offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2021-22 academic year:

- Virtual appointments accounted for 79% of all tutorial sessions compared to 98.04% during AY 2020-21.
- 3,301 e-tutoring appointments, a very slight decrease of 0.48% from AY 2020-21.
- 1,263 live online chat appointments, a decrease of 17.83% from AY 2020-21.
- 4,564 overall virtual appointments, a decrease of 5.97% from AY 2020-21 (offset by a major increase in in-person meetings).

Online and e-tutoring widen the reach of the OWL 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 Writing Across the Curriculum

The OWL 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 OWL or improve writing instruction, and the OWL 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, worked closely with Associate Director Dr. Vicki Kennell to serve as the liaison between the OWL and outside constituents across campus. In addition to mentoring consultants through the process of developing materials and facilitating 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 OWL. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing focused curriculum for instructors' courses.

During 2020-2021, the OWL offered 32 virtual workshops, 33 campus-wide workshops and faculty consultations, 12 remote OWL 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. 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 Purdue Graduate School, the Writing Lab held four sessions of the three-day Intensive Writing Experience for Thesis & Dissertation Writers during the summer of 2021. All four sessions were conducted entirely virtually. A mix of Brightspace and Zoom video conferencing was used to synchronously and asynchronously communicate materials and information to participants.

The graduate students who attended the IWE represented 34 disciplines, including humanities, social sciences, and STEM disciplines. In total, 56 graduate students attended at least one day of a summer 2021 IWE week, with 51 of those attending all three days of their assigned session:

- 42 were doctoral dissertation writers, 12 were master's thesis writers, and 2 were working on other documents related to their research such as conference papers.
- 38 were drafting, 3 were revising, and 15 were just getting started.
- 39 attendees self-identified as international students.

### Introduction to Graduate Writing

Every year during the OWL's summer Intensive Writing Experience, dissertation writers say, "I wish I had learned this when I was just starting graduate school." To address this expressed need, the Writing Lab piloted a four-part workshop called Introduction to Graduate Writing, aimed at first- and second-year graduate students. Every Wednesday in March (excepting Spring break week), writers gathered on Zoom with Writing Lab facilitators for 1.5 hours. The sessions covered the following topics and reached 106 students:

- Getting Started (Active Reading, Creating a Research Space, Articulating a Research Agenda)
- Drafting (Genre Analysis, Document Organization, Requesting Feedback)
- Revising & Editing (Moving Beyond a First Draft, Revision vs. Editing, Sentence-Level Organization)
- Project Planning (Structured Goal Setting, Staying Productive, Identifying Writing Support)

### 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 to help writers set goals and to consult briefly, but the primary purpose is for writers to spend significant time writing and revising. During this year, Writers' Rooms have been held virtually using Zoom.

- Summer 2021: 13 appointments (7 clients)
- Fall 2021: 16 appointments (14 individual clients); met roughly every other week.
- Spring 2022: 49 appointments (14 individual clients); met roughly every other week.

## 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 176,200,588 pageviews. This represented a 21.22% decrease in traffic over the previous year (223,662,864 pageviews). The pattern parallels wider industry patterns as students shift back to conventional educational practice.

### OWL Usage From 2021-22

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, the Philippines, India, and Kenya. 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 also supports a YouTube channel with 105 vidcasts. The OWL's YouTube channel has 34,241 total subscribers—a 17% increase from last year (*see Appendix D: Use of the OWL [p. 21]*). 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.

### YouTube Channel 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 5 Countries of YouTube Viewers

- USA
- Canada
- Philippines
- India
- Kenya

## Website Trends

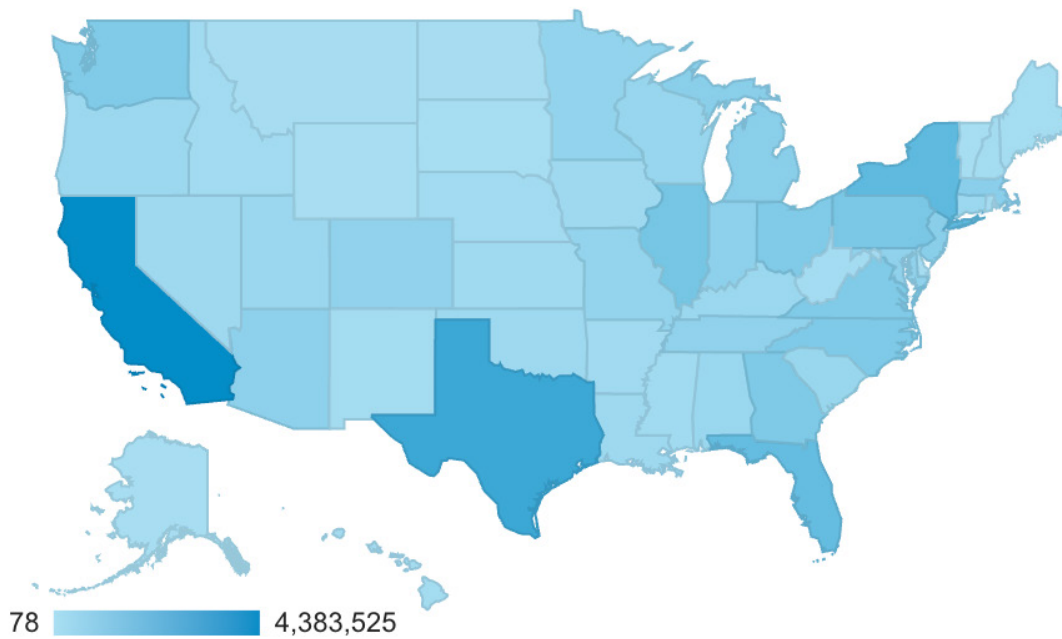


Figure 9: Heatmap of OWL traffic in the US. California, Texas, New York, Florida, Illinois, and Pennsylvania represent states with the largest usage respectively. Indiana is sixteenth.

### Top Indiana Cities Using the OWL Website

Rank	City	Users
1	Indianapolis	133,813
2	West Lafayette/Lafayette	73,167
3	Bloomington	53,826
4	Fort Wayne	42,850
5	South Bend/Notre Dame	25,920
6	Muncie	25,249
7	Evansville	21,211
8	Terre Haute	16,833
9	New Albany	13,302
10	Carmel	13,228
11	Fishers	12,796
12	Valparaiso	11,557

Table 1: OWL traffic within our home state indicating significant usage where peer institutions are located.

# III. Focus on Multilingual Writers

Multilingual writers accounted for 59% of our clients (or 3,218 sessions), a slight decrease from the nearly 62% of traffic last year.

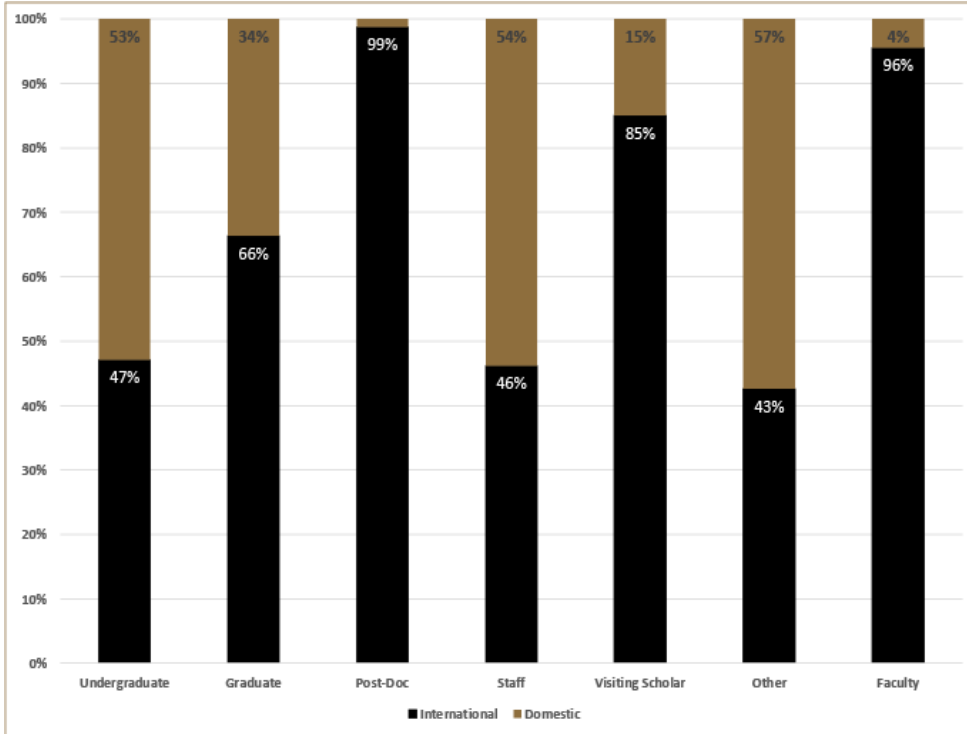


Figure 10: Consultations with International Writers by Classification, Expressed as a Percent of Total Writing Lab Consultations

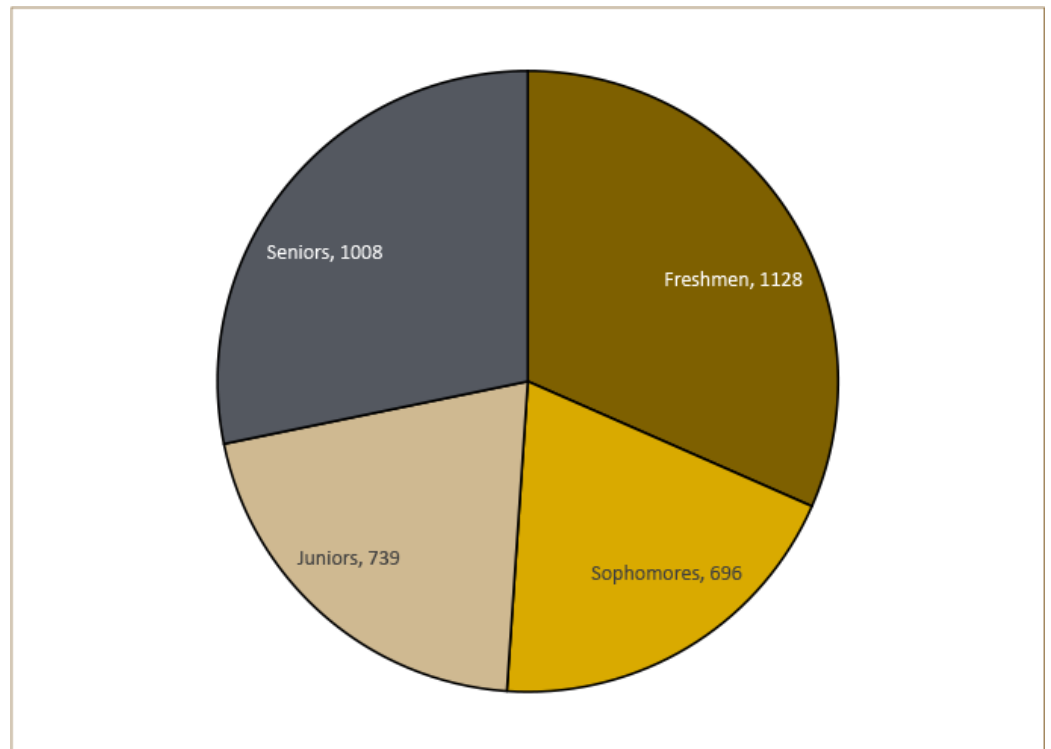


Figure 11: Consultations with Undergraduate International Writers by Classification

## Conversation Groups

The OWL 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 discussions of idioms & slang, current events, and vacation plans. 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 OWL services such as consultations or workshops.
- Include students, faculty, staff, and post-docs.

During the 2021-22 academic year, a total attendance of 301 individuals participated. 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.

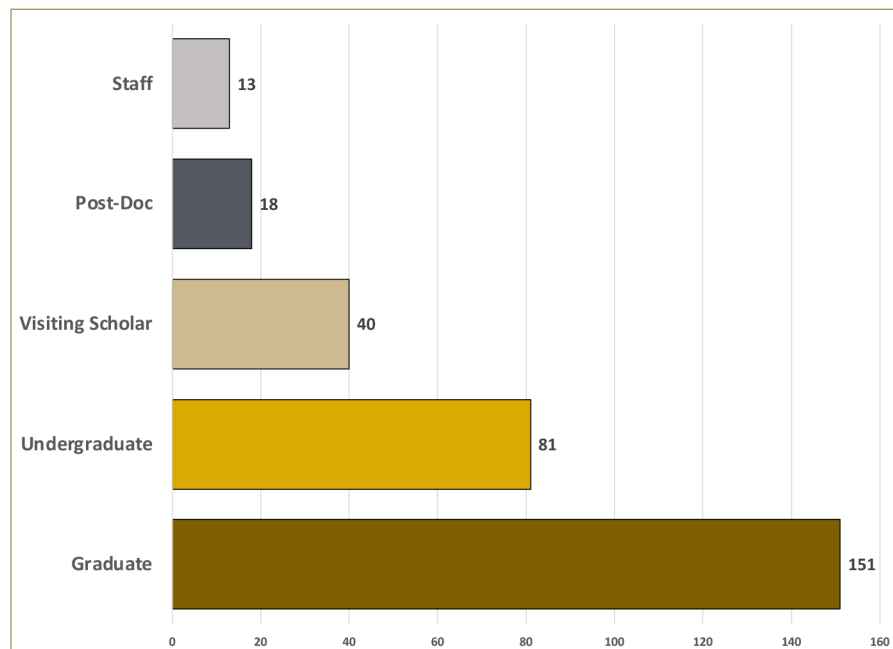


Figure 12: Shows conversation group attendance by classification.

## IV. Writing Lab Staff Education

To ensure that all writing consultants have the best training, the OWL requires that consulting staff in pedagogy and methods education and participate in ongoing professional development through staff meetings, special projects, and dedicated training on multilingual writing. In addition, the OWL maintains a library of writing-related texts and encourages staff to engage in research.

### Three approaches prepare consultants for mentoring campus writers:

- English 502 (1 credit): This course is an in-service practicum required for graduate teaching assistants in their first semester of consulting with campus writers.
- English 390 (3 credits): This course focuses on the theory and practice of tutoring writing and provides a course-based, credit-bearing ground for becoming an undergraduate writing consultant.
- Self-Paced Curriculum: This tutor education operates as an "on-the-job" version through BrightSpace, the campus learning management system.

### Undergraduate & Graduate Staff Education

The Assistant Directors worked closely with OWL leadership to train, mentor, and support prospective and current graduate and undergraduate writing consultants by: 1) teaching sections of ENGL 390 for potential new undergraduate staff, 2) selecting and hiring new undergraduate staff, and 3) recruiting prospective undergraduate staff. For graduate writers, the staff developed and revised programming to address their document needs. In addition, they accomplished:

- The creation and implementation of an online, self-paced version of the credit-bearing education.
- A panel presentation with undergraduate writing consultants at the 2021 National Conference of Peer Tutoring of Writing.

- Support for a semester-long exchange of students from Universidad del Norte of Colombia.

### Intensive Multilingual Training for Consultants

All OWL Writing Consultants are equipped to collaborate with the large number of multilingual writers we see, so intensive training for meeting their various needs is offered each spring. Surveys of consultants show that they may lack knowledge about the cultural aspects of assessing writing or conferencing with international or multilingual writers, but consultants may also lack knowledge about the cultural aspects of global writing issues ranging from different approaches to rhetoric or strategies of organizing documents. In order to improve their abilities with respect to all aspects of

multilingual writer tutoring, every consultant spends one hour per week on professional development activities that provide insights into and strategies for working with this population.

Assessment of the curriculum indicates 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.

#### Comments:

- 
- *"About a week or two after I began the Grammar & Proofreading module, I had an international student in a tutoring session. They were worried about the grammar and flow of their writing. I was able to help them identify verb mistakes and could explain why these were mistakes and how to fix them (which was something I struggled with before the module). It felt great to see the writer later in the session begin to point out the mistakes before I said anything and remember how to correct them."*
    - *"I enjoyed doing the training. It was informative and something I found very useful in my professional development as a tutor. It made me more confident in my abilities as a tutor to work with multilingual writers and gave me new insight and skills to do so."*
    - *"It has been a pleasure working at the Writing Lab, and I will take the skills that I learned here with me to wherever I end up! :)"*
    - *"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."*
  - *"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."*
  - *"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."*
  - *"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."*
  - *"Since it is my last semester working at Purdue's writing lab, I will be sentimental and say that I believe L2 training is essential in order to be an effective and approachable tutor. I learned how to manage my time and organize my sessions in the 390 course here at Purdue, but the L2 training gave me more details, examples, and instructions on how to approach international students. Overall, it gave me more confidence as a tutor, and I hope to implement the things I learned at the next writing center I work at."*



# V. Impact of the OWL's Services

With the help of IDA+A, the OWL staff has developed new ways to measure the effects collaborating with writing consultants 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 On-Campus Writing Lab. Results indicate that students who visit the OWL routinely do better academically than students who do not. We continue to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful.

## Average GPA Breakdown by Academic Classification and Usage

		Academic Year				
		AY 2016-17	AY 2017-18	AY 2018-19	AY 2019-20	AY 2020-21
<b>Freshmen</b>	1 time	3.31	3.22	3.33	3.44	3.48
	2-5 times	3.39	3.49	3.40	3.53	3.58
	6+ times	3.61	3.06	3.45	3.59	3.88
	Didn't use Writin..	2.95	2.89	2.97	3.15	3.08
<b>Sophomores</b>	1 time	3.29	3.38	3.39	3.42	3.48
	2-5 times	3.39	3.45	3.39	3.54	3.65
	6+ times	3.36	3.61	3.62	3.60	3.51
	Didn't use Writin..	3.08	3.11	3.15	3.27	3.27
<b>Juniors</b>	1 time	3.27	3.42	3.37	3.49	3.51
	2-5 times	3.41	3.39	3.41	3.47	3.51
	6+ times	3.75	3.53	3.59	3.61	3.70
	Didn't use Writin..	3.14	3.14	3.18	3.27	3.29
<b>Seniors</b>	1 time	3.40	3.39	3.42	3.51	3.55
	2-5 times	3.53	3.45	3.54	3.58	3.62
	6+ times	3.69	3.65	3.59	3.70	3.63
	Didn't use Writin..	3.20	3.23	3.24	3.30	3.35
<b>Graduate</b>	1 time	3.72	3.74	3.71	3.72	3.74
	2-5 times	3.71	3.69	3.70	3.76	3.78
	6+ times	3.71	3.82	3.81	3.78	3.82
	Didn't use Writin..	3.66	3.66	3.66	3.68	3.67

Table 2: Historical breakdown of GPAs and OWL usage by class standing.

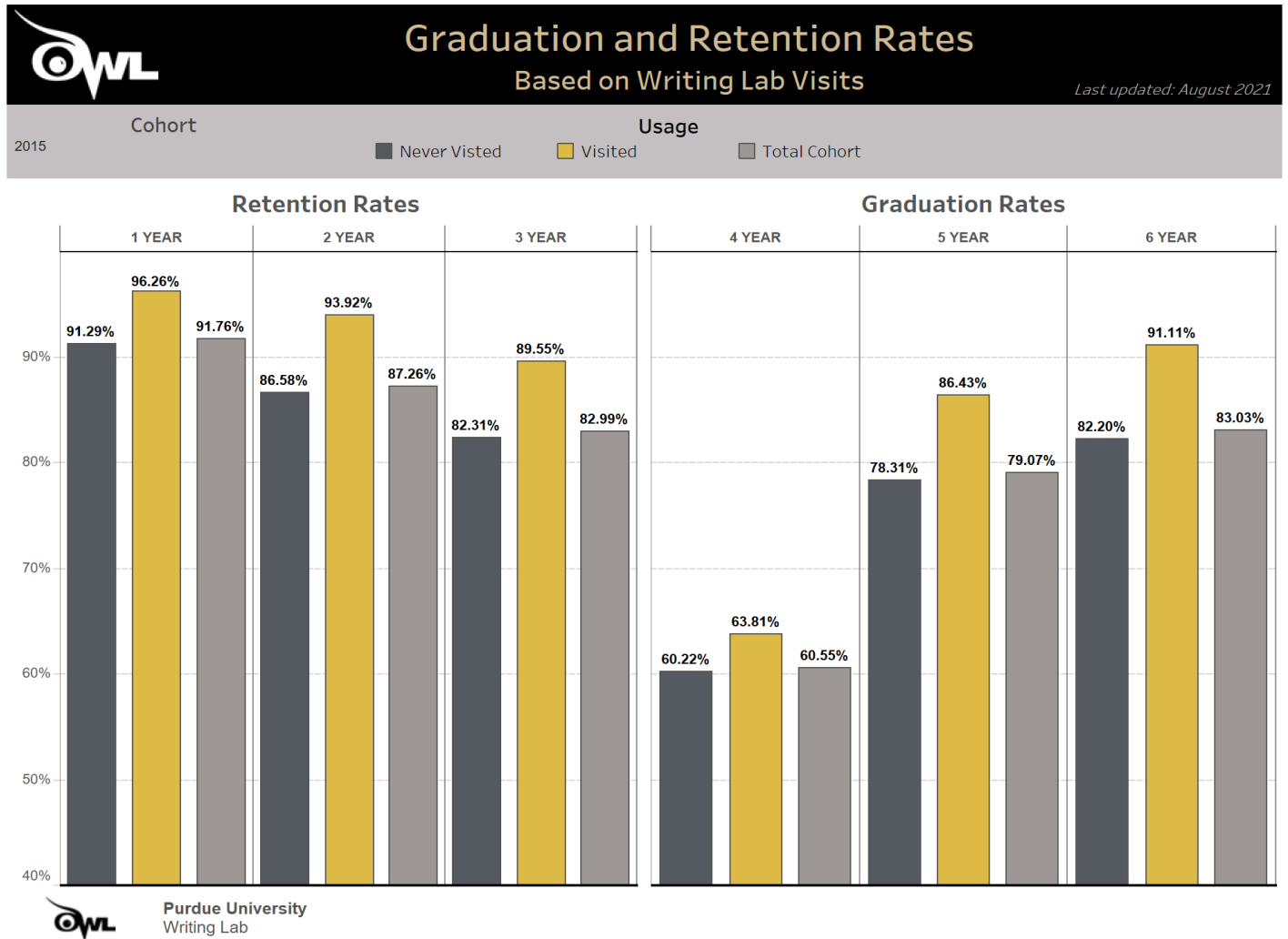


Figure 13: First, second, and third-year retention rates for the 2015 entering class as well as its 4, 5, and 6-year graduation rates. Students who visit have a statistically-significant improved performance on all accounts. Still, this pattern correlates with broader student success research. Whenever students actively engage with campus support or programming in general, they perform better. Screenshot from OWL Website, Research page.

# VI. Campus Engagement

OWL 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.

## Campus-Wide Workshops

- 31 workshops campus-wide.

## Minority Engineering Program

During Summer 2021, the OWL 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. OWL consultants offered dedicated sessions during which they provided advice and feedback on the research process and students' annotated bibliographies.

Also, OWL consultants provided a demonstration of the website 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.

During the Fall 2021 semester, the OWL 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 OWL'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 OWL also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with campus and Greater Lafayette-area organizations and programs.

## Summer Start

The OWL continues its partnership with Summer Start for 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. OWL consultants mentor these new Boilermakers around writing using proven strategies that lead to better grades and retention in college.

## 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.

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 (PPHS)

During the academic year, the OWL collaborated with PPHS high school students to work with them on any piece of writing and to demonstrate what the OWL does and how helpful it is, so that if they do come to Purdue, they will already be primed to visit the OWL.

# VII. Research and Professional

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

During the 2021-22 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab and writing center scholarship:

### Completed

Elizabeth Geib. From 'Ivory Tower' to Community: Creating a Writing Center Outside the 'Friendly Confines' of a College Campus. Placed as an assistant professor of English, Slippery Rock University, Pennsylvania.

Mitch Hobza. What Does It Mean to be Empathetic? Affect and Negotiating Linguistic Difference in the Writing Center. (Defended Summer 2022). Placed as Senior Program Manager for Distinguished Graduate Fellowships, Arizona State University.

### Dissertations-in-Production

Isaac Wang. Weaving Centers of Resistance: Towards Indigenous Writing Center Praxis.

Garrett Colón. Meeting Writers Where They Are: A Multi-Institutional Analysis of Participatory Writing Collaborations Between University Writing Centers and Latinx Cultural Centers

## Publications

Geib, Elizabeth, & Towle, Beth. (2022). Who Mentors the Mentors?: How Writing Pedagogy, Labor, and Administration Status Impact Methodologies. In *Mentorship and Methodology: Reflections, Praxis, and Futures*. Leigh Gruwell and Charles Lesh (Eds).

## Conference Presentations

Kennell, Vicki, & Hobza, Mitch. (June 2021). "Making it your own: Developing and Administrating Graduate Writing Retreats." Workshop presented at the Consortium on Graduate Communication Virtual Summer Institute.

Farooq, Hafsa, Garg, Kanika & Wang, Isaac. (November 2021). "Embracing A Brave New World: Writing Center Pedagogies and Practices Post-pandemic." Panel presentation at National Conference on Peer Tutoring Writing. Virtual.

Geib, Elizabeth, & Wade, Allison. (November 2021). "Literacy in Hard-to-reach Populations: Community Engagement Beyond the Writing Center." National Conference on Peer Tutoring in Writing. Virtual.

Denny, Harry, Joseph, Eric & Wisz, Eric. (March 2022). "The stories tutors tell: Revisiting the Peer Writing Tutor Alumni Research Project." Panel presentation at East Central Writing Centers Association Conference, East Lansing, MI.

Humphreys, Grace. (March 2022). "Navigating the Unscripted Session: Improv Activities in Writing Center Tutor Training." Workshop presented at East Central Writing Centers Association Conference. East Lansing, MI.

Seifeddine, Ghada. (April 2022). "Tutoring with ADHD in the Writing Center." East Central Writing Centers Association Conference. Lansing, MI.

# Appendix A: Breakdown of Usage

## Usage by Classification

	2021-22	2020-21	% Change
Undergraduate	3,396	2,650	28.2%
Graduate	2,054	2,125	-3.3%
Visiting Scholar	40	23	73.9%
Post-Doc	82	48	70.8%
Faculty	47	11	327.3%
Staff	83	55	50.9%
Other	54	39	38.5%

## Usage Breakdown by College

	2021-22	2020-21	% Change
Agriculture	315	278	13.3%
Education	676	548	23.4%
Engineering	1,312	927	41.5%
Health and Human Sciences	619	575	7.7%
Liberal Arts	1,025	959	6.9%
Management	356	238	49.6%
Pharmacy	138	215	-35.8%
Polytechnic Institute	454	423	7.3%
Science	654	614	6.5%
Veterinary School	30	7	328.6%

## Visits for Top Ten Countries

	2021-22	2020-21	% Change
USA	2,538	2,080	22.0%
China	1,159	1,320	-12.2%
South Korea	640	598	7.0%
India	226	224	0.8%
Taiwan	235	164	43.2%
Colombia	106	113	-6.1%
Brazil	18	136	-86.7%
Japan	71	35	102.8%
Iran	13	71	-86.7%
Indonesia	28	13	115.3%

## Consultations with International Writers by Classification

	2021-22	2020-21	% Change
Faculty	47	2	3.1%
Post-Doc	103	41	151.2%
Visiting Scholar	84	23	265.2%
Staff	85	51	66.7%
Graduate	2914	1478	97.2%
Undergraduate	3571	1380	158.8%
Other	54	21	157.1%

## Consultations with Undergraduate International Writers by Classification

	2021-22	2020-21	% Change
Freshmen	1128	443	154.6%
Sophomores	696	215	223.7%
Juniors	739	308	139.9%
Seniors	1008	407	147.7%

## Multilingual Conversation Group Visits

	2021-22	2020-21	% Change
Post-Doc	18	0	
Visiting Scholar	40	17	135.3%
Staff	13	2	550%
Graduate	151	188	-19.7%
Undergraduate	81	12	575%

# 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.*
- *The tutor's reply is fast and helpful and instructive.*
- *The tutor 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 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. 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.*
- *My tutor made me feel really welcomed and comfortable to ask for help. She provided really detailed. . . feedback. I learned a lot from the tutor section. She helped me a lot!*
- *Heather. . .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: YouTube Channel

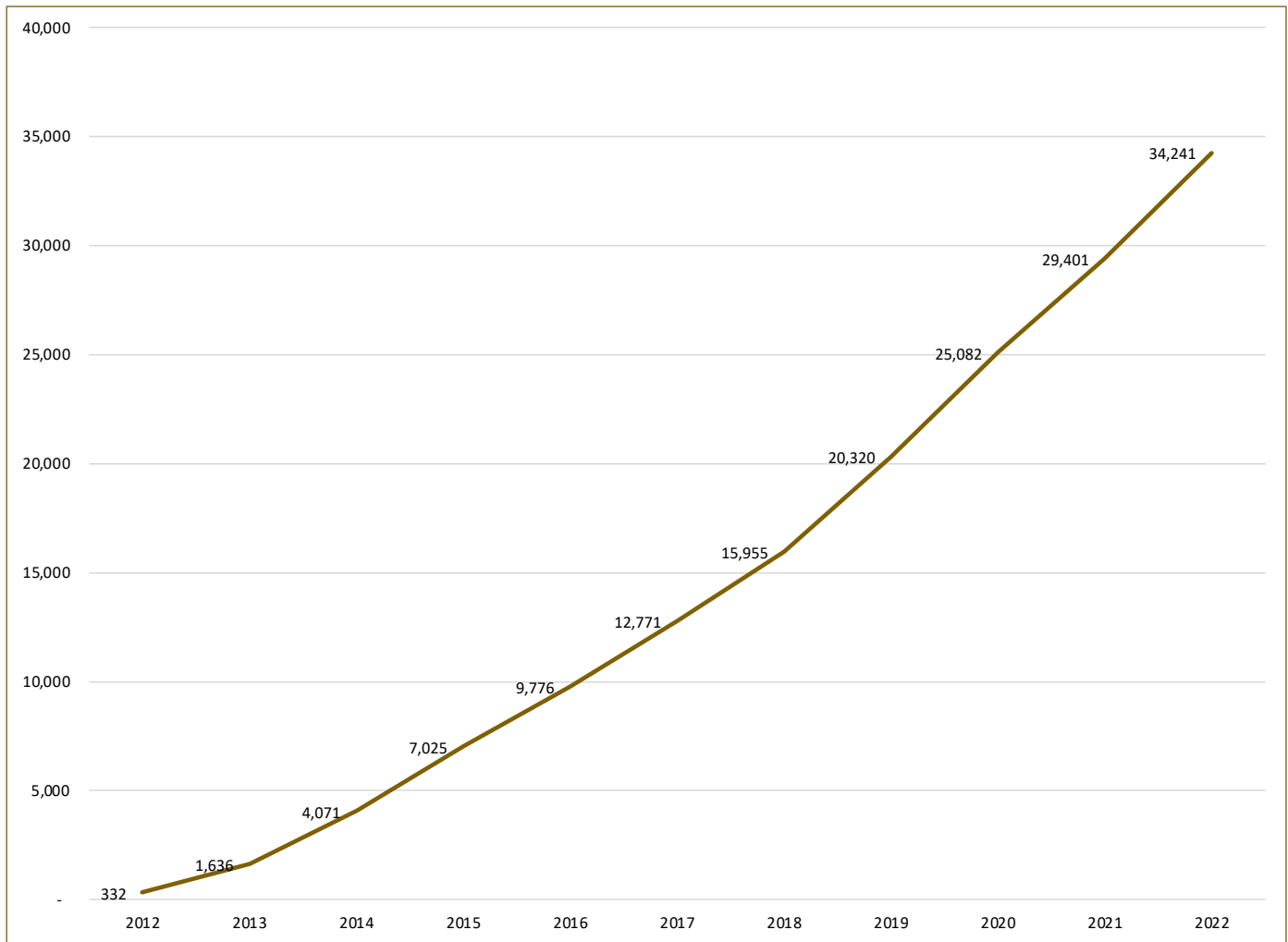


Figure 12: Purdue OWL YouTube subscriber growth.



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