Annual Report

Writing Lab at Purdue University

May 3, 2009 to April 30, 2010

Dr. Linda S. Bergmann, Director

Tammy Conard-Salvo, Associate Director

Cristyn Elder, Graduate Teaching Assistant

Acknowledgments

Sections of the following report were completed with information provided by the following Writing Lab staff:

Jeffrey Bacha, OWL Technical Coordinator and Webmaster
H. Allen Brizee, OWL Coordinator
Danielle Cordaro, English as a Second Language (ESL) Coordinator
Cristyn Elder, OWL Mail Coordinator
Kristen Moore, Workshop Coordinator
Laurie A. Pinkert, Business Writing Coordinator
Hsiao-Ming L. Tong, Office Manager
Adam Watkins, Writing Lab/Introductory Writing Program Liaison

Abstract

The following is the Purdue Writing Lab Annual Report for May 03, 2009 to April 30, 2010 prepared by Writing Lab staff. The first section, the Writing Lab at a Glance, provides an overview of the services the Writing Lab offers as well as statistical information about the Writing Lab's users. A list of staff and tutoring locations is also included. Section two provides a discussion on the learning, engagement, and discovery initiatives and accomplishments for the 2009-2010 academic year. Finally, the appendices provide a breakdown of users, list of visitor consultations, and written evaluations and comments from Writing Lab and OWL users.

Table of Contents

I. The Writing Lab at a Glance

The following section of this report provides a summary of Writing Lab services and use at our three on-campus locations as well as the support we provide off-campus via the Online Writing Lab (OWL).

A. Learning: Summary of Purdue Writing Lab Services and Campus Use

From May 3, 2009 to April 30, 2010, the Purdue University Writing Lab supported Purdue students and faculty as follows:

Heavilon Hall Writing Lab
　　　　Number of unique users: **1,976**
　　　　Total number of times used: **5,059**

　　　　Consultations:　　　　　　　**3,796** sessions
　　　　ESL Conversation Groups:　　**515** students
　　　　ESL Materials Use:　　　　　　**26** students
　　　　In-Lab/In-Class Workshops:　　**51** workshops attended by **1,028** students
　　　　Instructor Brownbags:　　　　**9** workshops attended by **52** composition instructors
　　　　Lab Tours:　　　　　　　　**110** tours for introductory composition courses
　　　　Computer Use:　　　　　　**292**
　　　　Other Use:　　　　　　　　**425**

Meredith Hall Satellite Writing Lab
　　　　Number of unique users:　　　**44** users
　　　　Total number of consultations:　**55** sessions

Hicks Writing Lab
　　　　Number of unique users:　　　**66** users
　　　　Total number of consultations:　**79** sessions

Total number of consultations (all locations): **3,930** sessions
For an additional breakdown of Purdue University Writing Lab users (all locations), please see Appendix A.

Due to the high demand for Writing Lab Services and the limited number of TAs on staff, we are, unfortunately, not always able to accommodate all potential users. The following numbers represent the number of users that were turned away each semester during the past academic year:

　　　　Fall 2009:　　　　　　　**239** users
　　　　Spring 2010:　　　　　　**159** users
　　　　Total turned away:　　　　**398** users

B. Engagement: Summary of Purdue Writing Lab Services for Local, State, National, and International Users

Online Writing Lab (OWL) Website:　　　**161,733,998** pages served worldwide

OWL Mail (email tutoring):   **3,532** emails answered
Grammar Hotline: **472** questions answered by telephone

Users of the OWL, OWL Mail, and Grammar Hotline include public libraries, colleges, industry, government, non-profit organizations, and individuals, including Purdue students, Indiana residents, and users from around the USA and abroad.

Writing Lab Attendance at Major On-Campus Events
- Boiler Gold Rush (Fall 2009)
- Graduate Student Welcome Fair (Fall 2009)
- Winter Welcome Fair (Spring 2010)
- Introductory Composition (ICaP) Showcase Display (Spring 2010)

Writing Lab Sponsored Events
- National Council for Teachers of English (NCTE) National Day on Writing Haiku Event (Fall 2009)
- Résumé Extravaganza (Fall 2009 and Spring 2010)
- Lemonade Stand Information Fair (Spring 2010)

C. Discovery: Summary of Purdue Writing Lab Professional Development Efforts

Presentations about writing center research and practices were given by Writing Lab staff at the following conferences:
- Computers and Writing Conference 2009
- Midwest Writing Centers Association Conference 2009
- Conference on College Composition and Communication 2010
- East Central Writing Centers Association Conference 2010

See page 12 for a detailed list of presenters and their presentation titles as well as a list of works in progress, including several doctoral dissertations related to Writing Lab theory and practice.

D. Writing Lab Staff Positions

Director: Linda S. Bergmann, Ph.D., Professor of English

Associate Director: Tammy Conard-Salvo, M.A., Administrative/Professional

GTAs (graduate teaching assistants): Fifteen GTAs are funded by the English Department and have taught at least one year of first-year composition. GTAs hold the following special area positions:
- Business Writing Coordinator
- English as a Second Language (ESL) Coordinator
- OWL Mail Coordinator
- Workshop Coordinator
- Writing Lab/Introductory Writing Program Liaison

OWL (Online Writing Lab) staff funded by a University Reinvestment Grant:

- OWL Technical Coordinator/Webmaster
- OWL Coordinator
- Hourly workers who develop electronic instructional materials

Professional Writing Program/Writing Lab Collaboration Intern: One undergraduate major in Professional Writing funded by the Crouse Scholarship in Professional Writing

UTAs (Undergraduate tutors):
- Twelve UTAs, funded by the English Department, tutor students in first year composition courses
- Seven undergraduate business writing consultants (BWCs), funded by both the English Department and Krannert School of Management, assist students with business and professional writing, including résumés, cover letters, reports and memos.

Support staff:
- Office Manager
- Project Manager
- 2 student clerical assistants (work study)

E. Writing Lab Locations

Heavilon Writing Lab
The Writing Lab's main location is Heavilon Room 226, staffed by 34 graduate and undergraduate tutors. During the Fall 2009 and Spring 2010 semesters, the Writing Lab was open Monday –Thursday, 9:00-6:00pm and Friday, 9:00-1:00pm, supporting most of Purdue's users. During the summer sessions, the Writing Lab was open Monday –Thursday, 9:00-4:00pm and Friday, 9:00-1:00pm.

Meredith Hall Satellite Writing Lab
The Writing Lab offers extended tutoring hours in Meredith Hall during the Fall 2009 and Spring 2010 semesters. This location, staffed by one GTA and a rotating staff of undergraduate tutors, was open on Wednesday from 7:00-10:00 pm.

Hicks Undergraduate Library/ Writing Lab
The Writing Lab offers extended tutoring hours through a collaborative initiative with Hicks Undergraduate Library. During the Fall 2009 and Spring 2010 semesters, this location served students on Monday evenings from 7:00-10:00 pm. The Library satellite was staffed by one GTA and a rotating staff of undergraduate tutors.

II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments for 2009-2010

Purdue Writing Lab staff identifies ways to upgrade resources and to engage the campus and off-campus communities through engagement projects and helping instructors develop discipline-specific writing projects, workshops and materials. These projects serve as the basis for publications and presentations by the directors and the student staffs. In addition to working with students individually and in groups, staff members develop materials for teaching writing and consult with instructors of writing courses and with faculty across the disciplines. As emerging researchers, they further their professional development through research projects and regular presentations to academic audiences.

A. Learning

Credit Courses
During the fall semester, the following three courses were offered to prepare candidates for tutoring positions within the Purdue Writing Lab:
- English 502W (1 credit)
  This course is an in-service practicum for graduate teaching assistants in their first semester of tutoring.
- English 390A (2-3 credits)
  This course focuses on the theory and practice of tutoring writing and is a prerequisite for undergraduate tutoring positions for first year composition.
- English 390B (2-3 credits)
  This course focuses on the theory and practice of tutoring business and professional writing students and is a prerequisite for undergraduate BWC (Business Writing Consultant) positions.

Consultations
This year the Writing Lab conducted **3,796** writing consultations. Consultations consist of half-hour, one-to-one or small group sessions offered by appointment and on a drop-in basis.

Graduate Teaching Assistants (GTAs) work with students from any discipline, at all levels, form first-year composition through graduate school, on all kinds of writing projects.

Undergraduate Teaching Assistants (UTAs) primarily work with first year composition students and staff special events as the annual spring showcase of first-year composition (ICaP) projects.

Business Writing Consultants (BWCs) offer feedback on variety of workplace documents and course assignments, including resumes, cover letters, memos, reports, and proposals, and provide extra help for students preparing for job fairs.

Support for Instructors of Introductory Composition
The Writing Lab collaborates with the ICaP (Introductory Composition at Purdue) Program by providing workshops and brownbag discussions for first year composition instructors, led by the Writing Lab/Introductory Composition Program Liaison, an hourly position for a graduate teaching assistant created in 2003 by the English Department. Workshop and brownbag topics in the 2009-2010 academic year included the following:
- MLA/APA citation teaching strategies

- Working with ESL students
- Using Tutorial formats in class conferences
- Teaching with the OWL
- Addressing grammar effectively
- Strategies for avoiding plagiarism
- Visual rhetoric
- Teaching the portfolio
- Constructing the syllabus

Future planning includes revising workshop topics with input from Introductory Composition mentors and further developing web-based or alternative media (such as podcasts) for disseminating workshop materials.

Support for the Professional Writing Program
The Crouse Intern, an undergraduate position funded by the Professional Writing Program, created the *Professional Writing Resource Inventory* and coordinated Adobe InDesign workshops for the Professional Writing Club and Writing Lab tutors. Future plans include facilitating a focus group with Professional Writing instructors for feedback on the *Resource Inventory* and suggestions for stronger connections between the Professional Writing Program and the Writing Lab.

Support for Instructors and Student Groups Across the Disciplines
The Writing Lab Workshop Coordinator and the Writing Lab directors help teachers across the disciplines develop and strengthen writing activities in their courses. In addition to the ongoing work of assisting faculty in the development of writing projects and providing faculty with access to instructional materials, this year's response to a major increase of in-class requests included the development of workshops and instructional materials for graduate students in biology, general sciences, and art history as well as workshops on e-mail etiquette and effective workplace communication for Purdue staff. In order to more accurately reflect the responsibilities of the Writing Lab Workshop Coordinator, this position will be renamed the Workshop and Writing Across the Curriculum (WAC) Coordinator in the coming academic year. Furthermore, we will begin using an online workshop request form in order to aid the ease with which faculty around campus may request in-class writing workshops and presentations.

ESL (English as a Second Language) Conversation Groups
The Writing Lab offers hour-long conversation groups for non-native speakers of English Monday through Friday to allow them to practice their verbal communication skills, build their vocabulary, and strengthen their sociolinguistic competence. These conversation groups are facilitated graduate consultants. They are organized as free-standing units (not a course) so that students may attend whenever they have time available.

The ESL Coordinator's work for the Lab's non-native speaking clientele (62% of total Writing Lab users) includes

- Serving as an invited guest speaker for the 390A class on ESL issues
- Advising tutors on ways to better support ESL students in tutoring sessions
- Designing and co-leading 2 workshops for ICaP instructors on ESL issues
- Writing an instruction manual for the Rosetta Stone Software available to users in the Writing Lab

Future planning for meeting the needs of ESL students includes updating the ESL resources on the OWL and in the Writing Lab.

In-Lab Resources
The following is a list of resources available in the Writing Lab accessible to all Purdue students and faculty:
- A library of books, journals, and other reference materials, including specialized resources for ESL users.
- Eight computers, one digital video camera, one digital still camera, and one scanner available for general use throughout the day. This includes an advanced multimedia production station provided by the Professional Writing program. In addition, laptops are available on tutoring tables for use during consultations.
- One computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software.

Online Resources: Online Writing Lab (OWL)
http://owl.english.purdue.edu

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

- A content-rich website of over 300 web-based instructional modules addressing writing skills and issues, available in both an online and a printer-friendly format on the OWL.
- Email responses to questions via a web form, known as OWL Mail, at http://owl.english.purdue.edu/contact/owlmailtutors.
- *The Purdue OWL News*, a bi-weekly email newsletter that contains writing-related questions, answers, and information about the Writing Lab and Purdue OWL.
- A site for research about the OWL, as well as a source of research-related information for composition scholars at http://owl.english.purdue.edu/research.
- A site for community engagement at http:// owl.english.purdue.edu/engagement/.

Assessment
Evaluations of the learning that takes place in the Writing Lab, collected from students and teachers, are consistently very high. The Writing Lab uses Likert scale point-of-contact evaluation forms for consultations, workshops, and English as a Second Language conversation groups. Consultations were rated as helpful by 96% of participants. Certain key terms occur repeatedly in the open-ended response space on our assessment forms. Students write that they consider the tutors to be well-qualified, knowledgeable, and adept consultants. They mention gaining knowledge, strategies and confidence as writers from the consultation sessions, and they appreciate the student-centered approach of the Lab staff. For a sample of students' written comments, please see Appendix B.

B. Engagement

Purdue OWL
Between May 3, 2009 and April 30, 2010, the Purdue OWL website served 161,733,998 pages, a 20.8% increase in page views from 2008-2009 (128,127,715 page views). The Purdue OWL transferred 14,822.97 gigabytes of data to users worldwide during the 2009-2010 academic year. Inquiries answered by OWL Mail totaled 3,532, which is an increase of 14% from last year.

Visitors to our site included Purdue University students, faculty and staff from all campuses, and students, teachers, workers, and learners from all around the world, including China, Thailand, Australia, Canada, Japan, Italy, Poland, Singapore, Germany, Turkey, Mexico, the Philippines, and Korea. In addition, we have received feedback from users from Iraq (Kurdish areas), Africa, and the Middle East. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL for educational and training purposes. Please see Appendix B for a sampling of unsolicited comments from Purdue OWL users.

Our most popular resources include our APA and MLA citation guidelines, grammar and ESL materials, professional writing and business writing documents, resources on avoiding plagiarism, and materials covering the writing process. The Purdue OWL's hypertext workshops and PowerPoint presentations are also very popular.

The *Purdue OWL News* (founded in 2000) is distributed in bi-weekly emails to approximately 1,500 subscribers. The *Purdue OWL News* features updates about the OWL and the Writing Lab, writing-related information, a writing question of the week, and a user question-and-answer system.

Grammar Hotline
Our telephone hotline responded to over **472** inquiries, including calls from students, faculty, and staff at Purdue as well as individuals from across the United States and around the world.

Consultations with National and International Visiting Faculty and Writing Center Professionals
Writing Lab staff and directors regularly meet and talk with visiting faculty and writing center administrators who are starting writing centers or considering changes and improvements in existing writing centers. This year we met with 4 visitors, three from the US and one from Australia, and held phone or email conversations with several others. Please see Appendix C for a list of visitors to the Lab and their affiliations.

Alumni Outreach
Through *Alumni Annotations*, an online newsletter distributed to 150 former Writing Lab staff, we continue to reach former tutors. *Alumni Annotations* contains information about current Writing Lab and OWL projects, staff accomplishments, and awards. An alumnus is profiled in each issue, and alumni are invited to keep in touch. This newsletter has allowed us to remain in contact with former tutors who have worked in the Writing Lab as far back as 1980 and to maintain a history of the Writing Lab. The latest issue of *Alumni Annotations* was emailed in Spring 2010, with additional issues planned for October 2010 and March 2011. We have heard positive feedback from many former staff in places all around the globe.

National Service
The following is a list of national service activities that Writing Lab staff performed over the past academic year:
- Conard-Salvo, Tammy. CCCC Committee on Computers in Composition and Communication (7Cs), 2009-Present.
- Conard-Salvo, Tammy. Past-President, East Central Writing Centers Association, 2009-2010.
- Bergmann,Linda. CCCC Executive Council, 2099-2012.
- Bergmann, Linda. MLA Delegate Assembly, 2010-2013.

C. Discovery

Publications

Bergmann, Linda. *Academic Research and Writing: Inquiry and Argument in College*. New
York: Longman, 2009. Print.

Bergmann, Linda (with Danielle A, Cordaro, Cristyn Eleder, Morgan Reitmeyer—current or
former Writing Lab GTAs). Instructors' Manual for *Academic Research and Writing*.
New York: Longman, 2010. Print.

Bergmann, Linda. "The Writing Center as a Site for Engagement." *Going Public: The WPA as
Advocate for Engagement.* Ed. Shirley Rose and Irwin Weiser. Provo: Utah State UP,
2010. Print.

Bergmann, Linda (with Gerd Brauer, Carol Haviland, et al.). "Being EFL: Issues in International
Tutor Exchange." In *ESL Writers: A Guide for Writing Center Tutors*. 2nd ed. Ed. Ben
Rafoth and Shanti Bruce. Portsmouth, NH: Heinemann, 2009. Print.

Brizee, Allen and Tammy Conard-Salvo (with Michael Salvo and Jingfang Ren). "Usability
Research in the Writing Lab: Sustaining Discourse and Pedagogy." *Computers and
Composition* 26.2 (2009): 107-21. Print.

Conference Presentations and Invited Lectures

The Writing Lab tutors and staff gave 11 presentations at 5 academic conferences and 2 invited
lectures, as listed below. Undergraduate and graduate tutors' professional presentations are
supported with the assistance of the Muriel Harris Tutor Development Fund.

*Computers and Writing Conference. University of California, Davis. Davis, CA. 18-21 June
2009.*
Conard-Salvo, Tammy, Kristen Moore, and Jeff Bacha. "Sustainable and Usable @ School and in
Writing Centers: Customized Online Tutoring Systems."

Council of Writing Program Administrators Conference. Minneapolis, MN. 16-19, July 2009.
Cordaro, Danielle, Kristine Johnson, and Jaclyn Wells. "Discerning Roles and Responsibilities:
Graduate Student WPAs and a Showcase of Student Writing."

*Lafayette Adult Resource Academy College Preparation Course in Advanced Writing. Sept. 2009.
Lafayette, IN.*
Brizee, H. Allen. [Invited Lecturer.] "The Road to Success is Not Straight: Mapping Paths and
Writing Strategies."

Road School. Purdue University, West Lafayette, IN. Mar 2010.
Bergmann, Linda. [Invited Lecturer.] **"**The Road to Clearer Writing."

Midwest Writing Centers Association Conference. Rapid City, SD. 22-24 Oct. 2009.
Conard-Salvo, Tammy, Matthew J. Gilchrist, Kirsten James, and Samuel Van Horne. "Open-
Sourcing Online Writing Centers: Inter-Institutional Cooperatives Online Writing Center
Technologies."

Conference on College Composition and Communication, Louisville, KY. Mar 2010.

Bergmann, Linda. "Students' Literacies and the Stories They Tell: Effects of Genre, Place, and Audience."

Brizee, H. Allen. "College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program." Research Network Forum.

Brizee, H. Allen, and Jaclyn Wells. "Mixing Research and Engagement: Using Empirical Methods to Rethink, Revise, and Renew College-Community Connections."

Conard-Salvo, Tammy with Trixie G. Smith, Pamela B. Childers, Steven T. Lessner, and Richard Severe. "Creating Safe Writing Center Spaces for Diverse Students." [Pre-Conference Workshop].

Pinkert, Laurie A. "Locating Composition in Rhetoric and Composition Graduate Programs."

East Central Writing Centers Association Conference, East Lansing, MI. Apr 2010
Bergmann, Linda. "Themes and Variations: Learning from Writing Centers in Other Countries."

Conard-Salvo, Tammy with Jeanne Smith, Jay Sloan, Doug Dangler, Jill Reglin, Trixie Smith, Leslie Johnson-Farris, and Richard Severe. "Converging with the ECWCA Community: Why and How You Can Host the ECWCA Conference."

Pinkert, Laurie A. "Negotiating Converging Identities: The Graduate Tutor/Teacher/Student."

Interviews
Brizee, H. Allen. Interviewed for "Hot Type: Psychological Association Offers to Replace Error-Ridden Copies of Style Guide." Written by Jennifer Howard. *Chronicle of Higher Education*. 27 Oct. 2009.

National and International Consultation Projects
Conard-Salvo, Tammy consulted with Rocky Mountain College in Billings, Montana in October 2009 on how to start a writing center. The following two workshops were given on-site:
- "What is a writing center and how can it benefit your campus?"
- "Tutor training and recruitment for writing centers."

In-Lab Research Projects
Writing Lab directors and graduate staff initiated several research projects intended both to improve Writing Lab services and to investigate new theories and practices of writing instruction in the context of writing center environments.

Dissertations Completed or Near Completion
Brizee, H. Allen. "College-Community Partnerships: Designing a Sustainable and Participatory Literacy Program." Linda Bergmann, Committee Chair. Defended May 2009. Hired as Assistant Professor, Loyola University of Maryland.

Cordaro, Danielle. "WPA as Rhetor, Students as Audience: A Rhetorical Inquiry into an Unexplored Relationship." Linda Bergmann, Committee Chair. Hired as Assistant Professor and Writing Center Director, Mount Union College.

Driscoll, Dana L. "Student and Instructor Perceptions and Attitudes: Transfer of Knowledge." Linda Bergmann, Committee Chair. Completed 2009. Current Position: Assistant Professor, Oakland University

Wells, Jaclyn "Online Writing Labs as Sites of Community Engagement." Linda Bergmann, Committee Chair. Hired as Assistant Professor, Southern Indiana University.

Dissertations In-Progress
Elder, Cristyn L. "OWL Mail: Supporting Online Writers through Email Tutoring." Prospectus in progress. IRB approved. Linda Bergmann, Committee Member.

Rankin, Deborah. "Tutor Decision-Making in Tutorials with L2 Writers." IRB approved. Linda Bergmann, Committee Chair. In-progress.

Reinking, Laurel. Dissertation in progress. Study of English as a Second Language students' interactions with tutors. IRB approved. Linda Bergmann, Committee Member.

Reitmeyer, Morgan. Prospectus in progress. Study of the uses of new media in plant biology. IRB approved. Linda Bergmann, Committee Chair.

Other In-Lab Research
Bergmann, Linda and Morgan Reitmeyer. Study of students' perception of transfer of knowledge about writing from course to course (IRB approved)

III. Appendices

Appendix A: Breakdown of Users

How Students Were Referred to the Writing Lab	Visits	Unique Visitors
Advertising	126	98
Friend	363	247
Instructor	3,379	1,339

Usage by Colleges (all centers)	Times Used
Agriculture	466
Consumer and Family Sciences	278
Education	178
Engineering	1311
Liberal Arts	932
Management	715
Pharmacy, Nursing, and Health Sciences	249
Science	695
Technology	180
Veterinary Medicine	13

Usage by Classification (all centers)	Total Number of Visits
Undergraduate	3940
Graduate	904
Staff	28
Other	345

Most Frequent Use by Major*	Visits
Agriculture	
Animal Science	134
Education	
English Education	37
Engineering	
Chemical Engineering	52
Civil Engineering	95
Electrical Engineering	73
Electrical and Computer Eng.	95
First Year Engineering	118
Industrial Engineering	135
Mechanical Design	101
Mechanical Engineering	170

Liberal Arts	
Communication	89
English	38
Political Science	47
Psychology	56
Management	
Accounting	249
Economics	108
Management (Unspecified)	199
Nursing	
Nursing	39
Pharmacy and Pharmaceutical Sciences	
Pre-Pharmacy	99
Science	
Actuarial Science	55
Biochemistry	45
Biology	85
Chemistry	93
Computer Science	100
Mathematics	54
Physics	43
Statistics	37
Undecided	132

* Numbers presented here are based on the responses of the students who chose to specify their major during check-in between May 03, 2009-April 30, 2010.

Center Usage by Country of Origin: Top 10 Results*	**Times Used**
China	1480
Korea	767
India	151
Taiwan	144
Malaysia	121
Indonesia	99
Japan	57
Colombia	35
Poland	33
Turkey	33

*Numbers presented here are based on the self-reported responses of the students who chose to specify their country of origin during check-in between May 03, 2009-April 30, 2010.

Appendix B: Evaluations and Comments

Student evaluations of Individual Consultations, ESL Conversation Groups, and In-Lab and In-Class Workshops.

Student Evaluations of Individual Consultations	Student Responses	Percentage
Helpfulness of Consultation		
Helpful	4016	96%
Somewhat helpful	145	3%
Not helpful	2	<1%
No response	0	0%
Likelihood that Learning from Consultation will Apply to Future Writing		
Likely	4012	96%
Somewhat likely	149	3.5%
Not likely	2	.5%
No response	0	0%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	4020	96.5%
Somewhat likely	142	3%
Not likely	1	<1%
No response	0	0%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
Helpfulness of Session		
Helpful	532	97%
Somewhat helpful	15	3%
Not helpful	0	0%
No response	0	0%
Likelihood that Learning from Session will Apply to Future Conversations		
Likely	526	98%
Somewhat likely	12	2%
Not likely	0	0%
No response	0	0%
Likelihood of Returning for a Future Conversation Group		
Likely	539	98%
Somewhat likely	10	2%
Not likely	0	0%
No response	0	0%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
Helpfulness of Session		
Helpful	634	82%
Somewhat helpful	124	16%
Not helpful	15	02%
No response	0	0%
Likelihood that Learning from Workshop will Apply to Future Writing		
Likely	704	89%
Somewhat likely	80	10%
Not likely	6	1%
No response	0	0%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	613	79%
Somewhat likely	155	20%
Not likely	7	1%
No response	0	0%

Comments from Student Evaluations of Consultations
At the end of each consultation session or ESL conversation group, students have the opportunity to anonymously fill out a feedback form to evaluate their experience in the Writing Lab. The following selections constitute a small sample of the positive comments that students have offered when asked to describe the most useful part of their experience in the Writing Lab:

- He gave suggestions on how I should developed my essay and the part I like when we went together and read it our loud I somehow noticed my errors when I was reading out loud.
- He helped me to rethink and organize my paper and also to write a thesis statement.
- He was very positive and when changes needed to be made he helped me find a way to still convey the message I was trying to portray!
- She helped me to reword my cover letter and resume making them more professional and concise.
- It helps my writing more logical. Also gain help with culture transaction.
- I do not feel overwhelmed anymore about my paper.
- He helped me to organize my paper in a more logical manner. He encouraged my thoughts and motivated me. He helped me connect one part of paper to another with topic sentences.
- She made me realize that I have a lot of raw information and I need to integrate it all and make it structured so it flows.
- She was awesome. She helped me more in 30 minutes than anyone has in the last week. I would recommend her to anyone!!
- I was better able to see what was unclear in my writing by having another person talk it over with me.

Unsolicited Comments from OWL Users

- I wanted to send a note and let you know how much I appreciate this site. I attend Colorado Technical University Online and I use your site religiously when it comes to APA Style and format. You're one of the few sites that is easy to read and understand, and provides accurate and up-to-date information. And the new look is great. Keep up the great work, I will continue using your site until I write my final paper.

- Hello, I would just like to congratulate you on creating a valid XHTML website. It is very common today to see web sites that say they are XHTML but don't validate or websites that don't have a DOCTYPE declaration at all. Even some government websites only show up correctly in Internet Explorer and complete W3C's validation tool with 200+ errors. I really appreciate it when web developers work hard to comply with standards and ensure a good cross-browser experience. Thanks again for working hard to create a valid page. I really appreciate this and it makes me very happy when I see a website that passes the W3C's validation perfectly.

- I am a 10th grade English teacher, at Apopka High School, who has used your site as a resource for some time now. I use it as a supplement to my direct teaching: referring students, and sometimes parents, here for visual examples and for further information on whatever writing task we're doing. Your information is timely, user-friendly, and comprehensive, which has kept me from having to "re-invent the wheel." I realize it's primarily for your students, but it has had a far broader positive impact, and has been a life-saver for me! For this reason, I wanted to thank you for the invaluable service that you provide.

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location Location	Date of Visit
Amanda Scroggs (and 8 of her writing center peer tutors)	High School, Warsaw, IN	October 14, 2009
Alex Barthel	University of Technology Sydney, Sydney, Australia	October 23, 2009
Shirley Manly-Lampkin	UC, San Francisco, School of Nursing	November 03, 2009
Kathryn Rosser Raign	University of North Texas, Denton, TX	November 08, 2009