

Annual Report
Writing Lab at Purdue University
May 19, 2014 to May 8, 2015



Professor Harry Denny, Director

Tammy Conard-Salvo, Associate Director

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Teaching Assistant

Acknowledgments

We give special thanks to Professor Richard Johnson-Sheehan, who served as Interim Writing Lab Director for the 2014-2015 academic year.

The following Writing Lab staff members also contributed to this report:

John Bomkamp, UTA Coordinator
Vicki Kennell, ESL Specialist
Patrick Love, Writing Lab/ICaP Liaison
Sean Mitsein, Workshop and WAC Coordinator
Joshua Paiz, OWL Coordinator
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Nekoda Witsken, Assistant Business Writing Coordinator

Abstract

The Purdue Writing Lab Annual Report for May 19, 2014 to May 8, 2015 describes the Lab's services and users as well as staff responsibilities, research, and engagement. The Writing Lab and its 17 graduate and 23 undergraduate tutors served the Purdue campus at four locations (one main and three satellites). The main location of the Writing Lab was used over 5,317 times by at least 2,192 individual clients. The Writing Lab provided more than 4,094 one-to-one tutoring consultations, and these sessions were rated as helpful by 97% of users. Users of in-Lab consultations came from more than 50 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 345,983,269 pages worldwide and responded to 2,585 individual questions via our OWL Mail service. Learning, Engagement, and Discovery initiatives and accomplishments included 13 conference presentations and invited lectures by staff and the implementation of new services for the Purdue Language and Culture Exchange (PLaCE) program.

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I. The Writing Lab at a Glance

Here is a brief summary listing the numbers of consultations and other services provided over the past year.

Heavilon Hall Writing Lab

Number of individual clients:	2,192 users
Number of total visits:	5,317 visits
One-to-One Consultations:	4,094 sessions
ESL Conversation Groups:	539 visits
ESL Materials Use:	20 visits
In-Lab/In-Class Workshops:	41 workshops attended by 559 students
Instructor Brown Bags:	18 workshops attended by 151 instructors
ENGL 106/108 Lab Tours:	149 tours attended by 2,379 students
Purdue Promise Lab Tours:	17 tours attended by 274 students
Computer Use:	46 visits
Other Uses:	660 visits

Materials and Electrical Engineering Building Satellite Writing Lab

Number of individual clients:	106 users
One-to-one consultations:	145 sessions

Humanities, Social Sciences, and Education Library Satellite Writing Lab

Number of individual clients:	120 users
One-to-one consultations:	182 sessions

Latino Cultural Center Satellite Writing Lab

Number of individual clients:	60 users
One-to-one consultations:	86 sessions

Total visits (at all locations): **9,135** (includes all services listed above)

(Please see Appendix A for a breakdown of Writing Lab users for all locations.)

The Writing Lab cannot always accommodate all potential users due to high demand for our services and a limited number of tutors. While it is impossible to measure the exact number of potential visitors who could not be accommodated, *at least* this many were turned away during the 2014-2015 academic year:

Summer 2014:	2 users
Fall 2014:	112 users
Spring 2015:	17 users
Total turned away:	136 users

II. Services Provided

The Writing Lab provides a wide variety of services to the Purdue community, including one-to-one consultations, group workshops, brown bags for Introductory Composition (ICaP) instructors, and conversation groups for non-native speakers of English. In addition to these on-campus services, the Writing Lab is engaged with our local and state community both through direct community outreach and via the Online Writing Lab (OWL), which is among the world's most visited writing websites. This section provides an in-depth explanation of the services we provide.

One-to-One Consultations

During the 2014-2015 academic year, the Writing Lab provided 4,094 in-person consultations.

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

During one-to-one consultations, Purdue students, faculty, and staff engage in 30-minute, in-person meetings with one of our graduate or undergraduate tutors. Consultations can take place at any stage of the writing process, from the very beginning when writers are just generating ideas, to after a draft has been completed. Consultations can focus on any type of writing, including personal writing, reports and other class assignments, résumés, PowerPoint presentations, and outlines for speeches.

A consultation is *not* merely an editing or proofreading session. Instead, tutors help clients understand audience expectations for their documents and learn how to revise their writing to meet them. The Lab's tutors work with concerns specific to each client's particular writing style, audience, and intention. The person-to-person aspect is key to a consultation's effectiveness.

Online Writing Lab (OWL)

In the 2014-2015 academic year, the OWL served 345,983,269 page views.

Purdue's Online Writing Lab (OWL) received 2,548 formal requests for links during the 2014-2015 academic year. The OWL is content-rich, offering student-centered materials addressing many different aspects of the writing process: brainstorming, citation, usage, style, grammar, English as a Second Language (ESL) writing, and discipline-specific writing concerns. The OWL offers specific materials that instructors around the world can use to supplement their teaching at other colleges, universities, and K-12 institutions across the country and around the world. The

OWL Mail service allows users to email quick questions about writing that are answered by the Writing Lab's tutoring staff. Staff responded to 2,585 questions this academic year alone.

Support for English as a Second Language (ESL) Students

Users who self-identified as non-native speakers of English accounted for 73% of total Writing Lab visits this academic year.

Dr. Vicki Kennell, the Writing Lab's ESL Specialist, is responsible for overseeing the Writing Lab's ESL services and for providing intense training on ESL issues to Writing Lab tutors. A full report describing the Writing Lab's work with ESL students is available by request from Dr. Kennell at vkennell@purdue.edu. This report demonstrates the huge and growing demand for writing-related ESL services, explains how current Lab services help to meet these demands, and outlines plans for better meeting these needs in the future.

This year, the Writing Lab expanded current offerings and made plans to develop new services as part of the Purdue Language and Culture Exchange (PLaCE) program. With PLaCE's focus on undergraduate international students, we added additional conversation groups and workshops specifically for an undergraduate audience. We added new OWL content for international students, and we partnered with PLaCE staff to support international students' language development. The funding from PLaCE will allow us to create additional in-person and electronic resources for undergraduate, international students and for faculty who teach those students. See the "On-Campus Engagement" section for more information.

Conversation Groups

During the 2014-2015 academic year, the Writing Lab's daily ESL conversation groups logged 539 total participants, including repeat-visitors.

During daily conversation groups, non-native speakers engage in a friendly, round-table conversation led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment. Learners gain confidence in their ability to interact with native English speakers, and many conversation group participants use other Writing Lab services for specific writing projects.

Instructor "Brown Bags"

During the 2014-2015 academic year, 18 brown bags were held, attended by 151 Introductory Composition instructors.

Brown bags are bi-weekly events for instructors teaching Introductory Composition (ENGL 106 and ENGL 108) at Purdue. Brown bags are discussion groups in which new and veteran instructors meet to discuss teaching strategies and techniques, as well as issues concerning research and professionalization. Topics covered include designing effective assignments, creating rubrics, teaching citation practices, developing peer review strategies, and leading classroom discussion.

Workshops

During the 2014-2015 academic year, the Writing Lab offered 13 in-Lab workshops for general writing concerns, and 28 in-class, customized workshops requested by Purdue instructors. Workshops are typically hour-long presentations that address general and specific writing issues.

Some workshops offered by the Writing Lab take place in the Lab, and others are held in classes by the request of instructors. This year's workshops, which help build relationships with other disciplines across campus, included workshop series for both the Purdue Clerical and Administrative Mentoring Program (CAAMP) and for the Engineering Education program. Workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

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 ESL users. The Lab also provides a computer dedicated to English as a Second Language practice in areas such as vocabulary and pronunciation.

III. Writing Lab Staff

The Writing Lab staff consists of the Associate Director, Tammy Conard-Salvo; the ESL Specialist, Vicki Kennell, Ph.D.; a receptionist, secretary, and several student front desk assistants; and three staffs of tutors. Professor Richard Johnson-Sheehan, Ph.D., served as interim direction from summer 2014 to summer 2015. Professor Harry Denny, Ph.D., will begin serving as the new full-time Director in fall 2015.

Graduate Teaching Assistants (GTAs)

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

GTA positions are highly selective. All GTAs have taught at least one year of first-year composition at Purdue, must pass a rigorous application and screening process before joining the Lab, and must complete a semester-long tutoring practicum during their first semester of work. Tutors are familiar with a wide array of different academic and professional writing genres, and they also have strong interpersonal skills and the motivation to work with a diverse student body on a wide variety of writing projects. GTA positions are funded by the English department.

Undergraduate Teaching Assistants (UTAs)

UTAs are undergraduate peer tutors from various majors across the university. UTAs are selected from the best students who have completed a semester-long practicum course on tutoring. In addition to tutoring students in first-year composition, UTAs work with a broader range of writers in the satellite locations, staff orientations and special events, respond to OWL mail questions, and participate in conferences and workshops. These positions are also funded by the English department.

Business Writing Consultants (BWCs)

BWCs are primarily students majoring in Professional Writing or Management, selected from a practicum for tutoring documents in those fields. BWCs offer feedback on workplace documents, business-related course assignments, and technical writing, including (but not limited to) résumés, cover letters, memos, reports, and proposals. BWCs provide extra help for students preparing for job fairs through Résumé Critiques, work with a range of writers in the satellite locations, and also participate in special events. These positions are funded by the English Department and the Krannert School of Management.

OWL (Online Writing Lab) Staff

The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL Content Coordinator manages the content of the site, hiring graduate students who develop instructional materials as needed. These positions are funded by a University Reinvestment Grant.

Professional Writing Program/Writing Lab Collaboration Intern

One undergraduate major or M.A. student in Professional Writing develops a project to support both the Writing Lab and the Professional Writing Program. This internship is funded by the Crouse Scholarship in Professional Writing offered by the Professional Writing Program.

IV. New Writing Lab Director

This spring the English Department hosted candidates for the position of Writing Lab Director and officially announced in April the hiring of Dr. Harry Denny. Dr. Denny joins the Writing Lab and the faculty of the Rhetoric and Composition program after serving as Director of University Writing Center at St. John's University in New York City since 2006. Prior to joining the faculty at St. John's, he directed the Writing Center and was an assistant and associate professor of writing and rhetoric at Stony Brook University (SUNY), from 2002 to 2014. Before Stony Brook, he was an associate director of the Writing Center at the Brooklyn campus of Long Island University, from 1999 to 2002. Dr. Denny will officially begin in August 2015.

Dr. Denny's scholarship focuses on composition studies, writing center theory and

practice, cultural studies, and research methods. His research also has turned an eye toward rhetoric of social movements and identity politics. His first monograph, *Facing the Center: Toward an Identity Politics of One-to-One Mentoring* (Utah State University Press, 2010), explores how sociocultural dynamics impact the everyday interaction of writing conferences. His other scholarship has explored those issues in relation to writing centers, particularly as sites for community-building and for cross-cultural/disciplinary dialog. He is working on a second book that explores activist rhetoric around contemporary civil rights issues.

Dr. Denny has been involved with international, regional, and local writing center professional and community organizations. He is a past Treasurer and executive board member of the International Writing Centers Association, current steering committee member (and past Chair, Vice Chair, and Treasurer) of the Northeast Writing Centers Association, and founding member of Metro-New York City Writing Center Professionals.

V. The Value of the Writing Lab's Services

Writing Lab staff is developing new metrics to generate additional data demonstrating the positive effects the Lab has on the Purdue community. Among these will be assessment to measure the Writing Lab's effect on student retention through a longitudinal comparison study. The Lab currently tracks client satisfaction via surveys taken at the end of consultations, workshops, and conversation groups, and the feedback collected from these surveys is overwhelmingly positive. Full survey data is included in Appendix B.

The 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 OWL has greatly increased the national and international prominence of the Purdue English department, particularly its Rhetoric and Composition program. In 2013, it received the Open Access Award for Education from the Office of the Provost and the Purdue Libraries. The Purdue Writing Lab was also awarded the prestigious Conference on College Composition and Communication Writing Program Certificate of Excellence in 2004, the first year it was granted.

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

Off-Campus Visitors

The Writing Lab routinely hosts visitors from other universities and institutions. In the 2014-2015 Academic Year, the Writing Lab hosted 2 university professors from China, 2 professors and their undergraduate students from an American community college, and 10 visiting scholars from various universities in Afghanistan as part of Purdue's Afghan Junior Faculty Development Program. These visitors were starting university writing labs or conducting research about Purdue's Writing Lab to improve their own writing centers. More detailed information regarding these visits is included in Appendix C.

Direct Feedback

The Writing Lab collects evaluations from all users each time they use a service. Feedback for in-Lab services is overwhelmingly positive, with over 97% of consultation clients claiming that their consultation was helpful or very helpful, and far less than one percent expressing dissatisfaction with their session. When assessing their sessions, clients often write that they consider the tutors to be well qualified, knowledgeable, and adept consultants. They mention gaining knowledge, specific strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Writing Lab staff. A sample of students' written comments and an overview of evaluations are included in Appendix B.

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

VI. On- and Off-Campus Engagement

The Writing Lab's pursuit of excellence and recognition of the importance of intellectual diversity and community involvement are reflected by its frequent engagement with on- and off-campus groups.

On-Campus Engagement

Workshops

During the 2014-2015 academic year, the Writing Lab presented 41 workshops in courses and sites outside the English department. These workshops were customized through collaborations among Lab's tutors, directors, and Workshop/Writing Across the Curriculum Coordinator to develop dynamic, discipline-specific content.

In summer 2014, Lab staff worked with the College of Engineering's Summer Undergraduate Research Fellowship (SURF) Program in delivering a series of workshops to help STEM students transition to upper-level research and writing

projects. Topics covered in these workshops included an introduction to conducting research and writing problem statements, as well as avoiding plagiarism.

Professional Writing

The Writing Lab collaborates with the English department's Professional Writing Program, which focuses on preparing students for workplace writing. Business Writing Consultants, partially funded by the Krannert School of Management, provide feedback on memos, reports, technical documents, résumés, and cover letters.

Writing Lab and OWL staff worked closely with Professor Michael Salvo's English 515 course to address issues of usability and user-experience design on the Purdue OWL. English 515 is a capstone course for the undergraduate Professional Writing major, and it also draws graduate students interested in practical applications of Professional Writing. The Purdue OWL served as a client for students who suggested ways to improve the OWL for on-campus and global users.

The Writing Lab has previously partnered with the Professional Writing program to improve the OWL for users, resulting in IRB-approved studies and publications. In coming semesters, we expect to continue this work and generate useful data to support the Purdue OWL and to provide insight about user-experience design for the field of composition and rhetoric. This year's collaboration was documented online at <http://uxowl.blogspot.com>.

Purdue Language and Cultural Exchange (PLaCE)

With the inauguration of the Purdue Language and Cultural Exchange (PLaCE), the Writing Lab received funding beginning in spring 2015 to expand its services to the international undergraduate population and, specifically, to freshmen assigned to GS 100 and GS 101. Because the program is in its infancy, this year was devoted to experimenting with a variety of offerings in an attempt to not only expand services but also collect information to guide our decision-making for next year. The programs offered, explained below, met with varying degrees of success.

The GS 100 course provided most of its students with language partners by collaborating with Chinese courses. Chinese GS students were paired with domestic Chinese learners. During early fall, the remaining, non-Chinese GS students were assigned to visit Writing Lab conversation groups taking place during the same window of time that the Chinese students were meeting with their domestic language partner.

During spring semester, the Writing Lab started offering conversation groups specifically for undergraduate students. Although undergraduates are always welcome at any conversation group, the new groups were specifically led by undergraduate tutors—UTAs and BWCS—and were open only to undergraduate students. The new groups started out by meeting 4 days per week.

The Writing Lab offered 4 workshops during the spring semester that were targeted at and advertised to international undergraduates. Topics included email etiquette, finding and evaluating sources, self-editing strategies, and sentence clarity. The materials generated for the workshops—PowerPoint presentations, detailed notes, and handouts—will be turned into OWL materials that instructors elsewhere can download and use with their own groups of students.

Also during the spring semester, a UTA and a BWC worked on creating a script for a traveling lab tour—a mock tutorial that answered questions about the Writing Lab and that can be taken to classrooms at the instructor's request. This tour will be video-recorded so that instructors can show it to their classes.

As the PLaCE initiative further expands over the next year, the Writing Lab will continue to seek areas for collaboration with the GS 100 and GS 101 courses. In addition, a new graduate assistantship has been created for a PLaCE OWL and Workshop Development Coordinator. Starting in fall 2015 this individual will be responsible for continuing materials development, revising programming for the fall, and working on other PLaCE-related projects as needed.

Orientation Activities

The Writing Lab takes part in Boiler Gold Rush, the orientation for incoming Purdue undergraduates. Every year we welcome incoming students by providing information regarding the Lab's services. Similarly, we participate in the Graduate Student Orientation Fair and the New Faculty Orientation. During the first two weeks of each semester, the Writing Lab offers tours to instructors, who bring their students to the Lab for discussions and demonstrations of Writing Lab services.

STEM Engagement

This Writing Lab continues to operate a satellite location one night each week in the Materials and Electrical Engineering (MSEE) building to provide additional writing support for engineering undergraduate and graduate students, faculty, and staff as well as for those from other disciplines. The Lab also collects documents from Electrical and Computer Engineering (ECE) to improve training on tutoring engineering documents and provides discipline-specific support through the Business Writing Consultant program. Similar collaborations are also ongoing with Animal Science and Mechanical Engineering. Collectively, these efforts align with Purdue's dedication to STEM leadership and to innovative, multidisciplinary research.

Clerical and Administrative Assistants Mentoring Program Workshop

Beginning in Fall 2014, the Writing Lab offered a two-part workshop for Purdue staff as part of the Clerical and Administrative Mentoring Program (CAAMP). These workshops focused on essentials of business writing specifically for administrative professionals, including a survey of common business genres, a discussion of relevant rhetorical strategies, and numerous hands-on activities and exercises. This initial version of the workshop received such strong attendance and positive

feedback that a second iteration covering the same material was offered during spring semester. The Writing Lab will continue to partner with CAAMP to offer this workshop during the next academic year.

LGBTQ Center Collaboration

In fall 2014, the Writing Lab began working with Aiden Powell, Program Coordinator of the Purdue LGBTQ Center, to support the 6th Annual Out at Work Conference held in February 2015. Several of the undergraduate Business Writing Consultants (BWCs) staffed a table during the event and provided résumé advice to students participating in the conference.

In addition, Aiden led a discussion for undergraduate tutors about confronting bias in the Writing Lab, which included some elements of the Safe Zone training provided by the LGBTQ Center. Tutors and staff have been encouraged to participate in the expanded Safe Zone Training. In the future, the Writing Lab and LGBTQ Center will continue to collaborate on projects, including, but not limited to, the Out at Work Conference, the Boilers Out Loud event, and the LGBTQ Center's social media campaign.

Writing Groups

The Writing Lab has been offering graduate level writing groups for the Military Family Research Institute. Graduate tutors have facilitated these groups by offering short presentations about pertinent writing topics and assisting group members in responding to one another's writing projects. Vicki Kennell has been investigating the efficacy and sustainability of the groups, and we continue to explore whether these groups can be a regular service in the Writing Lab.

Through collaboration with the Honors College and support from the College of Liberal Arts, the Writing Lab piloted three undergraduate writing groups during the Spring 2015 semester. These groups were led by advanced undergraduate tutors who facilitated discussions about general and specific writing concerns. The groups supplemented mentoring relationships in the Honors College and demonstrated the value of writing feedback for writers of all levels. We will continue this partnership with the Honors College next academic year, working with Damon Dean's scholars during their first semester in the program.

Purdue Promise

The Writing Lab partnered with Purdue Promise to provide special Lab Tours during the middle of the fall semester to students in the program. The tours, led by undergraduate tutors, highlighted the Writing Lab's services and were designed to encourage reluctant students to use our services. We will continue working with Purdue Promise in the future and identify additional ways of supporting at-risk or first generation college students.

Writing Showcase

Each year, the Writing Lab participates in the annual Writing Showcase, an event

hosted by the Introductory Composition Program at Purdue (ICaP) and the Professional Writing Program. The Writing Showcase features some of the best writing, research, and digital media productions from students in first year and professional writing courses, as well as displays of innovative teaching practices from writing instructors. Students present documentary films, digital portfolios, public service announcements, and research papers on topics related to local and national issues, community outreach, digital writing, and data visualization.

Satellite Locations

During the fall and spring semesters, the Writing Lab offers evening tutoring to extend the Lab's on-campus reach at the following locations:

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

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

Latino Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)

The Latino Cultural Center satellite location began as a research project from an undergraduate tutor and serves as outreach to students who use the LCC.

Materials and Electrical Engineering Building Satellite Writing Lab (Wednesdays, 6-9 PM)

The MSEE location is meant to reach students in engineering and strengthen the Lab's collaboration with the College of Engineering. This location replaces one formerly housed in Meredith Hall.

Off-Campus Engagement

7Cs

The Lab's Associate Director, Tammy Conard-Salvo, finished a second term as a committee member of the Conference on College Composition and Communication Committee on Computers in Composition and Communication (7Cs). 7Cs is a national committee affiliated with the National Council of Teachers of English that serves as a resource for computer-based pedagogy and technology issues as they affect the teaching of composition. Ms. Conard-Salvo's work with 7C's included selecting the site of the annual Computers and Writing Conference, reviewing Computers and Writing conference proposals, and attending annual meetings.

Jefferson High School

The Writing Lab, in collaboration with the Latino Cultural Center, presented a résumé workshop to a group of twenty students at Jefferson High School in Lafayette. Content focused on making résumés appealing for jobs and scholarships for students preparing for college.

Social Media

The Writing Lab maintains a Twitter account (@PurdueWLab) and a Facebook page (<https://www.facebook.com/PurdueUniversityWritingLab>), while the OWL has its own YouTube channel (OWL@Purdue). This year the OWL@Purdue YouTube channel achieved a major milestone with over 1,000,000 combined views and over 2,300,000 minutes of video watched. The channel launched in the spring of 2011, and in four short years has grown to include over forty video resources and has over 6,000 subscribers. For more specific metrics related to the YouTube channel, please see Appendix E.

In October 2014, the Writing Lab participated in the National Day on Writing by holding a 'six-word story' contest on Twitter. Inspired by an anecdote about Ernest Hemingway, this contest asked our followers to Tweet at us with their own six-word stories using the hashtag #sixwords. Four tutors contributed to the marketing and coordination of the event, which received 5,006 'impressions' (number of times users saw the Tweet) and 176 'engagements' (number of times a user interacted with the Tweet) according to Twitter's analytics tools.

Scotland Research and Engagement

During summer 2014, Associate Director Tammy Conard-Salvo received approval for a research and engagement leave to participate in outreach and study abroad activities associated with the Professional Writing Abroad program in Dundee, Scotland. This work is a continuation of several years of collaboration with the University of Dundee. Ms. Conard-Salvo was invited by staff in the Academic Skills Centre to participate in their summer bridge program for underprepared students. She engaged in meetings and discussions about writing support in Scotland, and she served as an official volunteer for Purdue's study abroad course held at Abertay University in Dundee. Ms. Conard-Salvo's collaboration with the University of Dundee is on-going, and she is working with her Dundee colleagues to plan a two-site conference about innovation in writing support in the near future.

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* contains messages from the Lab's director, news about the Lab's ongoing projects and honors received by the Lab's staff, and features written by Lab alumni. For the full archive, visit <https://owl.english.purdue.edu/writinglab/alumniannotations>.

VII. Research and Professional Development

The Writing Lab offers opportunities to conduct academic scholarship. Most of the Lab's graduate alumni have taken 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.

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 required 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 applying for UTA (Undergraduate Teaching Assistant) positions for first year composition.
- English 390B (2–3 credits): This course focuses on the theory and practice of tutoring business, technical, and professional writing students and is a prerequisite for applying for Business Writing Consultant positions.

Dissertations and Theses

During the 2014-2015 academic year, graduate students completed the following dissertations and theses based on research in the Writing Lab:

Atilgan, Aylin. *The Journey of Chinese and Korean Students from English Mainstream Composition Courses to the Writing Lab: A Needs Assessment of Purdue University East Asian Students*. Dissertation. Purdue University.

Koppelman, Zachery. *Understanding the Rhetorical Engineer*. Dissertation. Purdue University. Professor Richard Johnson-Sheehan, Ph.D. committee chair.

During the 2014-2015 academic year, the following graduate students began or continued work on theses or dissertations related to the Writing Lab:

Allen, Matthew. *Doing Audience Analysis: A Micro-Analysis of Reader-Related Practices in a University Writing Center*. Dissertation. Purdue University.

Ayers, Alexandra. *Looking Back: A Rhetorical History of the Purdue OWL (1995-1998)*. Master's Thesis. Western Illinois University. Professor Neil Baird, chairperson.

Although Ms. Ayers is not a Purdue student, she did considerable research about the Purdue OWL. She spent time researching materials in Purdue's Writing Lab, and she interviewed Tammy Conard-Salvo and Director Emeritus Muriel Harris. In 2014, she presented her work at the International Writing Centers Association conference.

Spronk, Caitlan. "Developing Software in Composition: A Case Study of Evaluation Criteria and Best Practices." Dissertation. Purdue University.

Conference Presentations

Conard-Salvo, Tammy, and John Bomkamp. "Public Documentation of Tutors' Work: Digital Badges in the Writing Center." ECWCA 2015.

Conard-Salvo, Tammy, Bridget Carey, Collin Baker, Richard Sévère, David Bentrán, Caleigh Ostrom, Quilvio Ventura, and Desireae Craige. "Reimagining Relationships between High School and College in the Wonderful World of Writing Centers." IWCA 2014.

Conard-Salvo, Tammy, Jeffrey Gerding, Patrick Love, and Charlotte Hyde. "STEM Outreach and Support through Cross-programmatic Collaboration." CPTSC 2014.

Conard-Salvo, Tammy, Shareen Grogan, Dennis Bennett, Kim Abels, Russell Carpenter, and Beth Caroll. Writing Centers and Technology Special Interest Group (SIG). IWCA 2014.

Conard-Salvo, Tammy, Laura Plummer, Emily Bruce, Elizabeth Lenaghan, and Libbie Morley. "How Can the Writing Center Best Support Graduate Writers?" Roundtable. ECWCA 2015.

Gherwash, Ghada, and Joshua M. Paiz. "Online Writing Labs: Resources for Second Language Writers." 2014 TESOL Developer's Showcase.

Kennell, Vicki. "To Correct or Not to Correct: The Ethics of Addressing Grammar in Writing Center Tutorials." ECWCA 2015.

Kwon, Heejung. "Negotiating a Professional Identity as an International Tutor at the Writing Center." ECWCA 2015.

Nall, Stacy, and Jeffrey Gerding. "Extending Writing Center Infrastructures to Support the Work of Student Activists." Roundtable. ECWCA 2015.

Paiz, Joshua M. "Encouraging the Growth of OWLs Worldwide: Utilizing Intercultural Rhetoric to Inform Best Practices." 8th Intercultural Rhetoric and Discourse Conference 2014.

Paiz, Joshua M. "Encouraging OWLs to Grow: Content Development Best Practices." 13th Symposium on Second Language Writing 2014.

Spronk, Caitlan, Hugh Burns, Fred Kemp, Paul Leblanc, and Karl Stolley. "Dialog on *Writing Teachers Writing Software*." CCCC 2015.

Yim, Andrew. "Strategies for Tutors Developing Long-Term Relationships with English as Second Language Students in Writing Centers." Poster. ECWCA 2015.

VIII. Appendices

*Appendix A: Breakdown of Usage Information**

How Users were Referred	Times Used
Instructor	2,366
Friend	710
Advertising	473

Use by Classification	Times Used
Undergraduate	3,608
Graduate	1,692
Staff	58
Other	275

Use by College	Times Used
Agriculture	360
Consumer and Family Sciences	13
Education	1,494
Engineering	254
Health and Human Sciences	644
Liberal Arts	1,023
Management	481
Science	762
Technology	364
Veterinary Medicine	21

Most Frequent Use by Major (Only the top 30 majors are listed)	Times Used
Communication	183
Undecided	156
Mathematics [†]	150
Mechanical Engineering	149
Economics	148
Unknown	132
Civil Engineering	131
Computer Science	124
Hospitality and Tourism Management [‡]	119
Finance	119

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

[†] Combined with data for "Math" to eliminate redundancy.

[‡] Combined with data for "HTM" to eliminate redundancy.

Electrical Engineering	115
Industrial Engineering	111
Biology	90
Accounting	84
Chemistry	71
English	70
First Year Engineering	65
Curriculum and Instruction	65
Consumer Science and Retailing	65
Management	58
Chemical Engineering	55
Nursing	50
Electrical and Computer Engineering	50
Computer Graphics Technology	49
Food Science	47
Pre-Pharmacy	42
Computer Information Technology	42
Engineering Education	41

Most Frequent Use by Country of Origin (Only the top 10 countries are included)	Times Used
China	2,496
United States	1,512
South Korea	473
India	164
Japan	115
Malaysia	93
Brazil	74
Mexico	47
North Korea	42
Iran	41

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	23%
Visits from ESL Speakers	73%
Unknown or unreported	4%

Appendix B: Evaluations and Comments

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

Student Evaluations of Individual Consultations	Student Responses	Percentage
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The tutor explained ideas to me in a way I can understand and use.		
Agree	4,399	97%
Somewhat agree	121	2%
Disagree	11	<1%

The tutor addressed my concerns.		
---	--	--

Agree	4,399	96%
Somewhat agree	158	3%
Disagree	9	<1%

The tutor made me feel comfortable and respected during my tutorial.		
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Agree	4,398	97%
Somewhat agree	102	2%
Disagree	9	<1%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
---	--------------------------	-------------------

How effective was your conversation group leader at encouraging everyone to participate?		
Effective	551	98%
Somewhat effective	10	2%
Not effective	0	0%

I felt comfortable speaking in the group today.		
--	--	--

Accurate	530	96%
Somewhat accurate	21	3%
Not accurate	0	<1%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
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The workshop was helpful.		
Agree	172	93%
Somewhat agree	10	5%
Disagree	2	2%

I am likely to apply the material covered in this workshop to future writing.

Likely	179	95%
Somewhat likely	6	3%
Not likely	2	2%

My workshop leader was effective.

Agree	186	96%
Somewhat agree	6	3%
Disagree	2	1%

Instructor Evaluations of Brown Bags	Student Responses	Percentage
---	--------------------------	-------------------

The brown bag was helpful.

Strongly agree	70	97%
Agree	2	3%
Disagree	0	0%

I am likely to apply the material covered in this workshop to future writing instruction and/or curriculum design.

Likely	65	93%
Somewhat likely	5	7%
Not likely	0	0%

I am likely to recommend the Writing Lab brown bags to other instructors.

Likely	62	95%
Somewhat likely	3	5%
Not likely	0	0%

Overall, I would give this brown bag leader the following rating.

High	62	98%
Somewhat high	1	1%
Low	1	1%

Selected Comments from Student Evaluations of Consultations

At the end of each consultation, ESL conversation group, and workshop, students have the opportunity to fill out anonymously a feedback form that evaluates their experience in the Writing Lab. The following selections (transcribed exactly as users wrote them but with all names anonymized) constitute a small sample of the comments that students have offered when asked the question, **“What did you learn to help you with future writing projects?”**

- “I learned how to use Purdue’s Online Library and how to cite journals using APA style.”
- “I learned more examples of how tone can come across as arrogant, and ways to avoid that in a cover letter.”
- “She helped me organize my thoughts and elaborate, I’m going to use her tips for elaboration in the future.”
- “We discussed the importance of guiding questions in a fellowship application, which will help a lot in the future as I apply to other funding opportunities.”
- “I learned that it is crucial to explain the ideas and properly cite them, something I seem to fall short in writing.”
- “I learned how to highlight important things about myself in my personal statement. How to remain professional but also make it stand out among other statements.”
- “[Tutor] taught me more sophisticated ways to express my thoughts in English which was very helpful.”
- “I learned how to frame my sentences and improve my structure. It was a great experience and I feel I’m in much better shape right now.”
- “She was able to address and assess the flow and direction of my paper instead of just dissecting grammar and that was extremely helpful. So I learned to check the common phrasing and tones I use in a paper.”
- “I learned how to use reference according to IEEE format. And some grammatical errors.”
- “I mean it was wonderful just being able to talk to [tutor] and get my ideas out. I get overwhelmed with these ideas easily and need some help. It was great just to come talk.”
- “I came in expecting to get general writing help. Instead I got a better understand about my weaknesses and how to work on them. [Tutor] also taught me some different techniques and gave me resources to work on over the next week.”
- “The tutor does not only help me correct my grammatical mistakes, but also help me to learn how I can avoid those mistakes.”
- “[Tutor] helped me learn ASA citation skills through a writing guide that I will use in the future. I have never used this style, so I am excited to have learned this in a short hour.”
- “I learned how to use the Purdue libraries in a more efficient way. I got a better idea on how to start my research paper.”

Students also made the following comments when asked, **“Do you have any additional comments or feedback?”**

- “This visit gave me direction for my final draft. I have confidence that I didn’t have before.”
- “Awesome tutor! Extremely friendly and helped with sentence structure tremendously. Thanks for the help!”
- “[Tutor] made me feel comfortable so I felt at ease telling her all of my concerns.”
- “Thank you!!! You really helped me out and made APA understandable!”
- “He made me do most of the work which took more time, but made it more of my own paper.”
- “[Tutor] was experienced and very helpful—gave me clear goals and made me want to come back.”
- “[Tutor] was very helpful and seemed to know a lot about what I needed.”
- “She helped me a lot! Made me think about writing my paper differently (in a good way).”
- “Friendly and a good environment.”
- “Thank you for giving out very useful advice and giving specific examples of writing techniques.”
- “It was my first time here at the Writing Lab. I should come here more often. Great help.”
- “None except it was very helpful. Was able to do the nit picking that others who have looked at my resume couldn’t find. Thanks.”
- “I enjoyed the way she worked through my problems with me to get the core of the issue.”
- “Thank you for this service. It’s very helpful and the scheduling is fantastic. I basically ‘walked-in’ today.”
- “AWESOME tutor! Very helpful, nice, and doesn’t force me to make my paper sound a certain way instead of sounding like me. Very good advice too!”
- “My tutor addressed all my concerns thoroughly and completely. She gave me good advice and I was pleased with my visit.”
- “This is a great resource for students. It is always very helpful for me!”
- “Yet another great consultant that has helped me greatly.”
- “I really like that we integrated some of the language that is used in my graduate course and I appreciate her allowing me to read the essay aloud. We read the whole essay and I really appreciated it!”
- “She was so helpful! It was my first time here, and I’m extremely glad I came.”
- “[Tutor] was an attentive listener who made sure I got the most out of the 30 minutes.”
- “[Tutor] was very enthusiastic and went beyond what I brought in to help me out with various writing nuances. Thank you!”
- “He was really open to talk to me and his suggestions made me feel comfortable to accept or not his ideas. Thank you for your help.”

Selected Comments from OWL Users

The following selections (transcribed exactly as users wrote them) constitute a small sample of the unsolicited comments we receive about the OWL. OWL users include students and instructors at Purdue and around the world, K-12 teachers, and parents.

- “Your paper has been helpful in explaining MLA citations to my 10th grade daughter.”
- “I teach several English classes online and sometimes the BEST info is available via a link to your OWL. For instance, my ENGWR 301 (intro to lit) students are currently writing a book report on the novel they are reading and your guideline is better than anything "I" could come up with. Many thanks.”
- “Thank you for a fabulous site! I have been referring my students to the OWL for years. I am going to provide them with a link to your book review and MLA formatting pages. Thanks again.”
- “thanks! You are one of the best resources out there.”
- “Thank you for the info on how to write an introduction paragraph and a thesis statement. I hope that it will help me on future tests and papers. Thank you again.”
- “Wow, There is so much to say. Thank you so much. In high school, I was taught to use the MLA format for papers. I got into college and my first paper is APA style. I had no idea what I was doing. Everywhere else wanted me to pay for information. NO WAY! I was stressing out to no end. And then I stumbled onto you! And wow! You saved my rear end. I now know what I am doing and how to write the paper. I got my confidence back. I hope my paper turns out alright. And I owe it all to OWL Purdue. Thank you so much. I will definitely be recommending you to all of my senior friends still in high school! Thank you!”
- “Of all the sites I visited regarding critical essay writing using argumentative / persuasion, this was my favorite. I printed the page and will be using it tomorrow evening as an outline. This along with the lecture notes from my professor will help me in my writing process. Thank you.”

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Sheryl Bundy and Mike McGuire	Moraine Valley Community College Palos Hills, IL	September 14, 2014
Guanhua Huang	China Agricultural University Beijing, China	December 11, 2014
Zailin Huo	China Agricultural University Beijing, China	December 11, 2014
10 Visiting Scholars	Afghan Junior Faculty Development Program	March 3, 2015

Appendix D: Writing Lab Staff Members for 2014-2015

Interim Director

Richard Johnson-Sheehan, Ph.D., Professor of English

Associate Director

Tammy Conard-Salvo, M.A., Administrative/Professional

ESL Specialist

Vicki Kennell, Ph.D, Administrative/Professional

Graduate Teaching Assistants (GTAs)

Brittany Biesiada	Allison Layfield
Meghan Buckley	Patrick Love
Amelia Chesley	Mary McCall
Erin Cromer	Sean Mitsein
Amy Elliott	Stacy Nall
Karen Feiner	Park Parkison
Jeffrey Gerding	Ellery Sills
Trey Gorden	Priya Sirohi
Carrie Kancilia	Julia Smith
Heejung Kwon	

Online Writing Lab (OWL) Staff

OWL Coordinator: Joshua Paiz

OWL Technical Coordinator/Webmaster: Caitlan Spronk

Undergraduate Teaching Assistants (UTAs)

Collin Baker	Shannon Israelsen
John Bomkamp	Katie Lilegdon
Ariel Callahan	Logan Mahoney
Bridget Carey	Katie Martin
Sarah Claucherty	Zach Riddle
Alyssa Fanara	Haley Sands
Carter Gerard	Amberly Simpson
Megan Grassl	Rebekah Thomas
Peiyand Huang	

Business Writing Consultants (BWCs)

Mary Adkins	Halley Williams
Nisha Nagarajan	Nekoda Witsken
Kaitlyn Neis	Andrew Yim

Professional Writing Program/Writing Lab Collaboration Intern

Tanner Hefner

Appendix E: Use of the Online Writing Lab (OWL) 2014-15

Purdue OWL Services

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

- A content-rich website of writing-related materials at <http://owl.english.purdue.edu>
- Email responses to questions via a web form 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. The newsletter is also posted online at <https://owl.english.purdue.edu/purdueowlnews/>
- A site for research on the OWL for Purdue students and staff, 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/>

OWL Web Traffic

A hit is generated every time a web browser requests a resource from the server, such as an image, a stylesheet, or a PHP file. Therefore, a single pageview, which can be thought of as everything included in one URL, generates many hits. A visit could include many pageviews, as is calculated by counting any resources visited by the same IP address within a half hour. The same IP address could generate multiple visits, but only if those occurred during different half hours.

From May 1, 2014 to April 30, 2015 the OWL:

- Transferred 50.24 TB of data
- Received 345,983,269 pageviews
- Received 3,929,165,633 hits
- Received 120,357,604 visits

Visitors to the OWL

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 across Asia, Africa, and the Middle East. Individuals

serving in the United States armed forces and workers for the United States government also made use of the OWL for educational and training purposes.

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

Throughout the year we publish Writing Lab news and events on the Purdue OWL News RSS Feed (<http://owl.english.purdue.edu/feeds/purdueowlnews.xml>). The feed keeps our subscribers up-to-date in a more real-time fashion than the former bi-weekly email system. Additionally, the feed allows our subscribers to receive updates as the OWL posts new resources, including any content created for the OWL@Purdue YouTube page (<https://www.youtube.com/user/OWLPurdue>).

We have added many resources to the OWL this year, including Graduate School Application resources (<http://owl.english.purdue.edu/owl/section/1/48/>). This collection of resources represents the first moves by the Purdue OWL to provide guidance to writers facing college, university, and graduate school application. A sister resource focusing on undergraduate applications is currently nearing completion. The Graduate School Application resources were built by The Purdue OWL Coordinator along with a team of content developers that included Nancee Reeves, Adryan Glasgow, Fernando Sanchez, and Alisha Karabinus.

OWL@Purdue YouTube Channel

In addition to our static resources, we have added eight new videos on the Purdue OWL YouTube channel, which launched on April 21, 2011. Below are metrics for the OWL@Purdue YouTube Channel between May 2014 and April 2015.

- 43 vidcast lectures
 - Topics: MLA, APA, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and Writing for Second Language Learners.

- 7,025 subscribers,
 - Percent change over LY: 188.62%
 - Peak subscription: 7,838
 - Subscriber attrition: 813 (10.4%)
 - Top five countries of origin
 - USA
 - Canada
 - UK (+1 position over LY)
 - India (-1 position over LY)
 - Australia (Replacing Brazil from LY)

- 506,167 views (1,184,229 Lifetime Views)
 - 34.4% increase over LY
 - Top five countries of origin
 - USA
 - Canada
 - UK
 - Australia (+1 position over LY)
 - India (-1 position over LY)
 - 4.5% of traffic from mobile platforms, percent change over LY -46.4%
 - 2:21—Average view time (Flat to LY)
 - 45% Male; 55% Female (a large female shift)
 - 31% of viewers are between the ages of 18-24
 - 28% of viewers are between the ages of 25-34

- Top five vidcasts (by views)
 - APA Formatting: The Basics (261,212)
 - MLA Formatting: The Basics (191,103)
 - MLA Formatting: List of Works Cited (142,580)
 - APA Formatting: References List (127,553)
 - Introduction to Rhetoric (63,985)

Undergraduate Education Support

The OWL provides a number of resources that support undergraduate education:

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University
 - Materials that support the range of approaches to teaching Freshman composition (i.e., rhetoric, literary analysis, theory and culture, etc.)
 - Materials that support writing across the curriculum and writing in the disciplines (i.e., engineering, business, social sciences, etc.)

- Resources focused on the Purdue experience: from the OWL homepage, students can access a list of these materials located at <http://owl.english.purdue.edu/owl/resource/682/01/>

- Writing assistance from the OWL Mail respondents.

- Information on face-to-face writing tutor resources in the Writing Lab, i.e., lab schedule, contact information, information about writing workshops, etc.

- Partnership with undergraduate upper-division courses to engage approximately 30 undergraduate students in professional/technical writing with the OWL on a deeper level and to gain valuable workplace experiences through OWL usability and user-experience design related project