Purdue University Writing Lab
Annual Report

May 15, 2017 – May 5, 2018

Professor Harry Denny, Director
Tammy Conard-Salvo, Associate Director
Vicki Kennell, Associate Director
Elizabeth Geib, Summer Assistant Director & Graduate Teaching
   Assistant

Acknowledgments

Abstract

The Purdue Writing Lab Annual Report for May 15, 2017 to May 5, 2018 describes the Lab's services, users, staff responsibilities, research, and engagement. The Writing Lab and its 20 graduate and 56 undergraduate tutors served the Purdue West Lafayette campus at Heavilon Hall and three satellites around campus. These locations were used 6,205 times—an increase of 8.5% over the preceding year—by 2,256 individual clients for one-to-one tutorials. Writing Lab Workshops, Lab Tours, and Conversation Groups consisted of 985 sessions. Just over seventy percent of total visits were from international students representing more than 50 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 515,179,143 pageviews worldwide, a 25.4% increase from the preceding year. The Writing Lab expanded services to multilingual writers, support for faculty across the disciplines, and continued outreach to all university writers. Writing Lab staff were involved in 11 conference presentations and 3 publications this year.

---

[1] During the 2017-2018 academic year Vicki Kennell's position was English as a Second Language (ESL) Specialist. As of July 1, 2018, this position changed to Associate Director, Graduate & Multilingual Writing.

Table of Contents

I. The Writing Lab at a Glance

The Writing Lab uses the WCOnline (WCO) scheduling platform to allow clients to manage their own appointment scheduling, and it offers virtual tutoring options. The platform provides a rich source of internal data that allows the Writing Lab to analyze who uses its services and for what purposes.

Individual Tutoring Visits	
Heavilon Hall Writing Lab	5,980 visits
Mechanical Engineering Building Satellite Writing Lab	78 visits
Humanities, Social Science, and Education Library Satellite Writing Lab	46 visits
Latino Cultural Center Satellite Writing Lab	17 visits
Asian American and Asian Resource and Cultural Center Satellite Writing Lab	30 visits
Total Tutoring Visits (at all locations)	6,205 visits by 2,256 clients

Other Writing Lab Services	
ESL Conversation Groups	823 visits
In-Lab Workshops	17 sessions
Out-of-Lab Workshops	11 sessions
Remote Lab Tours	5 sessions
In-Lab Tours	129 sessions
Total Sessions	985 Sessions

The number of tutorials in the Heavilon Hall location increased by 7.4% over last year. The satellite locations experienced a tutorial decrease of 25.5%. Please see Appendix A for a breakdown of Writing Lab users for all locations.

II. Services Provided

The Writing Lab provides a wide variety of services to the Purdue community, including the following:

- One-to-one tutorial consultations, in-person and virtual
- Group workshops on general writing topics open to the entire campus
- Support for Introductory Composition (ICaP) instructors
- Conversation groups for multilingual speakers of English
- Programming designed to meet the needs of graduate writers

In addition to these on-campus services, the Writing Lab is engaged with local and state communities through direct outreach and via the Online Writing Lab (OWL), which is among the world's most-visited writing websites. This section provides details about the services we provide.

One-to-One Tutorials

Individual tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with advanced practices in peer tutoring, one-to-one learning techniques, and second language learning strategies based on theory, practice, and scholarship within Composition and its subfields. Tutors 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 25- or 50-minute, in-person or virtual meetings with one of our graduate or undergraduate tutors. Consultations can take place during any part of the writing process. Some writers come to the Lab with just a few notes or ideas. Other writers come to the Lab with a full draft or complete project. Consultations can focus on any type of writing, including but not limited to personal writing, research papers, reports and other class assignments, résumés, lesson plans, theses and dissertations, outlines for speeches, and PowerPoint presentations.

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

Virtual Consultations

The Writing Lab has offered two kinds of virtual tutoring since summer 2016: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2017-2018 academic year, these options were offered by 34 of 76 tutors. These tutors provided 1,392 total digital consultations—1,250 e-tutoring sessions and 142 online sessions—accounting for 23.3% of the Heavilon Hall sessions. Virtual consultations are not offered at the evening satellite locations.

We have plans to provide additional tutor training for virtual consultations, so we can increase availability for Writing Lab clients who might benefit from remote tutoring.
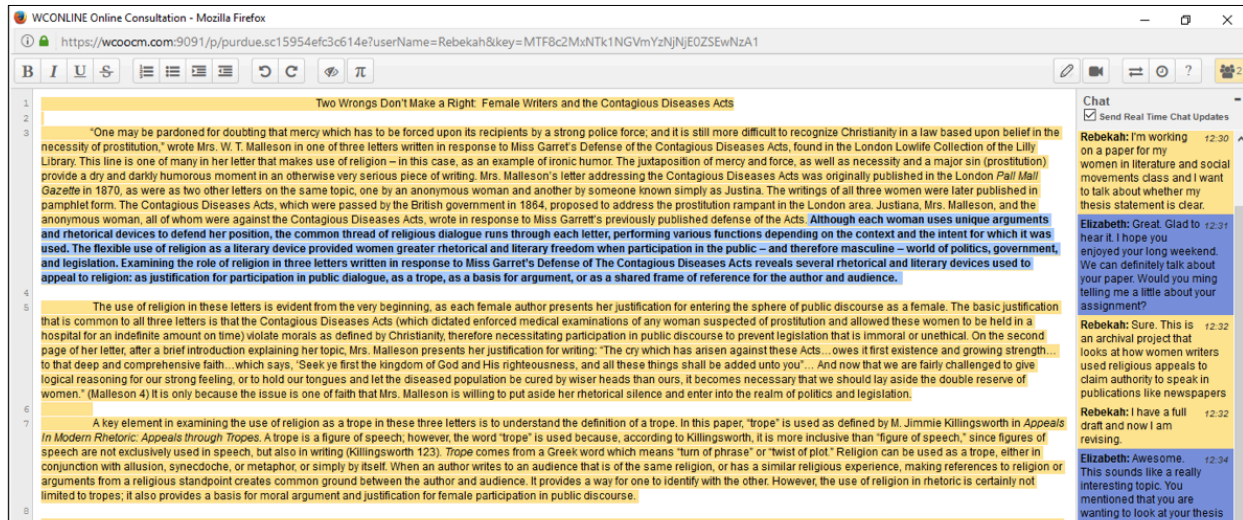

Figure 1: Sample Online Writing Tutorial

As shown in Figure 1, synchronous online tutoring allows a tutor and client to communicate via a text chat box and shared workspace. As shown in Figure 2, asynchronous e-tutoring allows a tutor to review and make comments on a client's document and send it back to the student via email at the end of the appointment.
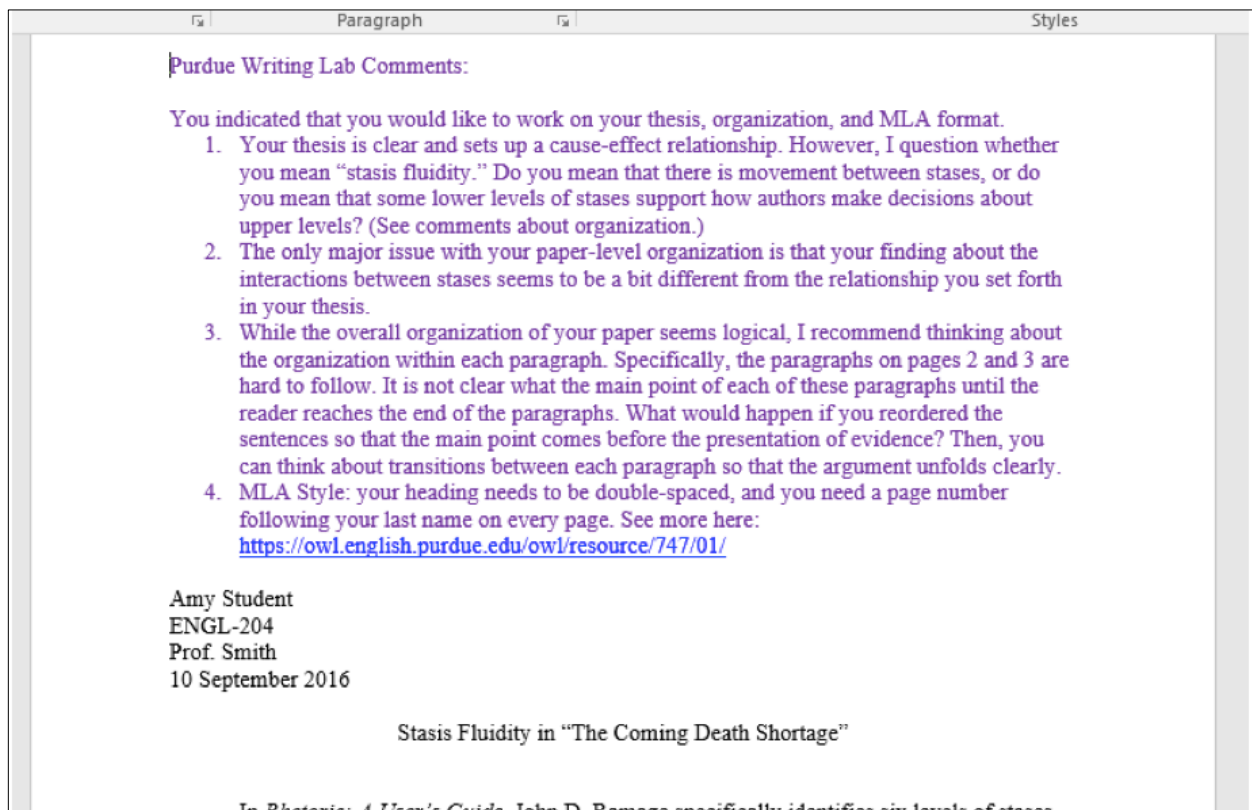

Figure 2: Sample E-Tutorial

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

Support for Introductory Composition (ICaP) Instructors

During the 2017-2018 academic year, the ICaP Liaison completed 24 interviews with ICaP instructors to identify the most common writing challenges of introductory composition students at Purdue. Four in-class mini-lessons were conducted, replacing classroom visits from the 2016-2017 academic year. The instructor interviews found students most commonly struggle with forming logical arguments, incorporating feedback from peers and instructors, incorporating citations and developing research skills, and differentiating various genres.

Workshops

Workshops build relationships across campus and support discipline-specific writing instruction.

In 2017-2018, the Writing Lab collaborated with faculty from various disciplines to address their needs and the needs of their students. Workshops became less lecture-based and instead focused on a peer-review model where students and faculty learn how to provide discipline-specific feedback. The Writing Lab prioritizes peer-model instruction to empower instructors to sustain such activities on their own, ultimately improving their own teaching. Ideally, workshops lead to valuable and productive Writing Lab sessions for both students and faculty. The Workshop and Writing Across the Curriculum Coordinator also conducted Remote Lab Tours that discussed the ways the Writing Lab can help students become better writers brought more information about the Writing Lab into courses across campus.

During 2017-2018, the Writing Lab offered 17 in-Lab workshops for general writing concerns, 6 in-class workshops requested by Purdue instructors, 5 remote Lab tours, and 5 workshops for graduate student writing. The ESL Project Coordinator also developed revision and editing materials for instructors to use in their own classes which replaced last year's ESL-specific workshops. Workshops are typically an hour-long and either conform to the peer-review model or consist of the mentoring or training described above. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials. For information on discipline-specific workshops, please see the On-Campus Engagement section on page 20 of this report.

Online Writing Lab (OWL)

The Purdue OWL provides static and video-based content on general and discipline-specific writing. In 2017-2018, the OWL served 515,179,143 pageviews, a 25.4% increase from the previous year. The Purdue OWL has seen a steady upward trend in its usage (see Figure 3, following page). Should this trend continue, the OWL is on pace to exceed a billion pageviews by 2020.
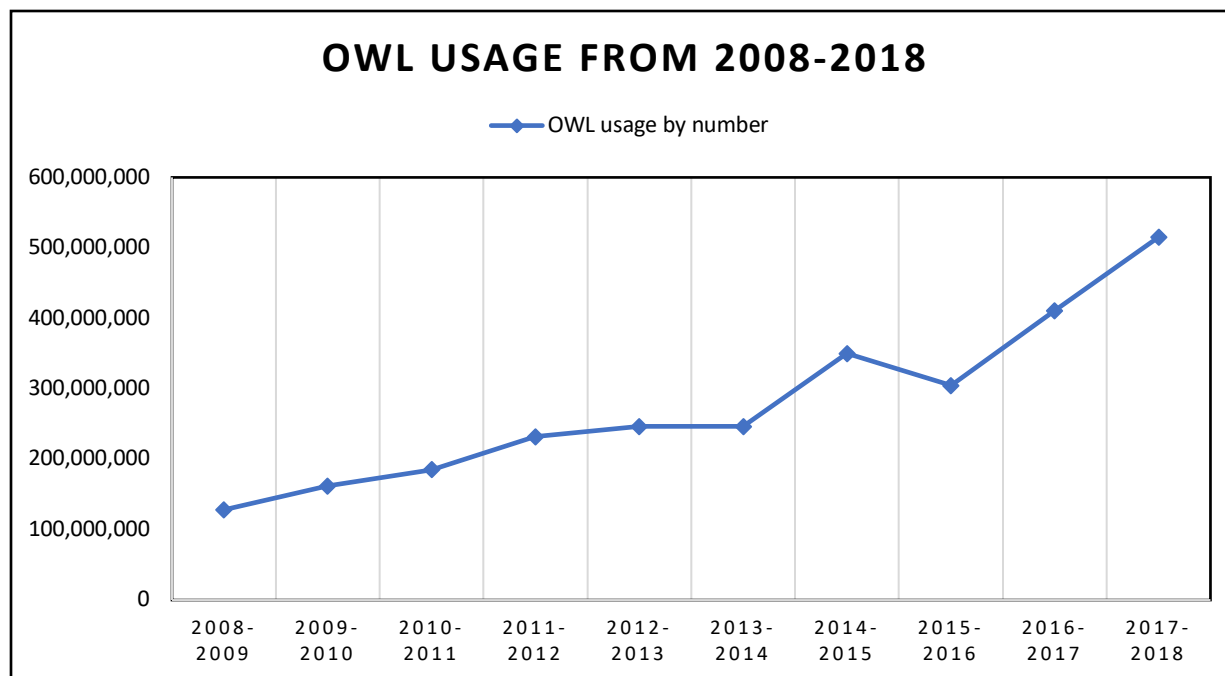
OWL USAGE FROM 2008-2018

Figure 3: Purdue OWL usage over the last decade

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, China, the Philippines, and the United Kingdom. The OWL pages on APA and MLA citation remain the most highly used; other popular topics include grammar and ESL writing, professional writing and business writing, avoiding plagiarism, and the writing process. The OWL's PowerPoint presentations are also very popular.

Recent additions to our growing number of resources include materials on tutoring deaf or hearing impaired clients, as well as materials on multilingual writing, thesis statements, gendered pronoun use, writing process, and lab reports. The OWL recently partnered with a research team from Purdue's Engineering Education department to produce resources for faculty on writing strategies in large Engineering classrooms. This year, the OWL staff have undertaken the largest copyediting project in its history. We have revised 72% of the OWL's content, thanks to the work of our graduate student developers. That includes 654 pages of content.

The OWL also supports a YouTube channel with 58 vidcasts. The OWL's YouTube channel has 15,955 subscribers, a 25% increase from last year (see Appendix E). Vidcast topics include citation styles, writing strategies, grammatical concepts, job search documents and applications, writing in Engineering, rhetorical concepts, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility, and all videos on the YouTube channel include closed captioning. The OWL is exploring options for audio description, which would provide blind or low vision users with a voiceover describing visuals.

The comments below demonstrate the long history of providing public support as a part of Purdue's land grant mission:

"I would like to take this opportunity to thank you for the bottom of my heart for your website. It saved me when I was taking my masters after a 35 year educational hiatus, and now it is infinitely valuable to me as the teacher, and to my students as well. So, thank you! We love you!"

"Throughout my academic career, I've utilized online resources like Purdue OWL in my assignments. I'm pursuing my Master's in Public Administration now and wanted to take the time to thank the creators of this Writing Lab for all the help their lab has given me in the past and currently. I appreciate the time and dedication this lab must have taken to be realized and on behalf of students everywhere, thank you."

"I just wanted to take a few seconds to thank your organization for facilitating such a valuable resource to me, as an adult learner, and to my children. There have been many nights of homework that we would not have made it through in a timely manner without the clarity and thorough content of this site. Thanks!"

"I wanted to send you a thank you and acknowledgement of your work with the Purdue OWL. I am an English teacher at Marysville Early College High School in Ohio, and I use the Purdue OWL all the time as a resource. In undergrad and graduate school, I used the OWL all the time to write my research papers; as a Writing Associate in OSU's Writing Center, I use it to guide clients who were learning to do academic writing; when teaching freshmen, I now utilize the practice questions and worksheets that allow students to practice comma placement, semicolons, and other grammar and mechanics; finally, I use the MLA citation pages to teach research skills to juniors. There are not enough resources for teachers seeking affordable, quality, no-nonsense practice material, and the OWL is my go-to. As both a learner and a teacher, Thanks for all the work you do and the quality content you create. I hope you'll forward my message along to the rest of the team."

III. Support for Multilingual Writers

Users who self-identified as non-native speakers of English accounted for 70.8% of total Writing Lab visits this academic year. Figure 4 represents this percentage by academic standing and Figure 5 shows a further break down of academic standing for undergraduate international writers.
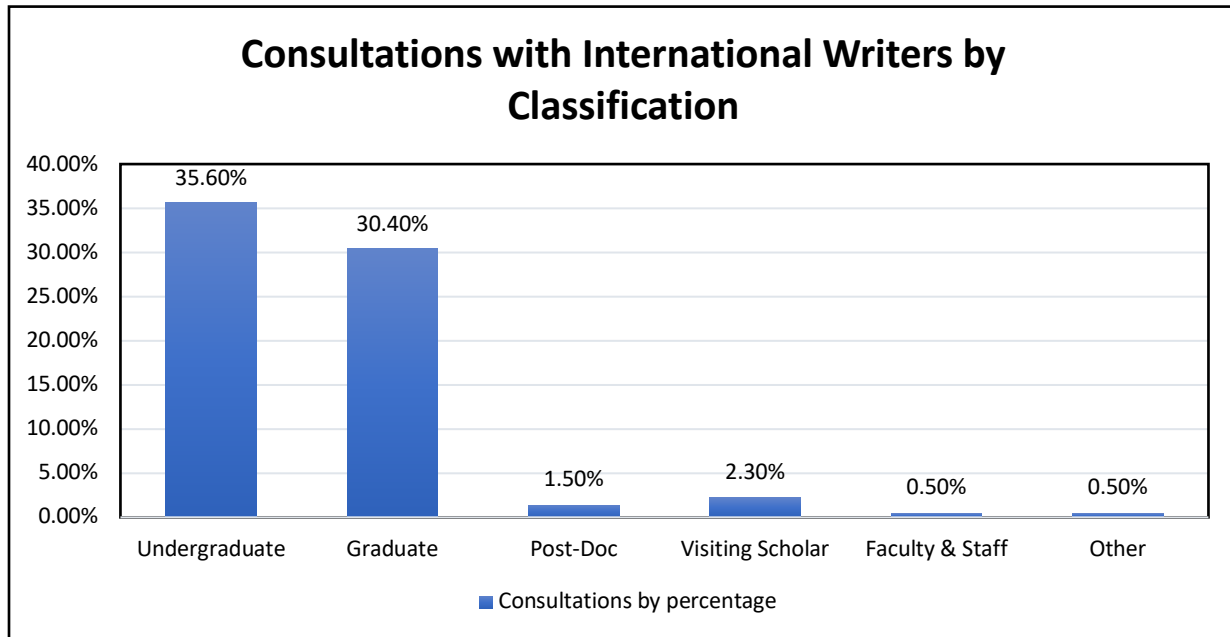

Figure 4: Consultations with international writers by classification expressed as a percent of total Writing Lab consultations, May 15, 2017 – May 5, 2018
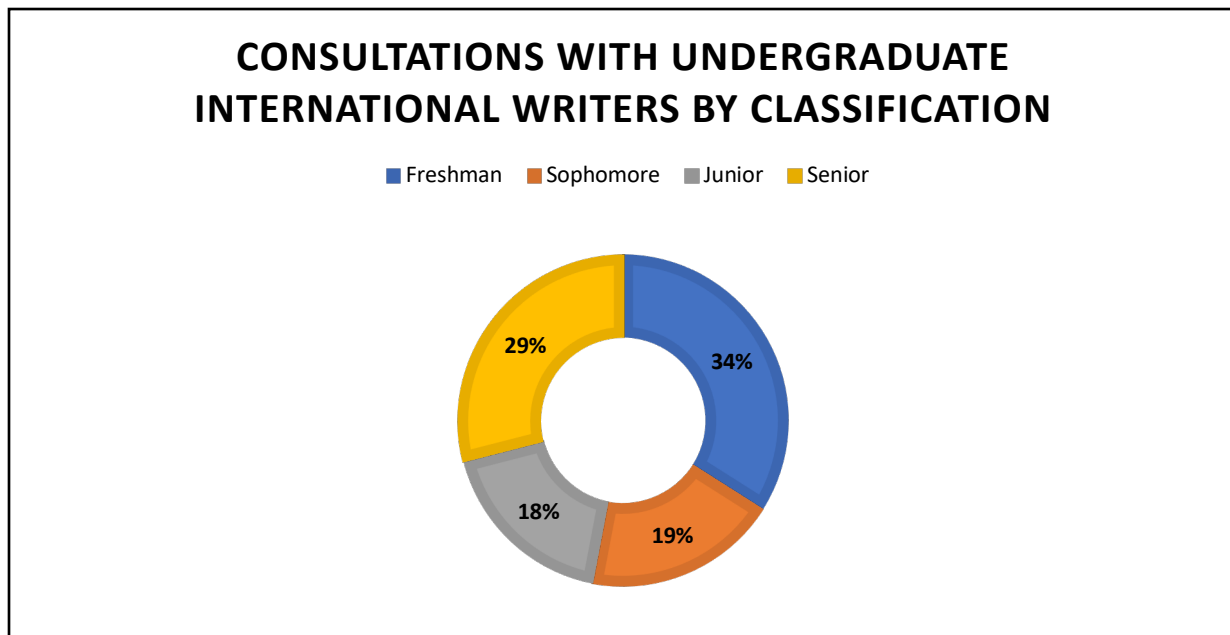

Figure 5: Consultations with international undergraduate writers by classification. May 15, 2017 – May 5, 2018

Dr. Vicki Kennell, the Writing Lab's Associate Director, oversaw all second language writing-related activities and educational development. In the 2017-2018 academic year, she developed and coordinated intensive, weekly training on second language writing issues for Writing Lab tutors.

This is the third year that the Writing Lab staff has included an ESL Project Coordinator funded by Purdue Language and Culture Exchange (PLaCE). Graduate student Zhaozhe Terrance Wang served in this position, working on various special projects under the direction of the Associate Director of Graduate & Multilingual Writing. Terrance developed sustainable and multifunctional teaching materials for focused revision and editing workshops that can be used by PLaCE instructors. He designed a survey to better understand the needs of ICaP instructors working with multilingual writers. Thirty-four percent of ICaP instructors took the survey. Results from this survey suggest writing instructors have already adopted strategies to combat challenges such as explaining rhetorical concepts, genre, plagiarism and citations. The Writing Lab staff are considering ways to provide pedagogical support for ICaP instructors with respect to working with multilingual writers. Rigorous data analysis will continue in Fall 2018 and efforts to assess revision and editing workshops, expand workshop-topics, and encourage collaboration between PLaCe and ICaP will take place during the 2018-2019 academic year.

Please see "Purdue Language and Cultural Exchange (PLaCE)" under Section V for a description of other ESL support programs offered by the Writing Lab in collaboration with PLaCE.

A full report describing the Writing Lab's work with multilingual writers is available by request from Dr. Kennell at vkennell@purdue.edu. This report demonstrates the significant and growing demand for second language writing-related services, explains how current Writing Lab programs help to meet these demands, and outlines plans for meeting these growing needs in the future.

Conversation Groups

During the 2017-2018 academic year, the Writing Lab's daily ESL conversation groups logged 823 total participants, including repeat   visitors. Attendance at conversation groups varies quite a bit from year to year and semester to semester. Figure 6 (following page) shows conversation group attendance over the past five years.
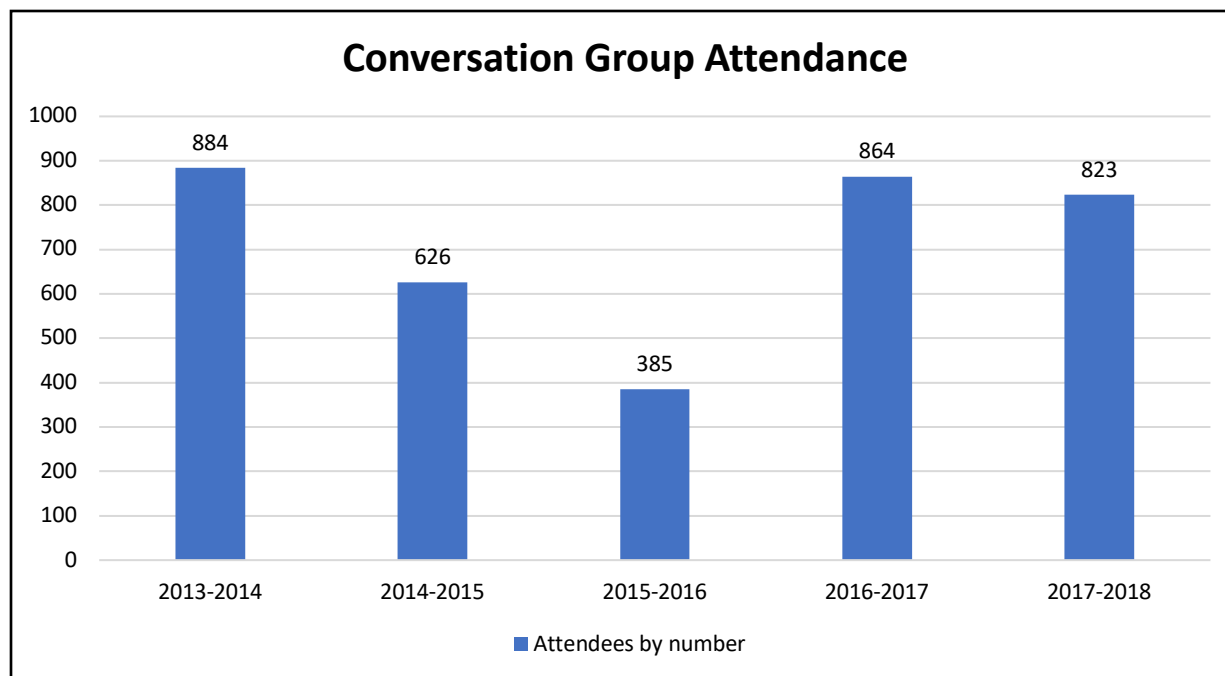
Conversation Group Attendance

Year	Attendees
2013-2014	884
2014-2015	626
2015-2016	385
2016-2017	864
2017-2018	823

Attendees by number

Figure 6: Conversation Group Attendance over time. Current year May 15, 2017-May 5, 2018

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

In-Lab Resources

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

Intensive ESL Training for Tutors

Dr. Kennell's training program consists of self-study modules that introduce tutors to various aspects of working with international students, including aspects of general intercultural communication and more specific tutoring of second language writing. In the Spring 2017 semester, Dr. Kennell received an Intercultural Pedagogy Grant from the Center for Intercultural Learning, Mentorship, Assessment, and Research at Purdue to evaluate this ESL training program. Each year tutors are encouraged to anonymously evaluate the intensive

training program and offer suggestions for future training. Two of the questions ask tutors to consider whether the training improved their ability to tutor international students and whether the training had a positive effect on their attitude about tutoring international students. In the past five years, over 80% of tutors have positively responded to these questions, suggesting that training has improved their abilities and attitudes towards tutoring second language writers.

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

> *"I loved doing the ESL training. I think it is extremely useful to learn about, and Vicki is such a vital resource to the writing center. Without the ESL training, I'm not sure I would be able to take the information on the bookshelves and form it into memorable lessons."*

> *"This training allowed me to see where I was lacking when working with international students, and I firmly believe that realizing these mistakes improved my overall effectiveness when working with ESL clients."*

> *"The readings on cultural difference… gave me some perspective for when I deal with clients that don't structure their papers in what I personally deem a 'logical' way. I have come to realize how culturally motivated that is and can now recognize it when I am meeting L2 writers. This knowledge lets me guide the conversation in a more culturally sensitive way."*

> *"The case studies and coding activities that were part of the asynchronous/online tutoring module were incredibly useful in my online tutoring appointments."*

> *"I found the plagiarism module very useful because international students do not always intentionally plagiarize. Reviewing interactive modules about plagiarism and the materials available on the OWL empowered me by having a toolkit ready to use when I explain to students the different level of plagiarism and how to avoid it."*

IV. Writing Lab Staff

During the 2017-2018 academic year, Writing Lab staff consisted of the Director, Professor Harry Denny, Ph.D.; the Associate Director, Tammy Conard-Salvo, M.A.; the Associate Director, Graduate & Multilingual Writing, Vicki Kennell, Ph.D.; a receptionist, a secretary, and several student front desk assistants; three staffs of tutors; and eight coordinators.

Beginning with the next academic year, the Writing Lab's staff of UTAs and BWCs will merge into a generalist staff of undergraduate tutors, joining the GTAs in supporting all writers across campus. This shift reflects the changing needs of our clients and general writing center trends and allows us to maintain our highly trained staff of undergraduate tutors, who come from majors across campus, and focus our attention on writers across the disciplines.

Graduate Teaching Assistants (GTAs)

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

GTA positions are highly selective. 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 have traditionally been funded by the English department, and during the 2017-2018 academic year, three half-time positions funded by the Graduate School allowed us to hire tutors from other departments in the College of Liberal Arts to better support graduate student writers in the disciplines.

Undergraduate Teaching Assistants (UTAs)

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

Business Writing Consultants (BWCs)

BWCs are primarily students majoring in Professional Writing or Management and are 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 conduct Résumé Critiques that provide extra help for students preparing for job fairs, work with a range of

writers in the satellite locations, and also participate in special events. These positions have also been funded by the English Department.

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 the College of Liberal Arts.

Coordinators

Eight Writing Lab tutors in 2017-2018 also took on coordinator positions. All tutors received varied release time from their tutoring responsibilities. Below is a description of each position.[2]

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

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

Anisha Dutta, Business Writing Assistant Coordinator
The Business Writing Assistant Coordinator assists the Business Writing Coordinator in mentoring other business writing tutors through staff meetings and fostering community.

Amy Elliot, Graduate Writing Group Coordinator
The Graduate Writing Group Coordinator's main objective is to facilitate sustainable writing groups through graduate-student outreach. Writing groups allow graduate students to practice discipline-specific writing with fellow peers.

Elizabeth Geib, Faculty Guide Developer
The faculty guide offers advice for faculty across the disciplines on how to mentor their thesis and dissertation writers. Sections include but are not limited to: best practices, common misconceptions, and working with multilingual writers.

---

[2] Starting 2018-2019, these positions will change from coordinators to assistant directors; the new titles are more consistent with graduate administrative and leadership positions within the graduate school.

Carrie Kancilia, Writing Lab/ICaP Liaison

The Writing Lab/ICaP Liaison collaborates with Introductory Composition instructors to support student writers.

Nathan McBurnett, Undergraduate Teaching Assistant Coordinator

The Undergraduate Teaching Assistant assists the Associate Director, Tammy Conard-Salvo, in mentoring other undergraduate tutors through staff meetings and fostering community.

Beth Towle, Business Writing Coordinator

The Business Writing Coordinator educates future business writing consultants in the ENGL 390B tutoring practicum and provides continued support and professional development for current business writing consultants in the Lab.

Zhaozhe Terrance Wang, ESL Project Coordinator

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

V. The Value of the Writing Lab's Services

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

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

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

Off-Campus Visitors

Various campus units bring visiting students or scholars to campus throughout the year. If given Purdue ID cards, these visitors can use any Writing Lab programs. Many take advantage of the opportunity to work on their writing and verbal skills through consultations with tutors. We do not generally track these groups separately, but occasionally a group will ask for a more formal arrangement with the Writing Lab. During the summer of 2017, the Writing Lab provided Lab tours for 46 Colombian visiting faculty who were taking courses in the PLaCE program. These Lab tours introduced the visitors to Writing Lab programs, guided them through thinking about their concerns and strengths as writers, and helped them register for the online schedule system so that they could immediately start making appointments.

More detailed information about these visits is included in Appendix C.

Client Feedback

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

User satisfaction with the OWL is manifest in the large number of link requests the site receives, its 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 on page 10 of this report.

VI. On- and Off-Campus Engagement

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

On-Campus Engagement

Campus-Wide Workshops
In addition to 18 in-Lab workshops, during the 2017-2018 academic year, the Writing Lab presented 11 workshops in courses and sites outside the English department. Through collaborations among the Lab's tutors, directors, and Workshop and Writing Across the Curriculum Coordinator these workshops were customized to develop dynamic, discipline-specific content that leads to knowledge transfer through pedagogically-effective instruction.

Remote Lab Tours
This year, the Writing Lab presented 5 remote lab tours to programs and departments on the Purdue campus including Art and Design, Aeronautics and Astronautics, Agriculture, Chemistry, and Earth, Atmospheric and Planetary Sciences. These remote lab tours offer an in-depth look at how Writing Lab services support students, staff, and faculty in specific disciplines.

Purdue Language and Cultural Exchange (PLaCE)
The Purdue Language and Cultural Exchange (PLaCE) provides language support to incoming international undergraduates. During the 2017-2018 academic year, Zhaozhe Terrance Wang served as the PLaCE-funded ESL Project Coordinator. See page 12 for specifics on this collaboration.

Orientation Activities
Every year we welcome incoming students by providing information regarding the Lab's services. In 2017-2018, we participated in the Graduate Student Orientation Fair and the Campus Resource Fair sponsored by Academic Success and Advising. The Writing Lab also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with campus and Greater Lafayette-area organizations and programs. During the first two weeks of each semester, the Writing Lab offers tours to first-year composition instructors, who bring their students to the Lab for discussions and demonstrations of Writing Lab services.

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

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

LGBTQ Center Collaboration
This year, the Writing Lab partnered with the LGBTQ center to explore ways of supporting students to develop resiliency to stress and instances of failure, both academically and personally. The project, in its nascent stages, is similar to Failure Projects developed at Harvard, Yale, and Stanford. The goal is to develop programming to assist students and direct them to campus resources.

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

Satellite Locations
During the fall and spring semesters, the Writing Lab offers evening tutoring at several locations around campus. During the 2017-2018 academic year, the following locations hosted evening tutoring hours:

HSSE Library Satellite Writing Lab (Mondays, 6-9 PM)
The Lab's HSSE location is designed to foster collaborative tutoring, utilizing the library's collaborative study spaces.

Asian American and Asian Resource Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)
The AAARCC location replaced the Latino Cultural Center Satellite location in Fall 2017 due to a change of hours for the building. The Writing Lab utilizes the AAARCC as outreach to students who use this center.

Mechanical Engineering Building Satellite Writing Lab (Wednesdays, 6-9 PM)
The ME location sustains strong collaboration with the College of Engineering.

Off-Campus Engagement

Collaboration with Office of Institutional Research, Assessment, & Effectiveness (OIRAE)
Pulling from its data corpus of more than 60,000 student records, the Writing Lab is working with the OIRAE to discover and document the impact of Writing Lab tutorials on a variety of student populations. Initial results are indicating that at-risk students who visit the Writing Lab experience an increase in GPA and are more likely to graduate than their peers who do not

engage with the Writing Lab, and the gains of at-risk students who visit the Writing Lab outpace the gains of non-at-risk peers who use the Writing Lab.

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

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

IWCA Mentoring Network
The professional association has been involved with matching early-career writing center directors with more experienced or seasoned faculty directors. This past year, Dr. Denny mentored a number of those new directors around the country, helping them negotiate for better recognition of their labor or guiding them through unfamiliar institutional dynamics and writing center policy.

Social Media
The Writing Lab maintains a Twitter account (@PurdueWLab) and a Facebook page (https://www.facebook.com/PurdueUniversityWritingLab), while the OWL has its own YouTube channel (OWL@Purdue). This year the OWL@Purdue YouTube channel achieved 2,976,340 combined views. The channel launched in the spring of 2011, and in seven years has grown to include fifty-eight video resources and 15,955 subscribers. For more specific metrics related to the YouTube channel, please see Appendix E.

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

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

VII. Research and Professional Development

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

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

Note: starting in Fall 2018, the BWC and UTA positions are merging under the title of Undergraduate Tutor due to the changing needs of our clients and general writing center trends. All prospective undergraduate tutors will enroll in one of two sections of English 390, a generalist tutor training course encompassing the same rigorous methods as 390A and 390B shown above but without a distinction for specialist tutoring.

Dissertations and Theses

During the 2017-2018 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab:

Haltiwanger Morrison, Talisha. *Black Lives, White Spaces: Toward Understanding the Experiences of Black Writing Tutors on Predominantly White Campuses*. PhD Dissertation, defended Spring 2018.

> This project seeks out Black writing tutors at predominantly white institutions to 1) better understand their unique experiences and perspectives and 2) expand the current conversation on the relevance of race, racism, and anti-racism to writing center work within writing center studies. By speaking directly with tutors, this project aims to learn more about if, how, and why they choose to take up anti-racism activism.

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

> Examining the collaborations that exist between writing programs and writing

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

Ongoing Campus-Wide and Inter-Institutional Research Projects

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

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

Awards and Grants

IWCA Ben Rafoth Graduate Research Grant
Beth Towle

Purdue Center for Intercultural Learning, Mentorship, Assessment, and Research Intercultural Research Grant
Dr. Vicki Kennell

Graduate Tutor of the Year Award
Rachel Atherton

Outstanding BWC Award
Colleen Denunzio

Outstanding UTA Award
Isha Mehta

BWC Leadership Award
Anisha Dutta
Ruben Ramanathan

UTA Leadership Award
Nathan McBurnett

Graduate Tutor Leadership Award
Rebekah Sims

Purdue Writing Lab Travel Scholarship
Hadi Banat
Elizabeth Geib
Talisha Haltiwanger

Carrie Kancilia
Victoria Ruiz
Beth Towle
Liz Walker

Publications

Denny, Harry and Beth Towle. "Braving the Waters of Class in Writing Centers: The Performance and Policing of Socioeconomic Class in Everyday Tutoring." Special Issue of *The Peer Review*, an online journal of the International Writing Centers Association. Fall 2017 (1.2).

Denny, Harry. Review of *The Working Lives of New Writing Center Directors* by Nicole Caswell, Jackie Grutsch McKinney, and Rebecca Jackson.*Writing Center Journal*. Co-authored with colleague Anna Sicari (Oklahoma State University) and graduate student Enrique Paz (Miami University). *Writing Center Journal* 36.2 (2017). 303-313.

Denny, Harry. "No Homo! Toward An Intersection of Sexuality and Masculinity for Working-Class Men." With colleague Robert Mundy (Pace University). In Genesea M. Carter and William Thelin (Eds.), *Class in the Composition Classroom: Pedagogy and the Working Class.* Utah State University Press. 2017. Print. ISBN: 978-1607326175.

Conference Presentations

Hadi Banat: "Multiculturalism and Multilingual Writers." Presentation, CCC Convention, March 2017.

Hadi Banat, Anthony Paul Sutton, and Carrie Kancilia: "Writing Centers and WAC: Faculty and Student Resistance." Presentation, IWCA Conference, November 2017.

Tammy Conard-Salvo and Richard Sévère (Purdue Writing Lab '05-'09, Valpariso University): "Debunking the Myth of the Safe House: Strategies for Addressing Bias." Workshop, IWCA Conference, November 2017.

Harry Denny: "The Aim of Out in the Center: Cultivating Change through Public Controversies and Private Struggles." Workshop, CCCC Convention, March 2017.

Harry Denny, Tammy Conard-Salvo, Talisha Haltiwanger-Morrison, and Elizabeth Geib: "Coding, DeCoding, and ReCoding: Content Analysis of Alumni Tutor Survey for Program Development." Workshop, IWCA Collaborative at CCC Convention, March 2017.

Talisha Haltiwanger Morrison: "Extending the Conversation: Black Tutors at Predominantly White Institutions." Presentation, IWCA Conference, November 2017.

Vicki Kennell: "Improving Intercultural Skills: Developing Communicative Flexibility and Tolerance of Ambiguity in the Writing Center." Presentation, East Central Writing Centers Association Conference, March 2018.

Vicki Kennell, Amy Elliot, and Josh Weirick: "Tinkering with Comments: Tailoring Practice by Spying on Written Artifacts." Presentation, IWCA Conference, November 2017.

Beth Towle, Eugie Ruiz, Elizabeth Geib, and Carrie Kancilia: "Institutional(ized) Identities: Graduate Students, Writing Centers, and Advocacy." Presentation, IWCA Conference, November 2017.

Liz Walker: "Exploration of Expectations and Attitudes of Online Tutoring." Presentation, IWCA Conference, November 2017.

Appendix A: Breakdown of Usage Information[3]

Use by Classification	Times Used	Percent Change from 2016 – 2017
Undergraduate	3679	+5.51%
Graduate	2828	+8.9%
Visiting Scholar/Post-Doc	558	-14.94%
Faculty	13	+44.44%
Staff	36	-40.98%
Other	84	-9.68%

Use by College	Times Used	Percent Change from 2016 – 2017
Agriculture	469	+2.18%
Education	414	+28.97%
Engineering	2087	+16.53%
Health and Human Sciences	691	-7.5%
Liberal Arts	1116	+7.41%
Management	519	-8.95%
Pharmacy	184	+7.6%
Polytechnic Institute	532	-2.56%
Science	768	-4.12%
Veterinary Medicine	48	-18.64
Unknown/Other	331	-10.78%

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

Most Frequent Use by Major (the top 30 majors are listed)	Times Used
Electrical and Computer Engineering	328
Mechanical Engineering	285
Industrial Engineering	275
English	259
First-Year Engineering	251
Civil Engineering	247
Computer Science	244
Communication	234
Biology	214
Speech Language and Hearing Sciences	203
Aeronautics and Astronautics Engineering	195
Hospitality and Tourism Management	145
Agricultural Economics	126
Management	125
Accounting	118
Psychology	118
Chemistry	115
Curriculum and Instruction	112
Economics	112
Exploratory Studies	112
Pharmacy	97
Statistics	92
Finance	92
Undecided	83
Chemical Engineering	80
Pre-Pharmacy	77
Electrical Engineering Technology	76
Mathematics	71
Food Science	70
Biomedical Engineering	68

Most Frequent Use by Country of Origin (the top 10 countries are listed)	Times Used
China	2210
USA	1827
South Korea	897
Taiwan	338
India	247
Turkey	218
Japan	192
Columbia	182
Brazil	107
Vietnam	73

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	30%
Visits from ESL Speakers	70%

Appendix B: Evaluations and Comments

The following represents student evaluations of Individual Consultations, ESL Conversation Groups, and In-Lab and In-Class Workshops. Evaluations are emailed to every client after their session. We received 1505 back, a response rate of 25%.

Student Evaluations of Individual Consultations						
	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	No Response
The tutor explained ideas to me in a way that I can understand and use.	81.69%	15.54%	1.42%	.36%	.47%	.52%
The tutor addressed my concerns.	80.43%	16.4%	1.09%	1.35%	.29%	.44%
The tutor made me feel comfortable and respected during my tutorial.	84.78%	11.74%	1.62%	.29%	.18%	1.4%

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

Student Evaluations of In-Lab and In-Class Workshops

	Strongly Agree or Agree	Neither Agree or Disagree	Disagree or Strongly Disagree	No Response
The workshop was helpful.	70%	6%	3%	21%
I am likely to apply the material covered in this workshop to future writing.	60%	3%	2%	35%
My workshop leader was effective.	72%	6%	1%	21%

Selected Comments from Tutoring Sessions

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

"[My tutor] is the greatest tutor I have ever met. Thank you for the generous help. My personal statement improved a lot! I would recommend him to my friends if they need any help."

"[My tutor] is a very professional tutor. He addressed my problems in a very effective way, gave me a lot of constructive feedback, and introduced me to new ideas and strategies. I really enjoyed working with him."

"[Tutor] shared his own experience on revising papers, which is very helpful. Also, he focused on delivering the method on how to revise instead of doing revision for me. I think this is very good and helpful for me to improve my writing skills in general."

"[Tutor] was very nice and fun to work with, I enjoy how she kind of inputter her ideas by let me explore what kind of work I wanted to do and was open to hearing all kinds of topics to discuss."

"[Tutor] was VERY nice and personable. It was very nice to work with her because she was understanding and really listened. I will be coming back to get more help from her!"

"I like that the tutor took a minute or so to get to know me and my writing background first."

"[Tutor] read my essay about language pedagogy and provided lots of suggestions. It was very useful to see the comments such as 'this sounds awkward because…' This wording is somewhat unclear since I have never received these comments from professors or classmates. Her comments are very precious for me."

"[My tutor] gave me good feedback on my paper through my online appointment. I like that the Lab offers online appointments where students can just upload documents. It is very helpful and allows me to get constructive feedback, even with my busy schedule."

Selected Comments from Conversation Group

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

Positives
- *It's Good!*
- *I like the teacher who describe each word I don't understand clearly.*
- *Apples to Apples* [a language game] *is very interesting and educational. I love it.*
- *I would like to thank the conversation group for their warm welcoming and their encouragement for us to speak freely, to not be shy, and speak confidently.*

Desire for more of the same
- *I hope that there is more than one meeting per day so I will have more chance to participate.*
- *If possible, do a survey at the beginning of the semester on when people will be available throughout the semester. This might enable a larger amount of people to come.*

What attendees hope to gain
- *Teachers should interrupt and correct the grammar mistakes I made.*
- *Hope that the leader can join the conversations because I think we all come here for talking to and learning from a native speaker.*
- *I hope that we will have more interaction between director and participants.*

Favorite topics:
- *Driving because I learned a lot of new vocabulary.*
- *Comedy. It's a good topic to learn cultural knowledge, relax, and talk.*
- *The disabled. Because I learned more words from the conversation, and the leader is very nice.*
- *Annoying things. Because I was able to think about difficulties in real life such as culture.*
- *Playing games; it was more interactive.*
- *The especial festivals because I learned a lot about different cultures.* [The weekly topic was Religion.]

Selected Comments from Workshops

In an end-of-workshop survey, clients are asked: What was the most useful part of this workshop? The following selections (transcribed exactly as users wrote them but with all tutor names anonymized) constitute a small sample of the comments that clients have offered.

"Understand the types of errors and process of proof reading"

"clear responses to my questions"

"Learning about using citations in papers using APA style."

"One-on-one discussions"

"ideas/practical ways to proofread (e.g. checklist)"

"learning basic information about how to quote, summary, and paraphrase"

"learning the structure of personal statements and what not to do"

Appendix C: On-and-Off Campus Collaboration

List of Visitor Consultations with the Writing Lab

Deb Balzhiser, Writing Center Director and Associate Professor of English, Texas State University

Llorenç Comajoan Colombé, Departament de Filologia, Universitat De Vic

Xiaodong Lei, School of Foreign Languages, HuaiHai Institute of Technology, China

Violeta Molina Natera, Professora Departamento De Comunicación y Lenguaje, Pontificia Universidad Javeriana Cali-Columbia

Appendix D: Writing Lab Staff Members 2017-2018

Director
Harry Denny, Ph.D., Associate Professor of English

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

Associate Director, Graduate & Multilingual Writing
Vicki Kennell, Ph.D., Administrative/Professional

Online Writing Lab (OWL) Staff
Trinity Overmyer, OWL Coordinator
Tony Bushner, OWL Technical Coordinator

ESL Outreach Coordinator
Zhaozhe Terrance Wang

Graduate Teaching Assistants (GTAs)

Rachel Atherton	Eliza Gellis
David Midtvedt	Ryan Schnurr
Hadi Banat	Talisha Haltiwanger Morrison
John Milas	Derek Sherman
Amy Elliott	Joel Johnson
Heather Murton	Rebekah Sims
Gabriela Garcia	Carrie Kancilia
Adrianna Radosti	Beth Towle
Elizabeth Geib	Lindsey Macdonald
Victoria Ruiz	April Urban

Undergraduate Teaching Assistants (UTAs)

Ara Adaramola	Sydney Dolan
Katelyn Meza	Bethany Simon
Taylor Barnett	Julia Donnelly
Mina Mohsenian	Megan Sommerfeld
Parker Beckman	Hope Fortner
Elizabeth Murray	Austin Steinman
Adlina Binti Mohd Fauzi	Gail Fukumoto
Caroline Peterson	Ryan Strelau
Mackenzie Chapman	Elle Huff
Hetal Rathore	Shangjing Tang
Carly Christensen	Assem Imangaliyeva
Claire Shelby	Martin Tuskevicius
Elenil Deypalubos	Andrew Lee
Henry Shi	Eliza (Hannah) Van

Undergraduate Teaching Assistants (UTAs), continued

Caitlin Lee

Sydney Vander Tuin

Amy Li

Liz Walker

Songyao "Skye" Li

Chloe Weber

Nathan McBurnett

Shuting Yang

Isha Mehta

Alyssa Zook

Business Writing Consultants (BWCs)

Kayla Beland

Devyn Maugel

Rachel Bremer

Caroline McMasters

Bridget Cavanaugh

Daniel Miller

Colleen Denunzio

Jasmin Osman

Erin Dubin

Rubin Ramanathan

Anisha Dutta

Sarah Riddle

Coby English

Megan Smith

Marybeth Hobbs

Evan Swasey

Urvashi Karani

Sherry Zheng

Appendix E: Use of the Online Writing Lab (OWL) 2017-2018

Trinity Overmyer, OWL Content Coordinator
Tony Bushner, OWL Technical Coordinator

Use of the Online Writing Lab (OWL)

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

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

A pageview occurs whenever a user accesses a single URL. A visit could include many pageviews, as it 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, 2017-April 23, 2018 the OWL:

- Received 515,179,143 pageviews (+25.4% from last year)
- Received 330,407,261 visits (+42.9% 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 the following countries (pageviews from each country from May 1, 2017 to April 30, 2018 are in parentheses):

- United States of America (303,822,283)
- Canada (33,002,788)
- China (4,438,357) (6,171,853 including Hong Kong)
- United Kingdom (4,059,161)
- Australia (3,211,120)
- Germany (2,478,302)
- Philippines (2,305,425)
- Japan (2,134,404)
- Singapore (1,772,858)
- Netherlands (1,534,133)
- India (1,247,226)

- Russian Federation (1,052,389)
- South Korea (1,029,620)
- France (972,818)
- Malaysia (942,060)
- Mexico (888,959)

By far the most popular content is the MLA and APA citation style pages. Figures 7 and 8 show the most popular MLA and APA pages, pulled from the top 20 most-visited pages between May 1, 2017 and April 30, 2018.
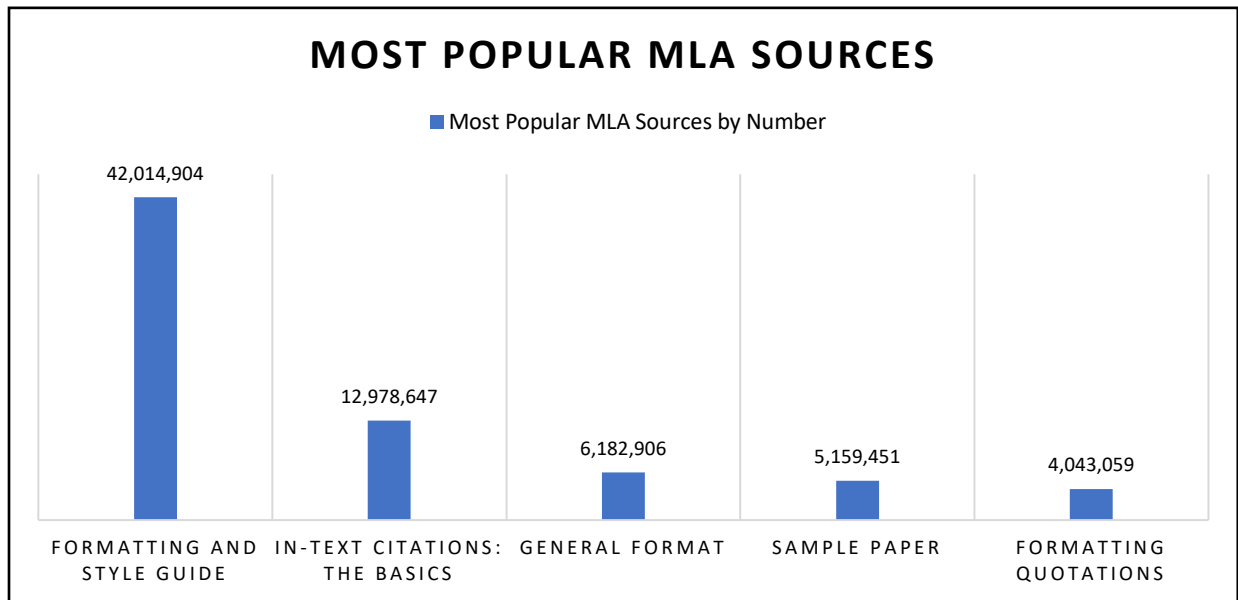
MOST POPULAR MLA SOURCES

■ Most Popular MLA Sources by Number

FORMATTING AND STYLE GUIDE	42,014,904
IN-TEXT CITATIONS: THE BASICS	12,978,647
GENERAL FORMAT	6,182,906
SAMPLE PAPER	5,159,451
FORMATTING QUOTATIONS	4,043,059

Figure 7: Most Popular MLA Sources between May 1, 2017 and April 30, 2018

MOST POPULAR APA SOURCES

■ Most Popular APA Sources by Number

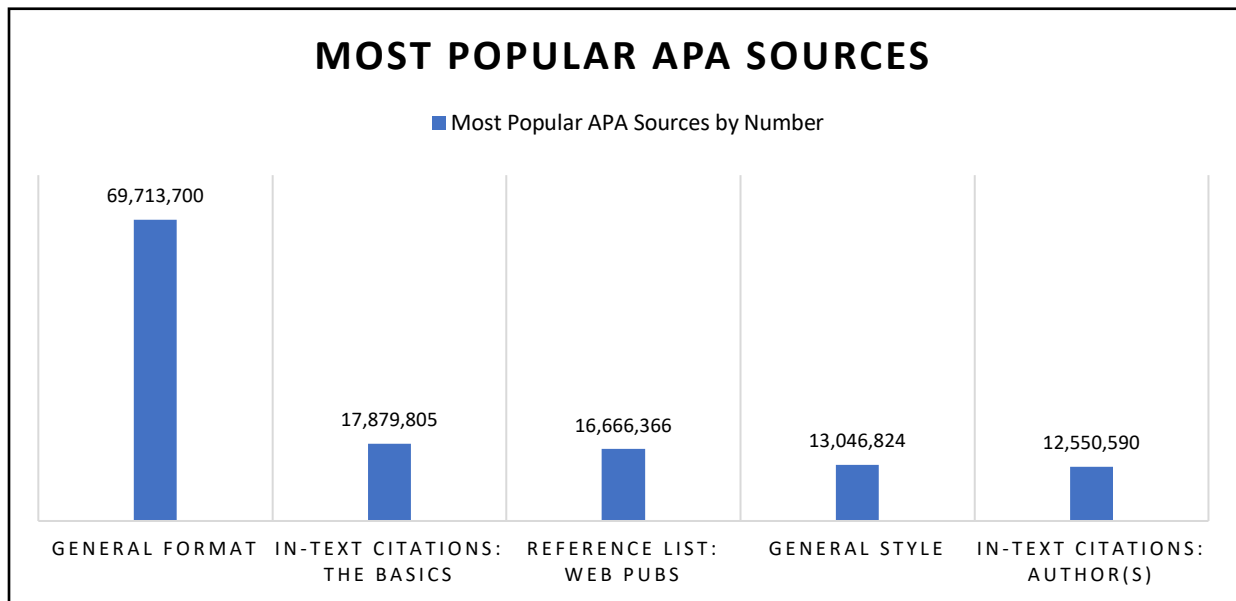|	
GENERAL FORMAT	69,713,700
IN-TEXT CITATIONS: THE BASICS	17,879,805
REFERENCE LIST: WEB PUBS	16,666,366
GENERAL STYLE	13,046,824
IN-TEXT CITATIONS: AUTHOR(S)	12,550,590

Figure 8: Most Popular APA Sources between May 1, 2017 and April 30, 2018

OWL@Purdue YouTube Channel

The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2017 to April 2018:

- 58 vidcasts, covering MLA, APA, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing, among others

- 15,955 subscribers, a 25% Increase from last yea**r,** see Figure 9 below.

OWL YOUTUBE SUBSCRIBER GROWTH

OWL YouTube Subscriber Growth by Numbers

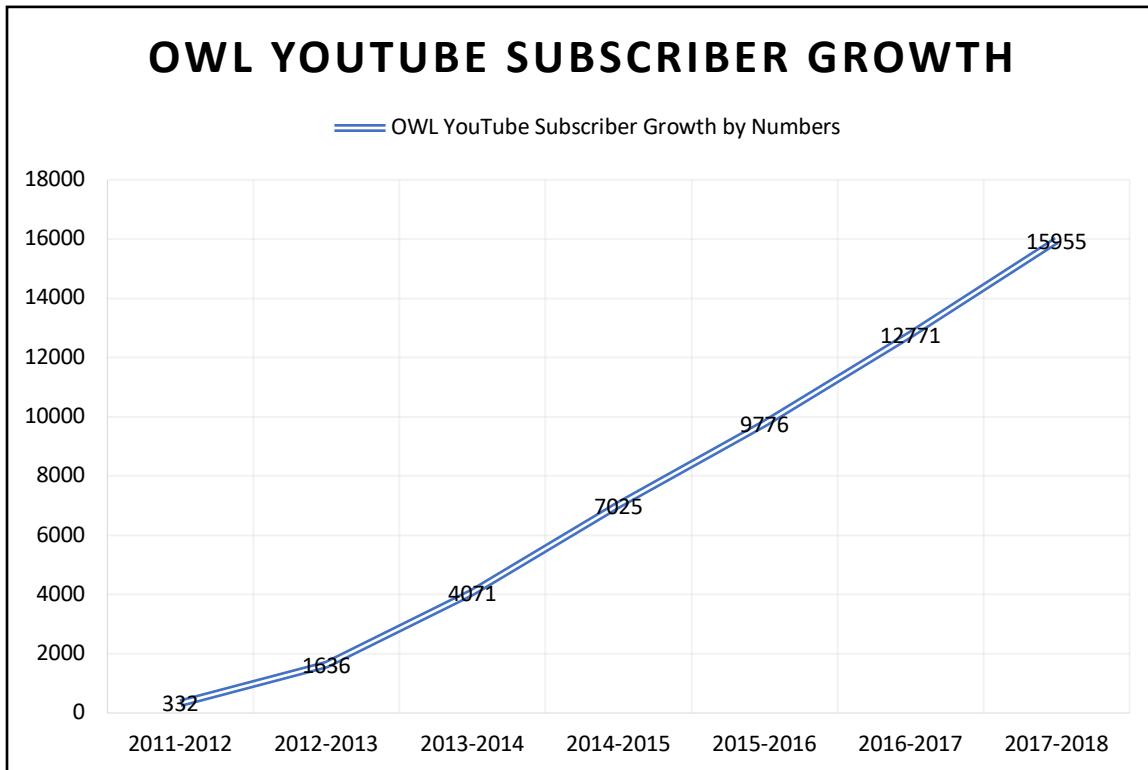| Year	Subscribers
2011-2012	332
2012-2013	1636
2013-2014	4071
2014-2015	7025
2015-2016	9776
2016-2017	12771
2017-2018	15955

Figure 9: Purdue OWL YouTube Subscriber growth from the previous 7 academic years.

- Top five countries of origin (by watch time)
  - USA
  - Canada
  - India
  - Kenya
  - Germany

- 653,313 views this year (2,976,340 Lifetime Views)
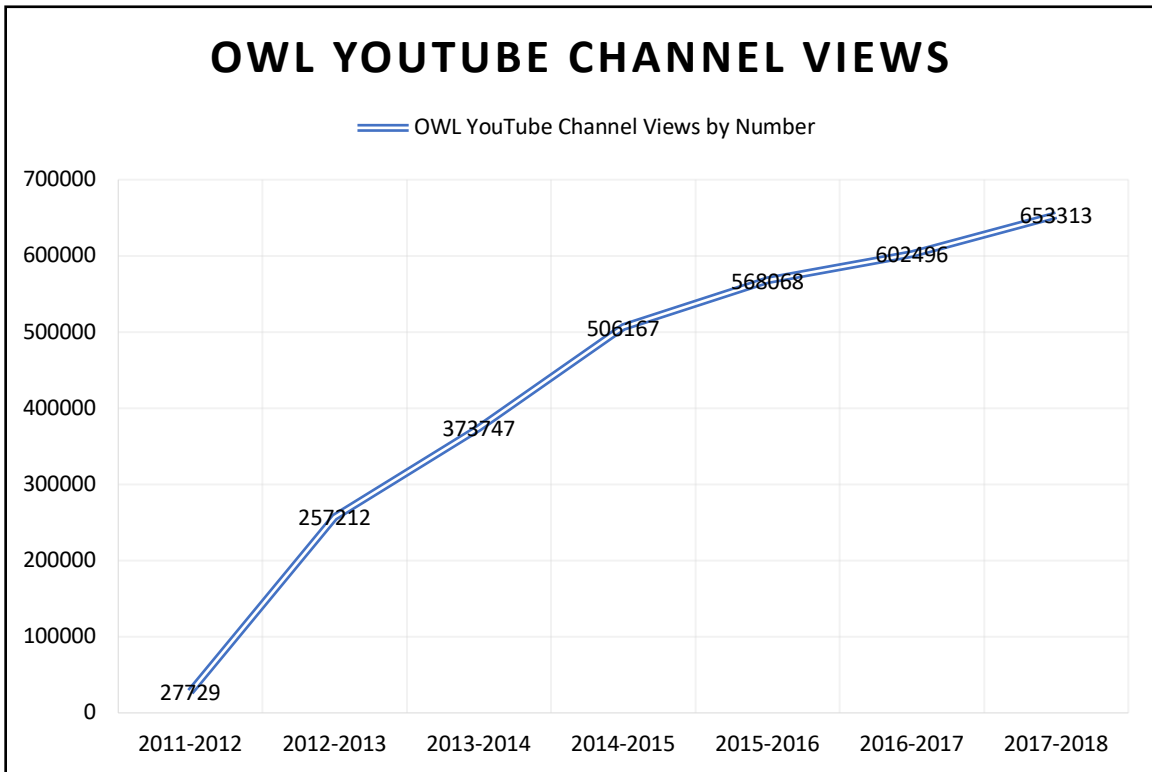 - 8% increase since last year, see Figure 10 below.

OWL YOUTUBE CHANNEL VIEWS

── OWL YouTube Channel Views by Number

27729	2011-2012
257212	2012-2013
373747	2013-2014
506167	2014-2015
568068	2015-2016
602496	2016-2017
653313	2017-2018

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

- 9.3% of traffic derives from mobile platforms (+2.2% over last year)
- 2:17—Average view time (+0:05 from last year)
- User Demographics
  - 59% Female, 42% Male
  - 36% of viewers are between the ages of 18-24
  - 32% of viewers are between the ages of 25-34
  - 27% of viewers are between the ages of 35-54
- Top five vidcasts this year (by views)
  - APA Formatting: The Basics (129,409)
  - MLA Formatting: The Basics (80,440)
  - APA Formatting: References List (65,591)
  - MLA Formatting: List of Works Cited (55,006)
  - MLA Style: In-text Citations (41,992)

Undergraduate Education Support

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

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University and across many other institutions
- Materials that support the range of different approaches to teaching English 106 and other first year writing courses
- Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts, and social sciences
- Materials that support writing tutors around the globe
- Information on face-to-face writing tutor resources in the Writing Lab; i.e., lab schedule, contact information, information for instructors and students on writing workshops.

Purdue's Online Writing Lab (OWL) received 2,240 formal requests for links and 6,337 formal copy requests during the 2017-2018 academic year.