

Annual Report

Writing Lab at Purdue University

May 16, 2010 to May 6, 2011



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Acknowledgments

The following Writing Lab staff members contributed to this report:

Elizabeth Angeli, OWL Coordinator
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Kristine Hoggatt, Receptionist/Office Manager
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Megan Schoen, Writing Lab/ICaP Liaison
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Abstract

The Purdue Writing Lab Annual Report for May 16, 2010 to May 6, 2011 describes the Lab's services and users as well as staff responsibilities and engagement. The Writing Lab and its 15 graduate and 20 undergraduate tutors served the Purdue campus at three locations (one main and two satellites) and the world through the Online Writing Lab (OWL) Website. The Writing Lab was used over 5,000 times by over 2,000 individual users. The Lab provided more than 4,000 tutoring sessions, and these sessions rated as helpful by 97% of users. Users came from more than 30 countries, with 32% from the United States and 67% from other countries. The OWL served 184,993,228 pages worldwide and responded to 3,876 OWL Mail emails. Learning, Engagement, and Discovery initiatives and accomplishments included 17 conference presentations and invited lectures by Lab staff and a project funded by a large grant from the Bill & Melinda Gates Foundation to develop an interactive extension of the OWL for high school students.

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I. The Writing Lab at a Glance

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

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

The Purdue Writing Lab supported students and faculty (May 16, 2010–May 6, 2011) as follows:

Heavilon Hall Writing Lab

Number of individual users:	1,995
Number of times used:	5,369
Consultations:	3,897 sessions
ESL Conversation Groups:	639 users
ESL Materials Use:	34 users
In-Lab/In-Class Workshops:	75 workshops attended by 1,215 students
Instructor Brown Bags:	16 workshops attended by 121 instructors
Lab Tours:	103 tours for composition courses
Computer Use:	162 users
Other Uses:	553 users

Meredith Hall Satellite Writing Lab

Number of individual users:	40 users
Number of consultations:	52 sessions

Hicks Undergraduate Library Satellite Writing Lab

Number of individual users:	60 users
Number of consultations:	94 sessions

Total consultations (all locations): **4,043** sessions

Please see Appendix A for an additional breakdown of Purdue 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. The number of users turned away last year is:

Fall 2010:	218 users
Spring 2011:	137 users
Total turned away:	355 users

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

Online Writing Lab (OWL) Website: **184,993,228** pages served worldwide
OWL Mail (email tutoring): **3,876** emails answered
Grammar Hotline: **556** questions answered by telephone

The OWL, OWL Mail, and Grammar Hotline are used by individuals (Purdue students, Indiana residents, and users from around the United States and abroad) as well as by organizations (such as public libraries, colleges, businesses, government agencies, and non-profit organizations).

Writing Lab Attendance at Major On-Campus Events

- Boiler Gold Rush (Fall 2010)
- Graduate Student Welcome Fair (Fall 2010)
- Winter Welcome Fair (Spring 2011)
- Writing Program Showcase (Spring 2011)

Writing Lab Sponsored Events

- National Council for Teachers of English (NCTE) National Day on Writing (Haiku Event Fall 2010)
- Krannert Résumé Critique (Fall 2009)
- “Just in Time” Résumé Extravaganza (Spring 2010)
- Two dedicated tutoring sessions (“Uncle TC” Nights) for Animal Sciences 311 Writing Initiative (Spring 2010)
- Résumé and Cover Letter Workshop for Purdue Marketing Association (Spring 2010)

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

Presentations about writing center research and practices were given by Writing Lab staff at the following conferences:

- Computers and Writing Conference 2010
- International Writing Centers Association Conference 2010
- European Writing Centers Association Conference 2010
- East Central Writing Centers Association Conference 2011
- Conference on College Composition and Communication 2011
- International Writing Center Association Collaborative @ CCCC 2011

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

D. Writing Lab Staff Positions

Director

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

Associate Director

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

Graduate Teaching Assistants (GTAs)

GTAs in the Writing Lab are writing consultants who work with students from any discipline, at all levels, from first-year composition through graduate school, on a wide range of writing projects. GTAs also work with staff and visiting scholars. GTAs have taught at least one year of first-year composition and have completed a semester-long tutoring practicum. GTAs are funded by the English Department. Five GTAs serve in the following administrative positions:

- Business Writing Coordinator
- English as a Second Language (ESL) Coordinator
- OWL Mail Coordinator
- Workshop and Writing Across the Curriculum (WAC) Coordinator
- Writing Lab/Introductory Composition at Purdue (ICaP) Liaison

Undergraduate Teaching Assistants (UTAs)

UTAs in the Writing Lab are writing consultants who primarily work with first year composition students. UTAs also staff special events, such as the annual Writing Showcase and Boiler Gold Rush. UTAs complete a semester-long tutoring course before being hired. They are funded by the English Department.

Business Writing Consultants (BWCs)

BWCs are writing consultants who offer feedback on a variety of workplace documents and course assignments, including résumés, cover letters, memos, reports, and proposals. BWCs also provide extra help for students preparing for job fairs. BWCs complete a semester-long tutoring course before being hired. They are funded by both the English Department and 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 Coordinator manages the content of the site, hiring hourly workers 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 in Professional Writing is selected for this internship and he or she 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.

Support staff

- Receptionist/Office Manager
- Secretary
- Two student clerical assistants (work study)

Please see Appendix D for the names of all staff members.

E. Writing Lab Locations

Heavilon Writing Lab

The Writing Lab's main location is Heavilon Room 226 and is open during both semesters and all three summer terms. During the Fall 2010 and Spring 2011 semesters, the Writing Lab was open Monday–Thursday, 9:00 a.m.–6:00 p.m. and Friday, 9:00 a.m.–1:00 p.m. During summer terms, the Writing Lab was open Monday–Thursday, 9:00 a.m.–4:00 p.m. and Friday, 9:00 a.m.–1:00 p.m.

Meredith Hall Satellite Writing Lab

The Writing Lab offered evening tutoring hours in Meredith Hall during the Fall 2010 and Spring 2011 semesters. This location, staffed by one GTA and a rotating set of undergraduate tutors, was open on Wednesdays from 7:00 p.m.–10:00 p.m.

Hicks Undergraduate Library Writing Lab

Through a collaborative initiative with Hicks Undergraduate Library, the Writing Lab offered evening tutoring hours at the library during the Fall 2010 and Spring 2011 semesters. This location, staffed by one GTA and a rotating set of undergraduate tutors, was open on Mondays from 7:00 p.m.–10:00 p.m.

II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments for 2010–2011

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

A. Learning

Credit Courses

During the fall semester, the following three courses were offered to prepare candidates for tutoring positions within the Purdue Writing Lab:

- English 502W (1 credit)
This course is an in-service practicum for graduate teaching assistants in their first semester of tutoring.
- English 390A (2–3 credits)
This course focuses on the theory and practice of tutoring writing and is a prerequisite for UTA positions for first year composition.
- English 390B (2–3 credits)
This course focuses on the theory and practice of tutoring business and professional writing students and is a prerequisite for undergraduate BWC (Business Writing Consultant) positions.

Consultations

This year the Writing Lab conducted **4,043** writing consultations. Consultations consist of half-hour, one-to-one or small group sessions offered by appointment and on a drop-in basis. These sessions covered a variety of writing issues for both graduate and undergraduate students.

Support for Instructors of Introductory Composition

The Writing Lab collaborates with the Introductory Composition at Purdue (ICaP) Program by providing workshops and Brown Bag discussions for first year composition instructors, led by the Writing Lab/ICaP Liaison, an hourly position for one graduate teaching assistant created in 2003 by the English Department. Workshop and Brown Bag topics in the 2010–2011 academic year included the following:

- Teaching with the OWL
- Invention activities for composition students
- English as a Second Language students in English 106
- Modern Language Association Citations: Understanding the new rules and tips for teaching them

- Portfolios: Helping students reflect upon their writing
- Using conferences effectively
- Rubrics and assessment strategies
- Service learning
- Documenting, archiving, and ethically using student work

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

Support for the Professional Writing Program

The Crouse Intern, an undergraduate position funded by the Professional Writing Program, worked with Professional Writing instructors and students to receive feedback on Writing Lab support for Professional Writing majors. Future plans include developing mobile versions of the OWL and usability testing of those resources.

Support for Instructors and Student Groups across the Disciplines

The Writing Lab directors and the Workshop and Writing Across the Curriculum (WAC) Coordinator help teachers across the disciplines develop and strengthen writing activities in their courses and provide access to instructional materials. The Writing Lab provided workshops on a range of topics—including grant writing, APA and MLA citation styles, résumés and CVs, PowerPoint, and argumentative writing—for a variety of campus organizations and departments—including the athletic department, student services, Purdue University Press, biology, chemistry and pharmacology, and theatre. In the future, the number of in-class workshops will be reduced and the number of in-lab workshops will be increased to better support the Writing Lab's mission and resources.

Support for English as a Second Language (ESL) Students

ESL users comprised more than half (66.5%) of total Writing Lab users this year. The Writing Lab serves these users with individual tutorials, workshops, an ESL library (software programs and books for developing speaking, listening, reading, and writing skills), and Conversation Groups. These hour-long daily groups allow non-native speakers of English to practice their verbal communication skills, build their vocabulary, and strengthen their sociolinguistic competence. These conversation groups are facilitated by GTAs and are organized as freestanding units (not a course) so that students may attend whenever they have time available.

Because the Writing Lab serves so many ESL users, the ESL Coordinator is charged with training tutors and creating services to address the needs of this diverse student population. The ESL Coordinator's responsibilities include:

- Supervising daily ESL Conversation Groups
- Serving as an invited guest speaker for the 390A class on ESL issues
- Advising tutors on ways to better support ESL students in tutoring sessions
- Co-leading a Brown Bag workshop for ICaP instructors on ESL issues
- Organizing and updating software and print resources

In-Lab Resources

The following resources in the Writing Lab are available to all Purdue students and faculty:

- A library of books, journals, and other reference materials, including specialized resources for ESL users
- Eight computers, one digital video camera, one digital still camera, and one scanner available for general use, and laptops available on tutoring tables
- One computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software

Online Resources: Online Writing Lab (OWL)

The Purdue OWL (<http://owl.english.purdue.edu>) serves Purdue University students, faculty, and staff as well as users from all over the world by providing:

- A content-rich website of over 400 web-based instructional modules addressing writing skills and issues, available in both an online and a printer-friendly format
- Email responses to questions via a web form, known as OWL Mail, at <http://owl.english.purdue.edu/contact/owlmailtutors>
- The Purdue OWL News RSS Feed, which keeps our subscribers informed more quickly than the former bi-weekly email system and provides immediate updates as the OWL posts new resources, at <http://owl.english.purdue.edu/feeds/purdueowlnews.xml>
- A site for research about the OWL, as well as a source of research-related information for composition scholars at <http://owl.english.purdue.edu/research>
- A site for community engagement at <http://owl.english.purdue.edu/engagement>

Assessment

Evaluations of the learning that takes place in the Writing Lab, collected from students and teachers, are consistently very high. The Writing Lab uses Likert scale point-of-contact evaluation forms for consultations, workshops, and English as a Second Language conversation groups. Consultations were rated as helpful by **96.7%** of participants. Certain key terms occur repeatedly in the open-ended response space on our assessment forms. Students write that they consider the tutors to be well qualified, knowledgeable, and adept consultants. They mention gaining knowledge, strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Lab staff. For a sample of students' written comments, please see Appendix B.

B. Engagement

Purdue OWL

Between May 1, 2010 and April 30, 2011, the Purdue OWL website served **184,993,228** pages, a **14.4%** increase in page views from 2009–2010 (161,733,998 page views). The Purdue OWL transferred **11,023.1** gigabytes of data to users worldwide this past school year.

Inquiries answered by OWL Mail totaled **3,876**, which is an increase of **9.7%** from last year.

Visitors to our site included Purdue University students, faculty and staff from all Purdue 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 South Korea. In addition, we have received feedback from users from Iraq (Kurdish areas), Africa, and the Middle East. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL for educational and training purposes. A sampling of unsolicited comments from Purdue OWL users is included at the end of Appendix B.

Our most popular resources include our MLA and APA citation guidelines, 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.

The Purdue OWL News has discontinued its bi-weekly email system and implemented the Purdue OWL News RSS Feed (<http://owl.english.purdue.edu/feeds/purdueowlnews.xml>). The Feed keeps our subscribers informed about Writing Lab activities in real time and provides updates when the OWL posts new resources, including the new resources created for the School of Mechanical Engineering, and when the Writing Lab engages in community outreach, such as the Tecumseh Junior High School Essay Contest.

The Purdue OWL YouTube Channel was launched on April 21, 2011. To date, the channel has over **4,000** views and eight videos.

Grammar Hotline

Our telephone hotline responded to **556** inquiries, including calls from students, faculty, and staff at Purdue as well as individuals from across the United States and around the world.

Consultations with Visiting Faculty and Writing Center Professionals

Writing Lab staff and directors regularly meet and talk with visiting faculty and writing center administrators who are starting writing centers or considering changes and improvements in existing writing centers. This year we met with two visitors, one from the United States and one from Sweden, and held phone or email conversations with several others. During the Computers and Writing 2010 Conference, 49 visitors from various institutions participated in a formal OWL/Writing Lab open house.

Please see Appendix C for a list of visitors to the Lab and their affiliations.

Alumni Outreach

Through *Alumni Annotations*, an online newsletter distributed to 150 former Writing Lab staff, we continue to reach former tutors. *Alumni Annotations* contains information about

current Writing Lab and OWL projects, staff accomplishments, and awards. One former staff member is profiled in each issue, and alumni are invited to keep in touch. This newsletter has allowed us to remain in contact with former tutors who have worked in the Writing Lab as far back as 1980 and to maintain a history of the Writing Lab. Two issues (Fall 2010 and Spring 2011) of *Alumni Annotations* were emailed last year, with an additional issue planned for September 2011. We have received positive feedback from many former staff in places all around the globe.

Professional Service

The following is a list of professional service activities that Writing Lab staff performed over the past academic year:

- Tammy Conard-Salvo. CCCC Committee on Computers in Composition and Communication (7Cs), 2009–Present
- Linda Bergman. Conference on College Composition and Communication Executive Council, 2009–2012
- Linda Bergman. Modern Language Association Delegate Assembly, 2010–2013
- Cristyn Elder (Co-Chair), Megan Schoen (Co-Chair), Laurie Pinkert, and Patti Poblete. Founding members of Council of Writing Program Administrators Graduate Organization, 2010–2011

Special Grant-Funded Project

Linda Bergmann has been serving as Co-Principal Investigator for a two-year project begun in the 2010 Fall Semester, funded by a large grant from the Bill & Melinda Gates Foundation. This project involves creating and testing an interactive extension of Purdue's Online Writing Lab. The goal is to create an online tool to help high school juniors and seniors improve as writers and to make the transition to college-level writing. The new site will be designed for use by individual student writers rather than for coursework (although, like the Purdue OWL, teachers will be free to use it). It will incorporate elements of social networking, gamification, and new media, drawing on the power of these new and rapidly developing technologies to help students become effective twenty-first century writers.

Purdue is partnering with the Center for Applied Special Technology in Wakefield, Massachusetts, and the Minority Student Achievement Network at the University of Wisconsin-Madison to design the new site, which will be tested in several school districts nationwide before it is more widely released. Other Purdue faculty and staff involved in this project are Janet Alsup, associate professor of English Education (co-PI); Michael Salvo, associate professor of English and director of the Professional Writing Program; Patricia Sullivan, professor of English and director of the Rhetoric and Composition Graduate Program; and Samantha Blackmon, associate professor of English and director of Introductory Composition. Various graduate students are also participating in this work. Clerical support for this position (half-time) is provided by Patti Zeis, working in the Writing Lab for the duration of the project.

C. Discovery

Publications

Bergmann, Linda, Jaelyn Wells, and Allen Brizee. "The Engaged Dissertation: Three Points of View." Accepted for publication in *Publicly Engaged Scholarship*, ed. Craig Martin, et al. Sponsored by the Syracuse University Graduate School Press and Imagining America's PAGE Program; forthcoming 2011.

Reviews

Bergmann, Linda. Review of Linda Adler-Kassner's *The Activist WPA: Changing Stories about Writers and Writing*. *The Writing Center Journal* 30.2 (2010), 129-133.

Bergmann, Linda. Review of Jeffrey Jablonski's *Academic Writing Consulting and WAC: Methods and Models for Guiding Cross-Curricular Literacy Work*, solicited and accepted by *Journal of Business and Technical Communication (JBTC)*, in press.

Conference Presentations and Invited Lectures

The Writing Lab tutors and staff gave 12 presentations at 6 academic conferences and five invited lectures, as listed below. Undergraduate and graduate tutors' professional presentations are supported with the assistance of the Muriel Harris Tutor Development Fund.

Computers and Writing Conference. West Lafayette, IN. May 2010.

Brizee, Allen, Elizabeth Angeli, Jeffrey Bacha, and Patricia Sullivan. "The Usability of Content Management Systems: Expanding Concepts of Users and Sustainable Knowledge Work."

Conard-Salvo, Tammy, Rich Rice, John Tierney, Walter Bender, and Gerald Ardito. "Sugar-on-a-Stick: Networked Writing Instruction for the K-12 Classroom."

European Writing Centers Association Conference. Paris, France. May 2010.

Bergman, Linda. "ESP, ELI, EFL, EAP: Implications of Global English Practices for Tutor Preparation."

International Writing Centers Association. Baltimore, MD. Nov. 2010.

Conard-Salvo, Tammy, Trixie G. Smith, Pamela B. Childers, Steven T. Lessner, and Richard Severe. "Creating Safe Cultural, Emotional, and Physical Spaces for Diverse Students in the Center."

Conard-Salvo, Tammy, Dennis Bennett, Matthew J. Gilchrist, and Shareen Grogan. "Online Writing Centers" Special Interest Group.

Conard-Salvo, Tammy, Kim Abels, Dennis Bennett, Matthew J. Gilchrist, Shareen Grogan, and Steve Kaminczak. "Navigating Technology and Innovation in Writing Centers."

Elder, Cristyn. “Making Writing Centers a Safe Harbor for Speakers of World Englishes.”

Koppelman, Zachery. “Sounding in the Open Sea: Connecting Writer and Consultant in Spoken, Asynchronous Response.”

Regional Conference for Teachers of English, Teacher, Technology, Training, Quetzaltenango, Guatemala. July 2010.

Bergmann, Linda. [Invited Keynote Speaker.] “The Simple Pleasures of Learning and Teaching.” Supplemented with an invited workshop, “Pre-Reading and Pre-Writing: Some Ideas to Get Students Started.”

Jefferson High School AIM Program. Lafayette, IN. Feb 2011.

Conard-Salvo, Tammy. [Invited Speaker.] “Navigating the Purdue OWL: Finding Useful Resources for High School Writing.”

East Central Writing Centers Association Conference. Kalamazoo, MI. March 2011.

Schoen, Megan. “Assessing our Connections: Bringing Writing Tutors Together.”

Conference on College Composition and Communication. Atlanta, GA. April 2011.

Bergmann, Linda. “What in the World Is English and How Are We Teaching It as a Second language in US Research Universities? What Can a Writing Center Do?” (part 3)

Cristyn Elder. “What in the World Is English and How Are We Teaching It as a Second language in US Research Universities? What Can a Writing Center Do?” (part 4)

Bergmann, Linda. Invited Presentation on grant writing at Writing Research Special Interest Group.

International Writing Center Association Collaborative @ CCCC. Atlanta, GA. April 2011.

Schoen, Megan, Tammy Conard-Salvo, Laurie Pinkert, Cristyn Elder, and Elizabeth L. Angeli. “Developing a Writing Center Strategic Plan: Importing and Exporting in the (Fair) Trade of Resources.”

St. Elizabeth School of Nursing, Lafayette, IN. May 2011

Angeli, Elizabeth L. and Laurie Pinkert. APA Workshop for Nursing Faculty.

Consultation Projects

Tammy Conard-Salvo consulted with Centenary College on April 28–29, 2011, on how to start a writing center. In addition to leading an informal discussion about the use of space in writing centers, the following two workshops were given on-site to faculty and staff:

- “Benefits of Writing Centers and Peer-to-Peer Tutoring”
- “Resources for Developing and Sustaining a Writing Center”

In-Lab Research Projects

Conard-Salvo, Tammy (PI), Linda Bergmann, Michael Salvo, Jeffrey Bacha, Caitlan Spronk, and Tristan Abbott. "VCaP Online Tutoring System Usability Pilot." (IRB approved)

Dissertations Completed

Cordaro, Danielle. "WPA as Rhetor, Students as Audience: A Rhetorical Inquiry into an Unexplored Relationship." IRB Approved. Defended Summer 2010. Linda Bergmann, Committee Chair. Current Position: Assistant Professor and Writing Center Director, Mount Union College.

Jaclyn Wells. "Online Writing Labs as Sites of Community Engagement." IRB Approved. Defended Summer 2010. Linda Bergmann, Committee Chair. Current Position: Assistant Professor at Southern Indiana University.

Morgan Reitmeyer. "Emerging Writing Practices of Plant Biologists: Bridging the Gap in New Media Communications." IRB Approved. Defended Spring 2011. Linda Bergmann, Committee Chair. Appointed to a faculty position at Regis University.

Dissertations in Progress

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

Hitz, John. Study of the Influence of First Language Transfer on the Acquisition of English Relative Clauses. Prospectus Defended. IRB Approved. Linda Bergmann, Committee Member.

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

Reinking, Laurel. Dissertation in progress. Study of English as a Second Language Students' Interactions with Tutors. Prospectus Defended. IRB approved. Linda Bergmann, Committee Member.

III. Appendices

*Appendix A: Breakdown of Usage Information**

How Users were Referred	Times Used
Advertising	93
Friend	256
Instructor	1,355

Use by Classification	Times Used
Undergraduate	4,044
Graduate	1,069
Staff	8
Other	269

Use by College	Times Used
Agriculture	520
Consumer and Family Sciences	279
Education	342
Engineering	1,127
Liberal Arts	972
Management	832
Pharmacy, Nursing, and Health Sciences	239
Science	714
Technology	174
Veterinary Medicine	5

Most Frequent Use by Major	Times Used
Unknown/Undecided	268
Management	243
Accounting	224
Mechanical Engineering	200
Actuarial Science	137
Industrial Engineering	132
Animal Science	124
Economics	115
Math	102
Chemistry	86
English	84
Electrical Engineering	83

* Information presented in Appendix A is based on students' self-reported data

Communication	74
Psychology	74
Curriculum and Instruction	71
Biology	70
Linguistics	65
Chemical Engineering	60
Nursing	57
Pre-Pharmacy	57
Computer Science	56
Social Philosophy	50
Elementary Education	48
Financial Planning	47
Speech, Language, & Hearing Sciences	43
Food Science	43
Civil Engineering	40

Most Frequent Use by Country of Origin	Times Used
China	1,927
United States	1,730
Korea	631
Malaysia	224
Taiwan	147
India	126
Turkey	68
Japan	62
Indonesia	60
Afghanistan	44

Domestic and International Use	Percentage of Use
Users from United States	32 %
Users from other countries	67%
Unknown or unreported	<1%

Appendix B: Evaluations and Comments

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

Student Evaluations of Individual Consultations	Student Responses	Percentage
Helpfulness of Consultation		
Helpful	4,698	97%
Somewhat helpful	157	3%
Not helpful	2	<1%
No response	1	<1%
Likelihood that Learning from Consultation will Apply to Future Writing		
Likely	4,713	97%
Somewhat likely	138	3%
Not likely	6	<1%
No response	1	<1%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	4,710	97%
Somewhat likely	134	3%
Not likely	12	<1%
No response	2	<1%
Student Evaluations of ESL Conversation Groups		
Helpfulness of Session		
Helpful	649	97%
Somewhat helpful	19	3%
Not helpful	0	0%
No response	0	0%
Likelihood that Learning from Session will Apply to Future Conversations		
Likely	645	97%
Somewhat likely	23	3%
Not likely	0	0%
No response	0	0%
Likelihood of Returning for a Future Conversation Group		
Likely	653	98%
Somewhat likely	14	2%
Not likely	0	0%
No response	1	<1%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
Helpfulness of Session		
Helpful	911	88%
Somewhat helpful	128	12%
Not helpful	2	<1%
No response	0	0%
Likelihood that Learning from Workshop will Apply to Future Writing		
Likely	955	92%
Somewhat likely	84	8%
Not likely	2	<1%
No response	0	0%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	824	79%
Somewhat likely	209	20%
Not likely	7	<1%
No response	1	<1%

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 to evaluate their experience in the Writing Lab. The following selections (transcribed exactly as users wrote them) constitute a small sample of the overwhelmingly positive comments that students have offered when asked to describe the most useful part of their experience with the Writing Lab:

- I feel like she really truly wanted to help me with my paper and she did very much.
- The tutor helped me organize my paper by asking questions about it, and making me think of these questions by myself. I feel I do it better next time on my own. It's a great improvement.
- He was very patient, and positive the entire item. His suggestions were extremely useful.
- She is able to ask me questions to help me and herself to understand how to proceed with the essay, which is exactly what I am looking for. ☺
- Helped me say things clearly. Thanks for listening and sharing your reaction and the paper! NSF, here I come.
- She was amazing! I appreciated how she could cut through the extra nervous words and phrases and suggest a much better way to present an idea. I also liked receiving tips on how to do this myself.
- The most useful part was having a consultant who really understood where I was struggling and was able to clearly explain possible solutions.

- Again, I worked with him and I feel like my writing skill is improving. I still have areas I need to work on, but his specific comments on my good part is strength helped me to realize I am on the track.
- I was able to learn some new methods that will help me in writing business memos in the future.
- I got advice on my style and how to make all my papers better not just this one.
- Everything about how she approached my paper was useful! I would love to come back for consultation for my final research paper! Thank you so MUCH!!!
- Discussion with the consultant helps me a lot to have clearer context of my writing. I learn a lot of writing English from her.
- He advised me how to improve my grammar, which is really helpful.
- He made me to think by myself, and provided useful information such as books and websites.
- I had never worked through a thesis before and her explanations and planning was very helpful, especially with paragraph structure.
- Very helpful in thinking of professional wording and helping me decide what to include in resume or on cover letter.
- Very interactive and I was constantly asked questions about my paper.
- It helped me get a paper started that I wouldn't be able to on my own.
- A main point I seem to struggle with is focus. I was shown useful ways to keep the flow and not stray too much by using the intro and conclusion to fill in those details.

Unsolicited Comments from OWL Users

- I am running a project with the US State department called FACE IT-TRACE IT-ERASE IT. . . . My biggest challenge with my Afghanistan, Bangladesh, and other third world students is teaching them how to write sentences and paragraphs, as well as creating a thesis. I have found your information invaluable. . . . I will make sure that the state department knows that your department has provided me with much information.
- I am the medical librarian for my hospital and the nurse's are always asking me for APA help. When I was an undergrad a librarian at the University of Delaware showed me the OWL and it helped complete both my bachelor's and master's programs. Nobody does it better than you all!
- This is the best and most current source that is available for easy access for all students.
- I have been looking for websites that do a great job as a reference for my undergraduate students for MLA and APA. Your website is the best I have found so I am linking to it on Moodle for the students' reference. Thanks - nice job!
- Hi, We often refer students who submit to our OWL or attend our writing workshops (all graduate students or returning adult undergraduate students) to a particular Purdue OWL page or section. We also include a link to the Purdue OWL on our Resources page (<http://www.stedwards.edu/aet/owl>; much-needed redesign happening in 2011!). I've found Purdue's tone to be the friendliest and

the information to be the best organized, and, of course, the most comprehensive, among the writing resources available online. Thanks a million!

- I just wanted to tell you how much I love the Owl Purdue Writing Lab. I've used it throughout my college education. Since I'm about to graduate, I thought I should tell you and your staff to keep up the good work. You have no idea how helpful your site is! Thank you!
- I know your box is clogged but I want to say THANK YOU for this amazing site and the work you put into this. I am in the final stretch of my dissertation, i could not do this without you, I teach at Shenandoah University and could not do this without you...So a big thanks for OWL and please share this with your staff...
p.s. I graduated from IU so this is really big that I am admitting I can't live without a team of Boilermakers ☺

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Emily M. Eubler	Indiana University, Bloomington, IN	June 8, 2010
Karyn Sandstrom	Umeå University, Umeå, Sweden	April 10–14, 2011
Forty-nine visitors from various institutions attended a formal OWL/ Writing Lab open house during the Computers and Writing 2010 Conference.		May 20, 2010

Appendix D: Writing Lab Staff Members for 2010–2011

Director

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

Associate Director

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

Graduate Teaching Assistants (GTAs)

Tristan Abbott (Spring semester)	Alex Layne (Fall semester)
Matthew Allen	Kristen Moore
Jessica Clements	Laurie A. Pinkert
Marc Dziak	Patti Poblete
Cristyn Elder	Megan Schoen
Steven Gooch	Caitlan Spronk
Russell Keck	David Sweeten
Zachery Koppelman	Adam Watkins

Online Writing Lab (OWL) Staff

OWL Coordinator: Elizabeth Angeli

OWL Technical Coordinator/Webmaster: Jeffrey Bacha

Undergraduate Teaching Assistants (UTAs)

Kim Adkins	Mackenzie Lechlitner
Jacqueline Cassutt	Sohail Mehra
Zherui Guo	Maya Palakal
Matt Hollars	Jayne Piepenburg
Megan Kee	Laura Stanley
Brandon Kresca	

Business Writing Consultants (BWCs)

Kelli Barnett	John Miller
Brittany Desalvo	Meredith Pierson
Kristina Dolezal	Christina Ripley
Leon Lim	Sophie Teraoka
Nan Lu	

Professional Writing Program/Writing Lab Collaboration Intern

Christina Ripley

Support staff:

Receptionist/Office Manager: Hsiao-Ming Tong (Fall semester); Kristine Hoggatt, (Spring semester)

Secretary: Denise McKnight

Student clerical assistants (work study): Jalyssa Lopez and Tiana Patrick

Gates Project Secretary: Patti Zeis