
PURDUE OWL[®]



On-Campus



Online

**Annual Report
2022-2023**



Purdue OWL 2022-23

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AT A GLANCE



The Purdue OWL's annual report for the 2022-23 academic year provides a summary of its teaching, usage, and research. This presentation includes information on the on-campus and online arms of the unit.

New Location & Brand

After forty-seven years in adapted classroom spaces in Heavilon, the OWL moved to a new well-designed space across campus in the Krach Leadership Center. Writing consultants and students can now meet at the heart of the student-services corridor. Besides being proximate to where many students live, study, and relax, OWL programming can happen alongside everyday conferences, and collaboration can be fostered between student organizations and academic units around writing. Under the brand "OWL," we seek to recognize broad campus awareness of our website and more strongly connect it to the original on-campus support for writers. The OWL is *both* a campus site to meet actual consultants and a website that contains numerous writing resources.

Welcoming New Professional Staff

Alongside our move to Krach, three new full-time professional writing specialists joined the OWL staff, bringing much needed stability to the ever-shifting ranks of undergraduate and graduate consultants, who also support writers and broader OWL programming. These consultants are Noah Patterson, Nathan McBurnett, and Jacqueline Borchert. They are joined by our new post-doctoral fellow, Dr. Meghan Woolley, who joins us from Duke University's Department of History.

On-Going Commitment to Campus-Wide Support

In the midst of all the physical changes to the OWL's main "nest" and the arrival of dedicated writing specialists, the wider crew continued its support for campus writers, from first-year undergraduates to seniors applying for life after West Lafayette as well as graduate students and their faculty mentors. Our widely-used website continued to draw tens of millions of users from across the US and the rest of the world. Across campus, we maintain our commitment to academic units, student services, and cultural centers, by providing workshops and co-hosted events.



Increased Traffic

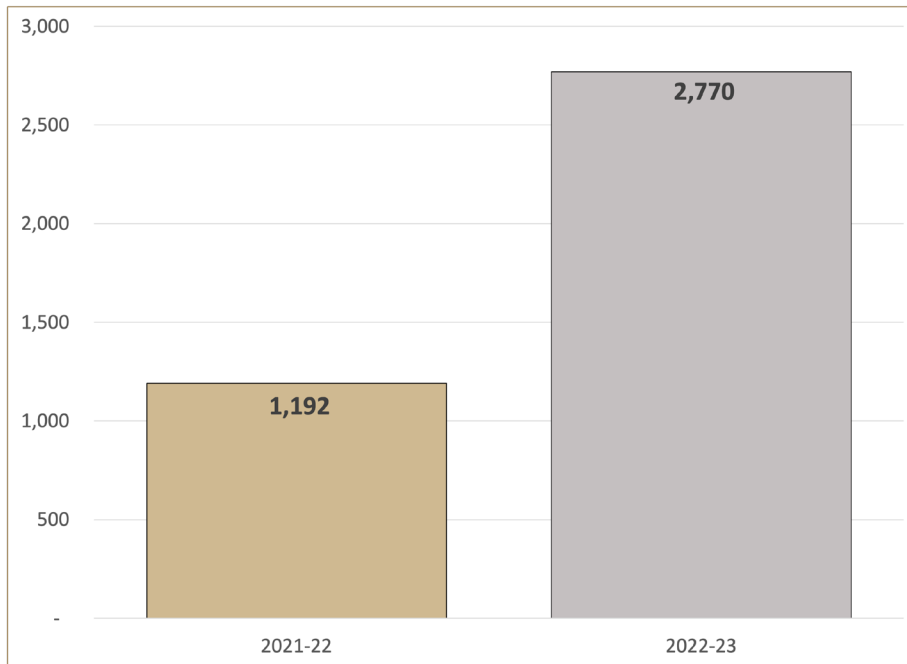


Figure 1: Comparison of in-person traffic between this academic year and last. With the move to the new Krach location, clients are returning to face-to-face sessions at one of the OWL's on-campus locations.



Virtual Usage Stable

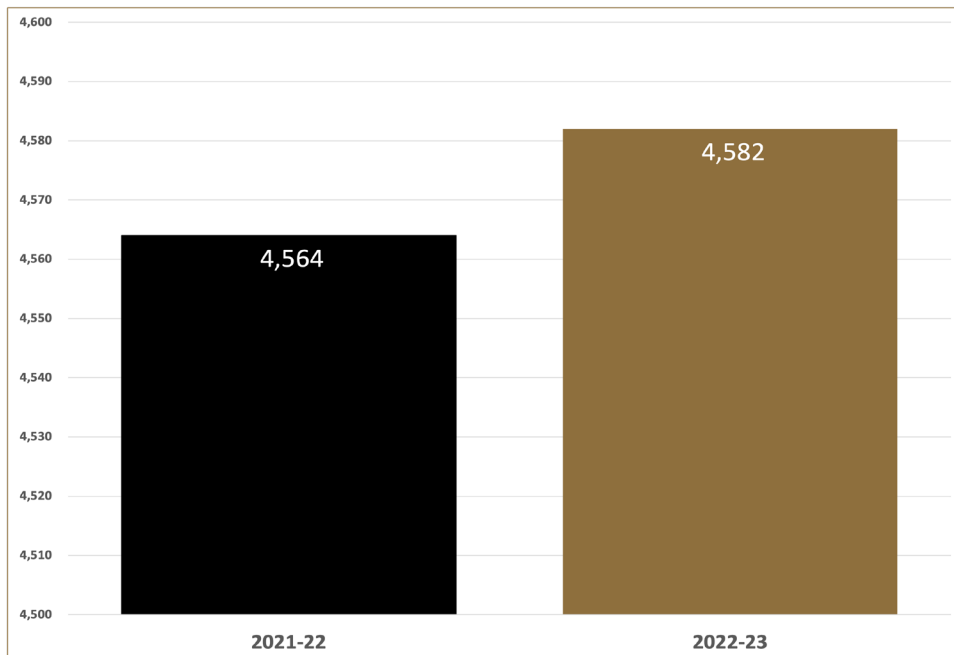


Figure 2: Writers have a choice to visit in person or have sessions with a consultant online. This chart compares virtual traffic at the OWL. Over the year, client use was relatively stable with a slight uptick over AY22.



Overall Usage

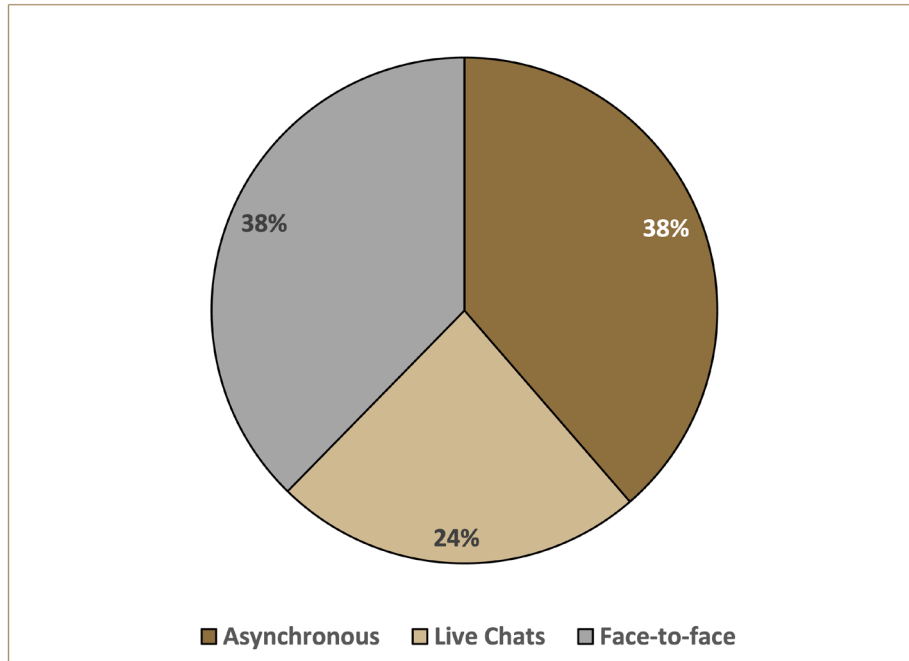


Figure 3: Distribution of on-campus appointments by modality.



Visits by College

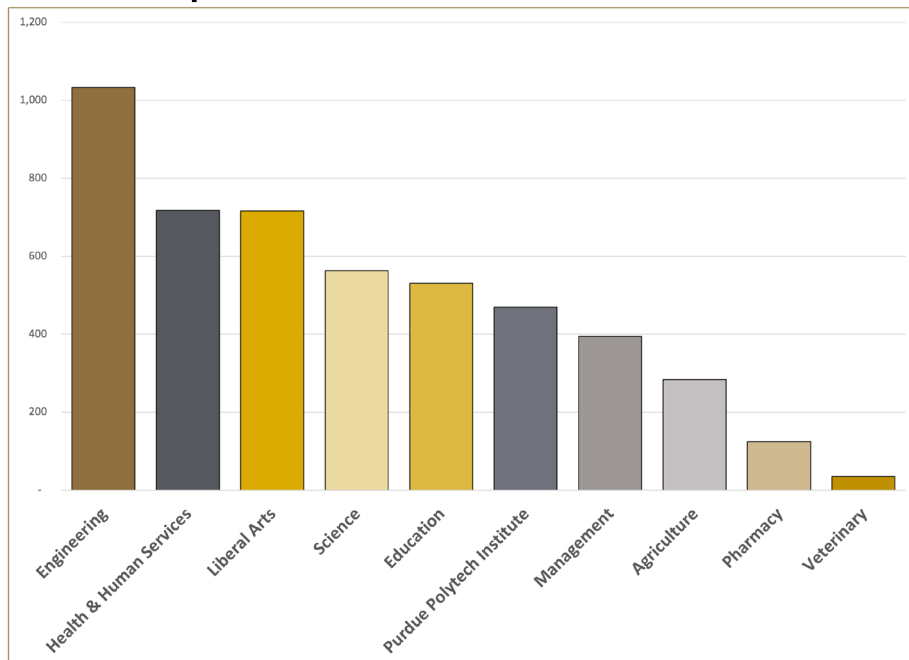


Figure 4: Distribution of on-campus appointments as represented by client's home college. Health & Human Services (16%), Business & Management (11%), and Polytech (4%) saw the most significant shifts in usage from 2021-22.



Visits by Country

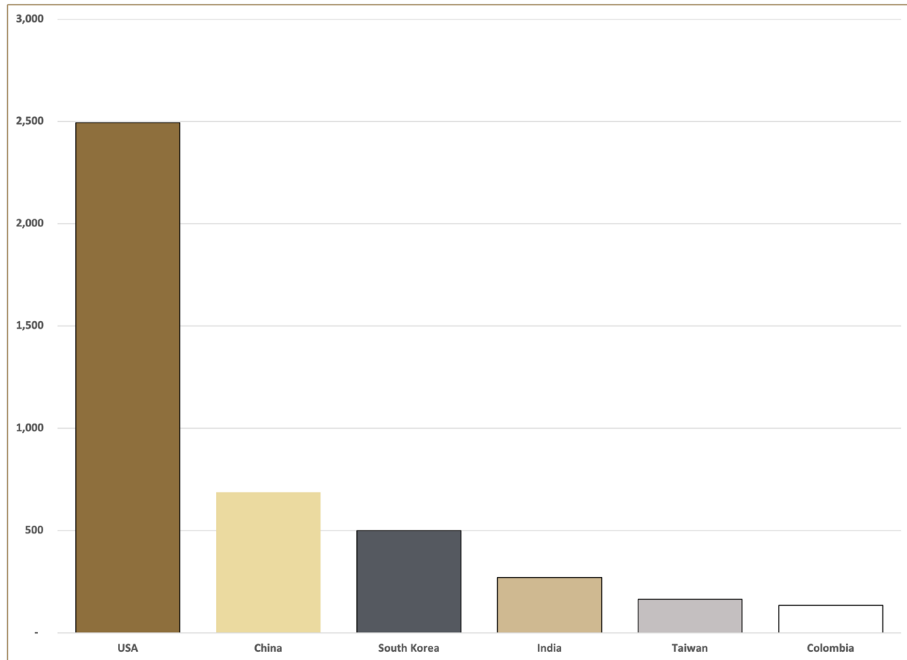


Figure 5: On-campus international client traffic broken out by top 7 countries of origin. In 2022-23, 44% of all visits to the OWL were with international students, compared to 59% last year. (see Appendix A: Breakdown of Usage [p. 22]).



On-Campus

International Student Use

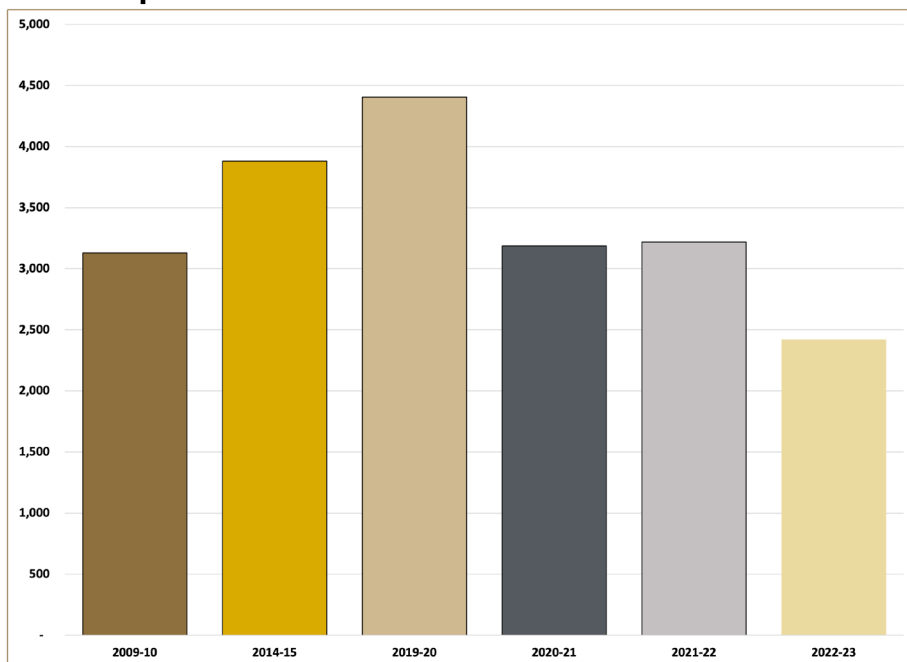


Figure 6: Historical breakdown of international client traffic. The decrease likely represents the change of location on campus to a space centered on undergraduate traffic as well as the dip in international enrollment.



Website Traffic

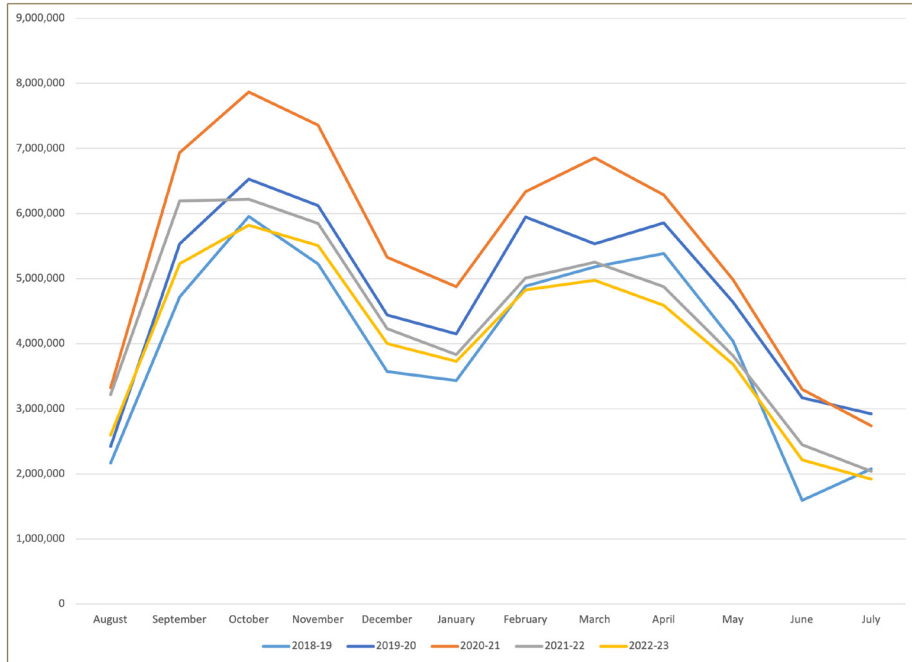


Figure 7: This chart represents monthly traffic on the website. While peaking during the pandemic, the number of users appears to be stabilizing.



YouTube Resources

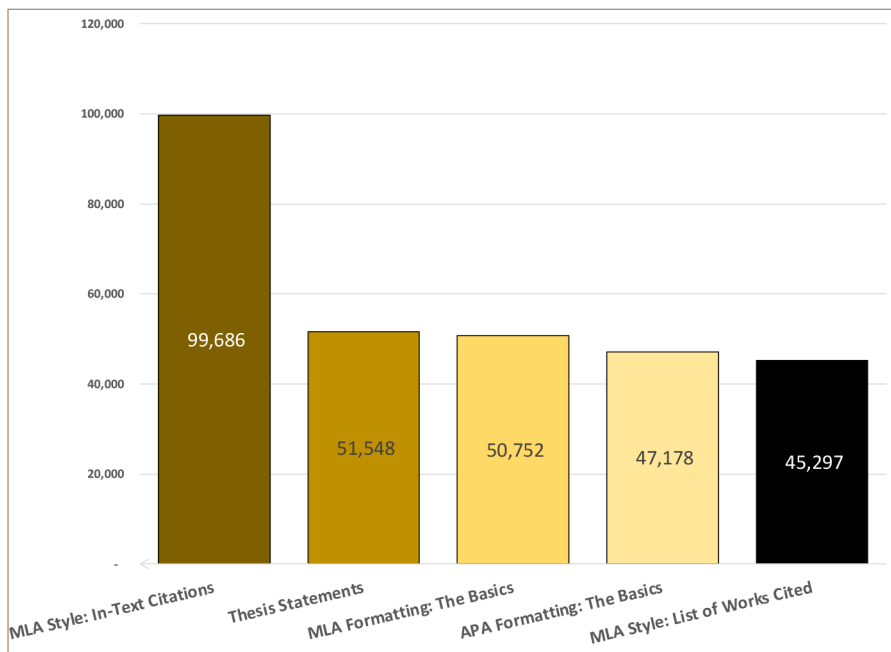


Figure 8: The OWL's YouTube channel has numerous videos to support writers. The graphic shows the viewing counts of the top 5 vidcasts on our channel over the last year.

SERVICES PROVIDED

The Purdue OWL provides the Purdue community with a wide range of services including:

- In-person and virtual tutorial consultations
- Support for faculty using writing across all disciplines
- Campus-wide workshops on a variety of writing topics
- Programming designed to support graduate writers
- Support for multilingual writers

Consultations

The On-Campus Writing Lab offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2022-23 academic year:

- Virtual appointments accounted for 62.3% of all tutorial sessions compared to 79% during AY 2021-22.
- 2,841 e-tutoring appointments, a decrease of 13.9% from AY 2021-22.
- 1,741 live online chat appointments, an increase of 37.8% from AY 2021-22.

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

Support for Writing Across the Disciplines

The OWL continues to work with faculty and instructors across campus by offering tours for their courses and providing curricular support. Instructors can request consultations on how best to collaborate with the OWL or improve writing instruction, and the OWL serves as an important mentoring space for instructors to

improve their pedagogical expertise.

Workshops

The Assistant Director for Writing Across the Curriculum (WAC) & Workshops, Isaac Wang, worked closely with OWL leadership to serve as the liaison between the OWL and outside constituents across campus. In addition to mentoring consultants through the process of developing materials and facilitating workshops for Purdue students and faculty, our WAC programming seeks to build sustainable relationships with instructors and professors in other disciplines, as well as student organizations that are interested in engagement with the OWL. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing focused curriculum for instructors' courses.

During 2022-2023, the OWL offered 32 virtual workshops, 33 campus-wide workshops and faculty consultations, 12 remote OWL tours, and 3 workshops for graduate student writing. Workshops are typically an hour-long and either conform to the peer-review model or consist of ways of giving feedback that represent collaboration between instructors and consultants. Workshops cover diverse topics, such as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Support for Graduate Writers

Intensive Writing Experience for Dissertation Writers

In collaboration with the Purdue Graduate School, the Writing Lab held four sessions of the three-day Intensive Writing Experience (IWE) for Thesis & Dissertation Writers during the summer of 2022. Two sessions were conducted virtually, and two occurred in person.

The graduate students who attended the IWE represented 41 disciplines, including humanities, social sciences, and STEM disciplines. In total, 71 graduate students attended at least one day of a summer 2022 IWE week, with 65 of those attending all three days of their assigned session:

- 49 were doctoral dissertation writers, 22 were master's thesis writers
- 39 were drafting, 8 were revising, and 23 were just getting started.
- 37 attendees self-identified as international students.

Post-program evaluations were nearly unanimous in their positive response to the experience. Attendees commented on:

- Progress made on the dissertation (I was able to write nearly 20 pages.)
- Relational support provided (The . . . accountability aspect was very helpful. I also enjoyed keeping the same small groups the whole time because we developed a sense of camaraderie.)
- Skills learned (And the topic sentences lessons were MIND BLOWING!)
- Virtual format of the program (Loved the mix of asynchronous and synchronous pieces.)
- Overall value of the program for other students ([I would recommend IWE to others because] it helped me grow as a writer and have a different mindset about the scholarly writing process.)

Introduction to Graduate Writing

The four-part workshop called Introduction to Graduate Writing is aimed at first- and second-year graduate students. Every Thursday in October, writers gathered on Zoom with Writing Lab facilitators for 1.5 hours of information and hands-on activities. Topics covered:

- Getting Started (Active Reading, Creating a Research Space, Articulating a Research Agenda)

- Drafting (Genre Analysis, Document Organization, Requesting Feedback)
- Revising & Editing (Moving Beyond a First Draft, Revision vs. Editing, Sentence-Level Organization)
- Project Planning (Structured Goal Setting, Staying Productive, Identifying Writing Support)

232 graduate students applied for the program. Of these, 215 were the target audience, with applicants representing 44 departments. The non-target-audience applicants were directed to OWL programming more suited to their current writing needs (e.g., individual consultations). Of the target audience, 99 individuals attended at least 1 week. Twenty individuals attended all four weeks and another 20 attended 3 of the 4 weeks. The majority of the attendees were international students.

Program evaluations were overwhelmingly positive. Attendees commented on several different aspects of their writing experiences and the role the workshop will play in those experiences:

- The role of instructors in learning to write (I like the support of the [workshop facilitators] that there are always three teachers which makes me feel stable and accountable.)
- The importance of practicality in teaching writing ([I liked the workshop's] practical approach.)
- The need for help in transitioning from undergrad to grad writing (It was very informative, especially for those who are coming straight out of undergrad.)
- The conflict between convenience of virtual sessions and interactivity of in-person events (If it could be both in-person and virtual, that would be great.)

Writing Tools for Mid-Stage Doctoral Students

In collaboration with the Purdue Graduate School, the OWL offered an inaugural session of the Writing Tools for Mid-Stage Doctoral Students workshop, aimed at 3rd-5th year doctoral students. The initial offering was held as a 4-part workshop during the month of March. Before developing the topics and materials, OWL staff conducted an IRB-approved survey of Purdue graduate students to identify their primary

concerns around writing. The program focused on maintaining writing productivity, supporting focused writing activity, improving clarity and concision, and learning feedback techniques.

The OWL received applications from 117 graduate students. Due to room size and the limitations of an in-person event, 36 were accepted into the program. Attendees represented 25 fields of study. The majority of them were international students. The average weekly attendance was 24 writers, with 33 individuals attending at least 1 week. Eleven writers attended all four weeks, and another 14 attended three of the four weeks.

Like other programs, participants found the experience quite useful and appreciated the community of peers supporting one another. Many would recommend the workshop to other graduate writers, noting that the strategies had a positive impact on their writing and helped to kickstart productivity.

Writers' Rooms

Writers' Rooms are dedicated space and time for writers to work on any document at any stage of the process. Tutors are available to help writers set goals and to consult briefly, but the primary purpose is for writers to spend significant time writing and revising. During this year, Writers' Rooms were conducted in person, with 62 participants.

Conversation Groups

The OWL hosts daily conversation groups for multilingual writers during the academic year. Since our move to the Krach Leadership Center, we are further away from the graduate student traffic that those events typically draw. We think that has led to significantly diminished traffic, so we plan to redouble our effort to publicize the programming during this coming year.

Faculty Development

For the 2022-23 academic year, two workshops for faculty on mentoring graduate writers were offered in Fall 2022 (in person) and again in

Spring 2023 (virtual). Topics focused on:

- Mentoring Graduate Writers (October 25, 2022: 16 attendees; February 15, 2023: 23 total with 13 attending a minimum of an hour on the 1.5 hour Zoom call)
- Mentoring the Dissertation Process (November 12, 2022: 16 attendees; February 23, 2023: 15 total with 9 attending a minimum of an hour on the Zoom call)

One attendee noted this in a private Zoom message to the facilitator:

- “BY FAR, this is the most helpful workshop I have attended since arriving here at Purdue. While I don't like interacting in breakout rooms, it was very much appreciated. The activities were and will be helpful for myself and my future graduate students and we are learning how to work together.”

Online Writing Lab (OWL)

The website publishes free resources on a vast array of writing topics. In addition to helping students around the world with academic, professional, and personal writing tasks, the site acts as an unofficial goodwill ambassador for Purdue insofar as it is many students' and teachers' initial point of contact with the university. With hundreds of millions of visits each year, the OWL ranks among the most popular educational sites in the world.

From June 1, 2022 to May 31, 2023, the OWL served 157,835,759 pageviews and 39,978,154 unique users. This represented a 13.16% decrease in pageviews and 6.53% dip in users over the previous year. The pattern parallels wider industry metrics as students shift back to conventional educational practice.

Website Usage From 2022-23

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, the Philippines, India, and the United Kingdom. The OWL pages on APA and MLA citation remain the most highly used. Other popular pages include resources covering business correspondence, argumentative essays, thesis statements, outlining strategies, and a host of grammar topics. The OWL's downloadable resources, like its sample papers and powerpoint presentations, remain favorites as well.

The OWL also supports a YouTube channel with 105 vidcasts. The OWL's YouTube channel has 35,977 total subscribers—a 5% increase from last year. Vidcast topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g. writing in engineering), rhetorical strategy, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility. For this reason, all videos on the YouTube channel are captioned after they are uploaded.

YouTube Channel User Demographics

- Female: 61.2%
- Male: 38.8%
- 42.3% of viewers between the ages of 18-24
- 29.6% of viewers between the ages of 25-34
- 15.3% of viewers between the ages of 35-44

Top 5 Countries of YouTube Viewers

- USA
- Canada
- Philippines
- India
- United Kingdom

Purdue OWL Website -- National Traffic

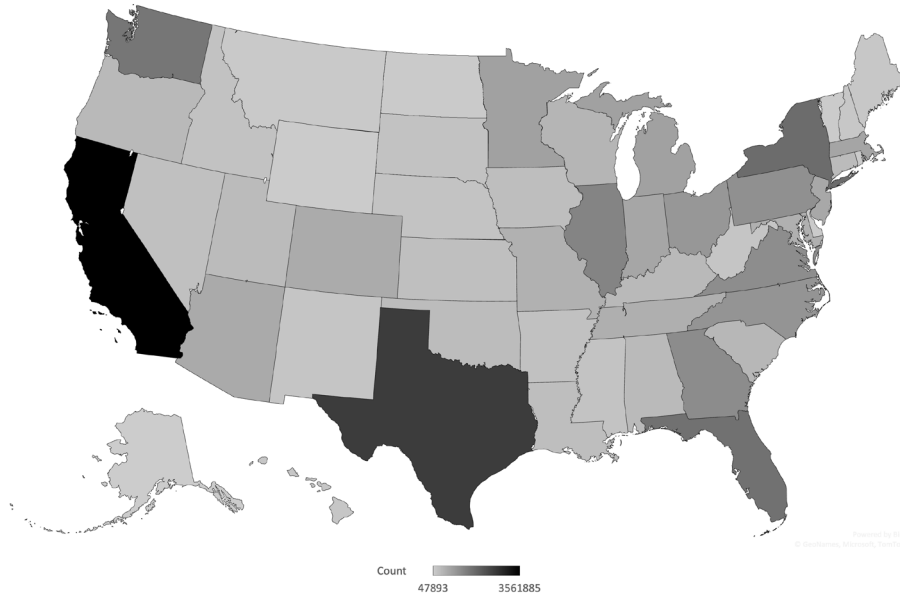


Figure 9: Heatmap of OWL traffic in the US. California, Texas, New York, Florida, Illinois, and Pennsylvania represent states with the largest usage respectively. Indiana is sixteenth.

Top Indiana Cities Using the OWL Website

Rank	City	Users
1	Indianapolis	98,200
2	Greater Lafayette	78,165
3	Bloomington	51,255
4	Fort Wayne	33,459
5	South Bend/Notre Dame	22,119
6	Muncie	20,004
7	Evansville	16,101
8	Terre Haute	13,092
9	Fishers	11,769
10	Carmel	11,061

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

FOCUS ON MULTILINGUAL WRITERS

Self-disclosed multilingual writers accounted for 49% of our clients (or about 2,420 sessions), a decrease of nearly 24% over last year.

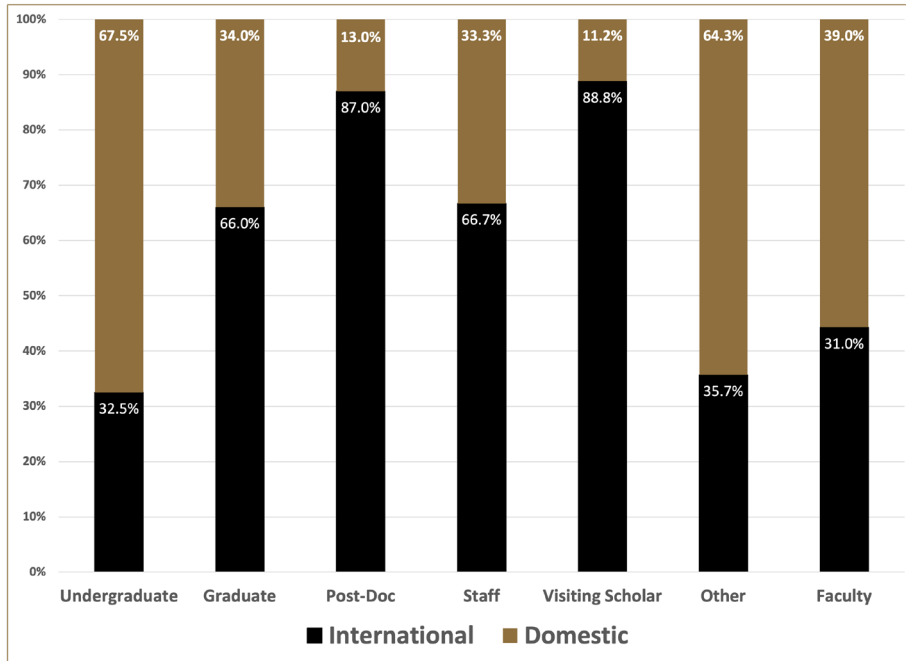


Figure 10: Consultations with multilingual writers by classification, as percentage of individual categories.

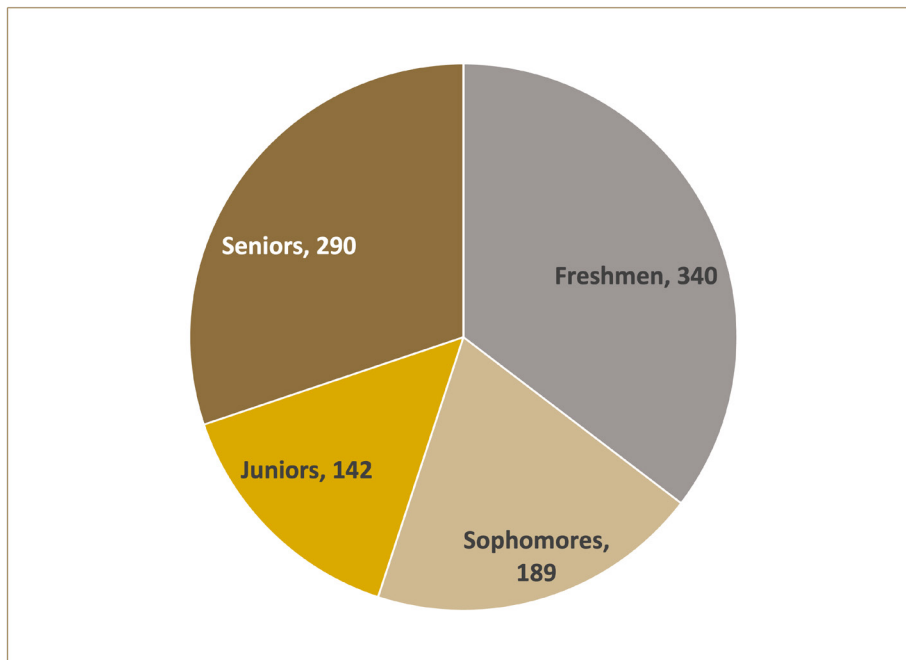


Figure 11: Undergraduate Multilingual Writers by Classification

OWL STAFF EDUCATION

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

Undergraduate & Graduate Staff Education

The Assistant Directors worked closely with OWL leadership to train, mentor, and support prospective and current undergraduate writing consultants by: 1) teaching sections of ENGL 390 for potential new undergraduate staff, 2) teaching ongoing “self-paced” consultant education, 3) selecting and hiring new undergraduate staff, and 4) recruiting prospective undergraduate staff. In order to ensure an OWL staff that is representative of the larger campus community, our selection process has been mindful of academic and cultural diversity in our staffing and their education.

With the arrival of our cadre of Professional Writing Specialists, staff education for graduate students was far more limited than previous years. Two individuals from Education and Engineering joined the staff as graduate consultants. Like their undergraduate peers, they participated in an education protocol to prepare them to work with writers, though in this instance, the curriculum was no longer tied to a course in the English department. The Professional Writing Specialists all came with significant writing center experience mentoring clients, so their onboarding consisted of a 3-day orientation before the academic year started.

All the staff participated in a Spring 2023 education series that culminated with peer-to-peer and self-evaluations. At publication time, leadership continued to study those outcomes and consider how to tweak programming for AY 2023-24.

Intensive Multilingual Training for Consultants

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

Assessment of the curriculum indicates that the training program is beneficial in a number of respects: it improves the consultants’ abilities to tutor multilingual writers, it positively affects their attitudes about working with multilingual writers, and it increases their confidence for working with this population.

This year, we developed a hybrid approach that enabled consultants to dig into multilingual issues or self-select other writing-related issues that might not dovetail with them. Consultants could choose to focus on learning about technical writing or strategies for mentoring writers on editing.

IMPACT ON STUDENT SUCCESS

With the help of Institutional Data Analytics & Assessment (IDA+A), the OWL staff continues to study whether collaborating with writing consultants has effects on student success. Data on student retention and GPAs are now regularly collected and compared for students who both do and do not use the On-Campus Writing Lab. Results indicate that students who visit the OWL routinely do better academically than students who do not. We continue to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful.

Average GPA Breakdown by Academic Classification and Usage

		Academic Year			
		AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23
Freshmen	1 time	3.44	3.48	3.32	3.23
	2-5 times	3.53	3.58	3.44	3.45
	6+ times	3.59	3.88	3.72	3.65
	Didn't use OWL	3.15	3.08	2.99	3.08
Sophomores	1 time	3.42	3.48	3.48	3.51
	2-5 times	3.54	3.65	3.57	3.68
	6+ times	3.60	3.51	3.81	3.59
	Didn't use OWL	3.27	3.27	3.25	3.23
Juniors	1 time	3.49	3.51	3.50	3.39
	2-5 times	3.47	3.51	3.66	3.45
	6+ times	3.61	3.70	3.58	3.66
	Didn't use OWL	3.27	3.29	3.29	3.30
Seniors	1 time	3.51	3.55	3.50	3.42
	2-5 times	3.58	3.62	3.60	3.58
	6+ times	3.70	3.63	3.72	3.77
	Didn't use OWL	3.30	3.35	3.37	3.31
Graduate	1 time	3.71	3.73	3.73	3.69
	2-5 times	3.76	3.77	3.78	3.74
	6+ times	3.78	3.82	3.88	3.75
	Didn't use OWL	3.66	3.65	3.63	3.56

Table 2: Historical breakdown of GPAs and OWL usage by class standing. Data sourced from university information service and OWL data collection. Sample represents the entire university student population.



Graduation and Retention Rates

Based on Writing Lab Visits

Last updated: March 17, 2023

2016 Cohort Usage
■ Never Visted ■ Visited ■ Total Cohort

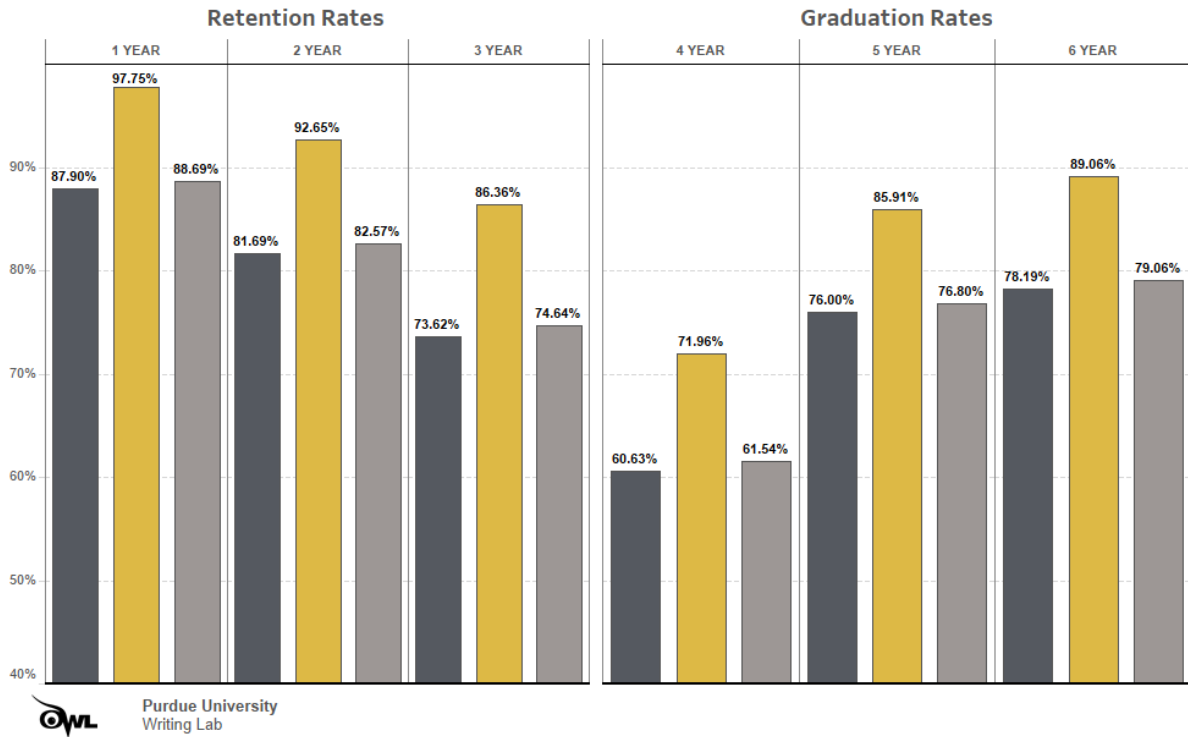


Figure 13: First-, second-, and third-year retention rates for the 2015 entering class as well as its fourth-, fifth-, and sixth-year graduation rates. Students who visit have a statistically-significant improved performance on all accounts. Still, this pattern correlates with broader student success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

CAMPUS ENGAGEMENT

OWL staff recognize the importance of intellectual diversity and community involvement. As a result, staff members frequently engage with on- and off-campus groups through regularly-offered services, special projects, and research. This section highlights the major on- and off-campus partners.

Campus-Wide Workshops

- 34 workshops campus-wide.

Minority Engineering Program

During Summer 2022, the OWL partnered with the Minority Engineering Program (MEP) to support two summer camps: Academic Boot Camp (ABC) for incoming first year students and the Multi-ethnic Introduction to Engineering (MITE) for rising seniors in high school. OWL consultants offered dedicated sessions during which they provided advice and feedback on the research process and students' annotated bibliographies.

Also, OWL consultants provided a demonstration of the website to students in MEP's Summer Engineering Workshops (SEW) camp for middle school students, as well as a workshop on drafting college admissions essays to students in MEP's PREFACE camp for rising high school sophomores and juniors.

Orientation Activities

Every year we welcome incoming students by providing information regarding the OWL's services. We participated in a series of events and shared informational materials for the Graduate Student Orientation Fair, Boiler Gold Rush, and the campus cultural centers' Express fest. The OWL also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with campus and Greater Lafayette-area organizations and programs.

Summer Start

The OWL continues its partnership with Summer Start for new-to-campus students as they make the transition to college-level learning around writing. While many students are familiar with OWL resources, collaborating with peers in face-to-face and virtual spaces is often new. OWL consultants mentor these new Boilermakers around writing using proven strategies that lead to better grades and retention in college.

Alumni Outreach

The Writing Lab publishes a twice-yearly online newsletter, *Alumni Annotations*, which is distributed to former Writing Lab and OWL staff. *Alumni Annotations* provides news about the Lab's ongoing projects, honors received by staff, and features written by former tutors.

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

Purdue Polytechnic High School (PPHS)

During the academic year, the OWL collaborated with PPHS high school students to work with them on any piece of writing and to demonstrate what the OWL does and how helpful it is, so that if they do come to Purdue, they will already be primed to visit the OWL. OWL staff met with school leadership and participated in its annual unconference, where they had an opportunity to deepen faculty knowledge around writing pedagogy and student opportunities for mentors.

LGBTQ Center

Throughout the academic year, an OWL Professional Writing Specialist, Nathan McBurnett, worked with the center's leadership to foster organic connections with students in the space. Another objective is to foster a sustainable and safer environment for LGBTQ students to seek support with writing however they experience it in everyday and academic life.

Colombia Writing Center Partnership

Continuing a decades-long partnership initially nurtured under former OWL director and English Professor, Linda Bergmann, graduate student Garrett Colón and current director Harry Denny visited Universidad de Antioquia (UdeA) in Medellín and Universidad del Norte in Barranquilla in January. On those campuses, Dr. Denny and Colón met with faculty and students to conduct workshops and share thoughts about writing across the disciplines. Colón conducted interviews to further his dissertation project.

In April, a team from UdeA visited West Lafayette to learn about the OWL's operations and to address the East Central Writing Centers Association, a regional conference which Purdue was hosting.

Indiana Latino Institute

OWL Writing Consultants facilitated a morning-long video conference with high school and college students who connect with the institute, an organization focused on advancing Latino educational advancement and workplace preparation. The workshop's objective was to share principles of effective personal statement writing as well as offer impromptu writing consultations for participating students from across the state.

Critical Reflection Project

Professional writing specialists Nathan McBurnett, Jacqueline Borchert, and Noah Patterson worked with colleagues from the Honors College, Office of Engagement and the Advancing Graduate Research Impact in Society (AGRIS) certificate program. Following extensive research on community-university partnerships, the team developed workshop programming based on principles of "writing in the disciplines," responsiveness to campus partners, and writing strategies that foster critical reflection. The OWL's programming has led to a series of interactive workshops and collaborations as well as has spurred planning for a suite of content for our website.

RESEARCH & PROFESSIONAL DEVELOPMENT

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

Dissertations

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

Completed

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

Isaac Wang. Weaving Centers of Resistance: Towards Indigenous Writing Center Praxis. (Defended Spring 2023). Placed as an Assistant Professor, University of Hawaii.

Dissertations-in-Production

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

Conference Presentations

Kennell, Vicki, & Eric Wisz. (June 2022). “Developing Support for Stalled Dissertators.” Workshop presented at the Consortium on Graduate Communication Virtual Summer Institute.

Denny, H. (October 2022). IWCA Research Incubator Workshop. International Writing

Centers Association. Vancouver, BC.

Denny, H. (October 2022). “Meet the Writing Center Journal Editors.” International Writing Centers Association. Vancouver, BC.

Denny, H. (October 2022). “Replicability and Writing Center Research.” International Writing Centers Association. Vancouver, BC.

Joseph, E. (February 2023). “Senses Working Overtime: Toward an En-Sensed Theory of Writing.” Conference on College Composition & Communication. Chicago, IL.

Denny, H. (February 2023). IWCA Research Incubator Workshop. IWCA Collaborative at CCCCs. Chicago, IL.

Denny, H. (February 2023). “ChatGPT, Magical Thinking, and the Discourse of Crisis.” Conference on College Composition & Communication. Chicago, IL.

Denny, H. (February 2023). “Challenging the Hegemonic Materials and Practices of Writing Centers.” Conference on College Composition & Communication. Chicago, IL.

Kennell, Vicki, & Meghan Woolley. (April 2023). “Innovating Graduate Programming: Incorporating Writers’ Ideas into a Workshop Series.” East Central Writing Centers Association Conference. West Lafayette, IN.

Colón, Garrett. (April 2023) “Pointing to the Cloud(s): Gazing at the Present and Future of OWL Content Development.” East Central Writing Centers Association Conference. West Lafayette, IN.

Borchert, Jacqueline. (April 2023). “One Small Step for a Writing Center: Adapting to Reimagined Spaces.” East Central Writing Centers Association Conference. West

Lafayette, IN.

Yixin Zhang. (April 2023). "A Workshop of Gamifying Writing Consultant Education." East Central Writing Centers Association Conference. West Lafayette, IN.

Seifeddine, Ghada, Joseph, Eric, Dirr, Olivia, Stangeland, Adalene, Kuppa, Vaishnavi, & Shree Bavana. (April 2023). "Tutor Training at the Purdue OWL: Responses to Emerging Conversations in the Field." East Central Writing Centers Association Conference. West Lafayette, IN.

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APPENDIX A: BREAKDOWN OF USAGE

Usage by Classification

	2022-23	2021-22	% Change
Undergraduate	2,953	3,455	-14.5%
Graduate	2,054	2,054	-6.4
Visiting Scholar	105	40	162.5%
Post-Doc	23	82	-72%
Faculty	33	45	-26.7%
Staff	53	78	-32.1%
Other	28	54	-48.1%

Consultations with International Writers by Classification

	2022-23	2021-22	% Change
Faculty	9	33	-72.7%
Post-Doc	20	23	-5.2%
Visiting Scholar	95	105	-9.5%
Staff	28	36	-22.2%
Graduate	1,297	1,368	-5.2%
Undergraduate	961	1,626	-40.9%
Other	10	23	-56.5%

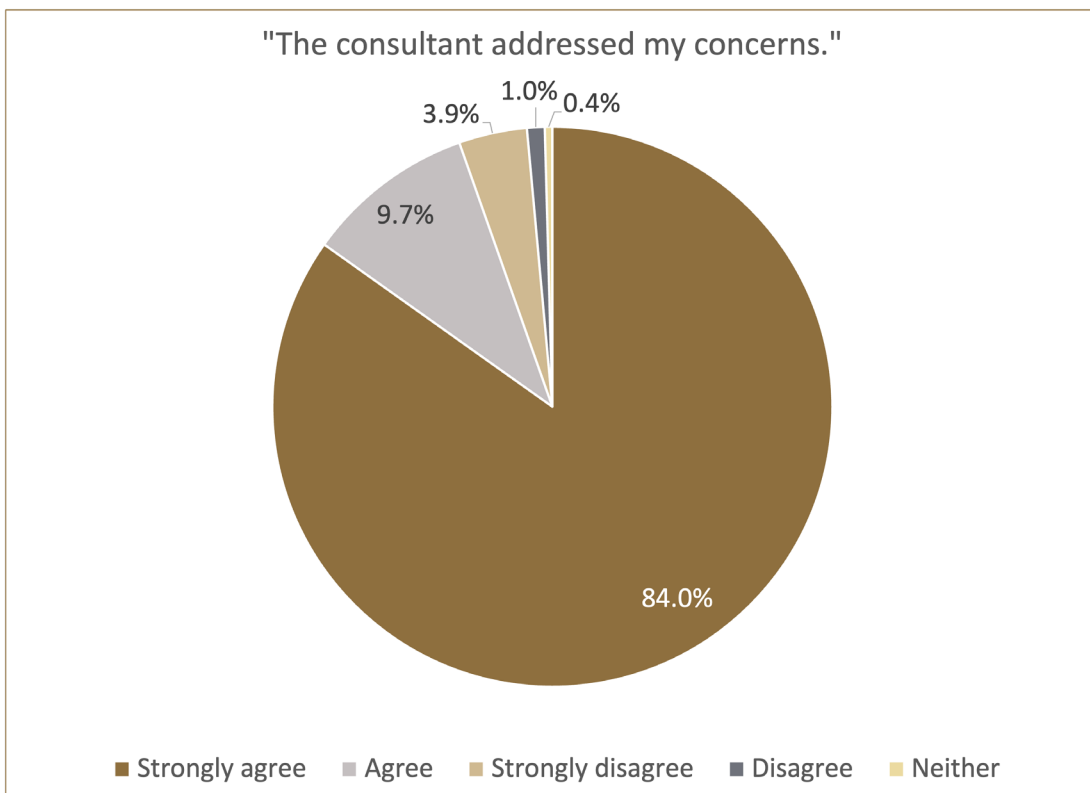
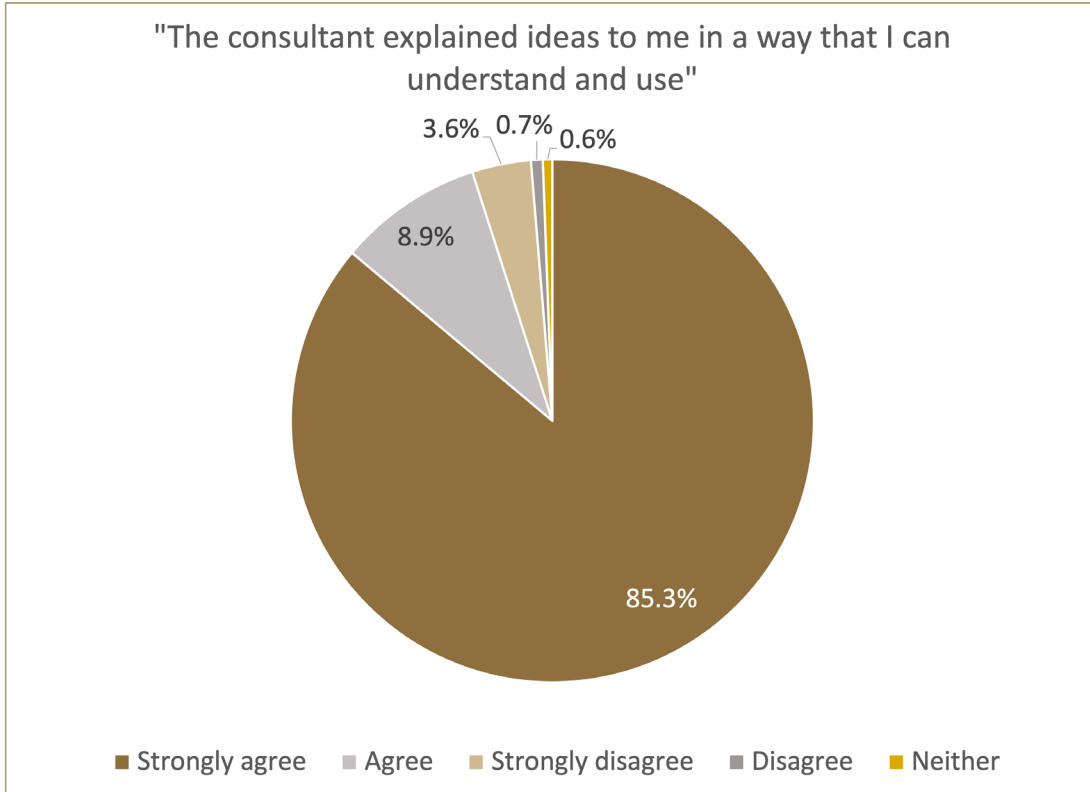
Usage Breakdown by College

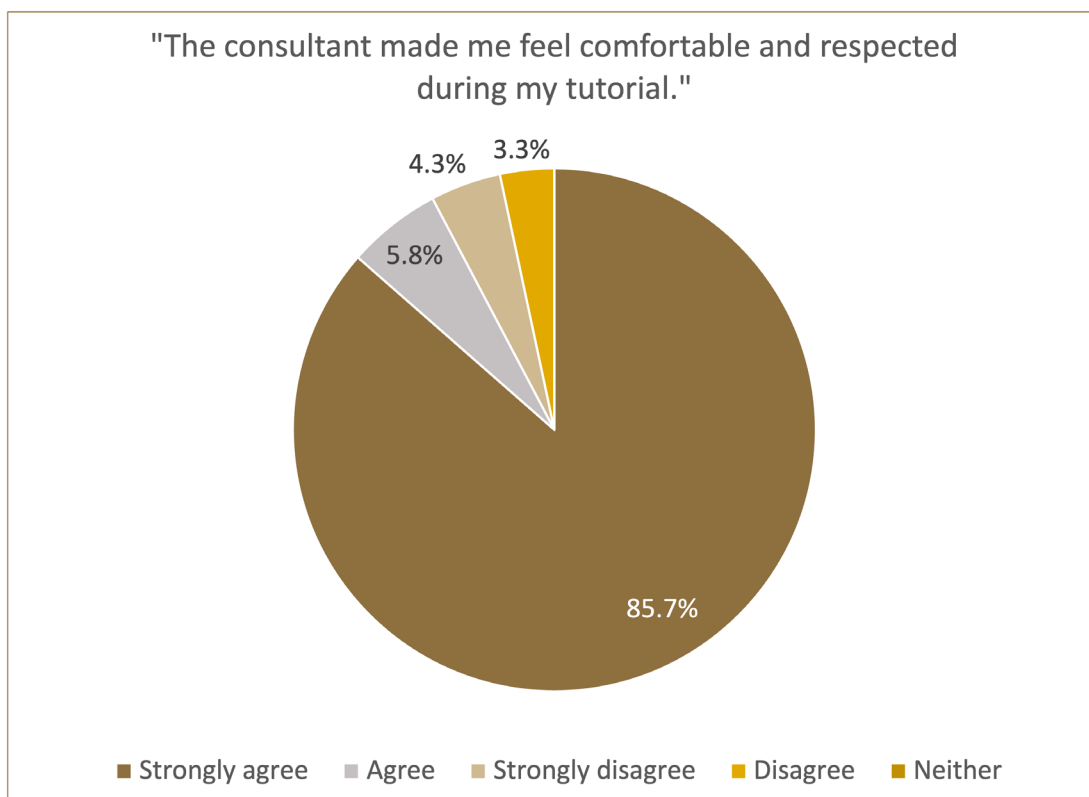
	2022-23	2021-22	% Change
Agriculture	284	315	-9.8%
Education	531	676	-21.4%
Engineering	1,033	1,312	-21.3%
Health and Human Sciences	718	619	16.0%
Liberal Arts	716	1,025	-30.1%
Management	394	356	10.7%
Pharmacy	125	138	-9.4
Polytechnic Institute	470	454	3.5%
Science	563	654	-13.9%
Veterinary School	35	30	16.7%

Consultations with Undergraduate International Writers by Classification

	2022-23	2021-22	% Change
Freshmen	340	443	-23.2%
Sophomores	189	215	-12.0%
Juniors	142	308	-53.8%
Seniors	290	407	-28.7%

APPENDIX B: EVALUATIONS & COMMENTS





Client Comments (Direct Quotes, unedited)

- Carson was very validating and helpful. The revision process involved going through the paper paragraph by paragraph and talking about each one. The comments he gave about specific phrasing were very useful, since I wouldn't have noticed that. He also asked questions about what I was trying to say in different sections of my paper, which forced me to explain my thoughts out loud in a more concise and understandable way. Then we put that in the paper. Overall great experience, and very nice person to work with!
- Addie was very kind and helpful. I have incorporated all of her feedback into my personal statement. I am very grateful for her knowledge and support in helping me feel ready to send my statement to grad schools. Thank you!
- Eric helps me improve my cv. His comments and suggestions are very useful.
- Talking to Nathan gave me good ideas to communicate my interest in graduate school.
- Ghada did an excellent job in balance her own input and soliciting my thoughts. She actively helped me reflect on the intent of the writing as well as the writing itself. 10/10, excellent help.
- Athena did a great job in helping me figure out what I needed to do. I think I had almost figured out some of it, but I really appreciated having someone else look at the writing.
- He was fabulous at helping me out! I am not a strong writer, I can get very wordy and incomplete with my sentences and I really appreciated all the help he gave! Definitely helped me fix my own mistakes in my essay rather than telling me what to do.
- Rachel was incredibly helpful in addressing my concerns about my personal statement. From the initial draft, I can definitely see how much stronger the essay is after implementing her suggested changes. She respected the original contents of my essay and never made me feel insecure in the writing that I originally had. I will definitely be returning back to her in the future!
- I had a great time working with the

consultant. The consultant is knowledgeable and has provided constructive feedback and writing tips. Wonderful help!

- I have been able to submit and review several documents with the writing lab. English is not my first language, so I appreciate every time the tutors share supportive messages in their notes. They never make me feel the shame or guilt of sharing my ideas (even if they are sometimes hard to understand). I really feel supported by the tutors. I don't remember the name of all of them (I usually try to choose different tutors to get different perspectives), however, all of them are very supportive. I really appreciate the work you guys are doing in the writing lab.
- I thought Noah did an amazing job of getting to the point and asking questions about what I believed I needed to fix in ways that could help my essay along. It wasn't him blindly looking at it but focusing on how I had my ideas laid out and to express them.
- My writing has improved and I am now better at writing topic sentences
- Isaac was very professional and helpful. We worked through my speech rough outline and gathering sources to help support my main topics. He helped me narrow down my topic and find concise sources that addressed my main points of the speech.
- Jacqueline's feedback was very helpful to improve my job application documents. I really appreciate her genuine feedback. Also, she helped me gain confidence in my writing through encouraging comments. Thank you very much!
- Nathan gave very detailed and constructive feedback on developing the format of the paper and revising the structure of the sentences to make them clear and easy to read. I learned several phrases to describe my view appropriately at an academic level. I have already booked another meeting with him and will share his name with my friends so everyone can get practical advice on developing their academic writing.
- Olivia revised my application for an Award. In addition to their outstanding feedback on my writing, Olivia was also very kind and generous with their encouraging words. They helped me get the confidence I needed to submit because I was extremely insecure on the self-nomination.
- The tutor is super helpful in terms of clearly suggesting what are the possible issues on my writing and how can make my writing better :)
- What can I say about Jacqueline? The fact that her brain is amazing? That I may or may not always pronounce her name with a French accent when she's not around? How about how welcoming she is with her feedback that overall helps me feel more confident in my writing? To be honest I

could say all these things. Yet, I will simply state she is a fantastic human being and you should definitely appreciate all the work and effort she puts into her clients ;)

- Maxwell did a fantastic job! They respected the ways in which I needed guidance in completing my cover letter. Their help didn't aim to alter or "correct" my ideas, but rather extend and deepen my original work. I greatly appreciated the genuine and authentic perspective that Maxwell offered, and I couldn't be happier with the work that I'm turning in!
- It was really helpful to have another set of eyes to look through my document.
- I really liked working with Vicki! She helped me a lot with the things that I wanted to focus on, but also maybe other things she could see that I needed help with. Overall, I had a great experience.

APPENDIX C: YOUTUBE USAGE

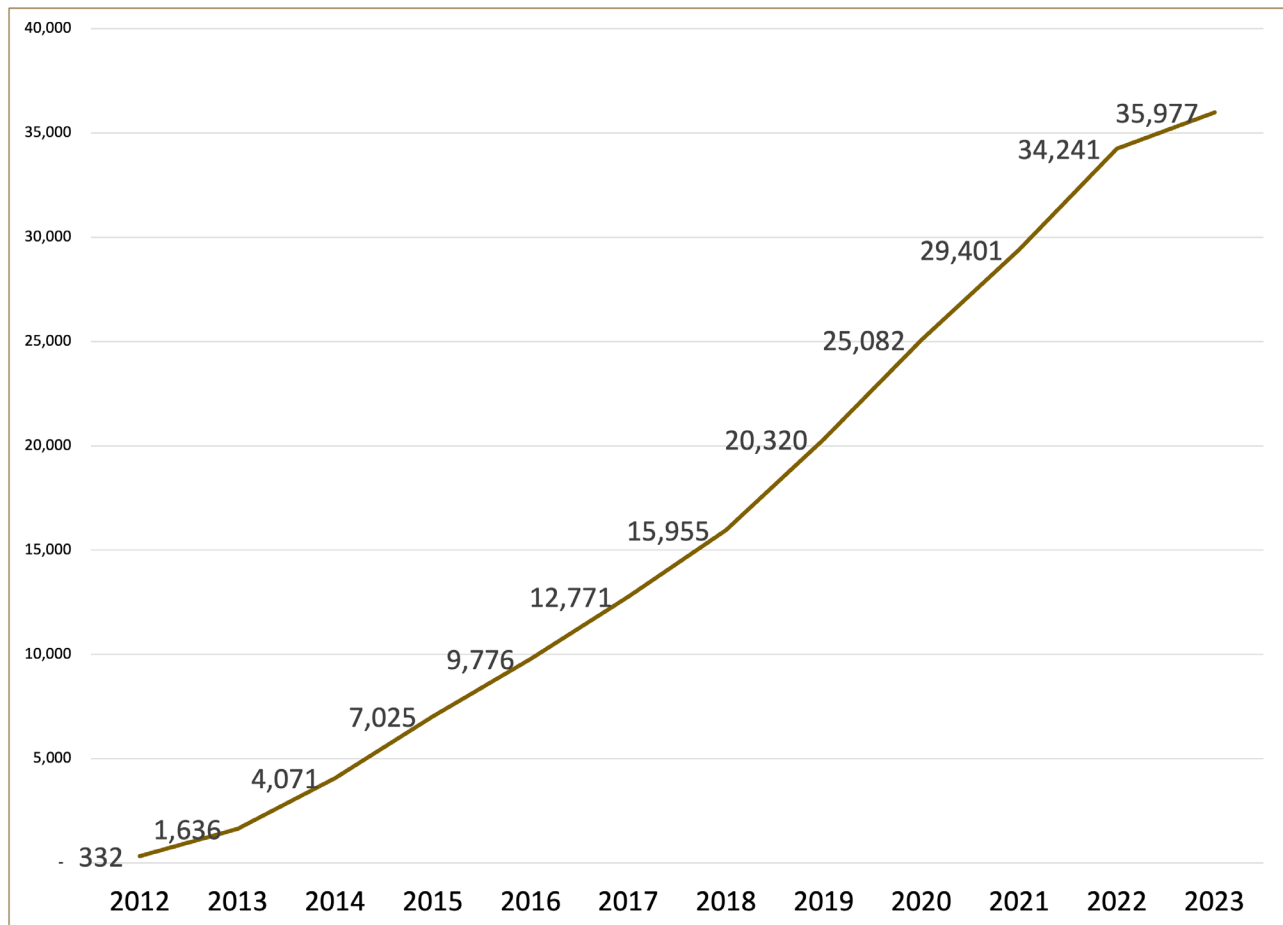


Figure 12: Purdue OWL YouTube subscriber growth.

CONCLUSION

Now settled into our new main location in the Krach Leadership Center, we are welcoming new staff as the OWL approaches the 2023-24 academic year. Dr. Jacob Baumgartner will be leading our educational programming around undergraduates, and Matt Del Busto and Brent Cameron join our ranks of Professional Writing Specialists. The staff assisted and reviewed drafts of this annual report, which provided an occasion to reflect upon our activities that went well in addition to those we want to change up or redouble our efforts around outreach. We continue to explore ways in which the OWL can support high-enrollment courses, particularly among undergraduates, and we are look forward to helping faculty across the disciplines discover ways to make writing as occasion to demonstrate learning as well as to to hone literacies in civic life, the disciplines, and the everyday world. For our popular website, the staff continues to refine and study user experiences, both on campus with our local stakeholders as well as those beyond Greater Lafayette. Our collaboration with Purdue Polytech High School has been among the most gratifying, especially when we can help complement the rich teaching and learning happening between teachers and students.

The coming year promises to challenge us to imagine and develop sound responses to artificial intelligence (AI) and its technological connections with writing, especially in education. We look forward to counseling and fostering conversations with staff, students, faculty, and administrators alike. Already OWL leadership is involved with Big Ten peers at writing centers, administrative units charged with academic integrity policy, and university leadership. Just like our website and broader reputation for innovation, the OWL anticipates we will continue to lead dialogue on the issue and help writers critically understand AI and its possibilities, limitations, and threats. We imagine AI will spur experimentation in how writing is taught and how people use it for expression and learning. The OWL is excited about the potential for its role in this brave new frontier and looks forward to reporting on its advances next year.

