
PURDUE OWL[®]



On-Campus



Online

**Annual Report
2023-2024**



Purdue OWL 2023-24

Full-Time Staff

Director & Professor of English

Harry Denny, PhD (Temple)

Associate Director for Graduate and Multilingual Education

Vicki Kennell, PhD (Purdue)

Associate Director for Undergraduate Education

Jacob Baumgartner, PhD (California at Irvine)

Professional Writing Specialists

Jacqueline Borchert (Purdue)

Brent Cameron (Virginia Tech)

Matt Del Busto (Michigan)

Nathan McBurnett (Michigan)

Noah Patterson (Florida State)

Alexis Pitchford (Ball State)

Post Doctoral Fellow

Meghan Woolley, PhD (Duke)

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Sadie Spencer

Student Leadership

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Ghada Seif Eddine (Writing Center Journal)

Eric Joseph (Undergraduate Education)

OWL Content Coordinator

Garrett Colón

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AT A GLANCE



The Purdue OWL's annual report for the 2023-24 academic year provides a summary of its teaching, usage, and research. This presentation includes information about the on-campus and online arms of the unit.

Writing Support in the Age of AI

As artificial intelligence and large language models continue to transform the education landscape, the OWL is becoming a critical space as writers, be they students, faculty, or staff, work to understand the implications of the technology around their own composing processes, notions of authorship, and questions of academic integrity. Apps like ChatGPT are providing writers with innovative approaches to the creation and revision of documents as well as supporting them with compelling suggestions for editing. However, the technology still requires writers to critically examine issues of rhetoric, audience, and document design. Faculty have approached the OWL seeking out advice for developing writing activities and assessment devices that allow student voices and insight to flourish, all the while ensuring the integrity of evaluation and learning outcomes. Administrative staff are busy developing

institutional policies that respect the diversity of teaching and learning needs and update what intellectual property and authorship mean in this brave new world. To help gain a better sense of how our peer institutions are responding, the OWL is leading a study of how Big Ten writing centers and colleges of arts and sciences are responding to AI, writing support, and academic integrity.

On-Going Commitment to Campus-Wide Support

The OWL has settled into its main location at the heart of the student corridor in Krach Leadership Center. We continued to improve publicity for our locations in WALC and at HSSE Library. Throughout the year, we began planning for how to best address the needs of campus writers at the new Purdue-Indianapolis campus. OWL staff have consulted with the Purdue-Indianapolis campus' administrators and faculty and are set to launch operations for Fall 2024. Across the West Lafayette campus, we maintain our commitment to academic units, student services, and cultural centers by providing workshops and co-hosted events.



Increased Traffic

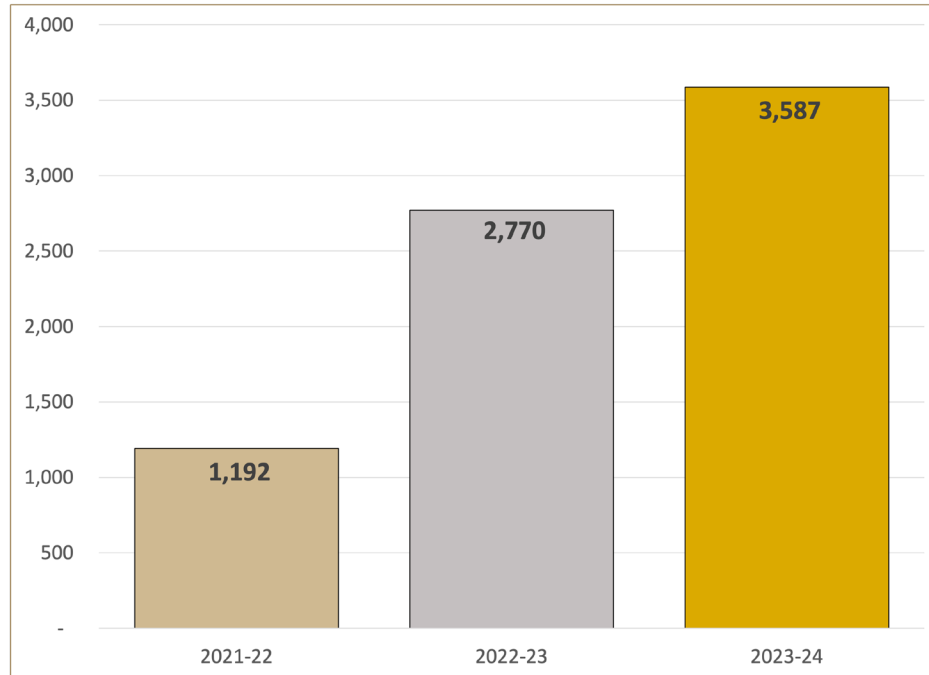


Figure 1: Comparison of in-person traffic between this academic year and prior years. Now established in our Krach location and with better signage in WALC, clients seem to prefer face-to-face sessions at one of the OWL's on-campus locations.



Virtual Usage

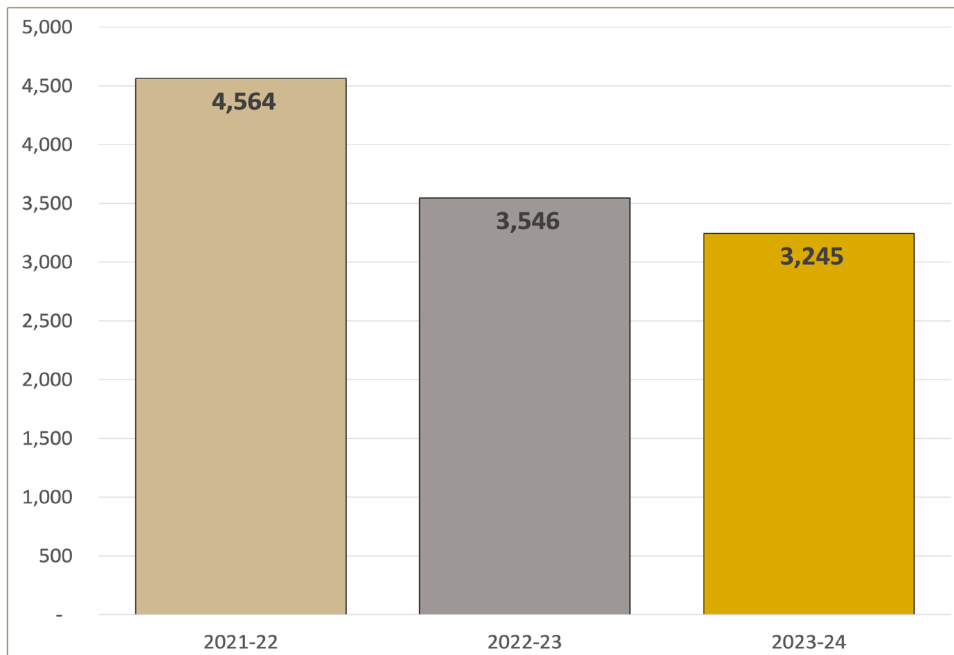


Figure 2: Writers have a choice to visit in person or have sessions with a consultant online. This chart compares virtual traffic at the OWL. Over the year, client use was relatively stable with a slight drop in online or asynchronous sessions over AY24.



Overall Usage

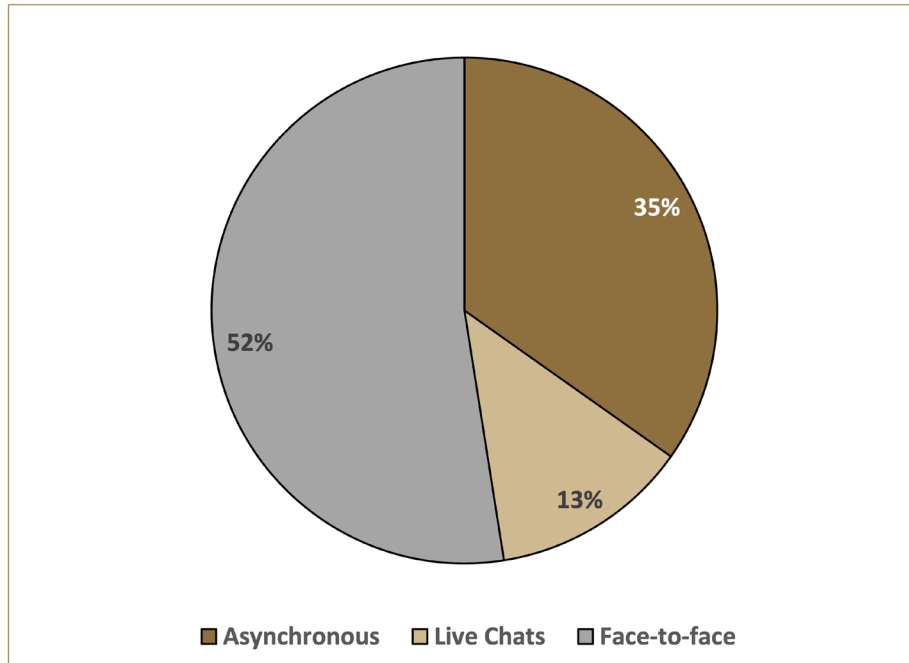


Figure 3: Distribution of on-campus appointments by modality.



Visits by College

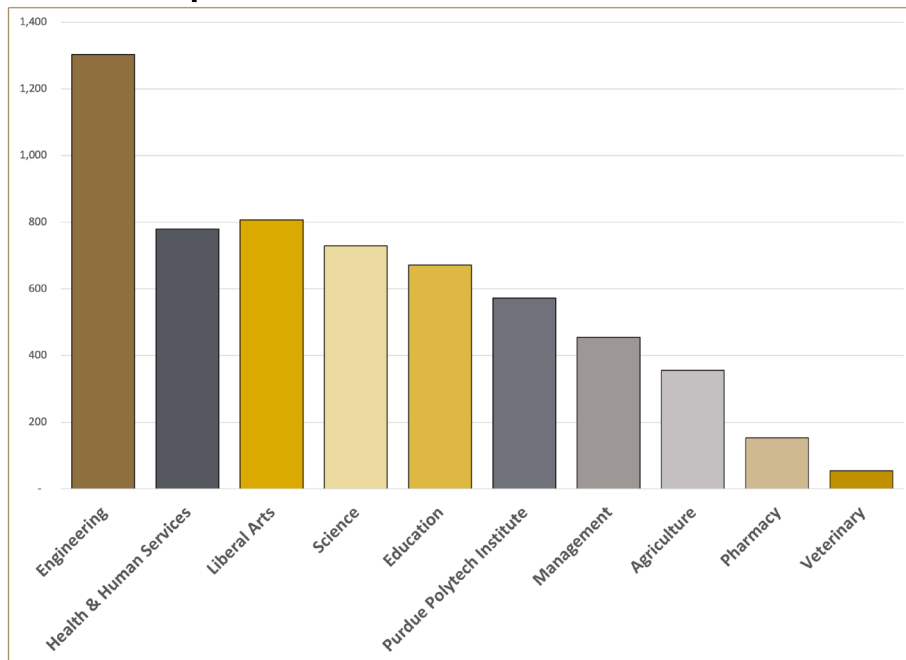


Figure 4: Distribution of on-campus appointments as represented by client's home college. Health & Human Services (+38%), Agriculture (+20%), and Science (+12%) saw the most significant increased usage from 2022-23.



Visits by Country

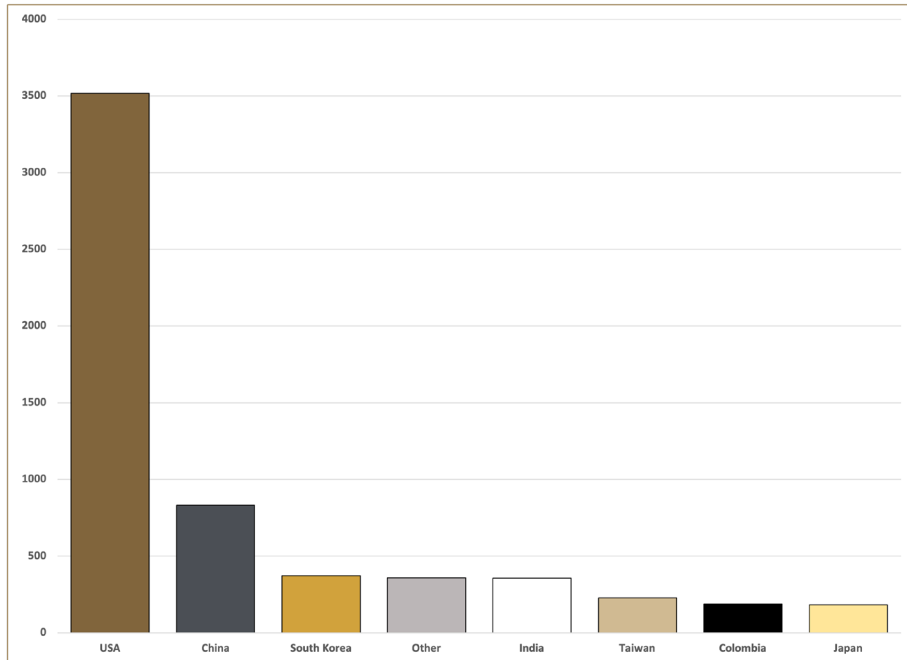


Figure 5: On-campus international client traffic broken out by top eight countries of origin. In 2023-24, 48% of all visits to the OWL were with international students, compared to 37% last year.



On-Campus

International Student Use

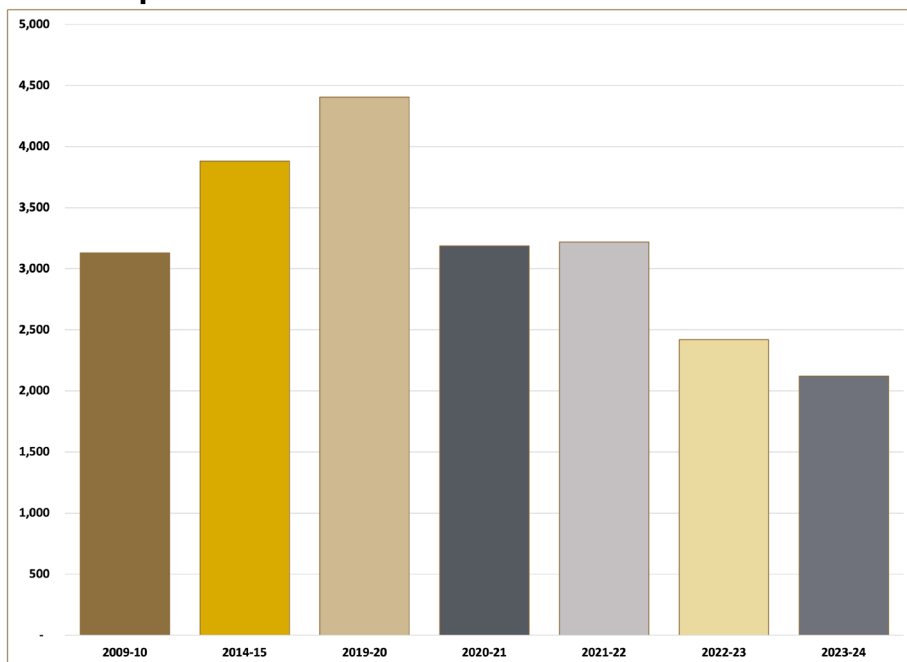


Figure 6: Historical breakdown of international client traffic. The decrease likely represents the change of location on campus to a space centered on undergraduate traffic as well as the dip in international enrollment.



Website Traffic

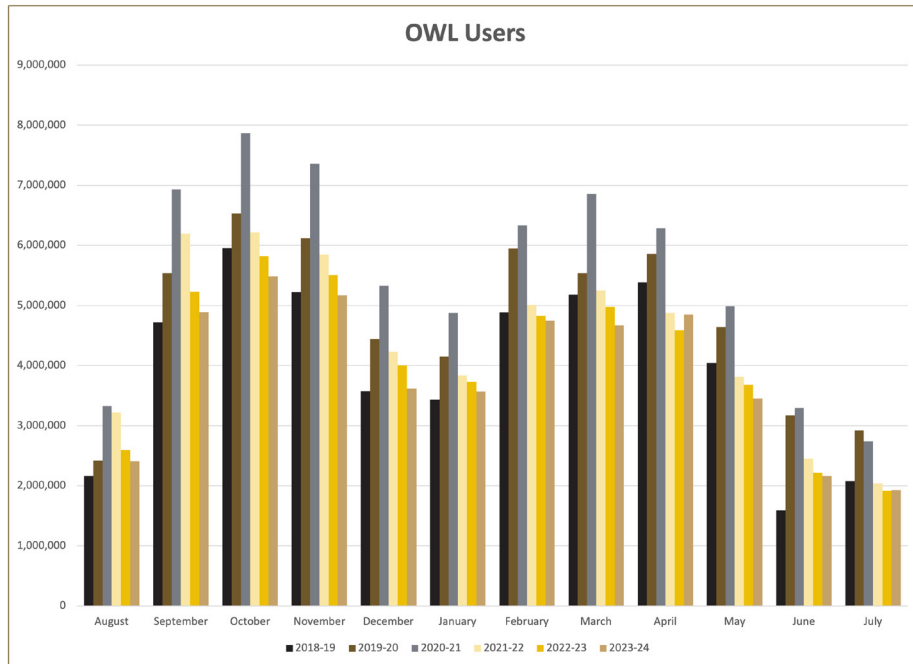


Figure 7: This chart represents monthly traffic on the website. While peaking during the pandemic, the number of users appears to be stabilizing.



YouTube Resources

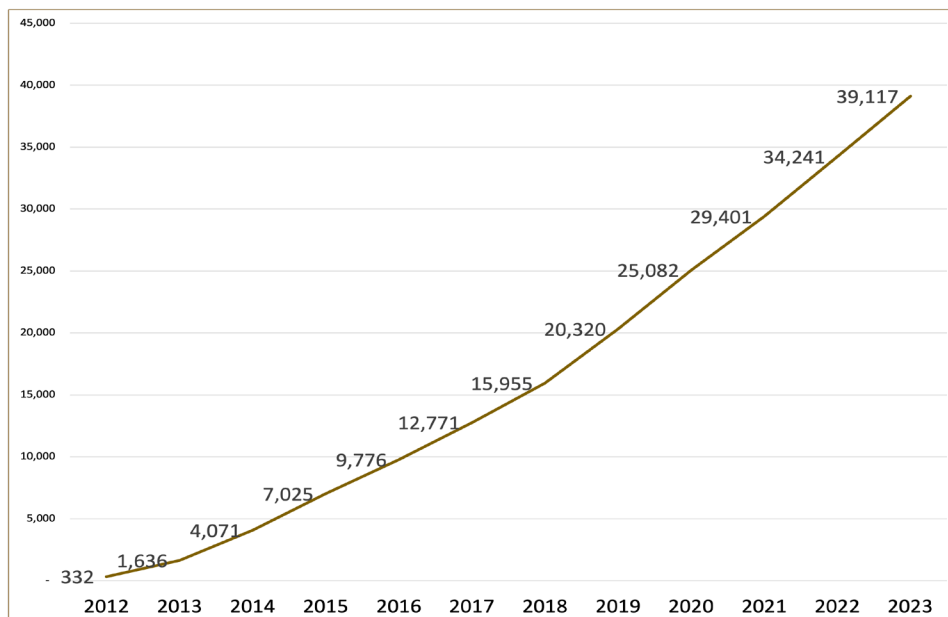


Figure 8: The OWL's YouTube channel has numerous videos to support writers, and subscribers continue to grow each year. We plan to invest resources to update and draw greater usage.

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

Besides our core in-person sessions, the OWL offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2023-24 academic year:

- 47.5% of all tutorial sessions were virtual, compared to 49.4% from AY 2022-23.
- 2,377 e-tutoring appointments, a decrease of 10.8% from AY 2022-23.
- 868 live online chat appointments, a decrease of 1.5% from AY 2022-23.

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. Online usage has leveled out in the years since the COVID pandemic, reflecting a student preference for in-person consultations. 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

OWL leadership continues to collaborate with campus partners to address departmental, program, or individual course needs, whether primarily focused on undergraduates, graduate students, or other populations. In addition to mentoring consultants through the process of developing materials and facilitating workshops for Purdue students and faculty, our WAC mentoring and 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 AY 2023-2024, the OWL offered 79 workshops for undergraduate, graduate student, and broader writing needs. 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 five sessions of the three-day Intensive Writing Experience (IWE) for Thesis & Dissertation Writers during the summer of 2023. One session was conducted virtually, and four occurred in person, all of which represent a significant increase in offerings.

The graduate students who attended the IWE represented fifty disciplines, including humanities, social sciences, and STEM disciplines. In total, eighty-nine graduate students attended at least one day of a summer 2023 IWE week, with eighty-one of those attending all three days of their assigned session:

- 67 were doctoral dissertation writers, 22 were master's thesis writers
- 51 were drafting, 14 were revising, and 24 were just getting started.
- 62 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 document (“[I finished] completing two sections and revis[ed] the draft of a paper that will be used in my dissertation.”)
- Relational support provided (“The communal aspect, the discussion, and the accountability during the sessions is very helpful when you are struggling with motivation or getting over a writer’s block.”)
- Skills learned (“The lack of academic writing in our previous education has been a long-lasting gap, and skills and knowledge from IWE are very helpful to fill this gap.”)
- Virtual format (“The asynchronous lessons and small group discussion [on Zoom] on how each of us could apply it to our writing was very useful. I did not expect to get as much out of this experience as I did. I was pleasantly surprised.”)
- Overall value of the program for other students (“I loved [IWE] and hope you continue to get the funding needed to share this with as many graduate students as possible. It has been an invaluable experience.”)

Introduction to Graduate Writing

The four-part workshop called Introduction to

Graduate Writing is aimed at first- and second-year graduate students. 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)

169 graduate students applied for the program. Of these, 132 were the target audience, with applicants representing 45 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, 97 individuals attended at least 1 week. Thirty-three individuals attended all four weeks and another 18 attended three of the four 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 motivation in writing: (“[The workshop] helped me to stay motivated with my current writing work”)
- The importance of interaction among writers: (“You also get to interact with others and get their perspective on things and can get inspired to think/write differently and improve in general”)
- The need for early instruction in writing: (“I am a second-year master’s student and wish I participated earlier”)
- The conflict between convenience of virtual sessions and interactivity of in-person events: (“would have preferred an in-person session” versus “I likely wouldn’t have done it if it were in person honestly”)

Writing Tools for Mid-Stage Doctoral Students

The OWL, with support from the Graduate School, offered another series of the Writing

Tools for Mid-Stage Doctoral Students workshop, aimed at third- to fifth-year doctoral students. The initial offering was held as a four-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 twenty graduate students, and all were accepted. Attendees represented nineteen fields of study, with fourteen being international students. The average weekly attendance was fifteen writers, with all twenty attending at least one week. Twelve writers attended all four weeks, and another three 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. Consultants 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 twenty-eight participants, who attended seventy-nine times.

Conversation Groups

The OWL hosts daily conversation groups for multilingual writers during the academic year. Traffic bounced back after better publicity this year, with ninety-two individuals making 348 appointments. Favorite topics included wellness, politics, free time, and AI.

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 August 1, 2023 to July 31, 2024, the OWL served 147,826,974 pageviews and 46,976,071 unique users. This traffic represented a 6.3% decrease in pageviews and 17.5% dip in users over the previous year. The pattern parallels wider industry metrics as privacy laws enable greater "opt-out" of tracking as well as the effect of AI. Still, our resurgence of unique users is a promising testament to the website's reputation.

Website Usage From 2023-24

The OWL serves writers globally. Outside of the United States, the highest number of pageviews comes 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 videos. The OWL's YouTube channel has 39,117 total subscribers—a 14.2% increase from last year. Video topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g. writing in engineering), rhetorical strategies, 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.

Website National Traffic

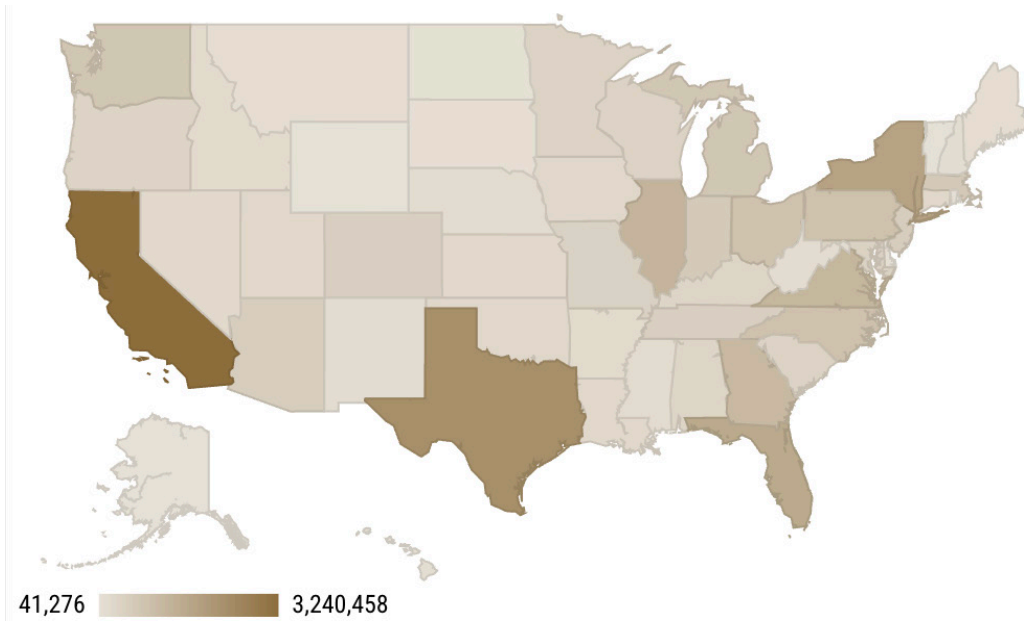


Figure 9: Heatmap of OWL traffic in the US. California, Texas, New York, Florida, Illinois, and Pennsylvania represent states with the largest usage respectively. Indiana is sixteenth.

Top Indiana Cities Using the OWL Website

Rank	City	Views
1	Indianapolis	341,590
2	Greater Lafayette	303,764
3	Bloomington	163,832
4	Fort Wayne	147,201
5	Muncie	76,036
6	South Bend/Notre Dame	73,352
7	Evansville	71,954
8	Terre Haute	65,326
9	Carmel	37,542
10	Fishers	37,420

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.

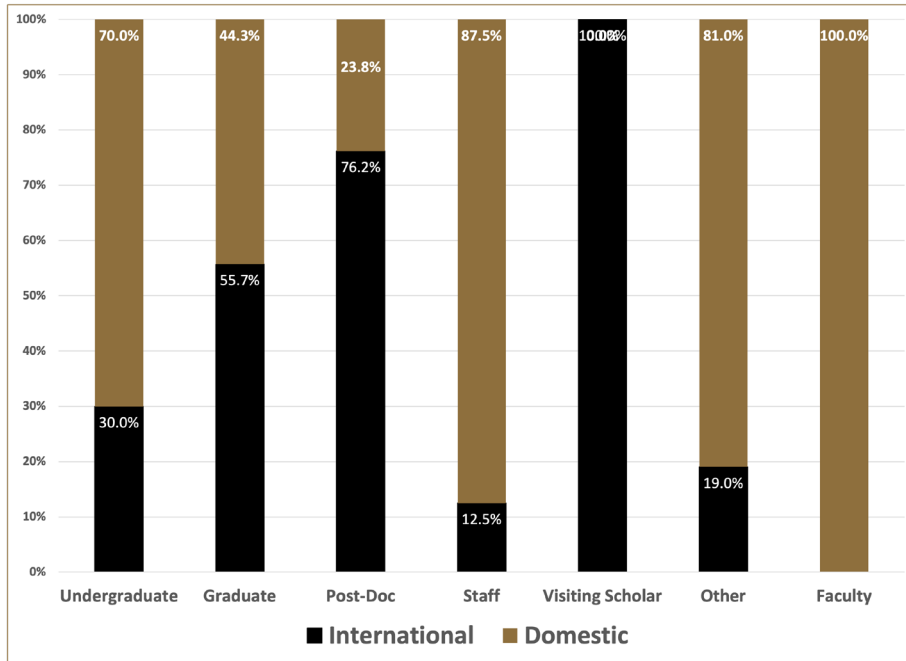


Figure 10: Consultations with multilingual writers by classification, as percentage of individual categories.

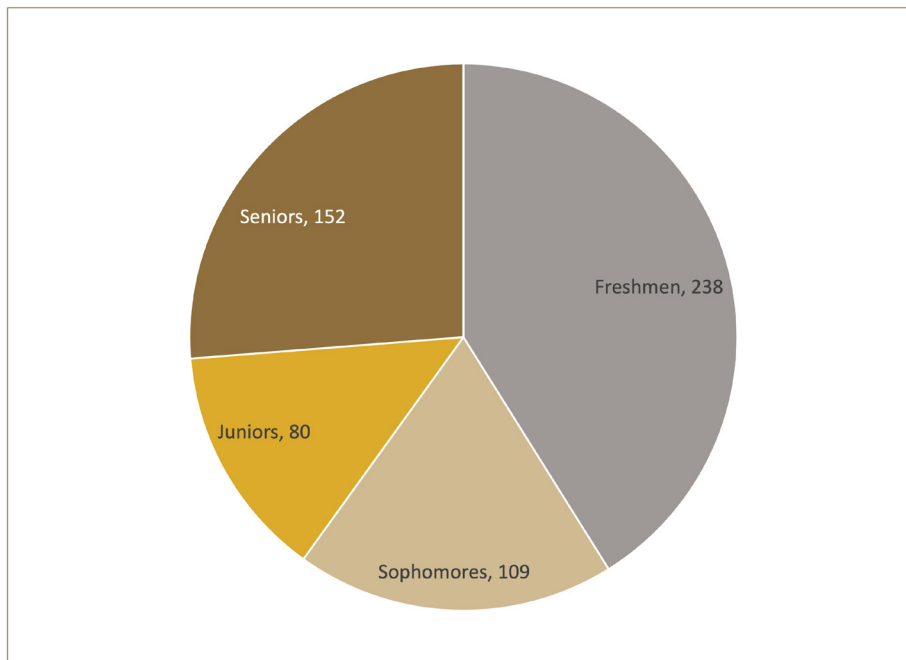


Figure 11: Undergraduate Multilingual Writers by Classification

OWL STAFF EDUCATION

To ensure that all writing consultants have the best training, the OWL requires that consulting staff possess a strong foundation 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

Our Associate Director for Undergraduate Education led the OWL's training, mentoring, and supporting of prospective and current undergraduate writing consultants by: 1) teaching sections of ENGL 390 for potential new undergraduate staff, 2) collaborating with our Assistant Director to 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. Three graduate students from Education, Counseling Psychology, and Speech Language and Pathology joined the staff as 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. The teaching and mentoring work was conducted by our Associate Director for Graduate Education.

All the staff participated in on-going educational programs that culminated with observations of sessions conducted by OWL leadership.



Purdue OWL staff presenters at the East Central Writing Centers Association, March 2024



Professional writing specialists, Brent Cameron and Matt Del Busto, working with clients at LARA, December 2023.

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

		AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	AY 2023-24
Freshman	1 time	3.46	3.50	3.34	3.24	3.34
	2-5 times	3.53	3.58	3.44	3.36	3.45
	6+ times	3.59	3.88	3.70	3.65	3.71
	Didn't use OWL	3.19	3.14	3.03	3.08	3.09
Sophomores	1 time	3.45	3.48	3.49	3.48	3.42
	2-5 times	3.56	3.64	3.56	3.59	3.50
	6+ times	3.60	3.55	3.83	3.54	3.56
	Didn't use OWL	3.28	3.28	3.26	3.25	3.27
Juniors	1 time	3.49	3.51	3.51	3.42	3.35
	2-5 times	3.47	3.51	3.66	3.56	3.46
	6+ times	3.61	3.70	3.58	3.68	3.68
	Didn't use OWL	3.27	3.29	3.29	3.30	3.30
Seniors	1 time	3.51	3.55	3.50	3.52	3.48
	2-5 times	3.58	3.62	3.60	3.55	3.56
	6+ times	3.70	3.63	3.72	3.66	3.75
	Didn't use OWL	3.30	3.35	3.37	3.37	3.38
Graduate	1 time	3.71	3.73	3.73	3.70	3.77
	2-5 times	3.76	3.77	3.78	3.75	3.77
	6+ times	3.78	3.82	3.88	3.80	3.84
	Didn't use OWL	3.66	3.65	3.63	3.58	3.65

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.

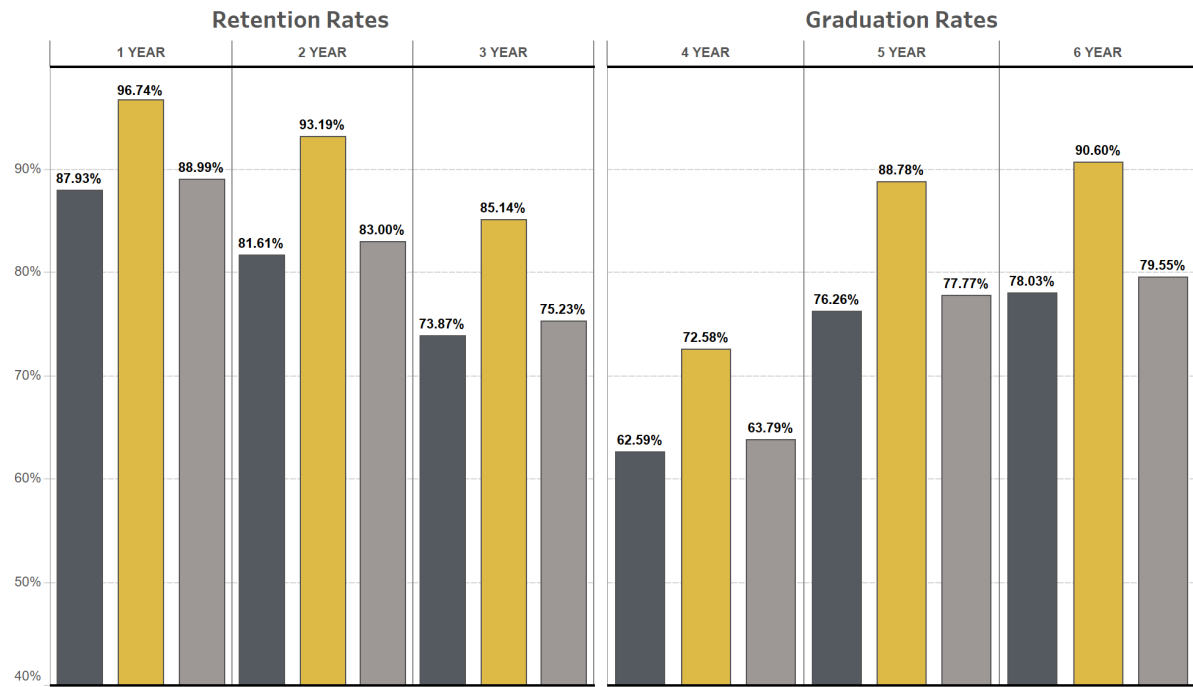


Graduation and Retention Rates

Based on OWL Visits

Last updated: October 27, 2023

2017 Cohort Usage: Never Visted, Visited, Total Cohort



Purdue University
OWL

Figure 13: First-, second-, and third-year retention rates for the 2017 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.

Minority Engineering Program

During Fall 2023, the OWL partnered with the Minority Engineering Program (MEP) to support the PROMISE program, a two-day event that encourages high school seniors from underrepresented communities to apply to Purdue. OWL consultants presented on best practices for drafting college admissions essays, answered students' questions, and provided feedback on drafts. OWL consultants also provided a demonstration of the website.

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 continued its partnership with Summer Start for new-to-campus students. 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 on their college admissions essays and to demonstrate how helpful an OWL consultation can be so, if they do come to Purdue, they will already be primed to take advantage of our services.

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.

LARA Outreach

Since November 2023, Professional Writing Specialists Brent Cameron and Matt Del Busto have revived community connections with the Lafayette Adult Resource Academy (LARA) by volunteering to participate in a beginner-level adult ESL class. Leveraging their collaboration with multilingual writers at the OWL, Brent and Matt lead conversation tables, help students improve vocabulary and English pronunciation, and assist them with practice tests designed to students improve their English speaking, listening, reading, and writing abilities.

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 2023-24 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab and writing center scholarship:

Completed

Garrett Colón. En el Centro, on the Fringes of Belonging: Lessons from the Everyday Agents of Literacy in University Partnerships Between the United States and Colombia.

Dissertations-in-Production

Ghada Seif Eddine. Demystifying Conflict in the Writing Center and Stirring up “Good Trouble.”

Eric Joseph. Education in an Age of Precarity: Examining the Cultural Meaning of Education through the Literacy Narratives of College Stopouts and Dropouts.

Publications

Jacqueline Borchert, Nathan McBurnett, Noah Patterson. “Writing Beyond Campus: Reflecting Critically on Abundant, Local Communal Knowledge” *CCCC 2024 Convention Companion Publication*. Spokane, WA. 2024.

Jacqueline Borchert. (2024). Outer and inner space: How a space change impacted consultants. *ECWCA Journal*, 0, 39-57. <https://ecwca.wildapricot.org/Current-Issue>

Matt Del Busto. “What I Know of Eclipses.” (Poem). *Indiana Humanities*. 2024.

Matt Del Busto. “Expecting” and “Oratory.” (Poems) *Ninth Letter*. 2024.

Matt Del Busto. “Learning ‘how / to make a house of our ruin’: A Review of Caroline Harper New’s *A History of Half-Birds*.” (Book Review) *Michigan Quarterly Review Online*, 2024.

Conference Presentations

Vicki Kennell. (June 2023). “I’m not a writer! Graduate writers’ self-assessment of writing ability and confidence.” Consortium on Graduate Communication Summer Institute, College Park, MD.

Vicki Kennell, and Noah Patterson. (October 2023). “The Aesthetics of Writing Center Assessment: An Interactive Mural.” International Writing Centers Association. Baltimore, MA.

Jacqueline Borchert, Nathan McBurnett, Noah Patterson. (October 2023). “Writing Beyond Campus: Traversing the Writing Center’s Role in Service-Learning and Community-Engaged Scholarship.” International Writing Centers Association. Baltimore, MA.

Harry Denny. (October 2023). “Delivering on the Promise of Social Justice and Accessibility.” “IWCA Research Incubator.” “Writing Center Research Project.” International Writing Centers Association. Baltimore, MA.

Vicki Kennell, and Noah Patterson. (October 2023). “The Aesthetics of Writing Center Assessment: An Interactive Mural.” International Writing Centers Association Conference, Baltimore, MD.

Jacqueline Borchert, Nathan McBurnett, Noah Patterson. (October 2023). “A Writing Center’s Prelude to (Re)Engagement: Assessing the

Needs, Goals, and Aspirations of Community-Based Organizations.” International Association for Research on Service-Learning and Community Engagement. New Orleans, LA.

Ashley Garla, Vicki Kennell, Lisa Nuguid, and Vanessa Pruitt. (February 2024). “Expanding Landscapes: Intersections between Writing Center Work and Other Academic Fields.” East Central Writing Centers Association Conference, Dayton, OH.

Noah Patterson. (February 2024). “Seizing the Opportunity: New Writing Assignments in the New Age of AI.” East Central Writing Centers Association. Dayton, OH.

Jacqueline Borchert, Lily Blunt, and Matt Del Busto. (March 2024). “All in Good Time: Consultants and Group Identity.” East Central Writing Centers Association, Dayton, OH.

Jacob Baumgartner. (March 2024). “From Contingent Faculty to Writing Center Administrator: Navigating Career Pathways Post-Graduate School.” East Central Writing Centers Association, Dayton, OH.

Harry Denny & Ghada Seif Eddine. (March 2024). “Writing Centers Research Project Survey: Where Do We Go From Here?” East Central Writing Centers Association, Dayton, OH.

APPENDIX A: BREAKDOWN OF USAGE

Usage by Classification

	2023-24	2022-23	% Change
Undergraduate	3,492	2,953	18.2
Graduate	1,951	2,054	-5.0
Visiting Scholar	60	105	-42.8
Post-Doc	36	23	56.5
Faculty	58	33	75.7
Staff	79	53	49.0
Other	41	28	46.4

Consultations with International Writers by Classification

	2023-24	2022-23	% Change
Faculty	1	9	-88.8
Post-Doc	24	20	20.0
Visiting Scholar	57	95	-40.0
Staff	14	28	-5.0
Graduate	1,106	1,297	-14.7
Undergraduate	910	961	-5.3
Other	7	10	-30.0

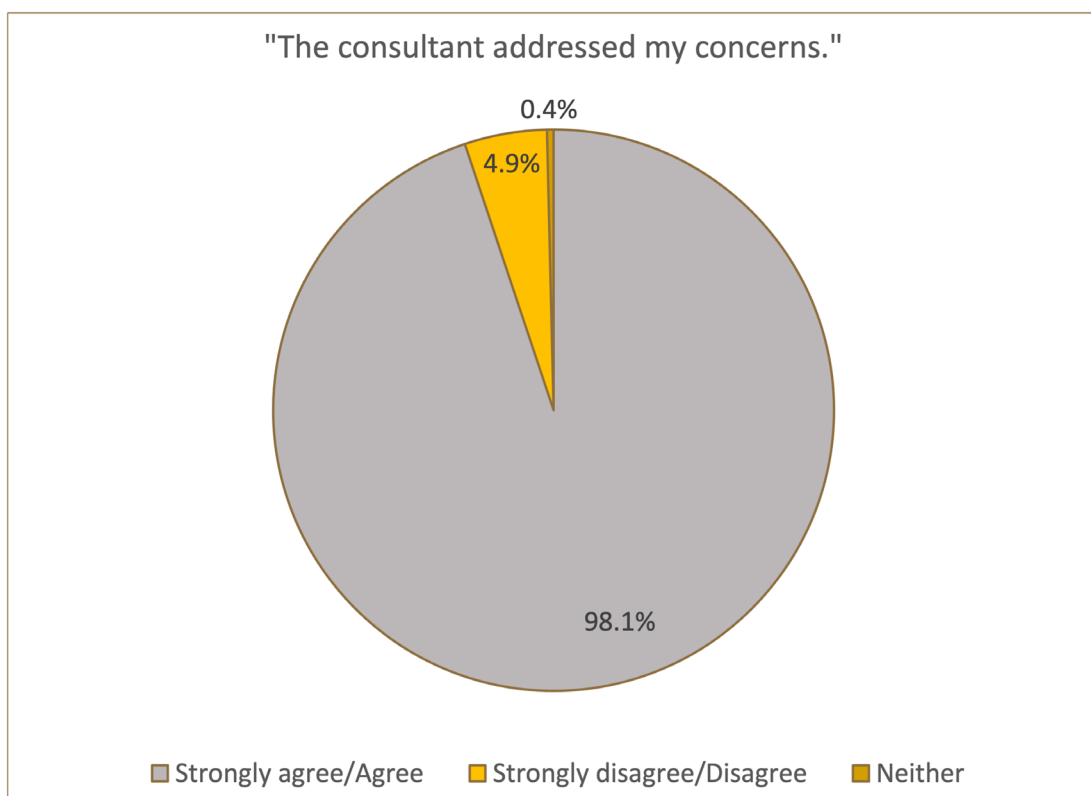
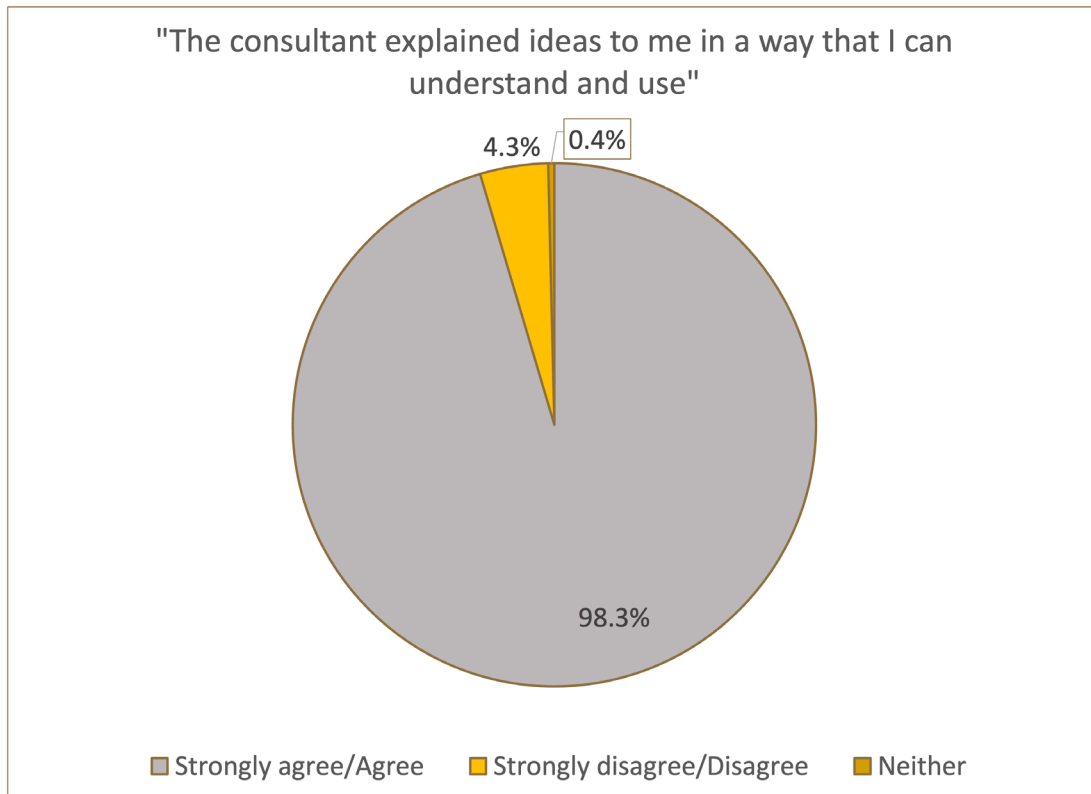
Usage Breakdown by College

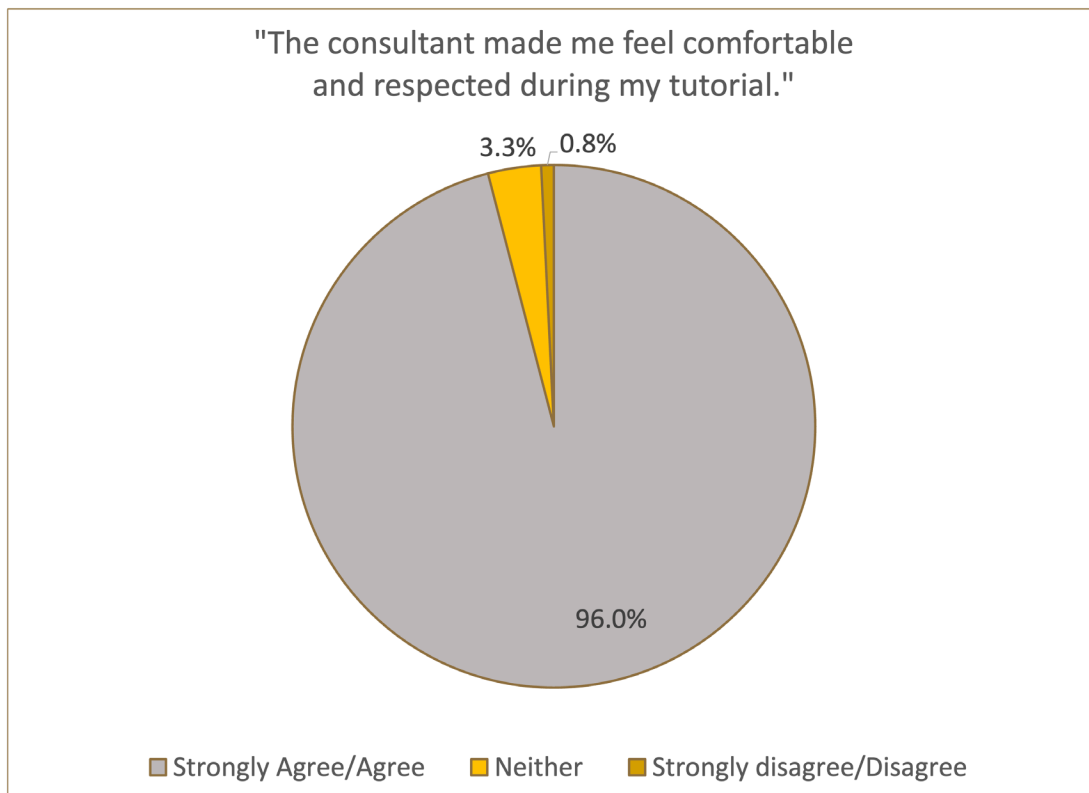
	2023-24	2022-23	% Change
Agriculture	495	356	39.0
Education	651	672	-3.1
Engineering	1,191	1,303	-8.5
Health and Human Sciences	1,010	780	29.4
Liberal Arts	1,088	807	34.8
Management	333	455	-26.8
Pharmacy	160	154	3.8
Polytechnic Institute	691	573	20.5
Science	872	729	19.6
Veterinary School	36	54	-33.3

Consultations with Undergraduate International Writers by Classification

	2023-24	2022-23	% Change
Freshmen	354	340	4.1
Sophomores	176	189	-6.8
Juniors	137	142	-3.5
Seniors	243	290	-16.2

APPENDIX B: EVALUATIONS & COMMENTS





Client Comments (Direct Quotes, unedited)

- I have been consistently impressed by the professionalism, expertise, and dedication demonstrated by Matt D. I deeply appreciate the personalized attention, his comments and help.
- I thought the writing lab was very helpful for analyzing and revising my essay.
- Alexis was awesome! She was very respectful and was a great sounding board for my writing ideas
- As always, Noah's comments were very clear, informative, and helpful. He balances comments on what I should improve and what I do well. His feedback helped me strengthen my writing style and argument, so far.
- As usual, Jacqueline is a brilliant writing tutor. I was not confident about the transition of my writing (chapter 2 of my dissertation), and Jacqueline gave me on-point feedback to ensure my writing flowed smoothly. Thank you again for the super helpful feedback!
- Ashley did a good job of addressing my concerns and giving some suggestions for how I might revise.
- Brent is a very kind and approachable person and a pleasure to work with!
- Brent is the best person I've met. He always transforms my plain language into a fabulous, elegant, and impressive sentence.
- Carri provided incredibly valuable insights on my scholarship essay, and I'm sincerely grateful for her support. Her dedication and effort in helping me refine my essay went above and beyond, and I truly appreciate it.
- Eric was a sharp set of eyes while I suffered revision fatigue.
- Eric's feedback was warm, useful, and clear. The depth and thoughtfulness of everything he wrote was awesome.
- Genevieve made me feel so welcomed and comfortable in explaining my struggles in writing. The suggestions she provided are clear and actionable. Thanks a lot!
- Had great brainstorming conversations with Nathan. A helpful session!
- He gave me the tools to improve my essay in terms of grammar, cohesion, and coherence but he also went through it with me, helping me to get it done. He was really kind and helpful, everything he said was useful.
- I am a massive fan of the owl. This was my first time using it and I will recommend it to all my peers.
- I appreciate Jacqueline's honest feedback on my writing. She is always supportive and encouraging. I appreciate having someone with an open mind, she doesn't judge me or the ideas I write about.
- I appreciate Matt's help and time. He

provides constructive feedback and suggestions.

- I appreciate Sam M.'s heartfelt feedback on my essay. Their dedication is truly commendable. Thank you for offering this valuable service to our University community.
- I appreciate the different ways to do accessible guidance by the OWL staff (e.g., face-to-face, eTutoring, online, etc.). Also, I like Meghan's constructive attitude when she asks for clarification and provides guidance to clarify the text. Thank you for this space and resource.
- I found Matt to be not only knowledgeable but also deeply passionate about his work. His expertise was evident from the insightful feedback he provided on my writing. He was able to identify areas where my writing could be strengthened, offering constructive criticism in a supportive and encouraging manner. I was met with professionalism and warmth. Thank you!
- I had an amazing first experience using the OWL with Katie. She addressed my concerns and provided helpful feedback for the places I thought needed the most work. I wanted to wait until I received the grade for the paper, and I'm very happy with what I got. It was in no small part due to Katie's feedback, which prompted me to make the necessary changes to strengthen my paper. I'm very happy with the grade I received and the meeting we had, and I think that I'd consult the OWL more often if I have important writing assignments in the future.
- I loved working with Olivia. She is a very friendly and fun person to work with.
- I think Carson did a phenomenal job. He was such a great help. I have used Purdue resources before, however, I have not had an experience go this well in a long time. I am very delighted to have met with him. I will be sure to keep his contact information for the future.
- I thoroughly enjoyed my visit. The consultant was incredibly helpful in answering all my questions.
- I visited the OWL because one of my colleagues encouraged me to do so. I really appreciate that they gave me one-on-one tutoring with enthusiasm and kindness. It made me not only feel comfortable during tutoring but also feel encouraged and confident to proceed with future work. I learned a lot, and actually, I enjoyed the conversation a lot. Thank you so much!
- I was really happy with the session! I think that the next draft of my paper will be a huge improvement and I'm very grateful for the feedback that I received today.
- I will tell my class about the super positive experience that I just had with the OWL. Megan W. is a rockstar!
- I would come back, I learned a-lot and it took a-lot of stress off of my plate
- I would like to thank Noah for his time and effort to carefully review the document with me. Thank you a lot for your work and I truly appreciate your comments. Everything was really helpful and cannot thank you more for always kindly helping me. Have a wonderful day!
- It was truly inspiring and encouraging experience for me as a non-native speaker to receive great feedback from her. It was resourceful not just because some typo or grammatical errors were handled, but also more sophisticated parts were addressed such as the main flow of the paper and the logical gaps found in my writing during today's session. I definitely ask for more session with her. I sincerely appreciate it!
- It was very engaging and helpful .The mentor was nice and understood my concerns about my reading.
- Jacqueline demonstrated exceptional patience while listening to my interview responses and provided brilliant feedback as always. Her targeted advice on my pronunciation was incredibly helpful, making the tutoring session both enjoyable and enriching. Jacqueline truly possesses a remarkable talent for teaching!
- Kat was good at reviewing large amounts of writing in a face paced and timely manner. She also communicated in a clear and understandable way.
- Kyra was extremely helpful. I was not expecting to be assisted by someone so qualified and experienced in writing graduate school applications.
- Liam was a great tutor, very helpful, and made me feel comfortable to ask any questions I needed to.
- Lisa N. was incredibly knowledgeable and aligned our session directly to what I was hoping to receive feedback on. She allowed me to drive the session and offered suggestions/ideas when appropriate. I would highly recommend Lisa N. to colleagues and students!
- Louisa was very helpful for the editing process of my statement of purpose and personal statement. She was very efficient, and also was very mindful of the original style of the essay.
- Love working with Lael, they're very helpful and their comments are very easy to understand!
- Marisa was friendly and I appreciated their help. I appreciated the invitation to attend other writing sessions, and going (though briefly) through my CV definitely is helpful!
- Matt always provides very constructive feedback and ideas. His suggestions always help me to improve my papers.
- Matt has been instrumental as my writing

coach for several grants, and I genuinely appreciate his guidance and mentorship. His insights and feedback have been invaluable in refining my work. Matt's ability to provide clear, constructive criticism and his dedication to helping me improve have significantly boosted my confidence and writing skills. He's an awesome and brilliant mentor, and I couldn't have asked for a better writing coach. Thank you, Matt, for your exceptional support and guidance!

- Meghan was great and so kind and really helped me out with my project. Very understanding and thorough.
- My tutor was super friendly and respectful, and addressed all my concerns in a reassuring and constructive way, helping me gain confidence in my writing while also teaching me how to further improve it. I really enjoyed working with her!
- OWL is doing great)
- Sam provided really strong suggestions, I like it!
- Session was wonderful! Great communications and discussions. Learned a lot about improving my work.
- Sophia was so nice and I wish her the best as she moves into her major from FYE!
- Tanvi made me feel a little more confident in my writing skills, and she guided me where I needed it. She listened to my concerns closely and addressed them in a professional and kind way.
- Thank you so much for your incredible help today! Your feedback on my scholarship essays about leadership was invaluable. I really appreciate the time you took to help with sentence structure, eliminating repetition, and adding those crucial details. Your insights always push my writing to the next level. I feel much more confident about my essays now. You're amazing, and I admire your dedication and support. Have a fantastic weekend!
- The meeting with Brent was very productive. I have learned a lot of new about writing CV. Brent again shows a high level of professionalism. His recommendations are very useful and helpful. He was friendly and made me feel comfortable during my session. His non-judgmental and supportive attitude encourages and makes people confident. My CV has become much better and more significant for employment searching process.
- Time flew by so fast, I wish it was longer. Had a very productive and fun time. 10/10 already made another appointment to come back to the writing lab. I was so lost before this and now I know what I am doing. She kept saying "Judgement free zone" when I couldn't spell things or type them properly. She explained well too and answered all of my questions and provided links for me to come back to!!

- Vanessa P. was awesome and approachable. I look forward to working with them again.
- Vanessa was extremely nice and helpful. She was so sweet and I will definitely request her help again on future essays!
- Vanessa was great! Will definitely be going back to the OWL again this semester.
- Wow! I can't express how thrilled I am with the feedback I received from Matt on my scholarship essay! His insights were phenomenal and truly transformative. Matt's attention to detail and thoughtful suggestions took my essay to the next level. I am beyond grateful for his expertise and support. Thank you, Matt, for your invaluable help – you made all the difference! Highly recommend!
- Wow! Jacqueline provided on-point feedback for my presentation at Harvard Business School, showcasing her brilliant mindset for tutoring. Working with her has been a genuine pleasure; she truly is a gem at the Purdue Writing Lab, with an innate gift for guiding others.
- Zack was very kind and helpful!

CONCLUSION

The quiet of Summer 2024 is about to end as students and faculty return to campus. We are excited to witness the bustle of students rushing around and getting settled into the academic year. One of our highlights of this time of the year is the All-American Marching Band practicing on the streets outside of our home base in the Krach Leadership Center. At the Purdue OWL, we have had a summer busy with Intensive Writing Experiences for Graduate Students and a July filled with collaborations with Summer Start and PPHS students, alongside our usual conferences with writers across campus and tweaks to our famous website.

The coming months promise more conversations around the role of software applications that artificial intelligence and large language models drive. Last year, the campus and the OWL were adjusting to the apps' new reality and impact on teaching and learning, especially around writing. This year, we expect more and more policy and pedagogical innovation to emerge as the newness wears off and everyday practices become more common. The OWL will be studying how all our peer institutions across the Big Ten Academic Alliance are developing policy and practices around AI, writing, and academic integrity. Reports, conference presentations, and publications like will occupy us during the Spring 2025 semester as we offer up insights and recommendations.

The OWL is inching toward its Fiftieth Anniversary, so planning for that momentous threshold will begin to intensify, and we expect to commemorate the occasion with events and publications. We always remember our origins sharing a space with the Testing Office on the second floor of Heavilon Hall and the growth of the OWL, extending itself into more and more classrooms on the second floor. Leadership, graduate students, and undergraduate consultants have left important legacies on the field of writing centers, online learning, community engagement, and research. Our plan involves honoring the important role the Purdue has played (and will continue to). Sadly, the days of Heavilon Hall, or at least the recent iteration, will come to an end as the building gets razed early in the Fall 2024 semester. Our colleagues from the English Department have relocated into renovated space in Stanley Coulter Hall, where we look forward to working with them in the coming years.

