

Annual Report
Writing Lab at Purdue University
May 14, 2012 to May 12, 2013



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Acknowledgments

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Abstract

The Purdue Writing Lab Annual Report for May 14, 2012 to May 12, 2013 describes the Lab's services and users as well as staff responsibilities, research, and engagement. The Writing Lab and its 17 graduate and 20 undergraduate tutors served the Purdue campus at four locations (one main and three satellites). The Writing Lab was used over 6,503 times by over 2,279 individual clients. The Writing Lab provided more than 4,469 one-to-one tutoring consultations, and these sessions were rated as helpful by 98% of users. Users of in-Lab consultations came from more than 30 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 248,242,901 pages worldwide and responded to 2,407 individual questions via our OWL Mail service. Learning, Engagement, and Discovery initiatives and accomplishments included 10 conference presentations and invited lectures by 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

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

Heavilon Hall Writing Lab

Number of individual clients:	2,149
Number of client visits:	6,089
One-to-One Consultations:	4,300 sessions
ESL Conversation Groups:	738 users
ESL Materials Use:	29 users
In-Lab/In-Class Workshops:	41 workshops attended by 320 students
Instructor Brown Bags:	17 workshops attended by 88 instructors
Lab Tours:	120 tours for composition courses
Computer Use:	85 users
Other Uses:	813 users

Meredith Hall Satellite Writing Lab

Number of individual clients:	39 users
One-to-one consultations:	58 sessions

Humanities, Social Sciences, and Education Library Lab

Number of individual clients:	84 users
One-to-one consultations:	104 sessions

Latino Cultural Center Satellite Writing Lab

Number of individual clients:	12 users
One-to-one consultations:	14 sessions

Total visits (all locations): **6,503** 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. While it is impossible to measure the exact number of potential visitors who could not be accommodated, *at least* this many were turned away during the 2012-2013 academic year:

Fall 2012:	317 users
Spring 2013:	116 users
Total turned away:	433 users

II. Services Provided

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

One-to-One Consultations

During the 2012-2013 academic year, the Writing Lab provided 4,300 in-person consultations.

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

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

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

Online Writing Lab (OWL)

In the 2012-2013 academic year, the OWL served 248,242,901 page views.

Purdue's Online Writing Lab (OWL) received 6,293 formal requests for links during the 2012-2013 academic year. The OWL is content-rich, offering student-centered materials addressing citation, usage, style, grammar, English as a Second Language (ESL) writing, and discipline-specific writing concerns. The OWL additionally offers instructor-centered materials such as PowerPoint presentations that can be used in classes to review writing-related concepts. The OWL offers instructors content that is both specific to Purdue and applicable to teachers and writers at other colleges, universities, and k-12

institutions across the country and around the world. The OWL offers an OWL Mail service, through which users email quick questions about writing that are answered by the Writing Lab's tutoring staff.

Support for English as a Second Language (ESL) Students

Users who self-identified as ESL students accounted for 71.8% of total Writing Lab visits this academic year.

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

Conversation Groups

During the 2012-2013 academic year, in the Writing Lab's daily ESL conversation groups logged 738 participants.

Daily conversation groups are available for members of the Purdue community whose native language is not English. During conversation groups, non-native speakers engage in a friendly, round-table conversation led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment. Offering these learners a friendly and open environment helps them to gain confidence in their ability to interact with native English speakers.

Instructor "Brown Bags"

During the 2012-2013 academic year, 17 brown bags were held, attended by 88 composition instructors.

Brown bags are bi-weekly events for instructors teaching English Composition (ENGL 106 and ENGL 108) at Purdue. Brown bags are discussion groups in which new and veteran instructors meet to discuss teaching strategies and techniques, as well as issues concerning research and professionalization. Topics covered include teaching with Purdue resources, using video effectively in the composition classroom, service learning, and teaching archival research.

Workshops

During the 2012-2013 academic year, the Writing Lab offered 16 in-Lab workshops and 25 in-class, customized workshops requested by instructors.

Workshops are hour-long presentations that address general and specific writing issues. Some workshops offered by the Writing Lab take place in the Lab or HSSE library, and others are held in classes by the request of instructors. Workshops help build relationships with other disciplines across campus and include a series for the Krannert

School of Business and for College of Engineering's SURF program. Workshops cover topics as diverse as learning email etiquette, building research and citation skills, and developing job search materials.

In-Lab Resources

The Writing Lab maintains a collection of resources available to all Purdue students and faculty. These include a reference library of writing-related books, journals, and other reference materials, including specialized resources for ESL users. The Lab also provides a computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software.

III. Writing Lab Staff

The Writing Lab staff consists of the Director, Linda Bergmann, Ph.D.; the Associate Director, Tammy Conard-Salvo; the ESL Specialist, Vicki Kennell, Ph.D.; a receptionist, secretary, and several student front desk assistants; and three staffs of tutors.

Graduate Teaching Assistants (GTAs)

English department GTAs are the backbone of the Writing Lab's staff. They work in one-to-one consultations, develop OWL materials, perform administrative duties such as coordinating Writing Across the Curriculum projects and OWL Mail, and work on special projects. GTAs tutor clients from any discipline, at all levels, from first-year composition through graduate school, on a wide range of writing projects.

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

Undergraduate Teaching Assistants (UTAs)

UTAs are peer tutors from various majors across the university. UTAs are selected from among the best students who have completed a semester-long practicum course focusing on tutoring. In addition to tutoring students in first-year composition, UTAs staff a booth at the English Department's Writing Showcase, respond to OWL mail questions, staff the satellite locations, and participate in conferences and workshops. These positions are funded by the English department.

Business Writing Consultants (BWCs)

BWCs are primarily students majoring in Professional Writing or Management, selected from a practicum for tutoring business and professional writing. Students must apply for admission to the practicum. BWCs offer feedback on workplace documents and business-related course assignments, including résumés, cover letters, memos, reports, and proposals. BWCs provide extra help for students preparing for job fairs through Résumé

Critiques, help staff the satellite locations, and also participate in the Writing Showcase. These positions are funded by the English Department and the Krannert School of Management.

OWL (Online Writing Lab) Staff

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

Professional Writing Program/Writing Lab Collaboration Intern

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

IV. The Value of the Writing Lab's Services

Writing Lab staff is currently developing new metrics to generate concrete data to demonstrate the positive effects the Lab has on the Purdue community. Among these will be assessment designed to measure the Writing Lab's effect on student retention, focusing especially on the retention of international students and on the Lab's effect on four-year graduation rates. The Lab currently tracks client satisfaction via surveys taken at the end of consultations, workshops, and conversation groups, and the feedback collected from these surveys is overwhelmingly positive. Full survey data is included in Appendix B.

Such a wide reach does not go unnoticed. The Lab was awarded the prestigious Conference on College Composition and Communication Writing Program Certificate of Excellence in 2004 (the first year it was granted). The Purdue Writing Lab is considered the "Gold Standard" for both in-person and online writing labs. The OWL has greatly increased the national and international prominence of the Purdue English department, particularly its Rhetoric and Composition program. Over the nearly four decades since the Writing Lab opened, over a hundred staff and alumni have produced writing-related research and scholarship, and alumni trained in the Lab have taken faculty positions across the United States, bringing what they learned in the Purdue Writing Lab to their new academic communities. Former undergraduate tutors have gone on to succeed in a wide variety of professions, both in academe as well the private sector.

Off-Campus Visitors

The Writing Lab routinely hosts visitors from other universities and institutions. This year, the Lab hosted several scholars from abroad who were starting university writing labs, as well as esteemed scholars from U.S. universities who wished to gain a better understand of how Purdue's Writing Lab works.

In the 2012-2013 Academic Year, the Writing Lab hosted 10 visitors from 4 universities and 2 government agencies. Detailed information regarding the visits is included in Appendix C.

Direct Feedback

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

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

V. On and Off Campus Engagement

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

On Campus Engagement

Workshops

During the 2012-2013 academic year, the Writing Lab presented 25 workshops in courses and sites outside the English department. These workshops were customized by collaborations among Lab's tutors, directors, and Writing Across the Curriculum Coordinator to develop dynamic, discipline-specific content.

Lab staff partnered with instructors from Purdue's Krannert School of Management to conduct several workshops on the following topics: professional emails to international audiences and using advanced visuals for presentations to diverse audiences.

Lab staff also worked with the College of Engineering's SURF Program in delivering a series of summer workshops meant to help incoming engineering students make the difficult the transition from high school to Purdue. Topics covered in these workshops included an introduction to conducting research at the college level, avoiding plagiarism, and an introduction to faculty expectations for college writing. The goal of the SURF program is to begin the professional development of young engineering students, and Lab

staff were glad to help in this endeavor.

Professional Writing

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

The Mechanical Engineering Writing Enhancement Program (WEP)

The Mechanical Engineering Writing Enhancement Program (WEP) is a collaborative effort between the Writing Lab and Purdue School of Mechanical Engineering (ME). Since 2010, the ME WEP has helped teaching assistants in ME provide helpful feedback about Engineering writing projects to students. WEP assessments indicate that a minimum of 78% of ME students demonstrate a measurable improvement in writing ability.

Purdue's Foundations of Excellence Project

The Writing Lab's director, Dr. Linda Bergmann, serves as a member of the faculty advisory board of Purdue's Foundations of Excellence project, which aims to increase student success and retention in the first year and beyond by coordinating curricular and extra-curricular programs.

Orientation Activities

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

Committee for Tutoring Rights and Responsibilities

Partnering with tutoring centers across campus, the Lab's associate director, Tammy Conard-Salvo, worked with the Committee for Tutoring Rights and Responsibilities. The Committee developed a tutoring ethics statement that will be implemented across all of Purdue's tutoring services, in order to ensure that Purdue students receive universally excellent tutoring across campus.

College of Liberal Arts Professional Development Grants for ESL Work

The Lab's ESL specialist, Dr. Vicki Kennell, received two grants to pursue ESL-related professional development. The grant money allowed her to travel to the University of North Carolina-Chapel Hill campus in order to observe their the work of their ESL writing center specialist and to purchase professional ESL-related books and resources.

Writing Showcase

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

Satellite Locations

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

HSSE Library (Mondays, 6-9 PM)

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

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

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

Meredith Hall Satellite Writing Lab (Wednesdays, 6-9 PM)

The Meredith Hall location is designed to provide services to Purdue students who live on-campus and whose schedules do not permit them to make use of the Heavilon Hall location.

College of Engineering (starting in 2013-2014)

Starting next year, the Lab will open a location within the College of Engineering. This location is meant to reach students in engineering and strengthen the Lab's collaboration with the college.

Off-Campus Engagement

College Mentors for Kids

College Mentors for Kids (CMFK) is a service program that unites at-risk middle school students with Purdue undergraduates. Undergraduate students mentor middle school students, introducing them to different career opportunities and important skills, and encouraging the students to take an interest in going to college. In 2013, the Lab's Associate Director, Tammy Conard-Salvo, worked with undergraduate Lab staff to offer CMFK students a workshop about general writing tips and how to prepare applications for the Purdue Promise program.

7Cs

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

Western Governors University

Dr. Linda Bergmann, Writing Lab Director, serves on the General Education Council of Western Governors University.

IWCA Summer Institute

Tammy Conard-Salvo, Associate Director of the Writing Lab, served as a leader for the prestigious Summer Institute sponsored by the International Writing Centers Association. The Institute is an intensive, week-long program of workshops about writing center administration and research, and participants include new and veteran administrators overseeing high school and university writing centers around the world. Ms. Conard-Salvo led three different workshops on technology, online tutoring, and developing research.

Alumni Outreach

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

Starting in the 2013-2014 academic year, the Writing Lab will begin a version of the Peer Tutor Alumni Research Project (PTARP). Developed by writing scholars at the University of Maine, Florida Atlantic University, and the University of Wisconsin-Madison, the PTARP is an IRB-approved research project through which databases of writing center alumni are developed and maintained, and through which writing center alumni are queried about the value of their experience at their respective centers. The goal of the project is to generate data demonstrating the effects that writing center experience has upon the professional development of tutors.

VI. Learning and Professional Development

The Writing Lab serves as a springboard into service-based academic scholarship. Most of the Lab's graduate alumni have taken tenure-track positions at universities in the United States and abroad. In addition to this, Lab training serves to professionalize graduate and undergraduate tutors, preparing them for jobs in education, government, and

private industry.

Credit Courses

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

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

Dissertations and Theses

During the 2012-2013 academic year, graduate students completed the following dissertations and theses based on research in the Writing Lab:

Elder, Cristyn. *“Dear OWL Mail”: Reshaping Our Stories about Writers and Writers’ Concerns*. IRB approved. Linda Bergmann, Ph.D. committee member.

Kenzie, Daniel. *Transfer and the Writing Center: A Qualitative Study of Tutoring Transitions*. IRB Approved. Linda Bergmann, MA committee chair.

Morris, Margaret. *Unmasking Collaboration: A Qualitative Study*. IRB approved. Linda Bergmann, Ph.D. committee co-chair with Shirley Rose, Arizona State University.

The following students began or continued work on theses or dissertations related to the Writing Lab:

Allen, Matthew. *An Examination of Reader-Based Response in Writing Center Conferences*. Prospectus Defended. IRB Approved. Linda Bergmann, Ph.D. committee member.

Atilgan, Aylin. *The Journey of Chinese and Korean Students from English Mainstream Composition Courses to the Writing Lab: A Needs Assessment of Purdue University East Asian Students*. Prospectus Defended. IRB Approved. Linda Bergmann, Ph.D. committee member.

Dorn, Christopher. *An Ecological Approach to Writing Center Studies*. Linda Bergmann, MA committee chair.

Koppelman, Zachery. *Understanding the Rhetorical Engineer*. Prospectus Defended. IRB Approved. Linda Bergmann, Ph.D. committee member.

Publications

Conard-Salvo, Tammy and John M. Spartz. "Listening to Revise: What a Study about Text-to-Speech Software Taught Us about Students' Expectations for Technology Use in the Writing Center." *The Writing Center Journal* 32.2 (2012): 40-59.

Presentations

Abbott, Tristan & Stacy Nall. "Common Values at a Corporate University." East Central Writing Centers Association Conference. Clarion University: Clarion, PA.

Bergmann, Linda. "Responding to a Changing Population of Multilingual Writers at Purdue," Convention of the International Writing Centers Association, October 25-27, 2012.

Bergmann, Linda. "The Roles of Writing Centers in Graduate Education: Exploring the Possibilities," Special Interest Group presentation, Convention of the International Writing Centers Association, October 25-27, 2012.

Bergmann, Linda "Where Have We Been and Where Should We Go?" [in writing center assessment], Conference on College Composition and Communication, March 13-16, 2013.

Bergmann, Linda. Plenary talk: "American Writing Centers: What They Teach Clients and What They Teach Tutors." FLOW (Foreign Language Opportunities in Writing) Conference, Lodz, Poland. June 9-11, 2013.

Conard-Salvo, Tammy (with Michael Salvo and Adam Stranz). "Creating Mobile Technologies for Global Research Spaces" (distance presentation). Computers and Writing Conference, Raleigh, NC.

Conard-Salvo, Tammy (with Clint Gardner and Jennifer Wells). "Playing with Mobile Technologies: Options for Creativity and Innovation in the Writing Center" (distance presentation). International Writing Centers Association Conference, San Diego, CA

Dorn, Christopher. "'Embodied Kairos in the Writing Gymnasium.'" East Central Writing Centers Association Conference. Clarion University: Clarion, PA.

Kenzie, Dan. "Cross Curricular Workshops: Engaging Theory, Refining Practice." East Central Writing Centers Association Conference. Clarion University: Clarion, PA.

McCall, Mary. "A Rhetorical Analysis of the Writing Center Report Genre." East Central Writing Centers Association Conference. Clarion University: Clarion, PA.

VII. Appendices

*Appendix A: Breakdown of Usage Information**

How Users were Referred	Times Used
Advertising	187
Friend	729
Instructor	2,814

Use by Classification	Times Used
Undergraduate	4,534
Graduate	1,439
Staff	9
Other	285

Use by College	Times Used
Agriculture	547
Consumer and Family Sciences	98
Education	566
Engineering	986
Health and Human Sciences	489
Liberal Arts	1,008
Management	858
Science	1,035
Technology	252
Veterinary Medicine	26

Most Frequent Use by Major (Only the top 30 majors are listed)	Times Used
Management	254
Accounting	250
Unknown	229
Economics	168
Industrial Engineering	167
Communication	162
Mechanical Engineering	159
Biology	160
Undecided	144

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

Computer Science	131
Mathematics	117
Chemical Engineering	112
First-Year Engineering	101
Actuarial Science	101
Chemistry	93
HTM	85
USP	84
Math	82
English	79
Biochemistry	70
Statistics	69
Fermentation	64
Electrical Engineering	62
Mathematics Education	58
Psychology	58
Animal Science	54
Nursing	52
Curriculum Instruction	50
Engineering Education	49
Civil Engineering	47

Most Frequent Use by Country of Origin (Only the top 10 countries are included)	Times Used
China	2,992
United States	1,677
Korea	565
Taiwan	184
Malaysia	132
Japan	99
Turkey	38
Japan	47
Colombia	37
Saudi Arabia	33

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	26 %
Visits from ESL Speakers	73%
Unknown or unreported	<1%

Appendix B: Evaluations and Comments

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

Student Evaluations of Individual Consultations	Student Responses	Percentage
The tutor explained ideas to me in a way I can understand and use.		
Agree	5,410	97%
Somewhat agree	137	2%
Disagree	22	<1%

The tutor addressed my concerns.		
Agree	5,389	97%
Somewhat agree	163	3%
Disagree	11	<1%

The tutor made me feel comfortable and respected during my tutorial.		
Agree	5,451	98%
Somewhat agree	85	1%
Disagree	2	<1%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
How effective was your conversation group leader at encouraging everyone to participate?		
Effective		97%
Somewhat effective	15	3%
Not effective	0	0%

Overall, how would you rate your conversation group leader?		
Effective	617	98%
Somewhat effective	14	2%
Not effective	0	0%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
The workshop was helpful.		
Agree	286	83%
Somewhat agree	57	16%
Disagree	3	<1%

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

Likely	311	90%
Somewhat likely	34	10%
Not likely	1	0%

My workshop leader was effective.

Agree	320	92%
Somewhat agree	27	8%
Disagree	0	0%

Instructor Evaluations of Brown Bags	Student Responses	Percentage
The brown bag was helpful.		
Agree	75	99%
Somewhat agree	1	1%
Disagree	0	0%

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

Agree	68	96%
Somewhat agree	3	4%
Disagree	0	0%

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

Likely	72	100%
Somewhat likely	0	0%
Not likely	0	0%

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

Likely	75	99%
Somewhat likely	1	1%
Not likely	0	0%

Selected Comments from Student Evaluations of Consultations

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

- [The tutor] helped me organize my thoughts. We worked together to reconstruct my PowerPoint and information that will go in my research poster.
- [My tutor] gave me some helpful tips concerning the format of a clear and organized resume. He also helped me develop content in my personal statement.
- Talking through my ideas helps to figure out my argument and what I want readers to “take away” from my work.
- [The tutor] explained how to address a general audience for technical writing (don't use ‘you’ or ‘I’ pronouns)
- I learned that I can start with a working thesis, write down the evidence, and then go back and make the thesis more detailed and stronger, I also learned alternate ways to structure my thoughts.
- My sentences tend to be long and full of pronouns/other references outside of them.
- Connect the ending of a paragraph with the beginning of the next to the point where if you only read these two things you can paint a picture of the entire paper.
- Specific writing tools for writing personal statements. For example backing up a statement with a personal experience relating to that statement.
- Introductions can't jump from idea to idea without introducing each topic with smooth transitions in between ideas. Introductions are the first impression, don't mess it up.
- Watching common and cliché phrases in my writing.
- We discussed document-formatting and making sure to keep ideas narrow and focused when there is a page limit. Juan made the parameters of prelim documents very clear. The tutorial eased my mind a lot!
- I learned more about the chronological order of my essays. So, for instance, if I wish to talk about the future, that needs to follow me discussing the present. Backtracking (talking about the present, then future, then present) will only confuse my audience.
- [My tutor] did a great job helping me with the wordiness, and how to cut down on extra words and phrases. She also helped me address my concerns of making the tone of my writing more positive.

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

- The tutor was very respectful and had a genuine interest in my work and subject matter.
- I would love to see my tutor again!! He was very helpful and nice!! During the session, I felt like he knew what I needed to do.
- Writing Center is great!! Although sometimes it’s frustrating to recognize that I am still very far away from “flawless” writing skills, learning new things during the revision process is very enjoyable.
- This was an awesome experience that I’m sure will be a catalyst for growth.
- I greatly appreciated [my tutor’s] input. He seemed to take a genuine interest in my thoughts and concerns, and it was obvious to me that he cares about the success of those who seek his advice.
- Great first experience in the Writing Lab! ☺
- This was really helpful! I feel a lot more confident with my paper now.
- [My tutor] did a very good job with helping me formulate strong arguments to incorporate in my essay.
- I am really glad I came in and I feel way more confident in my writing abilities now.
- I have learned many things during the 30 minute session and it has been very helpful
- The time is too limited. In 30 mins, I usually cannot go over the whole paper.
- I appreciated the ability to work through some of my dissertation to clarify my ideas.
- This tutoring experience has inspired me to make better examples
- It’s fun and very helpful. [My tutor] helped me a lot. Thank you so much for being so nice and understanding.
- Mary was extremely helpful in providing feedback. She was detailed and gave constructive advice and concrete examples of ways to improve my writing.
- She was very thorough and made sure to cater to my individual needs – she asked what I wanted to focus on, how I wanted to read through it, etc.
- I was very worried before, but after meeting with [my tutor] and talking the paper through with her made me more confident in my writing abilities.
- [My tutor] was phenomenally helpful! She gave me great recommendations regarding personal statements and resumes.
- [My tutor] is a terrific evaluator. She is detailed and clearly explains how to improve the paper & justifies the purpose of the changes that need to be made.
- [My tutor] did a very good job at making me think and coming up w/ideas instead of him just telling me what to do.
- It is my first time to get here, and I think it is a good experience for an international student. The woman who worked with me is kind and she explained ideas to me specifically.

Selected Comments from OWL Users

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

- I am nearing the end of a long slow trip through graduate school towards getting my MSLIS and I want to express my deep gratitude for the countless times I have referenced the OWL's pages on Research and citation, specifically APA. From my very first graduate school paper to my final papers in the next few weeks, I have consulted the OWL every single term. I can't imagine how many students across the country and around the world have been helped by the extensive, clearly written, and detailed examples and explanations provided in the OWL's pages. As I work on one of my final papers, I can't help but contact you to thank you from the bottom of my stressed out graduate student's heart. (USA)
- Thank you so much for the excellent site on the English grammar. I was looking for the answers for many years. Your presenting style and contents well exceeded my expectations. I would definitely recommend your site to everyone, who wants to improve English. Big thanks again! (Lithuania)
- The site keeps evolving and getting better and better! My students are using it and identified it as one of their top resources for adult returning students. I also put the OWL Purdue website information in the course syllabus under writing resources. These are adult women completing a BA after many years and carrying a lot of "I can't" with them. the cohort format helps -- OWL helps and is a super resource. thanks M.Reiff (USA)
- This is an excellent tool for my students. We are in Louisiana and students are required to learn MLA formatting. I work in a Title One school; 98% of my students are on free/reduced lunch and can not afford to purchase the style guide. I had been modeling how to navigate through the web-site in class, but would like to add it to my web page for my students next year. Thanks so much. (USA)
- I think this is a fantastic resource for students preparing for international English exams like TOEFL and IELTS and I refer my students and other teachers to the site frequently. (Italy)
- I love, love, love your site and always tell students and other writers about it. Your explanations are so concise and clear; it's much easier to send people to your site than to try and explain certain grammar points myself! I just posted a blog piece today with a couple links to your site; hope that's OK. Thanks, Jody Kihara (author, editor, and sometimes grammar instructor). (Canada)
- I have been recommending the OWL to my students for years. It is one of the very best online writing resources I have seen. It is user-friendly, easy to navigate, complete and reliable. Our students are IB students and they use the OWL for

several courses, but most importantly for the 4,000 word Extended Essay. They go off to universities all over the world with a superb resource in their education. (Spain)

- I truly appreciate OWL's resources! No one has ever taught me how to properly cite ANYTHING in APA format. I would have failed many assignments if OWL was not accessible due to massive citation errors! OWL is especially wonderful for those of us that have not been in school for a long period of time and/or have been in a technical career that does not deal with computers. The latter would apply to myself as I am a hairdresser of 20 years and would not know where to start when adhering to academically correct guidelines and expectations. Thank you. (USA)
- Your site is absolutely the MOST important tool I use to direct students to for help - I could not ever explain and show examples as your site does - it is comprehensive and easy to use. I teach students who are older and going back to school and it is so hard to get back in the groove - this site is so helpful for them!!! (USA)
- The Purdue University Online Writing Lab is great! It provides me immediate help in academic papers that I make. Information from the site are clearly presented and are organized well. Thank you so much! (Philippines)

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Ruth Berson	Washington University, Saint Louis, MO	June 12, 2012
Arabella Lyons	SUNY Buffalo	September 6, 2012
Akiko Katayama	University of Tokyo, Tokyo, Japan	September 7, 2012
Fumiko Yoshimura	Tohoku Gakuui University, Sendai, Japan	September 7, 2012
Tania Aria, Abdul Habib Khadid, Klohammad Aif Bahrami	Kabul University, Kabul, Afghanistan	February 20, 2013
Kawita Sarwary, Mir Abdullah, Lalah	Herat University, Herat, Afghanistan	February 20, 2013

Appendix D: Writing Lab Staff Members for 2012–2013

Director

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

Associate Director

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

ESL Specialist

Vicki Kennell, Ph.D., Administrative/Professional

Graduate Teaching Assistants (GTAs)

Tristan Abbott	Rebekah Mitsein
Chris Dorn	Sean Mitsein
Marybeth Harris	Hwanhee Park
Gina Hurley	Dana Roders
Dan Kenzie	Slaney Ross
Helen Knight	Scott Partridge
Mary McCall	Ashley Watson
Juan Meneses	Heather Wicks

Online Writing Lab (OWL) Staff

OWL Coordinator: Joshua Paiz

OWL Technical Coordinator/Webmaster: Caitlan Spronk

Undergraduate Teaching Assistants (UTAs)

Alissa Berger	Matt Hollars
Lizzie Berkovitz	Xin Hou
John Bomkamp	Shannon Israelsen
Ariel Callahan	Kenneth Kim
Raysha Duncan	Haley Sands
Megan Grassl	Rebekah Thomas

Business Writing Consultants (BWCs)

Anna Chen	Christy Hunter
Corrine Feight	Will Precup
Alexandra Hoff	Katelyn Roberts
Elizabeth Hudson	Hannah Wilkerson

Professional Writing Program/Writing Lab Collaboration Intern

Adam Strantz