Summary

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Muriel Harns, Writing Lab Director

1995-1996

Purdue University Writing Lab Report
Summary
2. Services

Help was provided by a receptionist, a secretary, and work/study student assistants. Graduate students served as the co-facilitators for OML (Online Writing Lab), while university staff served as the co-facilitators for the English 100 Writing Program (Developmental English). Both groups provided feedback and support to students. The English Department also provided guidance to students who were struggling with writing. In addition, a Writing Lab located within the university provided assistance with homework and writing tasks. Staff included seven graduate teaching assistants and the 95-96 staff of the Writing Lab consisted of seven graduate teaching assistants.
writers from all over the world sending questions about writing to OML.

OML supplies materials for school districts, universities, and other institutions building collections via

writers on the Internet using OML handouts

Lab as a model in on-site visits

writers coming from institutions from other institutions studying the Writing

Teachers assigning with writing in various departments across campus

79 teachers using Writing Lab handouts in their courses

Applications, dissertations, co-op reports, etc.

Students engaged in other writing projects such as resumes, professional school

courses in the spring

requirements obtained from 179 different courses in the Fall and 104 different

Students writing papers for hundreds of courses on campus

Students learning English as a second language

Courses in the spring

Requirements obtained from 179 different courses in the Fall and 104 different

Students enrolled in English Department writing and literature courses

The populations served represent a wide variety of writers, teachers, and others, both

3. Users

Publications on writing center theory, education, and administration

English: This newsletter is one of two national distributed and indexed

edited by the Writing Lab Director and published by the Department of

Writing Lab Newsletter

research help with writing

(a variety of onlineidual services being developed for computer users}
### 1. Types of usage

<table>
<thead>
<tr>
<th>No. of users</th>
<th>1,279</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,202</td>
<td></td>
</tr>
<tr>
<td>3,961</td>
<td></td>
</tr>
<tr>
<td>2,165</td>
<td></td>
</tr>
<tr>
<td>1,288</td>
<td></td>
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<tr>
<td>1,793</td>
<td></td>
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<tr>
<td>93</td>
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</tr>
<tr>
<td>73</td>
<td></td>
</tr>
<tr>
<td>79</td>
<td></td>
</tr>
<tr>
<td>730</td>
<td></td>
</tr>
<tr>
<td>1109</td>
<td></td>
</tr>
<tr>
<td>1,332</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Most frequent use of the Writing Lab by departments

<table>
<thead>
<tr>
<th>On-campus users: 297/400</th>
</tr>
</thead>
<tbody>
<tr>
<td>OML</td>
</tr>
</tbody>
</table>

### 3. Use of the Writing Lab by schools

<table>
<thead>
<tr>
<th>School</th>
<th>ED</th>
<th>Tech</th>
<th>SCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>9%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>60</td>
<td>9%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>203</td>
<td>9%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>473</td>
<td>7%</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>No of requested</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Including students in freshman composition courses (N=6,273)

<table>
<thead>
<tr>
<th>CFS</th>
<th>ED</th>
<th>Tech</th>
<th>SCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>6%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>5%</td>
<td>3%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

### 5. Excluding students in freshman composition courses (N=2,750)

<table>
<thead>
<tr>
<th>CFS</th>
<th>ED</th>
<th>Tech</th>
<th>SCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>6%</td>
<td>5%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>4%</td>
<td>8%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>
The Writing Lab helps by providing feedback and assistance to my students as they prepare assignments.

The Writing Lab is valuable as an available resource. I can always direct my students to.

I saw European improvement on final drafts after tutorials. (P. Douglas, English)

Your resources provide me with a wonderful array of instructional materials that I can target.

English

Thank you for your collaboration in teaching English 10 this semester. (M. Byrne)

My students have only one complaint. The Writing Lab is too crowded! They have to wait longer than usual.

I really do think that Purdue's Writing Lab is tops! I'm impressed with the lab's

English

Several of my students who used OWL told me they found it very helpful. (A. Matsuara)

The handouts for instructors are a great resource for class lecture and discussion. (J.)

The lab is an excellent resource and very effective. (A. Flaxson, English)

A. From instructors whose students used the Writing Lab

Comments

<table>
<thead>
<tr>
<th>%0</th>
<th>not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>%9</td>
<td>somewhat helpful</td>
</tr>
<tr>
<td>%16</td>
<td>very helpful</td>
</tr>
</tbody>
</table>

The likelihood that a student would return to the lab if further help needed:

<table>
<thead>
<tr>
<th>%0</th>
<th>learned nothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>%1</td>
<td>learned a little</td>
</tr>
<tr>
<td>%6</td>
<td>learned a lot</td>
</tr>
</tbody>
</table>

b. Amount learned:

<table>
<thead>
<tr>
<th>%0</th>
<th>not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>%3</td>
<td>somewhat helpful</td>
</tr>
<tr>
<td>%56</td>
<td>very helpful</td>
</tr>
</tbody>
</table>

4. Quality of instructors (based on 3/00 responses):

Evaluations
and just kind of had questions to guide my ideas.

Very helpful insight of thinking through things for me, the other made me do the thinking.

"It really36 aced as it the case. It was nice to have someone take time to help me.

"I read a writer's book now I don't.

"The hours are very helpful and know what they're doing.

"I've been here I've written over 15 essays about my paper.

"This place is a must for grad school papers.

"It really helped a lot, some solid for my ideas.

"They're always good at helping me write that paper.

"Now I have some confidence in myself with this paper.

"The help helps me help myself.

"If I don't come here, I'm not going to be able to help. Find ideas you didn't know were there.

"If I feel for more confidence about my writing now.

"I can visualize the improvement in my writing.

"I really think that helps a lot in this discipline.

"She was very good at making me think about my paper and not telling me what to write.

B. From students who met with tutors in the Writing Lab

"The help helps me help myself.

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"She was very good at making me think about my paper and not telling me what to write.
It was like the opened a window for my eyes.

I always learn something every time I come to the writing lab.

They helped me fill out my thoughts together.

I have an exceptional place to get help on English papers and all other papers.

The dictionary clarified my misconceptions on reading with

This is the best resource on help (passion to pass).

If I really help to locate effective feedback.

"You need more open hours of more times of something. I have to wait to get in."

"They continued to help me.

"They made me do my work. Didn't depend on him for the answers."

"They were there when we needed for future assignments as well as the current one.

"He didn't just give ideas, but helped to clarify the ones I already had."

"With my detention so much help at the lab."

"I always books up and always have so much trouble in trying to get in here. You're always booked up."

"Less helpful feedback so much help at the lab."

"The reviews that will help a lot.

"Good listener. Keep on doing the good work."

"The explanation was on my level.

"I see drastic improvements in my writing."

"He cleared a lot of my questions I had on my paper."

"He helped me understand what I was doing wrong and how to change it."

"Wanted to help.

"He was a lot of help. He was good because it second so thought he was really interested and

"Went a lot of help."

"He made me think to get the ideas for the paper. Instead of just saying this won ideas. He

"She explained so well, even things I tried to figure out in the book but couldn't.

"This makes me want to continue learning to write.

"Always learn how my papers seem to be improving.

"Everything I had a question on was answered in full.

"He didn't take over my head and listened.

"He saw me work towards a stocking of ideas and concepts.

"He helped me realize that had我才 in my paper. He didn't point it out but he helped

"Really felt comfortable talking about what was wrong with my papers.

"I read having a conversation with a tutor instead of being talked at.

"I really feel confident about my understanding of English concepts. My writing skills have improved.

"Helping with my writing skills.

"I feel more confident and confident on my paper.

"Writing lab is always helping me

"Adequate, even before we started.

"She wanted me to read my paper out loud which was a good idea. I could see more problems.

"All my experience with this lab has been helpful.

"Not only those problems I learned from them.

"English lab is always helpful.

"It was really helpful to talk to someone who knew what they were doing but wasn't the one.

"This is my second time and I did much better on the paper than brought me here the first

"They gave me help not only with that paper but papers in general.

"This helps you help yourself.

"I learned some good methods to paraphrase."
Your service deserves more praise. It is very helpful.

This is the best person-to-person assistance that is offered by Purdue University.

I learned where questions to ask myself while analyzing my topic.

Your help means a lot to me. I think it will help me in English for the rest of my college.

He helped me with my paper and then helped me organize my own ideas. This helped
fell in love with the nigh track to writing a better thesis without doing it for me.

I learned ways to write that I never had before.

I learned to question my own statements. That's something I reconsidered to do now.

"Great" always works wonders. You can speak your mind and not get in

"Finding someone who understands your paper helps. You can speak your mind and not get in a

"The was great. I made me do the work and didn't just tell me what was wrong.

"The rules changed. How my grades were impacted dramatically.

"Excellent help. Never had the chance to personal-ize or help before.

I learned another way to express myself and write a block.

I think one of my problems.

If you explained it to me otherwise but did not put words in my mouth. She made me sort of

If you explained it to me otherwise but did not put words in my mouth. She made me sort of

"The help helps me think myself and learn how to write my own writing.

"Learn to focus on certain topics instead of a broad picture.

"Com".

She didn't see the box to write my paper, but she encouraged me to think of ideas on my

"The help wasfantastic. The program is pretty good too."

"Thank's. Helpful as always "

"Annoyance improved on the thoughtful and options of my paper. More than helpful!"

With the help of the writing lab, I can really improve my writing.

I'm still stuck with my work which I polish my work.

He didn't tell me how I should think and write. He helped me develop thoughts and

He didn't tell me how I should think and write. He helped me develop thoughts and

"I had to do things that I had/done previously."

"They ask for your input. They don't just tell you what to do."

"He was friendly and made me think instead of telling me what to put in my paper.

"I'm really starting to write better.

"Paper"

She really helped me develop my ideas and the point I was trying to get across in my

"Everything has been very helpful and my grades have been considerably higher.

"Writing"

She helped me think and gave insight in a different way to more efficiently show it in my

"The produced research materials as resource examples.

"This is how I think about Purdue."