Muriel Harris, Writing Lab Director

1998-1999

Purdue University Writing Lab Report
Expanding OML's teacher resources on-line

Assisting with faculty development

in classrooms and computer labs on campus

Offering a University English multi-functional instructional program to present

Offering multi-functional workshops on using OML and the Internet

Incorporating use of technology in instruction

Providing assistance with research and other employment documents and applications

Providing English skills to consider research and to develop higher-level English skills

Providing ESL self-study center

Increasing student confidence in their abilities

Improving writing skills

Serving students


Services

Interested in establishing distance learning assistance with OML programs?
The Nebraska Board of Higher Education in the Netherlands invited a biologist to OML for a faculty conference from the University of Groningen.

The leader of the research group writes an evaluation to the University of Groningen.

In the Netherlands, OML continues to be recognized (by links from other sites, reviews, and others) for its diverse services.

In the U.S. and abroad, although OML services and 70 other universities and colleges now have OML,

Actually, educational institutions the general public, non-profit agencies, and military users

These articles were not made available to us. One year's OML usage cannot be

This does not include use of the Web by non-students of the Graduate/Ph.D. programs because

Uses of the Lab's OML (Online Writing Lab):

2,299,996

2,880

14,276

D (pp. 1-20)

of the total number of users, 12% were graduate students and 6% were undergraduate students. Of the total

of the total number of users, 9.1% were undergraduate and 6.9% were graduate students. Of the total

of applications, 14.2% were from workshops held in classrooms around campus. Of the total

This represents a 22% increase in usage of the Writing Lab's usage was as follows:

Statistics

Summary of Usage and Services

During the 1998-1999 academic year, the Purdue University Writing Lab's usage was as follows:
2. Services

A. Accomplishments for This Year:

2. Discussion of Short, Services, Users, and Future Plans

Reconsider a secretarial and work/study student assistance.

Academic Writing Lab used data for correlation with improved GPA and student

Studying Revisions efforts

Responds to 321 phone calls with answer to questions about writing

Promotes OWL resources to produce Legislate Awareness Network (for the Office
College and schools
Liberal Arts Report for the Accreditation Review by the North Central Association of
- Providing data on the Writing Lab as a Specialized Learning Environment for the School of
- Providing OWL resources worldwide

Contributing to outreach, accreditation, and legislative awareness

- Presenting papers at national conferences about Writing Lab work
- Inclusion of OWL material in European and Asian
- Bridging gaps in college textbooks on the use of technology on and web development
- Winning additional national awards for the OWL site

Maintaining national stature

- Providing hands-on writing skills to teachers seeking instructional materials
- Classroom workshops on writing skills in

- Working with faculty to develop and present G/T workshops on writing skills in

The 1998-99 staff of the Writing Lab consisted of thirteen full-time teaching assistants
Although a year has passed since we initially made our request for the necessary data, we continue to pursue a project that will determine the LAP's contribution to student learning.

**Striving for improvement:**

In addition to the ongoing efforts of the North Central Association Commission on Accreditation and Quality Assurance and the Office of the Vice-President for Learning and Academic Affairs, the Writing Lab has been the recipient of numerous recommendations and initiatives.

The Writing Lab is housed in a 29,000 square foot facility on the campus of Purdue University. The Lab employs a team of five full-time and five part-time writing consultants, each with extensive experience in academic writing.

**Authors' note:**

Students are encouraged to use the Writing Lab as a learning resource and to seek assistance from the consultants. The Lab is open to all students, regardless of their academic level, and offers drop-in consultations as well as appointment-based sessions.

**Incorporating technology:**

The Lab utilizes a range of technologies to enhance the learning experience, including software for grammar and spelling checks, word processing tools, and online resources.

**Assisting with faculty development and campus-wide initiatives:**

Consultants work closely with faculty to develop and implement workshops and seminars that support the writing process at all levels of the academic institution.
3. Users

National Council of Teachers of English

Council for Higher Education and Administration, and the National Council of Teachers of English, in cooperation with the Council for Higher Education and Administration, has established the National Council of Teachers of English, which is responsible for the development and implementation of the National Council of Teachers of English's policy and procedures. The policy and procedures are developed and implemented by the National Council of Teachers of English, and in cooperation with the Council for Higher Education and Administration, are designed to ensure that the National Council of Teachers of English's policy and procedures are implemented in a manner consistent with the National Council of Teachers of English's mission. The policy and procedures are reviewed and updated regularly by the National Council of Teachers of English's governing body, which is composed of representatives from various segments of the educational community.

The population served represents a wide variety of writers, teachers, and others, both inside and outside the educational community.
The need for a Lab Administrative Manager

A. Future Plans and Goals

1. Writers from all over the world send questions about OWL to the Writers Lab.
2. Writers collaborate with instructors to develop teaching materials.
3. Writers edit and publish textbooks and other resources.
4. Writers provide instruction in OWL or other writing centers.
5. University of Colorado's OWL is the largest writing center in the United States.
6. Writers provide education and training to faculty members.
7. Writers conduct workshops on various topics, including the use of technology to enhance writing.
8. Writers offer professional development opportunities, including workshops, conferences, and seminars.
9. Writers provide opportunities for graduate or undergraduate students to participate in research projects.
10. Writers offer resources for students, such as online tutorials and writing centers.

B. Development of Writing Centers

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10. Writers offer resources for students, such as online tutorials and writing centers.
3. The Revision and Coordination of OML and Lab Instructional Handouts

For those students who wish to attend, the Writing Lab Library program to hold a regular schedule of weekly workshops in the Writing Lab. Students can attend these workshops to develop their multimedia presentations on OML with the assistance of a grant from Multimedia Instructional Development Center at Purdue.

2. The Development of Multimedia Workshops

Director, whose list of responsibilities have grown without needed administrative assistance. Having a lab director who is responsible for administrative management would alleviate some of the strain bearing on the permanent become an 11-month one while the lab continues to need an assistant director. Managing the lab manager's experience in the assistant position should enable us to be flexible in the assistant position. The assistant is the lab's primary job and we request that he be possessed of the necessary skills and responsibilities. Beyond the level of CTP, the position normally requires a law degree.
Appendix A: Statistical Use of the Writing Lab
A Use of the Writing Lab by Schools

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Use</th>
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</thead>
<tbody>
<tr>
<td>ENG 109</td>
<td></td>
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<tr>
<td>ENG 196</td>
<td></td>
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<tr>
<td>ENG 160</td>
<td></td>
</tr>
<tr>
<td>ENG 454</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td></td>
</tr>
<tr>
<td>COM 565</td>
<td></td>
</tr>
<tr>
<td>ENG 250</td>
<td></td>
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<tr>
<td>ENG 280</td>
<td></td>
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<tr>
<td>ENG 407</td>
<td></td>
</tr>
<tr>
<td>ENG 267</td>
<td></td>
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<tr>
<td>POL SCI 101</td>
<td></td>
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<tr>
<td>PHS 224</td>
<td></td>
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<tr>
<td>ENG 175</td>
<td></td>
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<tr>
<td>ENG 177</td>
<td></td>
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<tr>
<td>ENG 257</td>
<td></td>
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<tr>
<td>ENG 200</td>
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<td>ENG 251</td>
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<td>ENG 121</td>
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<td>ENG 211</td>
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<td>ENG 311</td>
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<tr>
<td>ENG 327</td>
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<tr>
<td>ENG 101</td>
<td></td>
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<tr>
<td>COM 114</td>
<td></td>
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<tr>
<td>CE 232</td>
<td></td>
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<tr>
<td>ENG 230</td>
<td></td>
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<tr>
<td>ENG 960</td>
<td></td>
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<tr>
<td>CT 454</td>
<td></td>
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<tr>
<td>ENG 396</td>
<td></td>
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<tr>
<td>ENG 393</td>
<td></td>
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<tr>
<td>ENG 452</td>
<td></td>
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<tr>
<td>ENG 105</td>
<td></td>
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<tr>
<td>ENG 102</td>
<td></td>
</tr>
<tr>
<td>ENG 100</td>
<td></td>
</tr>
<tr>
<td>ENG 101</td>
<td></td>
</tr>
</tbody>
</table>
A. From instructors whose students used the writing lab:

<table>
<thead>
<tr>
<th>Comments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Likely</td>
<td>4%</td>
</tr>
<tr>
<td>Sometimes Likely</td>
<td>6%</td>
</tr>
<tr>
<td>Very Likely</td>
<td>96%</td>
</tr>
</tbody>
</table>

B. Likelihood that student would return to the lab if further help is needed (N=428):

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned nothing</td>
<td>5%</td>
</tr>
<tr>
<td>Learned a little</td>
<td>12%</td>
</tr>
<tr>
<td>Learned a lot</td>
<td>87%</td>
</tr>
</tbody>
</table>

C. Likelihood that student would return to the lab if further help is needed (N=428):

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not helpful</td>
<td>0%</td>
</tr>
<tr>
<td>Somewhat helpful</td>
<td>9%</td>
</tr>
<tr>
<td>Very helpful</td>
<td>91%</td>
</tr>
</tbody>
</table>

Evaluations of individual instructors (N=428):
Thank you for your feedback.

The Writing Lab is an extremely valuable resource for composition instruction. (K. King)

The writing lab is an extremely valuable resource for composition instruction. (K. King)

Engaging and active instruction.

My students have been exposed to the OWL. (K. King)

Students have been exposed to OWL. (K. King)

The OWL is a great tool for improving writing skills. (C. Phoenix, English)

You have an excellent site which I feel confident will help my students improve their

Please appreciate the Writing Lab. (C. Phoenix, English)

Congratulations for your job here. (C. Conner, English)

You have an excellent site which I feel confident will help my students improve their

A great service for students and faculty. (R. Knapp, Math)

interactions. (A. Webster, English)

Thanks for all the help! (B. Johnson, BCN)

The Writing Lab was an excellent resource. (D. Car, BCN)

Thanks for helping my students keep up the good work. (R. Clark, BCN)

Thanks for helping my students keep up the good work. (R. Clark, BCN)

Students keep up the good work. (R. Clark, BCN)

Provide more writing help. (K. Waddle, English)

Your feedback is my first semester teaching. Now that I have found you, I will use you

Outline problems. You provide a valuable service. (M. Volkman, EDC)

The Writing Lab provides an instant solution (for me) to my students' needs to receive help.

Great job! (J. Overy, NUR)

OWL provides highly organized information that can use in the computer classroom. (D. Brown)
He made me think.

- The help I received made me think of other ideas and ideas I had not thought of.
- The atmosphere is very comforting.
- He helped me come up with ideas and渠道 in my ideas.
- Very crowded. Too noisy. Get more staff.
- The Writing Lab is a definite advantage.

He was very calm and encouraging. He made me do my own work; so it's not his work but mine.

He explained what I needed and made me think about it.

I feel so welcome here.

The overall easy words to explain and I understood well.

He asked me good questions and made me think.

I wish my other college had a place like this.

The lab is very helpful and a good learning opportunity.

He helped me explore my ideas.

He worked with me in a way that I could understand.

I am very grateful for this Writing Lab.

Very helpful, friendly staff.

You need more staff. The wait time is too long.

She made me feel very comfortable.

Another perspective which is very helpful.

It helps to have another person to talk with you about your writing. This allows you to get

- I think this is a great program.
- It is a great place to develop ideas.
- She was able to help me pull my thoughts into useful form.
- The help from the Writing Lab is always beneficial and useful to me.
- He helped me see a pattern of common errors and how to correct them.
- Showed me the tools to empower me.
- He asked me thought-provoking questions I had never asked or strategized about them.

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

(English)

- Your services are great. I think the Writing Lab is a great resource. (G. Armstrong)
- You've done a great job. (S. Adel, PhD)
- Assistance received. (C. Hume, RN)
- Overall, students have been positive and they deeply appreciate the
  assistance received with your help.
- If you do a great job; students who have come to you for help in the past have been
  thankful.
- You are doing a great job! (R. Geoffrey, EDA)
- English students. I've been quite satisfied and appreciative of your assistance. (M. Robichon)

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The Writing Lab is incredibly helpful.

- I learned different ways of organizing and revising.
- I got more help (as a student) so the tips is not so backed up.
- The (writing lab) is wonderful for finding new ideas.
- She's awesome copy is always very supportive.
- My organization and execution and writing overall have improved greatly.
- Now I have more confidence when I edit my papers.
- I think more good students are needed. Please the more.
- I think this resource is very helpful to students. However it is difficult to make an appointment.
- I really like the appointments.

She helps me make me feel comfortable.

- She makes me want to do my best work before I come to the Writing Lab so that I can come.
- She makes me want to do my best work before I come to the Writing Lab so that I can come.
- I like come here many times for help and it shows with my grades.
- I like come here many times for help and it shows with my grades.
- Her help me organize my thoughts without giving me much information.
- Her help me organize my thoughts without giving me much information.
- Karen was extremely helpful, compatible, and versatile to my needs.
- Karen was extremely helpful, compatible, and versatile to my needs.
- Her help me think about alternatives.
- Her help me think about alternatives.
- Lyn definitely made this a non-scary experience and solid complete.
- Lyn definitely made this a non-scary experience and solid complete.
- I read a lot of interest in many other interesting things—this is very important to me.
- I read a lot of interest in many other interesting things—this is very important to me.
- Rob really helps slow down and think to develop ideas. I think.
- Rob really helps slow down and think to develop ideas. I think.
- Rob really helps slow down and think to develop ideas. I think.
- Rob really helped me out that advice on for me. I thought that was great.
- Rob really helped me out that advice on for me. I thought that was great.
- The Writing Lab is a great learning tool.
- The Writing Lab is a great learning tool.
- How do I think change and think.
- How do I think change and think.
- She showed me to think in a way that I hadn't previously and communicated my "exact."
- She showed me to think in a way that I hadn't previously and communicated my "exact."
- He helped me understand this is sentence better than any teacher has in history.
- He helped me understand this is sentence better than any teacher has in history.
- I feel more comfortable about my paper.
- I feel more comfortable about my paper.
- This makes thinking easier. I am less able to think.
- This makes thinking easier. I am less able to think.
- He didn't do all the work. He made me find my solutions.
- He didn't do all the work. He made me find my solutions.
- She helped me organize my thoughts.
- She helped me organize my thoughts.
- This are valuable resources.
- This are valuable resources.
- This helped me understand why the teacher wanted and what the goal of the essay is.
- This helped me understand why the teacher wanted and what the goal of the essay is.
- I learned so much during this session. I was extremely knowledgeable and helpful.
- I learned so much during this session. I was extremely knowledgeable and helpful.
- He gave me a new perspective on my paper.
- He gave me a new perspective on my paper.
- I enjoy coming here. I'm so glad I have a lab like this.
- I enjoy coming here. I'm so glad I have a lab like this.
- She keeps Wittling (esp. the English Department) for this Writing Lab.
- She keeps Wittling (esp. the English Department) for this Writing Lab.
- The tutors seem to be able to help me out in these areas, I think the way.
- The tutors seem to be able to help me out in these areas, I think the way.
- I feel that I received a lot of help and could benefit from future assignments. I liked the way the
- I feel that I received a lot of help and could benefit from future assignments. I liked the way the
- I think what really helps me when I edit my own paper.
- I think what really helps me when I edit my own paper.
- I feel the most asked me questions that showed a side of me that I was looking for in this paper.
I found it to be a great asset in my writing experience at Purdue.

This tool has been invaluable.
I like the relaxed low-pressure atmosphere of this lab which is very different from other help.

He helped me organize my thoughts.
She helped me figure out how to make my paper more interesting, and not forget anything.
I felt that I left with new knowledge. Holly was very amicable and willing to listen to me.

She brought ideas out of me.

I knew I had put was sufficient to use.
She sympathized with my concerns and helped me think some positive without gimmicks that I can use for a future essay.

II come back again because I've learned what a few things here that can use for a future essay.

He helped me along with what I didn't like out with what I didn't like.

This is a great resource.
He helped me think of ideas rather than tell me what should be done.

I was so beneficial to come here because I learned how to rework my stuff.
He helped me get at what I was trying to say.

This lab is great for helping me express my ideas on paper.
I learned how to listen to you first.

He helped me step by step how to actually understand it.

The ideas clarify common problems that arise in the writing process.
We set up organized place. User friendly.

I'll be back. This will help me with my grades and writing ability.
actually think before I write.

They assigned and challenge your ideas so you explore other areas. It's really helpful for me to approach them in new and productive way.

He helped me organize my thoughts. It's hard for me to sort out ideas, and this helped me

This piece helps me get a's on my papers.
I feel very comfortable about asking questions here.

The ideas were all there but he helped bring them out.
The Writing Lab is a valuable resource that can really help our students.
Attending to someone helps you sort out your own thoughts.

He was so helpful and could talk in terms I could understand.
It is hard to get in here. I don't have time to wait and want to do the drop-in.

I had to wait over an hour to see someone.
Answers lead me to think or reflect.

This is the most important resource for the learning of English for international students.
I always come for help with this assignment. The Writing Lab is always helpful.
I’m going to share reading my papers aloud. It helped immensely.
I was very helpful to hear someone else read my paper aloud so that I can focus on my
vero.
It’s too bad the other upper labs (math, physics, etc.) are not this well structured and useful.

She’s very personable, talked on my level.
She’s asked me questions to prompt my own answers.
She helped me think and develop my thoughts.
She answered my questions, so I learned. She didn’t take over the session.
You never let me down.

This is a great opportunity, offering help like this is wonderful.
We brainstormed ideas. He was very helpful.
He gave me a new vision and knowledge.
It is very helpful and I can go extra credit.

He listened to my concerns and asked questions to get me to answer the concerns myself.

If gave me a better picture of how to do things together. He also showed me things that were

I learned a lot about argument development.
The lab is easily accessible. Fast service, helpful hints.
He took me in easily understandable ways.
Thanks for the excellent customer-focused assistance.

That is very helpful. I can’t wait to come back.
It’s awesome.

I think that this is an outstanding program and with nothing but the best in the prospective and

success of the future again.
Graphs and Charts

Appendix D:
Organizational Chart of the Writing Lab Director’s Responsibilities

Writing Lab Director's responsibilities:
- Training of tutorial staffs (credit-bearing courses)
- Supervision/Administration of 3 instructional staffs
- Administration of two TA coordinators of:
  - ESL Liaison Program
  - Résumé Program
- Coordination of OWL staff
- Supervision/Administration of clerical staff
- Budget supervision
- Fund raising
- Planning and development of the Lab
- Writing Lab Newsletter, editor
- Publicity
- Instructional materials development
- Record keeping
- Faculty development
- Coordination with instructors
- Mentoring and professional development of instructional staffs
- Coordination of funded projects (MIDC, Reinvestment, Faculty Incentive, etc.)

Secretary/Writing Lab Newsletter asst. editor's responsibilities:
- Scheduling of staff
- Lab correspondence
- Materials ordering (Lab and Newsletter)
- Budget monitoring (currently with 9 separate accounts)
- Communication with university staffs and outside inquiries
- Representative on campus
- Copyright issues (OWL and Newsletter)
- Newsletter correspondence
- Newsletter subscriptions and computerized list updating
- Newsletter index
- Newsletter manuscript formatting
- Newsletter subscription information