Annual Report
Writing Lab at Purdue University
May 18, 2015 to May 7, 2016

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Acknowledgments

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Abstract

The Purdue Writing Lab Annual Report for May 18, 2015 to May 7, 2016, describes the Lab's services and users as well as staff responsibilities, research, and engagement. The Writing Lab and its 21 graduate and 24 undergraduate tutors served the Purdue West Lafayette campus at four locations (one main and three satellites). The main location and satellites of the Writing Lab were used over 6,136 times by over 2,000 individual clients. Users of in-Lab consultations came from more than 50 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 304,639,342 pageviews worldwide and responded to 2,156 individual questions via our OWL Mail service. The Writing Lab has continued to offer special services to multilingual writers, as well as workshops and outreach for all university writers. Writing Lab staff were involved in 10 conference presentations and 3 publications this year.

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I. The Writing Lab at a Glance

This year, we switched to a new platform that not only allows students to register and make appointments online (WCOnline); it also allows the Writing Lab to analyze who is using the lab and to what ends in different ways than our previous record keeping system.

Heavilon Hall Writing Lab

Number of total visits:	4,950 visits
ESL Conversation Groups:	385 visits
In-Lab/In-Class Workshops:	33 workshops attended by 451 students

Materials and Electrical Engineering Building Satellite Writing Lab (Fall only)

One-to-one consultations:	46 sessions

Mechanical Engineering Building Satellite Writing Lab (Spring only)

One-to-one consultations:	125 sessions

Humanities, Social Sciences, and Education Library Satellite Writing Lab

One-to-one consultations:	116 sessions

Latino Cultural Center Satellite Writing Lab

One-to-one consultations:	63 sessions

Total visits (at all locations):	6,136 (includes all services listed above)

Please see Appendix A for a breakdown of Writing Lab users for all locations.

II. Services Provided

The Writing Lab provides a wide variety of services to the Purdue community, including one-to-one consultations, group workshops, support for Introductory Composition (ICaP) 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 the 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
Individual, in-person tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with advanced practices in peer tutoring, one-to-one learning techniques, and second language learning strategies based on theory, practice, and

scholarship within Composition and its subfields. 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 toward both tutoring and writing.

During one-to-one consultations, Purdue students, faculty, and staff engage in 30- or 60-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 Consultations
In Spring 2016, the Writing Lab switched to an online appointment-making and record-keeping system, WCOnline. This platform also includes the capability for students and tutors to conduct online sessions, and the Writing Lab began piloting this new way of reaching our on-campus students during the spring, with additional offerings in summer 2016. Two types of online tutoring are now offered by the Writing Lab: synchronous and asynchronous sessions. Synchronous tutoring allows a tutor and client to communicate via a text chat box while reviewing the document. Asynchronous tutoring allows a tutor to review and make comments on a document that is then sent back to the student by the end of the appointment time. Both forms of online tutoring will be fully implemented in the 2016-2017 academic year and will be only available to the Purdue community who can access WCOnline with a career account log-in.

Online Writing Lab (OWL)
In the 2015-2016 academic year, the OWL served 304,649,342 page views.

Purdue's Online Writing Lab (OWL) received 1,734 formal requests for links during the 2015-2016 academic year. The OWL is content-rich, offering student-centered materials addressing many different aspects of the writing process: brainstorming, citation, usage, style, grammar, English as a Second Language (ESL) writing, and discipline-specific writing concerns. The OWL offers specific materials that instructors around the world can use to supplement their teaching at other colleges, universities, and K-12. Although the OWL Mail service allows users to email quick questions about writing that are answered by the Writing Lab's tutoring staff (they responded to 2,156 questions this academic year alone), we have discontinued its use because it was pulling resources and tutoring time away from our own on-campus audience. OWL Mail was addressing questions that could be taken up by local writing centers at other colleges, universities, and high schools. We provide page viewers with links to a site that can help them find those local resources.

Support for English as a Second Language (ESL) Students
Users who self-identified as non-native speakers of English accounted for 71% of total Writing Lab visits this academic year.

Dr. Vicki Kennell, the Writing Lab's ESL Specialist, 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. This report demonstrates the huge and growing demand for writing-related ESL services, explains how current Writing Lab programs help to meet these demands, and outlines plans for better meeting these needs in the future.

The Writing Lab introduced a number of programs during the 2015-2016 academic year as part of our support for the Purdue Language and Culture Exchange (PLaCE). The programs were staffed with graduate students in the English Department and included weekly proofreading practice sessions, two spring break multi-day workshops, and undergraduate writing groups. In addition, one graduate student each semester served in a coordinator position, working on various special projects under the direction of the ESL Specialist.

This spring, Vicki Kennell and the Spring ESL Outreach Coordinator, Tyler Carter, created a detailed Faculty and Instructor Guide for Working with ESL Student Writers. This document offers guidance about assessing the writing of L2 students at Purdue, and it bases this guidance in current research in the fields of Second Language Study and Composition, among others. A PDF version of the faculty guide is available on the Purdue OWL: https://owl.english.purdue.edu/media/pdf/Writing_Lab_ESL_Faculty_Guide.pdf

Conversation Groups
During the 2015-206 academic year, the Writing Lab's daily ESL conversation groups logged 385 total participants, including repeat-visitors.
During daily 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. Learners gain confidence in their ability to interact with native English speakers, and many conversation group participants use other Writing Lab services for specific writing projects.

Instructor "Brown Bags"
During the 2015-2016 academic year, 11 brown bags were held, attended by 73 Introductory Composition instructors.

Brown bags are bi-weekly events for instructors teaching Introductory 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 designing effective assignments, creating rubrics, teaching citation practices, developing peer review strategies, and leading classroom discussion. This year, the traditional, peer instructor-led brown bags were only

offered in the fall. In the spring, brown bags were roundtable discussions that included both Introductory Composition instructors and Writing Lab tutors. These brown bag roundtable topics included multilingual writing, conferences versus lab sessions, and students' right to their own language. Brown bags were less attended overall this year, and the format and development of brown bag workshops are being reconsidered for the future. The Writing Lab wants to ensure that whenever we do workshops, brown bags or otherwise, that the outreach benefits our clients and augments the pedagogical work we do.

Workshops
During the 2015-2016 academic year, the Writing Lab offered eleven in-Lab workshops for general writing concerns and twenty-two in-class, customized workshops requested by Purdue instructors. Workshops are typically hour-long presentations that address general and specific writing issues.

Some workshops offered by the Writing Lab take place in the Lab, and others are held in classes by the request of instructors. This year's workshops, which help build relationships with other disciplines across campus, included workshops for both the Purdue Clerical and Administrative Mentoring Program (CAAMP) and for the Polytechnic Institute. Workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

In-Lab Resources
The Writing Lab maintains a reference library available to all Purdue students and faculty. This includes a collection of writing-related books, journals, and specialized resources for ESL users. The Lab also provides a computer dedicated to English as a Second Language practice in areas such as vocabulary and pronunciation.

III. Writing Lab Staff
The Writing Lab staff consists of the Director, Professor Harry Denny, Ph.D.; 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, serve in administrative positions for Writing Lab services, 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 application and screening process before joining the Lab, and must complete a semester-long tutoring practicum during their first semester of work. Tutors are 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. GTA positions are funded by the English department.

Undergraduate Teaching Assistants (UTAs)
UTAs are undergraduate peer tutors from various majors across the university. UTAs are selected from the best students who have completed a semester-long practicum course on tutoring. In addition to tutoring students in first-year composition, UTAs work with a broader range of writers in the satellite locations, participate in orientations and special events, respond to OWL mail questions, and engage in conferences and workshops. These positions are also 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 documents in those fields. BWCs offer feedback on workplace documents, business-related course assignments, and technical writing, including (but not limited to) résumés, cover letters, memos, reports, and proposals. BWCs provide extra help for students preparing for job fairs through Résumé Critiques, work with a range of writers in the satellite locations, and also participate in special events. These positions are funded by the English Department.

OWL (Online Writing Lab) Staff
The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL Content 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.

IV. The Value of the Writing Lab's Services

With the help of Institutional Research, the Writing Lab staff has developed new ways to measure the positive effects the Lab has on the Purdue community. Data on student retention, GPAs, and ENGL 106 grades are now regularly collected and compared for students who both do and do not use the Writing Lab, with preliminary results analyzed by Harry Denny showing that students who visit the Lab routinely do better academically than students who do not use the Lab. Professor Denny and other staff members are continuing to collect and analyze data to help better understand the ways the Lab helps Purdue students be more successful.

The Writing Lab is considered the "Gold Standard" for both in-person and online writing labs, and such a wide reach does not go unnoticed. The Purdue Writing Lab was awarded the prestigious Conference on College Composition and Communication Writing Program Certificate of Excellence in 2004, the first year the certificate was granted. The Online

Writing Lab (OWL) has greatly increased the national and international prominence of the Purdue English department, particularly its Rhetoric and Composition program. In 2013, it received the Open Access Award for Education from the Office of the Provost and the Purdue Libraries.

Over the nearly four decades since the Writing Lab opened, over a hundred staff and alumni have produced writing-related research and scholarship. Alumni trained in the Lab have also 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 and the private sector.

Off-Campus Visitors
The Writing Lab routinely hosts visitors from other universities and institutions. In the 2015-2016 Academic Year, the Writing Lab hosted 2 university professors from South Africa and 1 professor from a university in Pakistan, as well as 3 professors from Colombia. One high school teacher from Massachusetts also visited the Lab this year. These visitors were starting university writing labs or conducting research about Purdue's Writing Lab to improve their own writing centers. More detailed information regarding these visits is included in Appendix C.

Direct Feedback
The Writing Lab collects evaluations from clients each time they use a service. 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, specific 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

Writing Lab 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.

On-Campus Engagement

Workshops
During the 2015-2016 academic year, the Writing Lab presented 33 workshops in courses and sites outside the English department. These workshops were customized through collaborations among the Lab's tutors, directors, and Workshop/Writing Across the Curriculum Coordinator to develop dynamic, discipline-specific content.

Professional Writing
The Writing Lab collaborates with the English department's Professional Writing Program, which focuses on preparing students for workplace writing. Business Writing Consultants provide feedback on memos, reports, technical documents, résumés, and cover letters.

Purdue Language and Cultural Exchange (PLaCE)
The Purdue Language and Cultural Exchange (PLaCE) provides language support to incoming international undergraduates. As part of its partnership with PLaCE, the Writing Lab conducts several programs to support international undergraduates. The services include monthly writing workshops, weekly proofreading practice sessions, spring break multi-day workshops, and undergraduate writing groups. Funding from PLaCE also supported new books for the ESL self-study shelves in the Lab, interview-based writing videos, and OWL resource revisions.

During the 2015-2016 year, three students worked as coordinators for PLaCE in the Writing Lab: Patrick Love in summer 2015, Ashley Velazquez in fall 2015, and Tyler Carter in spring 2016. These coordinators offered workshops to help undergraduate student writers with issues such as grammar and citation. Tyler Carter also helped to develop the faculty guide to working with ESL students discussed earlier in this report.

During the spring semester, PLaCE and the Writing Lab offered weekly proofreading practice sessions for student writers. These sessions focused on helping students learn to proofread and revise their own documents. Graduate students from the English Department helped to facilitate these workshops and worked closely with the students to guide them toward developing proofreading skills through a color-coding system. The feedback for these workshops was very positive, with students remarking that they liked the color-coding scheme and felt more confident about finding and correcting their own mistakes in the future.

PLaCE also helped to fund a graduate student to work as a Writing Fellow in an undergraduate history course. Rebekah Sims worked with international students on their writing for the course, holding fifteen tutorials over the course of the spring semester.

During spring break, the Writing Lab and PLaCE offered two multi-day workshops. The first, "Cracking the Codes of College: Language Choice in Composition and Conversation," was for undergraduate students, with the goal of helping them learn how to recognize, use, and master the language of their assignments, instructors, and classmates. The second workshop, "Scholarly Writing for International Graduate Students," aimed to help graduate students transform their research into a conference paper or first draft of a journal article.

The Writing Lab also developed materials for weekly conversation groups, updated and revised OWL resources for L2 writers, and piloted a writing group for undergraduate students. It is predicted that PLaCE and the Writing Lab will continue to offer programs and resources for international students next year, with even more success.

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

STEM Engagement
The Writing Lab operates a satellite location in an engineering building one night each week to provide additional writing support for engineering undergraduate and graduate students, faculty, and staff, as well as for those from other disciplines. The satellite was located in the Materials and Electrical Engineering (MSEE) building in Fall 2015 and in the Mechanical Engineering building in Spring 2016. The Lab also maintains a strong collaboration with the Animal Science department. These efforts align with Purdue's dedication to STEM leadership and to innovative, multidisciplinary research.

Staff Outreach
During the 2015-2016 academic year, the Writing Lab offered workshops to two Purdue staff organizations: the Clerical and Administrative Mentoring Program (CAAMP) and the Accomplished Clerical Excellence (ACE) program. In both Fall 2015 and Spring 2016, the Writing Lab offered a two-part workshop for CAAMP that focused on essentials of business writing specifically for administrative professionals, including discussions of common business genres, rhetorical strategies, and writing style and skills. For ACE, workshops focused on proofreading and audience awareness skills necessary for clerical staff at Purdue. The Writing Lab plans to continue to partner with CAAMP and ACE during the next academic year.

LGBTQ Center Collaboration
During the fall 2015 semester, Writing Lab tutors and the Associate Director collaborated with Nick Marino's English108 class to provide support to students preparing monologues for the Boilers Out Loud project. Staff worked closely with Aiden Powell to offer tutoring in the LGBTQ Center, and Writing Lab staff trained English 108 students to respond sensitively

to the specialized documents being prepared for this event.

Writing Groups
The Writing Lab has been offering graduate-level writing groups for the Military Family Research Institute. Graduate tutors have facilitated these groups by offering short presentations about pertinent writing topics and assisting group members in responding to one another's writing projects. Amy Elliott has been helping to facilitate these writing groups. Vicki Kennell has been investigating the efficacy and sustainability of the groups, and we continue to explore whether these groups can be a regular service in the Writing Lab.

Through collaboration with the Honors College and support from the College of Liberal Arts, the Writing Lab facilitated writing groups for undergraduate students in fall 2015. These groups were led by advanced undergraduate tutors who facilitated discussions about general and specific writing concerns. The groups supplemented mentoring relationships in the Honors College and demonstrated the value of writing feedback for writers of all levels. In spring 2016, the writing groups evolved into a writing fellows model where tutors worked with faculty to lead peer review sessions in specific Honors courses.

Writing Showcase
Each year, 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 to at the following locations:

> **HSSE Library Satellite Writing Lab (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 Satellite Writing Lab (Tuesdays, 6-9 PM)**
> The Latino Cultural Center satellite location began as a research project from an undergraduate tutor and serves as outreach to students who use the LCC.

> **Materials and Electrical Engineering Building Satellite Writing Lab, Fall 2015 (Wednesdays, 6-9 PM)**
> The MSEE location is meant to reach students in engineering and strengthen the Lab's collaboration with the College of Engineering. This location replaces one formerly housed in Meredith Hall.

Mechanical Engineering Building Satellite Writing Lab, Spring 2016 (Wednesdays, 6-9 PM)
The ME location replaced the MSEE location in the spring, allowing for an even stronger collaboration with the College of Engineering.

Collaboration with Office of Institutional Research, Assessment & Effectiveness
Pulling from its data corpus of more than 60,000 student records, the Writing Lab is working with the OIRAE to discover and document the impact of writing lab tutorials on a variety of student populations. Initial results are indicating that students enrolled in English 106, who participate in at least one Writing Lab session during that semester, have statistically significant higher GPAs than the peers who do not experience one-to-one tutoring. The collaboration is also helping the Writing Lab better understand the demographics and usage patterns of students from across the curriculum and at various stages of their education.

Off-Campus Engagement

Writing Center Research Project (WCRP)
After being dormant since 2008, the Writing Lab relaunched the international survey of writing center activity and demographics. This IRB-approved project seeks to foster cross-institutional research across a variety of writing center contexts (high schools, two-year colleges, small liberal arts colleges, regional comprehensives, and research intensives) The relaunch coincides with Purdue now housing the WCRP on both Purdue Libraries e-pubs site and the OWL: https://owl.english.purdue.edu/research/survey.

IWCA Position Statements
Dr. Denny has been chairing a committee of the International Writing Centers Association exploring the need to take professional positions on the site selection of conferences, on the labor conditions for writing center personnel, and on a call to action to increase diversity in the profession. Given the passage of pro-discrimination measures in a variety of states, the committee is deliberating on whether the association should no longer hold conferences or institutes where all its members are not treated equally in public policy. The labor conditions statement calls for a living wage for tutors, a recognition of the intellectual labor of writing center directors, and institutional support for non-faculty writing center administrators. The call to action advocates that the professional association establish funding for dissertation fellowships and post-doctoral scholarships to support under-represented minorities gaining professional roots and fostering research agendas outside the teaching demands of typical fellowships.

IWCA Mentoring Network
The professional association has been involved with matching early-career writing center directors with more experienced or seasoned faculty directors. This past year, Dr. Denny mentored a number of those new directors around the country, helping them negotiate for better recognition of their labor or guiding them through unfamiliar institutional dynamics and writing center policy.

Social Media
The Writing Lab maintains a Twitter account (@PurdueWLab) and a Facebook page (https://www.facebook.com/PurdueUniversityWritingLab), while the OWL has its own YouTube channel (OWL@Purdue). This year the OWL@Purdue YouTube channel achieved a major milestone with over 1,500,000 combined views, and a 12.2% increase over last year. The channel launched in the spring of 2011, and in five short years has grown to include over forty video resources and 10,000 subscribers. For more specific metrics related to the YouTube channel, please see Appendix E.

To begin celebrating the Writing Lab's 40th anniversary, the Lab's twitter account regularly tweeted historical facts related to the anniversary.

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. For the full archive, visit https://owl.english.purdue.edu/writinglab/alumniannotations.

VI. Research and Professional Development

The Writing Lab offers opportunities to conduct academic scholarship. Most of the Lab's graduate alumni have taken 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.

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 required 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 tutoring first year composition.

- English 390B (2–3 credits): This course focuses on the theory and practice of tutoring business, technical, and professional writing and is a prerequisite for applying for Business Writing Consultant positions.

Dissertations and Theses
During the 2015-2016 academic year, the following graduate students began or continued work on theses or dissertations related to the Writing Lab:

Spronk, Caitlan. "Developing Software in Composition: A Case Study of Evaluation Criteria and Best Practices." Dissertation. Purdue University.

Terpstra, Mitchell. "Affective Engagement in Small-Teaching Scenarios." MA Thesis. Purdue University.

Awards
Jeffrey Gerding, East Central Writing Centers Association Tutor Leadership Award 2016

Publications
Conard-Salvo, Tammy, and John Bomkamp. "Public Documentation of Tutors' Work: Digital Badges in the Writing Center." *WLN: A Journal of Writing Center Scholarship* September/October 2015. Also featured in *Purdue Today*: https://itap.purdue.edu/newsroom/news/151208_Passport_Writing_Lab.html

Denny, Harry, Cara Messina, and Michael Reich. "Embracing the Challenges of Conventional Practices, Program Inquiry, and New Media in Writing Center Theory and Research." *Composition Studies* Fall 2015.

Denny, Harry and Robert Mundy. "No Homo!: Toward an Intersection of Sexuality and Masculinity for Working-Class Men." *Class in the Composition Classroom* (ed. Bill Condon and Genesa Carter). Utah State University Press.

Conference Presentations
Conard-Salvo, Tammy, Jeffrey Gerding, Stacy Nall, and Harry Denny. "'Shantay, you stay!': Lessons from a Case Study in Partnering with an On-Campus LGBTQ Center. IWCA 2015.

Conard-Salvo, Tammy, Andrew Yim, Joshua Paiz, and Michael Salvo. "UxD and Online Writing Labs: Meeting the Needs of a Changing Global Audience. Computers and Writing 2015.

Conard-Salvo, Tammy, Amy Elliott, and Vicki Kennell. "Out of the Classroom and Away from One-to-One Sessions: The Efficacy of Writing Groups for High-Achieving Students (Panel)." ECWCA 2016.

Conard-Salvo, Tammy, Jeffrey Gerding, Stacy Nall, Nick Marino, and Harry Denny. "Everyday Activism: Writing Centers as Spaces for Sustained Public Engagement." CCCC 2016.

Denny, Harry. "Growing Writing Center Communities Online: New Avenues for Research, Collaboration, and Support." IWCA 2015.

Denny, Harry. "Bean-counting Evolved: Understanding and Using the National Census on Writing and IWCA WCRP Survey to Foster Research Inquiry." IWCA 2015.

Denny, Harry, Lori Salem, and John Nordlof. "Understanding the Needs and Expectations of Working-Class Students in Writing Centers." IWCA 2015.

Denny, Harry, Beth Towle, Jeffrey Gerding, and Patrick Love. "Making Possible Bean-Counting: Coding 'Other' Responses from the WCRP Survey." IWCA Collaborative 2016.

Denny, Harry, Patrick Love, Beth Towle, and Mary McCall. "Tutoring as (Hard) Labor: How Assessment Makes Writing Center Work Visible to Institutions." CCCC 2016.

Kennell, Vicki. "'I worried about pretty much everything': Training Tutors to Work with L2 Writers." ECWCA 2016.

Love, Patrick and Beth Towle. "Using Policy Statements in the Writing Center." IWCA 2015.

Appendix A: Breakdown of Usage Information[*]

Use by Classification	Times Used
Undergraduate	3,389
Graduate	1,624
Visiting Scholar/Post-Doc	87
Faculty	40
Staff	22
Other	194

Use by College	Times Used
Agriculture	266
Education	743
Engineering	817
Health and Human Sciences	632
Liberal Arts	904
Management	521
Pharmacy	119
Polytechnic Institute	347
Science	628
Veterinary Medicine	31
Unknown/Other	309

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

Most Frequent Use by Major (Only the top 30 majors are listed)	Times Used
Communication	234
Mechanical Engineering	233
First-Year Engineering	196
Accounting	192
Electrical and Computer Engineering	170
Hospitality & Tourism Management	168
Biochemistry	160
Civil Engineering	144
Exploratory/Undecided	142
Industrial Engineering	142
Computer Science	137
Economics	123
Chemistry	120
Management	107
Biology	99
Aeronautics and Astronautics Engineering	95
Mathematics	86
Psychology	75
Chemical Engineering	74
Pharmacy	64
Linguistics	60
Political Science	59
Aviation Management	56
Mathematics Education	56
Biomedical Engineering	53
Curriculum & Instruction	52
Food Science	50
Nursing	50
Physics	48
Speech, Language, & Hearing Sciences	45

Most Frequent Use by Country of Origin (Only the top 10 countries are included)	Times Used
China	2,053
United States	1,471
South Korea	502
India	163
Japan	141
Taiwan	135
Colombia	111
Turkey	61
Iran	48
Indonesia	45

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	27%
Visits from ESL Speakers	71%
Unknown or unreported	2%

Appendix B: Evaluations and Comments

The following represents student evaluations of Individual Consultations, ESL Conversation Groups, and In-Lab and In-Class Workshops.

Student Evaluations of Individual Consultations	Student Responses	Percentage
The tutor explained ideas to me in a way I can understand and use.		
Agree	3,419	97%
Somewhat agree	96	2%
Disagree	5	<1%
The tutor addressed my concerns.		
Agree	3,538	96%
Somewhat agree	134	3%
Disagree	5	<1%
The tutor made me feel comfortable and respected during my tutorial.		
Agree	3,620	98%
Somewhat agree	61	1%
Disagree	1	<1%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
How effective was your conversation group leader at encouraging everyone to participate?		
Effective	225	92%
Somewhat effective	21	8%
Not effective	0	0%
I felt comfortable speaking in the group today.		
Accurate	239	97%
Somewhat accurate	13	3%
Not accurate	0	0%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
The workshop was helpful.		
Agree	392	91%
Somewhat agree	42	8%
Disagree	1	<1%
I am likely to apply the material covered in this workshop to future writing.		
Likely	417	93%
Somewhat likely	33	6%
Not likely	2	<1%
My workshop leader was effective.		
Agree	412	92%
Somewhat agree	35	7%
Disagree	2	<1%

Note: Brown Bag evaluations were not captured this year due to incomplete numbers and changes to the format of these sessions.

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 but with all names anonymized) 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?"

- "I received help with transitions and tips about creating more engaging beginnings to paragraphs."
- "I learned that it is very helpful to have someone else look at your work. No matter how good you think your writing is it can always improve."
- To read it out loud and to focus more on what the content is, and what I am trying to say. I felt like I learned something new instead of just getting help on my grammar."
- "She gave me a great deal of information over sentence structure that will really help in the future."
- "She helps me improve my understanding for rhetorical analysis and make me feel confident about my writing."
- "I learned how to properly cite my sources, both in text and on the works cited page. [Tutor] also went over how to put my own information with the cited information in order to improve the flow of my research paper."
- "I learned how to tailor my body paragraphs to connect them to my thesis to make my argument stronger."

- "While writing my analysis, I need to be more objective about my ideas. I did a lot of summarizing instead of analyzing and [tutor] helped me better see that."
- "To be able to connect ideas in between paragraphs. The correct format of inserting media to be able to connect in my entire essay to my thesis statement."
- "I learned how to tighten my introduction, insert more research literature in my methods section, and clarify my argument."
- "At first, I had no idea about how to start with my term paper, but after this conversation, I got all the information I needed and had a good view about the topic."
- "The importance of adequately paraphrasing to avoid plagiarism."
- "I learned how to better organize and group information to communicate my experiences and skills on my resume. I also learned how to create a more confident and shorter objective."
- "Structure a paragraph when writing and how to journal. Quote from the paper, connect with personal experience then write comments."
- "I learned about the brainstorming process and how to better develop a strong research question."
- "The components to a narrative that create a compelling story; I need to emphasize the tension at the beginning and resolve near the end."

Students also made the following comments (transcribed exactly as users wrote them) when asked, "Do you have any additional comments or feedback?"

- "[Tutor] is awesome! She taught me a lot with grammar and vocabulary which is very helpful to me to improve my writing skills."
- "I liked the consultant's method of reading the essay back to me out loud. It helped me gain outside perspective on my paper."
- "[Tutor] was helpful and gave good ideas. Helped with encouragement."
- "[Tutor] is so nice and makes the atmosphere so relaxing. She is efficient."
- "She was seriously considering my ideas and also very helpful in paraphrasing my sentences without misunderstanding."
- "The session was extremely helpful. I have a much better understanding of the assignment/work now. Thank you very much!!"
- "I learned a lot in this tutoring and it surely helped me a lot."
- "Great tutor, I learned a lot."
- "Super helpful! Gave me great ideas to think about."
- "Pretty helpful, made me feel more confident in my work. Helped me reorganize my work."
- "[Tutor] makes me feel very comfortable and is very understanding."
- "Very satisfied, thank you so much."
- "Thanks for the feedback and helping my confidence."
- "This tutor is really patient and helped a lot!
- "[Tutor] was extremely helpful on going over the assignments – even though the topic was philosophy and hard to understand."
- "I'll keep working on my essay. Thank you!"

- "Thank you! Your feedback was very helpful and informative!"
- "Thank you, and she is one of the best consultants I have worked with at the [Writing Lab]."
- "It was very helpful to gain an outside opinion."
- "She was very good at helping me understand what needed to be corrected."
- "She is a great consultant and provided me with good feedback."
- "Allowed me to come up with solutions before simply telling me what to change."
- "It was a very helpful session. I really appreciate it."
- "Quite valuable advice. Definitely got views to improve my essay."
- "Great suggestions. Just what I was looking for, specific things to strengthen my point. Thank you!"
- "I learned that I am on the right track and need to consider my audience and possibly talk to the instructor about my progress."

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.

- "Teaching English communication in a Finnish institution of higher education, I find your site an excellent source! My students are both Finnish and international future engineers with a wide range of language skills. Your texts are short enough for even the weakest to read, and the lay-out is not overwhelming. At the same time, the students see that it is not just me being annoying when I tell them to re-write a passage copy-pasted from a source."
- "This resource is immensely helpful for my community college students, many of whom have very limited financial resources and often work full time."
- "I love the resources you offer and direct my students to your website often. Thank you so much for making these materials available. You make my job easier and allow my students the flexibility to work independently at their own pace and based on their own needs. The OWL is a great customization tool."
- "Over my 25-year career preparing future teachers, including those who wish to become English teachers, I found that offering students a place to learn about their specific needs benefits them more than my offering them generalized input or copyediting their essays (because they do not always understand the changes I suggest). Your site allows me to differentiate feedback and support based on students evidenced needs. OWL provides clear and concise feedback for candidates to improve their own writing before they begin teaching writing to others. Thank you."
- "I was looking for a good resource regarding grammar. I am a health care epidemiologist and can write fairly well, but I don't do too well with grammar and punctuation. I found your website to be most helpful. This is an excellent resource. Thank you. "

- "I am an instructional support specialist working with students in the Disabled Students Programs and Services. We do not have a current copy of the 2016 updated MLA format and I think your source is excellent for use as a resource.
- This is a wonderful resource for guiding students in the preparation of an annotated bibliography for their research paper."
- "I have used the OWL active and passive voice Web page in the past. It has been wonderful. I intend to use it in my multimedia reporting class and a grammar-writing-public speaking course this fall."
- "The Purdue OWL is an excellent resource for students; your contributors provide excellent information, and your web designers have created an easy-to-navigate site."
- "Hello! I just wanted to thank you for creating the OWL. I am half way through my first online course at New England College of Business and the OWL has been extremely helpful. Especially your guidance on APA. Thank you for putting so much effort into this valuable tool!"

Appendix C: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Zander Janse van Rensburg & Jean duToit	North West University South Africa	June 26, 2015
Aaron Mulvany	Habib University Karachi, Pakistan	July 8, 2015
Claudia Zea, Monica Ospina, & Diego Leal	Universidad EAFIT Medellin, Colombia	November 5, 2015
Matthew Murch	Groton-Dunstable Regional High School Groton, MA	February 19, 2016

Appendix D: Writing Lab Staff Members for 2015-2016

Director
Harry Denny, Ph.D., Associate Professor of English

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

ESL Specialist
Vicki Kennell, Ph.D., Administrative/Professional

Graduate Teaching Assistants (GTAs)

Brittany Biesada	Alexander Mouw
Elizabeth Boyle	Park Parkison
Erin Cromer Twal	Ellery Sills
Amy Elliott	Priya Sirohi
Jeffrey Gerding	Julia Smith
Talisha Haltiwanger Morrison	Anthony Sutton
Katie Hummel	Mitchell Terpstra
Carrie Kancilia	Beth Towle
Heejung Kwon	April Urban
Patrick Love	Luyang Wang
Sean Mitsein	

Online Writing Lab (OWL) Staff
OWL Coordinator: Daniel Kenzie
OWL Technical Coordinator/Webmaster: Fernando Sanchez

Undergraduate Teaching Assistants (UTAs)

John Bomkamp	Katie Lilegdon
Bridget Carey	Logan Mahoney
Mackenzie Chapman	Isha Mehta
Sarah Claucherty	Vinh-Hoa Ngo
Courtney Dobrzykowski	Ashish Patel
Alyssa Fanara	Zach Riddle
Carter Gerard	Martin Tuskevicius
Assem Imangaliyeva	Sydney VanderTuin

Business Writing Consultants (BWCs)

Mary Beth Dietz	Ellen Teske
Ben Finkelstein	Halley Williams
Kaitlyn Neis	Grace Winn
Jasmin Osman	Eliana Yu

Appendix E: Use of the Online Writing Lab (OWL) 2015-16

Daniel P. Kenzie, OWL Content Coordinator
Fernando Sánchez, OWL Technical Coordinator

Use of the Online Writing Lab (OWL)
The Purdue OWL serves Purdue University students, faculty, and staff as well as users from all over the world by providing:
- A content-rich website of writing-related materials at http://owl.english.purdue.edu
- Email responses to questions via a web form at http://owl.english.purdue.edu/contact/owlmailtutors
- The Purdue OWL News, a blog that announces new OWL resources and other Writing Lab updates at https://owl.english.purdue.edu/purdueowlnews/
- A site for research on the OWL and survey data from the Writing Centers Research Project at https://owl.english.purdue.edu/research
- A site for community engagement at owl.english.purdue.edu/engagement/.

A pageview occurs whenever a user accesses a single URL. A visit could include many pageviews, as it is calculated by counting any resources visited by the same IP address within a half hour. The same IP address could generate multiple visits, but only if those occurred during different half hours.

From May 1, 2015-April 30, 2016 the OWL:
- Received 304,639,342 pageviews (-11.9% from last year)
- Received 130,280,862 visits (+8.2% from last year)

Visitors to our site included Purdue University students, faculty and staff from all campuses, and students, teachers, workers, and learners from all around the world, including the following countries (pageviews from each country from May 1, 2015 to April 30, 2016 are in parentheses):
- USA (246,610,094)
- Canada (21,914,213)
- The Philippines (2,697,713)
- The United Kingdom (2,359,864)
- Germany (1,519,538)
- Australia (1,543,706)
- India (1,340,067)
- France (1,338,558)
- Singapore (1,217,749)
- Malaysia (1,138,711)
- China (1,006,824); (2,073,609 including Hong Kong)
- The Netherlands (835,289)
- Kenya (674,523)
- South Korea (652,976)
- Mexico (506,515)

In addition, we have received feedback from users from across Asia, Africa, South America, and the Middle East. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL for educational and training purposes. A sampling of unsolicited comments from Purdue OWL users is included at the end of this appendix.

Our most popular resources include our MLA and APA citation guidelines, the citation style chart, grammar and ESL materials, professional writing and business writing documents, resources on avoiding plagiarism, and writing process materials. The Purdue OWL's workshops and PowerPoint presentations on writing-related topics are also very popular.

Throughout the year, we have published OWL and Writing Lab news and events on the Purdue OWL News RSS Feed (http://owl.english.purdue.edu/feeds/purdueowlnews.xml). The feed allows our subscribers to receive updates as the OWL posts new resources, including the new resources created for the OWL@Purdue YouTube page.

We have added many resources this year, particularly about writing in various disciplines. One such area of growth is healthcare writing (https://owl.english.purdue.edu/owl/section/4/27/). This section has two new additions, "SOAP Notes" by Lily Hsu and Fernando Sánchez and "Patient Education Materials" by Caroline Jennings. Both of these resources support common assignments in English 42201: Writing in the Health and Human Sciences, a healthcare writing course established at Purdue in Fall 2014, as well as workplace writers and students in health programs.

In August 2015, OWL Coordinator Daniel Kenzie and Writing Lab Business Writing Coordinator Jeff Gerding spoke at the Purdue Polytechnic Institute-SIA Campus new student orientation about OWL resources and have been invited to return next year.

The OWL also hosted workshops for new video developers, led by the OWL's Video Development Mentor, Daniel Liddle. These seven workshops (four in Summer 2015 and three in Fall 2015) covered topics such as planning and storyboarding, editing software, and recording audio, and guided new developers through multiple stages of video production.

Purdue's Online Writing Lab (OWL) received 1,734 formal requests for links and 4,206 formal copy requests during the 2015-2016 academic year.

OWL@Purdue YouTube Channel
The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2015 to April 2016:

- 47 vidcasts
    - Covering: MLA, APA, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing
- 9,776 subscribers
    - Percent change over last year: 39.16%
    - Subscriber attrition: 465

- o Top five countries of origin (by watch time)
    - ▪ USA
    - ▪ Canada
    - ▪ India (+1 position over last year)
    - ▪ Australia (+1 position over last year)
    - ▪ UK (-2 position over last year)
- 568,068 views LY (1,752,433 Lifetime Views)
    - o 12.2% increase over last year
    - o Top five countries of origin
        - ▪ USA
        - ▪ Canada
        - ▪ UK
        - ▪ Australia (+1 position over last year)
        - ▪ India (-1 position over last year)
    - o 6.5% of traffic derives from mobile phones, percent change over last year +44.4%
    - o 2:14—Average view time (-0:07 from last year)
    - o 44% Male; 56% Female
    - o 30% of U.S. viewers are between the ages of 18-24
    - o 28% of U.S. viewers are between the ages of 25-34
- Top five vidcasts (by lifetime views)
    - o APA Formatting: The Basics 378,931 (117,853 in 2015-16)
    - o MLA Formatting: The Basics 291,744 (100,535 in 2015-16)
    - o MLA Formatting: List of Works Cited 228,407 (86,394 in 2015-16)
    - o APA Formatting: References List 191,229 (63,956 in 2015-16)
    - o Introduction to Rhetoric 93,904 (30,010 in 2015-16)

Undergraduate Education Support
The OWL provides a number of resources that support undergraduate education:
- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University
    - ○ Materials that support the range of different approaches to teaching English 106, i.e., rhetoric, literary analysis, theory and cultural studies, poetry and creative writing
    - ○ Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts and social sciences
- Resources focused on the Purdue experience: from the OWL homepage, students can access a list of these materials located at http://owl.english.purdue.edu/owl/resource/682/01/
- Writing assistance from the OWL Mail respondents
- Information on face-to-face writing tutor resources in the Writing Lab, i.e., lab schedule, contact information, information for instructors and students on writing workshops.