
PURDUE OWL®



On-Campus



Online

Annual Report
2024-2025



PURDUE
UNIVERSITY

Purdue OWL®

Purdue OWL 2024-25

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AT A GLANCE



The Purdue OWL's annual report for the 2024-25 academic year provides a summary of its teaching, usage, and research across the on-campus units in West Lafayette and Indianapolis as well as our well-known website.

Writing Support in the Age of AI

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

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

Continued Excellence at the OWL in West Lafayette

While the OWL celebrated the opening of its newest location in Indianapolis, staff in West Lafayette continued to support our campus through consultations, workshops, and events. In the spirit of serving the Purdue community to our best ability, undergraduate education and professional development were revised to further prepare consultants for engaging with the challenges campus writers often face regarding academic and professional writing. We are proud to report many on our staff presented on and published original work throughout the academic year. With the opening of the OWL's Indianapolis location, we expanded our impact on students.

The OWL Lands in Indianapolis

The Purdue OWL in Indianapolis began offering in-person consultations on a drop-in basis in Fall 2024. From the very beginning, the OWL staff set out to learn as much as possible about the new location's student population and the writing needs of its faculty and staff. By learning about the students and the programs of study on campus, the staff were confident they would gain the insight needed to better guide OWL programming specific to Indianapolis.

With Purdue in Indianapolis situated in the downtown medical district, it quickly became clear that many Biomedical Engineering students were taking on internships at nearby hospitals. Purdue in Indianapolis is also just a stone's throw away from the Indianapolis Motor Speedway, which has driven new and exciting opportunities for students in the Motorsports Engineering program. The city's bustling tech hub even provides a wide range of opportunities for students in programs like Computer Science and Computer and Information Technology. With a shared understanding of this institutional landscape, the staff worked together throughout the academic year to develop resources, events, and weekly workshops focused on the genres of writing that are common in these disciplines.

In addition to collaborating with STEM faculty, OWL staff have worked closely with colleagues in the Cornerstone Integrated Liberal Arts program, The Data Mine, the Office of Professional Practice (OPP), Orientation Programs, the Center for Career Opportunities (CCO), and Purdue Polytechnic High Schools (PPHS). By building out a robust network with campus and community partners over the course of the year, the staff has delivered on their goal to reach Indianapolis students and learn more about who they are as writers. With a new campus space on the horizon, the OWL is continuing to build on the knowledge and experience gained in year one as they strive for an even stronger second year.



Purdue OWL in Indianapolis staff at the Engineering and Technology Building location



Overall Traffic

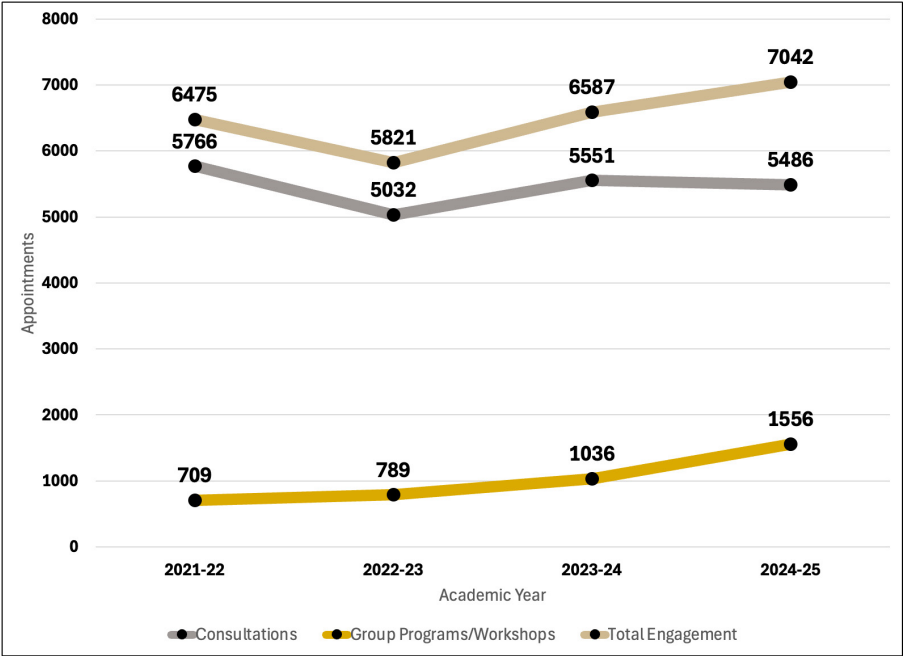


Figure 1. Changes in traffic over time, including consultations (in-person and virtual), workshops/programming, and the combined total



Consultation Modality

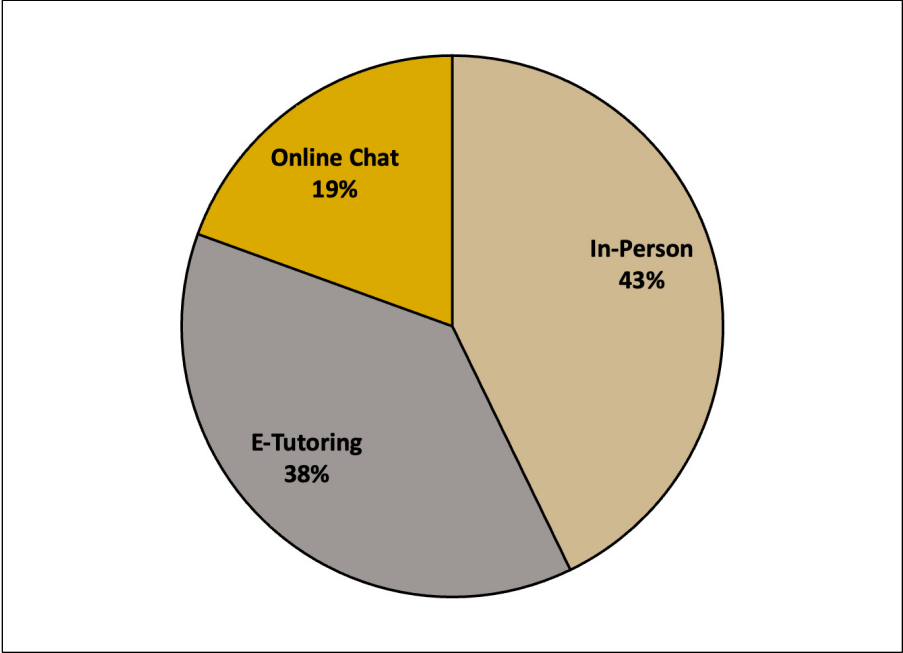


Figure 2. Distribution of on-campus consultations by modality



In-Person Consultations

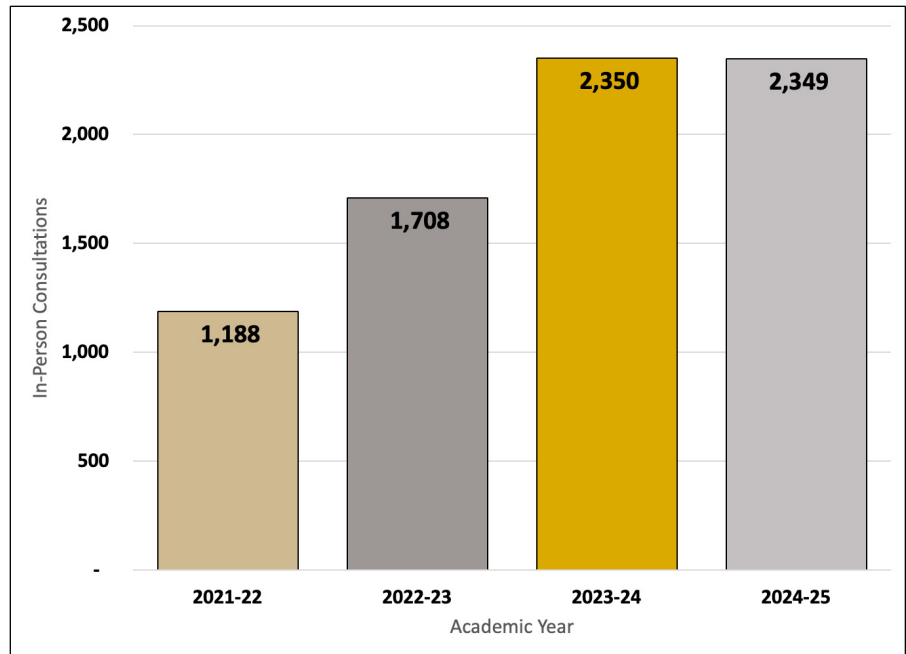


Figure 3. Comparison of in-person consultations across academic years



Virtual Consultations

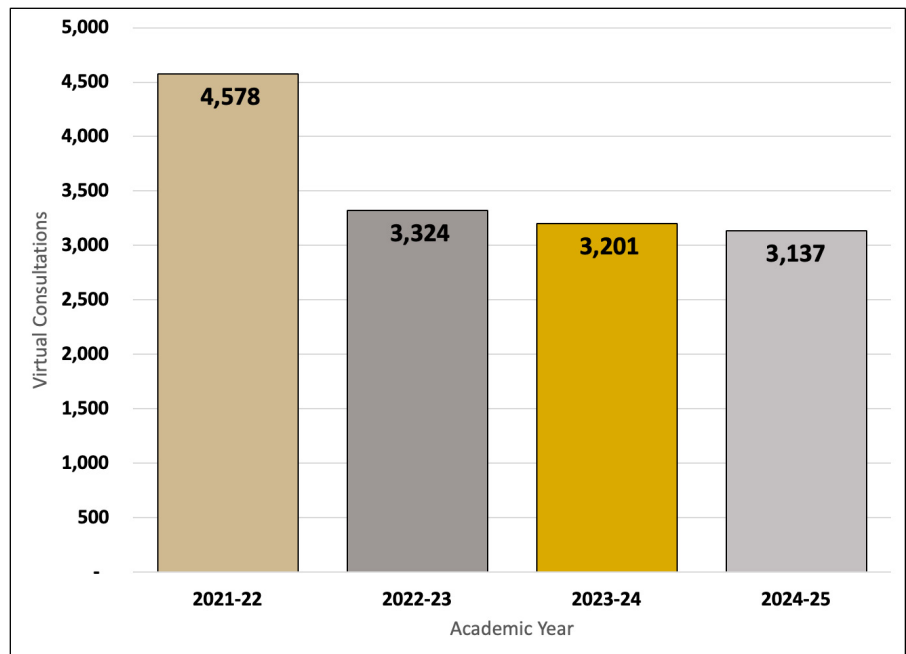


Figure 4. Comparison of virtual consultations across academic years



Domestic Student Use

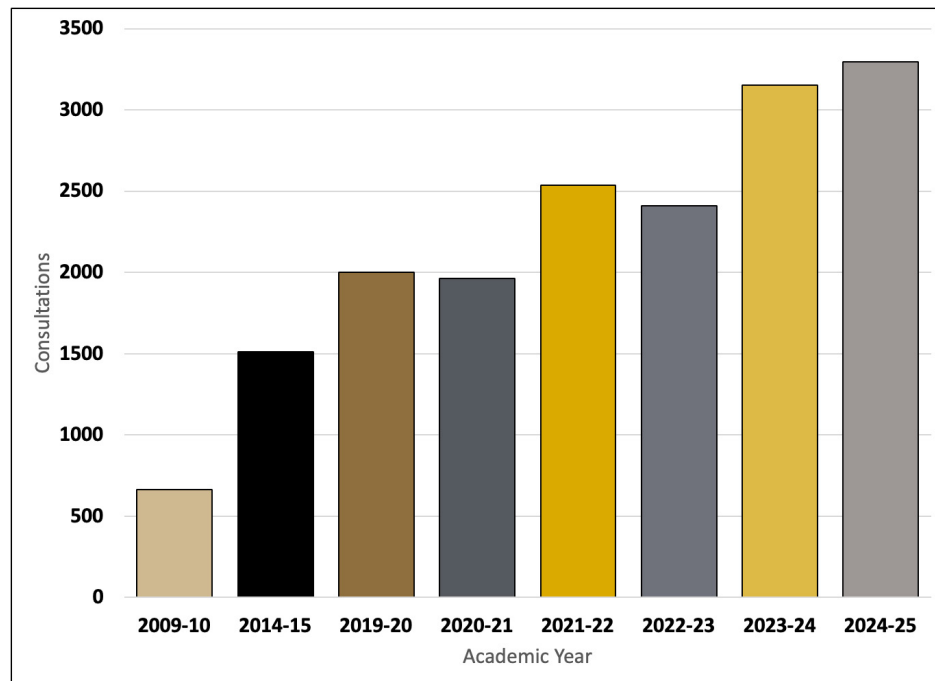


Figure 5. Historical breakdown of domestic client consultations



International Student Use

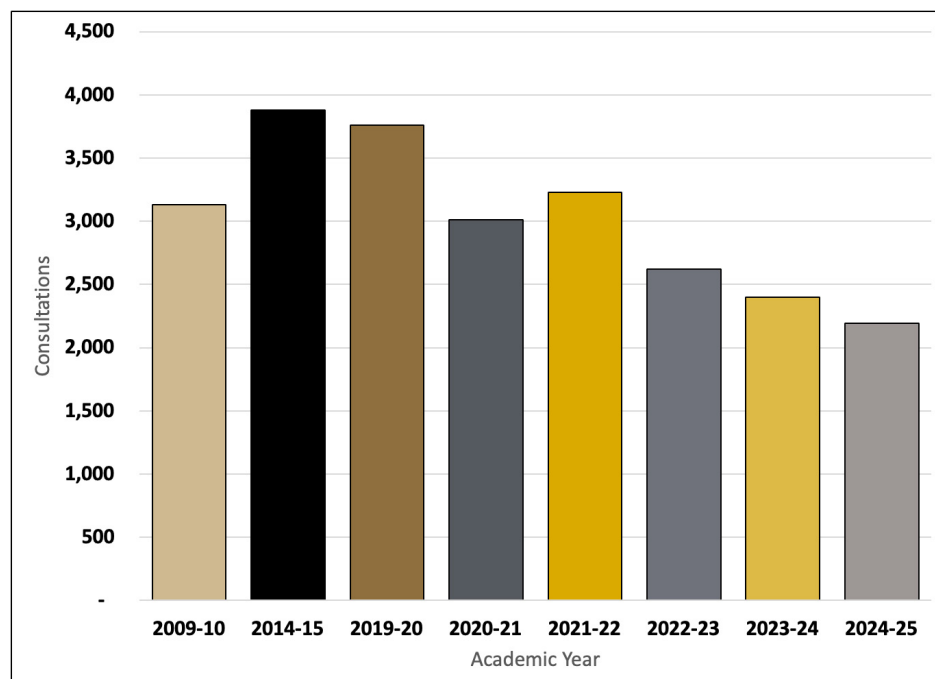


Figure 6. Historical breakdown of international client consultations wherein the decrease likely represents the dip in international enrollment



Usage Comparison

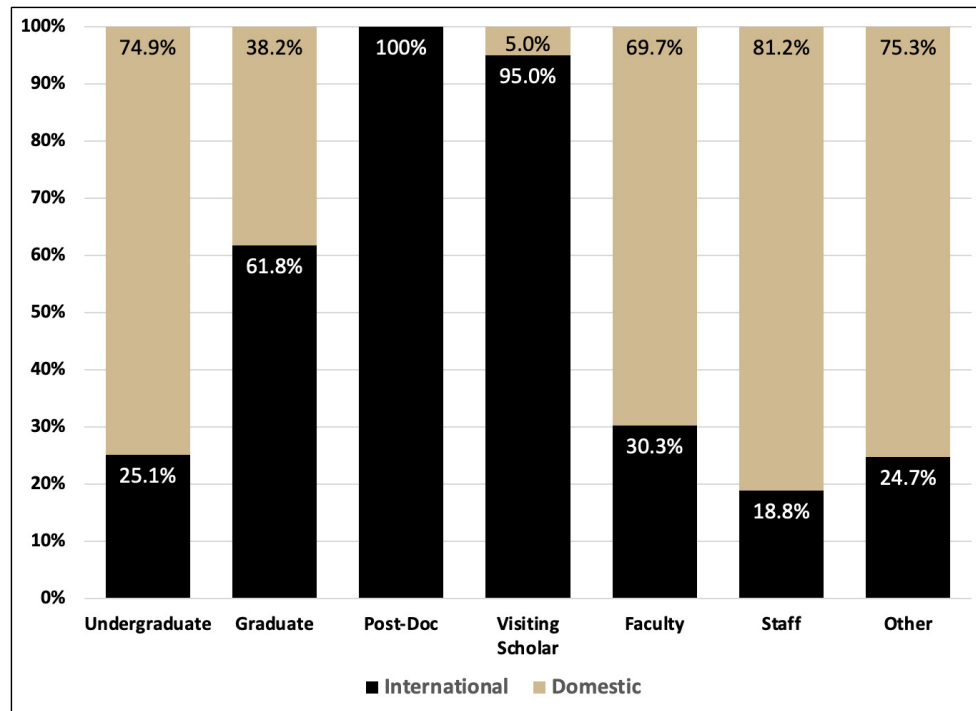


Figure 7. Consultations with multilingual writers by classification, as percentage of individual categories

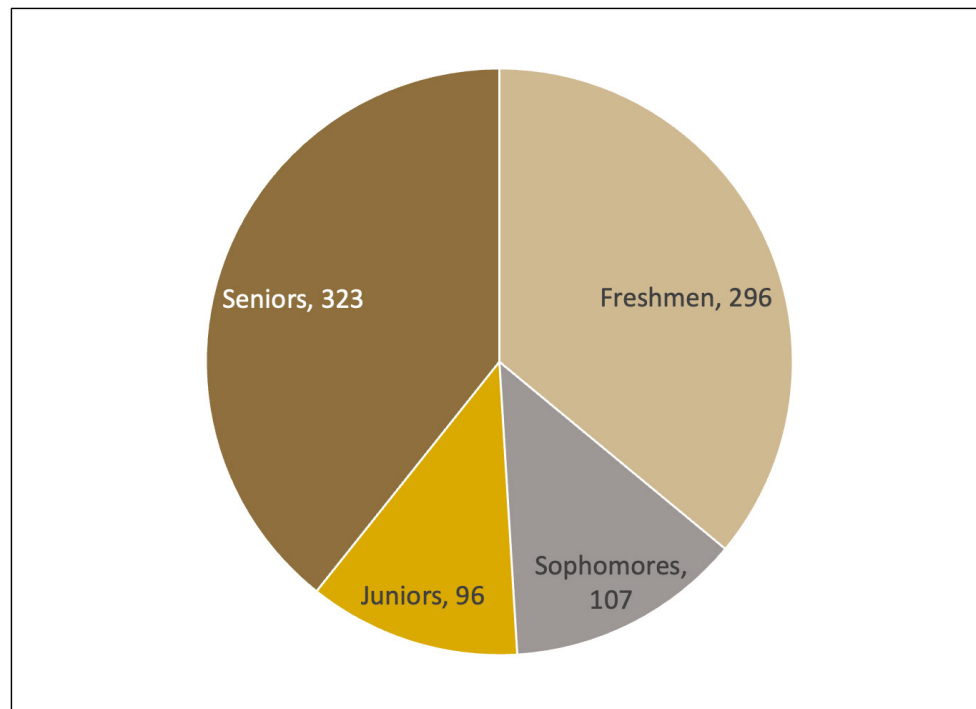


Figure 8. Undergraduate multilingual writers by classification



Visits by Country

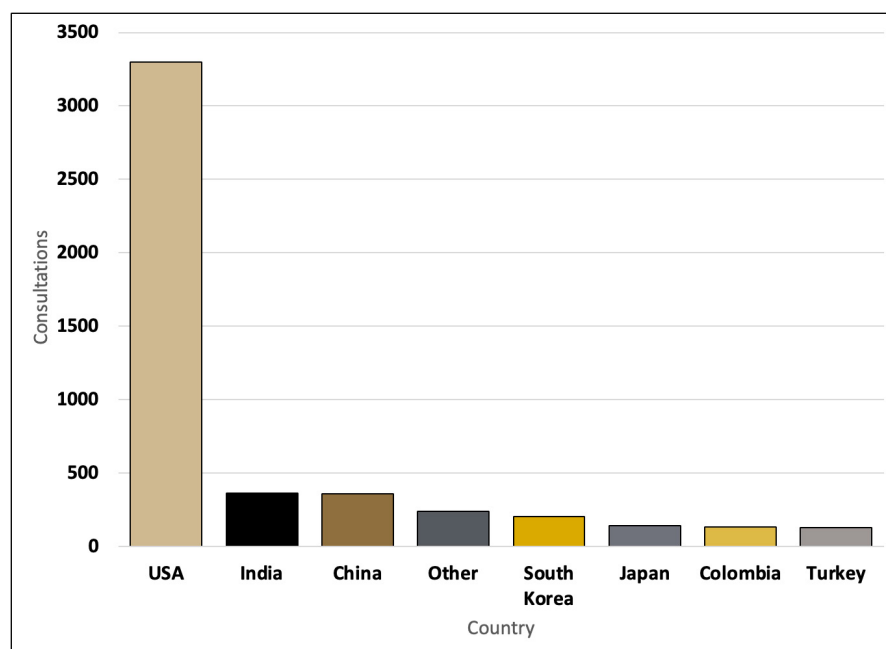


Figure 9. On-campus client consultations by top eight countries of origin



Visits by College

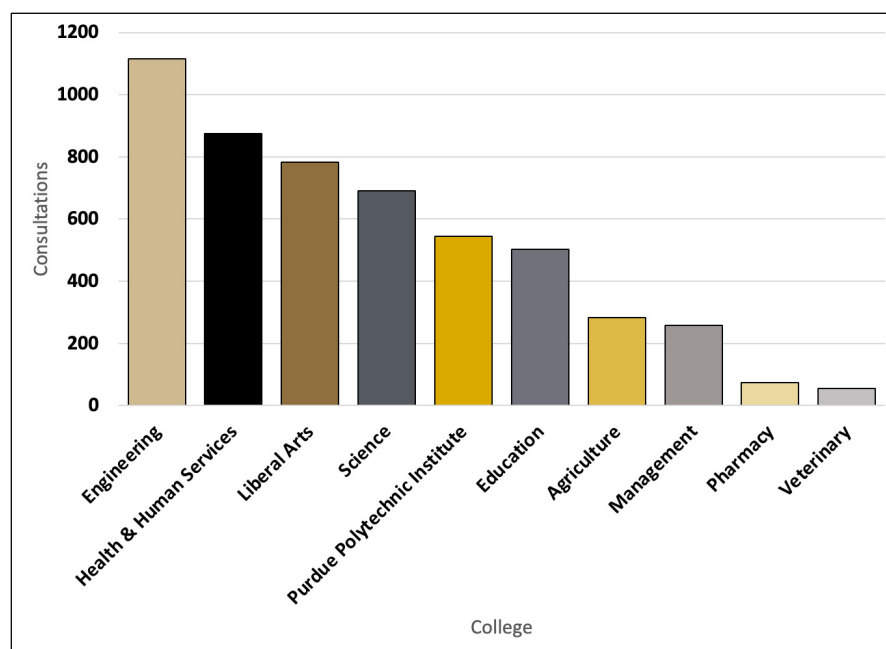


Figure 10. Distribution of consultations as represented by client's home college



Website Traffic

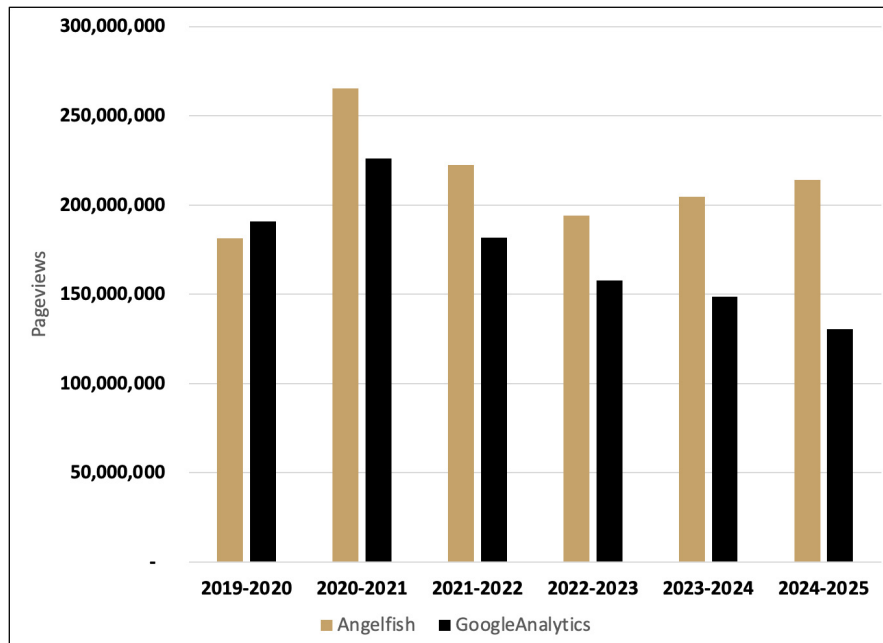


Figure 11. This chart represents yearly traffic on the website. While Google Analytics shows a decrease over time since 2020-21, Angelfish shows a steady increase since 2022-23



YouTube Resources

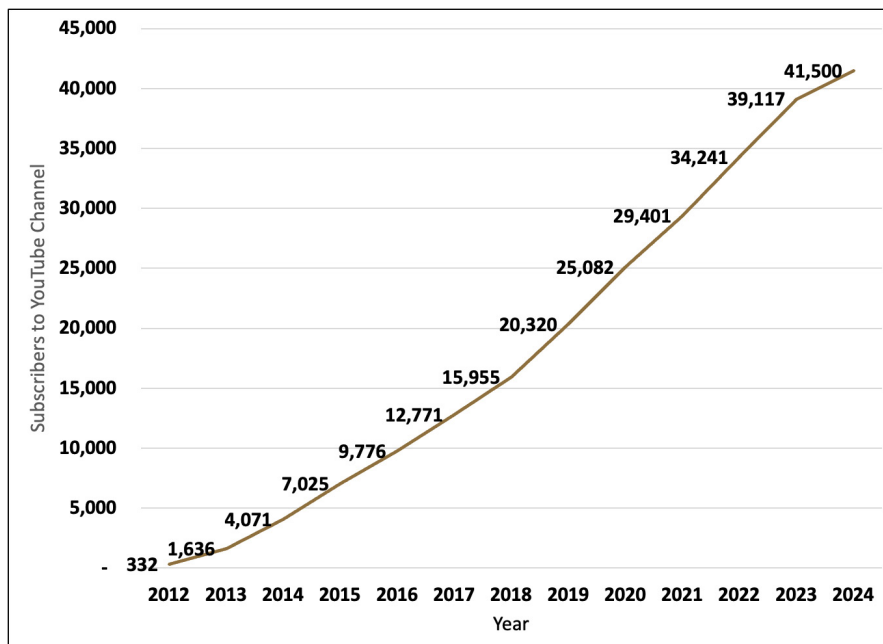


Figure 12. The OWL's YouTube channel continues to be updated with new tutorial videos and subscribers continue to grow each year

SERVICES PROVIDED

The Purdue OWL provides the Purdue community with a wide range of services including:

- In-person and virtual tutorial consultations
- Support for faculty using writing across all disciplines
- Campus-wide workshops on a variety of writing topics
- Programming designed to support graduate writers
- Support for multilingual writers

Consultations

Besides our core in-person sessions, the OWL offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2024-25 academic year:

- 57.2% of all sessions were virtual, compared to 57.7% from AY 2023-24.
- 2,069 e-tutoring appointments
- 1,068 live online chat appointments, an increase of 27.6% from AY 2023-24.

Online and e-tutoring widen the reach of the OWL by improving its accessibility to clients for whom a physical, on-campus visit is difficult, including nontraditional students, distance learning students, and students with mobility concerns. Users of e-tutoring and online tutoring also include Purdue students who are engaged in international travel and off-campus internships. Online usage has continued to level out in the years since the COVID pandemic.

Support for Writing Across the Disciplines

The OWL continues to work with faculty and instructors across campus by offering tours for their courses and providing curricular support. Instructors can request consultations on how best to collaborate with the OWL to improve writing instruction. The OWL also serves as an important mentoring space for instructors to improve their pedagogical expertise.

Workshops

OWL leadership continues to collaborate with campus partners to address departmental, program, or individual course needs, whether primarily focused on undergraduates, graduate students, or other populations. In addition to mentoring consultants on developing materials and facilitating workshops for Purdue students and faculty, our WAC mentoring and programming seeks to build sustainable relationships with instructors and professors in other disciplines, as well as student organizations that are interested in engagement with the OWL. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing-focused curriculum for instructors' courses.

During AY 2024-2025, the OWL offered 115 workshops across the West Lafayette and Indianapolis campuses for undergraduate, graduate student, and broader writing needs, a 45.6% increase from the 2023-24 AY. Workshops are typically an hour long and either conform to the peer-review model or consist of ways of giving feedback that represent collaboration between instructors and consultants. Workshops cover diverse topics, such as generating research proposals, learning email etiquette, building citation skills, developing job search or graduate application materials, and best practices for writing with AI.

Support for Graduate Writers

Intensive Writing Experience for Dissertation Writers

In collaboration with the Office of the Vice Provost for Graduate Students, the Purdue OWL held four sessions of the three-day Intensive Writing Experience for Thesis & Dissertation Writers (IWE) from mid-May to early June in the summer of 2024. One session was conducted virtually using a mix of Brightspace and Zoom video conferencing to synchronously and asynchronously share materials and information with participants. The remaining three sessions were conducted in person in Krach Leadership Center on the West Lafayette campus. The program combines interactive workshops about writing, small group goal setting and discussions about writing process, and dedicated writing time.

- 54 were doctoral dissertation writers, 20 were master's thesis writers
- 45 attendees self-identified as international students.

Program evaluations included comments about progress made on the thesis or dissertation ("I did more this week than the last three weeks combined"), relational support provided ("Opportunities to discuss with cohorts from various disciplines"), skills learned ("The workshop helped me learn many aspects of writing that I had no idea existed"), and overall value of the program ("It was a wonderful experience to boost my overall productivity, especially with writing, and to introduce or refresh relevant writing concepts").

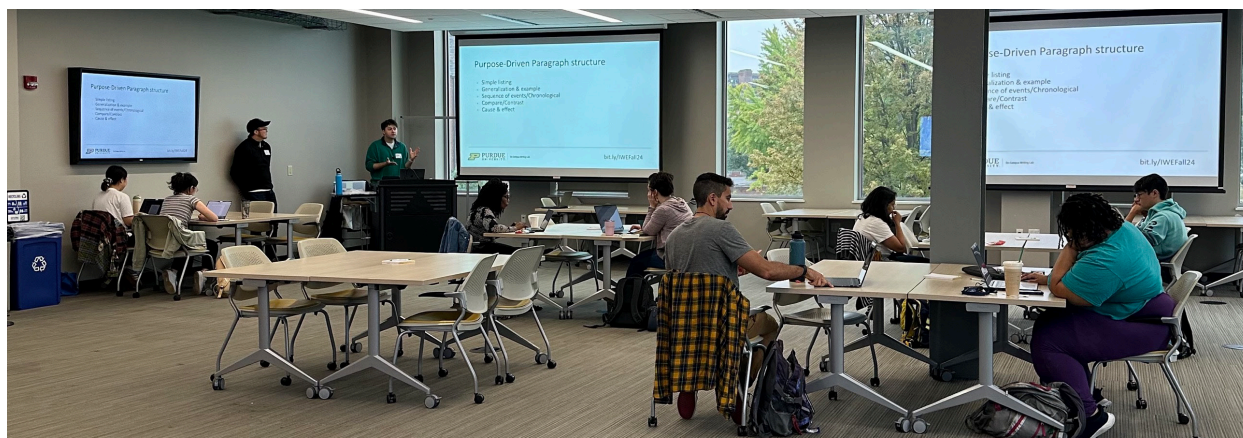
Introduction to Graduate Writing

This four-part workshop is offered for first- and second-year graduate students. It addresses topics related to three stages of the writing process (getting started, drafting, and revising) and to overall project planning. Lessons cover aspects of writing such as active reading, document organization, revision, and setting goals. The workshop is offered virtually via Zoom during the early fall semester.

Program evaluations noted that attendees appreciated the content and interactions with other writers, but also the materials they could then share with fellow graduate students in their labs. One attendee enumerated everything that made it worthwhile: "It was seriously the best workshop series I've attended. It was well-organized, thorough, detailed, and led by people who communicated very well."

Maintaining Productivity as a Mid-Stage Graduate Writer

This four-part workshop is geared for third- to fifth-year doctoral students who plan to continue on in academia. It addresses topics such as transitioning from research to writing and maintaining writing productivity. The workshop is offered in person on the West Lafayette campus during spring semester. In their evaluations, attendees generally commented positively on the value of having time reserved in their schedule for writing, working in the company of other writers, and learning about giving good feedback.



Graduate writers attending an Intensive Writing Experience (IWE) workshop

Writers' Rooms

Writers' Rooms are dedicated space and time for writers to work on any document at any stage of the process. Consultants are available to help writers set goals and to consult briefly, but the primary purpose is for writers to spend significant time writing and revising. 61 individuals made 228 appointments for Writers' Rooms. Due to a request from writers at the Indianapolis campus, a virtual option was added part way through fall semester. Participants found the regularity of the schedule and the accountability of sharing goals with other attendees the most valuable aspects of the program. Evaluations show that people appreciate the “quiet space to work” and being “able to get help with my writing.”

Future Faculty Bootcamp

At the request of the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars, the OWL participated in a Future Faculty Bootcamp event in the fall of 2024 and the spring of 2025. OWL staff developed and facilitated a workshop targeting academic job documents such as cover letters for faculty positions. Attendee response to the fall workshop was so positive that the workshop was offered a second time in the spring, as part of the Bootcamp program. Overall attendance for the Future Faculty Bootcamp program was 105 in the fall, and 214 in the spring.

Conversation Groups

The OWL hosts several conversation groups for multilingual writers each week throughout the academic year. For this year, conversation groups took place in the Krach location and the Indianapolis location. 199 individuals made 794 appointments for conversation group across both locations. Favorite topics included money, mysteries, stress, clothing, and hobbies. One attendee noted that “favorite topics were talking about our daily lives.” Several attendees mentioned that all topics were “interesting and useful.”

Online Writing Lab (OWL)

The website publishes free resources on a vast array of writing topics. In addition to helping students around the world with academic, professional, and personal writing tasks, the site acts as an unofficial goodwill ambassador for Purdue insofar as it is many students' and teachers' initial point of contact with the university. With hundreds of millions of visits each year, the OWL ranks among the most popular educational sites in the world.

From June 1, 2024 to May 31, 2025, the OWL served 130,370,157 pageviews and 33,759,151 unique users based on Google Analytics tracking. This traffic represented a 12.3% decrease in pageviews and 10.4% dip in users over the previous year. The pattern parallels wider industry metrics as privacy laws enable greater “opt-out” of tracking as well as the effect of AI. Still, our resurgence of unique users is a promising testament to the website's reputation.

Website Usage From 2024-25

The OWL serves writers globally. Outside of the United States, the highest number of pageviews comes from Canada, the Philippines, India, and the United Kingdom. The OWL pages on MLA and APA citation remain the most highly used. Other popular pages include resources covering business correspondence, argumentative essays, thesis statements, outlining strategies, and a host of grammar topics. The OWL's downloadable resources, like its sample papers and PowerPoint presentations, remain favorites as well.

The OWL also supports a YouTube channel with 105 videos. The OWL's YouTube channel has 41,500 total subscribers—a 6.1% increase from last year. Video topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g. writing in engineering), rhetorical strategies, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility. For this reason, all videos on the YouTube channel are captioned after they are uploaded.

Website National Traffic

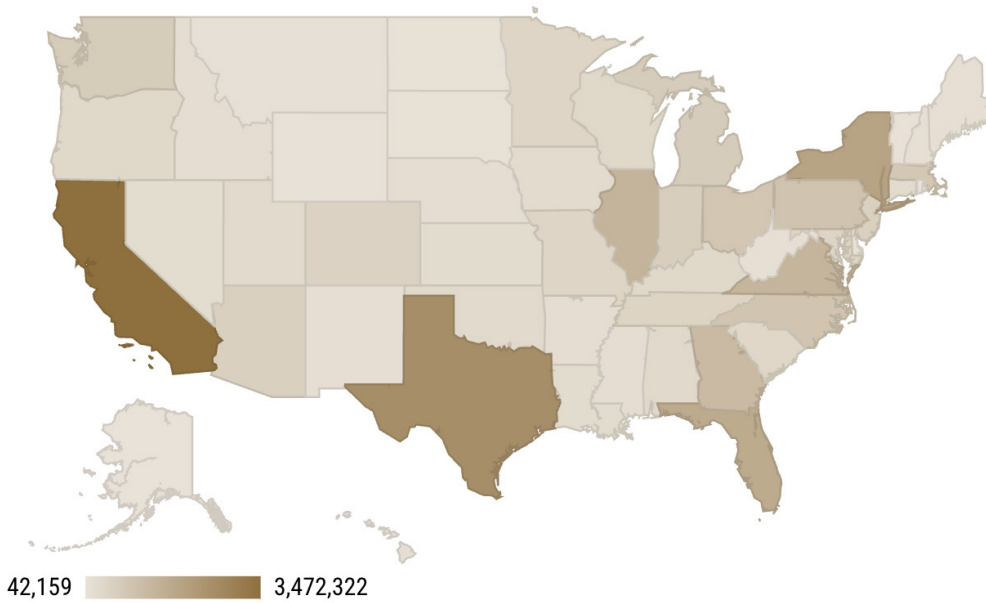


Figure 13: Heatmap of OWL traffic in the US. California, Texas, New York, Florida, Illinois, and Virginia represent states with the largest usage respectively. Indiana is thirteenth.

Top Indiana Cities Using the OWL Website

| Rank | City | Views |
|------|-----------------------|---------|
| 1 | Indianapolis | 367,758 |
| 2 | Greater Lafayette | 359,569 |
| 3 | Bloomington | 171,180 |
| 4 | Fort Wayne | 151,870 |
| 5 | Muncie | 78,831 |
| 6 | Evansville | 74,236 |
| 7 | Terre Haute | 68,664 |
| 8 | South Bend/Notre Dame | 49,930 |
| 9 | Carmel | 41,942 |
| 10 | Fishers | 41,952 |

Table 1. OWL traffic within our home state indicating significant usage where peer institutions are located

OWL STAFF EDUCATION

To ensure that all writing consultants have the best training, the OWL requires that consulting staff possess a strong foundation in writing pedagogy education and participate in ongoing professional development through staff meetings, special projects, and dedicated training on multilingual writing. In addition, the OWL maintains a library of writing-related texts and encourages staff to engage in research.

Undergraduate Staff Education

Our Associate and Assistant Directors for Undergraduate Education led the OWL's training, mentoring, and supporting of prospective and current undergraduate writing consultants by: 1) teaching sections of ENGL 390 for potential new undergraduate staff, 2) teaching ongoing "self-paced" consultant education, 3) selecting and hiring new undergraduate staff, 4) mentoring undergraduate research, and 5) recruiting prospective undergraduate staff.

OWL undergraduate consultants presented original research at two conferences during the 2024-25 AY

including the East Central Writing Center Association (ECWCA) held at Eastern Michigan University in Ypsilanti, Michigan and the Conference for College Communication and Composition (CCCC) held at the Baltimore Convention Center in Baltimore, Maryland. The OWL continues to foster a culture of undergraduate research by supporting and encouraging undergraduate consultants to collaborate with their peers and professional and administrative staff to refine their ideas and present for diverse audiences on campus and across the country. Undergraduate research is an essential component of the OWL's mission to better serve students while also helping our writing consultants develop a robust, dynamic transferable skill set to take with them once they graduate.



Awards Night: Final Undergraduate Staff Meeting of the 2025 Spring Semester



Final GTA Staff Meeting for Spring 2025; Showing off Completed Glass Fusing Projects and Reflecting on the Year]

Graduate Staff Education

Our graduate consulting staff consisted of three students from English with a focus on writing center work, one from English with a focus on Medieval Literature, two from Speech Language Pathology, and one from Math Education. One of the students with a writing center focus was new to the OWL and participated in the education protocol that consists of a week-long orientation followed by five weeks of internship practice that ended with an observation conducted by senior staff. For Fall 2024, the orientation was conducted by one of the Professional Writing Specialists. All GTAs underwent observations of their work during Spring 2025. Observations were conducted by the Associate Director for Graduate Education.

Throughout fall and spring semesters, all GTAs participated in graduate staff meetings as their schedules allowed. These meetings covered a range of topics relevant to writing center work, such as using AI in sessions, how personality affects writing center work, and strategies for tutoring cover letters.

Under the direction of the Associate Director for Graduate Education, the meetings were led by a variety of staff members with expertise in the various topics. In addition to educational meetings, each semester the GTAs had the option to participate in two social meetings. These usually involved food and an activity such as glass fusing or hiking. The mix of educational and social interaction throughout the semester contributed to a strong cohort experience for this group of staff.

IMPACT ON STUDENT SUCCESS

With the help of Institutional Data Analytics & Assessment (IDA+A), the OWL staff continues to study whether collaborating with writing consultants has effects on student success. Data on student retention and GPAs are now regularly collected and compared for students who both do and do not use the On-Campus Writing Lab. Results indicate that students who visit the OWL routinely do better academically than students who do not. We continue to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful.

Average GPA Breakdown by Academic Classification and Usage

| | | AY 2020-21 | AY 2021-22 | AY 2022-23 | AY 2023-24 | AY 2024-25 |
|------------|----------------|------------|------------|------------|------------|------------|
| Freshmen | 1 time | 3.50 | 3.34 | 3.24 | 3.34 | 3.43 |
| | 2-5 times | 3.58 | 3.44 | 3.36 | 3.45 | 3.50 |
| | 6+ times | 3.88 | 3.70 | 3.65 | 3.71 | 3.70 |
| | Didn't use OWL | 3.14 | 3.03 | 3.08 | 3.09 | 3.14 |
| Sophomores | 1 time | 3.48 | 3.49 | 3.48 | 3.42 | 3.54 |
| | 2-5 times | 3.64 | 3.56 | 3.59 | 3.50 | 3.56 |
| | 6+ times | 3.55 | 3.83 | 3.54 | 3.56 | 3.66 |
| | Didn't use OWL | 3.28 | 3.26 | 3.25 | 3.27 | 3.29 |
| Juniors | 1 time | 3.51 | 3.51 | 3.42 | 3.35 | 3.51 |
| | 2-5 times | 3.51 | 3.66 | 3.56 | 3.46 | 3.58 |
| | 6+ times | 3.70 | 3.58 | 3.68 | 3.68 | 3.58 |
| | Didn't use OWL | 3.29 | 3.29 | 3.30 | 3.30 | 3.32 |
| Seniors | 1 time | 3.55 | 3.50 | 3.52 | 3.48 | 3.52 |
| | 2-5 times | 3.62 | 3.60 | 3.55 | 3.56 | 3.64 |
| | 6+ times | 3.63 | 3.72 | 3.66 | 3.75 | 3.65 |
| | Didn't use OWL | 3.35 | 3.37 | 3.37 | 3.38 | 3.37 |
| Graduate | 1 time | 3.73 | 3.73 | 3.70 | 3.77 | 3.75 |
| | 2-5 times | 3.77 | 3.78 | 3.75 | 3.77 | 3.75 |
| | 6+ times | 3.82 | 3.88 | 3.80 | 3.84 | 3.81 |
| | Didn't use OWL | 3.65 | 3.63 | 3.58 | 3.65 | 3.67 |

Table 2. Historical breakdown of GPAs and OWL usage by class standing. Data sourced from university information service and OWL data collection. Sample represents the entire university student population.

Graduation and Retention Rates Based on OWL Visits

Last updated:
February 6, 2025

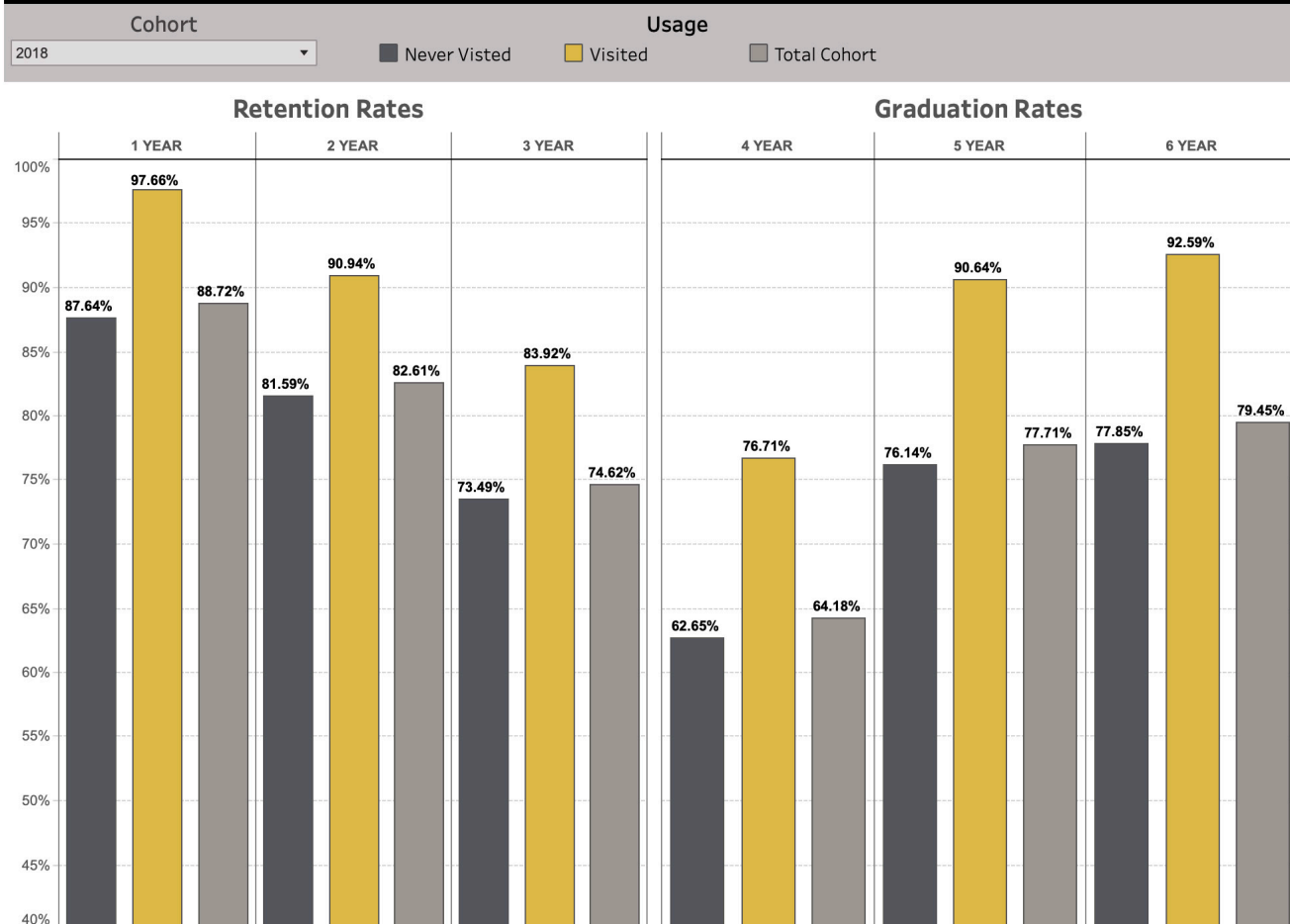


Figure 14. First, second-, and third-year retention rates for the 2017 entering class as well as its fourth-, fifth-, and sixth-year graduation rates. Students who visit have a statistically-significant improved performance on all accounts. Still, this pattern correlates with broader student success research. Whenever students actively engage with campus support or programming in general, they perform better. Screenshot from OWL Website, Research page.

CAMPUS ENGAGEMENT

OWL staff recognize the importance of intellectual diversity and community involvement. As a result, staff members frequently engage with on- and off-campus groups through regularly-offered services, special projects, and research. This section highlights the major on- and off-campus partners.

Minority Engineering Program

During Fall 2024, the OWL partnered with the Minority Engineering Program (MEP) to support the PROMISE program, a two-day event that encourages high school seniors from underrepresented communities to apply to Purdue. OWL consultants presented on best practices for drafting college admissions essays, answered students' questions, and provided feedback on drafts. OWL consultants also provided a demonstration of the website.

Orientation Activities

Every year, we welcome incoming students by providing information regarding the OWL's services. We participated in a series of events and shared informational materials for Boiler Gold Rush and the campus cultural centers' Express Fest. The OWL also participated in the Black Cultural Center's Boilerfest, the Latino Cultural Center's Connexiones event, and the LGBTQ Center's Rainbow Callout.

The Purdue OWL in Indianapolis participated in the Boiler Gold Rush orientation event that took place at their location ahead of the fall 2024 semester. OWL in Indianapolis staff also participated in the Academic Success Center's Pop-By event in early spring 2025, which invited students to participate in a "treasure hunt" to learn more about on-campus resources.

Alumni Outreach

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

In 2015, the Writing Lab initiated the Peer Tutor Alumni Research project. This ongoing project follows former peer tutors after their graduation from Purdue to determine what tutoring skills these individuals carry with them into the next phases of life.

Purdue Polytechnic High Schools

During the academic year, the OWL continued its collaboration with PPHS high school to support students working on their college admissions essays. The proximity of the Indianapolis OWL location to the Broad Ripple and Englewood campuses facilitated opportunities for staff to meet with students for in-person consultations during school hours.

In addition to the PPHS campus visits, Associate Director Garrett Colón, Professional Writing Specialist Alexis Pitchford, and Graduate Writing Consultant Ghada Seif Eddine provided written feedback on students' essay drafts ahead of the admissions deadline.

Office of Professional Practice

In January 2025, the Purdue OWL in Indianapolis participated in the OPP's Co-op and Internship Fair to offer resume and cover letter resources for students in attendance.

Later in Spring semester, OWL staff visited multiple sections of the Introduction to Engineering Practice course (ENGR 103), as well as the Introduction to Professional Practice in Computer Science course (CS 190). During these class visits, OWL staff facilitated workshops on professional email writing and preparing materials for internship applications.

LARA Outreach

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

The Data Mine

At different points throughout Spring semester, the Purdue OWL in Indianapolis worked with The Data Mine in Indianapolis to support their TAs who were preparing undergraduate student researchers to present at the Corporate Partners Symposium. OWL staff shared in-class activity ideas with TAs and explored strategies for supporting student needs around public speaking and presenting research to an audience.

Center for Career Opportunities

The Purdue OWL in Indianapolis collaborated with the Center for Career Opportunities (CCO) on multiple occasions during the academic year. One iteration of the CCO's Resumania event was co-hosted with the Purdue OWL in Indianapolis, focusing on resume guidance and elevator pitch practice. The CCO and the OWL also co-led the Graduate School Prep Workshop in April 2025.

Cultural Center Satellite Locations

Throughout the academic year, OWL writing consultants worked with leadership at cultural centers across campus to provide satellite hours and foster a sustainable and safe environment for students to seek support with writing however they experience it in everyday and academic life.

Cultural centers that the OWL collaborated with this year include the LGBTQ Center, The Latino Cultural Center (LCC), the Black Cultural Center (BCC), and the Native American Education and Cultural Center (NAECC).



Graduate Writing Consultant Juan Carlos Montoya at the LCC

RESEARCH & PROFESSIONAL DEVELOPMENT

The OWL offers opportunities to conduct academic scholarship, with many graduate alumni continuing this research in tenure-track positions at universities in the United States and abroad. In addition, Lab training serves to professionalize tutors, preparing them for jobs in education, government, and private industry.

Dissertations

During the 2024-25 academic year, the following graduate students continued work on dissertations related to the Writing Lab and writing center scholarship:

Eric Joseph, "Education in an Age of Precarity: Examining the Cultural Meaning of Education through the Literacy Narratives of College Stopouts and Dropouts" (PhD diss., Purdue, 2026).

Ghada Seif Eddine, "Demystifying Conflict in the Writing Center and Stirring up 'Good Trouble'" (PhD diss., Purdue, 2026).

Publications

Del Busto, Matt. "Alverno." In *Image*.

Del Busto, Matt. "Control." In *Copper Nickel*.

D. Correa and J. C. Montoya López, "Academic English Needs and Practices of Faculty and Students at a Public University in Medellín, Colombia," *Íkala, Revista de Lenguaje y Cultura* (2025),

<https://doi.org/10.17533/udea.ikala.358410>.

Harry Denny and Travis Webster, "Centering Queer Possibilities from Liberation to the Everyday Mentoring of Writers," *College English* 86, no. 6 (2024): 459–67.

Harry Denny and Rodrigo A. Rodríguez-Fuentes, "Study Abroad Programming in Writing Centers in Colombia and the USA: Lessons in Translanguaging, Decolonial Theory, and Programming," *Íkala: Revista de Lenguaje y Cultura* 29, no. 3 (2024), <https://doi.org/10.17533/udea.ikala.356088>.

V. R. Kennell, "The Physical, the Cognitive, the Social: Defining and Redefining Success in a Social Writing Program for Dissertators," in *Writing Together: Building Social Writing Opportunities for Graduate Students*, ed. R. Cayley, F. Coll, and D. A. Newman (Minneapolis: University of Minnesota Press, 2025).

V. R. Kennell, A. Garla, and G. Gray, "Untapped Potential: Leveraging Disciplinary Expertise for Graduate Writing Consultant Education," *Praxis: A Writing Center Journal* (accepted with revision, 2025).

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

Montoya López, J. C., and E. Picón-Jácome. "Consolidating a Culture of Assessment for Learning." *Colombian Applied Linguistics Journal*, vol. 26, no. 2, 2024, pp. 102–17. <https://doi.org/10.14483/22487085.20961>.

Ghada Seif Eddine and L. R. Arnold, "Navigating Mentoring Relationships between International Graduate Students and Faculty: A Joint Autoethnography," *Rhetoric Review* (forthcoming 2025).

Ghada Seif Eddine, "The Writing Center as a Rebel Space: Stories of Tutoring and Writing with Attention Deficit Hyperactivity Disorder," *The Peer Review* (forthcoming 2025).

Jacqueline Borchert and Matt Del Busto, “Who Are We? Assessing Writing Center Consultants’ Group Identity in Times of Change,” *ECWCA Journal*, no. 1 (Spring 2025).

Matt Del Busto, “We Pluck Stars from the Sky,” *Booth*.

Conference Presentations

Jacob Baumgartner and Eric Joseph, with Q. Barrett, C. Hammond, V. Kuppa, A. Majety, R. Savage, and S. Subramaniyan, “A-Sides and B-Sides of Tutor Education,” panel presentation at the *Conference on College Composition & Communication*, Baltimore, MD, April 9–12, 2025.

J. Borchert, B. Cameron, and N. Patterson, “Practicing What We Preach,” presented at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 2025.

M. Brooks-Gillies, J. Kauza, A. Miller, N. Patterson, and G. Pregent, “Building a Community of Reviewers for the *ECWCA Journal*,” presented at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 2025.

J. Borchert, J. C. Montoya López, and N. Patterson, “Write Where You Belong: Strengthening Writing Center Impact via Cultural Center Collaborations,” presented at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 2025.

J. Borchert and N. Patterson, “Writing Critical Reflection,” presented at the *Women in Leadership Institute*, West Lafayette, IN, March 2025.

J. Borchert, M. Del Busto, N. Patterson, and A. Pitchford, “Empowering ELLs through Writing Feedback,” presented at the *Indiana Teachers of English to Speakers of Other Languages Conference*, Indianapolis, IN, November 2024.

J. Borchert and N. Patterson, “From Campus to the Globe: Developing Tutor Resources for the OWL,” presented virtually at the *International Writing Centers Association Conference*, October 2024.

G. Colón and A. Pitchford, “Challenges, Triumphs, and Lessons Learned: Operating in the Cracks and Fractures of a New but Not So New Writing Center,” panel presentation at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 15, 2025.

E. Joseph, A. Pitchford, V. Kuppa, S. Morehead, and T. Dhawade, “Lower-Order Concerns or Higher-Order Anxieties? Validating the Needs of International/Multilingual Clients and Writing Consultants,” panel presentation at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 15, 2025.

V. R. Kennell, “To Befriend or Not to Be, Friend: Recognizing Community in the Writing Center,” presented at the *East Central Writing Centers Association Conference*, Ypsilanti, MI, March 2025.

Accolades

Annie Bonnett:

- Kneale Award for British Literature, 1st place

Anushka Majety:

- Kneale Postcolonial Literature, 2nd place

Conner Ray Hammond:

- Purdue English Outstanding Sophomore
- Lenora Woodman Scholarship
- Irwin Weiser Scholarship

Ghada Seif Eddine:

- Bilsland Dissertation Fellowship, College of Liberal Arts, Purdue University, August 2025 — May 2026.
- Professor Janice Lauer Dissertation Award in Rhetoric and Composition, Department of English, Purdue University, Spring 2025.

Logan Maren:

- Outstanding Senior in Creative Writing
- Tom Andrews Clapping Award, School of Design, Art, and Performance Award

Zachary Hodges:

- Received three Purdue Department of English literary awards: Prose-Poem, LGBTQ Studies, and Best Experiment in Form
- Carol and Joe Trimmer Scholarship

APPENDIX A: BREAKDOWN OF CONSULTATIONS

Consultations by Classification

| | 2024-25 | 2023-24 | % Change |
|------------------|---------|---------|----------|
| Undergraduate | 3,274 | 3,373 | -2.9% |
| Graduate | 1,777 | 1,911 | -7.0% |
| Post-Doc | 15 | 32 | -53.1% |
| Visiting Scholar | 221 | 58 | 281.0% |
| Faculty | 33 | 57 | -42.1% |
| Staff | 85 | 79 | 7.6% |
| Other | 81 | 41 | 97.6% |

Consultations with International Writers by Classification

| | 2024-25 | 2023-24 | % Change |
|------------------|---------|---------|----------|
| Undergraduate | 822 | 995 | -17.4% |
| Graduate | 1098 | 1289 | -14.8% |
| Post-Doc | 15 | 27 | -44.4% |
| Visiting Scholar | 210 | 52 | 303.8% |
| Faculty | 10 | 16 | -37.5% |
| Staff | 16 | 14 | 14.3% |
| Other | 20 | 7 | 185.7% |

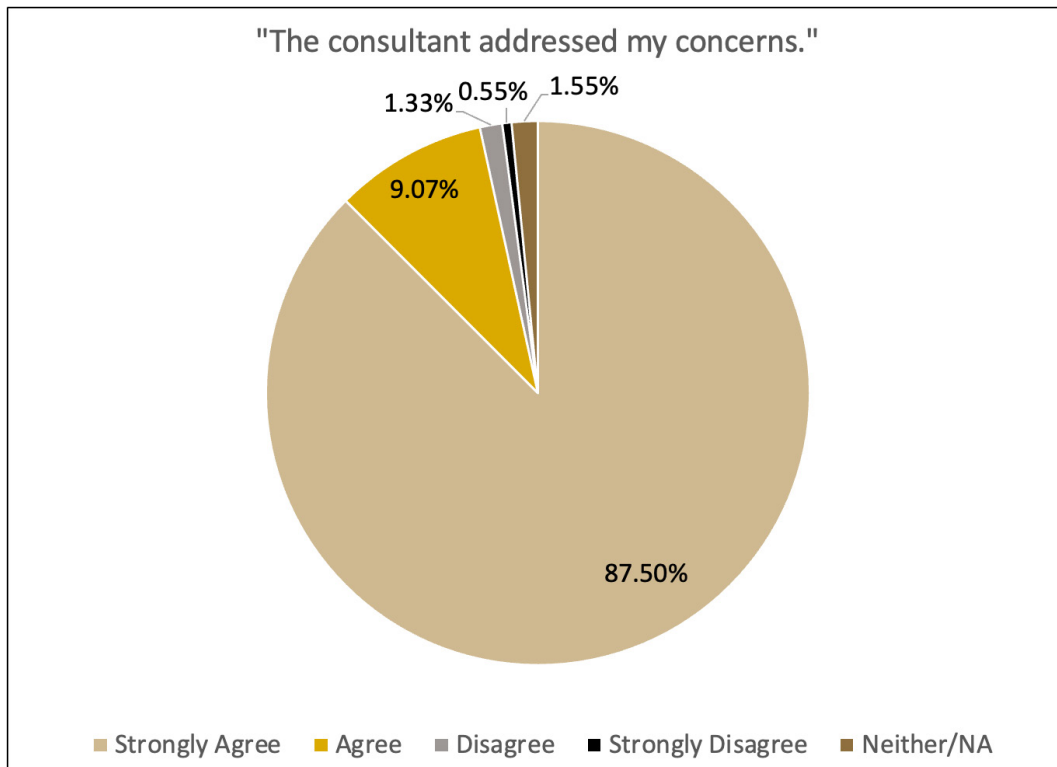
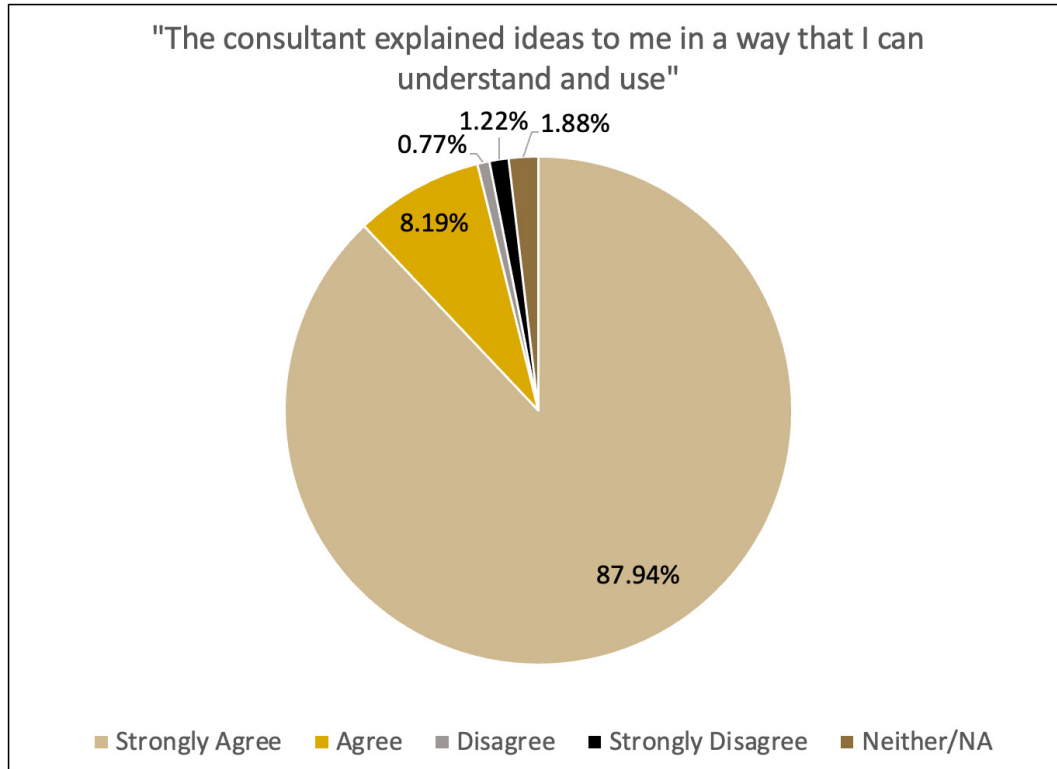
Consultation Breakdown by College

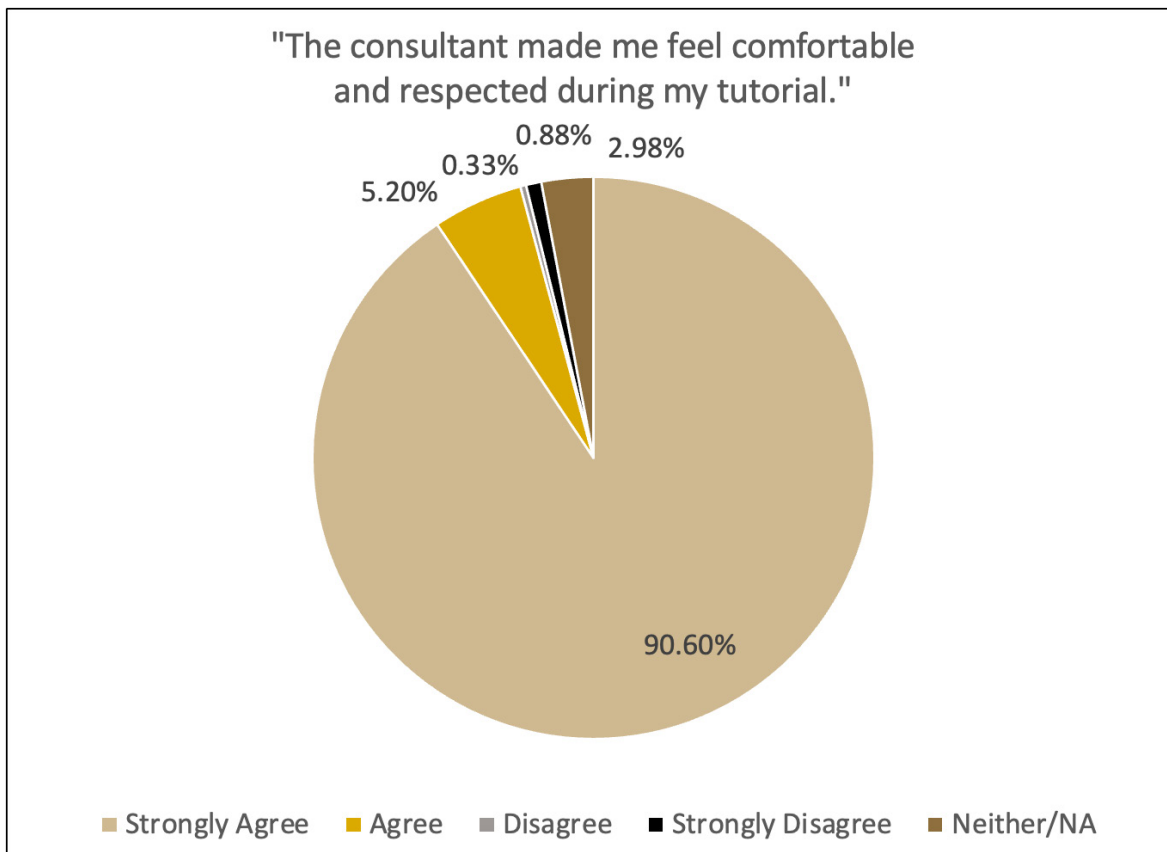
| | 2024-25 | 2023-24 | % Change |
|---------------------------|---------|---------|----------|
| Agriculture | 284 | 281 | 1.1% |
| Education | 502 | 516 | -2.7% |
| Engineering | 1,116 | 856 | 30.4% |
| Health and Human Sciences | 875 | 940 | -6.9% |
| Liberal Arts | 782 | 928 | -15.7% |
| Management | 257 | 295 | -12.9% |
| Pharmacy | 74 | 149 | -50.3% |
| Polytechnic Institute | 545 | 578 | -5.7% |
| Science | 690 | 702 | -1.7% |
| Veterinary School | 56 | 26 | 115.4% |

Consultations with Undergraduate International Writers by Classification

| | 2024-25 | 2023-24 | % Change |
|------------|---------|---------|----------|
| Freshmen | 296 | 351 | -15.7% |
| Sophomores | 107 | 220 | -51.4% |
| Juniors | 96 | 136 | -29.4% |
| Seniors | 323 | 288 | 12.2% |

APPENDIX B: EVALUATIONS & COMMENTS





Client Comments (Direct Quotes, unedited)

- I liked that my tutor always made sure I understood what they were explaining and let me always ask questions.
- I am absolutely thrilled to share my experience with Jacqueline as my tutor! Jacqueline is an incredible tutor who has truly transformed my pronunciation skills. Her dedication, expertise, and patience were evident. Jacqueline's unwavering support kept me motivated and confident throughout my learning journey. Thanks to her, my pronunciation has improved significantly, and I feel much more confident in my speaking abilities. I am deeply grateful to Jacqueline for her outstanding guidance and encouragement. She is a gem of a tutor, and I highly recommend her to anyone looking to improve their language skills!
- Genevieve was kind and patient, and she had great advice to offer. I truly appreciated her reading through my document and explaining everything so clearly.
- I appreciate the thoughtful feedback and look forward to using OWL in the future as you all made me feel valued understood and appreciated, thank you.
- Ashley did a good job of addressing my concerns and giving some suggestions for how I might revise.
- Brent is an incredible writing tutor whose support and encouragement make every session such a positive experience! He recently helped me refine my Fellowship essay, and his thoughtful feedback and keen eye for detail made all the difference.
- Quinn was great in explaining what I needed to do. I am very appreciative of the comments and feedback I got. He pointed me in the right direction in where I need to go with my drafts.
- My tutor was so kind and helpful throughout the whole process! I learned so many tips from her, and it really helped for someone else to read my paper out loud.
- Matt is incredible to work with. He is encouraging, he has helped me to structure my thoughts well, and he provides feedback which is super helpful. I am grateful to him for his patience and also for helping me learn how to write better.

- I am so grateful to Carri Jane for an incredible session at the Purdue Writing Lab! Carri's energy and genuine enthusiasm for my research on creativity made the experience both enjoyable and highly productive. Her insightful feedback on audience engagement and presentation elevated my writing in ways I hadn't considered before. Carri has an exceptional ability to identify areas where clarity can be improved while maintaining the unique voice of my research. She encouraged me to expand on key points to ensure my audience could follow along, offering thoughtful suggestions that were both actionable and inspiring. I left the session feeling empowered and with a clear sense of how to refine my work to make it more impactful. Carri's supportive and engaging approach made all the difference—I can't recommend her enough to anyone seeking thoughtful, high-quality writing guidance. Thank you so much, Carri, for your dedication and expertise!
- I enjoy coming to the OWL because I can get feedback and work on edits before turning in drafts.
- It is always great working with OWL professionals. I find that I consistently receive helpful feedback, and it's nice to bounce ideas off of others who are also working on research papers
- Noah was so nice and was super helpful in helping me make sure my personal statement is ready for my vet school application!
- Sophie was able to explain the feedback she had for my writing in an easily understandable manner. I feel more comfortable with my writing overall and I would like to give as much praise as I can for the help she provided me today.
- The session was productive as Juliana was direct and clearly expressed what she thought worked or didn't work. Expressing her concerns as a reader, she helped me to see what information was relevant and what information was missing.
- This is the third time I have used the OWL and I continue to be dazzled and delighted with the assistance provided. The breadth and depth of the feedback is terrific. It reaches major structural concerns and simple syntactical errors. The feedback provided the "what" and "why" my paper could be improved and left it up to me on "how" to make the improvement. Leah and Annie did a fantastic job. I will look for them on my next request for writing assistance. Thank you.
- Teju was extremely kind, supportive, and patient. She was able to point out sentences that could be reframed and made sure I was keeping my audience in mind.
- This was my first time visiting the Writing Lab, and it was a very positive experience! The Writing Lab was very flexible with scheduling and allowed me to make an appointment and see a tutor within 15 minutes. Ruby was very kind and gave a lot of really helpful advice for improving wording and flow in my cover letter!
- Yash was very helpful in connecting my disorganized ideas into fully formulated points. To my pleasant surprise, he was knowledgeable about my essay topic and was attentive in listening to my issues.
- Alexis was very helpful with putting the thoughts I had to words in a more coherent manner.
- I really appreciate Maya's help! It's very beneficial for writing a better SOP.
- It was totally helpful to discuss this manuscript with Matt. He was informative and supportive throughout the entire session.
- Juan Carlos provides highly effective corrections and precise responses for the article revision. He is both kind and exceptionally insightful in his recommendations.
- Lisa was very helpful and explained everything easily for me to understand and apply to my cover letter.
- Thank you so much for your incredible help today! Your feedback on my scholarship essays about leadership was invaluable. I really appreciate the time you took to help with sentence structure, eliminating repetition, and adding those crucial details. Your insights always push my writing to the next level. I feel much more confident about my essays now.
- The comments were straightforward, practicable, and meaningful to apply to my work. Thank you, Emily!
- Very helpful and a good experience. Will come back for my academic writing in the future!

OWL GALLERY



Purdue OWL table at Express Fest on West Lafayette campus



OWL staff attending ECWCA Conference in Ypsilanti, March 2025



OWL Indianapolis staff meeting with students during Donuts and Drafting Day

OWL GALLERY



OWL staff presenting at CCC in Baltimore, April 2025



OWL Indianapolis staff presenting at ECWCA Conference



Graduate OWL staff crafting pottery

CONCLUSION

After another successful academic year and as we prepare to welcome students back to both the West Lafayette and Indianapolis campuses, we here at the OWL are excited for what's to come.

As we look ahead to the 2025-26 academic year, the OWL looks forward to continuing to provide the high quality tutoring and programming the Purdue community has come to expect from us. We will also be expanding our broader engagement with the campus through the development of a robust writing fellows program that aims to collaborate with faculty through embedding writing lab consultants in classrooms across campus. Relatedly, the OWL will be introducing new tutor training curriculum designed to help consultants prepare for the dynamic work of assisting writers across the disciplines. Finally, we hope to continue expanding our presence on campus by making our services available at a variety of satellite locations along with renewing our partnerships with programs like Purdue athletics.

Beyond the campuses, we continue to update our flagship OWL website to stay current with the changing landscape of academic and professional writing while looking for ways to broaden engagement with the millions of users who visit the website every month; for the first time in the website's history, we are planning to introduce a blog written and maintained by OWL staff with the goal of providing in-depth articles on current topics in writing as well as more light-hearted, human-interest pieces designed to display the wide range of interests and expertise found in the Lab.

To further complement the website and our online presence, the OWL will be revamping its approach to social media. OWL staff is currently working behind the scenes to awaken our social media accounts from their post-COVID slumber and expect to return to consistently posting content across different platforms including but not limited to YouTube, Instagram, Facebook, X, and LinkedIn. Being leaders when it comes to providing writing instruction online, the OWL looks to extend this same spirit of high-quality tutoring to more visual mediums like short- and long-form video.

Whether you're visiting us in-person, using our website, or watching our videos on social media, the OWL is proud to continue meeting writers where they are and serving them to the best of our ability. While the tools and technology around writing may change, our commitment to academic success remains unwavering.

