WRITING LAB SUMMER REPORT, 1992

Purdue University

To: Professor Margaret Moan Rowe, Head

Copies to: Professors Harris, Ohlgren, Weiser, Berns, and Gaston; Mr. Sirabian and
                Mr. Weaver

From: Jeffrey Baker and Edwin Nagelhout
                1992 Writing Lab Summer Co-Directors

Date: September 1, 1992

Subject: Summer 1992 Writing Lab Report

This report will document the Lab's duties and accomplishments under the usual headings:
1) staffing and scheduling, 2) use of the Lab, 3) evaluation of staff performance, and 4)
recommendations for next summer.

STAFFING AND SCHEDULING

This summer, unlike past summers, the staff included two quarter-time employees and one
undergraduate employee (who worked primarily with English 420 students and students with
resume questions). Unlike last summer, an undergraduate 420 tutor worked in the lab for six
hours per week. The two quarter-time employees served English 101 and 102 students and OWR
series writers, for the most part, as well as international students enrolled in other graduate and
undergraduate courses.

The lab was open Monday through Friday from 8:00 to 4:00, during which time self-instructional
materials were available. Tutorials were conducted during the following hours: Monday through
Friday from 10:00-12:00 and 1:00-3:00; Monday evening from 7:00-9:00.

USE OF THE LAB

As always, the Lab served a wide array of undergraduate and graduate students' needs, as well as
the needs of staff and "outsiders." The following groups made use of Lab services this summer:

1. Students in English 001, 002, 009, 101, 101B, 102, 420, and 421.
2. Students writing for courses in communications, education, engineering, history philosophy, political science, psychology, sociology, restaurant and hotel management, and other areas.
3. Graduate students writing the Graduate Test Paper in the OWR, and Graduate Series writers in the OWR.
4. Graduate students revising articles and dissertations.
5. Students seeking help with resumes, application letters, and graduate school application letters.
6. Instructors, secretarial staff, and students phoning in questions for the Grammar Hotline.
7. Off-campus phone-in questions for the Grammar Hotline.

These groups took advantage of the following services. (For a more complete evaluation of these figures, see Attachment A.) In order to assess this year's numbers, we have also included totals from the summers of 1991, 1990, and 1989:

	1992	1991	1990	1989
Students and staff using the Lab:	121	340	312	426
Number of appointments:	105	332	314	291
Drop-in sessions with students:	43	54	19	47
Self-instruction module use:	36	21	49	54
Handouts for students:	24	90	726	1364
Handouts for instructors:	4	14	101	107
Lab used as a writing room:	4	53	9	20
Student use of the computers:	0	72	98	47
Grammar Hotline calls:	36	113	81	90
Total:	**373**	**1089**	**1709**	**2446**

As this tabulation suggests, the Writing Lab continued to serve many students and staff members this summer in diverse ways, despite a limited number of staff positions and reduced lab services. Actual tutor/student contact--both through appointments and through drop-ins--decreased from 386 in 1991 to 148 in 1992. This substantial decrease reflects the 50% reduction in actual tutorial hours allocated. For example, while the 1991 summer staff was employed for a total of 37 tutorial

hours, the 1992 summer staff was reduced to only 18 total hours. A large number of these tutorials continued to be with non-native speakers of English, similar to last summer. However, the decrease in number of handouts given, people using the lab as a resource room, and number of grammar hotline calls is again attributable to the overall reduction in hours.

EVALUATION OF STAFF PERFORMANCE

As is usual in the summer, no teacher or student evaluations of Lab services were distributed. Consequently, a self-evaluation will be presented, focusing on the areas of tutoring, publicity, and administration.

Tutoring:
The three tutors collectively represented an array of expertise that met student needs. Ed acted as a generalist, and added working experience with ESL students and OWR series writers. Jeff specialized in tutoring literature courses and OWR, including helping international students prepare for the recently implemented 009 course. Finally, Rachel acted as the sole business writing and resume tutor. However, no one limited her or himself to these respective areas of expertise; all of the tutors worked with international students and students with resumes. Moreover, all of the tutors worked with students from courses offered by the English Department and other departments. The expertise of the two graduate students was especially in demand by graduate students working on theses and dissertations. In some cases, because of the nature of the tutees' requests, referrals were made to private tutors. Tutoring hours allowed students to receive help during regular business hours and during one evening. Had there been more opportunities for help available, either by being open an additional evening or by appropriating at least one additional quarter-time appointment, the Lab would have served more students this summer.

Publicity
Posters were placed in various buildings around campus explaining the Lab's services. These posters sought to inform students about the ways the Lab could help them, and targeted a variety of courses: business/management, engineering, political science, restaurant and hotel management, and education. They were placed in each of the classrooms where writing-intensive courses met. Memoranda were also sent to each summer English instructor, indicating Lab hours and services available and encouraging Lab use.

Administration:
Lynn Shonkwiler, Lab office manager, and Mika Dorsey, Lab secretary, performed their day-to-day duties with characteristic efficiency. Both willingly assisted Lab tutors in publicity efforts. Lynn also compiled the statistics for this report by hand.

RECOMMENDATIONS FOR NEXT SUMMER

Based on the experience of tutoring in the Lab this summer, on the observations of this report and on the knowledge of past reports, we offer the following recommendations:

1. A summer staff should continue to include individuals with generalist backgrounds who also have experience in ESL, OWR, 420, and 421.

2. The present number and distribution of Lab positions (three 1/4 time positions) did not allow the staff to satisfy many of the demands placed on the Lab (in particular, the highly intensive tutoring of non-native speakers), and in fact represented only one-half of available hours as compared with summer 1991. Three one-half time positions would allow the staff to meet student needs more effectively.

3. A work/study student should be hired to help with receptionist duties during evening hours and to enter data on the computer. Neither Lynn nor any other staff member should have to compile the statistics for the summer report by hand.

4. The staff should continue to offer innovative public relations campaigns early in the summer session, and should to target departments other than English.

5. Communication to faculty regarding services available should be more clearly articulated in memoranda. Many students this summer were sent to the Lab by professors not familiar with Lab policies regarding proofreading or editing dissertations.

6. As a consequence of #5 above, a list of graduate students available to work for hire for other graduate students seeking proofreading services or long-term help for their theses and dissertations should be compiled and available at the start of the summer session.

7. With the approval of the Director, the staff should continue to allow appointments to outnumber drop-in sessions.

8. A policy for the Lab regarding scheduling multiple appointments for one student must be determined prior to the start of the semester and discussed with the office manager and those other employees who will handle scheduling of appointments.

In closing, we could like to thank the department for the opportunity to work and further advance our Lab-related skills, especially in the areas of Writing Lab administration. We continue to be proud of such a worthwhile and needed organization as the Writing Lab.

ATTACHMENT A
Summary of Lab Use

The following tables present a statistical summary of Writing Lab use for the 1991 Summer Session.

Table 1
Total number of students and instructors using the Lab.

Type of Service	Number of Students/Instructors
Tutorial Appointments	57
Drop-in Tutorials	34
Self-instruction Modules	02
Lab Resources (handouts, etc.)	24
Reference Material/Use of Lab for Writing	01
Use of Computers	00
Instructor use	03
Total:	**121**

Table 2
Number of Appointments for Scheduled Tutorials

Number of Appointments per Student	Number of Students	Total Number of Sessions
1	36	36
2	12	24
3	04	12
4	01	04
5	01	05
6	01	06
8	01	08
10	01	10
Totals:	**57**	**105**

Table 3

Number of Drop-in Sessions

Number of Sessions per Student	Number of Students	Total Number of Sessions
1	28	28
2	3	6
3	3	9
Totals:	34	43

Table 4

Number of Self-instruction Modules Used

Number of Modules	Number of Students	Number of of Modules
6	1	6
25	1	25
Totals:	2	31

Table 5

Number of Student Requests for Handouts

Number of Requests	Number of Students	Totals
1	24	24
Totals:	24	24

Table 6

Number of Instructor Requests for Handouts

Number of Requests	Number of Instructors	Totals
1	2	2
2	1	2
Totals:	3	4

Table 7

Students Writing and Studying in the Lab

Number of Uses	Number of Students	Totals
4	1	4

Table 8

Number of Students Using Computers

The Macintosh was broken for the entire summer.

Table 9

Description of Courses and Services of Students/Patrons Using the Writing Lab

A. English Courses

Course	A	B	C	D	E	F	G	H	Totals
002	-	-	-	-	2	-	-	-	2
101	12	7	-	-	-	-	-	-	19
101B	1	-	-	-	-	-	-	-	1
101X	3	5	-	-	-	-	-	-	8
102	4	6	-	-	-	-	-	-	10
376 Soc.	3	1	-	-	-	-	-	-	4
420	2	-	-	-	2	4	-	-	8
442	-	1	-	-	-	-	-	-	1

Key: A: Tutorials   D: Handouts (Students)   G: Computer Use
B: Drop-ins   E: Handouts (Instructors)   H: Grammar Hotline
C: Self-instruction   F: Writing/Studying in Lab

Table 9 (cont.)

Description of Courses and Services of Students/Patrons Using the Writing Lab

B. Other Uses

1. Undergraduate

	A	B	C	D	E	F	G	H	Totals
Self-help	11	2	1	3	-	-	-	-	17
Coursework	7	7	-	14	-	-	-	-	28
Resumes, etc.	16	3	-	4	-	-	-	-	23

2. Graduate

	A	B	C	D	E	F	G	H	Total
Self-help	25	6	1	-	-	-	-	-	32
Graduate Test Paper	13	2	-	3	-	-	-	-	18
Resumes, etc.	8	-	3	-	-	-	-	-	11

3. Other Patrons

	A	B	C	D	E	F	G	H	Total
	-	-	-	-	-	-	-	36	36

	A	B	C	D	E	F	G	H	Total
Totals:	**105**	**43**	**2**	**24**	**4**	**4**	**0**	**36**	**218**

Key: **A:** Tutorials   **D:** Handouts (Students)   **G:** Computer Use
B: Drop-ins   **E:** Handouts (Instructors)   **H:** Grammar Hotline
C: Self-instruction   **F:** Writing/Studying in Lab