WRITING LAB SUMMER REPORT, 1993

Purdue University

To: Professor Margaret Moan Rowe, Head

Copies to: Professors Harris, Ohlgren, Weiser, Berns, and Gaston; Ms. Sebastian-Curiel and Mr. Blackwell

From: Murray Shugars
                1993 Writing Lab Summer Director

Date: October 22, 1993

Subject: Summer 1993 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 the staff consisted of one half-time employee (Murray Shugars) and one undergraduate volunteer (Rachel Horstman). Rachel worked primarily with English 420 students and students with resume questions. I tutored everyone else--English 101 and 102 students, OWR series writers, political science students, seniors preparing AMCAS personal statements, and statements of purpose for application to various schools, 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 Thursday from 9:00-1:00, Monday evening from 7:00-9:00, and by special appointment (for students whose schedules conflicted with the Lab hours).

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, I have also included totals from the summers of 1992, 1991, and 1990:

	1993	1992	1991	1990
Students and staff using the Lab:	235	121	340	312
Number of appointments:	118	105	332	314
Drop-in sessions with students:	22	43	54	19
Self-instruction module use:	32	36	21	49
Handouts for students:	142	24	90	726
Handouts for instructors:	13	4	14	101
Lab used as a writing room:	7	4	53	9
Student use of the computers:	4	0	72	98
Grammar Hotline calls:	51	36	113	81
Total:	**624**	**373**	**1089**	**1709**

As this tabulation suggests, the Writing Lab continued to serve many students and staff members this summer in diverse ways, despite having only one staff position. Actual tutor/student contact--both through appointments and through drop-ins--decreased slightly from 148 in 1992 to 140 in 1993. However, the number of tutor/student sessions in the past two summers is substantially lower than in 1990 and 1991. This drastic drop--more than half--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 1993 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.

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:

During my semesters in the Writing Lab before this summer, I experienced every kind of tutorial. I was especially familiar with tutoring ESL students and international students preparing for the 009 course, assisting the OWR series writers, and tutoring literature courses. Rachel Horstman, an experienced UTA, acted as the primary--though not sole--business writing and resume tutor. Furthermore, I worked with students from courses offered by other departments and by graduate students working on theses and dissertations. In some cases, because of the nature of the tutees' requests, I referred students 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 half-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.

<u>Administration</u>:

Lynn Shonkwiler, Lab office manager, and Rhonda Lee, 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, I 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 Lab positions (one 1/2 time position) 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). In fact, this summer the number of TA hours dropped by 1/3 compared to the three 1/4 time positions of summer 1991. Two 1/2 time positions would allow the staff to meet student needs more effectively; however, three 1/2 positions would be ideal.

3. A work/study student should be hired to help with receptionist duties during evening hours and to enter data on the computer. This would relieve Lynn of the tedious task of compiling by hand the statistics for the summer report.

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

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

6. 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, I would like to thank the department for the opportunity to work and further advance my Lab-related skills, especially in the areas of Writing Lab administration. I am proud to contribute to 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 1993 Summer Session.

Table 1

Total number of students and instructors using the Lab.

Type of Service	Number of Students/Instructors
Tutorial Appointments	78
Drop-in Tutorials	20
Self-instruction Modules	03
Lab Resources (handouts, etc.)	118
Reference Material/Use of Lab for Writing	03
Use of Computers	04
Instructor use	09
Total:	**235**

Table 2

Number of Appointments for Scheduled Tutorials

Number of Appointments per Student	Number of Students	Total Number of Sessions
1	59	59
2	10	20
3	05	15
4	01	04
6	01	06
7	02	14
Totals:	**78**	**118**

Table 3

Number of Drop-in Sessions

Number of Sessions per Student	Number of Students	Total Number of Sessions
1	18	18
2	2	4
Totals:	**20**	**22**

Table 4

Number of Self-instruction Modules Used

Number of Modules	Number of Students	Number of of Modules
1	1	1
7	1	7
24	1	24
Totals:	**3**	**32**

Table 5

Number of Student Requests for Handouts

Number of Requests	Number of Students	Totals
1	103	103
2	9	18
3	3	9
4	3	12
Totals:	**118**	**142**

Table 6

Number of Instructor Requests for Handouts

Number of Requests	Number of Instructors	Totals
1	5	5
2	4	8
Totals:	**9**	**13**

Table 7

Students Writing and Studying in the Lab

Number of Uses	Number of Students	Totals
1	1	1
2	1	2
4	1	4
Totals:	**3**	**7**

Table 8

Number of Students Using Computers

Number of Uses	Number of Students	Totals
1	4	4

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
001T	-	-	-	1	2	-	-	-	1
002	-	-	-	-	2	-	-	-	2
101	11	1	-	6	2	-	-	-	20
101B	1	-	-	3	1	-	-	-	5
101X	12	-	-	9	-	-	-	-	21
102	3	1	-	18	2	-	1	-	25
201	3	-	-	2	-	-	-	-	5
238	1	1	-	1	-	-	-	-	3
420	1	2	-	2	1	-	-	-	6
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	5	2	24	10	-	6	3	-	50
Coursework	34	8	-	44	-	-	-	-	86
Resumes, etc.	12	2	-	13	-	-	-	-	27

2. Graduate

	A	B	C	D	E	F	G	H	Totals
Self-help	18	1	8	22	4	1	-	-	54
Graduate Test Paper	4	1	-	7	-	-	-	-	12
Resumes, etc.	13	3	-	4	-	-	-	-	20

3. Other Patrons

	A	B	C	D	E	F	G	H	Totals
Grammar Hot Line	-	-	-	-	-	-	-	36	36
Totals:	**118**	**22**	**32**	**142**	**13**	**7**	**4**	**51**	**389**

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