

Purdue University Writing Lab Report

1998-1999

Muriel Harris, Writing Lab Director

	
Summary of Usage and Services	1
Appendix A: Statistical Use of the Writing Lab	6
Appendix B: Evaluations and Comments	8
Appendix C: Comments from OWL Users	13
Appendix D: Graphs and Charts	15

Summary of Usage and Services

Statistics

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

No. of requests	No. of users
<u>14,276</u>	<u>8,588</u>

This represents a 22.6% increase in usage of the Writing Lab, mostly due to an increased number of appointments and increased number of workshops held in classrooms around campus. Of the total number of users, 91.4% were undergraduates and 8.6% were graduate students. Of the total number of users, 21.5% indicated they are non-native speakers of English (ESL students). Details of the statistical uses of the Lab are included in Appendix A (pp. 6-7) and in graphs in Appendix D (pp. 16-20).

Uses of the Lab's OWL (Online Writing Lab): 2,293,986

This does not include uses of the Web site by mirroring sites or the gopher/FTP usage because those statistics were not made available to us. Comparisons to last year's OWL usage cannot be made since a different system of tabulating usage has been in operation since May 1998.

OWL requests came from over 100 countries, with users from Purdue, high schools, government offices, other educational institutions, the general public, non-profit agencies, and military users in the U.S. and abroad. Although over 100 other universities and colleges now have OWLs, Purdue University's OWL continues to be recognized (by links from other sites, reviews, and awards) as the outstanding online writing resource on the Internet. It has been referred to in print and in conference papers as "the premier university writing site," "the model for OWLs," and "the leader in using the Internet for outreach in writing assistance." The University of Groningen in The Netherlands funded an on-site visit to OWL by a faculty committee from that university interested in establishing distance learning assistance with writing skills.

Services

- ***Serving students***

- Improving writing skills
- Increasing student confidence in their abilities
- Providing an ESL self-study center
- Providing Lab staff, both graduates and undergraduates, with opportunities to enhance their teaching skills, to conduct research, and to develop high-level technological skills
- Providing assistance with résumés and other employment documents and applications for scholarships and to professional and graduate schools

- ***Incorporating use of technology in instruction***

- Offering 53 OWL workshops on using OWL and the Internet
- Obtaining a University grant to develop multimedia instructional programs to present in classrooms and computer labs on campus

- ***Assisting with faculty development***

- Expanding OWL's teacher resources on-line

- Working with faculty to develop and present 61 workshops on writing skills in classrooms around campus
- Providing handouts on writing skills to teachers seeking instructional materials

- ***Maintaining national stature***

- Winning additional national awards for the OWL site
- Being cited in college textbooks on uses of technology and on Web development
- Increasing *Writing Lab Newsletter* subscription base, including European and Asian readers
- presenting papers at national conferences about Writing Lab work

- ***Contributing to outreach, accreditation, and legislative awareness efforts***

- Providing OWL resources worldwide
- Providing data on the Writing Lab as a Special Learning Environment, for the School of Liberal Arts report for the Accreditation Review by the North Central Association of Colleges and Schools
- Demonstrating OWL resources to Purdue Legislative Awareness Network (for the Office of the Vice-President for State Relations)
- Responding to 351 phone calls with answers to questions about writing

- ***Studying retention efforts***

- Studying Writing Lab usage data for correlation with improved GPAs and student retention

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

1. Staffing

The 1998-99 staff of the Writing Lab consisted of thirteen graduate teaching assistants and a director, plus two groups of undergraduate peer tutors (one group funded by the English Department to tutor English 100 students and the other group funded by other university sources to assist students with business writing and resumes.) In addition, two graduate students served as coordinators for OWL (Online Writing Lab), and grant monies funded Web work on an hourly basis. Clerical help was provided by a receptionist, a secretary, and work/study student assistance.

2. Services

A. Accomplishments for this year:

- *Serving students*

As indicated in Appendix B, evaluations from students and teachers remain very high (see Appendix B, pp. 8-12), indicating that tutoring helps students enhance their writing skills by providing needed one-to-one assistance. Students particularly commended Lab tutors for helping them think for themselves and for increasing their confidence in their skills. The new ESL self-study center has continued to add CD-ROM materials on language, listening comprehension, pronunciation, and TOEFL exam preparation. Both the undergraduate and graduate staffs of tutors have also enhanced their own learning

by their tutorial experience, online tutoring, and development of instructional materials for the Web. Moreover, the publications and conference presentations they offered enhanced their professionalism.

• Incorporating use of technology

OWL has offered online assistance to Purdue students and faculty and to users all over the world. Computers in the Writing Lab became an integral part of tutoring, helping students learn to use the resources of the Internet and to write on computers. For ESL students, the updating and acquisition of new materials permit international students to have an on-campus resource for self-study in language skills. Extensive development and revision of OWL materials permitted undergraduate and graduate staff to enhance their own Web skills, to learn how to write instructional materials, and to enhance their future employability.

• Assisting with faculty development and campus outreach

Writing Lab staff developed and presented 115 workshops on writing skills to 3,246 students. Of these workshops, 87 were held in English classes and 28 in other courses taught on campus (e.g., ABE, Ag Econ, CDFS, COM, EDPS, GE, IT, ME, OLS) or for student organizations (e.g., School of Science Freshman Scholars, Health Sciences Freshman Scholars, Boiler Gold Rush, Science Student Council). Teachers had access to online teaching materials, requested print copies of handouts for classroom use, and called the Writing Lab for assistance with developing writing assignments, grading student papers, and assigning students to studying in the Writing Lab.

• Maintaining national stature and assisting in recruitment

OWL's numerous national awards and citations in college textbooks on uses of technology and Web development, as well as the worldwide use of its Web site contribute to Purdue's international stature. Appendix C (pp. 13-14) contains a sample of the messages of praise and appreciation sent to OWL. OWL is also contributing to recruitment efforts by being cited as the content provider on Infonautics' Web site, which has renewed its license with OWL. The Infonautics site (<http://www.researchpaper.com>) gets over 12,000 requests/day, 30% of which come from high school students and 39% from undergraduates. The Writing Lab also hosted numerous off-campus visitors, including a committee from the University of Groningen in the Netherlands. In addition, the *Writing Lab Newsletter*, published through the Writing Lab, now has an international subscription base, including readers in Europe and Asia. In addition, Writing Lab staff have presented papers at a national conference, reporting on work in the Lab.

• Aiding legislative awareness and outreach efforts

Heeding an institutional need to help Indiana residents appreciate and support Purdue's contributions to its community and state, OWL was one of three workshops offered to the Purdue Legislative Awareness Network (for the Office of the Vice-President for State Relations). In addition, the tutorial staff responded to 351 on- and off-campus phone calls with answers to questions about writing, and a report was prepared for the Office of the Dean of Liberal Arts, including data to be included in the section on Special Learning Environments for the Accreditation Review by the North Central Association of Colleges and Schools.

• Studying retention efforts

Although a year has past since we initially made our request for the necessary data, we continue to pursue a project that will determine the Lab's contribution to student

retention efforts and to the effectiveness of the integrated tutoring program in English 100 (a course for students not yet prepared for first year composition). We are currently working on a study to determine the Writing Lab's contribution to students' GPAs.

B. Instructional services offered include the following:

- tutorials
(half-hour tutorial appointments with tutors)
- drop-in assistance
(tutorials available on a first-come, first-served basis)
- required lab component for the English 100 program (Developmental Composition)
(tutorials with every student, every week, in addition to having peer tutors integrated into classroom work)
- credit courses (English 390, English 502W)
(training practicums for one group of graduate students and two groups of undergraduates preparing to be peer tutors)
- Traveling Tutor sessions
(115 workshops held in classrooms by invitation of instructors)
- instructional handouts
(664 requests by students and instructors for handouts on a variety of writing skills)
- ESL Self-Study Center
(computer-assisted CD-ROM programs for international students to improve listening and reading comprehension, pronunciation and speaking skills, and preparation for the TOEFL test)
- Grammar Hotline
(responded to 351 questions called in by students, staff, and faculty at Purdue, as well as calls from around the state and nation)
- computers for word processing and computer-assisted instruction
(open lab facilities for word processing and Web research)
- writers' groups
(assistance to student writing groups and to students writing group projects)
- faculty development
(workshops and meetings with staffs to discuss the use of writing in various disciplines)
- faculty assistance with creating writing assignments and grading
(assistance with integrating writing into courses and with using the Writing Lab)
- library of books, journals, and reference materials
(library of reference books, plus handbooks to check out)
- OWL (Online Writing Lab), a website offering writing assistance
(a variety of online tutorial services for computer users requesting help with writing)
- *Writing Lab Newsletter*
(edited by the Writing Lab Director and published by the Department of English, this newsletter is one of two nationally distributed and indexed publications on writing center theory, pedagogy, and administration and is an affiliate publication of the National Council of Teachers of English)

3. Users

The populations served represent a wide variety of writers, teachers, and others, both on-campus, nationally, and internationally:

- students enrolled in English Department writing and literature courses
(4,184 requests)
- students learning English as a second language (4,716 requests)
- graduate students (832 requests)

- students writing papers for hundreds of courses on campus (requests originated from 246 different courses)
- 1137 requests from students engaged in other writing projects such as résumés, professional school applications, dissertations, co-op reports, fellowship and scholarship applications, etc.
- teachers assigning writing in various departments across campus and using Writing Lab handouts in their courses
- writing center administrators from other institutions studying the Writing Lab and the Lab's OWL as models in on-site visits, including a visit by faculty from the University of Groningen, in The Netherlands
- writers on the Internet using OWL handouts and other resources
- school districts, universities, and other institutions building collections via OWL of writing materials
- writers from all over the world sending questions about writing to OWL

4. Future Plans and Goals

1. The Need for a Lab Administrative Manager

While most other writing centers in the United States and abroad have assistants to the Director (junior faculty members, professionals, or graduate assistants), to share some of the very complex work of the center, including staff training and daily coordination, use of technology, etc., the Purdue Writing Lab does not. For example, the following writing centers are staffed as follows:

Indiana University: Director, Administrative Assistant, Director of Tutorial Services

Texas Tech University: Director, Assistant Director

University of California-Berkeley: 2 Coordinators

University of California-Davis: Director, Coordinator, Program Manager

University of Illinois-Champaign: Director, Assistant Director

University of Illinois-Chicago: Director, Assistant Director

University of Texas-Austin: Director, Coordinator, 2 Asst. Directors, Administrative Asst.

University of Missouri: Director, Assistant Director, Coordinator of Learning Technologies

University of Wisconsin: Director, 7 professionals with varying responsibilities

The Director of the Purdue University Writing Lab was hired 23 years ago, to direct a staff of four graduate students and two half-time clerical workers and to coordinate the activities of a tutorial facility, housed in half a large classroom, that served about 500 students a year. At that time, the director was assigned the equivalent of one course each semester for administration. Since then, the Writing Lab has grown in complexity, staff, and size to occupy three large classrooms and serve over 8,000 students a year, with four instructional staffs, three training courses, and two full-time clerical staff, and a large and very active Website. The Director also edits the *Writing Lab Newsletter* (with the assistance of one of the clerical staff who handles all the business and subscription work of an internationally circulated publication), seeks and oversees numerous grants to fund OWL projects, coordinates a staff of OWL workers and the development of the Web site, and teaches two of the three training courses for tutors. The one-course release for administration usually disappears in the fall semester when these two credit-bearing training courses are taught, and no faculty or graduate student assistance has been provided. The responsibilities for all these facets of the Writing Lab have continued to be folded into the Director's job.

As is detailed in the chart in Appendix D (p. 21), the Director has an overwhelming number of responsibilities that requires assistance. At present, given the lack of other faculty or a graduate student to serve as assistant director, the Director has turned to one of the clerical staff, the Lab's

secretary, for help. Her job has grown rapidly in complexity and size and requires many added skills and responsibilities far beyond the level her Clerk IV position normally demands. Her job needs to be upgraded, expanded to an 11-month position, and the title changed to Lab Administrative Manager as recognition of what that position has become. Given the other additional complexities of her job and the fact that she is the Lab's *de facto* Lab Administrative Manager, we plan to seek a review of her position by Personnel, and we request that her title be more appropriately termed Writing Lab Administrative Manager and that her position permanently become an 11-month one. While the Lab continues to need an assistant director, having a Lab Administrative Manager would alleviate some of the strain being put on the Director, whose list of responsibilities have grown without needed administrative assistance.

2. The Development of Multimedia workshops

With the assistance of a grant from the Multimedia Instructional Development Center at Purdue, several staff members are developing three multimedia workshop presentations on 1) writing skills, 2) résumés, and 3) OWL and the Internet, to present in classrooms, computer labs, and in the Writing Lab. The plan is to hold a regular schedule of weekly workshops in the Writing Lab for those students who wish to attend.

3. The Revision and Coordination of OWL and Lab instructional handouts

The many drawers of instructional materials in the Writing Lab have never been systematically reviewed, revised, and updated, although new materials are continually added. Similarly, the instructional materials on the OWL website have also grown haphazardly, with no review or revision. A major project underway is the review, revision, and reorganization of all these materials. The goal is to have a uniform set of materials both as hard copy in the cabinets in the Writing Lab, to use in tutorials and by teachers who don't regularly access the Web, and to have the same materials on the OWL website for downloading and use in classrooms and by students.

Appendix A

Statistical Use of the Writing Lab

1. Types of usage

	<u>no. of requests</u>	<u>no. of users</u>
Tutorial appointments	6262	3165
Handouts to students	616	511
Handouts to instructors	48	30
Microcomputers	1983	810
Self-instruction tapes	40	21
Writing/studying in the lab	369	201
Writing groups	83	66
English 100	1278	187
Traveling Tutor workshops	3246	3246
Grammar Hotline	<u>351</u>	<u>351</u>
totals:	14,276	8,588

OWL

World Wide Web (Purdue site)	2, 291,333
World Wide Web (mirrored sites)	(not available)
Gopher/FTP	(not available)
E-mail	<u>2, 653</u>
totals:	2,293,986

A detailed statistical report of OWL usage is available at:
<http://owl.english.purdue.edu/owls/stats/introduction.html>

See page 20 for a graph of OWL usage by month, from July 1998 to May 1999.

2. Most frequent use of the Writing Lab by departments

<u>Dept.</u>	<u>no. of requests</u>
English	4,177
Ag Econ	107
BCM	80
CDFS	74
Communication	63
EDCI	49
History	44
Pol Sci	37
CE	28

3. Courses with 10 or more requests per semester

<u>Course</u>	<u>no. of requests</u>
---------------	------------------------

Engl 101	1,444
Engl 100	1,278
Engl 102	837
Engl 103	230
Engl 420	66
BCM 452	53
AGEC 331	49
AGEC 396	41
CDFS 454	41
Engl 390	32
Engl 230	23
CE 292	23
COM 114	23
Engl 201	21
Engl 257	21
Engl 304	21
EDCI 311	20
Engl 250	17
Engl 257	21
Engl 373	17
PHAD 243	16
POL SCI 101	14
Engl 267	14
Engl 407	14
CSR 309	13
CSR 282	12
BCM 458	19
Engl 250	17
EDCI 204	13
CDFS 603	12
HIST 105	11
OLS 454	11
Engl 360	10
Engl 376	10
Engl 409	10

4. Use of the Writing Lab by schools

- a. Graph on page 16: Shows use of the Writing Lab by schools, expressed in numerical totals, with and without the inclusion of required first year composition courses
- b. Graph on page 17: Shows use of the Writing Lab by schools, in percentages, for Fall 1998 and Spring 1999, including the required first year composition courses
- c. Graph on page 18: Shows use of the Writing Lab by schools, in percentages, for Fall 1998 and Spring 1999, excluding the required first year composition courses
- d. Pie chart on page 19: Shows overall use of the Writing Lab by schools, in percentages

Appendix B: Evaluations and Comments

Evaluations

Evaluations of individual tutorials (N= 4,289):

a. Quality of instruction:

• very helpful	(4,023 students)	93.9%
• somewhat helpful	(261 students)	6.1%
• not helpful	(6 students)	0%

b. Amount learned (N=4285):

• learned a lot	(3,737 students)	87.2%
• learned a little	(529 students)	12.3%
• learned nothing	(19 students)	.5%

c. Likelihood that student would return to the Lab if further help is needed (N=4283):

• very likely	(3,968 students)	92.7%
• somewhat likely	(299 students)	6.9%
• not likely	(16 students)	.4%

Comments

A. From instructors whose students used the Writing Lab

- Thanks for helping OLS 376 students. I've noticed marked improvement in their writing skills. (M. Lundstrom, OLS)
- "Being able to pull handouts down off of OWL. It's a major help and time saver. The students in my class who used the Writing Lab, not only improved their writing, but enjoyed working with the tutors." (M. Pennell, English)
- "The Writing Lab offers my students good instruction and help in writing resumes and cover letters. Keep up the good work." (H. Gibson, ABE)
- "It provides support for our students as they begin to develop professional writing skills. This is an excellent support for students—many thanks." (J. Harrison, AUS)
- "I adore the handouts—anything that presents difficult material clearly and succinctly. Great for transparencies." (N. Kunakemakorn, English)
- "It definitely did help in that my students knew that if they needed help there is a place they can visit. For the students, they can focus on things that we didn't do in class." (M. Mputubwele, English)
- "I appreciate the fact that there is a resource for students who need help on written assignments. I try to encourage students to take advantage of this help." (L. Okagaki, CDFS)
- "Knowing that the Lab is there as a resource is a big, huge comfort to me as a new instructor, especially since I have tutoring experience and know what a valuable asset it is to any writing program." (S. Sansevere, English)
- "My ESL and learning disabled students rely on the Lab very heavily. The Lab is wonderful. Thanks!" (M. Haas, English)

- "OWL provides highly organized information that I can use in the computer classroom." (D. Neyhart, English)
- "Great job." (J. Overbay, NUR)
- "The Writing Lab provides an instant solution (for me) to my students' needs to receive help with their writing problems. You provide a valuable service!" (M. Volkman, EDCI)
- "You are great! This is my first semester teaching. Now that I have found you, I will use you more!" (S. Wallace, English)
- "Provides an outside source of advise. Gives the students helpful information and encourages revisions and editing. Thanks for the very helpful assistance. You make a difference to these students. Keep up the good work." (J. Uhl, AGECE)
- "Thanks for helping my students. Keep up the great work." (R. Clair, Org Com)
- "The Writing Lab was an excellent resource." (D. Cyr, BCM)
- "Gives me extra "hands" since I don't have time to help everyone individually. Keep up the good work! You're a great resource for students." (K. Taitano, English)
- "Thanks for all the help! Keep up the good work!" (J. Jenkins, BCM)
- "Teaching in a computer class makes OWL the natural lead in to the W.L. My students seem to like our OWL over the others that are out there." (E. Gallagher, English)
- "Thanks for all the help! Keep up the good work." (J. Jenkins, BCM)
- "I am extremely satisfied with your services. At least half of my students have gone to the Writing Lab on every paper, and these students have benefited considerably from this interaction." (M. Weisberg, English)
- "A great service for students and faculty." (H. Kraebber, MET)
- "Congratulations for your job there." (S. Gonzalez, English)
- "I really appreciate the Writing Lab." (C. Fortner, English)
- "You have an excellent staff whom I feel confident will help my students improve their writing." (M. Pennell, English)
- "You provide a place where students can get one-to-one help. OWL is great and is helpful as a resource for my students and for me. (I refer people at other schools to it as well!) Tutorials usually lead to noticeable improvements in student work." (C. Rivas, English)
- "The OWL is a God-send! I use it often in class." (S. Von Horne, English)
- "In general, my students have been very happy about their experiences with the Writing Lab. I made a point this year of asking them what they thought of their tutors. In almost every case, kudos were offered." (D. Felluga, English)
- "Thanks very much for all your help and for the welcoming atmosphere of the lab." (M. Haas, English)
- "Thanks very much for the effort and the service. It is very well done." (J. Uhl, AGECE)
- "The handouts have been extremely useful to my classes." (K. Cowan, English)
- "Instead of having my students buy a rhetoric/grammar, I asked them to use the OWL." (K. Maloney, English)
- "The Writing Lab is an extremely valuable resource for composition instructors." (J. King, English)
- "Your services to my students have been effective and timely." (H. Stern, MET)

- "I've been quite satisfied and appreciative of tutors' generous assistance with our 102ic students. The course wouldn't have been possible without your assistance." (M. Roblin, English)
- "You're doing a great job!" (P. Georgeoff, EDFA)
- "I think you do a great job! Students who have come to you for help in the past have been pleased and they share their perceptions with their classmates." (J. Overbay, NUR)
- "Overall, students' experience with your lab is positive and they deeply appreciate the assistance received." (G. Hong, CSR)
- "You guys are doing a great job." (S. Adel, PHAD)
- "All your services are great. I think the Writing Lab is a terrific resource." (B. Armstrong, English)

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

- He talked me through the questions I had instead of just straightout answering them.
- Showed me the tools to empower me.
- He helped me see a pattern of common errors and how to correct them.
- The help from the Writing Lab is always beneficial and useful to me.
- She was able to help me put my thoughts into useful form.
- It is a great place to develop ideas.
- I think this is a great program.
- It helps to have another person to talk with you about your writing. This allows you to get another perspective, which is very helpful.
- She made me feel very comfortable.
- You need more staff. The wait time is too long.
- Very helpful, friendly staff
- I am very grateful for this Writing Lab.
- He worked with me in a way that I could understand.
- He helped me elaborate on my ideas.
- The lab is very helpful and a good learning opportunity.
- I wish my other college had a place like this.
- He asked me good questions and made me think.
- The tutor used very easy words to explain, and I understood well.
- I felt so welcome here.
- He explained what I needed and made me think about it.
- He was very calm and encouraging, he made me do my own work; so it's not his work but mine.
- The Writing Lab is a definite advantage.
- Very crowded. Too busy. Get more staff.
- He helped me formulate a strategy and come up with ideas to include in my letter.
- The atmosphere is very comforting.
- The help I received made me think of other views and ideas I had not thought of.
- He made me think!

- I feel the tutor asked me questions that showed a side of me that I was looking for in this paper.
I feel this will really help me when I edit and revise my paper.
- I like how we have to do the paper and they don't.
- I felt that I received a lot of help and could benefit on future assignments. I liked the way the tutor had me figure out the problems and guided me along.
- The tutors seem to be able to help me pull out the ideas I have inside.
- I thank Purdue (esp. the English Department) for this writing lab.
- She kept playing devil's advocate and I strengthened my argument.
- I enjoy coming here. I'm so glad P.U. has a lab like this.
- He gave me a new perspective on my papers!
- I learned so much during this session. He was extremely knowledgeable and helpful.
- It is great that there is a program like this to help students.
- This helped me understand what the teacher wanted and what the goal of the essay is.
- Tutors are valuable resources!
- She helped me organize my thoughts.
- He didn't do all the work. He made me find my solutions.
- This makes thinking easier. (I am forced to think.)
- I feel more confident about my paper.
- He helped me understand thesis sentences better than any teacher has in my history.
- He allowed me to think in a way that I hadn't previously and communicate my "exact" thoughts clearly and fully!
- The writing lab is a great learning tool.
- Michael helped me out but didn't do it for me. I thought that was great.
- Easily accessible, readily available.
- It really helps to sit down and talk to develop ideas! Thanks!!
- Rob actually made me think of topic sentences. He didn't do it for me.
- Rob seemed very interested in what my concerns were—this is very important to me!
- Lynn definitely made this a non-scary experience and aided completely.
- He helps me think through alternatives.
- Kevin was extremely helpful, considerate, and sensitive to my needs.
- He helped me organize my thoughts without giving me too much information.
- I have come here many times for help and it shows with my grades.
- She makes me want to do my best work before I come to the Writing Lab so that I can fine-tune my papers.
- She didn't make me feel dumb.
- I think this resource is very helpful to students. However it is difficult to make an appointment.
I think more grad students are needed. Please hire more.
- Now I have more confidence about my papers.
- She's awesome. Cory is always very supportive and encouraging.
- My organization and description and writing overall has improved greatly.
- This (Writing Lab) is a wonderful thing for Purdue.
- Get more tutors (grad students) so the lab is not so backed up.
- I learned different ways of organizing and revising.
- The Writing Lab is incredibly helpful.

- I always come for help with big assignments. The Writing Lab is always helpful.
- This is the most important resource for the learning of English for international students.
- She didn't just answer my questions. She helped by asking other questions to lead me to the answers. I had to think for myself.
- I had to wait over an hour to see someone.
- It is hard to get in here. I don't have time to wait and wait to do the drop-in.
- He was so helpful and could talk in terms I could understand.
- Talking to someone helps you sort out your own thoughts.
- He helped me find new ways to look at my topic so I can narrow my thesis.
- The Writing Lab is a valuable resource that can really help out students.
- The ideas were all there but he helped bring them out.
- I feel very comfortable about asking questions here.
- This place helps me get A's on my papers.
- He helped me organize my thoughts. It is hard for me to sort out ideas, and this helped me approach them in a new and productive way.
- They question and challenge your ideas so you explore other areas. It is really helpful for me to actually think before I write.
- I'll be back. This will help me with my grades and writing ability.
- Difficult to make an appointment. You need more tutors.
- Well set up. Organized place. User friendly.
- The tutors clarify common problems that arise in the writing process.
- He helped me step by step that I actually understand it.
- They know how to listen to your questions.
- This lab is *great* for helping me express my ideas on paper.
- He helped me get at what I was trying to say.
- It was so beneficial to come here because I learned how to rework my stuff.
- He helped me think of ideas rather than tell me what should be done.
- This lab is a great resource.
- He helped me with what I didn't like not with what he didn't like.
- I'll come back again because I've learned quite a few things here that I can use for a life time when I write an essay.
- She takes time to get to know me before reading my work.
- Really helpful place. People here help you think.
- I learned not to be afraid to use the talents I have.
- She sympathized with my concerns and helped me bring out positive writing qualities that I knew I had, but was hesitant to use.
- She brought ideas out of me.
- I felt that I left with new knowledge. Holly was very amicable and willing to listen to me.
- She helped me rather than fixing my paper and me not learning anything.
- He helped me organize my thoughts.
- I like the relaxed low-pressure atmosphere of this lab which is very different from other help labs that I've been to.
- I found it to be a great asset in my writing experience at Purdue.

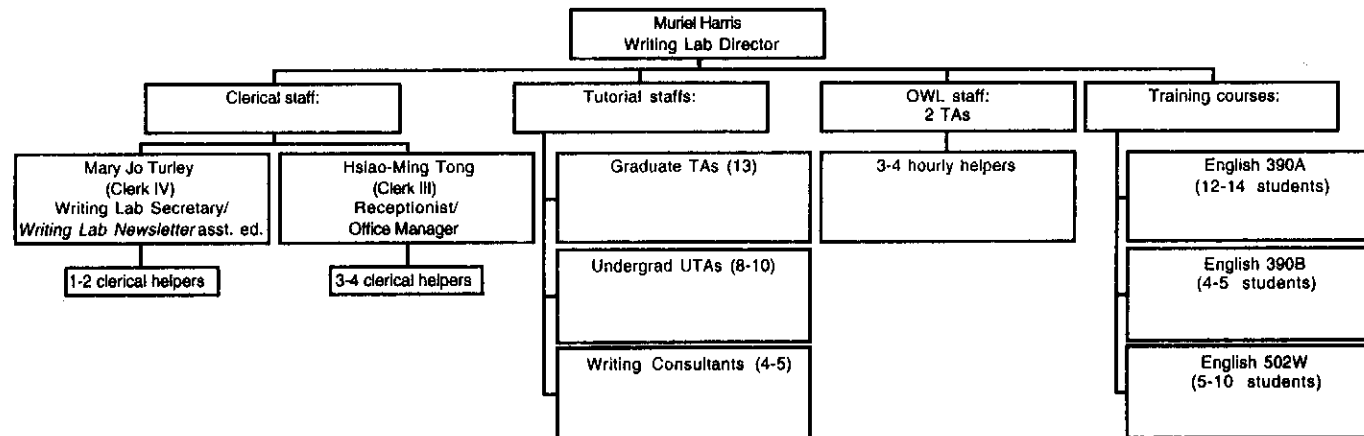
- I think that this is an outstanding program and wish nothing but the best in the prosperity and success of it!! Thanks again.
- It's awesome.
- This is very helpful. I can't wait to come back!
- Thanks for the excellent customer-focused assistance.
- He talked to me in easily understandable ways.
- The lab is easily accessible. Fast service, helpful hints.
- I learned a lot about argument development.
- It gave me a better picture of how to tie things together. He also showed me things that were good about my writing.
- He listened to my concerns and asked questions to get me to answer the concerns myself.
- It is very helpful and I can get extra credit.
- He gives me a new vision and knowledge.
- We brainstormed ideas. He was very helpful.
- This is a great opportunity, offering help like this is wonderful.
- She is so friendly and positive.
- Wow! You "guys" never let me down!
- She answered my questions, so I learned. She didn't take over the session.
- She helped me think and develop my thoughts.
- She asked me questions to prompt my own answers.
- She's very personable, talked on my level.
- They know how to answer all your questions here.
- He asked me questions that helped me realize where I can make points stronger.
- I'm going to start reading my papers aloud. It helped immensely.
- He read my paper to me and I got to hear how it sounded.
- It was very helpful to hear someone else read my paper aloud so that I can focus on my verbiage.
- It's too bad the other tutor labs (math, physics, etc.) are not this well structured and useful.

Appendix C: Comments from OWL users

Appendix D: Graphs and Charts

<u>Graphs and Charts</u>	<u>Page</u>
• Use of the Writing Lab by schools, expressed in <u>numerical totals</u> , with and without the inclusion of required first year composition courses, in a graph	16
• Use of the Writing Lab by schools, in <u>percentages</u> , for Fall 1998 and Spring 1999, <u>including</u> the required first year composition courses in a graph	17
• Use of the Writing Lab by schools, in <u>percentages</u> , for Fall 1998 and Spring 1999, <u>excluding</u> the required first year composition courses in a graph	18
• Use of the Writing Lab by schools, in <u>percentages</u> , in a pie chart	19
• Use of the OWL website, by month, July 1998-May 1999	20
• Organizational chart of the Writing Lab Director's responsibilities	21

Organizational Chart of the Writing Lab Director's Responsibilities



Writing Lab Director's responsibilities:

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

Secretary / Writing Lab Newsletter asst. editor's responsibilities:

- Scheduling of staff
- Lab correspondence
- Materials ordering (Lab and *Newsletter*)
- Budget monitoring (currently with 9 separate accounts)
- Communication with university staffs and outside inquiries
- Representative on campus
- Copyright issues (OWL and *Newsletter*)
- Newsletter* correspondence
- Newsletter* subscriptions and computerized list updating
- Newsletter* index
- Newsletter* manuscript formatting
- Newsletter* subscription information