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Understanding the Needs of Fraternity, Sorority, and Cooperative Learning Students

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Understanding the Needs of Fraternity, Sorority, and Cooperative Learning Students

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Writing Lab Director
OVERVIEW

- Background & backstory
- Methods
- Results
- Implications
• Local context
  • Rachel’s research project in English 390
  • Meaningful Writing Project & Lori Salem’s "Decisions, Decisions" *WCJ* article.
  • On-going research in the Writing Lab
  • Purdue 101
METHODS

- Develop Qualtrics survey
- Seek IRB expedited review
- Solicit participation
- Referrals from Associate Dean of Greek Life
- Appeals direct to house leaders
- Response rate: 120
RESULTS

Organizations Respondents Participate In?
(n=120)

- Fraternity: 32.77%
- Sorority: 54.62%
- Cooperative: 12.61%
RESULTS

Ethnic Demographic of Participants (n=120)

- White: 88.50%
- Hispanic/Latino: 4.42%
- Asian: 3.54%
- Black or African American: 0.88%
- American Indian or Alaskan Native: 0.88%

Self-Reported Sex Identity of Respondents (n=120)

- Male: 33.63%
- Female: 66.37%
RESULTS

Residency of Respondents
(n=120)

- International: 0.88%
- Resident from another state: 44.25%
- Indiana resident: 54.87%
RESULTS

Respondents' Use of OWL (n=120)
- Yes: 81.51%
- No: 18.49%

Respondents' Use of Writing Lab (n=120)
- Yes: 87.39%
- No: 12.61%
RESULTS

- Proofread your final draft for errors before finalizing it
- Used an online tutoring service to get help with your writing project before finalizing it
- Visited an on-campus writing or tutoring center to get help with your writing project before finalizing it
- Received feedback from a classmate, friend, or family member about a draft before finalizing your writing project
- Received feedback from your instructor or a supervisor/mentor about a draft before finalizing your writing project
- Talked with a classmate, friend, or family member to develop your ideas before you started drafting your writing project
- Talked with your instructor or a supervisor/mentor to develop your ideas before you started drafting your writing project
- Brainstormed to develop your ideas before you started drafting your assignment

Non-WL Sources of Writing Support (n=120)

- Peers: 37.11%
- Professors: 18.36%
- Teaching Assistants: 16.80%
- Family members: 25.39%
- Campus organizations: 1.56%
How do these sources help you with writing?
• Methods issue: Difficulty of surveying students
  • Students getting surveyed to death
  • How to advocate for greater participation
• What’s the capacity of the Writing Lab
  • We can’t handle more students
  • Must we “own” all tutoring?
• Our data confirms what MWP found
• How to program for the future?
  • Train the on-site mentors
  • Prep parents to be better, more effective tutors.
Questions?

Thank you!

Room to scary to ask in?
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