

## Annual Report 2015-2016

# UCLA UNDERGRADUATE WRITING CENTER

### Brief Overview

Total Sessions	10,003
Total Courses Served	727
Total Sessions in A61 Humanities	6,791
Total Sessions in Rieber 115	1,525
Total Sessions in Powell 228	1,337
Total Sessions in Social Science Satellite	350

In 2015-2016, at our four locations, the Writing Center held 10,003 writing consultations, which is up from 9,075 appointments offered during 2014-2015. We served approximately 4,214 unique writers compared to 3,847 last year. We facilitated 727 courses, which is up from 700 last year. See table below for breakdown by quarter and location.

	A61 Humanities	Rieber 115	Powell 228	Social Science Satellite
<b>Fall 2015</b>	2,740	656	570	--
<b>Winter 2016</b>	2,458	548	424	--
<b>Spring 2016</b>	1,593	321	343	350



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# Our Philosophy

As part of UCLA Writing Programs, the Undergraduate Student Writing Center's mission is to enrich the education of undergraduate students in all disciplines through individualized consultations on writing.

Our goal is not only to help students with a particular writing assignment, but also to help them become more effective and confident writers. This means that we work on two levels at once: we help writers 1) to gain insight into how they write most productively and efficiently, and 2) to meet the intellectual and rhetorical demands of specific writing tasks or assignments.

We offer support at any point in the writing process: when writers are starting a writing assignment; after they have written a draft or part of a draft; after they have gotten feedback from a professor or TA and want to begin revising; as they are polishing a paper and want help in learning how to proofread and edit their own writing.

Serving as attentive and experienced readers, peer learning facilitators (PLFs) work collaboratively with writers and tailor sessions to the writers' needs and concerns. PLFs can help writers discover, explore, and articulate their ideas as well as suggest writing strategies and alternatives for the writer to consider. PLFs can also provide instruction in the conventions of academic writing, appropriate use of sources, and language use and editing strategies. In the end, however, PLFs leave the decisions and actual writing and editing to the writers.

## TRENDS IN SERVICE

### Peer Learning Facilitators

We hired 39 peer learning facilitators this year. This past year's PLF corps represented the diversity of the UCLA student body. Seven were English majors, six were Political Science majors; four were Communication Studies majors; two were Anthropology/Archeology majors; one was a Comparative Literature major, one, a Philosophy major, one, an International Development Studies major. In addition to Humanities and Social Science majors, we hired five South Campus majors: one from Physiological Sciences, three from Human Biology and Society, one from Biochemistry, and one from Bioengineering. Five are double-majors, including Econ/English, English/Psych., Poli. Scie/History, and Psych/Comp. Lit. Fourteen PLFs were fourth-year students, twenty were third-year students, and the rest were second-year students.

### Opening of the Social Science Satellite Location

This year, thanks to the foresight and generosity of the Dean of Social Sciences, the UWC opened its fourth location, the Social Science Satellite. Partnering with Powell Library, this UWC satellite shares the Powell InqSpace with Powell Inquiry Specialists. The location targets social science majors or students taking social science courses. The PLFs staffing the new location are all upper-division social science majors. These PLFs have gone through special training involving a review and comparison of writing conventions in various social science disciplines. In this first quarter of service, we offered 37 scheduled and 8 walk-in appointments per week. Although not all appointments were booked in Spring, a larger percentage of appointments were booked by upper division students than are served at our other three locations.

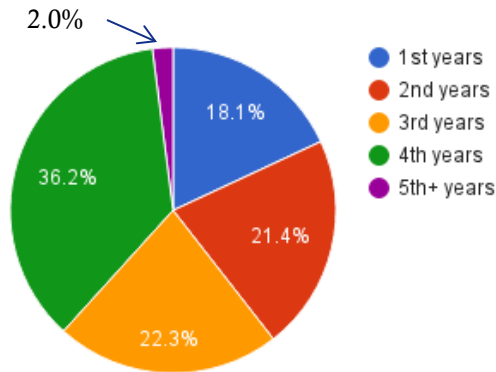
# TRENDS IN SERVICE AND USER STATISTICS

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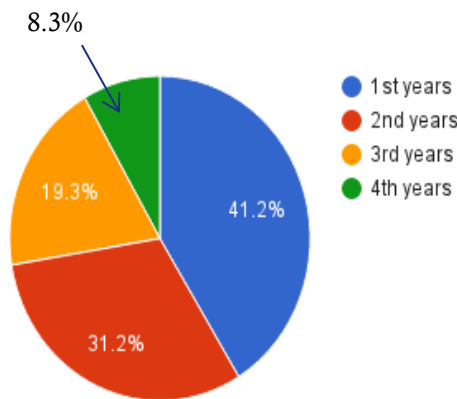
## A61 Humanities Location – Funded by Dean of Humanities & the Chancellor’s Office

We conducted 6,791 writing consultations. The UWC in A61 Humanities assisted approximately 3,800 individual student writers working on writing assignments from across campus. The A61 Humanities location served an average of 305 students per week in Fall 2015, 272 in Winter 2016, and 176 students in Spring 2016.

## HUMANITIES DEMOGRAPHICS



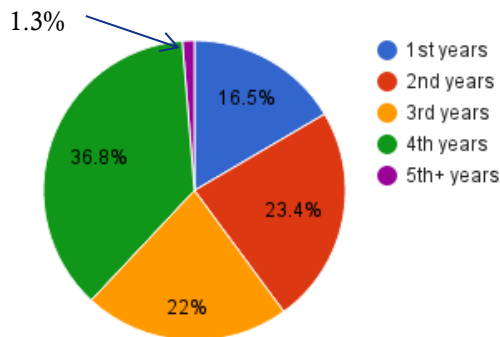
## RIEBER DEMOGRAPHICS



## Rieber 115 Location – Funded by ORL

We conducted 1,525 total consultations in Rieber 115: 1297 writing sessions and 202 research sessions. We hosted 547 writing appointments in Fall 2015, 431 writing and 71 research appointments in Winter 2016, and 319 writing and 11 research appointments in Spring 2016. We averaged 73 appointments per week in Fall, 61 in Winter and 36 in Spring.

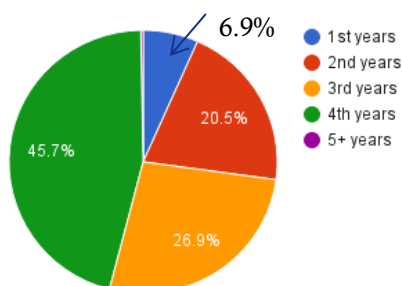
## POWELL DEMOGRAPHICS



## Powell 228 Location – Funded by Powell Library

Our Powell location saw 1,337 writing consultations with 656 appointments in Fall, 548 during Winter, and 343 during Spring. The UWC in Powell averaged 63 appointments per week in Fall, 47 in Winter, and 38 in Spring.

## SOCIAL SCIENCE DEMOGRAPHICS

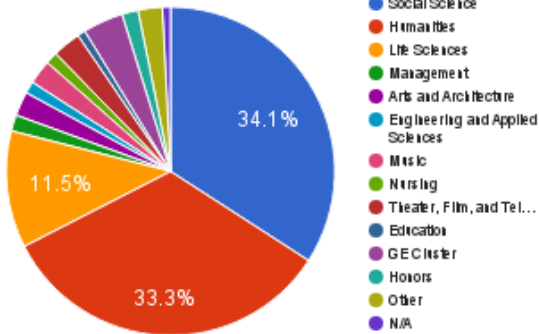


## Social Science Satellite – Funded by the Dean of Social Sciences

In the inaugural quarter of the Social Science Satellite location, Spring 2016, we conducted 350 total consultations in the Social Science Satellite. We averaged 69 appointments per week and served 105 courses, 34% of them social science courses.

# Humanities A61

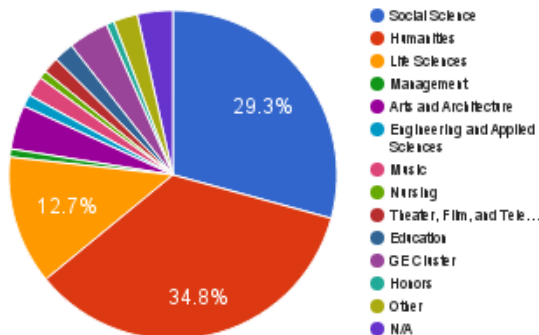
Fall 2015



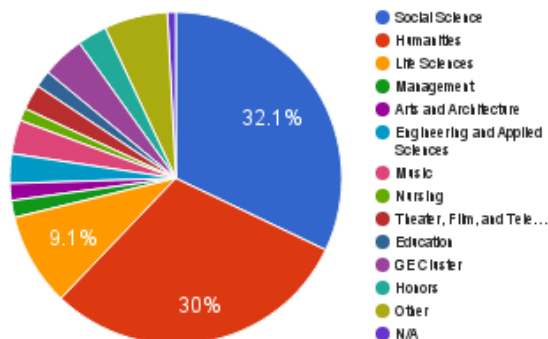
## Courses Served by Division

We served students from 727 courses across the UCLA campus last year. See how these courses break out by division.

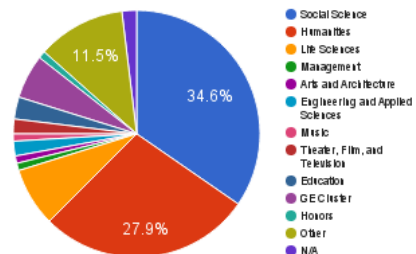
Winter 2016



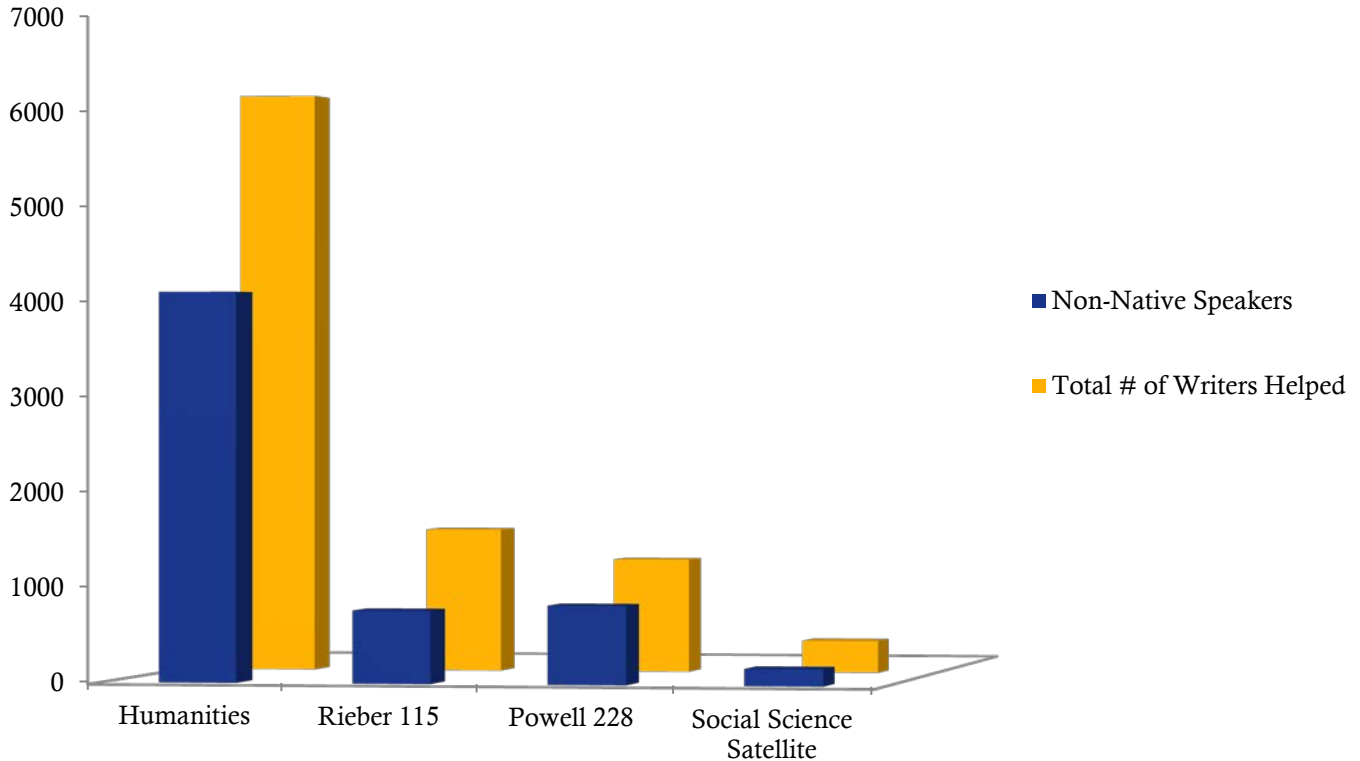
Spring 2016



## Social Science Satellite



## TOTAL CONSULTATIONS BY LOCATION & FOR MULTILINGUAL WRITERS



### SPECIAL PROGRAMS

We collaborated with ORL, student organizations and other groups on and off campus for special writing and tutoring events:

#### Fall 2015

- Bruin Transfer Pride Week Kick-off Carnival & Resource Fair
- Adjusting to the Quarter System – Writing Workshop for Bruin Transfer Pride Week
- Research Writing Workshop -- Music 108B: Music of Latin South America
- Courtside Final Paper Workshop

#### Winter 2016

- UCLA Geography Association – Resume Writing Workshop
- SoCal Writ. Ctr. Assoc. Peer Tutor Conference
- Delta Tau Delta Fraternity Writing Style & Proofreading Workshop

#### Spring 2016

- Hosted 95 high school juniors & teachers/counselors from Leadership Public Schools, Richmond, CA.
- UWC PLF facilitated weekly workshops & individual sessions with McNair Scholars
- Bruin Day
- Transfer Bruin Day
- Hosted Elizabeth Gillis Smith, Director, Moorpark College Writing Center
- Hosted Maja Starcevic, Director, Windward School Writing Center
- Courtside Residence Hall Writing Workshop

# Goals Completed in 2015-2016

## **1. TRAINED PLFs EMBEDDED IN UPPER DIV. Soc. SCIENCE COURSES:**

The Division of Social Sciences created the Social Science Writing Initiative to embed composition PLFs in upper division social science courses with heavy writing requirements. The UWC played a role in recruiting, interviewing and training these PLFs and in their initial orientation and training in composition pedagogy and responding to student writing.

## **2. APPLIED FOR FUNDING FROM SFAC FOR FACILITATING GRAD. SCHOOL & PROFESSIONAL DOCUMENTS:**

The UWC applied for funding from the from the Student Fee Advisory Committee for funding to cover the more than 1,000 UWC appointments (about 9.5% of the total appointments we offer) focusing on application materials, including personal statements for graduate and professional school, resumes, cover letters and materials for internship applications. We have not heard yet about the status of our application.

## **3. BEGAN REVAMPING PLF EVALUATION SYSTEM:**

While we were not able to accomplish our goal of completely revamping the evaluation system, we did begin the process. With the input of the PLFs, our first step was to update the questions on the evaluation form to more accurately reflect and capture our goals during sessions with student clients.

# Goals for 2016-2017

1.

## **CONTINUE REVAMPING PLF EVALUATION SYSTEM:**

We hope to continue revising our system for evaluating PLFs. One goal is to shorten the period of evaluation to one or two weeks near the middle or end of the quarter. We also hope to add qualitative elements to the evaluation, including periodic check-in meetings with PLF supervisors and PLF peer observations.

2.

## **CONTINUE RESEARCHING THE BENEFITS OF PROFESSIONAL CERTIFICATION FOR THE UWC:**

The top writing centers at public universities have certification either through the College Reading and Learning Association or through the National Tutoring Association. We began researching the feasibility of this certification this year, but found obstacles because the PLFs as academic personnel are a represented group. This may prevent us from meeting the “contact hour” requirements of certifying agencies. This year, we will continue our researching regarding certification through one of these two organizations.

3.

## **SEEK SUPPORT FOR THE UWC FROM EXTERNAL FUNDERS :**

This year, we will continue to seek support for the UWC from external funders.