



Annual Report 2017-2018

UCLA Undergraduate Writing Center

BRIEF OVERVIEW

Total Sessions	11,732
Total Courses Served	755
Total Sessions in A61 Humanities	6,102
Total Sessions in Rieber 115	1,353
Total Sessions in Powell 238	1,222
Total Sessions in Social Science Satellite	1,638
Total Sessions in History Writing Center	1,417

In 2017-2018, the Writing Center held 10,315 writing consultations at our 4 locations. When the History Writing Center is added, the total consultations reach 11,732. We served approximately 5,471 unique writers, compared to 4,582 last year. We facilitated 755 courses, which is up from 727 last year. See pgs. 5-6 for a more detailed discussion.



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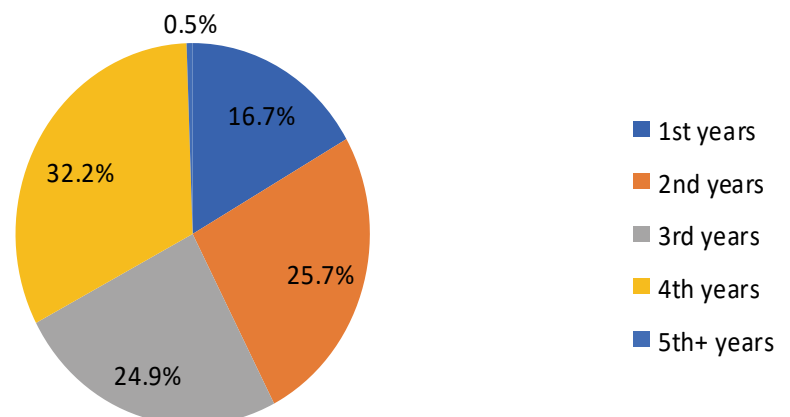
APPOINTMENT STATISTICS BY LOCATION

	A61 Hum.	Rieber 115	Powell 238	Social Science Satellite	History Writing Ctr.
F' 2017	2,424	577	537	556	506
W' 2018	1,991	438	352	526	437
S' 2018	1,688	338	333	574	475

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

The A61 Humanities location conducted 6,102 writing consultations, serving an average of 269 students per week in Fall 2017, 187 in Winter 2018, and 221 students in Spring 2018. We helped writers with assignments in 659 unique courses. As the statistics show, our student clients seek help with writing in their first year and their trust in us grows each subsequent year, culminating in help with graduate school and employment application materials in their fourth and fifth years.

A61 Humanities Student Clients' Year in School

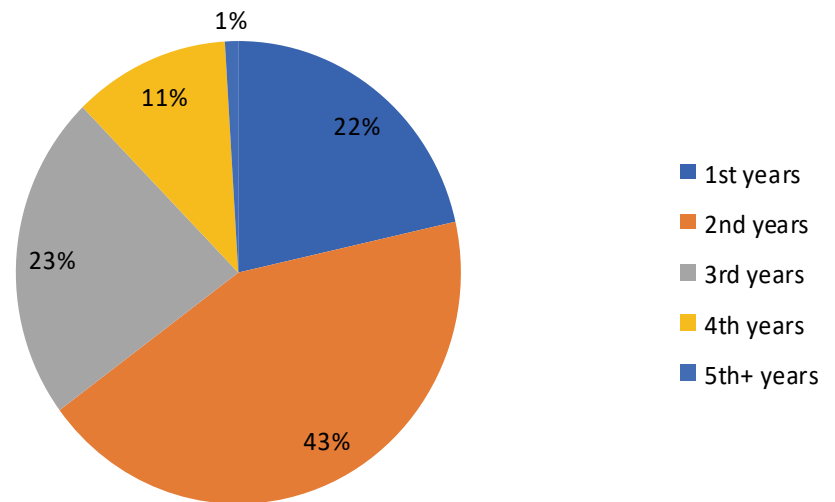


Rieber 115 Location - Funded by ORL

We conducted 1,353 total consultations in Rieber 115. We hosted 577 appointments in Fall 2017, 438 appointments in Winter 2018, and 338 appointments in Spring 2018. We averaged 64 appointments per week in Fall, 49 in Winter and 37 in Spring. We helped with a total of 250 unique courses. The student clients at Rieber are predominantly first and second year students, reflecting the demographics of dorm residents.

APPOINTMENT STATISTICS BY LOCATION

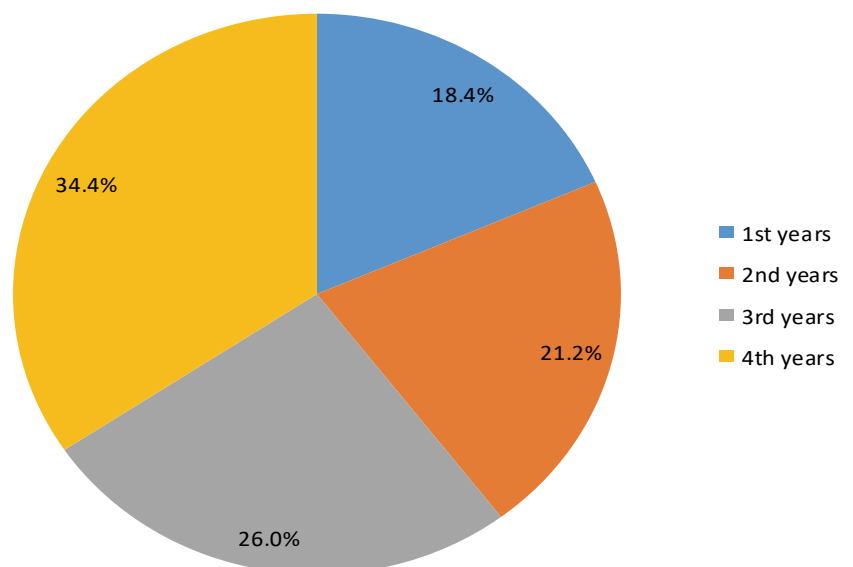
Rieber 115 Student Clients' Year in School



Powell 238 Location - Funded by the Vice Provost of Undergraduate Ed- ucation

Our Powell location saw 1,222 writing consultations with 537 appointments in Fall, 352 during Winter, and 333 during Spring. The UWC in Powell averaged 60 appointments per week in Fall, 39 in Winter, and 37 in Spring. We helped with a total of **298** unique courses. As these statistics show, students at all points of their UCLA careers seek help at the Powell location.

Powell 238 Student Clients' Year in School

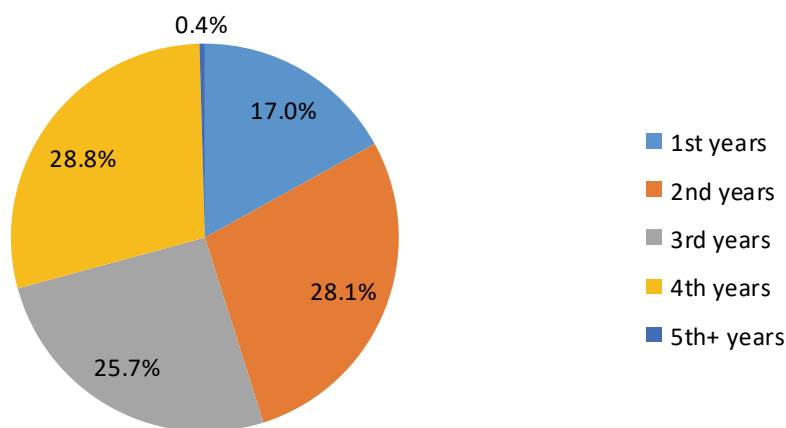


APPOINTMENT STATISTICS BY LOCATION

Social Science Satellite – Funded by the Dean of Social Sciences

This year, the Social Science Satellite location saw 1,638 total writing consultations with 556 consultations in Fall, 526 in Winter, and 574 in Spring. We averaged 62 appointments per week in Fall, 58 in Winter and 64 in Spring, helping with 368 unique courses, 38% of them social science courses. At the Soc. Science location, over 50% of the students we served are upper division students.

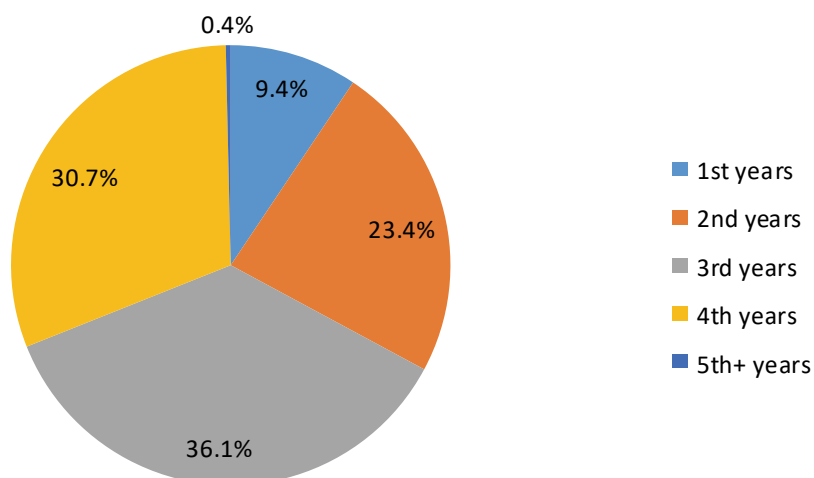
Social Sciences Student Clients' Year in School



The History Writing Center – Funded by the Dean of Social Sciences

The History Writing Center hosted 1,417 writing consultations with 506 appointments in Fall, 437 during Winter, and 475 during Spring. The HWC averaged 51 appointments per week in Fall, 44 in Winter, and 47 in Spring. We helped with a total of 200 unique courses, 95 of which were unique history courses. At the HWC, over 80% of the students were working on papers for history courses.

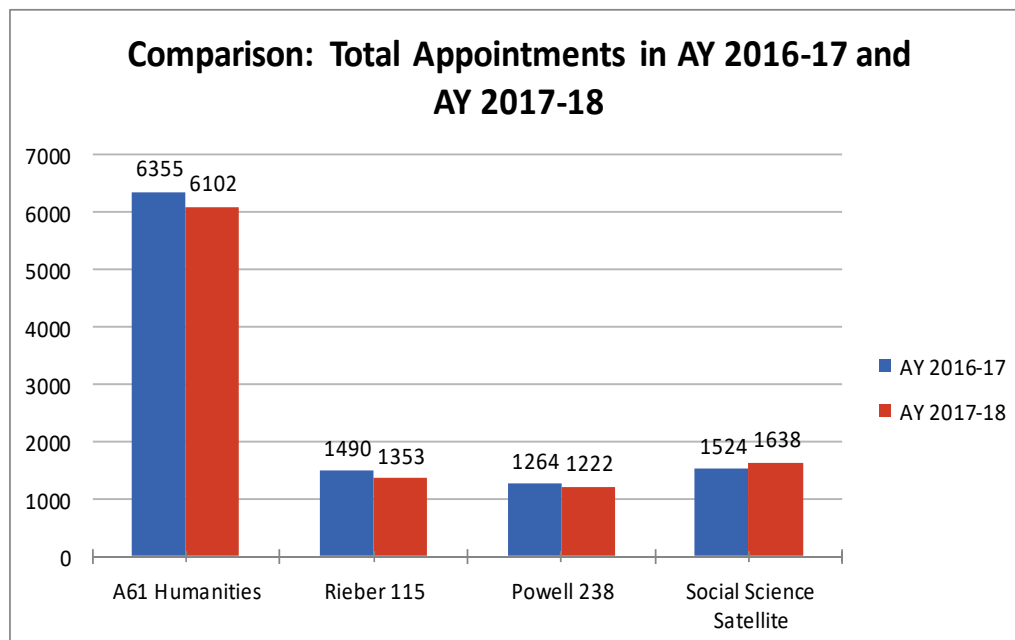
HWC Student Clients' Year in School



COMPARISON: APPOINTMENTS IN AY 2016-17 AND AY 2017-18

	Fall 2016	Fall 2017	% Change	Fill Rate in Fall 2017	Winter 2017	Winter 2018	% Change	Fill Rate in Winter 2018
A61 Humanities	2,584	2,424	-4%	125%	2,181	1,991	-9%	117%
Rieber 115	613	577	-6%	126%	522	438	-16%	93%
Powell 238	548	537	-2%	89%	349	352	1%	96%
Social Science Satellite	551	556	1%	100%	556	526	-5%	75%

	Spring 2017	Spring 2018	% Change	Fill Rate for Spring 2018
A61 Humanities	1,590	1,688	5%	117%
Rieber 115	355	338	-5%	90%
Powell 238	349	333	-5%	91%
Social Science Satellite	417	574	27%	90%



COMPARISON: APPOINTMENTS IN AY 2016-17 AND AY 2017-18 (CONT.)

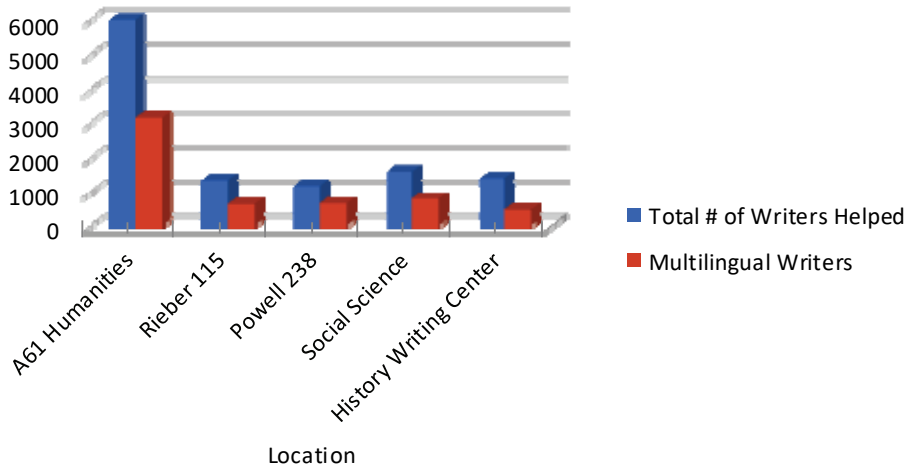
The above table and chart show that, with the exception of the Social Science Location, all other locations experienced a slight decrease in total number of appointments from 2016-17 to 2017-18. At A61 Humanities and Powell 238, the decrease was small, 4% and 3%, respectively. At a 9% decrease, the Rieber 115 location saw the largest decrease in service from the previous academic year. Because the UWC did not begin managing the HWC until 2017-18, we are not able to provide comparative use data for the HWC in this report.

Despite these decreases, as the statistics show, the fill rate, or the number of available appointments actually booked, at all locations but the Social Science Satellite location in Winter 2018 were consistently above 80% and, at the A61 Humanities location, above 100%.

Research on writing centers has demonstrated that an 80% fill rate is optimal because it guarantees that on any given day, appointments remain open for booking. Having open appointments each day means that student clients will not become discouraged and stop looking for appointments altogether. We plan to measure whether this decrease in overall use continues in the coming year. If it does, we will try to determine what is causing this decline and whether our persistently high fill rates are deterring UWC use among students who run into difficulty finding an appointment

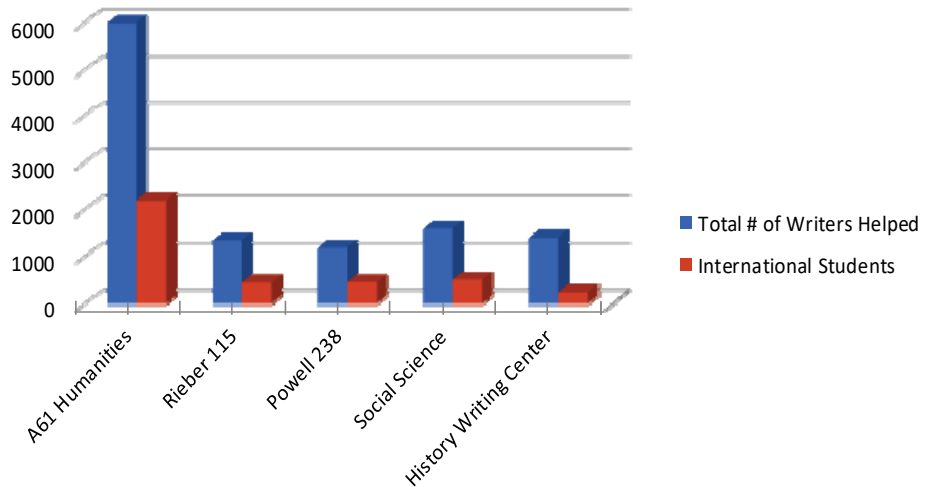
Overall, Writing Center use in 2017-18 was down 3% across the A61, Rieber, Powell 238 and Social Science locations, as compared to 2016-17. However, with the addition of the History Writing Center location, we held a total of 11,732 writing. In addition, at all locations, we served approximately 5,471 unique writers, a 16% increase from the 4,582 unique writers we served last year. Finally, we helped students from 755 courses, which is up 4% from the 727 courses we helped students with last year.

Multilingual Writers Helped at All Locations

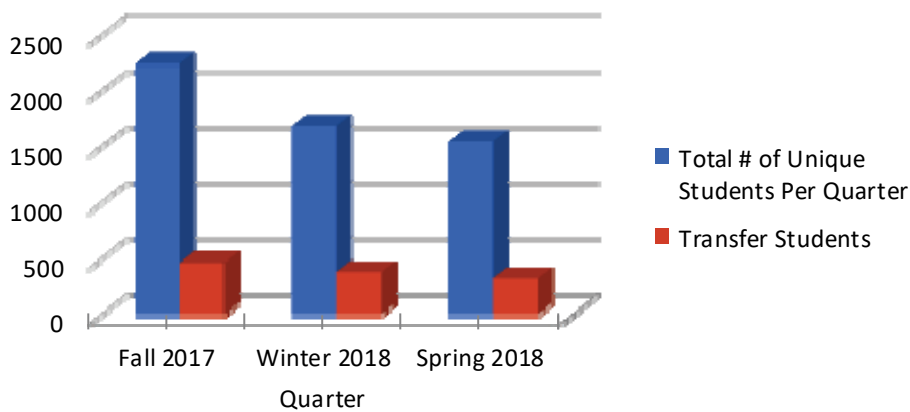


**GROUPS
SERVED AT
ALL UWC
LOCATIONS**

International Students Helped at All Locations



Transfer Students Compared to Unique Writers per Quarter

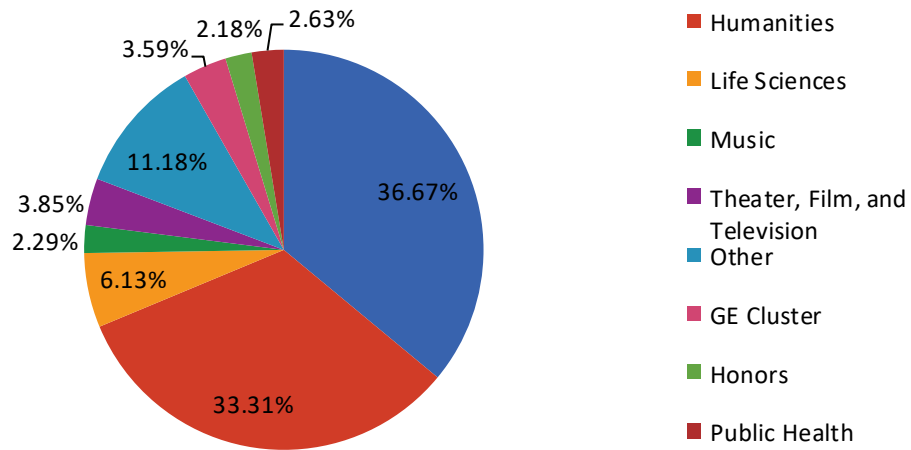


Courses Served by Division

We served students from 755 courses across the UCLA campus last year. See how these courses break out by division.

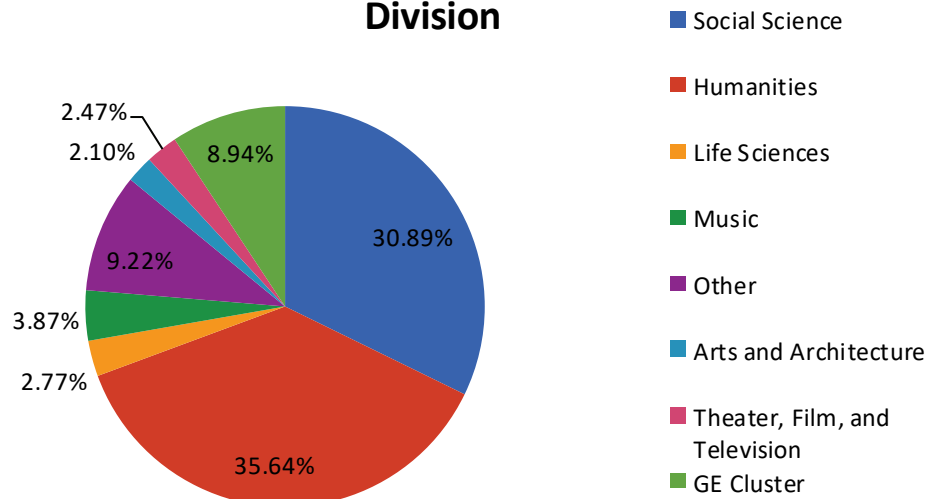
HUMANITIES A61

A61 Humanities: 2017-18 Courses Helped by Division

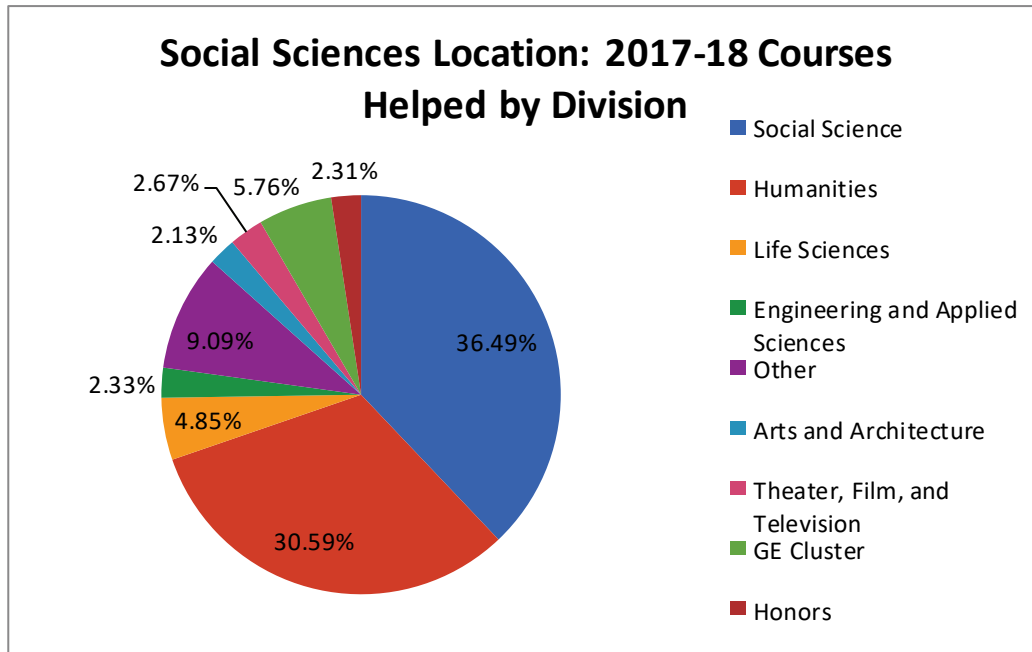


RIEBER 115

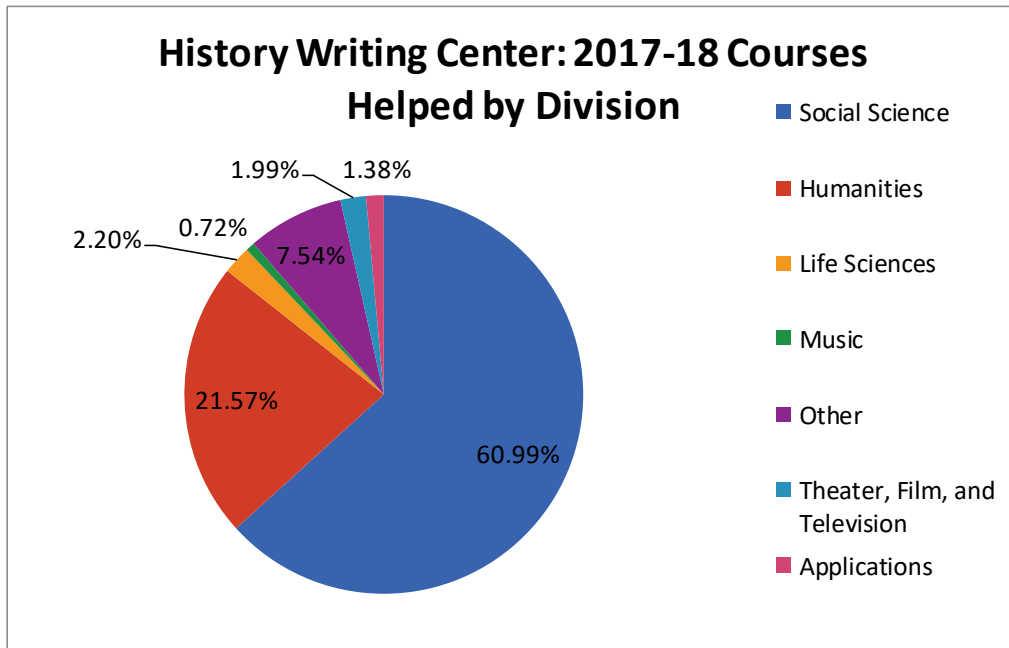
Rieber 115: 2017-18 Courses Helped by Division



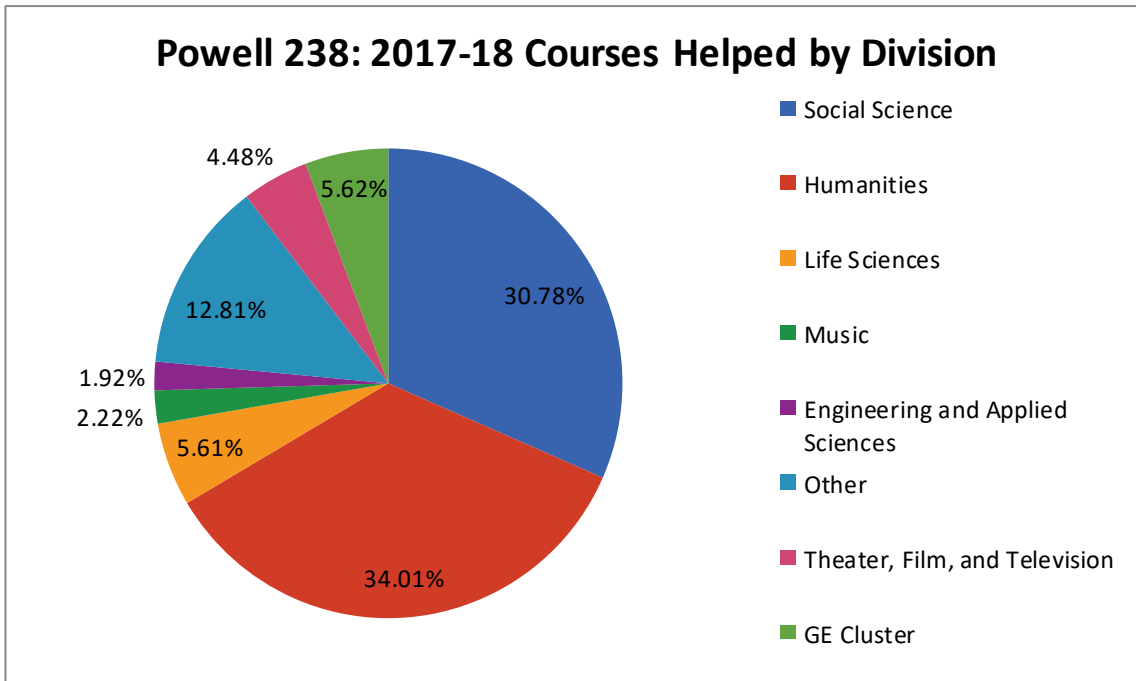
Social Sciences Location



History Writing Center



Powell 238



Our Philosophy

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

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 part of or a full draft; after they have received 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 revision decisions, and actual writing and editing to the writers.

Trends in Service

Peer Learning Facilitators

We hired 40 peer learning facilitators this year (19 fourth years, 10 third years, and 11 second years). This past year's PLF corps represented the diversity of the UCLA student body. Nine were English majors, five were Political Science majors; three were Communication Studies majors; three were Psychology majors; two were International Development Studies majors; two were History majors; two were Biology majors. The rest came from the following North Campus majors: Anthropology; Sociology, Philosophy, Art History, Theater, and Business Economics. We also had the following South Campus majors: Human Biology & Society, Biochemistry, Psychobiology, Physiological Sciences, Cognitive Science and Financial/Actuarial Math. Two were double majors, including Political Science/History and Political Science and English.

The UWC - History Writing Center Partnership

At the beginning of the academic year, we were asked by the Dean of Social Science to enter into partnership with the History Writing Center (HWC). The HWC, directed by Craig Yirush, Associate Professor of History and Director of the HWC, is staffed by graduate students from the History Department. The UWC has assumed the administrative oversight of the HWC as well as the training of graduate tutors in composition pedagogy and writing tutoring. The HWC has also moved to A61 Humanities, and the HWC graduate tutors work alongside the UWC undergraduate composition Peer Learning Facilitators.

SPECIAL PROGRAMS

We collaborated with ORL, professors, student organizations and other groups on and off campus on special writing and tutoring programs.

Fall 2017

Athletics Peer Learning Composition PLF Training
First Generation Welcome Soiree Tabling
True Bruin Academic & Wellness Resource Fair
History Department Open House
Transfer Student Living Learning Community Olympics
Bruin Transfer Pride Professional Development Event
HASS Research Center – Graduate Applications Workshop
Rieber Terrace 7th Floor Midterm Paper Workshop
Environmental Science M10 Writing Workshops
HASS Research Center – Introduction & Literature Review Workshop
Life Science 110 – Research & Cover Letter Workshop

Winter 2018

HASS Undergrd. Rsch. Ctr. – Introduction & Literature Review Workshop
HASS Undergrd. Rsch. Ctr. – Literature Review Workshop
Geography Association Resume Workshop
SoCal Writ. Ctr. Assoc. Peer Tutor Conference
First to Go Living Learning Community Celebration
Environmental Science Network Resume Workshop

Spring 2018

HASS Undergrd. Rsch. Ctr. – Research Week Student Oral Presentation Reviews
Asian Pacific Health Corps – Personal Statement Review Workshop
Honors College Cover Letter Workshop
Bruin Day & Transfer Bruin Day
English 10C – Situating a Knowledge Claim in Academic Writing Course Workshop

Goals Completed in 2017-2018

1. Creation of Graduate TAship for the UWC :

We hired the first graduate student, Melissa Baj, to serve as the UWC's Graduate Assistant Director at the UWC in 2017-18. Her responsibilities included mentoring PLFs, working one-on-one with student clients, as well as creating and delivering writing-across-the-curriculum workshops in courses and for campus partners across the university. Melissa, a School of Education M.A. and accomplished high school teacher, made invaluable contributions in professionalizing our tutor mentoring and evaluation program as well as spearheading outreach to Teaching Assistant Consultants across campus to determine how the UWC could best serve departmental Teaching Assistants.

2. Continued Expansion of Cross-Campus Partnerships:

In the summer of 2017, we successfully partnered with instructors of Life Sciences 23L to create a video presentation on writing scientific research reports to help students with course writing assignments. In Fall 2017, we were asked to administer the History Writing Center (HWC). The HWC tutors moved to A61 Humanities and worked alongside the UWC undergraduate tutors for the rest of the academic year. We also partnered with instructors in Environmental Sciences M10 in an experimental study of writing instruction. In Winter and Spring 2018, we began to offer 3-4 hours of walk-in appointments in the UCLA Transfer Student Center and 2 hours per week of tabling outside of DeNeve Dining Hall as a part of ORL's resource tabling program. Finally, in Spring 2018, we offered a workshop on positioning knowledge claims in academic writing for English 10C.

3. Appointment of First UWC Assistant Director:

The first UWC Assistant Director began work in Summer 2018. We are honored that Dr. Amber West, a lecturer in Writing Programs, has agreed to serve in this position. As an experienced university composition instructor and a published poet, she has much to offer our PLF mentoring program as well as our departmental outreach efforts. In addition, her work as a university administrator and grant writer will help in our development efforts and in effectively running our 5-location campus operation. In her first year, Dr. West will focus on mentoring new PLFs, on grant writing and on departmental outreach.

Goals for 2018 - 2019

1.

Roll Out a New Website and Version of the UWC Appointment System:

We are working with HumTech on two projects. The first is a redesign of the UWC appointment booking web application. The current version of the framework originally used to design the UWC web application is expiring, and CDH is redesigning it, using Python. Our new application will operate in a “server-less” environment, which will make the applicant more robust. The new system appointment booking application will launch at the beginning of Winter 2019. The second project is making the UWC website a stand-alone website instead of being linked to the Writing Programs website. The second project is making the UWC website a stand-alone website instead of being linked to the Writing Programs website. The goal with the latter project is to make both the WP and UWC websites better organized, more streamlined, and accessible.

2.

Expand Evidence-Based Research on Appointments:

Although we gather many statistics and much information from our student clients, we currently only report and analyze the numerical information (e.g., number of appointments, number of unique writers, etc.). But we also gather information on what students wish to focus on during appointments and what they actually focus on. Students also write open-ended comments, evaluating their PLFs and their appointments. Our goal is to compile the information on appointment focus and open-ended evaluations to measure and communicate the UWC’s impact on student learning, student self-efficacy and the UWC’s role in cultivating students’ writing and communication skills.

3.

Measuring Impact of Workshops, Special Programs and Partnerships:

Each year, we are asked by professors and student organizations to do special workshops and to participate in resource programming. Up to this point, we have not measured the impact of these special projects. We will seek ways determine the efficacy of these workshops in the areas of student learning, student engagement and student use of campus resources, including the UWC itself.