



Annual Report Summer 2018– Spring 2019

UCLA Undergraduate Writing Center

BRIEF OVERVIEW

Total Sessions	10,833
Total Workshop Participants	726-766
Total Courses Served	860
Total Sessions in A61 Kaplan	5,478
Total Sessions in Rieber 115	1,342
Total Sessions in Powell 238	1,144
Total Sessions in Social Science Satellite	1,615
Total Sessions in History Writing Center	1,123
Total Sessions in Transfer Student Center	72
Total Sessions in Science & Engineering Library	59

In 2018-2019, the Writing Center held 9,710 writing consultations at our 6 locations. When the History Writing Center is added, the total consultations reach 10,833. Counting workshops & presentations, we consulted with over 11,200 student writers. We served approximately 4,033 unique writers and facilitated 860 courses. See pgs. 5-6 for a more detailed discussion.



Contents

- Appointment Statistics
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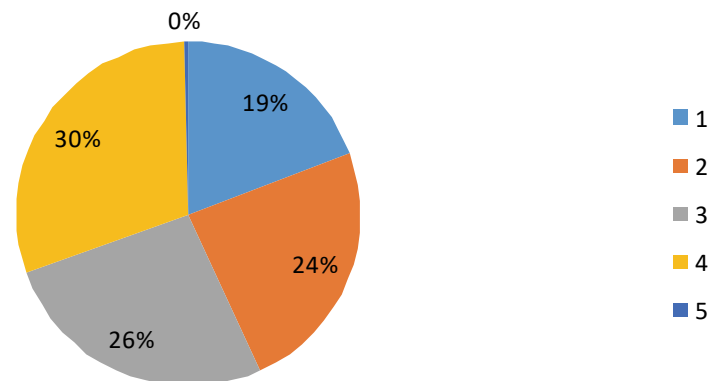
APPOINTMENT STATISTICS BY LOCATION

	A61 Kaplan	Rieber 115	Powell 238	Social Science Satellite	History Writing Ctr.	Transfer Student Center	Science & Engineering Library
F' 2018	2,435	566	510	535	351	26	-
W' 2019	1,717	456	327	513	340	19	28
S' 2019	1,326	311	307	567	479	27	31

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

The A61 Kaplan location conducted 5,478 writing consultations, serving an average of 244 students per week in Fall 2018, 191 in Winter 2019, and 147 students in Spring 2019. We helped writers with assignments in 660 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 Kaplan Student Clients' Year in School

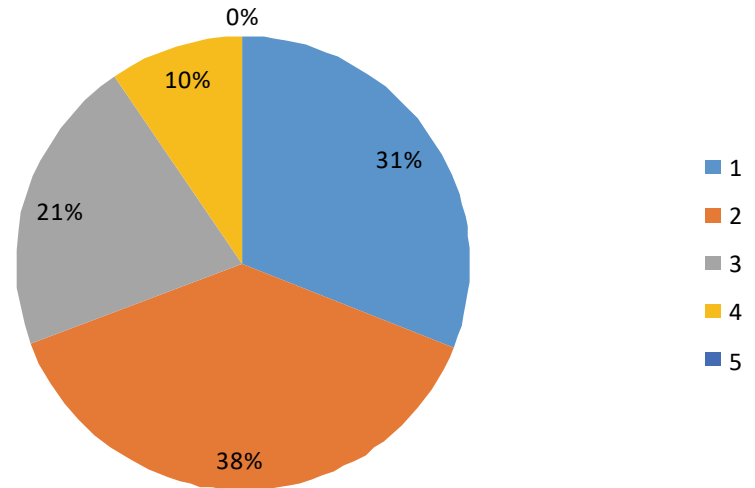


Rieber 115 Location - Funded by ORL

We conducted 1,342 total consultations in Rieber 115. We hosted 566 appointments in Fall 2018, 456 appointments in Winter 2019, and 311 appointments in Spring 2019. We averaged 63 appointments per week in Fall, 51 in Winter and 35 in Spring. We helped with a total of 269 unique courses. The student clients at Rieber are predominantly first and second year students, reflecting the demographics of dorm residents.

STUDENT CLIENT STATISTICS BY LOCATION

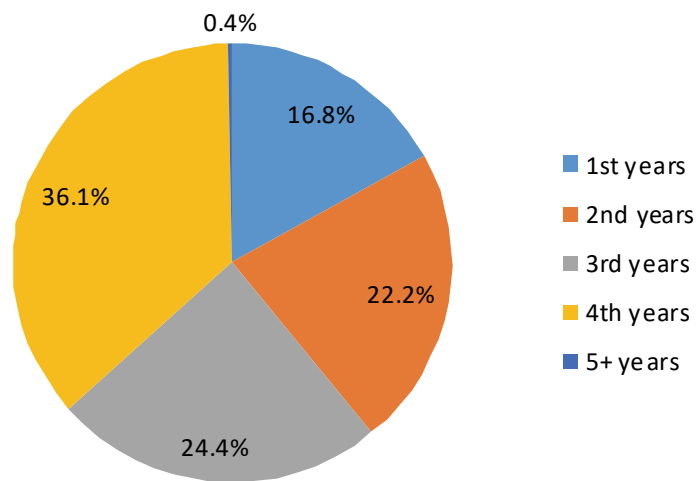
Rieber 115 Student Clients' Year in School



Powell 238 Location - Funded by the Vice Provost of Undergraduate Education

Our Powell location saw 1,144 writing consultations with 510 appointments in Fall 2018, 327 during Winter 2019, and 307 during Spring 2019. The UWC in Powell averaged 51 appointments per week in Fall, 33 in Winter, and 31 in Spring. We helped with a total of 294 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

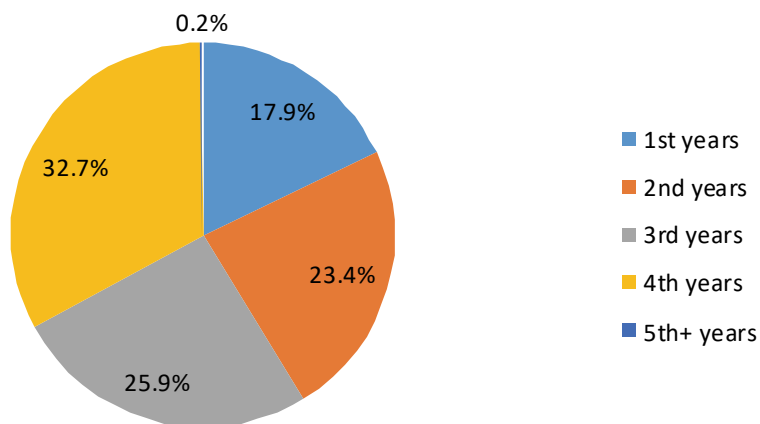


STUDENT CLIENT STATISTICS BY LOCATION

Social Science Satellite – Funded by the Dean of Social Sciences

This year, the Social Science Satellite location saw 1,615 total writing consultations with 535 consultations in Fall 2018, 513 in Winter 2019, and 567 in Spring 2019. We averaged 59 appointments per week in Fall, 57 in Winter and 63 in Spring, helping with 348 unique courses, 36% of them social science courses. At the Soc. Science location, over 55% of the students we served are upper division students.

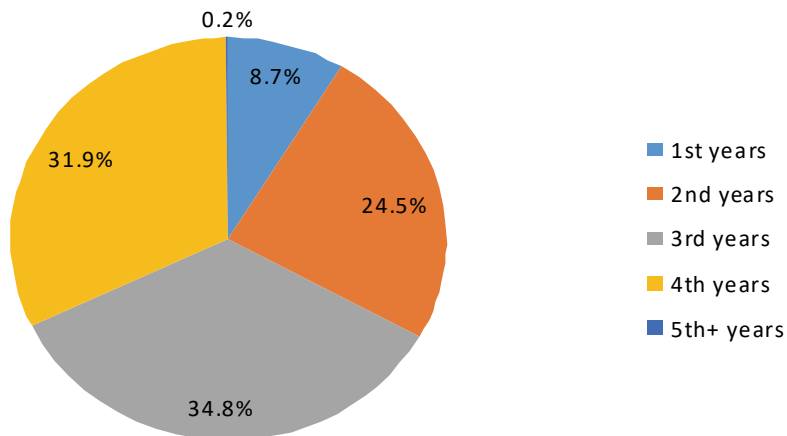
Social Sciences Student Clients' Year in School



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

The History Writing Center hosted 1,123 writing consultations with 351 appointments in Fall 2018, 340 during Winter 2019, and 479 during Spring 2019. The HWC averaged 35 appointments per week in Fall, 34 in Winter, and 48 in Spring. We helped with a total of 214 unique courses, 59 of which were unique history courses. At the HWC, over 46% of the students were working on papers for history courses.

HWC Student Clients' Year in School

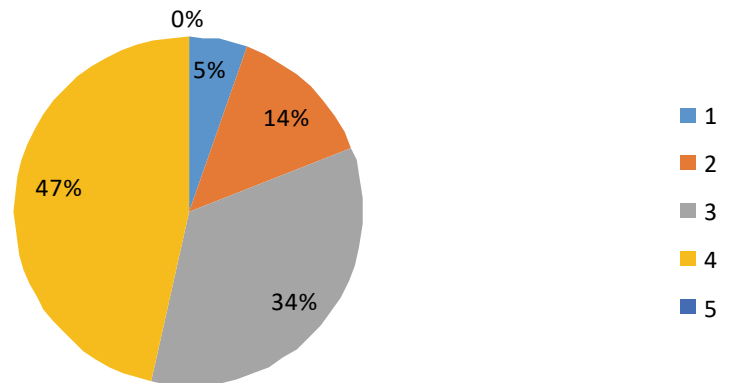


APPOINTMENT STATISTICS BY LOCATION

Transfer Student Center

The Transfer Student Center location is open one day per week for 4 hours. At that location, we conducted 72 writing consultations, serving an average of 3 students per week in Fall 2018, 1 in Winter 2019, and 3 students in Spring 2019.

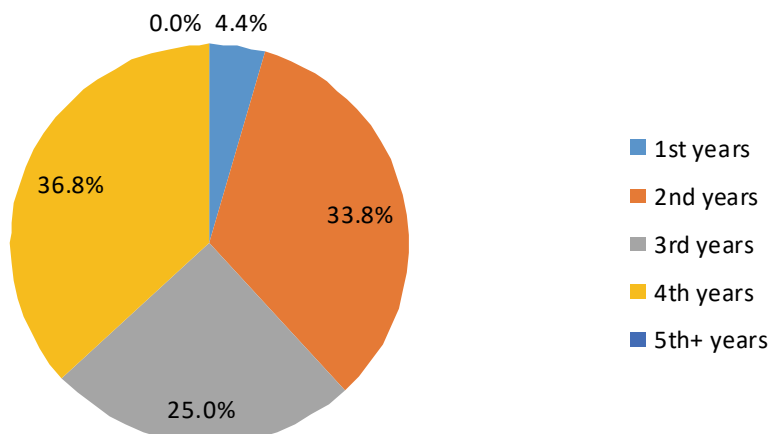
Transfer Student Center Student Clients' Year in School



Science and Engineering Library

The Science and Engineering Library location, which first opened in Winter 2019, offered appointments one day per week for 5 hours. At that location, we conducted 59 writing consultations, serving an average of 3 students a week for both Winter and Spring 2019.

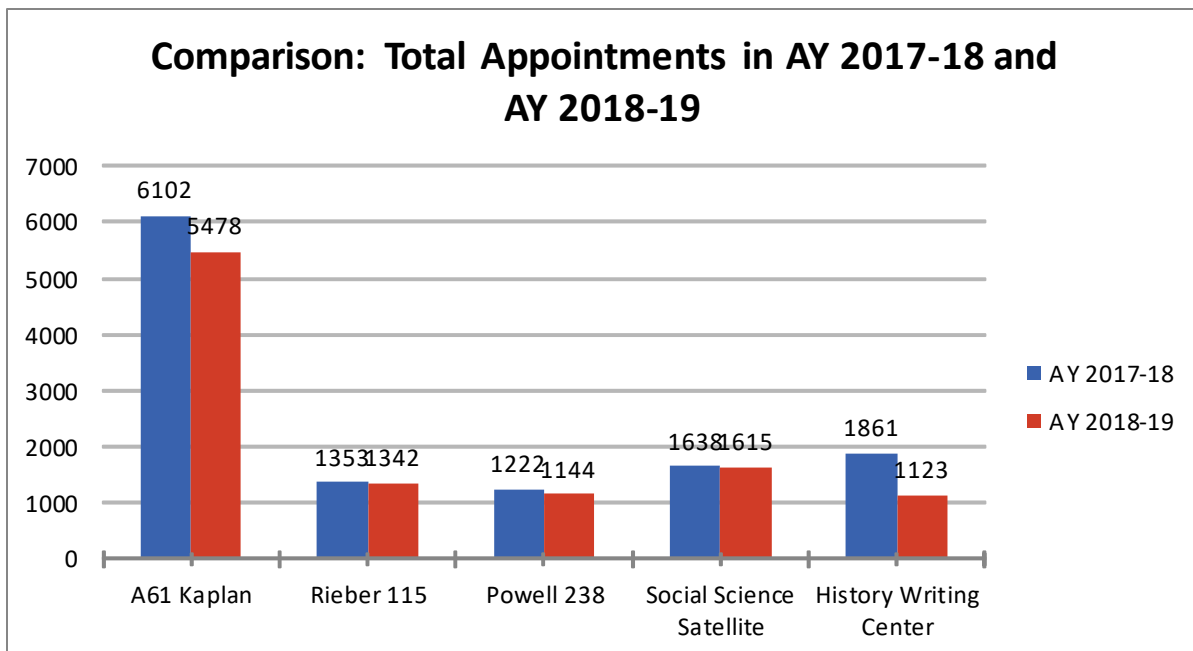
Science & Engr. Library Student Clients' Year in School



COMPARISON: APPOINTMENTS IN AY 2017-18 AND AY 2018-19

	Fall 2017	Fall 2018	% Change	Fill Rate in Fall 2018	Winter 2018	Winter 2019	% Change	Fill Rate in Winter 2019
A61 Kaplan	2,424	2,435	+0.4%	110%	1,991	1,717	-13.8%	99%
Rieber 115	577	566	-1.9%	92%	438	456	+4.1%	94%
Powell 238	537	510	-5.0%	85%	352	327	-7.1%	85%
Social Science Satellite	556	535	-3.8%	84%	526	513	-2.5%	91%
History Writing Center	736	351	-52.3%	72%	650	340	-47.7%	67%

	Spring 2018	Spring 2019	% Change	Fill Rate for Spring 2019
A61 Kaplan	1,688	1,326	-21.4%	91%
Rieber 115	338	311	-7.1%	90%
Powell 238	333	307	-2.1%	86%
Social Science Satellite	574	567	-1.2%	97%
History Writing Center	475	479	-0.8%	93%



COMPARISON: APPOINTMENTS IN AY 2017-18 AND AY 2018-19 (CONT.)

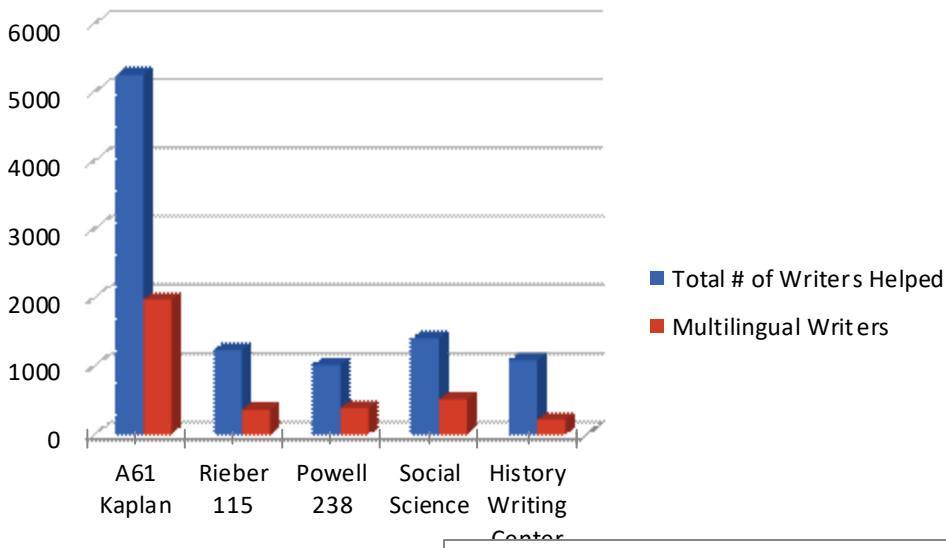
The above table and chart show that, all UWC locations and the History Writing Center experienced a decrease of 8% in total number of appointments from 2017-18 to 2018-19. At the Social Science Satellite, Rieber 115 and Powell 238, the decrease was small at 2.5%, 4% and 5%, respectively. The decrease was great at the A61 location at 12% over the 3 quarters. And at a 34% decrease, the History Writing Center saw the largest decrease in service from the previous academic year.

Despite these decreases, as the statistics show, the fill rate, or the number of available appointments actually booked, at all locations except the History Writing Center, were consistently above 80% and, at the A61 Humanities location, above 100%, except for Spring 2019.

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.

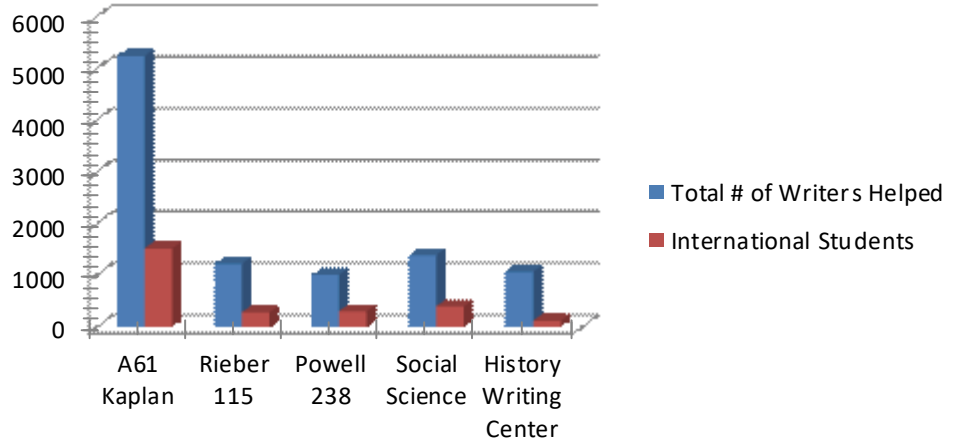
In addition, at all locations, we served approximately 4,033 unique writers, a 26% decrease from the 5,471 unique writers we served last year. Finally, we helped students from 860 courses, which is up 14% from the 755 courses we helped students with last year.

Multilingual Writers Helped at All Locations

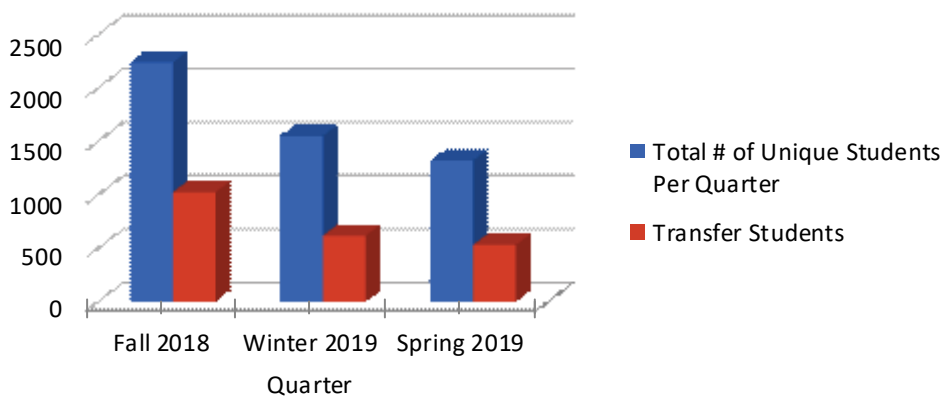


**GROUPS
SERVED AT
ALL UWC
LOCATIONS**

International Students Helped at All Locations



Transfer Students Compared to Unique Writers per Quarter

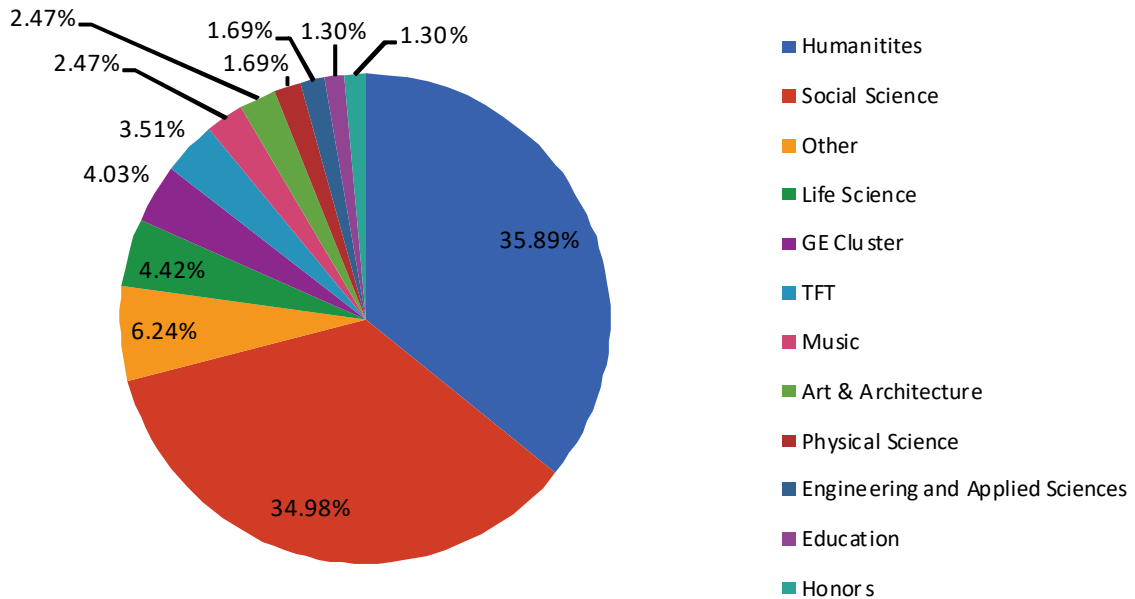


Courses Served by Division

We served students from 860 courses across the UCLA campus last year. See how these courses break out by division.

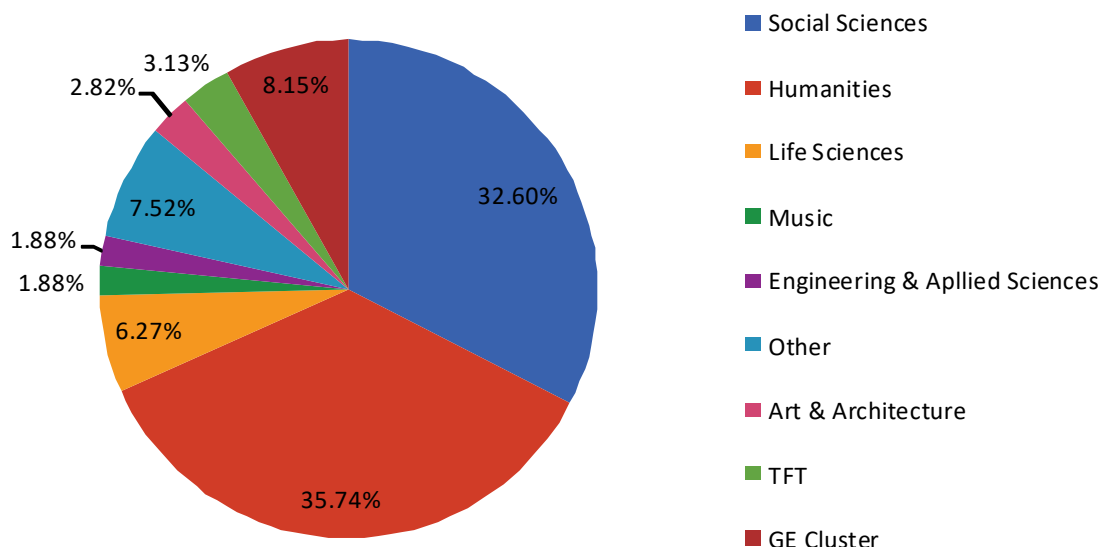
KAPLAN A61

A61 Kaplan: 2018-19 Courses Helped by Division



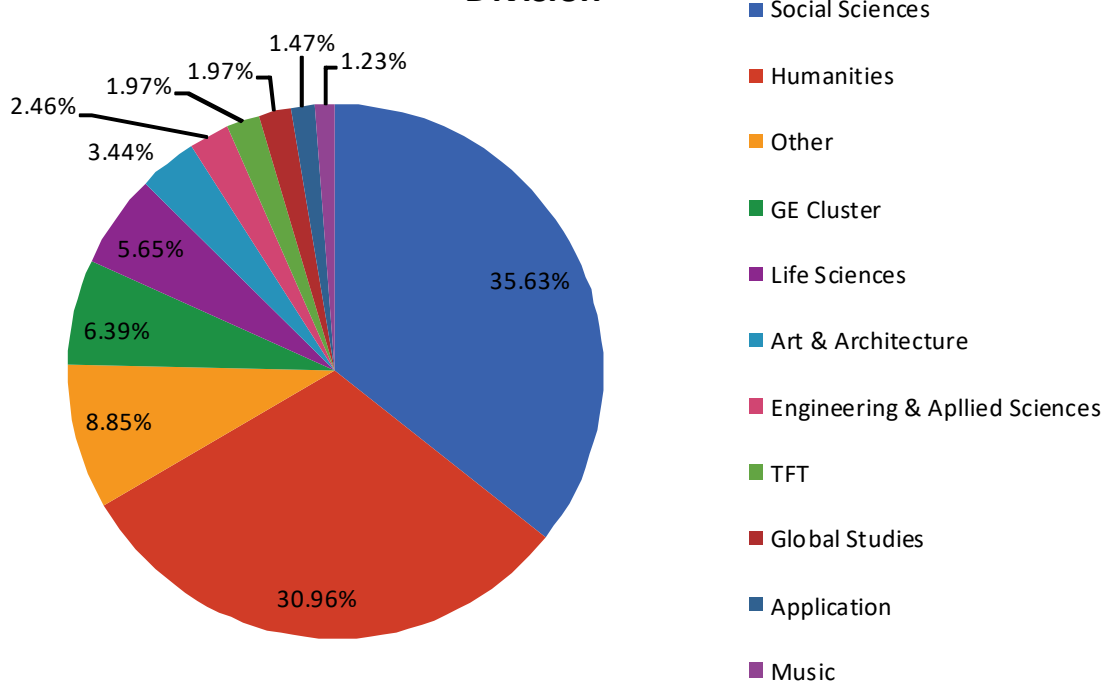
RIEBER 115

Rieber 115: 2018-19 Courses Helped by Division



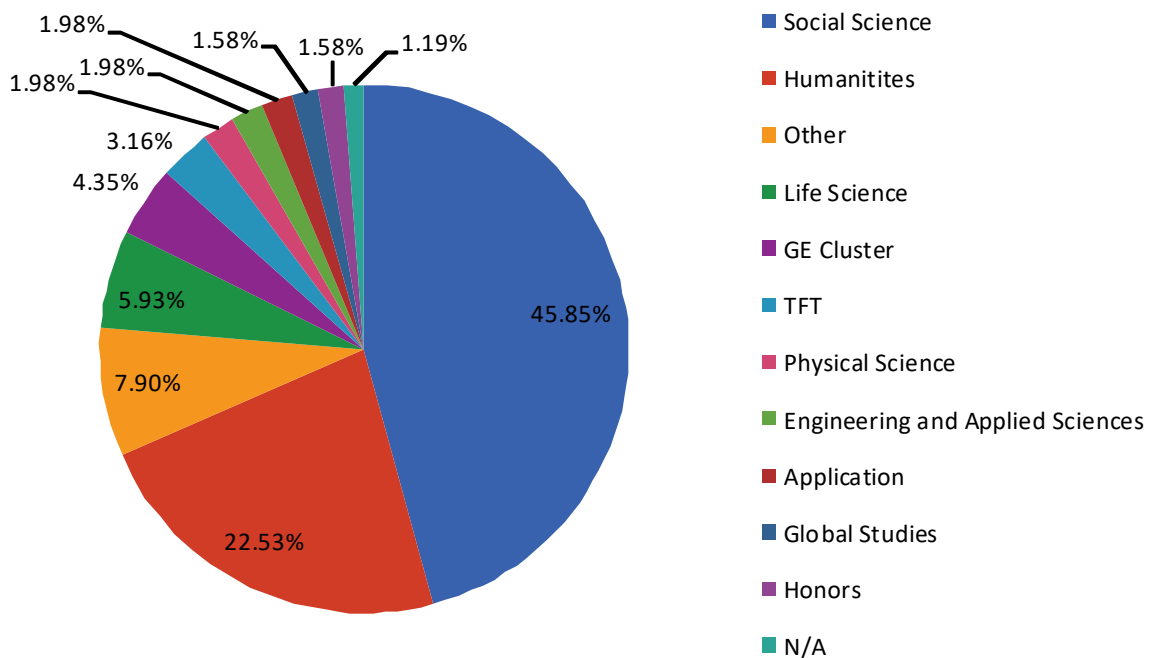
Social Sciences Location

Social Sciences Location: 2018-19 Courses Helped by Division

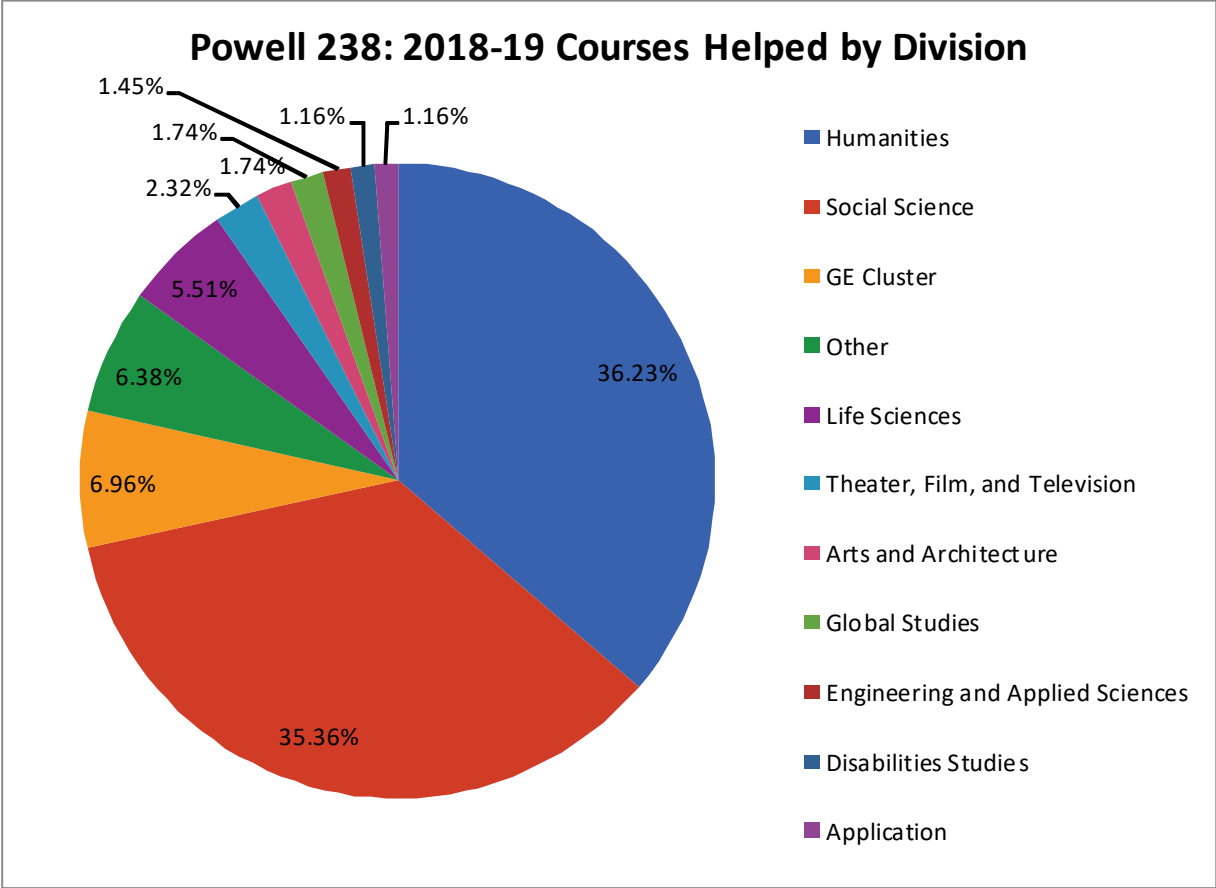


History Writing Center

History Writing Center: 2018-19 Courses Helped by Division



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 39 peer learning facilitators this year (17 fourth years, 16 third years, and 5 second years). This past year's PLF corps represented the diversity of the UCLA student body. Eight were English majors, 3 were International Development Studies majors, 2 were History majors, 2 were Political Science majors, 2 were Communication Studies major, 2 were Biology majors, and 2 were MIMG majors. The rest came from the following North Campus majors: American Literature and Culture, Anthropology, Classical Civilization, Linguistics, Pre-Sociology, Theater, and World Arts and Cultures. We also had the following South Campus majors: Financial Actuarial Math, Human Biology and Society, Pre-Psychobiology, and Psychobiology. Seven were double majors, including Political Science/History, Political Science/English, Communication Studies/Psychology, Economics/Biochemistry, English/Psychology, Geography/International Development Studies,

UWC Partnerships

We continued a valued partnership that we began in Spring 2018 with the Transfer Student Center, offering 4 appointment hours per week one day a week through all 3 quarters. In addition, we began a new partnership with the Science & Engineering Library in Winter 2019. We offered 5 appointment hours per week one day per week in the Science and Engineering Library Student Commons in Boelter Hall.

SPECIAL PROGRAMS

Below is a list of workshops and events we participated in with our cross-campus partners (professors, student organizations and other units on and off campus), including numbers of students we worked with (when we have that information):

In-Class Workshops (300)

Chemistry 153L Science In-Class Writing Workshop (150)

Global Health 191 In-Class Writing Workshop (80)

Comparative Literature 2CW In-Class Writing Workshop (22)

History 96W In-Class Workshop — Writing the Primary Source Essay (40)

Cinema & Media Studies 495 Teaching Assistant Mentoring Course Presentation (8)

Resource Fairs/Presentations & Tabling Events

UCLA Campus-wide TA Training Resource Fair

Sociology Dept. TA Orientation Resource Panel

Humanities Teaching Day Student Panel on Humanities Writing

History Department Open House

First Generation Welcome Soiree Resource Fair

ORL Living Learning Communities Resource Fairs

ORL Major Blast Resource Fair

ORL Research on the Hill Resource Fair

SoCal Writ. Ctr. Assoc. Peer Tutor Conference

College Night at the Getty

Bruin Day & Transfer Bruin Day on the Quad and in Powell Library

Workshops & Tutoring for Cross-Campus Partners (426-466)

CARE-SEM Personal Statement Workshop (36)

CARE-SEM Diversity Statement Workshop (36)

CARE-SEM Elevator Pitch Workshop (36)

AAP Composition PLF Training (45)

Center for Community College Partnerships Science Writing Workshop (50-80)

SPUR Public Health Grad. School Personal Statement Workshop (40)

ORL DeNeve Weekly Tabling & Tutoring (50-90)

HASS Cornerstone Workshop – Introduction & Literature Review Workshop (2)

HASS Cornerstone Workshop – Joining the Scholarly Conversation (50)

HASS Undergrd. Rsch. Ctr. – Research Week Student Oral Presentation Reviews (30-40)

Dental Club Personal Statement Workshop (40)

ORL Pizza & Papers Workshop (4)

Hammer Museum Spring 2019 Study Hall (7)

Goals Completed in 2018-2019

1.

Implementation of New Appointment Scheduling App :

Thanks to HumTech, we rolled out a new version of the UWC appointment booking web application. Our new application operates in a “server-less” environment. The new system appointment booking application launched at the beginning of Winter 2019. Overall, the new system is much more robust in its functionality.

2.

Evidence-Based Research on History Writ. Ctr. Appointments:

With the help of Kelly Wahl, the Director of Statistical Analysis and Assessment, we studied the efficacy of visiting the History Writing Center. We identified students who visited the HWC 3 or more times between Fall 2017 and Fall 2018 and the courses these students came for help with. We correlated this information with student course grades and found that getting help at HWC was associated positively with receiving higher grades in these courses .

3.

Impact of Special Workshops and Events:

This year, we began to keep track of impact of these special events, programs and workshops we are asked to participate in. While it is not possible to measure attendance at resource fairs, we did keep track of attendance at invited workshops. And worked with approximately 430 students at these events.

Goals for 2019 - 2020

1.

Host Southern California 2020 Tutor Conference:

In February 2020, the Undergraduate Writing Center and the Graduate Writing Center will co-host next year's Southern California Writing Center Association Tutor Conference. The conference brings together 300 to 350 tutors from community colleges as well as public and private colleges and universities across Southern California and Southern Utah. The theme for this year's conference is inclusivity. The Dean of Humanities and EPIC will help fund the conference.

2.

Continue Evidence-Based Research on Appointments:

This year, the History Writing Center conducted a research study on the correlation between attending HWC appointments and grades in courses (see pg. 14). We plan to extend this study to look at the correlation between attending UWC appointments and course grades as well as persistence in courses and from quarter to quarter. We also hope to use other comments gathered by our appointment application regarding appointment focus 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.

Improving PLF Training Model:

In past years, PLF training has consisted of a 10-hour training at the beginning of the fall and several all-staff training meetings throughout the quarter. However, in an exit interview conducted with senior PLFs who were graduating, their main comment was that they wanted deeper and more sustained training. To respond to this, we are experimenting with a more individualized approach to training in which PLF supervisors and returning PLFs do either individual or small-group training on key tutoring strategies and issues in the first quarter a PLF is working. We have launched this type of training this summer and, anecdotally, the new PLFs are finding it helpful.