



## Annual Report 2016-2017

# UCLA UNDERGRADUATE WRITING CENTER

### Brief Overview

Total Sessions	10,633
Total Courses Served	727
Total Sessions in A61 Humanities	6,355
Total Sessions in Rieber 115	1,490
Total Sessions in Powell 228	1,264
Total Sessions in Social Science Satellite	1,524

In 2016-2017, at our four locations, the Writing Center held 10,633 writing consultations, which is up from 10,003 appointments offered during 2015-2016. We served approximately 4,582 unique writers, compared to 4,214 last year. We facilitated 727 courses, which is up from 703 last year. See table below for breakdown by quarter and location.

	A61 Humanities	Rieber 115	Powell 228	Social Science Satellite
Fall 2016	2,584	613	548	551
Winter 2017	2,181	522	367	556
Spring 2017	1,590	355	349	417



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# 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 42 peer learning facilitators this year (26 fourth years, 11 third years, and five second years). This past year's PLF corps represented the diversity of the UCLA student body. Seven were English majors, five were Political Science majors; five were Communication Studies majors; four were Human Bio. & Society majors; two were Biochemistry majors; two were Psychology majors; one, an Anthropology major; one, a Bioengineering major; one a Biology major and another, a Neuroscience major; one was an International Development Studies major; another, a global studies major; another, a Sociology major; and another, an undeclared Social Science major. Seven were double majors, including Comm. Studies/Educ., English/Applied Math, History/Gender Studies, Poli. Scie/History, Psych/Comp. Lit., Ling./Psych., and Poli. Scie/Econ.

### A New Role for PLF Supervisors

Because the UWC staff has grown, we hired three PLF supervisors this past year, instead of the one PLF supervisor we had in previous years. Each PLF supervisor worked closely with a group of 14 PLFs, meeting with them before they began their work, observing and being observed by the new PLFs, meeting with the PLFs after their observations, and generally serving as a sounding board for questions and problems throughout the year for the PLFs. The PLF supervisors also assisted the UWC director in interviewing and hiring new PLFs, creating shift schedules, reviewing time sheets, and handling shift substitutions and other scheduling issues. Working in all these ways, the PLF supervisors facilitated communication and helped create community among the UWC's large undergraduate staff.

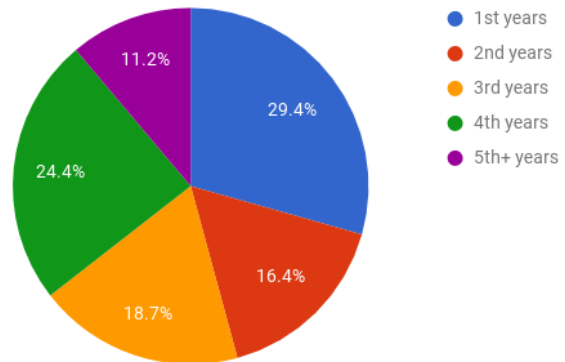
# TRENDS IN SERVICE AND USER STATISTICS

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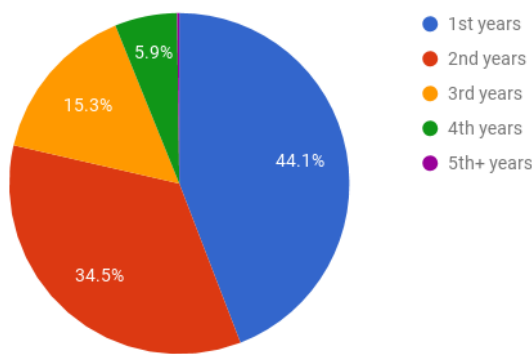
## A61 Humanities Location – Funded by Dean of Humanities & the Chancellor’s Office

The A61 Humanities location conducted 6,355 writing consultations, serving an average of 286 students per week in Fall 2016, 234 in Winter 2017, and 176 students in Spring 2017. We helped writers with assignments in 598 unique courses. As the statistics show, our student clients seek help with writing in their first year and continue to trust us for help with applications materials in their fifth year.

## HUMANITIES DEMOGRAPHICS



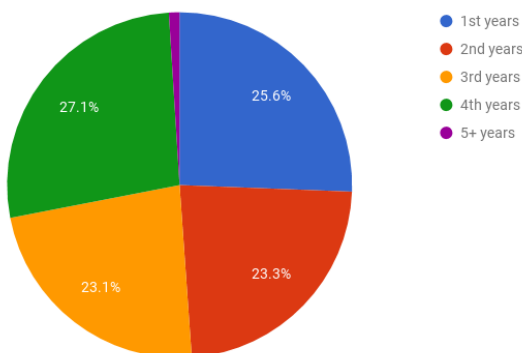
## RIEBER DEMOGRAPHICS



## Rieber 115 Location – Funded by ORL

We conducted 1,490 total consultations in Rieber 115: 1297 writing sessions and 202 research sessions. We hosted 547 writing appointments in Fall 2016, 431 writing and 71 research appointments in Winter 2017, and 319 writing and 11 research appointments in Spring 2017. We averaged 64 appointments per week in Fall, 52 in Winter and 37 in Spring. We helped with a total of 245 unique courses. The student clients at Rieber are predominantly first and second year students, reflecting the demographics of dorm residents.

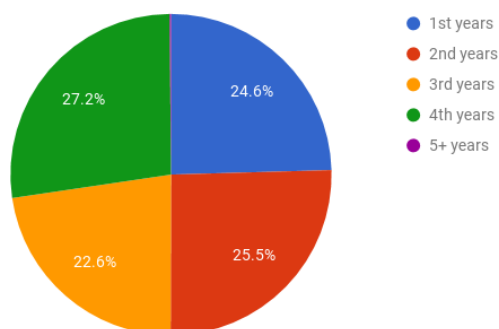
## POWELL DEMOGRAPHICS



## Powell 238 Location – Funded by Powell Library & the Dean of Humanities

Our Powell location saw 1,264 writing consultations with 656 appointments in Fall, 548 during Winter, and 343 during Spring. The UWC in Powell averaged 58 appointments per week in Fall, 40 in Winter, and 39 in Spring. We helped with a total of 292 unique courses. As these statistics show, students at all points of their UCLA careers seek help at the Powell location.

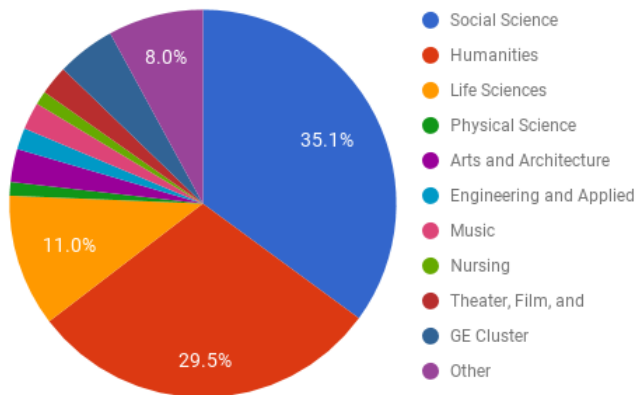
## SOCIAL SCIENCE DEMOGRAPHICS



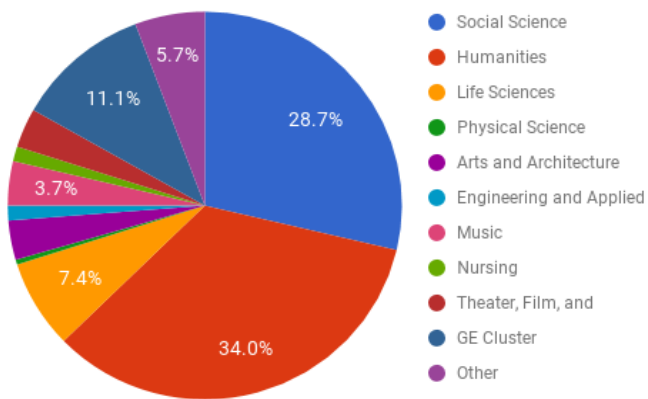
## Social Science Satellite – Funded by the Dean of Social Sciences

In the first full year of the Social Science Satellite location saw 1,524 total writing consultations with 551 consultations in Fall, 556 in Winter, and 417 in Spring. We averaged 64 appointments per week in Fall, 62 in Winter and 46 in Spring, helping with 305 unique courses, 35% of them social science courses. At the Soc. Science location, almost 50% of the students are upper division students.

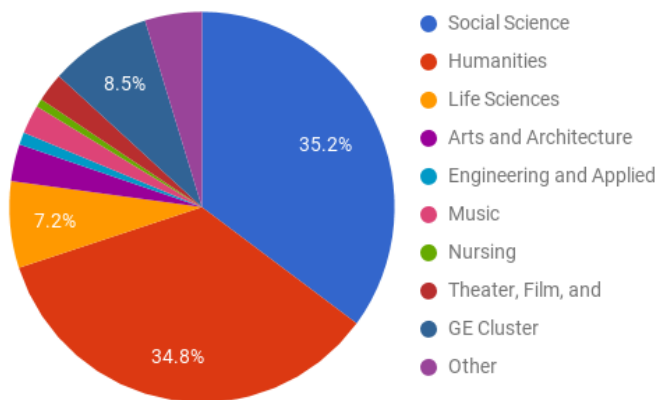
# Humanities A61



# Rieber 115



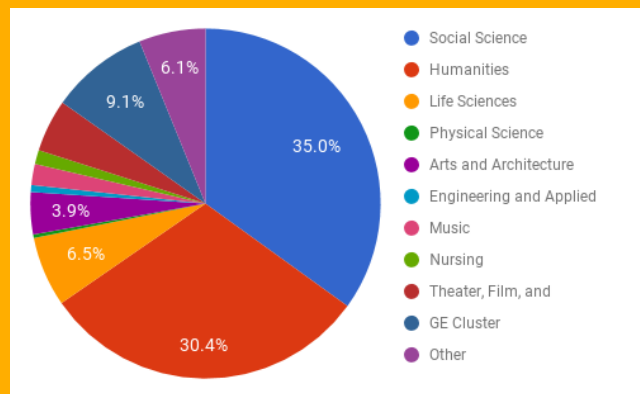
# Powell 238



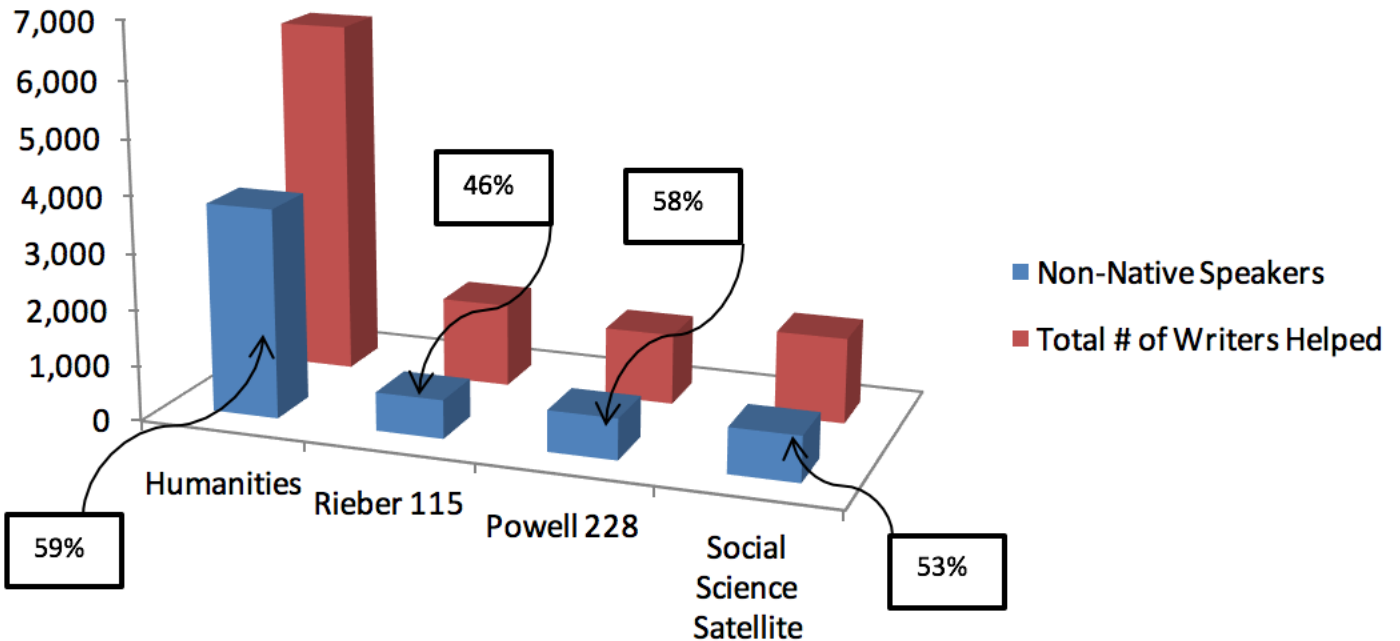
# Courses Served by Division

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

# Social Science Satellite



## TOTAL CONSULTATIONS BY LOCATION FOR MULTILINGUAL WRITERS



## SPECIAL PROGRAMS

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

### Fall 2016

- First Generation Welcome Soiree Tabling
- International Student Leaders Forum
- Anthropology 128 – Research Paper Writing Course Workshop
- Bruin Transfer Pride Kickoff Carnival
- RAIN Personal Statement Workshop
- College Academic Mentors – Statement of Purpose Workshop
- Communication Studies Final Paper Workshop
- Courtside Final Paper Workshop

### Winter 2017

- HASS Undergrd. Rsch. Ctr. – Introduction & Literature Review Workshop
- HASS Undergrd. Rsch. Ctr. – Write-In Workshop
- SoCal Writ. Ctr. Assoc. Peer Tutor Conference
- Hitch Suites Final Paper Workshop

### Spring 2017

- HASS Undergrd. Rsch. Ctr. – Introduction & Literature Review Workshop
- UWC PLF facilitated weekly workshops & individual sessions with McNair Scholars
- Bruin Day & Transfer Bruin Day
- Earth Space Science 13 – Research Paper Writing Course Workshop
- HASS Undergrd. Rsch. Ctr. – Facilitated Oral Presentation Reviews for Students Presenting during Research Week
- Hitch Suites Final Paper Workshop

# Goals Completed in 2016-2017

## **1. EXTENDING CROSS-CAMPUS PARTNERSHIPS:**

As the list of special programs indicates (see pg. 5), the UWC has expanded its cross-campus partnerships. We began offering research paper writing workshops for the HASS Undergraduate Research Center and made individual consultations available to help HASS undergraduate researchers with their oral presentations for UCLA's Undergraduate Research Week. We also offered workshops about research writing in several UCLA courses.

## **2. CONTINUE RESEARCHING THE BENEFITS OF CERTIFICATION FOR UWC PLFs:**

We looked into tutor certification through both the College Reading and Learning Association or through the National Tutoring Association. Unfortunately, the "contact hour" requirement as part of these certifications would require adding training hours. This, however, is not possible given the limited funding we have for PLF training. Instead, we have begun to research creating a micro-credentialing system through CCLE. Micro-credentialing would involve identifying specific professional skills PLFs are developing through their work and training along with devising ways to measure each skill we wish to develop.

## **3. IMPROVING ONGOING PLF MENTORING & EVALUATION:**

We continued to improve the PLF evaluation process, adding qualitative elements to evaluations of new and continuing PLFs. The continuing PLFs were asked to do peer observations of other experienced PLFs. After the observations, they completed a questionnaire and met to discuss their colleague's observations and recommendations. The new PLFs were observed by and had periodic check-in meetings with their PLF supervisors during the year.

# Goals for 2017-2018

1.

## **CREATE A GRADUATE STUDENT TASHIP FOR THE UWC:**

We hope to hire a graduate student to work at the UWC in 2017-18. The TA's responsibilities would include training PLFs, creating training modules for PLFs, working one-on-one with student clients, as well as creating and delivering writing-across-the-curriculum workshops. We believe this TAship would be a worthwhile opportunity for graduate students whose long-term goal might be to direct a writing center or to teach university writing.

2.

## **CONTINUE EXPANDING CROSS-CAMPUS PARTNERSHIPS:**

In addition to our work with social science courses, we have begun working with faculty and programs in the life and physical sciences to expand the range of assignments with which UWC PLFs can help students. We have consistently hired science majors as PLFs, but not all PLFs are trained to help with lab reports and scientific research papers. We hope to expand such training this year. In addition, we wish to offer more resources on our website focused on scientific writing. Finally, we wish to partner with programs in the sciences to offer workshops and resources that help STEM majors write graduate school application essays.

3.

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

This year, we will continue to seek support for the UWC from external funders. Since we cannot do this alone, we will seek the support of the College's development office.