



Annual Report 2014-2015

UCLA UNDERGRADUATE WRITING CENTER

Brief Overview

Total Sessions	9,026
Total Courses Served	703
Total Sessions in A61 Humanities	6,300
Total Sessions in Rieber 115	1,499
Total Sessions in Powell 228	1,227



In 2014-2015, at our three locations, the Writing Center held 9,075 writing consultation sessions, which is up from the 8,530 appointments we offered during 2013-2014. We facilitated 700 courses, which is up from 378 last year. The table below presents the total appointments conducted over the entire academic year in all three locations.

	A61 Humanities	Rieber 115	Powell 228
Fall 2014	2,385	~ 623	417
Winter 2015	2,230	~ 503	436
Spring 2015	1,685	~ 373	374

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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 34 peer learning facilitators this year. This year's PLF corps represents the diversity of the UCLA student body. Ten are English majors, five, Political Science majors; two are Communication Studies majors, one, a Philosophy major; one is a Comparative Literature major, one, an Economics major. In addition to north campus majors, we hired six South Campus majors: two from Physiological Sciences, one from Biology; one from Human Biology and Society; one from Applied Math; and one from MCDB. Six of the PLFs are double-majors, including Econ/English, English/Psych., History/English, History/IDS, Philosophy/Religion, Poli. Scie/History, and Psych/Comp. Lit. Fifteen of the PLFs are fourth-year students, eight of them are third-year students, and ten are second-year students, and one was a first-year student.

Rieber Research PLFs

This year, thanks to the leadership of Powell Library and the generosity of ORL, the UWC's Rieber location offered research appointments conducted by trained Powell Inquiry Specialists, who are peers trained to help students refine research questions and locate sources for research projects and papers. We offered 15 research appointments per week. Although these appointments were not fully booked, approximately 50% of them were booked throughout the year. Offering appointments with both writing and research peer assistants made Rieber a one-stop location for students working on research papers.

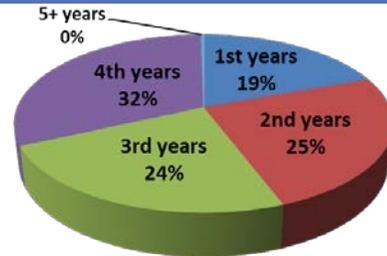
TRENDS IN SERVICE AND USER STATISTICS

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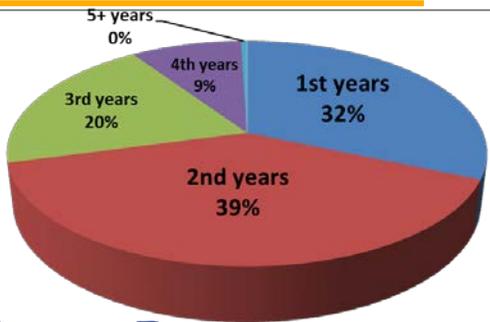
A61 Humanities Location - Funded by Dean of Humanities & the Chancellor's Office

We conducted 6,300 writing consultations. The UWC in A61 Humanities assisted approximately 3,800 individual student writers from more than 700 courses across campus, which is up from 350 courses last year. The A61 Humanities location served an average of 265 students per week in Fall 2014, 247 in Winter 2015, and 183 students in Spring 2015.

HUMANITIES DEMOGRAPHICS



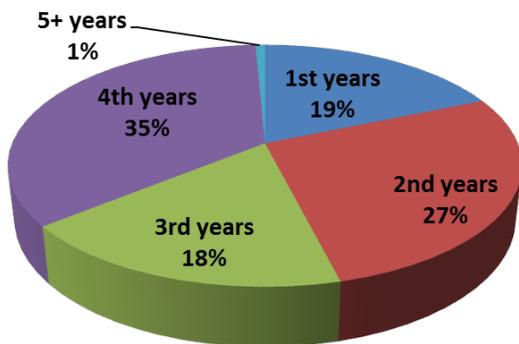
RIEBER DEMOGRAPHICS



Rieber 115 Location - Funded by ORL

We conducted ~ 1,499 total consultations in Rieber 115: ~ 1297 writing sessions and ~ 202 research sessions. We hosted 547 writing appointments and 76 research app in Fall 2014, 431 writing and 72 research appointments in Winter 2015, and 319 writing and 54 research appointments in Spring 2015. We averaged 69 appointments per week in Fall, 56 in Winter and 41 in Spring.

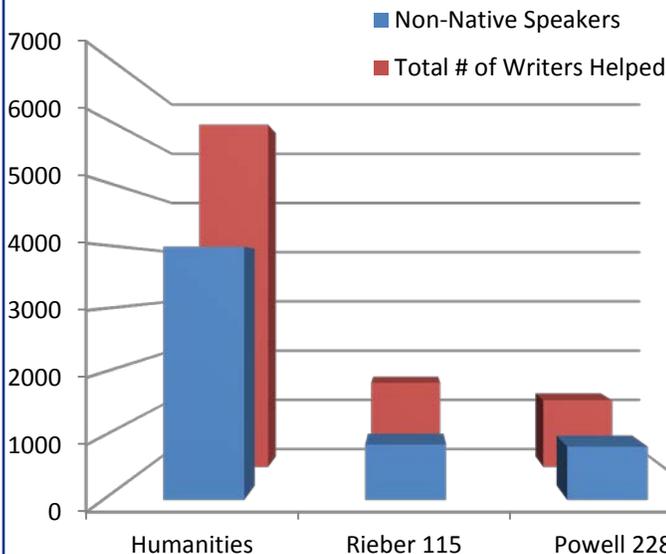
POWELL DEMOGRAPHICS



Powell 228 Location - Funded by Powell Library

Our Powell location saw 1,227 writing consultations with 417 appointments in Fall, 436 during Winter, and 374 during Spring. The UWC in Powell averaged 46 appointments per week in Fall, 48 in Winter, and 41 in Spring.

TOTAL CONSULTATIONS



SPECIAL PROGRAMS

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

Fall 2014

- ASCE Engineering Wkshp. - E-mail Etiquette
- Hitch Suites Citation Workshop
- Dashew Comp. Workshop for International Students

Winter 2015

- Joint Training – Athletic Peer Learning Lab, Writing Success and UWC PLFs
- SoCal Writ. Ctr. Assoc. Peer Tutor Conference
- USAC Resume Writing Workshop
- Dashew Writing Wkshp. for International Students
- Courtside Residence Hall Writing Workshop
- Comp Lit/English Honors Soc. Final Paper Wkshp.

Spring 2015

- Bruin Day
- Transfer Bruin Day
- Dashew Writing Workshop for International Students
- Courtside Residence Hall Writing Workshop

Goals Completed in 2014-2015

1. EXPAND CROSS-CAMPUS PARTNERSHIPS:

Our initial goal was to expand our workshop offerings, and we accomplished this goal (see Special Programs above). In addition, we were able to expand our cross-campus and professional partnerships in unexpected ways. Powell Library provided peer Inquiry Specialists to consult with students at our ORL-sponsored Rieber 115 location. We collaborated with the Dashew Center to offer workshops for international undergraduates. We also held the first-ever co-composition tutor training with Athletics Peer Tutoring and the Writing Success Programs. Finally, the UWC has become a member of the SoCal Writing Center Association, and 5 peer learning facilitators attended the February 2015 writing tutor conference at UC San Diego.

Goals for 2014-2015

1. REVAMP PLF EVALUATION SYSTEM:

Student writers evaluate their PLFs at the end of each session, using a seven-category Likert scale and open-ended comments. Our goal is to completely revamp the evaluation system and do fewer, but more intense quantitative evaluation and add qualitative elements to the evaluation.

2. TRAIN EMBEDDED PEER WRITING MENTORS IN UPPER DIV. SOCIAL SCIENCE COURSES:

We have been approached by the Division of Social Sciences to help them pilot a program in which undergraduate peer writing mentors would be embedded in upper division writing-intensive social science courses. The UWC would train the consultants in composition pedagogy.

3. SEEK 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. This year, the UWC will begin the process of seeking certification through one of these two organizations.

4. SEEK FUNDING FOR FACILITATING GRAD. SCHOOL & PROFESSIONAL DOCUMENTS:

More than 1,000 UWC appointments last year (about 9.5% of total appointments) were made to discuss application materials, including personal statements for graduate and professional school, resumes, cover letters and materials for internship applications. Since these documents are not related to coursework, but to undergraduates' future endeavors, we intend to cite this service as a basis for seeking funding from the Student Fee Advisory Committee, an appeal that was successful for our sister unit, the Graduate Student Writing Center