



Annual Report 2012-2013

UCLA Undergraduate Writing Center

Brief Overview

Total Sessions	6,703
Total Courses Served	159
Total Sessions in A61 Humanities	4,999
Total Sessions in Rieber 115	1,064
Total Sessions in Powell 228	640



In 2012-2013, at our three locations, the Writing Center held 6,703 writing consultation sessions, which is up from the 2,900 appointments we offered during 2011-2012. We facilitated 159 courses, which is up from 44 last year. We also opened our 3rd location in partnership with Powell Library in Winter 2013. The table below presents the total appointments conducted over the entire academic year in all three locations.

	A61 Humanities	Powell 228	Rieber 115
Fall 2012	1757	Not open yet	413
Winter 2013	1720	340	331
Spring 2013	1522	300	320

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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 began the academic year with 13 peer learning facilitators. Thanks to emergency funding provided by Vice Provost Smith and Executive Vice Provost Waugh, we were able to hire 9 additional PLFs in the middle of fall quarter, which brought the PLF pool up to 22 PLFs. This year's PLF corps represents the diversity of the UCLA student body. Seven are English majors; six are Political Science majors; four are History majors; two are Communication Studies majors; two are International Development Studies majors; the remaining five represent the following majors: Philosophy, Psychology, Psychobiology, MCDB, and Comparative Literature. Six of them are double-majors, while more than half of them have declared both a major and a minor. Nine of the PLFs were fourth-year students, ten were third-year

PLF Supervisor

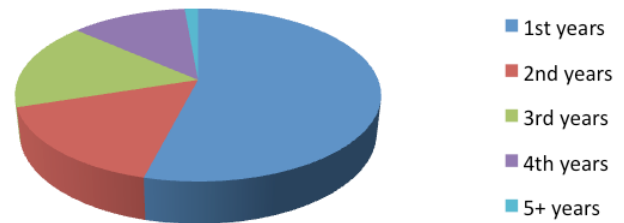
In spring 2013, thanks to the additional funding provided by Vice Provost Smith and Executive Vice Provost Waugh, we were able to hire the UWC's first PLF supervisor, Alexandra Rudolf-Dib. Alexandra has been a PLF at the UWC since it opened in Fall 2011 and she also serves as a PLF for Athletics Peer Learning Lab. In addition to working as a composition PLF, Alexandra also took on administrative tasks including helping coordinate and conduct interviews of PLF applicants for 2013-2014, mentoring PLFs and organizing PLF training sessions. The PLF supervisor position is an invaluable addition to the UWC staffing – Alexandra infused new energy into the PLF training program and brought a useful perspective to the PLF hiring process.

TRENDS IN SERVICE AND USER STATISTICS cont.

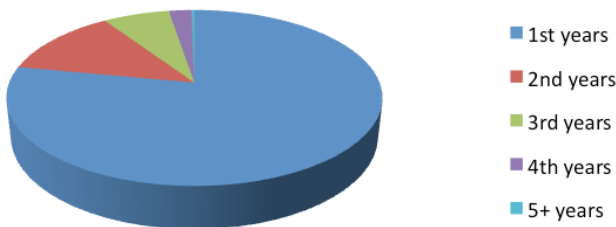
A61 Humanities Location

We conducted 4,999 writing consultation sessions. The UWC in A61 Humanities assisted approximately 1,693 individual student writers from more than 159 courses across campus, which is up from 44 courses last year. The Center's A61 Humanities location served an average of 196 students per week in Fall 2011, 191 in Winter 2013, and 169 students per week in Spring 2013.

HUMANITIES DEMOGRAPHICS



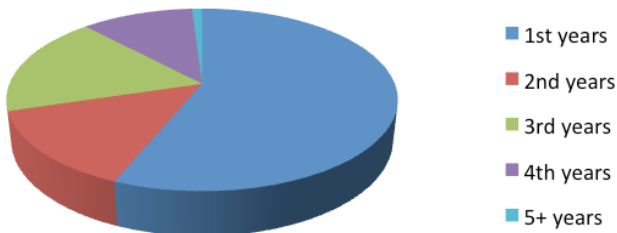
RIEBER DEMOGRAPHICS



Rieber 115 Location

We conducted 1064 writing consultation sessions during the academic year – 413 appointments in fall, 331 appointments in winter and 320 in spring. The UWC in Rieber assisted approximately 568 student writers from more than 40 courses across campus. The Center's Rieber 115 location served an average of 45 students per week in Fall 2012, 37 students per week in Winter 2013 and 35 students per week in Spring 2013.

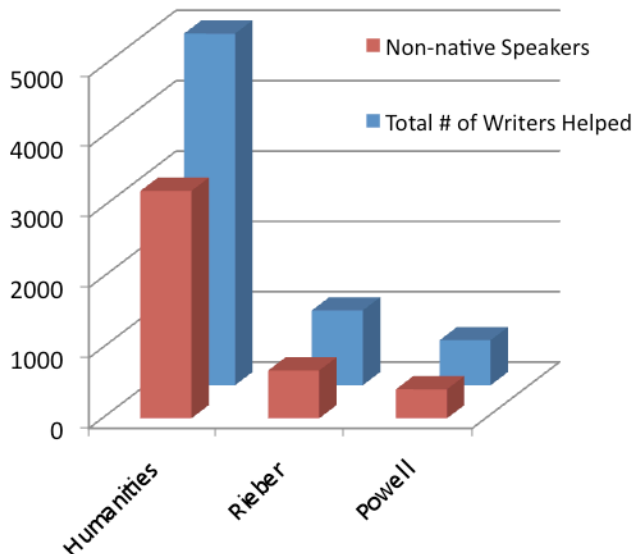
POWELL DEMOGRAPHICS



Opening of Powell 228 Location

In Winter 2013, we opened our newest location in Powell 228 in collaboration with College Library. This location offers 30 hours of composition tutoring per week. The new location accomplishes several goals: 1) it makes peer-to-peer writing consultation services accessible to students who do not live on the Hill during evening and weekend hours. This has allowed us to serve the transfer student population in particular; 2) thanks to specialized training provided by Julia Glassman, the writing specialist librarian at Powell, Powell PLFs are able to orient students to library collections and services as they are working on research-related writing assignments. The funding for this new operation was secured by Kelly Miller, head of College Library, and provided by The Rose Gilbert Fund.

TOTAL CONSULTATIONS



Our Powell location saw 640 writing consultation sessions during Winter and Spring 2013 – 340 appointments in winter and 300 in spring. The UWC in Powell assisted approximately 378 student writers from more than 70 courses across campus. The Center's Powell 228 location served an average of 38 students per week in Winter 2013 and 33 students per week in Spring 2013.

Goals Met 2012-2013

1. Increase Number of Scheduled Appointments per Week

In 2011-2012, we offered approximately 88 weekly appointments – these consisted of 50-minute one-to-one composition appointments, 50-minute online synchronous one-to-one appointments, using Google Docs and Google Voice/Video chat, and walk-in appointments on a first-come, first-served basis. Thanks to emergency funding provided by Vice Provost Smith and Executive Vice Provost Waugh in the middle of Fall 2013, we were able to increase the total number of appointments offered per week to 137. In winter quarter, we offered 141 appointments per week, while in Spring quarter, we offered 130 appointments per week.

2. Upgrade Online Appointment Booking System

Our current online appointment booking system has had difficulty handling the increased appointment traffic in the UWC. We approached the Center for Digital Humanities and they are currently creating a customized appointment and record-keeping system for the Undergraduate Writing Center.

Goals for 2013-2014

1. Secure Ongoing Funding for the UWC

We hope to work in concert with development staff from the Vice Provost's office to secure more permanent outside funding for the UWC. The first step will be to add a link to our website entitled "contribute to the Undergraduate Writing Center."

2. Implement New Online Appointment Booking System

Center for Digital Humanities is creating a new online appointment booking and record-keeping system for the UWC. It will be ready for use in Fall 2013 and we will test it and refine it in early September and into Fall 2013.

3. Increase Number of Appointments Offered per Week

Based on our experience during Fall 2013, we know that the demand for UWC appointments is highest during the Fall. We plan to distribute available appointments so that the highest number of appointments are available in Fall.

4. Implement New PLF Evaluation System

In the coming year, we will several different types of evaluation methods in order to more accurately assess the effectiveness of the services we provide. To this end, we will give some student writers evaluations directly after their sessions. Other students will receive evaluation forms one to two weeks after the date of their appointments. The remaining students will receive evaluation forms in the middle or at the end of the quarter to determine the effectiveness of our work with them.

5. Provide Composition Workshops

In our first two years of operation, we have only offered a few ad hoc workshops upon request from ORL and from USAC Academic Affairs Commission. This coming year, we will seek to partner with units such as AAP and APLL to offer workshops in order to reach a diverse audience and address multiple writing issues.