



## Annual Report 2013-2014

# UCLA UNDERGRADUATE WRITING CENTER

### Brief Overview

Total Sessions	8,530
Total Courses Served	378
Total Sessions in A61 Humanities	6,174
Total Sessions in Rieber 115	1,235
Total Sessions in Powell 228	1,121



In 2013-2014, at our three locations, the Writing Center held 8,530 writing consultation sessions, which is up from the 6,703 appointments we offered during 2012-2013. We facilitated 378 courses, which is up from 159 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 2013	2,244	474	374
Winter 2014	2,093	392	402
Spring 2014	1,837	369	345

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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 26 peer learning facilitators this year. This year's PLF corps represents the diversity of the UCLA student body. Three are English majors; seven are Political Science majors; one is a History major; two are Communication Studies majors; one is an International Development Studies major; four are Psychology majors; two are Comparative Literature majors; one is a Geography major; two are Psychobiology and Biology majors; one is a Human Biology and Society major; one is a Spanish major; and one is an Applied Mathematics major. Eight PLFs are double-majors, while seven have declared both a major and a minor. Seventeen of the PLFs are fourth-year students, seven are third-year students, and two are second-year students.

### Student Writer Evaluation of PLFs

After each appointment, student writers evaluate their PLF. They evaluate the PLFs in seven areas and provide open-ended comments about what was useful and what could be improved. This year, in addition to giving some student writers evaluations to complete immediately after the session, we are now sending about two-thirds of the PLF writer's evaluation forms for student completion AFTER the date of their appointments. This allows us to reduce the "halo effect" that occurs right after the appointment and, hopefully, get more measured and accurate responses to the PLFs' work.

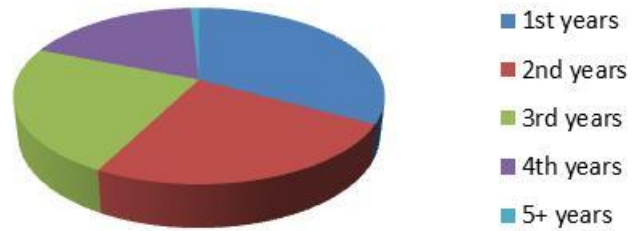
# TRENDS IN SERVICE AND USER STATISTICS

cont.

## A61 Humanities Location

We conducted 6,174 writing consultation sessions. The UWC in A61 Humanities assisted approximately 4,000 individual student writers from more than 350 courses across campus, which is up from 159 courses last year. The Center's A61 Humanities location served an average of 250 students per week in Fall 2013, 233 students in Winter 2014, and 205 students in Spring 2014.

## HUMANITIES DEMOGRAPHICS



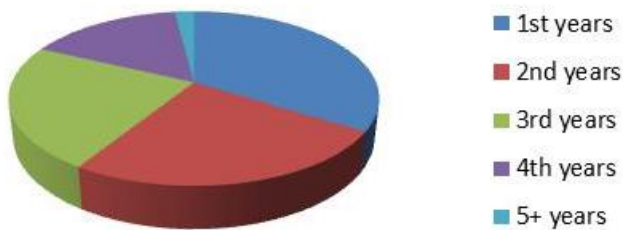
## RIEBER DEMOGRAPHICS



## Rieber 115 Location - Funded by ORL

We conducted 1,235 writing consultation sessions in Rieber 115 throughout the academic year — 474 appointments in Fall 2013, 392 appointments in Winter 2014, and 369 appointments in Spring 2014. The UWC in Rieber 115 assisted approximately 500 different student writers, averaging 53 appointments per week in Fall, 44 in Winter and 41 in Spring.

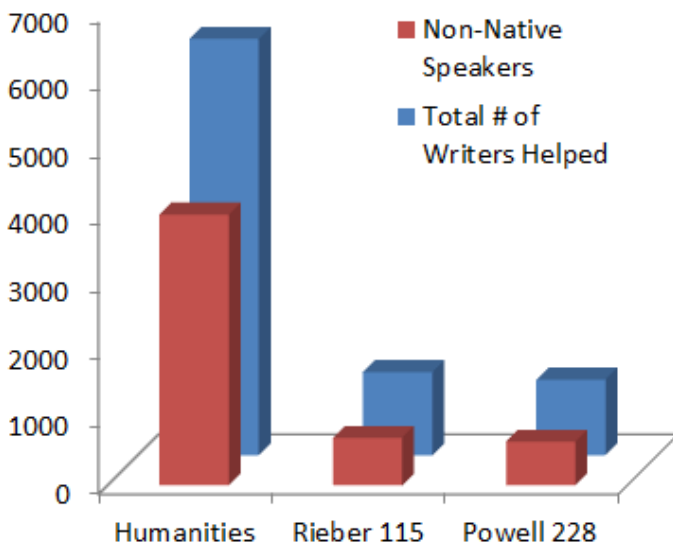
## POWELL DEMOGRAPHICS



## Powell 228 Location - Funded by Powell

Our Powell location saw 1,121 writing consultation sessions with 374 appointments during Fall, 402 during Winter, and 345 during Spring. The UWC in Powell assisted over 400 student writers, averaging 42 per week in Fall, 45 in Winter, and 39 in Spring.

## TOTAL CONSULTATIONS



## SPECIAL PROGRAMS

We collaborated with professors and student organizations to offer specialized writing assistance:

### Fall 2013

- Coordinated with Professor David West Brown to enable AL/TESL 111/211 students to volunteer at the UWC for course credit
- Training of Powell Library Inquiry Specialists in basic composition consulting techniques

### Winter 2014

- Hedrick Summit Writing Workshop
- Rieber Resume Writing Workshop
- USAC Resume Writing Workshop
- Academic Services Expo -- Academic Affairs Commission

### Spring 2014

- Bruin Day
- Transfer Bruin Day (including a combined presentation with the Writing Success Program)

## Goals Completed in 2013-2014

### **1. IMPLEMENT & TROUBLESHOOT THE NEW ONLINE APPOINTMENT BOOKING & RECORD-KEEPING SYSTEM:**

We have worked with the Center for Digital Humanities to develop and refine the appointment system to better serve our needs. We are focusing on improving the system's functionality and accuracy of reports and creating a clearer interface for the receptionists to view open appointments.

## Goals for 2014-2015

### **1. CHANGE PLF EVALUATION SYSTEM:**

Student writers evaluate their PLFs at the end of each session, using a seven-category Likert scale and open-ended comments. In the coming year, we hope to refine the categories and explore other methods to collect qualitative data on the PLFs' work.

### **2. PROVIDE COMPOSITION WORKSHOPS:**

This coming year, we will seek to expand our workshop offerings and partner with other campus units and student organizations to offer workshops in the hopes that jointly-sponsored workshops will reach a diverse audience and address multiple writing needs.

### **3. INTRODUCTION OF NEW SERVICE FOCUSED ON ORAL**

Writing centers at most publicly funded universities facilitate sessions focused on oral presentations. Most centers video tape student presentations after which PLFs & the presenter(s) meet to discuss strengths and areas for improvement. We hope to make such a service available next academic year.

### **4. SECURE ONGOING FUNDING FOR THE UNDERGRADUATE**

We have begun working with Corporate and Foundation Relations to secure more permanent outside funding for the UWC. This year, we wrote a concept paper for the Ralph M. Parson's Foundation, although it was not selected.