

# Language Learning Center

## Annual Report 2018-2019 Old Dominion University



World Languages  
& Cultures  
Department

757-683-3364 <https://www.odu.edu/languagelearningcenter>

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# About the Center

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## Mission Statement

Our commitment to Old Dominion University and the Hampton Roads community is to provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture based in pedagogically sound research, best practices, and the World-Readiness Standards for Learning Languages.

## Goals

The LLC offers a variety of resources to enhance students' language preparation and appreciation of cultures. Students actively participate in the language learning process and a shared Community of Learning. Our goal is to improve oral, listening, reading, and writing skills development supported by technologies; enrich traditional classroom and online learning environments; and actively contribute to students' language experience to become global citizens.

## LLC Hours & Equipment

Mondays & Tuesdays	Wednesdays & Thursdays	Fridays	Saturdays & Sundays
9:00 AM – 7:00 PM	9:00 AM – 5:00 PM	9:00 AM- 3:00 PM	CLOSED

LLC Equipment	
RESOURCE CENTER DESCRIPTION	CLASSROOM DESCRIPTION
13 - Dell Optiplex 390 Computers with Sanako Tandberg Educational headsets and microphones, and Logitech webcams	15 - Dell Optiplex 390 Computers with Sanako Tandberg Educational headsets and microphones, and Logitech webcams
1 - Student work station with Dell Optiplex 390 Computer with Sanako Tandberg Educational headset and microphone, and Logitech webcam	Sharp 80" LED display screen
	1 - Instructor work station with Dell Optiplex 390 Computer with Sanako Tandberg Educational headset and microphone, and Logitech webcam
	Crestron touch panel user interface with Professional Media System DMPS3-200-C
	Apple TV for streaming
	KSI Ceiling tile speakers
	Power Center



Figure 1: LLC carrels and classroom

## Services

<b>Software Applications</b>	Tell Me More (German / French / Italian / Spanish) Rosetta Stone (Arabic / Chinese / Japanese)
<b>Audio/Video</b>	Audacity Webcams
<b>World Language Apps</b>	Japanese French
<b>Telecollaborative Conversations/Exchanges</b>	TalkAbroad WeSpeke Mixxer Hello-Hello
<b>Podcasting/Recorded Course Content</b>	Participating faculty members in German, French, and Japanese record entire course content (audio, video, textbook, whiteboard, internet sites, etc.) with the help of ODU's Office of Distance Learning. The recorded course content (RCC) is made available to students on the ODU Online Web Conference class Launch page at: <a href="https://online.odu.edu/video/online-class">https://online.odu.edu/video/online-class</a>
<b>Satellite News</b>	SCOLA Affiliation
<b>Tutoring</b>	French and Spanish available online at <a href="http://www.tutor.com">www.tutor.com</a> Japanese 111, 212, 309 Chinese 111 Vietnamese
<b>Assessment</b>	Proctored course tests ACTFL LTI - OPIc, WPT, LPT SACS Review WEAVE Chinese (HSK, HSKK, YCT)
<b>Film Collection &amp; Screening</b>	French, German, Spanish, Japanese, English, Russian
<b>Resource Materials</b>	Available on LLC website and onsite
<b>Workshops &amp; Professional Development</b>	FLAVA, IALLT, TalkAbroad, Interactive Teachers Workshop Services, CHIPS Build Your Own Website
<b>Language Outreach/Service Learning</b>	Language in Motion – ODU, Visiting Alumni Lecture Series

## Meet the Faculty & Staff



**Betty Rose Facer**, Master Lecturer and Director, has over 20 years of experience in managing language resource centers to incorporate technology into the world language classroom, as well as teaching. She is the past President of the Mid-Atlantic Association for Language Learning Technology and was elected to serve as IALLT's (International Association for Language Learning Technology) and CALICO's (Computer Assisted Language Instruction Consortium) Official Delegate to the Joint National Committee for Languages (JNCL) in Washington, D.C. to identify national needs and to plan national language policies.

For the past twenty-three years, Ms. Facer has collaborated with ODU faculty and students to develop a variety of pedagogical innovations for world language teaching and learning. Her research interests focus on technology in second language acquisition, computer-mediated communication, online learning, and mobile-assisted language learning. She has presented papers at IALLT, ACTFL, CALICO and MFLA and her publications appear in ReCALL, IALLT, Computers & Education, and the International Journal of Distance Education Technologies. She is the recipient of the 2016 ACTFL/CENGAGE Learning Faculty Development Programs Award for Excellence in Foreign Language Instruction Using Technology with IALLT (Postsecondary) and the 2017 recipient of the ACTFL-CALICO Distance Learning Online Teaching Award for Higher Education.



**Phuong Pham**, LLC Assistant (Vietnam). Pham is an information technology student at Old Dominion University. Previously, he earned a bachelor's degree in international business in Vietnam and a bachelor's degree in electrical engineering in America. He enjoys writing code and working in the computer field.  
Pham tutors all levels of Vietnamese.



**Cindy Ly**, LLC Assistant (Virginia, USA). Cindy Ly is a sophomore majoring in Dental Hygiene and minoring in Community Health at Old Dominion University. She is from Virginia Beach, Virginia and she can speak Cantonese and Mandarin Chinese. Cindy believes learning a foreign language is a great way to broaden one's communication skills and to understand the different cultures around the world. She enjoys seeing many students happy and motivated to learn new languages in the LLC.

Cindy tutors Beginning Chinese 111.



**Camryn Frederick**, LLC Assistant (Virginia, USA). Camryn Frederick is a freshman at Old Dominion University. She is a nursing major and Spanish minor. She is from Charlottesville, Virginia. When she graduates, she hopes to become an intensive care nurse. Camryn believes it is important to know another language so she can communicate better with others. Camryn enjoys working in the LLC because she gets to see lots of students who want to learn new languages and expand their horizon.



**Kaidel Harris**, LLC Assistant (Virginia, USA). Kaidel Harris is majoring in English with a concentration in Applied Language Studies and minoring in Japanese and expecting to graduate in 2020. Born and raised in Chesterfield, Virginia, Kaidel has been interested in language learning from a young age. Focusing primarily on Japanese at the moment, she hopes to expand her language repertoire in the future. Between 2014 and 2016 she studied and worked abroad in Osaka, Japan and has returned to finish her degree at ODU. Working at the Language Learning Center is practical for her as she considers working in the language education field after graduation. She is incredibly happy to have this opportunity to be surrounded by a language learning environment for work.

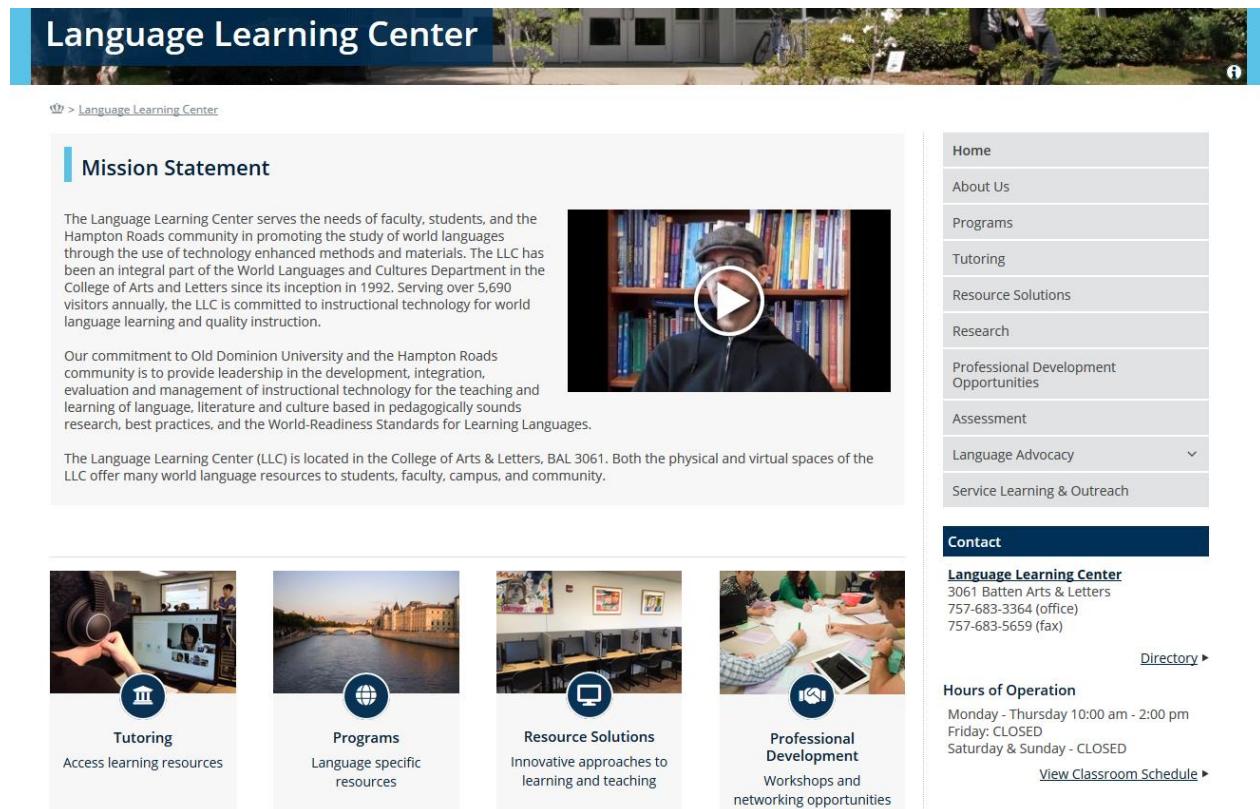
Kaidel tutors Japanese 111, 212, 309.

# Highlights

## New LLC Website Launch

The Language Learning Center launched a new website in August 2018! While located at the same address, <https://www.odu.edu/languagelearningcenter>, the new website completely replaces the previous one, offering a fresh design with photographic images as well as enhanced navigation, functionality, and interactivity from any device.

Explore the LLC website where you will easily find innovative approaches to learning and teaching languages (Resource Solutions), language specific resources (Programs), tutoring options available for free (Tutoring), survey and testing for world languages (Assessment), workshops and networking opportunities (Professional Development), leadership in cutting-edge technologies for world languages (Research), support for world languages education (Advocacy), community outreach and partnerships (Service Learning and Outreach), and LLC employment (Directory). The website hosts our latest initiative: Lead with Languages – ODU to share student and alumni experiences with world languages.



The screenshot shows the homepage of the Language Learning Center website. At the top, there is a header with the center's name and a photo of the building. Below the header, a breadcrumb trail shows the user is on the 'Language Learning Center' page. The main content area features a 'Mission Statement' section with text and a video player, followed by a paragraph about the center's commitment to Old Dominion University and the Hampton Roads community. A sidebar on the right lists various menu items: Home, About Us, Programs, Tutoring, Resource Solutions, Research, Professional Development Opportunities, Assessment, Language Advocacy, and Service Learning & Outreach. At the bottom, there are four boxes representing different services: Tutoring, Programs, Resource Solutions, and Professional Development.

[Home](#)

[About Us](#)

[Programs](#)

[Tutoring](#)

[Resource Solutions](#)

[Research](#)

[Professional Development Opportunities](#)

[Assessment](#)

[Language Advocacy](#)

[Service Learning & Outreach](#)

**Mission Statement**

The Language Learning Center serves the needs of faculty, students, and the Hampton Roads community in promoting the study of world languages through the use of technology enhanced methods and materials. The LLC has been an integral part of the World Languages and Cultures Department in the College of Arts and Letters since its inception in 1992. Serving over 5,690 visitors annually, the LLC is committed to instructional technology for world language learning and quality instruction.

Our commitment to Old Dominion University and the Hampton Roads community is to provide leadership in the development, integration, evaluation and management of instructional technology for the teaching and learning of language, literature and culture based in pedagogically sound research, best practices, and the World-Readiness Standards for Learning Languages.

The Language Learning Center (LLC) is located in the College of Arts & Letters, BAL 3061. Both the physical and virtual spaces of the LLC offer many world language resources to students, faculty, campus, and community.

**Tutoring**  
Access learning resources

**Programs**  
Language specific resources

**Resource Solutions**  
Innovative approaches to learning and teaching

**Professional Development**  
Workshops and networking opportunities

**Language Learning Center**  
3061 Batten Arts & Letters  
757-683-3364 (office)  
757-683-5659 (fax)

[View Classroom Schedule ▶](#)

Figure 2: New LLC website

## Student Employee of the Year Awards Celebration (SEOTY)

We congratulate our Language Learning Center student assistant, **Phuong Pham**, who was honored at the annual Student Employee of the Year Awards! The SEOTY award is a part of the National Student Employee Association's Student Employee of the Year Celebration. This year thirty-six student workers across the ODU campus were celebrated for their hard work on April 18. It is an honor to recognize Pham for his dedication to the LLC where he is committed to serving the needs of students, faculty, and the Hampton Roads community with his knowledge of world languages and cultures, technologies that assist learners with different skill sets, and an insightful understanding from the student perspective. Pham was awarded a framed certificate and several well-deserved gifts! We are grateful for his service.



Figure 3: Phuong Pham at SEOTY Awards, April 18, 2019



Figure 4: SEOTY Nominees

## New Trial: Totor.com – 24/7 Online Tutoring

24/7 online tutoring via Tutor.com is available for a **trial period** until June 30, 2019. Access to the online tutoring platform is **limited to students enrolled in French and Spanish 101-102.**

### Access to Dynamic Academic Support:

Expert tutors are available around the clock to meet students at their point of need. Students facing demanding schedules, extracurricular commitments, and family obligations can get the help they need when they need it--outside of class, faculty office hours and when other on-campus services are closed.

- 24/7 On-demand tutoring
- Scheduled tutoring
- Drop-off essay review
- Diagnostic quizzes

The figure consists of two screenshots of the Tutor.com website. The top screenshot shows the 'Campus Tutoring' page for Old Dominion University. It features a banner with two students working on laptops, the URL <https://www.odu.edu/success/academic/tutoring>, and a 'Connect to Tutor.com tutor' button with a red arrow pointing to it. The page also includes information about the trial period, support availability, and a 'CAMPUS TUTORING - FLYER' link. The bottom screenshot shows the 'Welcome to the Tutor.com Learning Suite!' page, which includes fields for 'Username' and 'Password', a 'Forgot your password?' link, and a 'SIGN IN' button. Logos for The Princeton Review and Old Dominion University are visible at the top of this page.

Figure 5: Tutor.com

Actionable Retention Data: Our usage and diagnostic data provide targeted and timely insight into the specific challenges facing an individual student or a full class. Empower your faculty and student success staff to take action early in their students' academic journey.

## Lead with Languages ODU Campaign

**Lead with Languages** is an unprecedented, multi-year campaign aimed at reversing the nation's language skills gap and making language learning a national priority. The campaign seeks to build awareness across the U.S. about the growing importance of language skills to a wide array of careers - and to our nation's economy, national security and international standing - with the ultimate goal of supporting a new generation of Americans competent in other languages and cultures and equipped to compete and succeed in a global economy.

"Ninety-five percent of the world's consumers live outside the U.S., and our own country's demographic makeup is changing dramatically, yet a minimal number of Americans are proficient or on their way to becoming proficient in a second language," said Marty Abbott, Executive Director of the American Council on the Teaching of Foreign Languages (ACTFL), which spearheaded the campaign. "We have a significant language gap in this country on which *Lead with Languages* will shine a national spotlight.



### Learn How to Lead with Language!



Susan O'Brian, M.A. Humanities, 2017 (French Teacher)



Kevin Martinez Rivera, B.A. French & B.S. Accounting, 2018 (French Teacher)

Language proficiency is no longer a luxury; it is a vital necessity to career success in the 21st century and one of the top qualifications employers are now seeking."



Meet Amy Ferris, B.A. Asian Studies with Japanese Studies Minor (2020)

My name is Amy Ferris, and I have studied both German and Japanese for three years at Old Dominion University. My training in these two languages has been extensive, and my skill is now considered to be somewhere in the intermediate level in both languages. I am writing this to provide some insight into my experiences learning foreign language for teachers, students, and those who may be considering future studies in foreign language learning. For all intensive purposes, I am going to focus on my experience learning Japanese in this paper, and any tactics or advice certainly also applies to German or any other foreign language study.

In the beginning, Japanese 101 started off by refining my ability to read and write in Japanese alphabets Hiragana and Katakana. I had studied those two alphabets before going to college, but during class I quickly realized that I had never tried writing it by hand or on a computer [...]

[Read More of Amy's Story ▶](#)

Figure 6: Lead with Languages ODU Campaign website  
<https://www.odu.edu/languagelearningcenter/lead-with-languages>

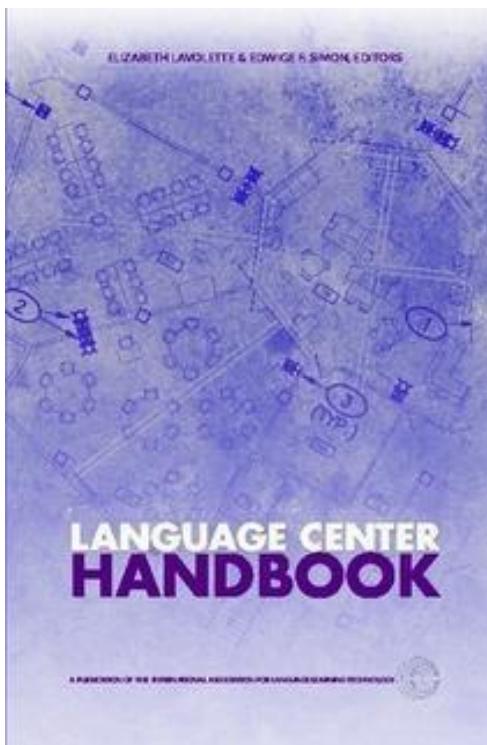
# Research

## TalkAbroad Long Term Research Grant (2018-2020) - \$16,000

The TalkAbroad long term research grant (TA-LTRG) combines purposeful telecollaborative conversations with integrative learning practices (ILP) that afford students the opportunity to practice the target language in authentic social contexts and to process their learning of that language. The robust longitudinal study tracks individual student learning outcomes and progress over four semesters. Since telecollaborative conversations are becoming “a ‘normalized’ part of foreign language learning” (O’Dowd, 2011, p. 368) in our department of World Languages and Cultures, it will be of particular interest to track students as they progress from the novice/intermediate-levels to more advanced levels using the same telecollaborative tool to determine students’ academic learning outcomes, including language skills development and engagement. In conjunction with this individualized student tracking, the study incorporates ILP and e-Portfolio-Based Pedagogy (e-PBP) that facilitates the research project and engages students to reflect on their learning (Deardorff, 2011; Polisca, 2011; Peet et al., 2011)



## Language Center Handbook



The Language Center Handbook is a collection of new chapters and updates to chapters previously published in IALLT’s Language Center Management and Language Center Design volumes. The chapters cover topics related to both language center management and design, including case studies from various contexts. This publication is a useful resource for language center directors and staff ready to embrace new opportunities for their centers. The Language Center Handbook also provides valuable information for administrators trying to understand what language centers do and how they differ from other academic support units, for committees in charge of designing or redesigning language centers, and for faculty advocating for the addition of a language center at their institution.

Facer, B.R. & Stein, J. (2018). The fundamentals of grants for world language education, In E. Simone and B. Lavolette (Eds.) IALLT management manual. International Association for Language Learning Technology.

Figure 7: Publication

# Professional Development and Workshops

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## FLAVA Teacher Workshops

### 1. October 18, 2018 Arts in the World Language Classroom

Learn how to incorporate the arts in your language teaching. Be it painting, music, or poetry, art can be a fun and memorable tool when learning languages. From quick tips to full activities, you will discover how easy it can be to add the arts, even if you are not an artist yourself.

### 2. November 29, 2018 Promoting Student Voice and Creativity in the World Language Classroom

Are you looking for ways to promote creativity and student voice in the world language classroom? In this workshop, participants will explore various ways that students can share their understanding of the content in creative ways using technology. Participants will leave this workshop with ideas for both spoken and written communication in the target language for all levels. Bring a device and get ready to create and to share your voice.

### 3. January 31, 2019 Blended Learning: Where Virtual Instruction Comes Face to Face with Classroom Practices to best Prepare 21st Century Students

Amplify student engagement & motivation, increase student responsibility & independence and achieve higher learning outcomes via inclusion of virtual instruction components in the everyday classroom experience. The presenter will focus on highlighting the benefits of utilizing strategies & tools from virtual instruction in the brick & mortar classroom as well as the importance of bringing the best practices from the face to face classroom into the world of virtual instruction. The best from both worlds.

### 4. March 7, 2019 Virginia LinguaFolio Online – The Power of Portfolio Assessments

This session will focus on how to utilize language learning portfolios to unlock the reflective power of learners. Specifically, we will review the NCSSFL (National Council of State Supervisors for Languages) Reflective Cycle and research related to motivation, reflection, and academic growth. We will also provide a brief overview of how Virginia's LinguaFolio Online can be utilized to realize these benefits and practical approaches to classroom implementation of the tool.



# Advocacy

## Capitol Hill Visits and New Legislation

On February 14th, 2019 in Washington, D.C., over 160 world language advocates - from business to education - gathered in the nation's Capitol to meet with members of Congress for Language Advocacy Day, an annual summit of administrators, educators, and language industry leaders organized by the Joint National Committee for Languages (JNCL). Betty Rose Facer joined the Virginia Commonwealth Delegation to visit the offices of Senator Tim Kaine and Senator Mark Warner. **Read More:** <https://languagepolicy.org/teachers-business-owners-storm-capitol-hill-to-advocacy-multilingualism/>

## Computer Coding

On January 8<sup>th</sup> 2019, Delegate Glenn Davis of Virginia Beach introduced House Bill 2125 which would allow all career and technical education classes to replace world languages for the advanced diploma. HB2125 "directs the Board of Education to establish a pathway to the advanced studies high school diploma that **requires advanced coursework in career and technical education *in lieu of* world language coursework** and any other required course that the Board deems appropriate."

The vast majority of legislatures have rejected this misguided movement because they have realized that "coding bills" like HB2125 only exacerbate the language teacher shortage –currently affecting 44 states and DC; cause confusion among parent, teachers and university admissions who do not consider "coding language" satisfactory to replace a "world language" requirement; and would undercut the ability of next generation of leaders to communicate and interact in the global economy of the 21st century.

On Monday, January 21<sup>st</sup>, within 72 hours of its first hearing, Virginia's coding bill, HB2125, was defeated. The education subcommittee's majority vote prevented the bill from progressing to a full committee hearing. A handful of language advocates headed to the capital to speak out about the bill during Monday's subcommittee hearing. The resurfaced bill would have allowed alternative courses, including computer coding, to substitute world language credits for high school students seeking an "advanced diploma." Defeating the reintroduced bill is yet another testament of the importance of keeping world languages and computer languages as separate educational priorities, as well as the effectiveness of grassroots advocacy from the language community. This victory would not be possible without our partners at the Virginia Organization of World Languages Supervisors (VOWLS), Foreign Language Association of Virginia (FLAVA), American Council on the Teaching of Foreign Languages (ACTFL), and all those who wrote and called to their representatives.



**PRESS RELEASE**  
ON FEBRUARY 14TH, 2019  
IN WASHINGTON, DC

# SPEAK UP FOR LANGUAGES

Teachers, Business Owners Storm Capitol Hill to Advocacy Multilingualism

FOR IMMEDIATE RELEASE

WASHINGTON, D.C., FEB. 14, 2019 – Over 160 world language advocates –from business to education– gather in the nation's Capitol today, February 14, to meet with members of Congress for Language Advocacy Day, an annual summit of administrators, educators, and language industry leaders organized by the [Joint National Committee for Languages \(JNCL\)](#).

World language educators PreK-12, researchers, analysts, translators, interpreters, business owners, and representatives of leading language associations from over 42 states are advocating to the Congress and Executive Branch for increased support for language programs and activities across all areas of the federal government.

[READ MORE](#)

Language Advocacy Day is made possible by the generosity of our partners:

**VISTA HIGHER LEARNING** **SANTILLANA USA**

Join National Committee for Languages  
202.580.8684 | [languagepolicy.org](http://languagepolicy.org) | [www.languagepolicy.org](http://www.languagepolicy.org)

# Summary and Survey

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## Summary

As Director of the Language Learning Center (LLC), I am pleased to report that we welcomed more than 4,980 students, faculty, and community members during the academic year 2018-2019. Although this represents a slight decrease in attendance from the previous year, this may be attributed to an increase in the virtual online LLC environment and the launch of our new website. This year our successful research projects include telecollaborative conversations and integrative learning practices to engage students of world languages as well as the continuation of our NEH podcasting/recorded course content for students and faculty.

According to our annual survey, 50.62% of the visitors (respondents) use the LLC daily or from three to four days each week. Of significant interest are the respondents who use the physical space of the LLC to access online materials (73.21%), resource materials (41.07%), language specific software applications (28.57%), assessment (23.21%), language exchange-telecollaboration (10.71%), free language tutoring (7.14%), workshops (7.14%), films (3.57%), and language clubs (1.79%).

The launch of the new LLC website in late August 2018 has proven to be a success. The new website ratings of “very good” to “excellent” for ease of use (75.65%), content (87.21%) and helpfulness (78.2%) all represent an increase of 5-6.4% over the previous year and a work in progress. Likewise, the virtual space of the LLC has seen a significant uptick in usage over the previous year as visitors report using audio/visual materials (89.23%), resource links (43.09%), Podcasting/Recorded Course Content (36.92%), language exchange-telecollaboration (24.62%), contact information (23.08%), online tutoring (10.77%), and SCOLA - Satellite Communications for Learning (9.23%). Not only does this demonstrate a much-improved website, but it also demonstrates how engaged the LLC staff is in communicating effective resources to our many visitors. Once students learn how to use these valuable resources, they may access them anytime and anywhere. In addition, it is gratifying to see the development of the NEH Podcasting/Recorded Course Content for students and faculty over the past decade.

It is, therefore, not surprising that our staff ratings are so impressive. The LLC staff ratings of “very good” to “excellent” for being helpful (87.34%), knowledgeable (88.6%), courteous (87.35%) and professional (86.07%) demonstrate a firm commitment to customer service and, more importantly, to our language/culture learning mission. To further demonstrate such dedication, our long-time student assistant, Phuong Pham, was nominated and recognized for his valuable service to the LLC in the annual Student Employee of the Year Awards.

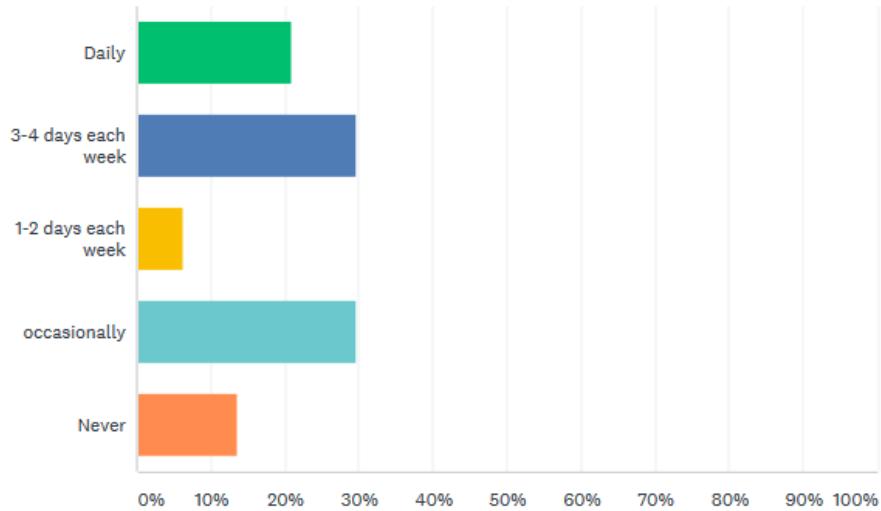
Finally, visitors made the following suggestions to our open ended questions on how best to improve the LLC and to help meet their language learning needs: “Duolingo; More activities set up by the LLC; Windows 10; More languages textbook availability; More hours to study; Later hours and advanced language tutoring by the teacher; more reference materials for languages; More dictionaries for foreign languages; Apple computers and software; Evening and weekend hours; New headsets for use; group class studies; More available times; More resources; More physical study materials; It would be nice if the LLC could get a bigger more inviting space, where students could come more often to interact with other language learners; Better headphones as the quality isn't the best; Evening and weekend hours; maybe longer hours.” Each comment is reviewed and evaluated according to mission of the LLC and budgetary constraints. Every effort is made to address student needs.

We are pleased to conclude that the overall satisfaction rating for the LLC is 94.94% and the virtual LLC is 89.75%. Our commitment to students, faculty and the Hampton Roads community remains steadfast – to provide leadership in the development, integration, evaluation, and management of instructional technologies for teaching and learning world languages and cultures. Our methodologies are always based on pedagogically sound research, best practices, and the ACTFL World Readiness Standards for Learning Languages.

## Survey Results

### How often do you use the Language Learning Center (LLC)

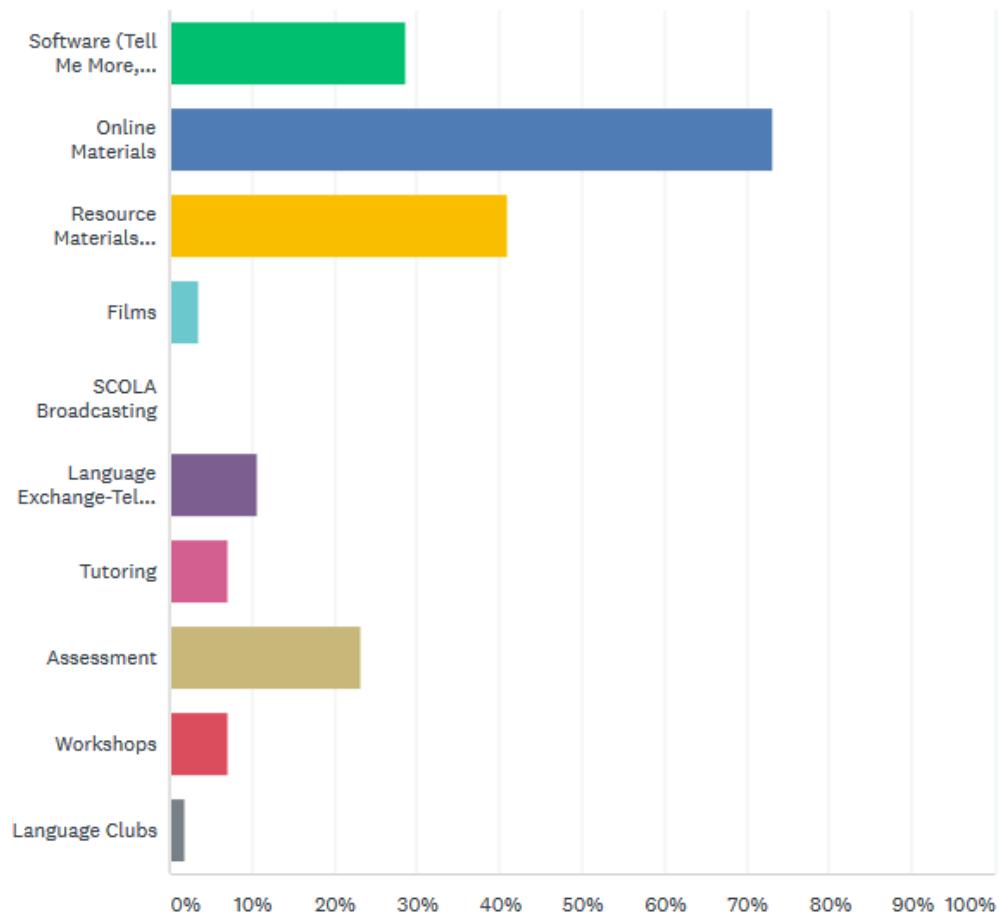
Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES
▼ Daily	20.99%
▼ 3-4 days each week	29.63%
▼ 1-2 days each week	6.17%
▼ occasionally	29.63%
▼ Never	13.58%
<b>TOTAL</b>	<b>81</b>

## What do you use in the LLC? Check all that apply.

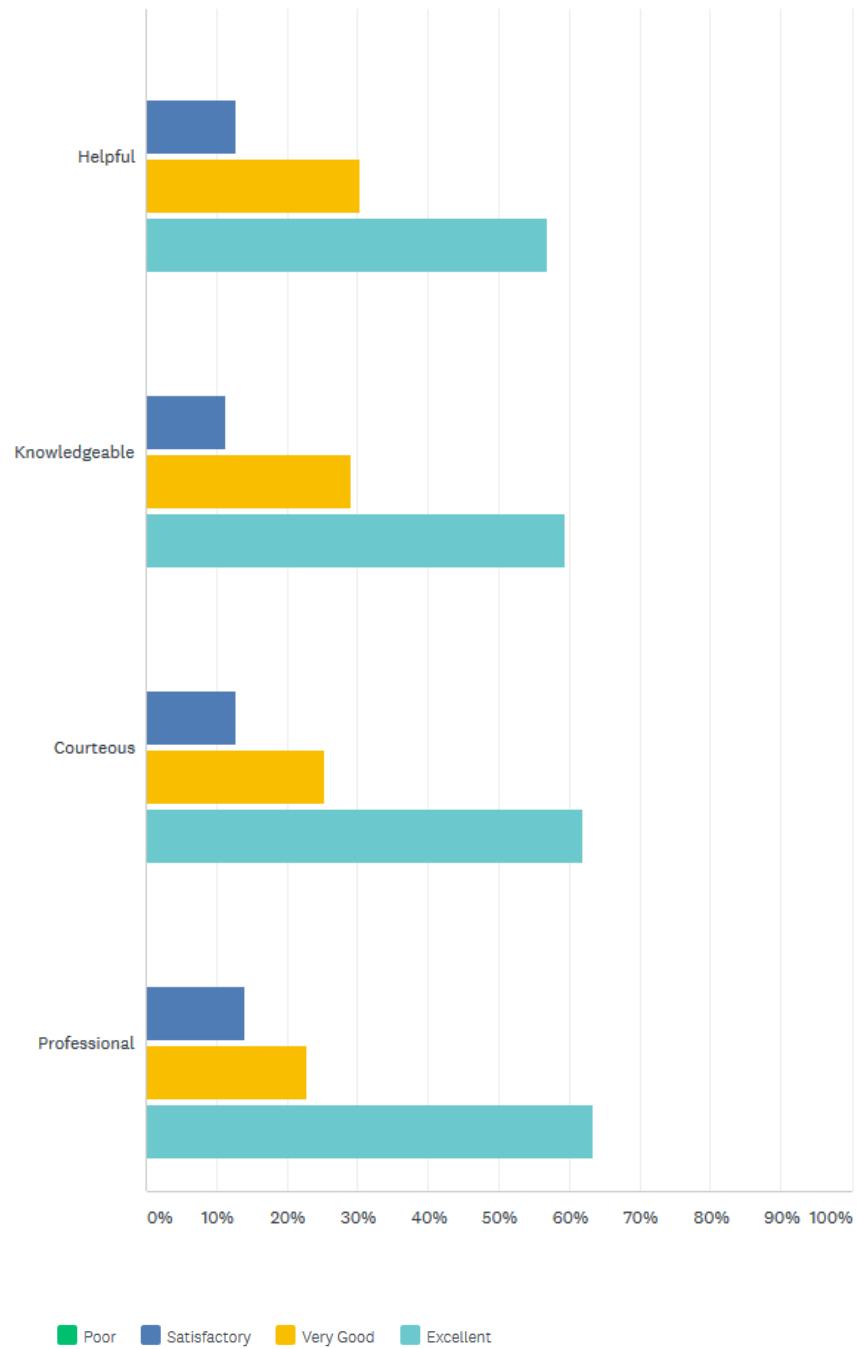
Answered: 56 Skipped: 25



ANSWER CHOICES	RESPONSES
Software (Tell Me More, Rosetta Stone, Pronunciator, Audacity, etc.)	28.57% 16
Online Materials	73.21% 41
Resource Materials (print)	41.07% 23
Films	3.57% 2
SCOLA Broadcasting	0.00% 0
Language Exchange-Telecollaboration	10.71% 6
Tutoring	7.14% 4
Assessment	23.21% 13
Workshops	7.14% 4
Language Clubs	1.79% 1

## Please rate the STAFF on the following:

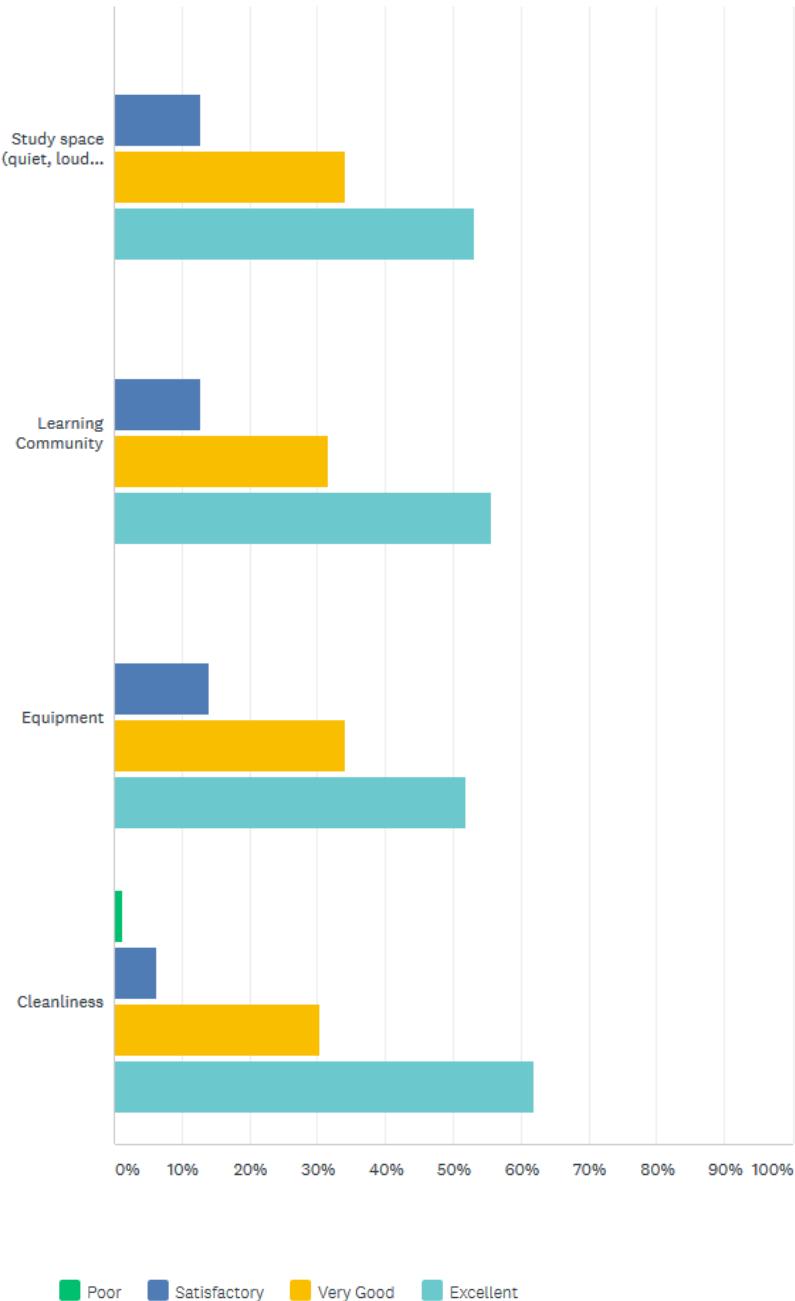
Answered: 79    Skipped: 2



	POOR	SATISFACTORY	VERY GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Helpful	0.00% 0	12.66% 10	30.38% 24	56.96% 45	79	3.44
Knowledgeable	0.00% 0	11.39% 9	29.11% 23	59.49% 47	79	3.48
Courteous	0.00% 0	12.66% 10	25.32% 20	62.03% 49	79	3.49
Professional	0.00% 0	13.92% 11	22.78% 18	63.29% 50	79	3.49

## Please rate the LLC ENVIRONMENT on the following:

Answered: 79    Skipped: 2

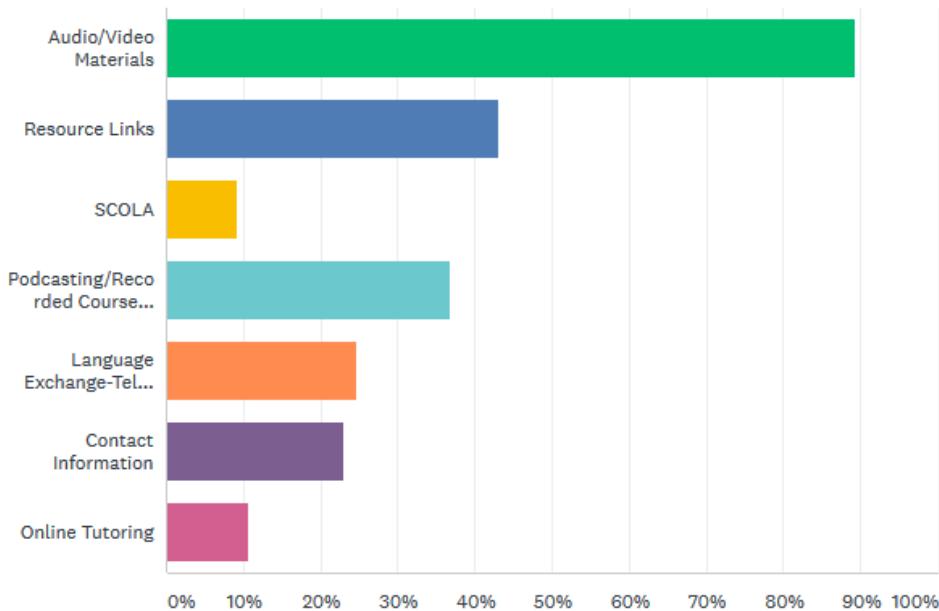


Poor    Satisfactory    Very Good    Excellent

	Poor	Satisfactory	Very Good	Excellent	Total	Weighted Average
Study space (quiet, loud, etc)	0.00% 0	12.66% 10	34.18% 27	53.16% 42	79	3.41
Learning Community	0.00% 0	12.66% 10	31.65% 25	55.70% 44	79	3.43
Equipment	0.00% 0	13.92% 11	34.18% 27	51.90% 41	79	3.38
Cleanliness	1.27% 1	6.33% 5	30.38% 24	62.03% 49	79	3.53

## Please check all "VIRTUAL" LLC ONLINE MATERIALS used:

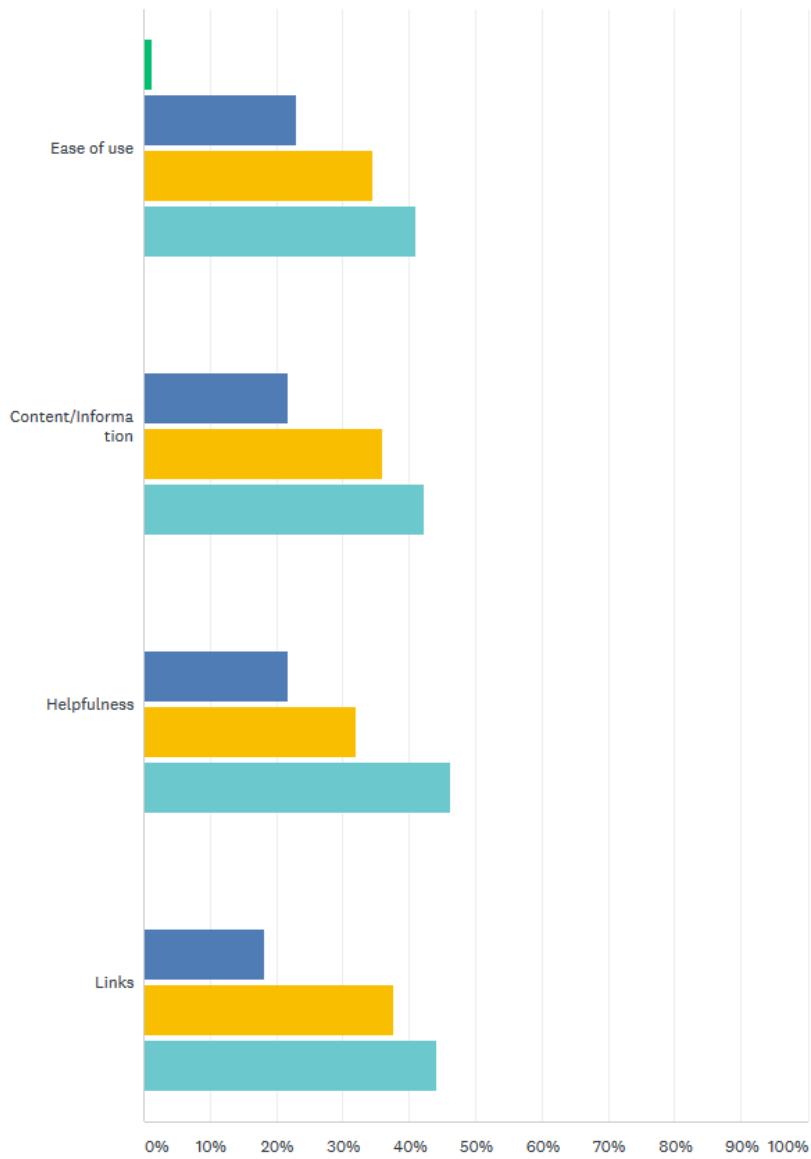
Answered: 65 Skipped: 16



ANSWER CHOICES	RESPONSES
▼ Audio/Video Materials	89.23% 58
▼ Resource Links	43.08% 28
▼ SCOLA	9.23% 6
▼ Podcasting/Recorded Course Content	36.92% 24
▼ Language Exchange-Telecollaboration	24.62% 16
▼ Contact Information	23.08% 15
▼ Online Tutoring	10.77% 7
Total Respondents: 65	

## Please rate the LLC WEBSITE on the following:

Answered: 78    Skipped: 3

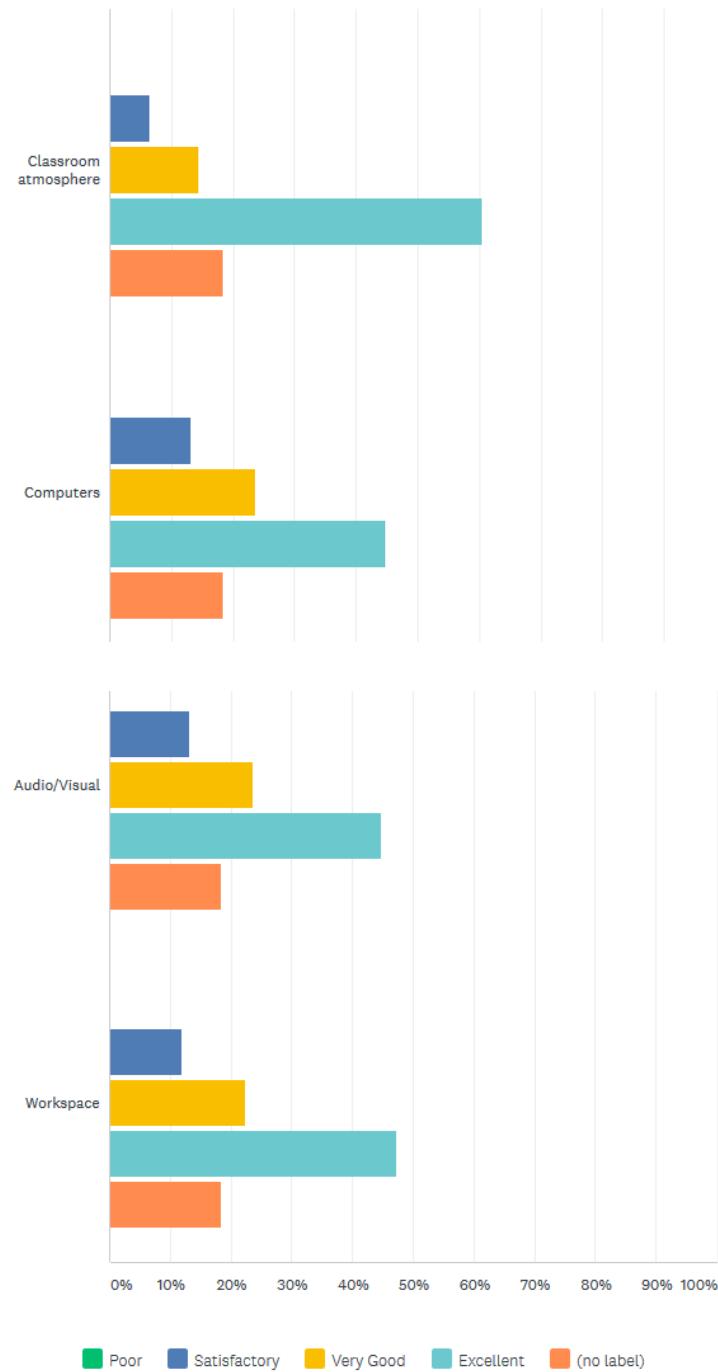


■ Poor ■ Satisfactory ■ Very Good ■ Excellent

	POOR	SATISFACTORY	VERY GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Ease of use	1.28% 1	23.08% 18	34.62% 27	41.03% 32	78	3.15
Content/Information	0.00% 0	21.79% 17	35.90% 28	42.31% 33	78	3.21
Helpfulness	0.00% 0	21.79% 17	32.05% 25	46.15% 36	78	3.24
Links	0.00% 0	18.18% 14	37.66% 29	44.16% 34	77	3.26

## If you used the LLC CLASSROOM, please rate the following:

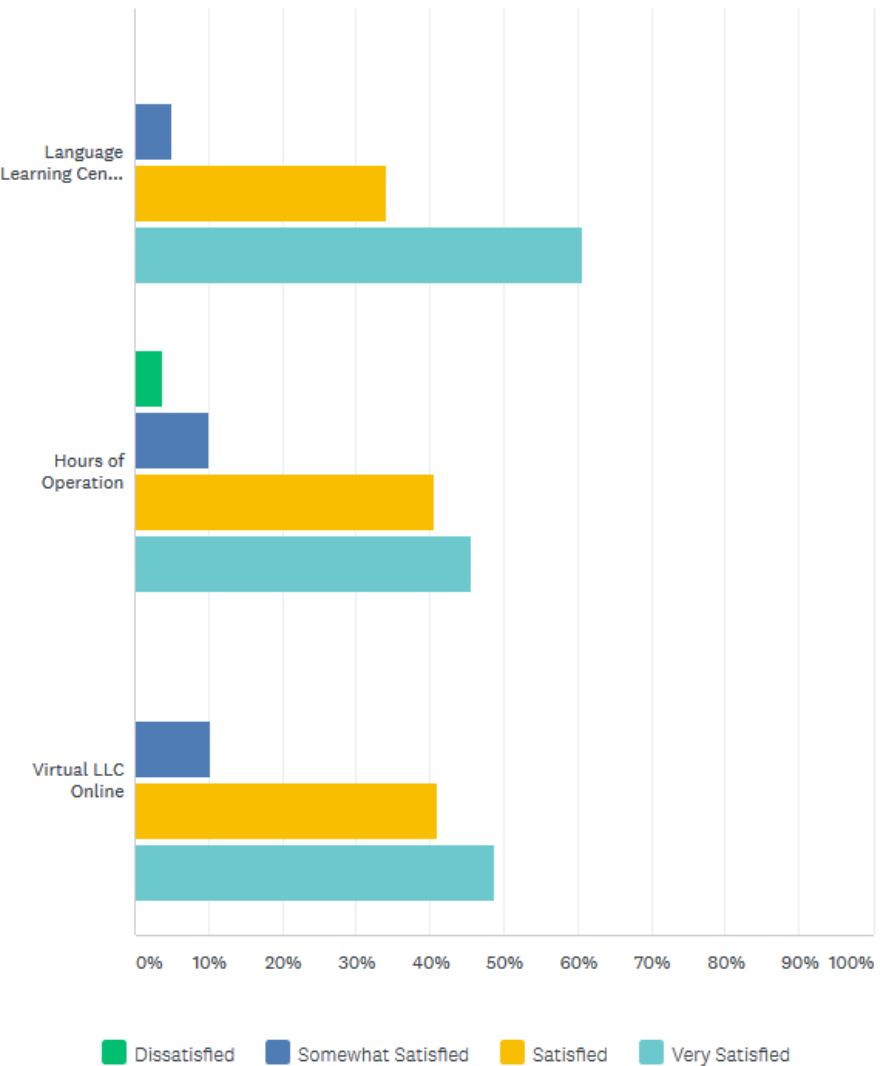
Answered: 76 Skipped: 5



	POOR	SATISFACTORY	VERY GOOD	EXCELLENT	(NO LABEL)	TOTAL
Classroom atmosphere	0.00% 0	6.58% 5	14.47% 11	60.53% 46	18.42% 14	76
Computers	0.00% 0	13.16% 10	23.68% 18	44.74% 34	18.42% 14	76
Audio/Visual	0.00% 0	13.16% 10	23.68% 18	44.74% 34	18.42% 14	76
Workspace	0.00% 0	11.84% 9	22.37% 17	47.37% 36	18.42% 14	76

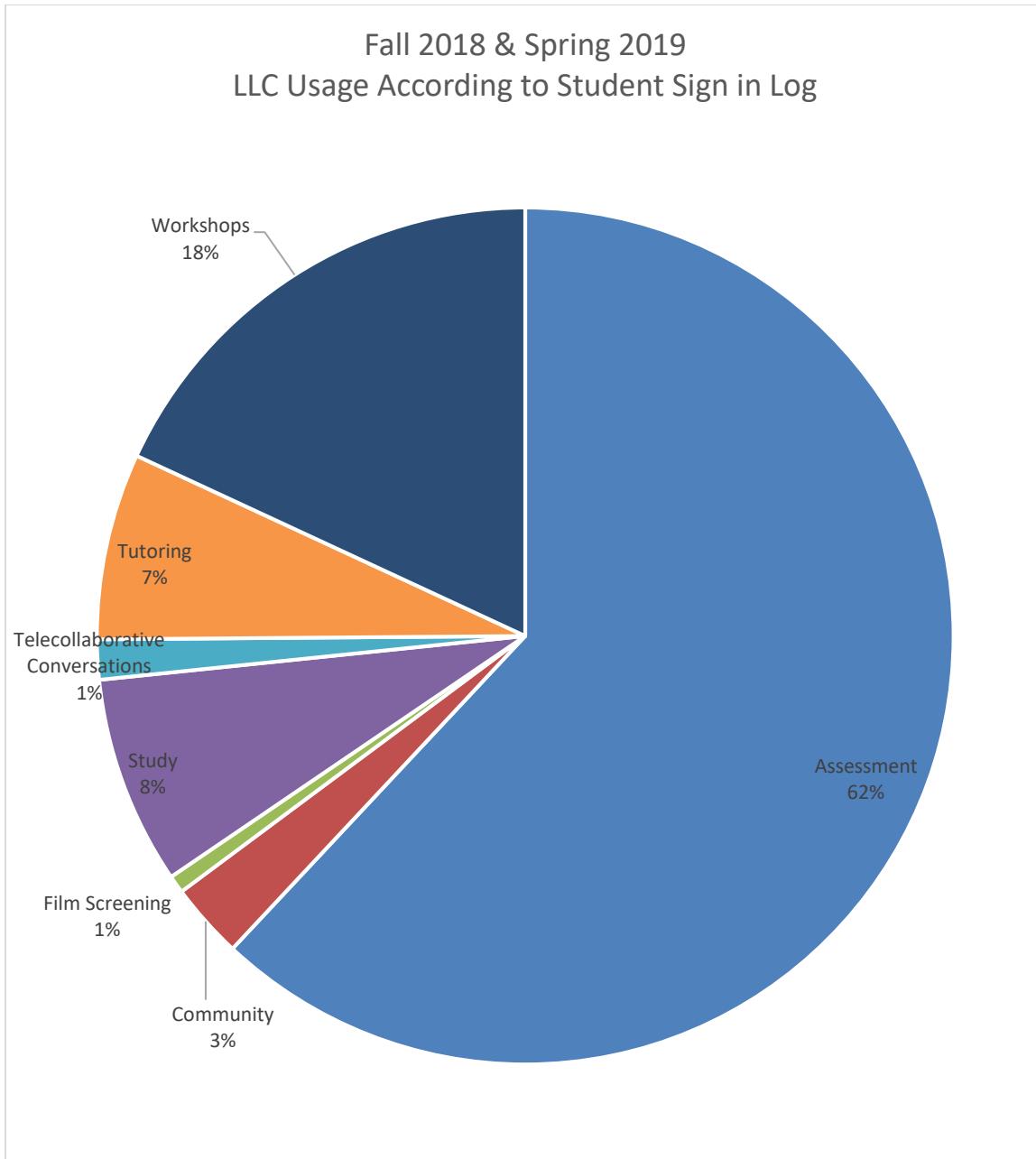
## Overall Satisfaction with:

Answered: 79 Skipped: 2



	DISSATISFIED	SOMEWHAT SATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
Language Learning Center (LLC)	0.00% 0	5.06% 4	34.18% 27	60.76% 48	79	3.56
Hours of Operation	3.80% 3	10.13% 8	40.51% 32	45.57% 36	79	3.28
Virtual LLC Online	0.00% 0	10.26% 8	41.03% 32	48.72% 38	78	3.38

## LLC Usage



## World Languages Enrollments 2012-2019

