



LANGUAGE LEARNING CENTER ANNUAL REPORT

FY 2016-2017

Old Dominion University, Department of World Languages and Cultures

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ABOUT THE CENTER

About the Center

MISSION

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 3,800 visitors annually, the LLC is committed to instructional technology for world language learning and quality instruction.

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. <https://www.odu.edu/languagelearningcenter>

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.

FACILITY & EQUIPMENT

The LLC is open five days a week for a total of 42 hours during the fall and spring semesters and continues hours of operation throughout the summer sessions 1 and 2 for a total of 16 hours each week. The LLC supports classroom learning and instruction environment as well as a collaborative resource center. Our "IALLT Showcase Award Winning Video" (2011) is accessible at <https://www.youtube.com/watch?v=PuFyByjxIcE>



HOURS OF OPERATION

MONDAYS & TUESDAYS	WEDNESDAYS & THURSDAYS	FRIDAYS	SATURDAYS AND SUNDAYS
9:00 am – 7:00 pm	9:00 am – 5:00 pm	9:00 am – 3:00 pm	Closed

ABOUT THE CENTER

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: New additions to the LLC

ABOUT THE CENTER

LLC SERVICES

SERVICE	DESCRIPTION
International Staff	French, Italian, German, Vietnamese, Spanish
Software Applications	Pronunciator Tell Me More Rosetta Stone Bible Flash Cards Voice Recognition
Audio/Video	Audacity GoPro cameras Webcams
World Language Apps	Japanese, French
Telecollaborative Conversations/Exchanges	TalkAbroad, WeSpeke Mixxer Hello-Hello
Podcasting/Recorded Course Content	
Satellite News	SCOLA Affiliation
Tutoring	French, German, Italian, Spanish
Assessment	Proctored courses ACTFL LTI SACS Review WEAVE Chinese (HSK, HSKK, YCT)
Film Collection & Screening	French, German, Spanish, Japanese, English, Russian
World Language Club Meetings	
Resource Materials (print & online)	
Workshops & Professional Development	FLAVA

ABOUT THE CENTER

IALLT
TAlkAbroad

Language Outreach/Service Learning

Language in Motion

PROFESSIONAL MEMBERSHIPS

INTERNATIONAL, NATIONAL, STATE, REGIONAL, AND LOCAL

International Association for Language Learning and Technology (IALLT)

Mid Atlantic Association for Language Learning Technology (MAALLT)

Computer Assisted Language Instruction Consortium (CALICO)

American Council on the Teaching of Foreign languages (ACTFL)

Foreign Language Association of Virginia (FLAVA)

Maryland Foreign Language Association (MFLA)

Joint National Committee for Languages (JNCL)

LLC FACULTY & STAFF

LLC Faculty & Staff

The Director and Student Assistants support the mission and goals of the Language Learning Center:

BETTY ROSE FACER
MASTER LECTURER &
DIRECTOR



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LLC ASSISTANT
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SEOTY 1ST RUNNER-UP



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LLC ASSISTANT
(VIETNAMESE)



Tel 757-683-3364

JAMES EKEMEZIE
LLC ASSISTANT



Tel 757-683-3364

JESSE BOYD
LLC ASSISTANT
(GERMAN)



Tel 575-683-3364

LLC FACULTY & STAFF



Betty Rose Facer has over twenty-one 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 years, Ms. Facer has collaborated with ODU faculty and students to develop a variety of pedagogical innovations for 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.

Betty Rose Facer
Master Lecturer & Director, LLC
August 3, 2017

OUTSTANDING ACHIEVEMENTS

Outstanding Achievements

INTERVIEW WITH LUCY BUSTAMANTE FROM WVEC TV NEWS 11

VIRGINIA BEACH, Va. (WVEC) -- Learning a second language is an achievable goal regardless of age, but depending on how old you are will determine the way in which you accomplish it.



Figure 2: WVEC TV Interview, spring 2017

There's no denying it. It's easier to pick up a second language if you are younger.

Many schools implement second language classes into their curriculum. Some Spanish immersion programs are available for children as young as five years old.

Children's Learning Paradise in Virginia Beach is the only all-Spanish preschool in the city.

"We have in each classroom one teacher that only speaks Spanish. The only teacher that only speaks English, so that they're able to alternate back and forth," said Luz Padilla, who started the school with her mom 15 years ago.

It's that type of immersion that experts say will benefit children.

"Multitasking, memory, concentration, problem solving, critical thinking, why don't we want our students to grow up with that?" said Padilla.

Of course, it's possible to learn a second language later in life, it just takes more effort.

Betty Rose Facer, Director of Old Dominion University's Language Lab, told *13News Now* older brains need daily practice, much more than a child does.

"I tell my students that it's much better to do something every single day than to cram or wait until the end of the week and do it all in one day," said Facer.

The best tip from Facer: Make friends with someone from a different country online who will speak the language with you.

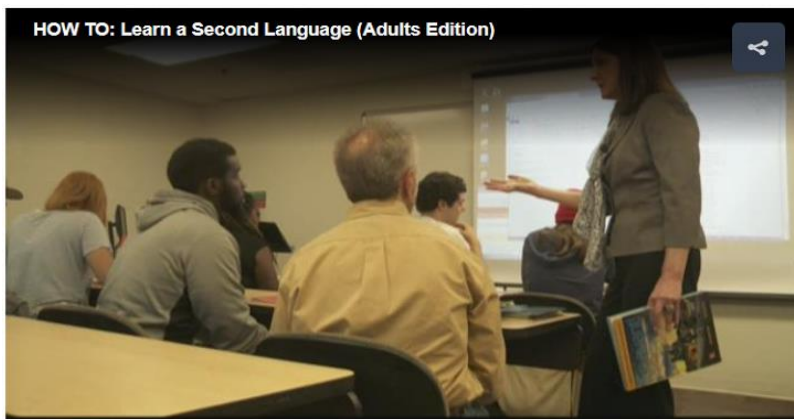


Figure 3: Interview with WVEC TV

OUTSTANDING ACHIEVEMENTS

SEOTY (STUDENT EMPLOYEE OF THE YEAR) 1ST RUNNER-UP AWARD TO KEVIN MARTÍEZ RIVERA

The Student Employee of the Year (SEOTY) Recognition Program honors students for their performance on the job. Student employees are nominated and judged on the following characteristics: reliability, quality of work, initiative, professionalism, and the uniqueness of the student's contribution to the employer. Here are some of the categories:

- Attributes – Provide an example that demonstrates the nominees' greatest attributes and how these attributes enhance their contributions to the position.
- Expectations – Provide an example of how the nominee goes above and beyond the expectations listed in their job description.
- Leadership/Style – Leadership - Provide an example of how the nominee's leadership skills, initiative or style helped to improve how your office functions. Style – Describe the quality of the nominee's work style and how their style of work is well suited for your department.
- Impact – Provide an example of the positive impact the nominee has had to your department, campus or community.



Figure 4: SEOTY Award 2017 – CONGRATULATIONS Kevin!

OUTSTANDING ACHIEVEMENTS

ACTFL/CENGAGE LEARNING FACULTY DEVELOPMENT PROGRAMS AWARD FOR EXCELLENCE IN FOREIGN LANGUAGE INSTRUCTION USING TECHNOLOGY WITH IALLT (POSTSECONDARY)

Betty Rose Facer was the recipient of the 2016-2017 prestigious award at the November 2016 ACTFL Annual Convention in Boston. The ACTFL/Faculty Development Programs of Cengage Learning Awards are presented annually to recognize excellence in the integration and use of technology in foreign language instruction at the post-secondary level. These awards are the outgrowth of collaboration between ACTFL and the Faculty Development Programs of Cengage Learning, with the International Association for Language Learning Technology (IALLT).



Figure 5: ACTFL Annual Convention Awards Banquet 2016

THE CRLA MENTOR PROGRAM CERTIFICATE AWARDED TO KLEMENTINA MARKU AND KEVIN MARTÍNEZ RIVERA

LLC Assistants took part in the summer CRLA (College Reading and Learning Association) training at ODU to become certified tutors for many lower-level courses in the Department of World Languages and Cultures. The training was sponsored by the Peer Educator Program and held in the Learning Commons of Perry Library. Student tutors must have excellent communication skills and the ability to adapt his or her teaching methods to meet the needs of the student, as well as have a desire to see students succeed at the university. As part of the many topics presented, Program leaders emphasized laws and regulations that tutors must follow as part of their employment at the University.

Diversity was another important topic that was highlighted in the training. There must be respect for all types of people. Training outside the Learning Commons focused on this by having tutors participate in exercises meant to show how diverse the trainees were and teach them to accept differences. Ethical topics that pertain to professionalism in the working environment were also discussed. Trainees were instructed to act out situations that best demonstrated how to deescalate a situation and show the grey areas of ethics. To wrap up the day-long training events, tutors played the guessing game "Jeopardy" to cement what was learned.

So what did our LLC tutors think? What were their impressions of the CRLA Mentor Program?

OUTSTANDING ACHIEVEMENTS

"The CRLA Mentor program was a great experience for me. I learned a lot of new rules that apply to tutors, which I didn't know before. I was introduced to different situations that happened to other tutors, which will be helpful in case I will have to face them, because now I know how to respond better. In general this experience was very informative and well organized by the trainers."

Klementina Marku

"The training helped me discover better ways to help tutees in their language learning venture. The trainers created this safe and fun environment where the vocation to help others was evident in all the tutors that assisted to the training. I feel more prepared and confident to help students figure out how they can best learn a foreign language and enthuse them about the process."

Kevin D. Martínez Rivera

RESEARCH INITIATIVES

Research Initiatives

TELECOLLABORATIVE CONVERSATIONS WITH TALKABROAD

Telecollaborative Conversations provide students with the unique opportunity to converse with native speakers from around the world. Each conversation practice takes place directly on the TalkAbroad website

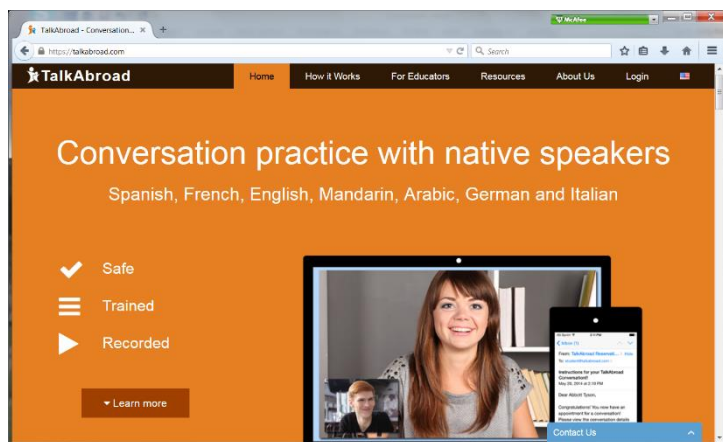


Figure 6: TalkAbroad Platform

where students' realtime conversations are recorded, reviewed, and assessed based on task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. End of semester surveys of students' perceptions of language learning using TalkAbroad indicate a positive impact on students' learning outcomes that include: communicative competence, intercultural competence, social courtesies, motivation to continue language learning, consideration for study abroad opportunities, digital literacies, autonomy, and student-centered learning.

Project Collaborators: Dr. Lee Slater, Senior Lecturer of French and World Cultures; Dr. Ouafaa Zouali, Adjunct Assistant Professor of French; Astrid Heinrich-Lamb, Adjunct Instructor of German; Shadi Bayadsky, Lecturer of Arabic; Antonella Calva O'Neal, Adjunct Instructor of Italian; Betty Rose Facer, Master Lecturer of French and Director of the Language Learning Center

INTEGRATIVE LEARNING PRACTICES & E-PORTFOLIO-BASED PEDAGOGY

Integrative Learning Practices and e-Portfolio Based Pedagogy Implementing e-Portfolio Based Pedagogy into the Beginning French course sequence engages students to become self-directed learners from the very process of collecting, selecting, and reflecting upon their chosen "artifacts" (course notes, assignments, recordings, photos, telecollaborative exchanges and impressions, discussion forum posts, questions, cultural understandings, journaling, etc.) as they synthesize and demonstrate their knowledge of French language and cultures. Such an integrative learning approach helps students showcase their semester-long efforts from multiple contexts, connect disparate experiences, and create meaning from their learning in- and outside of the class. Consequently, students become better prepared as global citizens - able to connect their interests and abilities to their personal goals.

RESEARCH INITIATIVES

RECORDED COURSE CONTENT

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 (Satellite Network & Technical Support Services) in Gornto. The recorded course content (RCC) is made available to students on the ODUOnline Web Conference Class Launch Page (archive) at <https://online.odu.edu/video/online-class>. Surveys are administered to students at the end of each semester.

This current project is an extension of the National Endowment for the Humanities (NEH) grant-funded research on Academic Podcasting by Betty Rose Facer, Dr. M'hammed Abdous, and Dr. Cherng-Jyh at Old Dominion University that provides students with the opportunity to (re)listen to course content as a review tool in order to hone their language skills development. The academic use of RCC permits restructuring valuable classroom time. It serves as a model replicated by faculty members in the Department of World Languages and Cultures that is contributing to a rich repository of resource materials for our current and future students.

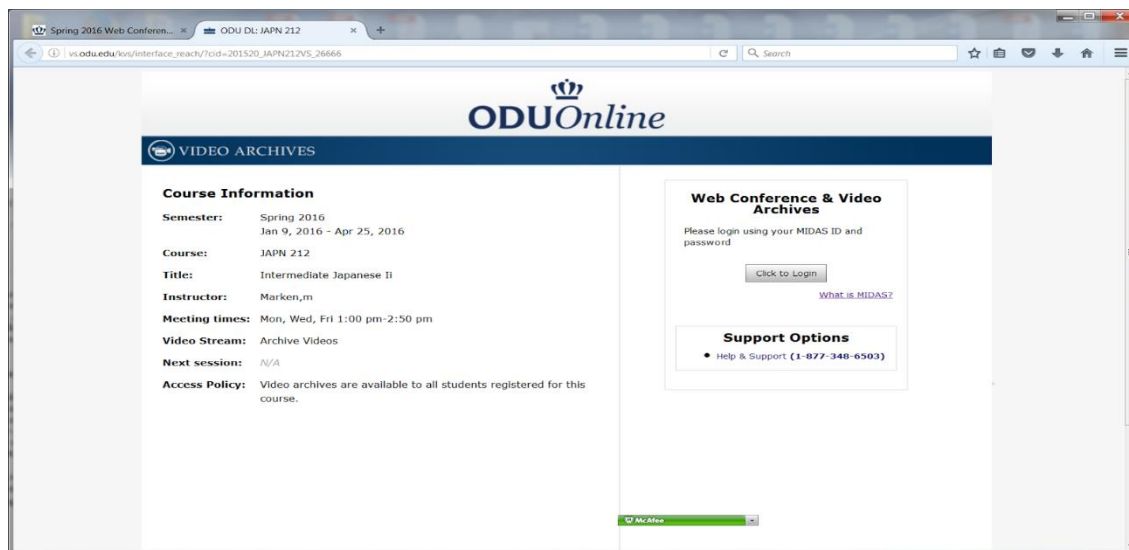


Figure 7: WL&C RCC content archived on the ODUOnline Web Conference Class Launch Page

RESEARCH INITIATIVES

LANGUAGE IN MOTION/VITING ALUMNI LECTURE SERIES (LIM/VALS)

This outreach program places an emphasis on Service-Learning in the world language curriculum recognizes diversity, critical thinking, self-reflection, and self-assessment. The development of a challenging one-credit service learning course provides transformative opportunities for world language students, study-abroad returnees, and students with other international experience to expand their knowledge of language and culture, to process their own intercultural and language-learning experiences, and to enrich local (and at a distance) K-12 school language classrooms. LiM students will engage in an on-going process of service and reflection throughout the semester using an e-Portfolio to collect “artifacts” (planning and meeting notes, videos, photos, teacher host evaluations, K-12 student evaluations, information/interest from the community, and power point presentation slides), select, reflect, connect with our community, and project their individual experiences. Funded by the Old Dominion University’s Office of Leadership & Student Involvement, Service Learning Instructional Grant.

GRANTS

YEAR	GRANT	TITLE/DESCRIPTION
2017	ODU Faculty Development Funds Award	e-Portfolio Pedagogy: Implementing Integrative Learning Practices for Teaching and Learning World Languages
2017	TalkAbroad Short Term Research Grant	Integrative Learning Practices: Telecollaborative Conversations & e-Portfolio-Based Pedagogy for Meaningful Language Learning
2017	ODU Faculty Innovator Grant	Integrative Learning Practices: Telecollaborative Conversations & e-Portfolio-Based Pedagogy for Meaningful Language Learning
2016	Japan Foundation Grant	Japanese Teaching Material Purchase Grant

PUBLICATIONS

DATE, TITLE, JOURNAL/MAGAZINE

Facer, B.R. (2017, January/February). Integrative learning practices: Telecollaborative conversations & e-portfolio-based pedagogy for meaningful language learning [Special issue]. *The Language Educator*, 12(1).

RESEARCH INITIATIVES

PRESENTATIONS

TITLE, CONFERENCE, DATE

Making Language Meaningful: Integrative Learning Practices and Telecollaborative Conversations, IALLT 2017 at Concordia College, Moorhead, Minnesota, June 23, 2017.

A Voice for World Languages and the New Administration: Advocacy, JNCL, and You, IALLT 2017 at Concordia College, Moorhead, Minnesota, June 21, 2017.

Developing Students' Intercultural Communicative Competence with TalkAbroad, 2016 ACTFL Annual Convention and World Languages Expo, Boston, MA, November 19, 2016.

Telecollaborative Conversations & e-Portfolios: Developing Students' Intercultural Competence, Maryland Foreign Language Association Fall Conference (MFLA), Howard Community College, October 22, 2016.

LANGUAGE ADVOCACY

Language Advocacy

LANGUAGE ADVOCACY DAY AND DELEGATE ASSEMBLY 2017, WASHINGTON, D.C.

The official delegates for the Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) met in Washington, DC February 16-18, 2017 to advocate for languages, cultures, and diversity. The legislative policies being discussed with Congressional leaders on Capitol Hill include, the World Language Advancement and Readiness Act, the roll-out of final report of the Commission on Language Learning of the American Academy of Arts and Sciences (AAA&S), Senator Paul Simon Study Abroad Program Act, and the Native American Programs Act. In addition, official delegates from JNCL-NCLIS are meeting with Executive Branch offices and other agencies and organizations in Washington that have an interest in world languages, including the Department of Education and the National Endowment for the Humanities. Advocates are promoting world languages, including business and economic benefits, national security and diplomatic benefits, and cognitive and educational benefits. In a global 21st century, how can policymakers support more Americans learning more languages? What is the investment at the state and local levels?



Figure 8: JNCL Virginia Delegation, February 16, 2017

Alumni Notes

EDMODO & SKYPE CREATE A CULTURAL EXCHANGE AT THE SECONDARY SCHOOL LEVEL

Sherry Ferguson, ODU French

SA: Visitors enjoyed discovering BBQ, ribs, peanut butter

FROM PAGE A1

Sherry Ferguson, who teaches French language and culture at Southampton Academy. She explained that she was looking for a way to expose her French III and IV students to a real-world language experience and came across the opportunity online. Following an application process, the two schools used Skype and Edmodo to talk with one another.

"It makes me so happy to hear my students remarking that they are speaking to real French people," Ferguson said. "They were very nervous to put their French skills into practice and soon realized how challenging it is to converse in a foreign language."

Before arriving at Norfolk International Airport late last month, 11 families were located to serve as host the guests, including Ferguson of course. Two of her children, Ethan and Kendal, talked on Thursday about the experience. Fellow stu-

dents Richard Byrd and Kristen Whitehead also shared their memories of the visitors.

Ethan said the French were not at all stand-offish as some people might be led to believe based on stereotypes. Kristen agreed. She recalled that her guest Mathilde was quiet at first, but within two days they were laughing all the time.

Richard said his father's mind about the French was changed in a positive way by their guests, Maxence and Quinton, both 16.

Something that surprised the visitors at the academy was the schedule. They are used to a longer school day and a longer lunch. To one it seemed that no sooner did she sit down to eat then the bell rang for the next class. And whereas students in America will intermingle with other classmates going from subject to subject, overseas they stay in one group.

Maxence and Quinton are now fans of barbecue and spare ribs, thanks to Rich-

ard's family. They also got an American football, which was much used before leaving.

Kristen introduced Mathilde to peanut butter, which seems to be practically nonexistent in their neck of the woods, which by the way is about 90 minutes west of Paris. Reese's Pieces and Oreos with peanut butter filling were among the treats she took back with her.

The Fergusons took their guests to the Commodore Theater in Portsmouth to see "Beauty and the Beast," which everyone reportedly enjoyed.

Three of the guests had this to say before leaving on a trip to Washington, D.C.:

"This exchange was very interesting," Jeanne Donnee. "It was great to be part of a real American school and meet American students. Thank you, Southampton Academy and the teachers for this trip."

Sophie C.: "I will remember this trip all my life. It was the first time I had visit the U

.S., and it was perfect. Every body in Southampton Academy was amazing. I'm looking forward to welcoming you in France to make you discover my country in return."

Mr. Montanari: "Hi, Sherry! It's been an amazing experience and it's allowed our students and their teachers to discover the American school system, way of life, culture and traditions. This is the first time some of our students have travelled abroad. Students have created great and strong links with their shadow students and host families. We are so grateful that S.A. has made it possible! We will be honored to welcome you in France. Meanwhile, we will continue our electronic interactions to keep in touch!"

The cultural exchange has not ended with this visit. Ferguson said she's planning on taking some of her students to the Lycee either during a break in November or perhaps next April.

PROFESSIONAL DEVELOPMENT & WORKSHOPS

Professional Development & Workshops

FLAVA WORKSHOPS

WORKSHOP	DATE	TITLE/DESCRIPTION
#1	October 20, 2016	Foreign Language for All: Meeting the Needs of Diverse Learners
#2	December 8, 2016	Yes, we are reading teachers!
#3	February 23, 2017	Engaging All Language Learners at All Times
#4	March 23, 2017	Engaging Technology Tools for the Foreign Language Classroom
#5	May 4, 2017	Why is Interculturality at the Heart of Learning Languages?

LLC WORKSHOPS

WORKSHOP	DATE	TITLE/DESCRIPTION
#1	January 5, 2017	TalkAbroad with Todd Nichols
#2	January 31, 2017	TalkAbroad with Todd Nichols
#3	February 23, 2017	TalkAbroad with Todd Nichols

SURVEY & SUMMARY

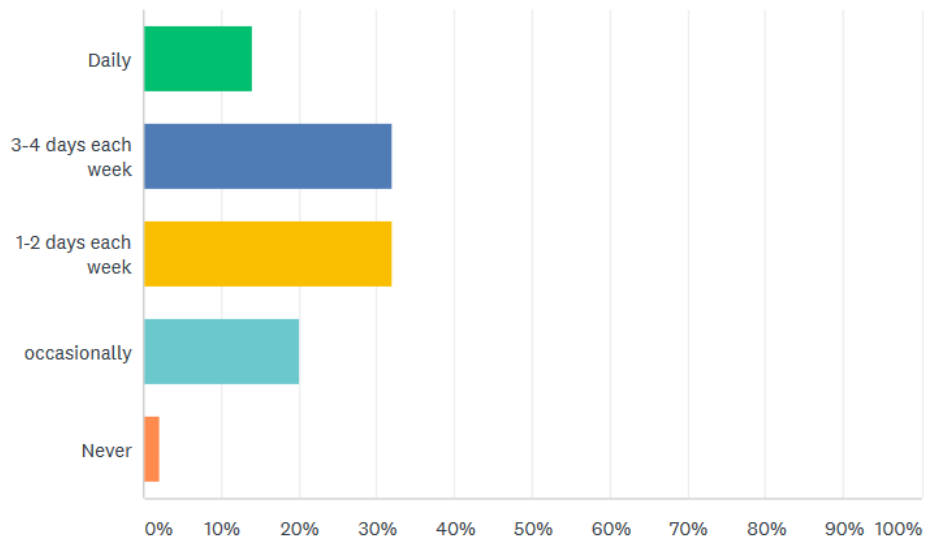
Survey & Summary

During the past year, more than 3,804 students, faculty, and community members visited the LLC. According to our annual survey, we are pleased to report that 81.25% of our visitors (survey respondents) were “Satisfied” to “Very Satisfied” with the LLC, 78% of our visitors used the LLC daily to 1-4 days each week, and most of the visitors use the LLC for online materials (58.82%), language exchange (29.41%), and tutoring (14.71%). What’s more, our LLC staff ratings of “Very Good” to “Excellent” for being helpful (77.55%), knowledgeable (75%), courteous (85.41%), and professional (85.41%) are a testament to the dedication of each and every LLC student assistant to accomplish the important goals of the LLC. An impressive 97.87% of the students surveyed rated the LLC “Satisfactory” to “Excellent” for its Learning Community. To that end, 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 sounds research, best practices, and World-Readiness Standards

SURVEY & SUMMARY

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

Answered: 50 Skipped: 0

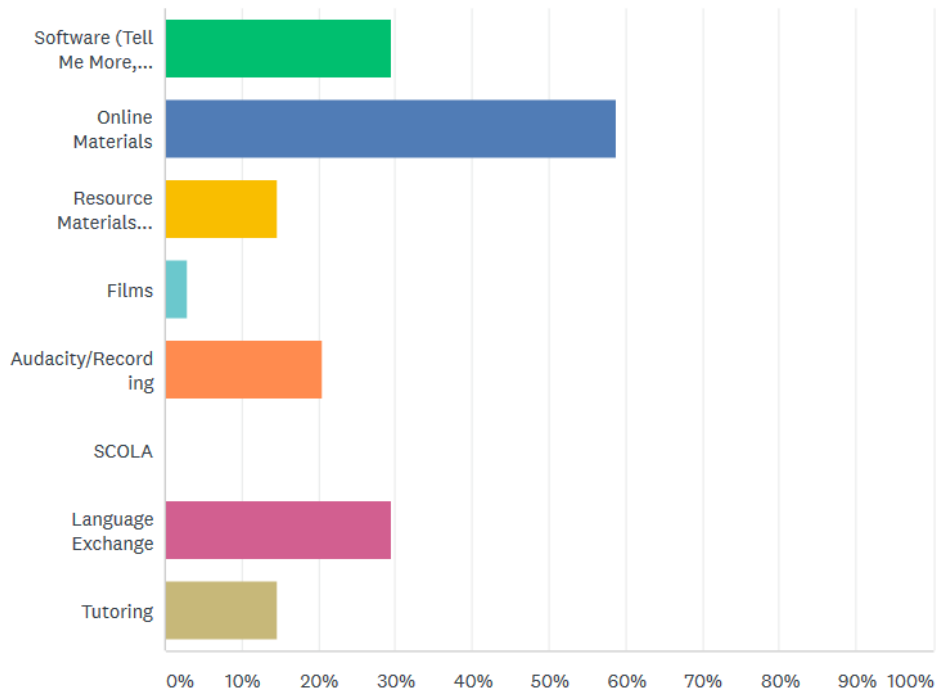


ANSWER CHOICES	RESPONSES	
▼ Daily	14.00%	7
▼ 3-4 days each week	32.00%	16
▼ 1-2 days each week	32.00%	16
▼ occasionally	20.00%	10
▼ Never	2.00%	1
Total		50

SURVEY & SUMMARY

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

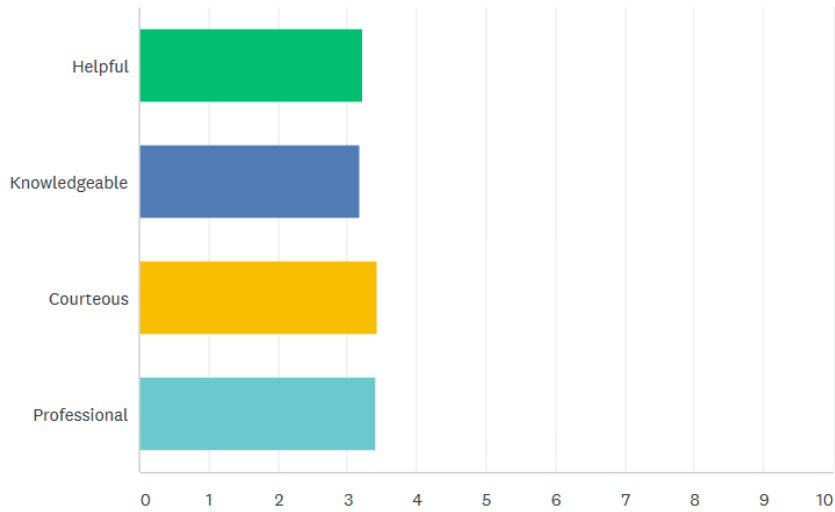
Answered: 34 Skipped: 16



SURVEY & SUMMARY

Please rate the STAFF on the following:

Answered: 49 Skipped: 1

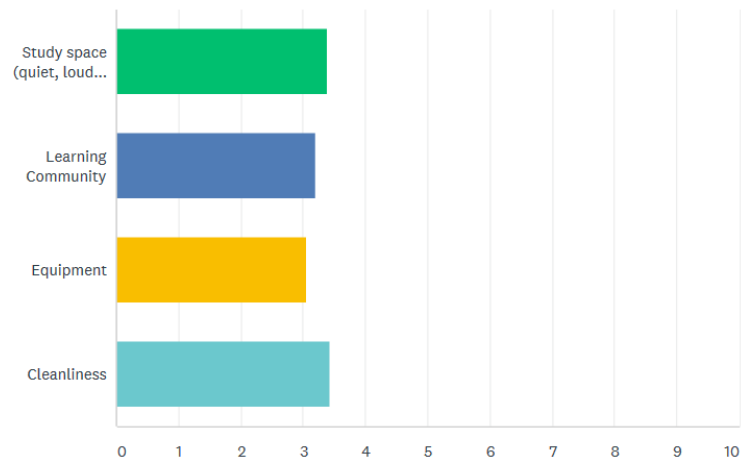


	POOR	SATISFACTORY	VERY GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Helpful	0.00% 0	22.45% 11	32.65% 16	44.90% 22	49	3.22
Knowledgeable	0.00% 0	25.00% 12	31.25% 15	43.75% 21	48	3.19
Courteous	0.00% 0	14.58% 7	27.08% 13	58.33% 28	48	3.44
Professional	0.00% 0	14.58% 7	29.17% 14	56.25% 27	48	3.42

SURVEY & SUMMARY

Please rate the LLC ENVIRONMENT on the following:

Answered: 49 Skipped: 1

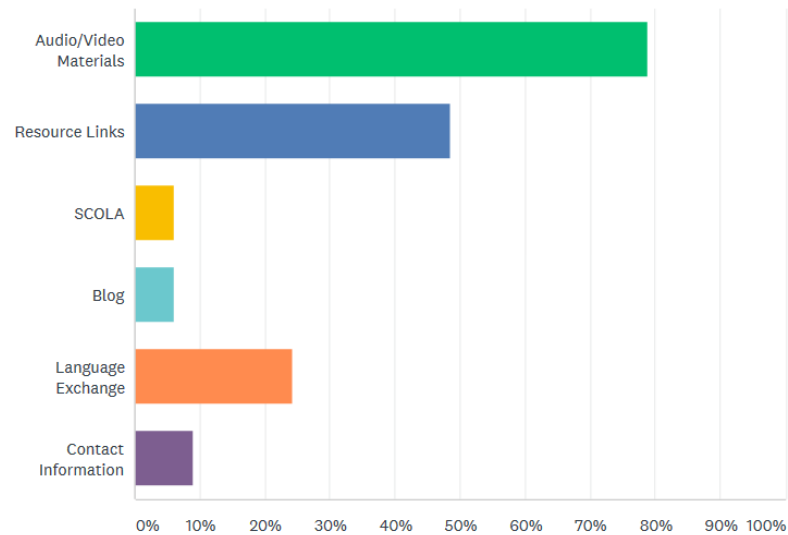


	POOR	SATISFACTORY	VERY GOOD	EXCELLENT	TOTAL	WEIGHTED AVERAGE
Study space (quiet, loud, etc)	0.00% 0	10.42% 5	41.67% 20	47.92% 23	48	3.38
Learning Community	2.13% 1	19.15% 9	34.04% 16	44.68% 21	47	3.21
Equipment	8.33% 4	18.75% 9	31.25% 15	41.67% 20	48	3.06
Cleanliness	0.00% 0	16.67% 8	22.92% 11	60.42% 29	48	3.44

SURVEY & SUMMARY

Please check all "VIRTUAL" LLC ONLINE MATERIALS used:

Answered: 33 Skipped: 17

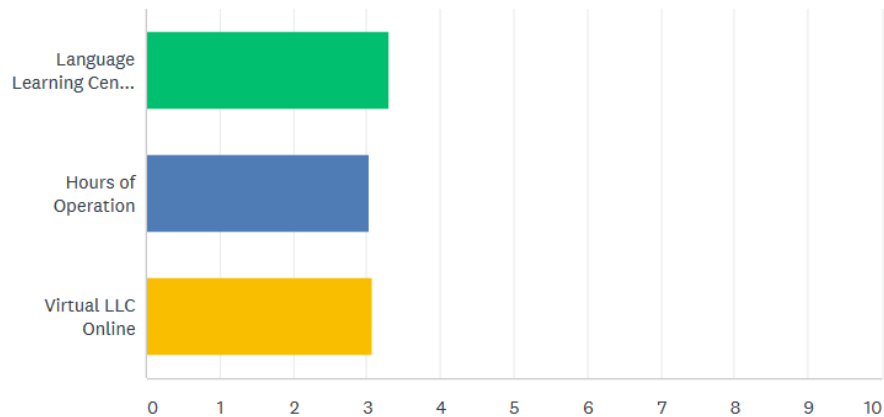


ANSWER CHOICES	RESPONSES	
▼ Audio/Video Materials	78.79%	26
▼ Resource Links	48.48%	16
▼ SCOLA	6.06%	2
▼ Blog	6.06%	2
▼ Language Exchange	24.24%	8
▼ Contact Information	9.09%	3

SURVEY & SUMMARY

Overall Satisfaction with:

Answered: 49 Skipped: 1



	DISSATISFIED	SOMEWHAT SATISFIED	SATISFIED	VERY SATISFIED	TOTAL	WEIGHTED AVERAGE
Language Learning Center (LLC)	2.08% 1	16.67% 8	29.17% 14	52.08% 25	48	3.31
Hours of Operation	2.08% 1	25.00% 12	39.58% 19	33.33% 16	48	3.04
Virtual LLC Online	0.00% 0	22.22% 10	48.89% 22	28.89% 13	45	3.07

LLC CONTACT

LLC Contact

University Information

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