2017 Citrus College Online Education Post-Training Survey

Results of Web Survey with Faculty on Online Training

Citrus College
Office of Institutional Research,
Planning and Effectiveness
January 2018

Introduction and Methodology

In an effort to learn about the training Citrus College faculty take for online education, the Dean of Online Education approached the Office of Institutional Research, Planning and Effectiveness for assistance in conducting a survey. A short, web-based survey was established and conducted in November/December of 2017. An email invitation to participate was sent out to all faculty who participated in the Online Education program. Reminder emails were subsequently sent out in effort to maximize response. The survey asked questions relating to training in terms of type, timing, topics covered, and consequences on student success and retention. Open-ended questions were also asked allowing faculty to comment on the impact the training had on their perspective as an online instructor. It also provided an area for general comments regarding this subject and survey.

This report provides an examination of the responses to this survey. Simple frequencies and percentages are given in tables and illustrated in graphs. Open-ended comment questions are listed with respondent identifiable information crossed out. The survey instrument is also listed at the end.

Response Rate

Faculty at Citrus College who were involved with online-education were asked to complete the survey. The Dean of Social and Behavioral Sciences and Online Education compiled a list of 80 faculty whom were sent the invitation to participate in the survey online. After reminder emails were sent out, 56 faculty members responded to the survey. This works out to a 70% response rate. The time period to complete the survey was from mid-November to mid-December 2017.

Q1. Which of the following training have you completed? (Check all that apply)

|	Percent	Count
@one Introduction to Online Teaching and Learning course	87.3%	48
@one Assessment course	9.1%	5
@one Certification [meaning completing the @one program including all the courses plus the practicum]	10.9%	6
Not @one training but an in-house course/s developed at another California Community College	3.6%	2
Another type of training such as graduate courses or program (please specify)	10.9%	6
	Answered	55
	Skipped	1
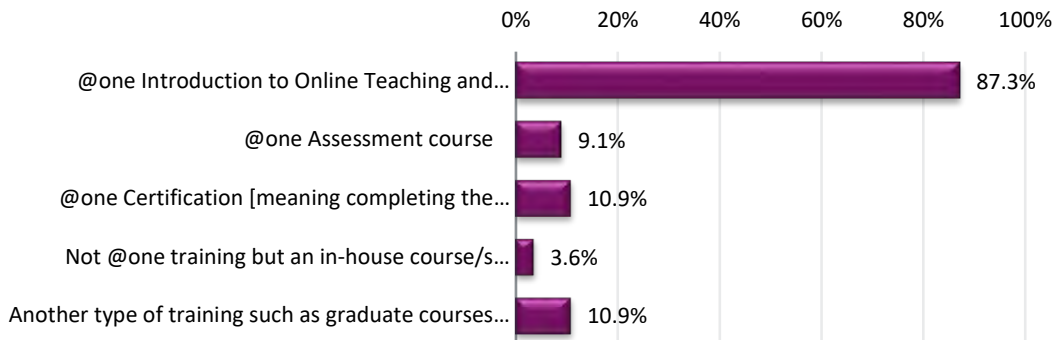
Another type of training such as graduate courses or program (please specify)
- Two certifications; one from University of La Verne and the other from Brandman University
- PCC version of @one AND @one Online Learning Consortium
- Not sure if the one above was accessibility or accessing digital but I took the accessibility one at @one. Multiple online training classes through blackboard through another school, NISOD classes, and another training class on accessibility through Coastline College
- 3 day training on online course development at CSUSB - 5-6 years ago
- @one Canvas training

Q2. When did you complete your training?

|	Percent	Count
Spring 2015 hosted by Citrus College	12.5%	7
Spring 2016 hosted by Citrus College	26.8%	15
Fall 2016 hosted by Citrus College	17.9%	10
Fall 2017 hosted by Citrus College	21.4%	12
Some other time not hosted by Citrus College (please specify)	21.4%	12
	Answered	56
	Skipped	0
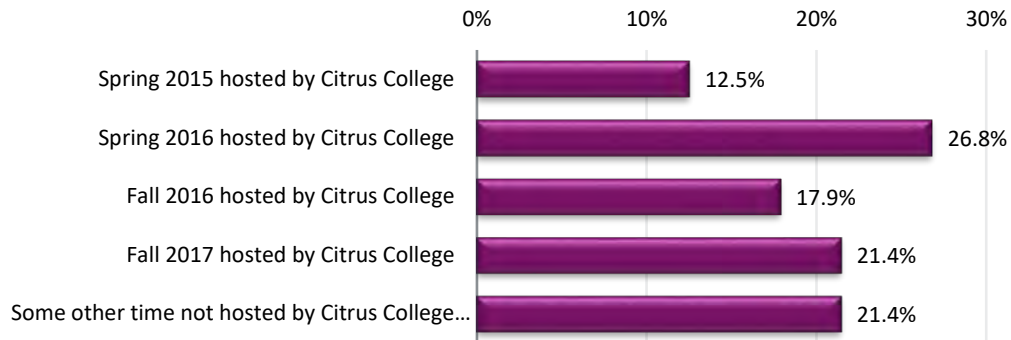
Some other time not hosted by Citrus College (please specify)
- 2012-2013
- a few years ago hosted by @one paid for by me
- I think it was F2016 plus another @one class that through @One for another school
- I took it from @one on my own
- On my own in 2014/2015
- Spring 14
- Spring 2017
- Spring 2017 (OESP)
- Spring 2017 @ONE
- Spring and Summer 2017   (3 courses @one)
- ULV - 2008 and 2015; Brandman - 2015
- Went through @ONE before it began at Citrus

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Q3. Which of the following topics were covered in your training? (Check all that apply)

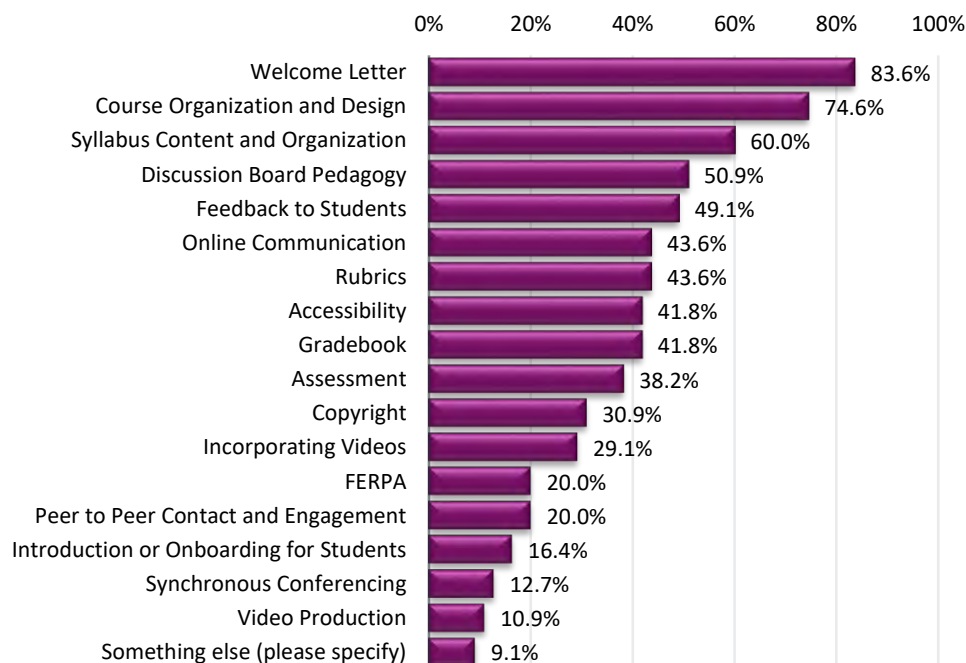| In Order of Selected	Percent	Count
Welcome Letter	96.4%	54
Course Organization and Design	91.1%	51
Online Communication	87.5%	49
Syllabus Content and Organization	83.9%	47
Feedback to Students	80.4%	45
Accessibility	75.0%	42
Assessment	75.0%	42
Copyright	75.0%	42
Rubrics	71.4%	40
Discussion Board Pedagogy	67.9%	38
Incorporating Videos	55.4%	31
Gradebook	53.6%	30
Peer to Peer Contact and Engagement	50.0%	28
FERPA	44.6%	25
Synchronous Conferencing	33.9%	19
Introduction or Onboarding for Students	30.4%	17
Video Production	26.8%	15
Something else (please specify)	7.1%	4
Answered		56
Skipped		0
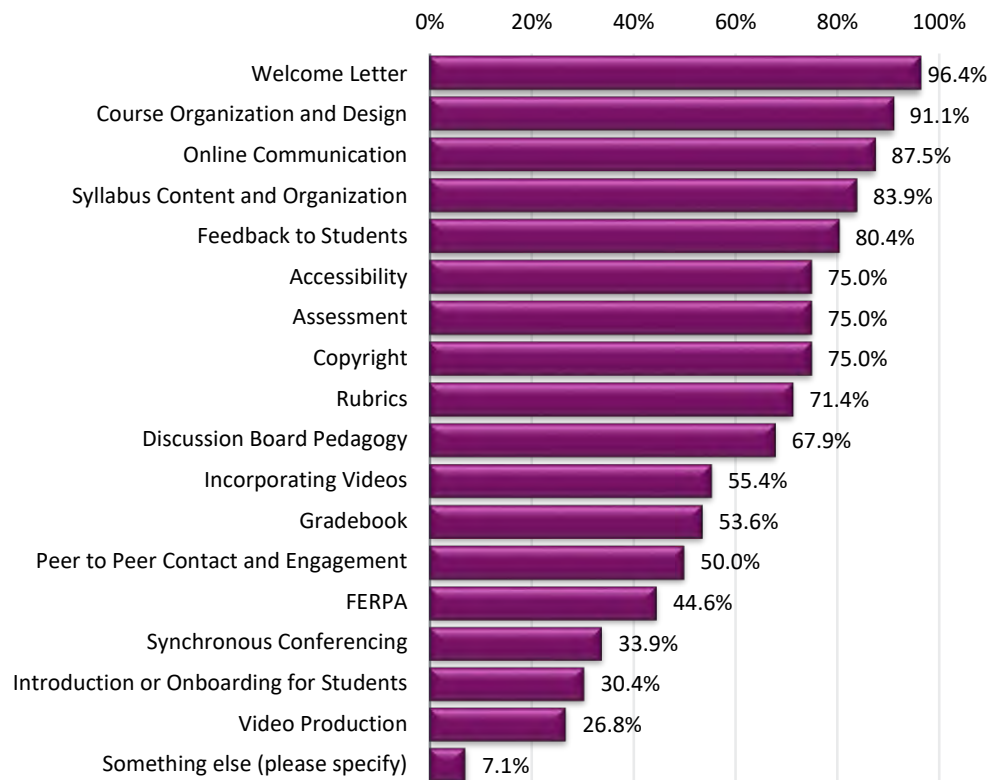
Something else (please specify)
- personal teaching portfolio
- enhancement programs like Softchalk and others
- close captioning plus other things as well
- All of above

Q4. Which of the following have you enhanced or modified in your online curriculum as a result of your training? (Check all that apply)
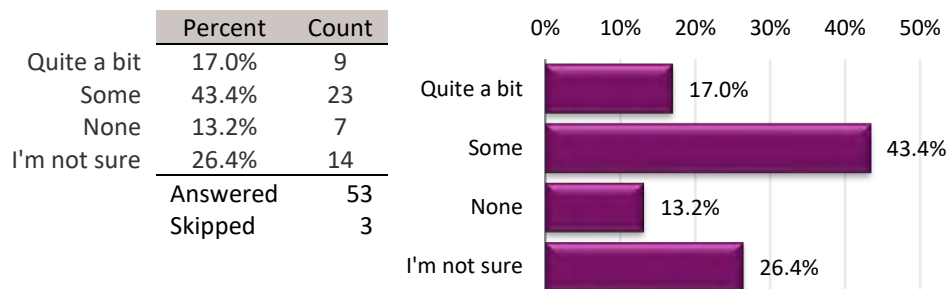
In Order of Selected	Percent	Count
Welcome Letter	83.6%	46
Course Organization and Design	74.6%	41
Syllabus Content and Organization	60.0%	33
Discussion Board Pedagogy	50.9%	28
Feedback to Students	49.1%	27
Online Communication	43.6%	24
Rubrics	43.6%	24
Accessibility	41.8%	23
Gradebook	41.8%	23
Assessment	38.2%	21
Copyright	30.9%	17
Incorporating Videos	29.1%	16
FERPA	20.0%	11
Peer to Peer Contact and Engagement	20.0%	11
Introduction or Onboarding for Students	16.4%	9
Synchronous Conferencing	12.7%	7
Video Production	10.9%	6
Something else (please specify)	9.1%	5
	Answered	55
	Skipped	1

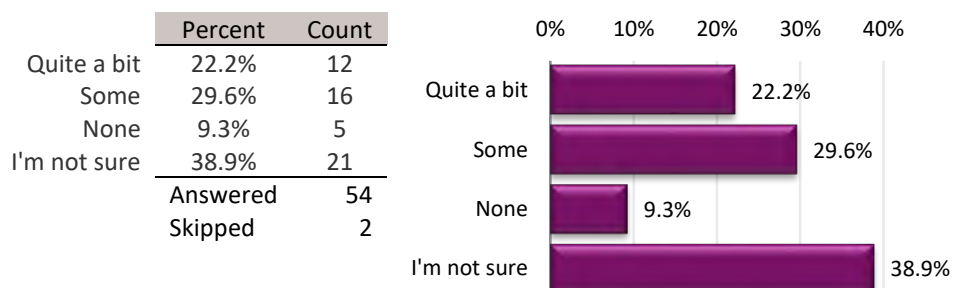|	
Welcome Letter	83.6%
Course Organization and Design	74.6%
Syllabus Content and Organization	60.0%
Discussion Board Pedagogy	50.9%
Feedback to Students	49.1%
Online Communication	43.6%
Rubrics	43.6%
Accessibility	41.8%
Gradebook	41.8%
Assessment	38.2%
Copyright	30.9%
Incorporating Videos	29.1%
FERPA	20.0%
Peer to Peer Contact and Engagement	20.0%
Introduction or Onboarding for Students	16.4%
Synchronous Conferencing	12.7%
Video Production	10.9%
Something else (please specify)	9.1%

Something else (please specify)
- personal teaching portfolio
- Instructor led courses -Have not taught DE
- I don't teach online, but all my material is accessible online for students 24/7 on Canvas. I changed my course content and aligned it with what I've learned in class.
- haven't taught online yet
- Have not yet begun online teaching.

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Q5. Since your training, how much of an increase in STUDENT SUCCESS have you noticed in your online courses?
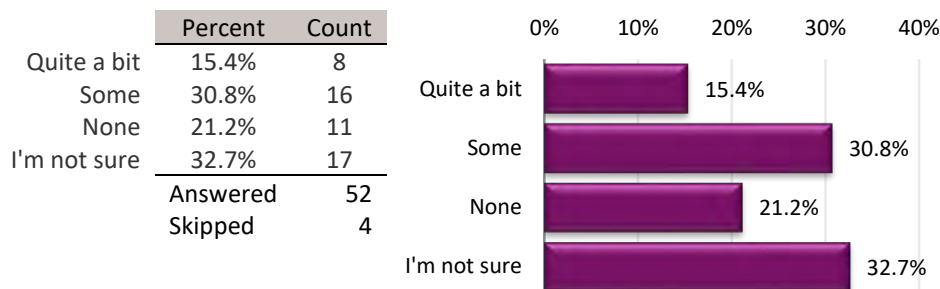
	Percent	Count
Quite a bit	17.0%	9
Some	43.4%	23
None	13.2%	7
I'm not sure	26.4%	14
	Answered	53
	Skipped	3

Category	Percent
Quite a bit	17.0%
Some	43.4%
None	13.2%
I'm not sure	26.4%

Q6. How much of an increase in STUDENT SUCCESS do you feel is due to the training?

	Percent	Count
Quite a bit	22.2%	12
Some	29.6%	16
None	9.3%	5
I'm not sure	38.9%	21
	Answered	54
	Skipped	2

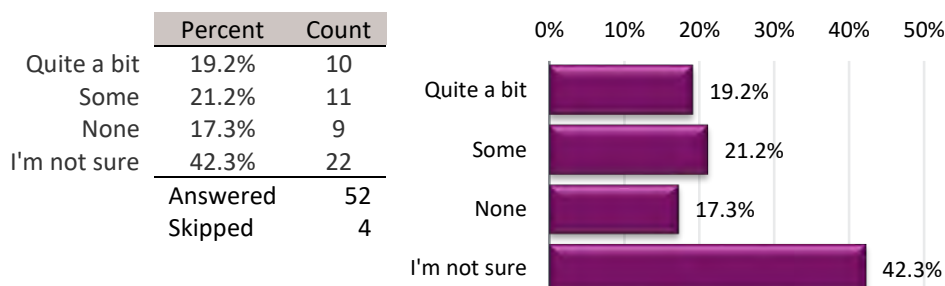| Category	Percent
Quite a bit	22.2%
Some	29.6%
None	9.3%
I'm not sure	38.9%

Please Explain (23 responses)

- The guidance given in course was terrific!
- The change from BlackBoard to Canvas took some adjustment
- I haven't taught any online classes
- I was in the process of making changes on my own. The training i received was geared specifically towards the first couple of weeks of the online course, getting the students on board and working on the class. There wasn't much done about enhancing existing material for the rest of the course.
- They have been able to grasp a concept in distant learning by discussion, testing and active professional communication with the instructor.
- I see many students struggle with success, mostly due to not managing time well or completing assignments. I am not sure how to fix this; I have some ideas to implement in spring so maybe it will improve. The ideas came from training and from what other professors are doing.
- The students I have do better, but the same number fail.
- I am not teaching online yet. Hopefully Citrus College, Mt. SAC or Cal Poly will offer me online course next year. I know there will be at least some increase in student success due to my training.
- All of the information was useful and I appreciate all of the content.
- I have not done my online course yet. I will in Spring
- I'm not sure how I would measure this since I have only taught online since (or after) I was trained (not before).
- I don't teach an online course, but use canvas as a tool for the gradebook and access to PowerPoints
- I've made other changes unrelated to the training during the same period.
- I thought the training was very useful in making sure instructors reach out to students
- Students who are committed to learning apply themselves no matter what. Students who are not, don't.
- I completed the course before I ever began teaching online.
- haven't taught online yet
- The vibrancy and frequency of student-instructor communications has increased. Students have responded favorably to design changes.
- Students find the material interesting, especially when presented in a variety of ways to accommodate different learners, contributing to student success.
- Engagement is higher, assessments are divided between formative and summarize, onboarding gets students familiar with the structure and expectations, communication is clearer.
- Instructions are much more detailed and clear for students. Better feedback to students on their essay assignments.
- Since I teach developmental classes, the idea of success is more complicated.
- The training has improved my ability to communicate well with my online students, through messaging but also through the course content. I've found that clearly communicating my expectations for an assignment through good design of how this assignment is presented through Canvas is extremely effective.

Q7. Since your training, how much of an increase in STUDENT RETENTION have you noticed in your online courses?

	Percent	Count
Quite a bit	15.4%	8
Some	30.8%	16
None	21.2%	11
I'm not sure	32.7%	17
Answered		52
Skipped		4

Q8. How much of an increase in STUDENT RETENTION do you feel is due to the training?

	Percent	Count
Quite a bit	19.2%	10
Some	21.2%	11
None	17.3%	9
I'm not sure	42.3%	22
Answered		52
Skipped		4

Please Explain (17 responses)

- Learned techniques in keeping in contact with students at risk.
- Haven't taught any online classes yet
- The training did spur me to some extent to find and add more Internet based supplemental materials and to put in more instructional videos -- but (as stated again), I had already started that process.
  Testing scores have been very good so far overall.
- I only have 2 semesters and one intersession to look at, but my retention rate is about 50% (or less); however, I have some ideas that I am hopeful will help with this.
- I believe there will be some increase in the student retention once I start teaching online courses.
- Maybe one or two each semester drop due to schedule conflicts; so I really can't say.
- I have not begun to teach online.
- I have not done my online course yet. I will in Spring
- More communication
- No baseline data. I completed the training one year before I began teaching online.
- haven't taught online yet
- I always retain about 95% of the students but the training has increased my options.
- Students are interested in the way I present the material, they comment that the weekly discussion and assignment are relevant and current. The information had a positive impact on their learning and how they retrieve information online.
- There are still factors like work, illnesses, etc. that lower retention.
- Students are staying in the class even if they are experiencing challenges. Students are staying in the course until the final exam! I think the training helped me to become a better instructor especially given the covered topics listed in questions 3 and 4.
- If students don't feel lost in my online class, and feel that I have an online presence frequently (more than once a week), they will stay in the class. I noticed a higher retention rate from Spring to Fall in Math 165 DE, and hope to maintain or improve this retention in Spring 2018.

Q9. Do you include the Online Education Initiative's (OEI) student readiness videos in your online classes?

	Percent	Count
Yes	28.8%	15
No	71.2%	37
	Answered	52
	Skipped	4

Yes, 15, 28.8%

No, 37, 71.2%
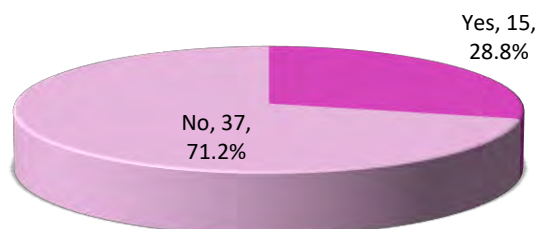
Q10. Online students often struggle with aspects of course success such as meeting deadlines for assignments, or experiencing technological difficulties. If the training you completed was via an online class, please comment on the ways in which being an online student yourself has impacted your perspective as an online instructor.

Answered	38
Skipped	18

- Absolutely, there was a point where I was very closed to ask my instructor if I can submit one of my assignments the next day. I was so busy teaching 7 classes and no time to finish that particular assignment since it was one of the most difficult one. I end up sacrificing one night of sleep to be able to finish that assignment by the due date. But the next day I was feeling very tired. Since then, I totally understand that there will be times where my online students are going to feel the same. So I think I will give them a 3 day grace period, but no more.
- As an online instructor I tried to incorporate easy access to the information that introduces the course and prepares the students to complete the assignments.
- As an online student I realized that I tended to wait until close to the deadline to complete tasks and as a result, I only accessed just enough material/reading to complete what I needed. I see a similar tendency with my students.
  I think there is a component of ""active learning"" that is important, however since much of this requires student discipline and good time-management (and interest!), I don't think much of the material is read or accessed by most students in a thoughtful or in-depth way in an online class.
- Being a student reminded me of how clear communication of assignments and expectations for each is vital for student success. I've added a component to each of my classes called "weekly to-do list" as a result, which I think helps students to be less confused.
- Being a student was a beneficial experience in that I was able to pick up on techniques and strategies that other online instructors use to engage their students. When you are always in the teacher role, you don't often have the opportunity to see what other teachers are doing...especially if you are an adjunct instructor who cannot make distance education meetings.
- Being an online student creates a greater level of understanding and empathy. Helps you think of creative ways for students to be successful.
- Being an online student has helped me become more understanding and flexible when students miss deadlines. In addition, the experience has helped raise my level of awareness in areas of course organization, communications, and instructions.
- Being an online student helped me understand the importance of clear communication for my students. It also helped me realize the importance of planning out the whole course before it begins so I can be organized and connected to my students and monitor their engagement. I learned the importance of creating my weekly videos and providing student feedback using videos. Learning a variety of pedagogical techniques makes the engagement process for the students better. Using active measurement and clear objectives, makes grading more meaningful.
- Definitely have more empathy for the potential obstacles and take care to ensure that students are amply informed and prepared for the class and the expectations that I have for students.
- Didn't change my perspective

- Easy to put aside and prioritize other tasks over the online class. Out of sight, out of mind.
- Giving them plenty of time to complete an assignment. Putting the assignment a couple weeks in advance and always reminding them about assignment.
- I am aware that the more details in instruction and clarity I provide, the better the success of the students. What helped me is the detailed instruction I was able to easily follow, the step by step guide helped me succeeded in the online class and have incorporated that method; while developing and teach an online course.
  Communicating with the students via announcement, discussion board, and or email ion time is essential as well.
- I am more proactive in making sure to send out video communications to make sure get and understand the important communications they need.
- I completed two online classes with CSU Dominguez Hills prior to teaching my online course. It helped tremendously to be on the opposite side of the table for sure. The @one training really helped me prepare, enough to feel confident in preparing to teach the course for the first time. I was armed with the tools needed to build the class. I loved the analogy @one used: creating an effective online course is like building a skyscraper, you build one floor at a time. I'm at a point where I want to start incorporating videos. I want to use both synchronous and asynchronous activities in the class.
- I had to balance the demands of work and my deadlines. It put me into my student's shoes. As a result, I will be consistent with deadlines and post reminders. I will also be aware of the time it takes to do the assignments.
- I have more empathy for students who are working and going to school.
- I learned how beneficial interactive videos can be. I also learned how to effectively organize and online course so that students are aware of expectations.
- I rewrote some of my instructions to be simple and more clear
- I think there is a component of "active learning" that is important, however since much of this requires student discipline and good time-management (and interest!), I don't think much of the material is read or accessed by most students in a thoughtful or in-depth way in an online class."
- I took my training online because as adjunct faculty, I am not available for ILT. Luckily I did not experience any technical difficulties but if I did, I would feel dismay.
- I was taking 2 @one classes at the same time and it was very interesting as I had one really good instructor and one who was not very good and it really gave me an insight into how important the instructor is to the success of a student.
- Increased my empathy for students. Alerted me to ways to enhance personal contacts via e-mail and other servers. Clarified options for site design.
- It helped me see the student view of the course (which we often have trouble accessing, though it is better with Canvas), so I could understand what they see and the LMS works (or not) for them. It also helped me gain insight into how isolated a student can feel and how important quick interaction and feedback are to keeping a student feeling engaged in the class.
- It helped me understand the student experience better.
- It made me annoyed at my dumb classmates. They might be professors, but they were kind of dopey.
- It provided me with the opportunity to take my first ever online class and therefore allowed me to see firsthand what some students will encounter. It also allowed me to see the overall look of an online class. Lastly, it showed me how much communication with students is available in an online class.
- It reinforced how easy it is for the student in a course to misunderstand instructions. This is something the instructor needs to be aware of in every aspect of planning and laying out his class.
- It was a refresher on feeling like a student, juggling work, school and family and how keeping the balance can be challenging. Also internet connection - my area had power outage as I was getting ready to submit assignment and the anxiety that can create.
- It's obvious that being an online student requires more initiative and responsibility since one is not regularly present in the classroom.
- Knowing the due dates and putting a calendar reminders was helpful for me to stay on track in the @One course. I am constantly reminding my classes of deadlines and still find that some cannot stay on top of coursework. My experience with online teaching is exactly zero, but I do use Canvas and BeachBoard (CSULB) to communicate, post files, grades and assignments which I find easy to use.
- Made me appreciate the difficulties involved in accessing the course
- Meeting deadlines and timed tests ensured nearly 100% compliance.
- My online instructor was very good about sending reminders when a deadline was coming up. In addition to the weekly "welcome" and "wrap-up" announcements, I try to post a mid-week check-in announcement to remind students about deadlines.
- NA
- Reminders and late policies are big additions....
- Taking the online classes for my training provided me with first-hand experience as an online student while I was teaching and handling all my other faculty--and life--responsibilities. It has made me more understanding of the challenges inherent in online learning and I have tried to adjust my class policies to provide sufficient flexibility while still maintaining accountability.
- Videos have changed the way I think about everything in an online class. Planning the course to anticipate where students will struggle, and making videos to help students get over the hump, is the best way to communicate to students "I care about your success in my class." Several times during my OESP course through @ONE, I joined the weekly online office hour to ask question or just say hi. I've been having bi-weekly office hours in both of my online classes via BigBlueButton, and unfortunately, it's been rather difficult. The software does not work with Apple products due to its reliance on Flash. This precludes many of my students who use an iPhone from joining the office hours. I am planning to switch in SP 18 to ConferZoom, and hope to have a better experience.
- When I begin to teach online, the organization of the course content helped a lot. I also think there are many opportunities to communicate through audio and visual communication with your students.

Q11. Do you have any other comments regarding this subject or survey? If so, please make them here.

Answered	18
Skipped	38

- For all of these, it's hard to say exactly if it's due to training or due to the changeover to Canvas. Because I think it's easier to reach out to students and keep track of students in Canvas in many ways than it was in Blackboard. Maybe that's helped student retention.
  As a result of training I don't think I do that much differently. I've organized my course to include some SLO goals within the modules, but I'm not sure that helps anyone but me when my site comes up for review. Really, I think I did a pretty awesome job before training and it didn't really make me rethink anything too much. I've fiddled and experimented based on what I saw other people doing, but I don't think that many things have fundamentally changed."
- I could have used more specific training on specific content enhancement. I don't mean I wanted the training to last longer. But maybe it would be helpful to have a mini course or series of online classes that took online teachers through the process of creating specific types of tests, or making better screencasts, or using soft chalk, etc. -- something like a four week One course for Intermediate instructors who have been doing their class for a while but would like to quickly learn how to incorporate more tech into their class.
- I firmly believe that anyone who plans to teach online or anyone currently teaching an online course should participate in at least online education courses because the student experience, expectations, and challenges are much different than face-to-face courses.
- I found the course to be very helpful and well put together.
- I had such a profound experience taking OESP - learning how to communicate well to my online students was really eye-opening. I look forward to using SoftChalk in SP18 to further enhance my courses, and communicate to my students what they need to understand from the material I am teaching.
- I would like to thank Citrus College for the opportunity to learn how to teach online courses. I know this was only an introduction to online teaching. Please keep training us on more online teaching learning courses.
  Thanks, Xxxxxx Xxxxx [identifiable name X'd out]
- I would love to receive more training. Perhaps workshops on adding videos/video conferencing or using tools to highlight/circle/illustrate things to students. Anything to help me become more effective. I also think faculty should be compensated for this additional training. Perhaps assign units for each training (depending on length of training) to qualify towards advancement on the faculty salary scale.
- I would love to see training/workshops on various programs like Softchalk, captioning, conferencing, making rubrics, making videos using Snagit, etc. so that we could learn to do them with others guiding us (rather than just watching training videos, which are helpful, but I learn better in an interactive environment, so that would help me more). Also, captioning support (so that we don't have to do our own) would be extremely helpful (especially if someone is hearing impaired themselves). More time saving help (like someone captioning for us) would allow us to have more engaging content in our courses and have more time to be more "present" in our online courses. Thank you for your time.
- I'm not teaching online this term, but I still found the training immensely helpful!
- It would have been nice to see how we can use the application to better assist our students. I personally use SpeedGrader and cannot overstate how effective and convenient it is.
- My @one training: Intro to Canvas, Intro to Teach & Learn online and BOCSM (building cohesion) gave me a renewed interest and access to pedagogical strategies. For example, tie everything I do in class to a SLO or outcome. BOCSM inspired me to be expressive and personable in my online presence. Now I infuse that friendly attitude to the various LMS at each campus I teach at. Even though I have not taught a DE class, the training increased my course planning effectiveness in face-to-face courses.
- No
- no
- Thank you!
- Thank you! I learned so much and greatly appreciate all the information.
- Thanks for all of your support and encouragement!
- The instructors were great and very responsive to the group. When I had trouble, they helped me and they gave me a lot of support. Kudos to our instructors!
- Your department does a terrific job in making us look good as online instructors! Your department is available, professional and helpful!

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Citrus College

2017 Citrus College Online Education Post-Training Survey

Citrus College would like to learn about the training you took for online education. Your answers are confidential and will remain anonymous. This survey is completely voluntary and you may exit at any time. Your answers will assist us in assessing the training, improve upon it which eventually will improve the quality of education for our students. Your input to this short survey is greatly appreciated.

1. Which of the following training have you completed? (check all that apply)

@one

- [ ] @one Introduction to Online Teaching and Learning course
- [ ] @one Assessment course
- [ ] @one Certification [meaning completing the @one program including all the courses plus the practicum]
- [ ] Not @one training but an in-house course/s developed at another California Community College
- [ ] Another type of training such as graduate courses or program (please specify)

2. When did you complete your training?

- ( ) Spring 2015 hosted by Citrus College
- ( ) Spring 2016 hosted by Citrus College
- ( ) Fall 2016 hosted by Citrus College
- ( ) Fall 2017 hosted by Citrus College
- ( ) Some other time not hosted by Citrus College (please specify)

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3. Which of the following topics were covered in your training? (check all that apply)

- [ ] Welcome Letter
- [ ] Discussion Board Pedagogy
- [ ] Course Organization and Design
- [ ] Assessment
- [ ] Accessibility
- [ ] Copyright
- [ ] FERPA
- [ ] Online Communication
- [ ] Feedback to Students
- [ ] Synchronous Conferencing
- [ ] Gradebook
- [ ] Rubrics
- [ ] Peer to Peer Contact and Engagement
- [ ] Syllabus Content and Organization
- [ ] Incorporating Videos
- [ ] Video Production
- [ ] Introduction or Onboarding for Students
- [ ] Something else (please specify)

4. Which of the following have you enhanced or modified in your online curriculum as a result of your training? (check all that apply)

- [ ] Welcome Letter
- [ ] Discussion Board Pedagogy
- [ ] Course Organization and Design
- [ ] Assessment
- [ ] Accessibility
- [ ] Copyright
- [ ] FERPA
- [ ] Online Communication
- [ ] Feedback to Students
- [ ] Synchronous Conferencing
- [ ] Gradebook
- [ ] Rubrics
- [ ] Peer to Peer Contact and Engagement
- [ ] Syllabus Content and Organization
- [ ] Incorporating Videos
- [ ] Video Production
- [ ] Introduction or Onboarding for Students
- [ ] Something else (please specify)

5. Since your training, how much of an increase in STUDENT SUCCESS have you noticed in your online courses?

( ) Quite a bit ( ) Some ( ) None ( ) I'm not sure

6. How much of an increase in STUDENT SUCCESS do you feel is due to the training?

( ) Quite a bit ( ) Some ( ) None ( ) I'm not sure

Please explain.

7. Since your training, how much of an increase in STUDENT RETENTION have you noticed in your online courses?

( ) Quite a bit ( ) Some ( ) None ( ) I'm not sure

8. How much of an increase in STUDENT RETENTION do you feel is due to the training?

( ) Quite a bit ( ) Some ( ) None ( ) I'm not sure

Please explain.

9. Do you include the Online Education Initiative's (OEI) student readiness videos in your online classes?

( ) Yes ( ) No

10. Online students often struggle with aspects of course success such as meeting deadlines for assignments, or experiencing technological difficulties. If the training you completed was via an online class, please comment on the ways in which being an online student yourself has impacted your perspective as an online instructor.

11. Do you have any other comments regarding this subject or survey? If so, please make them here.

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THANK YOU for completing this survey. We appreciate the feedback.

If you have any questions about this survey, please contact:
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Please click the Done button below.