Lake Superior College
A member of Minnesota State

CENTER FOR FACULTY INNOVATION

Annual Report   •   2022-2023

July 5, 2023

Respectfully submitted by Kelli Hallsten Erickson, Stacy Leno, Jody Ondich, and Amy Jo Swing

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EXECUTIVE SUMMARY

This year was a reorganizing year for the CFI. Our focus was on consolidating resources and making sure people could find information, including sorting through, updating, and removing a massive archive of information in D2L Brightspace. FY21 and FY22 were years spent organizing, offering, recording, and distributing sessions AND working one-on-one with people on topics that would help faculty teach during the pandemic. In FY23, we took a step back from the frenetic pace of sessions and worked on several major projects.

Ultimately, we have:

- Created the new CFI webpage
- Revised and expanded Faculty and Staff Resources in D2L Brightspace
- Executed, reviewed, and honed the innovative Student Review Process
- Engaged in revising the New Faculty Mentoring process
- Revised and redesigned POET classes into a single six module class

Additionally, we have all continued being responsive to individual faculty requests in various areas where we have expertise and executed a variety of sessions during the semesters and Employee Development Days. Faculty responded favorably to these offerings, and we reached all our FY23 Goals, all while being fiscally responsible with our CFI budget monies.

Looking forward, our goals for the 2023-2024 school year include helping faculty partake in the critical work of training for teaching online, as those who have participated in trainings respond so favorably to them. We know they are valued and want to assure all understand the importance and have access to trainings that are efficient and effective. We also intend to work closely with the Center for Equity and Inclusion to assure we maintain momentum towards Equity 2030 in the realm of the classroom, and we want to help faculty evaluate their teaching practices through a new program called "Mini-SoTL." It's become clear post-pandemic that students are not as prepared for the rigors of college coursework, and we intend to support faculty in helping students make a successful transition into college. Finally, we are going to undergo a program review of the Center for Faculty Innovation, something we do in a small way through these annual reports but plan to explore in a more systematic way.

PROFESSIONAL DEVELOPMENT ACTIVITIES

PROFESSIONAL DEVELOPMENT OPPORTUNITIES OFFERED

Diversity, Equity, and Inclusion:
- Culturally Responsive Pedagogy Learning Community and Short Course
- Cultural Competence for Professional Fluency
- SafeZone: had approximately 200 participants, both in and outside of LSC. Did two workshops with local organizations: the Duluth Chamber of Commerce and Allete/Minnesota Power.
- Culturally-Based Learning Preferences and Your Teaching
- "What does racial equity mean to us?" Discussion with past grant recipients
- "Biases? Not me!"
- Assisted at LSC Pride Booth

D2L Brightspace and Other Teaching Technologies:
- Outlook and O365 Tips and Tricks
- How and When to Send an Academic Alert
- What's New in D2L Brightspace?
- D2L Brightspace Discussions Boot Camp
- D2L Brightspace Discussions Leveling Up!
- Tech Help Open Labs
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- D2L Brightspace Assignments Leveling Up!
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- Adding Questions to Videos
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- 5 Things to Update After You Copy Intelligent Agents
- 5 Things About the Faculty & Staff Resources Shell – Sneak Preview
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- Help! Help! How Can I Get Organized in Outlook Calendar? (Color Coding)
- 5 Things to do to Create a PowerPoint Presentation
- Using PowerPoint for More Than Presentations
- Professional development: when technology and pedagogy meet (Virtual ITV eLearning Conference)
- Z-Degree information session
- POET face-to-face Boot Camp

Accessibility:
- Basics of Accessibility
- Creating Accessible Documents
- Is Time an Issue? Finding Accessible Materials

Preparing to Teach and Classroom Management:
- Monday Morning Checklist
- Stuff that Comes Up the First Week
- New Faculty Orientation
- Using the Classroom Equipment
- Rocking the First Week
- Motivational Interviewing
- Defining Success: The Course Outcomes
- Professional Fluency Week and Civil Discourse
- The Problem of Deadlines
- The Pandemic Effect: How the pandemic influenced student learning
- No Dumb Questions podcast: The Amateur Archivist

WEB PRESENCE

Meeting every other week, the members of the CFI planned and created content for a public-facing CFI website. There are resources for LSC faculty and for external stakeholders to see the professional development opportunities available on our campus.

New CFI Public Webpage

RE-DESIGNING FACULTY MENTORING PROGRAM

In consultation with the academic deans and all three divisions, the CFI members began reworking mentoring documents and processes that have not been updated since 2014. This late spring project is spilling into the summer session and will result in a revised program description and contract along with an updated section in the Faculty and Staff Resources page in D2L that will guide mentors and mentees through the topics that should be covered throughout the mentoring relationship.

The plan is to present the updated materials to the Deans and the Vice President for Academic and Student Affairs at the end of the July/beginning of August for further tweaking and roll out for the Fall Semester 2023 New Faculty Orientation.

PEER and STUDENT REVIEWS

Peer Review

Three full reviews were completed of a traditional peer review. Five faculty members participated as reviewers in that review process.

Student Review

The official Student Review project, supported by an Innovation Grant from the state system, ran for the first time starting in August of 2022 and continued through May of 2023. Fourteen faculty members were part of the initial cohort, volunteering their courses to be reviewed. A new student review rubric, the training materials for the student reviewers, a timeline for steps in the process, a D2L Brightspace shell for the faculty participants, reporting documents to offer feedback to faculty, and various other content were designed to shepherd this process through the academic year.

The review process steps included:

- Faculty submitting Initial information about their chosen course
- Students completing a first review
- Student Review Coordinator meeting with faculty members to discuss student feedback
- Faculty members setting goals after their first student review feedback took place, with suggestions from the Student Review Coordinator and the CFI staff assisting in the process
- Faculty members meeting one of the CFI staff to obtain or identify training and support for faculty goals
- Faculty members revising their courses based on feedback and training
- During the spring semester, students completing a second view on each revised course
- Review coordinator meeting with faculty with new student feedback
- Participants submitting a final report of revisions and future goals

The intent is that student reviews become a new option for individual faculty development at LSC. A grant was received from the Lloyd K Johnson Foundation for $10,000 to support this Student Review process for 2023-24. At the time of this writing, eight participants have signed up for a Student Review. We hope to have ten by fall.

What we learned about the review process that will change:
- The Student Reviewers recruitment process and training will take place in August and September, about a month later than the first time. Interviewing and training student

reviewers takes more time than originally anticipated, and summer is not a good time to do this.

- The participating faculty cohort will not be required to file an interim report. This was redundant to the goal setting work that they will continue to do.
- There will be more email/regular communication to the whole cohort outside of the D2L Brightspace course to remind them of the timeline. Eight emails went out with reminders and information, but this will be increased to bi-weekly emails next year.

What we learned about the process that worked well:
- The documents used in the program are well designed, and with small changes, can be used in the future.
- The process served the participating faculty well. They report especially liking:
  - Receiving actual quotes from student reviewers about different issues
  - Receiving a document of feedback and suggestions from which to work on their course re-designs
  - The one-to-one meetings with the Student Review coordinator
  - The one-to-one meetings with the CFI staff members
  - The pay! It was a real motivation to participate and helped hold the faculty accountable for the process.
  - The ability to do the process virtually, using Zoom, email, and the D2L Brightspace shell.

OTHER ACTIVITIES FROM THE COORDINATORS

Center for Faculty Innovation Coordinator (Kelli Hallsten Erickson)

- Sent Monday morning weekly roundup emails to all faculty and academic administrators informing them of CFI activities
- Coordination of planning for the August, January, and April Development Days, including faculty-specific and all-employee development days.
- Coordination of Professional Fluency Week every semester, focused on a particular aspect of professional fluency.
- Led the Spring semester Mindset Meetup on the book *I Never Thought of It That Way* by Monica Guzman (included faculty, staff, and administrator participants)
- Mental Health First Aid (MHFA)
  - Was recruited to become an on-campus trainer for MHFA through a system-level grant
  - Spent 32 hours during Fall semester participating in intensive train-the-trainer programming
  - Received certification as a MHFA trainer
  - Offered three separate MHFA trainings on campus during spring semester. Each training had two sessions; though it is suggested that there be two trainers for all sessions, for four out of the six sessions offered, I presented alone. Total hours spent prepping and training: 30 hours
- Generative AI (like ChatGPT)
  - Participation at the system level to offer a system-wide introductory session along with several on-campus sessions (Spring 23) and collaborative planning at the system level for a summer series
- Facilitated Culturally Responsive Pedagogy Short Course for the System Office (Fall 2022, Summer 2023)
- Participation in a variety of campus committees, including:
  - Professional Development Committee (co-chair)
  - Finance Committee (co-chair)
  - Coalition for Faculty Support and Development (co-chair)
  - Council for Diversity, Equity and Inclusion
  - HLC Assessment Academy Team
    - Attended HLC Assessment Academy roundtable in Chicago at the end of October 2022 to keep the new program/department self-study process moving.
- National Lilly (Scholarship of Teaching and Learning) Conference in Austin, TX (May '23)
  - Presentation: Interactive Feedback Cycles and Student Confidence
- St. Louis County Health and Human Services Conference in Duluth, MN (October '22)
  - Presentation: "Fostering Professional Fluency"

Peer/Student Review Coordinator (Jody Ondich)

- New Faculty Day 8/16 workshops with Amy Jo Swing:
    - Monday Morning Checklist
    - Stuff that Comes Up
- Dive Deep meetings with Stacy Leno:
    - Basic and Level Up Respondus with Stacy Leno   11/17
    - Breakout session on Adding Questions to Videos 4/14
- Taught short courses for state on OER Development in Pressbooks, and on Accessible Documents during both semesters and summer 2022 and 2023
- Served on State Accessibility Committee
- Met with 6 Learning Circles at State level and for Mn West regarding Pressbooks during both semesters
- Co-wrote a Grant for 2023-24 Student Review process for Lloyd K Johnson Foundation (got it)
- Co-wrote Application for a D2L Brightspace award (didn't get it)
- Continue to Serve on state Educational Development Team
- Consulting with Open Textbook Project system team creating K-12 education courses, which continues through 2023-24
- Did H5P demos for 3 individuals and 5 learning circles
- Regular emails from faculty at LSC and faculty involved in Z degree and OER creation in the system colleges
- Led three classes with a nursing faculty on ethics
- Attended ITC online 10/4-5/22
- Workshop with Nicola Scott for ITC "Student Reviews Driving Change in the Online Learning Experience" 10/4/22
- April 14, 2023, Duty Day presentation on Student Review program
- Individual work with LSC faculty and State staff concerning Pressbooks, 13 Zoom meetings
- 6 individuals finished the Creating Accessible Documents course here at LSC through our own accessibility course.
- Attended Educause Conference, October 2022 in Denver, CO.

Center for Faculty Innovation Online Professional Development Coordinator (Amy Jo Swing)

- Open lab faculty support (with Stacy Leno) July 2022
- POET 1 class summer 2022 (2 participants)
- Helped with new faculty orientation and fall duty days, August 2022
- Fall semester, 2022, participated in Civil Discourse Task Force which held discussions with campus community, researched civil discourse statements and ideologies, and drafting a statement about Civil Discourse for LSC (which was adopted).
- Participated in a variety of campus committees, including:
    - Coalition for Faculty Support and Development (co-chair)
    - Council for Diversity, Equity and Inclusion
    - HLC Criterion Team 3 (co-leader)
    - HLC Assurance Argument Steering Team
    - Professional Development Committee
- Served on MSCF statewide Technology and eLearning Committee
- Open Tech lab with Stacy Leno, every other Friday, Fall 2022
- Attended Educause Conference, October 2022 in Denver, CO.
- Helped organize and run January duty days
- Attended ChatGPT webinar, Jan. 2023
- Completed Short course: Classroom Inquiry and IRB (2/13-3/3)
- Helped coordinate and run April 14 Duty Day
- Presented poster at Teach Together Minnesota (5/16)
- Participated in Minnesota State REFLECT SoTL project, working on assessment equity in writing classes, including completing student subject research training—this included attending and presenting at the Lilly Conference on Evidence-Based Teaching and Learning in Austin, Texas in May 2023. Presentation titled "Using digital badging to develop revision skills in first-year writing classes"
- Participated in CFI FIG on book *I Never Thought of It That Way* by Monica Guzman (Spring 2023)
- Participated in a MinnState pilot of Artificial Intelligence discussion software PackBack

INDIVIDUAL AND SMALL GROUP HELP FOR FACULTY

CFI Online coordinator one-on-one mentoring (Amy Jo Swing)

In addition to email questions and answers and informal mentoring on campus (often happens in hallways or in my office), these are one-to-one sessions I conducted with faculty:

- 9/8/22: emailed and talked with B&I faculty 30 minutes
- 10/1 10/2 emailed with AHN faculty back and forth 20 min
- 10/17: emailed with B&I faculty 20 min
- 10/17-10/18: emailing with B&I faculty about student peer review—about discussions. Emailed back and forth—30 minutes.
- Oct. 2022 Lots of emails about working with the student review faculty (2-3 hours of emails in October)
- 11/1 20 minutes emailing with AHN faculty about D2L Brightspace grades
- 11/2: met 30 min with B&I faculty for follow up on student review grant
- 11/3/22: Met with B&I faculty 30 minutes to talk about online discussions and Packback
- 11/7/22: 15 min talked with AHN faculty about online discussions
- 11/8/22 60 min met with science faculty for student review follow up (talked about content organization, proctoring, D2L Brightspace Templates)
- 11/10/22 60 min worked with Science faculty on students review follow up (talked about content organization, checklists and badges, discussions and groups)
- 11/18/22: 60 min worked with industry faculty member for post student review meeting. Worked on content organization and rubrics.
- 12/2/22 2 hours (120 min) talking with industry faculty about equity and diversity,
- 12/7/22: 40 min working with B&I faculty –follow up on student reviews talked about using more video, how to add more content, using Packback for discussions and more.

Peer and Student Review Coordinator (Jody Ondich) individual mentoring

Various emails for assistance, 1-2 a week.

Individual Zoom meetings/trainings on:
- 8/8/22--Pressbooks
- 8/10/22--Pressbooks
- 8/24/22--Pressbooks
- 8/25/22--D2L Brightspace/pedagogy
- 9/7/22--state level assistance
- 9/25/22--editing
- 10/10/22--Pressbooks
- 10/18/22--Pressbooks
- 11/18/22--Pressbooks
- 1/2/23--editing

- 1/20/23--pedagogy
- 2/7/23--pedagogy
- 2/15/23--pedagogy
- 2/17/23--pedagogy
- 2/22/23--pedagogy
- 2/24/23--pedagogy
- 4/4/23--editing
- 4/14/23--Pressbooks
- 5/22/23--Pressbooks

BUDGET REVIEW

PO No.	PO amount	Purchases	Budgeted	Costs	Encumbered	Balance
		Department: Center for Faculty Innovation - CFI (CTL)				
		Cost Code: 024103		updated	6.15.23	
		TOTAL	$2,070.00	$1,189.49	$250.00	$630.51
P0326719	$40.00	US Bank Card - Amazon book order		$38.50		
P0355683	$300.00	US Bank Card - Amazon book order		$291.00		
P0357875	$500.00	US Bank Card - Lilly Conf. (split with facdev & elearn)				
		registration		$131.25		
		flight		$138.07		
		hotel		$133.56		
P0358461	$250.00	NCBH (Adoness's PO)			$250.00	
P0370097	$168.90	US Bank Card - Amazon book order and digital book				
		Amazon		$119.90		
		Chronicle Store		$49.00		
P0372157	$232.25	US Bank Card - Panera order for Bootcamp				
		breakfast		$64.43		
		lunch		$167.82		
		Printing				
		July printing		$9.00		
		August printing		$7.08		
		September printing		$30.44		
		October printing		$1.35		
		November printing		$0.80		
		December printing		$0.00		
		January printing		$6.63		
		February printing		$0.66		
		TOTAL	$2,070.00	$1,189.49	$250.00	$880.51

Comments: The intention of the CFI budget is always to be good stewards of the money. Often, this means not spending it all, and this year was no exception. We did spend some, though. Along with purchasing books to be used in the Mindset Meetup and in support of Jane Worley's publishing of *Stop Stalling*, we utilized money to pay for Mental Health First Aid certifications and for food for the May D2L Brightspace Bootcamp. We also utilized some budget money to support, in part, Amy Jo Swing's attendance to the Lilly Conference in May.

PROFESSIONAL DEVELOPMENT SURVEY

Q1 - How would you rate the interactions you've had with the CFI staff (Kelli Hallsten

Erickson, Stacy Leno, Jody Ondich, Amy Jo Swing)? Select one.
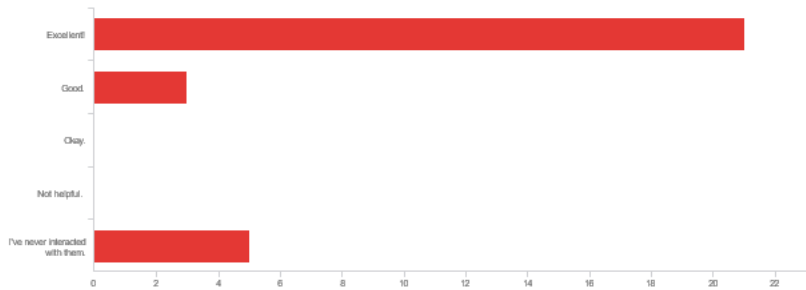
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you rate the interactions you've had with the CFI staff (Kelli Hallsten Erickson, Stacy Leno, Jody Ondich, Amy Jo Swing)? Select one. - Selected Choice	2.00	7.00	3.07	1.89	3.58	29

Q2: What has been the most useful information or support you've gotten from the CFI this year?
- D2L Brightspace x5
- Pre-recorded videos x4
- One-on-one support x3
- Technology, instructor, or online resources x3
- Course Reviews x2
- Duty day presentations x2
- The weekly updates and tips were a big help x2
- When they come and talk at B+I meetings
- Safe space trainings
- Information from Stacy - any how-to information
- Mindset Meetup
- ChatGPT session was very helpful and needs to be ongoing, I think.
- Feedback on student and online course issues and instructional
- Information about support resources
- Outside of a few questions for Stacy, nothing.
- Everything is so beneficial from CFI. Really appreciate it all.
- Continued equity support
- *A special comment:* Anything I ask Stacy! She is really good at walking you though what you need to do over the phone. She asks detailed questions and always figures out what you are asking even if you don't know what you are asking!!

Q3: What areas of your professional practice do you need the most assistance with?

Highest ranked:
- 14: Technology help
- 10: D2L Brightspace Tools
- 10: Best practices in delivering course information in online and on-campus classes
- 9: ChatGPT and other AI
- 7: Diversity, Equity, and Inclusion practices
- 7: Learning about outside resources to help students (Mental Health First Aid training, community resources, healthcare, etc.)
- 6: Learning about campus resources for students (Advising, Financial Aid, Veterans' Affairs, etc.)
- 6: Marketplace, accounting, department budgeting, etc.

Q4: Are you interested in proctoring for online classes?
- 1: Yes
- 14: No
- 4: I don't know but would like to learn more
- 7: Not applicable for my courses

Q5: What issues have arisen with students that you would like to have more discussion about with fellow faculty?

Top answers:
- 13: Not being prepared for the rigors of a program or college in general
- 12: Meeting deadlines
- 11: Absenteeism/Tardiness
- 9: Mental Health Concerns
- 8: Presenteeism (being in class but not participating)
- 7: Professionalism

FY 23 GOALS AND REVIEW

GOAL: Have a D2L Brightspace course library repository of training videos and other materials to be able to share with others

ACTIVITIES: Gather, catalog, organize, and share our training videos. Based on our cataloging, see where there might be gaps in information, which videos might need updating, and which could be deleted altogether. Create generic how-to videos for students that instructors can include in their courses for technology assistance.

DESIRED OUTCOMES: By May 2023, to have a well-organized repository of recorded resources ready to be shared with faculty.

ACTUAL OUTCOMES:
- **The D2L Brightspace page, currently titled "Faculty and Staff Resources", is live.**

GOAL: Have a robust web presence for the CFI.

ACTIVITIES: Determine what the guidelines are for having a public-facing website versus an internal web presence. Explore departmental webpages for ideas. Determine what information needs to go on the external and internal webpages. Create/update/organize information for each.

DESIRED OUTCOMES: By May 2023, have a public-facing webpage for the CFI and an internal webpage with materials that are useful for faculty and staff.

ACTUAL OUTCOMES:
- **Held bi-weekly meetings throughout the year to plan and execute the new website.**
- **The website is live: http://lsc.edu/cfi**
- **It can be found in the Employee Portal under Resources AND under Academics and Faculty-->Faculty Development**

GOAL: Members of the Coalition for Faculty and Support and Innovation intentionally make connections within the committees, departments, other community groups to which they belong to the work that is being done in the CFI.

ACTIVITIES: Explain this to the CFSI. Identify the groups that our members are a part of. Discuss ways to promote CFI activities and talking points that would be useful to share with others and encourage members to also look for ways the CFI could support faculty in different situations. Identify gaps where we want to make more connections. Have a standing agenda item in CFSI meetings to share connections made.

DESIRED OUTCOMES: Make more connections throughout the college. Heightened awareness of the work of the CFI, and assure the work we are doing is useful.

ACTUAL OUTCOMES:
- **As this was an ongoing goal, we brought this up continually throughout the year during Coalition meetings.**

GOAL: Intentionally connect with all faculty members who have started at LSC since Fall 2020.

ACTIVITIES: Attend new faculty orientation. Ask the Dean's assistants for lists of faculty who have started since Fall 2020. Reach out to everyone to gauge what their needs are and how we can be of assistance, including potential meetings, trainings, and other support that is individualized.

DESIRED OUTCOMES: More people are aware and using the CFI resources to support their teaching, and to give them the specific information they need. Help new faculty feel like they are a part of the community of educators at LSC.

ACTUAL OUTCOMES:
- **In September, Kelli emailed all new faculty members (around 30) and heard back from around 8 or so. Nothing has arisen from those responses as far as actionable items, but all have been glad to receive the email.**
- **By October, Amy Jo connected with new faculty on taking the new POET training course, and Stacy has worked with newer faculty as well.**
- **During Spring Semester, as Interim MSCF President, Kelli worked with MSCF on this goal and had two adjunct faculty gatherings.**
- **Hosted a meeting on the April duty day—two people showed up. We also had some new people ask questions during the Division Meetings.**

GOAL: Create an equitable mentor training program.

> *ACTIVITIES: Determine that administration is going to continue supporting faculty mentors. Explore what materials we currently have that support mentors. Reach out to AHN and B&I divisions to see what happens when a new faculty member is brought in. Create and implement a program that is robust but efficient.*
>
> *DESIRED OUTCOMES: Faculty mentors should be able to help their mentees more uniformly and equitably and point them to the resources they need.*

ACTUAL OUTCOMES:
- **We connected with Hanna on this before her retirement to see what insights she had on how to proceed with this in spring semester. Connected with Linda on the mentoring program funding.**
- **Connected with previous faculty mentors and mentees during a January duty day session.**
- **Sent a survey out to previous faculty mentors and mentees gather more information.**
- **Met with deans and deans' assistants to determine what already exists along with what needs the most revision**
- **Revised the Mentor Program Description and Contract**
- **Creating section in the Faculty and Staff Resources D2L Brightspace Site to help guide mentors and mentees through the program.**

FY24 Goals

GOAL: Increase faculty's competence in teaching using D2L Brightspace.
ACTIVITIES: Determine the best way to survey faculty about their specific online teaching needs. Execute survey. Embed D2L Brightspace training into new faculty onboarding that is encouraged by the deans. Determine if badging might be useful; if so, create a "menu" of D2L Brightspace training offerings, including synchronous and asynchronous training sessions, that can earn the badge.
DESIRED OUTCOMES: Faculty report positive experiences with learning about D2L Brightspace in the CFI Annual Survey, and in the upcoming PSOL survey, students report more satisfaction with their learning online.

GOAL: CFI Program Review
ACTIVITIES: Examine the current Program and Department Self-Study Process and determine which parts could be used. Look at how other campuses have approached reviews of their faculty development programs for usable aspects. Conduct the review.
DESIRED OUTCOMES: Present a final review to the President's Cabinet by June 30, 2024.

GOAL: Get all faculty to include equity practices in their classrooms.
ACTIVITIES: Offer the "Biases? Not me!" presentation for all faculty in a variety of ways. Come up with a list of practices that faculty can use in their classrooms. Ask faculty to choose two to three specific practices they can adapt from that list to apply to their courses. Determine a method for faculty to commit to these practices and report out on them.
DESIRED OUTCOMES: We increase parity in retention and completion of BIPOC students.

GOAL: Implement a "Mini-SoTL" (Scholarship of Teaching and Learning) process that allows LSC faculty to explore in depth the effectiveness of a teaching practice.
ACTIVITIES: Meet with a faculty development colleague from Ridgewater College to establish a process for both campuses. This includes the main principals of SoTL (determining an issue in instruction and how that issue can be solved, researching the effectiveness of that solution, implementing the solution in classroom teaching, and analyzing the results) while keeping it manageable within a full teaching load. Seek out faculty who are willing to undergo the process. Meet regularly to check in and offer support.
DESIRED OUTCOMES: Five faculty members participate in the MiniSoTL.

GOAL: Support faculty in preparing students for the rigors of college
ACTIVITIES: Facilitate more cross department and program connections. Utilize Professional Fluency Weeks to survey students about their experiences in starting college. Have cross-departmental conversations in Liberal Arts and Sciences about ways to address rigor in our courses to best set students up for success in programs.
DESIRED OUTCOMES: Faculty indicate in the CFI Annual Survey more confidence in their ability to support students as they transition into college.