

Panel Discussion Moderator Guide

Title: Faculty Governance and College Credit Plus: Columbus State's Dual Credit Committee Model

Date/Time: Friday, November 14 | 10:15 – 11:15 a.m.

Session Type: Panel Discussion

Moderator: Christianna Hurford, Instructor of History, 8 years IOR experience / 1 year committee experience

Panelists

- Melissa D'Aurora, Associate Professor, Accounting, Union Negotiation Committee
- Whitney Larson, Assistant Professor, English, CCP Lead, Co-Lead of Third Space, IOR
- Jennifer McCord, Associate Professor, Business Management, Co-chair committee, presented to departments, leading CCP courses since 2018, BMGT1008, BMGT1210, BMGT1101
- Rachael Romain, Professor, 13 years CCP Lead Instructor experience, 11 years CCP OAA Committee experience (committee co-chair 3 years), 2 years IOR experience

10:15–10:20 | Welcome & Introductions (5 minutes)

- Welcome everyone and thank the conference organizers.
- Introduce the session: “This session explores how Columbus State Community College’s Dual Credit Committee provides a faculty-led governance structure to support and improve our College Credit Plus programming.” Per the contract, the Dual Credit committee is a recommending body.
- Collaboration of 366 people for AU25 including:
 - K-12 Partnerships Staff: 16
 - Faculty Fellows: 2-3
 - OAA Committee: 14
 - CCP Leads: 72
 - CSCC Instructors: 85
 - Volunteer Adjuncts: 119
 - High School Facilitators: 58
 - AU25 Headcount 9,020, Credits 44,299
 - Largest courses include ENGL-1100 Composition 1, MATH-1148 College Algebra, POLS-1100 Intro to American Govt, PSY-1100 Intro to Psychology
- Mention that we’ll be using these terms interchangeably: dual credit, college credit plus, CCP, etc. The session will include time for audience questions at the end.
- Panelist introductions, name, title, personal CCP experience, and how CCP works in their area of the college. Order: Rachael → Whitney → Jennifer → Melissa

10:20–10:40 | Core Discussion: Building the Model (20 minutes)

- [Rachael] Origins and Purpose: What led to the creation of the Dual Credit Committee, and why was it important to formalize faculty governance for Columbus State’s College Credit Plus program?
- [Jennifer] Committee Structure: How is the committee structured within Academic Council, and what does that allow us to accomplish institutionally?
- [Whitney] Collaboration and Communication: How does the committee communicate and coordinate with the K–12 Partnerships Office to ensure clear, consistent processes?
- [Melissa] CSEA (Columbus State Educational Association) has a faculty union: Melissa, can you share how the Educational Association contract relates to the operations of College Credit Plus from a faculty perspective?
- [Whitney then Rachael] Faculty Engagement and Impact: What strategies have proven most effective in engaging faculty—both those teaching CCP courses and others impacted by the program—and what tangible outcomes demonstrate the committee’s impact? (Faculty Handbook, faculty surveys;132 responses Nov. 2022, department presentations, and use of Achievement Analytics)

10:40–10:55 | Reflection and Future Directions (15 minutes)

- [Whitney] Lessons Learned: What challenges have emerged as the committee has evolved, and how have those challenges been addressed?
- [Rachael and Jennifer] Faculty Voice and Influence: How has faculty leadership shaped decision-making or improved transparency in CCP administration?
- [Rachael] Looking Ahead: What are your priorities or future goals for strengthening faculty engagement and ensuring ongoing program improvement?

10:55–11:10 | Audience Q&A (15 minutes)

- [Whitney] What advice would you offer to other institutions seeking to establish faculty-led governance for dual credit programs?
- How do you balance statewide policy requirements with local faculty oversight and autonomy?
- Can you share an example of how feedback from a CCP faculty survey or information session led to a concrete program change?
- We realized how many faculty knew little to nothing about CCP through a survey and then instituted a plan to meet with all departments to talk about the program and try to correct misconceptions
- This process also allowed for cross-college communication as different departments have very different experiences with CCP.
- What role does data, such as Achievement Analytics, play in supporting continuous improvement?
- It's imperative to understand success rates in CCP sections and how they compare to other modalities of a course, we want to ensure course rigor is the same for all sections
- High enrollment CCP courses drive decision-making regarding things like textbooks, lab manuals, course costs, etc.

11:10–11:15 | Closing Remarks (5 minutes)

- Summarize key takeaways: “Our experience shows that faculty-led governance not only improves program quality but also strengthens communication, trust, and shared accountability.”
- Thank panelists and attendees for their time and participation.
- Invite follow-up conversations after the session or during the conference.
- Conclude on a collaborative note: “Strengthening dual credit programs begins with strengthening the partnership between K–12, higher education, and the faculty who make these experiences meaningful for students.”