

**Dr. Fred G. Newbury**  
**Professor of Economics**  
**Richland College, Dallas County Community College District**

**President, Texas Community College Teachers Association (TCCTA) 2010-2011**

### **Degrees Awarded**

**BA – Howard Payne University—Psychology and Business—1967**  
**MEd (1970) and EdD. (1974) University of North Texas—Economics Education**

### **Teaching**

- 35 years classroom teaching experience as Professor of Economics, Richland College
- Author of Understanding Our Material World, Kendall Hunt, 2007, Macro and Microeconomics
- Co-Developer of multi-modal, internet delivered instructional material for on-line and in-class use in macro and microeconomics
- Visiting Professor of Economics, The University of Northumbria, Newcastle England, 1988-1999
- Adjunct Professor of Economics, Saratov State University, Saratov, Russia, 2005-present

### **Recent Honors**

- Recipient: Excellence in Teaching Award, Richland College, 2008.
- Recipient: Excellence in Teaching Award, Dallas County Community College District, 2009
- Nominee, Minnie Stevens Piper Award for the State of Texas, 2009
- Recipient. Award for Innovative Excellence in Teaching, Learning and Technology, 20<sup>th</sup> Annual International Conference on College Teaching, Jacksonville, Florida, 2009

### **Recent Leadership Positions**

- President, Dallas Community College Faculty Association, (District-Wide Faculty Senate) 2004-2007
- President, Richland Faculty Association (Senate) 2003-2007)
- Chair, Educational Sub-Committee, Dallas/Saratov (Russia) Sister City Committee
- President of the Texas Association of Community College Teachers Association, 2010-2011 and member of the Executive Committee since 2006

## MAXIMIZING STUDENT SUCCESS IN DEVELOPMENTAL EDUCATION

Dr. Fred Newbury, Professor of Economics, Richland College, Dallas County Community College District and  
President, Texas Community College Teachers Association (TCCTA)

We greatly appreciate the intense interest of this committee in the success of our students. It is an issue we as faculty have devoted our careers to. Community colleges have addressed a wide variety of priorities and purposes over the years, most recently the significant change in mission brought about by the state's "Closing the Gaps" initiative. We strongly support the aims of Closing the Gaps, to bring high quality college education to a wider population of Texans.

But this initiative presents a number of challenges, most notably, the expectation that we be as successful with large numbers of under-prepared students as we were with the more limited number of better-prepared student we had prior to Closing the Gaps. This is an expectation we fully embrace and support, and have devoted countless resources to live up to. So I wish to state at the outset: far from being resistant to change and accountability, faculty at our institutions have been a primary source of solutions and have been constructively engaged in this issue for some time.

We have all heard the alarming numbers regarding the academic readiness of students entering our colleges in Texas. For community colleges, especially in urban areas, the challenge is even greater with 70% of entering freshman needing remediation in at least one area.

Community colleges have traditionally believed that a major part of their mission was to welcome any and all students, regardless of preparation or life experience, and help them to meet new educational objectives. To greet all students at this door and to assist them in improving their life opportunities has always been a very ambitious undertaking. We have—and we do—see this as part of our mission and it is a challenge that we accept. Given that community colleges have welcomed all students and realizing how many must now remediate, how do we ensure success in developmental courses and ultimately in degree completion? Our colleges have been deeply involved in efforts to answer that question. Among the promising innovations:

- Many of our colleges have developed new programs to increase communication with local school districts to help assess those students who are at-risk and need remediation. These programs encourage earlier remediation, which improves the chances of success.
- A great deal of important work has been done by the Center for Community College Student Engagement (CCCSE) at UT Austin in developing methods for assessing student engagement, along with ideas for improvement. For the at-risk student, engagement—and a culture of caring—is critical since rebuilding self-confidence is such an important element.
- Our schools support and participate in current programs of innovation. Achieving the Dream, which began in 2003, and supported partially by the Lumina Foundation, is an important initiative that is helping scores of at-risk students. It has grown to include 98 community colleges in 22 states. El Paso Community College was one of the first participants in Texas and has had outstanding results. A very new program has just been announced by the Carnegie Foundation for the Advancement of Teaching—the Carnegie Collaboratory of Community Colleges. Currently, the Foundation is identify 16 high-performing community colleges who will partner in developing innovative programs for developmental mathematics. Richland College has been identified as one of the participants that will help begin a new program that will focus on curriculum and pedagogy. There are many more.

We believe with all this innovation occurring at our institutions, one crucial piece is missing. As an administrator at my college recently told me, really amazing things are happening at Texas community colleges, there's just no way to find out about it. To drastically increase the velocity of innovation, we must create a repository to showcase these successful practices in a way that allows practitioners easy access to everything they need to replicate them at their institutions. If someone at Laredo Community College comes up with a great idea to improve a specific aspect of counseling and advising incoming students, that idea must quickly be made available to Tyler Junior College. And if someone at South Plains College is needing a solution to a vexing problem in developmental mathematics, they should have ready access to the answers their peers around the state have come up with.

The innovation is occurring already. What is missing is a vehicle to propagate these ideas in an effective and timely way.

Three years ago, our organization created, with the help of a Perkins grant, the Texas Network for Teaching Excellence, an online repository of professional development tools for career and technical educators. This resource provides state-of-the-art tools in a Web 2.0 environment that allows educators to stay current in their field. The content is provided by educators, for educators.

We believe this model is ideal for improving results in student success. Rather than hoping a small number of people, in Austin or anywhere else, will come up with a single solution to the problem, we see this open source framework as a more promising approach. The great ideas coming out of the various initiatives going on around the state—those funded by the Lumina Foundation, the Gates Foundation, the Greater Texas Foundation, and others—need to be presented to faculty and administrators at our colleges in a clear and actionable format that allows schools to benefit immediately from this growing body of work, tailor it to their local needs, and put them into action.

Using a large and existing network of faculty and administrators can help ensure that the powerful ideas that can be real game-changers in terms of increasing student success actually are implemented in the classroom. There is a vibrant community of teachers and administrators eager to learn about the ideas that are getting results, and hoping to be included in the conversation.

We look forward to continuing our dialog with this committee and other leaders across the state who are seeking solutions and advocating change that results in the success of our students we have devoted our lives to.

Thanks for including me in this discussion today.