

TBR Policy 2.03.00.02

Community College Learning Support

Exhibit 3: Learning Support Innovation Framework

As described in TBR Policy 2.03.00.02 (Community College Learning Support), TBR encourages colleges to pursue innovations to improve student success in learning support. Some innovations may require colleges to seek exceptions to the TBR policy on learning support. In these cases, colleges should follow the innovation framework described below.

In general, innovations that must follow the innovation framework include anything that does not adhere to the fundamental features of corequisite learning support (as described in TBR Policy 2.03.00.02). Examples of innovations that **must** follow the innovation framework include:

- Testing a new method for delivering learning support that does not satisfy the fundamental features of corequisite learning support (as outlined in TBR Policy 2.03.00.02).
- Piloting a new assessment method for placement (beyond the methods in TBR Policy 2.03.00.02).

TBR also encourages colleges to pursue innovations within the TBR policy on learning support. Innovations that comply with TBR policy are not required to follow the innovation framework below. However, colleges **may** draw guidance from this framework or seek assistance from TBR to create an assessment plan for these innovations. Examples of innovations that are not required to follow the innovation framework include:

- Embedding tutors or learning communities within learning support course sections.
- Varying the number of credit hours for learning support courses within the requirements of TBR policy.
- Adjusting the tuition for learning support courses within the requirements of TBR policy.

The Innovation Framework

Learning support innovations that do not comply with TBR Policy 2.03.00.02 must be submitted by the college's Chief Academic Officer (CAO) and approved by TBR's Vice Chancellor for Academic Affairs (VCAA) prior to implementation. Before the request is submitted to TBR's VCAA, the institution's CAO should route the proposal through the appropriate channels at their college to solicit faculty and staff input.

If TBR's VCAA determines that the proposed innovation should be granted a formal exception to TBR policy, the college will be expected to develop an assessment and evaluation plan with TBR. TBR's Office of Policy and Strategy will work with the college to design a rigorous evaluation that produces convincingly causal evidence of the innovation's impact on student outcomes. Experimental design (i.e., a randomized control trial) is the preferred evaluation strategy where feasible. High-quality quasi-experimental methods may be employed when an experimental evaluation is not feasible.¹ The college and TBR will collaboratively complete the assessment and use results from the assessment to inform changes to TBR policy.

If TBR's VCAA determines that the proposed innovation does not require a formal exception to TBR policy, the college may proceed with implementation. In these cases, colleges are still encouraged to work with TBR to create an assessment plan and share updates as the system identifies promising innovations for learning support.

¹ The *Procedures and Standards Handbook* published by the What Works Clearinghouse describes the features of high-quality quasi-experimental design (QED): <https://ies.ed.gov/ncee/wwc/Handbooks#procedures>. QED is also discussed in the following What Works Clearinghouse webinar: <https://ies.ed.gov/ncee/wwc/Multimedia/23>