

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM
Policy # 1.111

Title: DATA ACCURACY AND ENTRY

Authority: Board Action

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The following data must be entered by local programs in order to ensure that the National Reporting System (NRS) provides valid and accurate data. Data entry errors, which go uncorrected, often do not reflect the progress of the student or the program, and often affect funding for local programs. Timely review of data assists in ensuring its accuracy and adherence to programmatic guidelines. The following represents Louisiana Community and Technical College System adult education data collection and entry policies as well as common data entry errors.

Data	Entry Guidelines
Social Security Number or Identifying Number	<ol style="list-style-type: none"> 1. Enter the learner's real Social Security number. 2. Enter the alien identification number if ESL students do not have a Social Security number.
Contact Information	<ol style="list-style-type: none"> 1. Enter as many phone numbers that are available for the student (e.g., home, work, etc.). 2. Enter a complete mailing address including a number, street, apartment (if applicable), town and zip code. 3. Use the learner's parish of residence (not where the program is located).
Enrollment Status	<ol style="list-style-type: none"> 1. Enter the learner's status: enrolled, active, or left. <p>*A learner shall be separated and his/her status changed to left after nonattendance for 90 days according to NRS policies.</p>
Attendance	<ol style="list-style-type: none"> 1. Attendance must be recorded daily on sign-in sheets. It is recommended that attendance be entered on a weekly basis. <p>*Attendance hours are counted for instruction or instructional activities. Instructional activities include classroom instruction, assessment to inform instruction, tutoring or participation in a learning lab. Virtual, on-line or distance education attendance hours must be recorded following NRS guidelines.</p>

Data	Entry Guidelines
Test Scores	1. Enter test results (pre-test or post-test) upon completion of approved assessment.
Race/Ethnicity	Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. When collecting data, program staff are to first ask about a student's ethnicity (i.e., Hispanic/Latino or not) and then select one or more races with which the student identifies. Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories: American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino of any race, Native Hawaiian or Other Pacific Islander, White and Two or more races.
Labor Force Status	Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program, according to the following criteria: Employed, Unemployed or Not in the Labor Force.

The Louisiana Community and Technical College System requires that local programs submit a designation of distance learner for students enrolled in the adult education program, by participating in state-approved curricula (see chart below) and following a state-approved model for distance education.

1. The student must be designated as a distance education learner if the majority of the student's attendance hours are in distance education utilizing only state-approved curricula. NRS approved proxy contact hours include:
 - a. Clock Time Model, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or standalone software program. Student hours are taken from the activity statistics provided in the software.
 - b. Teacher Verification Model, which assigns a fixed number of hours of credit for each completed assignment based on teacher determination of the extent to which a learner engaged in, or completed, the assignment. Telephone call and email contact are allowable in this model; however a contact log containing the date of contact, student name, topic discussed, and length of contact. The contact log must be filed with student attendance records.
 - c. Learner Mastery Model, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (70 percent) earns the credit hours attached to the material.
2. Students must have at least 12 onsite contact hours with the program.
3. Pre-tests and post-tests are to be administered in person using the state assessment policy.

4. Programs will report all required NRS data elements on distance education students in the state approved data management system.

Models for Determining Proxy Contact Hours (PCH) for Curricula Included in the Project IDEAL Distance Student Tracker

Curriculum	Model	Criteria for Awarding PCH	PCH Credit
Crossroads Café*	Mastery	Passed unit test @ > 70%	10 hours per unit; total possible PCH = 260
English for All	Mastery	Passed unit test @ > 70%	6 hours per unit; total possible PCH = 120
GED Connection**	Teacher Verification	Video: student self-report; teacher validates whether student viewed Workbook: teacher determines % of work completed Internet Activities: teacher determines work completed Internet Module: teacher validates w/questioning whether student has engaged Practice Tests: online and print based	Video: .5 hrs. Workbook: >75% of activities completed = 4 hrs; 50-74% = 2 hrs Internet Activities: 1 hr per activity; total possible PCH = 43 Modules: 3 hrs per module; total possible PCH = 15 Tests: 1 hr. per; total possible PCH = 22
GED Illinois	Mastery	Passed unit test	50 minutes per unit completed
Madison Heights/Lifelines	Teacher Verification	Video: student self-report; teacher validates whether student viewed	Video: .5 hrs
MHC GED Integrated Online	Clock	System must track time and log out student after preset period of inactivity	Recorded time in system

*Proxy contact hours could also be determined by the teacher verification model.

**Proxy contact hours could also be determined by the mastery model.

***Different states/agencies/developers have used different criteria to determine PCH to assign to a particular curriculum. Criteria should be reviewed carefully to determine whether they fit with your state’s policy on assigning PCH.

Models for Determining Proxy Contact Hours (PCH) for Curricula Included in the Project IDEAL Distance Student Tracker

Curriculum	Model	Criteria for Awarding PCH	PCH Credit
PLATO	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system
Pre-GED Connection	Teacher Verification	Video: student self-report; teacher validates whether student viewed	Video: .5 hrs
Skills Tutor	Clock	System must track time and log out students after preset period of inactivity	Recorded time in system
Workplace Essential Skills**	Teacher Verification	Video: student self-report; teacher validates whether student viewed Workbook: teacher determines % of work completed Internet Activities: teacher determines % of work completed Preview and Review Tests: print based	Video: .5 hrs Workbook: >75% of activities completed = 2 hrs; 50-74% = 1 hrs; total possible PCH = 48 Internet Activities: >75% of activities completed = 2.5 hrs; 50-74% = 1.5 hrs; total possible PCH = 60 Tests: 1 hr per; total PCH possible = 8

*Proxy contact hours could also be determined by the teacher verification model.

**Proxy contact hours could also be determined by the mastery model.

***Different states/agencies/developers have used different criteria to determine PCH to assign to a particular curriculum. Criteria should be reviewed carefully to determine whether they fit with your state’s policy on assigning PCH.