



**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**  
*Peter Hans, President*

September 20, 2019

**MEMORANDUM**

**TO:** Admissions Officers, Continuing Education Officers, Public Information Officers, Human Resources Development, President’s Assistants, Business Officers, Chief Financial Officers, Chief Academic Officers, Basic Skills Directors, Data Coordinators

**FROM:** Dr. Tim Brewer, Chair, Data Governance Committee

**RE:** **Request for Public Comment: Race and Ethnicity and Disability Type Data Standards**

To improve data quality for the North Carolina Community College System (NCCCS), the State Board of Community Colleges has charged the NCCCS Data Governance Committee (DGC) with approving systemwide data standards, including definitions for data elements used throughout NCCCS (see [1D SBCCC 400.4\(c\)](#)). On September 3, 2019 the North Carolina Community College Data Governance Committee (DGC) initiated the process to adopt two new data standards.

The DGC initiated the process to adopt the following data standards:

- Race and Ethnicity  
  
Establishment of a standard for collecting and reporting information about race and ethnicity for students and staff.
- Disability Type  
  
Establishment of a standard for collecting and reporting disability type information for every student who self-identifies as having a disability and provides the proper documentation to the college.

Written comments for any of the standards listed above must be received no later than **5:00pm on September 27, 2019**. Comments can be sent to: [DGC@ncccommunitycolleges.edu](mailto:DGC@ncccommunitycolleges.edu). For your convenience, a copy of the proposed standards is attached. If the DGC votes to adopt these standards, a future communication will notify colleges of the action and any associated implementation details.

**Enclosures:** Race and Ethnicity Data Standards  
Disability Type Data Standards

**CC19-047**

## Race and Ethnicity Data Standards

**Background:** A standard set of race and ethnic codes were developed during the implementation of the CIS (2001-2007). Since that time, the federal government has issued [new standards](#) for reporting race and ethnicity. In addition, some colleges have developed local ethnic codes to address sub-populations and have developed local workflows that result in missing race and/or ethnicity data for some populations.

**Problem:** Missing and/or non-standard race and ethnicity data impacts the quality and completeness of data used for state and federal reporting.

**Proposal:** **Colleges must use standard race and ethnic codes and must attempt to collect race and ethnicity data for all students and employees to ensure accurate state and federal reporting. For individuals served in Non-Budget FTE Workforce Continuing Education programs (such as CE self-support, Customized Training, and Small Business Center programs), data should be reported as available.**

**Impact:** Aligns race and ethnic codes with [Common Education Data Standards](#) (CEDs) definitions for race and ethnicity. Addresses concerns about the large number of students and employees currently reported as unknown race/ethnicity. Invalid race and ethnic codes that display as errors on state reports will require colleges to fix errors. A flag to indicate a missing race or ethnic code will alert colleges on the impact to data quality. Improved data quality increases the ability to evaluate equity-related trends and outcomes.

**Processes impacted:**

Comprehensive Curriculum Student Report (CCSR), Continuing Education Registration (CE Reg), Literacy Education Information System (LEIS), Staff Information, IPEDS

## Race and Ethnicity Data Standards

Element	Definition	Option Set	Code
Hispanic or Latino Ethnicity	An indication that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.	Yes	HIS
		No	NHS
		Not Selected	Null

### Proposed Race Codes (Colleague Screen: NAE; Colleague Label: Races):

Element	Definition	Option Set	Code
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.	Yes	AN
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	Yes	AS
Black or African American	A person having origins in any of the black racial groups of Africa.	Yes	BL
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	Yes	HP
White	A person having origins in any of the original peoples of Europe, Middle East, or North Africa.	Yes	WH

## Race and Ethnicity Data Standards

### Race and Ethnicity Data Warehouse Calculated Variables:

Variable	Definition	Calculation	Code	Label
RACE_ETHNICITY	Race/ethnicity derived for state reporting.	Else if Hispanic or Latino Ethnicity = 'Yes' then RACE_ETHNICITY = 'HIS'	HIS	Hispanic or Latino Ethnicity
		Else if more than one race ('AN', 'AS', 'BL', 'HP', 'WH') = 'Yes' then RACE_ETHNICITY = 'MU'	MU	Two or More Races
		Else RACE_ETHNICITY = the single race where the value = 'Yes'	AN	American Indian or Alaska Native
			AS	Asian
			BL	Black or African American
			HP	Native Hawaiian or Other Pacific Islander
		WH	White	
Else if ethnicity = 'NHS' or is not selected and all race values are not selected then RACE_ETHNICITY = 'UN'	UN	Unknown		

Variable	Definition	Calculation	Code	Label
RACE_ETHNICITY_IPEDS	Race/ethnicity derived for IPEDS reporting.	If not a US Citizen, then RACE_ETHNICITY_IPEDS = 'NRA'	NRA	Non-resident Alien
		Else if RACE_HISPANIC = Y then RACE_ETHNICITY_IPEDS = 'HIS'	HIS	Hispanic or Latino Ethnicity
		Else if more than one race ('AN', 'AS', 'BL', 'HP', 'WH') = 'Y' then RACE_ETHNICITY_IPEDS = 'MU'	MU	Two or More Races
		Else RACE_ETHNICITY_IPEDS = the single race where the value = 'Y'	AN	American Indian or Alaska Native
			AS	Asian
			BL	Black or African American
			HP	Native Hawaiian or Other Pacific Islander
WH	White			
Else if ethnicity = 'NHS' or is not selected and all race values are not selected then RACE_ETHNICITY_IPEDS = 'UN'	UN	Unknown		

## Disability Type Data Standards

**Background:** A standard set of disability codes was developed many years ago but has not been maintained at the state level. Colleges have added codes to meet local needs. Current state reporting only indicates the student has self-identified as having a disability and does not provide any detail.

**Problem:** The current set of disability codes does not provide the data necessary to accurately report data to the state and federal governments. In addition, many of the current codes are obsolete and must be removed.

**Proposal:** **College must use standard disability codes and must collect and report disability type for every student who self-identifies as having a disability and provides the proper documentation approved by the college.**

**Impact:** Aligns disability type codes with [Common Education Data Standards](#) (CEDS) definitions for disability type. Addresses concerns about the large number of colleges that report little or no information about students with disabilities. Invalid disability codes that display as errors on state reports will require colleges to fix errors. Improved data quality increases the ability to evaluate equity-related trends and outcomes and increases the accuracy of federal reporting (IPEDS, NRS).

**Processes impacted:**

Comprehensive Curriculum Student Report (CCSR), Continuing Education Registration (CE Reg), Literacy Education Information System (LEIS), Staff Information, IPEDS, Career and Technical Education (CTE), National Reporting System (NRS)

## Disability Type Data Standards

### Disability Type Proposed Codes and Descriptions (Colleague Screen: PHIN; Colleague Label: Disability):

Element	Definition	Option Set	Code
Autism	Autism is the major or overriding disability condition that best describes the person's impairment. Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a student's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.	Yes	AUT
ADHD	Attention Deficit Hyperactivity Disorder (ADHD) is the major overriding disability condition that best describes the person's impairment. ADHD is a condition characterized by severe problems of inattention, hyperactivity, and/or impulsivity that interferes with functioning or development.	Yes	ADHD
Blindness	Blindness is the major overriding disability condition that best describes the person's impairment. Blindness is when a person's vision with the use of a correcting lens, is 20/200 or less in the better eye. A person who has tunnel vision of 20 degrees or less in the better eye is also considered blind. Total blindness is the complete lack of light and form perception.	Yes	BL
Visual impairment	Visual impairment is the major overriding disability condition that best describes the person's impairment. Visual impairment means an impairment in vision that, even with correction, adversely affects a student's educational performance. Visual impairment means impairment in vision or partial sight that is not diagnosed as blindness.	Yes	VI
Deaf-blindness	Deaf-blindness is the major or overriding disability condition that best describes the person's impairment. Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication challenges and other developmental and educational needs that it may be difficult to accommodate by disability services. Typical accommodations provided solely for students with deafness or students with blindness may not be effective.	Yes	DB
Deafness	Deafness means a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification.	Yes	DF
Hearing impairment	Hearing impairment is the major or overriding disability condition that best describes the person's impairment. Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that is not diagnosed as deafness.	Yes	HI

## Disability Type Data Standards

Element	Definition	Option Set	Code
Intellectual disability	Intellectual disability is the major or overriding disability condition that best describes the person's impairment. Intellectual disability means a person has below-average intellectual ability. They may also have poor communication, self-care and social skills. Down syndrome is one example of an intellectual disability.	Yes	ID
Multiple disabilities	Multiple disabilities is the major or overriding disability condition that best describes the person's impairment. Multiple disabilities mean concomitant impairments (such as intellectual disabilities, blindness or orthopedic impairment). Multiple disabilities do not include deaf-blindness.	Yes	MD
Orthopedic impairment	Orthopedic impairment is the major or overriding disability condition that best describes the person's impairment. Orthopedic impairment means a severe orthopedic impairment that adversely affects a student's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).	Yes	OI
Other health impairment	Other health impairment is the major or overriding disability condition that best describes the person's impairment. Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--(i) Is due to chronic or acute health problems such as asthma, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and(ii) Adversely affects a student's educational performance.	Yes	OHI
Psychological disorder	Psychological disorder is the major or overriding disability condition that best describes the person's impairment. Psychological disorder, also called mental health disorder, can refer to a wide range of mental health conditions — disorders that affect your mood, thinking and behavior. Examples of mental illness include depression, anxiety disorders, schizophrenia, eating disorders and addictive behaviors. Many people have mental health concerns from time to time. But a mental health concern becomes a mental illness when ongoing signs and symptoms cause frequent stress and affect your ability to function.	Yes	PD
Specific learning disability	Specific learning disability is the major or overriding disability condition that best describes the person's impairment. Specific learning disability is categorized by a person learning and using academic skills (reading, writing, or math) that are substantially and quantifiably below those expected for the individual's chronological age. Specific learning disability does not include learning problems	Yes	SLD

## Disability Type Data Standards

Element	Definition	Option Set	Code
	that are primarily the result of visual, hearing, or motor disabilities, intellectual or developmental disabilities, or of emotional disturbance, environmental, cultural, or economic disadvantage.		
Speech or language impairment	Speech or language impairment is the major or overriding disability condition that best describes the person's impairment. Speech or language impairment means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a student's educational performance.	Yes	SLI
Traumatic brain injury	Traumatic brain injury is the major or overriding disability condition that best describes the person's impairment. Traumatic brain injury means an injury to the brain resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.	Yes	TBI