

## **How You Ask Matters: How College Students Racially Identify Based on Question Phrasing and Their Experiences with Multiracial Issues (Work in Progress)**

**Ms. Jessica Fallon, Clemson University**

Jessica Fallon is a PhD candidate in the Department of Engineering and Science Education at Clemson University. She is also a Graduate Administrative Assistant for the Bioengineering Department and assists with advising students throughout their academic careers.

**Dr. Kelly Lazar, Clemson University**

Kelly Lazar is an Assistant Professor of Engineering and Science Education at Clemson University with a joint appointment in Environmental Engineering and Earth Sciences. Her research largely focuses on recruitment and retention of STEM students through the use of experiential learning opportunities such as virtual reality, field experiences, and undergraduate research opportunities. Her education includes a B.S. in Geology from North Carolina State University, a M.S. in Geological Sciences from East Carolina University, and a Ph.D. in Geological Sciences from The Ohio State University.

# **How You Ask Matters: How College Students Racially Identify Based on Question Phrasing and Their Views on Multiracial Issues (Work in Progress)**

## **Abstract**

The number of Multiracial people in the United States (US) continues to grow, and while the experiences of Multiracial students have been studied within higher education, there is a gap in knowledge of how the norms and expectations of engineering spaces impact Multiracial students. Engineering spaces were not made with Multiracial students in mind, and therefore, continuing in engineering majors can be difficult for these students. The first step towards helping Multiracial students in engineering is identifying their needs. However, it can be difficult to recognize which students identify with multiple races, especially when racial identity is often asked in different ways among surveys.

A pilot survey asked students to racially identify in two different ways with different question phrasing. These questions were based on literature regarding the different ways people identify their races based on how the question is asked. The second section of the pilot survey asked participants to review a list of potential events in a Multiracial person's life and answer if they had experienced it, witnessed it, or were unaware of the event. The tenets in Critical Multiracial Theory (MultiCrit) were used to code the different events presented to the participants. MultiCrit is a theoretical framework based on Critical Race Theory (CRT) developed to further understand the experiences of Multiracial people.

Initial results indicate that students responded differently regarding their racial identification based on the phrasing of the questions. Responses about the potential events experienced by Multiracial people varied based on the race(s) declared by the participants in the study. The information from this study can be used to help understand how Multiracial students racially identify and help researchers consider how to be precise when asking students questions about race.

## Introduction

People who claim multiple racial identities are one of the fastest growing populations in the United States (US) [1], [2]. While the population of Multiracial people grows, the population of Multiracial students entering higher education also increases [3], [4]. Numerous studies have been conducted regarding the experiences of Multiracial students in higher education [3], [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], and much of this work focuses on the different types of microaggressions, oppression, and negative incidents these students face [3], [4], [5], [6], [7], [8], [10], [11]. For example, several Multiracial students have experienced gatekeeping towards one or more of their multiracial identities. They have been told they are not “enough” of a certain race, or that they act too similarly to another racial identity they share. In this study we would call this a “Multiracial event,” as named by the Root & Mavin Foundation [14]. Other Multiracial events include others refusing to accept their Multiracial identity or being assigned a Monoracial identity without input from the Multiracial individual. When negative incidents occur during Multiracial students’ undergraduate career, it can deter them from entering STEM majors, which already struggle to support students’ emotional health and wellbeing. These students could also initially matriculate to STEM degrees only to leave citing negative experiences.

Researchers need to continue to study Multiracial engineering college students at the intersections of their multiracial backgrounds and additional identities. The world is facing more complicated challenges than ever before. If we want to be able to combat the world’s problems, we need different perspectives from our engineers. If we lose entire groups of students because of negative experiences in engineering due to their multiple racial identities, rather than their disinterest in engineering, then we are losing unique solutions to global issues with them.

## Literature Review – Multiracial Students in Higher Education

Studies regarding Multiracial students have also focused on how to support their specific needs in higher education [9], [12]. Narvaez & Kivlighan [12] suggested creating a distinct space for Multiracial students to find support from their peers regarding different topics, such as navigating their studies, relationships, and their Multiracial identity. Literte [9] also recognized that Biracial students have needs that differ from those of the existing Monoracial student population. A significant conclusion from this study is that institutions should be wary of making assumptions about Multiracial students, as the students have a variety of experiences as a result of their multiple racial identities.

The studies above have documented various negative events experienced by Multiracial students in higher education. There is also evidence of researchers devising potential support structures at the institutional level, directed at the needs of Multiracial students. However, a disconnect exists between the experiences of Multiracial students and how to connect them to support, which is

made more challenging by the struggle researchers face in identifying the students. Numerous studies explain that among the Multiracial population, asking about the races that a person chooses to identify with can be a complicated question [15], [16], [17], [18]. The report conducted by Patten (2015) observes that people often have a variety of answers about the races they identify with based on how they are asked about their racial identity and the options they are given. Additional studies show that the specific combination of racial identities can also change how a person chooses to racially identify [16], [18]. Therefore, further studies are needed to determine effective methods for identifying Multiracial students to be able to identify where support is needed.

### Theory – Critical Multiracial Theory

Critical Multiracial Theory (MultiCrit) is grounded in Critical Race Theory (CRT) and was developed by Dr. Jessica C. Harris [19]. MultiCrit has eight tenets; the first four tenets are similar to tenets that originated in CRT [20]. The first tenet of MultiCrit is “challenge to ahistoricism,” and it refers to using historical events to understand the experiences of Multiracial people today. The second tenet is “interest convergence,” which explains how Multiracial people are often positioned in ways that benefit White institutions, such as being used to highlight diversity. The third tenet, “experiential knowledge,” emphasizes listening to the experiences of Multiracial people and highlighting their viewpoints when discussing living with multiple racial identities. The fourth tenet, “challenge to dominant ideology,” is concerned with challenging reigning ideas with regard to monoracial beliefs and demands that Multiracial narratives are centered in research about Multiracial people.

The second four tenets were modified from CRT to explain experiences specific to Multiracial people. The fifth tenet, “racism, monoracism, and colorism,” highlights specific issues that Multiracial people often encounter in their daily lives. This tenet focuses not only on racism but works to highlight subcategories of racial prejudice that are often directed at people who come from multiple racial backgrounds. The sixth tenet, “a monoracial paradigm of race,” comments on societal ideas that races should be viewed in separate boxes from each other. It criticizes the idea that race must be forced into neat categories, which in turn refuses to allow space for the existence of Multiracial identities. The seventh tenet, “differential micro-racialization,” accounts for Multiracial people being racially identified differently according to how they will best benefit White institutions. Finally, the eighth tenet, “intersections of multiple racial identities,” allows for the research to move past the singular social identities of individuals and consider how the multiple racial heritages of each student impact and affect their experiences.

MultiCrit has been used to examine the experiences of Multiracial students in higher education [3], [5], [7], [10], [21]. Several participants in each of the studies encountered various forms of microaggressions during their undergraduate careers. This type of prejudice can include a variety of actions that include but are not limited to: Multiracial students being confronted about not

being “enough” of a singular race and having their Multiracial identity denied in favor of a singular race, as well as more traditional and obvious forms of racism against parts of their racial identity. Through using the tenets of MultiCrit, we will be able to make connections between the different racial identities of the participants and specific events affecting Multiracial students attending universities. These connections will help give us greater insight into how to provide Multiracial students with support through their undergraduate careers. This work addresses the following two research questions:

1. Do participants select different racial categorizations if prompted in different ways?
2. How does the racial category(s) that participants select relate to how they view or experience potential Multiracial events?

## Methods

This research is part of a multimethod study conducted at a university located in the southeastern part of the US. Participants were recruited in various ways. The research team reached out to faculty, staff, and student leadership in different student organizations where the organizations either had an emphasis on student members with a variety of ethnic/racial backgrounds or were engineering based. Students enrolled at the university who met the inclusion criteria (undergraduate students at the institution who selected more than one race as well as students who selected Hispanic and any additional race) were emailed with a link to the survey. Participants met the inclusion criteria if they were an undergraduate student at the institution of study and over the age of 18.

The survey was developed in three parts using techniques developed using survey development best practices when asking individuals about their race [17]. The first part asks the participants to identify their race by selecting different written racial categories (e.g., “White”, “Black”, etc.). The question in the survey can be viewed in Figure 1 below.

### Race Related Questions

What is your race or origin? Check as many boxes as needed

- ☐ American Indian or Alaska Native: Examples: Navajo Nation, Blackfeet Tribe, Muscogee (Creek) Nation, Mayan, Doyon, Native Village of Barrow Inupiat, Traditional Government, and so on
- ☐ Asian or Asian – American: Examples: Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, and so on
- ☐ Black: Examples: African American, Jamaican, Haitian, Nigerian, Ethiopian, Somalian, and so on
- ☐ Hispanic, Latino, or Spanish origin: Examples: Mexican or Mexican American, Puerto Rican, Cuban, Dominican, Salvadoran, Colombian, and so on
- ☐ Native Hawaiian or Other Pacific Islander Examples: Native Hawaiian, Samoan, Guamanian or Chamorro, Tongan, Fijian, Marshallese, and so on
- ☐ White/Caucasian: Examples: German, Irish, English, Italian, Lebanese, Egyptian, and so on
- ☐ A race/origin not listed above: Please list race(s) and/or origin(s) (Free response) write

Figure 1. The first survey question distributed to students asking them to identify their racial category(s) by selecting either one or several boxes.

In the next survey question, participants are given ten points to allocate to the same racial categories offered in the first question using the prompt as seen in Figure 2 below.

In thinking about their background, people often describe which racial or ethnic groups best describe them. Imagine if we used a 10-point system where points are allocated to whichever racial or ethnic groups, we think accurately describe a person.

For example, if you think of yourself as multiracial (Black and White), you might allocate 5 points to each. Or if you think of yourself as mostly Black but with some Hispanic heritage, you might allocate 8 or 9 points for Black and 1 or 2 points for Hispanic, Latino, or Spanish origin.

Now think of your own background in racial and ethnic terms. How would you describe your race and ethnicity using this 10-point system? Taken from (Patten, 2015, p. 16)

|                                           |                                |
|-------------------------------------------|--------------------------------|
| American Indian/Alaska Native             | <input type="text" value="0"/> |
| Asian or Asian American                   | <input type="text" value="0"/> |
| Black or African American                 | <input type="text" value="0"/> |
| Hispanic, Latino, or Spanish origin       | <input type="text" value="0"/> |
| Native Hawaiian or other Pacific Islander | <input type="text" value="0"/> |
| White/Caucasian                           | <input type="text" value="0"/> |
| $\$ \{q://QID/ChoiceTextEntryValue/7\}$   | <input type="text" value="0"/> |

Figure 2. The second survey question distributed to students asking them to allocate ten points to different racial categories to describe themselves. The last line of the survey, “ $\$ \{q://Q\dots\}$ ,” would fill in with any race/origin that participant added in question one.

These two survey methodologies were used because conclusions drawn in Patten [17] demonstrated that adults in their study can change how they racially identify based on the wording of the question. In the same group of participants, researchers saw differences in the racial identifications of participants based on whether they were offered racial categories to select versus points to allocate to different racial categories. The researchers also saw differences among responses when they specifically asked if the person considered themselves Multiracial and the racial categories chosen by the person. Therefore, it was crucial to this study to use both types of racial identity questions along with asking if they “Have faced challenges either personally or professionally based on your connection to your multiple racial identities?” This aided us in correctly identifying participants as monoracial or Multiracial.

The second section of the survey has sixteen events that have been identified as potential experiences of Multiracial people [14]. Participants in the survey are asked if the event has happened to them, if they have witnessed the event, or if they are unaware of this event. Each of the sixteen events was coded based on the eight tenets of MultiCrit. The specific experiences listed in the survey can be seen in Table 1 along with which MultiCrit tenet they were coded under. The coded events were discussed among the research team, and a consensus was reached on the categorization of the different events. The final part of the survey requests demographic information from the participants including their gender identity, university, generation, whether they were raised in the US, and their major.

Table 1. The Critical Multiracial Theory Tenets and their connection to the Potential Experiences of Multiracial People

| <b>Critical Multiracial Theory Tenets</b>   | <b>Potential Experiences of Multiracial People</b>                                                                                                                             |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intersections of multiple racial identities | You have enrolled in language classes in order to develop the ability to say “Yes” to the question, “Do you speak the language?” and remove one of the blocks to authenticity. |
|                                             | Your parents or relatives compete to “claim” you for their own racial or ethnic group.                                                                                         |
| Racism, monoracism, and colorism            | Judgments of your racial authenticity have been based upon your partner’s or significant other's race.                                                                         |
|                                             | You have been mistaken for another person of mixed heritage who does not resemble you.                                                                                         |
| Differential micro-racialization            | Different people perceive your race differently based upon the company you keep.                                                                                               |
|                                             | Your otherwise supportive friends become more distant when they think associating with you will make their racial authenticity or popularity questionable.                     |
| Experiential knowledge                      | People assume you are confused about your racial identity or have had a hard time figuring it out.                                                                             |
|                                             | Your parents identify your race differently than you identify.                                                                                                                 |

|                                |                                                                                                                   |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Challenge to dominant ideology | People say things they might not otherwise say if they knew how you identified racially.                          |
|                                | Upon meeting you, people seem confused by your last name. They do not think it “matches” you.                     |
| Interest convergence           | You have been told, “Mixed race people are so beautiful/ handsome.”                                               |
|                                | You have been told, “You look exotic.”                                                                            |
| Challenge to ahistoricism      | People assume your father was in the military.                                                                    |
|                                | Friends suggest that you date someone based upon the race or ethnicity with which they think you should identify. |
| A monoracial paradigm of race  | You have been told, “You have to choose; you can’t be both.”                                                      |
|                                | You have been asked about your racial or ethnic heritage as an object of curiosity.                               |

## Results

There were 122 responses collected from the survey, 29 of which were removed because they were incomplete. The results of the remaining 93 surveys are described below. The survey was taken by 31 male students, 59 female students, two students that selected both female and non-binary, and one student that selected gender fluid. There was also a variety of majors that participated in the survey, the most common being engineering (44 students), science (21 students), business (10 students), social science (6 students), and an additional twelve students representing other majors across the university (12 students).

In the first question of the survey, where students racially identified based on selecting different racial categories, 21 students chose a single racial category to identify their race. This same group of students identified their race by allocating points to multiple categories in the second question. One student chose to identify with multiple races in question one, but allocated points to a single race in question two. There were 25 students that chose a single racial category in question one and allocated 10 points to a single category in question two ( $n_{MO}$ ). Finally, 46 students chose multiple racial categories in question one and allocated points to at least two categories in question two ( $n_{MR}$ ). These data are broken down by response type below in Table 2.

Table 2. Display of how participants chose to racially identify according to the first two questions in the survey

|                                           |             | Question 1 Racial Identification (Categories) |                       |
|-------------------------------------------|-------------|-----------------------------------------------|-----------------------|
|                                           |             | Multiracial                                   | Monoracial            |
| Question 2 Racial Identification (Points) | Multiracial | 46 (n <sub>MR</sub> )                         | 21                    |
|                                           | Monoracial  | 1                                             | 25 (n <sub>MO</sub> ) |

The responses to Multiracial events are broken down by students who identified as monoracial or Multiracial in Figures 3 and 4, respectively. The x-axis are the different tenets of MultiCrit where each Multiracial event was previously coded, each tenet has two events that were coded to it. The solid blue box labelled at the top of the legend and the leftmost bar above each tenet on the x-axis represents the percentage of students from the population identified in the title of the figure that chose, “Yes, this has happened to me,” when they read about the Multiracial event. The solid orange box labelled in the middle of the legend and the center bar above each tenet on the x-axis represents the percentage of students from the population identified in the title of the figure that chose, “Yes, I’ve seen/heard about this happening to someone else,” when they read about the Multiracial event. Finally, the green box at the bottom of the legend and the rightmost bar above each tenet represents the number of students from the population identified in the title of the figure that chose, “No, this doesn’t apply to me,” when they read about the Multiracial event.

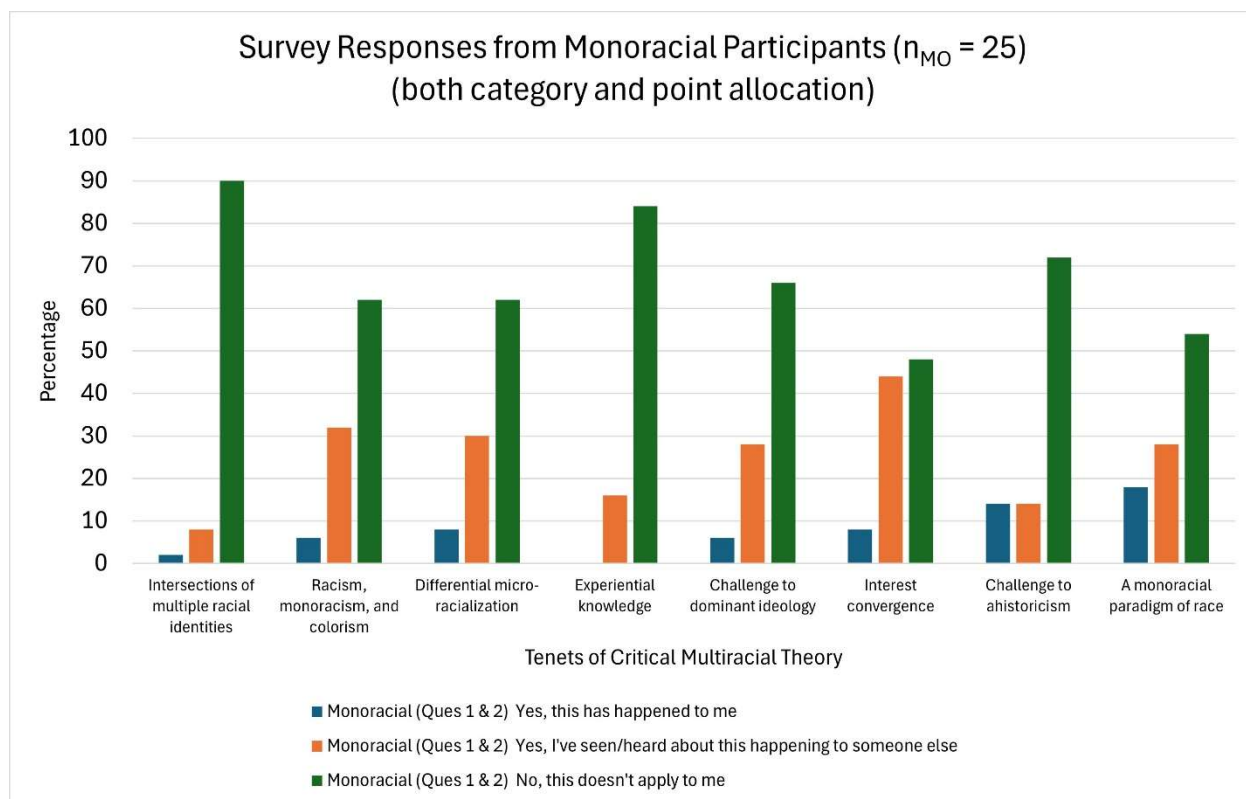


Figure 3. Survey responses from participants that racially identified with one race in survey questions 1 and 2

Figure 3 displays the survey responses for students that identified with one race in both the first and second survey questions ( $n_{MO} = 25$ ). All the potential Multiracial events had been experienced by these participants except for one tenet, “Experiential Knowledge,” the specific events which were connected to this tenet can be seen in Table 1. All tenets were also witnessed by at least one participant.

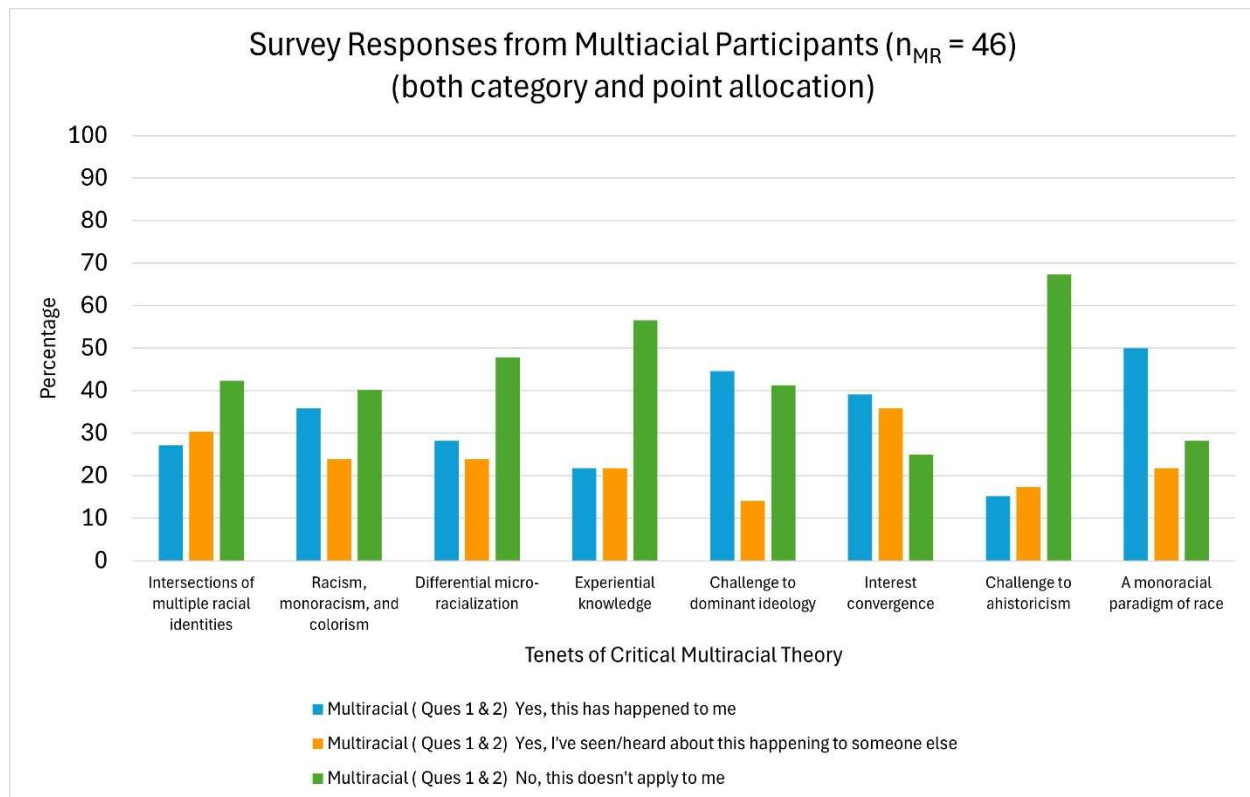


Figure 4. Survey response from students that identified with multiple races in survey questions 1 and 2.

There were 46 participants,  $n_{MR}$ , in the survey that identified with multiple races. In Figure 4, every tenet in MultiCrit was both experienced and witnessed by at least one of the participants in the study. The tenet most experienced by students was “A monoracial paradigm of race,” the specific events which were connected to this tenet can be seen in Table 1. All the tenets in MultiCrit were witnessed by at least one student in Figure 4.

## Analysis

There are several interesting characteristics of Figures 3 and 4 shown above. Figure 4, which represents Multiracial participants, had an average of roughly 44% of people having not witnessed or experienced at least one of the potential Multiracial events. Figure 4, on the other hand, had an average of approximately 67% of people having not witnessed or experienced at least one of the potential Multiracial events. The percentage calculated from Figure 4 could suggest as many studies have shown that Multiracial individuals can have a wide variety of experiences related to their Multiracial identity [3], [5], [6], [7], [8], [22]. Therefore, as demonstrated in Figure 4, Multiracial people may or may not experience or witness Multiracial events which are directly related to personal incidents related to their Multiracial identity.

Although, the percentages suggest that Monoracial people do not experience or witness potential Multiracial events as often as Multiracial people.

Figure 4 also suggests that there are more Multiracial people experiencing potential Multiracial events than Monoracial people. An average of approximately 33% of Multiracial participants experienced at least one of the potential Multiracial events in Figure 4. However, in Figure 3, only an average of roughly 8% of monoracial participants had experienced at least one of the potential Multiracial events. The data also suggest that these events are occurring more often to students that identify with more than one race. Therefore, the argument could be made that these events that have been highlighted as issues for Multiracial people [14] are connected to Multiracial students in higher education as well. However, more research will be needed to understand how the negative events experienced by Multiracial people connect to the support needed by Multiracial students in higher education.

Another interesting feature in Figure 3 focuses on the MultiCrit tenet, “Experiential knowledge,” which was not experienced by any of the students who identified as monoracial in both questions one and two. In MultiCrit, this tenet is explained as the investigation of the experiences of Multiracial students and centering their voices in discussions surrounding Multiraciality. It also argues against current reigning beliefs encompassing race and identifying with multiple races [19]. The lack of this tenet being experienced by students that identify monoracially is understandable as these students do not identify as Multiracial and therefore would lack personal experiences with this racial identity.

In Figure 4, the MultiCrit tenet most experienced by Multiracial individuals was “A monoracial paradigm of race.” This tenet focuses on the emphasis that society places on being able to fit the race of individuals in specific singular race “boxes.” It allows for the common experience of Multiracial people where others doubt experiences tied to Multiracial reality [19]. It follows that this MultiCrit tenet was most experienced among Multiracial individuals as previous research has suggested that people with multiple racial identities often face pushback from others for not fitting into singular racial “boxes” [5], [6], [7], [8], [11], [22], [23].

The data also highlighted that when students are asked to racially identify, the way they are asked can change their answer. In the first question of the survey, 21 participants chose one race to identify themselves. In the second question of the survey, when presented with the same racial categories and asked to distribute points to each racial identification rather than checking a box next to the listing, the same 21 participants chose to select more than one race. We believe this is an indication that researchers should be precise and intentional when asking participants about race. These findings indicate that more research is needed to decipher how students racially identify and how this affects the support they need in higher education.

The data indicates that Multiracial students experience specific events more often than Monoracial students. It also suggests that the ways students racially identify may not adhere to strict racial categories. These results can help inform educational support structures, especially

for Multiracial students in higher education. It may indicate that institutional faculty and administration may need to investigate additional means of supporting these students through their degree.

## Conclusion

This study illuminates the development of several ideas. Negative events that have been recorded as happening to Multiracial students are occurring in higher numbers to Multiracial students than these events happen to monoracial students. It also shows that Multiracial students have different experiences relating to their Multiracial identity. This study also demonstrates that students' responses to racial identification can change based on how the question is asked. This could affect how researchers identify Multiracial students which, in turn, could affect how the needs and supports of Multiracial students are recognized.

## References

- [1] N. Jones, R. Marks, and M. Rios-Vargas, "2020 Census Illuminates Racial and Ethnic Composition of the Country," Aug. 12, 2021. Accessed: Mar. 09, 2023. [Online]. Available: <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>
- [2] U.S. Census Bureau, "RACE." Decennial Census. Accessed: Apr. 29, 2026. [Online]. Available: <https://data.census.gov/table/DECENNIALCD1182020.P8?t=Two+or+More+Races&y=2020>
- [3] V. K. Malaney-Brown, "The Influence of Familial Relationships: Multiracial Students' Experiences with Racism at a Historically White Institution," *Genealogy*, vol. 6, no. 3, p. 64, Jul. 2022, doi: 10.3390/genealogy6030064.
- [4] N. L. Wright, S. D. Longerbeam, and M. Alagaraja, "Chronic Codeswitching: Shaping Black/White Multiracial Student Sense of Belonging," *Genealogy*, vol. 6, no. 3, p. 75, Sep. 2022, doi: 10.3390/genealogy6030075.
- [5] J. C. Harris, "Multiracial college students' experiences with multiracial microaggressions," *Race Ethn. Educ.*, vol. 20, no. 4, pp. 429–445, Jul. 2017, doi: 10.1080/13613324.2016.1248836.
- [6] J. C. Harris, "Multiracial Women Students and Racial Stereotypes on the College Campus," *J. Coll. Stud. Dev.*, vol. 58, no. 4, pp. 475–491, 2017, doi: 10.1353/csd.2017.0038.
- [7] M. P. Johnston-Guerrero, V. T. Tran, and L. Combs, "Multiracial Identities and Monoracism: Examining the Influence of Oppression," *J. Coll. Stud. Dev.*, vol. 61, no. 1, pp. 18–33, 2020, doi: 10.1353/csd.2020.0001.
- [8] A. H. Kellogg and D. L. Liddell, "'Not Half But Double': Exploring Critical Incidents in the Racial Identity of Multiracial College Students," *J. Coll. Stud. Dev.*, vol. 53, no. 4, pp. 524–541, Jul. 2012, doi: 10.1353/csd.2012.0054.
- [9] P. E. Literte, "Revising Race: How Biracial Students are Changing and Challenging Student Services," *J. Coll. Stud. Dev.*, vol. 51, no. 2, pp. 115–134, 2010, doi: 10.1353/csd.0.0122.

- [10] V. K. Malaney-Brown, "'Can I do this?' Multiracial student decisions to engage with racial justice student organizations at a historically White institution," *New Dir. Stud. Serv.*, vol. 2021, no. 174, pp. 29–35, Jun. 2021, doi: 10.1002/ss.20385.
- [11] S. D. Museus, S. A. L. Sariñana, and T. K. Ryan, "A Qualitative Examination of Multiracial Students' Coping Responses to Experiences with Prejudice and Discrimination in College," *J. Coll. Stud. Dev.*, vol. 56, no. 4, pp. 331–348, 2015, doi: 10.1353/csd.2015.0041.
- [12] R. C. Narvaez and D. M. Kivlighan, "Third Space: The Need for Multiracial College Student Groups at University Counseling Centers," *J. Coll. Stud. Psychother.*, vol. 35, no. 1, pp. 87–101, Jan. 2021, doi: 10.1080/87568225.2019.1646621.
- [13] H. Okamoto, "Mixed Plate: Exploring Multiracial Student Identities Within Higher Education," *PSU McNair Sch. Online J.*, vol. 14, no. 1, 2020, doi: 10.15760/mcnair.2020.14.1.4.
- [14] M. P. P. Root and M. Kelley, Eds., *The Multiracial Child Resource Book*, 1. print. Seattle, WA, 2003.
- [15] M. E. Campbell, "Thinking outside the (black) box: Measuring black and multiracial identification on surveys," *Soc. Sci. Res.*, vol. 36, no. 3, pp. 921–944, Sep. 2007, doi: 10.1016/j.ssresearch.2006.07.001.
- [16] A. Gullickson and A. Morning, "Choosing race: Multiracial ancestry and identification," *Soc. Sci. Res.*, vol. 40, no. 2, pp. 498–512, Mar. 2011, doi: 10.1016/j.ssresearch.2010.12.010.
- [17] E. Patten, "Who is Multiracial? Depends on How You Ask: A Comparison of Six Survey Methods to Capture Racial Identity," Pew Research Center, Washington, D.C., 2015. [Online]. Available: <http://www.pewsocialtrends.org/2015/11/06/who-ismultiracial-depends-on-how-you-ask/>
- [18] M. Song, "Who counts as multiracial?," *Ethn. Racial Stud.*, vol. 44, no. 8, pp. 1296–1323, Jun. 2021, doi: 10.1080/01419870.2020.1856905.
- [19] J. C. Harris, "Toward a critical multiracial theory in education," *Int. J. Qual. Stud. Educ.*, vol. 29, no. 6, pp. 795–813, Jul. 2016, doi: 10.1080/09518398.2016.1162870.
- [20] G. Ladson-Billings, "Just what is critical race theory and what's it doing in a nice field like education?," *Int. J. Qual. Stud. Educ.*, vol. 11, no. 1, pp. 7–24, 1998, doi: 10.1080/095183998236863.
- [21] M. Ausman and Q. Zhu, "Mixed in Engineering: Introducing Critical Multiracial Theory to Engineering Education Research," in *2023 ASEE Annual Conference & Exposition Proceedings*, Baltimore, Maryland: ASEE Conferences, Jun. 2023, p. 43657. doi: 10.18260/1-2--43657.
- [22] J. C. Harris, "Whiteness as Structuring Property: Multiracial Women Students' Social Interactions at a Historically White Institution," *Rev. High. Educ.*, vol. 42, no. 3, pp. 1023–1050, 2019, doi: 10.1353/rhe.2019.0028.
- [23] N. L. Wright, "Why Must I Choose: Multiracial Students Negotiating Identity at a PWI," *J. Coll. Character*, vol. 25, no. 2, pp. 205–210, Apr. 2024, doi: 10.1080/2194587X.2024.2326230.