



# One Box Isn't Enough: An Analysis of How U.S. Colleges and Universities Classify Mixed Heritage Students

By Alfredo Padilla with Matt Kelley  
Published November 9, 2005

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### Abstract

This report details how colleges and universities in the United States collect and encode racial and ethnic data for students who identify with more than one race. We were specifically interested in determining how many institutions of higher learning have implemented the Office of Management and Budget's (OMB) 1997 guidelines that allow individuals to "mark one or more" races on forms requesting racial data.<sup>1</sup> This report includes information gathered from our survey of 298 schools – including private 4-year institutions, public 4-year institutions and community and technical colleges. Of the nearly 300 schools surveyed, only 27% offered students some kind of option to identify their mixed heritage on admissions applications. Only three percent, or nine schools, collected data in a way that fully complies with OMB guidelines and encodes mixed heritage students in the way they self-report.

### The Publishers

MAVIN Foundation builds healthy communities that celebrate and empower mixed heritage people and families. Since 1998, Seattle, Washington-based MAVIN has invested over \$2.5 million into innovative and award-winning projects focused on mixed heritage people, transracial adoptees, and multiracial families. For more information, visit [www.mavinfoundation.org](http://www.mavinfoundation.org).

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<sup>1</sup> "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity," Executive Office of the President, Office of Management and Budget (OMB), Office of Information and Regulatory Affairs: *Federal Register* (October 30, 1997): see online: <http://www.whitehouse.gov/omb/fedreg/ombdir15.html>

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## Introduction

This report's objective is to detail the current state of policies by U.S. colleges and universities with respect to the identification of students who identify with more than one race. Specifically, this report seeks to determine which institutions of higher education are in compliance with the 1997 federal Office of Management and Budget's (OMB) guidelines titled, "Revisions to the Standards for the Classification of Federal data on Race and Ethnicity". These guidelines mandated, for the first time, that all federal agencies that collected data on race and ethnicity must allow individuals to "mark one or more" races. This mandate extends to the Department of Education. Public colleges and universities are required to report their race and ethnicity data to the Department of Education.

## Background and History

Our nation has always had mixed heritage people, but the way that they have been viewed and classified in the U.S. has evolved throughout history. As early as 1661, Maryland colony passed a law to prohibit interracial sex or marriage.<sup>2</sup> These laws existed until the 1967 Supreme Court Case, *Loving v. Virginia* struck them down as unconstitutional.

Since 1790, the nation has conducted a decennial census, which has included various ways to determine the racial and ethnic heritage of its citizens. In over two centuries, no decennial census has included an identical set of racial categories. Categories ranging from "Hindu" to "Part-Hawaiian" are important indicators of how race has been perceived in particular eras. In an attempt to identify persons with African ancestry, past censuses have technically employed "mixed race" categories. The 1860 census included the category, "mulatto." This option was absent in the 1870 and 1880 censuses, but reappeared in the 1890 census. The 1890 census included the categories "quadroon" and "octaroon" to designate persons of approximately one-quarter, and one-eighth African or Black heritage, respectively.<sup>3</sup>

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<sup>2</sup> L.R. Tenzer, *A Completely New Look at Interracial Sexuality: Public Opinion and Select Commentaries* (Manhawkin, NJ: Scholars Publishing House, 1990).

<sup>3</sup> For more information about the decennial census and historic documents from the census, visit [www.census.gov](http://www.census.gov).

With the repeal of the nation's anti-miscegenation laws in 1967, the 1970s saw a growing number of interracial couples and multiracial individuals. Early efforts to raise awareness of this emerging group were led by parents involved in interracial relationships. In the latter part of the decade, they founded local advocacy groups to create a sense of community and ensure that schools identified their children appropriately. In 1988, several of these groups came together to form the Association of MultiEthnic Americans (AMEA).

In the 1990s, self-identified multiracial young people were creating mixed heritage organizations on dozens of college campuses across the nation. As early as 1994, they began to network with each other through regional conferences at East Coast liberal arts colleges like Wesleyan University and Brown University.

At the same time, AMEA and other groups like Project R.A.C.E (Re-classify All Children Equally) and Hapa Issues Forum, began working in earnest to add a "multiracial" category to the 2000 census. Project R.A.C.E. succeeded in adding such a designation to forms in several states. In 1995, AMEA was appointed to the Census 2000 Advisory Board by the U.S. Department of Commerce. The multiracial movement's efforts to see a separate "multiracial" designation on the 2000 census was strongly opposed by many traditional communities of color who feared that a multiracial category would draw numbers away from their communities. In a practical compromise with these groups, AMEA later endorsed the option to mark multiple races that was similar to the guidelines adopted by the OMB.

In 1997, the White House's Office of Management and Budget (OMB) released its "Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity." Among its most important guidelines was one that allowed individuals to "mark one or more" races on forms that requested data on race or ethnicity.

The first major implementation of "mark one or more" was Census 2000, where over seven million Americans took advantage of the new opportunity and identified with more than one race. A key result of Census 2000 was that the multiracial community was disproportionately located in the Western U.S. and overwhelmingly young, with over 45% under the age of 20, and over 53% under the age of 25; compared to the general population that was 15% and 18%, respectively.<sup>4</sup>

## Implementation and Issues

In the eight years since the OMB's decision, the "mark one or more" option has demonstrated several advantages to forms allowing only single race identification. First, it provides more detailed analyses of the mixed heritage population than a stand-alone "multiracial" box. For example, a "mark one or more" format distinguishes a person who marks both "African American *and* Caucasian" from someone who identifies as "Korean, Chamorro *and* Native American," a catchall "multiracial" box would hide this diversity by collapsing both people into

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<sup>4</sup> U.S. Census Bureau, Census 2000 Summary File 4. For more information, see Nicholas A. Jones, "We the People of More Than One Race in the United States" (Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau, 2005).

a single group. By gathering detailed information about the multiracial population’s specific racial composition, we can identify trends. Second, there are important health reasons for gathering more complete information. Some diseases afflict specific ethnic populations at greater rates; assuming that all multiracial individuals are the same makes it impossible for researchers and healthcare providers to identify specific risks and opportunities for treatment. Finally, the “mark one or more” approach recognizes that multiracial individuals are not a new race, per se, but a blending and convergence of heritages. This format encourages recognition of the historical links that tie multiracial individuals to every racial and ethnic community, while also acknowledging their ties to other people of “mixed” heritage.

It has been over eight years since the OMB’s Revisions of Directive 15 were announced, and nearly two years after all agencies were instructed to implement “mark one or more” reporting methods. Despite this, few agencies have complied. At press time, the Department of Education remains out of compliance with OMB mandate. Without leadership from the Department of Education, many schools across the nation are reluctant to institute changes to the way they track race and ethnicity data.

This report seeks to identify the current status of OMB compliance in U.S. higher education. We hope that this information will be used to compare future efforts, as well as to raise awareness about the experiences of mixed heritage students at colleges and universities in the United States.

## Methods

Between July and November 2004, we conducted surveys with 298 U.S. colleges and universities to determine how institutions of higher education collected and categorized racial and ethnic data for students who identify with more than one race. For the purposes of this report, we refer to these students using the terms, “multiracial,” “mixed heritage” or “mixed race.” Schools were chosen based on the following criteria:

<b>Table 1: Criteria Used to Choose Participating Schools</b>	
1.	Two (2) community/junior/technical colleges were chosen from each state and the District of Columbia.
2.	Two (2) 4-year public universities were chosen from each state and the District of Columbia.
3.	Two (2) 4- year private universities were chosen from each state and the District of Columbia.
4.	In one (1) circumstance where there were more than two institutions that met our criteria from a given state, schools were chosen based upon their status as flagship universities, enrollment and name recognition.
5.	In seven (7) circumstances where there were fewer than two institutions that met our criteria, the total number of schools from the state or district was fewer than six.

For the majority of colleges and universities, wide scale collection of racial and ethnic data first occurs during the college application process. For this reason our analysis is based on how data on race and ethnicity is collected on admissions applications and how this information is encoded by the institution.

Applications were primarily collected on the Internet. In cases where online applications were not available, we requested that one be mailed to us. Many schools use programs that allow students to complete and submit their application online. In cases where a downloadable paper application and an online program were both available, we used the downloadable paper application. In cases where only an online application program was available, we used it.

First, applications were reviewed to determine if a question asking for race and ethnicity was presented. For schools whose applications did not request racial/ethnic data, we contacted the school to determine if they collected this data. If we obtained reliable results from this interview, we included the data into our report. If a question requesting race or ethnicity data was present, the question was initially reviewed to determine if it allowed students some way of identifying as multiracial. Our criteria did not consider an “Other” category as constituting the ability for applicants to identify as multiracial. Questions were reviewed using the following criteria:

<b>Table 2: Criteria to Determine if a School Allows Students to Identify Their Mixed Heritage</b>
1. Forms that allow students to mark more than one race/ethnicity.
2. Forms that include a stand-alone “multiracial” designation (or equivalent) amongst other racial/ethnic categories.
3. Forms that included a separate question that asked students if they were multiracial (or equivalent).
4. Instead of specific racial categories, forms that provided only a blank area where students can write-in how they identify.
5. Forms that include any combination of the above.

If an application was determined to allow students to identify their mixed heritage, a follow-up phone interview was conducted with the institution to determine how this racial/ethnic data was encoded into their database. The key questions that were asked during these interviews included:

<b>Table 3: Questions Asked to Determine How Multiracial Data is Encoded by Schools</b>
1. If a student identifies her/himself as belonging to more than one race, do you encode their information in a way that identifies them as multiracial?
2. Do you encode information about a student’s <i>specific</i> racial or ethnic mixed heritage into your database?
3. Is this information usable/retrievable? (i.e. can your database be queried specifically about your students who identify as multiracial?)

Data gathered from these interviews were encoded into a MAVIN Foundation database and copies of all printable applications were saved. In cases where online applications were used, we attempted to save the online form. When this was not possible, a link to the website was recorded.

## Results

Our analysis exposed the diverse ways that U.S. colleges and universities request racial and ethnic data on their application forms. Our survey found that some schools offer many different racial/ethnic options, while others request applicants to fill-in a single space labeled, "Race/Ethnicity." Additionally, whereas some schools require mixed heritage students to identify monoracially, others provide a "multiracial" or equivalent category. Some forms that did not provide a "multiracial" or equivalent option, did allow students to mark multiple races.

**Table 4: Examples of How U.S. Colleges and Universities Ask for Racial and Ethnic Data on Application Forms**

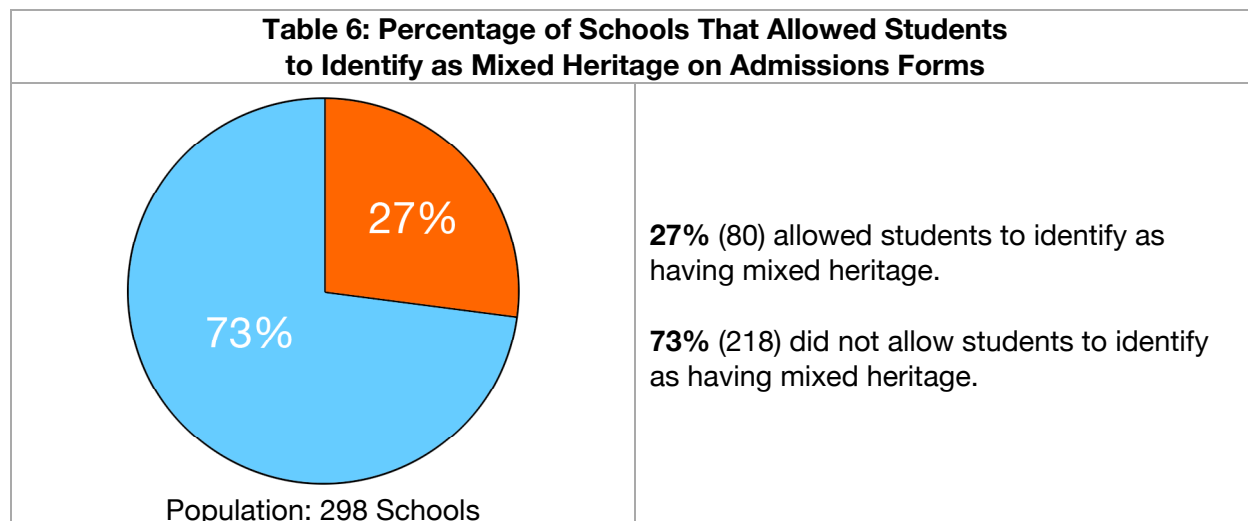
If you wish to be identified with a particular ethnic group, please check all that apply <input type="checkbox"/> African American, Black <input type="checkbox"/> Native American, Alaskan Native (tribal affiliation _____ enrolled _____) <input type="checkbox"/> Asian American (countries of family's origin _____) <input type="checkbox"/> Asian, including Indian Subcontinent (countries _____) <input type="checkbox"/> Hispanic, Latino (countries _____)		<input type="checkbox"/> Mexican American, Chicano <input type="checkbox"/> Native Hawaiian, Pacific Islander <input type="checkbox"/> Puerto Rican <input type="checkbox"/> White or Caucasian <input type="checkbox"/> Other (specify _____)	
Common Application			
Race/Ethnicity _____ George Wythe University in Utah		*Ethnic Affiliation: <input type="checkbox"/> African American/Black (B) <input type="checkbox"/> Multiracial (M) <input type="checkbox"/> Pacific Islander/Asian (P)	
Are you multi-racial or multi-ethnic? Please specify: _____ University of Michigan		Indiana Vocational Technical College, Anderson	

Although our sampling approach was designed to survey 306 schools, we surveyed 298. Six (6) states and the District of Columbia did not have a sufficient number of schools that met our criteria. In Washington State, we included a total of nine (9) schools. In every state and the District of Columbia, at least four 4 schools are included in our final results. We surveyed a relatively even number of community/technical/junior colleges, four-year public universities and four-year private universities.

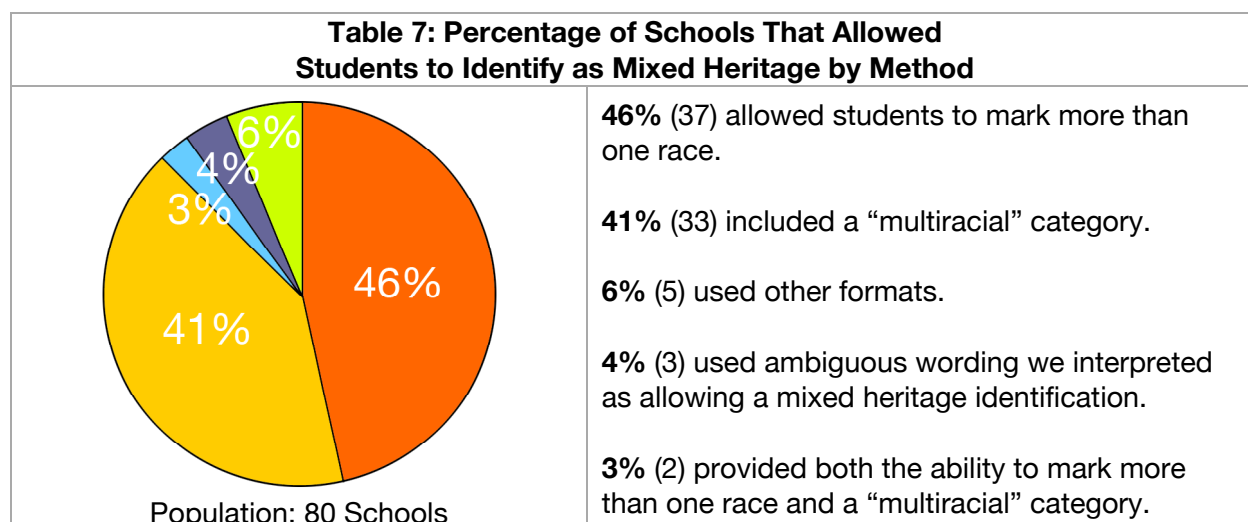
**Table 5: Breakdown of Colleges and Universities by Type**

School Type	Number	Percent
Community/Technical/Junior Colleges	97	33%
4-year Public Universities	99	33%
4-year Private Universities	102	34%
<b>Total</b>	<b>298</b>	<b>100%</b>

Of the 298 schools surveyed, we determined that 80 schools (27%) allowed prospective students to identify themselves as having mixed heritage on admissions forms.



Of the 80 schools that we determined to allow students to identify as having mixed heritage, 37 (46%) allowed applicants to mark more than one race, 33 (41%) had a separate “multiracial” (or equivalent) designation, two (2) applications (3%) allowed both methods simultaneously, three (3) applications (4%) used ambiguous wording that we interpreted as allowing students to mark more than one race, and five (5) schools (6%) used various other forms that allowed students to identify their mixed heritage<sup>5</sup>. Although many of the schools surveyed permitted students to use the “Common Application” (which allows students to identify with more than one racial/ethnic category), 12 schools used it exclusively. For schools that used the Common Application in addition to their own primary application, we based our results on their primary application.

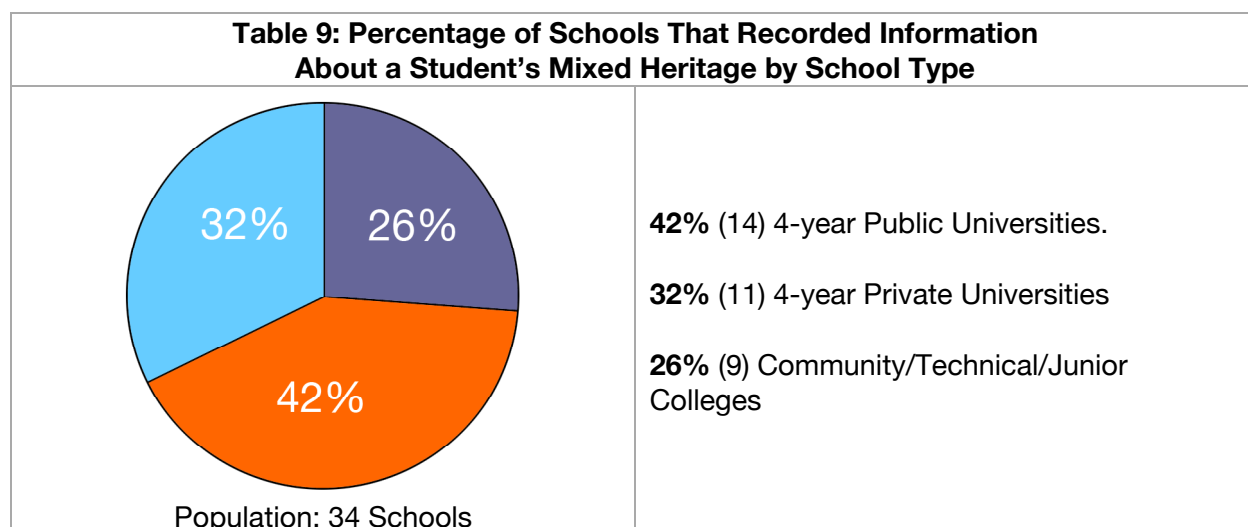


<sup>5</sup> This includes schools that have separate questions asking if they identify as multiracial, have supplemental forms that allow students to identify as multiracial, have blank spaces where students can fill-in their own racial or ethnic mixed heritage, etc.

Of the 80 schools that we identified as allowing prospective students to identify as having mixed heritage, we conducted successful follow-up interviews with 52 (65%). In these cases, we conducted two analyses. The first analysis sought to determine if schools that allowed students to identify as multiracial had policies ensuring that they would not be re-assigned to monoracial categories during encoding. Thirty-four of the schools interviewed faithfully recorded information that indicated that a student was multiracial.

As a percentage of the total number (298) of schools surveyed.	11%
As a percentage of the total number of schools (80) that we determined allowed students to identify their mixed heritage on application forms.	43%
As a percentage of the total number of schools (52) that were interviewed.	65%

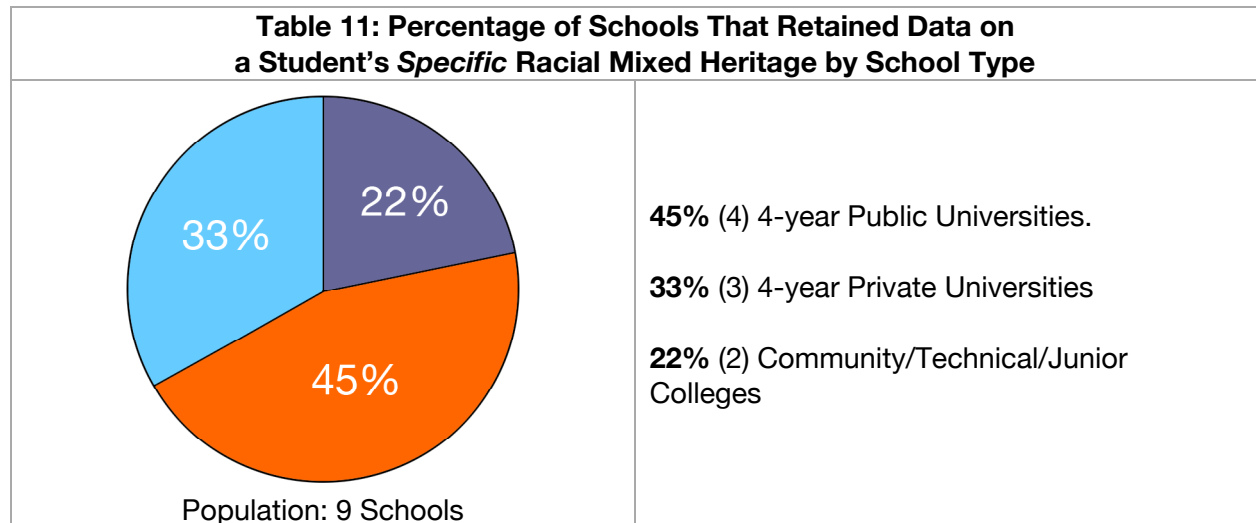
Note: Rounding results in a total of less than 100%



The second analysis sought to determine how many of the schools retained data on a student's *specific* racial/ethnic mixed heritage consistently. This is a subset of the 40 schools that allowed students to mark more than one race/ethnicity. Excluded from this analysis are schools that “approximate” racial or ethnic data by lumping students into predetermined “mixes”. Only nine (9) schools met these criteria.

As a percentage of the total number (298) of schools surveyed.	3%
As a percentage of the total number of schools (80) that we determined allowed students to identify their mixed heritage on application forms.	11%
As a percentage of the total number of schools (52) that were interviewed.	17%

Of these nine (9) schools that met our criteria for institutions that faithfully encode a student's specific heritage, a plurality (45%) of them were four-year public universities. Three of them (33%) were private universities, and two (22%) of the schools were community, technical or junior colleges.



### Regional Differences

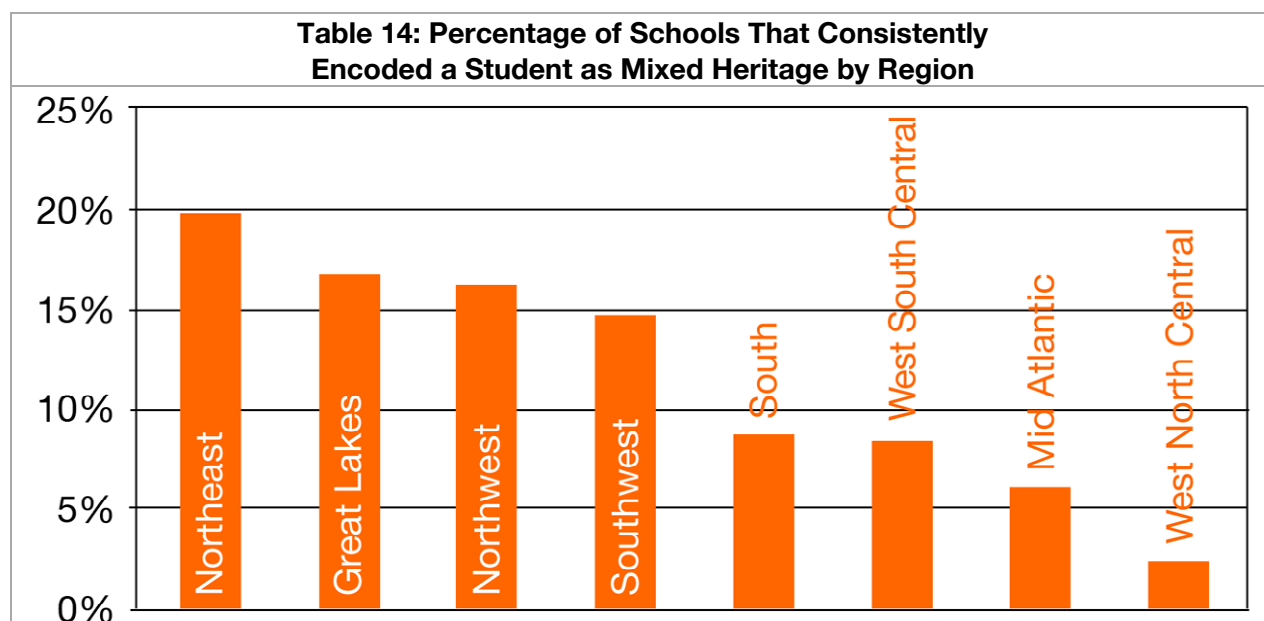
For the purposes of analyzing regional differences, we divided the nation into eight regions: Great Lakes, Mid Atlantic, Northeast, Northwest, South, Southwest, West North Central and West South Central.



Alaska is included in the Northwest region, Hawai'i is included in the Southwest region and the District of Columbia is included in the Mid Atlantic region. Table 4 shows the total number of schools in each region, along with the percentage of schools that allow students to identify as multiracial in each region.

**Table 13: Schools Surveyed by Region**

Region	Total number of Schools Surveyed	Percentage of schools in each region that allow some kind of mixed heritage identification
Northeast	35	40%
Southwest	41	37%
Northwest	37	30%
Great Lakes	30	27%
West North Central	41	24%
Mid Atlantic	33	21%
South	57	21%
West South Central	24	13%



Of the nine schools that retained accurate information on a student's specific racial mixed heritage, three were Northeast schools, three Northwest, two Southwest and one West North Central.

**Table 15: Schools That Consistently Encoded a Student's *Specific* Racial or Ethnic Mixed Heritage**

State	School Name	School Type	Region
CO	Colorado State University	PUB	Southwest
VT	Middlebury College	PRIV	Northeast
MN	Normandale Community College	CC	West North Central
RI	Providence College	PRIV	Northeast
WA	South Puget Sound Community College	CC	Northwest
CA	Stanford University	PRIV	Southwest
MA	Tufts University	PRIV	Northeast
WA	University of Washington	PUB	Northwest
WA	Washington State University	PUB	Northwest

## Discussion

Based on the data gathered in our study, we conclude that institutions of higher education in the United States are failing to identify their mixed heritage students accurately or. Barely one quarter (27%) of the schools that we surveyed offered students the option of identifying as multiracial (or equivalent), and fewer than half (43%) of these schools encode that information faithfully. Even more disappointing, is that only nine (3%) of the 298 schools surveyed collected and encoded complete information about the racial and ethnic mixed heritage of their multiracial students.

We maintain that the major reason for this situation is that over eight years after the Office of Management and Budget (OMB) issued guidelines on the collection of race and ethnicity that specifically required agencies like the Department of Education to institute a “mark one or more” races option, the Department has failed to implement these guidelines. As a consequence, institutions of higher learning in the U.S. have received little guidance on how to appropriately collect and process data about their multiracial students.

This failure by the Department of Education, however, does not excuse U.S. colleges and universities from their responsibility to meet the needs of their mixed heritage students. We commend the schools that have made an attempt to collect this information, and the nine (9) that have satisfactory data collection encoding methods. Their methods demonstrate that successful models exist, even without guidance from the Department of Education.

Implementing appropriate data collection and encoding methods is only the first step for schools that seek to meet the needs of their multiracial students. These systemic changes are only useful insofar as they allow colleges and universities to understand and adapt to the changing nature of their students’ diversity. Today, the vast majority of schools have no information about the size or nature of their multiracial population, leaving them completely unable to address a rapidly growing population that has unique and specific needs.

## Recommendations

This report has found that the vast majority of institutions of higher education have failed to provide multiracial students with appropriate opportunities to identify their racial and ethnic heritages. In order to assist U.S. colleges and universities, we have developed very basic recommendations for how they can more accurately and appropriately identify their mixed heritage student body.

### Data Collection

We currently support federal guidelines released by the Office of Management and Budget (OMB), which call for the use of a “mark one or more” format on forms that request information about race and ethnicity. This allows individuals to mark as many racial categories as they identify with. We support this approach because it:

<b>Table 16: Why Schools Should Employ the “Mark One or More” Format</b>
1. It acknowledges the diversity inherent in mixed heritage people.
2. It obtains the most detailed information about the multiracial population.
3. It acknowledges that many mixed heritage individuals have ties to traditional racial and ethnic communities.
4. It Allows for multiple analyses of the data.

Schools that collect race and ethnicity data on their students should adopt the “mark one or more” format and provide clear instructions that indicate the ability of individuals to mark as many races as *they* choose.

### Data Encoding

The purpose of collecting data on race and ethnicity is to better understand and address the needs of students. For this reason, it is critical that the racial and ethnic data gathered by schools be encoded in the most comprehensive manner possible. We recommend encoding methods that completely capture the data that are provided by students. This means that all races identified by a student must be encoded. In addition, data should be encoded in a way that allows schools to identify students based on any combination of racial identification, including single race identification as well as students who identify with multiple races.

## Data Presentation

Appropriate data presentation is critical to ensure that an accurate picture of student diversity is available to the institution for internal purposes, to assist with student recruitment and to the public. We recommend providing a complete picture of student diversity by presenting multiple analyses of the data. These analyses should include:

<b>Table 17: Recommended Analyses of Racial Data that Schools Should Conduct</b>
1. The total numbers of students by a single race. This total should include all students that identify with that race, regardless of whether they identify with additional races. This breakdown should include the percentage of students in each racial category that identify with multiple races.
2. The total number of students who identify with multiple races, regardless of which races they identify with.
3. The total number of students who identify with the most common mixed heritage responses.

Below is an example of our recommendations for data presentation using a fictitious population.

<b>Table 18: A Sample Presentation of Data by Race and Ethnicity</b>				
<b>Ethnicity</b>	<b>Number Enrolled</b>	<b>% of Total Enrollment</b>	<b>Number who identify with two or more races</b>	<b>% of Total Enrollment who identify with two or more races</b>
Hispanic or Latino	3,000	30%	200	2%
Not Hispanic or Latino	7,000	70%	800	8%
<b>Total</b>	<b>10,000</b>	<b>100%</b>	<b>1,000</b>	<b>10%</b>
<b>Race</b>	<b>Number Enrolled</b>	<b>% of Total Enrollment</b>	<b>Number who identify with two or more races</b>	<b>% of Total Enrollment who identify with two or more races</b>
American Indian or Alaska Native	500	5%	200	2%
Asian American	1,000	10%	250	2.5%
Black or African American	2,000	20%	300	3%
Native Hawaiian or Other Pacific Islander	500	5%	250	2.5%
White or Caucasian	5,000	50%	700	7%
Some Other Race	1,000	10%	500	5%
<b>Total</b>	<b>10,000</b>	<b>100%</b>	<b>2,200</b>	<b>22%</b>

Specific Mixed Race Combination	Number Enrolled	% of Total Enrollment
African American <i>and</i> American Indian or Alaska Native	100	1%
African American <i>and</i> American Indian or Alaska Native <i>and</i> Caucasian	50	0.5%
African American <i>and</i> Asian American	50	0.5%
African American <i>and</i> Caucasian	100	1%
Asian American <i>and</i> Caucasian	100	1%
Caucasian <i>and</i> Native American or Alaska Native	100	1%
Caucasian <i>and</i> Some Other Race	300	3%
All other combinations (details are available.)	1,400	14%
<b>Total</b>	<b>2,200</b>	<b>22%</b>

Note: Rounding results in totals that are less or more than 100%

Several institutions have already employed ways to present data on race and ethnicity in ways that account for their mixed heritage students. One example is the U.S. Census Bureau, which released a report titled, “The Two or More Races Population: 2000”. This report is available online from the census website ([www.census.gov](http://www.census.gov)).

Area	Total population	Two or more races					
		Total		Hispanic or Latino		Not Hispanic or Latino	
		Number	Percent of total population	Number	Percent of Two or more races population	Number	Percent of Two or more races population
United States . . .	281,421,906	6,826,228	2.4	2,224,082	32.6	4,602,146	67.4

## Use of Data

Data on race and ethnicity are used for a variety of purposes, from enforcing civil rights laws, to measuring the impact of affirmative action and other programs whose goals are to promote diversity. Racial and ethnic data are also used to make students aware of opportunities that may relate to them and also can measure the reach of programming. The revision of traditional data collection methods to be inclusive of mixed heritage individuals has caused concern about how the data will be used in the future.

Among these concerns is how mixed heritage individuals should be counted in civil rights enforcement. Although imperfect, we support current OMB guidelines, which indicate that:

<b>Table 20: How Mixed Heritage Students Should be Counted in Civil Rights Enforcement</b> (According to OMB Guidelines)
Responses that include two or more minority races are allocated as follows:
1. If the enforcement action is in response to a complaint, allocate to the race that the complainant alleges the discrimination was based on.
2. If the enforcement action requires assessing disparate impact or discriminatory patterns, analyze the patterns based on alternative allocations to each of the minority groups.

This approach recognizes that many mixed heritage individuals identify as members of communities of color and, as a result, can face similar barriers and discrimination. In addition to this guidance, we also recommend that when considering the “race” of mixed heritage individuals, schools should consider them to be whole members of the communities with which they identify, rather than fractional members of multiple communities. We also recommend that in addition to considering multiracial students as part of traditional racial and ethnic communities, that they also consider mixed heritage people as an emerging community that faces its own unique experiences and challenges, and that also make important contributions to campus diversity.

For more information, please visit [www.mavinfoundation.org](http://www.mavinfoundation.org) or [www.mixituponcampus.org](http://www.mixituponcampus.org).

## Sources

“Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity,” Executive Office of the President, Office of Management and Budget (OMB), Office of Information and Regulatory Affairs: *Federal Register* (October 30, 1997): see online: <http://www.whitehouse.gov/omb/fedreg/ombdir15.html>

L.R. Tenzer, *A Completely New Look at Interracial Sexuality: Public Opinion and Select Commentaries* (Manhawkin, NJ: Scholars Publishing House, 1990).

U.S. Census Bureau, Census 2000 Summary File 4. For more information, see Nicholas A. Jones, “We the People of More Than One Race in the United States” (Washington, DC: U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau, 2005).

# Appendices

Appendix 1: All Schools Surveyed Alphabetized by State				
State	School Name	School Type	Region	Multiracial Option
AK	Alaska Pacific University	PRIV	Northwest	No
AK	Prince William Sound Community College	CC	Northwest	No
AK	Sheldon Jackson College	PRIV	Northwest	No
AK	University of Alaska Anchorage	PUB	Northwest	No
AK	University of Alaska Fairbanks	PUB	Northwest	No
AL	Auburn University	PUB	South	No
AL	Gadsden State Community College	CC	South	No
AL	Jefferson State Community College	CC	South	No
AL	Stillman College	PRIV	South	No
AL	Tuskegee University	PRIV	South	No
AL	University of Alabama, Birmingham	PUB	South	No
AR	Arkansas State University	PUB	West South Central	No
AR	East Arkansas Community College	CC	West South Central	No
AR	Harding University, Main Campus	PRIV	West South Central	No
AR	Lyon College	PRIV	West South Central	Yes
AR	Northwest Arkansas Community College	CC	West South Central	No
AR	University of Arkansas-Main Campus	PUB	West South Central	No
AZ	Arizona State University	PUB	Southwest	No
AZ	Central Arizona College	CC	Southwest	No
AZ	Grand Canyon University	PRIV	Southwest	No
AZ	Mesa Community College	CC	Southwest	No
AZ	Prescott College	PRIV	Southwest	No
AZ	University of Arizona	PUB	Southwest	No
CA	California State University (Various Campuses)	PUB	Southwest	Yes
CA	Claremont McKenna College	PRIV	Southwest	No
CA	Diablo Valley College	CC	Southwest	No
CA	Los Angeles Southwest College	CC	Southwest	No
CA	Stanford	PRIV	Southwest	Yes
CA	University of California (Various Campuses)	PUB	Southwest	Yes
CO	Aims Community College	CC	Southwest	No
CO	Colorado State University	PUB	Southwest	Yes
CO	Community College of Denver	CC	Southwest	No
CO	University of Colorado at Boulder	PUB	Southwest	Yes
CO	University of Denver	PRIV	Southwest	Yes

CO	University of Northern Colorado	PRIV	Southwest	Yes
CT	Capital Community-Technical College, Woodland	CC	Northeast	No
CT	Central Connecticut State University	PUB	Northeast	No
CT	Manchester Community, Technical College	CC	Northeast	No
CT	University of Connecticut	PUB	Northeast	Yes
CT	Wesleyan University	PRIV	Northeast	Yes
CT	Yale University	PRIV	Northeast	Yes
DC	Georgetown University	PRIV	Mid Atlantic	No
DC	Howard University	PRIV	Mid Atlantic	No
DC	University of the District of Columbia	PUB	Mid Atlantic	No
DE	Delaware State University	PUB	Mid Atlantic	No
DE	Delaware Technical and Community College, Stanton/Wilmington	CC	Mid Atlantic	No
DE	Delaware Technical and Community College, Wilmington	CC	Mid Atlantic	No
DE	Goldey-Beacom College	PRIV	Mid Atlantic	Yes
DE	University of Delaware	PUB	Mid Atlantic	No
DE	Wilmington College	PRIV	Mid Atlantic	No
FL	Florida Institute of Technology	PRIV	South	No
FL	Florida State University	PUB	South	No
FL	Manatee Community College	CC	South	No
FL	Miami-Dade Community College	CC	South	Yes
FL	University of Florida	PUB	South	No
FL	University of Miami	PRIV	South	No
GA	Dalton College	CC	South	Yes
GA	Georgia State University	PUB	South	Yes
GA	Mercer University	PRIV	South	No
GA	Southern Polytechnic State University	CC	South	Yes
GA	Spelman College	PRIV	South	Yes
GA	University of Georgia	PUB	South	Yes
HI	Chaminade University of Honolulu	PRIV	Southwest	Yes
HI	Hawai'i Pacific University	PRIV	Southwest	No
HI	Honolulu Community College	CC	Southwest	Yes
HI	Leeward Community College	CC	Southwest	Yes
HI	University of Hawai'i at Hilo	PUB	Southwest	Yes
HI	University of Hawai'i at Mānoa	PUB	Southwest	Yes
IA	Des Moines Area Community College	CC	West North Central	No
IA	Iowa State University	PUB	West North Central	No
IA	Kirkwood Community College	CC	West North Central	No
IA	St. Ambrose University	PRIV	West North Central	No

IA	University of Iowa	PUB	West North Central	No
IA	Upper Iowa University	PRIV	West North Central	No
ID	Boise State University	PUB	Northwest	No
ID	Brigham Young University - Idaho	PRIV	Northwest	Yes
ID	College of Southern Idaho	CC	Northwest	No
ID	Eastern Idaho Technical College	CC	Northwest	No
ID	Idaho State University	PUB	Northwest	No
ID	Northwest Nazarene University	PRIV	Northwest	No
IL	Illinois State University	PUB	Great Lakes	No
IL	Loyola University of Chicago	PRIV	Great Lakes	Yes
IL	Moraine Valley Community College	CC	Great Lakes	No
IL	Northwestern University	PRIV	Great Lakes	Yes
IL	Oakton Community College	CC	Great Lakes	No
IL	University of Illinois at Urbana-Champaign	PUB	Great Lakes	No
IN	Indiana University, Bloomington	PUB	Great Lakes	No
IN	Indiana Vocational Technical College, Anderson	CC	Great Lakes	Yes
IN	Indiana Vocational Technical College, Northeast	CC	Great Lakes	Yes
IN	Purdue University	PUB	Great Lakes	No
IN	University of Notre Dame	PRIV	Great Lakes	No
IN	Valparaiso University	PRIV	Great Lakes	No
KA	Baker University	PRIV	West North Central	No
KA	Bethany College	PRIV	West North Central	No
KA	Johnson County Community College	CC	West North Central	No
KA	Kansas City Kansas Community College	CC	West North Central	Yes
KA	Kansas State University	PUB	West North Central	Yes
KA	University of Kansas	PUB	West North Central	No
KY	Asbury College	PRIV	South	No
KY	Jefferson Community College	CC	South	No
KY	Lexington Community College	CC	South	No
KY	Thomas More College	PRIV	South	No
KY	University of Kentucky	PUB	South	No
KY	University of Louisville	PUB	South	No
LA	Bossier Parish Community College	CC	West South Central	No
LA	Delgado Community College	CC	West South Central	No
LA	Louisiana State University	PUB	West South Central	No
LA	Loyola University	PRIV	West South Central	No
LA	Tulane University	PRIV	West South Central	No
LA	University of New Orleans	PUB	West South Central	No
MA	Bridgewater State College	PUB	Northeast	No
MA	Harvard University	PRIV	Northeast	Yes

MA	Massasoit Community College	CC	Northeast	No
MA	Middlesex Community College	CC	Northeast	No
MA	Tufts University	PRIV	Northeast	Yes
MA	University of Massachusetts at Amherst	PUB	Northeast	No
MD	Anne Arundel Community College	CC	Mid Atlantic	No
MD	Catonsville Community College	CC	Mid Atlantic	No
MD	Mount Saint Mary's College	PRIV	Mid Atlantic	No
MD	The Johns Hopkins University	PRIV	Mid Atlantic	Yes
MD	University of Baltimore	PUB	Mid Atlantic	No
MD	University of Maryland, College Park	PUB	Mid Atlantic	No
ME	Bates College	PRIV	Northeast	Yes
ME	Colby College	PRIV	Northeast	Yes
ME	Kennebec Valley Technical College	CC	Northeast	No
ME	Southern Maine Community College	CC	Northeast	No
ME	University of Maine	PUB	Northeast	No
ME	University of Southern Maine	PUB	Northeast	No
MI	Andrews University	PRIV	Great Lakes	No
MI	Lansing Community College	CC	Great Lakes	Yes
MI	Michigan State University	PUB	Great Lakes	No
MI	Mott Community College	CC	Great Lakes	No
MI	The University of Michigan, Ann Arbor	PUB	Great Lakes	Yes
MI	University of Detroit Mercy	PRIV	Great Lakes	No
MN	Moorhead State University	PUB	West North Central	Yes
MN	Normandale Community College	CC	West North Central	Yes
MN	North Hennepin Community College	CC	West North Central	Yes
MN	Saint Mary's University of Minnesota	PRIV	West North Central	No
MN	University of Minnesota	PUB	West North Central	No
MN	University of St. Thomas	PRIV	West North Central	No
MO	Longview Community College	CC	West North Central	No
MO	Southwest Missouri State University	PUB	West North Central	Yes
MO	St. Louis Community College at Meramec	CC	West North Central	Yes
MO	University of Missouri, Columbia	PUB	West North Central	Yes
MO	Washington University	PRIV	West North Central	Yes
MO	Webster University	PRIV	West North Central	No
MS	Hinds Community College	CC	South	No
MS	Millsaps College	PRIV	South	No
MS	Mississippi College	PRIV	South	No
MS	Mississippi Gulf Coast Community College	CC	South	No
MS	Mississippi State University	PUB	South	No
MS	University of Mississippi	PUB	South	No

MT	Carroll College	PRIV	Northwest	No
MT	Flathead Valley Community College	CC	Northwest	No
MT	Miles Community College	CC	Northwest	Yes
MT	Montana State University, Bozeman	PUB	Northwest	No
MT	Rocky Mountain College	PRIV	Northwest	No
MT	The University of Montana, Missoula	PUB	Northwest	No
NC	Central Piedmont Community College	CC	South	No
NC	Duke University	PRIV	South	Yes
NC	Fayetteville Technical Community College	CC	South	No
NC	North Carolina State University	PUB	South	No
NC	University of North Carolina at Chapel Hill	PUB	South	No
NC	Wake Forest University	PRIV	South	No
ND	Jamestown College	PRIV	West North Central	No
ND	North Dakota State University	PUB	West North Central	No
ND	Turtle Mountain Community College	CC	West North Central	No
ND	United Tribes Technical College	CC	West North Central	No
ND	University of Mary	PRIV	West North Central	No
ND	University of North Dakota	PUB	West North Central	No
NE	Central Community College	CC	West North Central	No
NE	Creighton University	PRIV	West North Central	Yes
NE	Metropolitan Community College	CC	West North Central	No
NE	Nebraska Wesleyan University	PRIV	West North Central	No
NE	University of Nebraska, Lincoln	PRIV	West North Central	Yes
NH	Dartmouth College	PRIV	Northeast	Yes
NH	Franklin Pierce College	PRIV	Northeast	No
NH	Keene State College	PUB	Northeast	Yes
NH	New Hampshire Technical College	CC	Northeast	Yes
NH	New Hampshire Technical Institute	CC	Northeast	No
NH	University of New Hampshire	PUB	Northeast	No
NJ	Bergen Community College	CC	Mid Atlantic	No
NJ	Middlesex County College	CC	Mid Atlantic	No
NJ	Monmouth College	PRIV	Mid Atlantic	No
NJ	Montclair State College	PUB	Mid Atlantic	No
NJ	Princeton University	PRIV	Mid Atlantic	Yes
NJ	Rutgers, the State University of N.J., New Brunswick	PUB	Mid Atlantic	No
NM	Clovis Community College	CC	Southwest	No
NM	College of Santa Fe	PRIV	Southwest	No
NM	New Mexico State University	PUB	Southwest	No
NM	Santa Fe Community College	CC	Southwest	No
NM	St. John's College	PRIV	Southwest	No

NM	The University of New Mexico	PUB	Southwest	No
NV	Community College of Southern Nevada	CC	Southwest	No
NV	Sierra Nevada College	PRIV	Southwest	No
NV	University of Nevada, Las Vegas	PUB	Southwest	No
NV	University of Nevada, Reno	PUB	Southwest	No
NV	Western Nevada Community College	CC	Southwest	No
NY	Cayuga County Community College	CC	Mid Atlantic	No
NY	City University of NY	PUB	Mid Atlantic	No
NY	Cornell University	PRIV	Mid Atlantic	Yes
NY	Corning Community College	CC	Mid Atlantic	No
NY	New York University	PRIV	Mid Atlantic	No
NY	State University of NY	PUB	Mid Atlantic	No
OH	Columbus State Community College	CC	Great Lakes	No
OH	Cuyahoga Community College, Western Campus	CC	Great Lakes	No
OH	Ohio University	PUB	Great Lakes	Yes
OH	The Ohio State University	PUB	Great Lakes	Yes
OH	University of Dayton	PRIV	Great Lakes	No
OH	Xavier University	PRIV	Great Lakes	No
OK	Oklahoma City Community College	CC	West South Central	No
OK	Oral Roberts University	PRIV	West South Central	No
OK	OSU, Oklahoma City	PUB	West South Central	No
OK	Redlands Community College	CC	West South Central	No
OK	The University of Tulsa	PRIV	West South Central	No
OK	University of Oklahoma	PUB	West South Central	No
OR	Central Oregon Community College	CC	Northwest	No
OR	Oregon State University	PUB	Northwest	No
OR	Portland Community College	CC	Northwest	No
OR	University of Oregon	PUB	Northwest	Yes
OR	University of Portland	PRIV	Northwest	No
OR	Willamette University	PRIV	Northwest	Yes
PA	Bucks County Community College	CC	Mid Atlantic	No
PA	Carnegie-Mellon University	PRIV	Mid Atlantic	Yes
PA	Harrisburg Area Community College	CC	Mid Atlantic	No
PA	Pennsylvania State University Main Campus	PUB	Mid Atlantic	Yes
PA	University of Pennsylvania	PRIV	Mid Atlantic	Yes
PA	University of Pittsburgh, Pittsburgh Campus	PUB	Mid Atlantic	No
RI	Brown University	PRIV	Northeast	Yes
RI	Community College of Rhode Island	CC	Northeast	No
RI	Providence College	PRIV	Northeast	Yes
RI	Rhode Island College	PUB	Northeast	No

RI	University of Rhode Island	PUB	Northeast	No
SC	Furman University	PRIV	South	Yes
SC	South Carolina State University	PUB	South	No
SC	University of South Carolina	PUB	South	No
SC	Wofford College	PRIV	South	No
SD	Augustana College	PRIV	West North Central	No
SD	Kilian Community College	CC	West North Central	Yes
SD	Mount Marty College	PRIV	West North Central	No
SD	Sisseton-Wahpeton Community College	CC	West North Central	No
SD	South Dakota State University	PUB	West North Central	No
SD	University of South Dakota	PUB	West North Central	No
TN	Belmont University	PRIV	South	No
TN	Chattanooga State Technical Community College	CC	South	No
TN	Pellissippi State Technical Community College	CC	South	No
TN	University of Memphis	PUB	South	No
TN	University of Tennessee at Knoxville	PUB	South	No
TN	Vanderbilt University	PRIV	South	Yes
TX	Austin Community College	CC	West South Central	No
TX	Baylor University	PRIV	West South Central	No
TX	Houston Community College	CC	West South Central	Yes
TX	Rice University	PRIV	West South Central	Yes
TX	Texas A&M University	PUB	West South Central	No
TX	The University of Texas at Austin	PUB	West South Central	No
UT	Brigham Young University	PRIV	Southwest	Yes
UT	Dixie State College	CC	Southwest	Yes
UT	George Wythe College	PRIV	Southwest	Yes
UT	Salt Lake Community College	CC	Southwest	No
UT	University of Utah	PUB	Southwest	No
UT	Utah State University	PUB	Southwest	No
VA	Hampton University	PRIV	South	No
VA	J. Sargeant Reynolds Community College	CC	South	No
VA	Piedmont Virginia Community College	CC	South	No
VA	University of Richmond	PRIV	South	Yes
VA	University of Virginia	PUB	South	Yes
VA	Virginia Polytechnic Institute and State University	PUB	South	No
VT	Community College of Vermont	CC	Northeast	No
VT	Lyndon State College	PUB	Northeast	No
VT	Middlebury College	PRIV	Northeast	Yes
VT	St. Michael's College	PRIV	Northeast	Yes

VT	University of Vermont	PUB	Northeast	Yes
VT	Vermont Technical College	CC	Northeast	No
WA	Bellevue Community College	CC	Northwest	No
WA	Gonzaga University	PRIV	Northwest	Yes
WA	Seattle Pacific University	PRIV	Northwest	Yes
WA	Seattle University	PRIV	Northwest	No
WA	South Puget Sound Community College	CC	Northwest	Yes
WA	Spokane Community College	CC	Northwest	No
WA	University of Washington	PUB	Northwest	Yes
WA	Washington State University	PUB	Northwest	Yes
WA	Western Washington University	PUB	Northwest	Yes
WI	Cardinal Stritch College	PRIV	Great Lakes	No
WI	Marquette University	PRIV	Great Lakes	No
WI	Moraine Park Technical College	CC	Great Lakes	No
WI	Northeast Wisconsin Technical College	CC	Great Lakes	No
WI	University of Wisconsin, Madison	PUB	Great Lakes	No
WI	University of Wisconsin, Milwaukee	PUB	Great Lakes	No
WV	Davis & Elkins College	PRIV	South	Yes
WV	Marshall University	PUB	Northwest	No
WV	Southern West Virginia Community College	CC	South	No
WV	University of Charleston	PRIV	South	Yes
WV	West Virginia Northern Community College	CC	South	No
WV	West Virginia University	PUB	South	No
WY	Central Wyoming College	CC	Northwest	No
WY	Preston University	PRIV	Northwest	No
WY	University of Wyoming	PUB	Northwest	Yes
WY	Western Wyoming Community College	CC	Northwest	No

**Appendix 2: Schools That Allowed Students to Identify as Mixed Heritage**

(Schools in **bold** encode information about a student's specific racial mixed heritage.)

State	School Name	School Type	Region	Follow Up?	Can ID with Multiple Races	Encodes Data Completely
ME	Bates College	PRIV	Northeast	Yes	Yes	No
UT	Brigham Young University	PRIV	Southwest	No	No	No
UT	Brigham Young University - Idaho	PRIV	Northwest	Yes	No	No
RI	Brown University	PRIV	Northeast	No	No	No
CA	California State University (Various Campuses)	PUB	Southwest	Yes	No	No

PA	Carnegie-Mellon University	PRIV	Mid Atlantic	No	No	No
HI	Chaminade University of Honolulu	PRIV	Southwest	No	No	No
ME	Colby College	PRIV	Northeast	Yes	No	No
<b>CO</b>	<b>Colorado State University</b>	<b>PUB</b>	<b>Southwest</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
NY	Cornell University	PRIV	Mid Atlantic	Yes	Yes	No
NE	Creighton University	PRIV	West North Central	No	No	No
GA	Dalton College	CC	South	Yes	Yes	No
NH	Dartmouth College	PRIV	Northeast	No	No	No
WV	Davis & Elkins College	PRIV	South	No	No	No
UT	Dixie State College	CC	Southwest	Yes	No	No
NC	Duke University	PRIV	South	No	No	No
SC	Furman University	PRIV	South	Yes	Yes	No
UT	George Wythe College	PRIV	Southwest	Yes	No	No
GA	Georgia State University	PUB	South	Yes	Yes	No
DE	Goldey-Beacom College	PRIV	Mid Atlantic	No	No	No
WA	Gonzaga University	PRIV	Northwest	Yes	Yes	No
MA	Harvard University	PRIV	Northeast	Yes	No	No
HI	Honolulu Community College	CC	Southwest	Yes	Yes	No
TX	Houston Community College	CC	West South Central	Yes	Yes	No
IN	Indiana Vocational Technical College, Anderson	CC	Great Lakes	Yes	Yes	No
IN	Indiana Vocational Technical College, Northeast	CC	Great Lakes	Yes	Yes	No
KA	Kansas City Kansas Community College	CC	West North Central	No	No	No
KA	Kansas State University	PUB	West North Central	Yes	Yes	No
NH	Keene State College	PUB	Northeast	Yes	Yes	No
MO	Kilian Community College	CC	West North Central	No	No	No
MI	Lansing Community College	CC	Great Lakes	Yes	Yes	No
HI	Leeward Community College	CC	Southwest	Yes	Yes	No
IL	Loyola University of Chicago	PRIV	Great Lakes	Yes	Yes	No
AR	Lyon College	PRIV	West South Central	No	No	No
FL	Miami-Dade Community College	CC	South	No	No	No
<b>VT</b>	<b>Middlebury College</b>	<b>PRIV</b>	<b>Northeast</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
MT	Miles Community College	CC	Northwest	Yes	No	No
<b>MN</b>	<b>Normandale Community College</b>	<b>CC</b>	<b>West North Central</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>
MN	North Hennepin Community College	CC	West North Central	Yes	No	No

IL	Northwestern University	PRIV	Great Lakes	No	No	No
OH	Ohio University	PUB	Great Lakes	No	No	No
PA	Pennsylvania State University Main Campus	PUB	Mid Atlantic	No	No	No
NJ	Princeton University	PRIV	Mid Atlantic	Yes	Yes	No
<b>RI</b>	<b>Providence College</b>	<b>PRIV</b>	<b>Northeast</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
TX	Rice University	PRIV	West South Central	Yes	Yes	No
WA	Seattle Pacific University	PRIV	Northwest	No	No	No
<b>WA</b>	<b>South Puget Sound Community College</b>	<b>CC</b>	<b>Northwest</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
GA	Southern Polytechnic State University	CC	South	Yes	Yes	No
MO	Southwest Missouri State University	PUB	West North Central	Yes	No	No
GA	Spelman College	PRIV	South	Yes	Yes	No
VT	St. Michael's College	PRIV	Northeast	Yes	Yes	No
<b>CA</b>	<b>Stanford University</b>	<b>PRIV</b>	<b>Southwest</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
MD	The Johns Hopkins University	PRIV	Mid Atlantic	No	No	No
OH	The Ohio State University	PUB	Great Lakes	No	No	No
MI	The University of Michigan, Ann Arbor	PUB	Great Lakes	Yes	Yes	No
<b>MA</b>	<b>Tufts University</b>	<b>PRIV</b>	<b>Northeast</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
CA	University of California (Various Campuses)	PUB	Southwest	Yes	No	No
CO	University of Colorado at Boulder	PUB	Southwest	No	No	No
CT	University of Connecticut	PUB	Northeast	No	No	No
CO	University of Denver	PRIV	Southwest	Yes	No	No
GA	University of Georgia	PUB	South	No	No	No
HI	University of Hawai'i at Hilo	PUB	Southwest	Yes	Yes	No
HI	University of Hawai'i at Mānoa	PUB	Southwest	Yes	Yes	No
MO	University of Missouri, Columbia	PUB	West North Central	Yes	No	No
NE	University of Nebraska, Lincoln	PRIV	West North Central	No	No	No
CO	University of Northern Colorado	PRIV	Southwest	Yes	No	No
OR	University of Oregon	PUB	Northwest	No	No	No
PA	University of Pennsylvania	PRIV	Mid Atlantic	No	No	No
VA	University of Richmond	PRIV	South	Yes	No	No
VT	University of Vermont	PUB	Northeast	Yes	Yes	No
VA	University of Virginia	PUB	South	Yes	No	No
<b>WA</b>	<b>University of Washington</b>	<b>PUB</b>	<b>Northwest</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
WY	University of Wyoming	PUB	Northwest	Yes	Yes	No
TN	Vanderbilt University	PRIV	South	Yes	No	No

<b>WA</b>	<b>Washington State University</b>	<b>PUB</b>	<b>Northwest</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
MO	Washington University	PRIV	West North Central	No	No	No
CT	Wesleyan University	PRIV	Northeast	No	No	No
WA	Western Washington University	PUB	Northwest	Yes	No	No
OR	Willamette University	PRIV	Northwest	Yes	Yes	No
CT	Yale University	PRIV	Northeast	No	No	No



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