**Purpose**

The purpose of this study was to explore the internal and external factors that would result in a multiracial college student, at predominantly White institutions, to self-identify racially. The racial identity development of multiracial individuals is complex. The problem is multiracial college students experience pressure from the environment to choose only one of their monoracial parent’s race identities as their own race identity (Sanchez, 2010; Townsend, Markus, & Bergsieker, 2009).

**Overview of Project**

The study consisted of 13 participants attending the same predominantly White institution in Texas. From their responses, four primary themes emerged regarding their multiracial identity: racial identification status, relationships and influences, advantages and disadvantages, and level of knowledge.

**Key Findings**

Seven of the 13 respondents discussed having issues when first arriving to campus and being accepted by various existing social circles, nine out of 13 respondents experienced various situations on campus where they did not always feel included by their peers due to their racial identity.

The need to prove ones’ racial identity to peers is a disadvantage as seen by eight of the 13 participants. Ten of the 13 participants encountered feeling vulnerable with particular stereotypes and limitations of their perceived racial identity with interactions with professors in classrooms.

**Conclusion**
The majority of a multiracial college students’ time is with their peers, so if they are receiving the message they are not welcomed into various social circles due to being multiracial, it could be detrimental to their racial identity development, as well as their self-esteem.