

Proposal Part 1 & 2

For our client, the biggest issue that they face is a lack of online and offline visibility for their nonprofit organization which is focused on helping Asian Americans and Pacific Islanders in the Boston and Massachusetts area. Our goal is to increase the awareness for the organization both within the AAPI and the Boston communities, with a sub-goal of helping the organization to raise funds for future projects designed to help the community. We feel that if the organization has more traction online and offline as well as more funding, we will be able to help the organization have a bigger status within the AAPI community as a source for support and a sense of belonging.

Our target audience is for all social classes within the AAPI community and the population in Greater Boston area as we try to get more AAPI people involved in order for them to host and create more opportunities for AAPI populations, with a sub goal of raising funds for the organization to host events to aid the integration on a larger scale. We want to increase awareness among middle-aged parents in and around Boston as well as college students who live in Boston and want to get involved for professional development. In terms of raising funds, we will be looking at the older generation in Boston who are looking to help the community as well as those who feel inclined to help the community yet cannot raise awareness or spend time volunteering.

We found in our analysis of five websites of Asian American civic organizations that simple images that show the organization's ongoing projects and upcoming events as well as short videos taken from the documentary that show the organization's goal will help the visitor to understand why it is important to support the organization. Simple links such as a "Learn

More” and a “Donate” button allow the user to find out more about the organization, its origins, and why they exist. If they lack time but wish to contribute another way, online donating is an easy quick way in which they can support the organization’s goals. Hyperlinks to the social media pages such as Twitter, Facebook and Instagram are included in the website and we will suggest that the organization creates a Snapchat account as it is a quick, effective way for the user to share their message in a short period to a mass audience. This will be promoted through the other social media accounts and the website. After analyzing existing websites, we will be looking to create a website that is easy to use for people who may or may not have a lot of experience on the internet and allow them to share the website easily for further traction for the organization.

An analysis of different narratives show several elements that are included in the documentary and serve as a great way to establish a relationship between the interviewer, interviewee and the viewers as well as having a narrative effect at making the viewers more aware about the organization. We’ve decided that including an abstract, orientation, complicating action, resolution, and an evaluation would help us accomplish the overall goal of the documentary. By including an abstract it will give an overview of the narrative for the viewers. It informs them on the purpose and denotational meaning of the documentary. The orientation will include basic information like those involved (individuals), who the target audience is (AAPI populations), and where the narrative takes place (Boston). When including a complicating action, it informs and introduces the audience to people that can talk about their own experiences being in the AAPI community in Boston, and how the organization has helped them to overcome life struggles. The overall resolution will be to increase awareness for the organization both within the AAPI and the Boston communities. The evaluation will portray the emotions of the

AAPIs so the viewers can relate to them and desire to know more about them and want to raise funds.

Discourse Analysis - A theme for many AAPIs is finding identity and purpose within their own community as well as within the rest of the population. As the interviewees reflected on their own lives, many found themselves explaining that their younger selves were missing a sense of identity. In a society that can repress non-dominant cultures and individuals, they found themselves attempting to fit into races that were not their own. For a portion of their lives, their own race was more alien than the whites that surrounded them. C.N. Le details this: in his younger life as an Asian in Southern California, almost everyone around him was white. However, by the time he got to college and began studying subjects such as sociology and Asian American studies, he “rediscovered and embraced my identity as a person of color, as an Asian American...” (Time Code 5:38-5:45). Similarly, Richard Chu jokingly wonders “who wouldn’t want to be identified with the white majority or with the powerful right?” (19:27-19:37) Though AAPIs struggled within a very white-dominate society, they, through various means such as education, found a sense of racial identity. This groundbreaking newfound knowledge of themselves finally led to a sense of purpose within their own communities as well as within larger society.

Another theme that is important in the history of the AAPI community is their personal experience and how it has played a huge role in them wanting a positive change in the community. Personal experiences also play a huge role in how each generation of these communities establishes their livelihood. In the interviews they spoke about their challenges of settling in a completely new society. For Bhuwan Gautam the most challenging part were the resettlements, immigration adjustments, civic engagements, acquisition of English Language and

mental health promotion. Coming from a third world country, even the day to day things such as taking a bus or turning on a stove was a struggle. “I didn't know how to take the bus , I had never done it before”. (Time code: 20:35-21:46) It's important to know that AAPI's left their home for different reasons and sadly for Gautam he was a refugee because he was “kicked” out of Bhutan by the government.

Stephanie Fan also explained why she founded and joined organizations. She believed that no Chinese people were involved in the community school and it was a struggle to do so. “In the early days it was very, very tough to get the city to acknowledge that community people could have a voice, that our voices mattered, that our feelings mattered” (Time code 2:02-2:12).

Personal experience is also formed by the previous generation's way in which they bring up their children. Because the older generation did not have the opportunity in the United States due to discrimination and anti-communism, they have very high ambitions for their children; they want them to have a degree in “respected” careers such as engineers, doctors and lawyers. C. N. Lee discusses his relatives experience who got his degree for his parents rather than for himself because they had very strong opinions about what success means. “If you're a doctor you can serve the community, but generally if you're an artist, Chinese families (say) ‘artist? You're not going to be an artist , you'll never get any money!’” (Time code 15:54-16:03).

The last key theme is the link between the AAPI community and the Government in terms of getting the AAPI community more involved in civic life. This theme is highlighted by C.N. Le and Bhuwan Gautam, who both mentioned that various AAPI communities would be a large voice politically if they were shown how to get involved. In the case of Gautam and many other refugees, having his “citizenship rights forfeited by the government” will result in a “huge

turnout for the voting polls” if they are taught how to vote, becoming more involved in political forums and discussions. (Time code 30:50-31:30).

C.N. Le mentioned that within the Vietnamese American Community, “the older generation tends to be very active and vocal. They oppose anything they interpret to be friendly to the communist regime back (in Vietnam)”. Le also stated that the younger generation of the Vietnamese community are active in “fighting for LGBTQ rights or opposing gentrification in Boston’s Chinatown.” (Time code 23:31-24:36) Both Interviewees highlighted that when the community is committed to voting, the AAPI community will be more involved in the political and social decisions that matter to their communities.

Historical Document Analysis - There is one report and five reports with charts. Three documents figures: the first report is a 2015 document that was taken from the Moakley Archive at suffolk university. It provides the 2015 enrollments facts such as the: total number of students who enrolled in 2015 international (1,556), their grade level, age, gender ethnicity, and what departments they’re in. A similar document comes from 2002. The last chart consists of a typed report with a chart. It's a typed copy of suffolk university enrollment numbers and facts from 2002. The last chart consists of a typed copy of enrollment numbers and facts from 1974-1994. The fourth report is a chart from September 8 2018, that has key facts about Asian Americans, diverse growing population. The chart shows Asian populations in the U.S and new fact sheet for asian origin groups as well as the key demographics and economic characteristics of each of these groups. Another, July 12, 2009 document shows the U.S Census datasets from 1990 to 2000. It discusses the issues that AAPIs have faced by using a historical overview of Asian immigration and realization that resulted in the marginalization of the Asian community. It also

explores the growth of AAPIs in the US over the years and commonalities across the Asian communities.

Another chart is a typed document detailing populations in Boston from 2000 to 2004 with a particular focus on migration. It discusses patterns of migration of various domestic regions such as midwest or East North Central America. Another report from 2015/2016 has a chart that concerns primarily population numbers, with economic, ethnicity, housing, occupation and health information of the Boston population. Finally the last report with a 1995 chart that discussed the growth of AAPIs in the U.S from 1994. It consists of in depth information on AAPIs such as occupations and homeownership.

There are two charts dated July 11, 2016 by AAMC data warehouse. One of them talks about the number of Asian students who graduated from medical school based on sex from 1986-2015. The second AAMC chart shows the number of students (who are Asian) that applied and were accepted to medical school from the dates 1996-2015.

There is only article we found came from *National geographic* on September 14, 2018. It's about how Asian Americans make up most of the new U.S immigrant population. It has a graphic that shows percentages of the Asian countries from where populations emigrated to the U.S.

A 2015 fact based report shows the number of enrolled students, as well as grade level, gender, age, major, and most notably, ethnicity. The chart, titled "2015 enrollment facts" details the number of Asian applicants among all accepted students to a medical school. It provides unique information on asian application and acceptance from 1996-2015. Both documents provide concrete facts.

That show results from parental aspirations of the Asian community. Education is a way for AAPI communities to lift themselves up systematically. Organizations, especially ones of elevated learning, can make an effort to accrue members with higher education and access to the previous generation. Similarly the 2015 report is a key to understanding the community strength within Suffolk which relates to our purpose , such as visibility in a higher education institution. For the focus of exposure, examining the ethnicities of students of this report as well as others from various years can lead to informed decisions on how to approach communities within the university.

Documentary - Our themes focus on personal identity and experience, Identity and purpose, and government support of the AAPI community. The documentary would have a voice over throughout, and use footage from the online interviews. To keep the documentary visually interesting yet informative, pictures that our group has already collected for the website can be put to use. These pictures would correspond with the voiceover and interviewees at appropriate portions to exemplify the themes. Luckily, Boston's Chinatown is closeby to Suffolk for easy-access to various community events and going-ons. This will bolster all three themes in different ways by displaying the strong sense of community within Boston and emphasizing the idea that there is still a home in America for AAPIs in such areas. Additionally, footage will feature both young and old people show the experience and identity that has been crafted throughout generations. Many of the interviewees spoke about a change for AAPIs coming through things like education. Many of Boston's students are AAPIs in various institutions, which would make for easy-to-get visuals. Finally, the interviewees' routines could be detailed and followed, adding a "day in the life" quality. These methods of making the documentary are the most effective because they feature a diverse range of progression within asian communities that correspond

with the themes. The interviewees from class have substantial credentials, and gave lengthy, useful answers to all questions. Selected audio over the aforementioned b-roll would be informative and interesting, as the subjects they cover can be easily translated to visuals. The documents our group selected would be effective in their factual nature, contrasting the “real life” b-roll and doubling up on information and allowing the audience to form some of their own impressions.

Focusing on one theme: Personal Identity/Experience

What can upbringing and experiences of Asian Americans teach us about Asian Americans and how do these personal experiences play a role in establishing their lifestyle/workstyle.

Personal experiences within the history of the AAPI community have played a huge role in how each generation of the community has established their livelihood. Due to the parents' past experiences, they have certain goals that they hope for their children to fulfill because they did not have the same opportunities. These include becoming a doctor, lawyer, or another high paying or well established career. The parents came from a time where they were treated unfairly by the state and were silenced in vocalizing their grievances. Many AAPI's are also refugees that have faced many challenges when settling in a completely new society. Some of these challenges include the resettlement of refugees and immigration adjustments, civic engagements, acquisition of English language and the promotion of mental health and wellbeing. When they come to the United States, they learn that they come from a complete different world and have to slowly be taught the basic things such as using a stove or how to call a bus because many are from third world countries and these things are not as common. They take their past and current struggles

as learning experiences to help the people in their community that are going through the same thing. Tough experiences have been the motivation to start organizations and volunteer.

Interview quotes:

“If you're a doctor you can serve the community, but generally if you're an artist, Chinese families (say) “artist? You're not going to be an artist, you'll never get any money!”

- Stephanie Fan

This quote is an example from the interview with Stephanie Fan and she explains that the first thing that immigrants want to do when they come to America with their families is survive. The older generations struggled, taking up jobs like working at restaurants or at nail salons and they did not make much income to support themselves and their families. The older generations have higher ambitions for their children, there is a lot of emphasis on education because they want them to have degrees. Although a degree generally is very important to them, their more encouraging when it comes to the Science and math fields because they believe that, that is what AAPIs are gifted at and it will prevent discrimination from society as opposed to getting a degree as a history professor which allows more of chance to be criticized.

“I am a former refugee from Bhutan, I became a refugee in 1992 and lived in our refugee camp in Nepal for 15 years prior coming to this country. I came to the United States in Springfield in 2008 through a refugee resettlement program.”

This quote is from the interview with Bhuwan Gautam; he, like many AAPIs, came to the United States as a refugee. The fact that he is a refugee was the reason he got into working with health centers, behavioural health departments, research and population department and volunteering.

As a refugee he understood the struggles of settling into a new country and he is helping other refugees as well as creating new projects that benefit the woman in his community. Organizations that Gautam is involved with also restores his lost identity through a reconciliation approach because he was “kicked” out of his country.

Historical documents quotes:

"historical review shows us how larger structural forces in U.S.society influenced the experiences and perceptions of AAPI communities.Although these larger political, economic, and social forces shaped their status as racial and ethnic minority groups and identified common struggles and issues that bound them together, they also perpetuated certain images and stereotypes of AAPI groups such as the perpetual foreigner and model minority".

This is a quote from the historical document that discusses how there was a common component that binds AAPI groups together, which is the way they have been marginalized (personal experience) in the U.S society. There are two different images of the AAPI's; one is the model minority and the other is a permanent foreigner and they unified this way and it caused them to fight for their right to calling and making the U.S their home.

“Income inequality in the U.S. is greatest among Asians.” The difference between high-earning Asian-Americans and their low-earning counterparts is vast, with those at the top of the spectrum earning 10 times more than those at the bottom”.

This quote ties into the growing AAPI immigrant population in the U.S. This is also due to an increase in educated immigrants. The new generation of AAPIs are more likely to have a degree in compared to the 30% who arrived between 2000-2009 (older generation having high higher ambitions for the younger generation). However there is great economic inequality in the AAPI community which results in a big gap between the high earning AAPIs and their low earning counterparts.

Interactive Website:

Throughout the frontpage of website our main goal as a group was to make sure to bring the viewers in as much as possible to increase the visibility of the organization among a variety of people. We decided we want their experience to not only be educational but also relatable and showcasing personal experiences is one of the ways we decided we can do this. The front page of the website includes three videos from three different influential Asian Americans and next to the videos is a short description that tells the viewers what the videos are about before they click on them. In these videos C. N. Lee, Stephanie Fan & Lisette Le go in depth on finding identity and purpose within their own community as well as within the rest of the population. Having these successful Asian Americans speak about their own experiences about trying to figure out how to fit in a society they were unfamiliar with can be relatable to not only any Asian American growing up in the United States, but anyone who feels isolated in their community.

The first thing a viewer sees when they open this website is Images of people in the AAPI community, the Title of the website and the overall goal of the organization. This is followed by a fact on Asian immigration, their rich history and how their presence ignited an

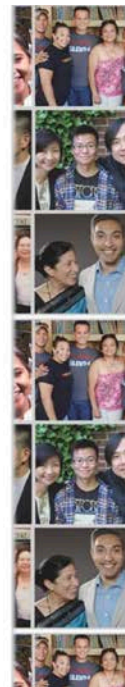
anti-immigration movement that shook the foundations of US politics, immigration law, and the definition of what it means to be an “American” and a photo that goes along with it. To any viewer who is feeling isolated from society we are hoping this fact telling them how influential the Asian American community has been and can be will attract them more into looking at the rest of the website. The group decided to title the website “What is AAPI” because if someone were to search the term “Asian American Pacific Islanders” or organizations to help that involve anyone who is in the AAPI community, this would be one of the potential websites that pops up. It’s a simple yet great way to increase the visibility of the website even if it’s just a little. The images included are just to back up the fact that the website is about the Asian American community.

The best thing to know about the website is that it’s not a static page and the admin(s) of the website can add new posts, including updates or new events at any time. An event calendar is included on the website for new visitors to see when events are scheduled but because new posts can be added at any time, a subscribe button was included where a viewer can put in their email and sign up for post-notifications. This is beneficial for the organization because the website becomes similar to social media sites like facebook, twitter and instagram that keeps their viewers updated at all times on what’s happening by sending out notifications to them. This a great way to keep viewers stay involved in the organization if they plan to. The most important content on the website is the hyperlinks included. These hyperlinks have a major purpose in the viewers being able to actually interact with the website. There are links that can bring viewers directly to the organizations social media sites so that they can get updates not only from the website but from platforms that they use constantly. If the viewers lack time but wish to contribute another way, there is a option to hit the donate button that will send them to a page to

submit a donation. It is an easy quick way in which they can support the organization's goals. Lastly, we made the website mobile-friendly. This may seem like a small detail but having a website that can't be accessed through a phone, especially in 2018, would contribute to a potential loss of a major audience. Having the website have an ability to pop up on a phone or tablet and be automatically manipulated so that it's just as easy to use as it is on a computer is not only helpful for the organization, but it makes it easier for the viewers because they are able to access it anywhere at anytime.

Appendix of web page - Website Link: <https://sites.suffolk.edu/ohmygod/>

Computer:



WHAT IS AAPI?

Creating online and offline visibility for a nonprofit organization which is focused on helping Asian Americans and Pacific Islanders in the Boston and Massachusetts area.

Background

By [aelswick](#).

Asian immigrants and their descendants have a long and rich history in the United States. Asian immigrants in the United States were around 1 million of the total number of the 35 million immigrants arriving in the country from 1830 to 1930. Although they were just a fraction of the immigrants arriving, their presence ignited an anti-immigration movement that shook the foundations of US politics, immigration law, and the definition of what it means to be an "American."



<https://sites.suffolk.edu/ohmygod/files/2018/11/cropped-Yew-Rally0111-2430fjq.jpg>



IDENTITY & PURPOSE IN THE COMMUNITY STORIES

C. N. Lee, Stephanie Fan & Bhuwan Gautam go in depth on finding identity and purpose within their own community as well as within the rest of the population. As the interviewees reflected on their own lives, many found themselves explaining that their younger selves were missing a sense of identity. In a society that can repress non-dominant cultures and individuals, they found themselves attempting to fit into races that were not their own. For a portion of their lives, their own race was more alien than the whites that surrounded them.

Events

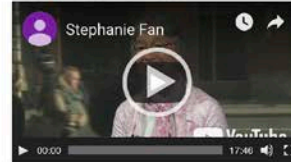
December 2018

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Interview with C. N. Lee



Interview with Stephanie Fan



Interview with Bhuwan Gautam



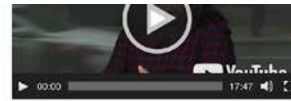
ex: someone@mydomain.com

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Phone:



Appendices

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2. Number of Asian Applicants vs. Asian Acceptees, 1996-2015
3. Percentage of US Medical School Asian Graduates by Sex, 1986-2015
4. Suffolk University Fall 2012 Enrollment Facts
5. Suffolk University Fall 2002 Enrollment Facts
6. Suffolk Headcount Enrollment by School, Fall Semester 1974-1994

Demographic Data

7. The Nation's Asian and Pacific Islander Population, 1994

Articles

8. Asian-American Make Up Most of the New US Immigrant Population, National Geographic: <https://www.nationalgeographic.com/culture/2018/09/asian-immigrants-latin-americans-united-states-study-news/>
9. A Historical and Contemporary Overview of Asian American and Pacific Islander Experiences: Immigration, Racialization, and Liminality: <https://pdfs.semanticscholar.org/2ebf/112ad895de5bda866ed1f2e45c7d0952d1a1.pdf>
10. Key Facts About Asian Americans, A Diverse and Growing Population: <http://www.pewresearch.org/fact-tank/2017/09/08/key-facts-about-asian-americans/>
11. Data USA Boston Diversity: <https://datausa.io/profile/geo/boston-ma/#demographics>
12. Domestic Net Migration in the United States: 2000-2004: <https://www.census.gov/prod/2006pubs/p25-1135.pdf>

STUDENTS ENROLLED IN ACADEMIC CREDIT							
Location	Level	School	HEADCOUNT			FTE	
			Full-Time	Part-time	Total		
Boston	Undergrad	CE NESAD CAS (non-degree)	2	18	20	6.8	
		CAPS (non-degree)	0	69	69	35.6	
		CERT	13	13	26	19.8	
		CAS	2,747	107	2,854	2,809.8	
		SBS	2,346	126	2,472	2,430.0	
	TOTAL	5,108	333	5,441	5,302.0		
	Graduate	CAPS (non-degree)	0	27	27	8.0	
		CERT	0	2	2	0.8	
		CAS	173	166	339	251.0	
		SBS	262	539	801	531.9	
		TOTAL	449	742	1,191	810.0	
	TOTAL	5,557	1,075	6,632	6,112.0		
	Madrid	Undergrad	CAPS (non-degree)	22	0	22	22.0
			CAS	60	0	60	60.0
			SBS	42	0	42	42.0
TOTAL	124	0	124	124.0			
North Campus	Graduate	CAPS (non-degree)	0	4	4	1.3	
		SBS	1	25	26	13.2	
TOTAL	1	29	30	14.4			
Web	Graduate	CAPS (non-degree)	0	0	0	0.0	
		MAPS	0	0	0	0.0	
		GDPA	0	5	5	2.3	
		MBA	1	36	37	17.9	
		TOTAL	1	41	42	20.2	
	Law	LAW/CAS DUAL, LAW**	1	1	2	1.7	
		LAW/SBS DUAL, LAW**	35	17	52	49.3	
		JD	701	436	1,137	1,063.0	
		LLM	5	11	16	13.8	
		TOTAL	744	474	1,218	1,134.4	
CAS TOTALS			Full-Time	Part-Time	Total	FTE	
Undergrad	2,842	203	3,045	2,950.0			
Graduate	174	176	350	255.0			
TOTAL	3,016	379	3,395	3,205.0			
SBS TOTALS			Full-Time	Part-Time	Total	FTE	
Undergrad	2,390	130	2,520	2,476.0			
Graduate	266	631	897	576.1			
TOTAL	2,656	761	3,417	3,052.1			
CAS/SBS GR DUAL TOTALS			Full-Time	Part-Time	Total	FTE	
TOTAL	11	5	16	13.5			
LAW TOTALS			Full-Time	Part-Time	Total	FTE	
JD	737	454	1,191	1,114.0			
LLM	5	11	16	13.8			
SJD	1	5	6	4.8			
OTHER	1	4	5	1.9			
TOTAL	744	474	1,218	1,134.4			
UNIVERSITY TOTALS			6,427	1,619	8,046	7,405.0	
AGE							
			AVG		MIN AGE	MAX AGE	
UG			21		16	88	
GR			30		20	74	
LAW			27		21	67	
TOTAL			23		16	88	
GENDER							
			CAS		SBS	CAS/SBS DUAL	
			UG	GR	UG	GR	
Male			1,092	69	1,457	411	
Female			1,953	281	1,063	486	
TOTAL			3,045	350	2,520	897	
			16	1,218	8,046		
ETHNICITY							
			CAS		SBS	CAS/SBS DUAL	
			UG	GR	UG	GR	
American Indian or Alaskan Native			7	0	3	1	
Asian			191	10	251	46	
Black or African American			215	19	108	81	
Hispanic			373	29	263	57	
International			448	58	854	146	
Native Hawaiian or Pacific Islander			3	0	0	0	
Unknown			304	26	196	81	
White			1,431	203	803	477	
2 or More Races			73	5	42	8	
TOTAL			3,045	350	2,520	897	
			16	1,218	8,046		
RETENTION RATES							
					Fall 2014 to Fall 2015		
Undergraduate (Freshman to Sophomore, Boston Campus only)					74.1%		
Graduate (1st year to 2nd year, all campuses, full-time, no PhD)					70.8%		
ADMISSIONS							
			Applicants	Acceptances	Acceptance Rate	Enrolled	
Freshmen			8,492	6,995	82.4%	1,334	
Transfers			1,305	886	67.9%	398	
Graduate			1,702	1,045	61.4%	439	
Law			1,834	1,281	69.8%	334	
Yield							
Freshmen			19.1%				
Transfers			44.9%				
Graduate			42.0%				
Law			26.1%				

*DUAL DEGREE STUDENTS WHO ARE TAKING ONLY CAS or SBS COURSES; FULL TIME STUDENT CALCULATION SAME AS CAS & SBS (12 OR MORE CREDITS).

**DUAL DEGREE STUDENTS WHO ARE TAKING BOTH LAW AND COLLEGE COURSES, OR ONLY LAW COURSES; FULL TIME STUDENT CALCULATION SAME AS LAW SCHOOL (13 OR MORE CREDITS).

Figure 10. Number of Asian applicants vs. number of Asian acceptees, 1996–2015.

Figure 10 shows the number of applicants vs. acceptances for Asian applicants. The number of Asian applicants and acceptees has risen since 1996. The highest number of Asian applicants and acceptees appears in 2015. The acceptance rate for Asian applicants has also improved over time, with a 34% acceptance rate in 1996 and 42% acceptance rate in 2015.

Figure 10. Number of Asian applicants vs. number of Asian acceptees, 1996-2015.

Figure 10. Number of Asian applicants vs. number of Asian acceptees, 1996-2015.



Note: Beginning in 2002, individuals could identify as more than one race. For all years presented here, Asian refers to individuals who identify as Asian, do not identify as Hispanic, and do not identify as any other race.

Source: AAMC Data Warehouse: Applicant and Matriculant File, as of Jan. 6, 2016.

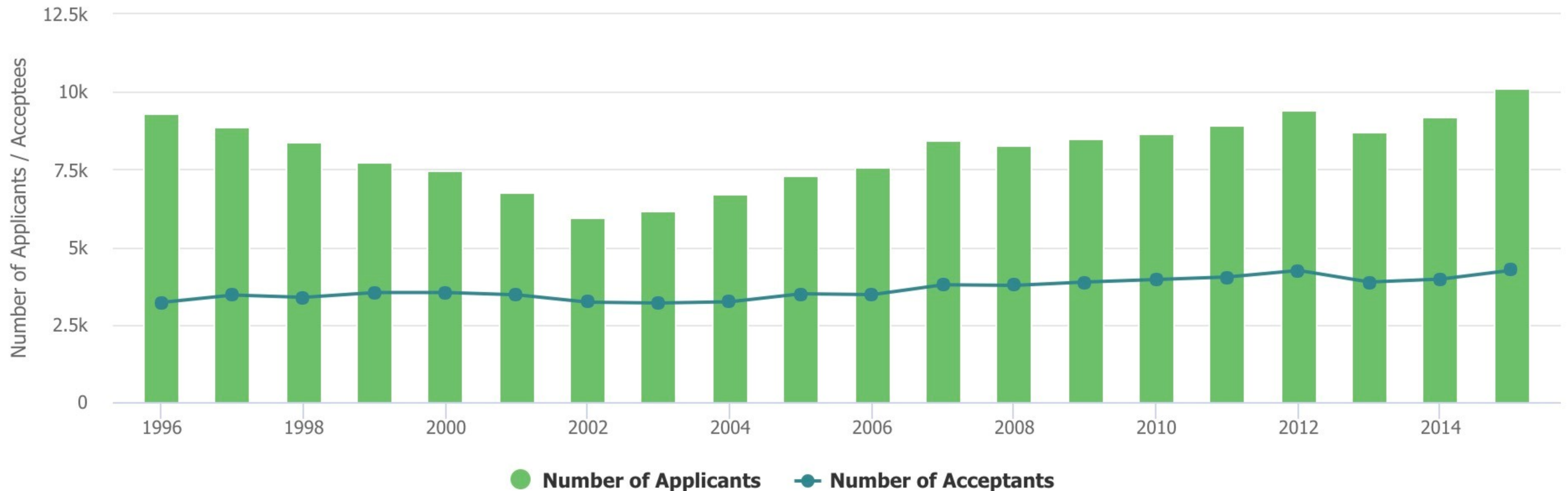
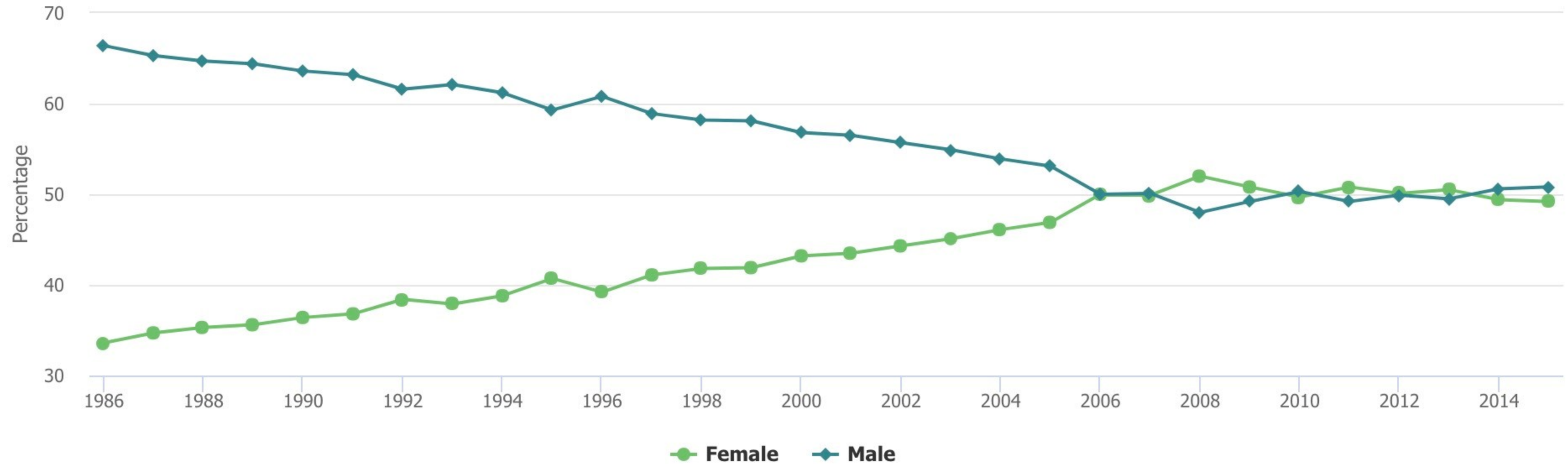


Figure 19D. Percentage of U.S. medical school Asian graduates by sex, 1986-2015.



Note: Data shown are for individuals who identified as Asian and did not identify as any other race or ethnicity. Before 2002, race and Hispanic ethnicity were asked as two separate questions; applicants could select only one race category. Starting in 2002, applicants could select multiple race categories. Since 2013, applicants report their race ethnicity under a single question about how applicants self-identify. Because of these changes, data over these years are not directly comparable.

Source: AAMC Data Warehouse: Student Data and Applicant and Matriculant Files, as of July 11, 2016.



FALL 2012 ENROLLMENT FACTS

STUDENTS ENROLLED IN ACADEMIC CREDIT



Suffolk University

Location	Level	School	HEADCOUNT			% Total	
			Full-Time	Part-time	Total		
Boston Total	Continuing Ed	CAS	1	35	36	0.4%	
		CAPS	2	86	88	1.0%	
		CERT	13	17	30	0.3%	
	Undergrad	CAS	3229	136	3365	36.6%	
		SBS	2098	124	2222	24.2%	
		TOTAL	5343	398	5741	62.5%	
		CAPS	0	43	43	0.5%	
		CERT	0	5	5	0.1%	
		CAS	211	268	479	5.2%	
	Graduate	SBS	335	631	966	10.5%	
		TOTAL	546	947	1493	16.2%	
		TOTAL	5889	1345	7234	78.7%	
	Cape Cod Total	Undergrad	CAPS	0	0	0	0.0%
CAS			21	6	27	0.3%	
SBS			0	1	1	0.0%	
TOTAL		21	7	28	0.3%		
Graduate		CAPS	0	0	0	0.0%	
		CAS	0	0	0	0.0%	
		SBS	1	8	9	0.1%	
TOTAL		1	8	9	0.1%		
TOTAL		22	15	37	0.4%		
Dean Total		Undergrad	CAPS	0	0	0	0.0%
	CAS		0	1	1	0.0%	
	SBS		0	0	0	0.0%	
	TOTAL	0	1	1	0.0%		
	Graduate	CAPS	0	0	0	0.0%	
		SBS	0	0	0	0.0%	
		TOTAL	0	0	0	0.0%	
	TOTAL	0	1	1	0.0%		
	Madrid Total	Undergrad	CAPS	22	0	22	0.2%
			CAS	94	0	94	1.0%
SBS			32	1	33	0.4%	
TOTAL		148	1	149	1.6%		
Graduate		MAPS	0	1	1	0.0%	
North Total	Undergrad	SBS	1	55	56	0.6%	
		TOTAL	1	56	57	0.6%	
		CAPS	0	0	0	0.0%	
	MAPS	0	3	3	0.0%		
	GDPA	0	6	6	0.1%		
Web Total	Graduate	SBS	2	46	48	0.5%	
		TOTAL	2	55	57	0.6%	
CAS & SBS TOTAL		6062	1473	7535	82.0%		
LAW SCHOOL TOTAL		1089	568	1657	18.0%		
UNIVERSITY TOTAL		7151	2041	9192	100.0%		

<u>Age Breakdown</u>		AVE	RANGE
Undergraduate		21	15-90
Graduate		29	21-72
TOTAL		23	15-90

<u>Gender Breakdown</u>		MALE	FEMALE	Total
CAS Undergraduate		1,262	2,397	3,659
SBS Undergraduate		1,304	956	2,260
Total Undergraduate		2,566	3,353	5,919
CAS Graduate		129	368	497
SBS Graduate		507	612	1,119
Total Graduate		636	980	1,616
TOTAL		3,202	4,333	7,535

<u>ETHNIC and INTERNATIONAL BREAKDOWN</u>		
	Enroll	% Total
American Indian or Alaskan Native	13	0.2%
Asian	487	6.5%
Black or African American	397	5.3%
Hispanic	657	8.7%
International	1,291	17.1%
Native Hawaiian or Pacific Islander	0	0.00%
Unknown	1,185	15.7%
White	3,422	45.4%
2 or more races	83	1.1%
TOTAL	7,535	100.0%

<u>INTERNATIONAL STUDENT ENROLLMENT</u>			
	Boston	Other	TOTAL
CAS Undergraduate	381	4	385
SBS Undergraduate	625	7	632
Total Undergraduate	1006	11	1017
CAS Graduate	70	0	70
SBS Graduate	203	1	204
Total Graduate	273	1	274
TOTAL	1,279	12	1,291

<u>RETENTION RATES</u>	
Boston only	Spring 2012 to Fall 2012
Undergraduate (no CAPS)	89.6%
Graduate (no CAPS)	89.9%
International	92.5%
All Boston Students (no CAPS)	89.7%

FALL 2002 ENROLLMENT FACTS

All numbers are for all campuses unless otherwise noted

STUDENTS ENROLLED IN ACADEMIC CREDIT							F.T.E Info			
HEADCOUNT							Enroll	F.T.E.		
Location	Level	School	Full-Time	Part-time	Total	% Total				
	Undergrad	CAPS	11	119	130	1.7%	CAS Undergraduate	2375	2174.2	
		CAS	1864	260	2124	28.4%	SSOM Undergraduate	1449	1308.9	
		SSOM	1097	158	1255	16.8%	Total Undergraduate	3824	3483.1	
		TOTAL	2972	537	3509	47.0%	CAS Graduate	545	343.4	
	Graduate	CAPS	0	116	116	1.6%	SSOM Graduate	1415	767.7	
		CAS	178	309	487	6.5%	Total Graduate	1960	1111.1	
		SSOM	238	795	1033	13.8%	TOTAL	5784	4594.2	
		TOTAL	416	1220	1636	21.9%	Age Breakdown			
Boston Total			3388	1757	5145	68.9%	AVE	RANGE		
	Undergrad	CAPS	2	15	17	0.2%	Undergraduate	22	16-81	
		CAS	10	8	18	0.2%	Graduate	31	21-65	
		SSOM	33	49	82	1.1%	TOTAL	25	16-81	
		TOTAL	45	72	117	1.6%	Gender Breakdown			
	Graduate	CAPS	0	9	9	0.1%	MALE	FEMALE	Total	
		SSOM	6	51	57	0.8%	CAS Undergraduate	834	1539	2373
		TOTAL	6	60	66	0.9%	SSOM Undergraduate	775	672	1447
Cape Cod Total			51	132	183	2.5%	Total Undergraduate	1609	2211	3820
	Undergrad	CAPS	0	14	14	0.2%	CAS Graduate	148	396	544
		CAS	18	18	36	0.5%	SSOM Graduate	737	677	1414
		SSOM	17	41	58	0.8%	Total Graduate	885	1073	1958
		TOTAL	35	73	108	1.4%	TOTAL	2494	3284	5778*
	Graduate	CAPS	0	15	15	0.2%	ETHNIC and INTERNATIONAL BREAKDOWN			
		SSOM	1	34	35	0.5%	Enroll	% Total		
		TOTAL	1	49	50	0.7%	Native American	13	0.2%	
Dean Total			36	122	158	2%	Asian	256	4.4%	
	Undergrad	CAS	62	7	69	0.9%	Hispanic	187	3.2%	
		SSOM	14	7	21	0.3%	Black	206	3.6%	
Madrid Total			76	14	90	1.2%	Other	194	3.4%	
	Graduate	MAPS	0	11	11	0.1%	White	3439	59.5%	
		SSOM	3	89	92	1.2%	Not Classified	702	12.1%	
Merrimack Total			3	100	103	1.4%	International	787	13.6%	
	Graduate	SSOM	24	15	39	0.5%	TOTAL	5784	100.0%	
Visionaries Total			24	15	39	0.5%	INTERNATIONAL STUDENT ENROLLMENT			
	Graduate	MAPS	0	11	11	0.1%	Boston	Other	TOTAL	
		SSOM	1	54	55	0.7%	CAS Undergraduate	156	32	188
Web Total			1	65	66	1%	SSOM Undergraduate	305	23	328
			1	65	66	1%	Total Undergraduate	461	55	516
CAS & SSOM TOTAL			3579	2205	5784	77.4%	CAS Graduate	66	0	66
LAW SCHOOL TOTAL			1057	628	1685	22.6%	SSOM Graduate	201	4	205
UNIVERSITY TOTAL			4636	2833	7469	100.0%	Total Graduate	267	4	271
			4636	2833	7469	100.0%	TOTAL	728	59	787
			4636	2833	7469	100.0%	RETENTION RATES			
			4636	2833	7469	100.0%	Boston only Spring 2002 to Fall 2002			
			4636	2833	7469	100.0%	Undergraduate (no CAPS)	85.4%		
			4636	2833	7469	100.0%	Graduate (no CAPS)	87.4%		
			4636	2833	7469	100.0%	International	87.9%		
			4636	2833	7469	100.0%	All Boston Students	86.0%		

Headcount Enrollment By School
(Fall Semester 1974 - 1994)

<u>Year</u>	<u>CLAS</u>	<u>SOM</u>	<u>Total</u>
1974-75	2,625	1,625	4,250
1975-76	2,790	1,929	4,719
1976-77	2,538	2,066	4,604
1977-78	2,295	2,294	4,589
1978-79	1,937	2,521	4,458
1979-80	2,085	2,622	4,707
1980-81	2,225	2,488	4,713
1981-82	1,854	2,673	4,527
1982-83	1,702	3,000	4,702
1983-84	1,659	3,027	4,686
1984-85	1,639	2,865	4,504
1985-86	1,679	2,745	4,424
1986-87	1,591	2,507	4,098
1987-88	1,520	2,276	3,796
1988-89	1,552	2,196	3,748
1989-90	1,688	2,177	3,865
1990-91	1,762	2,231	3,993
1991-92	1,866	2,337	4,203
1992-93	1,997	2,337	4,334
1993-94	2,064	2,299	4,363
1994-95	2,184	2,316	4,500

Bureau of the Census Statistical Brief

The Nation's Asian and Pacific Islander Population — 1994

Rapid Growth

In March 1994, the Asian and Pacific Islander population in the United States was estimated at 8.8 million, up from 7.3 million in 1990.¹ In both 1994 and 1990, this population accounted for about 3 percent of America's total population.

Since 1990, the Asian and Pacific Islander population has grown at a rate of about 4.5 percent per year. Immigration to the United States accounted for much of the growth (about 86 percent). The rest was due to natural increase (i.e., births minus deaths). By the year 2000, this population

¹The independent estimate of 8.8 million for the Asian and Pacific Islander population differs substantially from the March 1994 Current Population Survey (CPS) estimate of 7.4 million for this population. The CPS estimate, based on a sample, is subject to both sampling and nonsampling errors. It is not controlled to independent estimates for this population. Estimates may differ because of different data collection and estimation procedures and sampling error. However, distributions of characteristics for the Asian and Pacific Islander population in the March 1994 CPS appear reasonable when compared to the 1990 census distribution. When comparing data for the Asian and Pacific Islander population for previous years, caution should be used.



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Economics and Statistics Administration
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is projected to reach 12.1 million and represent about 4 percent of the total.

Asians and Pacific Islanders are a heterogeneous group. They differ in language, culture, and recency of immigration. Several Asian groups, such as Chinese and Japanese, have been in this country for generations.

Relatively few Pacific Islanders are foreign born. Hawaiians, of course, are native to this land.

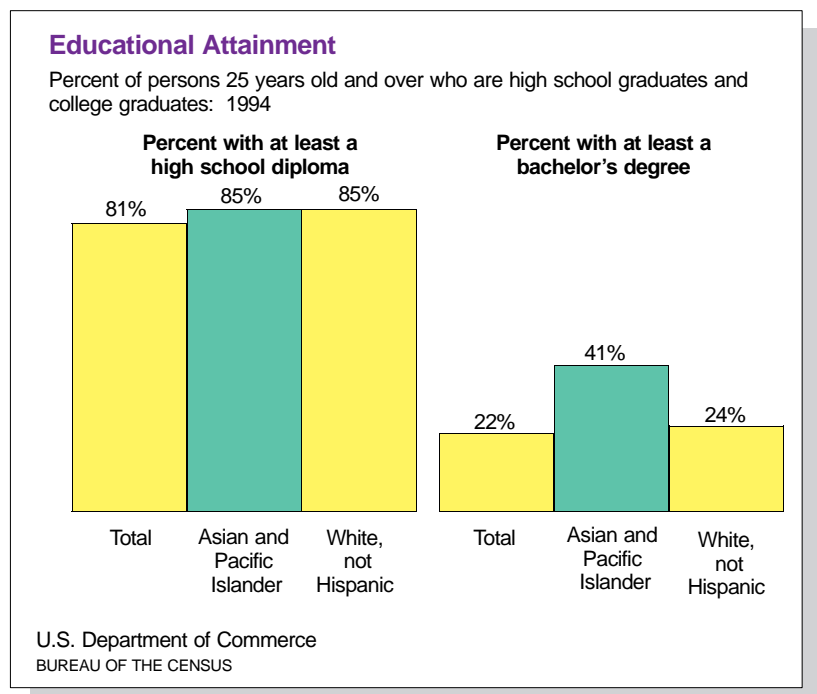
Residence Mainly in Metro Areas

According to the March 1994 Current Population Survey, 6 of every 10 Asians and Pacific Islanders resided in the West (8 percent of the total population there).

Asians and Pacific Islanders were more likely than non-Hispanic Whites to reside in metropolitan areas (95 percent compared to 75 percent). Similar proportions of both populations (about 52 percent) resided in the suburbs of metropolitan areas. The proportion of Asians and Pacific Islanders living in central cities was almost twice that of non-Hispanic Whites.

Educational Attainment

In 1994, nearly 9 out of 10 Asian and Pacific Islander men 25 years old and over and 8 out of 10 women had at least a high school diploma. High school graduation rates vary widely among the groups.



Occupation

Percent of workers in occupation, by sex

Occupation of longest job in 1993	Asian and Pacific Islander		White, not Hispanic	
	Men	Women	Men	Women
Total ¹	100.0%	100.0%	100.0%	100.0%
Executive, administrative, and managerial workers	16.3	17.5	18.5	18.9
Professional specialty workers	21.5	20.3	15.6	18.4
Technical and related support workers	5.5	4.5	3.1	4.6
Sales workers	10.9	9.6	13.0	10.8
Administrative support workers, including clerical	8.5	22.5	5.5	28.0
Private household workers	—	1.0	—	0.3
Protective service workers	1.6	0.6	3.0	0.6
Service workers, except private household	10.1	11.0	3.4	8.7
Farming, fishing, and forestry workers	2.0	0.1	3.3	0.9
Precision production, craft, and repair workers	11.7	3.8	19.2	2.6
Machine operators, assemblers, and inspectors	7.0	7.8	6.1	4.7
Transportation and material moving workers	3.5	0.2	6.4	0.6
Handlers, equipment cleaners, helpers, and laborers	1.4	1.1	3.1	0.9

— Under 0.1 percent.

¹Armed Forces not included.

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The 1990 census showed that among Asians the rates varied from 31 percent for Hmongs to 88 percent for Japanese. (Hmongs are among the most recent immigrant groups, while Japanese have been here for generations.) Among Pacific Islanders, the proportion with at least a high school diploma ranged from 64 percent for Tongans to 80 percent for Hawaiians.

In 1994, two-fifths of Asians and Pacific Islanders 25 years old and over held at least a bachelor's degree. Asian and Pacific Islander men (46 percent) and women (37 percent) were much more likely to have a bachelor's degree than comparable non-Hispanic White men (28 percent) and women (21 percent).

Among the specific groups, Asian Indians had the highest proportion earning at least a bachelor's degree (58 percent). Tongans, Cambodians,

Laotians, and Hmongs had the lowest proportion, 6 percent or less.

Homeownership

About 52 percent of Asian and Pacific Islander householders owned their homes; a similar proportion (47 percent) were renters. In contrast, about 70 percent of non-Hispanic White householders were homeowners.

Asians and Pacific Islanders residing in central cities were less likely to be owners (41 percent) than renters (57 percent). In contrast, Asians and Pacific Islanders living outside central cities had a higher proportion of homeowners (61 percent) than renters (38 percent). Non-Hispanic White householders tend to have more owners than renters regardless of whether they lived inside or outside central cities.

Occupations

In 1993, the highest proportions of Asian and Pacific Islander men 25 years old and over worked in executive and professional occupations (16 and 21 percent, respectively). Asian and Pacific Islander women worked predominantly in executive (18 percent), professional (20 percent), and administrative support (including clerical) jobs (23 percent).

Similar proportions of Asian and Pacific Islander and non-Hispanic White men were employed in executive, sales, and machine operator occupations.

The largest differences between the two groups occurred in service jobs, where the proportion of Asian and Pacific Islander men was three times that of non-Hispanic White men (10 and 3 percent, respectively), and in precision production, craft, and repair jobs, where the proportion of non-Hispanic White men employed was 1 times that of Asian and Pacific Islander men (19 and 12 percent, respectively).

The proportions of Asian and Pacific Islander men and women in most occupations were similar, except in administrative support, farming, precision production, and transportation (see table, left).

Among persons with at least a bachelor's degree, similar proportions of Asian and Pacific Islander and non-Hispanic White men were in professional and sales occupations (38 and 37 percent, and 12 and 15 percent, respectively). Only in the executive occupation was the percent of college-educated non-Hispanic White men greater (30 percent compared to 21 percent).

College-educated Asian and Pacific Islander men were twice as likely as comparable non-Hispanic White men to work in technical (7 and 3 percent, respectively) and administrative support occupations (10 and 4 percent, respectively).

Similar proportions of college-educated Asian and Pacific Islander and non-Hispanic White women 25 years old and over were employed in executive,

technical, and sales occupations. A higher percentage of college-educated non-Hispanic White women (49 percent) than of comparable Asian and Pacific Islander women (36 percent) worked in professional occupations.

The proportion of college-educated Asian and Pacific Islander women who worked in administrative jobs (20 percent) was about twice that of comparable non-Hispanic White women (11 percent), and the proportion who worked in service occupations was three times higher (6 and 2 percent, respectively).

Earnings and Education

In 1993, college-educated Asian and Pacific Islander men 25 years old and over who worked year round, full time had median earnings (\$41,220) higher than comparable Asian and Pacific Islander women (\$31,780).

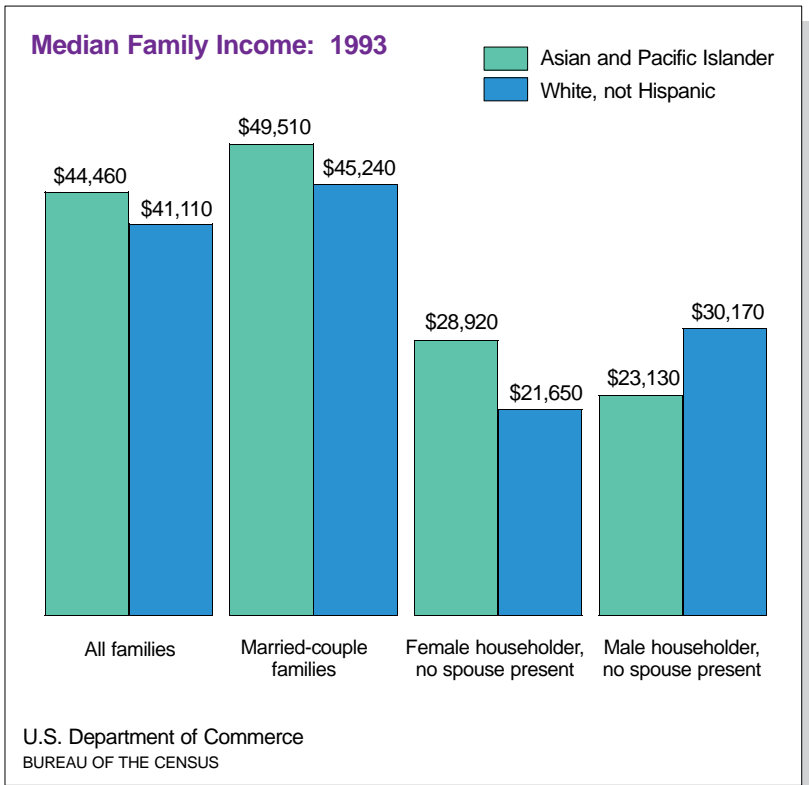
College-educated Asian and Pacific Islander and non-Hispanic White women had similar earnings (\$31,780 versus \$32,920) when they worked year round, full time. Comparable Asian and Pacific Islander men (\$41,220) earned about \$87 for every \$100 of non-Hispanic White men's earnings (\$47,180).

Among high school graduates, however, the median earnings of both Asian and Pacific Islander women (\$17,330) and men (\$23,490) were less than non-Hispanic White women (\$19,850) and men (\$28,370).

Earnings Across Occupations

Across the major occupations in 1993, college-educated Asian and Pacific Islander men had higher median earnings than comparable non-Hispanic White men only in technical and related support occupations. Non-Hispanic White men had higher median earnings in executive, sales, and administrative support jobs.

The 1993 median earnings ratio of college-educated Asian and Pacific Islander men to comparable non-Hispanic White men in administrative support jobs



was 0.83 (although the proportion of Asian and Pacific Islander men in these jobs was twice that of non-Hispanic White men).

Asian and Pacific Islander and non-Hispanic White women 25 years old and over with at least a bachelor's degree had similar earnings in most occupations.

Two exceptions occurred: Asian and Pacific Islander women had higher median earnings than non-Hispanic White women in professional jobs (\$41,130 compared to \$34,440), but lower earnings in sales positions (\$24,680 compared to \$33,100).

Median Family Income

Asian and Pacific Islander (\$44,460) and non-Hispanic White (\$41,110) families had incomes that were not statistically different in 1993.

The median income of Asian and Pacific Islander families maintained by women with no spouse present (\$28,920) was higher than that for comparable non-Hispanic White families (\$21,650). Male householder families with no

spouse present had median family incomes that were not statistically

different — \$23,130 for Asians and Pacific Islanders and \$30,170 for non-Hispanic Whites.

Asian and Pacific Islander married-couple families had a higher median income than comparable non-Hispanic White families (see graph, above).

Income and Work Status

Both the husband and wife worked in about 60 percent of all Asian and Pacific Islander and non-Hispanic White married-couple families in 1993. However, the husband was the only earner in 18 percent of Asian and Pacific Islander and 15 percent of non-Hispanic White married-couple families.

A higher proportion of Asian and Pacific Islander family householders worked year round, full time (62 percent) than of comparable non-Hispanic White family householders (58 percent).

About 14 percent of both Asian and Pacific Islander and non-Hispanic White families had three or more earners.

Poverty and Family Type

Despite higher educational attainment and a similar median family

income, the poverty rate for Asian and Pacific Islander families (14 percent) was higher than that for non-Hispanic White families (8 percent) in 1993. Only 16 percent of poor families in both groups had a householder who worked year round, full time.

Among families with high school educated householders, the poverty rate of Asian and Pacific Islander families (13 percent) was 1 times that of non-Hispanic White families (8 percent); among college-educated householders, the poverty rate of Asian and Pacific Islander families was 3 times that of non-Hispanic White families (7 percent versus 2 percent).

In 1993, 12 percent of Asian and Pacific Islander and 5 percent of non-Hispanic White married-couple families lived in poverty. There was no statistical difference in the poverty rates for Asian and Pacific Islander and non-Hispanic White female householder families

where no spouse was present (19 and 25 percent, respectively).

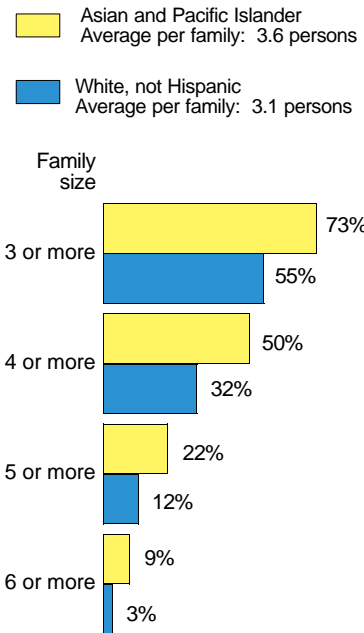
Larger Families

In 1994, the average number of persons per Asian and Pacific Islander family was 3.6; for non-Hispanic White families, the average was 3.1. Seventy-three percent of Asian and Pacific Islander families had three or more persons in 1994 compared with 55 percent of non-Hispanic White families. Twenty-two percent of all Asian and Pacific Islander families had five or more persons compared with 12 percent of non-Hispanic White families.

Sixty-one percent of Asian and Pacific Islander families had related children under 18 years old, compared with almost half (49 percent) of non-Hispanic White families. In each group, about 80 percent of related children under 18 years old lived with two parents.

Larger Families

Percent of families by family size: 1994



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Our Growing Asian and Pacific Islander Population

	1970	Population		Percent change	
		1980	1990	1970-80	1980-90
Total	1,356,638	3,726,440	7,273,662	174.7	95.2
Chinese	431,583	812,178	1,645,472	88.2	102.6
Filipino	336,731	781,894	1,406,770	132.2	79.9
Japanese	588,324	716,331	847,562	21.8	18.3
Asian Indian	(NA)	387,223	815,447	(NA)	110.6
Korean	69,510	357,393	798,849	414.2	123.5
Vietnamese	(NA)	245,025	614,547	(NA)	150.8
Hawaiian	(NA)	172,346	211,014	(NA)	22.4
Samoan	(NA)	39,520	62,964	(NA)	59.3
Guamanian	(NA)	30,695	49,345	(NA)	60.8
Other Asian and Pacific Islander	(NA)	183,835	821,692	(NA)	347.0

NA Not available from 1970 and 1980 tabulations.

Note: The 1970 total for the Asian and Pacific Islander population is not comparable with the 1980 and 1990 totals. The 1970 data reflect only those Asian and Pacific Islander groups shown separately in the race item. The 1980 sample count and the 1990 100-percent tabulation are comparable because they include a count for Asian and Pacific Islander groups not listed separately in the race item. The 1970 data on the Korean population excluded the State of Alaska.

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