Stories of for-profit colleges’ fraudulent and illegal activities continue to dominate the news in the U.S. The existing capacity of non-profit or publicly-funded education in the United States is inadequate to satisfy the growing demand, especially where there have been major reductions in state funding. Paralleled with this reduction, for-profit colleges have seen an opportunity to tap into this business and have started to establish a business model that gives them good return on investment. For-profit colleges target non-white and female students with low or no-value vocational training that is extraordinarily expensive compared to training programs offered within public sectors of higher education. Virginia College in Richmond is one such example of a for-profit college that preys upon non-white people in low-income neighborhoods.

The project maps show how Virginia College targets blacks and racial minorities in the Richmond area. A buffer was created by using an estimation of 25 miles around Virginia College, assuming people would travel up to 45 minutes to attend college. All the bus stops and routes in the area were geocoded in the area. Virginia College and other colleges were geocoded in Google Earth. Data for Virginia Block Groups, Mean Income and Race Distribution in Richmond were taken from census tract 2010.

Virginia College is located in a primarily black, low-income neighborhood along bus routes that pass only through predominantly black neighborhoods. Virginia College charges as much as four times the tuition fees as compared to other near-by community colleges. Enrollment data shows that enrollment at Virginia College shows the school is 80 percent black, with women comprising 81 percent of the student body. Other local community colleges have approximately 32 percent black enrollment on average, with 61 percent being women. I could not collect the points where the Virginia College does its marketing. Having that data could further show that Virginia College targets low-income, black Richmonders. I also did not have access to profiles of students, which would have given information about their incomes, the admission process and various other facets of college life. It was also difficult to assume their mode of transport and the average time taken to commute.

RESOURCES
Cartographer: Nandish Kenia
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Project Coordinate System: NAD_1983_StatePlane_Virginia_South_FIPS_4502_Lambert Conformal Conic
Data Sources:
Department of Education, USA
U.S. Census American Community Survey data
Google Maps
Open Network website: Richmond