



College Access & Mobility

in Virginia

This report was created to provide a look at how accessible four-year colleges in Virginia are to low-income students, as well as the social mobility outcomes of these colleges. In addition, this report provides information on underrepresented groups in higher education as well as resources for college access and success. Whether you are a college administrator, involved with college access programs, a school counselor, or an interested student, this guide will help you learn about student needs, access and success resources, and the outcomes associated with four-year colleges in Virginia.



Table of Contents

College Access	Page 3
First Generation Students	Page 5
Rural Students	Page 7
Minority Students	Page 9
College Mobility	Page 13
Resources	Page 17
Dataset	Page 21

1

College Access

While low-income students have seen the largest gains in college aspirations, they have not maintained similar gains in college enrollment figures. Barriers to college access can prevent these students from enrolling in college post-graduation (The White House, United States Government, 2014).

College counselors have a large influence on a high school student's college choices, but high schools serving predominantly low-income and minority students have counselor-to-student ratios at twice the national average, with 1 counselor for every 1,000 students. These counselors do not have adequate time to address the needs of each individual student with such an overload (Hurwitz & Howell, 2013)

Students often undermatch to colleges, meaning they choose to attend less-selective colleges because they are not fully aware of their options, or how competitive of a candidate they are. Relative to their higher income peers, low-income students are less likely to attend the colleges that give them the best chance of success. Institutions that are more selective tend to have better education outcomes and more student support resources, even after controlling for student ability.



Fast Facts

- 52% of children from the bottom income quintile enrolled in postsecondary education right after high school (Ma et al., 2016)
- 82% of students from the top income quintile enrolled in postsecondary education right after high school (Ma et al., 2016)
- Only 8% of high-achieving low-income students are "achievement typical", meaning they applied to institutions that match their high academic abilities (Hoxby & Avery, 2013)
- While 1 in 2 people from high-income families have a bachelor's degree by age 25, just 1 in 10 people from low-income families do. (Duncan & Murnane, 2011)
- College graduates earn on average of 62% more in annual wages than those without a college degree (Alleman et al., 2009).

Virginia College Access Providers

In order to effectively provide college access services, students need to be introduced to these resources in high school, or even middle school. In 2008, SCHEV researchers identified 450 college access providers throughout the state. To the right is a map of providers by school district, and it includes 15 districts with no providers (Alleman, Stimpson, & Holly, 2008). For more information, you can turn to page 17 for regional access providers or seek out SCHEV's Overview of College Access Resources in Virginia.

Decreasing Access

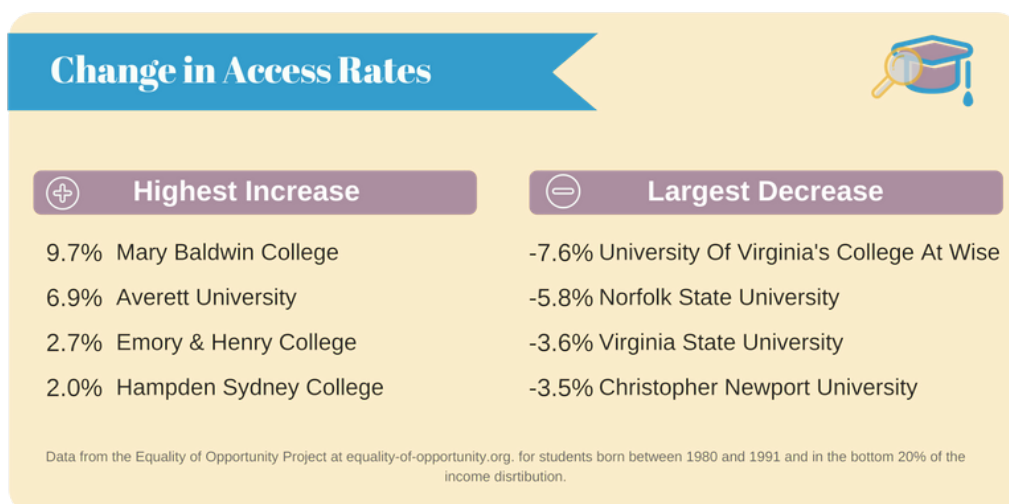
Many of the colleges that are highly accessible to low-income students became less accessible in the past 15 years, according to the Equality of Opportunity research team. Of colleges with high-income mobility, namely mid-tier public institutions, the fraction of low-income students enrolled fell sharply over this time. This number did not change substantially at elite private institutions though, many of

Methods to lower access barriers include:

- Summer enrichment programs
- College visits
- Promotion of college culture throughout grades 6-12
- Advising on financial aid eligibility
- Information on application fee waivers so students know how college can be affordable (The White House, United States Government, 2014).

which have the resources to be need-blind in their admissions practices (Chetty et al., 2017)

The diagram below shows the change in college access rates for students from families in the bottom 40% of the income distribution at four-year public and not-for-profit institutions in Virginia. Mary Baldwin had the highest increase in the proportion of low-income students enrolled at the college, while the University of Virginia's College at Wise had the largest decrease in access.



2



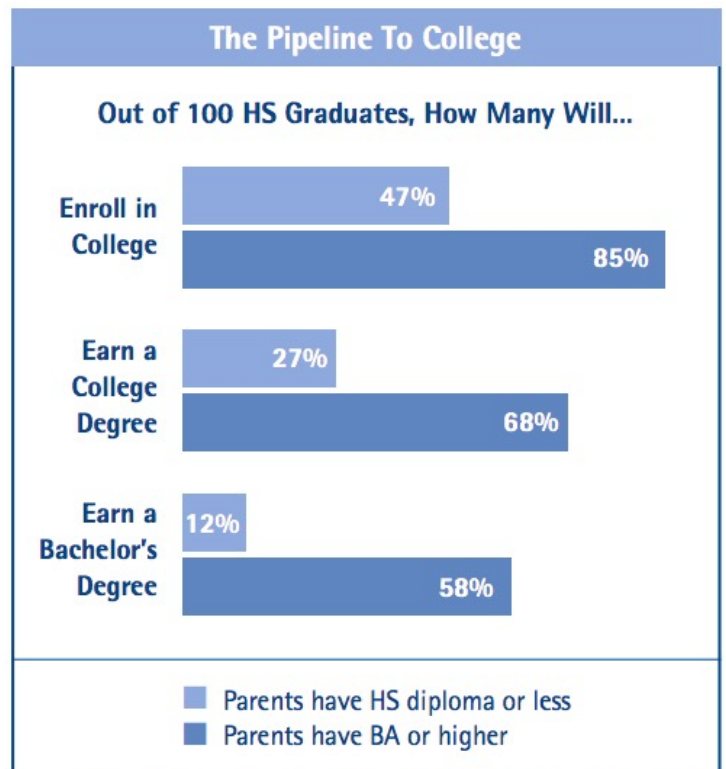
First-Generation Students

A first-generation student is defined by Engle & Tinto (2008) as a student whose parent(s) or guardian(s) have not earned a bachelor's degree. First-generation students can often be described within the context of other underrepresented groups in higher education as well, because first-generation students are disproportionately older, female, have a disability, come from minority backgrounds, or come from single-parent households (Engle & Tinto, 2008).

First-generation students are significantly less likely to attend college, enroll in a four-year institution, or graduate within six years. Each student has unique reasons for making these choices, but research has found that the opinions of a first-generation student's parent(s) on the importance of a college degree has a large impact on the student's decision whether or not to attend college. Another contributing factor is that first-generation students often need assistance to understand things like standardized testing requirements, financial aid opportunities, and job prospects associated with a college degree.

“As a low-income, minority, first-generation student, I am already identified as someone who will likely not graduate... and it’s terrifying because half the time, I don’t even know what I’m doing, or what I need to do. ”

- Elizabeth Aguilar, University of Central Florida (Reichard, 2015)



Sources: Calculated using data from Berkner Et Chavez (1997) and Chen (2005).

Figure 1 from Collegeboard.com

Engle, Bermeo, and O'Brien (2006), researchers with the Pell Institute for the Study of Opportunity in Higher Education, spoke with first-generation students and identified three critical steps on the path to college where support was the most helpful in assisting from the transition from high school to college:

1. Raising aspirations for college
2. Navigating the college admissions process
3. Easing the initial transition to college

What works to raise College Aspirations?

Connecting college to job and career interests

- Career interest inventories
- Job shadow opportunities

Getting informed about college and how to pay for it

- Financial aid workshops
- College visits

Students perceiving themselves as college material

- Tutoring to improve academic standing
- College counseling

The understanding that college is possible

- Engaging students with role models
- Getting personal & being persistent with the student

(Engle et al., 2006)

3



Rural Students

For the rural students who desire to attend college, they have unique barriers to overcome. A student's hometown may not have the jobs to support advanced degrees, and he's worried he will be too different from their peers if he travels out of town to a four-year institution. A student may not understand financial aid and her parents are unable to help because they did not attend a four-year institution. A student may fear that the two Advanced Placement courses offered at his high school will pale in comparison to a student from the city with 14 on their transcript.

College enrollment administrators should work to understand rural students, their needs, their backgrounds, and the resources they have been offered at their high schools. As only 14% of America's population lives in rural areas, these students can provide a unique perspective and contribute to the diversity of knowledge on a college campus.

It is estimated that 12.5% of Virginia's population live in rural areas, totaling just over 1 million people (Economic Research Service, United States Department of Agriculture, 2017).

“Colleges need more rural students who are willing to say ‘I don’t think they way you think and I don’t act the way you act, but I am still capable of doing the same work you are doing.’”

- Amanda Wahlstead, Wellesley College Student (Pappano, 2017)

Why the disparity in postsecondary attainment?

A variety of factors could be involved:

- Less access to college preparatory courses
- Lower postsecondary attainment in older generations
- Higher poverty rate in rural areas than the nation overall
- Few or no dedicated college advisors in high schools (Marre, 2014)

By the Numbers

72%

Land area in America that is categorized as rural

14%

Percent of the American population that comes from these rural areas. That's about 1 in 7 college-aged students

80%

High school completion rate for rural students is at 80%, right behind suburban students at 81%

13.7%

Students from rural areas lag behind metropolitan area students in post-secondary attainment by 13.7%

(American Community Survey, 2011)

Rural localities in Virginia as defined by the Office of Management & Budget

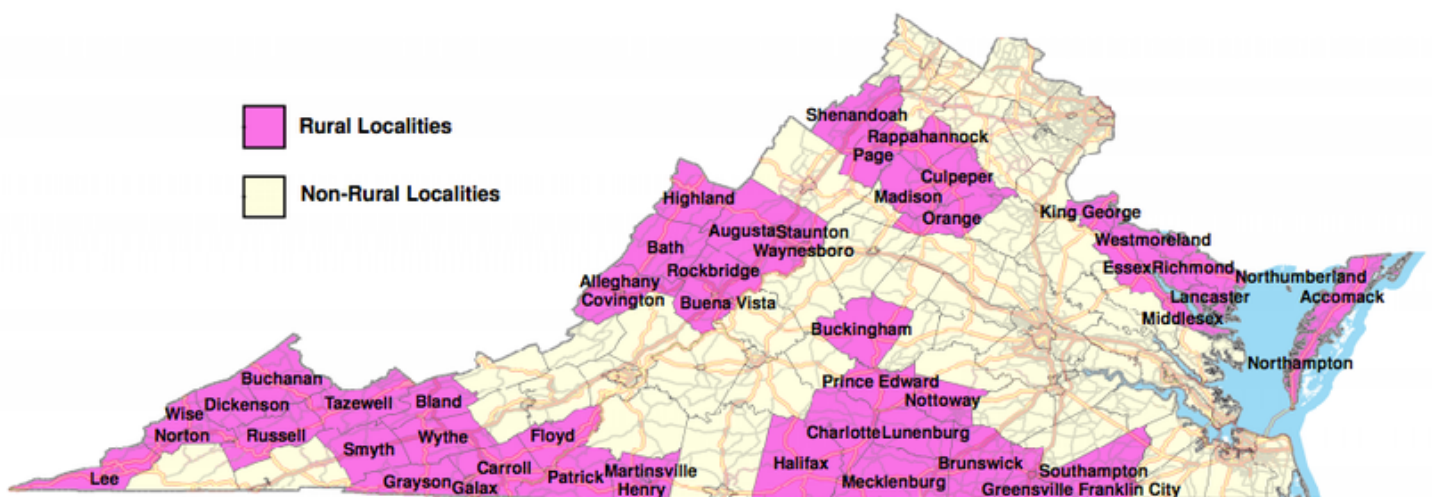
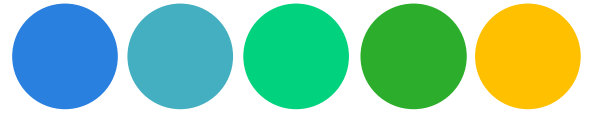


Figure 2 from vdh.virginia.gov

4



Minority Students

While minority student enrollment in postsecondary education is nearly proportionate to the percentage of high school graduates by race, minority students attend four-year institutions, enroll as full-time students, and complete their degrees at lower rates than their peers. (Nagaoka, Roderick, & Coca, 2009)

Progress in high school completion, college aspirations, and college access for minority students has been made in recent years, but the central problem is that rising aspirations have not translated into similar increases in graduation rates. Every student has a different situation, but three areas for improvement include increasing student's academic preparation for college, guidance throughout the college search process, and counseling on financial aid resources (Nagaoka et al., 2009).

With higher dropout rates among minority students, colleges need to reach out to students who may be struggling and provide resources for success.

“Growing up, I don’t remember seeing many women of color in roles I wanted to be in, so I need to be that face for other kids. I never thought that I could actually get here, a master’s student, and now I have.”

- Stephanie Watson-Cruz, UNC Chapel Hill (Reichard, 2015)

The Higher Education Pipeline, By Race/Ethnicity

Percent of public high school graduates, 2011-2012 school year



Percent of 18-24 yr olds enrolled in college, 2012



Percent of 25-29 yr olds with a bachelor's degree or higher, 2012



Note: Hispanics are of any race. Whites include only non-Hispanics. For the high school graduate and bachelor's degree attainment figures, blacks and Asians include only non-Hispanics. For college enrollment figures, blacks and Asians include both Hispanics as well as non-Hispanics. "Other" includes small groups such as American Indians and those identifying as multiracial.

Source: U.S. Department of Education, National Center for Education Statistics; Pew Research Center tabulations of the March 2012 Current Population Survey Integrated Public Use Micro Samples (IPUMS); October 2012 Current Population Survey

PEW RESEARCH CENTER

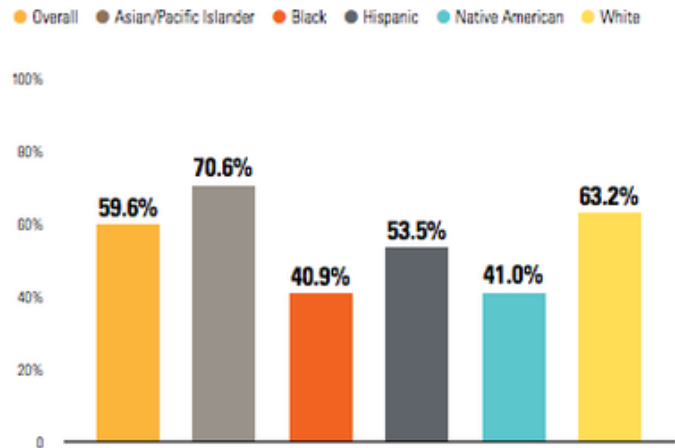
Figure 3 from pewresearch.org

Graduation Rates

With the exception of Asian students, minority college students are more likely to drop out than their white peers. It is important to note that while low graduation rates are pervasive among minority groups, each student has unique circumstances. College preparation, financial aid resources, family responsibilities, institutional resources, and support systems can all play a role in whether a student completes his or her degree.

The Education Trust identified two Virginia schools as top-performing institutions for black students, George Mason University and Old Dominion University. At these schools, black graduation rates are above average at 65.7% and 53.1% respectively.

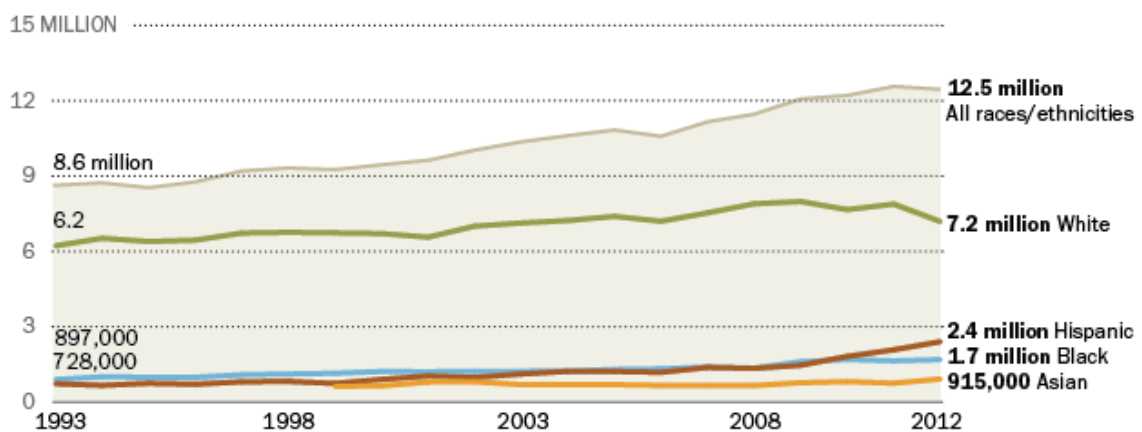
Figure 1: Six Year Graduation Rates at Four Year Institutions (2014)



Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2008 starting cohort. Table 326.10

College Enrollment by Race/Ethnicity

Number of 18-24 year-olds enrolled in college, 1993-2012



Note: Hispanics are of any race. Whites include only non-Hispanics. Blacks and Asians include both Hispanics as well as non-Hispanics. Data prior to 2003 for Asians include those identifying themselves as "Asian or Pacific Islanders." Census bureau began reporting data for Asians in 1999.

Source: Census Bureau Historical Tables on School and College Enrollment, October Current Population Survey

PEW RESEARCH CENTER

Figure 4 from pewresearch.org

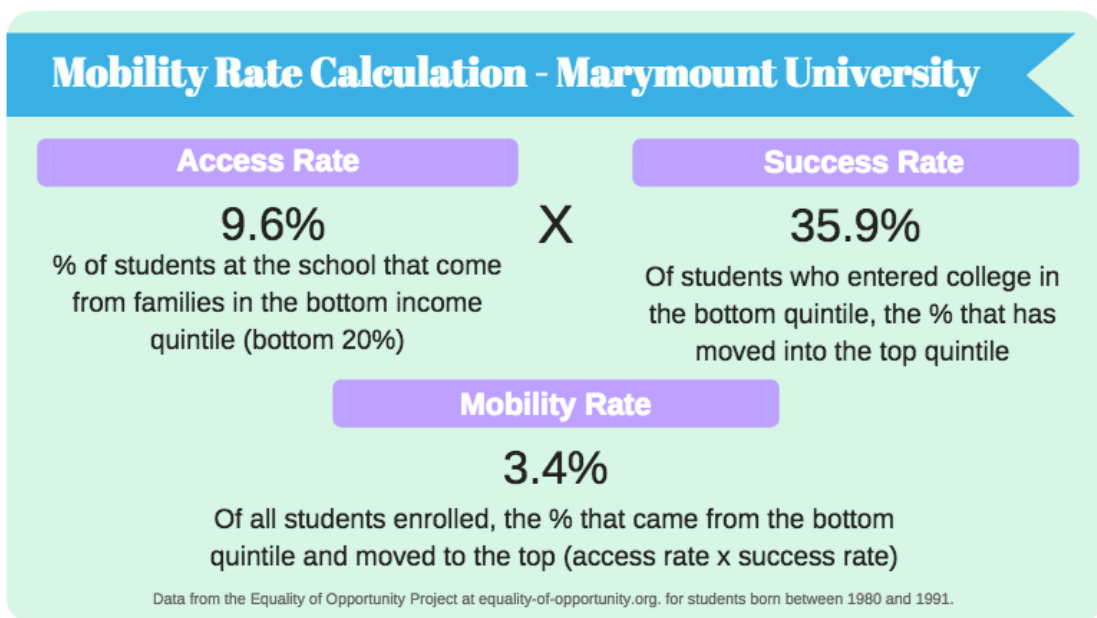
5



College Mobility

Education is often seen as the great equalizer, and for good reason. College graduates earn 62% more in annual wages on average, and nearly a million dollars more over their lifetime than those with only a high school education (Alleman et al., 2008). With this in mind, it is important to know which colleges are consistently able to allow a student from a low-income family to move to a higher socioeconomic status post-graduation. This is referred to as **social mobility**.

Social mobility is not a simple metric to measure. The average mobility rate in the nation is 1.7% of people moving from the bottom income quintile to the top income quintile. For context, a society with perfect social mobility would be at 4% (Chetty et al., 2017). Each college's **mobility rate** is the product of its access rate, the fraction of its students who come from families in the bottom 20% of the income distribution, and its success rate, the fraction of those students who reach the top fifth.



Marymount University is tied for the highest mobility rate in the state, well above the average for colleges.

Compiled from data from the Equality of Opportunity Project (2017) as well as the Department of Education's College Scorecard (2017), the pictures below provide at-a-glance views of access and mobility at specific four-year institutions in the state.

To the right is a glossary of the terminology used and what each measure indicates. Below are institution highlights that show five different rankings in order to provide a comprehensive snapshot of how each college serves, or does not serve, low-income students.

For the purpose of this project, four-year public and private not-for-profit institutions in the state of Virginia are analyzed. That being said, community colleges and for-profit institutions serve a large number of college students, especially those coming from lower income families.

While this information provides useful snapshots of college access and outcomes, it is important to note that these statistics are not meant to be a ranking of the 'best' and 'worst' colleges. They also do not take into account a large number of reasons that might make a student eager to attend a specific college. Campus culture, course offerings, proximity to home, name value, tuition discount rate, scholarships, extracurricular activities, and many more factors are involved in college choice. College "fit" is an important consideration. While success rates may be higher at certain institutions, this does not mean that every student will be more successful there.

Glossary

Low-Income Access Rate:

% of students at the school that come from families in the bottom income quintile (bottom 20%)

Success Rate:

Of students who entered college in the bottom quintile, the % of graduates around age 34 that moved into the top quintile

Upper-Tail Success Rate:

% of graduates around age 34 that moved from the bottom income quintile to the top 1% of individual incomes

Mobility Rate:

Of all students enrolled, the % that came from the bottom income quintile and moved to the top (access rate x success rate)

Upper-Tail Mobility Rate:

Of all students enrolled, the % that came from the bottom income quintile and moved to the top 1% (access rate x upper-tail success rate)

Access & Success

The images below give a quick look at the colleges with the highest and lowest success and access rates. As you can see, some of the colleges with the highest success rates remain relatively inaccessible to low-income students, with less than 2% of their population being of the bottom 20% of the income distribution.

Success Rates in Virginia



⊕ Highest Success Rates

- 61% University Of Mary Washington
- 52% University Of Virginia
- 51% Washington And Lee University
- 50% George Mason University
- 48% Virginia Tech

⊖ Lowest Success Rates

- 7% Averett University
- 11% Southern Virginia University
- 14% Ferrum College
- 16% Virginia Wesleyan College
- 16% Randolph College

Data from the Equality of Opportunity Project at equality-of-opportunity.org, for students born between 1980 and 1991. Percentages rounded to the nearest whole number.

Access Rates in Virginia



⊕ Highest Access Rates

- 21% Norfolk State University
- 19% Virginia State University
- 13% University Of Virginia's College At Wise
- 11% Ferrum College
- 10% Marymount University

⊖ Lowest Access Rates

- 1.1% Washington And Lee University
- 1.3% College Of William & Mary
- 1.3% University Of Mary Washington
- 1.6% Hampden Sydney College
- 1.7% University Of Richmond

Data from the Equality of Opportunity Project at equality-of-opportunity.org, for students born between 1980 and 1991. Percentages greater than 10 rounded to the nearest whole number.

College Snapshot

Norfolk State University



Rank (out of 34)	Category	Figure
⊕ 1st	Low Income Access Rate	20.6%
⊕ 1st (tie)	Mobility Rate	3.4%
⊖ 31st	Six-year Graduation Rate	33%
⊖ 33rd	Median Student Earnings	\$34,400
⊖ 34th	Median Parent Income	\$48,000

While Norfolk State enrolls many low-income students, the percentage of students who graduate as well as the future earnings of those students are low.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34. Data from the Equality of Opportunity Project at equality-of-opportunity.org. Six-year graduation rate from the Department of Education's College Scorecard.

Washington & Lee University



Rank (out of 34)	Category	Figure
⊕ 1st	Median Parent Income	\$226,700
⊕ 1st	Median Student Earnings	\$78,200
⊕ 3rd	Success Rate	51%
⊖ 29th (tie)	Mobility Rate	0.6%
⊖ 34th	Low Income Access Rate	1.1%

While Washington & Lee is a selective institution that projects its graduates to high incomes post-graduation, few low-income students access this benefit.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34. Data from the Equality of Opportunity Project at equality-of-opportunity.org.

College Snapshot

Mary Washington University



Rank (out of 34)	Category	Figure
+ 1st	Success Rate	60.7%
+ 4th	Upper-Tail Success Rate	3.9%
+ 11th	Median Student Earnings	\$50,000
- 25th (tie)	Mobility Rate	0.8%
- 32nd	Low Income Access Rate	1.3%

A majority of the low-income students at Mary Washington University are able to reach high incomes post-graduation, but the University admits few low-income students.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34.
Data from the Equality of Opportunity Project at equality-of-opportunity.org.

University of Virginia



Rank (out of 34)	Category	Figure
+ 1st	Six-year Graduation Rate	94%
+ 2nd	Median Student Earnings	\$71,200
+ 2nd	Success Rate	51.8%
+ 5th	Upper Tail Success Rate	3.6%
- 26th	Low Income Access Rate	2.8%

UVA boasts high graduation rates as well as high incomes post graduation, including a high success rate for the relatively low number of low-income students who attend.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34. Data from the Equality of Opportunity Project at equality-of-opportunity.org. Six-year graduation rate from the Department of Education's College Scorecard.

College Snapshot

Averett University



Rank (out of 34)	Category	Figure
⊕ 7th	Low Income Access Rate	8.2%
⊖ 32nd	Median Student Earnings	\$35,500
⊖ 32nd	Median Parent Income	\$65,400
⊖ 32nd	Six-year Graduation Rate	33%
⊖ 34th	Success Rate	7.1%

Averett serves an increasing number of low-income students, but mobility outcomes are among the lowest in the state, likely due to low graduation rates.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34. Data from the Equality of Opportunity Project at equality-of-opportunity.org. Six-year graduation rate from the Department of Education's College Scorecard.

Hollins University



Rank (out of 34)	Category	Figure
⊕ 9th	Mobility Rate	1.1%
⊖ 12th	Median Parent Income	\$110,700
⊖ 13th	Low Income Access Rate	4.7%
⊖ 13th	Success Rate	22.6%
⊖ 29th	Median Student Earnings	\$36,400

Like many private liberal arts colleges in the state, Hollins' rankings are not especially great or poor. Student outcomes are around the average for Virginia.

Data for students born between 1980 and 1991. Median Student Earnings are earnings around ages 32-34. Data from the Equality of Opportunity Project at equality-of-opportunity.org. Six-year graduation rate from the Department of Education's College Scorecard.

5



Resources

There are numerous college access and success programs in the state. Listed below are some of the larger organizations. For a more complete list of local, regional, and federal programs in Virginia, you can view SCHEV's 2009 report, *A Statewide Examination of College Access Services and Resources in Virginia*.

Regional Access Programs

100 Black Men of Virginia - Peninsula	Offers merit-based college scholarships as well as mentoring programs for young African Americans in the area.
Access College Foundation	Based in Norfolk and serving the Hampton Roads area, their mission is "To provide students, who may not have the opportunity, the path to attend and complete college."
Talent Search	With teams in various regions, Talent Search is a Federal TRiO program focused on college counseling for low-income and first-generation high school students
Partnership for the Future	Providing highly-motivated high school students in the Richmond area the tools they need to attain a college degree including coaching, internships, and scholarship matching.
Project Discovery	Largely funded through the Virginia State Legislature, Project Discovery works to assist students across the state in the transition to post-secondary education.
Upward Bound	A TRiO program with multiple providers in the state, Upward Bound's mission is to assist college-bound high school students in developing the skills required to graduate from college.
Virginia College Advising Corps	VCAC members are recent college graduates who work with high schools in the state to address non-academic barriers to post-secondary education.

Institutional Spotlight

In 2016, the State Council for Higher Education in Virginia created a compilation guide of programs for access, success, and completion at institutions across the state. Highlighted below are examples from four-year state institutions. To learn more about what specific institutions, including community colleges, are doing, you can view SCHEV's comprehensive guide, *The Virginia College Access, Success, and Completion Promising Practices Guide*.



William & Mary

William & Mary created a Working Group on Retention and Graduation which found that students who earn a GPA of 2.0 or below for their first year are half as likely to graduate as their peers earning a 2.0 or above. They also found that students who received a low midterm grade were very likely to improve their standings considerably before the end of the semester. Beginning Fall 2016, posting midterm grades became required of faculty.



James Madison University

In an effort to lower access barriers for students in the surrounding Shenandoah Valley, JMU created the Valley Scholars program. This program serves high-performing first-generation students from the surrounding school districts beginning in 7th grade. Selected students attend a number of college-readiness programs between 8th - 12th grade, and if the students remain in good academic standing they are offered significant scholarship support to attend JMU.



Old Dominion University

Old Dominion University's Learn, Earn, Advantage Program (LEAP) provides campus employment and training for interested first and second year students. Positions are aimed at students who are just above the income eligibility for federal work study. Students will work paid 10-15 hours per week positions in one of 68 participating campus departments, and are required to take a 10-week professional development course to supplement their experience. ODU has found that students in the LEAP program are retained at higher rates than those who do not participate.

Data Sources

Equality of Opportunity Project (Chetty, Friedman, Saez, Turner, & Yagan, 2017)
Mobility Report Cards: The Role of Colleges in Intergenerational Mobility
Data on the mobility page came from this source

The Department of Education's College Scorecard

Designed to increase transparency when choosing between colleges with information on cost, graduation rates, and more.
Data on the mobility page came from this source

Departments & Organizations

The College Board

A nonprofit organization that connects students to college success and opportunity through its programs, the SAT, and Advanced Placement Examinations

Department of Education

The Department's mission is to "promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access."

The Pell Institute for the Study of Opportunity in Higher Education

The Pell Institute conducts and disseminates research and policy analysis to encourage policymakers, educators, and the public to improve educational opportunities and outcomes for low-income, first-generation, and disabled college students.

State Council for Higher Education in Virginia

SCHEV makes higher education policy recommendations for the Governor and General Assembly, administers a variety of educational programs, and strives to promote access, accountability, affordability, and quality in Virginia higher education.

National College Advising Corps

NCAC advisors work to increase the number of low-income, first-generation, and underrepresented high school students who enter and complete college degrees.

Reports

SCHEV: College Access Services & Resources in Virginia

(Alleman, Stimpson, & Holly, 2008)

Designed to identify college access providers throughout the state

Data on the access page came from this source

Increasing College Opportunity for Low-Income Students

(The White House, United States Government, 2016)

Obama White House Report provides statistics, promising models, and a call to action

Data on access page came from this source

A Look at Black Student Success

(Nichols & Evans-Bell, 2017)

The Education Trust's report on how to close the completion gap between Black and White students

Data on minority students page came from this source

Education Pays 2016: The Benefits of Education for Individuals and Society

(Ma, Pender, & Welch, 2016)

The College Board documents differences in the earnings and employment of adults with different levels of education

Data on access page came from this source

Moving Beyond Access College Success For Low-Income, First-Generation Students

(Engle & Tinto, 2008).

The Pell Institute provides the who, what, and how of helping low-income, first-generation students

Data on first-generation students page came from this source

Straight from the Source: What Works for First-Generation College Students

(Engle, Bermeo, & O'Brien, 2006)

The Pell Institute's findings on how to raise aspirations for college

Data on first-generation students page came from this source

Institution Name	Median Parent Household Income	Median Student Individual Earnings Ages 32-34	Low-Income Access (%)	% of Students with Parents in Top 1%	Success Rate (%)
Averett University	\$65,400	\$35,500	8.2	0.7	7.1
Bridgewater College	\$91,300	\$42,100	6	1.8	16.4
Christopher Newport University	\$92,500	\$41,300	5	0.4	21.8
College Of William & Mary	\$147,100	\$59,800	1.3	4.5	38.9
Eastern Mennonite University	\$90,700	\$39,600	5.2	0.7	19.2
Emory & Henry College	\$84,000	\$40,700	7.2	1.1	20.9
Ferrum College	\$71,100	\$37,000	11.3	1.1	14.2
George Mason University	\$107,500	\$56,500	6.1	1.3	50.3
Hampden Sydney College	\$141,200	\$59,900	1.6	7.9	39.3
Hampton University	\$79,500	\$45,900	8	0.6	26.9
Hollins University	\$110,700	\$38,400	4.7	5.4	22.6
James Madison University	\$134,300	\$55,900	1.9	2.6	40.4
Longwood University	\$105,700	\$41,800	3.1	0.9	21.3
Mary Baldwin College	\$81,100	\$38,700	7.3	0.2	16.3
Marymount University	\$91,800	\$47,000	9.6	3.2	35.9
Norfolk State University	\$48,000	\$34,400	20.6	0	16.7
Old Dominion University	\$82,400	\$44,300	8.5	0.5	28
Radford University	\$101,700	\$43,500	4.4	1.1	22
Randolph - Macon College	\$121,700	\$51,200	2.5	3.9	26.2
Randolph College	\$107,300	\$37,400	6.3	2.1	15.9
Roanoke College	\$111,800	\$46,300	2.9	4.6	35.1
Shenandoah University	\$100,000	\$41,200	4.8	1.4	22.9
Southern Virginia University	\$84,500	\$15,700	7.7	2.6	11.4
Sweet Briar College	\$109,900	\$39,000	3.1	3.3	26.1
University Of Mary Washington	\$133,800	\$50,000	1.3	1.9	60.7
University Of Richmond	\$180,600	\$69,600	1.7	12.5	37
University Of Virginia	\$151,000	\$71,200	2.8	7.3	51.8
University Of Virginia's College At Wise	\$69,900	\$38,200	13.1	0.7	19
Virginia Commonwealth University	\$90,700	\$40,200	7.1	0.8	27.2
Virginia Military Institute	\$116,700	\$70,800	4.6	2.1	43.3
Virginia Polytechnic Institute & State University	\$123,300	\$62,300	2.8	2.2	47.5
Virginia State University	\$52,200	\$35,900	19.2	0.2	17.8
Virginia Wesleyan College	\$90,400	\$40,400	8.1	2.6	15.8
Washington And Lee University	\$226,700	\$78,200	1.1	17.5	51

All data from the Equality of Opportunity Project (Chetty et al., 2017) with the exception of six-year graduation rates, which are from the Department of Education's College Scorecard (2017).

Institution Name	Upper-Tail Success Rate	Mobility Rate	Change in % of students from bottom quintile, 1980-91 Cohorts	Change in % of students from bottom 40%, 1980-91 Cohorts	6-year graduation rate
Averett University	0.10	0.6	6.9	7.7	33%
Bridgewater College	1.80	1	-2	-5.9	61%
Christopher Newport University	0.80	1.1	-3.5	-9.1	66%
College Of William & Mary	1.60	0.5	0.9	0.7	90%
Eastern Mennonite University	0.00	1	0.4	0.5	63%
Emory & Henry College	0.10	1.5	2.7	3.5	48%
Ferrum College	0.00	1.6	1.8	6.8	28%
George Mason University	0.70	3.1	-1.7	-4	67%
Hampton University	6.10	0.6	2	0.6	65%
Hampton University	0.50	2.1	-0.2	-5.4	67%
Hollins University	0.60	1.1	1.9	0.6	61%
James Madison University	0.60	0.7	-0.2	-1.1	82%
Longwood University	2.70	0.7	0.1	-2.1	65%
Mary Baldwin College	0.00	1.2	9.7	14	41%
Marymount University	0.00	3.4	-2.9	-7.1	54%
Norfolk State University	0.00	3.4	-5.8	-7.4	33%
Old Dominion University	0.20	2.4	-2.9	-7	51%
Radford University	0.90	1	-1.1	-5	59%
Randolph - Macon College	0.40	0.6	0.6	2.5	62%
Randolph College	4.80	1	-1.8	-7.4	47%
Roanoke College	0.00	1	-0.3	-3.1	64%
Shenandoah University	0.20	1.1	-0.4	-3.1	50%
Southern Virginia University	0.10	0.9	-2.1	-0.8	32%
Sweet Briar College	0.00	0.8	1.5	0.8	61%
University Of Mary Washington	3.90	0.8	1	0.8	73%
University Of Richmond	2.50	0.6	1.2	3.8	85%
University Of Virginia	3.60	1.5	0.1	-0.3	94%
University Of Virginia's College At Wise	0.00	2.5	-7.6	-13.2	45%
Virginia Commonwealth University	0.90	1.9	-1.6	-4.7	58%
Virginia Military Institute	0.10	2	-1.2	-4.6	73%
Virginia Polytechnic Institute & State University	1.80	1.4	-0.9	-3.1	83%
Virginia State University	0.20	3.4	-3.6	-6	41%
Virginia Wesleyan College	0.00	1.3	-2.8	-2.9	46%

All data from the Equality of Opportunity Project (Chetty et al., 2017) with the exception of six-year graduation rates, which are from the Department of Educator's College Scorecard (2017).

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