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This volume presents work focused on underrepresented persons in a variety of levels of higher education. Each scholar has used critical quantitative approaches to examine access and/or success in the higher education arena. Their scholarship pushes the boundaries of what we know by questioning mainstream notions of higher education through:

- the examination of policies
- the re-framing of theories and measures
- the reexamination of traditional questions for nontraditional populations.

The work is divergent, but the commonality of the presentations lies in each scholar's critical approach to conventional quantitative scholarship. Their research highlights inequities and explores factors not typically included in conventional quantitative analysis.

This is the 158th volume of this Jossey-Bass quarterly report series. Always timely and comprehensive, *New Directions for Institutional Research* provides planners and administrators in all types of academic institutions with guidelines in such areas as resource coordination, information analysis, program evaluation, and institutional management.

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