



A Report to Stakeholders on the Condition and Effectiveness of Postsecondary Education

A Report on Stakeholder Perspectives

In this expanded edition of *The Landscape*, we present Part One of *A Report to Stakeholders on the Condition and Effectiveness of Postsecondary Education*, a three-part report developed by the National Center for Postsecondary Improvement (NCPI). Each installment reflects the perspectives of a different group of stakeholders—recent college graduates, employers, and the general public—on the utility and value of the postsecondary enterprise. Stakeholders' impressions were derived from responses to surveys conducted by NCPI. (The second and third installments will appear in the September/October 2001 and January/February 2002 issues of *Change*.)

A Report to Stakeholders represents the beginning of a conversation rather than a final conclusion about the current state of higher education in the United States. Our hope is that the data, concepts, and language in all three reports will assist stakeholders as they reflect on the value added that a higher education imparts. The series is intended to serve as a distinctive set of navigational soundings, proving useful in the same way that sonar assists vessels traversing difficult seas.

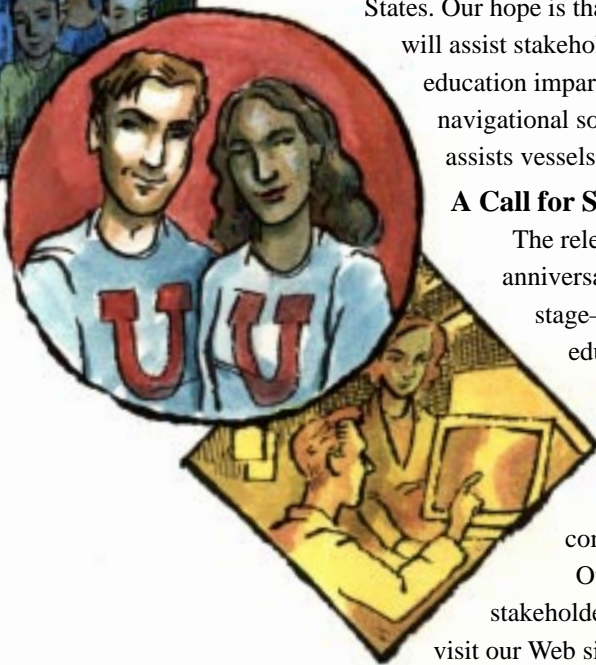
A Call for Stakeholder Input

The release of the first *Report to Stakeholders* marks the fifth anniversary of NCPI. Now in our sixth year, we begin a new stage—helping to set a new agenda for priorities in higher education research. Building on our own research and gathering the perspectives of those at the forefront of postsecondary education's changing landscape, we are launching a series of national conversations to explore the critical issues that warrant inquiry in the coming decade.

Over the next year, NCPI will provide opportunities for stakeholders to join us in these conversations. We invite you to visit our Web site (ncpi.stanford.edu), locate the Postsecondary Futures link, and let us know your perspectives on the four sets of critical issues we have identified as starting points for our discussion: market forces, the postsecondary social charter, student learning, and faculty work.

I join all of my colleagues at NCPI in thanking you for your support during the last five years. We now look forward to receiving your input as we collectively cast our eyes toward the research that can inform priorities and challenges on postsecondary education's horizon.

Patricia J. Gumport
Executive Director, NCPI



Part One: The Recent College Graduate

Higher education in the United States is a \$225 billion enterprise: 15 million students, more than 3,800 institutions, over one million faculty and staff providing instruction and services. It is also an enterprise with an expanded array of stakeholders—students, faculty, parents, employers, public officials, and community leaders, as well as a general public that has come to see higher education as both a commodity and a public good.

What these stakeholders have most in common is a need for reliable information about the condition and effectiveness of the enterprise. Students and parents want to know if they are getting their money's worth. Employers are increasingly insistent in asking whether U.S. colleges and universities are preparing today's students for tomorrow's jobs. Among the nation's lawmakers, accountability has become both a slogan and practice, as government officials seek assurances that institutions of higher education are pursuing missions and achieving results consonant with their public purposes. Though the language often reflects private agendas, the same basic question is being asked by everyone: "Do the nation's colleges and universities meet, exceed, or fall short of our expectations?"

Historically, higher education has found it politically unnecessary to craft a general metric for answering this stakeholder query. That has now changed. The popularity of media rankings has made it clear that the public does seek measures of quality, whether real or imagined. These rankings have also demonstrated just how easy it is to measure such things as endowments, faculty salaries, admit and yield rates, faculty-student ratios, libraries, and even predicted graduation rates.

More recently, the National Center for Public Policy and Higher Education, by issuing its state-by-state report card for higher education, titled *Measuring Up 2000*, demonstrated that it was indeed possible to hold individual states accountable along five broad dimensions: K-12 preparation for college-level study, college participation rates, the affordability of higher education, college completion rates, and the economic and civic benefits higher education confers on a state. For a sixth category—the quality of learning outcomes across a state's institutions, both public and private—each state received an "Incomplete," testifying, in the words of the report, that "All states lack information on the educational performance of college students that would permit systematic state or national comparisons. Their Incomplete grades highlight a gap in our ability as a nation to say something meaningful about what students learn in college." In fact, much of the work of the National Center for Postsecondary Improvement (NCPI) over the past five years has focused on developing the necessary concepts and language for filling this void. Over the next



The National Center for Postsecondary Improvement (NCPI) is supported under the Educational Research and Development Center program, agreement number R309A60001, CFDA 84.309A, as administered by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. The findings and opinions expressed by NCPI do not necessarily reflect the position or policies of OERI or the U.S. Department of Education. The Institute for Research on Higher Education retains the copyright for this column.

year, much of this research will be available in the form of three installments of *A Report to Stakeholders*.

First Findings

This first report focuses on recent college graduates—the men and women who completed requirements for a baccalaureate degree from an accredited institution of higher education between 1991 and 1994. In the broadest sense, the question asked of these alumni was simple: “What do you know?” Or perhaps more elegantly, “What did you learn, and was it helpful?” Or again, in terms amenable to a direct answer, “How confident do you feel about doing the things a college education is supposed to prepare you to do?”

And the answer:

- Roughly two out of three college graduates (63 percent) feel confident in their ability to organize information and communicate its meaning to others.

- Nearly as many (61 percent) feel confident in their ability to perform quantitative tasks and analyses.
- But less than half (48 percent) feel confident in their ability to find information—essentially, in the skills needed to research a topic.

If one were giving grades for the collective capacity of American higher education to produce confident graduates, it might be a B+ for organizing and communicating information, a B for quantitative skills, and just a C for finding information and related research skills.

The Collegiate Results Survey

These findings are the first fruits of a new survey developed by NCPI researchers Robert Zemsky and Susan Shaman in collaboration with Ann Duffield of the Knight Higher Education Collaborative. Dubbed the *Collegiate Results Survey*, or CRS, the

Chart 1.
Respondent Scores on Personal Values, Abilities, and Commitment to Lifelong Learning.

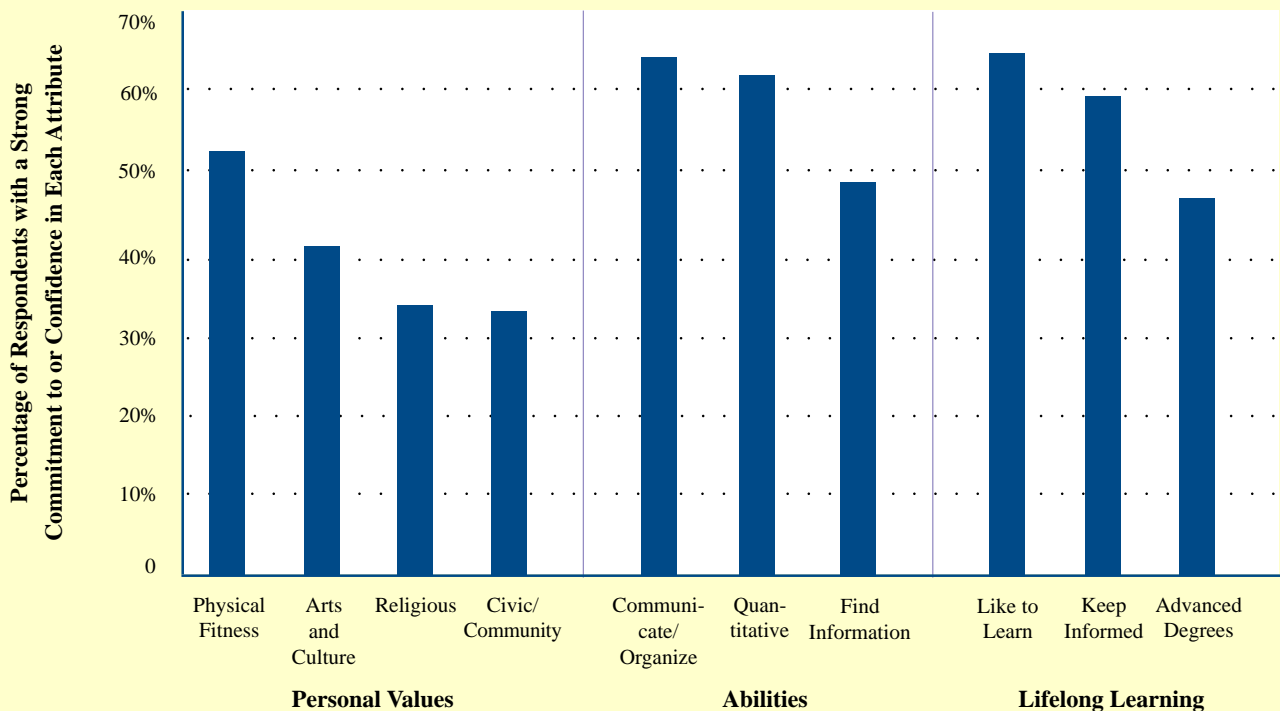
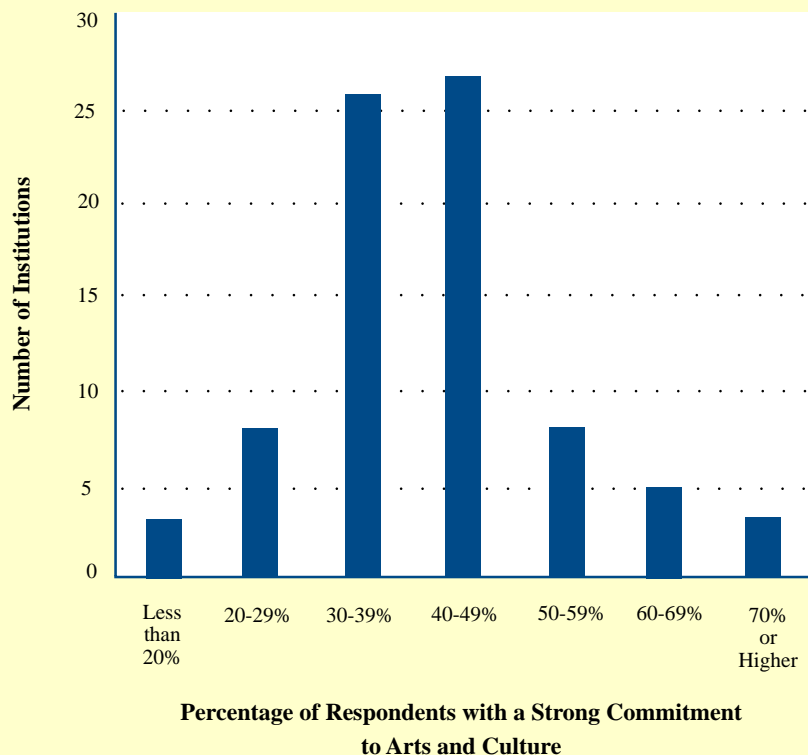


Chart 2.
Respondent Commitment to the Personal Value of Arts and Culture,
by Institution.



instrument asked a sample of recent college graduates to describe their lives six to nine years after college. Administered primarily as a paper instrument mailed directly to respondents' homes beginning in the fall of 1999, the CRS collected data from the graduates of 80 baccalaureate-granting colleges and universities across the United States. While these colleges and universities do not constitute a random sample of higher education institutions (each campus belonged to the Knight Higher Education Collaborative and chose to participate in this NCPI research project), collectively they do provide a cross-section of four-year institutions—large and small, public and private, as well as from all parts of the country, all major Carnegie classifications, and most segments of the market.

The principal bias in the sample is an over-representation of graduates

from public *Medallion* universities. (Please see the March/April 2001 edition of *The Landscape* for a definition of the market segments used in this analysis.) On the other hand, African Americans, Hispanic Americans, and graduates of institutions with a strong religious affiliation are under-represented. Nonetheless, those responding to the CRS represent in their choices of occupations a sample that comes remarkably close to mirroring the distribution of occupations for college graduates aged 27 to 30 years as reported by the U.S. Bureau of Labor Statistics.

In all, the CRS yielded a rich database of 34,000 alumni who had graduated between 1991 and 1994, with most having graduated in 1992-93. Undergraduate education was still a comparatively recent experience for these respondents, though they were far enough beyond the baccalaureate degree to have made choices and identified goals that would likely shape the rest of their lives. Within this context, the CRS asked alumni to report on their occupations, skills used in the workplace, educational activities since graduation, personal values, and current activities. Alumni were also asked to self-evaluate their ability to perform a variety of tasks derived from real-life scenarios and indicate whether they would like to learn more about those tasks they felt less confident in performing.

The CRS (which can be found at www.petersons.com) contains nearly 60 individual items that were then clustered into five broad categories and 23 subcategories. One category denotes respondents' occupations. For each of the other four categories and their indices, the CRS yielded a score which, when compared against a standard or threshold, indicated whether the respondent had a *strong commitment to or confidence in* the values, abilities, work skills, or pursuit of lifelong learning represented by that

particular index. The categories and their corresponding indices are the following:

Personal Values: How important were the following personal values to the graduate?

- Arts and Culture
- Civic/Community (engagement)
- Physical Fitness
- Religious

Abilities: To what extent did the graduate feel confident in his or her ability to perform tasks that involve the following skills?

- Communicate/Organize
- Quantitative (analysis)
- Find Information (as a contextual research skill)

Work Skills: Which of the following work skills did the graduate use as part of his or her job?

- Analyzing
- Writing/Presenting
- Organizing
- Customer/Client (interaction)

Lifelong Learning: Did the graduate exhibit a strong disposition toward continued learning as indicated by the following?

- Keep Informed (about current events)
- Like to Learn (expressing a desire to learn more about the tasks one does not feel confident in performing)
- Advanced Degrees (completed or currently pursuing)
- Courses/Certificates/Credentials (completed or currently pursuing)

A Basic Profile

The overall portrait of recent college graduates that emerges from the CRS is one of impressive achievements and troubling lacunae (Chart 1). The really good news—for higher education, for individual graduates, and for the nation at large—is that, overall, most recent college graduates are confident, like to learn, and are likely to keep informed about current events. Just as important, nearly half (46 percent) of these

graduates have already pursued additional schooling toward advanced degrees on either a part-time or full-time basis.

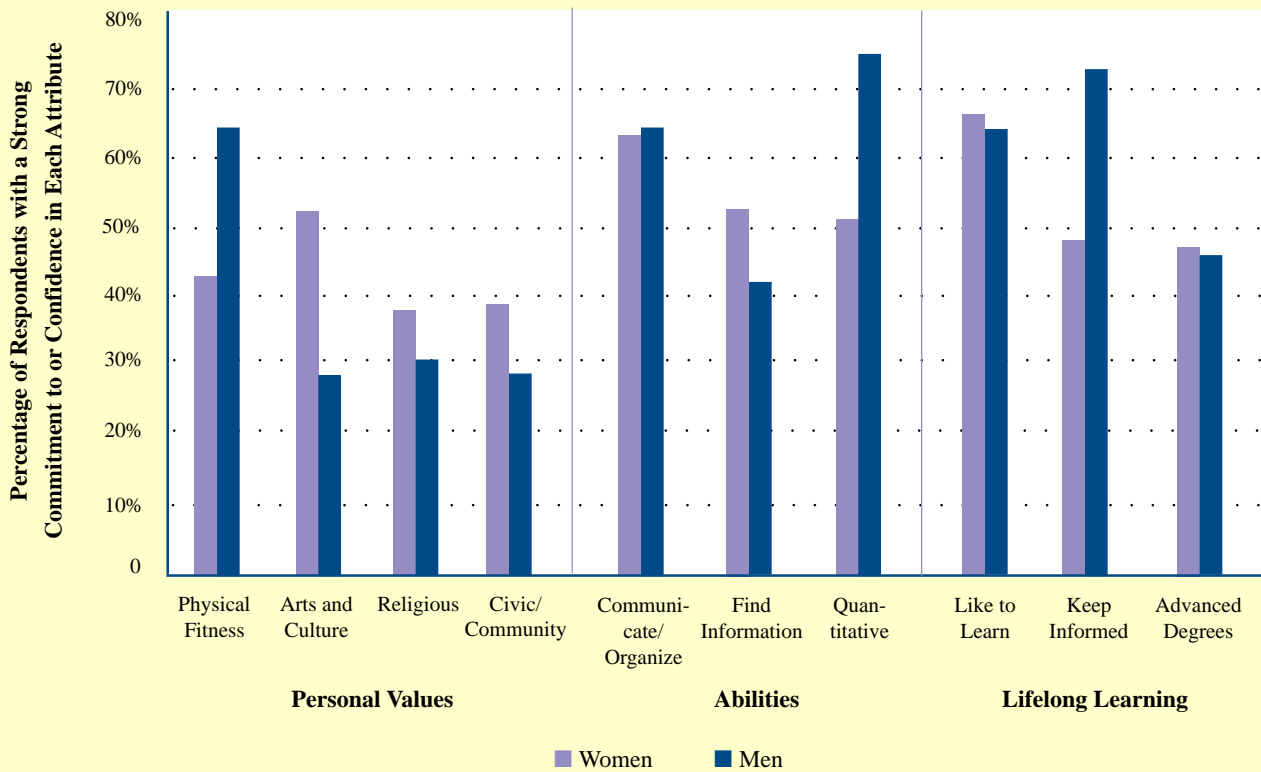
The other values and attributes tracked in Chart 1 tell a more uncertain story. Just over half of these recent graduates were strongly committed to keeping physically fit; between one-third and one-half were strongly interested in the arts and culture; just about a third were strongly religious; and a similar proportion indicated that they were socially or politically engaged in the civic life of their communities. In the language of the CRS, these students were said to have crossed the threshold indicating a strong commitment to one or more of these values.

Although these central tendencies characterize the responses of recent college graduates on average, it is important to note that individual institutional profiles can be quite different, even for two institutions that compete for the same students. Chart 2 displays, by number of institutions, the range in the percentage of respondents scoring a strong commitment to the Arts and Culture index. While most institutions are within 10 percentage points of the median 40 percent, the tails of the distribution are well-populated. Eleven institutions fall below this range. At the other end of the distribution are 16 institutions for which at least half of the respondents indicated that Arts and Culture was a strong personal value. Within this latter group, there are five institutions for which between 60 and 70 percent crossed the threshold on this measure, and three institutions whose results indicated that more than 70 percent accorded Arts and Culture as a strong personal value.

Chart 2 suggests that, however difficult it may be to determine causal effect, some institutions do yield graduates with substantially stronger dispositions toward certain values.

Chart 3.

Respondent Scores on Personal Values, Abilities, and Commitment to Lifelong Learning, by Gender.



Some of the variation is certainly a reflection of institutional mission and the comparative emphasis that a mission accords a given value. For Arts and Culture—as for Religious—values, students may be attracted to particular campuses because they have already developed a strong focus in this area and find it reinforced in an institution’s programs.

A broader stakeholder perspective can be derived from the data underlying Chart 1 and reprised in Chart 2. What should be higher education’s responsibility for fostering a commitment to personal values in its graduates? If one were to take the means of the main categories reported in Chart 1, each would show that graduates evince significantly greater strength in the Abilities and Lifelong Learning categories than to the Personal Values the CRS measured. Higher education as a whole has long since discovered

that abilities and lifelong learning are easier to gauge in graduates than their commitment to values. Any institution that embarks along the course of educating for this purpose runs into contentious currents concerning what values—and whose—should be imparted.

Women and Men

Where much of higher education was once segregated by gender, today it is broadly coeducational, with women now having a higher participation rate than men. In Chart 3, which compares the CRS responses of women and men, both the similarities and the differences become important. Some of the chart’s findings, perhaps surprisingly, affirm old stereotypes. On average, women graduates were more engaged in Arts and Culture and Religious activities. Men, on the other hand, were more physically active and more confident in performing Quantita-

tive tasks and analyses. The intriguing finding is that women were substantially more engaged in civic pursuits, while more men reported they kept informed about current events. There was parity between the genders in their confidence about communication and organization skills, as well as in their commitment to lifelong learning, as reflected in the readings for Like to Learn and Advanced Degrees.

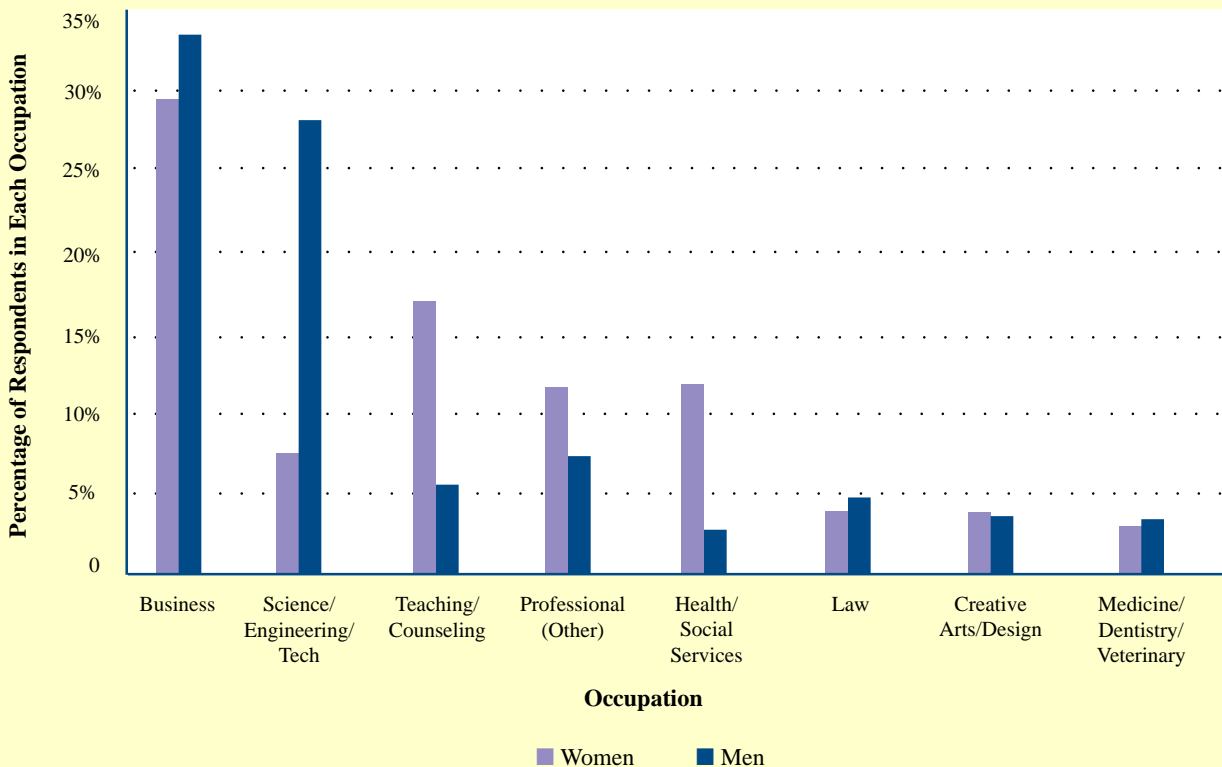
In some ways, the distribution of respondent occupations, shown in Chart 4, reflects older stereotypes. Men predominated in Science/Engineering/Tech; women predominated in Teaching/Counseling and Health/Social Services. But again it is the areas of relative parity that deserve particular note—in Business, Law, Creative Arts/Design, and Medicine/Dentistry/Veterinary. Women also had greater representation in the broad Professional (Other) category than men.

Occupations

More generally, the occupations, careers, and subsequent education of the 34,000 CRS respondents are a curious mix of the expected and the surprising, as shown in Charts 5 through 9. Chart 5 presents the data mapping the percentage of white, African-American, Hispanic, and Asian-American respondents entering the eight professional occupation categories tracked by the CRS. The dominant finding is simply the pervasiveness of the Business field as a career choice. In addition to being the occupation that graduates chose most often, Business was also the most inclusive. More than 30 percent of the graduates from each racial/ethnic group entered a career in this area.

On the other hand, Asian-American graduates were attracted to careers in science and engineering at nearly twice the rate of those from every other

Chart 4.
Respondent Occupation, by Gender.



demographic group. Graduates of Hispanic descent outpaced all other groups in terms of the proportion who entered teaching careers. In all other occupations but one, Hispanic respondents were essentially in keeping with those of other races and ethnicities. The intriguing exception was the legal profession; while this career attracted a comparatively small proportion of graduates overall, those of African-American and Hispanic descent chose law in greater proportions than other respondents.

Chart 6 displays the occupations that graduates chose in terms of the market position of the baccalaureate institutions they attended. For the purpose of this analysis, institutions' market segments were grouped into two broad categories: *Medallion/Name Brand*, which encompasses all institutions that populate the most expensive as well as most selective part of the

market; and *Good Buy/Good Opportunity/User-Friendly* institutions, which serve the core of the market as well as those students who tend to pursue their baccalaureate degrees part-time or one course at a time.

No one should be surprised that students graduating from higher-priced institutions, both public and private, at or near the *Medallion* end of the market entered the fields of Law and Medicine/Dentistry/Veterinary at nearly twice the rate of graduates from the rest of the market. Less expected, perhaps, was the substantially higher rate at which alumni from more costly and selective market segments began careers in Science/Engineering/Tech. *Good Buy/Good Opportunity/User-Friendly* institutions, on the other hand, were the main suppliers of graduates to the Teaching/Counseling and Health/Social Services professions.

Chart 7 displays the results of the

Chart 5.
Respondent Occupation, by Race/Ethnicity.

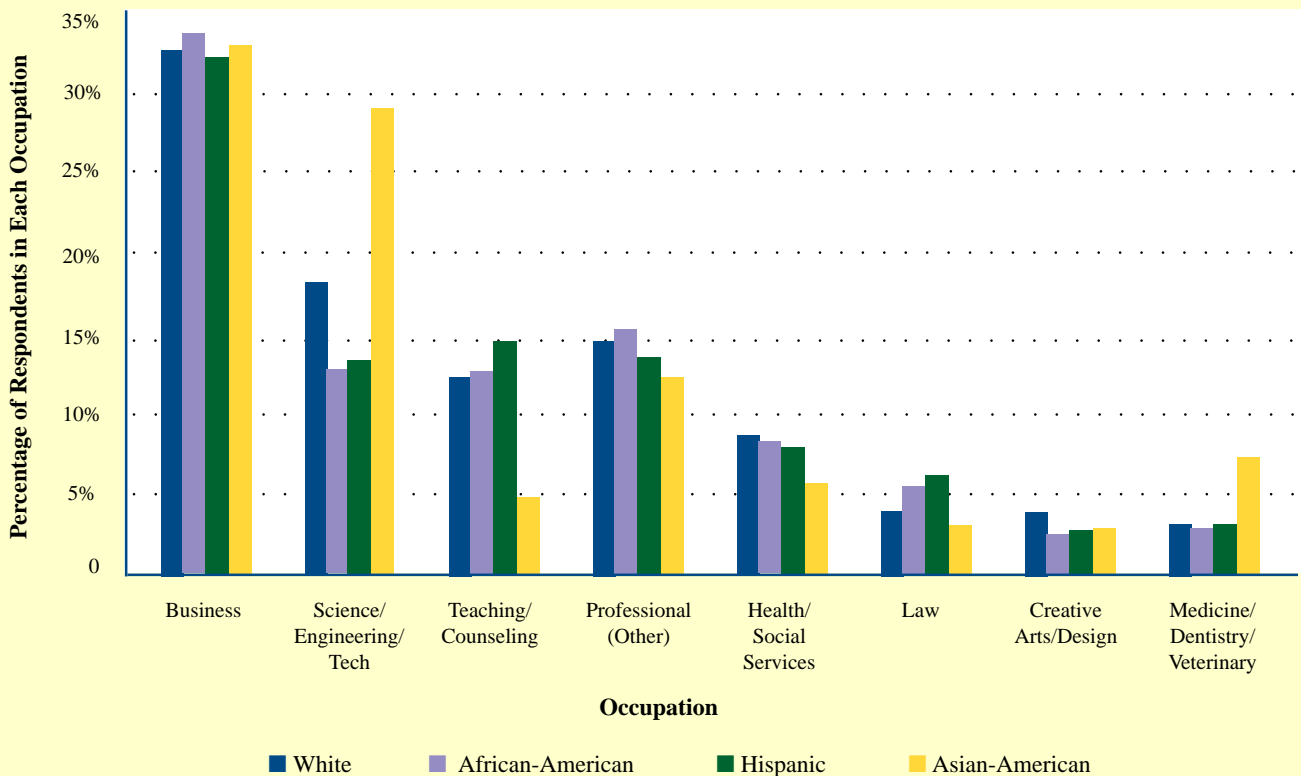
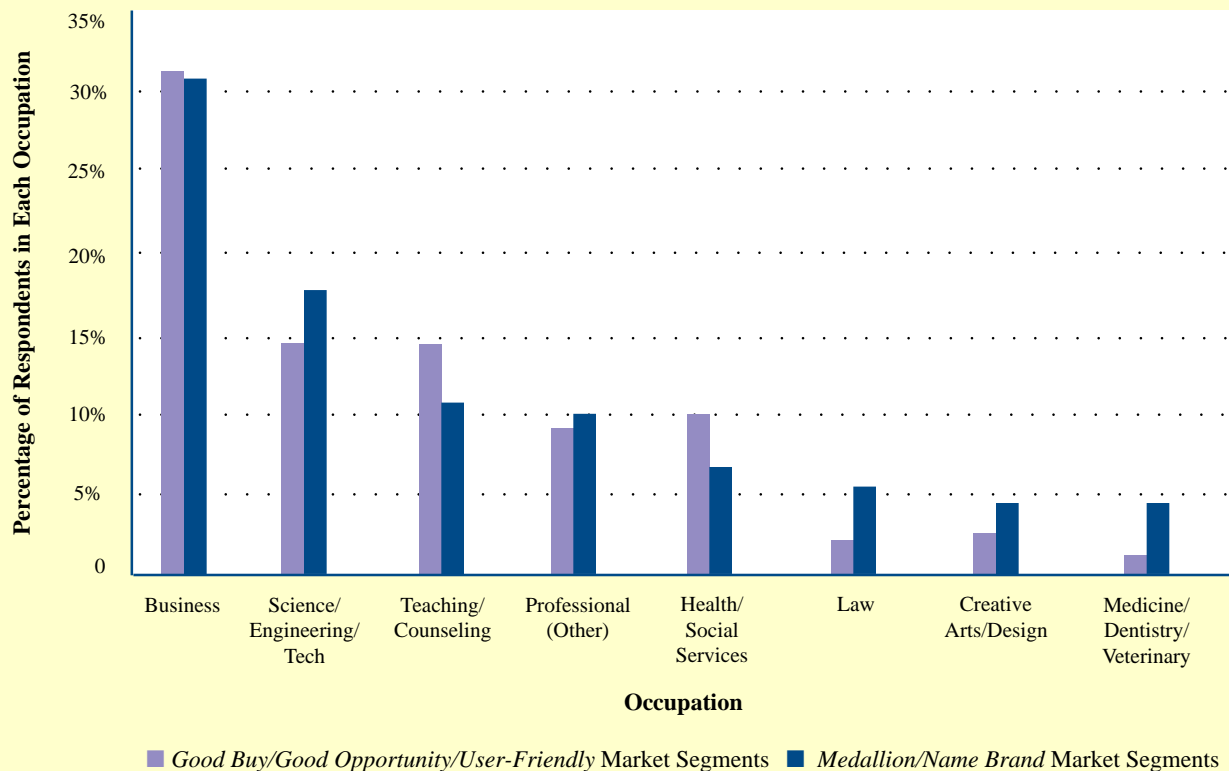


Chart 6.
Respondent Occupation, by Market Segment.



same basic career analysis a fourth time, in this case showing the distribution of occupational categories by the 1994 Carnegie classification of respondents' institutions. Business again serves as the occupation of choice for graduates across all categories of institutions. Graduates of research universities chose three career fields—Law, Creative Arts/Design, and Medicine/Dentistry/Veterinary—in roughly the same proportions as graduates of liberal arts colleges. In the cases of Medicine/Dentistry/Veterinary and Law, nearly twice as many graduates from these two types of institutions entered these fields as did the alumni of doctoral or comprehensive institutions. A greater percentage of graduates from doctoral and comprehensive institutions entered careers in Teaching/Counseling than did alumni from the other types of institutions—a

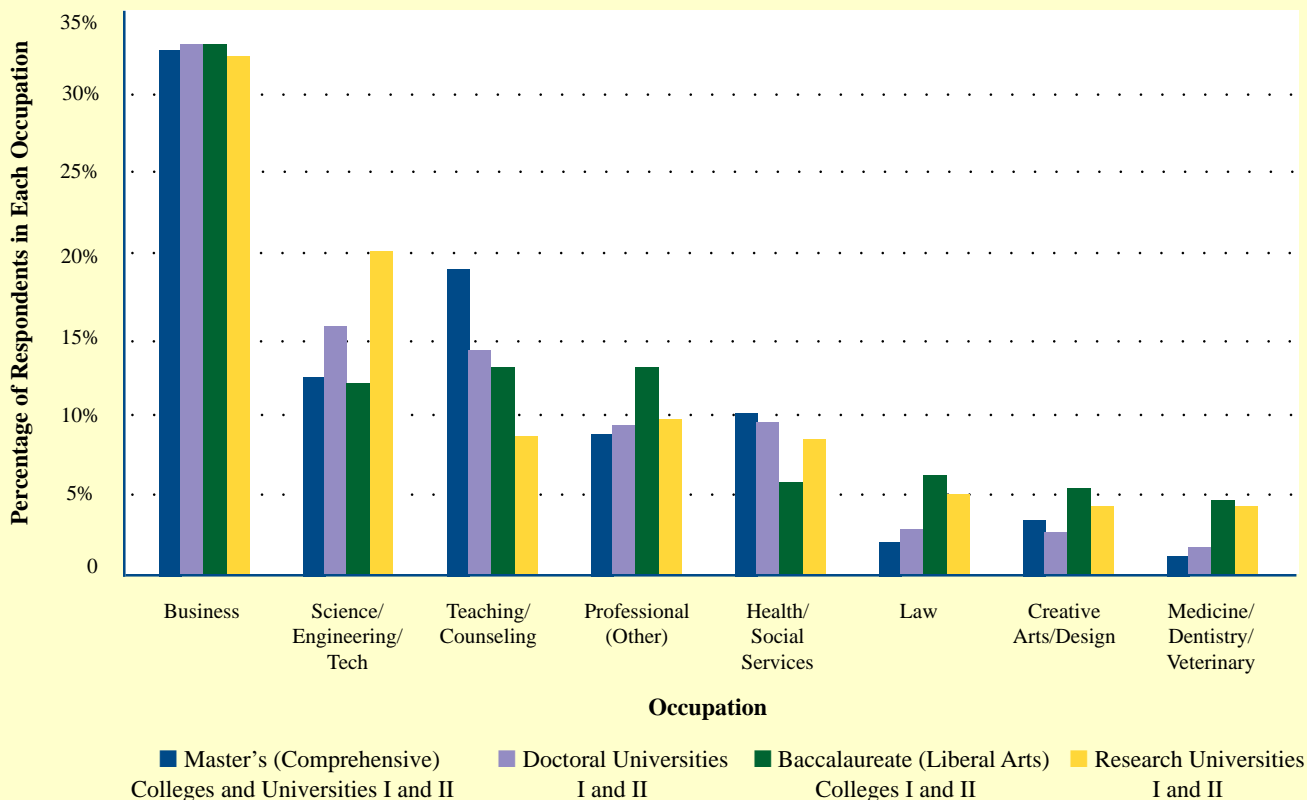
finding reflective of the fact that many of these institutions were, from their inception, dedicated to the training of teachers.

Advanced Degrees

If the baccalaureate degree has come to supplant the high school diploma as the standard entry credential for a fulfilling career and middle-class lifestyle, increasingly it is the advanced degree that positions men and women to attain the foremost ranks of a given occupation. Charts 8 and 9 depict the percentage of graduates who pursued or attained advanced degrees by institutional type. As with the previous two charts, one displays the results by market segment, the other by 1994 Carnegie classification.

The two broad categories used in Chart 6 to represent postsecondary education's market segments are delineated further in Chart 8. This

Chart 7.
Respondent Occupation, by 1994 Carnegie Classification.



analysis reveals that graduates of the most competitive *Medallion* institutions pursued or attained advanced degrees in significantly higher proportions than did graduates of institutions in other market segments. The margins between *Name Brand* and *Good Buy*, and between *Good Buy* and *Good Opportunity*, are decided ones. However, neither is as great as the step between the *Medallion* and *Name Brand* segments. It is interesting to note that graduates of *User-Friendly* institutions pursued advanced degrees at a higher rate than those of *Good Buy* or *Good Opportunity* institutions, which are situated in the core of the market.

Finally, Chart 9 affirms just how much liberal arts colleges are gateways to advanced degrees. More graduates of liberal arts institutions pursued or

obtained education beyond the baccalaureate than did respondents from any other type of institution.

Derivatives

The responses of more than 34,000 recent college graduates also provide important clues for understanding the factors associated with specific skills, abilities, and values. To tease out these implications, the NCPI research team specified a set of logistic regressions identifying those independent variables that were statistically significant in predicting the likelihood that an individual graduate would register a strong confidence in or commitment to a given index.

What qualities were most likely to be associated with a candidate's increased confidence in tasks involving communication and organizational abilities? The answer, as reflected in

Chart 10, is that two basic factors exert a significant impact: having attained or pursued an advanced degree, and having entered a career in either Business or Law. In Chart 10, as in the next two charts, respondents were divided into three groups: those with *none* of the factors associated with a particular ability, skill, or value; those possessing *one* significant factor; and those possessing *two* or more significant factors. The three left-hand bars in Chart 10 show that over 80 percent of respondents having at least two factors associated with Communicate/Organize felt confident to perform tasks requiring such abilities. Among graduates with none of those factors, just 53 percent expressed the same level of confidence. As expected, the percentage of graduates with just one of the associated factors fell between those with none or more than one.

Confidence in one's Quantitative abilities produced a more complex and, at the same time, a slightly more dramatic graph, as depicted by the three middle bars of Chart 10. A handful of attributes were positively associated with a strong confidence in the ability to perform Quantitative tasks. In part, the analysis reported in this section of the chart attests to the important link between major and occupation. The important factors predicting whether a respondent had confidence in his or her Quantitative abilities were being employed in a science, engineering, or business occupation; and being a math, computer science, engineering, or business major.

The other two factors in the set—graduating from a *Medallion* institution and seeking further education—reflect one of the basic aspects of the structure of the market for postsecondary education. As shown in Chart 10, only 41 percent of the graduates with none of the key factors were likely to cross the confidence threshold in terms of their Quantitative abilities. In sharp con-

trast, three out of four graduates with at least two of the factors were likely to cross the same threshold. Again, those exhibiting just one factor fell in the middle.

The ability to Find Information yields a radically different picture (Chart 10). Only the basic market markers—graduating from a *Medallion* institution and seeking an advanced degree—are repeated in the list of significant factors. Other factors include having a liberal arts or creative arts major, being a woman, and pursuing a Creative Arts/Design or Law occupation. In general, respondents expressed relatively less confidence in the Find Information index, crossing the 50 percent mark only for those respondents with two or more of the factors. In fact, those without any had less than a one-in-three chance of being confident in their ability to find information.

Chart 8.
Respondents Either Holding or Pursuing Advanced Degrees, by Market Segment.

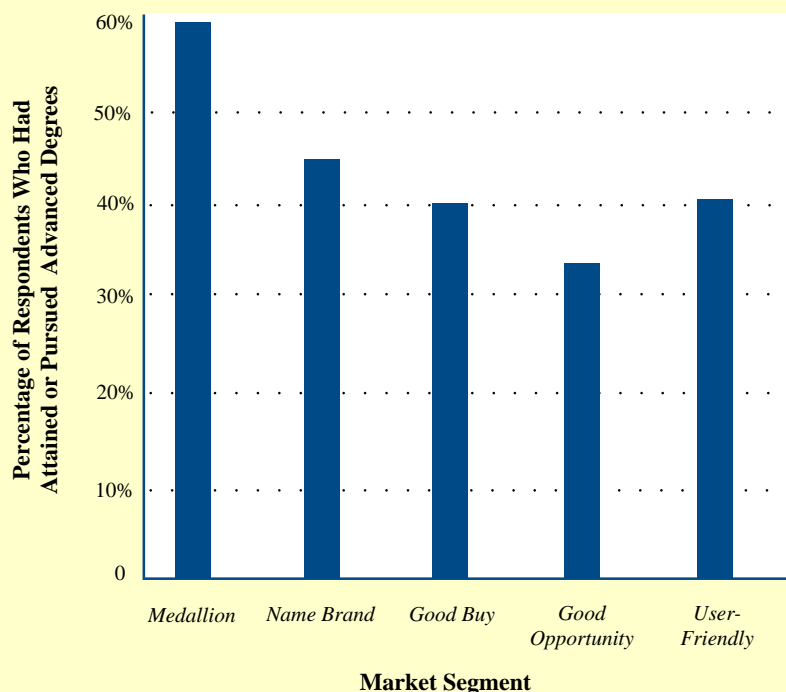


Chart 9.
Respondents Either Holding or Pursuing Advanced Degrees,
by 1994 Carnegie Classification.

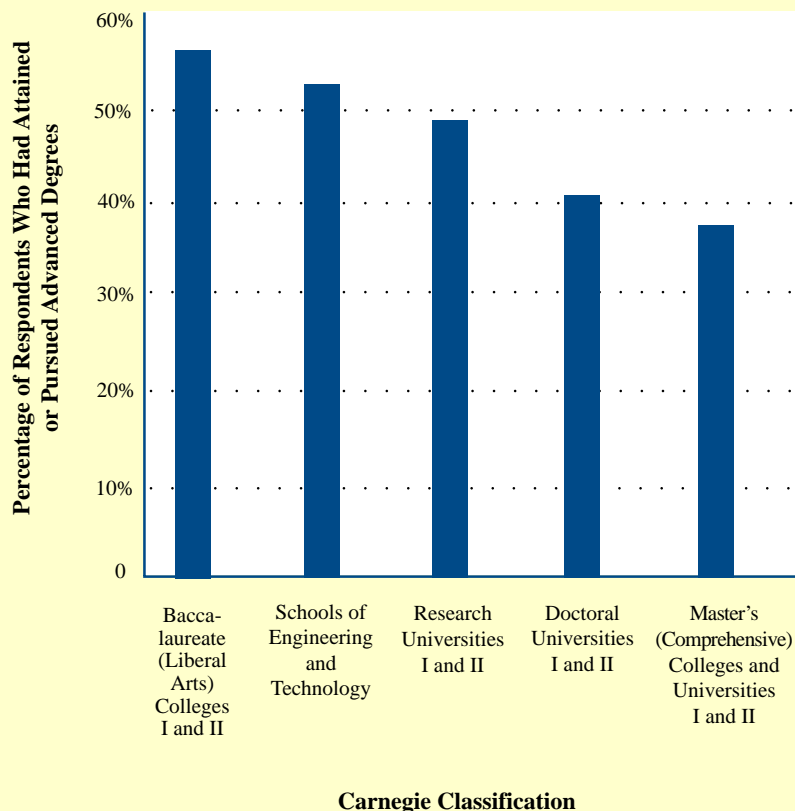


Chart 11 uses the same procedures to identify the factors that increased the chance that respondents reported they made substantial use of particular work skills. As one would expect, the kinds of skills used on the job were closely related to the type of work that graduates pursued. Thus, for example, engineers were more likely to use Analyzing and Organizing skills. Going into Business increased the chance that a graduate used Analyzing, Writing/Presenting, and Organizing skills—though it is interesting to note that a Business occupation did not significantly affect the use of Customer/Client skills. Rather, doctors, nurses, social services professionals, and teachers made greatest use of Customer/Client skills. Men were more likely than women to use Analyzing,

Writing/Presenting, and Organizing skills. Women were only more likely to use Customer/Client skills on the job. (Gender does not appear in the chart as a key factor for Customer/Client skill; however, because women are heavily represented in the Health/Social Services and Teaching/Counseling professions, being a woman does serve as a driving factor in the analysis.) Those who worked in Creative Arts/Design professions were more likely to use Writing/Presenting and Organizing skills.

Chart 12 identifies elements that increased the chance that graduates expressed a strong identification with three Personal Values: Arts and Culture, Civic/Community engagement, and Physical Fitness. Contained in this chart are some of the least surprising and most distressing findings of the CRS analysis. The expected, perhaps stereotypical, finding concerns the Physical Fitness value—the logistic regression largely confirms that to be a man age 30 or younger was to place a high value on physical activity and athletic pursuits.

A handful of factors increased the likelihood that respondents crossed the threshold in their commitment to engaging in Civic/Community activities: majoring in the liberal arts, pursuing or completing an advanced degree, being a woman, being African American, being a lawyer or a teacher/counselor, or being 31 years of age or older. Chart 12 should accord some measure of satisfaction to liberal arts departments, which traditionally have claimed to produce graduates whose interests extend beyond narrow personal pursuits and whose commitments reach into the community and society of which they are a part. The chart also confirms the finding from Chart 3 that women exhibited a stronger sense of community and civic values than men. It is certainly encouraging that graduates who pursued or completed an advanced degree appear to have

combined the commitment to further study with a sense of engagement in the broader civic arena.

One of the encouraging findings from the CRS is the strength of the commitment that African Americans exhibited toward Civic/Community engagement. While the proportion of all alumni who crossed the threshold on this measure was about 30 percent, 68 percent of African Americans responding to the CRS conveyed a strong disposition toward Civic/Community engagement. In discussing this finding, it is important to recognize that minority populations were under-

represented among CRS respondents. Nonetheless, these data suggest that African Americans who returned the CRS exhibited a decidedly stronger commitment to Civic/Community engagement than did all other respondents.

The greatest range of difference in Chart 12 is found in the columns that map respondents' commitment to the value of Arts and Culture. Those without any of the factors associated with this value—attending a *Medallion* institution; majoring in the liberal or creative arts; having a job in Creative Arts/Design, Teaching/Counseling, or

Chart 10.
Key Factors Predicting Respondents' Self-Confidence in Abilities.

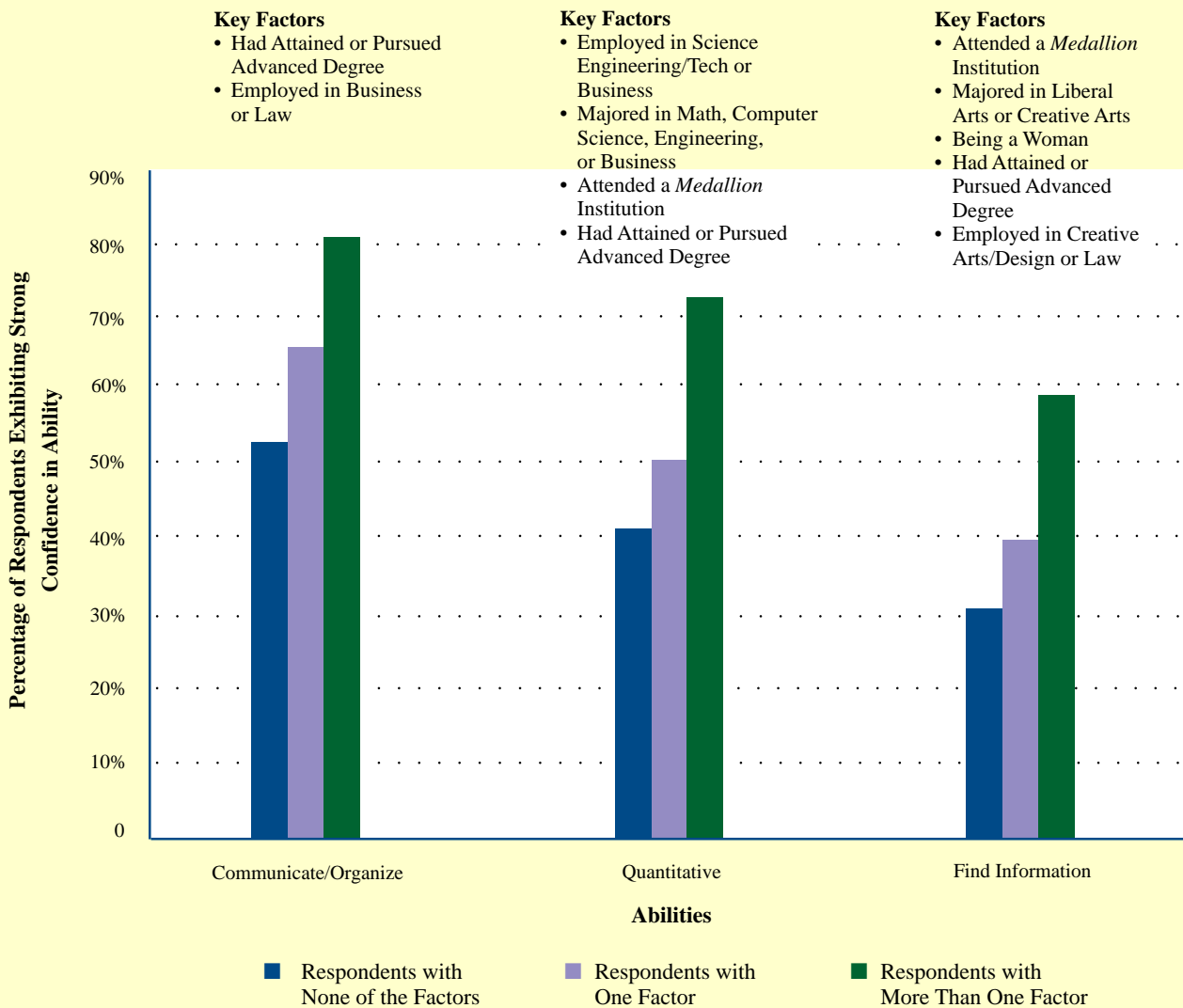
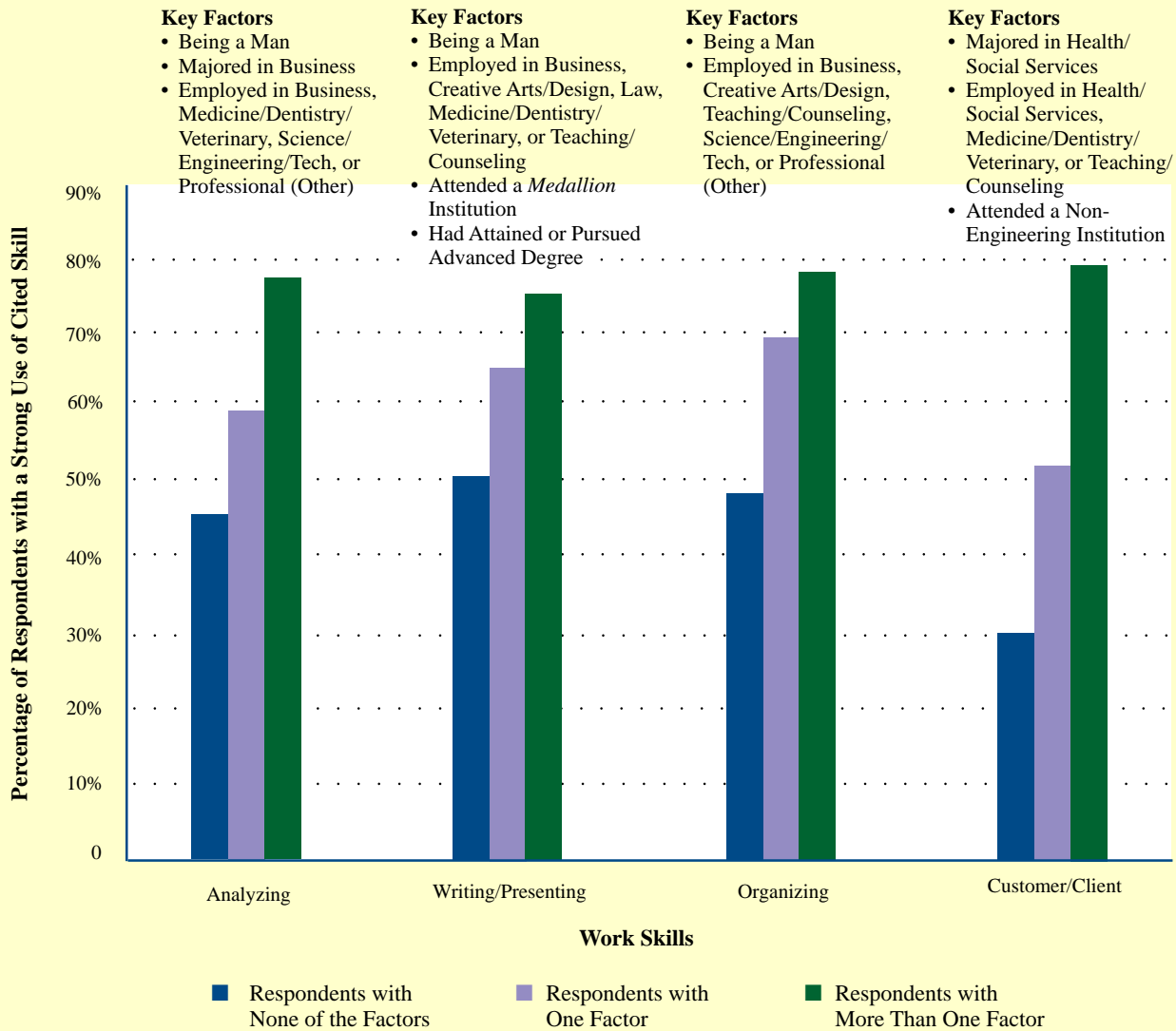


Chart 11.
Key Factors Predicting Work Skills Respondents Used on the Job.



in the Professional (Other) category; being a woman; and/or being at least 31 years old—were nearly three times *less* likely to value Arts and Culture than those with at least two of the associated factors. Put in colloquial terms, this section of Chart 12 suggests that the college graduate who exhibited a strong commitment to the arts and to cultural activities was most likely a woman who was employed as a teacher, counselor, or creative professional who majored in the liberal or creative

arts, graduated from a *Medallion* institution, and/or returned to college and earned her baccalaureate degree later in life.

The more general as well as disturbing implication of this set of distributions is that colleges and universities appear to be making little progress in encouraging a more active student interest in the arts and cultural activities—except among those who majored in the liberal arts or were pre-disposed either to major in or to pursue

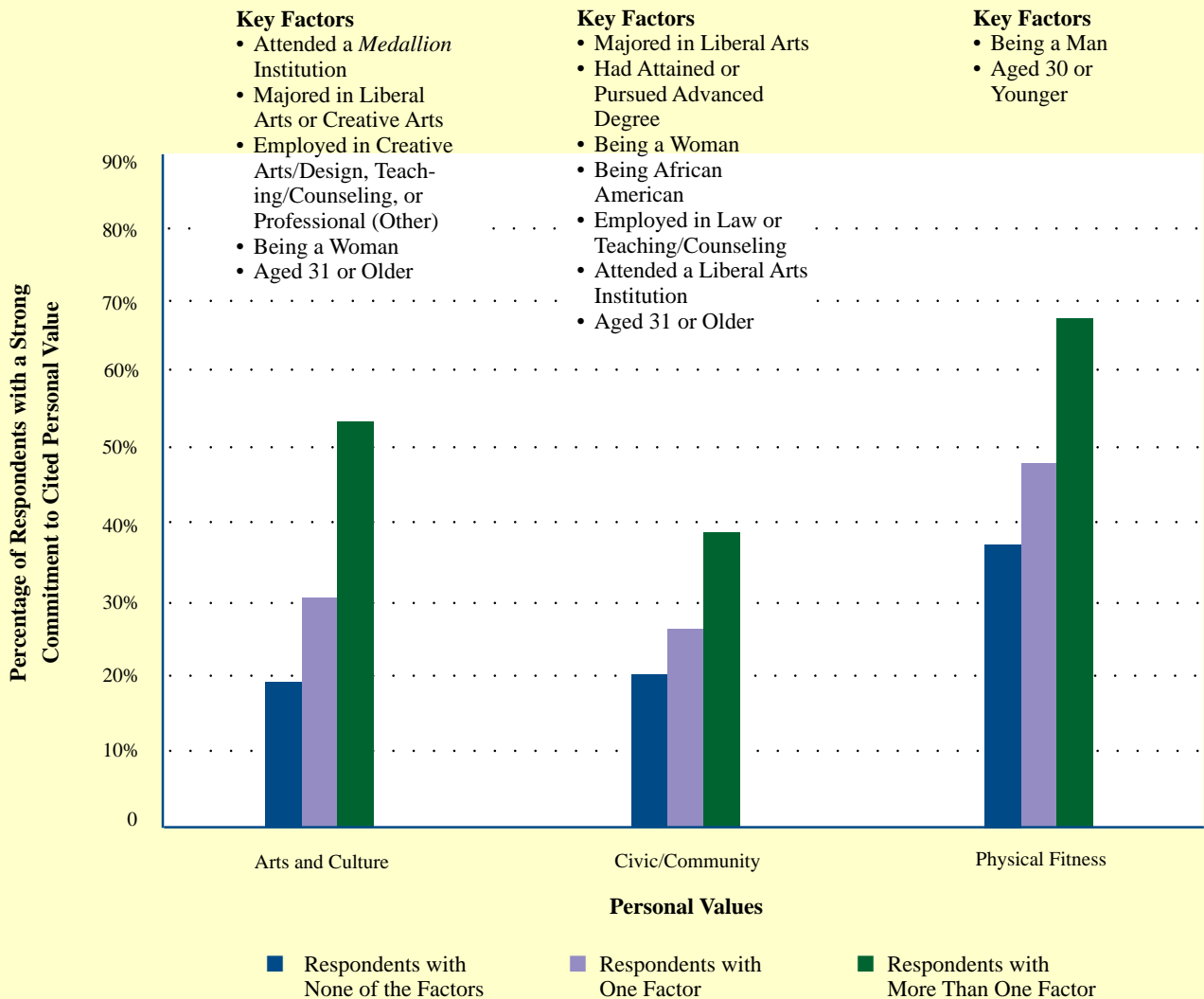
a career in the creative arts. The fact that graduates of *Medallion* institutions were more likely to register strength in this value only heightens the impression that the vitality of the arts and cultural pursuits is largely confined to a few select settings and does not permeate higher education as a whole.

Stakeholder Perspectives

An analysis of the values and attributes that graduates carry with them into their lives after college gives rise to an important set of questions for higher education’s stakeholders. To what extent should institutions seek to instill in their graduates a more even

distribution of abilities, skills, and values? What lessons can institutions both learn and apply from the characteristics increasing the likelihood that graduates exhibited strength in a particular area? Can universities and colleges yield a citizenry that is educated broadly rather than narrowly? In a basic sense, these questions relate to the future role of general education—a role that depends in part on the relative importance that higher education’s stakeholders place on the education of the whole person, as opposed to the production of graduates who have developed the attributes most closely

Chart 12.
Key Factors Predicting Respondents’ Personal Values.



aligned with success in a given occupation.

As higher education's stakeholders, what does this report tell us that we did not know before? Primarily, it is that outcomes data can help prospective college students and their parents base educational choices on the attributes a given institution promotes rather than on institutional prestige. Even two colleges that compete head-to-head for the same students turn out graduates who are quite different in terms of the occupations they pursue, the values they think are important, the skills they use in the workplace, and the kinds of tasks they feel confident in performing.

The same data also provide a basis for faculty and administrators to identify the particular qualities they would like to foster in their institution's students. What is really important? What is realistically attainable? What relative degree of importance should faculty attach to vocational goals? To personal values? To academic skills and other confidences? How can activities ancillary to the classroom promote civic engagement and other qualities?

Finally, what questions ought policy officials, leaders of business and industry, and the general public ask as they consider what qualities they seek in the nation's college and university graduates? What mix of values, abilities, and

work skills would help graduates meet their responsibilities as workers and citizens most effectively? Are these stakeholders satisfied with the proportion of men and women—or the proportion of graduates from different racial and ethnic backgrounds—who enter the range of different professions? Do they find acceptable recent graduates' interest in the arts? Their willingness to assume the mantle of civic responsibility? Their commitment to religious values? Or, their pursuit of further education?

The ultimate goal of *A Report to Stakeholders on the Condition and Effectiveness of Postsecondary Education* is to stir the proverbial pot by asking the right questions, on the one hand, and gauging how well higher education satisfies its stakeholders' expectations, on the other. In many ways, the proof will be in the pudding—are student outcomes what each stakeholder wants them to be? Ultimately, the reach of this or any stakeholder report lies in its ability to generate a more common language for articulating the expectations that underlie those outcomes. □

A public dataset for the Collegiate Results Survey will be available on the NCPI Web site in October of 2001 at ncpi.stanford.edu.