

Table 2. High Impact Practices: Outcomes, Variables, and Research Issues

HIGH IMPACT PRACTICE	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
<b>Learning Communities</b>	<ul style="list-style-type: none"> <li>Higher grades</li> <li>Higher persistence rates</li> <li>Ease college transition</li> <li>Higher levels of academic engagement</li> <li>Greater interaction with faculty and peers</li> <li>Perception of campus as more supportive</li> <li>Self-report of critical thinking gains</li> <li>Gains for intellectual development</li> <li>Higher levels of integrative thinking</li> <li>Gains in writing and reading</li> <li>Greater appreciation for diversity/different viewpoints</li> <li>Higher rate of civic engagement</li> </ul>	<ul style="list-style-type: none"> <li>Higher grades</li> <li>Higher persistence rates</li> <li>Ease college transition</li> <li>Greater interaction with faculty and peers</li> <li>Helps build identity as learner/recognize academic potential</li> <li>Sense of belonging</li> <li>Gains for intellectual development</li> </ul>	<ul style="list-style-type: none"> <li>Variability of LC formation/type (residential, non-residential, linked courses, etc.)</li> <li>Degree of student and faculty interaction</li> <li>Classroom environment (positive, negative, mixed)</li> </ul>	<ul style="list-style-type: none"> <li>Predominance of single-institution studies</li> <li>Variability of LC formation/type</li> <li>Lack of comparison group data across LC type</li> <li>Short-term nature of most research</li> <li>Reliance on self-report data</li> <li>Examination of outcomes for specific populations rare</li> </ul>
<b>Service-Learning</b>	<ul style="list-style-type: none"> <li>Higher grades</li> <li>Higher persistence rates</li> <li>Academic gains (including applying course learning)</li> <li>Higher levels of academic engagement</li> <li>Increases in critical thinking and writing skills</li> <li>Greater interaction with faculty</li> <li>Greater levels of civic behavior, social responsibility, social justice, and sense of self-efficacy</li> <li>Gains in moral reasoning</li> <li>Greater tolerance and reduced stereotyping</li> <li>Greater commitment to service-oriented career</li> </ul>	<ul style="list-style-type: none"> <li>Increased retention rates</li> <li>Better academic performance (grades)</li> <li>Positive changes in civic attitudes</li> <li>Negative experiences/isolation due to orientation of service experience</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of service experience (type, hours, contact, supervision)</li> <li>Characteristics of learning experience (reflection, faculty connection of material with service experience)</li> </ul>	<ul style="list-style-type: none"> <li>Self-selection bias</li> <li>Short-term nature of most research</li> <li>Lack of involvement in service-learning experiences by underserved students</li> <li>Lack of research on experiences of underserved students</li> </ul>

HIGH IMPACT PRACTICE	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
<b>Undergraduate Research</b>	<ul style="list-style-type: none"> <li>Higher rate of persistence</li> <li>Higher rate of graduate school enrollment</li> <li>Improvement in research skills</li> <li>Increased interaction with faculty and peers</li> <li>Gains in problem-solving and critical thinking</li> <li>Greater satisfaction with educational experience</li> </ul>	<ul style="list-style-type: none"> <li>Higher rate of persistence</li> <li>Higher rate of graduate school enrollment</li> <li>Findings mostly limited to studies of UROP/SROP students</li> </ul>	<ul style="list-style-type: none"> <li>Role of faculty mentor</li> <li>Quality of mentoring relationship</li> </ul>	<ul style="list-style-type: none"> <li>Lack of empirical studies (vs. program descriptions)</li> <li>Selection bias (promising students often selected for UR opportunities)</li> <li>Impact of mediating variables unknown</li> <li>Lack of research on outcomes beyond retention and graduate school enrollment</li> </ul>
<b>First-Year Seminars</b>	<ul style="list-style-type: none"> <li>Higher rate of persistence</li> <li>Higher graduation rate</li> <li>Short-term positive effect on grade point average</li> <li>Gains in commitment to social justice/multicultural awareness</li> <li>Greater academic and campus engagement</li> <li>Greater faculty and peer interaction</li> </ul>	<ul style="list-style-type: none"> <li>Some evidence for short-term increase in grades and persistence rates</li> </ul>	<ul style="list-style-type: none"> <li>FYS type</li> <li>Course content</li> <li>Contact hours</li> </ul>	<ul style="list-style-type: none"> <li>Predominance of single-institution studies</li> <li>Variability of FYS formulation/type</li> <li>Lack of comparison group data</li> <li>Short-term nature of most research</li> <li>Outcomes limited to persistence and grades</li> <li>Examination of outcomes for specific populations rare</li> </ul>
<b>Capstone Courses &amp; Projects</b>	<ul style="list-style-type: none"> <li>Limited evidence for applying and integrating knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Not found</li> </ul>	<ul style="list-style-type: none"> <li>Not found</li> </ul>	<ul style="list-style-type: none"> <li>Lack of empirical studies on outcomes (for any population)</li> <li>Impact of mediating variables unknown</li> </ul>