<table>
<thead>
<tr>
<th>HIGH IMPACT PRACTICE</th>
<th>General Outcomes</th>
<th>Outcomes for Underserved Students</th>
<th>Moderating Variables</th>
<th>Research Issues</th>
</tr>
</thead>
</table>
| **Learning Communities** | • Higher grades  
• Higher persistence rates  
• Ease college transition  
• Higher levels of academic engagement  
• Greater interaction with faculty and peers  
• Perception of campus as more supportive  
• Self-report of critical thinking gains  
• Gains for intellectual development  
• Higher levels of integrative thinking  
• Gains in writing and reading  
• Greater appreciation for diversity/different viewpoints  
• Higher rate of civic engagement | • Higher grades  
• Higher persistence rates  
• Ease college transition  
• Greater interaction with faculty and peers  
• Helps build identity as learner/recognize academic potential  
• Sense of belonging  
• Gains for intellectual development | • Variability of LC formulation/type (residential, non-residential, linked courses, etc.)  
• Degree of student and faculty interaction  
• Classroom environment (positive, negative, mixed) | • Predominance of single-institution studies  
• Variability of LC formulation/type  
• Lack of comparison group data across LC type  
• Short-term nature of most research  
• Reliance on self-report data  
• Examination of outcomes for specific populations rare |
| **Service-Learning** | • Higher grades  
• Higher persistence rates  
• Academic gains (including applying course learning)  
• Higher levels of academic engagement  
• Increases in critical thinking and writing skills  
• Greater interaction with faculty  
• Greater levels of civic behavior, social responsibility, social justice, and sense of self-efficacy  
• Gains in moral reasoning  
• Greater tolerance and reduced stereotyping  
• Greater commitment to service-oriented career | • Increased retention rates  
• Better academic performance (grades)  
• Positive changes in civic attitudes  
• Negative experiences/isolation due to orientation of service experience | • Characteristics of service experience (type, hours, contact, supervision)  
• Characteristics of learning experience (reflection, faculty connection of material with service experience) | • Self-selection bias  
• Short-term nature of most research  
• Lack of involvement in service-learning experiences by underserved students  
• Lack of research on experiences of underserved students |
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| **Undergraduate Research** | • Higher rate of persistence  
• Higher rate of graduate school enrollment  
• Improvement in research skills  
• Increased interaction with faculty and peers  
• Gains in problem-solving and critical thinking  
• Greater satisfaction with educational experience | • Higher rate of persistence  
• Higher rate of graduate school enrollment  
• Findings mostly limited to studies of UROP/SROP students | • Role of faculty mentor  
• Quality of mentoring relationship | • Lack of empirical studies (vs. program descriptions)  
• Selection bias (promising students often selected for UR opportunities)  
• Impact of mediating variables unknown  
• Lack of research on outcomes beyond retention and graduate school enrollment |
| **First-Year Seminars** | • Higher rate of persistence  
• Higher graduation rate  
• Short-term positive effect on grade point average  
• Gains in commitment to social justice/multicultural awareness  
• Greater academic and campus engagement  
• Greater faculty and peer interaction | • Some evidence for short-term increase in grades and persistence rates | • FYS type  
• Course content  
• Contact hours | • Predominance of single-institution studies  
• Variability of FYS formulation/type  
• Lack of comparison group data  
• Short-term nature of most research  
• Outcomes limited to persistence and grades  
• Examination of outcomes for specific populations rare |
| **Capstone Courses & Projects** | • Limited evidence for applying and integrating knowledge | • Not found | • Not found | • Lack of empirical studies on outcomes (for any population)  
• Impact of mediating variables unknown |