

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

| HIGH IMPACT PRACTICE | General Outcomes | Outcomes for Underserved Students | Moderating Variables | Research Issues |
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| Learning Communities | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Variability of LC formulation/type (residential, non-residential, linked courses, etc.) • Degree of student and faculty interaction • Classroom environment (positive, negative, mixed) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Increased retention rates • Better academic performance (grades) • Positive changes in civic attitudes • Negative experiences/isolation due to orientation of service experience | <ul style="list-style-type: none"> • Characteristics of service experience (type, hours, contact, supervision) • Characteristics of learning experience (reflection, faculty connection of material with service experience) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Higher rate of persistence • Higher rate of graduate school enrollment • Findings mostly limited to studies of UROP/SROP students | <ul style="list-style-type: none"> • Role of faculty mentor • Quality of mentoring relationship | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Some evidence for short-term increase in grades and persistence rates | <ul style="list-style-type: none"> • FYS type • Course content • Contact hours | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Limited evidence for applying and integrating knowledge | <ul style="list-style-type: none"> • Not found | <ul style="list-style-type: none"> • Not found | <ul style="list-style-type: none"> • Lack of empirical studies on outcomes (for any population) • Impact of mediating variables unknown |