

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

HIGH IMPACT PRACTICE	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
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

HIGH IMPACT PRACTICE	General Outcomes	Outcomes for Underserved Students	Moderating Variables	Research Issues
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

Source: Swaner, Lynn and Brownell Jayne. 2008. Outcomes of High Impact Practices for Underserved Students: A Review of the Literature. Washington, DC: AAC&U http://www.aacu.org/inclusive_excellence/documents/DRAFTProjectUSALiteratureReview.pdf.