

18.1.2026**Author**

HANSON, Jana M. (PAULSEN, Michael B.; PASCARELLA, Ernest T.)

Title

Understanding graduate school aspirations: the effect of good teaching practices / Jana M. Hanson ; Michael B. Paulsen ; Ernest T. Pascarella

Publication year

2016

Source/Footnote

In: Higher education. - 71 (2016) 5, S. 735 - 752

Inventory number

39744

Keywords

Ausland : USA : einzelne Hochschulen ; Ausland : USA : Studenten, Studium, Lehre ; Lehre

Abstract

This study examined the effects of good teaching practices on post-baccalaureate degree aspirations using logistic regression techniques on a multi-institutional, longitudinal sample of students at 4-year colleges and universities in the USA. We examined whether eight good teaching practices (non-classroom interactions with faculty, prompt feedback, frequency of interactions with faculty, teaching clarity and organization, challenging classes and high faculty expectations, frequency of higher-order exams and assignments, academic challenge and effort, and integrated ideas, information, and experiences) influenced post-baccalaureate degree aspirations at the end of four academic years, while controlling for students' background characteristics and institutional characteristics that are theoretically associated with aspirations. Using pretest and posttest data from the Wabash National Study of Liberal Arts Education, the findings suggest that good teaching practices are positively related to undergraduate students' aspirations for graduate education. This study contributes to college outcome models by emphasizing the importance of faculty to the

18.1.2026

undergraduate experience. Finally, this study has implications for higher education policy, including practical applications for those involved with undergraduate and graduate education, including administrators, faculty, staff, and students. (HRK / Abstract übernommen) Hansen, Jana :, E-Mail: jana.hanson@sdstate.edu