MICHIGAN STATE UNIVERSITY

2262- Student Perceptions of Learning Survey Report SS26-EC-202-002 (LEC) Introduction to Macroeconomics (Sierra Smith)

Project Title: **SS26 Student Perceptions of Learning Survey**

Courses Audience: **360**
Responses Received: **114**
Response Ratio: **31.67 %**

Report Comments

Update Regarding Open-Ended Questions

Research on student perceptions surveys cautions against open-ended questions, in part, because they offer the greatest opportunity for bias. The SPLE Policy does not prevent colleges or departments from using open-ended questions. Those who choose to use them are strongly encouraged to also draft a protocol for managing rude responses and ensure that they understand what the literature says about open-ended questions. ***Responses to open-ended questions are included in instructor reports and, as of March 2025, they are also included in college and department reports and dashboards.***

Institution-Level Questions

Responses to 7 institution-level questions are presented in this report, which are gathered from all students in all courses every term. Responses to some or all of the first 6 questions can be used in conjunction with other instructional review data to support course improvement and to inform annual reviews and personnel decisions such as retention, promotion, salary, and tenure. Other forms of instructional review can include classroom visits, peer review, teaching portfolios, reflections, and course material. Importantly, responses to the institution-level questions represent students' perceptions of their experiences in a course, not "evaluations of teaching" or measures of student learning.

College and/or Department or School Questions

Responses to college and/or department or school questions are presented after the institution-level questions. Not all colleges and departments or schools have opted to include questions in the SPLS yet; some may administer an equivalent survey by other means (e.g., Qualtrics, FileMaker). Questions or concerns about college and/or department or school survey questions should be directed to the school, department, or college.

Variable Survey Periods

Variable survey periods were implemented starting in the spring 2024 term, which can contribute to higher response rates when paired with other strategies (e.g., reserve time in class, provide direct access via URL or QR code, describe how the instructor uses student feedback to improve the course).

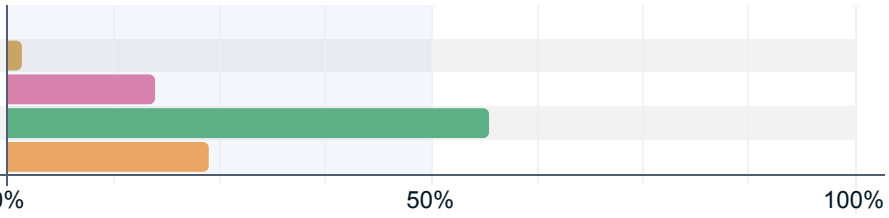
Course Duration	Survey Period
<6 weeks	5 calendar days
6 weeks to <11 weeks	7 calendar days
11 weeks or more	10 calendar days

Creation Date: **Thursday, August 13, 2026**

Expectations

I understood what was expected of me in this course:

1 Strongly disagree	0	0.00%
2 Disagree	2	1.75%
3 Neutral	20	17.54%
4 Agree	65	57.02%
5 Strongly agree	27	23.68%
Total	**114**	

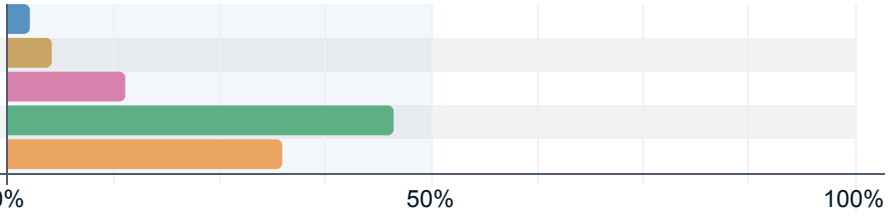


Statistics	Value
Mean	4.03
Standard Deviation	0.70
Standard Error (based on SD)	0.07

Organization

Overall, the course was well organized:

1 Strongly disagree	3	2.63%
2 Disagree	6	5.26%
3 Neutral	16	14.04%
4 Agree	52	45.61%
5 Strongly agree	37	32.46%
Total	**114**	

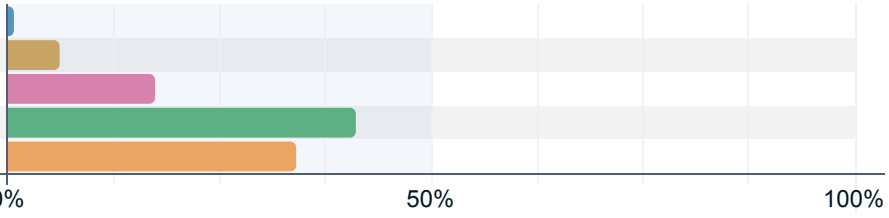


Statistics	Value
Mean	4.00
Standard Deviation	0.96
Standard Error (based on SD)	0.09

Atmosphere

The Faculty Member, Sierra Smith, created an atmosphere that supported my learning:

1 Strongly disagree	1	0.88%
2 Disagree	7	6.14%
3 Neutral	20	17.54%
4 Agree	47	41.23%
5 Strongly agree	39	34.21%
Total	**114**	

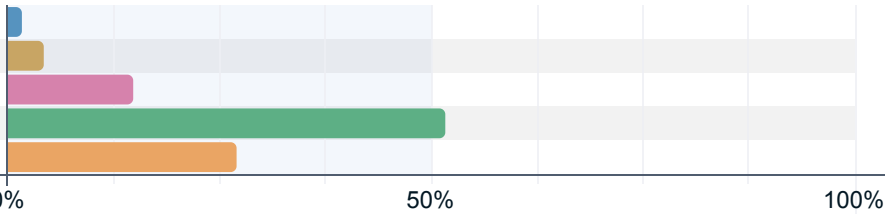


Statistics	Value
Mean	4.02
Standard Deviation	0.92
Standard Error (based on SD)	0.09

Expanded understanding

The course expanded my understanding of the subject matter:

1 Strongly disagree	2	1.75%
2 Disagree	5	4.39%
3 Neutral	17	14.91%
4 Agree	59	51.75%
5 Strongly agree	31	27.19%
Total	**114**	

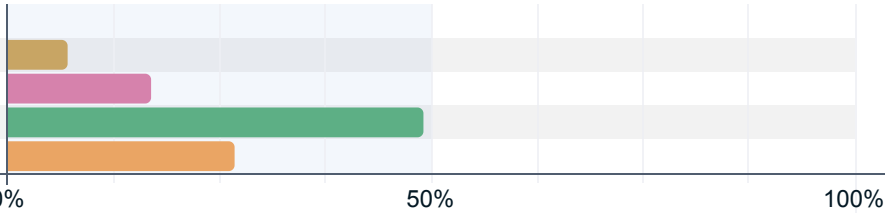


Statistics	Value
Mean	3.98
Standard Deviation	0.87
Standard Error (based on SD)	0.08

Demonstrate understanding

Course assignments and/or tests provided opportunities for me to demonstrate an understanding of the course material:

1 Strongly disagree	0	0.00%
2 Disagree	8	7.14%
3 Neutral	19	16.96%
4 Agree	55	49.11%
5 Strongly agree	30	26.79%
Total	**112**	

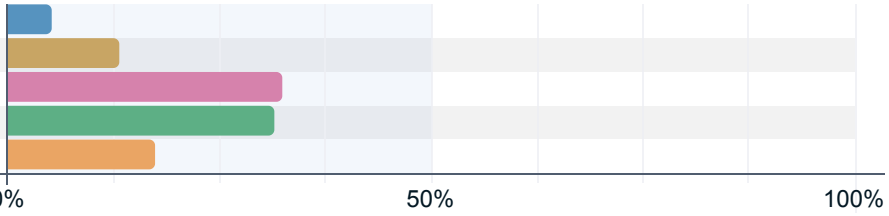


Statistics	Value
Mean	3.96
Standard Deviation	0.85
Standard Error (based on SD)	0.08

Interest increased

My interest in the subject has increased because of this course:

1 Strongly disagree	6	5.26%
2 Disagree	15	13.16%
3 Neutral	37	32.46%
4 Agree	36	31.58%
5 Strongly agree	20	17.54%
Total	**114**	

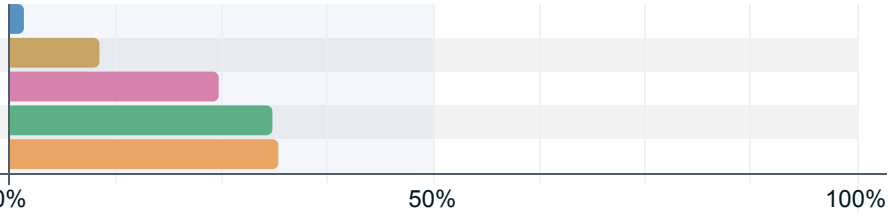


Statistics	Value
Mean	3.43
Standard Deviation	1.09
Standard Error (based on SD)	0.10

Dept/College Question (TQ73I)

(TQ) Overall, the quality of instruction provided by the Faculty Member, Sierra Smith, in this course was:

1 Poor	2	1.77%
2 Fair	12	10.62%
3 Good	28	24.78%
4 Very good	35	30.97%
5 Excellent	36	31.86%
Total	**113**	

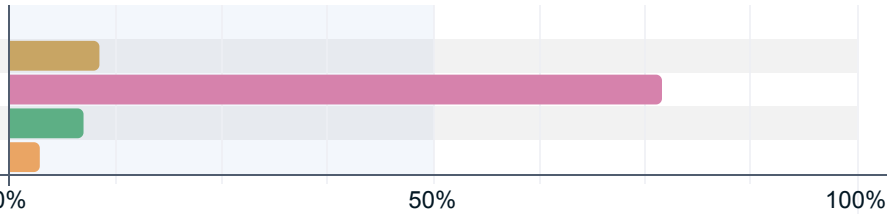


Statistics	Value
Mean	3.81
Standard Deviation	1.06
Standard Error (based on SD)	0.10

Workload

Compared to other courses of equal credit, the workload for this course was:

1 Much heavier	0	0.00%
2 Heavier	12	10.62%
3 Similar	87	76.99%
4 Lighter	10	8.85%
5 Much lighter	4	3.54%
Total	**113**	



Statistics	Value
Mean	3.05
Standard Deviation	0.58
Standard Error (based on SD)	0.05

Dept/College Question (TQ48C)

(TQ) What specific things about the course helped support your learning?

Comments
The assignments helped me understand the class more. As well as the practice exams helped.
The problem sets and extra problem sets that were released before exams.
Office Hours
The Homework.
The course work we had to complete, practice problems, and practice exams
In class lectures felt deliberate in teaching
lectures
The engagement activities every week to see where we were progress wise
I think they engagement activities helped out a lot
I would say that the practice exams on achieve help tremendously.
Achieve Learning problem sets were very helpful and Professor Smith's engagement activities helped me figure out where I was with each subject.
Teaching myself.
The engagement practices we have weekly
The homeworks have helped me learned the information
The Achieve platform had an AI helper that explained the answers to the problems.
It was understandable material
The achieve was helpful for me to gauge where I was at in interpreting the content and figures. Also, the in class engagements were helful as well as a good warm up and remember the previous lectures content.
Online material
There was a lot of material she went over during class and a lot of examples which helped drive the information better and helped with my understanding.
Lecturees
Practice tests
Engagement activities, the problem sets.
“The banana”
Practice exams and extra credit
I appreciated the time Frame of assignments and this professor is fantastic she provided us with lots of tools and support.
The in class activity
Slides posted after every class
n/a
The exam study guides on Achieve were very helpful to do before an exam.
The needing to focus on the homework
I liked how many things there were to study with and prepare for tests. We were given more than enough study materials to reinforce the learning and do well.
The problem sets helped me apply what I had learned
The achievement questions helped me practice questions
i oved how there is weekly activities it helps me understand the topics more
The slide shows
The weekly attendance assignments were focused on topics we were going over in the class. The lecture slides were also very long and detailed which helps a lot with studying, because there's less guessing that is needed.
She went in–depth on the notes with examples, which helped my overall success.
Homework assignments were helpful
The 2 attempts for homework and professor Smith's course material.
Good examples

Comments
Achieve
The slides
Problem sets and in person activities allowed students to exercise their skills in the subject matter. Also, the professor was very good at lecturing and a very approachable person.
The pace of learning.
I think the expectations of here were clear which is good.
Practice sets questions can be too vague
The engagement activities and the achieve homework assignments. I feel like the grading on correctness is annoying, however it is kind of a good incentive since it almost forces you to think for yourself and work to get it right.
Her teaching style and the complexity of the homework assignments.
The engagement assignments where helpful. The extra questions on achieve were helpful for studying.
The homework and lectures were very helpful. The teacher gives great lectures.
Professor Smith and the Practice Exams
The weekly attendance quizes were good for recalling previous learning topics and presenting a way to test what you learned without penalty for being wrong.
Classes three days a week that went over the material well.
The homework.
easy to digest lectures
The achieve learning assignments were useful for preparing for the exams and the lectures were straight forward.
the lectures were very well put together, and the professor was very captivating in class
Good homework exercises
N/A
Reviewing the posted slides lectures after class and doing the extra credit homework.
Examples.
The lectures are very clear and easy to understand.
A Professor that was able to understand her students while still maintaining a focused environment.
homework
The homework assignments were helpful in understanding the concepts
Slides
All of the resources given helped my learning.
Having everything on the lecture slides really helped me.
The extra credit assignments were very helpful and allowed me to practice the material repeatedly without being worried about losing points.
Very good
The problem sets and in–class engagement activities helped support my learning in better understanding topics
What helped me the most in this course was when she would review all the topics quickly so we could get a general understanding of them, then teach them.
I really liked the practice problems.
The achieve homework assignments were great review for exams.
The achieve was far harder than the tests, not only that it does not allow you to copy it via a windows, actually having to do the work made the exams a breeze
I really valued the coursework being flexible. It allowed students to get points back without fully penalizing them for an incorrect answer as well as feedback on answers that were incorrect. This helped students' grade and understanding
Good practice problems.
The professor is very intelligent and straight to the point, the homework reflected what was taught and actually did help a lot with understanding and exams.
The engagement activities helped me quiz myself and see if I was up to date on my learning.
Quite frankly nothing. Interactive feedback and class participation such as iclicker would have been beneficial.
the extra credit opportunity

Comments

the assignments being for credit actually made me learn along the way instead of blindly doing them
I liked the engagement assignments

Dept/College Question (TQ49C)

(TQ) What specific things about the course could be improved to better support student learning?

Comments
On the homework having the penalty not be immediately result to 50% after getting it wrong once.
Extra credit opportunities.
Tests review.
nothing!
Cant think of anything
the achieve sets were worded poorly and did not contribute a lot to my learning
More info on what to study for the tests
Better exam review
Nothing, course we well taught
nothing really I think it was very well organized.
A lot like having material on the homework actually be in the lectures and not just stuff we haven't learned
I feel the grading scale could be improved as a 93 or 94 for a 4.0 is crazy maybe at least have a 90 equal a 3.7
lower 4.0 grade requirement. Make it 90% for a 4.0. She claims "you're not an exceptional student unless you have at least a 93%."
I think that if possible, the Achieve homework assignments could be open to practice before exams. Just to give more practice problems.
It was hard to pay attention in class.
All good.
The grading percentage, and the support for exams
N/A
The homework
Better study guides
More extra credit assignments.
The PPT
N/A
Maybe practice exams in my opinion are always super helpful.
Achieve should be replaced with in class activities.
I think some of the real world examples used throughout the course, to discuss the differences in markets or economies, lack nuance and understanding. While I do not think it should be justification for a public outburst, which happened during this semester, I do find it unwise to discuss real–world parallels that are very politicized, especially when the course is a large–lecture course, undoubtedly filled with a wide range of political opinions. The course is a very entry–level understanding of economics, so the examples did not seem necessary regardless./
n/a
I think the study guides the teacher/TA gives us could be more specific to help us.
I think the Achieve problem sets being graded on accuracy could be changed. The wording on that program can sometimes be very confusing and difficult to manage, even If you understand the material. I think changing that, or at least giving a third attempt for each question, would be helpful. I think when things are graded based on accuracy, it also makes students more inclined to want to cheat just for the grade, and doesn't help them enrich their learning, which I have seen from some of my classmates who struggled more than me with this course.
I think the lecture slides could be changed a little bit to include more of the information, and an easier way to know how to study for tests.
Have a review during the class period.
i dont like the grading system its diffrent from other classes i took like to get 4.0 i need 93 not 90 which is harder
The overall homework amount
There honestly isn't anything specific that I can think of to improve, it was a great course overall.
I can not think of anything that can be improved.
Daily in class participation to ensure that students stayed focused throughout all lectures

Comments
Nothing.
Not using achieve
Lectures
Idk
I would otherwise improve anything about this course (specific to professor).
Practice questions or more specific examples with the study guides rather than just listing what we need to know if possible?
I still do not understand how some questions I got wrong even though I took the notes word per word.
Maybe extra activities.
I think the review process for exams should be interactive.
None
Nothing, I liked the class.
Nothing I think the grading scale could be made slightly easier because exams are so heavily weighted otherwise the class was great.
Nothing
more in class activites.
more places to easily get information in one spot
Allowing more leeway for completing assignments.
maybe more access to tutoring, but nothing really stands out too much
More hours
More instruction and guides on D2L.
Nothing specific needs to be improved
If the professor was more approachable
Nothing.
Maybe some quizzes but I dont think that is needed.
nothing
the attendance policy
The study guides for the exam could be more comprehensive.
None
Feeling like the teacher wants you succeed would be my biggest feeling, at some time I didnt feel that way.
I wouldn't see anything to improve.
Homework assignments could allow more than one attempt per question before losing 50%. This would allow students to rethink their answer when they get something wrong rather than automatically losing points before the 2nd attempt.
good
Weekly homework rather than bundling it up into one weekend, I also think if we more often walked through some exam problem examples that typically confuse people
The homework and problem sets were awful. The app that they used for the problem sets was really bad. It was hard to understand what was going on in the app.
I don't have any suggestions.
Not forcing students to pay for websites when D2L can be used.
Nothing
Make class mandatory, kids showing up 5 min a week is wrong
Not that I can think of
Improved methods of giving consistent feedback to students.
Honestly nothing.
If the homework assignments were more similar to the exam material, I would feel better prepared.
Interactive feedback and class participation such as iclicker would have been beneficial.
the grading scale
nothing
I think more tests would help