



Student Perceptions of Learning Survey Course Report

SS24-EC-301-001 (LEC) Intermediate Microeconomics

Sierra Smith

Project Title: **SS24 Student Perceptions of Learning Survey - (2/01-8/10)**

Courses Audience: **87**

Responses Received: **22**

Response Ratio: **25.29%**

Report Comments

Transition from SIRS to SPLS

Implementation of the Student Perceptions of Learning Survey (SPLS) began with courses ending June 16, 2023 and later. SIRS was administered in courses ending prior to June 16. More information about the transition from SIRS to SPLS and a complete copy of the recently revised university policy is available at spls.msu.edu.

Institution-Level Questions

Responses to seven 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 six 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.

Responses to four questions will be made available to students to guide decision-making related to course selection: Expectations, Organization, Atmosphere, and Workload. SPLS responses from multiple terms will be compiled before information is made available to students, which will likely first take place in 2025.

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.

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, but they are not included in college or department reports or dashboards.

Variable Survey Periods

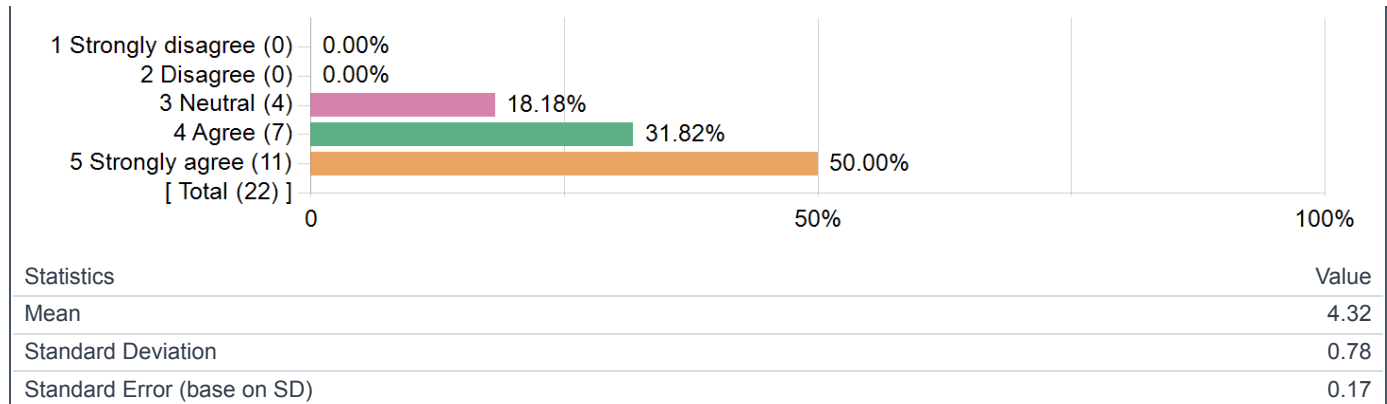
Variable survey periods were implemented starting in the spring 2024 term, which can contribute to higher response rates when paired with other strategies (e.g., reserve time in class, provide direct access via URL or QR code, describe how the instructor uses student feedback to improve the course).

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: **Sunday, August 11, 2024**

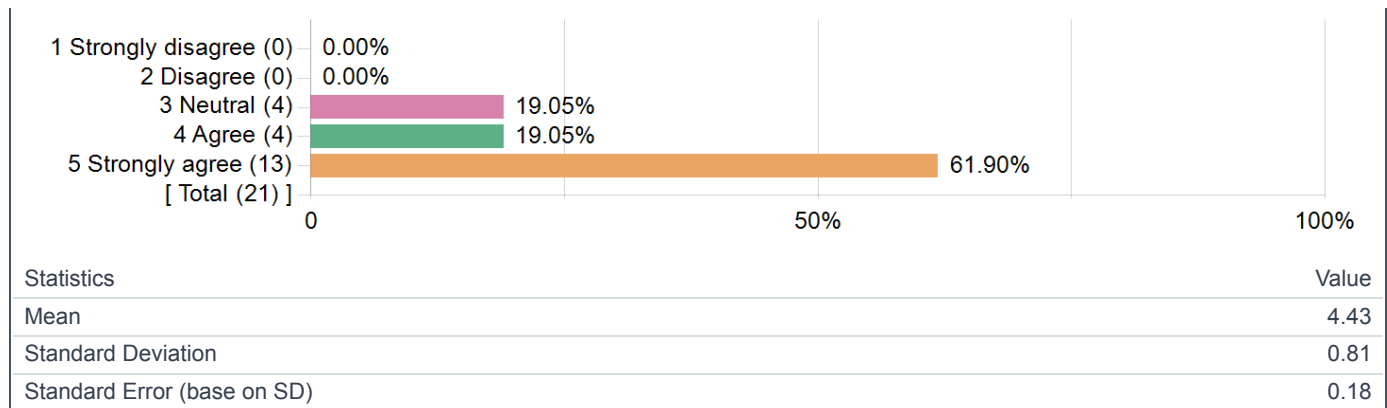
Expectations

I understood what was expected of me in this course:



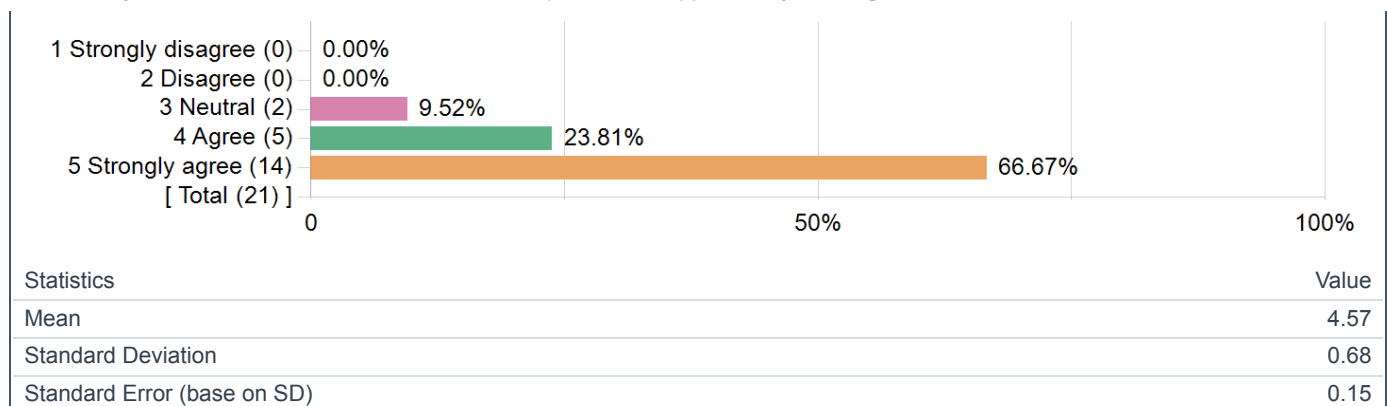
Organization

Overall, the course was well organized:



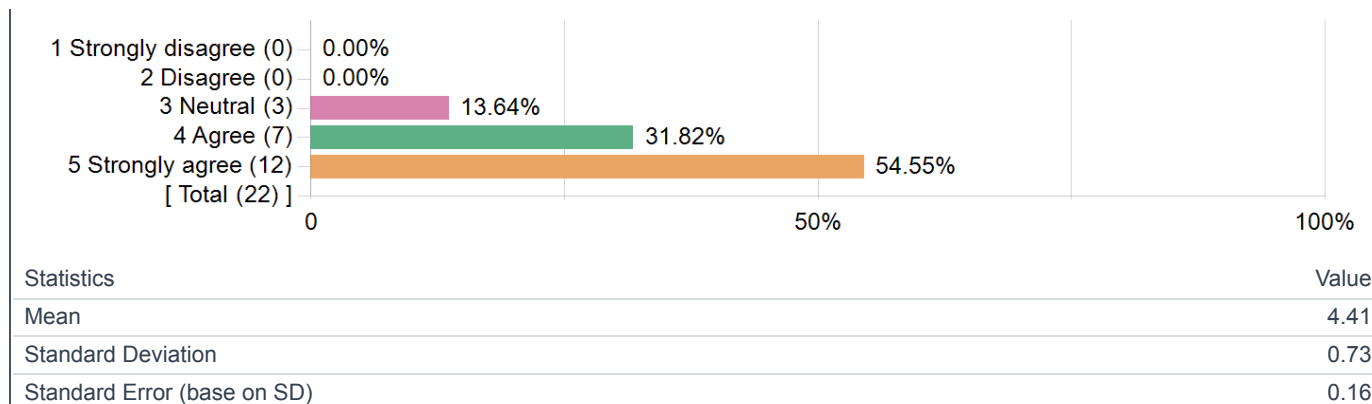
Atmosphere

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



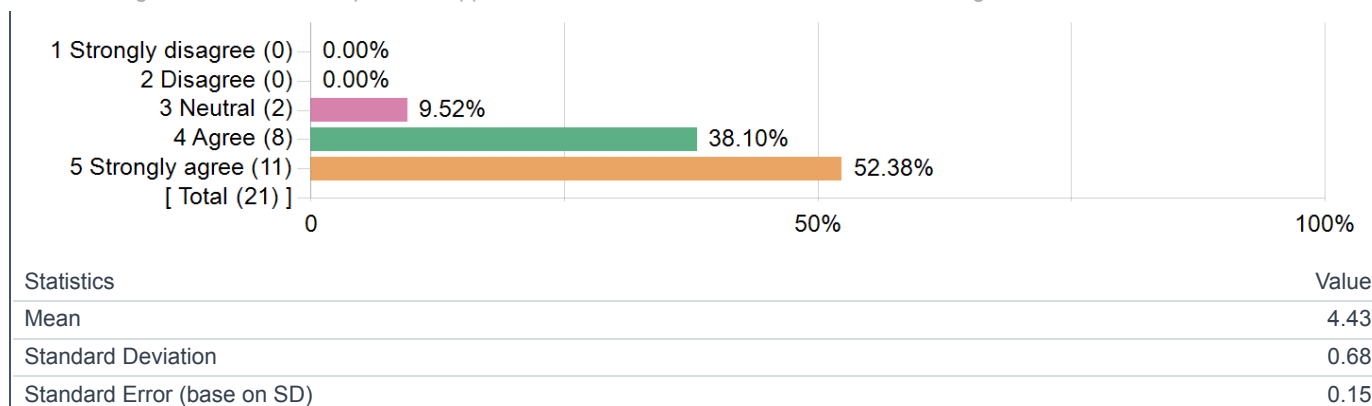
Expanded understanding

The course expanded my understanding of the subject matter:



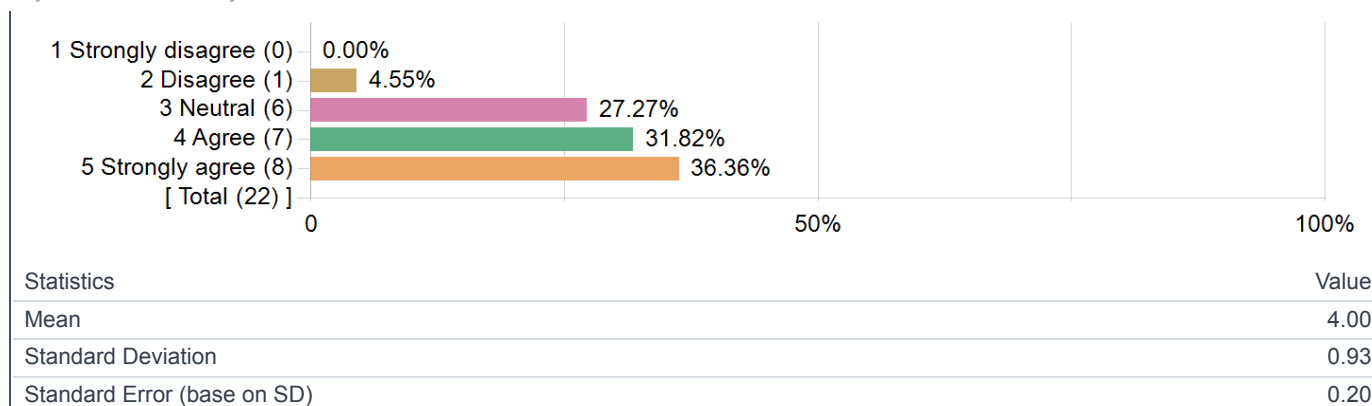
Demonstrate understanding

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



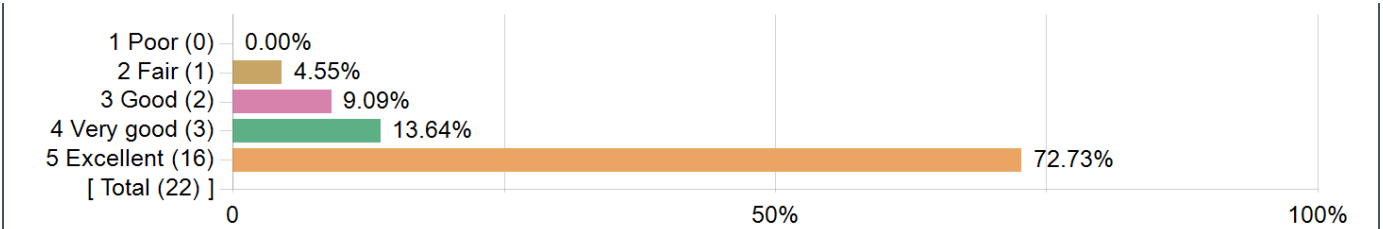
Interest increased

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



Economics (TQ73I)

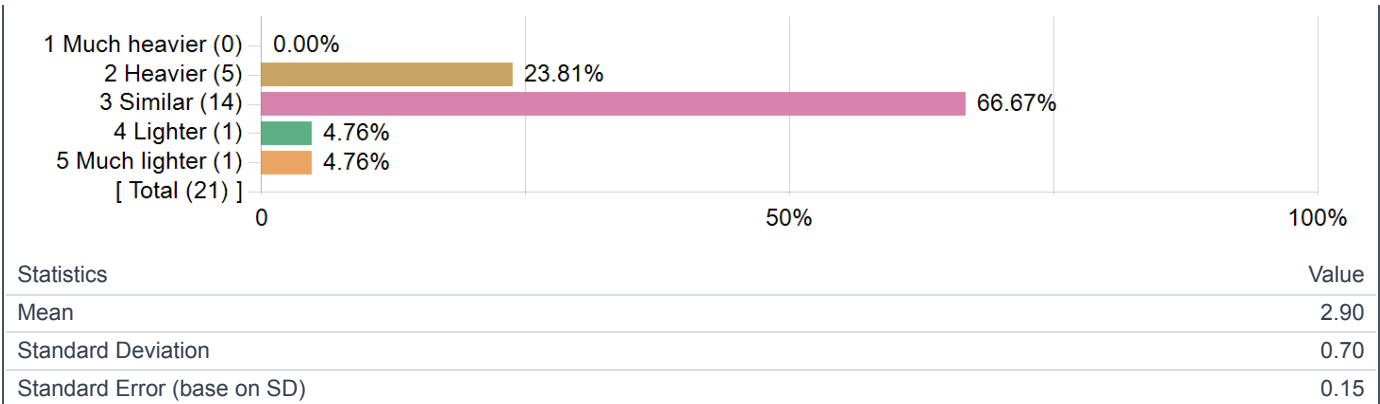
(TQ) Overall, the quality of instruction provided by the Faculty Member, Sierra Smith, in this course was:



Statistics	Value
Mean	4.55
Standard Deviation	0.86
Standard Error (base on SD)	0.18

Workload

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



College of Social Science (TQ48C)

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

Comments
The problem sets, practice questions in the slides and the practice exams
Ms. Smith was very good at explaining topics in class.
Posting practice problem sets and lectures
My professor's passion for the material and flexibility of office hours.
the lecturer review every quiz together before start the class. and she provided example that useful in exams.
None
The availability of the instructor, she tried her best to make her office hours available for everyone whenever they may need, even going so far as to ask the class itself what times would work best for most people.
slides and problem sets
The Professor
problem set answers
Low-stakes quizzes with instant class-review.
The examples in the lectures and engagement during class time helped support my learning.
Sierra always made herself available and provided examples on anything we asked about.
I really liked the examples the instructor had after every slide of new content
the practice question
engagement in class.
Sierra Smith was a phenomenal GA that did a fantastic job of not only covering the material in a timely manner, but offering many opportunities for students to seek help outside of the lecture. I found Sierra to be a very quality instructor with an emphasis on ensuring that her students grasp materials and fully understand course concepts.
I thought not putting massive stress on quizzes and practice problem helped me learn better a lot. Sierra Smith did a great job at teaching the content, very satisfied with her teaching.
I enjoyed the class, and professor smith is a great teacher.

College of Social Science (TQ49C)

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

Comments
Everything was great especially when she improved by listening to our feedback halfway through the course.
Some of the slides could have more graphs and visuals.
Posting lecture recordings for referencing back
Nothing that I can think of.
reduce the workload/problem set questions because i think its too many.
None
To be honest, I really liked how the course was ran this semester, so I would say nothing.
None
n/a
more practice questions but with the answers so i can check things over reverse check
Although this is most likely to encourage students to come to class more, some presentations felt as though there was very little written explanation to go along on a more specific level with graphical explanations.
If the problem sets did not have that many parts or were reduced.
N/A
I think more optional practice questions would be better
nope
video's going over slides.
More sections of the course so students are not stuck having to attend the class lecture at 8:30AM with required attendance if you want to succeed.
Just to talk slower at times when doing the some of the slides.
exam weights seem to be too high, add more assignments and take 10 of the exam grade and add to homework.