



Student Perceptions of Learning Survey Course Report

US24-EC-301-730-LEC (Xin Liu)

Intermediate Microeconomics

Project Title: **US24 Student Perceptions of Learning Survey**

Courses Audience: **72**

Responses Received: **25**

Response Ratio: **34.72%**

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.

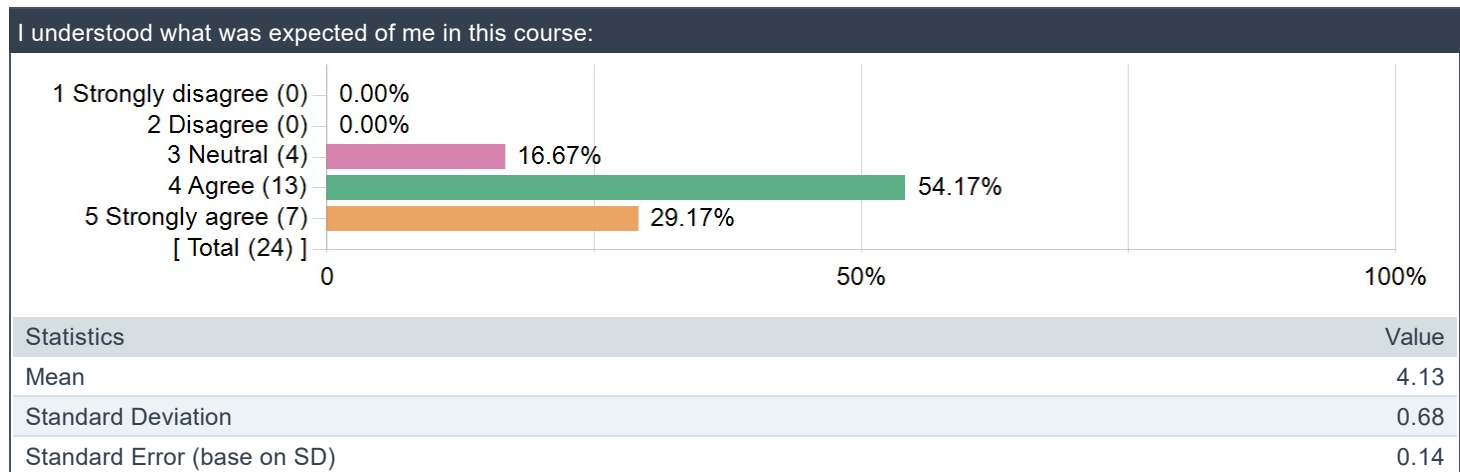
Variable Survey Periods

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).

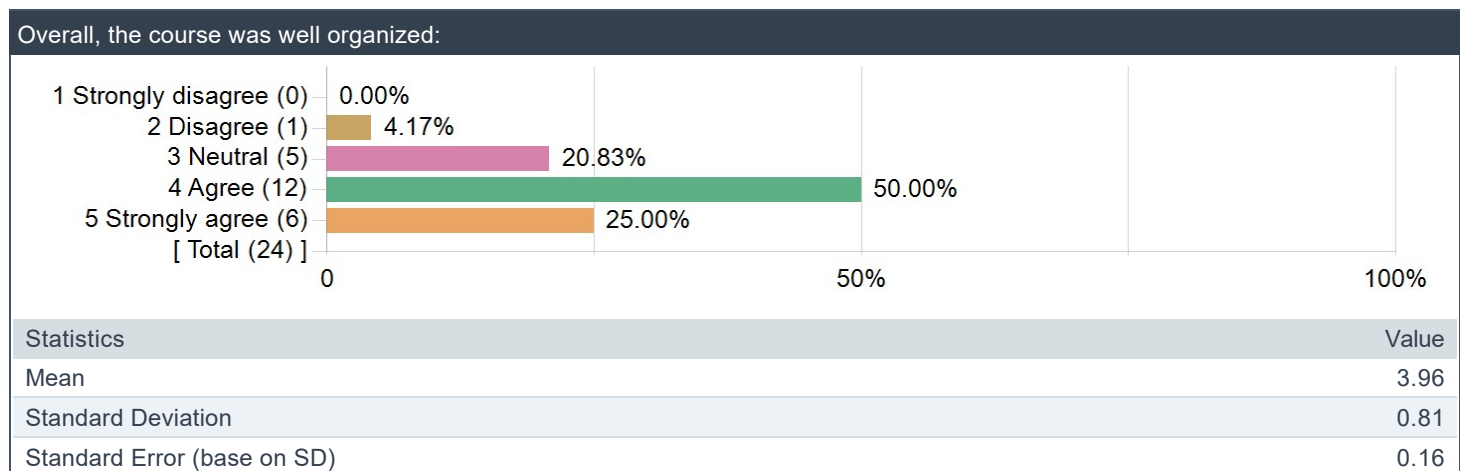
Course Duration	Survey Period
<6 weeks	5 calendar days
6 weeks to <11 weeks	7 calendar days
11 weeks or more	10 calendar days

Creation Date: **Tuesday, July 2, 2024**

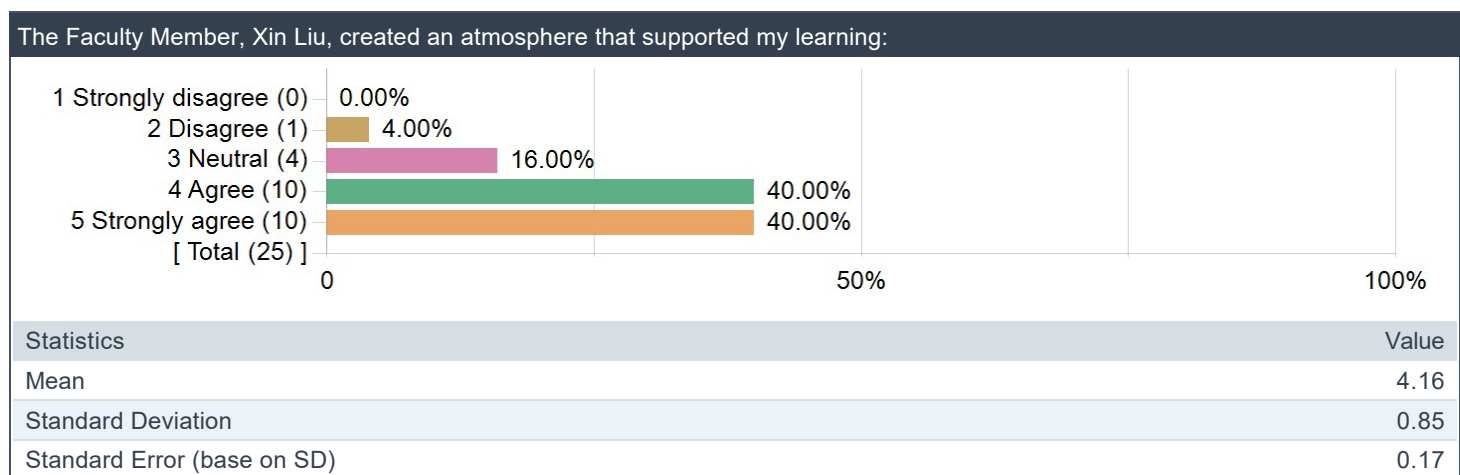
Expectations



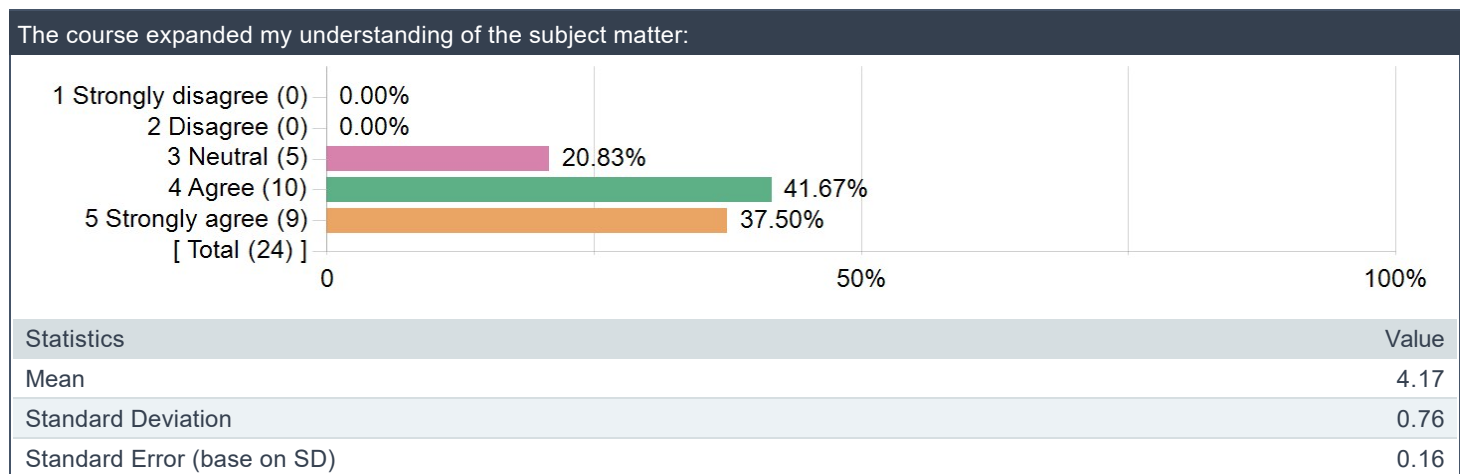
Organization



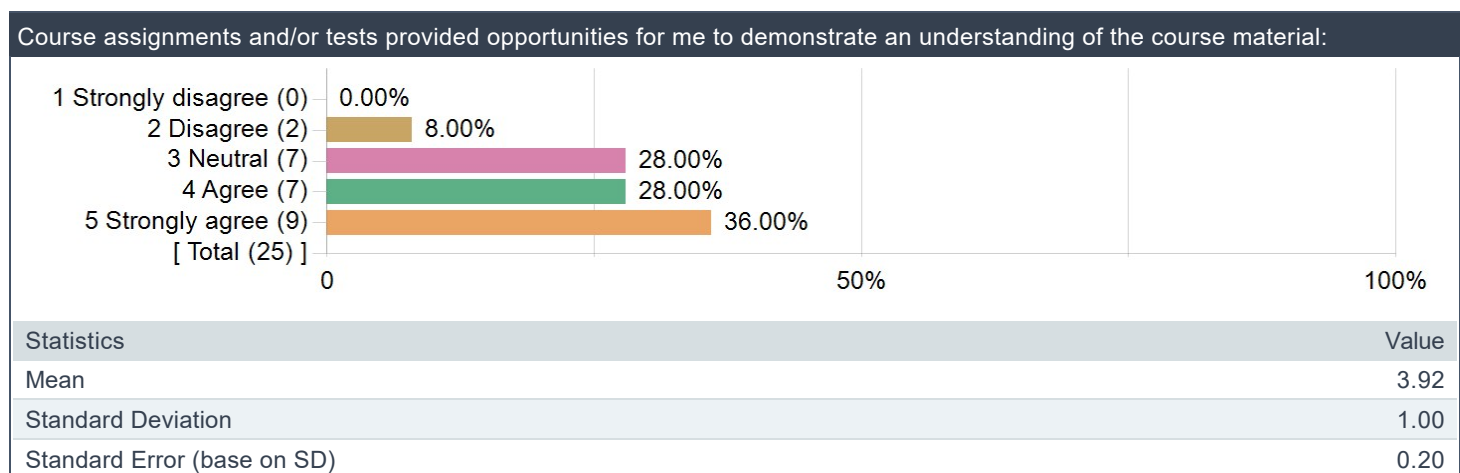
Atmosphere



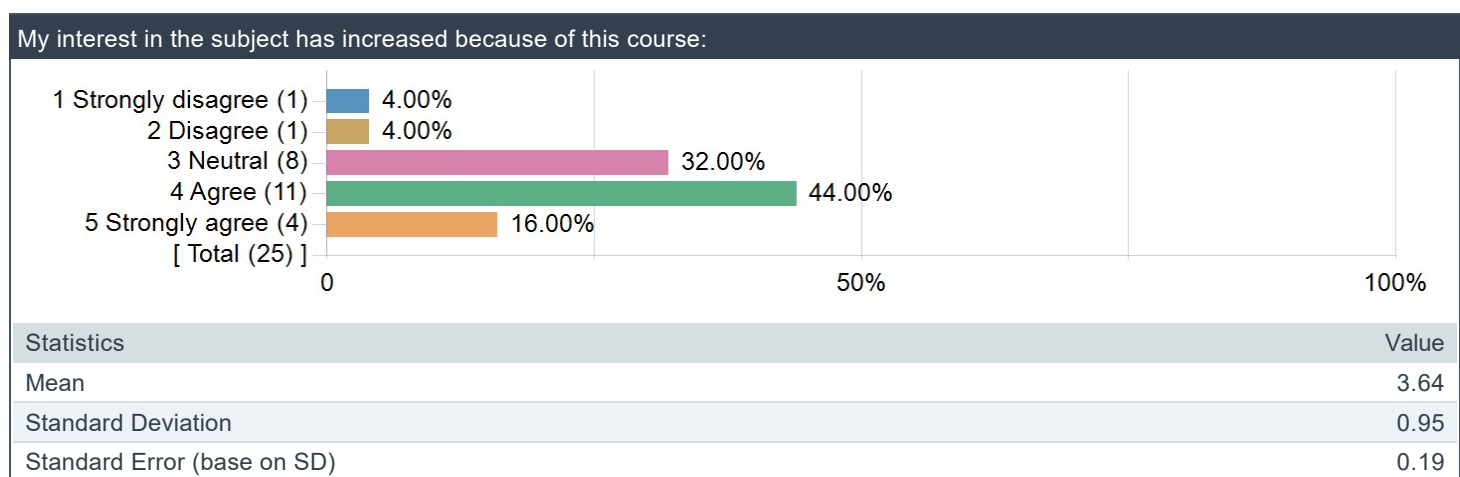
Expanded understanding



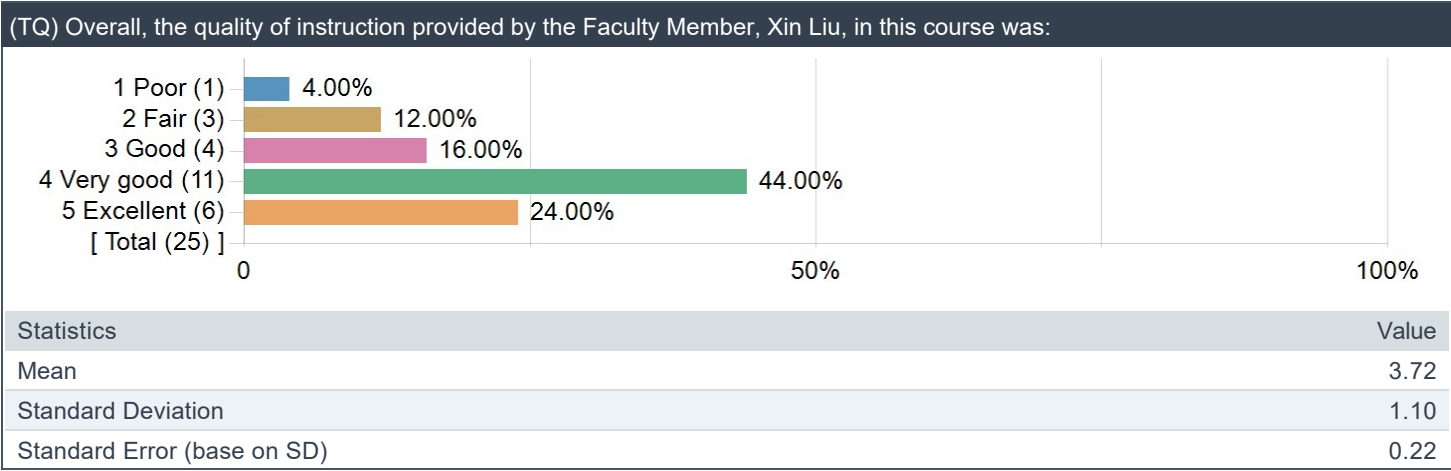
Demonstrate understanding



Interest increased

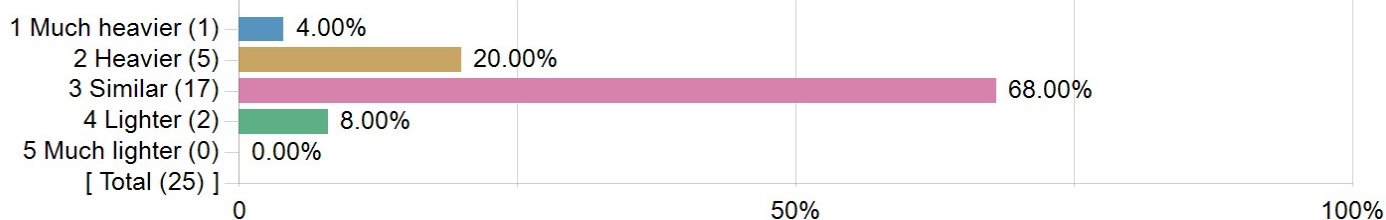


Economics (TQ73I)



Workload

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



Statistics	Value
Mean	2.80
Standard Deviation	0.65
Standard Error (base on SD)	0.13

College of Social Science (TQ48C)

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

Comments
N/A
I liked how the homework, was easy to navigate and very useful for the exams. furthermore the online textbook was a lot of help.
The guided notes
N/A
It was very well organized and there was a fair amount of content covered in each exam so it was enough time to get a dense yet fair amount of information between exams.
The lecture videos were helpful to understand some parts of the course.
The lecture videos were clear and helpful and the links were very easily accessible to the textbook
The weekly problem sets and practice exam
Easy access to instructor and communicated well.
I liked the videos offered in the course. Very informative.
The instructor for this class is very involved with announcements and keeping everyone up to speed with assignments listed in the syllabus. The only improvement would be to send an email through our school email with a copy of the announcements every week. The instructor was very good about meeting me using Zoom and very professional. The instructor offered several options for students who missed an exam by creating an alternative weighting policy and many extra credit assignments. It was generous and really supported my learning by not incentivizing me to give up on the class altogether.
The lecture videos
The macmillian learning portal
Achieve through mcgraw hill
zoom meetings with the professor
All of the learning curves and practice quizzes.
The videos and coursepack helped me grasp the concepts with more understanding so when I did the homework assignments and read the book it made more sense.

College of Social Science (TQ49C)

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

Comments
N/A
I think the support received was very helpful!
none
N/A
There could be more practice exams with different questions on each attempt.
I would move away from using an expensive subscription service such as Achieve. I would like to see the instructor actually teach.
Maybe for the extra credit assignments, make it easier to sign in to the links. Not sure if thats possible.
NA
Nothing in my opinion.
Exams needs to be slightly lower to around 80%, exams with this difficulty almost 90% is considered as brutal in my opinion
N/A. This was the best online class I've ever taken in the way of organization. I can't think of any improvements.
N/A
Macmilians platform
Not much
giving the instructor more freedom, such as them being able to change grading/curves, make their own videos
Maybe we could have pre-recorded lectures to watch in addition to the textbook.
I don't have any specific things that I would change.