



# Student Perceptions of Learning Survey Course Report

## US24-EC-201-732 (LEC) Introduction to Microeconomics

### Alexander STUBBLEFIELD

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

Courses Audience: **46**

Responses Received: **18**

Response Ratio: **39.13%**

#### 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](https://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.

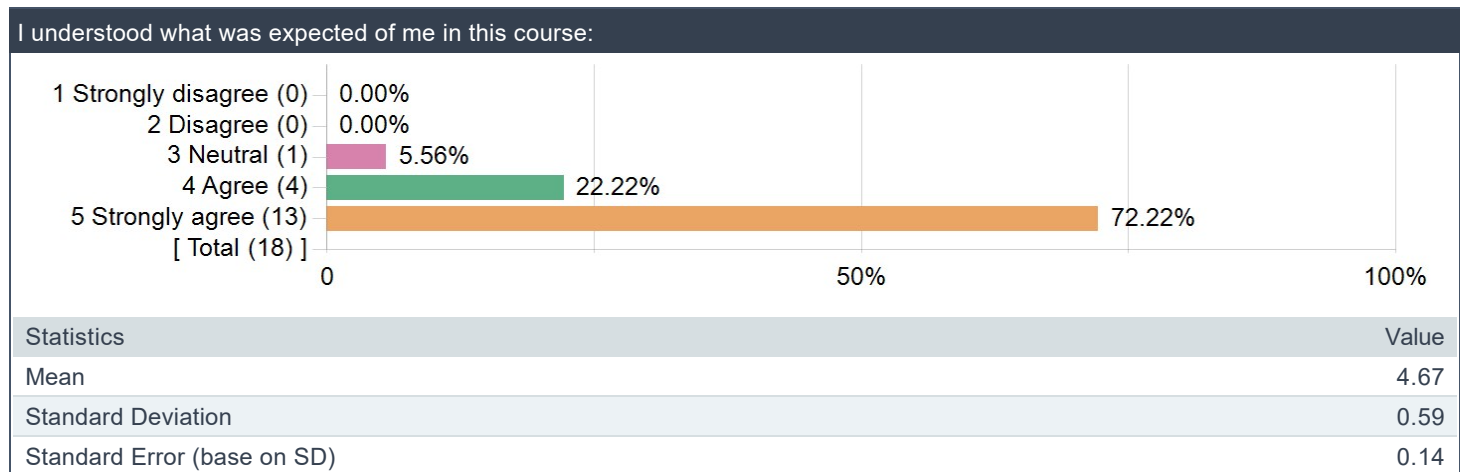
### Variable Survey Periods

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).

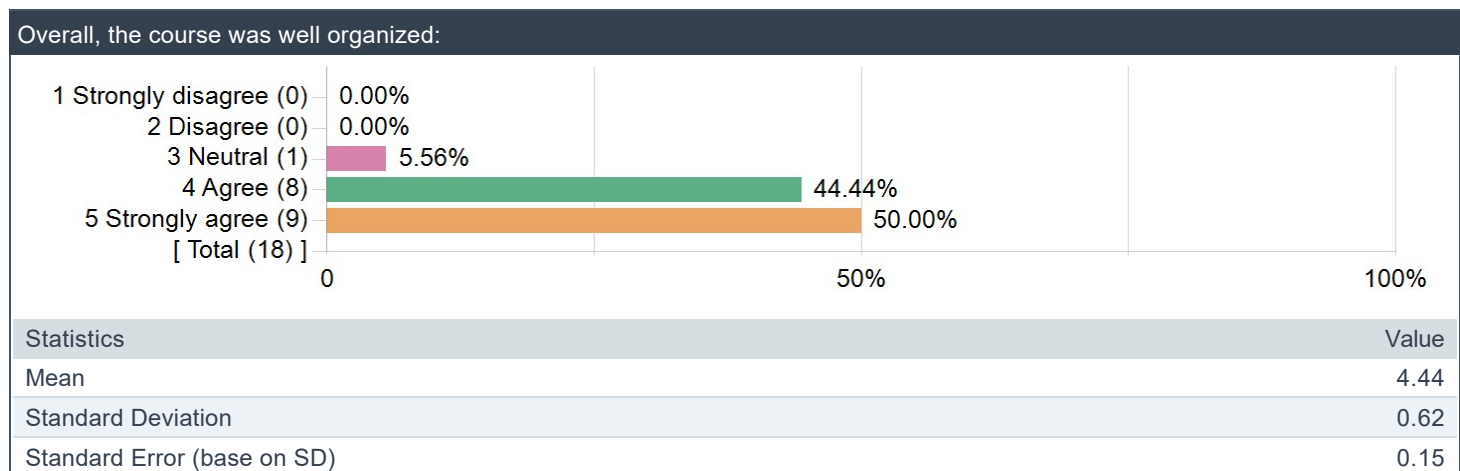
Course Duration	Survey Period
<6 weeks	5 calendar days
6 weeks to <11 weeks	7 calendar days
11 weeks or more	10 calendar days

Creation Date: **Thursday, August 29, 2024**

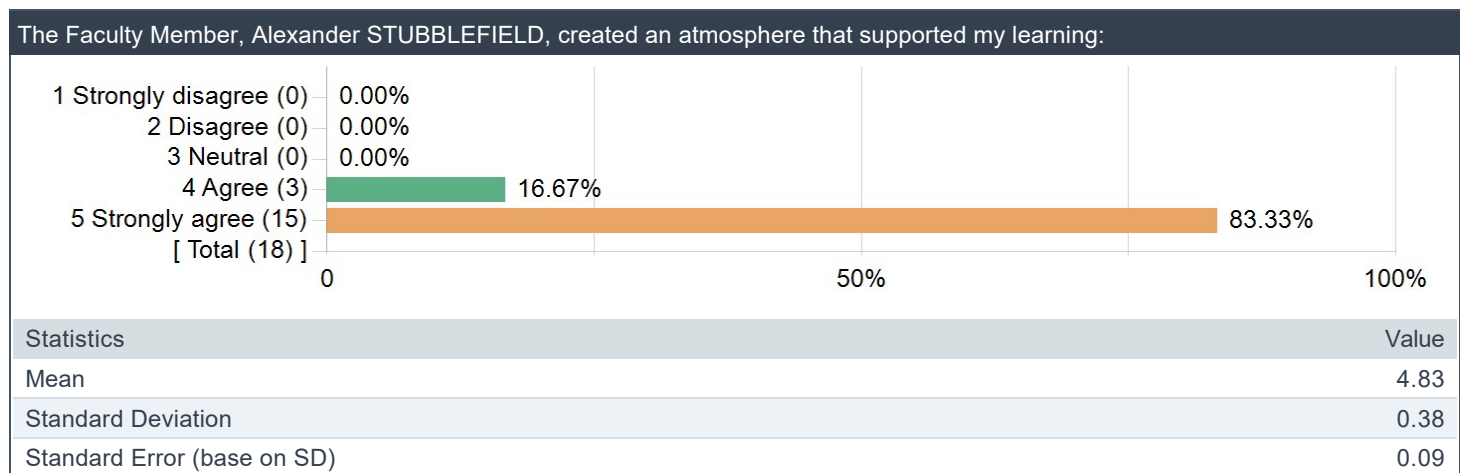
## Expectations



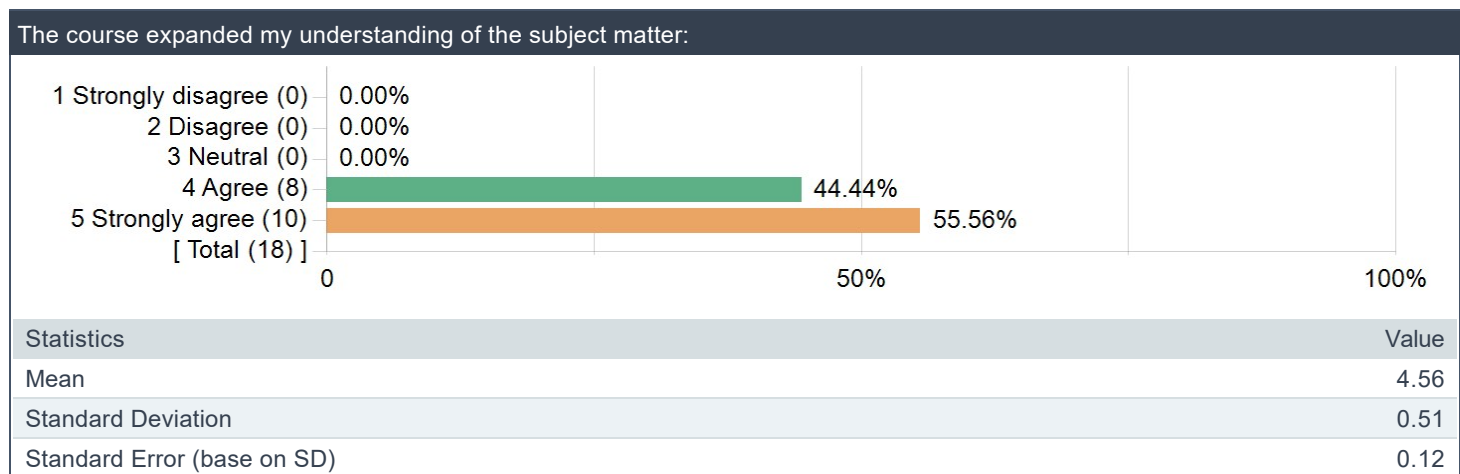
## Organization



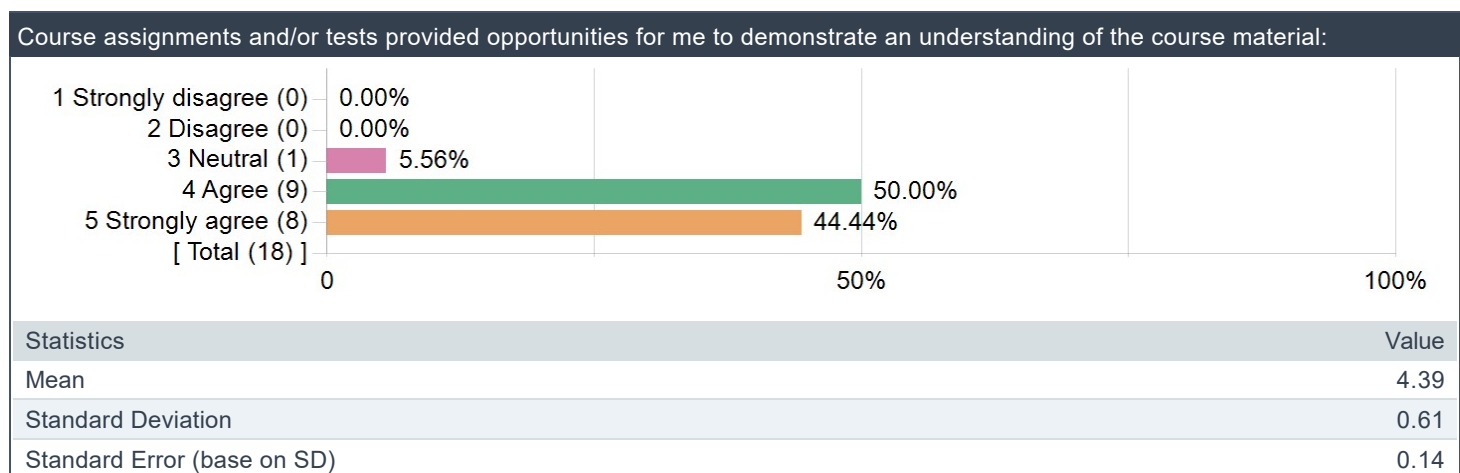
## Atmosphere



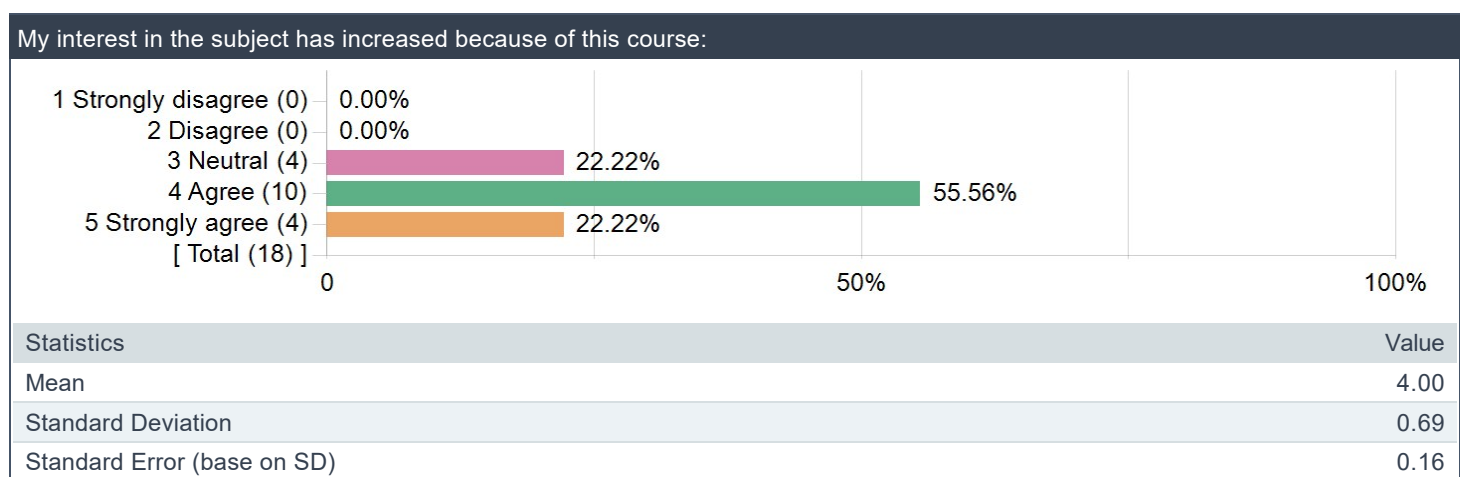
## Expanded understanding



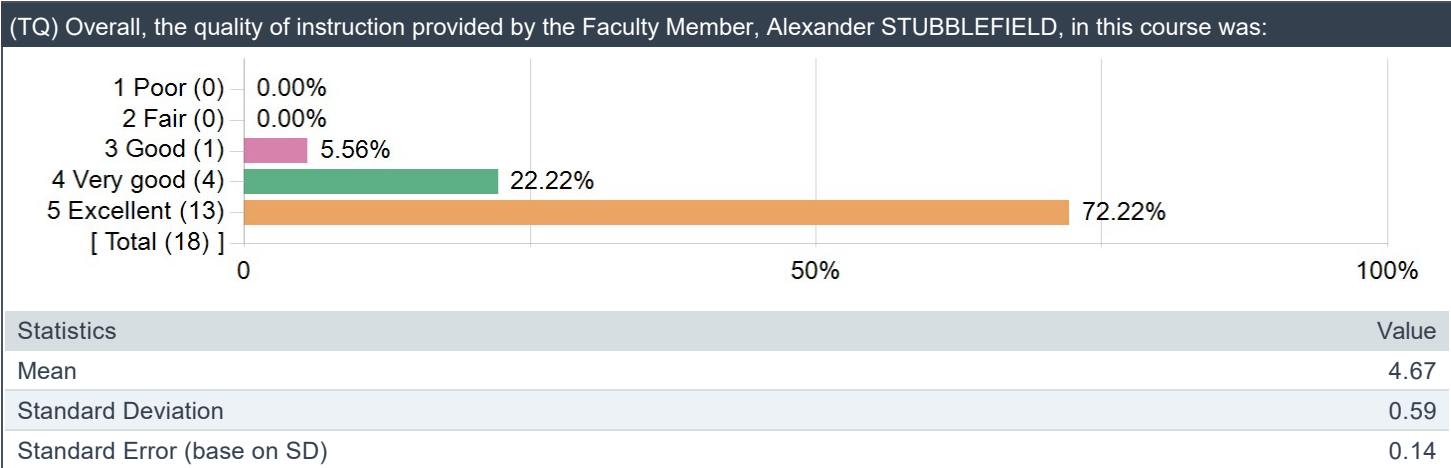
## Demonstrate understanding



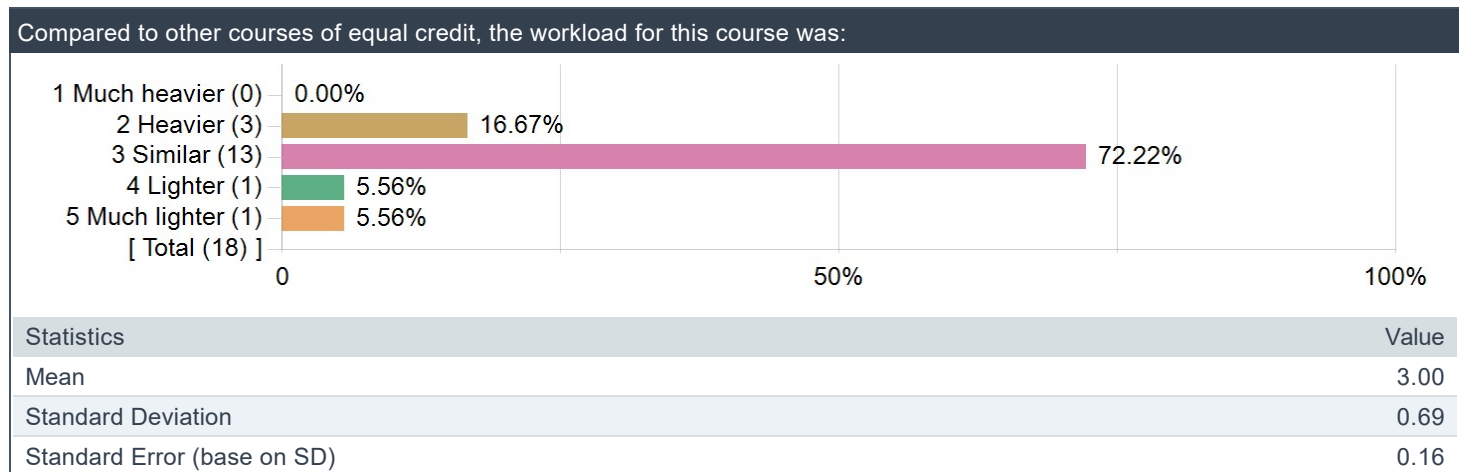
## Interest increased



Economics (TQ73I)



## Workload



## College of Social Science (TQ48C)

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

Comments
The weekly zoom meetings and the lectures he posted.
Having the ability to frequently ask questions from the professor and setting up zoom sessions
Consistent office hours and meeting times
The weekly zoom classes are very informative. I'm really happy with the difficult of the problem sets and feel that they accurately reflect the difficult of the course in general.
lecture videos to watch whenever I was free
Weekly short-answer question about a podcast discussing topics that apply class topics to real life.
The numerous different forms of information that the professor provided.
I like how we were provided the answers to the problem sets later on so we could go back see why a wrong answer was incorrect and what I can do next time to correct it.
I really liked the lectures. It helped me with a lot of the questions
The weekly Zoom session really improved my understanding of the material because we could ask questions to the teacher.
Quick responses to questions over email
the open office hours helped out a lot and my teacher being available was a huge help
entertaining videos

## College of Social Science (TQ49C)

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

Comments
Honestly nothing it was really well organized and put together.
None, I believe everything to me was perfect.
N/A
It would be nice to have some group assignments or a good way to talk to other students about problems. However, I also know that this is a summer course online so that is probably not possible.
More time to learn
More practice activities related to each topic besides weekly homework assignments.
Maybe more class days?
N/A
N/A
I think more worksheets could be improved instead of just one problem set per week.
mabye a little lighter on the videos some videos where very long
none