SPCM 200: PUBLIC SPEAKING
BY THE NUMBERS

COURSE FACTS:

- Each semester we teach somewhere between 38-45 sections of SPCM 200 (approx. 1,000 students)
- As of Fall 2015, SPCM 200 is a requirement (or an option for the degree) of 31 majors, minors, or concentrations on campus
- We generally serve students in 5 of the 8 colleges in the university (no Business, Engineering, or VetMed)
- On average, our GTAs receive 22 hours of teacher training prior to stepping into a classroom and an additional 42 hours of training throughout their first semester.
- According to the final report by the University GTA Training Taskforce, SPCM 200 was identified as a model program for GTA training at CSU.

WHAT ARE STUDENTS’ ASSESSMENT OF THE COURSE?

- In Spring 2015, SPCM 200 received an average rating of 3.95/5.00 across all sections
- Students rated SPCM 200 a 3.75/5.00 (on average) for its “intellectual challenge” (Spring 2015)
- Students rated both class time (4.10/5.00) and speech assignments (4.01/5.00) as helpful in learning content

WHAT IS THE QUALITY OF TEACHING IN SPCM 200?

Between Fall 2012 and Spring 2015, SPCM 200 instructors were rated (on average):

- 4.52/5.00 on “knowledge of the subject”
- 4.36/5.00 on their ability to “facilitating student learning”
- 4.49/5.00 on “enthusiasm for teaching the subject”
- 4.34/5.00 on how well they “organize the course”
- 4.46/5.00 on “preparation for class sessions”
- 4.38/5.00 on “effectiveness managing class sessions.”
- 4.24/5.00 on “fairness and impartiality in the assignment of grades”
- 4.50/5.00 on creating an atmosphere respectful of student opinions, ideas...
- 4.39/5.00 on their ability to communicate effectively
- 4.39/5.00 on their availability to help students outside of class

OVERALL, the quality of instructors in SPCM 200 across all sections during these three years was rated (on average) as: 4.38/5.00

HOW SUCCESSFUL ARE OUR GTAS AS INSTRUCTORS?

- Thanks (in part) to our strong GTA Training and high departmental expectations, GTAs in their first semester of teaching are rated (on average) only about half a point below more experienced instructors (2nd yr. GTAs and Special Faculty):

<table>
<thead>
<tr>
<th></th>
<th>Avg. First-Year GTA Rating in 1st Semester Teaching</th>
<th>Avg. 200 Advanced Instructor Rating in Same Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2012</td>
<td>4.34</td>
<td>4.36</td>
</tr>
<tr>
<td>FALL 2013</td>
<td>3.96</td>
<td>4.53</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>3.99</td>
<td>4.43</td>
</tr>
</tbody>
</table>
• In addition, data suggests each cohort’s teaching improves during their time in the program—despite already high ratings from the start:

**HOW SUCCESSFUL ARE OUR SPECIAL FACULTY IN SPCM 200?**
• We are also proud to note that our Special Faculty members are continually among the highest achieving teachers, not just in SPCM 200, but across the Department.

**HOW DOES SPCM 200 CONTRIBUTE TO STUDENT SUCCESS IN GENERAL?**
According to the office of Institutional Research, Planning, and Effectiveness, students who take SPCM 200 in their first year at CSU have:

• 21.9% greater odds (1.219-1) of being retained to their second year compared to students who do not and 35.8% greater odds of graduating within six years

In fact, IR data shows that, after the introductory Composition and Math class, **SPCM 200 is the third best predictor** of student success at CSU.*