



Center for the Enhancement of Teaching and Learning
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August 17, 2001

Dear Colleague:

As you know, CETL processes the Course/Instructor Opinion Survey (CIOS) results for the Institute. For 43 academic terms (39 quarters and 4 semesters—excluding summer sessions), we have been collecting data and updating the normative scores that provide a basis for interpreting individual ratings (categorized by class size since according to our experience and the general research, class size is the primary variable involved in significant differences in evaluation scores). Institute-wide normative data (for 1986-2001 and for 2000-2001) and normative data for each of the six colleges (for 1986-2001) are attached. The following explains how these results were obtained from the survey data and provides a key to interpreting the attached reports.

The survey results are divided into four topics for analysis. One item (item #24--“The instructor was an effective teacher”) and the three “clusters” are used to characterize responses:

- Cluster 1 (C1): Preparation and Presentation of Course (Items 10, 11, 13, 15, and 18)
- Cluster 2 (C2): Interaction with Students (Items 14, 19, 20, 21, 22)
- Cluster 3 (C3): Assessment of Student Performance (Items 12, 16, 17, 23)

For item #24, we generate the frequency distributions of normative data based on the *median* scores for this one question. For each of the clusters, first the *mean* of the four (C3) or five (C1 and C2) median scores for each item within a cluster are calculated; these means are then used to generate a normed curve. Frequency distributions of these means (or medians in the case of item #24) for all classes in that particular class size category are then used to generate “quintiles” (20th, 40th, 60th, 80th percentiles).

The reports entitled “ILLUSTRATION OF STABILITY OF NORM DATA” indicate the continuing stability of the survey data by showing how the cumulative data changes by adding in the most recent term.

The following notation will help you interpret the attached reports:

- “N” is the number of classes in a particular class size sample.
- The columns “Cut 1, Cut 2, Cut 3, and Cut 4” indicate where the lines that separate the quintiles on the accompanying curves are drawn.
- The survey responses range from 1 to 5 (1 – Strongly disagree; 2 – Disagree; 3 – Partially agree and partially disagree; 4 – Agree; 5 – Strongly agree).

I trust that these data are helpful to you. If you have any questions, feel free to contact me at billiee.pendletonparker@oars.gatech.edu or 4-8898.

Sincerely,

Billiee Pendleton-Parker
Assistant Director, CETL
CIOS Coordinator

College of Computing 1986-2001

**NORMATIVE DATA FOR THE C.I.O.S.
(COURSE / INSTRUCTOR OPINION SURVEY)**

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Illustration of Stability of Norm Data for the College of Computing 1986-2001

Class Size: Less than 16

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	395	4.44	3.99	4.23	4.50	4.75
43 Terms	24	399	4.44	3.99	4.23	4.50	4.75
42 Terms	C1	395	4.22	3.93	4.13	4.33	4.58
43 Terms	C1	399	4.22	3.93	4.13	4.33	4.59
42 Terms	C2	395	4.45	4.09	4.37	4.58	4.76
43 Terms	C2	399	4.45	4.09	4.37	4.59	4.76
42 Terms	C3	395	4.14	3.72	4.05	4.26	4.52
43 Terms	C3	399	4.14	3.72	4.05	4.26	4.53

Class Size: 16-35

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	879	4.17	3.76	4.06	4.27	4.58
43 Terms	24	918	4.17	3.73	4.04	4.25	4.57
42 Terms	C1	879	4.03	3.65	3.91	4.14	4.37
43 Terms	C1	918	4.03	3.63	3.90	4.13	4.37
42 Terms	C2	879	4.16	3.85	4.06	4.27	4.58
43 Terms	C2	918	4.15	3.83	4.06	4.26	4.57
42 Terms	C3	879	3.96	3.51	3.84	4.06	4.27
43 Terms	C3	918	3.94	3.47	3.82	4.04	4.26

Illustration of Stability of Norm Data for the College of Computing 1986-2001

Class Size: 36-99

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	863	4.11	3.72	3.99	4.21	4.46
43 Terms	24	921	4.10	3.69	3.99	4.20	4.44
42 Terms	C1	863	4.00	3.65	3.89	4.08	4.28
43 Terms	C1	921	4.00	3.62	3.87	4.08	4.27
42 Terms	C2	863	4.14	3.84	4.06	4.23	4.43
43 Terms	C2	921	4.13	3.82	4.05	4.22	4.42
42 Terms	C3	863	3.98	3.56	3.87	4.07	4.26
43 Terms	C3	921	3.97	3.51	3.85	4.06	4.25

Class Size: Greater than 99

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	102	3.54	2.95	3.31	3.71	4.02
43 Terms	24	107	3.55	2.96	3.33	3.71	4.02
42 Terms	C1	102	3.52	3.17	3.42	3.58	3.91
43 Terms	C1	107	3.52	3.17	3.42	3.58	3.91
42 Terms	C2	102	3.60	3.12	3.42	3.70	4.01
43 Terms	C2	107	3.63	3.12	3.48	3.71	4.01
42 Terms	C3	102	3.57	3.12	3.47	3.63	3.89
43 Terms	C3	107	3.58	3.12	3.49	3.65	3.91

LEGEND

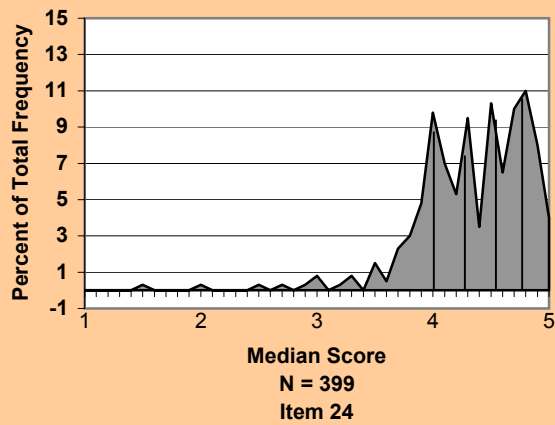
C1 is Preparation & Presentation = Items 10, 11, 13, 15, 18
 C2 is Interaction with Students = Items 14, 19, 20, 21, 22
 C3 is Assessment of Student Performance = Items 12, 16, 17, 23
 Item 24 = The instructor was an effective teacher.

Note: In the "Data" column, "Terms" refers to quarters for every term previous to Fall 1999 and to semesters for every term starting with Fall 1999.

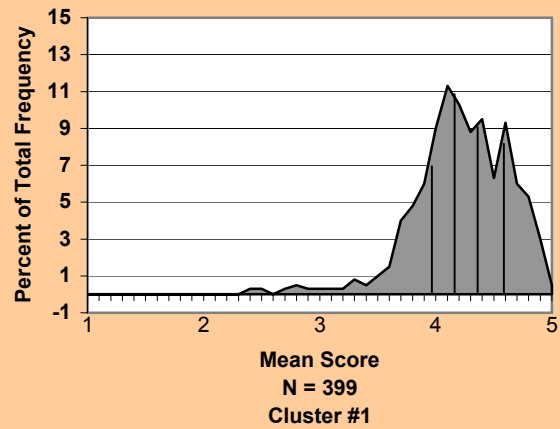
Norm Data for the College of Computing 1986-2001

CLASS SIZE: LESS THAN 16

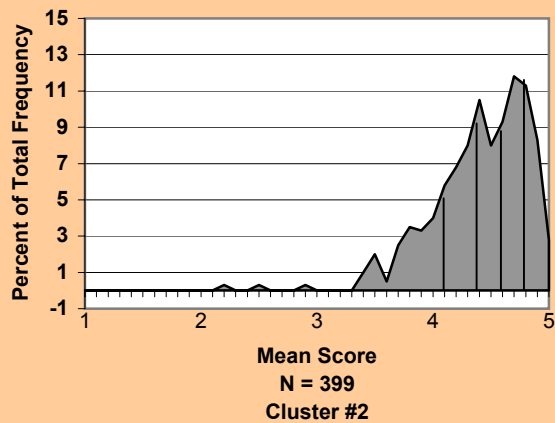
Instructor was an Effective Teacher



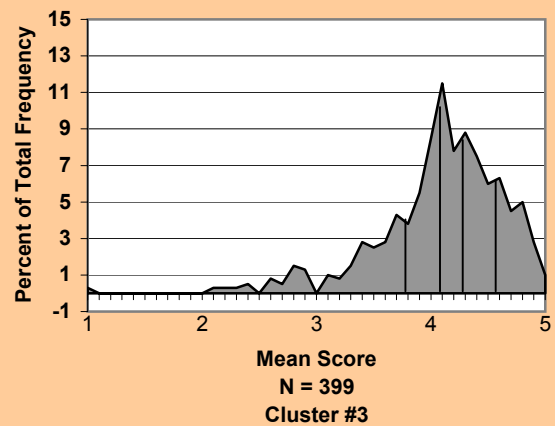
Preparation and Presentation of Course



Interaction With Students



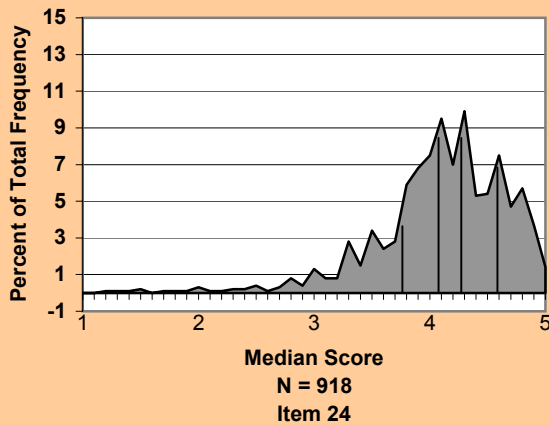
Assessment of Student Performance



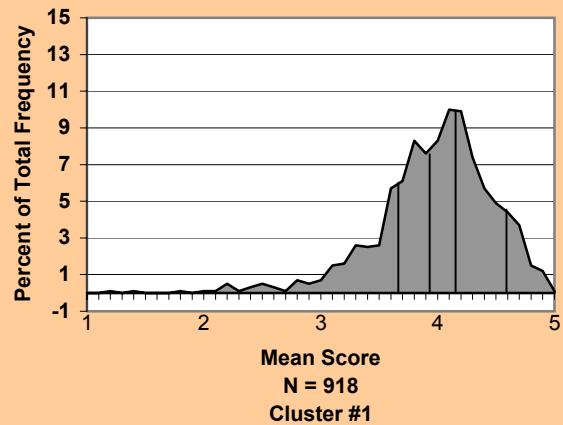
Norm Data for the College of Computing 1986-2001

CLASS SIZE: 16 - 35

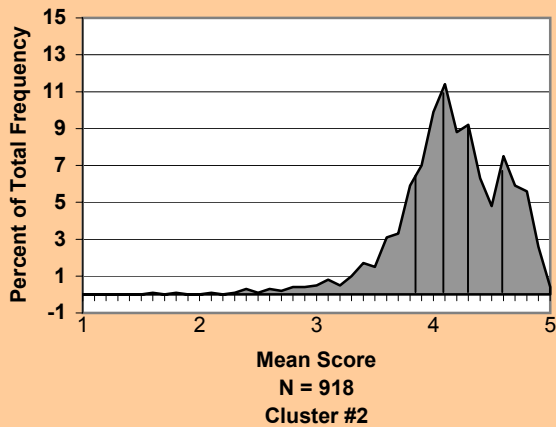
Instructor was an Effective Teacher



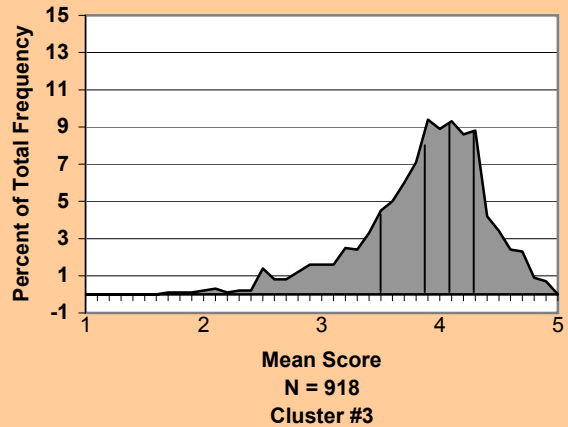
Preparation and Presentation of Course



Interaction With Students



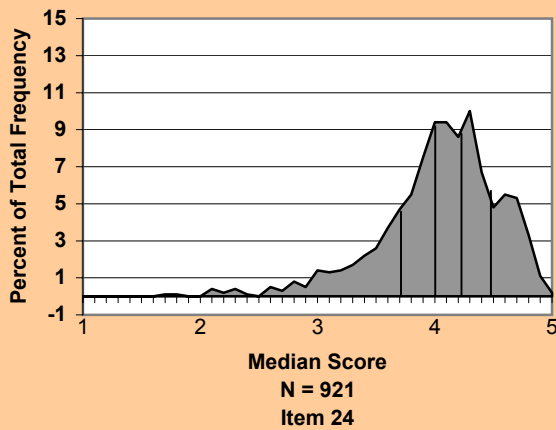
Assessment of Student Performance



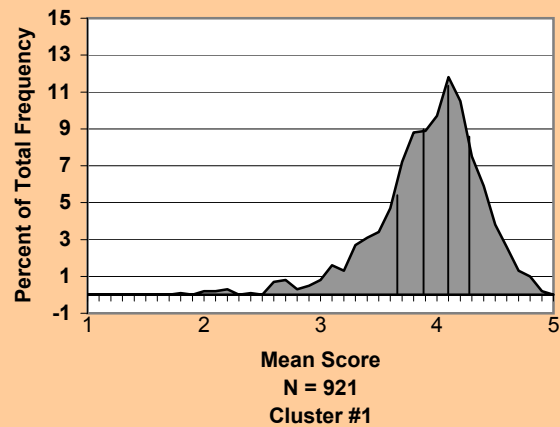
Norm Data for the College of Computing 1986-2001

CLASS SIZE: 36 - 99

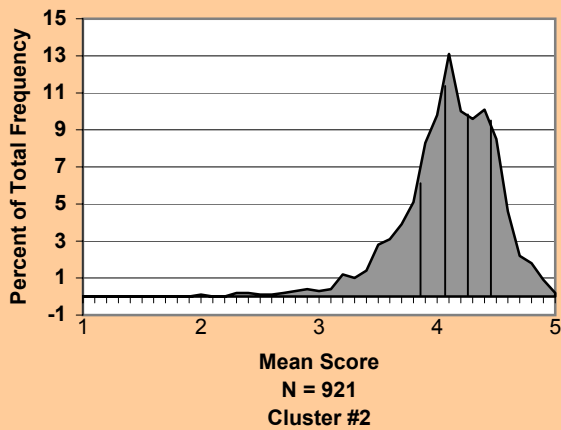
Instructor was an Effective Teacher



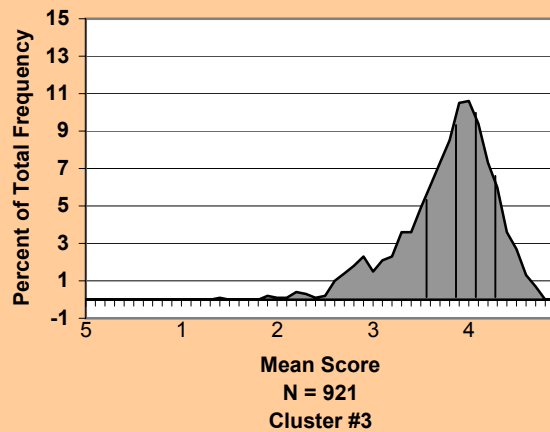
Preparation and Presentation of Course



Interaction With Students

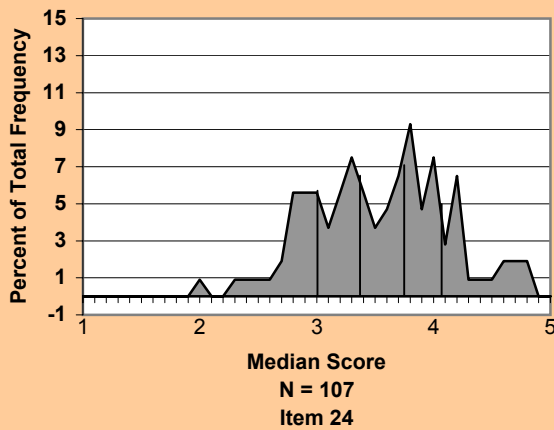


Assessment of Student Performance

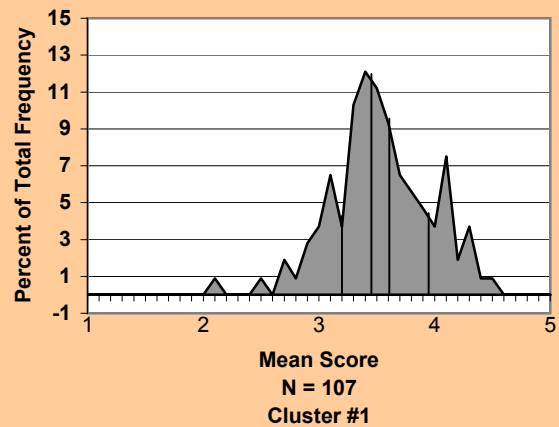


CLASS SIZE: Greater than 99

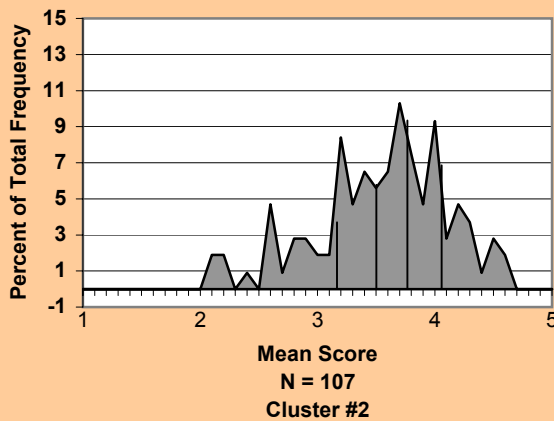
Instructor was an Effective Teacher



Preparation and Presentation of Course



Interaction With Students



Assessment of Student Performance

