



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](mailto:billiee.pendletonparker@oars.gatech.edu) or 4-8898.

Sincerely,

Billiee Pendleton-Parker  
Assistant Director, CETL  
CIOS Coordinator

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# College of Architecture 1986-2001

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



## Illustration of Stability of Norm Data for the College of Architecture 1986-2001

Class Size: Less than 16

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	1298	4.43	3.97	4.25	4.59	4.80
43 Terms	24	1310	4.43	3.97	4.25	4.59	4.80
42 Terms	C1	1298	4.23	3.88	4.13	4.33	4.58
43 Terms	C1	1310	4.23	3.88	4.13	4.33	4.58
42 Terms	C2	1298	4.46	4.08	4.35	4.54	4.75
43 Terms	C2	1310	4.45	4.07	4.35	4.54	4.76
42 Terms	C3	1298	4.15	3.84	4.06	4.24	4.49
43 Terms	C3	1310	4.14	3.84	4.05	4.24	4.49

Class Size: 16-35

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	1243	4.25	3.86	4.14	4.39	4.72
43 Terms	24	1260	4.25	3.86	4.15	4.40	4.72
42 Terms	C1	1243	4.13	3.77	4.01	4.22	4.51
43 Terms	C1	1260	4.13	3.77	4.01	4.22	4.51
42 Terms	C2	1243	4.35	3.94	4.22	4.46	4.67
43 Terms	C2	1260	4.35	3.94	4.22	4.46	4.67
42 Terms	C3	1243	4.09	3.79	4.02	4.16	4.43
43 Terms	C3	1260	4.09	3.79	4.02	4.16	4.42

## Illustration of Stability of Norm Data for the College of Architecture 1986-2001

Class Size: 36-99

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	506	4.21	3.77	4.11	4.31	4.68
43 Terms	24	518	4.21	3.78	4.12	4.31	4.68
42 Terms	C1	506	4.08	3.70	3.99	4.17	4.46
43 Terms	C1	518	4.09	3.70	3.99	4.18	4.46
42 Terms	C2	506	4.23	3.90	4.13	4.33	4.60
43 Terms	C2	518	4.23	3.90	4.13	4.34	4.61
42 Terms	C3	506	4.06	3.76	3.97	4.15	4.42
43 Terms	C3	518	4.06	3.74	3.97	4.15	4.42

Class Size: Greater than 99

Data	Item	N	Median	Cut1	Cut 2	Cut 3	Cut 4
42 Terms	24	67	4.18	3.81	4.07	4.44	4.77
43 Terms	24	68	4.18	3.81	4.06	4.42	4.77
42 Terms	C1	67	4.10	3.73	4.01	4.20	4.57
43 Terms	C1	68	4.10	3.73	3.98	4.19	4.57
42 Terms	C2	67	4.20	3.74	4.02	4.31	4.65
43 Terms	C2	68	4.19	3.74	4.01	4.30	4.64
42 Terms	C3	67	4.16	3.82	4.01	4.29	4.57
43 Terms	C3	68	4.16	3.83	4.01	4.28	4.57

### LEGEND

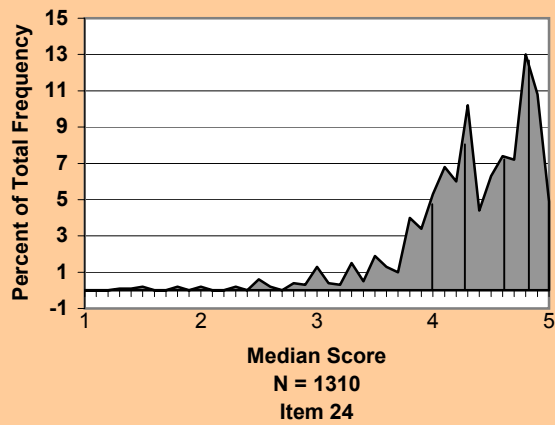
C1 is Preparation & Presentation = Items 10, 11, 13, 15, 18  
 C2 is Interaction with Students = Items 14, 19, 20, 21, 22  
 C3 is Assessment of Student Performance = Items 12, 16, 17, 23  
 Item 24 = The instructor was an effective teacher.

*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.*

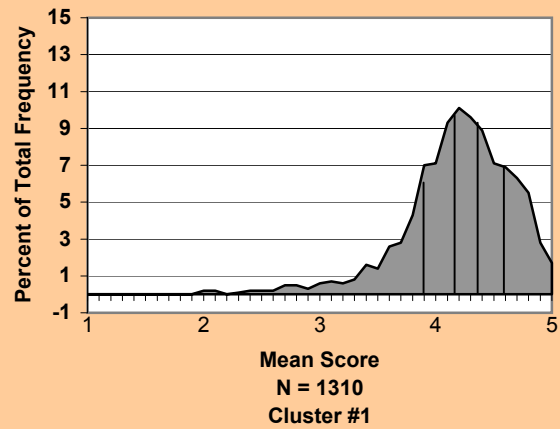
# Norm Data for the College of Architecture 1986-2001

## CLASS SIZE: LESS THAN 16

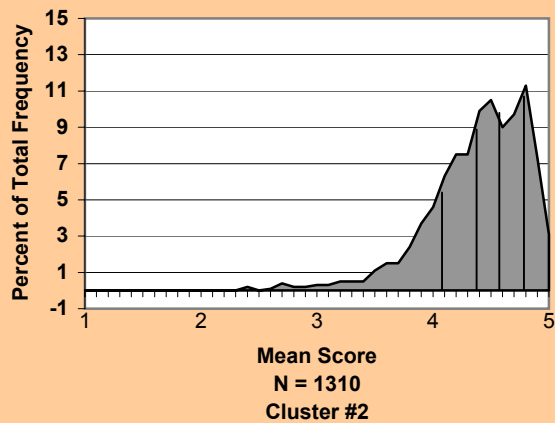
**Instructor was an Effective Teacher**



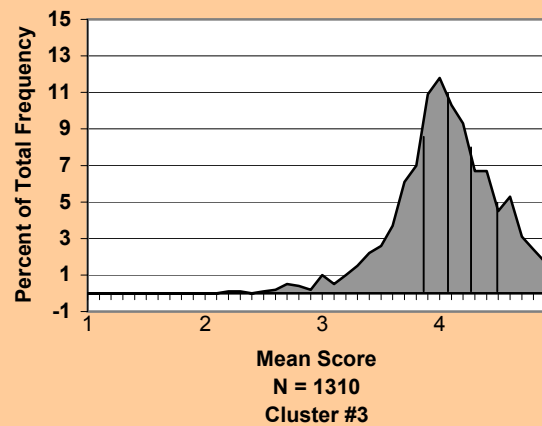
**Preparation and Presentation of Course**



**Interaction With Students**



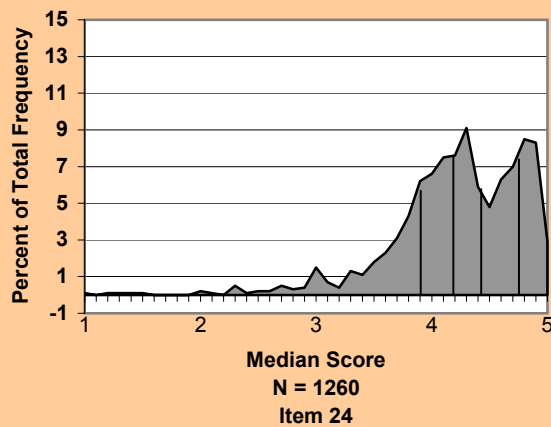
**Assessment of Student Performance**



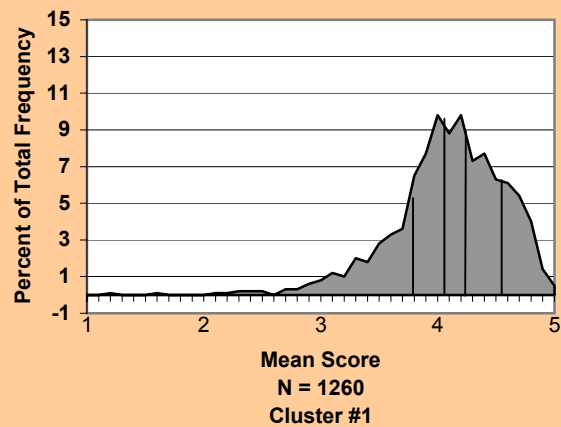
# Norm Data for the College of Architecture 1986-2001

## CLASS SIZE: 16 - 35

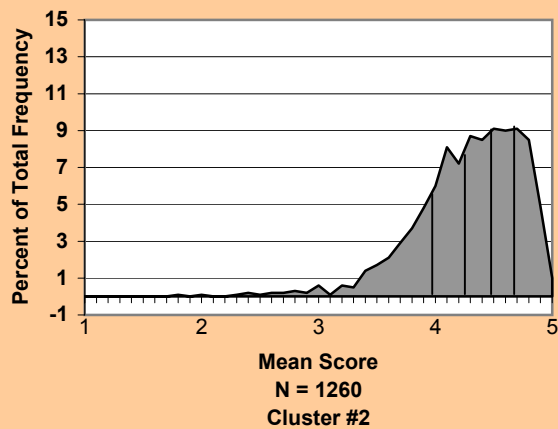
**Instructor was an Effective Teacher**



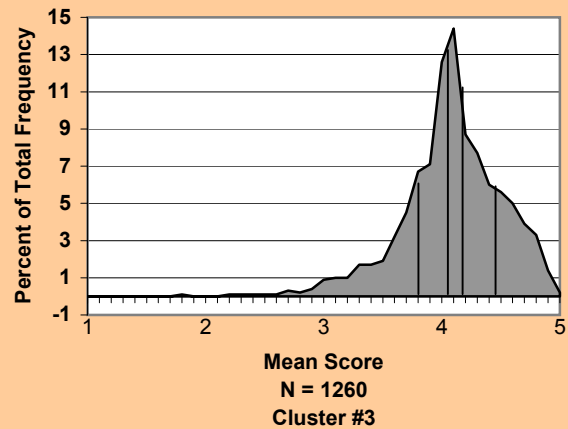
**Preparation and Presentation of Course**



**Interaction With Students**



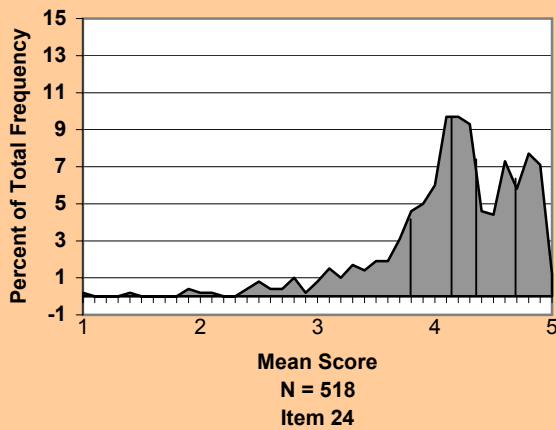
**Assessment of Student Performance**



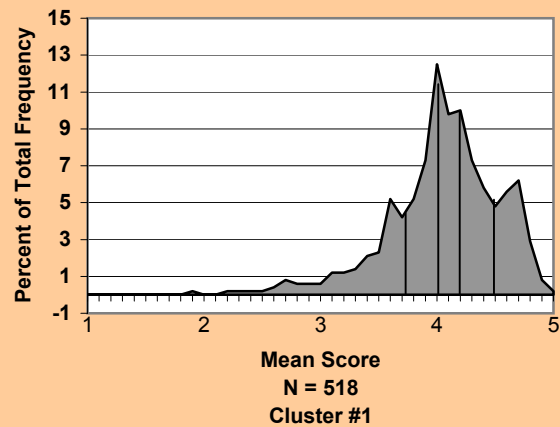
# Norm Data for the College of Architecture 1986-2001

## CLASS SIZE: 36 - 99

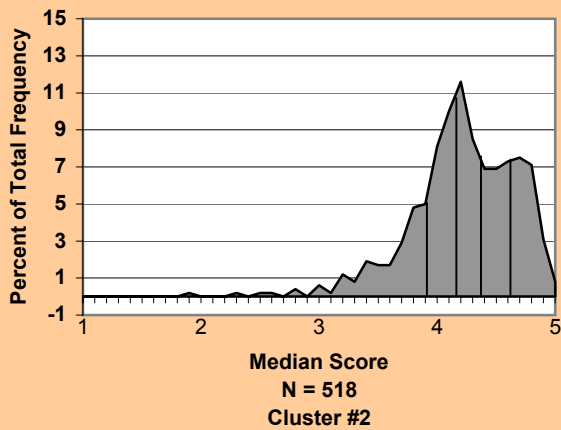
**Instructor was an Effective Teacher**



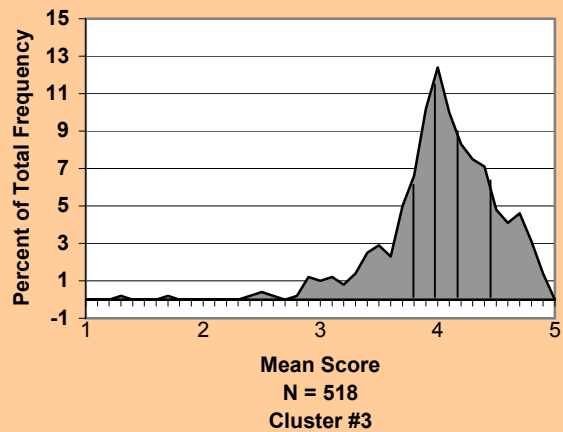
**Preparation and Presentation of Course**



**Interaction With Students**



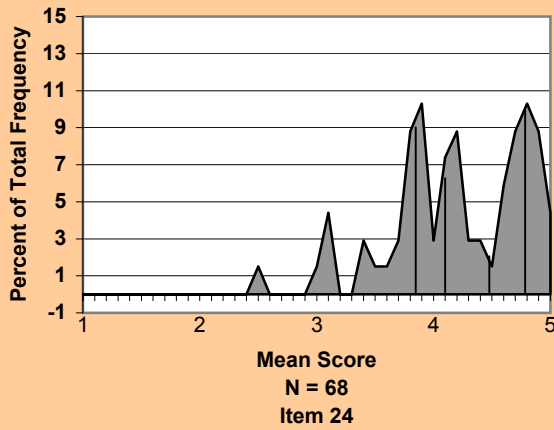
**Assessment of Student Performance**



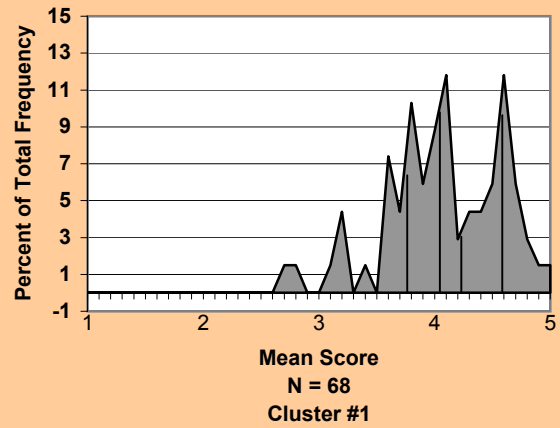
# Norm Data for the College of Architecture 1986-2001

## CLASS SIZE: Greater than 99

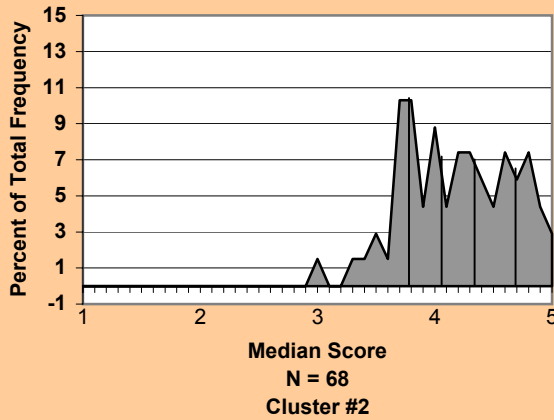
**Instructor was an Effective Teacher**



**Preparation and Presentation of Course**



**Interaction With Students**



**Assessment of Student Performance**

