

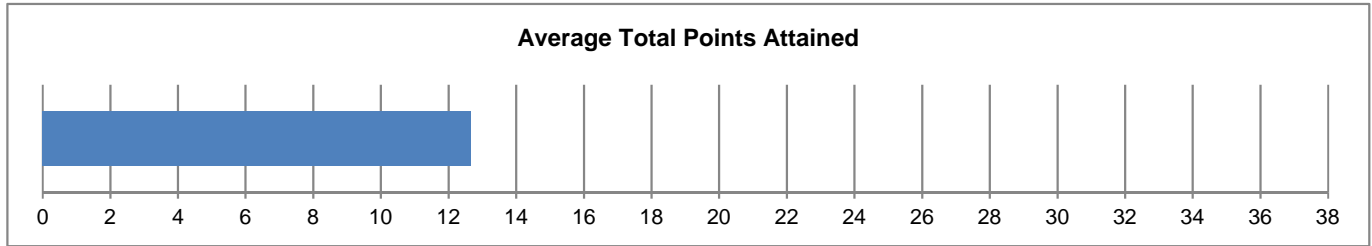
Sam Houston State University

CAT Institutional Report

July 2017 - All Students

**CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University : July 2017 - All Students**

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	537	1.00	26.00	12.67	4.53



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	Male	213	40.0%
	Female	319	60.0%
Class Standing	Freshman	1	0.2%
	Sophomore	12	2.3%
	Junior	161	30.3%
	Senior	358	67.3%
Class	Undergraduate	524	99.4%
	Graduate	3	0.6%
Age	≤ 20 years	56	10.8%
	21-25 years	401	77.1%
	≥ 26 years	63	12.1%

		Freq.	Freq. %
Race**	White	441	82.1%
	Black or African American	235	43.8%
	American Indian or Alaska Native	163	30.4%
	Asian	293	54.6%
	Native Hawaiian or Other Pacific Islander	298	55.5%
	Other Race	264	49.2%

**The cumulative percent may exceed 100% as students are allowed to select more than one category.

		Freq.	Freq. %
Proficiency with the English Language*	Excellent	419	78.2%
	Very Good	87	16.2%
	Good	24	4.5%
	Fair	6	1.1%
	Poor	0	0.0%

* Self-rated

		Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity		131	24.4%
Considered English primary language?		505	94.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University : July 2017 - All Students

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	195	36.3%
		1	342	63.7%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	241	44.9%
		1	198	36.9%
		2	56	10.4%
		3	42	7.8%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	339	63.1%
		1	106	19.7%
		2	65	12.1%
		3	27	5.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	359	66.9%
		1	125	23.3%
		2	41	7.6%
		3	11	2.0%
		4	1	0.2%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	166	30.9%
		1	371	69.1%
Q6	Provide alternative explanations for spurious associations.	0	116	21.6%
		1	246	45.8%
		2	162	30.2%
		3	13	2.4%
Q7	Identify additional information needed to evaluate a hypothesis.	0	403	75.0%
		1	125	23.3%
		2	9	1.7%
Q8	Determine whether an invited inference is supported by specific information.	0	229	42.6%
		1	308	57.4%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	289	53.8%
		1	201	37.4%
		2	47	8.8%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	14	2.6%
		1	27	5.0%
		2	90	16.8%
		3	227	42.3%
		4	179	33.3%
Q11	Use and apply relevant information to evaluate a problem.	0	309	57.5%
		1	200	37.2%
		2	28	5.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	135	25.1%
		1	402	74.9%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	235	43.8%
		1	226	42.1%
		2	59	11.0%
		3	17	3.2%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	236	43.9%
		1	62	11.5%
		2	19	3.5%
		3	105	19.6%
		4	105	19.6%
		5	10	1.9%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	397	73.9%
		1	93	17.3%
		2	38	7.1%
		3	9	1.7%

Institutional/Departmental Profile

Sam Houston State University : July 2017 - All Students

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Attainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.64	64%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.81	27%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.59	20%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.45	11%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.69	69%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.13	38%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.27	13%
X				Q8	Determine whether an invited inference is supported by specific information.	0.57	57%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.55	27%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.99	75%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.48	24%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.75	75%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.74	25%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.65	33%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.36	12%
CAT Total Score						12.67	33%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Upper Division CAT Means Comparison Report

Sam Houston State University : July 2017 - All Students

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National		
						Mean	Mean	Probability of difference ^a	Effect Size ^b
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.64	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.81	1.21	***	-.39
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.59	1.35	***	-.79
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.45	1.41	***	-.93
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.69	0.73	*	-.09
		X	X	Q6	Provide alternative explanations for spurious associations.	1.13	1.56	***	-.52
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.27	0.82	***	-.94
X				Q8	Determine whether an invited inference is supported by specific information.	0.57	0.68	***	-.23
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.55	0.93	***	-.55
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.99	3.14	***	-.16
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.48	1.11	***	-1.02
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.75	0.82	***	-.17
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.74	1.18	***	-.49
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.65	2.29	***	-.37
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.36	1.15	***	-.88
CAT Total Score						12.67	19.04	***	-1.19

^a. * p<.05 **p<.01 ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

^b. Mean difference divided by pooled group standard deviation.
(0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.