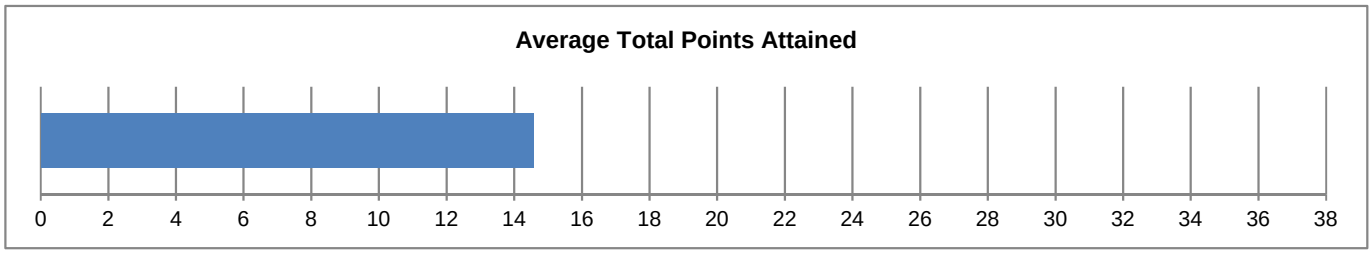
Sam Houston State University

CAT Institutional Report

August 2018 - College of Fine Arts and Mass Comm.

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - College of Fine Arts and Mass Comm.

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	99	3.00	27.00	14.58	4.29



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	35	35.7%
	Female	63	64.3%
Class Standing	**Freshman**	3	3.0%
	Sophomore	9	9.1%
	Junior	29	29.3%
	Senior	58	58.6%
Class	**Undergraduate**	99	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	26	28.6%
	21-25 years	60	65.9%
	≥ 26 years	5	5.5%

		Freq.	Freq. %
Race**	**White**	74	74.7%
	Black or African American	12	12.1%
	American Indian or Alaska Native	2	2.0%
	Asian	2	2.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	15	15.2%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	77	77.8%
	Very Good	18	18.2%
	Good	4	4.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	25	25.3%
Considered English primary language?	93	93.9%

CAT Breakdown: Frequency of Points Awarded for Each Question

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	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	45	45.5%
		1	54	54.5%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	51	51.5%
		1	31	31.3%
		2	13	13.1%
		3	4	4.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	47	47.5%
		1	30	30.3%
		2	19	19.2%
		3	3	3.0%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	49	49.5%
		1	24	24.2%
		2	20	20.2%
		3	6	6.1%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	26	26.3%
		1	73	73.7%
Q6	Provide alternative explanations for spurious associations.	**0**	19	19.2%
		1	38	38.4%
		2	37	37.4%
		3	5	5.1%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	65	65.7%
		1	33	33.3%
		2	1	1.0%
Q8	Determine whether an invited inference is supported by specific information.	**0**	36	36.4%
		1	63	63.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	41	41.4%
		1	49	49.5%
		2	9	9.1%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	1	1.0%
		1	1	1.0%
		2	10	10.1%
		3	53	53.5%
		4	34	34.3%
Q11	Use and apply relevant information to evaluate a problem.	**0**	32	32.3%
		1	56	56.6%
		2	11	11.1%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	23	23.2%
		1	76	76.8%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	47	47.5%
		1	27	27.3%
		2	18	18.2%
		3	7	7.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	42	42.4%
		1	9	9.1%
		2	2	2.0%
		3	18	18.2%
		4	20	20.2%
		5	8	8.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	62	62.6%
		1	24	24.2%
		2	8	8.1%
		3	5	5.1%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - College of Fine Arts and Mass Comm.

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.	0.55	55%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.70	23%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.78	26%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.83	21%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.74	74%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.28	43%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.35	18%
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	64%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.68	34%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.19	80%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	39%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	77%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.85	28%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.89	38%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	19%
					CAT Total Score	14.58	38%

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: August 2018 - College of Fine Arts and Mass Comm.

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.	0.55	0.67	**	-.26
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.70	1.21	***	-.51
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.78	1.35	***	-.60
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.83	1.41	***	-.52
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.74	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.28	1.56	**	-.33
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.35	0.82	***	-.78
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.68	0.93	***	-.37
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.19	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	1.11	***	-.51
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.85	1.18	**	-.33
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.89	2.29	*	-.22
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	1.15	***	-.62
					CAT Total Score	14.58	19.04	***	-.85

[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.