

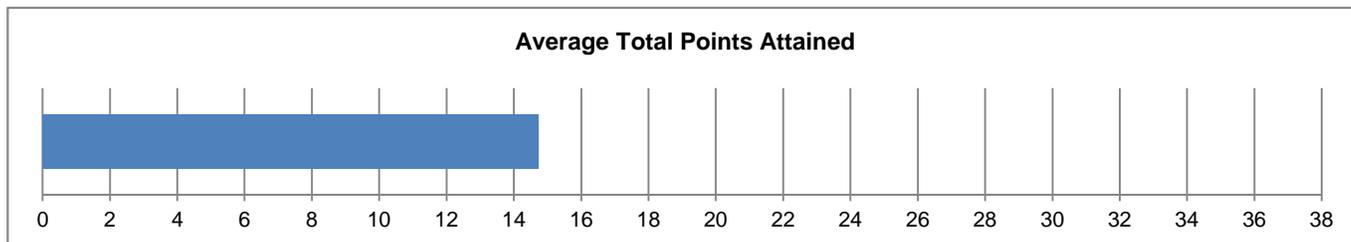
Sam Houston State University

**CAT Institutional Report**

August 2016 - College of Humanities and Social Sciences

**CAT Overview: Descriptive Statistics for CAT Total Score**  
**Sam Houston State University: August 2016 - College of Humanities and Social Sciences**

	<b>N</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev</b>
<b>CAT Total Score</b>	114	3.00	30.00	14.75	6.21



**CAT Demographics: Descriptive Statistics for Sample**

		<b>Freq.</b>	<b>Freq. %</b>
Gender	Male	38	33.9%
	Female	74	66.1%
Class Standing	Freshman	0	0.0%
	Sophomore	6	5.4%
	Junior	31	27.7%
	Senior	75	67.0%
Class	Undergraduate	105	100.0%
	Graduate	0	0.0%
Age	≤ 20 years	16	14.2%
	21-25 years	90	79.6%
	≥ 26 years	7	6.2%

		<b>Freq.</b>	<b>Freq. %</b>
Race**	White	70	61.4%
	Black or African American	29	25.4%
	American Indian or Alaska Native	4	3.5%
	Asian	3	2.6%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	11	9.6%

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

		<b>Freq.</b>	<b>Freq. %</b>
Proficiency with the English Language*	Excellent	86	75.4%
	Very Good	21	18.4%
	Good	7	6.1%
	Fair	0	0.0%
	Poor	0	0.0%

\* Self-rated

	<b>Freq.</b>	<b>Freq. %</b>
Spanish/Hispanic/Latino Ethnicity	21	18.4%
Considered English primary language?	110	96.5%

## CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2016 - College of Humanities and Social Sciences

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	31	27.2%
		1	83	72.8%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	42	36.8%
		1	34	29.8%
		2	22	19.3%
		3	16	14.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	57	50.0%
		1	27	23.7%
		2	21	18.4%
		3	9	7.9%
Q4	Identify additional information needed to evaluate a hypothesis.	0	57	50.0%
		1	30	26.3%
		2	18	15.8%
		3	5	4.4%
		4	4	3.5%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	32	28.3%
		1	81	71.7%
Q6	Provide alternative explanations for spurious associations.	0	20	17.5%
		1	39	34.2%
		2	46	40.4%
		3	9	7.9%
Q7	Identify additional information needed to evaluate a hypothesis.	0	80	70.2%
		1	29	25.4%
		2	5	4.4%
Q8	Determine whether an invited inference is supported by specific information.	0	47	41.2%
		1	67	58.8%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	61	53.5%
		1	40	35.1%
		2	13	11.4%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	4	3.5%
		1	5	4.4%
		2	25	21.9%
		3	38	33.3%
		4	42	36.8%
Q11	Use and apply relevant information to evaluate a problem.	0	50	43.9%
		1	51	44.7%
		2	13	11.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	36	31.6%
		1	78	68.4%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	48	42.5%
		1	35	31.0%
		2	16	14.2%
		3	14	12.4%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	47	41.2%
		1	18	15.8%
		2	5	4.4%
		3	11	9.6%
		4	23	20.2%
		5	10	8.8%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	72	63.2%
		1	24	21.1%
		2	14	12.3%
		3	4	3.5%

## Institutional/Departmental Profile

Sam Houston State University: August 2016 - College of Humanities and Social Sciences

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.	0.73	73%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.11	37%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.84	28%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.85	21%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.72	72%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.39	46%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.34	17%
X				Q8	Determine whether an invited inference is supported by specific information.	0.59	59%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.58	29%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.96	74%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.68	34%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.68	68%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.96	32%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.78	36%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	19%
<b>CAT Total Score</b>						<b>14.75</b>	<b>39%</b>

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 2016 - College of Humanities and Social Sciences

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National		
						Mean	Mean	Probability of difference <sup>a</sup>	Effect Size <sup>b</sup>
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.73	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.11	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.84	1.35	***	-.50
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.85	1.41	***	-.48
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.72	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.39	1.56	*	-.20
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.34	0.82	***	-.77
X				Q8	Determine whether an invited inference is supported by specific information.	0.59	0.68	*	-.20
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.58	0.93	***	-.49
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.96	3.14	*	-.19
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.68	1.11	***	-.66
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.68	0.82	***	-.31
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.96	1.18	*	-.21
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.78	2.29	**	-.28
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	1.15	***	-.61
<b>CAT Total Score</b>						<b>14.75</b>	<b>19.04</b>	<b>***</b>	<b>-.70</b>

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

<sup>b</sup>. 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.