

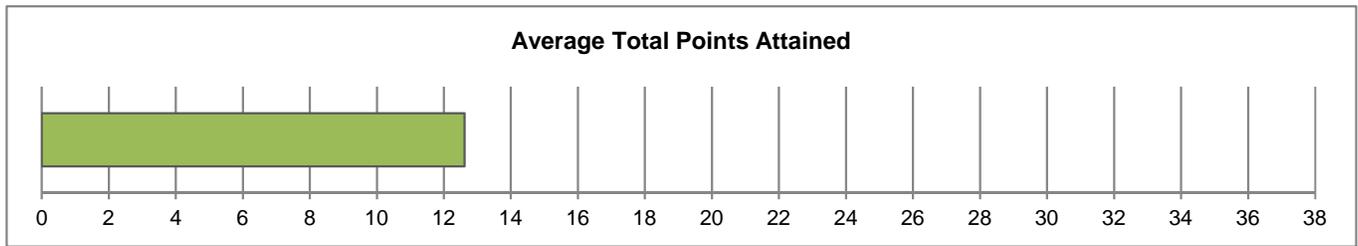
Sam Houston State University

CAT Institutional Report

2019-2020: School of Teaching and Learning (1184)

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: 2019-2020: School of Teaching and Learning (1184)

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	151	3.00	27.00	12.62	4.51



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	Male	19	12.8%
	Female	129	87.2%
Class Standing	Freshman	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	150	100.0%
Class	Undergraduate	150	99.3%
	Graduate	1	0.7%
Age	≤ 20 years	2	1.4%
	21-25 years	122	83.0%
	≥ 26 years	23	15.6%

		Freq.	Freq. %
Race**	White	112	74.2%
	Black or African American	17	11.3%
	American Indian or Alaska Native	4	2.6%
	Asian	1	0.7%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	18	11.9%

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

		Freq.	Freq. %
Proficiency with the English Language*	Excellent	112	74.2%
	Very Good	31	20.5%
	Good	8	5.3%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

		Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity		52	34.4%
Considered English primary language?		132	87.4%

CAT Breakdown: Frequency of Points Awarded for Each Question
Sam Houston State University: 2019-2020: School of Teaching and Learning (1184)

	Skill Assessed by CAT Question	Points	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	71	47.0%
		1	80	53.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	79	52.3%
		1	46	30.5%
		2	17	11.3%
		3	9	6.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	107	70.9%
		1	21	13.9%
		2	21	13.9%
		3	2	1.3%
Q4	Identify additional information needed to evaluate a hypothesis.	0	82	54.3%
		1	47	31.1%
		2	16	10.6%
		3	4	2.6%
		4	2	1.3%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	43	28.5%
		1	108	71.5%
Q6	Provide alternative explanations for spurious associations.	0	31	20.5%
		1	80	53.0%
		2	37	24.5%
		3	3	2.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	118	78.1%
		1	31	20.5%
		2	2	1.3%
Q8	Determine whether an invited inference is supported by specific information.	0	71	47.0%
		1	80	53.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	77	51.0%
		1	66	43.7%
		2	8	5.3%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	1	0.7%
		1	13	8.6%
		2	27	17.9%
		3	64	42.4%
		4	46	30.5%
Q11	Use and apply relevant information to evaluate a problem.	0	61	40.4%
		1	80	53.0%
		2	10	6.6%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	30	19.9%
		1	121	80.1%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	56	37.1%
		1	74	49.0%
		2	14	9.3%
		3	7	4.6%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	67	44.4%
		1	16	10.6%
		2	7	4.6%
		3	19	12.6%
		4	36	23.8%
		5	6	4.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	120	79.5%
		1	25	16.6%
		2	3	2.0%
		3	3	2.0%

Institutional/Departmental Profile

Sam Houston State University: 2019-2020: School of Teaching and Learning (1184)

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.	0.53	53%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.71	24%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.45	15%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.65	16%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.72	72%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.08	36%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.23	12%
X				Q8	Determine whether an invited inference is supported by specific information.	0.53	53%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.54	27%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.93	73%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.66	33%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.80	80%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.81	27%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.73	35%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.27	9%
CAT Total Score						12.62	33%

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

Senior CAT Means Comparison Report

Sam Houston State University: 2019-2020: School of Teaching and Learning (1184)

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National ^a		
						Mean	Mean	Probability of difference ^b	Effect Size ^c
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.53	0.70	***	-.35
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.71	1.20	***	-.49
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.45	1.15	***	-.75
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.65	1.10	***	-.44
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.72	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.08	1.53	***	-.57
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.23	0.56	***	-.59
X				Q8	Determine whether an invited inference is supported by specific information.	0.53	0.66	***	-.27
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.54	0.85	***	-.46
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.93	3.13	*	-.20
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.66	0.95	***	-.45
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.80	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.81	1.10	***	-.31
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.73	2.24	**	-.27
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.27	0.92	***	-.79
CAT Total Score						12.62	17.64	***	-.94

^a. * p<.05 **p<.01 ***p<.001 (2-tailed)

Does not Account for entering ACT/SAT.

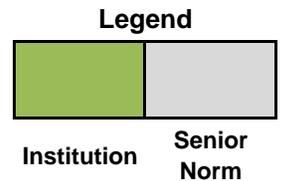
^b. Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

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

Frequency of Points Awarded on the CAT

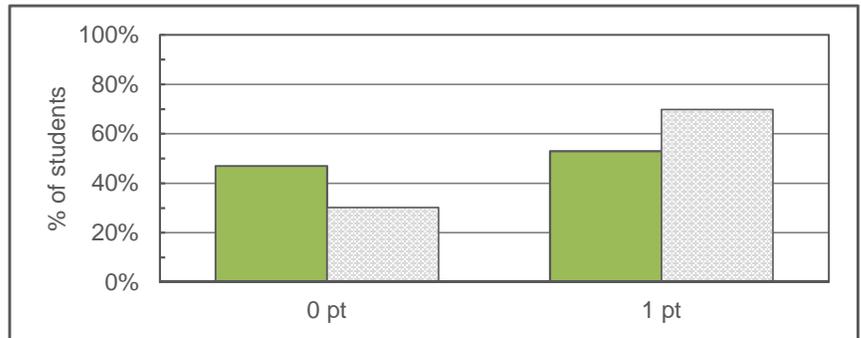
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Questions 1-4 present students with a scenario and graph. In this section of questions, students will be asked to summarize the trend of the graph, evaluate the strength of the graph in supporting an argument, provide potential alternative explanations for the trend of the graph, and identify additional information that would be useful to more fully understand the situation. This set of questions aligns with CAT App Skill Set 1.



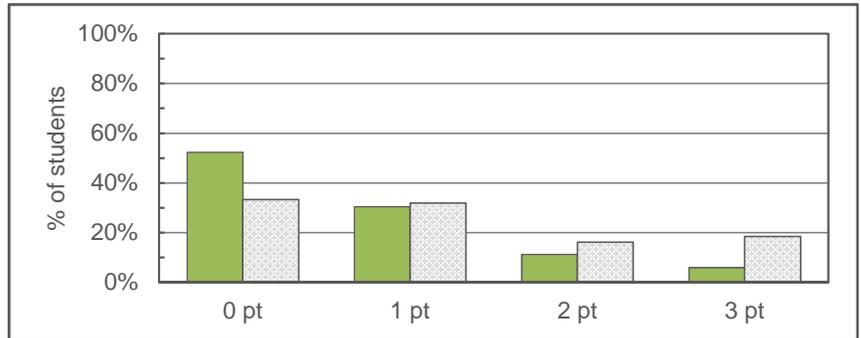
Q1 Summarize the pattern of results in a graph without making inappropriate inferences.

A point is awarded for responses that describe the trend in the graph AND do not attribute the findings to a single cause when there are a variety of potential explanations.



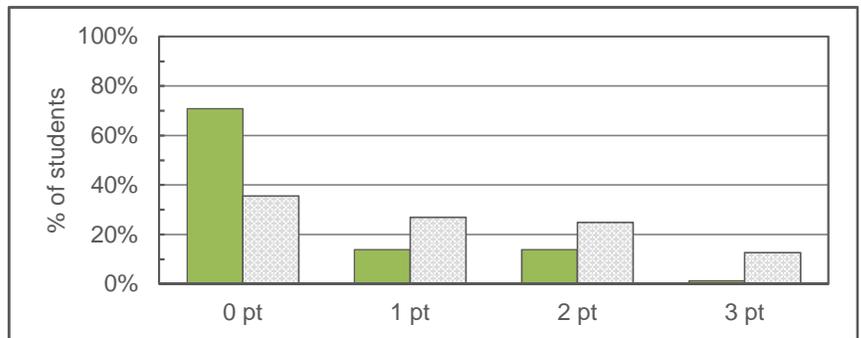
Q2 Evaluate how strongly correlational-type data supports a hypothesis.

Points are awarded for responses that explain the limitations of the correlation observed and the possibility of alternative explanations.



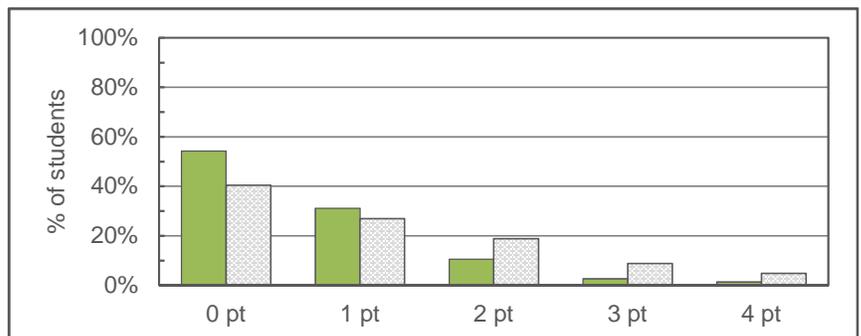
Q3 Provide alternative explanations for a pattern of results that has many possible causes.

Points are awarded for the number of viable alternative explanations provided for the reported findings.



Q4 Identify additional information needed to evaluate a hypothesis.

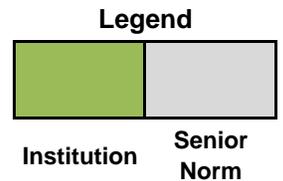
Points are awarded for clearly identifying types of information needed to evaluate competing hypotheses.



Frequency of Points Awarded on the CAT

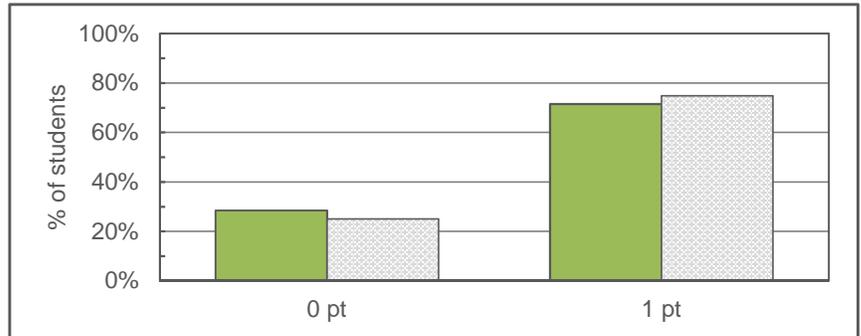
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Questions 5-7 present students with a hypothesis and two pieces of evidence. In this section of questions, students will be asked to evaluate the strength of the evidence in supporting a hypothesis, provide potential alternative explanations for the evidence, and identify additional information that would be useful to more fully evaluate the hypothesis. This set of questions aligns with CAT App Skill Set 1.



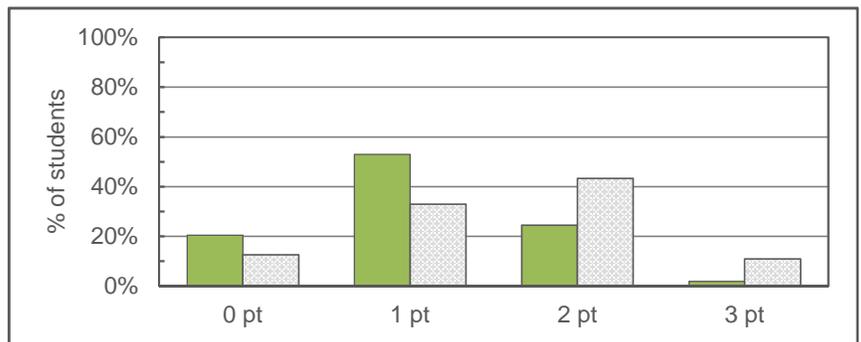
Q5 Evaluate whether spurious information strongly supports a hypothesis.

A point is awarded for recognizing that spurious information does not strongly support a hypothesis.



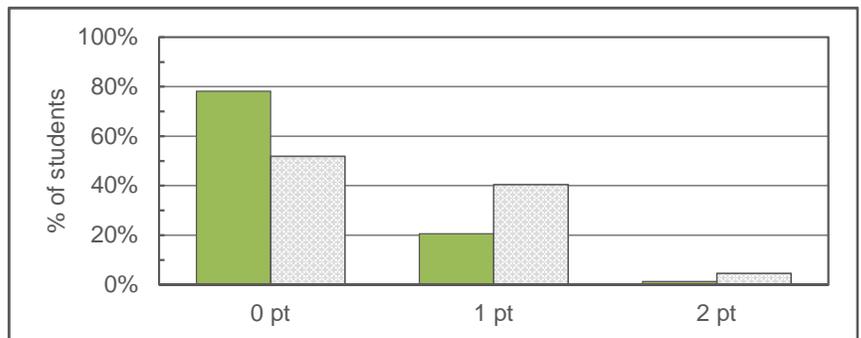
Q6 Provide alternative explanations for spurious associations.

Points are awarded for explaining the spurious nature of the evidence.



Q7 Identify additional information needed to evaluate a hypothesis.

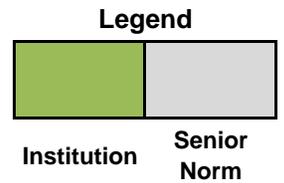
Points are awarded for clearly identifying new information that needs to be obtained to evaluate the hypothesis.



Frequency of Points Awarded on the CAT

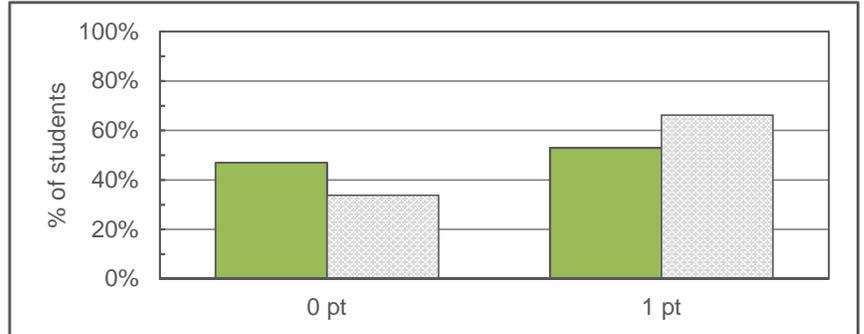
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Questions 8-9 present students with the results of a survey and a corresponding marketing claim. In this section of questions, students will be asked to evaluate whether the marketing claim is supported by the results of the survey and to provide potential alternative explanations for the results of the survey. This set of questions aligns with CAT App Skill Set 1.



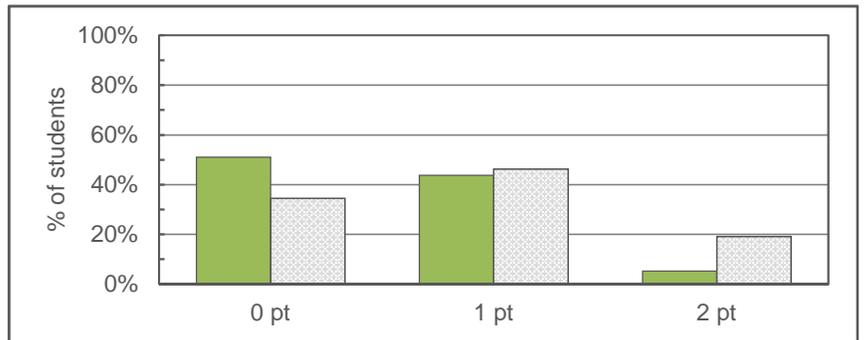
Q8 Determine whether an invited inference is supported by specific information.

A point is awarded for indicating the provided evidence does not strongly support the hypothesis.



Q9 Provide relevant alternative interpretations for a specific set of results.

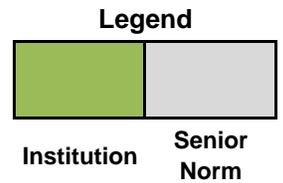
Points are awarded for providing alternative interpretations of the findings.



Frequency of Points Awarded on the CAT

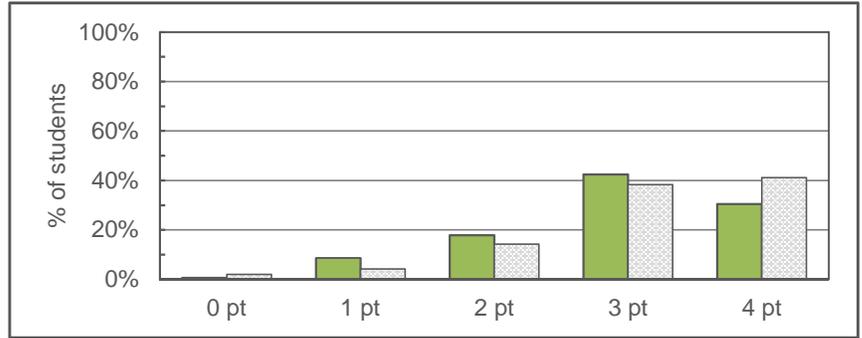
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Questions 10-15 present students with a real-world problem-solving task. In this section of questions, students will be asked to evaluate the relevance of available information, read relevant information, evaluate a suggested solution based on relevant information, solve a basic mathematical problem needed to solve the problem, identify a group of appropriate solutions, identify the best solution for a the problem situation, and identify changes to the problem situation that would change the solution. This set of questions aligns with CAT App Skill Set 2.



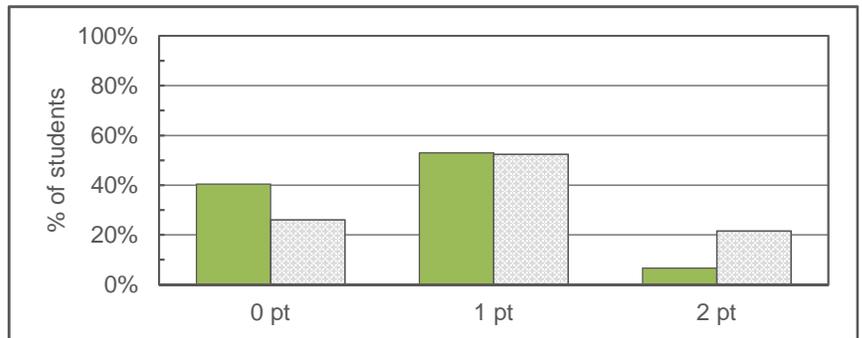
Q10 Separate relevant from irrelevant information when solving a real-world problem.

Points are awarded for correctly identifying information relevant to solving the problem based on the descriptive titles of the available information.



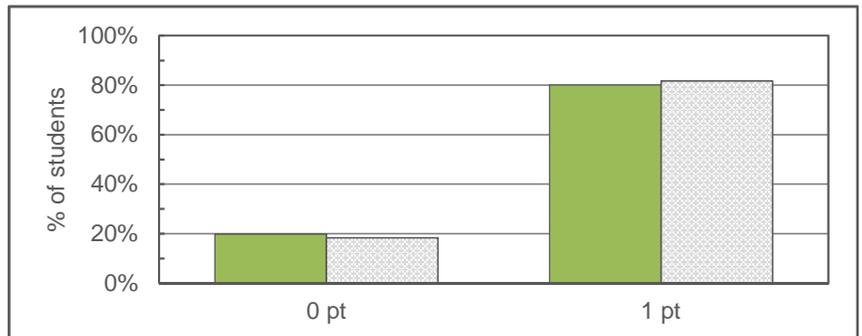
Q11 Use and apply relevant information to evaluate a problem.

Points are awarded for applying relevant information from the additional information to the problem.



Q12 Use basic mathematical skills to help solve a real-world problem.

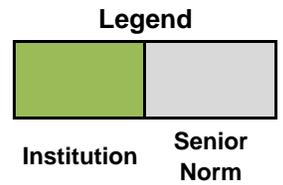
A points is awarded for performing a basic mathematical calculation needed to help solve a real-world problem.



Frequency of Points Awarded on the CAT

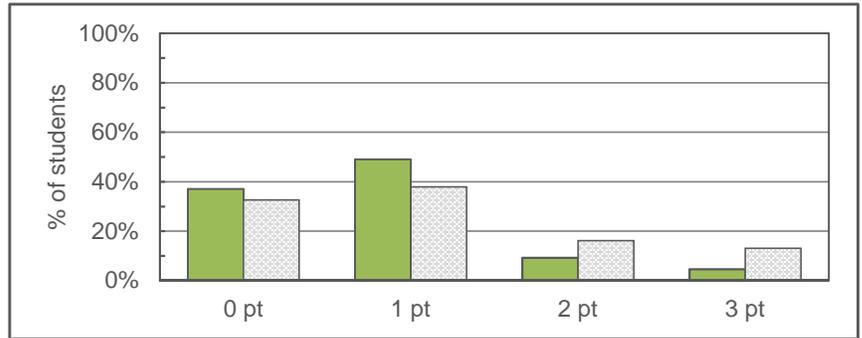
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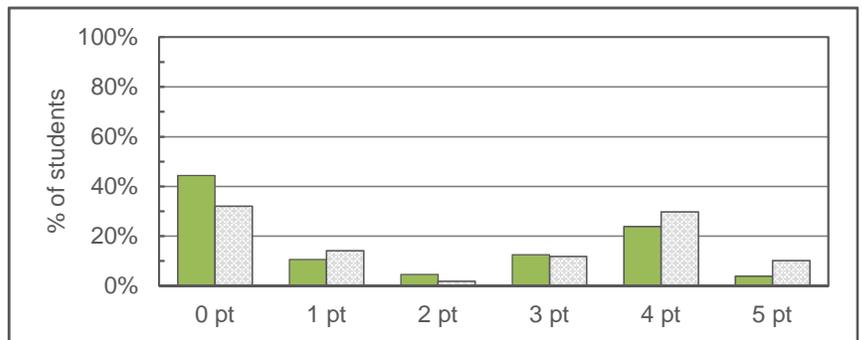
Q13 Identify suitable solutions for a real-world problem using relevant information.

Points are awarded for identifying viable solutions that could solve a real-world problem.



Q14 Identify and explain the best solution for a real-world problem using relevant information.

Points are awarded for identify and explaining the best solution to a real-world problem.



Q15 Explain how changes in a real-world problem situation might affect the solution.

Points are awarded for identifying a number of changes to the real-world problem situation and explaining how the optimal solution would change.

