

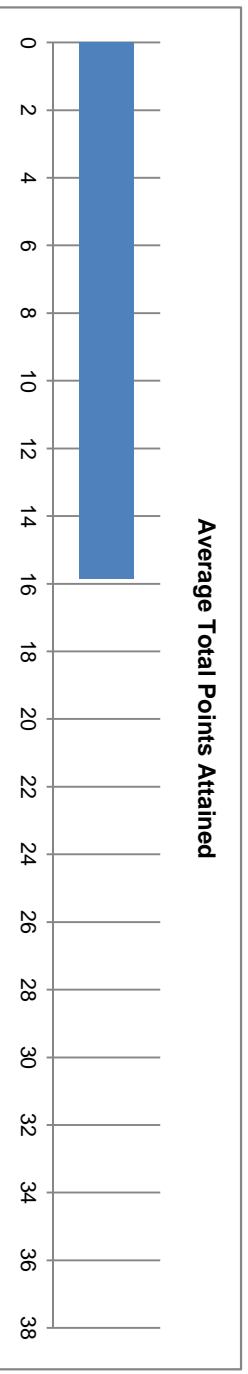
Sam Houston State University

**CAT Institutional Report**

August 2016 - Overall Report

## CAT Overview: Descriptive Statistics for CAT Total Score Sam Houston State University: August 2016 - Overall Report

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	223	3.00	30.00	15.84	6.12



### CAT Demographics: Descriptive Statistics for Sample

	Freq.	Freq. %
Gender	Male	37.1%
	Female	62.9%
Class Standing	Freshman	0.5%
	Sophomore	3.7%
	Junior	26.6%
	Senior	69.3%
Class	Undergraduate	98.6%
	Graduate	1.4%
Age	≤ 20 years	12.4%
	21-25 years	78.8%
	≥ 26 years	8.8%

	Freq.	Freq. %	
Race**	White	158	70.9%
	Black or African American	38	17.0%
	American Indian or Alaska Native	4	1.8%
	Asian	3	1.3%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	23	10.3%

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

	Freq.	Freq. %	
Proficiency with the English Language*	Excellent	173	77.6%
	Very Good	40	17.9%
	Good	9	4.0%
	Fair	1	0.4%
	Poor	0	0.0%

\* Self-rated

	Freq.	Freq. %	
Spanish/Hispanic/Latino Ethnicity		45	20.2%
	Considered English primary language?	216	96.9%

**CAT Breakdown: Frequency of Points Awarded for Each Question**  
**Sam Houston State University: August 2016 - Overall Report**

	<b>Skill Assessed by CAT Question</b>	<b>Points Awarded</b>	<b>Freq.</b>	<b>Freq. %</b>
<b>Q1</b>	Summarize the pattern of results in a graph without making inappropriate inferences.	0	65	29.1%
		1	158	70.9%
<b>Q2</b>	Evaluate how strongly correlational-type data supports a hypothesis.	0	81	36.3%
		1	62	27.8%
		2	43	19.3%
		3	37	16.6%
<b>Q3</b>	Provide alternative explanations for a pattern of results that has many possible causes.	0	95	42.6%
		1	67	30.0%
		2	44	19.7%
		3	17	7.6%
<b>Q4</b>	Identify additional information needed to evaluate a hypothesis.	0	98	43.9%
		1	58	26.0%
		2	42	18.8%
		3	13	5.8%
		4	12	5.4%
<b>Q5</b>	Evaluate whether spurious information strongly supports a hypothesis.	0	61	27.5%
		1	161	72.5%
<b>Q6</b>	Provide alternative explanations for spurious associations.	0	30	13.5%
		1	74	33.2%
		2	90	40.4%
		3	29	13.0%
<b>Q7</b>	Identify additional information needed to evaluate a hypothesis.	0	147	65.9%
		1	64	28.7%
		2	12	5.4%
<b>Q8</b>	Determine whether an invited inference is supported by specific information.	0	85	38.1%
		1	138	61.9%
<b>Q9</b>	Provide relevant alternative interpretations for a specific set of results.	0	114	51.4%
		1	84	37.8%
		2	24	10.8%
<b>Q10</b>	Separate relevant from irrelevant information when solving a real-world problem.	0	6	2.7%
		1	7	3.1%
		2	39	17.5%
		3	88	39.5%
		4	83	37.2%
<b>Q11</b>	Use and apply relevant information to evaluate a problem.	0	91	40.8%
		1	99	44.4%
		2	33	14.8%
<b>Q12</b>	Use basic mathematical skills to help solve a real-world problem.	0	58	26.0%
		1	165	74.0%
<b>Q13</b>	Identify suitable solutions for a real-world problem using relevant information.	0	88	39.8%
		1	74	33.5%
		2	31	14.0%
		3	28	12.7%
<b>Q14</b>	Identify and explain the best solution for a real-world problem using relevant information.	0	77	34.5%
		1	32	14.3%
		2	9	4.0%
		3	27	12.1%
		4	58	26.0%
		5	20	9.0%
<b>Q15</b>	Explain how changes in a real-world problem situation might affect the solution.	0	137	61.4%
		1	54	24.2%
		2	24	10.8%
		3	8	3.6%

## Institutional/Departmental Profile

### Sam Houston State University: August 2016 - Overall Report

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.	0.71	71%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.16	39%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.92	31%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.03	26%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.73	73%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.53	51%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.39	20%
X				Q8	Determine whether an invited inference is supported by specific information.	0.62	62%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	30%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.05	76%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.74	37%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.74	74%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.00	33%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.07	41%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.57	19%
<b>CAT Total Score</b>						<b>15.84</b>	<b>42%</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 - Overall Report

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.	0.71	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.16	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.92	1.35	***	-.43
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.03	1.41	***	-.32
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.73	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.53	1.56		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.39	0.82	***	-.67
X				Q8	Determine whether an invited inference is supported by specific information.	0.62	0.68	*	-.14
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	0.93	***	-.47
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.05	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.74	1.11	***	-.55
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.74	0.82	**	-.19
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.00	1.18	**	-.18
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.07	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.57	1.15	***	-.61
<b>CAT Total Score</b>						<b>15.84</b>	<b>19.04</b>	<b>***</b>	<b>-.53</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.