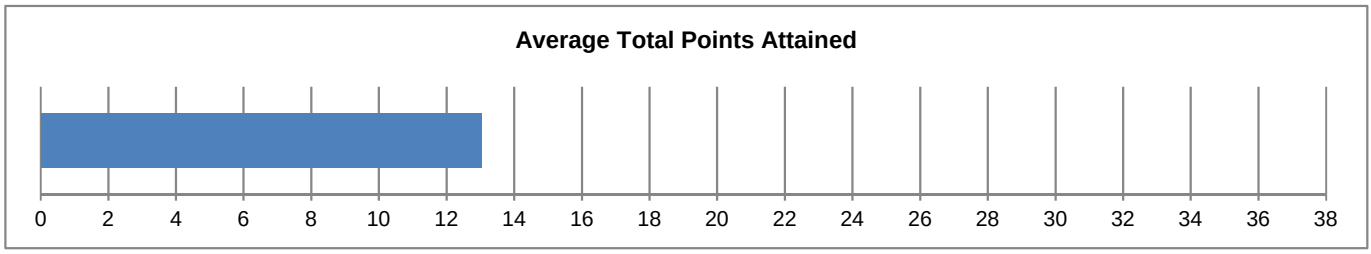
Sam Houston State University

CAT Institutional Report

July 2017 - COBA

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University : July 2017 - COBA

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	336	2.00	26.00	13.04	4.46



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	179	53.9%
	Female	153	46.1%
Class Standing	**Freshman**	1	0.3%
	Sophomore	12	3.6%
	Junior	161	48.1%
	Senior	161	48.1%
Class	**Undergraduate**	332	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	56	17.1%
	21-25 years	240	73.4%
	≥ 26 years	31	9.5%

		Freq.	Freq. %
Race**	**White**	265	78.9%
	Black or African American	160	47.6%
	American Indian or Alaska Native	101	30.1%
	Asian	191	56.8%
	Native Hawaiian or Other Pacific Islander	189	56.3%
	Other Race	181	53.9%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	243	72.5%
	Very Good	66	19.7%
	Good	22	6.6%
	Fair	4	1.2%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	85	25.3%
Considered English primary language?	309	92.0%

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**	132	39.3%
		1	204	60.7%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	150	44.6%
		1	132	39.3%
		2	31	9.2%
		3	23	6.8%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	202	60.1%
		1	68	20.2%
		2	43	12.8%
		3	23	6.8%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	220	65.5%
		1	79	23.5%
		2	30	8.9%
		3	6	1.8%
		4	1	0.3%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	100	29.8%
		1	236	70.2%
Q6	Provide alternative explanations for spurious associations.	**0**	79	23.5%
		1	140	41.7%
		2	110	32.7%
		3	7	2.1%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	242	72.0%
		1	87	25.9%
		2	7	2.1%
Q8	Determine whether an invited inference is supported by specific information.	**0**	160	47.6%
		1	176	52.4%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	187	55.7%
		1	122	36.3%
		2	27	8.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	8	2.4%
		1	16	4.8%
		2	56	16.7%
		3	137	40.8%
		4	119	35.4%
Q11	Use and apply relevant information to evaluate a problem.	**0**	180	53.6%
		1	134	39.9%
		2	22	6.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	74	22.0%
		1	262	78.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	139	41.4%
		1	140	41.7%
		2	43	12.8%
		3	14	4.2%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	137	40.8%
		1	43	12.8%
		2	9	2.7%
		3	62	18.5%
		4	78	23.2%
		5	7	2.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	235	69.9%
		1	63	18.8%
		2	32	9.5%
		3	6	1.8%

Institutional/Departmental Profile

Sam Houston State University : July 2017 - COBA

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.	0.61	61%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.78	26%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.66	22%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.48	12%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.70	70%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.13	38%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.30	15%
X				Q8	Determine whether an invited inference is supported by specific information.	0.52	52%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.52	26%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.02	76%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.53	26%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	78%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.80	27%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.77	35%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.43	14%
					CAT Total Score	13.04	34%

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 - COBA

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.	0.61	0.67	*	-.13
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.78	1.21	***	-.42
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.66	1.35	***	-.69
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.48	1.41	***	-.90
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.70	0.73		
		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.	0.30	0.82	***	-.87
X				Q8	Determine whether an invited inference is supported by specific information.	0.52	0.68	***	-.34
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.52	0.93	***	-.59
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.02	3.14	*	-.13
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.53	1.11	***	-.92
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.80	1.18	***	-.41
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.77	2.29	***	-.30
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.43	1.15	***	-.79
					CAT Total Score	13.04	19.04	***	-1.13

[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.