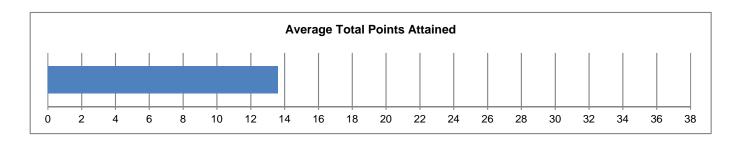
## Sam Houston State University

## **CAT Institutional Report**

August 2018 - College of Criminal Justice

### CAT Overview: Descriptive Statistics for CAT Total Score Sam Houston State University: August 2018 - College of Criminal Justice

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	177	1.00	28.00	13.61	5.28



### **CAT Demographics: Descriptive Statistics for Sample**

		Freq.	Freq. %
Gender	Male	78	44.3%
Gender	Female	98	55.7%
	Freshman	1	0.6%
Class	Sophomore	12	6.8%
Standing	Junior	64	36.4%
	Senior	99	56.3%
Class	Undergraduate	169	100.0%
Class	Graduate	0	0.0%
	≤ 20 years	56	32.6%
Age	21-25 years	100	58.1%
	≥ 26 years	16	9.3%

		Freq.	Freq. %
Proficiency with the English	Excellent	127	72.2%
	Very Good	38	21.6%
	Good	9	5.1%
Language*	Fair	2	1.1%
	Poor	0	0.0%

<sup>\*</sup> Self-rated

		Freq.	Freq. %
	White	114	64.4%
	Black or African American	25	14.1%
Page**	American Indian or Alaska Native	4	2.3%
Race**	Asian	5	2.8%
	Native Hawaiian or Other Pacific Islander	1	0.6%
	Other Race	30	16.9%

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

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	70	39.5%
Considered English primary language?	161	91.0%

# CAT Breakdown: Frequency of Points Awarded for Each Question Sam Houston State University: August 2018 - College of Criminal Justice

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0 1	63 114	35.6% 64.4%
		0	73	41.2%
		1	66	37.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	2	28	15.8%
		3	10	5.6%
		0	99	55.9%
_	Provide alternative explanations for a pattern of results that has many possible	1	47	26.6%
Q3	causes.	2	21	11.9%
		3	10	5.6%
		0	96	54.2%
		1	51	28.8%
Q4	Identify additional information needed to evaluate a hypothesis.	2	14	7.9%
		3	14	7.9%
		4	2	1.1%
05	Evaluate whether enurious information etrangly supports a bypothesis	0	48	27.1%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	1	129	72.9%
		0	39	22.0%
Q6	Provide alternative explanations for spurious associations.	1	76	42.9%
🕨	Provide alternative explanations for spurious associations.	2	51	28.8%
		3	11	6.2%
		0	143	80.8%
Q7	Identify additional information needed to evaluate a hypothesis.	1	31	17.5%
		2	3	1.7%
Q8	Determine whether an invited inference is supported by specific information.	0	84	47.5%
45	Determine whether an invited interest to cappelled by openine intermedial.	1	93	52.5%
		0	96	54.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	1	67	37.9%
		2	14	7.9%
		0	6	3.4%
		1	13	7.3%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	2	34	19.2%
		3	56	31.6%
		4	68	38.4%
Q11	Use and apply relevant information to evaluate a problem.	0	56	31.6%
WII	ose and apply relevant information to evaluate a problem.	1 2	100 21	56.5% 11.9%
		0	61	34.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	1	116	65.5%
		0	77	43.5%
		1	77	43.5%
Q13	Identify suitable solutions for a real-world problem using relevant information.	2	15	8.5%
		3	8	4.5%
		0	70	39.5%
		1	20	11.3%
	Identify and explain the best solution for a real-world problem using relevant	2	5	2.8%
Q14	information.	3	36	20.3%
		4	40	22.6%
		5	6	3.4%
		0	121	68.4%
045	Explain how changes in a real world problem situation might affect the colution	1	27	15.3%
Q15	Explain how changes in a real-world problem situation might affect the solution.	2	23	13.0%
		3	6	3.4%

#### Institutional/Departmental Profile Sam Houston State University: August 2018 - College of Criminal Justice Evaluate Institution/Department Problem Creative Effective and Skill Assessed by CAT Question Thinking Comm. Interpret Solvina Avg. % of Info Mean Attainable Points Q1 Summarize the pattern of results in a graph without making inappropriate inferences. 64% Χ 0.64 Χ Χ Q2 Evaluate how strongly correlational-type data supports a hypothesis. 0.86 29% Provide alternative explanations for a pattern of results that has many possible Q3 Χ Χ 0.67 22% causes. Χ Χ Χ Q4 Identify additional information needed to evaluate a hypothesis. 0.73 18% Χ Q5 Evaluate whether spurious information strongly supports a hypothesis. 0.73 73% Χ Χ Q6 Provide alternative explanations for spurious associations. 1.19 40% Χ Χ Χ Q7 Identify additional information needed to evaluate a hypothesis. 0.21 10% Q8 Х Determine whether an invited inference is supported by specific information. 0.53 53% Χ Χ Q9 27% Provide relevant alternative interpretations for a specific set of results. 0.54 Χ Χ Q10 Separate relevant from irrelevant information when solving a real-world problem. 2.94 74% Χ Χ Χ Q11 Use and apply relevant information to evaluate a problem. 0.80 40% Χ Q12 Use basic mathematical skills to help solve a real-world problem. 0.66 66% Χ Q13 Identify suitable solutions for a real-world problem using relevant information. 25% Χ 0.74 Identify and explain the best solution for a real-world problem using relevant Χ Χ Χ Q14 1.85 37% information. Χ Χ Χ Q15 Explain how changes in a real-world problem situation might affect the solution. 0.52 17% **CAT Total Score** 36% 13.61

#### **Upper Division CAT Means Comparison Report** Sam Houston State University: August 2018 - College of Criminal Justice Evaluate National Institution Creative Effective and Problem Skill Assessed by CAT Question Thinking Comm. Interpret Solvina Probability of Effect Info difference<sup>a</sup> Sizeb Mean Mean Summarize the pattern of results in a graph without making inappropriate Ω1 0.67 Χ 0.64 inferences. \*\*\* Χ Χ Q2 Evaluate how strongly correlational-type data supports a hypothesis. 0.86 1.21 -.35 Provide alternative explanations for a pattern of results that has many possible Q3 \*\*\* Χ Х 0.67 1.35 -.70 causes. \*\*\* Χ Χ Χ Q4 Identify additional information needed to evaluate a hypothesis. 0.73 1.41 -.61 Χ Q5 Evaluate whether spurious information strongly supports a hypothesis. 0.73 0.73 \*\*\* Х Χ Q6 Provide alternative explanations for spurious associations. 1.19 1.56 -.43 \*\*\* Χ Χ Χ Q7 Identify additional information needed to evaluate a hypothesis. 0.21 0.82 -1.06 \*\*\* Χ Q8 Determine whether an invited inference is supported by specific information. 0.53 0.68 -.34 Q9 0.54 \*\*\* Χ Χ Provide relevant alternative interpretations for a specific set of results. 0.93 -.57 Χ Х Q10 Separate relevant from irrelevant information when solving a real-world problem. 2.94 3.14 -.20 \*\*\* Χ Χ Χ Q11 Use and apply relevant information to evaluate a problem. 0.80 1.11 -.48 \*\*\* Χ Q12 0.66 0.82 -.37 Use basic mathematical skills to help solve a real-world problem. \*\*\* Q13 Χ Χ Identify suitable solutions for a real-world problem using relevant information. 0.74 1.18 -.48 Identify and explain the best solution for a real-world problem using relevant Χ Χ Q14 1.85 2.29 -.24 Χ information. \*\*\* Χ Χ Χ Q15 Explain how changes in a real-world problem situation might affect the solution. 0.52 1.15 -.66 **CAT Total Score** \*\*\* 13.61 19.04 -.96

(0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

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

<sup>&</sup>lt;sup>b</sup>. Mean difference divided by pooled group standard deviation.

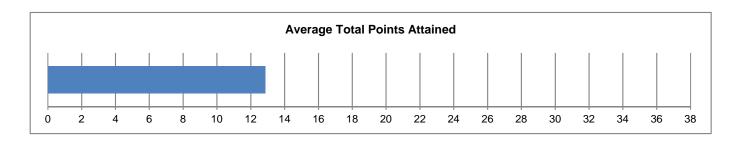
## Sam Houston State University

## **CAT Institutional Report**

August 2018 - COCJ - Criminal Justice & Criminology

### CAT Overview: Descriptive Statistics for CAT Total Score Sam Houston State University: August 2018 - COCJ - Criminal Justice & Criminology

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	122	1.00	28.00	12.85	5.15



### **CAT Demographics: Descriptive Statistics for Sample**

		Freq.	Freq. %
Gender	Male	40	33.1%
Gender	Female	81	66.9%
	Freshman	0	0.0%
Class	Sophomore	5	4.1%
Standing	Junior	47	38.8%
	Senior	69	57.0%
Class	Undergraduate	115	100.0%
Class	Graduate	0	0.0%
	≤ 20 years	36	30.3%
Age	21-25 years	71	59.7%
	≥ 26 years	12	10.1%

		Freq.	Freq. %
Proficiency with the English	Excellent	86	71.1%
	Very Good	28	23.1%
	Good	6	5.0%
Language*	Fair	1	0.8%
	Poor	0	0.0%

<sup>\*</sup> Self-rated

		Freq.	Freq. %
D**	White	78	63.9%
	Black or African American	22	18.0%
	American Indian or Alaska Native	2	1.6%
Race**	Asian	3	2.5%
	Native Hawaiian or Other Pacific Islander	1	0.8%
	Other Race	21	17.2%

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

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	47	38.5%
Considered English primary language?	109	89.3%

# CAT Breakdown: Frequency of Points Awarded for Each Question Sam Houston State University: August 2018 - COCJ - Criminal Justice & Criminology

Summarize the pattern of results in a graph without making inappropriate inferences.		Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Case   Provide alternative explanations for a pattern of results that has many possible   1   32   26.2%	Q1	Summarize the pattern of results in a graph without making inappropriate inferences.			
22   Evaluate how strongly correlational-type data supports a hypothesis.					
2					
Provide alternative explanations for a pattern of results that has many possible causes.   1   32   26.3%	Q2	Evaluate how strongly correlational-type data supports a hypothesis.			
Provide alternative explanations for a pattern of results that has many possible causes.   1   32   26.2%   32   26.2%   33   4   33.3%   34   33.3%   34   33.3%   34   33.3%   35.27.0%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   4   1   0.8%   36   4.9%   36   4.0%   36				-	
Provide alternative explanations for a pattern of results that has many possible causes.    1					
Causes. 2 1 3 10.7% 3 4 3.3% 4 3.3% 4 3.3% 4 3.3% 4 3.3% 4 3.3% 4 3.3% 4 3.3% 5 72 59.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 33 0.27.0% 1 1 1 33 0.27.0% 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Describe of the most in a symbol partial of the symbol state of th			
A	Q3				
Q4   Identify additional information needed to evaluate a hypothesis.   1   33   27.0%   1   33   27.0%   1   33   27.0%   1   33   27.0%   1   33   27.0%   1   33   27.0%   1   27.0%   1   22.1%   1   22.5%   1   28.6%   29.5%   1   28.6%   29.5%   1   22.1%   1   22.1%   1   23.6%   1   22.1%   1   22.1%   1   23.6%   1   22.1%   1   23.6%   1   22.1%   1   23.6%   1   22.1%   1   23.6%   1   23		causes.			
Identify additional information needed to evaluate a hypothesis.   1   33   27.0%					
A			_	-	
Q5   Evaluate whether spurious information strongly supports a hypothesis.   0   36   29.5%	04	Identify additional information peeded to avaluate a hypothesis			
Q5   Evaluate whether spurious information strongly supports a hypothesis.	Q4	identify additional information needed to evaluate a hypothesis.			
Q5   Evaluate whether spurious information strongly supports a hypothesis.   0   36   29.5%   1   86   70.5%   1   86   70.5%   1   86   70.5%   1   51   41.8%   36   29.5%   37   29.5%   37   29.5%   37   29.5%   37   29.5%   37   29.5%   3					
A   S   Evaluate whether spurious information strongly supports a hypothesis.   1   86   70.5%					
Provide alternative explanations for spurious associations.   1   51   41.8%   1.8%   2.2   36   29.5%   3   8   6.6%   3   8   8   8   8   8   8   8   8   8	Q5	Evaluate whether spurious information strongly supports a hypothesis.			
Provide alternative explanations for spurious associations.   1   51   41.8%   2   36   29.5%   36   29.5%   36   66%   36   39.5%   38   6.6%   38   38   38   38   38   38   38   3					
Provide alternative explanations for spurious associations.   2   36   29.5%   8   6.6%   98   80.3%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   1.6%   1   22   18.0%   2   2   2   1.6%   1   2   2   2   1.6%   1   2   2   2   2   2   2   2   2   2			_		
A	Q6	Provide alternative explanations for spurious associations.			
Q7   Identify additional information needed to evaluate a hypothesis.					
Q7   Identify additional information needed to evaluate a hypothesis.					
Q8   Determine whether an invited inference is supported by specific information.   0   60   49.2%   62   50.8%   62   50.8%   62   50.8%   62   50.8%   63   53.3%   64   40.2%   7   5.7%   7   5.	07	Identify additional information peopled to avaluate a hypothesis			
Q8         Determine whether an invited inference is supported by specific information.         0         60         49.2%           Q9         Provide relevant alternative interpretations for a specific set of results.         0         65         53.3%           Q10         Separate relevant from irrelevant information when solving a real-world problem.         0         6         4.9%           Q11         Use and apply relevant information to evaluate a problem.         1         10         8.2%           Q11         Use basic mathematical skills to help solve a real-world problem.         1         70         57.4%           Q12         Use basic mathematical skills to help solve a real-world problem.         0         47         38.5%           Q13         Identify suitable solutions for a real-world problem using relevant information.         1         48         39.3%           Q14         Identify and explain the best solution for a real-world problem using relevant information.         2         11         9.0%           Q14         Identify and explain the best solution for a real-world problem using relevant information.         2         4         3.3%           Q15         Explain how changes in a real-world problem situation might affect the solution.         1         11         11         9.0%           Q15         Explain how changes in a real-w	Q/	identily additional information needed to evaluate a hypothesis.			
Q8   Determine whether an invited inference is supported by specific information.   1   62   50.8%					
Provide relevant alternative interpretations for a specific set of results.	Q8	Determine whether an invited inference is supported by specific information.		-	
Provide relevant alternative interpretations for a specific set of results.					
Q10   Separate relevant from irrelevant information when solving a real-world problem.   1   10   8.2%   22   18.0%   3   41   33.5%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   43   35.2%   4   33.5%   4   43   35.2%   13   10.7%   2   13   10.7%   2   13   10.7%   38.5%   4   38.5%   4   38.5%   4   38.5%   4   39.3%   1   48	00	Drawida valavant alternativa internantationa for a marific act of results	-		
Q10   Separate relevant from irrelevant information when solving a real-world problem.   1   10   8.2%   22   18.0%   3   41   33.6%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   43   35.2%   44   33.6%   43   35.2%   44   33.6%   43   35.2%   44   33.6%   43   35.2%   44   33.5%   44   33.5%   45   35.2%   47   38.5%   47   38.5%   47   38.5%   47   38.5%   48   39.3%	Q9	Provide relevant alternative interpretations for a specific set of results.			
Separate relevant from irrelevant information when solving a real-world problem.   1					
Q10       Separate relevant from irrelevant information when solving a real-world problem.       2       22       18.0%         3       41       33.6%       4       43       35.2%         Q11       Use and apply relevant information to evaluate a problem.       0       39       32.0%         Q12       Use basic mathematical skills to help solve a real-world problem.       0       47       38.5%         Q13       Identify suitable solutions for a real-world problem using relevant information.       1       75       61.5%         Q14       Identify and explain the best solution for a real-world problem using relevant information.       1       48       39.3%         Q14       Identify and explain the best solution for a real-world problem using relevant information.       2       4       3.3%         Q14       Identify and explain the best solution for a real-world problem using relevant information.       2       4       3.3%         Q15       Explain how changes in a real-world problem situation might affect the solution.       1       17       13.9%         Q15       Explain how changes in a real-world problem situation might affect the solution.       1       17       13.9%					
Q11   Use and apply relevant information to evaluate a problem.	010	Separate relevant from irrelevant information when solving a real-world problem			
Q11   Use and apply relevant information to evaluate a problem.	QIU	Separate relevant from melevant information when solving a real-world problem.			
Q11   Use and apply relevant information to evaluate a problem.					
Q11       Use and apply relevant information to evaluate a problem.       1       70       57.4%         Q12       Use basic mathematical skills to help solve a real-world problem.       0       47       38.5%         Q13       Identify suitable solutions for a real-world problem using relevant information.       1       48       39.3%         Q14       Identify and explain the best solution for a real-world problem using relevant information.       0       55       45.1%         Q14       Identify and explain the best solution for a real-world problem using relevant information.       2       4       3.3%         Q15       Explain how changes in a real-world problem situation might affect the solution.       0       87       71.3%         Q15       Explain how changes in a real-world problem situation might affect the solution.       1       17       13.9%					
Q12   Use basic mathematical skills to help solve a real-world problem.	011	Use and apply relevant information to evaluate a problem			
Q12       Use basic mathematical skills to help solve a real-world problem.       0       47       38.5%         Q13       Identify suitable solutions for a real-world problem using relevant information.       0       59       48.4%         Q14       1       48       39.3%         1       1       9.0%         3       4       3.3%         1       11       9.0%         3       4       3.3%         1       11       9.0%         1       11       9.0%         2       4       3.3%         3       23       18.9%         4       26       21.3%         5       3       2.5%         0       87       71.3%         1       17       13.9%         2       17       13.9%	Q I I	Ose and apply relevant information to evaluate a problem.			
Q13   Identify suitable solutions for a real-world problem using relevant information.   1   75   61.5%					
Q13   Identify suitable solutions for a real-world problem using relevant information.	Q12	Use basic mathematical skills to help solve a real-world problem.			
Q13   Identify suitable solutions for a real-world problem using relevant information.					
Page 13   Identify suitable solutions for a real-world problem using relevant information.   2   11   9.0%   3   4   3.3%					
Residue   Continue	Q13	Identify suitable solutions for a real-world problem using relevant information.			
Register of the latest solution for a real-world problem using relevant information.   1					
Identify and explain the best solution for a real-world problem using relevant information.					
Identify and explain the best solution for a real-world problem using relevant information.					
Information.   3   23   18.9%   4   26   21.3%   5   3   2.5%		Identify and explain the best solution for a real-world problem using relevant			
Q15       Explain how changes in a real-world problem situation might affect the solution.       4 26 21.3% 2.5% 3	Q14				
Q15       Explain how changes in a real-world problem situation might affect the solution.       5       3       2.5%         0       87       71.3%         1       17       13.9%         1       17       13.9%         1       17       13.9%					
Part of the solution of the so					
Q15 Explain how changes in a real-world problem situation might affect the solution.  1 17 13.9% 17 13.9%					
Explain how changes in a real-world problem situation might affect the solution.  2 17 13.9%					
	Q15	Explain how changes in a real-world problem situation might affect the solution.			
				1	0.8%

#### Institutional/Departmental Profile Sam Houston State University: August 2018 - COCJ - Criminal Justice & Criminology Institution/Department Evaluate Problem Creative Effective and Skill Assessed by CAT Question Comm. Interpret Solvina Thinking Avg. % of Info Mean Attainable Points Q1 Summarize the pattern of results in a graph without making inappropriate inferences. 63% Χ 0.63 Χ Χ Q2 Evaluate how strongly correlational-type data supports a hypothesis. 0.80 27% Provide alternative explanations for a pattern of results that has many possible Q3 Χ Χ 0.58 19% causes. Χ Χ Χ Q4 Identify additional information needed to evaluate a hypothesis. 0.61 15% Χ Q5 Evaluate whether spurious information strongly supports a hypothesis. 0.70 70% Χ Χ Q6 Provide alternative explanations for spurious associations. 1.20 40% Χ Χ Χ Q7 Identify additional information needed to evaluate a hypothesis. 0.21 11% Q8 Х Determine whether an invited inference is supported by specific information. 0.51 51% Χ Χ Q9 26% Provide relevant alternative interpretations for a specific set of results. 0.52 Χ Χ Q10 Separate relevant from irrelevant information when solving a real-world problem. 2.86 72% Χ Χ Χ Q11 Use and apply relevant information to evaluate a problem. 0.79 39% 61% Χ Q12 Use basic mathematical skills to help solve a real-world problem. 0.61 Χ Q13 22% Χ Identify suitable solutions for a real-world problem using relevant information. 0.67 Identify and explain the best solution for a real-world problem using relevant Χ Χ Χ Q14 1.70 34% information. Χ Χ Χ Q15 Explain how changes in a real-world problem situation might affect the solution. 0.45 15% **CAT Total Score** 12.85 34%

#### **Upper Division CAT Means Comparison Report** Sam Houston State University: August 2018 - COCJ - Criminal Justice & Criminology National Evaluate Institution Creative Effective and Problem Skill Assessed by CAT Question Comm. Interpret Solvina Thinking Probability of Effect Info difference<sup>a</sup> Sizeb Mean Mean Summarize the pattern of results in a graph without making inappropriate Ω1 0.67 Χ 0.63 inferences. \*\*\* Χ Χ Q2 Evaluate how strongly correlational-type data supports a hypothesis. 0.80 1.21 -.42 Provide alternative explanations for a pattern of results that has many possible Q3 \*\*\* Χ Х 0.58 1.35 -.82 causes. \*\*\* Χ Χ Χ Q4 Identify additional information needed to evaluate a hypothesis. 0.61 1.41 -.73 Χ Q5 Evaluate whether spurious information strongly supports a hypothesis. 0.70 0.73 Х Χ Q6 Provide alternative explanations for spurious associations. 1.20 1.56 -.42 \*\*\* Χ Χ Χ Q7 Identify additional information needed to evaluate a hypothesis. 0.21 0.82 -1.05 \*\*\* Χ Q8 Determine whether an invited inference is supported by specific information. 0.51 0.68 -.38 Q9 0.52 \*\*\* Χ Χ Provide relevant alternative interpretations for a specific set of results. 0.93 -.60 Χ Х Q10 Separate relevant from irrelevant information when solving a real-world problem. 2.86 3.14 -.27 \*\*\* Χ Χ Χ Q11 Use and apply relevant information to evaluate a problem. 0.79 1.11 -.51 Χ Q12 0.61 0.82 Use basic mathematical skills to help solve a real-world problem. -.46 Χ Χ Q13 Identify suitable solutions for a real-world problem using relevant information. 0.67 1.18 -.56 Identify and explain the best solution for a real-world problem using relevant \*\*\* Χ Χ Q14 1.70 2.29 -.33 Χ information. \*\*\* Χ Χ Χ Q15 Explain how changes in a real-world problem situation might affect the solution. 0.45 1.15 -.76 **CAT Total Score** \*\*\* 12.85 19.04 -1.10

(0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

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

<sup>&</sup>lt;sup>b</sup>. Mean difference divided by pooled group standard deviation.