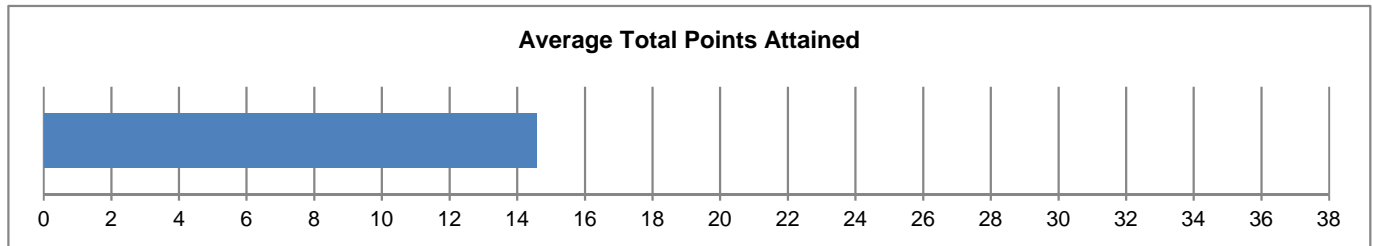# Sam Houston State University

CAT Institutional Report

August 2018 - College of Fine Arts and Mass Comm.

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - College of Fine Arts and Mass Comm.

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	99	3.00	27.00	14.58	4.29

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	35	35.7%
	Female	63	64.3%
Class Standing	**Freshman**	3	3.0%
	Sophomore	9	9.1%
	Junior	29	29.3%
	Senior	58	58.6%
Class	**Undergraduate**	99	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	26	28.6%
	21-25 years	60	65.9%
	≥ 26 years	5	5.5%

		Freq.	Freq. %
Race**	**White**	74	74.7%
	Black or African American	12	12.1%
	American Indian or Alaska Native	2	2.0%
	Asian	2	2.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	15	15.2%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	77	77.8%
	Very Good	18	18.2%
	Good	4	4.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	25	25.3%
Considered English primary language?	93	93.9%

CAT Breakdown: Frequency of Points Awarded for Each Question
Sam Houston State University: August 2018 - College of Fine Arts and Mass Comm.

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	45	45.5%
		1	54	54.5%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	51	51.5%
		1	31	31.3%
		2	13	13.1%
		3	4	4.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	47	47.5%
		1	30	30.3%
		2	19	19.2%
		3	3	3.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	49	49.5%
		1	24	24.2%
		2	20	20.2%
		3	6	6.1%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	26	26.3%
		1	73	73.7%
Q6	Provide alternative explanations for spurious associations.	0	19	19.2%
		1	38	38.4%
		2	37	37.4%
		3	5	5.1%
Q7	Identify additional information needed to evaluate a hypothesis.	0	65	65.7%
		1	33	33.3%
		2	1	1.0%
Q8	Determine whether an invited inference is supported by specific information.	0	36	36.4%
		1	63	63.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	41	41.4%
		1	49	49.5%
		2	9	9.1%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	1	1.0%
		1	1	1.0%
		2	10	10.1%
		3	53	53.5%
		4	34	34.3%
Q11	Use and apply relevant information to evaluate a problem.	0	32	32.3%
		1	56	56.6%
		2	11	11.1%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	23	23.2%
		1	76	76.8%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	47	47.5%
		1	27	27.3%
		2	18	18.2%
		3	7	7.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	42	42.4%
		1	9	9.1%
		2	2	2.0%
		3	18	18.2%
		4	20	20.2%
		5	8	8.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	62	62.6%
		1	24	24.2%
		2	8	8.1%
		3	5	5.1%

					Institutional/Departmental Profile		
					Sam Houston State University: August 2018 - College of Fine Arts and Mass Comm.		
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.	0.55	55%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.70	23%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.78	26%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.83	21%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.74	74%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.28	43%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.35	18%
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	64%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.68	34%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.19	80%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	39%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	77%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.85	28%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.89	38%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	19%
					CAT Total Score	14.58	38%

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 2018 - College of Fine Arts and Mass Comm.

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.55	0.67	**	-.26
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.70	1.21	***	-.51
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.78	1.35	***	-.60
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.83	1.41	***	-.52
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.74	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.28	1.56	**	-.33
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.35	0.82	***	-.78
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.68	0.93	***	-.37
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.19	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	1.11	***	-.51
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.85	1.18	**	-.33
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.89	2.29	*	-.22
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	1.15	***	-.62
					CAT Total Score	14.58	19.04	***	-.85

[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.
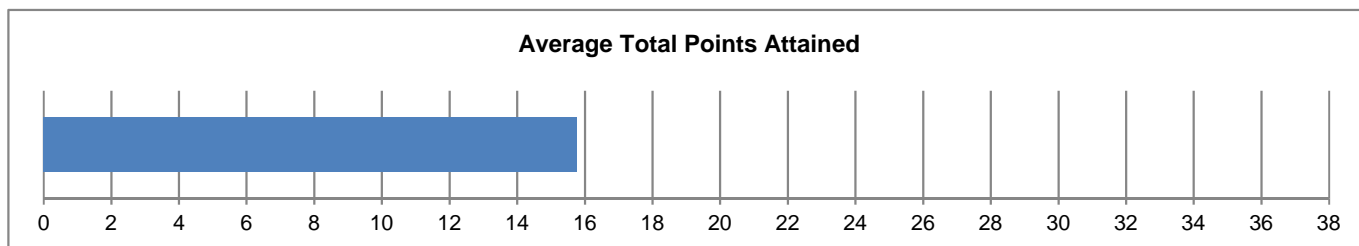
Sam Houston State University

CAT Institutional Report

August 2018 - COFAMC - Music

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COFAMC - Music

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	13	12.00	21.00	15.77	2.68

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	7	53.8%
	Female	6	46.2%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	7	53.8%
	Senior	6	46.2%
Class	**Undergraduate**	13	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	4	30.8%
	21-25 years	7	53.8%
	≥ 26 years	2	15.4%

		Freq.	Freq. %
Race**	**White**	9	69.2%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	1	7.7%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	3	23.1%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	10	76.9%
	Very Good	1	7.7%
	Good	2	15.4%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	4	30.8%
Considered English primary language?	12	92.3%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COFAMC - Music

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	6	46.2%
		1	7	53.8%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	6	46.2%
		1	5	38.5%
		2	2	15.4%
		3	0	0.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	8	61.5%
		1	4	30.8%
		2	0	0.0%
		3	1	7.7%
Q4	Identify additional information needed to evaluate a hypothesis.	0	7	53.8%
		1	3	23.1%
		2	2	15.4%
		3	1	7.7%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	3	23.1%
		1	10	76.9%
Q6	Provide alternative explanations for spurious associations.	0	2	15.4%
		1	6	46.2%
		2	3	23.1%
		3	2	15.4%
Q7	Identify additional information needed to evaluate a hypothesis.	0	9	69.2%
		1	4	30.8%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	3	23.1%
		1	10	76.9%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	5	38.5%
		1	6	46.2%
		2	2	15.4%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	1	7.7%
		3	9	69.2%
		4	3	23.1%
Q11	Use and apply relevant information to evaluate a problem.	0	5	38.5%
		1	7	53.8%
		2	1	7.7%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	3	23.1%
		1	10	76.9%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	4	30.8%
		1	2	15.4%
		2	5	38.5%
		3	2	15.4%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	2	15.4%
		1	4	30.8%
		2	0	0.0%
		3	2	15.4%
		4	3	23.1%
		5	2	15.4%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	7	53.8%
		1	3	23.1%
		2	2	15.4%
		3	1	7.7%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COFAMC - Music

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.	0.54	54%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.69	23%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.54	18%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.77	19%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	77%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.38	46%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.31	15%
X				Q8	Determine whether an invited inference is supported by specific information.	0.77	77%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.77	38%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.15	79%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.69	35%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	77%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.38	46%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.46	49%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.77	26%
					CAT Total Score	15.77	41%

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 2018 - COFAMC - Music

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.69	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.54	1.35	*	-.84
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.77	1.41		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.38	1.56		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.31	0.82	*	-.87
X				Q8	Determine whether an invited inference is supported by specific information.	0.77	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.77	0.93		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.15	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.69	1.11	*	-.66
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.77	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.38	1.18		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.46	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.77	1.15		
					CAT Total Score	15.77	19.04		

[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.
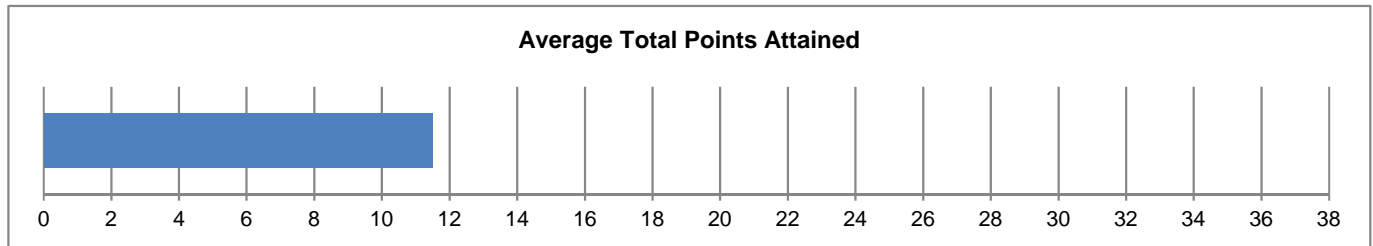
Sam Houston State University

CAT Institutional Report

August 2018 - COFAMC - Mass Comm.

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COFAMC - Mass Comm.

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	12	3.00	19.00	11.50	4.58

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	5	41.7%
	Female	7	58.3%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	3	25.0%
	Senior	9	75.0%
Class	**Undergraduate**	12	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	2	16.7%
	21-25 years	10	83.3%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	9	75.0%
	Black or African American	3	25.0%
	American Indian or Alaska Native	0	0.0%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	1	8.3%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	9	75.0%
	Very Good	1	8.3%
	Good	2	16.7%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	1	8.3%
Considered English primary language?	12	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COFAMC - Mass Comm.

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	6	50.0%
		1	6	50.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	5	41.7%
		1	5	41.7%
		2	2	16.7%
		3	0	0.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	6	50.0%
		1	4	33.3%
		2	2	16.7%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	9	75.0%
		1	0	0.0%
		2	3	25.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	6	50.0%
		1	6	50.0%
Q6	Provide alternative explanations for spurious associations.	0	5	41.7%
		1	5	41.7%
		2	2	16.7%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	9	75.0%
		1	2	16.7%
		2	1	8.3%
Q8	Determine whether an invited inference is supported by specific information.	0	6	50.0%
		1	6	50.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	6	50.0%
		1	5	41.7%
		2	1	8.3%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	1	8.3%
		1	0	0.0%
		2	2	16.7%
		3	4	33.3%
		4	5	41.7%
Q11	Use and apply relevant information to evaluate a problem.	0	2	16.7%
		1	10	83.3%
		2	0	0.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	4	33.3%
		1	8	66.7%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	7	58.3%
		1	4	33.3%
		2	1	8.3%
		3	0	0.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	8	66.7%
		1	0	0.0%
		2	0	0.0%
		3	3	25.0%
		4	1	8.3%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	9	75.0%
		1	2	16.7%
		2	1	8.3%
		3	0	0.0%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COFAMC - Mass Comm.

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.	0.50	50%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.75	25%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.67	22%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.50	13%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.50	50%
		X	X	Q6	Provide alternative explanations for spurious associations.	0.75	25%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.33	17%
X				Q8	Determine whether an invited inference is supported by specific information.	0.50	50%
		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.	3.00	75%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.83	42%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.67	67%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.50	17%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.08	22%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.33	11%
					CAT Total Score	11.50	30%

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 2018 - COFAMC - Mass Comm.

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.50	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.75	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.67	1.35	*	-.74
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.50	1.41	*	-.83
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.50	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	0.75	1.56	**	-1.00
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.33	0.82	*	-.73
X				Q8	Determine whether an invited inference is supported by specific information.	0.50	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.58	0.93		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.00	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.83	1.11		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.67	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.50	1.18	*	-.78
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.08	2.29	*	-.70
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.33	1.15	*	-.93
					CAT Total Score	11.50	19.04	**	-1.41

[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.
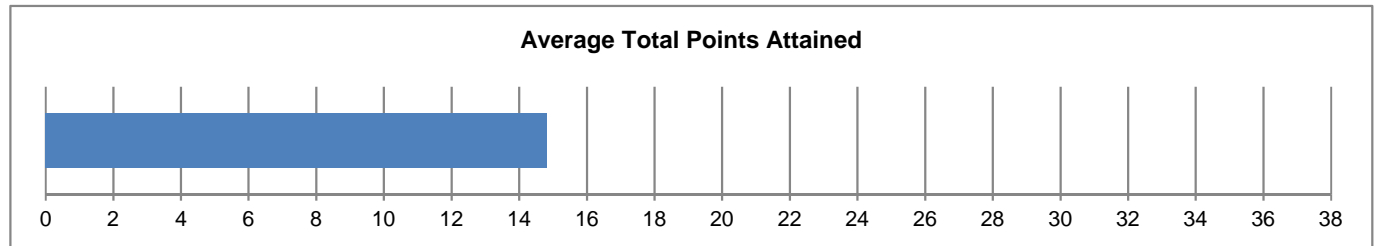
Sam Houston State University

CAT Institutional Report

August 2018 - COFAMC - Art

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COFAMC - Art

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	11	10.00	21.00	14.82	3.68

Average Total Points Attained

(Bar chart: value approximately 14.82 on a scale from 0 to 38)

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	3	27.3%
	Female	8	72.7%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	11	100.0%
Class	**Undergraduate**	11	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	9	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	7	63.6%
	Black or African American	2	18.2%
	American Indian or Alaska Native	1	9.1%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	2	18.2%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	9	81.8%
	Very Good	2	18.2%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	4	36.4%
Considered English primary language?	9	81.8%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COFAMC - Art

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	4	36.4%
		1	7	63.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	6	54.5%
		1	4	36.4%
		2	1	9.1%
		3	0	0.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	5	45.5%
		1	2	18.2%
		2	3	27.3%
		3	1	9.1%
Q4	Identify additional information needed to evaluate a hypothesis.	0	7	63.6%
		1	3	27.3%
		2	1	9.1%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	1	9.1%
		1	10	90.9%
Q6	Provide alternative explanations for spurious associations.	0	0	0.0%
		1	6	54.5%
		2	5	45.5%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	5	45.5%
		1	6	54.5%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	4	36.4%
		1	7	63.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	7	63.6%
		1	3	27.3%
		2	1	9.1%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	1	9.1%
		3	5	45.5%
		4	5	45.5%
Q11	Use and apply relevant information to evaluate a problem.	0	5	45.5%
		1	4	36.4%
		2	2	18.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	2	18.2%
		1	9	81.8%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	5	45.5%
		1	3	27.3%
		2	2	18.2%
		3	1	9.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	5	45.5%
		1	0	0.0%
		2	2	18.2%
		3	2	18.2%
		4	1	9.1%
		5	1	9.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	7	63.6%
		1	2	18.2%
		2	1	9.1%
		3	1	9.1%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COFAMC - Art

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.	0.64	64%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.55	18%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	33%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.45	11%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.91	91%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.45	48%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.55	27%
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	64%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.45	23%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.36	84%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.73	36%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.82	82%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.91	30%
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.	0.64	21%
					CAT Total Score	14.82	39%

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 2018 - COFAMC - Art

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.64	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.55	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	1.35		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.45	1.41	*	-.95
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.91	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.45	1.56		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.55	0.82		
X				Q8	Determine whether an invited inference is supported by specific information.	0.64	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.45	0.93		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.36	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.73	1.11		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.82	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.91	1.18		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.73	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.64	1.15		
					CAT Total Score	14.82	19.04	*	-.84

[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.
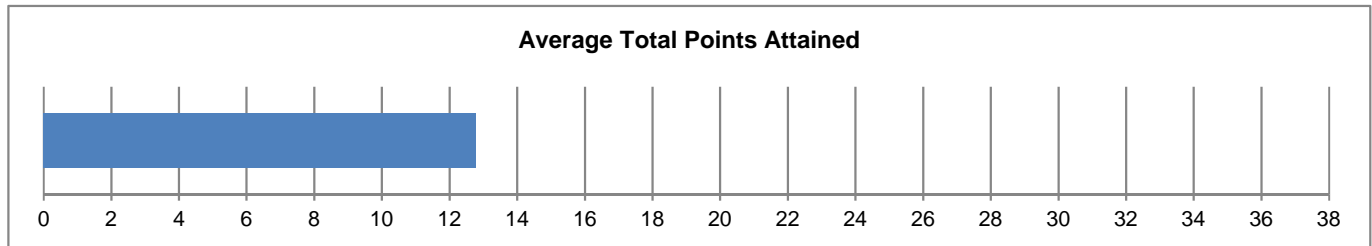
Sam Houston State University

CAT Institutional Report

August 2018 - COFAMC - Dance

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COFAMC - Dance

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	24	7.00	20.00	12.79	3.58

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	7	29.2%
	Female	17	70.8%
Class Standing	**Freshman**	0	0.0%
	Sophomore	1	4.2%
	Junior	5	20.8%
	Senior	18	75.0%
Class	**Undergraduate**	24	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	2	9.5%
	21-25 years	18	85.7%
	≥ 26 years	1	4.8%

		Freq.	Freq. %
Race**	**White**	17	70.8%
	Black or African American	4	16.7%
	American Indian or Alaska Native	1	4.2%
	Asian	1	4.2%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	4	16.7%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	16	66.7%
	Very Good	8	33.3%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	6	25.0%
Considered English primary language?	24	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COFAMC - Dance

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	11	45.8%
		1	13	54.2%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	13	54.2%
		1	8	33.3%
		2	2	8.3%
		3	1	4.2%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	14	58.3%
		1	8	33.3%
		2	2	8.3%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	11	45.8%
		1	4	16.7%
		2	7	29.2%
		3	2	8.3%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	7	29.2%
		1	17	70.8%
Q6	Provide alternative explanations for spurious associations.	0	7	29.2%
		1	8	33.3%
		2	9	37.5%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	20	83.3%
		1	4	16.7%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	11	45.8%
		1	13	54.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	12	50.0%
		1	10	41.7%
		2	2	8.3%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	4	16.7%
		3	13	54.2%
		4	7	29.2%
Q11	Use and apply relevant information to evaluate a problem.	0	7	29.2%
		1	15	62.5%
		2	2	8.3%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	7	29.2%
		1	17	70.8%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	16	66.7%
		1	5	20.8%
		2	3	12.5%
		3	0	0.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	11	45.8%
		1	4	16.7%
		2	0	0.0%
		3	3	12.5%
		4	4	16.7%
		5	2	8.3%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	17	70.8%
		1	6	25.0%
		2	1	4.2%
		3	0	0.0%

					**Institutional/Departmental Profile**		

Institutional/Departmental Profile
Sam Houston State University: August 2018 - COFAMC - Dance

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department Mean	Institution/Department Avg. % of Attainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	54%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.63	21%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.50	17%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.00	25%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.71	71%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.08	36%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.17	8%
X				Q8	Determine whether an invited inference is supported by specific information.	0.54	54%
		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.	3.13	78%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	40%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.71	71%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.46	15%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.63	33%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.33	11%
					CAT Total Score	12.79	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: August 2018 - COFAMC - Dance

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.63	1.21	*	-.59
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.50	1.35	***	-.97
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.00	1.41		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.71	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.08	1.56	*	-.56
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.17	0.82	***	-1.19
X				Q8	Determine whether an invited inference is supported by specific information.	0.54	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.58	0.93	*	-.50
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.13	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.79	1.11	*	-.52
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.71	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.46	1.18	**	-.81
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.63	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.33	1.15	**	-.96
					CAT Total Score	12.79	19.04	***	-1.26

[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.
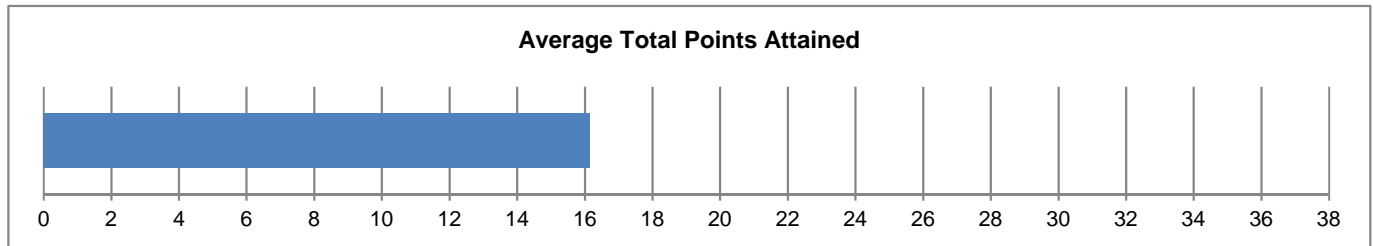
Sam Houston State University

CAT Institutional Report

August 2018 - COFAMC - Theatre & Musical Theatre

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COFAMC - Theatre & Musical Theatre

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	39	7.00	27.00	16.15	4.43

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	13	34.2%
	Female	25	65.8%
Class Standing	**Freshman**	3	7.7%
	Sophomore	8	20.5%
	Junior	14	35.9%
	Senior	14	35.9%
Class	**Undergraduate**	39	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	18	50.0%
	21-25 years	16	44.4%
	≥ 26 years	2	5.6%

		Freq.	Freq. %
Race**	**White**	32	82.1%
	Black or African American	3	7.7%
	American Indian or Alaska Native	0	0.0%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	5	12.8%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	33	84.6%
	Very Good	6	15.4%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	10	25.6%
Considered English primary language?	36	92.3%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COFAMC - Theatre & Musical Theatre

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	18	46.2%
		1	21	53.8%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	21	53.8%
		1	9	23.1%
		2	6	15.4%
		3	3	7.7%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	14	35.9%
		1	12	30.8%
		2	12	30.8%
		3	1	2.6%
Q4	Identify additional information needed to evaluate a hypothesis.	0	15	38.5%
		1	14	35.9%
		2	7	17.9%
		3	3	7.7%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	9	23.1%
		1	30	76.9%
Q6	Provide alternative explanations for spurious associations.	0	5	12.8%
		1	13	33.3%
		2	18	46.2%
		3	3	7.7%
Q7	Identify additional information needed to evaluate a hypothesis.	0	22	56.4%
		1	17	43.6%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	12	30.8%
		1	27	69.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	11	28.2%
		1	25	64.1%
		2	3	7.7%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	2.6%
		2	2	5.1%
		3	22	56.4%
		4	14	35.9%
Q11	Use and apply relevant information to evaluate a problem.	0	13	33.3%
		1	20	51.3%
		2	6	15.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	7	17.9%
		1	32	82.1%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	15	38.5%
		1	13	33.3%
		2	7	17.9%
		3	4	10.3%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	16	41.0%
		1	1	2.6%
		2	0	0.0%
		3	8	20.5%
		4	11	28.2%
		5	3	7.7%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	22	56.4%
		1	11	28.2%
		2	3	7.7%
		3	3	7.7%

					Institutional/Departmental Profile		
					Sam Houston State University: August 2018 - COFAMC - Theatre & Musical Theatre		
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.	0.54	54%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.77	26%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	33%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.95	24%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	77%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.49	50%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.44	22%
X				Q8	Determine whether an invited inference is supported by specific information.	0.69	69%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.79	40%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.26	81%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.82	41%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.82	82%
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.	2.15	43%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.67	22%
					CAT Total Score	16.15	43%

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 2018 - COFAMC - Theatre & Musical Theatre

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National Mean	National Probability of difference[a]	National Effect Size[b]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.77	1.21	*	-.42
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	1.35	*	-.36
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.95	1.41	*	-.42
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.49	1.56		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.44	0.82	**	-.64
X				Q8	Determine whether an invited inference is supported by specific information.	0.69	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.79	0.93		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.26	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.82	1.11	**	-.44
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.82	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.00	1.18		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.15	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.67	1.15	**	-.48
					CAT Total Score	16.15	19.04	**	-.54

[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.