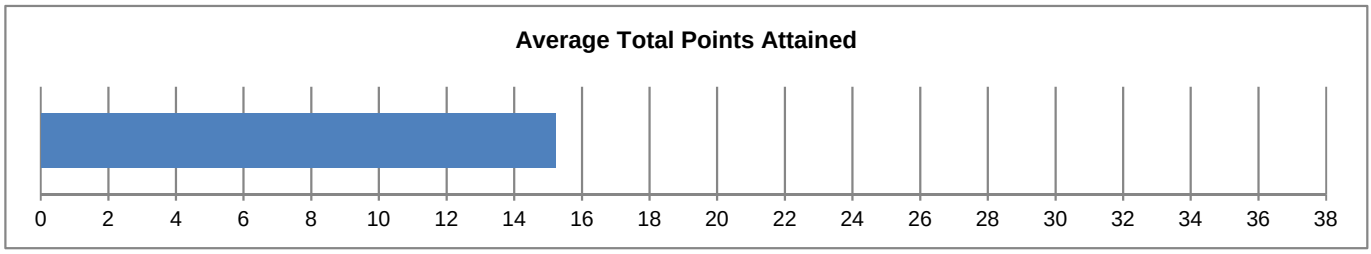
Sam Houston State University

CAT Institutional Report

August 2018 - College of Health Sciences

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - College of Health Sciences

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	237	4.00	28.00	15.22	5.32



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	51	21.7%
	Female	184	78.3%
Class Standing	**Freshman**	1	0.4%
	Sophomore	4	1.7%
	Junior	113	48.3%
	Senior	116	49.6%
Class	**Undergraduate**	236	99.6%
	Graduate	1	0.4%
Age	**≤ 20 years**	44	19.9%
	21-25 years	151	68.3%
	≥ 26 years	26	11.8%

		Freq.	Freq. %
Race**	**White**	169	71.3%
	Black or African American	46	19.4%
	American Indian or Alaska Native	2	0.8%
	Asian	19	8.0%
	Native Hawaiian or Other Pacific Islander	5	2.1%
	Other Race	16	6.8%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	180	75.9%
	Very Good	39	16.5%
	Good	17	7.2%
	Fair	0	0.0%
	Poor	1	0.4%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	49	20.7%
Considered English primary language?	223	94.1%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - College of Health Sciences

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	98	41.4%
		1	139	58.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	88	37.1%
		1	100	42.2%
		2	29	12.2%
		3	20	8.4%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	122	51.5%
		1	62	26.2%
		2	35	14.8%
		3	18	7.6%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	114	48.1%
		1	65	27.4%
		2	35	14.8%
		3	17	7.2%
		4	6	2.5%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	72	30.4%
		1	165	69.6%
Q6	Provide alternative explanations for spurious associations.	**0**	33	13.9%
		1	115	48.5%
		2	73	30.8%
		3	16	6.8%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	169	71.3%
		1	62	26.2%
		2	6	2.5%
Q8	Determine whether an invited inference is supported by specific information.	**0**	80	33.8%
		1	157	66.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	105	44.3%
		1	97	40.9%
		2	35	14.8%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	6	2.5%
		1	12	5.1%
		2	40	16.9%
		3	83	35.0%
		4	96	40.5%
Q11	Use and apply relevant information to evaluate a problem.	**0**	67	28.3%
		1	138	58.2%
		2	32	13.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	47	19.8%
		1	190	80.2%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	110	46.4%
		1	81	34.2%
		2	26	11.0%
		3	20	8.4%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	77	32.5%
		1	32	13.5%
		2	6	2.5%
		3	32	13.5%
		4	79	33.3%
		5	11	4.6%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	140	59.1%
		1	53	22.4%
		2	25	10.5%
		3	19	8.0%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - College of Health Sciences

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.	0.59	59%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.92	31%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.79	26%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.89	22%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.70	70%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.31	44%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.31	16%
X				Q8	Determine whether an invited inference is supported by specific information.	0.66	66%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.70	35%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.06	76%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.85	43%
	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.	2.16	43%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.67	22%
					CAT Total Score	15.22	40%

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 Health Sciences

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.	0.59	0.67	**	-.18
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.92	1.21	***	-.28
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.79	1.35	***	-.56
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.89	1.41	***	-.45
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.70	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.31	1.56	***	-.31
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.31	0.82	***	-.84
X				Q8	Determine whether an invited inference is supported by specific information.	0.66	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.70	0.93	***	-.31
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.06	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.85	1.11	***	-.40
	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	1.18	***	-.37
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.16	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.67	1.15	***	-.47
					CAT Total Score	15.22	19.04	***	-.67

[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.

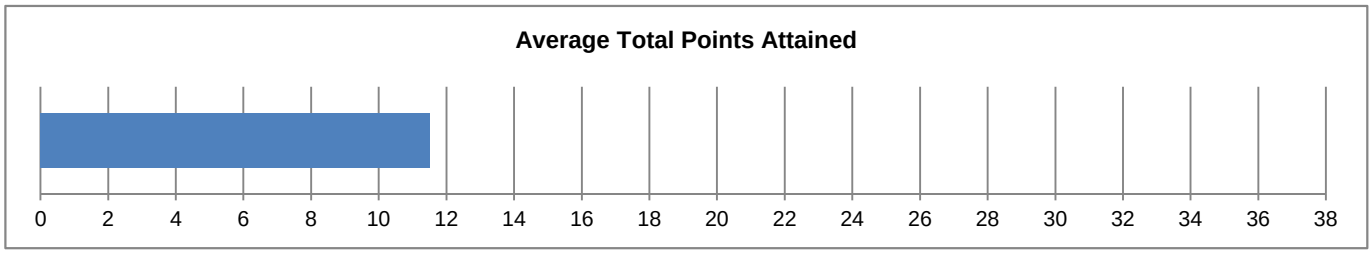
Sam Houston State University

CAT Institutional Report

August 2018 - COHS - Kinesiology

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COHS - Kinesiology

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	46	4.00	22.00	11.51	4.34



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	23	50.0%
	Female	23	50.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	2	4.3%
	Junior	11	23.9%
	Senior	33	71.7%
Class	**Undergraduate**	46	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	8	18.2%
	21-25 years	34	77.3%
	≥ 26 years	2	4.5%

		Freq.	Freq. %
Race**	**White**	31	67.4%
	Black or African American	16	34.8%
	American Indian or Alaska Native	0	0.0%
	Asian	1	2.2%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	1	2.2%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	31	67.4%
	Very Good	11	23.9%
	Good	4	8.7%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	14	30.4%
Considered English primary language?	44	95.7%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COHS - Kinesiology

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	18	39.1%
		1	28	60.9%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	19	41.3%
		1	23	50.0%
		2	2	4.3%
		3	2	4.3%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	29	63.0%
		1	14	30.4%
		2	1	2.2%
		3	2	4.3%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	32	69.6%
		1	9	19.6%
		2	4	8.7%
		3	0	0.0%
		4	1	2.2%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	25	54.3%
		1	21	45.7%
Q6	Provide alternative explanations for spurious associations.	**0**	11	23.9%
		1	21	45.7%
		2	13	28.3%
		3	1	2.2%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	39	84.8%
		1	7	15.2%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	**0**	29	63.0%
		1	17	37.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	25	54.3%
		1	18	39.1%
		2	3	6.5%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	4	8.7%
		1	2	4.3%
		2	8	17.4%
		3	18	39.1%
		4	14	30.4%
Q11	Use and apply relevant information to evaluate a problem.	**0**	20	43.5%
		1	24	52.2%
		2	2	4.3%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	14	30.4%
		1	32	69.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	29	63.0%
		1	12	26.1%
		2	4	8.7%
		3	1	2.2%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	21	45.7%
		1	4	8.7%
		2	2	4.3%
		3	6	13.0%
		4	13	28.3%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	33	71.7%
		1	9	19.6%
		2	3	6.5%
		3	1	2.2%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COHS - Kinesiology

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.	0.72	24%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.48	16%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.46	11%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.46	46%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.09	36%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.15	8%
X				Q8	Determine whether an invited inference is supported by specific information.	0.37	37%
		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.	2.78	70%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.61	30%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.70	70%
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.	1.70	34%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.38	13%
					CAT Total Score	11.51	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 - COHS - Kinesiology

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		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.72	1.21	**	-.51
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.48	1.35	***	-.96
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.46	1.41	***	-.90
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.46	0.73	***	-.58
		X	X	Q6	Provide alternative explanations for spurious associations.	1.09	1.56	***	-.58
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.15	0.82	***	-1.23
X				Q8	Determine whether an invited inference is supported by specific information.	0.37	0.68	***	-.69
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.52	0.93	***	-.60
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.78	3.14	*	-.34
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.61	1.11	***	-.82
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.70	0.82	*	-.28
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.50	1.18	***	-.75
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.70	2.29	*	-.33
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.38	1.15	***	-.85
					CAT Total Score	11.51	19.04	***	-1.43

[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.

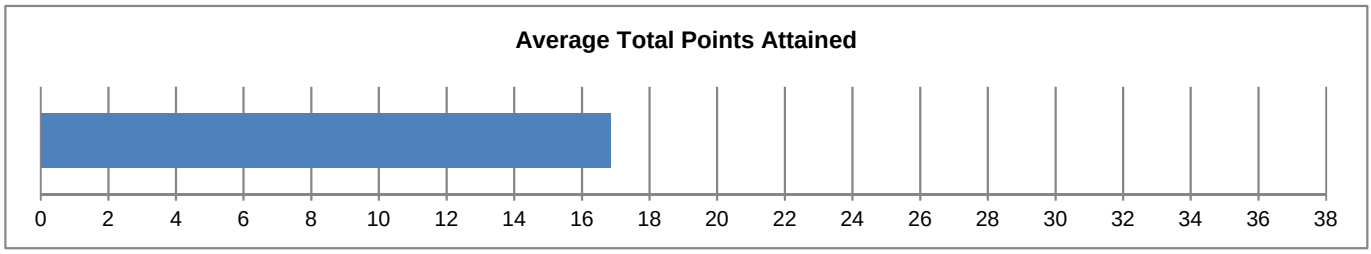
Sam Houston State University

CAT Institutional Report

August 2018 - COHS - School of Nursing

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COHS - School of Nursing

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	137	7.00	28.00	16.85	4.93



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	19	14.0%
	Female	117	86.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	1	0.7%
	Junior	78	58.2%
	Senior	55	41.0%
Class	**Undergraduate**	136	99.3%
	Graduate	1	0.7%
Age	**≤ 20 years**	26	20.6%
	21-25 years	80	63.5%
	≥ 26 years	20	15.9%

		Freq.	Freq. %
Race**	**White**	106	77.4%
	Black or African American	13	9.5%
	American Indian or Alaska Native	1	0.7%
	Asian	16	11.7%
	Native Hawaiian or Other Pacific Islander	4	2.9%
	Other Race	10	7.3%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	109	79.6%
	Very Good	18	13.1%
	Good	9	6.6%
	Fair	0	0.0%
	Poor	1	0.7%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	24	17.5%
Considered English primary language?	127	92.7%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COHS - School of Nursing

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	50	36.5%
		1	87	63.5%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	47	34.3%
		1	57	41.6%
		2	17	12.4%
		3	16	11.7%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	60	43.8%
		1	38	27.7%
		2	24	17.5%
		3	15	10.9%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	61	44.5%
		1	40	29.2%
		2	19	13.9%
		3	15	10.9%
		4	2	1.5%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	32	23.4%
		1	105	76.6%
Q6	Provide alternative explanations for spurious associations.	**0**	14	10.2%
		1	71	51.8%
		2	42	30.7%
		3	10	7.3%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	92	67.2%
		1	41	29.9%
		2	4	2.9%
Q8	Determine whether an invited inference is supported by specific information.	**0**	35	25.5%
		1	102	74.5%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	49	35.8%
		1	61	44.5%
		2	27	19.7%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	0	0.0%
		1	7	5.1%
		2	18	13.1%
		3	48	35.0%
		4	64	46.7%
Q11	Use and apply relevant information to evaluate a problem.	**0**	28	20.4%
		1	85	62.0%
		2	24	17.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	17	12.4%
		1	120	87.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	57	41.6%
		1	50	36.5%
		2	14	10.2%
		3	16	11.7%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	36	26.3%
		1	19	13.9%
		2	3	2.2%
		3	19	13.9%
		4	52	38.0%
		5	8	5.8%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	73	53.3%
		1	32	23.4%
		2	17	12.4%
		3	15	10.9%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COHS - School of Nursing

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.	1.02	34%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.96	32%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.96	24%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	77%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.35	45%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.36	18%
X				Q8	Determine whether an invited inference is supported by specific information.	0.74	74%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.84	42%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.23	81%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.97	49%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.88	88%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.92	31%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.41	48%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.81	27%
					CAT Total Score	16.85	44%

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 - COHS - School of Nursing

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.	0.64	0.67		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.02	1.21	*	-.18
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.96	1.35	***	-.38
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.96	1.41	***	-.39
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.35	1.56	**	-.26
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.36	0.82	***	-.75
X				Q8	Determine whether an invited inference is supported by specific information.	0.74	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.84	0.93		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.23	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.97	1.11	*	-.22
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.88	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.92	1.18	**	-.26
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.41	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.81	1.15	***	-.32
					CAT Total Score	16.85	19.04	***	-.40

[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.

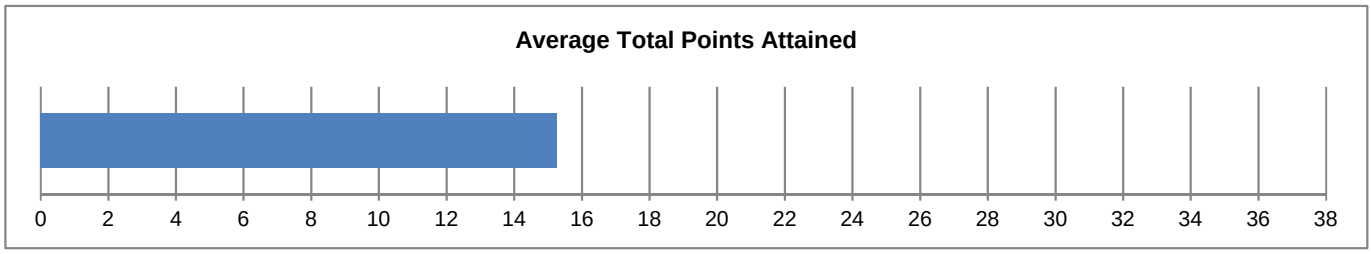
Sam Houston State University

CAT Institutional Report

August 2018 - COHS - Population Health

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COHS - Population Health

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	22	6.00	27.00	15.27	5.94



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	6	28.6%
	Female	15	71.4%
Class Standing	**Freshman**	1	4.5%
	Sophomore	0	0.0%
	Junior	8	36.4%
	Senior	13	59.1%
Class	**Undergraduate**	22	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	4	20.0%
	21-25 years	15	75.0%
	≥ 26 years	1	5.0%

		Freq.	Freq. %
Race**	**White**	9	40.9%
	Black or African American	10	45.5%
	American Indian or Alaska Native	0	0.0%
	Asian	2	9.1%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	2	9.1%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	15	68.2%
	Very Good	5	22.7%
	Good	2	9.1%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	3	13.6%
Considered English primary language?	20	90.9%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COHS - Population Health

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	13	59.1%
		1	9	40.9%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	9	40.9%
		1	9	40.9%
		2	4	18.2%
		3	0	0.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	13	59.1%
		1	6	27.3%
		2	2	9.1%
		3	1	4.5%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	8	36.4%
		1	8	36.4%
		2	4	18.2%
		3	0	0.0%
		4	2	9.1%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	4	18.2%
		1	18	81.8%
Q6	Provide alternative explanations for spurious associations.	**0**	3	13.6%
		1	10	45.5%
		2	8	36.4%
		3	1	4.5%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	12	54.5%
		1	8	36.4%
		2	2	9.1%
Q8	Determine whether an invited inference is supported by specific information.	**0**	5	22.7%
		1	17	77.3%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	11	50.0%
		1	9	40.9%
		2	2	9.1%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	1	4.5%
		1	2	9.1%
		2	5	22.7%
		3	6	27.3%
		4	8	36.4%
Q11	Use and apply relevant information to evaluate a problem.	**0**	7	31.8%
		1	10	45.5%
		2	5	22.7%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	7	31.8%
		1	15	68.2%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	7	31.8%
		1	8	36.4%
		2	4	18.2%
		3	3	13.6%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	7	31.8%
		1	4	18.2%
		2	1	4.5%
		3	3	13.6%
		4	6	27.3%
		5	1	4.5%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	11	50.0%
		1	7	31.8%
		2	2	9.1%
		3	2	9.1%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COHS - Population Health

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.	0.41	41%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.79	26%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.61	20%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.11	28%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.82	82%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.32	44%
	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.	0.77	77%
		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.	2.82	70%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	45%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.68	68%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.14	38%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.00	40%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.77	26%
					CAT Total Score	15.27	40%

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 - COHS - Population Health

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.	0.41	0.67	*	-.54
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.79	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.61	1.35	**	-.78
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.11	1.41		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.82	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.32	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.	0.77	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	0.93	*	-.48
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.82	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	1.11		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.68	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.14	1.18		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.00	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	15.27	19.04	**	-.63

[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.

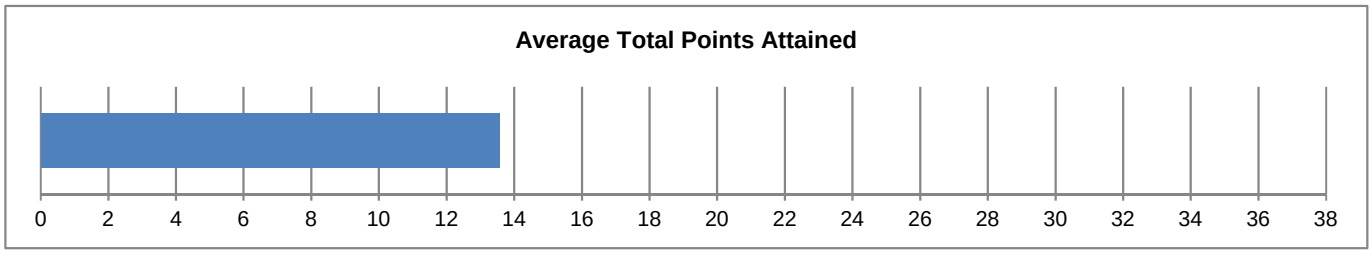
Sam Houston State University

CAT Institutional Report

August 2018 - COHS - Family & Consumer Science

CAT Overview: Descriptive Statistics for CAT Total Score
Sam Houston State University: August 2018 - COHS - Family & Consumer Science

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	32	7.00	24.00	13.56	4.79



CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	3	9.4%
	Female	29	90.6%
Class Standing	**Freshman**	0	0.0%
	Sophomore	1	3.1%
	Junior	16	50.0%
	Senior	15	46.9%
Class	**Undergraduate**	32	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	6	19.4%
	21-25 years	22	71.0%
	≥ 26 years	3	9.7%

		Freq.	Freq. %
Race**	**White**	23	71.9%
	Black or African American	7	21.9%
	American Indian or Alaska Native	1	3.1%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	1	3.1%
	Other Race	3	9.4%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	25	78.1%
	Very Good	5	15.6%
	Good	2	6.3%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	8	25.0%
Considered English primary language?	32	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Sam Houston State University: August 2018 - COHS - Family & Consumer Science

	Skill Assessed by CAT Question	Points Awarded	Freq.	Freq. %
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	**0**	17	53.1%
		1	15	46.9%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	**0**	13	40.6%
		1	11	34.4%
		2	6	18.8%
		3	2	6.3%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	**0**	20	62.5%
		1	4	12.5%
		2	8	25.0%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	**0**	13	40.6%
		1	8	25.0%
		2	8	25.0%
		3	2	6.3%
		4	1	3.1%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	**0**	11	34.4%
		1	21	65.6%
Q6	Provide alternative explanations for spurious associations.	**0**	5	15.6%
		1	13	40.6%
		2	10	31.3%
		3	4	12.5%
Q7	Identify additional information needed to evaluate a hypothesis.	**0**	26	81.3%
		1	6	18.8%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	**0**	11	34.4%
		1	21	65.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	**0**	20	62.5%
		1	9	28.1%
		2	3	9.4%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	**0**	1	3.1%
		1	1	3.1%
		2	9	28.1%
		3	11	34.4%
		4	10	31.3%
Q11	Use and apply relevant information to evaluate a problem.	**0**	12	37.5%
		1	19	59.4%
		2	1	3.1%
Q12	Use basic mathematical skills to help solve a real-world problem.	**0**	9	28.1%
		1	23	71.9%
Q13	Identify suitable solutions for a real-world problem using relevant information.	**0**	17	53.1%
		1	11	34.4%
		2	4	12.5%
		3	0	0.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	**0**	13	40.6%
		1	5	15.6%
		2	0	0.0%
		3	4	12.5%
		4	8	25.0%
		5	2	6.3%
Q15	Explain how changes in a real-world problem situation might affect the solution.	**0**	23	71.9%
		1	5	15.6%
		2	3	9.4%
		3	1	3.1%

Institutional/Departmental Profile

Sam Houston State University: August 2018 - COHS - Family & Consumer Science

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.	0.47	47%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.91	30%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.63	21%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.06	27%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.66	66%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.41	47%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.19	9%
X				Q8	Determine whether an invited inference is supported by specific information.	0.66	66%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.47	23%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.88	72%
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.	0.72	72%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.59	20%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.84	37%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.44	15%
					CAT Total Score	13.56	36%

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 - COHS - Family & Consumer Science

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.	0.47	0.67	*	-.42
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.91	1.21		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.63	1.35	***	-.76
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.06	1.41		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.66	0.73		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.41	1.56		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.19	0.82	***	-1.14
X				Q8	Determine whether an invited inference is supported by specific information.	0.66	0.68		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.47	0.93	**	-.65
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.88	3.14		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.66	1.11	***	-.76
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.72	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.59	1.18	**	-.66
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.84	2.29		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.44	1.15	***	-.76
					CAT Total Score	13.56	19.04	***	-1.00

[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.