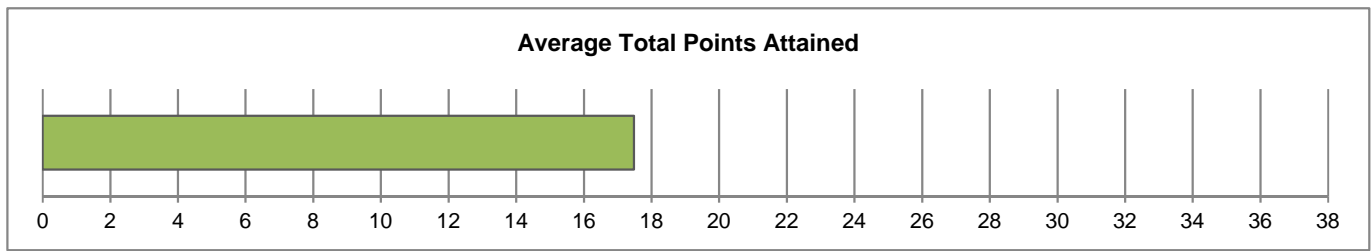Westmont College

CAT Institutional Report

July 2020 - All Students

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - All Students

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	141	4.00	28.00	17.48	4.77

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	62	44.3%
	Female	78	55.7%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	6	4.3%
	Senior	135	95.7%
Class	**Undergraduate**	141	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	11	7.8%
	21-25 years	130	92.2%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	112	79.4%
	Black or African American	5	3.5%
	American Indian or Alaska Native	2	1.4%
	Asian	21	14.9%
	Native Hawaiian or Other Pacific Islander	2	1.4%
	Other Race	8	5.7%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	113	80.1%
	Very Good	23	16.3%
	Good	5	3.5%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	18	12.8%
Considered English primary language?	136	96.5%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - All Students

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	22	15.6%
		1	119	84.4%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	43	30.5%
		1	40	28.4%
		2	20	14.2%
		3	38	27.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	39	27.7%
		1	53	37.6%
		2	49	34.8%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	55	39.0%
		1	71	50.4%
		2	15	10.6%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	23	16.3%
		1	118	83.7%
Q6	Provide alternative explanations for spurious associations.	0	11	7.8%
		1	29	20.6%
		2	95	67.4%
		3	6	4.3%
Q7	Identify additional information needed to evaluate a hypothesis.	0	125	88.7%
		1	16	11.3%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	35	24.8%
		1	106	75.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	61	43.3%
		1	79	56.0%
		2	1	0.7%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	8	5.7%
		2	18	12.8%
		3	50	35.5%
		4	65	46.1%
Q11	Use and apply relevant information to evaluate a problem.	0	27	19.1%
		1	93	66.0%
		2	21	14.9%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	26	18.4%
		1	115	81.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	38	27.0%
		1	47	33.3%
		2	32	22.7%
		3	24	17.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	30	21.3%
		1	23	16.3%
		2	0	0.0%
		3	14	9.9%
		4	59	41.8%
		5	15	10.6%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	84	59.6%
		1	35	24.8%
		2	22	15.6%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - All Students

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.	0.84	84%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.38	46%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.07	36%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.72	18%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.84	84%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.68	56%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.11	6%
X				Q8	Determine whether an invited inference is supported by specific information.	0.75	75%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	29%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.22	80%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.96	48%
	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.	1.30	43%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.67	53%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	19%
					CAT Total Score	17.48	46%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - All Students

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.84	0.70	***	+.35
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.38	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.07	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.72	1.10	***	-.41
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.84	0.75	*	+.22
		X	X	Q6	Provide alternative explanations for spurious associations.	1.68	1.53	*	+.20
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.11	0.56	***	-.89
X				Q8	Determine whether an invited inference is supported by specific information.	0.75	0.66	*	+.20
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	0.85	***	-.44
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.22	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.96	0.95		
	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.	1.30	1.10	*	+.20
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.67	2.24	**	+.23
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.56	0.92	***	-.41
					CAT Total Score	17.48	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01 ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

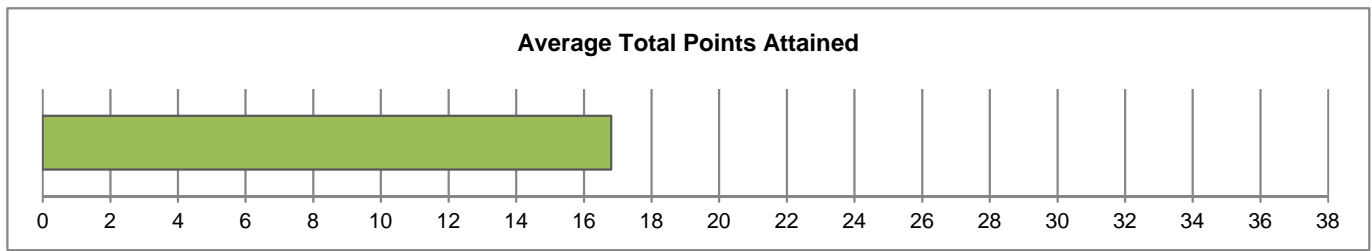The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - Humanities

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Humanities

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	32	4.00	26.00	16.81	5.28

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	15	46.9%
	Female	17	53.1%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	2	6.3%
	Senior	30	93.8%
Class	**Undergraduate**	32	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	2	6.3%
	21-25 years	30	93.8%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	29	90.6%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	3	9.4%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	1	3.1%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	25	78.1%
	Very Good	6	18.8%
	Good	1	3.1%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	2	6.3%
Considered English primary language?	32	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Humanities

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	9	28.1%
		1	23	71.9%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	11	34.4%
		1	7	21.9%
		2	6	18.8%
		3	8	25.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	7	21.9%
		1	11	34.4%
		2	14	43.8%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	13	40.6%
		1	15	46.9%
		2	4	12.5%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	8	25.0%
		1	24	75.0%
Q6	Provide alternative explanations for spurious associations.	0	4	12.5%
		1	7	21.9%
		2	20	62.5%
		3	1	3.1%
Q7	Identify additional information needed to evaluate a hypothesis.	0	29	90.6%
		1	3	9.4%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	9	28.1%
		1	23	71.9%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	13	40.6%
		1	19	59.4%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	3	9.4%
		2	4	12.5%
		3	12	37.5%
		4	13	40.6%
Q11	Use and apply relevant information to evaluate a problem.	0	4	12.5%
		1	22	68.8%
		2	6	18.8%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	7	21.9%
		1	25	78.1%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	9	28.1%
		1	12	37.5%
		2	6	18.8%
		3	5	15.6%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	8	25.0%
		1	7	21.9%
		2	0	0.0%
		3	3	9.4%
		4	11	34.4%
		5	3	9.4%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	18	56.3%
		1	9	28.1%
		2	5	15.6%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Humanities

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.	0.72	72%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.34	45%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.22	41%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.72	18%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.75	75%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.56	52%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	5%
X				Q8	Determine whether an invited inference is supported by specific information.	0.72	72%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	30%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.09	77%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.06	53%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	78%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.22	41%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.34	47%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.59	20%
					CAT Total Score	16.81	44%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Humanities

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.72	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.34	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.22	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.72	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.75	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.56	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	0.56	***	-.94
X				Q8	Determine whether an invited inference is supported by specific information.	0.72	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.09	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.06	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.22	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.34	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.59	0.92		
					CAT Total Score	16.81	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
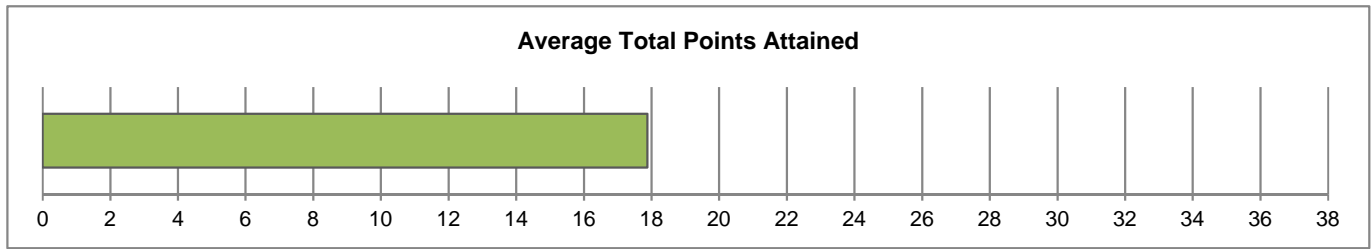
Westmont College

CAT Institutional Report

July 2020 - Natural & Behavior Sciences

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Natural & Behavior Sciences

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	67	7.00	28.00	17.88	4.53

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	25	37.9%
	Female	41	62.1%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	4	6.0%
	Senior	63	94.0%
Class	**Undergraduate**	67	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	4	6.0%
	21-25 years	63	94.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	50	74.6%
	Black or African American	3	4.5%
	American Indian or Alaska Native	2	3.0%
	Asian	11	16.4%
	Native Hawaiian or Other Pacific Islander	2	3.0%
	Other Race	4	6.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	55	82.1%
	Very Good	8	11.9%
	Good	4	6.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	11	16.4%
Considered English primary language?	66	98.5%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - Natural & Behavior Sciences

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	7	10.4%
		1	60	89.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	24	35.8%
		1	19	28.4%
		2	6	9.0%
		3	18	26.9%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	20	29.9%
		1	26	38.8%
		2	21	31.3%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	23	34.3%
		1	36	53.7%
		2	8	11.9%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	9	13.4%
		1	58	86.6%
Q6	Provide alternative explanations for spurious associations.	0	3	4.5%
		1	11	16.4%
		2	49	73.1%
		3	4	6.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	59	88.1%
		1	8	11.9%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	10	14.9%
		1	57	85.1%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	30	44.8%
		1	36	53.7%
		2	1	1.5%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	3	4.5%
		2	6	9.0%
		3	26	38.8%
		4	32	47.8%
Q11	Use and apply relevant information to evaluate a problem.	0	15	22.4%
		1	43	64.2%
		2	9	13.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	9	13.4%
		1	58	86.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	18	26.9%
		1	18	26.9%
		2	17	25.4%
		3	14	20.9%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	14	20.9%
		1	10	14.9%
		2	0	0.0%
		3	9	13.4%
		4	26	38.8%
		5	8	11.9%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	42	62.7%
		1	14	20.9%
		2	11	16.4%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Natural & Behavior 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.	0.90	90%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.27	42%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.01	34%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.78	19%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.87	87%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.81	60%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	6%
X				Q8	Determine whether an invited inference is supported by specific information.	0.85	85%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	28%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.30	82%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	46%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.87	87%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.40	47%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.70	54%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.54	18%
					CAT Total Score	17.88	47%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Natural & Behavior Sciences

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.90	0.70	***	+.50
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.27	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.01	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.78	1.10	*	-.35
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.87	0.75	*	+.30
		X	X	Q6	Provide alternative explanations for spurious associations.	1.81	1.53	**	+.38
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	0.56	***	-.87
X				Q8	Determine whether an invited inference is supported by specific information.	0.85	0.66	**	+.45
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	0.85	**	-.44
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.30	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.87	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.40	1.10	*	+.29
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.70	2.24	*	+.25
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.54	0.92	**	-.43
					CAT Total Score	17.88	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
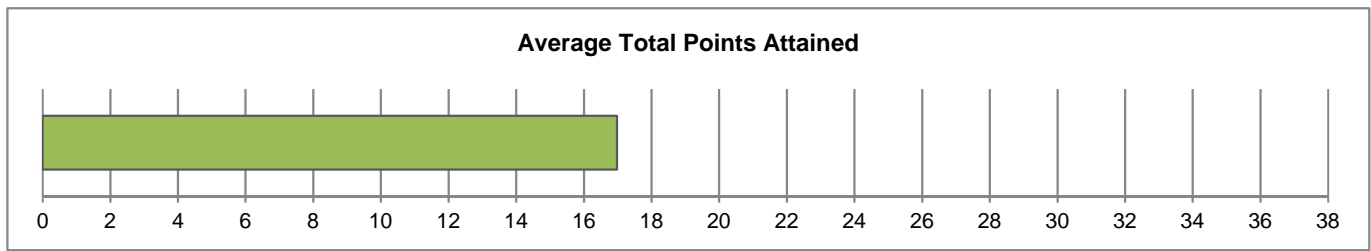
Westmont College

CAT Institutional Report

July 2020 - Social Sciences

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Social Sciences

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	40	7.00	25.00	16.98	4.54

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	21	52.5%
	Female	19	47.5%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	40	100.0%
Class	**Undergraduate**	40	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	5	12.5%
	21-25 years	35	87.5%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	31	77.5%
	Black or African American	2	5.0%
	American Indian or Alaska Native	0	0.0%
	Asian	7	17.5%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	3	7.5%

**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	77.5%
	Very Good	9	22.5%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	5	12.5%
Considered English primary language?	36	90.0%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - Social Sciences

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	6	15.0%
		1	34	85.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	8	20.0%
		1	14	35.0%
		2	8	20.0%
		3	10	25.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	12	30.0%
		1	15	37.5%
		2	13	32.5%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	19	47.5%
		1	19	47.5%
		2	2	5.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	6	15.0%
		1	34	85.0%
Q6	Provide alternative explanations for spurious associations.	0	4	10.0%
		1	11	27.5%
		2	24	60.0%
		3	1	2.5%
Q7	Identify additional information needed to evaluate a hypothesis.	0	35	87.5%
		1	5	12.5%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	16	40.0%
		1	24	60.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	16	40.0%
		1	24	60.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	2	5.0%
		2	8	20.0%
		3	12	30.0%
		4	18	45.0%
Q11	Use and apply relevant information to evaluate a problem.	0	7	17.5%
		1	27	67.5%
		2	6	15.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	9	22.5%
		1	31	77.5%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	11	27.5%
		1	17	42.5%
		2	9	22.5%
		3	3	7.5%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	8	20.0%
		1	6	15.0%
		2	0	0.0%
		3	2	5.0%
		4	21	52.5%
		5	3	7.5%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	24	60.0%
		1	11	27.5%
		2	5	12.5%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Social 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.	0.85	85%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.50	50%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.03	34%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.58	14%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	85%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.55	52%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.13	6%
X				Q8	Determine whether an invited inference is supported by specific information.	0.60	60%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.60	30%
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.	0.98	49%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	78%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.10	37%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.78	56%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.53	18%
					CAT Total Score	16.98	45%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Social Sciences

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.85	0.70	*	+.37
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.50	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.03	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.58	1.10	**	-.57
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.55	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.13	0.56	***	-.86
X				Q8	Determine whether an invited inference is supported by specific information.	0.60	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.60	0.85	*	-.40
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.15	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.98	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.78	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.10	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.78	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.53	0.92	*	-.45
					CAT Total Score	16.98	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Westmont College

CAT Institutional Report

July 2020 - Biology

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Biology

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	2	16.00	19.00	17.50	2.12

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38
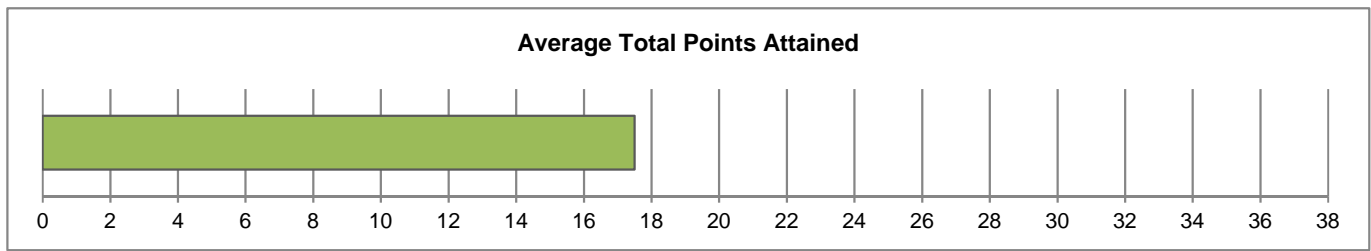
CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	0	0.0%
	Female	2	100.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	2	100.0%
Class	**Undergraduate**	2	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	2	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	1	50.0%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	1	50.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	2	100.0%
	Very Good	0	0.0%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	0	0.0%
Considered English primary language?	2	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Biology

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	0	0.0%
		1	2	100.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	2	100.0%
		1	0	0.0%
		2	0	0.0%
		3	0	0.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	0	0.0%
		1	1	50.0%
		2	1	50.0%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	1	50.0%
		1	1	50.0%
		2	0	0.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	0	0.0%
		1	2	100.0%
Q6	Provide alternative explanations for spurious associations.	0	0	0.0%
		1	0	0.0%
		2	2	100.0%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	2	100.0%
		1	0	0.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	0	0.0%
		1	2	100.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	2	100.0%
		1	0	0.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	0	0.0%
		3	1	50.0%
		4	1	50.0%
Q11	Use and apply relevant information to evaluate a problem.	0	0	0.0%
		1	2	100.0%
		2	0	0.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	1	50.0%
		1	1	50.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	0	0.0%
		1	1	50.0%
		2	0	0.0%
		3	1	50.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	0	0.0%
		1	1	50.0%
		2	0	0.0%
		3	0	0.0%
		4	1	50.0%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	1	50.0%
		1	0	0.0%
		2	1	50.0%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Biology

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.	1.00	100%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.00	0%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.50	50%
	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.	1.00	100%
		X	X	Q6	Provide alternative explanations for spurious associations.	2.00	67%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.00	0%
X				Q8	Determine whether an invited inference is supported by specific information.	1.00	100%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.00	0%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.50	88%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	50%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.50	50%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	2.00	67%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.50	50%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	1.00	33%
					CAT Total Score	17.50	46%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Biology

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	1.00	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.00	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.50	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.50	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	1.00	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	2.00	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.00	0.56		
X				Q8	Determine whether an invited inference is supported by specific information.	1.00	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.00	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.50	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.50	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	2.00	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.50	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	1.00	0.92		
					CAT Total Score	17.50	17.64		

[a.] National user norms updated Fall 2019

[b.] * $p<.05$ **$p<.01$ ***$p<.001$ (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

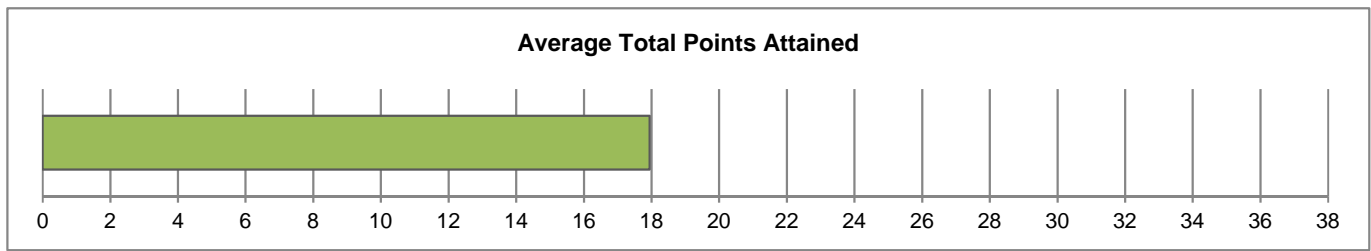The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - Computer Science, Math, & Data Analytics

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Computer Science, Math, & Data Analytics

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	17	7.00	27.00	17.94	4.55

Average Total Points Attained

Chart scale: 0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 (bar extends to approximately 18)

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	9	56.3%
	Female	7	43.8%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	17	100.0%
Class	**Undergraduate**	17	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	1	5.9%
	21-25 years	16	94.1%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	11	64.7%
	Black or African American	2	11.8%
	American Indian or Alaska Native	1	5.9%
	Asian	3	17.6%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

**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	88.2%
	Very Good	1	5.9%
	Good	1	5.9%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	2	11.8%
Considered English primary language?	16	94.1%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - Computer Science, Math, & Data Analytics

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	1	5.9%
		1	16	94.1%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	6	35.3%
		1	4	23.5%
		2	1	5.9%
		3	6	35.3%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	1	5.9%
		1	9	52.9%
		2	7	41.2%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	3	17.6%
		1	11	64.7%
		2	3	17.6%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	2	11.8%
		1	15	88.2%
Q6	Provide alternative explanations for spurious associations.	0	0	0.0%
		1	1	5.9%
		2	14	82.4%
		3	2	11.8%
Q7	Identify additional information needed to evaluate a hypothesis.	0	16	94.1%
		1	1	5.9%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	2	11.8%
		1	15	88.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	7	41.2%
		1	10	58.8%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	5.9%
		2	1	5.9%
		3	5	29.4%
		4	10	58.8%
Q11	Use and apply relevant information to evaluate a problem.	0	5	29.4%
		1	10	58.8%
		2	2	11.8%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	3	17.6%
		1	14	82.4%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	4	23.5%
		1	8	47.1%
		2	3	17.6%
		3	2	11.8%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	6	35.3%
		1	3	17.6%
		2	0	0.0%
		3	2	11.8%
		4	3	17.6%
		5	3	17.6%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	11	64.7%
		1	5	29.4%
		2	1	5.9%
		3	0	0.0%

Institutional/Departmental Profile								
Westmont College: July 2020 - Computer Science, Math, & Data Analytics								
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.		0.94	94%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.		1.41	47%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.		1.35	45%
	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.		0.88	88%
		X	X	Q6	Provide alternative explanations for spurious associations.		2.06	69%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.		0.06	3%
X				Q8	Determine whether an invited inference is supported by specific information.		0.88	88%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.		0.59	29%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.		3.41	85%
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.		1.18	39%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.		2.12	42%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.		0.41	14%
					CAT Total Score		17.94	47%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Computer Science, Math, & Data Analytics

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.94	0.70	*	+.66
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.41	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.35	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.00	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.88	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	2.06	1.53	*	+.79
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.06	0.56	**	-1.04
X				Q8	Determine whether an invited inference is supported by specific information.	0.88	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.59	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.41	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.82	0.95		
	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.	1.18	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.12	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.41	0.92		
					CAT Total Score	17.94	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
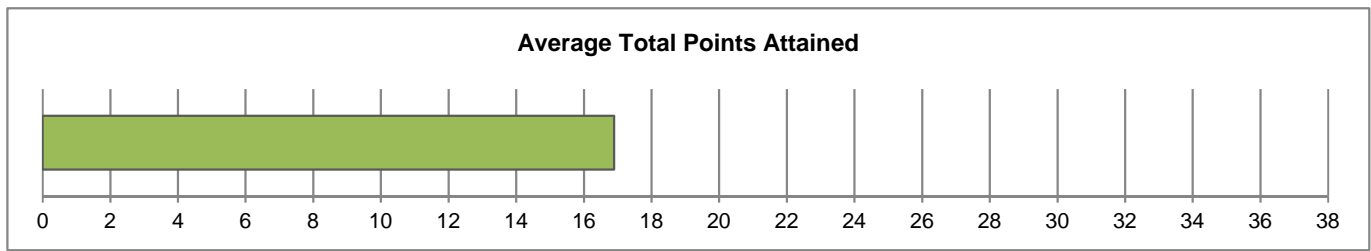
Westmont College

CAT Institutional Report

July 2020 - Economics & Business

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Economics & Business

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	39	7.00	25.00	16.90	4.57

Average Total Points Attained

(Bar chart showing average total points attained of approximately 17, on a scale from 0 to 38.)

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	21	53.8%
	Female	18	46.2%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	39	100.0%
Class	**Undergraduate**	39	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	5	12.8%
	21-25 years	34	87.2%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	30	76.9%
	Black or African American	1	2.6%
	American Indian or Alaska Native	0	0.0%
	Asian	7	17.9%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	3	7.7%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	31	79.5%
	Very Good	8	20.5%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	5	12.8%
Considered English primary language?	35	89.7%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Economics & Business

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	6	15.4%
		1	33	84.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	8	20.5%
		1	13	33.3%
		2	8	20.5%
		3	10	25.6%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	12	30.8%
		1	14	35.9%
		2	13	33.3%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	19	48.7%
		1	18	46.2%
		2	2	5.1%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	6	15.4%
		1	33	84.6%
Q6	Provide alternative explanations for spurious associations.	0	4	10.3%
		1	11	28.2%
		2	23	59.0%
		3	1	2.6%
Q7	Identify additional information needed to evaluate a hypothesis.	0	35	89.7%
		1	4	10.3%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	15	38.5%
		1	24	61.5%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	15	38.5%
		1	24	61.5%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	2	5.1%
		2	8	20.5%
		3	12	30.8%
		4	17	43.6%
Q11	Use and apply relevant information to evaluate a problem.	0	7	17.9%
		1	26	66.7%
		2	6	15.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	9	23.1%
		1	30	76.9%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	11	28.2%
		1	16	41.0%
		2	9	23.1%
		3	3	7.7%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	8	20.5%
		1	6	15.4%
		2	0	0.0%
		3	2	5.1%
		4	20	51.3%
		5	3	7.7%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	24	61.5%
		1	10	25.6%
		2	5	12.8%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Economics & Business

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.	0.85	85%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.51	50%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.03	34%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.56	14%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	85%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.54	51%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.10	5%
X				Q8	Determine whether an invited inference is supported by specific information.	0.62	62%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.62	31%
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.	0.97	49%
	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.	1.10	37%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.74	55%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.51	17%
					CAT Total Score	16.90	44%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Economics & Business

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.85	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.51	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.03	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.56	1.10	**	-.58
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.54	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.10	0.56	***	-.92
X				Q8	Determine whether an invited inference is supported by specific information.	0.62	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.62	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.13	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.97	0.95		
	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.	1.10	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.74	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.51	0.92	*	-.47
					CAT Total Score	16.90	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01 ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

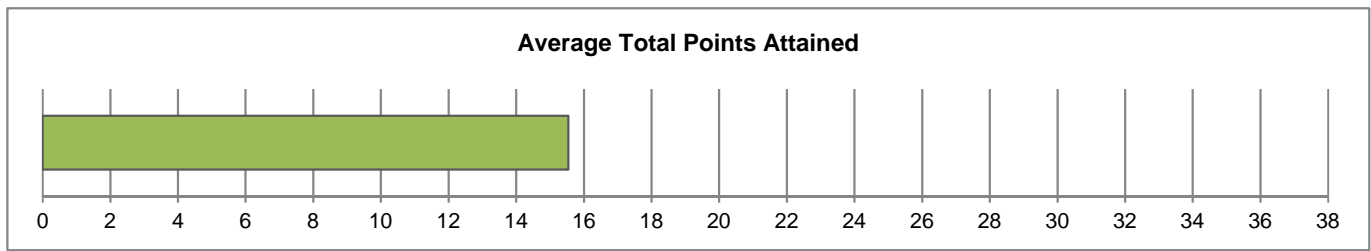The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - English

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - English

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	13	4.00	25.00	15.54	5.35

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	4	30.8%
	Female	9	69.2%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	13	100.0%
Class	**Undergraduate**	13	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	1	7.7%
	21-25 years	12	92.3%
	≥ 26 years	0	0.0%

			Freq.	Freq. %
Race**		**White**	12	92.3%
		Black or African American	0	0.0%
		American Indian or Alaska Native	0	0.0%
		Asian	2	15.4%
		Native Hawaiian or Other Pacific Islander	0	0.0%
		Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	11	84.6%
	Very Good	2	15.4%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	1	7.7%
Considered English primary language?	13	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - English

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
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	3	23.1%
		2	2	15.4%
		3	2	15.4%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	3	23.1%
		1	4	30.8%
		2	6	46.2%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	8	61.5%
		1	5	38.5%
		2	0	0.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	4	30.8%
		1	9	69.2%
Q6	Provide alternative explanations for spurious associations.	0	3	23.1%
		1	5	38.5%
		2	4	30.8%
		3	1	7.7%
Q7	Identify additional information needed to evaluate a hypothesis.	0	11	84.6%
		1	2	15.4%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	6	46.2%
		1	7	53.8%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	6	46.2%
		1	7	53.8%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	7.7%
		2	2	15.4%
		3	7	53.8%
		4	3	23.1%
Q11	Use and apply relevant information to evaluate a problem.	0	2	15.4%
		1	9	69.2%
		2	2	15.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	2	15.4%
		1	11	84.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	4	30.8%
		1	3	23.1%
		2	3	23.1%
		3	3	23.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	4	30.8%
		1	2	15.4%
		2	0	0.0%
		3	1	7.7%
		4	3	23.1%
		5	3	23.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	6	46.2%
		1	6	46.2%
		2	1	7.7%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - English

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.	1.00	33%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.23	41%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.38	10%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.69	69%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.23	41%
	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.	0.54	54%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.54	27%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.92	73%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	50%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.85	85%
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.	0.62	21%
					CAT Total Score	15.54	41%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - English

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.00	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.23	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.38	1.10	*	-.80
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.69	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.23	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.15	0.56	*	-.78
X				Q8	Determine whether an invited inference is supported by specific information.	0.54	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.54	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.92	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.85	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.38	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.46	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.62	0.92		
					CAT Total Score	15.54	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Westmont College

CAT Institutional Report

July 2020 - Kinesiology

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Kinesiology

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	26	8.00	24.00	17.81	4.53

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38
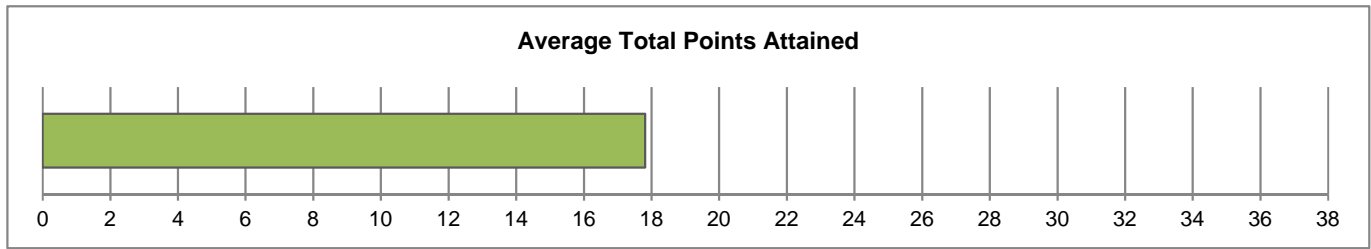
CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	12	46.2%
	Female	14	53.8%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	1	3.8%
	Senior	25	96.2%
Class	**Undergraduate**	26	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	1	3.8%
	21-25 years	25	96.2%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	19	73.1%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	4	15.4%
	Native Hawaiian or Other Pacific Islander	1	3.8%
	Other Race	2	7.7%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	19	73.1%
	Very Good	5	19.2%
	Good	2	7.7%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	5	19.2%
Considered English primary language?	26	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Kinesiology

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	2	7.7%
		1	24	92.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	8	30.8%
		1	9	34.6%
		2	2	7.7%
		3	7	26.9%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	9	34.6%
		1	12	46.2%
		2	5	19.2%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	12	46.2%
		1	14	53.8%
		2	0	0.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	5	19.2%
		1	21	80.8%
Q6	Provide alternative explanations for spurious associations.	0	3	11.5%
		1	7	26.9%
		2	14	53.8%
		3	2	7.7%
Q7	Identify additional information needed to evaluate a hypothesis.	0	23	88.5%
		1	3	11.5%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	3	11.5%
		1	23	88.5%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	14	53.8%
		1	12	46.2%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	3.8%
		2	4	15.4%
		3	8	30.8%
		4	13	50.0%
Q11	Use and apply relevant information to evaluate a problem.	0	4	15.4%
		1	16	61.5%
		2	6	23.1%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	4	15.4%
		1	22	84.6%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	6	23.1%
		1	7	26.9%
		2	7	26.9%
		3	6	23.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	5	19.2%
		1	3	11.5%
		2	0	0.0%
		3	4	15.4%
		4	10	38.5%
		5	4	15.4%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	14	53.8%
		1	4	15.4%
		2	8	30.8%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - 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.	0.92	92%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.31	44%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.85	28%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.54	13%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.81	81%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.58	53%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	6%
X				Q8	Determine whether an invited inference is supported by specific information.	0.88	88%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.46	23%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.27	82%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.08	54%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.85	85%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.50	50%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.88	58%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.77	26%
					CAT Total Score	17.81	47%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Kinesiology

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.92	0.70	*	+.60
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.31	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.85	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.54	1.10	*	-.63
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.81	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.58	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	0.56	**	-.88
X				Q8	Determine whether an invited inference is supported by specific information.	0.88	0.66	*	+.55
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.46	0.85	*	-.62
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.27	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.08	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.85	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.50	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.88	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.77	0.92		
					CAT Total Score	17.81	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
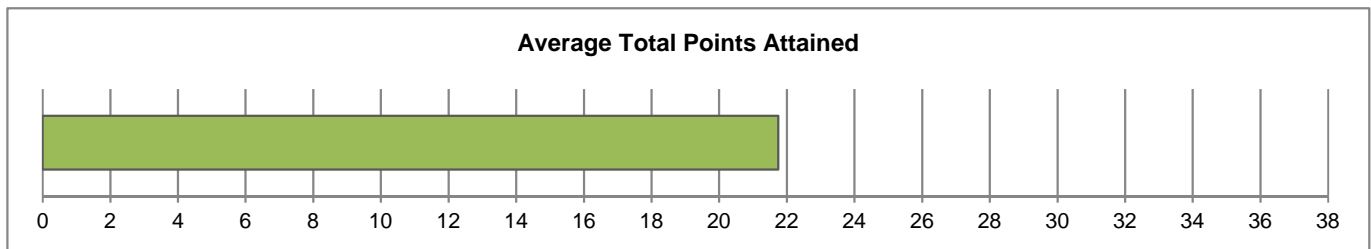
Westmont College

CAT Institutional Report

July 2020 - Philosophy

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Philosophy

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	4	21.00	22.00	21.75	0.50

Average Total Points Attained

0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	4	100.0%
	Female	0	0.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	4	100.0%
Class	**Undergraduate**	4	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	4	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	4	100.0%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	4	100.0%
	Very Good	0	0.0%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	0	0.0%
Considered English primary language?	4	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Philosophy

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	0	0.0%
		1	4	100.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	0	0.0%
		1	1	25.0%
		2	1	25.0%
		3	2	50.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	2	50.0%
		1	0	0.0%
		2	2	50.0%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	1	25.0%
		1	3	75.0%
		2	0	0.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	1	25.0%
		1	3	75.0%
Q6	Provide alternative explanations for spurious associations.	0	0	0.0%
		1	0	0.0%
		2	4	100.0%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	3	75.0%
		1	1	25.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	1	25.0%
		1	3	75.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	1	25.0%
		1	3	75.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	0	0.0%
		3	1	25.0%
		4	3	75.0%
Q11	Use and apply relevant information to evaluate a problem.	0	0	0.0%
		1	3	75.0%
		2	1	25.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	0	0.0%
		1	4	100.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	0	0.0%
		1	2	50.0%
		2	1	25.0%
		3	1	25.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	0	0.0%
		1	0	0.0%
		2	0	0.0%
		3	1	25.0%
		4	3	75.0%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	1	25.0%
		1	3	75.0%
		2	0	0.0%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Philosophy

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.	1.00	100%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	2.25	75%
		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.	0.75	19%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.75	75%
		X	X	Q6	Provide alternative explanations for spurious associations.	2.00	67%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.25	13%
X				Q8	Determine whether an invited inference is supported by specific information.	0.75	75%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.75	38%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.75	94%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.25	63%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	1.00	100%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.75	58%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.75	75%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.75	25%
					CAT Total Score	21.75	57%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Philosophy

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	1.00	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	2.25	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.75	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.75	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	2.00	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.25	0.56		
X				Q8	Determine whether an invited inference is supported by specific information.	0.75	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.75	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.75	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.25	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	1.00	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.75	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.75	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.75	0.92		
					CAT Total Score	21.75	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

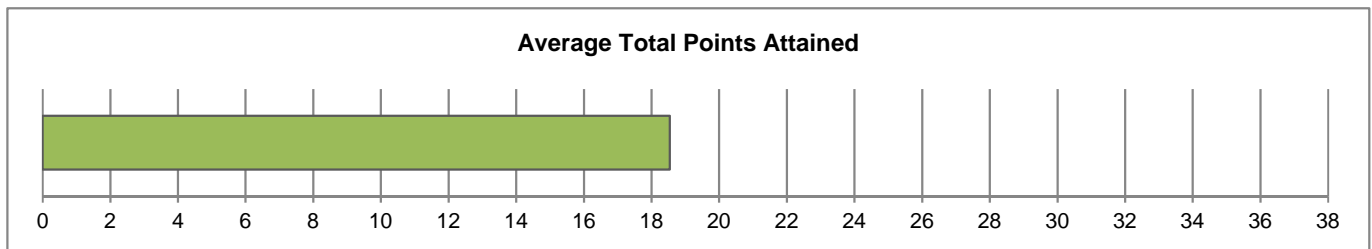The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - Psychology

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Psychology

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	24	10.00	28.00	18.54	5.13

Average Total Points Attained

0   2   4   6   8   10   12   14   16   18   20   22   24   26   28   30   32   34   36   38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	5	20.8%
	Female	19	79.2%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	3	12.5%
	Senior	21	87.5%
Class	**Undergraduate**	24	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	2	8.3%
	21-25 years	22	91.7%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	21	87.5%
	Black or African American	1	4.2%
	American Indian or Alaska Native	1	4.2%
	Asian	3	12.5%
	Native Hawaiian or Other Pacific Islander	1	4.2%
	Other Race	2	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**	21	87.5%
	Very Good	2	8.3%
	Good	1	4.2%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	4	16.7%
Considered English primary language?	24	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Psychology

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	4	16.7%
		1	20	83.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	8	33.3%
		1	6	25.0%
		2	3	12.5%
		3	7	29.2%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	10	41.7%
		1	5	20.8%
		2	9	37.5%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	7	29.2%
		1	11	45.8%
		2	6	25.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	2	8.3%
		1	22	91.7%
Q6	Provide alternative explanations for spurious associations.	0	0	0.0%
		1	3	12.5%
		2	21	87.5%
		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	5	20.8%
		1	19	79.2%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	9	37.5%
		1	14	58.3%
		2	1	4.2%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	4.2%
		2	1	4.2%
		3	12	50.0%
		4	10	41.7%
Q11	Use and apply relevant information to evaluate a problem.	0	7	29.2%
		1	16	66.7%
		2	1	4.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	2	8.3%
		1	22	91.7%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	8	33.3%
		1	2	8.3%
		2	7	29.2%
		3	7	29.2%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	3	12.5%
		1	3	12.5%
		2	0	0.0%
		3	3	12.5%
		4	13	54.2%
		5	2	8.3%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	16	66.7%
		1	6	25.0%
		2	2	8.3%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Psychology

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.	0.83	83%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.38	46%
		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.	0.92	92%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.88	63%
	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.	0.79	79%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.67	33%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.29	82%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.75	38%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.92	92%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.54	51%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.08	62%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.42	14%
					CAT Total Score	18.54	49%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Psychology

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.83	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.38	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0.96	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.96	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.92	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.88	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.17	0.56	**	-.75
X				Q8	Determine whether an invited inference is supported by specific information.	0.79	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.67	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.29	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.75	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.92	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.54	1.10	*	+.39
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.08	2.24	*	+.48
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.42	0.92	*	-.59
					CAT Total Score	18.54	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
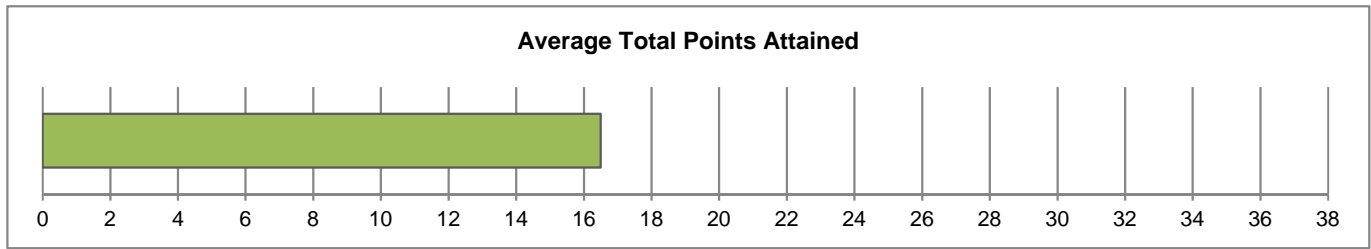
Westmont College

CAT Institutional Report

July 2020 - Religious Studies

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Religious Studies

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	14	7.00	26.00	16.50	5.54

Average Total Points Attained

| Scale | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 |

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	7	50.0%
	Female	7	50.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	2	14.3%
	Senior	12	85.7%
Class	**Undergraduate**	14	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	1	7.1%
	21-25 years	13	92.9%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	12	85.7%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	1	7.1%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	1	7.1%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	9	64.3%
	Very Good	4	28.6%
	Good	1	7.1%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	1	7.1%
Considered English primary language?	14	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Religious Studies

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	3	21.4%
		1	11	78.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	5	35.7%
		1	3	21.4%
		2	3	21.4%
		3	3	21.4%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	2	14.3%
		1	6	42.9%
		2	6	42.9%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	3	21.4%
		1	7	50.0%
		2	4	28.6%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	3	21.4%
		1	11	78.6%
Q6	Provide alternative explanations for spurious associations.	0	1	7.1%
		1	1	7.1%
		2	12	85.7%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	14	100.0%
		1	0	0.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	2	14.3%
		1	12	85.7%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	6	42.9%
		1	8	57.1%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	2	14.3%
		2	2	14.3%
		3	4	28.6%
		4	6	42.9%
Q11	Use and apply relevant information to evaluate a problem.	0	2	14.3%
		1	9	64.3%
		2	3	21.4%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	5	35.7%
		1	9	64.3%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	4	28.6%
		1	7	50.0%
		2	2	14.3%
		3	1	7.1%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	4	28.6%
		1	4	28.6%
		2	0	0.0%
		3	1	7.1%
		4	5	35.7%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	11	78.6%
		1	0	0.0%
		2	3	21.4%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Religious Studies

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.	0.79	79%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.29	43%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.29	43%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.07	27%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.79	79%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.79	60%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.00	0%
X				Q8	Determine whether an invited inference is supported by specific information.	0.86	86%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	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.	1.07	54%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.64	64%
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.	1.93	39%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.43	14%
					CAT Total Score	16.50	43%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Religious Studies

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.79	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.29	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.29	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.07	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.79	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.79	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.00	0.56	**	-1.25
X				Q8	Determine whether an invited inference is supported by specific information.	0.86	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.00	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.07	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.64	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.00	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.93	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.43	0.92		
					CAT Total Score	16.50	17.64		

[a.] National user norms updated Fall 2019

[b.] * $p<.05$ **$p<.01$ ***$p<.001$ (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Westmont College

CAT Institutional Report

July 2020 - Female

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Female

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	78	8.00	26.00	17.41	4.35

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38
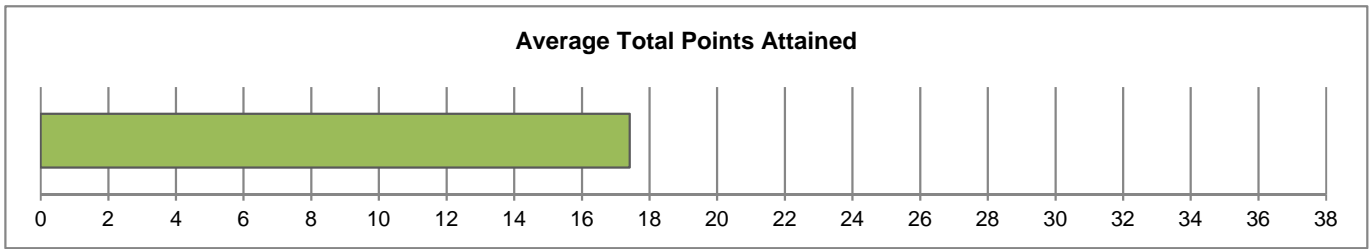
CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	0	0.0%
	Female	78	100.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	4	5.1%
	Senior	74	94.9%
Class	**Undergraduate**	78	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	7	9.0%
	21-25 years	71	91.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	64	82.1%
	Black or African American	4	5.1%
	American Indian or Alaska Native	2	2.6%
	Asian	12	15.4%
	Native Hawaiian or Other Pacific Islander	2	2.6%
	Other Race	2	2.6%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	67	85.9%
	Very Good	11	14.1%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	4	5.1%
Considered English primary language?	77	98.7%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Female

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	12	15.4%
		1	66	84.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	27	34.6%
		1	27	34.6%
		2	10	12.8%
		3	14	17.9%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	20	25.6%
		1	30	38.5%
		2	28	35.9%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	28	35.9%
		1	39	50.0%
		2	11	14.1%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	14	17.9%
		1	64	82.1%
Q6	Provide alternative explanations for spurious associations.	0	3	3.8%
		1	22	28.2%
		2	52	66.7%
		3	1	1.3%
Q7	Identify additional information needed to evaluate a hypothesis.	0	71	91.0%
		1	7	9.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	18	23.1%
		1	60	76.9%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	31	39.7%
		1	46	59.0%
		2	1	1.3%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	2	2.6%
		2	9	11.5%
		3	35	44.9%
		4	32	41.0%
Q11	Use and apply relevant information to evaluate a problem.	0	15	19.2%
		1	55	70.5%
		2	8	10.3%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	16	20.5%
		1	62	79.5%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	23	29.5%
		1	22	28.2%
		2	17	21.8%
		3	16	20.5%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	16	20.5%
		1	12	15.4%
		2	0	0.0%
		3	9	11.5%
		4	31	39.7%
		5	10	12.8%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	46	59.0%
		1	19	24.4%
		2	13	16.7%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Female

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.	0.85	85%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.14	38%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.10	37%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.78	20%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.82	82%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.65	55%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	4%
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.	0.62	31%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.24	81%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	46%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.79	79%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.33	44%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.73	55%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.58	19%
					CAT Total Score	17.41	46%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Female

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.85	0.70	**	+.36
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.14	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.10	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.78	1.10	*	-.34
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.82	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.65	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	0.56	***	-.95
X				Q8	Determine whether an invited inference is supported by specific information.	0.77	0.66	*	+.24
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.62	0.85	**	-.37
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.24	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.91	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.79	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.33	1.10	*	+.22
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.73	2.24	*	+.27
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.58	0.92	**	-.39
					CAT Total Score	17.41	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
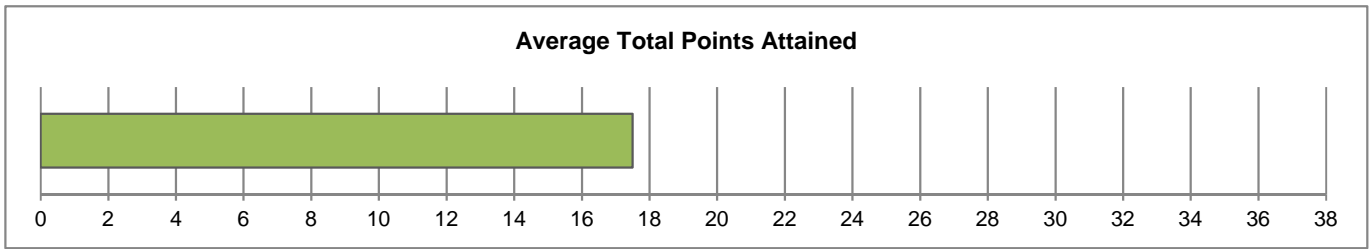
Westmont College

CAT Institutional Report

July 2020 - Male

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Male

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	62	4.00	28.00	17.50	5.28

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	62	100.0%
	Female	0	0.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	2	3.2%
	Senior	60	96.8%
Class	**Undergraduate**	62	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	4	6.5%
	21-25 years	58	93.5%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	47	75.8%
	Black or African American	1	1.6%
	American Indian or Alaska Native	0	0.0%
	Asian	9	14.5%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	6	9.7%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	45	72.6%
	Very Good	12	19.4%
	Good	5	8.1%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	14	22.6%
Considered English primary language?	58	93.5%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Male

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	10	16.1%
		1	52	83.9%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	16	25.8%
		1	13	21.0%
		2	10	16.1%
		3	23	37.1%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	19	30.6%
		1	23	37.1%
		2	20	32.3%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	27	43.5%
		1	31	50.0%
		2	4	6.5%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	9	14.5%
		1	53	85.5%
Q6	Provide alternative explanations for spurious associations.	0	8	12.9%
		1	7	11.3%
		2	43	69.4%
		3	4	6.5%
Q7	Identify additional information needed to evaluate a hypothesis.	0	53	85.5%
		1	9	14.5%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	17	27.4%
		1	45	72.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	29	46.8%
		1	33	53.2%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	6	9.7%
		2	9	14.5%
		3	14	22.6%
		4	33	53.2%
Q11	Use and apply relevant information to evaluate a problem.	0	12	19.4%
		1	37	59.7%
		2	13	21.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	10	16.1%
		1	52	83.9%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	15	24.2%
		1	25	40.3%
		2	15	24.2%
		3	7	11.3%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	14	22.6%
		1	10	16.1%
		2	0	0.0%
		3	5	8.1%
		4	28	45.2%
		5	5	8.1%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	38	61.3%
		1	15	24.2%
		2	9	14.5%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Male

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.	0.84	84%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.65	55%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.02	34%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.63	16%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	85%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.69	56%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.15	7%
X				Q8	Determine whether an invited inference is supported by specific information.	0.73	73%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.53	27%
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.	1.02	51%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.84	84%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.23	41%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.61	52%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.53	18%
					CAT Total Score	17.50	46%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Male

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.84	0.70	*	+.34
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.65	1.20	**	+.38
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.02	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.63	1.10	**	-.51
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.85	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.69	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.15	0.56	***	-.80
X				Q8	Determine whether an invited inference is supported by specific information.	0.73	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.53	0.85	**	-.51
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.19	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.02	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.84	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.23	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.61	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.53	0.92	**	-.44
					CAT Total Score	17.50	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05 **p<.01 ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

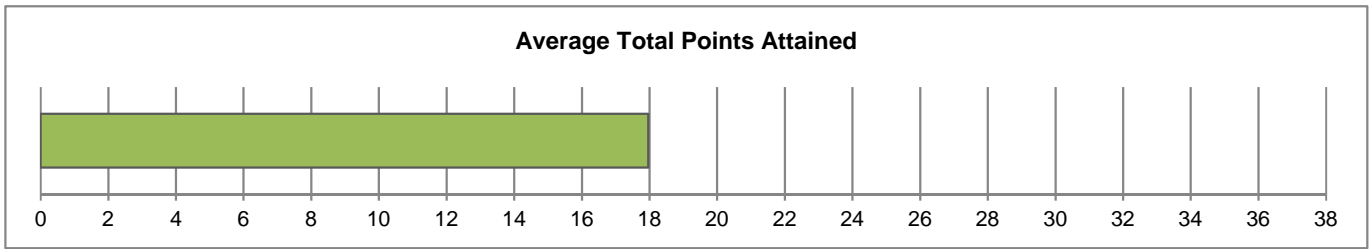The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - White

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - White

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	83	7.00	28.00	17.96	4.80

Average Total Points Attained

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	31	37.8%
	Female	51	62.2%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	3	3.6%
	Senior	80	96.4%
Class	**Undergraduate**	83	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	5	6.0%
	21-25 years	78	94.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	82	98.8%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	0	0.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	2	2.4%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	66	79.5%
	Very Good	15	18.1%
	Good	2	2.4%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	1	1.2%
Considered English primary language?	82	98.8%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - White

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	13	15.7%
		1	70	84.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	27	32.5%
		1	22	26.5%
		2	12	14.5%
		3	22	26.5%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	22	26.5%
		1	29	34.9%
		2	32	38.6%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	32	38.6%
		1	41	49.4%
		2	10	12.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	10	12.0%
		1	73	88.0%
Q6	Provide alternative explanations for spurious associations.	0	2	2.4%
		1	21	25.3%
		2	56	67.5%
		3	4	4.8%
Q7	Identify additional information needed to evaluate a hypothesis.	0	72	86.7%
		1	11	13.3%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	20	24.1%
		1	63	75.9%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	30	36.1%
		1	52	62.7%
		2	1	1.2%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	5	6.0%
		2	11	13.3%
		3	27	32.5%
		4	40	48.2%
Q11	Use and apply relevant information to evaluate a problem.	0	18	21.7%
		1	53	63.9%
		2	12	14.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	19	22.9%
		1	64	77.1%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	20	24.1%
		1	27	32.5%
		2	20	24.1%
		3	16	19.3%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	14	16.9%
		1	13	15.7%
		2	0	0.0%
		3	9	10.8%
		4	38	45.8%
		5	9	10.8%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	49	59.0%
		1	20	24.1%
		2	14	16.9%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - White

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.	0.84	84%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.35	45%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.12	37%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.73	18%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.88	88%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.75	58%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.13	7%
X				Q8	Determine whether an invited inference is supported by specific information.	0.76	76%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.65	33%
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.	0.93	46%
	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.	1.39	46%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.86	57%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.58	19%
					CAT Total Score	17.96	47%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
					Senior CAT Means Comparison Report				
					Westmont College: July 2020 - White				
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.84	0.70	**	+.35
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.35	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.12	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.73	1.10	**	-.39
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.88	0.75	**	+.34
		X	X	Q6	Provide alternative explanations for spurious associations.	1.75	1.53	*	+.30
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.13	0.56	***	-.84
X				Q8	Determine whether an invited inference is supported by specific information.	0.76	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.65	0.85	*	-.32
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.23	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.93	0.95		
	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.	1.39	1.10	*	+.28
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.86	2.24	**	+.34
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.58	0.92	**	-.38
					CAT Total Score	17.96	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
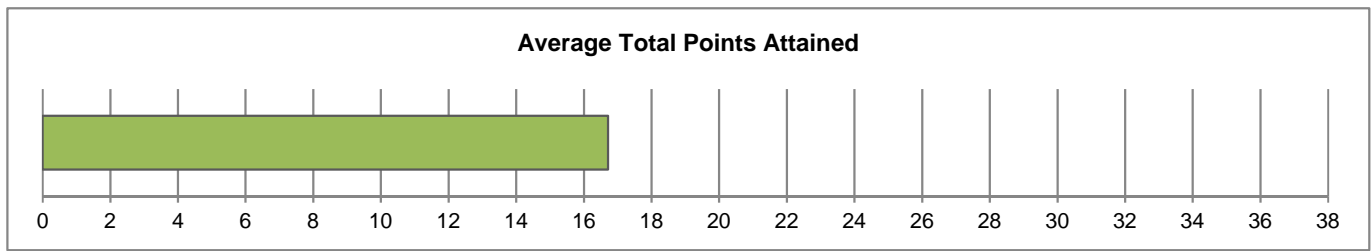
Westmont College

CAT Institutional Report

July 2020 - Non-white

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Non-white

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	46	4.00	25.00	16.72	4.56

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	23	50.0%
	Female	23	50.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	3	6.5%
	Senior	43	93.5%
Class	**Undergraduate**	46	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	5	10.9%
	21-25 years	41	89.1%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	21	45.7%
	Black or African American	4	8.7%
	American Indian or Alaska Native	2	4.3%
	Asian	20	43.5%
	Native Hawaiian or Other Pacific Islander	2	4.3%
	Other Race	5	10.9%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	37	80.4%
	Very Good	6	13.0%
	Good	3	6.5%
	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

Westmont College: July 2020 - Non-white

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	8	17.4%
		1	38	82.6%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	14	30.4%
		1	15	32.6%
		2	5	10.9%
		3	12	26.1%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	12	26.1%
		1	19	41.3%
		2	15	32.6%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	18	39.1%
		1	24	52.2%
		2	4	8.7%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	10	21.7%
		1	36	78.3%
Q6	Provide alternative explanations for spurious associations.	0	6	13.0%
		1	8	17.4%
		2	30	65.2%
		3	2	4.3%
Q7	Identify additional information needed to evaluate a hypothesis.	0	43	93.5%
		1	3	6.5%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	10	21.7%
		1	36	78.3%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	25	54.3%
		1	21	45.7%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	6	13.0%
		3	19	41.3%
		4	21	45.7%
Q11	Use and apply relevant information to evaluate a problem.	0	7	15.2%
		1	32	69.6%
		2	7	15.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	5	10.9%
		1	41	89.1%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	15	32.6%
		1	17	37.0%
		2	9	19.6%
		3	5	10.9%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	13	28.3%
		1	8	17.4%
		2	0	0.0%
		3	5	10.9%
		4	16	34.8%
		5	4	8.7%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	29	63.0%
		1	12	26.1%
		2	5	10.9%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Non-white

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.	0.83	83%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.33	44%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.07	36%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.70	17%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.78	78%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.61	54%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.07	3%
X				Q8	Determine whether an invited inference is supported by specific information.	0.78	78%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.46	23%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.33	83%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	50%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.89	89%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.09	36%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.33	47%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.48	16%
					CAT Total Score	16.72	44%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Non-white

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.83	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.33	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.07	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.70	1.10	*	-.43
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.78	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.61	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.07	0.56	***	-1.02
X				Q8	Determine whether an invited inference is supported by specific information.	0.78	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.46	0.85	***	-.63
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.33	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.89	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.09	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.33	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.48	0.92	**	-.51
					CAT Total Score	16.72	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Westmont College

CAT Institutional Report

July 2020 - Latinx

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Latinx

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	22	4.00	25.00	17.55	5.14

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38
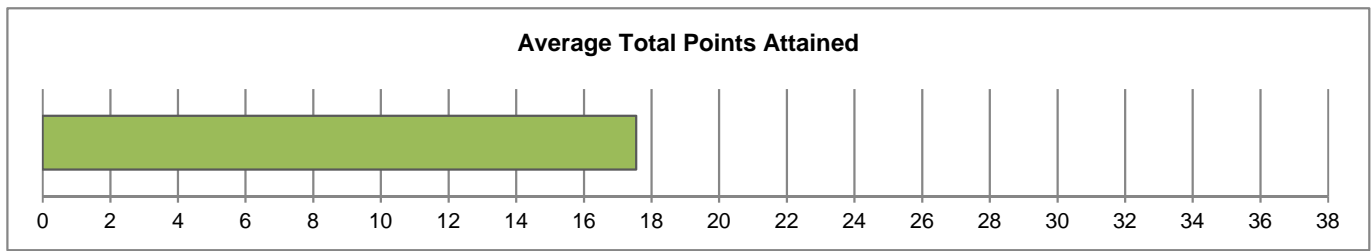
CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	14	63.6%
	Female	8	36.4%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	2	9.1%
	Senior	20	90.9%
Class	**Undergraduate**	22	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	3	13.6%
	21-25 years	19	86.4%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	16	72.7%
	Black or African American	0	0.0%
	American Indian or Alaska Native	1	4.5%
	Asian	2	9.1%
	Native Hawaiian or Other Pacific Islander	1	4.5%
	Other Race	4	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**	19	86.4%
	Very Good	2	9.1%
	Good	1	4.5%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	14	63.6%
Considered English primary language?	21	95.5%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - Latinx

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	5	22.7%
		1	17	77.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	3	13.6%
		1	8	36.4%
		2	3	13.6%
		3	8	36.4%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	6	27.3%
		1	8	36.4%
		2	8	36.4%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	7	31.8%
		1	13	59.1%
		2	2	9.1%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	5	22.7%
		1	17	77.3%
Q6	Provide alternative explanations for spurious associations.	0	3	13.6%
		1	4	18.2%
		2	13	59.1%
		3	2	9.1%
Q7	Identify additional information needed to evaluate a hypothesis.	0	20	90.9%
		1	2	9.1%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	4	18.2%
		1	18	81.8%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	12	54.5%
		1	10	45.5%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	4	18.2%
		3	9	40.9%
		4	9	40.9%
Q11	Use and apply relevant information to evaluate a problem.	0	4	18.2%
		1	14	63.6%
		2	4	18.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	1	4.5%
		1	21	95.5%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	6	27.3%
		1	8	36.4%
		2	5	22.7%
		3	3	13.6%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	6	27.3%
		1	3	13.6%
		2	0	0.0%
		3	4	18.2%
		4	6	27.3%
		5	3	13.6%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	13	59.1%
		1	6	27.3%
		2	3	13.6%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Latinx

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.	0.77	77%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.73	58%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.09	36%
	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.	1.64	55%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	5%
X				Q8	Determine whether an invited inference is supported by specific information.	0.82	82%
		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.	3.23	81%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	50%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.95	95%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.23	41%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.45	49%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.55	18%
					CAT Total Score	17.55	46%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Latinx

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.77	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.73	1.20	*	+.48
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.09	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.77	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.77	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.64	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.09	0.56	**	-.95
X				Q8	Determine whether an invited inference is supported by specific information.	0.82	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.45	0.85	*	-.63
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.23	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.95	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.23	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.45	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.55	0.92		
					CAT Total Score	17.55	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] Mean difference divided by pooled group standard deviation. (0.1 - 0.3 = small effect; 0.3 - 0.5 = moderate effect; >0.5 = large effect)

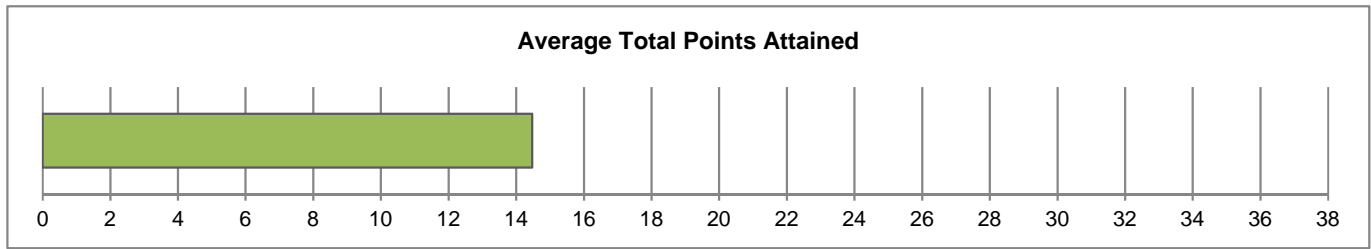The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Westmont College

CAT Institutional Report

July 2020 - Asian

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Asian

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	15	11.00	20.00	14.47	3.60

Average Total Points Attained

| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 |

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	7	46.7%
	Female	8	53.3%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	15	100.0%
Class	**Undergraduate**	15	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	15	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	0	0.0%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	15	100.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	11	73.3%
	Very Good	2	13.3%
	Good	2	13.3%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	0	0.0%
Considered English primary language?	14	93.3%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Asian

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	1	6.7%
		1	14	93.3%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	9	60.0%
		1	4	26.7%
		2	0	0.0%
		3	2	13.3%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	5	33.3%
		1	5	33.3%
		2	5	33.3%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	9	60.0%
		1	5	33.3%
		2	1	6.7%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	2	13.3%
		1	13	86.7%
Q6	Provide alternative explanations for spurious associations.	0	3	20.0%
		1	3	20.0%
		2	9	60.0%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	15	100.0%
		1	0	0.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	2	13.3%
		1	13	86.7%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	9	60.0%
		1	6	40.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	0	0.0%
		3	7	46.7%
		4	8	53.3%
Q11	Use and apply relevant information to evaluate a problem.	0	2	13.3%
		1	12	80.0%
		2	1	6.7%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	3	20.0%
		1	12	80.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	9	60.0%
		1	3	20.0%
		2	2	13.3%
		3	1	6.7%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	6	40.0%
		1	3	20.0%
		2	0	0.0%
		3	1	6.7%
		4	5	33.3%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	12	80.0%
		1	3	20.0%
		2	0	0.0%
		3	0	0.0%

Institutional/Departmental Profile								
Westmont College: July 2020 - Asian								
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.		0.93	93%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.		0.67	22%
		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.		0.47	12%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.		0.87	87%
		X	X	Q6	Provide alternative explanations for spurious associations.		1.40	47%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.		0.00	0%
X				Q8	Determine whether an invited inference is supported by specific information.		0.87	87%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.		0.40	20%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.		3.53	88%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.		0.93	47%
	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.		0.67	22%
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.		0.20	7%
					CAT Total Score		14.47	38%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Asian

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.93	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.67	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.47	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.87	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.40	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.00	0.56	**	-1.25
X				Q8	Determine whether an invited inference is supported by specific information.	0.87	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.40	0.85	*	-.72
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.53	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.93	0.95		
	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.	0.67	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.73	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.20	0.92	*	-.94
					CAT Total Score	14.47	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
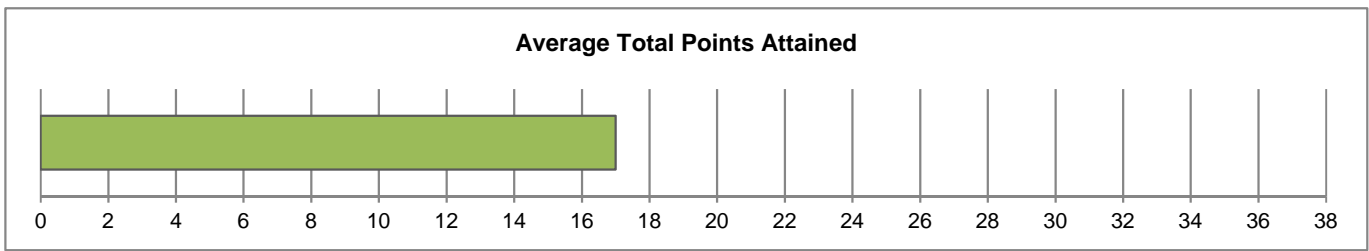
Westmont College

CAT Institutional Report

July 2020 - Non-Resident

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Non-Resident

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	4	7.00	22.00	17.00	6.88

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	3	75.0%
	Female	1	25.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	4	100.0%
Class	**Undergraduate**	4	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	4	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	2	50.0%
	Black or African American	1	25.0%
	American Indian or Alaska Native	0	0.0%
	Asian	1	25.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	3	75.0%
	Very Good	1	25.0%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	1	25.0%
Considered English primary language?	3	75.0%

CAT Breakdown: Frequency of Points Awarded for Each Question
Westmont College: July 2020 - Non-Resident

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	0	0.0%
		1	4	100.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	1	25.0%
		1	0	0.0%
		2	0	0.0%
		3	3	75.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	0	0.0%
		1	3	75.0%
		2	1	25.0%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	1	25.0%
		1	2	50.0%
		2	1	25.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	0	0.0%
		1	4	100.0%
Q6	Provide alternative explanations for spurious associations.	0	1	25.0%
		1	0	0.0%
		2	3	75.0%
		3	0	0.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	3	75.0%
		1	1	25.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	3	75.0%
		1	1	25.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	2	50.0%
		1	2	50.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	25.0%
		2	0	0.0%
		3	2	50.0%
		4	1	25.0%
Q11	Use and apply relevant information to evaluate a problem.	0	1	25.0%
		1	2	50.0%
		2	1	25.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	1	25.0%
		1	3	75.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	2	50.0%
		1	1	25.0%
		2	0	0.0%
		3	1	25.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	1	25.0%
		1	1	25.0%
		2	0	0.0%
		3	0	0.0%
		4	2	50.0%
		5	0	0.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	3	75.0%
		1	1	25.0%
		2	0	0.0%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Non-Resident

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.	1.00	100%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	2.25	75%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.25	42%
	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.	1.00	100%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.50	50%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.25	13%
X				Q8	Determine whether an invited inference is supported by specific information.	0.25	25%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.50	25%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.75	69%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	50%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.75	75%
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.	2.25	45%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.25	8%
					CAT Total Score	17.00	45%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Non-Resident

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	1.00	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	2.25	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.25	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.00	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	1.00	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.50	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.25	0.56		
X				Q8	Determine whether an invited inference is supported by specific information.	0.25	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.50	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.75	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.00	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.75	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.00	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.25	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.25	0.92		
					CAT Total Score	17.00	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Westmont College

CAT Institutional Report

July 2020 - Transfers

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Transfers

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	20	13.00	28.00	19.80	4.19

Average Total Points Attained

0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38
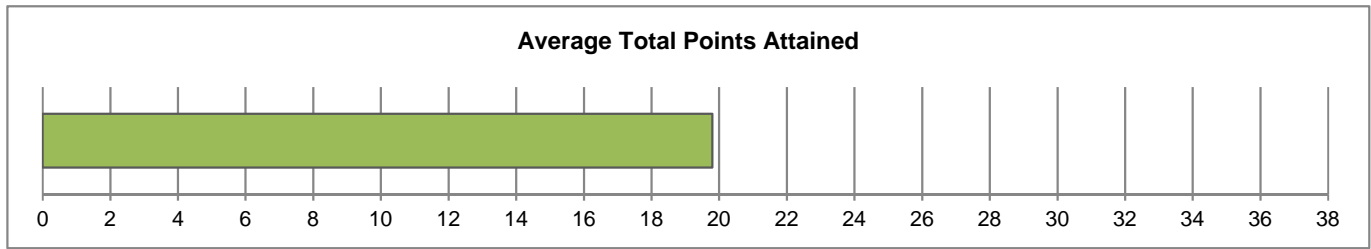
CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	9	45.0%
	Female	11	55.0%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	0	0.0%
	Senior	20	100.0%
Class	**Undergraduate**	20	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	0	0.0%
	21-25 years	20	100.0%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	17	85.0%
	Black or African American	0	0.0%
	American Indian or Alaska Native	0	0.0%
	Asian	3	15.0%
	Native Hawaiian or Other Pacific Islander	1	5.0%
	Other Race	1	5.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	17	85.0%
	Very Good	3	15.0%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	3	15.0%
Considered English primary language?	19	95.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Transfers

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	6	30.0%
		1	14	70.0%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	3	15.0%
		1	5	25.0%
		2	5	25.0%
		3	7	35.0%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	5	25.0%
		1	10	50.0%
		2	5	25.0%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	7	35.0%
		1	10	50.0%
		2	3	15.0%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	2	10.0%
		1	18	90.0%
Q6	Provide alternative explanations for spurious associations.	0	2	10.0%
		1	3	15.0%
		2	14	70.0%
		3	1	5.0%
Q7	Identify additional information needed to evaluate a hypothesis.	0	18	90.0%
		1	2	10.0%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	3	15.0%
		1	17	85.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	8	40.0%
		1	12	60.0%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	1	5.0%
		2	2	10.0%
		3	9	45.0%
		4	8	40.0%
Q11	Use and apply relevant information to evaluate a problem.	0	4	20.0%
		1	11	55.0%
		2	5	25.0%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	2	10.0%
		1	18	90.0%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	2	10.0%
		1	5	25.0%
		2	4	20.0%
		3	9	45.0%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	1	5.0%
		1	4	20.0%
		2	0	0.0%
		3	3	15.0%
		4	9	45.0%
		5	3	15.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	7	35.0%
		1	6	30.0%
		2	7	35.0%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Transfers

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.	0.70	70%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.80	60%
		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.	0.80	20%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.90	90%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.70	57%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.10	5%
X				Q8	Determine whether an invited inference is supported by specific information.	0.85	85%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.60	30%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.20	80%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.05	53%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.90	90%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	2.00	67%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.20	64%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	1.00	33%
					CAT Total Score	19.80	52%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Transfers

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.70	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.80	1.20	*	+.55
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.00	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.80	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.90	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.70	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.10	0.56	**	-.92
X				Q8	Determine whether an invited inference is supported by specific information.	0.85	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.60	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.20	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.05	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.90	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	2.00	1.10	***	+.87
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.20	2.24	*	+.56
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	1.00	0.92		
					CAT Total Score	19.80	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
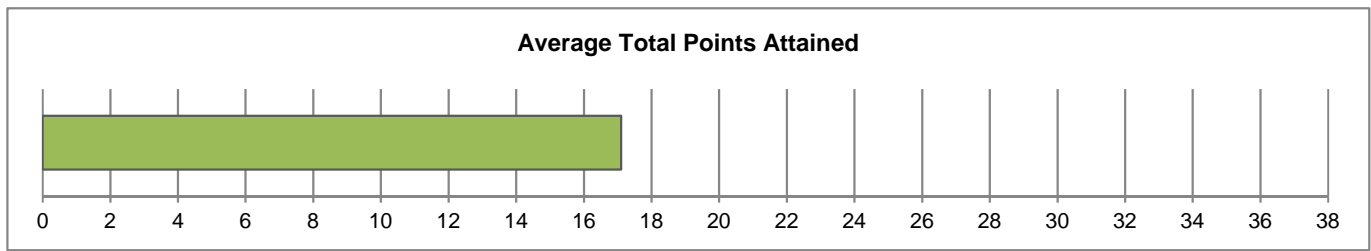
Westmont College

CAT Institutional Report

July 2020 - Non-Transfers

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - Non-Transfers

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	121	4.00	27.00	17.10	4.76

Average Total Points Attained

0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	53	44.2%
	Female	67	55.8%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	6	5.0%
	Senior	115	95.0%
Class	**Undergraduate**	121	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	11	9.1%
	21-25 years	110	90.9%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	95	78.5%
	Black or African American	5	4.1%
	American Indian or Alaska Native	2	1.7%
	Asian	18	14.9%
	Native Hawaiian or Other Pacific Islander	1	0.8%
	Other Race	7	5.8%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	96	79.3%
	Very Good	20	16.5%
	Good	5	4.1%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	15	12.4%
Considered English primary language?	117	96.7%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - Non-Transfers

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	16	13.2%
		1	105	86.8%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	40	33.1%
		1	35	28.9%
		2	15	12.4%
		3	31	25.6%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	34	28.1%
		1	43	35.5%
		2	44	36.4%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	48	39.7%
		1	61	50.4%
		2	12	9.9%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	21	17.4%
		1	100	82.6%
Q6	Provide alternative explanations for spurious associations.	0	9	7.4%
		1	26	21.5%
		2	81	66.9%
		3	5	4.1%
Q7	Identify additional information needed to evaluate a hypothesis.	0	107	88.4%
		1	14	11.6%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	32	26.4%
		1	89	73.6%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	53	43.8%
		1	67	55.4%
		2	1	0.8%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	7	5.8%
		2	16	13.2%
		3	41	33.9%
		4	57	47.1%
Q11	Use and apply relevant information to evaluate a problem.	0	23	19.0%
		1	82	67.8%
		2	16	13.2%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	24	19.8%
		1	97	80.2%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	36	29.8%
		1	42	34.7%
		2	28	23.1%
		3	15	12.4%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	29	24.0%
		1	19	15.7%
		2	0	0.0%
		3	11	9.1%
		4	50	41.3%
		5	12	9.9%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	77	63.6%
		1	29	24.0%
		2	15	12.4%
		3	0	0.0%

Institutional/Departmental Profile

Westmont College: July 2020 - Non-Transfers

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.	0.87	87%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.31	44%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.08	36%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.70	18%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.83	83%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.68	56%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	6%
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.	0.57	29%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.22	81%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.94	47%
	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.	1.18	39%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.58	52%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.49	16%
					CAT Total Score	17.10	45%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - Non-Transfers

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution	National[a]		
						Mean	Mean	Probability of difference[b]	Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.87	0.70	***	+.42
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.31	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.08	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.70	1.10	***	-.43
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.83	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.68	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.12	0.56	***	-.88
X				Q8	Determine whether an invited inference is supported by specific information.	0.74	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	0.85	***	-.44
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.22	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.94	0.95		
	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.	1.18	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.58	2.24	*	+.18
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.49	0.92	***	-.50
					CAT Total Score	17.10	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.
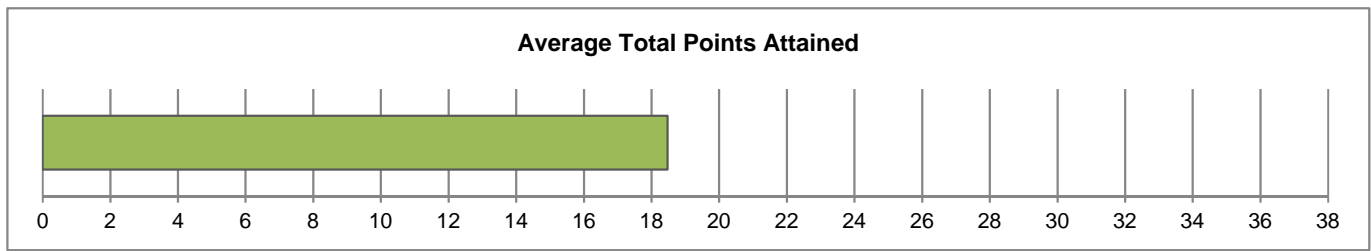
Westmont College

CAT Institutional Report

July 2020 - First Generation

CAT Overview: Descriptive Statistics for CAT Total Score
Westmont College: July 2020 - First Generation

	N	Min.	Max.	Mean	Std. Dev
CAT Total Score	21	11.00	25.00	18.48	4.32

Average Total Points Attained

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38

CAT Demographics: Descriptive Statistics for Sample

		Freq.	Freq. %
Gender	**Male**	9	42.9%
	Female	12	57.1%
Class Standing	**Freshman**	0	0.0%
	Sophomore	0	0.0%
	Junior	2	9.5%
	Senior	19	90.5%
Class	**Undergraduate**	21	100.0%
	Graduate	0	0.0%
Age	**≤ 20 years**	1	4.8%
	21-25 years	20	95.2%
	≥ 26 years	0	0.0%

		Freq.	Freq. %
Race**	**White**	16	76.2%
	Black or African American	0	0.0%
	American Indian or Alaska Native	1	4.8%
	Asian	4	19.0%
	Native Hawaiian or Other Pacific Islander	0	0.0%
	Other Race	0	0.0%

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

		Freq.	Freq. %
Proficiency with the English Language*	**Excellent**	18	85.7%
	Very Good	3	14.3%
	Good	0	0.0%
	Fair	0	0.0%
	Poor	0	0.0%

* Self-rated

	Freq.	Freq. %
Spanish/Hispanic/Latino Ethnicity	2	9.5%
Considered English primary language?	21	100.0%

CAT Breakdown: Frequency of Points Awarded for Each Question

Westmont College: July 2020 - First Generation

	Skill Assessed by CAT Question	Points Awarded	Freq.	Institution
Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0	3	14.3%
		1	18	85.7%
Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0	10	47.6%
		1	5	23.8%
		2	3	14.3%
		3	3	14.3%
Q3	Provide alternative explanations for a pattern of results that has many possible causes.	0	4	19.0%
		1	9	42.9%
		2	8	38.1%
		3	0	0.0%
Q4	Identify additional information needed to evaluate a hypothesis.	0	6	28.6%
		1	13	61.9%
		2	2	9.5%
		3	0	0.0%
		4	0	0.0%
Q5	Evaluate whether spurious information strongly supports a hypothesis.	0	2	9.5%
		1	19	90.5%
Q6	Provide alternative explanations for spurious associations.	0	1	4.8%
		1	4	19.0%
		2	14	66.7%
		3	2	9.5%
Q7	Identify additional information needed to evaluate a hypothesis.	0	20	95.2%
		1	1	4.8%
		2	0	0.0%
Q8	Determine whether an invited inference is supported by specific information.	0	4	19.0%
		1	17	81.0%
Q9	Provide relevant alternative interpretations for a specific set of results.	0	9	42.9%
		1	12	57.1%
		2	0	0.0%
Q10	Separate relevant from irrelevant information when solving a real-world problem.	0	0	0.0%
		1	0	0.0%
		2	2	9.5%
		3	8	38.1%
		4	11	52.4%
Q11	Use and apply relevant information to evaluate a problem.	0	1	4.8%
		1	18	85.7%
		2	2	9.5%
Q12	Use basic mathematical skills to help solve a real-world problem.	0	2	9.5%
		1	19	90.5%
Q13	Identify suitable solutions for a real-world problem using relevant information.	0	6	28.6%
		1	7	33.3%
		2	2	9.5%
		3	6	28.6%
Q14	Identify and explain the best solution for a real-world problem using relevant information.	0	4	19.0%
		1	2	9.5%
		2	0	0.0%
		3	1	4.8%
		4	10	47.6%
		5	4	19.0%
Q15	Explain how changes in a real-world problem situation might affect the solution.	0	10	47.6%
		1	8	38.1%
		2	3	14.3%
		3	0	0.0%

Institutional/Departmental Profile								
Westmont College: July 2020 - First Generation								
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.		0.86	86%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.		0.95	32%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.		1.19	40%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.		0.81	20%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.		0.90	90%
		X	X	Q6	Provide alternative explanations for spurious associations.		1.81	60%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.		0.05	2%
X				Q8	Determine whether an invited inference is supported by specific information.		0.81	81%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.		0.57	29%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.		3.43	86%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.		1.05	52%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.		0.90	90%
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.		3.10	62%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.		0.67	22%
					CAT Total Score		18.48	49%

The map of skills covered by each question above is a suggested theoretical guide for interpreting results.

Senior CAT Means Comparison Report

Westmont College: July 2020 - First Generation

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution Mean	National[a] Mean	National[a] Probability of difference[b]	National[a] Effect Size[c]
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.86	0.70		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.95	1.20		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.19	1.15		
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	0.81	1.10		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.90	0.75		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.81	1.53		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.05	0.56	**	-1.08
X				Q8	Determine whether an invited inference is supported by specific information.	0.81	0.66		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.57	0.85		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.43	3.13		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.05	0.95		
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.90	0.82		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.38	1.10		
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	3.10	2.24		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.67	0.92		
					CAT Total Score	18.48	17.64		

[a.] National user norms updated Fall 2019

[b.] * p<.05   **p<.01   ***p<.001 (2 –tailed) Does not Account for entering ACT/SAT.

[c.] 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.

Appendix B. [Effective Practices for Improving Students' Critical Thinking and Real-World Problem-Solving](#)

Effective Practices for Improving Students' Critical Thinking and Real-world Problem Solving

One important feature of the CAT instrument is the role it can play in faculty development. The CAT scoring sessions provide a unique opportunity for faculty to discuss critical thinking while at the same time personally experiencing their students' weaknesses in the area of critical thinking. Indeed, there is probably no better time to create a dialogue about effective practices than when faculty are being made aware of students' weaknesses. The CAT scoring sessions provide an opportunity to develop a teaching community where faculty come together to identify student weaknesses and discuss effective practices for improving students' critical thinking and real-world problem solving skills.

Closing the Loop in Assessment and Quality Improvement
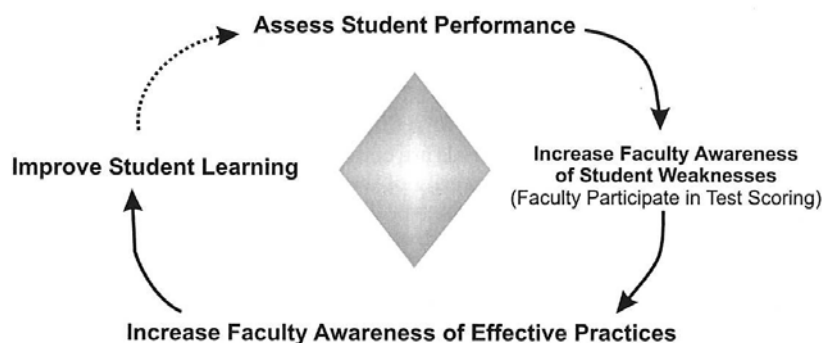
The information in this section provides a brief overview of effective practices for improving student's critical thinking and real-world problem solving skills that will impact performance on the CAT instrument.

Skill areas assessed by the CAT instrument

The skill areas on the CAT assessment were developed by an interdisciplinary team of faculty and validated by other faculty across the country. While the list is not exhaustive of all possible skills related to critical thinking/real world problems solving, it may be the best consensus of skills that faculty across disciplines agree are important components of critical thinking. These skills should be the targets of efforts designed to improve students' critical thinking and their performance on the CAT instrument. We believe that it is beneficial to consider how effective practices should be implemented to maximize the impact of skill development in these areas.

Evaluating Information and Other Points of View

- Separating factual information from inferences.
- Interpreting numerical relationships in graphs.
- Understanding the limitations of correlation data.
- Evaluating evidence and identifying inappropriate conclusions.

Creative Thinking

- Identifying alternative interpretations for data or observations.
- Identifying new information that might support or contradict a hypothesis.
- Explaining how new information can change a problem.

Learning & Problem Solving

- Separating relevant from irrelevant information.
- Integrating information to solve problems.
- Learning and applying new information.
- Using mathematical skills to solve real-world problems.

Communication

- Communicating ideas effectively.

Developing Parallel Learning Activities to CAT Instrument Questions

The questions used on the CAT instrument are specifically designed to simulate real-world experiences that require critical thinking. These problems can serve as models for constructing discipline specific analogs that can be used as instructional tools for involving students in active learning that encourages critical thinking. Although it is extremely important to protect the integrity of the CAT test and not release its contents, we encourage faculty to think about developing their own discipline-specific activities that provide opportunities to practice skills assessed by the CAT questions and using those activities to involve students in active learning experiences that help them improve their critical thinking skills. These activities should be part of how students' performance is assessed in the course.

After faculty have had the opportunity to score the test, it would be beneficial to have them work in groups to identify parallel learning activities for the CAT questions that could be used in their courses as opportunities to develop students' critical thinking. Part I of the test involves a series of questions related to the important components of critical thinking. Questions in this part of the test can be divided into related sections, and analogs can be developed for these sections. For example, not only could a different advertising claim be used as part of journalism or advertising class, theoretical claims in a discipline's literature could be used as well. For example, students in an environmental engineering or biology class could evaluate claims by experts that global warming is not occurring.

Part II of the test involves a real-world problem solving experience that should have parallel activities in all disciplines. The prompts below might encourage the development of such activities. Keep in mind that these learning experiences should create opportunities to develop the skills targeted by the CAT instrument. For example, if students must use additional resources to solve problems, provide opportunities to differentiate relevant from irrelevant material as they search for additional information needed to solve the problem.

- Select the best alternative energy source for a particular region.
- Select the best piece of equipment needed for a particular task.
- Select the best economic development plan for a particular region.
- Select the best public health care policy for a country.
- Select the best strategy for reducing pollution.

Creating Active Learning and Real-World Problem Solving Experiences

There are numerous examples of effective practices in each discipline to encourage active learning and involve students in real-world problem solving. A variety of these methods are discussed below. These types of experiences provide opportunities to develop students' critical thinking by presenting issues and problems that stimulate original thought while utilizing previously acquired knowledge or finding and applying new information. Consider how to structure these activities so that they maximally impact critical thinking and real-world problem solving.

Some General Principles for Construction of Activities

Although effective practices vary with disciplines, course objectives, students' interests, and other factors, there are some general principles that you should consider when constructing activities to improve students' critical thinking/real-world problem solving. First, you should use some type of active learning to engage students in the learning process. Having students solely memorize information has a negative relationship with critical thinking and CAT scores in particular. Select activities and topics within those activities that are interesting to your students. Students who are interested will be more motivated and thus put more time, energy, and effort into the learning process. Information and activities should be presented in a way that is seen as appropriate, meaningful, and organized by students. Assessment of students should be related to the outcome goals including the learning of critical thinking and real world problem solving. It is often helpful for students to have the opportunity to learn collaboratively. For general guidance on maximizing student learning, we recommend *How People Learn* which can be found online from National Academies Press at http://www.nap.edu/openbook.php?record_id=6160. Listed below are some effective practices that can be used to teach critical thinking and real-world problem solving.

Service Learning

Service learning can be used to aid in critical thinking performance by providing meaningful learning experiences in local communities, such as allowing engineering students to design playgrounds for underfunded neighborhoods. Students would be presented with the problem of creating a playground with available material, which is fun, safe, affordable, and accessible to individuals with physical impairments. Students would gather information from various sources and evaluate the best possible solutions. They would then present their findings to the local communities. Excellent sources of information on conducting service learning projects can be found at the National Service-Learning Clearinghouse at www.servicelearning.org and Campus Compact at www.compact.org.

Debates

A debate on global warming may be utilized to stimulate creative thinking among biology students. One group would be told to gather research to defend the theory that global warming is a natural cycle the earth goes through. Another group would gather research that supported the claim that global warming is caused by pollution. Each group would be given research on global warming and required to find the relevant research and differentiate it from irrelevant information, analyze claims, and synthesize information from multiple sources by effectively communicating their argument. However, students should not just research their position on

global warming; they should also have to research the opposing view. This helps them understand opposing perspectives, as well as anticipate the arguments of the opposition. When using strategies such as debates, you will be most successful if your evaluation of your students corresponds to your teaching goals. Therefore, your debates will be more successful when the students are provided at the outset with your evaluation rubric which should correspond to such critical thinking components as separating factual information from inferences, identifying inappropriate conclusions, and separating relevant from irrelevant information.

Simulations

Simulations could be utilized in which sociology students are assigned characters that represents an individual of another social, economical, or cultural group. The students are given constraints for each character. The students then randomly select life events throughout the semester, such as "you're involved in a car accident and receive $4000 in related bills." This would affect each individual character differently and require students to figure out how changes in the nature of a problem may affect the best solution, identify additional information that is relevant, and differentiate relevant from irrelevant information, and synthesize information from multiple sources.

Case Studies

Case studies have been used extensively for many years across many disciplines including business and law. An example of case-based instruction in business ethics would be to teach about "Sustainable Value: How the World's Leading Companies are Doing Well by Doing Good." This and other examples of case studies across disciplines can be found at www.caseplace.org_. Many other interdisciplinary examples of case-based instruction exist, such as the Legacy Cycle; examples of the use of the Legacy Cycle can be found at https://repo.vanth.org/portal/matrix or www.scientificjournals.org/journals2007/articles/1088.pdf.

Real-World Problem Solving Tasks

Having students solve real-world problems can be an effective tool in any field. For example, students in education could be asked to write a grant proposal for selecting a computer system for their classroom. In addition to being able to communicate effectively, students are required to develop skills in research, separate relevant from irrelevant information, separate factual information from inferences, among other skills. If you would like to have students also learn how new information might change the problem, you could add additional constraints such as a budget limit, a particular type of classroom, or different characteristics of the students.

Involving Students in Original Research

We have found a positive relationship between student involvement in original research projects and their performance on the CAT instrument. These research experiences can be beneficial because they provide students with opportunities to develop skills in many of the areas that are evaluated by the CAT instrument.

An example of involving students in original research would be to have students participate in conducting a research project in their given discipline. A biology student may have to form a hypothesis about water quality issues at a local park. The student would then design an experiment to test their hypothesis, conduct the experiment by collecting data, and analyze the

data to evaluate their hypothesis. There should be opportunities to evaluate alternative explanations for the findings and for identifying what additional information might be needed to support their hypothesis. These experiences provide opportunities to develop many of the skills assessed by the CAT instrument. In fact, having students present their findings to the class or in written form would also help develop communication skills that are assessed by the CAT instrument.

Students in nursing or other health care fields could make a documentary on an issue such as Hospital Acquired Infections (HAI). As part of the documentary, students could explore the factors related to Hospital Acquired Infections and develop solutions to reduce the number of Hospital Acquired Infections while providing an effective educational tool for others in health care fields. In this documentary, students can also address how changes to the nature of the problem can impact the potential solution by exploring how recent changes in the types of bacterial infections have provided new challenges for health care professionals.

Appendix C. Effectively Using the CAT Instrument to Assess Student Learning

Effectively Using the CAT Instrument to Assess Student Learning

Assessment Models/Designs

The CAT instrument is adaptable to a variety of assessment goals and designs. We discuss these assessment goals and some of the more frequently used models below.

The CAT instrument can be used for a variety of assessment goals.

- Evaluate effects of college education
- Evaluate effects of a program of study
- Evaluate effects of a course
- Evaluate effects of informal learning experiences

There are a variety of assessment designs that can be employed with the CAT instrument. The CAT instrument is very adaptable to various research/assessment designs because the test is very sensitive to treatment effects and because the test can be used with all levels of college students without floor effects (students obtaining the minimum score possible) or ceiling effects (students obtaining the maximum score possible). These include:

- Pre-test/Post-test designs
  - Test students at the beginning and end of course or experience (with or without a control group).
  - Test students when they are freshmen and then again when they are seniors (true value added).
- Cross-sectional studies
  - Compare freshmen to seniors (typical value-added analysis).
- Evaluate changes in program outcomes over time
  - Compare scores on the CAT after program improvements to established baseline scores that precede program changes.
  - Compare scores on the CAT to national norms over time and look for improvements.
- Evaluate changes in programs or courses by comparison to a control group.
  - Compare scores on the CAT for students who have had special courses/experiences to those for a control group who have not had the special courses/experiences.

Reducing Costs with Appropriate Sampling

We advocate a variety of practices to reduce the cost of testing without compromising the accuracy of the assessment. For example, various sampling strategies can be used to reduce the need to test all students. If that is not possible, then only a sample of the tests given might be scored. We discuss two accepted methods of sampling to ensure valid and representative results. However, we realize that the sampling techniques are not feasible

at all institutions. Center staff will be happy to discuss these and other alternatives in more detail.

1. Random sampling: A subset of the student population of interest is randomly selected for testing/scoring. The larger the sample, the more confidence there is that the sample is representative of the population of interest. In a random sample, all students have an equal chance of being selected. This is not to be confused with a convenience sample that includes only those students who volunteer to take the test.

2. Stratified random sampling: The population is divided into subgroups (e.g., Arts & Sciences, Engineering, Education, etc.). A random sample of students within each subgroup is then selected. The number of students in each randomly sampled subgroup should be proportional to that group's proportion of the population. Stratification can help ensure a more representative sample with smaller sample sizes.

Sampling after Test Administration

In many institutions it is not possible to administer the test to a random sample of students within a class. In these situations, we recommend administering the test to the larger group and then randomly sampling tests from that group to score during the faculty scoring session. This procedure will allow institutions to achieve a more representative sample without greatly increasing the faculty time needed to score tests. We recommend having a minimum of 10 – 15 tests or pairs of tests per group (e.g., class, program of study, etc.).

Scoring Accuracy Checks

At various times during the year, we conduct analyses of scoring accuracy and provide feedback about the accuracy of scoring and, if necessary, specific recommendations for improving the accuracy of scoring on a question-by-question basis. These reports are sent separately from the institutional summary report.