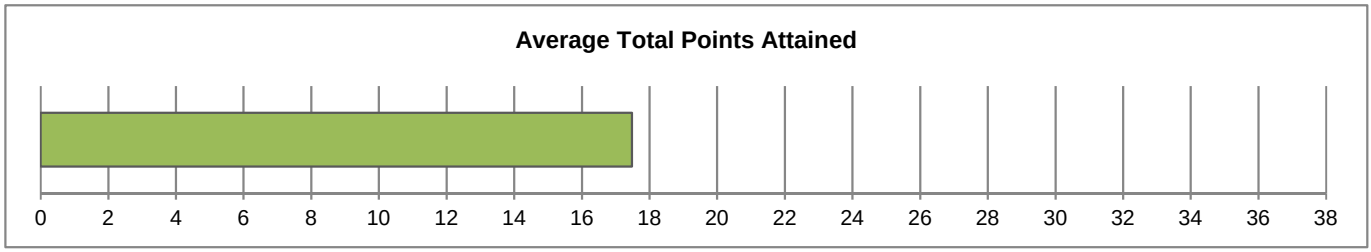
Westmont College

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



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.

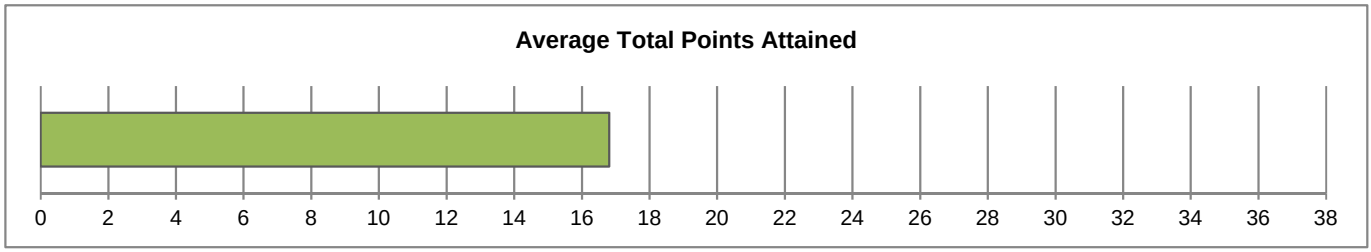
Westmont College

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



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	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.

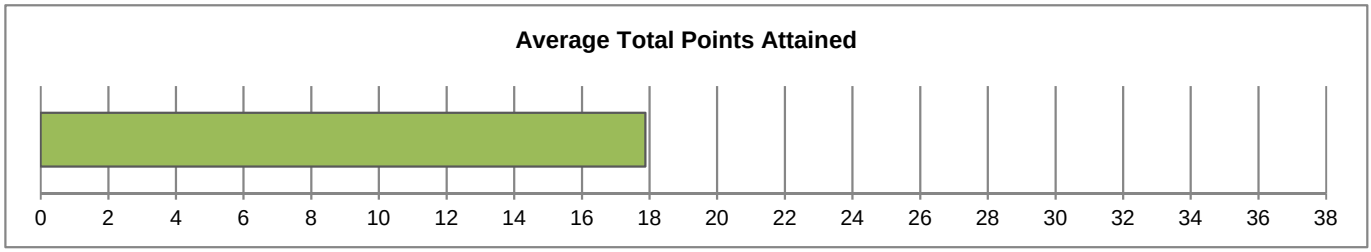
Westmont College

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



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	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.	0.90	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.

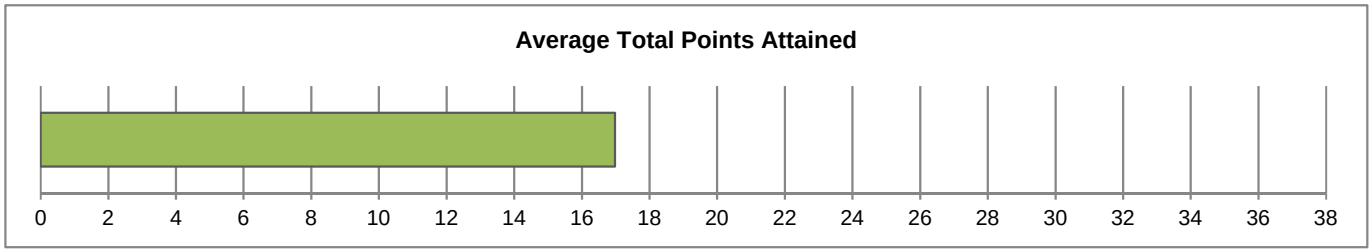
Westmont College

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



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	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	*	+.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.

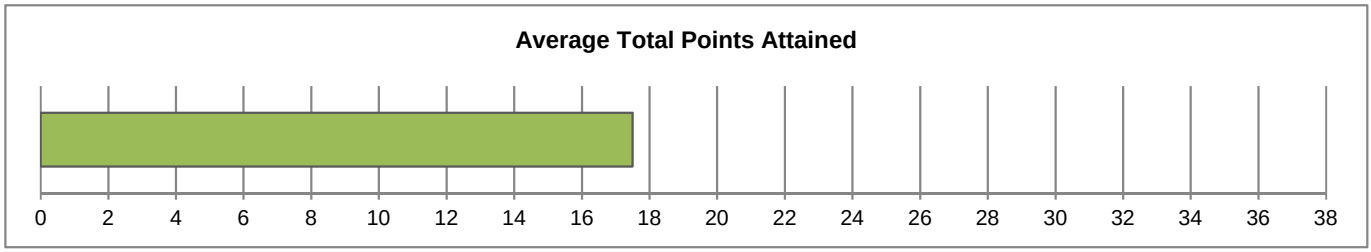
Westmont College

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



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	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.	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.

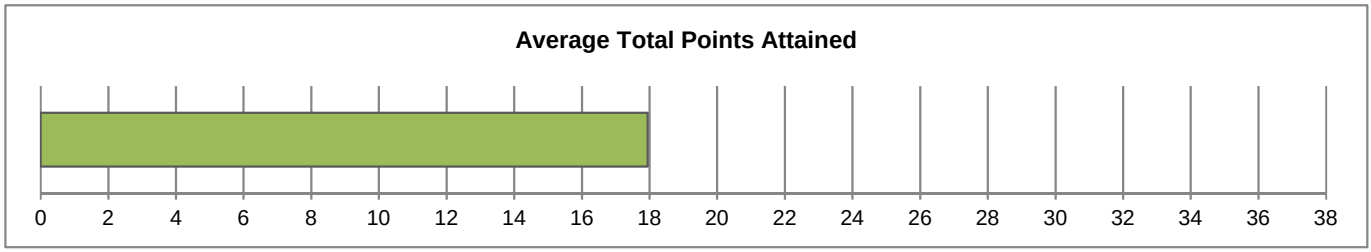
Westmont College

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



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.

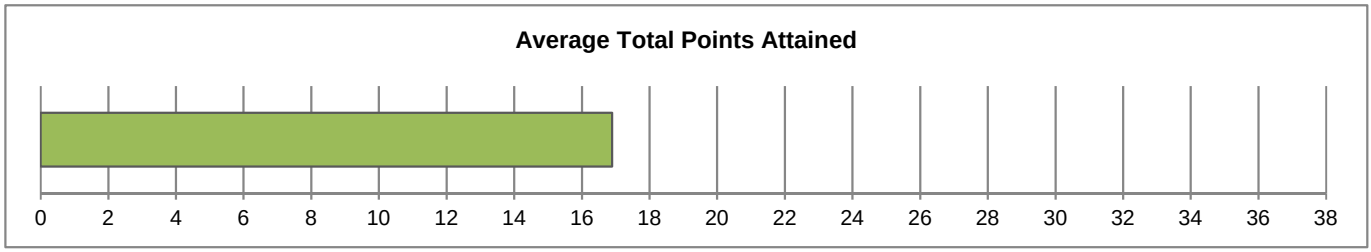
Westmont College

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



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.

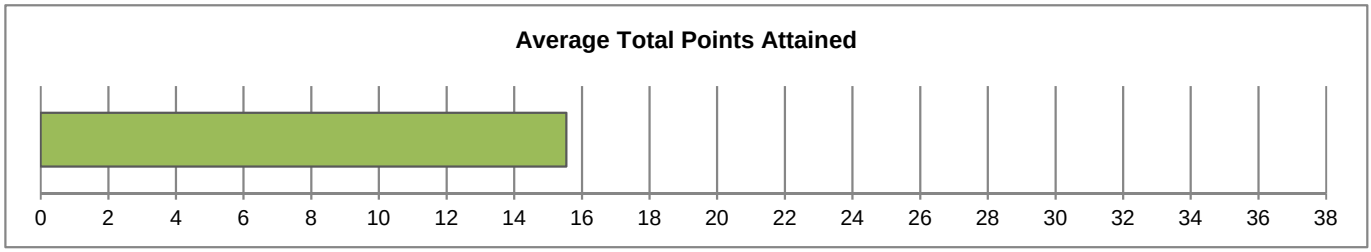
Westmont College

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



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	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	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.	0.54	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.

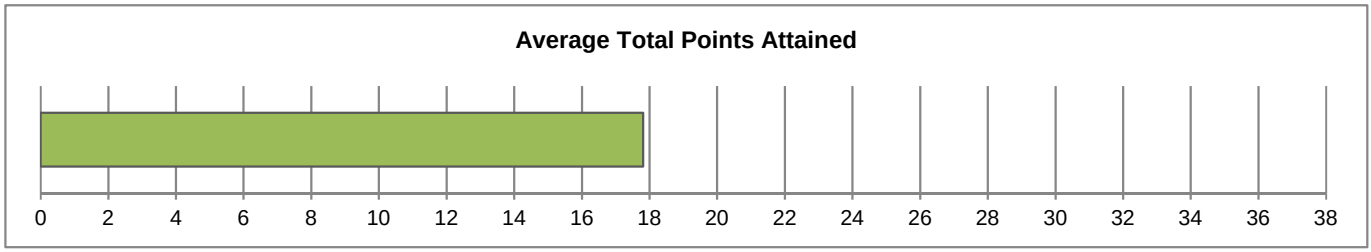
Westmont College

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



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.

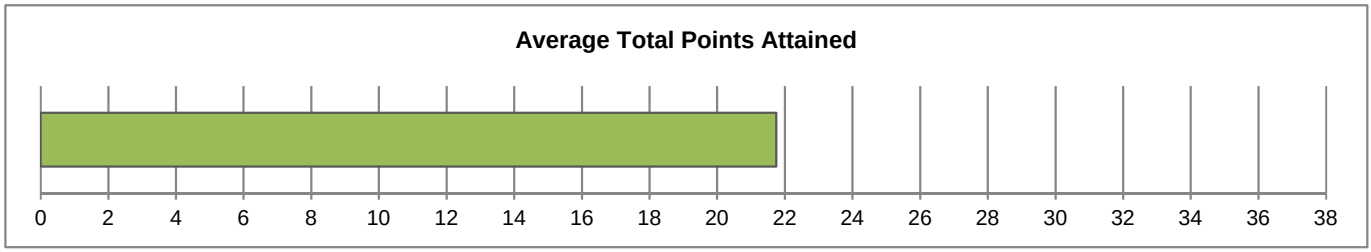
Westmont College

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



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	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.	1.00	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.

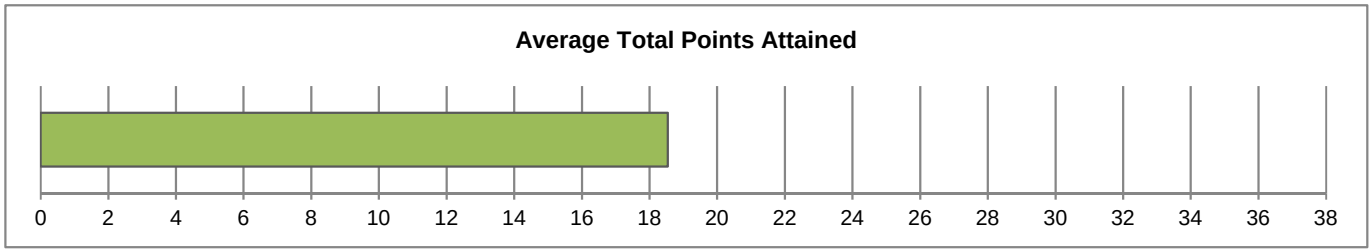
Westmont College

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



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	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.	0.83	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.

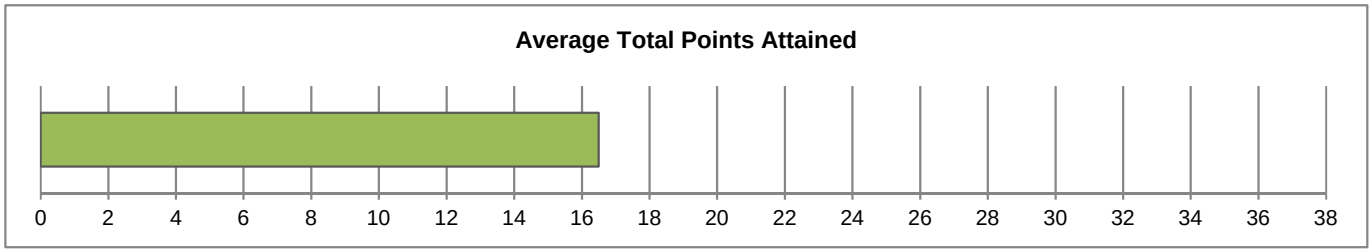
Westmont College

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



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	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.	0.79	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.

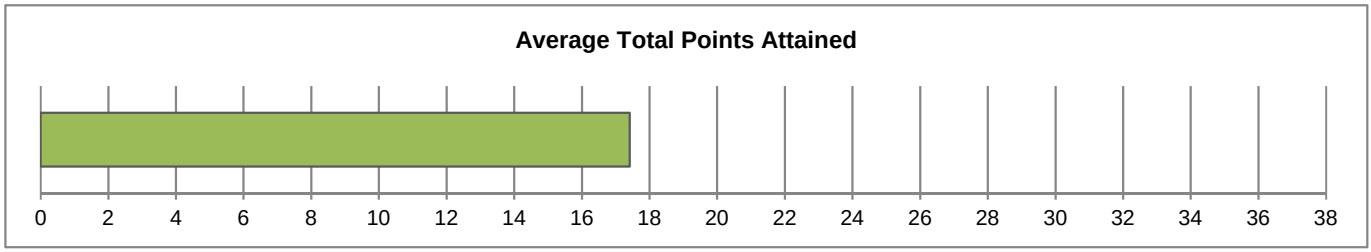
Westmont College

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



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	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	**	+.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.

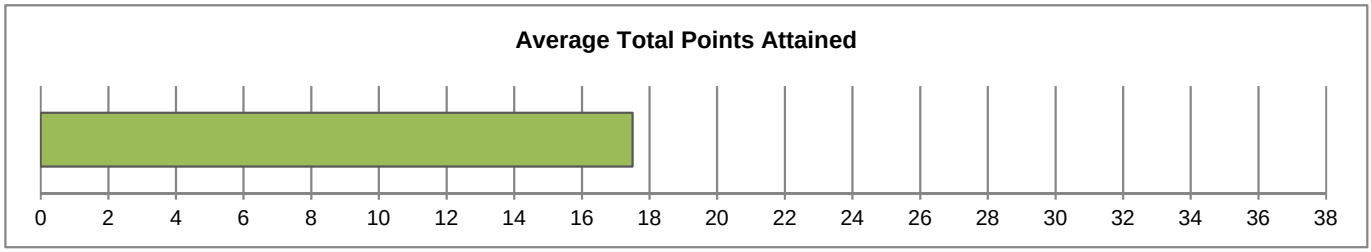
Westmont College

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



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.

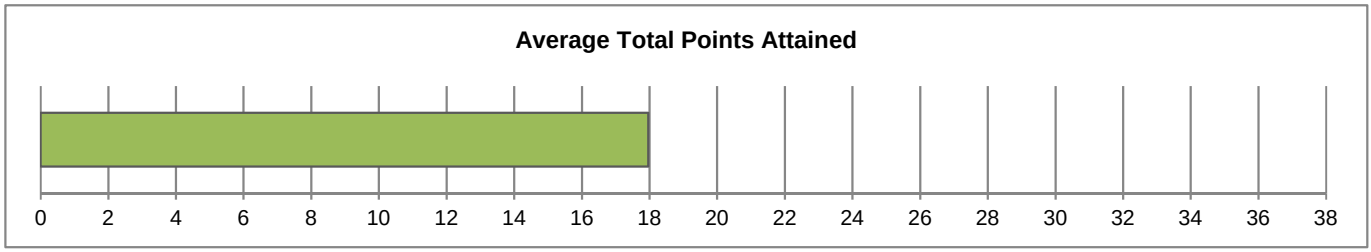
Westmont College

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



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.

Senior CAT Means Comparison Report

Westmont College: July 2020 - White

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.	1.35	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.

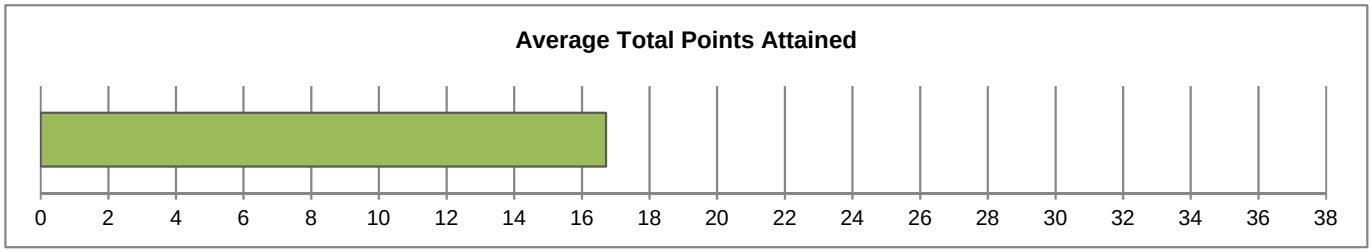
Westmont College

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



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	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.	0.83	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.

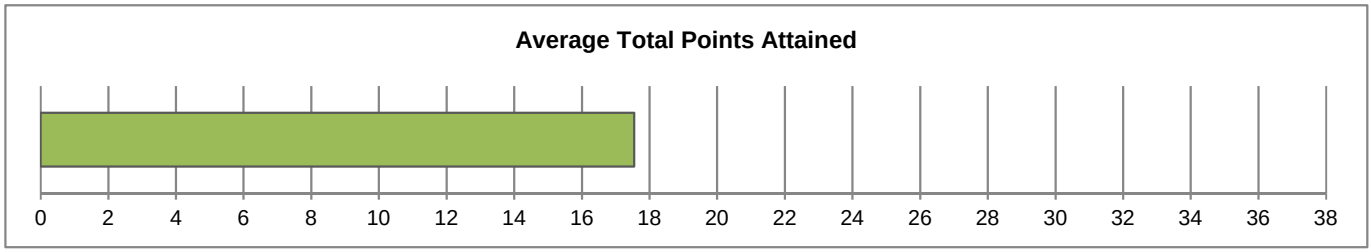
Westmont College

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



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	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.	0.77	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.

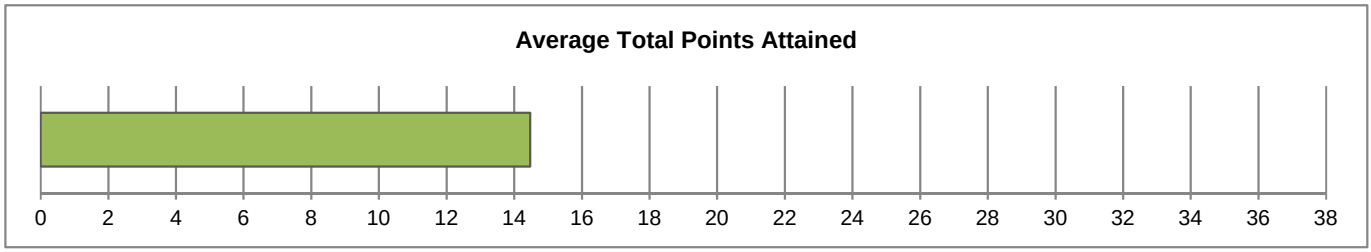
Westmont College

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



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	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.	0.93	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.

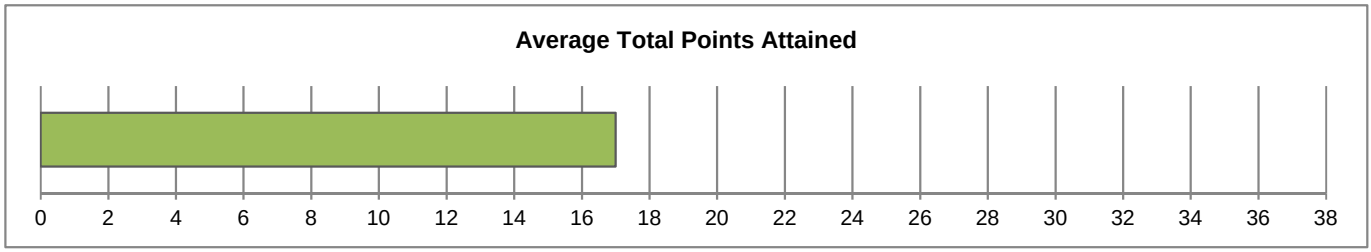
Westmont College

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



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.

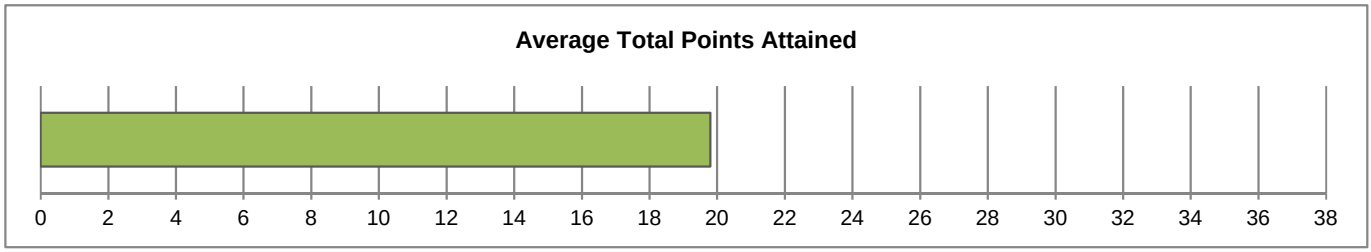
Westmont College

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



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	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.	0.70	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.

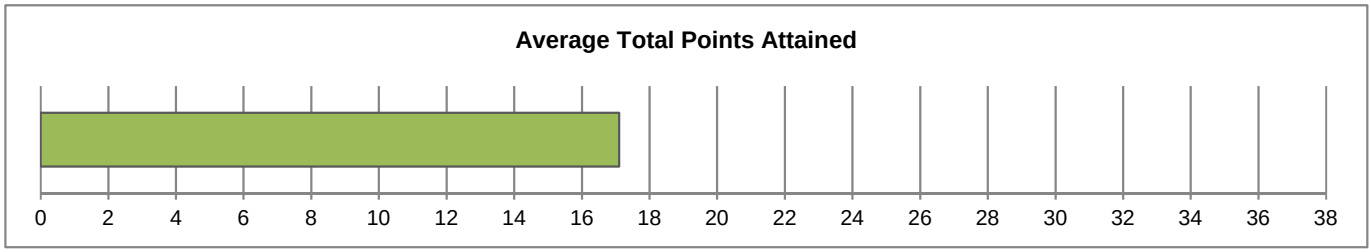
Westmont College

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



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.

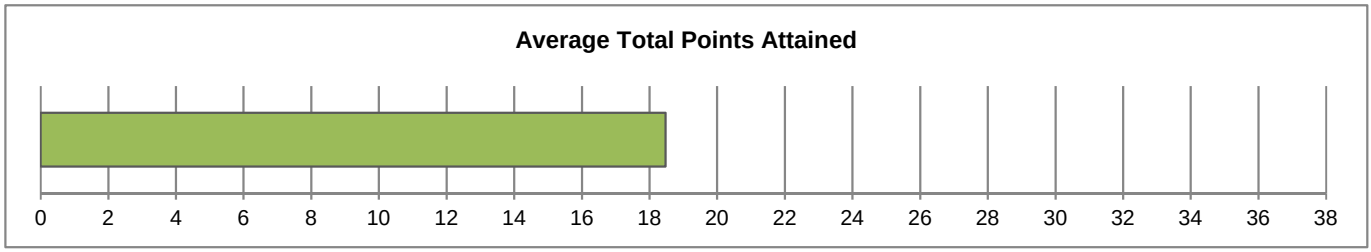
Westmont College

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



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	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.	0.86	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.