



CAT[®] Institutional Report

Center for Assessment & Improvement of Learning



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Colorado State University - Pueblo

October 2009

This institutional report package contains both a general report and data CD. The general report contains demographics, overall mean performance, concept analysis, and comparison to national norms (if available). More in-depth analyses can be performed by the Center for an additional cost, contact Kevin Harris for more information.

The data CD contains a Microsoft® Excel spreadsheet of all of the tests returned to the Center. Incomplete tests are marked in red and not included in the general report. The data CD also contains a copy of the general report and CAT material order forms.

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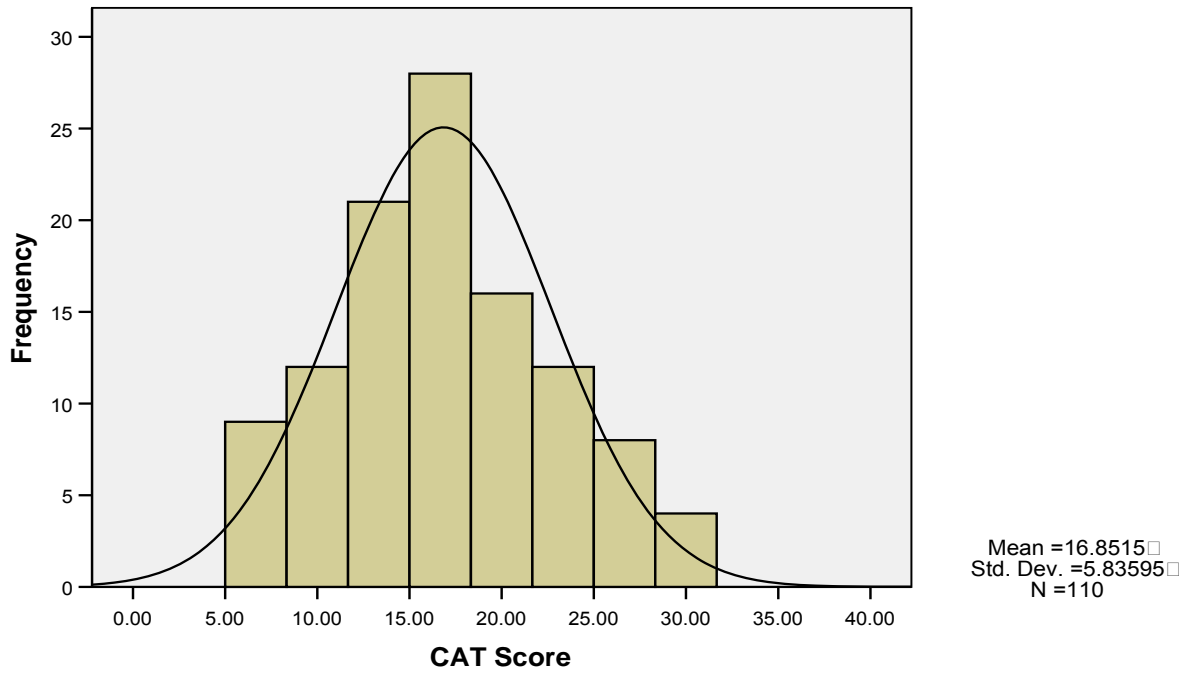
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All Students



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	110	5.00	31.00	16.8515	5.83595
Valid N (listwise)	110				

Gender

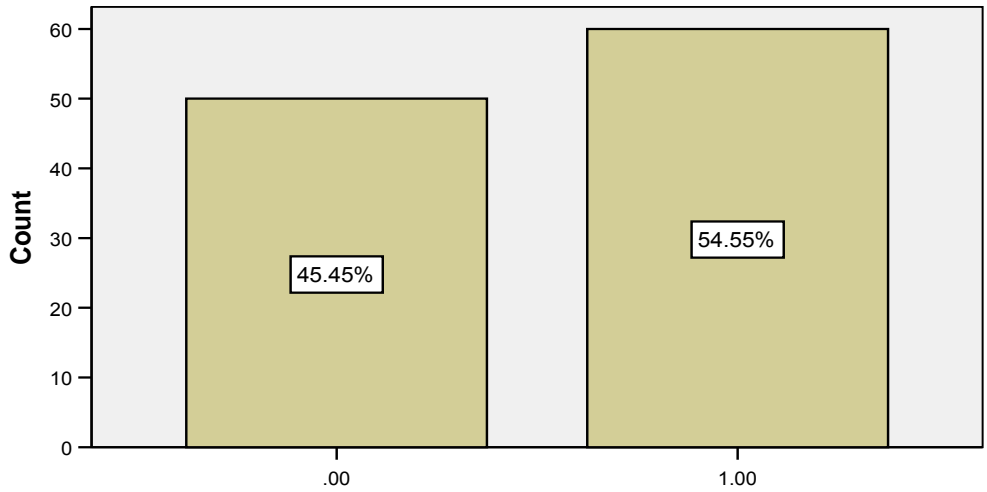
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	47	42.7	42.7	42.7
	Female	63	57.3	57.3	100.0
	Total	110	100.0	100.0	

Standing

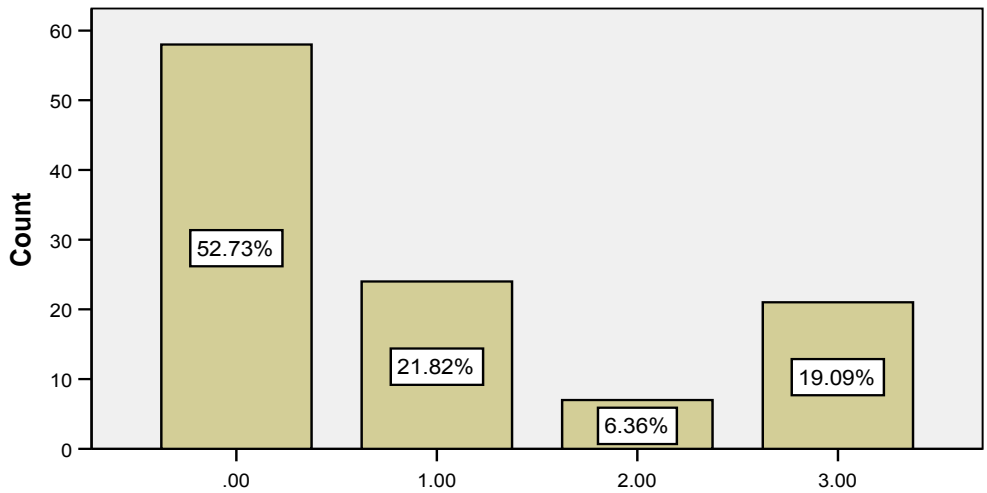
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	35	31.8	31.8	31.8
	Senior	75	68.2	68.2	100.0
	Total	110	100.0	100.0	

Age

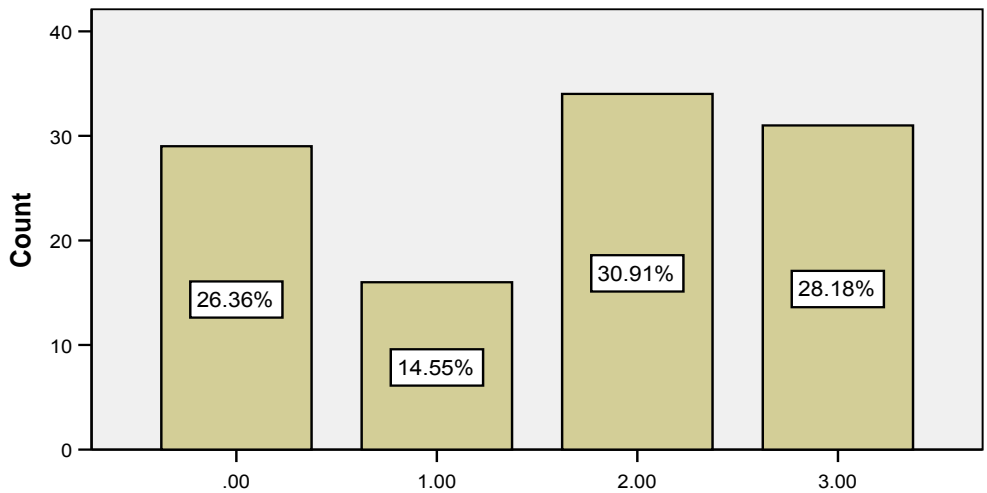
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	1	.9	.9	.9
	20	14	12.7	12.7	13.6
	21	26	23.6	23.6	37.3
	22	19	17.3	17.3	54.5
	23	10	9.1	9.1	63.6
	24	7	6.4	6.4	70.0
	25	4	3.6	3.6	73.6
	26	5	4.5	4.5	78.2
	27	2	1.8	1.8	80.0
	29	4	3.6	3.6	83.6
	30	3	2.7	2.7	86.4
	31	2	1.8	1.8	88.2
	32	3	2.7	2.7	90.9
	42	1	.9	.9	91.8
	43	2	1.8	1.8	93.6
	45	1	.9	.9	94.5
	48	2	1.8	1.8	96.4
	51	1	.9	.9	97.3
	52	1	.9	.9	98.2
	60	1	.9	.9	99.1
61	1	.9	.9	100.0	
Total		110	100.0	100.0	



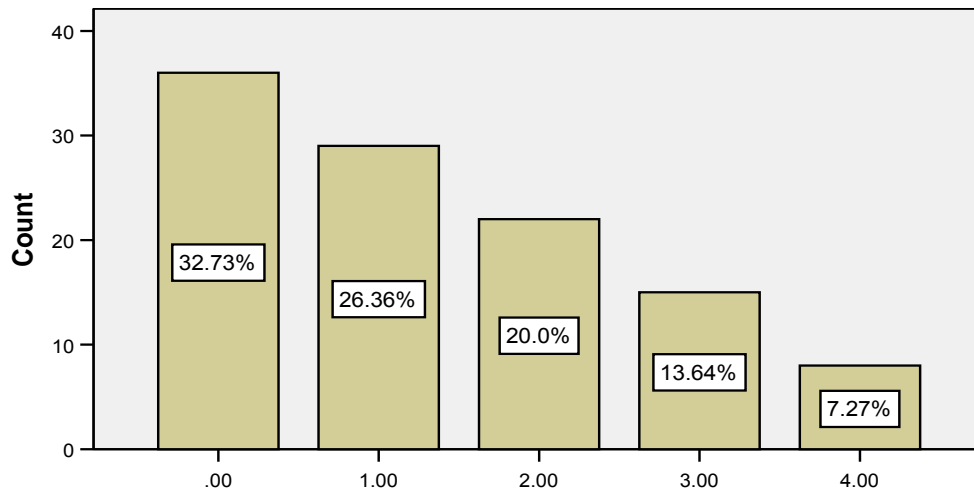
Q1: Summarize the pattern of results in a graph without making inappropriate inferences. (0 - 1 pt)



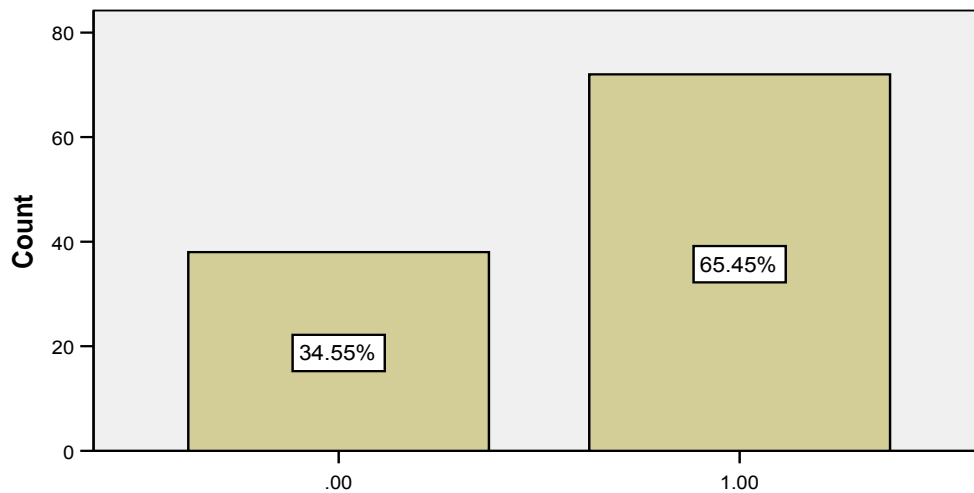
Q2: Evaluate how strongly correlational-type data supports a hypothesis. (0 - 3 pts)



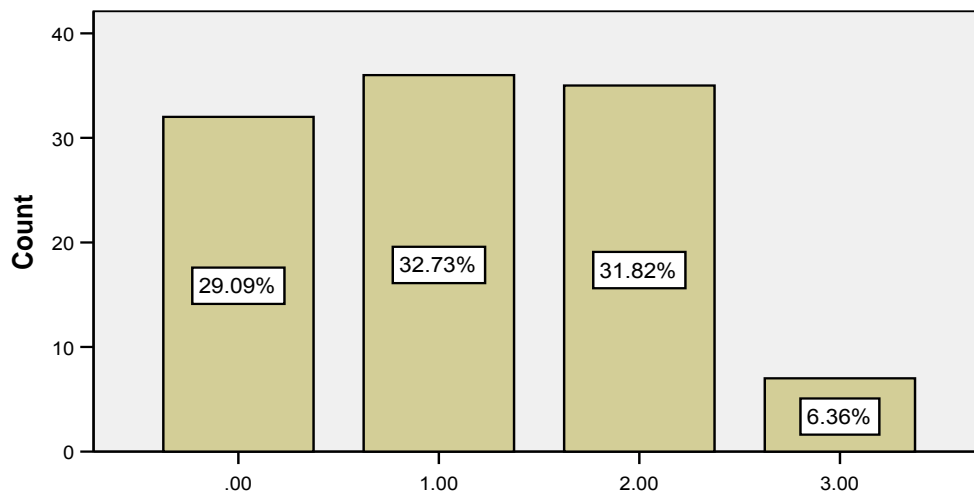
Q3: Provide alternative explanations for a pattern of results that has many possible causes. (0 - 3 pts)



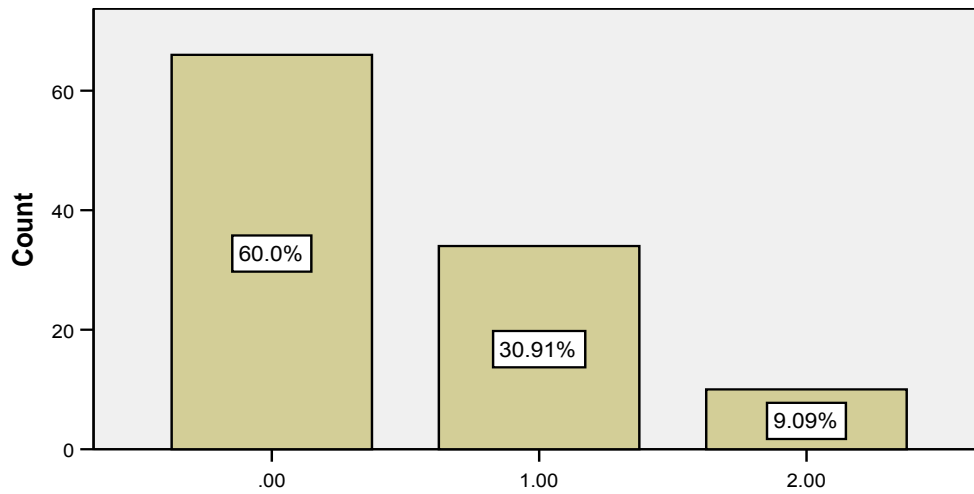
Q4: Identify additional information needed to evaluate a hypothesis. (0 - 4 pts)



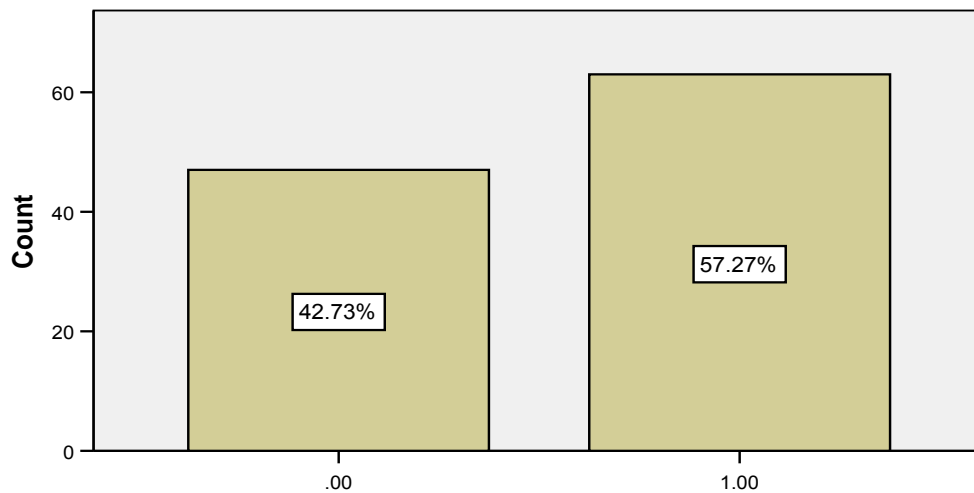
Q5: Evaluate whether spurious information strongly supports a hypothesis. (0 - 1 pt)



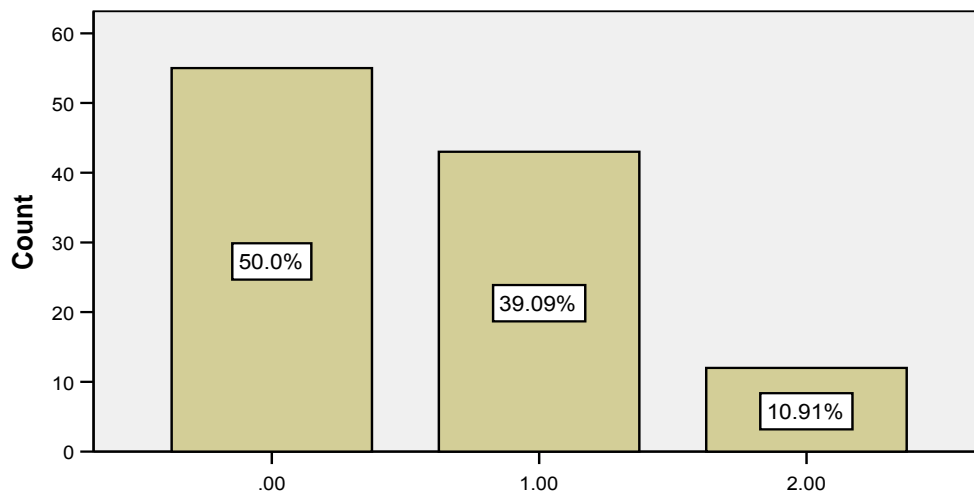
Q6: Provide alternative explanations for spurious associations. (0 - 3 pts)



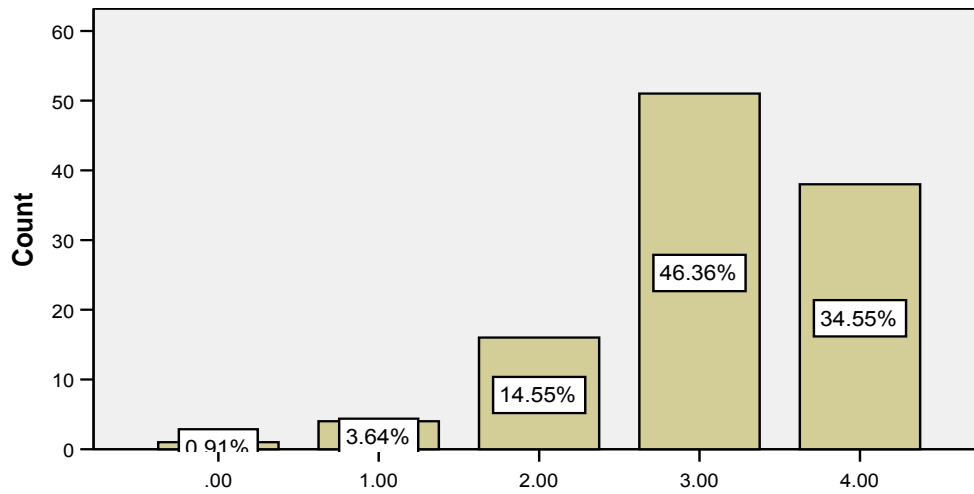
Q7: Identify additional information needed to evaluate a hypothesis. (0 - 2 pts)



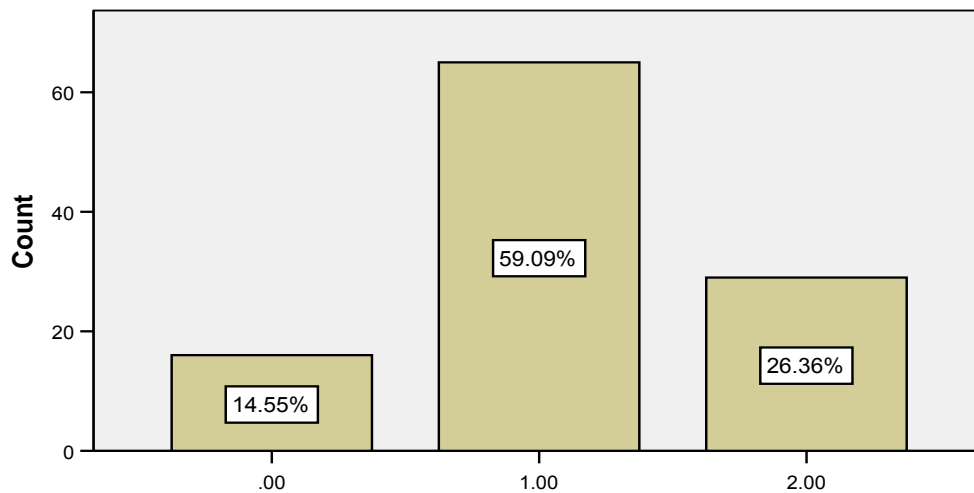
Q8: Determine whether an invited inference is supported by specific information. (0 - 1 pt)



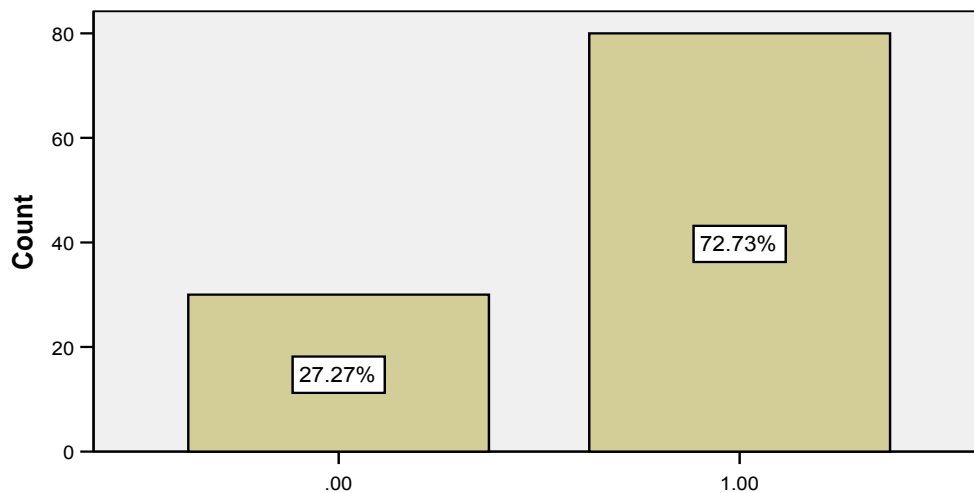
Q9: Provide relevant alternative interpretations for a specific set of results. (0 - 2 pts)



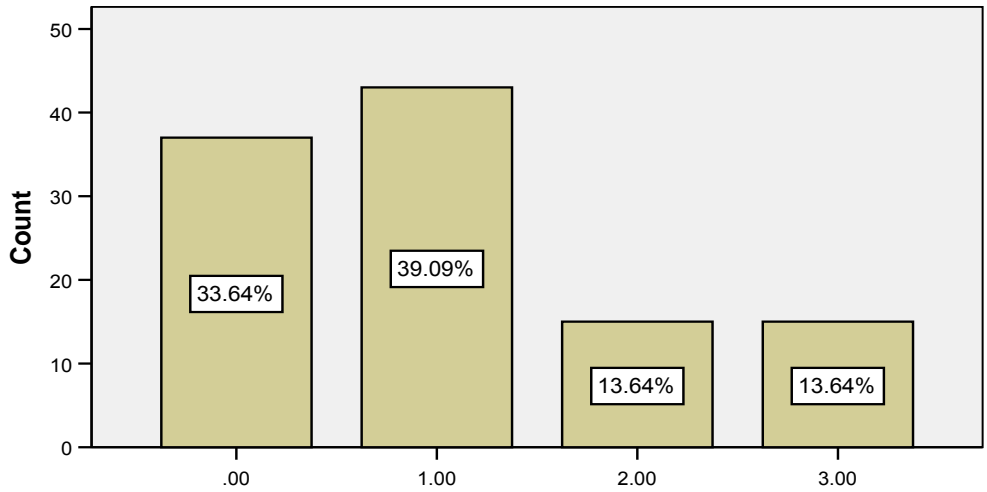
Q10: Separate relevant from irrelevant information when solving a real-world problem. (0 - 4 pts)



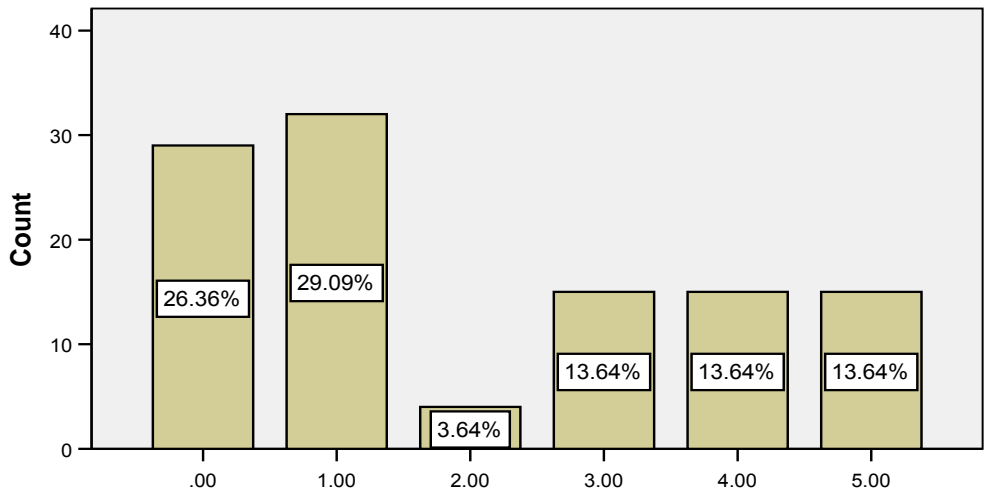
Q11: Use and apply relevant information to evaluate a problem. (0 - 2 pts)



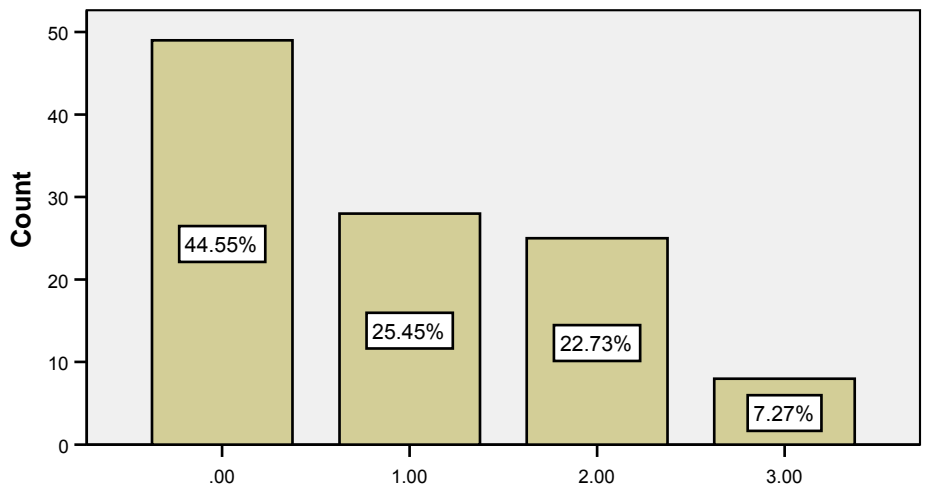
Q12: Use basic mathematical skills to help solve a real-world problem. (0 - 1 pt)



Q13: Identify suitable solutions for a real-world problem using relevant information. (0 - 3 pts)



Q14: Identify and explain the best solution for a real-world problem using relevant information. (0 - 5 pts)



Q15: Explain how changes in a real-world problem situation might affect the solution. (0 - 3 pts)

**Colorado State University – Pueblo
Institutional Profile (n=110)**

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.55	55%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	.92	31%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.60	53%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.36	34%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.65	65%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.15	38%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.49	25%
X				Q8	Determine whether an invited inference is supported by specific information.	.57	57%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.61	31%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.10	78%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.12	56%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	.73	73%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.07	36%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.00	40%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	.93	31%
CAT Total Score						16.85	44%

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

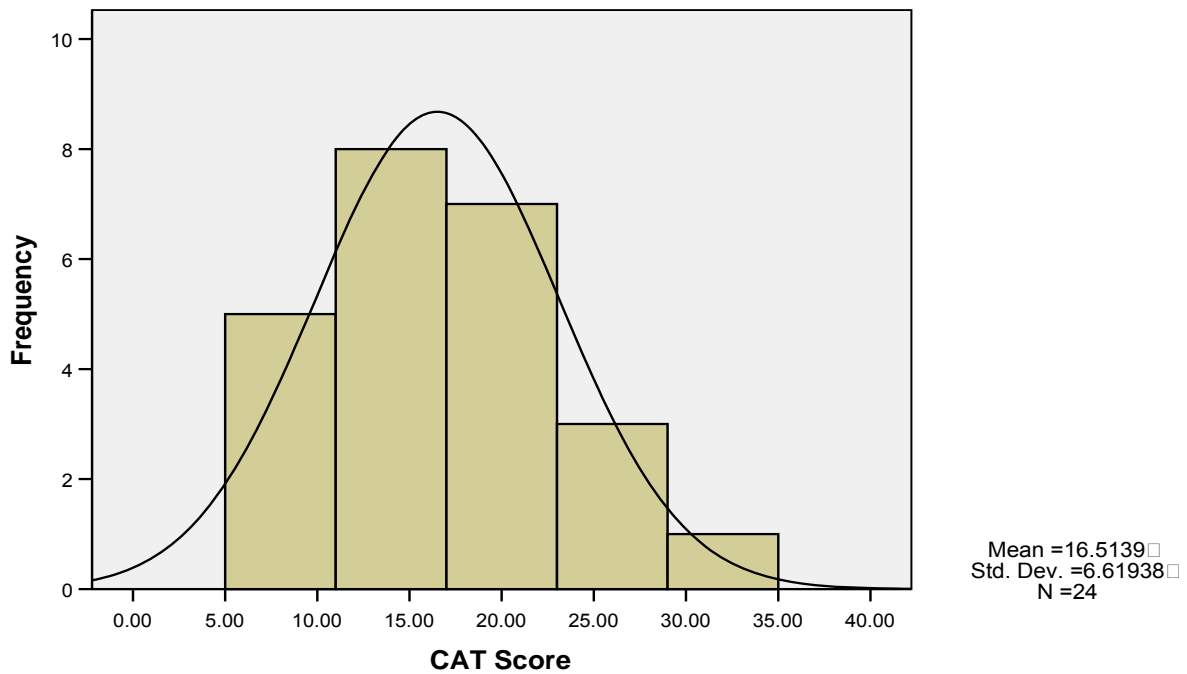
Colorado State University – Pueblo Junior – Senior Comparison Report

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Junior (n=35)	Senior (n=75)		
						Mean	Mean	Probability of difference ^a	Effect Size
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	0.54	0.55		
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	0.77	0.99		
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.28	1.76	*	+41
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.14	1.46		
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	0.69	0.64		
		X	X	Q6	Provide alternative explanations for spurious associations.	1.20	1.13		
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	0.49	0.49		
X				Q8	Determine whether an invited inference is supported by specific information.	0.60	0.56		
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	0.74	0.55		
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.08	3.11		
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	0.86	1.24	**	+64
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	0.66	0.76		
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	0.80	1.20	*	+41
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.11	1.94		
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	0.86	0.96		
CAT Total Score						15.81	17.34		

^a * p<.05 **p<.01 ***p<.001 (2-tailed)

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

College of Education, Engineering & Professional Studies



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	24	8.00	31.00	16.5139	6.61938
Valid N (listwise)	24				

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	11	45.8	45.8	45.8
	Female	13	54.2	54.2	100.0
	Total	24	100.0	100.0	

Standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	9	37.5	37.5	37.5
	Senior	15	62.5	62.5	100.0
	Total	24	100.0	100.0	

Age

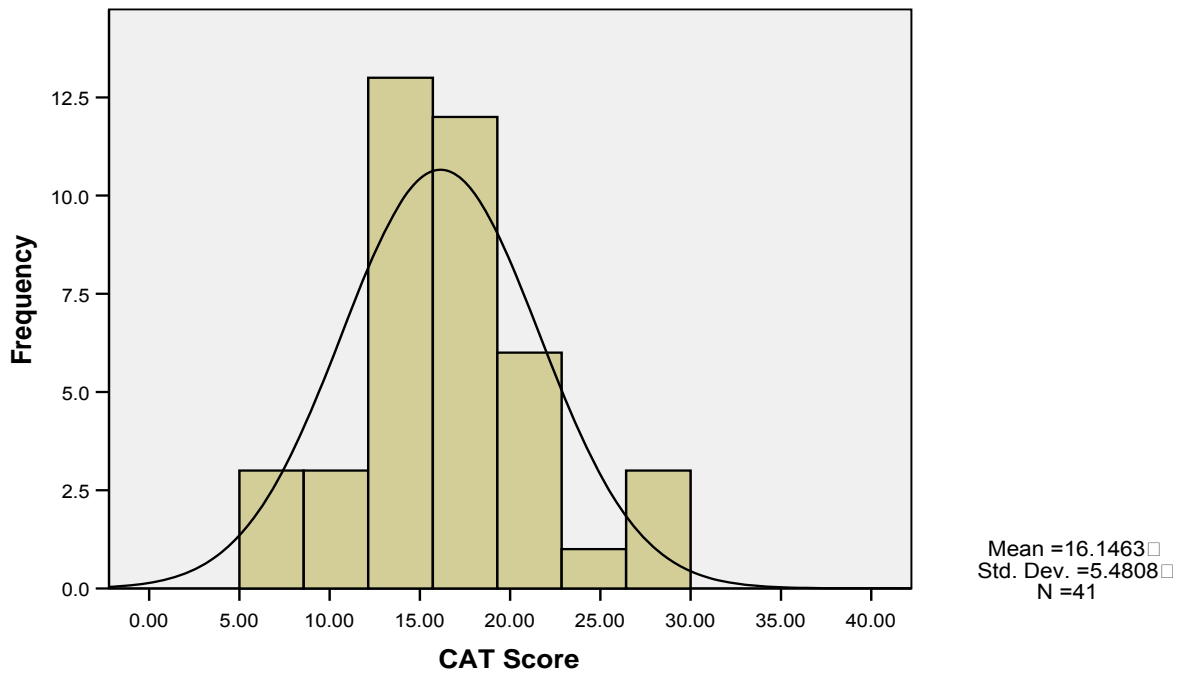
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	8.3	8.3	8.3
	21	7	29.2	29.2	37.5
	22	7	29.2	29.2	66.7
	23	1	4.2	4.2	70.8
	24	2	8.3	8.3	79.2
	30	3	12.5	12.5	91.7
	42	1	4.2	4.2	95.8
	52	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Colorado State University – Pueblo
College of Education, Engineering & Professional Studies (n=24)

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.54	54%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	.83	28%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.69	56%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.33	33%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.75	75%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.04	35%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.46	23%
X				Q8	Determine whether an invited inference is supported by specific information.	.54	54%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.63	31%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	2.88	72%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.08	54%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	.63	63%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.13	38%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.17	43%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	.82	27%
CAT Total Score						16.51	43%

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

College of Humanities & Social Sciences



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	41	5.00	30.00	16.1463	5.48080
Valid N (listwise)	41				

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	24.4	24.4	24.4
	Female	31	75.6	75.6	100.0
	Total	41	100.0	100.0	

Standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	11	26.8	26.8	26.8
	Senior	30	73.2	73.2	100.0
	Total	41	100.0	100.0	

Age

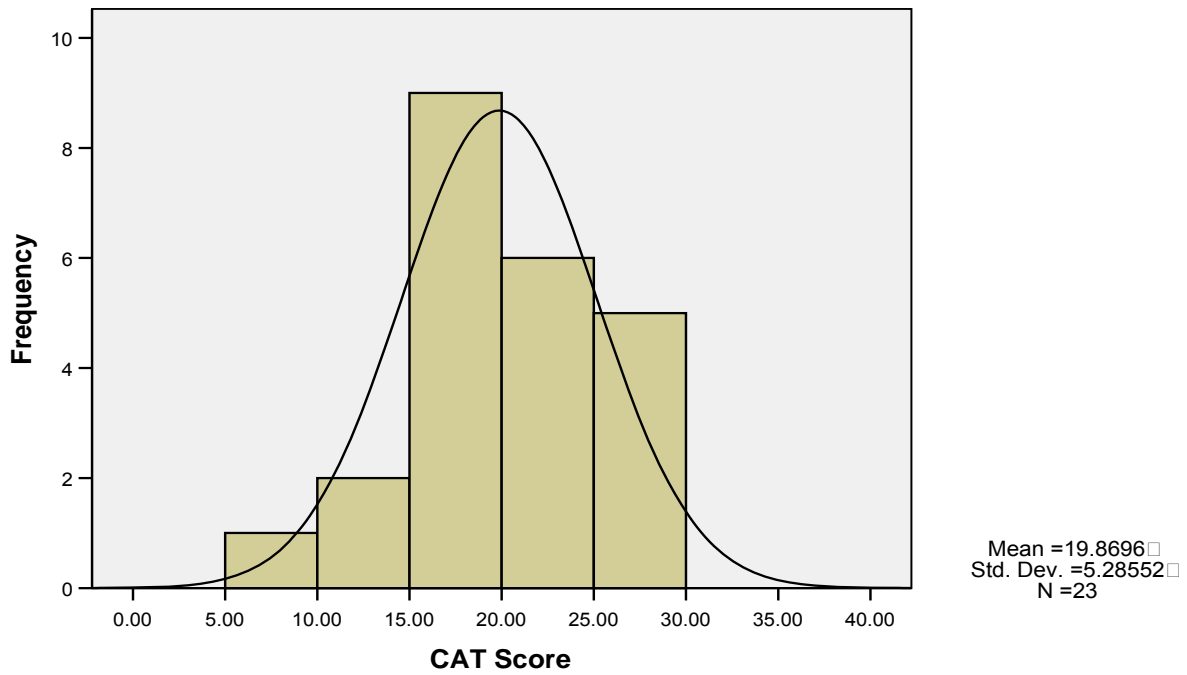
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	7.3	7.3	7.3
	21	8	19.5	19.5	26.8
	22	8	19.5	19.5	46.3
	23	2	4.9	4.9	51.2
	24	3	7.3	7.3	58.5
	25	2	4.9	4.9	63.4
	26	2	4.9	4.9	68.3
	27	2	4.9	4.9	73.2
	31	1	2.4	2.4	75.6
	32	3	7.3	7.3	82.9
	43	2	4.9	4.9	87.8
	45	1	2.4	2.4	90.2
	48	1	2.4	2.4	92.7
	51	1	2.4	2.4	95.1
	60	1	2.4	2.4	97.6
	61	1	2.4	2.4	100.0
	Total	41	100.0	100.0	

Colorado State University – Pueblo
College of Humanities & Social Sciences (n=41)

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.56	56%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.12	37%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.48	49%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.46	37%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.56	56%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.17	39%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.34	17%
X				Q8	Determine whether an invited inference is supported by specific information.	.54	54%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.63	32%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.10	78%
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.	.78	78%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	.90	30%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.63	33%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	.81	27%
CAT Total Score						16.15	43%

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

College of Science & Mathematics



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	23	8.00	28.00	19.8696	5.28552
Valid N (listwise)	23				

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	56.5	56.5	56.5
	Female	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

Standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	9	39.1	39.1	39.1
	Senior	14	60.9	60.9	100.0
	Total	23	100.0	100.0	

Age

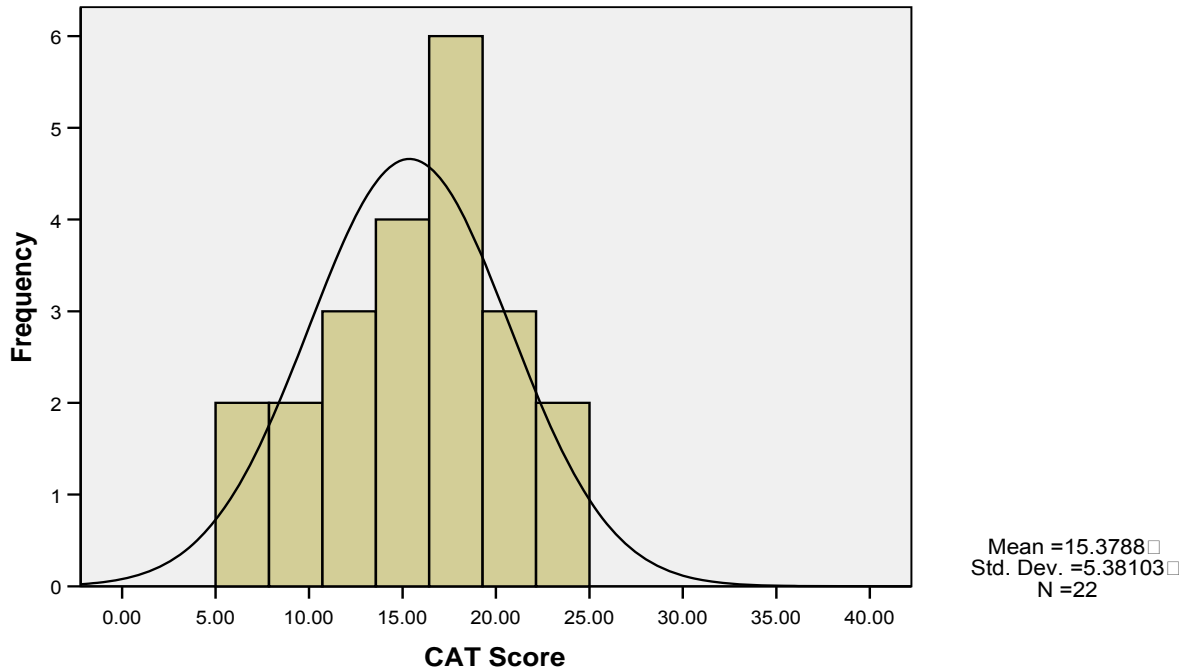
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	1	4.3	4.3	4.3
	20	6	26.1	26.1	30.4
	21	4	17.4	17.4	47.8
	22	1	4.3	4.3	52.2
	23	5	21.7	21.7	73.9
	25	2	8.7	8.7	82.6
	26	1	4.3	4.3	87.0
	29	1	4.3	4.3	91.3
	31	1	4.3	4.3	95.7
	48	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

**Colorado State University – Pueblo
College of Science & Mathematics (n=23)**

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.52	52%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	.96	32%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.91	64%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.47	37%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.78	78%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.57	52%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.74	37%
X				Q8	Determine whether an invited inference is supported by specific information.	.70	70%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.70	35%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.35	84%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.17	59%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	.74	74%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.26	42%
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.	1.39	46%
CAT Total Score						19.87	52%

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

Hasan School of Business



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	22	5.00	24.00	15.3788	5.38103
Valid N (listwise)	22				

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	13	59.1	59.1	59.1
	Female	9	40.9	40.9	100.0
Total		22	100.0	100.0	

Standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	6	27.3	27.3	27.3
	Senior	16	72.7	72.7	100.0
	Total	22	100.0	100.0	

Age

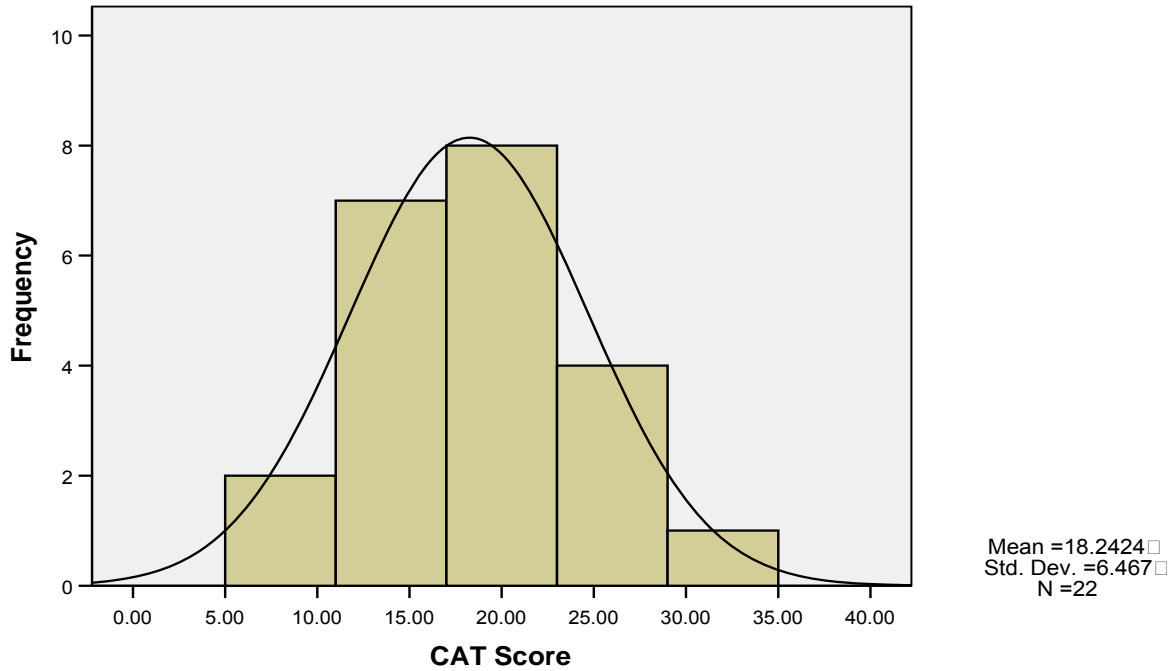
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	13.6	13.6	13.6
	21	7	31.8	31.8	45.5
	22	3	13.6	13.6	59.1
	23	2	9.1	9.1	68.2
	24	2	9.1	9.1	77.3
	26	2	9.1	9.1	86.4
	29	3	13.6	13.6	100.0
	Total	22	100.0	100.0	

**Colorado State University – Pueblo
Hasan School of Business (n=22)**

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.55	55%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	.59	20%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.41	47%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.08	27%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.59	59%
		X	X	Q6	Provide alternative explanations for spurious associations.	.82	27%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.55	27%
X				Q8	Determine whether an invited inference is supported by specific information.	.55	55%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.45	23%
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.	1.22	61%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	.73	73%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.14	38%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	1.85	37%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	.77	26%
CAT Total Score						15.38	54%

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

Gen. Ed. Completed



Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CAT Score	22	5.00	31.00	18.2424	6.46700
Valid N (listwise)	22				

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	40.9	40.9	40.9
	Female	13	59.1	59.1	100.0
	Total	22	100.0	100.0	

Standing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior	2	9.1	9.1	9.1
	Senior	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.5	4.5	4.5
	21	10	45.5	45.5	50.0
	22	6	27.3	27.3	77.3
	23	4	18.2	18.2	95.5
	30	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

**Colorado State University – Pueblo
Gen. Ed. Completed (n=22)**

Evaluate and Interpret Info	Problem Solving	Creative Thinking	Effective Comm.		Skill Assessed by CAT Question	Institution/Department	
						Mean	Avg. % of Obtainable Points
X				Q1	Summarize the pattern of results in a graph without making inappropriate inferences.	.68	68%
X			X	Q2	Evaluate how strongly correlational-type data supports a hypothesis.	1.36	45%
		X	X	Q3	Provide alternative explanations for a pattern of results that has many possible causes.	1.55	52%
	X	X	X	Q4	Identify additional information needed to evaluate a hypothesis.	1.36	34%
X				Q5	Evaluate whether spurious information strongly supports a hypothesis.	.68	68%
		X	X	Q6	Provide alternative explanations for spurious associations.	1.32	44%
	X	X	X	Q7	Identify additional information needed to evaluate a hypothesis.	.73	37%
X				Q8	Determine whether an invited inference is supported by specific information.	.59	59%
		X	X	Q9	Provide relevant alternative interpretations for a specific set of results.	.64	32%
X	X			Q10	Separate relevant from irrelevant information when solving a real-world problem.	3.05	76%
X	X		X	Q11	Use and apply relevant information to evaluate a problem.	1.45	73%
	X			Q12	Use basic mathematical skills to help solve a real-world problem.	.64	64%
X	X			Q13	Identify suitable solutions for a real-world problem using relevant information.	1.32	44%
X	X		X	Q14	Identify and explain the best solution for a real-world problem using relevant information.	2.21	44%
	X	X	X	Q15	Explain how changes in a real-world problem situation might affect the solution.	.67	22%
CAT Total Score						18.24	48%

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

Comparison to National Norms by College

College	N	ACT	CAT Score	National Norm*
Education, Engineering & Professional Studies	18	20.22	16.51	16.75
Humanities & Social Sciences	20	20.20	16.15	16.76
Science & Mathematics	18	23.44	19.87	18.95
Hasan School of Business	16	21.31	15.38	17.50

* Upper division, 4-year university students.

CAT National User Norms (Upper division undergraduate, 4-year institutions)

Average Freshman Entrance Score		Average Senior
ACT (composite)	SAT (Verbal & Quantitative)	CAT Score
14	680	12.02
15	740	13.04
16	780	13.72
17	830	14.57
18	870	15.25
19	910	15.93
20	950	16.61
21	990	17.29
22	1030	17.97
23	1070	18.65
24	1110	19.33
25	1140	19.84
26	1180	20.52
27	1220	21.20
28	1260	21.88
29	1300	22.56
30	1340	23.24
31	1380	23.92
32	1420	24.60

Datafile Information

Variable Name	Type	Description
std_s1	Scale	Entrance Exam Score as entered by the institution
qpa	Scale	QPA as entered by the institution
stude1	Nominal	Student ID Number
loc-code	Nominal	Local Code as entered by institution
age	Nominal	Age
gender	Nominal	Gender (1=Male; 2=Female)
spanish	Nominal	Spanish/Hispanic/Latino (0=No; 1=Yes)
primary	Nominal	English is primary language (0=No; 1=Yes)
profi1	Nominal	Proficiency with English Language (1=Excellent; 2=Very Good; 3=Good; 4=Fair; 5=Poor)
standing	Nominal	Class Standing (1=Freshman; 2=Sophomore; 3= Junior; 4=Senior)
white	Nominal	Race: White (0=No; 1=Yes)
black	Nominal	Race: Black or African American (0=No; 1=Yes)
amer1	Nominal	Race: American Indian or Alaska Native (0=No; 1=Yes)
asian	Nominal	Race: Asian (0=No; 1=Yes)
nativ1	Nominal	Race: Native Hawaiian or Other Pacific Islander (0=No; 1=Yes)
other1	Nominal	Race: Other (0=No; 1=Yes)
q1f – q15f	Scale	Computed Score for each question.
total	Scale	CAT total score