1. Need to operationally define and standardize PUL rating.
   a. 'Very effective' means what?

2. Define different research questions that would focus the aggregation of data different ways to answer various questions.

3. To assess students' learning, don't we need to do something different from assessing their achievements (grades)?
   a. For instance, a student who starts out very low and improves a lot has done more learning than one who starts high and stops there. Don't we need to consider <u>change</u> in grades more than an average of grades?

4. Is the goal to capture student proficiency in the assigned PUL area throughout the semester – or proficiency by the end of the course?
   a. IE – in Sara's UCOL 110, averaging performance on a lot of assignments versus Sarah's RAD course which measured proficiency at the end.

5. Am I right that this is measuring demonstrated proficiency (a snapshot) rather than the amount learned in the area of the PUL; within the course.

6. I agree with the concern that we somehow standardize the numerical value of 3 -2 -1-0 ratings.

7. Cannot aggregate across courses if 3,2,1,0 designations are different for each instructor.

8. Need to have faculty submit a description of how they assess and how they assigned 3,2,1,0.

9. What leverage do you have to get faculty to submit PUL assessment? Consider having a "cannot submit final grades" flag come up if they try to submit grade without PUL assessment.

10. Along the lines of standardizing, how do we account for a 100-level or 200-level course that may enroll juniors or seniors; conversely, a 300- 400-level course to enroll freshmen and sophomores (not ideal, but it does happen)? It is possible, for many valid reasons, to have differentiated enrollments and the expectations, then, how does the PUL assessment consider this (student experience, expectation of mastery, etc)?

11. How did this assessment contribute to student learning?

12. What if a student 'fails' the PUL assessment but passes the course? Or, more interestingly, visa versa?

13. The current pilot data could present a nice opportunity to compute correlations between final grade and PUL designation. For if a high correlation exists, one may argue the need to separate the two.