**Bioscience Program Assessment Professional/Soft Skills**

Several of the PF/SS are already assessed in the Bioscience program, with the majority being done in the practicum course (BIOS 2590). Here, students complete laboratory work at a local biotech institution under the supervision of an experienced mentor. The practicum site evaluator meets with the mentor for a formal review of the students’ performance. The mentors are also asked to complete a survey twice (midpoint of the practicum and at the end) of the students’ performance in several areas (a copy can be made available upon request). In both the formal meeting and the survey submission, students are assessed on their timeliness, professional dress (not a requirement as some institution where the students wear scrubs), integrity (there are questions directly assessing if the students are ethical in their decision making and their actions), initiative (do they sit and wait to be told what to do or jump in and ask to assist), reliability, and attitude. Self-motivation is also indirectly assessed, but questions could be revised to more accurately assess this.

Another example of an assessment tool used in the Bioscience program to address PF/SS is a mock Quality Assurance (QA) audit that is performed in the BIOS 2550 course (Pharmaceutical/Toxicology Bioscience). During this lab, the students complete an experiment similar in nature to a previous experiment performed earlier in the semester. Unbeknownst to the students, I ask additional faculty to drop by the lab after the students have started to simulate a surprise audit that can occur at facilities by internal QA groups, or even FDA or EPA. I instruct the mock auditors to go around the lab for approximately 20-30 minutes and grill the students will questions regarding the experiment they are doing. In this exercise, I want the students to “squirm” and feel a little nervous (within reason of course, I do not want students to become scared) so that they can understand the pressure and (possible) anxiety that can come from these situations that it is almost a guarantee they will experience during their careers in biotechnology. The Bioscience Advisory Board is in favor of this simulation as it directly simulates experiences that students will be exposed to during their careers.

Following the completion of the mock audit and the lab experiment, I ask the students to reflect upon the experience together as a group and submit their responses to several questions in an Canvas assignment. This is done so that those students that are more hesitant to speak in front of their colleagues in the course have a medium to provide their thoughts. A rubric could be generated to better align the reflective questions to more precisely assess some of the PF/SS, such as reflective listening.