SAINT LOUIS UNIVERSITY.

Doisy College of Health Sciences

2021-2022 Program-Level Assessment: Annual Report

Program Name (no acronyms): **Investigative and Medical Sciences**	Department: **Clinical Health Sciences**
Degree or Certificate Level: **BS**	College/School: Doisy College of Health Sciences
Date (Month/Year): **09-2022**	Assessment Contact: **Minh Kosfeld**

In what year was the data upon which this report is based collected? **2021-2022**

In what year was the program's assessment plan most recently reviewed/updated? **2021**

Is this program accredited by an external program/disciplinary/specialized accrediting organization? **No**

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please list the full, complete learning outcome statements and not just numbers, e.g., Outcomes 1 and 2.)

- **Outcome 2:** Students will deliver a clear description of a medical sciences project.
- **Outcome 5:** Students will display knowledge of professional and ethical behaviors necessary to work effectively in an interdisciplinary team.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail and identify the course(s) in which they were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

- **Outcome 2:**

  1. An oral presentation describing a Urinalysis case/ BLS 1100 Foundations of Medical Laboratory Science
  2. An oral presentation describing a research project/ BLS 4610 Research Design, Critique & Presentation

  The assessment of students' ability to articulate a clear description of a medical science project and their advancement was based on two oral presentations; one was a group presentation of a simple Urinalysis case done in a freshman level course and the other was an individual presentation of a more complex research project in a junior level

course. For both presentations, students were required to deliver the required elements, communicate their analysis, and then defend the analysis.

- **Outcome 5:**

  1. A reflection paper evaluating professional and ethical behaviors throughout the course/ BLS 1100 Foundations of Medical Laboratory Science
  2. A quiz on professionalism after a medical school interview workshop/ BLS 4120 Medical Biochemistry II

  The assessment of students' knowledge of professional and ethical behaviors necessary to work effectively in an interdisciplinary team entailed two separate artifacts: a self-reflection assignment done in the freshman level course BLS 1100, and a quiz about professionalism at the completion of a medical school interview workshop in the junior level course BLS 4120. For both assignments, students were required to identify the professional and ethical behaviors needed for effective teamwork (THE WHAT), consider their importance (SO WHAT), and then propose an action to improve their teamwork skills (NOW WHAT).

Most students in BLS 1100 were freshman who had limited presentation and teamwork experience; thus, their data provided a starting point from which we can judge progression. In contrast, most students in BLS 4610 and 4120 were juniors who would have acquired presentation and teamwork experience through several group projects in their courses and extracurricular activities; thus, their data provided us a means to judge the students' advancement for this learning outcome as they progressed through the program.

No Madrid artifacts were included, and no courses were at other off-campus locations.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).

- **Outcome 2:**

  The instructors responsible for this learning outcome assigned the associated assignment to their students during the semester of each assessment cycle. The instructor for each course evaluated the students' skills according to the learning outcome description and associated rubric (see Appendix) and submitted the data to the program director at the end of the term. When evaluating the data, the program director looked for evidence of students' ability to communicate medical information effectively and identified students scoring $\geq$ 4 out of 5 as meeting the criteria stated in the rubric. The program director assigned the ranking of "Introduce" to those students who were able (scoring $\geq$ 4) to describe key content of their case, "Reinforce" to those who were able (scoring $\geq$ 4) to express the clinical significance of the key content, and "Master" to those who were able (scoring $\geq$ 4) to defend their critical analysis of the case.

- **Outcome 5:**

  The program director taught both courses and evaluated both student artifacts according to the learning outcome description and associated rubric (see Appendix). In particular, the program director searched for evidence and extent of students' knowledge of professionalism and ethical behaviors for effective teamwork. The program director assigned the ranking of "Introduce" to those students who were able to identify personal and interpersonal skills that promote professional collegiality, "Reinforce" to those who explained or demonstrated effective personal and interpersonal skills that promote a healthy team climate, and "Master" to those who proposed an action that improves camaraderie and collaboration in interdisciplinary teamwork.

The benchmark for all learning outcomes is that an average of 85% of freshmen will demonstrate the "introduce" ranking on the corresponding rubric, reflecting entry level knowledge or comprehension; and that an average of 85% of advanced students will demonstrate the "Reinforce" ranking on the corresponding rubric, reflecting application of knowledge. The rubric also includes the "Master" ranking for students who have gained the higher synthesis or evaluation skills.

See Appendix for the artifacts and their associated rubrics.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

- **Outcome 2:**

  Artifact 1: An oral presentation describing a Urinalysis case/ BLS 1100 Foundations of Medical Laboratory Science

  100% students (31/31) achieved the ranking of "Introduce".
  100% students (31/31) achieved the ranking of "Reinforce".
  100% students (26/31) achieved the ranking of "Master".

  Artifact 2: An oral presentation describing a research project/ BLS 4610 Research Design, Critique & Presentation

  100% students (20/20) achieved the ranking of "Introduce".
  95% students (19/20) achieved the ranking of "Reinforce".
  95% students (19/20) achieved the ranking of "Master".

- **Outcome 5:**

  Artifact 1: A reflection paper evaluating professional and ethical behaviors throughout the course/ BLS 1100 Foundations of Medical Laboratory Science

  100% students (31/31) achieved the ranking of "Introduce".
  94% students (29/31) achieved the ranking of "Reinforce".

84% students (26/31) achieved the ranking of “Master”.

Artifact 2: A quiz on professionalism after a medical school interview workshop/ BLS 4120 Medical Biochemistry II

89% students (16/18) achieved the ranking of “Introduce”.
100% students (18/18) achieved the ranking of “Reinforce”.
89% students (16/18) achieved the ranking of “Master”.

The in-person course delivery format had no obvious effect on the data/results for these learning outcomes.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

- **Outcome 2:**

  Since all IMS students aspire to be a healthcare professional, outcome #2 is designed to measure their communication competency because it is necessary to effectively convey clinical information to colleagues and patients in a clear, logical, and efficient manner. Data analysis supports this outcome as one of our program’s strengths as students were doing better than expected with each group demonstrating a level of communication skills higher than the required minimum. All freshmen students were able to achieve a “Master” level; and all but one of the junior students were able to reach the “Reinforce” and “Master” level.

  By designing similar types of projects (oral presentations) with increasing difficulty, we can monitor student progression from their first year through their junior year. Our data show this progression in two ways: that the IMS students were able to advance from group to individual presentations and from a simple case study to a more complex research project.

- **Outcome 5:**

  Program outcome #5 assesses students’ development in the knowledge of professional and ethical behaviors necessary to work effectively in an interdisciplinary team, a fundamental duty for all healthcare providers. Data indicate that the program has achieved this outcome by meeting the assigned benchmark where all students in the freshman level course were able to achieve the “Introduce” ranking and all students in the junior level course achieved the “Reinforce” ranking. Furthermore, most students in both groups were able to reach the “Master” ranking, with the juniors attaining the benchmark at 89%. These results also show evidence of advancement as more students in the junior year compared to those in the freshman year progressed beyond simply identifying the behaviors (Introduce) to demonstrating and even proposing these behaviors (Reinforce and Master, respectively).

  When reviewing the 2 assignments in the junior level course that failed to meet the “Introduce” criteria specified in the corresponding rubric, the program director discovered that the questions in the Professionalism quiz (artifact 2) had not been updated to be

more aligned with the learning outcome that they are intended to assess. This error may explain the lower rankings and underestimate the progression of the students for this learning outcome.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The program faculty member associated with the action item shared and discussed the results and findings from this assessment cycle with the program director at the end of the course in dedicated assessment review meetings. During these meetings, the program director and faculty member evaluated each artifact and associated data and investigated opportunities for improvement. If warranted, the program director revised the Program Assessment Plan and Program Rubric with input from the faculty member to ensure that they are appropriate and meaningful for both the associated course(s) and the overall program.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies	• Course content • Teaching techniques • Improvements in technology • Prerequisites	• Course sequence • New courses • Deletion of courses • Changes in frequency or scheduling of course offerings
Changes to the Assessment Plan	• Student learning outcomes • Artifacts of student learning • Evaluation process	• Evaluation tools (e.g., rubrics) • Data collection methods • Frequency of data collection

Please describe the actions you are taking as a result of these findings.

- **Outcome 2:**

  Despite being pleased with the results, the program director wondered whether artifact #1 and its assessment method are too simple to effectively assess this outcome and whether the data are meaningful. Often, the product of a group project depends on the best members of the team, but everyone will receive the same credit. This may explain the perfect outcome for this artifact. After reviewing the outcome description, assignment, and rubric, the program director decided to make 2 modifications: 1) expand the assignment to cover more medical cases, not just Urinalysis. 2) require each student to submit a post-presentation report summarizing its key points. By individualizing and increasing its difficulty, the program director believes the data will be more useful in identifying areas of strength as well as opportunities for improvement. The program director will also refine the rubric accordingly.

- **Outcome 5:**

  In 2021, Outcome 5 was revised from "Students will act with professional integrity" to the more specific "Students will display knowledge of professional and ethical behaviors necessary to work effectively in an interdisciplinary team". As noted earlier, the program director recognized during data analysis that the Professionalism quiz (artifact #2) did not fully align with the revised learning outcome. It focuses more on professional behaviors in a medical interview than those among peers. This discovery identified an action for improvement: the program director will formulate a new artifact for the junior level course. It will be a reflection assignment in which students will examine a case study involving interdisciplinary teamwork. In addition to assessing the intended learning outcome, this new artifact will also align better with the artifact in the freshman year, thus providing better data for analysis of progression for this PLO.

Note: any changes to the program rubric and program assessment plan are noted and recorded.

If no changes are being made, please explain why.

NA

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

- **Outcome 2:**

  In AY 20-21, the program director realized during data analysis that the evaluation of the artifacts was mainly subjective. Consequently, the course grading rubric and the assessment rubric were expanded to include specific skills so evaluations would be more objective and therefore more meaningful.

- **Outcome 5:**

  In AY 20-21, it was determined that Outcome 5 "Students will act with professional integrity" was too broad for students to understand the goal and expectation of the assignment. Therefore, it was narrowed to just those specific professional behaviors pertaining to "teamwork". Thus, the artifact for the freshman level course in this cycle was changed to a self-recommendation letter for medical school. In this letter, students reflected on their professional and ethical behaviors throughout the course, including those viewed as desirable by medical school admission committees with an emphasis on teamwork. This new artifact serves to engage students early in their professional development and prepare them for the in-class professional training session provided later in their junior year.

B. How has this change/have these changes been assessed?

The impact of assessment-informed changes made in previous years is determined at the end of each assessment cycle. Student achievement data from the current cycle year AY21-22 were evaluated as described in section 3 above, applying the new PLO, artifacts, or assessment tools as outlined in the most current Assessment Plan. The program director then compared the new assessment results to those in the previous cycle years, where available.

C. What were the findings of the assessment?

- **Outcome 2:**

  Usually, data are compared to the previous year results to determine trends and future actions for program improvement. Using the updated course rubric, the instructor observed improvement in outcome at all levels for the freshmen since AY 19-20 (see table below). It seems the younger students benefited from the added instruction in the rubric as evidenced by everyone reaching the master level. For the junior level, data comparison would not be meaningful since the intended artifact was not used in AY19-20 due to COVID. Given that this group has met all expected targets in AY21-22, we are satisfied with the results for this outcome and will continue using the current rubric and reassess per the assessment calendar provided in the corresponding Program Assessment Plan.

Artifact	Ranking	AY17-18	AY19-20	AY21-22
1	Introduce	NA	100% (45/45)	100% (31/31)
	Reinforce	NA	100% (45/45)	100% (31/31)
	Master	NA	91% (41/45)	100% (31/31)
2	Introduce	100%	96% (26/27)*	100% (20/20
	Reinforce	> 85%	96% (26/27)*	95% (19/20)
	Master	NA	96% (26/27)*	95% (19/20)

  * Data collected from an alternate artifact due to COVID-19

- **Outcome 5:**

  By focusing on specific professional behaviors in the learning outcome, such as those relating to teamwork, we provided students with better-defined goals and expectations. This seems beneficial for the freshmen as data for artifact #1 in AY 21-22 showed vast improvement over those in AY 19-20 at all levels, with many students even meeting the “Master” ranking (see table below). Unfortunately, COVID altered the assessment method for the juniors in AY 19-20, limiting the interpretation of data trends between then and AY 21-22. Since all juniors met the expected targets in AY21-22, we will continue to assess this learning outcome in future cycles, albeit with a revised tool that aligns better to outcome, and use this cycle assessment results as a benchmark.

Artifact	Ranking	AY17-18	AY19-20	AY21-22
1	Introduce	NA	87% (39/45)	100% (31/31)
	Reinforce	NA	87% (39/45)	94% (31/31)
	Master	NA	78% (35/45)	84% (31/31)

2	Introduce	100%	100% (27/27)*	89% (20/20
	Reinforce	> 85%	100% (27/27)*	100% (19/20)
	Master	NA	100% (27/27)*	89% (19/20)

* Data collected from an altered artifact due to COVID-19.

D. How do you plan to (continue to) use this information moving forward?

At present, we do not have adequate and reliable data to make meaningful determinations about the program's effectiveness and to identify specific areas in curriculum for improvement. Evaluation of the AY 2021-2022 data indicates that the courses align well with learning outcome 2 and 5, but the tool and rubric should be modified. The revised assessment plan and rubric will reflect these changes. So far, we are pleased with the assessment process and results from the changes we have made. Moving forward, we will fine tune artifacts and assessment methods to gather meaningful data for all learning outcomes, then analyze trends and compare students' performance between courses and assessment cycles to judge the program's performance. Additionally, the faculty will consider ways to challenge the students to continue to achieve the highest level of outcomes for these program learning outcomes.

Appendix

Current Assessment Rubric

Investigative and Medical Science (IMS)		
Clinical Health Sciences (CHS)		
Program Learning Outcome (PLO #2): Students will deliver a clear description of a medical sciences project.		
Introduce Knowledge/Comprehension	Reinforce Application/Analysis	Master Synthesis/Evaluation
• Identify the required elements when presenting a medical science project.	• Articulate a critical analysis of a medical science project	• Defend the analysis of a medical science project proficiently when questioned
Program Learning Outcome (PLO #5): Students will display knowledge of professional and ethical behaviors necessary to work effectively in an interdisciplinary team.		
Introduce	Reinforce	Master
• Identify personal and interpersonal skills that promote professional collegiality.	• Explain how effective personal and interpersonal skills promote a healthy team climate.	• Propose an action to improve camaraderie and collaboration in interdisciplinary teamwork.

PLO #2 Case Study Team Presentation
BLS 1100 Foundations of MLS
Fall, 2021

Objective: Students will deliver a clear description of a medical sciences project.

Assignment: Given a urinalysis case study, the students will work together as a team to present.

- Patient's signs and symptoms
- Clinically significant lab test results
- A suitable diagnosis based on the patient presentation
- A justification for the diagnosis, hint: relate the identified lab test results to the pathophysiology of the disorder

Sample Case Study:

A fresh, first morning urine sample was obtained from a 27-year-old female complaining of frequency and painful urination. A urinalysis revealed the following:

Physical/Chemical
Color: yellow
Clarity: turbid
Specific gravity: 1.024
pH: 7.5
Protein: trace
Glucose: negative
Ketone: negative
Bilirubin: negative
Blood: trace
Nitrite: positive
Leukocyte esterase: positive
Urobilinogen: 1 Ehrlich unit

Microscopic
RBC/hpf: 3-5
WBC/hpf: 25-30
Other: many bacteria

PLO #2 Research Seminar: Assignment (50 points)
BLS 4610 Research Design, Critique and Presentation
Spring, 2022

Objective: Students will deliver a clear description of a medical sciences project.

I. Assignment Definition
   a. Develop a presentation on the research topic chosen for this course
   b. The presentation should last no longer than 15 minutes with 2-3 minutes for questions —presentations may be timed
   c. General rule of thumb: You will spend about a minute per slide when presenting the talk
   d. Prepare a PowerPoint slide set for the presentation (use the template/example provided)
   e. Discuss the project as if you were actually going to perform the research
   f. The presentation should have a definite beginning, middle and end (Introduction, Body, Summary) and address these items:
      i. Research topic
      ii. Statement of background
      iii. Research question(s) | hypothesis(es)
      iv. Study Design
         1. Data collection
         2. Display of Anticipated Results - how will results be portrayed?
         3. Future steps indicated for the project

II. What follows is the suggested order of the slides that includes a statement of slide purpose. This format is to be used as a template for your presentation. If more slides are needed for a specific component, simply add slides as needed.

Slide 1. TITLE (Provide title, presenter name, affiliation)
Slide 2. INTRODUCTION (state the problem: capture attention of the audience)
Slide 3. INTRODUCTION (provide relevance and answer the question “Who cares?”)
Slide 4. INTRODUCTION (state rationale and hypothesis)
Slide 5. BODY (define project in terms of samples/data collection strategies, scientific methods)
Slide 6. BODY (define project in terms of samples/data collection strategies, scientific methods)
Slide 7. BODY (define project in terms of sample/data collection strategies, scientific methods)

Slide 8. BODY (show, describe, explain, interpret results – ONLY IF YOU HAVE DATA)
Slide 9. CONCLUSIONS
Slide 10. SUMMARY (summarize results – integrate results obtained into the existing body of knowledge – relate your results to those found in the literature)
Slide 11. REFERENCES (cite few, highly relevant ones)

III. The order of presenters will be the same as for the Critiques assignment

With 15 minutes per research seminar and 75 minutes per class meeting time, there will be time for 4-5 research seminars each day class meets. There are many reasons why scheduled presentations and actual presentations may not align with each other, meaning

movement of presentations may be faster or slower than anticipated. REGARDLESS, BE PREPARED to give your presentation on the assigned day.

IV. Check the schedule for due date for all presentation slides. To be fair to all students, all slide presentations are due on the same day, regardless of when the presentation will be given. Once your presentation has been submitted, you will not be allowed to submit a different presentation at a later date in the semester. Submit your slide presentation as a PC-compatible document to the instructor as per the following statement.

1. Your Last Name_BLS4610_Research Seminar
2. EXAMPLE: Heuertz_BLS4610_Research Seminar 3. E-mail the slide file to me at: rita.heuertz@health.slu.edu

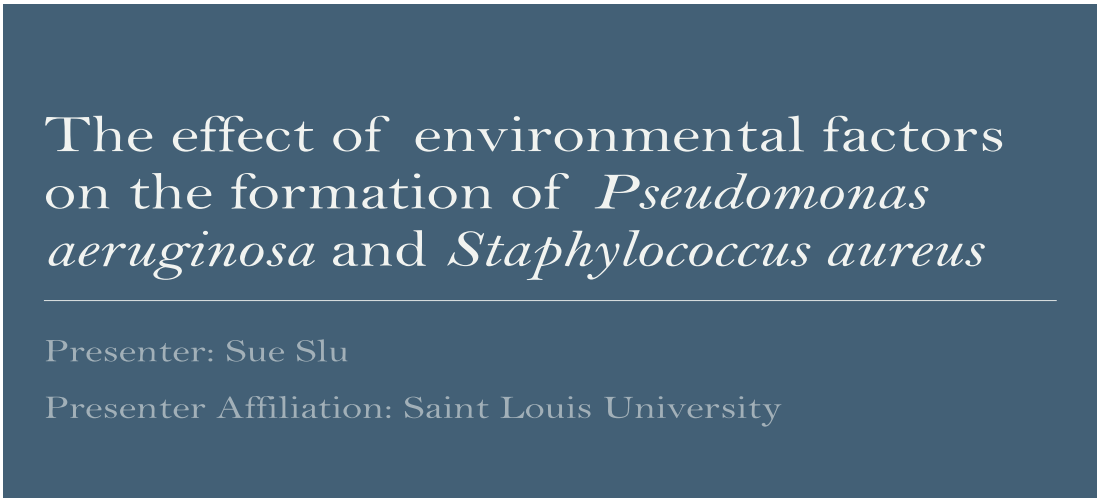
V. Email the presentation to yourself for quick access in class on your presentation day (if needed0.

VI. Print one paper copy of your slides (4 slides per page using the horizontal orientation setting) and give to the instructor on the day that all presentations are due. This document will be used as part of the evaluation of your presentation.

VII. Points will be assigned using the Grading Rubric for the assignment. Note that the first 3 components of the Grading Rubric are scores that will be used to fulfill the university requirement for Program Learning Objectives. These 3 scores address the Program Learning Objective (PLO) #2 stating that “Students will deliver a clear description on a medical sciences project”.

VIII. Each Research Seminar will be graded by the course instructor.

Sample of Student Presentation
Double click on the image to view



PLO #5: Professionalism
BLS 1100 Foundations of MLS
Fall, 2021

A Self-recommendation Letter (10 points)

Goal: To develop students into health care professionals who act with professional integrity

Assignment instructions: Students will assess their levels of professionalism during their 1st semester of college and identify areas needing improvement.

Please submit this assignment as an attachment.

This assignment involves 5 parts, and it should not be longer than 1 page.

1. Visit https://students-residents.aamc.org/applying-medical-school/article/med-schools-looking-for-15-competencies/ and view the Pre-professional Core Competencies identified as important for entering medical students by the Association of American Colleges (AAMC). (2 point)
2. Write a brief self-recommendation letter to a postgraduate school in which you describe your 2 best of those 9 referenced behaviors and provide evidence for them from this semester. (2 points)
3. Identify 2 professional competencies that you would like to develop further and provide the reasons why you choose those 2. (2 point)
4. Since healthcare providers often work with others in an interdisciplinary team, describe how you demonstrated interpersonal skills that promote professional collegiality in this semester. (2 points)
5. Propose a professional behavior toward peers when working together as a team. (2 points)

Your grade will be based on the following criteria:

1. Level of thought and reflection
2. Integration of information from your lecture
3. Grammar/spelling/writing clarity
4. Following directions

Sample of Student Self Recommendation

There are many personal attributes to consider when looking at someone in candidacy for admission to a graduate school. It would be rare to find someone that exhibits every one of the characteristics listed when searching for an applicant, but there are, however, characteristics that can act as a basis of growth and a foundation for developing the other traits efficiently. I believe that I host these foundational traits which can be used to build upon. Teamwork is an innate part of any professional environment and in the past semester, I believe that I have excelled in participation as well as the organization of group projects and interpersonal teamwork. I often initiated conversations with my class partners to find a time and place that worked well for everyone so that we could collaborate on topics we were all involved in. The importance of having a solid ability to establish successful teamwork is hard to overstate, and I believe that I exhibit this trait. I believe that I also have demonstrated a clear

capacity for improvement this semester. Any time I received a grade back from something I would go over it to see what mistakes I made so that I could avoid them in the future. Whether this is in grammatical instances or simply following directions, I believe that I have demonstrated a consistent improvement overall. This ability to adapt and improve is extremely foundational in a professional setting. Being able to make a mistake and be better for it speaks volumes about the character and intentions of the person.

I would like to focus on developing my oral communications with groups of people. I often struggle with presentations and speaking to large groups. This is a very important area for me to practice and master so that I can provide convincing and compelling arguments as well as possible research findings in my future medical career. I would also like to expand my abilities in cultural competence. I believe that it is very important to be in touch with those that you are helping to better assist in your ability to serve them. It is hard to escape the bubble you are born into and it takes an intentional effort to break free, however, the benefits of trying to see something from a different perspective are unparalleled.

I believe that I demonstrated a high level of interpersonal skills this semester. From organizing study times with classmates to helping others understand concepts from classes that I had a solid grasp on. I believe that this kind of action does indeed promote professional collegiality with others, because instead of focusing only on myself I also cared about collaboration, getting other ideas, and the overall success of my peers.

I believe that if I were to suggest a professional behavior towards my peers it would be that of making time in your day to collaborate with your classmates. I think this is a very important part of learning and personal growth. Being able to lend yourself to others to make sure that their understanding is correct and well based, while also having in the back of your mind that if help is needed with a concept others around me are more than willing to help me comprehend correctly. These kinds of interpersonal relationships with peers can often have an immense impact on the learning curve. Creating a space to discuss concepts with others learning the same thing only solidifies the said concept more concretely in your mind. Teamwork, if done correctly and efficiently, can simply have unmatched learning outcomes and produce students who will master concepts and be prepared to implement them into their careers.

PLO #5: Professionalism
BLS 4120 Medical Biochemistry II
Spring, 2022
A Professionalism Quiz (10 points)

Goal: To develop students into health care professionals who act with professional integrity

Assignment instructions: This assignment involves 2 parts. First, students will practice professional behaviors in a medical school interview workshop and then complete an associated quiz.

IMS Professional Quiz

1. **What is the definition of a personal brand?**
   a. How others perceive you
   b. How you live your values
   c. How you present yourself to others
   d. All of the above.

2. **About how long does it take for people to form an impression of you?**
   a. Immediately
   b. 6 seconds
   c. 30 minutes
   d. 1 hour

3. **Which of the following is not included in interview attire?**
   a. Taylor dress
   b. Business suit
   c. Tennis shoes
   d. Clean & controlled hairstyle

4. **What does showing up on time for an interview mean?**
   a. Showing up at the stated time of the interview.
   b. Arriving 30 minutes early.
   c. Arriving 5 minutes late is still considered on-time.
   d. Arriving 15 minutes early.

5. **When you're introduced to another person, you:**
   a. Give them a big bear hug
   b. Greet them with a big smile and firm handshake
   c. Smile, say hi, and give them a wave.
   d. Give them a nod then walk away.

6. **During the interview, you:**
   a. Look people in the eye, listen closely, and ask genuine questions.
   b. Listen, but only speak up when you're called on.
   c. Half listen and half think about the next question to ask.
   d. Text the entire time.

7. **When you get a personal phone call during an interview, you:**

a. Ignore it and call them back later.
b. Excuse yourself and take it outside briefly.
c. Apologize and turn your phone off
d. Answer and have a loud conversation.

8. **During an interview you were asked why the sky is blue. You are not sure so you**
   a. Try to answer it using as many technical terms as you can to impress
   b. Admit that you don't know and ask for another question
   c. Admit that you are unsure and offer your best guess

9. **During an interview you were assigned a team project. You**
   a. Consider your teammates competitors
   b. Make sure your contribution is recognized
   c. Encourage others to participate

10. **After an interview, you:**
    a. Send a thank you note within 24 hours of interview.
    b. Send a thank you note a few days later.
    c. No need to send a thank you note.