

Name: Alfonso, Nathan

Date: 6 Sep 16

2016 Cadet Surveys (Completed by Firsties in AY17-1)

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Date: _____

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: _____

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

A Chemical Engineering Version of XE472 There was
only 1 lesson actually pertained to Chem E processes

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

None

Please add any addition comments that you would like to make below.

Review lessons at beginning of CH485 or CH364 would
Help More.

LET US KEEP OUR TEE NOTESHEETS!!

There is no reason we should not be able to have
them and would help a ton

Can we have them back still?

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Name: Austin Reed

Date: 6 SEP 2016

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 - Process design.

Name: Austin BreedDate: 6 SEP 2016**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

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- Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Austin BreedDate: 6 SEP 2016**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
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The cadets are satisfied with the courses in the program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Austin Reed

Date: 6 SEP 2016

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Mostly; MC300 & XE472 are useless.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

N/A

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N/A

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Name: Dante Burton

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Name: Dante BurtonDate: 06SEP16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

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· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Dante BurtonDate: 06SEP16**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Diane Burton

Date: 16SEP16

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Yes you are; no extra curriculum needed

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

We should include more feedback from how students do on the FEE and let us know about it.

Please add any addition comments that you would like to make below.

Best Navy.

Name: Cihak, Andrew

Date: _____

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- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: White, Andrew

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Cihak, Andrew

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

There should be a controls course that is directly involved with chemical engineering added to the program

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

I believe that the survey is overall, very in depth and allows us to voice our opinions on all aspects of the program.

Please add any addition comments that you would like to make below.

Name: Liam Coridy

Date: _____

2016 Cadet Surveys (Completed by Firsties in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

Instructions

- Write your name and date on the top of each page.
- The second page of this handout contains a listing of program objectives and student outcomes. Please read this page to become oriented to the process.
- Review the data pertaining to the achievement of our 2016 program graduates and complete Part 1 of the survey, which pertains to student outcomes. For Part 1, your replies should be based on the data presented.
- Complete Part 2 of the survey, which covers program objectives. For this part of the survey, we are interested in your opinions on the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- The surveys are due by 1450 on Monday 6 September 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- We will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: Liam Conroy

Date: _____

2016 Cadet Surveys (Completed by Firstie Cadets in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: _____

Date: _____

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

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- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
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- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
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- Communicate effectively.
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 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering,
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: _____

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Remove MC300 and Controls from curriculum, they don't have much relevance to LNAME. MC300 gives us more than we will need for the FEE.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

More open ended questions will give better feedback.
ASK more class specific questions

Please add any addition comments that you would like to make below.

None

Name: Maria Fabi

Date: 6 SEP 2016

2016 Cadet Surveys (Completed by Firsties in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- Complete Part 2 of the survey, which covers program objectives. For this part of the survey, we are interested in your opinions on the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- The surveys are due by 1450 on Monday 6 September 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- We will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: _____

Date: _____

2016 Cadet Surveys (Completed by Firstie Cadets in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

Instructions

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- Please view the data pertaining to the achievement of our 2016 program graduates.
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- The surveys are due by 1450 on Monday 6 September 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: _____

Date: _____

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Maria Fabi

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Nana Fabi

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Maria Fabi

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

I think we are teaching the right classes
that will prepare us.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

No, the questions being asked meet the intent of the survey.

Please add any addition comments that you would like to make below.

Name: Brendan Gill

Date: 6 SEP 16

2016 Cadet Surveys (Completed by Firsties in AY17-1)

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- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- We will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: Brendan Gill

Date: 6SEP16

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This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- I will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: Brendan Gill

Date: 6SEP16

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- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
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- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
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 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Brendan GillDate: 6 SEP 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
• Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Brendan GillDate: 6 SEP 11**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Brendan Bill

Date: 9 SEP 16

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Process control grounded in chemistry
rather than electrical systems

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

People rush survey to have more
time on lab

Please add any addition comments that you would like to make below.

Name: Grant, Shelby

Date: 06 Sept 16

2016 Cadet Surveys (Completed by Firsties in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- Complete Part 2 of the survey, which covers program objectives. For this part of the survey, we are interested in your opinions on the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- The surveys are due by 1450 on Monday 6 September 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- We will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: Givant, Shelby

Date: _____

2016 Cadet Surveys (Completed by Firstie Cadets in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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Name: Grant, Shelby

Date: _____

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Girant, Shelby

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Grant Shroyer

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Grant, Shelby

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

There needs to be a class to help review for the FE exam. The Controls class should be switched with something more related to Chemical engineering and less on the Electrical engineering.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

none that I can think of.

Please add any addition comments that you would like to make below.

Controls is a terrible class, please remove it.
more trip sections to different areas of chemical engineering
besides a fuel plant

Name: L'Hecault

Date: 6 Sep 16

2016 Cadet Surveys (Completed by Firsties in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- We will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: L'Herault

Date: 6 Sep 16

2016 Cadet Surveys (Completed by Firstie Cadets in AY17-1)

This is your annual cadet survey for the 2016 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (U-hour, 6 September 2016).

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- I will consolidate the data and include it in our program assessment, to be reviewed by the faculty and advisory board in a separate meeting.

Name: L'Herault

Date: 6 SEP 16

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
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- Communicate effectively.
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- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
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 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: L'HeraultDate: 6SEP16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: LiteravitDate: 6 SEP 16**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: L'Herault

Date: 6 Sep/16

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

To an extent, yes. I think a specific chemical engineering Controls needs to be added

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

The survey is vague, but what we don't get via survey we usually bring up in the advisory board.

Please add any addition comments that you would like to make below.

Name: Steven Liu

Date: _____

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- Understand professional and ethical responsibilities.
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- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
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- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
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 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: _____

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Yes, although 3 semesters of "Thermo" might be a little overkill. Maybe drop MC312 because it does not seem to focus on things that are tested on the FE exam

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

Yes; no

Please add any addition comments that you would like to make below.

As a superfirstie, taking courses out of order really did not make my learning experience any more difficult, meaning instructors are doing a good job.

Name: Patrick McLarren

Date: 06 SEP 16

2016 Cadet Surveys (Completed by Firsties in AY17-1)

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Name: _____

Date: _____

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Name: _____

Date: _____

Mission: The mission of the chemical engineering program is to prepare commissioned leaders of character who are proficient in applying chemical and engineering principles to solve problems in a complex operational environment.

Chemical Engineering Program Objectives: During a career as commissioned officers in the United States Army and beyond, program graduates:

- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: _____

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The cadets in the program appear to:				
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Add controls for Chem E's and get rid of XE472

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

N/A

Please add any addition comments that you would like to make below.

Please let us keep our CH364 notesheets from the TEE! They would help immensely in 365, 485 and 459.

Name: Kiera McWay

Date: 06 SEP

2016 Cadet Surveys (Completed by Firsties in AY17-1)

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Name: Kierm M. Evans

Date: 06 SEP

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Name: Kiran Mistry

Date: 06 SEP

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 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Kieran McEvoyDate: 05 SEP**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Kieran McEvoyDate: OCT 2019**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Kieran McEvoy

Date: 06 SEP

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Most of classes seem to have a direct application, but I failed to see much use in MC312, as most of that really applies to mechanical engineers. Replacing this course with an additional math course (after Separation or RXN Eng) would help greatly, especially if it focused on Matlab/Mathematica/Excel.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

N/A. All the right questions

Please add any addition comments that you would like to make below.

More actual lab time before 459 would be nice.

Even if it's just for examples, it increases applicability & familiarization w/ lab equipment

Name: James Negley

Date: 6 SEP 2016

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 - Continuous and staged separation operations.
 - Process dynamics and control.
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Name: _____

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Name: _____

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

In general, the right classes are being taught.

Could drop MC300 and definitely want a different controls class (this first) for Chemical Engineers.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

Honestly, I think the data is a good idea, but most people will answer based on their opinion.

Please add any addition comments that you would like to make below.

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Name: Andy Sullivan

Date: _____

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Date: _____

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- Contribute to the solution of infrastructure or operational problems in a complex operational environment.
- Succeed in graduate school or other advanced study programs.
- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

Chemical Engineering Student Outcomes: On completion of the chemical engineering program, our graduates will be able to:

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.
- The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:
 - Chemistry,
 - Material and energy balances on chemical processes,
 - Safety and environmental factors,
 - Thermodynamics of physical and chemical equilibria,
 - Heat, mass, and momentum transfer,
 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Andy Sullivan

Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Communicate effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Andy Sullivan

Date: _____

Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Andy Sullivan

Date: _____

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

I think the right courses are being taught but I think MUSI could be removed because we take CH 365. There's a lot of overlap that isn't necessary.

Change XE 472 to focus on chem stuff more

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

I think some questions about how the courses flow together would be useful. Then it could be an inter major track of how the courses are taught and if they truly prepare us for follow on courses.

Please add any addition comments that you would like to make below.

Some of the classes seem to have somewhat extraneous labs that feel as though would be better spent on other academic requirements. The example is double blocked 459 with a 2 hour lab period

Name: Villagomez, Johnny

Date: 06 Sep 2016

2016 Cadet Surveys (Completed by Firsties in AY17-1)

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Name: Villayomez, John

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 - Process dynamics and control.
 - Modern experimental and computing techniques.
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Date: _____

Part I. Student Outcomes. Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Part II. Program Objectives. Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Villagomez, Johnny

Date: 06 Sep 16

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

- Remove controls (XE472) and add one one tailored to ChemE
- Maybe move MC311 to the same semester as CH362
(bc it covers some important concepts that in CH362 you have not learned before)
- Move separation (CH363) to 2nd semester (or year).

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

- This was a good investment \leftrightarrow our time

Please add any addition comments that you would like to make below.

- I think the program @ ^{ChemE} West Point is good. However, it would be nice if ~~the~~ other departments (History - Mil Art) understand \leftrightarrow our workload and gave us reasonable homework assignments.

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Name: Russell D. Winkle

Date: 6 SEP 16

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Date: 6 SEP16

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 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: Russell D. Wm WuDate: 6 SEP 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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· Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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· Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Russell D. WallDate: 6 SEP 16**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Name: Russell D. Wanke

Date: 6 SEP 16

Open questions.

Are we teaching the right classes? Based on the assessment data or on your personal opinion, is there a course that the program should add to the curriculum?

Probably a common opinion, but a Chem. Controls based class would be helpful. CHEME Instructors are more familiar and we can mesh Chemical Controls into classes such as CH459. Instead XE472 provides us with limited understanding of material/perspective in Mechanical design.

Otherwise, Chem Reactions, thermodynamics, Lab, etc. are great classes that hit all of the ABET specifications

Are we asking the right questions? Do you have any suggestions to improve the survey for next year?

Add comment box on Student outcomes to allow feedback on each specific outcome for each class. In this way, you can figure out WHY we gave a class a $\frac{2}{5}$, not just an arbitrary #.

Please add any addition comments that you would like to make below.

Pick 1-2 forms of technology and start teaching the tools at an early time (CH362). For example, choose MMA or MATLAB. Its good to learn multiple methods but requiring work to be done on MATLAB (XE472) is confusing and the learning curve is too steep. My class ('17) is very proficient in MMA because of CH362, but were lost w/ MATLAB.