

WJC
Name: Matthew Armstrong

Date: 30 Aug 17

2017 Faculty Surveys

This is our annual faculty program assessment survey for academic year 2017 (2016-2017). Print the survey, put your name and date on the top of each page, and submit the completed survey to Dr. Biaglow by COB Friday 1 September 2017. The survey is very important for our program assessment and re-accreditation effort. Please be prompt. Direct any questions about the data or the survey to Dr. Biaglow.

The survey is designed to do three things. First, it documents that you have been made aware of the performance of our cadets on our program's student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective knowledge and experience to identify areas where we might be in need of improvement. Your responses to the survey questions should be based on the data in the document entitled "Program Assessment Data - 7 August 2017." The completed surveys are your collective "thumbs up or down" to the various performance indicators we are tracking.

Instructions

- Please review the data in the document "Program Assessment Data - 7 August 2017." The data pertain to the level of achievement of our 2017 program graduates. Answer the survey questions in "Part I" of this document based on your opinions of the data.
- The survey also asks questions pertaining to the program objectives. These questions are found in "Part II." For this part of the survey, we are interested in your opinion of the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- Finally, there are some open questions in Part III where you can comment on the quality of the curriculum, the process itself or any other items you would like us to address.
- The surveys are required for all chemical engineering faculty members and are due by Friday 1 September 2017.
- Guidance for completing the survey will be discussed at an upcoming faculty meeting.
- Your responses will be consolidated, discussed at our program assessment meeting, and archived in our annual report.

Name: LTC Matthew Armstrong

Date: 30 Aug 17

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 General Program Outcomes (Outcomes 1-11): On completion of the chemical engineering program, our graduates will be able to:

- 1-11
- 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.

Chemical Engineering Curriculum Outcomes (Outcome 12): The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:

- General, organic, and physical chemistry.
- Material and energy balances on chemical processes, including 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: LTC Matthew ArmstrongDate: 20 AUG 17

Part I. Student Outcomes. Review the data and then check the box in the column that most closely represents your opinion.

The cadets in the program are able to:	Strongly Disagree	Neutral	Strongly Agree
· Apply knowledge of math, science, and engineering	<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"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· function on multidisciplinary teams	<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"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Communicate effectively	<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"/>
· 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"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: LTC Matthew Armstrong

Date: 30 AUG 17

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 student 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 process for periodically assessing the achievement of its student 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 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 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 (past and present) have contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: LTC Matthew Armstrong

Date: 30 AUG 17

Part III. 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?

We are teaching the right classes, with a solid plan in place to bring in writing when resources become available and another semester of senior design when resources are available. However based on trends shown from PEZ results we need an elective/class to address Computational Tools (or do more on this within existing framework of classes).

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

We are asking the right questions. I would like to see a more diverse ABET committee moving forward.

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

I would like to see further development of a Chem.E. computational Tools elective as well as the writing class to be added to curriculum or at least fed back.

Name: Biaglow

Date: 31 Aug 17

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Name: Bragg

Date: 31 Aug 17

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- Advance their careers through clear and precise technical communication.
- Demonstrate effective leadership and chemical engineering expertise.

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- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
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- Demonstrate knowledge of contemporary issues.
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Chemical Engineering Curriculum Outcomes (Outcome 12): The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:

- ~~General, organic, and physical chemistry.~~
^{advanced}
- Material and energy balances on chemical processes, including 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: BraglowDate: 31 Aug 17

Part I. Student Outcomes. Review the data and then check the box in the column that most closely represents your opinion.

The cadets in the program are able to:	Strongly Disagree	Neutral	Strongly Agree
· Apply knowledge of math, science, and engineering	<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"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· function on multidisciplinary teams	<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"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Communicate effectively	<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"/>
· 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"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Braylow

Date: 31 Aug 17

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 student 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 process for periodically assessing the achievement of its student 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 type="checkbox"/>	<input checked="" 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 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 (past and present) have contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Bryant

Date: 31 Aug 17

Part III. 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 are several courses that would benefit the program, depending on the direction we would like to go. We have spoken about second semester design, organic chemistry 2, and additional electives, as well as a technical communication course, that would all help.

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

I think the survey is good. It would benefit from more targeted discussion of specific cadet deliverables - we should display samples of cadet work and discuss them.

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

Program is strong and in good shape financially as well as with leadership. We are in great shape for Abet.

Name: LTC BULL

Date: _____

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Name: _____

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- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: Bull

Date: _____

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- Identify, formulate, and solve engineering problems.	<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"/>
- Communicate effectively	<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"/>
- 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"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Bull

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 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 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 (past and present) have contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Burr

Date: _____

Part III. 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 but between the student outcome of communicate effectively and the program obj. of communicate, we really need to have a good program-level discussion on how to incorporate this into our current classes. I think AY17's results on ethical/prof. resp. are an anomaly for this class. But it warrants keeping an eye on.

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

I might add that if a faculty member rates anything less than "Agree," explicitly ask that they explain in the comments section.

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

Name: LTC James, C

Date: 1 SEP 2017

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Name: LTC James, C

Date: 18EP2017

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Name: LTC James, CDate: 18SEP2017

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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: LTC James, C

Date: 1 SEP 2017

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 type="checkbox"/>	<input checked="" type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The student outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<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 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 (past and present) have contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: LTC James, C

Date: 1 SEP 2017

Part III. 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, we are. Numerical methods would be a great addition to the curriculum.

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

Yes, I believe the student outcome and program objective questions ensure that the program adequately serves the Academy mission and ABET criteria.

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

Name: Enoch Nagelli

Date: 09/01/17

2017 Faculty Surveys

This is our annual faculty program assessment survey for academic year 2017 (2016-2017). Print the survey, put your name and date on the top of each page, and submit the completed survey to Dr. Biaglow by COB Friday 1 September 2017. The survey is very important for our program assessment and re-accreditation effort. Please be prompt. Direct any questions about the data or the survey to Dr. Biaglow.

The survey is designed to do three things. First, it documents that you have been made aware of the performance of our cadets on our program's student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective knowledge and experience to identify areas where we might be in need of improvement. Your responses to the survey questions should be based on the data in the document entitled "Program Assessment Data - 7 August 2017." The completed surveys are your collective "thumbs up or down" to the various performance indicators we are tracking.

Instructions

- Please review the data in the document "Program Assessment Data - 7 August 2017." The data pertain to the level of achievement of our 2017 program graduates. Answer the survey questions in "Part I" of this document based on your opinions of the data.
- The survey also asks questions pertaining to the program objectives. These questions are found in "Part II." For this part of the survey, we are interested in your opinion of the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- Finally, there are some open questions in Part III where you can comment on the quality of the curriculum, the process itself or any other items you would like us to address.
- The surveys are required for all chemical engineering faculty members and are due by Friday 1 September 2017.
- Guidance for completing the survey will be discussed at an upcoming faculty meeting.
- Your responses will be consolidated, discussed at our program assessment meeting, and archived in our annual report.

Name: _____

Date: _____

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 General Program Outcomes (Outcomes 1-11): 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.

Chemical Engineering Curriculum Outcomes (Outcome 12): The program provides the graduate with a thorough grounding and working knowledge of the chemical sciences, including:

- General, organic, and physical chemistry (*Advanced chemistry*)
- Material and energy balances on chemical processes, including 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. Review the data and then check the box in the column that most closely represents your opinion.

The cadets in the program are able to:	Strongly Disagree	Neutral	Strongly Agree
· Apply knowledge of math, science, and engineering	<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"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· function on multidisciplinary teams	<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"/>
· Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Communicate effectively	<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 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"/>
· Demonstrate knowledge of contemporary issues.	<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"/>
· Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<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 student 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 process for periodically assessing the achievement of its student outcomes.	<input type="checkbox"/>	<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 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 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"/>	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty (past and present) have contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Part III. 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?

Technical writing/reading course to expose cadets to understand scientific literature as well as interpret its relevance in the field of chemical engineering.

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

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

over time it would be beneficial for the cadets to offer more chemical engineering electives.