

Name: Jahn Abercrombie

Date: 11 JAN 19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

This is your annual cadet survey for the 2018 program assessment, and it is extremely important for ABET accreditation. 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 need improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (11 January 2019).

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 2017 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 End of hour Friday 11 January 2019.
- 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: John Abercrombie

Date: 11 JAN 19

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: John AbercrombieDate: 11 JAN 19**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"/>
• 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: John Abercrombie

Date: 11 JAN 19

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"/>
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 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"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input 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"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input 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: John Abercrombie

Date: 11 JAN 19

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 that all the classes being taught are necessary for success as a chemical engineer.

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

The survey clearly asks questions about all aspects of the program as a whole.

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

Name: Kenneth Brinson

Date: 1/11/2019

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Name: _____

Date: _____

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 - Process design.

Name: _____

Date: _____

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• Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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• Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 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: _____

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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 courses, but it would be nice to add more bioengineering / biomedical courses as requirements or electives. Also might be helpful to add in a little more data analysis and work with Matlab.

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

I think the Survey is representative of the information it seeks.

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

N/A

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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"/>

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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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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Bui

Date: 11 JAN

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, there is a broad range of courses in multiple disciplines that help us learn general problem solving which aid in the success of the ChemE specific courses

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

Yes

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

Name: Alvin Barus

Date: 11 JAN 19

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Name: Alvin Burns

Date: 11 JAN 19

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Name: Alvin BurnsDate: 11 JAN 19**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
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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: Alvin Butins

Date: 11 JAN 19

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?

The classes being taught seem to enable the cadets to be successful on the FEE.

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

This survey is comprehensive enough already.

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

Chemical engineering program is meeting its program objectives.

Name: Luke Eckstein

Date: 1/11/19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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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.
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 - Chemistry,
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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"/>
• 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 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 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 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"/>
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 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: _____

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?

MA364 was not a great class for 2019. I feel like we did not achieve all the learning outcomes and that hurt us come CH364 and CH465, I believe that is partially due to cadets but also the framing of the class from a non-chemical engineering standpoint.

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.

None

Name: Zackary Francis

Date: 1/11/2019

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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Name: Zackary Frank

Date: 1/1/2019

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

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 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 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"/>
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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 checked="" type="checkbox"/>	<input type="checkbox"/>

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"/>
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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"/>
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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: Zackary Francis

Date: 1/19/2019

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, It seems that generally the curriculum matches with the student aveys.
If no changes had been made for carol process, I would have suggested
a different updated course.

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

Yes, no issues seen.

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

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 - Process design.

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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"/>

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"/>
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 type="checkbox"/>	<input checked="" type="checkbox"/>
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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"/>
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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: Gilbert

Date: 11 Jan 19

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 a traditional transport class
should replace heat and mass transfer.
Other than that, I think the
curriculum is good.

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

Ask what classes need
to be removed/replaced.

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

I'm a better man because of
this program. My favorite part
were my classmates, we were
interdependent and cooperated and
created a fun learning culture. No
Chance life science can do that.

Name: Max Holguin

Date: 11 JAN 19

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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: Max Holguin

Date: 11 JAN 19

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"/>
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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"/>
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: Max Holguin

Date: 11 JAN 19

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. The classes we take are diverse and informative. we learn to solve a great variety of problems using many different problem solving methods.

The course needs a stronger chemistry focus

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

Yes. The questions are good for reflection

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

2018 Cadet Surveys (Completed by Firsties in AY19-2)

This is your annual cadet survey for the 2018 program assessment, and it is extremely important for ABET accreditation. 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 need improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (11 January 2019).

Instructions

- Write your name and date on the top of each page.
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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 End of hour Friday 11 January 2019.
- 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: Hudgins, Jesse

Date: 11 JAN 19

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.

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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Hudgins, JesseDate: 11 JAN 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 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 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 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: Hurlgins, Jesse

Date: 11 JAN 19

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 feel like I need a course for just Mathematica/Chemcad/MATLAB, taken along with CH362.
- Controls
- Engineering electives that apply to ChemE (like Mech department's internal programs)
- A better math class. Engineering math did not prepare me for the program

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

- Ask about math background / competence

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

N/A

Name: Chris Inzinga

Date: 11 Jan 19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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Name: Chris Munga

Date: 11 JAN 19

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- 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.

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- 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: Chris InzingaDate: 11 JAW19**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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Chris Inzinger

Date: 11 JAN 19

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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Chris Herring

Date: 11 JAN 19

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 CH367 (controls) is a step in the right direction. I would like more Ctl electives so I don't have to add other classes like NE300 when I could learn more about chemE. otherwise the current classes are taught well.

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.

N/A

Name: Koppel, Blake

Date: 11 JAN 19

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Name: Koppel

Date: 11 JAN 19

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- Advance their careers through clear and precise technical communication.
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- Communicate effectively.
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 - Chemical reaction engineering.
 - Continuous and staged separation operations.
 - Process dynamics and control.
 - Modern experimental and computing techniques.
 - Process design.

Name: KoppelDate: 11JAN19**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"/>
• 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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
• Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: KappaDate: 11 JAN 19**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"/>
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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 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 checked="" type="checkbox"/>	<input 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: Koppel

Date: 11JAN19

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'm glad that XE472 was replaced by CH367, but I would like to see more engineering electives in the department.

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

In my opinion the right questions seemed to be asked.

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

The best part of the department are the instructors who genuinely care about our learning and are excited about the topics they are teaching.

Name: Galen Kreutzberger

Date: 11 Jan 19

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

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"/>	
• 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"/>	<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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
• Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<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 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: Galen KreutborgDate: 11 Jan 14**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 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 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 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: Galen Kreutzberger

Date: 11 Jan 19

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?

Based on the classes we have taken, I wish we added more chemistry based courses so that when doing rxns etc, its easier to know how the reaction functions & how to then design a process to optimize that rxn.

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

I think so. I would improve the survey by adding more questions or by having the mission statements right on the survey.

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

N/A

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- Write your name and date on the top of each page.
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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 End of hour Friday 11 January 2019.
- 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.

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.
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- 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.

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"/>	
• Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input 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"/>
• 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 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 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 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"/>

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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name: JD Matsko

Date: 1/11/19

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 wish CH3G7 replaced XE472 sooner

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

yes

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

None

Name: Shane McCarthy

Date: 11 JAN 19

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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: _____

Date: _____

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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.
- 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.
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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: Shane McCarthy

Date: 11 JAN 19

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"/>
• 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: Shawn McCarthy

Date: 11 JAN 19

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"/>
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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name:

Shane McCarthy

Date: 11 JAN 19

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 curriculum is being taught, although more control implementation in ChemE processes would be helpful, but 1H367 should fix that in the future

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

The question above is the best question, curricular credit changes are what cadets can comment on most directly.

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

FEE feedback beyond a grade would be helpful, if possible. Pass or fail, it would be nice to know areas for improvement.

Name: Frank Medlin

Date: 11 JAN

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Name: Frank Malar

Date: 11/11/18

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

Name: Frank MelucciDate: 11 JAN**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 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 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 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 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: Frank MedruDate: 11 JAN**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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Frank Medici

Date: 11 JAN

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 believe the right classes are being taught given the constraints placed on our schedule by the West Point core curriculum

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

The assessment of student outcomes based on historical data could be supplemented with a self assessment of the outcomes

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

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Name: Rob NICHOFDate: 11JAN19**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 checked="" type="checkbox"/>	<input 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 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 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: ROB NIEHOFDate: 11JAN19**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"/>
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 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"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<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"/>
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 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"/>
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: ROB NIEHOF

Date: 11JAN19

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 believe that this major is quick to realize what the students of the major need in terms of curriculum. They have added a chemical controls class, & this was my only gripe w/ the curriculum.

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

Yes, this department & major are very in-tune w/ what the cadets have to say. This is in no small part due to their ability to ask the right questions & extract pertinent info. from the cadets.

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

This major & department is just large enough to keep its cadets competitive w/ other national universities, yet small enough to make a cadet feel like they are important to the department. I have no qualms w/ the Chemical Engineering major or the Department of Chemistry & Life Science.

Name: Onaka

Date: 11 JAN 19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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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 2017 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 End of hour Friday 11 January 2019.
- 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: Onaka

Date: 11 JAN 19

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: OnakaDate: 11 JAN 19**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: OnakaDate: 11 JAN 19**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"/>
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 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 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"/>
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 contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Onaka

Date: 11JAN19

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, the weakest course was XE472 for process controls but this is being rectified with the introduction of CH367.

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

Yes.

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

Introduce more ChemE electives so we can take courses relevant to us that we care about instead of electives in other engineering majors which are neither interesting nor helpful.

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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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 End of hour Friday 11 January 2019.
- 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: Ousley, Evan

Date: 11 JAN 19

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: Ousley, EvanDate: 11 JAN 19**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 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 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 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: Ousley, EvanDate: 11 JAN 19**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 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 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: Ousley, Evan

Date: 11 JAN 19

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?

The only recommendation I would have had (Controls) has already been addressed

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

I think the surveys have been very useful for evaluations of the courses in the program

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

I think that if there is going to continue to be such a heavy dependency on derivations later on in the curriculum, then there needs to be a stronger emphasis on this earlier on to help build a base of confidence and understanding.

Name: Palmer, Jesse

Date: 11 JAN

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Name: Almeresse

Date: _____

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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.
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- 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.
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 - 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: Palmer, Jesse

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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
• Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<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 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: Palmer, Jesse

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"/>
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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 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: PALMER, JESSE

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 bioengineering courses could be added to the elective list.

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

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

N/A

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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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 - 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: Brendan SauerDate: 11 Jan 19**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 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 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 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: Brennon SauerDate: 11 Jan 19**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"/>
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 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 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"/>
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 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"/>
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: Brendan Sauer

Date: 11 Jan 19

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, the right classes are being taught. The course that I wanted recommended to be added was already added - CH367 (new controls class).

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

Yes, the right questions are being asked. I have no suggestions for improvements to the survey for next year.

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

I don't think MC300 is a necessary class for the chemical Engineering track.

Name: Sarah Schwarzman

Date: 11 Jan 19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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Instructions

- Write your name and date on the top of each page.
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- Review the data pertaining to the achievement of our 2017 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 End of hour Friday 11 January 2019.
- 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.

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.

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- 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: Sarah SchwarzmanDate: 11 Jan 19**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 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 checked="" type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Sarah SchwarzmanDate: 11 Jan 19**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 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 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"/>
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 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"/>
The cadets are satisfied with the courses in the program.	<input 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 type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Sarah Schwarzman

Date: 11 Jan 19

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 I would have liked to take more bio-engineering classes. I took 1 in the mech department

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

Yes

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

N/A

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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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: _____

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.

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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.
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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.
- 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 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 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 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"/>
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 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"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<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"/>
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 contributed to the development of the program objectives.	<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?

I WOULD ADD CH384 (ORGO II) AS I THINK THAT I GOT MORE OUT OF IT THAN SOME ELECTIVES. WE COULD IMPROVE OUR KNOWLEDGE OF THE ACTUAL CHEMISTRY GOING ON.

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

NO, I THINK THERE IS A STRONG EFFORT TO ASSESS / IMPROVE THE PROGRAM.

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

N/A

Name: Zach Sowatzke

Date: 11 JAN 19

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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Name: Zach Sowatzke

Date: 11 JAN 19

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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: Zachary Sowatzke

Date: 11 JAN 14

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"/>
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• 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: Zach SowatzkeDate: 11 JAN 19**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 type="checkbox"/>	<input checked="" type="checkbox"/>
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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 contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Zach Sowatzke

Date: 11 JAN 19

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 should add a controls class to the program (which I know they are doing) and another class on GoHome design. I feel like those 2 would benefit us greatly.

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

I think the questions are correct. I don't see anything that should be added to them.

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

N/A

Name: Michael Sullivan

Date: 11JAN

2018 Cadet Surveys (Completed by Firsties in AY19-2)

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

Name: Michael SullivanDate: 11/5/19**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 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
• Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<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 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: Michael SullivanDate: 11 JAN**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 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 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"/>
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 contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Michael Sullivan

Date: 11/5/19

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 taking the right classes but I think there may be taking additional classes that are not necessary or helpful for the program. MC300, 3 electives

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

Yes the questions are all good.

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

N/A