

Name: Arrouchis

Date: 03 DEC 2013

2013 Cadet Surveys

This is your annual cadet survey for the 2013 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period.

Instructions

- Please view the data pertaining to the achievement of our 2013 program graduates.
- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. Your replies should be based on the data presented. For objectives, we are interested in your opinions on the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- The surveys are due by 1450 on Tuesday 3 December 2013.
- Some of you know last year's first-class cadets from class or other interactions. It is OK to use that information in your ratings.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: A. Tonwhis

Date: 03DEC2013

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

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

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

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

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.

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

- General, organic, and physical chemistry.
- Material and energy balances on chemical processes, including safety and environmental factors.
- Thermodynamics of physical and chemical equilibria.
- Heat, mass, and momentum transfer.
- Chemical reaction engineering.
- Continuous and staged separation operations.
- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: AnowndisDate: 08DEC2013**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: AnnonchisDate: 03 DEC 2013**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 checked="" 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: Anandh

Date: 03DEC2013

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?

All the classes are good except there should be a chemical engineering process controls ~~class~~ class. XEET72 did not prepare us very well for CH4103

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

I have no suggestions

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

Name: AARON 13 EYCA

Date: 3 DEC 13

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Name: AARON BYRNE

Date: 3 DEC 13

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

Name: 3 Aaron BEYEADate: 3 DEC 15**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Name: Aaron BEYEADate: 3 DEC 13**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 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: Aaron Beyer

Date: 3 DEC 03

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?

XE472 DOES NOT TEACH THE RIGHT THINGS NEEDED FOR CH455 OR
CHEM E TO GENERAL.

MC312 WAS THE LOST CLASS I'VE TAKEN AT W.P. IT WAS
ENTIRELY BASED AROUND TOPICS THAT WERE NOT RELEVANT TO
CHEM E. AND THE COURSE WAS POORLY CONSTRUCTED AS WELL.
EASY A THOUGH.

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

TOPICS WE FEEL UNCOMFORTABLE WITH

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

THE COMBO OF 459, 455, AND 481 IS FANTASTIC. EVERYTHING
IS INTERRELATED AND DRAWS ON PREVIOUS KNOWLEDGE
FROM SEPS / IRN ETC..

Name: Erik A. Houston

Date: 3 DEC 13

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- Process dynamics and control.
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- Process design.

Name: Erik A. HoustonDate: 3 DEC 13**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	
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- 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 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 checked="" type="checkbox"/>
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- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Erik A. HoustonDate: 3 DEC 13**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 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: Erik A. Houston

Date: 3 DEC 13

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, however, in CH459, there should be a lab or two for individual process control learning so all understand.

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

Yes, the questions seem fine.

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

I feel that I am well prepared for my future as a Chem Eng. I have learned critical thinking and seen how to solve difficult problems. I know how to find what I need and solve complex problems.

Name: Matthew Lacey

Date: 03 Dec 13

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Name: Matthew Lacey

Date: 0306C13

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Name: Matthew Lacey

Date: 03 DEC 13

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The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
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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: Matthew Lacey

Date: 03DEC13

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

	Strongly Disagree	Neutral	Strongly Agree
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The survey methods used by the program are effective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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: Matthew Lacey

Date: 03 DEC 13

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 don't think our schedules could handle more classes.

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

Ask about the curriculum objectives.

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

Name: Landefeld, Stewart H.

Date: 03 DEC 13

2013 Cadet Surveys

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- The surveys are due by 1450 on Tuesday 3 December 2013.
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- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Landefeld, Stewart H.

Date: 03 DEC 13

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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.

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- 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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- General, organic, and physical 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: Landefeld, Stewart H.Date: 03DEC13**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: Landefeld, Stewart H.

Date: 03 DEC 13

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: Stewart H. Landefeld

Date: 03 DEC 13

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 Thermodynamics class will help.

Changing XE472 to a more Chem E - specific class would help too.

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

The survey seems effective.

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

Name: Sam Lowell

Date: 3 DEC 13

2013 Cadet Surveys

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- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Sam Lowell

Date: 3/28/13

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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: CowellDate: 3/DEC**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 checked="" 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 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: CowellDate: 3DEC**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 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: Lowell

Date: 3 DEC

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 MC31a could be dropped in favor of a more rigorous Controls course which focuses in both process design as well as control theory specific for chemical engineering.

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

Yes.

None.

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

Currently CH 459 assumes too high great an understanding of controls. we need more chemE specific control theory.

Name: Mark McCormick

Date: 03 DEC 13

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Name: _____

Date: _____

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

Name: Mark McCormick

Date: _____

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

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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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"/>
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- 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: _____

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 checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Mark McCormick

Date: 03DEC13

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 so, however I think it would be helpful to have courses that encourage implementation teams into structure. I would also recommend bringing Controls w/in the department as well b/c there was a disconnect b/w Mech/EE application of controls to Chemical Engineering

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

Yes; but I think it would be good to ask about what we've learned over 3 years as in the major well.

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

I honestly think that the course I learned the most w/ Chem E principles were my research courses b/c it wasn't fully solution based and provided individually sought application of Chem Engineering. I would recommend a req. for all students to take an suppl. research class (1 sem. minimum)

Name: NEMVLC

Date: _____

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Date: _____

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- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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- 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: _____

Date: _____

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

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

Date: _____

Open questions.

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

I think we are doing a good job
as always PChem is rough

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

There are 2 questions that are
almost the exact same,

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

I wish we had more of the fun classes
I'm looking forward to next
Semester.

Name: RICHARDSON, MICHAEL

Date: 3 DEC 13

2013 Cadet Surveys

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- The surveys are due by 1450 on Tuesday 3 December 2013.
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- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: RICHARDSON, MICHAEL

Date: 3 DEL 13

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

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

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

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

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.

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

- General, organic, and physical chemistry.
- Material and energy balances on chemical processes, including safety and environmental factors.
- Thermodynamics of physical and chemical equilibria.
- Heat, mass, and momentum transfer.
- Chemical reaction engineering.
- Continuous and staged separation operations.
- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: RICHARDSON, MUNAFI DDate: 3 DEC 13**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: RICHARDSON, MICHAEL DDate: 03 DEC 13**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 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. <i>Advisory Board</i>	<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 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: RICHARDSON, MICHAEL D

Date: 03 DEC 13

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?

According to the Assessment, the replacement of CH481 with CH465 (ChemE Therm) sounds right on. I don't see the benefit of CH481 in my experience.

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

Yes. The questions encompass our direction, how it relates to ABET, how it relates to Chem E as a profession, and how it relates to the Academy. We're hitting the right points.

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

I feel much more confident about Chemical Engineering this year than ever before. 459 is a great opportunity to apply everything and it's all coming together.

Name: Paul Strain

Date: 03 DEC 13

2013 Cadet Surveys

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

Name: Paul Strain

Date: 03 DEC 13

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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.

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- Material and energy balances on chemical processes, including safety and environmental factors.
- Thermodynamics of physical and chemical equilibria.
- Heat, mass, and momentum transfer.
- Chemical reaction engineering.
- Continuous and staged separation operations.
- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: Paul StrainDate: 03 DEC 13**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· function on multidisciplinary teams	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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: Paul StrainDate: 03 DEC 13**Part II. Program Objectives.** Check the box that most closely represents your opinion.

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

Date: 03 DEC 13

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?

Class quality is good. Suggestions for courses are
a thermodynamics course. Possible to remove PCheM.

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

Survey seems good. Addresses program objectives and asks for feedback.

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

N/A

Name: Sidney Tan

Date: 03 DEC 13

2013 Cadet Surveys

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Name: Sidney Tan

Date: 3 DEC 13

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- Understand professional and ethical responsibilities.
- Communicate effectively.
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- Heat, mass, and momentum transfer.
- Chemical reaction engineering.
- Continuous and staged separation operations.
- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: Sidney TanDate: 3DEC13**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 checked="" type="checkbox"/>	<input type="checkbox"/>
- Identify, formulate, and solve engineering problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Understand their professional and ethical responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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: Sidney Tan

Date: 3 DEC 13

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

Name: Sidney Tan

Date: 3 DEC 13

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 courses we take are good enough. I don't think we could add more courses, we're already overwhelmed.

Are we asking the right questions? Do you have any suggestions to improve the survey for next year? I think the questions that are being asked are appropriate.

I don't see any improvements for the SURVEY.

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

Name: Tobergte

Date: 3 DEC 13

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Name: TobeyteDate: 3 DEC 13

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

Name: TobergteDate: 3 DEC 13**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"/>
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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: _____

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: _____

Date: _____

Open questions.

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

Physical Chemistry - at least as it is taught here - is not very useful at all. It should not be in the curriculum.

A research methods or contemporary topics course would be great additions.

More experimental design (such as the Hydrogen Fuel Cell experiment from CH459) would be a great addition too.

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

: Some question on: Do you understand how all the courses tie together to increase your ability to solve engineering problems?

additional

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

I think most cadets love & thrive with the C&ME teaching method & problem-solving method (Knowns, Diagram/Data, Find; Assumptions, Solve, Check)

I would encourage ChemE to develop a similar one.

Name: Daniel Zagaja

Date: 03 Dec 2013

2013 Cadet Surveys

This is your annual cadet survey for the 2013 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period.

Instructions

- Please view the data pertaining to the achievement of our 2013 program graduates.
- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. Your replies should be based on the data presented. For objectives, we are interested in your opinions on the relevance of the objectives and their consistency with the Academy mission and needs of the Army.
- The surveys are due by 1450 on Tuesday 3 December 2013.
- Some of you know last year's first-class cadets from class or other interactions. It is OK to use that information in your ratings.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Daniil Zagaja

Date: 030 EC2013

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

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

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

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

- Apply knowledge of mathematics, science, and engineering.
- Design and conduct experiments, as well as analyze and interpret data.
- Design a system, component, or process to meet desired needs within economic, environmental, social, political, ethical, health and safety, manufacturing, and sustainability constraints.
- Function on multidisciplinary teams.
- Identify, formulate, and solve engineering problems.
- Understand professional and ethical responsibilities.
- Communicate effectively.
- Understand the impact of engineering solutions in a global economic, environmental, and societal context.
- Recognize the need and develop the skills required for life-long learning.
- Demonstrate knowledge of contemporary issues.
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.

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

- General, organic, and physical chemistry.
- Material and energy balances on chemical processes, including safety and environmental factors.
- Thermodynamics of physical and chemical equilibria.
- Heat, mass, and momentum transfer.
- Chemical reaction engineering.
- Continuous and staged separation operations.
- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: Daniel Zagaja

Date: 03 DEC 2013

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: Daniel Zagaja

Date: 03 DEC 2013

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input 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: Daniel Zagaja

Date: 03 DEC 2013

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 program does teach the right classes for the most part. An extra process control class would be extremely helpful and Physical Chemistry I seems to cover a lot of material we have already learned elsewhere.

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

Yes and
I think the survey was good and covered all the bases.

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

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