

Name: Hunter Aguirre

Date: 29APR16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

Instructions

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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: Hunter Aguirre

Date: 2023-08-16

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: Hunter AguirreDate: 29 APR 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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: Hunter AquinoDate: 29 APR 16**Part II. Program Objectives.** Check the box that most closely represents your opinion.

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

Date: 29 APR/16

Open questions.

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

Yes, Perhaps a ChemE process control class

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: Barclay, Benjamin

Date: 29 APR 16

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- Process design.

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Name: Barclay, BenjaminDate: 29 APR 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 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 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: Barclay, Benjamin

Date: APR 29 16

Open questions.

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

Fix XE472 and maybe add back Orgo 2

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

Questions are good, FEE Exam Data is most important

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

CH400 did GREAT job at preparing me for FEE. Instructors are great, keep bringing in good instructors - they make the program

Name: Jonathan Keith Bassett

Date: _____

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Name: _____

Date: _____

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

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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"/>
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 faculty contributed to the development of the program objectives.	<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 all the classes are relevant and needed. However, I think some of the classes could be re-ordered to better prepare future cadets for success.

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.

Name: Trevor Brown

Date: 4/29/16

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Name: Jacob Brown

Date: 4/19

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- Chemical reaction engineering.
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- Process dynamics and control.
- Modern experimental and computing techniques.
- Process design.

Name: Jacob BrowningDate: 4/29**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

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· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
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Name: Tracy BrookingDate: 4/19**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"/>
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The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Jacob Broadway

Date: 4/28

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?

Char-E speaks french course

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

Yes, questions are appropriate

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

Enjoyed the program

Name: Brian Bui

Date: 29 APR 2016

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Date: 29 APR
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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.

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: Brian ButDate: 24 APR 2016**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 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: Brian BuiDate: 29 APR
2016**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 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: Brian Bui

Date: 29 APR 2016

Open questions.

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

Yes, no change.

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

Yes, no change.

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

Name: Mariah Caid-Loes

Date: 29 APR 2016

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

Instructions

- Write your name and date on the top of each page.
- Please view the data pertaining to the achievement of our 2015 program graduates.
- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. For outcomes, 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 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Manah Carl-Lewis

Date: 29 APR 2016

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.
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- Demonstrate knowledge of contemporary issues.
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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: Mariah Carol CoorsDate: 29 APR 2015**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 checked="" 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
· Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input 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: Mariah Caid-LoosDate: 29 APR 2016**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 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 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: Mariyah Card Zeros

Date: 29 APR 2016

Open questions.

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

Fix Controls.

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

Nope. They provide a good range
of questions

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

Name: Jared Collins

Date: 29 APRIL 2016

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

Instructions

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- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. For outcomes, 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 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: _____

Date: _____

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

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

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

Chemical Engineering General Program Outcomes: 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: _____

Date: _____

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

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

Date: _____

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

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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?

Yes, but I would add a second semester of organic chemistry

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.

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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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: _____

Date: _____

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- 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.
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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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- 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 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: _____

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

Take XE472 for another controls process class

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

↑
KES

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

Name: Bradley Eros L

Date: 24 APR 16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

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Name: _____

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- 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: Bradley EinstDate: 29APR16**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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Name: _____

Date: _____

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

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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: Bradley Ernst

Date: 29 APR 16

Open questions.

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

I believe the classes taught are the right classes and prepare me for the FEE,

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

I think the survey is a good indication of the course.

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

None at this time.

Name: Haworth, James

Date: 29 APR 16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

Instructions

- Write your name and date on the top of each page.
- Please view the data pertaining to the achievement of our 2015 program graduates.
- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. For outcomes, 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 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Haworth, James

Date: 2/24/16

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:

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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: Haworth, JaneeDate: 29 APR 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· 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 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"/>	<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: Haworth, JamesDate: 24 APR 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 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: Haworth, James

Date: 29 APR 16

Open questions.

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

Yes I'd really like it If we could get a second semester of organic chemistry or a chemical engineering-specific controls course.

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

I have nothing to add.

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

Nothing to add.

Name: Aaron Hogg

Date: 29 APR 16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

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- The surveys are due by 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: _____

Date: _____

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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 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.
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- 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: Aaron HoggDate: 29 APR 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

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

Name: _____

Date: _____

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

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

All the classes are very
similar to ~~those of~~.
Other schools.

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

Great Survey.

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

Name: Hoy, Thomas

Date: 29 Apr 16

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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: _____

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.
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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: Hoyt, ThomasDate: 19 Apr 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

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

Name: Hoyt, ThomasDate: 27 Apr 16**Part II. Program Objectives.** Check the box that most closely represents your opinion.

	Strongly Disagree	Neutral	Strongly Agree	
The program objectives are consistent with the USMA mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program objectives are consistent with the needs of the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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: Hoyt, Thomas

Date: 21 Apr 16

Open questions.

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

- | | | | |
|------|--------------------------------|--------|--|
| Add: | - Orgo 2 (for sure) | Alter: | - XE472 - make chemE specific
- another design course (as elective) |
| | | | • add block w/ focus on chemE |
| | - Polymer Chemistry (for sure) | | : change MC312 to a chemE |
| | - Linear Algebra (as elective) | | specific thermo, and
bring back PChem |

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

- Not really...

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

- with the removal of so many gen-ed classes, we have the opportunity to make our chemistry background significantly more robust. I think orgo 2 and polymer chemistry would be incredible additions to our curriculum that would truly bring legitimacy to the "chemical" part of our engineering discipline

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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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: Warren Key

Date: 19 APR 2016

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: Warren KayDate: 29APR2016**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 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"/>
- 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: Warren KayDate: 24 APR 2016**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 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"/>
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 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: Warren Key

Date: 29APR2016

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 classes are in line with the goals of the program.

I think it is much easier to see this when we are able to see the data that we were just shown. I cannot think of a course that the program should add to the curriculum.

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

I would ask more questions about how cadets are using their 3-course elective sequence. I think it would be interesting to see how certain electives contribute to cadets' opinion of the program.

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

I have been extremely impressed by the instructors' dedication to the cadets and the program. It has been a rewarding experience to be part of a program that truly cares about the success of the cadets.

Name: Steven Liu

Date: _____

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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Instructions

- Write your name and date on the top of each page.
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- The surveys are due by 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: _____

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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- Understand professional and ethical responsibilities.
- Communicate effectively.
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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: _____

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- function on multidisciplinary teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Identify, formulate, and solve engineering problems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Understand their professional and ethical responsibilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Communicate effectively	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Understand the impact of engineering solutions in a global economic, environmental, and societal context	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Demonstrate an ability to use techniques, skills, and modern engineering tools necessary for engineering practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Have attained a thorough grounding in and working knowledge of the chemical engineering curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input checked="" type="checkbox"/>	<input 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?

Yes, I think all required classes are being taught

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

I think the questions being asked are appropriate

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

Name: Kayla Long

Date: 4/29/16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

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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: Kayla Long

Date: 4/29

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

Name: Kayla LongDate: 4/29/16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
· Design a system, component, or process to meet desired needs within specified constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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: Kayla LongDate: 4/29/16**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"/>
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 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: Kayla Lopy

Date: 4/29/16

Open questions.

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

The classes are good but something should be added to add more technical writing, possibly another chemistry course which would have several lab reports.

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: Brian O'Connor

Date: _____

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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: _____

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 checked="" type="checkbox"/>	<input type="checkbox"/>
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- 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 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"/>
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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: _____

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

Yes I think the right courses are being taught

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

I think the questions are sufficient

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

I think the department is very good but
as the department grows and gets more faculty
we should create more classes in the department
and take fewer mech classes

Name: Andrew Orteg

Date: 29 Apr

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

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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: _____

Date: _____

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

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

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

Chemical Engineering General Program Outcomes: 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: Andrew OrtegaDate: 29 Apr**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 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 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 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"/>

Name: Andrew Ortega

Date: _____

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

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

Date: _____

Open questions.

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

A class on working w/ chemicals

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

I think the questions are fine

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

Civil & mech engineering classes are very well structured whereas ChemE is not. Instructor bias w/ grades seems to matter more in ChemE

Name: Joshua Peck

Date: 4/29/16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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Instructions

- Write your name and date on the top of each page.
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- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. For outcomes, 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 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: Joshua Peck

Date: 4/29/16

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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: Josuee PeckDate: 4/29/16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree
· Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
· 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 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 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 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: Joshua PeckDate: 4/29/16**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"/>
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.	<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 type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input 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"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: Joshua Peck

Date: 4/29/16

Open questions.

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

Yes. A later/refresher chem course might be useful (focus on reactions)

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

Yes. No.

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

✓

Name: Kevin Schurr

Date: 04/29/16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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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: Kevin Schurr

Date: 04/20/16

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- 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: Kevin SchurrDate: 04/29/16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree	
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Design and conduct experiments as well as analyze and interpret data.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 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: Kevin SchurrDate: 04/29/16**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 checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets have input into the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets are satisfied with the courses in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The faculty are aware of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The faculty contributed to the development of the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name: Kevin Schorr

Date: 09/29/16

Open questions.

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

I think that the program offers the right programs.
No additional courses come to mind.

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

I think the survey methods are robust and encompassing.

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

N/A

Name: Alejandra Solanes

Date: 4/29/16

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

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Name: Alyandra Solares

4/29/16 Date: _____

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

Name: Alyanda SolanesDate: 1/29/14**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"/>
- 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: Alyandra Silvers

Date: _____

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

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

Name: Alyandra Solares

Date: 7/29/16

Open questions.

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

Yes you are, I would look into making separations better.

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

Yes, you are asking the right questions.

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

Name:

Stewart, Chris

Date: 29 APR 16

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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: Christopher Stewart

Date: 27 APR 16

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: Christopher StewartDate: 29 APR 16**Part I. Student Outcomes.** Check the box that most closely represents your opinion.

The cadets in the program appear to:	Strongly Disagree	Neutral	Strongly Agree
- Apply knowledge of math, science, and engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- 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 checked="" type="checkbox"/>	<input type="checkbox"/>
- Recognize the need for life-long learning, and appear to be developing the skills they will need to pursue this.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
- Demonstrate knowledge of contemporary issues.	<input type="checkbox"/>	<input 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: Christopher StewartDate: 24APR16**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 checked="" type="checkbox"/>	<input type="checkbox"/>
The program curriculum supports the program objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program outcomes are consistent with the program mission and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a robust process for periodically assessing the achievement of its objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The program has a process for periodically assessing the achievement of its outcomes.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The survey methods used by the program are effective.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The cadets in the program are aware of the program objectives.	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input 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: Christopher Stewart

Date: 29 APR 16

Open questions.

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

Bring Pchem back into the curriculum. We can probably fit this into the incoming Plebes' schedule because they are taking less courses.

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

I think you are asking the right questions, not necessarily the right cadets. The advisory board day should be just the firsties, should have more discussion, possibly even small group breakout. Should focus on finding & presenting real policy suggestions.

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

Dr. Bragler is an awesome teacher. I love the focus on lots of resources and control of your own grade. I love focus on learning.

Name: Kyle Wojtalowicz

Date: 29 APR 2016

2015 Cadet Surveys (Completed by Firstie Cadets in AY16-2)

This is your annual cadet survey for the 2015 program assessment, and it is extremely important. The survey is designed to do three things. First, it provides documentation that you have been made aware of the performance of our previous cadets on our student outcomes. Second, it serves to document your opinions of that performance. Third, it allows us to use your collective opinions to help identify areas where we might be in need of improvement. The surveys are based on the data presented to you. The completed surveys are due at the end of this period (B-hour, 29 April 2016).

Instructions

- Write your name and date on the top of each page.
- Please view the data pertaining to the achievement of our 2015 program graduates.
- The survey pertains to outcomes and objectives. Outcomes are in Part 1 of the survey and Objectives are in Part 2. For outcomes, 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 0935 on Friday 29 April 2016.
- There are some free-form questions on the last page for you to comment on the quality of the curriculum, the meeting itself or any other items you would like us to address.
- I will consolidate the data and include it in our program assessment, to be provided to you in a separate meeting.

Name: _____

Date: _____

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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.
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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: _____

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: _____

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

Name: _____

Date: _____

Open questions.

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

I think they are mostly the right classes, but some thermodynamics classes could be consolidated.

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

Maybe go over the objectives at the beginning of the class.

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