

2011 General Exit Survey Analysis

Prepared for The Cooper Union for the Advancement of Science and Art

This report summarizes responses from the 2011 General Exit Survey of The Cooper Union for the Advancement of Science and Art, School of Architecture.

Table 1.2: Plans after Graduation

What are your plans after graduation?	Count	Percent
I have accepted a job offer	21	19.8%
I have been offered a job and I am considering it	4	3.8%
I am still seeking employment	23	21.7%
I have been admitted to graduate school	37	34.9%
I have received a fellowship	3	2.8%
I will be abroad	6	5.7%
I am unsure of plans	12	11.3%

Figure 1.7: Average Hours of Off-Campus Work Per Week

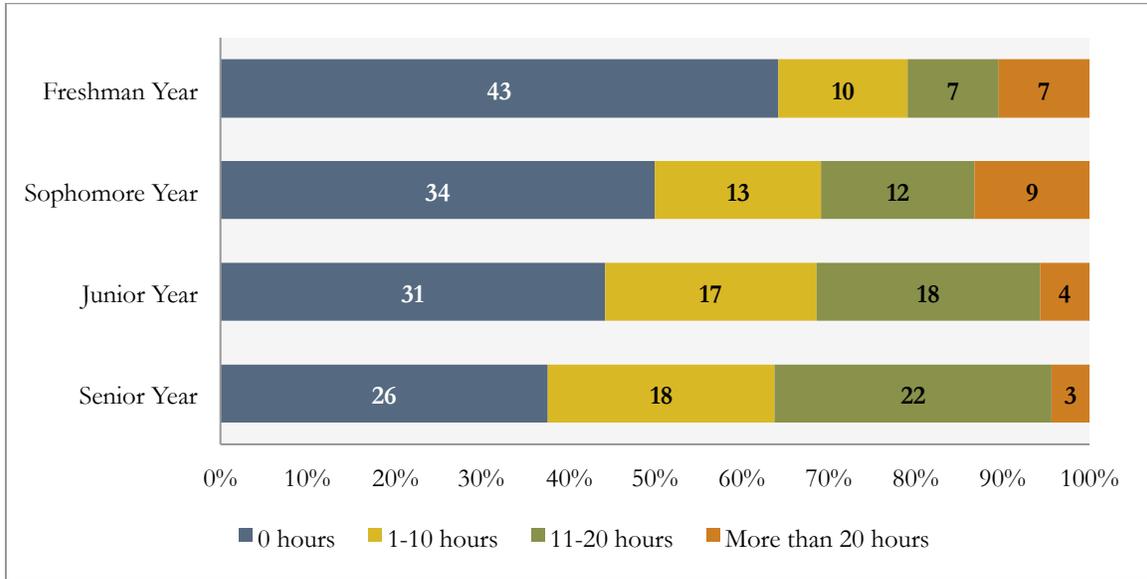


Figure 1.8: Monthly Housing Costs

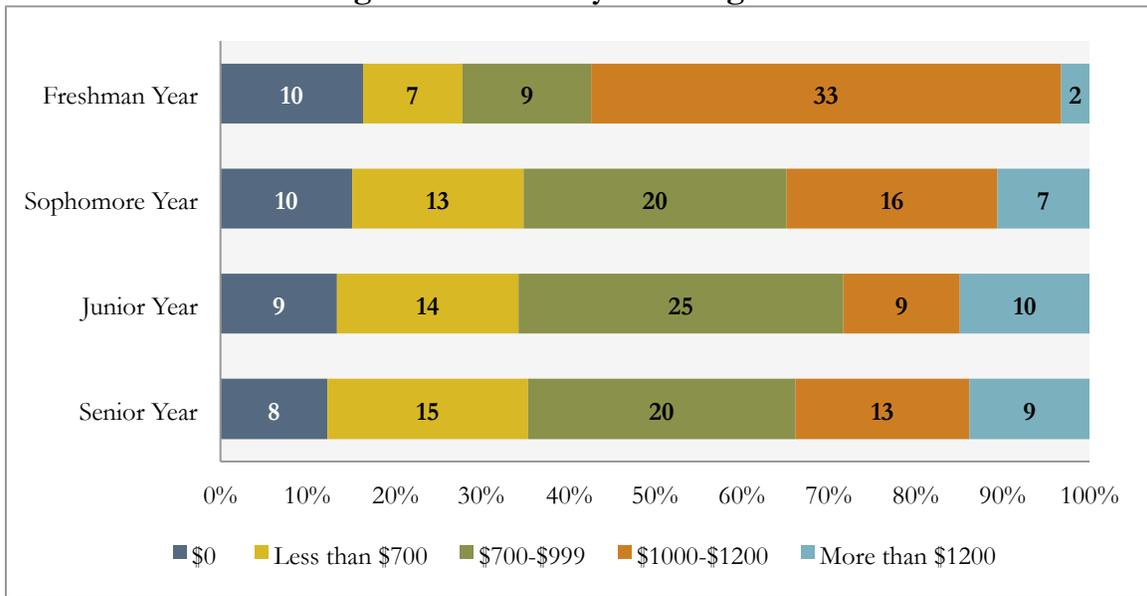
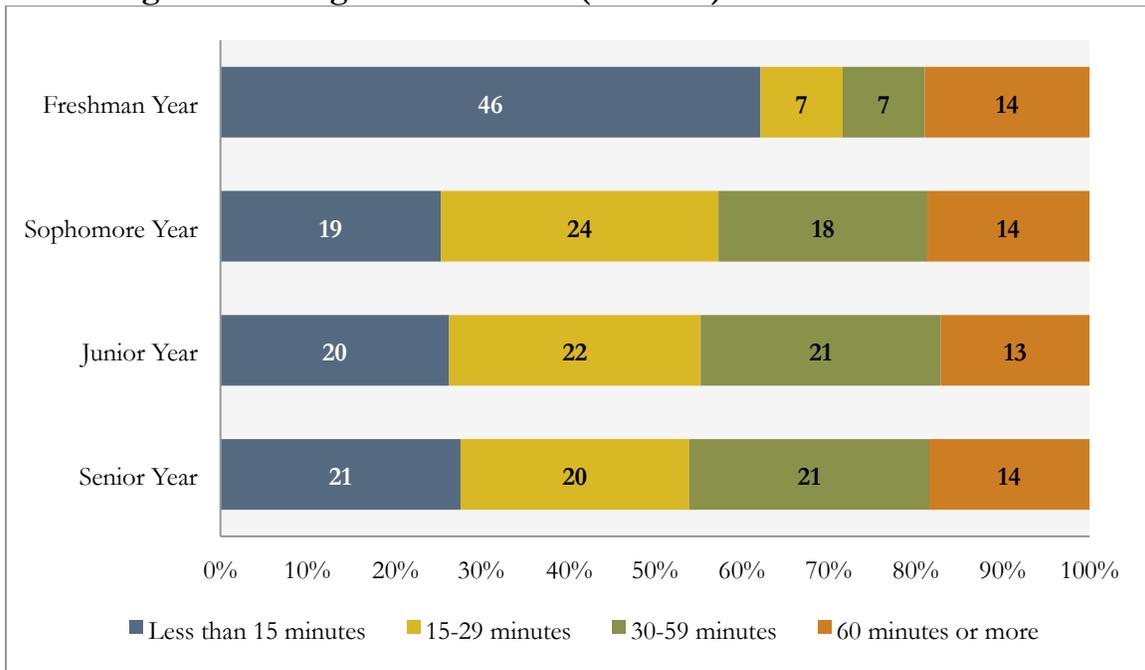
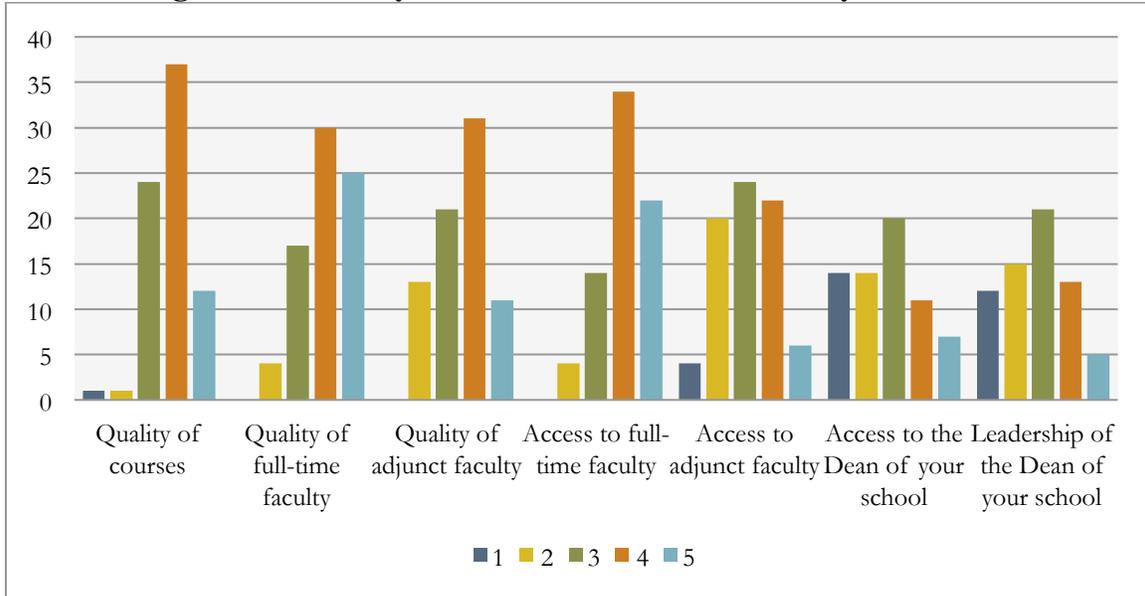


Figure 1.9: Length of Commute (Minutes) from Home to School



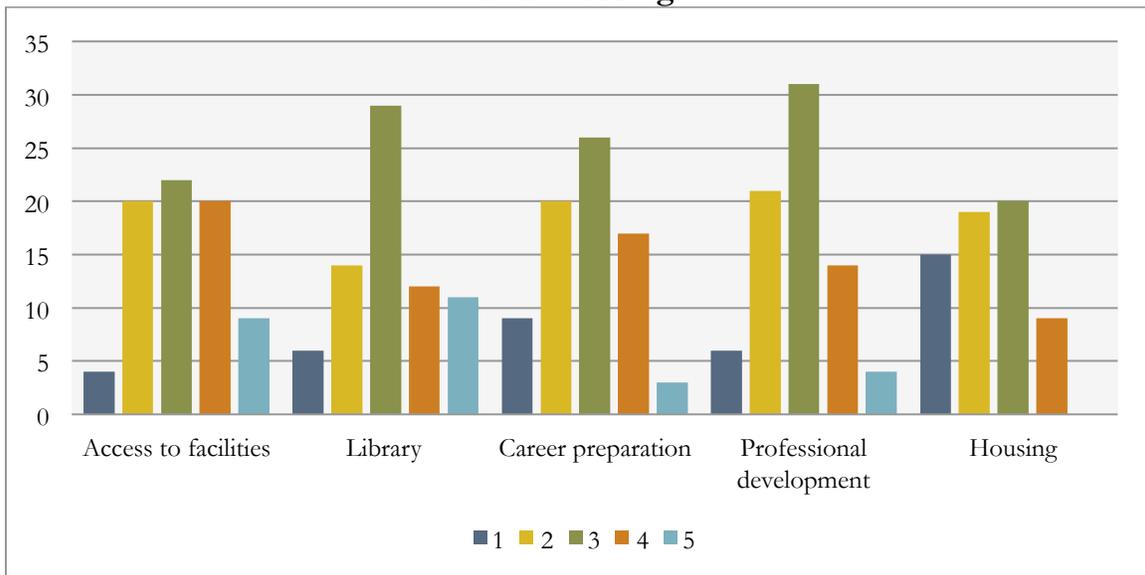
Section II: Student Experience at Cooper Union

Figure 2.1: Quality of/Access to Courses, Faculty, and Dean



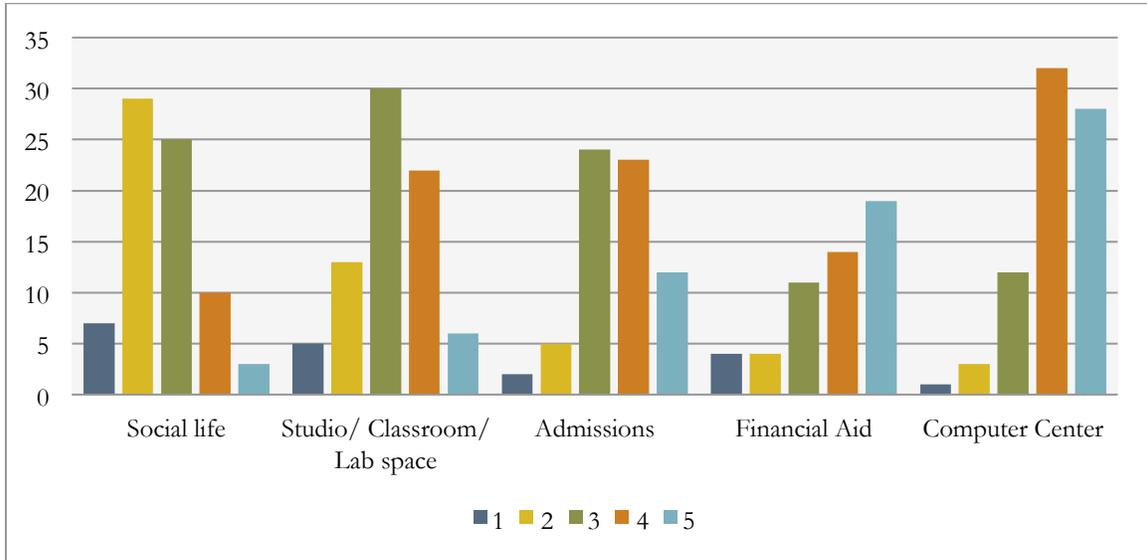
Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 2.2: Facilities, Library, Career Preparation, Professional Development, and Housing



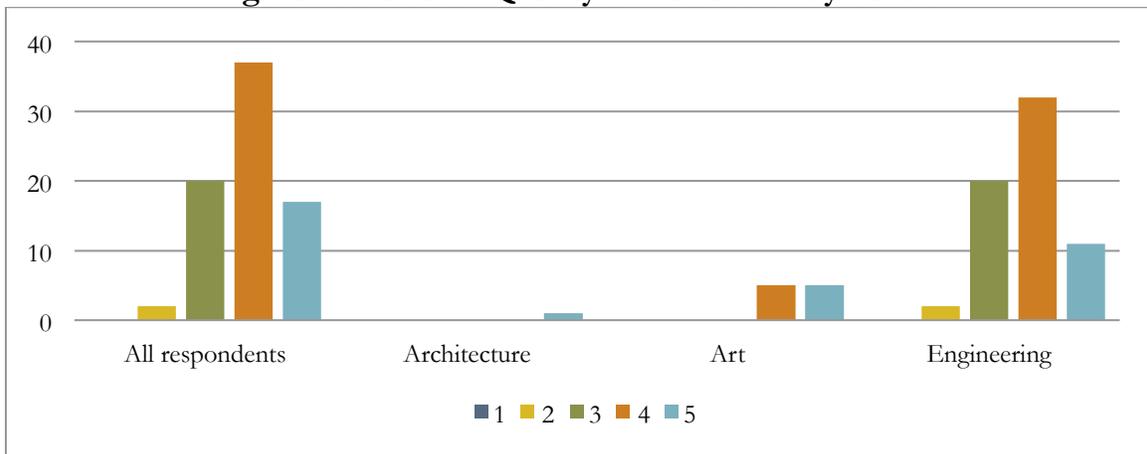
Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 2.3: Social Life, Studio/Classroom/Lab Space, Admissions, Financial Aid, and Computer Center



Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 2.4: Overall Quality of Education by School



Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 2.5: Total Ratings of “4” and “5”

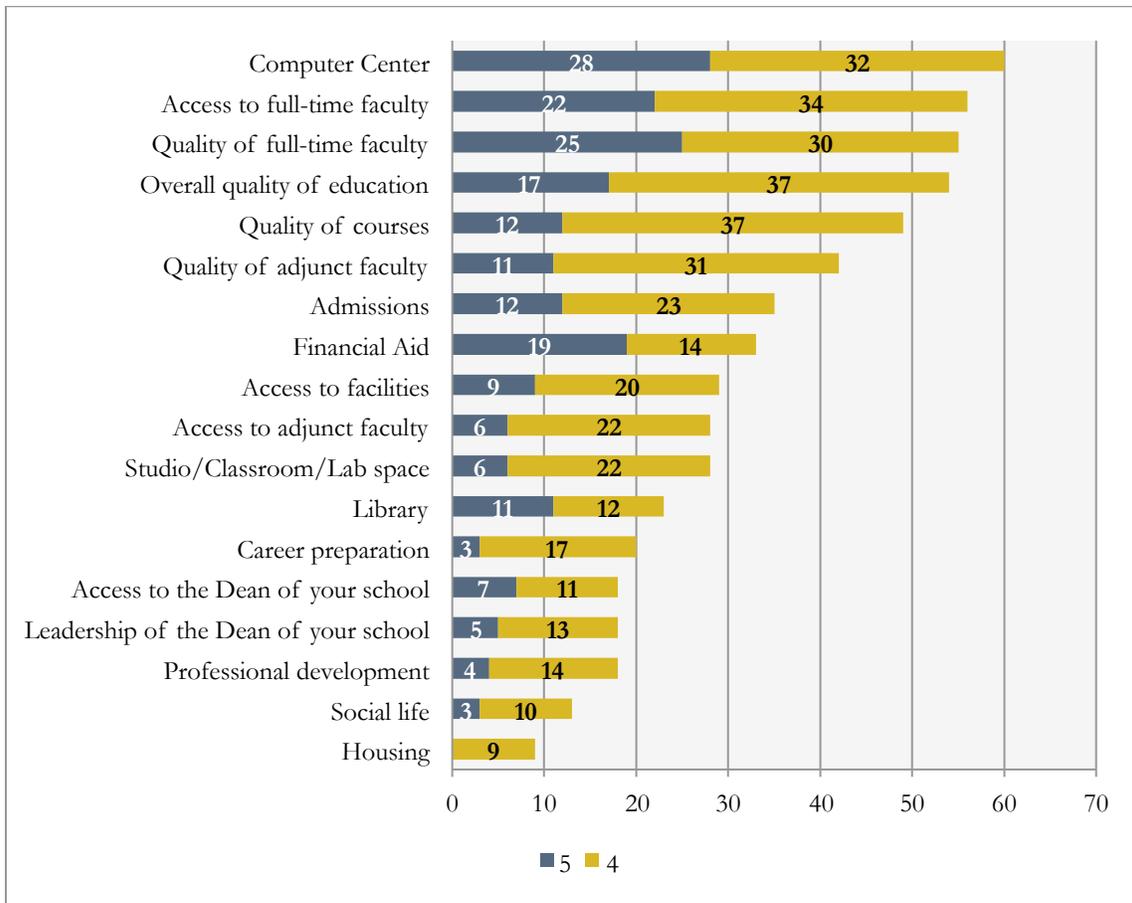
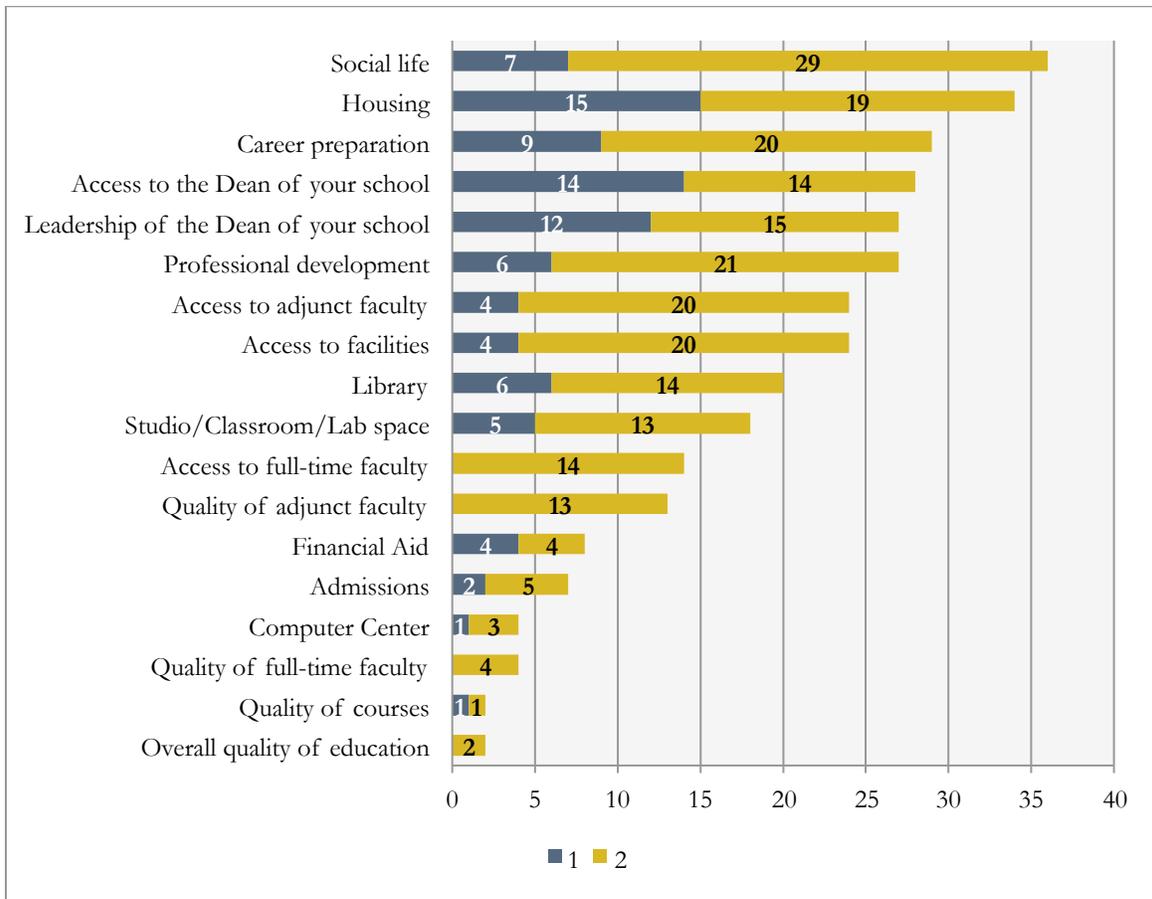


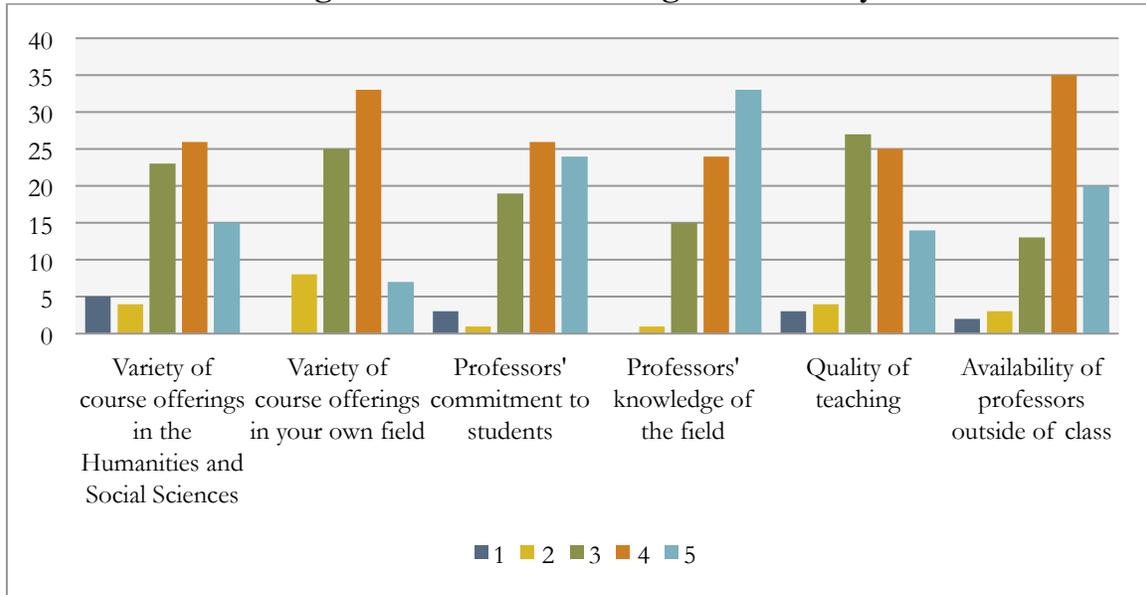
Figure 2.6: Total Ratings of “1” and “2”



Section III: Specific Academic Programs

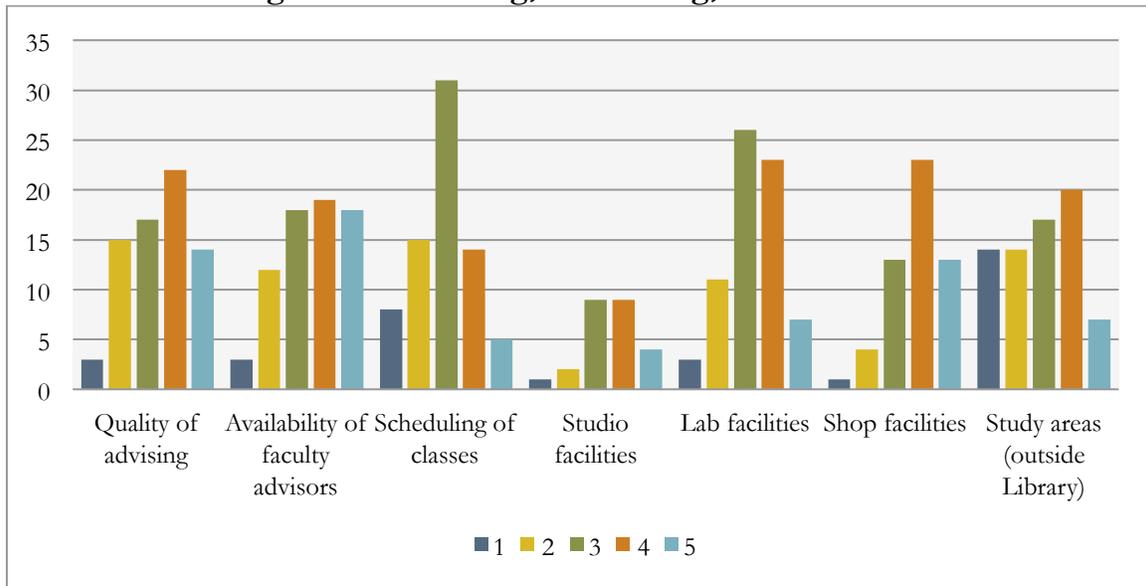
The third section of the Exit Survey asked a variety of questions that sought to measure students' opinions regarding the academic programs in which they were enrolled.

Figure 3.1: Course Offerings and Faculty



Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 3.2: Advising, Scheduling, and Facilities



Note: Scale of 1-5, where 1 is lowest and 5 is highest.

Figure 3.3: Total Ratings of “4” and “5”

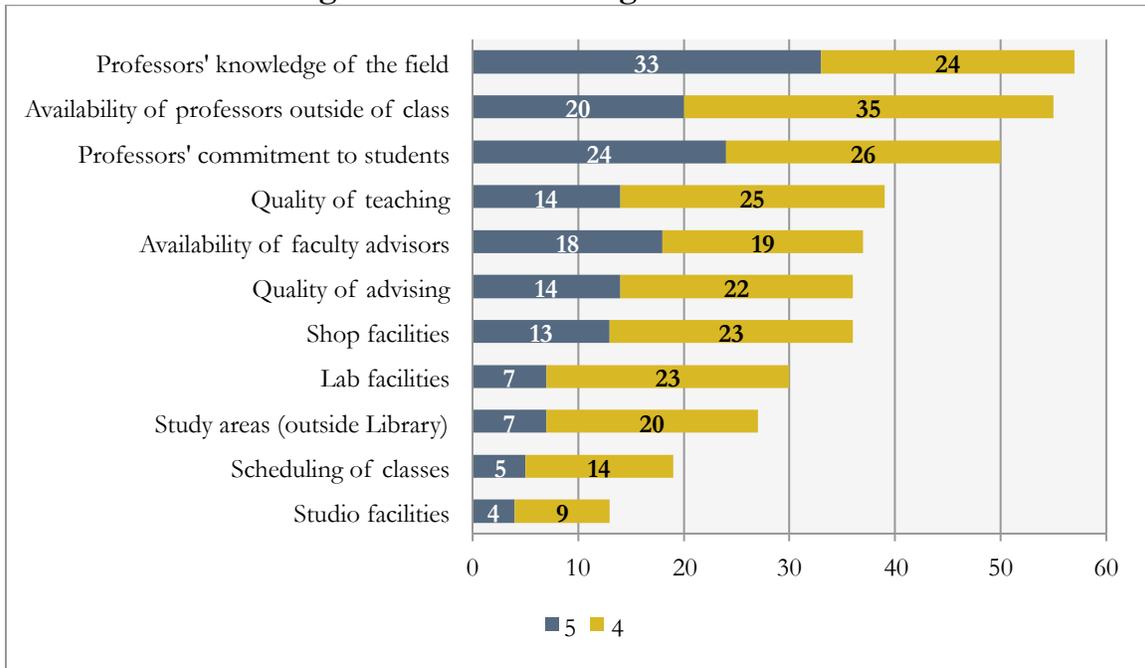
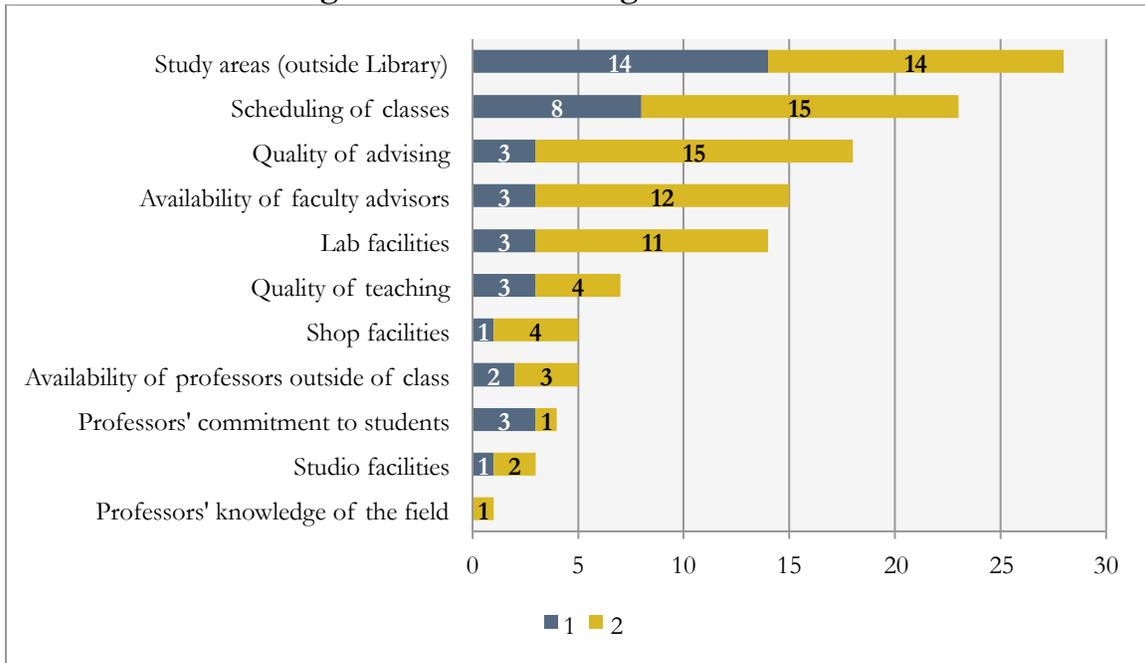


Figure 3.4: Total Ratings of “1” and “2”



Section IV: Learning Objectives and Outcomes

This section summarizes questions related to Learning Objectives and Outcomes and Institutional Learning Goals at Cooper Union.

Students were asked to self-evaluate the degree to which they acquired 12 different Learning Objectives and Outcomes. Additionally, the Exit Survey asked students to evaluate the opportunities for the development of these areas at Cooper Union. Each competency was rated on a scale of one to five:

- 1 – Not at all
- 2 – To a limited extent
- 3 – To a moderate extent
- 4 – To a great extent
- 5 – To a very great extent

Figure 5.1: Knowledge of Topics, Talking and Writing Effectively, Thinking Creatively, and Leading Projects

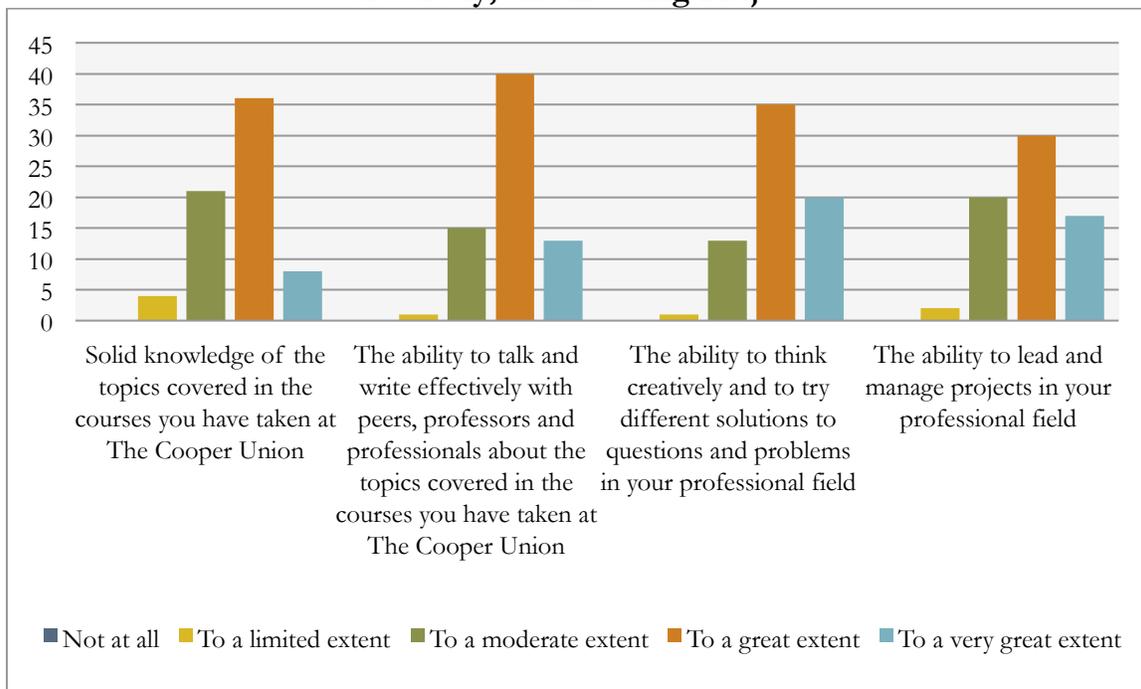


Figure 5.2: Presenting Findings, Handling Information Resources, Life-Long Learning, and Teamwork

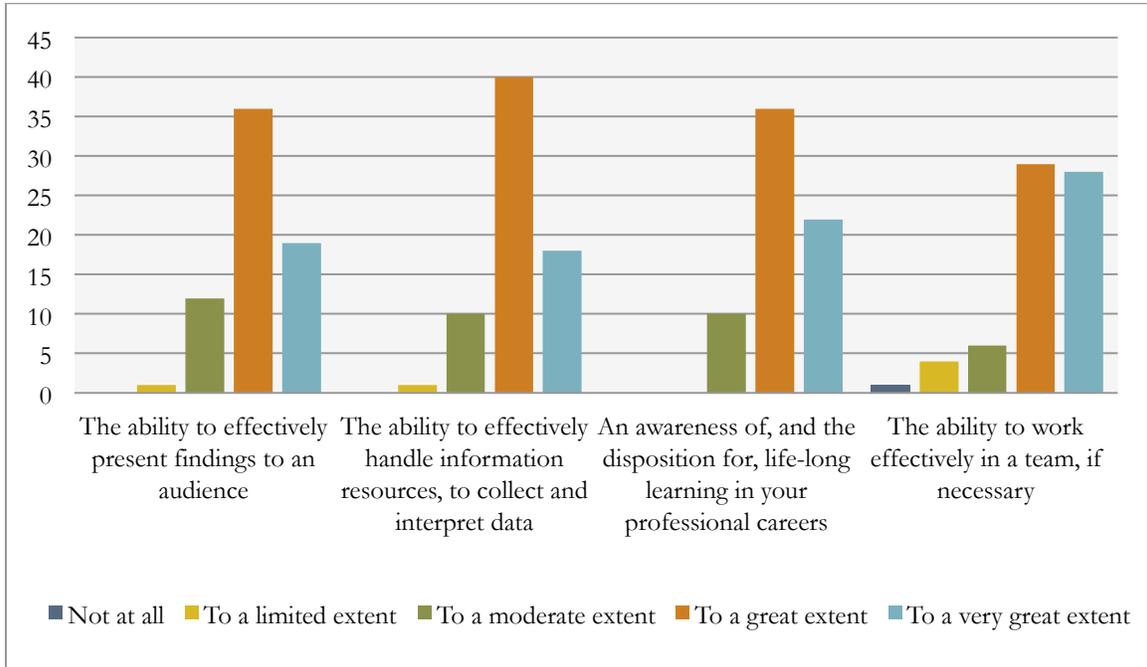


Figure 5.3: Technology Use, Other Cultures, Humanistic Values, and Public Service

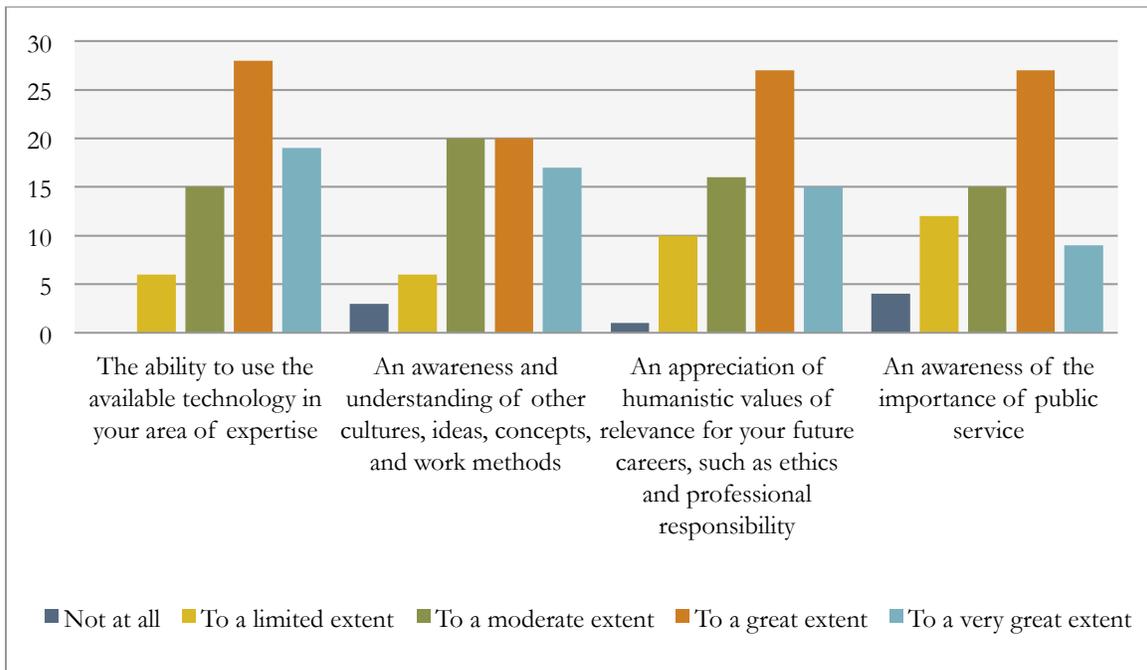


Figure 5.4: Competencies Acquired to a “Great” or “Very Great” Extent

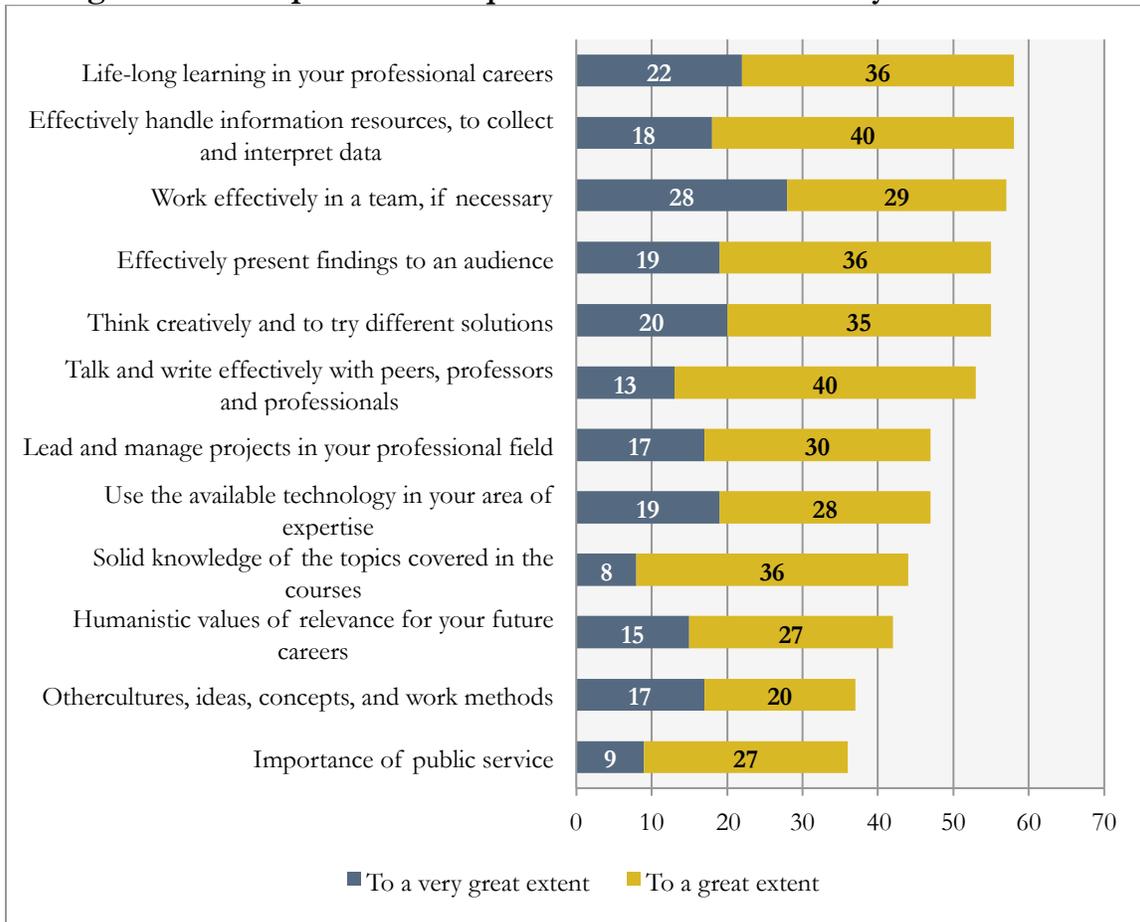


Figure 5.5: Competencies Not Acquired or Only “To a Limited Extent”

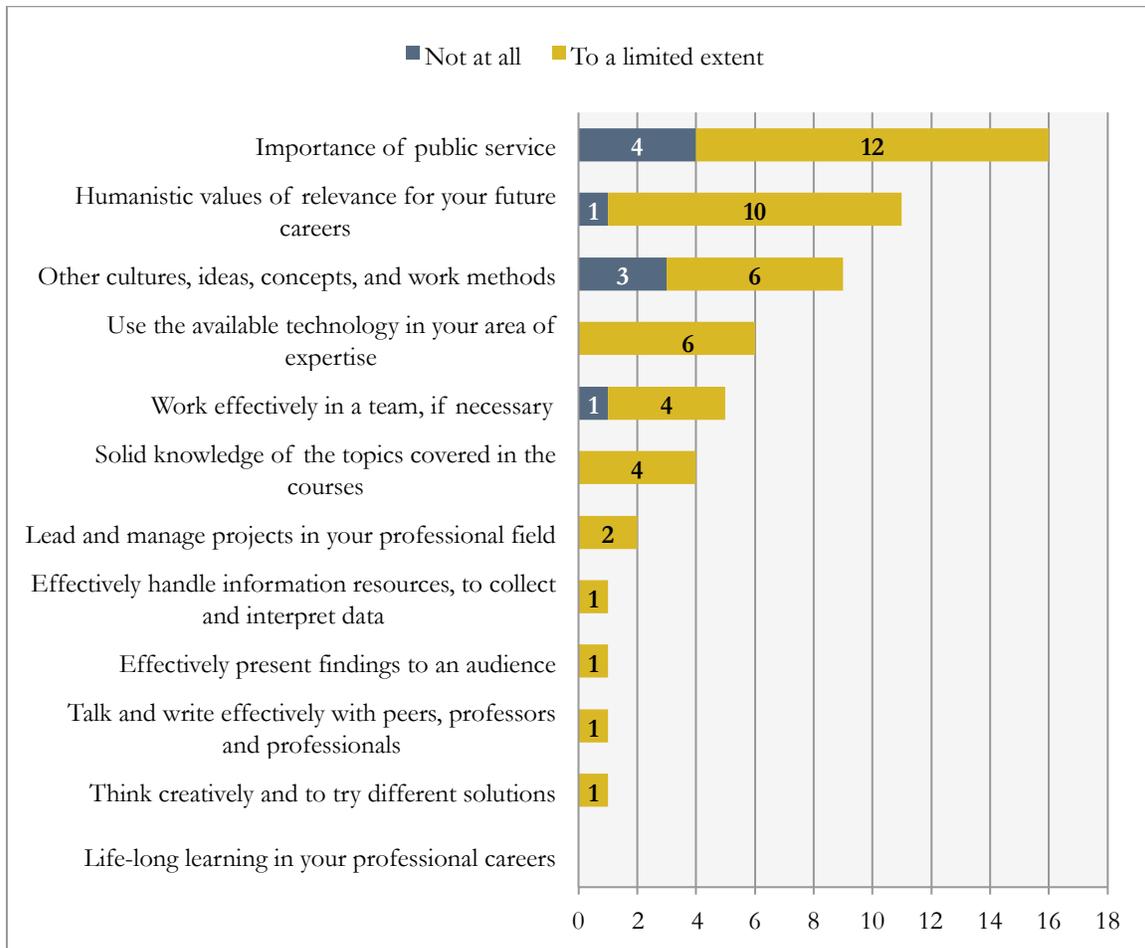


Figure 5.6: Knowledge of Topics, Talking and Writing Effectively, Thinking Creatively, and Leading Projects

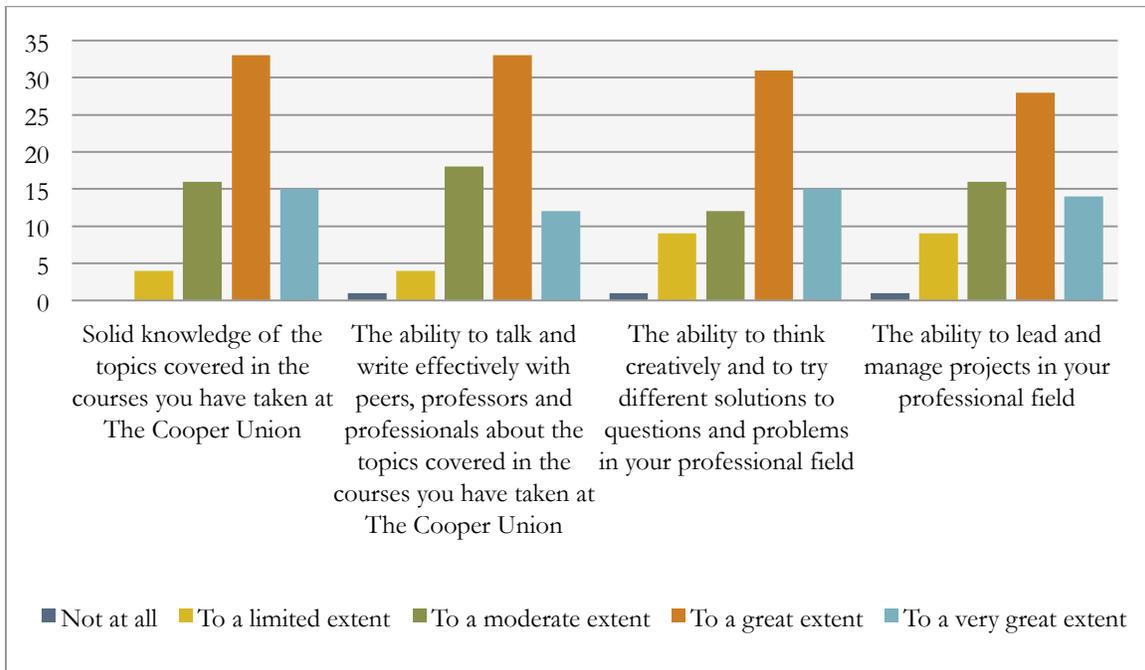


Figure 5.7: Presenting Findings, Handling Information Resources, Life-Long Learning, and Teamwork

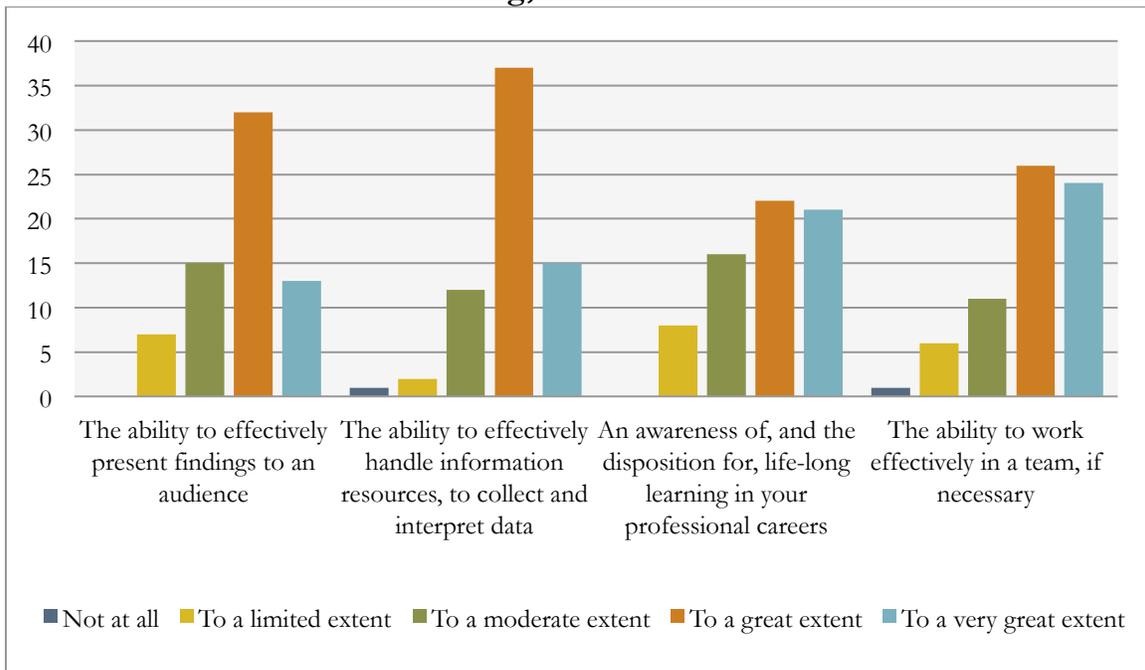


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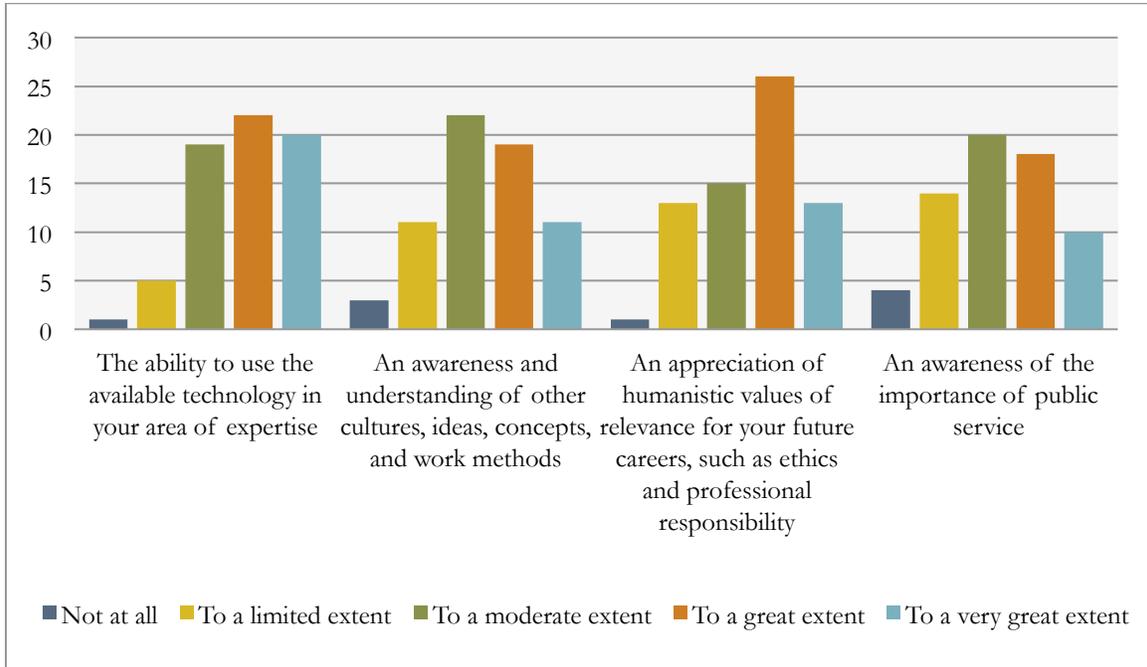
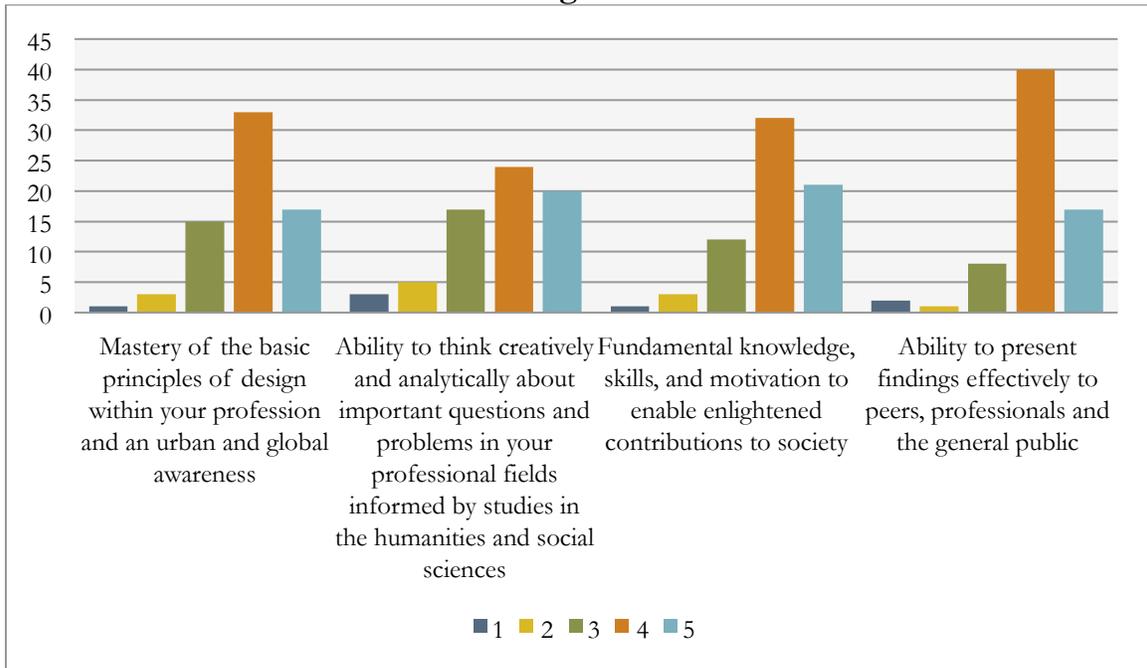


Figure 5.11: How well did The Cooper Union prepare you to acquire the following abilities?



Note: Scale of 1-5, where 1 is lowest and 5 is highest.

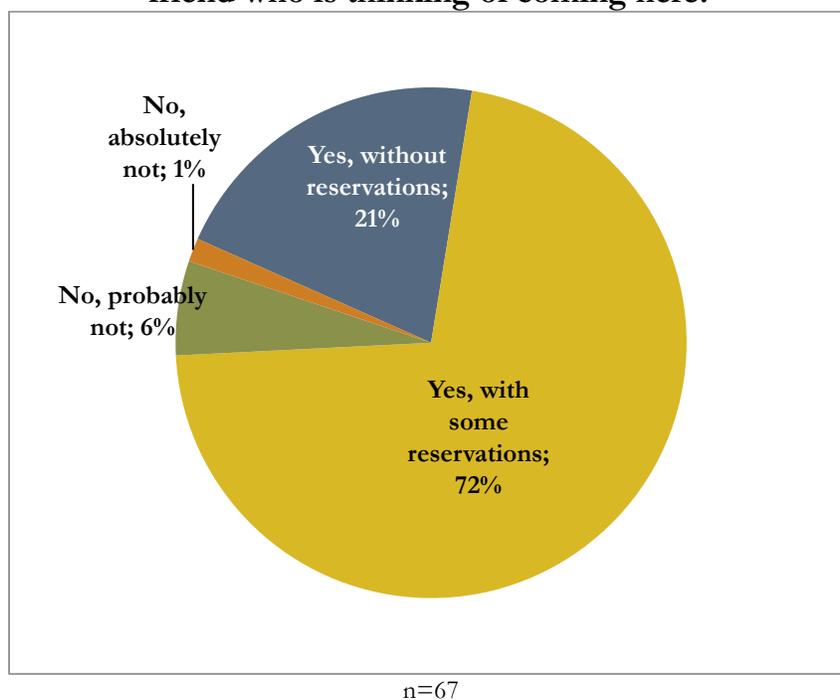
Section V: Final Considerations

In the final section of the Exit Survey, students were asked if they would recommend Cooper Union to a friend or child of a friend who is thinking of attending. Students were given the following options:

- ❖ **Yes, without reservations**
- ❖ **Yes with some reservations**
- ❖ **No probably not**
- ❖ **No, absolutely not**

In all, 92.5 percent of exiting students said that they would recommend Cooper Union either without reservation or with some reservation. The remaining 7.5 percent indicated that they would probably not (6 percent) or absolutely not (1.5 percent) recommend Cooper Union to a friend or child of a friend.

Figure 6.1: Would you recommend Cooper Union to a friend or the child of a friend who is thinking of coming here?



Full Responses

Is there any particular experience (positive or negative) that you had at Cooper that you would like to highlight?

- ❖ At one point during a finals period, the school granted art students 24hr access to the engineering building, but denied the same privilege to engineering students, even provided that the students would be supervised. THIS IS A VERY VERY NEGATIVE EXPERIENCE WHICH I AM HIGHLIGHTING HERE.
- ❖ Computer Center workers are horribly unhelpful and only take up computers that others need more.
- ❖ Cooper Union broke my back but I now have a great job in my chosen field (graphic design). It's understandable that the design program is limited because of the size of the school and number of interested students, but in order to pursue a design-centric education I had to take time off to wait for new classes to be available. The best part of my Cooper experience was the amazing faculty-- despite the limits of the program I was able to get a great education.
- ❖ Cooper Union is a very special place. I cherish my education here but there are some general gaps that can be easily taken care of: -Some people in the administration don't know how to deal with students. Many are very hostile, and tend to almost always use an authoritative tone when dealing with students, as some have with me. Mrs. Susan Davidson and Ms. Dorsey (Both) are perfect models for good administration people. -Bridge the gap between the dean and his students. -It's unfortunate how divided the departments are. Cooper Union could be a much better place if departments worked together on projects. (The different engineering fields and arts).
- ❖ Core is too structured; school is more focused on bombarding students with a variety of classes than actually caring if they are learning anything. Practically no concern or assistance in helping students find jobs; far few on-campus recruiting opportunities. School is great for preparing for grad school, but poor for preparing for pursuing a professional career immediately following graduation.
- ❖ Departmental difficulties in laboratory work for classes. Faculty disapproval of the work and studies were dispiriting.
- ❖ During my 4 years here, the school has turned into a police state. There are penalties for breaking even the slightest of rules, students have stopped being around the building after 5, the professors' doors are always closed -- in short the school is becoming a ghost town.
- ❖ Getting Sick and then going on Probation. Then mother getting sick and going on probation again. So many D's
- ❖ I always felt supported and encouraged by professors and techs
- ❖ I had a medical situation freshman year that needed urgent care and was unable to get in touch with someone at Cooper to help figure out where to go.

- ❖ I had trouble with the very analog registration system for classes when I first arrived at Cooper Union as a transfer student in 2007. However, I also recall how one of the professors was very helpful when I randomly went and knocked on his door to ask how to register for classes when I was a freshman.
- ❖ I really loved doing independent research in my Junior and Senior year, but I felt like my core courses hindered the amount of time and effort I could put into it.
- ❖ I was disgusted by the inaction of the administration to obvious violations of faculty and staff misconduct, including ethical and moral violations and obvious failure to educate in certain classes, and the lack of accountability by most faculty or administrative personnel for their action or inaction during conflict. I literally felt like I was in a high school cafeteria when I was in the dean's office; it was embarrassing for myself and them.
- ❖ I wish there was more time to have a social life
- ❖ If it wasn't for Cooper - I would never afford college.
- ❖ In general I am happy with the level of difficulty of the curriculum. When I have talked to my friends at other schools, the level of difficulty is rather low and as a result, I don't think that they learn to well. Concerning lab access, I think the school does not make clear what the purposes of the labs are and is too willing to restrict access. While insurance costs might go down with more restrictive lab access, the quality of the school also suffers.
- ❖ Lab access is extremely limited, requiring the sole CE lab tech to be present. The lab tech is hard to arrange time with and this means that getting work done for classes is an extreme challenge. Certain members of the Math and Physics depts. have undertaken it as their "sacred duty" to weed out those they feel unworthy of a Cooper education. A hostile attitude by educators is NEVER conducive for learning.
- ❖ No help with Career or Jobs after school is over
- ❖ Pool tables in the old Wollman Lounge in the old engineering building. They kept me sane.
- ❖ Professor Okorafor's classes were a disaster; that's my complaint about the full-time faculty.
- ❖ Taking time off was easy and the school was accommodating.
- ❖ The physics professors are too controlling. It is sometimes inappropriate.
- ❖ The school is mainly run by engineers and architects, there is little to no support for arts and it seems like the main interest is in isolation rather than integration, why is it the art school has no engineers taking drawing? or engineers have artists taking physics? this makes no sense.
- ❖ There was a pool table and ping pong table in the old building. Then we moved buildings and they conveniently disappeared along with bike parking. I'm sharing this so that future students will know that at one point Cooper didn't actively work to take away the few student perks.

- ❖ There was a very strong divide between administration and the professors (regardless of the school) but especially with engineering professors. As an engineering student, it was evident that the engineering school itself was favored less over the art and architecture schools. Also, Career fairs really need to get better engineering firms so it can draw better student interest.
- ❖ While the workload is quite intense, which might turn people away from the social aspects of campus life, I think the school can do a better job in that area. Part of the issue is the lack of (student) space.
- ❖ You're pushed to your limits so aside from being stressed out, you learn a lot. There are lots of bright students here too so you do benefit from working with them.

Any additional thoughts (positive or negative) that you would like to share with us about the academic programs at Cooper?

- ❖ Despite the fact that it is understood that humanities is not as important as the subject we are getting our BA in - but perhaps not taking a lax approach - perhaps, insisting on respecting the subject will result in more stimulating and respected classes
- ❖ Humanities and Art history are pretty terrible: boring topics, it's hard to choose which one you can actually be interested in to not fail.
- ❖ I don't think there is enough encouragement to go into the labs or MATLAB and experiment with what we learned in class.
- ❖ Looking back I learned much more than I think I did. Which is a good thing
- ❖ More Stress should be put on the importance of social sciences and their applicability to helping students communicate in a respectful manner in both the workplace and socially
- ❖ No
- ❖ no.
- ❖ Once again, Prof Okorafor is the reason for the low rating in "professors' knowledge." Talking to him was embarrassing for students.
- ❖ The core mathematics and physics departments have really grown stronger over the years when I was a student at Cooper. The same needs to be said about the different engineering schools, but that is not the case. I hope this will change and the engineering faculty will have the support to really enhance the program to train young individuals to aspire to be engineers and also make sure they are equipped with all the skills necessary to do so.
- ❖ The curriculum needs some serious changes that I think are starting to go into effect. I approve. I like how small the classes are though.
- ❖ The foundations are covered here, but not in any coherent manner.

- ❖ The humanities program refuses to acknowledge that we aren't interested in humanities. Just look at why Micro and Macro close out so quickly.
- ❖ The number of professors hired who have obvious communication problem, which are detrimental to the education we receive shocks me. The complete lack of structure or expectations, or maintenance or those explanations, in most classes is abominable. As well, there is major inconsistency between what is taught in sections and recitations of many classes, and in what is built upon in the core sequence.
- ❖ There needs to be more variety in CE electives offered.
- ❖ Wish I had had more math and more physics. Oh well.
- ❖ wish there was more mandated academics and integration between academic and majors
- ❖ Wish they were more straightforward. Verily dislike the fact that I need to "learn Cooper" in order to do well at Cooper.

Do you feel that codes of conduct for faculty, staff and students are clearly stated and easily accessible to students?

- ❖ Cooper Union has prepared me to work hard and be flexible in my coming career(s)
- ❖ Do not know where this is located.
- ❖ Except for safety laws, I have not heard about code of conduct, except for a couple of emails.
- ❖ Faculty have a code of conduct to abide by? I was never aware of such a thing, although I always assumed there was something like it.
- ❖ I am the product of these educational objectives and learning outcomes, they are not stated because they need not be stated we are here to learn, they to teach, mission accomplished.
- ❖ I believe most of what is asked in questions 18-20 are stated in the school catalogue.
- ❖ I don't remember ever seeing that
- ❖ I have on a previous browser that was timed out. Did this for about every fill in the box.
- ❖ I mean, it's not clearly stated but I think it's assumed.
- ❖ I never see them posted or explained.
- ❖ I think most students here are mature enough to know the codes of conduct without being told about them.
- ❖ It is given out at the beginning of every school year and is available on the Cooper website
- ❖ It was emailed to all of us
- ❖ I've never heard of these things.

- ❖ My program was cancelled at the end of the first year I was at Cooper, and since then, and even before, I have felt as though the administration and faculty would prefer I simply not be here, or at least not expect them to advise or help me. As well, the IDE advising system is atrocious and needs serious regulation and clarity, particularly because the program wasn't really transfer but given back the title of BSE.
- ❖ Not easily accessible.
- ❖ Not sure what education objectives and learning outcomes are so I guess I do not know.
- ❖ Rule book given out every year makes codes available.
- ❖ The code of conduct appears to state that students will be disciplined before the Student Judicial Committee, but every effort gets made to avoid going to it, not through attempts to dissuade students from going before it, but no offer is made to handle the matter be for the SJC.
- ❖ They might be easily accessible, but I don't think they are clearly stated after the first year. I do believe they're understood though.
- ❖ They're in the course handbook (not that anyone follows them)
- ❖ What are the codes of conduct for the faculty/staff/students?
- ❖ What's there to explain? Overbearing rules that don't help the students. Yet when the rules never seem to "protect" the students from "harm." The retort that nothing bad has ever happened to the students is an invalid response, because it was the status quo before the rules were tightened as well as after.

Do you feel that grading policies and student evaluation processes are consistently applied?

- ❖ Although professors all have their own standards and have various levels of difficulties, I believe that since all of the students undergo these courses, the grading and evaluation variations that may have risen eventually averaged out.
- ❖ Amount of effort required for success in a particular class or for a particular number of credits is wildly inconsistent. Both within and across disciplines.
- ❖ Consistently at the discretion of the professor is still consistent.
- ❖ Different professors grade very differently for the same class, resulting in a skew.
- ❖ Different Professors stressed different aspects of our work (correct answers vs. methods).
- ❖ Every semester we are allowed to fill out anonymous professorial evaluations
- ❖ Grading essentially depends on the professor.
- ❖ Grading is completely up to the professor. Some grade strictly on points, others just grade based on whether they like you.

- ❖ Grading on a curve pits students against each other and discourages teamwork, which is a vital skill in real life. We are taught that teamwork is equal to cheating and that people who seek help are simply just not as good as those who don't. Such a negative stigma towards teamwork cannot produce healthy engineers upon graduation.
- ❖ I am not an advocate of the western grading system so my opinions are a bit polarizing
- ❖ I never had issues or arguments about grading.
- ❖ I'm almost certain some professors never graded some finals since they would be returning it to us anyway. Others assigned grades arbitrarily, i.e. the older cheme faculty.
- ❖ It is certainly difficult in the school of art, where it is subjective. But I feel that it is always fair in comparison with your own work ethic.
- ❖ It's consistent.
- ❖ Many times in the lower level required math classes there were two sections of the courses. There was always an "easy" professor and a "hard" professor.
- ❖ Not at all. Biggest mistake just about every semester was not getting into the right section
- ❖ Particularly in freshman and sophomore classes, different professors teach and grade the same subject very differently.
- ❖ Professor Uglesich works you like a dog for a crap grade, as does Professor Wolfe. Teachers should be more aware of student's needs and workloads and plan their instruction accordingly.
- ❖ Professors for the same course grade VERY differently.
- ❖ Some professors expect everyone to fail, while others set reasonable objectives. Physics scoring (all three) are a joke.
- ❖ Some professors simply want you to work harder for their classes than others. (Prof. Uglesich)
- ❖ Sometimes teachers do not know how to grade art.
- ❖ There are some sexist teachers. Girls at Cooper Union have a much easier time than males with most professors. Then there are the few profs that are sexist towards women engineers and all of a sudden the school has a huge bias against women engineers. I do not think there is a bias and other than a few exceptions women get better treatment, but when the treatment is reversed everyone's up in arms cause discrimination against women has been contextualized and is far more easy to understand than a bias against men. Stupid society.
- ❖ There is no consistency and the administration makes barely any obvious effort to do so. Their attitude perceived by students is "too bad, welcome to cooper" when it comes to inconsistent grading. Faculty and administration hide behind the concept of tenure and the faculty contract stipulation that teachers not be review dint he

classroom. There is also no clarity about the objectives and grading in elective versus core classes or large (25-40 or the grade wide courses) classes versus small or independent study classes.

- ❖ There might be issues of favoritism but grades are generally fair.
- ❖ Though they are consistently applied, I don't always agree with the grading policies and student evaluation processes are effective. Some teachers worry too much about not inflating grades, others simply give grades based on single tests that don't test one's overall knowledge.
- ❖ Yes for most, but not for a select few.
- ❖ Yes, except in the case of adjunct professors.

Do you know if there are mechanisms in place to determine that grading policies and student evaluation processes are consistently applied?

- ❖ I assume so, but never thought about it too much.
- ❖ I believe that's what course evaluations are for but it seems like it's too late by then.
- ❖ I don't know what you want explained here...
- ❖ I don't think they exist. How can half a class of probability students fail because they have Agarwal but everyone who takes Baylin passes?
- ❖ I have no idea
- ❖ I know surveys are taken at the end of each course, but for all I know they may as well be tossed in the trash after each semester. No changes that my peers nor I have suggested (at least in ChE curriculum) have been implemented as of yet. However, I am hearing some changes will take place in the future, which I think is for the best.
- ❖ I think you can always talk to a prof about a grade that you didn't like and voice your opinion. Doesn't mean that your grade will change though.
- ❖ I'm not exactly sure how this mechanism is functioning, but I do believe that the professors here grade according to some objective grading policy to maintain fairness.
- ❖ I'm sure that there has been some effort to try (especially in the ME dept), but there doesn't seem to be a good way of enforcing it, and that sort of enforcement would probably just piss off the professors (and students, too).
- ❖ It doesn't seem like there are
- ❖ N/A
- ❖ Professor Wolf's Classes Professor Uglesich's Classes When Smyth or Vulakh have control of the entire Calculus course
- ❖ Still don't know.

- ❖ The school says there are mechanisms, but they make it so difficult to start them that it is perceived to be futile. There is a great deal of discouragement towards the concept of cooper changing or developing as an educational institution.
- ❖ There's nothing to explain; I'm not aware of these mechanisms.
- ❖ What are you talking about?

Do you now have some knowledge about the integrity of the admissions processes and procedures, how it is monitored and reviewed and by whom?

- ❖ Explain what?
- ❖ How would I know that?
- ❖ I believe that the admissions process is carried out by the admissions office and the professors but I do not know the names of the people who monitor and review this process.
- ❖ I have no idea
- ❖ I have wondered why certain students have been admitted, but I do not feel like I have the knowledge or the right to question those choices. The school gave me a chance and I sure some have disagreed, so it is a two way street. I think it is more important that students have a voice and are encouraged to participate in the regulation of faculty-students interactions once we are here and part of the community.
- ❖ I was accepted, what more do I need to know about admissions?
- ❖ If one is accepted into a school, there doesn't seem to be a reason to find out why. If one is rejected, the reasons why would probably be "inside" information, leaving it a mystery.
- ❖ Info on admissions processes was only gleaned by word of mouth, never really explained.
- ❖ The admissions process involves the home test and at least a 9 staff member approval of one's acceptance.
- ❖ The admissions process is a complete mystery. From what I can tell, they just throw your name and transcript into a magic formula, which tells them who gets in.
- ❖ The admissions process is a fair review of students and their academic abilities. The power score system is just.
- ❖ Uninformed about the admissions process to this school, but it does not concern me much since I got in...
- ❖ Yes, they just pick whoever makes the school more "diverse".

Do you feel satisfied with the role that students - through the council and other mechanisms - play in shaping policies and resolution mechanisms?

- ❖ Although I have not taken part in student councils, I remember being contacted by such people to shape policies. For example, I remember being asked about the transferring process into Cooper Union and how this process can be better streamlined.
- ❖ I don't think the administration truly cares to address student complaints. Three years with no pool table or reasonable bike parking.
- ❖ I feel underrepresented, and I feel too many people participate in those activities as a resume booster, but not because they want to help improve things. I also feel that the IDE student I was often represented by should not have been given that opportunity (yes I voted and against him) because he followed the MechE track but was just IDE in name because of some logistic preventing them him from switching.
- ❖ I have no idea and I don't particularly care
- ❖ I hear student council has much difficulty in getting changes in place in this school, which is rather expected.
- ❖ I never particularly cared so I feel very satisfied
- ❖ I'm satisfied.
- ❖ Inconsistent between the years. As soon as a year passed, whatever policies they had managed to implement the year before was quickly forgotten by professors, such as no work scheduled over breaks, or that class begins five minutes after the hour and ends five minutes before.
- ❖ It seems like we, as students, have a say but it may not be used to its fullest potential.
- ❖ Most of the time I feel as if the thoughts of the student body are simply ignored. There is no real connection between student council and the students, and if they are actually accomplishing anything we never hear about it.
- ❖ N/A I'm not sure.
- ❖ Student council is run by a bunch of loser geeks that do not know anything about anything. They are just on the council to put it on their resume so that they can get a better job. They have very little interest in helping students and are only doing it for their resumes. The type of people that should be on the council aren't on it because they are too cool for school and would much rather spend their time smoking and drinking on a school night.
- ❖ Student council tries, but all of their "successes" are superficial, and in the end, not really all that important. Why do we still have no adequate indoor bike parking? (The parking in the foundation building is a joke... come on, you can do better than that! Take a look outside one of these days... there are a whole hell of a lot more than 20 bikes out there)
- ❖ Students have no say basically, the council is for show.

- ❖ The student body is treated like a consumer, like a child being given child support in one lump sum and told to not make a mess.
- ❖ The student council is very dedicated to making issues known throughout the Cooper community and the administration.
- ❖ The Student Council never publishes what matters it is talking about, or allows students to be present at the meetings, or at least some of them or part of them without the permission of a member of student council.
- ❖ Very little representation for graduate students, which should not be faulted to anyone in particular, but this has led to some confusion with regard to studies and graduation.
- ❖ We can do those things?

What other important attributes or competencies have you acquired during your education at The Cooper Union? Please explain.

- ❖ I think this is an amazing program, however it is very divided and needs some democracy as far as leadership. There is no reason why an artist cannot be the president of the school, or why the academics and majors are not more aligned with each other's needs
- ❖ a rigorous work ethic, and well-rounded set of skills
- ❖ Everyone has their strengths and weaknesses, it is simply a matter of tapping into them. People may think they are doing the 'easy' part in a project, but what is easy to them may be difficult for others. Ideally, everyone would be doing what they think is 'easy' which means the team is utilizing everyone's strengths effectively. Learning about my own strengths and weaknesses is something I acquired a strong grasp on during my time at Cooper.
- ❖ How to manage my time and prioritize my duties
- ❖ How to read people: sifting through genuine and in-genuine explanations.
- ❖ How to write scientific papers for publication, although this was in independent studies not classes.
- ❖ I feel I have acquired all of the attributes listed above from other experiences in life, but even more so from working with the outside of Cooper resources that I have sought out to deal with the extensive list of problems and inappropriate behavior I have experience at Cooper. It is shocking to me the lack of encouragement of effective communication or even basic respect for others in your community that goes on in the school. The inability of many people to give an affective, interesting, or even professional presentation during my senior design course was appalling, and the example set by all but one of the professors leading the course was disgusting. Even that single professor ended up disappointing me, as not one of the four attempted to engage or understand my presentation during our final presentation session. The only exception to this would be Dean Lemeize who is an amazing

- woman that seeks to monitor and improve the academic, social, and otherwise experience of Cooper for each and all students.
- ❖ I have learned about stamina and trusting yourself.
 - ❖ I learned that you must work hard in order for your peers to respect you, and in order to build meaningful relationships based upon that mutual respect.
 - ❖ I love Cooper Union!
 - ❖ Independent learning
 - ❖ Less of a fear of public speaking, technical writing
 - ❖ None
 - ❖ Nothing else comes to mind.
 - ❖ Only technical and team oriented
 - ❖ Plan slack into plans because too many unexpected things happen
 - ❖ resilience
 - ❖ The ability to work independently.
 - ❖ To act humbly around others.

If you selected the “yes, with some reservations” option, please explain what your reservations are.

- ❖ As often as I really enjoyed my time here, I also really truly loathed it. Cooper is not a happy place - the atmosphere is full of depression. And though I really liked the people here, the fact that everyone here is very similar provides a very limited environment for making a diverse circle of friends or escaping the Cooper community. NYC only makes up for it when you have the time and even then when you're busy it's just a tease. But in the end, I had some of the best times of my life here, but I really can't say that that couldn't have happened elsewhere, hence the reservations.
- ❖ career following cooper must be strongly considered. Job opportunities are much less available than at larger or more renowned universities.
- ❖ Certain faculty members will need to retire prior to any recommendation of the Cooper Union.
- ❖ Cooper is great academically, however the people here are somewhat narrow minded and lack cultural and socio-economic diversity. I would warn others not to become too engrossed with your peers and remind them that New York City is an enormous place full of opportunities to meet new people that should not be passed up because of a silly thing like schoolwork.
- ❖ cooper is not for everyone. It is for a certain type of person that is willing to open up to a discourse around art, which is not necessarily intrinsic to the work itself. It is for the sort of person who wants to look at art as a legitimate career, in which

- verbalizing and expanding upon ideas is just as important as proposing them in the first place.
- ❖ Cooper Union is a small school, which is unsuitable for certain people. You have to get lucky with the year you enter-some are more friendly than others. Students who apply must have a do or die approach to their fields. Even just a general interest is not enough for this uphill battle.
 - ❖ Cooper's curriculum is catered to people who know that they want to go into one of the four Engineering fields upon graduation, but not so strongly on interdisciplinary engineering (bio, etc.) or if they want to go into professional schools (med, law, etc).
 - ❖ Depending on the individual's career goal / personality
 - ❖ Depends on career goals after college. i.e. Bad choice for medical school, and limited research opportunities.
 - ❖ Grade deflation despite hard work will seriously diminish the chances of acceptance into a top graduate school or receiving a high-paying job offer, and this is a problem for even very intelligent students.
 - ❖ I assume that people who apply here already have a basic idea of the kind of lifestyle that follows upon acceptance. I would certainly recommend it, and am willing to explain my unique experiences upon request.
 - ❖ I personally loved the Cooper Union experience a lot. Not simply because of full tuition but I was pushed to the limits quite frequently and learned to challenge myself more. There are certainly several great professors amidst average ones. The main lack is the facilities and the openness to what goes on in the real world.
 - ❖ I think the school needs to rethink its purpose in society. We are very lucky to be here but we don't realize just how lucky we are and that we are responsible for spreading Peter Cooper's ideology.
 - ❖ I would make it clear that the social aspect of Cooper is less than ideal.
 - ❖ I would really need to explain to the person that I am referring to the Cooper Union that it is a very tough school. It is not the typical college experience. It is not for kids that want to go to school drink lots of beer, get easy A's, and have lots of sex with attractive people. I would tell them that the sacrifice of the undergraduate college experience is probably worth it but I would tell them that they need to know what they are getting into and they need to be serious enough about working hard otherwise they would not last long.
 - ❖ I would suggest that the student be exceptionally smart otherwise Cooper is too hard to enjoy academically or socially.
 - ❖ If one wants to switch majors, one can't. You have to be absolutely sure you want to study something for four years straight before you apply, which no twenty year old can do unless they're autistic.
 - ❖ If you come here, know that it's very difficult and that no one outside of the tri-state area seems to know about Cooper. It's harder to get a high GPA here than it is at most other engineering schools, so that makes it hard to get a job because employers

assume you're not as qualified as students with the higher GPAs from other schools. Also if you come here for engineering, prepare to not have a normal social life. If you're a nerd already you'll feel right at home. If you're not it might be more difficult.

- ❖ It depends on the person. Not everywhere is a good fit for everyone.
- ❖ It obviously depends on the person. Cooper is a unique environment very well suited to independent, self-motivated people-- not everyone fits that description.
- ❖ It requires a lot of hard work, dedication, and an open mind.
- ❖ It takes a particular student to study at Cooper with success.
- ❖ Lab Facilities are lacking for Civil Engineers.
- ❖ Limited humanities program with bad leadership. Also a difficult social experience for many students.
- ❖ No research, limited funding, poor lab access, and hey the school might not even be here in another 10 years, considering the current financial situation...
- ❖ No social life You really have to know that this is what you want No campus
- ❖ Overall, I am glad that I chose to attend here, because of the students and faculty that I've interacted with. I have many reservations about the administration of the school and doubts about whether or not they have the students' best interests in mind.
- ❖ small size, intense work load, can't change your mind about wanting to be an engineer/architect/ artist, limited opportunities to do research, high cost of living in NYC
- ❖ Some professors don't actually teach, and the learning is done directly from the student- in fact, some professors don't even answer important questions or provide an idea of the engineering industrial applications.
- ❖ The education is decent (and most importantly free), and some classes teach applicable skills. If your livelihood, social life, or mental health is important to you, this school is not the best fit for you. To say that the workload saps one of their soul is an understatement.
- ❖ The individual has to be able to get by in a high pressure environment with little external guidance. Support for students is MINIMAL during freshman and sophomore years. Afterwards, students develop relationships with their major department professors. Before this time, however, students lack an advocate.
- ❖ The rigor and structure of the engineering courses need to match those of the physics and mathematics department. This will really allow the school to fully tap into its potential.
- ❖ The rigorous workload and drastic increase in responsibility is not something all recent high school graduates are prepared for.
- ❖ The school is great if you know you definitely want to do engineering and know exactly what major you want to be in. However, most people don't know what they

want to major in for sure at their age and transferring majors is a pain at Cooper. There is also a high difficulty curve at Cooper and the workload may or may not pay off in the end.

- ❖ The student life is not good. Too many people lock themselves away and work non-stop. I know there are activities that are available (sports, clubs, etc.) but the overall atmosphere is one of only work. And the pool tables need to be brought back. This recent no pool table policy has made me furious; the pool tables were a great place for people to interact and meet others. In the NAB, whenever people had 20 minutes to kill, they could go play pool. Now, we look at our phones, play a computer game or watch the TV in Frankie's kitchen. It's depressing, very depressing.
- ❖ There is no social life here, not only that but there is little diversity of people from varying socioeconomic backgrounds. The school is very isolated to fully appreciate life one must immerse themselves into the city without the fetters of judgmental and shy classmates
- ❖ They must be ready and willing to deal with the workload. Combined with the different social aspects of Cooper Union, they have to understand that it is not your average college experience. If they're not ready for that, they should go elsewhere instead of being unhappy for four years or having to transfer.
- ❖ They would have to be the right type of person to survive here
- ❖ Transportation Engineering Urban Planning
- ❖ You have to look hard to find opportunities for research, since the school doesn't receive much funding for it.
- ❖ You must be committed to working hard to have a good experience at Cooper Union.

Any additional comments about The Cooper Union that you would like to share with us? Please feel free to elaborate. Your input is very important to us.

- ❖ As the senior speaker this year I feel it is our responsibility to honestly assess our unique position in the world, and to take responsibility not only for helping the school, but to change the school for the better, making continuing education free, providing help for students regarding professional equipment and resources (namely in the art school) and gathering more students from different walks of life. In other words, doing what Cooper set out to do in the first place, to help everyone, not just the smartest and the ones who mingle in circles that allow them to hear about this school. That to me, is just unfair.
- ❖ Cooper has some of the best and worst professors I've ever had.
- ❖ Cooper is not just a college - it a brand!
- ❖ For a school called a 'Union', there is nearly no interaction between the art/architecture and engineering majors. What a waste of an opportunity for a small school to integrate artist/architecture fundamentals to the engineering body and vice

- versa, which would be impossible to do in a large school. Focus on the Union aspect and give the school a unique educational opportunity rather than be divided.
- ❖ **GET THE POOL TABLES BACK.** The lack of recreational space (for the pool tables/Ping-Pong tables) is unacceptable. Additionally, the 4th floor lounge is no replacement for the old Wollman Lounge. Cooper Union felt and feels extremely separated after moving to the new building. The Wollman Lounge was the perfect space for inter-major and -grade mixing and events that truly made Cooper enjoyable. Plus, the new building is just ridiculous. You would think a building made for an engineering school would actually function correctly...
 - ❖ I am so grateful to the Cooper Union for giving me access to a wonderful education I would not have otherwise been able to afford. Being a Cooper student was agonizingly stressful for 4 years, but I learned and grew so much. I graduated 4 months ago and I'm at a fantastic place in my career-- I feel leaps and bounds ahead of my peers from other institutions, and without the weight of their debt. Thank you, thank you thank you thank you thank you!
 - ❖ I believe Cooper Union is a one-of-a-kind college that offers the highest level of education for a bachelor's degree in its respective fields that it offers. I feel the efforts required to pass the curriculum was grueling but it was worth the pain since it has opened opportunities for me that would not have been available to me otherwise.
 - ❖ I enjoyed my time here, it was an excellent learning experience on many levels, but now that I am finished, I would never want to do it again. It's time to live life and make money at all costs... even living life.
 - ❖ I have much more to say, but I feel the major problems and concerns I have outlined are enough food for thought. Also I failed to give my name at the beginning, for no reason other than clicking next prematurely, so please note that I am Alanna Taubman.
 - ❖ I hope I graduate
 - ❖ I learned so much at the Cooper Union. It is a very prestigious place and has given me many opportunities and I've met so many fascinating people all for free. I think that's incredible. I feel like the smarter engineering students wish there were more research opportunities. The dumber crowd wishes there was more time to hang out with friends. I understand that it is a small and tough school but I think people would take Cooper more seriously and have more fun if there was cooler research going on and if there were more social events.
 - ❖ I would strongly encourage teachers to take a more lenient stance on workload and grading. Mental bludgeoning is not an excuse for an education, and I don't speak for only myself when I say that a good portion of students do not retain knowledge after a class is over due to the fact that they only had time to cram for exams and projects assailing them from every side. I would complain that Cooper isn't well-known, but I managed to gain acceptance to every graduate school I applied to, with only mediocre grades, so maybe it is well-known in that regard. My recommendation is to tell professors to ease up on the workloads. No one wants to work 80 hours a week

- to keep up with the workload, assign 20 hours a week and students will respond favorably.
- ❖ I wouldn't recommend this school to anyone because it is extremely bureaucratic and ultimately detracts from its ultimate goal -- to instill a solid education among the undergraduates. The focus here has shifted from education to a certain tug-of-war between administrators, professors and students. The students are supposed to accept any and all abuse in the name of "free-tuition," but one cannot help but notice the money that is wasted by the school on a day-to-day basis.
 - ❖ I'm thankful of my free education. Getting through Cooper is my greatest achievement since I didn't think I was cut out for this technical path, especially not at such a selective and prestigious school. Despite my low overall GPA of 2.7, I feel accomplished and proud. Unfortunately employers don't seem to understand how qualified I am because of my low GPA. Overall, I have the satisfaction of breaking through a barrier and becoming educated as a chemical engineer, but I don't think it will be as easy as it should be to get a job that makes all the suffering at Cooper pay off.
 - ❖ In general, there seems to be a veil between the administration and students. It could be because of the workload so students are more focused on the work their doing than the school their doing it in but I believe the administration could do a better job of being open. The entire aura of the school seems to say "You're on your own." While we are adults and should be able to handle some things on our own, the school should be there to facilitate some aspects of our careers and lives.
 - ❖ Rotating advisors was a bad idea as it lead to no professor really getting a sense of what classes you've covered and no one really keeping track of you. The study rooms are too small-the class rooms are too small. The new desks are a pain because they rock so much and often lose their feet. The chairs worked out better than expected. The windows of the NAB frame the roof tops and the domes beautifully-especially on the 5th floor. The alternating gender rest rooms were a terrible idea and are especially troublesome to someone like myself with medical conditions. Experimentation class is the best of all the classes I took at Cooper, and felt more like a capstone class than my senior design class does. I wish aerodynamics could have been taken earlier so that senior design projects could include wind tunnel studies. Space dynamics does not need Aerodynamics as a prerequisite. I was disappointed they did away with the food drive this year. It could have sat right next to the toy drive. There was not enough mingling between art, architecture and engineering students. It would be especially beneficial for there to be a senior design project that could branch the schools together. And some teachers need to get delegate their work to adjuncts so that the hallways do not remain crammed with students.
 - ❖ thank you
 - ❖ Thank you for providing me with such a nice academic experience! It was a wonderful trip.
 - ❖ The problem here is that everyone is a nerd, nerds of varying ethnic backgrounds, but nerds. To get a deeper appreciation of how to deal with real people it is an

essential part of the education process to not only immerse oneself in the varying socioeconomic communities of New York City, but also for the institution to offer and force more humanities courses upon students; to open a conversation and present students with an opportunity to express themselves in a non-professional (yet respectful) way to their peers.

- ❖ There should be additional student housing offered if possible

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