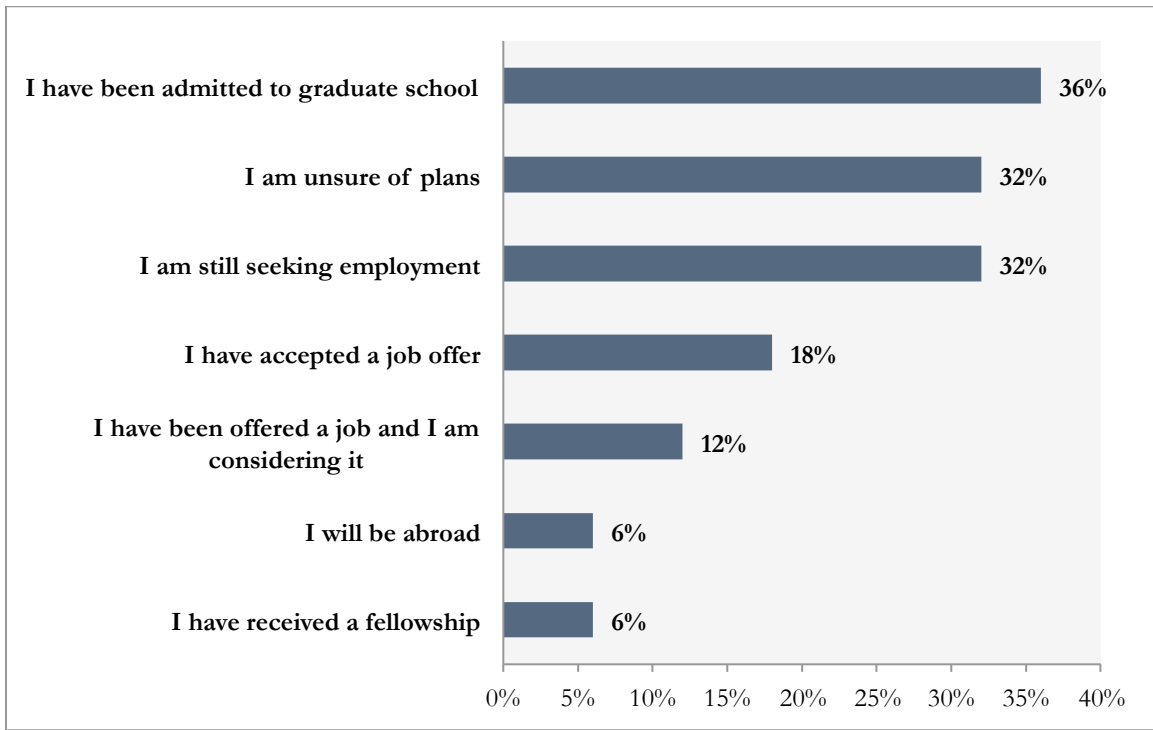


2012 Exit Survey Analysis

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

This report summarizes responses from the 2012 General Exit Survey of The Cooper Union for the Advancement of Science and Art, School of Architecture.

Figure 1.8: Plans after Graduation



n=121

Figure 1.9: Average Hours of Off-Campus Work per Week

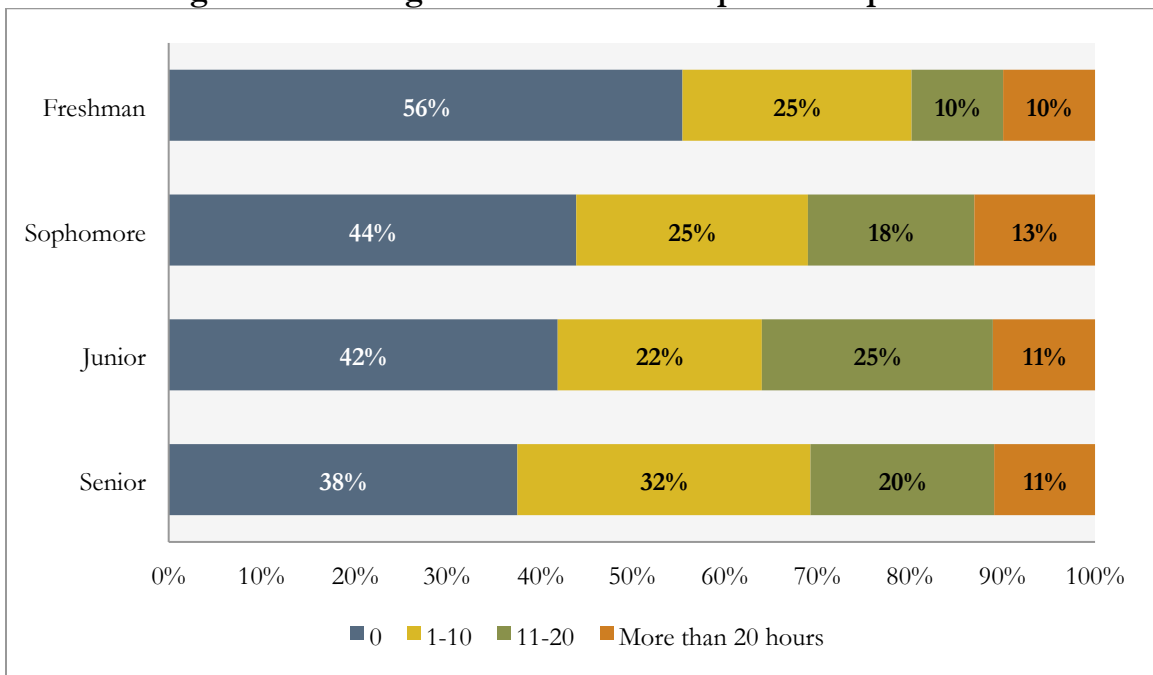


Figure 1.10: Monthly Housing Costs

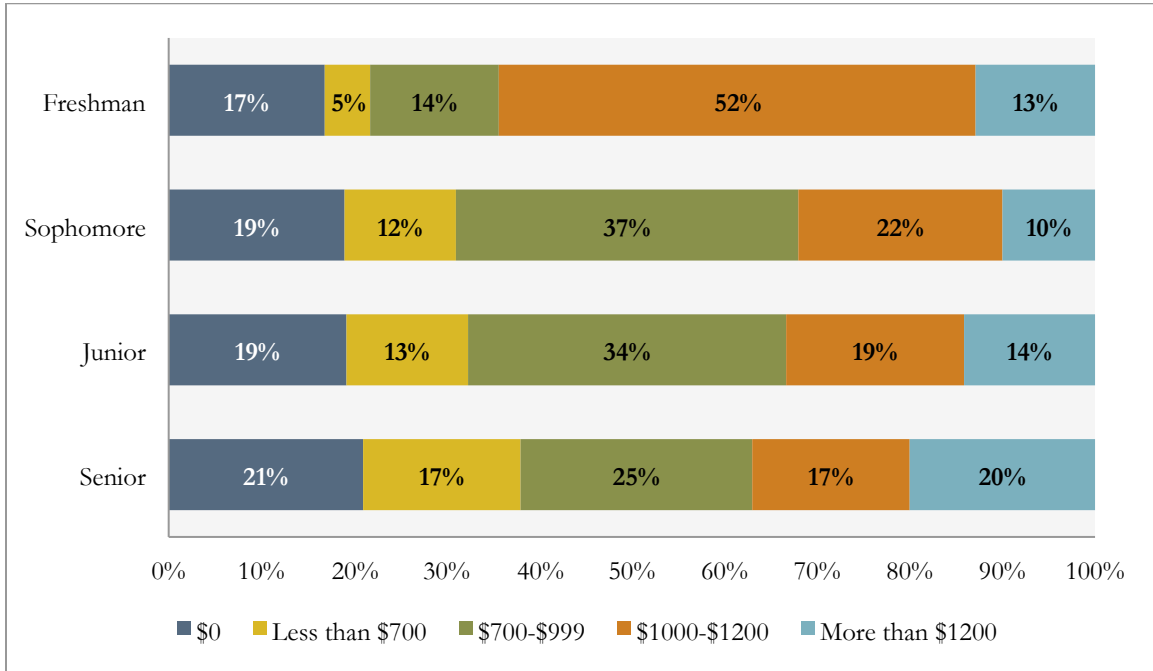
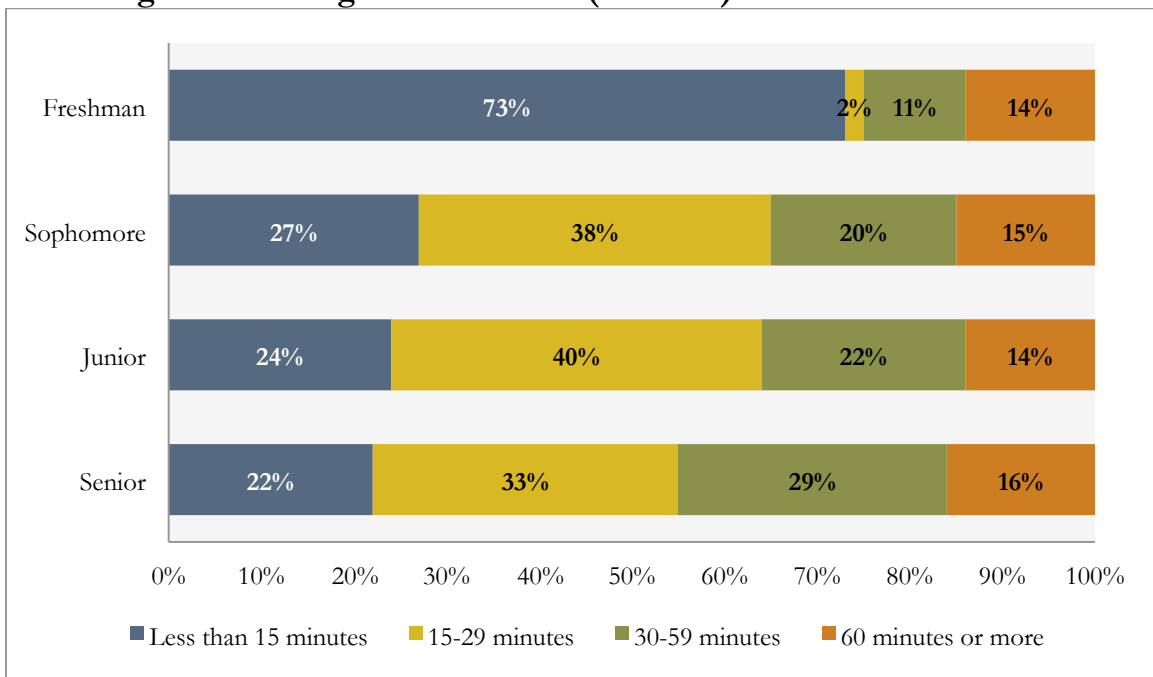


Figure 1.11: Length of Commute (Minutes) from Home to School



Section II: Student Experience at Cooper Union

The second section of the annual Exit Survey is concerned with measuring how students evaluate the quality of certain aspects of their Cooper Union experience. Students were asked to evaluate these aspects according to a one to five scale, where one is lowest and five is highest. Students were also able to select “N/A” if they had no opinion on a question, and these answers were omitted from the final analyses.

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

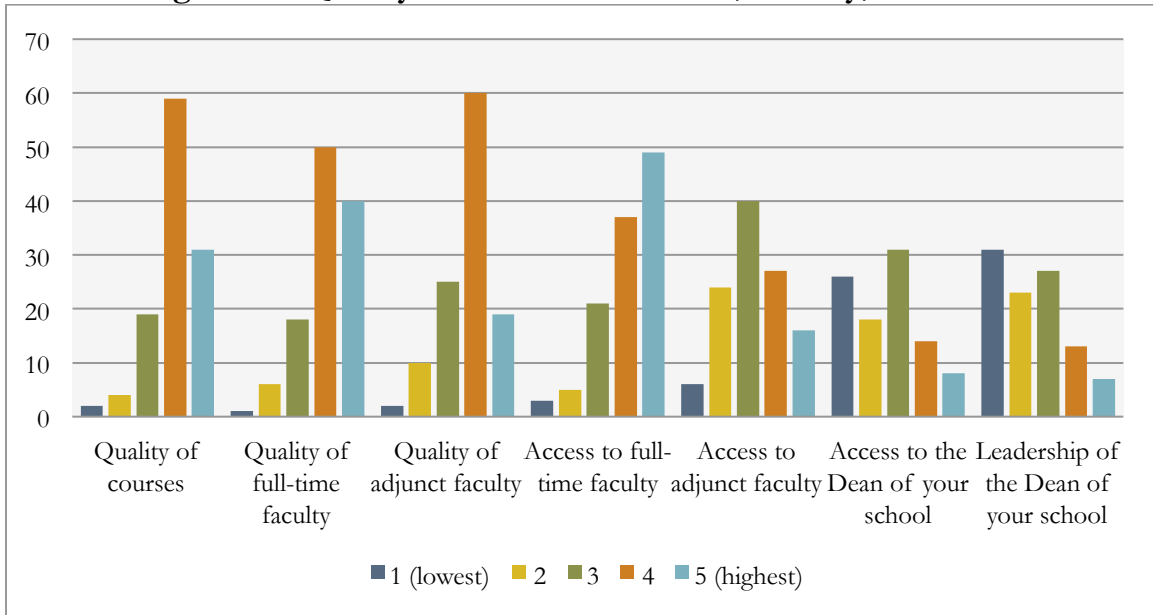


Figure 2.2: Facilities, Library, Career Preparation, Professional Development, and Housing

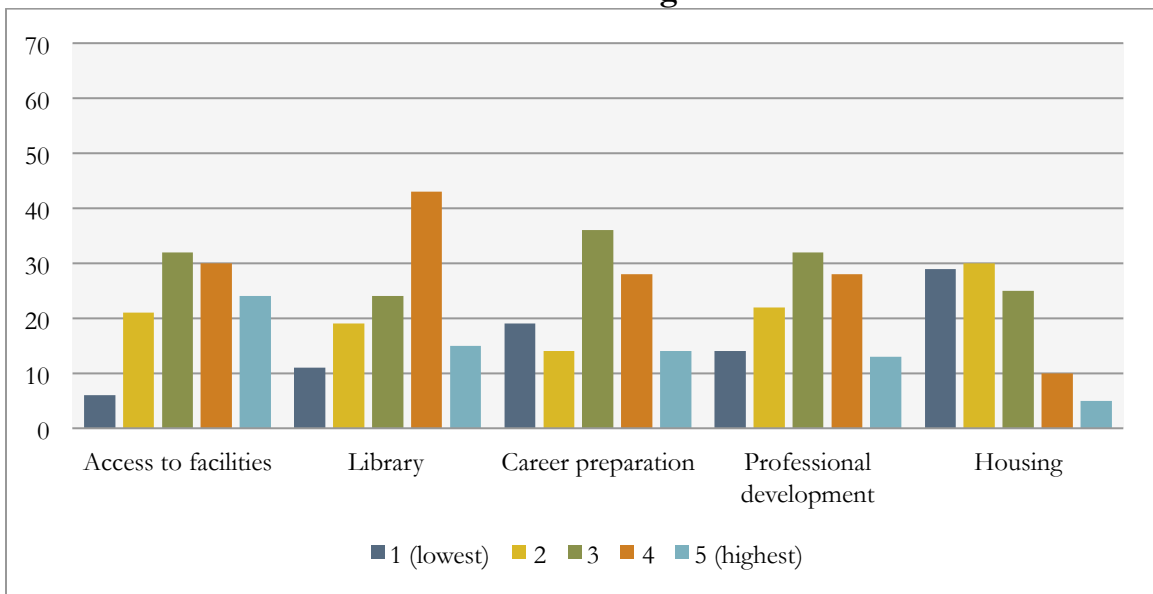
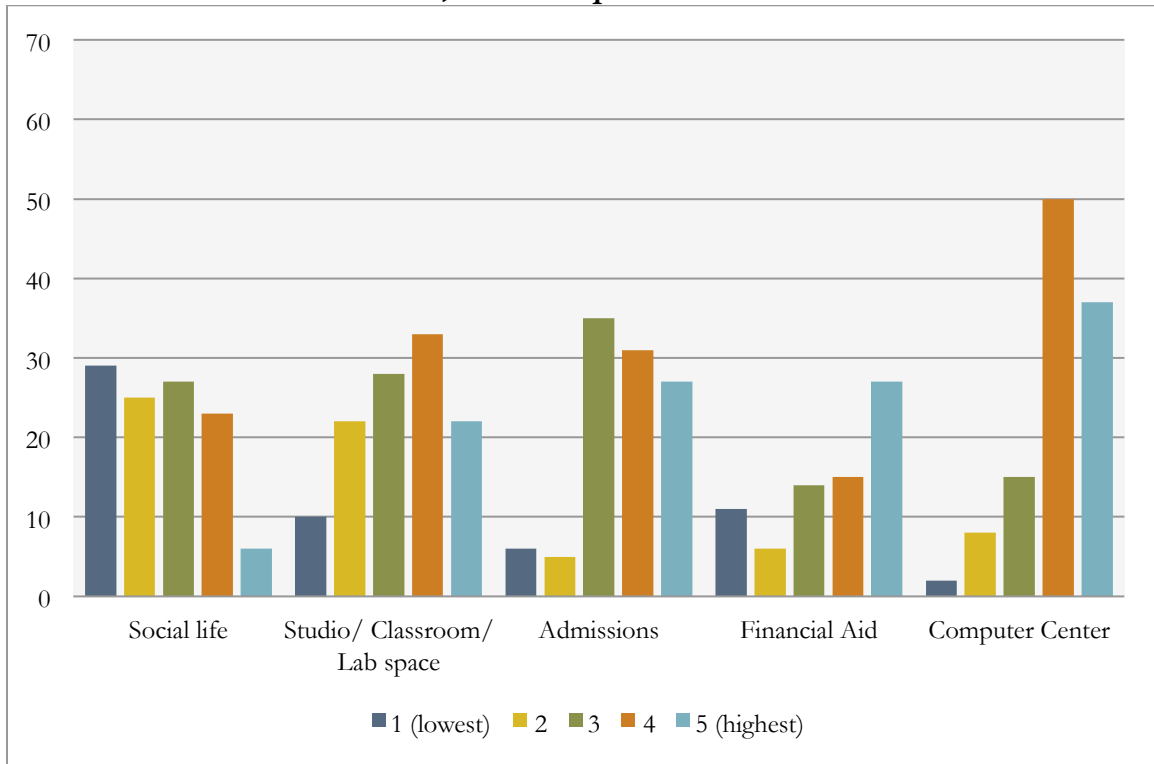


Figure 2.3: Social Life, Studio/Classroom/Lab Space, Admissions, Financial Aid, and Computer Center



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

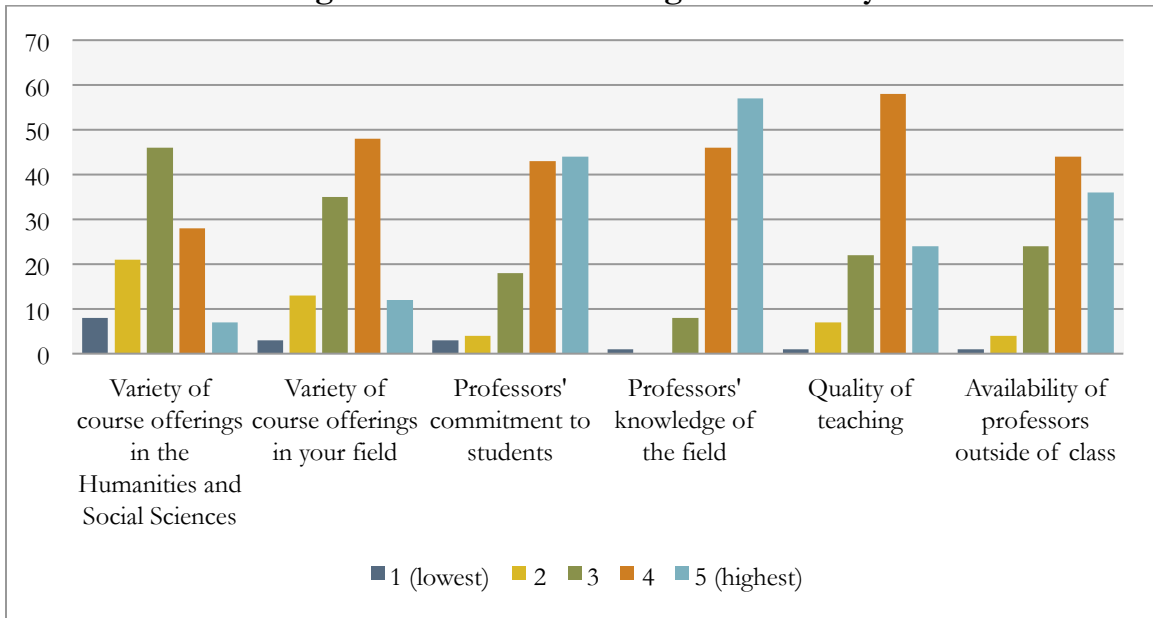
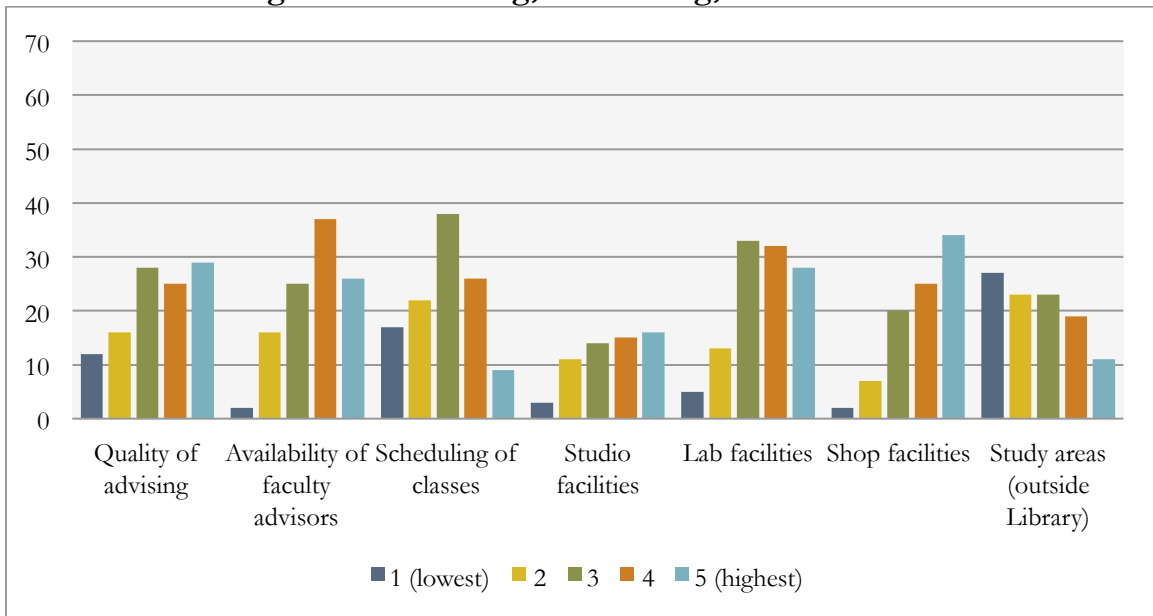


Figure 3.2: Advising, Scheduling, and Facilities



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: Degree Respondents' Acquired Competencies - Knowledge of Topics, Talking and Writing Effectively, Thinking Creatively, and Leading Projects

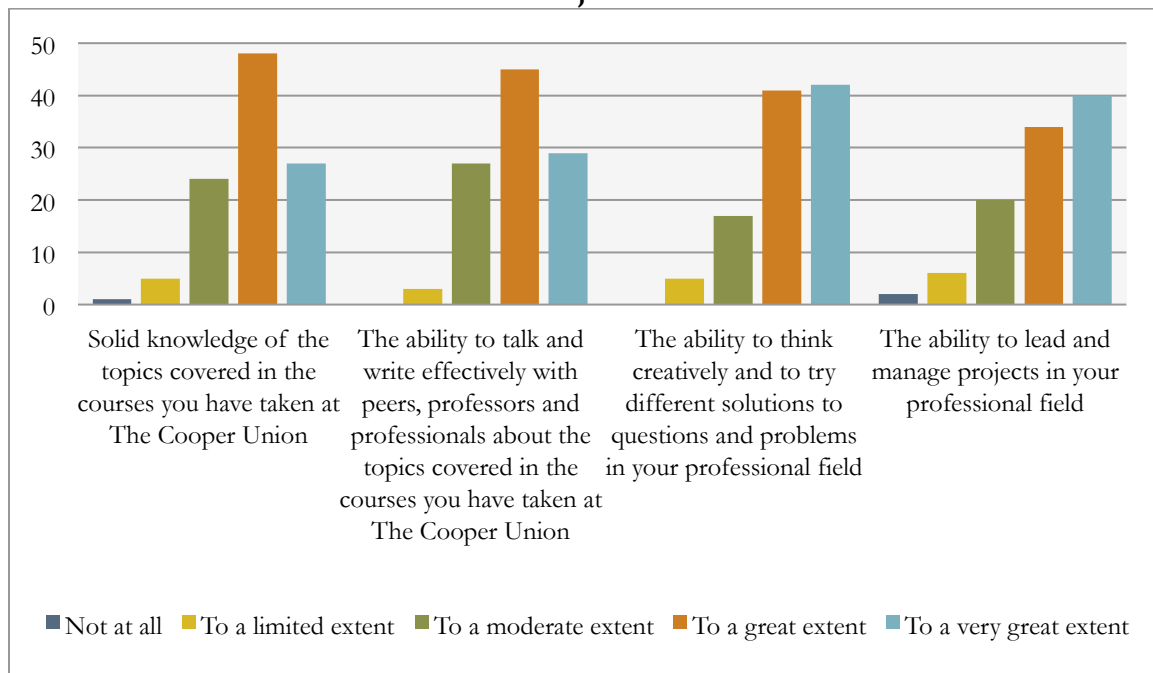


Figure 5.2: Degree Respondents' Acquired Competencies - Presenting Findings, Handling Information Resources, Life-Long Learning, and Teamwork

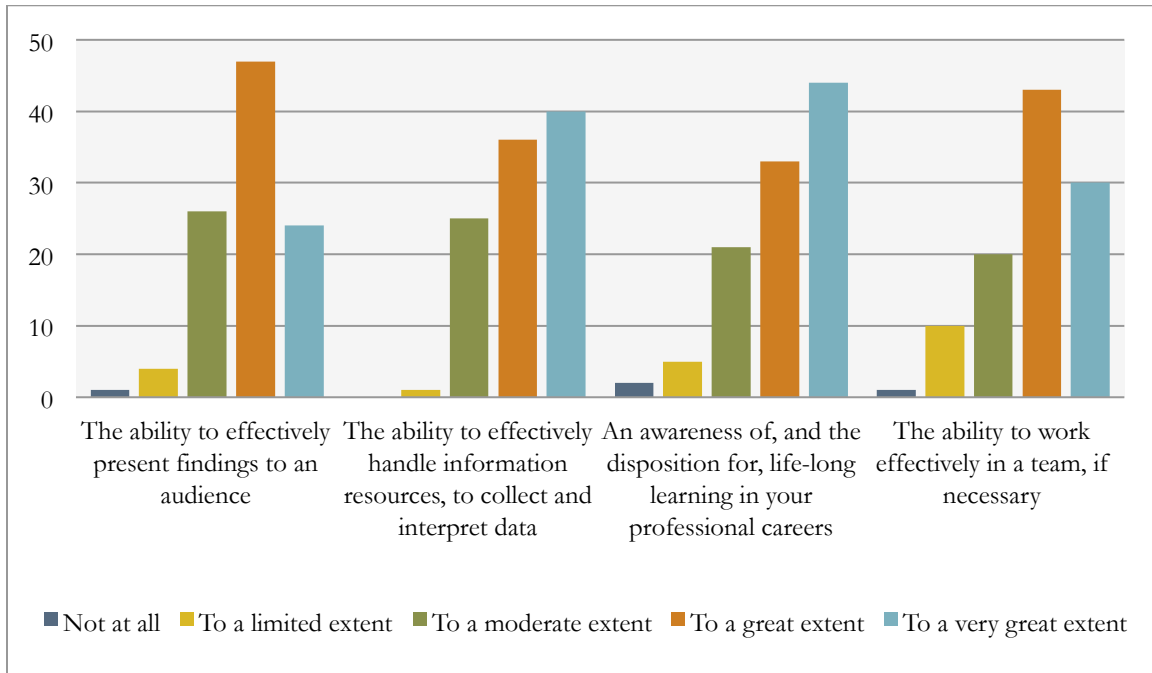


Figure 5.3: Degree Respondents' Acquired Competencies - Technology Use, Other Cultures, Humanistic Values, and Public Service

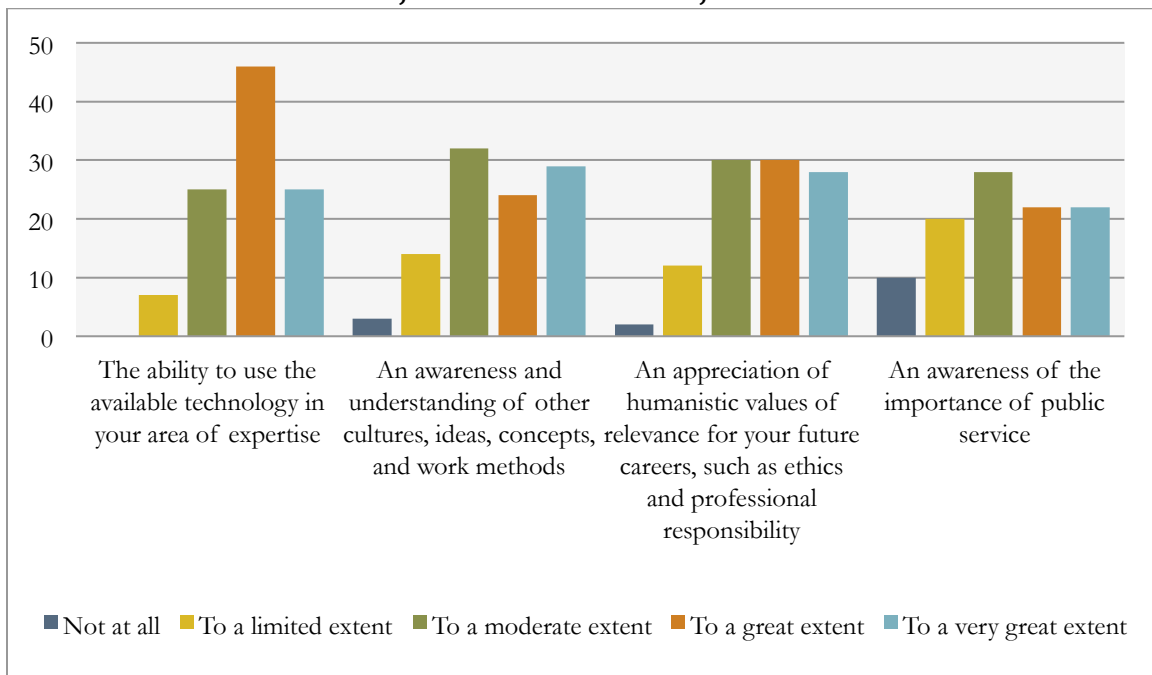


Figure 5.4: Competencies Acquired to a “Great” or “Very Great” Extent

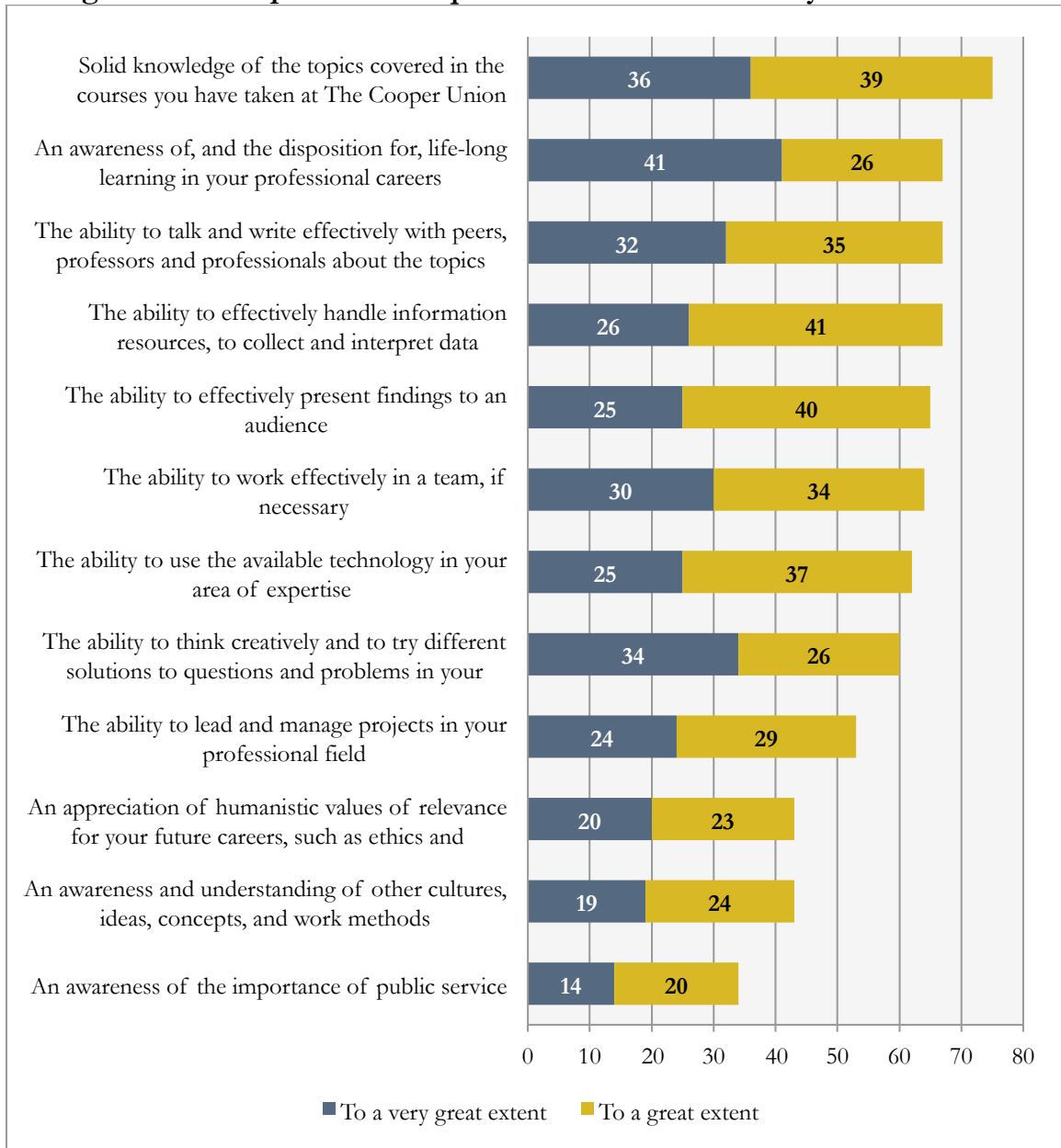


Figure 5.5: Competencies Not Acquired or Only “To a Limited Extent”

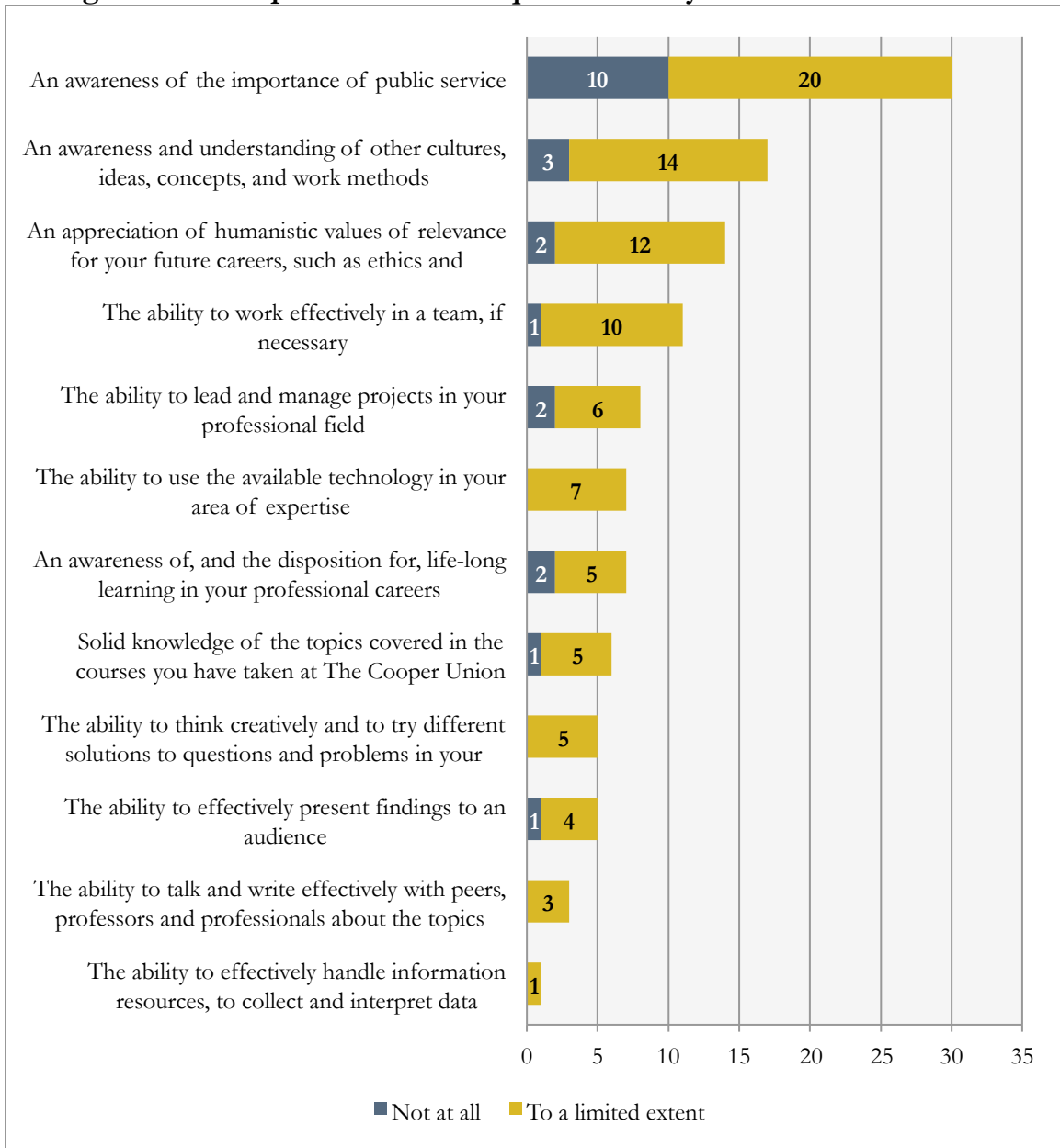


Figure 5.6: Degree Cooper Union Provided Opportunities for Development - Knowledge of Topics, Talking and Writing Effectively, Thinking Creatively, and Leading Projects

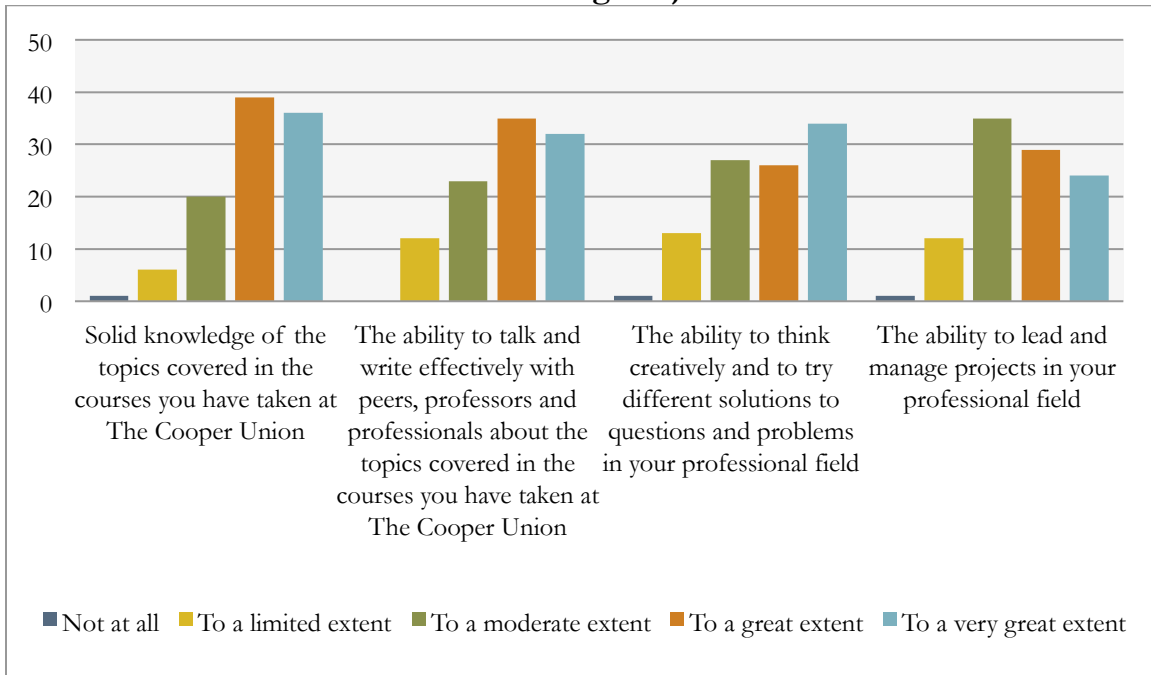


Figure 5.7: Degree Cooper Union Provided Opportunities for Development - Presenting Findings, Handling Information Resources, Life-Long Learning, and Teamwork

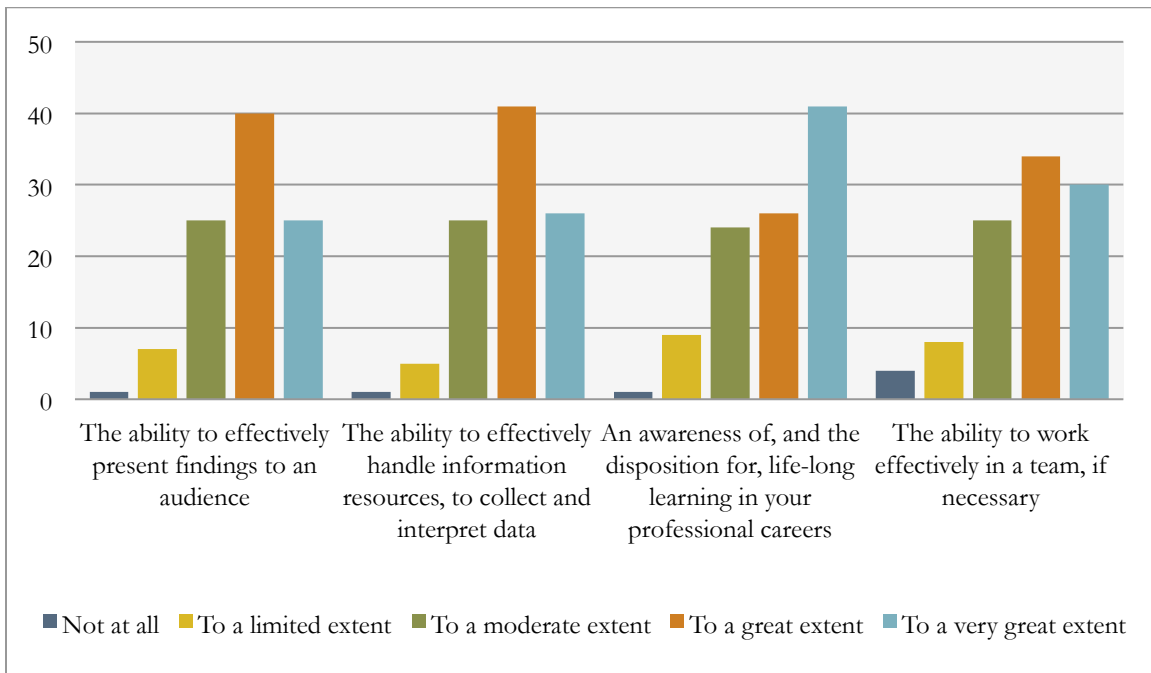


Figure 5.8: Degree Cooper Union Provided Opportunities for Development - Technology Use, Other Cultures, Humanistic Values, and Public Service

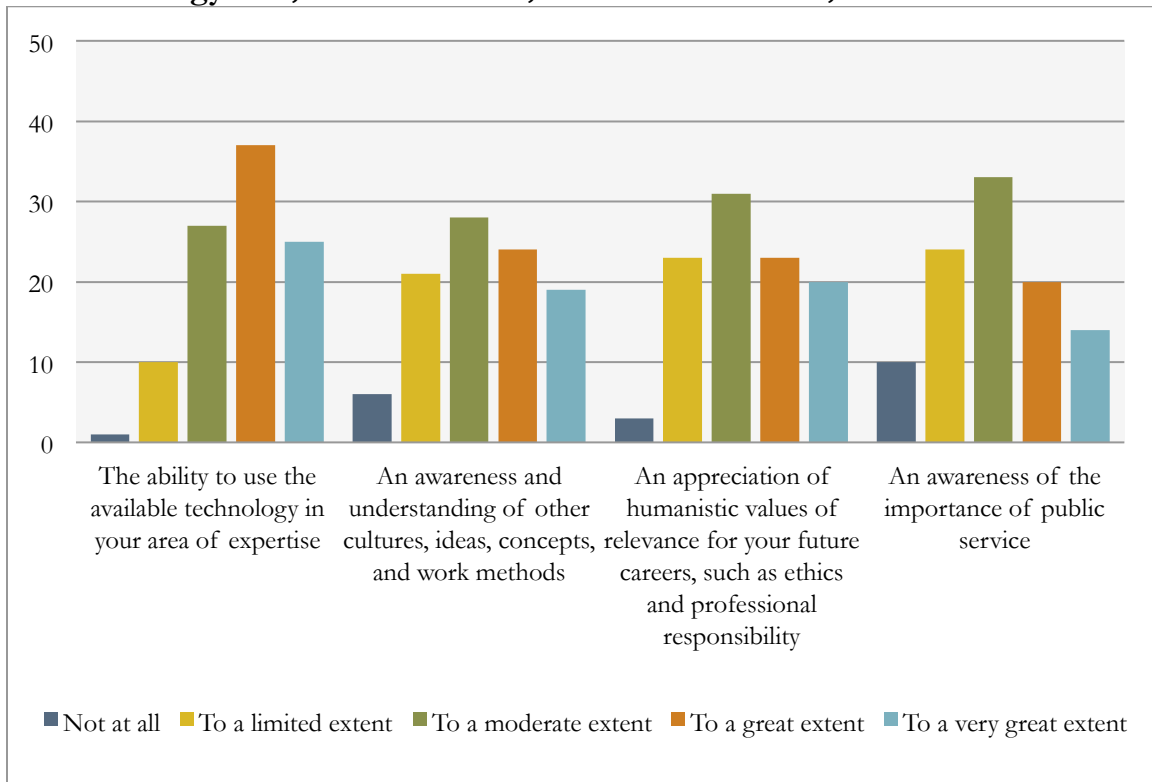


Figure 5.9: Competencies for which Cooper Provided Opportunities for Development to a “Great” or “Very Great” Extent

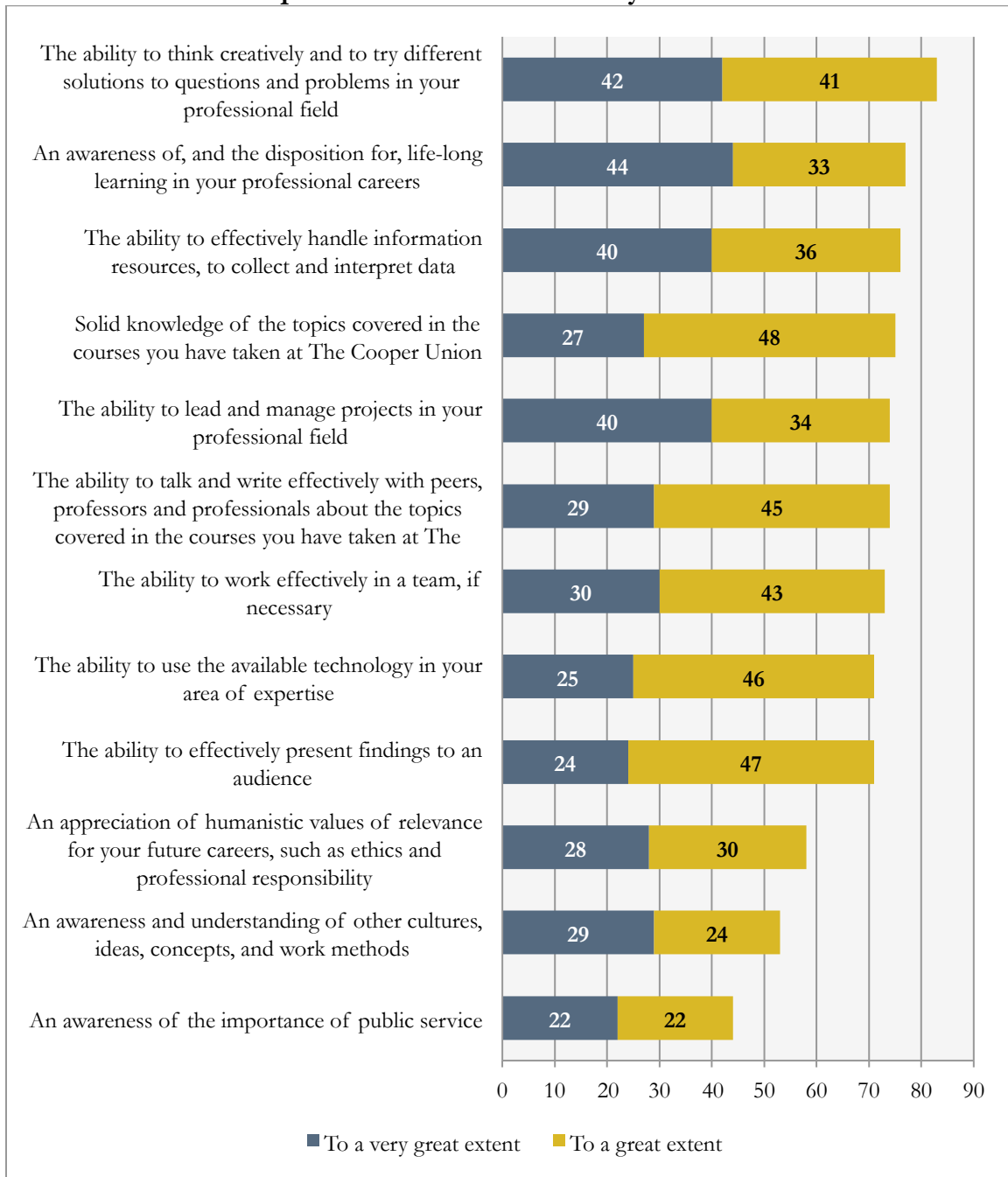


Figure 5.10: Competencies for which Cooper Did Not Provide Opportunities for Development or Only “To a Limited Extent”

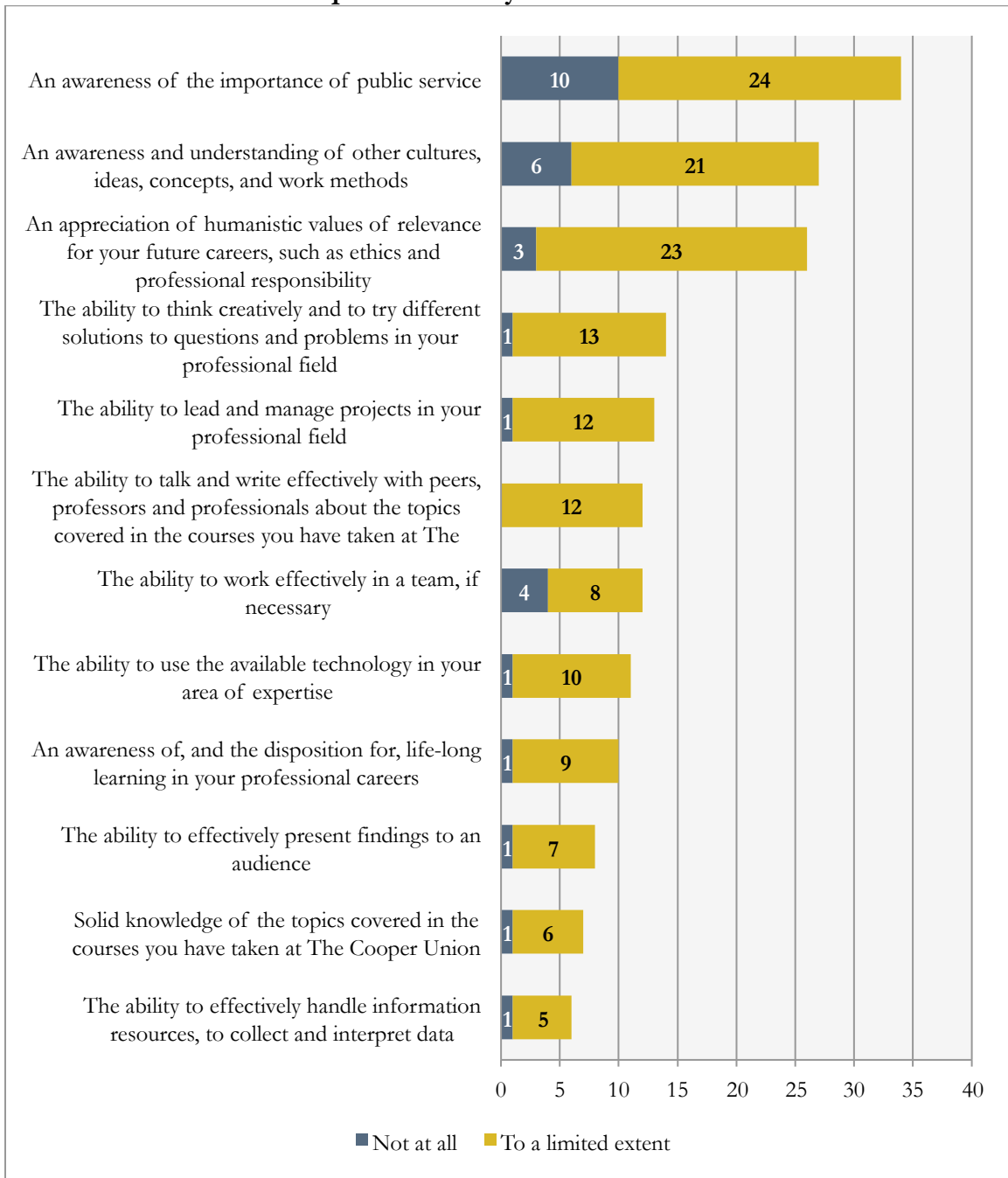
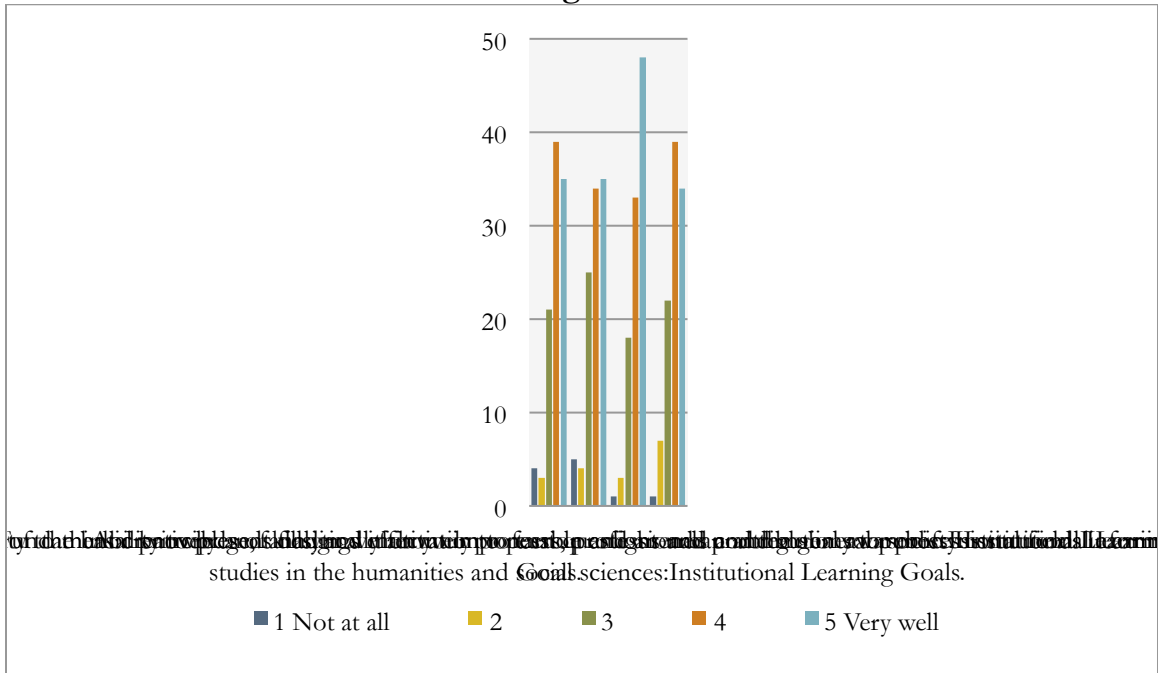
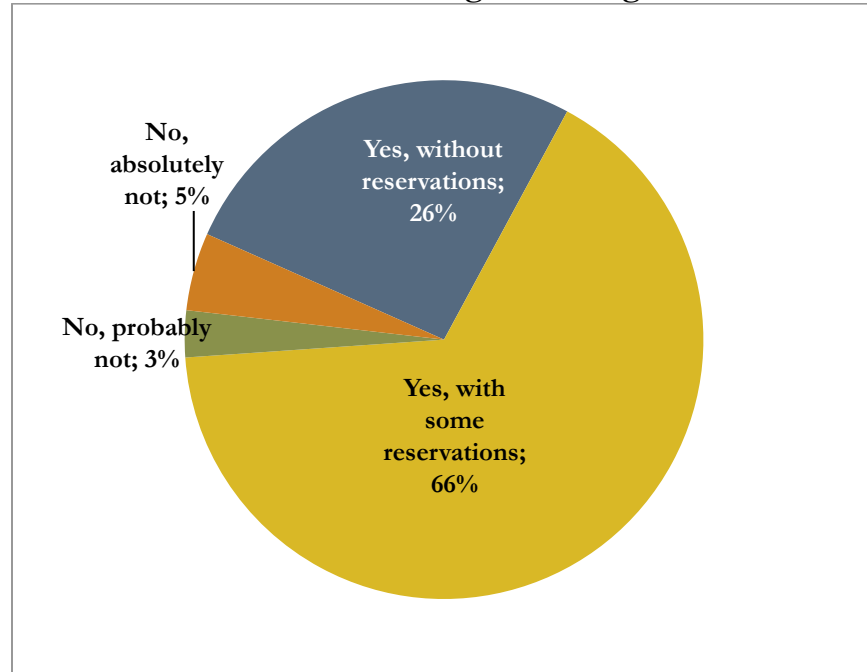


Figure 5.11: How well did The Cooper Union prepare you to acquire the following abilities?



Section VI: Final Considerations

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



Appendix: Open-Ended Responses

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

- ❖ Although Cooper insists on holding extremely high standards for their students that further their development as engineers, many engineering schools have much lower standards. This makes it especially difficult to compete in the job market and for slots in graduate school. It is difficult to decide if this is a good or bad thing.
- ❖ At Cooper, nobody encourages you to work on projects outside of class, but you have what you need for them if you've got the ambition to take them on. I'm not sure if I did everything I could with it, but I did a lot.
- ❖ At times, there is an appalling lack of respect for students studying in the computer center or the study lounges in the NAB. When people are brought in to tour the school, they have a tendency to stop and stare into the study lounges. I understand the need for tours, but I don't appreciate being made to feel like an animal in a zoo.
- ❖ Can we fire professor wolf?
- ❖ Chemical engineering professors at the school were mostly unsatisfactory, because they did not know how to teach. Often times we were forced to learn materials on our own and sometimes some professors even made it harder to learn by their method of teaching.
- ❖ Cooper cannot be considered by any particular parts, rather its sum total of experiences. I will say that the majority of my negative experiences directly emanated from buildings and grounds and other bodies that sought to legislate my art practice. For an art school, we have the best facilities, but some of the worst studio spaces (although they're more than adequately (micro) managed!)
- ❖ Great community environment among students and faculty. The best thing about the architecture school is the talented student body admitted on scholarship only.
- ❖ Great leadership opportunities. I have had a great experience participating in student council.
- ❖ Great professors who are always accessible. Received a lot of practical engineering knowledge versus purely theoretical. Cooper bureaucracy needs much improvement (organization, communication between departments, registration process, etc)
- ❖ How grateful I am to the sculpture shop technicians. Richard, Betsy, Kevin, Frank, Tommy, Einat, Eric, and others taught me more about art making and

- preparation for the world as a working artist. I can't express enough how thankful I am for the patience, generosity, and dedication the techs give to the students and school. I'm sure I will never have the opportunity to use such a wide ranging and well-maintained shop again.
- ❖ I think the experience at the residence hall should be extended even to non-freshmen.
 - ❖ I wish the library computers were updated. Also, I wish they were open for longer hours. In addition, I wish there were more than one copy of the books that are on reserve (i.e. the course textbooks)
 - ❖ I would like to explain "Career Preparation" further as I feel the category is rather vague. I feel extremely prepared for a career in Chemical Engineering from the practical and theoretical aspects that I have learned in my courses. However, I feel the career department in our school is lacking, and although I have a full-time job for when I graduate, I do not feel the Career Center contributed to this.
 - ❖ I'd like to emphasize how amazingly generous and helpful the foundation building's shop techs are. Richard, Kevin, Frank, Betsy, Andy, Tommy, Eric, and Einat (and others who have passed through since I started at Cooper) have been the most helpful teachers for me. I am so grateful to have had the privilege to work with and learn under them, and to have had access to such wide-ranging and well-maintained facilities which I doubt I will ever come across again.
 - ❖ In regard to this section of questions, I thought the library could use a more powerful set of light bulbs. It was great for sleeping in, but I couldn't see what I was reading. On a more serious note, I think it is essential in the architecture school to salary more full-time faculty while removing some adjuncts. This would contribute to my general feeling that the school should be small and strong. The leadership of the architecture school should also reflect the legacy of the school in the commitment of the dean, although this is a difficult and tragic issue.
 - ❖ It's difficult to determine these ratings due to the wide variety of experiences. I've had adjunct professors that were great and able to provide insight into industry. I also had adjunct professors that had no idea how to teach and were not available outside of class due to their busy work schedules. I had an incredibly great experience at Cooper, but much of it was due to activities and opportunities I actively sought out.
 - ❖ Josephine Halvorson, Alex Kwartler, and David True are especially great professors.
 - ❖ mostly really amazing professors

- ❖ My teachers are incredible and I learned as much from my peers as I learned from teachers. I have noticed throughout my 4 years here, (I am graduating) both through the lens of upperclassmen and with my own eyes, that the ineptitude of some school leaders has had an effect on my experience at the school. That should never be the case. recently my fellow students and teachers have done a great job responding to these unfortunate situations (in addition to the current financial crisis there were also efforts made a few years back to communicate with the former president to make changes to the art history curriculum). I also enjoy the spirit of community that comes out of these struggles. But we are students and our first job is to learn and we should NOT have to worry about whether the next generation of cooper union students will have to pay tuition. We should NOT have to worry about whether our beloved institution will even be around in the years to come. DO NOT CHARGE TUITION. EDUCATION IS A HUMAN RIGHT. I love my school.
- ❖ No.
- ❖ Not learning thermo, fluids, or heat transfer because Professor Brazinsky didn't teach anything.
- ❖ Nothing.
- ❖ People in the art computer center were sometimes very sarcastic or mean if you had asked a question or didn't know how to do something. Made it an unpleasant experience to talk to them for any reason. For my senior show, I wish I had more guidance in terms of what to professionally provide- people complained that I didn't have a press kit ready, business cards or enough post cards to go around, when I really had no idea we were supposed to provide those things. Engineering faculty/student culture seems opposed to the art school due to misunderstanding between the schools. I wish artists could take more engineering courses. I have heard engineering teachers scoff at the art school in elevators, and hope that this isn't the attitude they pass on to their students. I wish the architects could show their work off more to the rest of the school. Their pin-ups are so beautiful, but last only a few hours- it would be great for all three schools to better understand how the architecture school works and what they do. I think it would help their entire school integrate more into the rest of the community- they are a very social bunch and it's too bad they are stuck in that big florescent room all day partitioned off from everyone else. The engineers are all highly intelligent AND creative. I think if they had more opportunities to interact with the artists, the schools could become closer and both populations of students could benefit from thinking outside their own natural realms. Some of the best art criticism I've ever received came from my engineering friends. I wonder how some sort of open-forum critique class could work- where students from all schools have the opportunity to present their work to a class and receive feedback in

- preparation for future experiences. The thing about the Cooper Union is that no matter who you talk to in whatever school, you can be rest assured that the person with whom you are speaking is a genius. Despite appearances, despite origins or cultural differences, we were accepted by the same standards of excellence, and that unites us. I hope that never changes.
- ❖ Positive Experience: Involvement in Cooper Union Intervarsity Fellowship and Engineering Student Council, core Physics courses, Professor Davis' classes Negative Experience: Moodiness and lack of efficiency in administrative staff (especially Dean's office and Admissions Office); the lack of accountability for tenured professors, especially chemical engineering professors (Brazinsky, Okorafor); the lack of action done by Dean Ben-Avi and TC Westcott when inappropriate comments aimed at females were made by Professor Brazinsky
 - ❖ Prof. Agrawal's failing/forcing many students to drop in probability was awesome. Prof. Ungar's shitty tests and student bias were cool too.
 - ❖ Prof. Wolf needs to stop being so arrogant, condescending, and unsupportive.
 - ❖ Some of the people in the admission office gave me a hard time when I was gathering materials for an application.
 - ❖ Some professors (Chatterjee, thank goodness he's gone, and Kirtman) were/are insanely lazy and come to class late and don't seem to want to be teaching. Makes for completely useless classes. The majority of EE faculty are very, very good and involved and helpful.
 - ❖ The art professors and art adjuncts overall are awesome. As for the humanities department, there are some not so good professors or some that follow old logic (ex: art histories that make you memorize tons of slides that you forget after taking your archaic test on them). The best art history prof I had, Michael Dorsche, not sure what he's teaching now but cooper needs more people like him. It's a shame some of the great adjuncts aren't hired on full time/given crap wages *partly* because there are too many high paid/not needed administration positions. Oh, and what's with Leanne Miller (sp?), the watercolor techniques/drawing professor? She gets paid a ton of money for probably the worst classes (4th grade level) at cooper, and maybe two people take them (because they don't know what they're getting into, or because their standards allow it). I've only heard bad things (from professors and students alike) about the Dean of humanities. The art studios need to be open 24 hours. Seriously, it's the worst thing ever having to stop in the middle of work at 2AM (or earlier Fri and Sat), to take an hour and a half train ride home to get a few hours of sleep before coming to school in the morning. Cooper should let students work as long as they need before going home (or napping). And studios should be bigger (too bad that prospect died with the building of 41 Cooper, instead of adding onto the old building with sense in mind, not

profit). Need I say the full tuition scholarship was an important and vital gift that, without, Cooper isn't Cooper? Which is true, unless you're a history revisionist (Bharucha). BTW, if Cooper starts charging tuition to ANYONE, I'll no longer recommend, actually advice against, going to Cooper to anyone interested that wants to talk to me. I wouldn't have gone if Cooper charged anything.

- ❖ The Cooper library is not useful, but when combined with NYU Bobst the library rating averages out. Most full time and adjunct professors I have dealt with are extremely good, some having dedicated their lives to this school. However, the poor quality of some professors lowers the overall rating. The former Dean of Engineering forced us to move buildings and then retired/resigned. Building/lab access is not 24/7, and future students may find this to be extremely inconvenient. HVAC and temperature control vary widely in classrooms and studios. Trips to deal with financial aid are usually annoying. The career fair has provided me with multiple job opportunities
- ❖ The gender ratio can be improved to increase quality of social life at Cooper
- ❖ The grading system is corrupt in the art school. I know handfuls of students who have great grades and horrendous perceptions about school and their work, while students who are struggling, for various reasons, suffer bad grades. This school loses some of its most talented and boundless students each semester by teaching us to produce something 'successful' rather than experimental. This school is terrified of 'failure'.
- ❖ The students are very cutthroat. They easily judge each other, especially those they deem to smart or too stupid. You are punished if you perform too well and you are marginalized if you perform too poorly. The students do not make an effort to support each other. The full time faculty are also very apathetic to the students and do not readily make themselves available.

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

- ❖ a lot of great adjuncts
- ❖ Chemical engineering department needs competent professors that care about students and teaching. Professors Brazinsky, Okorafor and possibly Lepek do not fit that category.
- ❖ chemical engineering department needs new professors, and the curriculum needs to change so that we can start learning about chemical engineering starting junior year
- ❖ Could use some more classes with a rigorous critical bite. But that is not to say that there are none already in existence at Cooper.

- ❖ For the civil engineering department, it is somewhat difficult to communicate with our professors outside of the class room. They are not very in-tuned with email and are only in for office hours during the beginning of the week.
- ❖ For the quality of advising, I ranked it poorly due to the poor advising within my department; however, I was able to seek advice from professors in other departments and found them to be a great asset.
- ❖ I became bored if not ambivalent of how little the list of courses in the Humanities and Social Sciences department changed each semester.
- ❖ I feel that The Cooper Union has incredibly strong fundamentals departments (Mathematics, Physics, Chemistry) required for a degree in engineering.
- ❖ I gave HSS a 3 ranking because, although there are good classes, the selection is very slim and I wonder if sometimes the dean (or whoever hires) tries to hire faculty that will look shiny and conservative to various committees versus hiring unique, well rounded, engaging, talented, caring and sometimes unorthodox professors, such as Sonya Sayres, Brian Swann and Michael Dorsche, 3 great professors that left a profound impression upon me. There are other professors in the humanities department that, wow, they're teaching out of the 19th century or something and they have sand in their engine (and sticks).
- ❖ I think the curriculum from HSS1 through 4 wasn't efficient and helping me. Also, it was hard to understand the purpose of Freshmen and Sophomore seminar course (ESC0.001~0.0002). Especially, regarding the current economic situation and uselessness, CONNECT workshop should be discontinued.
- ❖ I took three classes with Prof. Brent and I really enjoyed them. The humanities electives are a lot better compared to the required HSS courses.
- ❖ I wish you had more full time faculty and shelled out the extra 30 grand a year to retain talented adjuncts. I've witnessed so many great teachers adjunct at Cooper for years, only to have the adjunct salary become unfeasible for them to sustain themselves upon. If an academic program can't have a significant amount of classes taught by full or part time professors, you may as well outsource the entire department.
- ❖ I would have liked more electives in my field (Chemical Engineering). There were courses in the course catalog that I would have liked to take if they were offered.
- ❖ I, for one, would have wanted a wider range of art history courses. Also, I would have liked some humanities electives that I could have taken in addition to a regular 3 credit humanities that could have expanded my experience and not completely overwhelmed my total workload.

- ❖ its rubbish
- ❖ Old outdated lab equipment. Prof. Wolf is a terrible professor in so many ways.
- ❖ Overall, I think the academic programs at Cooper are excellent. I feel well-prepared to face any challenges that lie ahead.
- ❖ Physics courses take themselves too seriously... Test averages should never be in the 30's. Modern physics should be offered but should not be required.
- ❖ Really need to work on Humanities. I became so ambivalent about picking my humanities courses because of the lack of creativity and variation offered from semester to semester.
- ❖ Some professors are extremely committed, while others only know you during class time and through the semester. While there is not a general sense of guidance from professors, some compensate for others. The humanities courses are great, but especially the required HSS classes were excessively demanding. I would have learned more if either the courses were more digestible or if I had less required studio classes.
- ❖ The course schedule is intensive and compact, which assures a student to take all of the classes needed for graduation (unless one has failed a course). However, there are a few teachers within each department that if you do not like the teacher or their style of teaching it is hard to avoid taking a class with them again.
- ❖ The humanities and social science classes have taken a very noticeable downturn. Teachers are often openly expressing their dissatisfaction with the courses they are asked to teach, and Dean Germano is almost universally despised. This was not just the case with Prof. Dorsch who seemed to finally have enough, but with many others. As one of the few art history teachers who seemed to genuinely enjoy art and show it to us in person, his loss was a terrible blow to the program. On multiple occasions visiting adjuncts have stated to me or the classes I have been in that they are doing the class purely for the (small) amount of money. They have no reason to dedicate themselves. This really, really shows when you are in the class. It is often a miserable experience.
- ❖ The Humanities department was very willing to listen to requests for courses (specifically History of Modern Asia). Although the course ended up not running due to circumstances beyond the control of the department, the Humanities department showed a profound willingness to listen to students, which is quite admirable.
- ❖ The math and chemistry department are really strong and all the professors are knowledgeable. These departments also offered a lot of interesting electives.

- ❖ The math department, in particular, was excellent. I've compared the math courses I have taken at Cooper with math courses at other schools with an actual mathematics major. The Cooper courses always exceed those courses in topic quantity, and I find I always have a much firmer grasp on the subject than they do. The faculty (or the 5 of 6 full-time faculty members I have had for a class) is always friendly, accessible, and helpful in and out of the classroom (about coursework, general academic advice, general mathematics conversation, or even career advice). The exams in the department are always challenging but fair, and every faculty member seems to genuinely enjoy mathematics and their job. The electives offered are on par with the standard electives at other universities, and the faculty regularly rotates the electives and will always offer a course if a student suggests it, even if as an independent study. With respect to the Humanities department, I found that, particularly in HSS1-2, the faculty was under pressure to be severely and overly harsh in terms of grading. However, after HSS2, the Humanities/ Social Sciences classes were generally fair, if not slightly inconsistent, and on par with universities with a bigger department. The physics courses I have taken have all been excellent quality and it is clear the two full-time faculty members are among the brightest at all of Cooper Union. However, the faculty is severely unfriendly and condescending, for no discernible reason. This attitude seems to have been to encourage and scare students which otherwise may not have taken the class seriously; in practice, however, it makes 3 excellent class into miserable experiences for most of the student body. Many students, even bright ones that aced the courses, leave Cooper hating physics, and many avoided asking questions to the faculty to avoid being mocked to the detriment of their learning.
- ❖ The mathematics program is extremely useful in supplementing EE classes and future applications beyond undergraduate education. Physics faculty are very dedicated and very accessible. I have gotten lucky with most HSS classes, but my colleagues have had horrible experiences with some professors and classes. Course advising is largely irrelevant in EE, but project and general life advising has been extremely useful.
- ❖ There are too many classes per semester. Students need to be encouraged to be creative, not to do what everybody else does.
- ❖ There are too many dumb courses. There aren't enough mechanical design courses - that's why everyone wants to be an ME, and it's hardly represented in the catalog. What courses there are poorly thought-out and implemented. Instead, we spend a lot of time in the first two years learning stuff that is neither interesting nor relevant, and we do much of that with adjuncts who aren't really up to the standards of the full-time faculty.

- ❖ We need someone to invest more attention and funding in the architecture elective courses, they should provide a very active discourse with outside critical thinkers, from other schools or fields related to architecture.
- ❖ With few exceptions, my professors are quite competent in their fields and very helpful and available. Rumors of the other departments, ChE and ME mostly, are that some professors are senile or incompetent and teach literally nothing, putting a huge deficiency in their education. In those majors at least to some degree, and in CE too some I think, Cooper does little to fulfill its mission and falls horribly short.
- ❖ Yes - as a mechanical engineering student, I'm not entirely sure that Cooper has lived up to my expectations. Some courses were good - both because the professor was competent and the course itself was well-organized. Others, however, were very disappointing. I feel that the level of academic rigor in this program could be much higher. Students always complain about workloads here, and there's no denying that the workload can get overwhelming at times. However, speaking from my experience in the ME program, I'm not sure that we're really worked hard in the *proper* way. Many courses went too slow in terms of material and then piled on lots of repetitive work, leaving me feeling disinterested by the end with less knowledge gained than I would have liked. There are specific courses that I'm referring to, though I'll withhold those details. Some courses, though they may be required for accreditation, were altogether useless to me. I'm someone who made my own path and worked to cultivate a very interdisciplinary skill set along the way. I'm much closer to realizing what I want to do with my life at this point, but it would have been significantly easier had there been some flexibility in the program. I understand that this is difficult to achieve due to issues of accreditation, but having 'tracks' in ME (as they have in EE) would help focus students more on the things they really want to be learning. ME is a huge field and I do believe that everyone should have a bit of background in every aspect of it; however, once a student develops a specific interest in some subset of ME " say, heat transfer/thermodynamics or controls/mechatronics or materials/mechanics " I think that student should be pushed into more challenging courses in that direction. Even without tracks, the breadth of the degree would be fine if there were more graduate-level courses offered in ME. **WE NEED, NEED, NEED MORE GRADUATE-LEVEL COURSES!** The EE department offers many different 400-level classes, albeit sporadically, but there is a ton of variety which helps students explore newfound interests/gain advanced knowledge. Off the top of my head, we should have: a course in advanced dynamics (take the things we discuss in a few classes, like Lagrangian mechanics, and go all out), a course in advanced fluids (I think it exists but it hasn't been running?), a course in advanced controls (there is an EE course which I'm taking but it would be nice to have an ME version'), the list can go on. With regard to my

personal interests, I would like to see courses which actually teach us circuits on a practical level (combine the terrible circuits course we have to take with something like DLD), more classes like mechatronics (build or purchase a system and learn to apply control theory), more classes in robotics and applications of ME coursework to robotics (there is a lot of robotics interest these days across disciplines and students would like more opportunities!). Overall, I'm happy with the ME program because I got to see something from every discipline of engineering; I have a good sense of the scope of interdisciplinary engineering projects and was able to find specific things I'm interested in pursuing further. I think the program offers a lot of breadth but not enough depth. This is difficult to achieve since ME does cover a lot of ground, but there are certainly ways to trim the fat off this program and allow students to explore more specialized paths than inundating them with series of repetitive classes (did we really need to take physics mechanics, engineering mechanics, AND solid mechanics? Could vibrations have been lumped into systems or controls rather than requiring an entire class? Should everyone have to take two thermo classes even if they aren't interested in thermo? Etc. etc. etc.).

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

- ❖ A couple professors have been ridiculous/lazy/obnoxious in their behavior as teachers or advisers. I didn't/don't know how to deal with them and I'm not sure there was a good way for me to.
- ❖ Don't know and haven't heard about any of these.
- ❖ For Electrical Engineering we learn the basics of our major this includes signal processing, communications, and circuits. I believe that our learning outcomes is to be a well-rounded EE. The codes of conduct is available online.
- ❖ I am unaware of any specific objectives or codes of conduct, although I'm sure that information would be available if I chose to seek it.
- ❖ I can't say that I've seen these, but I assume they were put in my mailbox at some point.
- ❖ I don't know what that question means nor do I care.
- ❖ I don't remember hearing of these terms previously
- ❖ I don't understand this question.
- ❖ I feel that the codes of conduct are implemented daily by faculty and in turn by other students.

- ❖ I have no idea what any of these things are or where to find them.
- ❖ I have no idea what those are.
- ❖ I know I could find a clear statement of the codes of conduct in thirty seconds if I wanted to see them.
- ❖ I know the objectives and outcomes of my education because I understand what an art education and what Cooper Union is, but I don't know what the generalized language describing the objectives and outcomes, typed up on a spreadsheet by one of Campbell or Bharucha's staffers, requires.
- ❖ I know there is a code of conduct, but I never tried to read it, because I figured as long as you respect people you probably won't break the rules.
- ❖ If I don't know what these are, does that mean that they are not clearly stated and easily accessible?
- ❖ In Course Catalog,
- ❖ Most senior faculty abuse their relationships with students.
- ❖ Not entirely sure what the first two questions mean...
- ❖ not interested in codes of conduct
- ❖ not sure what is meant by these phrases when capitalized
- ❖ Probably online?
- ❖ Professor Guido has made it a point to mention these codes of conducts.
- ❖ syllabus
- ❖ That seems pretty straightforward.
- ❖ The architecture studio environment as it is develops a strong feeling of trust and connectedness among the student body that is essential to maintaining academic ethics.
- ❖ The cultures of different classes are dictated by who is in them. If by "codes of conduct" you're talking about written rules, then I'm not sure what the codes are. But I do know what is expected from different teachers and my peers.
- ❖ They are clearly stated, and in fact, I feel like they have taken on too prominent a role in the institution and eclipsed the actual mission of the school, to educate students. There are too many codes and not enough free spaces in which to explore ideas.
- ❖ They are usually included in the course syllabus.
- ❖ They're in the course catalog.

- ❖ Typically every syllabus given out at the beginning of a class highlights conduct.
- ❖ We are told what is expected of us from day 1. Since all of the information about our major is accessible online, we know where our education is going to take us.
- ❖ We got a book. --
- ❖ What are these codes/outcomes/objectives?
- ❖ What codes of conduct?
- ❖ What is any of this stuff?
- ❖ Yes, all classes begin with an explanation of the expectations of the class and the code of conduct.
- ❖ Yes, we are provided the latest addition of these codes every semester via a hard copy in our mailbox and electronically via email.

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

- ❖ Again, some chemical engineering professors, have a completely random scale of grading that does not seem to have a right or wrong answer to the homeworks and exams. A clearer solution of the exams and homeworks presented by the professors would have made learning a lot clearer.
- ❖ Am not aware of any official student evaluation processes. Grading at Cooper is often very unfair, and student evaluations to provide feedback would be much appreciated.
- ❖ As well as they can be in art.
- ❖ Carl Selinger most unfair professor ever
- ❖ Certain professors never returned graded material and/or seemed to just give grades randomly. Also only 1 non HSS professor has given me a student eval form.
- ❖ Each teacher has their own way of grading. Some of them are excellent at consistent grading and some aren't.
- ❖ Evaluation is fair in my opinion.
- ❖ Few professors ever ask for evaluations at the end of the semester. Even those who do typically don't change anything about the course from one year to another. I also feel there is extreme grade deflation. I have had classes where the majority of students get an F. How is that even allowed? Professors tend to put questions on tests that involve knowledge they never lectured

- about and aren't in the book. When you ask them how you were supposed to know it they tell you that you should have been doing your own individual research on every subset of the field at home.
- ❖ For the most part, yes. Except Ungar- he's fucking terrible.
 - ❖ Graded harshly in most classes.
 - ❖ Grades are irrelevant. Progress, although partially fictitious, is important.
 - ❖ Grading is, in my opinion, fair and consistent in most cases.
 - ❖ Grading policies varied hugely from professor to professor. Some didn't care enough to grade much of anything, and some gave horribly difficult tests and others were just really easy with grading. I really appreciate the difficulty of the coursework overall, but professors should be dedicated to ensuring the quality of education and living up to Cooper's name and reputation. Sometimes this was accomplished, but not always.
 - ❖ I am given evaluation forms at the end of every class in the humanities, grading seems fair
 - ❖ I believe there should be an evaluation of the forms that are given to students. We should also have a general evaluation not only of specific classes but of the professors in each school, it is important that we take part for the nomination for full time faculty.
 - ❖ I don't know what consistently applied means in this context but giving grades in the art school (and relying on them in general as a record of a student's standing), is an outdated and absurd system. I know so many people that work their ass off, are greatly talented and care about their education, and for one reason or another they have lower grades here or there, sometimes even having their position as a student challenged by an academic committee because their GPA is going down. Everyone has unique needs and abilities and ways of learning, and when I see that kind of struggle, and then I see other kids "making the grades" and bullshitting in class and in their studio, it's upsetting. Anybody with a lack of talent but with a desire to have a fun social life and an effortless BFA can find their way into Cooper because of the broken system of grading. I've seen it, a lot.
 - ❖ I don't really care that much about this, and it would be impossible to apply grades consistently in art classes (or any classes for that matter) teachers are different people and they each use grades as they see fit.
 - ❖ I feel that in 95% of cases the grading scheme was very well laid out and I could tell exactly why I received the grade I did. There were 1 or 2 courses along the way where it almost seemed like anyone's guess how the professor came up with the grade given.

- ❖ I think it varies from teacher to teacher and depends on which department the teacher is in. In terms of grading, I believe the teachers try to be as objective as possible and I have rarely heard complaints of unfair grading from fellow students.
- ❖ It is a very well-known fact that certain sections of particular classes are much easier than others. Students are often left with a choice of a professor that teaches very well, or a professor that grades very favorably. This is quite an unfortunate position to be in as a student, and this should not happen in a top college.
- ❖ Its art.
- ❖ It's hard to grade something that has no right or wrong answer. Despite that, I believe my grades have all been fair and I generally trust in the art teachers to make just decisions.
- ❖ More often than not, at least in the art school and humanities dept. I sometimes hear rumors about the other schools that suggest the opposite is true for them. Not sure of the validity of such rumors...
- ❖ Most of my professors were very fair with their grading policy, but one in particular professor was not consistent at all and the bias was very apparent.
- ❖ Most of the teachers I've had have treated people fairly.
- ❖ Never thought unfair.
- ❖ Overall, grading is fair. However, some professors seem to grade arbitrarily.
- ❖ Professors clearly state grading policies at the beginning of the semester and most grading policies are supportive of the general grading policy of Cooper Union.
- ❖ Some professors curve, others don't. I don't think a grading policy consistent throughout the school would be possible. Every course requires different standards for evaluation. That said... some professors could improve on their grading policies.
- ❖ Some professors do not even ask for student evaluations and I've had tests in which the professor would test on something that was not taught.
- ❖ Some professors do not give student evaluations of their performance and others do not pay attention to the results if they do hand one out.
- ❖ Some professors grade on a curve, others don't. Some professors grade fairly, others don't. Some professors seem to employ favoritism when grading, others don't. Some professors care about overall effort, others don't.
- ❖ Some students, favored by faculty, get away with being slack as anything. In 2011 I was nearly kicked out of cooper for my grades, which were suffering while I was working 30 plus hour work weeks. I couldn't be more grateful to

have had a reality check and been ‘advised’ to quit my job- even if it meant taking out a loan. However, over the years I’ve shared studio space and gotten to know people who are only here to kill time. It shocks me that of all people, I was nearly kicked out of school. It made me feel isolated and as if there was some strange vendetta against me from the admissions faculty. It took me a good while to feel comfortable again at school. My confidence was shocked. Rather than taking the time to know students, understand their situation and personally help guide them, the admissions faculty uses fear and guilt tripping to make students plead for their seat at Cooper. I

- ❖ Sometimes I feel like the grading system is too arbitrary and subjective.
- ❖ The grading policies are consistently applied.
- ❖ They are consistently applied according to each professor’s grading system. The evaluation/grading policy differs slightly from professor to professor.
- ❖ They are not consistently applied, but that’s not necessarily a bad thing. Individual professors all have their own idea of what is a fair and reasonable grading policy, and that’s the way that it should be. To try to force some other system on to them would only cause people to add unnecessary rationalization on top of their already-established systems.
- ❖ This is a difficult subject because of the wide and varying range of criteria with which different architecture professors evaluate different work. Perhaps that is part of the acclimation necessary to the profession.
- ❖ This question is a joke, right?
- ❖ Throughout the first two years of your Cooper education, so much of your GPA rests on getting the “right” professors. I didn’t learn anything in differential equations, even though it’s one of the most important courses in engineering, and I did well in the class. I know people who have failed the same class with other professors, and they know more about solving differential equations than do I.
- ❖ Usually, yes. However, there are exceptions where grading is arbitrary. I have benefited and been hurt by these exceptions.
- ❖ we always have to fill out those sheets and everyone always does and follows the rules
- ❖ With the exception of one or two experiences.

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

- ❖ Again, am not aware of any student evaluation process.

- ❖ Again, I feel like there is a very weak standard and that grading is mostly subjective.
- ❖ As far as I know there is no process that ensures this.
- ❖ As far as I know, the grading can be very inconsistent.
- ❖ Even if there are, I would imagine such efforts to be futile.
- ❖ For some teachers yes, other no.
- ❖ I am not aware of any such mechanisms
- ❖ I assume so but am not interested in policies
- ❖ I believe Professors grade according to their standards that they set before us through the syllabus and the students assume that it is consistently applied, but we do not know if the professors are reviewed to be consistent by others.
- ❖ I believe that ABET evaluation is a good indicator of grading policies and student evaluation.
- ❖ I do not know of any formal mechanisms for such a purpose.
- ❖ I don't know of any standardized rubric for grading in studio courses, which is probably for the best considering how relative a grade is in studio art.
- ❖ I don't know of any.
- ❖ I don't know that.
- ❖ I don't think that standardization of any sort is necessary, if that's what this question was about.
- ❖ I get evaluation forms at the end of all humanities classes, not sure what is done with them, not sure what happens on the administrative end of grading
- ❖ I guess I could speak to the dean of engineering, but I have no idea how the mechanism would continue from there (if at all).
- ❖ I have not been put in a severe enough position for this to concern me.
- ❖ I know of the course evaluations that are administered and reviewed.
- ❖ I like the isolated teaching/grading systems within each class I took.
- ❖ If there are, the effects of them were difficult to observe.
- ❖ If there are, they certainly don't enforce them.
- ❖ In freshman year at least, I know the teachers and admin meets to discuss students several times. I do not know about subsequent years.
- ❖ It is impossible to give a consistent evaluation of art students. It ends up becoming about who makes the best conversation with the professor at the

- beginning of class. My worst grades are from professors who didn't like me and my best grades are from professors who did like me. It's always personal.
- ❖ nope
 - ❖ Nope, seemed like there was a general understanding of the level of work to be expected... Occasionally, (very rarely) it seems like some professors in the humanities dept. will slightly lower a grade of a paper simply because they personally don't like/ agree with the values/arguments of sources cited and their respective schools of thought...
 - ❖ Nope.
 - ❖ often times our commentary on certain professors are never realized and consequently the same problems are present
 - ❖ Tenure review, The Dean
 - ❖ The mechanisms are usually explained in the syllabus.
 - ❖ There are multiple boards of academic standards staffed by elected representatives from all schools as well as faculty. If only these boards were granted more credibility by the administration that enlists their services. There have been countless times wherein the entire student body has formed unanimously to voice their support for an issue, such as arranging for bicycle storage to be in the NAB, to replace that which was lost in the sale of the former engineering building, only to have various deans claim there was nothing they could do, defer the issue to the VP of Finance, TC Westcott, only to be rectified, insufficiently, after a year and a half of protest and unrest. Good luck trying to treat students like that when you start charging them \$40,000+ a year to pay for the consulting company you hired to put together this survey (I hope this survey was assembled internally, but I doubt it)

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

- ❖ "Do you know have some knowledge" haha
- ❖ Although I do not know who oversees the admissions processes personally, I do trust that the board does a good job in admitting students based on good merit.
- ❖ For the admissions we are numbered and placed according to our High School GPA, SAT, and SAT II scores. From there the admissions administration chooses the applicants according to their short essay responses and from their meetings (if they met at all)
- ❖ From what I have heard, it is based on a formula.

- ❖ Home test and admission committee
- ❖ I am currently part of the Admissions process, it is a very rigorous and tedious selection of the best applicants, where we consider the home-test as the main factor of decision. All entries are based solely on merit. It is reviewed by a committee conformed of professors and two current students. To be part of this process is an honor, and should be taken with the highest respect. We had very hard times this year in terms of space, the admissions committee should have a reserved room for the period of selection. I hope that aspect improves the following years since we put immensely amount of hours and effort to the committee.
- ❖ I am especially curious as to who is responsible for graduate school admissions. I went back and forth between the admissions office, the chemical engineering department and the dean and still, I have no understanding of who is responsible for determining admissions. I am aware though that admission is based on GPA. Unfortunately, knowledge of this fact is not enough justification for the way I was treated when I applied to Cooper nor does it justify the end result. Please do away with the ambiguity and actually employ an open-door policy.
- ❖ I am unaware of the specifics of the admissions process.
- ❖ I do not know who monitors or reviews the admissions processes and procedures.
- ❖ I don't understand the question
- ❖ I have no idea why I was accepted or how the process is done.
- ❖ I have some idea of the art admissions process, how it is apparently blind and each student's work gets reviewed by multiple faculty members/alum
- ❖ I know that they are constantly violated by students.
- ❖ I was admitted...who was on the committee that day? Fire him. I do view the admissions figure with some suspicion. I think that six percent or whatever might sort of be the most optimistic appraisal of the real admissions numbers. What that acceptance rate means is pretty ambiguous.
- ❖ I was wait-listed, still not sure why... and yet I have succeeded/excelled at Cooper. I know several others like me. Not sure why, but it's just curious if you ask me.
- ❖ I'm not sure about the admissions process.
- ❖ I'm sure it's alright because I've meet really great students here!
- ❖ It may be in the Course Catalog, but otherwise I would not know where to look.
- ❖ It seems to be a black box.

- ❖ It's the best admissions process in the world, having successfully completed it myself as a student in the art school. I completed a home test, which is a 6 question application that I have to assemble original artworks in response to and submit within a 3 week period. It was grueling, but I know that by completing it, the admissions board gained critical information regarding my thought process and artistic abilities (mere art portfolios can be deceiving). In addition to the hometest, I had to complete a series of 10 mini essays, as well as submit a portfolio and sketchbook. This application is rigorous and thorough, and unparalleled to any other art school. The insight the application provides into the applicants ability is crucial to the selection process of prospective students and ensures that we have the most talented and capable student body possible, regardless of diversity or fiscal requirements. If only the engineering school had a similar application process, I often found some of the engineering students (not all) to lack a certain critical rigor when in humanities classes with them.
- ❖ Many of the teachers involved in admissions talk to their students about the process.
- ❖ Maybe some people at 30 Cooper? There seem to be enough of them
- ❖ No info about admissions process is published
- ❖ No knowledge.
- ❖ Nope.
- ❖ Some professors have talked about them in passing.
- ❖ The architecture home test is very difficult to fake. I trust this based on the consistent level of high achievement by my peers.
- ❖ The only knowledge I have is that admissions to the CE master's program was based purely off of GPA. The professors should also take into consideration the knowledge they have of the work ability of the students, considering they've known all the students for several years. A ranking only on GPA is unfair and is not a good basis for admission.

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

- ❖ Although I think the student council does a great job, it doesn't look like the administration has really cared about what they've had to say for at least as long as Campbell and Bharucha have been in office, surely longer.
- ❖ Definitely, there is some disconnection between faculty members and students. However, I also feel some disconnection between student council and student body.

- ❖ Having been on student council for 3 years, I have felt that especially with the new president, the students are given the time to talk to the administrative bodies that can make the changes that we desire.
- ❖ I am not entirely aware of the role that students are playing.
- ❖ I don't know how well involved the students are.
- ❖ I feel like the students are largely ignored by the administration.
- ❖ I feel that the Engineering Student Council is sufficiently involved in school policies.
- ❖ I feel the opinions of the students are rather low on the totem pole here.
- ❖ I mean, Cooper is simply pathetic in some aspects, like senile/incompetent/indifferent professors. That's ridiculous and sad, especially given the expectation I had that Cooper would teach and challenge me in phenomenal ways. Come on, guys. Other policies, much better. ESC did well on a lot of the things laid before them. The deans and administration (Jamshed excluded) are pretty horrible and wasteful and don't care much about students beyond what their salaries require, but that's another point I suppose.
- ❖ I myself was not heavily involved in such student policy-making activities, and thus am not very qualified to comment on them.
- ❖ I'm proud of their involvement and enthusiasm. However, I don't think their opinions are as respected as they should be.
- ❖ Inevitably when you have a few student reps on a much larger committee, they're going to get drowned out. Students are the constituents and the determining body of success for these programs, keep that in fucking mind.
- ❖ It's funny I think the school could have a better student leadership because I am part of student council. I think Cooper Union should be led by the students, the students could do so much more by projecting a vision of the school and changing the policies within it. One of the main problems is the "unknown", many processes inside the school work in a very enclosed manner, that's why we are demanding more involvement with the decision of how to run each school. We should take a direct part in the search of a new dean and the nomination for full time faculty. We should advise the deans about the curriculum (which already happens in the arch. school, but not in the engineering) and how the money is allocated. The branching of funding for each school should be transparent and there are a lot of missing answers when we compare the status of faculty and facilities from one school to another.
- ❖ I've never been involved in student government at Cooper, but from my friends who are, it seems frustrating and fruitless.

- ❖ Most students are very apathetic and not willing to be proactive.
- ❖ See above. I got the impression that, despite continued efforts, these councils rarely effect change, many administrators and faculty with administrative roles try to derail the efforts of the councils. (see trying to get art history back in the purview of the school of art, rather than the humanities)
- ❖ seems satisfactory, though I'm not the best person to ask, we'll see what happens in the next few months though
- ❖ Students absolutely have a strong say, but given the ridiculous climate (tuition and structural deficit issues) the voice we have seems menial to the overall life of the school.
- ❖ Students are routinely ignored and our suggestions binned. I don't mean to suggest that we should design our own curricula, but it seems like the administration and student body live in different worlds.
- ❖ Students can be productive in the outer orbits of Cooper's administration--they have organized very effective fundraisers, (such as the art auction and others for Emilie Gossiaux) and have served as watchdogs when injustices are inflicted on faculty and staff, and raise awareness and pressure administration when they feel underrepresented. Unfortunately, Cooper Union, like nearly all large-scale organizations, operates hierarchically. This is partly out fault as students, for not educating ourselves enough to understand the reasons behind our school's ever growing bureaucracy. Students have added to this in attempt to change the system with subcommittees and faculty-student senates. However, I believe that the bureaucracy will continue to regulate, investigate, withhold and take away, "fix" things that aren't broken, and "update" our school until it's student body becomes as gentrified, privileged and homogenous as Pratt.
- ❖ Students can shape policy. It's just that we many times choose not to or ignore our avenues of influence.
- ❖ Students don't seem to have much say in anything.
- ❖ Students have no meaningful part in any decisions made by the institution.
- ❖ Students have no power, when administrators or trustees are unwilling to take us seriously. Whenever they do appear, it seems more like a publicity stunt rather than trying to come to a consensus or understanding about anything.
- ❖ The student council has little influence in school policy, and the administration could do a better job of informing them of issues in the school.
- ❖ The student council is a bunch of idiots... who, might I add, simply want something to put down on their resumes.

- ❖ The Student Council is chosen by the students themselves. We receive frequent updates and contact with the Council as well.
- ❖ the student government has been out of control regarding the EYOS
- ❖ The students have a lot of ideas and try to improve the school, but it always seems like the administration does not listen.
- ❖ There are many opportunities to voice student opinions and the student council has a large influence.
- ❖ There should be student evaluations.
- ❖ They try to be heard. That really is the most they can do.
- ❖ Though recently the economic situation has become dire, I do believe that the engineering student council did a good job in my time here at Cooper to involve students with fun activities and interactive events each semester.
- ❖ We are constantly told, over and over, how much “power” we have and how strong our voice is... if only we would get together and voice it! Well, that did not seem to go so well this year. I fear that many students are horribly disillusioned. Or perhaps more cynically but realistically, that are just more prepared for regular life where some douche-bag whose job it is to steward you is going to punish you with his vision and then throw you under the bus when you need protection.

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

- ❖ A belief in education as a human right.
- ❖ Ability to weed out good and bad criticism, the stuff that’s useful from the stuff that will stunt me.
- ❖ An appreciation for mathematics, and the truly clever ideas nested in the subject, and even the rich history the subject has. Again, this is thanks to the excellent mathematics faculty.
- ❖ Being miserable in life?
- ❖ Criticize EVERYTHING
- ❖ fatalistic optimism
- ❖ How to use a wide range of machines and fabricating techniques, to run with whatever is thrown at you, to make myself appear competent and hard working to my employers.

- ❖ I feel that I was already aware of different cultures, ideas, concepts, and work methods, and therefore do not feel that Cooper has helped me acquire new outlooks.
- ❖ I have learned that academics are not everything, despite what some may believe.
- ❖ I just learned a lot of life lessons since the demands of art school are so varied. These lessons are sort of the most important thing I could have gotten out of college, in my case.
- ❖ I learned how to acquire and use data. That answer is not tongue-in-cheek; I don't know if it's Cooper or just engineering, but I feel much more comfortable looking at something and saying, "I can characterize that; here's how."
- ❖ I learned to recognize the flaws of others and how to detect the first signs of trouble.
- ❖ It's a bare-bones education. You've really got to put yourself out there and shape your own path if you want to end up doing something specialized, and I've definitely come to understand how one goes about doing that.
- ❖ My art practice is synonymous with my life; subjectivities merge with a material to make a singular outlook available to others.
- ❖ Specific to chemical engineering, I felt that having a lot of lab experience (through all of the lab courses and research) has been very helpful when I was applying for REUs and graduate schools.
- ❖ The "importance of public service" is a wash. When you go to school for free, everything you do becomes a public service. I never once considered my education to be a vehicle of individual betterment or success, but rather an opportunity to critically engage with society, act, and think in disregard to the all-pervasive implications of the market at large. 80% of the work I do now is unpaid, because I believe in the efforts of the organizations that I work for, and the knowledge gained by working in collaboration with these entities is more valuable than a wage.
- ❖ the ability to engage in meaningful conversation about art, mine or other's, improved writing skills, how to communicate my ideas so that they will be understood through art and writing, the support a community of like-minded individuals can offer, the knowledge of how to perpetuate a practice indeterminately through work, the inability to make mindless work, a renewed passion for my field, an excitement about art, people's practices, my own- the desire to educate myself in any area in which I'm lacking, hours and hours of amazing, insightful, nuanced conversation with my professors and peers

- ❖ The Electrical Engineering department did its job ridiculously well. There are a couple specific holes in my education from certain professors or circumstances, but overall I felt very well prepared for the next step (likely graduate school).
- ❖ What kind of questions is this? You want me to fluff you and then explain why?

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

- ❖ “Cooper Union is not a college. It is a professional school. If you go there, it will be to learn your profession and basically nothing else. The culture is very seriously academic, more than anywhere else, and that’s *it*. You will not have very much fun, and you will not have many opportunities to learn a broad, liberal arts sort of education. Go to Cooper if you really want to learn engineering and *for no other reason*.”
- ❖ Ability of person to be able to handle the workload
- ❖ Again, you need to know your own path. No one here is going to push you in any direction and there aren’t many “easy” avenues for pushing yourself in this manner, either. It’s not a normal school; I think of it more as a high school than a college, at least socially speaking. Everyone knows everyone’s business; there aren’t many truly active/popular clubs; there are essentially no facilities. As the saying goes, “you get what you pay for.” If Cooper wants to charge tuition in the future, it sure as hell better learn to provide some basic amenities which students have come to expect from colleges these days.
- ❖ Availability of courses in major or electives being offered on a consistent basis; scheduling of courses. Lack of space.
- ❖ Because CU is a small school, it has a limited amount of resources and connections to other schools/companies when compared to larger universities. In addition, it is a rigorous school, so I would only recommend it to a child who I know has a strong work ethic.
- ❖ By reservations I mean, that Cooper Union is not for anyone. I would only recommend a Cooper education to a very specific type of person: talented, intelligent and hard working. It would be someone that can commit to a high intensity of academics, a person out the regular, and a creative mind.
- ❖ Cooper is a place that requires unwavering dedication and love of your field. You really have to want to be an engineer to succeed at Cooper.
- ❖ Cooper is hard and not fun. Need to be dedicated.
- ❖ Cooper is special and unique. It is certainly not for everyone.

- ❖ Cooper Union is a very time intensive school that requires discipline and the ability to take several (5-7) different courses within each semester.
- ❖ Cooper union is four years of drudgery. Whoever is coming here must be prepared to sacrifice a lot of the fun that is usually associated with college life.
- ❖ Emotional difficulty of dealing with professors (especially as a female), difficult social environment, virtually nonexistent sense of community, engineering school is unknown to most people despite its prestige
- ❖ Even though I selected “without reservations”, my choice is absolutely dependent on Cooper continuing to offer merit based, full tuition scholarships to ALL accepted students.
- ❖ getting through Cooper Union is a challenge but it’s great
- ❖ Having to work incredibly hard. Also, an engineering major needs to know for sure that they really want to pursue they’re particular major because it’s nearly impossible to switch, and difficult to take classes outside of your major.
- ❖ I am only familiar with the art and architecture schools, which, as the school stands now, I would highly recommend to any prospective art/arch student, but in the coming months, I’ll have to see how the recent financial crisis effects the faculty and students of this school which make it what it is
- ❖ I have mixed feelings about the administration and some faculty. Overall, I enjoyed my experience at Cooper and feel that it has greatly enriched my life. However, I could have done without the unneeded stress and pressure that accompanied my academic experience.
- ❖ I run the photography department of the largest arts scholarship organization in America, YoungArts. The scholarship is responsible for awarding over \$500,000 annually in cash awards to finalists (roughly 125 in the visual arts). I have done this for the past four years, and have encouraged many people to apply to cooper. Approximately six-ten of them have gone onto cooper (with many more this year). I am very familiar with all of the private art schools in America, as I have friends at nearly all of them. My favorite part of this job is getting to know a finalist and help provide college advice. I encourage many to go to Cooper, however, in the event that they were to charge tuition, I would recommend to absolutely no one that they go to Cooper. New York is too expensive, and cooper is too small for what they would be charging. I would, without reservation, recommend they go to M.I.C.A (Maryland Institute College of Art in Baltimore)..
- ❖ I think this is a wonderful school for me and many others. However, those who don’t feel that they “fit in” seem to have an abnormally hard time emotionally with the school. This seems like an inevitable result with such a small school.

- ❖ I will recommend Cooper as long as it sticks to its ethical tradition of guaranteeing a full tuition scholarship to every student accepted into the school. Otherwise, if that changes, not even in regards to the current administration/board of trustees, I will advise anyone going to Cooper, as well as against any art school that's going to require them to pay tuition.
- ❖ I would make sure they know clearly what Cooper is and what Cooper is not. For example, I would explain there are very limited opportunities in terms of research, as this is not a primarily research oriented school. There is room for projects, but not really publication level.
- ❖ I would recommend the child be confident they want to be an engineer for the rest of their lives. Due to severe grade deflation in the first two years (which mysteriously disappears in third and fourth years), transferring to a good school is very difficult, but without transferring, getting accepted into a good graduate school in a different field (math, physics) with an engineering degree from an engineering-exclusive school is almost impossible.
- ❖ I would simply explain that Cooper is special. It is not an average college experience. A lot of it is what you make of it so in that sense it requires a level of maturity and attitude that not everyone acquires in high school.
- ❖ I would tell them that they should go to Cooper only if they are prepared to work harder than they have ever worked and work non-stop.
- ❖ If for ChE, and maybe possible CE although I don't have as much information about that department, I would absolutely discourage anyone and everyone from ever attending Cooper. The programs are failures in far too many capacities and many of my fellow graduates from these departments have been very disappointed with their education. ME I would say is in-between, somewhat worthwhile but with deficiencies. The EE department is excellent, and has taught me well, and is the only engineering department at Cooper that lives up to the name.
- ❖ If my child or friend was only somewhat interested in engineering, art or architecture, I would not recommend them to come to Cooper. I would advise them to opt for a college with more selection even if it means paying for tuition because they would not know what field they might have missed out on.
- ❖ If the prospective student was seriously incapable of managing the heavy workload, I wouldn't want them to go through the stress and possibly waste a year or two before flunking out. But on the flip side, they might be able to acquire the skills needed to manage such work.
- ❖ If they want an education that is "considered great" without much else, go to Cooper. If they want anything else, go elsewhere.

- ❖ If you like research, probably shouldn't come to Cooper. If you're concerned with immediate employment, name recognition, graduate school placement, bragging rights anywhere besides NY/NJ/academia, probably shouldn't come to Cooper.
- ❖ I'm unsure what the direction of the school, I would recommend the education that I received - however I don't trust the administration and I don't know if the integrity of the school will remain intact.
- ❖ It depends on the personality of the person. Cooper Union is a place where the social life is unique, and it is not for everybody.
- ❖ It's good if you know what you want. If you're going to school to find out what you're interested in, then Cooper is the wrong place to be.
- ❖ It's hard work. Not a lot of people could do what we do. Many people outside of the school have a hard time understanding the incredible amount of dedication that our course-loads require.
- ❖ Limited resources from the school (labs, research facilities, amenities) and while Cooper has a good reputation among those who know it, Cooper's name is not well known enough to much of the world, which makes the first step into the industry (jobs, grad schools) very difficult.
- ❖ MONEY
- ❖ Not much option as a non-engineer, but it is a good school for people who definitely know that they want to be an engineer. But again, chemical department professors will act as the biggest problems if I am recommending chemical engineering to someone
- ❖ Obviously I would not recommend Cooper if any tuition were required, or if student costs were otherwise increased.
- ❖ Only certain types of students thrive at cooper. Also if your interests don't directly fall in line with one of the majors at cooper, your time here can at times seem wasted.
- ❖ school size, housing situation, work load
- ❖ Self-Caution dependent upon the integrity of the potential student
- ❖ Since Cooper Union is a small school with an atypical college environment, it may not be a good fit for everyone. The course load may also be too much for some.
- ❖ The answer depends greatly on the future of the full-tuition scholarship and the meritocracy that stems from it. I would recommend Cooper to a prospective Electrical Engineering student if he or she was certain of their choice of major, loved to take additional classes, and was willing to forgo the amenities of a large college.

- ❖ the architecture school is not what it used to be, especially with all the new faculty members recently introduced, and the changes in the studio curriculum
- ❖ The Cooper Union is not for everybody. I would not recommend Cooper to students desiring a “typical” college experience or to students that are not extremely motivated to work.
- ❖ The curriculum is usually stressful, and I would temper my recommendations with warning about the major commitments of time and effort to study that Cooper Union entails.
- ❖ The lack of campus and social life as compared to what other colleges are able to offer.
- ❖ The person interested in attending Cooper needs to be aware that the method of learning used at this school is to be self-reliant. In the sense, although the basics are taught in class, advanced topics or problems are expected to be taught to yourself. Also, the lack of classes in current technology used in the civil engineering field put the student at a disadvantage compared to other schools who offer such classes.
- ❖ The philosophy of the school is not clear anymore, since the inauguration of the new president.
- ❖ The quality of the education would be sacrificed if students had to pay tuition. Grading standards would become even more lax.
- ❖ There are subfields of the engineering disciplines that just are not treated well here, e.g., computer science. Though they fall under the umbrella of one of the major engineering disciplines, interested students would be very likely better served elsewhere.
- ❖ There is a subtle indication that some professors feel that the students should be punished (via their G.P.A) for receiving a free education. Anyone wishing to attend Cooper Union should be prepared for that.
- ❖ There is little in terms of job preparation, and especially for chemical engineers, there’s virtually no job opportunity offers through the Cooper Union Career Fair. The school is very poor in grading - for whatever reason, they think a low GPA will help us in our future endeavors.
- ❖ They should be highly motivated and eager to succeed before applying.
- ❖ They would have to be aware of the demanding nature of the school and be mentally prepared to devote much of their time to completing the tasks the school presents to them
- ❖ This is a very difficult program, and so I would make sure the person is prepared to handle this great challenge. Also, it is a very unique education and

- so I would make sure the person would be willing to sacrifice a “typical education” for this one
- ❖ This school is not the best for social development and research opportunities, but other than that it provides a great engineering education.
 - ❖ To be successful at the Cooper, a person should be able to give up some college life. Also, there is not much of variety available in college life, which is totally different from most other universities. One should really love engineering since there are no other options.
 - ❖ Too many BS required classes.
 - ❖ Too much work. They wouldn't be happy.
 - ❖ Tuition possibility, it truly depends on the major...
 - ❖ Wants to be an engineer.
 - ❖ While Cooper certainly provides a high quality of education, the environment is often stressful. In my opinion, the students are overly competitive with one another.
 - ❖ yes if their intended major was not chemical or civil engineering
 - ❖ You sacrifice your soul and the best 4 years of your life but in the end when you graduate with a job and no debt, yet your friends don't have a job and have \$200,000 in debt, you realize you made a fantastic decision coming to Cooper.

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 I said, the high standards this school holds for its students and faculty were essential to my experience here. Should the financial difficulties that are said to burden the school currently compromise either of these elements, the integrity of the school will suffer... I always knew about magic. This school introduced me to others who know about it too. It put me in a room with them and showed me again and again that magic can exist when the right people are around to foster it. It was only at a certain point in my time here that I recognized that, before I didn't have a word for what happened sometimes in the studios or during certain critiques... Cooper is a bastion of unconventional ingenuity. Cooper is about finding ideal solutions to seemingly impossible problems. Throughout their time at Cooper, students navigate much greater ventures every day, ventures in which money should never play a role. Getting into Cooper alone is an honor above and beyond the conventional matters of money, it is simply unnatural to tether the two.

- ❖ Courses are very challenging and can be intimidating, but if someone does not seek help on their own, they are unlikely to get help or advice at all from the school.
- ❖ Don't charge tuition. If you do, extreme improvements must be made to give students their money's worth. There are many schools that charge tuition but have no "reservations". The "reservations" that students have with Cooper are justified by its scholarships.
- ❖ Hard to complain - it's free. Don't change that. The school will suck if you do. I'm not joking, either. All told, I had a good experience at Cooper - I learned a lot, and there are more opportunities than one would ever expect from such a small school with such big ambitions. But that's not to say the resources are unlimited. You have to remember the audience you need to appeal to - potential applicants. That Cooper is free is a huge draw and it lets you, the admissions committee, be selective and choose the right people. Take that away and you lose everything. Really, everything. It might be symbolic, but even charging a very small tuition would be hugely detrimental to the school in a very real and noticeable way. At that point, you're just another college - why wouldn't I go to Columbia, then? When you ask me for additional comments, there are a lot of thanks I could offer, a lot of improvements I could suggest, and a lot of complaints I could make, but this is by far the most important. Keep Cooper free or you lose it.
- ❖ I don't want to see Cooper wither up and die. Please, don't cut the Master's program! Graduate studies are important; research brings in lots of money. I think Cooper might stay alive by bulking up its facilities and pushing students to do quality research. There is definite student interests but very limited opportunities (Formula SAE is great, but not all of us like cars...) My main two pieces of advice: make the engineering programs more rigorous so that we at least continue to stand up to our name, and invest in starting up some research!
- ❖ I feel the school should expand from an engineering-exclusive school. Ideally, this would mean re-instating the physics major, and perhaps adding chemistry, biology, and even mathematics major. Of course, this will never actually happen anytime soon, and understandably so, but so many students find out too late that they were interested in more pure science than engineering offers. The school should make a concerted effort to: (1) Encourage transfer early, easily, and quickly if students realize this, including curbing the grade deflation in the first two years... the transfer admissions department of an arbitrary undergraduate university is not aware of the gravitas a 3.6 GPA holds at Cooper. (2) More electives available in pure sciences... the recent expansion of the mathematics department through the math minor has been very successful, and it seems more electives are being offered, and more students are taking and enjoying these electives. The physics department could use a

- similar expansion, and there should be more biology electives for the growing portion of the student body interested in biomedical engineering or even becoming an M.D. (3) More career / grad school advice for those not interested in engineering, and hoping to change fields to a more pure science. I have a feeling a one-off seminar from the Career Center about switching from fields from engineering would garner a very nontrivial audience.
- ❖ I think that the administration should be more open to communicating with the students. Some of the staff members are not very nice, even if the students are only asking questions to clarify a procedure or simply wanted some more in depth information. I also think that Cooper Union should look into either giving the adjuncts better pay or better health benefits. There have been many adjuncts that I have had, especially for math and chemistry, who are very knowledgeable and very committed to helping students; however, they have to work multiple jobs in order to have a decent standard of living.
 - ❖ I wish that my peers had been less competitive and more supportive toward one another.
 - ❖ If my child, in the future, wants to go to Cooper because of free tuition, I will sell everything and even my own body if I can to send my child to a REAL school. It is a rubbish school with ridiculous curriculum and destroys the true value of life as a college student. I will remember these four years as the worst time of my life. Forever. If I hate it so much, why did I stay? Simple. Scholarship. Inefficient career center is the worst part. I don't even want to say word "inefficient." It implies nuance that it actually works somehow. Work on PR to the public. That is the only way for this rubbish school to survive. The new president seems very enthusiastic about promoting school, which is good.
 - ❖ In the event of tuition, I would never give a single cent to Cooper Union. I would never teach there, I would never recommend anyone go there, in fact I would encourage the formation of a new institution altogether. It's that simple.
 - ❖ It has been a tough four years to get through, but overall, I am happy I made the decision to transfer here. The intimacy of the school really sets it above all the others. I do wish that we were more technologically advanced. From online registration to more teachings on computer programs related to our field. One of the main things I wish Cooper had during my time here was private study rooms. It is very difficult to find a quiet place to study without interruptions. But again, overall, I am happy with my decision. I wouldn't be going where I am in life if I hadn't come to Cooper. Thank you.
 - ❖ It was a good experience, and good to be a part of a community of people who were as dedicated and passionate about their work as I was. I hope that

- in the future, I won't have to clarify to people that I attended this school "before they charged tuition".
- ❖ It's a unique and great opportunity for Art students to have private studios at Cooper, but now in my last semester I am really feeling the size restraints. Once, and if, Cooper recovers financially, more space for art studios should be a priority.
 - ❖ Like I have said, I had extraordinarily good and terrible experiences while at Cooper. I was once told by acting Dean Ben Avi that a certain adjunct professor would never teach at Cooper again, after I complained about his incompetence. I was extremely disappointed when I saw his name on the schedule for the following semester. I've found that it's the students that make Cooper what it is. It doesn't matter how awful a class may be, we can get each other through anything. I wouldn't trade my time at Cooper for anything else.
 - ❖ Love
 - ❖ Main issue: we need visionaries. The Dean of each school should have a passionate vision of their field for today's world. The Dean should be a leader and push forward the discipline of his school. The Dean shouldn't spend most of his time doing administrative work, but structuring the school with the highest quality of professionals and curriculum.
 - ❖ Might I add, that the recent emergency plan is the biggest joke I've ever read - In the case of an explosion, remain inside the building... until it is safe to exit - Clearly they've forgotten 9/11... And if you can't get out of the exit... which means it's a pretty damn poor exit... simply prepare for more explosions? This is hilarious - almost as bad as the trapped in debris situation. If trapped in debris, I.E with a huge plate of CEMENT on you... take off your shirt, and stick it outside a window, ALL of which are closed! Afterwards, cause you KNOW it's dusty in their... use that same shirt that's hanging out the window as a filter. Also, you'll handily find a flashlight under the cement, as well as easy access to piping....? And if you lack all of those things, and you see a rescuer walking around, and you feel like there's ABSOLUTELY nothing else you can do (note that meanwhile you're completely calm), SCREAAAAAAAAAAAAAAM! If anything, the emergency plan, is quite a good representation of the capacity of the Cooper Union administration...
 - ❖ Of all the Chemical Engineering professors, Professor Okorafor has gone above and beyond to encourage my learning and remind me to appreciate my time at Cooper. I am appreciative to all the professors here, regardless of my experience in their classes. My time at Cooper has been the greatest learning experience thus far in my life.
 - ❖ One of the best decisions of my life.

- ❖ Online registration seems like a disaster, but hopefully many unnecessary positions will be eliminated as a way to reduce costs. It is not clear what the Development Office does, as they do not have any sort of relationship with what goes on in either academic building. The attitude toward Development personnel is to bring in the best fundraisers with high salaries and benefits. However, this goes against the culture of the school. Both full time and adjunct faculty (a large percentage of which are alumni) accept sub-competitive salaries because they believe in Peter Cooper's vision for higher education and they enjoy teaching such a high caliber of students. A non-profit, free should be an easy sell for any dedicated fundraiser, regardless of salary or specialized expertise. If the Development model is correct, then Cooper should recruit the best researchers and educators in their fields (award recipients, etc.) with competitive salaries and benefits. In my opinion, this goes against the institution's established culture and Peter Cooper's original intent. Previous administrators have cost The Cooper Union a generation of alumni. I only hope it is not too late to preserve the school as it stands today.
- ❖ Overall, I just wish that the administration cared more about the students. This means listening to us when we have something to say, as well as ensuring a good quality of life for us. The grade deflation at this school and lack of social life (because we have so much schoolwork) bring our morals down extremely low. I feel like there could be more done to encourage us to be happy and find fun things to do outside school.
- ❖ Please figure out the financial situation as quickly as possible. KEEP COOPER FREE!
- ❖ Some of the newer professors from the chemical engineering department are good professors that help you learn, but the most of the other professors at the chemical department provide the students hard time by not teaching the material very well.
- ❖ Thank you so much for the beautiful education I received and for all the hard work and dedication of the faculty and staff. I love Cooper Union!
- ❖ The Cooper Union is the greatest thing that has happened in my life, and it will always be a part of my life. Sadly, since coming into the school in 2008, something about it seemed to be dying in a way, and the reason why became clear this past October. I'm honestly depressed over my anxiety over what will happen to Cooper, and if its founding ideology dissolves there will always be a deep sadness in me that I will hold for what used to be The Cooper Union.
- ❖ The current administration is directing The Cooper Union in the wrong direction. It has failed to manage the school both financially and ethically.
- ❖ The most important thing about cooper is the personalities it's students and teachers. I felt the school is very non-structured but that's exactly what makes space for these personalities to be brought out and stretched to their limits.

- ❖ The school is awesome if you're one of the quickest of the quick, and the sharpest of the sharp. Everyone else is overloaded and can't really keep up or enjoy any other pursuits.
- ❖ There are a number of professors who are extraordinarily dedicated to their students and a larger number of those who aren't--- I think the school could take greater advantage of these teachers and their students in the avenue of publicizing projects, publishing, etc.
- ❖ There are a few full time faculty within each major department. Many classes are given by adjuncts. So it may be difficult to have a project with a Professor with a subject/topic you are interested in. Although this is so, each of the professors seem to have different expertise.
- ❖ There are professors I can email and I will get a response all hours of the night. When I work late at school, I'll see professors there working late as well. However, when dealing with the administration, I feel I have to jump through hoops. Whoever I need to speak to is never there and critical mistakes happen as commonplace. That such a contradiction exists amazes me still.
- ❖ There is a lack of an intellectual culture on campus. The engineers don't care about science - they only care about themselves and making money. This causes problems down the line. I can honestly say that some of my classmates are sociopaths and exemplify some of the worst traits of humanity. Many of them are almost indifferent to the suffering of others.
- ❖ There is no place like Cooper Union. I appreciate the education very much and will hopefully graduate with the sense of school pride and ownership so I may surely come back and give back the gift Peter Cooper has left all of us students.
- ❖ This school shaped the way I see the world and changed me for the better.
- ❖ Three problems plague Cooper. First, perhaps most importantly to me, Cooper has given me an excellent and rigorous education, and I have been challenged and taught well. I have a 3.5, and I'm very proud of the my work. I have talked to far, far too many representatives from graduate schools that think my 3.5 is mediocre at best. I know personally many people with 3.9's from state schools who didn't work for them at all, and graduate schools would apparently take them over me just about every time. I wonder if I would have been better off working half as hard for a 4.0 at just about any other school, and getting into every graduate school I applied to. I appreciate the rigor of Cooper, and I think grade inflation should certainly be avoided especially at Cooper, but it makes me sad that no one knows Cooper, and even those who do wonder why I think I should be as competitive as a kid with a 3.8 or 3.9 from anywhere else. Something should maybe be done about that, like in terms of better publicity perhaps. Next problem, some deans and administrators seem overpaid for pretty pathetic jobs, and they mistreat

students and their positions, and it seems ridiculous. Next problem, the school needs to live up to its reputation, like in the ChE and ME and CE departments. Students should learn things from competent and dedicated professors. They don't, often.

- ❖ Too many to type here. I think there should be a suggestion box in some very obvious place.

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