

2013 Exit Survey Analysis- Architecture Students

Prepared for The Cooper Union
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KEY FINDINGS

- § **The highest percentage of architecture graduates indicated that they are still seeking employment.** Specifically, 40 percent of architecture students continue to seek employment. Respondents also indicated that they have accepted a job offer (35 percent), are still unsure of their plans (25 percent), or will be abroad (20 percent).
- § **Architecture students highly rated the library and writing center but are dissatisfied with emergency health services.** Specifically, 95 percent of the respondents rated the Library at Cooper Union and Library Consortium Services at four or five on a five-point scale. However, survey responses indicate that students are dissatisfied with accessibility to emergency services (25 percent gave a top two rating).
- § **Regarding students' experience with general education,** 100 percent of the respondents rated the quality of elective courses in the humanities and social sciences at four or five on a five-point scale.
- § **Regarding facilities and services provided by the School of Architecture,** survey responses indicate that students were most satisfied by the fourth floor shop (100 percent). Furthermore, 90 percent of the respondents gave a top two rating to the computer studio. Students were less satisfied with the Rose Auditorium, with only 29 percent rating it at four or five on a five-point scale.
- § **In terms of aspects of the architecture program,** all (100 percent) of the respondents rated their professors' knowledge of the field in the top two. Furthermore, more than 90 percent of the respondents rated the overall quality of course, full-time and proportional faculty, and overall program at four or five on a five-point scale. Survey responses indicate that students were least satisfied with the leadership of the Dean of the school.
- § **Architecture students rate themselves highly on attributes acquired at Cooper Union.** All (100 percent) of the respondents rated themselves in the top two for the ability to think creatively. Relatively fewer students felt that they acquired technological competencies; only 63 percent believed they fell in the top two for the ability to use available technological resources.
- § **Similarly, architecture students evaluated Cooper Union well for providing opportunities across several domains.** All respondents believe that Cooper Union helped them acquire knowledge of topics covered in the courses, ability to think creatively, and create an awareness of, and disposition for, life-long learning at least "a great extent." However, only 40 percent of the respondents believed Cooper Union fell in the top two for creating an awareness of the importance of community service.

- § **Regarding policies and procedures**, Sixty-one percent of the respondents agree to some extent that the codes of conduct for faculty, staff, and students are clearly stated and easily accessible to students. However, less than 50 percent of the students agree to some extent that they are satisfied with the role students' play in the faculty/student senate and grading policies and student evaluation processes are consistently applied.
- § **Students indicated that they would recommend Cooper Union to a friend or child of a friend.** Fifty-six percent of the respondents would recommend Cooper Union, but with reservations. Thirty-nine percent would recommend without reservations and zero percent would absolutely not recommend Cooper Union. In open-ended responses, students frequently cited tuition as a cause for reservation.

SURVEY PARTICIPATION

Students who graduated during the 2012-13 academic year were invited via e-mail to participate in this survey. A total of 20 Architecture students choose to participate in the survey.

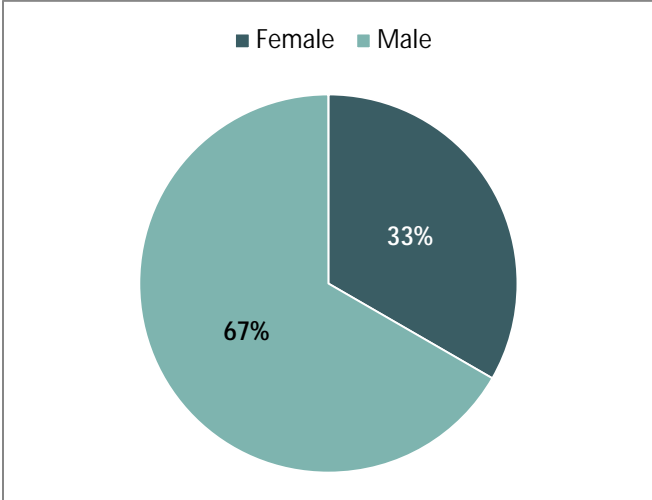
Throughout this report, the number of observations recorded for each survey question is provided. Students were not required to answer all questions and/or were provided with an "N/A" option, therefore the total number of observations varies by question.

SECTION I: SURVEY RESULTS

DEMOGRAPHICS

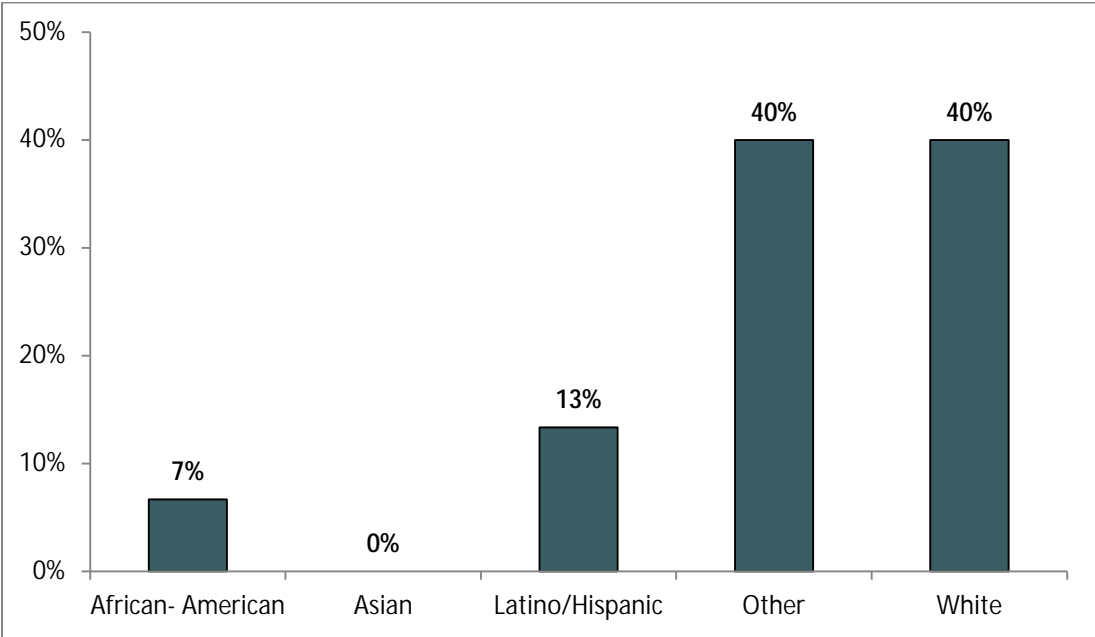
GENDER

Figure 1.1: Gender (n=20)



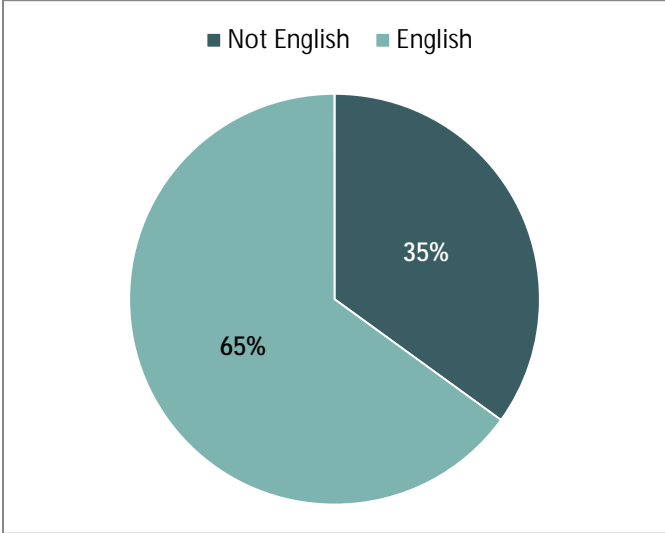
ETHNICITY

Figure 1.2: Ethnicity (n=15)



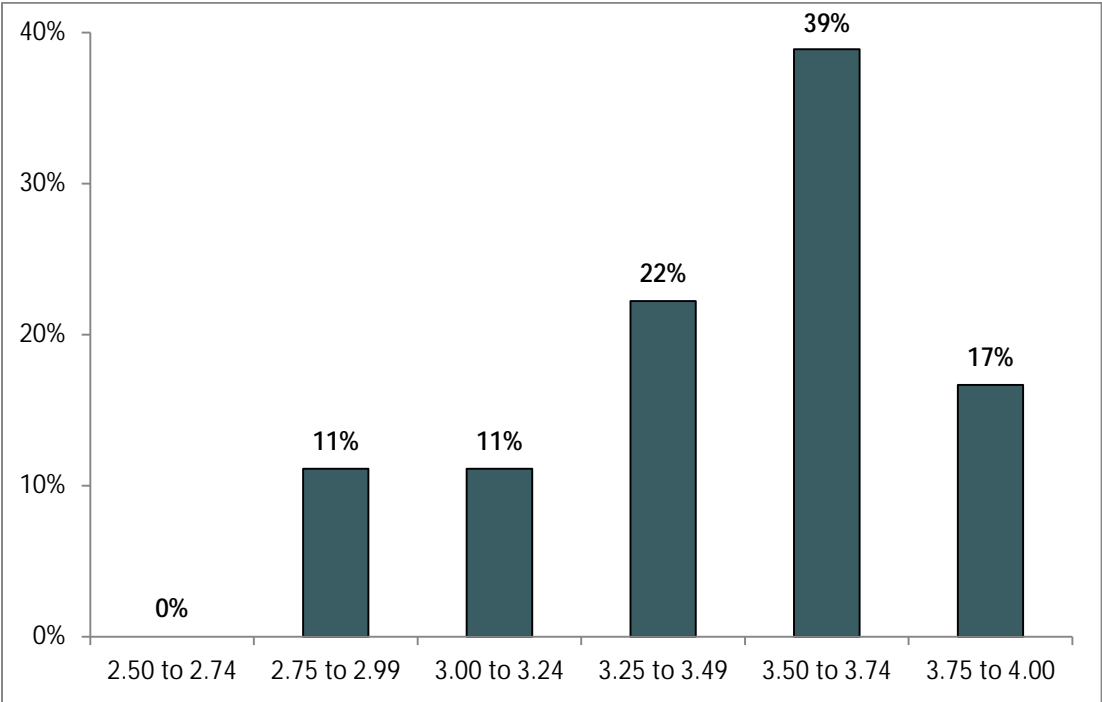
PRIMARY LANGUAGE

Figure 1.3: Primary Language (n=20)



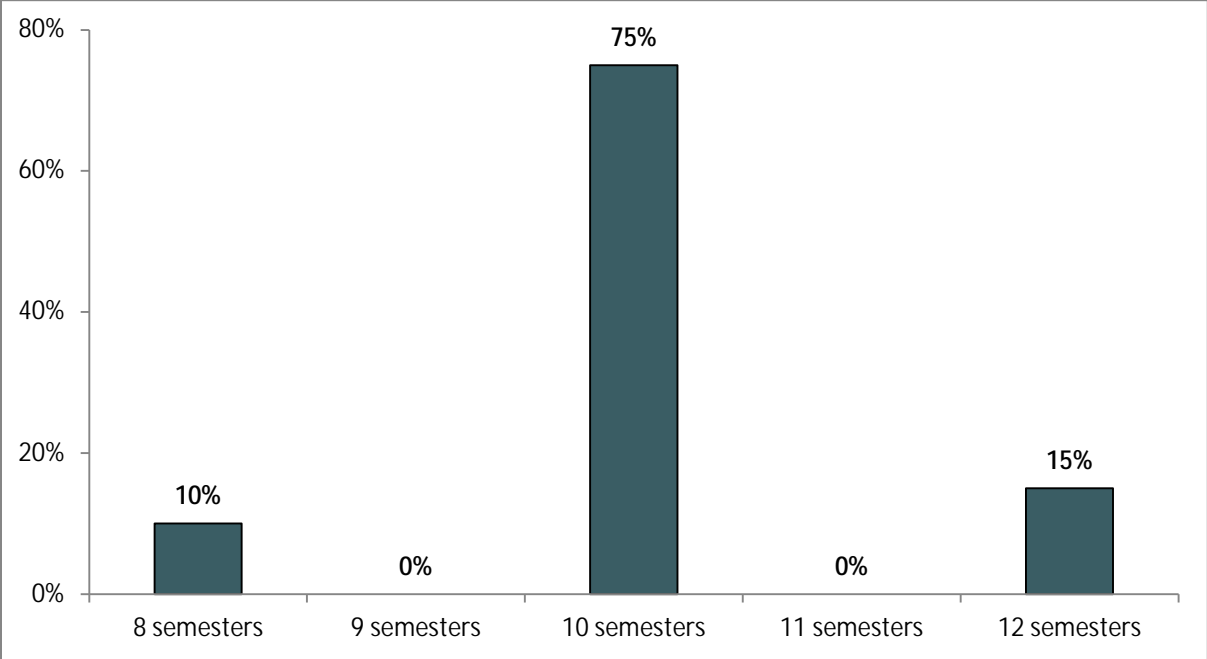
CUMULATIVE GPA

Figure 1.4: Cumulative GPA (n=18)



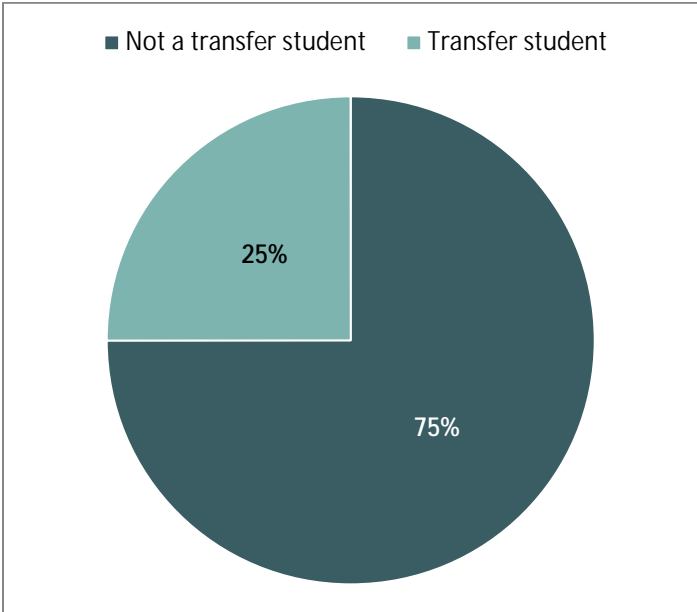
SEMESTERS NEEDED FOR GRADUATION

Figure 1.5: Semesters Needed for Graduation (n=20)



TRANSFER STUDENT

Figure 1.6: Transfer Student (n=20)



PLANS AFTER GRADUATION

Figure 1.7a: Post Graduation Plans (n=20)¹

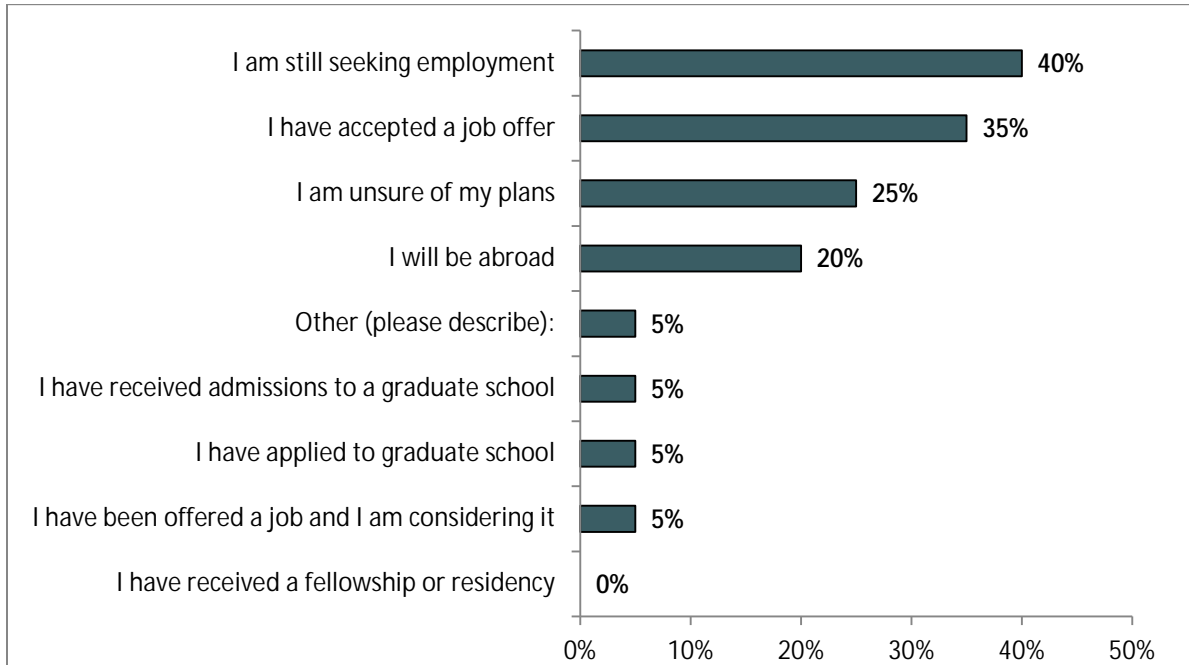


Figure 1.7b: Post Graduation Plans, Other (n=1)

OTHER POST-GRADUATION PLANS
Teach for America

HOURS WORKED OFF-CAMPUS PER WEEK

Figure 1.8: Hours Worked Off-Campus per Week

	LESS THAN 5 HOURS	BETWEEN 5 AND 10 HOURS	BETWEEN 10 AND 20 HOURS	20 OR MORE HOURS	N=
First Year	78%	11%	11%	0%	9
Second Year	64%	18%	9%	9%	11
Third Year	50%	33%	17%	0%	12
Fourth Year	36%	36%	14%	14%	14
Fifth Year	33%	33%	17%	17%	12

¹ Respondents could select more than one option; therefore results do not total 100 percent.

*HOUSING COSTS PER MONTH***Figure 1.9: Housing Costs per Month**

	LIVED AT HOME	\$500-\$1,000	\$1,001-\$2,000	\$2,001+	N=
First Year	0%	32%	63%	5%	19
Second Year	5%	55%	35%	5%	20
Third Year	5%	58%	32%	5%	19
Fourth Year	5%	63%	26%	5%	19
Fifth Year	0%	67%	28%	6%	18

*DURATION OF DAILY COMMUTE***Figure 1.10: Duration of Daily Commute**

	10 MINUTES	BETWEEN 11 AND 30 MINUTES	BETWEEN 31 AND 60 MINUTES	MORE THAN 61 MINUTES	N=
First Year	69%	25%	6%	0%	16
Second Year	39%	39%	11%	11%	18
Third Year	22%	56%	17%	6%	18
Fourth Year	17%	44%	28%	11%	18
Fifth Year	17%	33%	39%	11%	18

FACILITIES AND SERVICES

COOPER UNION EXPERIENCE

Figure 1.11: Quality of the Following Aspects of the Cooper Union Experience

	1 (LOWEST)	2	3	4	5 (HIGHEST)	TOP 2	N=
Library, at The Cooper Union	0%	5%	0%	16%	79%	95%	19
Library Consortium Services ²	0%	0%	5%	0%	95%	95%	19
Electronic Database Services via The Cooper Union library	0%	0%	16%	32%	53%	84%	19
The Center For Writing	0%	6%	12%	12%	71%	82%	17
Office of Student Services	0%	15%	5%	25%	55%	80%	20
Office of the Registrar	0%	6%	18%	41%	35%	76%	17
Classroom space	0%	0%	30%	45%	25%	70%	20
Accessibility to Psychological and Counseling Services	8%	17%	17%	33%	25%	58%	12
The Center for Career Services	8%	15%	31%	8%	38%	46%	13
Athletics	33%	22%	0%	22%	22%	44%	9
Housing	29%	12%	18%	6%	35%	41%	17
Accessibility to Emergency Medical Services	0%	50%	25%	25%	0%	25%	8

GENERAL EDUCATION

QUALITY OF GENERAL EDUCATION

Figure 1.12: Quality of the Following Aspects of the Cooper Union Experience with General Education

	1 (LOWEST)	2	3	4	5 (HIGHEST)	TOP 2	N=
Quality of elective courses in the Humanities and Social Sciences	0%	0%	0%	25%	75%	100%	20
Quality of the core courses in the Humanities and Social Sciences	5%	5%	0%	32%	58%	89%	19
Variety of elective courses in the Humanities and Social Sciences	0%	5%	15%	25%	55%	80%	20

² Includes Bobst (NYU), Courant (NYU), Dibner (Poly), Institute of Fine Arts (NYU), Fogelman (New School), Gimbel (New School), Scherman (New School), Chutick Law (Cardozo), and Avery Architecture (Columbia).

ARCHITECTURE – THE IRWIN S. CHANIN SCHOOL OF ARCHITECTURE

QUALITY OF THE OFFICES AND SERVICES IN THE SCHOOL OF ARCHITECTURE

Figure 1.13: Quality of the Experience with Each of the Following

	1 (LOWEST)	2	3	4	5 (HIGHEST)	TOP 2	N=
Fourth Floor Shop	0%	0%	0%	5%	95%	100%	20
Computer Studio	0%	0%	10%	40%	50%	90%	20
Studios/workspace	0%	5%	15%	25%	55%	80%	20
Academic Advisement	0%	5%	21%	21%	53%	74%	19
Printing Equipment	11%	5%	21%	16%	47%	63%	19
Model Making Facilities outside of the Fourth Floor Shop	22%	6%	17%	17%	39%	56%	18
Rose Auditorium	14%	43%	14%	14%	14%	29%	14

QUALITY OF ASPECTS OF THE PROGRAMS IN THE SCHOOL OF ARCHITECTURE

Figure 1.14: Quality of the Following Aspects of the Programs

	1 (LOWEST)	2	3	4	5 (HIGHEST)	TOP 2	N=
Professors' knowledge of the discipline	0%	0%	0%	15%	85%	100%	20
Overall quality of courses	0%	0%	5%	25%	70%	95%	20
Quality of full-time and proportional faculty	0%	0%	5%	30%	65%	95%	20
Overall quality of the program	0%	0%	5%	10%	85%	95%	20
Clarity of instruction	0%	5%	5%	37%	53%	89%	19
Balance between History Theory and Design Studio work	5%	5%	5%	20%	65%	85%	20
Variety of course offerings	0%	0%	25%	35%	40%	75%	20
Satisfaction with the availability of courses	0%	0%	25%	35%	40%	75%	20
Quality of adjunct faculty	0%	0%	25%	35%	40%	75%	20
Satisfaction with the scheduling of courses	5%	10%	15%	45%	25%	70%	20
Access to full-time and proportional faculty outside of studio or class time	0%	0%	32%	26%	42%	68%	19
Access to adjunct faculty outside of studio or class time	0%	15%	55%	25%	5%	30%	20
Access to the Dean of your school	36%	21%	14%	21%	7%	29%	14
Leadership of the Dean of your school	41%	24%	24%	12%	0%	12%	17

INSTITUTIONAL LEARNING OBJECTIVES AND OUTCOMES

SELF-EVALUATION

Figure 1.15: Degree to Which Students Acquired the Following Competencies

	NOT AT ALL	TO A LIMITED EXTENT	TO A MODERATE EXTENT	TO A GREAT EXTENT	TO A VERY GREAT EXTENT	TOP 2	N=
The ability to think creatively	0%	0%	0%	28%	72%	100%	18
Knowledge of the topics covered in the courses you have taken at The Cooper Union	0%	0%	6%	56%	39%	94%	18
The ability to make effective use of information	0%	6%	0%	28%	67%	94%	18
An appreciation of humanistic values	0%	0%	6%	28%	67%	94%	18
An awareness of, and the disposition for, life-long learning	6%	0%	0%	11%	83%	94%	18
An awareness and understanding of other cultures, ideas and, concepts	6%	0%	6%	33%	56%	89%	18
An awareness of the importance of community service	6%	6%	0%	33%	56%	89%	18
An awareness of the place of your profession within an urban context	0%	0%	11%	28%	61%	89%	18
The ability to communicate and write effectively with peers, professors and professionals about the topics covered in the courses you have taken at The Cooper Union	6%	6%	6%	28%	56%	83%	18
The ability to make enlightened contributions to society	0%	6%	11%	17%	67%	83%	18
An appreciation of professional ethics	0%	0%	17%	33%	50%	83%	18
An awareness of the place of your profession within a global context	0%	6%	12%	47%	35%	82%	17
The ability to work collaboratively	0%	0%	28%	50%	22%	72%	18
The ability to present effectively to an audience	6%	0%	28%	28%	39%	67%	18
The ability to use available technological resources	5%	5%	26%	32%	32%	63%	19

COOPER UNION EVALUATION

Figure 1.16: Degree to Which the Cooper Union Provided Opportunities for the Development of the Following Competencies

	NOT AT ALL	TO A LIMITED EXTENT	TO A MODERATE EXTENT	TO A GREAT EXTENT	TO A VERY GREAT EXTENT	TOP 2	N=
Knowledge of the topics covered in the courses you have taken at The Cooper Union	0%	0%	0%	33%	67%	100%	18
The ability to think creatively	0%	0%	0%	28%	72%	100%	18
An awareness of, and the disposition for, life-long learning	0%	0%	0%	6%	94%	100%	18
An awareness of the place of your profession within an urban context	0%	0%	6%	39%	56%	94%	18
The ability to make effective use of information	0%	0%	6%	33%	61%	94%	18
An appreciation of humanistic values	0%	0%	6%	33%	61%	94%	18
An awareness and understanding of other cultures, ideas and, concepts	0%	0%	11%	39%	50%	89%	18
An appreciation of professional ethics	0%	0%	11%	50%	39%	89%	18
The ability to make enlightened contributions to society	0%	0%	11%	28%	61%	89%	18
The ability to communicate and write effectively with peers, professors and professionals about the topics covered in the courses you have taken at The Cooper Union	0%	0%	17%	28%	56%	83%	18
The ability to present effectively to an audience	0%	0%	17%	50%	33%	83%	18
The ability to work collaboratively	0%	0%	22%	39%	39%	78%	18
An awareness of the place of your profession within a global context	0%	6%	29%	47%	18%	65%	17
The ability to use available technological resources	0%	11%	32%	26%	32%	58%	19
An awareness of the importance of community service	6%	22%	33%	17%	22%	39%	18

POLICIES AND PROCEDURES

EVALUATION OF POLICIES AND PROCEDURES

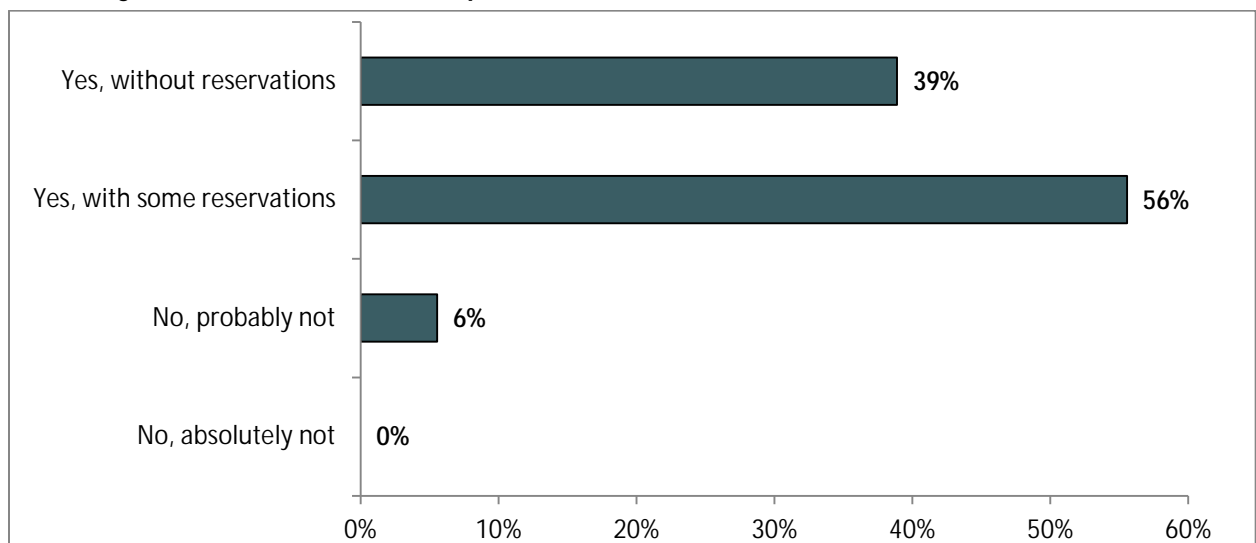
Figure 1.17: Level of Agreement with the Following Statements

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOP 2	N=
The codes of conduct for faculty, staff and students are clearly stated and easily accessible to students	0%	6%	33%	39%	22%	61%	18
Students play a satisfactory role - through the council and other mechanisms - in shaping policies and resolution mechanisms	6%	28%	17%	44%	6%	50%	18
Grading policies and student evaluation processes are consistently applied	22%	33%	0%	28%	17%	44%	18
Students play a satisfactory role in the Faculty/ Student Senate	6%	6%	44%	39%	6%	44%	18

FINAL CONSIDERATIONS

RECOMMENDATION OF COOPER UNION

Figure 1.18: Recommend Cooper Union to a Friend or Child of a Friend (n=18)



SECTION II: OPEN-ENDED COMMENTS

Figure 2.1: Is There Any Particular Experience (Positive Or Negative) Concerning Services and Facilities That You Had at Cooper Union That You Would Like To Highlight?

IS THERE ANY PARTICULAR EXPERIENCE (POSITIVE OR NEGATIVE) CONCERNING SERVICES AND FACILITIES THAT YOU HAD AT COOPER UNION THAT YOU WOULD LIKE TO HIGHLIGHT?
1) The mission of the school to provide an environment that admits PURELY on meritocracy has crucially conditioned my education and this school will NOT be of a remotely similar caliber if that ends. I understand this very well as a student that spends five years here. 2) The Faculty are excellent. 3) Re: Question 9, I am hesitant to provide too many answers because I am not confident that they will not be grossly misinterpreted.
Architecture studios definitely have a beautifully unique character, however I believe that making them more comfortable will make student's life, and moreover student's work, much much better. Considering the financial state of the school, at least new chairs will do a big change. They can be even donated, as second hand maybe, from some reach companies that is renovating its facilities.. just one idea.
Financial aid services seems to have issues letting you know if there is something wrong with your application. You will only find out when you go to collect your check and its not there. I believe there should be more counseling services than going to a school, maybe just referrals for places that work on a sliding scale.
Negative experience: automatically charging student fees for health insurance although I already had health insurance fourth and fifth year of school -- this led to not being able to pay rent and becoming homeless for one month.
no
The Center for Writing should really be a six. Before I came to cooper, writing was my weakest skill. There really should be more hours for this.
The classrooms in the New Academic Building are the worst spaces to do any kind of learning. This was exacerbated by the fact that most of my classes were in the basement which has loud utility systems and is quite dismal. It is embarrassing to talk about classroom spaces in the Thom Mayne building, I cannot even describe how disappointing it is especially given the costs. Also, that building is not "green"!!!! The a/c is always on, if you really wanted to save energy we could have windows that opened up on a beautiful day. In regards to the foundation building, 315 could use a serious upgrade, like a permanent computer, similar to what we have in the new building. I love the library, and was insulted when the board of trustees mentioned that other schools in the country were closing their libraries. I'm sorry this would be a horrible idea!!!! Let's have some common sense!
the fee payments should be given as a yearly lump sum, not divided by semester. the spring lab fees never show up until the following year so it is easy to assume all fees are paid.
the freedom one receives from the full tuition scholarship
The Library was amazing, as was consortium access.
The writing center is one of the best things at cooper. The shop is amazing
Webadvisor is a horrible thing. Both for students and teachers. Also from the standpoint of money spent on a useless service. Also from the standpoint of complete frustration and nonsense.

Figure 2.2: Did Your Required Senior Presentation Reinforce The Knowledge, Skills And Abilities You Learned At Cooper?

DID YOUR 5TH YEAR THESIS PROJECT REINFORCE THE KNOWLEDGE, SKILLS AND ABILITIES YOU LEARNED AT COOPER?
Come to a Thesis review and decide for yourself.
I think it serves as a good culmination of the acquired skills. I don't really know how to answer his question.
I took the patience and perseverance that I had acquired from working in other courses and studios into my thesis. I had acquire the ability to explain and clarify my projects much more clearly.
In some ways, no. But in the sense that I was able to explore issues that are of deep concern to myself and my desired focus of study beyond Cooper, then absolutely YES!
It give a confidence and voice to try new things based on the foundations on what I had previously learned.
It's an exhaustive, exploratory approach to ideas, sometimes outside of architecture itself. A great combination of the multiple disciplines I have been exposed to while at Cooper.
My thesis project was directly influenced by my fourth year design project.
No, that did was not the intention of the professors, and that is alright. It was different, I used the knowledge gained, but indirectly.
Reinforce? No, rather it has allowed me to clarify the way I structure the problem.
The thesis has been a challenge as, for the four years preceding it, the curriculum has been extremely structured. Self guidance and self motivation are perhaps the most important skills I've learned here, and in this respect the thesis year has been an invaluable way to solidify those skills without the shoring of a professor's prompt.
Thesis year was a summation and a refinement of the rest of my education.
Very much. I feel it was the most productive year for me, as if all my semesters and professors lead me to be ready for this year, and generally to be an independent thinker within the discipline by using all possible tools that come to my mind without fear.
yes
Yes, I believe all my interests fostered over my four years at the cooper union were released in my fifth year through critical architectural explorations
Yes, my education at Cooper Union has had a heavy emphasize on theory, criticism, and history of architecture in which I have incorporated into my thesis. In addition, I realize that my thesis design has political and social implications - the idea that design has political and social implicated has also been heavily emphasized throughout my education at Cooper.
yes. it did.
yes. my thesis related to previous studios
Yes. This was the best and most wonderful experience of my life; incorporated my interests in design that I've culminated over the past 8 years into one cohesive project.

Figure 2.3: Is There Anything Additional You Would Like To Share With Us About The Academic Program In The School Of Architecture?

IS THERE ANYTHING ADDITIONAL YOU WOULD LIKE TO SHARE WITH US ABOUT THE ACADEMIC PROGRAM IN THE SCHOOL OF ARCHITECTURE?
Amazing program! I transferred from a different school into first year and have never looked back.
Associate Dean O'Donnell and Monica Shapiro are the most valuable assets to the school of architecture! I don't know how the school would operate without them. There are a few professors who are quite arrogant, and seem to care little about the field of architecture and discussion. There or often time when I wonder why they are still around. The arrogance provides a gross negativity that often rubs off on students as well. The professors that do care, and are passionate make up for that. There is not a day that goes by where I learn something that I never knew existed or had never though about before. This is what drives my enthusiasm towards architecture and good practice.
Do not hire Daniel Libeskind as dean.
Extremely healthy and well rounded. Dean O'Donell is always available and is very helpful. Dean Vidler was rarely present and never presented a clear vision or concept for the school of architecture.
I came to Cooper out of high school. I was eighteen when I was first exposed to this type of education. I feel very fortunate to have been able to spend some of my most developmental years at Cooper Union. In addition to learning technical skills to be applied in the field, I have obtained a type of awareness, one that is founded in the underlying philosophy of the social contract. This type of awareness and the applied art of such is the foundation of my engagement within my community.
I would like to thank the Faculty and the Associate Dean of the School of Architecture at the Cooper Union for their dedication and mentorship.
It is wonderful. Should maintain its standard of absolutely unique and imaginative educational practices. We need more tenured full-time faculty!!!
It was very very hard, and it saved my life.
It would not the be same if students were not all awarded full tuition scholarships. The administration is delusional and in denial if they think otherwise.
It's a great program, but I wish that we were guided a little more as to the different options available to us as professionals post-architecture school.
keep it tuition free
STAY FREE
The dissonance of the last 1.5 years has been very difficult to deal with. This was compounded by a clearly divided faculty that kept themselves distant from students during the tuition debacle, which then made healthy, insightful interactions between faculty and students that were once the norm, basically obsolete. Very disappointing and I leave with a heavy heart.
There are so many amazing proportional and adjunct faculty that should be rightfully acknowledge for their contribution to the school and the students.

Figure 2.4: What Other Important Attributes Or Competencies Have You Acquired During Your Education At The Cooper Union?

WHAT OTHER IMPORTANT ATTRIBUTES OR COMPETENCIES HAVE YOU ACQUIRED DURING YOUR EDUCATION AT THE COOPER UNION?
A strong self of self and my abilities
An awareness of practice versus profession.
Being able to build - from the shop. Being a responsible member of civilization - no explanation. A profound understanding that everything depends on free education otherwise this civilization will go to complete ruin.
Cooper has allowed me to envision myself in the world not only as an architect, but in multiple roles. I have been exposed to people and experiences that have changed my outlook on life, both spiritually and professionally.
Definitely being within New York, the Cooper Union has readily available resources at its fingertips. Yet not all of its students utilize these amazing opportunities. There should be a further push to have students explore further than the sanctuary of the walls.
Existential fulfillment.
humility
leadership skills.
the ability to think and challenge existing ideas
the beauty of Cooper is teaching yourself the things you may need to know that aren't in a course.
To overcome fear and to even enjoy it

Figure 2.5: If You Selected the "Yes, With Some Reservations" Option, Please Explain What Your Reservations Are

IF YOU SELECTED THE "YES, WITH SOME RESERVATIONS" OPTION, PLEASE EXPLAIN WHAT YOUR RESERVATIONS ARE
cooper is not a job oriented school
I heard that Cooper Union would start reducing the full-tuition scholarship. I have reservations about that.
If the school charges tuition, I will have some reservations about the change in the student body. Mainly because I came to the school based on both the mission of free tuition and the amazing quality of courses.
It offered me the best education I could have asked for but obviously things have changed. I don't see a 50% reduction in the full tuition scholarship to be a sustainable model for running a meritocracy focused on expanding our minds. The school is slowly turning into a business, a corporate venture which take eliminated a fantastic American vision. This is no longer Peter Cooper's school and it is extremely upsetting.
Potential loss of Conceptual integrity
The complete undermining of the great legacy that we know to be Cooper Union due to the structural rupture we have witnessed this year.
The Cooper Union will NEVER be the same if tuition is charged. And tuition is currently in the process of being administered. So, with that said, I would NOT recommend Cooper Union, because it will no longer be the sweet, beautiful, wonderful Cooper Union that I know.
The school has been an incredible place for me, but not for its facilities or (with several important exceptions) its faculty. It is from my peers that I learned the most. I cannot imagine, with the

<p>IF YOU SELECTED THE "YES, WITH SOME RESERVATIONS" OPTION, PLEASE EXPLAIN WHAT YOUR RESERVATIONS ARE</p> <p>announcement made last Tuesday regarding tuition, that a group of 30 students as diverse monetarily, ethnically, or intellectually as I have spent the last five years with, could be assembled. It would be a tragedy.</p> <p>Tuition!!!!!! If it is charged then go to City College, better facilities, for \$5,000 a year.</p>
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Figure 2.6: Any Additional Comments About The Cooper Union That You Would Like To Share With Us?

<p>ANY ADDITIONAL COMMENTS ABOUT THE COOPER UNION THAT YOU WOULD LIKE TO SHARE WITH US?</p> <p>Cannot answer question 19 due to current situation of the school. A vision of the future must be presented by the president as the only thing that is clear is that he wants to dramatically change the school.</p> <p>I believe there should be more community service involvement between The Cooper Union the Lower East Side.</p> <p>I could write some very long political text here but I won't. All I would like to say is thank you Cooper Union for the greatest gift that anyone has ever given me. Free Education. Free as Air and Water.</p> <p>I do not understand how a generation of baby boomers can be so hypocritical as to take a way a privilege the had been extended to them when they were students. The board has killed the school and has no remorse, they should be fired, and we should hold accountable those who are responsible for taking away something so sacred. This is not just a problem with the Cooper Union, the American system for paying for higher education is ridiculous. Telling the young, full time students who are living dependently off their parents to pay for college and starting of careers in debt is a structural problem with no sensible foundation. The only thing good time come out of this situation has been my growing appreciation and respect for an institution that gave me such a great opportunity to begin the rest of my life. It is a shame that this survey must be the place to share these thoughts, but it has consumed my thoughts and has been a huge impediment on my work for two years. I am totally frustrated especially with the administration whom seems to be pretty neutral towards the whole thing. I wish the best for Cooper Union. Also, there are rumors going around that Daniel Libeskind is going to be the Dean of the Architecture School. This is evident by the board's, and president's chumminess with him lately. This would be totally unacceptable from my point of view. He is a horrible architect and has been cast out of the academic community for a reason.</p> <p>I don't know if anyone has told him, but no one likes Jamshed. He's not a leader and people in his administration find him weak and petty. If you (the person reading this) think so too, you ought to tell him as well.</p> <p>I hope it will always be there, in its full strength</p> <p>I will unconditionally recommend this school if it preserves the mission. If not, I would not. This was the only university I applied to.</p> <p>I would say no, because the school will be very different from my experience once tuition is charged. It may be fine, but I, nor anyone else, won't know for a few years.</p> <p>It is the last of the remaining citadels of true excellence and passion. I hope it remains so</p> <p>the disconnect between the administration and the culture of the schools and student life is huge</p>

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