

2014 Exit Survey Analysis- Architecture Students

Prepared for The Cooper Union
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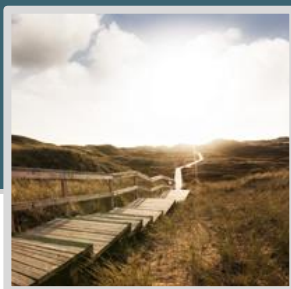


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KEY FINDINGS

- **The plurality of Architecture graduates are still seeking employment.** Forty-four percent of respondents are still seeking employment, and 28 percent have accepted a job offer. However, twenty-eight percent are also unsure of their plans. Only four percent have received admissions to a graduate school and no others have applied.
- **Architecture students are highly satisfied with library services but highly dissatisfied with psychological and medical services.** Ninety-two percent of respondents rated the library at The Cooper Union and the library consortium services a four or five on a five-point scale; however, only 17 percent rated their access to emergency medical services as such. A majority of students rated the access to psychological and counseling services at a one; however, it is important to note that this item had a particularly low response rate.
- **Eighty-three percent of respondents rated the quality of Humanities and Social Science elective courses at a four or five out of five.** They have a comparatively lower opinion of the quality of core Humanities and Social Science courses, with just 41 percent of respondents rating the quality at a four or five. However, in general, Architecture students have a higher opinion of the Humanities and Social Sciences courses than Art and Engineering graduates.
- **Regarding facilities and services provided by the School of Architecture,** all respondents rated the Fourth Floor Shop at a four or five out of five. The studios/workspaces and the Office of Academic Advisement also received fairly high ratings: 78 percent and 75 percent rated their quality a four or five, respectively. However, only 38 percent rated the Rose Auditorium a four and none gave it the full five points.
- **83 percent rated their professors' knowledge of the discipline in the top two, and 70 percent rated the overall quality of the courses in the top two.** Respondents have the lowest opinion about the access to and leadership of the Dean of their school; 48 percent rated access to the Dean at a one or two and 39 percent rated the leadership of the Dean in the same way.
- **Architecture students rate themselves highly on some of the attributes acquired at Cooper Union.** Ninety-four percent feel that they have acquired an awareness of, and the disposition for, lifelong learning, to a great or very great extent, compared to 76 percent of all students. Ninety-four percent also gave the same high ratings to their ability to think creatively, compared to 71 percent of all students. However, just 38 believe that they have acquired the ability to use available technological resources to a great or very great extent, compared to 60 percent of all students.
- **Architecture students highly rate the extent to which Cooper Union has provided them with the opportunities to acquire some competencies.** For example, 82 percent say that Cooper Union has provided them with the opportunity to develop an awareness of, and disposition for, lifelong learning to a great or very great extent.

Although, just 35 percent said the same for the ability to use available technological resources.

- **Regarding policies and procedures,** Architecture students are neutral toward most of the policy and procedure items, similar to other students. However, compared to other respondents, Architecture students are more divided on whether grading policies and student evaluations are consistently applied. That is, Architecture students tended to either agree or disagree with this statement (48 percent agreed or strongly agreed), but they tended to be neutral toward the other statements.
- **Seventy-five percent of Architecture students would recommend The Cooper Union to a friend.** Sixty percent would recommend The Cooper Union with some hesitation, and most often cited tuition as the cause for reservation.

SURVEY PARTICIPATION

Students who graduated during the 2013-2014 academic year were invited via e-mail to participate in this survey. A total of 25 Architecture students chose to participate in the survey.

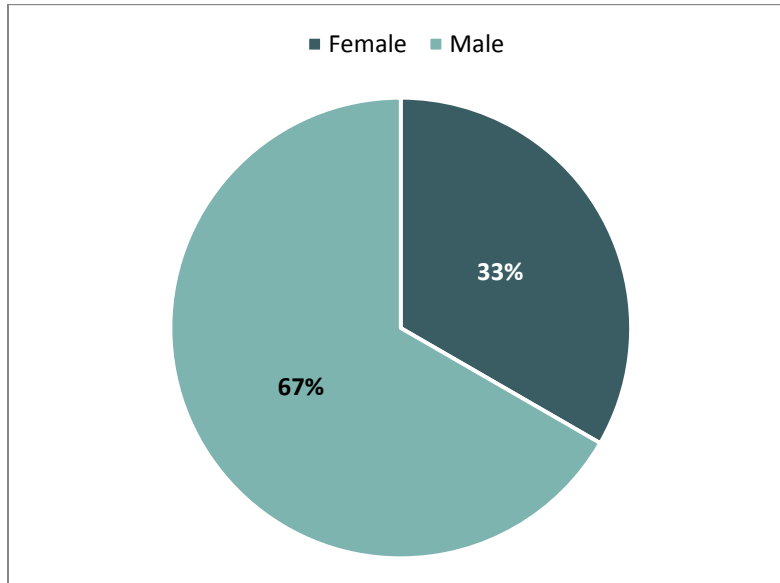
Throughout this report, the number of observations recorded for each survey question is provided. Students were not required to answer all questions and/or were provided with an “N/A” option; therefore, the total number of observations varies by question.

SECTION I: SURVEY RESULTS

DEMOGRAPHICS

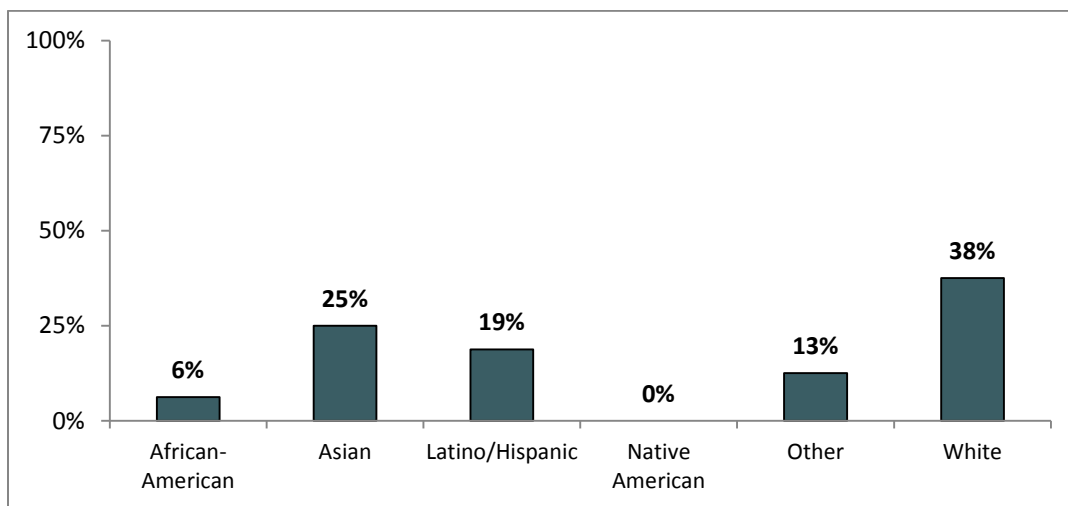
GENDER

Figure 1.1: Gender (n=18)



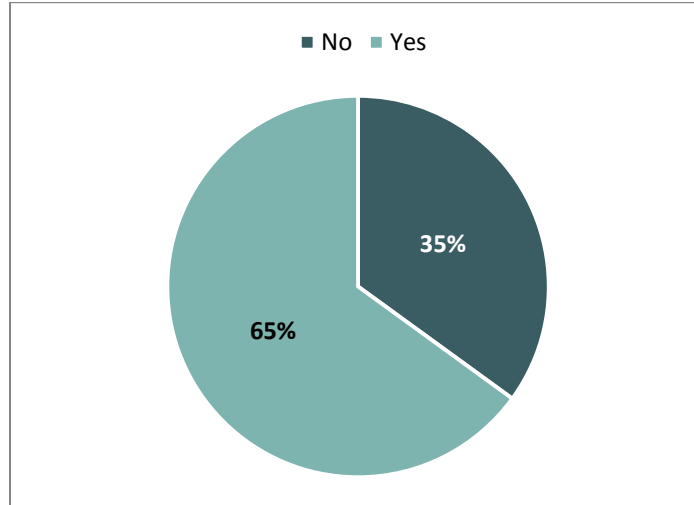
ETHNICITY

Figure 1.2: Ethnicity (n=16)



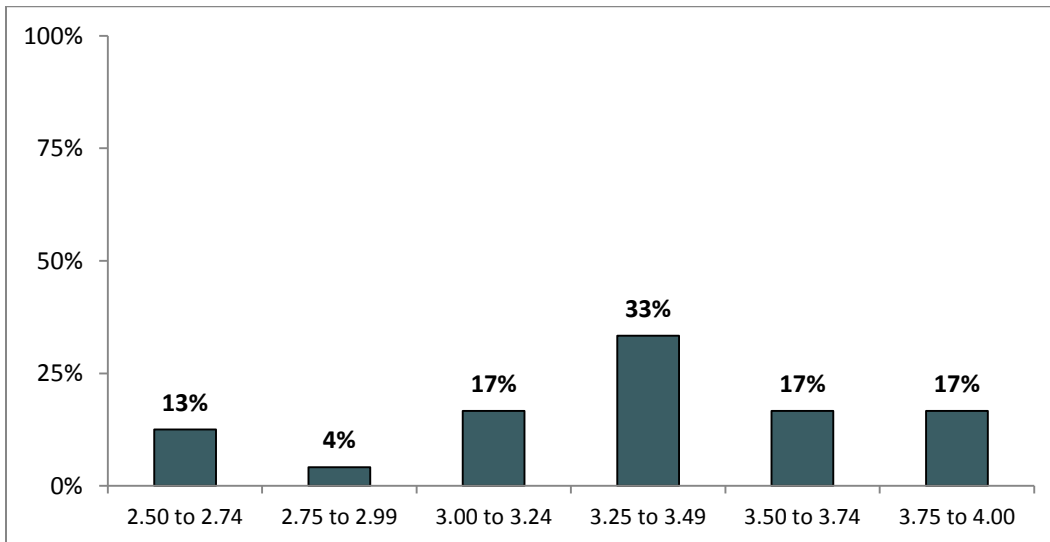
PRIMARY LANGUAGE

Figure 1.3: Primary Language (English) (n=20)



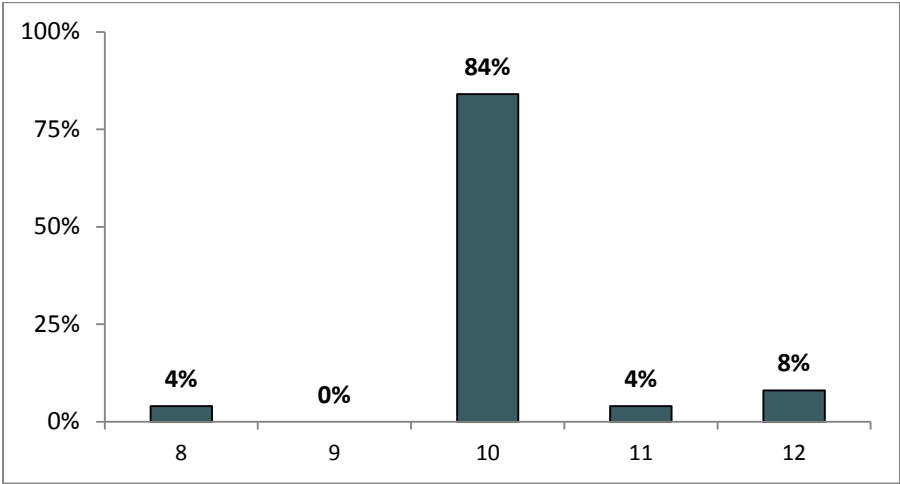
CUMULATIVE GPA

Figure 1.4: Cumulative GPA (n=24)



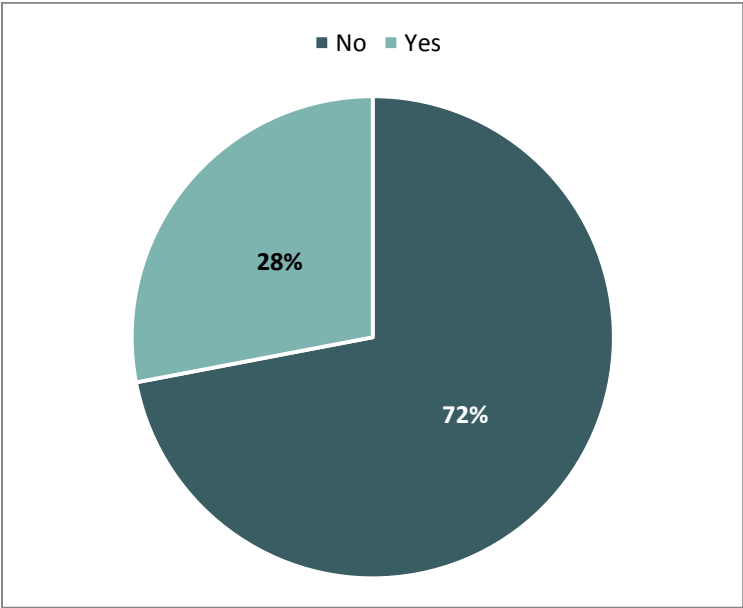
SEMESTERS NEEDED FOR GRADUATION

Figure 1.5: Semesters Needed for Graduation (n=25)



TRANSFER STUDENT

Figure 1.6: Transfer Student (n=25)



PLANS AFTER GRADUATION

Figure 1.7a: Post Graduation Plans (n=25)¹

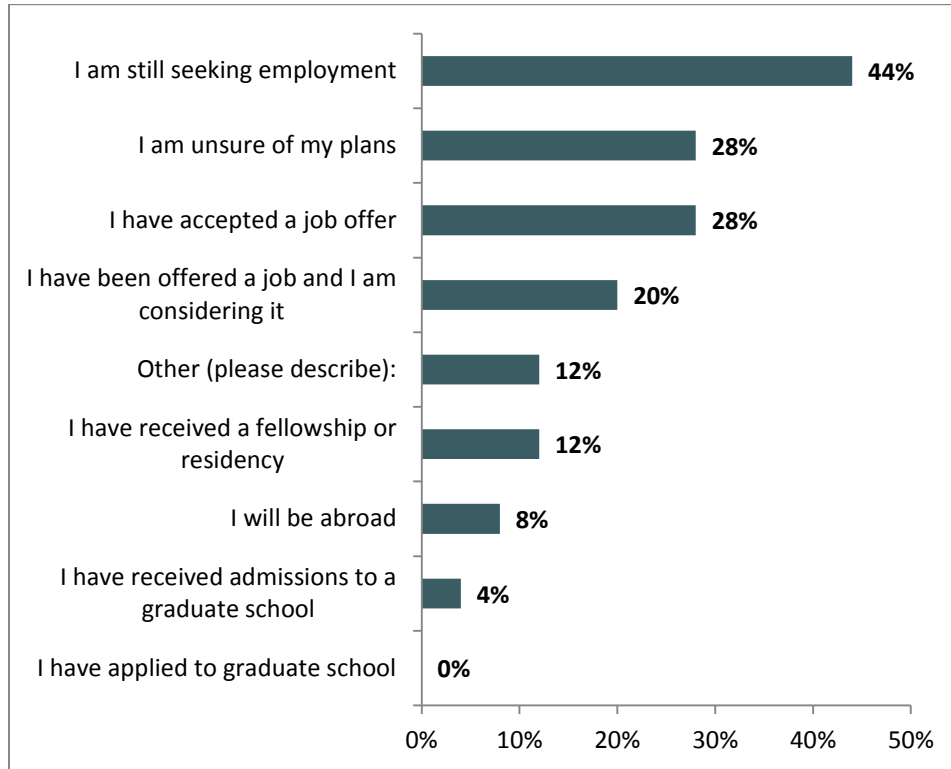


Figure 1.7b: Post Graduation Plans, Other (n=11)

OTHER POST-GRADUATION PLANS
accepted internship
I do not have any of those listed above due to the fact that I am still contemplating what to do next.

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

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	67%	17%	0%	17%	12
Second Year	56%	25%	0%	19%	16
Third Year	20%	53%	7%	20%	15
Fourth Year	24%	35%	24%	18%	17
Fifth Year	12%	41%	29%	18%	17

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	9%	32%	59%	0%	22
Second Year	10%	62%	29%	0%	21
Third Year	13%	61%	26%	0%	23
Fourth Year	18%	64%	18%	0%	22
Fifth Year	18%	68%	14%	0%	22

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	70%	9%	9%	13%	23
Second Year	4%	65%	26%	4%	23
Third Year	12%	60%	20%	8%	25
Fourth Year	16%	52%	24%	8%	25
Fifth Year	13%	42%	38%	8%	24

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%	4%	4%	29%	63%	92%	24
Library Consortium Services²	0%	0%	8%	25%	67%	92%	24
The Center For Writing	5%	5%	0%	16%	74%	89%	19
Electronic Database Services via The Cooper Union Library	5%	9%	27%	45%	14%	59%	22
Classroom space	4%	17%	33%	17%	29%	46%	24
Housing	36%	14%	7%	29%	14%	43%	14
Office of Student Services	26%	16%	21%	21%	16%	37%	19
Office of the Registrar	17%	28%	22%	22%	11%	33%	18
Accessibility to Psychological and Counseling Services	57%	14%	0%	0%	29%	29%	7
Center for Career Services	40%	13%	20%	13%	13%	27%	15
Athletics	47%	13%	20%	7%	13%	20%	15
Accessibility to Emergency Medical Services	17%	50%	17%	0%	17%	17%	6

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%	4%	13%	43%	39%	83%	23
Variety of elective courses in the Humanities and Social Sciences	0%	13%	29%	46%	13%	58%	24
Quality of the core courses in the Humanities and Social Sciences	5%	14%	41%	27%	14%	41%	22

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 W. 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 School of Architecture Offices, Laboratories, and Facilities

	1 (LOWEST)	2	3	4	5 (HIGHEST)	TOP 2	N=
Fourth Floor Shop	0%	0%	0%	32%	68%	100%	22
Studios/workspace	0%	0%	22%	39%	39%	78%	23
Academic Advisement	5%	5%	15%	25%	50%	75%	20
Computer Studio	4%	4%	30%	43%	17%	61%	23
Printing Equipment	0%	5%	48%	19%	29%	48%	21
Rose Auditorium	19%	6%	38%	38%	0%	38%	16

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%	17%	35%	48%	83%	23
Overall quality of courses	30%	0%	30%	57%	13%	70%	23
Variety of course offerings	11%	5%	42%	53%	11%	63%	19
Balance between History Theory and Design Studio work	4%	13%	22%	39%	22%	61%	23
Satisfaction with the scheduling of courses	4%	13%	26%	39%	17%	57%	23
Quality of full-time and proportional faculty	0%	13%	30%	48%	9%	57%	23
Quality of adjunct faculty	0%	4%	39%	30%	26%	57%	23
Access to the Dean of your school	38%	10%	14%	33%	19%	52%	21
Access to full-time and proportional faculty outside of studio or class time	18%	14%	18%	36%	14%	50%	22
Satisfaction with the availability of courses	4%	4%	43%	35%	13%	48%	23
Clarity of instruction	0%	9%	52%	26%	13%	39%	23
Leadership of the Dean of your school	29%	10%	19%	19%	14%	33%	21

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%	6%	0%	44%	50%	94%	16
An awareness of, and the disposition for, life-long learning	0%	6%	0%	25%	69%	94%	16
An appreciation of humanistic values	0%	7%	13%	40%	40%	80%	15
Knowledge of the topics covered in the courses you have taken at The Cooper Union	0%	6%	18%	59%	18%	76%	17
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%	13%	19%	63%	6%	69%	16
The ability to work collaboratively	0%	0%	31%	56%	13%	69%	16
An awareness and understanding of other cultures, ideas and, concepts	0%	6%	25%	44%	25%	69%	16
The ability to make enlightened contributions to society	0%	13%	25%	50%	13%	63%	16
Mastery of the basic principles of design within your profession	0%	13%	31%	44%	13%	56%	16
The ability to present effectively to an audience	0%	6%	44%	31%	19%	50%	16
The ability to make effective use of information	0%	7%	47%	27%	20%	47%	15
An awareness of the place of your profession within an urban context	0%	20%	33%	33%	13%	47%	15
An awareness of the importance of community service	13%	19%	25%	19%	25%	44%	16
The ability to use available technological resources	0%	19%	44%	25%	13%	38%	16
An appreciation of professional ethics	6%	19%	38%	31%	6%	38%	16

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=
An awareness of, and the disposition for, life-long learning	0%	6%	12%	53%	29%	82%	17
Knowledge of the topics covered in the courses you have taken at The Cooper Union	0%	17%	6%	50%	28%	78%	18
The ability to think creatively	0%	6%	18%	29%	47%	76%	17
An appreciation of humanistic values	0%	13%	19%	38%	31%	69%	16
The ability to work collaboratively	0%	18%	18%	41%	24%	65%	17
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%	13%	31%	38%	19%	56%	16
An awareness of the place of your profession within an urban context	0%	13%	31%	50%	6%	56%	16
Mastery of the basic principles of design within your profession	0%	6%	41%	35%	18%	53%	17
The ability to present effectively to an audience	6%	24%	24%	24%	24%	47%	17
An awareness and understanding of other cultures, ideas and, concepts	0%	18%	35%	18%	29%	47%	17
The ability to make enlightened contributions to society	0%	29%	24%	35%	12%	47%	17
The ability to make effective use of information	0%	31%	31%	19%	19%	38%	16
The ability to use available technological resources	0%	18%	47%	29%	6%	35%	17
An appreciation of professional ethics	12%	18%	35%	29%	6%	35%	17
An awareness of the place of your profession within a global context	18%	18%	29%	24%	12%	35%	17

POLICIES AND PROCEDURES

EVALUATION OF POLICIES AND PROCEDURES

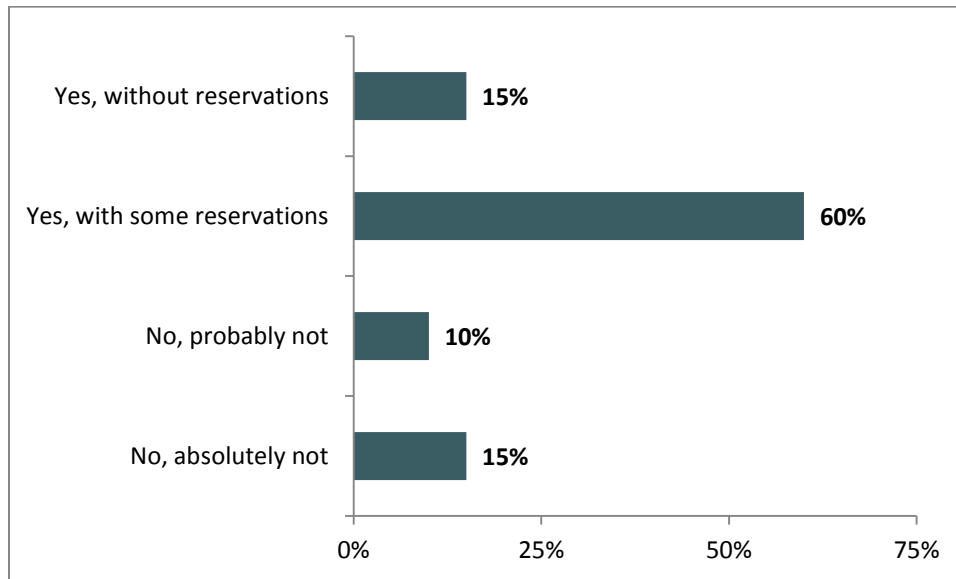
Figure 1.17: Level of Agreement with the Following Statements

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOP 2	N=
Grading policies and student evaluation processes are consistently applied.	10%	24%	19%	19%	29%	48%	21
The codes of conduct for faculty, staff and students are clearly stated and easily accessible to students.	5%	10%	40%	25%	20%	45%	20
Students play a satisfactory role - through the council and other mechanisms - in shaping policies and resolution mechanisms.	0%	0%	55%	35%	10%	45%	20
Students play a satisfactory role in the Faculty/ Student Senate	5%	15%	50%	20%	10%	30%	20

FINAL CONSIDERATIONS

RECOMMENDATION OF COOPER UNION

Figure 1.18: Recommend Cooper Union to a Friend or Child of a Friend (n=20)



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?
All spaces in the school must be open to students of all programs without any previous sign up crap online! We cant learn if we are spending all day reserving spaces. The School's spaces should be monitored, and used by students so that they own the way in which the school works, not this top down waste of time crap
Cooper Union doesn't need athletics teams (full stop). It's a joke. Why can one school in the whole goddamn world not have sports teams. (I was an Olympic trials rowing team member, so that's not out of spite for my poor athleticism.) The office of the registrar was better when it wasn't "paperless." Living in the dorm was convenient, but Chris chamberlain has no social graces when it comes to dealing with students.
Dr. Barucha and VP Baker have been taking over the life of a friend of mine, disrupting him from his studies for reasons they do not want to disclose.
Financial Aid office workers extremely rude.
Full time psychologist needed.
higher better staff for some of the facilities.
I believe the centre for writing deserves more praise. The majority of the faculty are excellent, especially those that have been there for a while and the people/person (Professor Gwen Hyman) who runs it, deserves all the praise. Well designed structure, very accommodating and helpful for students. Personally having great experiences with Professor Hymen and Professor Ramdass.
Not enough work space for the architecture school. There needs to be more pin up and work space allocated to the architecture school. Monica Shapiro is a super hero!
Office of Financial Aid - service is rude and inconsiderate, as if they are set against students.
Often, classrooms rooms were either over-heated or over cooled.
The Administration, over all, makes it very hard to deal with them. Often times they makes things more difficult rather than being helpful. At times they can also be very rude or unpleasant. I love the writing center! Hands down one of the best student resources.
The foundation building is an amazing staple of the city, this needs to be maintained as a symbol and work to defend what the cooper union was.
The Writing Center is one of the greatest facilities that Cooper Union has. Their instructors and especially their director Gwen Hyman have helped me with many of my academic endeavours ranging from humanities courses to my studio. I hope that the Writing Center will continue to grow and help many future students. The Center for Career Services is outdated. There should be a different Career Service officer for each of the three schools. Robert Thill did not seem very well versed in the architecture job market. The architecture job market is a very different job market then that of artists, and also that of engineers and we need someone who understands it well.
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<p>Dr. Barucha and VP Baker have been taking over the life of a friend of mine, disrupting him from his studies for reasons they do not want to disclose.</p>
<p>Financial Aid office workers extremely rude.</p>
<p>Full time psychologist needed.</p>
<p>higher better staff for some of the facilities.</p>
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Figure 2.2: Did Your Required Senior Presentation Reinforce the Knowledge, Skills and Abilities You Learned at Cooper?

DID YOUR REQUIRED SENIOR PRESENTATION REINFORCE THE KNOWLEDGE, SKILLS AND ABILITIES YOU LEARNED AT COOPER?
Depended on the project. Some people learned and applied new skills.
I tried to include in my thesis project all the things I wasn't able to use, talk about, or experiment with in all the other years, I would say with the exception of my 3rd year. In that case I wanted to use my experience with my third year project and apply it to my thesis, whilst exploring other options.
I was in an unfortunate situation where i entered the thesis year carrying alot of backed up credits - this due to a combination of working during my fourth year and mistakes in my first year. N/A
It was a reaction to the social contract that was never enforced.
No, it destabilized it, but in a good way.
That is a difficult question to answer, I guess in a sense it reinforced it, with my ability and freedom to question that which i had accumulated over the past 5 years of attending Cooper Union.
the first four years of cooper rarely address the external world and the issues faced there. my thesis was entirely rooted in global issues. my thesis reinforced my knowledge and skills developed in the HSS electives I took.
Through a challenging and rewarding elliptical process I have made a definite leap in my understanding of architecture's role and agency in society. I have come to an understanding of how my abilities, when put into practice, can manifest aspects of my world view so that it can be critiqued by both myself and others and discussed thoroughly.
yes
yes
Yes and no - my initial provocation was a response to my previous curiosities but my advisors were not very supportive of it. They did later on support my initial ideas and let me run with it.
Yes, but only because of my own initiative and not because of the faculty, who seem to be at odds with the foundations built through the other years of design studios.
Yes, it was a necessary opportunity to allow personal and idiosyncratic interests to be applied to a greater and more meaningful context. To do that requires reapproaching and reinforcing skill sets learned previously.
Yes. I had to work on plans and sections and think of them as a way to express the project's intent
Yes. It is extremely Important to have an independent research project in order to test your ability to make "knowledge,skills, and abilities" self interesting. Without it we would just be a technical school with a focus on getting jobs, like the engineering school, which is about the least interesting thing I could ever imagine.

Figure 2.3: Is There Anything Additional Your Would Like to Share With Us About the Academic Program In the School of Architecture?

IS THERE ANYTHING ADDITIONAL YOUR WOULD LIKE TO SHARE WITH US ABOUT THE ACADEMIC PROGRAM IN THE SCHOOL OF ARCHITECTURE?
Adjunct faculty should be more equitably compensated for the number of hours and how hard they work...
How our architecture works in relation to people is often forgotten in the school of Architecture. This was a feeling I had all throughout my education and one that I think is so important. If our designs are not used, or inhabited by people they become obsolete - why are we not addressing that more readily? Oh, and in addition to that - the environment. Something that is craving the attention of creative thinkers like us is not getting the attention it deserves from the school of architecture.
I believe most of my classmates do not have a strong grasp on history and theory in relation to their own design projects and just in terms of their ability to discuss issues and make references. Additionally, it seems like about of my classmates do not really care or put much effort into their design projects or perhaps into any of their work in other classes as well. I believe part of this is because the majority of faculty have low expectations or choose not to establish a base line for conduct or discipline in their studios. For instance, students realize after second year that they can do little work and still pass, that they can be absent from their desks during studio hours and during desk critiques, and still face no consequences. Perhaps this stems from the example set by faculty members who often don't show up to studio or don't keep a regular schedule for when they are in the studio. Additionally, because students aren't expected to participate in critiques or even in most history and theory classes, students seem to be rather ill-equipped at discussing architecture and formulating articulate positions about their own projects, in relation to their colleagues, and especially in relation to the discipline.
I believe that there needs to be better discussion(s) generated between students and faculty. It needs to be more inspiring about the discipline. As well as I believe a better connection between architectural theory and history and design studios needs to be obtained, for the clarity of the students work, thoughts and individualism.
I would like to see more emphasis placed on specificity. The drawing being made, the model being made- the actual work that is an index of thought so that students can be more rigorous in manifesting ideas and not just good at talking about them.
It should be easier to donate directly to the school. At Cooper every time one tries to donate money he gets stuck in bureaucracy.
It's fantastic, and the "provost" shouldn't meddle. That's why we didn't need one.
My experience at The School of Architecture was great until my second year of studies. With the news of the tuition crisis, my experience changed dramatically - something became lost. The professors were very confused as to how to deal with the situation and approach their design studios and the school - they should be the one trying to prevent the school from charging tuition so we can focus on our studies. However, we the students became involved physically, emotionally and psychologically. Otherwise, the school also lacks a pedagogy to architecture education. It is very very confused on how to approach and introduce the constantly evolving theories being dealt within the discourse. The curriculum needs to be thoroughly rethought and rebuild with this in mind.
no
The electives need to vary more often. The courses can become stagnant.
the level of rigor is fantastic, the narrow mindedness of some professors is frightening. some times it felt more like a monastery than a professional degree.

IS THERE ANYTHING ADDITIONAL YOU WOULD LIKE TO SHARE WITH US ABOUT THE ACADEMIC PROGRAM IN THE SCHOOL OF ARCHITECTURE?

The School of Architecture has many wonderful faculty in proportional and full time. It also has some less committed faculty in the proportional time. I think the school needs a few more full time faculty, which has been a topic for my five years here. Most importantly, we desperately need a dean who is more accessible and will create greater cohesion between the studios and greater collaboration between faculty.

We need more professors who are not from Princeton. We need to stop having this strange incest relationship. The new dean should not be someone that's been here for too long and have not changed or learned new things. Cooper needs to keep progressing.

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?
An understanding of political nuance. To be able to cut through fluff and see things and motives as they are from looking at what people say and how they behave. In other words, to be able to recognize integrity and the lack thereof
Cooper's Architecture program teaches us to be problem solvers. We spend too much time in theory and concepts and not enough time in skills - we are not up to date with many of today's commonly used technologies.
learning not to trust the administrators and Dr. Barucha
Most importantly to ask questions, to inquire and investigate those inquiries. To ask difficult questions, and what it meant to be in an open environment, full of freedom and potential.
nothing
Problem solving skills as well as a strong sense of independency.
Understanding the importance of failure; being able to confront any problem with confidence.

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
Depends on the future of the school. If it's integrity and morales are upheld then definitely if not, then I feel I do not believe in this school as a vessel for education and freedom anymore.
get a degree somewhere else first and transfer in. cooper is fantastic, offering an education not found anywhere else, but there are too many out-dated perspectives for it to be the only educational experience you get.
I am not sure what the school will be like for future students, because of the changes that will take place next year.
I don't regret having come here, but I soon realized that there were things I wanted to pursue that aren't necessarily encouraged by Cooper because sometimes they are too focused on the glory days and "traditional" Cooper.
My reservations would be the fact that it is no longer free. I would cautiously recommend it to anyone who could afford it with the hope that the quality and level of the faculty and students would remain where it has been, in spite of the fact that it now costs money.
Out-of-touch administration. General upheaval and lack of vision from the administration. This is hurting the faculty and the students, especially those who have strongly-held beliefs about the institution and are not seeing reciprocation from the administration.
the cooper union after 2014 will no longer be the school that it was during my time here as a student.
the experience
The student dynamic will be completely changed after tuition is implemented.
TUITION
tuition
tuition; Dean of architecture program? These are unknowns at the moment that can have a great effect on the quality of education

Figure 2.6: Any Additional Comments About The Cooper Union That You Would Like To Share With Us?

ANY ADDITIONAL COMMENTS ABOUT THE COOPER UNION THAT YOU WOULD LIKE TO SHARE WITH US?
I am incredibly grateful for my opportunity to study here. I will support the Cooper Union in my professional career, I want to see it go from strength to strength, but frankly I am nervous about the future of the architecture school, I believe this moment to be a defining moment in the school's existence. I hope a progressive, ambitious, forward facing dean is selected.
I do not feel free to express my opinions in this college, without expecting repercussions from the administration. This has lowered the quality of life at the school and that is why I'm not going to suggest the school to anyone.
I feel very lucky to have gone through my five years at Cooper. Of course, I have nothing to compare it to, but I am very happy with the skills and knowledge and desire to continue learning that I have come out with...
I love Cooper, always have, always will, but I think it needs to become more progressive with it's teaching methods and ideas. We can't stay stuck in the glory days because that has kept the architecture school from growing, knowledge wise. The world is becoming smaller and it needs to be a main focus, as well as the environment, the people. We can't continue blindly designing for conceptual scenarios. I didn't go to architecture school to be an academic, I went because I want to be an architect, but that I have had to fight for on my own...
I understand that my responses to this survey may seem too critical or emotionally charged, but I hope Cooper does listen to these responses and do something about it. Cooper Union is currently very confused in education pedagogy. I have become very affected by this confusion. Teachers and schools can help a student grow, likewise, they can also hurt and harm the student. I think this is something that some teachers and this school has forgotten to realize.
not really
The above questioned would have been answered completely differently, the above answer reflects a change of opinion with regards to these factors: the decision to charge undergraduate tuition, the appointment of a "chief academic officer," the use of promotional goods to advertise the school (including flying down students for tours), the efforts of the administration to alter student governance via the board of trustees, the suppression of free speech, and the failure to secure Jamshed Bharucha's resignation.
The Cooper Union is a special place in New York City, even within the World. A beacon of hope for the freedom of education (or at least was), and will hopefully remain that way. It is a buoyant vessel in the turbulent seas of society, money, and education. I do believe it has changed me, whether for better or worse, it has helped me to develop the way that I would have liked to, even in these difficult times. It is a sanctuary for students (and staff) and should remain that way for the rest of its live.
The last two years have been immensely distracting to say the least. The academic environment that I entered the school in five years ago has been completely shattered. Students need to feel safe in order to do good work and the actions of the administration have been insensitive to that.

ANY ADDITIONAL COMMENTS ABOUT THE COOPER UNION THAT YOU WOULD LIKE TO SHARE WITH US?

The students and faculty are the greatest assets of the school. The administration has really fumbled and it is hurting the school. I have fears about the future of the school. You need to have honest passion for something in order to make it succeed. We need to safeguard and support this passion, not undervalue and attack it. We live in a world of titles and rules. The greatest part of Cooper was being in an environment where people could challenge the student's relationship to society, and to professor, to be scholars, not simply students. I hope that the administration can see what made this school valuable, and not join the fold of other institutions. It seems like the current administration has amnesia about what the school's legacy is.

Tuition will ruin the school as we know it today. And the process of instating tuition has tainted the experience of may of us over the past two years.

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