

ALUMNI SURVEY RESULTS

The alumni survey was sent on June 29, 2015 to 865 alumni representing the graduating years 1958 to 2015. The survey was closed on August 7, 2015 with 152 individuals completing the survey. At least one response was received from every year between 1980 and 2015.

PART I: Curriculum

1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree

Top number is the response count. Bottom number is the response percentage.

A) COLLABORATION AND LEADERSHIP

	1	2	3	4	5
The program provided a diverse range of team learning experiences	73	46	18	12	3
	48%	30%	12%	8%	2%
The program provided a diverse range of individual learning experiences	111	34	5	2	0
	73%	22%	3%	1%	0%
The program provided opportunities for individual leadership within a larger group	57	48	31	12	3
	38%	32%	21%	8%	2%

B) DESIGN

	1	2	3	4	5
Design was important in of all my course work within the program	123	27	3	0	0
	80%	18%	2%	0%	0%
The program emphasized the idea of design as an iterative process	110	31	7	5	1
	71%	20%	5%	3%	1%
Synthesis of multiple factors, influences and variables were introduced as integral to design	111	33	8	1	0
	73%	22%	5%	1%	0%
The program exposed me to diverse methods and approaches to understanding design	93	39	14	8	0
	60%	25%	9%	5%	0%
The curriculum helped me to develop my own design methodology	103	31	11	6	0
	68%	21%	7%	4%	0%
Students learn the relationship of design to critical issues in society at both the local and global scale	77	41	23	9	4
	50%	27%	15%	6%	3%

C) PROFESSIONAL OPPORTUNITY

	1	2	3	4	5
Students are exposed to the breadth of professional opportunities and career paths in the program	28	49	44	19	13
	18%	32%	29%	12%	8%
The program adequately prepared me for the transition to internship and licensure after graduation	36	55	34	20	8
	24%	36%	22%	13%	5%
Students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research	101	42	9	1	1
	66%	27%	6%	1%	1%

D) STEWARDSHIP AND THE ENVIRONMENT

	1	2	3	4	5
The program clearly identifies stewardship of the environment as an important value	35	44	44	24	6
	23%	29%	29%	16%	4%
The program is informed by the responsible use of natural resources in design studios and other course work	26	40	53	24	9
	17%	26%	35%	16%	6%
The program is informed by the conservation of energy and other resources as a key factor in design	25	34	58	26	10
	16%	22%	38%	17%	7%
The responsible / sustainable use of materials was emphasized as a key factor in design	18	35	59	28	12
	12%	23%	39%	18%	8%

E) COMMUNITY AND SOCIAL RESPONSIBILITY

	1	2	3	4	5
The program emphasizes ethical considerations in architectural design	79	42	21	6	3
	52%	28%	14%	4%	2%
The program is informed by the engagement of the discipline of architecture in social issues and civic values	81	44	14	9	2
	54%	29%	9%	6%	1%

PART II: Extra-Curricular Activities and Programs

1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, 5 = Strongly Disagree

Top number is the response count. Bottom number is the response percentage.

A) COLLABORATION AND LEADERSHIP

	1	2	3	4	5
Collaborative learning was an important part of the culture of the School	67	51	23	9	2
	44%	34%	15%	6%	1%
Collaboration was identified as a positive value in architectural learning	63	52	24	11	2
	41%	34%	16%	7%	1%
Non-curricular activities provided opportunities for individual leadership within a larger group	35	36	54	21	6
	23%	24%	36%	14%	4%
Students are afforded opportunities to actively participate in the governance of the School	38	53	39	17	5
	25%	35%	26%	11%	3%
There are many diverse opportunities for leadership in team and group efforts	33	42	51	24	2
	22%	28%	34%	16%	1%

B) DESIGN

	1	2	3	4	5
Students learn the relationship of design to critical issues in society at both the local and global scale	58	59	19	11	3
	39%	39%	13%	7%	2%

Students learn the connection between design and the discovery of new opportunities and values	74	51	19	4	2
	49%	34%	13%	3%	1%

C) PROFESSIONAL OPPORTUNITY

	1	2	3	4	5
Students are exposed to the diversity of professional opportunities and potential career paths through extra-curricular activities and programs	21	40	46	33	9
	14%	27%	31%	22%	6%
Students are able to explore professional opportunities and potential career paths through extra-curricular activities and programs	18	44	47	33	8
	12%	29%	31%	22%	5%
Students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research	69	60	18	1	1
	46%	40%	12%	1%	1%

D) STEWARDSHIP AND THE ENVIRONMENT

	1	2	3	4	5
Alternative approaches to energy use and materials were a strong part of my education at The Cooper Union	13	36	50	39	10
	9%	24%	34%	26%	7%
The general ethos of the school placed a strong value on stewardship of the environment	22	41	44	29	11
	15%	28%	30%	20%	7%

E) COMMUNITY AND SOCIAL RESPONSIBILITY

	1	2	3	4	5
The School helped me understand architecture as a discipline that can and should engage social issues	89	47	12	3	2
	58%	31%	8%	2%	1%
The School helped me understand architecture as a discipline that can and should engage questions of fairness and justice	78	45	22	6	2
	51%	29%	14%	4%	1%
Active social engagement in professional life was emphasized as a value during my time at The Cooper Union	56	42	27	21	6
	37%	28%	18%	14%	4%