

II. Student Support

INTENT: Students can complete the program in a reasonable amount of time. Students have ample opportunity to interact with their instructors. Students are offered timely guidance and advice about the program's requirements and their career alternatives. Students who graduate the program meet all program requirements.

The ***Intent*** must be met in order for a program to be deemed creditable. One way to meet the ***Intent*** of this criterion is to satisfy each one of the **Standards** listed below. To do this, answer the questions associated with the **Standards**. If one or more **Standards** are not satisfied, it is incumbent upon the institution to demonstrate and document clearly and unequivocally how the ***Intent*** is met in some alternative fashion.

If you are having more than one program evaluated, particularly if the programs are on separate campuses, the answers to these questions may vary from one program to another. If this is the case, please use separate copies of this section for each program, and clearly delineate which program is being described.

Standard II-1. Courses must be offered with sufficient frequency for students to complete the program in a timely manner.

A. Frequency of Course Offerings.

1. List below the course numbers, titles, and credit hours of courses required for the major which are offered less frequently than once per year. Explain how it is determined when they will be offered, e. g., rotation, odd-numbered years, or whatever.

All of the required courses are offered (at least one section) each Fall, Winter, and Spring Quarter. In addition, most, if not all, of the required courses are offered during each Summer Quarter.

2. List below the course numbers, titles, and credit hours of courses allowed for the major but not required (i. e., either free electives or lists of courses from which students must choose a certain number), and explain how it is determined when they will be offered.

The elective courses are offered according to demand and availability of faculty to teach them, with an objective of offering each course at least twice per year. The following shows the number of times each has been offered in the past two academic years. Each is a four quarter unit course.

Course	Number of times offered
CS 245 Introductory Computer Graphics	4
CS 256 C and C++ for Programmers	16
CS 352 Symbolic Programming	5
CS 356 Object Oriented Design and Programming	5
CS 370 Parallel Processing	1
CS 380 Introduction to Computer Networks	2
CS 390 Computer Simulation	1
CS 441 Advanced Compiler Design	1
CS 445 Advanced Computer Graphics	3
CS 450 Computability	5
CS 460 Secure Communication	2
CS 480 Software Engineering	2
CS 490 Honors	0

Standard II-2. Computer science courses must be structured to ensure effective interaction between faculty/teaching assistants and students in lower division courses and between faculty and students in upper division courses.

B. Interaction with Faculty.

1. Describe how you achieve effective interaction between students and faculty or teaching assistants in lower division courses, particularly in large sections.

The department does not use teaching assistants in the usual sense. All courses are taught by permanent or adjunct faculty.

Use is made of student assistants as graders, and some may provide additional assistance in preparing materials, etc. There have been some experimental uses of students in conducting help sessions or exercise working sessions.

The main strategy for maintaining interaction is in avoiding large classes or in reducing the number of them that a faculty member must deal with. Each faculty member is in control of whether a class size goes much beyond 30 students. Out of 132 classes offered during this academic year, 72 had 30 students or less. Only 25 classes exceeded 35 students. Only 9 of those were larger than 40, the largest being 51.

If a faculty member elects to have a larger class, then graders are available to allow him or her to have more time for meeting with students. Faculty are required to have at least five hours of availability in their offices, though most usually are available numerous hours beyond that. Also, a number of the faculty schedule extra review sessions and tutorials.

Course-related web sites provide a convenient mechanism for interaction outside classes. Several faculty members have created web sites varying in sophistication from merely providing office hours and syllabi to comprehensive sites offering a full range of student support materials.

Describe how you achieve effective interaction between students and faculty in upper division courses. Give detailed explanation and/or documentation how you do this for sections with more than thirty students, if applicable.

The comments above apply equally to upper and lower division courses.

Standard II-3. Guidance on how to complete the program must be available to all students.

C. Student Guidance. Describe what determines the requirements that a student will follow and how the student is informed of these requirements.

Students admitted to Cal Poly Pomona attend a comprehensive orientation session conducted wither by a senior faculty member or the department student advisor, where the degree requirements are explained. Students receive a curriculum sheet listing the courses necessary for graduation, as specified by the university catalog for that year.

Transfer students are given a curriculum sheet which shows the course credits they have received from other institutions. The requirements remain the same for a student until his or her graduation or until a break in enrollment of three or more quarters. For each student there is an advising folder that contains a copy of their particular curriculum sheet. Curriculum sheets are available in the department office, and course descriptions and department policies are maintained on the department web site.

One responsibility of the advisor (see “advising” below) is to determine that the student is making proper progress. The department provides three handouts to help the students in planning their course scheduling so as to experience minimum difficulty in that aspect of completing the program.

One of the handouts is the pre-requisite tree included as an attachment. Another is a suggested schedule listing the courses by quarter by year, as shown in Section IV. The third is a schedule of planned course offerings that shows which courses will likely be offered in which future quarters.

Students who do not actually take Computer Science courses for a period of time and are deemed not to be making progress in the major can be placed on administrative probation and so are required to see the department chair for a determination of the problem.

Standard II-4. Students must have access to qualified advising when they need to make course decisions and career choices.

D. Student Advisement. Describe your system of advisement for students on how to complete the program. Indicate how you ensure that such advisement is available to all students.

Students first receive advising during orientation before they begin their first quarter at Cal Poly. Students are expected and encouraged to see their advisors periodically, and are expected to know and follow the published curriculum. Students are required to see an advisor at least once every year. This is enforced by placing a hold on the student’s registration permit. Each quarter, one third of the students have such a hold placed on a rotation basis. Any student with a grade point average of 2.2 or less is required to see his or her advisor each quarter while in such status.

E. Access to Qualified Advising. When students need to make course decisions and career choices, what is their procedure for obtaining advising? Do they have adequate access to qualified professionals when necessary?

During their first year at Cal Poly, all Computer Science students see our department advisor. Following that year, students are assigned to a faculty member for advising. Students are urged to discuss course selection and careers with their advisor or with any faculty member. In addition, the university has a career center with counselors available for more general career guidance and planning.

Standard II-5. There must be established standards and procedures to ensure that graduates meet the requirements of the program.

F. Meeting the Requirements. Describe your standards and procedures for ensuring that graduates have met all of the requirements of the program.

The department employs a full-time student advisor/admissions coordinator who is well-versed in course articulation and other complexities of handling students from diverse backgrounds. She has developed a worksheet for tracking student progress toward completion of degree requirements.

When students have ten or fewer classes left before graduation, they apply for a graduation check. The evaluations office uses the curriculum sheet to determine which remaining courses the student needs in order to graduate. This evaluation is sent to the student prior to their final quarters. This provides the student with the opportunity to clear up any discrepancies and makes certain the student is aware of any additional courses that must be taken. DARS, a web-based automated degree audit system, is due to become available in Summer 2002 for use by students and advisors.

Students are expected to meet with their advisor if they have any questions about how to proceed based on the information from the graduation check or degree audit. Students apply for graduation at the beginning of the quarter in which they plan to graduate. A final check by the evaluations office determines that all requirements have been met before the degree is awarded.