

ONLINE COUNSELING REPORT SUMMARY

Excerpt from PA/PR, pg. 47

Online Counseling

Online counseling is an essential service offered by the Counseling Center to meet the needs of students who may have difficulty with transportation or are simply trying to manage their time efficiently through the use of distance education. Online counseling makes it very easy to direct students to SAC resources. Students who need to come into the counseling center and made their initial contact through online counseling can come better prepared to see a counselor. Waivers can be done through online counseling, which saves students and counselors time. Military personnel that are planning on leaving the service can come to SAC with all of the documents they need to get started and they know where to start.

The following table indicates the total number of questions answered by online counselors from 2008 – 2012, demonstrating a fairly consistent number of online questions submitted annually over the last 4 years, with a slight decrease last year. The goal of the program is to respond to students in 72 hours (factoring in weekends when online counseling is not available), which is being met and exceeded. A total of 342 hours of online counseling are offered over 250 days per year. For the years covering 2008 – 2012 we have offered 1368 hours of online counseling over 1,000 days; 12,154 questions were assigned and answered, for an average of 12.154 questions per day.

**Online Questions Asked and Average Answering Time
2008 - 2012**

Academic Year	Number of Online Questions	Average Answering Time in Hours
2008-2009	3007	41.44
2009-2010	3141	50.12
2010-2011	3140	51.15
2011-2012	2866	46.68

The type of questions most frequently asked were as follows:

Type of Questions Asked	Percentage of Total Questions Asked
Classes	8.4%
Waivers	8.0%
Special Programs of Interest*	11.3%

AA Degree & AA/Transfer	2.3%
Transfer to University	3.6%
Counseling Appointment	3.0%
Enrollment	3.7%

**Includes Nursing, Fire Tech, Pharm Tech, Paralegal, Criminal Justice, OTA, and Speech Pathology as program asked about most frequently.*

Another question posed by the Counseling Department was whether there was any difference in course success rates for students between online or hybrid courses (for CNSL 116), versus those courses taught in a traditional format. A recent study summarized in the following table showed that success rates in distance education courses for Web, Hybrid and TV courses from 2009-2011 are lower than those for traditional courses, which is also reflected in the offerings within the Counseling Division. Distance education courses for Counseling 116 show weaker success and retention rates than our traditional Counseling 116 courses (50% vs. 70% success, and 68% vs. 82% retention).

Excerpt from PA/PR, under Analysis of Curriculum Effectiveness, pg. 100-101

**Santa Ana College
Grade Distribution for Counseling 116, Fall 2008-Fall 2011
Traditional vs. Online Delivery**

Semester	Traditional Delivery								Online Delivery							
	Grades Rec'd	A	B	C	CR/P	D	F	W	Grades Rec'd	A	B	C	CR/P	D	F	W
Fall 2008	706	32%	19%	13%	0%	5%	10%	21%	105	27%	7%	10%	2%	2%	25%	28%
Fall 2009	644	40%	22%	9%	0%	5%	8%	15%	123	33%	12%	9%	0%	0%	16%	30%
Fall 2010	499	30%	25%	18%	0%	6%	11%	9%	176*	27%	13%	11%	0%	2%	16%	31%
Fall 2011	463	33%	25%	22%	0%	4%	4%	12%	209*	30%	9%	9%	0%	3%	16%	32%

** Online data includes one hybrid section and four online sections (for Fall 2010 and Fall 2011)*

However, the online rates in Counseling are comparable to rates for distance education for the college overall. The average success rate for CNSL 116 web courses for fall '11 was 50% vs. 58% for distance education overall, and the retention rate was 68% vs. 73% for the college. However, the hybrid Counseling 116 section demonstrated a success rate below the distance education college average, of 43% vs. 55%, while the retention rate of 68% was comparable to that for all hybrid courses (69%). This indicates that the hybrid section is less effective than the purely online version of the course, which seems counter intuitive for a course where personal exploration might be seen to benefit from at least some face to face time throughout the course (the hybrid course meets once/week). While it is possible that the data speaks more to the type of student who chooses the hybrid course over a completely online course, the difference between online and hybrid course performance requires further exploration.