

Message from the Chief Editor



Welcome to the Spring 2020 edition of the HETS Online Journal!

This has been a most unusual semester for faculty, staff and students alike, as we all adjust to new ways of learning, working, and interacting. One thing that has not changed, though, is the need to support our students in order to increase their opportunities for success. In fact, student access, retention and success are more important... and more challenging... now than ever, as is the use of technology in education. Although most of these articles were in the works prior to the switch to fully online education and working remotely, they offer insights and suggestions that are pertinent to our current environment.

The article, [*El assessment en educación a distancia: Una comparación de programas en línea en una institución de educación postsecundaria*](#), presents the results of a study that examined assessment and evaluation practices in courses offered online. It recommends an online program assessment model based on the best practices of distance education.

[*El Tiempo de Cambio y la Percepción de la «Generación Z» en la Educación*](#) discusses the many changes in our environment, including those necessitated by the spread of COVID-19. It considers the historical perspective of similar past events, and suggests that the changes implemented may have lasting positive impact.

The author of [*Evaluating the Effectiveness of a Hybrid Developmental Reading Course at One Urban Community College: A Quasi-Experimental Comparative Study*](#), sought to determine whether a hybrid method of instruction has an impact on student reading achievement. The results indicated that there was a significant impact, and the author recommends further study in differing socioeconomic backgrounds and geographic locations.

The author of [*Higher Education: Factors and Strategies for Student Retention*](#) examines strategies for institutions of higher education to confront the challenges of retaining students and offers suggestions that institutions and their faculty can use to increase retention.

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The development of collaboration strategies for information sharing through interlibrary loans (ILL) services has become an important service to reduce the gap of information needed by researchers and scholars. The viewpoint article, [Just-In-Time: the value of online integrated interlibrary loans to broaden access to information resources](#), details a collaboration strategy used between eight postsecondary institutions in Puerto Rico that are part of a library consortia.

[Las expectativas del estudiantado subgraduado de un programa de aprendizaje en línea](#) describes the translation and validation process of the “Student Expectations of Online Learning Survey” (SEOLS) questionnaire. It suggests that the results of this research can be useful in the design and review of courses and in the training of teachers who offer online courses.

The article, [Mechanical engineering students’ struggles with units of measure](#), is somewhat of an exception to the usual topics covered in the journal. It does, however, contribute to the improvement of STEM education and student success within a specific STEM area. It is being published in response to requests from faculty for more variety in topics during the pandemic. The article centers on the correct use of units of measure, a critical and fundamental skill that is often taken for granted but has a significant impact on student achievement.

In [Teaching with an Online MLA Citation Module at a Hispanic and Minority Serving Community College: Design, Implementation, and Results](#), the author shares the design considerations, implications, and data analysis of an MLA citation online module created using *Softchalk* e-learning software. Statistical analysis of data collected showed the module to be effective, especially for students who knew little about MLA citation to begin with, and implies that such modules may help to close gaps in student knowledge created by cultural and linguistic bias.

And finally, [Evolution of Lesson Plans in a Hybrid Course: Flipping the Classroom and Engaging through iPads and YouTube Videos](#), is paper that describes the design and implementation of technology in an early childhood education course to promote student engagement and community. The author relates how assigning brief YouTube videos based

on the concepts they were studying initiated the exploration of social media use in the classroom.

We hope you enjoy this edition of the HETS Online Journal and that it sparks ideas to continue your support of student success, especially through the use of technology. We wish you all well!

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