Editor's Message

Thank you for accessing the Spring 2023 Edition of the HETS Online Journal!

We welcome you, and hope you will find information to assist you and your institution in your efforts to help Hispanic students access and succeed in higher education.

Our authors offer experiences from a variety of institutions and academic and career backgrounds, and we are grateful to them for sharing their knowledge, research, findings, opinions, and case studies with us. We hope that you will enjoy reading the articles submitted by your colleagues and accepted for publication in this edition. As always, some articles are written in English, and some are in Spanish.

Our first article, "Power BI para la Visualización de Datos en Instituciones Educativas," written by Diana López Robledo, poses the question as to whether Power BI, a business intelligence tool, may be useful in a Higher Education setting that provides services for Hispanic students. The research examines the use of institutional data presented through dashboards and its usefullness for making informed, data-based decisions.

Authors M. Batiz Cartagena and A.Rivera Cintrón, in their paper entitled, "El Humanismo Digital en la Educación a Distancia y el Diseño Instruccional, focus on the need for scaffolding focused that is on the student as an individual to facilitate the learning environment in distance education.

In "Relación entre las Destrezas de Información con la Ansiedad Bibliotecaria Experimentada por Estudiantes Subgraduados en la Modalidad a Distancia," Giselle M. Garriga Vidal presents a quantitative study, with a non-experimental design and a correlational scope, on.the perceptions of distance undergraduate students regarding their information literacy skills and how they relate to the level of library anxiety experienced.

Amanda M. Giust, author of "Identifying Dissertation Challenges Faced by Hispanic Graduate Students," reports the results of a mixed method study of doctoral students. She notes that non-native language speakers at universities often struggle with grammar, organization, paraphrasing, and the overall writing process when working on their dissertations. Guist offers some recommendations that may help students with the skills they need, and encourages future research to add to the knowledge gained in the study.

Irina V. Ellison demonstrates that the simultaneous implementation of a variety of successful strategies scaffolded before, throughout and after the semester closes the equity gap between Hispanic and White students in a gateway course. In her article, "Closing the Equity Gap and Improving the Success of All Students in Anatomy and Physiology through a Scaffolded Approach," she also states that the results have implications for the broader context of retention of STEM students and in confronting and closing overall equity gaps in education.

In "Autorregulación de los Aprendizajes entre los Graduados que Estudian bajo la Modalidad de Educación a Distancia," Milagros Vélez-Torres investigates how self-regulation influences learning and the academic success of graduate students studying in a distance education modality at a higher

education institution. The theoretical framework is based on Piaget's Theory of Cognitive Development and Malcolm Knowles' Theory of Andragogy.

Marcos Torres-Nazario's article entitled, "Estado de Situación de la Educación Superior en Puerto Rico a Otoño de 2021," examines information about the population of Puerto Rico and its potential impact on total university enrollment. The study includes data on the enrollment of distance students and projections of the country's near-future enrollment.

Author Tanvir Prince looks at integration of computational thinking concepts, including algorithm, coding, abstraction, decomposition, debugging, and pattern recognition in a community college Linear Algebra course in "Enhancing Linear Algebra Learning through Computational Thinking: A Project-Based Approach." Using project-based learning (PBL), the project sought to enhance students' understanding of linear algebra topics while familiarizing them with essential computational thinking concepts.

We always hope that you will be inspired by what your colleagues have shared, and that it will translate to success for your students. We also hope that you will consider sharing your own experiences, research and findings with others in a future edition of the HETS Online Journal.

Have a wonderful summer!

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