

## Message from the Chief Editor



Thanks for your interest in the Spring 2018 edition of the HETS Online Journal!

As always, we're glad you're here. We hope you will find this information useful as you seek to attract, retain and graduate students. Some of these articles highlight the use of technology in student success, while others deal overall with access and retention, which are also critical components of the HETS mission. For example: The author of *A Complementary Teaching Activity for Food Security and Healthy Eating Behavior Change in a Community College* describes how a food and garden club, as part of a human nutrition course, has addressed the theoretical and practical content of health and nutrition courses, as well as the actual wellness and lifestyle practices of the students. The results have been instrumental in effecting change in the dietary habits of this very diverse group of students from a high-risk urban community, many of whom aspire to be health care workers. Students learn not only to 'practice what they preach,' but also increase their own health, which can increase their academic success. In *Hostos Online Learning Assessment (HOLA) Follow- Up: Student Perceptions in Two Cohorts*, respondents' perceptions of online learning were not found to be like those of students taking online courses nationwide. The authors suggest that this study may provide important information regarding student perceptions of online learning in a Hispanic-serving institution, and that additional research should be conducted. The article *Las Competencias del Docente para Dictar Cursos en Línea* presents a compelling argument and strategy for the need to evaluate and develop the skills of online instructors. Well-prepared faculty will increase the likelihood of student success, and the skills needed for online instruction will vary from those needed for face-to-face instruction. The practices described may be adapted at other institutions to aid in student success and retention. And last but not least, the main focus on *Setting Students Up for Life Long Success through Innovative Summer Bridge Programs and First Year Seminars*, is the impact of a combined summer bridge program and a first-year seminar on the same group of students and how they have increased student retention and success. This type of programming can be especially important for first generation college students, and, particularly, for those from immigrant families. These practices, too, may be duplicated at other institutions.

We hope you will enjoy this issue, and, if you have some successful practices you'd like to share, we encourage you to consider writing for the HETS Online Journal!

Pamela A. (Krauser) Vargas  
Director, Research and Grant Development  
Southeast Missouri State University  
One University Plaza  
MS 4400  
Cape Girardeau, MO 63701  
Phone: 573.651.2196