

Message from the Chief Editor



It's finally spring, and nature is blooming with excitement! Spring at institutions of higher education means the end of one academic year, but it's also a time to plant the seeds for the next year. The HETS Online Journal, [Volume IX, Spring Issue](#), is filled with ideas that you may choose to incorporate and grow upon at your own campuses. As always, the articles offer insight to help Hispanic students succeed. Many topics deal with the use of technology in student success, but all are geared towards increasing access, retention, and graduation.

On the first article presented in the issue, [Implementation of a Civic Engagement Community Change Model by a Community College through the Integration of Technology and Social Media as a Strategic Element](#), civic engagement and community change are highlighted as pathways to providing educational opportunity in underserved and marginalized communities. This article also considers the need for the institution, particularly a community college, to be responsive to the needs of the community.

[Hispanic Students and Online Learning: Factors of Success](#), presents the results of a study focused on understanding the perceptions of Hispanic post-traditional college student perceptions of the factors that determine success in an online learning are presented. The study consisted of survey, interview, and focus group data.

[Teaching Online at a South Bronx Community College](#) focuses on the college's experiences with education technology and online learning. The article offers evidence to dispel the belief that community college students are frequently not successful in online courses. It also explores faculty perceptions of online teaching and suggests things that higher education administrators can do to support faculty who teach online courses.

Article [The Practice of Peer Observation](#) examines existing literature on peer observation and presents results from a committee convened is presented as a faculty development opportunity that can improve teaching.

[Tendencias en la Evaluación de Cursos en Línea](#) identifies trends in the evaluation of online courses and concludes that there is a clear tendency to evaluate the effectiveness and quality of online courses. It recommends that evaluation of online courses be systematic, rather than limited to the study of achievement and student satisfaction.

[To Blend or not to Blend: A Case Study of On-line Learning in General Biology](#) suggests that the most compelling motivation for community college students to take online courses is

often the need to juggle work and family obligations in addition to their studies. It also notes that these students are the very ones who tend to underperform in online courses. This case study compares the performance of students taking a hybrid general Biology 1 course to students in the classic lecture sections of the course.

Last, but not least [*Zoom: An Innovative Solution for the Live-online Virtual Classroom*](#) is a case study of a courseware experience that used Zoom to create live-online virtual classrooms. The article describes setting up the Zoom account and the live-online virtual classroom. It shares virtual classroom and live-online evaluation experiences and provides recommendations for best practices for hosting and studying in a live-online virtual classroom.

We hope you enjoy this edition of the HETS Online Journal, and also encourage you to **share your own experiences and best practices** for future issues of the Journal. You can **submit your article** for the Fall Issue of our Volume X **on or before September 13, 2019**. We wish you a happy spring and summer!

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