

Message from the Chief Editor



Welcome to the latest edition of the HETS Online Journal!

The HETS Online Journal is dedicated to publishing original, peer-reviewed scientific papers, research reviews, evidence-based articles, and other products of research on the topics of student **retention, assessment and access, as well as the integration of technology in education.** The Fall 2019 issue is a special collaborative effort between HETS and the Hispanic Association of Colleges and Universities (HACU). This collaborative issue highlights the organizations' shared mission: to facilitate the success of Hispanic students in higher education.

With selections written in English and Spanish, and authors from both organizations, you will find additional viewpoints that will inspire you to explore new opportunities to increase the success of Hispanic students at your institution. We hope you enjoy this very special edition!

This edition consists of seven articles written in English and six written in Spanish. A brief description of each can be found below.

[*Common Final Cumulative Exam in Anatomy and Physiology: A Decade of Summative Assessment Reveals Most Challenging Concepts and Prompts Various Interventions*](#) details a decade-long study assessing 25 cumulative common final multiple-choice questions for both courses in a two semester Anatomy and Physiology (A&P) curriculum. The seven most difficult concepts were identified, with a goal to determine better pedagogical approaches for those concepts.

[*El líder y la motivación en la organización*](#) summarizes a documentary study that analyzed the literature of motivation and leadership and provides recommendations on how motivation and leadership help to achieve positive results in an organization. Employee attitude is also examined, and a correlation is considered between leadership and motivation and human sensitivity, effective communication, integrity, trust, safety and teamwork.

The process of evaluating the effectiveness of a pre- university Mathematics online course is discussed in the [*article Evaluación de un curso en línea de Matemática Remedial.*](#) The findings show that the course, developed by the Access to Success Project of the University of Puerto Rico, has been partially effective.

[*Impacts of Pre-Freshman Immersion Summer Programs on STEM Undergraduate Minority Students in a Hispanic Serving Institution: An Exploratory Design*](#) describes a two-week intervention focused on basic mathematical concepts that students have found difficult during the first year of undergraduate studies. The program also concentrates on critical thinking development, using case studies focused on science and engineering scenarios that will further aid in student success.

The article [*La matrícula universitaria a distancia de Puerto Rico: Retos y oportunidades*](#) provides updated information on the student population in Puerto Rico, including those in online courses. The findings reveal a 10% reduction in the number of students enrolled from 2013-2017, which, if continued, will increase pressure on institutions of higher education. The role of distance education in combatting those challenges is considered.

[*La presencia social de los profesores de los cursos en línea y su relación con el aprovechamiento académico y la satisfacción de los estudiantes con el curso*](#) presents the results of an exploratory study that considered the social presence of online instructors and its relationship to student satisfaction with their academic achievement and the course itself. The study shows a significant positive relationship between the three variables studied.

The documentary study [*Manejo del tiempo desde la perspectiva académica, profesional y personal*](#) analyzes the importance of time management. It raises a relevant issue and encourages students to organize and structure study time and work commitments without conflicts to increase their success.

[*Peculiaridades de las redes sociales*](#) acknowledges the influence of social media and considers its peculiarities in society. The role of the educator in communication and information is also addressed.

[*Reframing the Narrative of Hispanic Student Success: From Pipelines to Ecosystems*](#) reevaluates the idea of a pipeline that funnels students from K-12 through higher education and on to a career. The author suggests that, due to the multiple entryways where students can now obtain high school credit and enter into higher education, a pipeline is no longer applicable, and in fact, a whole ecosystem is involved.

In [*Re-Imagining Strategic Enrollment Management*](#), the author suggests that a renewed focus on comprehensive strategic enrollment management (C-SEM) can assist colleges with ongoing enrollment challenges. The article recommends creating clear goals that target the enrollment, retention and graduation of students.

In [*The Impact of Blended Learning on Retention, Performance and Persistence in an Allied Health Gateway Lab/Lecture Course in an Urban Community College*](#), the authors compare blended and face-to-face (FTF) teaching in student learning outcomes, retention, likelihood of repeating the course, likelihood of taking the subsequent course in a sequence, and performance in the subsequent course.

The article entitled, [*Using Hispanic Memoirs to Create a Culturally Sustaining Common Read Program*](#), shares a best practice for developing a Common Read program grounded in a culturally sustaining pedagogy within a diverse urban community college. The authors make the argument for choosing memoirs by Latinx/Hispanic authors to promote greater cultural understanding and connections for both students and faculty, especially in light of the current political climate.

Finally, but not least, in the article [*Utilizing Simulation to Foster Nursing Skills in a Cohort of Community College Students*](#) discusses the results of preliminary data from a survey assessing LPN students' level of confidence in learning the three domains of nursing skills (cognitive, affective and psychomotor). It also notes the utility of critical pedagogy in simulation training for nursing students as an effective tool to educate health care providers about the social and structural barriers impacting patient health outcomes.

We thank you for your interest in this special edition of the journal. Happy reading!

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