

## Message from the Chief Editor



Spring is finally here, and with it comes a new edition of the HETS Online Journal. The COVID-19 pandemic has affected higher education in many ways, with one of the most common impacts being an increase in virtual and online learning. As many campuses rushed to adapt to social distancing requirements, online learning and technology took on elevated roles. As part of its mission, HETS has been a pioneer in focusing on the use of technology in student success.

Since our member institutions were studying and evaluating the use of technology before the pandemic, some already had valuable information that applies to electronic delivery of courses and services almost ready to publish or share. This edition contains several projects started before the pandemic that have implications for our current situation and suggest further study. Other authors were quick to adapt to the changing environment and almost immediately sought ways to study the impact of those changes on their institutions, faculty, and students.

As a bilingual organization with a Hispanic focus, we have a selection that includes some articles written in English, as well some written in Spanish. We hope that you will enjoy reading what your colleagues have learned and shared, and, most importantly, we hope that you will find ideas that you can study or implement at your own institutions.

In this issue, we are delighted to share seven articles, as follows:

1. [\*\*An Open Educational Resource for Teaching Revision: Flesch-Kincaid Readability Statistics\*\*](#) explores the use of an open educational resource, Flesch-Kincaid Readability Statistics, to complement teaching college reading and writing skills.
2. [\*\*Comparison of Connectedness in Online, Blended, and Face-to-Face Research Methods Courses among Hispanic and Low-Income Students\*\*](#) compares the perceptions of students' connectedness with their peers and instructor at a Hispanic Serving Institution, using a research methods course that was taught by the same instructor in three different modalities: online only, blended, and face-to-face.
3. [\*\*Developing Graduate Student Workshops at a Predominantly Hispanic Serving Institution\*\*](#) assesses the pre-test and post-test outcomes of two newly developed graduate student workshops covering topics in writing and research.
4. [\*\*Integración del Aprendizaje Móvil en la Educación a Distancia en Puerto Rico\*\*](#) examines whether mobile learning is considered as part of the instructional design of online courses, if the integration is done with a defined instructional model, and how learning platforms contribute to this integration.

5. [\*Relación entre el Nivel de Liderazgo del Profesor y la Retención Estudiantil de una Institución de Educación Superior\*](#) considers the level of faculty leadership and its effect on student retention.
  
6. [\*Sistema de Gestión de Aprendizaje para la Enseñanza del Español como Lengua Extranjera\*](#) compares two learning management systems, Blackboard and Canvas, and their potential use for a Spanish-as-a-foreign language program in an institution of higher education.
  
7. [\*Understanding the Challenges of Teaching Writing Online during the Pandemic at an Urban Community College\*](#) analyzes a faculty survey conducted in Fall 2020 to help determine how faculty rapidly adapted to teaching in the distance learning modality.

Thank you for your interest in the HETS Online Journal. Also, thanks to our reviewers for their valuable collaboration in helping us select the best articles to share with you every semester. We hope that you've found it to be a resource that will help you and your institution navigate the sea of change we are all experiencing. And in the spirit of "We're all in this together," we hope that you will consider submitting an article to share your own findings and experience through our Journal.

Stay safe and well, everyone!

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