

Message from the Chief Editor



Happy Spring, everyone! On behalf of the authors and the HETS staff and volunteers, thank you for accessing the Spring 2022 edition of the HETS Online Journal! This edition continues our tradition of providing articles on topics that impact student success in general in higher education, and a particular focus on Hispanic students. In further keeping with our mission, many of the articles deal with the use of technology in the higher education setting and how technology can be used to increase student success. In this issue, your colleagues share their research and experiences in the quest to increase access, retention, and graduation rates. As always, some articles are written in English, and some in Spanish.

The authors of the article, “Nomophobia and its Effects on the Psychosocial and Physical Health of University Students,” describe the results of a study which investigated the knowledge university students have about nomophobia, a term used to describe cellphone dependence, and the physical, emotional and social effects it can cause.

In “Student Performance in Four Teaching Modalities and Covid-19 in a Research Course at a Hispanic Serving Institution,” the author assesses the differential outcomes for students at a Hispanic Serving Institution based on ethnicity and teaching modality, both pre- and post-pandemic.

“Factores que inciden en la intención de abandono de los estudiantes de enfermería en línea” discusses the findings of research conducted with the objective of identifying the factors that contribute to the intent to drop out among nursing students who study online.

In *“Educación virtual: Retención Estudiantil y Retos que Enfrenta la Educación Superior ante la Pandemia COVID-19,”* the authors share the results of a literature review carried out in various local, national and international databases to determine strategies used to aid in student retention during the pandemic.

“Autopercepción de los docentes y la percepción de los alumnos sobre su dominio de las competencias profesionales” presents the results of the author’s study designed to determine the self-perception of teachers and the perception of students about the teachers’ mastery of the professional skills necessary to teach online courses, with a goal of identifying both the strengths and areas where training is needed for teachers of online courses.

The author of *Evaluación de un programa de Administración de Empresas a distancia de una institución de educación superior en Puerto Rico*, summarizes the results of a study whose purpose was to evaluate a distance Business Administration program at a higher education institution in Puerto Rico. The data analysis identified the needs to strengthen the program, the areas with development opportunities, the curricular potential, student loyalty indicators, and new training needs within the context of distance education.

We thank all our authors for sharing their knowledge, and hope you find many good ideas to increase student success at your own institutions!

Stay safe and well, everyone!

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