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HETS ONLINE JOURNAL

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Message from the Chairman

I am particularly happy to present the Spring Issue, Volume VIII, of this publication. The HETS journal traditionally **addresses relevant topics impacting technology and Hispanic Students**; this issue is no exception. This is the second volume that we integrated new areas of interest, including student retention and assessment, and the very important topic of student access.

I hope you will share the link to this Journal with your colleagues. And if you have an innovative technique or would like to share your knowledge and experience in any of these areas impacting higher education, please **consider submitting an article** for the Volume IX fall edition **on or before September 21, 2018**. Click **here** to **download the guidelines to submit your article.** Your submission should be an **original work either in English or Spanish**. Just send it to the HETS office via e-mail to: **info@hets.org**. Through publications such as the HETS Online Journal, which is included in **EBSCO Publishing's databases,** we can share the latest and best information with others in higher education and focus a wide spotlight on the exciting work being done by our colleagues.

Our sincere gratitude to **editor in Chief, Pamela Vargas**, and members of the Editorial Board: **Dr. Ana Milena Lucumi, Mr. Sunil Gupta, Dr. Manuel Correa, Dr. Carlos Morales, Mr. Carlos Guevara, Dr. Juan "Tito" Meléndez,** and **Prof. Pura Centeno** for accepting the challenge of reviewing and selecting the articles among the many impressive submissions received. We would like to recognize the hard work, commitment and dedication of all.

I hope you find our Spring Issue both informative and interesting.

Dr. Carlos Vargas-Aburto
HETS Chair
President, Southeast Missouri State University

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!

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Article: A Complementary Teaching Activity for Food Security and Healthy Eating Behavior Change in a Community College

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Abstract

Food insecurity and poor eating habits among college students and their implications have become important subjects of both academic research and practical interest for administrators and policy makers. Community college teachers in the field of nutrition, public health and healthy lifestyles are often confronted with a divergence between the theoretical and practical contents of their courses and the actual wellness and lifestyle practices of their students. Since many of these students are future health care providers and public health promoters as part of a trend to diversify the health care workforce, this issue now takes on a particular relevance. This article describes how a food and garden club, in association with a human nutrition course in a very diverse community college population, has addressed these problems and has been instrumental in effecting change in the dietary habits of these students from a high-risk urban community.

Keywords: healthy eating, habit change, college students, experiential learning, high-risk community, food insecurity

Introduction

Studies have shown that college students often develop poor eating habits as they transition from a home environment where food choices are made for them to one of independent choices with many options (Deshpande, Basil & Basil 2009). Many factors or determinants of eating behavior such as tastes, price, convenience, social networks, availability and accessibility can play a role in the development of life-long habits. (Deliens, Clarys, De Bourdeaudhuij & Deforche, 2014).

A number of recent studies have also shown that significant numbers of college students suffer from food insecurity, herein defined as limited access to adequate food, and its consequences for both physical and mental health and academic performance (Payne Sturges, Tjaden, Caldeira, Vincent & Arria, 2018, Morris, Smith, Davis & Null, 2016).

All of these issues have major implications for policy-makers, such as college administrators and concerned authorities, when planning interventions, information campaigns and campus food services. Typical solutions or proposals include food banks, healthy alternative food services and even student gardens (Chaparro, M.P., M. P., Zaghloul, S., Holck, P., & Dobbs, J. 2009).

But college student populations are not a homogenous group. Problems of food insecurity and eating practices must be seen against the backdrop of diversity of college student populations in terms of ethnicity, country of origin, age, financial means, family responsibilities, work situations and the community environment in which they live.

Of particular interest is the subgroup of college students in the health care professional

programs with classes in nutrition and public health. Several studies have indicated a gap often exists between health-related course content and the students' own wellness and lifestyle practices, even among future health care providers and public health promoters (Blake, Malik, Mo & Pisano, 2011). Indeed, according to Zapka, Lemon, Magner, & Hale (2009), practicing health care providers such as nurses can exhibit high levels of overweight and obesity linked to poor nutrition and physical activity choices.

The gap between course content and the wellness practices of students takes on even greater relevance in certain high-risk urban environments where college students themselves are at high risk for chronic disorders such as obesity, diabetes, hypertension and food insecurity.

With an Associate's degree in Dietetics and Nutrition, Public Health or Nursing, many of our students will immediately or ultimately enter the health care sector as nurses and health educators. Others will go on to four-year degree programs in these professions. These students will be confronted with the issue of reconciling their own health-related behavioral choices and their professional practice. This is particularly important because these health care providers function as role models and are expected to provide lifestyle modification advice to their clients or patients.

This issue comes to the fore at a time of discussion of an enhanced role of U.S. community colleges in producing graduates for a more diverse public health workforce (Santos, 2016).

The goal of this article is to describe an extra-curricular experiential learning activity associated with health-related courses and how this simple but highly effective activity addressed all of

these important issues. We saw positive changes in dietary habits of the college students from a challenging urban community environment. Food insecurity was addressed. In addition, a number of ancillary benefits such as student retention and intercultural socialization were noted.

The community, the students and the Dietetics and Nutrition program

This community college is located in the Bronx borough of New York City, a borough with one of the lowest rankings in the New York City Community Health Profiles 2015 (New York City, 2016). The college serves a non-traditional urban student population that is mostly low-income, 90% of color (African-American and Hispanic), young adult to older adult learners from over 35 different countries. The college is designated as a Hispanic-Serving Institution. This student population includes a number of single parents with many demands on their time, from part-time jobs to raising a family in a stressful environment.

Not surprisingly, this population is at high risk for poor eating habits and lack of access to healthy food choices. These students have been bombarded with messages encouraging high fat, sugar and salt intake in the form of readily available fast foods. Healthy food is often perceived as too expensive. Students from immigrant backgrounds rapidly adopt fast-food habits given the proliferation of these establishments in their communities.

Overweight/obesity among students is visibly a major problem. Although less visible, there is certainly a high risk for type 2 diabetes, hypertension and food insecurity.

The college offers a Dietetics and Nutrition program aimed at future health professionals such

as nurses, dieticians/nutritionists, therapeutic recreational specialists and health educators. In this program, the author teaches a 1000-level introductory course in human nutrition.

This particular course includes at the beginning a 3-day food record in which students assess their food intake according to the USDA dietary guidelines/My Plate. These results clearly confirm that the majority of the students exhibit eating habits consistent with the overall low ranking of the Bronx in the New York City 2015 health survey. During the semester, students are encouraged to increase their fruit and vegetable intake according to the same USDA/My Plate guidelines. Then the 3-day food record is repeated near the end of the course. Students are also asked to report changes in bowel movements, skin condition, mood, weight and energy level.

What was certainly less clear was how students modified their eating habits based on academic course content. This question is what led to the creation of the Food and Garden Club.

The club was created with four objectives in mind:

1. Address in a modest but concrete way the issue of food insecurity of students.

2. Provide a space for students of the nutrition courses to put into practice concepts and ideas from the academic courses.

3. Encourage students to make long-term behavioral changes in their eating habits.

4. Create an environment where experiential, peer and cooperative learning can take place in a most concrete form of the growing, preparing and eating of food.

The origins of the Food and Garden Club

The Food and Garden club originated with a garden created in the spring of 2011 by a group of students with some funding from the college to purchase gardening equipment, earth boxes, soil, fertilizer, etc. A biology professor and this author were asked to serve as advisors to the garden. After the original students graduated in 2012, the professors decided to create a food and garden club with an emphasis on healthy sustainable eating habits.

After successfully lobbying administrators at the college, we acquired a large eat-in kitchen in 2012. This was equipped with electric burners, a refrigerator, a commercial sink, large folding tables and chairs. We purchased cooking equipment, bowls, knives and plates.

The Food and Garden Club as a learning environment

The Food and Garden Club meets once a week on Thursdays for two hours. Any student is welcome to join. However, the majority of members are from the club advisor's nutrition class. Students are offered extra credit as an incentive for participation in the club. Currently the club accommodates 20 to 25 members, the majority of whom are women.

Students cite a number of reasons for joining: extra credit, free food, socialization with friends and the opportunity to improve cooking skills. Students are not required to come every week. Generally a core group of 10-20 students are present on a regular basis. The average attendance is 8 times per student in the 13-week cycle. Club members experience both the garden and the cook shop activities in each of the spring and fall semesters.

Depending on the weather, activities take place either in the garden or in the kitchen. Given our short growing season, most of our activities are held in the kitchen.

The learning experience in an organic garden

The garden is about 210 square feet and is divided into six raised beds of about 35 square feet each. The objectives of the garden experience for the students include:

1 – Identify vegetables and fruits that can be grown locally.

2 – Understand various aspects of the local growing cycle (seasonal planting and harvesting).

3 – Prepare the garden for planting and carry out maintenance.

4 – Harvest the vegetables for the kitchen.

The garden-to-table experience is created when the students pick the produce and take it to be prepared in the kitchen. Our observations are consistent with previous research on the positive effects of contact with local, organic foods on higher dietary intake quality (Pelletier, Laska, Neumark-Sztainer & Story, 2006). We also concur with researchers (van Lier, Laila, Utter, Denny, Lucassen, Dyson & Clark, 2017) regarding the positive association of gardening and physical activity, mental health and wellbeing among young adults.

The kitchen as a learning environment

The other component of the Food and Garden club is food preparation in the eat-in kitchen. Few or no disposable items are used, and recycling is emphasized.

Studies have shown that many young adults have lower than recommended levels of fruits and vegetables because of the lack of knowledge and skills in preparing them. (Graham, Pelletier, Neumark-Sztainer, Lust & Laska, 2013). Conversely, knowledge of food preparation in young adults is related to improved diet quality (Larson, Perry, Story, Neumark-Sztainer, 2006)

The objectives of the kitchen activities are for students to:

1. Acquire food preparation technical skills: knife techniques for slicing, dicing, and julienne; healthy cooking techniques such as sautéing and steaming.

2. Learn to use recipes that increase fruit and vegetable intake.

3. Analyze cost and nutritional value of food prepared.

4. Prepare and eat food items that are nutritionally dense, low-cost and mainly plant-based.

5. Prepare and eat culturally diverse healthy foods.

Activities of the Food and Garden Club in the kitchen

Students are instructed in basic principles of safety and sanitation in the kitchen, including washing of hands, use of gloves and aprons. Recipes are distributed and students prepare two to three different dishes. Students are shown how to follow recipes and measure quantities. Technical skills such as the use of various knives for slicing, dicing and julienne, are demonstrated by the advisor. More experienced students are paired with less experienced ones. Particular attention is paid to the preparation of a variety of local vegetables, preferably picked from the college garden. We include a discussion of the nutritional and economic value of the food with each meal.

The concept of Chef of the Week was introduced as a way to infuse culturally diverse foods into the weekly menu. Students are encouraged to sign up on a given week to prepare a dish that they are familiar with at home. Given the cultural diversity of the student body, participants in the club are then exposed to a wide variety of foods from different cultures. The students

experience foods from places such as: Peru, Mexico, Africa, the West Indies, Puerto Rico, the Dominican Republic, Greece and Italy. The Chef of Week must bring recipes, and the ingredients are sourced by the advisor. The whole class helps to prepare the various dishes. These dishes must adhere to healthy guidelines. The club advisor circulates around the tables and stove to observe and reinforce safety and sanitation techniques in the preparation of the food.

Students then set the table and eat family style. The sharing of recipes and discussions around food increase cultural acceptance and bonding through meals taken together. In a community college setting, students have limited opportunities to socialize, so the friendship facilitated during these meals is especially significant.

Participation in the Food and Garden Club and dietary behavior change

While we have not conducted a formal quantitative study, there is considerable anecdotal evidence that points to real and possibly long-term changes of behavior with respect to healthy food-related habits. An informal survey at the end of the activities of the Food and Garden Club highlighted encouraging observations by participants themselves. Students reported an increase of fruit and vegetable intake, more confidence in their ability to prepare a variety of foods at home and less reliance on fast-food restaurants. Students cited an increase in the ability to follow recipes due to the hands-on preparation skills acquired. Students discovered new foods and learned how to prepare familiar foods in healthier ways. In learning efficient food-preparation techniques, students realized that time is not an obstacle to healthy habits.

Most of the students had never seen common vegetable plants, let alone tasted organic

produce fresh from a garden. Students realize that healthy food tastes good, is not necessarily more expensive than the unhealthy alternatives and does not require a lot of time to prepare. Many students report feeling better physically and mentally. And all of this fits nicely with the theoretical content of the academic course offering.

The Food and Garden Club and student food insecurity

The Food and Garden Club impacts a small number of students directly but the overall influence has been much greater than numbers may indicate. For example, a close relationship was established with the college food bank that distributes food to students in need. The club organizes workshops to show students how to prepare food that is nutritious and tasty.

The club has also produced five pamphlets of recipes for the food bank. In addition, a dean of the college has approached the club to collaborate with the college food services provider to consider developing healthy food menus for the campus.

The Food and Garden club as a diverse and hands-on learning environment

Given the very diverse student population of this college, the Food and Garden Club brings together people of many different backgrounds to share their culinary traditions. All the participants concur that the experience of the club is eye-opening and sometimes life-changing.

For the students that are in the Dietetics and Nutrition program, the experience of the club has particular relevance. The theoretical contents of the courses are made real and tangible. As future health professionals, they are forced to confront the real issues of their own healthy or unhealthy eating practices.

Conclusion

The experience of the club is highly sensorial and meaningful, from the growing of the food to the preparation and enjoyment of the final product. Students come for the food and stay for the many additional positive aspects of the experience. Since many students will be entering various health science programs, they will be seen as role models of healthy behavior within the family and community. The experience of the Food and Garden Club will assist them in offering tangible, practical and healthy recommendations.

Furthermore, improvements in the dietary practices of students and reinforcement of the theoretical content of the nutrition classes are also significant outcomes.

An activity such as the Food and Garden Club requires a major commitment from all the stakeholders. For the faculty, considerable time over and beyond their regular academic activities is necessary. At various stages, negotiations with administrative bodies can be arduous. There are issues of space, funding, oversight, maintenance and budgeting.

For the students, the time and commitment are no less significant. Club participation is an enjoyable activity in a pleasant and stimulating environment. We believe that this is conducive to the retention of students in the program and in the college. Not to mention that healthier students are more likely to complete their studies successfully.

The Food and Garden Club addresses a very serious concern: how to bridge the gap between the intellectual study of nutrition and healthy living and the everyday wellness habits of students originating in an at-risk population. The combination of academic and experiential learning is a powerful agent of change.

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Article: Hostos Online Learning Assessment (HOLA) Follow-Up:

Student Perceptions in Two Cohorts

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Abstract

This article is a follow-up article to our 2016 publication in this journal. The authors examined data from two cohorts, Fall 2015 and Fall 2016, to assess the stability of our survey results and learn more about student perceptions of online learning at Hostos Community College, an urban Hispanic-serving community college. Faculty have been working with the Office of Educational Technology (EdTech) as a task force to measure students' perceptions of their online learning experiences since 2015. The Hostos Online Learning Assessment (HOLA) Task Force designed a survey to identify strengths and weaknesses in online teaching and student preparedness for online learning. Understanding these perceptions is crucial in order to build upon current best practices. Despite limitations in our sample size, this follow up study found great consistency of student perceptions across both semesters. We continue to assess student perceptions annually at Hostos Community College in order to continually improve our online teaching and learning environment.

Article: Hostos Online Learning Assessment (HOLA) Follow-Up: Student Perceptions

in Two Cohorts

Student perceptions of online learning are integral to building upon current best

practices and also gauging the preparedness of the students for the online learning environment,

particularly in an urban, Hispanic-serving community college (Wolfe et al., 2016). Hostos

Community College (HCC) was founded 50 years ago as part of the City University of New York

(CUNY), and is located in the South Bronx, the poorest congressional district in the country. HCC

enrolls approximately 7,200 students, and more than half (5,070) are enrolled full time. Sixty-

three percent of students reside in the Bronx, and many come from families who reside below

the poverty line. Almost 67 percent of students identify as female, and the vast majority of

students (81 percent) are 29 years old or younger, with 47 percent 21 years of age or younger.

Students at Hostos are ethnically diverse. Nearly 60 percent identify as Hispanic, 21 percent as

Black, and 18 percent as Other/Unknown. Three percent identify as Asian and less than two

percent as White. The majority of first-year students are enrolled in developmental or remedial

courses (Hostos Community College, Office of the President & Office of Institutional Research

and Student Assessment, 2018). Hostos is categorized under the Hispanic-Serving Institutions

(HSI) program authorized by Title V of the Higher Education Act of 1965 and has received grants

as a Hispanic-serving institution under the Department's Office of Postsecondary Education

(Minority Institutions, n. d.).

Traditional, face-to-face courses still dominate the schedule at this exceptionally diverse

campus; however, all academic departments with one exception offer at least one course in an

online format. Since 2012, all faculty are encouraged to use Blackboard to makeup class sessions missed due to weather or the instructor's absence. Online offerings exist in two formats on this campus: asynchronous and hybrid. Asynchronous courses require that at least 80 percent of the instruction and classroom interaction occur online. At least 30 percent of the content must be delivered online in a hybrid course, which also meet face-to-face (Hostos Community College, Office of Educational Technology, 2018c). Blackboard 9.1 is currently the Learning Management System (LMS) that CUNY hosts centrally and is used by Hostos faculty members teaching online content.

Asynchronous and/or hybrid sections of existing courses are created by faculty who participate in the college's Online-Teaching Initiative, through which instructors receive guidance on creating the online shell for their course and earn certification to teach online. Once the shell is completed, the EdTech Leadership Council (ETLC) reviews the online component for the course to determine if it meets ETLC's requirements as a hybrid (Hostos Community College, Office of Educational Technology, 2018b) or asynchronous (Hostos Community College, Office of Educational Technology, 2018a) course. Faculty interested in creating a hybrid or asynchronous section of a course must first have their academic chair's permission and the assurance that, once approved by the EdTech panel, the course will be included on the schedule for the next semester.

Online course enrollment has been steadily increasing since Hostos began offering asynchronous and hybrid courses; over the past five years the number of courses with some online aspect have tripled. In Fall 2015 there were 88 course sections that were taught as either hybrid or asynchronous; similarly, in Fall 2016 there were 72 online course sections. These

sections represent about 6 percent of all Hostos courses, with about 2000 students enrolled in these sections. There has been no formal assessment of student perceptions of online learning at Hostos prior to these studies, but all instructors receive the results of the standard course assessment by the Office of Academic Affairs and are able to compare the academic achievement within their online sections with that of their traditional, face-to-face classes.

With online education increasingly becoming readily available in higher education, examining issues like student readiness and online pedagogies has become commonplace in educational institutions. At Hostos, students are strongly urged to complete the "Are You Ready?" e-Learning course to assess if they are ready for this modality of learning directly under the course description. Collins and Halverson (2009) acknowledge that, with educational content steadily transitioning to an online medium, "people will need to develop skills to find the information they are looking for, to evaluate its usefulness and quality, and to synthesize the information they glean from the different sources they locate;" these skills qualify as *critical thinking* skills.

In 2016, the U.S. Department of Education's *National Educational Technology Plan* stated that the combination of these skills, along with complex problem-solving, collaboration, and multimedia communication, in addition to traditional content knowledge, is the key to creating engaging and relevant online courses (Wolfe, et al., 2016). The 2018 plan reinforces the recommendation that instructors teaching online courses must intentional plan meaningful online activities to engage students as mere access to technology does not ensure a quality learning experience.

According to the Babson Survey Research Group, public institutions experienced a decrease of almost 8 percent between 2012-2016 in the number of students who only took traditional, face-to-face courses (Seaman, Allen, & Seaman, 2018). Simultaneously, across all colleges and universities, the number of learners enrolled in at least one distance-learning course rose to 31.6 percent of all enrolled students. Two of these researchers had previously reported that over 70 percent of academic leaders claimed that online learning was a critical part of the long-term strategic plan for their institutions (Allen & Seaman, 2016).

Hsu, Ching, Mathews, and Carr-Chellman described online education as a "win-win" (2009) for both students and academic programs based on the quickly increasing population of those taking courses in an online environment. They cite the easy access of content resources through the Internet, cost effectiveness based on eliminating the need for transportation to and from class, and on freedom from time constraints as reasons for this growth.

Help-seeking strategies and time management are considered successful learning techniques in online environments (Hu & Gramling, 2009). Saltarelli and Roseth described "meeting belongingness prior to starting an online cooperative learning activity" may lead to increased academic success and motivation (2014). Establishing a sense of belonging within an online course can also counteract negative effects of the more impersonal means of communication often utilized online.

Online education is entrenched as a critical component of higher education, in part because it can be instrumental in addressing the needs of students who may be inadequately prepared for college (Mitchell, 2017). It is the instructor's responsibility to set the stage for

engagement and inclusion in the online setting (2017).

As Hostos Community College works toward academic excellence in conjunction with current higher educational trends, attention to content, delivery, and student perceptions needs to be carefully examined, with comparisons to the standards in online learning (Wolfe, et al., 2016). The responsibility for providing professional development to instructors of online courses falls to the ETLC and the Center for Teaching and Learning.

Online Courses: Advantages and Disadvantages

Advantages to online courses include "lower total cost, more comfortable learning environment, convenience and flexibility, greater interaction and greater ability to concentrate, career advancement, continue in your profession, avoid commuting, improve your technical skills and transfer of credits," according to the Open Education Database (OEDB) (2018). Additional benefits include providing individualized instruction (*Seattle PI*, 2018), reviewing content as often as necessary needed, and supporting advance planning (American Academy, 2018). Jaggers & Bailey (2010) emphasized that supporters of online learning also maintain that technology-enhanced instruction can lead to superior learning outcomes, in addition to greater access for distance learners (as cited in Wolfe et al., 2016, para. 8).

The report from OEDB (2018) also discussed the possibility of increased comfort and participation in an online environment for shy students who may feel overwhelmed among their peers. Learning alone through distance learning may help focus easily distracted students by allowing them to control their surrounding environment.

While HCC has taken many steps to ensure that the quality of classes is leveraged by the aforementioned advantages, it should be noted that (like face-to-face courses) there are some real-world disadvantages to online education (Wolfe et al., 2018). These disadvantages include "lack of accreditation and low quality, little or no face-to-face interaction, more work, intense requirement for self-discipline and even more intense requirement for self-direction" (Hickey, 2014).

Quality in online learning is key to student and faculty success. The quality of online courses has always been a concern, especially among those who are not in favor of online teaching and learning. A study by Jaggars and Bailey (2010) suggested that some online faculty do not develop curricula specifically for online learning, instead they just load content into their online learning management system. Hostos has been working diligently to reduce these problems and strongly emphasize the benefits of online teaching and learning.

Why Learn Online?

Jaggars (2014) found that students favored less interruptions from distracting classmates and non-global, "to-the-point" information (compared with prolonged lecture). She identified reasons students express interest in taking online courses. These included not finding available seats or sections of specific courses, the ability to tailor a personal schedule to make the most of limited time, being able to meld a class schedule with that of employment and travel, setting the pace for instruction and assignments, and believing that they could self-teach certain topics. Jaggars also emphasized that community-college administrators should examine the reasons why students prefer certain online courses and yet seek to take others in the traditional face-to-face

setting in order to make appropriate decisions in format and scheduling of courses.

Researchers are encouraged "to isolate the key elements and mechanisms of effective non-instructional supports, and to identify the instructional behaviors and activities that encourage student engagement, motivation, retention, and learning," including the reasons students on a specific campus enroll in and complete online courses (Jaggars, 2011). Determining these motivations would allow administrators "to scale online learning offerings appropriately" (Jaggars, 2014). The Hostos Online Learning Assessment (HOLA) Task Force is committed to advancing the offerings and standards for online courses through continued research into student perceptions so as to best meet the need of the diverse student body at HCC.

Research Design

The current study examined the continuity of student perceptions of online learning at Hostos Community College from the Fall 2015 cohort to the Fall 2016 cohort. This study is not longitudinal; we are assessing aggregate data in both of these semesters. As noted in the earlier article, this study began in the Office of Education Technology (EdTech), whose members sought faculty who taught online to take part in developing the research hypotheses, designing the survey, getting approval through the CUNY IRB process, recruiting participants, analyzing and disseminating the data. The authors of this specific study included EdTech staff and Professors in the Education Department and the Department of Behavioral and Social Sciences (the entire task force is representative of the offices already mentioned and faculty from the Business Department and the Library).

This study focused on three hypotheses: (1) students would indicate that their experiences in online courses is comparable to their experiences in face-to-face courses (in terms of workload, level of course difficulty, and engagement with both the instructor and other students in the course); (2) students would access the course from multiple devices and multiple locations, and (3) students would indicate ease in navigating their hybrid and asynchronous courses. The HOLA Task Force first received approval from CUNY's Human Research Protection Program (HRPP, formerly known as Internal Review Board [IRB]) in September of 2015.

In order to identify student participants, we worked with the faculty teaching online courses (both asynchronous and hybrid, or blended, courses) through the EdTech office. First, our Blackboard administrator identified all Hostos faculty members teaching online in the semester indicated. This list was then sent to the EdTech Director, who is one of the Principal Investigators (PI) for this study. He then sent a link to all faculty teaching online, this link was the informed consent and 23-question HOLA survey. Faculty who received the link were asked to share this link with their students on Blackboard 9.1. There were no incentives offered or provided for student participation. Some of the study's PIs were also faculty teaching online, therefore, the survey was anonymous, and these PIs had no way of knowing which students had participated. We did not want student participation to affect any classroom interactions or create an unconscious bias on the part of the professor. Also, all data were collected electronically, which further lessened the likelihood of faculty identify individual students as no handwriting was involved.

Participating students clicked on the survey link, they then read the informed consent and

checked a box which indicated their agreement to participate in the study and took them to the actual survey. Students had the option of leaving the survey at any point without any penalty whatsoever. Student data were provided through a web-based form, with only the PIs having access to this raw data. Data were shared through protected email accounts and via Google Drive during the two-week student survey period; however, after that, all research data were moved from online spaces to a secure server stored at Hostos Community College. Hostos already had in place security protocols to store confidential information for the college. The authors protected participants' confidentiality and anonymity by using only aggregate data for the entire cohort, which meant that no individual or course level data were analyzed. Data were coded to remove any revealing factors of participants. With the many protective practices used by the HOLA Task Force, we are confident that we did all we could to protect the anonymity and confidentiality of the participating students and the integrity of the collected data collected.

These data were collected to address the research hypothesis and other purposes. First, the EdTech office thought it was useful to identify areas to explore for future faculty development for online faculty. This could lead to greater effectiveness in providing online courses. Faculty could thus improve their online pedagogy. Secondly, these data are useful in advocating for resources at the college. Third, these data could offer information that is need for the EdTech office who coordinates the development of online and hybrid courses.

Results

In Fall 2015, there were 198 students who participated in this survey (which comprised slightly less than 10 percent of individuals registered in online courses). In Fall 2016, 222 students

responded to the 18-question survey (see Appendix A), which also represents about 10 percent of all online students. The survey participation rate was low, so we initiated new measures in future semesters to increase it. Participants were enrolled in ten different courses across the content areas: Computer Literacy (MAT 130), Field Experience in Early-Childhood Education (EDU 113), Office Systems and Procedures (OT 104), United States History through the Civil War (HIS 210), Anthropology (ANT 101), Business (BUS 100), Business Communications (BUS 203), Psychology (PSY 101), and Sociology (SOC 101). Nearly 23 percent had no idea they had enrolled in an online course in Fall 2015 and this increased slightly to twenty-five percent in Fall 2016. In both semesters about 5 percent enrolled for the online course as an added section so as to be considered full-time students. Very few students had a mental or physical disability that would prevent them from being on campus for class (three respondents in Fall 2015 and only one respondent in Fall 2016). In terms of previous experience with online learning, in Fall 2015, 42 percent reported that they had taken a hybrid course at Hostos prior to the current semester, this decreased to 32 percent in Fall 2016. About 3.5 percent completed one at another college in Fall 2015, and this increased to 5 percent in Fall 2016. Eighteen percent of participants responded that they had taken an asynchronous course at Hostos in Fall 2015, and this remained fairly stable with 17 percent reporting they had taken an asynchronous course in Fall 2016. Four percent of respondents in Fall 2015 had completed one at another college and 6 percent reporting this in Fall 2016. The number of student participants acknowledged that this was their first online class rose from 47 percent in Fall 2015 to 51 percent in Fall 2016. These totals may exceed 100 percent because students were allowed to check all responses that applied and may have taken a combination of online courses at Hostos and/or at Hostos and another college.

Hypothesis 1: The online learning experience is comparable to the face-to-face learning experience. Students in both semesters (Fall 2015 and Fall 2016) agreed that online courses were equally difficult as face-to-face courses with over half of both cohorts stating this, 56 percent in the Fall 2015 and 55 percent in the Fall 2016. There was an increase, from 20 percent to t25 percent, in the number of students who found online courses less difficult than face-to-face courses, from the 2015 to the 2016 cohort. There were less students who found the course more difficult in 2015, from 24 percent in 2015 to 21 percent in 2016.

Additionally, we asked how much time students spent working on an online course compared to a face-to-face course. The number of respondents who stated that they spent the same amount of time in an online course as in a face-to-face course decreased from 60 to 55 percent, from Fall 2015 to Fall 2016. There was an increase in the number who reported spending more time working in an online course, from 32 percent in Fall 2015 to 38 percent in Fall 2016. About 8 percent of student respondents in both semesters reported spending less time on their online course.

Hypothesis 2: Students will access online courses from multiple devices and multiple locations. Participants in both cohorts overwhelmingly (ranging from 88 to 90 percent) believe they have adequate access to technology to meet the needs of the course. The same pattern emerged in both cohorts: A personal laptop was the most frequently selected choice, followed by cell phones, devices at Hostos, a personal desktop, and tablets. Students accessed their courses from home, work, the Hostos library, the Hostos computer lab, another site at school, or alternate site off campus (see Table 1).

Hypothesis 2 states that students participating in online courses at Hostos will access the content using different devices and from different locations. Online learning offers convenience and versatility that face-to face courses cannot by eliminating the need to physically go to a classroom. Results from both cohorts are very similar and they support the hypothesis by showing a wide range of devices used by students and the different places from where students accessed the courses they participated in.

Online learning allows students to use a wide range of devices to interact with class content, their faculty members and other students. At Hostos Community College, in Fall 2015, 36 percent responded they used their desktop computers and in Fall 2016 37 percent used them. Sixty-eight percent said they used their personal laptop in both cohorts. Forty-one percent used Hostos devices in Fall 2015, and this dropped to 38 percent in Fall 2016. Only 12 percent responded that they used someone else's devices and four percent in both cohorts respectively. Cell phones are a very popular device, and they are gaining more support in the online arena. Both cohorts show that 41 percent of respondents are using them. Tablets became really popular and they have a great potential for higher education. Thus, in both cohorts about one-fourth of respondents reported using them. As shown above, the results in both cohorts demonstrate that students used different devices to access course content such as desktop, laptop computers, tablets, cell phones, and Hostos devices. This confirms the first part of Hypothesis 2 that posits that students will use a wide range of different devices to access content in online classes.

The second component of Hypothesis 2 is that students will access their courses from multiple locations (see Table 2). Online learning allows students to study and interact with course

materials from wherever they are as long as they have Internet connection. Access from home continues to be the favorite place for students. A large majority of respondents across both cohorts indicated that they were at home while working on the course while there was a decrease in the number of respondents reported they were at work when they accessed the course (from 32 percent in Fall 2015 to 27 percent in Fall 2016). There was also a decrease in the number of students who said that they used the Hostos Library to interact with the content from 32 percent in Fall 2015 to 27 percent in Fall 2016). Furthermore, about 30 percent of student respondents in both semesters stated they used the Hostos Open Lab. The percentage of survey participants who expressed that they used other Hostos locations to interact with the online course increased from 13 percent in in Fall 2015 to 18 percent in Fall 2016. The number of respondents that accessed the course from other locations than Hostos, home, or work remained stable across both semesters. In sum, these results demonstrate that online students at Hostos used multiple locations to access their courses.

Table 1. Comparison of Devices Used to Access Online Course

I typically access this course on:	Fall 2015	Fall 2016
My personal desktop computer	35.9%	36.9%
My personal laptop	67.7%	67.6%
Someone else's device	11.8%	3.6%

Cell phones	41%	41.4%
Tablets	24.1%	25.7%
Other	3.6%	2.7%

Table 2. Comparison of Where Students Accessed Online Course From

I typically access this course from:	Fall 2015	Fall 2016
Home	92.9%	94.1%
Work	32.3%	26.6%
Hostos Library	31.8%	26.6%
Hostos Open Lab	30.3%	29.3%
Other locations at Hostos	12.6%	17.6%
Other locations off-campus	12.1%	11.3%

Hypothesis 3: Students will indicate ease in navigating online courses. In both semesters a majority of students indicated they could easily find specific course tools. For most tools listed we saw an increase from Fall 2015 to Fall 2016 in the percentage of students who

could easily access these course materials (see Table 3). Students indicated they were able to locate what they need for class. such as assignments (92 percent of students in Fall 2015, 94 percent in Fall 2016), the syllabus (86 percent of students in Fall 2015, 83 percent in Fall 2016), their grades (85 percent of students in Fall 2015, 88 percent in Fall 2016), the exams (80 percent of students in Fall 2015, 85 percent in Fall 2016), online discussions (73 percent of students in Fall 2015, 80 percent in Fall 2016), and contact information for the instructor (66 percent of students in Fall 2015, 71 percent in Fall 2016). In Fall 2015, 55 percent of participants responded that it was easy to find policies, and this increased to 66 percent in Fall 2016. Forty-five percent of respondents in Fall 2015 indicated that it was easy to locate additional tools for the course; this percentage increased to 49 percent in Fall 2016. When asked whether they were able to find feedback about their progress in the course, 88 percent either agreed or strongly agreed with the statement in Fall 2015, and 86 percent either agreed or strongly agreed with the statement in Fall 2016 showing great consistency in the ability of our students to find their course feedback.

Table 3. Comparison of Ease of Finding Online Course Materials

	Fall 2015		Fall 2016	
The syllabus	169	86.2%	184	82.9%
Assignments	181	92.3%	209	94.1%
Exams	156	79.6%	188	84.7%

Policies	108	55.1%	147	66.2%
Discussion Boards	144	73.5%	178	80.2%
My grades	167	85.2%	196	88.3%
Contact info for the professor	130	66.3%	157	70.7%
Additional tools required for the course	89	45.4%	109	49.1%
Other	7	3.6%	10	4.5%

Discussion

The primary objective of the study was to ascertain if student perceptions of their online learning experiences at Hostos Community College were stable across two cohorts. The HOLA Task Force designed a survey aimed at measuring students' perceptions of their online learning experience. The data collected in this study was also used to identify areas to provide professional development for faculty developing hybrid and asynchronous courses and to make recommendations to college administrators about needed resources. The data collected across both semesters does show great consistency of student perceptions.

H1: The majority of students across both cohorts continue to perceive online courses to be equally difficult as face-to-face courses contradicting other literature that demonstrates that

students perceive online courses to be easier (Jaggars, 2014). This may be explained by our student population, which is disproportionately remedial in comparison to other community colleges and comprised of many English Language Learners. The high number of English Language Learners and students who speak a language other than English at home may result in fewer students perceiving any course as "less difficult" than others.

H2: Data from both cohorts shows that students access their online course from multiple devices and in multiple locations in the same pattern. Given the tremendous capabilities of Smartphones and laptops, it makes sense that the vast majority of respondents believed they had adequate access to technology; however, our survey did not specifically address issues of Internet connectivity nor did it address which devices students have access to during quizzes and exams. More specific questions such as "Did you ever lose your Internet connection during a quiz or exam?" would be helpful. Members of the HOLA Task Force have indicated based on their experience teaching online that students report losing their Internet signal during a quiz or exam and many others use their cell phone for lengthy written responses on Journals, Blogs, Wikis, and Discussion Forums and also on quizzes and exams. Although students may have access to many devices they may lack the appropriate device and/or stable Internet connection to succeed on a particular task.

With respect to students accessing the course from multiple devices and multiple locations, the majority of students in both semesters accessed their online classes via their personal laptop from home. The HOLA Task Force will seek more specific data in the future about which devices are being used for what tasks and in which places are they most likely to complete

coursework. This will illuminate some additional questions regarding Internet access and the limitations of cellular devices with specific Blackboard features such as quizzes and exams.

H3: These data across both semesters suggest that students continue to perceive that they generally navigate the Blackboard course site fairly well. Students across both cohorts indicated they were able to locate their online course assignments, syllabus, grades, exams, online discussions, and contact information for the instructor. Both cohorts also indicated ease in finding course policies, additional tools for the course, and feedback about their progress in the course.

The issue of students not realizing that they had enrolled in online (asynchronous or hybrid) course is still a problem in spite of the efforts of the Office of Educational Technology to increase student awareness during advisement and registration. There needs to be greater communication with the Registrar's Office in order to develop more effective methods to clearly label courses as online so that students clearly recognize that they are registering for an online course.

Our findings agree with Jaggars' (2014) findings in terms of similar reasons why students choose to take an online course such as flexibility, convenience, and efficiency. Forty-five percent of Hostos students across both semesters' students cited distance, flexibility, or time as a reason for taking an online course. Jaggars' qualitative analysis suggests that students choose online courses based on the following three factors: "(1) whether the subject area was well suited to the online context, (2) whether the course was easy or difficult, and (3) whether the course was 'interesting' and/or 'important'" (p. 13). Regarding course difficulty, Jaggars identifies that

"easy" seemed to symbolize humanities-type courses as opposed to math and lab courses. The

majority of survey respondents across both cohorts were enrolled in "humanities-type courses,"

which might be indicative of Hostos' unique student demographics, their orientation to higher

education, linguistic difficulties, and/or college readiness, but few students registered for the

course because they thought it would be easy (this number dropped from 8 percent in Fall 2015

to 5 percent in Fall 2016). However, in contrast to our survey results, Jaggars found that most

students preferred to take online courses because they thought the course would be easy for

them.

The majority of the students who responded to the survey in both semesters either

agreed or strongly agreed that they felt actively and enthusiastically engaged with the course and

the professor. This suggests that there was equal or even greater interaction between students

and faculty in the online learning environment than in the face-to-face classroom. The survey

did not distinguish one-way communication (such as Blackboard Announcements, which are sent

to students' linked email accounts, written feedback on assignments, discussions, quizzes, etc.)

from two-way communication (such as emails between instructors and students, office hours,

online chats, Skype, Blackboard Collaborate, text messages, and/or phone calls).

Limitations

Based on our participants' responses we have determined that we need to ask more

specific questions to help us better understand student perceptions of online learning.

Additional areas to explore include the professors' experience and whether they had any

orientation, whether students had prior experience with their online faculty, and were the

students in our sample high achievers which would skew the results. In order to understand the specific findings such as those related to course difficulty, Internet access and ease of use, reasons for enrolling in an online course, and engagement, additional questions were added to the subsequent surveys. Demographic information that does not necessarily compromise anonymity will be gathered (specifically, age, employment status, and college major); some responses may show that the respondent has had more exposure to technology in general. We did not attempt to ascertain the learning styles of the respondents. A determinant of a student's attitudes may be whether the online-learning environment supports their learning style. We can expect that negative attitudes may be a function of an online learning environment that does not support their learning styles. Cognitive issues such as motivation and task persistence can affect students' engagement and comfort with online learning. It is important for the online learner to have their needs met in the online learning environment, even locating online tools is easier when they are presented in a perceptual modality that corresponds to the learner's preference (Dunn, 2003).

The participant response rate of 10 percent across both cohorts is still a limitation and our sample includes students from the classes being taught by HOLA Task Force members, because all of the PIs teaching online courses in both semesters made the link available to their students. This in turn may skew the results since faculty on the HOLA Task Force are some of the more experienced faculty teaching online and also serve as mentors in the Asynchronous and Hybrid Initiative. Although a link to the survey was sent to all faculty teaching online courses, the number of courses represented in the survey mirrors the courses taught by HOLA Task Force faculty. The HOLA Task Force is now taking a more personal approach to encourage other faculty

to make the link available to students in their online classes.

Conclusion

Research conducted in and about Hispanic-serving institutions, and specifically community colleges, is lacking. More general studies of online learning are about a decade old, so this type of research is just beginning. The descriptive studies described here showcase the attitudes of students in a Hispanic-serving institution; our results show that our respondents' perceptions of online learning are not like those of students taking online courses nationwide and provides important information regarding student perceptions of online learning in a Hispanic-serving institution.

A very important finding across both cohorts is that student respondents at Hostos register for online courses for different reasons than participants in national surveys. Few register for an online course because they think it will be easier than a face-to-face course. Community-college students face challenges that students in other colleges and universities may not face. These challenges also form a rationale for taking an online course. About one-fourth of our student respondents registered for the online course because of work or family commitments. Our HOLA Task Force recognizes the need to make students more aware that they are registering for an online course. Data from these surveys may be used to support changes in online registration and student advisement practices. The Educational Technology Department has developed an online readiness course and has made this available in every course shell. This should be very helpful for students with no prior online learning experience and those who were unaware they were registering for an online course.

We are continuing our efforts to gauge student perceptions of online learning with an improved survey instrument and better outreach efforts to faculty who are not part of the HOLA task force.   Our research across these cohorts shows incredible consistency in student perceptions about their online courses. We are considering whether it would be useful to expand or studies to include focus groups to gather qualitative data about student motivations for registering for an online course, online course design and communication. Our survey results are also being used to reshape professional development activities for current online faculty. Additional these results can help revise our current training model for new online faculty. The HOLA Task Force will continue reaching out to the registration department in order to help make registering for an online course apparent. Dissemination of our survey results is important as it expands our knowledge about online teaching and learning at Hispanic-serving institutions.

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Appendix A

Hostos Online Learning Assessment Survey

To help plan future online courses and make improvements in this one, we would appreciate your feedback and suggestions. We want to learn from your experiences in and thoughts about this online course. Please take a few minutes and tell us what you think. Your responses will be kept anonymous. Thanks in advance for completing this survey.

1. **Did you realize you were signing up for a partially or fully online course when you registered? ***

   o   Yes

   o   No

2. **Which course are you in? ***

   o   PSY 101

   o   EDU 113

   o   MAT 130

   o   BUS 203

   o   OT 104

   o   BUS 100

   o   HIS 210

   o   SOC 101

   o   ANT 101

   o   Other:

3. **Tell us about your previous experience with online learning: ***

Please check all that apply.

- o I've taken no other online courses.

- o I've taken hybrid courses at Hostos.

- o I've taken hybrid courses at another institution.

- o I've taken fully online courses at Hostos.

- o I've taken fully online courses at another institution.

4. **I registered for this course because: ***

- o Not Applicable- I didn't realize I was signing up for a partially or fully online course.

- o I live too far to attend an on-campus course.

- o I have a mental or physical disability that limits my ability to attend an on-campus course.

- o I was unable to find an on-campus section that would fit my class schedule.

- o All of the on-campus sections were full.

- o I needed extra units to be a full-time student.

- o I thought it would be easier than a face to face course.

- o I have work or family commitments that would not allow me to attend an on-campus course.

- o There were no completely on-campus sections of this course.

- o Other:

5. **How would you compare this online course to an on-campus course in the level of coursework difficulty? ***

- o This online course is more difficult.

- o This online course is the same level of difficulty.

- o This online course is less difficult.

6. **How would you compare this online to an on-campus course in terms of the time you spent working on the course? ***

    - o This online course is more work.

    - o This online course is the same amount of work.

    - o This online course is less work.

7. **Do you feel like you have adequate access to technology in order to fully participate in this online course? ***

    - o Yes

    - o No

8. **I typically access this course on: ***

    Please check all that apply.

    - o My personal desktop computer

    - o My personal laptop

    - o Hostos devices

    - o Someone else's device

    - o Cell phones

    - o Tablets

    - o Other:

9. **I typically access this course from: ***

Please check all that apply.

- o Home

- o Work

- o Hostos Library

- o Hostos Open Lab

- o Other locations at Hostos

- o Other locations off-campus

10. On the Blackboard site, it is easy for me to find: *

Please check all that apply.

- o The syllabus

- o Assignments

- o Exams

- o Policies

- o Discussion Boards

- o My grades

- o Contact info for the professor

- o Additional tools required for the course

- o Other:

11. Compared to an in-person class, I feel as actively and enthusiastically engaged with the course and with the professor. *

- o Strongly Agree

- o Agree

- o Disagree

- o Strongly Disagree

- o Not Applicable

12. I communicate with the instructor using the following methods: *

Please check all that apply.

- o Email

- o In-person office hours

- o Skype or other online video chat software

- o Text messages

- o Phone

- o Other:

13. I know how to find feedback about my progress in the course. *

- o Strongly Agree

- o Agree

- o Disagree

- o Strongly Disagree

- o Not Applicable

14. I interact with my peers in Blackboard in a timely manner (Discussions, Chat, Email,

Comments). *

- o Excellent

- o Above Average

- o Average

- o Below Average

- o Not Applicable

15. I interact with my Instructor in Blackboard in a timely manner (Discussions, Chat, Email, Comments). *

- o Excellent

- o Above Average

- o Average

- o Below Average

- o Not Applicable

16. What are the most useful features of the online component of this course? *

17. Do you have any suggestions for improving the online component of this course? *

18. What other questions should we have included to get a better idea of the learning experience of this course? *

Artículo: Las Competencias del Docente para Dictar Cursos en Línea en una

Institución de Educación Superior en Puerto Rico

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Las Competencias del Docente para Dictar Cursos en Línea

Resumen

El propósito de este estudio cuantitativo fue determinar las competencias del docente en línea en una institución de educación superior ubicada en Puerto Rico desde la perspectiva del docente y del estudiante. Durante el año académico 2015-2016, en la se aplicó un cuestionario a los docentes para determinar sus necesidades en cuanto a formación en pedagogía virtual; más del 65% señaló que deseaba recibir capacitación en herramientas tecnológicas. En consecuencia, resalta la importancia y necesidad de formación de los docentes en línea para ofrecer una instrucción de calidad.

Palabras Claves: Andragogía, Competencias, Competencias del docente virtual, Educación en línea, Educación superior.

Introducción

La educación en línea es una de las principales tendencias de la educación

postsecundaria en Puerto Rico que ha tenido una gran demanda (Torres-Nazario, 2007). Castro

et al., (s.f.) mencionó que las instituciones privadas y públicas de Puerto Rico han reconocido

los atributos que ofrecen la modalidad a distancia, por ende, buscan fondos institucionales y

estatales del gobierno norteamericano para adiestrar al personal docente en diseño

instruccional, uso de plataformas de educación en línea, y adiestramiento en el uso de la nueva

tecnología y su aplicación en la educación.

Al mismo tiempo, más instituciones de educación superior ofrecen cursos en línea (Allen

& Seaman, 2013) y la demanda de docentes que puedan ofrecer dichos cursos va en aumento

(Tipple, 2010). Algunas actividades de enseñanza bajo la modalidad presencial y en línea son

similares; sin embargo, muchos de los roles, competencias y actitudes de los docentes se

requieren para la enseñanza efectiva en línea varían (Álvarez, Guasch, & Espasa, 2009; Bailie,

2011; Ragan 2009; & Varvel 2007). En opinión de Abdulla (2004) el éxito de la enseñanza en

línea requiere técnicas efectivas y estrategias sobre las cuales los docentes y administradores

necesitan estar bien informados. Sin embargo, Ragan (2009) argumentó que los docentes en

línea más exitosos desarrollan sus competencias de enseñanza en línea a través de ensayo y

error combinado con un profundo deseo de triunfar y para ayudar a sus estudiantes a tener

éxito. Según este último autor, los docentes en línea desarrollan una comprensión de su

desempeño exitoso a través del refinamiento de sus propias experiencias y estrategias.

Adicional a lo planteado anteriormente y según las exigencias de los ejecutivos

académicos de las instituciones educativas, las agencias acreditadoras y los estudiantes; la

identificación de las competencias de un docente en línea es uno de los aspectos que forman

parte crucial del éxito de una educación de calidad (Varvel, 2007). Según el autor, la educación

en línea sigue en incremento y a medida que pasa de la fase de adopción a la de aceptación por

las masas, el número de docentes que participan en la educación en línea aumenta. Aunque no

existen estadísticas precisas para el número de docentes que enseñan cursos en línea en

Mayadas, Bourne, y Bacsich (2009) estimaron que aproximadamente 300,000 docentes en

instituciones de educación superior en Estados Unidos se dedican a la enseñanza en línea.

Varvel (2007) enfatizó que la mayoría de estos docentes no tienen formación formal en

educación en línea, apoyándose principalmente en su experiencia como estudiante y como

docente de cursos tradicionales; lo cual les crea incertidumbre y dudan si están listos para

enseñar en línea.

De hecho, Bigatel, Ragan, Kennan, May y Redmond (2012) recomendaron que, para

ofrecer una instrucción de calidad, los docentes deben ser adiestrados adecuadamente para

enseñar eficazmente en línea. Con este fin es necesaria la incorporación de las competencias

asociadas con la instrucción de calidad en un programa de desarrollo integral y eficaz para

docentes. Estas competencias pueden abordarse entonces en programas de desarrollo de la

facultad con el fin de preparar el instructor virtual para el éxito de la enseñanza en línea.

Según Groccia y Cruz (2012), la tecnología utilizada en la enseñanza en línea cambia tan

rápidamente que la preparación de los docentes debe ser continua. Aunque el docente es

especialista en su campo, muchos no tienen experiencia específicamente en la enseñanza en

línea. Esto conlleva a indagar qué debe incluir la formación del docente y qué facultades

adicionales de un individuo ayudan a ser un educador competente en línea. Por su parte, Queiroz y Mustaro (2003) señalaron que, con la gran demanda de cursos en línea, existe una urgente necesidad de reflexionar sobre las funciones y competencias de los docentes que ofrecen cursos a través de Internet. Esta reflexión es importante debido al hecho de que algunos docentes creen que es posible simplemente transferir a la Web el material (contenido curricular) que se utiliza tradicionalmente en el aula sin ningún ajuste a los medios de comunicación. Cada medio requiere diferentes enfoques para ser utilizado. Los docentes deben ser adiestrados para trabajar en línea y para que alcancen sus objetivos pedagógicos de una manera más eficaz, creativa e innovador cuando se utiliza un entorno virtual de aprendizaje. Con el interés de conocer e identificar cuáles son las competencias que los docentes que enseñan en línea necesitan demostrar; la autora realizó un análisis desde la perspectiva del docente y del estudiante.

Metodología

El estudio se realizó en una institución de educación superior ubicada en Puerto Rico desde la perspectiva del docente y del estudiante. La elección de este recinto universitario obedece a la cantidad de estudiantes matriculados en cursos totalmente a distancia, la cantidad de programas académicos ofrecidos totalmente a distancia, y la infraestructura investigativa y tecnológica que facilitará la recopilación de los datos. Las preguntas de investigación fueron las siguientes: (a) Según los docentes, ¿Cuáles son las competencias del docente que enseña cursos a distancia en una institución privada de educación superior en Puerto Rico?; (b) Según los estudiantes, ¿Cuáles son las competencias que posee el docente que enseña cursos a distancia en una institución privada de educación superior en Puerto Rico?; y (c) Según los

resultados de los docentes y estudiantes, ¿en cuál de las cuatro dimensiones pedagógica, tecnológica, interpersonal y gerencial, los docentes necesitarán formación?

Población y Muestra. La población para esta investigación estuvo constituida por dos grupos: (a) estudiantes de nivel subgraduado matriculados totalmente a distancia durante el año académico pertinente a la investigación y, (b) docentes que ofrecen cursos a distancia en esta unidad. Preliminarmente, la población estuvo constituida por 1147 estudiantes adscritos a uno de los 15 programas subgraduados totalmente a distancia. Estos programas son los bachilleratos en Recursos Humanos, Mercadeo, Administración de Sistemas de Oficina, Contabilidad, Gerencia, Gerencia de Operaciones, Negocios Internacionales, Justicia Criminal, Criminología y Psicología. Asimismo, se incluyen los grados de asociados en Contabilidad, Sistemas de Oficina, Administración de Empresas, Ciencias Ópticas y Gerencia de Ventas. Para la muestra de los estudiantes, se utilizaron dos criterios de inclusión: estar matriculados totalmente a distancia en la primavera de 2016 en un programa licenciado por el Consejo de Educación de Puerto Rico (CEPR) y ser mayores de 21 años de edad. La muestra estuvo conformada por 160 estudiantes lo que equivale a 14% de la población.

En cuanto a los docentes, la población estuvo constituida por 112 miembros de facultad a jornada completa y parcial que ofrecieron cursos a distancia y están adscritos a diferentes departamentos académicos de la institución durante el año 2015-16 (J. Muñiz, comunicación personal, 3 de febrero de 2016). Para conformar la muestra de docentes, el criterio de inclusión fue que estuviesen ofreciendo uno o más cursos en los programas subgraduados a distancia licenciado por el Consejo de Educación de Puerto Rico. Se invitó a 112 docentes a participar en el estudio. Hubo una participaron activa de 109, que constituye el 97% de la

población.

Instrumento. Para la medición de las competencias del docente en línea de una

institución de educación superior se utilizó el cuestionario Escala Competencia del Docente

Virtual (COMDOVIR), diseñado para identificar el perfil de competencias del docente virtual; y

cuyo autor autorizó por escrito a la investigadora para que haga uso del mismo. El autor (Ruiz,

2010) utilizó el método de criterios para la interpretación de los resultados. La puntuación

mínima que debe obtener el individuo para actuar con una razonable eficiencia como un

docente virtual es 80. Una puntuación de 79 o menor requiere de capacitación previa para

actuar como docente virtual. La estimación de la fiabilidad de consistencia interna fue de rtt

0.969 y de rtt 0.959, obtenidas por los métodos Alpha de Cronbach y Hoyt, respetivamente.

Las funciones básicas asumidas en el estudio de Ruiz (2010), fueron situadas en cuatro

dimensiones contempladas como dimensiones en la matriz de operacionalización del

constructo. A continuación, se describen estas áreas presentes en el instrumento:

(a) **Dimensión pedagógica**. Se refiere a la capacidad del docente virtual para diseñar y

gestionar académicamente un curso en un entorno virtual de aprendizaje, según los

lineamientos de una teoría de aprendizaje seleccionada y los principios didácticos que

garanticen el uso de los contenidos y el logro de un aprendizaje significativo. Comprende las

sub-funciones de diseño de instrucción con los indicadores: objetivos, contenido, materiales,

actividades y evaluación. También incluye la gestión académica con los indicadores: motivación

para el aprendizaje, gestión de conocimiento, orientación, mediación cognitiva,

retroinformación y gestión de la calidad.

(b) **Dimensión tecnológica.** Se refiere a la expresión de la capacidad del docente virtual para diseñar y gestionar un entorno virtual de aprendizaje apropiado que permita un fácil acceso al LMS, facilite su navegación y participación, interacción y cooperación necesarias para el logro de los objetivos de aprendizaje propuestos, con un alto nivel de satisfacción, del estudiante y el docente. Esta dimensión comprende las sub-funciones: manejo del LMS, con los indicadores creación de la interfaz del curso, accesibilidad a la plataforma y facilidad de navegación; y manejo de herramientas con los indicadores manejo de herramientas de comunicación, navegación, diseño de contenido e interacción social (web 2.0).

(c) **Dimensión interpersonal.** Se refiere a la capacidad del docente virtual para crear un ambiente psico-afectivo-emocional apropiado que promueve la interacción social y la comunicación entre los miembros de la comunidad de aprendizaje; que evite la sensación de soledad en el participante y facilite la integración grupal. Comprende las sub-funciones: manejo de la comunicación, con los indicadores comunicación sincrónica y asincrónica; y fomento de la interacción social, con los indicadores manejo del afecto y las emociones, con base en principios éticos, la participación y cooperación en grupo, y la participación en actividades sociales informales, tales como: foros tipo cafetería y de presentación y juegos interpersonales.

(d) **Dimensión gerencial.** Se refiere a la capacidad del docente virtual para manejar los aspectos administrativo-organizacionales de la actividad formativa virtual. Incluye las sub-funciones planificación, organización, liderazgo, control y seguimiento, evaluación de la calidad y la toma de decisiones sobre aspectos relevantes del funcionamiento del curso. Entre los indicadores están el: calendario del curso, registro de participantes, normas de funcionamiento,

mecanismos de seguridad, organización de grupos, seguimiento a los participantes, liderazgo y evaluación del curso.

Con el propósito de asegurar que el instrumento mida la información que se requiere obtener, la validez de contenido y del constructo, se adaptó el instrumento desarrollado por Ruiz (2010) para los estudiantes de Puerto Rico. Cabe señalar que la investigadora fue autorizada por su autor para realizar la adaptación del instrumento. Esta adaptación fue revisada por un panel de cuatro expertos en el campo de la educación a distancia. Los aspectos considerados fueron la congruencia del contenido de los reactivos con las dimensiones, el sesgo en la formulación y la claridad en la redacción de los ítems del instrumento. Una vez validado y corregido el instrumento por los cuatro expertos, se realizó una prueba piloto al administrar la nueva versión a una muestra de estudiantes matriculados totalmente a distancia (n=17). Estos estudiantes poseían características similares a las de la muestra que se seleccionaría, pero no serían participantes de la investigación. Se les solicitó a los estudiantes que evaluaran la congruencia del contenido de los reactivos con las dimensiones, el sesgo en la formulación y la claridad en la redacción de los ítems del instrumento. A continuación, se indica la confiabilidad obtenida en cada dimensión: (a) dimensión pedagógica, 892; (b) dimensión tecnológica, 909; (c) dimensión interpersonal, .947 y, (d) dimensión gerencial, .887. La prueba piloto, en su totalidad, obtuvo una confiabilidad α =.97.1, lo cual implica que existe interrelación entre los elementos. El instrumento final fue administrado a 160 estudiantes a nivel subgraduado. El Alfa de Cronbach obtenida fue de .983. Ambos instrumentos sobrepasan el criterio de .70, mínimo recomendado por Nunnally (1978) para instrumentos de medición.

Resultados

Con la participación de un muestreo por conveniencia, se administraron los instrumentos en línea a una población total de 112 docentes y 1,147 estudiantes. Hubo una participación activa del 97% de los docentes y 15% de los estudiantes. Para el análisis se utilizaron estadísticas descriptivas, por ciento y frecuencia. En esta investigación se formularon tres preguntas de investigación que fueron contestadas con los respectivos instrumentos. En la Tabla 1 se presenta la escala utilizada para el análisis los resultados obtenidos de la percepción de los docentes y los estudiantes los cuales responden las preguntas 1 y 2 del estudio. Esta tabla indicará, según la puntuación obtenida, en qué escala están situados los docentes. Para efecto de análisis, la escala *siempre y casi siempre* se considerará como una percepción positiva; *a veces*, como una percepción neutral; y *casi nunca y nunca* como una percepción negativa.

Tabla 1

Interpretación escala Likert y promedios cuantitativos

Promedio	Escala	Interpretación
4.50 a 5.00	Siempre	Los docentes siempre realizan la actividad
3.51 a 4.49	Casi siempre	Los docentes casi siempre realizan la actividad
2.51 a 3.49	A veces	Los docentes a veces realizan la actividad
1.51 a 2.49	Casi Nunca	Los docentes casi nunca realizan la activad
1.00 a 1.49	Nunca	Los docentes nunca realizan la actividad

Resultados Relacionados con la Primera Pregunta de la Investigación

Según los docentes, ¿cuáles son las competencias del docente que enseña cursos a distancia en una institución privada de educación superior en Puerto Rico? Para responderla se

computó la media, la desviación estándar y el promedio de los respectivos reactivos de las siete

dimensiones del instrumento de los 109 docentes que participaron en el estudio. Al interpretar

cada promedio se utilizó la tabla 1 y la escala de 5 puntos de cada reactivo. Los resultados

obtenidos, desde la perspectiva de los docentes, revelaron que en las siguientes tres

dimensiones: (a) Pedagógica: Gestión Académica; (b) Interpersonal: Aspecto Social; y (c)

Gerencial, los docentes poseen las competencias necesarias para la enseñanza de cursos a

distancia.

Dimensión pedagógica: diseño instruccional. El promedio ponderado de la dimensión

fue de 4.27, lo que significa que 80% de los docentes casi siempre realizan las actividades

adscritas a la dimensión, lo que se considera como una percepción positiva (Véase Tabla 2). No

obstante, el resultado obtenido al calcular la desviación estándar arrojó que existe una alta

variabilidad (DS=1.48 en una escala de 5 puntos) entre las respuestas de los docentes.

Tabla 2

Dimensión pedagógica: diseño instruccional

Reactivos	$\overline{X}$	DS	Interpretación
1. Aplico prueba exploratoria (pre-prueba) para determinar las características de entrada de los participantes (conocimientos previos, motivación, habilidades tecnológicas y actitudes, entre otras).	2.66	1.48	A veces
2. Redacto objetivos instruccionales tomando en consideración diferentes tipos de aprendizajes y niveles cognitivos (Aprender a: conocer, hacer, ser, convivir, emprender).	4.39	0.93	Casi siempre
3. Propongo materiales apropiados en diferentes formatos (texto, video, audio, objeto de aprendizaje, entre otros), para facilitar el aprendizaje.	4.64	0.60	Siempre
4. Incorporo información sobre licencia de los materiales utilizados (propiedad intelectual y derechos).	4.44	0.87	Casi siempre

5.	Propongo actividades de práctica o ejercicios para consolidar el aprendizaje.	4.81	0.41	Siempre
6.	Aplico estrategias de evaluación sumativa con procedimientos cuantitativos, cualitativos o mixtos.	4.52	0.83	Siempre
7.	Tomo en cuenta la opinión de los participantes en el proceso de evaluación (autoevaluación).	4.33	1.11	Casi siempre
8.	Considero la opinión de los estudiantes y pares en el proceso de evaluación (coevaluación).	4.33	1.18	Casi siempre
Promedio Ponderado		4.27	0.54	Casi siempre

Dimensión pedagógica relacionada a la gestión académica. El promedio ponderado de esta dimensión fue de 4.65, lo que significa que 90% de los docentes casi siempre realizan las actividades adscritas a la dimensión (Ver tabla 3). Según la percepción de los docentes, ellos siempre realizan siete actividades, específicamente aquellas que están relacionados con el mantener la motivación de los estudiantes durante el desarrollo del curso (reactivo 10), las condiciones para participación en los foros de discusión (reactivo 11), las bases para presentación y entrega de trabajos (reactivo 12), aportación de información temática en los cursos (reactivo 13), incorporación de información para ahondar en el conocimiento de los estudiantes (reactivo 14) y ayudar a los estudiantes a superar dificultados en el aprendizaje (reactivo 15).

Tabla 3

Dimensión pedagógica: gestión académica

Reactivos		$\overline{X}$	DS	Interpretación
9.	Promuevo el uso de estrategias de aprendizaje interactivo/colaborativo mediante la propuesta de actividades asociadas al desarrollo de proyecto, estudio de caso, resolución de problema, juego y simulación, entre otras.	4.40	0.76	Casi siempre
10.	Promuevo y mantengo la motivación del grupo durante el desarrollo del curso.	4.76	0.45	Siempre

		X̄	DS	Interpretación
11.	Establezco las condiciones para la participación en los foros de discusión.	4.77	0.59	Siempre
12.	Planteo las bases para la presentación y entrega de los trabajos (identificación, tipo de documento, tamaño).	4.83	0.42	Siempre
13.	Aporto información temática para reforzar los conocimientos previos del estudiante.	4.79	0.43	Siempre
14.	Incorporo información que complementa y permite profundizar el conocimiento sobre el tema.	4.70	0.52	Siempre
15.	Ayudo al estudiante a superar sus dificultades de aprendizaje.	4.79	0.41	Siempre
16.	Formulo recomendaciones metodológicas acerca de cómo organizarse para tener éxito en el estudio.	4.43	0.77	Casi siempre
17.	Estímulo al estudiante a reflexionar sobre su propia práctica y a autorregular su aprendizaje.	4.50	0.66	Casi siempre
18.	Empleo la evaluación formativa para conocer el progreso de los estudiantes y ofrecer la retroalimentación correspondiente.	4.56	0.73	Siempre
Promedio Ponderado		4.65	0.33	Siempre

Dimensión tecnológica con el diseño del entorno de aprendizaje. El promedio ponderado de esta dimensión fue de 4.21, lo que significa que 80% de los docentes siempre realizan las actividades adscritas a la (Véase Tabla 4). Adicional, existe una alta variabilidad (DS=1.64 en una escala de 5 puntos) entre las respuestas de los docentes, según se evidencia en la desviación estándar.

Tabla 4

Dimensión tecnológica: diseño del entorno de aprendizaje

Reactivos		X̄	DS	Interpretación
19.	Estructuro el curso en módulos y/o unidades con base en el criterio de semana, tema u otro.	4.80	0.48	Siempre
20.	Organizo cada módulo o unidad en la interfaz del curso con base en etiquetas (por ejemplo: objetivos, recursos, actividades, evaluación).	4.72	0.55	Siempre

		$\overline{X}$	DS	Interpretación
21.	Público y discuto el programa instruccional (calendario de actividades, prontuario u otro) en la plataforma del curso.	4.84	0.41	Siempre
22.	Creo un foro de noticias o novedades para publicar periódicamente información sobre la dinámica del curso de interés para los participantes.	3.68	1.32	Casi siempre
23.	Genero espacios para la presentación personal de los participantes.	4.34	1.14	Casi siempre
24.	Creo foro general para la interacción social informal (por ejemplo, Cafetería).	3.06	1.64	A veces
25.	Creo foro de dudas para atender las dificultades de los participantes sobre el desarrollo de la unidad/módulo o se aceptan las mismas a través de correo electrónico.	4.19	1.20	Casi siempre
26.	Elaboro adaptaciones individuales de las actividades programadas para aquellos estudiantes que plantean alguna dificultad para seguir en alguna de ellas.	4.07	1.16	Casi siempre
Promedio Ponderado		4.21	0.65	Siempre

Dimensión tecnológica con el manejo de herramientas. El promedio ponderado de esta dimensión fue de 4.17. Esto significa que 80% de los docentes casi siempre realizan las actividades adscritas a la dimensión (véase Tabla 5). Sin embargo, se observa que existe una alta variabilidad (DS=1.19 y 1.24 respectivamente en una escala de 5 puntos) entre las respuestas de los docentes, según se evidencia en la desviación estándar. Esto puede interpretarse que en el reactivo 29, 1 de cada 20 de los docentes encuestados indicaron que nunca utilizan herramientas de la Web 2.0 para promover la participación, interacción y cooperación entre los participantes del curso.

Tabla 5

Dimensión tecnológica: manejo de herramientas

Reactivos		$\overline{X}$	DS	Interpretación
27.	Incorporo herramientas de comunicación en línea, tales como: Skype, Messenger, ooVoo y otros.	4.15	1.22	Casi siempre

28.	Utilizo materiales multimedia, como parte de los recursos instruccionales del curso de acuerdo a lo permitido por ley.	4.43	0.95	Casi siempre
29.	Utilizo herramientas de la Web 2.0 (Blog, Wikis, YouTube, Podcast, Webquest, Facebook) para promover la participación, interacción y cooperación entre los participantes.	4.00	1.19	Casi siempre
30.	Incorporo programas de aplicaciones (procesador de texto, hoja de cálculo, de presentación de diapositivas) como recursos complementarios para el diseño didáctico instruccional del curso.	4.39	0.90	Casi siempre
31.	Utilizo herramientas de autor para el diseño de contenido digital.	3.86	1.24	Casi siempre
Promedio Ponderado		4.17	0.80	Casi siempre

Dimensión interpersonal con el diseño del entorno de aspecto comunicativo. El promedio ponderado de esta dimensión fue de 4.13, equivalente a la escala de casi siempre, lo que significa que 80% de los docentes siempre realizan las actividades adscritas a la dimensión (Véase Tabla 6). Por otro lado, en esta dimensión se observa que existe una alta variabilidad (DS=1.22 en una escala de 5 puntos) entre las respuestas de los docentes, según se evidencia en la desviación estándar. Según la percepción de los docentes, casi siempre realizan cuatro actividades relacionadas con la comunicación asincrónica y sincrónica (reactivos 33, 34, 35 y 36). El reactivo 32 está relacionado con la planificación de las acciones de intervención en cada módulo o unidad y es la actividad que más realizan los docentes en sus cursos a distancia según los resultados obtenidos en el estudio. En el reactivo 35, 1 de cada 20 docentes indican que nunca moderan los debates en los foros.

Tabla 6

Reactivos	$\overline{x}$	DS	Interpretación
32. Planifico las acciones de intervención a realizar durante los diferentes momentos del desarrollo de cada módulo/unidad.	4.58	0.74	Siempre
33. Promuevo el uso de la comunicación asincrónica y multidireccional entre los participantes a través del uso de foros de discusión, blog, wikis, redes sociales y otros.	4.26	1.09	Casi siempre
34. Estimulo la comunicación sincrónica entre los participantes mediante el uso de medios como el chat, la videoconferencia y otros.	3.74	1.22	Casi siempre
35. Modero los debates en foros y/o chat dando respuestas oportunas y planteando nuevas preguntas para la reflexión en profundidad sobre el tema de estudio.	3.90	1.14	Casi siempre
36. Expreso opinión sobre la calidad de los mensajes emitidos por los participantes.	4.24	1.05	Casi siempre
Promedio Ponderado	4.13	0.81	Casi siempre

Dimensión interpersonal: aspecto comunicativo

Dimensión interpersonal relacionada con el aspecto social. El promedio ponderado de esta dimensión fue de 4.61, equivalente a la escala de casi siempre. (véase Tabla 7). Según los docentes, realizan todas las actividades relacionadas con esta dimensión, siendo el reactivo 37 el de mayor puntuación, en la cual animan a los estudiantes a participar activamente en las actividades de aprendizaje. Los reactivos 37, 38 y 39 están en la escala de siempre. El de menor puntuación fue el reactivo 41, donde los profesores indicaron que casi siempre estimula que los estudiantes participen en actividades informales en los cursos.

Tabla 7

Dimensión interpersonal: aspecto social

Reactivos	$\overline{\mathrm{X}}$	DS	Interpretación
37. Animo a los estudiantes a participar activamente en las diferentes actividades de aprendizaje planificadas.	4.85	0.43	Siempre
38. Planifico actividades que contribuyen a crear un clima afectivo adecuado para una interacción humana productiva.	4.69	0.59	Siempre
39. Promuevo entre los participantes una cultura de colaboración y co-responsabilidad para incentivar la construcción social del aprendizaje.	4.71	0.55	Siempre
40. Promuevo intencionalmente la interacción social en el grupo con el propósito de fortalecer las relaciones interpersonales y el sentimiento de comunidad entre los participantes.	4.44	0.95	Casi siempre
41. Estimulo en los estudiantes la participación informal en los foros diseñados para tales fines.	4.35	0.98	Casi siempre
Promedio Ponderado	4.61	0.53	Casi siempre

Dimensión gerencial. Se evaluó con seis reactivos. Esta dimensión evalúa las actividades relacionadas a actividades realizadas en el curso, como: la planificación, organización, liderazgo, toma de decisiones y evaluación de la calidad del docente. La Tabla 8 presenta los resultados de la dimensión gerencial. Cabe señalar que el promedio ponderado de esta dimensión fue de 4.65. Si se analiza utilizando la tabla 2 y la escala de 5 puntos de cada reactivo, un promedio de 4.65 equivale a la escala de siempre, lo que significa que 80% de los docentes siempre realizan las actividades adscritas a la dimensión lo que se puede interpretar como positivo. Sin embargo, los resultados en el reactivo 44 reflejan que existe una alta variabilidad (DS=.99 en una escala de 5 puntos) entre las respuestas de los docentes, según se evidencia en la desviación estándar.

Tabla 8

Dimensión gerencial

Reactivos	$\overline{x}$	DS	Interpretación
42. Constato el proceso de registro e inscripción de los participantes del curso.	4.74	0.59	Siempre
43. Ofrezco seguimiento a la participación de los estudiantes en las diferentes actividades planificadas en cada módulo/unidad de aprendizaje. Analizo el aprendizaje de los participantes a base de la interacción sostenida.	4.72	0.53	Siempre
44. Controlo la discusión en los debates a objeto de que los estudiantes se mantengan en los límites del tema en discusión.	4.31	0.99	Casi siempre
45. Ejerzo un liderazgo democrático en mi rol de gestor del curso (promuevo la participación, sugiero ideas, proveo soporte, promuevo la autodisciplina y evito la crítica no-constructiva).	4.73	0.59	Siempre
46. Realizo la evaluación de la calidad del curso y sus componentes.	4.67	0.74	Siempre
47. Tomo decisiones con base en los resultados de la evaluación para el mejoramiento continuo de la calidad.	4.76	0.51	Siempre
Promedio Ponderado	4.65	0.38	Siempre

Cabe destacar que, 6 de cada 10 docentes indicaron que siempre controlan la discusión en los debates para que los estudiantes mantengan la discusión en el tema asignado, evitando así la discusión de otros temas no relacionados a la discusión en cuestión, además de mantener un ambiente de cordial y respeto.

En la Tabla 9 a continuación, se presentan las posturas más bajas obtenidas según el juicio de los docentes. En los reactivos individuales: aplicación de prueba exploratoria (reactivo 1), creación de un foro de noticias o novedades (reactivo 22) y un foro general para la interacción social informal (reactivo 24), utilización de herramientas de autor para el diseño de

contenido digital (reactivo 31), estimulación de comunicación sincrónica (reactivo 34) y la

moderación de los debates en foros y/o chats (reactivo 35), se reconocen áreas que requieren

de acciones para mejorar las competencias de los docentes virtuales.

Tabla 9

Reactivos con menor posturas según los docentes

Dimensión: Reactivo	$\overline{\text{x}}$
Pedagógica: Diseño Instruccional	
Aplico prueba exploratoria (pre-prueba) para determinar las características de entrada de los participantes (conocimientos previos, motivación, habilidades tecnológicas y actitudes, entre otras).	2.66
Tecnológica: Diseño del Entorno de Aprendizaje	
Creo un foro de noticias o novedades para publicar periódicamente información sobre la dinámica del curso de interés para los participantes	3.68
Creo foro general para la interacción social informal (por ejemplo, Cafetería).	3.06
Tecnológica: Manejo de Herramientas	
Utilizo herramientas de autor para el diseño de contenido digital.	3.86
Interpersonal: Aspecto Comunicativo	
Estimulo la comunicación sincrónica entre los participantes mediante el uso de medios como el chat, la videoconferencia y otros.	3.74
Modero los debates en foros y/o chat dando respuestas oportunas y planteando nuevas preguntas para la reflexión en profundidad sobre el tema de estudio.	3.90

Resultados Relacionados con la Segunda Pregunta de la Investigación

La segunda pregunta de la investigación fue la siguiente: Según los estudiantes, ¿cuáles

son las competencias que posee el docente que enseña cursos a distancia en una institución

privada de educación superior en Puerto Rico? Para responder a la segunda pregunta de la

investigación se computó la media, la desviación estándar y el promedio de los respectivos

reactivos de las siete dimensiones del instrumento respondido por los 160 estudiantes que

participaron en el estudio. La interpretación de los resultados se presentó a través de la escala

ordinal, siempre, casi siempre, a veces, pocas veces y nunca (véase Tabla 1). Según la

puntuación obtenida, se indica en qué escala están situados los docentes según la percepción

de los estudiantes. Para efecto de análisis, *siempre y casi siempre* se consideró como una

percepción positiva; *a veces*, como una percepción neutral; y casi nunca y nunca como una

percepción negativa.

Dimensión pedagógica relacionada con el diseño instruccional. El promedio ponderado

fue de 4.34, que equivale a la escala de siempre, lo que significa que, según la percepción de los

estudiantes, 80% de los docentes casi siempre realizan las actividades adscritas a la dimensión.

No obstante, se observa que existe una alta variabilidad (DS=1.46 en una escala de 5 puntos)

entre las respuestas de los estudiantes, según se evidencia en la desviación estándar. Según los

resultados obtenidos en el primer reactivo, 6 de cada 10 docentes administran una prueba

diagnóstica al principio del curso (Véase Tabla 10).

Tabla 10

Dimensión pedagógica: diseño instruccional

Reactivos	$\overline{\text{x}}$	DS	Interpretación
El docente:			
1. Administra una prueba diagnóstica (pre-prueba) al inicio del curso.	3.93	1.46	Casi siempre
2. Presenta los objetivos del curso tomando en consideración mis estilos de aprendizaje.	4.33	1.09	Casi siempre
3. Incluye materiales en diferentes formatos tales como: texto, vídeo y audio para facilitar mi aprendizaje.	4.41	0.98	Casi siempre
4. Incorpora actividades de práctica o ejercicios para asegurarse de que domino el material.	4.46	0.92	Siempre
5. Administra distintos métodos de evaluación, tales como: pruebas cortas, proyectos, exámenes.	4.56	0.88	Siempre
6. Incorpora actividades para yo autoevaluarme (por ejemplo assessments).	4.35	1.07	Casi siempre
Promedio Ponderado	4.34	0.86	Casi siempre

Dimensión pedagógica relacionada con la gestión académica. En la Tabla 11 se puede

observar que el promedio ponderado fue de 4.40 lo que equivale a que 80% de los docentes,

según los estudiantes, casi siempre realizan las actividades adscritas a la dimensión. No

obstante, se observa que existe una alta variabilidad (DS=1.31 en una escala de 5 puntos) entre

las respuestas de los estudiantes, según se evidencia en la desviación estándar. Según los

resultados obtenidos resalta que en el reactivo 11, 2 de cada 3 docentes refieren a los

estudiantes con problemas en el aprendizaje a oficinas que ofrecen servicios de apoyo.

Tabla 11

Dimensión pedagógica: gestión académica

Reactivos	$\overline{\text{X}}$	DS	Interpretación
El docente:			
7. Mantiene mi motivación durante el desarrollo del curso.	4.36	0.84	Casi siempre
8. Establece las condiciones (reglas, rúbricas) para la participación en los foros de discusión.	4.64	0.75	Siempre
9. Provee las instrucciones para la entrega de los trabajos (identificación, tipo de documento, tamaño, tipo de letra).	4.57	0.80	Siempre
10. Brinda material suplementario para ayudarme a reforzar mis conocimientos.	4.49	0.86	Casi siempre
11. Me ayuda a superar mis dificultades de aprendizaje a través referidos a tutorías u otros servicios.	4.11	1.31	Casi siempre
12. Ofrece recomendaciones sobre cómo puedo organizarme para ser exitoso/a en el curso.	4.19	1.18	Casi siempre
Promedio Ponderado	4.40	0.81	Casi Siempre

Dimensión tecnológica relacionada con el entorno de aprendizaje. El promedio

ponderado fue de 4.49.

Tabla 12

Dimensión tecnológica: diseño del entorno de aprendizaje

Reactivos	$\overline{\text{x}}$	DS	Interpretación
El docente:			
13. Organiza cada módulo o unidad por categorías: objetivos, temas, recursos, actividades, evaluaciones.	4.64	0.79	Casi siempre
14. Publica el itinerario y las fechas de las actividades a realizarse.	4.63	0.74	Casi siempre
15. Genera espacios para la presentación personal de los estudiantes.	4.54	0.84	Casi siempre
16. Crea un foro general para la interacción social informal (por ejemplo, cafetería, charlas, mensajes informales).	4.34	1.13	Casi siempre
17. Crea un foro de dudas para atender mis dificultades sobre el desarrollo de la unidad/módulo o se aceptan las mismas a través de correo electrónico.	4.49	0.93	Casi siempre
18. Provee ayuda individual según mis necesidades.	4.31	1.09	Casi siempre
Promedio Ponderado	4.49	0.77	Casi Siempre

En la Tabla 12, el promedio ponderado equivale a que 89% de los docentes, según la percepción de los estudiantes, casi siempre realizan las actividades adscritas a la dimensión. (Véase Tabla 12). No obstante, se observa que existe una alta variabilidad (DS=1.13 en una escala de 5 puntos) entre las respuestas de los estudiantes, según se evidencia en la desviación estándar. Según los resultados obtenidos en el reactivo 16, 7 de cada 10 docentes crean foros sociales los cuales son utilizados para mensajes informales en los cursos. Cabe señalar que el reactivo 18, tiene una desviación estándar de 1.09. Según la percepción de los estudiantes, 6 de cada 10 docentes ofrecen ayuda individual a sus alumnos.

Dimensión tecnológica relacionada con el manejo de herramientas. El promedio ponderado fue de 4.23 (Véase Tabla 13). Esto equivale a que 80% de los docentes, según la percepción de los estudiantes, casi siempre utilizan herramientas tecnológicas para facilitar el

proceso de enseñanza y aprendizaje en los cursos que ofrecen a distancia. No obstante, existe

una alta variabilidad (DS=1.34 en una escala de 5 puntos) entre las respuestas de los

estudiantes, según se evidencia en la desviación estándar. Según los resultados obtenidos en el

reactivo 21, la mitad de los docentes utilizan herramientas de colaboración para promover

interacción y cooperación entre los estudiantes. Cabe señalar que en el reactivo 24 se observa

que también existe una alta variabilidad (DS-1.26) entre las respuestas de los estudiantes.

Equivale a que 6 de cada 10 docentes incorporan herramientas de comunicación en sus cursos.

Tabla 13

Dimensión tecnológica: manejo de herramientas

Reactivos	$\overline{x}$	DS	Interpretación
El docente:			
19. Incorpora herramientas de comunicación en línea, tales como: Skype, Messenger, ooVoo, Chat u otros.	4.17	1.22	Casi siempre
20. Utiliza materiales multimedia (formatos de imágenes, audio y video digitales) como parte de los recursos instruccionales.	4.31	1.05	Casi siempre
21. Utiliza algunas herramientas de la Web 2.0 tales como: Blog, Wikis, Youtube, Podcast, Webquest, Facebook, para promover la participación, interacción y cooperación entre los estudiantes.	3.90	1.34	Casi siempre
22. Incorpora programas de aplicaciones (Word, Excel, PowerPoint) como recursos complementarios.	4.40	1.00	Casi siempre
23. Coloca materiales digitales, diseñados por él, donde incorpora audio, imágenes, texto, sonidos.	4.13	1.26	Casi siempre
24. Maneja las herramientas de comunicación en el curso.	4.48	0.88	Casi siempre
Promedio Ponderado	4.23	0.97	Casi Siempre

Dimensión interpersonal relacionada con el aspecto comunicativo.

En la Tabla 14 puede observarse que el promedio ponderado fue de 4.36.

Tabla 14

Dimensión interpersonal: aspecto comunicativo

Reactivos	$\overline{\text{x}}$	DS	Interpretación
El docente:			
25. Interviene en diferentes momentos en el curso.	4.44	0.81	Casi siempre
26. Fomenta la comunicación entre los estudiantes a través de diferentes medios.	4.43	0.85	Casi siempre
27. Modera los debates en foros, chats, videoconferencias dando respuestas oportunas.	4.30	1.04	Casi siempre
28. Plantea nuevas preguntas, en los foros, chats, videoconferencias para la reflexión en profundidad sobre el tema de estudio.	4.26	1.08	Casi siempre
29. Expresa su opinión sobre los mensajes emitidos por los estudiantes.	4.33	0.95	Casi siempre
30. Se expresa sobre los trabajos realizados y hace sugerencias sobre el mismo.	4.38	0.90	Casi siempre
Promedio Ponderado	4.36	0.85	Casi Siempre

El 80% de los docentes casi siempre realizan actividades relacionadas a aspectos de la comunicación en los cursos que se ofrecen bajo la modalidad a distancia (Véase Tabla 14).

No obstante, se observa que existe una alta variabilidad (DS=1.08 en una escala de 5 puntos) entre las respuestas de los estudiantes, según se evidencia en la desviación estándar. Según los resultados obtenidos en el reactivo 22, 6 de cada 10 docentes plantean preguntas en los foros de discusión o en las videoconferencias que hacen que los estudiantes realicen una reflexión más profunda en los temas asignados en el curso.

Dimensión interpersonal relacionada con el aspecto social. El promedio ponderado fue

de 4.30 (véase Tabla 15).

Tabla 15

Dimensión interpersonal: aspecto social

Reactivos	$\overline{X}$	DS	Interpretación
El docente:			
31. Me anima a participar activamente en las diferentes actividades de aprendizaje.	4.37	0.89	Casi siempre
32. Ofrece actividades que contribuyen a crear un clima afectivo adecuado para una interacción productiva.	4.32	0.93	Casi siempre
33. Promueve un ambiente de colaboración para estimular el aprendizaje.	4.37	0.88	Casi siempre
34. Promueve la interacción social para fortalecer las relaciones interpersonales y el sentimiento de comunidad (grupo) entre los participantes.	4.29	0.99	Casi siempre
35. Estimula mi participación informal en los foros diseñados para tales fines.	4.35	0.92	Casi siempre
36. Interactúa con los estudiantes en un plano social y personal.	4.05	1.24	Casi siempre
Promedio Ponderado	4.30	0.89	Casi siempre

El promedio ponderado de 4.30 se interpreta como casi siempre. Esto significa que,

según la percepción de los estudiantes, el 80% de los docentes realizan las actividades que

tiene el propósito de fortalecer el ambiente del curso incorporando la interacción social. No

obstante, se observa que existe una alta variabilidad (DS=1.24 en una escala de 5 puntos) entre

las respuestas de los estudiantes, según se evidencia en la desviación estándar. Los resultados

obtenidos en el reactivo 36 demuestran, según la percepción de los estudiantes, que la mitad

de los docentes interactúan con los estudiantes a nivel social y personal (Véase Tabla 15).

Dimensión gerencial. Desde la perspectiva de los estudiantes (Véase Tabla 16), el promedio ponderado fue de 4.54, por lo que se interpreta como 90% de los docentes siempre mantienen el control administrativo y académico de las actividades que ocurren en los cursos ofrecidos bajo la modalidad a distancia. No obstante, se observa que existe una alta variabilidad (DS=0.96 en una escala de 5 puntos) entre las respuestas de los estudiantes, según se evidencia en la desviación estándar. Según los resultados obtenidos en el reactivo 39, 6 de cada 10 docentes controlan la discusión en los foros evitando que los estudiantes se desvíen del tema asignado en el debate.

Tabla 16

Dimensión gerencial

Reactivos	$\overline{\text{X}}$	DS	Interpretación
El docente:			
37. Se asegura que el estudiante complete la relación académica profesor-estudiante.	4.74	0.65	Siempre
38. Da seguimiento a las diferentes actividades planificadas en el curso.	4.50	0.86	Casi siempre
39. Controla la discusión en los debates para que los estudiantes se mantengan en el tema en discusión.	4.35	0.96	Casi siempre
40. Ejerce su liderazgo como administrador del curso.	4.54	0.80	Siempre
41. Fomenta que los estudiantes participen en la evaluación del profesor (instrumento de evaluación del profesor).	4.48	0.92	Casi siempre
42. Coloca las puntuaciones obtenidas en las distintas actividades del curso.	4.61	0.74	Siempre
Promedio	4.54	0.69	Siempre

Conclusión. Los reactivos que presentan las posturas más bajas según la opinión de los estudiantes en la que se observa dos dimensiones: pedagógica y tecnológica. La dimensión pedagógica: diseño instruccional, específicamente en lo relativo a la administración de pruebas diagnósticas (reactivo 1), obtuvo la postura más baja. Igualmente, la dimensión tecnológica:

manejo de herramientas, específicamente la utilización de herramientas de la Web 2 (reactivo

21), obtuvo una postura menor. Según los resultados obtenidos, se puede interpretar que,

según la percepción de los estudiantes, los docentes necesitan mejorar en las áreas de

administrar prueba diagnóstica y la utilización de herramientas de la Web 2.0 para promover la

participación, interacción y cooperación entre los estudiantes.

Resultados Relacionados con la Tercera Pregunta de la Investigación

La tercera pregunta de la investigación fue la siguiente: Según los resultados de los

docentes y estudiantes, ¿En cuál de las cuatro dimensiones pedagógica, tecnológica,

interpersonal y gerencial, los docentes necesitan formación? Para el análisis de los resultados,

se utilizó la escala de evaluación creada por Ruiz (2010) quien indicó que para considerar que

un docente posee la formación para ofrecer cursos virtuales efectivamente debe obtener 80

puntos. Es decir, una puntuación de 79 o menos indicará que el docente requeriría capacitación

previa para ejercer funciones como docente virtual. Véase Tabla 17.

Los datos revelan que hay diferencias notables entre la percepción de los docentes y

estudiantes en cuanto al grado de competencia de los docentes. La autopercepción de los

docentes es que esencialmente el 100% de ellos son al menos medianamente competentes, lo

que contrasta con el 89% de los estudiantes quienes afirmaron que los docentes oscilan entre

bastantes competentes a incompetentes. Una mayor proporción de los estudiantes califican los

profesores como muy competentes (45% vs 13%).

Tabla 17

Interpretación escala de evaluación

Escala	Docentes			Estudiantes		
	N	%	Interpretación	N	%	Interpretación
95-100	14	13	Muy competente	70	45	Muy competente
80-94	70	64	Bastante competente	38	24	Bastante competente
63-79	25	23	Medianamente competente	31	20	Medianamente competente
41-62	0	0	Poco competente	12	8	Poco competente
20-46	0	0	Incompetente	5	3	Incompetente
No disponible				4		
		10		16	10	
Total	109	0		0	0	

Por otro lado, los docentes en su mayoría se califican como bastante competentes (64% vs 24%). Los estudiantes señalaron que 11% son poco competentes o incompetentes. Según la escala de evaluación de Ruiz (2010), 77% por ciento de los docentes indican poseer las competencias de un docente virtual y 69% de los estudiantes califican a los docentes como competentes. Según el 23% de los docentes y el 31% de los estudiantes, los instructores requieren capacitación previa para ejercer como docentes virtuales.

Comparación de promedios. En la Tabla 18se presentan los resultados de los promedios de mayor y menor puntuación, desde la perspectiva del docente y de los estudiantes en cada una de las dimensiones consultadas a través del instrumento aplicado. Según los resultados de los docentes, hubo reactivos que obtuvieron menor puntuación, los cuales pertenecen a las dimensiones (a) pedagógica: diseño instruccional y (b) tecnológica: diseño del entorno de aprendizaje. Desde la perspectiva de los estudiantes, los reactivos con menor puntuación pertenecen a las dimensiones pedagógica y tecnológica en el manejo de herramientas.

Cabe señalar que, según los resultados obtenidos, hubo coincidencia entre la opinión de los docentes y los estudiantes.

Tabla 18

Dimensiones con mayor y menor promedios

| | Docentes | | Estudiantes | |
Dimensión	Promedio mayor	Promedio menor	Promedio mayor	Promedio menor
Pedagógica: Diseño Instruccional	4.81	2.66	4.56	3.93
Pedagógica: Gestión Académica	4.83	4.40	4.64	4.11
Tecnológica: Diseño del Entorno de Aprendizaje	4.84	3.06	4.64	4.31
Tecnológica: Manejo de Herramientas	4.43	3.86	4.48	3.90
Interpersonal: Aspecto Comunicativo	4.58	3.74	4.44	4.26
Interpersonal: Aspecto Social	4.85	4.35	4.37	4.05
Gerencial	4.76	4.31	4.74	4.35

Según los resultados de los docentes, hubo reactivos que obtuvieron menor puntuación, los cuales pertenecen a las dimensiones (a) pedagógica: diseño instruccional y (b) tecnológica: diseño del entorno de aprendizaje. Desde la perspectiva de los estudiantes, los reactivos con menor puntuación pertenecen a las dimensiones pedagógica y tecnológica en el manejo de herramientas. Cabe señalar que, según los resultados obtenidos, hubo coincidencia entre la opinión de los docentes y los estudiantes.

En la Tabla 19 se presentan las competencias de los docentes por orden de importancia según la percepción de los docentes y estudiantes. Según los docentes, las dimensiones gerencial, pedagógica: gestión académica e interpersonal: aspecto social como las más importantes y la dimensión interpersonal: aspecto comunicativo como la menos importante. Los estudiantes concuerdan con la facultad en que la dimensión gerencial es la más importante, sin embargo, la dimensión tecnológica: diseño del entorno de aprendizaje es la menos

importante.

Tabla 19

Rango de las dimensiones

Dimensión Docentes	$\bar{X}$	DS	Dimensión Estudiantes	$\bar{X}$	DS
Gerencial	4.65	0.38	Gerencial	4.54	0.69
Pedagógica: Gestión académica	4.65	0.33	Tecnológica: Manejo de Herramientas	4.49	0.77
Interpersonal: Aspecto social	4.61	0.53	Pedagógica: Gestión Académica	4.40	0.81
Pedagógica: Diseño instruccional	4.27	0.54	Interpersonal: Aspecto Comunicativo	4.36	0.85
Tecnológica: Diseño del entorno de aprendizaje	4.21	0.65	Pedagógica: Diseño Instruccional	4.34	0.86
Tecnológica: Manejo de herramientas	4.17	0.80	Interpersonal: Aspecto Social	4.30	0.89
Interpersonal: Aspecto comunicativo	4.13	0.81	Tecnológica: Diseño del Entorno de Aprendizaje	4.23	0.97

Resumen

Según los resultados obtenidos en el análisis descriptivo realizado en las dimensiones, se puede observar que existe diferencia significativa entre la opinión de docentes y estudiantes en las siguiente cuatro dimensiones: (a) pedagógica: diseño instruccional, (b) tecnológica: diseño del entorno de aprendizaje, (c) tecnológica: manejo de herramientas, y (d) interpersonal: aspecto comunicativo. En la Tabla 20 se presentan los resultados en las categorías evaluativas según el desempeño porcentual de los docentes.

Tabla 20

Desempeño porcentual de los docentes

Desempeño porcentual	Docentes		Estudiantes		Categorías evaluativas
	Puntos	%	Puntos	%	
95-100	223-235	70	200-210	0	Muy competente
80-94	188-222	25	168-199	54	Bastante competente

63-79	148-187	5	132-167	27	Medianamente competente
41-62	96-147	0	86-131	13	Poco competente
20-46	47-95	0	42-85	6	Incompetente

Se evidencia que los docentes y los estudiantes no coinciden en cuanto al nivel de competencias de los docentes en lo referente a si los docentes poseen las competencias necesarias para ofrecer cursos virtuales. Esto confirma los hallazgos de que solo el 70% de los estudiantes evalúan a los docentes como competentes (muy/bastante competentes), lo que contrasta con la autopercepción del 95% de los docentes que se evalúan como competentes (muy/bastante competentes). Por otro lado, comparando los resultados obtenidos en los análisis, se puede observar que, según la percepción de los docentes, necesitarán adiestramiento en las siguientes tres dimensiones: (a) pedagógica en el aspecto del diseño instruccional, (b) tecnológica, y (c) interpersonal en el aspecto comunicativo. Según los resultados obtenidos de la percepción de los estudiantes, los docentes necesitarán adiestramiento en las siguiente dos dimensiones: (a) pedagógica en el aspecto de diseño instruccional y en (b) tecnológica en el aspecto del manejo de herramientas en el curso.

Conclusiones e Implicaciones

Entre las conclusiones e implicaciones que se identifican como resultado de este estudio resaltan las siguientes:

1. Esta investigación recolectó información de dos grupos componentes de la comunidad universitaria, a saber: profesores y estudiantes. El análisis demostró la existencia de

convergencias y divergencias en la opinión de los grupos de participantes en la investigación. Esta información se resumió en la tabla que está en el apéndice H.

2. A pesar de que los docentes en general manifestaron poseer las competencias del docente virtual en las siguientes tres dimensiones: (a) pedagógica: gestión académica; (b) interpersonal: aspecto social; y (c) gerencial; en lo particular, los resultados en el estudio arrojaron que el profesor tiene deficiencias en las competencias que refieren las dimensiones: (a) pedagógica en el diseño instruccional, (b) tecnológica, y (c) interpersonal en el aspecto comunicativo.

3. Por otro lado, según los estudiantes, los docentes necesitarán adiestramiento en la dimensión (a) pedagógica en el diseño instruccional y en (b) dimensión tecnológica en el manejo de herramientas.

4. Los principios fundamentales de la teoría andragógica destacan que el docente adulto busca el conocimiento con la intención de aplicarlo y mejorar su competencia tomando en cuenta las actividades que realiza. Los docentes han adquirido competencias que le permiten ejercer funciones como docente virtual; también, otras competencias necesarias evidenciaron la necesidad de formación.

5. Los resultados obtenidos son insumo para la planificación de adiestramientos docentes para que el docente desarrolle las competencias que así lo requieren. Resulta esencial que el profesor adopte el nuevo rol que se requiere para el nuevo modelo educativo, que se convierta en un guía y facilitador, que favorezca el desarrollo de capacidades en el estudiante para el manejo de las herramientas tecnológicas existentes.

Recomendaciones para Estudios Futuros

El proceso de investigación debe ser uno continuo. A continuación, se mencionan algunas recomendaciones:

1. Replicar la investigación del tema en otros contextos y otras poblaciones.

2. Considerar la consulta de necesidades de formación del docente virtual como una actividad regular de todas las unidades académicas que componen la institución objeto de este estudio con el propósito de ofrecer capacitaciones pertinentes a la función del docente.

3. Realizar un estudio cualitativo o mixto donde se utilicen otras técnicas de recolección de información que permitan al participante expresarse sobre aspectos no incluidos en este estudio cuantitativo.

4. Considerar los resultados obtenidos como criterio para auto-evaluación del docente y como insumo en los procesos de selección y desarrollo profesional.

5. Generar la articulación de esfuerzos relacionados con la enseñanza a distancia, ayudando a la retención estudiantil en los cursos y programas.

Limitaciones

La realización de este estudio encontró las siguientes limitaciones relacionadas con la metodología empleada y con la generalización de los resultados. Según Bisquerra (2008, p. 148), un muestreo probabilístico es "un procedimiento de selección informal de la muestra en función del investigador". En este estudio se utilizó un muestreo intencional. Según afirmó Llorente (2008), en un muestreo intencional u opinático, la muestra está determinada por la selección de unos sujetos particularmente relevantes como fuentes de información según

criterios establecidos previamente por el investigador. Por lo tanto, los docentes participantes en esta investigación no se seleccionaron al azar y los resultados no pueden generalizarse a otras poblaciones. Además, Esta investigación tuvo un carácter cuantitativo lo que no permitió que los participantes aportaran variables adicionales para enriquecer los resultados del estudio.

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Article: Setting Students Up for Life Long Success through Innovative Summer Bridge

Programs and First Year Seminars

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Abstract

The transition from high school to college can be a frightening and challenging experience for many students. This process can be even worse for first-generation, immigrants, English language learners and other disadvantaged groups. To ease the transition and reduce attrition, higher education institutions have developed a variety of summer bridge programs and first-year seminar models. Although both interventions have been widely promoted, not many studies have focused on the impact of a combined summer bridge program and a first-year seminar on the same group of students. This paper will describe John Jay College's Search for Education, Elevation and Knowledge (SEEK) innovative summer bridge program and first year seminar course and how they have increased first year student retention and success.

Introduction

According to research, some of the major barriers to college success for at risk populations are lack of self-confidence, inappropriate expectations or knowledge about college environment, lack of connection to the college community or external community, lack of early validation within the college environment, family members who do not understand the goals of college and not involving faculty in summer bridge and the transition process (Kezar, 2000).

For decades summer bridge programs and first year seminar courses have been designed by many higher education institutions to assist incoming college students' transition to college, mitigate the sense of fear of the unknown, increase persistence and address some of the other barriers to college success (Sabian, 2014). Recognizing that college completion remains a

challenge, it is, therefore, imperative for these programs to be evaluated to determine their effectiveness in contributing to the success of at-risk student subgroups (Swanson, Vaughan, & Wilkinson, 2017; Douglas and Attewell, 2014).

Summer Bridge Programs

Colleges and universities have used summer bridge programs as a type of college transition intervention offered to students the summer before their freshman year. These programs resulted from the need to support students who were academically unprepared to attend college (Sablan, 2014). Research supports the positive impact Summer Bridge Programs have on underrepresented students. These programs have increased access and provide different groups of students equal footing (Kezar, 2000).

According to a study conducted by Douglas and Attewell (2014), which analyzed data tracking approximately 25,000 students, students who attend summer bridge programs at community colleges and less selective 4-year colleges are 10 percentage points more likely to finish college within 6 years. The positive effect appeared to be higher for Hispanic and Black students, women, and less academically prepared students.

A study conducted with a group of 55 entering first year students considered at-risk or academically underprepared who participated in a 5-week summer bridge program indicated that students' academic skills and academic self-efficacy were positively affected (Strayhorn, 2011). Moreover, confidence about college expectations and the sense of belonging of students who participate in summer bridge programs are higher than non-participants, and, as a result, students' re-enrollment is also higher (Suzuki, Amrein-Beardsley & Perry, 2012).

According to McCurrie (2009), summer bridge programs can play an important role in improving the learning experiences of at-risk students and building their confidence by challenging them with a college experience that prepares them for real college-level work.

First Year Seminars

First year seminars have been developed and implemented by colleges and universities to address the attrition problem of first year college students. Research conducted measuring the effect of first year seminars on student retention and success reveals students who participated in these courses were found to continue their enrollment to the following terms at a higher rate, complete more of the first academic year, earn higher cumulative grade point averages, and have higher ratios of earned credit hours in relation to the number of credit hours attempted (Sidle & McReynolds, 2009). Students who take these courses are also more likely to become active members and leaders of student organizations (Jaijairam, 2016).

Research also supports the positive impact of first year seminars on at risk students. Data collected from 266 first-generation students in an FYS using a quasi-experimental design show the first-year seminar had a significant positive effect on achievement (an overall GPA difference of 0.71 points) and persistence (an overall 17% difference (Vaughan, Parra, Lalonde, 2014)

Results from a study on the impact of a first-year seminar on student persistence showed that persistence rates for students who took the seminar was higher than for those who didn't, and the effect was even more significant for higher-risk students. Students considered high-risk

demonstrated double the improvement in persistence (Pittendrigh, Borkowski, Swinford & Plumb, 2016). Moreover, a study on the impact of a three-credit first-year seminar on male college students provides compelling evidence on contributing to students' higher grade-point average and persistence (Swanson, Vaughan, & Wilkinson, 2017).

The John Jay College First Year SEEK Model

The SEEK Program, recently named The Percy Sutton SEEK Program in honor of one of its founders, is the Equal Opportunity Program for students in the City University of New York system. SEEK Programs provide academic support, counseling and financial aid to thousands of New York City underprivileged students.

John Jay College admits approximately 1,650 first year students every year. Approximately 235 or 14% of these students are admitted into the SEEK Program. As illustrated on the following figures, students admitted into the program are academically less prepared than those admitted as non-SEEK students. Although SEEK students at admission are academically weaker than non-SEEK students according to SAT (figure 1) and high school GPA (figure 2), these students excel and strive at a significant rate.
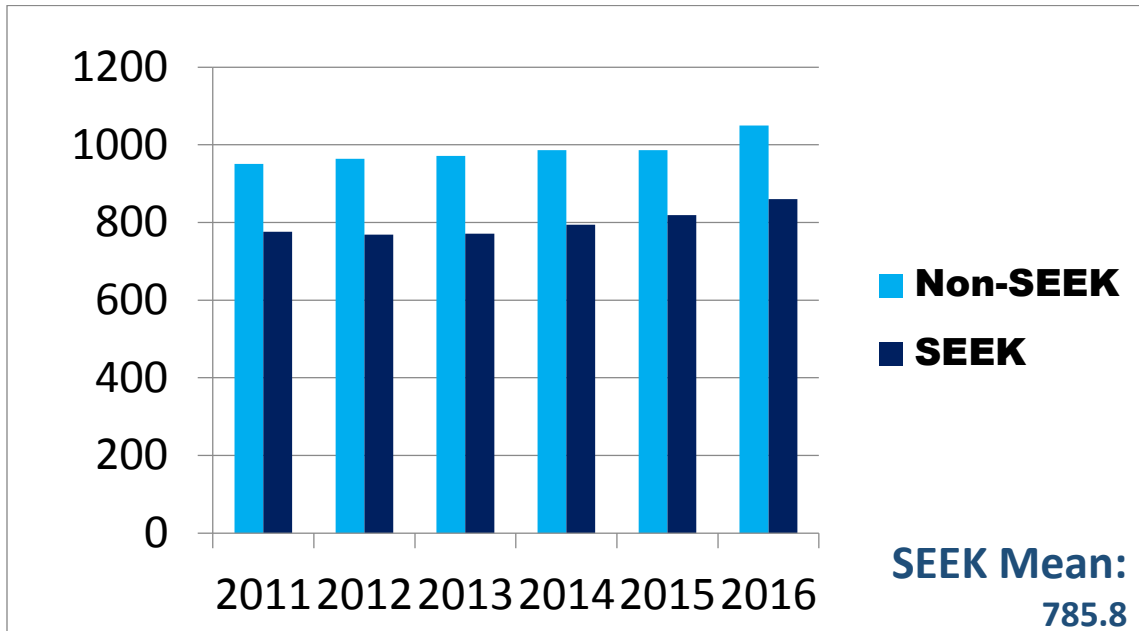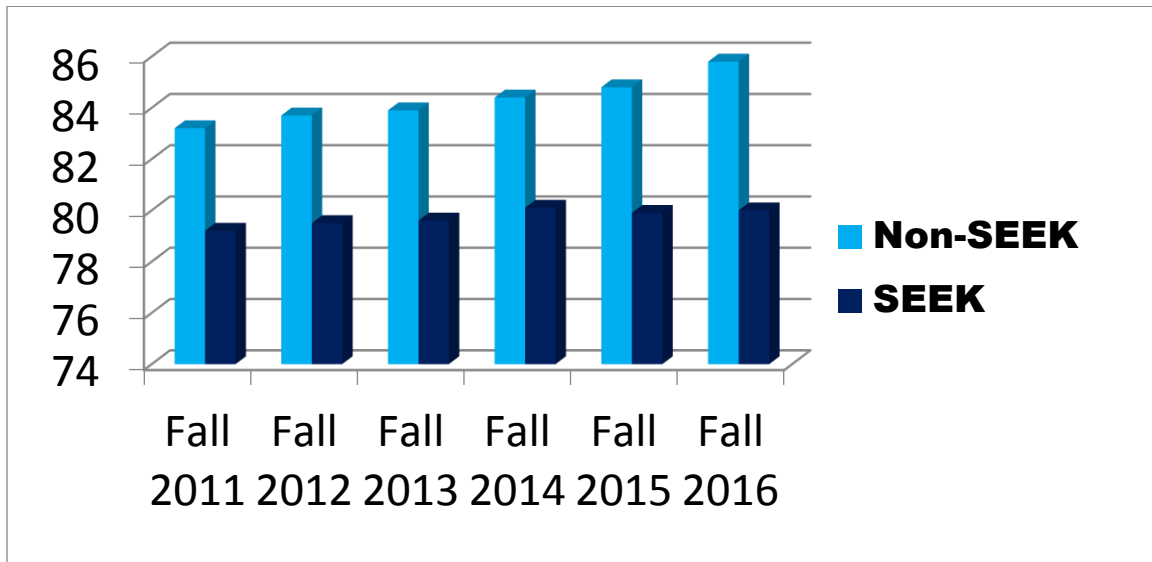
Figure 1: Average SAT scores

Figure 2: Average High School GPA

SEEK Summer Academy

Mandatory Information Sessions: Student participation in a summer bridge program prior to their first year is one of the requirements for students admitted into the program. As soon as eligible students are identified, they are invited to attend a mandatory information session. Parents are also encouraged to attend. To incite more interaction among students, small groups are formed and facilitators, including peer mentors, facilitate the small group sessions. All facilitators are previously trained on group facilitation. Parents' sessions are held concurrently with the students' sessions. Since sixty-four percent of SEEK students at John Jay College are Hispanic, parents' sessions are bilingual: English and Spanish.

During the information sessions, students are welcomed to the college, the department, the program and the summer academy. Small groups led by faculty, counselors, supplemental instructors and peer mentors introduce students to SEEK, its history and mission. Students introduce themselves and share their feelings about the transition process. The facilitators address student concerns while describing the services available to them and emphasizing the seeking for help and support culture of the program. All sessions have consistently received high evaluations (figure 3).

Figure 3: Mandatory Information Sessions Assessment

I feel more prepared for college after being a part of the SEEK summer info-session. **92%**
After attending today's session, I feel more knowledgeable about the history of SEEK and that I am a part of a legacy. **98%**
I feel connected to the John Jay College SEEK Department and staff. **87%**

I feel more confident that I will be a successful college student after participating in today's SEEK session. **94%**
I feel more comfortable seeking out for help and support after attending today's session. **87%**

Summer Bridge Program Use of High Impact Practices: Recognizing that students coming from high school are looking for a different experience once they transition to college and the fact that giving up part of their summer is not always appealing to recent high school graduates, the SEEK summer program integrates high-impact best practices.

During the intensive four-week program, students meet from Monday-Thursday. Math and English composition classes are held in the morning and mandatory academic support, provided by supplemental instructors who attend the morning classes and co-curricular and extracurricular activities led by the peer mentors, take place in the afternoon. The use of peer mentoring and supplemental instruction is augmented with the integration of technology enhanced active learning.

ALEKS Math Software: Many first-year college students struggle with math. Moreover, for some students math can be a roadblock in attaining a degree. During the summer bridge program, McGraw Hill's Assessment and Learning in Knowledge Spaces (ALEKS) program is fully integrated into the math curriculum. ALEKS is a web-based, artificially intelligent assessment and learning system. It uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs students on the

topics they are most ready to learn. As a student works through a course, ALEKS periodically

reassesses the student to ensure that topics learned are also retained (figure 4). ALEKS courses

are very complete in their topic coverage and ALEKS avoids multiple-choice questions.

Figure 4: ALEKS Progress Report

Type of Data	Initial Knowledge Check		Latest Knowledge Check		Pie Progress at End of Report	
	Mastered (%)	Mastered (number of topics)	Mastered (%)	Mastered (number of topics)	Progress (%)	Progress (number of topics)
Average for All Selected Classes	17.5%	26.7	-	-	31.7%	47.1
Average for All Selected Classes	16.2%	35.0	-	-	46.5%	100.4
Average for All Selected Classes	19.2%	42.0	-	-	36.9%	80.8
Average for All Selected Classes	17.7%	37.2	33.5%	70.4	40.4%	84.8
Average for All Selected Classes	9.8%	24.2	45.7%	112.4	52.9%	130.2

Thematic Weekly Electronic Modules: A theme is highlighted each week during the summer

program and the peer mentors facilitate workshops with electronic modules prepared by

faculty. The modules are on "College Survival," "Financial Literacy," and "Educational

Technology." At the end of the week, students are required to complete activities related to the

week's theme.

Introduction to e-Portfolios: Peer mentors introduce students to e-Portfolios during the summer program. The peer mentors share their e-Portfolios and guide students through the process of starting their own portfolios using the Digication platform. Students complete a weekly assignment related to the theme of the week. At the end students add a reflective piece about the theme and their experiences to their portfolio online. Students also use Digication to give feedback and assess the weekly modules and summer program. Data gathered from students' input is used to make changes as needed. Furthermore, this introduction to e-Portfolio during the summer sets students for the successful use of technology during their first semester.

The Noel Levitz College Student Inventory (CSI): An online survey is also administered to get a better profile of the students and customize the services and support provided based on the students' strengths and weaknesses as identified by the survey. Besides using the results of the CSI for retention management purposes, each counselor receives the results of their students' CSI. The survey generates a list that helps counselors identify students with both marginal and pressing needs. Since the counselor is also the instructor of the students' first year seminar, they can also address the students' needs in the course.

First Year Seminar: Education and Justice

The SEEK Department is committed to elevating, cultivating and empowering students by way of academic support, financial aid, counseling and teaching, to produce life-long learners and advocates of positive social change. In addition to the mandatory summer academy previously

described, all SEEK students are required to attend a first-year seminar. The seminar is taught

by the students' counselor, and a supplemental instructor and a peer mentor are assigned to

each course. This team works closely with students during their first semester and beyond.

SEEK's first year seminar course is not just a college readiness course, but a 3-credit bearing

General Education course that meets the college's 100 level Justice Core. According to research,

holistic first year seminars that teach study skills, but also discuss wellness issues, have a

significantly higher positive effect on persistence (Porter & Swing, 2006). Besides having a

positive impact on student persistence, first year seminars enhance students' life-long learning

orientations and complex learning (Padgett, Keup and Pascarella, 2013).

The course *Education and Justice* examines the relationship of education to questions of justice

as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts

in which young people receive their schooling and analyzes the nature, causes, and effects of

educational inequality. In the process of studying these issues, students reflect on their own

educational experiences and gain an understanding of the processes and expectations of

college.

Students examine the forces that shape SEEK students' successful transition from high school to

college and how these forces affect their day to day lives and educational success, as well as the

impact on their communities, neighborhoods and in the larger society. An underlying theme of

the course is that self, social and global awareness emphasize community problem-solving and

decision-making through critical thinking, allowing students to raise questions about the roots

of inequity and injustice. By the end of the course, students have explored this layered

approach to awareness and justice and acquire new skills and strategies to respond to and influence change.

The course activities and exercises not only better prepare students for the college experience, but also increase cultural awareness.

The integration of these evidence based high impact practices and targeted interventions have produced retention rates for first (figure 5) and second (figure 6) year students higher than non-SEEK students.
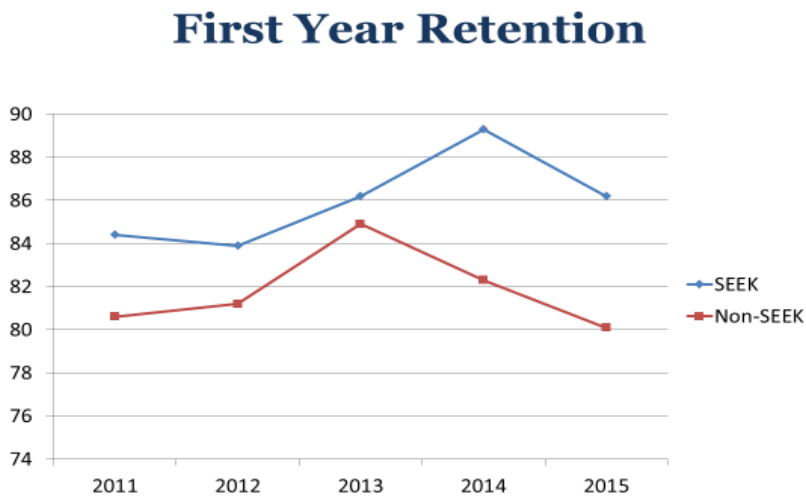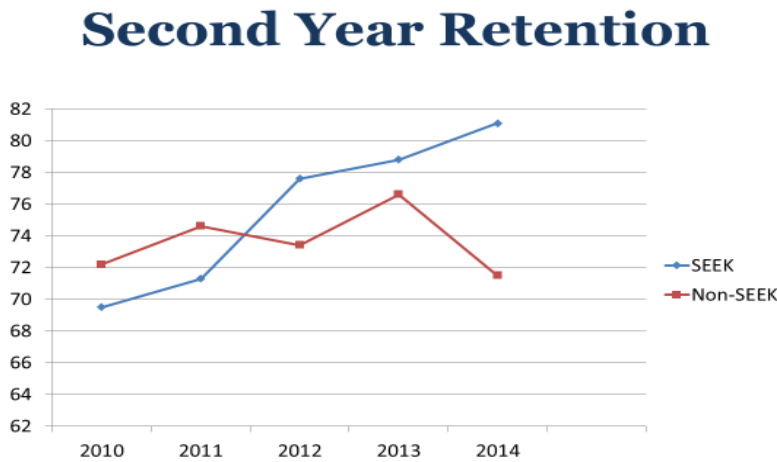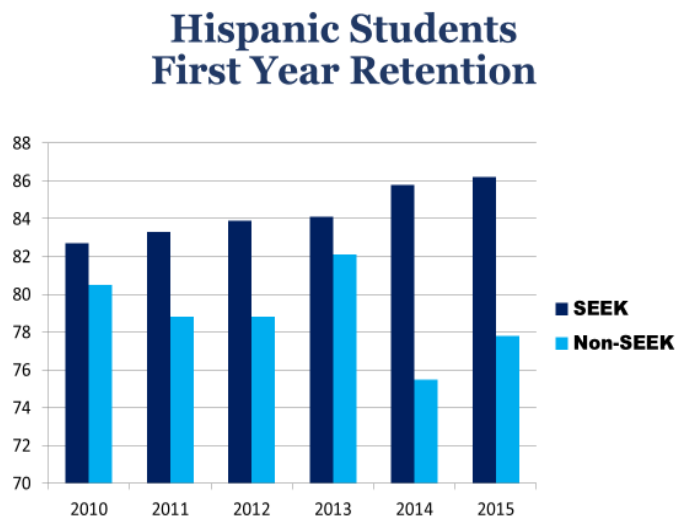
Figure 5: First Year Retention Rate

Figure 6: Second Year Retention Rate

Since over 60 percent of SEEK students at John Jay College are Hispanic/Latino and the college is a Hispanic Serving Institution (HSI), the program has been tracking the retention rates for the last 6 years of this student population. As illustrated in figure 7, SEEK Hispanic students are retained at a significantly higher rate than non-SEEK students.

Figure 7: Hispanic Students First Year Retention Rates

Conclusion

It is well documented that many first-year college students are ill equipped to handle the transition from high school to college. SEEK assists students with specifically defined educational and economic needs to achieve a quality college education and expand their social and career opportunities.

It's up to programs like SEEK to bridge those gaps in learning and to assist in increasing access to equal higher education for underprivileged students. To be able to increase persistence and the level of college success of at-risk students, comprehensive programs with a holistic approach like the ones developed at John Jay College are imperative. The benefits and positive impact of a mandatory summer bridge program and a first-year seminar that teach skills, build community/support, integrate academic support and counseling, use technology enhanced active learning and peer leadership support are unquestionable.

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Meet the Authors:

Article 1: A Complementary Teaching Activity for Food Security and Healthy Eating Behavior Change in a Community College

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Ms. Aleong is the coordinator of the Dietetic and Nutrition program at BCC, where she also serves as advisor to the Food and Garden Club. In this capacity, her objective is to improve healthy eating behavior by empowering students with the ability to prepare healthy low cost meals as well as grow some of their own food, in an urban environment. She educates students on the growing of seasonal vegetables in the college demonstration garden, and creates "garden to table" cooking experiences, during club hours. The popularity of the college's Food and Garden Club has led to Ms. Aleong being voted outstanding club advisor for the past 2 years. Ms. Aleong also works with the BCC Food Pantry to help reduce food insecurity in this urban population, which is at high risk for chronic health issues. These issues arise from the community's limited sources of affordable, healthy food choices and lack of knowledge about healthy food options.

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Article 2: Hostos Online Learning Assessment (HOLA) Follow- Up: Student Perceptions in Two Cohorts

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Article 2: Hostos Online Learning Assessment (HOLA) Follow- Up: Student Perceptions in Two Cohorts (Authors continued)

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Poma have worked in the Educational Technology field for over 20 years. He have earned an AA and a BS in Computer Science. He had also developed workshop curriculum and taught hybrid and fully Online Workshops for Students; and have participated in the creation of guidelines for Hybrid and Fully Online at Hostos for faculty. The "Are you Ready" tool in Blackboard for online students was created seeking to understand exactly what hybrid or online learning means at Hostos. Through his involvement in Educational Technology, he had seen first-hand that EdTech has the potential to become a catalyst of change for faculty–streamlining time-consuming processes (like lesson planning, reporting, and attendance) and simplifying communication through Blackboard. Poma feels that the engagement between faculty and students are one of the key ingredients to really embrace online teaching by using technology tools to accomplish this modality of learning.

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Article 2: Hostos Online Learning Assessment (HOLA) Follow- Up: Student Perceptions in Two Cohorts (Authors continued)

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Wilfredo Rodríguez, works at the office of Educational Technology Coordinator since April 2012, after holding different positions at the college. He oversees the daily operations of the office and implement many different projects. He began as an ESL/Spanish tutor back in 2002 in the Coordinated Undergraduate Program (CFP). After working for two years in CFP and also facilitating writing workshops, he began working as an administrative assistance in 2004 for the Title V Grant. When the grant expired, he went to work for the Office of Academic Affairs as a HEO where undertook different responsibilities. Rodríguez holds a M.S. and B.S. in Computer Science from Lehman College, CUNY. After graduating, he continuously keep renovating and updating knowledge in the field by researching the newest technology and how it adapts to education. He's always fascinated by programming and how it improves productivity and human life in general. Wilfredo also had been programming in Asp.net MVC framework for a couple of years already and already have developed many applications and supported many others that he inherited when the programmer left from the Educational Technology Department.

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Article 3: *Las Competencias del Docente para Dictar Cursos en Línea*

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Full-time faculty at Inter-American University of Puerto Rico, Ponce Campus, since 2016. Offered graduate and undergraduate online courses in the following subjects: distance education, leadership, office information systems, human resources, psychology-APA style. Worked as part-time faculty at the Inter-American University of Puerto Rico, Ponce Campus from 2003-2016. Also, from 2003-2016 worked as an assistant dean at the deanship of studies office. Among the responsibilities were the following: manage the assessment of academic programs, manage the tutoring center, and be in charge of the administrative aspects in the graduate program.

Completed a doctoral degree in Instructional Technology and Distance Education from Nova Southeastern University, in 2016. The title of the dissertation was the competencies of faculty that offer online courses at a post-secondary institution in Puerto Rico. Completed two master's degrees in Business Administration in Human Resources and in Information Management Systems, 2001 at the Inter-American University of Puerto Rico, San Germán Campus. Completed a bachelor's degree in Secretarial Sciences in 1983, also at the Inter-American University of Puerto Rico, San Germán Campus.

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Article 4: Setting Students Up for Life Long Success through Innovative Summer Bridge Programs and First Year Seminars

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Nancy Velázquez-Torres is an Associate Professor at John Jay College. She holds a Ph.D. in Curriculum, Instruction and Learning Technologies from New Mexico State University, a Masters in TESOL K-12 and Multicultural Education from Queens College, CUNY and a Bachelors in Secondary Education in TESOL from Inter American University of Puerto Rico. She also has an extensive background in developmental education, multicultural education, curriculum design, bilingualism, learning technologies and assessment. Dr. Velázquez-Torres has occupied faculty and administrative positions at several institutions in New York, New Jersey and Puerto Rico. During her over thirty years of experience, she has developed and taught approximately 50 courses.

In her last administrative position as the Director of the Percy Ellis Sutton Program and Chair of the SEEK Department at John Jay for almost seven years, the pass rates and retention rates of SEEK students increased significantly. The use of data from the assessment tools incorporated under her leadership facilitated the restructuring of services and interventions provided to students. Dr. Velázquez-Torres' academic and research interests are in teaching millennial and underprivileged students, culturally responsive pedagogy and the use of the emerging technologies to enhance learning. She has also written and managed numerous grants and has used her grant writing experience and background in curriculum design and learning technologies to develop projects that benefit underserved and disadvantaged groups and meet the needs and demands of 21st century learners. Moreover, she has received several awards and recognition for innovative teaching. She is also actively involved in several community projects in New York and Puerto Rico and in her church.

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About HETS

The **Hispanic Educational Technology Services** (**HETS**) started in 1993 as a group of institutions interested in sharing courses at a distance. Since its inception, the HETS Consortium has evolved from the use of telecommunications to the asynchronous modes of anywhere-anytime learning, using technology to reach greater collaboration among and within educational institutions. Headquartered in San Juan, PR, HETS networks Hispanic and Emerging Serving Institutions in the United States, Puerto Rico and Latin America in an effort to widen educational opportunities and access to post-secondary education through the use of the technological modalities of distance education. To HETS, and its more than 40 institutional members, technology can especially transform service delivery styles and open the doors to a larger spectrum of audiences. These technologies continuously facilitate the teaching-learning process and foster the expansion of a web of services that promote learner success. For more information about us and our services send an email to: info@hets.org or go to our website www.hets.org.