HETS
Strategic Plan
2012-2017
Yubelkys Montalvo
HETS Board Meeting
January 17th & 18th, 2013
San Juan, PR
Strategic Plan Term: 2012-2017

- Allows the organization to:
  - Set the bases for the change
  - Grow internally and externally
  - Develop resources required to accomplish tasks
  - Focus on strongly developing the three core areas
  - Be proactive
  - Adjust to our reality (limited human, financial, and physical resources)

- Annual revisions to the plan as we progress
Vision

To become the leading Hispanic bilingual technology-oriented consortium to efficiently and effectively enhance Hispanic student success and opportunities in Higher Education.
Revised Mission

- To promote, support, and increase the capabilities of member institutions in order to enhance Hispanic/Latino student success and opportunities in Higher Education by:
  - Providing training and support for faculty, staff and students of member institutions;
  - Facilitating, promoting, and nurturing strategic alliances among HETS members and the academic, government, and corporate sectors;
  - Supporting the integration of new education-oriented technologies; and identifying and gathering expert support and resources for member institutions.
CORE STRATEGIC AREA 1: ACCESS

**Focus:** To increase Hispanics’ access to Higher Education and the achievement of a Higher Education degree. It seeks to enhance the potential of recruitment efforts and increase Hispanics’ understanding about opportunities available to access and succeed in Higher Education.
Access

**Major Focus:** Increase Hispanics’ access to higher education.

- **Goal:**
  Disseminate information and increase understanding of opportunities available to Hispanics to access and succeed in Higher Education.
Objective 1

Facilitate and increase member institutions’ awareness and understanding of the factors that impact Hispanics’ access to Higher Education and potential strategies to overcome barriers.
Access

Strategies

a. Disseminate research among member institutions on the restricting factors that limit Hispanics’ access to Higher Education.

Activities

1. HETS Online Journal issue on Access - Encourage publication of research articles related to Hispanics’ access to higher education in the HETS Online Journal.
   • Identify research at member institutions and establish key contacts
   • Identify outstanding research projects
   • Encourage participation

2. Disseminate research topics from articles published in the HOJ and research projects through social media tools, Virtual Plaza, Connection, and email campaigns.

Timeframe

Year 1 (2nd semester)

Year 3 (1st semester)

Year 4 (2nd semester)

Years 1-5 (ongoing)

Evaluation Indicators

1. Number of related articles
   HOJ issues on access
   Number of projects by institution in the project/article database

2. Messages disseminated
   (topics, institutions, web statistics)
   Web, Twitter, and Facebook user statistics

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b. Disseminate information on the use of technologies to help Hispanics overcome existing barriers to Higher Education.

**Activities**
- HETS Best Practices Showcases (Every other year onsite and every other year virtual)
- HETS Online Journal (Year 1 - 2nd semester; Year 3 - 1st semester; Year 4 – 2nd semester)
- HETS Website (Year 1 – 2nd semester to Year 5)
- Virtual Plaza/Online Resource Center (Year 4)
- Social Media tools (Year 1, 2nd semester to Year 5)
- Webinar (Year 3)

**Timeframe**
Years 1-5

**Evaluation Indicators**
- BPS topics, number of attendees in each session, BPS evaluation (awareness, perceived benefits, changes in knowledge, quality, effectiveness, usefulness), number of HOJ articles, feedback from HOJ impact evaluation, HOJ readership
Access

c. Share successful models to overcome barriers to Higher Education.

d. Support Hispanics’ access by providing resources to guide them through processes related to admissions, college application, financial aid, career opportunities, and academic programs, among others.

Activities

Identify resources available at member institutions and disseminate through the HETS website.

Develop and upload institutional profiles focused on the programs and services distinguished each institution.

Clearinghouse of support resources at the Virtual Plaza.

Timeframe

Year 2, 1st semester

Year 2, 2nd semester

Year 2, 1st semester

Evaluation Indicators

Number of resources identified and uploaded from member institutions

Inquiries coming through HETS

Web user statistics

Number and type of resources

Web statistics

Feedback

Online, twitter, and Facebook polls related to student college skills
Access

**Strategies**
e. Provide access to online resources for prospective Hispanic college students through member institutions.

**Activities**
- Hispanic-focused, bilingual tool/resources at the Virtual Plaza
  - Basic college skills for high school students
  - Basic skills for graduate students
  - Basic skills for non-native English speakers
  - Preparation for college entry
  - Resources to support community college transition
  - Resources to foster completion of 4-year degrees
  - Resources to support entry to graduate schools
  - Resources to support success in standardized tests

**Timeframe**
Year 4

**Evaluation Indicators**
- Number of resources identified and uploaded from member institutions
- Inquiries coming through HETS
- Web user statistics
  - Number and type of resources
  - Web statistics
- Feedback
  - Online, twitter, and Facebook polls related to student college skills

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CORE STRATEGIC AREA 2: RETENTION

Aiming at the promotion of the strategic use of technology to support, drive, and optimize the retention of Hispanic students at member institutions.
Retention

**Major Focus:** Enhance the capacity of member institutions to increase Hispanic student retention through technologically-based strategies.

**Goal:** Support, drive, and optimize the retention of Hispanic students at member institutions.
Objective 1

Promote knowledge exchange and access to resources on how to integrate and implement initiatives to improve retention.
Retention

Strategies

a. Develop and disseminate initiatives and events to increase awareness on the uses and advantages of technology to improve retention levels.

Activities

- Identify members’ retention issues and educational needs (surveys, social media, or teleconference).
- Design online workshops and modules.
- Identify experts to deliver educational sessions.
- Deliver cost-efficient training opportunities (workshops, webinars, and conferences).

Timeframe

- Year 2
- Year 3, 1st semester
- Year 3, 1st semester
- Year 3, 2nd semester

Evaluation Indicators

- 60% participation rate
- Retention assessment briefing
- List of educational/service needs
- Number/type of modules/sessions
- Member participation/completions
- Workshop/module impact evaluation
Retention

b. Identify, promote, and share best practices on Hispanic student retention.

Activities
- Identify members effective in dealing with remediation, motivation, student engagement, and retention
- Create a database of projects and experts.
- Promote best practices at the Best Practices Showcase (alternating face to face conference and virtual conference)

Timeframe
- Year 3, 1st semester
- Every other year onsite and every other year virtual

Evaluation Indicators
- Number/types of projects identified and promoted
- Members promoting their projects
- BPS session impact evaluation
- Social media feedback and inquiries
Retention

c. Promote and encourage research opportunities to identify factors and variables that impact retention levels and technologically-based strategies to modify these factors.

Promote educational research focused on technology-based retention efforts through the HETS Online Journal (retention-focused issue).

Activities

- Disseminate results of research on Hispanic student retention.
  - Best Practices Showcase (onsite and virtual)
  - HETS Website
  - Social media
  - HETS Online Journal

Year 2, 1st semester; Year 3, 2nd semester; Year 5, 1st semester

Timeframe

BPS (every other year onsite and every other year virtual)
  - Website (Years 2, 4, 5)
  - Social media (Years 1-5)

Evaluation Indicators

- Number and types of articles
- Participating members
- Readership (HOJ statistics)
- Social media feedback

- Readership (HOJ statistics)
- Social media feedback
- BPS participation
- BPS feedback/evaluation
- Web statistics
- Exposure opportunities
Help members optimize faculty performance in both face-to-face and online environments through the effective integration, implementation, and use of technology to promote motivation, student engagement, and academic success.
Retention

**a. Support faculty members in the development and implementation of models that foster motivation, retention, and success through the strategic use of technology.**

**Activities**

- Educational strategy (online and face to face) to address:
  - Innovative and effective use of LMS
  - Use of targeted learning/support communities
  - Smart classrooms
  - Course-capturing technologies
  - Podcasting and mobile learning technologies
  - Classroom and online retention strategies
  - Use of social media to meet student needs
  - e-Portfolios

- Identify expert resources among members and partners to provide guidance on implementing retention/student engagement models through technology.

**Timeframe**

- Year 2, 2nd semester to Year 5
- Year 2-5

**Evaluation Indicators**

- Number/types of sessions/modules delivered
- Number of faculty impacted
- Impact evaluation results
- Participating institutions
- Feedback about projects implemented

Coordination of project/alliance to provide guidance
Participation rate/members impacted

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Retention

Strategies
b. Foster the development of student-centered online courses that promote engagement, persistence, and success through the incorporation of academic and student support services.

Activities
Promote innovative practices in course design and delivery, student engagement models, and strategies focused on student retention and completion:
• HETS Online Journal
• Best Practices Showcase (onsite and virtual)
• Online and face to face workshops
• Webinars

Collaboration with CETLs at member institutions to facilitate support to faculty (online and regional support).
Establish contact with key persons at CETLs
Identify potential areas of support and available experts

Timeframe
Year 4-5

Evaluation Indicators
Readership (HOJ statistics)
BPS participation, evaluation
Web statistics
Exposure opportunities
Participation rate
Post-evaluation

CETL contact database
Level of interaction with CETLs
Member participation rate
Member support plan
Member impact rate
Objective 3

Promote and support the implementation of academic and student support services that take advantage of technology resources to improve student retention, persistence, and success.
Retention

Strategies
a. Encourage use of systems to track students, identify signs, and alert on the need to implement an early intervention.

Activities
- Identify and disseminate best practices through Online Journal and Best Practices Showcases (onsite and virtual).
- Promote new technologies through dissemination of technology systems/software reviews.

Timeframe
- Year 3, 2nd semester
- Year 4

Evaluation Indicators
- HOJ readership/statistics
- Number, types of articles, projects
- BPS post-evaluation
- Participation rate
- Social media feedback
- Members impacted
- Member feedback
b. Disseminate best practices, successful models, and innovative opportunities.

Activities

Identify innovative successful approaches among members and disseminate best practices through the Online Journal, the website, Best Practices Showcases, and webinars including:

- Models of retention incorporating technology
- Use of tracking and alert systems for early intervention
- Research on factors that impact Hispanic retention and the potential of technology
- Technology-facilitated mentoring, tutoring, remediation, and counseling services

Upload retention tools and best practices to the Virtual Plaza.

Timeframe

Year 3

Year 2-5

Evaluation Indicators

- Number of practices/projects promoted
- HOJ readership (stats report)
- Social media feedback/discussions/exchanges
- BPS post-evaluation
- Web statistics

Virtual Plaza stats, social media feedback/interaction
Objective 4

Foster student support, motivation, engagement, and retention among member institutions through access to online resources.
Retention

Strategies:
a. Establish an online resource and support center at the Virtual Plaza in collaboration with member institutions and partner organizations.

Activities:
Identify and upload student support resources, with emphasis on:
• Basic skills for undergraduate and graduate
• Basic skills for non-native English speakers
• Study skills and technology skills
• Research skills
• Identification and use of support services
• Access to advisement, registration, and financial aid services

Upload a learning style inventory to increase students’ awareness about their learning styles and help them adapt to college to achieve success.

Timeframe:
Year 2-5
Year 3-4

Evaluation Indicators:
Number and types of resources gathered or produced
Member/partner participation
Website stats report
Online/social media polls to assess learning style awareness among students
CORE STRATEGIC AREA 3: ASSESSMENT

Supporting member institutions in the establishment of a solid assessment culture and applying effective, efficient assessment techniques to demonstrate accomplishment of overall institutional goals and the achievement of learning success.
Assessment

**Major Focus:** Enhance members’ capacity to demonstrate accountability, quality, and effectiveness through innovative, technologically-based assessment approaches.

**Goals:**

- **Support members in establishing a solid assessment culture** through the use of technology.
- **Support members in applying effective and efficient technologically-based assessment techniques** to demonstrate the accomplishment of the overall institutional and learning goals and the achievement of learning success.
- **Promote the effective development and implementation of assessment efforts** through the innovative and strategic use of technology.
Objective 1

Foster the development of technology-oriented initiatives to help evidence success and determine successful approaches to learning, education, retention, and college completion.
Assessment

**Strategies**

a. Promote initiatives that use technology tools and multiple, specific indicators to foster institutional accountability.

**Activities**

- Share initiatives and efforts that use technology assessment tools through the Best Practices showcases, the HETS Online Journal, the HETS website, and social media.
- Disseminate outstanding models and projects through educational events (face to face conferences/webinars).

**Timeframe**

- Year 2, 2nd semester
- Year 3, 2nd semester

**Evaluation Indicators**

- BPS post-evaluation
- Number/types of initiatives
- Web and social media stats
- HOJ stats (readership/content)
- Participating institutions

- Participating institutions
- Event post-evaluation
- Feedback on models/projects implemented
Assessment

b. Promote the use of assessment tools to inform and support retention.

c. Support faculty with the incorporation of assessment efforts to promote quality teaching and assess learning at the individual and group level.

Activities

Promote use of assessment tools to inform and support retention through online modules, articles, social media, and training events (face to face or webinar).

Share current strategies for assessing learning.

Train faculty on the use of the Learning Style Inventory as an assessment tool.

Establish and coordinate collaboration with CETLs at member institutions.

Timeframe

Year 3, 2nd semester

Year 2-5

Year 3

Year 4

Evaluation Indicators

Web, social media stats

HOJ stats (readership/content)

Post-event evaluations

Web, social media, HOJ stats

Impact evaluation and feedback on the use of the tool

Collaborations established and results (benefits for members)
Objective 2

Promote and support implementation and continuity of efforts that use technology to track and assess the progress of institutional goals and objectives across all levels and, consequently, sustain data-driven decision-making processes to achieve improvement and quality.
Assessment

a. Promote the strategic use of data and assessment results to inform decision-making.

Activities

- Disseminate resources, projects, and best practices on the use of data and assessment to inform decision making through the Best Practices Showcases and the Online Journal.

Timeframe

Year 4-5

Evaluation Indicators

- BPS post-evaluation
- Survey on assessment practices
- HOJ readership stats
Objective 3

Increase knowledge and promote the effective use of technology tools and instruments to:

- Evidence institutional goal achievement and student success;
- Track student learning success through multiple specific indicators; and/or
- Identify precise courses of action for improvement.
Assessment

Strategies

a. Disseminate innovative assessment projects, best practices, research, and tools.

Activities

Explore/share best practices in development and application of assessment tools/strategies among members.

Upload useful assessment tools and resources to the online resource center at the Virtual Plaza.

Translate/upload available assessment tools in Spanish and English.

Timeframe

Year 2

Year 3

Year 3

Evaluation Indicators

BPS post-evaluation
Member feedback
Social media stats/feedback
Web statistics
Use/download of tools
Assessment

Strategies
b. Provide periodical and cost-efficient training events, including workshops, webinars, and conferences.

Activities
Identify topics and experts.
Program educational opportunities according to available expertise (method, locations, schedule).

Timeframe
Year 3
Year 4

Evaluation Indicators
Post-session evaluation
Change in knowledge and awareness
Participating institutions
Web and social media feedback and stats
Objective 4

Promote leadership, creativity, and innovation in developing effective, systematic technology-based processes to assess learning outcomes.
Assessment

Strategies
a. Develop and upload **online resources** in collaboration with member institutions and partner organizations.

Activities
b. Identify and collect resources (BPS, HOJ, experts at member institutions, other organizations) to support systematic **learning outcome assessment**.

d. Develop a repository of assessment best practices, research, methodologies, and tools.

Timeframe
- Year 3 & 4
- Year 4 & 5

Evaluation Indicators
- Tool/resources repository
- Visits/downloads/web stats
- Feedback on uses and usefulness of data (impact on member institutions)
Stages of Implementation

Year 2012-2017
Stages of Implementation

YEAR 1
- Best Practices Showcase (Virtual)
- Identification and coordination of required content, expert, and funding resources
- HETS Online Journal
- Online training
- Web strategies
- Social media tools

YEAR 2
- Coordination of content and expert resources
- Diversification of funding
- Training events
- HETS Online Journal
- Online training
- Strategic alliances
- Dissemination of resources
- Virtual Best Practices Showcase (onsite)
- Web strategies
- Social media tools
- Virtual Plaza resources

YEAR 3
- Best Practices Showcase (Virtual)
- Development and uploading of online resources
- Online training
- Diversification of funding opportunities
- HETS Online Journal
- Research
- Dissemination
- Strategic alliances
- Web strategies
- Social media tools
- Webinars
- Virtual Plaza resources
- Learning style inventory
- CETL Collaboration Assessment tools

YEAR 4
- Training events
- Joint Online Resource Center at Virtual Plaza
- Diversification of funding opportunities
- Dissemination Initiatives
- HETS Online Journal
- Collaboration Initiatives
- Project development
- Strategic alliances
- Virtual Best Practices Showcase (onsite)
- Social media tools
- Web strategies
- Webinars
- CETL Collaboration assessment tools

YEAR 5
- Full Implementation