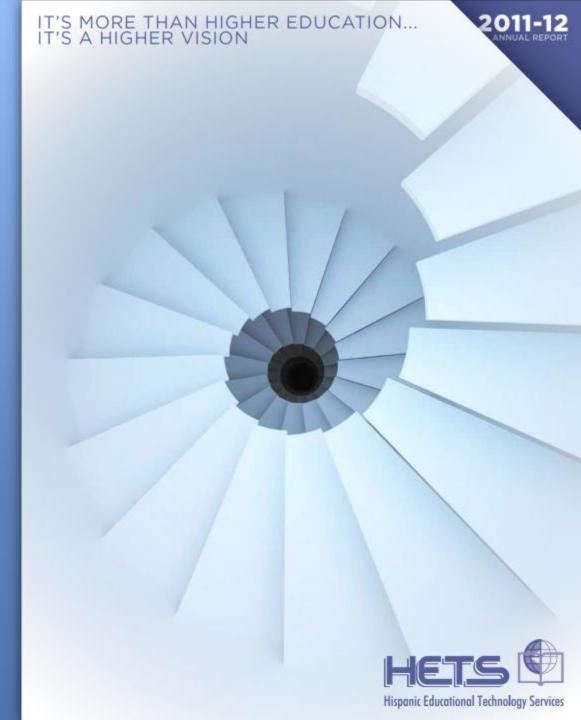
# HETS Strategic Plan 2012-2017

Yubelkys Montalvo
HETS Board Meeting
January 17<sup>th</sup> & 18<sup>th</sup>, 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 technologyoriented consortium to
efficiently and effectively
enhance Hispanic student
success and opportunities in
Higher Education.



#### Revised Mission

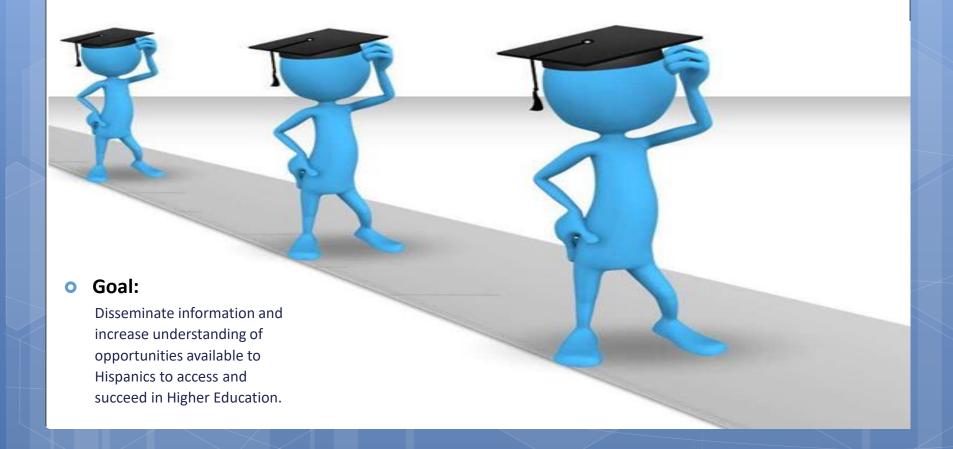
- To promote, support, and increase the capabilities of member institutions in order to enhance Hispanic/Latino student success and opportunities in Higher Education by:
  - Providing training and support for faculty, staff and students of member institutions;
  - Facilitating, promoting, and nurturing 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.



Major Focus: Increase Hispanics' access to higher education.



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



Strategies

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

Activities

- 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.

imeframe

Year 1 (2<sup>nd</sup> semester Year 3 (1<sup>st</sup> semester) Year 4 (2<sup>nd</sup> 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



Strategies

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)

Timefram

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



Strategies

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.

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.

Timefram

Year 2, 1<sup>st</sup> semester

Year 2, 2<sup>nd</sup> semester

Year 2, 1<sup>st</sup> semester

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



e. Provide access **७** to online resources for prospective
Hispanic college
students through
member institutions.

Hispanic-focused, bilingual tool/resources at the Virtual Plaza • Basic college skills for high school

- students
- Basic skills for graduate students
- Basic skills for nonnative 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

imetram

Year 4

**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

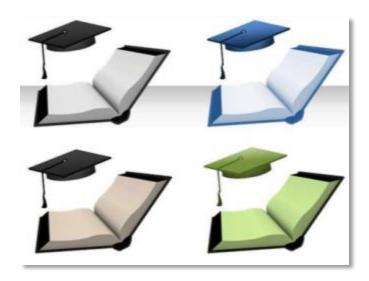


# CORE STRATEGIC AREA 2: RETENTION

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



**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.



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



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

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)

Year 2

Year 3, 1st semester

Year 3, 1st semester

Year 3, 2<sup>nd</sup> semester

60% participation rate **Evaluation Indicators** List of needs

Retention assessment briefing

educational/service

Number/type of modules/sessions

Member participation/ completions

Workshop/module impact evaluation



Strategies

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

retention

**Identify members** effective in dealing with remediation, motivation, student engagement, and

Create a database of projects and experts.

Promote best practices

at the Best Practices Showcase (alternating face to face conference and virtual conference)

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



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).

**Disseminate results of research** on Hispanic student retention.

- •Best Practices Showcase (onsite and virtual)
- HETS Website
- Social media
- HETS Online Journal

**Timeframe** 

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

BPS (every other year onsite and every other year virtual)

Website (Years 2, 4, 5)

Social media (Years 1-5) 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.



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

#### **Educational strategy**(online and face to face) to (1) 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.

Year 2. 2<sup>nd</sup> semester to Year 5

**Year 2-5** 

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



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

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

**Year 4-5** 

Readership (HOJ statistics)

BPS participation, evaluation

Web statistics

**Exposure opportunities** 

Participation rate

Post-evaluation

CETL contact database Level of interaction with

Member participation rate Member support plan Member impact rate



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



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.

imeframe

Year 3, 2<sup>nd</sup> 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



ဟ b. Disseminate best practices, successful models, and innovative opportunities.

**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.

ED

Year 3

**Year 2-5** 

Evaluátion

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



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



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

#### Identify and upload student support resources, with emphasis on: Basic skills for graduate

- undergraduate and
- Basic skills for non-native **English speakers** 
  - Study skills and technology skills
  - Research skills
  - •Identification and use of support services
  - Access to advisement. reaistration, 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.

EB **P** 

**Year 2-5** 

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

Year 3-4



# 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



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



#### Assessment

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

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).

Timefram

Year 2, 2<sup>nd</sup> semester

Year 3, 2<sup>nd</sup> semester

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

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.

Promote use of assessment tools to inform and supportention through online modules, articles, social m inform and support retention through 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.

Year 3. 2<sup>nd</sup> semester

**Year 2-5** 

Year 3

Year 4

Web, social media stats

HOJ stats (readership/ content)

Post-event evaluations

Web, social media, **HOJ** stats

Impact evaluation and feedback use of the tool and feedback on the

> Collaborations established and results (benefits for members)



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.

**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.

**Year 4-5** 

BPS post-Evaluation Indicators evaluation Survey on assessment practices **HOJ** readership stats



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

a. Disseminate \_₫ innovative **assessment** projects, best practices, research, and tools.

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. imetram

Year 2

Year 3

Year 3

BPS postevaluation

Member feedback

Social media stats/ feedback

Web statistics Evaluátion

Use/download of tools



## Assessment

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

Identify topics and experts.

Program educational opportunities according to available expertise (method, locations, schedule).

Timeframe

Year 4

Year 3

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



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



#### Assessment

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

organizations.

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

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

Year 3 & 4

Year 4 & 5

Tool/resources aluation Indicators 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

YEAR 2

YEAR 3

YEAR 4

EAR 5

Best Practices Showcase (Virtual)

Identification and coordination of required content, expert, and funding resources

HETS Online Journal

Online training

Web strategies

Social media tools

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

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

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

Full Implementation

Hispanic