



IT'S MORE THAN HIGHER EDUCATION... IT'S A HIGHER VISION

ANNUAL REPORT
2010-2011

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MESSAGE FROM THE 2010-2011 CHAIRMAN OF THE BOARD OF DIRECTORS

It is an honor serve as Chairman of the HETS Board of Directors. HETS continues to evolve as an important organization dedicated to improving educational services to Latino students through the use of technology. With the continued growth of the Latino population and with the preeminence of the Latin American economies, more and more attention is being paid to the needs of our students. Understanding that technology plays a vital role in the learning process, we believe that institutions with large numbers of Latino students can be helped by our consortium of colleges and universities, which pool their talents and resources to better serve this population. From sharing information about the latest software and hardware to promulgating collaboration among institutions and partners and providing online services for faculty and students, HETS is really an effective platform to advance student progress, time to degree, and completion rates.

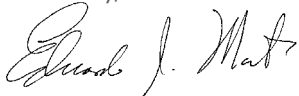
I am pleased to report that we had a good year. We are fiscally sound. We also launched the HETS Online Journal, our peer-reviewed academic journal. This publication serves to focus attention on technology as it is used to assist in the teaching and learning of Latino students. It provides the academic community a venue for expression and it enhances the reputation of our consortium through the authors we attract and their readership.

During 2010-2011, the Consortium selected three focus areas for its upcoming strategic period: access, retention, and assessment. This coming year, the organization will concentrate efforts in obtaining federal and private foundations grants to support projects that will enhance our ability to deliver excellent services to colleges and universities serving Latino students. With the many implications that the changing demographics have on the educational landscape, we must be at the forefront of using technology to improve the access, retention and graduation rates of Latino students.

As always, I appreciate the involvement of all the members of the Board of Directors and our corporate members. Your continued support makes all of our good work possible. Our ambitious agenda calls for greater involvement, greater participation by the member colleges and universities and greater collaboration with our corporate partners to develop new products that can be of help to our Latino students. This will only strengthen our ability to help one another in our quest to improve access, retention, and assessment.

I look forward to another wonderful year of collaboration and contribution!

Sincerely,



Eduardo J. Martí

Vice Chancellor for Community Colleges
City University of New York (CUNY)



Eduardo J. Martí, Ph.D.
2010-2011 Board Chairman
Vice Chancellor for Community Colleges
City University of New York (CUNY)



Yubelkys Montalvo, M.A.
HETS Executive Director

MESSAGE FROM THE EXECUTIVE DIRECTOR

I greatly appreciate the ongoing support of our members, the collaboration of our corporate affiliates, and the consistent trust and guidance of the Board of Directors. This was a year of many important accomplishments for HETS, including the launching of its first ever peer reviewed publication: the HETS Online Journal. Also, this year, three corporations joined the organization as Major Partners to support the development and delivery of services to our member institutions. Workshops, which were previously accessible in person only, are now also available online as a way of extending our reach and allowing all member institutions and their constituencies to take full advantage of our services. As part of the HETS strategic planning process, three major focus areas were established: access, retention, and assessment. Assessment is one of the areas we are fully covering for the first time and have started to encourage collaboration among members to identify common issues and best practices.

With the new strategic direction, year 2011-2012 will open the doors to numerous new projects, especially as we continue working together towards the transformation of teaching and learning and the success of Hispanic students. We will continue enhancing opportunities for our member institutions and opening spaces for collaboration with other partners and organizations. Together with the promotion of technology in education, collaboration is a key strategy in meeting our goal of improving opportunities for Hispanics in Higher Education. As always, thank you for your trust and your invaluable contributions to the HETS Consortium.

A handwritten signature in black ink that reads "Yubelkys Montalvo".

Yubelkys Montalvo, M.A.
Executive Director





OUR VISION:

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

OUR MISSION:

To promote, support, and increase the capabilities of member institutions in order to enhance Hispanic/Latino student success and opportunities in Higher Education through:

Facilitating, promoting, and nurturing strategic alliances among HETS members and the academic, government, and corporate sectors; supporting the acquisition and integration of new education-oriented technologies; identifying expert support for members; and promoting collaborative funding opportunities.

INTRODUCTION: OPTIMIZING THE USE OF TECHNOLOGY TO DRIVE SUCCESS IN HIGHER EDUCATION



Contributor:
Prof. Alfredo Calderón, HETS Consultant

Technology can be a very useful and strategic tool to promote and demonstrate student success in Higher Education. Many institutional uses of technology are linked to students (registration, grades, library access), learning or recreation. In fact, students expect to have more resources available online to enhance their learning experience. Thus, one of the main effects of the use of technology in education is one of the most important contributing factors to student retention and success: student engagement. Given the attractive of technology and the way it facilitates learning and collaboration, it can be important for access to Higher Education and retention.

A systematic approach to assessing retention programs focuses on student success and continual improvement in retention. The approach is a dynamic and ongoing practice built into the daily work of faculty, staff, and other college personnel and is based, in most cases, on the theoretical framework

for comprehensive retention research (Levitz & Noel, 1985)¹. The framework has been extensively used in retention research (Congos & Schoeps, 1997)². Three major components of retention research have been identified: determining dropout predictors, identifying critical points, and validating outcomes assessment of retention endeavors. With the arrival of the Internet and the ubiquitous presence of the Web, access to educational resources has been added as a variable to student success.

The most recent report on undergraduate students and information technology³ published by EDUCAUSE states that “today’s students come to campus with multiple technology devices—a majority of students own about a dozen—and they use these devices for a broad assortment of activities, both personal and academic. Students have a clear preference for smart, mobile devices (nearly 9 in 10 students own laptops, more than half own smartphones, and 1 in 10 owns an iPad or other tablet), but a majority of

students are still attached to “standard issue” technology, such as printers and desktop computers, as well.”

The academic benefits of technology allow students to feel connected, make students more productive, help them dispense with administrative tasks and keep trail of academic track, and provide a more immersive, engaging, and relevant experience. This presents a great opportunity for Hispanics to be better prepared for the workplace of the future; what some deem as the “age of collaborative global workplace”. But, in order to entice this perception, **access and use of technology** has to be seamless in the face-to-face or online teaching scenario. Faculty plays a major role in this endeavor.

Faculty development needs to focus on the effective use of technology and social network tools to support teaching-learning experiences in a traditional or online environment. Students will then feel more connected among themselves and their professors.

HETS promotes, supports, and increases the capabilities of member institutions in order to enhance Hispanic/Latino student success and opportunities in Higher Education through facilitating best practices in Access, Retention and Assessment with the aid of technology.

¹. Noel, L., Levitz, R., & Saluri, D. (Eds) (1985). Increasing student retention. San Francisco: Jossey-Bass.

². Congos, D.H., & Schoeps, N. (1997). A model for evaluating retention programs Data a Supplemental Instruction program. Journal of Developmental Education, 21(2), 2-4,6,8,24.

³. Dahlstrom, Eden, Tom de Boer, Peter Grunwald, and Martha Vockley, with a foreword by Diana Oblinger. The ECAR National Study of Undergraduate Students and Information Technology, 2011 (Research Report). Boulder, CO: EDUCAUSE Center for Applied Research, October 2011, available from <http://www.educause.edu/ecar>.

As a result, access to online synchronous or asynchronous means of communication allow for more interactivity and access to educational resources. Faculty needs to be empowered to provide students different options for interacting with the institution and with instructors, including “standard” and more forward-leaning options.

Technology has dramatically changed the way college students interact and communicate with the world. The Web is transforming into a fully interactive space and the control of content has been decentralized to allow every person to collaborate, create, publish, subscribe, and share information. It was suggested by Rogers⁴ that peer-to-peer and faculty and staff connections have long been considered a key to collegiate success with important impacts on student personal and intellectual growth. Although the impacts of student-student and student-faculty interactions are well-established, the influences of students’ social networks and interpersonal experiences as derivatives of

technological innovation present possibilities for much needed extension and replication of the existing body of knowledge. Administrators within higher education need to update their notions of student development in light of the ever-changing technological environment. There is also a need to gather useful data to design and implement meaningful interventions for Hispanics to enable them to attain their academic and personal goals.

Technological innovation is continually changing the face of higher education in a number of ways, such as providing wider access to potential students and instructional flexibility to accommodate varying learning styles. Yet, empirical evidence to support or refute the effectiveness of technologies and guidance on how institutions should use such tools is lacking. With colleges and universities rapidly embracing the transformational opportunities afforded by technology and the constant risk of obsolescence, it is imperative that scholarly research is focused on these technology-related topics in the future.



La tecnología puede ser una herramienta útil y estratégica para promover y demostrar el éxito estudiantil en la educación superior. Muchos de los usos institucionales de la tecnología están ligados a los estudiantes (servicios, aprendizaje o recreación). Incluso, los estudiantes desean tener más recursos disponibles en línea para optimizar su experiencia de aprendizaje. En consecuencia, uno de los principales efectos del uso de la tecnología en educación es uno de los factores más importantes en la retención y el éxito del estudiante: la participación activa y la motivación del estudiante. Su atractivo y

su potencial de facilitar el aprendizaje hacen de la tecnología una pieza importante tanto para el acceso como para la retención en la educación superior.

Los beneficios académicos de la tecnología permiten que los estudiantes se sientan conectados y más productivos. La tecnología les ayuda, además, a tener una experiencia más motivadora y significativa. Las actividades de desarrollo de la facultad deben hacer énfasis en el uso efectivo de la tecnología y redes sociales para apoyar experiencias de enseñanza y aprendizaje tanto en ambiente

tradicional como en línea. También es preciso proveer al estudiante distintas opciones de interacción con la institución y sus instructores.

Los administradores universitarios, por otro lado, deben actualizar sus perspectivas sobre el desarrollo del estudiante a la luz de los cambios en el ámbito de la tecnología. Existe, además, la necesidad de recopilar, organizar y utilizar los datos estratégicamente para asegurar el diseño y la implantación de intervenciones significativas para promover el éxito académico y personal del estudiante hispano.

⁴ Rogers, D. L. (2000). A paradigm shift: Technology integration for higher education in the new millennium. *Educational Technology Review*, (13), 19-27.

HETS BOARD OF DIRECTORS 2010-2011

Executive Committee



Dr. Eduardo J. Martí, Chairman
Vice Chancellor
for Community Colleges
City University of New York
(CUNY)



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President
Ana G. Méndez
University System

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President
Burlington County College



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Pan American
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President
Kutztown University
of Pennsylvania



Dr. Gloria Baquero
President
National University College



Dr. Clair Goldsmith
University of Texas
at Brownsville
(Designated Representative)



Dr. José Lasalde
University of Puerto Rico
(Designated Representative)
Ex-Officio Member



Dr. Jerónimo C. Domínguez
University of New Mexico
(Designated Representative)
Ex-Officio Member

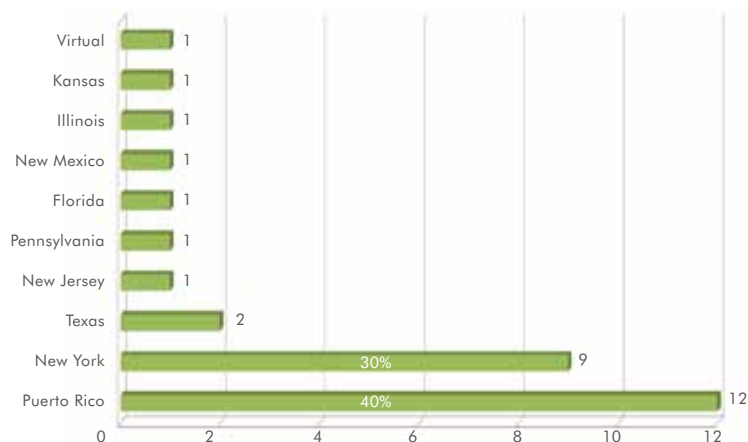
Affiliated Institution



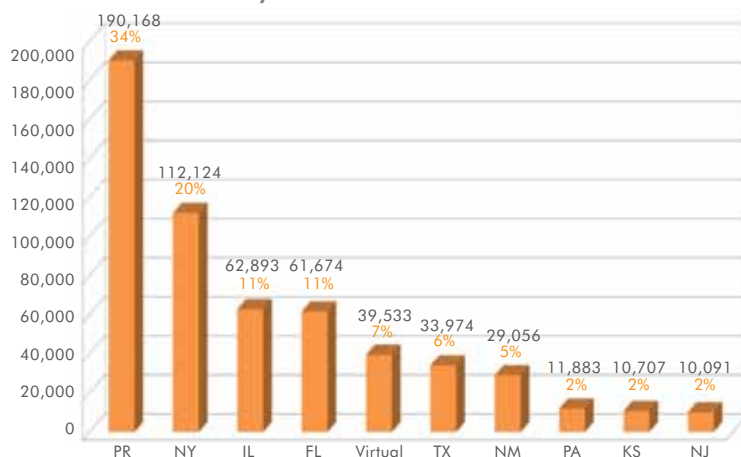
Dr. Ernesto Vázquez-Barquet
President
Polytechnic University
of Puerto Rico

HETS MEMBERS PROFILE 2010-2011

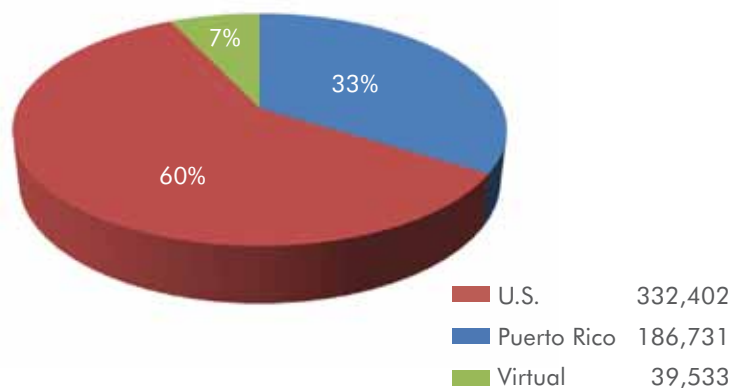
HETS Member Institutions by State



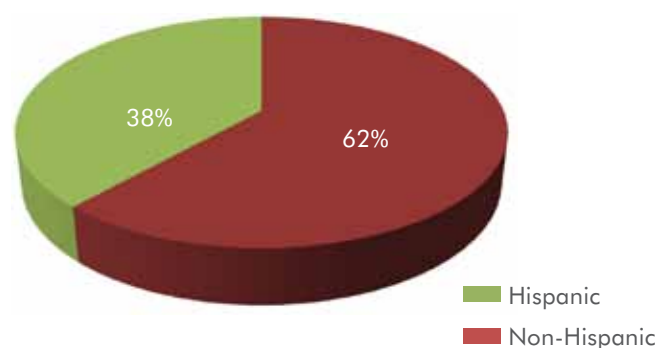
HETS Member Institutions: Enrollment by State



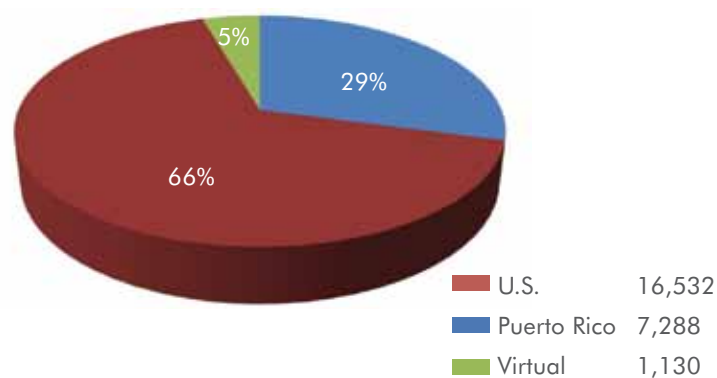
HETS Member Institutions: Total Enrollment U.S. and Puerto Rico



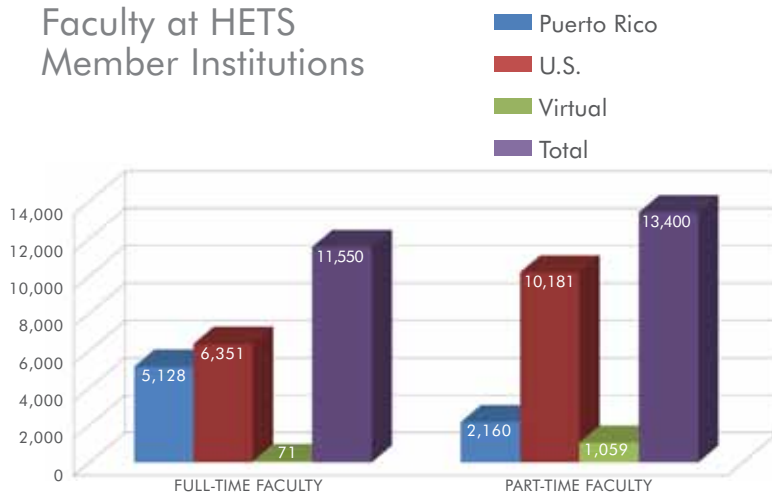
HETS Member Institutions: Hispanic Enrollment



HETS Member Institutions: Total Faculty U.S. and Puerto Rico



Full Time and Part-Time Faculty at HETS Member Institutions



HETS MEMBERSHIP 2010-2011

PUERTO RICO

Ana G. Méndez University System – Puerto Rico & Florida
Caribbean University
Carlos Albizu University – PR & Florida
EDP College
Huertas Junior College
Inter American University of Puerto Rico
National University College
Polytechnic University of Puerto Rico
Pontifical Catholic University of Puerto Rico
Universidad Central de Bayamón
University of Puerto Rico
University of the Sacred Heart

NEW YORK

Berkeley College
Borough of Manhattan Community College (CUNY)
Bronx Community College (CUNY)
College of Staten Island (CUNY)
Lehman College (CUNY)
Hostos Community College (CUNY)
John Jay College of Criminal Justice (CUNY)
Queensborough Community College (CUNY)
Medgar Evers College (CUNY)

TEXAS

University of Texas at Brownsville
University of Texas - Pan American

NEW JERSEY

Berkeley College
Burlington County College

ILLINOIS

City Colleges of Chicago

KANSAS

Fort Hays State University

FLORIDA

Miami-Dade College

NEW MEXICO

University of New Mexico

PENNSYLVANIA

Kutztown University

VIRTUAL COLLEGE

Walden University

CORPORATE

Ramona Munsell & Associates (Major Corporate Partner)
Blackboard, Inc. (Major Corporate Partner)
Knowlity Corporation (Major Corporate Partner)
Cengage Learning
Plattform Higher Education

NONPROFIT ORGANIZATIONS

Hispanic Information and Telecommunication Network (HITN)
Educational Testing Services (ETS)
Consorcio de Bibliotecas Metropolitanas (CoBiMet)
Consejo de Educación Superior de Puerto Rico
(Puerto Rico Council for Higher Education)
Embassy of Spain, Trade Commission (Miami, FL)





GOALS FOR 2010-2011

- Enhance the sustainability capabilities of the organization
- Provide direct services to members
- Develop new initiatives
- Reinforce internal relations and increase member participation
- Enhance HETS opportunities for exposure
- Development of the HETS Strategic Plan

Enhancing Sustainability and Diversifying Resources

During 2010-2011, HETS focused on four main strategies to enhance its level of sustainability: membership, events, sponsorships, and grant competitions. Ninety-six percent (96%) of membership revenues proposed for the fiscal year were achieved. In addition, one new institutional member, EDP College, joined the Consortium. The organization was also able to recruit three corporations as part of the Corporate Partnership Program. We are pleased to welcome Ramona Munsell & Associates, Blackboard Inc., and Knowlity Corporation as our first major corporate partners. Nearly \$160,000 in revenues were collected as part of the membership and partnership/sponsorship strategies, 80% of the Consortium's total income for 2010-2011. The income goal for sponsorships was exceeded by 22%, in great part by the implementation of the Corporate Partnership Program. Through workshops, special events, and consulting

services provided, HETS was also able to collect almost \$30,000. Altogether, these revenues are crucial to support the development and delivery of services to member institutions and their constituencies.

Outreach efforts took place in order to continue fostering increase of the membership and partner base. During fiscal year 2010-2011, the HETS office approached institutions in Puerto Rico and United States. Outreach activities were also conducted in Mexico and Colombia. HETS Chairman of the Board, Dr. Eduardo Martí, invited Cengage Learning to join the organization as a corporate partner. Cengage accepted the invitation and will begin collaborating with HETS during 2011-2012. In 2010-2011, HETS also explored possibilities of participating in different grant opportunities. This will be an area of major focus throughout the next strategic period.



ñ Durante el 2010-2011, HETS centró sus esfuerzos de sustentabilidad en cuatro estrategias principales: membresía, eventos, auspicios y oportunidades de fondos externos. Este año, logró en un 96% su meta de ingresos por membresía y sobrepasó sus metas de auspicios en un 22%, principalmente a causa del establecimiento del programa

de socios corporativos. La organización logró reclutar un total de tres corporaciones como parte del programa de socios corporativos: *Ramona Munsell & Associates*, *Blackboard Inc.* y *Knowlity Corporation*. Otros ingresos provinieron de talleres educativos, eventos especiales y servicios de consultoría provistos por HETS, entre otros. Estos ingresos son cruciales para

apoyar el desarrollo y la provisión de servicios a las instituciones afiliadas. HETS continúa implantando estrategias para diversificar sus recursos: el ofrecimiento de servicios educativos presenciales y en línea, alianzas corporativas, e identificación de fondos externos.

Professional Development Events



Our professional development strategy continued to diversify and grow during 2010-2011. During the reporting year, the HETS Certification (Integration of New Technologies in Higher Education) workshops were redesigned to be delivered completely online on two different platforms (Blackboard and Moodle). Delivering these workshops online allows participants more time to practice skill. In addition to this, there is no need for faculty to leave the institution and the certification can be completed in less time. At the same time, HETS is able to offer simultaneous workshop sessions and has the opportunity to expand this offering to other publics and countries.

HETS also prioritized the advanced level of face to face workshops already being offered

as part of the Certification on Integration of New Technologies in Higher Education. Advanced level workshops have a greater focus on quality standards for distance education. Also, the Spanish version of the Teaching Online Workshop (TOL) was upgraded to be delivered in Blackboard and Moodle. The TOL was delivered in eight instead of six weeks and it included the use of new technologies. An agreement was established to offer the TOL to institutions in the Dominican Republic next summer.

In 2010-2011, a total of five face to face sessions of the HETS Certification program were offered in Puerto Rico, with over 85 participants from eight member institutions. A total of four sessions of the online version of these workshops were delivered, with

participation of more than 30 registrants from seven institutions. Two other special events also took place in Puerto Rico during the year: the HETS-Blackboard Conference, where more than 70 participants from 11 member institutions convened, and a conference with Knowlity Corporation focused on “Maximizing Computer Rooms through the Power of Desktop Virtual Infrastructure”, where 18 participants from 10 institutions convened. HETS will begin identifying topics and areas of interests to expand educational opportunities for member institution in mainland US, both online and face to face. The initiative began with the June 2011 event in New York on assessment best practices, which allowed HETS to identify potential educational topics.



La estrategia de desarrollo profesional de HETS continuó diversificándose y creciendo durante el 2010-2011. Durante este año, HETS rediseñó los talleres de la certificación en “Integración de Nuevas Tecnologías a la Educación Superior” y los completamente adaptó a la modalidad en línea. HETS también priorizó el ofrecimiento de la certificación avanzada. La versión en

español del taller de enseñanza en línea (TOL) se actualizó y se comenzó a ofrecer en las plataformas *Blackboard* y *Moodle*. En el 2010-2011, se ofrecieron cinco sesiones presenciales de los talleres de la Certificación y cuatro sesiones de la versión en línea, ambas lograron reunir a más de 115 participantes. Otros dos eventos educativos especiales tuvieron lugar en Puerto Rico durante este año: la conferencia

HETS-Blackboard, que reunió a más de 70 participantes de 11 instituciones miembros, y la conferencia con *Knowlity* acerca de la optimización de los laboratorios de computadoras a través de la virtualización. En junio de 2011, HETS realizó otro evento especial en Nueva York centrado en mejores prácticas de avalúo.

HETS Regional Office in New York

In 2010-2011, HETS member institutions in the US Northeast region were actively involved in the HETS Online Journal. Four of the eight articles in the two HETS Online Journal issues published during the year were from institutions in this region (Queensborough Community College, Kutztown University, Lehman College, and Medgar Evers College). Also, four of the seven Online Journal reviewers were from institutions in this region as well (Bronx Community College, Lehman College, and Kutztown University). These institutions also participated in the Online Journal webinars.

As part of its work in the US Northeast region, HETS also organized and delivered a face to face educational event in New York focused on assessment best practices. Four projects from

member institutions in New York (John Jay College, Berkeley College, Queensborough Community College, Bronx Community College) were shared through presentations. The event was hosted by Lehman College.

Currently, five institutions from this region continue to participate in the HETS Task Forces, largely contributing this year in the collection of ideas for the development of the new HETS strategic plan.



ñ Durante este año, las instituciones miembros en la región noreste de los Estados Unidos estuvieron significativamente representadas en la publicación profesional en línea de HETS (*HETS Online Journal*). Cuatro de los ocho artículos publicados en las dos ediciones del 2010-2011 fueron de instituciones miembros en esta región. Además, cuatro de los siete miembros del comité de revisión de los artículos fueron de instituciones del noreste de los EE.UU.

Como parte de sus iniciativas en esta área, HETS llevó a cabo un evento especial educativo enfocado en mejores prácticas de avalúo. Cuatro instituciones de Nueva York presentaron sus proyectos. Por otro lado, actualmente, cinco instituciones de esta región participan en los *HETS Task Forces*.

Providing Resources for our Members: The Testing and Education Reference Center



H ETS has continued providing access to the Testing and Education Reference Center (TERC) through its website. It also added access to a new Career Transition service, which includes resources that encapsulate the entire job search process (exploring career paths, assessing interest and skills, creating resumes, applying for jobs, among others). More than 2,000 visits were registered to the TERC from August 2010 to April 2011. Most visits came from students from member institutions in New York (College of Staten Island, Hostos Community College and John Jay College), City Colleges of Chicago, and University of the Sacred Heart in Puerto Rico. In Puerto Rico, the University of the Sacred Heart have established policies to encourage the use of this tool.

ñ HETS ha continuado proveyendo acceso al *Testing and Education Reference Center* (TERC por sus siglas en inglés) a través de su página en la Internet. Durante este año, añadió acceso a un servicio adicional con recursos para apoyar a estudiantes universitarios en su proceso de transición hacia la vida profesional (*Career Transition*). De agosto de 2010 a abril de 2011, se registraron más de 2,000 visitas al TERC. La mayor parte de estas visitas provino de estudiantes de instituciones en Nueva York, Chicago y la Universidad del Sagrado Corazón en Puerto Rico.



Strengthening Relations with Members and Partners

As part of its efforts to reinforce relations with its members and increase member participation, during 2010-2011, HETS began the development of a network of faculty members to facilitate communication and involvement. A total of nine Centers for Excellence in Teaching and Learning among HETS members were identified for this purpose. The HETS Office also began creating a series of database lists for targeted communication and tailored promotional efforts.

Relations with corporate partners were also reinforced during 2010-2011. Corporations were invited to two sessions to explore interests and potential collaboration areas. Three organizations accepted the invitation

to be HETS Major Corporate Partners: Ramona Munsell & Associates, Blackboard, and Knowlity. Others invited to be part of the HETS Corporate Partnership Program were COBIMET, ETS, and Cengage. Collaboration with COBIMET helps opens access to additional learning resources for students. HETS has also been in conversations with ETS on how to help promote the use and success of students with the EXADEP, the Spanish equivalent to the Graduate Record Examination (GRE). HETS is exploring options to provide access to resources on the EXADEP to benefit Hispanic students who take this test in PR, US, and in Latin America. HITN and HETS continue to explore ways to access funding collaboratively to improve services for the Hispanic community.



ñ Como parte de sus esfuerzos para reforzar las relaciones con sus miembros y aumentar su participación, durante el 2010-2011, HETS comenzó el desarrollo de una red de miembros de facultad para facilitar la comunicación y colaboración. Se identificaron centros de excelencia en enseñanza y aprendizaje (CETLs, por sus siglas en inglés) entre los miembros del Consorcio como parte de este proceso. La oficina de HETS creó, además, una serie de listados de bases de datos para el envío de comunicaciones pertinentes a cada grupo. Otra prioridad durante este año fue

la optimización de relaciones con los miembros corporativos. Se realizaron dos sesiones para explorar sus intereses y áreas potenciales de colaboración. Se inició también la implantación del programa de socios corporativos, con tres corporaciones en la categoría principal del programa Major Corporate Partners: *Ramona Munsell & Associates*, *Blackboard* y *Knowlity*. Al finalizar el año, *Cengage Learning* también aceptó participar en el programa desde el 2011-2012. HETS ha estado también en conversaciones para maximizar las colaboraciones con COBIMET, ETS y HITN. A través de la colaboración con ETS, se espera

proveer apoyo a estudiantes hispanos en Estados Unidos, Puerto Rico y América Latina con el Examen de Admisión a Estudios de Posgrado (EXADEP) mediante el acceso a recursos de estudio.

The HETS Corporate Partnership Program

This program seeks to establish mutually beneficial arrangements with corporate partners interested in advancing post-secondary education through targeted partnership, sponsorship, and gift opportunities. It allows partners and donors to be leading, recognized supporters of the creation and development of programs and specific activities to enhance the role of educational technology and technology resources in the advancement of Hispanic Higher Education. There are several levels of partnership and gift opportunities available that can accommodate corporate partners' interests, as long as they align with the mission of HETS and its member institutions.

Major Corporate Partners have already begun to take advantage of several benefits, besides having the opportunity to collaborate with HETS members and share experiences with the HETS Board of Directors. Blackboard, for instance, has found added value through a HETS-Blackboard collaboration with institutions in Latin America. Experts from member institutions have been able to travel to Mexico and Colombia and support these institutions through the delivery of targeted conferences. Post-training surveys in Colombia showed 99% satisfaction of participants with the effort. Knowlity has been able to take advantage of the opportunity to approach and talk to educational institutions

they had not been in contact with before. So far, Knowlity has focused support on HETS member institutions in Puerto Rico, and their efforts towards technology optimization goals. Ramona Munsell & Associates, has also been able to partner with several of HETS member institutions. The organization has played a key role keeping members up to date regarding the latest funding opportunities for Hispanic Serving Institutions.



ñ El Programa de Socios Corporativos procura establecer relaciones mutuamente beneficiosas con corporaciones (lucrativas y no lucrativas) interesadas en promover y apoyar el avance de la educación postsecundaria a través de colaboraciones, auspicios y donativos. Los participantes del programa tienen la oportunidad de apoyar la creación y el desarrollo de programas y actividades específicas para optimizar el rol de la tecnología educativa y los recursos tecnológicos en el progreso de la

educación postsecundaria de los hispanos. Algunos socios corporativos han comenzado a tomar ventaja de diversos beneficios del programa, de acuerdo a la categoría de participación seleccionada, incluyendo, la colaboración con instituciones miembros y la oportunidad de compartir experiencias e ideas con miembros de la Junta de Directores de HETS. Durante el 2010-2011, como parte de iniciativas de colaboración con los socios corporativos, HETS participó en eventos de *Blackboard* en México y Colombia a través del ofrecimiento de talleres educativos.

HETS Major Corporate Partners...

In their own words

"As a Major Corporate Partner of HETS, Ramona Munsell & Associates (RMA) shares HETS' mission of supporting technology initiatives to increase educational opportunities and enhance student success for Hispanic college students. Working with HETS has provided RMA the opportunity to inform Hispanic-serving institutions of significant grant opportunities through workshops and presentations to the membership. In 2011, RMA assisted institutions of higher education in the U.S. and Puerto Rico to secure federal funding for STEM-focused projects (science, technology, engineering, mathematics), all of which include integration of education-oriented technologies. Of the HSI STEM grants awarded by the U.S. Department of Education in October 2011, RMA developed 23, totaling \$101,679,507 for the 5-year grant period (2011-2016), with \$17,834,595 supporting HSI institutions in Puerto Rico. RMA is proud to be HETS' first major corporate partner!"

Ramona Munsell
President
Ramona Munsell & Associates



"Using technology to improve education is a mission shared by both Blackboard and HETS. We greatly appreciate HETS' continued partnership and collaboration in 2011 with the HETS team attending Blackboard usersconferences in Mexico, Colombia, and the US. The HETS team led training sessions for Latin American Higher Ed Institutions to help them learn about innovative ways to use Blackboard solutions and services to enhance the educational experience for their students. We look forward to continuing a strong partnership with HETS and facilitating the effective use of technology to widen educational opportunities and accomplish student success."



Camilo Acosta
Senior Channel Marketing Manager
Latin America & Caribbean
Blackboard Inc.

"Knowlity's commitment to enhancing student and faculty experience by leveraging technology is a goal that Knowlity shares with HETS. Knowlity is fortunate for establishing a partnership with HETS during 2011. This partnership allows us to have deeper insights of the technology needs within the HETS members and allows us to share our vision of a better experience with technology with all of HETS. As a result of this partnership Knowlity was given the opportunity to participate in the Board of Directors meeting in New York which was a valuable experience for us. Recently Knowlity also had the opportunity of sharing its vision of the Desktop Transformation Model with a group of HETS members at the University of Sacred Heart in Puerto Rico that was very successful. We look forward in developing a strong relationship with HETS and its members that allows us to share and fulfill our vision of facilitating the best user experience in IT with all of HETS".

Emilio Fuentes
President & CEO
Knowlity Corporation



Sharing Our Knowledge: The HETS Online Journal

The inaugural issue of the HETS Online Journal (HOJ) was launched in October 2010 through an email campaign that reached more than 6,000 HETS contacts. The issue was viewed by more than 1,000 contacts and generated registrations from 24 member institutions (52% from PR and 48% from the US). The second issue was published in March 2011 and it was viewed by more than 1,000 contacts. The two issues published during the reporting year included articles from:

Lehman College
Queensborough Community College
Kutztown University
Universidad de Puerto Rico, Rio Piedras
La Guardia Community College
Medgar Evers College
Universidad de Puerto Rico- Recinto de Cayey
COBIMET

Two HOJ webinars were sponsored by Blackboard (Wimba Virtual Room) in October and November 2010. These webinars were shared through the HETS You Tube Channel. HETS established an agreement with Gale Group to include the Journal in their databases and an agreement with Universia to promote article submission and the Journal in their Latin American homepages.



ñ Durante el 2010-2011, HETS publicó dos ediciones de su revista profesional en línea, *HETS Online Journal*. La edición inaugural, lanzada en octubre de 2010, alcanzó a más de 6,000 personas. La segunda edición se publicó en marzo de 2011. En total, más de 2,000

personas accedieron a las dos ediciones de la publicación. HETS estableció un acuerdo con Gale Group para incluir la publicación en sus bases de datos y un acuerdo con Universia para promover la participación en la publicación, así como también los artículos publicados, en sus páginas latinoamericanas.

Reaching Out and Expanding Our Impact: Outreach and Exposure Opportunities

As part of the public exposure goals, HETS participated in several conferences and symposia and continued launching various publications. Throughout 2010-2011, HETS participated at the University of the Sacred Heart Symposium, the AGMUS Conference, the National Council for Continuing Education and Training Conference, the HACU International Conference, the Blackboard Forums in Mexico and Colombia, and the Conference of the Distance Learning Association of Puerto Rico (APAD). HETS was also invited to be part of the external monitoring team for the University of Puerto Rico's Title V Grant on Expanding Graduate Education and Achieving Hispanic Success. Publications developed and disseminated during the semester include four

issues of the HETS Connection, all available in the website repository; the 2009-2010 Annual Report; and two issues of the HETS Online Journal, available both as electronic bookbinder and in printable format.

Various web strategies were also implemented in order to continue improving opportunities for public exposure. Several e-mail campaigns were launched through the Constant Contact service to optimize reporting and data. Targeted email campaigns were designed to help increase visits to the HETS website. From January to April 2011, a total of 21 targeted and segmented email campaigns were sent. During that period, website visits increased 35%. Email campaigns attracting the highest level of interest were the ones

related to the HETS Online Journal and the 2012 Best Practices Showcase. In addition to email campaigns, website news updates were performed on a monthly basis since January 2011; nine news articles were published in the website from January to April 2011. The site was also updated with the HETS YouTube Channel and a repository of HETS publications to serve as outreach tools for new members and corporate affiliates and attract website visitors.

ñ Durante el 2010-2011, HETS participó en varias conferencias y simposios y continuó lanzando varias publicaciones como parte de sus estrategias de divulgación y exposición. La organización participó en el simposio de la Universidad del Sagrado Corazón, la conferencia anual del Sistema Universitario Ana G. Méndez, la conferencia del Concilio Nacional de Educación Continua y Adiestramiento, la conferencia internacional de HACU, foros de Blackboard en México y Colombia, y la conferencia anual de la

Asociación Puertorriqueña de Aprendizaje a Distancia. Estos esfuerzos incluyeron también varias publicaciones: *HETS Connection* (boletín electrónico para miembros), el informe anual de 2009-2010 y el *HETS Online Journal*. HETS implantó, además, varias estrategias a través de la red para promover oportunidades de exposición y divulgación. Éstas incluyeron campañas electrónicas, actualización de noticias en la página de la organización y el lanzamiento del canal de video YouTube de HETS.



Membership Empowered: The HETS Task Forces



During 2010-2011, the HETS Task Forces focused mostly on exploring and recommending potential areas of action for the next strategic period. The members of the Task Forces participated in conference calls and interviews related to the strategic plan. The three Task Forces (Technology, Faculty Development, and Student Support) provided their insights on specific activities recommended to address the three core strategic areas: access, retention, and assessment. Their feedback and recommendations were presented for the consideration of the Board Finance and Planning Committee.

ñ Este año, los equipos de trabajo interinstitucional del Consorcio (HETS Task Forces) centraron sus esfuerzos en la exploración y recomendación de áreas de acción potenciales para el próximo período estratégico (2011-2016). Los miembros de estos equipos participaron en llamadas en conferencia y entrevistas relacionadas. Los tres equipos (tecnología, desarrollo de facultad y apoyo al estudiante) proveyeron su insumo con relación a actividades específicas para atender las tres áreas de prioridad del plan estratégico: acceso, retención y avalúo.

Using Technology to Serve Our Members



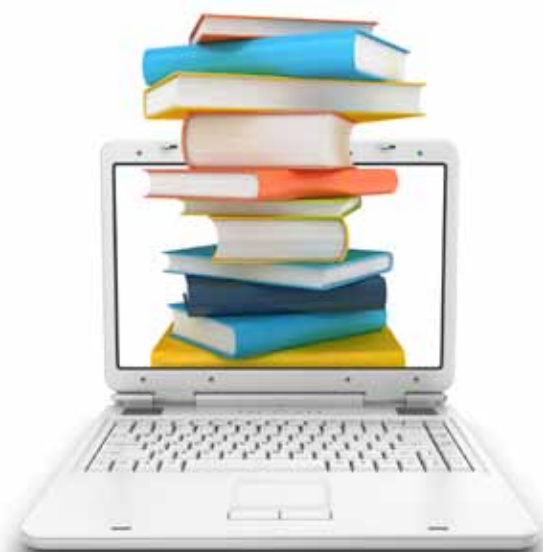
ETS has continued to use several technology options to serve its members, disseminate information and resources, and continue expanding its impact. Several of the web strategies used this year included the HETS online workshops, the HETS websites, the HETS Online Journal, and social media. Online workshops were developed in both Blackboard and Moodle to deliver the HETS certification completely online.

Also, website contents were significantly and continuously updated to keep HETS members informed and involved. The site was updated with new services, including: the HETS

Online Journal, the HETS-Blackboard Portal, advanced workshops with online registration feature, the HETS You Tube Channel, online access to annual reports on a bookbinder format, and a repository of the issues of the HETS Connection. Visits to the HETS site have increased mainly as a result of the HETS Online Journal, among other web initiatives. Also, visits through mobile devices doubled from 2010 to 2011. Changes to the website are expected to support its use as a vehicle to promote and deliver services and enhance the image of the organization as a service provider. The site is also expected to support outreach efforts nationally and internationally.

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HETS ha continuado utilizando diversas opciones de tecnología para servir a sus miembros, divulgar información, compartir recursos y continuar expandiendo su impacto. Algunas de las estrategias utilizadas este año incluyeron los talleres educativos en línea, el uso dinámico de la página de HETS, el *HETS Online Journal* y redes sociales. Las visitas al sitio en la Internet de HETS han aumentado significativamente a partir de la publicación del *Online Journal* y otras iniciativas como la actualización frecuente de noticias y las campañas electrónicas segmentadas.



NEW ROADS: ENVISIONING A NEW STRATEGIC PERIOD

An important part of year 2010-2011 was the development of the new HETS Strategic Plan. The plan approved by the Board of Directors in June 2011 focuses on three core strategic areas: access, retention, and assessment. A five-year term (2011-2016) was approved for the implementation of the plan to allow the organization to: set the foundation for change; grow internally and externally; develop resources required to accomplish tasks; focus on strongly developing the three core areas; be proactive; and adjust to organizational limitations in human, financial, and physical resources. Following, we include a summary of the major strategic areas of focus for the next five years.

Access

The goal of the organization through this strategic area is to increase Hispanics' access to higher education. In order to achieve this goal, HETS proposes to: 1) increase members' awareness and understanding of factors that impact Hispanics' access to Higher Education; 2) increase understanding and awareness among Hispanics on opportunities to access Higher Education and success 3) support Hispanics' efforts to access Higher Education; 4) support members in reaching out to Hispanics in high schools and in the community; 5) establish partnerships to support the effective use of technology to increase access; and 6) showcase and disseminate best practices in facilitating recruitment of Hispanic students.

Retention

The aim of this strategic area is to enhance capacity of members to increase Hispanic student retention. Proposed strategies to accomplish this goal include: 1) promote knowledge exchange and access to resources on how to effectively integrate, develop, and implement initiatives to improve retention; 2) help member institutions optimize faculty performance, in both face-to-face and online environments, through effective use of technology to promote motivation, student engagement, and academic success; 3) foster and support development of initiatives at the institutional level to facilitate retention efforts; 4) promote and support implementation of technology-facilitated student support services; 5) establish an online resource center at the Virtual Plaza to foster student support, motivation, and retention; and 6) foster the development and implementation of technology-driven student support initiatives.



Assessment

The proposed goal in this area is to enhance member institutions' capacity to demonstrate accountability, quality, and effectiveness through strategic and innovative assessment approaches. Strategies include: 1) fostering the use of technology to assess institutional effectiveness and Hispanic learner success; 2) fostering the development of projects that track and analyze specific indicators and benchmarks to evidence success; 3) promoting leadership and innovation in developing effective systematic processes to assess student learning outcomes; 4) promoting the strategic use of data and assessment results to inform decision-making; and 5) disseminating data resources and best practices.



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Un esfuerzo clave del año 2010-2011 fue el desarrollo del plan estratégico de HETS para los años 2011 al 2016. El plan recientemente aprobado por la Junta de Directores en junio de 2011 gira en torno a tres áreas estratégicas principales: acceso, retención y avalúo.

Acceso

La meta de la organización a través de esta área estratégica es aumentar el acceso de los hispanos a la educación superior.

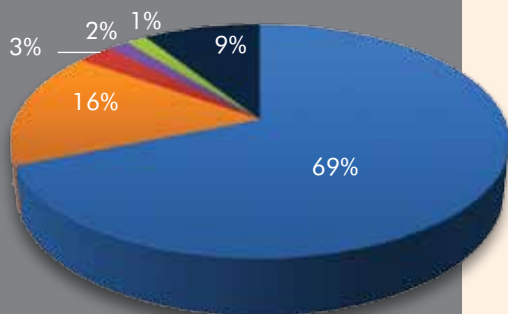
Retención

El objetivo principal de esta área es optimizar la capacidad de los miembros de HETS para aumentar la tasa de retención entre estudiantes hispanos.

Avalúo

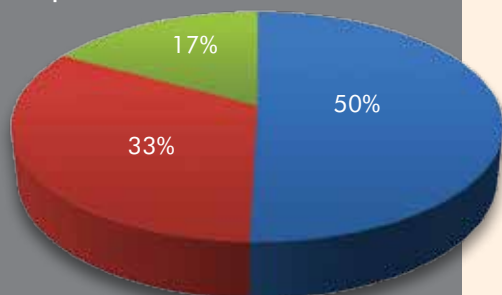
La meta propuesta en esta área es maximizar la capacidad de las instituciones miembros para demostrar resultados y evaluar calidad y efectividad a través de acercamientos innovadores de avalúo facilitados por la tecnología.

Distribution of 2010-2011 Revenues



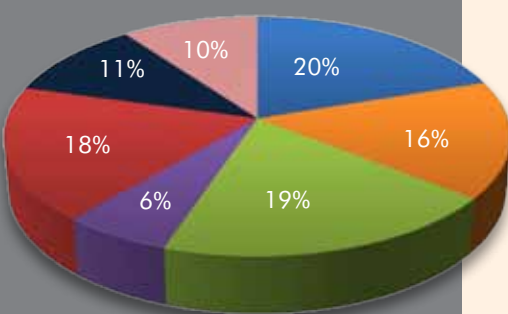
- Membership Dues
- Corporate Sponsorships
- Event Coordination
- Special Event Registration
- Consulting Services
- Workshop Registration

Distribution of Expenses 2010-2011



- Administrative
- Direct Services
- Operational

Distribution of 2010-2011 Expenses Related to Direct Services



- Organizational Development
- Web Development
- Programmatic Development
- Workshop Coordinator
- Faculty Support Services
- Student Support Services
- Educational Content Development

FINANCIAL STATEMENTS 2010-2011

Budget Analysis - Revenues

Description	Revised Budget 2010-11	Actual June 2011	Percentage Achieved
Membership Dues	\$131,000	\$127,769	98%
Online Workshops	\$4,125	\$0	0%
Corporate Sponsorships and Donations	\$24,500	\$29,995	122%
Event coordination	\$11,000	\$4,985	45%
Special Event Registration	\$10,500	\$3,125	30%
Consulting Services	\$4,000	\$3,000	75%
Workshop Registration	\$24,000	\$16,868	70%
Other income	\$0	\$5,505	
Subtotal	\$209,125	\$191,247	95%
Contributions			
Hosting Contribution	\$5,000	\$6,250	125%
Total Revenues	\$214,125	\$197,497	92%

Budget Analysis - Expenses

Description	Revised Budget 2010-11	Actual June 2011	Percentage Achieved
Administrative	\$107,916	\$102,558	95%
Direct Services			
Organizational Development	\$9,625	\$11,228	117%
Web Development	\$12,000	\$9,005	75%
Programmatic Development	\$19,250	\$11,041	57%
Workshop Coordinator	\$3,840	\$3,427	89%
Faculty Support Services	\$12,200	\$10,268	84%
Student Support Services	\$6,000	\$6,000	100%
Educational Content Development	\$7,000	\$5,702	81%
Subtotal	\$69,915	\$56,671	81%
Operational			
Telecommunications	\$2,500	\$2,468	99%
Marketing and Development	\$5,250	\$1,364	26%
Supplies	\$2,000	\$690	35%
Travel	\$12,000	\$7,293	61%
Promotional Materials	\$4,000	\$3,372	84%
Liability Insurance	\$2,000	\$1,999	100%
Accounting Services	\$3,150	\$500	16%
Bad Debt Expense	\$0	\$25,115	-
Miscellaneous	\$394	\$941	239%
Bank Fees	\$0	\$594	-
PayPal Fees	\$0	\$18	-
Reserve	\$5,000	\$0	-
Subtotal	\$36,294	\$44,354	122%
Total Expenses	\$214,125	\$203,583	95%

MAJOR CORPORATE PARTNERS



RAMONA MUNSELL & ASSOCIATES
PUERTO RICO



Blackboard



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Taking IT in the Right Direction.

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