**HETS**
Hispanic Educational Technology Services

# 2017-2021 STRATEGIC PLAN

## One-Year Extension Proposal for the HETS Strategic Plan Period

### APPROVED

June 2020

## INTRODUCTION

The Hispanic Educational Technology Services (HETS) is the first bilingual consortium dedicated to serving the higher education needs of the fast-growing Hispanic communities. This non-profit consortia-type organization is constituted by more than 40 affiliated post-secondary institutions in the United States and Puerto Rico, Hispanic Serving Institutions (HSIs) and emerging HSIs. HETS seeks to promote, support, and increase the capabilities of member institutions in order to enhance Hispanic/Latino students' success and opportunities in Higher Education.  HETS member institutions are constituted by nearly 25,000 faculty members and serve over 770,000 students, of which approximately 60% is Hispanic. Education and technology related corporations and nonprofit organizations from the United States, Puerto Rico, and Latin America have also joined varied group of institutions in support of the advancement of Hispanic Higher Education and Hispanic student success.

For almost 25 years, HETS has been a strong advocate of the use of innovative technologies to improve higher education opportunities for Hispanics. Starting in 1993 as a group of institutions interested in sharing courses at distance, HETS evolved from the use of telecommunications into the asynchronous modes of anywhere-anytime learning, and the use of technology to reach greater collaboration among and within educational institutions. In 1995, HETS received funding from the Public Telecommunications Facilities Program of the US Department of Commerce to establish electronic classrooms at nine member institutions with satellite connections so they could share their academic offerings at a distance. In 1999, the Fund for the improvement of Post-Secondary Education (FIPSE) awarded HETS a Learning Anytime Anywhere Partnerships (LAAP) grant for the creation of an online bilingual support website for students and faculty training workshops and tools to expand Latino student's opportunities and access to education. HETS was able to develop a bundle of virtual learning and support services for students and faculty through a non-stop innovative web portal known as the Virtual Plaza. HETS also encouraged the development of joint online degree programs and certificates among member institutions. Over 50 academic leaders, faculty, and distance learning directors from 14 HETS member institutions joined this effort.

Through the years, HETS has consistently continued to focus on strategic options to widen opportunities for the success of the Hispanic learner and building the necessary support systems to achieve this through the use of technology. The Consortium promotes a discourse on how to effectively incorporate technology into education to foster student success, providing guidance to members on technology options available and promoting distance education as a strategy to support the non-traditional Hispanic learner. Fostering quality teaching through the incorporation of technology is another essential part of the Consortium's agenda. Many of HETS efforts place emphasis on helping member institutions optimize faculty performance in both face-to-face and online environments through effective

use of technology. Another priority has been to promote motivation, student engagement, and academic success. Furthermore, the Consortium centered on collaboration as a key strategy to pave the way for progress in Higher Education and, overall, for the success of the learner.

During its most recent strategic period, a five-year period from 2012 to 2017, HETS developed a series of programs and services to continue widening opportunities in Hispanic Higher Education and further promote leadership and innovation in Higher Education. Through these programs and services, HETS promoted research and key issues in Hispanic Higher Education; directly impacted student and faculty; fostered ongoing learning and development; and established key partnerships and alliances to further impact education and foster innovation. The 2017-2020 Strategic Plan is the result of a collaborative process that incorporated survey feedback from member constituencies, the results from strategic sessions with the members of the Board of Directors, and guidance from the Board Executive Committee. Strategies included also contemplated the contributions and experiences shared by several experts and collaborators at member institutions. Moreover, the strategic planning process took into consideration the knowledge and experience gained throughout the past five years. HETS continues to looks into a future of innovation, effective relations, and both inter-institutional and intersectoral collaboration for the success of Hispanic Higher Education.

**ONE-YEAR EXTENSION PROPOSAL FOR THE HETS STRATEGIC PLAN PERIOD**

Several events impacted the implementation of the HETS 2017-2020 Strategic Plan. In September 2017, Puerto Rico was hit by two major hurricanes, Hurricane Irma and Hurricane Maria.  In January 2020, the earthquake emergency interfered with some of the HETS Best Practices Showcase participations. Later, in March 2020, HETS events and operations were significantly altered by the COVID-19 pandemic crisis. Consequently, the HETS Office and the HETS Executive Committee recommend extending the Strategic Plan period for one year, until June 2021. This would allow the organization to complete the implementation of some of the pending strategies and effectively adapt to the new scenario. Below, you will find the strategic plan ongoing activities from previous years that would continue in the upcoming year, activities pending highlighted in blue and services provided during the COVID-19 pandemic highlighted in green to adapt to this new scenario.

## HETS 2017-2021 STRATEGIC FRAMEWORK

**Vision and Mission**

*Vision*: To become the leading Hispanic bilingual technology consortium to enhance Hispanic/Latino student access and success in Higher Education.

*Mission*:  To promote, support, and increase the capabilities of member institutions to enhance Hispanic/Latino student access, retention, and success in Higher Education through the strategic integration of technology.

**Strategic Goals**

1. Promote and advance innovation, leadership, and opportunities in Hispanic Higher Education.
2. Promote and support the strategic and efficient use of technology to facilitate educational opportunities for Hispanic/Latino students.
3. Create ongoing development opportunities for faculty and administrators from member institutions in the use of technology to foster quality teaching, online learning, student access, and student retention.
4. Foster leadership development among Hispanic/Latino students from member institutions in order to widen their opportunities for success in Higher Education.
5. Provide access to up-to-date resources for faculty, administrators, and students from member institutions.
6. Foster the development and implementation of best practices.
7. Facilitate, promote, and nurture strategic alliances among members and with the academic, government, corporate, and non-profit sectors.

**Principles that Guide our Work**

- Innovation
- Collaboration
- Strategic networking and alliance-building
- Culture of service
- Ongoing organizational learning and growth
- Leadership development
- Commitment to our members

**2017-2020 STRATEGIC PRIORITIES**

In order to accomplish its mission and advance towards its vision for 2020, HETS will center its work on three major strategic areas, placing emphasis on five strategic priorities, based on the results of its previous work and the feedback obtained from members and partners.

**Core Strategic Areas**

1. **Access**

   This strategic area focuses on increasing Hispanic access to Higher Education and achievement of a Higher Education degree. HETS will aim to help members enhance the potential of their recruitment efforts and increase Hispanics' understanding about opportunities available to access and succeed in Higher Education.

2. **Retention and Successful Completion**

   HETS will promote the strategic use of technology to support, drive, and optimize retention and successful completion of Hispanic students at member institutions.

3. **Online Learning/ Technology Integration**

   Through this core area, HETS will promote and encourage the effective integration of online learning and technology innovation, as means to support student access, retention, and successful completion, placing emphasis on quality teaching and learning and assessment.

**Strategic Priorities**

1. Foster and support the use of technology to facilitate access to Higher Education and overcome Hispanic barriers to education.

2. Promote the meaningful use of technology resources and tools to enhance institutional effectiveness in promoting student success.

3. Help member institutions enhance their capacity to increase retention of Hispanic students.

4. Encourage and support the development, implementation, and dissemination of best practices in the integration of technology and education for the benefit of the academic community.

5. Provide member institutions with the best access to information, activities, and resources to better prepare them to serve Hispanics.

**STRATEGIC AREA 1: ACCESS TO HISPANIC HIGHER EDUCATION**

**Goal:** Foster Hispanic student access and opportunities in Higher Education.

**Objectives:**
1. Increase members' understanding of factors that limit Hispanics' access to Higher Education and strategies to enhance access.
2. Increase awareness among Hispanic students about existing opportunities to access and succeed in Higher Education.

| Strategies | Activities | Performance Indicators |
|---|---|---|
| A. Disseminate research on the factors that limit Hispanics' access to Higher Education and successful strategies using technology to help overcome existing barriers to Higher Education. | 1) Encourage publication of research articles related to Hispanic access to Higher Education in the HETS Online Journal.<br><br>2) Disseminate research topics from articles through social media networks, Virtual Plaza, the HETS website, and email campaigns. | a) Publish at least four (4) articles annually (two per issue) on Hispanic access to Higher Education on the HETS Online Journal during the 2017-2020 period.<br><br>Data/statistics to measure:<br><br>- HOJ article readership (views and downloads)<br>- Web statistics (views)<br>- Social networks (likes, shares, retweets) |
| B. Disseminate best practices and successful models on the use of technology to help Hispanics overcome existing barriers to Higher Education. | 1) Share research findings and best practices through the HETS Best Practices Showcase (face to face and virtual every other year and one regional BPS event per year).<br><br>2) Disseminate best practices identified and showcased through the HETS Website, the Virtual Plaza, social media networks, webinars, and special events. | a) Share annually at least three best practices on the use of technology to help overcome barriers to Hispanic access to Higher Education during the HETS BPS.<br><br>b) Achieve at least 80% average satisfaction with the level of innovation of the practices presented at the BPS.<br>Data/statistics to measure:<br><br>- HOJ article readership (views and downloads)<br>- Web statistics (views)<br>- Social networks (likes, shares, retweets)<br>- |

| Strategies | Activities | Performance Indicators |
|---|---|---|
| C. Share resources to guide Hispanic students through career exploration, potential post-secondary institutions, admissions processes, standardized tests, financial aid, and degree programs. | 1) Provide access to online resources through the *Student Placita* at the Virtual Plaza for prospective Hispanic college students (undergraduate and graduate).<br><br>2) Provide access to the Testing and Education Resource Center (TERC) tool from Cengage Learning.<br><br>3) Conduct an annual Academic Fair as part of the HETS Best Practices Showcase in coordination with member institutions and other partners.<br><br>4) Conduct an annual Student Leadership Showcase as an opportunity to connect with students from member institutions and collaborate with student organizations and leaders in showcasing opportunities available for Hispanic students.<br><br>5) Participate in member institutions' graduate fairs.<br><br>6) Conduct a Virtual Academic Fair in 2021 | a) Achieve at least 5,000 unique visits to the access-related sections of the Student Placita by the end of the Year 1 of the strategic period (2017-2018).<br><br>b) Increase the number of unique visits by 25% annually during years 2 and 3 of the strategic period.<br><br>c) Increase the number of visits to the TERC by 30% annually, compared to year ending on June 30, 2017.<br><br>d) Increase the number of Academic Fair participants by 25% annually, compared to year ending on June 30, 2017.<br><br>e) Increase the number of students impacted through the Student Leadership Showcase/Tour and graduate fairs by 25% annually, compared to year ending on June 30, 2017.<br><br>Data/statistics to measure:<br><br>- Virtual Plaza statistics (unique visits)<br>- Social networks (likes, shares, retweets) |

| Strategies | Activities | Performance Indicators |
|---|---|---|
| D. Facilitate processes for students moving to the United States to pursue a post-secondary degree (new undergraduate students, undergraduate transfer students, and graduate students). | 1) Establish contact with directors of Admissions at member institutions in the US (Year 1).<br><br>2) Conduct an inaugural online discussion with Directors of Admissions in the US (Year 1).<br><br>3) Identify Admissions resources and tools available at US member institutions (Year 1).<br><br>4) Upload online resources in coordination with Admissions staff at US member institutions.<br><br>5) Develop and implement a strategy in collaboration with Admissions staff at member institutions to facilitate processes for students moving to the US (Years 2 and 3).<br><br>6) Collaborate with member institutions in the development of a mechanism to track recruitment, retention, and graduation of these students. | a) Connect with Admissions staff from at least 60% of all member institutions in the US during year 1.<br><br>b) Achieve participation of Admissions staff from at least 60% of all member institutions in the US in regular online discussions throughout years 1 to 3.<br><br>c) By the end of Year 2, gather commitment from Admissions staff from at least 60% of all member institutions in the US to participate in collaborative initiative to facilitate processes for students moving to the US.<br><br>d) Development and piloting of recruitment, retention, and graduation tracking mechanism or instrument. |
| E. Promote think-tank discussions among members on key Hispanic access issues and existing institutional needs in this area. | 1) Encourage active participation of the HETS Task Force focused on "Access" issues by providing an online space through the HETS Commons.<br><br>2) Incorporate Admissions Staff to the HETS Task Force. | a) Encourage at least two online interactions per semester through the HETS Commons (years 1 to 3)<br><br>b) Assure participation of at least three Admissions staff members in the HETS Task Force every semester from years 1 to 3. |

**CORE STRATEGIC AREA 2: STUDENT SUPPORT AND RETENTION**

**Goal:** Optimize the capacity of member institutions to use technology to enhance student retention initiatives.

**Objectives**:

1. Increase knowledge and understanding about strategies to enhance Hispanic student retention.
2. Build awareness about existing best practices and successful models using technology to improve student support and retention.
3. Foster the development of student support, motivation, engagement, and retention practices.
4. Support member institutions' retention efforts through the provision of complementary student support services.

| Strategies | Activities | Performance Indicators |
|---|---|---|
| A. Disseminate research on key support, motivation, and retention strategies for Hispanic students. | 1) Encourage publication of research articles related to student support and retention in the HETS Online Journal.<br><br>2) Disseminate research topics from articles through social media networks, Virtual Plaza, the HETS website, and email campaigns. | a) Publish at least six (6) articles annually (3 per issue) on Hispanic student support and retention in the HETS Online Journal during the 2017-2020 period.<br><br>Data/statistics to measure:<br>- HOJ article readership (views and downloads)<br>- Web statistics (views)<br>- Social networks (likes, shares, retweets) |
| B. Disseminate best practices and successful models on the use of technology as a means to improve Hispanic student retention levels. | 1) Share research findings and best practices through the HETS Best Practices Showcase (face to face and virtual every other year and one regional BPS event per year).<br><br>2) Disseminate best practices identified and showcased through the HETS Website, the Virtual Plaza, social media networks, webinars, and special events. | a) Share annually at least three best practices on the use of technology to improve Hispanic student retention levels during the HETS BPS.<br><br>b) Achieve at least 80% average satisfaction with the level of innovation of the practices presented at the BPS.<br><br>Data/statistics to measure:<br>- HOJ article readership (views and downloads)<br>- Web statistics (views)<br>- Social networks (likes, shares, retweets) |

| Strategies | Activities | Performance Indicators |
|---|---|---|
| C. Promote and support the implementation of student support services at member institutions that take advantage of technology resources to improve retention. | 1) Provide professional development opportunities through online workshops and special events.<br><br>2) Continue offering existing student support online workshops<br><br>3) Develop one online workshop on "Managing Analytics from Blackboard and Moodle For Retention and Student Assessment" | a) Develop one new student support professional development offering during Year 1.<br><br>b) Develop mini-workshops focused on specific student support skills on Year 2.<br><br>c) Train at least 50 student support staff annually.<br><br>d) Achieve at least 80% workshop completion. |
| D. Promote think-tank discussions on key Hispanic retention issues and existing institutional needs in this area. | 1) Encourage active participation of the HETS Task Force focused on student support and retention issues by providing an online space through the HETS Commons. | a) Encourage at least two online interactions per semester through the HETS Commons (years 1 to 3). |
| E. Provide students with access to online student support services and resources. | 1) Expand availability of online resources, tools, and student support services through the Student Placita at the HETS Virtual Plaza.<br><br>2) Optimize existing tools using current technology to make them more interactive and appealing to students.<br><br>3) Continue promoting the use of HETS student support services through online Student Support Services workshops and virtual events of the Student Ambassador Program.<br><br>4) Train Student Support Staff at member institutions on the student support services provided by HETS, preparing them to promote the services and guide students on the use of the tools available to them (face to face in Puerto Rico and through webinars and video calls for those from US institutions). | a) Achieve at least 5,000 unique visits to the student support sections at the Student Placita by the end of the Year 1 of the strategic period (2017-2018).<br><br>b) Increase the number of unique visits by 25% annually during years 2 and 3 of the strategic period.<br><br>c) Train student support staff from at least 80% of member institutions in Puerto Rico and 60% of member institutions in the US by June 30, 2020. |

| Strategies | Activities | Performance Indicators |
|---|---|---|
| F. Connect with students from member institutions in collaboration with leadership from student organizations to provide insights and guidance on support services and other opportunities available to students through HETS. | 1) Identify and recruit leadership from student organizations.<br><br>2) Conduct the Student Leadership Showcase and Tour on an annual basis via Zoom.<br><br>3) Disseminate and showcase student innovative projects.<br><br>4) Expand student outreach through the Student Ambassador Program, a peer-driven program in which HETS-trained student leaders reach out and provide orientation/guidance to other students regarding HETS student support services.<br><br>5) Explore and follow up on students' needs through the HETS Student Advisory Committee.<br><br>6) Online training through webinars/virtual meetings to Student Support Staff from institutions in PR and US.<br><br>7) Continue reaching out to the student population through virtual events as part of the Student Ambassadors Program.<br><br>8) Continue sharing bilingual tutorials with some of the members of the HETS Student Ambassadors Program in Puerto Rico to promote the student services available at the *Student Placita* of the Virtual Plaza (12 new videos in Spanish and 11 tutorials in English). | a) Increase the number of students impacted through the Student Leadership Showcase/Tour and graduate fairs by 25% annually, compared to year ending on June 30, 2017<br><br>b) Recruit and train 30 student ambassadors from member institutions in Puerto Rico during Year 1 and 20 student ambassadors from member institutions in the US during Year 2.<br><br>c) Reach out to 10% of the total student population in each campus participating in the Student Ambassadors Program. |

**CORE STRATEGIC AREA 3: ONLINE LEARNING/TECHNOLOGY INTEGRATION**

**Goal:** Enhance the quality of online teaching-learning processes at member institutions.

**Objectives:**

1. Foster optimal faculty performance in online education environments the effective integration, implementation, and use of technology.
2. Support and foster the ongoing development of online learning.

| Strategies | Activities | Performance Indicators |
|---|---|---|
| A. Promote the development and delivery of high-quality student-centered online courses. | 1) Disseminate research and best practices on high-quality and effective online learning, with emphasis on responses to Hispanic student needs, through the HETS Online Journal and the HETS Bes Practices Showcase.<br><br>2) Promote the HETS Online Journal as a means to showcase the work done in online learning, increasing submissions from faculty members, administrators, and researchers, among others.<br><br>3) Promote and share innovative practices in online course design and delivery and student engagement strategies through the HETS Best Practices Showcase.<br><br>4) Share best practices on assessment of online courses and learning outcomes.<br><br>5) Disseminate best practices and successful models through the HETS website, the Faculty Placita at the Virtual Plaza, and social media networks. | a) Publish at least six (6) articles annually (3 per issue) on quality online learning in the HETS Online Journal during the 2017-2020 period.<br><br>b) Increase the number of articles submitted for publication in the HETS Online Journal by 20% annually.<br><br>c) Share annually at least five online learning best practices during the HETS BPS.<br><br>d) Convene at least 100 BPS participants per year.<br><br>e) Achieve at least 80% average satisfaction with the level of innovation of the practices presented at the BPS.<br><br>f) At least 70% of BPS participants belief practices presented as part of this track accomplished the track objective by 80% or more.<br><br>Data/statistics to measure:<br><br>- HOJ article readership (views and downloads)<br>- Web statistics (views)<br>- Social networks (likes, shares, retweets) |

| Strategies | Activities | Performance Indicators |
|---|---|---|
| B. Provide ongoing faculty development opportunities through online workshops, face to face workshops, and special educational events. | 1) Design new professional development activities that incorporate higher levels of interaction among participants, with a practical approach and authentic hands-on experiences to teaching.<br><br>2) Develop new workshops during the strategic period on topics like: Hybrid Teaching; Competency-Based Teaching; Integrating Mobile Technologies "M-Learning"; and Problem-Based Learning (PBL), among others.<br><br>3) Design a "Mini-Workshops Program" to address the needs for particular tools, resources, and methods.<br><br>4) Coordinate webinars in Spanish and English on Distance Learning to support faculty and administrators through this new modality | a) Offer a total of eight training sessions during Year 1 (existing and new), including four face to face opportunities and four online sessions (6 in Spanish and two in English).<br><br>b) Develop three new offerings during Year 1.<br><br>c) Develop two additional offerings on Year 2.<br><br>d) Develop four mini-workshops during Year 1 and another four on Year 2.<br><br>e) Train at least 100 faculty members annually.<br><br>f) Achieve at least 80% workshop completion annually. |
| C. Optimize the effectiveness of online workshops provided to faculty and administrators at member institutions | 1) Assess the quality and effectiveness of workshop offerings by competency through the use of a rubric for workshop formative evaluation. | a) Achieve at least 80% workshop effectiveness by competency assessed.<br><br>b) At least 70% of participants with a passing score of 80% or more. |
| D. Promote think-tank discussions among members on key online learning issues and existing institutional needs in this area. | 1) Encourage active participation of the HETS Task Force focused on online learning, including IT and academic staff from member institutions, by providing an online space through the HETS Commons. | a) Encourage at least two online interactions per semester through the HETS Commons (years 1 to 3). |
| E. Participate in initiatives that support and disseminate research on online learning in the US. | 1) Collaborate with member institutions and partner organization in the US to develop a compilation of presentations on online learning best practices. | a) Development of one report per year per US region. |

**HETS ORGANIZATIONAL GROWTH AND DEVELOPMENT**

The core strategic areas and the work and progress of the organization during the 2017-2020 period will be supported by a series of essential marketing, communications, and development strategies. These strategies are expected to: help increase the visibility of the organization, help maintain effective relations with members, increase the interest of corporate partners and sponsors, attract the interest of external publics, enhance the strategic positioning of the organization, and increase the growth and sustainability capacity of the organization.

**Development and Sustainability**

1. Continue increasing the self-sustainability potential of the organization by strategically diversifying its funding sources.

    a. Increase membership by three (3) new members per year.
        i. Outreach for new member institutions in the United States
        ii. Establish a Member Referral initiative to gather support from Board members in reaching out to new potential member institutions and corporate partners.
    b. Aim for 90% retention of members on an annual basis.
        i. Establish a strategy to promote the value of the membership benefits, including the development of ROI measures to demonstrate organizational effectiveness.
    c. Raise at least $20,000 annually in contributions from corporate partners and sponsors.
        i. Expand the number of corporate partners through the implementation of the HETS Corporate Social Responsibility Program.
        ii. Identify and attract sponsors for HETS web portals, events, and the Student Ambassadors Program.
    d. Maximize results from strategic alliances with corporate partners.
        i. Increase participation in HETS workshops and events through grants/ scholarships from corporate partners (e.g., Blackboard) to support registration of clients (members and non-members).
    e. Increase the inventory of online workshops and certifications.
    f. Develop marketable initiatives to diversify funding sources.
        i. Develop a candidate/talent database to support recruitment of bilingual faculty and nurses, as well as hiring of recent graduates, beginning with a first phase during Year 2 and a second phase on Year 3.
    g. Identify and compete for grant opportunities.
    h. Maintain adequate controls over costs and expenditures.
        i. Gather in-kind promotion support from members (e.g., printing of promotional materials to be distributed within member institutions).
        ii. Maximize membership fee collection by dividing membership fee payment in two installments.

**Internal Relations**

1. Continue establishing relations with administrators at member institutions and increase by 20% the number of new faculty members reached in 2020-2021 (90% of faculty participating in survey had come to know about HETS through their Dean or Director, as well as from colleagues).

2. Develop initiatives to continue reaching and impacting faculty members

   a. Reach 80 faculty members during Year 1.

   b. Increase by 20% annually the number of new faculty members reached on years 2, 3 & 4.

**Marketing and Communications**

1. Increase HETS visibility internally and externally.

   a. Promote HETS consistently and strategically through events, publications, and the HETS Online Journal.

   b. Capitalize on the potential of the HETS Online Journal to serve as a public relations strategy for the Consortium and its members and increase its visibility and recognition.

   c. Identify a variety of virtual opportunities and events to continue promoting HETS.

   d. Promote HETS among external publics through active participation in events from other organizations of interest and events from member institutions.

   e. Establish alliance-building initiatives with similar organizations and corporations with the potential to contribute to the organization and its members.

      i. Establish mutually beneficial partnerships with the National Hispanic Council of Community Colleges during Year 1, EDUCAUSE on Year 2, and HACU on Year 3. (Continue and expand partnership with HACU on Year 4)

   f. Promote HETS products, resources, and activities through print and electronic media.

      i. Strategic use of member institutions' publications and websites
      ii. Opportunities with regional media outlets
      iii. Strategic email campaigns
      iv. News articles
      v. Social media
      vi. Education and technology related conferences
      vii. Networking opportunities

   g. Continue expanding events to mainland institutions, taking advantage of online strategies.

2. Continue coordinating interviews with Corporate Partners to strengthen our collaboration and promote their benefits and services.

3. Continue the Leadership Perspectives: HETS Impact on its Members (Interviews with presidents and other key leaders)