

Celebrating Our **10th** Anniversary

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HETS



Hispanic Educational Technology Services

ANNUAL REPORT 2007-2008

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MESSAGE from the Chairman of the Board



This 2008 marks the fifteenth anniversary of HETS. During the past 15 years we have been able to take education to a new level of practice and delivery and it is our commitment to continue with this unique initiative.

Our Consortium of colleges and universities, the first one of its kind, has changed the lives of thousands of Hispanic students through the savvy use of technology.

Initially, our main interest was to share courses through telecommunications. Today, we are able to promote the use of technology way beyond our expectations. It has been an honor to witness the development of a project which I endorsed since its inception.

Today, leading educational institutions in Puerto Rico and the United States share and discuss important issues as well as the challenges they are encountered with. Through the establishment of state-of-the-art practices, we envision a better future for both academic and student communities.

Furthermore, and of particular importance to its history, HETS has been the byproduct of the involvement and aspirations of its members and their unconditional support.

Throughout 2007-2008, we have experienced significant changes in policies and organizational structure; we have also witnessed a firm direction towards strengthening our organization. This is definitely a great moment for the HETS family.

In the upcoming years, the HETS Consortium will keep its focus on facilitating the use of technology to overcome learners' barriers to college success and completion, and opening new possibilities for the growth of education itself. Options are also being facilitated for other organizations and institutions that wish to accomplish their goals towards education, collaboration, and internationalization through the Consortium's resources and networks. Strategic partnerships will open new opportunities for the development of innovative initiatives among members, as well as new benefits for the learner.

I encourage you to join us in our journey towards success... let us all look at Higher Education through a Higher Vision.

A handwritten signature in black ink that reads "Dr. José F. Méndez".

Dr. José F. Méndez, HETS Chairman
President of the Ana G. Méndez University System

VISION

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

MESSAGE from the Executive Director



It is an honor for me to close the year 2007-2008 with an Annual Report that gathers the best of what the HETS office, together with our members, has been proudly and energetically working on. It is, as well, an immense joy to be able to see how this organization evolves every day, as it adapts to the changes of a competitive and internationalized educational sector.

This year has been an interesting ride. Not only we were able to accomplish several milestones in the implementation of our Strategic Plan, but we have also seen the results of a 15-year period of hard work and invaluable participation from our staff, Board members, and key constituencies at our member institutions. It is especially important to see how members recognize the value of our work and to experience the involvement of members who, year after year, reaffirm their commitment to this organization and the vision it represents.

This next year, we expect to keep growing and reaching new markets in our efforts to support the mission of Higher Education through the promotion and adoption of a higher vision.

We appreciate your trust.

A handwritten signature in black ink.

Yubelkys Montalvo, M.A.
HETS Executive Director

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

We Have a Higher Vision... Together, We Are HETS

Technologies can especially transform service delivery styles and open the doors to a larger spectrum of audiences. In the educational sector, technologies continuously support the facilitation of the teaching-learning process and foster the expansion of a web of services that promote learner success. Moreover, they strengthen institutional capabilities to collaborate with one another in a world where it is increasingly necessary to continuously create options that expand the possibilities for learners both locally and globally.

The Hispanic Educational Technology Services aims to facilitate the effective use of technology in post-secondary institutions that serve and support the Hispanic student population in the United States and Puerto Rico. Together, as a consortia model of educational institutions, HETS is able to make resources accessible and available to members. It also promotes members' expertise to assure the quality and increased opportunities for a wider, more versatile, and more open student population. Given the nature of this organization, three fundamental elements have been part of its history: vision, collaboration, and transformation. With a vision of giving new possibilities to post-secondary education, and through collaboration, we are sure that technology can serve as a way of achieving transformation in education and in the lives of thousands of students.

Promoting the integration of technologies in education is our way of supporting member institutions in accomplishing competitiveness and achieving their ultimate goal, student success, whether nationally or internationally. We strive to create partnerships that build the capacity of member institutions for global education and internationalization. Taking an active role in this organization means taking a leadership role in the future of education, as we are able to manage innovation effectively for the improvement of educational opportunities, but also grow by learning from each other's experiences.

Las tecnologías son capaces de transformar el ofrecimiento de servicios y abrir las puertas a una inmensa diversidad de públicos. En el sector educativo, las tecnologías apoyan continuamente la facilitación del proceso de enseñanza-aprendizaje y fomentan la expansión de una red de servicios que promueven el éxito estudiantil. Más aún, aumentan las capacidades de las instituciones para colaborar unas con otras en un mundo en el que es imprescindible crear opciones que amplíen las posibilidades del estudiante, tanto local, como globalmente.

HETS procura facilitar el uso efectivo de la tecnología en las instituciones de educación post-secundaria que sirven y apoyan a la inmensa población hispana en los Estados Unidos y Puerto Rico. Como un modelo de consorcio entre instituciones educativas, HETS es capaz de proveer las condiciones de acceso y disponibilidad de recursos para sus miembros, así como promover el peritaje de sus miembros para asegurar oportunidades de calidad para una población estudiantil más versátil y amplia. Dada la naturaleza de nuestra organización, tres elementos fundamentales han sido parte de su historia: visión, colaboración y transformación. Con la visión de lograr nuevas posibilidades en la educación superior, y a través de la colaboración, la tecnología puede servir como un medio para lograr la transformación en el sector educativo y en las vidas de miles de estudiantes.

Al promover la integración de tecnologías en la educación, HETS apoya a sus miembros para que logren competitividad en el escenario global y para que alcancen su meta principal: el éxito de sus estudiantes. Procuramos crear alianzas que desarrollen la capacidad de nuestras instituciones miembros para la educación global y la internacionalización. Tomar un rol activo dentro de esta organización equivale a un rol de liderato en el futuro de la educación.



2007-2008 Board of Directors

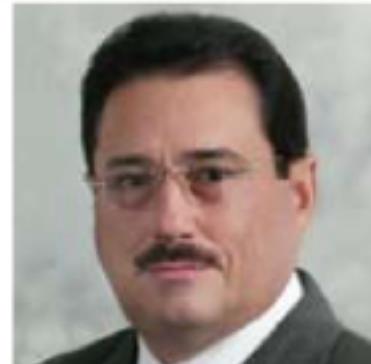
EXECUTIVE COMMITTEE



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Ana G. Méndez University System
HETS Chairman



Dr. Antonio Pérez*
Borough of Manhattan Community
College (CUNY)
HETS Vice-Chairman



Manuel J. Fernós, Esq.*
Inter American University of
Puerto Rico
HETS Treasurer



Dr. Carolyn Williams*
Bronx Community College (CUNY)
HETS Secretary

Board Members



Dr. Myrna Costa*
Antillean Adventist University



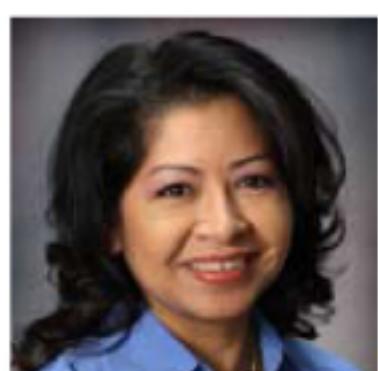
Dr. Robert Messina *
Burlington County College



Dr. Mildred García*
California State University,
Dominguez Hills



Dr. Wayne D. Watson* *
City Colleges of Chicago



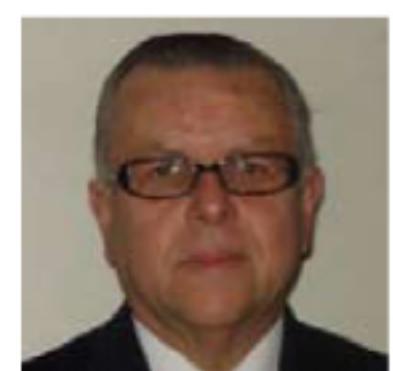
Prof. Martha Perkins
Fort Hays State University
(Board Representative)



Dr. Ricardo Fernández*
Lehman College (CUNY)



Dr. Dolores Fernández *
Hostos Community College (CUNY)



Edwin Ramos, Esq.*
Huertas Junior College –
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*President / **Chancellor

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Pontifical Catholic University
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Queensborough Community
College (CUNY)



Dr. Ileana Rodríguez García*
Carlos Albizu University –
Puerto Rico



Prof. Nilda Nadal Carreras*
Universidad Central de Bayamón –
Puerto Rico



Dr. M. Roy Wilson*
University of Colorado Denver



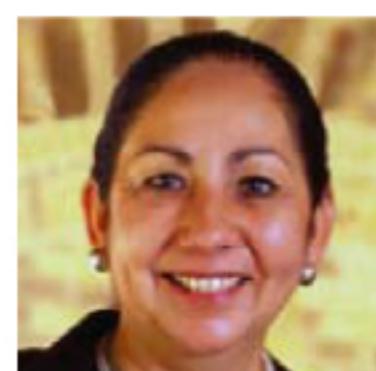
Dr. José J. Rivera*
University of the Sacred Heart –
Puerto Rico



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University of New Mexico
(Board Representative)



Dr. Emma Fernández
University of Puerto Rico
(Board Representative)



Dr. Juliet Garcia*
University of Texas at Brownsville



Dr. Blandina Cárdenas*
University of Texas –
Pan American



Mr. Augusto Failde
Walden University
(Board Representative)

2007-2008 HETS Members

INSTITUTIONAL

California

California State University, Dominguez Hills

John Jay College of Criminal Justice (CUNY)
Lehman College (CUNY)
Medgar Evers College (CUNY)
Queensborough Community College (CUNY)

Colorado

University of Colorado Denver

Pennsylvania

Kutztown University

Florida

Miami Dade College

Puerto Rico

Ana G. Méndez University System
Antillean Adventist University
Carlos Albizu University
Huertas Junior College
Inter American University of Puerto Rico
Polytechnic University of Puerto Rico
Pontifical Catholic University of Puerto Rico
Universidad Central de Bayamón
University of Puerto Rico
University of the Sacred Heart

Illinois

City Colleges of Chicago

Kansas

Fort Hays State University

New Jersey

Burlington County College

New Mexico

University of New Mexico

Texas

University of Texas at Brownsville
University of Texas-Pan American

New York

Borough of Manhattan Community College (CUNY)
Bronx Community College (CUNY)
Hostos Community College (CUNY)

Virtual College

Walden University

CORPORATE

On-Shore Services

NONPROFIT ORGANIZATIONS

Consortium for North American Higher Education Collaboration (CONAHEC)

Plattform Higher Education

Consejo de Educación Superior de Puerto Rico (Puerto Rico Council for Higher Education)

Ramona Munsell & Associates

Educational Testing Service (ETS)

Sallie Mae

Embassy of Spain, Trade Commission (Miami, FL)

Stewart Enterprises, Inc.

Hispanic Information and Telecommunications Network (HITN)

2007-2008

Major Achievements and Developments

The HETS Strategic Plan is framed within the context of three core areas: Technology Resources and Infrastructure, Faculty Development, and Student Support. These three focus areas constitute the operationalization of the HETS mission, as they respond to the specific targets of intervention of the Consortium. Each year, HETS encompasses its activities within these vectors, along with other organizational support goal areas. Year 2007-2008 included a diversity of activities aimed at sustaining and strengthening the organization and providing services and opportunities that responded to members' needs in the three above-mentioned areas. The following accomplishments, strategies, and activities give an overview of the HETS response to these needs and the courses of action taken to accomplish our goals.

Priorities for Year 2007-2008

- Enhance the sustainability capabilities of the organization
- Provide direct services to members
- Reinforce internal relations and increase member participation

Programmatic Goals for 2007-2008

- Promote knowledge exchange on innovative technologies in education
- Deliver cost-efficient Professional Development Events to train academic leaders, faculty members, and support staff, on the effective integration of technology to their educational and support service practices
- Identify members' needs in Technology, Faculty Development, and Student Support areas
- Partner with related organizations and



corporations to strengthen organizational and members' capacities

- Encourage the adoption and implementation of technology to enhance teaching, faculty development, and student support services
- Create strategic task forces to explore and discuss ways to develop and enhance services and technologies that can be collaboratively leveraged as a consortium

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El plan estratégico de HETS está enmarcado dentro del contexto de tres áreas principales: Infraestructura y Recursos Tecnológicos, Desarrollo Profesional de la Facultad y Apoyo al Estudiante. Las mismas constituyen la operacionalización de la misión de HETS, al responder a los puntos específicos de intervención del Consorcio. Cada año, HETS realiza actividades dentro de estos tres vectores, al mismo tiempo que implanta una serie de estrategias de apoyo organizacional.

El año 2007-2008 incluyó una diversidad de actividades dirigidas a sostener y fortalecer a la organización, así como proveer servicios directos y oportunidades que respondan a las necesidades de nuestros miembros en las tres áreas de enfoque. Los logros y actividades reseñados a través de este informe presentan un panorama de la respuesta de HETS a estas necesidades y los cursos de acción tomados para lograr las metas de la organización. Nuestras prioridades este año incluyeron: fortalecer las capacidades de sustentabilidad de la organización, proveer servicios directos a los miembros, reforzar las relaciones internas, y aumentar la participación activa de los miembros.

Metas Programáticas 2007-2008

- Promover el intercambio de conocimientos sobre tecnologías innovadoras en la educación
- Realizar eventos costo-efectivos de desarrollo profesional para adiestrar a líderes académicos, miembros de facultad y personal de apoyo, en la integración efectiva de tecnología a sus prácticas de educación y servicio
- Identificar necesidades en las áreas de tecnología, desarrollo de facultad y apoyo al estudiante
- Establecer alianzas con organizaciones y corporaciones para fortalecer nuestras capacidades organizacionales y las de nuestros miembros
- Fomentar la adopción e implantación de tecnología para mejorar la enseñanza, las oportunidades de desarrollo profesional, y los servicios de apoyo al estudiante
- Crear grupos de trabajo estratégicos para explorar y discutir formas de desarrollar servicios y adquirir tecnologías

During 2007-2008, incomes from membership goals were achieved by 134%. This was the result of a year of active involvement in the educational community and a myriad of opportunities of public exposure for the Consortium.

Five (5) new institutional members and two (2) new nonprofit members affiliated to HETS, expanding not only the organization's membership base, but also the diversity of its members and the opportunities to evolve, learn, and engage in new educational and technology discourses. New members during the year 2007-2008 included: Fort Hays State University (Kansas, USA); Walden University (the first HETS virtual college member); Antillean Adventist University (Puerto Rico); Huertas Junior College (Puerto Rico); University of Colorado Denver (Colorado, USA); Hispanic Information and Telecommunications Network, Inc. (nonprofit member); and the Educational Testing Service (nonprofit member).



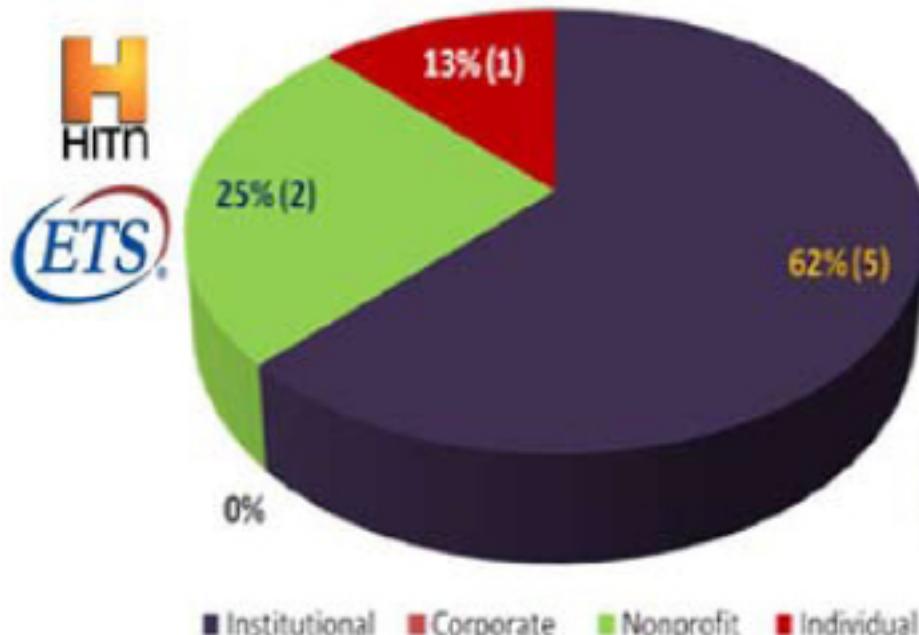
EXPANDING OUR FAMILY: Outstanding Membership Growth

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Durante el año 2007-2008, las metas de aumento en los ingresos provenientes de cuotas de membresía, fueron alcanzadas en un 134%. Esto fue el resultado de un año de participación activa en la comunidad educativa y una diversidad de oportunidades de exposición y promoción en distintos foros a nivel local y en Estados Unidos.

Cinco (5) nuevas instituciones miembros y dos (2) nuevos miembros corporativos no lucrativos se afiliaron a HETS, expandiendo, no sólo la base de nuestra membresía, sino también la diversidad de miembros y las oportunidades para todos ellos de desarrollarse, aprender e involucrarse en nuevos discursos educativos y tecnológicos.

Los nuevos miembros afiliados en el 2007-2008 fueron: Fort Hays State University (Kansas, USA); Walden University (primera institución miembro virtual); Universidad Adventista de las Antillas (Puerto Rico); Huertas Junior College (Puerto Rico); University of Colorado en Denver (Colorado, USA); Hispanic Information and Telecommunications Network, Inc.; y el Educational Testing Service.



STRENGTHENING OUR SUSTAINABILITY: Achieving Income Goals

Organizational development has been a special priority during the last year. The focus on this vector has been parallel to its emphasis on providing direct services. It has been considered of particular importance in preparing the organization to achieve its strategic goals for the next years.

A significant part of HETS' plan for sustainability and organizational development is the possibility of establishing a professional development business service that, at the same time, supports the accomplishment of its mission and the delivery of direct services to enhance members' capabilities. The HETS Professional Development Events (PDEs) have been able to provide HETS with these requirements.

This year, HETS delivered a total of 15 face to face workshops and two online workshops, representing more than \$35,000 in income for the organization. Together with the successful accomplishment of membership income goals, HETS was able to surpass the \$50,000 income mark for 2007-2008.

El desarrollo de la organización ha tenido especial prioridad durante este año. El enfoque en este vector estratégico ha sido paralelo al énfasis en el ofrecimiento de servicios directos. Se ha considerado con particular importancia en la preparación de la organización para alcanzar sus metas estratégicas de los próximos años.

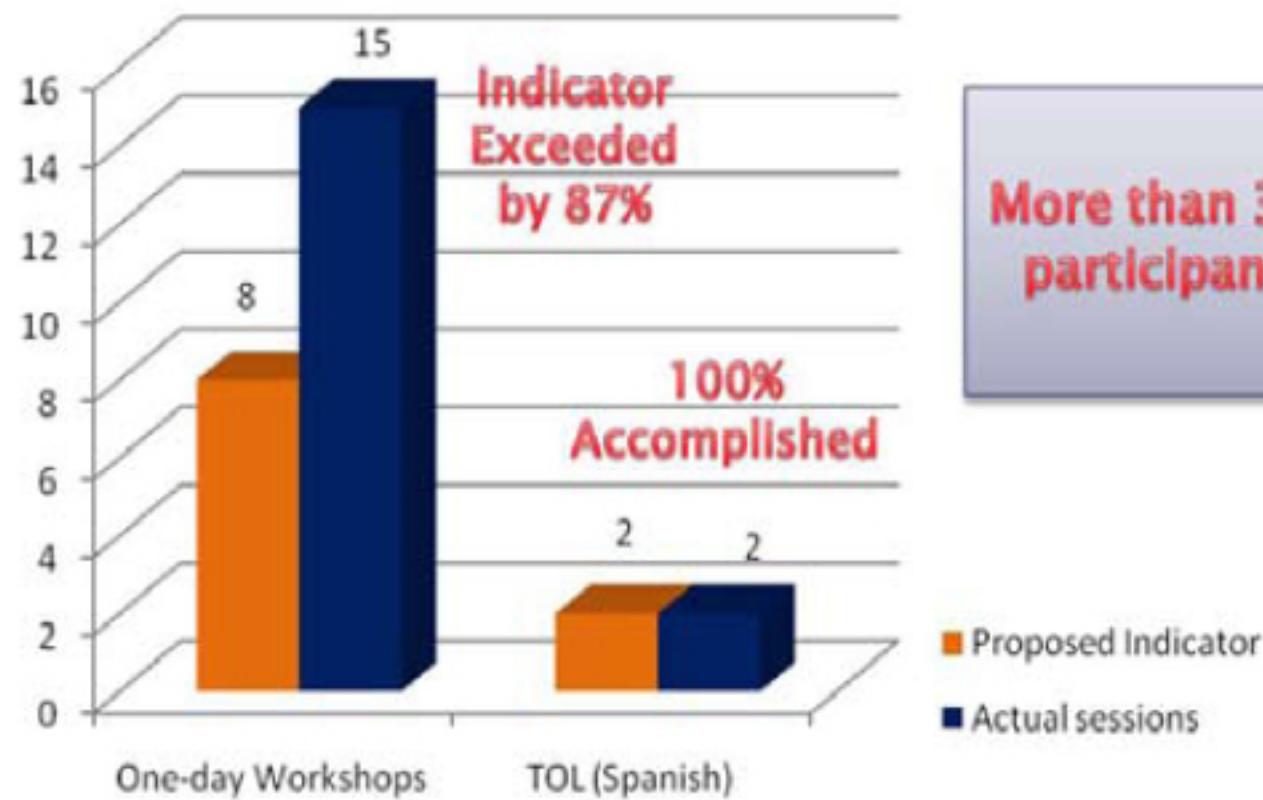
Un componente clave del plan de HETS para la sustentabilidad y el desarrollo organizacional, es la posibilidad de establecer una unidad de negocios orientada al desarrollo profesional que, a su vez, apoye las estrategias diseñadas para ofrecer servicios directos que fortalezcan las capacidades de sus miembros. El programa de eventos de desarrollo profesional de HETS (PDEs, por sus siglas en inglés) ha provisto las condiciones necesarias para cumplir con estos requisitos.

Este año, HETS ofreció un total de 15 talleres presenciales y dos talleres en línea, generando más de \$35,000 en ingresos para la organización. Junto con el logro exitoso de las metas de ingreso por cuotas de membresía, HETS superó la marca de \$50,000 en ingresos.



THE HETS SIGNATURE: Professional Development Events (PDEs)

In an effort to promote the continuing professional development of our members and support the growth of distance education in higher education, HETS has centered its recent efforts in the creation of a series of professional development events (PDEs). These include a face to face and online certification opportunities for members in Puerto Rico and a "Training-the-Trainer" series for our members in the United States Northeastern Region.



Experts from our member institutions in Puerto Rico are currently delivering several workshop sessions to certify member constituencies in the "Integration of New Technologies in Higher Education". This is a completely face-to-face opportunity of continuing education in Spanish with successful results among faculty and student support staff in the Island. HETS has been offering the basic certification for a while, with the participation of more than 300 faculty and administrators this past year. Given the progress and response to this initiative, the Consortium added an advanced certification for those ready to add up to their practice the newest developments in technology, distance education, and online support. Each of these certifications earns the participant a total of almost three Continuing Education Units. Topics include: Online Support Services for Faculty; Design and Creation of an Online Educational Module; Online Course and Faculty Assessment; and Online Services for Students.

Both certifications intend to prepare participants to:

- Explore, learn, and apply the use of blogs, wikis, and Web 2.0 applications to create networks and social virtual communities, and share discussions on significant educational issues with other communities
- Effectively and creatively use web technologies that foster dialogues and interactions with students
- Develop educational modules that integrate multiple media and resources
- Self-assess their skills in the integration of technologies and the development of instructional modules
- Analyze and apply assessment alternatives for online education and the integration of information technologies in education
- Achieve pedagogical objectives through virtual communities and the practice of virtual teamwork
- Design online support services for students, using tutorials and electronic portfolios as student support alternatives



A NEW APPROACH TO HETS PDEs

In order to plan a service structure for members in the Northeast region, HETS identified a specific set of potential professional development areas tailored to the interests of this population, as they differed from the institutions in Puerto Rico. From this perspective, HETS developed a workshop concept better suited for their needs and interests. The "Training-the-Trainer" Workshop Series, conceptualized as a result of this assessment, seeks to provide a professional development option for a group of members that already have training programs in place, but still need to fully and effectively engage faculty and student support staff in their online learning and services plans. It considers the vast experience of many faculty and support staff at member institutions, encouraging the involvement of internal talents to promote new technologies and modalities of learning and support our student populations. This "colleague-to-colleague" approach also promotes the discussion of significant topics for the educational community. Training areas are expected to focus on "Faculty Training for Technology Integration in the Classroom" and "Technology Integration for Student Success".

OTHER EDUCATIONAL APPROACHES

As part of its educational agenda, during 2007-2008, HETS also collaborated with organizations like the Puerto Rican Distance Learning Association (APAD), in coordinating and delivering educational events locally.

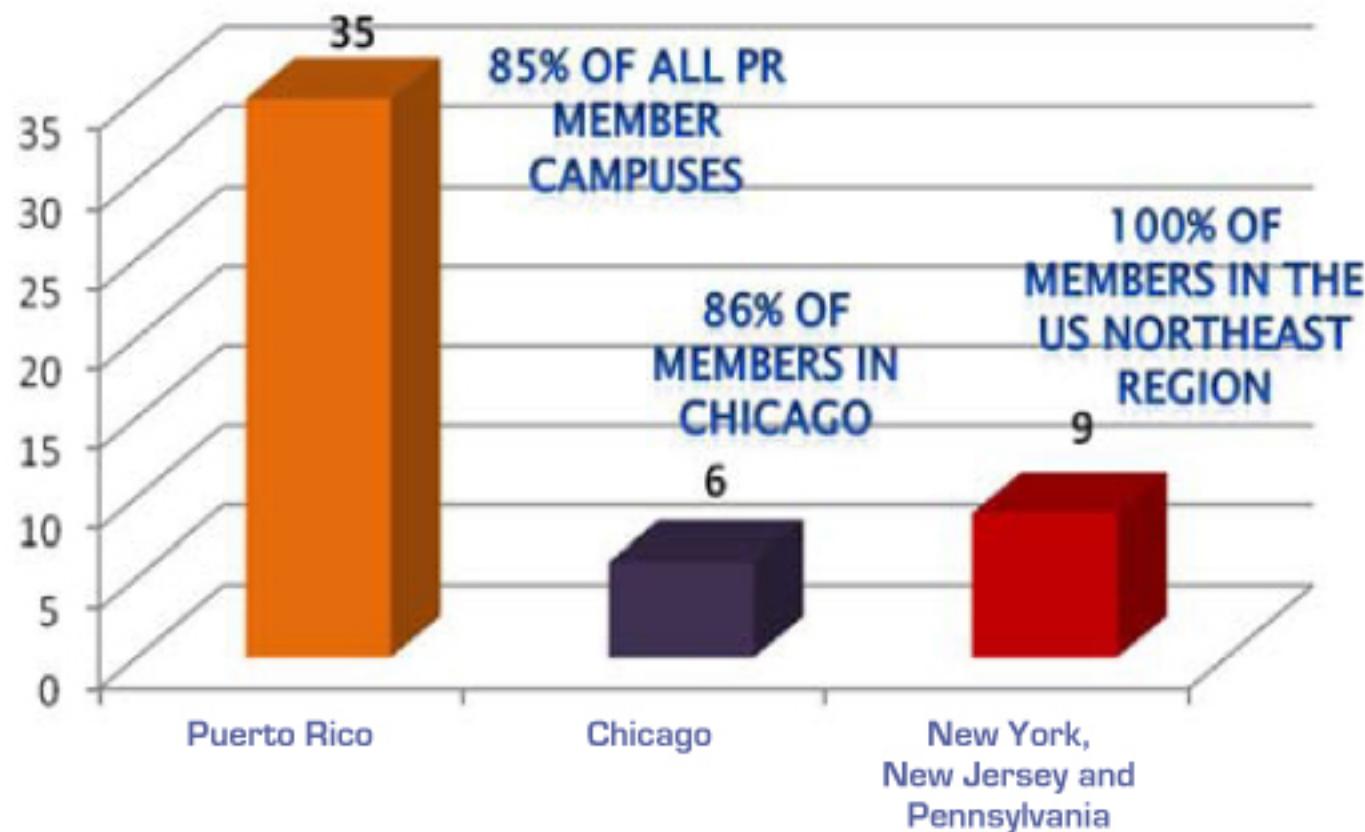


HETS ha centrado sus esfuerzos en el desarrollo y ofrecimiento de una serie de eventos de desarrollo profesional presencial y en línea (popularmente conocidos como PDEs, por sus siglas en inglés). Éstos incluyen una oportunidad de certificación para los miembros de Puerto Rico y una serie para adiestradores dirigida a los miembros en la región noreste de los Estados Unidos.

Expertos de instituciones miembros en Puerto Rico ofrecen actualmente sesiones prácticas que procuran certificar a los participantes en la "Integración de Nuevas Tecnologías en la Educación Superior". Durante el segundo semestre del 2007-2008, se comenzó a ofrecer una certificación avanzada. Tanto la certificación básica como la avanzada tienen un valor de casi tres créditos de educación continua.

HETS identificó, además, un conjunto específico de áreas de desarrollo profesional dirigidas a las necesidades de las instituciones en Nueva York, Nueva Jersey y Pensilvania. La misma consiste en una serie de talleres para "adiestrar a instructores" que puedan promover la adopción de tecnologías en la enseñanza y el ofrecimiento de servicios de apoyo al estudiante.

Como parte de su agenda educativa, HETS se unió también este año a la Asociación de Aprendizaje a Distancia (APAD) para coordinar un evento sobre la educación a distancia en Puerto Rico.



HETS AROUND THE CAMPUS: Visiting Our Members

In terms of member relations and promotion, during 2007-2008, HETS managed to reach 85% of all members in Puerto Rico, 86% of members in the Chicago area, and 100% of HETS members in the United States Northeast area through a total of 50 campus visits.

These visits gave HETS not only the opportunity to assess members' technology and faculty development needs, but also to increase member institutions' interest in developing collaborative initiatives with other universities. They have proven to be an effective strategy to further support members and achieve the mission of the organization.

In identifying these needs and challenges, HETS intends to find effective ways to support all its institutions in implementing the best approaches, making savvy decisions regarding technology systems, finding new opportunities, and collaborating for a successful technology development and integration. This has also been a key strategy in our efforts to establish effective relations with our members, promote our mission, and engage members in activities that can further benefit their own institutions and colleagues at other member institutions.

Some of the most relevant findings of these campus visits include the need to develop initiatives to strengthen technology implementation and student support capabilities, the importance of promoting HETS internally to increase member involvement, and the existing interest in collaborating with other members, something found in previous assessment efforts.

Certainly, there are institutions with vast expertise in technology and faculty development for technology adoption that can serve as resources to train and support other members. HETS' experience with institutions in Puerto Rico, for instance, shows that it is possible to coordinate the participation of experts in different areas to share their thoughts, knowledge, and experiences with other members. This has been a very successful model so far.

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Como parte de los esfuerzos de mantener relaciones fructíferas con sus miembros y promover sus servicios, HETS logró visitar el 85% de los miembros en Puerto Rico, 86% de los miembros en Chicago y el 100% de los miembros en el noreste de los Estados Unidos. Estas 50 visitas a las instituciones le permitieron a HETS acercarse a sus miembros para explorar sus necesidades e intereses y aumentar su interés en desarrollar iniciativas y colaboraciones con otras universidades afiliadas.

Estos esfuerzos han demostrado ser una estrategia efectiva de apoyo a los miembros, a la vez que se logra la misión de la organización. A través de éstos, HETS puede explorar formas efectivas de apoyar a sus instituciones miembros en la implantación de acercamientos innovadores, la toma de decisiones estratégicas con relación a los sistemas de tecnología y en la colaboración para una integración costo-efectiva de las tecnologías.

Uno de los resultados más significativos de estas dinámicas es la identificación de instituciones con recursos internos de vasta experiencia para apoyar a otros miembros en la implantación de tecnologías efectivas para el desarrollo de oferta académica en línea y de servicios de apoyo al estudiante, entre muchas otras áreas de necesidad.

HETS Hispanic Educational Technology Services

Special Report

SEPTEMBER 2007

Technology for Student Retention and Success



College Student Retention is a major priority for many institutions in the United States, including Puerto Rico. Some of these institutions are very aware of the magnitude of the problem in their respective context, but others are still dealing with ways of understanding the reality of retention among their students.

In days where technology has become an integral part of every institution and organization in our society, student success should be easier to manage from a data point of view. Even when factors influencing dropout behavior are still under study, having information available makes it easier to analyze students' situation within each institution. However, for some college institutions, this is still a problem. While technology investments have taken place continuously, lack of useful and strategically integrated data limits the potential of using information systems as a tool to improve student retention.

The Hispanic Educational Technology Services Consortium (HETS), aimed at supporting its member institutions' strategies for student success through technology, launched a series of roundtable sessions on Student Retention and Success in order to better understand the phenomenon in its institutions and explore ways of better serving these purposes. The "Synergies for Student Success" series took place in both Puerto Rico and New York during 2007.

This special report highlights the results of these two events, especially focusing on strategies that have been implemented along different institutions in order to promote student success and increase retention rates. It also centers on existing challenges to an effective use of technology for these purposes and institutional needs.

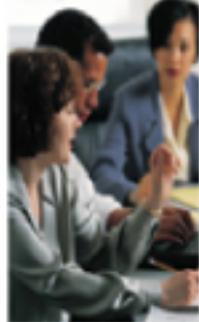
SPECIAL POINTS OF INTEREST:

- Planning for Retention and Student Success
- Retention and Student Success Strategies
- Uses and Impact of Technology for Retention and Student Success
- Challenges to an Effective Use of Technology for Student Retention and Success
- Areas of Need and Interest for Member Institutions

Participating Institutions

The information gathered in this report responds to the needs and strategies identified through roundtable discussions among faculty, information technology administrators, student support staff, and financial aid personnel from the following institutions:

Inter American University of Puerto Rico	University of Puerto Rico
Abs G. Mendez University System	Queensborough Community College
University of the Sacred Heart	John Jay College of Criminal Justice
Polytechnic University of Puerto Rico	Borough of Manhattan Community College
Pontifical Catholic University of Puerto Rico	Medgar Evers College
Humacao Community College	Hostos Community College
Carlos Albizu University, San Juan Campus	




NEW FACE, NEW SERVICE OPTIONS: The HETS Website

During this year, the HETS website was redesigned to improve both its image and functionality. It contains a sleek and easy-to-navigate structure that, at the same time, conveys an organized a series of modules easy-to-manage administratively. With an open architecture, the new HETS website is prepared to add new functionalities and adapt itself to the future Internet and education trends. In addition to its structure and look, the website includes several benefits for HETS members, such as a members-only section with exclusive access to tools, collaboration resources, online resources, and publications. It has also opened new spaces for collaboration in an online environment, based on the current Web 2.0 trends, taking advantage of the popularity and usefulness of social networking. These collaborative resources serve as a communication medium and foster the social interac-

tion between members working on special projects, papers, and seminars, among others. Tools to benefit members include:

- Blogs
- Discussion forums
- Chat rooms
- Interactive surveys
- Wikis

Through the new website, a group of members interested in working on a project will be able to create one, work together in private pages, post comments, share opinions on the latest educational topics, upload documents, and create polls. Students are also expected to be able to work in learning communities. These tools are, especially, a support to member committees, task forces, and collaborative teams.

The screenshot shows the HETS website homepage. On the left, there's a sidebar titled 'SURVEY' with a question about technology integration and five options: Online Learning, Administrative Management, Student Support, Networking, and Research. The main content area features a large image of students in a classroom setting with the text 'HIGHER ED... HIGHER VISION'. Below this are news articles and a 'HETS Events' section. A 'HETS Login' form is located on the right side of the page.

The screenshot shows the HETS website blog page. The main content is a blog post titled 'Achieving the Healthy Balance between the Human and Technology Sides of College Education'. The sidebar on the left is identical to the one on the homepage, featuring the survey question and five options.

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Durante este año, la página en Internet de HETS fue rediseñada con el objetivo de mejorar tanto su imagen como su funcionalidad. Este diseño provee una estructura más agradable y fácil de navegar. A su vez, contiene una serie de módulos fáciles de manejar administrativamente. Con una arquitectura abierta, la nueva página provee lo necesario para añadir funciones y adaptarla a las tendencias en la educación y la red cibernetica. Además, contiene varias utilidades exclusivas para los miembros de HETS. Entre éstas, una sección para miembros con acceso a herramientas, recursos de colaboración, recursos en línea y publicaciones.

Como parte de estas herramientas, los miembros pueden acceder a espacios de colaboración en un ambiente en línea creados con las tendencias de la Web 2.0, que toma ventaja de la popularidad, interactividad y utilidad de las redes sociales. Estos recursos colaborativos sirven como medios de comunicación e interacción para miembros que trabajan en equipos en diversidad de proyectos, investigaciones y seminarios, entre otros. Los mismos apoyan, además, el trabajo de los comités de HETS.

Se espera que este nuevo "website" sirva también como un espacio para que los estudiantes trabajen en comunidades de aprendizaje.



JOINING FORCES TO PURSUE OUR GOALS: The HETS Task Forces

HETS' three Task Forces on Technology, Faculty Development, and Student Support were established and gathered in December 2007. The HETS task forces are groups of inter-institutional professionals from member institutions intended to support the development and implementation of activities and services of benefit to our institutional stakeholders: students, faculty, student support personnel, and staff from technology-related departments. These task forces respond to our purpose of better serving Hispanic students in succeeding in college through effectively integrated technologies, taking into consideration the importance of supporting faculty and institutional administrators in this process. The general goals of this initiative are to: discuss services and technologies that can be collaboratively leveraged as a consortium; conceptualize collaborative projects that respond to institutional needs; and support members with assessment tools that can further strengthen their technology, teaching, and service infrastructures.

All three task forces focused this last year on assessing the respective scenes in each of the areas assigned. The Technology Task Force completed the assessment and discussed results and recommendations with Board members during the June 2008 meeting in New York. After completing this first general assessment successfully, this task force moved on to the development of its second survey, specifically focused on Smart Classrooms. Both the Faculty Development and the Student Support task forces are developing their first assessment surveys.

En diciembre de 2007, tres equipos de trabajo conformados por miembros del Consorcio, fueron establecidos para apoyar a la organización y sus instituciones miembros en las áreas de Tecnología, Desarrollo de Facultad y Apoyo al Estudiante. Estos equipos inter-institucionales procuran apoyar el desarrollo y la implantación de actividades y servicios que beneficien a toda la comunidad universitaria: estudiantes, facultad, personal de apoyo al estudiante y administradores de tecnología y educación a distancia, entre otros.

Esta iniciativa integra la participación y, más aún, el peritaje y la experiencia de líderes claves de nuestras instituciones, en procesos de asesoramiento y estudio de necesidades para responder a las necesidades de los miembros del Consorcio. Estos equipos generan, además, discusiones importantes con relación a los servicios y las tecnologías que pueden adquirirse o implantarse como consorcio, y conceptualizan proyectos y herramientas cooperativos que responden a necesidades en común.

Durante el 2007-2008, los tres equipos comenzaron a explorar los escenarios de cada una de sus respectivas áreas. Se llevó a cabo el primer análisis formal de las capacidades tecnológicas de los miembros como parte de la agenda del equipo de tecnología. Este grupo comenzó a desarrollar una segunda encuesta, enfocada en "salones inteligentes". Los grupos de desarrollo de facultad y apoyo al estudiante diseñaron sus respectivos estudios exploratorios para evaluar las necesidades en cada una de estas áreas.

2007-2008

HETS Task Forces

TECHNOLOGY TASK FORCE

Warren Ashley, California State University, Dominguez Hills
René Sainz, University of Texas at Brownsville
Luis E. González, Ana G. Méndez University System
Oscar Hernández, Ana G. Méndez University System
David Sánchez, University of New Mexico
Debbie Knotts, University of New Mexico
Harry Ruiz, Inter American University of Puerto Rico
Carmen Cintrón, University of the Sacred Heart
Ruth Ann Balla, Miami Dade College

FACULTY DEVELOPMENT TASK FORCE

Nilda González, Huertas Junior College
Sandra Mirabal, Ana G. Méndez University System
Lydia Espinet, University of the Sacred Heart
Angel González, City Colleges of Chicago
Derrik Smith, City Colleges of Chicago
Dan L. King, Queensborough Community College
Michelle Cuomo, Queensborough Community College
Maritza Ortiz Aponte, Universidad Central de Bayamón
Bin Zhang, University of Texas at Brownsville
Sara Vega, Polytechnic University of Puerto Rico
Robert Whittaker, Lehman College

STUDENT SUPPORT TASK FORCE

Luis F. Rodríguez, Ana G. Méndez University System
Pedro Fraile, University of the Sacred Heart
María G. Veaz Morales, Ana G. Méndez University System
Manuel Cordero, Ana G. Méndez University System
Emma Encarnación, Inter American University of Puerto Rico
DeResse Parram, City Colleges of Chicago
Isaac Zuniga, City Colleges of Chicago



HETS TASK FORCES: SCOPE OF WORK

Group discussions among task force members led to the establishment of work agendas to meet the needs of HETS institutions in these areas. The Technology Task Force, for instance, agreed that a main challenge for the group was to identify new technologies that will successfully support member institutions in communicating with each other, just as HETS founding members effectively networked through satellite communication in the past. For the Faculty Development Task Force, priorities include: (1) the creation of a clearinghouse of relevant statistical data pertaining to HETS member institutions; (2) the establishment of a repository of research theses related to main faculty development issues to HETS' members; (3) sharing of best practices in faculty development; and (4) developing a database of expert resources in special topics related to faculty development. The Student Support Task Force agreed to focus on assessing existing student support services offered at member institutions and how to work collaboratively to support the development of this area of service through technology.

EXPLORING THE TECHNOLOGY SCENARIO: THE HETS MEMBER TECHNOLOGY ASSESSMENT

The Technology Task Force administered a technology assessment survey to member institutions, achieving a 67% response rate. This survey specifically explored the existing technology infrastructure, resources, and capabilities of member institutions. One of the most relevant results of this assessment was that 50% of participating member institutions is technology equipped. However, despite the Internet revolution, most members only have about 10% online courses and a small percentage of hybrid courses. The one thing that seemed to be true for most campuses is that they have face to face courses that use technology in some way, whether in the form of presentations, as actual classes, or as a course website. Fifteen out of the 20 are using Blackboard, something to consider when developing a technology initiative among institutions. However, most campuses are not maximizing the use of learning management systems, although the cost is basically the same for all.

The Task Force explored the possibility of HETS providing a technology option that mirrors the satellite delivery system that originally started the Consortium. According to survey results, while 15 members are capable of doing videoconferencing, they vary greatly on the systems used for these purposes. Similarly, whereas twelve of the 20 members are capable of doing webcasting, they use very different systems.

This report led the Board to suggest three areas of potential development that could turn into windows of opportunities for HETS: (1) the development of joint proposals among expert institutions to help other members further develop Smart Classrooms; (2) providing consulting in Learning Management Systems to support other institutions; and (3) effectively developing the use of webcasting.

Cada uno de los comités de trabajo estableció discusiones claves durante el año para establecer la agenda de trabajo y los principales enfoques a desarrollarse en los próximos años. El grupo de Tecnología, por ejemplo, concluyó que uno de sus principales retos sería la identificación de nuevas tecnologías para apoyar la comunicación y el establecimiento de redes entre instituciones miembros, así como se hizo durante los comienzos de HETS a través de la tecnología satelital.

Para el grupo de Desarrollo de Facultad, el enfoque será la recopilación de datos estadísticos relevantes en esta área; el establecimiento de un repositorio de investigaciones relacionadas; compartir prácticas innovadoras; y desarrollar una base de datos de recursos expertos. El equipo de Apoyo al Estudiante se concentrará en estudiar los servicios existentes y analizar las formas más efectivas para desarrollar estos servicios a través de la tecnología.

Este año se llevó a cabo el primer estudio exploratorio de las capacidades y necesidades tecnológicas de los miembros del Consorcio, con una tasa de participación de un 67%. Se destacaron los siguientes resultados:

- Un 50% de los participantes están equipados tecnológicamente
- A pesar de la revolución tecnológica, la mayoría solo tiene alrededor de un 10% de cursos en línea
- Todos manifestaron integrar de alguna manera la tecnología a sus cursos presenciales
- Quince de los 20 participantes utilizan Blackboard
- La mayoría no ha logrado maximizar el uso de las plataformas de aprendizaje
- A pesar de que tienen capacidad para videoconferencia y "webcasting", los sistemas varían enormemente entre unas y otras

REACHING OUT: The HETS Regional Office in New York

In the interest of replicating in the United States the results of services provided among members in Puerto Rico, HETS embarked this year on the establishment of a regional office in New York. HETS regional office in New York will serve the significant number of members located in this state and vicinity areas. A special Committee was established in January 2008 to further explore the possibility of establishing an office in the New York area. After assessing the needs of affiliated institutions in this region, it was also possible to perceive a great deal of enthusiasm towards collaborating with other institutions, supporting faculty development on new technological trends, and improving online student services.

There was an evident need for services that could be offered by HETS, but, in order to be truly effective, services would have to be tailored to their particular needs, different to those among institutions being served in Puerto Rico. Need for faculty development support among New York institutions was not as significant as their need for support in areas such as online student services and distance learning. In fact, support in creating and implementing complete online programs seemed to be of great interest to institutions in the United States Northeastern region.

During the June 2008 Board of Directors Meeting in New York, Dr. Eduardo Martí, President of Queensborough Community College, shared his interest and willingness to host the HETS New York office, at his institution's Center for Excellence in Teaching and Learning. This is expected to be a good vehicle for faculty development to be done in the area.

BECOMING A LEADER: The HETS Online Educational Review

Academic year 2007-2008 ended in June 2008 with the approval of a proposal to develop HETS' first peer review journal. The HETS Online Educational Review proposes the creation of a manuscript that compiles the best work done in Hispanic education, narrowing it down to the factors that impact Hispanic student retention and the needs of this population in the 21st Century. This project will incorporate the talent of member institutions, as they explore and provide insights about their experience with issues affecting the Latino population in higher education, meaningful to Hispanic Serving Institutions and other institutions that are trying to serve this group.

As established in the proposal presented by Dr. Eduardo Martí, "the objective of these papers is to provide educators a better understanding of factors that contribute to educational success among Latino populations." A committee composed of President Manuel J. Fernós, Dean Douglas Ferrier, Dean Frank Sánchez, and Dr. Martí, volunteered to explore the most successful academic and student services and experiences to ensure success of Latino students.

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En el interés de replicar en los Estados Unidos los resultados de los servicios provistos entre los miembros de Puerto Rico, HETS comenzó este año los procesos para el establecimiento de la primera oficina regional fuera de la Isla en Nueva York. Esta oficina permitirá servir al número significativo de miembros en la región noreste de los Estados Unidos, incluyendo a Nueva York, Nueva Jersey y Pensilvania. A tales efectos, un comité especial, establecido en enero de 2008, exploró la viabilidad de este proyecto y produjo una serie de recomendaciones.

Al explorar las necesidades de estas instituciones, se pudo percibir el gran entusiasmo de éstas hacia la posibilidad de colaborar unas con otras y la evidente necesidad de servicios que atendieran una serie de áreas específicas en común entre estas instituciones.

Durante la reunión de la Junta de Directores en junio de 2008, el Dr. Eduardo Martí, presidente de Queensborough Community College, compartió su interés de alojar la nueva oficina regional de HETS en las instalaciones de su Centro para la Excelencia en la Enseñanza y el Aprendizaje, por lo que se espera que ésta sea un vehículo importante para el desarrollo de la facultad en esta región.

El año 2007-2008 culminó con la aprobación de una propuesta para desarrollar la primera publicación profesional del Consorcio. El "HETS Online Educational Review" propone la creación de una revista en línea que recopile los mejores trabajos en la educación hispana, particularmente con enfoque en los factores que impactan la retención estudiantil y las necesidades del estudiante hispano del Siglo XXI. Este proyecto incorporará el talento de los expertos en las instituciones miembros de HETS, quienes explorarán y compartirán sus experiencias sobre asuntos de la educación superior que afectan a esta población estudiantil. El objetivo principal será proveer un entendimiento de los factores que contribuyen al éxito estudiantil en la población latina.

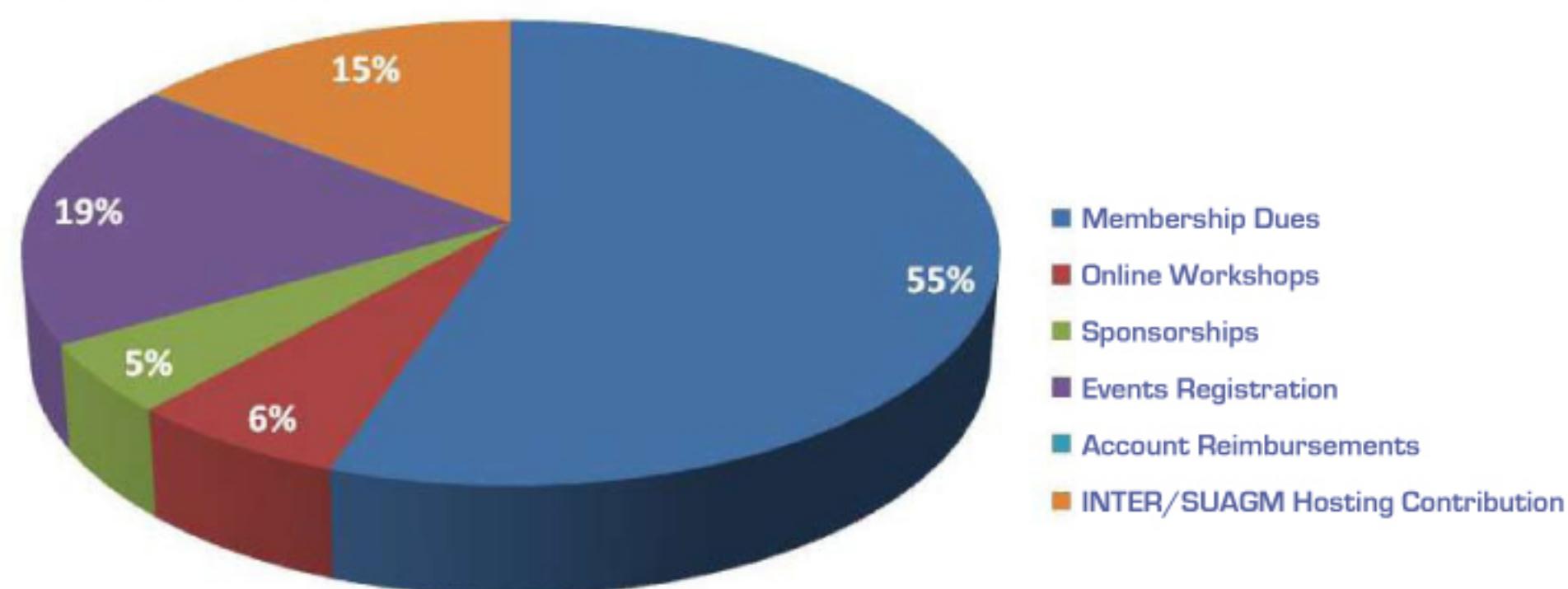
2007-2008

Financial Statements

BUDGET ANALYSIS - REVENUES

Description	Original Budget	June 2008	Variance Budget	Percentage Achieved
			vs. Actual Amounts	
Membership Dues	\$110,250	\$124,720	(\$14,470)	113%
Online Workshops	\$16,000	\$14,540	\$1,460	91%
Sponsorships	\$12,000	\$11,045	\$955	92%
Events Registration	\$20,000	\$42,077	(\$22,077)	210%
Account Reimbursements	-	\$241	-	
Subtotal	\$158,250	\$192,623	(\$34,373)	122%
Contributions				
INTER/SUAGM Hosting Contribution	\$35,000	\$32,896	\$2,104	94%
Total Revenues	\$193,250	\$225,519	(\$32,269)	117%

DISTRIBUTION OF 2007-2008 REVENUES

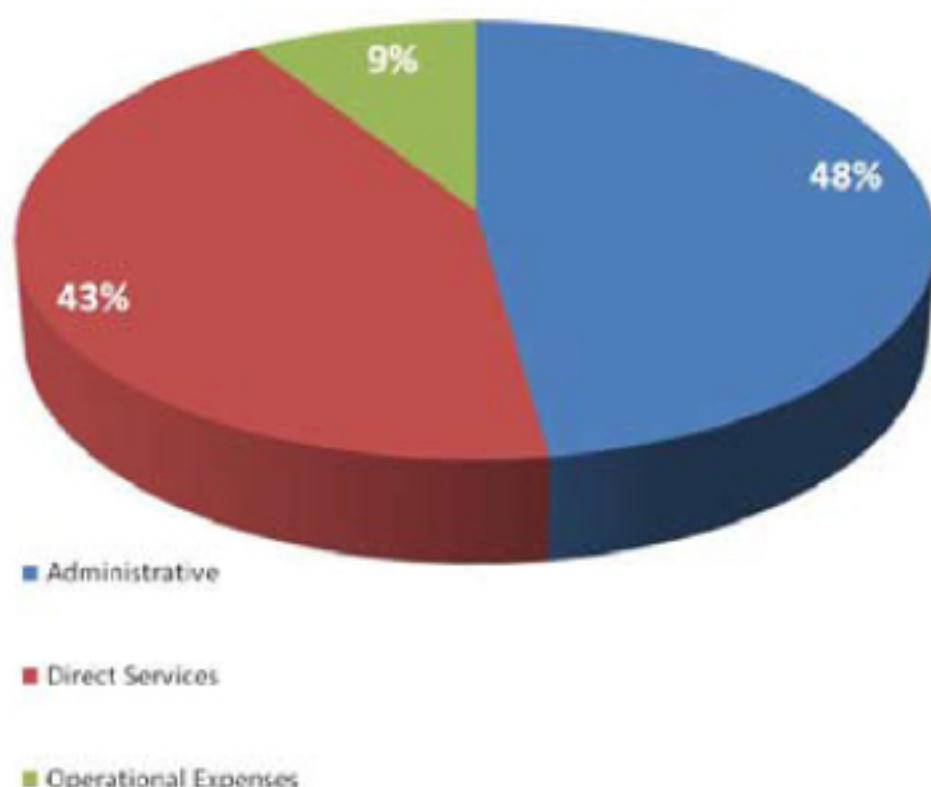


2007-2008 Financial Statements

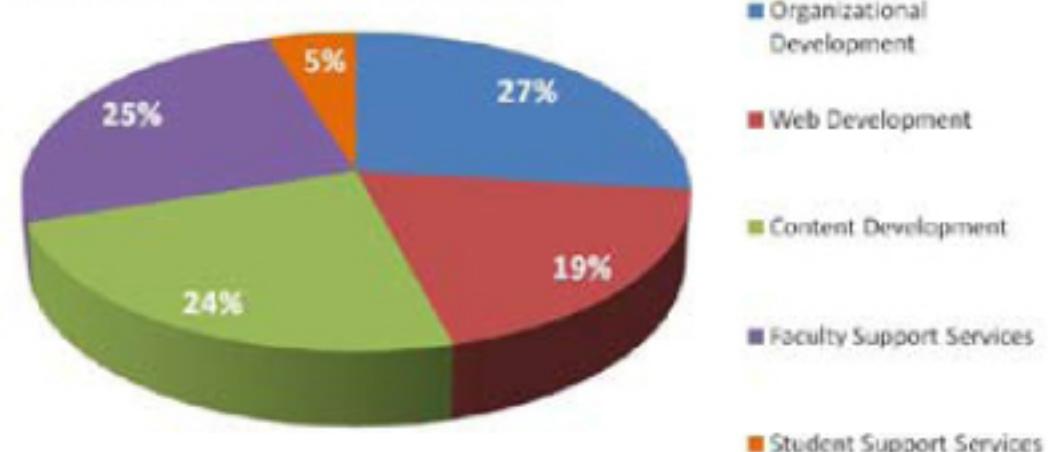
BUDGET ANALYSIS - EXPENSES

Description	Original Budget	June 2008	Variance Budget vs. Actual Amounts	Percentage Achieved
Administrative	\$98,794	\$101,590	(\$2,796)	103%
Direct Services				
Organizational Development	\$33,600	\$24,640	\$8,960	73%
Web Development	\$12,000	\$17,430	(\$5,430)	145%
Content Development	\$22,080	\$22,032	\$48	100%
Faculty Support Services	\$13,500	\$23,128	(\$9,628)	171%
Student Support Services	\$5,000	\$4,473	\$527	89%
Operational				
Telecommunications	\$500	\$218	\$282	44%
Supplies	\$500	\$1,003	(\$503)	201%
Travel	\$5,500	\$14,250	(\$8,750)	259%
Promotional Materials	\$1,250	\$425	\$825	34%
Miscellaneous	\$526	\$3,476	(\$2,950)	661%
Total Expenses	\$193,250	\$212,665	(\$19,415)	110%
Surplus			\$12,854	

DISTRIBUTION OF 2007-2008 EXPENSES



DISTRIBUTION OF EXPENSES RELATED TO DIRECT SERVICES 2007-2008



2008-2009 New Board of Directors

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Group picture from the June 2008 Board Meeting.



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Together
We Are HETS



Hispanic Educational Technology Services