It’s More Than Higher Education...

It’s a Higher Vision
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Message from the Chairman of the Board

In times of continuous challenge for competitiveness in higher education, HETS continues to be a catalytic agent to its members. This is achieved through services and opportunities that emerge from the careful analysis of the latest trends in the industry and an ongoing assessment of members’ needs. This is precisely what was demonstrated through the results of the 2008-2009 efforts. HETS is taking a very active role in the search of state-of-the-art, competitive opportunities for its affiliated postsecondary institutions. At the same time, it has been creating unique spaces to promote the extraordinary innovative work of our institutions. The recent submission of an Education Research Grant, the soon to take place First Annual Best Practices Showcase, and the continuous delivery of professional development opportunities are all illustrations of this active role and the type of efforts currently being implemented towards the fulfillment of our mission.

Academic year 2008-2009 was a period to support our members and colleagues, of creative and insightful teamwork with and between our members, strategic partnerships, professional development, and many useful lessons learned. The year was also characterized by numerous roundtable sessions focused on pinpointing at the right strategy to achieve competitive advantage, not just for the organization, but mostly for our member institutions. Meanwhile, each of our member institutions gave full meaning to the existence of the HETS Task Forces by collaborating in assessing and recommending the best technology-oriented and programmatic approaches to student success. At the same time, the HETS office walked its way towards the achievement of economies of scale in order to cost-effectively meet the goals established.

One very powerful word defined this year: SYNERGY. Every single accomplishment was the result of true collaboration. It was a year marked by contributions from the vast number of experts from our institutions. Members themselves all embarked in a journey towards enhanced opportunities in higher education. This is what constitutes the nature and uniqueness of this organization. As a group of visionaries, we acknowledge the value of technology as a means to reach our institutional goals, and gather to dynamically propose and guide strategies toward this end.

On behalf of the HETS Board of Directors, I would like to thank our members and partners for such valuable contributions and, especially, for sharing this vision.

Best regards,

Dr. José F. Méndez

Dr. José F. Méndez
This has truly been a very exciting year for the HETS Office, as we have been able to support the organization in accomplishing many of its strategic goals and in moving forward to what will be a new stage in HETS history. It is an honor for me to lead the HETS Office’s daily operations. I truly appreciate the Board of Directors, members, and partners’ trust along the way. Certainly, our work in the HETS Office could have not been possible without your trust and support. Thank you for accepting to collaborate with us in this path towards the vision and mission of the Consortium.

Having the opportunity to see our members take full advantage of the networking and collaboration potential offered by this organization has been the most rewarding experience. We strive each day to gather the best resources from our member institutions in the pursuit of our ultimate goal. It is outstanding to witness the potential of collaboration in the midst of difficult times for so many industries, including education. This is why we have also been working hard on building partnerships with the corporate sector, in aims of increasing the opportunities of our members’ initiatives, as institutions and as constituencies of this Consortium.

The partnerships we have been able to establish between members and beyond our institutions would have never been possible without having a full understanding of our members’ needs, challenges, strengths, and interests. Ongoing members’ assessments, as well as continuous site visits and meetings with key contacts from our affiliated institutions, have been a key starting point to all of these efforts. They also constituted a significant basis for the design of our 2007-2010 Strategic Plan, a seminal document that shaped most of what we have been doing for the past years, especially during 2008-2009.

I profoundly appreciate your commitment to this organization and your faith in the power of collaboration. This is what makes this organization so special and what definitely makes our work at the HETS Office so gratifying.

Sincerely,

Yubelkys Montalvo, M.A.
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.
HETS: Leaders Working to Achieve a Higher Vision in Hispanic Higher Education

Through the years, the HETS Consortium has gathered some of the most influential academic leaders in the Hispanic Higher Education scene. With almost 30 affiliated postsecondary institutions, HETS continues driving Hispanic Higher Education towards teaching-learning and access strategies that set the tone and environment for Hispanic student success in the United States and Puerto Rico. While, in the beginning, the Consortium focused essentially on efforts to connect postsecondary institutions through telecommunications to share experiences, lessons, and courses that would help widen Hispanics’ access to postsecondary education, today, the organization aims at supporting its member institutions in incorporating and using technology strategically and innovatively to help Hispanics achieve college success. This focus is the direct result of both an organizational renovation process and the savvy response to changes in educational and technology trends. After years of using technology as an efficiency tool, nowadays, the use of technology as a strategy in postsecondary education has been widely adopted as an integral part of the mission of many higher education institutions.

For many years, HETS has brought institutional presidents to the table to analyze trends and seek for new options to make technology work for the benefit of their Hispanic students. With the emergence and the evolution of technology as a means for achieving teaching and learning goals, it has been increasingly important to also encourage member institutions’ faculty and staff to find creative approaches to higher education through technology.

HETS has been highly active throughout the years in bringing faculty members together to learn about new teaching techniques through technology and new ways of engaging student learning through innovative approaches involving the use of technology. Building an understanding of the increasing need for faculty development, support, and training has allowed HETS to build a system to strengthen and increase professional development opportunities through a program that targets, not only faculty, but also administrators in student support services, instructional technology, and academic affairs areas.

Nonetheless, the capacity to effectively incorporate and institutionalize technology as an aid for student success needs to be strengthened throughout all fronts in order to achieve our goals. At this point in the

A través de los años, HETS ha reunido a destacados líderes académicos en la educación superior. Con cerca de 30 instituciones post-secundarias afiliadas, HETS continúa siendo una organización clave en la dirección de la educación superior hacia el éxito universitario del estudiante hispano. Con el tiempo, la organización ha evolucionado hacia acercamientos que procuran la incorporación y el uso innovador de la tecnología como pieza clave para impulsar el éxito esperado. Su enfoque actual ha sido el resultado de un proceso de renovación organizacional y una respuesta sabia a las tendencias en la educación y la tecnología.

Por años, HETS ha reunido a diversidad de presidentes institucionales y otros líderes académicos para analizar las tendencias y explorar opciones que permitan utilizar la tecnología efectivamente para el beneficio de sus estudiantes hispanos. Entre numerosos temas de discusión, se destaca la promoción continua de acercamientos innovadores a la educación superior a través de la tecnología entre la facultad. HETS se ha mantenido muy activo durante los últimos años en el trabajo directo con miembros de la facultad, reconociendo su papel clave en el éxito de la incorporación de la tecnología en el proceso de enseñanza-aprendizaje. A través del análisis continuo de las necesidades de la facultad para lograr la propuesta misión de éxito estudiantil, HETS ha logrado generar un sistema de apoyo a sus miembros mediante actividades de desarrollo profesional.

HETS ha invertido, a su vez, esfuerzos en la identificación de líderes que promuevan la adopción de nuevas tecnologías y el intercambio de conocimiento en múltiples niveles institucionales. Actualmente, personal de las principales áreas de ejecución en las
history of HETS, institutional constituencies at multiple levels work together to figure out ways of incorporating cost-effective technology options capable of igniting change in education, student motivation, and teaching efficiency and effectiveness. HETS has invested considerable efforts in the identification of leaders to promote the adoption of technology and, moreover, promote knowledge exchange at every level of its affiliated institutions. For instance, academic, administrative, student support services, and instructional technology leaders have been recruited as part of the HETS Task Forces to continue generating and promoting new knowledge on the use of technology. These task forces operationalize HETS’ plans through approaches that adapt to the specific needs of HETS member institutions, Hispanic Serving Institutions, and Emerging Hispanic Serving Institutions. More than achieving Hispanic students access to postsecondary education, HETS focus has turned to increasing Hispanics access to success opportunities in Higher Education. Today, educational institutions, corporate and other organizational partners and a series of multidisciplinary teams of leaders have all joined this mission. HETS has become a hub for leaders seeking out ways to take Hispanic Higher Education and the meaning of college success to a whole new level. As they envision numerous possibilities, HETS members and partners work together to open access to such possibilities. Their work goes beyond the focus on Higher Education; they all follow a Higher Vision.

instituciones miembros, facultad, apoyo al estudiante y tecnología educativa, se han incorporado al trabajo del Consorcio a través de grupos de trabajo inter-institucionales para generar y promover conocimientos en el uso efectivo de la tecnología. Estos equipos de trabajo operationalizan los planes de HETS a través de acercamientos basados en las necesidades específicas y la realidad de las instituciones afiliadas al Consorcio. La experiencia de estos líderes con prácticas innovadoras de enseñanza-aprendizaje, apoyo al estudiante y tecnología en la educación superior, así como con la realidad de la población estudiantil hispana, les convierte en una pieza esencial para el logro de las metas de HETS. Más allá de lograr el acceso del estudiante hispano a la educación superior, el enfoque de HETS se ha desplazado hacia el aumento de oportunidades de acceso al éxito universitario en esta población. Hoy, instituciones educativas, colaboradores corporativos, organizaciones aliadas y grupos representativos de líderes institucionales se han unido a esta misión. HETS reúne a líderes que procuran llevar la educación superior hispana y el propio significado de éxito universitario a un nuevo nivel. Para HETS, la clave está en visualizar numerosas posibilidades en el camino hacia el logro de su misión. Afortunadamente, la organización cuenta con miembros y colaboradores que creen que esta misión es posible y trabajan como equipo para alcanzarla. Su trabajo va más allá de la educación superior, es un trabajo que persigue una visión superior.
Hispanic Educational Technology Services

2008-2009
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Walden University
(Designated Representative)
Key Achievements of 2008-2009

The majority of the activities performed in 2008-2009 were directly related to the Organization’s annual goals. These mainly emphasized the continuation of efforts to enhance the sustainability capabilities of the Organization, the provision of direct services to support member institutions, the reinforcement of internal relations, and the implementation of the HETS 2007-2010 Strategic Plan. HETS most notable efforts during this year were related to its knowledge promotion programmatic goals, the active involvement of the HETS Task Forces, the provision of cost-effective professional development opportunities, and the establishment of alliances to facilitate implementation of technology initiatives. While most of the strengths of the Organization this year were related to its focus on professional events as a means to provide services and achieve its sustainability, partnership development efforts took a leading role since the beginning of 2009.

La mayor parte de las actividades realizadas en el año 2008-2009 se centraron principalmente en la continuación de esfuerzos para aumentar la capacidad de sustentabilidad de la organización, el ofrecimiento de servicios directos para las instituciones miembros; el fortalecimiento de relaciones internas; y la implantación del plan estratégico organizacional para los años 2007 al 2010. Los esfuerzos más sobresalientes de este año incluyeron la realización de actividades orientadas a la promoción del conocimiento, la contribución de los equipos de trabajo inter-institucionales, el ofrecimiento de oportunidades de desarrollo profesional y la creación de alianzas para facilitar la implantación de iniciativas de tecnología. El desarrollo de colaboraciones clave con miembros y organizaciones externas, incluyendo corporaciones, tuvo un rol protagónico en el 2008-2009.
Enhancing Sustainability and Diversifying Resources

In 2008-2009, HETS accomplished an increase in membership, recruiting two new institutional members and one nonprofit member. Additional outreach efforts took place in Puerto Rico, New York, and Texas. As part of the outreach strategy, last June 2009, HETS organized a successful dialogue session with Higher Education leaders from Pennsylvania, which gathered representatives from six institutions, including other institutions from the Northeast region. This event led to the recruitment of Berkeley College at the end of the fiscal year.

Also during 2008-2009, HETS achieved revenues of more than $30,000 resulting only from workshops and events, an accomplishment that impacts directly the Organization’s efforts to enhance its self-sustainability. There were also several efforts to expand HETS’ service market and begin offering training services for other organizations. HETS has been able to count on the vast expertise of staff and faculty from member institutions, who have also benefited from the possibility of marketing and offering services through HETS.
Sponsorships and Partnerships

A very important objective stated as part of last year’s plans was to increase the number of sponsorships and partnerships with external organizations to both, enhance the sustainability capacity of HETS, and increase the benefit options as well as services for member institutions. In 2008-2009, HETS approached several corporations and submitted various corporate sponsorship proposals. As a result, three important corporate opportunities emerged. First, Microsoft Caribbean agreed to sponsor the Microsoft Certified Professional Training for five representatives from HETS member institutions in Puerto Rico. Secondly, Blackboard Corporation agreed to a $3,000 sponsorship and the provision of free one-year license of the Blackboard Learning Management, Community, and Contents System to establish a HETS portal focused on collaboration and resource sharing. Lastly, during the June 2009 Board of Directors Meeting, Tegrity Corporation offered HETS a free license of its course capturing product to be incorporated into the Blackboard portal as a new benefit for its members.
Professional Development Events

In 2008-2009, HETS offered a total of 15 workshop sessions, with the participation of nearly 200 faculty members and administrators, as well as other professionals. The HETS “Integration of New Technologies in Higher Education” Certification continued to be one of its signature services. During this year, the certification focused on four main areas: online support services for faculty, online module design, assessment of online courses and online teaching, and online student support services. Both the basic and the advanced levels had full-capacity attendance during the year. While most participants were from HETS member institutions in Puerto Rico, since these are face-to-face workshops delivered in the Island, other educational institutions have also taken full advantage. In fact, these workshops have served as an important marketing strategy for the Consortium.

Also as part of the Professional Development Events (PDE) program, HETS delivered, this year, a training series for member institutions in the United States Northeast Region. The “New York Training-the-Trainer Series” intends to serve the specific needs of institutions in the Northeast region. The design of this workshop series was the direct result of an assessment process that led to the identification of the specific service focus of the HETS Regional Office in New York. This year, two workshops were delivered (“Professional Development for Effective Online Instruction” and “Developing Effective Online Support Services”), and a third one was designed (“Assessing Quality in Online Course Design and Delivery”).

Besides these face-to-face workshops, HETS also delivered two online sessions of the Spanish version of the “Teaching Online in Higher Education” (TOL). During this year, there were also discussions and coordination with the Inter-American Distance Education Consortium (CREAD) to offer HETS’ online workshops to institutional constituencies in the Dominican Republic as a strategy to continue expanding the Organization’s reach.
Another key strategy for HETS this year was the collaboration with a member institution to provide direct services to members and impact other audiences through special events. HETS partnered in October of 2008 with Walden University to deliver “Engaging Online Learning across Cultures: Culture-Friendly Online Strategies”, an educational symposium on the future of virtual education in Puerto Rico and other countries. After the successful experience in Puerto Rico, the HETS Board of Directors requested for a similar special event to take place in Texas, as a way of serving member institutions in this area and reaching out to many other potential member institutions. Such event was held in June of 2009, but turned its focus to culture-friendly online strategies that are useful in engaging learning across cultures, in response to the particular needs of institutions in the region. This event was also transmitted via live webcast. Both symposia reached more than 200 participants.

Otro logro clave para HETS en el 2008-2009 fue la colaboración con Walden University en octubre de 2008, para llevar a cabo el simposio educativo “Engaging Online Learning across Cultures: Culture-Friendly Online Strategies” sobre el futuro de la educación virtual en Puerto Rico y otros países. Luego del éxito obtenido a través de la primera experiencia de este tipo, la Junta de Directores solicitó que se realizará un evento similar en Texas, como una forma de servir a las instituciones miembros de HETS en este estado y promover a HETS entre otras organizaciones no afiliadas en el área. Este evento, realizado en junio de 2009, dirigió su enfoque a la discusión de estrategias en línea para lograr el aprendizaje en medio de la diversidad cultural. El mismo también pudo accederse en directo a través de la transmisión simultánea en línea. Ambos eventos lograron la asistencia de más de 200 participantes.
HETS Regional Office
in New York

Fiscal year 2008-2009 was also a very active period for the HETS Regional Office in New York. HETS managed to build relations with a vast group of key representatives from member institutions in the Northeast Region, as a strategy to establish the liaisons required to productively offer the services planned for these constituencies. In June 2009, the HETS Regional Office in New York organized a Key Contact Meeting with representatives from nine of the eleven member institutions in the Northeast region to present its new services and opportunities. Member benefits through a partnership with OpenCourseWare and opportunities for collaboration with the Educational Testing Service (ETS) were discussed in detail.

This year, HETS not only identified through key meetings the specific needs of constituencies in this region, but also identified the required facilities and built a list of expert resources. Following the needs identified, the organization designed a “Training-the-Trainer Workshop Series”. Expert resources from member institutions in the Northeast designed the first three workshops in this series: “Professional Development for Effective Online Instruction”, “Developing Effective Online Support Services”, and “Assessing Quality in Online Course Design and Delivery”. The first two were successfully delivered in November of 2008.

The Office also joined forces with local members to outreach for new members in the area. In June 2009, HETS partnered with Kutztown University of Pennsylvania to raise awareness about the mission of the organization among postsecondary institutions in Pennsylvania through the “HETS Dialogue Session with Pennsylvania’s Higher Education Leaders”.

FACT: To date, there are 11 members in the Northeast region, representing 38% HETS’ membership and 65% of the total United States’ membership.

El año fiscal 2008-2009 fue también un año muy activo para la oficina regional de HETS en Nueva York. Como parte de las gestiones de esta oficina, HETS logró establecer relaciones con un vasto número de representantes claves de las instituciones miembros en la región noreste de los Estados Unidos. Estas relaciones han sido una base importante para el ofrecimiento de servicios orientados a las necesidades de este grupo de miembros. En junio de 2009, HETS realizó una reunión con representantes de nueve de las once instituciones afiliadas para presentar sus nuevos servicios y beneficios. La diversidad de encuentros con las instituciones afiliadas en la región permitió, no sólo conocer más acerca de sus necesidades particulares, sino también dio paso a la identificación de recursos expertos para apoyar e implantar los esfuerzos de la oficina regional del Consorcio. Este proceso contribuyó, a su vez, al diseño de una serie de talleres de desarrollo profesional para responder específicamente a estas necesidades e intereses. Recursos expertos de los miembros en la región noreste estuvieron a cargo de diseñar tres de estos talleres, de los cuales dos se ofrecieron durante el mes de noviembre de 2008.

Por otro lado, la oficina regional de HETS en Nueva York también aunó esfuerzos con miembros locales para promover a HETS entre otras organizaciones prospecto en la región. En junio de 2009, HETS se asoció con Kutztown University en Pensilvania para presentar la misión y el enfoque de la organización a través de un diálogo con líderes en educación superior del área.
HETS Around the Block

During 2008-2009, HETS carried out site visits to 12 member institutions (41%), as part of its efforts to continue learning about the needs of its members around the Nation. These visits have proven to be an effective strategy to further support members and achieve the mission of the organization. They have also been a significant factor in increasing members’ engagement. The HETS office met with key contacts from four member campuses in Puerto Rico and with all member institutions in the United States Northeast region.

Durante este año, HETS realizó visitas a doce instituciones miembros (41%), incluyendo cuatro instituciones en Puerto Rico y todas las instituciones afiliadas en el noreste de los Estados Unidos. Al día de hoy, estas visitas han resultado ser una estrategia efectiva para continuar apoyando a las instituciones miembros y lograr la misión de la organización. También han sido un factor clave para motivar la participación continua de los miembros.
Serving Members through the Art of Synergy

In 2008-2009, HETS partnered with member institutions, corporations, and other organizations in aims of delivering new and expanded services to its membership. While HETS has been impacting member institutions through a series of direct services specifically designed for their needs, HETS has also been able to track other potential services to be offered in collaboration with other organizations, including members themselves. Throughout the years, HETS has built relations with many expert resources at member institutions and beyond, and has had the opportunity to examine the potential of external services and products to enhance the impact of its own services.

This year, HETS established collaboration with Miami Dade College (MDC), as part of its FIPSE eWriting Project, that would allow students from member institutions to have access to innovative English as a Second Language (ESL) online modules and resources. Through “eWriting: ESL Writing Success”, faculty at the College can create an innovative, flexible, online writing program for ESL students who need to improve their writing skills with the accessibility and convenience of being able to practice anywhere with access to the Internet. The overall goal of eWriting is to significantly improve the writing skills of ESL students by creating a fully online writing laboratory program in six levels. The courses are intended to increase students’ writing competence, preparing them to pass the writing section of the College Placement Test, to write successfully, and to compete for grades with native speakers of the language in college-level classes. The content of the online materials encompass the six levels of writing objectives that have been developed and refined over the past 30 years at MDC. The program is freely available online and can be accessed at http://flang1.kendall.mdc.edu/.

Another partnership was established in 2008-2009 with Kutztown University’s Small Business Development Center (SBDC) to offer HETS members access to an extensive series of online non-credit Entrepreneurship courses, in both English and Spanish. These are free on-demand online courses that can be uploaded to members’ websites for the benefit of their constituencies. Kutztown University’s SBDC provides general business consulting services and educational programs to entrepreneurs looking to start or grow a small business. As part of these community services, the Center has developed over 90 Online Learning Programs and is constantly adding more programs.

In 2008-2009, HETS also partnered with key corporations in the educational technology industry to provide members with opportunities to try and potentially acquire cost-effective technology to support both their teaching and student success strategies. As a starting point, HETS established agreements with both Blackboard Corporation and Tegrity Corporation to provide new online service and support opportunities for members through the companies’ platforms (more related information under “Using Technology to Reach and Serve Our Members”).

HETS also affiliated with Open Courseware (OCW) Consortium as a means to give members access to their services through a single affiliation. This will allow HETS members to access thousands of courses from more than 200 higher education institutions at a minimum cost; get free access to best online learning practices; provide high quality, visible examples to the general public and prospective students; and create a repository where faculty and researchers can have their work exposed.

Los esfuerzos del año 2008-2009 incluyeron varias alianzas con instituciones miembros, corporaciones y otras organizaciones externas, en un intento por aumentar los servicios y beneficios para los miembros de HETS. Más allá de ofrecer servicios directos a sus miembros, HETS ha estado continuamente identificando posibles acuerdos con otras organizaciones, incluyendo instituciones afiliadas, para atender sus necesidades a través de opciones que van más allá de las ofertas de HETS. Así, ha ido estableciendo relaciones con un sinúmero de recursos expertos en áreas de interés y ha examinado con detenimiento el potencial de servicios y productos que podrían aumentar el impacto de sus propios servicios. A tales efectos, este año, HETS estableció alianzas con organizaciones como Miami Dade College, el Centro de Desarrollo de Pequeñas Empresas de Kutztown University, Open Courseware, Blackboard y Tegrity, entre otras. Ciertamente, estas alianzas expanden las opciones para cada una de las instituciones miembros, ofreciendo desde acceso a cursos de apoyo en el estudio del inglés como segundo idioma y el desarrollo de pequeñas empresas para el beneficio de la comunidad hispana, hasta el acceso a productos y servicios innovadores de empresas destacadas en la tecnología para la educación superior.
Membership Empowered: The HETS Task Forces

HETS Task Forces on Technology, Faculty Development, and Student Support were established in December 2007. These are groups of inter-institutional professionals from member institutions intended to support the development and implementation of activities and services of benefit to our significant institutional stakeholders: students, faculty, student support personnel, and staff from technology-related departments. They 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 main aims of the Task Forces has been to: allow members to learn from each other’s experiences; assess members’ levels of technology utilization; draw recommendations to enhance the use of technology to improve teaching and support strategies; and foster the Hispanic learner’s college success.

During 2008-2009, the three groups worked on a series of assessment surveys that produced essential data on the HETS member institutions’ technology capabilities and needs with regards to resources and infrastructure, faculty development, and student support services. Results showed outstanding practices, as well as areas that needed to be further developed or strengthened among member institutions. The first series of survey results was published and distributed through a Special Report to provide members with useful data that would support them in learning more about themselves and about each other, as well as identify areas of support needed from the administration and spaces of collaboration between one another. These surveys are also of great benefit to the whole educational community, particularly in Hispanic higher education.

The HETS Technology Task Force collaboratively developed and delivered, in 2008-2009, its second survey intended to provide a better understanding of the technology capabilities of member institutions, focusing on availability, integration, and use of technologies, systems, and software that facilitate teaching and learning. While the first survey conducted in the spring of 2008 looked at several technologies used for different purposes, the second one, conducted in the fall of 2008, focused primarily on smart classroom technologies. Action items addressed by the Technology Task Force during the second semester of 2008-2009 focused on the development of the HETS-Blackboard portal.

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**HETS Technology Task Force**

René Sainz, University of Texas at Brownsville (Task Force Leader)

Luis E. González, Ana G. Méndez University System

Oscar Hernández, Ana G. Méndez University System

Zilma Santiago, Antillean Adventist University

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Varun Sehgal, Hostos Community College

José Santiago, Huertas Junior College

Harry Ruiz, Inter American University of Puerto Rico

Ruth Ann Balla, Miami Dade College

Israel Ortiz, Polytechnic University of Puerto Rico

David Sánchez, University of New Mexico

Debbie Knotts, University of New Mexico

Carmen Cintrón, University of the Sacred Heart

Jorge L. Díaz, Universidad Central de Bayamón

Carmen Betancourt, Pontifical Catholic University of Puerto Rico

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Durante el 2008-2009, los grupos de trabajo inter-institucionales de HETS colaboraron en una serie de encuestas para explorar las capacidades y necesidades de tecnología de las instituciones miembros, particularmente con relación a recursos e infraestructura, desarrollo profesional de la facultad y servicios de apoyo al estudiante. Los resultados mostraron prácticas sobresalientes y áreas que necesitan desarrollarse o fortalecerse. La primera serie de resultados fue publicada en un informe especial para proveer a los miembros con información que pudiera apoyar su gestión de aprendizaje y desarrollo en las áreas correspondientes. Estos esfuerzos contribuyen, además, a un proceso de aprendizaje mutuo en el que las instituciones afiliadas identifican mejores prácticas y recursos expertos disponibles a través de su participación en el Consorcio.
The Faculty Development Task Force has been actively involved in researching to foster faculty development in technology and online learning. During fiscal year 2008-2009, this Task Force conducted two surveys among member institutions. The first survey was intended to identify faculty needs regarding the use of technology and integration strategies. A second survey was conducted to learn about specific technologies used to teach English as a Second Language. Both surveys highlighted the importance of intensifying faculty training on how to use and integrate multiple technologies into their lessons.

Next steps proposed by the Faculty Development Task Force included conducting research to identify specific skills to take faculty to the next level; identifying specific faculty members to participate in HETS trainings and seminars; designing trainings related to the needs identified; and identifying both resources and means to deliver trainings from within member institutions.

The HETS Student Support Task Force serves the organization’s goal to facilitate knowledge exchange and develop collaborative initiatives to enhance student support services. The work of this Task Force focuses essentially on supporting the development and implementation of support services and retention and completion strategies. During year 2008-2009, the Student Support Task Force developed a survey tool to assess the existing support services at HETS member institutions and their effectiveness. Survey results highlighted member institutions’ strengths in student support practices, as well as the main needs and challenges related to the use of technology in this area. Also, as part of the work of this team, a meeting with key contacts from the Northeast region was held to present potential student support opportunities with other partner organizations, including the Educational Testing Service (ETS), the Hispanic Information and Telecommunications Network (HITN), and Open Courseware. The Task Force has been discussing strategies to compile an array of existing practices, online student services, and information technology resources to use and share among member institutions.

HETS Faculty Development Task Force
Prof. Nilda González, Huertas Junior College (Task Force Leader)
Sandra Mirabal, Ana G. Méndez University System
Ángel González, City Colleges of Chicago
Derrick Smith, City Colleges of Chicago
Kim Sanabria, Hostos Community College
Robert Whittaker, Lehman College
Sara Vega, Polytechnic University of Puerto Rico
Gilbert Toro, Pontifical Catholic University of Puerto Rico
Dan L. King, Queensborough Community College
Michelle Cuomo, Queensborough Community College
Bin Zhang, University of Texas at Brownsville
Lydia Espinet, University of the Sacred Heart
Martiza Ortiz Aponte, Universidad Central de Bayamón

El equipo interinstitucional enfocado en Infraestructura y Recursos de Tecnología desarrolló este año su segunda encuesta para obtener un mejor entendimiento de la disponibilidad e integración de tecnologías que facilitan el proceso de enseñanza-aprendizaje, particularmente aquellas relacionadas con el uso de las llamadas “aulas inteligentes”. Durante el segundo semestre del 2008-2009, el equipo centró sus esfuerzos en el desarrollo del portal colaborativo para la difusión de mejores prácticas, proyecto auspiciado por Blackboard.

Por su parte, el equipo enfocado en estrategias de Desarrollo Profesional de la Facultad se mantuvo activo en actividades de investigación para promover competencias en el uso de tecnologías y la enseñanza en línea. En el 2008-2009, el grupo a cargo de estos esfuerzos llevó a cabo dos encuestas entre las instituciones miembros, una de ellas con enfoque en la incorporación de las tecnologías en la enseñanza y otra orientada hacia el uso de tecnologías específicas para apoyar la enseñanza del inglés como segundo idioma.

El tercer equipo inter-institucional, orientado a esfuerzos de Ayuda al Estudiante, centró su trabajo este año en el desarrollo y la implantación de una herramienta para explorar los servicios de apoyo al estudiante y su efectividad en las instituciones miembros de HETS. Los resultados de esta encuesta señalaron las principales fortalezas y retos relacionados con el uso de la tecnología en esta área. El equipo también apoya la realización de una reunión con contactos claves para presentar alianzas con organizaciones externas y apoyar los esfuerzos de apoyo al estudiante de las instituciones afiliadas. Los miembros de este equipo han tenido importantes conversaciones acerca de la posibilidad de recopilar y difundir prácticas y servicios existentes en las instituciones miembros.

HETS Student Support Task Force
Marzie Jafari, Lehman College (Task Force Leader)
Manuel Cordero, Ana G. Méndez University System
Luis F. Rodríguez, Ana G. Méndez University System
María Vea Morales, Ana G. Méndez University System
Joe Justiniano, Antillean Adventist University
De Reese Parram, City Colleges of Chicago
Isaac Zuniga, City Colleges of Chicago
Lisanette Rosario, Hostos Community College
Emma Encarnación, Inter American University of Puerto Rico
Karen Rivera, Polytechnic University of Puerto Rico
Vanessa Lerma, University of Texas at Brownsville
Pedro Fraile, University of the Sacred Heart
Niza Zayas Marrero, Universidad Central de Bayamón
Using Technology to Reach and Serve Our Members

Year 2008-2009 has also been essentially important in setting the conditions to serve our members through the use of technology, in particular, through the use of the HETS website. HETS continued offering direct support services for students through the Testing & Education Reference Center, which received more than 1,000 visits in 2008-2009. As a result of HETS’ internal and external promotional efforts, during the second semester, visits increased by over 200%, compared to the first semester.

Another significant achievement in this area was the coordination and transmission of HETS’ first webcasted Board Meeting. For the first time in its 16-year history, the Consortium allowed members to participate and interact in its Board Meeting both face-to-face and online. HETS’ June 2009 Board of Directors Meeting was conveniently webcasted live for all those Board members unable to attend the meeting, which took place at the University of Texas Pan American in Edinburg, Texas on June 29th and 30th. The arduous and efficient work of teams from both the University of Texas Pan American and the University of Texas at Brownsville, member institutions leading the webcast, resulted in a successful and innovative way of delivering a Board meeting, both face-to-face and online. Seven institutions accessed the meeting’s live webcast and interacted by teleconference, for a total of 19 participating member institutions.

Lastly, during fiscal year 2008-2009, HETS developed a partnership with Blackboard Corporation to develop a portal for content sharing, communication, collaboration, and member support, using the corporation’s renowned Content and Learning Management system. The first phase of Blackboard and HETS’ portal using the Learning Management, Community, and Contents System, was already accomplished through the collaboration of members of the Technology Task Force. This portal is expected to host a Best Practices Online Center focused in the utilization of e-learning tools and the creation of solutions for the success of Hispanic students. Some of the most relevant goals of this partnership are to: bring about new technology to this organization in a collaborative way, make this technology more cost-effective for all, and foster outcome-based education. Also, at the end of the year, Tegrity Corporation offered HETS a free license of its course capturing product, which will be incorporated into the Blackboard portal as a new benefit for members.

Este año fue también muy importante en el establecimiento de las condiciones para servir a los miembros a través del uso de la tecnología, particularmente de la página en Internet del Consorcio. HETS continuó ofreciendo servicios de apoyo a los estudiantes a través de la licencia del “Testing and Education Reference Center”, la cual recibió más de 1,000 visitas en el 2008-2009. Otro logro significativo en esta área fue la coordinación de la primera transmisión electrónica simultánea de la reunión de la Junta de Directores a través de la Internet. Esto permitió que miembros participaran e interactuaran tanto presencialmente como a través de la tecnología. Otra iniciativa sobresaliente iniciada durante este año fue el desarrollo del portal colaborativo, con el auspicio de Blackboard, para compartir mejores prácticas y promover la comunicación entre los miembros. A través de este portal, también tendrán acceso al programa de captura de cursos en línea y sesiones de clase de Tegrity.
HETS Members Profile 2008-2009

Membership Profile Charts

HETS Member Institutions by State

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

HETS Member Institutions: Total Hispanic Enrollment

HETS Member Institutions: Total Faculty: U.S. and Puerto Rico
Puerto Rico
Ana G. Méndez University System – Puerto Rico & Florida
Inter American University of Puerto Rico
Huertas Junior College
Pontifical Catholic University of Puerto Rico
Universidad Central de Bayamón
Carlos Albizu University – PR & Florida
University of Puerto Rico
University of the Sacred Heart
Polytechnic University of Puerto Rico
National College

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
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
Plattform Higher Education
Ramona Munsell & Associates
Stewart Enterprises, Inc.

Nonprofit Organizations
Consortium for North American Higher Education Collaboration (CONAHEC)
Puerto Rico Council for Higher Education
Educational Testing Services (ETS)
Hispanic Information and Telecommunications Network (HITN)
Inter-American Distance Education Consortium (CREAD)
Secretaría de Educación Ocupacional y Técnica
# Financial Statements 2008-2009

## Budget Analysis - Revenues

<table>
<thead>
<tr>
<th>Description</th>
<th>Original Budget 2008-2009</th>
<th>Actual 6/17/2009</th>
<th>Variance Budget vs. Actual Amounts</th>
<th>Percentage Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Dues</td>
<td>$120,500</td>
<td>$126,100</td>
<td>($5,600)</td>
<td>105%</td>
</tr>
<tr>
<td>Online Workshops</td>
<td>$12,000</td>
<td>$7,650</td>
<td>$4,350</td>
<td>64%</td>
</tr>
<tr>
<td>Sponsorships</td>
<td>$15,000</td>
<td>$5,101</td>
<td>$9,899</td>
<td>34%</td>
</tr>
<tr>
<td>Event Registration</td>
<td>$25,000</td>
<td>$34,199</td>
<td>($9,199)</td>
<td>137%</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$172,500</strong></td>
<td><strong>$173,050</strong></td>
<td><strong>($550)</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Contributions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTER/AGMUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hosting Contribution</td>
<td>$25,000</td>
<td>$20,000</td>
<td>$5,000</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td><strong>$197,500</strong></td>
<td><strong>$193,050</strong></td>
<td><strong>$4,450</strong></td>
<td><strong>98%</strong></td>
</tr>
</tbody>
</table>

## Budget Analysis - Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Original Budget 2008-2009</th>
<th>Actual 6/17/2009</th>
<th>Variance Budget vs. Actual Amounts</th>
<th>Percentage Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>$104,932</td>
<td>$100,782</td>
<td>$4,150</td>
<td>96%</td>
</tr>
<tr>
<td>Direct Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Development (Marketing &amp; Outreach)</td>
<td>$24,480</td>
<td>$19,665</td>
<td>$4,815</td>
<td>80%</td>
</tr>
<tr>
<td>Web Development</td>
<td>$10,800</td>
<td>$3,956</td>
<td>$6,845</td>
<td>37%</td>
</tr>
<tr>
<td>Grant Writing and Content Development</td>
<td>$14,400</td>
<td>$11,049</td>
<td>$3,351</td>
<td>77%</td>
</tr>
<tr>
<td>Workshop Coordinator</td>
<td>$5,760</td>
<td>$5,177</td>
<td>$583</td>
<td>90%</td>
</tr>
<tr>
<td>Faculty Support Services</td>
<td>$13,250</td>
<td>$15,552</td>
<td>($2,302)</td>
<td>117%</td>
</tr>
<tr>
<td>Student Support Services</td>
<td>$5,000</td>
<td>$4,473</td>
<td>$527</td>
<td>89%</td>
</tr>
<tr>
<td>Operational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telecommunications</td>
<td>$350</td>
<td>$561</td>
<td>($211)</td>
<td>160%</td>
</tr>
<tr>
<td>Supplies</td>
<td>$500</td>
<td>$687</td>
<td>($187)</td>
<td>137%</td>
</tr>
<tr>
<td>Travel</td>
<td>$11,000</td>
<td>$15,390</td>
<td>($4,390)</td>
<td>140%</td>
</tr>
<tr>
<td>Promotional Materials</td>
<td>$6,640</td>
<td>$3,595</td>
<td>$3,045</td>
<td>54%</td>
</tr>
<tr>
<td>Bad Debt Expense</td>
<td>$11,138</td>
<td>($11,138)</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Excess Accumulation of Expenses (previous period)</td>
<td>($4,630)</td>
<td>$4,630</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$388</td>
<td>$3,340</td>
<td>($2,952)</td>
<td>861%</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$197,500</strong></td>
<td><strong>$190,735</strong></td>
<td><strong>$6,765</strong></td>
<td><strong>97%</strong></td>
</tr>
</tbody>
</table>

## Distribution of 2008-2009 Revenues

- Membership Dues: 65%
- Online Workshops: 18%
- Sponsorships: 10%
- Event Registration: 7%

## Distribution of Expenses 2008-2009

- Administrative: 31%
- Direct Services: 53%
- Operational: 16%

## Distribution of 2008-2009 Expenses Related to Direct Services

- Organizational Development (Marketing & Outreach): 33%
- Web Development: 26%
- Grant Writing and Content Development: 7%
- Workshop Coordinator: 7%
- Faculty Support Services: 18%
- Student Support Services: 9%
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