

new england board of higher education's

tuition break

for new england residents

\$53 million in annual tuition savings

That's the total tuition savings benefit to the 9,293 students enrolled under NEBHE's Regional Student Program Tuition Break in 2011-12. Each full-time student saved an average of \$7,000.

700+ approved majors

aquaculture • Asian studies • astronomy • automotive technology • biomedical engineering • biophysics • book arts • Chinese • cognitive science • computer systems engineering • dance • dental medicine • design • diversified agriculture • ecogastronomy • energy services • environmental engineering • fashion design • global policy • health care management • Japanese • justice studies • laser and fiber optic technology • marine policy • media • meteorology • ocean engineering • pharmacy • supply chain management • sustainability studies • textiles • wind power technology • *and many more...*

80 public colleges and universities

in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont offer their specialized degree programs under Tuition Break.

6 New England states' residents are eligible

under Tuition Break, when they pursue certain majors, not offered by the public colleges and universities in their home state.

NEW ENGLAND BOARD OF HIGHER EDUCATION

45 Temple Place, Boston, MA 02111

617.357.9620 • tuitionbreak@nebhe.org

www.nebhe.org/tuitionbreak

THE NEW ENGLAND JOURNAL OF HIGHER EDUCATION

The New England Journal of Higher Education
is fully online as part of a robust NEBHE “content hub”
at **www.nebhe.org**.

The digital *Journal* includes the provocative perspectives and thoughtful analysis of key issues that characterized the *print* journal for its 25-year run, but now with the added frequency and interactivity made possible by modern web technologies.

As the platform for the online *Journal*, NEBHE’s website serves as a portal for all things related to New England higher education and its vital role in powering the region’s human capital and innovative economy.

This content hub is anchored by:

- Long- and short-form commentary and analysis
- *Trends & Indicators*, featuring continually updated statistics on critical higher education data in New England and beyond
- Campus news and events in *Newslink*
- *NEJHE’s News Blast*, a weekly email digest highlighting notable news and features in the online *Journal*
- Current and past *Journal* articles, reader comments and dialogue
- Roundtable discussions and video of the proceedings of NEBHE conferences
- Links to NEBHE programs and partners
- An interactive social networking capacity, including Twitter and Facebook.



The STEM PBL Project is:

A National Science Foundation funded project to develop problem-based learning (PBL) instructional resources in STEM subjects with a focus on sustainable technologies.

The goal is to increase the number of job-ready STEM workers by engaging high school and college students with challenging learning materials and innovative teaching methods.

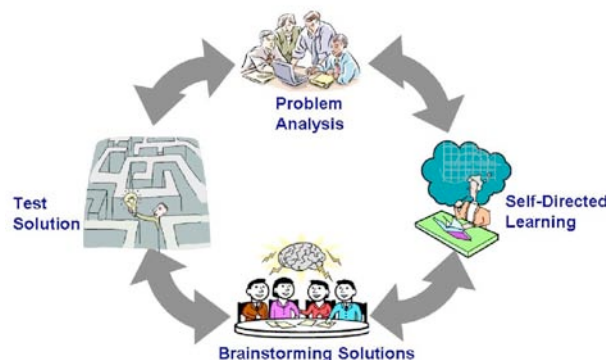
Students are prepared for the “real world” by working in teams to solve an authentic technological workplace problem with multiple solutions. The instructor facilitates as students balance technology, budget and time constraints to find a possible solution.

The STEM PBL Project will develop and implement:

- Multimedia industry-based PBL instructional materials for STEM disciplines.
- An online professional development course to teach educators about PBL.
- A college course in problem-based instructional methods for pre-service teachers.
- Research on the efficacy of PBL in STEM education.

What is problem-based learning (PBL)?:

Problem-based learning teaches a problem-solving model employing a cycle of analysis, research of options, brainstorming solutions with coworkers, and testing the solution.



For more information, visit our website at www.stempbl.org.



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New England Board of Higher Education Receives Third Grant in Problem Based Learning

Contact: Fenna Hanes, 617-357-9620 x127 or fhanes@nebhe.org

September 12, 2012

The New England Board of Higher Education (NEBHE) has received a three-year \$900,000 grant from the National Science Foundation (NSF) for a New England-wide project titled **Problem Based Learning (PBL) in Advanced Manufacturing: Transforming 21st Century Technician Education**. Funding is provided through the NSF's Advanced Technological Education (ATE) program to improve science, technology, engineering and math (STEM) education.

Advanced manufacturing has been defined as “manufacturing that entails rapid transfer of science and technology into manufacturing products and processes,” by the Science and Technology Policy Institute. It relies on skilled labor, creativity, and innovation to produce highly specialized and complex products, requiring engineers, business developers, entrepreneurs, scientists, financiers, machinists, and other experienced professionals to collaborate and apply their collective knowledge and problem-solving skills to produce innovative customer solutions to manufacturing challenges.

In 2009 the New England Council commissioned a study that was conducted by Deloitte Consulting. The study showed that in New England, nearly 60 percent of manufacturing jobs are classified as advanced manufacturing. In the Deloitte study, interviews with New England-based advanced manufacturers revealed concerns that manpower shortages were constraining growth prospects, estimating that between 7,500 and 8,500 jobs remain vacant due to a lacking skill base.

To address the shortage of skilled workers in New England, the project will develop a series of authentic multimedia case studies in advanced manufacturing in collaboration with regional industry partners. These instructional materials will focus on sustainable practices in advanced manufacturing in fields such as aerospace, optics, precision measurement, medical devices and nanotechnology, and will provide professional development activities for high school and college in-service educators. In collaboration with Central Connecticut State University, the project will also develop new instructional materials for pre-service educators and conduct research on the impact of using PBL as a teaching strategy. Other collaborating colleges include Springfield Technical Community College and Three Rivers Community College.

This new NEBHE project is the third in a series. Each is improving engineering technician education by infusing Problem Based Learning instructional materials, focused on real-world issues, into existing curricula. NEBHE's experience with PBL shows that compared with traditional lecture-based instruction, PBL improves student understanding and retention of ideas, critical thinking and problem-solving skills, motivation and learning engagement. It also fosters students' ability to adapt their learning to new situations. This strategy will produce more graduates prepared to fill the demand for workers in New England's advanced manufacturing companies.

NEBHE is recruiting advanced manufacturing businesses to collaborate in development of the PBL instructional modules as well as high school and college science, engineering and technology educators to participate in the professional development activities.

Since 1955, the New England Board of Higher Education has promoted greater educational opportunities for the residents of New England. Our core functions include programs and services focused on cost savings and affordability and college access and success. We also provide policy leadership on key issues related to education and promote dialogue, research and analysis, and best practices related to education and the New England economy.

new england board of higher education's

master property program



NEW ENGLAND
BOARD OF
HIGHER EDUCATION



A program offering of the New England Board of Higher Education (NEBHE).

**NEBHE promotes greater educational opportunities and services
for the residents of New England.**



A Midwestern Higher Education Compact Program

NEBHE partners with the Midwestern Higher Education Compact to offer the MHEC Master Property Program to all 2-year, 4-year, public or not-for-profit private institutions of higher education in NEBHE's 6-state region.

www.nebhe.org

Participating Institutions

Arizona
Pima Community College

Colorado
Colorado College

Illinois
Aurora University
Aurora and Lake Geneva
IPHEC (Illinois Public Higher Education Cooperative)
Chicago State University
Eastern Illinois University
Governors State University
Illinois State University
Normal and Springfield
Northeastern Illinois University
Northern Illinois University
DeKalb, Hoffman Estates, Lorado
Taft Field, Naperville, and Rockford
Southern Illinois University
Carbondale and Edwardsville
University of Illinois
Chicago, Springfield, and Urbana-Champaign
Western Illinois University
Loyola University of Chicago
Roosevelt University

Indiana
Indiana Wesleyan University

Kansas
Johnson County Community College

Maine
University of Maine System

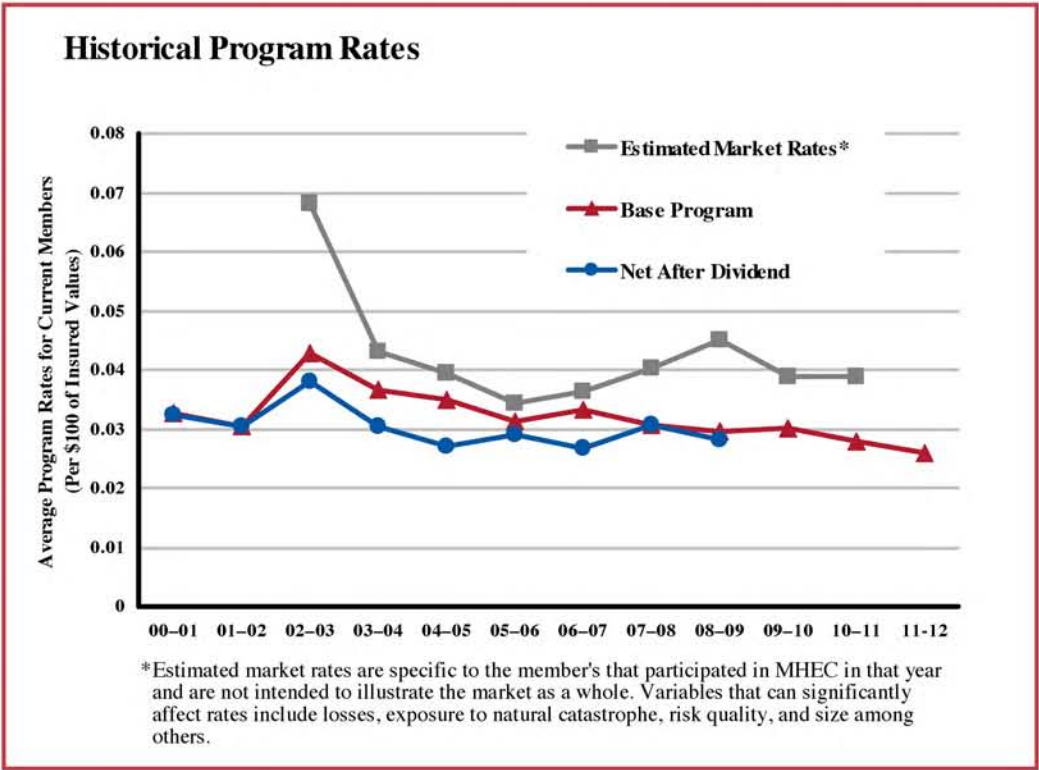
Massachusetts
Clark University

Michigan
M.U.S.I.C. (Michigan University Self-Insurance Corporation)
Central Michigan University
Beaver Island and Mt. Pleasant
Eastern Michigan University
Ferris State University
Grand Valley State University
Allendale and Grand Rapids
Lake Superior State University
Michigan Technological University
Houghton and Keweenaw
Northern Michigan University
Oakland University
Saginaw Valley State University
Western Michigan University
Battle Creek and Kalamazoo



Master Property Program

A comprehensive “all risk” property insurance program with coverage and services tailored specifically to meet the needs of higher education, at costs that have consistently been below industry trends as evidenced by the following graph:



Estimated Savings

Since the program's inception, it is estimated that the program has saved institutions approximately \$68.9 million which includes dividends returned of \$13.5 million:

2010 “Estimated” Savings*
Premium + Dividend

MHEC	\$8,848,853
NEBHE	\$248,533
WICHE	\$767,130
Total:	\$9,864,516

* Based on number of participating institutions

Program Mission

To be the premier property insurance program for MHEC, NEBHE, and WICHE institutions and to maintain a leadership position in underwriting, loss control, coverage, and costs.

Program Stability ▪ Strategic Growth ▪ Member Value

Eligibility:	<ul style="list-style-type: none"> July 1 renewal date (can become a member at any time) All 2-year, 4-year, public or not-for-profit private institutions of higher education within a member state Minimum program deductible is \$25,000 Subject to underwriting approval
Leverage:	<ul style="list-style-type: none"> 49 members encompassing 100+ campuses \$78.7 billion of property values insured with values ranging from \$99 million to \$10.9 billion
Benefits of Participation:	<ul style="list-style-type: none"> Broad manuscript policy form tailored to higher education including manuscripted valuation wording Extensive engineering program and loss control services, with a realistic approach Claims advocacy Spread of risk and sharing of losses Significant market leverage Creative program design alternatives Ability to creatively respond to changing market conditions Program ownership vested in the participating institutions Ability to retain individual member needs Members own their data Superior risk management and advisory services Member collaboration and shared expertise Streamlined administration Website that provides members with 24/7 access to program information Annual Loss Control Workshop—open to any interested parties on campus Strategic program governance
Estimated Savings:	Estimated savings (premium and dividend) since program inception is approximately \$68.9 million (\$9.8 million estimated for 2010–2011)
Dividends:	<p>The following dividends have been declared for the past seven (7) years:</p> <ul style="list-style-type: none"> 2003—Paid \$ 418,294 for underwriting years 98/99, 99/00, 00/01 2004—Paid \$ 1,707,865 for underwriting years 01/02, 02/03 2005—Paid \$ 2,576,309 for underwriting years 01/02, 02/03, 03/04 2006—Paid \$ 3,086,806 for underwriting years 02/03, 03/04, 04/05 2007—Paid \$ 1,863,801 for underwriting years 03/04, 04/05, 05/06 2008—Paid \$ 1,574,787 for underwriting years 03/04, 04/05, 05/06, 06/07 2009—Paid \$ 1,360,208 for underwriting years 03/04, 04/05, 05/06, 06/07, 07/08, 08/09 2010—Paid \$ \$904,469 for underwriting years 03/04, 04/05, 05/06, 06/07, 07/08, 08/09, 09/10

Participating Institutions

continued

Minnesota

University of Minnesota

Crookston, Duluth, Morris, and Twin Cities

Missouri

Missouri State System

Harris-Stowe State University

Lincoln University

Missouri Southern State University

Missouri State University

Mountain Grove, Springfield, and West Plains

Missouri Western State University

Northwest Missouri State University

Southeast Missouri State University

Truman State University

University of Central Missouri

Saint Louis Community College

Florissant Valley, Forest Park, Meramec, and Saint Louis

University of Missouri

Columbia, Kansas City, Missouri University of Science and Technology (Rolla), and Saint Louis

Nebraska

Nebraska State College System

Chadron State College, Peru State College, and Wayne State College

University of Nebraska

Lincoln, Kearney, Medical Center, and Omaha

Nevada

Nevada System of Higher Education (NSHE)

College of Southern Nevada

Charleston Campus and Cheyenne Campus

Desert Research Institute

Northern Nevada Science Center and Southern Nevada Science Center

Great Basin College

Nevada State College at Henderson

Truckee Meadows Community College

University of Nevada

Las Vegas and Reno

Western Nevada College

Oregon

Lewis and Clark College

Reed College

Willamette University

Utah

Westminster College

Washington

Seattle Pacific University

Wyoming

University of Wyoming

MHEC Member States

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
South Dakota
Wisconsin

NEBHE Member States

Connecticut
Maine
Massachusetts
New Hampshire
Rhode Island
Vermont

WICHE Member States

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
North Dakota
Oregon
South Dakota
Utah
Washington
Wyoming



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For further information regarding the Master Property Program and NEBHE opportunities, please contact:

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Marsh
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SAVE THE DATE!



Join hundreds of New England's business, education, government and nonprofit leaders to celebrate the best in New England higher education and the tenth anniversary of the Excellence Awards!

2013 New England Higher Education Excellence Awards Dinner

Friday, March 8, 2013

The Boston Marriott Long Wharf Hotel, Boston, Massachusetts

The New England Board of Higher Education (NEBHE) invites you to celebrate with this year's winners at the annual New England Higher Education Excellence Awards Dinner, March 8, 2013, at historic Long Wharf in downtown Boston, Massachusetts.

About The Excellence Awards

NEBHE launched the New England Higher Education Excellence Awards in 2003 to recognize individuals and institutions that have made substantive contributions to improving higher education opportunities for New England students.

NEBHE's mission is to promote greater educational opportunity for residents of New England at the region's 270 public and independent colleges and universities. Individuals and organizations nominated for these awards exemplify NEBHE's mission.

Please contact Marla Phippen at 617.357.9620 ext. 119 to find out more about how to reserve a seat or table and to learn about sponsorship opportunities.



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NEBHE Awarded Lumina Foundation for Education Grant to Work with Khan Academy to Boost Remedial Math

- * **Goal is to increase student persistence and completion**
- * **Drive reform of developmental math**

Contact: John O. Harney, 617-357-9620 ext. 101, or jharney@nebhe.org

September 5, 2012

BOSTON--The New England Board of Higher Education (NEBHE) was awarded a \$356,200 grant from the Lumina Foundation to support a developmental education project that provides a high-quality, low-cost instructional platform coupling Khan Academy and community college resources.

The project aims to boost the number of high-quality college degrees and credentials by improving student performance in developmental mathematics, and to further drive reform of developmental mathematics instruction, including new designs, lower costs and improved student outcomes.

As leaders ranging from President Obama to Lumina Foundation have heralded increased “college completion,” one obstacle has been the many students leaving high school but are not “college ready.” They are often steered toward developmental or “remedial” courses. These sub-college-level programs cost them money and time. But they generally don’t award credit, pushing off the day when the students can become educated contributors to society. Moreover, research shows that many remedial programs have low success and persistence rates.

The NEBHE program will leverage Khan Academy’s math content (conceptual videos, practice exercises and adaptive assessment environment) for community college students and faculty in various developmental education delivery models.

The initiative will initially benefit participating New England two-year institutions, but will be available to students and colleges nationwide.

NEBHE estimates that between 50% and 70% of all incoming community college students will need one or more developmental math courses.

Most of Khan Academy’s work has focused exclusively up to now on K-12 schools, but it has recently developed a new interest in postsecondary education. The NEBHE demonstration project promises outcomes and deliverables that will support the adaptation of no-cost tools to accelerate developmental mathematics reform and provide timely research data.

The project is fully aligned with current national initiatives--including the Common Core Standards for Success--to increase college completion, reform remedial education reform and advance free courseware and technology-enabled instruction. Further, while research indicates that technology-assisted, accelerated and contextualized strategies show great promise for improving developmental mathematics performance, the availability of high-quality, cost-effective tools is limited.

“We see this project as a away to generate high-impact data and research findings related to developmental math instruction and college persistence,” said NEBHE President & CEO Michael K. Thomas. “We thank Lumina Foundation and look forward to working with Khan and the community colleges to drive and inform changes in policies, programs and practices at the institution, system and state levels.”

Established in 1955, [NEBHE](#) develops and implements strategies to increase regional competitiveness through expanded college readiness, participation and success. NEBHE assists state, system and institution leaders in developing and implementing education programs, policies and best practices to increase college completion and to promote collaboration and efficient use of resources. In addition, NEBHE has hosted multiple convenings and stakeholder engagements related to college readiness, persistence and completion. NEBHE has built key relationships with community colleges and leaders poised to engage in the program with Khan.

[Lumina Foundation](#) is an Indianapolis-based private foundation dedicated to expanding access and success in education beyond high school. This mission is directed toward a single, overarching big goal--to increase the percentage of Americans with high-quality degrees and credentials to 60% by the year 2025.

[Khan Academy](#) is a nonprofit organization with the goal of changing education for the better by providing a free world-class education for anyone anywhere. All the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. The Khan Academy's materials and resources are available to you completely free of charge.