

**UW-MILWAUKEE COLLEGE OF NURSING  
DIFFERENTIAL TUITION  
3-Year Progress Report**

The goal of the College of Nursing Differential Tuition plan was to address three major areas that are directly related to the quality of a student's experience in the undergraduate nursing program. The funds that have been generated through differential tuition have made a significant impact in each of the three areas. The College of Nursing Black & Gold Committee has been instrumental in the decision-making and review of this program since its inception in fall 2004. This committee is comprised of fifteen students representing each level of the nursing program, each of the nursing student organizations and a College of Nursing student senator from the UWM Student Association as well as seven faculty and staff. Achievements and progress for each of the three areas supported by the differential tuition funds in the College of Nursing are summarized below. A summary of the tuition differential fee revenues and expenditures by area is shown in Attachment A. An analysis of tuition and fees at area nursing programs is included in Attachment B and compares the tuition and fees from 2003 and 2007. This analysis shows that the gap between UWM nursing program tuition and other program continues to increase even with the addition of tuition differential

**Nursing Learning Resource Center Upgrades**

Changes in healthcare have required transformational changes in nursing education. Our laboratory facilities were outdated prior to the approval of differential tuition. Our Nursing Learning Resource Center (NLRC) is an interactive environment where students learn and practice techniques before they enter the clinical setting and work directly with patients. The emphasis on patient safety and quality of care in clinical settings requires students to have access to increasingly sophisticated technology to support their learning. All purchases made with differential tuition dollars are approved by the Black & Gold Committee. Junior level students who are the heaviest users of the NLRC are surveyed each semester to elicit suggestions for equipment, supplies and media that should be considered. In the spring of 2007 all students in the clinical major were surveyed. In addition, a suggestion box is available for students to make recommendations throughout the year. The recommendation to provide all students in the major with PDAs came from a senior level student who investigated all aspects of the technology and provided a detailed plan outlining the benefits and costs.

More than 50% of the funds have been allocated to the ongoing upgrades of the NLRCs at both the UW-Milwaukee and UW-Parkside campuses. In the three years since the implementation of differential tuition the following major investments in technology have been made possible:

- four adult and two child patient simulators,
- replaced, upgraded, and expanded the number of computers in the computer labs,
- initiated the use of PDA's for all students in the clinical area with up to date pharmacology, laboratory, and nursing therapeutics software.

The acquisition of the SimMan patient simulators received attention from several local media outlets that did stories on the increasing importance of this technology in the education of nurses.

Funds allocated to the NLRC have supported the purchase other teaching mannequins, equipment, and media (Attachment C). In addition three activities that students were required to pay for prior to tuition differential are now covered by the differential tuition funds: the student supply kits for the foundation of Clinical Practice II course, and the computer based exams completed at the beginning and end of the senior year. The funds have also made it possible to erect a portable wall in one of the large rooms of the NLRC to provide improved learning environments for the activities that occur in that space by minimizing the noise and distractions from one area of the room to the other.

Table 1 demonstrates that these improvements would not have been possible without the differential tuition funds.

Table 1  
Comparison of NLRC Expenditures from 101 and Tuition Differential Funds

	03-04	04-05	05-06	06-07
101 Funds	24,685	31,828	38,250	16,681
Tuition Differential Funds		117,137	103,888	196,674

The original proposal submitted to the Board of Regents also indicated that one of the items used on the College of Nursing senior survey would be used to evaluate the impact of tuition differential in this area. On the item, “I am satisfied with the services and hours available though the NLRC” the mean in 2003-2004 prior to implementation of differential tuition was 2.84 (on a 4 point scale). Since then there has been a slight increase in the mean to 3.07 in 2006-2007. These results need to be interpreted with caution because this item includes both services and hours. Students frequently requested expanded hours; however, when hours were expanded to evenings and Saturdays usage was minimal except in the week before a lab exam. As a result extended hours are only available in the week prior to an exam. The decision to modify the expanded hours to the week prior to skills exams was made with the endorsement of the Black & Gold Committee that reviewed the usage data.

### **Administrative Support-Student/Academic Affairs**

The differential tuition funds enabled the addition of one professional staff person in the student affairs area. Prior to the differential tuition funds the ratio of professional advising staff to students for the College of Nursing was 1:353. With the addition of another professional staff person that ratio is now at 1:256. The additional staff person has made it possible to reconfigure staff hours so that early morning and late afternoon appointments are now available each week and daily walk-in hours have been established to increase access to advising. Student satisfaction surveys include three items related to student advising. Table 2 shows the comparison of those results since implementation of differential tuition. It should be noted that the advising position was not added until the second year of differential tuition funding because of the phased in implementation of the differential tuition. Increases have been noted in all questions. Multiple factors influence students ratings of these areas, increased access to advisors is only one such factor.

Table 2  
Student Satisfaction with Advising

	2003-2004	2004-2005	2005-2006	2006-2007
I am able to have direct communication with College of Nursing advisors.	3.01	3.02	3.05	3.22
The process for progression within the major of nursing was clear, including stated requirements and timeframes for action.	3.01	2.96	2.91	3.19
I am satisfied with the student advising services offered through the Student Affairs office.	2.7	2.77	2.62	2.82

### **Faculty/Instructional Staff**

The third area that has been supported with the differential tuition funds is the salaries of clinical instructional staff to create comparable salaries to peers in the local market. In each of the first two years of the differential tuition all clinical instructional staff were provided a \$2000 market based increase resulting in a 2006-2007 base salary for master's prepared clinical instructional staff of \$50,000. In 2003-2004 the base salary was \$43,500. These funds also supported the addition of clinical instructional staff to support the expansion of the undergraduate program to UW-Washington County in the fall of 2004. The current salary appears to be competitive with salaries from other area nursing programs with the exception of the technical system programs which are able to offer salaries \$10,000-\$15,000 higher.

**ATTACHMENT A**  
**College of Nursing**  
**UG Tuition Differential**  
**Fee and Expenditures as of 6/30/07**

	2004/05 Actual	2005/06 Actual	2006/07 Actual
<b><u>Fee Revenue</u></b>			
<i>Tuition Differential</i>	\$177,254.92	\$275,319.68	\$341,037.40
<b><u>Expenditures by Objective</u></b>			
Advisor Salary		\$81,952.93	\$87,583.76
Clinical Faculty Salaries	\$35,000.00	\$77,500.00	\$81,375.00
NLRC Supplies and Equipment	\$117,136.92	\$121,500.01	\$196,674.01
<b>TOTAL Expenditures to Date</b>	<u>\$152,136.92</u>	<u>\$280,952.94</u>	<u>\$365,632.77</u>
<b>BALANCE of Revenue over Expenditures</b>	<u>\$25,118.00</u>	<u>(\$5,633.26)</u>	<u>(24,595.37)</u>

## ATTACHMENT B

### Analysis of Tuition and Fees for Milwaukee Area Schools of Nursing Undergraduate Programs

FY 02-03			FY 07-08		
<u>University/College</u>	<u>Per Semester Full-time Tuition and Fees</u>	<u>\$\$ Variance from UWM</u>	<u>Per Semester Full-time Tuition and Fees</u>	<u>\$\$ Variance from UWM</u>	<u>SS Variance from UWM Change from FY02/03 – FY07/08</u>
UW-Milwaukee	\$ 1,869	\$ -	\$3,545 (3)		\$0
Alverno	\$ 6,672 (1)	\$ 4,803	\$8,820(4)	\$5,275	\$472
Cardinal Stritch	\$ 6,945 (2)	\$ 5,076	\$10,287 (5)	\$6,742	\$1,666
Concordia	\$ 7,250	\$ 5,381	\$9,475	\$5,930	\$549
MSOE	\$ 7,285	\$ 5,416	\$8,660o	\$5,115	(\$301)
Marquette	\$ 9,700	\$ 7,831	\$13,135	\$9,590	\$1,759

- 1) Includes \$372 Nursing surcharge each semester
- 2) Based on 15 Credits/Semester - Includes average of \$305 Nursing surcharge each semester
- 3) Assume 15 credits per semester and includes the current \$30/Credit Differential Tuition
- 4) Includes \$372 Nursing surcharge each semester
- 5) Assume 15 credits per semester and includes \$65/Credit Differential Tuition

## ATTACHMENT C

### NLRC Equipment and Supplies Purchased with Tuition Differential

#### 2004

Venipuncture training arm – 2  
BP training arm – 3  
Auscultation trainer and Smartscope – 3  
Nasogastric tube feeding model  
Panoptic ophthalmoscope – 2  
Ear thermometer  
Laryngoscope & blade  
Magill forceps  
Supply carts – 6  
Nursing Kid(child)  
Nasogastric and trach care trainer – 2  
Michael/Michelle pediatric simulator – 2  
Urinary catheterization trainer – 3  
Zack multi-purpose male care simulator – 1  
Ear examination simulator – 2  
IM injection simulator – 2  
Vision screening equipment  
Glow box  
Giant toothbrush model  
Audiometer  
Tuning forks  
GynAid Gyn simulator – 2  
Intradermal injection simulator – 2  
Syringe pump – 2  
Vanderlift sling patient lift  
Sit-to-stand patient lift - 2

#### 2005

Chester chest simulator  
IV pumps – 7  
Tube feeding pump  
Enema simulator  
Stump wrap simulator  
Venipuncture training arm – 7  
Surgical Sally simulator  
Injection teaching model  
Ear exam simulator  
Macroview otoscope  
Electronic thermometers – 3  
Web-cam – 2  
Overbed tables – 5  
Airlift transfer device and cart – 2

#### 2005 continued

Infectious waste hamper  
Geri-chair  
Doppler  
Panoptic ophthalmoscope  
Isolation cart – 2  
Hospital beds – 5  
VitalSim pediatric simulator  
Supply carts – 4  
IM injection models – 2

#### 2006

Patient access towers – 2  
GYN simulator  
Suction regulators – 6  
Oxygen flowmeters – 4  
Overbed tables – 5  
IM injection simulator – 2  
Teaching stethoscope – 3  
Heat therapy pump  
Gomco suction pump  
Testicular self exam teaching kit – 2  
Vanderlift II patient lift & slings  
Amplified stethoscope – 2  
Portable suction regulator – 2  
Classroom laptops – 2  
Gatesville pediatric manikin  
Hospital beds – 5  
Prostate exam model  
CVC model  
Intradermal injection model – 2  
SimBaby infant human patient simulator  
PDAs & Nursing Central  
Portable wall  
Computer lab PCs and monitors

