

# Chapter 1: Educational Capacity Report

The Educational Capacity Report presents data from the 2016-2017 NJCCN Educational Capacity Survey. The first section of this chapter describes self-reported data from pre-licensure and post-licensure programs for Registered Nurse (RN) education. **Pre-licensure** programs qualify graduates to sit for the National Council Licensure Examination (NCLEX). **Post-licensure** programs provide additional credentials for graduates who have already passed the NCLEX and have attained their RN licensure. The second section describes self-reported data from programs for Licensed Practical Nurse (LPN) education. The third section describes employment and demographic data for faculty in RN and LPN educational programs.

## Section 1: Educational Capacity Report - RN

### New Jersey RN Program Overview

This report includes data for **43** of the **46** schools in New Jersey that provide RN education. Each school may have multiple programs.

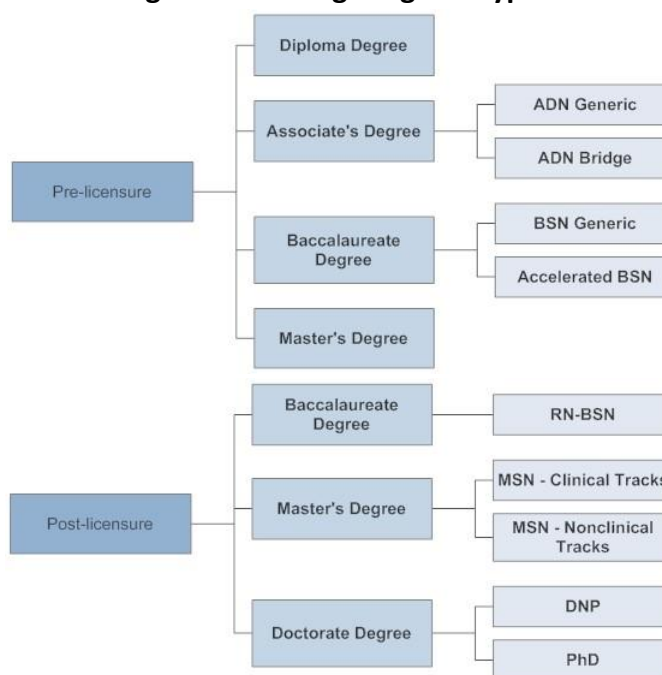
New Jersey schools offer the following **pre-licensure** programs:

- 5 Diploma degree programs
- 27 Associate Degree in Nursing (ADN)
  - 16 ADN – Generic
  - 11 ADN – Bridge
- 25 Bachelor of Science in Nursing (BSN)
  - 15 BSN – Generic
  - 9 Accelerated BSN
  - 1 LPN – BSN Program
- 1 Pre-licensure Master’s of Science in Nursing (MSN)

Respondents reported the following **post-licensure** programs:

- 18 RN – BSN
- 14 Post-licensure Master’s of Science in Nursing (MSN)
- 9 Doctorate of Nursing Practice (DNP)
- 3 Doctor of Philosophy (PhD) in Nursing

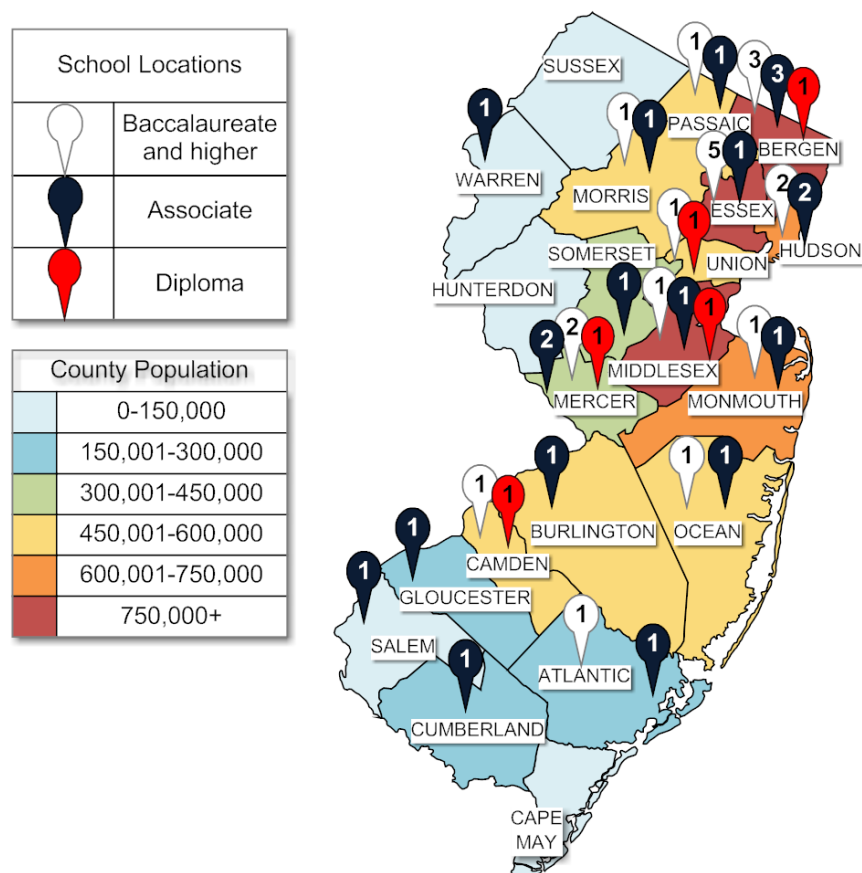
Figure 1. Nursing Program Types



**Figure 2** displays the primary location of New Jersey's 46 nursing programs, inclusive of programs that did not participate in the 2016-2017 survey. Many Baccalaureate and Associate Degree programs also have satellite locations that are not noted on this map.

The number in the pin represents the number of nursing programs of that type located in the county. The County Population chart provides context so that density of programs may be compared to density of population (United States Census Bureau, 2016).

**Figure 2. Geographic Distribution of RN Programs' Primary Campuses**



**Table 2** and **Table 3** show data on federal tax classification and accreditation status as self-reported by the 2016-2017 RN Educational Capacity Survey respondents.

Table 2. Federal Tax Classification						
	Diploma		Associate		Baccalaureate	
	N = 5	%	N = 19	%	N = 20	%
<b>Public</b>	2	40.0	15	79.0	9	47.4
<b>Private/For-Profit</b>	0	0	4	21.1	1	5.3
<b>Private/Non-Profit</b>	3	60.0	0	0	9	47.4

**Table 3. Accreditation Status**

	Diploma		Associate		Baccalaureate & Higher	
	N = 5	%	N = 19	%	N = 20	%
<b>Accredited</b>	5	100.0	18	94.7	20	100.0
<b>Not Accredited/ In Progress</b>	0	0	1	5.3	0	0

## *Pre-Licensure Programs*

### *Pre-Licensure Program Characteristics*

**Table 4** describes the delivery format of pre-licensure programs. A majority of programs are delivered solely through face-to-face lectures. There are currently no programs among respondents that have online-only pre-licensure programs.

**Table 4. Pre-Licensure Program Format**

	Diploma	ADN Generic	ADN Bridge	BSN Generic	BSN Accelerated	Pre-Licensure MSN
	N = 5	N = 16	N = 11	N = 15	N = 9	N = 1
<b>Face-to-Face Solely</b>	4	12	8	12	6	1
<b>Hybrid</b>	1	4	3	3	3	0

**Table 5** describes the percentage of time students spend in each clinical practice setting for pre-licensure programs. Across all settings, the majority of clinical practice time is spent in acute care settings.

**Table 5. Setting of Hands-on Clinical Practice Time (%)**

	Diploma	ADN Generic	ADN Bridge	BSN Generic	BSN Accelerated	Pre-Licensure MSN
<b>Acute Care</b>	92	83.9	83.3	71	60.6	50
<b>Post-Acute Care</b>	5	10.5	11.2	6.8	7.5	10
<b>Preventative Services</b>	2	1.3	1.6	9.1	13.8	10
<b>Home Care</b>	0	0.5	0.2	8.8	8.8	15
<b>Other</b>	1	3.8	3.8	4.3	9.4	15

**Table 6** describes the percentage time students spend in each clinical practice delivery format for pre-licensure programs. Across all pre-licensure settings, a majority of clinical practice is in a hands-on format.

	Diploma	ADN Generic	ADN Bridge	BSN Generic	BSN Accelerated	Pre- Licensure MSN
<b>Skill Lab</b>	13.0	13.9	10.0	14.9	15.6	15.0
<b>Simulation Lab</b>	12.0	13.1	13.9	10.9	12.1	10.0
<b>Hands-On</b>	75.0	66.3	67.8	75.0	62.5	75.0
<b>Other</b>	0	6.7	8.3	0	9.8	0

According to **Table 7**, a majority of BSN and pre-licensure MSN graduates secure their first job within 0-7 months, while graduates of Diploma and Associate Degree programs secure their first job within 8-12 or more months of graduation.

	Diploma	ADN Generic	ADN Bridge	BSN Generic	BSN Accelerated	Pre- Licensure MSN
<b>Total Graduates</b>	<b>N = 457</b>	<b>N = 1008</b>	<b>N = 337</b>	<b>N = 966</b>	<b>N = 330</b>	<b>N = 24</b>
<b>0-3 Months after graduation</b>	0	10	4	18	12	20
<b>4-7 Months after graduation</b>	0	15	1	36	20	65
<b>8-11 Months after graduation</b>	49	14	4	8	0	14
<b>12+ Months after graduation</b>	44	33	49	2	0	0
<b>Unknown/ Do not track</b>	8	27	42	37	68	1

\* Most Accelerated BSN programs do not track graduate employment.

### *Pre-Licensure Application, Admission, Enrollment, and Graduation*

Pre-Licensure programs are those that prepare students for the **initial** National Council Licensure Examination (NCLEX-RN) that leads to licensure as a registered nurse. The number of qualified and admitted applicants displayed here may be inflated if a person applied to or was admitted by more than one school. Our data do not provide unique identifiers for each applicant. The following four tables provide pre-licensure application, admission, enrollment, and graduation rates for the 2017 academic year and 4-year trended data for the 2014-2017 period.

**Table 8** shows pre-licensure application, admission, and enrollment figures for the 2017 academic year. When compared to the 2016 report, there is an increase in enrollees in all program types except the accelerated BSN (↓ 31.5%) and pre-licensure MSN (↓ 69.1%).

	Diploma	ADN (Generic)	ADN (Bridge)	BSN	Accelerated BSN	Pre- Licensure MSN	Total
	N = 5	N = 16	N = 11	N = 15	N = 9	N = 1	N = 41
Available Seats	815	1701	850	1893	464	30	5289
Qualified Applicants	1186	2145	948	4784	484	50	9113
Admitted Applicants	894	1670	813	3713	453	50	7140
Admitted Applicants (%)	75.4	77.9	85.8	77.6	93.6	100	78.3
Enrollees	823	1471	775	1463	278	17	4549
Enrollees (%)	91.2	88.1	95.3	39.4	61.4	34.0	63.7

**Table 9** shows that annual admission and enrollment rates since 2014 have remained stable.

	2014	2015	2016	2017
Available Seats	5030	5348	4989	5289
Qualified Applicants	9465	10531	10529	9113
Admitted Applicants	5961	6967	6872	7140
Enrollees	4477	4677	4396	4549
Enrollees (%)	75	67	64	64

**Table 10** shows why schools rejected qualified RN applicants. This table is not inclusive of any programs that reported “not applicable,” because they did not reject any qualified applicants. Such schools include 3 (60%) of the Diploma Programs, 6 (32%) of the Associate’s Degree Programs, and 12 (63%) of the Baccalaureate Degree Programs. Schools that did report rejecting qualified applicants may have provided multiple reasons for doing so.

	Diploma		Associate		Baccalaureate	
	# Schools N=5	%	# Schools N=19	%	# Schools N=19	%
Lack of qualified faculty	2	40	6	32	1	5
Lack of clinical space	1	20	7	37	4	21
Limited classroom space	2	40	6	32	5	26
Lack of clinical sites	1	20	5	26	4	21
Others	0	0	4	20	3	15

The survey presented the following reasons: lack of qualified faculty; lack of clinical space; limited classroom space; and lack of clinical sites available for students. Additional reasons provided by respondents in a comments box included insufficient budget, lack of available science faculty & lab space admission caps, job market, and inability to meet the program’s personal health insurance requirements.

**Table 11** shows a 3.8% increase of pre-licensure graduates between 2016 and 2017, however there is only a 1.5% increase over the 4-year period from 2014-2017.

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Diploma</b>	523	457	484	457
<b>ADN Generic</b>	1015	1002	883	1008
<b>ADN Bridge</b>	357	522	355	337
<b>BSN Generic</b>	667	788	869	966
<b>BSN Accelerated</b>	500	368	384	330
<b>MSN Pre-Licensure</b>	15	24	32	24
<b>Total</b>	<b>3077</b>	<b>3161</b>	<b>3007</b>	<b>3122</b>

### *NCLEX Pass Rates for Pre-licensure Students*

Students must pass the National Council Licensure Exam (NCLEX-RN) to apply for licensure as an RN. **Table 12** shows National Council of State Boards of Nursing data on the pass rates for students who took the NCLEX-RN in 2017 (NCSBN, 2017). These data are inclusive of schools that did not respond to the NJCCN 2017 Educational Capacity Survey.

	<b># Participants</b>	<b>Total Passed</b>	<b>Total Failed</b>	<b>% Pass Rate</b>
<b>Diploma</b>	522	468	54	90%
<b>ADN</b>	1415	1241	174	88%
<b>BSN</b>	1330	1117	213	84%
<b>MSN</b>	9	8	1	89%

### *Pre-Licensure Student Demographics*

**Table 13** on the following page describes prelicensure demographics inclusive of gender, race and ethnicity, and age bracket. The table shows that pre-licensure nursing students continue to be primarily female and show diversity in race and ethnicity, which is needed for the racially diverse population served in New Jersey. Ages are higher in the Diploma, Associate Degree, and Associate Degree Bridge programs as compared to the generic BSN program.

**Table 13. Pre-Licensure Student Demographics 2017**

	Diploma N = 3055	ADN Generic N = 2992	ADN Bridge N = 939	BSN Generic N = 4575	BSN Accelerated N = 671	MSN Pre- Licensure N = 43
<b>Gender</b>						
Female	2597 (85%)	2452 (82%)	858 (91%)	3961 (84%)	540 (81%)	32 (74%)
Male	457 (15%)	455 (15%)	81 (9%)	613 (13%)	131 (20%)	11 (26%)
Transgender	1 (0%)	2 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Did not Disclose	0 (0%)	83 (3%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)
<b>Race/Ethnicity</b>						
American Indian	16 (1%)	3 (0%)	5 (1%)	8 (0%)	0 (0%)	0 (0%)
Asian	234 (8%)	242 (8%)	52 (6%)	710 (16%)	63 (9%)	4 (9%)
Black/African American	1001 (32.8%)	374 (13%)	579 (62%)	535 (12%)	76 (11%)	14 (33%)
Hawaiian/Pacific Islander	20 (1%)	0 (0%)	4 (0%)	14 (0%)	1 (0%)	0 (0%)
White/Caucasian	677 (22%)	1557 (52%)	86 (9%)	2187 (48%)	372 (55%)	12 (28%)
Hispanic/Latino	766 (25%)	479 (16%)	91 (10%)	764 (17%)	64 (10%)	5 (12%)
Other	39 (1%)	13 (0%)	1 (0%)	19 (0%)	0 (0%)	0 (0%)
Two or More Races	79 (3%)	109 (4%)	8 (1%)	133 (3%)	37 (6%)	3 (7%)
Did not Disclose	223 (7%)	214 (7%)	113 (12%)	205 (5%)	58 (9%)	5 (12%)
<b>Age</b>						
17-20	360 (12%)	221 (7%)	2 (0%)	2105 (46%)	49 (7%)	0 (0%)
21-25	858 (28%)	931 (31%)	62 (7%)	1439 (32%)	294 (44%)	24 (56%)
26-30	735 (24%)	613 (21%)	190 (20%)	290 (6%)	205 (31%)	16 (37%)
31-40	754 (25%)	554 (19%)	387 (41%)	187 (4%)	81 (12%)	2 (5%)
41-50	278 (9%)	230 (8%)	241 (26%)	60 (1%)	38 (6%)	1 (2%)
51-60	67 (2%)	59 (2%)	41 (4%)	7 (0%)	4 (1%)	0 (0%)
61+	3 (0%)	2 (0%)	5 (1%)	0 (0%)	0 (0%)	0 (0%)
Did not Disclose	0 (0%)	382 (13%)	11 (1%)	487 (11%)	0 (0%)	0 (0%)

Table 14 shows that schools continue to see a diverse nursing student population.

<b>Table 14. Pre-Licensure Demographic Characteristics Trends Analysis 2014-2017</b>				
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
	<b>N = 10,943</b>	<b>N = 10,669</b>	<b>N = 11,224</b>	<b>N = 12,275</b>
<b>Total Enrollment by Program</b>				
<b>Diploma</b>	<b>3018</b> (28%)	<b>2971</b> (28%)	<b>2867</b> (26%)	<b>3055</b> (25%)
<b>ADN</b>	<b>3850</b> (35%)	<b>3360</b> (31%)	<b>3493</b> (31%)	<b>3931</b> (32%)
<b>BSN (Generic)</b>	<b>3361</b> (31%)	<b>3719</b> (35%)	<b>3984</b> (35%)	<b>4575</b> (37%)
<b>BSN (Accelerated)</b>	<b>663</b> (6%)	<b>578</b> (5%)	<b>793</b> (7%)	<b>671</b> (1%)
<b>Master's (Pre-licensure)</b>	<b>51</b> (0%)	<b>41</b> (0%)	<b>87</b> (1%)	<b>43</b> (0%)
<b>Race/Ethnicity</b>				
<b>American Indian</b>	<b>38</b> (0%)	<b>39</b> (0%)	<b>26</b> (0%)	<b>32</b> (0%)
<b>Asian</b>	<b>1145</b> (10%)	<b>1207</b> (11%)	<b>1238</b> (11%)	<b>1305</b> (11%)
<b>Black/African American</b>	<b>2561</b> (23%)	<b>2268</b> (21%)	<b>2263</b> (20%)	<b>2579</b> (21%)
<b>Hawaiian/Pacific Islander</b>	<b>215</b> (2%)	<b>66</b> (1%)	<b>72</b> (1%)	<b>39</b> (0%)
<b>White/Caucasian</b>	<b>4368</b> (39%)	<b>4324</b> (41%)	<b>4617</b> (41%)	<b>4891</b> (40%)
<b>Hispanic/Latino</b>	<b>1680</b> (15%)	<b>1754</b> (16%)	<b>1872</b> (17%)	<b>2169</b> (18%)
<b>Other</b>	<b>182</b> (2%)	<b>140</b> (1%)	<b>105</b> (1%)	<b>72</b> (1%)
<b>Two or More Races</b>	<b>166</b> (1%)	<b>212</b> (2%)	<b>263</b> (2%)	<b>369</b> (3%)
<b>Did not Disclose</b>	<b>858</b> (8%)	<b>659</b> (6%)	<b>768</b> (7%)	<b>818</b> (7%)
<b>Age</b>				
<b>17-20</b>	<b>2212</b> (19%)	<b>2443</b> (23%)	<b>2549</b> (23%)	<b>2737</b> (22%)
<b>21-25</b>	<b>3323</b> (30%)	<b>3314</b> (31%)	<b>3417</b> (30%)	<b>3608</b> (29%)
<b>26-30</b>	<b>1763</b> (16%)	<b>1912</b> (18%)	<b>1749</b> (16%)	<b>2049</b> (17%)
<b>31-40</b>	<b>1943</b> (17%)	<b>1788</b> (17%)	<b>2019</b> (18%)	<b>1965</b> (16%)
<b>41-50</b>	<b>963</b> (9%)	<b>768</b> (7%)	<b>866</b> (8%)	<b>848</b> (7%)
<b>51-60</b>	<b>277</b> (2%)	<b>173</b> (2%)	<b>273</b> (2%)	<b>178</b> (1%)
<b>61+</b>	<b>17</b> (0%)	<b>10</b> (0%)	<b>21</b> (0%)	<b>10</b> (0%)
<b>Did not Disclose</b>	<b>815</b> (7%)	<b>261</b> (2%)	<b>330</b> (3%)	<b>880</b> (7%)



## Post-Licensure Programs

### Post-Licensure Program Characteristics

**Table 15** describes the delivery format of post-licensure programs. Except for PhD programs, post-licensure programs are delivered in a variety of online, face-to-face, and hybrid formats, with hybrid delivery being the most common.

	RN-BSN	MSN Clinical	MSN Non-Clinical	DNP	PhD
<b>Online Solely</b>	5	2	2	3	0
<b>Face-to-Face Solely</b>	5	4	3	2	3
<b>Hybrid</b>	11	4	5	4	0
<b>Total</b>	<b>21</b>	<b>10</b>	<b>10</b>	<b>9</b>	<b>3</b>

### Post-Licensure Application, Admission, Enrollment, and Graduation

Post-licensure programs are for students who are already licensed as Registered Nurses. Post-licensure data in **Table 16** indicate that there are sufficient seats available for new enrollees. However, the number of qualified and admitted applicants displayed here may be inflated if a person applied to or was admitted by more than one school. Our data do not provide unique identifiers for each applicant.

	RN-BSN	MSN Clinical	MSN Non-Clinical	DNP	PhD	Total
<b>Available Seats</b>	2647	1506	1311	387	8	4548
<b>Qualified Applicants</b>	1307	498	229	267	10	2082
<b>Admitted Applicants</b>	1282	431	219	265	10	2207
<b>Enrollees</b>	795	293	100	203	7	1398
<b>Enrollees (%)</b>	62.0	68.0	45.7	76.6	70.0	70.0

**Table 17** shows that enrollment in post-licensure programs has gone down by 51.8% over the 4-year period between 2014 and 2017. This decline may be attributed to national online programs, which are not captured in the Center's educational capacity survey.

	2014	2015	2016	2017
<b>Available Seats</b>	6590	5109	4945	4548
<b>Qualified Applicants</b>	3989	2775	2953	2082
<b>Admitted Applicants</b>	3739	2675	2833	2207
<b>Enrollees</b>	2900	1932	1613	1398
<b>Enrollees (%)</b>	77.6	72.2	56.9	63.3

**Table 18** describes the trends in post-licensure graduates, showing a 37.7% decline in RN to BSN graduates in 2017. This is the first year in which this decline in RN to BSN graduation is seen, and it may be attributed to national online programs that are not captured by the NJCCN educational survey. There is also a decline in MSN graduates and an increase in DNP graduates. This is probably due to APN programs that have changed their degree structure from MSN to DNP. APN programs are shifting from MSN to DNP due to recommendations from the American Association of Colleges of Nursing (AACN).

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>RN-BSN</b>	926	1068	1063	662
<b>MSN</b>	634	601	616	469
<b>DNP</b>	59	93	88	116
<b>PhD</b>	26	14	7	3
<b>Total</b>	1645	1776	1774	1250

### *Post-Licensure Student Demographics*

**Table 19**, which is continued on the following page, describes post-licensure student demographics. It shows that post-licensure students are primarily female and exhibit racial and ethnic diversity. Most students in post-licensure programs are 30 or more years old.

	<b>RN to BSN</b>	<b>MSN Clinical</b>	<b>MSN Non-Clinical</b>	<b>DNP</b>	<b>PhD</b>
	<b>N = 2140</b>	<b>N = 1185</b>	<b>N = 489</b>	<b>N = 704</b>	<b>N = 82</b>
<b>Gender</b>					
<b>Female</b>	<b>1895</b> (89%)	<b>754</b> (64%)	<b>365</b> (75%)	<b>619</b> (88%)	<b>76</b> (93%)
<b>Male</b>	<b>245</b> (11%)	<b>103</b> (9%)	<b>43</b> (9%)	<b>85</b> (12%)	<b>6</b> (7%)
<b>Transgender</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Did not Disclose</b>	<b>0</b> (0%)	<b>328</b> (28%)	<b>81</b> (17%)	<b>0</b> (0%)	<b>0</b> (0%)

\***Table 19** is continued on the following page.

**Table 19. (continued) Post-Licensure Student Demographics**

	RN to BSN N = 2140	MSN Clinical N = 1185	MSN Non-Clinical N = 489	DNP N = 704	PhD N = 82
<b>Race/Ethnicity</b>					
American Indian	<b>0</b> (0%)	<b>3</b> (0%)	<b>1</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
Asian	<b>185</b> (9%)	<b>168</b> (14%)	<b>40</b> (8%)	<b>101</b> (14%)	<b>6</b> (7%)
Black/African American	<b>216</b> (10%)	<b>161</b> (14%)	<b>54</b> (11%)	<b>164</b> (23%)	<b>5</b> (6%)
Hawaiian/Pacific Islander	<b>21</b> (1%)	<b>32</b> (3%)	<b>2</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
White/Caucasian	<b>1034</b> (48%)	<b>329</b> (28%)	<b>227</b> (46%)	<b>329</b> (47%)	<b>27</b> (33%)
Hispanic/Latino	<b>225</b> (11%)	<b>101</b> (9%)	<b>29</b> (6%)	<b>74</b> (11%)	<b>6</b> (7%)
Other	<b>10</b> (1%)	<b>3</b> (0%)	<b>2</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
Two or More Races	<b>32</b> (2%)	<b>17</b> (1%)	<b>9</b> (2%)	<b>0</b> (0%)	<b>1</b> (1%)
Did not Disclose	<b>417</b> (20%)	<b>371</b> (31%)	<b>125</b> (26%)	<b>36</b> (5%)	<b>37</b> (45%)
<b>Age</b>					
17-20	<b>24</b> (1%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>6</b> (1%)	<b>0</b> (0%)
21-25	<b>182</b> (9%)	<b>48</b> (4%)	<b>23</b> (5%)	<b>48</b> (7%)	<b>0</b> (0%)
26-30	<b>348</b> (16%)	<b>157</b> (13%)	<b>67</b> (14%)	<b>208</b> (30%)	<b>10</b> (12%)
31-40	<b>589</b> (28%)	<b>243</b> (21%)	<b>100</b> (20%)	<b>211</b> (30%)	<b>34</b> (42%)
41-50	<b>462</b> (22%)	<b>236</b> (20%)	<b>120</b> (25%)	<b>131</b> (19%)	<b>10</b> (12%)
51-60	<b>296</b> (14%)	<b>101</b> (9%)	<b>79</b> (16%)	<b>88</b> (13%)	<b>6</b> (7%)
61+	<b>36</b> (2%)	<b>1</b> (0%)	<b>10</b> (2%)	<b>10</b> (1%)	<b>0</b> (0%)
Did not Disclose	<b>203</b> (10%)	<b>399</b> (34%)	<b>90</b> (18%)	<b>2</b> (0%)	<b>22</b> (27%)

**Table 20. Post-Licensure Demographic Characteristics Trends 2014-2017**

	2014	2015	2016	2017
	N = 8908	N = 6337	N = 4970	N = 4600
<b>Total Enrollment by Program</b>				
<b>RN to BSN</b>	<b>5727</b> (64%)	<b>3600</b> (57%)	<b>2604*</b> (52%)	<b>2140</b> (47%)
<b>MSN Clinical</b>	<b>1324</b> (15%)	<b>1268</b> (20%)	<b>1064*</b> (21%)	<b>1185</b> (26%)
<b>MSN Non-Clinical</b>	<b>1083</b> (12%)	<b>792</b> (12%)	<b>541*</b> (11%)	<b>489</b> (11%)
<b>DNP</b>	<b>629</b> (7%)	<b>589</b> (9%)	<b>677*</b> (14%)	<b>704</b> (15%)
<b>PhD</b>	<b>145</b> (2%)	<b>88</b> (1%)	<b>84*</b> (2%)	<b>82</b> (2%)
<b>Race/Ethnicity</b>				
<b>American Indian</b>	<b>16</b> (0%)	<b>9</b> (0%)	<b>7</b> (0%)	<b>4</b> (0%)
<b>Asian</b>	<b>869</b> (10%)	<b>671</b> (11%)	<b>515</b> (10%)	<b>500</b> (11%)
<b>Black/African American</b>	<b>1262</b> (14%)	<b>938</b> (15%)	<b>656</b> (13%)	<b>600</b> (13%)
<b>Hawaiian/Pacific Islander</b>	<b>80</b> (1%)	<b>47</b> (1%)	<b>35</b> (1%)	<b>55</b> (1%)
<b>White/Caucasian</b>	<b>4898</b> (55%)	<b>3370</b> (53%)	<b>2481</b> (50%)	<b>1946</b> (42%)
<b>Hispanic/Latino</b>	<b>817</b> (9%)	<b>545</b> (9%)	<b>502</b> (10%)	<b>435</b> (9%)
<b>Other</b>	<b>65</b> (1%)	<b>29</b> (0%)	<b>12</b> (0%)	<b>15</b> (0%)
<b>Two or More Races</b>	<b>70</b> (1%)	<b>55</b> (1%)	<b>69</b> (1%)	<b>59</b> (1%)
<b>Did not Disclose</b>	<b>831</b> (9%)	<b>673</b> (11%)	<b>693</b> (14%)	<b>986</b> (21%)
<b>Age</b>				
<b>17-20</b>	<b>19</b> (0%)	<b>8</b> (0%)	<b>52</b> (1%)	<b>30</b> (1%)
<b>21-25</b>	<b>429</b> (5%)	<b>433</b> (7%)	<b>576</b> (12%)	<b>301</b> (7%)
<b>26-30</b>	<b>1282</b> (14%)	<b>1163</b> (18%)	<b>1080</b> (22%)	<b>790</b> (17%)
<b>31-40</b>	<b>2467</b> (28%)	<b>2042</b> (32%)	<b>1350</b> (27%)	<b>1177</b> (26%)
<b>41-50</b>	<b>2310</b> (26%)	<b>1635</b> (26%)	<b>1068</b> (21%)	<b>959</b> (21%)
<b>51-60</b>	<b>1359</b> (15%)	<b>887</b> (14%)	<b>553</b> (11%)	<b>570</b> (12%)
<b>61+</b>	<b>204</b> (2%)	<b>89</b> (1%)	<b>69</b> (1%)	<b>57</b> (1%)
<b>Did not Disclose</b>	<b>838</b> (9%)	<b>80</b> (1%)	<b>222</b> (4%)	<b>716</b> (16%)

\*2016 program enrollment rates were erroneously inflated beyond the number of students reported in each race and age category. Enrollment rates were imputed to match proportionately.

Table 21. New Jersey RN Nursing Programs

Schools	County	Diploma	ADN	ADN Bridge	BSN	Accel. BSN	Pre-licensure MSN	RN-BSN	Post-licensure MSN	DNP	PhD
Atlantic Cape Community Coll.	Atlantic		■	■							
Bergen Community College	Bergen		■								
Berkeley College*	Passaic				■						
Bloomfield College	Essex				■			■			
Brookdale Community College	Monmouth		■	■							
Caldwell University	Essex				■	■		■			
Chamberlain University	Middlesex				■						
Coll. of Saint Elizabeth	Morris							■	■		
County Coll. of Morris	Morris		■	■							
Cumberland County College	Cumberland		■	■							
Eastern International College	Hudson		■								
Eastwick College	Bergen		■								
Essex County College	Essex		■	■							
Fairleigh Dickinson University	Bergen				■	■		■	■	■	
Felician University	Bergen				■	■		■	■	■	
Georgian Court University	Ocean				■			■			
Holy Name Medical Center	Bergen	■									
Hudson County College	Hudson		■								
Jersey College at Ewing	Mercer			■							
Jersey College at Teterboro	Bergen			■							
JFK Muhlenberg Snyder	Middlesex	■									
Kean University	Union							■	■		■
Mercer County Community Coll.	Mercer		■								
Middlesex County College	Middlesex		■								
Monmouth University	Monmouth				■			■	■	■	
Montclair State University*	Essex				■			■	■		
New Jersey City University	Hudson					■		■	■		
Ocean County College	Ocean		■								
Our Lady of Lourdes	Camden	■									
Passaic County Community Coll.	Passaic		■	■							
Ramapo College	Bergen				■			■	■		
Raritan Valley Community Coll.	Somerset		■	■							
Richard Stockton University	Atlantic				■	■		■	■		
Rowan College	Burlington		■	■							
Rowan College	Gloucester		■	■							
Rutgers School of Nursing	Essex				■	■		■	■	■	■
Rutgers School of Nursing	Camden				■	■		■		■	
Saint Peter's University	Hudson				■			■	■	■	
Salem Community College	Salem			■							
Seton Hall University	Essex				■	■	■	■	■	■	■
St. Francis Medical Center	Mercer	■									
The Coll. of New Jersey	Mercer				■			■	■		
Thomas Edison State University	Mercer					■		■	■	■	
Trinitas School of Nursing	Union	■									
Warren County Community Coll.	Warren		■								
William Patterson University	Passaic				■			■	■	■	

\*School did not participate in this survey period or did not graduate a cohort.

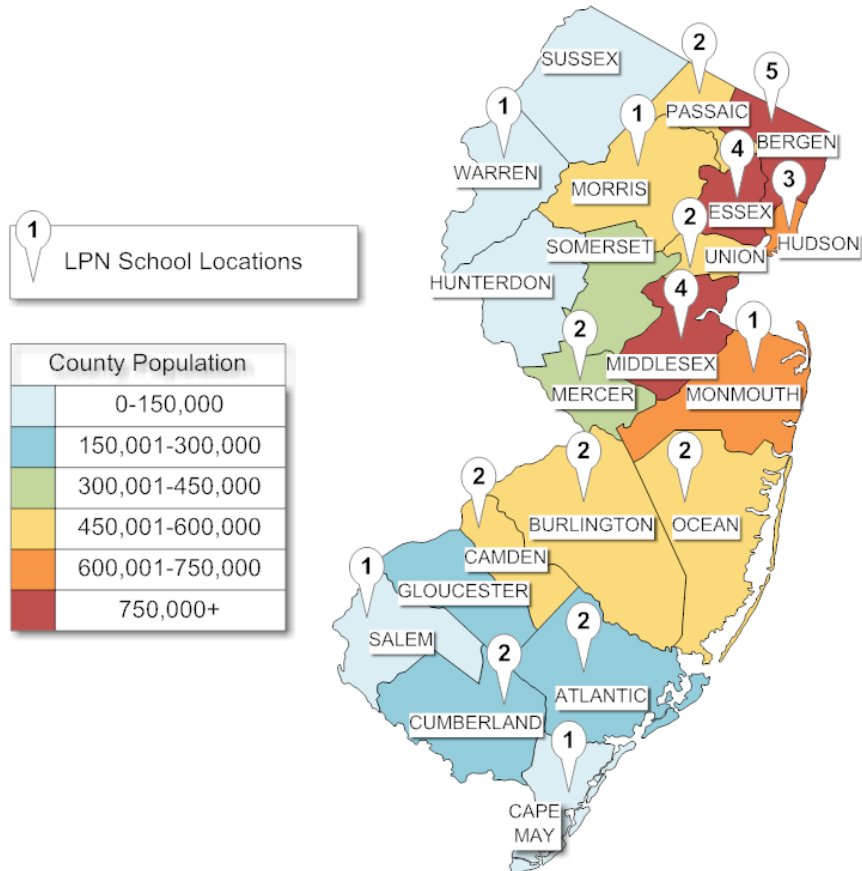
## Section 2: Educational Capacity Report - LPN

### New Jersey LPN Program Overview

This report includes data for 30 of the 37 schools in New Jersey that provide education for Licensed Practical Nurses (LPNs).

**Figure 3. Geographic Distribution of LPN Programs**

**Figure 3** displays the primary location of New Jersey’s 37 practical nursing programs, inclusive of programs that did not participate in the 2016-2017 survey. The number in the pin represents the number of practical nursing programs located in the county. The County Population chart provides context so that density of programs may be compared to density of population (United States Census Bureau, 2016).



**Table 22** and **Table 23** show data on federal tax classification and accreditation status as self-reported by the 2016-2017 LPN Educational Capacity Survey respondents.

	N = 31	(%)
Public	20	64.5
Private/For-Profit	10	32.3
Private/Non-Profit	1	3.2

**Table 23. Accreditation Status**

	N = 31	(%)
Accredited	25	80.7
Not Accredited/In Progress	6	19.4

*LPN Program Characteristics*

**Table 24** describes the delivery format of pre-licensure programs. A majority of programs are delivered solely through face-to-face lectures. There are currently no programs among respondents that have online-only practical nursing programs.

**Table 24. LPN Program Format**

	N = 31	(%)
Face-to-Face Solely	28	90.3
Hybrid	3	9.7

**Table 25** describes the specialization or setting of clinical practice time in practical nursing programs. A majority of clinical practice time is spent in Post-Acute Care Settings.

**Table 25. Setting of Hands-on Clinical Practice Time (%)**

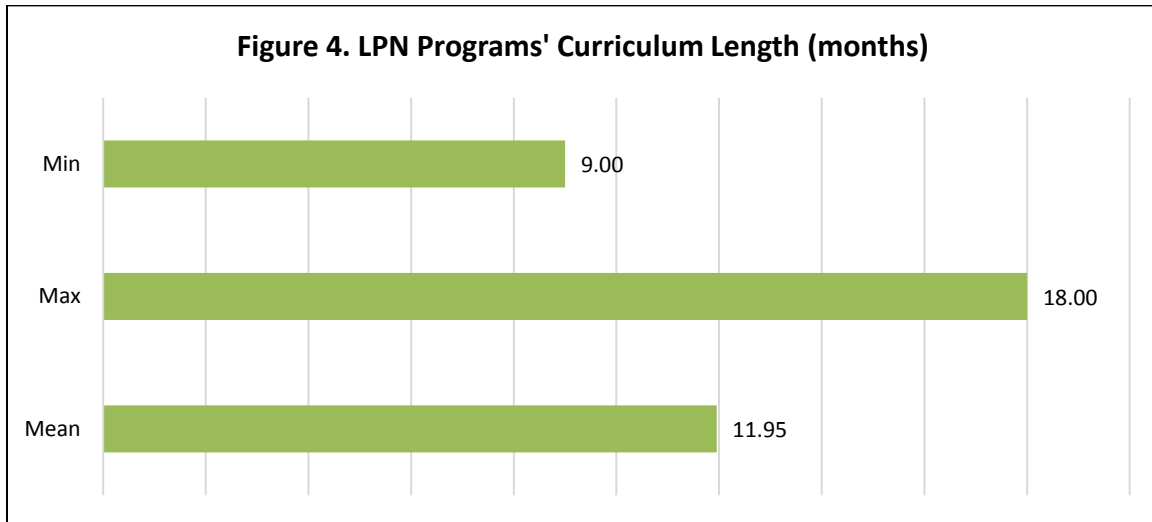
Acute Care	26.5
Post-Acute Care	44.3
Preventative Services	8.5
Home Care	3.2
Other	17.5

**Table 26** describes the delivery format of clinical practice time in pre-licensure programs. A majority of clinical practice is hands-on.

**Table 26. Format of Clinical Practice Time (%)**

Skill Lab	23.8
Simulation Lab	12.3
Hands-On	59.3
Other	4.7

**Figure 4** chart shows the average time (in months) to program completion. The average time for completion of an LPN program is about 1 year.



**Table 27** shows that most LPNs secure a job within 0-7 months after graduation.

<b>Table 27. Time to Employment after Graduation (%)</b>		
0-3 Months after graduation	42	>84%
4-7 Months after graduation	42	
8-11 Months after graduation	24	
12+ Months after graduation	14	
Unknown/ Do not track	0	

### *LPN Application, Admission, Enrollment, and Graduation*

Licensed Practical Nursing (LPN) Programs are those that prepare students for the National Council Licensure Examination for Licensed Practical Nurses (NCLEX-PN). The number of qualified and admitted applicants displayed here may be inflated if a person applied to or was admitted by more than one school. Our data do not provide unique identifiers for each applicant.

**Table 28** shows that graduates continue to decline year over year. From 2014 and 2017, Licensed Practical Nurse graduation declined by 22.5%.

<b>Table 28. LPN Application, Admission, Enrollment, and Graduation Trend Analysis 2014-2017</b>				
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Available Seats</b>	3569	3515	2862	3007
<b>Qualified Applicants</b>	3406	3286	2882	3116
<b>Admitted Applicants</b>	2617	2530	2265	2232
<b>Admitted Applicants (%)</b>	77	77	79	72
<b>Enrollees</b>	2368	2117	1882	1982
<b>Enrolled (%)</b>	90	84	83	89
<b>Graduates</b>	1575	1543	1247	1220



**Table 29** shows the reasons for rejection of qualified applicants among LPN programs. This table is not inclusive of any of the 24 (77%) schools that reported “not applicable,” because they did not reject any qualified applicants. Schools that did report rejecting qualified applicants may have provided multiple reasons for doing so.

<b>Table 29. Reason for Rejection of Qualified LPN Applicants</b>		
	<b># Schools N=31</b>	<b>%</b>
<b>Lack of qualified faculty</b>	3	10
<b>Lack of clinical space</b>	1	3
<b>Limited classroom space</b>	5	16
<b>Lack of clinical sites available for students</b>	3	10
<b>Others</b>	1	3

The survey presented the following reasons: lack of qualified faculty; lack of clinical space; limited classroom space; and lack of clinical sites available for students. An additional reason provided by respondents in a comment box included insufficient funding. Limited classroom space was the most frequent response, but only five schools reported that as a concern.

### *NCLEX Pass Rates for LPN Students*

Students must pass the National Council Licensure Exam (NCLEX-PN) to apply for licensure as an LPN. **Table 30** shows NCSBN data on the pass rates for students who took the NCLEX-PN in 2017 (NCSBN, 2017b). These data are inclusive of schools that did not respond to the NJCCN 2017 Educational Capacity Survey.

<b>Table 30. Pass Rates for NCLEX-PN Taken in 2017</b>	
<b># Participants</b>	1505
<b>Total Passed</b>	1187
<b>Total Failed</b>	318
<b>% Pass Rate</b>	79%

*LPN Student Demographics*

In **Table 31**, LPN students are primarily female, identifying as Black/African American, and between 21-30 years of age.

<b>Table 31. Practical Nursing Student Demographics</b>	
<b>Gender</b>	<b>N = 2146</b>
Female	<b>2081</b> (88%)
Male	<b>281</b> (12%)
Transgender	<b>1</b> (0%)
Did not Disclose	<b>0</b> (0%)
<b>Race/Ethnicity</b>	<b>N = 2146</b>
American Indian	<b>7</b> (0%)
Asian	<b>119</b> (5%)
Black/African American	<b>1199</b> (51%)
Hawaiian/Pacific Islander	<b>15</b> (1%)
White/Caucasian	<b>420</b> (18%)
Hispanic/Latino	<b>396</b> (17%)
Other	<b>19</b> (1%)
Two or More Races	<b>21</b> (1%)
Did not Disclose	<b>167</b> (7%)
<b>Age</b>	<b>N = 2146</b>
17-20	<b>127</b> (1%)
21-25	<b>562</b> (24%)
26-30	<b>608</b> (26%)
31-40	<b>641</b> (27%)
41-50	<b>314</b> (13%)
51-60	<b>93</b> (4%)
61+	<b>4</b> (0%)
Did not Disclose	<b>14</b> (1%)

**Table 32** shows that New Jersey continues to a highly diverse LPN population. Practical Nursing students are primarily Black/African American.

<b>Table 32. LPN Student Demographic Characteristics Trends Analysis 2014-2017</b>				
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Race/Ethnicity</b>				
<b>American Indian</b>	<b>5</b> (0%)	<b>5</b> (0%)	<b>3</b> (0%)	<b>7</b> (0.3%)
<b>Asian</b>	<b>231</b> (9%)	<b>142</b> (5%)	<b>107</b> (5%)	<b>119</b> (5.0%)
<b>Black/African American</b>	<b>1378</b> (54%)	<b>1408</b> (52%)	<b>1075</b> (50%)	<b>1199</b> (50.7%)
<b>Hawaiian/Pacific Islander</b>	<b>0</b> (0%)	<b>25</b> (1%)	<b>31</b> (1%)	<b>15</b> (0.6%)
<b>White/Caucasian</b>	<b>380</b> (15%)	<b>531</b> (20%)	<b>420</b> (20%)	<b>420</b> (17.8%)
<b>Hispanic/Latino</b>	<b>372</b> (15%)	<b>369</b> (14%)	<b>330</b> (15%)	<b>396</b> (16.8%)
<b>Other</b>	-	<b>29</b> (1%)	<b>32</b> (1%)	<b>19</b> (0.8%)
<b>Two or More Races</b>	-	<b>111</b> (4%)	<b>18</b> (1%)	<b>21</b> (0.9%)
<b>Did not Disclose</b>	<b>171</b> (7%)	<b>89</b> (3%)	<b>130</b> (6%)	<b>167</b> (7.1%)
<b>Age</b>				
<b>17-20</b>	<b>132</b> (5%)	<b>122</b> (5%)	<b>98</b> (5%)	<b>127</b> (%)
<b>21-25</b>	<b>562</b> (22%)	<b>604</b> (22%)	<b>516</b> (24%)	<b>562</b> (23.8%)
<b>26-30</b>	<b>649</b> (26%)	<b>652</b> (24%)	<b>534</b> (25%)	<b>608</b> (25.7%)
<b>31-40</b>	<b>748</b> (29%)	<b>833</b> (31%)	<b>595</b> (28%)	<b>641</b> (27.1%)
<b>41-50</b>	<b>336</b> (13%)	<b>382</b> (14%)	<b>255</b> (12%)	<b>314</b> (13.3%)
<b>51-60</b>	<b>79</b> (3%)	<b>104</b> (4%)	<b>111</b> (5%)	<b>93</b> (3.9%)
<b>61+</b>	<b>4</b> (0%)	<b>5</b> (0%)	<b>9</b> (0%)	<b>4</b> (0.2%)
<b>Did not Disclose</b>	<b>27</b> (1%)	<b>7</b> (0%)	<b>28</b> (1%)	<b>14</b> (0.6%)

Table 33. LPN Nursing Programs

<b>School Name</b>	<b>County</b>
AVTECH Institute of Technology	Middlesex
Berkeley College	Passaic
Best Care Training Institute	Essex
Burlington County Institute of Technology	Burlington
Camden County College	Camden
Cape May County Technical School	Cape May
Cumberland County College	Cumberland
Cumberland County Technical Education Center	Cumberland
Eastwick College, Hackensack	Bergen
Eastwick College, Ramsey*	Bergen
Essex County College	Essex
Holy Name Medical Center School for Nursing	Bergen
Hudson County Community College	Hudson
Jersey College – Ewing	Mercer
Jersey College – Teterboro	Bergen
Lincoln Technical Institute – Iselin	Middlesex
Lincoln Technical Institute – Moorestown	Burlington
Lincoln Technical Institute - Paramus	Bergen
Mercer County Technical School	Mercer
Merit Technical Institute	Hudson
Metropolitan Learning Institute*	Hudson
Middlesex County Vocational and Technical School	Middlesex
Monmouth County Vocational School District	Monmouth
Morris County School of Technology	Morris
New Community Corporation*	Essex
New Jersey Center for Advanced Training and Studies*	Essex
Ocean County Vocational Technical School	Ocean
Passaic County Technical Institute	Passaic
Pinelands School of Practical Nursing	Ocean
Prism Career Institute – Cherry Hill*	Camden
Prism Career Institute – Egg Harbor*	Atlantic
Salem Community College	Salem
Sierra Allied Health Academy*	Union
Union County College	Union
Universal Training Institute	Middlesex
Warren County Technical School	Warren

\*School did not participate in this survey period or did not graduate a cohort.

## Section 3: New Jersey Nursing Faculty Report

### RN Faculty

#### RN Faculty Employment

The following tables describe the number of full-time (FT) and part-time (PT) faculty employment and vacancies across pre- and post-licensure nursing programs. Full-time and part-time position vacancies only include those that are being actively recruited.

	Diploma	Associate	Baccalaureate & Graduate	Total
<b>Full-time positions available</b>	<b>74</b>	<b>165</b>	<b>390</b>	<b>629</b>
Full-time faculty employed	69	155	354	578
Full-time position vacancies	5 (6.8%)	10 (6.1%)	36 (9.2%)	51 (8.1%)
<b>Part-time positions available</b>	<b>92</b>	<b>221</b>	<b>330</b>	<b>643</b>
Part-time faculty employed	91	208	327	626
Part-time position vacancies	1 (1.1%)	13 (5.9%)	3 (0.9%)	17 (2.6%)

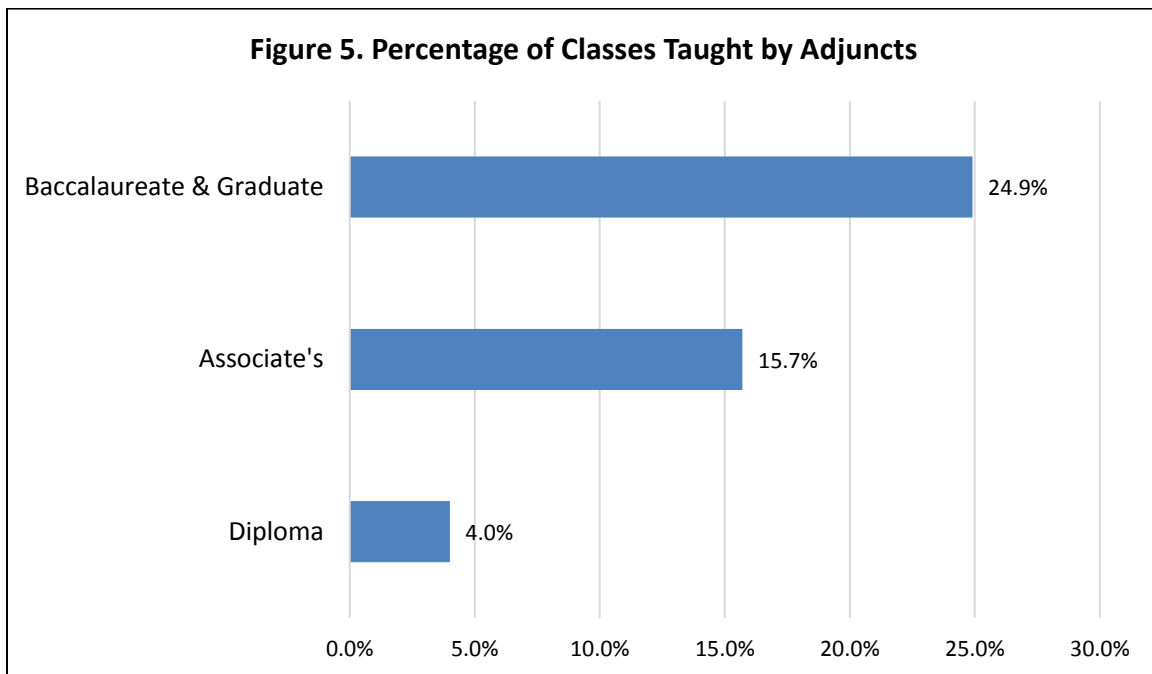
**Table 35** shows a 29.4% increase in full-time faculty vacancies from 2014 and 2017, a majority of which are in Baccalaureate and higher degree programs. Conversely, there is approximately a 50% decrease in part-time faculty vacancies across all programs.

	2014		2015		2016		2017	
	FT	PT	FT	PT	FT	PT	FT	PT
<b>Diploma</b>	4	10	1	1	2	0	5	1
<b>Associate</b>	9	12	5	6	1	16	10	13
<b>Baccalaureate &amp; Higher</b>	23	14	30	25	36	19	36	3
<b>Total</b>	36	36	36	32	39	35	51	17

**Table 36** shows the number of full-time and part-time nursing faculty employed annually across pre- and post-licensure programs.

	2014		2015		2016		2017	
	FT	PT	FT	PT	FT	PT	FT	PT
Diploma	81	122	75	112	72	115	69	91
Associate	185	342	175	294	163	303	155	208
Baccalaureate & Higher	336	458	350	640	354	552	354	327
<b>Total</b>	<b>602</b>	<b>922</b>	<b>601</b>	<b>1040</b>	<b>589</b>	<b>970</b>	<b>578</b>	<b>626</b>

**Figure 5** shows a higher percentage of classes taught by adjuncts in the Baccalaureate & Higher programs as compared to the Diploma and Associate Degree Programs.



There is a steady decrease in the number of full-time and part-time faculty employed annually (**Table 36**), which is not reflected in rising faculty vacancy rates (**Table 35**). Instead, there is a higher percentage of classes taught by adjuncts (**Figure 5**).

### RN Faculty Demographics

Tables in this section show demographic data for full-time and part-time faculty members at pre- and post-licensure educational facilities. **Table 37** shows that Diploma and Associate Degree faculty are primarily prepared at the Master's level, and faculty for Baccalaureate & Higher Degree programs are primarily prepared at the PhD or DNP level.

**Table 37. RN Faculty Education**

Degree	Diploma		Associate		Baccalaureate & Higher	
	N = 69	N = 91	N = 155	N = 260	N = 361	N = 378
	FT	PT	FT	PT	FT	PT
Associate Degree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Nursing Baccalaureate	0 (0%)	0 (0%)	0 (0%)	14 (5%)	0 (0%)	0 (0%)
Non-Nursing Baccalaureate	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (1%)
Nursing Master's	56 (81%)	87 (96%)	129 (83%)	218 (84%)	91 (25%)	277 (73%)
Non-Nursing Master's	0 (0%)	0 (0%)	1 (1%)	11 (4%)	5 (1%)	19 (5%)
DNP	10 (15%)	4 (4%)	17 (11%)	11 (4%)	101 (28%)	46 (12%)
PhD in Nursing	2 (3%)	0 (0%)	4 (3%)	2 (1%)	133 (37%)	20 (5%)
Other doctorate in Nursing	0 (0%)	0 (0%)	4 (3%)	1 (0%)	29 (8%)	5 (1%)
Non-Nursing Doctorate	1 (1%)	0 (0%)	0 (0%)	03 (1%)	2 (1%)	7 (2%)
Missing/Unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (1%)

**Table 38** (continued on the following page) shows that faculty are primarily female, white, and at the highest age brackets.

**Table 38. RN Faculty Demographics**

Gender	Diploma		Associate		Baccalaureate & Higher	
	N = 69	N = 91	N = 155	N = 260	N = 361	N = 378
	FT	PT	FT	PT	FT	PT
Female	67 (97%)	86 (95%)	147 (95%)	245 (94%)	333 (92%)	337 (89%)
Male	2 (3%)	5 (6%)	8 (5%)	15 (6%)	21 (6%)	41 (11%)
Did not Disclose	0 (0%)	0 (0%)	0 (0%)	0 (0%)	7 (2%)	0 (0%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

**Table 38 (continued). RN Faculty Demographics**

	Diploma		Associate		Baccalaureate & Higher	
	N = 69	N = 91	N = 155	N = 260	N = 361	N = 378
Race/Ethnicity	FT	PT	FT	PT	FT	PT
<b>American Indian</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Asian</b>	<b>3</b> (4%)	<b>21</b> (23%)	<b>9</b> (6%)	<b>18</b> (7%)	<b>21</b> (6%)	<b>41</b> (11%)
<b>Black/African American</b>	<b>10</b> (15%)	<b>25</b> (28%)	<b>16</b> (10%)	<b>54</b> (21%)	<b>31</b> (9%)	<b>46</b> (12%)
<b>Hawaiian/Pacific Islander</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>3</b> (1%)	<b>2</b> (1%)	<b>1</b> (0%)
<b>White/Caucasian</b>	<b>53</b> (77%)	<b>36</b> (40%)	<b>119</b> (77%)	<b>168</b> (65%)	<b>271</b> (75%)	<b>191</b> (51%)
<b>Hispanic/Latino</b>	<b>2</b> (3%)	<b>9</b> (10%)	<b>8</b> (5%)	<b>17</b> (7%)	<b>17</b> (5%)	<b>8</b> (2%)
<b>Other</b>	<b>1</b> (0%)	<b>0</b> (0%)	<b>2</b> (1%)	<b>0</b> (0%)	<b>1</b> (0%)	<b>0</b> (0%)
<b>Two or More Races</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>1</b> (1%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>2</b> (1%)
<b>Did not Disclose</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>18</b> (5%)	<b>89</b> (24%)
<b>Age</b>						
<b>30 or younger</b>	<b>0</b> (0%)	<b>2</b> (2%)	<b>0</b> (0%)	<b>5</b> (2%)	<b>1</b> (0%)	<b>7</b> (2%)
<b>31-40</b>	<b>11</b> (16%)	<b>13</b> (14%)	<b>10</b> (7%)	<b>33</b> (13%)	<b>21</b> (6%)	<b>63</b> (17%)
<b>41-50</b>	<b>11</b> (16%)	<b>21</b> (23%)	<b>29</b> (19%)	<b>68</b> (26%)	<b>52</b> (14%)	<b>107</b> (28%)
<b>51-55</b>	<b>15</b> (22%)	<b>19</b> (21%)	<b>32</b> (21%)	<b>49</b> (19%)	<b>58</b> (16%)	<b>58</b> (15%)
<b>56-60</b>	<b>13</b> (19%)	<b>15</b> (17%)	<b>31</b> (20%)	<b>40</b> (15%)	<b>79</b> (22%)	<b>49</b> (13%)
<b>61-65</b>	<b>18</b> (26%)	<b>12</b> (13%)	<b>30</b> (19%)	<b>50</b> (19%)	<b>62</b> (17%)	<b>25</b> (7%)
<b>66-70</b>	<b>0</b> (0%)	<b>5</b> (6%)	<b>18</b> (12%)	<b>14</b> (5%)	<b>44</b> (12%)	<b>14</b> (4%)
<b>71+</b>	<b>1</b> (1%)	<b>4</b> (4%)	<b>5</b> (3%)	<b>1</b> (0%)	<b>17</b> (5%)	<b>9</b> (2%)
<b>Did not Disclose</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>27</b> (8%)	<b>46</b> (12%)
<b>Mean Age</b>	<b>52.5</b>	<b>51.8</b>	<b>55.5</b>	<b>51.7</b>	<b>52.1</b>	<b>43.2</b>



**Table 39** indicates that faculty continue to show a trend of being white, female, and in the higher age brackets.

	2014		2015		2016		2017	
	N = 602	N = 886	N = 601	N = 1089	N = 354	N = 552	N = 585	N = 729
Race/Ethnicity	FT	PT	FT	PT	FT	PT	FT	PT
<b>American Indian</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>2</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Asian</b>	<b>28</b> (5%)	<b>5</b> (6%)	<b>28</b> (5%)	<b>79</b> (7%)	<b>15</b> (4%)	<b>39</b> (7%)	<b>33</b> (6%)	<b>80</b> (11%)
<b>Black/African American</b>	<b>61</b> (10%)	<b>134</b> (15%)	<b>63</b> (10%)	<b>165</b> (15%)	<b>25</b> (7%)	<b>55</b> (10%)	<b>57</b> (10%)	<b>125</b> (17%)
<b>Hawaiian/Pacific Islander</b>	<b>3</b> (0%)	<b>12</b> (1%)	<b>3</b> (0%)	<b>12</b> (1%)	<b>3</b> (1%)	<b>3</b> (1%)	<b>2</b> (0%)	<b>4</b> (1%)
<b>White/Caucasian</b>	<b>470</b> (78%)	<b>559</b> (63%)	<b>479</b> (80%)	<b>623</b> (57%)	<b>274</b> (77%)	<b>315</b> (57%)	<b>443</b> (76%)	<b>395</b> (54%)
<b>Hispanic/Latino</b>	<b>22</b> (4%)	<b>31</b> (3%)	<b>20</b> (3%)	<b>37</b> (3%)	<b>13</b> (4%)	<b>19</b> (3%)	<b>27</b> (5%)	<b>34</b> (5%)
<b>Other</b>	<b>4</b> (1%)	<b>2</b> (0%)	<b>0</b> (0%)	<b>3</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>4</b> (1%)	<b>0</b> (0%)
<b>Two or More Races</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>1</b> (0%)	<b>2</b> (0%)
<b>Did not Disclose</b>	<b>14</b> (2%)	<b>93</b> (10%)	<b>8</b> (1%)	<b>170</b> (16%)	<b>24</b> (7%)	<b>119</b> (22%)	<b>18</b> (3%)	<b>89</b> (12%)
<b>Age</b>								
<b>30 or younger</b>	<b>5</b> (1%)	<b>28</b> (3%)	<b>6</b> (1%)	<b>22</b> (2%)	<b>0</b> (0%)	<b>18</b> (3%)	<b>1</b> (0%)	<b>14</b> (2%)
<b>31-40</b>	<b>47</b> (8%)	<b>103</b> (12%)	<b>39</b> (6%)	<b>158</b> (14%)	<b>21</b> (6%)	<b>85</b> (15%)	<b>42</b> (7%)	<b>109</b> (15%)
<b>41-50</b>	<b>113</b> (19%)	<b>184</b> (21%)	<b>113</b> (19%)	<b>261</b> (24%)	<b>51</b> (14%)	<b>159</b> (29%)	<b>92</b> (16%)	<b>196</b> (27%)
<b>51-55</b>	<b>105</b> (17%)	<b>167</b> (19%)	<b>112</b> (19%)	<b>191</b> (18%)	<b>57</b> (16%)	<b>84</b> (15%)	<b>105</b> (18%)	<b>126</b> (17%)
<b>56-60</b>	<b>130</b> (22%)	<b>108</b> (12%)	<b>134</b> (22%)	<b>180</b> (17%)	<b>69</b> (17%)	<b>76</b> (14%)	<b>123</b> (21%)	<b>104</b> (14%)
<b>61-65</b>	<b>105</b> (17%)	<b>72</b> (8%)	<b>114</b> (19%)	<b>112</b> (10%)	<b>66</b> (19%)	<b>46</b> (8%)	<b>110</b> (19%)	<b>87</b> (12%)
<b>66-70</b>	<b>45</b> (7%)	<b>29</b> (3%)	<b>52</b> (9%)	<b>40</b> (4%)	<b>40</b> (11%)	<b>13</b> (2%)	<b>62</b> (11%)	<b>33</b> (5%)
<b>71+</b>	<b>21</b> (3%)	<b>10</b> (1%)	<b>19</b> (3%)	<b>12</b> (1%)	<b>20</b> (6%)	<b>11</b> (2%)	<b>23</b> (4%)	<b>14</b> (2%)
<b>Did not Disclose</b>	<b>31</b> (5%)	<b>185</b> (21%)	<b>12</b> (2%)	<b>113</b> (10%)	<b>30</b> (8%)	<b>60</b> (11%)	<b>27</b> (5%)	<b>46</b> (6%)

## ***LPN Faculty***

### ***LPN Faculty Employment***

The following tables describe the number of full-time (FT) and part-time (PT) faculty employment and vacancies in LPN programs. Full-time and part-time position vacancies only include those that are being actively recruited.

**Table 40. LPN Nursing Faculty Positions and Vacancies**

<b>Full-time positions available</b>	<b>135</b>	<b>%</b>
Full-time faculty employed	120	89
Full-time position vacancies	15	11
<b>Part-time positions available</b>	<b>216</b>	<b>%</b>
Part-time faculty employed	201	93
Part-time position vacancies	15	7

**Table 41** shows a 60.0% increase in full-time faculty vacancies from 2014 and 2017. Conversely, there is a 46.7% decrease in part-time faculty vacancies.

**Table 41. LPN Nursing Faculty Vacancy Trend**

2014		2015		2016		2017	
FT	PT	FT	PT	FT	PT	FT	PT
6	22	9	28	8	25	15	15

**Table 42** shows the number of full-time and part-time nursing faculty employed annually in practical nursing programs.

**Table 42. LPN Nursing Faculty Employment Trend**

2014		2015		2016		2017	
FT	PT	FT	PT	FT	PT	FT	PT
152	278	152	270	150	263	135	201

There is a steady decrease in the number of full-time and part-time faculty employed annually (**Table 42**), which is not reflected in rising faculty vacancy rates (**Table 41**).

### LPN Faculty Demographics

Tables in this section show demographic data for full-time and part-time faculty members at LPN educational facilities. **Table 43** shows that practical nursing faculty are primarily prepared at the Baccalaureate or Master's level.

Degree	N = 120		N = 210	
	FT		PT	
Associate Degree	<b>1</b>	(1%)	<b>3</b>	(1%)
Nursing Baccalaureate	<b>37</b>	(31%)	<b>84</b>	(40%)
Non-Nursing Baccalaureate	<b>5</b>	(4%)	<b>0</b>	(0%)
Nursing Master's	<b>57</b>	(49%)	<b>97</b>	(46%)
Non-Nursing Master's	<b>9</b>	(8%)	<b>7</b>	(3%)
PhD in Nursing	<b>3</b>	(3%)	<b>2</b>	(1%)
DNP	<b>5</b>	(4%)	<b>11</b>	(5%)
Other doctorate in Nursing	<b>3</b>	(3%)	<b>1</b>	(1%)
Non-Nursing Doctorate	<b>0</b>	(0%)	<b>2</b>	(1%)
Missing/Unknown	<b>0</b>	(0%)	<b>3</b>	(1%)

**Table 44**, which is continued on the following page, shows that faculty are primarily female, diverse in race and ethnicity, and more heavily concentrated at the higher age brackets (41 years and older).

Gender	N = 120		N = 210	
	FT		PT	
Female	<b>103</b>	(86%)	<b>164</b>	(78%)
Male	<b>17</b>	(14%)	<b>40</b>	(19%)
Transgender	<b>0</b>	(0%)	<b>0</b>	(0%)
Did not Disclose	<b>0</b>	(0%)	<b>0</b>	(0%)

<b>Table 44 (continued). Practical Nursing Faculty Demographics</b>		
	<b>N = 120</b>	<b>N = 210</b>
<b>Race/Ethnicity</b>	<b>FT</b>	<b>PT</b>
<b>American Indian</b>	<b>0</b> (0%)	<b>0</b> (0%)
<b>Asian</b>	<b>8</b> (7%)	<b>32</b> (15%)
<b>Black/African American</b>	<b>34</b> (28%)	<b>60</b> (29%)
<b>Hawaiian/Pacific Islander</b>	<b>3</b> (3%)	<b>6</b> (3%)
<b>White/Caucasian</b>	<b>70</b> (58%)	<b>91</b> (43%)
<b>Hispanic/Latino</b>	<b>4</b> (3%)	<b>10</b> (5%)
<b>Other</b>	<b>0</b> (0%)	<b>0</b> (0%)
<b>Two or More Races</b>	<b>0</b> (0%)	<b>0</b> (0%)
<b>Did not Disclose</b>	<b>1</b> (1%)	<b>0</b> (0%)
<b>Age</b>		
<b>30 or younger</b>	<b>1</b> (1%)	<b>0</b> (0%)
<b>31-40</b>	<b>13</b> (11%)	<b>32</b> (15%)
<b>41-50</b>	<b>23</b> (19%)	<b>60</b> (29%)
<b>51-55</b>	<b>26</b> (22%)	<b>6</b> (3%)
<b>56-60</b>	<b>20</b> (17%)	<b>91</b> (43%)
<b>61-65</b>	<b>25</b> (21%)	<b>10</b> (5%)
<b>66-70</b>	<b>8</b> (7%)	<b>0</b> (0%)
<b>71+</b>	<b>4</b> (3%)	<b>0</b> (0%)
<b>Did not Disclose</b>	<b>0</b> (0%)	<b>11</b> (5%)
<b>Mean Age</b>	<b>53.7</b>	<b>48.9</b>

**Table 45. Practical Nursing Faculty Age and Race Trends 2014-2016**

Race/Ethnicity	2014		2015		2016		2017	
	N = 139	N = 241	N = 152	N = 283	N = 150	N = 263	N = 120	N = 210
	FT	PT	FT	PT	FT	PT	FT	PT
<b>American Indian</b>	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Asian</b>	<b>11</b> (8%)	<b>25</b> (10%)	<b>18</b> (12%)	<b>38</b> (13%)	<b>13</b> (9%)	<b>31</b> (12%)	<b>8</b> (7%)	<b>32</b> (15%)
<b>Black/African American</b>	<b>29</b> (21%)	<b>55</b> (23%)	<b>43</b> (29%)	<b>101</b> (36%)	<b>45</b> (30%)	<b>71</b> (27%)	<b>34</b> (28%)	<b>60</b> (29%)
<b>Hawaiian/Pacific Islander</b>	<b>1</b> (0%)	<b>12</b> (5%)	<b>0</b> (0%)	<b>9</b> (3%)	<b>2</b> (1%)	<b>12</b> (5%)	<b>3</b> (3%)	<b>6</b> (3%)
<b>White/Caucasian</b>	<b>90</b> (65%)	<b>110</b> (46%)	<b>83</b> (55%)	<b>119</b> (42%)	<b>83</b> (55%)	<b>134</b> (51%)	<b>70</b> (58%)	<b>91</b> (43%)
<b>Hispanic/Latino</b>	<b>8</b> (6%)	<b>17</b> (7%)	<b>6</b> (4%)	<b>12</b> (4%)	<b>7</b> (8%)	<b>14</b> (5%)	<b>4</b> (3%)	<b>10</b> (5%)
<b>Other</b>	-	-	<b>1</b> (1%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Two or More Races</b>	-	-	<b>1</b> (1%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>0</b> (0%)
<b>Did not Disclose</b>	<b>0</b> (0%)	<b>22</b> (9%)	<b>0</b> (0%)	<b>4</b> (1%)	<b>0</b> (0%)	<b>0</b> (0%)	<b>1</b> (1%)	<b>0</b> (0%)
<b>Age</b>								
<b>30 or younger</b>	<b>6</b> (4%)	<b>8</b> (3%)	<b>3</b> (2%)	<b>4</b> (1%)	<b>1</b> (1%)	<b>7</b> (3%)	<b>1</b> (1%)	<b>0</b> (0%)
<b>31-40</b>	<b>19</b> (14%)	<b>40</b> (17%)	<b>16</b> (11%)	<b>33</b> (12%)	<b>20</b> (13%)	<b>40</b> (15%)	<b>13</b> (11%)	<b>32</b> (15%)
<b>41-50</b>	<b>28</b> (20%)	<b>87</b> (36%)	<b>32</b> (21%)	<b>79</b> (28%)	<b>27</b> (18%)	<b>77</b> (29%)	<b>23</b> (19%)	<b>60</b> (29%)
<b>51-55</b>	<b>26</b> (19%)	<b>51</b> (21%)	<b>36</b> (24%)	<b>52</b> (18%)	<b>34</b> (23%)	<b>53</b> (29%)	<b>26</b> (22%)	<b>6</b> (3%)
<b>56-60</b>	<b>26</b> (19%)	<b>30</b> (12%)	<b>27</b> (18%)	<b>49</b> (17%)	<b>28</b> (19%)	<b>41</b> (16%)	<b>20</b> (17%)	<b>91</b> (43%)
<b>61-65</b>	<b>12</b> (9%)	<b>14</b> (6%)	<b>21</b> (14%)	<b>27</b> (10%)	<b>24</b> (16%)	<b>25</b> (10%)	<b>25</b> (21%)	<b>10</b> (5%)
<b>66-70</b>	<b>2</b> (1%)	<b>4</b> (2%)	<b>0</b> (0%)	<b>4</b> (1%)	<b>5</b> (3%)	<b>12</b> (5%)	<b>8</b> (7%)	<b>0</b> (0%)
<b>71+</b>	<b>2</b> (1%)	<b>4</b> (2%)	<b>4</b> (3%)	<b>3</b> (1%)	<b>5</b> (3%)	<b>2</b> (1%)	<b>4</b> (3%)	<b>0</b> (0%)
<b>Did not Disclose</b>	<b>18</b> (13%)	<b>3</b> (1%)	<b>13</b> (9%)	<b>32</b> (11%)	<b>6</b> (4%)	<b>6</b> (2%)	<b>0</b> (0%)	<b>11</b> (5%)

