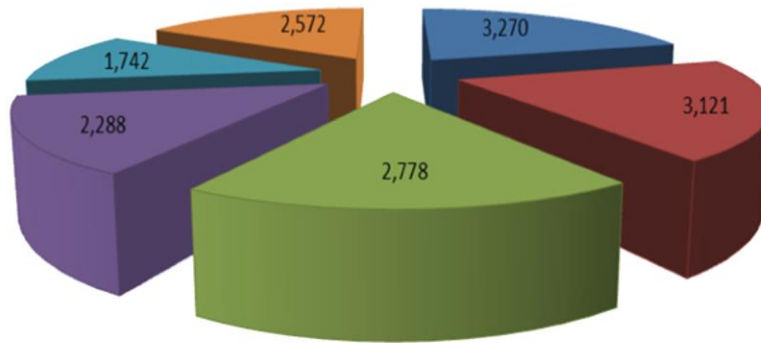


NEW JERSEY ANNUAL NURSING EDUCATIONAL CAPACITY REPORT LICENSED PRACTICAL NURSING ACADEMIC YEAR 2012-2013



Prepared for the New Jersey State
Board of Nursing
November 5, 2014



NEW JERSEY
ANNUAL PRACTICAL NURSING PROGRAMS
EDUCATIONAL CAPACITY REPORT
ACADMIC YEAR 2012 – 2013

Data Summary and Historical Trend Analysis



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INTRODUCTION

The New Jersey Collaborating Center for Nursing (the Center) is the primary source for data on New Jersey's nurse workforce. The Center also serves as a catalyst for the implementation of innovative education and practice models. To that end, the Center's conducts an annual survey of all nursing schools on behalf of the New Jersey State Board of Nursing in an effort to monitor enrollment and graduation trends, and demographics of both students and faculty. This report includes our findings from a survey conducted in the fall of 2013.

Data are represented in aggregate form and describe overall trends in the areas and periods covered and, therefore, may not be applicable to individual nursing education programs.

METHODS

An email letter describing the purpose of the New Jersey Educational Capacity Survey was sent to the dean of each program and as a portable document file (PDF) of the questionnaire. The questionnaire included all items from the nurse minimum data set (N-MDS) as outlined by the Forum of Nurse Workforce Centers. Data were reviewed for completeness and consistency. When discrepancies in data were found the school was contacted for clarification.

New Jersey has both public Practical Nurse Education Programs and others in proprietary of for-profit schools. For the academic year 2012-2013 an invitation was sent to each of the 42 practical nursing education program and 23 of the 42 schools responded to the survey. The Proprietary for profits schools are accredited by the New Jersey Board of Nursing and are required to complete the survey, 18 of the 26 schools completed the survey. The public schools are accredited by the New Jersey Department of Education and are not required to complete the survey, 5 of these 16 schools completed the survey.

A Brief Comparison of the Residents of New Jersey to the Rest of the Country:

Overall, the racial diversity of our densely-populated state mirrors the rest of the country, with the exception of the Asian population. In New Jersey, Asians comprise one out of 11 in the population while, in the rest of the country, only one out of 20 residents identify themselves as such. In comparison to their peers, New Jersey residents have more education, with a seven percentage point advantage in the post-secondary degree attainment than the rest of the nation among those 25 years and older.

TABLE – DEMOGRAPHICS COMPARISON

Race	New Jersey	USA
White	73.4%	77.7%
Black or African American	14.7%	13.2%
American Indian and Alaska Native	0.6%	1.2%
Asian	9.2%	5.3%
Native Hawaiian and Other Pacific Islander	0.1%	0.2%
Two or More Races	2.0%	2.4%

TABLE – EDUCATION COMPARISON

Education	New Jersey	USA
High school graduate or higher, percent of persons age 25+, 2008-2012	87.9%	85.7%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	35.4%	28.5%

STUDENT APPLICANTS, ADMISSIONS, ENROLLMENTS AND GRADUATES

TABLE 1. INSTITUTIONAL CAPACITY, ADMISSIONS AND ENROLLMENT OF NEW STUDENTS, AND GRADUATIONS FOR SY 2013

Number of Seats Available*	3,270
Number of Qualified Applicants	3,121
Number of Qualified Admitted Applicants	2,778
Number of Admitted who actually enrolled	2,537
Number of New Enrollees	2,288
Number of Graduates	1,742

* Schools that answered “unlimited“ to the question regarding the number of available seats were not included in the aggregated figure .

Table 1 provides details on the number of student applicants, the number of students admitted, the number of students who enrolled and the number of graduates lead to licensure as a registered nurse (LPN).

Qualified applicants were those who met the admission requirements for the LPN program

- There were 3, 270 seats available for LPNs
- 85% of qualified applicants were admitted
- 81% of those who were admitted enrolled
- 73% of the qualified students were enrolled.
- 23 LPN programs t reported 1,742 students graduates for the 2012—2013 year

TABLE 2. DEMOGRAPHIC CHARACTERISTICS OF ENROLLED LICENSED PRACTICAL NURSING STUDENTS

Characteristic	LPN	
	No.	(%)
Gender		2537
Female	2188	86.2
Male	349	13.8
		100.0
Race/Ethnicity		2537
White/Caucasian	380	15.0
Black/African-American	1378	54.3
Asian/Pacific Islander	231	9.1
Am Indian/Alaska Native	5	0.2
Hispanic/Latino	372	14.7
Missing/Unknown	171	6.7
		100.0
Age Groups		2537
17-20	132	5.2
21-25	562	22.2
26-30	649	25.6
31-40	748	29.5
41-50	336	13.2
51-60	79	3.1
61+	4	0.2
Missing/Unknown	27	1.1
Mean Age	31.9	100.0
Total Student Enrollment		

Gender

- The majority (86%) of students enrolled in the LPN programs were female

Race/Ethnicity (Highest to lowest enrollment)

- Black/African-American 54.3%
- White/Caucasian 15%
- Hispanic/Latino 14.7%
- Asian/Pacific Islander 9.1%
- American Indian/Alaska Native 0.2%

Age

- The average age for an LPN students is 31.9 years

NCLX-RN PASS RATE

Table 3. shows the percentage of first-time candidates that passed the National Council Licensure Examination (NCLEX-RN) for licensed practical nurses.

Table 3. PERCENT OF FIRST-TIME CANDIDATE PASS RATE OF NCLX-RN BY PROGRAM TYPE

Characteristic	Program Type
	LPN n = 22
	%
Mean	81.9
Max	100
Min	50

Note: Out of the 23 schools, one LPN school did not report the pass rate

NURSING FACULTY PART & FULL TIME POSITIONS AND DEMOGRAPHIC

Table 4. lists the number of faculty employed in all the LPN nursing programs.

TABLE 4. NUMBER OF FULL-TIME AND PART-TIME NURSING FACULTY POSITIONS FILLED AND VACANT BY PROGRAM TYPE

Faculty Positions	LPN
Full-time position vacancies (%)	9
Full-time faculty employed	132
Part-time position vacancies (%)	7
Part-time faculty employed	232

- There is a total of 132 full time faculty and 9% vacancy rate.
- There is a total of 232 part time faculty and a 7% vacancy rate.

TABLE 5. DEMOGRAPHIC CHARACTERISTICS OF FULL-TIME AND PART-TIME NEW JERSEY NURSING FACULTY

Characteristic	FT		PT	
	No.	(%)	No.	(%)
Gender		139		238
Male	18	12.9	23	9.7
Female	121	87.1	215	90.3
		100.0		100.0
Faculty Age		139		238
Age 30 or younger	8	5.8	8	3.4
Age 31-40	22	15.8	40	16.8
Age 41-50	34	24.5	87	36.6
Age 51-55	28	20.1	51	21.4
Age 56-60	27	19.4	30	12.6
Age 61-65	13	9.4	14	5.9
Age 66-70	3	2.2	4	1.7
Age 71 and older	4	2.9	4	1.7
Mean Age	49.9	100.0	48.5	100.0
Race/Ethnicity		139		238
White/Caucasian	90	64.7	120	50.4
Black/African-American	29	20.9	60	25.2
Asian/Pacific Islander	12	8.6	33	13.9
Am Indian/Alaska Native	0	0.0	6	2.5
Hispanic/Latino	8	5.8	19	8.0
		100.0		100.0
Highest level of education		139		238
Associate Degree	3	2.2	2	0.8
Baccalaureate	60	43.2	124	52.1
Non-nursing Baccalaureate	10	7.2	9	3.8
Master	56	40.3	85	35.7
Non-nursing Master	9	6.5	12	5.0
PhD	0	0.0	1	0.4
DNP	1	0.7	0	0.0
Other Doctorate	0	0.0	0	0.0
Non-nursing	1	0.7	5	2.1
Total Faculty	139	100.0	238	100.0

- In the LPN programs, 12.9% of the full time faculty and 9.7% of the part time faculty are male.
- The age of the faculty is similar among the full time and part time faculty members.

- The average age for the full time faculty is 49.9 years old.
- The average age for part time faculty is 48.5 years old.
- Ethnic racial composition shows faculty primarily white 64.7% followed by black/ African-American 20.9%, Asian/Pacific Islander 8.6% and Hispanic/Latino 5.8%.
- 7% of full-time faculty and 5% of the part time faculty have non-nursing Masters degree.
- Full time and part time faculty with doctorate as highest level of education 1% and 2% respectively.
- Faculty were primarily baccalaureate and or Masters prepared full time 43.2% and 40.3% respectively, full time 52.1% and 35.7% respectively.

GLOSSARY

Admitted Applicants: A count of the individuals who *received official notice from the program that they were invited to begin the nursing program* during the Reporting Period.

ADN/ASN Program, Generic: A program of instruction that requires at least two years of full-time equivalent college academic work generally within a junior or community college, the completion of which results in an associate degree with a major in nursing and eligibility to apply for licensure as an RN. This may also be called a “traditional” curriculum sequence.*

ADN/ASN Program, Bridge: A pre-licensure RN associate degree program with a curriculum sequence for students having *some* formal training in nursing or a related field. Bridge programs typically accelerate the degree completion for students who are licensed as an LPN or paramedic, for example. Completion results in an associate degree with a major in nursing and eligibility to apply for licensure as an RN.

Diploma Program: A program of instruction that requires two to three years of full-time equivalent coursework, usually within a hospital-based structural unit, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an RN.*

DNP Program: A program of instruction that prepares graduates for the highest level of nursing practice beyond the initial preparation in the discipline. The doctor of nursing practice degree is the terminal practice degree.*

Fall Term Census Date: Point-in-time questions about faculty and student characteristics, as well as a count of total student enrollment, will use this date. Because these items are not related to a school’s production cycle and require a point-in-time count, it is easier for respondents and more relevant for stakeholders if a very recent date is used. It will not be within the reporting period used for production cycle questions. States may select a date within the *most recently started* Fall Term that best suits the structure of their nursing programs. Popular examples include October 1st, October 15th, and the school-specific Fall Term census date at each

institution. *The term need not have been completed when the survey is fielded.* For example, a survey fielded in November 2008 may use a fall term census date of October 15, 2008.

Faculty Vacancy: A vacant position for a faculty member that is being actively recruited as of the fall semester census date.

Full-time Faculty: Those members of the instructional, administrative, or research staff of the nursing academic unit who are employed full-time as defined by the institution, hold academic rank, carry the full scope of faculty responsibility (e.g., teaching, advisement, committee work), and receive the rights and privileges associated with full time employment. These faculty may be tenured, tenure-track, or non-tenure track (given that there is a tenure system in the institution).*

Graduates: A count of the number of students who *successfully completed the program requirements* and were *formally awarded the degree* during the Reporting Period.

LPN Program: A program of instruction that requires at least one year of full-time equivalent coursework generally within a high school, vocational/technical school or community/junior college setting, the completion of which results in a diploma or certificate of completion and eligibility to apply for licensure as an LPN/VN. Please combine *all curriculum options or tracks* for your pre-licensure LPN program. For example, if your state collects separate data on *advanced placement CNA-to-LPN program tracks*, please combine it with data on generic or traditional LPN program tracks.*

MSN Program – Clinical Track: A post-licensure master's program with emphasis on advanced clinical practice, including Nurse Practitioner, Nurse Anesthetist, Nurse Midwifery, and Clinical Nurse Specialist tracks. If your state collects separate data on different clinical tracks, please combine them.

MSN Program – Non-clinical Track: A post-licensure master's program with non-clinical emphasis, such as Nurse Educator and Management/Leadership tracks. If your state collects separate data on different non-clinical tracks, please combine them.

New Enrollees: A count of the Admitted Applicants who subsequently enrolled for the first time in the nursing program during the Reporting Period. This count should include *only individuals who were still enrolled in a nursing course after the first two weeks of class.*

NCLEX Pass Rate: The percentage of first-time candidates for the National Council Licensure Examination (PN or RN) who pass the exam. This percentage can be computed in any time period that accommodates quarters, such as a fiscal year or calendar year. The National Council of State Boards of Nursing (NCSBN) produces quarterly reports of NCLEX results by program, including the number of first-time candidates and the number who pass. The NCLEX pass rate can be computed by summing the candidates and passers across the necessary quarters before dividing to produce the percentage. NCLEX pass rates for calendar years are computed by the NCSBN.

Other doctoral program: Please combine information for any post-licensure doctoral programs conferring degrees other than the PhD or the DNP.

Part-Time Faculty: Those members of the instructional, administrative, or research staff of the nursing academic unit who are employed part-time as defined by the institution, may or may not hold academic rank, carry responsibility for a specific area (e.g., teaching a single course), and may carry any number of titles (e.g., adjunct, clinical instructor). These faculty members are typically not eligible for tenure.*

PhD Program: A post-licensure doctoral program that culminates in the Doctorate of Philosophy in Nursing.

Post-licensure BSN Program (RN-BSN Program): A program for students who are already licensed as RNs but whose highest nursing degree is a diploma or associate's degree. *Do not* include unlicensed students in these counts.

Pre-licensure BSN Program, Generic: A program of instruction to prepare registered nurses that admits students with no previous nursing education, the completion of which results in a baccalaureate degree (e.g., BA, BS, BSN, etc.) with a major in nursing and eligibility to apply for licensure as an RN. The program requires at least four years but not more than five years of full-time equivalent college academic work within in a senior college or university.*

Pre-licensure BSN Program, Second Degree: A program of instruction to prepare registered nurses that admits students with baccalaureate degrees in other disciplines and no previous nursing education and, at completion, awards a baccalaureate degree in nursing and eligibility to apply for licensure as an RN. The curriculum is designed to be completed in less time than the generic (entry-level) baccalaureate program usually through a combination of "bridge"/transition courses.*

Pre-licensure MSN Program (Entry MSN): A program of instruction that admits students with baccalaureate degrees in other disciplines and no previous nursing education. The program prepares graduates for entry into the profession, eligibility to apply for licensure as an RN, and upon completion awards a master's degree (e.g., MSN, MS, MA, etc.) in nursing. *Do not* include licensed students in these counts.*

Qualified Applicants: A count of the individuals who submitted complete applications on time and who *met all institutional requirements* for formal admission to the nursing program during the Reporting Period.

Reporting Period: The most recently completed state-defined twelve-month reporting period. Questions about the production cycle of a nursing program, such as the number of qualified applicants or graduates, will use this one-year time frame. States may use a reporting period that best suits their needs. Many currently use the Academic Year, defined as Fall, Spring, and Summer semesters.

Seats for New Students: A count of the total number of seats available for *newly admitted students* during the Reporting Period. If your program does not have a formal limit on seats for new students, please indicate “Unlimited.”

Total student enrollment: A count of the number of students enrolled on the fall semester census date. Include students *at all points of the program’s curriculum sequence*, including newly enrolled, continuing, and students in their final semester or year.

* Source: Interagency Collaborative on Nursing Statistics (ICONS) – some items adapted to facilitate proper data collection: <http://www.iconsdata.org/educationrelated.htm>

NEW JERSEY LPN NURSING PROGRAMS

Schools
Atlantic County Institute of Technology
AVTECH Institute of Technology
BA Tech School
Best Care Training Institute
Burlington County Institute of Technology
Camden County College
Camden County Technical School
Cape May County Technical School
Center for Advanced Training and Studies
Cumberland County College
Cumberland County Technical Education Center
Dover Business College - Clifton
Dover Business College - Dover
Essex County College
Essex County Vocational/Technical School
HoHoKus Hackensack School of Business and Medical Sciences
HoHoKus Hackensack Bilingual (Hispanic)
Holy Name Medical Center School of Practical Nursing
Hudson County Community College
J. Riggs Adult Education Center
Lincoln Technical Institute
Lincoln Technical Institute
Lincoln Technical Institute
Mercer County Technical School Health Career Center
Merit Technical Institute
Metropolitan Learning Institute
Middlesex County Vocational & School Technical
Monmouth County Vocational School District
Morris County School of Technology
New Community Corporation
Ocean County Vocational Technical School
Passaic County Technical Institute
Pinelands School of Practical Nursing & Allied Health Inc.
Prism Career Institute
Sierra Allied Health Academy

Somerset County Technical Institute
The Center for Allied Health and Nursing Education - Hackensack
The Center for Allied Health and Nursing Education - Ewing
Union County College
Universal Training Institute
Vineland Adult Education Center
Warren County Technical School

NEW JERSEY LPN NURSING SCHOOL ANNUAL REPORT – ACADEMIC YEAR 2013

Page #1

1. School Information

1. Name of your Nursing Program

2. Contact Information

School Name: _____

Address: _____

Address 2: _____

City/Town: _____

State: _____

Zip: _____

County: _____

Website Address: _____

Phone Number: _____

3. Please provide the following information about the nursing program Dean/Director/Chairperson:

Name: _____

Title: _____

Credentials: _____

Current email address: _____

Phone Number: _____

4. Indicate the type of accreditation currently held by your nursing school. Check all that apply:

 Not accredited NJBON NLNAC Other (please specify) _____


5. Enter the number of seats for new students for your program - academic year 2012--2013.


6. Enter the number of qualified applicants based on the criteria for your program - academic year 2012--2013.


7. Enter the number of admitted applicants for your program - academic year 2012--2013.

8. Enter the number of new enrollees for your program - academic year 2012--2013.

9. Enter the number of graduates for your program - academic year 2012--2013.


 10. Enter the percentage of first-time candidates passing the NCLEX for your program - academic year 2012--2013.

 11. Enter the total number of students enrolled in your program as of October 15, 2013. Include new enrollees.

 12. Enter the total number of students enrolled by gender in your program as of October 15, 2013. Include new enrollees.

Male _____

Female _____

 13. Enter the total number of all students enrolled in your program by race/ethnicity as of October 15, 2013. The sum of all numbers must equal total enrollment for this program.

American Indian or Alaska Native _____

Asian _____


Black/African American _____

Native Hawaiian or Other Pacific Islander _____

White/Caucasian _____

Hispanic/Latino _____

Missing/Unknown _____

 14. Enter the total number of all students enrolled in your program by age category as of October 15, 2013. The sum of all numbers must equal total enrollment for this program.

Age 17-20 _____

Age 21-25 _____

Age 26-30 _____


Age 31-40 _____


Age 41-50 _____

Age 51-60 _____


Age 61 and older _____

Missing/Unknown _____


 2. Faculty

 15. Enter the Total Number


	Full Time	Part Time
Total number of faculty employed in your programs as of October 15, 2013.	_____	_____
Total number of vacant faculty positions that are being actively recruited as of October 15, 2013.	_____	_____

 16. Enter the total number of your Full-time and Part-time faculty by highest level of education as of October 15, 2013. The sum of all numbers must equal the total number of FT and PT faculty. In the event that a faculty member has two degrees at the same level (e.g., Baccalaureate in Nursing and a Baccalaureate in Business), count that faculty member under the nursing degree.


	Full-time	Part-time
Associate Degree in Nursing/Nursing Diploma	_____	_____
Baccalaureate Degree in Nursing	_____	_____
Non--nursing Baccalaureate Degree	_____	_____
Masters Degree in Nursing	_____	_____
Non--nursing Masters Degree	_____	_____
PhD in Nursing	_____	_____
Doctorate of Nursing Practice	_____	_____
Other Doctorate in Nursing	_____	_____
Non--nursing doctorate	_____	_____
Missing/Unknown	_____	_____

 17. Enter the total number of your Full-time and Part-time faculty by gender as of October 15, 2013. The sum of all numbers must equal the total number of FT and PT faculty.

	Full-time	Part-time
Male	_____	_____
Female	_____	_____

 18. Enter the total number of your Full-time and Part-time faculty by race/ethnicity as of October 15, 2013. The sum of all numbers must equal the total number of FT and PT faculty.

	Full-time		Part-time
American Indian or Alaska Native		Native	_____
Asian	_____		_____
Black/African American	_____		_____
Native Hawaiian or Other Pacific Islander		Islander	_____
White/Caucasian	_____		_____
Hispanic/Latino	_____		_____
Missing/Unknown	_____		_____

 19. Enter the total number of your Full-time and Part-time faculty by age category as of October 15, 2013. The sum of all numbers must equal the total number of FT and PT faculty.

	Full-time		Part-time
Age 30 or younger			_____
Age 31--40			_____
Age 41--50			_____
Age 51--55			_____
Age 56--60			_____
Age 61--65			_____
Age 66--70			_____
Age 71 and older			_____
Missing/Unknown	_____		_____

ADDITIONAL SURVEY QUESTIONS FOR ACADEMIC YEAR 2013-2014:

1. Please indicate whether your governing entity is, 1. Public, 2. Private/For-profit or 3. Private/Non-profit
2. Please list each extension site where the program is offered, the street address, city, county, and zip code where each is located.
3. Please identify the registered nurse with his/her nursing credentials currently accountable for administering the nursing education program.
4. Please indicate your nursing education program's length of curriculum in calendar months for full time plan of study/per program time. *Do not include nursing prerequisite courses taken prior to admission to the nursing program
5. What is the average time to degree completion for each of the full time pre-licensure programs you offer? *The time is measured from time of admission to school to graduation date.
6. Please approximate the percentage of hands-on clinical practice time spent in each of these settings for your pre-licensure program study: 1. Acute care %, 2. Long term care %, 3. Long term acute care (LTAC) %, 4. Rehabilitation %, 5. Clinics %, 6. Community Settings %, 7. Long term Care Sub Acute %, 8. Other %.
7. Please specify the percentage of clinical practice time spent in skills lab, simulated instruction and hands on clinical practice.
8. Does your program offer nursing courses through various modes of content delivery? If yes, Please indicate the program course presentation formats that are used. (select all that apply) 1. Face to face, 2. Online, 3. Hybrid.
9. What is the average time it takes your graduates to find a job as a registered nurse? 0-3 months, 3-6 months, 6-9 months, 9-12 months, >12 months
10. Using a 3 point scale where 1. Is not important, 2. Is important and 3. Is very important, please rate how important the following reasons are in explaining why qualified pre-licensure RN applicants were not offered admission. 1. Lack of qualified faculty applicants for budgeted positions, 2. Lack of budgeted faculty positions, 3. Lack of available clinical space, 4. Limited classroom space.

LIMITATIONS

1. Unique identifiers for students applying are not captured with current methodology, therefore the number of qualified applicants could have duplicates where students apply to multiple schools and are accepted. This has implications for calculations made on those enrolled.
2. A Diversity of students across program match state demographics overall, what is not reflected is if the distribution across the counties and settings match the populations being served
3. NCLEX pass rate should be analyzed based on the number of graduates for that program. The question only asks the percentage but does not reflect if students do not take board or when they are taken.
4. How available seats are determined needs further exploration. Some schools identify no limit which is not possible in one year time, further refinement of this question needs to be considered.

ACKNOWLEDGEMENT

This report was respectfully submitted to:

NEW JERSEY STATE BOARD OF NURSING

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NEW JERSEY COLLABORATING CENTER FOR NURSING BOARD

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New Jersey Organization of Nurse Executives

THE NEW JERSEY COLLABORATING CENTER FOR NURSING

BACKGROUND

Established in 2003, The New Jersey Collaborating Center for Nursing (the Center) is funded by a public/private funding partnership between the State and the Robert Wood Johnson Foundation. In order to advance the health of New Jersey citizens, the Center serves as a future-oriented research and development organization to provide objective information about the nursing workforce in New Jersey to serve as a basis for policy development, as well as to serve as a catalyst for innovations in nursing education, practice, and research. The Center is located on the Newark Campus of Rutgers, the State University of New Jersey. We are guided by a 17-member board representing New Jersey nursing and healthcare stakeholders.

FUNDING

P.L. 2009, Chapter 47 dedicated funding to the New Jersey Collaborating Center for Nursing with an amount equal to 5% of the initial and renewal licensing fees charged by the New Jersey Board of Nursing for professional and practical nurses.

OUR MISSION

To assure the best possible nursing care for the citizens of New Jersey, the Center serves as a future oriented research and development organization to develop and disseminate objective information and provides an ongoing strategy for the allocation of State resources directed towards the nursing workforce (NJ P.L. 2002, c116).



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