

Chapter 1

Educational Capacity Report

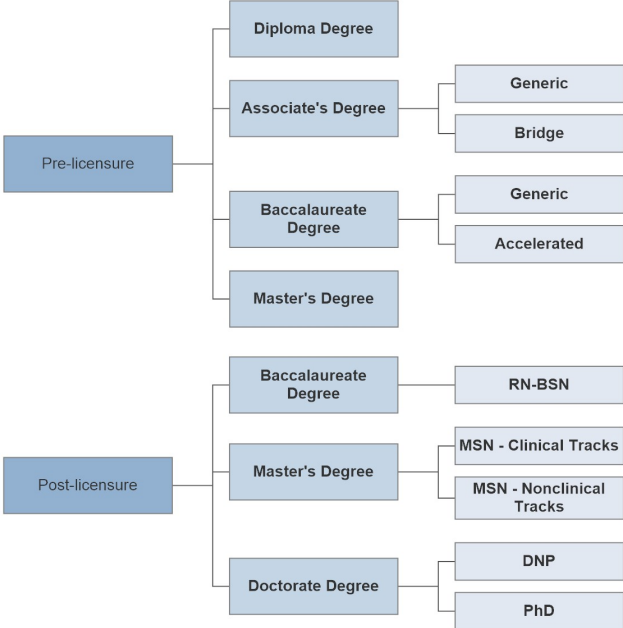
This chapter presents program information and statistics on students and faculty in New Jersey’s nursing education programs. These data were self-reported by schools in the 2018-2019 surveys. This survey is distributed annually by NJCCN and compliance is reported to the NJBON. To reduce duplication and survey fatigue, data were obtained from the American Association of Colleges of Nursing (AACN) and a shorter survey was provided to BSN and higher deans and directors.

The first section of this chapter presents program information and student data for pre-licensure and post-licensure programs for Registered Nurse (RN) education (see **Figure 1.1**). The second section presents program information and student data for Licensed Practical Nurse (LPN) education programs. The third section describes faculty employment and demographic data.

Educational Capacity Report-RN

Overview

Figure 1.1: Pre-Licensure and Post-Licensure RN Nursing Program Types



There are 48 schools in New Jersey that provide RN education (pre-licensure and post-licensure). This report includes data for the 45 schools that responded to NJCCN’s Educational Capacity Survey. Pre-licensure programs qualify graduates to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). These include Diploma in Nursing (DIP); Associate Degree in Nursing (ADN); Baccalaureate of Science in Nursing (BSN); and Pre-licensure Master’s in Nursing (Pre-licensure MSN). Please note that though Associate Degree programs may be Associate Degree in Nursing (ADN), Associate of Science Degree in Nursing (ASN) or Associate of Applied Science in Nursing (AAS), for the purposes of this report, all Associate Degree Programs are abbreviated as ADN.

Post-licensure programs provide additional credentials for graduates who have already attained their RN licensure. These include RN-BSN Programs for Registered Nurses who obtained their degree at the Diploma or Associate level; Post-Licensure Master’s Degrees (Post-licensure MSN) in clinical or non-clinical tracks; Doctorate of Nursing Practice (DNP); and Doctor of Philosophy in Nursing (PhD).

New Jersey schools offer the following pre-licensure and post-licensure programs. Each school may have multiple programs. For example, one school could have both a Generic ADN and an ADN-Bridge program.

NOTE: Data for the rest of this chapter only include respondent programs/schools.

Table 1.1: New Jersey RN Programs

Pre-licensure Nursing Programs

5 Diploma

18 Associate (14 Generic, 10 Bridge)

22 Baccalaureate (22 Generic, 11 Accelerated)

1 Pre-licensure Master’s

Post-licensure Nursing Programs

17 RN-BSN

12 Post-licensure Master’s, Clinical Tracks

13 Post-licensure Master’s, Non-Clinical Tracks

10 Doctorate of Nursing Practice

3 Doctor of Philosophy (PhD) in Nursing

Table 1.2: Federal tax classification status

	DIP	ADN	BSN and Higher Degree
	N=5	N=18	N=22
Public	1 (20%)	15 (83%)	10 (45.5%)
Private/For-profit	0 (0%)	3 (17%)	2 (9%)
Private/Non-profit	4 (80%)	0 (0%)	10 (45.5%)

*N is the number of respondent schools.

In the Educational Capacity Survey, NJCCN presented possible reasons for why respondents rejected qualified applicants. As shown in **Table 1.3**, the reasons for rejection include lack of classroom space, lack of clinical sites, and lack of qualified faculty, based on the program. The highest reasons for rejection are identified at the associate degree level.

Table 1.3: Reason for rejection of qualified applicants

	DIP	ADN	BSN and Higher Degree
	N=5	N=18	N=22
No applications rejected	2 (40%)	4 (24%)	21 (95%)
Lack of qualified faculty	0 (0%)	6 (35%)	0 (0%)
Lack of clinical space	0 (0%)	5 (29%)	0 (0%)
Limited classroom space	2 (40%)	9 (53%)	1 (5%)
Lack of clinical sites	1 (20%)	9 (53%)	0 (0%)
Other	0 (0%)	4 (24%)	2 (9%)

*N is the number of respondent schools.

Pre-Licensure Programs

Program Characteristics

This section presents information about the format and content of New Jersey's pre-licensure education programs. Pre-licensure programs are those that prepare students for the **initial** National Council Licensure Exam for Registered Nurses (NCLEX-RN) that leads to licensure as a registered nurse. All survey respondents were accredited nursing education programs.

Self-reported data in **Table 1.4** indicate that programs are primarily face-to-face. Some schools offer hybrid programs, but there are no exclusively online pre-licensure programs at this time.

Table 1.4: Delivery format of pre-licensure programs

	DIP	ADN	ADN	BSN	BSN	MSN
		Generic	Bridge	Generic	Accel.	
Face-to-Face	4	10	8	15	9	1
Hybrid	1	6	5	7	6	1

In NJCCN's Educational Capacity Survey, clinical practice time may be hands-on or set in skill

lab, simulation lab, or other settings. As shown in **Table 1.5**, a majority of clinical practice time is hands-on across all levels of pre-licensure RN education.

Table 1.5: Format of Clinical Practice Time (%)

	DIP N=5	ADN Generic N=14	ADN Bridge N=10	BSN Generic N=22	BSN Accel. N=11	MSN N=1
Skill Lab	14%	19%	16%	13%	15%	15%
Simulation Lab	9%	10%	11%	13%	11%	15%
Hands-On	77%	71%	73%	74%	74%	70%

*N is the number of respondent programs.

Table 1.6 on the following page shows the time elapsed between student graduation and employment as a nurse. According to **Table 1.6**, 63% of graduates from Generic BSN programs secured their first job within 0-7 months of graduation. Graduates from Diploma and ADN programs took longer. The data indicate that 94% of Diploma graduates, 54% of Generic ADN graduates, and 44% of ADN Bridge graduates took 8 or more months to find employment. This is consistent with national trends. (NCSBN, 2020).

Table 1.6: Time to employment after graduation (%)

	DIP N=473	ADN Generic N=977	ADN Bridge N=490	BSN Generic N=1,426	BSN Acc. N=498	MSN N=25
0-3 Months	0%	13%	15%	10%	36%	10%
4-7 Months	6%	9%	3%	53%	8%	80%
8-11 Months	48%	42%	14%	6%	12%	5%
12+ Months	46%	12%	30%	22%	14%	0%
Unknown/Do not Track	0%	24%	38%	9%	30%	5%

*N is the number of graduates.

Pre-Licensure Application, Admission, Enrollment, and Graduation

The total number of applicants reported by each school may be greater than the raw number of applicants if an individual applied to more than one school. Our data do not provide unique identifiers for each applicant, and thus a student applying to two programs will be counted twice. **Table 1.7** through **Table 1.10** provide the number of pre-licensure applicants, admitted students, enrollees, and graduates for the 2019 academic year and four-year trended data for 2016-2019.

In **Table 1.7**, the number of Available Seats (Available) is a count of the total number of seats available for newly admitted students. Qualified Applicants (Qualified) are those who submitted complete applications on time and met all institutional requirements for formal admission to the nursing program. Admitted Applicants (Admitted) are those who received official notice from the program that they were invited to begin the nursing program. Enrollees are those who actually enrolled in the program.

Table 1.7: Pre-licensure student application, admission, and enrollment 2019

	DIP N=5	ADN Generic N=14	ADN Bridge N=10	BSN Generic N=22	BSN Acc. N=11	MSN N=1
Available	630	1,471	848	2,395	392	30
Qualified	1,031	2,362	1,344	6,770	549	86
Admitted	850 (82%)	1,470 (62%)	837 (62%)	4,442 (66%)	498 (91%)	30 (35%)
Enrollees	730 (86%)	1,354 (92%)	757 (90%)	1,565 (35%)	352 (71%)	25 (83%)

*N is the number of respondent programs.

Table 1.8: Pre-licensure student application, admission, and enrollment trend 2016-2019

	2016 N=39	2017 N=41	2018 N=42	2019 N=45
Available	4,989	5,289	5,908	5,766
Qualified	10,529	9,113	11,528	12,142
Admitted	6,872	7,140	8,329	8,131
Enrollees	4,396 (64%)	4,549 (64%)	4,884 (59%)	4,787 (59%)

*N is the number of respondent schools.

Table 1.9 shows the total number of students enrolled in pre-licensure programs each year, inclusive of all students from new enrollees through those in their final year. According to program directors, the number of reported enrollees in Diploma and Associate degree programs dropped in 2019. However, enrollment in BSN Generic and Accelerated programs increased, keeping total enrollment numbers relatively stable.

Table 1.9: Pre-licensure total student enrollment trend 2016-2019

	2016 N=39	2017 N=41	2018 N=42	2019 N=45
DIP	2,867(26%)	3,055(25%)	1,584(14%)	1,449(13%)
ADN	3,493(31%)	3,931(32%)	4,100(35%)	3,465(31%)
BSN (Generic)	3,984(35%)	4,575(37%)	5,055(44%)	5,283(48%)
BSN (Accelerated)	793(7%)	671(1%)	806(7%)	896(8%)
MSN	87(1%)	43(0%)	42(0%)	27(0%)
Total	11,224	12,275	11,587	11,120

*N is the number of respondent schools.

There were a total of 3,889 graduates from pre-licensure nursing programs in 2019. This includes 473 Diploma graduates, 977 from generic ADN programs, 490 from ADN Bridge programs, 1,426 from generic BSN programs, 498 from Accelerated BSN programs, and 25 from the pre-licensure MSN program. The data in **Table 1.10** show a 29.3% increase in the number of pre-licensure graduates from 2016-2019. This increase is primarily from the BSN Generic and BSN Accelerated programs.

Table 1.10: Pre-licensure student graduation trend 2016-2019

	2016 N=39	2017 N=41	2018 N=42	2019 N=45
DIP	484	457	384	473
ADN Generic	883	1,008	1,074	977
ADN Bridge	355	337	628	490
BSN Generic	869	966	975	1,426
BSN Accelerated	384	330	291	498
MSN	32	24	22	25
Total	3,007	3,122	3,374	3,889

*N is the number of respondent schools.

NCLEX-RN Pass Rates for Pre-Licensure Students

Nursing students must pass the National Council Licensure Exam (NCLEX-RN) to receive licensure as an RN. **Table 1.11** and **Table 1.12** show the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-RN in 2019 (NCSBN, 2020). These data represent all NJ schools.

Table 1.11: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2019

	Candidates	Total Passed	Pass Rate (%)
Diploma	472	432	92%
ADN	1,667	1,488	89%
BSN	1,646	1,512	92%
Total	3,785	3,432	91%

Table 1.12: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2019

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,247	1,974	88%
ADN	84,798	72,217	85%
BSN	84,282	76,902	91%
Total	171,374	151,120	88%

Pre-Licensure Student Demographics

Table 1.13 describes pre-licensure student student demographics. This is inclusive of all students matriculating in the 2019 academic year, from new enrollees to those who are about to graduate. Any student data that was not known by respondent schools is marked DND for "Did not Disclose."

Table 1.13: Pre-licensure student demographics

	DIP N=1,449	ADN Generic N=2,458	ADN Bridge N=1,007	BSN Generic N=5,283	BSN Accel. N=896	MSN N=27
Gender						
Female	1,231 (85%)	2,023 (82%)	900 (89%)	4,736 (90%)	729 (81%)	26 (96%)
Male	218 (15%)	429 (17%)	107 (11%)	536 (10%)	157 (18%)	1 (4%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	7 (0%)	0 (0%)	11 (0%)	10 (1%)	0 (0%)
Race/Ethnicity						
American Indian	9 (1%)	8 (0%)	9 (1%)	3 (0%)	0 (0%)	0 (0%)
Asian	140 (10%)	266 (11%)	54 (5%)	803 (15%)	98 (11%)	1 (4%)
Black/African Am.	412 (28%)	199 (8%)	586 (58%)	754 (14%)	106 (12%)	5 (19%)
Hawaiian/Pacific Isl.	17 (1%)	5 (0%)	9 (1%)	27 (1%)	2 (0%)	0 (0%)
White/Caucasian	407 (28%)	1,326 (54%)	142 (14%)	2,535 (48%)	395 (44%)	8(30%)
Hispanic/Latino	333 (23%)	458 (19%)	124 (12%)	874 (17%)	112 (13%)	3 (11%)
Other	30 (2%)	20 (1%)	2 (0%)	43(1%)	0 (0%)	0 (0%)
2+ Races	29 (2%)	45 (2%)	17 (2%)	124 (2%)	96 (11%)	5 (19%)
DND	72 (5%)	131 (5%)	64 (6%)	109 (2%)	87 (10%)	5(19%)
Age						
17-20	54 (4%)	261 (11%)	7 (1%)	2,488 (47%)	0 (0%)	0 (0%)
21-25	428 (30%)	867 (35%)	79 (8%)	1,774 (34%)	404 (45%)	18 (67%)
26-30	385 (27%)	562 (23%)	196 (19%)	413 (8%)	278 (31%)	7 (26%)
31-40	395 (27%)	508 (21%)	380 (38%)	342 (6%)	155 (17%)	2 (7%)
41-50	153 (11%)	201 (8%)	235 (23%)	130 (2%)	42 (5%)	0 (0%)
51-60	33 (2%)	39 (2%)	59 (6%)	39 (1%)	10 (1%)	0 (0%)
61+	1 (0%)	9 (0%)	6 (1%)	3 (0%)	3 (0%)	0 (0%)
DND	0 (0%)	11 (0%)	45 (4%)	94 (2%)	5 (1%)	0 (0%)
Mean Age	30.71	28.65	35.01	22.49	28.13	25.22

*N is the number of students.

Pre-licensure nursing students are primarily female 87%. Male students account for 13% of the nursing workforce. Most students across all levels of pre-licensure education are White (43%), followed by Black/African American (19%). Most students in the BSN Generic and BSN Accelerated are in the lower age brackets compared to the other programs.

Table 1.14 describes four-year trends in pre-licensure nursing student demographics.

Table 1.14: Pre-licensure student demographic trend 2016-2019

	2016 N=39	2017 N=41	2018 N=42	2019 N=45
Gender				
Female	9,482 (85%)	10,440 (85%)	9,883 (85%)	9,645 (87%)
Male	1,599 (14%)	1,748 (14%)	1,578 (14%)	1,448 (13%)
Transgender	0 (0%)	3 (0%)	0 (0%)	0 (0%)
DND	16 (1%)	84 (1%)	126 (1%)	28 (0%)
Race/Ethnicity				
American Indian	26 (0%)	32 (0%)	40 (0%)	29 (0%)
Asian	1,238 (11%)	1,305 (11%)	1,365 (12%)	1,362 (12%)
Black/African Am.	2,263 (20%)	2,574 (21%)	2,205 (19%)	2,062 (19%)
Hawaiian/Pacific Isl.	72 (1%)	39 (0%)	71 (1%)	60 (1%)
White/Caucasian	4,617 (41%)	4,870 (40%)	4,989 (43%)	4,813 (43%)
Hispanic/Latino	1,872 (17%)	2,163 (18%)	1,909 (16%)	1,904 (17%)
Other	105 (1%)	72 (1%)	59 (1%)	95 (1%)
2+ Races	263 (2%)	368 (3%)	385 (3%)	316 (3%)
DND	768 (7%)	815 (7%)	564 (5%)	479 (4%)
Age				
17-20	2,549 (23%)	2,737 (22%)	2,800 (24%)	2,810 (25%)
21-25	3,417 (30%)	3,608 (29%)	3,797 (33%)	3,570 (32%)
26-30	1,749 (16%)	2,049 (17%)	1,984 (17%)	1,841 (17%)
31-40	2,019 (18%)	1,965 (16%)	1,878 (16%)	1,782 (16%)
41-50	866 (8%)	848 (7%)	845 (7%)	761 (7%)
51-60	273 (2%)	178 (1%)	164 (1%)	181 (2%)
61+	21 (0%)	10 (0%)	11 (0%)	21 (0%)
DND	330 (3%)	880 (7%)	108 (1%)	154 (1%)
Total Students	11,096	12,275	11,587	11,120

*N is the number of respondent schools across all pre-licensure settings.

Post-Licensure Programs

Program Characteristics

Post-licensure programs provide additional credentials for graduates who have already attained their RN licensure. **Table 1.15** 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.

Table 1.15: Delivery format of post-licensure programs

	RN-BSN N=17	MSN Clinical N=12	MSN Non-Clinical N=13	DNP N=10	PhD N=2
Exclusively Online	5	2	4	3	0
Face-to-Face	2	1	1	1	2
Hybrid	14	9	8	6	0

*N is the number of respondent programs.

Post-Licensure Application, Admission, Enrollment, and Graduation

The total number of applicants reported by each school may be greater than the raw number of applicants if an individual applied to more than one school. Our data do not provide unique identifiers for each applicant, and thus a student applying to two programs will be counted twice. The following four tables provide post-licensure application, admission, enrollment, and graduation rates for the 2019 academic year and four-year trended data for 2016-2019.

Table 1.16: Post-licensure student application, admission, and enrollment 2019

	RN-BSN N=17	MSN Clinical N=12	MSN Non-Clinical N=13	DNP N=10	PhD N=2
Available	4,486	1,569	1,199	442	17
Qualified	1,220	454	421	328	13
Admitted	1,209 (99%)	411 (91%)	311 (74%)	304 (93%)	13 (100%)
Enrollees	788 (65%)	337 (82%)	219 (70%)	250 (82%)	12 (92%)

*N is the number of respondent programs.

In **Table 1.16**, the number of Available Seats is a count of the total number of seats available for newly admitted students. Qualified Applicants (Qualified) are those who submitted complete applications on time and who met all institutional requirements for formal admission to the nursing program during the reporting period. Admitted Applicants (Admitted) are those who received official notice from the program that they were invited to begin the nursing program during the reporting period. Enrollees are those who actually enrolled in the program.

Table 1.17: Post-licensure student application, admission, and enrollment trend 2016-2019

	2016 N=16	2017 N=18	2018 N=20	2019 N=21
Available	4,945	4,548	6,310	7,875
Qualified	2,953	2,311	2,299	2,245
Admitted (%)	2,833 (96%)	2,207 (95%)	2,211 (96%)	2,137 (95%)
Enrollees (%)	1,613 (57%)	1,398 (63%)	1,447 (65%)	1,427 (67%)

*N is the number of respondent schools.

Table 1.18: Post-licensure total student enrollment trend 2016-2019

	2016 N=16	2017 N=18	2018 N=20	2019 N=21
RN-BSN	2,604 (52%)	2,140 (47%)	1,947 (49%)	1,600 (38%)
MSN Clinical	1,064 (21%)	1,185 (26%)	825 (21%)	1,135 (27%)
MSN Non-Clinical	541 (11%)	489 (11%)	410 (10%)	574 (14%)
DNP	677 (14%)	704 (15%)	738 (18%)	811 (19%)
PhD	84 (2%)	82 (2%)	85 (2%)	70 (2%)
Total	4,970	4,600	4,005	4,190

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

The trend in **Table 1.19** shows an increase in MSN and DNP graduates, while the RN-BSN and PhD programs remain relatively flat. Nationally, a similar trend shows an increase in DNP graduates. (AACN, 2019).

Table 1.19: Post-licensure graduation trend 2016-2019

	2016 N=16	2017 N=18	2018 N=20	2019 N=21
RN-BSN	1,063	662	745	732
MSN	616	469	377	435
DNP	88	116	137	190
PhD	7	3	10	8
Total	1,774	1,250	1,269	1,365

*N is the number of respondent schools.

Post-Licensure Student Demographics

Table 1.20 describes post-licensure student demographics. This is inclusive of all students matriculating in the 2019 academic year, from new enrollees to those who are about to graduate.

Table 1.20: Post-licensure student demographics

	RN-BSN	MSN	MSN	DNP	PhD
	N=1,600	N=1135	Clinical N=574	Non-Clinical N=811	N=70
Gender					
Female	1385 (87%)	971 (86%)	525 (91%)	684 (84%)	64 (91%)
Male	215 (13%)	153 (13%)	49 (9%)	127 (16%)	6 (9%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	11 (1%)	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity					
American Indian	4 (0%)	1 (0%)	2 (0%)	0 (0%)	0 (0%)
Asian	153 (10%)	173 (15%)	77 (13%)	138 (17%)	8 (11%)
Black/African Am.	177 (11%)	186 (16%)	75 (13%)	162 (20%)	9 (13%)
Hawaiian/Pacific Isl.	15 (1%)	13 (1%)	11 (2%)	0 (0%)	0 (0%)
White/Caucasian	754 (47%)	568 (50%)	287 (50%)	361 (45%)	42 (60%)
Hispanic/Latino	239 (15%)	101 (9%)	63 (11%)	105 (13%)	6 (9%)
Other	8 (1%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2+ Races	29 (2%)	22 (2%)	6 (1%)	0 (0%)	1 (1%)
DND	221 (14%)	71 (6%)	53 (9%)	45 (6%)	4 (6%)
Age					
17-20	2 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)
21-25	160 (10%)	61 (5%)	20 (3%)	62 (8%)	0 (0%)
26-30	272 (17%)	147 (13%)	76 (13%)	215 (27%)	4 (6%)
31-40	463 (29%)	169 (15%)	150 (26%)	237 (29%)	16 (23%)
41-50	416 (26%)	86 (8%)	168 (29%)	104 (13%)	30 (43%)
51-60	240 (15%)	21 (2%)	112 (20%)	47 (6%)	19 (27%)
61+	32 (2%)	1 (0%)	17 (3%)	7 (1%)	1 (1%)
DND	14 (1%)	650 (57%)	31 (5%)	138 (17%)	0 (0%)
Mean Age	39.1	34.3	41.1	35.1	45.2

*N is the number of students.

Post-licensure nursing students are primarily female and White/Caucasian. The mean age of post-licensure students is 37.4. The mean age was calculated by weighting the median values of each age range. In 2019, 48% of post-licensure students were White/Caucasian, 15% Black/African American, 13% Asian, and 12% Hispanic/Latino.

Table 1.21: Post-licensure student demographic trend 2016-2019

	2016 N=16	2017 N=18	2018 N=20	2019 N=21
Gender				
Female	4,407 (89%)	3,709 (81%)	3,434 (86%)	3,629 (87%)
Male	556 (11%)	482 (10%)	533 (13%)	550 (13%)
Transgender	0 (0%)	0 (0%)	1 (0%)	0 (0%)
DND	7 (0%)	409 (9%)	37 (1%)	11 (0%)
Race/Ethnicity				
American Indian	7 (0%)	4 (0%)	5 (0%)	7 (0%)
Asian	515 (10%)	500 (11%)	500 (12%)	549 (13%)
Black/African Am.	565 (13%)	600 (13%)	593 (15%)	609 (15%)
Hawaiian/Pacific Isl.	35 (1%)	55 (1%)	37 (0%)	39 (1%)
White/Caucasian	2,481 (50%)	1,946 (42%)	1,969 (50%)	2,012 (48%)
Hispanic/Latino	502 (10%)	435 (9%)	456 (11%)	514 (12%)
Other	12 (0%)	15 (0%)	24 (0%)	8 (0%)
2+ Races	69 (1%)	59 (1%)	73 (2%)	58 (1%)
DND	693 (14%)	986 (21%)	640 (9%)	394 (9%)
Age				
17-20	52 (1%)	30 (1%)	2 (0%)	3 (0%)
21-25	576 (12%)	301 (7%)	434 (11%)	303 (7%)
26-30	1,080 (22%)	790 (17%)	790 (20%)	714 (17%)
31-40	1,350 (27%)	1,177 (26%)	1,213 (30%)	1,035 (25%)
41-50	1,068 (21%)	959 (21%)	978 (24%)	804 (19%)
51-60	553 (11%)	570 (12%)	484 (12%)	439 (10%)
61+	69 (1%)	57 (1%)	61 (2%)	58 (1%)
DND	222 (4%)	716 (16%)	43 (1%)	834 (20%)
Total Students	4,970	4,600	4,005	4,190

*N is the number of respondent schools.

Table 1.22: New Jersey’s RN Education Programs

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

*Schools did not provide data. **School closed PhD program in 2018.

Educational Capacity Report-LPN

Overview

This report includes data for 25 of the 32 schools in New Jersey that provide LPN education. LPN programs prepare students for the National Council Licensure Examination for Practical Nurses (NCLEX-PN), which leads to licensure as a LPN. Of the 25 respondent schools, only 80% are currently accredited.

Table 1.23: Federal Tax Classification

LPN	
N=25	
Public	14 (56%)
Private/For-Profit	10 (40%)
Private/Non-Profit	1 (4%)

*N is the number of respondent schools.

Table 1.24: Accreditation Status

LPN	
N=25	
Accredited	20 (80%)
Not Accredited/In Progress	5 (20%)

*N is the number of respondent schools.

In **Table 1.25** reasons for rejection of qualified applicants are presented. Schools can select more than one reason for rejection of qualified applicants.

Table 1.25: Reason for rejection of qualified applicants

LPN	
N=25	
No applications rejected	17 (68%)
Lack of qualified faculty	1 (4%)
Lack of clinical space	2 (8%)
Limited classroom space	5 (20%)
Lack of clinical sites	2 (8%)
Other	2 (8%)

*N is the number of respondent schools.

Program Characteristics

This section presents information about the format and content of New Jersey's LPN education programs. Data in **Table 1.26** indicate that programs are primarily face-to-face. Some schools offer hybrid programs.

Table 1.26: Delivery format of LPN programs

LPN	
N=25	
Face-to-Face	22 (88%)
Hybrid	3 (12%)

*N is the number of respondent schools.

In NJCCN’s Educational Capacity Survey, clinical practice time may be hands-on or conducted in skill lab, simulation lab, or other settings. As shown in **Table 1.27**, 60% of clinical practice time is hands-on.

Table 1.27: Format of clinical practice time (%)

LPN	
N=25	
Skill Lab	23%
Simulation Lab	18%
Hands-on	60%
Other	1%

*N is the number of respondent schools.

As shown in **Table 1.28**, graduates (69%) secured their first job within 0-7 months of graduation.

Table 1.28: Time to employment after graduation (%)

LPN	
N=25	
0-3 Months Post Graduation	32%
4-7 Months Post Graduation	37%
8-11 Months Post Graduation	11%
12+ Months Post Graduation	10%
Unknown/ Do not Track	10%

*N is the number of respondent schools.

LPN Application, Admission, Enrollment, and Graduation

The total number of applicants reported by each school may be greater than the raw number of applicants if an individual applied to more than one school. Our data do not provide unique identifiers for each applicant, and thus a student applying to two programs will be counted twice. **Table 1.29** provides four-year trended data for LPN student application, enrollment, and graduation rates.

The number of Available Seats (Available) is a count of the total number of seats available for newly admitted students. Qualified Applicants (Qualified) are those who submitted complete applications on time and met all institutional requirements for formal admission to the nursing program. Admitted Applicants (Admitted) are those who received official notice from the program that they were invited to begin the nursing program. Enrollees are those who actually enrolled in the program.

Table 1.29: LPN student application, admission, and enrollment 2019 (%)

	2016 N=31	2017 N=31	2018 N=31	2019 N=25
Available	2862	3007	2612	2629
Qualified	2882	3116	3170	3017
Admitted	2265 (79%)	2232 (72%)	2352 (74%)	2219 (74%)
Enrollees	1882 (83%)	1982 (89%)	1897 (81%)	1996 (90%)
Graduates	1247	1220	1323	1340

*N is the number of respondent schools.

NCLEX-PN Pass Rates for LPN Students

LPN students must pass the National Council Licensure Exam (NCLEX-PN) to apply for licensure as an LPN. **Table 1.30** and **Table 1.31** shows the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-PN in 2019 (NCSBN, 2020). NJ pass rate percentages for first-time candidates are 11% lower than the national average.

Table 1.30: First-Time, NJ Educated Candidates Taking the NCLEX-PN in 2019

Candidates	Total Passed	Pass Rate (%)
1,946	1,467	75%

Table 1.31: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2019

Candidates	Total Passed	Pass Rate (%)
48,228	41,299	86%

LPN Student Demographics

Table 1.32 shows four years of LPN student demographic data from 2016-2019. This is inclusive of all students matriculating in the 2019 academic year, from new enrollees to those who are about to graduate. Students are primarily female and Black/African American. The mean age for LPN students in 2019 was 28.4. The mean age was calculated by weighting the median values of each age range.

Table 1.32: LPN student demographics trend 2016-2019

	2016 N=2,146	2017 N=2,363	2018 N=2,438	2019 N=2,672
Gender				
Female	1,862 (87%)	2,081 (88%)	2,178 (89%)	2,371 (89%)
Male	282 (13%)	281 (12%)	257 (11%)	300 (11%)
Transgender	0 (0%)	1 (0%)	0 (0%)	0 (0%)
DND	2 (0%)	0 (0%)	3 (0%)	1 (0%)
Race/Ethnicity				
American Indian	3 (0%)	7 (0%)	14 (1%)	6 (0%)
Asian	107 (5%)	119 (5%)	123 (5%)	130 (5%)
Black/African American	1,070 (50%)	1,199 (51%)	1,214 (50%)	1,322 (49%)
Hawaiian/Pacific Islander	31 (1%)	15 (1%)	6 (0%)	4 (0%)
White/Caucasian	420 (20%)	420 (18%)	427 (18%)	404 (15%)
Hispanic/Latino	330 (15%)	396 (17%)	449 (18%)	530 (20%)
Other	32 (1%)	19 (1%)	15 (1%)	28 (1%)
2+ Races	18 (1%)	21 (1%)	41 (2%)	43 (2%)
DND	130 (6%)	167 (7%)	149 (6%)	205 (8%)
Age				
17-20	98 (5%)	127 (1%)	142 (6%)	105 (4%)
21-25	516 (24%)	562 (24%)	536 (22%)	554 (21%)
26-30	534 (25%)	608 (26%)	620 (25%)	635 (24%)
31-40	595 (28%)	641 (27%)	729 (30%)	831 (31%)
41-50	255 (12%)	314 (13%)	316 (13%)	305 (11%)
51-60	111 (5%)	93 (4%)	85 (4%)	151 (6%)
61+	9 (0%)	4 (0%)	2 (0%)	16 (1%)
DND	28 (1%)	14 (1%)	8 (0%)	75 (3%)

*N is the number of students.

Table 1.33: New Jersey's LPN Education Programs

School Name	County
Atlantic County Institute of Technology	Atlantic
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
Eastwick College, Hackensack	Bergen
Eastwick College, Ramsey	Bergen
Essex County College	Essex
Holy Name Medical Center	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
Middlesex County Vocational and Technical School	Middlesex
Monmouth County Vocational Technical School	Monmouth
Morris County School of Technology	Morris
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
Rowan College of South Jersey Cumberland	Cumberland
Salem Community College	Salem
Union County College	Union
Universal Training Institute	Middlesex
Warren County Technical School*	Warren

*Schools did not provide data.

Nursing Faculty Report

Faculty for Pre- and Post-licensure RN Programs

Employment

This section describes the employment of full-time (FT) and part-time (PT) faculty across pre- and post-licensure nursing programs. In **Table 1.34** and **Table 1.35**, full-time and part-time vacancies only include those that are being actively recruited. “BSN & Higher” includes Baccalaureate, Master’s, DNP, and PhD programs.

Table 1.34: RN Faculty Positions and Vacancies

	DIP	ADN	BSN & Higher	Total
Full-time positions available	74	155	434	663
Full-time faculty employed	73	140	380	593
Full-time position vacancies	1 (1%)	15 (10%)	54 (12%)	70 (11%)
Part-time positions available	97	210	282	589
Part-time faculty employed	96	208	268	572
Part-time position vacancies	1 (0%)	2 (1%)	14 (5%)	17 (3%)

Table 1.35: RN Program Faculty Vacancy Trend 2016-2019

	2016 N=41		2017 N=43		2018 N=45		2019 N=45	
	FT	PT	FT	PT	FT	PT	FT	PT
DIP	2	0	5	1	3	0	1	1
ADN	1	16	10	13	8	4	15	2
BSN & Higher	36	19	36	3	46	1	54	14
Total	39	35	51	17	57	5	70	17

*N is the number of respondent schools.

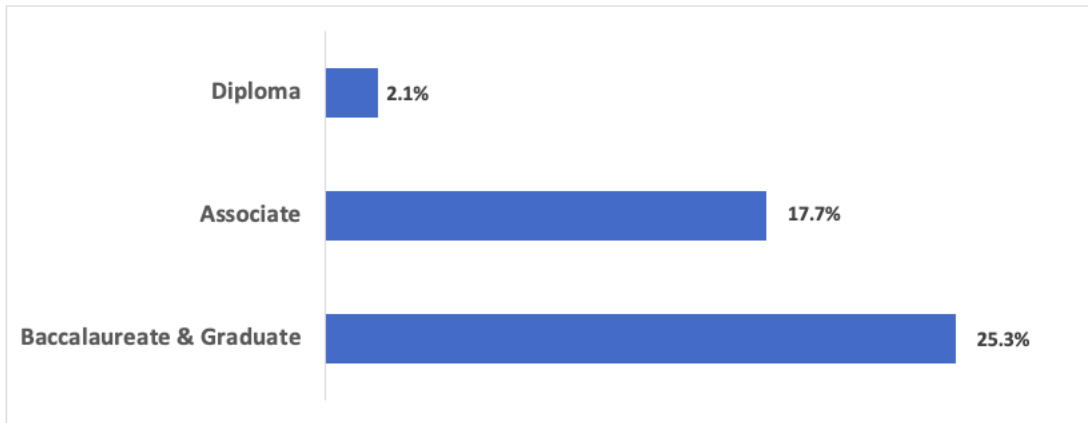
Table 1.36: RN Program Faculty Employment Trend 2016-2019

	2016 N=41		2017 N=43		2018 N=45		2019 N=45	
	FT	PT	FT	PT	FT	PT	FT	PT
DIP	72	115	69	91	71	89	73	96
ADN	163	303	155	208	159	293	140	208
BSN & Higher	354	552	354	327	349	283	380	268
Total	589	970	578	626	579	665	593	572

*N is the number of respondent schools.

Table 1.36 shows that there has been an increase in the number of full-time faculty employed since 2016, which is not fully accounted for in the rising vacancy rates reported in **Table 1.35**. **Figure 1.2** shows the percentage of RN classes taught by adjuncts by program level.

Figure 1.2: Percentage of RN Classes Taught by Adjuncts in 2019



Demographics

Tables in this section show demographic data for full-time and part-time faculty members at pre-licensure and post-licensure educational facilities. **Table 1.37** shows that Diploma and ADN faculty are primarily prepared at the Master's level, and faculty for Baccalaureate and Higher programs are primarily prepared at the DNP or PhD level.

Table 1.37: Highest level of education of RN program faculty

	DIP		ADN		BSN & Higher	
	FT N=73	PT N=96	FT N=140	PT N=208	FT N=380	PT N=268
BSN	0 (0%)	0 (0%)	0 (0%)	9 (5%)	0 (0%)	0 (0%)
MSN	55 (79%)	85 (96%)	114 (83%)	172 (85%)	80 (21%)	208 (78%)
Non-Nursing Masters	0 (0%)	0 (0%)	3 (1%)	8 (4%)	0 (0%)	13 (5%)
DNP	10 (14%)	3 (3%)	17 (12%)	12 (4%)	114 (30%)	26 (10%)
PhD in Nursing	3 (4%)	1 (1%)	4 (4%)	3 (1%)	137 (36%)	8 (3%)
Other Doc. in Nursing	2 (3%)	0 (0%)	0 (0%)	2 (0%)	49 (13%)	0 (0%)
Non-Nursing Doctorate	2 (0%)	0 (0%)	2 (0%)	2 (1%)	0 (0%)	10 (4%)
Missing/Unknown	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1%)

*N is the number of faculty.

Table 1.38 shows demographics for faculty teaching in pre- and post-licensure RN education programs. **Table 1.39** on the following page shows that faculty continue to be primarily white, female, and in the higher age brackets.

Table 1.38: RN program faculty demographics

Gender	DIP		ADN		BSN & Higher	
	N=73 FT	N=96 PT	N=140 FT	N=208 PT	N=380 FT	N=268 PT
Female	71 (97%)	93 (97%)	133 (95%)	178 (94%)	356 (94%)	247 (92%)
Male	2 (3%)	3 (3%)	5 (4%)	12 (6%)	23 (6%)	21 (8%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	0 (0%)	2 (1%)	18 (9%)	1 (0%)	0 (0%)
Race/Ethnicity						
American Indian	0 (0%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)	0 (0%)
Asian	3 (4%)	25 (26%)	12 (9%)	15 (7%)	24 (6%)	10 (4%)
Black/African Am.	10 (14%)	29 (30%)	11 (8%)	26 (13%)	46 (12%)	22 (8%)
Hawaiian/Pacific Isl.	1 (1%)	0 (0%)	1 (1%)	1 (0%)	4 (1%)	0 (0%)
White/Caucasian	58 (79%)	41 (43%)	110 (79%)	104 (50%)	264 (69%)	75 (28%)
Hispanic/Latino	1 (1%)	0 (0%)	4 (3%)	10 (5%)	16 (4%)	6 (2%)
Other	0 (0%)	0 (0%)	0 (0%)	3 (1%)	1 (0%)	0 (0%)
2+ Races	0 (0%)	1 (0%)	0 (0%)	0 (0%)	9 (2%)	2 (1%)
DND	0 (0%)	0 (0%)	2 (1%)	48 (23%)	16 (4%)	153 (57%)
Age						
30 or younger	0 (1%)	2 (2%)	0 (0%)	9 (4%)	1 (0%)	5 (2%)
31-40	12 (16%)	13 (14%)	12 (9%)	33 (16%)	33 (9%)	24 (9%)
41-50	11 (15%)	26 (27%)	33 (24%)	55 (26%)	76 (20%)	32 (12%)
51-55	17 (23%)	20 (21%)	25 (18%)	25 (12%)	61 (16%)	27 (10%)
56-60	11 (15%)	14 (15%)	27 (19%)	32 (15%)	63 (17%)	25 (9%)
61-65	18 (25%)	10 (10%)	29 (21%)	17 (8%)	82 (22%)	13 (5%)
66-70	3 (4%)	7 (7%)	12 (9%)	15 (7%)	47 (12%)	8 (3%)
71+	1 (1%)	1 (1%)	2 (1%)	5 (2%)	17 (4%)	8 (3%)
DND	0 (0%)	3 (3%)	0 (0%)	17 (8%)	0 (0%)	126 (47%)
Mean Age	53	49	54	44	55	56

*N is the number of faculty.

Table 1.39: RN program faculty demographics trend 2016-2019

	2016		2017		2018		2019	
	(%) FT	(%) PT	(%) FT	(%) PT	(%) FT	(%) PT	(%) FT	(%) PT
Gender								
Female	537 (91)	855 (88)	547 (94)	668 (92)	548 (95)	612 (92)	560 (94)	518 (91)
Male	32 (5)	71 (7)	31 (5)	61 (8)	31 (5)	53 (8)	30 (5)	36 (6)
Transgender)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
DND	20 (3)	44 (5)	7 (1)	0 (0)	0 (0)	0 (0)	3 (1)	18 (3)
Race/ Ethnicity								
AIAN*	0 (0)	4 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)
Asian	23 (4)	73 (8)	33 (6)	80 (11)	37 (6)	59 (9)	39 (7)	50 (9)
Black	58 (10)	126 (13)	57 (10)	125 (17)	61 (1)	85 (13)	67 (11)	77 (13)
HOPI*	5 (1)	7 (1)	2 (0)	4 (1)	3 (1)	50 (8)	6 (1)	1 (0)
White	445 (76)	560 (58)	443 (76)	395 (54)	432 (75)	229 (34)	432 (73)	220 (38)
Hispanic	19 (32)	44 (5)	27 (5)	34 (5)	19 (3)	29 (4)	21 (4)	16 (3)
Other	2 (0)	1 (0)	4 (1)	2 (0)	2 (0)	0 (0)	1 (0)	3 (1)
2+ Races	1 (0)	0 (0)	1 (0)	2 (0)	4 (1)	3 (0)	9 (2)	3 (1)
DND	36 (6)	155 (16)	18 (3)	89 (12)	21 (4)	210 (32)	18 (3)	201 (35)
Age								
30 or younger	1 (0)	22 (2)	1 (0)	14 (2)	3 (1)	12 (2)	1 (0)	16 (3)
31-40	44 (7)	137 (14)	42 (7)	109 (15)	35 (6)	84 (13)	57 (10)	70 (12)
41-50	102 (17)	267 (28)	92 (16)	196 (27)	117 (20)	131 (20)	120 (20)	113 (20)
51-55	93 (16)	156 (16)	105 (18)	126 (17)	96 (17)	81 (12)	103 (17)	72 (13)
56-60	112 (19)	139 (14)	123 (21)	104 (14)	114 (20)	74 (11)	101 (17)	48 (8)
61-65	116 (20)	97 (10)	110 (19)	87 (12)	115 (20)	46 (7)	129 (22)	40 (7)
66-70	61 (10)	30 (3)	62 (11)	33 (5)	61 (11)	30 (5)	62 (10)	30 (5)
71+	23 (4)	21 (2)	23 (4)	14 (2)	22 (4)	17 (3)	20 (3)	14 (2)
DND	37 (6)	101 (10)	27 (5)	46 (6)	16 (3)	190 (29)	0 (0)	146 (26)
Total Faculty	589	970	585	729	579	665	593	572

*AIAN is the US Census Bureau abbreviation for American Indian Alaska Native. HOPI stands for Native Hawaiian/Other Pacific Islander.

Faculty for LPN Schools

Employment

This section describes the employment of full-time (FT) and part-time (PT) faculty for LPN programs. In **Table 1.40** and **Table 1.41**, full-time and part-time vacancies only include those that are being actively recruited.

Table 1.40: Positions and Vacancies for Faculty in LPN schools

	LPN (%)	
Full-time positions available	107	
Full-time faculty employed	95	
Full-time position vacancies	12	11
Part-time positions available	202	
Part-time faculty employed	187	
Part-time position vacancies	15	7

Table 1.41: Vacancy Trend for Faculty in LPN schools 2016-2019

2016		2017		2018		2019	
N=31		N=31		N=27		N=25	
FT	PT	FT	PT	FT	PT	FT	PT
8	25	15	15	11	20	12	15

*N is the number of respondent schools.

Table 1.42: Employment Trend for Faculty in LPN schools 2016-2019

2016		2017		2018		2019	
N=31		N=31		N=27		N=25	
FT	PT	FT	PT	FT	PT	FT	PT
150	263	135	201	86	166	95	187

*N is the number of respondent schools.

Table 1.42 shows that there has been an increase in the number of full-time and part-time faculty employed. The vacancy rate in **Table 1.41** has not changed and is relatively flat.

Demographics

This section shows demographic data for full-time and part-time faculty members at LPN educational facilities. **Table 1.43** shows that faculty are primarily prepared at the Baccalaureate or Master's level in nursing.

Table 1.43: Highest level of education for Faculty in LPN schools

	FT N=98	PT N=188
ADN	0 (0%)	2 (1%)
BSN	39 (40%)	85 (45%)
Non-Nursing Baccalaureate	2 (2%)	1 (1%)
MSN	46 (47%)	92 (49%)
Non-Nursing Masters	2 (2%)	2 (1%)
DNP	4 (4%)	1 (1%)
PhD	2 (2%)	2 (1%)
Other Doctorate in Nursing	2 (2%)	0 (0%)
Non-Nursing Doctorate	1 (1%)	2 (1%)
Missing/Unknown	0 (0%)	1 (1%)

*N is the total number of faculty.

Table 1.44 shows four years of demographic data for faculty teaching in LPN programs. Data for 2019 shows that faculty are primarily female and white. The mean age for full-time faculty is 53 and the mean age for part-time faculty is 51.

Table 1.44: LPN Faculty Demographic Trend 2016-2019

	2016		2017		2018		2019	
	(%) FT	(%) PT	(%) FT	(%) PT	(%) FT	(%) PT	(%) FT	(%) PT
Gender								
Female	133 (89)	239 (91)	103 (86)	164 (78)	86 (89)	166 (89)	89 (91)	162 (86)
Male	17 (11)	24 (9)	17 (14)	40 (19)	11 (11)	20 (11)	9 (9)	26 (14)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
DND	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Race/ Ethnicity								
AIAN*	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (1)
Asian	13 (9)	31 (12)	8 (7)	32 (15)	9 (9)	20 (11)	9 (9)	24 (13)
Black	45 (30)	71 (27)	34 (28)	60 (29)	23 (24)	55 (30)	30 (31)	62 (33)
HOPI*	2 (1)	12 (5)	3 (3)	6 (3)	3 (3)	10 (5)	3 (3)	5 (3)
White	83 (55)	134 (51)	70 (58)	91 (43)	55 (57)	89 (48)	49 (50)	76 (40)
Hispanic	7 (8)	14 (5)	4 (3)	10 (5)	7 (7)	9 (5)	7 (7)	13 (7)
Missing/Unknown	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)
Other	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
2+ Races	0 (0)	0 (0)	0 (1)	1 (0)	0 (0)	1 (1)	0 (0)	4 (2)
DND	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0 (0)
Age								
30 or younger	1 (1)	7 (3)	1 (1)	0 (0)	3 (3)	3 (2)	0 (0)	2 (2)
31-40	20 (13)	40 (15)	13 (11)	32 (15)	9 (9)	28 (15)	12 (9)	28 (15)
41-50	27 (18)	77 (29)	23 (19)	60 (29)	23 (24)	53 (28)	26 (24)	51 (29)
51-55	34 (23)	53 (29)	26 (22)	6 (3)	22 (23)	36 (19)	18 (23)	37 (19)
56-60	28 (19)	41 (16)	20 (17)	91 (43)	9 (9)	28 (15)	15 (9)	35 (15)
61-65	24 (16)	25 (10)	25 (21)	10 (5)	21 (22)	21 (11)	20 (22)	17 (11)
66-70	5 (3)	12 (5)	8 (7)	0 (0)	7 (7)	13 (7)	5 (7)	12 (7)
71+	5 (3)	2 (1)	4 (3)	0 (0)	3 (3)	3 (2)	2 (3)	6 (2)
DND	6 (4)	6 (2)	0 (0)	11 (5)	0 (0)	1 (1)	0 (0)	0 (1)
Total Faculty	152	270	150	263	135	201	98	188

*AIAN is the US Census Bureau abbreviation for American Indian Alaska Native. HOPI stands for Native Hawaiian/Other Pacific Islander.

Note: Due to reporting inconsistencies, totals may not add up to the total number of faculty reported.