

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 2019-2020 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.

The COVID-19 Pandemic had an impact across all nursing programs (LPN, Diploma, ADN, Baccalaureate and Higher). Below is a summary of comments from these programs:

Cons

Loss of in-person learning resulted in:

- Higher costs to academic programs in supplies and technologies (PPE, screening, and virtual platforms)
- Some student struggled not being able to adapt to new learning modalities
- Fears from some faculty of delivering content online versus in-person
- Concern from faculty of pass rates of students from learning remotely
- Some students needed to take a leave due to changes to online classes and lack of access to technology
- Loss of clinical sites resulted in increased nursing lab time

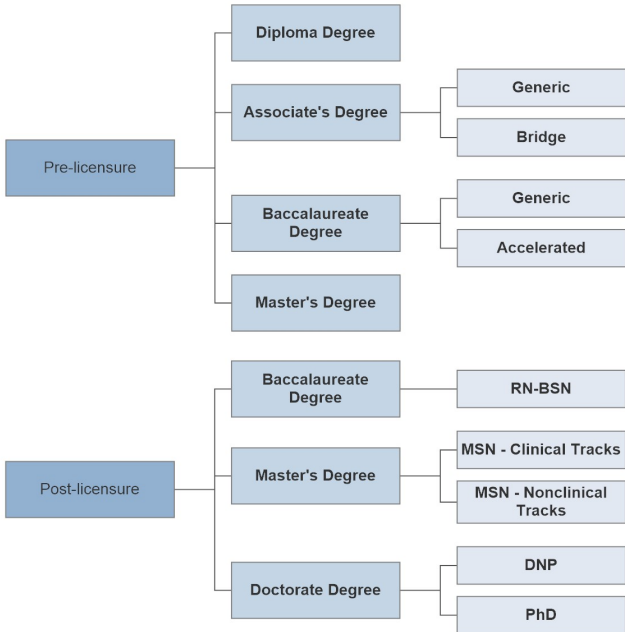
Pros

- Faculty and students were resourceful in educational modalities
- Increased use of simulation, synchronous and asynchronous learning
- Increased comfort with technology for faculty and students
- Distance learning became a more accepted modality

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 year, all 48 schools provided data on their educational capacity.** 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 includes respondent programs/schools. The data in this chapter combines AACN data and NJCCN survey data.

Table 1.1: New Jersey RN Programs

Pre-licensure Nursing Schools

5 Diploma Schools

21 Associate Degree Schools (17 Generic programs, 13 LPN-RN programs)

20 Baccalaureate Degree Schools (17 Generic Programs, 13 Accelerated Programs)

2 Pre-licensure Masters programs

Post-licensure Nursing Programs

17 RN-BSN

11 Post-licensure Master’s, Clinical Tracks

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

12 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=21	N=22
Public	1 (20%)	18 (86%)	12 (56%)
Private/Secular	0 (0%)	3 (14%)	6 (27%)
Private/Religious	4 (80%)	0 (0%)	4 (18%)

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 at the associate degree level.

Table 1.3: Reason for rejection of qualified applicants

	DIP	ADN	BSN and Higher Degree
	N=5	N=21	N=22
No applications rejected	2 (40%)	4 (24%)	8 (36%)
Lack of qualified faculty	0 (0%)	6 (35%)	2 (9%)
Lack of clinical space	0 (0%)	5 (29%)	3 (14%)
Limited classroom space	2 (40%)	9 (53%)	3 (14%)
Lack of clinical sites	1 (20%)	9 (53%)	3 (14%)
Other	0 (0%)	4 (24%)	3 (14%)

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** indicates that there is a shift in the format for 2019-2020. This may be due to the pandemic, where there was less available sites. Diploma, ADN, and ADN Bridge have more hybrid formats this year.

Table 1.4: Delivery format of pre-licensure programs

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	MSN
Face-to-Face	3	9	7	11	6	2
Hybrid	3	11	10	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=17	ADN Bridge N=13	BSN Generic N=17	BSN Accel. N=13	MSN N=2
Skill Lab	14%	17%	13%	20%	13%	15%
Simulation Lab	9%	14%	11%	14%	12%	13%
Hands-On	77%	64%	71%	64%	72%	73%
Other	0%	6%	5%	1%	3%	0%

N is the number of respondent programs.

Table 1.6 shows the time elapsed between student graduation and employment as a nurse. According to **Table 1.6**, 53% of graduates from Generic BSN and 64% of Accelerated BSN programs secured their first job within 0-7 months of graduation. After 12 months, only 6% of BSN Generic and 12% of BSN Accelerated took longer to find a job. Graduates from Diploma and ADN programs took longer. The data indicate that 91% of Diploma graduates, 30% of Generic ADN graduates, and 46% of ADN Bridge graduates took 8 or more months to find employment. This is consistent with national trends. (NCSBN, 2021).

Table 1.6: Time to employment after graduation (%)

	DIP N=630	ADN Generic N=1303	ADN Bridge N=466	BSN Generic N=1,557	BSN Acc. N=530	MSN N=72
0-3 Months	0%	9%	7%	19%	25%	8%
4-7 Months	5%	25%	8%	34%	39%	38%
8-11 Months	28%	23%	25%	3%	2%	5%
12+ Months	63%	7%	21%	6%	12%	0%
Unknown/Do not Track	4%	36%	39%	38%	23%	50%

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 2020 academic year and four-year trended data for 2017-2020.

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. The data shows a sufficient number of seats for those enrolled.

Table 1.7: Pre-licensure student application, admission, and enrollment 2020

	DIP N=5	ADN Generic N=17	ADN Bridge N=13	BSN Generic & Acc. N=20	MSN N=2
Available	787	2,052	914	2,302	75
Qualified	1,129	3,345	1,672	6,905	52
Admitted	897 (79%)	1,995 (60%)	844 (50%)	5,549 (80%)	52 (100%)
Enrollees	831 (93%)	1,885 (94%)	783 (93%)	1,924 (35%)	48 (92%)

N is the number of respondent schools.

Table 1.8: Pre-licensure student application, admission, and enrollment trend 2017-2020

	2017 N=41	2018 N=42	2019 N=45	2020 N=48
Available	5,289	5,908	5,766	6,130
Qualified	9,113	11,528	12,142	13,103
Admitted	7,140	8,329	8,131	9,337
Enrollees	4,549 (64%)	4,884 (59%)	4,787 (59%)	5,471 (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.

Table 1.9: Pre-licensure total student enrollment trend 2017-2020

	2017 N=41	2018 N=42	2019 N=45	2020 N=48
DIP	3,055 (25%)	1,584 (14%)	1,449 (13%)	1,584 (13%)
ADN	3,931 (32%)	4,100 (35%)	3,465 (31%)	4,478 (38%)
BSN	5,246 (43%)	5,861 (51%)	6,179 (56%)	5,646 (48%)
MSN	43 (0%)	42 (0%)	27 (0%)	47 (0%)
Total	12,275	11,587	11,120	11,755

N is the number of respondent schools.

Table 1.10: Pre-licensure student graduation trend 2017-2020

	2017	2018	2019	2020
	N=41	N=42	N=45	N=48
DIP	457	384	473	630
ADN Generic	1,008	1,074	977	1,303
ADN Bridge	337	628	490	466
BSN Generic	966	975	1,426	1,495
BSN Accelerated	330	291	498	588
MSN	24	22	25	14
Total	3,122	3,374	3,889	4,496

N is the number of respondent schools.

There were a total of 4,496 graduates from pre-licensure nursing programs in 2020. This includes 630 Diploma graduates, 1,303 from generic ADN programs, 466 from ADN Bridge programs, 1,495 from generic BSN programs, 588 from Accelerated BSN programs, and 14 from the pre-licensure MSN program. The data in **Table 1.10** show a 44.5% increase in the number of pre-licensure graduates from 2017-2020. This increase is primarily from Diploma and ADN Generic programs. **This is also partially due to more schools reporting at the ADN level.**

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 2020 (NCSBN, 2021). These data represent all NJ schools. NJ was 1% higher than the U.S. in pass rates for RNs.

Table 1.11: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2020

	Candidates	Total Passed	Pass Rate (%)
Diploma	504	445	88%
ADN	1,719	1,450	84%
BSN	1,726	1,566	91%
Total	3,949	3,461	88%

Table 1.12: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2020

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,183	1,883	86%
ADN	86,508	71,642	83%
BSN	88,635	80,024	90%
Total	177,326	153,549	87%

Pre-Licensure Student Demographics

Table 1.13 describes pre-licensure student demographics. This is inclusive of all students matriculating in the 2020 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=1,584	ADN Generic N=3,428	ADN Bridge N=1,050	BSN Generic N=5,646	BSN Accel. N=1,544	MSN N=47
Gender						
Female	1,355 (86%)	2,711 (79%)	941 (90%)	4,895 (87%)	1,297 (84%)	41 (87%)
Male	229 (14%)	649 (19%)	75 (7%)	751 (13%)	244 (16%)	6 (13%)
Transgender	0 (0%)	10 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	58 (2%)	34 (0%)	0 (0%)	3 (1%)	0 (0%)
Race/Ethnicity						
American Indian	4 (0%)	27 (1%)	3 (0%)	6 (0%)	1 (0%)	0 (0%)
Asian	147 (9%)	331 (10%)	65 (6%)	836 (15%)	163 (11%)	1 (2%)
Black/African Am.	448 (28%)	500 (15%)	604 (58%)	689 (12%)	219 (14%)	1 (2%)
Hawaiian/Pacific Isl.	25 (2%)	11 (0%)	6 (1%)	40 (1%)	13 (1%)	0 (0%)
White/Caucasian	431 (27%)	1,662 (48%)	144 (14%)	2,620 (46%)	695 (45%)	23 (49%)
Hispanic/Latino	393 (25%)	617 (18%)	128 (12%)	1,022 (18%)	274 (18%)	10 (21%)
Other	14 (1%)	26 (1%)	1 (0%)	73 (1%)	15 (1%)	2 (4%)
2+ Races	37 (2%)	59 (2%)	17 (2%)	288 (5%)	41 (3%)	4 (9%)
DND	85 (5%)	195 (6%)	82 (8%)	72 (1%)	123 (8%)	6 (13%)
Age						
17-20	34 (2%)	266 (8%)	3 (0%)	2,548 (45%)	1 (0%)	0 (0%)
21-25	463 (29%)	1,218 (36%)	93 (9%)	1,816 (32%)	305 (20%)	24 (51%)
26-30	443 (28%)	789 (23%)	225 (21%)	644 (11%)	199 (13%)	9 (19%)
31-40	452 (29%)	788 (23%)	434 (41%)	338 (6%)	140 (9%)	12 (26%)
41-50	153 (10%)	290 (8%)	211 (20%)	112 (2%)	33 (2%)	2 (4%)
51-60	39 (3%)	70 (2%)	71 (7%)	34 (1%)	19 (1%)	0 (0%)
61+	0 (0%)	5 (0%)	3 (0%)	3 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	2 (0%)	10 (1%)	151 (3%)	847 (55%)	0 (0%)
Mean Age	30.8	29.3	36.2	22.9	28.9	28.1

N is the number of students.

Pre-licensure nursing students are primarily female at 85%. Male students account for 15% of the nursing workforce. Most students across all levels of pre-licensure education are White/Caucasian (42%), 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 2017-2020

	2017 N=41	2018 N=42	2019 N=45	2020 N=48
Gender				
Female	10,440 (85%)	9,883 (85%)	9,645 (87%)	11,240 (85%)
Male	1,748 (14%)	1,578 (14%)	1,448 (13%)	1,954 (15%)
Transgender	3 (0%)	0 (0%)	0 (0%)	10 (0%)
DND	84 (1%)	126 (1%)	28 (0%)	95 (1%)
Race/Ethnicity				
American Indian	32 (0%)	40 (0%)	29 (0%)	41 (0%)
Asian	1,305 (11%)	1,365 (12%)	1,362 (12%)	1,543 (12%)
Black/African Am.	2,574 (21%)	2,205 (19%)	2,062 (19%)	2,461 (19%)
Hawaiian/Pacific Isl.	39 (0%)	71 (1%)	60 (1%)	95 (1%)
White/Caucasian	4,870 (40%)	4,989 (43%)	4,813 (43%)	5,575 (42%)
Hispanic/Latino	2,163 (18%)	1,909 (16%)	1,904 (17%)	2,444 (18%)
Other	72 (1%)	59 (1%)	95 (1%)	131 (1%)
2+ Races	368 (3%)	385 (3%)	316 (3%)	446 (3%)
DND	815 (7%)	564 (5%)	479 (4%)	563 (4%)
Age				
17-20	2,737 (22%)	2,800 (24%)	2,810 (25%)	2,852 (21%)
21-25	3,608 (29%)	3,797 (33%)	3,570 (32%)	3,919 (29%)
26-30	2,049 (17%)	1,984 (17%)	1,841 (17%)	2,309 (17%)
31-40	1,965 (16%)	1,878 (16%)	1,782 (16%)	2,164 (16%)
41-50	848 (7%)	845 (7%)	761 (7%)	801 (6%)
51-60	178 (1%)	164 (1%)	181 (2%)	233 (2%)
61+	10 (0%)	11 (0%)	21 (0%)	11 (0%)
DND	880 (7%)	108 (1%)	154 (1%)	1,010 (8%)
Total Students	12,275	11,587	11,120	13,299

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=11	MSN Non-Clinical N=13	DNP N=12	PhD N=3
Exclusively Online	7	4	5	3	0
Face-to-Face	2	3	2	2	2
Hybrid	8	4	6	5	2

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 2020 academic year and four-year trended data for 2017-2020.

Table 1.16: Post-licensure student application, admission, and enrollment 2020

	RN-BSN* N=17	MSN Clinical N=11	MSN Non-Clinical N=13	DNP N=12	PhD N=3
Available	428	356	395	378	10
Qualified	1,169	451	392	338	11
Admitted	1,169 (100%)	451 (100%)	324 (83%)	338 (100%)	11 (100%)
Enrollees	750 (64%)	353 (78%)	219 (68%)	253 (75%)	9 (82%)

N is the number of respondent programs.

*For RN-BSN students, the number of enrollees are greater than the number of available seats. The justification for the higher number of enrollees is because 7 of the schools reported unlimited available seats. Therefore, to accurately reflect the true count, we deleted schools that responded with unlimited seats available.

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 2017-2020

	2017	2018	2019	2020
	N=18	N=20	N=21	N=19
Available	4,548	6,310	7,875	1,567
Qualified	2,311	2,299	2,245	2,361
Admitted (%)	2,207 (95%)	2,211 (96%)	2,137 (95%)	2,239 (95%)
Enrollees (%)	1,398 (63%)	1,447 (65%)	1,427 (67%)	1,584 (71%)

N is the number of respondent schools.

Table 1.18: Post-licensure total student enrollment trend 2017-2020

	2017	2018	2019	2020
	N=18	N=20	N=21	N=19
RN-BSN	2,140 (47%)	1,947 (49%)	1,600 (38%)	1,544 (41%)
MSN Clinical	1,185 (26%)	825 (21%)	1,135 (27%)	825 (22%)
MSN Non-Clinical	489 (11%)	410 (10%)	574 (14%)	508 (13%)
DNP	704 (15%)	738 (18%)	811 (19%)	868 (23%)
PhD	82 (2%)	85 (2%)	70 (2%)	60 (2%)
Total	4,600	4,005	4,190	3,805

N is the number of schools.

The trend in **Table 1.19** shows there is a decrease in the graduate rate for 2020 compared to prior years.

Table 1.19: Post-licensure graduation trend 2017-2020

	2017	2018	2019	2020
	N=18	N=20	N=21	N=19
RN-BSN	662	745	732	518
MSN	469	377	435	416
DNP	116	137	190	155
PhD	3	10	8	4
Total	1,250	1,269	1,365	1,093

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 2020 academic year, from new enrollees to those who are about to graduate.

Table 1.20: Post-licensure student demographics

	RN-BSN N=1,544	MSN Clinical N=825	MSN Non-Clinical N=508	DNP N=868	PhD N=60
Gender					
Female	1,297 (84%)	721 (87%)	442 (87%)	741 (85%)	54 (90%)
Male	244 (16%)	103 (12%)	46 (9%)	127 (15%)	6 (10%)
Transgender	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	3 (0%)	0 (0%)	20 (4%)	0 (0%)	0 (0%)
Race/Ethnicity					
American Indian	1 (0%)	2 (0%)	2 (0%)	2 (0%)	0 (0%)
Asian	163 (11%)	115 (14%)	67 (13%)	126 (15%)	6 (10%)
Black/African Am.	219 (14%)	58 (7%)	65 (13%)	195 (23%)	10 (17%)
Hawaiian/Pacific Isl.	13 (1%)	5 (1%)	8 (2%)	0 (0%)	0 (0%)
White/Caucasian	695 (45%)	420 (51%)	255 (50%)	385 (44%)	30 (50%)
Hispanic/Latino	274 (18%)	93 (11%)	57 (11%)	110 (13%)	6 (10%)
Other	15 (1%)	4 (1%)	2 (0%)	2 (0%)	5 (8%)
2+ Races	41 (3%)	41 (5%)	5 (1%)	19 (2%)	2 (3%)
DND	123 (8%)	87 (11%)	47 (9%)	29 (3%)	1 (2%)
Age					
17-20	7 (1%)	0 (0%)	0 (0%)	1 (0%)	0 (0%)
21-25	171 (11%)	151 (18%)	12 (2%)	80 (9%)	0 (0%)
26-30	260 (17%)	147 (18%)	82 (16%)	241 (28%)	3 (5%)
31-40	423 (27%)	289 (35%)	92 (18%)	273 (32%)	30 (50%)
41-50	253 (16%)	198 (24%)	116 (23%)	138 (16%)	18 (30%)
51-60	144 (9%)	28 (3%)	52 (10%)	81 (9%)	6 (10%)
61+	17 (1%)	4 (1%)	8 (2%)	12 (1%)	1 (2%)
DND	269 (17%)	8 (1%)	146 (29%)	42 (5%)	2 (3%)
Mean Age	36.8	35.1	40.0	36.1	40.7

N is the number of students.

Post-licensure nursing students are primarily female and White/Caucasian. The mean age of post-licensure students is 37.7. The mean age was calculated by weighting the median values of each age range. Table 1.21 shows that in 2020, 47% of post-licensure students were White/Caucasian, 14% Black/African American, 13% Asian, and 14% Hispanic/Latino.

Table 1.21: Post-licensure student demographic trend 2017-2020

	2017 N=18	2018 N=20	2019 N=21	2020 N=19
Gender				
Female	3,709 (81%)	3,434 (86%)	3,629 (87%)	3,255 (86%)
Male	482 (10%)	533 (13%)	550 (13%)	526 (14%)
Transgender	0 (0%)	1 (0%)	0 (0%)	1 (0%)
DND	409 (9%)	37 (1%)	11 (0%)	23 (1%)
Race/Ethnicity				
American Indian	4 (0%)	5 (0%)	7 (0%)	7 (0%)
Asian	500 (11%)	500 (12%)	549 (13%)	477 (13%)
Black/African Am.	600 (13%)	593 (15%)	609 (15%)	547 (14%)
Hawaiian/Pacific Isl.	55 (1%)	37 (0%)	39 (1%)	26 (1%)
White/Caucasian	1,946 (42%)	1,969 (50%)	2,012 (48%)	1,785 (47%)
Hispanic/Latino	435 (9%)	456 (11%)	514 (12%)	540 (14%)
Other	15 (0%)	24 (0%)	8 (0%)	28 (1%)
2+ Races	59 (1%)	73 (2%)	58 (1%)	108 (3%)
DND	986 (21%)	640 (9%)	394 (9%)	287 (8%)
Age				
17-20	30 (1%)	2 (0%)	3 (0%)	8 (0%)
21-25	301 (7%)	434 (11%)	303 (7%)	414 (11%)
26-30	790 (17%)	790 (20%)	714 (17%)	733 (19%)
31-40	1,177 (26%)	1,213 (30%)	1,035 (25%)	1,107 (29%)
41-50	959 (21%)	978 (24%)	804 (19%)	723 (19%)
51-60	570 (12%)	484 (12%)	439 (10%)	311 (8%)
61+	57 (1%)	61 (2%)	58 (1%)	42 (1%)
DND	716 (16%)	43 (1%)	834 (20%)	467 (12%)
Total Students	4,600	4,005	4,190	3,805

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	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	x*
Mercer County Community College	Mercer			x							
Middlesex County College	Middlesex			x							
Monmouth University	Monmouth				x			x	x	x	
Montclair State University	Essex				x		x	x	x		
New Jersey City University	Hudson					x		x	x		
Ocean County College	Ocean			x							
Our Lady Lourdes	Camden	x									
Passaic County Community College	Passaic		x	x							
Ramapo College	Bergen				x			x	x	x	
Raritan Valley Community College	Somerset		x	x							
Richard Stockton University	Atlantic				x	x			x	x	
Rider University	Mercer							x	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								
Seton Hall University	Essex				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	

*School closed PhD program in 2018.

Educational Capacity Report-LPN

Overview

This report includes data for 25 of the 31 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	13 (52%)
Private/For-Profit	9 (36%)
Private/Non-Profit	2 (8%)
Other	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	16 (64%)
Lack of qualified faculty	2 (8%)
Lack of clinical space	2 (8%)
Limited classroom space	5 (20%)
Lack of clinical sites	5 (20%)
Other	1 (4%)

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. Fifty-two percent of schools offer hybrid programs.

Table 1.26: Delivery format of LPN programs

LPN	
N=25	
Face-to-Face	15 (60%)
Hybrid	13 (52%)
Online	1 (4%)

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**, 53% of clinical practice time is hands-on, which is 5% less than previous years.

Table 1.27: Format of clinical practice time (%)

LPN	
N=25	
Skill Lab	24%
Simulation Lab	20%
Hands-on	53%
Other	3%

N is the number of respondent schools.

As shown in **Table 1.28**, graduates (52%) 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	20%
8-11 Months Post Graduation	7%
12+ Months Post Graduation	12%
Unknown/ Do not Track	30%

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. Number of graduates from 2017-2020 have increased 16% despite the number of respondent schools decreasing from 31 in 2017 to 25 in 2020.

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 2020

	2017 N=31	2018 N=31	2019 N=25	2020 N=25
Available	3,007	2,612	2,629	2,877
Qualified	3,116	3,170	3,017	3,459
Admitted	2,232 (72%)	2,352 (74%)	2,219 (74%)	2,436 (70%)
Enrollees	1,982 (89%)	1,897 (81%)	1,996 (90%)	2,188 (90%)
Graduates	1,220	1,323	1,340	1,412

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 2020 (NCSBN, 2021). NJ pass rate percentages for first-time candidates are 5% lower than the national average.

Table 1.30: First-Time, NJ Educated Candidates Taking the NCLEX-PN in 2020

Candidates	Total Passed	Pass Rate (%)
1,399	1,094	78%

Table 1.31: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2020

Candidates	Total Passed	Pass Rate (%)
45,661	37,944	83%

LPN Student Demographics

Table 1.32 shows four years of LPN student demographic data from 2017-2020. This is inclusive of all students matriculating in the 2020 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 2020 was 31.8. The mean age was calculated by weighting the median values of each age range.

Table 1.32: LPN student demographics trend 2017-2020

	2017 N=2,363	2018 N=2,438	2019 N=2,672	2020 N=2,681
Gender				
Female	2,081 (88%)	2,178 (89%)	2,371 (89%)	2,351 (88%)
Male	281 (12%)	257 (11%)	300 (11%)	330 (12%)
Transgender	1 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	3 (0%)	1 (0%)	0 (0%)
Race/Ethnicity				
American Indian	7 (0%)	14 (1%)	6 (0%)	1 (0%)
Asian	119 (5%)	123 (5%)	130 (5%)	142 (5%)
Black/African American	1,199 (51%)	1,214 (50%)	1,322 (49%)	1,293 (48%)
Hawaiian/Pacific Islander	15 (1%)	6 (0%)	4 (0%)	65 (2%)
White/Caucasian	420 (18%)	427 (18%)	404 (15%)	371 (14%)
Hispanic/Latino	396 (17%)	449 (18%)	530 (20%)	530 (20%)
Other	19 (1%)	15 (1%)	28 (1%)	15 (1%)
2+ Races	21 (1%)	41 (2%)	43 (2%)	54 (2%)
DND	167 (7%)	149 (6%)	205 (8%)	210 (8%)
Age				
17-20	127 (1%)	142 (6%)	105 (4%)	108 (4%)
21-25	562 (24%)	536 (22%)	554 (21%)	574 (21%)
26-30	608 (26%)	620 (25%)	635 (24%)	787 (29%)
31-40	641 (27%)	729 (30%)	831 (31%)	790 (29%)
41-50	314 (13%)	316 (13%)	305 (11%)	291 (11%)
51-60	93 (4%)	85 (4%)	151 (6%)	101 (4%)
61+	4 (0%)	2 (0%)	16 (1%)	9 (0%)
DND	14 (1%)	8 (0%)	75 (3%)	21 (1%)

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
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) faculty across pre- and post-licensure nursing programs. In **Table 1.34** and **Table 1.35**, full-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	190	377	641
Full-time faculty employed	72	172	348	592
Full-time position vacancies	2 (3%)	18 (9%)	29 (8%)	49 (8%)

Table 1.35: RN Program Faculty Vacancy Trend 2017-2020

	2017 N=43	2018 N=45	2019 N=45	2020 N=48
DIP	5	3	1	2
ADN	10	8	15	18
BSN & Higher	36	46	54	29
Total	51	57	70	49

N is the number of respondent schools.

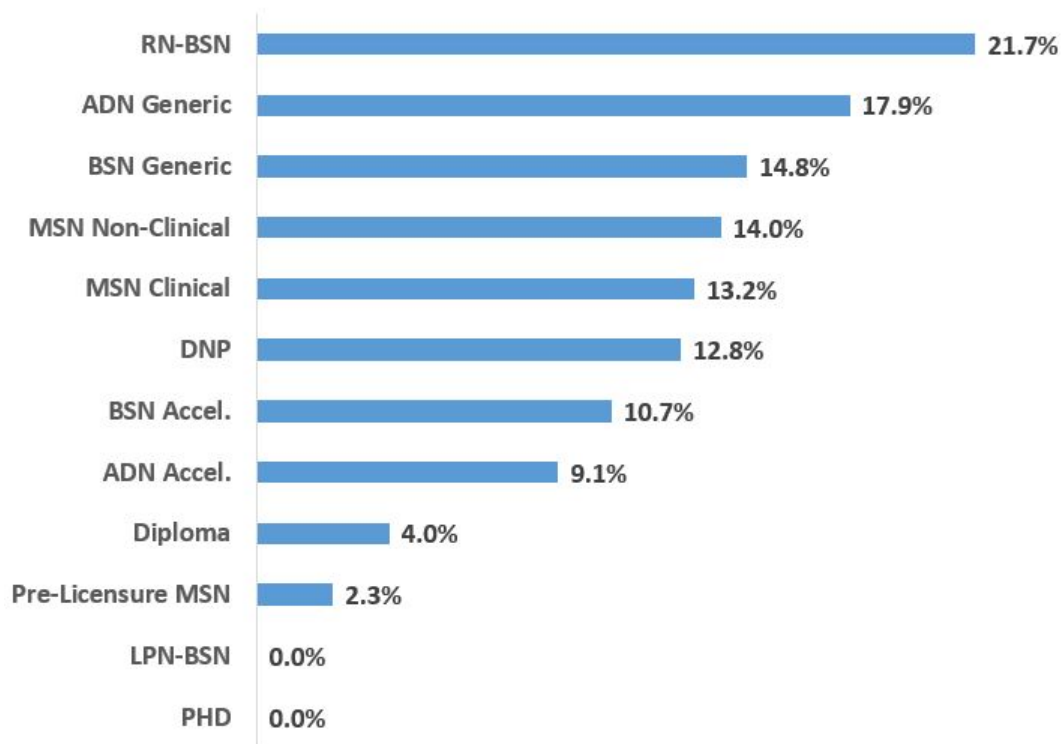
Table 1.36: RN Program Faculty Employment Trend 2017-2020

	2017 N=43	2018 N=45	2019 N=45	2020 N=48
DIP	69	71	73	72
ADN	155	159	140	172
BSN & Higher	354	349	380	348
Total	578	579	593	592

N is the number of respondent schools.

Table 1.36 shows the trend of full-time faculty employed since 2017. **Figure 1.2** shows the percentage of RN classes taught by adjuncts by program level. In 2020, the percentage of classes taught by adjuncts were 21.7% for RN to BSN, 17.9% for ADN Generic and 14.8% for BSN Generic. This may account for how schools are covering their full-time vacancies.

Figure 1.2: Percentage of RN Classes Taught by Adjuncts in 2020



Demographics

Tables in this section show demographic data for full-time faculty at pre-licensure and post-licensure schools. **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 N=72	ADN N=172	BSN & Higher N=348
BSN	0 (0%)	0 (0%)	0 (0%)
MSN	51 (71%)	137 (80%)	88 (25%)
Non-Nursing Masters	0 (0%)	5 (3%)	0 (0%)
DNP	14 (19%)	24 (14%)	96 (28%)
PhD in Nursing	5 (7%)	4 (2%)	120 (34%)
Non-Nursing Doctorate	2 (3%)	2 (1%)	44 (13%)
Missing/Unknown	0 (0%)	0 (0%)	0 (0%)

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/Caucasian, female, and in the higher age brackets.

Table 1.38: RN program faculty demographics

	DIP N=72	ADN N=172	BSN & Higher N=348
Gender			
Female	71 (97%)	160 (93%)	250 (72%)
Male	1 (3%)	7 (4%)	23 (7%)
Transgender	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	5 (3%)	75 (22%)
Race/Ethnicity			
American Indian	0 (0%)	0 (0%)	0 (0%)
Asian	4 (6%)	12 (7%)	44 (13%)
Black/African Am.	14 (19%)	24 (14%)	38 (11%)
Hawaiian/Pacific Isl.	0 (0%)	2 (1%)	1 (0%)
White/Caucasian	50 (69%)	125 (73%)	152 (44%)
Hispanic/Latino	3 (4%)	8 (5%)	40 (11%)
Other	1 (1%)	0 (0%)	2 (0%)
2+ Races	0 (0%)	1 (0%)	24 (7%)
DND	0 (0%)	0 (1%)	47 (14%)
Age			
30 or younger	1 (1%)	0 (0%)	0 (0%)
31-40	7 (10%)	18 (10%)	19 (5%)
41-50	13 (18%)	38 (22%)	69 (20%)
51-55	17 (24%)	32 (19%)	51 (15%)
56-60	17 (24%)	33 (19%)	59 (17%)
61-65	12 (17%)	36 (21%)	63 (18%)
66-70	4 (5%)	9 (5%)	42 (12%)
71+	1 (1%)	3 (2%)	25 (7%)
DND	0 (0%)	3 (2%)	20 (6%)
Mean Age	53	54	48

N is the number of faculty.

Table 1.39: RN program faculty demographics trend 2017-2020

	2017 N (%)	2018 N (%)	2019 N (%)	2020 N (%)
Gender				
Female	547 (94)	548 (95)	560 (94)	481 (81)
Male	31 (5)	31 (5)	30 (5)	31 (5)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)
DND	7 (1)	0 (0)	3 (1)	80 (14)
Race/ Ethnicity				
American Indian	0 (0)	0 (0)	0 (0)	0 (0)
Asian	33 (6)	37 (6)	39 (7)	60 (10)
Black/African Am.	57 (10)	61 (1)	67 (11)	76 (13)
Hawaiian/Pacific Isl.	2 (0)	3 (1)	6 (1)	3 (1)
White/Caucasian	443 (76)	432 (75)	432 (73)	327 (55)
Hispanic/Latino	27 (5)	19 (3)	21 (4)	51 (9)
Other	4 (1)	2 (0)	1 (0)	3 (1)
2+ Races	1 (0)	4 (1)	9 (2)	25 (4)
DND	18 (3)	21 (4)	18 (3)	47 (8)
Age				
30 or younger	1 (0)	3 (1)	1 (0)	1 (0)
31-40	42 (7)	35 (6)	57 (10)	44 (7)
41-50	92 (16)	117 (20)	120 (20)	120 (20)
51-55	105 (18)	96 (17)	103 (17)	100 (18)
56-60	123 (21)	114 (20)	101 (17)	109 (18)
61-65	110 (19)	115 (20)	129 (22)	111 (19)
66-70	62 (11)	61 (11)	62 (10)	55 (9)
71+	23 (4)	22 (4)	20 (3)	29 (5)
DND	27 (5)	16 (3)	0 (0)	23 (4)
Total Faculty	585	579	593	592

Faculty for LPN Schools

Employment

This section describes the employment of full-time (FT) faculty for LPN programs. **Table 1.40** and **Table 1.41** reflects full-time vacancies only.

Table 1.40: Positions and Vacancies for Faculty in LPN schools

	LPN (%)
Full-time positions available	103
Full-time faculty employed	90
Full-time position vacancies	13 (13)

Table 1.41: Vacancy Trend for Faculty in LPN schools 2017-2020

2017	2018	2019	2020
N=31	N=27	N=25	N=25
15	11	12	13

N is the number of respondent schools.

Table 1.42: LPN Program Faculty Employment Trend 2017-2020

2017	2018	2019	2020
N=31	N=27	N=25	N=25
135	86	95	90

N is the number of respondent schools.

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

Demographics

This section shows demographic data for LPN programs for full-time faculty members. **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

	N=115
ADN	0 (0%)
BSN	49 (43%)
Non-Nursing Baccalaureate	2 (2%)
MSN	58 (50%)
Non-Nursing Masters	2 (2%)
DNP	4 (3%)
PhD	0 (0%)
Other Doctorate in Nursing	0 (0%)
Non-Nursing Doctorate	0 (0%)
Missing/Unknown	0 (0%)

N is the total number of faculty.

Table 1.44 shows four years of demographic data for faculty teaching in LPN programs. Data for 2020 shows that faculty are primarily female and White/Caucasian. The mean age for full-time faculty is 53.

Table 1.44: LPN Faculty Demographic Trend 2017-2020

	2017 N (%)	2018 N (%)	2019 N (%)	2020 N (%)
Gender				
Female	103 (86)	86 (89)	89 (91)	78 (87)
Male	17 (14)	11 (11)	9 (9)	11 (12)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)
DND	0 (0)	0 (0)	0 (0)	1 (1)
Race/ Ethnicity				
American Indian	0 (0)	0 (0)	0 (0)	0 (0)
Asian	8 (7)	9 (9)	9 (9)	6 (7)
Black/African Am.	34 (28)	23 (24)	30 (31)	25 (28)
Hawaiian/Pacific Isl.	3 (3)	3 (3)	3 (3)	1 (1)
White/Caucasian	70 (58)	55 (57)	49 (50)	53 (59)
Hispanic/Latino	4 (3)	7 (7)	7 (7)	4 (4)
Other	0 (0)	0 (0)	0 (0)	0 (0)
2+ Races	0 (1)	0 (0)	0 (0)	1 (1)
Missing/Unknown	1 (0)	0 (0)	0 (0)	0 (0)
Age				
30 or younger	1 (1)	3 (3)	0 (0)	3 (3)
31-40	13 (11)	9 (9)	12 (9)	9 (10)
41-50	23 (19)	23 (24)	26 (24)	17 (19)
51-55	26 (22)	22 (23)	18 (23)	17 (19)
56-60	20 (17)	9 (9)	15 (9)	16 (18)
61-65	25 (21)	21 (22)	20 (22)	22 (24)
66-70	8 (7)	7 (7)	5 (7)	2 (2)
71+	4 (3)	3 (3)	2 (3)	2 (2)
DND	0 (0)	0 (0)	0 (0)	2 (2)
Total Faculty	150	135	98	90