



Report on New Jersey Practical Nursing Schools: 2006

I. Introduction

The New Jersey Collaborating Center for Nursing was established through a public/private partnership between the State of New Jersey and the Robert Wood Johnson Foundation (www.RWJF.org). The Center is a future-oriented research and development organization that develops and disseminates objective information and provides an ongoing strategy for the allocation of State resources toward the nursing workforce. The New Jersey Collaborating Center for Nursing is a primary source for data-based evidence from which to formulate reliable health policy that has a positive impact on nursing care, nursing education, and patient outcomes. The Center serves as a catalyst for the implementation of innovative practice and education models.

One of the Center's Initiatives has been to conduct a survey of all the schools that offer a Practical Nursing (PN) program in New Jersey to monitor and evaluate enrollment and graduation trends and student demographics. Information was also collected on PN faculty, the use of articulation models, and accreditation status. Collected in the spring of 2007, the information presented below reflects survey responses from thirty four schools that offer a PN program spanning from January 1, 2006-December 31st, 2006.

II. Review of Practical Nursing Faculty in 2006

In 2006, schools offering a PN program were surveyed regarding their total budgeted full time equivalent (FTE's) faculty members. This number includes a combination of full and part time faculty hours. Schools responded that they had budgeted 161 FTE faculty positions. Schools identified 12 of these FTE positions that were vacant. Of these vacancies, 6 were associated with proprietary (for-profit) schools, and 6 were associated with county (public) schools.

Practical Nursing schools surveyed were asked to identify their number of full time and part time/adjunct faculty members. Schools identified a combination of 327 faculty members. Of these, 47.7% were full time faculty and 52.2% were part time/adjunct faculty. In addition, nursing schools were asked to calculate the number of months it takes to fill a vacant faculty position. The number of months ranged from 1 month to 24 months (two years). The average number of months needed to fill a vacant faculty position was 3.4 months.

Schools reported that four faculty members were expected to retire within the next year, seven were expected to retire within the next three years and twenty were expected to retire within the next five years. These faculty retirements total 31 expected retirements in the next 5 years.

The table below outlines the race and ethnicity of Practical Nursing faculty in the state. A majority of the Practical Nursing faculty in New Jersey are white (65.4%) followed by black faculty members (20.7%) and Asian/Pacific Islander faculty (8.0%).

Table 1. Race and Ethnicity Percentages for Practical Nursing Faculty at New Jersey Nursing Schools, 2006

<i>Alaskan Native</i>	<i>Asian/Pacific Islander</i>	<i>Black</i>	<i>Hispanic</i>	<i>White</i>	<i>More Than 1 Race</i>	<i>Other</i>
1.5%	8.0%	20.7%	2.4%	65.4%	0.0%	2.0%

III. Review of Articulation Models, Accreditation, Curricula Revisions and Practical Nursing School Name Changes

In 1992, the New Jersey State Nurses Association (NJSNA) appointed a task force of nursing educators to develop a statewide articulation model that would create a seamless approach to articulation and enable nurses to move through educational levels with greater ease. In 2000, with a grant from Helene Fuld, a new group gathered together under the Colleagues in Caring project to revise the model. As a result of the work of the Fuld Leadership Group, the voluntary statewide articulation model was revised. The Revised Articulation Model was endorsed by all RN schools in the State, with the exception of one AD school that later also endorsed the model. Two publications were distributed by the NJCCN to all schools of nursing in the state: (a) booklet designed for schools describing the program and its requirements and (b) a brochure for students. All schools of nursing and contacts were listed in the brochure.

Sixteen of the thirty four Practical Nursing schools surveyed reported that they have articulation agreements with corresponding RN schools that follow the New Jersey Articulation Model. Of those 16 schools, eight schools indicated that their articulation agreements follow the model in its entirety, while eight schools noted that their agreements follow a modified version of the model. The remaining schools selected not to answer this question.

Table 2 (below) outlines the number of schools that have articulation agreements with corresponding RN schools and any modifications that have been made to the model that differ from the original NJ Articulation Model for Nursing Education publication.

Table 2. Number of Nursing Programs that Utilize New Jersey Articulation Model for Nursing Education

<i>Program Type</i>	<i>Number of Schools who use the Model</i>	<i>Reported Modifications to the Model</i>
LPN to RN, Associate Degree	4	Verbal agreement with local Community College to waive the first year of the AD program for students of the LPN program that pass the NCLEX-PN
LPN to RN, Diploma	4	

All New Jersey Practical Nursing schools (34 schools total) were asked to identify their accreditation status with the New Jersey Board of Nursing (NJBON). Fourteen schools noted that they were accredited by NJBON and 11 schools indicated that they were not accredited by the NJBON. Nine schools noted their accreditation status as “provisional”.

Practical Nursing schools were also asked to note their accreditation status with the National League for Nursing Accrediting Commission Inc. (NLN). Three schools indicated their NLN accreditation status as “continuing” or “initial” and the remaining schools noted no accreditation from the NLN.

Sixteen out of thirty four Practical Nursing schools surveyed indicated that they had implemented curriculum revisions, the latest revisions occurring in 2007. Five of these schools were proprietary (for-profit) and the remaining eleven schools were county (public) schools. Below, Table 3 outlines the number of schools that have implemented curriculum revisions and the year that these revisions took place.

Table 3. Nursing School Curriculum Revisions, 2001-2007

<i>Date of Curriculum Revision</i>	<i>Number of Schools</i>
2001	1
2003	3
2004	3
2005	1
2006	5
2007	3

Two out of thirty four schools surveyed noted that the name of their school had changed within the past 10 years. Both schools were county schools (public). Somerset County Technical Institute changed their name to Somerset County Technology Institute and Cumberland County Vocational Technical Center changed its name to Cumberland County Technical Education Center.

IV. Review of NJ Practical Nursing School Enrollments

Each NJ Practical Nursing program was asked to report the total number of students enrolled in their programs. In 2006, the total number of enrollees for PN programs was 2,728 students. Table 4 outlines total enrollments by program type, county schools (public) or proprietary (for profit) schools. The total number of PN enrollments for county (public) schools was 1,301 and the total number of PN enrollments for proprietary (private) schools was 1,427.

Table 4. NJ Practical Nursing School Total Enrollments for 2006

<i>LPN School Name</i>	<i>County School (public)</i>	<i>Proprietary School (for-profit)</i>	<i>Total Enrollments</i>
America Health Care		X	244
Atlantic County Institute of Technology	X		40
Best Care Training Institute		X	80
Burlington County Institute of Technology	X		59
Camden County Technical Schools	X		25
Cape May County Technical School	X		32
Caribbean Training Center		X	120
The Center for Allied Health & Nursing Education		X	286

Cumberland County Technical Education Center	X		33
Dover Business College		X	165
Essex County College	X		80
Essex County Vocational School	X		36
Hohokus School of Business and Medical Sciences		X	213
Holy Name Hospital School of Nursing	X		30
Hudson County Community College		X	19
Camden City Board of Education LPN Program at Jerrothia Riggs Adult Education Center	X		64
Lincoln Technical Institute		X	None Reported *
Mercer County Technical Schools Health Careers Center	X		31
Merit Technical Institute		X	122
MicroTech Training Center		X	0
Middlesex County Vocational Schools	X		100
Monmouth Vocational School District	X		49
Morris County School of Technology	X		30
New Community Workforce Development		X	119
Ocean County Vocational Technical	X		139
Passaic County Technical Institute	X		27
Pinelands School of Practical Nursing and Health, Inc.		X	19
Prism Career Institute		X	40
Salem Community College	X		72
Somerset County Technology Institute	X		81
Southern NJ Technical School	X		221
Union County College	X		108
Vineland Public School	X		23
Warren County Technical School	X		21
TOTALS	21	13	2728

* Bought out Harrison Career Institute in 2007, no data forwarded.

Students have the option of attending classes on a full or part time basis. Schools were asked to identify the percentage of newly admitted students that were full time and part time. There is a difference in the number of newly admitted full time versus newly admitted part time students attending each type of program. The majority of newly admitted PN student are full time (86%), while a minority of newly admitted students attend part time (13%).

V. Graduates of Practical Nursing Programs (2006)

The total number of graduates from Practical Nursing schools in 2006 was 1,694 students. The numbers of graduates broken out by type of program include 727 graduates from county (public) schools and 967 graduates from proprietary (for-profit) schools.

Demographic information for graduates of schools that offer a Practical Nursing program is presented below in Table 5. It is not possible to isolate the race and ethnicity of just PN students because three of the schools that offer a Practical Nursing program also have

graduates that obtained an Associate Degree and/or Diploma in nursing. These three schools did not submit program-specific racial and ethnic graduation data. However, the numbers below offer a general picture of the racial and ethnic make-up of the schools that offer a PN program and represent those of all graduates in 2006.

Table 5. Race/Ethnicity of Graduates of RN-Producing Programs in 2006

<i>Program</i>	<i>White</i>	<i>Black</i>	<i>Asian/Pacific Islander</i>	<i>Hispanic</i>	<i>Native American</i>	<i>More Than 1 Race</i>	<i>Other</i>
PN County (Public) Schools; 21 total*	41.3%	43.9%	5.5%	6.5%	0.3%	0.1%	2.5%
PN Proprietary (for-profit) Schools; 13 total*	11.7%	64.5%	10.6%	3.6%	0.06%	2.0%	7.5%

* Numbers include graduation information for Associate Degree and Diploma graduates from 3 institutions that also offer a PN program.

VII. Conclusion

It is interesting to note, as outlined above, that most PN students attend their program on a full time basis (86%) and that the total number of PN students statewide is 2,728. In 2006 alone, 1,694 students graduated from PN programs with high numbers of diversity within the class. For County (public) schools, 43.9% of graduates in 2006 were Black, 6.5% Hispanic and 5.5% Asian/Pacific Islander. For Proprietary (for-profit) schools, 64.5% of those graduates for 2006 were Black, 10.6% were Asian/Pacific Islander and 3.6% were Hispanic.

PN schools participation in utilizing the articulation model in conjunction with RN schools is an important step in meeting the forecasted demand for nurses in New Jersey. Streamlining the education process for an LPN student that desires to obtain an RN is advantageous. Further research should be done to track the growth of Practical Nursing student enrollments statewide. These students are integral to the growth and sustainability of the state's nursing workforce.