

Chapter 1

Educational Capacity Report

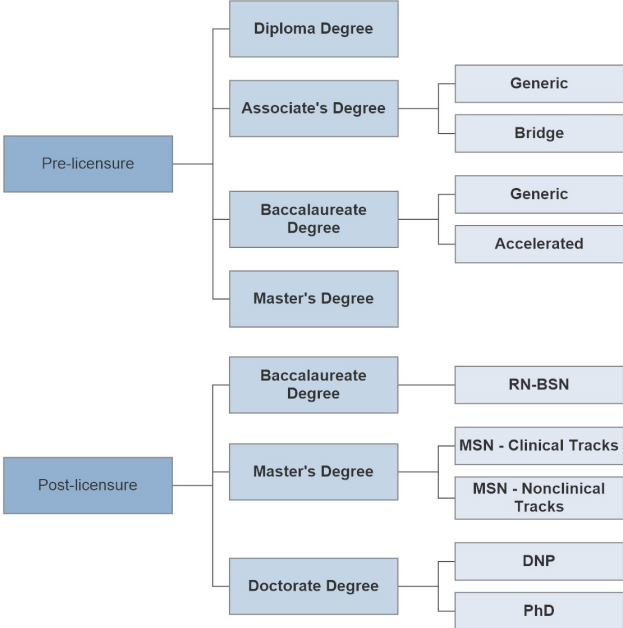
This chapter presents program information and statistics on students and faculty in New Jersey’s nursing education programs. These data were self-reported by schools in the 2020-2021 surveys. This survey is distributed annually by NJCCN and compliance is reported to the NJBON. To reduce duplication and 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 Practical Nurse 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 year, 46 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 although 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); 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; 12 ADN Bridge (LPN-RN) programs)
- 20 Baccalaureate Degree Schools (17 Generic Programs; 12 Accelerated Programs; and 1 LPN to BSN Program)
- 2 Pre-licensure Masters programs

Post-licensure Nursing Programs

- 18 RN to BSN
- 18 Post-licensure Master’s
- 11 Doctorate of Nursing Practice (DNP)
- 3 Doctor of Philosophy (PhD) in Nursing

Table 1.2: Federal tax classification status

	DIP	ADN	BSN and Higher Degree
	N=5	N=19	N=20
Public	1 (20%)	16 (84%)	10 (50%)
Private/Secular	2 (40%)	3 (16%)	4 (20%)
Private/Religious	2 (40%)	0 (0%)	6 (30%)

N is the number of respondent schools.

In the Educational Capacity Survey, NJCCN presented possible reasons for why respondents rejected qualified applicants. **Table 1.3** represents the reasons for rejection of qualified applicants. 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=19	N=20
No applications rejected	3 (60%)	6 (32%)	2 (10%)
Lack of qualified faculty	0 (0%)	6 (32%)	9 (45%)
Lack of clinical space	2 (40%)	5 (26%)	0 (0%)
Limited classroom space	1 (20%)	5 (26%)	2 (10%)
Lack of clinical sites	2 (40%)	8 (42%)	4 (20%)
Other	0 (0%)	6 (32%)	10 (50%)

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 the delivery format during this time period. Based on the previous report, transition from hybrid to face-to-face has increased.

Table 1.4: Delivery format of pre-licensure programs

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	MSN
Face-to-Face	3	11	8	15	10	2
Hybrid	3	6	6	5	6	0

In NJCCN’s Educational Capacity Survey, clinical practice time may be hands-on, or in skill labs, simulation labs, 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=15	ADN Bridge N=12	BSN Generic N=17	BSN Accel. N=12	MSN N=2
Skill Lab	17%	19%	17%	12%	13%	20%
Simulation Lab	9%	13%	13%	12%	16%	10%
Hands-On	74%	68%	70%	75%	67%	70%
Other	0%	0%	0%	1%	4%	0%

N is the number of respondent programs.

Table 1.6 shows graduates are being employed at a faster rate. This is reflective of the current demand for nurses.

Table 1.6: Time to employment after graduation (%)

	DIP N=5	ADN Generic N=15	ADN Bridge N=12	BSN Generic N=17	BSN Accel. N=12	MSN N=2
0-3 Months	23%	16%	24%	32%	37%	45%
4-7 Months	8%	19%	23%	28%	23%	5%
8-11 Months	56%	10%	2%	6%	1%	0%
12+ Months	6%	20%	0%	6%	8%	0%
Unknown/Do not Track	7%	35%	50%	27%	31%	50%

N is the number of schools reporting.

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 2021 academic year and four-year trended data for 2018-2021.

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. Schools have not used all available seats. The reasons are identified in Table 1.7.

Table 1.7: Pre-licensure student application, admission, and enrollment 2021

	DIP N=5	ADN Generic N=15	ADN Bridge N=12	BSN Generic N=17	BSN Accel. N=12
Available	1,176	1,734	967	3,100	1,123
Qualified	1,008	2,310	1,157	7,857	1,301
Admitted	865 (86%)	1,713 (74%)	865 (75%)	7,181 (91%)	1,246 (96%)
Enrollees	803 (93%)	1,573 (92%)	828 (96%)	2,577 (36%)	612 (49%)

N is the number of respondent schools.

Table 1.8: Pre-licensure student application, admission, and enrollment trend 2018-2021

	2018 N=42	2019 N=45	2020 N=48	2021 N=45
Available	5,878	5,736	6,055	8,100
Qualified	11,478	12,056	13,051	13,633
Admitted	8,279	8,101	9,285	11,870
Enrollees	4,467 (59%)	4,762 (59%)	5,423 (59%)	6,399(54%)

N is the number of respondent schools.

AACN does not collect application data on pre-licensure MSN students despite that two schools in NJ currently have pre-licensure MSN programs. The data in this table has been updated to account for removing the MSN data.

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 2018-2021

	2018 N=42	2019 N=45	2020 N=48	2021 N=45
DIP	1,584 (14%)	1,449 (13%)	1,584 (12%)	1519 (12%)
ADN	4,100 (35%)	3,465 (31%)	4,478 (34%)	3,878 (29%)
BSN	5,861 (51%)	6,179 (56%)	7,190 (54%)	7,751 (59%)
MSN	42 (0%)	27 (0%)	47 (0%)	55 (0%)
Total	11,587	11,120	13,299	13,203

N is the number of respondent schools.

Table 1.10: Pre-licensure student graduation trend 2018-2021

	2018 N=42	2019 N=45	2020 N=48	2021 N=45
DIP	384	473	630	521
ADN Generic	1,074	977	1,303	1,313
ADN Bridge	628	490	466	406
BSN Generic	975	1,426	1,495	1,495
BSN Accelerated	291	498	588	547
MSN	22	25	14	12
Total	3,374	3,889	4,496	4,294

N is the number of respondent schools.

There was a total of 4,294 pre-licensure graduates from NJ pre-licensure nursing programs in 2021. The data in **Table 1.10** shows an increase in the number of pre-licensure graduates from 2018 to 2021.

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 2021 (NCSBN, 2022). These data represent all NJ schools. NJ was 2% higher than the U.S. in pass rates for RNs. Compared to 2020, there was a decrease of 4% for the New Jersey NCLEX pass rate for all programs. This trend was similar nationally where the cumulative pass rate was 87% in 2020 and was 82% in 2021.

Table 1.11: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2021

	Candidates	Total Passed	Pass Rate (%)
Diploma	532	452	85%
ADN	1,787	1,470	82%
BSN	1,889	1,593	84%
Total	4,208	3,515	84%

Table 1.12: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2021

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,296	1,837	80%
ADN	88,349	69,796	79%
BSN	94,308	81,105	86%
Total	184,953	152,738	82%

Pre-Licensure Student Demographics

Table 1.13 describes pre-licensure student demographics. This is inclusive of all students matriculating in the 2021 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	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	MSN
	N=1,519	N=2,830	N=1,048	N=6,637	N=1,114	N=55
Gender						
Female	1,321 (87%)	2,386 (84%)	958 (91%)	5,752 (87%)	890 (80%)	48 (87%)
Male	198 (13%)	437 (15%)	90 (9%)	867 (13%)	224 (20%)	7 (13%)
Transgender	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	6 (0%)	0 (0%)	18 (0%)	0 (0%)	0 (0%)
Race/Ethnicity						
American Indian	4 (0%)	11 (0%)	3 (0%)	14 (0%)	3 (0%)	1 (2%)
Asian	138 (9%)	300 (11%)	66 (6%)	996 (15%)	134 (12%)	4 (7%)
Black/African Am.	442 (29%)	390 (14%)	584 (56%)	1062 (16%)	178 (16%)	14 (25%)
Hawaiian/Pacific Isl.	20 (1%)	29 (1%)	2 (0%)	66 (1%)	7 (1%)	1 (2%)
White	418 (28%)	1,370 (48%)	174 (17%)	2,854 (43%)	514 (46%)	22(40%)
Hispanic/Latino	366 (24%)	512 (18%)	125 (12%)	1,327 (20%)	245 (22%)	0 (0%)
Other	45 (3%)	57 (2%)	4 (0%)	0 (0%)	0 (0%)	2 (4%)
2 or more Races	42 (3%)	67 (2%)	24 (2%)	265 (4%)	33 (3%)	11 (20%)
DND	44 (3%)	94 (3%)	66 (6%)	53 (1%)	0 (0%)	0 (0%)
Age						
17-20	45 (3%)	233 (8%)	4 (0%)	2,956 (45%)	2 (0%)	0 (0%)
21-25	425 (28%)	887 (31%)	94 (9%)	2,119 (32%)	491 (44%)	21 (38%)
26-30	413 (27%)	664 (23%)	211 (20%)	760 (11%)	351 (32%)	18 (33%)
31-40	440 (29%)	730 (26%)	431 (41%)	479 (7%)	221 (20%)	10 (18%)
41-50	145 (10%)	241 (9%)	228 (22%)	146 (2%)	35 (3%)	5 (9%)
51-60	37 (2%)	68 (2%)	60 (6%)	36 (1%)	13 (1%)	0 (0%)
61+	1 (0%)	5 (0%)	6 (1%)	1 (0%)	1 (0%)	1 (2%)
DND	13 (1%)	2 (0%)	14 (1%)	140 (2%)	0 (0%)	0 (0%)
Mean Age	30.9	29.8	36.3	23.2	28.2	29.6

N is the number of students.

Pre-licensure nursing students are primarily female at 86%. Male students account for 14% of the nursing workforce. Most students across all levels of pre-licensure education are White (41%), followed by Black/African American (20%), Hispanic/Latino (20%) and Asian (12%). 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 2018-2021

	2018 N=42	2019 N=45	2020 N=48	2021 N=45
Gender				
Female	9,883 (85%)	9,645 (87%)	11,240 (85%)	11,355(86%)
Male	1,578 (14%)	1,448 (13%)	1,954 (15%)	1,823(14%)
Transgender	0 (0%)	0 (0%)	10 (0%)	1(0%)
DND	126 (1%)	28 (0%)	95 (1%)	24(0%)
Race/Ethnicity				
American Indian	40 (0%)	29 (0%)	41 (0%)	36(0%)
Asian	1,365 (12%)	1,362 (12%)	1,543 (12%)	1,638(12%)
Black/African Am.	2,205 (19%)	2,062 (19%)	2,461 (19%)	2,670(20%)
Hawaiian/Pacific Isl.	71 (1%)	60 (1%)	95 (1%)	125(1%)
White	4,989 (43%)	4,813 (43%)	5,575 (42%)	5,352(41%)
Hispanic/Latino	1,909 (16%)	1,904 (17%)	2,444 (18%)	2,575(20%)
Other	59 (1%)	95 (1%)	131 (1%)	108(1%)
2+ Races	385 (3%)	316 (3%)	446 (3%)	442(3%)
DND	564 (5%)	479 (4%)	563 (4%)	257(2%)
Age				
17-20	2,800 (24%)	2,810 (25%)	2,852 (21%)	3,240(25%)
21-25	3,797 (33%)	3,570 (32%)	3,919 (29%)	4,037(31%)
26-30	1,984 (17%)	1,841 (17%)	2,309 (17%)	2,417(18%)
31-40	1,878 (16%)	1,782 (16%)	2,164 (16%)	2,311(18%)
41-50	845 (7%)	761 (7%)	801 (6%)	800(6%)
51-60	164 (1%)	181 (2%)	233 (2%)	214(2%)
61+	11 (0%)	21 (0%)	11 (0%)	15(0%)
DND	108 (1%)	154 (1%)	1,010 (8%)	169(1%)
Total Students	11,587	11,120	13,299	13,203

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=18	MSN Clinical N=13	MSN Non-Clinical N=14	DNP N=11	PhD N=3
Exclusively Online	8	3	4	5	1
Face-to-Face	3	2	1	1	2
Hybrid	8	8	9	7	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 2021 academic year and four-year trended data for 2018-2021.

Table 1.16: Post-licensure student application, admission, and enrollment 2021

	RN-BSN N=18	MSN N=18	DNP N=11	PhD N=3
Available	1,123	745	398	10
Qualified	1,301	437	285	11
Admitted(%)	1,246 (96%)	382 (87%)	284 (100%)	11 (100%)
Enrollees(%)	612 (49%)	238 (62%)	206 (73%)	10 (91%)

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 2018-2021

	2018	2019	2020	2021
	N=20	N=21	N=19	N=20
Available	6,310	7,875	1,567	2,776
Qualified	2,299	2,245	2,361	2,034
Admitted (%)	2,211 (96%)	2,137 (95%)	2,239 (95%)	1,923(95%)
Enrollees (%)	1,447 (65%)	1,427 (67%)	1,584 (71%)	1,066(55%)

N is the number of respondent schools.

Table 1.18: Post-licensure total student enrollment trend 2018-2021

	2018	2019	2020	2021
	N=20	N=21	N=19	N=20
RN-BSN	1,947 (49%)	1,600 (38%)	1,544 (41%)	1,602(38%)
MSN	1,235 (31%)	1,709 (41%)	1,333 (35%)	1,667(40%)
DNP	738 (18%)	811 (19%)	868 (23%)	866(21%)
PhD	85 (2%)	70 (2%)	60 (2%)	66(16%)
Total	4,005	4,190	3,805	4,201

N is the number of schools.

The trend in **Table 1.19** shows the graduate rate for 2021 compared to prior years are flat.

Table 1.19: Post-licensure graduation trend 2018-2021

	2018	2019	2020	2021
	N=20	N=21	N=19	N=20
RN-BSN	745	732	518	646
MSN	377	435	416	378
DNP	137	190	155	204
PhD	10	8	4	6
Total	1,269	1,365	1,093	1,234

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 2021 academic year, from new enrollees to those who are about to graduate.

Table 1.20: Post-licensure student demographics

	RN-BSN N=1,602	MSN N=1667	DNP N=866	PhD N=66
Gender				
Female	1,364 (85%)	1,484 (89%)	746 (86%)	60 (91%)
Male	237 (15%)	180 (11%)	120 (14%)	6 (9%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	1 (0%)	3 (0%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	3 (0%)	2 (0%)	2 (0%)	0 (0%)
Asian	189 (12%)	205 (12%)	132 (15%)	6 (9%)
Black/African Am.	256 (16%)	215 (13%)	199 (23%)	11 (17%)
Hawaiian/Pacific Isl.	7 (0%)	10 (1%)	1 (0%)	5 (8%)
White	702 (44%)	886 (53%)	354 (41%)	35 (53%)
Hispanic/Latino	282 (18%)	228 (14%)	134 (15%)	8 (12%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2+ Races	44 (3%)	33 (2%)	11 (1%)	1 (2%)
DND	119 (7%)	88 (5%)	33 (4%)	0 (0%)
Age				
17-20	1 (0%)	1 (0%)	0 (0%)	0 (0%)
21-25	220 (14%)	76 (5%)	68 (8%)	0 (0%)
26-30	259 (16%)	391 (23%)	232 (27%)	1 (2%)
31-40	446 (28%)	384 (23%)	277 (32%)	21 (32%)
41-50	300 (19%)	348 (21%)	132 (15%)	17 (26%)
51-60	144 (9%)	60 (4%)	92 (11%)	7 (11%)
61+	21 (1%)	8 (0%)	12 (1%)	1 (2%)
DND	211 (13%)	399 (24%)	53 (6%)	19 (29%)
Mean Age	31.9	27.6	34.3	30.3

N is the number of students.

Post-licensure nursing students are primarily female (87%). The mean age of post-licensure students is 31. The mean age was calculated by weighting the median values of each age range. Table 1.21 shows that in 2021, 47% of post-licensure students were White, 16% Black/African American, 16% Hispanic/Latino, and 13% Asian.

Table 1.21: Post-licensure student demographic trend 2018-2021

	2018 N=20	2019 N=21	2020 N=19	2021 N=20
Gender				
Female	3,434 (86%)	3,629 (87%)	3,255 (86%)	3,654(87%)
Male	533 (13%)	550 (13%)	526 (14%)	543(13%)
Transgender	1 (0%)	0 (0%)	1 (0%)	0(0%)
DND	37 (1%)	11 (0%)	23 (1%)	4(0%)
Race/Ethnicity				
American Indian	5 (0%)	7 (0%)	7 (0%)	7(0%)
Asian	500 (12%)	549 (13%)	477 (13%)	532(13%)
Black/African Am.	593 (15%)	609 (15%)	547 (14%)	681(16%)
Hawaiian/Pacific Isl.	37 (0%)	39 (1%)	26 (1%)	23(1%)
White	1,969 (50%)	2,012 (48%)	1,785 (47%)	1977(47%)
Hispanic/Latino	456 (11%)	514 (12%)	540 (14%)	652(16%)
Other	24 (0%)	8 (0%)	28 (1%)	0(0%)
2+ Races	73 (2%)	58 (1%)	108 (3%)	89(2%)
DND	640 (9%)	394 (9%)	287 (8%)	240(6%)
Age				
17-20	2 (0%)	3 (0%)	8 (0%)	2(0%)
21-25	434 (11%)	303 (7%)	414 (11%)	364(9%)
26-30	790 (20%)	714 (17%)	733 (19%)	883 (21%)
31-40	1,213 (30%)	1,035 (25%)	1,107 (29%)	1,128(27%)
41-50	978 (24%)	804 (19%)	723 (19%)	797(19%)
51-60	484 (12%)	439 (10%)	311 (8%)	303(7%)
61+	61 (2%)	58 (1%)	42 (1%)	42(1%)
DND	43 (1%)	834 (20%)	467 (12%)	682(16%)
Total Students	4,005	4,190	3,805	4,201

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	LPN-BSN
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							
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		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		
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								
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 Elizabeth University	Morris				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		

*Schools did not provide data.

Educational Capacity Report-LPN

Overview

This report includes data for 27 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 27 respondent schools only 70% are currently accredited.

Table 1.23: Federal Tax Classification

LPN	
N=27	
Public	16 (59%)
Private/For-Profit	10 (37%)
Private/Non-Profit	1 (4%)

N is the number of respondent schools.

Table 1.24: Accreditation Status

LPN	
N=27	
Accredited	19 (70%)
Not Accredited/In Progress	8 (30%)

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=27	
No applications rejected	19 (70%)
Lack of qualified faculty	4 (15%)
Lack of clinical space	4 (15%)
Limited classroom space	7 (26%)
Lack of clinical sites	3 (11%)
Insufficient number of Preceptors	1 (4%)
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** indicates that programs are primarily face-to-face.

Table 1.26: Delivery format of LPN programs

LPN N=27	
Face-to-Face	23 (85%)
Hybrid	4 (15%)
Online	0 (0%)

N is the number of respondent schools.

The clinical practice time may be hands-on or conducted in skill lab, simulation lab, or other settings. As shown in **Table 1.27**, 59% of clinical practice time is hands-on, which is 6% more than previous years.

Table 1.27: Format of clinical practice time (%)

LPN N=27	
Skill Lab	23%
Simulation Lab	16%
Hands-on	59%
Other	2%

N is the number of respondent schools.

As shown in **Table 1.28**, 50% of graduates secured their first job within 0-7 months of graduation.

Table 1.28: Time to employment after graduation (%)

LPN N=27	
0-3 Months Post Graduation	25%
4-7 Months Post Graduation	25%
8-11 Months Post Graduation	4%
12+ Months Post Graduation	2%
Unknown/ Do not Track	44%

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 2021

	2018 N=31	2019 N=25	2020 N=25	2021 N=27
Available	2,612	2,629	2,877	3,134
Qualified	3,170	3,017	3,459	3,132
Admitted	2,352 (74%)	2,219 (74%)	2,436 (70%)	2,829 (90%)
Enrollees	1,897 (81%)	1,996 (90%)	2,188 (90%)	2,342 (83%)
Graduates	1,323	1,340	1,412	1,180

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 2021 (NCSBN, 2022). 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 2021

Candidates	Total Passed	Pass Rate (%)
1,504	1,124	75%

Table 1.31: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2021

Candidates	Total Passed	Pass Rate (%)
46,356	37,085	80%

LPN Student Demographics

Table 1.32 shows four years of LPN student demographic data from 2018-2021. This is inclusive of all students matriculating in the 2021 academic year, from new enrollees to those who are about to graduate. Students are primarily female (90%) and Black/African American (51%). The mean age for LPN students in 2021 was 34. The mean age was calculated by weighting the median values of each age range.

Table 1.32: LPN student demographics trend 2018-2021

	2018 N=2,438	2019 N=2,672	2020 N=2,681	2021 N=2,947
Gender				
Female	2,178 (89%)	2,371 (89%)	2,351 (88%)	2,661 (90%)
Male	257 (11%)	300 (11%)	330 (12%)	286 (10%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	3 (0%)	1 (0%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian	14 (1%)	6 (0%)	1 (0%)	4 (0%)
Asian	123 (5%)	130 (5%)	142 (5%)	99 (3%)
Black/African American	1,214 (50%)	1,322 (49%)	1,293 (48%)	1,497 (51%)
Hawaiian/Pacific Islander	6 (0%)	4 (0%)	65 (2%)	10 (0%)
White	427 (18%)	404 (15%)	371 (14%)	462 (16%)
Hispanic/Latino	449 (18%)	530 (20%)	530 (20%)	539 (18%)
Other	15 (1%)	28 (1%)	15 (1%)	13 (0%)
2+ Races	41 (2%)	43 (2%)	54 (2%)	80 (3%)
DND	149 (6%)	205 (8%)	210 (8%)	243 (8%)
Age				
17-20	142 (6%)	105 (4%)	108 (4%)	118 (4%)
21-25	536 (22%)	554 (21%)	574 (21%)	478 (16%)
26-30	620 (25%)	635 (24%)	787 (29%)	685 (23%)
31-40	729 (30%)	831 (31%)	790 (29%)	985 (33%)
41-50	316 (13%)	305 (11%)	291 (11%)	481 (16%)
51-60	85 (4%)	151 (6%)	101 (4%)	145 (5%)
61+	2 (0%)	16 (1%)	9 (0%)	21 (1%)
DND	8 (0%)	75 (3%)	21 (1%)	34 (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	76	169	388	633
Full-time faculty employed	72	156	374	602
Full-time position vacancies	4(5%)	13(8%)	14(4%)	31(5%)

Table 1.35: RN Program Faculty Vacancy Trend 2018-2021

	2018 N=45	2019 N=45	2020 N=48	2021 N=46
DIP	3	1	2	4
ADN	8	15	18	13
BSN & Higher	46	54	29	14
Total	57	70	49	31

N is the number of respondent schools.

Table 1.36 shows the trend of full-time faculty employed since 2018.

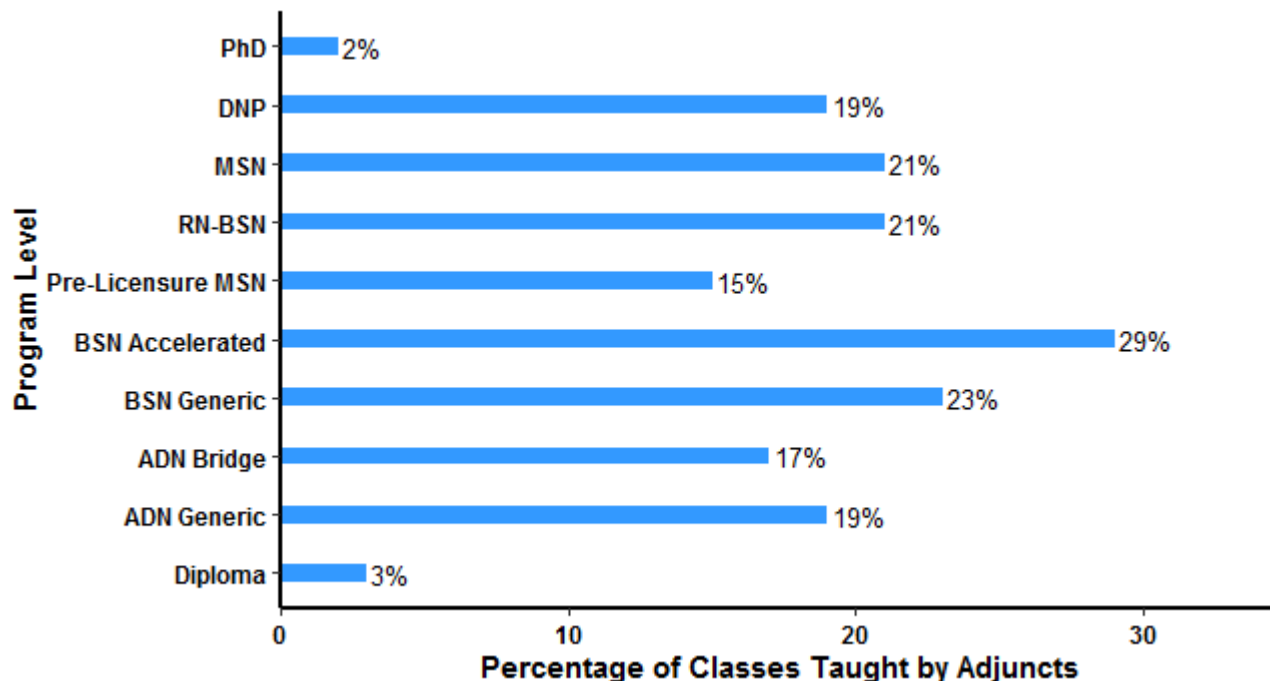
Table 1.36: RN Program Faculty Employment Trend 2018-2021

	2018 N=45	2019 N=45	2020 N=45	2021 N=46
DIP	71	73	72	72
ADN	159	140	172	156
BSN & Higher	349	380	348	374
Total	579	593	592	602

N is the number of respondent schools.

Figure 1.2 shows the percentage of RN classes taught by adjuncts by program level. In 2021, the percentage of classes taught by adjuncts were 21% for RN to BSN, 19% for ADN Generic and 23% 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 2021



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=156	BSN & Higher N=374
ADN/DIP	0 (0%)	0 (0%)	0 (0%)
BSN	0 (0%)	0 (0%)	0 (0%)
MSN	54 (75%)	126 (81%)	76 (20%)
Non-Nursing BSN	0 (0%)	0 (0%)	0 (0%)
Non-Nursing Masters	0 (0%)	2 (1%)	0 (0%)
DNP	12 (17%)	20 (13%)	125 (33%)
PhD in Nursing	4 (6%)	3 (2%)	127 (34%)
Non-Nursing PhD	2 (3%)	5 (3%)	46 (12%)
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, female, and in the higher age brackets.

Table 1.38: RN program faculty demographics

	DIP N=72	ADN N=156	BSN & Higher N=374
Gender			
Female	69 (96%)	151 (97%)	345 (92%)
Male	3 (4%)	5 (3%)	29 (8%)
Transgender	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity			
American Indian	0 (0%)	0 (0%)	0 (0%)
Asian	6 (8%)	14 (8%)	32 (8%)
Black/African Am.	15 (21%)	19 (12%)	38 (10%)
Hawaiian/Pacific Isl.	0 (0%)	0 (0%)	3 (1%)
White	49 (68%)	116 (74%)	265 (71%)
Hispanic/Latino	1 (1%)	5 (3%)	12 (3%)
Other	0 (0%)	1 (1%)	0 (0%)
2+ Races	0 (0%)	1 (1%)	21 (6%)
DND	1 (1%)	0 (0%)	3 (1%)
Age			
30 or younger	0 (0%)	1 (1%)	2 (1%)
31-40	19 (26%)	22 (14%)	38 (10%)
41-50	11 (15%)	40 (26%)	77 (20%)
51-55	17 (24%)	18 (12%)	57 (15%)
56-60	8 (11%)	18 (12%)	68 (18%)
61-65	13 (18%)	40 (26%)	70 (19%)
66-70	4 (6%)	10 (6%)	38 (10%)
71+	0 (0%)	5 (3%)	24 (6%)
DND	0 (0%)	2 (1%)	0 (0%)
Mean Age	50	53	55

N is the number of faculty.

Table 1.39: RN program faculty demographics trend 2018-2021

	2018 N (%)	2019 N (%)	2020 N (%)	2021 N (%)
Gender				
Female	548 (95)	560 (94)	481 (81)	565 (93)
Male	31 (5)	30 (5)	31 (5)	37 (6)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)
DND	0 (0)	3 (1)	80 (14)	0 (0)
Race/ Ethnicity				
American Indian (0)	0 (0)	0 (0)	0 (0)	0 (0)
Asian	37 (6)	39 (7)	60 (10)	52 (9)
Black/African Am.	61 (1)	67 (11)	76 (13)	72 (12)
Hawaiian/Pacific Isl.	3 (1)	6 (1)	3 (1)	3 (0)
White	432 (75)	432 (73)	327 (55)	430 (71)
Hispanic/Latino	19 (3)	21 (4)	51 (9)	18 (3)
Other	2 (0)	1 (0)	3 (1)	1 (0)
2 or more Races	4 (1)	9 (2)	25 (4)	22 (4)
DND	21 (4)	18 (3)	47 (8)	4 (1)
Age				
30 or younger	3 (1)	1 (0)	1 (0)	3 (0)
31-40	35 (6)	57 (10)	44 (7)	79 (13)
41-50	117 (20)	120 (20)	120 (20)	128 (21)
51-55	96 (17)	103 (17)	100 (18)	92 (15)
56-60	114 (20)	101 (17)	109 (18)	94 (16)
61-65	115 (20)	129 (22)	111 (19)	123 (21)
66-70	61 (11)	62 (10)	55 (9)	52 (9)
71+	22 (4)	20 (3)	29 (5)	29 (5)
DND	16 (3)	0 (0)	23 (4)	2 (0)
Total Faculty	579	593	592	602

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	114
Full-time faculty employed	91
Full-time position vacancies	23 (20%)

The vacancy rate in **Table 1.41** has increased.

Table 1.41: Vacancy Trend for Faculty in LPN schools 2018-2021

2018 N=27	2019 N=25	2020 N=25	2021 N=27
11	12	13	23

N is the number of respondent schools.

Table 1.42 shows the number of full-time faculty employed.

Table 1.42: LPN Program Faculty Employment Trend 2018-2021

2018 N=27	2019 N=25	2020 N=25	2021 N=27
86	95	90	91

N is the number of respondent schools.

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=91
ADN	0 (0%)
BSN	43 (47%)
Non-Nursing Baccalaureate	2 (2%)
MSN	44 (48%)
Non-Nursing Masters	1 (1%)
DNP	1 (1%)
PhD	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 2021 shows that faculty are primarily female and White. The mean age for full-time faculty is 53.

Table 1.44: LPN Faculty Demographic Trend 2018-2021

	2018 N (%)	2019 N (%)	2020 N (%)	2021 N (%)
Gender				
Female	86 (89)	89 (91)	78 (87)	84 (92)
Male	11 (11)	9 (9)	11 (12)	7 (8)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)
DND	0 (0)	0 (0)	1 (1)	0 (0)
Race/ Ethnicity				
American Indian	0 (0)	0 (0)	0 (0)	0 (0)
Asian	9 (9)	9 (9)	6 (7)	13 (14)
Black/African Am.	23 (24)	30 (31)	25 (28)	23 (25)
Hawaiian/Pacific Isl.	3 (3)	3 (3)	1 (1)	0 (0)
White	55 (57)	49 (50)	53 (59)	47 (52)
Hispanic/Latino	7 (7)	7 (7)	4 (4)	7 (8)
Other	0 (0)	0 (0)	0 (0)	0 (0)
2+ Races	0 (0)	0 (0)	1 (1)	1 (1)
Missing/Unknown	0 (0)	0 (0)	0 (0)	0 (0)
Age				
30 or younger	3 (3)	0 (0)	3 (3)	1 (1)
31-40	9 (9)	12 (9)	9 (10)	16 (18)
41-50	23 (24)	26 (24)	17 (19)	16 (18)
51-55	22 (23)	18 (23)	17 (19)	16 (18)
56-60	9 (9)	15 (9)	16 (18)	13 (14)
61-65	21 (22)	20 (22)	22 (24)	21 (23)
66-70	7 (7)	5 (7)	2 (2)	7 (8)
71+	3 (3)	2 (3)	2 (2)	1 (1)
DND	0 (0)	0 (0)	2 (2)	0 (0)
Total Faculty	135	98	90	91

Impact of COVID-19 on Nursing Educational Programs

In 2021, the final question of the NJCCN Nursing Education Survey was: *How has COVID-19 impacted your programs?*

The nursing program leaders indicated they quickly transitioned to virtual learning due to the COVID-19 pandemic. Specific comments included 1) Decreased NCLEX pass rates by at least one program leader from associate degree and baccalaureate programs, 2) Increased life issues for students and challenges with virtual learning in maintaining academic integrity and security reported by at least one program leader from the practical nurse and associate degree programs, and 3) Technology issues in that some students had technology and connectivity challenges and others lacked a personal computer with a camera from at least one program leader from the practical nurse, associate degree and baccalaureate programs.

Below are the aggregated responses to *How has COVID-19 impacted your programs?* The table displays the predominant categories with supporting quotations.

Program	Categories	Quotes
Practical Nurse Programs (n = 26)	Lack of clinical sites, particularly long-term care	“Increased number of sections of clinical placement and decreased availability of clinical sites related to COVID-19 pandemic...We have been able to secure alternate opportunities.”
	Challenges with virtual learning	“COVID has impacted our on-campus program due to having to go 100% remote and online in days. We needed new software and technology resources in many areas to meet the needs of online technology. We were utilizing numerous new products such as Zoom, a new Learning Management System, and Assessment software that had remote proctoring capabilities. This was challenging teaching students and faculty how to utilize successfully operate software and use the new technology.”
Diploma Programs (n = 5)	Adapting quickly to virtual learning	“Transitioned to remote didactic learning and virtual simulation for clinical.”

<p>Associate Degree Programs (n = 19)</p>	<p>Decreased faculty-to-student ratio in clinicals</p>	<p>“We are not permitted to have more than 5 on a clinical floor, and this has impacted placements as well as finances (as we previously could place 8 to 10 with one faculty member).”</p>
	<p>Compensated by increasing simulation experiences</p>	<p>“Used more simulations, more web-ex remote learning, on-line learning.”</p>
	<p>Increase in faculty shortage</p>	<p>“I lost several faculty and the nursing director and currently have NO applicants for nursing director after a year of advertising.”</p>
	<p>Less faculty willing to teach in clinical setting</p>	<p>“Resilience of students was demonstrated during the pandemic, faculty flexibility and willingness to follow students in clinical is lower/reduced.”</p>
<p>Baccalaureate and post-Licensure Programs (n = 19)</p>	<p>Adapting quickly to virtual learning</p>	<p>“Face-to-face classes and on-ground simulation were converted to a virtual format in spring 2020.”</p>
	<p>Decrease in enrollment in the post-Licensure programs</p>	<p>“COVID-19 impacted our program by declining enrollment, especially in the graduate program. Students are now showing a preference for online and hybrid learning modality after exposure to online learning during COVID.”</p>

	Difficulty obtaining clinical site	“We have had difficulty in placing students in hospital settings. Faculty have been diligent in seeking alternative opportunities to master program outcomes.”
	Decreased faculty-to-student ratio in clinicals	“COVID has resulted in smaller clinical groups being sent to onsite clinical agencies. Whereas the usual clinical size was 10 students per group, we have now created rotations to permit students to go to clinical every other week and remain virtual the opposite week, working with a clinical adjunct faculty to complete objectives for remote clinical experiences.”
	Accommodating ill/quarantined students	“We provide students with a link to the labs as needed in the event that they are ill/quarantined and unable to attend face-to-face labs. For students who may need to be absent from clinical due to illness or quarantine, we have them join in with the virtual clinical experience, which is taught by an adjunct faculty member.”

*n = number of program leaders who responded