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 2021-2022 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. The second section presents program information and student data for Practical Nurse (LPN) education programs. The third section describes faculty employment and demographic data.

> **NOTE: Data in this chapter only includes respondent programs/schools. The data in this chapter combines AACN data and NJCCN survey data.**

Educational Capacity Report - RN

Overview

Figure 1.1: Pre-Licensure and Post-Licensure RN Nursing Program Types
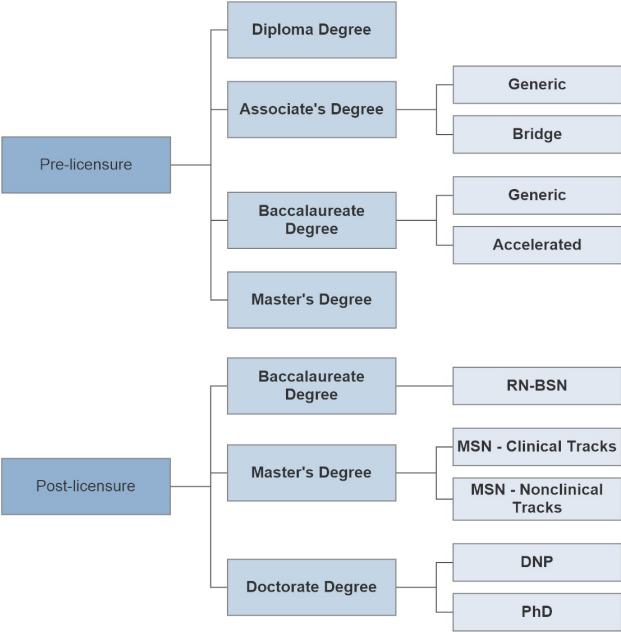
There were 48 schools in New Jersey that provide RN education (pre-licensure and post-licensure) during 2021 - 2022 survey period. **There were 48 schools provided data on their educational capacity to the 2021-2022 surveys**. At present, 49 schools are providing RN education in New Jersey.

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).

Table 1.1 shows the number of pre-licensure and post-licensure nursing schools and programs in New Jersey. Schools may have two or more campuses (See **Table 1.28** to check complete school list)

<div align="center">Table 1.1: New Jersey RN Programs</div>

Pre-licensure Nursing Schools and Programs
5   Diploma Schools (Each school offers 1 program)
21 Associate Degree Schools/24 Campuses (33 Programs: 16 Generic; 17 ADN Bridge (LPN-RN))
22 Baccalaureate Degree Schools/26 Campuses (36 Programs: 20 Generic; 13 Accelerated; and 3 LPN-BSN)
2   Pre-licensure Masters schools (Each school offers 1 program)
Post-licensure Nursing Schools and Programs
18 RN-BSN Schools/21 Campuses (Each campus offers 1 program)
20 Post-licensure Master's Schools/21 Campuses (Each campus offers 1 program)
11 Doctorate of Nursing Practice (DNP) Schools (Each school offers 1 program)
3   Doctor of Philosophy (PhD) in Nursing Schools (Each school offers 1 program)

<div align="center">Table 1.2: Federal Tax Classification Status</div>

	DIP	ADN	BSN and Higher Degree
	N=5	**N=20**	**N=23**
Public	3 (60%)	16 (80%)	11 (48%)
Private/Secular	0 (0%)	4 (20%)	6 (26%)
Private/Religious	2 (40%)	0 (0%)	6 (26%)

<div align="center">N is the number of respondent schools.</div>

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.

<div align="center">Table 1.3: Reason For Rejection of Qualified Applicants</div>

	DIP	ADN	BSN and Higher Degree
	N=5	**N=20**	**N=23**
No applications rejected	2 (40%)	10 (50%)	N/A*
Lack of qualified faculty	1 (20%)	5 (25%)	6 (26%)
Lack of clinical space	2 (40%)	0 (0%)	N/A*
Limited classroom space	2 (40%)	4 (20%)	4 (17%)
Lack of clinical sites	3 (60%)	7 (35%)	4 (17%)
Lack of clinical preceptors	0 (0%)	2 (10%)	3 (13%)
Insufficient budgets	0 (0%)	2 (10%)	2 (9%)
Other	0 (0%)	2 (10%)	2 (9%)

<div align="center">N is the number of respondent schools.</div>

Note: 1. *Not available in AACN Data. 2. A school may select multiple reasons.

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.

Table 1.4 indicates the delivery format during this time period.

Table 1.4: Delivery Format of Pre-Licensure Programs

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	Pre-MSN
	N=5	**N=15**	**N=13**	**N=18**	**N=12**	**N=2**
Face-to-Face	3	10	7	15	7	2
Hybrid	2	5	6	3	5	0

N is the number of respondent programs.

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	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	Pre-MSN
	N=5	**N=16**	**N=16**	**N=18**	**N=12**	**N=2**
Skill Lab	16%	18%	13%	15%	14%	17%
Simulation Lab	9%	10%	12%	9%	10%	8%
Hands-On	75%	70%	71%	71%	73%	76%
Other	0%	2%	4%	5%	2%	0%

N is the number of respondent programs.

Table 1.6 represents the percentage of pre-licensure programs that cannot increase student enrollment.

Table 1.6: Pre-Licensure Programs That Cannot Increase Enrollment (%)

LPN	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	Pre-MSN
N=30	N=5	N=15	N=15	N=16	N=11	N=2
10 (33%)	2 (40%)	11 (73%)	7 (47%)	7 (44%)	4 (31%)	1 (50%)

N is the number of respondent schools.

Table 1.7 represents the time to employment after graduation.

Table 1.7: Time to Employment After Graduation (%)

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	Pre-MSN
	N=5	N=16	N=16	N=18	N=12	N=2
0-3 Months	0%	13%	22%	40%	61%	12%
4-7 Months	5%	40%	31%	22%	18%	0%
8-11 Months	29%	14%	21%	5%	3%	0%
12+ Months	65%	22%	1%	1%	0%	0%
Unknown/Do not Track	1%	11%	25%	32%	18%	89%

N is the number of respondent programs.

Pre-Licensure Application, Admission, Enrollment, and Graduation

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. Completed Applicants (Completed) are those applications submitted to the school that has all required documents. Admitted Applicants (Admitted) are those who received official notice from the program that they were invited to begin the nursing program. Enrollees (Enrollees) are those who actually enrolled in the program.

Table **1.8** through **Table 1.11** provide the number of pre-licensure applicants, admitted students, enrollees, and graduates for the 2022 academic year and four-year trended data for 2019-2022. The data shows a sufficient number of seats for those enrolled. Schools have not used all available seats.

Table 1.8: Pre-Licensure Student Application, Admission, and Enrollment 2022

	DIP N=5	ADN Generic N=15	ADN Bridge N=13	BSN N=18
Available	927	2,030	1,085	3,815
Qualified	1,151	2,549	1,260	9,186
Completed	1,366	5,204	1,403	19,387
Admitted	913 (79%)	1,854 (73%)	1,159 (92%)	8,152 (89%)
Enrollees	892 (98%)	1,687 (91%)	1,002 (86%)	2,565 (32%)

N is the number of respondent schools.

Note 1: 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.

Note 2: BSN data includes: BSN generic, accelerated, and LPN-BSN.

Table 1.9: Pre-Licensure Student Application, Admission, and Enrollment Trend 2019-2022

	2019 N=45	2020 N=48	2021 N=45	2022 N=47
Available	5,736	6,055	8,100	7,857
Qualified	12,056	13,051	13,633	14,146
Admitted	8,101 (67%)	9,285 (71%)	11,870 (87%)	12,078 (85%)
Enrollees	4,762 (59%)	5,423 (59%)	6,399 (54%)	6,146 (51%)

N is the number of respondent schools.

Note 1: AACN does not collect application data on pre-licensure MSN students, therefore MSN data is not included.

Table 1.10 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 1.10: Pre-Licensure Total Student Enrollment Trend 2019-2022

	2019 N=45	2020 N=48	2021 N=45	2022 N=47
DIP	1,449 (13%)	1,584 (12%)	1,519 (12%)	1,499 (12%)
ADN	3,465 (31%)	4,478 (34%)	3,878 (29%)	4,198 (33%)
BSN	6,179 (56%)	7,190 (54%)	7,751 (59%)	6,971 (55%)
MSN	27 (0%)	47 (0%)	55 (0%)	51 (0%)
Total	**11,120**	**13,299**	**13,203**	**12,719**

N is the number of respondent schools.

Table 1.11 shows an increase in the number of pre-licensure graduates from 2019 to 2022. There was a total of 4,842 pre-licensure graduates from NJ pre-licensure nursing programs in 2022.

Table 1.11: Pre-Licensure Student Graduation Trend 2019-2022

	2019 N=45	2020 N=48	2021 N=45	2022 N=47
DIP	473	630	521	623
ADN Generic	977	1,303	1,313	1,221
ADN Bridge	490	466	406	493
BSN Generic	1,426	1,495	1,495	1,859
BSN Accelerated	498	588	547	646
MSN	25	14	12	ND
Total	**3,889**	**4,496**	**4,294**	**4,842**

N is the number of respondent schools.

Table 1.12 shows the responses to: What percentage (%) of students were unsuccessful in completing your program in the past academic year? For example, in the Diploma program, 2 schools identified between 0-10% of their students were unsuccessful.

Table 1.12: Students Unsuccessful in Completing the Program (Aug 1, 2021 - July 31, 2022)

	DIP N=5	ADN Generic N=15	ADN Bridge N=15	BSN Generic N=16	BSN Accel. N=13	Pre-MSN N=2
0-10%	2	3	7	9	9	2
11-20%	2	3	2	5	3	0
21-30%	0	4	1	2	1	0
31-40%	1	2	3	0	0	0
41-50%	0	2	1	0	0	0
51+%	0	1	1	0	0	0

N is the number of respondent programs.

Pre-Licensure Students NCLEX-RN Pass Rates

Nursing students must pass the National Council Licensure Exam (NCLEX-RN) to receive licensure as an RN. **Table 1.13** and **Table 1.14** show the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-RN in 2022 (NCSBN, 2023). These data represent all NJ schools. NJ was 1% higher than the U.S. in pass rates for RNs.

Table 1.13: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2022

	Candidates	Total Passed	Pass Rate (%)
Diploma	483	383	79%
ADN	1,651	1,385	84%
BSN	2,205	1,762	80%
Total	**4,339**	**3,530**	**81%**

Table 1.14: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2022

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,191	1,717	78%
ADN	85,760	66,832	78%
BSN	98,909	81,425	82%
Total	**186,860**	**149,974**	**80%**

Pre-Licensure Student Demographics

Table 1.15 describes pre-licensure student demographics. This is inclusive of all students matriculating in the 2022 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 1.15: Pre-Licensure Student Demographics

	DIP	ADN Generic	ADN Bridge	BSN	Pre-MSN
	N=1,499	N=2,908	N=1,290	N=7,289	N=51
Gender					
Female	1,302 (87%)	2,559 (88%)	1,183 (91%)	6,337 (87%)	46 (90%)
Male	197 (13%)	320 (11%)	116 (9%)	931 (13%)	5 (10%)
Transgender	0 (0%)	1 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	28 (1%)	1 (0%)	21 (0%)	0 (0%)
Race/Ethnicity					
White	406 (27%)	1,311 (45%)	182 (14%)	2,826 (39%)	15 (29%)
Black/African Am.	445 (30%)	609 (21%)	767 (59%)	1274 (17%)	14 (27%)
Hispanic/Latino	349 (23%)	520 (18%)	143 (11%)	1,566 (21%)	2 (4%)
Asian	156 (10%)	253 (9%)	65 (5%)	998 (14%)	7 (14%)
Hawaiian/Pacific Isl.	25 (2%)	14 (0%)	13 (1%)	52 (1%)	0 (0%)
American Indian	4 (0%)	11 (0%)	3 (0%)	12 (0%)	0 (0%)
2 or more Races	45 (3%)	71 (2%)	41 (3%)	277 (4%)	10 (20%)
DND	69 (5%)	119 (4%)	86 (7%)	284 (4%)	3 (6%)
Age					
17-20	32 (2%)	145 (5%)	3 (0%)	1,895 (26%)	0 (0%)
21-25	443 (30%)	930 (32%)	65 (5%)	1,822 (25%)	20 (39%)
26-30	389 (26%)	669 (23%)	273 (21%)	947 (13%)	15 (29%)
31-40	442 (29%)	843 (29%)	533 (41%)	801 (11%)	10 (20%)
41-50	158 (11%)	232 (8%)	299 (23%)	219 (3%)	6 (12%)
51-60	34 (2%)	85 (3%)	104 (8%)	79 (1%)	0 (0%)
61+	1 (0%)	4 (0%)	6 (1%)	1 (0%)	0 (0%)
DND	0 (0%)	0 (0%)	17 (1%)	1,525 (21%)	0 (0%)
Mean Age	**31**	**30**	**37**	**20**	**30**

N is the number of students.

Note 1: BSN includes: BSN generic, accelerated, and LPN-BSN

Table 1.16 describes four-year trends in pre-licensure nursing student demographics. Pre-licensure nursing students are primarily female at 88%. Male students account for 12% of the student body. Most students across all levels of pre-licensure education are minorities (59%). Most students in the BSN Generic are in the lower age brackets compared to the other programs.

Table 1.16: Pre-Licensure Student Demographic Trend 2019-2022

	2019 N=45	2020 N=48	2021 N=45	2022 N=47
Gender				
Female	9,645 (87%)	11,240 (85%)	11,355 (86%)	11,427 (88%)
Male	1,448 (13%)	1,954 (15%)	1,823 (14%)	1,569 (12%)
Transgender	0 (0%)	10 (0%)	1 (0%)	1 (0%)
DND	28 (0%)	95 (1%)	24 (0%)	50 (0%)
Race/Ethnicity				
White	4,813 (43%)	5,575 (42%)	5,352 (41%)	4,740 (36%)
Black/African Am.	2,062 (19%)	2,461 (19%)	2,670 (20%)	3,109 (24%)
Hispanic/Latino	1,904 (17%)	2,444 (18%)	2,575 (20%)	2,580 (20%)
Asian	1,362 (12%)	1,543 (12%)	1,638 (12%)	1,479 (11%)
Hawaiian/Pacific Isl.	60 (1%)	95 (1%)	125 (1%)	104 (1%)
American Indian	29 (0%)	41 (0%)	36 (0%)	30 (0%)
2 or more Races	316 (3%)	446 (3%)	442 (3%)	444 (3%)
DND	479 (4%)	563 (4%)	257 (2%)	561 (4%)
Age				
17-20	2,810 (25%)	2,852 (21%)	3,240 (25%)	2,075 (16%)
21-25	3,570 (32%)	3,919 (29%)	4,037 (31%)	3,280 (25%)
26-30	1,841 (17%)	2,309 (17%)	2,417 (18%)	2,293 (18%)
31-40	1,782 (16%)	2,164 (16%)	2,311 (18%)	2,629 (20%)
41-50	761 (7%)	801 (6%)	800 (6%)	914 (7%)
51-60	181 (2%)	233 (2%)	214 (2%)	302 (2%)
61+	21 (0%)	11 (0%)	15 (0%)	12 (0%)
DND	154 (1%)	1,010 (8%)	169 (1%)	1,542 (12%)
Total Students	**11,120**	**13,299**	**13,203**	**13,047**

N is the number of respondent programs 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 1.17** 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 1.17: Delivery Format of Post-Licensure Programs

	RN-BSN	MSN	DNP	PhD
	N=18	N=20	N=11	N=3
Exclusively Online	9	7	5	0
Face-to-Face	0	2	0	2
Hybrid	9	10	6	1
Missing	0	1	0	0

N is the number of respondent programs.

Table 1.18 describes the delivery format of clinical practice time.

Table 1.18: Format of Clinical Practice Time

	RN-BSN N=16	MSN N=19	DNP N=11
Skills Lab	10%	3%	1%
Simulation Lab	6%	6%	3%
Hands-on	48%	66%	68%
Other	35%	25%	28%

N is the number of respondent programs.

Table 1.19 represents the percentage of post-licensure programs that cannot increase student enrollment.

Table 1.19: Post-Licensure Programs That Cannot Increase Enrollment (%)

BSN	MSN	DNP	PhD
N=15	N=19	N=11	N=3
0 (0%)	1 (5%)	1 (9%)	2 (67%)

N is the number of respondent programs.

Table 1.20 describes the time to employment after graduation.

Table 1.20: Time to Employment After Graduation

	RN-BSN	MSN	DNP	PhD
	N=16	N=19	N=11	N=3
0-3 months	62%	58%	90%	33%
4-7 months	7%	11%	1%	0%
8-11 months	0%	0%	0%	0%
12+	0%	0%	0%	0%
Unk/Not Track	31%	32%	9%	67%

N is the number of respondent programs.

Post-Licensure Application, Admission, Enrollment, and Graduation

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 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 (Enrollees) are those who actually enrolled in the program.

Table 1.21 through **Table 1.24** provide post-licensure application, admission, enrollment, and graduation rates for the 2022 academic year and four-year trended data for 2019-2022.

Table 1.21: Post-Licensure Student Application, Admission, and Enrollment in 2022

	RN-BSN N=18	MSN N=20	DNP N=11	PhD N=3
Available	1,086	1,298	456	20
Qualified	1,362	1,215	312	23
Admitted(%)	1,258 (92%)	1,132 (93%)	312 (100%)	23 (100%)
Enrollees(%)	781 (62%)	824 (73%)	209 (67%)	19 (83%)

N is the number of respondent programs.

Note 1: 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.
Note 2: 5 RN-BSN schools reported unlimited number of RN-BSN seats.

Table 1.22: Post-Licensure Student Application, Admission, and Enrollment Trend 2019-2022

	2019 N=21	2020 N=19	2021 N=20	2022 N=20
Available	7,875	1,567	2,776	2,860
Qualified	2,245	2,361	2,034	2,912
Admitted (%)	2,137 (95%)	2,239 (95%)	1,923 (95%)	2,725 (94%)
Enrollees (%)	1,427 (67%)	1,584 (71%)	1,066 (55%)	1,833 (67%)

N is the number of respondent schools.

Table 1.23: Post-Licensure Total Student Enrollment Trend 2019-2022

	2019 N=21	2020 N=19	2021 N=20	2022 N=20
RN-BSN	1,600 (38%)	1,544 (41%)	1,602 (38%)	1,462 (37%)
MSN	1,709 (41%)	1,333 (35%)	1,667 (40%)	1,670 (42%)
DNP	811 (19%)	868 (23%)	866 (21%)	749 (19%)
PhD	70 (2%)	60 (2%)	66 (2%)	68 (2%)
Total	**4,190**	**3,805**	**4,201**	**3,966**

N is the number of respondent schools.

The trend in **Table 1.24** shows a continued decline in the RN-BSN graduation rate, however, the data does not reflect those NJ nurses graduating from other states.

Table 1.24: Post-Licensure Graduation Trend 2019-2022

	2019 N=21	2020 N=19	2021 N=20	2022 N=20
RN-BSN	732	518	646	564
MSN	435	416	378	400
DNP	190	155	204	199
PhD	8	4	6	10
Total	**1,365**	**1,093**	**1,234**	**1,173**

N is the number of respondent schools.

Table 1.25 shows the responses to: What percentage (%) of students were unsuccessful in completing your program in the past academic year? For example, in the MSN program, 3 schools identified between 11-20% of their students were unsuccessful.

Table 1.25: Students Unsuccessful in Completing the Program (August 1, 2021 - July 31, 2022)

	RN-BSN N=15	MSN N=19	DNP N=11	PhD N=3
0-10%	11	19	11	3
11-20%	4	3	0	0
21-30%	0	0	1	0
31-40%	0	0	0	0
41-50%	0	0	0	0
51+%	0	0	0	0

N is the number of respondent programs.

Post-Licensure Student Demographics

Table 1.26 describes post-licensure student student demographics. This is inclusive of all students matriculating in the 2022 academic year, from new enrollees to those who are about to graduate. The mean age of post-licensure students is 39. The students are primarily female (86%) and white (45%).

Table 1.26: Post-licensure student demographics

	RN-BSN N=1,462	MSN N=1,670	DNP N=749	PhD N=68
Gender				
Female	1,212 (83%)	1,464 (88%)	643 (86%)	60 (88%)
Male	245 (17%)	201 (12%)	106 (14%)	8 (12%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	5 (0%)	5 (0%)	0 (0%)	0 (0%)
Race/Ethnicity				
White	622 (43%)	794 (48%)	313 (42%)	35 (51%)
Black/African Am.	245 (17%)	236 (14%)	168 (22%)	13 (19%)
Hispanic/Latino	263 (18%)	235 (14%)	104 (14%)	4 (6%)
Asian	186 (13%)	222 (13%)	126 (17%)	8 (12%)
Hawaiian/Pacific Isl.	5 (0%)	4 (0%)	0 (0%)	0 (0%)
American Indian/Alaska Native	1 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)
2 or more Races	50 (3%)	37 (2%)	9 (1%)	1 (1%)
DND	90 (6%)	142 (9%)	27 (4%)	7 (10%)
Age				
17-20	15 (1%)	0 (0%)	0 (0%)	0 (0%)
21-25	117 (8%)	37 (2%)	33 (4%)	0 (0%)
26-30	234 (16%)	278 (17%)	202 (27%)	6 (9%)
31-40	175 (12%)	402 (24%)	228 (30%)	27 (40%)
41-50	117 (8%)	169 (10%)	107 (14%)	18 (26%)
51-60	73 (5%)	40 (2%)	60 (8%)	12 (18%)
61+	15 (1%)	8 (0%)	12 (2%)	3 (4%)
DND	716 (49%)	736 (44%)	107 (14%)	2 (3%)
Mean Age	**35**	**36**	**37**	**44**

N is the number of students.

Table 1.27 describes post-licensure student demographic trends from 2019-2022.

Table 1.27: Post-Licensure Student Demographic Trend 2019-2022

	2019 N=21	2020 N=19	2021 N=20	2022 N=20
Gender				
Female	3,629 (87%)	3,255 (86%)	3,654 (87%)	3,379 (86%)
Male	550 (13%)	526 (14%)	543 (13%)	560 (14%)
Transgender	0 (0%)	1 (0%)	0 (0%)	0 (0%)
DND	11 (0%)	23 (1%)	4 (0%)	10 (0%)
Race/Ethnicity				
White	2,012 (48%)	1,785 (47%)	1,977 (47%)	1,764 (45%)
Black/African Am.	609 (15%)	547 (14%)	681 (16%)	662 (17%)
Hispanic/Latino	514 (12%)	540 (14%)	652 (16%)	606 (15%)
Asian	549 (13%)	477 (13%)	532 (13%)	542 (14%)
Hawaiian/Pacific Isl.	39 (1%)	26 (1%)	23 (1%)	9 (0%)
American Indian	7 (0%)	7 (0%)	7 (0%)	1 (0%)
Other	8 (0%)	28 (1%)	0 (0%)	0 (0%)
2 or more Races	58 (1%)	108 (3%)	89 (2%)	97 (2%)
DND	394 (9%)	287 (8%)	240 (6%)	268 (7%)
Age				
17-20	3 (0%)	8 (0%)	2 (0%)	15 (0%)
21-25	303 (7%)	414 (11%)	364 (9%)	187 (5%)
26-30	714 (17%)	733 (19%)	883 (21%)	720 (18%)
31-40	1,035 (25%)	1,107 (29%)	1,128 (27%)	832 (21%)
41-50	804 (19%)	723 (19%)	797 (19%)	411 (10%)
51-60	439 (10%)	311 (8%)	303 (7%)	185 (5%)
61+	58 (1%)	42 (1%)	42 (1%)	38 (1%)
DND	834 (20%)	467 (12%)	682 (16%)	1,561 (40%)
Total Students	**4,190**	**3,805**	**4,201**	**3,949**

N is the number of respondent schools.

Table 1.28: New Jersey's RN Education Programs

School & Campuses	County	Diploma	ADN Generic	ADN Bridge	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 - Woodland Park	Passaic											x
Best Care College	Essex			x								
Bloomfield College	Essex				x			x**				
Brookdale Community College	Monmouth		x	x								
Caldwell University	Essex				x	x			x			
Camden County College	Camden			x								
Capital Health School of Nursing (St. Francis)	Mercer	x		x*								
Centenary University (**New: Starting Fall 2023**)	Warren							x*				
Chamberlain University - North Brunswick	Middlesex				x							
County College of Morris	Morris		x	x								
Eastern International College - Belleville (**Closed**)	Essex											
Eastern International College - Jersey City	Hudson		x		x			x				
Eastwick College - Hackensack	Bergen			x								x*
Eastwick College - Ramsey	Bergen			x								x*
Essex County College	Essex		x	x								
Fairleigh Dickinson University	Bergen				x	x		x	x	x		
Felician University	Bergen				x	x		x	x	x		
Georgian Court University	Ocean				x	x	x	x	x			
Holy Name Medical Center	Bergen	x										
Hudson County Community College	Hudson		x	x								
Jersey College - Ewing Township	Mercer			x								
Jersey College - Teterboro	Bergen			x								
JFK Muhlenberg Snyder School of Nursing	Middlesex	x										
Kean University	Union							x	x	x		
Mercer County Community College	Mercer		x									
Middlesex College	Middlesex		x									
Monmouth University	Monmouth				x				x	x		
Montclair State University	Essex				x		x	x	x			
New Jersey City University	Hudson					x		x	x			
New Jersey City University - Fort Monmouth	Monmouth					x		x	x			
Ocean County College	Ocean		x									
Our Lady of Lourdes School of Nursing	Camden	x										
Passaic County Community College	Passaic		x	x								
Ramapo College of New Jersey	Bergen				x			x	x	x		
Raritan Valley Community College	Somerset		x	x								
Rider University	Mercer							x	x			
Rowan College at Burlington County	Burlington		x									
Rowan College of South Jersey - Cumberland	Cumberland		x	x								
Rowan College of South Jersey - Gloucester	Gloucester		x	x								
Rowan University	Gloucester							x	x			
Rutgers University - Blackwood	Camden				x			x				
Rutgers University - Camden	Camden				x	x		x	x	x		
Rutgers University - Newark	Essex				x	x		x	x	x	x	
Rutgers University - New Brunswick	Middlesex				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	
Stockton University	Atlantic				x	x			x	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 Paterson University	Passaic				x	x		x	x	x		

*Indicates schools did not provide program data. ** Indicates schools did not provide program data to NJCCN but to AACN.

Educational Capacity Report - LPN

Overview

There were 25 schools in New Jersey that provide LPN education, and 25 schools provided data on their educational capacity to the 2021-2022 surveys. Schools may have two or more campuses (See **Table 1.39** to check complete school list).

This report includes data for all 25 schools (30 campuses, and 31 programs) 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 31 programs, 77% are currently accredited. Of the 30 LPN schools, 10 (33%), identified they could not increase enrollment.

Table 1.29: Federal Tax Classification

	LPN N=31
Public	15 (48%)
Private/For-Profit	14 (45%)
Private/Non-Profit	2 (6%)

N is the number of respondent programs.

Table 1.30: Accreditation Status

	LPN N=31
Accredited	24 (77%)
Not Accredited/In Progress	7 (23%)

N is the number of respondent programs.

In **Table 1.31**, reasons for rejection of qualified applicants are presented. Schools can select more than one reason for rejection of qualified applicants.

Table 1.31: Reason for Rejection of Qualified Applicants

	LPN N=31
No applications rejected	23 (74%)
Lack of qualified faculty	3 (10%)
Lack of clinical space	0 (0%)
Limited classroom space	5 (16%)
Lack of clinical sites	4 (13%)
Insufficient number of Preceptors	1 (3%)
Other	0 (0%)

N is the number of respondent programs.

Program Characteristics

This section presents information about the format and content of New Jersey's LPN education programs. **Table 1.32** indicates that programs are primarily face-to-face.

Table 1.32: Delivery Format of LPN programs

	LPN N=31
Face-to-Face	28 (90%)
Hybrid	3 (10%)
Online	0 (0%)

N is the number of respondent programs.

The clinical practice time may be hands-on or conducted in skill lab, simulation lab, or other settings. As shown in **Table 1.33**, 58% of clinical practice time is hands-on, which is 1% less than in previous years.

Table 1.33: Format of Clinical Practice Time (%)

	LPN N=31
Skill Lab	23%
Simulation Lab	15%
Hands-on	58%
Other	4%

N is the number of respondent programs.

As shown in **Table 1.34**, 52% of graduates secured their first job within 0-7 months of graduation.

Table 1.34: Time to Employment After Graduation (%)

	LPN N=31
0-3 Months Post Graduation	20%
4-7 Months Post Graduation	32%
8-11 Months Post Graduation	13%
12+ Months Post Graduation	5%
Unknown/ Do not Track	31%

N is the number of respondent programs.

LPN Application, Admission, Enrollment, and Graduation

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 (Enrollees) are those who actually enrolled in the program.

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 1.35 provides four-year trended data for LPN student application, enrollment, and graduation rates.

Table 1.35: LPN Student Application, Admission, and Enrollment 2022

	2019 N=25	2020 N=25	2021 N=27	2022 N=31
Available	2,629	2,877	3,134	3,911
Qualified	3,017	3,459	3,132	3,042
Admitted	2,219 (74%)	2,436 (70%)	2,829 (90%)	2,933 (96%)
Enrollees	1,996 (90%)	2,188 (90%)	2,342 (83%)	2,295(78%)
Graduates	1,340	1,412	1,180	1,551

N is the number of respondent programs.

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 1.36** and **Table 1.37** shows the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-PN in 2022 (NCSBN, 2023). NJ pass rate percentages for first-time candidates continue to be 5% lower than the national average.

Table 1.36: First-Time, NJ Educated Candidates Taking the NCLEX-PN in 2022

Candidates	Total Passed	Pass Rate (%)
1,661	1,238	75%

Table 1.37: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2022

Candidates	Total Passed	Pass Rate (%)
47,636	38,076	80%

LPN Student Demographics

Table 1.38 shows four years of LPN student demographic data from 2019-2022. This is inclusive of all students matriculating in the 2022 academic year, from new enrollees to those who are about to graduate. Students are primarily female (92%) and Black/African American (54%). The mean age for LPN students in 2022 was 32.

Table 1.38: LPN Student Demographics Trend 2019-2022

	2019 N=2,672	2020 N=2,681	2021 N=2,947	2022 N=2,655
Gender				
Female	2,371 (89%)	2,351 (88%)	2,661 (90%)	2,442 (92%)
Male	300 (11%)	330 (12%)	286 (10%)	212 (8%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	1 (0%)	0 (0%)	0 (0%)	1 (0%)
Race/Ethnicity				
American Indian	6 (0%)	1 (0%)	4 (0%)	20 (1%)
Asian	130 (5%)	142 (5%)	99 (3%)	217 (8%)
Black/African American	1,322 (49%)	1,293 (48%)	1,497 (51%)	1,427(54%)
Hawaiian/Pacific Islander	4 (0%)	65 (2%)	10 (0%)	8 (0%)
White	404 (15%)	371 (14%)	462 (16%)	291 (11%)
Hispanic/Latino	530 (20%)	530 (20%)	539 (18%)	354 (13%)
Other	28 (1%)	15 (1%)	13 (0%)	0 (0%)
2+ Races	43 (2%)	54 (2%)	80 (3%)	88 (3%)
DND	205 (8%)	210 (8%)	243 (8%)	250 (9%)
Age				
17-20	105 (4%)	108 (4%)	118 (4%)	127 (5%)
21-25	554 (21%)	574 (21%)	478 (16%)	542 (20%)
26-30	635 (24%)	787 (29%)	685 (23%)	666 (25%)
31-40	831 (31%)	790 (29%)	985 (33%)	822 (31%)
41-50	305 (11%)	291 (11%)	481 (16%)	318 (12%)
51-60	151 (6%)	101 (4%)	145 (5%)	114 (4%)
61+	16 (1%)	9 (0%)	21 (1%)	56 (2%)
DND	75 (3%)	21 (1%)	34 (1%)	10 (0%)

N is the number of students.

Table 1.39: New Jersey's LPN Education Programs

School Name	County
Atlantic County Institute of Technology (Closed in 2022)	Atlantic
AVTECH Institute of Technology	Middlesex
Berkeley College	Passaic
Best Care College	Essex
Burlington County Institute of Technology	Burlington
Camden County College	Camden
Cape May County Technical School	Cape May
Eastwick College (Bi-lingual LPN), Hackensack	Bergen
Eastwick College (General LPN), 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 Magnet Schools	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 & Allied Health	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

Nursing Faculty Report

Faculty for Pre-licensure 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 1.40** and **Table 1.41**, full-time vacancies only include those that are being actively recruited. "BSN & Higher" includes Baccalaureate, Master's, DNP, and PhD programs. Vacancy rate increased since last year.

Table 1.40: RN Faculty Positions and Vacancies

	DIP	ADN	BSN & Higher	Total
Full-time positions available	78	201	447	726
Full-time faculty employed	74	177	401	652
Full-time position vacancies	4(5%)	24(12%)	46(10%)	74(10%)

Table 1.41: RN Program Faculty Vacancy Trend 2019-2022

	2019 N=45	2020 N=48	2021 N=46	2022 N=45
DIP	1	2	4	4
ADN	15	18	13	24
BSN & Higher	54	29	14	46
Total	**70**	**49**	**31**	**74**

N is the number of respondent schools.

Table 1.42 shows the trend of full-time faculty employed since 2019.

Table 1.42: RN Program Faculty Employment Trend 2019-2022

	2019 N=45	2020 N=45	2021 N=46	2022 N=45
DIP	73	72	72	74
ADN	140	172	156	177
BSN & Higher	380	348	374	401
Total	**593**	**592**	**602**	**652**

N is the number of respondent schools.

Figure 1.2 shows the percentage of RN classes taught by adjuncts by program level. In 2022, the percentage of classes taught by adjuncts were 23% for BSN Accelerated and 21% 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 2022
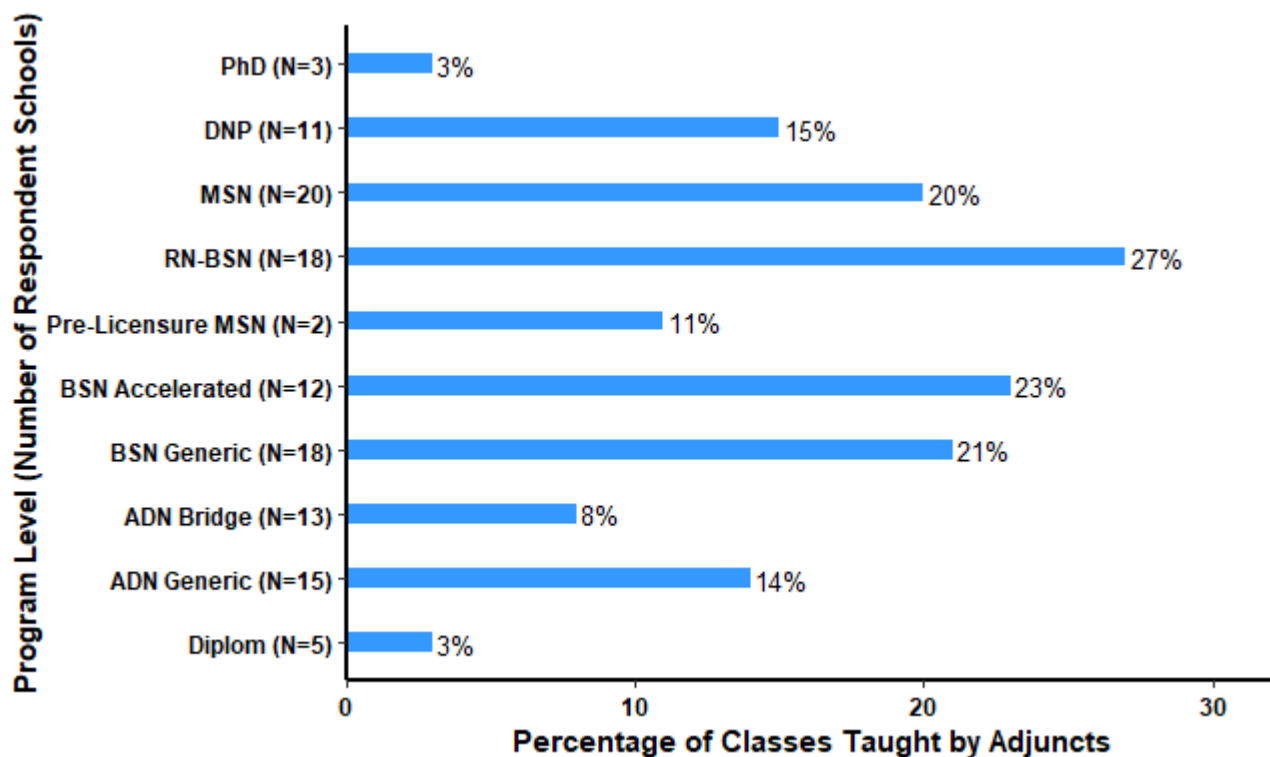
Demographics

Tables in this section show demographic data for full-time faculty at pre-licensure and post-licensure schools.

Table 1.43 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 1.43: Highest Level of Education of RN Program Faculty

	DIP N=75	ADN N=177	BSN & Higher N=375
MSN	56 (76%)	143 (81%)	17 (5%)
Non-Nursing Masters	0 (0%)	1 (1%)	0 (0%)
DNP	12 (16%)	24 (14%)	129 (34%)
PhD in Nursing	4 (5%)	2 (1%)	122(33%)
Non-Nursing PhD	2 (3%)	7 (4%)	46 (12%)
No PhD	0 (0%)	0 (0%)	60 (16%)
Missing/Unknown	1 (0%)	0 (0%)	1 (0%)

N is the number of faculty.

Table 1.44 shows demographics for faculty teaching in pre- and post-licensure RN education programs. **Table 1.45** on the following page shows that faculty continue to be primarily White, female, and in the higher age brackets.

Table 1.44: RN Program Faculty Demographics

	DIP N=75	ADN N=177	BSN & Higher N=375
Gender			
Female	74 (100%)	167 (94%)	337 (90%)
Male	0 (0%)	9 (5%)	34 (9%)
Transgender	0 (0%)	0 (0%)	0 (0%)
DND	1 (0%)	1 (0%)	4 (1%)
Race/Ethnicity			
American Indian	1 (1%)	0 (0%)	0 (0%)
Asian	7 (9%)	15 (9%)	30 (8%)
Black/African Am.	19 (25%)	36 (20%)	37 (10%)
Hawaiian/Pacific Isl.	1 (1%)	1 (1%)	3 (1%)
White	44 (59%)	117 (66%)	259 (69%)
Hispanic/Latino	3 (4%)	6 (3%)	13 (3%)
Other	0 (0%)	0 (0%)	0 (0%)
2+ Races	0 (0%)	1 (1%)	23 (6%)
DND	0 (0%)	0 (0%)	10 (3%)
Age			
30 or younger	0 (0%)	0 (0%)	3 (1%)
31-40	14 (19%)	28 (16%)	27 (7%)
41-50	11 (15%)	42 (24%)	87 (23%)
51-55	13 (17%)	38 (21%)	51 (14%)
56-60	18 (24%)	23 (13%)	59 (16%)
61-65	16 (21%)	32 (18%)	68 (18%)
66-70	3 (4%)	9 (5%)	50 (13%)
71+	0 (0%)	5 (3%)	29 (8%)
DND	0 (0%)	0 (0%)	0 (0%)
Mean Age	**53**	**52**	**56**

N is the number of faculty.

Table 1.45: RN Program Faculty Demographics Trend 2019-2022

	2019 N (%)	2020 N (%)	2021 N (%)	2022 N (%)
Gender				
Female	560 (94)	481 (81)	565 (93)	578 (92)
Male	30 (5)	31 (5)	37 (6)	43 (7)
Transgender	0 (0)	0 (0)	0 (0)	0 (0)
DND	3 (1)	80 (14)	0 (0)	6 (1)
Race/ Ethnicity				
American Indian	0 (0)	0 (0)	0 (0)	1 (0)
Asian	39 (7)	60 (10)	52 (9)	52 (8)
Black/African Am.	67 (11)	76 (13)	72 (12)	92 (15)
Hawaiian/Pacific Isl.	6 (1)	3 (1)	3 (0)	5 (1)
White	432 (73)	327 (55)	430 (71)	420 (67)
Hispanic/Latino	21 (4)	51 (9)	18 (3)	22 (4)
Other	1 (0)	3 (1)	1 (0)	0 (0)
2 or more Races	9 (2)	25 (4)	22 (4)	24 (4)
DND	18 (3)	47 (8)	4 (1)	11 (2)
Age				
30 or younger	1 (0)	1 (0)	3 (0)	3 (0)
31-40	57 (10)	44 (7)	79 (13)	69 (11)
41-50	120 (20)	120 (20)	128 (21)	140 (22)
51-55	103 (17)	100 (18)	92 (15)	102 (16)
56-60	101 (17)	109 (18)	94 (16)	100 (16)
61-65	129 (22)	111 (19)	123 (21)	116 (19)
66-70	62 (10)	55 (9)	52 (9)	62 (10)
71+	20 (3)	29 (5)	29 (5)	34 (5)
DND	0 (0)	23 (4)	2 (0)	1 (0)
Total Faculty	**593**	**592**	**602**	**627**

Faculty for LPN Schools

Employment

This section describes the employment of full-time (FT) faculty for LPN programs. **Table 1.46** and **Table 1.47** reflects full-time vacancies only.

Table 1.46: Positions and Vacancies for Faculty in LPN schools

	LPN	(%)
Full-time positions available	135	
Full-time faculty employed	108	
Full-time position vacancies	27	(20%)

Table 1.47: Vacancy Trend for Faculty in LPN schools 2019-2022

2019 N=25	2020 N=25	2021 N=27	2022 N=31
12	13	23	27

N is the number of respondent schools.

Table 1.48 shows the number of full-time faculty employed.

Table 1.48: LPN Program Faculty Employment Trend 2019-2022

2019 N=25	2020 N=25	2021 N=27	2022 N=31
95	90	91	108

N is the number of respondent schools.

Demographics

This section shows demographic data for LPN programs for full-time faculty members. **Table 1.49** shows that faculty are primarily prepared at the Baccalaureate or Master's level in nursing.

Table 1.49: Highest Level of Education for Faculty in LPN Schools

	N=108
ADN	0 (0%)
BSN	43 (40%)
Non-Nursing Baccalaureate	1 (1%)
MSN	53 (49%)
Non-Nursing Masters	1 (1%)
DNP	8 (7%)
PhD	0 (0%)
Non-Nursing Doctorate	2 (2%)
Missing/Unknown	0 (0%)

N is the total number of faculty.

Table 1.50 shows four years of demographic data for faculty teaching in LPN programs. Data for 2022 shows that faculty are primarily female and White. The mean age for full-time faculty is 52.

Table 1.50: LPN Faculty Demographic Trend 2019-2022

	2019 N (%)	2020 N (%)	2021 N (%)	2022 N (%)	
Gender					
Female	89 (91)	78 (87)	84 (92)	95 (88)	
Male	9 (9)	11 (12)	7 (8)	13(12)	
Transgender	0 (0)	0 (0)	0 (0)	0(0)	
DND	0 (0)	1 (1)	0 (0)	0 (0)	
Race/ Ethnicity					
American Indian	0 (0)	0 (0)	0 (0)	0 (0)	
Asian	9 (9)	6 (7)	13 (14)	13 (12)	
Black/African Am.	30 (31)	25 (28)	23 (25)	35 (32)	
Hawaiian/Pacific Isl.	3 (3)	1 (1)	0 (0)	1 (1)	
White	49 (50)	53 (59)	47 (52)	47 (44)	
Hispanic/Latino	7 (7)	4 (4)	7 (8)	9 (8)	
Other	0 (0)	0 (0)	0 (0)	0 (0)	
2+ Races	0 (0)	1 (1)	1 (1)	3 (3)	
Missing/Unknown	0 (0)	0 (0)	0 (0)	0 (0)	
Age					
30 or younger	0 (0)	3 (3)	1 (1)	2 (2)	
31-40	12 (9)	9 (10)	16 (18)	18 (17)	
41-50	26 (24)	17 (19)	16 (18)	22 (20)	
51-55	18 (23)	17 (19)	16 (18)	18 (17)	
56-60	15 (9)	16 (18)	13 (14)	16 (15)	
61-65	20 (22)	22 (24)	21 (23)	23 (21)	
66-70	5 (7)	2 (2)	7 (8)	8 (7)	
71+	2 (3)	2 (2)	1 (1)	1 (1)	
DND	0 (0)	2 (2)	0 (0)	1 (1)	
Total Faculty	**98**	**90**	**91**	**108**	

Innovations

In 2022, the NJCCN Nursing Education Survey concluded with an important question: **What innovations have you integrated into your program as a result of the pandemic?** The insights gathered from nursing program leaders underscored two prevailing trends: a significant increase in simulation-based learning and a notable expansion of virtual activities. Below are the aggregated responses displaying the predominant categories with supporting quotations to What innovations have you integrated into your program as a result of the pandemic?

Program	Categories	Quotes
Practical Nurse Programs (N = 25)	Increased simulation	"We integrated technology such as virtual simulation to promote development of clinical judgment skills."
	Implemented learning management system	"We implemented: Online learning management system; Virtual simulations; Electronic documentation; and various virtual teaching strategies."
Diploma Programs (N = 4)	Increased simulation	"Increased the use of simulated leaning."
Associate Degree Programs (N = 21)	Increased simulation	"Integrating more of virtual simulations of complex patient care scenarios in the nursing lab...increased simulation and patient actors."
	More virtual activities	"...virtual office hours, virtual tutoring...voice over PowerPoints...virtual collaborative learning."

Baccalaureate and Post-licensure Programs (N = 25)	Increased simulation	"We do more online virtual experience simulations."
	Virtual reality	"Virtual reality programs like Sentinel City...Shadow Health Virtual Reality."
	More virtual activities	"...deliver curriculum content on synchronous and asynchronous online modalities to support student learning...virtual testing...remote office hours...Kaltura video capture for lectures."

N is the number of respondent schools.