



New Jersey Nursing Data & Analysis Report 2025



EDUCATIONAL CAPACITY DATA 2022-2023

WORKFORCE SUPPLY DATA 2023-2024

WORKFORCE DEMAND DATA 2023



Nursing Data and Analysis

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Vision

- To be the dominant voice on nursing workforce solutions for New Jersey residents.

Mission

- Ensure that competent, future-oriented, diverse nursing providers are available in sufficient numbers and preparation to meet the demand of the evolving healthcare system in New Jersey.
- Transform the healthcare system through research and innovative model programs.
- Create a central repository for education practice and research related to the nursing workforce.
- Engage academic/practice partners, inter-professional colleagues, government and legislative agencies, consumers, business, and industry.
- Promote a positive image for nursing.

The correct reference is as follows:

New Jersey Collaborating Center for Nursing. (2025). *Nursing data and analysis*. Newark, NJ; NJCCN.

<https://www.njccn.org/nursing-workforce-supply-and-demand/>

NOTE:

Any future modifications to this report will be published electronically.
For the most recent data on the New Jersey Nursing Workforce, visit www.njccn.org.

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Introduction

The New Jersey Collaborating Center for Nursing (NJCCN) is the primary source for data on New Jersey’s nursing workforce. NJCCN serves as a catalyst for the implementation of innovative education and practice models using data to create programs that address needs in the state. To that end, NJCCN conducts an annual survey of all nursing education programs on behalf of the New Jersey Board of Nursing (NJBON). This Educational Capacity Survey allows NJCCN to monitor enrollment and graduation trends as well as demographics of both students and faculty. These data contribute to the **supply** data.

Working collaboratively with NJBON, NJCCN also collects workforce data at time of licensure renewal for Registered Nurses (RNs), Licensed Practical Nurses (LPNs), and Advanced Practice Nurses (APNs). In 2018, NJBON transitioned its survey questions to the Nursys® Licensure and Workforce tool to align with national datasets. The Educational Capacity and Workforce data together create our understanding of the **supply** of nurses in New Jersey.

Based on the national trends and the need to monitor and prepare the workforce, NJCCN has determined that using real-time **demand data** is an important first step in evaluating demand for nursing in New Jersey. While survey data for a specific industry is important, the limited response rate of surveys and the delays in obtaining primary data in real-time do not make these methods a first-tier approach. Quality data are a prerequisite for effective workforce planning and policymaking for the nursing workforce. Healthcare workforce forecasting models provide a means for making future projections, which can be valuable in quantifying the supply, distribution, and demand of nurses and are critical to designing programs and policies that will ensure access to care and an effective healthcare system (Bienemy, 2015).

Forecasting nursing workforce supply and demand is complex. State-level data may be more detailed than national data, leading state-level projections to differ substantially from their national counterparts. Some variables, such as changes in healthcare or population shifts within New Jersey, may be too difficult to factor into the model. Though the goal is to provide current data on supply and demand, one must view this report in the context of volatility. Workforce data should be viewed with the following caveats:

- National estimates may differ from state data substantially
- Nurses work in teams and therefore other healthcare workforce members data are also important to consider (e.g. Certified Nursing Assistants, Home Health Aides, and MDs)
- Projections that are further out in years have a greater error rate
- Data are only as good as the information that is provided by the respondent

How to Use the Report

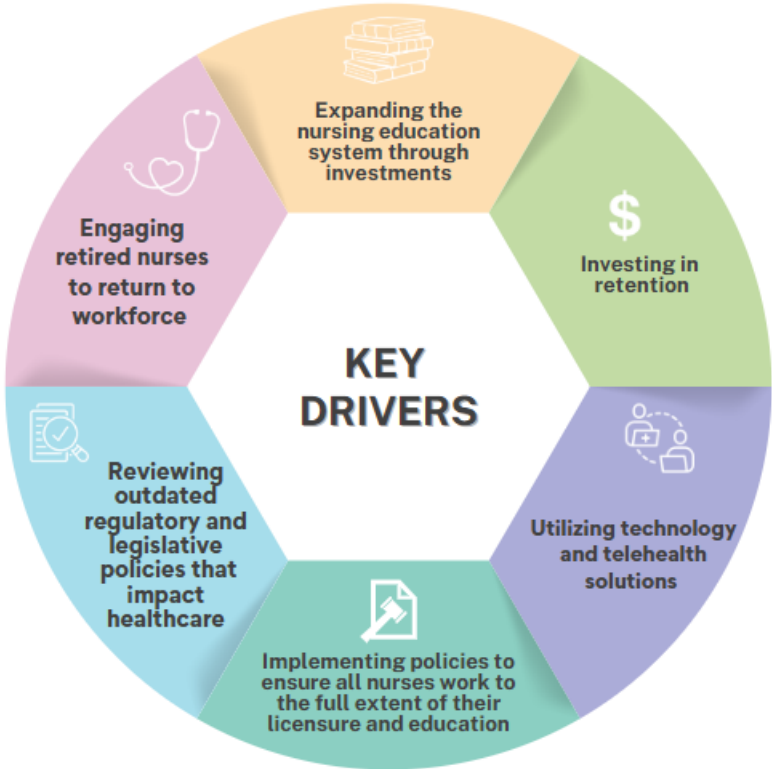
This report is broken up into the following chapters, with references and a glossary at the end:

- Chapter 1: Educational Capacity Report
- Chapter 2: Workforce Supply Data
- Chapter 3: Workforce Demand Data

Executive Summary

New Jersey is one of 10 states with the largest projected RN shortages by 2036. We continue to experience 1) an aging workforce and population, 2) workforce shortages and 3) a high demand for nurses. The time is now to invest in nursing, create and implements innovative strategies for the future.

Key Drivers for Improving the Healthcare System:



National Landscape

Faculty Shortages (AACN, 2024)

- 65,766 qualified RN student applicants turned away
- Faculty vacancy rate 7.8%

Nurse Workforce Projections 2026-2036 (HRSA, March 2024)

Workforce	Shortage by 2026	Shortage by 2031	Shortage by 2036
RNs	10%	10%	9%
LPNs	7%	9%	12%

Exhibit 1a. Projected National Supply and Demand for Selected Nursing Occupations, 2026

Projection Estimates	Registered Nurses	Licensed Practical Nurses	Nurse Practitioners	Nurse Anesthetists	Nurse Midwives
Supply	3,043,050	646,380	413,170	59,560	13,190
Demand	3,393,590	693,300	312,550	56,900	12,620
Percent Adequacy	90%	93%	132%	105%	105%

Exhibit 1b. Projected National Supply and Demand for Selected Nursing Occupations, 2031

Projection Estimates	Registered Nurses	Licensed Practical Nurses	Nurse Practitioners	Nurse Anesthetists	Nurse Midwives
Supply	3,228,710	677,980	537,470	65,460	15,700
Demand	3,586,880	748,610	327,800	58,930	12,720
Percent Adequacy	90%	91%	164%	111%	123%

Exhibit 1c. Projected National Supply and Demand for Selected Nursing Occupations, 2036

Projection Estimates	Registered Nurses	Licensed Practical Nurses	Nurse Practitioners	Nurse Anesthetists	Nurse Midwives
Supply	3,421,640	705,080	652,870	71,250	17,840
Demand	3,759,610	804,150	340,830	60,470	12,830
Percent Adequacy	91%	88%	192%	118%	139%

Notes: Demand and supply estimates and projections are in full-time equivalents (FTEs), defined as working 40 hours a week. FTE estimates may differ from estimates of the headcounts of the health workforce. Percent adequacy is calculated by taking projected supply divided by projected demand.

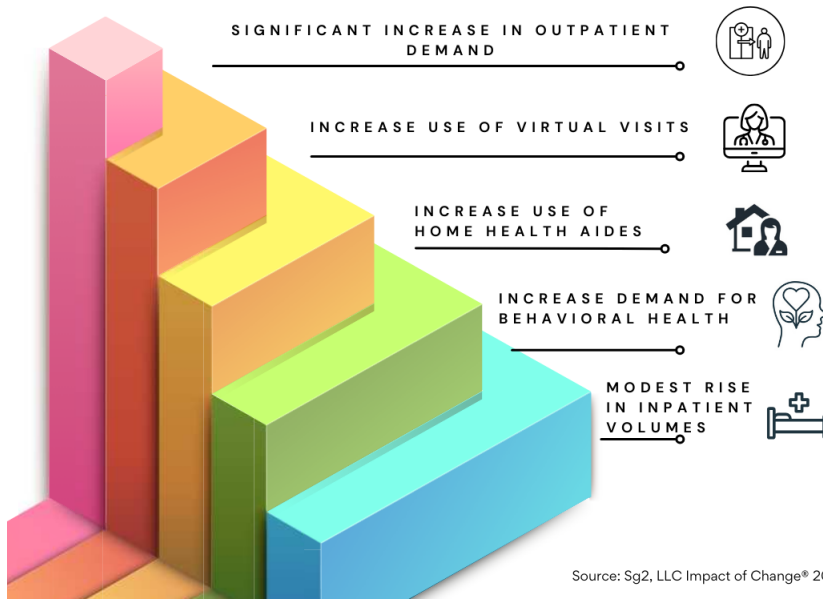
Exhibit 2. States with the Largest Projected Shortages of RNs, 2036

State	Projected Shortage (%)	Projected Shortage (FTEs)
Georgia	29%	-34,800
California	26%	-106,310
Washington	26%	-22,700
New Jersey	25%	-24,450
North Carolina	23%	-31,350
New Hampshire	23%	-4,120
South Carolina	21%	-13,570
Maryland	20%	-14,700
Michigan	19%	-21,870
Oregon	16%	-7,410

Note: Demand and supply estimates and projections are in full-time equivalents (FTEs), defined as working 40 hours a week. FTE estimates may differ from estimates of the headcounts of the health workforce. Shortage percentages are calculated as 1 minus supply adequacy, which is calculated as projected supply divided by projected demand. - Source: HRSA, 2024



**ANTICIPATED CHANGE IN
THE HEALTHCARE
LANDSCAPE
(2024 - 2034)**



Source: Sg2, LLC Impact of Change® 2024

New Jersey Supply and Demand

Supply

Educational Capacity

- Pre-licensure RN enrollment is slightly down from previous years and graduation rates are flat. (p.7-8)
- LPN enrollments and graduation rates have increased. (p.21)

Full-time vacant faculty positions in 2023

- RN Programs = 70 FTEs (p.24)
- LPN Programs = 30 FTEs (p.28)

Current Workforce

- Multi-state compact licensure increased for RNs (7%) and LPNs (6%) since the last report.
- The Advanced Practice Nurse (APN) workforce continues to grow.
- Twenty-seven percent of the 12,995 Nurse Practitioners (NPs) respondents indicated that they are active in states other than New Jersey.
- As compared to our 2022-2023 workforce report, the supply of LPNs in the workforce has not increased.
- The following plan to retire in the next renewal cycle:
 - 6% RN
 - 3% LPN
 - 4% APN

Demand

In 2023, the national staff RN turnover rates in hospital settings ranged from 5.6% to 38.8% (NSI, 2024).

NJ Data

- Turnover rates (2023) (p.61)
 - LPNs (44%)
 - RNs (25%)
 - Nurse Practitioners (21%)
- Median annual salaries increased for all 3 categories of nurses - LPNs, RNs, and NPs. (p.61)
- The percent change in employment is projected to increase in 2022-2033 with the greatest growth in NPs.

NJCCN Initiatives

I. Transition into Practice Programs

Acute Care (RNs)

- 22 hospitals participating in the nurse residency collaborative
- 14 hospitals receiving funding from NJDOL and Workforce Development, Office of Apprenticeship
- Outcomes
 - Reduced Turnover
 - Improved Confidence & Competence
 - Return On Investment (ROI)

Long Term Care (RNs and LPNs)

- May 2024 kickoff
- 6 facilities participating in the New Jersey Industry Partners, NJDOL and Workforce Development Grant

Advanced Practice Nurses

- October 2024 kickoff
- 3 healthcare organizations participating in the transition into practice initiative

II. Certified Nursing Assistants (CNAs)

In collaboration with the NJDHS, Office of Aging, all CNAs in New Jersey were surveyed. The is the first report released for this population. <https://njccn.org/cna-data-report/>

- 39% of CNAs reported plans to retire or change jobs by the next registration cycle (2 years).
- 48% of CNAs reported interest in advancing to an LPN or RN role.

III. New Jersey Nursing Emotional Well-Being Institute (NJ-NEW)

- \$1.2M funding received from state budget in 2024 to support the health and well-being for New Jersey nurses.
- Stress First Aid Training was completed for 335 trainers and 105 organizations (acute care, academia, schools, community, and long-term care settings).
- 18 Virtual Schwartz Rounds were held with approximately 1,000 participants from January 1 through December 31, 2023.

Legislative Bills Pending

- S3547/A4614 Nursing Faculty Loan Redemption Program bill passed, awaiting HESAA implementation in 2025
- S1949/A1659 nursing workforce bill
- S1983/A944 eliminate practice restrictions for APNs
- S2700 and A3683 establish the “Patient Protection and Safe Staffing Act”

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 for 2022-2023. 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.

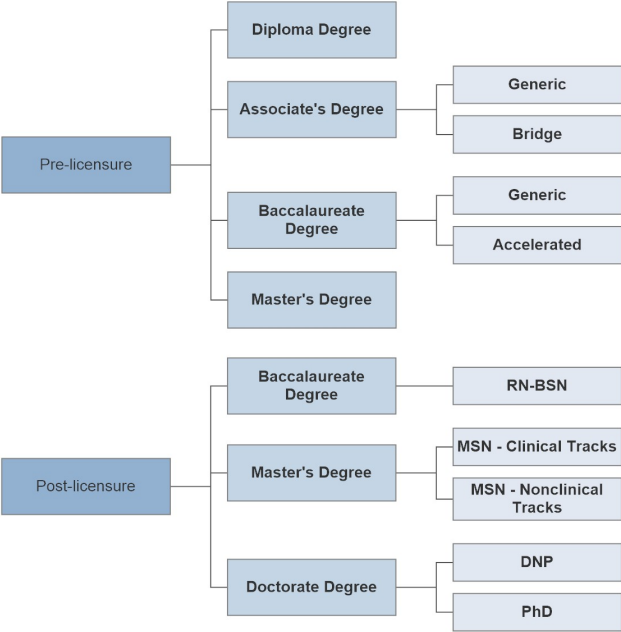
The first section of this chapter presents program information and student data for pre-licensure and post-licensure programs for Registered Nurse (RN) education. The second section presents program information and student data for Practical Nurse (LPN) education programs. The third section describes 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



New Jersey provides education for pre-licensure and post-Licensure RNs. See **Table 1.30** for listing of schools by county and type of program.

Pre-licensure programs qualify graduates to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). These programs include a 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 programs 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 in New Jersey. Schools may have two or more campuses or programs (See **Table 1.30** to check complete school list).

Table 1.1: New Jersey RN Schools

	Number of Schools in NJ	Number of Respondent Schools
Pre-licensure		
Diploma	5	5
Associate	21	20
ADN Generic	15	15
ADN Bridge	14	13
Baccalaureate	22	22
BSN Generic	18	18
BSN Accelerated	14	14
LPN-BSN	2	2
Pre-MSN	3	3
Post-licensure		
RN-BSN	17	16
MSN	21	20
DNP	10	10
PhD	3	3

Table 1.2: Federal Tax Classification

	DIP N=5	ADN N=20	BSN and Higher N=25
Public	1 (20%)	16 (80%)	11 (44%)
Private/Non-Profit	3 (60%)	0 (0%)	0 (0%)
Private/For-Profit	0 (0%)	4 (20%)	4 (16%)
Private/Secular	ND	ND	4 (16%)
Private/Religious	ND	ND	6 (24%)
Other	1 (20%)	0 (0%)	0 (0%)

N is the number of respondent schools.

ND stands for no data.

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.

Table 1.3: Reason For Rejection of Qualified Applicants

	DIP N=5	ADN Generic N=15	ADN Bridge N=13	BSN and Higher N=4
No applications rejected	3 (60%)	8 (53%)	10 (77%)	N/A*
Lack of qualified faculty	0 (0%)	5 (33%)	3 (23%)	6
Lack of clinical space	0 (0%)	0 (0%)	0 (0%)	N/A*
Limited classroom space	2 (40%)	2 (13%)	0 (0%)	4
Lack of clinical sites	0 (0%)	4 (27%)	1 (8%)	3
Lack of clinical preceptors	0 (0%)	3 (20%)	1 (8%)	2
Insufficient budgets	0 (0%)	1 (7%)	0 (0%)	2
Insufficient enrollment capacity	0 (0%)	1 (7%)	1 (8%)	0
Other	0 (0%)	0 (0%)	1 (8%)	0

N is the number of respondent schools.

*Not available in AACN Data.

Note 1: A school may select multiple reasons.

Note 2: BSN and higher had a limited number of schools responding in the AACN survey, therefore percentages were not calculated.

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 N=5	ADN Generic N=15	ADN Bridge N=13	BSN Generic N=18	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
In Person	5	13	9	14	10	0	2
Hybrid	0	1	3	2	2	2	0
Both	0	1	1	2	2	0	1

N is the number of respondent schools.

In NJCCN’s Educational Capacity Survey, the settings for clinical practice time may vary. As shown in **Table 1.5**, a majority of clinical practice time is hands-on across all levels of pre-licensure RN education. The percentages represent the proportion of the aggregated data reported by all schools. For example, 19% of the reported data percentages from the 5 diploma schools were in the skills lab category.

Table 1.5: Format of Clinical Practice Time (%)

	DIP N=5	ADN Generic N=15	ADN Bridge N=13	BSN Generic N=18	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
Skills Lab	19%	17%	13%	13%	11%	18%	16%
Simulation Lab	8%	9%	12%	12%	14%	29%	17%
Hands-On	73%	73%	73%	72%	70%	48%	64%
Other	0%	1%	2%	3%	5%	5%	3%

N is the number of respondent schools.

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.	LPN-BSN	Pre-MSN
N=31	N=5	N=15	N=13	N=18	N=14	N=2	N=3
11 (35%)	1 (20%)	11 (73%)	6 (35%)	7 (37%)	3 (19%)	1 (50%)	1 (33%)

For LPN, N is the number of campus locations.
For RN programs, N is the number of respondent schools.

Table 1.7 represents the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all schools. For example, 16% of the reported data percentages from the 5 diploma schools were in the 4-7 months category.

Table 1.7: Time to Employment After Graduation (%)

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	LPN-BSN	Pre-MSN
	N=5	N=15	N=13	N=18	N=14	N=2	N=3
0-3 Months	0%	18%	10%	35%	40%	9%	13%
4-7 Months	16%	34%	36%	18%	10%	8%	14%
8-11 Months	61%	18%	18%	2%	0%	0%	5%
12+ Months	23%	20%	0%	6%	0%	0%	1%
Unknown/Do not Track	0%	10%	36%	39%	50%	83%	67%

N is the number of respondent schools.

Pre-Licensure Application, Admission, Enrollment, and Graduation

Table 1.8 through **Table 1.11** provide the number of pre-licensure applicants, admitted students, enrollees, and graduates for the 2023 academic year and four-year trended data for 2020-2023. The data show 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 in 2023

	DIP	ADN Generic	ADN Bridge	BSN
	N=5	N=15	N=13	N=18
Available Seats	1,067	1,963	1,696	3,054
Qualified Applicants	1,222	2,369	1,522	8,221
Admitted Applicants	905 (74%)	1,824 (77%)	1,419 (93%)	7,453 (91%)
New Enrollees	831 (92%)	1,681 (92%)	1,297 (91%)	1,898 (25%)

N is the number of respondent schools.

- Notes: 1. The total number of applicants reported by each school may be greater than the actual number of applicants if an individual applied to more than one school.
 2. BSN includes schools with BSN Generic, BSN Accelerated and LPN-BSN programs.
 3. Definitions for available seats, qualified applicants, admitted applicants, and new enrollees are in the glossary.

Table 1.9: Pre-Licensure Student Application, Admission, and Enrollment Trend 2020-2023

	2020	2021	2022	2023
	N=48	N=45	N=47	N=45
Available Seats	6,055	8,100	7,857	7,780
Qualified Applicants	13,051	13,633	14,146	13,334
Admitted Applicants	9,285 (71%)	11,870 (87%)	12,078 (85%)	11,601 (87%)
New Enrollees	5,423 (59%)	6,399 (54%)	6,146 (51%)	5,707 (49%)

N is the number of respondent schools.

Note: Pre-MSN data are 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 2020-2023

	2020 N=48	2021 N=45	2022 N=47	2023 N=45
DIP	1,584 (12%)	1,519 (12%)	1,499 (12%)	1,580 (11%)
ADN	4,478 (34%)	3,878 (29%)	4,198 (33%)	4,680 (34%)
BSN	7,190 (54%)	7,751 (59%)	6,971 (55%)	7,539 (54%)
Pre-MSN	47 (<1%)	55 (<1%)	51 (<1%)	78 (<1%)
Total	13,299	13,203	12,719	13,877

N is the number of respondent schools.

Table 1.11 shows a decrease in the number of pre-licensure graduates from 2020 to 2023. The only program that showed an increase from 2020-2023 is the ADN Bridge program. There was a total of 3,696 pre-licensure graduates from NJ pre-licensure nursing programs in 2023.

Table 1.11: Pre-Licensure Student Graduation Trend 2020-2023

	2020 N=48	2021 N=45	2022 N=47	2023 N=45
DIP	630	521	623	479
ADN Generic	1,303	1,313	1,221	1,043
ADN Bridge	466	406	493	600
BSN Generic	1,495	1,495	1,859	1,574
BSN Accelerated	588	547	646	502
Pre-MSN	14	12	ND	ND
Total	4,496	4,294	4,842	3,696

N is the number of respondent schools. ND stands for No Data.

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 in completing program.

Table 1.12: Number of Schools Reporting Unsuccessful Student Completion in 2023

	DIP N=5	ADN Generic N=15	ADN Bridge N=13	BSN Generic N=18	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
0%	0	0	1	0	4	1	1
1-10%	2	4	4	10	10	0	1
11-20%	2	3	3	5	0	1	1
21-30%	0	1	1	2	0	0	0
31-40%	1	3	1	1	0	0	0
41-50%	0	3	2	0	0	0	0
51+%	0	1	1	0	0	0	0

N is the number of respondent schools.

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 2023 (NCSBN, 2024). These data represent all NJ schools. The pass rate in NJ was 2% higher in the U.S.

Table 1.13: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2023

	Candidates	Total Passed	Pass Rate (%)
Diploma	503	457	91%
ADN	1,668	1,555	93%
BSN	2,229	1,978	89%
Total	4,400	3,990	91%

Table 1.14: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2023

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,183	1,943	89%
ADN	83,430	73,222	88%
BSN	99,300	89,551	90%
Total	184,913	164,716	89%

Pre-Licensure Student Statistics and Demographics

Table 1.15 and Table 1.16 describe the enrollment status and student demographics of pre-licensure students during the 2023 academic year. This is inclusive of all students matriculating in the 2023 academic year, from new enrollees to those who are about to graduate.

Table 1.15: Pre-licensure Student Enrollment Status

	DIP N=1,580	ADN Generic N=3,089	ADN Bridge N=1,591	BSN N=7,539	LPN-BSN N=231	Pre-MSN N=78
Full-time	567 (36%)	2,094 (68%)	1,357 (85%)	6,444 (85%)	112 (48%)	76 (97%)
Part-time	1,013 (64%)	995 (32%)	234 (15%)	1,095 (15%)	119 (52%)	2 (3%)

N is the number of full-time and part-time students.

Table 1.16: Pre-Licensure Student Demographics

	DIP N=1,580	ADN Generic N=3,089	ADN Bridge N=1,591	BSN N=7,539	LPN-BSN N=231	Pre-MSN N=78
Gender						
Female	1,368 (87%)	2,550 (83%)	1,429 (90%)	6,329 (84%)	204 (88%)	71 (91%)
Male	212 (13%)	520 (17%)	162 (10%)	989 (13%)	26 (11%)	6 (8%)
Transgender	0 (0%)	4 (<1%)	0 (0%)	1 (<1%)	0 (0%)	0 (0%)
DND	0 (0%)	15 (<1%)	0 (0%)	220 (3%)	1 (<1%)	1 (<1%)
Race/Ethnicity						
American Indian/AN	4 (<1%)	14 (<1%)	7 (<1%)	71 (1%)	ND	0 (0%)
Asian	164 (10%)	306 (10%)	78 (5%)	1,163 (15%)	ND	10 (13%)
Black/African Am.	487 (31%)	500 (16%)	939 (59%)	994 (13%)	ND	22 (28%)
Hawaiian/Pacific Isl.	21 (1%)	16 (1%)	7 (<1%)	87 (1%)	ND	9 (12%)
White	529 (33%)	1,385 (45%)	280 (18%)	3,029 (40%)	ND	12 (15%)
Hispanic/Latino	221 (14%)	717 (23%)	209 (13%)	1,693 (22%)	ND	6 (8%)
2 or more Races	66 (4%)	32 (1%)	38 (2%)	288 (4%)	ND	10 (13%)
DND	88 (6%)	119 (4%)	33 (2%)	214 (3%)	ND	9 (12%)
Age						
17-20	78 (5%)	292 (9%)	6 (<1%)	2,206 (29%)	0 (0%)	0 (0%)
21-25	380 (24%)	955 (31%)	95 (6%)	1,945 (26%)	13 (6%)	29 (37%)
26-30	391 (25%)	677 (22%)	248 (16%)	879 (12%)	52 (23%)	13 (17%)
31-40	491 (31%)	692 (22%)	621 (39%)	762 (10%)	114 (49%)	6 (8%)
41-50	188 (12%)	393 (13%)	425 (27%)	221 (3%)	36 (16%)	4 (5%)
51-60	51 (3%)	70 (2%)	160 (10%)	64 (1%)	16 (7%)	1 (1%)
61+	1 (<1%)	7 (<1%)	16 (1%)	1 (<1%)	0 (0%)	0 (0%)
DND	0 (0%)	3 (<1%)	20 (1%)	1,461 (19%)	0 (0%)	25 (32%)
Mean Age	31.7	30.2	38.5	24.8	36.1	28.0

N is the number of full-time and part-time students.

DND stands for Did not disclose; ND stands for no data; AN stands for Alaska Native.

BSN includes BSN generic and BSN accelerated.

Table 1.17 describes four-year trends in pre-licensure nursing student demographics. Pre-licensure nursing students are primarily female and racially and ethnically diverse.

Table 1.17: Pre-Licensure Student Demographic Trend 2020-2023

	2020 N=48	2021 N=45	2022 N=47	2023 N=45
Gender				
Female	11,240 (85%)	11,355 (86%)	11,427 (88%)	11,951 (85%)
Male	1,954 (15%)	1,823 (14%)	1,569 (12%)	1,915 (14%)
Transgender	10 (<1%)	1 (<1%)	1 (<1%)	5 (<1%)
DND	95 (1%)	24 (<1%)	50 (<1%)	237 (2%)
Race/Ethnicity				
American Indian/Alaska Native	41 (<1%)	36 (<1%)	30 (<1%)	96 (1%)
Asian	1,543 (12%)	1,638 (12%)	1,479 (11%)	1,721 (12%)
Black/African American	2,461 (19%)	2,670 (20%)	3,109 (24%)	2,942 (21%)
Hawaiian/Pacific Islander	95 (1%)	125 (1%)	104 (1%)	140 (1%)
White	5,575 (42%)	5,352 (41%)	4,740 (36%)	5,235 (37%)
Hispanic/Latino	2,444 (18%)	2,575 (20%)	2,580 (20%)	2,846 (20%)
2 or more Races	446 (3%)	442 (3%)	444 (3%)	434 (3%)
DND	563 (4%)	257 (2%)	561 (4%)	694 (5%)
Age				
17-20	2,852 (21%)	3,240 (25%)	2,075 (16%)	2,582 (18%)
21-25	3,919 (29%)	4,037 (31%)	3,280 (25%)	3,417 (24%)
26-30	2,309 (17%)	2,417 (18%)	2,293 (18%)	2,260 (16%)
31-40	2,164 (16%)	2,311 (18%)	2,629 (20%)	2,686 (19%)
41-50	801 (6%)	800 (6%)	914 (7%)	1,267 (9%)
51-60	233 (2%)	214 (2%)	302 (2%)	362 (3%)
61+	11 (<1%)	15 (<1%)	12 (<1%)	25 (<1%)
DND	1,010 (8%)	169 (1%)	1,542 (12%)	1,509 (11%)
Total Students	13,299	13,203	13,047	14,108

N is the number of respondent schools.

DND stands for Did Not Disclose.

Post-Licensure Programs

Program Characteristics

Post-licensure programs provide additional credentials for graduates who have already attained their RN licensure. **Table 1.18** describes the delivery format of post-licensure programs.

Table 1.18: Delivery Format of Post-Licensure Programs

	RN-BSN N=16	MSN N=20	DNP N=10	PhD N=3
Online	12	10	6	0
In person	0	1	0	2
Hybrid	3	6	3	1
Multiple Formats	1	3	1	0

N is the number of respondent schools.

Table 1.19 describes the delivery format of clinical practice time. The percentages represent the proportion of the aggregated data reported by all schools. For example, 6% of the reported data percentages from the 16 RN-BSN schools were in the skills lab category.

Table 1.19: Format of Clinical Practice Time

	RN-BSN N=16	MSN N=20	DNP N=10
Skills Lab	6%	4%	2%
Simulation Lab	1%	8%	2%
Hands-on	42%	64%	56%
Other	50%	24%	41%

N is the number of respondent schools.

Table 1.20 represents the percentage of post-licensure programs that cannot increase student enrollment.

Table 1.20: Post-Licensure Programs That Cannot Increase Enrollment (%)

RN-BSN	MSN	DNP	PhD
N=16	N=20	N=10	N=3
0 (0%)	0 (0%)	0 (0%)	1 (33%)

N is the number of respondent schools.

Table 1.21 describes the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all schools. For example, 56% of the reported data percentages from the 16 RN-BSN schools were in the 0-3 months category.

Table 1.21: Time to Employment After Graduation

	RN-BSN	MSN	DNP	PhD
	N=16	N=20	N=10	N=3
0-3 months	56%	54%	60%	67%
4-7 months	6%	6%	0%	0%
8-11 months	0%	0%	0%	0%
12+	0%	5%	10%	0%
Unk/Not Track	38%	35%	30%	33%

N is the number of respondent schools.

Post-Licensure Application, Admission, Enrollment, and Graduation

Table 1.22 through Table 1.25 provide post-licensure application, admission, enrollment, and graduation rates for the 2023 academic year and four-year trended data for 2020-2023.

Table 1.22: Post-Licensure Student Application, Admission, and Enrollment in 2023

	RN-BSN N=15	MSN N=18	DNP N=10	PhD N=3
Available Seats	1,140	1,287	435	18
Qualified Applicants	1,304	1,251	331	13
Admitted Applicants	1,304 (100%)	1,030 (82%)	330 (100%)	13 (100%)
New Enrollees	758 (58%)	857 (83%)	246 (75%)	8 (62%)

N is the number of respondent schools.

Notes: 1. The total number of applicants reported by each school may be greater than the actual number of applicants if an individual applied to more than one school.
2. Definitions for available seats, qualified applicants, admitted applicants, and new enrollees are in the glossary.

Table 1.23: Post-Licensure Student Application, Admission, and Enrollment Trend 2020-2023

	2020 N=19	2021 N=20	2022 N=20	2023 N=21
Available Seats	1,567	2,776	2,860	2,880
Qualified Applicants	2,361	2,034	2,912	2,899
Admitted Applicants	2,239 (95%)	1,923 (95%)	2,725 (94%)	2,677 (92%)
New Enrollees	1,584 (71%)	1,066 (55%)	1,833 (67%)	1,869 (70%)

N is the number of respondent schools.

Table 1.24: Post-Licensure Total Student Enrollment Trend 2020-2023

	2020 N=19	2021 N=20	2022 N=20	2023 N=21
RN-BSN	1,544 (41%)	1,602 (38%)	1,462 (37%)	1,229 (32%)
MSN	1,333 (35%)	1,667 (40%)	1,670 (42%)	1,854 (48%)
DNP	868 (23%)	866 (21%)	749 (19%)	708 (18%)
PhD	60 (2%)	66 (2%)	68 (2%)	68 (2%)
Total	3,805	4,201	3,966	3,859

N is the number of respondent schools.

Table 1.25 shows post-licensure graduation trends. There is an increase in the number of MSN graduates in 2023.

Table 1.25: Post-Licensure Graduation Trend 2020-2023

	2020	2021	2022	2023
	N=19	N=20	N=20	N=21
RN-BSN	518	646	564	562
MSN	416	378	400	510
DNP	155	204	199	242
PhD	4	6	10	7
Total	1,093	1,234	1,173	1,165

N is the number of respondent schools.

Table 1.26 shows the responses to: *What percentage (%) of students were unsuccessful in completing your program in the past academic year?* For example, in the RN-BSN program, 6 schools identified between 1-10% of their students were unsuccessful.

Table 1.26: Number of Schools Reporting Unsuccessful Student Completion in 2023

	RN-BSN	MSN	DNP	PhD
	N=16	N=20	N=10	N=3
0%	8	8	6	3
1-10%	6	11	2	0
11-20%	0	1	0	0
21-30%	1	0	0	0
31-40%	0	0	1	0
41-50%	1	0	0	0
51+%	0	0	1	0

N is the number of respondent schools.

Post-Licensure Student Statistics and Demographics

Table 1.27 and **Table 1.28** describe the enrollment status and student demographics of post-licensure students during the 2023 academic year. This is inclusive of all students matriculating in the 2023 academic year, from new enrollees to those who are about to graduate.

Table 1.27: Post-licensure Student Enrollment Status

	RN-BSN N=1,229	MSN N=1,854	DNP N=708	PhD N=68
Full-time	121 (10%)	119 (6%)	215 (30%)	6 (9%)
Part-time	1,108 (90%)	1,735 (94%)	493 (70%)	62 (91%)

N is the number of full-time and part-time students.

Table 1.28: Post-licensure Student Demographics

	RN-BSN N=1,229	MSN N=1,854	DNP N=708	PhD N=68
Gender				
Female	998 (81%)	1,327 (72%)	585 (83%)	58 (85%)
Male	227 (18%)	160 (9%)	108 (15%)	10 (15%)
Transgender	0 (0%)	1 (<1%)	0 (0%)	0 (0%)
DND	4 (<1%)	366 (20%)	15 (2%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	5 (<1%)	2 (<1%)	0 (0%)	0 (0%)
Asian	140 (11%)	225 (12%)	119 (17%)	7 (10%)
Black/African Am.	217 (18%)	275 (15%)	142 (20%)	16 (24%)
Hawaiian/Pacific Isl.	10 (1%)	4 (<1%)	2 (<1%)	0 (0%)
White	534 (43%)	827 (45%)	300 (42%)	31 (46%)
Hispanic/Latino	225 (18%)	244 (13%)	98 (14%)	4 (6%)
2 or more Races	41 (3%)	44 (2%)	25 (4%)	1 (1%)
DND	57 (5%)	233 (13%)	22 (3%)	9 (13%)
Age				
17-20	8 (1%)	0 (0%)	0 (0%)	0 (0%)
21-25	67 (5%)	46 (2%)	40 (6%)	0 (0%)
26-30	120 (10%)	127 (7%)	214 (30%)	2 (3%)
31-40	217 (18%)	262 (14%)	200 (28%)	9 (13%)
41-50	130 (11%)	97 (5%)	92 (13%)	9 (13%)
51-60	46 (4%)	48 (3%)	38 (5%)	10 (15%)
61+	8 (1%)	5 (<1%)	9 (1%)	3 (4%)
DND	633 (52%)	1,269 (68%)	115 (16%)	35 (51%)
Mean Age	36.4	33.5	35.2	46.2

N is the number of full-time and part-time students.

DND stands for Did Not Disclose.

Table 1.29 describes post-licensure student demographic trends from 2020-2023.

Table 1.29: Post-Licensure Student Demographic Trend 2020-2023

	2020 N=19	2021 N=20	2022 N=20	2023 N=21
Gender				
Female	3,255 (86%)	3,654 (87%)	3,379 (86%)	2,968 (77%)
Male	526 (14%)	543 (13%)	560 (14%)	505 (13%)
Transgender	1 (<1%)	0 (0%)	0 (0%)	1 (<1%)
DND	23 (1%)	4 (0%)	10 (0%)	385 (10%)
Race/Ethnicity				
American Indian/Alaska Native	7 (<1%)	7 (<1%)	1 (<1%)	7 (<1%)
Asian	477 (13%)	532 (13%)	542 (14%)	491 (13%)
Black/African American	547 (14%)	681 (16%)	662 (17%)	650 (17%)
Hawaiian/Pacific Islander	26 (1%)	23 (1%)	9 (<1%)	16 (<1%)
White	1,785 (47%)	1,977 (47%)	1,764 (45%)	1,692 (44%)
Hispanic/Latino	540 (14%)	652 (16%)	606 (15%)	571 (15%)
Other	28 (1%)	0 (0%)	0 (0%)	ND
2 or more Races	108 (3%)	89 (2%)	97 (2%)	111 (3%)
DND	287 (8%)	240 (6%)	268 (7%)	321 (8%)
Age				
17-20	8 (<1%)	2 (<1%)	15 (<1%)	8 (<1%)
21-25	414 (11%)	364 (9%)	187 (5%)	153 (4%)
26-30	733 (19%)	883 (21%)	720 (18%)	463 (12%)
31-40	1,107 (29%)	1,128 (27%)	832 (21%)	688 (18%)
41-50	723 (19%)	797 (19%)	411 (10%)	328 (8%)
51-60	311 (8%)	303 (7%)	185 (5%)	142 (4%)
61+	42 (1%)	42 (1%)	38 (1%)	25 (<1%)
DND	467 (12%)	682 (16%)	1,561 (40%)	2,052 (53%)
Total Students	3,805	4,201	3,949	3,859

N is the number of respondent schools.

DND stands for Did Not Disclose.

Table 1.30: New Jersey's RN Education Programs

School	County	Diploma	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	Pre MSN	RN-BSN	MSN	DNP	PhD	LPN-BSN
Atlantic Cape Community College - Cape May - Mays Landing	Cape May		✓	✓								
Bergen Community College	Bergen		✓									
Berkeley College - Woodland Park	Passaic								✓			✓
Best Care College	Essex			✓								
Bloomfield College	Essex				✓							
Brookdale Community College	Monmouth		✓	✓								
Caldwell University	Essex				✓	✓		✓	✓			
Camden County College	Camden			✓								
Capital Health School of Nursing (St. Francis)	Mercer	✓		✓*								
Centenary University (New: Started Fall 2023)	Warren							✓*				
Chamberlain University - North Brunswick	Middlesex				✓							
County College of Morris	Morris		✓	✓								
Eastern International College - Jersey City	Hudson		✓		✓			✓				
Eastwick College - Hackensack - Ramsey	Bergen Bergen			✓ ✓		✓						✓ ✓
Essex County College	Essex		✓	✓								
Fairleigh Dickinson University - Madison - Teaneck	Morris Bergen				✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓		
Felician University - Lodi - Rutherford	Bergen Bergen				✓ ✓	✓ ✓			✓ ✓			
Georgian Court University	Ocean				✓	✓	✓	✓*				
Holy Name Medical Center	Bergen	✓										
Hudson County Community College	Hudson		✓	✓								
Jersey College - Ewing Township - Teterboro	Mercer Bergen			✓ ✓								
JFK Muhlenberg Snyder School of Nursing	Middlesex	✓										
Kean University	Union							✓	✓		✓	
Mercer County Community College	Mercer		✓									
Middlesex College	Middlesex		✓									
Monmouth University	Monmouth				✓				✓	✓		
Montclair State University	Essex				✓		✓	✓	✓			
New Jersey City University - Jersey City - Fort Monmouth	Hudson Monmouth					✓ ✓		✓ ✓	✓ ✓			
Ocean County College	Ocean		✓									
Our Lady of Lourdes School of Nursing	Camden	✓										
Passaic County Community College Also housed at Sussex County Community College	Passaic Sussex		✓ ✓	✓ ✓								
Ramapo College of New Jersey	Bergen				✓			✓	✓	✓		
Raritan Valley Community College	Somerset		✓	✓								
Rider University	Mercer							✓	✓			
Rowan College at Burlington County	Burlington		✓									
Rowan College of South Jersey - Cumberland - Gloucester	Cumberland Gloucester		✓ ✓	✓ ✓								
Rowan University	Gloucester							✓	✓			
Rutgers University - Blackwood (2+2) - Newark - New Brunswick	Camden Essex Middlesex				✓ ✓	✓ ✓		✓ ✓	✓ ✓	✓ ✓	✓ ✓	
Rutgers University - Camden	Camden				✓	✓		✓	✓	✓		
Saint Elizabeth University	Morris				✓			✓	✓			
Saint Peter's University	Hudson				✓	✓		✓	✓	✓		
Salem Community College	Salem			✓								
Seton Hall University	Essex				✓	✓			✓	✓	✓	
Stockton University	Atlantic				✓	✓			✓	✓		
The College of New Jersey	Mercer				✓	✓		✓	✓			
Thomas Edison State University	Mercer					✓		✓	✓	✓		
Trinitas School of Nursing	Union	✓										
Warren County Community College	Warren		✓									
William Paterson University	Passaic				✓	✓		✓	✓	✓		

*Indicates school did not provide program data.

Educational Capacity Report - LPN

Overview

This report includes data for all 26 schools (31 campus locations) in New Jersey that provide LPN education. LPN data are reported by campus location, since each school completed the survey by individual campus. See **Table 1.42** to check complete LPN school list.

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 campus locations, 81% are currently accredited.

Table 1.31: Federal Tax Classification

LPN	
N=31	
Public	15 (48%)
Private/For-Profit	15 (48%)
Private/Non-Profit	1 (3%)

N is the number of campus locations.

Table 1.32: Accreditation Status

LPN	
N=31	
Accredited	25 (81%)
Not Accredited/In Progress	6 (19%)

N is the number of campus locations.

Table 1.33 shows the reasons for rejection of qualified applicants. Schools can select more than one reason for rejection of qualified applicants.

Table 1.33: Reason for Rejection of Qualified Applicants

LPN	
N=31	
No applicants rejected	23 (74%)
Lack of qualified faculty	3 (10%)
Lack of clinical space	0 (0%)
Limited classroom space	5 (16%)
Lack of clinical sites	2 (6%)
Insufficient number of Preceptors	2 (6%)
Overall budget cuts/Insufficient budgets	1 (3%)
Other	2 (6%)

N is the number of campus locations.

Program Characteristics

This section presents information about the format of New Jersey’s LPN education programs. **Table 1.34** indicates that programs are primarily in person.

Table 1.34: Delivery Format of LPN programs

LPN	
N=31	
In Person	30 (97%)
Hybrid	0 (0%)
Both	1 (3%)

N is the number of campus locations.

Table 1.35 describes the delivery format of clinical practice time. The percentages represent the proportion of the aggregated data reported by all campuses. For example, 17% of the reported data percentages from the LPN campuses were in the skills lab category.

Table 1.35: Format of Clinical Practice Time (%)

LPN	
N=31	
Skills Lab	17%
Simulation Lab	16%
Hands-on	63%
Other	4%

N is the number of campus locations.

Table 1.36 describes the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all campuses. For example, 26% of the reported data percentages from the 31 LPN campuses were in the 0-3 months category.

Table 1.36: Time to Employment After Graduation (%)

LPN	
N=31	
0-3 Months	26%
4-7 Months	21%
8-11 Months	6%
12+ Months	5%
Unknown/Do not Track	41%

N is the number of campus locations.

LPN Application, Admission, Enrollment, and Graduation

The total number of applicants reported by each school may be greater than the 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 1.37 provides four-year trended data for LPN student application, enrollment, and graduation rates.

Table 1.37: LPN Student Application, Admission, and Enrollment 2023

	2020 N=25	2021 N=27	2022 N=31	2023 N=31
Available Seats	2,877	3,134	3,911	4,224
Qualified Applicants	3,459	3,132	3,042	3,753
Admitted Applicants	2,436 (70%)	2,829 (90%)	2,933 (96%)	3,459 (92%)
New Enrollees	2,188 (90%)	2,342 (83%)	2,295 (78%)	2,566 (74%)
Graduates	1,412	1,180	1,551	1,763

N is the number of campus locations.

Note: Definitions for available seats, qualified applicants, admitted applicants and new enrollees are in the glossary.

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 1.38** and **Table 1.39** show the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-PN in 2023 (NCSBN, 2024). NJ pass rate percentages for first-time candidates is 7% lower than the national average.

Table 1.38: First-Time, NJ Educated Candidates Taking the NCLEX-PN in 2023

Candidates	Total Passed	Pass Rate (%)
1,669	1,332	80%

Table 1.39: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2023

Candidates	Total Passed	Pass Rate (%)
47,548	41,214	87%

LPN Student Statistics and Demographics

Table 1.40 shows the enrollment status of LPN students during the 2023 academic year.

Table 1.40: LPN Student Enrollment Status

2023	
N=3,223	
Full-time	2,904 (90%)
Part-time	319 (10%)

N is the number of full-time and part-time students.

Table 1.41 shows four years of LPN student demographic data from 2020-2023. This is inclusive of all students matriculating in the 2023 academic year, from new enrollees to those who are about to graduate. The mean age for LPN students in 2023 was 32.7.

Table 1.41: LPN Student Demographics Trend 2020-2023

	2020 N=2,681	2021 N=2,947	2022 N=2,655	2023 N=3,223
Gender				
Female	2,351 (88%)	2,661 (90%)	2,442 (92%)	2,880 (89%)
Male	330 (12%)	286 (10%)	212 (8%)	341 (11%)
Transgender	0 (0%)	0 (0%)	0 (0%)	2 (<1%)
DND	0 (0%)	0 (0%)	1 (<1%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	1 (<1%)	4 (<1%)	20 (1%)	9 (<1%)
Asian	142 (5%)	99 (3%)	217 (8%)	157 (5%)
Black/African American	1,293 (48%)	1,497 (51%)	1,427 (54%)	1,917 (59%)
Hawaiian/Pacific Islander	65 (2%)	10 (<1%)	8 (<1%)	16 (<1%)
White	371 (14%)	462 (16%)	291 (11%)	377 (12%)
Hispanic/Latino	530 (20%)	539 (18%)	354 (13%)	495 (15%)
Other	15 (1%)	13 (<1%)	0 (0%)	ND
2+ Races	54 (2%)	80 (3%)	88 (3%)	105 (3%)
DND	210 (8%)	243 (8%)	250 (9%)	147 (5%)
Age				
17-20	108 (4%)	118 (4%)	127 (5%)	188 (6%)
21-25	574 (21%)	478 (16%)	542 (20%)	650 (20%)
26-30	787 (29%)	685 (23%)	666 (25%)	749 (23%)
31-40	790 (29%)	985 (33%)	822 (31%)	950 (29%)
41-50	291 (11%)	481 (16%)	318 (12%)	475 (15%)
51-60	101 (4%)	145 (5%)	114 (4%)	150 (5%)
61+	9 (<1%)	21 (1%)	56 (2%)	17 (1%)
DND	21 (1%)	34 (1%)	10 (0%)	44 (1%)

N is the number of full-time and part-time students.

Table 1.42: New Jersey’s LPN Education Schools

School Name	County
1. Academy of Healthcare Excellence - Pennsauken Campus (New)	Camden
Academy of Healthcare Excellence - Pleasantville Campus (New)	Atlantic
Academy of Healthcare Excellence - Vineland Campus (New)	Cumberland
2. Atlantic Cape Community College - Mays Landing	Atlantic
3. Avtech Institute of Technology	Middlesex
4. Berkeley College - Woodland Park Campus	Passaic
5. Best Care College	Essex
6. Burlington County Institute of Technology	Burlington
7. Camden County College	Camden
8. Cape May County Technical School	Cape May
9. Eastwick College - Hackensack (Bilingual LPN & General LPN)	Bergen
Eastwick College - Ramsey	Bergen
10. Essex County College	Essex
11. Holy Name Medical Center	Bergen
12. Hudson County Community College	Hudson
13. Jersey College - Ewing Township	Mercer
Jersey College - Teterboro	Bergen
14. Lincoln Technical Institute - Iselin	Middlesex
Lincoln Technical Institute - Moorestown	Burlington
Lincoln Technical Institute - Paramus	Bergen
15. Merit Technical Institute	Hudson
16. Middlesex County Magnet Schools	Middlesex
17. Monmouth County Vocational School	Monmouth
18. Morris County Vocational School	Morris
19. Ocean County Vocational Technical School	Ocean
20. Param Institute of Education (New)	Middlesex
21. Passaic County Technical Vocational Schools	Passaic
22. Pinelands School of Practical Nursing & Allied Health	Ocean
23. Pinnacle School of Nursing (New)	Gloucester
24. Prism Career Institute - Cherry Hill	Camden
Prism Career Institute - West Atlantic City	Atlantic
25. Rowan College of South Jersey - Cumberland Campus	Cumberland
26. Salem Community College	Salem
27. Union College of Union County	Union
28. Universal Training Institute	Middlesex
29. Vintage Institute of Technology (New)	Camden
30. Warren County Technical School	Warren

Note: New schools data are not included in this report.

Nursing Faculty Report

Faculty for Pre-licensure and Post-licensure RN Schools

Employment

This section describes the employment of full-time (FT) faculty across pre- and post-licensure nursing programs. In **Table 1.43** and **Table 1.45**, full-time vacancies only include those that were being actively recruited. “BSN & Higher” includes Baccalaureate, Master’s, DNP, and PhD programs.

Table 1.43: RN Faculty Positions and Vacancies

	DIP	ADN	BSN & Higher	Total
Full-time faculty employed	78	171	376	625
Full-time position vacancies	2	21	47	70

Table 1.44 shows the trend of full-time faculty employed since 2023.

Table 1.44: RN Program Faculty Employment Trend 2020-2023

	2020 N=45	2021 N=46	2022 N=45	2023 N=48
DIP	72	72	74	78
ADN	172	156	177	171
BSN & Higher	348	374	401	376
Total	592	602	652	625

N is the number of respondent schools.

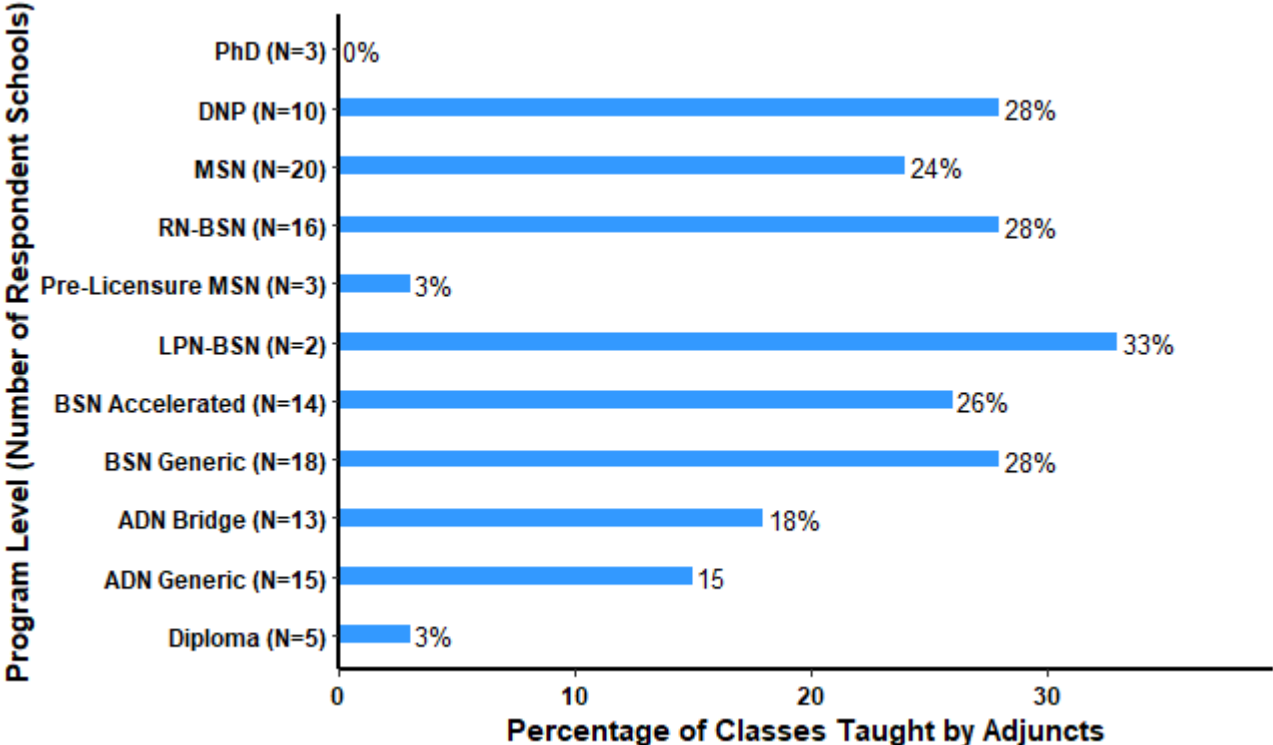
Table 1.45: RN Program Faculty Vacancy Trend 2020-2023

	2020 N=48	2021 N=46	2022 N=45	2023 N=48
DIP	2	4	4	2
ADN	18	13	24	21
BSN & Higher	29	14	46	47
Total	49	31	74	70

N is the number of respondent schools.

Figure 1.2 shows the percentage of RN classes taught by adjuncts by program level. This may account for how schools are covering their full-time vacancies.

Figure 1.2: Percentage of RN Classes Taught by Adjuncts in 2023



Education

Table 1.46 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 1.46: Highest Level of Education of RN Program Faculty

	DIP N=78	ADN N=171	BSN & Higher N=376
MSN	59 (76%)	125 (73%)	3 (1%)
Non-Nursing Masters	0 (0%)	12 (7%)	NA
DNP	13 (17%)	27 (16%)	121 (32%)
PhD in Nursing	5 (6%)	4 (2%)	111 (30%)
Non-Nursing Doctorate	1 (1%)	3 (2%)	43 (11%)
None - Does not have doctoral degree	NA	NA	61 (16%)
Missing/Unknown	0 (0%)	0 (0%)	37 (10%)

N is the number of full-time faculty.

Demographics

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

Table 1.47 shows demographics for faculty teaching in pre- and post-licensure RN education programs. **Table 1.48** on the following page shows that faculty continue to be primarily White, female, and in the higher age brackets.

Table 1.47: RN Program Faculty Demographics

	DIP N=78	ADN N=171	BSN & Higher N=376
Gender			
Female	78 (100%)	161 (94%)	346 (92%)
Male	0 (0%)	10 (6%)	30 (8%)
Transgender	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity			
American Indian/Alaska Native	0 (0%)	0 (0%)	0 (0%)
Asian	7 (9%)	17 (10%)	30 (8%)
Black/African American	18 (23%)	30 (18%)	28 (7%)
Hawaiian/Pacific Islander	1 (1%)	0 (0%)	3 (1%)
White	46 (59%)	114 (67%)	236 (63%)
Hispanic/Latino	5 (6%)	5 (3%)	15 (4%)
2+ Races	0 (0%)	0 (0%)	22 (6%)
DND	1 (1%)	5 (3%)	42 (11%)
Age			
30 or younger	0 (0%)	1 (1%)	1 (<1%)
31-40	16 (21%)	34 (20%)	19 (5%)
41-50	7 (9%)	37 (22%)	72 (19%)
51-55	17 (22%)	34 (20%)	47 (13%)
56-60	17 (22%)	18 (11%)	61 (16%)
61-65	15 (19%)	32 (19%)	56 (15%)
66-70	5 (6%)	13 (8%)	50 (13%)
71+	1 (1%)	2 (1%)	33 (9%)
DND	0 (0%)	0 (0%)	37 (10%)
Mean Age	52.9	51.5	56.9

N is the number of full-time faculty.

Table 1.48: RN Program Faculty Demographics Trend 2020-2023

	2020 N=592	2021 N=602	2022 N=627	2023 N=625
Gender				
Female	481 (81%)	565 (93%)	578 (92%)	585 (94%)
Male	31 (5%)	37 (6%)	43 (7%)	40 (6%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	80 (14%)	0 (0%)	6 (1%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	0 (0%)	0 (0%)	1 (<1%)	0 (0%)
Asian	60 (10%)	52 (9%)	52 (8%)	54 (9%)
Black/African American	76 (13%)	72 (12%)	92 (15%)	76 (12%)
Hawaiian/Pacific Islander	3 (1%)	3 (<1%)	5 (1%)	4 (1%)
White	327 (55%)	430 (71%)	420 (67%)	396 (63%)
Hispanic/Latino	51 (9%)	18 (3%)	22 (4%)	25 (4%)
Other	3 (1%)	1 (<1%)	0 (0%)	ND
2 or more Races	25 (4%)	22 (4%)	24 (4%)	22 (4%)
DND	47 (8%)	4 (1%)	11 (2%)	48 (8%)
Age				
30 or younger	1 (<1%)	3 (<1%)	3 (<1%)	2 (<1%)
31-40	44 (7%)	79 (13%)	69 (11%)	69 (11%)
41-50	120 (20%)	128 (21%)	140 (22%)	116 (19%)
51-55	100 (18%)	92 (15%)	102 (16%)	98 (16%)
56-60	109 (18%)	94 (16%)	100 (16%)	96 (15%)
61-65	111 (19%)	123 (21%)	116 (19%)	103 (16%)
66-70	55 (9%)	52 (9%)	62 (10%)	68 (11%)
71+	29 (5%)	29 (5%)	34 (5%)	36 (6%)
DND	23 (4%)	2 (0%)	1 (0%)	37 (6%)

N is the number of full-time faculty.

DND stands for Did not disclose

Faculty for LPN Schools

Employment

This section describes the employment of full-time LPN faculty. In **Table 1.49** and **Table 1.51**, full-time vacancies only include those that were being actively recruited.

Table 1.49: LPN Faculty Positions and Vacancies

	LPN
Full-time faculty employed	118
Full-time position vacancies	30

Table 1.50 shows the number of full-time faculty employed.

Table 1.50: LPN Program Faculty Employment Trend 2020-2023

2020	2021	2022	2023
N=25	N=27	N=31	N=31
90	91	108	118

N is the number of campus locations.

Table 1.51: Vacancy Trend for LPN Faculty 2020-2023

2020	2021	2022	2023
N=25	N=27	N=31	N=31
13	23	27	30

N is the number of campus locations.

Education

This section shows education data for LPN programs for full-time faculty. **Table 1.52** shows that faculty are primarily prepared at the Baccalaureate or Master's level in nursing.

Table 1.52: Highest Level of Education for LPN Faculty

	N=118	%
Associate Degree in Nursing/Nursing Diploma	0	0
Baccalaureate Degree in Nursing	44	37
Non-Nursing Baccalaureate	1	1
Master's Degree in Nursing	57	48
Non-Nursing Masters	4	3
DNP	11	9
PhD in Nursing	1	1
Non-Nursing Doctorate	0	0
Missing/Unknown	0	0

N is the total number of full-time faculty.

Demographics

Table 1.53 shows four years of demographic LPN faculty. Data for 2023 show that faculty are primarily female and racially and ethnically diverse. The mean age for full-time faculty is 51.

Table 1.53: LPN Faculty Demographic Trend 2020-2023

	2020 N=90	2021 N=91	2022 N=108	2023 N=118
Gender				
Female	78 (87%)	84 (92%)	95 (88%)	105 (89%)
Male	11 (12%)	7 (8%)	13(12%)	13 (11%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	1 (1%)	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	0 (0%)	0 (0%)	0 (0%)	6 (5%)
Asian	6 (7%)	13 (14%)	13 (12%)	13 (11%)
Black/African American	25 (28%)	23 (25%)	35 (32%)	36 (31%)
Hawaiian/Pacific Islander	1 (1%)	0 (0%)	1 (1%)	0 (0%)
White	53 (59%)	47 (52%)	47 (44%)	52 (44%)
Hispanic/Latino	4 (4%)	7 (8%)	9 (8%)	8 (7%)
2 or more Races	1 (1%)	1 (1%)	3 (3%)	1 (1%)
Missing/Unknown	0 (0%)	0 (0%)	0 (0%)	2 (2%)
Age				
30 or younger	3 (3%)	1 (1%)	2 (2%)	3 (3%)
31-40	9 (10%)	16 (18%)	18 (17%)	23 (19%)
41-50	17 (19%)	16 (18%)	22 (20%)	30 (25%)
51-55	17 (19%)	16 (18%)	18 (17%)	15 (13%)
56-60	16 (18%)	13 (14%)	16 (15%)	15 (13%)
61-65	22 (24%)	21 (23%)	23 (21%)	21 (18%)
66-70	2 (2%)	7 (8%)	8 (7%)	9 (8%)
71+	2 (2%)	1 (1%)	1 (1%)	2 (2%)
DND	2 (2%)	0 (0%)	1 (1%)	0 (0%)

N is the total number of full-time faculty.

DND stands for Did not disclose

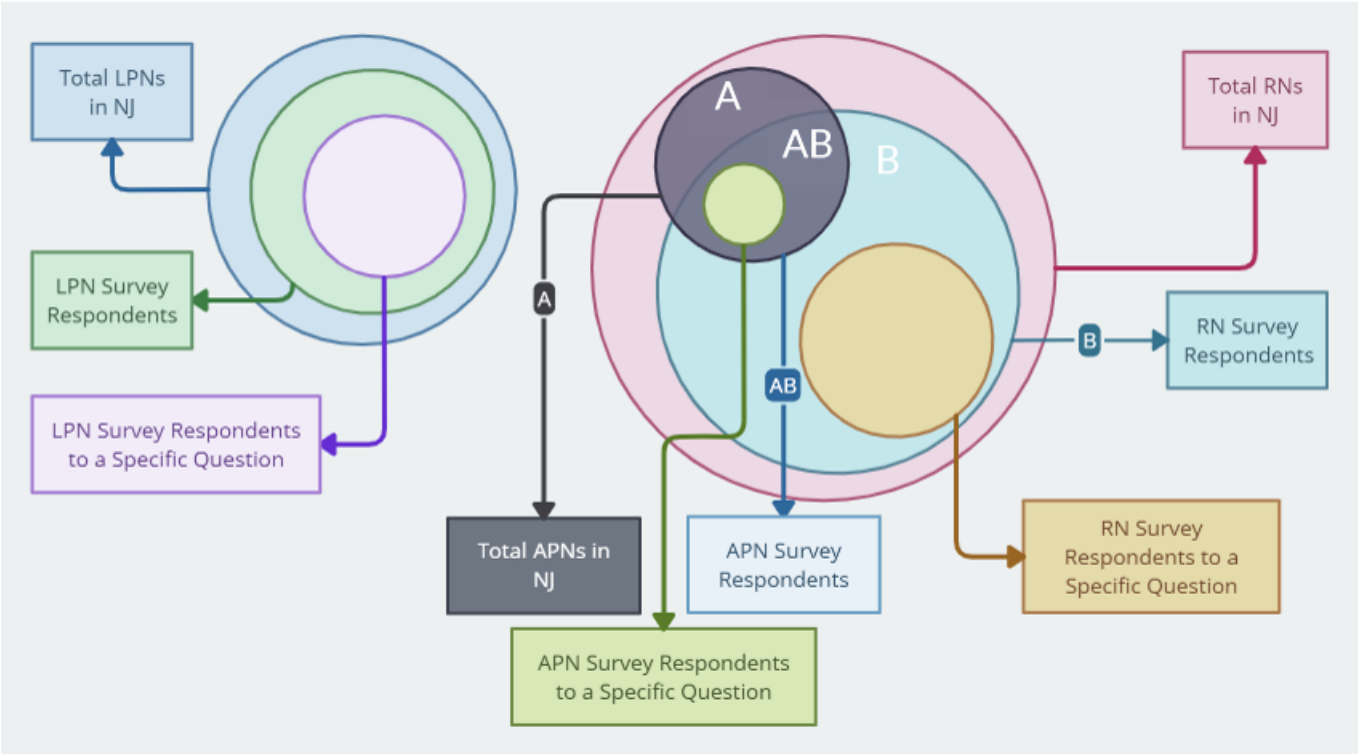
Chapter 2

Workforce Supply Data

The data for this chapter were acquired from 2023 and 2024 New Jersey Board of Nursing (NJBON) Nursys® license renewal surveys. Nurses renew their licenses every two years, so this two-year survey period is representative of New Jersey’s entire nursing workforce. Data were only reported if there were sufficient responses to be representative of the response pool. Percentage calculations are based on the total number of respondents to the specific survey question, not the total number of nurses in the workforce. The data in this chapter are inclusive of **active** and **inactive** licenses.

Figure 2.1 illustrates the relationship among total nurses in New Jersey, survey respondents, and specific question respondents. Note: the size of the circles do not reflect the actual number of nurses.

Figure 2.1: Structure of Survey Respondents



Note: 1. In New Jersey, an Advanced Practice Nurse (APN) must also be a Registered Nurse (RN); therefore, APNs are a subset of RNs. 2. AB: $A \cap B$ (the intersection of A and B)

Registered Nurse (RN) Profile

In the 2023-2024 survey period, 114,437 RNs responded out of New Jersey's 144,344 active licensed RNs and 32,923 inactive RNs. Of those 114,437 RN respondents, 111,499 were active while 2,938 were inactive. Respondents may have skipped questions, causing data in some tables and figures to add up to less than 114,437.

License Status

Table 2.1 shows 111,499 RN respondents have an active RN license, which renders them eligible to practice as a RN in New Jersey.

Table 2.1: RN License Status

	N=114,437	%
Active	111,499	97
Inactive	2,938	3

Table 2.2 describes the method by which 114,437 RN respondents attained their licensure. Those who attained their licensure via exam (64%) have graduated from an approved school of nursing and taken the NCLEX-RN examination in New Jersey. Those who attained their license via endorsement (30%) have first been licensed in another state.

Table 2.2: Basis for RN Licensure

	N=114,437	%
Exam	72,844	64
Endorsement	34,660	30
Missing/No Data	6,933	6

Demographics

Table 2.3 shows the demographic characteristics of 114,437 RN respondents. RN respondents are primarily female and White, which is consistent with the national data (NCSBN, 2023). Sixty-two percent of the respondents are 55 years and under in age. The mean age of the RN respondents is 49.

Table 2.3: RN Demographic Characteristics

Gender	N=114,437	%
Female	103,216	90
Male	11,201	10
Missing/No Data	20	<1
Race/Ethnicity		
White	69,438	61
Asian	17,392	15
Black/African American	12,600	11
Hispanic/Latino	8,140	7
Native Hawaiian or Other Pacific Islander	730	<1
American Indian/Alaska Native	125	<1
Other	4,665	4
Missing/Unknown	1,347	1
Age		
19-25	2,809	2
26-35	24,502	21
36-45	22,860	20
46-55	21,925	19
56-65	24,769	22
66-75	15,248	13
76-85	2,213	2
86+	111	<1

Education

Table 2.4 describes the highest level of nursing education held by 102,471 respondents. The National Academy of Medicine (formerly the Institute of Medicine) recommended that 80% of nurses be prepared at the Baccalaureate or higher level by 2020. In the 2023-2024 survey period, of the 102,471 RN respondents, 27% have a Diploma in nursing or an Associate’s Degree in nursing, and 72% have a Baccalaureate or higher degree in nursing.

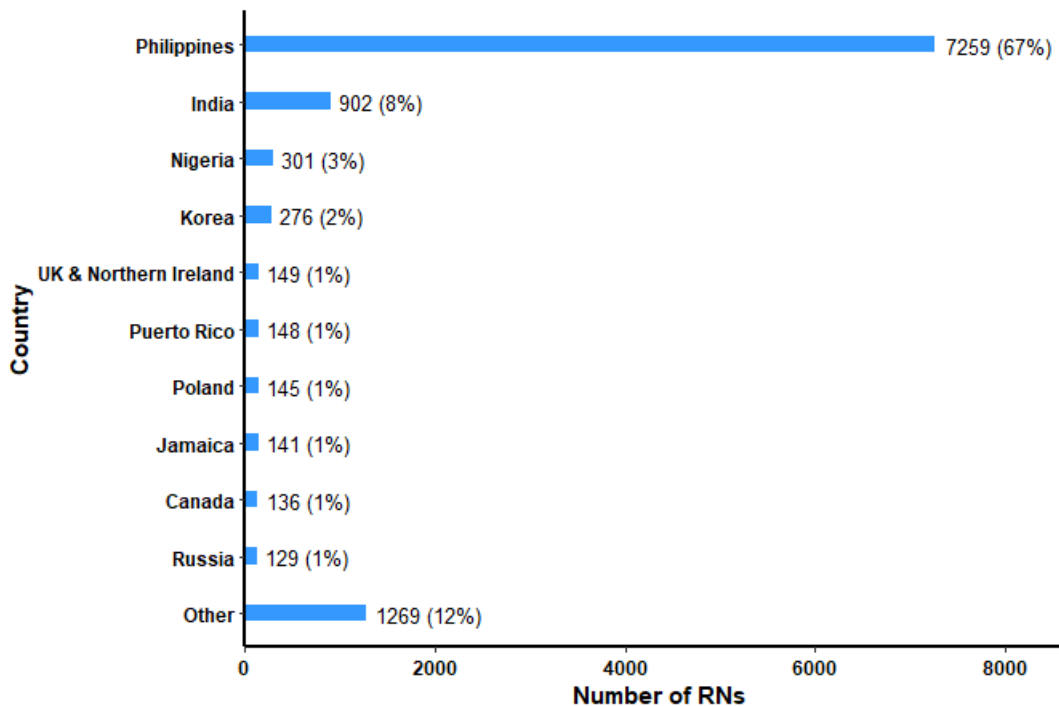
Table 2.4: RN Highest Level of Nursing Education

	N=102,471	%
Diploma in Nursing	4,184	4
Associate Degree in Nursing	23,659	23
Baccalaureate Degree in Nursing	62,701	61
Master’s Degree in Nursing	10,597	10
DNP, PhD, or Other Doctoral Degree in Nursing	1,330	1

The 11,966 missing/invalid data are excluded.

RNs were asked to report the country where they received their entry-level nursing education. A total of 103,410 RNs responded to this question. Of the 103,410 RN respondents, 92,555 received their entry-level nursing education in the United States. Among the remaining 10,855 respondents, the Philippines was the most common country for entry-level nursing education outside of the United States. **Figure 2.2** describes the 10,855 RN respondents who received their entry-level nursing education **outside** of the United States.

Figure 2.2: Country of RN Entry-level Nursing Education **Outside of the United States**



Employment Characteristics

Table 2.5 describes the employment status of 103,219 RN respondents. The table shows that 75% respondents were employed in nursing full-time, and 9% were employed in nursing part-time.

Table 2.5: RN Employment Status

	N=103,219	%
Employed in nursing full-time	77,368	75
Employed in nursing part-time	9,143	9
Employed in nursing per diem	5,675	5
Retired	5,132	5
Unemployed, seeking work in nursing	3,005	3
Employed in a field other than nursing	2,233	2
Volunteering (only) in nursing	663	<1

The 11,218 missing data are excluded.

Table 2.6 shows the average number of hours worked in a typical week, reported by 94,058 RN respondents.

Table 2.6: Number of Weekly Work Hours

	N=94,058	%
34 Hours or Less	17,220	18
35-40 Hours	69,568	74
41-50 Hours	5,039	5
51 or More Hours	2,231	2

The 20,379 missing data are excluded.

RNs were asked to report the number of positions they held as a nurse during that time period. **Table 2.7** shows 15% of the 95,350 RN respondents held more than one nursing position.

Table 2.7: Number of Positions Held by RNs

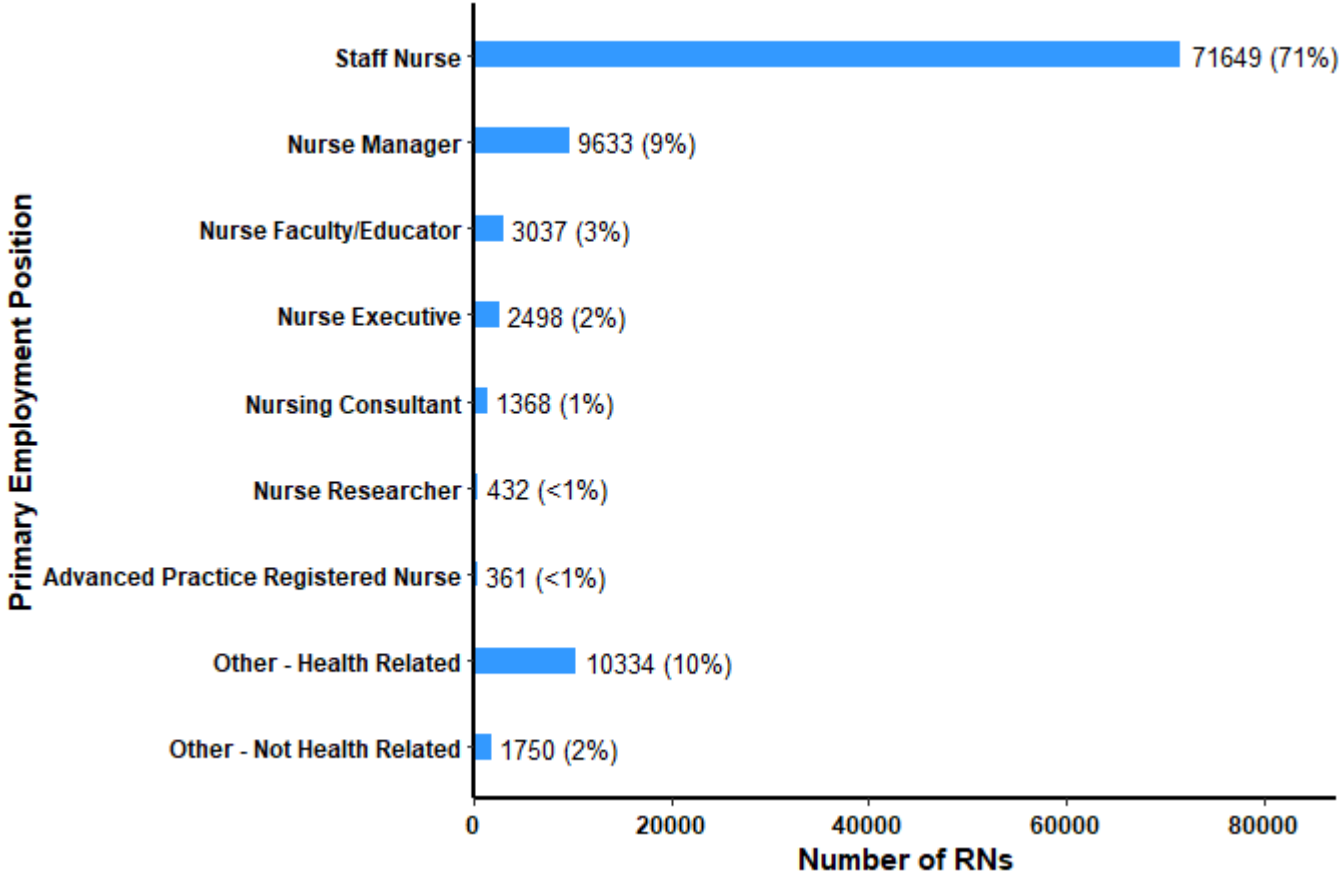
	N=95,350	%
1 position	80,468	84
2 positions	13,544	14
3 positions	1,338	1

The 19,087 missing data are excluded.

Employment Position

Figure 2.3 depicts the primary employment position of 101,062 RN respondents. The figure shows 71% of the respondents reported their primary employment position was as a staff nurse.

Figure 2.3: RN Primary Employment Position

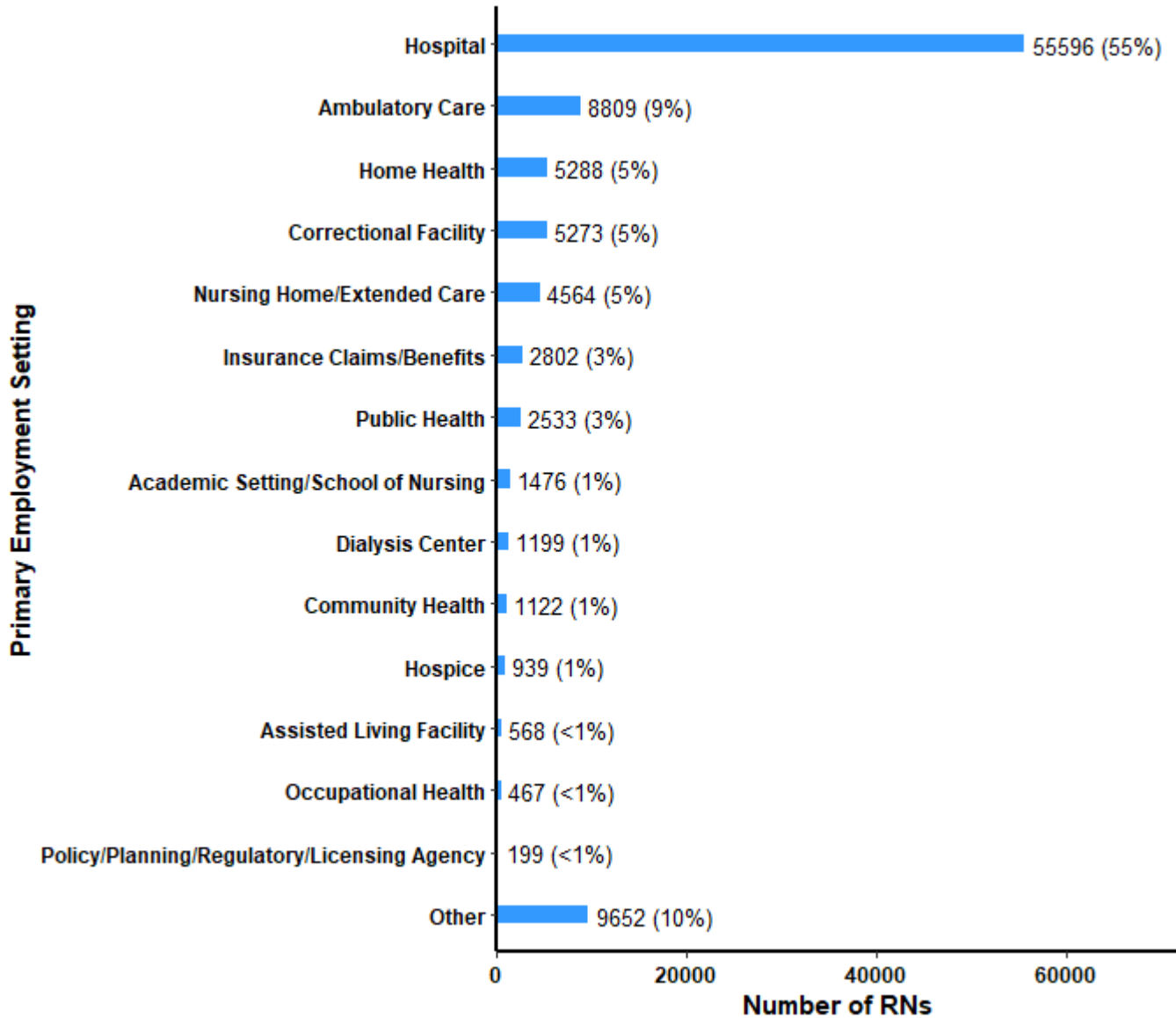


The 13,375 missing data are excluded.

Employment Setting

Figure 2.4 depicts the primary employment setting of 100,487 RN respondents. The figure shows 55% of the respondents reported the hospital as their primary employment setting.

Figure 2.4: RN Primary Employment Setting

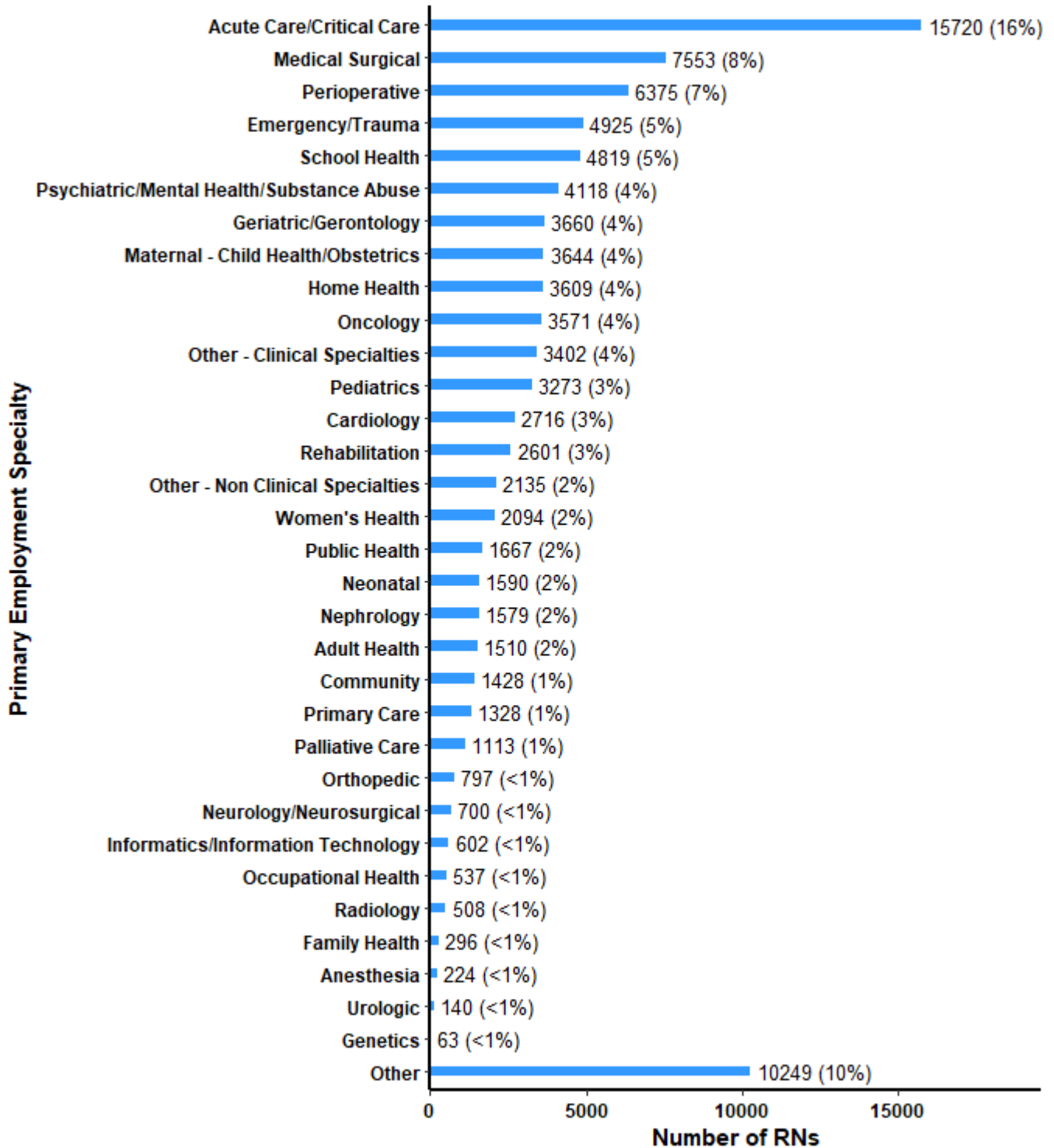


The 13,950 missing data are excluded.

Employment Specialty

Figure 2.5 depicts the primary employment position specialty of 98,546 RN respondents.

Figure 2.5: RN Primary Employment Position Specialty



The 15,891 missing data are excluded.

Employment by County

Table 2.8 shows the counties where 78,113 RN respondents were employed.

Table 2.8: RN Employment by County

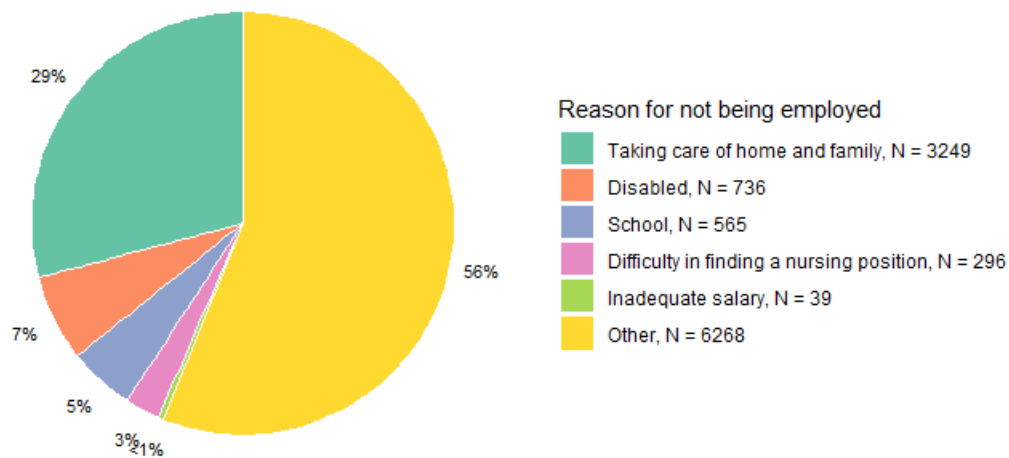
Employment County	Number of RNs
Atlantic	3,042
Bergen	9,049
Burlington	4,082
Camden	6,353
Cape May	647
Cumberland	1,571
Essex	7,897
Gloucester	1,975
Hudson	2,811
Hunterdon	878
Mercer	4,105
Middlesex	8,018
Monmouth	6,926
Morris	5,517
Ocean	4,455
Passaic	2,814
Salem	383
Somerset	2,302
Sussex	784
Union	3,594
Warren	700

The 36,324 missing data are excluded

Unemployment

Figure 2.6 shows 11,153 RNs reported a reason for not being employed. Of those, 29% indicated “taking care of home and family” as their primary reason and 56% indicated “other”.

Figure 2.6: RN Reason for Not Being Employed



Retirement

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 92,834 out of 114,437 RN respondents who answered this question. In response, 5,328 (6%) of 92,834 RN respondents indicated a plan to retire within this time frame.

Table 2.9 identifies RN respondents who declared an intent to retire by age bracket. Of nurses who are 66-75 years old, 25% intend to retire; of nurses who are 76-85 years old, 27% intend to retire. The number of RN respondents in each age bracket is different from the numbers in **Table 2.3** because **Table 2.9** only includes RNs who reported their age **and** their intent to retire.

Table 2.9: RN Intent to Retire According to Age

Age	RN Respondents N=92,834	Intent to Retire N=5,328	%
19-25	2,231	72	3
26-35	17,759	310	2
36-45	18,452	165	1
46-55	18,668	152	1
56-65	21,526	1,053	5
66-75	12,545	3,127	25
76-85	1,587	426	27
86+	66	23	35

Note: Percentages are calculated as intent to retire over the number of RN respondents.

Advanced Practice Nurse (APN) Profile

Advanced Practice Nurses are RNs with advanced degrees and specialty certification approved by a national certifying agency. NJCCN added a question to the Nursys® survey that inquired about APN credentials (NP/CRNA/CNS/CNM). RNs who selected one of these credentials were identified as APNs.

In the 2023-2024 survey period, 15,617 APNs responded out of New Jersey’s 16,317 actively licensed APNs and 3,034 inactive APNs. Of those 15,617 APN respondents, 15,370 were active while 247 were inactive. Respondents may skip questions, causing data in some tables and figures to add up to less than 15,617.

License Status

As shown in **Table 2.10**, 98% of 15,617 APN respondents have an active APN license.

Table 2.10: APN License Status

	N=15,617	%
Active	15,370	98
Inactive	247	2

APN Credentials

APN survey respondents were identified by their indication of one or more credentials. An APN may have multiple credentials; for example, a Nurse Practitioner may also be a Clinical Nurse Specialist. **Table 2.11** shows the credentials of 15,617 APN respondents.

Table 2.11: APN Credentials

	N=15,617
Nurse Practitioner (NP)	12,995
Certified Registered Nurse Anesthetist (CRNA)	1,439
Clinical Nurse Specialist (CNS)	654
Certified Nurse Midwife (CNM)	316
NP & CNS	86
NP & CNM	68
NP & CRNA	56
CNS & CRNA	2
Invalid	1

Demographics

Table 2.12 shows the demographic characteristics of 15,617 APN respondents. The majority are female and White, and between 36-55 years of age (54%). The mean age of APN respondents is 48.

Table 2.12: APN Demographic Characteristics

Gender	N=15,617	%
Female	13,959	89
Male	1,654	11
Missing/No Data	4	<1
Race/Ethnicity		
White	9,626	62
Asian	2,071	13
Black/African American	2,033	13
Hispanic/Latino	894	6
Native Hawaiian or Other Pacific Islander	79	<1
American Indian/Alaska Native	20	<1
Other	682	4
Missing/Unknown	65	<1
Age		
19-25	2	<1
26-35	2,662	17
36-45	4,839	31
46-55	3,560	23
56-65	2,837	18
66-75	1,493	10
76-85	214	1
86+	10	<1
Missing/Unknown	0	0

Education

Table 2.13 describes the highest degree of nursing education held by 14,597 APN respondents. Of those respondents, 84% have a Master's Degree and 14% have a DNP.

Table 2.13: APN Highest Level of Nursing Education

	N=14,597	%
Master's Degree in Nursing	12,256	84
Doctor of Nursing Practice	2,066	14
PhD	187	1
Other Doctoral Degree in Nursing	88	<1

The 1,020 missing/invalid data are excluded.

Employment Characteristics

Table 2.14 describes the employment status of 14,554 APN respondents. The table shows that 83% of the respondents were employed in nursing full-time, and 9% were employed in nursing part-time.

Table 2.14: APN Employment Status

	N=14,554	%
Employed in nursing full-time	12,045	83
Employed in nursing part-time	1,316	9
Employed in nursing per diem	539	4
Unemployed, seeking work in nursing	243	2
Retired	210	1
Employed in a field other than Nursing	144	1
Volunteering (only) in nursing	57	<1

The 1,063 missing data are excluded.

Table 2.15 shows the average number of hours worked in a typical week, reported by 13,831 APN respondents.

Table 2.15: Number of Weekly Work Hours

	N=13,831	%
34 Hours or Less	2,563	19
35-40 Hours	9,548	69
41-50 Hours	1,219	9
51 or More Hours	501	4

The 1,786 missing data are excluded.

APN respondents were asked to report the number of positions that they were employed as a nurse during that time period. **Table 2.16** indicates that 24% of 13,738 APN respondents held more than one position.

Table 2.16: Number of Positions Held by APNs

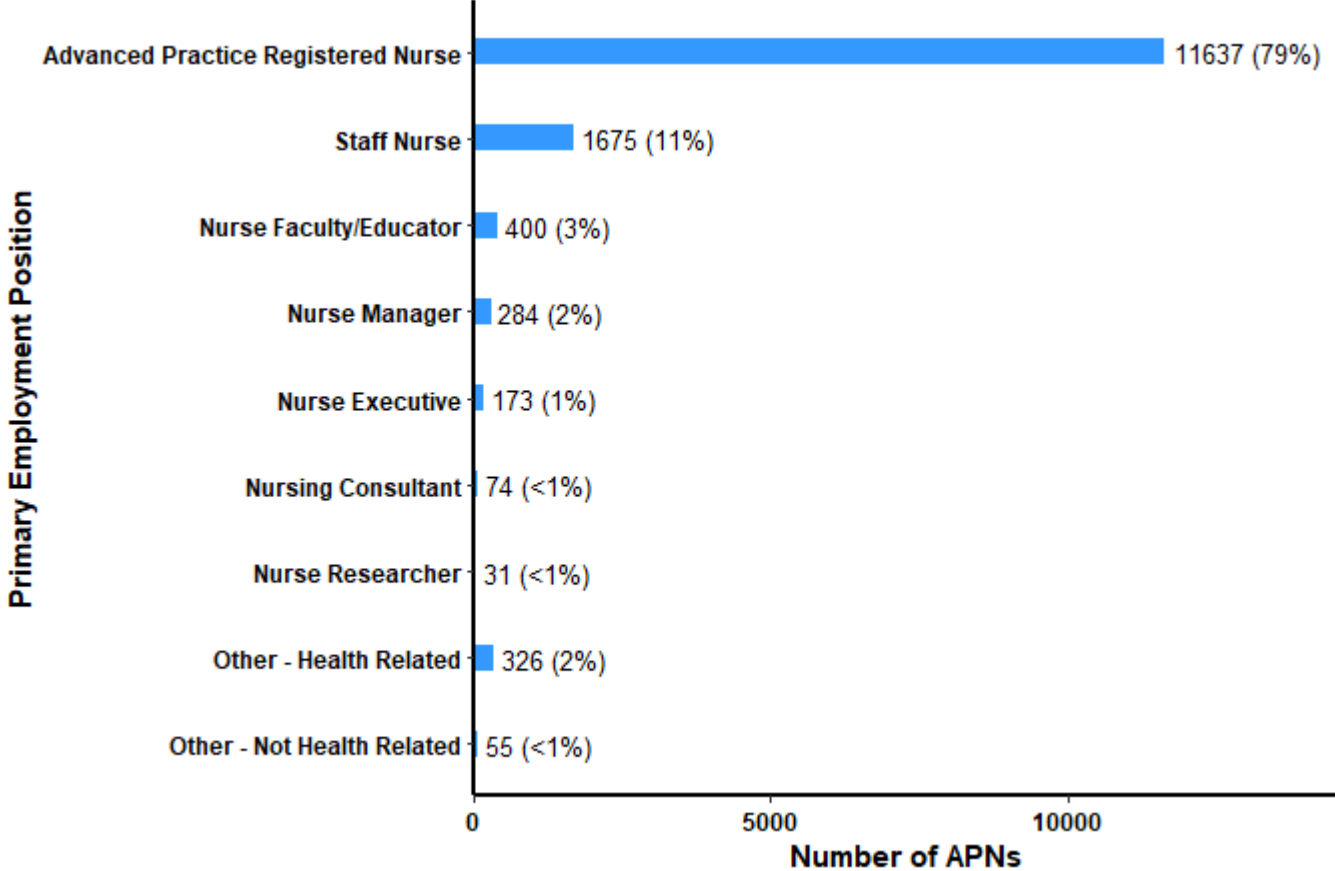
	N=13,738	%
1 position	10,448	76
2 positions	2,775	20
3 positions	515	4

The 1,879 missing data are excluded.

Employment Position

Figure 2.7 depicts the primary employment position of 14,655 APN respondents. The figure shows 79% of the respondents reported that their primary employment position was as an APN.

Figure 2.7: APN Primary Employment Position

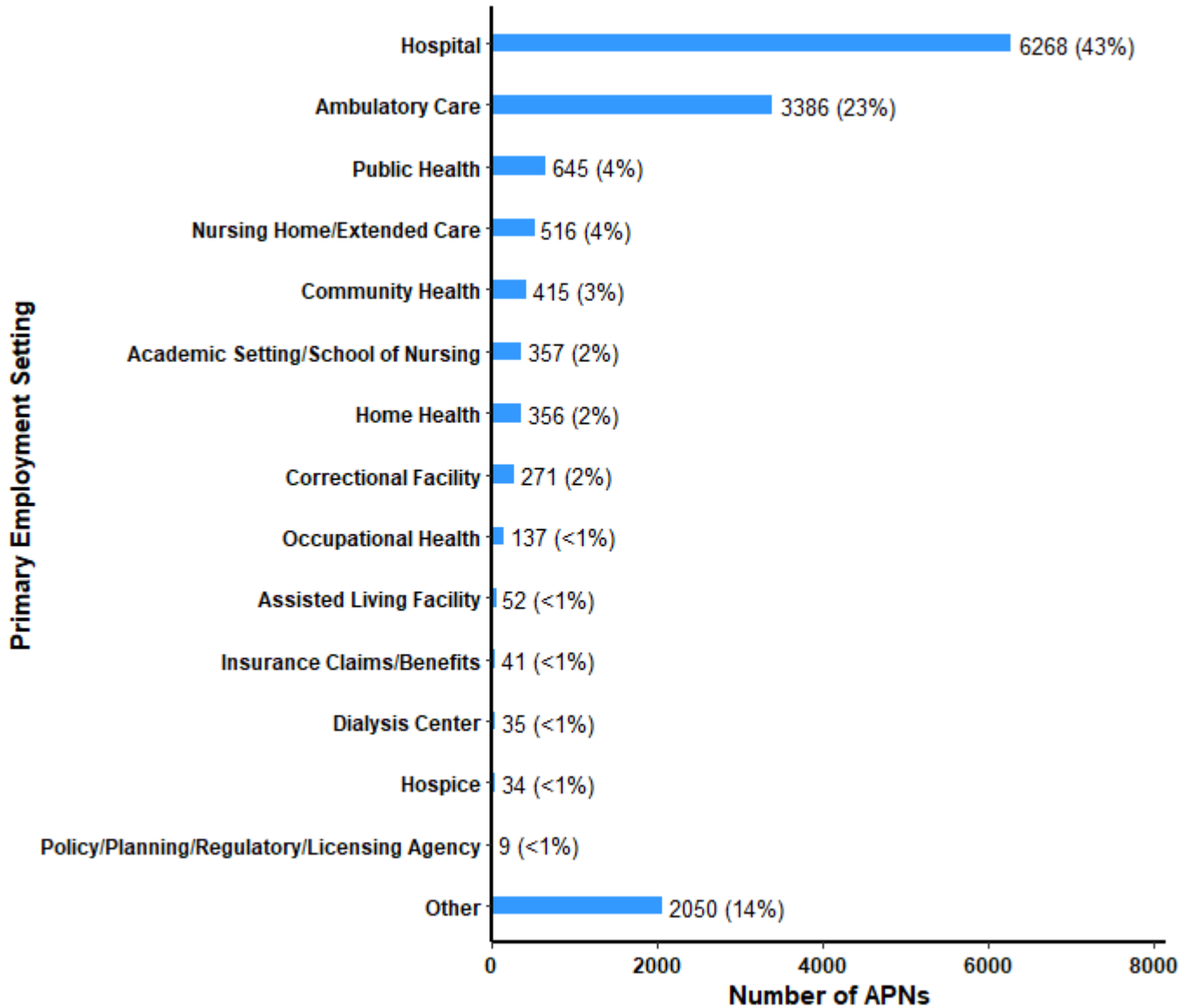


The 962 missing data are excluded.

Employment Setting

Figure 2.8 depicts the primary employment setting of 14,572 APN respondents. The figure shows 43% of the respondents reported the hospital as their primary employment setting.

Figure 2.8: APN Primary Employment Setting

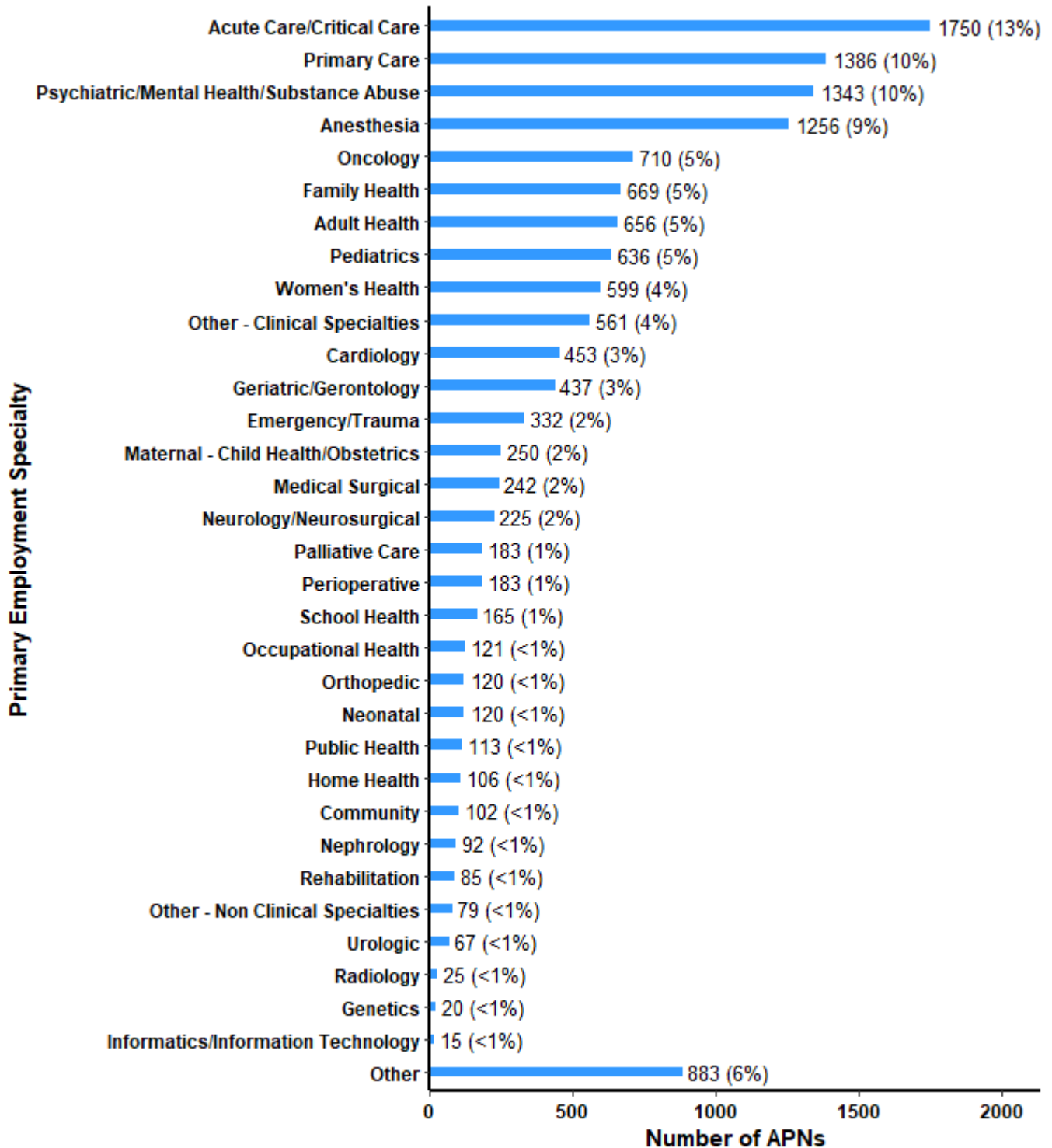


The 1,045 missing data are excluded.

Employment Specialty

Figure 2.9 depicts the primary employment position specialty of 13,984 APN respondents.

Figure 2.9: APN Primary Employment Position Specialty



The 1,633 missing data are excluded.

Nurse Practitioners

In this 2023-2024 survey period, 12,995 (83%) of the 15,617 APN respondents are NPs. The data does not include those with more than one credential (see **Table 2.11**).

Table 2.17 shows the NP specialty of 11,629 of the 12,995 NP respondents.

Table 2.17: Nurse Practitioner Specialty

	N=11,629	%
Family	3,940	34
Adult/Gero Primary	2,926	25
Adult/Gero Acute	1,524	13
Psychiatric	1,140	10
Pediatrics	895	8
Women's Health	432	4
Other	772	7

The 1,366 missing data are excluded.

Table 2.18 shows 3,500 (27%) of the 12,995 NP respondents indicated that they are active in states other than New Jersey. It is important to note that New York, Delaware, and Connecticut allow for full practice authority.

Table 2.18: NPs Active in Other States

	N=3,500	%
New York	1,536	44
Pennsylvania	1,263	36
Delaware	74	2
Connecticut	35	1
Other	541	15
Missing	51	1

Employment by County

Table 2.19 shows the counties where 9,447 APN respondents were employed.

Table 2.19: APN Employment by County*

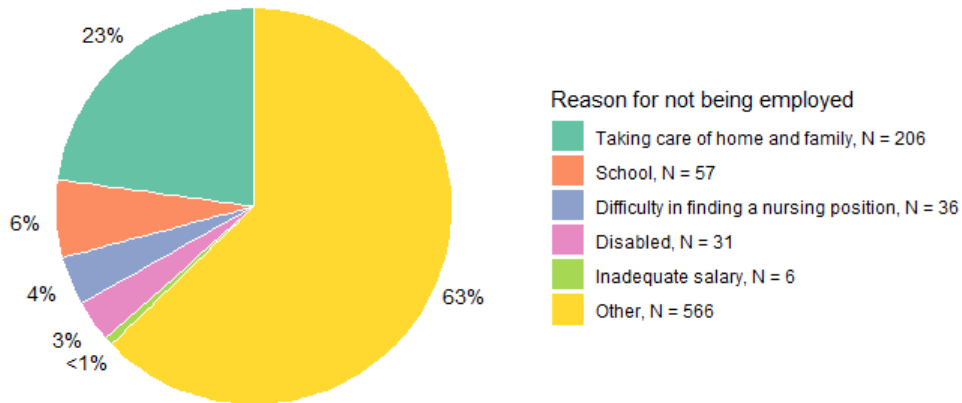
Employment County	Number of APNs
Atlantic	419
Bergen	1,136
Burlington	526
Camden	892
Cape May	77
Cumberland	150
Essex	959
Gloucester	241
Hudson	359
Hunterdon	92
Mercer	541
Middlesex	776
Monmouth	905
Morris	631
Ocean	466
Passaic	355
Salem	33
Somerset	307
Sussex	71
Union	441
Warren	70

The 6,170 missing data are excluded

Unemployment

Figure 2.10 shows 902 APNs reported a reason for not being employed. Of those, 23% indicated “taking care of home and family” as their primary reason, and 63% indicated other.

Figure 2.10: APN Reason for Not Being Employed



Retirement

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 13,915 out of 15,617 APN respondents who answered this question. In response, 406 (3%) of APN respondents indicated a plan to retire within this time frame.

Table 2.20 identifies APN respondents who declared an intent to retire by age bracket. Of nurses who are 66-75 years old, 17% intend to retire; of nurses who are 76-85 years old, 23% intend to retire. The number of APN respondents in each age bracket is different from the numbers in Table 2.12 because Table 2.20 only includes APNs who reported their age and their intent to retire.

Table 2.20: APN Intent to Retire according to Age

Age	APN Respondents N=13,915	Intent to Retire N=406	%
19-25	1	0	0
26-35	2,303	26	1
36-45	4,269	33	<1
46-55	3,193	26	<1
56-65	2,600	67	3
66-75	1,361	206	17
76-85	181	47	23
86+	7	1	<1

Note: Percentages are calculated as intent to retire over the number of APN respondents.

Licensed Practical Nurse (LPN) Profile

In the 2023-2024 survey period, 20,965 LPNs responded out of New Jersey's 23,185 active licensed LPNs and 5,884 inactive LPNs. Of those 20,965 LPN respondents, 20,619 were active while 346 were inactive. Respondents may skip questions, causing data in some tables and figures to add up to less than 20,965.

License Status

Table 2.21 shows 98% of 20,965 LPN respondents have an active LPN license, which renders them eligible to practice as an LPN in New Jersey.

Table 2.21: LPN License Status

	N=20,965	%
Active	20,619	98
Inactive	346	2

Table 2.22 describes the method by which LPN respondents attained their licensure. Those who attained their licensure via exam (85%) have graduated from an approved practical nursing program and have taken the NCLEX-PN examination in New Jersey. Those who attained their license via endorsement (11%) have first been licensed in another state.

Table 2.22: Basis for LPN Licensure

	N=20,965	%
Exam	17,874	85
Endorsement	2,351	11
Missing/No Data	740	4

Demographics

Table 2.23 shows the demographic characteristics of 20,965 LPN respondents. The majority of LPN respondents are female and from diverse racial/ethnic backgrounds. The mean age of the LPN respondents is 49.

Table 2.23: LPN Demographic Characteristics

Gender	N=20,965	%
Female	18,793	90
Male	2,168	10
Missing/No Data	4	<1
Race/Ethnicity		
Black/African American	7,826	37
White	7,752	37
Hispanic/Latino	2,131	10
Asian	1,436	7
Native Hawaiian or Other Pacific Islander	111	<1
American Indian/Alaska Native	42	<1
Other	1,402	7
Missing/No Data	265	1
Age		
19-25	278	1
26-35	3,277	16
36-45	5,161	25
46-55	4,899	23
56-65	4,680	22
66-75	2,366	11
76-85	298	1
86+	6	<1

Employment Characteristics

Table 2.24 describes the employment status of 18,225 LPN respondents. The table shows that 75% respondents were employed in nursing full-time, and 8% were employed in nursing part-time.

Table 2.24: LPN Employment Status

	N=18,225	%
Employed in nursing full-time	13,638	75
Employed in nursing part-time	1,533	8
Employed in nursing per diem	987	5
Unemployed, seeking work in nursing	841	5
Employed in a field other than Nursing	622	3
Retired	511	3
Volunteering (only) in nursing	93	<1

The 2,740 missing data are excluded.

Table 2.25 shows the average number of hours worked in a typical week, reported by 16,482 LPN respondents.

Table 2.25: Number of Weekly Work Hours

	N=16,482	%
34 Hours or Less	3,402	21
35-40 Hours	11,130	68
41-50 Hours	1,162	7
51 or More Hours	788	5

The 4,483 missing data are excluded.

LPNs were asked to report the number of positions that they were currently employed as a nurse during that time period. **Table 2.26** indicates that 17% of 16,452 LPN respondents held more than one position.

Table 2.26: Number of LPN Positions*

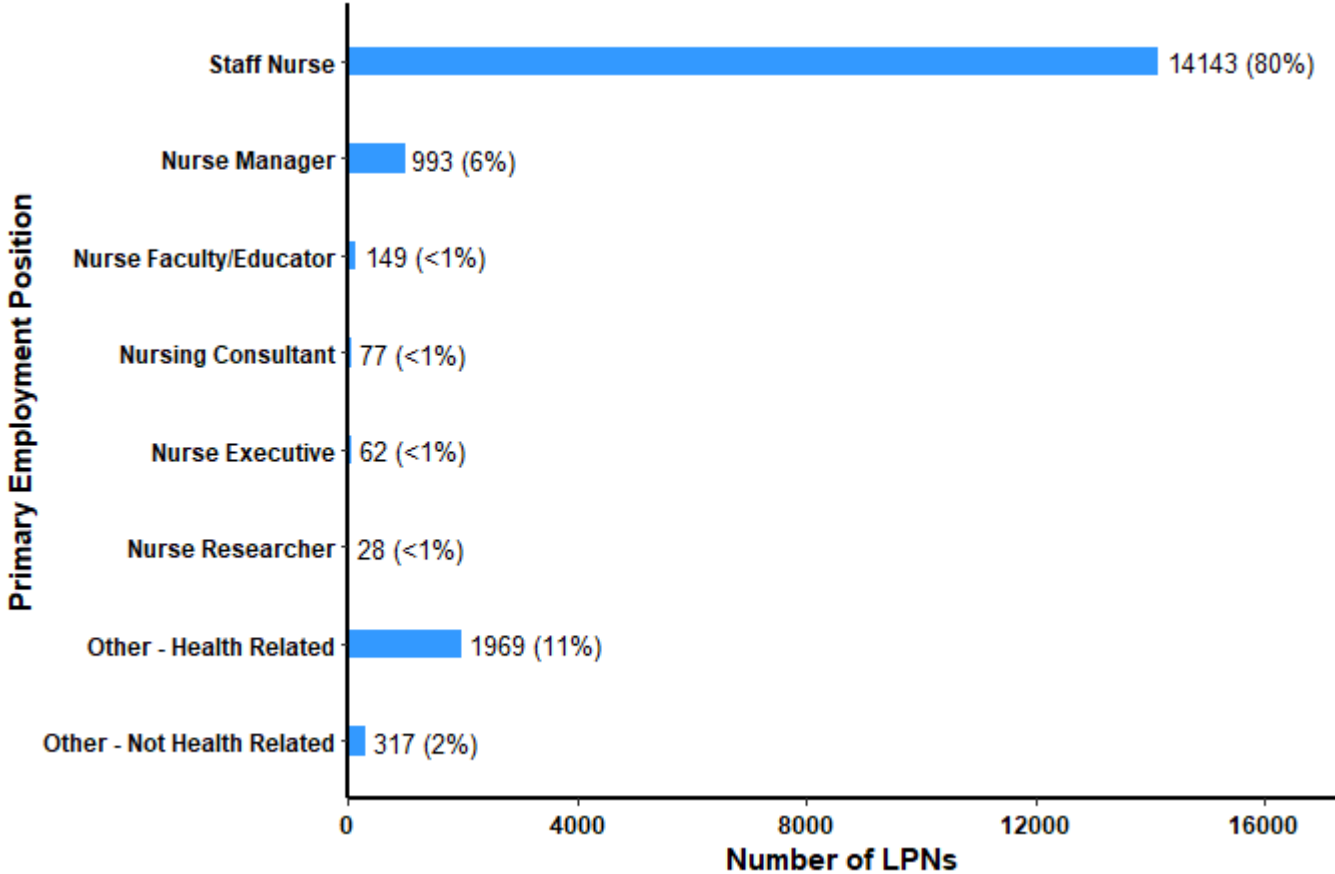
	N=16,452	%
1 position	13,610	83
2 positions	2,609	16
3 positions	233	1

The 4,513 missing data are excluded.

Employment Position

Figure 2.11 depicts the primary employment position of 17,738 LPN respondents. The figure shows 80% of the respondents reported their primary employment position was a staff nurse.

Figure 2.11: LPN Primary Employment Position Description

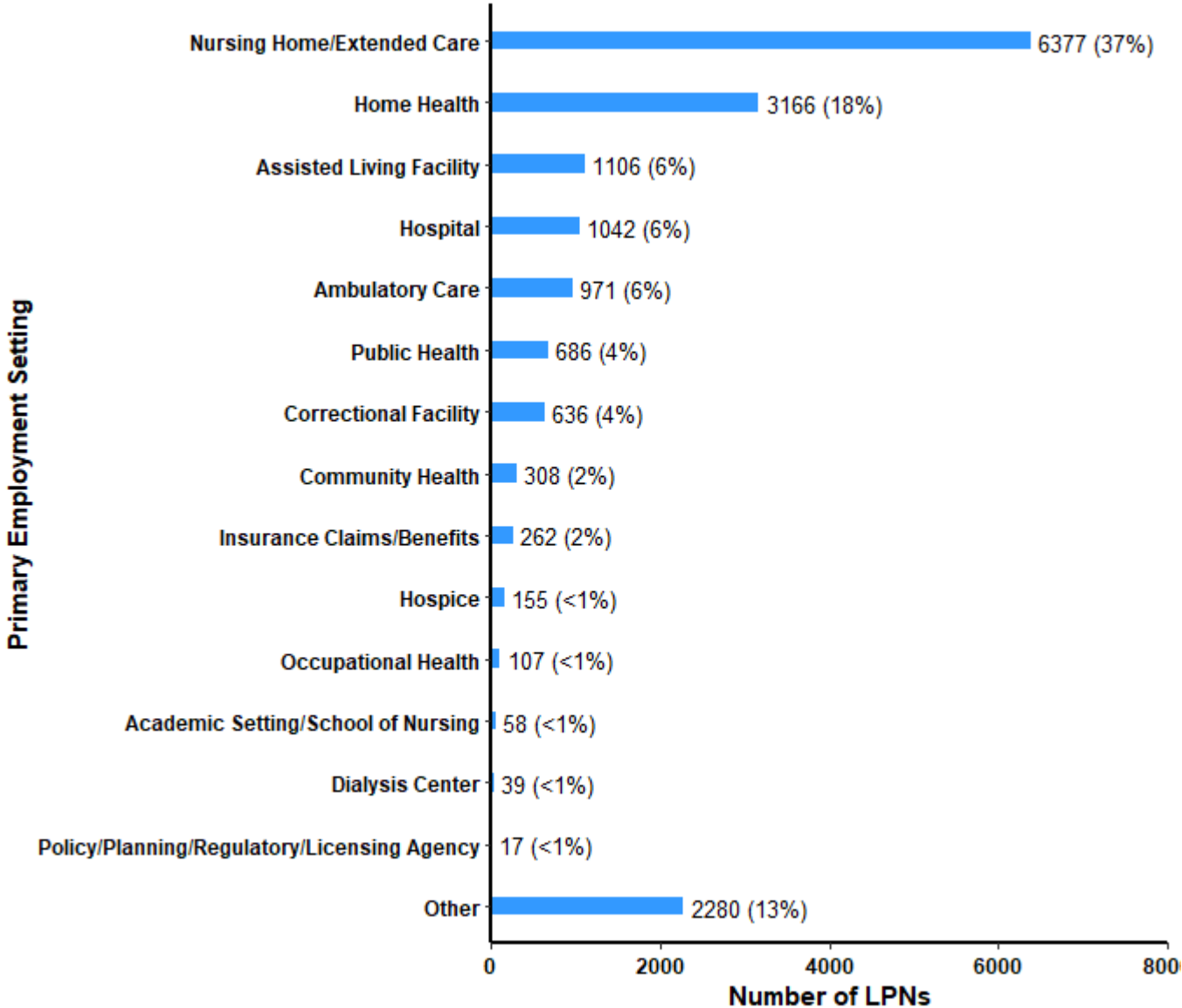


The 3,227 missing/invalid data are excluded.

Employment Setting

Figure 2.12 depicts the primary employment setting of 17,210 LPN respondents. The figure shows 37% of the respondents reported a nursing home/extended care as their primary employment setting.

Figure 2.12: LPN Primary Employment Setting

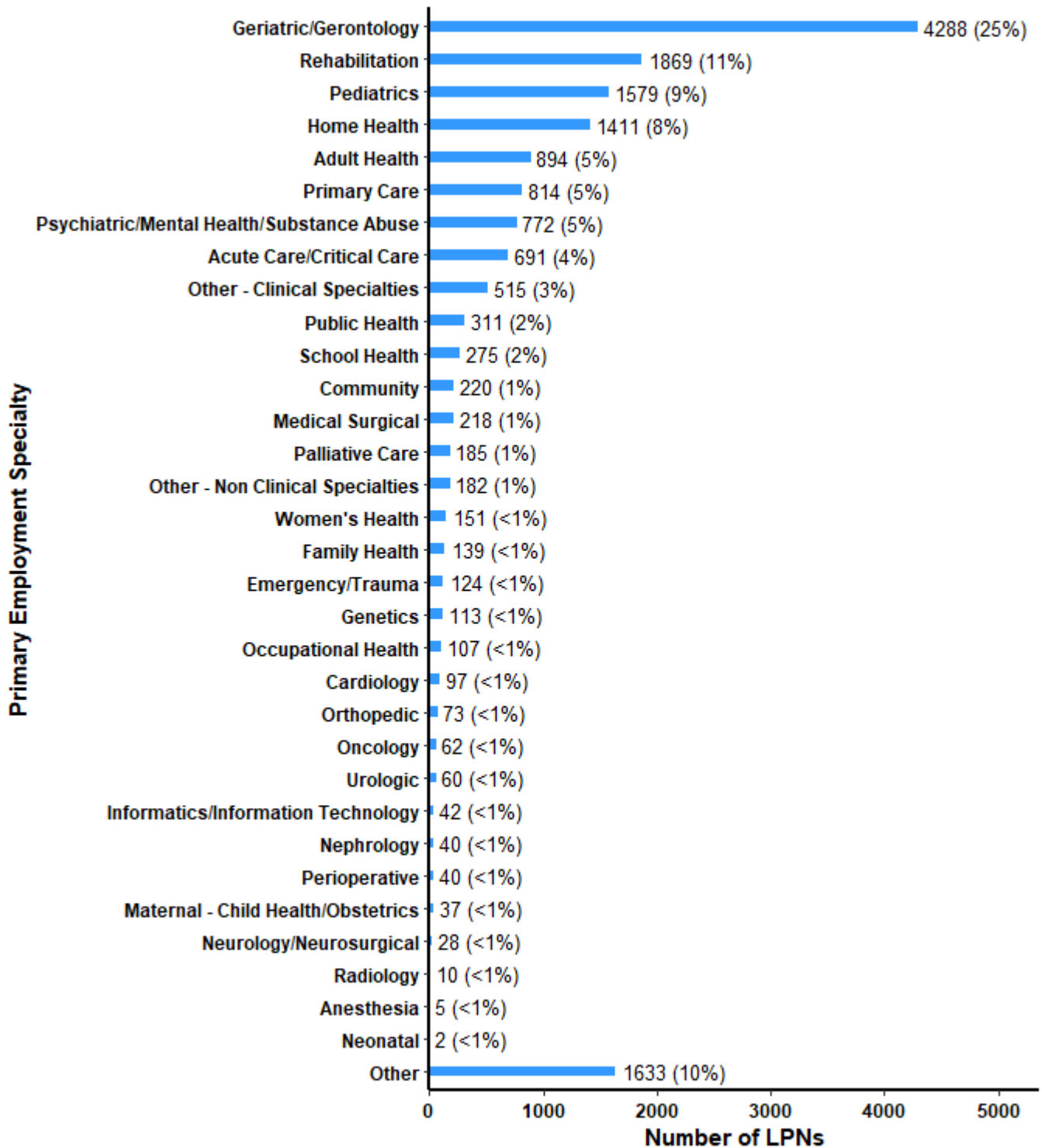


The 3,755 missing data are excluded.

Employment Specialty

Figure 2.13 depicts the primary employment position specialty of 16,987 LPN respondents. Twenty-five percent reported geriatric/gerontology as their primary specialty.

Figure 2.13: LPN Primary Employment Position Specialty



The 3,978 missing data are excluded.

Employment by County

Table 2.27 shows the counties where 15,799 LPN respondents were employed.

Table 2.27: LPN Employment by County

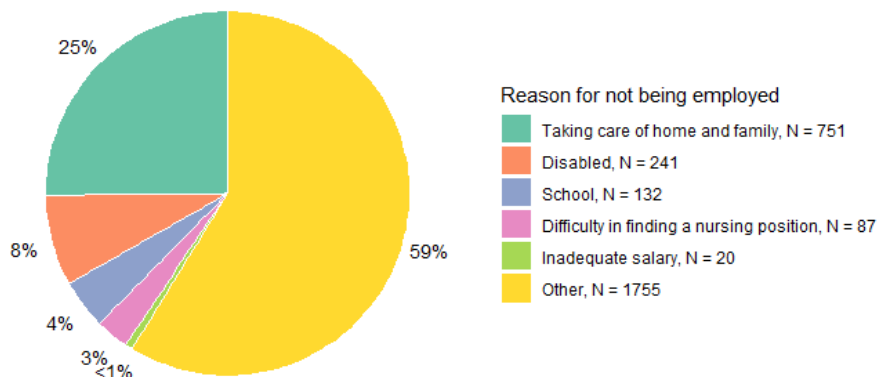
Employment County	Number of LPNs
Atlantic	859
Bergen	1,387
Burlington	1,156
Camden	1,264
Cape May	257
Cumberland	599
Essex	1,133
Gloucester	573
Hudson	371
Hunterdon	194
Mercer	887
Middlesex	1,303
Monmouth	1,275
Morris	742
Ocean	1,461
Passaic	554
Salem	139
Somerset	522
Sussex	192
Union	748
Warren	183

The 5,166 missing data are excluded.

Unemployment

Figure 2.14 shows 2,986 LPNs reported a reason for not being employed. Of those, 25% indicated “taking care of home and family” as their primary reason and 59% indicated other.

Figure 2.14: LPN Reason for Not Being Employed



Retirement

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 16,004 out of 20,965 LPN respondents who answered this question. In response, 637 (4%) of 16,004 LPN respondents indicated a plan to retire within this time frame.

Table 2.28 identifies LPN respondents who declared an intent to retire by age bracket. Of nurses who are 66-75 years old, 15% intend to retire; of nurses who are 76-85 years old, 14% intend to retire. The number of LPN respondents in each age bracket is different from the numbers in Table 2.23 because Table 2.28 only includes LPNs who reported their age **and** their intent to retire.

Table 2.28: LPN Intent to Retire According to Age

Age	LPN Respondents N=16,004	Intent to Retire N=637	*%
19-25	179	7	4
26-35	2,225	56	3
36-45	3,888	69	2
46-55	3,875	63	2
56-65	3,778	138	4
66-75	1,849	274	15
76-85	205	29	14
86+	5	1	20

*Percentages are calculated as intent to retire over the number of LPN respondents.

Nurse Licensure Compact*

New Jersey is a member of the Nurse Licensure Compact (NLC), which is an agreement among states that allows nurses to have one license but have the right to practice in any other states partaking in the agreement. Nurses who hold active, unencumbered nursing licenses issued by members of the NLC may practice in NJ. New Jersey licensed nurses may apply for a multistate license with the authority to practice in other Compact states by submitting an application for a License by Upgrade. A multistate Compact license will be issued if the nurse applicant meets the requirements; otherwise, a single state NJ license will be issued. In short, a multi-state license allows the nurse to practice in the home state (the nurse's primary state of residence) and all compact states with one license issued by the home state.

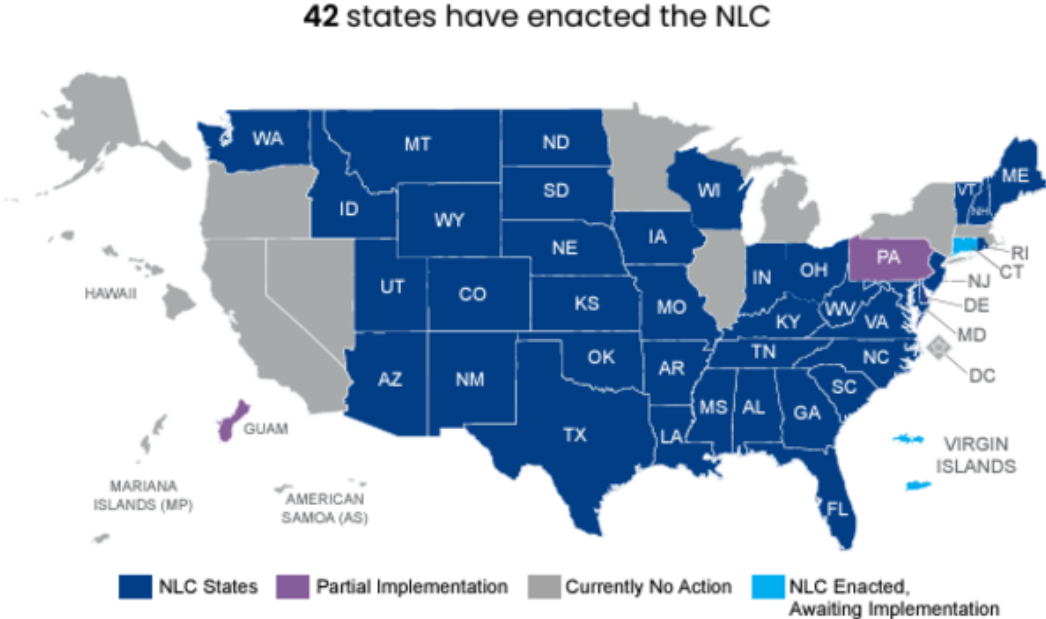
To be eligible for a New Jersey (New Jersey as the home state) issued multistate license, an RN applicant must:

- Meet the requirements for licensure in New Jersey (state of residency);
- Have graduated from a board-approved education program; or has graduated from an international education program (approved by the authorized accrediting body in the applicable country and verified by an independent credentials review agency);
- Have passed an English proficiency examination (applies to graduates of an international education program not taught in English or if English is not the individual's native language);
- Have passed an NCLEX-RN® or NCLEX-PN® Examination or predecessor exam;
- Be eligible for or holds an active, unencumbered license (i.e., without active discipline);
- Have submitted to state and federal fingerprint-based criminal background checks;
- Have not been convicted or found guilty, or has entered into an agreed disposition, of a felony offense under applicable state or federal criminal law;
- Have no misdemeanor convictions related to the practice of nursing (determined on a case-by-case basis);
- Not currently a participant in an alternative program;
- Be required to self-disclose current participation in an alternative program; and
- Have a valid United States Social Security number.

*Above information was obtained from NJBON (2022) Nurse Licensure Compact
Please visit: <https://www.njconsumeraffairs.gov/nur/Pages/Nurse-Licensure.aspx>

Figure 2.15 shows the map of 42 states which have enacted the Nurse Licensure Compact.

Figure 2.15: NLC Map



Note: This figure was obtained on Nov. 20, 2024 from the National Council of State Boards of Nursing (NCSBN) website. Please visit: <https://www.ncsbn.org/compacts/nurse-licensure-compact.page>

Table 2.29 shows the state license status and residency for 20,965 LPNs, 114,437 RNs, and 15,617 APNs. Compared to the 2022-2023 report, there was an increase in the multi-state compact licensure for RNs (7% increase) and LPNs (6% increase).

Table 2.29: State License Status and Residency

	LPN N=20,965	RN N=114,437	APN N=15,617
(1)Single state, declared residency	18,198 (87%)	87,842 (77%)	10,965 (70%)
(2)Single state, didn't declare residency	1,134 (5%)	15,098 (13%)	4,191 (27%)
(3)Multi-state compact license	1,632 (8%)	11,484 (10%)	460 (3%)
(4)Missing	1 (<1%)	13 (<1%)	1 (<1%)

See below to find explanation of categories (1), (2), and (3).

Definition of (1), (2), and (3):

- (1) Those who hold a single state license and declared NJ as their primary state of residency.
- (2) Those who hold a single state license and did not declare NJ as their primary state of residency.
- (3) Those who hold a multi-state compact license. The NLC pertains to LPN and RN licenses only.

Starting in survey year 2024, respondents were asked to report their multi-state licensure use (if applicable). **Table 2.30** presents data for one year.

Table 2.30: Use of Multi-State Licensure

	LPN N=779	RN N=1,742	APN N=664
Telehealth	486	531	71
Distance Education	8	46	19
Disaster Support	36	198	342
Have not used it	59	20	2
Other	105	853	189
More than one*	85	94	41

N is the number of respondents

Note 1*: Respondents can select more than one category.

Note 2: APNs do not have multi-state licensure.

Job Satisfaction

Starting in survey year 2024, respondents were asked to report their perceived job satisfaction. **Table 2.31** presents data for one year.

Table 2.31: Perceived Job Satisfaction

	LPN N=3,892	RN N=25,543	APN N=4,496
Extremely satisfied	1,162 (30%)	6,144 (24%)	1,465 (33%)
Very satisfied	1,740 (45%)	11,472 (45%)	1,878 (42%)
Somewhat satisfied	804 (21%)	6,557 (26%)	962 (21%)
Somewhat dissatisfied	125 (3%)	919 (4%)	123 (3%)
Very dissatisfied	41 (1%)	310 (1%)	54 (1%)
Extremely dissatisfied	20 (<1%)	141 (<1%)	14 (<1%)

N is the number of respondents

Chapter 3

Workforce Demand Data

Lightcast™ job postings data is gathered by scraping over 65,000 websites worldwide, including company career sites, national and local job boards, and job posting aggregators.

Lightcast™ applies a unique two-step approach to deduplication that results in up to 80% of all jobs we collect being deduplicated.

The first step: On a source-level basis, we use intelligence contained within the scraping spiders to identify a new advertisement for that source. The spiders refrain from collecting advertisements that have previously been aggregated.

The second step: As the same new advertisement can be found across multiple sources. We use normalized fields including job title, company, and location to check if these fields have been used in new advertisements found in another source. This is checked across 60 days of data to identify duplicates.

To illustrate ‘step two’, here is an example: if there is a job for a Marketing Specialist at Google posted for the first time on March 1st, Lightcast™ considers this as the ‘original posting’ then for the next 60 days Lightcast™ considers any advertisements found as duplicates. In theory, if Google posts the same ad every day for the entire year on different sources Lightcast™ will count it 6 times. Each job posting is further enriched with value-add processes including:

- Job title and company standardization
- Skill extraction and tagging
- SOC and NAICS code determination and assignment
- Education and experience determination

NJCCN used data mined from Lightcast™ to determine demand for nurses in the state of New Jersey. All tables and figures in this chapter are attributed to Lightcast™. The O*Net-SOC taxonomy was used to standardize the occupation-specific indicators. The postings were reviewed and data cleaned to eliminate job titles and companies not within the parameters of a specific SOC Code or postings outside of New Jersey.

Table 3.1 shows the summary of demand for Registered Nurses, Nurse Practitioners, and Licensed Practical Nurses. The table illustrates the anticipated number of FTEs that will be in demand over the next 10 years (2023-2033). Turnover rates were calculated by comparing total separations to total jobs (separations divided by jobs). There is a high turnover in all 3 occupations which then translates to high demand. There was an increase in the median annual earnings in all three occupations for 2023 as compared to 2022.

Table 3.1: Demand by Occupation Summary - 2023-2033

Category		Demand and Employment				Salary
SOC Code (ONET-6)	Occupation Title	Number of jobs 2023	Number of jobs 2033	% Change in Employment 2023-2033	Turnover Rate 2023	Median Annual Salary
29-1141	Registered Nurses	84,320	93,729	11%	25%	\$100,152
29-1171	Nurse Practitioners	6,502	9,621	48%	21%	\$142,958
29-2061	Licensed Practical & Licensed Vocational Nurses	16,590	18,353	11%	44%	\$64,625

Registered Nurse (RN) Demand Profile

Job Postings

Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. According to **Figure 3.1**, there were 23,583 total job postings and 6,849 unique job postings for Registered Nurses (RNs) in 2023. The median posting duration was 29 days, which is longer than the regional average of 27 days. The job posting intensity of 3:1 means that there were 3 job postings for every 1 unique RN position.

Figure 3.1: RN Job Posting Overview

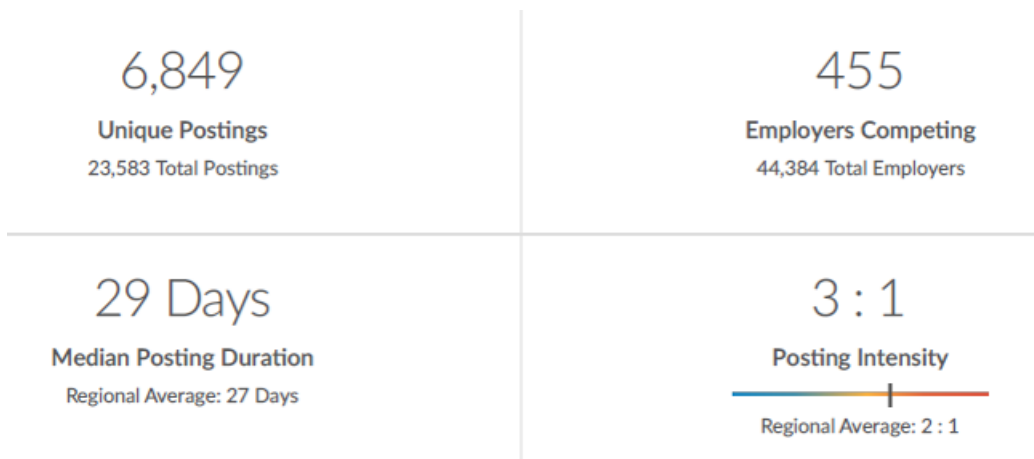
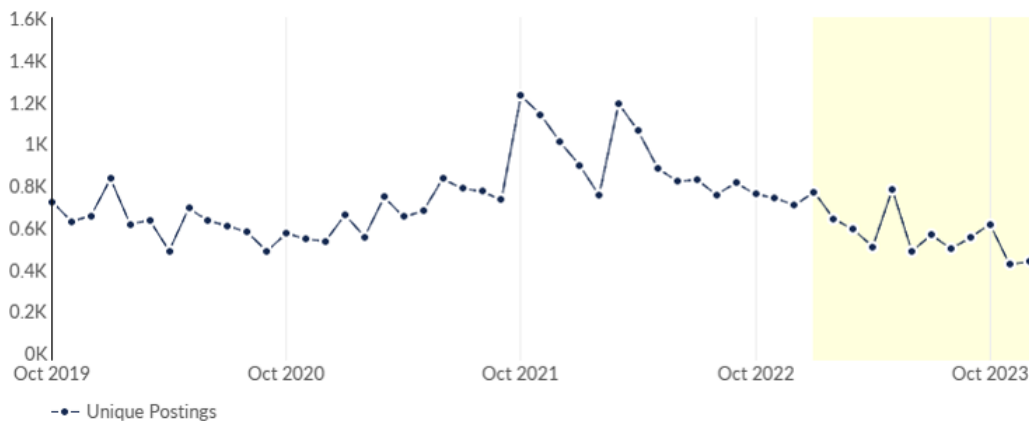


Figure 3.2 shows the time series of unique RN job postings for 5 years from October 2019 through October 2024. The section in yellow highlights the time frame from January 2023 through December 2023.

Figure 3.2: RN Job Posting Time Series 2019-2024



Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings.

Table 3.2 shows the monthly number of unique RN job postings from January 2023 to September 2024. The posting intensity is higher in 2024 compared to 2023.

Table 3.2: Monthly Unique RN Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2023	768	3:1
Feb 2023	640	3:1
Mar 2023	589	3:1
Apr 2023	507	4:1
May 2023	780	3:1
Jun 2023	485	4:1
Jul 2023	563	3:1
Aug 2023	497	3:1
Sep 2023	550	4:1
Oct 2023	615	3:1
Nov 2023	422	3:1
Dec 2023	435	4:1
Jan 2024	546	3:1
Feb 2024	481	4:1
Mar 2024	517	4:1
Apr 2024	472	4:1
May 2024	555	4:1
Jun 2024	543	4:1
Jul 2024	638	4:1
Aug 2024	597	4:1
Sep 2024	524	4:1

Positions in Demand

Figure 3.3 and Figure 3.4 compare the top RN positions for 2023 and 2022 in most demand.

Figure 3.3 shows the top 25 positions in demand in 2023. There is an increased demand in Medical Surgical Registered Nurses in 2023 as compared to 2022.

Figure 3.3: Top 25 RN Positions in Demand (2023)

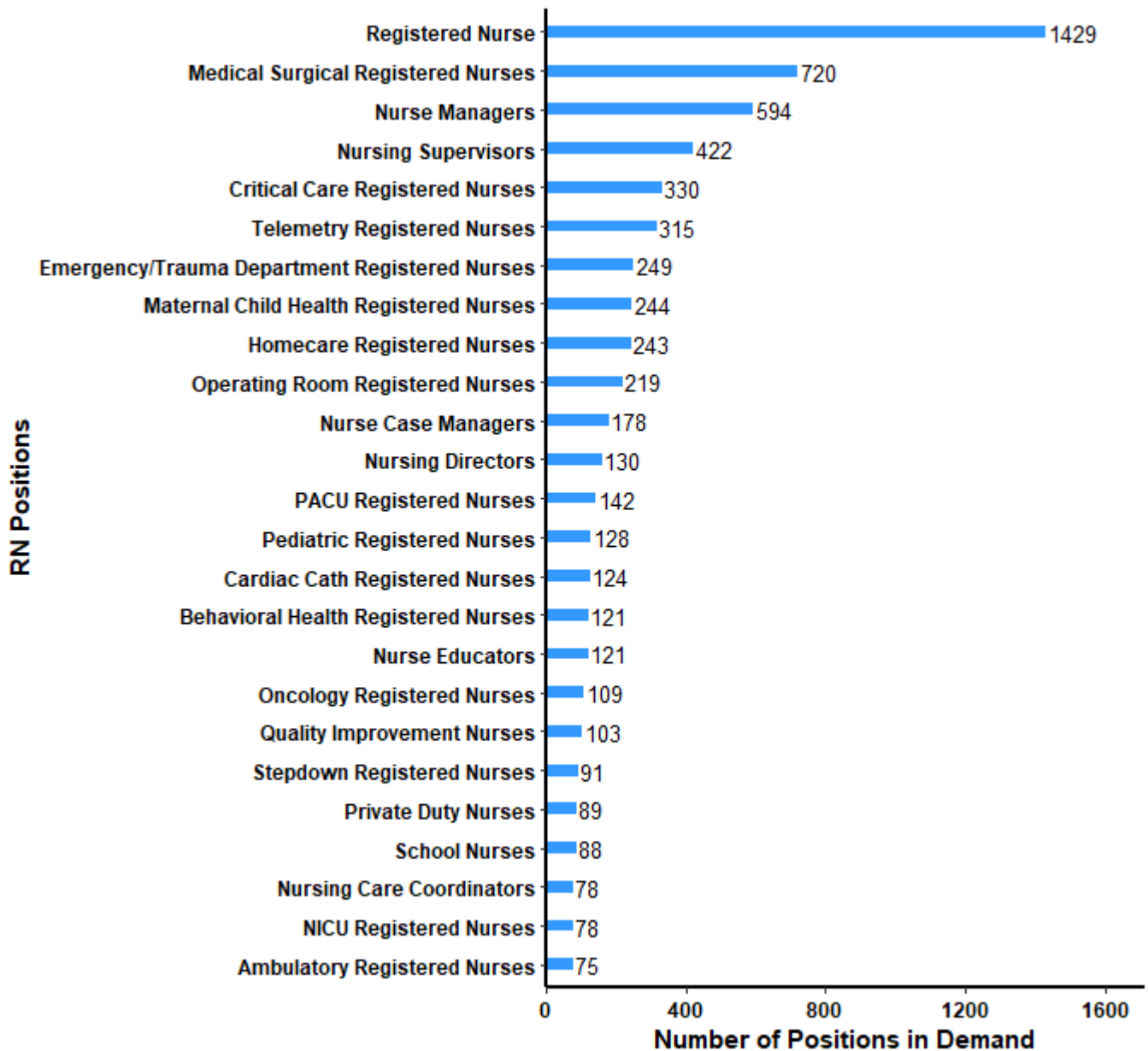
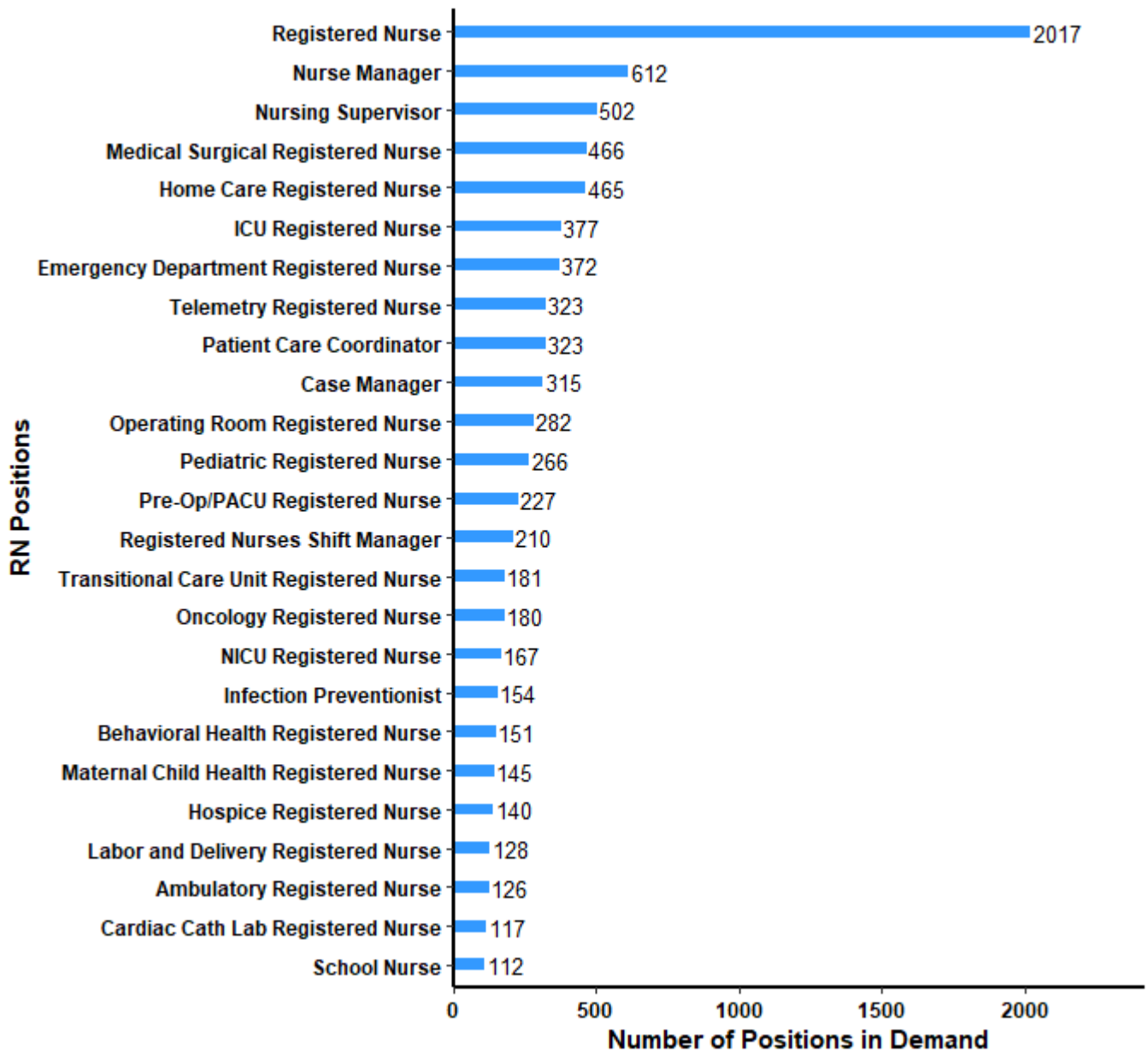


Figure 3.4 shows the top 25 positions in demand in 2022.

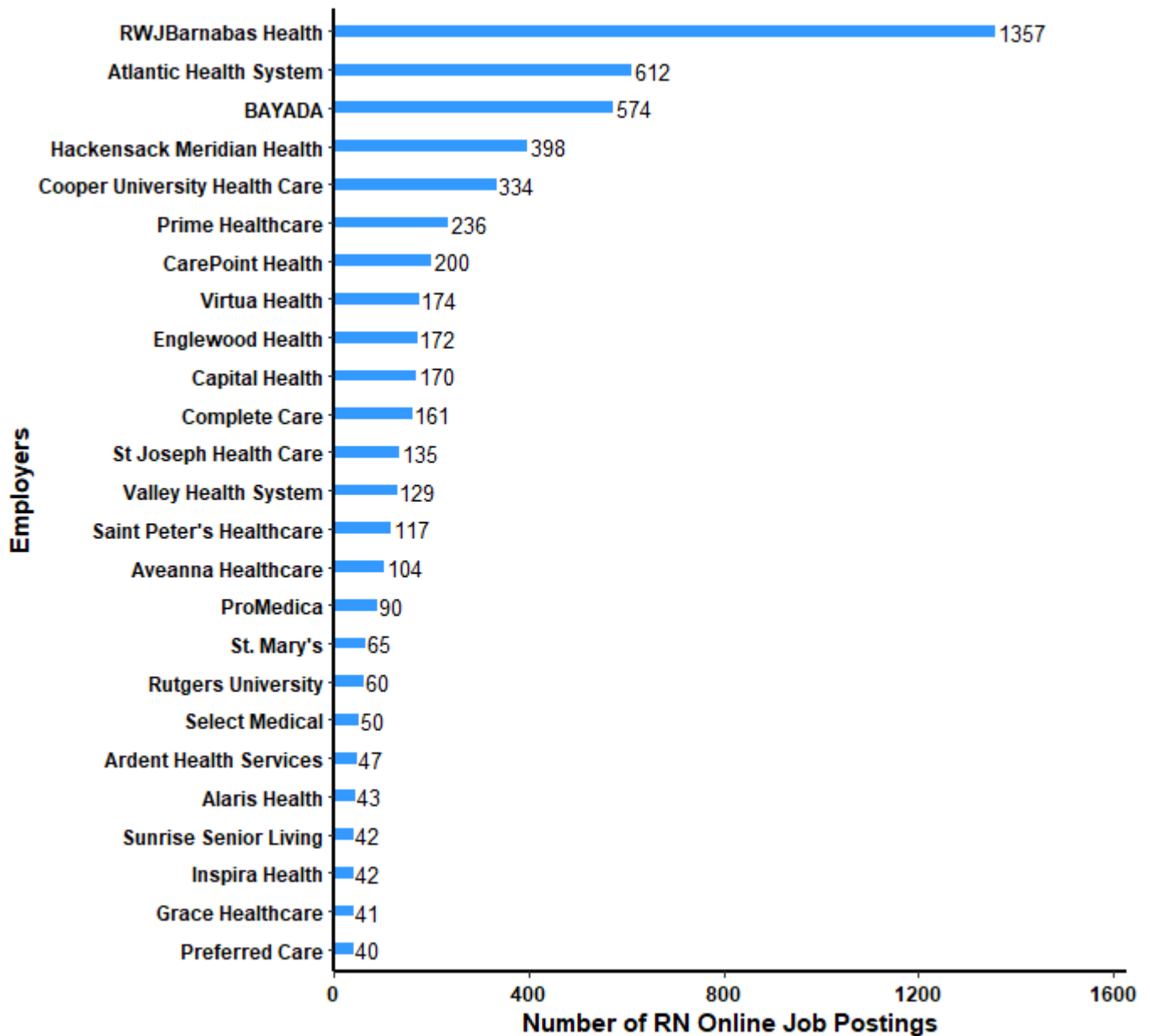
Figure 3.4: Top 25 RN Positions in Demand (2022)



Employer

Figure 3.5 shows the top 25 RN employers in New Jersey with the greatest number of unique job postings (n=7,539) in 2023. Hospital employers were combined under their healthcare system where applicable. Greater number of unique postings may reflect a high rate of turnover or a high demand for employees.

Figure 3.5: Top 25 RN Employers

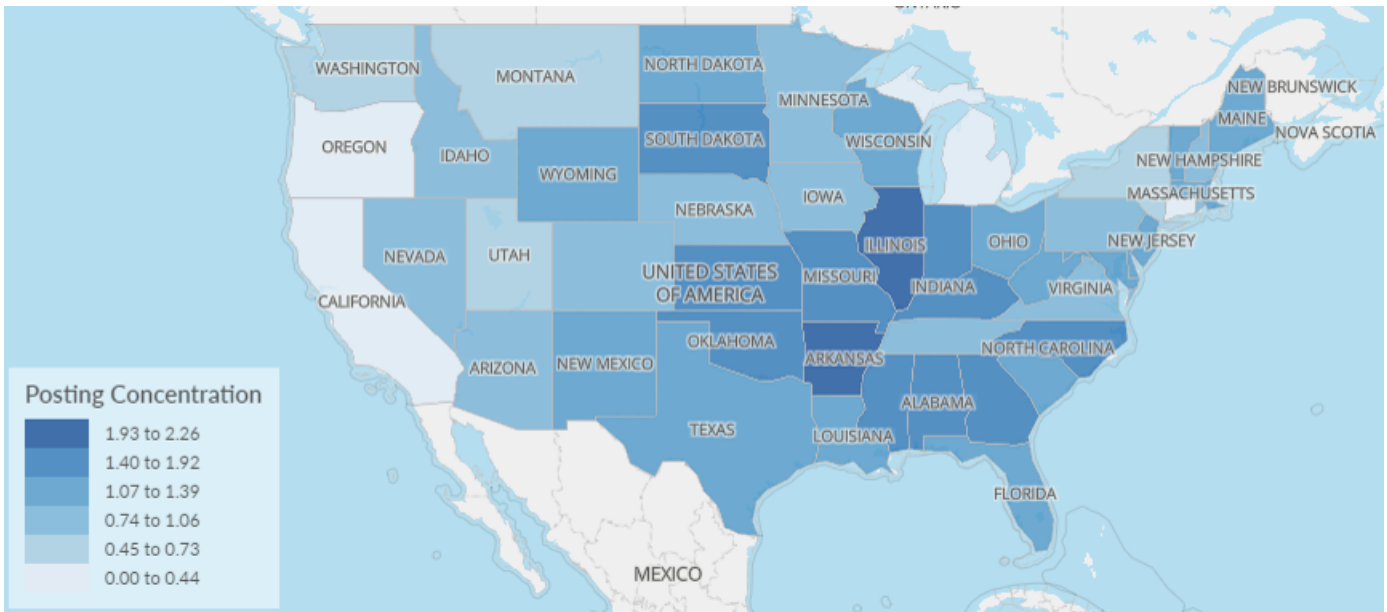


National Demand Comparison

January 1, 2023 - December 31, 2023

Figure 3.6 shows the level of demand for RNs across the United States from January 1, 2023 through December 31, 2023. Posting concentrations show the concentration of job postings in a region relative to the national average. This can be used to determine if the job posting concentration is high or low in a region compared to the nation. A concentration score greater than one indicates that posting in the region has a high concentration. Scores lower than one indicate posting concentration is lower than the national average.

Figure 3.6: National Demand Map for RNs



New Jersey has a moderate posting concentration of 1.25 which placed it as the 19th highest in the U.S. The states with the highest posting concentration were Arkansas (2.26), Illinois (1.93), Missouri (1.75), Alabama (1.57), and Indiana (1.55). The states with the lowest posting concentration were Michigan (0.20), California (0.24), Connecticut (0.29), Oregon (0.32), and District of Columbia (0.37).

Job Postings by NJ County

Timeframe: January 1, 2023 - December 31, 2023

Table 3.3 and **Figure 3.7** show the county-level data for the raw number of unique job postings and demand concentration for RNs in 2023. There were a total of 6,849 unique RN job postings in 2023. **The counties with the highest demand concentration were Ocean (2.26), Salem (2.18), Camden (2.03), Essex (1.87), and Passaic (1.69). The counties with the greatest number of unique RN job postings were Essex (986), Morris (658), and Bergen (587).**

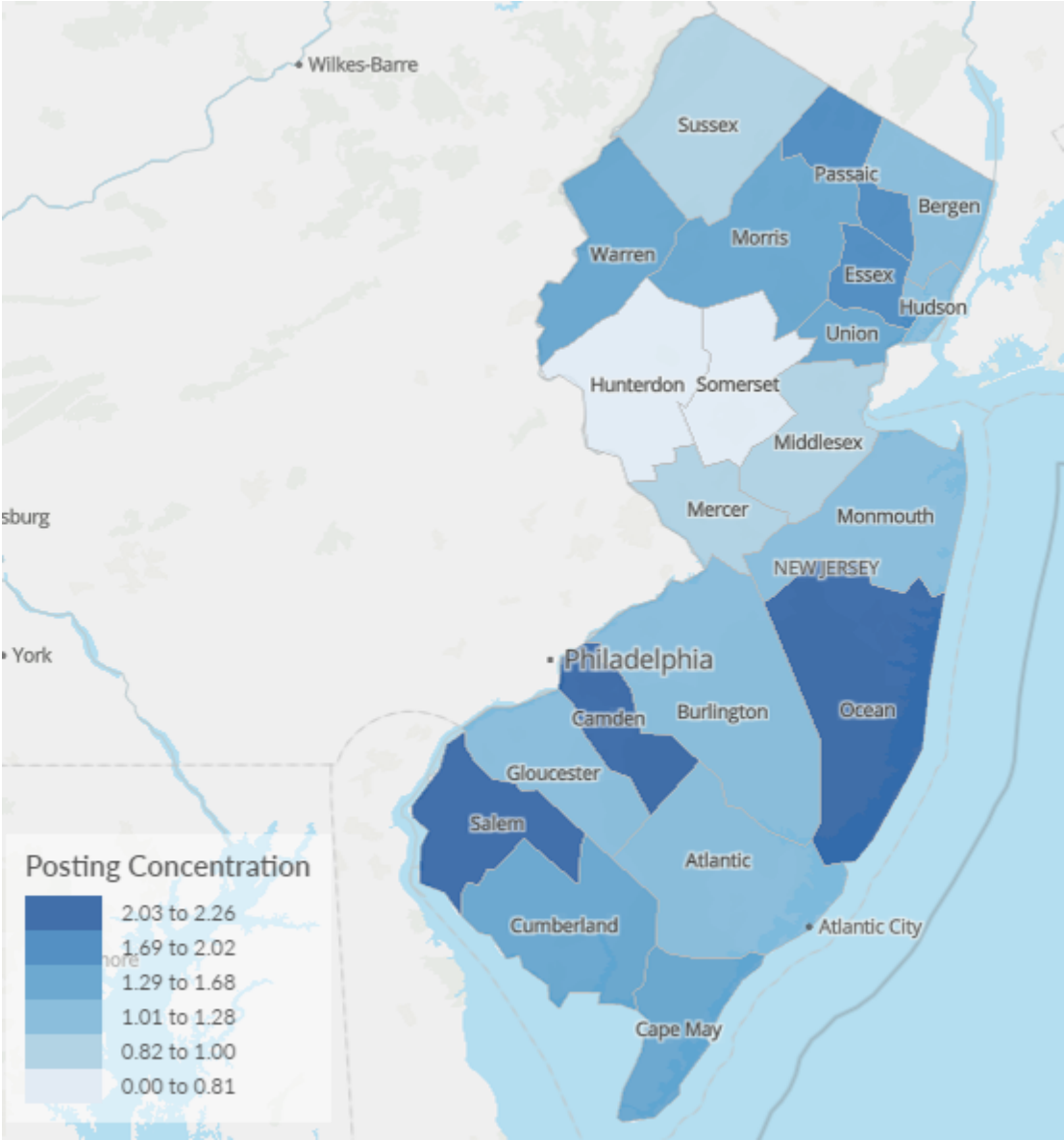
Table 3.3: Demand for RNs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	100	1.02
Bergen	587	1.01
Burlington	278	1.13
Camden	584	2.03
Cape May	27	1.31
Cumberland	67	1.39
Essex	986	1.87
Gloucester	121	1.04
Hudson	513	1.08
Hunterdon	43	0.70
Mercer	352	0.88
Middlesex	567	0.89
Monmouth	339	1.01
Morris	658	1.53
Ocean	378	2.26
Passaic	396	1.69
Salem	48	2.18
Somerset	166	0.67
Sussex	71	0.82
Union	494	1.29
Warren	55	1.32

Note: There were 19 unclassified postings.

Figure 3.7 shows the level of demand for RNs across New Jersey from January 1, 2023 through December 31, 2023.

Figure 3.7: Demand Map for RNs by NJ County



Nurse Practitioner (NP) Demand Profile

Job Postings

Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. According to **Figure 3.8**, there were 5,515 total job postings and 2,330 unique job postings for Nurse Practitioner (NP). The median posting duration was 28 days. The job posting intensity of 2:1 means that there were 2 job postings for every 1 unique NP position.

Figure 3.8: NP Posting Overview

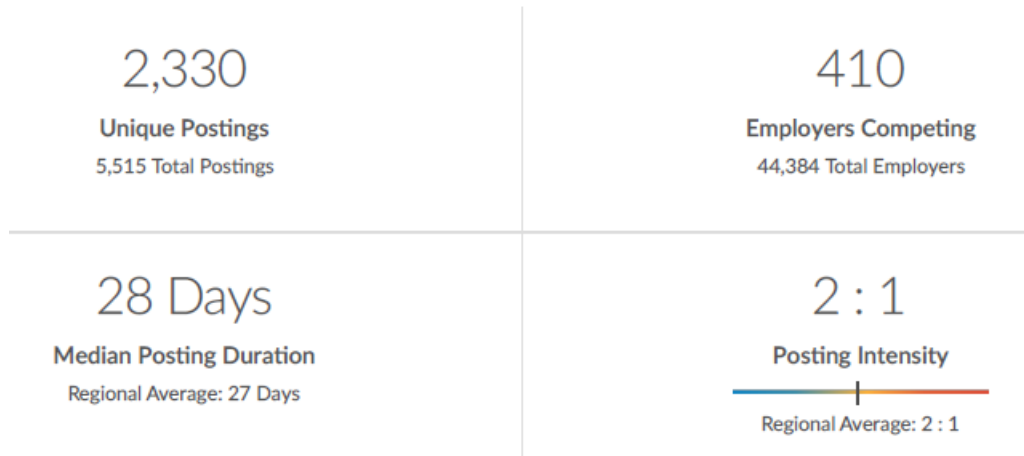


Figure 3.9 shows the time series of unique NP job postings for 5 years from October 2019 through October 2024. The section in yellow highlights the time frame from January 2023 through December 2023.

Figure 3.9: NP Job Posting Time Series 2019-2024

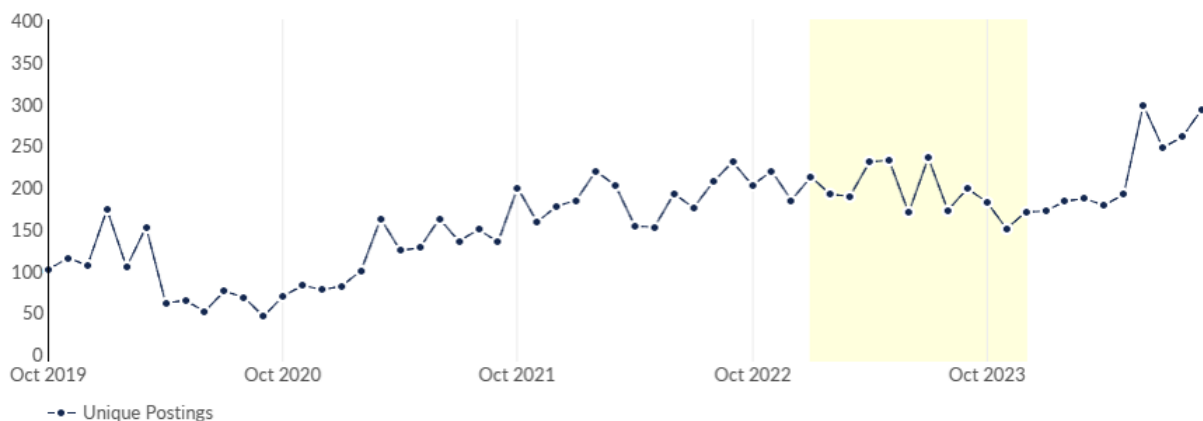


Table 3.4 shows the monthly number of unique NP job postings from January 2023 to September 2024. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The posting intensity for nurse practitioners is comparable to the regional averages.

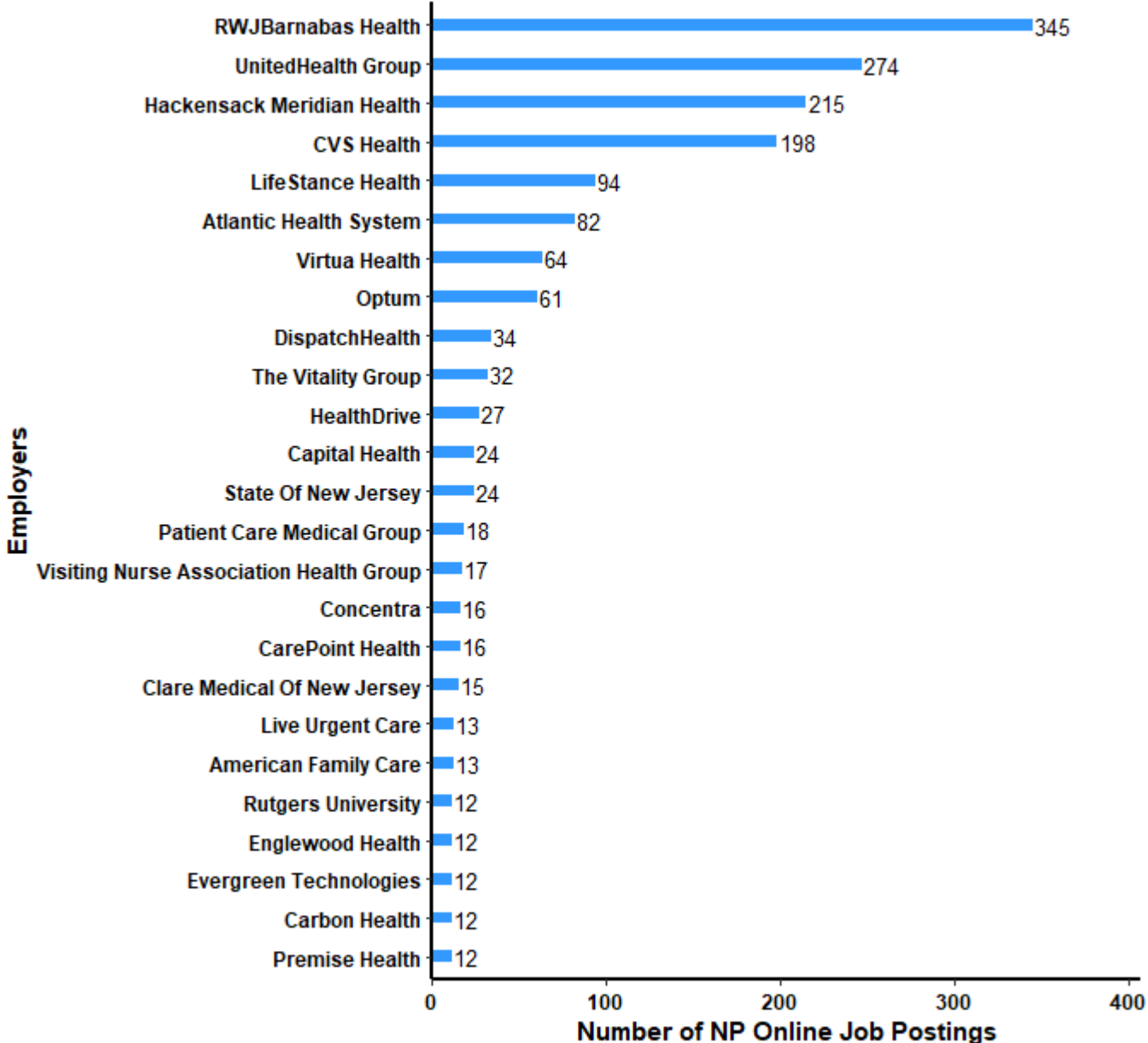
Table 3.4: Monthly Unique NP Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2023	212	3:1
Feb 2023	191	2:1
Mar 2023	189	2:1
Apr 2023	230	3:1
May 2023	232	2:1
Jun 2023	169	3:1
Jul 2023	235	2:1
Aug 2023	172	3:1
Sep 2023	198	2:1
Oct 2023	182	2:1
Nov 2023	150	2:1
Dec 2023	170	2:1
Jan 2024	171	2:1
Feb 2024	183	2:1
Mar 2024	186	2:1
Apr 2024	178	2:1
May 2024	191	2:1
Jun 2024	298	2:1
Jul 2024	247	2:1
Aug 2024	260	2:1
Sep 2024	293	2:1

Employer

Figure 3.10 shows the top 25 NP employers in New Jersey with the greatest number of unique job postings (n=2,463) in 2023. Hospital employers were combined under their healthcare system where applicable. Greater number of unique postings may reflect a high rate of turnover or a high demand for employees.

Figure 3.10: Top 25 NP Employers

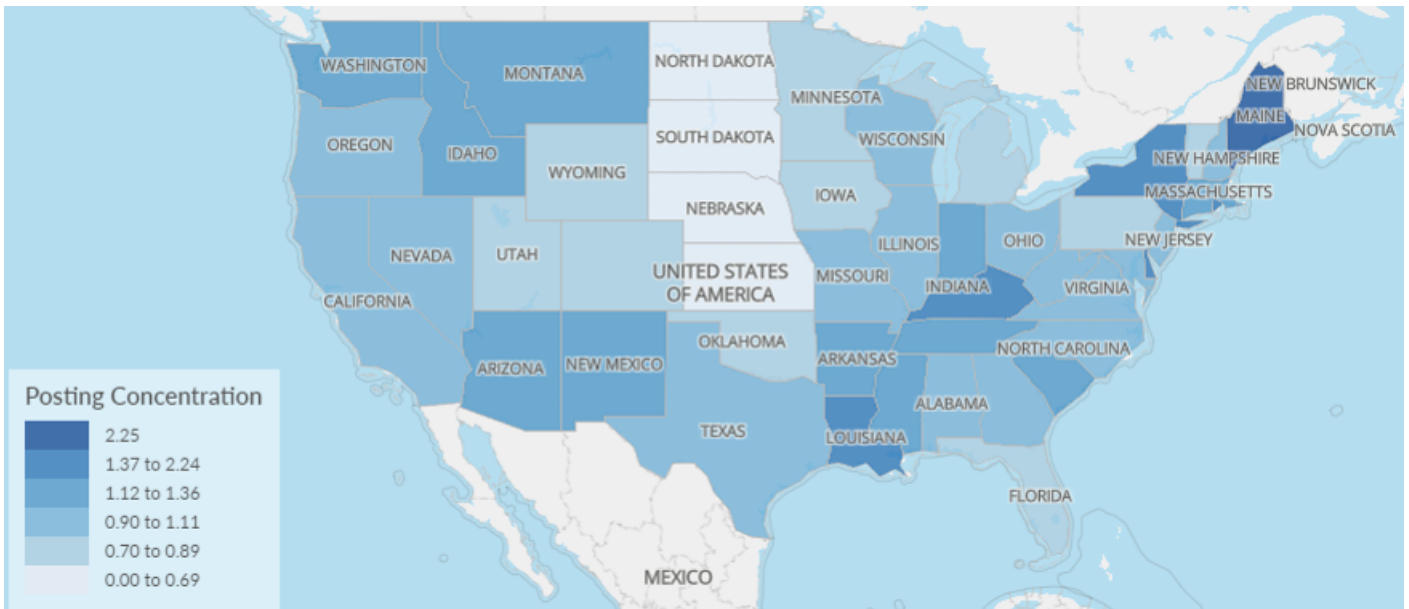


National Demand Comparison

January 1, 2023 - December 31, 2023

Posting concentrations show the concentration of job postings in a region relative to the national average. **Figure 3.11** shows the level of demand for NPs across the United States from January 1, 2023 through December 31, 2023. This can be used to determine if the job posting concentration is high or low in a region compared to the nation. A concentration score greater than one indicates that posting in the region has a high concentration. Scores lower than one indicate posting concentration is lower than the national average.

Figure 3.11: National Demand Map for NPs



New Jersey has a posting concentration of 0.99 and ranked 28th in the nation. The states with the highest posting concentration were Maine (2.25), Rhode Island (1.62), Kentucky (1.52), New York (1.50) and Delaware (1.48). The states with the lowest posting concentration were South Dakota (0.44), Hawaii (0.48), Kansas (0.53), North Dakota (0.56), and District of Columbia (0.61).

Job Postings by NJ County

January 1, 2023 - December 31, 2023

Table 3.5 and **Figure 3.12** show county-level data for the number of unique job postings and demand concentration for NPs in 2023. There were a total of 2,330 unique NP job postings in 2023. **The counties with the highest demand concentration were Sussex (1.72), Monmouth (1.70), Essex (1.62), Ocean (1.35), and Atlantic (1.02).** The counties with the greatest number of unique NP job postings were Essex (368), Monmouth (244), and Middlesex (239).

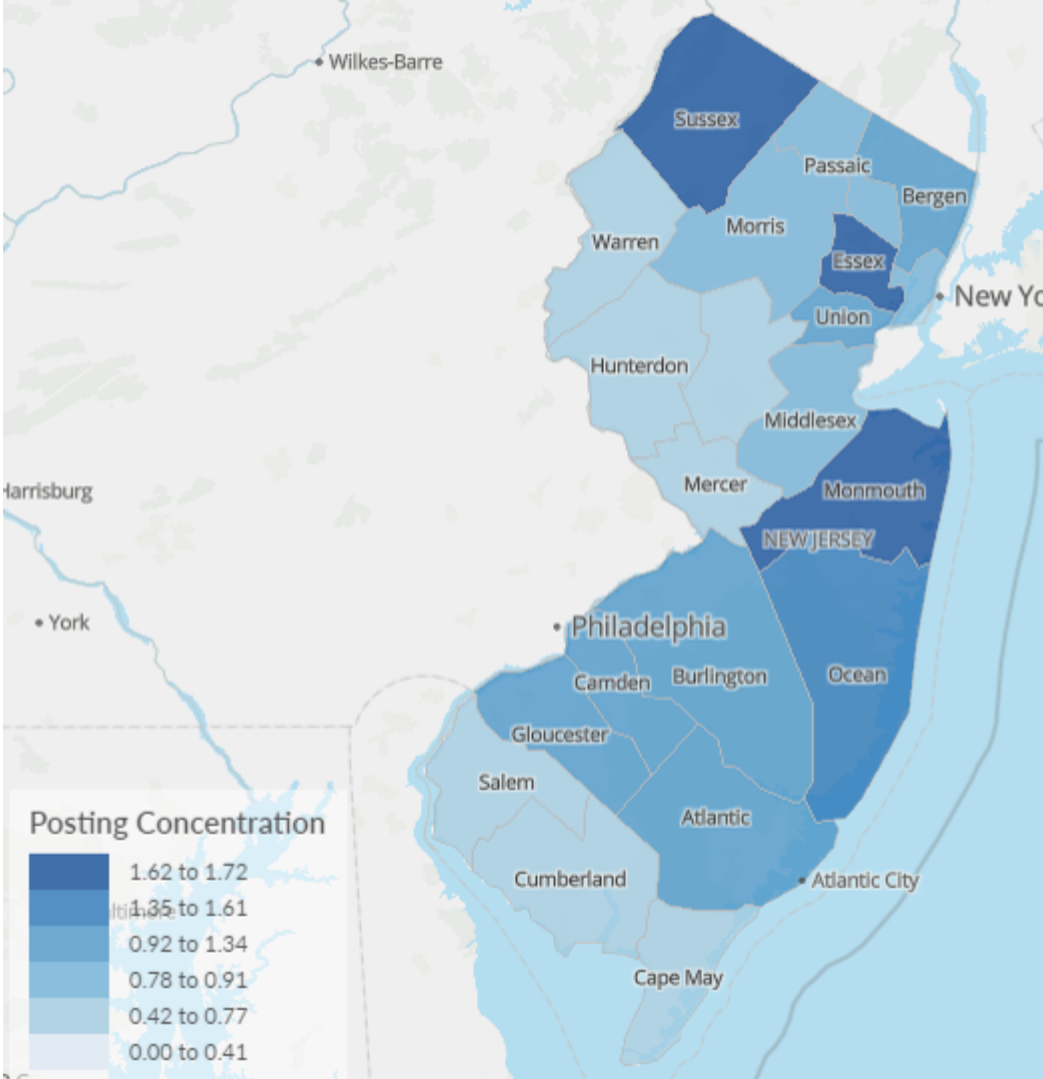
Table 3.5: Demand for NPs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	43	1.02
Bergen	238	0.95
Burlington	105	0.99
Camden	115	0.93
Cape May	5	0.56
Cumberland	11	0.53
Essex	368	1.62
Gloucester	46	0.92
Hudson	173	0.84
Hunterdon	16	0.61
Mercer	96	0.56
Middlesex	239	0.87
Monmouth	244	1.70
Morris	144	0.78
Ocean	97	1.35
Passaic	87	0.86
Salem	4	0.42
Somerset	58	0.54
Sussex	64	1.72
Union	164	1.00
Warren	10	0.56

Note: There were 3 unclassified postings.

Figure 3.12 shows the level of demand for NPs across New Jersey from January 1, 2023 through December 31, 2023.

Figure 3.12: Demand Map for NPs by NJ County



Licensed Practical Nurse (LPN) Demand Profile

Job Postings

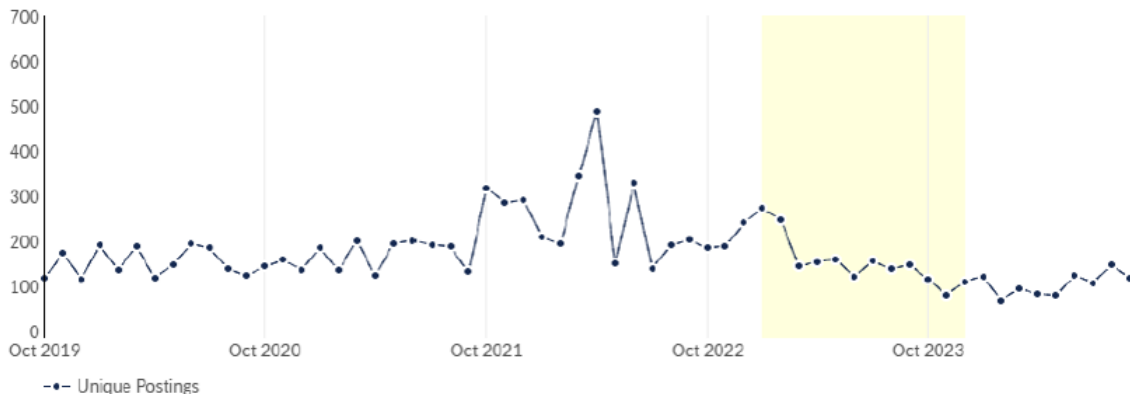
Figure 3.13 shows there were 5,759 total job postings and 1,844 unique job postings for Licensed Practical Nurse (LPN). The median posting duration was 27 days. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The job posting intensity of 3:1 means that there were 3 job postings for every 1 unique LPN position.

Figure 3.13: LPN Posting Overview



Figure 3.14 shows the time series of unique LPN job postings for 5 years from October 2019 through October 2024. The section in yellow highlights the time frame from January 2023 through December 2023.

Figure 3.14: LPN Job Posting Time Series 2019-2024



Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings.

Table 3.6 shows the monthly number of unique LPN job postings from January 2023 to September 2024. The unique postings in these months reflect the top employer postings which may account for the high unique posting number.

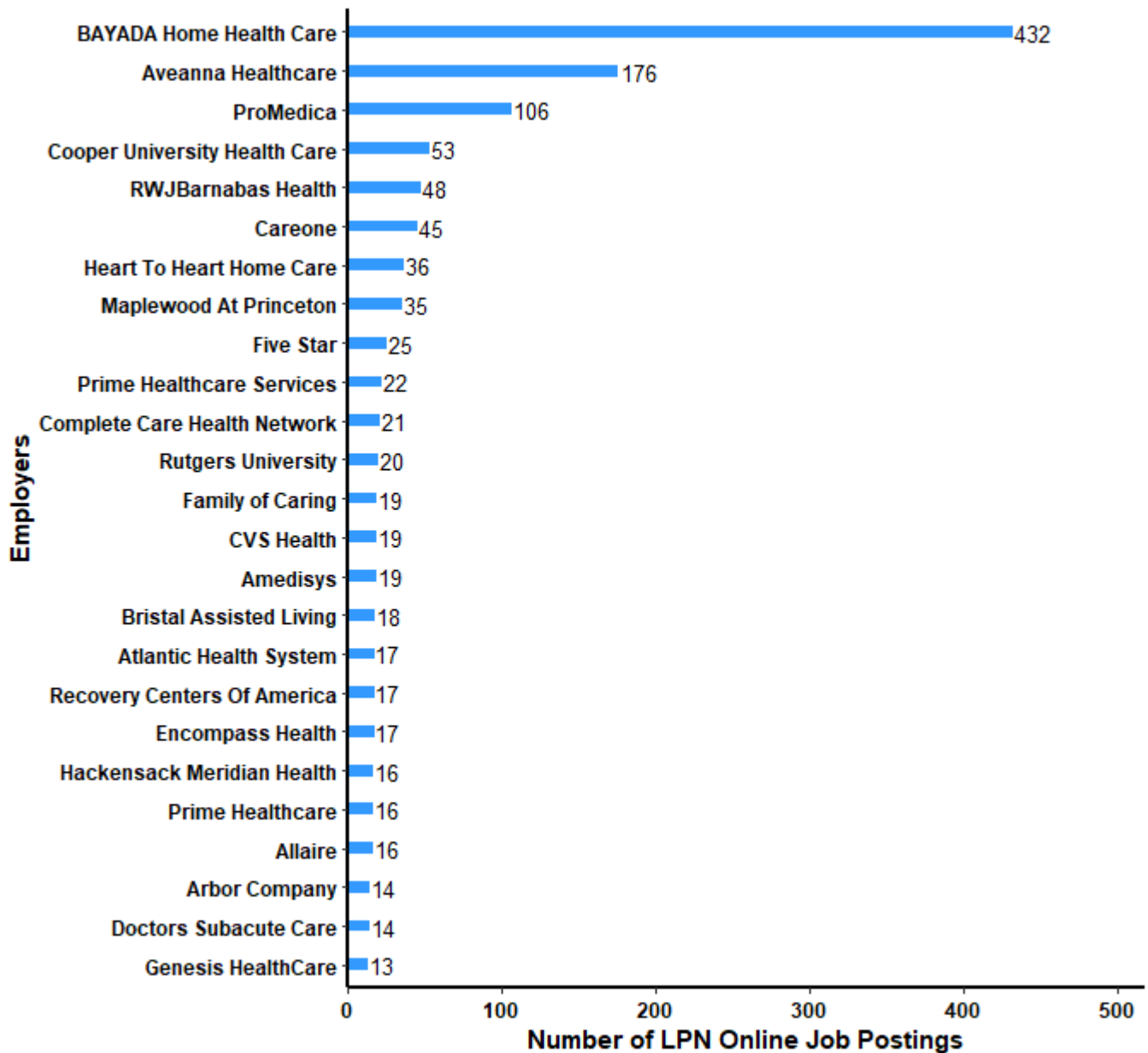
Table 3.6: Monthly Unique LPN Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2023	273	3:1
Feb 2023	247	2:1
Mar 2023	144	3:1
Apr 2023	154	3:1
May 2023	160	4:1
Jun 2023	120	3:1
Jul 2023	156	3:1
Aug 2023	137	3:1
Sep 2023	147	3:1
Oct 2023	116	3:1
Nov 2023	80	3:1
Dec 2023	110	4:1
Jan 2024	122	2:1
Feb 2024	69	3:1
Mar 2024	94	3:1
Apr 2024	82	3:1
May 2024	79	3:1
Jun 2024	124	3:1
Jul 2024	107	3:1
Aug 2024	146	3:1
Sep 2024	119	3:1

Employer

Figure 3.15 shows the top 25 employers with the greatest number of unique job postings (n=1,888) for LPNs in 2023. Hospital employers were combined under their healthcare system where applicable. Greater number of unique postings may reflect a high rate of turnover or a high demand for employees.

Figure 3.15: Top 25 Employers of LPNs

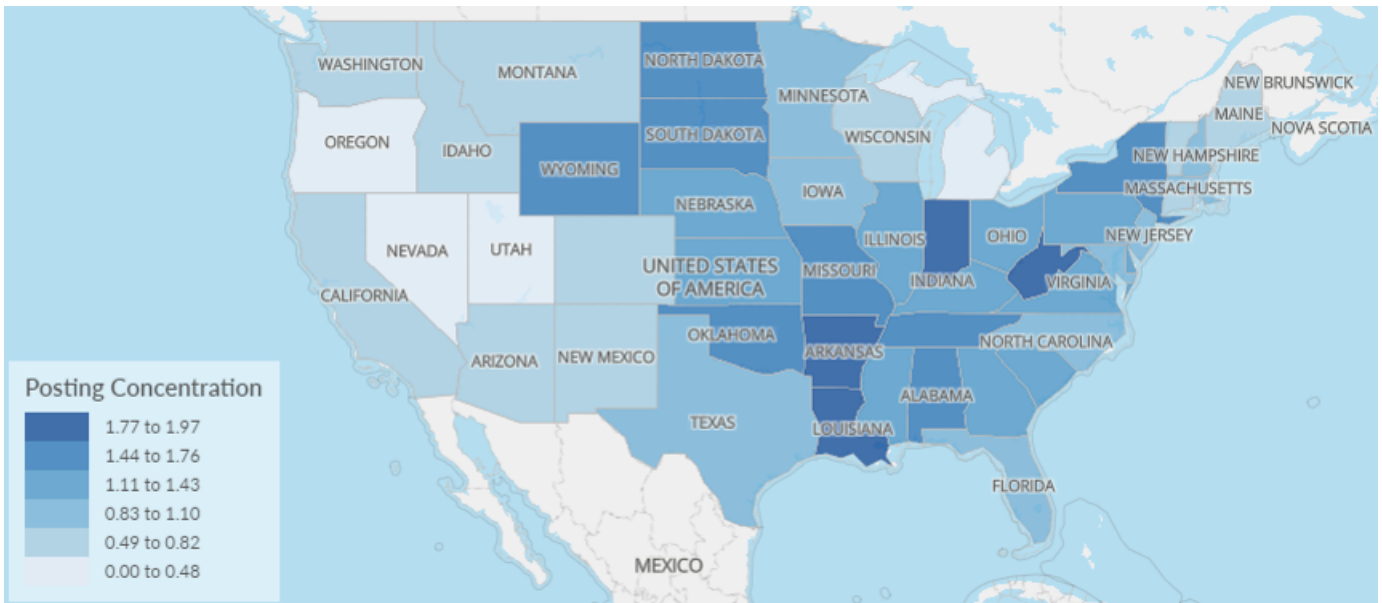


National Demand Comparison

January 1, 2023 - December 31, 2023

Figure 3.16 shows the level of demand for LPNs across the United States from January 1, 2023 through December 31, 2023. Posting concentrations shows the concentration of job postings in a region relative to the national average. This can be used to determine if the job posting concentration is high or low in a region compared to the nation. A concentration score greater than one indicates that posting in the region has a high concentration. Scores lower than one indicate posting concentration is lower than the national average.

Figure 3.16: National Demand Map for LPNs



New Jersey has a posting concentration of 0.99 and ranked 26th in the nation. The states that have the highest posting concentration were West Virginia (1.97), Indiana (1.97), Louisiana (1.85), Arkansas (1.77), and Alabama (1.71). The states with the lowest posting concentration were Michigan (0.25), Utah (0.25), District of Columbia (0.32), Alaska (0.33), and Oregon (0.37).

Job Postings by NJ County

Timeframe: January 1, 2023 - December 31, 2023

Table 3.7 and **Figure 3.17** show county-level data for the number of unique job postings and demand concentration for LPNs in 2023. There were a total of 1,844 unique LPN job postings in 2023. **The counties with the highest demand concentration were Salem (3.72), Cape May (2.98), Cumberland (2.56), Warren (1.91), and Gloucester (1.85).** The counties with the lowest demand concentration were Somerset (0.44), Hudson (0.49), Union (0.62), Morris (0.77), and Middlesex and Bergen (0.80). The counties with the greatest number of unique LPN job postings were Middlesex (174), Essex (172), and Bergen (159).

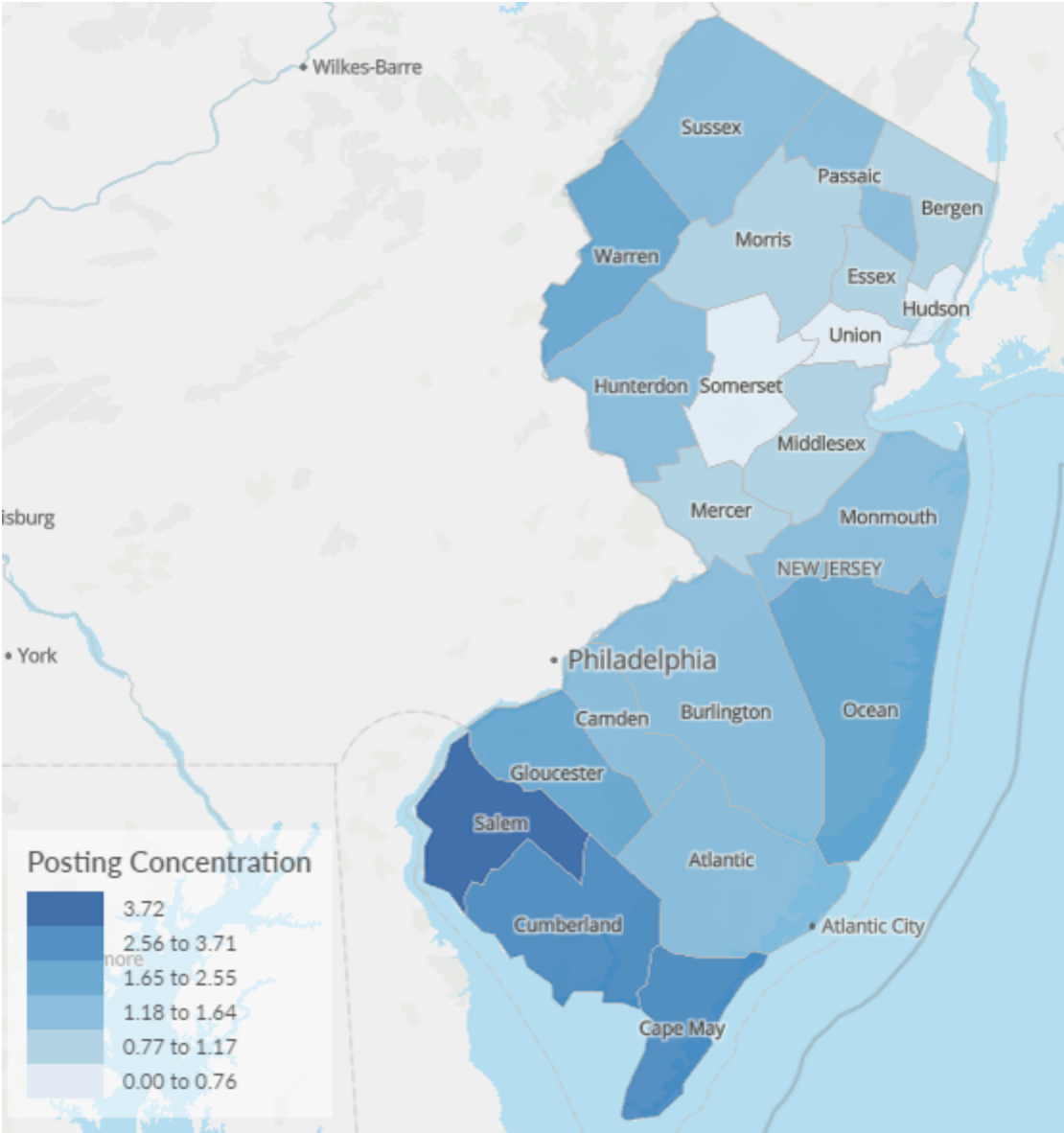
Table 3.7: Demand for LPNs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	51	1.52
Bergen	159	0.80
Burlington	108	1.28
Camden	150	1.53
Cape May	21	2.98
Cumberland	42	2.56
Essex	172	0.96
Gloucester	73	1.85
Hudson	80	0.49
Hunterdon	27	1.29
Mercer	110	0.81
Middlesex	174	0.80
Monmouth	149	1.31
Morris	113	0.77
Ocean	94	1.65
Passaic	104	1.30
Salem	28	3.72
Somerset	37	0.44
Sussex	35	1.18
Union	81	0.62
Warren	27	1.91

Note: There were 9 unclassified postings.

Figure 3.17 shows the level of demand for LPNs across New Jersey from January 1, 2023 through December 31, 2023.

Figure 3.17: Demand Map for LPNs by NJ County



Appendices

Glossary

- **ABSN:** Accelerated Bachelor of Science in Nursing degree
- **Accelerated BSN Nursing Program (2nd Degree):** A program of instruction that admits students who have already completed a bachelors or graduate degree in a non-nursing discipline or a certain number of non-nursing credits (e.g. 60 credits), and at completion, awards a bachelor of science in nursing degree and eligibility to apply for licensure as an RN. According to the American Association of Colleges of Nursing, these fast-track entry-level baccalaureate programs take between 11-18 months to complete.
- **Admitted Applicants:** A count of the individuals who received official notice from the program that they were invited to begin the nursing program during the reporting period.
- **ADN:** Associate Degree in Nursing. Please note that associate degree programs may be ADN, ASN, or AAS. For this report, all associate degree programs are abbreviated as ADN.
- **ADN Bridge, LPN to RN Program** A program of instruction that is specifically designed to admit individuals licensed as practical nurses and, at completion, awards an associate degree in nursing or baccalaureate degree in nursing and eligibility to apply for licensure as a RN.
- **ADN Program, Generic:** A program of instruction that typically requires at least two years of full-time college academic work generally within a junior or community college (e.g. 60 credits), and at completion, awards an associate degree in nursing (e.g. AS, AA, AAS, ADN, etc.) and eligibility to apply for licensure as a RN.
- **APN:** (Advanced Practice Nurse). A nurse who is licensed as an Advanced Practice Nurse, who according to the American Association of Colleges of Nursing can specialize as a certified registered nurse anesthetist (CRNA), nurse practitioner (NP), clinical nurse specialist (CNS), or certified nurse-midwife. Also known as an Advanced Practice Registered Nurse (APRN).
- **Available Seats:** A count of the total number of seats available for newly admitted students.
- **BSN:** Bachelor of Science in Nursing degree
- **Completed Applicants:** A count of the individuals who submitted an application to the school with all the required documents.
- **DIP:** Diploma in Nursing.

- **Diploma Nursing Program:** A program of instruction that requires two or three years of full-time coursework, usually within a hospital-based structural unit, and at completion, awards a diploma or certificate of completion and eligibility to apply for licensure as a RN.
- **DNP:** Doctor of Nursing Practice degree
- **DNP Program:** A program of instruction that delivers a practice-focused degree to prepare experts in specialized advanced nursing practice. According to the American Association of Colleges of Nursing, DNP Programs prepare nurse leaders at the highest level of nursing practice to improve patient outcomes and translate research into practice
- **Enrollees:** A count of the Admitted Applicants who subsequently enrolled for the first time in the nursing program during the reporting period. This count should include only individuals who were still enrolled in a nursing course after the first two weeks of class.
- **Enrollees (%):** The percentage of Admitted Applicants who subsequently enrolled for the first time in the nursing program during the reporting period, relative to the total number of Admitted Applicants. This count should include only individuals who were still enrolled in a nursing course after the first two weeks of class.
- **Faculty Vacancy:** A vacant position for a faculty member that is being actively recruited as of the fall semester census date.
- **Full-Time Faculty:** Those members of the instructional, administrative, or research staff of the nursing academic unit who are employed full-time as defined by the institution, hold academic rank, carry the full scope of faculty responsibility (e.g., teaching, advisement, committee work), and receive the rights and privileges associated with full-time employment. These faculty may be tenured, tenure-track, or non-tenure track (given that there is a tenure system in the institution).
- **Graduates:** A count of the number of students who successfully completed the program requirements and were formally awarded the degree during the reporting period.
- **License by Exam:** A RN or LPN who has graduated from an approved school of nursing and has taken the NCLEX examination (either the NCLEX-RN or the NCLEX-PN respectively).
- **LPN (Licensed Practical Nurse):** A nurse who is licensed as a practical nurse.
- **LPN Program:** A program of instruction that typically requires at least 44 weeks of full-time coursework, generally within a vocation/technical school or community/junior college settings, and at completion, awards a diploma or certificate of completion and eligibility to apply for licensure as an LPN.
- **MSN:** Master of Science in Nursing degree
- **MSN Program, Clinical Track:** A post-licensure master's program with emphasis on advanced clinical practice, including Nurse Practitioner, Nurse Anesthetist, Nurse Midwifery, and Clinical Nurse Specialist tracks.
- **MSN Program, Non-Clinical Track:** A post-licensure master's program with non-clinical emphasis, such as Nurse Educator and Management/Leadership tracks.

- **NAICS:** North American Industry Classification System - Identifies the primary activity of a business such as healthcare.
- **PhD:** Doctor of Philosophy Degree.
- **PhD Program:** A program of instruction that delivers a research-focused degree to prepare RNs as nurse scientists and scholars. These programs focus heavily on scientific content and research methodology and require an original research project with completion and defense of a dissertation or linked research papers. Most research-focused programs grant the Doctor of Philosophy (PhD) degree, while a small percentage offers the Doctor of Nursing Science (DNS) degree.
- **Post-licensure BSN Program (RN-BSN Program):** A program of instruction that admits RNs with associate degrees or diplomas in nursing and awards a baccalaureate nursing degree.
- **Pre-licensure BSN Program, Generic:** A program of instruction that admits students with no previous nursing education, and at completion, awards a baccalaureate degree with a major in nursing (e.g. BA, BS, BSN, etc.) and eligibility to apply for licensure as a RN. The program typically requires at least four years but not more than five years of full-time college academic work within an educational institution or university (120 credits).
- **Pre-licensure MSN Program (Entry MSN):** A program of instruction that admits students who have already completed a bachelor's degree in a non-nursing discipline, and at completion, awards a master's degree in nursing (e.g. MSN, MS, MA, etc.) and eligibility to apply for licensure as a RN.
- **Qualified Applicants:** A count of the individuals who submitted complete applications on time and who met all institutional requirements for formal admission to the nursing program during the reporting period.
- **RN (Registered Nurse):** A nurse who is licensed as a registered professional nurse.
- **SOC (Standard Occupational Classification):** Identifies the primary duties of a worker such as a Registered Nurse.
- **Total student enrollment:** A count of the number of students enrolled in the fall semester, which includes students at all points of the program's curriculum sequence, including newly enrolled, continuing, and students in their final semester or year.

Methodology

Supply

Supply data are derived from the entrance of new nurses (educational capacity) into the system as well as the data on the current workforce.

Educational Capacity

An email letter describing the purpose of the New Jersey Educational Capacity Survey was sent to the dean of each nursing program in New Jersey with a portable document file (pdf) of the questionnaire and a glossary of terms. The questionnaire included all items from the nurse minimum dataset (N-MDS) as outlined by the National Forum of Nursing Workforce Centers. Additional questions were added to provide additional context. This self-reported data can have errors in how the school interprets or completes the survey. Data were reviewed for completeness and consistency and adjusted as appropriate. When discrepancies in the data were found, the school was contacted for clarification. Since 2020, data were obtained for BSN and higher degree graduates using AACN as a source, and then merged with NJCCN data surveys. This process was offered to baccalaureate and higher degrees as an option to reduce survey burden.

Current Workforce Data

Licensure is renewed for all nursing categories every two years. Thus, every year, half of the APN, RN, and LPN licensure data are collected through the New Jersey Board of Nursing (NJBON) licensure renewal using Nursys®. At the end of the two-year period, the data are merged and analyzed collectively. These data are voluntarily self-reported by the nurses in the state. The data are provided to the Center for analysis by the NJBON. Because it is self-reported, these data can have errors.

Demand

Demand data that determines workforce trends in real-time is important for predicting the job market. As such, the Center is using Lightcast™. Lightcast™ draws on a comprehensive database of real-time demand on a national, state, and regional level. This database can track and analyze employer hiring activities by industry, occupation, education, and skills to help provide direction. Lightcast™ obtains data on online job postings, which is mined and coded from each posting to describe skills, education, and experience. O*Net is the nation's primary source of occupational information and is developed under the sponsorship of the US Department of Labor/Employment and Training Administration. The O*Net Standard Occupational Classification (O*Net –SOC) is used to standardize the approach to postings for the data report.

The Lightcast™ Occupation Taxonomy (LOT) is a proprietary taxonomy composed of four different levels (Career Area, Occupation Group, Occupation and Specialized Occupation). The Specialized Occupations within the taxonomy identify roles that are the same, across employers and geographies, regardless of job title. The next level up from Specialized Occupations are Occupations, which are composed of one or more Specialized Occupations that are slightly broader in nature and roughly equivalent to US O*NET-SOC detailed occupations and 4 digit ESCO

codings. Occupation Groups combine similar Occupations in a logical group that are roughly equivalent to US SOC broad occupations and ESCO 3 digit codes. Finally, Career Areas group occupation groups together into large sectors with broad categories of labor. This is a great jumping off point to understand broad labor market trends and patterns. Career Areas are roughly equivalent to US SOC major groups and ESCO 2 digit codes.

This hierarchy allows a query to start broad, but then “drill down” to a level of analysis that is far more granular and precise than most national occupation taxonomies can achieve. This level of granularity means that specific roles can be analyzed without the need to look at potentially confusing and messy job titles.

The Lightcast™ Occupation Taxonomy is updated annually — infrequent enough to make it stable and useful for comparisons over time, but frequent enough to capture new, emerging roles as they formalize in the economy.

The Lightcast Occupation Taxonomy introduces several key benefits. Granular – The Lightcast Occupation Taxonomy provides significantly more granularity than federal taxonomies, while maintaining a level of aggregation that allows robust analysis. Users can create meaningful career ladders using Specialized Occupations, showing the skills and credentials required for each.

Specific – The Specialized Occupations identify roles that are the same, across employers and geographies, regardless of job title. Job titles can cross occupations (as employers cast a wide net while advertising positions) so the Lightcast Occupation Taxonomy serves to close this language gap.

Responsive – The Lightcast Occupation Taxonomy is updated annually — infrequent enough to make it stable and useful for comparisons over time, but frequent enough to capture new, emerging roles as they formalize in the economy. The O*Net –SOC taxonomy was used to standardize the occupation-specific indicators. The job ads were reviewed to eliminate any per diem positions, out-of-state commuters, temporary positions, and postings that had job openings outside of New Jersey.

Companies are labeled as a staffing company based on name, industry code, and qualitative research. For the purposes of job posting data, companies are labeled as staffing when they are a) true staffing companies, or b) job boards or brands maintained by staffing companies. This allows customers to filter results based on what they would like to see.

There are several limitations of Lightcast™ data. A major limitation is that online job advertisements are only partially representative of the labor market and the demand for labor. Another limitation is that one job posting may advertise the need for multiple nurses, but will only register as a single post in the database. Duplicate postings are common and may be missed even though Lightcast™ uses an algorithm to remove duplications. The use of O*Net-SOC also creates a limitation because it classifies most RNs under a single code (291141.00) and provides special codes only for Acute Care Nurses (291141.01) and Critical Care Nurses (291141.03), which creates challenges for breaking the codes down into more pinpointed specialties and subfields.

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