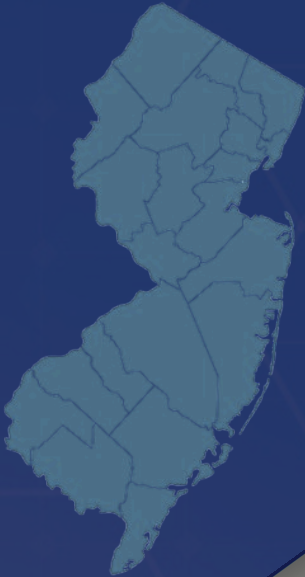




2026 NEW JERSEY NURSING DATA & ANALYSIS REPORT



EDUCATIONAL CAPACITY DATA 2024
WORKFORCE SUPPLY DATA 2024-2025
WORKFORCE DEMAND DATA 2024





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. (2026). *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
 - Educational Capacity Report - RN
 - Educational Capacity Report - LPN
 - Nursing Faculty Report
- Chapter 2: Workforce Supply Data
 - Registered Nurse (RN) Profile
 - Advanced Practice Nurse (APN) Profile
 - Licensed Practical Nurse (LPN) Profile
- Chapter 3: Workforce Demand Data
 - Registered Nurse (RN) Demand Profile
 - Nurse Practitioner (NP) Demand Profile
 - Licensed Practical Nurse (LPN) Demand Profile

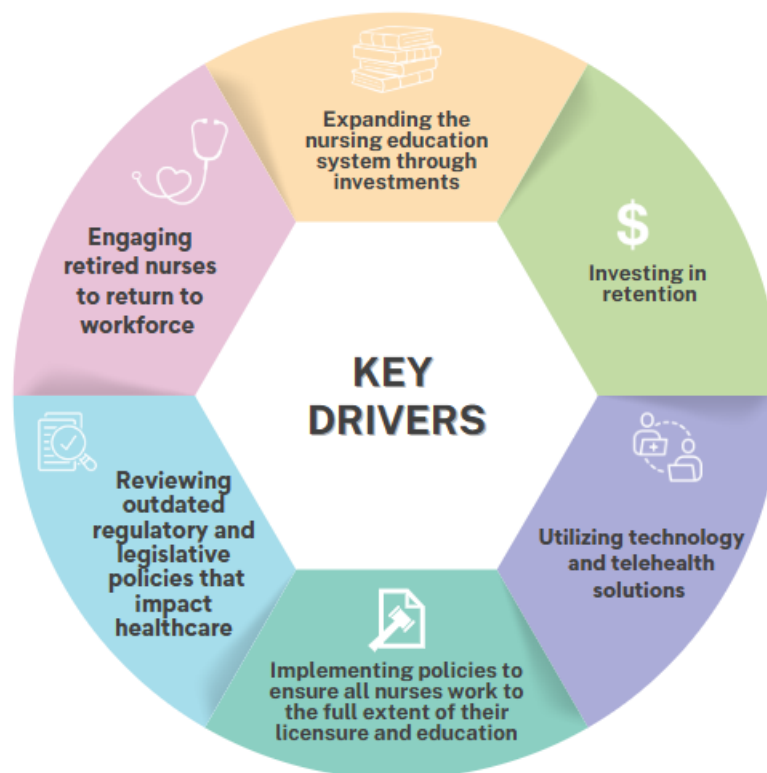
Executive Summary

New Jersey continues to have nursing workforce shortages projected over the next decade. The nursing workforce is unstable amid several straining factors: 1) an aging New Jersey population with more chronic conditions and complex care needs; 2) high nursing turnover rates; 3) an aging nursing workforce; 4) barriers to increasing nursing school enrollment; and 5) an uncertain legislative landscape which may impact access to care and the nursing profession.

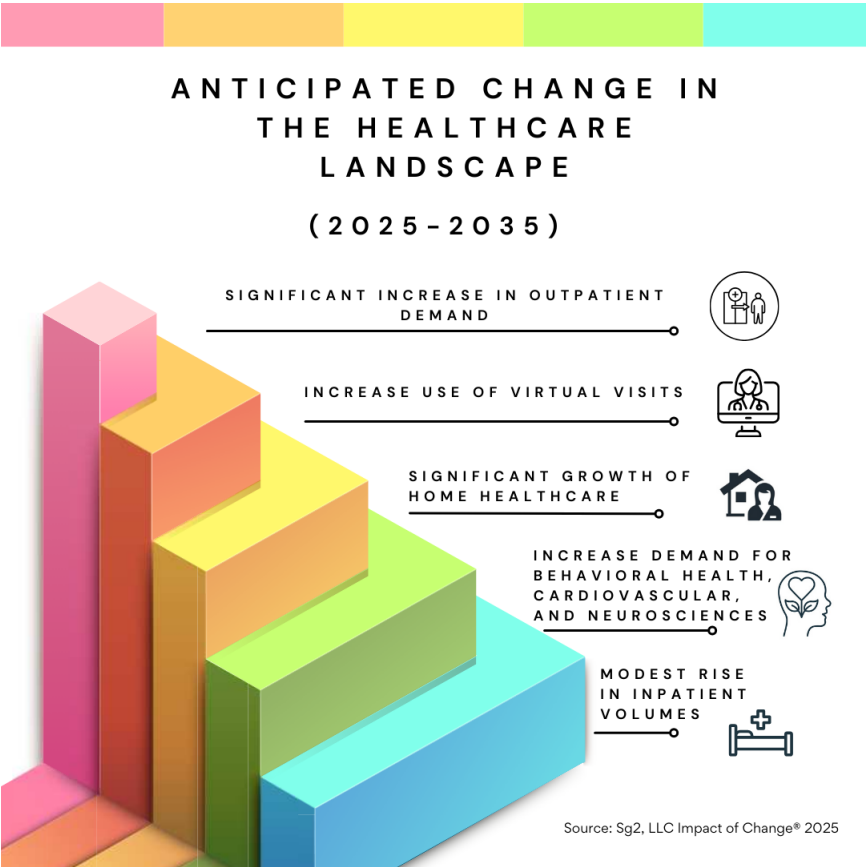
Key Findings in New Jersey:

- Enrollment increased for RNs and APNs but lowered for LPNs.
- The nursing workforce continues to grow.
- Job satisfaction is high for RNs, APNs, and LPNs, yet turnover is still high and increased from last year.
- Turnover and salaries increased for RNs, APNs, and LPNs.

Key Drivers for Improving the Healthcare System:



National Landscape



National Workforce Projections

Workforce Projections through 2037 from the National Center for Health Workforce Analysis (HRSA, 2024)

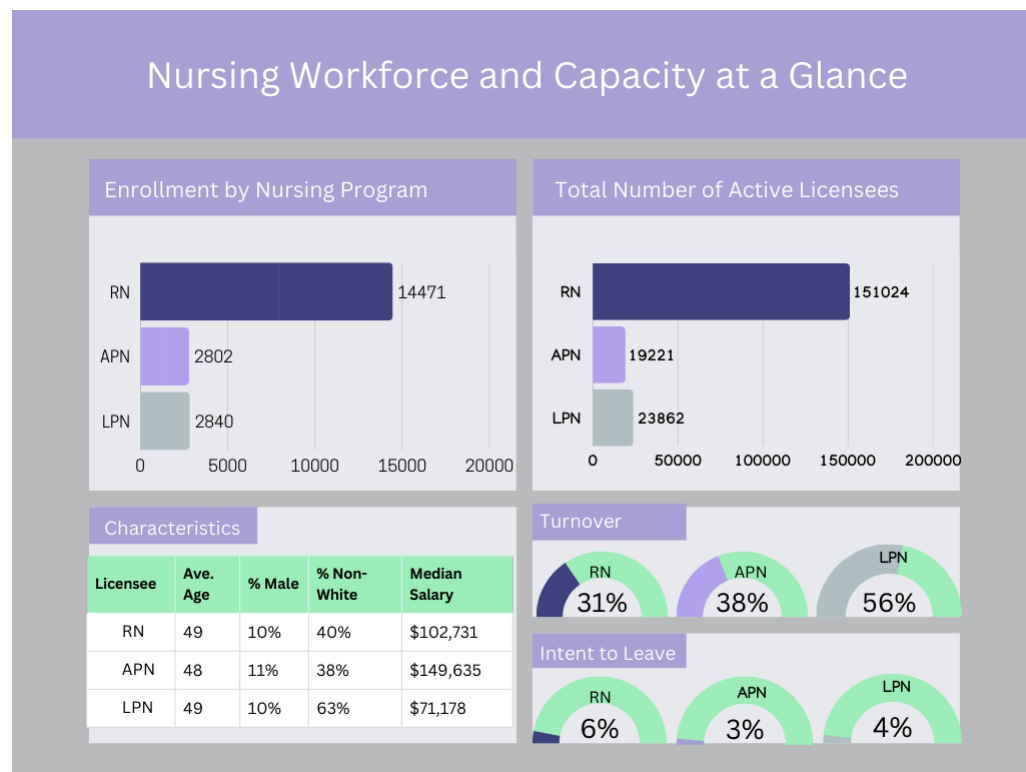
License Category	National Projection for U.S.	National Projection for New Jersey
Registered Nurse	6% Shortage of 207,980	12% Shortage of 11,140
Nurse Practioner	76% Surplus of 306,860	43% Surplus of 4,690
Licensed Practical Nurse	36% Shortage of 302,440	25% Shortage of 5,280

- The 2024 National Nursing Workforce Analysis showed rates of stress and burnout have reduced but are still high since the COVID-19 pandemic (Smiley et al., 2025).
- National nurse turnover rate is 16.4% (NSI, 2025).

National Faculty Shortages (AACN, 2024)

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

New Jersey Supply and Demand



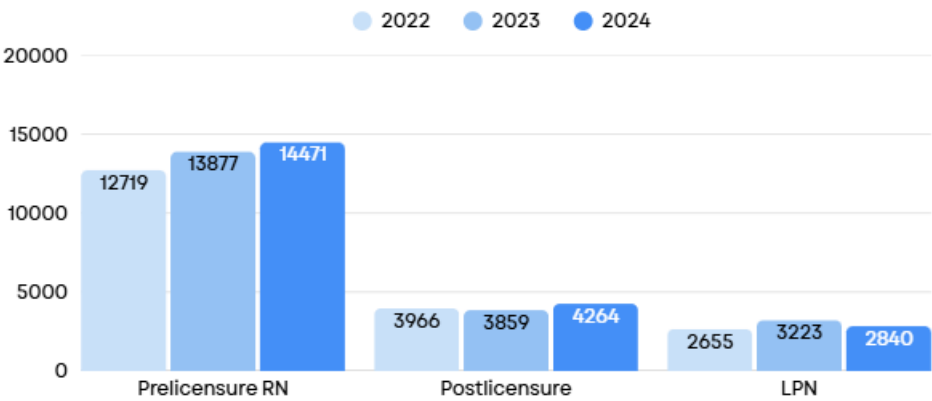
Note: APN Enrollment includes MSN and DNP enrollees and are not all in an APN track.

Supply

Educational Capacity

From 2022-2024 prelicensure (RN) nursing enrollment increased by 13.7%, post licensure nursing enrollment increased 7.5%, and LPN enrollment took a dip from 2023 (pages 8, 14, & 23).

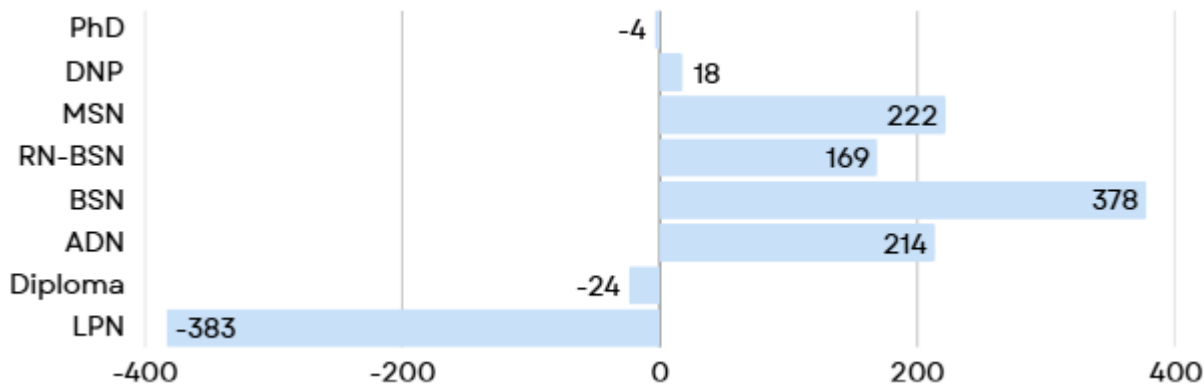
2022-2024 Enrollment Trends



From 2023-2024, the following trends were observed:

- Enrollment increased for all programs except LPN, Diploma, and PhD. The most growth was seen in the BSN program level which increased by 378 students (5% growth) (pages 8, 14, & 23).
- Prelicensure nursing programs experienced an increase in qualified applicants by 41% seats by 23.5% and new enrollees by 39% (page 7).
- Forty percent of prelicensure nursing schools reported they cannot increase enrollment further. The most common reason for barriers increasing enrollment was lack of classroom space for BSN programs and lack of qualified faculty for ADN programs (page 6).
- LPN programs experienced a drop in enrollment by 11.8%, qualified applicants by 14.6%, seats by 28.7%, and new enrollees by 6% (page 23).
- Although nursing faculty employment in 2024 increased, there were 80 vacancies; more than half of these vacancies were in ADN programs (which nearly doubled from 2023) (page 26).

2023-2024 Enrollment Changes by Program



Current Workforce

- The number of actively licensed nurses for all types in the 2024-2025 renewal cycle increased from the previous year, and intent to leave is flat. As of September 2025, these are the number of actively licensed nurses in NJ:
 - 151,024 RNs
 - 19,221 APNs
 - 23,862 LPNs
- Since last year, racial/ethnic diversity increased for RNs, APNs, and LPNs (pages 35, 45, & 55).

The table below shows trends comparing race/ethnicity of prelicensure nursing students, the RN workforce, and the NJ population. The proportion of prelicensure students who are Black/African American rose from 20% in 2021 to 27% in 2024, yet the proportion in the NJ RN workforce has remained flat at 11% just under the 12% Black/African American in the NJ population. The proportion of prelicensure students who are Hispanic/Latino ranged 20-22% from 2021-2024, yet the proportion in the NJ RN workforce has remained relatively flat at 7-8%, far below the 19% of Hispanic/Latino in the NJ population.

Percent Race/Ethnicity of Prelicensure Nursing Students, the RN Workforce, and NJ Population

Race/Ethnic Category	Prelicensure Nursing Students				RN Workforce			NJ Population*
	2021	2022	2023	2024	2022-2023	2023-2024	2024-2025	
American Indian/Alaska Native	<1%	<1%	1%	<1%	<1%	<1%	<1%	1%
Asian	12%	11%	12%	12%	15%	15%	16%	6%
Black/African American	20%	24%	21%	27%	11%	11%	11%	12%
Hispanic/Latino	20%	20%	20%	22%	7%	7%	8%	19%
Native Hawaiian/Pacific Islander	1%	1%	1%	<1%	<1%	<1%	<1%	<1%
White	41%	36%	37%	30%	62%	61%	60%	62%
Other/Did Not Disclose	5%	7%	8%	8%	6%	5%	5%	19%

Note: Percentages are rounded to the nearest whole number. *U.S. Census Bureau (2020).

- The primary employment setting for RNs (56%) and APNs (43%) continues to be hospitals, whereas, for LPNs, it is nursing homes/extended care (37%) (pages 40, 49, & 59).

Demand

- From 2023 to 2024, turnover and salaries increased for all nursing types reflecting an unstable workforce and increase in demand. The 2024 turnover rates are 31% for RNs, 38% for APNs, and 56% for LPNs (page 68).
- Trends from November 2020 to November 2025, show job postings for RNs and LPNs have leveled off post-pandemic, whereas job postings for APNs appear to be increasing upward incrementally over this period (pages 69, 77, & 83).
- Compared to national job demand concentration, NJ was higher for RNs and APNs but lower for LPNs.

RNs

- From 2023-2024, job posting intensity increased from 3:1 to 4:1.
- The three employers with the greatest number of unique jobs postings in 2024 for RNs were Atlantic Health System, RWJBarnabas Health, and Hackensack Meridian Health (page 73).
- Camden had the highest RN demand concentration in 2024 out of all NJ counties (page 75).
- The three NJ counties with the greatest number of unique job postings in 2024 were Essex, Bergen, and Camden.

APNs

- The three employers with the greatest number of unique job postings in 2024 were Hackensack Meridian Health, RWJBarnabas Health, and UnitedHealth (page 79).
- Similar to LPNs, Cape May had the highest APN demand concentration in 2024 out of all the NJ counties (page 81).
- The three NJ counties with the greatest number of unique job postings in 2024 were Essex, Bergen, and Monmouth.

LPNs

- The three employers with the greatest number of unique job postings in 2024 for LPNs were Bayada, VillageMD, and Brandywine Senior Living (page 85).
- Similar to APNs, Cape May had the highest LPN demand concentration in 2024 out of all NJ counties (page 87).
- The three NJ counties with the greatest number of unique job postings in 2024 were Camden, Monmouth, and Middlesex.

NJCCN Initiatives

I. Transition To 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 (Waszak, Cadmus, & Roberts, 2025)
 - Reduced Turnover
 - Improved Confidence & Competence
 - Return On Investment (ROI)

Long Term Care (RNs and LPNs)

- May 2024 kickoff
Several facilities participating in the New Jersey Industry Partners, NJDOL and Workforce Development Grant.
- Grant extended through October 2026.

Advanced Practice Nurses

- October 2024 kickoff for a 3-year program.
- Three healthcare organizations participating in the transition into practice initiative with Vizient, Inc. and ThriveAP.

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

- Received \$1.2 million in state funding in 2025 to advance statewide initiatives supporting the health and well-being of New Jersey nurses.
- Designed, developed, and launched a pilot Stress App to help nurses identify and monitor their stress levels.
- Hosted 12 Virtual Schwartz Rounds from January–December 2025 with approximately 800 participants, providing reflective, emotionally supportive forums for nurses. More than 100 Virtual Schwartz Rounds have been held to date.
- Conducted and disseminated research on nurses’ access to well-being resources, barriers encountered, and types of support, providing essential insights into workforce needs.

Pending Legislative Bills 221st NJ Legislative Session (2024-2025)

- S1949 and A1659 establish certain requirements and initiatives related to nurses; appropriate funds.
- S4266 transfers oversight to certified nurse aides (CNAs) from DOH to the Board of Nursing.
- S4267 appropriates \$10 million to the Department of Treasury for nurse preceptor tax credits.
- S4268 establishes Nursing School Expansion Grant Program; appropriates \$25 million.
- S1983/A944 eliminate practice restrictions for APNs.
- S2700 and A3683 establish the “Patient Protection and Safe Staffing Act.”

Chapter 1

Educational Capacity Report

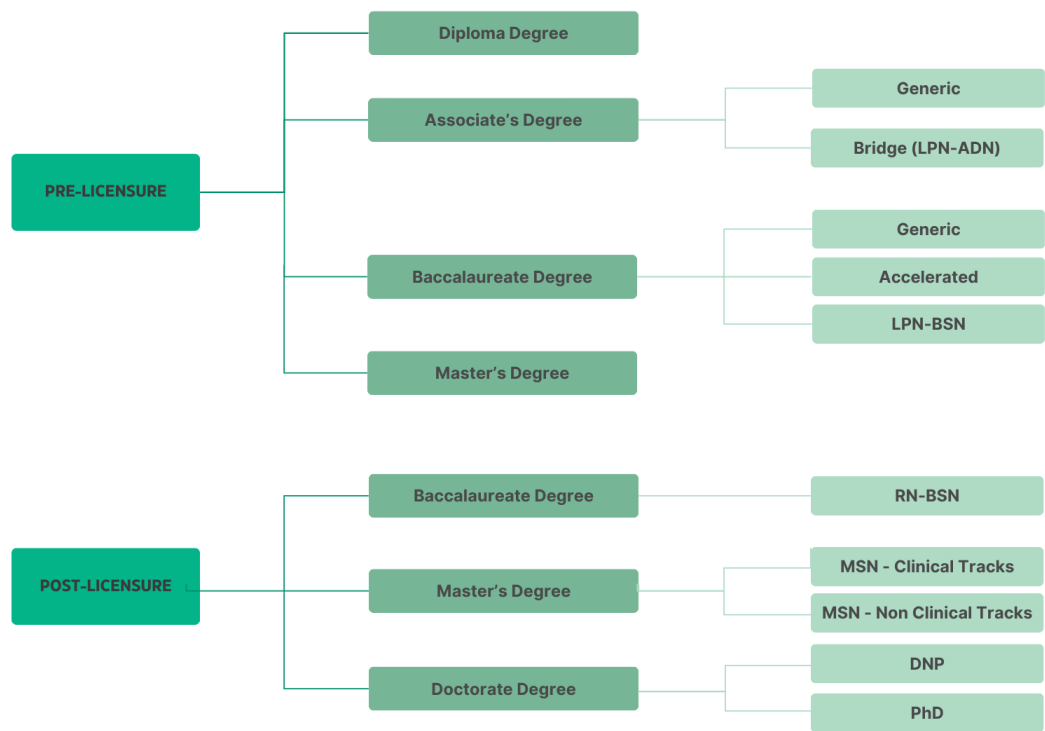
This chapter presents program information and statistics on students and faculty in New Jersey's nursing education programs. These data were self-reported by schools for the 2024 calendar year. This survey is distributed annually by NJCCN and compliance is reported to the NJBON.

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.

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 1.35** 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. **Table 1.35** presents a complete list of 49 RN schools in New Jersey.

Table 1.1: New Jersey Number of RN Schools

	Number of Schools in NJ	Number of Respondent Schools
Pre-licensure		
Diploma	5	5
Associate	20	19
ADN Generic	15	15
ADN Bridge (LPN-ADN)	13	12
Baccalaureate	26	26
BSN Generic	19	19
BSN Accelerated	14	14
LPN-BSN	2	2
Pre-MSN	3	3
Post-licensure		
RN-BSN	18	17
MSN	21	20
DNP	10	10
PhD	2	2

Table 1.2: Federal Tax Classification

	DIP N=5	ADN N=19	BSN and Higher N=26
Public	1 (20%)	16 (84%)	12 (46%)
Private/Non-Profit	4 (80%)	3 (16%)	9 (35%)
Private/For-Profit	0 (0%)	0 (0%)	5 (19%)

N is the number of respondent schools.

Pre-Licensure Programs

Program Characteristics

This section presents information about the format and content of New Jersey’s pre-licensure education programs. Pre-licensure programs are those that prepare students for the **initial** National Council Licensure Exam for Registered Nurses (NCLEX-RN) that leads to licensure as a registered nurse.

Table 1.3 indicates the delivery format during this time period.

Table 1.3: Delivery Format of Pre-Licensure Programs

	DIP N=5	ADN Generic N=15	ADN Bridge N=12	BSN Generic N=19	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
In Person	5	12	7	16	11	0	2
Hybrid	0	2	4	2	2	1	1
*Both	0	1	1	1	1	1	0

N is the number of respondent schools.

*Both = hybrid and in person

In NJCCN’s Educational Capacity Survey, the settings for clinical practice time may vary. As shown in **Table 1.4**, 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, 17% of the reported data percentages from the 5 diploma schools were in the skills lab category.

Table 1.4: Format of Clinical Practice Time (%)

	DIP N=5	ADN Generic N=15	ADN Bridge N=12	BSN Generic N=19	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
Skills Lab	17%	21%	17%	13%	10%	28%	12%
Simulation Lab	9%	8%	10%	10%	10%	20%	12%
Hands-On	74%	71%	73%	77%	80%	53%	76%

N is the number of respondent schools.

Table 1.5 represents the percentage of pre-licensure programs that cannot increase student enrollment.

Table 1.5: Pre-Licensure Programs That Cannot Increase Enrollment (%)

LPN	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	LPN-BSN	Pre-MSN
N=28	N=5	N=15	N=12	N=19	N=14	N=2	N=3
9 (32%)	1 (20%)	5 (33%)	6 (50%)	6 (32%)	8 (57%)	1 (50%)	1 (33%)

For LPN, N is the number of campus locations.

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

Table 1.6 represents the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all schools. For example, 20% of the reported data percentages from the 5 diploma schools were in the 0-3 months category.

Table 1.6: Time to Employment After Graduation (%)

	DIP	ADN Generic	ADN Bridge	BSN Generic	BSN Accel.	LPN-BSN	Pre-MSN
	N=5	N=15	N=12	N=19	N=14	N=2	N=3
0-3 Months	20%	23%	12%	48%	38%	25%	52%
4-7 Months	5%	52%	43%	10%	10%	25%	14%
8-11 Months	48%	9%	0%	0%	0%	0%	0%
12+ Months	26%	14%	8%	3%	3%	0%	0%
Unknown/Do not Track	1%	2%	37%	39%	50%	50%	33%

N is the number of respondent schools.

Table 1.7 represents the number of schools that reported the reasons for rejection of qualified applicants. Multiple selections are allowed if schools did not select the ‘No applicants rejected’ category.

Table 1.7: Reasons For Rejection of Qualified Applicants

	DIP	ADN	ADN
		Generic	Bridge
	N=5	N=15	N=12
No applications rejected	3	8	9
Lack of qualified faculty	1	3	5
Lack of clinical space	0	0	0
Limited classroom space	1	0	0
Lack of clinical sites	0	3	2
Lack of clinical preceptors	0	3	2
Insufficient budgets	0	2	1
Insufficient enrollment capacity	0	0	0
Other	0	1	0

N is the number of respondent schools.

Table 1.8: Reasons For Rejection of Qualified Applicants (Cont.)

	BSN	BSN	LPN-BSN	Pre-MSN
	Generic	Accel.		
	N=19	N=14	N=2	N=3
No applications rejected	13	9	1	2
Lack of qualified faculty	2	1	0	0
Lack of clinical space	0	0	0	0
Limited classroom space	3	4	0	0
Lack of clinical sites	2	1	0	0
Lack of clinical preceptors	0	0	0	0
Insufficient budgets	1	1	0	0
Insufficient enrollment capacity	2	1	0	0
Other	2	0	1	1

N is the number of respondent schools.

Pre-Licensure Application, Admission, Enrollment, and Graduation

Table 1.9 through **Table 1.13** provide the number of pre-licensure applicants, admitted students, enrollees, and graduates for the 2024 calendar year and four-year trended data for 2021-2024. The data show a sufficient number of seats for those enrolled. Schools have not used all available seats.

Table 1.9: Pre-Licensure Student Application, Admission, and Enrollment in 2024

	DIP	ADN Generic	ADN Bridge
	N=5	N=15	N=12
Available Seats	855	1,967	1,666
Qualified Applicants	1,063	2,108	1,901
Admitted Applicants	944 (89%)	1,833 (87%)	1,577 (83%)
New Enrollees	746 (79%)	1,727 (94%)	1,530 (97%)

N is the number of respondent schools.

Table 1.10: Pre-Licensure Student Application, Admission, and Enrollment in 2024 (Cont.)

	BSN Generic	BSN Accel.	LPN-BSN	Pre-MSN
	N=19	N=14	N=2	N=3
Available Seats	3,618	1,125	219	160
Qualified Applicants	12,195	1,264	192	144
Admitted Applicants	10,746 (88%)	1,128 (89%)	181 (94%)	89 (62%)
New Enrollees	2,833 (26%)	890 (79%)	172 (95%)	58 (65%)

N is the number of respondent schools.

- Notes: 1. The number of applicants may be inflated because individuals can apply to more than one school.
2. Definitions for available seats, qualified applicants, admitted applicants, and new enrollees are in the glossary.

Table 1.11: Pre-Licensure Student Application, Admission, and Enrollment Trend 2021-2024

	2021	2022	2023	2024
	N=45	N=47	N=45	N=46
Available Seats	8,100	7,857	7,780	9,610
Qualified Applicants	13,633	14,146	13,334	18,867
Admitted Applicants	11,870 (87%)	12,078 (85%)	11,601 (87%)	16,498 (87%)
New Enrollees	6,399 (54%)	6,146 (51%)	5,707 (49%)	7,956 (48%)

N is the number of respondent schools.

Note: Pre-MSN data are not included between 2021-2023.

Table 1.12 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 1.12: Pre-Licensure Total Student Enrollment Trend 2021-2024

	2021 N=45	2022 N=47	2023 N=45	2024 N=46
DIP	1,519 (12%)	1,499 (12%)	1,580 (11%)	1,556 (11%)
ADN	3,878 (29%)	4,198 (33%)	4,680 (34%)	4,894 (34%)
BSN	7,751 (59%)	6,971 (55%)	7,539 (54%)	7,917 (55%)
Pre-MSN	55 (<1%)	51 (<1%)	78 (<1%)	104 (<1%)
Total	13,203	12,719	13,877	14,471

N is the number of respondent schools.

Table 1.13 shows an increase in the number of pre-licensure graduates from 2021-2024. There was a total of 5,002 pre-licensure graduates from NJ pre-licensure nursing programs in 2024.

Table 1.13: Pre-Licensure Student Graduation Trend 2021-2024

	2021 N=45	2022 N=47	2023 N=45	2024 N=46
DIP	521	623	479	518
ADN Generic	1,313	1,221	1,043	1,064
ADN Bridge	406	493	600	862
BSN Generic	1,495	1,859	1,574	1,683
BSN Accelerated	547	646	502	770
LPN-BSN	ND	ND	ND	79
Pre-MSN	12	ND	ND	26
Total	4,294	4,842	4,198	5,002

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

Table 1.14 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, 1 school identified between 1-10% of their students were unsuccessful in completing program.

Table 1.14: Number of Schools Reporting Unsuccessful Student Completion in 2024

	DIP N=5	ADN Generic N=15	ADN Bridge N=12	BSN Generic N=19	BSN Accel. N=14	LPN-BSN N=2	Pre-MSN N=3
0%	0	0	3	1	4	0	1
1-10%	1	5	3	11	10	2	1
11-20%	1	2	3	4	0	0	1
21-30%	1	2	2	1	0	0	0
31-40%	1	2	0	0	0	0	0
41-50%	1	1	1	1	0	0	0
51+%	0	3	0	1	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 1.15** and **Table 1.16** show the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-RN in 2024 (NCSBN, 2025). These data represent all NJ schools. The pass rate in NJ was consistent with the national average.

Table 1.15: First-Time, NJ Educated Candidates Taking the NCLEX-RN® in 2024

	Candidates	Total Passed	Pass Rate (%)
Diploma	521	463	89%
ADN	1,683	1,585	94%
BSN	2,268	1,998	88%
Total	4,472	4,046	90%

Table 1.16: First-Time, U.S. Educated Candidates Taking the NCLEX-RN® in 2024

	Candidates	Total Passed	Pass Rate (%)
Diploma	2,424	2,202	91%
ADN	84,580	76,655	91%
BSN	99,204	91,195	92%
Total	186,208	170,052	91%

Pre-Licensure Student Statistics and Demographics

Table 1.17 and **Table 1.18** describe the enrollment status and student demographics of pre-licensure students. This is inclusive of all students enrolled in the Fall 2024, from new enrollees to those who are about to graduate.

Table 1.17: Pre-licensure Student Enrollment Status

	DIP N=1,556	ADN Generic N=3,075	ADN Bridge N=1,819	BSN Generic N=6,404	BSN Accel. N=1,186	LPN-BSN N=327	Pre-MSN N=104
Full-time	976 (63%)	1,841 (60%)	1,388 (76%)	5,565 (87%)	1,142 (96%)	91 (28%)	104 (100%)
Part-time	580 (37%)	1,234 (40%)	431 (24%)	839 (13%)	44 (4%)	236 (72%)	0 (0%)

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

Table 1.18: Pre-Licensure Student Demographics

	DIP N=1,556	ADN Generic N=3,075	ADN Bridge N=1,819	BSN Generic N=6,404	BSN Accel. N=1,186	LPN-BSN N=327	Pre-MSN N=104
Gender							
Female	1,343 (86%)	2,568 (84%)	1,632 (90%)	5,548 (87%)	972 (82%)	283 (87%)	94 (90%)
Male	211 (14%)	469 (15%)	182 (10%)	839 (13%)	206 (17%)	38 (12%)	10 (10%)
Transgender	2 (<1%)	0 (0%)	0 (0%)	1 (<1%)	0 (0%)	0 (0%)	0 (0%)
Non-binary	0 (0%)	2 (<1%)	0 (0%)	2 (<1%)	1 (<1%)	0 (0%)	0 (0%)
DND	0 (0%)	36 (1%)	5 (<1%)	14 (<1%)	7 (<1%)	6 (2%)	0 (0%)
Race/Ethnicity							
AI/AN	4 (<1%)	4 (<1%)	10 (1%)	19 (<1%)	0 (0%)	1 (<1%)	0 (0%)
Asian	156 (10%)	335 (11%)	84 (5%)	928 (14%)	157 (13%)	17 (5%)	12 (12%)
B/AA	532 (34%)	508 (17%)	1,199 (66%)	1,283 (20%)	190 (16%)	127 (39%)	22 (21%)
NHPI	9 (1%)	18 (1%)	6 (<1%)	23 (<1%)	9 (1%)	1 (<1%)	1 (1%)
White	383 (25%)	1,278 (42%)	225 (12%)	2,040 (32%)	423 (36%)	18 (6%)	19 (18%)
HL	410 (26%)	661 (21%)	172 (9%)	1,575 (25%)	236 (20%)	79 (24%)	10 (10%)
2+ Races	29 (2%)	99 (3%)	46 (3%)	261 (4%)	38 (3%)	2 (1%)	18 (17%)
DND	33 (2%)	172 (6%)	77 (4%)	275 (4%)	133 (11%)	82 (25%)	22 (21%)
Age							
17-20	42 (3%)	367 (12%)	16 (1%)	2,535 (40%)	8 (1%)	0 (0%)	0 (0%)
21-25	548 (35%)	959 (31%)	126 (7%)	1,578 (25%)	478 (40%)	20 (6%)	29 (28%)
26-30	489 (31%)	684 (22%)	269 (15%)	481 (8%)	273 (23%)	65 (20%)	20 (19%)
31-40	327 (21%)	733 (24%)	640 (35%)	542 (8%)	136 (11%)	125 (38%)	7 (7%)
41-50	112 (7%)	236 (8%)	511 (28%)	190 (3%)	43 (4%)	82 (25%)	4 (4%)
51-60	35 (2%)	80 (3%)	221 (12%)	44 (1%)	7 (1%)	32 (10%)	0 (0%)
61+	3 (0%)	11 (<1%)	21 (1%)	5 (<1%)	1 (<1%)	3 (1%)	0 (0%)
DND	0 (0%)	5 (<1%)	15 (1%)	1,029 (16%)	240 (20%)	0 (0%)	44 (42%)
Mean Age (Est.)	29.5	29.3	38.9	23.7	27.5	37.9	27.6

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

AI/AN: American Indian or Alaska Native. B/AA: Black or African American. NHPI: Native Hawaiian or Other Pacific Islander. HL: Hispanic or Latino.

DND stands for Did Not Disclose.

Table 1.19 describes four-year trends in pre-licensure nursing student demographics. Pre-licensure nursing students are primarily female and racially and ethnically diverse.

Table 1.19: Pre-Licensure Student Demographic Trend 2021-2024

	2021 N=45	2022 N=47	2023 N=45	2024 N=46
Gender				
Female	11,355 (86%)	11,427 (88%)	11,951 (85%)	12,440 (86%)
Male	1,823 (14%)	1,569 (12%)	1,915 (14%)	1,955 (14%)
Transgender	1 (<1%)	1 (<1%)	5 (<1%)	3 (<1%)
Non-binary	ND	ND	ND	5 (<1%)
DND	24 (<1%)	50 (<1%)	237 (2%)	68 (<1%)
Race/Ethnicity				
American Indian/Alaska Native	36 (<1%)	30 (<1%)	96 (1%)	38 (<1%)
Asian	1,638 (12%)	1,479 (11%)	1,721 (12%)	1,689 (12%)
Black/African American	2,670 (20%)	3,109 (24%)	2,942 (21%)	3,861 (27%)
Native Hawaiian/Pacific Islander	125 (1%)	104 (1%)	140 (1%)	67 (<1%)
White	5,352 (41%)	4,740 (36%)	5,235 (37%)	4,386 (30%)
Hispanic/Latino	2,575 (20%)	2,580 (20%)	2,846 (20%)	3,143 (22%)
2 or more Races	442 (3%)	444 (3%)	434 (3%)	493 (3%)
DND	257 (2%)	561 (4%)	694 (5%)	794 (5%)
Age				
17-20	3,240 (25%)	2,075 (16%)	2,582 (18%)	2,968 (21%)
21-25	4,037 (31%)	3,280 (25%)	3,417 (24%)	3,738 (26%)
26-30	2,417 (18%)	2,293 (18%)	2,260 (16%)	2,281 (16%)
31-40	2,311 (18%)	2,629 (20%)	2,686 (19%)	2,510 (17%)
41-50	800 (6%)	914 (7%)	1,267 (9%)	1,178 (8%)
51-60	214 (2%)	302 (2%)	362 (3%)	419 (3%)
61+	15 (<1%)	12 (<1%)	25 (<1%)	44 (<1%)
DND	169 (1%)	1,542 (12%)	1,509 (11%)	1,333 (9%)
Total Students	13,203	13,047	14,108	14,471

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 1.20** describes the delivery format of post-licensure programs.

Table 1.20: Delivery Format of Post-Licensure Programs

	RN-BSN N=17	MSN N=20	DNP N=10	PhD N=2
In person	0	1	0	1
Hybrid	14	17	9	1
Both	3	2	1	0

N is the number of respondent schools.

Note: Both = hybrid and in person

Table 1.21 describes the delivery format of clinical practice time. The percentages represent the proportion of the aggregated data reported by all schools. For example, 1% of the reported data percentages from the 17 RN-BSN schools were in the skills lab category.

Table 1.21: Format of Clinical Practice Time

	RN-BSN N=17	MSN N=20	DNP N=10
Skills Lab	1%	4%	2%
Simulation Lab	4%	8%	2%
Hands-on	57%	64%	56%
Other	39%	24%	41%

N is the number of respondent schools.

Table 1.22 represents the percentage of post-licensure programs that cannot increase student enrollment.

Table 1.22: Post-Licensure Programs That Cannot Increase Enrollment (%)

RN-BSN N=17	MSN N=20	DNP N=10	PhD N=2
2 (12%)	1 (5%)	0 (0%)	0 (0%)

N is the number of respondent schools.

Table 1.23 describes the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all schools. For example, 47% of the reported data percentages from the 17 RN-BSN schools were in the 0-3 months category.

Table 1.23: Time to Employment After Graduation

	RN-BSN	MSN	DNP	PhD
	N=17	N=20	N=10	N=2
0-3 months	47%	64%	66%	100%
4-7 months	0%	4%	4%	0%
8-11 months	0%	2%	0%	0%
12+	0%	0%	10%	0%
Unk/Not Track	53%	30%	20%	0%

N is the number of respondent schools.

Table 1.24 represents the number of schools that reported the reasons for rejection of qualified applicants. Multiple selections are allowed if schools did not select the ‘No applicants rejected’ category. This year, 80–100% of the schools reported ‘No applications rejected’, compared to last year (54-67%) - indicating a significant positive shift.

Table 1.24: Reasons For Rejection of Qualified Applicants

	RN-BSN	MSN	DNP	PhD
	N=17	N=20	N=10	N=2
No applications rejected	15	17	8	2
Lack of qualified faculty	0	0	0	0
Lack of clinical space	0	0	0	0
Limited classroom space	0	0	0	0
Lack of clinical sites	0	0	0	0
Lack of clinical preceptors	0	0	0	0
Insufficient budgets	1	0	0	0
Insufficient enrollment capacity	1	0	0	0
Other	1	3	2	0

N is the number of respondent schools.

Post-Licensure Application, Admission, Enrollment, and Graduation

Table 1.25 through **Table 1.28** provide post-licensure application, admission, enrollment, and graduation rates for the 2024 calendar year and four-year trended data for 2021-2024.

Table 1.25: Post-Licensure Student Application, Admission, and Enrollment in 2024

	RN-BSN N=17	MSN N=20	DNP N=10	PhD N=2
Available Seats	1,931	2,324	464	20
Qualified Applicants	1,317	1,652	384	13
Admitted Applicants	1,295 (98%)	1,614 (98%)	384 (100%)	13 (100%)
New Enrollees	799 (62%)	1,278 (79%)	263 (68%)	11 (85%)

N is the number of respondent schools.

Notes: 1. The number of applicants may be inflated because individuals can apply to more than one school.

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

Table 1.26: Post-Licensure Student Application, Admission, and Enrollment Trend 2021-2024

	2021 N=20	2022 N=20	2023 N=21	2024 N=22
Available Seats	2,776	2,860	2,880	4,739
Qualified Applicants	2,034	2,912	2,899	3,366
Admitted Applicants	1,923 (95%)	2,725 (94%)	2,677 (92%)	3,306 (98%)
New Enrollees	1,066 (55%)	1,833 (67%)	1,869 (70%)	2,351 (71%)

N is the number of respondent schools.

Table 1.27: Post-Licensure Total Student Enrollment Trend 2021-2024

	2021 N=20	2022 N=20	2023 N=21	2024 N=22
RN-BSN	1,602 (38%)	1,462 (37%)	1,229 (32%)	1,398 (33%)
MSN	1,667 (40%)	1,670 (42%)	1,854 (48%)	2,076 (49%)
DNP	866 (21%)	749 (19%)	708 (18%)	726 (17%)
PhD	66 (2%)	68 (2%)	68 (2%)	64 (2%)
Total	4,201	3,966	3,859	4,264

N is the number of respondent schools.

Table 1.28 shows post-licensure graduation trends.

Table 1.28: Post-Licensure Graduation Trend 2021-2024

	2021	2022	2023	2024
	N=20	N=20	N=21	N=22
RN-BSN	646	564	562	481
MSN	378	400	510	873
DNP	204	199	242	219
PhD	6	10	7	5
Total	1,234	1,173	1,321	1,578

N is the number of respondent schools.

Table 1.29 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 1.29: Number of Schools Reporting Unsuccessful Student Completion in 2024

	RN-BSN	MSN	DNP	PhD
	N=17	N=20	N=10	N=2
0%	10	11	6	1
1-10%	6	6	2	0
11-20%	0	1	2	0
21-30%	1	1	0	1
31-40%	0	1	0	0
41-50%	0	0	0	0
51+%	0	0	0	0

N is the number of respondent schools.

Post-Licensure Student Statistics and Demographics

Table 1.30 and **Table 1.31** describe the enrollment status and student demographics of post-licensure students. This is inclusive of all students enrolled in the Fall 2024, from new enrollees to those who are about to graduate.

Table 1.30: Post-licensure Student Enrollment Status

	RN-BSN N=1,398	MSN N=2,076	DNP N=726	PhD N=64
Full-time	133 (10%)	72 (3%)	150 (21%)	5 (8%)
Part-time	1,265 (90%)	2,004 (97%)	576 (79%)	59 (92%)

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

Table 1.31: Post-licensure Student Demographics

	RN-BSN N=1,398	MSN N=2,076	DNP N=726	PhD N=64
Gender				
Female	1,172 (84%)	1,811 (87%)	618 (85%)	53 (83%)
Male	213 (15%)	248 (12%)	108 (15%)	11 (17%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	13 (1%)	17 (1%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	3 (<1%)	0 (0%)	2 (<1%)	0 (0%)
Asian	151 (11%)	266 (13%)	130 (18%)	6 (9%)
Black/African American	258 (18%)	347 (17%)	141 (19%)	15 (23%)
Native Hawaiian/Pacific Islander	5 (<1%)	5 (<1%)	0 (0%)	0 (0%)
White	597 (43%)	993 (48%)	312 (43%)	31 (48%)
Hispanic/Latino	285 (20%)	345 (17%)	95 (13%)	3 (5%)
2 or more Races	27 (2%)	37 (2%)	22 (3%)	1 (2%)
DND	72 (5%)	83 (4%)	24 (3%)	8 (13%)
Age				
17-20	1 (<1%)	0 (0%)	1 (0%)	0 (0%)
21-25	81 (6%)	34 (2%)	100 (14%)	0 (0%)
26-30	191 (14%)	164 (8%)	119 (16%)	2 (3%)
31-40	286 (20%)	311 (15%)	44 (6%)	8 (13%)
41-50	103 (7%)	180 (9%)	237 (33%)	7 (11%)
51-60	56 (4%)	90 (4%)	110 (15%)	7 (11%)
61+	4 (<1%)	11 (1%)	26 (4%)	3 (5%)
DND	676 (48%)	1,286 (62%)	89 (12%)	37 (58%)
Mean Age (Estimated)	35.2	38.3	40.3	45.6

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

DND stands for Did Not Disclose.

Table 1.32 describes post-licensure student demographic trends from 2021-2024.

Table 1.32: Post-Licensure Student Demographic Trend 2021-2024

	2021 N=20	2022 N=20	2023 N=21	2024 N=22
Gender				
Female	3,654 (87%)	3,379 (86%)	2,968 (77%)	3,654 (86%)
Male	543 (13%)	560 (14%)	505 (13%)	580 (14%)
Transgender	0 (0%)	0 (0%)	1 (<1%)	0 (0%)
DND	4 (0%)	10 (0%)	385 (10%)	30 (<1%)
Race/Ethnicity				
American Indian/Alaska Native	7 (<1%)	1 (<1%)	7 (<1%)	5 (<1%)
Asian	532 (13%)	542 (14%)	491 (13%)	553 (13%)
Black/African American	681 (16%)	662 (17%)	650 (17%)	761 (18%)
Native Hawaiian/Pacific Islander	23 (1%)	9 (<1%)	16 (<1%)	10 (<1%)
White	1,977 (47%)	1,764 (45%)	1,692 (44%)	1,933 (45%)
Hispanic/Latino	652 (16%)	606 (15%)	571 (15%)	728 (17%)
2 or more Races	89 (2%)	97 (2%)	111 (3%)	87 (2%)
DND	240 (6%)	268 (7%)	321 (8%)	187 (4%)
Age				
17-20	2 (<1%)	15 (<1%)	8 (<1%)	2 (<1%)
21-25	364 (9%)	187 (5%)	153 (4%)	215 (5%)
26-30	883 (21%)	720 (18%)	463 (12%)	476 (11%)
31-40	1,128 (27%)	832 (21%)	688 (18%)	649 (15%)
41-50	797 (19%)	411 (10%)	328 (8%)	527 (12%)
51-60	303 (7%)	185 (5%)	142 (4%)	263 (6%)
61+	42 (1%)	38 (1%)	25 (<1%)	44 (1%)
DND	682 (16%)	1,561 (40%)	2,052 (53%)	2,088 (49%)
Total Students	4,201	3,949	3,859	4,264

N is the number of respondent schools.

DND stands for Did Not Disclose.

MSN and DNP Students Area of Study (New)

Table 1.33 represents the MSN students area of study.

Table 1.33: MSN Students Area of Study

	Full Time N=72	Part Time N=2,004
Nurse Practitioner (NP)	44 (61%)	1,558 (78%)
School Nurse	7 (10%)	97 (5%)
Administration	7 (10%)	102 (5%)
Informatics	6 (8%)	49 (2%)
Leadership	4 (6%)	30 (1%)
Education	3 (4%)	145 (7%)
Public Health/Community Health	1 (1%)	9 (<1%)
Nurse Executive	0 (0%)	8 (<1%)
Nurse-Midwifery	0 (0%)	6 (<1%)

N is the number of students.

Table 1.34 represents the DNP students area of study.

Table 1.34: DNP Students Area of Study

	Full Time N=150	Part Time N=576
Nurse Practitioner (NP)	77 (51%)	324 (56%)
Nurse Anesthesia	70 (47%)	22 (4%)
Dual Women's Health/Midwifery	2 (1%)	0 (0%)
Leadership	1 (<1%)	196 (34%)
Administration/Management	0 (0%)	33 (6%)
Nurse-Midwifery	0 (0%)	1 (<1%)

N is the number of students.

Table 1.35: New Jersey's RN Education Programs

School	County	Diploma	ADN Generic	LPN-ADN	BSN Generic	BSN Accel.	LPN-BSN	Pre MSN	RN-BSN	MSN	DNP	PhD
Atlantic Cape Community College - Cape May - Mays Landing	Cape May Atlantic		✓	✓								
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	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 Hackensack Meridian Health	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 - Fort Monmouth - Jersey City	Monmouth Hudson					✓ ✓			✓ ✓	✓ ✓		
Ocean County College	Ocean		✓									
Passaic County Community College	Passaic		✓	✓								
Also housed at Sussex County Community College	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				✓	✓			✓	✓	✓	
RWJBarnabas Health School of Nursing (formerly Trinitas)	Union	✓										
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					✓			✓	✓	✓	
Virtua Our Lady of Lourdes School of Nursing	Camden	✓										
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 24 of 30 schools in New Jersey that provide LPN education. See **Table 1.49** 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 28 campus locations, 75% are currently accredited.

Table 1.36 shows the number of LPN nursing schools in New Jersey. Since all LPN schools report their data by campus locations/sites, the data in this section are presented by campus locations/sites.

Table 1.36: New Jersey Number of LPN Schools

Number of Schools in NJ	Number of Respondent Schools
30	24
Number of School Campus in NJ	Number of Respondent School Campus
37	28

Table 1.37: Federal Tax Classification

LPN N=28	
Public	14 (50%)
Private/For-Profit	12 (43%)
Private/Non-Profit	1 (4%)
Other	1 (4%)

N is the number of respondent campus locations.

Table 1.38: Accreditation Status

LPN N=28	
Accredited	21 (75%)
Not Accredited/In Progress	7 (25%)

N is the number of respondent campus locations.

Program Characteristics

This section presents information about the format of New Jersey's LPN education programs.

Table 1.39 indicates that programs are primarily in person.

Table 1.39: Delivery Format of LPN programs

LPN N=28	
In Person	27 (96%)
Hybrid	0 (0%)
Both	1 (4%)

N is the number of campus locations.

Note: Both = hybrid and in person

Table 1.40 describes the delivery format of clinical practice time. The percentages represent the proportion of the aggregated data reported by all campuses. For example, 24% of the reported data percentages from the LPN campuses were in the skills lab category.

Table 1.40: Format of Clinical Practice Time (%)

LPN N=28	
Skills Lab	24%
Simulation Lab	13%
Hands-on	64%

N is the number of campus locations.

Table 1.41 (New) describes the percentage of clinical practice time students spend at clinical sites. The percentages represent the proportion of the aggregated data reported by all campuses. For example, 65% of the reported data percentages from the LPN campuses were in the long term care category.

Table 1.41: Practice Time at Clinical Sites (%)

LPN N=28	
Long Term Care	65%
Acute Care	29%
Home Care	1%
Other	5%

N is the number of campus locations.

Table 1.42 describes the time to employment after graduation. The percentages represent the proportion of the aggregated data reported by all campuses. For example, 28% of the reported data percentages from the 28 LPN campuses were in the 0-3 months category.

Table 1.42: Time to Employment After Graduation (%)

	LPN N=28
0-3 Months	28%
4-7 Months	22%
8-11 Months	1%
12+ Months	9%
Unknown/Do not Track	40%
N is the number of campus locations.	

Table 1.43 shows the reasons for rejection of qualified applicants. Schools can select more than one reason for rejection of qualified applicants.

Table 1.43: Reason for Rejection of Qualified Applicants

	LPN N=28
No applicants rejected	20 (71%)
Lack of qualified faculty	3 (11%)
Lack of clinical space	0 (0%)
Limited classroom space	5 (18%)
Lack of clinical sites	2 (7%)
Insufficient number of preceptors	1 (4%)
Overall budget cuts/Insufficient budgets	1 (4%)
Other	3 (11%)
N is the number of campus locations.	

LPN Application, Admission, Enrollment, and Graduation

Table 1.44 provides four-year trended data for LPN student application, enrollment, and graduation rates.

Table 1.44: LPN Student Application, Admission, and Enrollment 2021-2024

	2021 N=27	2022 N=31	2023 N=31	2024 N=28
Available Seats	3,134	3,911	4,224	3,099
Qualified Applicants	3,132	3,042	3,753	3,205
Admitted Applicants	2,829 (90%)	2,933 (96%)	3,459 (92%)	2,811 (88%)
New Enrollees	2,342 (83%)	2,295 (78%)	2,566 (74%)	2,405 (86%)
Graduates	1,180	1,551	1,763	1,392

N is the number of campus locations.

Notes 1: The number of applicants may be inflated because individuals can apply to more than one school.
2: 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 1.45 and Table 1.46 show the pass rates for first-time, U.S. and NJ educated candidates who took the NCLEX-PN in 2024 (NCSBN, 2025). NJ pass rate percentages for first-time candidates was 5% lower than the national average. However, NJ’s pass rate increased from 80% to 83% since the last report.

Table 1.45: First-Time, NJ Educated Candidates Taking the NCLEX-PN in 2024

Candidates	Total Passed	Pass Rate (%)
1,705	1,413	83%

Table 1.46: First-Time, U.S. Educated Candidates Taking the NCLEX-PN in 2024

Candidates	Total Passed	Pass Rate (%)
50,570	44,693	88%

LPN Student Statistics and Demographics

Table 1.47 shows the Fall 2024 enrollment status of LPN students.

Table 1.47: LPN Student Enrollment Status

2024	
N=2,840	
Full-time	2,414 (85%)
Part-time	426 (15%)

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

Table 1.48 shows four years of LPN student demographic data from 2021-2024. This is inclusive of all students enrolled in the Fall 2024, from new enrollees to those who are about to graduate. The estimated mean age for LPN students in 2024 was 32.3.

Table 1.48: LPN Student Demographics Trend 2021-2024

	2021 N=2,947	2022 N=2,655	2023 N=3,223	2024 N=2,840
Gender				
Female	2,661 (90%)	2,442 (92%)	2,880 (89%)	2,500 (88%)
Male	286 (10%)	212 (8%)	341 (11%)	334 (12%)
Transgender	0 (0%)	0 (0%)	2 (<1%)	0 (0%)
DND	0 (0%)	1 (<1%)	0 (0%)	6 (<1%)
Race/Ethnicity				
American Indian/Alaska Native	4 (<1%)	20 (1%)	9 (<1%)	9 (<1%)
Asian	99 (3%)	217 (8%)	157 (5%)	122 (4%)
Black/African American	1,497 (51%)	1,427 (54%)	1,917 (59%)	1,591 (56%)
Hawaiian/Pacific Islander	10 (<1%)	8 (<1%)	16 (<1%)	10 (<1%)
White	462 (16%)	291 (11%)	377 (12%)	385 (14%)
Hispanic/Latino	539 (18%)	354 (13%)	495 (15%)	510 (18%)
Other	13 (<1%)	0 (0%)	ND	ND
2+ Races	80 (3%)	88 (3%)	105 (3%)	65 (2%)
DND	243 (8%)	250 (9%)	147 (5%)	148 (5%)
Age				
17-20	118 (4%)	127 (5%)	188 (6%)	126 (4%)
21-25	478 (16%)	542 (20%)	650 (20%)	646 (23%)
26-30	685 (23%)	666 (25%)	749 (23%)	666 (23%)
31-40	985 (33%)	822 (31%)	950 (29%)	851 (30%)
41-50	481 (16%)	318 (12%)	475 (15%)	378 (13%)
51-60	145 (5%)	114 (4%)	150 (5%)	116 (4%)
61+	21 (1%)	56 (2%)	17 (1%)	6 (<1%)
DND	34 (1%)	10 (<1%)	44 (1%)	51 (2%)

N is the number of full-time and part-time students; DND stands for Did not disclose; ND stands for No data.

Table 1.49: New Jersey's LPN Education Schools

School Name	County
1. Academy of Healthcare Excellence - Pleasantville Campus (New)*	Atlantic
Academy of Healthcare Excellence - Vineland Campus	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: Asterisk indicates school did not provide data.

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 Fall 2024. In **Table 1.50** and **Table 1.52**, full-time vacancies only include those that were being actively recruited. “BSN & Higher” includes Baccalaureate, Master’s, DNP, and PhD programs.

Table 1.50: RN Faculty Positions and Vacancies in Fall 2024

	DIP	ADN	BSN & Higher	Total
Full-time faculty employed	76	177	404	657
Full-time position vacancies	6	41	33	80

Table 1.51 and **Table 1.52** show the trend of full-time faculty employment and vacancies since 2021.

Table 1.51: RN Program Faculty Employment Trend 2021-2024

	2021 N=46	2022 N=45	2023 N=48	2024 N=49
DIP	72	74	78	76
ADN	156	177	171	177
BSN & Higher	374	401	376	404
Total	602	652	625	657

N is the number of respondent schools.

Table 1.52: RN Program Faculty Vacancy Trend 2021-2024

	2021 N=46	2022 N=45	2023 N=48	2024 N=49
DIP	4	4	2	6
ADN	13	24	21	41
BSN & Higher	14	46	47	33
Total	31	74	70	80

N is the number of respondent schools.

Education

Table 1.53 shows that Diploma and ADN full-time 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 1.53: Highest Level of Education of RN Program Faculty

	DIP N=76	ADN N=177	BSN & Higher N=404
MSN	52 (68%)	132 (75%)	78 (19%)
Non-Nursing Masters	0 (0%)	10 (6%)	7 (2%)
DNP	17 (22%)	23 (13%)	167 (41%)
PhD in Nursing	6 (8%)	3 (2%)	132 (33%)
Non-Nursing Doctorate	1 (1%)	9 (5%)	0 (0%)
Missing/Unknown	0 (0%)	0 (0%)	20 (5%)

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. This data does not include adjuncts.

Table 1.54 shows demographics for full-time faculty teaching in pre- and post-licensure RN education programs. **Table 1.55** on the following page shows that full-time faculty continue to be primarily White, female, and in the higher age brackets.

Table 1.54: RN Program Faculty Demographics in Fall 2024

	DIP N=76	ADN N=177	BSN & Higher N=404
Gender			
Female	74 (97%)	165 (93%)	367 (91%)
Male	2 (3%)	12 (7%)	37 (9%)
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	5 (7%)	26 (15%)	27 (7%)
Black/African American	18 (24%)	27 (15%)	48 (12%)
Hawaiian/Pacific Islander	1 (1%)	0 (0%)	0 (0%)
White	46 (61%)	113 (64%)	242 (60%)
Hispanic/Latino	6 (8%)	9 (5%)	23 (6%)
2+ Races	0 (0%)	0 (0%)	6 (1%)
DND	0 (0%)	2 (1%)	58 (14%)
Age			
30 or younger	0 (0%)	2 (1%)	1 (<1%)
31-40	13 (17%)	37 (21%)	30 (7%)
41-50	7 (9%)	45 (25%)	87 (22%)
51-55	13 (17%)	33 (19%)	66 (16%)
56-60	20 (26%)	16 (9%)	71 (18%)
61-65	9 (12%)	30 (17%)	53 (13%)
66-70	5 (7%)	8 (5%)	26 (6%)
71+	0 (0%)	6 (3%)	31 (8%)
DND	9 (12%)	0 (0%)	39 (10%)
Mean Age	52.8	50.6	54.7

N is the number of full-time faculty.

DND stands for Did not disclose. ND stands for No Data.

Table 1.55: RN Program Faculty Demographics Trend 2021-2024

	2021 N=602	2022 N=627	2023 N=625	2024 N=657
Gender				
Female	565 (93%)	578 (92%)	585 (94%)	606 (92%)
Male	37 (6%)	43 (7%)	40 (6%)	51 (8%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	6 (1%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	0 (0%)	1 (<1%)	0 (0%)	0 (0%)
Asian	52 (9%)	52 (8%)	54 (9%)	58 (9%)
Black/African American	72 (12%)	92 (15%)	76 (12%)	93 (14%)
Hawaiian/Pacific Islander	3 (<1%)	5 (1%)	4 (1%)	1 (<1%)
White	430 (71%)	420 (67%)	396 (63%)	401 (61%)
Hispanic/Latino	18 (3%)	22 (4%)	25 (4%)	38 (6%)
Other	1 (<1%)	0 (0%)	ND	ND
2 or more Races	22 (4%)	24 (4%)	22 (4%)	6 (1%)
DND	4 (1%)	11 (2%)	48 (8%)	60 (9%)
Age				
30 or younger	3 (<1%)	3 (<1%)	2 (<1%)	3 (<1%)
31-40	79 (13%)	69 (11%)	69 (11%)	80 (12%)
41-50	128 (21%)	140 (22%)	116 (19%)	139 (21%)
51-55	92 (15%)	102 (16%)	98 (16%)	112 (17%)
56-60	94 (16%)	100 (16%)	96 (15%)	107 (16%)
61-65	123 (21%)	116 (19%)	103 (16%)	92 (14%)
66-70	52 (9%)	62 (10%)	68 (11%)	39 (6%)
71+	29 (5%)	34 (5%)	36 (6%)	37 (6%)
DND	2 (0%)	1 (0%)	37 (6%)	48 (7%)

N is the number of full-time faculty.

DND stands for Did not disclose.

Adjuncts (New)

Figure 1.2 shows the aggregated percentage of RN didactic classes taught by adjuncts by program level. This may account for how schools are covering their full-time vacancies. For example, 10 DNP schools reported that 21% of didactic classes were taught by adjuncts.

Figure 1.2: Percentage of RN Didactic Classes Taught by Adjuncts in 2024

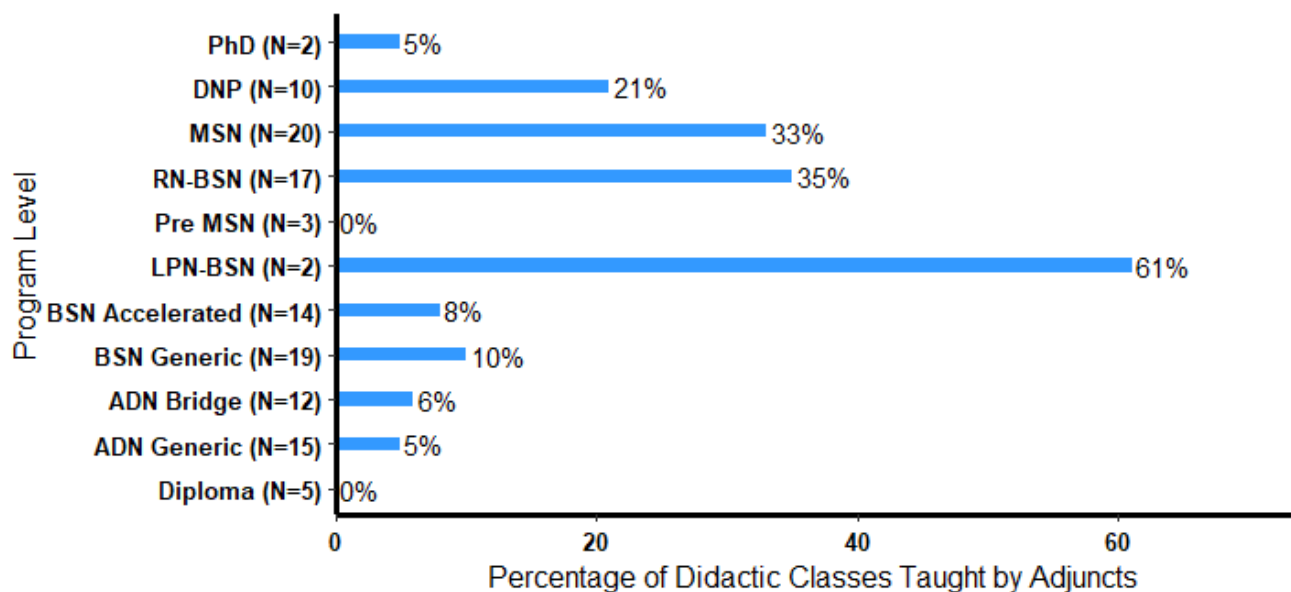
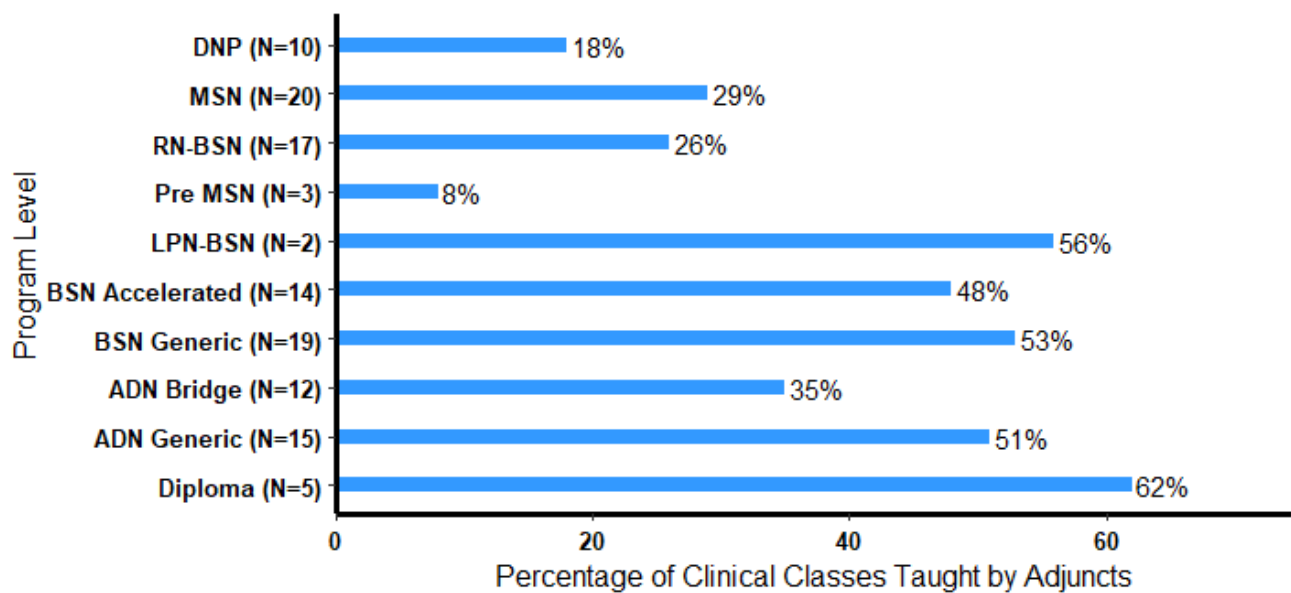


Figure 1.3 shows the aggregated percentage of RN clinical classes taught by adjuncts by program level. This may account for how schools are covering their full-time vacancies. For example, 10 DNP schools reported that 18% of clinical classes were taught by adjuncts.

Figure 1.3: Percentage of RN Clinical Classes Taught by Adjuncts in 2024



Faculty for LPN Schools

Employment

This section describes the employment of full-time LPN faculty. In **Table 1.56** and **Table 1.58**, full-time vacancies only include those that were being actively recruited.

Table 1.56: LPN Faculty Positions and Vacancies

LPN	
Full-time faculty employed	101
Full-time position vacancies	29

Table 1.57 shows the number of LPN full-time faculty employed and number of vacant faculty between 2021 and 2024.

Table 1.57: LPN Program Faculty Employment Trend 2021-2024

2021 N=27	2022 N=31	2023 N=31	2024 N=28
91	108	118	101
N is the number of campus locations.			

Table 1.58: LPN Program Faculty Vacancy Trend 2021-2024

2021 N=27	2022 N=31	2023 N=31	2024 N=28
23	27	30	29
N is the number of campus locations.			

Education

This section shows education data for LPN programs for full-time faculty. **Table 1.59** shows that faculty are primarily prepared at the Baccalaureate or Master’s level in nursing.

Table 1.59: Highest Level of Education for LPN Faculty

N=101	
Associate Degree in Nursing/Nursing Diploma	0 (0%)
Baccalaureate Degree in Nursing	29 (29%)
Non-Nursing Baccalaureate	1 (1%)
Master’s Degree in Nursing	52 (51%)
Non-Nursing Masters	2 (2%)
DNP	14 (14%)
PhD in Nursing	2 (2%)
Non-Nursing Doctorate	1 (1%)
Missing/Unknown	0 (0%)
N is the total number of full-time faculty.	

Demographics

Table 1.60 shows four years of demographic data for full-time LPN faculty. The mean age for full-time faculty is 53.7. This data does not include adjuncts.

Table 1.60: LPN Faculty Demographic Trend 2021-2024

	2021 N=91	2022 N=108	2023 N=118	2024 N=101
Gender				
Female	84 (92%)	95 (88%)	105 (89%)	92 (91%)
Male	7 (8%)	13(12%)	13 (11%)	9 (9%)
Transgender	0 (0%)	0 (0%)	0 (0%)	0 (0%)
DND	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Race/Ethnicity				
American Indian/Alaska Native	0 (0%)	0 (0%)	6 (5%)	0 (0%)
Asian	13 (14%)	13 (12%)	13 (11%)	10 (10%)
Black/African American	23 (25%)	35 (32%)	36 (31%)	31 (31%)
Native Hawaiian/Pacific Islander	0 (0%)	1 (1%)	0 (0%)	0 (0%)
White	47 (52%)	47 (44%)	52 (44%)	53 (52%)
Hispanic/Latino	7 (8%)	9 (8%)	8 (7%)	5 (5%)
2 or more Races	1 (1%)	3 (3%)	1 (1%)	1 (1%)
Missing/Unknown	0 (0%)	0 (0%)	2 (2%)	1 (1%)
Age				
30 or younger	1 (1%)	2 (2%)	3 (3%)	0 (0%)
31-40	16 (18%)	18 (17%)	23 (19%)	17 (17%)
41-50	16 (18%)	22 (20%)	30 (25%)	20 (20%)
51-55	16 (18%)	18 (17%)	15 (13%)	14 (14%)
56-60	13 (14%)	16 (15%)	15 (13%)	12 (12%)
61-65	21 (23%)	23 (21%)	21 (18%)	25 (25%)
66-70	7 (8%)	8 (7%)	9 (8%)	10 (10%)
71+	1 (1%)	1 (1%)	2 (2%)	3 (3%)
DND	0 (0%)	1 (1%)	0 (0%)	0 (0%)

N is the total number of full-time faculty.

DND stands for Did not disclose.

LPN Adjuncts (New)

Table 1.61 shows the average percentage of LPN classes taught by adjuncts.

Table 1.61: Percentage of LPN Classes Taught by Adjuncts

N=28	%
Didactic Course	16
Clinical Course	31

N is the number of campus locations.

Faculty Recruitment and Retention

In 2025, the NJCCN Nursing Education Survey concluded with an important question: What recruitment strategies are you using to attract more faculty? The insights gathered from 74 nursing program leaders across Practical Nursing (n = 23), Diploma (n = 5), Associate Degree (n = 21), and Baccalaureate (n = 25) Programs revealed a multi-faceted approach to recruiting and retaining faculty, blending digital and traditional methods with a strong emphasis on compensation, benefits, and a supportive work environment. While most programs are actively recruiting, it is noteworthy that five programs (two Associate, three Baccalaureate) reported being fully staffed and not actively recruiting at the time of the survey.

The responses from the program leaders were organized into two categories: Key Recruitment Methods and Key Attraction and Retention Strategies. Practical Nursing, Diploma, and Associate Degree Programs indicated relying more heavily on local recruitment methods such as Indeed, word-of-mouth, and community events. While Baccalaureate Programs utilized a broader, often national, recruitment strategy that included academic journals, national organization websites such as American Association of Colleges of Nursing (AACN), National League for Nursing (NLN), and placing a greater emphasis on work-life balance and a thriving academic culture to attract candidates.

Key Recruitment Methods:

- **Word-of-Mouth and Networking:** This was the most consistently cited strategy across all program types, highlighting the importance of professional networks, referrals from current faculty, and relationships with clinical sites.
- **Online Job Boards:** Indeed was the most frequent platform mentioned. Other common sites include ZipRecruiter, Glassdoor, and academic-specific boards like HigherEdJobs.
- **Institutional and Human Resource (HR) Efforts:** Programs relied on their own HR and talent acquisition teams, dedicated nurse recruiters, and listings on their college or hospital websites.
- **Digital and Social Media:** Social media platforms (Facebook, LinkedIn, X) and email blasts were widely used to advertise openings.
- **Traditional and Community Outreach:** In-person events like career fairs, open houses, and information sessions remained important, along with community partnerships and visits to high schools.

Key Attraction and Retention Strategies:

- **Compensation and Financial Incentives:** Competitive salary was the most critical factor mentioned, along with sign-on bonuses, referral bonuses, and tuition reimbursement.
- **Benefits and Support:** A comprehensive benefits package, flexible scheduling, and a supportive work environment with positive administrative leadership were key retention tools.
- **Professional Growth:** Opportunities for faculty development, continuing education, mentorship programs, and a comprehensive orientation were identified as essential for attracting and retaining faculty.

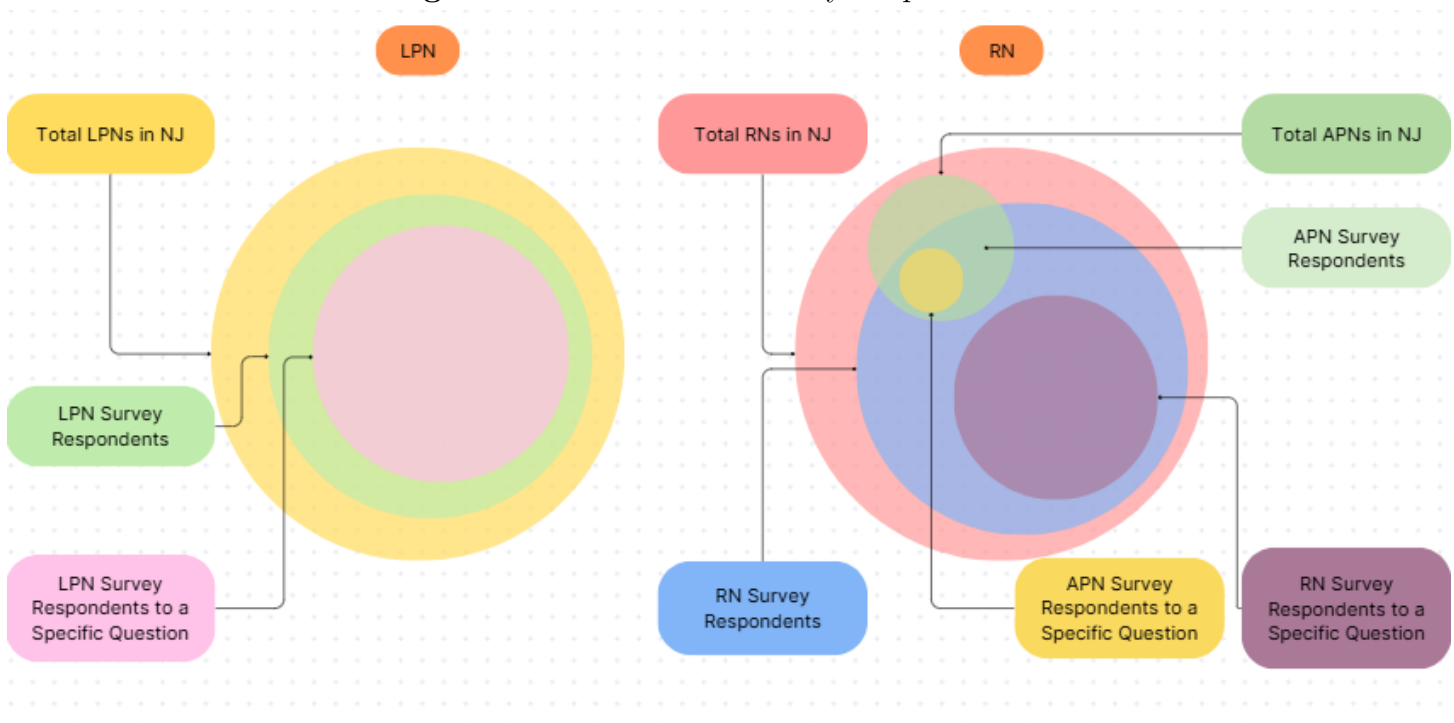
Chapter 2

Workforce Supply Data

The data for this chapter were acquired from 2024 and 2025 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: In New Jersey, an Advanced Practice Nurse (APN) must also be a Registered Nurse (RN); therefore, APNs are a subset of RNs.

Registered Nurse (RN) Profile

In the 2024-2025 survey period, 117,527 RNs responded out of New Jersey’s 151,024 active licensed RNs and 34,309 inactive RNs. Of those 117,527 RN respondents, 114,769 were active while 2,758 were inactive. Respondents may have skipped questions, causing data in some tables and figures to add up to less than 117,527.

Table 2.1 shows the total number of active and inactive RNs in New Jersey as of October 2025.

Table 2.1: Number of RNs in NJ

	N=185,333	%
Active	151,024	81
Inactive	34,309	19

License Status

Table 2.2 shows 114,769 RN respondents have an active RN license, which renders them eligible to practice as a RN in New Jersey.

Table 2.2: RN Respondents License Status

	N=117,527	%
Active	114,769	98
Inactive	2,758	2

Table 2.3 describes the method by which 117,527 RN respondents attained their licensure. Those who attained their licensure via exam (62%) 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 2.3: Basis for RN Licensure

	N=117,527	%
Exam	73,059	62
Endorsement	35,305	30
Missing/No Data	9,163	8

Demographics

Table 2.4 shows the demographic characteristics of 117,527 RN respondents. RN respondents are primarily female and White, which is consistent with the national data (Smiley et al., 2025). Sixty-four percent of the respondents are 55 years and under in age. The mean age of the RN respondents is 49.

Table 2.4: RN Demographic Characteristics

Gender	N=117,527	%
Female	105,532	90
Male	11,974	10
Missing/No Data	21	<1
Race/Ethnicity		
White	70,000	60
Asian	18,290	16
Black/African American	13,426	11
Hispanic/Latino	8,978	8
Native Hawaiian or Other Pacific Islander	687	<1
American Indian/Alaska Native	122	<1
Other	5,058	4
Missing/Unknown	966	<1
Age		
19-25	2,893	2
26-35	25,782	22
36-45	24,843	21
46-55	21,871	19
56-65	23,919	20
66-75	15,682	13
76-85	2,411	2
86+	126	<1

Education

Table 2.5 describes the highest level of nursing education held by 105,749 respondents. In the 2024-2025 survey period, of the 105,749 RN respondents, 26% have a Diploma in nursing or an Associate’s Degree in nursing, and 74% have a Baccalaureate or higher degree in nursing.

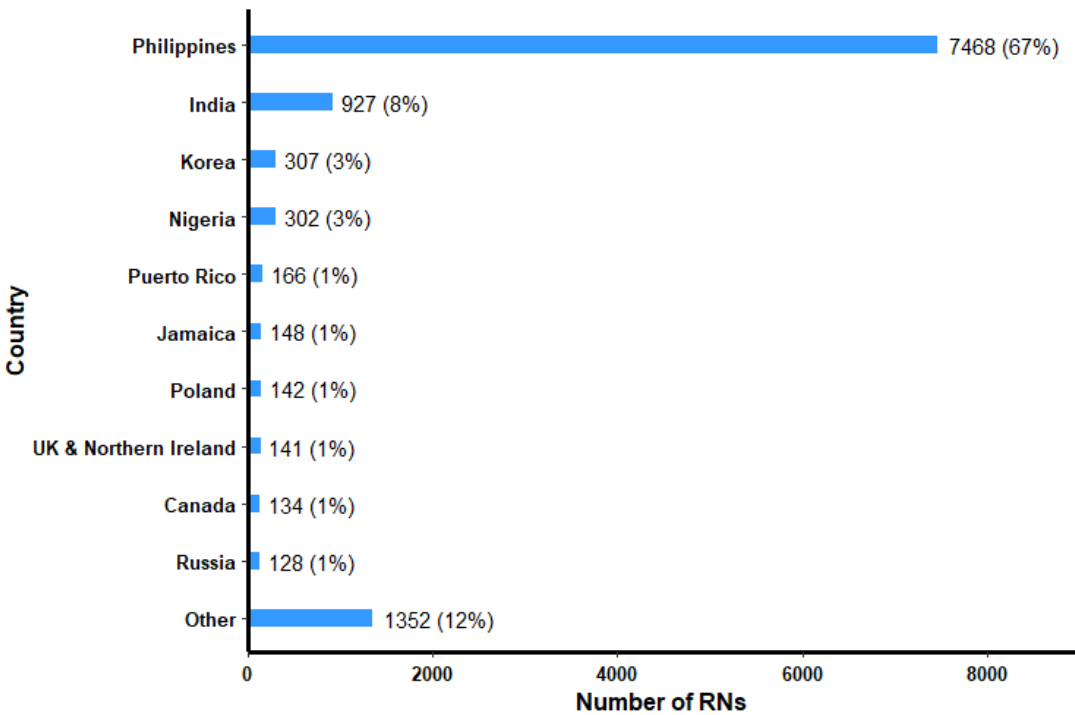
Table 2.5: RN Highest Level of Nursing Education

	N=105,749	%
Diploma in Nursing	4,010	4
Associate Degree in Nursing	23,409	22
Baccalaureate Degree in Nursing	65,468	62
Master’s Degree in Nursing	11,398	11
DNP, PhD, or Other Doctoral Degree in Nursing	1,464	1

The 11,778 missing/invalid data are excluded.

RNs were asked to report the country where they received their entry-level nursing education. A total of 106,932 RNs responded to this question. Of the 106,932 RN respondents, 95,717 received their entry-level nursing education in the United States. Among the remaining 11,215 respondents, the Philippines was the most common country for entry-level nursing education outside of the United States. **Figure 2.2** describes the 11,215 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 2.6 describes the employment status of 106,796 RN respondents. The table shows that 75% respondents were employed in nursing full-time, and 9% were employed in nursing part-time.

Table 2.6: RN Employment Status

	N=106,796	%
Employed in nursing full-time	80,354	75
Employed in nursing part-time	9,334	9
Employed in nursing per diem	5,839	5
Retired	5,242	5
Unemployed, seeking work in nursing	3,052	3
Employed in a field other than nursing	2,311	2
Volunteering (only) in nursing	664	<1

The 10,731 missing data are excluded.

Table 2.7 shows the average number of hours worked in a typical week, reported by 97,342 RN respondents.

Table 2.7: Number of Weekly Work Hours

	N=97,342	%
34 Hours or Less	17,591	18
35-40 Hours	72,579	75
41-50 Hours	4,923	5
51 or More Hours	2,249	2

The 20,185 missing data are excluded.

RNs were asked to report the number of positions they held as a nurse during that time period.

Table 2.8 shows 15% of the 98,712 RN respondents held more than one nursing position.

Table 2.8: Number of Positions Held by RNs

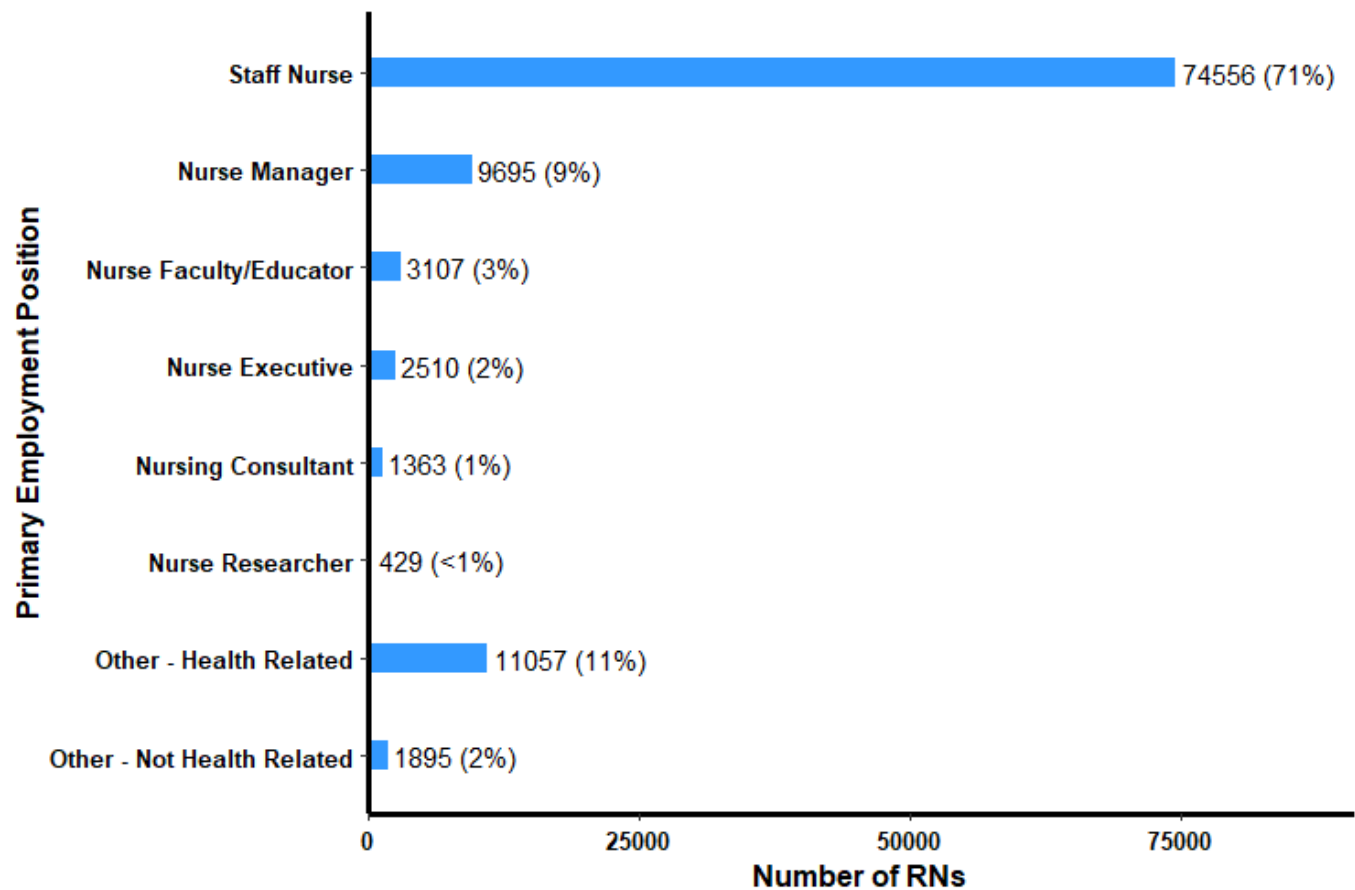
	N=98,712	%
1 position	83,295	84
2 positions	14,013	14
3 positions	1,404	1

The 18,815 missing data are excluded.

Employment Position

Figure 2.3 depicts the primary employment position of 104,612 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

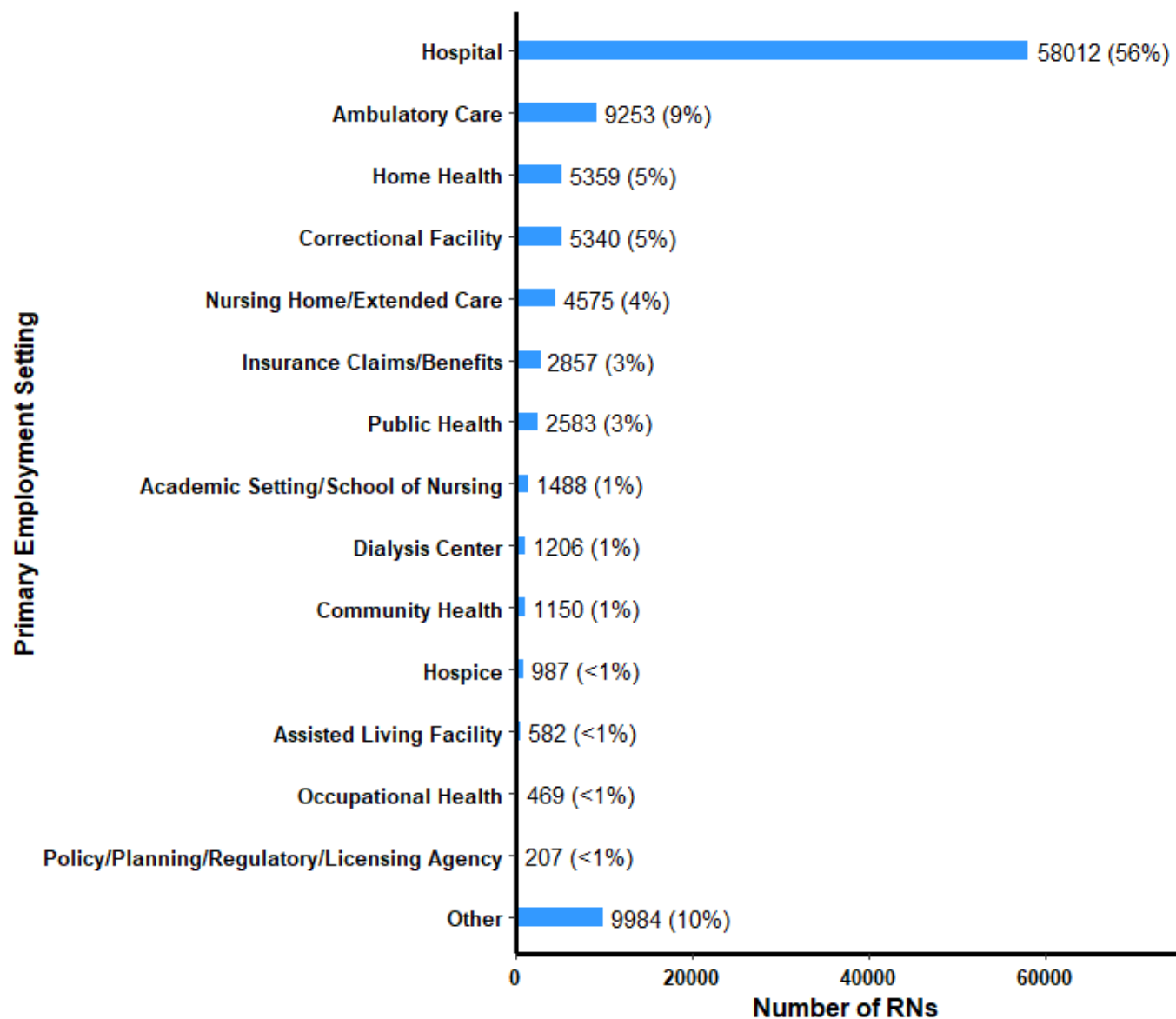


The 12,915 missing data are excluded.

Employment Setting

Figure 2.4 depicts the primary employment setting of 104,052 RN respondents. The figure shows 56% of the respondents reported the hospital as their primary employment setting.

Figure 2.4: RN Primary Employment Setting

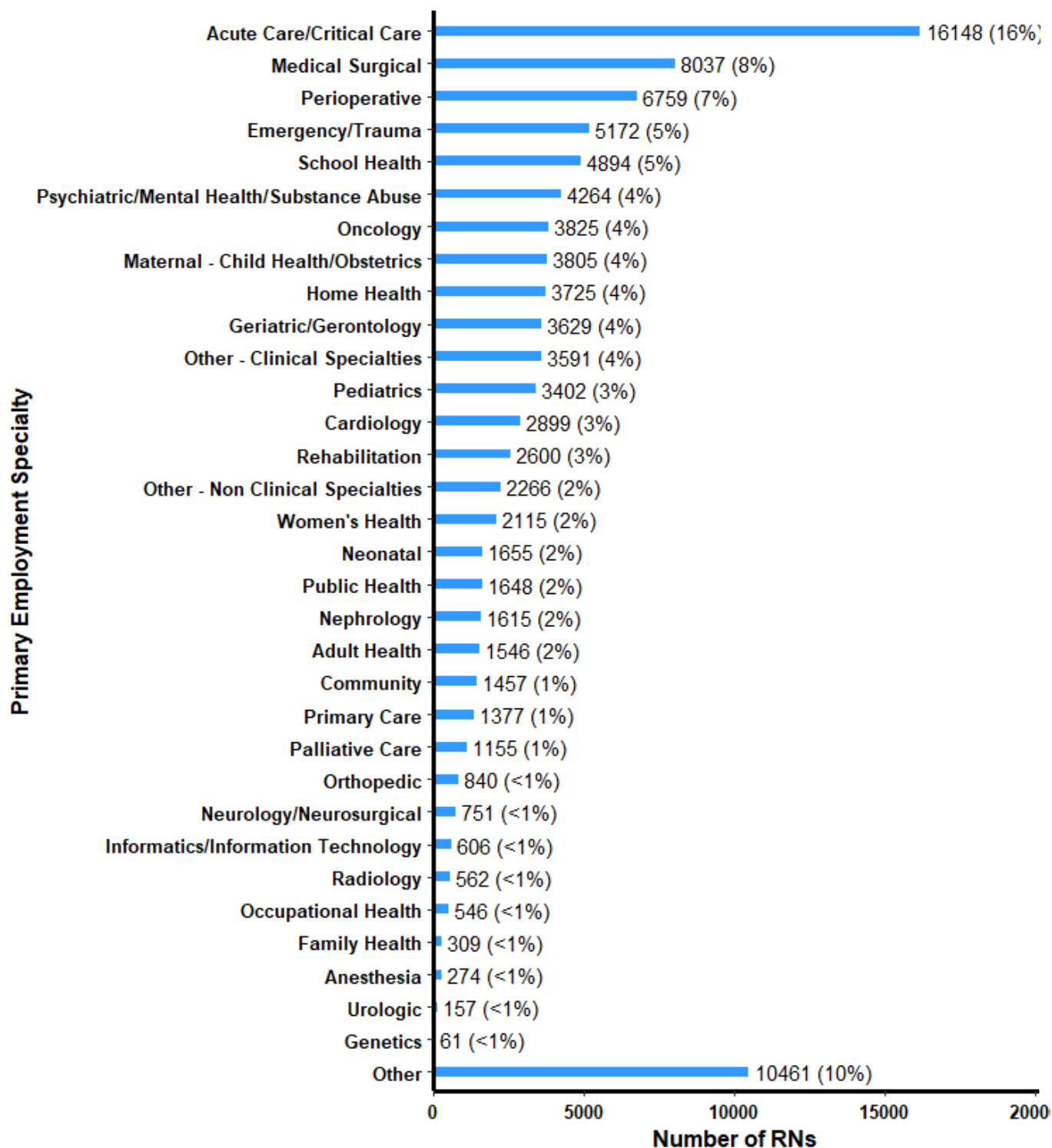


The 13,475 missing data are excluded.

Employment Specialty

Figure 2.5 depicts the primary employment position specialty of 102,151 RN respondents.

Figure 2.5: RN Primary Employment Position Specialty



The 15,376 missing data are excluded.

Employment by NJ County

Table 2.9 shows the counties where 80,737 RN respondents were employed. This data is limited in that it does not include RNs who did not respond to the survey.

Table 2.9: RN Employment by County

Employment County	Number of RNs
Atlantic	3,143
Bergen	9,439
Burlington	4,170
Camden	6,884
Cape May	654
Cumberland	1,588
Essex	8,169
Gloucester	2,058
Hudson	2,914
Hunterdon	891
Mercer	4,198
Middlesex	8,305
Monmouth	7,233
Morris	5,636
Ocean	4,648
Passaic	2,828
Salem	391
Somerset	2,352
Sussex	802
Union	3,722
Warren	712

The 36,790 missing data or those working in other states are excluded.

Workforce Exit

Leaving Current Position (New)

Table 2.10 shows the reasons why 12,518 RNs intend to leave their current position. A total of 57,370 RNs responded to the question. There were 44,852 RNs who indicated they do not intend to leave current position.

Table 2.10: Reasons for leaving current position

Reasons	N=12,518	%
Plan to transfer to another setting	6,936	55
Planned retirement	3,023	24
Financial concerns	778	6
Family concerns	630	5
Physical limitations	332	3
Unplanned retirement	315	3
Plan to leave nursing profession	266	2
Stress related to COVID-19	183	1
Furloughed	55	<1

The 60,157 missing data are excluded.

Unemployment

Table 2.11 shows 11,202 RNs reported a reason of not being employed. Of those, 30% indicated “taking care of home and family” as their primary reason, and 56% indicated “other.”

Table 2.11: RN Reason for Not Being Employed

	N=11,202	%
Taking care of home and family	3,309	30
Disabled	724	6
School	597	5
Difficulty in finding a nursing position	296	3
Inadequate Salary	43	1
Other	6,233	56

Intend to Retire

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 96,664 out of 117,527 RN respondents who answered this question. In response, 5,587 (6%) of 96,664 RN respondents indicated a plan to retire within this time frame.

Table 2.12 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, 29% intend to retire. The number of RN respondents in each age bracket is different from the numbers in **Table 2.4** because **Table 2.12** only includes RNs who reported their age **and** their intent to retire.

Table 2.12: RN Intent to Retire According to Age

Age	RN Respondents N=96,664	Intent to Retire N=5,587	%
19-25	2,354	97	4
26-35	19,518	369	2
36-45	20,051	189	<1
46-55	18,684	153	<1
56-65	21,065	986	5
66-75	13,129	3,253	25
76-85	1,779	512	29
86+	84	28	33

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

Job Satisfaction

Table 2.13 shows RNs responses to the question “How satisfied are you with your job?”

Table 2.13: RN Perceived Job Satisfaction

Levels of satisfaction	N=50,385	%
Extremely satisfied	12,311	24
Very satisfied	22,905	45
Somewhat satisfied	12,642	25
Somewhat dissatisfied	1,708	3
Very dissatisfied	563	1
Extremely dissatisfied	256	<1

The 67,142 missing data are excluded.

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 2024-2025 survey period, 16,705 APNs responded out of New Jersey’s 19,221 actively licensed APNs and 3,035 inactive APNs. Of those 16,705 APN respondents, 16,457 were active while 248 were inactive. Respondents may skip questions, causing data in some tables and figures to add up to less than 16,705.

Table 2.14 shows the total number of active and inactive APNs in New Jersey as of October 2025.

Table 2.14: Number of APNs in NJ

	N=22,256	%
Active	19,221	86
Inactive	3,035	14

License Status

As shown in **Table 2.15**, 99% of 16,705 APN respondents have an active APN license.

Table 2.15: APN License Status

	N=16,705	%
Active	16,457	99
Inactive	248	1

APN Credentials

Table 2.16 shows the credentials of 16,704 APN respondents. APN survey respondents were identified by their indication of one or more credentials. An APN may have multiple credentials. For example, there are 14,203 Nurse Practitioners, and 222 of them are dual-certified.

Table 2.16: APN Credentials

	N=16,704	%
Nurse Practitioner (NP)	13,981	84
Certified Registered Nurse Anesthetist (CRNA)	1,551	9
Clinical Nurse Specialist (CNS)	642	4
Certified Nurse Midwife (CNM)	306	2
NP & CNS	85	<1
NP & CNM	77	<1
NP & CRNA	60	<1
CNS & CRNA	2	<1

The 1 invalid datum is excluded.

Demographics

Table 2.17 shows the demographic characteristics of 16,705 APN respondents. The majority are female, White, and between 36-55 years of age (55%). The mean age of APN respondents is 48.

Table 2.17: APN Demographic Characteristics

Gender	N=16,705	%
Female	14,857	89
Male	1,845	11
Missing/No Data	3	<1
Race/Ethnicity		
White	10,169	61
Black/African American	2,248	13
Asian	2,244	13
Hispanic/Latino	1,007	6
Native Hawaiian or Other Pacific Islander	77	<1
American Indian/Alaska Native	19	<1
Other	758	5
Missing/Unknown	183	1
Age		
19-25	1	<1
26-35	2,690	16
36-45	5,417	32
46-55	3,844	23
56-65	2,953	18
66-75	1,559	9
76-85	230	1
86+	11	<1
Missing/Unknown	0	0

Education

Table 2.18 describes the highest degree of nursing education held by 15,675 APN respondents. Of those respondents, 83% have a Master's Degree and 15% have a DNP.

Table 2.18: APN Highest Level of Nursing Education

	N=15,675	%
Master's Degree in Nursing	12,995	83
Doctor of Nursing Practice	2,395	15
PhD	186	1
Other Doctoral Degree in Nursing	99	<1

The 1,030 missing/invalid data are excluded.

Employment Characteristics

Table 2.19 describes the employment status of 15,696 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 2.19: APN Employment Status

	N=15,696	%
Employed in nursing full-time	12,991	83
Employed in nursing part-time	1,408	9
Employed in nursing per diem	606	4
Unemployed, seeking work in nursing	239	2
Retired	226	1
Employed in a field other than Nursing	167	1
Volunteering (only) in nursing	59	<1

The 1,009 missing data are excluded.

Table 2.20 shows the average number of hours worked in a typical week reported by 14,920 APN respondents.

Table 2.20: Number of Weekly Work Hours

	N=14,920	%
34 Hours or Less	2,800	19
35-40 Hours	10,392	70
41-50 Hours	1,217	8
51 or More Hours	511	3

The 1,785 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 2.21** indicates that 24% of 14,819 APN respondents held more than one position.

Table 2.21: Number of Positions Held by APNs

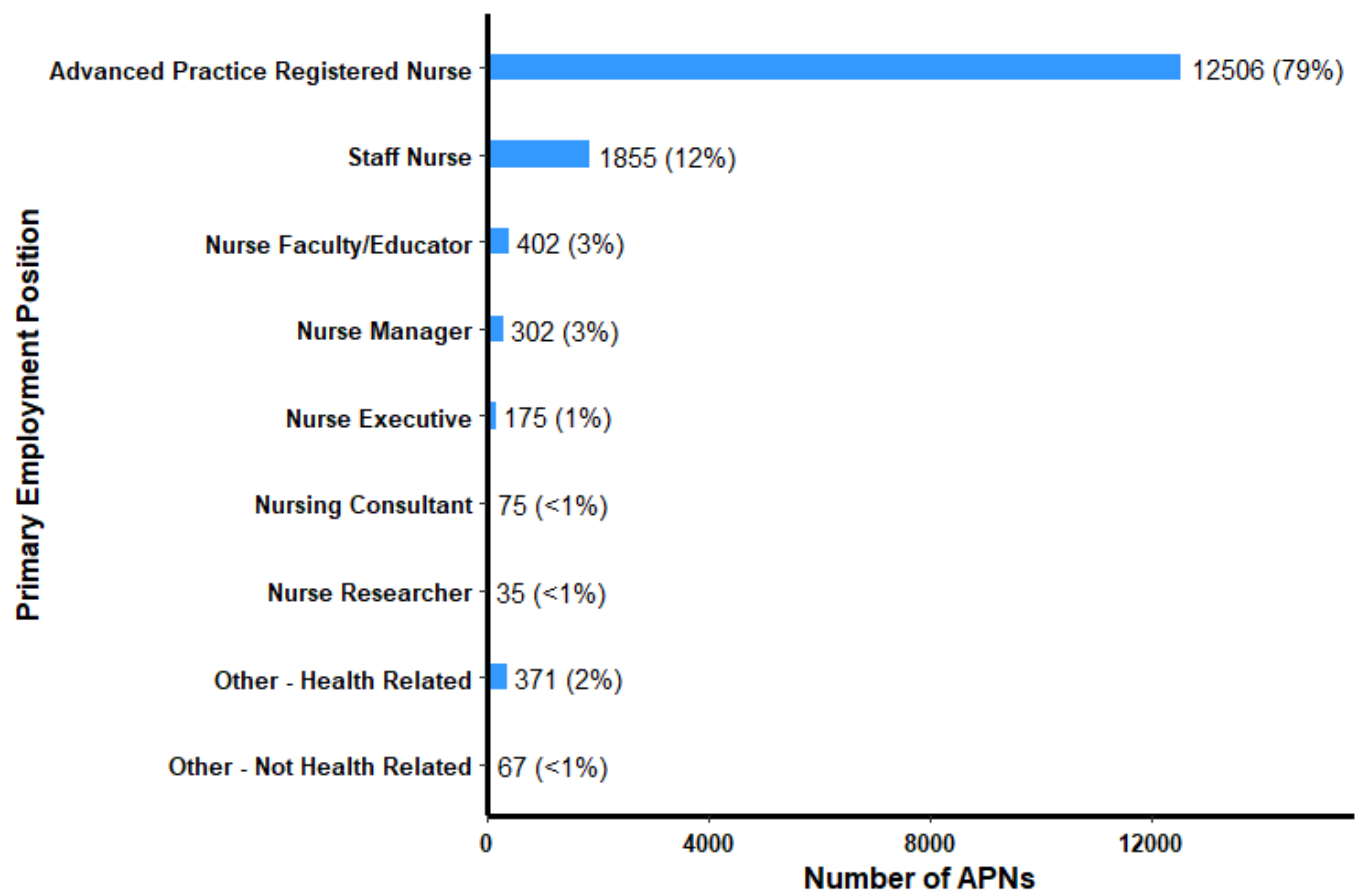
	N=14,819	%
1 position	11,339	77
2 positions	2,943	20
3 positions	537	4

The 1,886 missing data are excluded.

Employment Position

Figure 2.6 depicts the primary employment position of 15,788 APN respondents. The figure shows 79% of the respondents reported that their primary employment position was as an APN.

Figure 2.6: APN Primary Employment Position

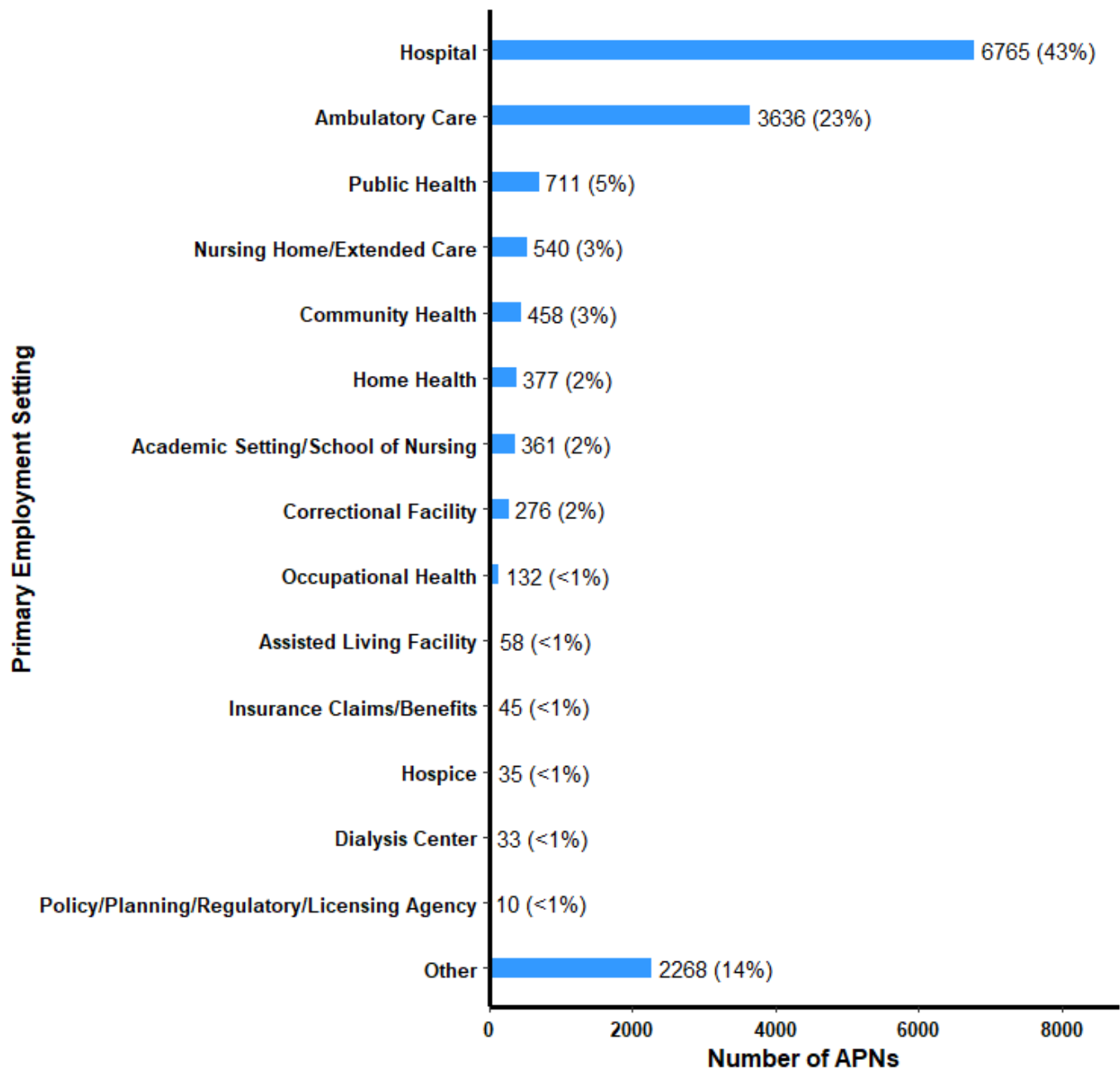


The 917 missing data are excluded.

Employment Setting

Figure 2.7 depicts the primary employment setting of 15,705 APN respondents. The figure shows 43% of the respondents reported the hospital as their primary employment setting.

Figure 2.7: APN Primary Employment Setting

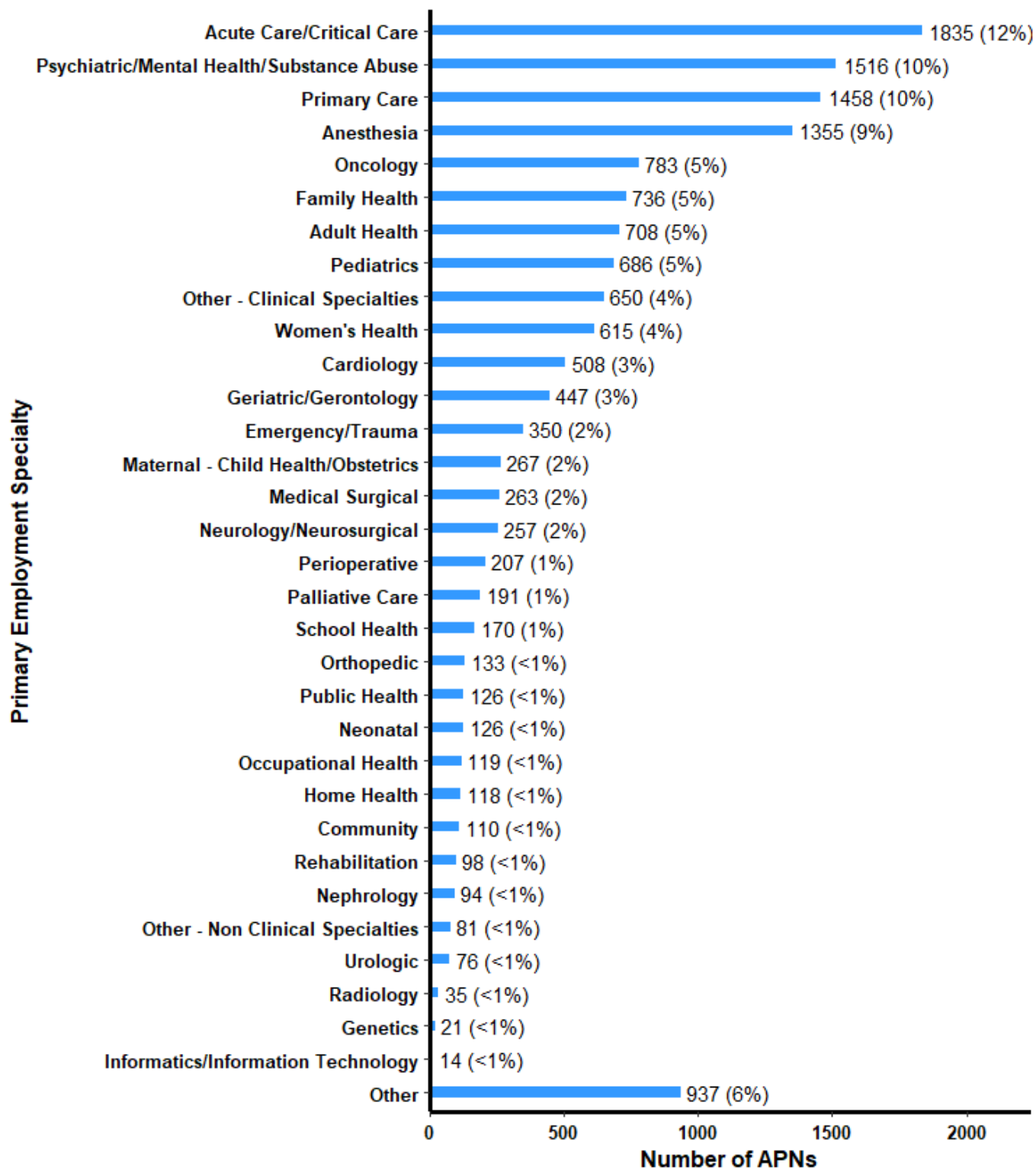


The 1,000 missing data are excluded.

Employment Specialty

Figure 2.8 depicts the primary employment position specialty of 15,090 APN respondents.

Figure 2.8: APN Primary Employment Position Specialty



The 1,615 missing data are excluded.

Nurse Practitioners

In the 2024-2025 survey period, 14,203 (85%) of the 16,705 APN respondents are NPs. The data include those with more than one credential (see **Table 2.16**).

Table 2.22 shows the NP specialties of 12,746 out of 14,203 NP respondents.

Table 2.22: Nurse Practitioner Specialty

	N=12,746	%
Family	4,331	34
Adult/Gero Primary	3,084	24
Adult/Gero Acute	1,645	13
Psychiatric	1,391	11
Pediatrics	936	7
Women’s Health	519	4
Other	840	7

The 1,457 missing data are excluded.

Table 2.23 shows 3,905 (27%) of the 14,203 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 2.23: NPs Active in Other States

	N=3,905	%
New York	1,759	45
Pennsylvania	1,387	36
Delaware	80	2
Connecticut	38	<1
Other	584	15
Missing	57	1

Employment by NJ County

Table 2.24 shows the counties where 10,140 APN respondents were employed. This data is limited in that it does not include APNs who did not respond to the survey.

Table 2.24: APN Employment by County*

Employment County	Number of APNs
Atlantic	433
Bergen	1,201
Burlington	560
Camden	962
Cape May	83
Cumberland	155
Essex	1,049
Gloucester	267
Hudson	384
Hunterdon	93
Mercer	572
Middlesex	843
Monmouth	974
Morris	694
Ocean	507
Passaic	381
Salem	33
Somerset	324
Sussex	74
Union	477
Warren	74

The 6,565 missing data or those working in another state are excluded.

Workforce Exit

Leaving Current Position (New)

Table 2.25 shows the reasons why 1,564 APNs intend to leave their current position. A total of 8,698 APNs responded to the question. There were 7,134 APNs who indicated they do not intend to leave current position.

Table 2.25: Reasons for leaving current position

Reasons	N=1,564	%
Plan to transfer to another setting	980	63
Planned retirement	252	16
Financial concerns	118	8
Family concerns	117	7
Unplanned retirement	26	2
Plan to leave nursing profession	26	2
Physical limitations	21	1
Stress related to COVID-19	16	1
Furloughed	8	1

The 8,007 missing data are excluded.

Unemployment

Table 2.26 shows 917 APNs reported a reason for not being employed. Of those, 21% indicated “taking care of home and family” as their primary reason, and 63% indicated “other”.

Table 2.26: APN Reason for Not Being Employed

	N=917	%
Taking care of home and family	197	21
School	69	8
Disabled	32	3
Difficulty in finding a nursing position	30	3
Inadequate Salary	7	<1
Other	582	63

Retirement

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 14,860 out of 16,705 APN respondents who answered this question. In response, 430 (3%) of APN respondents indicated a plan to retire within this time frame.

Table 2.27 identifies APN 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, 28% intend to retire. The number of APN respondents in each age bracket is different from the numbers in **Table 2.17** because **Table 2.27** only includes APNs who reported their age and their intent to retire.

Table 2.27: APN Intent to Retire according to Age

Age	APN Respondents N=14,860	Intent to Retire N=430	%
19-25	1	0	0
26-35	2,311	25	1
36-45	4,792	35	<1
46-55	3,433	29	<1
56-65	2,710	67	2
66-75	1,405	216	15
76-85	202	57	28
86+	6	1	17

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

Job Satisfaction

Table 2.28 shows APNs responses to the question “How satisfied are you with your job?”

Table 2.28: APN Perceived Job Satisfaction

Levels of satisfaction	N=8,894	%
Extremely satisfied	2,926	33
Very satisfied	3,742	42
Somewhat satisfied	1,880	21
Somewhat dissatisfied	227	3
Very dissatisfied	94	1
Extremely dissatisfied	25	<1

The 7,811 missing data are excluded.

Licensed Practical Nurse (LPN) Profile

In the 2024-2025 survey period, 21,140 LPNs responded out of New Jersey’s 23,862 active licensed LPNs and 6,024 inactive LPNs. Of those 21,140 LPN respondents, 20,807 were active while 333 were inactive. Respondents may skip questions, causing data in some tables and figures to add up to less than 21,140.

Table 2.29 shows the total number of active and inactive LPNs in New Jersey as of October 2025.

Table 2.29: Number of LPNs in NJ

	N=29,886	%
Active	23,862	80
Inactive	6,024	20

License Status

Table 2.30 shows 98% of 21,140 LPN respondents have an active LPN license, which renders them eligible to practice as an LPN in New Jersey.

Table 2.30: LPN License Status

	N=21,140	%
Active	20,807	98
Inactive	333	2

Table 2.31 describes the method by which LPN respondents attained their licensure. Those who attained their licensure via exam (84%) 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 2.31: Basis for LPN Licensure

	N=21,140	%
Exam	17,853	84
Endorsement	2,293	11
Missing/No Data	994	5

Demographics

Table 2.32 shows the demographic characteristics of 21,140 LPN respondents. The majority of LPN respondents are female and from diverse racial/ethnic backgrounds. The mean age of the LPN respondents is 50.

Table 2.32: LPN Demographic Characteristics

Gender	N=21,140	%
Female	18,919	89
Male	2,217	10
Missing/No Data	4	<1
Race/Ethnicity		
Black/African American	8,107	38
White	7,556	36
Hispanic/Latino	2,223	11
Asian	1,437	7
Native Hawaiian or Other Pacific Islander	108	<1
American Indian/Alaska Native	45	<1
Other	1,460	7
Missing/No Data	204	<1
Age		
19-25	306	1
26-35	3,224	15
36-45	5,203	25
46-55	4,946	23
56-65	4,650	22
66-75	2,464	12
76-85	337	2
86+	10	<1

Employment Characteristics

Table 2.33 describes the employment status of 18,534 LPN respondents. The table shows that 75% respondents were employed in nursing full-time, and 8% were employed in nursing part-time.

Table 2.33: LPN Employment Status

	N=18,534	%
Employed in nursing full-time	13,938	75
Employed in nursing part-time	1,553	8
Employed in nursing per diem	1,014	5
Unemployed, seeking work in nursing	790	4
Employed in a field other than Nursing	622	3
Retired	524	3
Volunteering (only) in nursing	93	<1

The 2,606 missing data are excluded.

Table 2.34 shows the average number of hours worked in a typical week, reported by 16,837 LPN respondents.

Table 2.34: Number of Weekly Work Hours

	N=16,837	%
34 Hours or Less	3,405	20
35-40 Hours	11,471	68
41-50 Hours	1,162	7
51 or More Hours	799	5

The 4,303 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 2.35** indicates that 17% of 16,818 LPN respondents held more than one position.

Table 2.35: Number of LPN Positions*

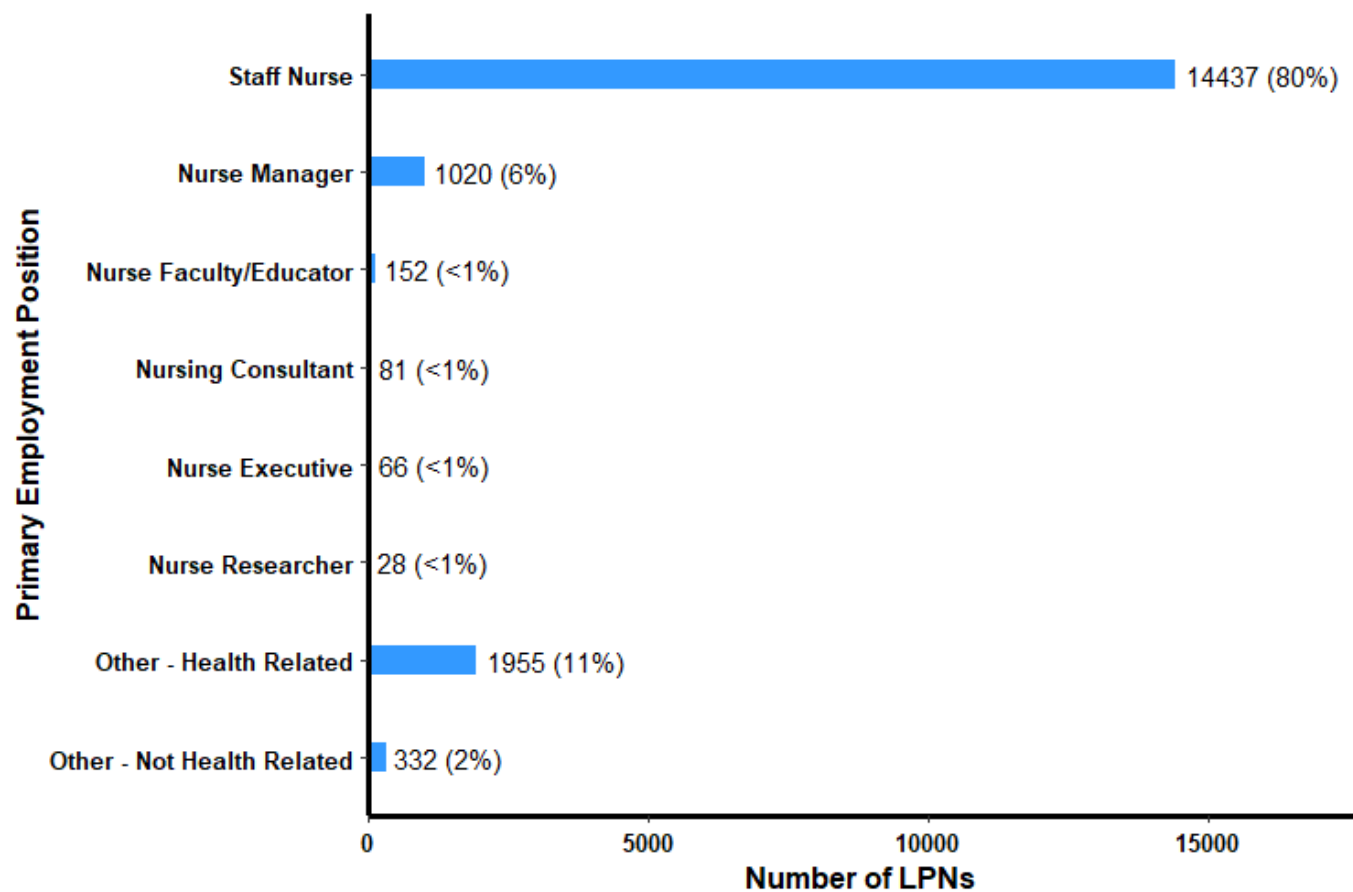
	N=16,818	%
1 position	13,912	83
2 positions	2,667	16
3 positions	239	1

The 4,322 missing data are excluded.

Employment Position

Figure 2.9 depicts the primary employment position of 18,071 LPN respondents. The figure shows 80% of the respondents reported their primary employment position was a staff nurse.

Figure 2.9: LPN Primary Employment Position Description

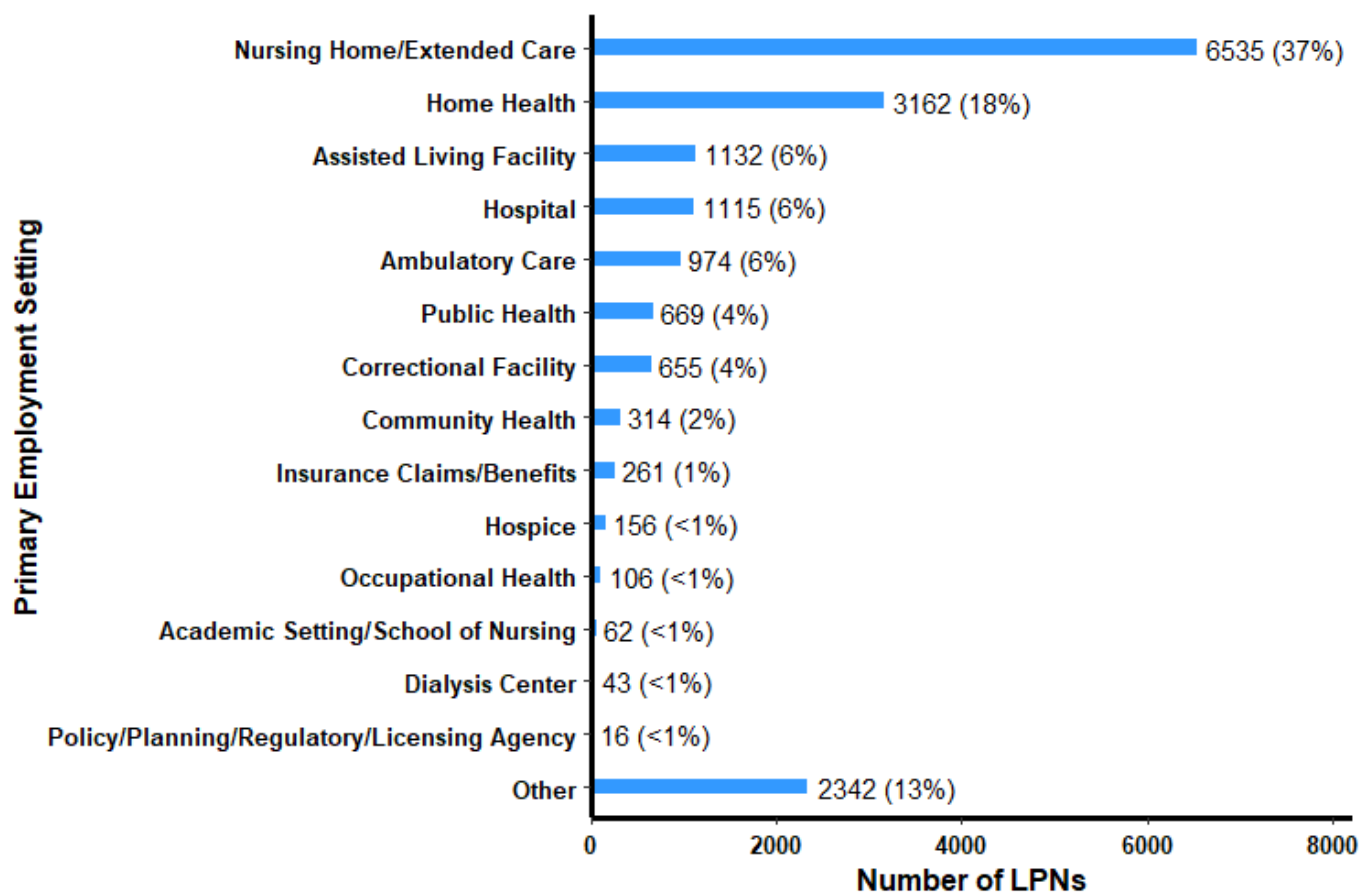


The 3,069 missing/invalid data are excluded.

Employment Setting

Figure 2.10 depicts the primary employment setting of 17,542 LPN respondents. The figure shows 37% of the respondents reported a nursing home/extended care as their primary employment setting.

Figure 2.10: LPN Primary Employment Setting

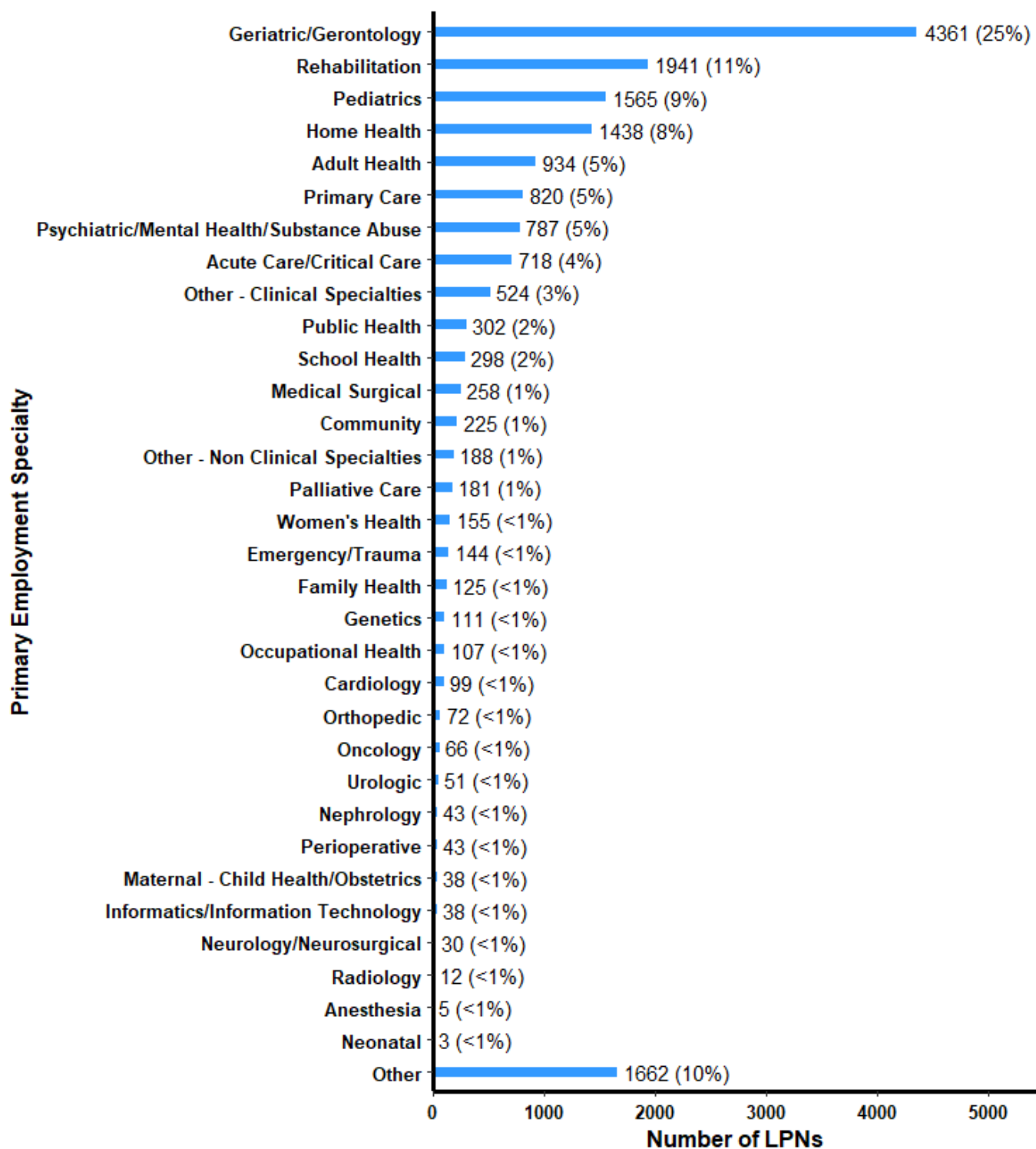


The 3,598 missing data are excluded.

Employment Specialty

Figure 2.11 depicts the primary employment position specialty of 17,344 LPN respondents. Twenty-five percent reported geriatric/gerontology as their primary specialty.

Figure 2.11: LPN Primary Employment Position Specialty



The 3,796 missing data are excluded.

Employment by NJ County

Table 2.36 shows the counties where 16,104 LPN respondents were employed. This data is limited in that it does not include LPNs who did not respond to the survey.

Table 2.36: LPN Employment by County

Employment County	Number of LPNs
Atlantic	878
Bergen	1,406
Burlington	1,194
Camden	1,292
Cape May	278
Cumberland	613
Essex	1,187
Gloucester	610
Hudson	361
Hunterdon	194
Mercer	890
Middlesex	1,314
Monmouth	1,290
Morris	770
Ocean	1,475
Passaic	588
Salem	128
Somerset	516
Sussex	186
Union	747
Warren	187

The 5,036 missing data or those working in another state are excluded.

Workforce Exit

Leaving Current Position (New)

Table 2.37 shows the reasons why 1,686 LPNs intend to leave their current position. A total of 9,597 LPNs responded to the question. There were 7,911 LPNs who indicated they do not intend to leave current position.

Table 2.37: Reasons for leaving current position

Reasons	N=1,686	%
Plan to transfer to another setting	1,057	63
Planned retirement	233	14
Financial concerns	131	8
Family concerns	82	5
Physical limitations	68	4
Plan to leave nursing profession	39	2
Unplanned retirement	31	2
Stress related to COVID-19	30	2
Furloughed	15	<1

The 11,543 missing data are excluded.

Unemployment

Table 2.38 shows 2,972 LPNs reported a reason for not being employed. Of those, 25% indicated “taking care of home and family” as their primary reason and 61% indicated “other”.

Table 2.38: LPN Reason for Not Being Employed

	N=2,972	%
Taking care of home and family	729	25
Disabled	219	7
School	124	4
Difficulty in finding a nursing position	78	3
Inadequate Salary	17	<1
Other	1,805	61

Retirement

NJCCN asked survey participants about their intention to retire within two years, prior to the next license renewal. There were 16,482 out of 21,140 LPN respondents who answered this question. In response, 689 (4%) of 16,482 LPN respondents indicated a plan to retire within this time frame.

Table 2.39 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 2.32** because **Table 2.39** only includes LPNs who reported their age **and** their intent to retire.

Table 2.39: LPN Intent to Retire According to Age

Age	LPN Respondents N=16,482	Intent to Retire N=689	*%
19-25	241	8	3
26-35	2,309	68	3
36-45	3,983	76	2
46-55	3,929	67	2
56-65	3,811	135	4
66-75	1,965	300	15
76-85	236	34	14
86+	8	1	13

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

Job Satisfaction

Table 2.40 shows LPNs responses to the question “How satisfied are you with your job?”

Table 2.40: LPN Perceived Job Satisfaction

Levels of satisfaction	N=7,783	%
Extremely satisfied	2,434	31
Very satisfied	3,500	45
Somewhat satisfied	1,540	20
Somewhat dissatisfied	186	2
Very dissatisfied	83	1
Extremely dissatisfied	40	<1

The 13,357 missing data are excluded.

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.

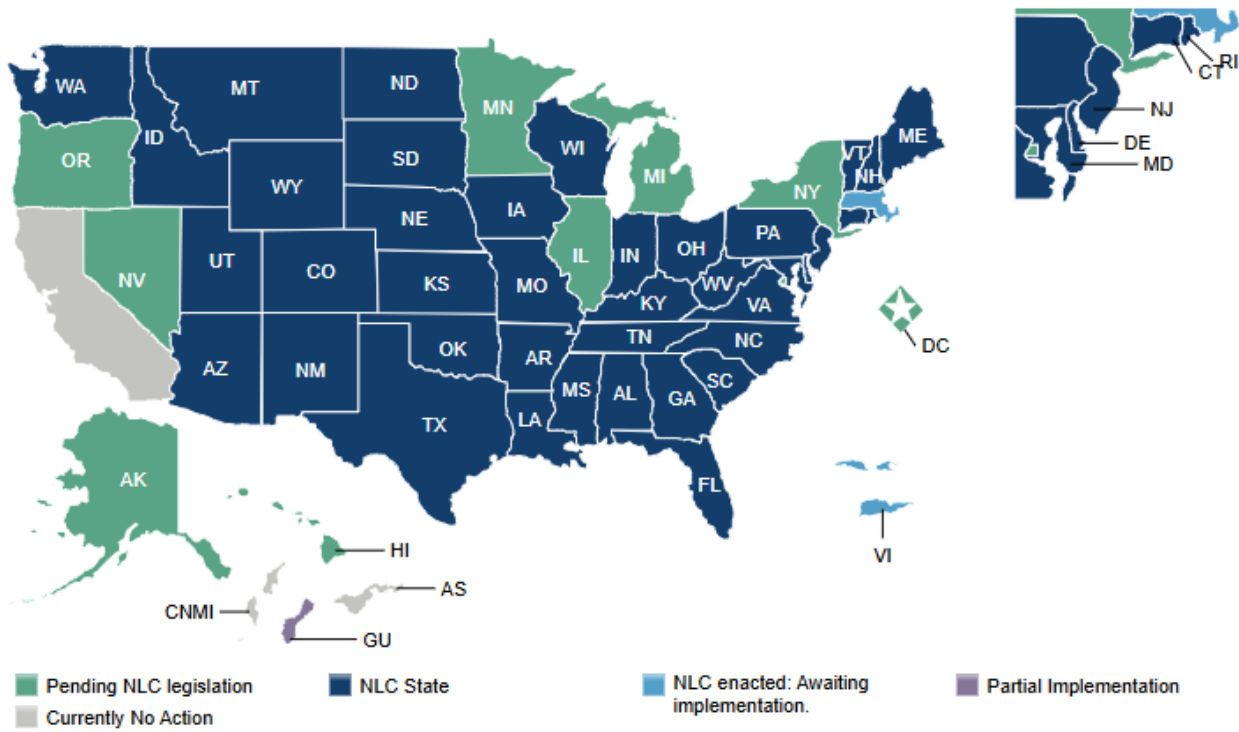
To be eligible for a New Jersey (New Jersey as the home state) issued multistate license, an RN applicant must:

- 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 2.12 shows the map of 43 states which have enacted the Nurse Licensure Compact.

Figure 2.12: NLC Map



Note: This figure was obtained on Oct. 31, 2025 from the National Council of State Boards of Nursing (NCSBN) website. Please visit: <https://www.nursecompact.com/>

Table 2.41 shows the state license status and residency for 21,140 LPNs, 117,527 RNs, and 16,705 APNs. Compared to the 2025 (2023-2024 survey period) report, there was an increase in the multi-state compact licensure for RNs (6% increase) and LPNs (6% increase).

Table 2.41: State License Status and Residency

	LPN N=21,140	RN N=117,527	APN N=16,705
(1)Single state, declared residency	17,004 (80%)	82,796 (70%)	11,393 (68%)
(2)Single state, didn't declare residency	1,133 (5%)	15,448 (13%)	4,591 (27%)
(3)Multi-state compact license	3,002 (14%)	19,269 (16%)	719 (4%)
(4)Missing	1 (<1%)	14 (<1%)	2 (<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.

Table 2.42 shows the use of multi-state licensure (if applicable).

Table 2.42: Use of Multi-State Licensure

	LPN N=1,952	RN N=3,319
Telehealth	1,043	1,045
Distance Education	17	91
Disaster Support	386	391
Have not used it	135	34
Other	175	1,605
More than one*	196	153

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 (2024-2034). Turnover rates were calculated by comparing total separations to total jobs (separations divided by jobs). There was an increase in turnover and the median annual salaries for all three occupations for 2024 as compared to 2023.

Table 3.1: Demand by Occupation Summary - 2024-2034

Category		Demand and Employment				Salary
SOC Code (ONET-6)	Occupation Title	Number of jobs 2024	Number of jobs 2034	% Change in Employment 2024-2034	Turnover Rate 2024	Median Annual Salary
29-1141	Registered Nurses	96,037	102,476	7%	31%	\$102,731
29-1171	Nurse Practitioners	9,683	13,435	39%	38%	\$149,635
29-2061	Licensed Practical & Licensed Vocational Nurses	15,460	16,099	4%	56%	\$71,177

Registered Nurse (RN) Demand Profile

Job Postings

According to **Figure 3.1**, there were 26,552 total job postings and 6,602 unique job postings for Registered Nurses (RNs) in 2024. The median posting duration was 26 days, which is longer than the regional average of 25 days. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The job posting intensity of 4:1 means that there were 4 job postings for every 1 unique RN position.

Figure 3.1: RN Job Posting Overview

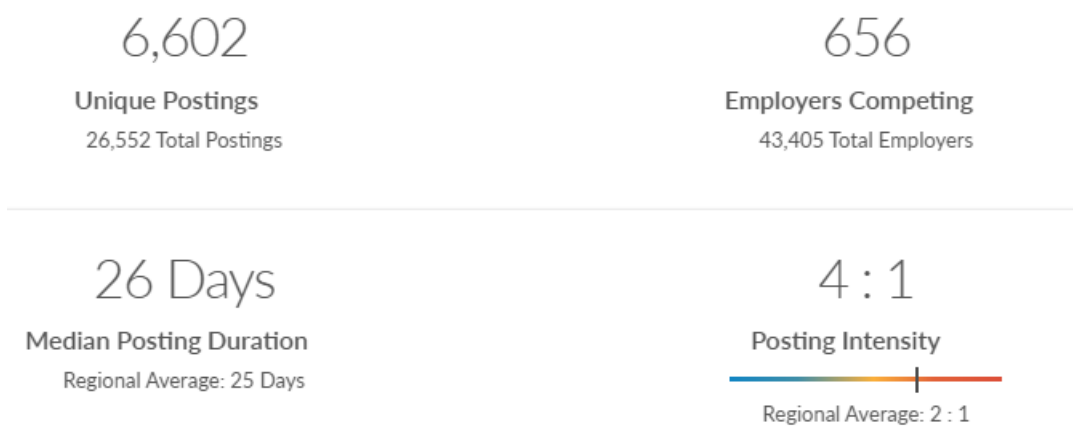


Figure 3.2 shows the time series of unique RN job postings for 5 years from November 2020 through November 2025. The section in yellow highlights the time frame from January 2024 through December 2024.

Figure 3.2: RN Job Posting Time Series 2020-2025

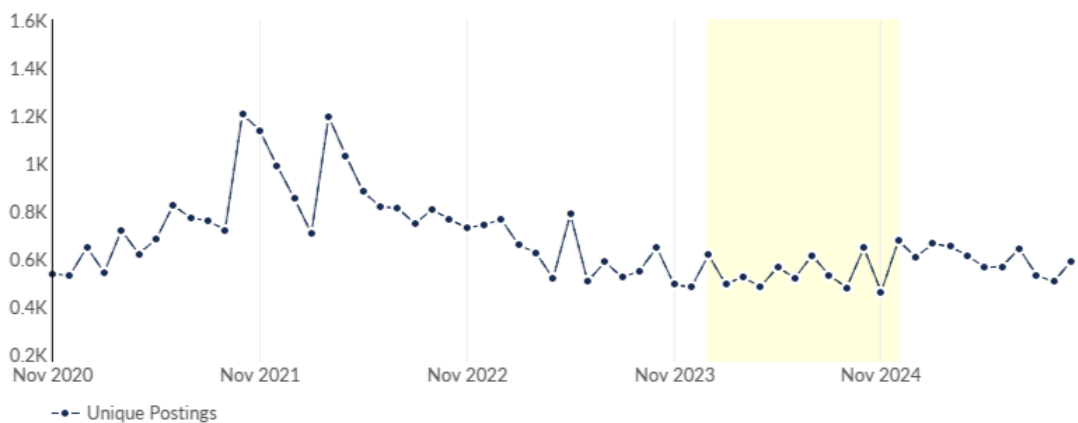


Table 3.2 shows the monthly number of unique RN job postings from January 2024 to October 2025. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The posting intensity was higher in 2024 compared to 2025.

Table 3.2: Monthly Unique RN Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2024	615	3:1
Feb 2024	493	4:1
Mar 2024	524	4:1
Apr 2024	481	4:1
May 2024	565	4:1
Jun 2024	519	4:1
Jul 2024	614	4:1
Aug 2024	530	4:1
Sep 2024	479	4:1
Oct 2024	645	5:1
Nov 2024	461	4:1
Dec 2024	676	5:1
Jan 2025	607	5:1
Feb 2025	662	4:1
Mar 2025	651	4:1
Apr 2025	613	4:1
May 2025	563	4:1
Jun 2025	567	4:1
Jul 2025	643	3:1
Aug 2025	531	3:1
Sep 2025	503	3:1
Oct 2025	590	2:1

Positions in Demand

Figure 3.3 and Figure 3.4 compare the top RN positions for 2024 and 2023 in most demand.

Figure 3.3 shows the top 25 positions in demand in 2024.

Figure 3.3: Top 25 RN Positions in Demand (2024)

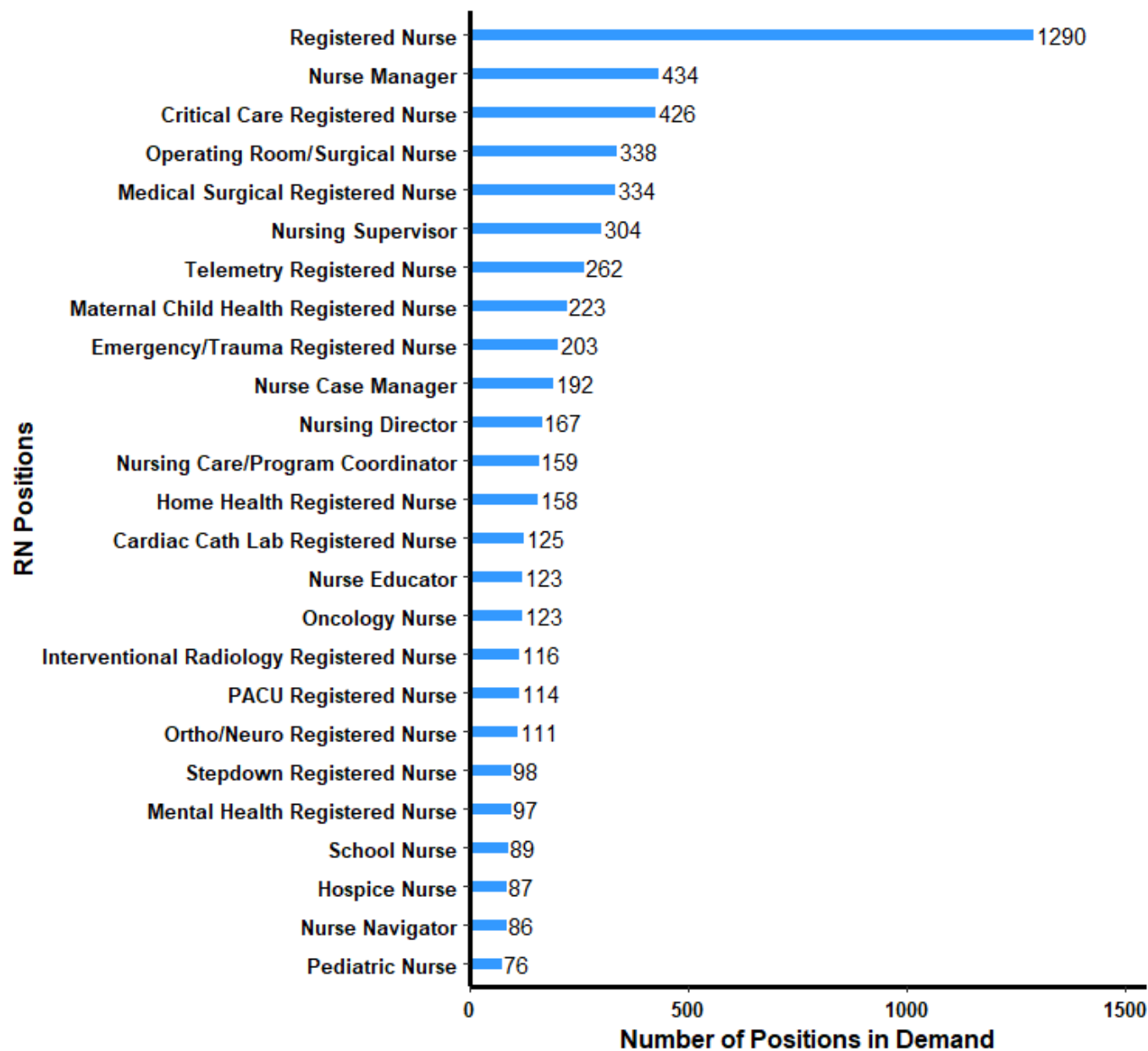
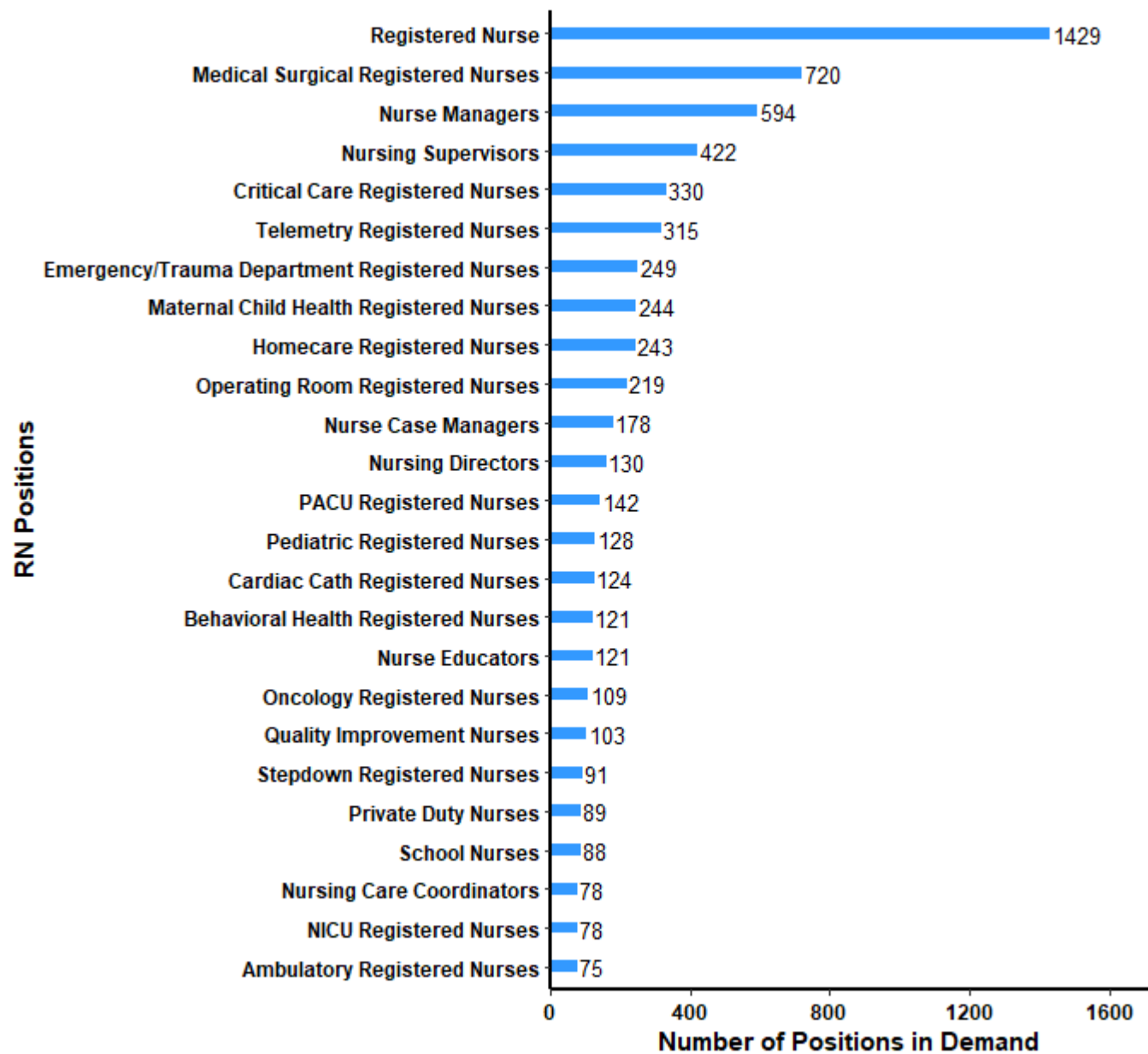


Figure 3.4 shows the top 25 positions in demand in 2023.

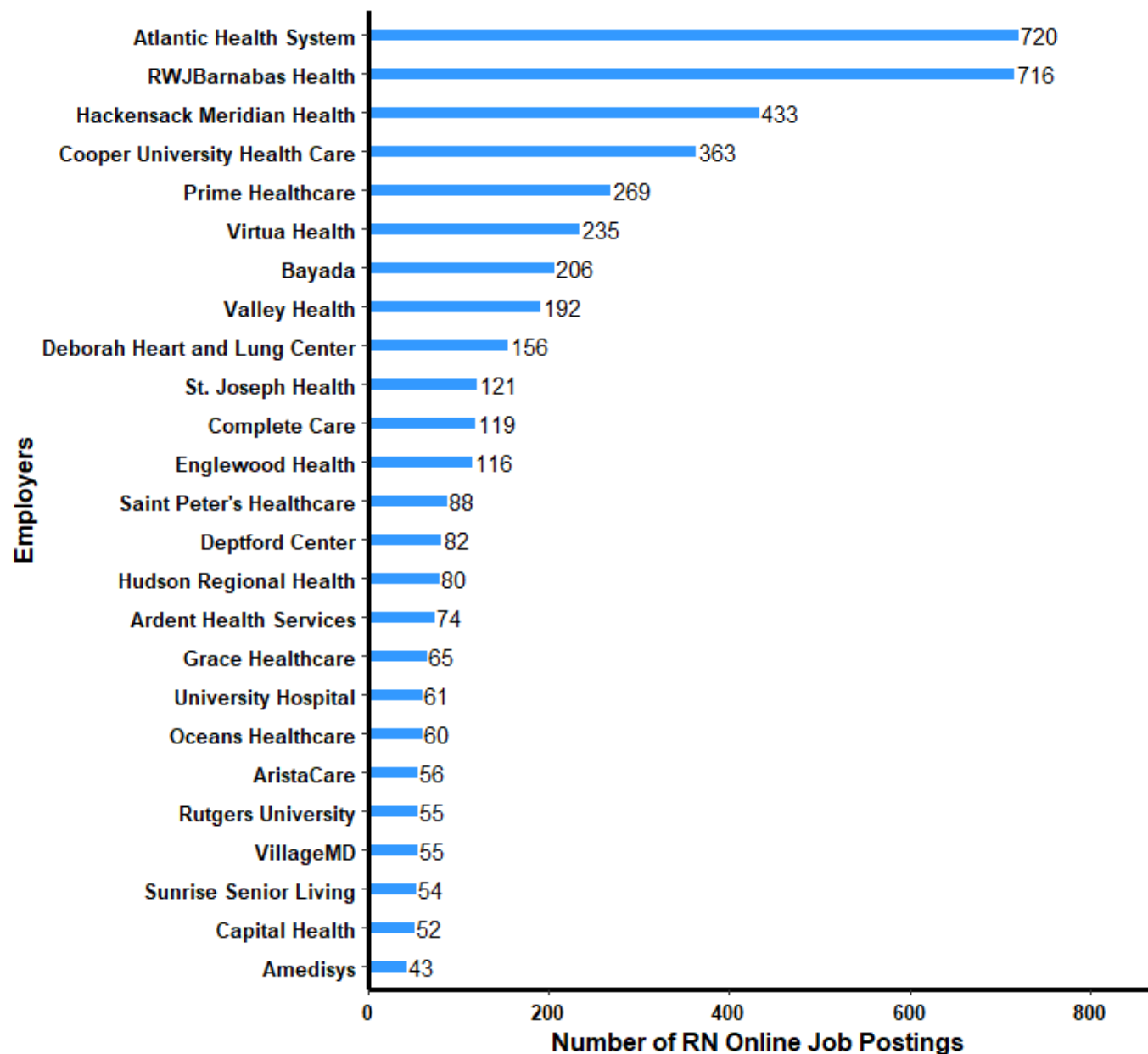
Figure 3.4: Top 25 RN Positions in Demand (2023)



Employer

Figure 3.5 shows the top 25 RN employers in New Jersey with the greatest number of unique job postings (n=4,471) in 2024. Hospital employers were combined under their healthcare system where applicable. A 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 Hiring During 2024

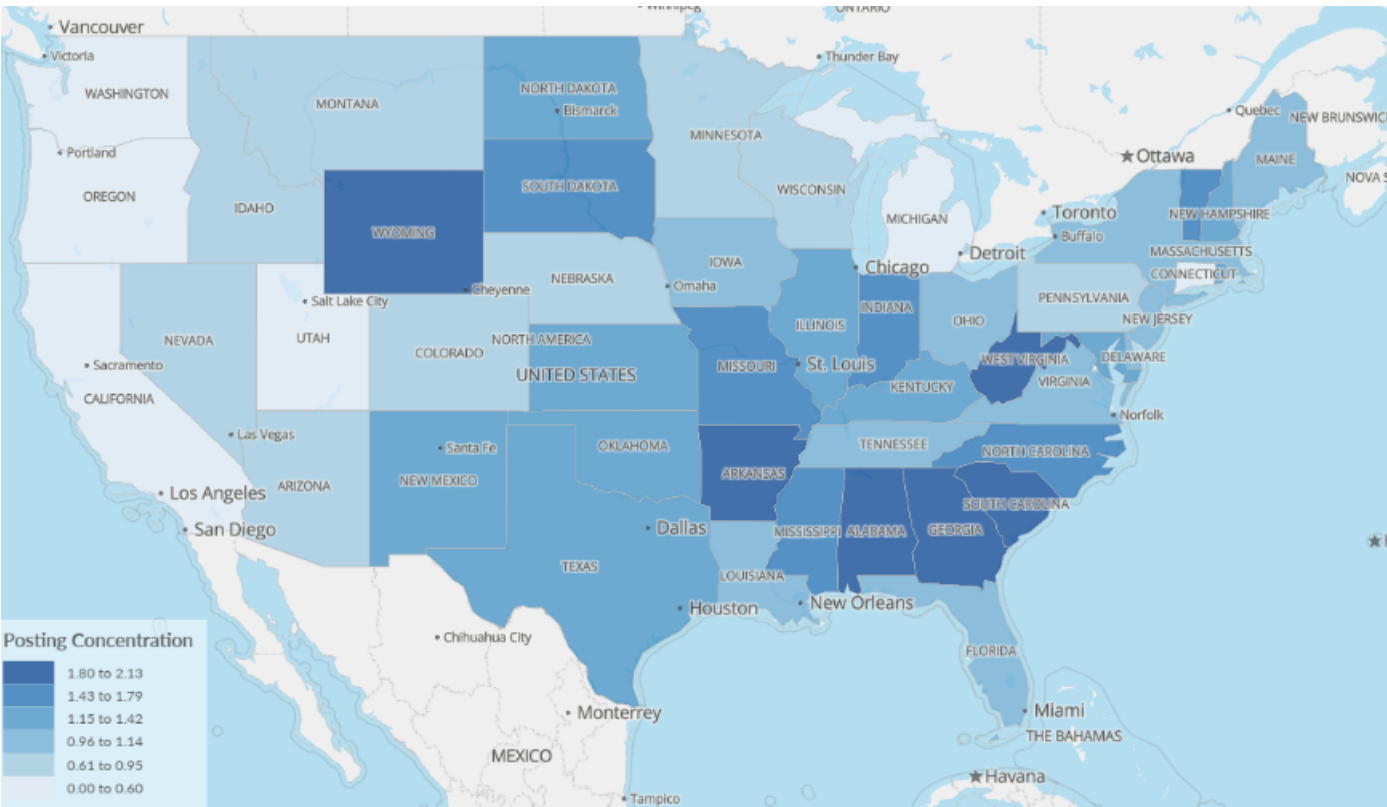


National Demand Comparison

January 1, 2024 - December 31, 2024

Figure 3.6 shows the level of demand for RNs across the United States from January 1, 2024 through December 31, 2024. 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 1.10 which placed it as the 24th highest in the U.S. The states with the highest posting concentration were Arkansas (2.13), West Virginia (2.08), Alabama (1.99), Georgia (1.85), and Wyoming (1.85). The states with the lowest posting concentration were Michigan (0.26), California (0.27), District of Columbia (0.34), Oregon (0.36), and Hawaii (0.37).

Job Postings by NJ County

Timeframe: January 1, 2024 - December 31, 2024

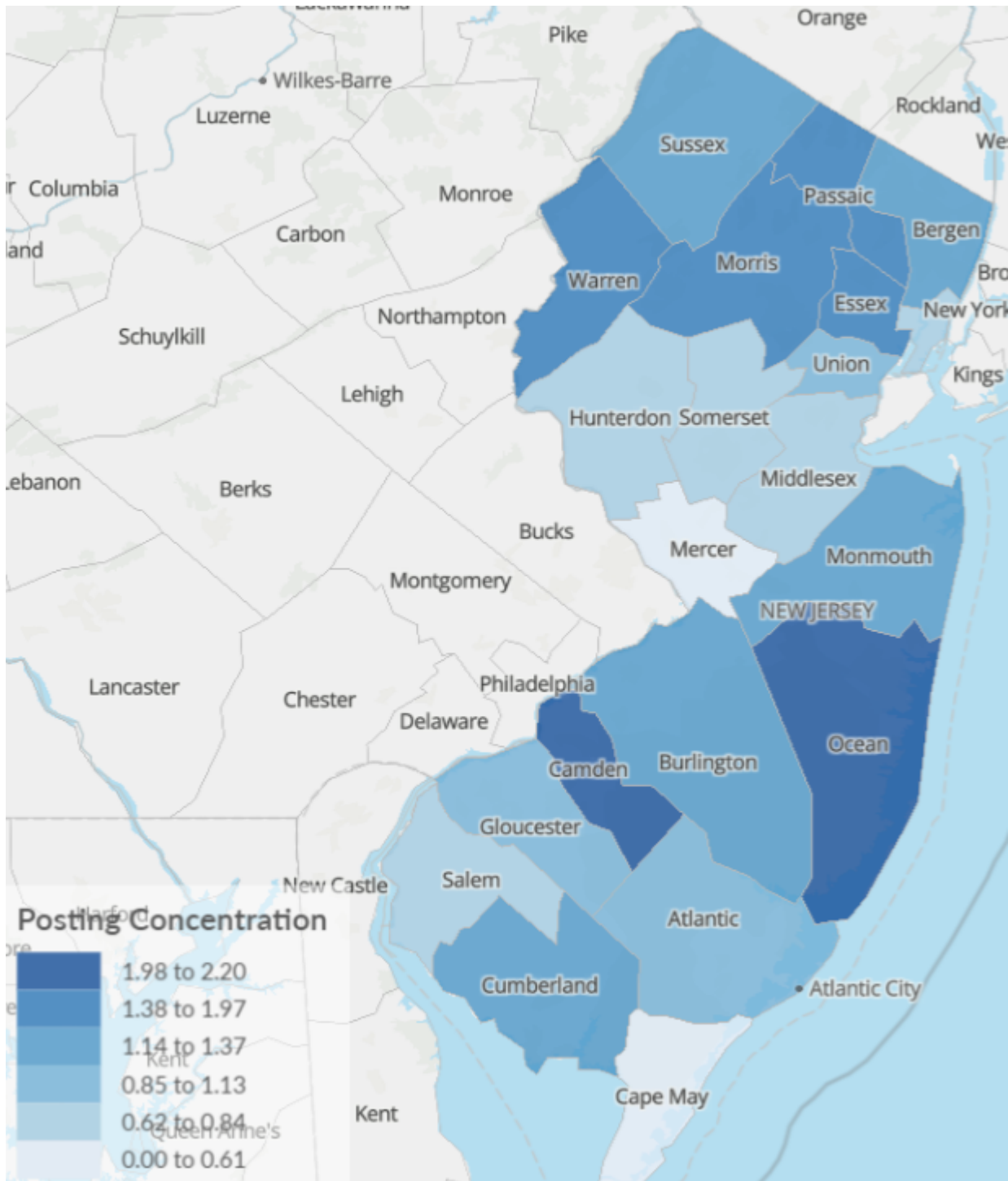
Table 3.3 and **Figure 3.7** show the county-level data for the raw number of unique job postings and demand concentration for RNs in 2024. There were a total of 6,602 unique RN job postings in 2024. The counties with the highest demand concentration were Camden (2.20), Ocean (1.98) and Warren (1.54). The counties with the greatest number of unique RN job postings were Essex (760), Bergen (739), and Camden (738).

Table 3.3: Demand for RNs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	114	1.03
Bergen	739	1.16
Burlington	376	1.27
Camden	738	2.20
Cape May	9	0.38
Cumberland	64	1.14
Essex	760	1.38
Gloucester	112	0.87
Hudson	279	0.63
Hunterdon	47	0.76
Mercer	232	0.46
Middlesex	448	0.68
Monmouth	452	1.20
Morris	706	1.46
Ocean	378	1.98
Passaic	343	1.53
Salem	20	0.76
Somerset	193	0.62
Sussex	96	1.32
Union	345	0.99
Warren	75	1.54

Figure 3.7 shows the level of demand for RNs across New Jersey from January 1, 2024 through December 31, 2024.

Figure 3.7: Demand Map for RNs by NJ County



Nurse Practitioner (NP) Demand Profile

Job Postings

According to **Figure 3.8**, there were 6,834 total job postings and 2,815 unique job postings for Nurse Practitioner (NP). The median posting duration was 24 days. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. 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

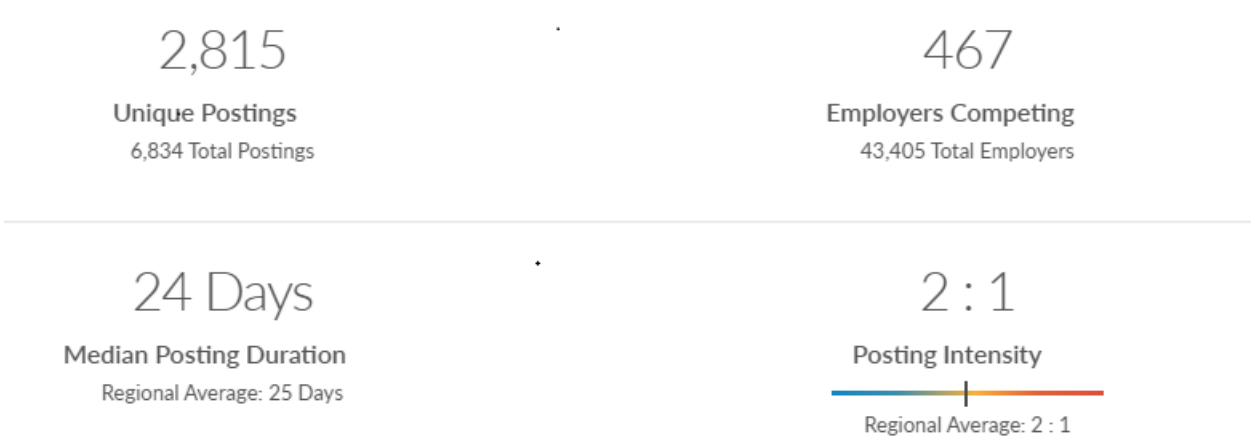


Figure 3.9 shows the time series of unique NP job postings for 5 years from November 2020 through November 2025. The section in yellow highlights the time frame from January 2024 through December 2024.

Figure 3.9: NP Job Posting Time Series 2020-2025

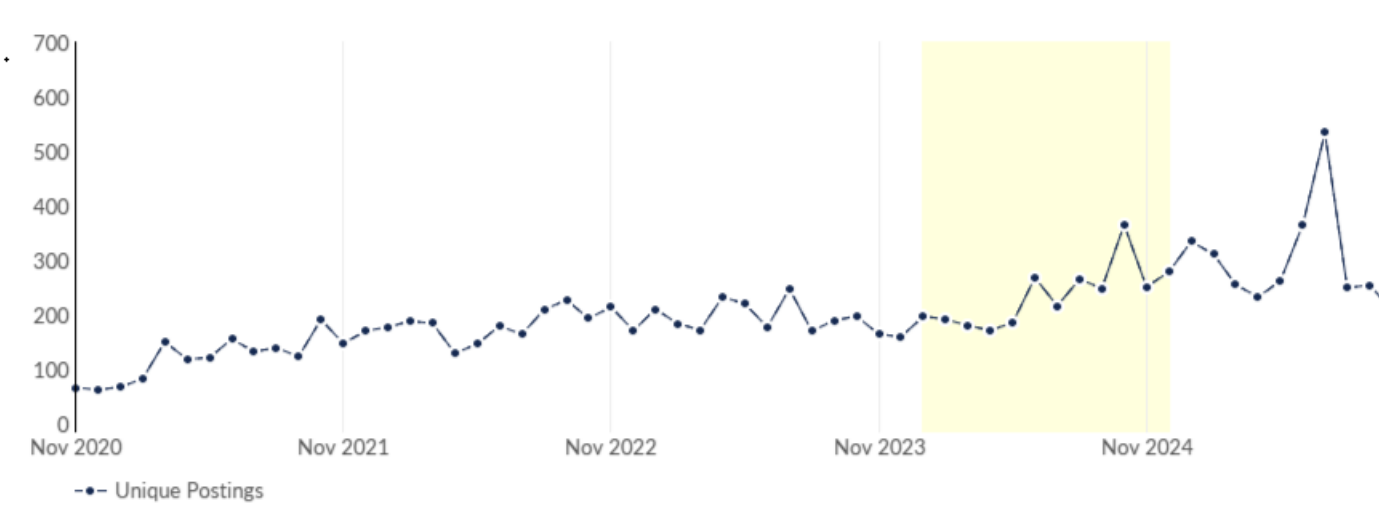


Table 3.4 shows the monthly number of unique NP job postings from January 2024 to October 2025. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The posting intensity for nurse practitioners is comparable to the regional averages.

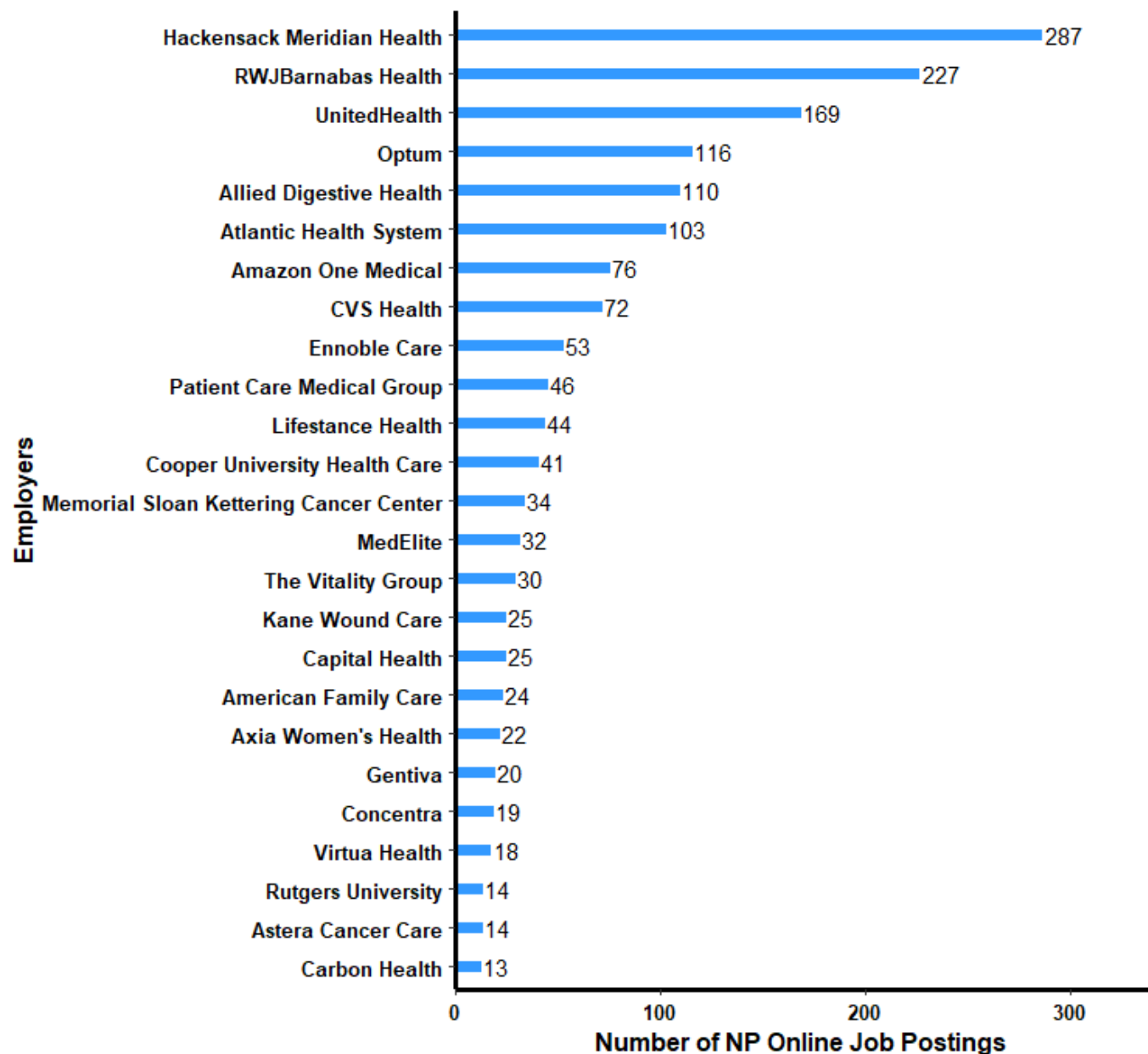
Table 3.4: Monthly Unique NP Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2024	197	2:1
Feb 2024	191	2:1
Mar 2024	180	2:1
Apr 2024	171	2:1
May 2024	185	2:1
Jun 2024	268	2:1
Jul 2024	216	2:1
Aug 2024	265	2:1
Sep 2024	248	3:1
Oct 2024	365	3:1
Nov 2024	251	3:1
Dec 2024	278	3:1
Jan 2025	334	3:1
Feb 2025	311	3:1
Mar 2025	255	3:1
Apr 2025	232	2:1
May 2025	262	3:1
Jun 2025	364	2:1
Jul 2025	534	2:1
Aug 2025	249	3:1
Sep 2025	254	2:1
Oct 2025	209	2:1

Employer

Figure 3.10 shows the top 25 NP employers in New Jersey with the greatest number of unique job postings (n=1,634) in 2024. Hospital employers were combined under their healthcare system where applicable. A 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 Hiring During 2024

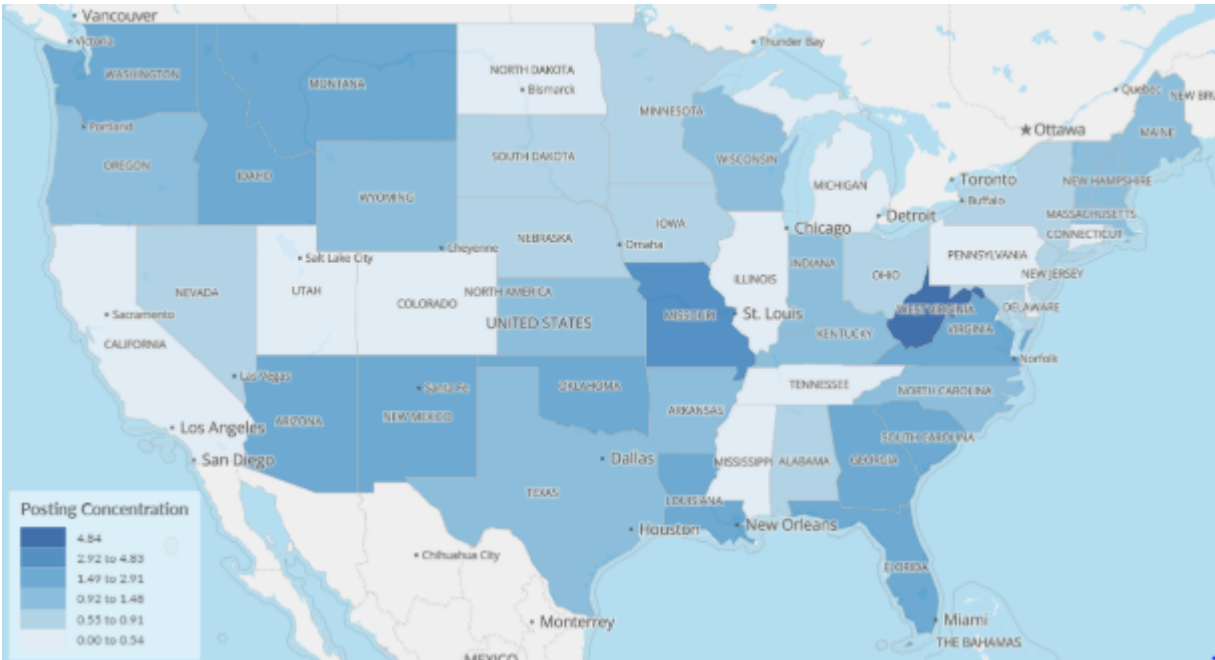


National Demand Comparison

January 1, 2024 - December 31, 2024

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, 2024 through December 31, 2024. 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 0.55 and ranked 38th in the nation. The states with the highest posting concentration were West Virginia (4.84), Alaska (3.75), Missouri (2.92), Idaho (2.24) and Virginia (2.06). The states with the lowest posting concentration were Utah (0.09), Michigan (0.13), Connecticut (0.21), North Dakota (0.26), and California (0.28).

Job Postings by NJ County

January 1, 2024 - December 31, 2024

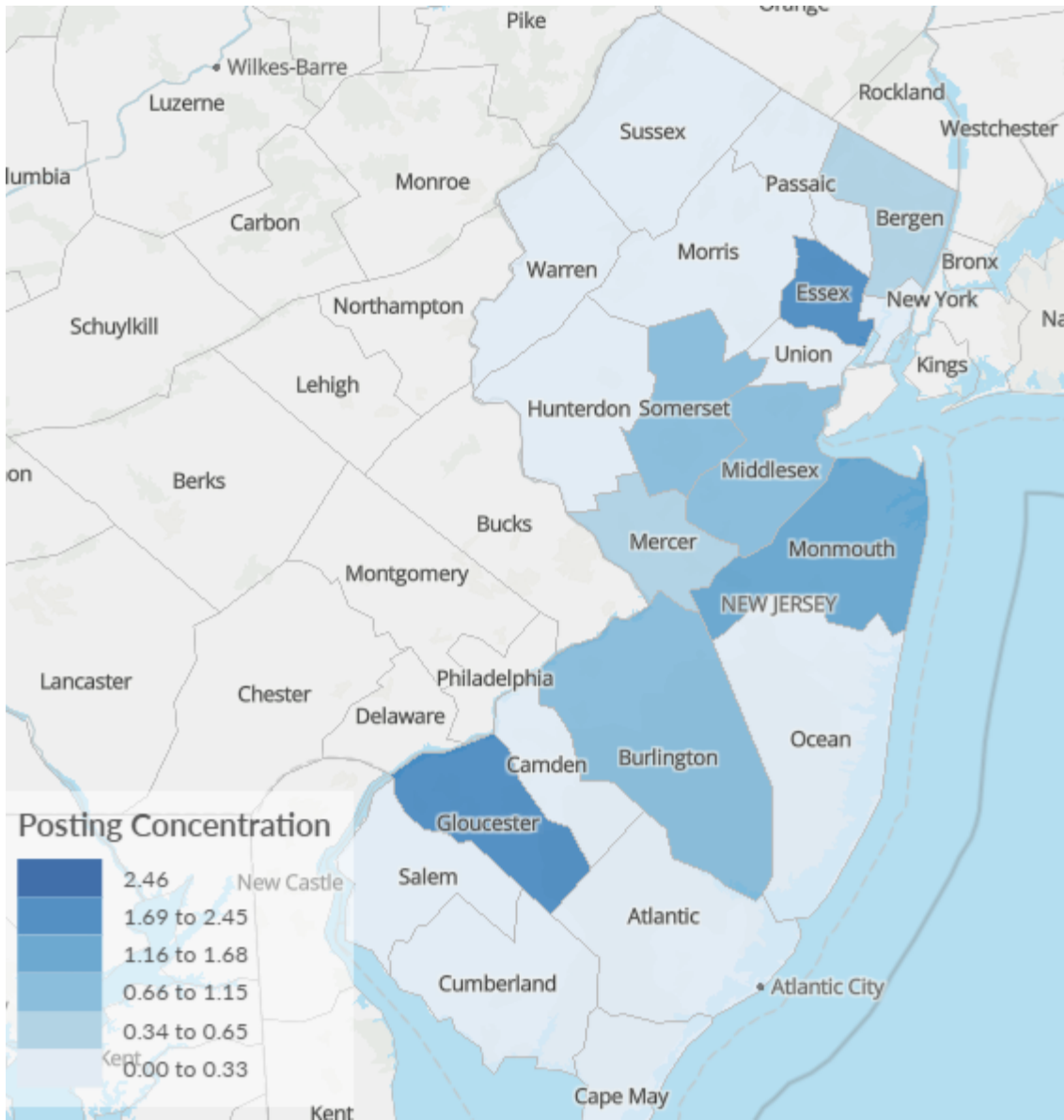
Table 3.5 and **Figure 3.12** show county-level data for the number of unique job postings and demand concentration for NPs in 2024. There were a total of 2,815 unique NP job postings in 2024. The counties with the highest demand concentration were Cape May (1.99), Monmouth (1.66), and Atlantic (1.45). The counties with the greatest number of unique NP job postings were Essex (339), Bergen (324), and Monmouth (305).

Table 3.5: Demand for NPs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	78	1.45
Bergen	324	1.05
Burlington	111	0.77
Camden	165	1.01
Cape May	23	1.99
Cumberland	26	0.95
Essex	339	1.26
Gloucester	54	0.86
Hudson	198	0.92
Hunterdon	12	0.40
Mercer	153	0.62
Middlesex	240	0.74
Monmouth	305	1.66
Morris	169	0.72
Ocean	116	1.25
Passaic	96	0.88
Salem	11	0.85
Somerset	123	0.81
Sussex	45	1.27
Union	169	1.00
Warren	19	0.80

Figure 3.12 shows the level of demand for NPs across New Jersey from January 1, 2024 through December 31, 2024.

Figure 3.12: Demand Map for NPs by NJ County



Licensed Practical Nurse (LPN) Demand Profile

Job Postings

Figure 3.13 shows there were 6,221 total job postings and 1,883 unique job postings for Licensed Practical Nurses (LPNs). The median posting duration was 30 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

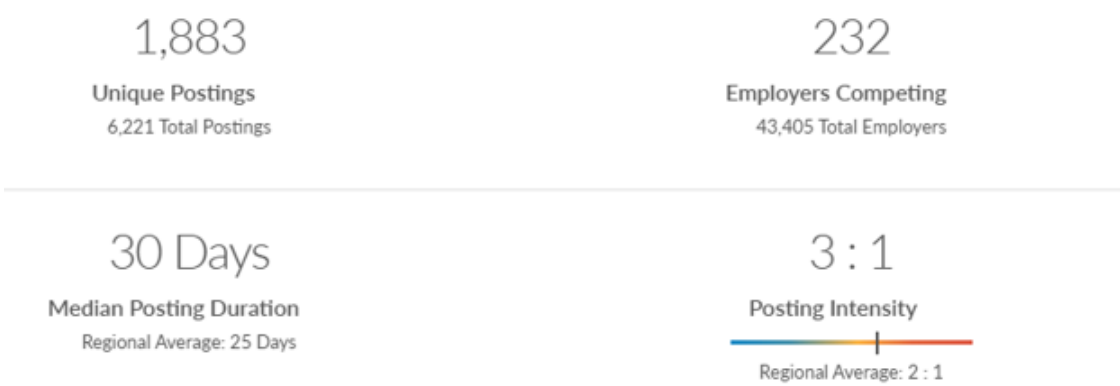


Figure 3.14 shows the time series of unique LPN job postings for 5 years from November 2020 through November 2025. The section in yellow highlights the time frame from January 2024 through December 2024.

Figure 3.14: LPN Job Posting Time Series 2020-2025

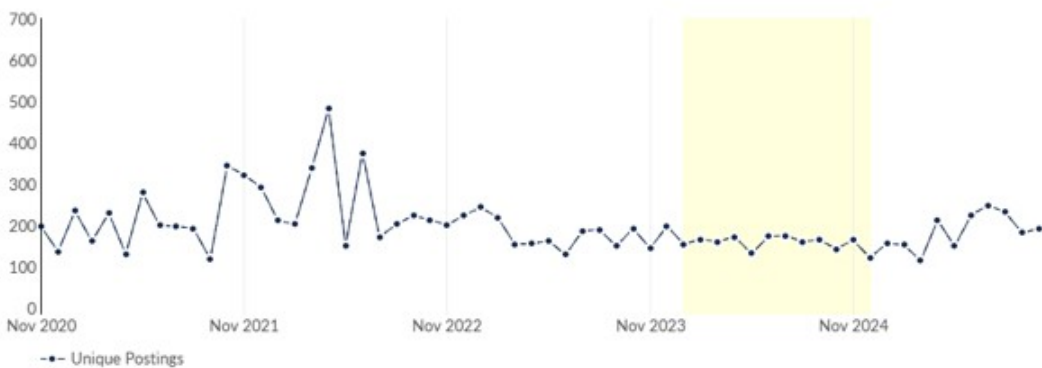


Table 3.6 shows the monthly number of unique LPN job postings from January 2024 to October 2025. Posting intensity is the ratio of total job postings to unique (de-duplicated) job postings. The unique postings in these months reflect the top employer postings which may account for the high unique posting number.

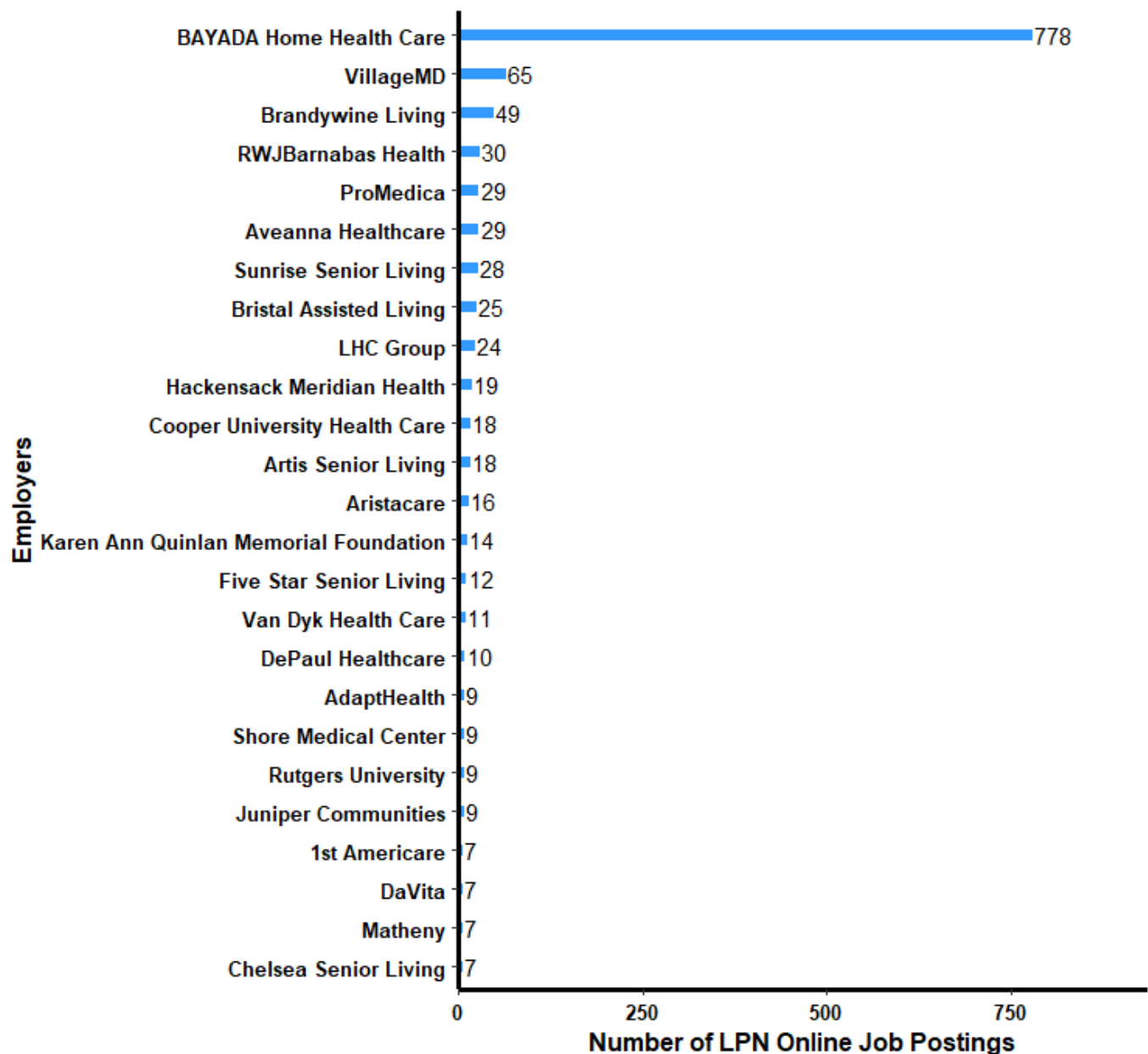
Table 3.6: Monthly Unique LPN Job Posting Trend

Month/Year	Unique Job Postings	Posting Intensity
Jan 2024	154	3:1
Feb 2024	166	4:1
Mar 2024	160	3:1
Apr 2024	172	3:1
May 2024	131	3:1
Jun 2024	173	4:1
Jul 2024	175	4:1
Aug 2024	160	4:1
Sep 2024	165	3:1
Oct 2024	142	3:1
Nov 2024	164	3:1
Dec 2024	121	3:1
Jan 2025	156	3:1
Feb 2025	152	3:1
Mar 2025	114	3:1
Apr 2025	212	3:1
May 2025	149	3:1
Jun 2025	225	2:1
Jul 2025	248	2:1
Aug 2025	231	2:1
Sep 2025	181	2:1
Oct 2025	192	2:1

Employer

Figure 3.15 shows the top 25 employers with the greatest number of unique job postings (n=1,239) for LPNs in 2024. Hospital employers were combined under their healthcare system where applicable. A 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 Hiring During 2024

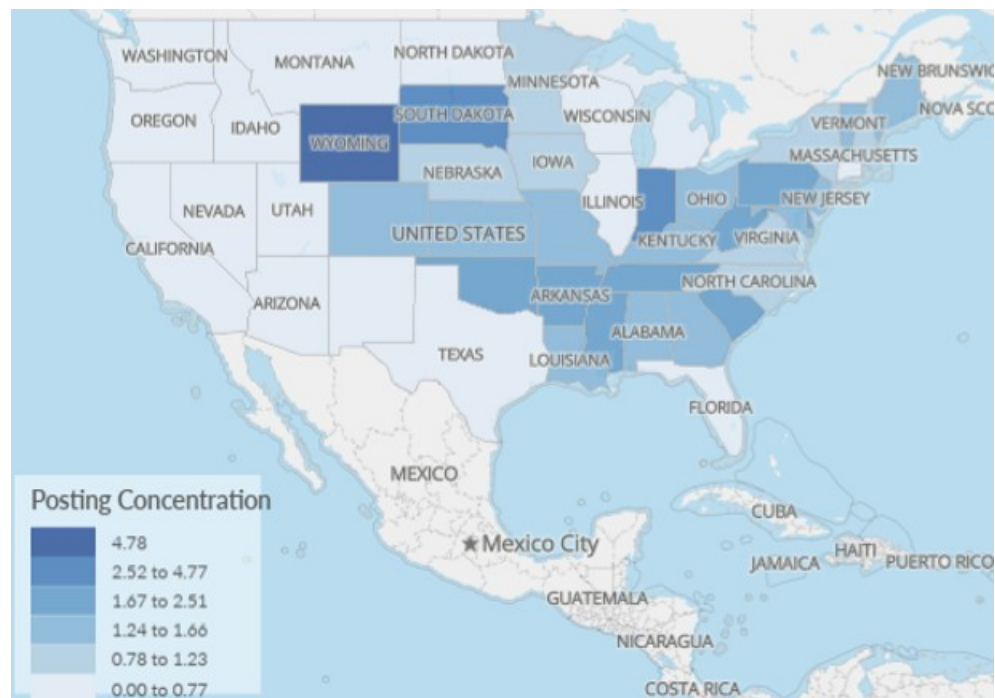


National Demand Comparison

January 1, 2024 - December 31, 2024

Figure 3.16 shows the level of demand for LPNs across the United States from January 1, 2024 through December 31, 2024. 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 1.38 and ranked 17th in the nation. The states that have the highest posting concentration were Wyoming (4.78), South Dakota (2.62), Indiana (2.52), West Virginia (2.03), and South Carolina (1.99). The states with the lowest posting concentration were Utah (0.23), District of Columbia (0.25), Michigan (0.25), Nevada (0.41), and Alaska (0.44)

Job Postings by NJ County

Timeframe: January 1, 2024 - December 31, 2024

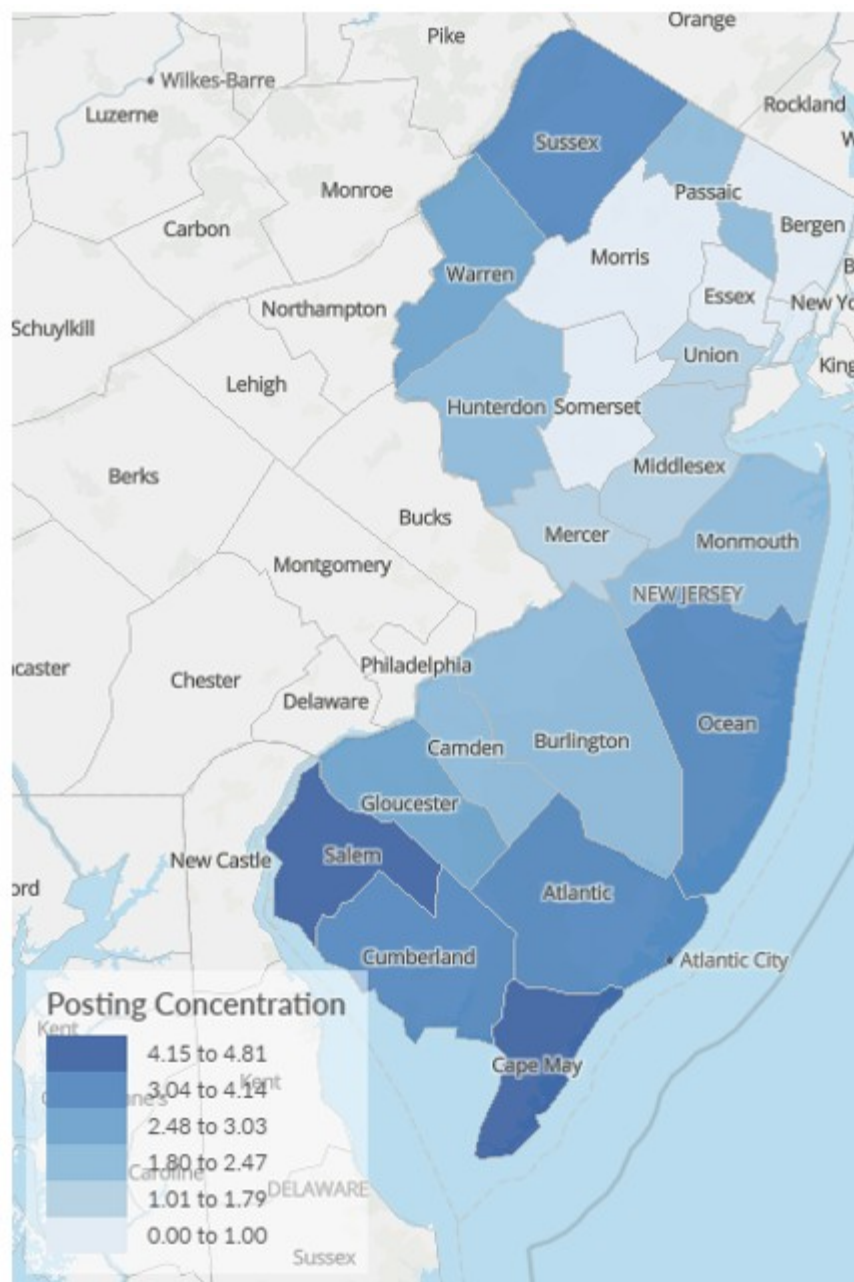
Table 3.7 and **Figure 3.17** show county-level data for the number of unique job postings and demand concentration for LPNs in 2024. There were a total of 1,215 unique LPN job postings in 2024. The counties with the highest demand concentration were Cape May (4.81), Salem (4.15), and Cumberland (3.52). The counties with the greatest number of unique LPN job postings were Camden (158), Monmouth (155), and Middlesex (153).

Table 3.7: Demand for LPNs by NJ County

County	Unique Job Postings	Demand Concentration
Atlantic	81	3.22
Bergen	134	0.93
Burlington	140	2.08
Camden	158	2.07
Cape May	26	4.81
Cumberland	45	3.52
Essex	90	0.72
Gloucester	73	2.48
Hudson	55	0.55
Hunterdon	27	1.91
Mercer	147	1.27
Middlesex	153	1.01
Monmouth	155	1.80
Morris	83	0.75
Ocean	132	3.04
Passaic	99	1.95
Salem	25	4.15
Somerset	62	0.87
Sussex	54	3.26
Union	95	1.20
Warren	32	2.89

Figure 3.17 shows the level of demand for LPNs across New Jersey from January 1, 2024 through December 31, 2024.

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.
- **Adjunct Faculty:** An adjunct faculty is not a full-time faculty member. The definition of an adjunct faculty can vary by academic institution. For example, a clinical adjunct faculty may be a qualified clinical instructor who teaches on a per-diem basis
- **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), and are not adjuncts.
- **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. For our data reports published from 2020 -2025, data were obtained for BSN and higher degree graduates using AACN as a source, and then merged with NJCCN data surveys.

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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