

Chapter 1

Educational Capacity Report

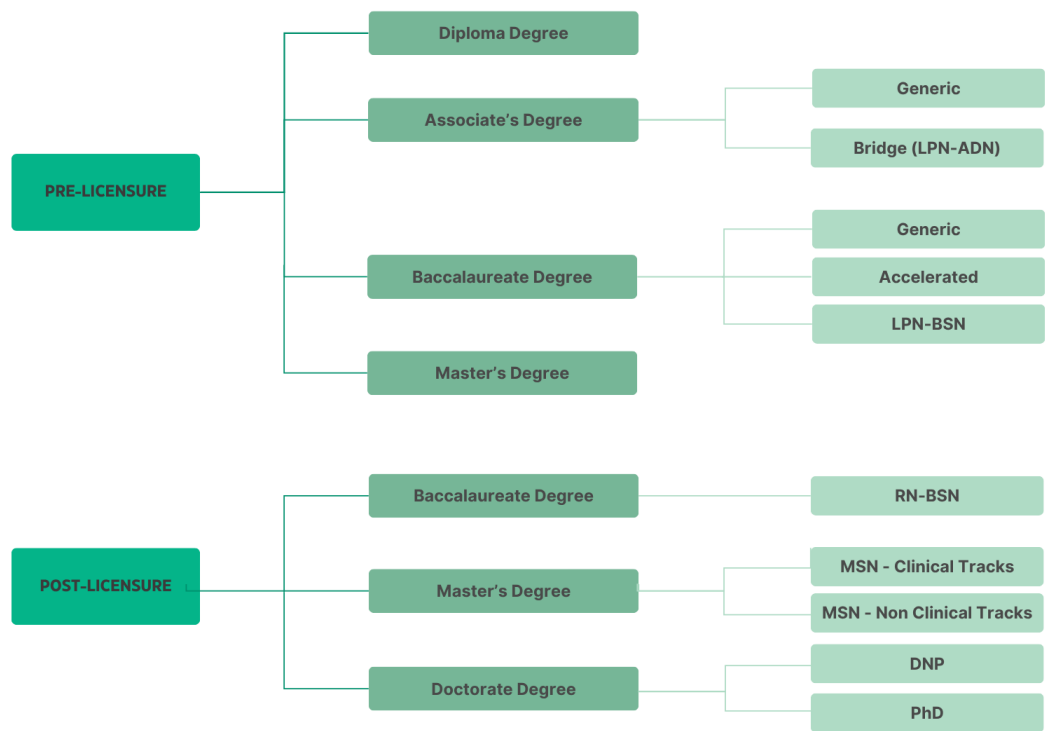
This chapter presents program information and statistics on students and faculty in New Jersey's nursing education programs. These data were self-reported by schools for the 2024 calendar year. This survey is distributed annually by NJCCN and compliance is reported to the NJBON.

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	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
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	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
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

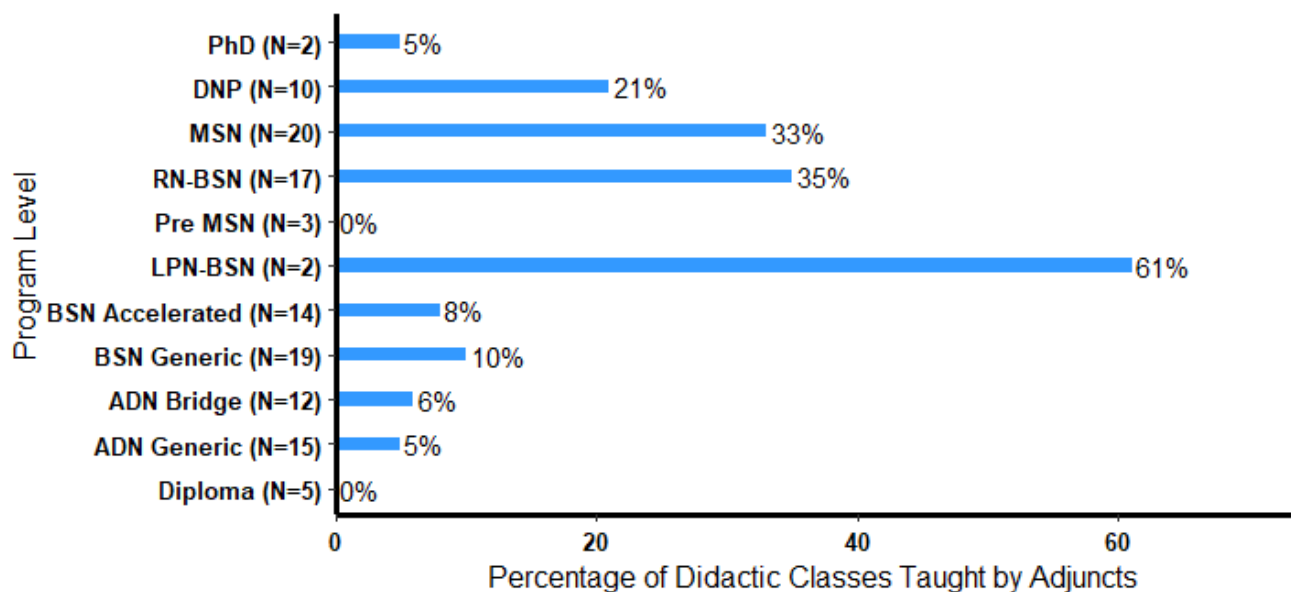
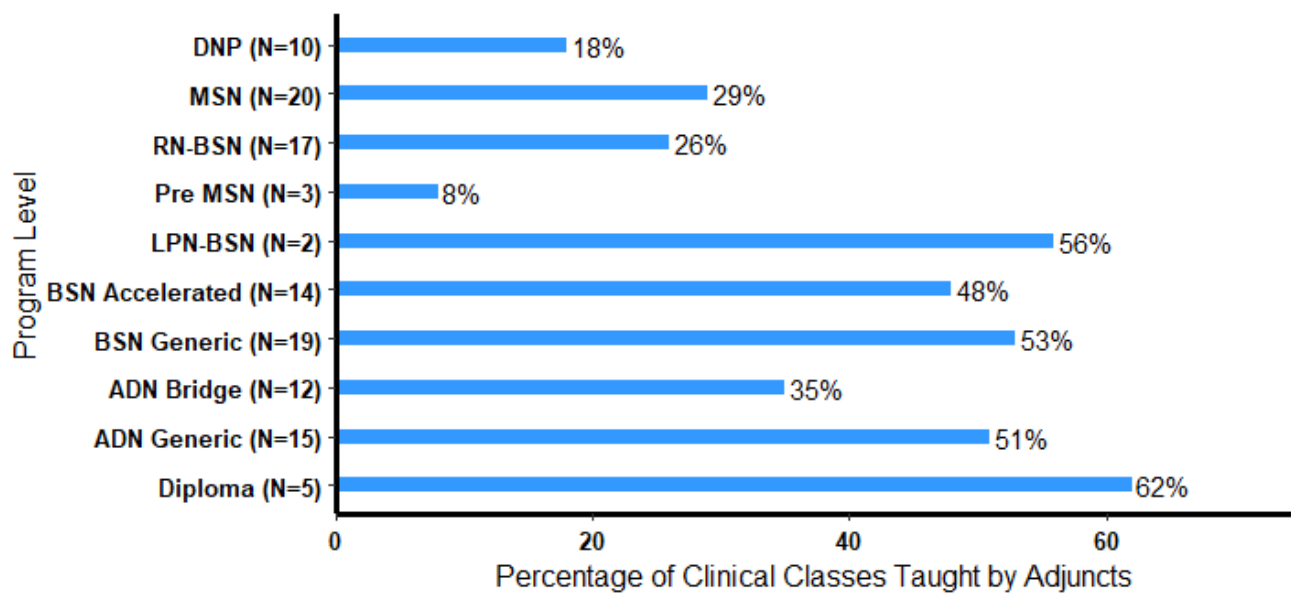


Figure 1.3 shows the aggregated percentage of RN clinical classes taught by adjuncts by program level. This may account for how schools are covering their full-time vacancies. For example, 10 DNP schools reported that 18% of clinical classes were taught by adjuncts.

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.