Key Findings From the NLN's 2024–2025 Annual School of Nursing Survey

The National League for Nursing conducts an annual school of nursing survey aiming to provide information for nursing program administrators, policy-makers, government agencies, regulators, and other health care leaders. Findings can be used as they design legislation, approve budgets, and formulate long-range educational goals. Findings reported in this survey reflect information provided by schools of nursing for the academic year 2024–2025.

OVERVIEW OF PROGRAMS AND NEW ENROLLEES

We received complete responses from 366 schools of nursing. Table 1 provides a listing of the types of programs for which data were submitted. Over half of the respondents were from Bachelor of Science in Nursing (BSN) programs (*n* = 185, 50.5%). Cumulatively, there were 144,574 new enrollees in nursing programs. Of the new enrollees, the largest proportions of students were enrolled in BSN (*n* = 51,747, 35.8%), Associate Degree in Nursing (ADN, *n* = 25,415, 17.5%), and Registered Nurse to BSN (*n* = 24,062, 16.6%) programs.

EDUCATIONAL CAPACITY

Schools of nursing declined to enroll 45,878 qualified applicants. Most of the qualified applicants denied admission had applied to a BSN (*n* = 25,274, 55.1%) or ADN (*n* = 8,851, 19.3%) program. Programs provided multiple reasons for not being able to offer admission to all qualified applicants. Primary reasons were lack of clinical placements (*n* = 185, 50.1%), lack of faculty (*n* = 121, 33.1%), and lack of classroom space (*n* = 48, 13.1%). Additional

Table 1: Characteristics of Schools of Nursing Completing the 2024–2025 School of Nursing Survey

Program Type	Programs Responding (*n* = 366)		Number of New Enrollees (*n* = 144,574)		Qualified Applicants Not Accepted for Admission (*n* = 45,878)	
	N	%	n	%	n	%
Licensed practical/vocational	110	30.1	8,464	5.9	3,364	7.3
Diploma	10	2.7	2,015	1.4	113	0.2
Associate degree in nursing	147	40.2	25,415	17.5	8,851	19.3
Bachelor of science in nursing	185	50.5	51,747	35.8	25,274	55.1
RN to BSN	140	38.3	24,062	16.6	720	1.6
Pre-licensure MSN	27	7.4	1,680	1.2	882	1.9
Master of science in nursing	147	40.2	23,727	16.4	2,011	4.4
Doctor of nursing practice	110	30.1	7,023	4.9	4,140	9.0
Doctor of philosophy	48	13.1	281	0.2	268	0.6
Other doctoral program	7	1.9	160	0.1	255	0.6

Schools can offer more than one program type.

BSN = Bachelor of Science in Nursing; MSN = Master of Science in Nursing; RN = Registered Nurse.

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reasons were lack of scholarships, lack of sufficient student support staff, and state nursing and/or accreditation regulations limiting the number of allowable enrollees.

FACULTY DEMOGRAPHIC INFORMATION

The programs employed 10,522 full-time faculty members and an additional 15,658 part-time faculty members. Of the full-time faculty members, 1,511 (14.4%) were tenured, 1,400 (13.3%) were tenure-track, and 7,611 (72.3%) were in other tracks (e.g., clinical, educator). The largest proportion of faculty were 46 to 60 years old (40.8%), followed by ages 30 to 45 (37.7%), ages 61 and over (18.9%), and less than 30 years old (2.5%). The majority of faculty were reported as White, non-Hispanic (72.5%). Additional racial identities were Black/African-American (11.5%), Hispanic (5.5%), Asian (5.0%), multiracial (1.8%), and American Indian (0.5%). Of the full-time faculty members, 1,580 were credentialed as a Certified Nurse Educator, Certified Nurse Educator-clinical, or Certified Nurse Educator-novice. Multiple faculty were fellows in an academy: 532 in the American Academy of Nursing, 73 in the Academy of Nursing Education, and 755 in another nursing academy.

CONCLUSION

Schools of nursing were unable to enroll approximately one in four eligible students. This finding indicates the need for program capacity to be enhanced, starting with a focus on clinical placements. Given that a third of the programs indicated a faculty shortage, federal programs such as the Health Resources and Services Administration's nurse faculty loan program are imperative. Efforts to increase the proportion of faculty from diverse racial and younger age groups are needed to ensure a diverse faculty workforce ready to educate the next generation of students.