EMERGENCY MEDICAL SERVICES

ANNUAL PROGRAM REVIEW

ACADEMIC YEAR: 2024-2025

FIRE, SAFETY AND EMERGENCY MEDICAL SERVICES

One Hancock Drive, Lompoc, CA 93436
Phone: (805) 735-3366 Ext. 3282 | Fax: (805) 737-1784
www.hancockcollege.edu

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Yearly Planning Discussion

Program Name: Emergency Medical Services
Academic Year: 2024-2025

General Questions

1. **Has your program mission or primary function changed in the last year?**

   The mission and primary function of our EMS/EMT Academy have remained steadfast in delivering high-quality, student-centered emergency medical education in alignment with Allan Hancock College's broader institutional goals. In support of this mission, the program has undertaken significant curriculum revision and course expansion initiatives aimed at elevating educational rigor, integrating advanced instructional methodologies, and fostering student success.

   As part of our vision to become the Central Coast's, and ultimately, the State of California's center of excellence for EMS education, we are investing heavily in state-of-the-art simulation and training technologies. Most notably, the recent acquisition of augmented reality simulation equipment, positions Allan Hancock College as the only college in California currently utilizing this cutting-edge technology in its EMS training programs. This pioneering advancement, not only enhances clinical decision-making and realism in student learning, but also exemplifies our commitment to innovation, excellence, and preparing the next generation of EMS professionals for the evolving demands of the healthcare environment.

2. **Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

   Noteworthy programmatic enhancements this year include the strategic development and comprehensive planning for major curriculum revisions to EMS 300 and EMS 301. These forthcoming updates are intended to align our EMT Academy more closely with the most current national EMS education standards and best practices. Proposed changes will include expanded contact hours and the integration of new instructional modules designed to better prepare students for real-world prehospital care and certification success. These revisions are scheduled for draft work during Summer 2025, AP &P submission in Fall 2025, with a projected launch in Fall 2026. This timeline ensures appropriate faculty training, resource alignment, and stakeholder input, reflecting our commitment to continuous improvement, instructional excellence, and workforce readiness.

   Additionally, we've strengthened our articulation agreements with local high schools, including Orcutt Academy High School, to foster concurrent enrollment and early career pathway opportunities.

3. **Is your two-year program map in place and were there any challenges maintaining the planned schedule?**

   Our two-year program map continues to be clearly defined. Nonetheless, we are experiencing ongoing challenges, primarily related to staffing availability. Given the current regional workforce shortages and mandatory shift call-back demands placed upon qualified EMS instructional personnel, maintaining a stable instructional cadre to adequately meet our course demands has become increasingly difficult.

   To effectively address these challenges, our EMS programs critically require an additional full-time faculty position to sustain and enhance instructional support. Additionally, we remain committed to exploring and implementing more flexible course scheduling options to better accommodate the diverse needs of our predominantly working-student population.

4. **Were there any staffing changes?**

   Yes, there have been significant staffing changes this past year, including the retirement of Assistant Professor (EMS Coordinator) Susan Roehl, who has transitioned to a part-time faculty role, and the new appointment of Assistant Professor (EMS Coordinator) Sean Newton effective August 14, 2024.

   Despite proactive measures to recruit and retain qualified part-time faculty and instructional aides, we continue to experience substantial staffing challenges. Moreover, the EMS Coordinator is facing considerable administrative demands, driven by extensive compliance requirements from multiple regulatory agencies, including the National Registry of Emergency Medical Technicians (NREMT), the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), the National Association of Emergency Medical Technicians (NAEMT), the American Heart Association (AHA), and the Local Emergency Medical Services Authority (LEMSA). Consequently, the EMS programs are in desperate and immediate need of an additional full-time faculty position to adequately support and sustain our instructional operations, ensure regulatory compliance, and maintain high-quality educational delivery.

5. **What were your program successes in your area of focus last year?**

   We have achieved significant successes over the past year, including improved enrollment and completion rates within our CERT courses, CPR courses, and the EMS/EMT Academy.

   The EMS/EMT Academy has demonstrated commendable progress, with the first-time pass rate for the National Registry of Emergency Medical Technicians (NREMT) exam currently at 68%. Although this reflects meaningful improvement, it remains below the statewide average of approximately 73%. In addition to this academic challenge, the program continues to experience a persistent trend wherein some students complete the coursework but do not proceed to attempt the national credentialing exam—thereby falling short of full EMT certification. Identified contributing factors include exam anxiety, limited confidence, and financial barriers related to the

cost of the NREMT exam. To address this issue proactively, the program is pursuing the integration of exam fees into course material costs, enabling the issuance of prepaid NREMT exam vouchers. This evidence-based strategy has demonstrated success in EMS programs across the nation and presents a promising pathway to increasing certification rates among our students.

Additionally, the EMT Academy remains firmly committed to fostering a culture of access, inclusion, and belonging. We have seen increased participation among Hispanic and first-generation college students and continue to prioritize the recruitment, retention, and advancement of students from historically marginalized gender identities and ethnic backgrounds. In particular, we are focused on promoting gender equity in EMS by encouraging greater participation of women and individuals of underrepresented gender expressions in prehospital emergency care professions. These efforts are integral to our broader mission to cultivate a diverse healthcare workforce that reflects the communities we serve.

Collectively, these initiatives underscore our dedication to student success, equitable access to certification, and the continued advancement of high-quality emergency medical education across the Central Coast.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

- The EMS/EMT Academy continues to demonstrate strong alignment with Allan Hancock College's equity and access initiatives, serving a growing number of Hispanic, first-generation, and economically disadvantaged students from across the region.
- Our program has seen a modest but measurable increase in first-time pass rates on the National Registry of Emergency Medical Technicians (NREMT) exam, a critical indicator of academic preparedness and program effectiveness.
- Student satisfaction surveys reflect consistently high ratings in instructional quality, access to resources, and the overall learning environment.
- The success of our dual enrollment pathway at Orcutt Academy High School—now in its second year and expanded to three EMS-aligned courses—has created a meaningful pipeline for students to graduate with both a high school diploma and substantial college credit, furthering their trajectory into EMS and public safety careers.

b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

The assessment data affirms that our program is effectively fostering student success, particularly among historically underserved populations. Our emphasis on access, diversity, and community engagement is producing measurable outcomes, and we are proud to be an entry point for students who may otherwise have limited exposure to the healthcare and public safety professions.

Beyond job readiness, our program cultivates a deep sense of service. Many of our students aspire to become paramedics, firefighter/paramedics, or pursue further degrees in allied health fields. Our curriculum is intentionally designed not only to support immediate employment, but to inspire long-term academic progression especially as the Associate of Science (A.S.) degree becomes increasingly relevant and expected within the EMS workforce. It is our future goal to design a specific Paramedicine A.S. degree.

We also recognize the importance of continually strengthening our instructional infrastructure. Survey data and faculty feedback reinforce the need for expanded integration of advanced simulation, immersive training technologies, and continued professional development to meet the evolving standards of EMS education and national accreditation bodies.

c. Please summarize recommendations and/or accolades that were made within the program/department.

- Continue refining and integrating the "pre-paramedicine" curriculum (EMSP 300, 301, 302, 304) to support EMT-to-Paramedic transitions, especially for students without extensive field experience.
- Invest in further development of instructional and assessment tools that reflect national best practices, including high-fidelity simulation, augmented reality, and interdisciplinary case-based learning through the newly developed course "Immersive Total Patient Management".
- Strengthen curricular pathways that facilitate EMT graduates' advancement into the Paramedicine Academy, A.S. degrees, and career laddering within fire and EMS agencies.

d. Please review and attach any ***changes* to planning documentation, including PLO rubrics, associations, and cycles planning.**

- Program Learning Outcomes (PLOs) for EMT and Paramedic programs remain aligned with NREMT, 2021 DOT NSC, CoAEMSP and California Title 22 regulations. Compliance with national, state, and local EMSA standards remains a priority.
- Planning documentation, including curriculum maps and PLO rubrics, is scheduled for review following the graduation of the EMS & Paramedicine cohorts in Spring 2025. This review will evaluate both cognitive mastery and broader general education competencies, such as clinical reasoning and professional communication.
- Revisions will be informed by outcome data, clinical evaluations, and advisory committee recommendations, ensuring alignment with evolving EMS system needs.

Distance Education (DE)

Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

N/A

b. What were some key findings regarding RSI?

N/A

Some strengths:

N/A

Some areas of possible improvement:

N/A

c. What is the plan for improvement?

N/A

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

The EMS/EMT program at Allan Hancock College continues to align with robust labor market demands, both regionally and nationally. According to the U.S. Bureau of Labor Statistics, employment for emergency medical technicians (EMTs) and paramedics is projected to grow by 6% from 2023 to 2033, surpassing the average growth rate for all occupations. This growth is anticipated to result in approximately 19,200 job openings annually, driven by the need to replace workers who transfer to different occupations or retire.

In California, the demand is even more pronounced. Projections indicate a 14% increase in employment for paramedics between 2022 and 2032, translating to about 320 annual job openings. This trend underscores the state's growing need for qualified EMS professionals.

While specific projections for Santa Barbara County are limited, the region's overall employment landscape is experiencing growth. Santa Barbara County's total employment across all industries increased by 1.70% from 2022 to 2025, reflecting a healthy and expanding labor market. This positive trend suggests a supportive environment for EMS professionals in the county.

Anecdotally, our regional EMS providers across both public and private sectors continue to report persistent challenges related to workforce shortages. These staffing constraints have led to increased reliance on overtime, resulting in elevated labor costs and notable impacts on departmental budgets. Additionally, EMS personnel are experiencing rising levels of fatigue and burnout, often exacerbated by mandatory shift requirements and reduced staffing flexibility. The EMS system in Santa Barbara County and its neighboring regions is under considerable strain due to a limited pool of qualified EMS professionals, further underscoring the urgent need to strengthen workforce development pipelines and expand training capacity.

These labor market indicators affirm the critical role of the EMS/EMT program in preparing students to meet the increasing demand for emergency medical services. By equipping students with the necessary skills and certifications, the program not only supports individual career advancement but also contributes to the broader healthcare infrastructure's resilience and responsiveness.

b. How does the program address needs that are not met by similar programs?

In response to the pressing and well-documented workforce shortages impacting EMS systems throughout Santa Barbara County and the broader region, the Allan Hancock College EMS Programs have undertaken several targeted and strategic initiatives to address these critical unmet community needs.

Recognizing the importance of building a sustainable pipeline of qualified EMS professionals, we have recently developed and implemented a suite of "pre-paramedicine" courses, specifically EMSP 300, EMSP 301, EMSP 302, and EMSP 304. These carefully structured courses are designed to serve as a preparatory bridge for newly certified EMTs who are interested in advancing to the paramedicine level. By establishing a strong foundational baseline in advanced EMS concepts, ranging from pharmacology, cardiology and pathophysiology to clinical reasoning and professional readiness; these courses aim to improve student preparedness, reduce attrition, and increase retention rates within the paramedicine program. Importantly, they also create a viable entry point for students with limited or no prior EMS field experience, thus broadening access and enhancing equity in program participation.

In addition to our curricular advancements, we are committed to expanding awareness and participation in our CPR and Community Emergency Response Team (CERT) programs. These courses not only promote community resilience and life-saving skills but also serve as early engagement opportunities for individuals considering careers in emergency medical services. We are in the process of launching targeted outreach and marketing efforts to more effectively position CPR and CERT as on-ramps to our EMT and Paramedic training pathways.

Furthermore, in collaboration with regional high schools, we have expanded dual enrollment offerings of our CPR and CERT courses. These partnerships are designed to ignite interest in EMS careers among high school students and create an early, structured entry point into the profession. By embedding EMS education within local secondary schools, we aim to cultivate a more diverse and homegrown EMS workforce that reflects the communities we serve.

Collectively, these efforts represent a comprehensive and intentional response to the growing need for skilled EMS providers. We remain steadfast in our commitment to workforce development, educational access, and the long-term vitality of the emergency medical services system on the Central Coast and beyond.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

The Emergency Medical Services (EMS) programs at Allan Hancock College continue to demonstrate strong effectiveness and vitality, as evidenced by high rates of program interest, completion, licensure exam success, and job placement. Currently, over 80% of program completers secure employment in the EMS field shortly after graduation. This is a clear indicator of the relevance, quality, and workforce alignment of our curriculum.

To sustain and enhance this momentum, we recognize the critical importance of strategic marketing and outreach. In an increasingly competitive educational landscape, we must actively promote our EMS programs through a multifaceted approach that includes a robust social media presence, regular press releases, targeted digital campaigns, and meaningful engagement with community stakeholders and regional EMS agencies. These efforts are essential not only to increase program visibility but also to attract a diverse and motivated applicant pool reflective of the communities we serve.

In parallel with these outreach strategies, we are committed to advancing the quality of our training environments. The continued enhancement of our facilities, including the creation of welcoming, student-centered spaces supports both academic excellence and student well-being. Equally vital is our investment in cutting-edge simulation technology. By incorporating augmented reality platforms, full-motion ambulance simulators, and high-fidelity manikins into our instructional framework, we ensure that students are prepared for the evolving demands of modern prehospital care. These technologies offer immersive, scenario-based learning experiences that improve critical thinking, clinical decision-making, and technical proficiency.

Moreover, we recognize that the strength of our programs depends not only on infrastructure but also on the expertise and engagement of our instructional team. Ongoing professional development for EMS faculty and support staff is essential to staying current with national instructional trends, evidence-based teaching strategies, and emerging clinical guidelines. By investing in our educators, we reinforce our commitment to instructional excellence and student success.

Together, these priorities including strategic outreach, state-of-the-art facilities, advanced simulation technologies, and faculty development form the foundation of a forward-thinking EMS program. They ensure that Allan Hancock College remains a regional leader in EMS education and a critical contributor to the health and safety of the Central Coast.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

All Title 5 requirements regarding the cyclical review of course prerequisites and advisories have been fully met. Where appropriate, thoughtful adjustments have been implemented to ensure continued alignment with regulatory standards and to support student access, success, and progression through the EMS curriculum.

e. Have recommendations from the previous report been addressed?

Looking ahead to Academic Year 2025–2026, the EMS Program at Allan Hancock College is preparing to undertake comprehensive curriculum updates and expansions designed to align our educational offerings with the most current national EMS education standards. These planned revisions will integrate an evidence-based, best-practice instructional approach that reflects the evolving demands of the EMS profession and enhances the overall preparedness of our graduates.

This significant curricular initiative underscores our ongoing commitment to academic excellence, program integrity, and responsiveness to both accreditation benchmarks and workforce expectations. However, we continue to face notable challenges related to instructional staffing. While our dedicated part-time faculty play a vital role in supporting program delivery, reliance on an adjunct model has proven unsustainable in meeting the full scope of program needs. To maintain instructional continuity, support curriculum expansion, and ensure regulatory compliance, the addition of a second full-time EMS faculty position is urgently needed.

In tandem with curriculum development and staffing needs, equipment modernization remains an ongoing priority. Our instructional team continues to identify and request updates to simulation technology, clinical training equipment, and classroom resources to ensure our students receive the highest quality educational experience. These technology enhancements are critical not only to maintain program accreditation and instructional relevance but also to foster dynamic, student-centered learning environments.

Together, these efforts reflect the vitality and strategic direction of our EMS programs. With appropriate institutional support for faculty expansion and instructional investment, Allan Hancock College is well-positioned to remain a regional leader in EMS education and a key contributor to the development of a high-performing, future-ready healthcare workforce.

Closing Statement

The Allan Hancock College EMS Programs continue to exemplify educational innovation, equity-driven access, and a deep commitment to preparing the next generation of EMS professionals. Our learning outcomes, instructional strategies, and community partnerships collectively support not only academic success, but the resilience and readiness of our regional EMS workforce.

New Program Planning Initiatives

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics. ***This section is only used if there are new planning initiatives and resources requested.***

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 01: Comprehensive Revision of EMT Academy Curriculum and Program Structure
Planning years:	2025-2026

Description of Initiative:

This initiative involves a comprehensive review, revision, and expansion of the Allan Hancock College Emergency Medical Technician (EMT) Academy curriculum. Specifically, the proposal seeks to increase the program's total contact hours from 160 to 264 and expand the unit load from 6.0 to 10.5 units. These substantial modifications will align our curriculum with updated national education standards, recommendations from the National Highway Traffic Safety Administration (NHTSA) 2021 National EMS Education Standards, and evolving regulatory expectations from California Title 22 and Santa Barbara County's Local EMS Agency (LEMSA).

The initiative will include major revisions to course content, instructional delivery methods, clinical and field integration, and associated academic pathways. Modifications will also be made to the EMT Certificate of Achievement and Associate in Science Degree in EMS to ensure vertical alignment with the revised EMT coursework and to improve articulation with the Paramedicine Academy and other allied health programs.

Rationale and Need:

This curriculum revision is essential to ensure our EMT Academy remains competitive, compliant, and forward-facing. Current contact hours and content limits place constraints on student mastery of essential skills and do not adequately reflect the increasing complexity and expectations of entry-level EMTs in today's emergency care environments. Employers are demanding more prepared and competent graduates with stronger foundations in medical knowledge, communication, and clinical decision-making.

Increasing program hours and units will:

- Provide time for a skill acquisition, critical thinking exercises, and immersive simulations.
- Improve student success on national certification exams.
- Better support non-traditional and first-generation students who benefit from more structured instruction and scaffolding.
- Improve alignment with EMS transfer and degree pathways, increasing access to higher-level credentials and long-term career growth.

Leadership and Responsibilities:

- Lead Faculty and Curriculum Developer: Sean Newton, EMS Programs Coordinator, will serve as the initiative lead.

- Curriculum Support and Institutional Approval: Allan Hancock College Curriculum Committee, Academic Senate, , Director of Public Safety and Office of Academic Affairs.
- Advisory and Accreditation Oversight: Local EMS Agency (LEMSA), California EMS Authority (EMSA), and CoAEMSP.
- Supporting Contributors: EMS faculty, clinical partners, student focus groups, and Guided Pathways teams.

Actions Required:

1. Curriculum Redesign (Spring–Fall 2025):

- Map expanded course hours to specific learning objectives, skills, and assessments.
- Align with NHTSA National Education Standards and California Title 22.
- Integrate augmented reality, simulation, and additional lab/field activities.

2. Program and Degree Revision:

- Submit new or revised Certificate of Achievement and A.S. Degree proposals.
- Update Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs).

3. Institutional Review and Approval:

- Submit curriculum changes for technical review and approval through the college's governance structure.
- Coordinate with Enrollment Services and Financial Aid to adjust unit loads and compliance tracking.

4. Outreach and Communication:

- Inform current and prospective students about changes to program structure, time commitment, and benefits.
- Update college catalog, website, and promotional materials.

5. Implementation Timeline:

- Curriculum development and submission: Spring–Fall 2025
- Institutional and agency approval: Spring 2026
- Instructor orientation and training: Summer 2026
- Official launch of revised EMT Academy: Fall 2026

Conclusion:

This initiative is both a necessary and transformative step forward for Allan Hancock College's EMS Programs. By expanding our curriculum to meet the modern demands of emergency medical services, we ensure that our students graduate better prepared, more confident, and more competitive in a high-demand, high-impact profession. It reflects our ongoing commitment to academic excellence, student success, and community health and safety.

What college plans are associated with this Objective? (Please select from the list below):

☒ Ed Master Plan ☐ Student Equity Plan ☒ Guided Pathways ☐ AB 705 ☐ Title V

☐ Technology Plan Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 02: Evaluation and Realignment of Course Material Fees to Support Student Success and Program Sustainability
Planning years:	2025-2026

Description:

This initiative involves a comprehensive review and cost analysis of all course materials fees associated with the Allan Hancock College EMT Academy, with the goal of ensuring that fees are appropriately structured to sustain a high-quality student learning experience while remaining equitable and transparent. The evaluation will consider both retrospective expenditures and prospective needs and will explore the inclusion of essential student resources directly within the course materials fee structure.

Items under review will include:

- NREMT Cognitive Exam Testing Vouchers
- Required student uniforms
- Primary and supplemental textbooks
- Personal protective equipment (PPE)
- Disposable lab supplies and consumables
- Simulation and technology access fees (e.g., augmented reality systems, skills tracking platforms)

This process will assess whether bundling these items into a consolidated, institutionally supported course materials fee is financially viable, enhances student preparedness, and reduces barriers related to out-of-pocket costs.

Rationale and Need:

Student success in EMS education is directly tied to their access to critical instructional resources. At present, students are expected to independently procure uniforms, textbooks, exam vouchers, and PPE, which can lead to inconsistency, financial strain, and under-preparedness—particularly among low-income, first-generation, and returning adult learners.

Embedding these costs into a course materials fee would:

- Ensure that all students have timely and uniform access to essential supplies.
- Reduce financial uncertainty and promote equity by allowing eligible students to use financial aid to cover up-front costs.
- Improve first-time NREMT testing rates by providing prepaid vouchers and eliminating financial delays in scheduling.
- Support instructional continuity by standardizing equipment, ensuring compatibility with simulations and lab activities.

This initiative is also aligned with the California Community Colleges Chancellor's Office emphasis on reducing textbook costs and improving cost transparency through inclusive access strategies.

Leadership and Responsibilities:

- Initiative Lead: Sean Newton, EMS Programs Coordinator

- Fiscal Analysis & Implementation Support: Office of Academic Affairs, Fiscal Services, and Business Services, Director of Public Safety
- Student Services Coordination: Financial Aid Office, Admissions & Records, and Bookstore
- Consultation and Input: EMS Faculty, Student Focus Groups, Advisory Committee, and Classified Support Staff

Actions Required:

1. Retrospective Cost Analysis (Spring 2025):

- Collect actual student expenses from previous academic years for uniforms, NREMT exams, PPE, textbooks, and lab materials.
- Survey students and faculty to identify areas of unmet needs or inconsistent access.

2. Prospective Cost Modeling:

- Determine per-student cost estimates based on bulk purchasing, institutional discounts, and standardized supply kits.
- Model different pricing structures for bundled fees (e.g., inclusive vs. tiered options).

3. Regulatory and Fiscal Review:

- Work with Fiscal Services to ensure fees comply with California Title 5 and district policy on course material fees.
- Determine implications for financial aid disbursement and student billing procedures.

4. Stakeholder Engagement and Communication:

- Hold feedback sessions with current students, high school partners, and EMS employers.
- Develop informational materials and FAQs to support implementation and orientation.

5. Pilot and Implementation Plan:

- Prepare recommendation and action plan for Curriculum Committee and Fiscal Oversight Board.
- Pending approval, pilot bundled fees with EMT Academy cohorts beginning in Fall 2026.

Implementation Timeline:

- Data Collection & Analysis: Spring–Summer 2025
- Stakeholder Engagement & Draft Proposal: Fall 2025
- Institutional Approval & Budget Alignment: Spring 2026
- Pilot Implementation: Fall 2026

Conclusion:

The evaluation and redesign of course materials fees represent a critical step toward improving equity, standardization, and instructional quality within the Allan Hancock College EMS Programs. By consolidating and institutionalizing essential student resources, this initiative will reduce financial barriers, promote academic readiness, and enhance the overall student experience—ultimately strengthening our graduates' preparedness for certification and field entry.

What college plans are associated with this Objective? (Please select from the list below):

■ Ed Master Plan ■ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Title V

☐ Technology Plan Facilities Plan ■ Strong Workforce ☐ Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 03: Refurbishment and Technological Enhancement of the EMS Simulation Laboratory
Planning years:	25/26/27

Description of Initiative:

This initiative outlines a transformative refurbishment and modernization plan for the EMS Simulation Laboratory at the Allan Hancock College Public Safety Training Complex (PSTC). The proposed project includes critical infrastructure upgrades, the integration of advanced simulation environments, and a full-scale replacement of outdated audiovisual (AV) and instructional technology systems. These enhancements are foundational to the long-term vision of positioning Allan Hancock College as the premier EMS training destination on California's Central Coast—and ultimately, a regional center of excellence for EMS education throughout the state.

Key facility improvements include:

1. Application of industrial-grade concrete polymer coating for enhanced safety, durability, and ease of sanitation on lab flooring surfaces.
2. Installation of high-efficiency, high-lumen LED lighting to improve visibility, energy performance, and simulation realism
3. Completion of two fully outfitted emergency department (ED) simulation rooms with hospital-grade beds, wall mounts, and clinical storage
4. Procurement and installation of two full-motion ambulance simulators to provide highly immersive, scenario-based patient transport training
5. Full replacement and modernization of AV, computer, and audio systems to support real-time simulation feedback, debriefing, and integration with augmented reality technologies

Rationale and Need:

To meet the evolving demands of EMS education and maintain compliance with national accreditation standards, our simulation lab must reflect the complexity, fidelity, and interactivity of real-world clinical environments. The current lab, while

functional, does not meet the pedagogical or technical standards expected by industry stakeholders or required by accrediting bodies such as CoAEMSP and the California EMS Authority.

Upgrading our simulation laboratory will:

1. Enhance realism and immersion for psychomotor and clinical scenario training
2. Prepare students for NREMT skills and decision-making exams with greater confidence and competence
3. Foster interprofessional collaboration with Fire, Law Enforcement, and Nursing partners
4. Improve student recruitment, satisfaction, and retention
5. Align our facilities with our strategic goal of becoming the benchmark EMS Academy in the region

This initiative not only modernizes our physical training environment—it solidifies Allan Hancock College EMS Academies as the premier site for EMS education on the Central Coast and a statewide leader in simulation-integrated prehospital care training.

Leadership and Responsibilities:

1. **Project Lead:** Sean Newton, EMS Programs Coordinator
2. **Facilities and Construction Oversight:** Director of Facilities & Maintenance and Office of Academic Affairs, Director of Public Safety
3. **Technology Integration:** Information Technology Services (ITS) and Academic Technology Support
4. **Simulation and Equipment Procurement:** EMS Faculty, Simulation Technicians, and Purchasing Department
5. **Industry and Accreditation Input:** EMS Advisory Committee, Clinical Partners, Equipment Vendors, and CoAEMSP Consultants

Actions Required:

1. **Facility Assessment and Design Development (Spring 2025):**
    - Collaborate with AHC Facilities and external contractors to finalize lab refurbishment and technology specifications.
    - Develop a phased renovation plan to ensure continuity of instruction during construction.
2. **Capital Equipment Acquisition and Procurement:**
    - Solicit bids and secure funding for ambulance simulators, ER simulation room outfitting, and digital learning platforms.

- Integrate project into Strong Workforce Program (SWP) funding requests and facilities planning.

3. **Construction and Installation:**
   - Schedule flooring, lighting, and infrastructure improvements for Summer 2026.
   - Coordinate vendor installation of simulators, instructional hardware, and clinical room fixtures.
4. **Training and Instructional Readiness:**
   - Conduct faculty and staff development sessions on scenario building, simulation debriefing, and AR integration.
   - Update EMT and Paramedic simulation curriculum to fully leverage new technologies.
5. **Launch and Student Integration:**
   - Prepare simulation lab orientation materials for Fall 2026 cohorts.
   - Showcase the new facilities through community tours, advisory events, and promotional outreach.

Implementation Timeline:

- Design, Planning, and Budget Finalization: Spring–Fall 2025
- Procurement and Construction Phase: Spring–Summer 2026
- Faculty Training and Scenario Development: Summer 2026
- Official Launch and Student Use: Fall 2026

Conclusion:

This simulation lab refurbishment is a pivotal step in advancing the instructional quality, workforce readiness, and regional leadership of Allan Hancock College's EMS Academies. With these upgrades, we not only elevate our training infrastructure—we affirm our institutional commitment to becoming the Central Coast's premier EMS education provider and a recognized center of excellence for simulation-based emergency medical training throughout California.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Title V

■ Technology Plan ■ Facilities Plan ■ Strong Workforce ☐ Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 04: Acquisition of Additional iSimulate Monitor/Defibrillator Simulation Units for BLS and ALS EMS Training Integration
Planning years:	25/26/27

Description of Initiative:

This initiative proposes the purchase of eight additional iSimulate monitor/defibrillator simulation units to complete the outfitting of six Basic Life Support (BLS) EMS rescue companies and four Advanced Life Support (ALS) Paramedic rescue companies within the Allan Hancock College EMS Academies. The iSimulate system, which is Apple-based and fully wireless, enables faculty to simulate a variety of monitor, defibrillator, automated external defibrillator (AED), and ventilator interfaces in real time, mimicking the exact models commonly used in both regional and national EMS systems.

The additional units will expand our instructional capacity, allowing for individualized hands-on monitor practice and multi-company scenario-based simulations across both EMT and Paramedic cohorts. The platform's flexibility and realism make it an ideal solution for enhancing clinical readiness while maintaining cost efficiency.

Rationale and Need:

In the field of EMS, patient monitoring, defibrillation, and ventilatory support represent high-risk, high-frequency skills. Familiarity with monitor platforms is essential to developing clinical confidence and ensuring patient safety. Traditional training models using real or refurbished cardiac monitors (e.g., LIFEPAK, Zoll, Philips) are financially burdensome, difficult to maintain, and often limited to single-model exposure.

The iSimulate system addresses these gaps by:

- Allowing students to train on digital interfaces that replicate various monitors, ventilators, and AEDs used throughout California and the U.S.
- Offering fully customizable scenario capabilities, including dynamic vital signs, waveform simulation, capnography, ventilator modes, and rhythm conversion
- Facilitating instructor control and student feedback in real time using secure, wireless tablets
- Reducing long-term capital expenditure by tens of thousands of dollars compared to purchasing or maintaining real medical equipment

By investing in these additional eight units, we ensure all BLS and ALS student teams have equitable access to simulation equipment during lab, field preparation, and assessment activities.

Leadership and Responsibilities:

- **Project Lead:** Sean Newton, EMS Programs Coordinator
- **Technology Procurement:** Office of Academic Affairs, Business Services, and

Instructional Equipment Committee, Director of Public Safety

- **Simulation Integration & Training:** EMS Faculty, Simulation Technicians, and Lead Lab Instructors
- **Vendor Coordination:** iSimulate / Apple Certified Education Reseller
- **End-User Feedback & Testing:** Current EMT and Paramedic students, Preceptors, and Field Training Officers (FTOs)

Actions Required:

1. **Needs Assessment and Cost Justification (Spring 2025):**
    - Finalize operational plan for outfitting six BLS and four ALS rescue companies
    - Conduct usage audit of existing iSimulate units and gather feedback from faculty and students
2. **Procurement and Purchasing Process:**
    - Obtain formal quote and educational discount through Apple/iSimulate vendor
    - Submit funding proposal through Strong Workforce Program (SWP), Perkins, or general fund allocations
3. **Equipment Installation and Configuration:**
    - Pair iPads with simulation monitors and test all software/hardware configurations
    - Load regional monitor interfaces (e.g., Zoll X Series, LIFEPAK 15) into all units for authenticity
4. **Faculty Training and Simulation Alignment:**
    - Provide hands-on workshops for faculty and instructional aides on scenario development and troubleshooting
    - Integrate iSimulate usage into all core lab days, formative assessments, and summative evaluations
5. **Student Onboarding and Deployment:**
    - Include iSimulate orientation in student lab manuals and initial EMT/Paramedic skills boot camps
    - Deploy devices in all lab spaces, mobile simulation scenarios, and future clinical prep sessions

Implementation Timeline:

- Budget Finalization and Vendor Quote: Fall 2025
- Procurement and Setup: Spring 2026
- Faculty Training and Curriculum Integration: Late Summer 2026
- Full Implementation: Fall 2026

Conclusion:

The acquisition of eight additional iSimulate monitor/defibrillator simulation units represents a high-impact, cost-effective investment in the clinical preparedness of Allan Hancock College EMS students. This initiative will significantly elevate the fidelity, equity, and realism of our simulation environments while supporting our long-term goal of becoming a regional center of excellence for EMS education. By equipping every rescue company BLS and ALS with this technology, we ensure that our graduates enter the workforce with hands-on experience using the very same interfaces and clinical decision tools they will encounter in the field.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Title V

■ Technology Plan ☐ Facilities Plan ■ Strong Workforce ☐ Equal Employment Opp.

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 05: Addition of a Full-Time EMS Faculty Position
Planning years:	25/26/27

Description of Initiative:

This initiative proposes the urgent addition of a second full-time Emergency Medical Services (EMS) faculty position within the Public Safety Department at Allan Hancock College. The position is designed to support the instructional needs of the EMT and Paramedic programs, ensuring the continuity and expansion of course offerings, compliance with regulatory bodies, and advancement of institutional goals related to student success and workforce readiness.

This full-time faculty member would share primary responsibility for teaching in both the EMT Academy and the Paramedicine Program, assist with curriculum development, coordinate simulation activities, oversee lab instruction, support student remediation, and play an active role in program assessment and continuous quality improvement. The position is also essential to sustaining faculty leadership within advisory committees, industry engagement, and the expanding dual-enrollment initiatives with regional high schools.

Rationale and Need:

The addition of a second full-time EMS faculty position is not only critical, it is mission-essential. The current instructional load is unsustainable for one full-time instructor,

especially as the EMS Program Coordinator is assigned administrative reassigned time to manage extensive compliance responsibilities. These include mandatory reporting, site visits, and ongoing program oversight required by multiple agencies, including:

- **National Registry of Emergency Medical Technicians (NREMT)**
- **Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP)**
- **California EMS Authority (EMSA)**
- **Santa Barbara County Local EMS Agency (LEMSA)**
- **National Association of EMTs (NAEMT)**
- **American Heart Association (AHA)**

The program's reliance on part-time faculty has reached a breaking point. The regional shortage of qualified EMS educator compounded by mandatory backfill and shift coverage obligations in the EMS workforce continues to limit the availability, consistency, and instructional capacity of adjunct instructors. Without an additional full-time faculty member, we risk reductions in course offerings, faculty burnout, and decreased instructional quality.

Moreover, as the college prepares for curriculum expansion (e.g., EMT Academy revision from 6 to 10.5 units, Pre-Paramedicine course development, and simulation integration), a full-time faculty presence is essential to ensure continuity, innovation, and regulatory alignment.

Leadership and Responsibilities:

- **Lead Sponsor:** Sean Newton, EMS Programs Coordinator
- **Hiring and Evaluation:** Dean of Academic Affairs and Department Chair, Director of Public Safety
- **Instructional Support and Mentorship:** Existing Full-Time EMS Faculty and Department Colleagues
- **Institutional Oversight:** Academic Senate, HR, and College Council (if applicable)

Actions Required:

1. **Position Request and Justification Submission (Fall 2025):**
   - Complete and submit the full-time faculty position request form through the college's prioritization process, including labor market justification and compliance data.
2. **Stakeholder Endorsements and Governance Review:**
   - Present proposal to the Faculty Hiring Prioritization Committee, Guided Pathways Team, and Advisory Committee for formal letters of support.

3. **Recruitment and Hiring Process:**
    - Initiate the job description update and HR posting by Summer 2025.
    - Conduct candidate recruitment, screening, and interviews in Fall 2025 with the goal of onboarding by Spring or Fall 2026.
4. **Onboarding and Instructional Deployment:**
    - Assign co-teaching and course leadership in the EMT Academy and Paramedicine Program.
    - Involve new hire in strategic planning for program expansion, simulation training, and accreditation self-studies.

Implementation Timeline:

- Faculty Prioritization and Proposal Submission: Fall 2025
- Job Posting and Search Committee Formation: Spring 2026
- Hiring and Onboarding: Fall 2026
- Full Integration into Program Roles: Fall 2026

Conclusion:

The addition of a full-time EMS faculty member is a mission-critical investment in the stability, sustainability, and future growth of Allan Hancock College's EMS Academies. This position directly supports the delivery of high-quality, compliant, and innovative EMS education, while also alleviating critical instructional gaps caused by limited part-time availability and increasing administrative demands on program coordination. With this strategic hire, the college will not only safeguard its EMS programs but also strengthen its position as the leading provider of prehospital care training on the Central Coast and a regional model of excellence in public safety education.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Title V

☒ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☒ Equal Employment Opp.

Area of Focus: Academic Services and Support

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

1. **What data were analyzed and what were the main conclusions?**

   Survey responses were gathered from 68 EMS/EMT Academy students and 8 Paramedicine Academy students. Each group was asked to rate their satisfaction with core academic support services including general counseling, the Learning Assistance Program (LAP), library services, and tutoring, using a 1–5 Likert scale.

   EMT Academy Students reported the following average satisfaction scores:

   - General Counseling Services: 4.44
   - LAP Services: 4.40
   - Library Services: 4.40
   - Tutoring Services: 4.26

   Paramedicine Academy Students reported even higher satisfaction:

   - General Counseling: 5.0
   - LAP: 4.88
   - Library: 4.88
   - Tutoring: 4.88

   Familiarity metrics across both groups showed that a strong majority of students were aware of these resources, though opportunities for improved awareness, particularly among EMT students remain. These results suggest a broadly positive perception of Academic Services and Support, with over 92% of students expressing satisfaction or high satisfaction across all categories.

   Conclusion:

   Students find the available academic services highly supportive, but increasing visibility and engagement with services such as tutoring and LAP, especially among EMT students, could enhance overall utilization.

2. **Based on the data analysis and looking through a lens of equity, what do you perceive as challenges with student success or access in your area of focus?**

   While satisfaction scores were strong overall, a notable equity challenge lies in service awareness. Among EMT students, 14–21 students (20–30%) reported being "Not Familiar at All" with at least one academic support service (especially tutoring and library services). This gap suggests that some students—potentially including those from historically underrepresented or first-generation backgrounds—may not be accessing the full range of academic supports available to them.

Ensuring equity in access requires more intentional outreach and integration of support services into program onboarding and advising.

3. **What are your plans for change or *innovation*?**

   To address the identified gaps, the EMS program will implement several strategic actions:

   - Partner with AHC's Student Services division to integrate academic support resource overviews into EMT and Paramedicine orientation sessions.
   - Collaborate with LAP, Tutoring Services, and Library Services to deliver short, EMS-focused workshops or presentations that will be embedded into course schedules.
   - Expand student access to resources via Canvas announcements, embedded service links, and in-class demonstrations.
   - Leverage the EMS program's developing social media presence to promote academic service awareness, especially for dual enrollment, first-generation, and returning adult learners.

   These initiatives will be paired with increased messaging about the availability of services through the EMS success coach model which has already been implemented.

4. **How will you *measure* the results of your plans to determine if they are successful?**

   Success will be evaluated through the following measures:

   - A follow-up survey to be administered in AY 2025–2026 comparing satisfaction and familiarity metrics with this baseline year.
   - Tracking of engagement data (e.g., LMS resource clicks, workshop attendance).
   - Increased usage statistics reported by LAP, Tutoring, and Library Services for EMS-affiliated students.
   - Faculty and advisor feedback regarding student academic resilience and resource utilization.
   - Sustained satisfaction scores above 90%, combined with a decrease in "Not Familiar at All" responses by at least 50%, will be targeted benchmarks of success.

Validation for Program Planning Process

If you have chosen to do the Validation this year, please explain your process and the findings.

1. **Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)**

   - Guided Pathways Success Teams
   - EMS Advisory Committee Members

- EMS Instructional Faculty
- Industry Partners representing Santa Barbara County EMS agencies and clinical affiliates

2. **Are there specific recommendations regarding the core topic responses from the validation team?**

   - Continue to strengthen vertical alignment of academic and student support services within the EMS pathway.
   - Prioritize investment in onboarding and orientation processes to frontload academic services exposure.
   - Incorporate a standing agenda item at EMS faculty meetings to review student service feedback and partnership engagement.
   - Consider appointing a faculty liaison to Student Services to ensure ongoing communication and advocacy for EMS student needs.

   These findings and recommendations affirm that while our EMS programs are highly effective in supporting students academically, intentional enhancements, particularly in communication and integration can drive even greater equity and student success.

EMS/EMT & PARAMEDICINE STUDENT SURVEY RESULTS:

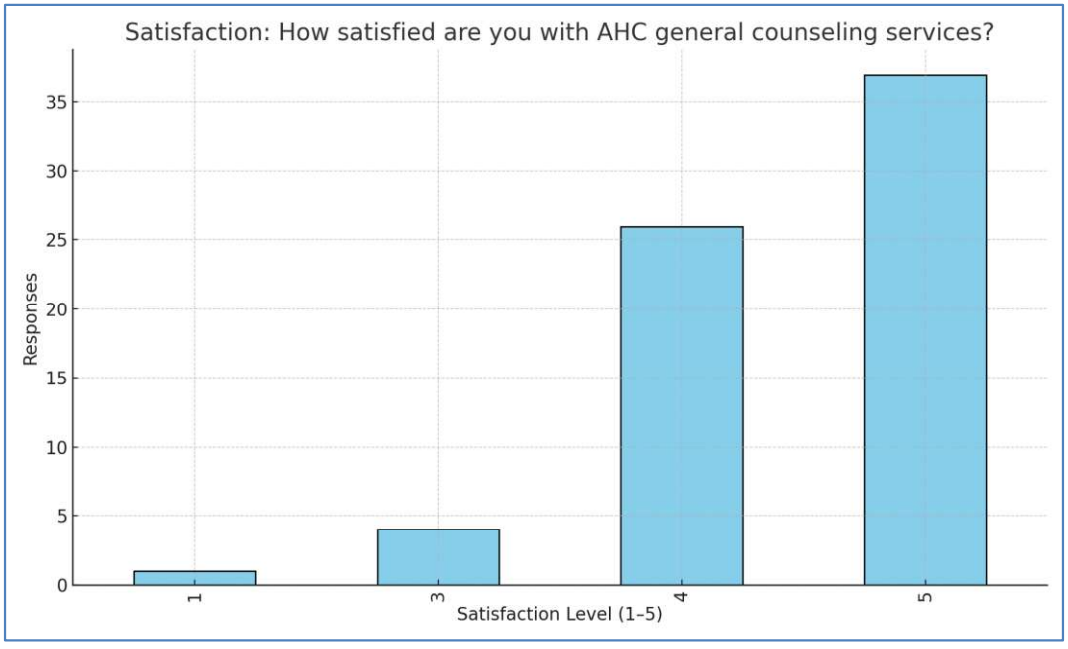
A/Y 24/25 EMS/EMT Academy Academic Year 24/25 Student Survey Report
EMS/EMT Academy Students (n=68)

Satisfaction of Academic Services:

Scale 1 - 5: (1=not satisfied, 2 marginally satisfied, 3=neutral, 4 = satisfied, 5=very satisfied)

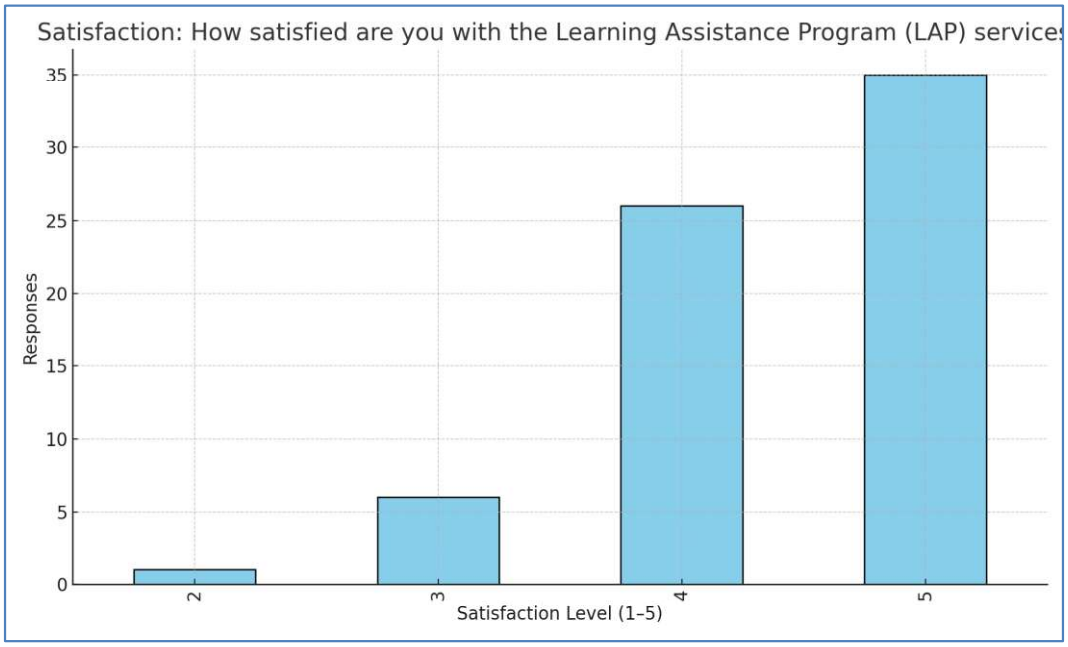
1. **How satisfied are you with AHC General Counseling Services?**

   Average Satisfaction Score: 4.44 / 5



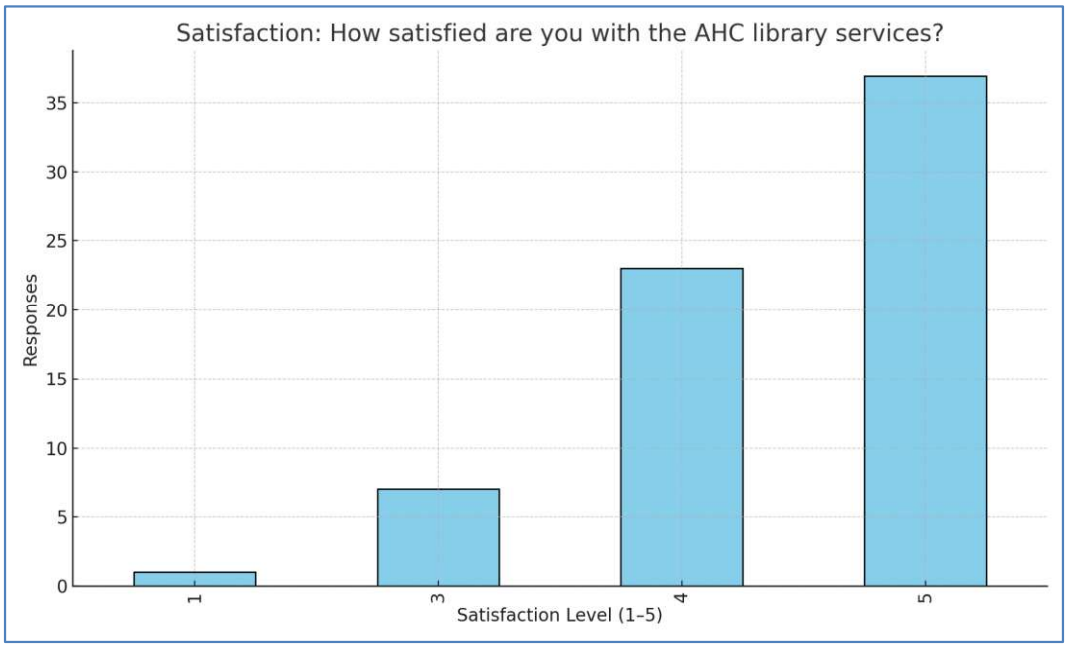
2. **How satisfied are you with the Learning Assistance Program (LAP) services?**

Average Satisfaction Score: 4.4 / 5

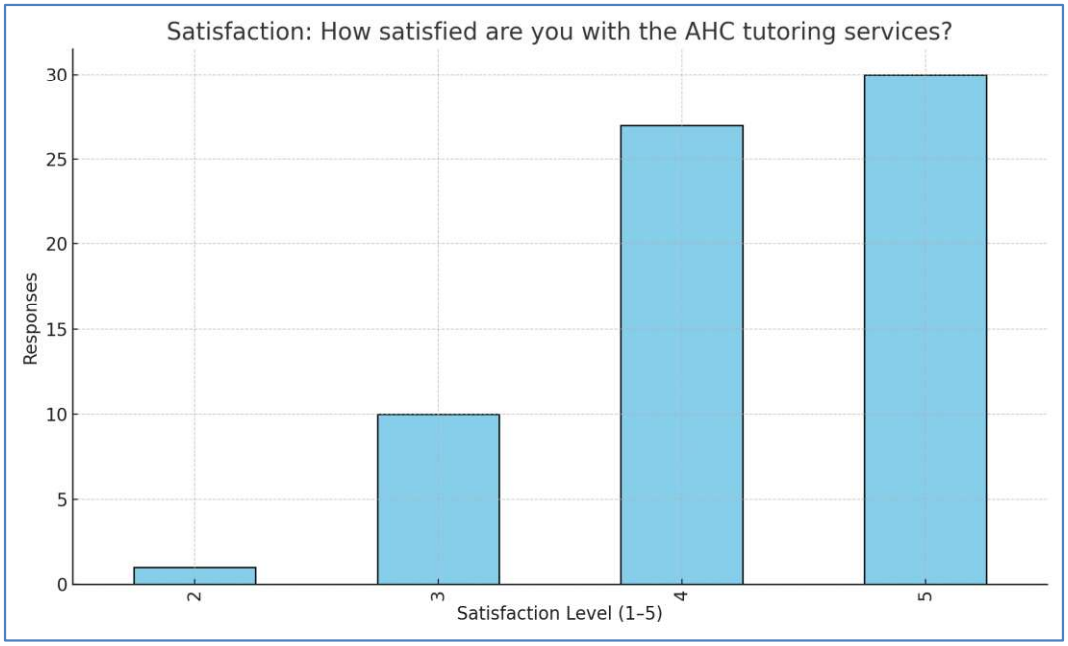


3. **How satisfied are you with the AHC library services?**

Average Satisfaction Score: 4.4 / 5



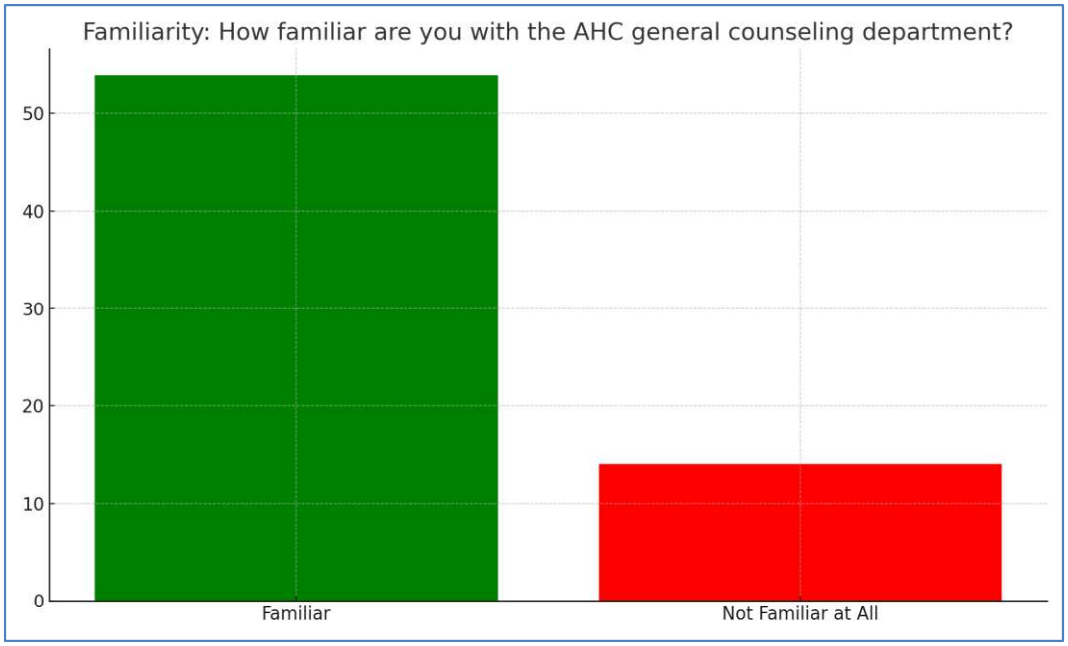
4. **How satisfied are you with the AHC tutoring services?**
   Average Satisfaction Score: 4.26 / 5



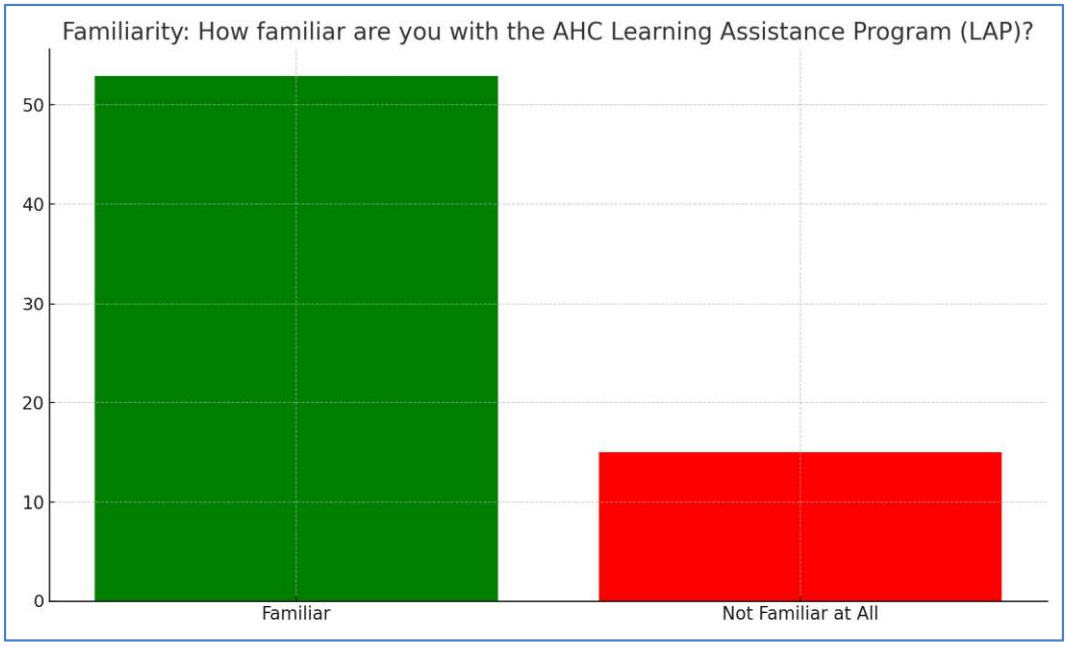
Familiarity with Academic Services:

Grading Scale: Familiar or Not Familiar at All

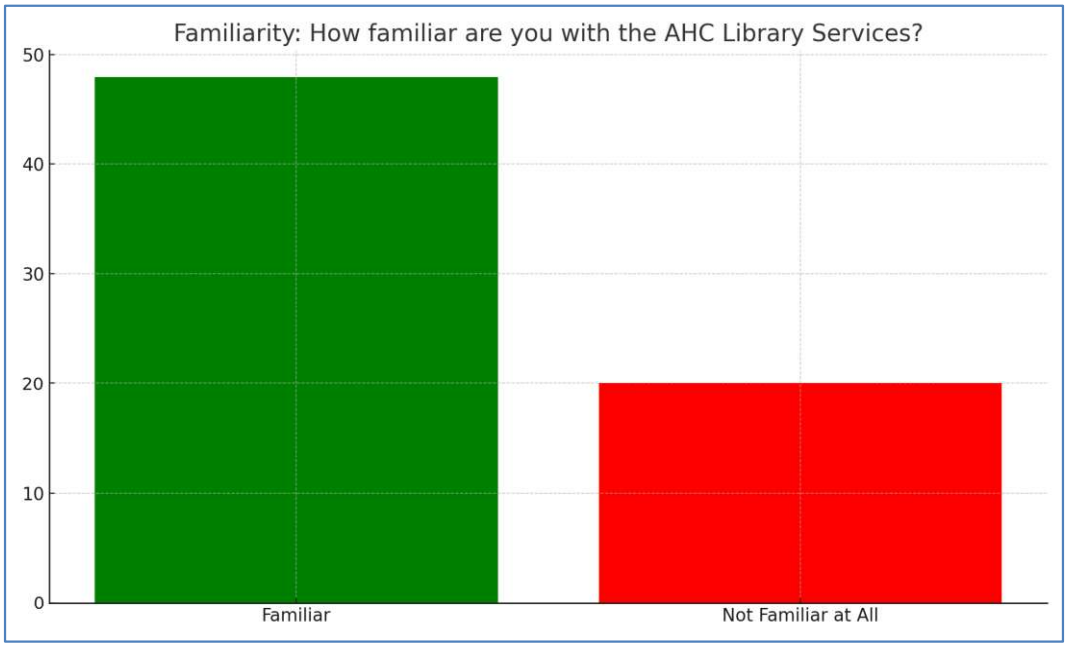
1. **How familiar are you with the AHC general counseling department?**
   Familiar: 54 | Not Familiar at All: 14



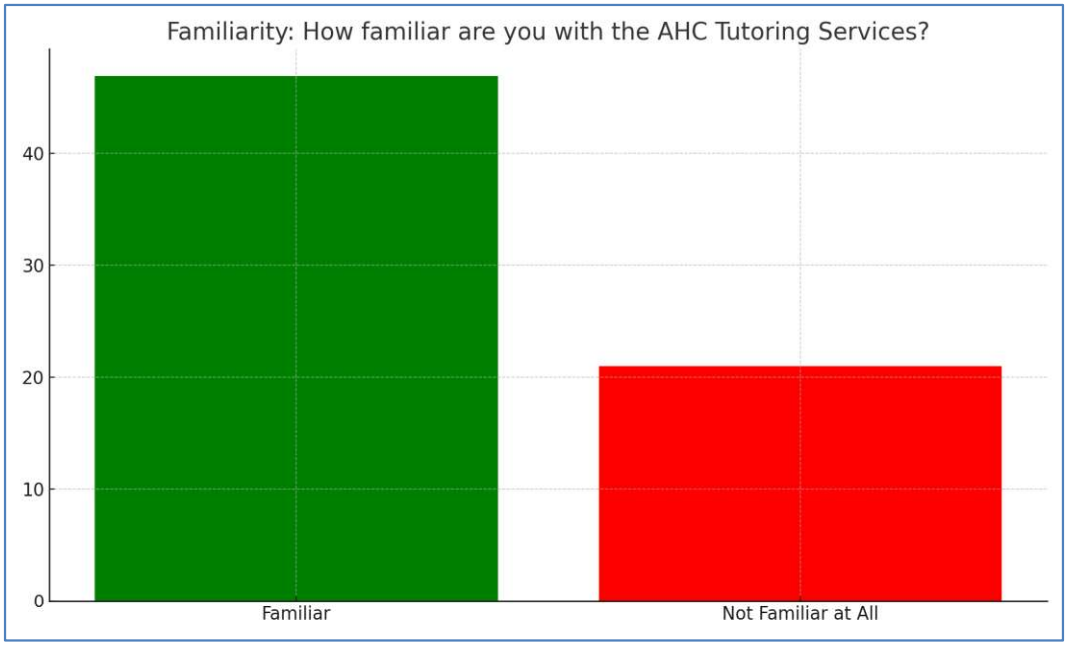
2. **How familiar are you with the AHC Learning Assistance Program (LAP)?**
   Familiar: 53 | Not Familiar at All: 15



3. **How familiar are you with the AHC Library Services?**
   Familiar: 48 | Not Familiar at All: 20



4. **How familiar are you with the AHC Tutoring Services?**
   Familiar: 47 | Not Familiar at All: 21

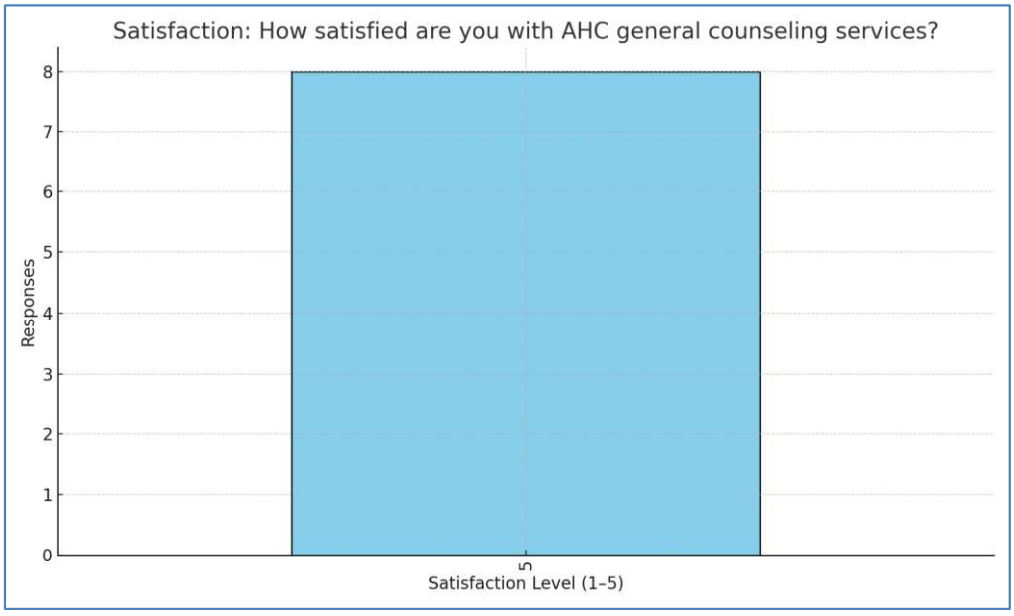


Paramedicine Academy Academic Year 24/25 Student Survey Report – Paramedicine Academy Students (n=8)

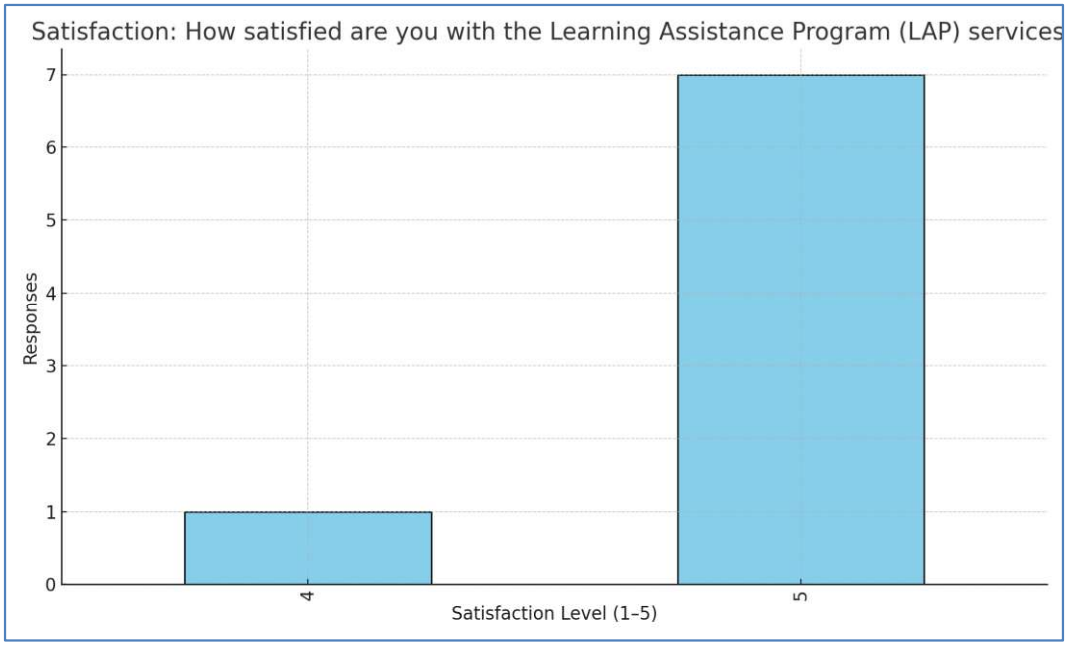
Satisfaction of Academic Services:

Scale 1 - 5: (1=not satisfied, 2 marginally satisfied, 3=neutral, 4 = satisfied, 5=very satisfied)

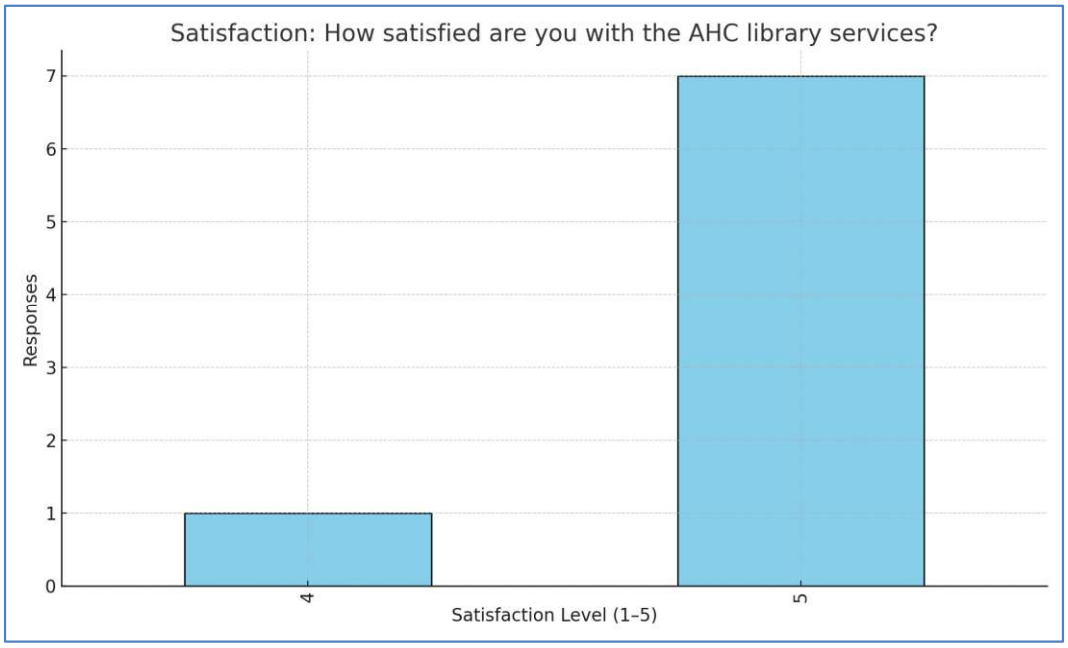
1. **How satisfied are you with AHC General Counseling Services?**
   Average Satisfaction Score: 5.0 / 5



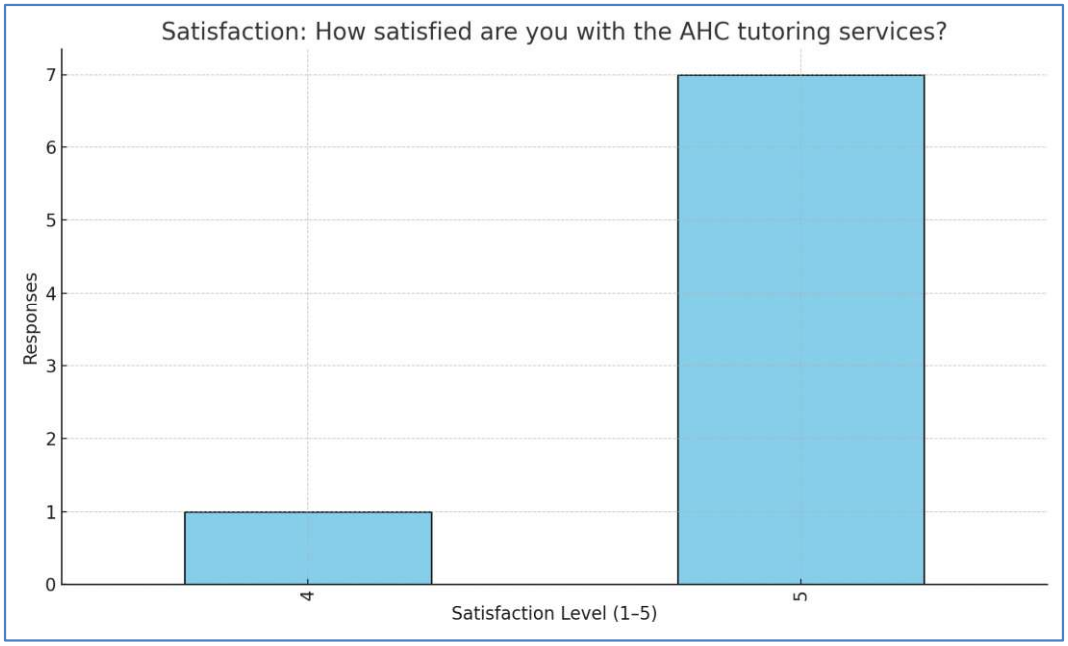
2. **How satisfied are you with the Learning Assistance Program (LAP) services?**
   Average Satisfaction Score: 4.88 / 5



3. **How satisfied are you with the AHC library services?**
   Average Satisfaction Score: 4.88 / 5



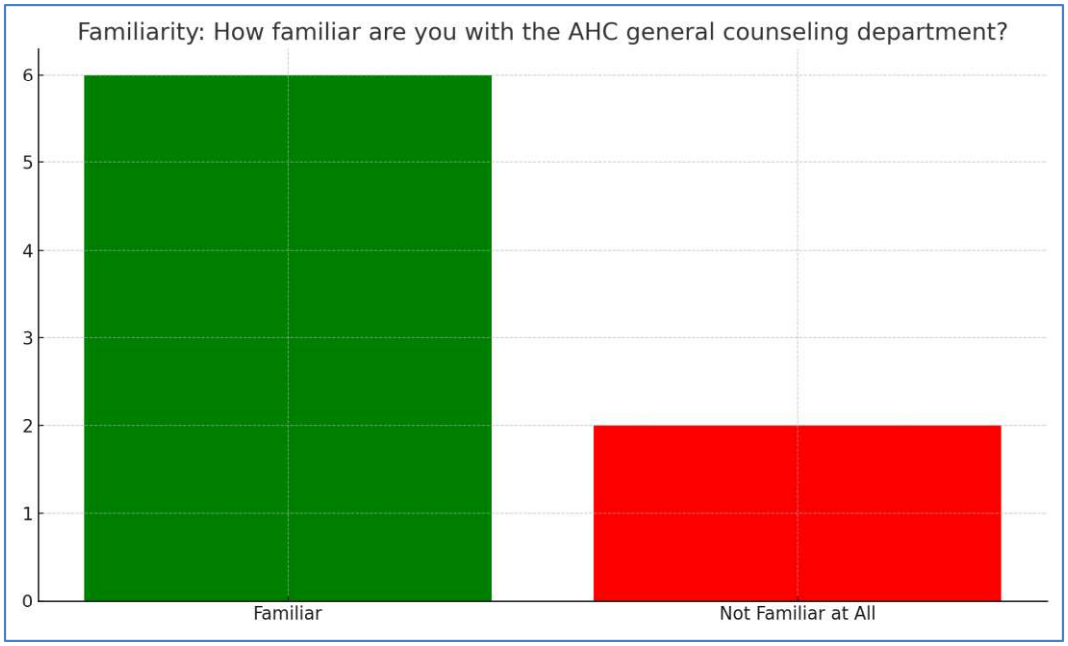
4. **How satisfied are you with the AHC tutoring services?**
   Average Satisfaction Score: 4.88 / 5



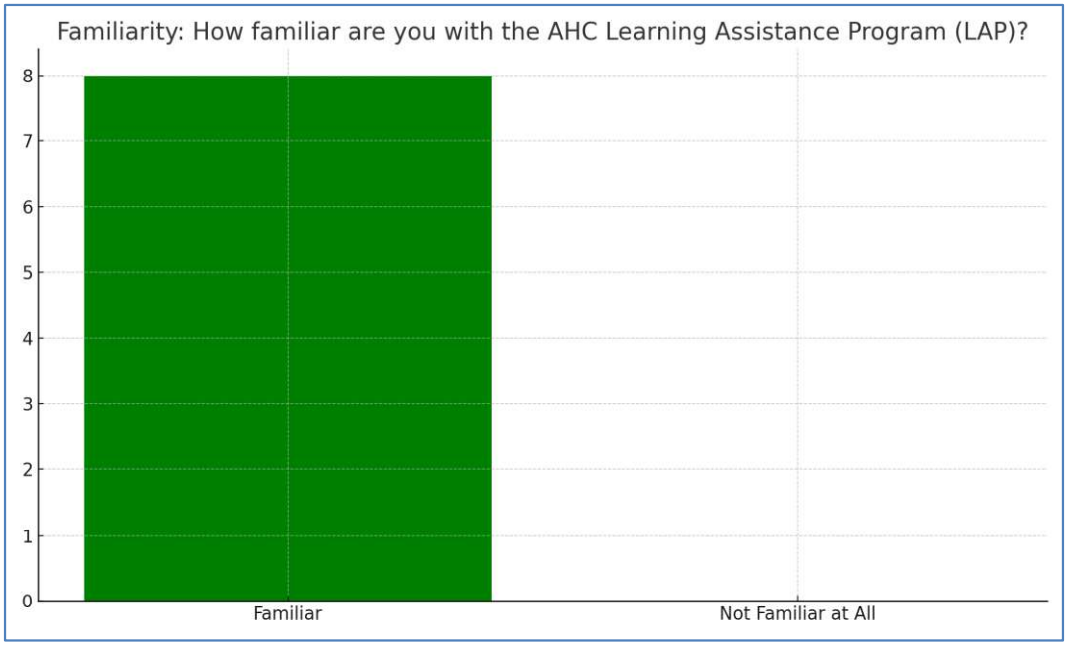
Familiarity with Academic Services:

Grading Scale: Familiar or Not Familiar at All

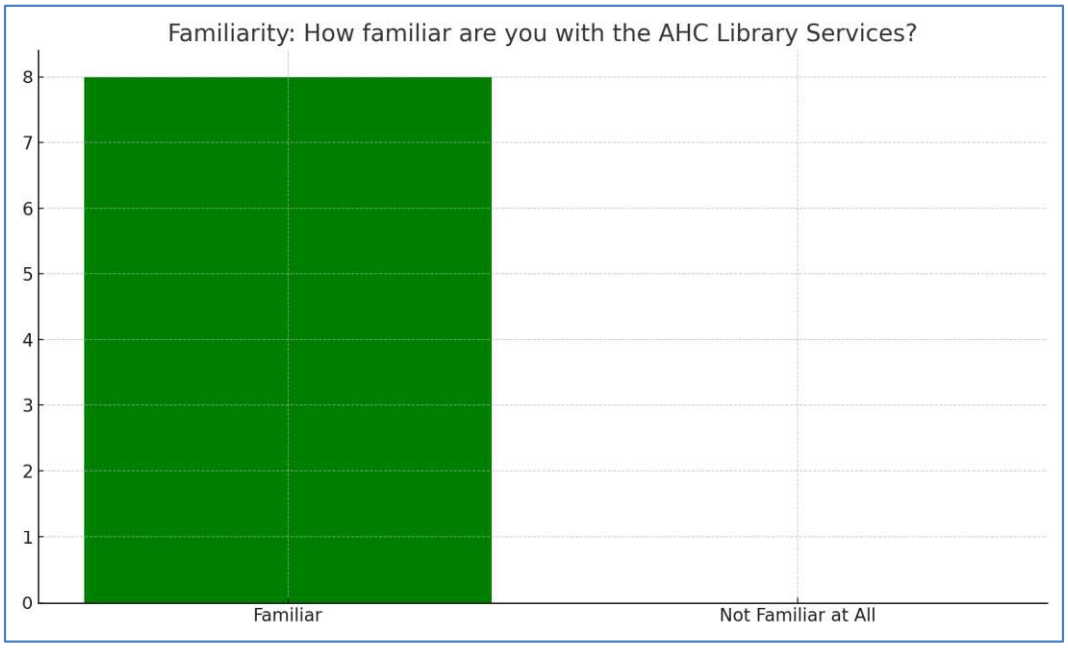
1. **How familiar are you with the AHC general counseling department?**
   Familiar: 6 | Not Familiar at All: 2



2. **How familiar are you with the AHC Learning Assistance Program (LAP)?**
   Familiar: 8 | Not Familiar at All: 0

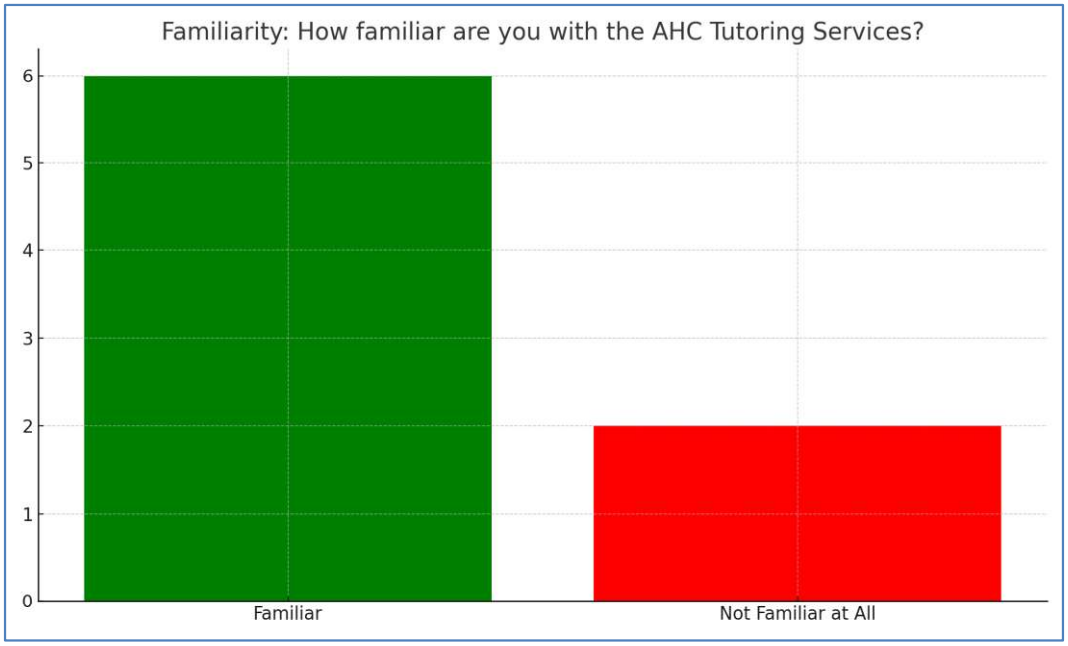


3. **How familiar are you with the AHC Library Services?**
   Familiar: 8 | Not Familiar at All: 0



4. **How familiar are you with the AHC Tutoring Services?**

Familiar: 6 | Not Familiar at All: 2



Program Review Signature Page:

Sean Newton (May 30, 2025 10:01 PDT)

Program Review Lead | Date

David Whitham

Program Dean | Date

Vice President, Academic Affairs | Date

EMS Program Review Academic Serv & Support 2024-25

Final Audit Report 2025-07-17

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