EMERGENCY MEDICAL SERVICES

ANNUAL PROGRAM REVIEW

ACADEMIC YEAR: 2025-2026

FIRE, SAFETY AND EMERGENCY MEDICAL SERVICES

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Yearly Planning & Discussion

Program Name: Emergency Medical Services
Academic Year: 2025-2026

General Questions

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

   No. The mission and primary function of the Allan Hancock College EMS Programs have remained consistent. The program continues to focus on delivering high-quality, evidence-based emergency medical education that prepares students for National Registry credentialing, local workforce entry, and continued academic progression.

   While the mission has not changed, the program has significantly expanded its emphasis on strict national EMS curriculum compliance, modern instructional delivery, simulation and case-based learning, equity-driven access strategies, and scheduling flexibility to better serve working adult learners throughout Santa Barbara County and the Central Coast region.

   Importantly, the EMS Programs at Allan Hancock College, and specifically the EMT Academy, continue to demonstrate strong ethnic and gender diversity, with well-balanced classroom representation that reflects the communities we serve. This diversity strengthens the educational environment and reinforces our commitment to culturally competent, community-responsive EMS education.

2. **Were there any noteworthy changes to the program over the past year?**

   Yes. The EMS Programs have experienced notable programmatic enhancements including ongoing curriculum modernization, expanded simulation and case studies integration, and increased emphasis on flexible instructional models. Key developments include expanded course offerings and pathway alignment efforts designed to support improved student progression and credentialing outcomes.

   These efforts are guided by student survey data, direct instructional observation, and ongoing collaboration with community advisory members and regional EMS and healthcare stakeholders. As a result, the program is currently undergoing a comprehensive curriculum and Guided Pathways redesign to align more closely with the most current National EMS Education Standards, accreditation expectations, and evolving workforce trends.

   Additionally, the EMS Programs have increased outreach initiatives through high school dual enrollment partnerships and expanded engagement with community and workforce stakeholders. These efforts support pipeline development into EMT coursework and long-term progression into EMS and healthcare careers.

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

   Yes, the program map is currently in place and functional but is in the process of significant review and revision for a targeted initiation in Fall 2027. Meeting minimum enrollment numbers in some of the EMS prefix courses has been challenging over the last year. Courses have been cancelled due to low enrollment. Strategic and targeting marketing of our course and programs needs to

improve. Currently, there are significant efforts to leverage student surveys and data captured via Tableau to direct effective course scheduling.

4. Were there any staffing changes?

Yes. Staffing continues to be a primary operational challenge for the EMS Programs. The retirement of Assistant Professor Susan Roehl, a rapidly aging workforce and the ongoing reliance on part-time faculty has reinforced the need for additional full-time staffing capacity.

While the onboarding of a full-time EMS Programs Coordinator/Assistant Professor in late 2024 strengthened program leadership, the extensive administrative demands associated with compliance oversight, including NREMT, CA EMSA, Santa Barbara County LEMSA, NAEMT, AHA, and accreditation requirements, significantly limit the capacity of a single individual to effectively balance both instructional responsibilities and program compliance functions.

The addition of at least one additional full-time EMS faculty position remains a mission-critical need to support program growth, stabilize scheduling, and ensure successful implementation of future pathway models.

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

The EMS Programs achieved several significant successes in the area of innovative scheduling and program access.

Key successes include:

- Sustained course demand and strong enrollment patterns
- Increased diversity and representation among students
- Significant improvement in NREMT first-time pass rates

Collectively, these successes reinforce the EMS Programs vitality and their critical role in supporting regional workforce needs.

LEARNING OUTCOMES ASSESSMENT:

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

Learning outcomes assessment data and student feedback indicate strong instructional effectiveness and student satisfaction.

Key findings include:

- Strong student satisfaction with academic services, instructional support, and program quality
- Consistent course completion outcomes across core EMS courses
- Continued growth in student diversity and representation, particularly among Hispanic/Latino students and first-generation college learners
- Evidence that students benefit from structured lab integration and simulation-based instruction

In addition, National Registry (NREMT) performance data demonstrates a clear and sustained upward trend in student success beginning in late 2024 and accelerating through 2025–2026:

- 2025 Aggregate Data (Up to 3 Attempts): 33 passes / 87 candidates → 37.9% pass rate
- Early 2026 Data (01/01/26–04/13/26, First Attempt): 14 passes / 21 candidates → 66.7% pass rate

This reflects an increase of approximately 28.8 percentage points in first-time pass success, representing a substantial and meaningful improvement in student outcomes.

Additionally, internal tracking from the Fall 2025 EMT Academy cohort indicates first-time pass rates approaching 98% among early testers, further reinforcing the strength of this upward trajectory.

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

The learning outcomes and success trends reflect a program that is stable, workforce-aligned, and serving an increasingly diverse student population. The continued growth in ethnic and gender diversity within the EMT Academy remains a notable strength.

The marked improvement in NREMT outcomes since late 2024 is particularly significant and appears strongly correlated with intentional curriculum revision and instructional changes implemented beginning in Fall 2025.

These changes included:

- Lead Faculty and leadership changes
- Increased academic structure and accountability
- Enhanced formative and summative assessment design
- Greater integration of simulation-based and scenario-driven learning
- Improved alignment of curriculum with National Registry testing domains
- Refined scheduling strategies to better support cognitive load and retention

The data suggests that these interventions have produced measurable and meaningful gains in credentialing success.

At the same time, the program recognizes that student success is also influenced by external factors such as scheduling constraints, financial and transportation barriers, and competing employment responsibilities. Continued efforts to address these factors remain essential.

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

Recommendations and accolades include:

- Recognition of EMS faculty and staff for maintaining strong program delivery despite ongoing regional staffing shortages and part-time faculty limitations.
- Continued investment in simulation-based education, including virtual and augmented reality platforms, full motion ambulance simulators, and low-fidelity realistic manikin skills trainers.
- Expansion of student academic support structures including tutoring integration and proactive counseling partnerships.

- Strengthening of outreach and recruitment strategies to maintain program demand and support equitable access.

These recommendations align with the college's Guided Pathways goals and the EMS Programs strategic objective of becoming a regional center of excellence for EMS education.

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

Planning Documentation Review

Planning documentation has been reviewed and is actively being updated to align with current National EMS Education Standards and evolving best practices.

This process is informed by student feedback, faculty input, and stakeholder engagement. Continued curriculum refinement and pathway alignment efforts are planned for Academic Year 2025–2026 and 2026-2027. As part of this strategic evolution, the EMS Programs will launch two distinct EMT pathways in Fall 2027.

Public Safety Academy Track

A full-time, immersive EMT Academy designed for students pursuing careers in EMS, fire service, and law enforcement. This pathway will include embedded micro-credentialing, enhanced operational training, and will exceed national EMT training standards. It will be eligible for financial aid and aligned with regional workforce demands.

Healthcare Professions Track

A flexible EMT pathway designed for students pursuing careers in nursing, allied health, and advanced practice roles (NP, PA, CRNA, MD/DO). This track will be offered in evening, weekend, and hybrid formats to accommodate working students.

Together, these two distinct pathways will better serve diverse student populations and align educational delivery with career goals.

DISTANCE EDUCATION (DE)

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 Courses)

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

Both EMS 300 and EMS 301 were reviewed for potential curriculum revision to change to a hybrid instructional modality. EMSP 300 was reviewed and used as a metric for synchronous online courses.

The following courses within the EMS and Pre-Paramedicine pathway were formally reviewed using the institutional RSI rubric:

- EMS 300 – Emergency Medical Services Pre-Academy
- EMS 301 – Emergency Medical Services Academy – Phase 1

- EMSP 300 – Anatomy & Physiology for Prehospital Personnel

All three courses were evaluated in their hybrid and distance education components, with particular attention to instructor-initiated engagement, frequency and quality of interaction, and alignment with federal and institutional RSI requirements.

b. What were some key findings regarding RSI?

Strengths:

- **Strong and Intentional Instructor Presence:** Across EMS 300, EMS 301, and EMSP 300, faculty demonstrate consistent engagement through weekly CANVAS announcements, structured module overviews, and timely communication. In EMSP 300, this is further strengthened through guided content delivery that supports complex foundational science learning.
- **Consistent and Predictable Interaction Structure:** All courses utilize a weekly modular design that promotes regular engagement. EMSP 300 incorporates scaffolded learning activities that build upon prior knowledge, while EMS 300 and EMS 301 emphasize progressive skill and professional development.
- **Application of Scenario and Case-Based Learning:** EMS 301 continues to excel in case-based and scenario-driven discussions. EMSP 300 integrates applied anatomy and physiology concepts into clinical context, reinforcing relevance to prehospital care and promoting deeper learning.
- **Timely, Constructive, and Individualized Feedback:** Students receive meaningful feedback on formative assessments across all courses. In EMSP 300, this includes clarification of complex physiological concepts, while EMS 300 and 301 focus on clinical reasoning and operational application.
- **Multiple Communication Pathways:** All courses provide accessible and responsive communication channels, including Canvas messaging, email, and scheduled virtual office hours, supporting student connection and instructor accessibility.

Possible Improvement Areas:

- **Expansion of Synchronous Engagement Opportunities:** While asynchronous engagement is strong, EMSP 300 in particular would benefit from additional live or synchronous opportunities to reinforce complex anatomy and physiology concepts through guided instruction and real-time clarification.
- **Explicit RSI Alignment and Labeling:** Although RSI is occurring consistently, clearer identification and labeling of RSI aligned activities within each course shell would enhance transparency and support formal review processes.
- **Deeper Engagement in Discussion Activities:** Opportunities exist across all courses to further elevate discussion boards from participation-based tasks to more robust academic engagement, such as requiring synthesis of peer responses or instructor-led debriefing.
- **Cross-Course Consistency in RSI Practices:** Continued efforts to standardize RSI implementation across EMS 300, EMS 301, and EMSP 300 will ensure a cohesive and equitable student experience across the pathway.

What is the plan for improvement?

To strengthen Regular and Substantive Interaction across EMS 300, EMS 301, and EMSP 300, the following plan will be implemented:

- **Formal RSI Mapping and Integration:** Each course will clearly identify and map RSI components within the Canvas learning environment, ensuring alignment with institutional and federal guidelines and improving audit readiness.
- **Enhanced Synchronous Learning Opportunities:** Additional live engagement opportunities will be introduced, including:
    - Weekly or biweekly virtual office hours
    - Live case reviews and clinical reasoning discussions (EMS 301)
    - Guided anatomy and physiology review sessions (EMSP 300)
    - Pre-academy orientation and professional development sessions (EMS 300)
- **Faculty Development and Calibration:** Faculty will engage in ongoing professional development focused on RSI best practices, online pedagogy, and consistent implementation across all EMS and EMSP courses.
- **Refinement of Discussion and Engagement Strategies:** Discussion activities will be redesigned to promote higher-order thinking, peer-to-peer engagement, and instructor-facilitated learning, ensuring that interaction is both regular and substantively meaningful.
- **Continuous Quality Improvement (CQI)** – RSI effectiveness will be monitored through:
    - Student feedback surveys administered at regular intervals
    - Canvas analytics evaluating engagement trends
    - Periodic peer review using the RSI rubric
- **Alignment with EMS and Pre-Paramedicine Educational Outcomes:** All improvements will support student success across the EMS educational continuum, ensuring that EMS 300, EMS 301, and EMSP 300 collectively prepare students for academic progression, clinical performance, and success on NREMT-aligned outcomes.

CTE Two-Year Review of Labor Market Data and Pre-Requisite Review:

a. Does the program meet documented labor market demand?

Yes. EMS workforce shortages remain well documented across Santa Barbara County, throughout California and Nationally. Regional EMS agencies continue to report difficulty recruiting and retaining qualified EMT personnel, resulting in increased overtime usage, mandatory shift staffing, and workforce fatigue.

The EMS Programs at Allan Hancock College remain directly aligned with labor market demand and continue to serve as one of the most important local workforce training pipelines for entry-level EMS personnel.

The EMS Programs remain directly aligned with workforce demand and are expanding to include:

- Additional EMT Academy cohorts
- EMR training for lifeguards and fire personnel
- Continuing education and professional development courses for incumbent EMS professionals

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

Allan Hancock College's EMS Programs uniquely address regional needs through:

- Strong regional partnerships
- Progressive, immersive and advanced simulation capabilities
- Development of flexible scheduling models
- Creation of dual pathway EMT structure (Public Safety vs Healthcare)
- Workforce-aligned curriculum design

Innovative Scheduling – Plans for Change:

Planned innovations include:

- Evening/weekend EMT cohorts
- Hybrid and synchronous instruction models
- Cohort-based scheduling for predictability
- Embedded tutoring support
- Pre-paramedicine coursework expansion

Additionally:

- Launch of two distinctly unique EMT Pathways (Fall 2027)
- Community outreach and CPR/First Aid Courses offered in a non-credit contract education format
- EMR program development
- Continuing education expansion
- Professional development pathways

These factors collectively differentiate Allan Hancock College from other programs and position the EMS Programs to become a premier EMS training institution on the Central Coast.

Effectiveness and Vitality – Employment, Completion, Success Data:

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

Yes. Program employment outcomes remain strong, with high workforce placement rates following course completion. Completion and success data reflect consistent student progression through core EMS coursework, indicating the program is effective and aligned with both student goals and employer expectations.

Most notably, NREMT success rates have significantly improved, increasing from 37.9% (2025 aggregate) to 66.7% (early 2026 first attempt), with internal cohorts achieving up to 98% first-time pass rates. These gains directly correlate with Fall 2025 curriculum and instructional redesign and represent a major programmatic improvement.

However, continued improvement is warranted through expanded tutoring supports, increased simulation capacity, curriculum rigor, and additional schedule flexibility, all of which will strengthen student outcomes and support continued vitality.

Programmatic Update: Strategic Pivot:

The cessation of the Paramedicine Academy has allowed for strategic reinvestment into high-demand areas including EMT education, workforce pipelines, and continuing education.

Application demand has increased significantly:

- Fall 2025: 78 applicants / 36 seats
- Spring 2026: 80 applicants / 36 seats

Plans include launching a second EMT cohort, effectively doubling capacity.

Credentialing Outcomes and Quality Improvement:

The improvement in NREMT outcomes represents a transformational shift in program performance.

- 37.9% → 66.7% → up to 98% (select cohorts)
- +28.8 percentage point improvement

This is directly linked to:

- Fall 2025 curriculum revision
- Instructional redesign
- Increased academic rigor
- Improved scheduling and structure

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?

Yes. Recommendations from the prior review cycle have been actively addressed through ongoing curriculum modernization efforts, improved student-facing processes, expanded outreach and pipeline development strategies, and the continued pursuit of staffing and facility improvements.

The EMS Programs at Allan Hancock College are undergoing a comprehensive and intentional transformation. Grounded in data, informed by stakeholders, and aligned with workforce demand, the program is evolving to better serve a diverse student population.

The demonstrated improvement in National Registry outcomes validates this approach and reinforces the effectiveness of curriculum redesign and instructional innovation implemented in Fall 2025.

With the planned launch of dual EMT pathways in Fall 2027, expanded workforce training programs, and continued investment in instructional quality, Allan Hancock College is well-positioned to serve as a regional leader in EMS and healthcare education

Despite progress, major recommendations remain in active development due to resource constraints, particularly those related to full-time staffing expansion and large-scale simulation infrastructure upgrades.

PROGRAMMATIC UPDATE: PARAMEDICINE ACADEMY CESSATION AND STRATEGIC PIVOT (SEPTEMBER 2025):

In October 2025, Allan Hancock College formally initiated an organizational decision to cease operations of the Paramedicine Academy following completion of a structured teach-out plan for the currently seated 2025-1 cohort. This decision was based on sustained regional program saturation, significant and persistent constraints in the recruitment and retention of qualified paramedic faculty and field preceptors, limited internship placement capacity within Santa Barbara County, and the disproportionate administrative and fiscal load required to pursue full CoAEMSP accreditation relative to cohort size and enrollment sustainability.

The program was operating under a CoAEMSP Letter of Review (LOR) status with an Initial Self Study Report (ISSR) submitted in January 2025, and a CoAEMSP site visit previously scheduled for March 23–24, 2026. However, due to regional constraints in field internship placement and the absence of a sustainable applicant pipeline, AHC leadership has determined that the most responsible course of action is to complete the teach-out process and reinvest EMS instructional capacity into program areas demonstrating strong and increasing demand.

Strategic Reinvestment: EMT Courses, EMR, CPR, CERT, Continuing Education, and Workforce Pipeline Expansion:

In alignment with this strategic pivot, Allan Hancock College is significantly strengthening its commitment to EMT workforce development, EMR, CERT and CPR programming, and EMS continuing education and professional development offerings. The EMT Academy has demonstrated exceptional demand growth over the past two semesters, which directly correlates with the successful revision and modernization of the EMT application and student selection process through the implementation of dynamic institutional forms software. In Fall 2025, the EMT Academy received 78 applications for 36 available student slots. In Spring 2026, the program received 80 applications for 36 available student slots, reflecting an unprecedented level of regional interest and underscoring the urgent need to expand training capacity.

As a result of this demand surge, the EMS Programs have initiated curriculum planning and pathways revision to facilitate the launch of additional EMT courses in Fall 2027. This expansion will be structured to accommodate adult and working learners. Allan Hancock College will operate

two distinct EMT pathways for students pursuing both public safety and healthcare specific career trajectories. This change will effectively increase EMT training capacity and enrollment by approximately 100%.

Credentialing Outcomes and Quality Improvement:

Early credentialing outcome data from the Fall 2025 EMT Academy cohort demonstrates a significant improvement in National Registry (NREMT) performance. To date, approximately 70% of the cohort has completed their NREMT cognitive examination, with a 98% first-time pass rate. This represents a substantial improvement over prior years in which Allan Hancock College's EMT first-time pass rates historically trailed below both state and national averages. Preliminary analysis strongly suggests that this improvement is correlated with revised scheduling models, enhanced instructional techniques, increased academic structure, and a greater emphasis on evidence-based teaching strategies implemented beginning in Fall 2025.

Ongoing curriculum review and program enhancements remain in progress and will be further implemented in Fall 2026. These improvements will continue to align EMS education with national best practices, increase student readiness, and strengthen long-term workforce outcomes.

Marketing, Outreach, and Workforce Partnership Strategy:

To sustain and expand program vitality, targeted marketing and outreach must remain a priority. A high-yield strategy is pipeline development through regional partnerships, combined with digital conversion-focused outreach.

Recommended efforts include consistent social media presence, press releases, student success storytelling, and clear public-facing schedule publishing. Employer-forward messaging should emphasize local job placement outcomes and the program's alignment with regional EMS staffing needs.

Capital Improvement and Simulation Technology Recommendations:

To maintain instructional excellence and remain competitive as a premier EMS training site on California's Central Coast, the EMS Programs must continue to invest in simulation-based education.

Priority recommendations include refurbishment of the EMS simulation lab to accommodate simulated hospital ED rooms, procurement of full-motion ambulance simulators, expansion of iSimulate inventory, procurement of hyper-realistic simulation manikins and ongoing modernization of audiovisual and instructional technology. These investments support scenario realism, student engagement, and alignment with national EMS education best practices.

Staffing Challenges and Mission-Critical Need for an Additional Full-Time EMS Faculty Line:

Despite these significant successes, the EMS Programs continue to face persistent challenges related to the recruitment and retention of qualified part-time faculty. Regional EMS workforce shortages have resulted in mandatory overtime and shift coverage requirements across local EMS agencies, which significantly limits adjunct faculty availability and contributes to staffing instability. This challenge is further compounded by the specialized credentialing requirements for EMS instruction and the high instructional ratio needs associated with skills-based laboratory education.

The expansion of EMT courses, continued growth of CERT and CPR pipelines, and the anticipated expansion of EMS continuing education offerings cannot be sustainably supported under the current staffing model. The addition of a minimum of one additional full-time EMS faculty line is essential to ensure reliable instructional coverage, consistent program delivery, and quality assurance oversight. This position would directly strengthen student success, reduce scheduling vulnerability, expand innovative scheduling capacity, and ensure that the EMS Programs can maintain compliance with regulatory oversight requirements under California Title 22 and local LEMSA expectations.

In summary, the decision to cease paramedicine operations provides Allan Hancock College with a strategic opportunity to reallocate instructional capacity toward high-demand EMS training programming. However, to fully capitalize on this opportunity and meet regional workforce needs, the addition of a full-time faculty line is a mission-critical requirement.

Key Findings & Recommendations:

- The EMS Programs continue to demonstrate strong vitality, stable productivity, and meaningful workforce alignment across the Central Coast region.
- Enrollment demand is concentrated in a small number of high-impact courses (EMS306, EMS102, EMS300, EMS301), requiring protected scheduling and redundancy to prevent pathway disruption.
- Program efficiency (FTES/FTEF) remains strong overall, but modest year-to-year fluctuations reinforce the need for schedule right-sizing and staffing stability.
- Student demographics reflect a predominantly Hispanic/Latino population and a growing working-adult learner base, requiring increased evening/weekend and online synchronous scheduling options.
- Overall student success and retention remain strong; however, targeted course-level redesign is recommended for any courses demonstrating volatility in success rates.
- Certificates awarded remain high while degree completions remain low, indicating a major opportunity to strengthen certificate-to-degree pathway advising and re-engagement strategies.
- A mission-critical priority is the addition of an additional full-time EMS faculty position to stabilize instructional delivery, improve program compliance capacity, and sustain long-term program growth.
- Capital improvement priorities include full-motion ambulance simulators, EMS lab refurbishment to include simulated ED rooms, expanded iSimulate inventory, and continued simulation technology investments.

NEW PROGRAM PLANNING INITIATIVES

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:	*25/26/27*

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 and expand the unit load to offer two distinct EMT course/program tracks. 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 other allied health programs.

Rationale and Need:

This curriculum revision is essential to ensure our EMT courses remain 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 and creating two distinct career pathways will:

Cater to two distinct student populations, those students entering public safety professions and those students seeking advanced education and entering healthcare related occupations such as Paramedic, RN, NP, CRNA, PA, MD, DO or others.

Provide additional 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 2026):**
    - 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 2026
    - Institutional and agency approval: Fall/Spring 2026/2027
    - Instructor orientation and training: Summer 2027
    - Official launch of revised EMT Courses and Academy: Fall 2027

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 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce**

☐ **Equal Employment Opp.** ☐ **Title V**

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:	*25/26/27*

Description of Initiative:

This initiative involves a comprehensive review and cost analysis of all course materials fees associated with the Allan Hancock College EMS Programs, 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, validated examinations based upon NSC standards, NREMT testing preparedness and 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. This will also provide equity across our student population.

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 2026):**
    - 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 2026
- Stakeholder Engagement & Draft Proposal: Fall 2026
- Institutional Approval & Budget Alignment: Fall 2026
- Pilot Implementation: Fall 2027

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 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ■ **Strong Workforce**

☐ **Equal Employment Opp.** ☐ **Title V**

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:

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

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:

- Enhance realism and immersion for psychomotor and clinical scenario training
- Prepare students for NREMT skills and decision-making exams with greater confidence and competence
- Foster interprofessional collaboration with Fire, Law Enforcement, and Nursing partners
- Improve student recruitment, satisfaction, and retention
- 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:

- **Project Lead:** Sean Newton, EMS Programs Coordinator

- **Facilities and Construction Oversight:** Director of Facilities & Maintenance and Office of Academic Affairs, Director of Public Safety
- **Technology Integration:** Information Technology Services (ITS) and Academic Technology Support
- **Simulation and Equipment Procurement:** EMS Faculty, Simulation Technicians, and Purchasing Department
- **Industry and Accreditation Input:** EMS Advisory Committee, Clinical Partners, Equipment Vendors, and CoAEMSP Consultants

Actions Required:

1. **Facility Assessment and Design Development (Fall 2026):**
    - 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 2027.
    - 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 2027 cohorts.
    - Showcase the new facilities through community tours, advisory events, and promotional outreach.

Implementation Timeline:

- Design, Planning, and Budget Finalization: Spring–Fall 2026
- Procurement and Construction Phase: Spring–Summer 2027
- Faculty Training and Scenario Development: Summer 2027
- Official Launch and Student Use: Fall 2027

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 705/1705**
■ **Technology Plan** ■ **Facilities Plan** ■ **Strong Workforce**
☐ **Equal Employment** ☐ **Opp.Title V**

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:	*26/27*

Description of Initiative:

This initiative proposes the purchase of six additional iSimulate monitor/defibrillator simulation units to complete the outfitting of six Basic Life Support (BLS) EMS 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 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 2026

- Procurement and Setup: Spring 2027
- Faculty Training and Curriculum Integration: Late Summer 2027
- Full Implementation: Fall 2027

Conclusion:

The acquisition of six additional iSimulate monitor/defibrillator simulation units represent 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 705/1705**
■ **Technology Plan** ☐ **Facilities Plan** ■ **Strong Workforce**
☐ **Equal Employment Opp.** ☐ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	EMS OBJ 05: Addition of a Full-Time EMS Faculty Position
Planning years:	*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 EMS 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 remainder of the EMS Programs, 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 but also 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, 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:** Deans of Academic Affairs / Public Safety 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 2026):**
    - 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 Spring 2026.
    - Conduct candidate recruitment, screening, and interviews in Spring 2027 with the goal of onboarding by Spring or Fall 2027.
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 2026
- Job Posting and Search Committee Formation: Spring 2027
- Hiring and Onboarding: Fall 2027
- Full Integration into Program Roles: Fall 2027

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 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce**

■ **Equal Employment Opp.** ☐ **Title V**

Area of Focus: Innovative Scheduling

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Analyze Staff and faculty scheduling
- Assess scheduling of meetings with students or meetings in general
- Examine scheduling of calendar events

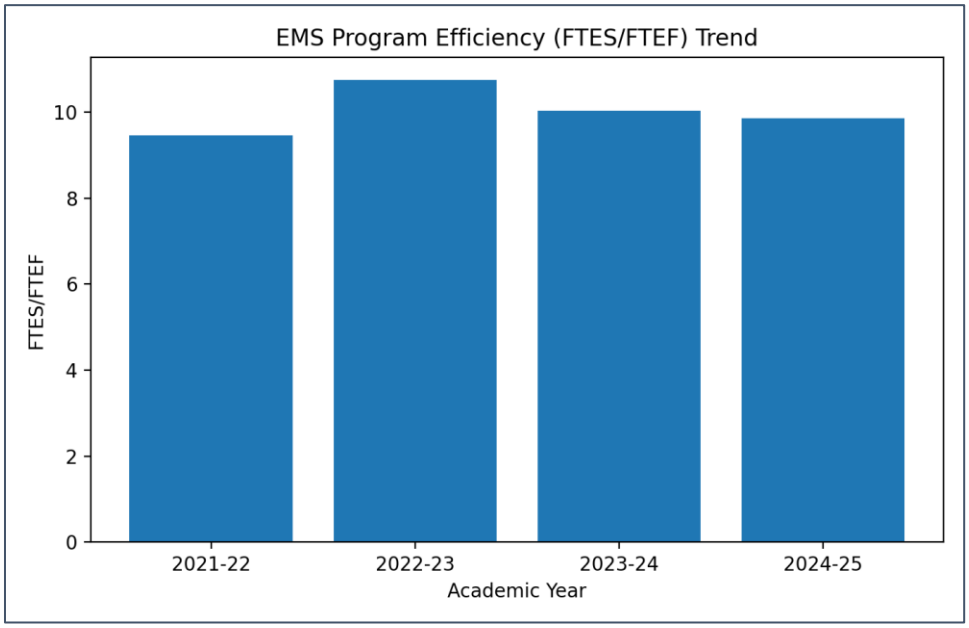
1. What data were analyzed and what were the main conclusions?

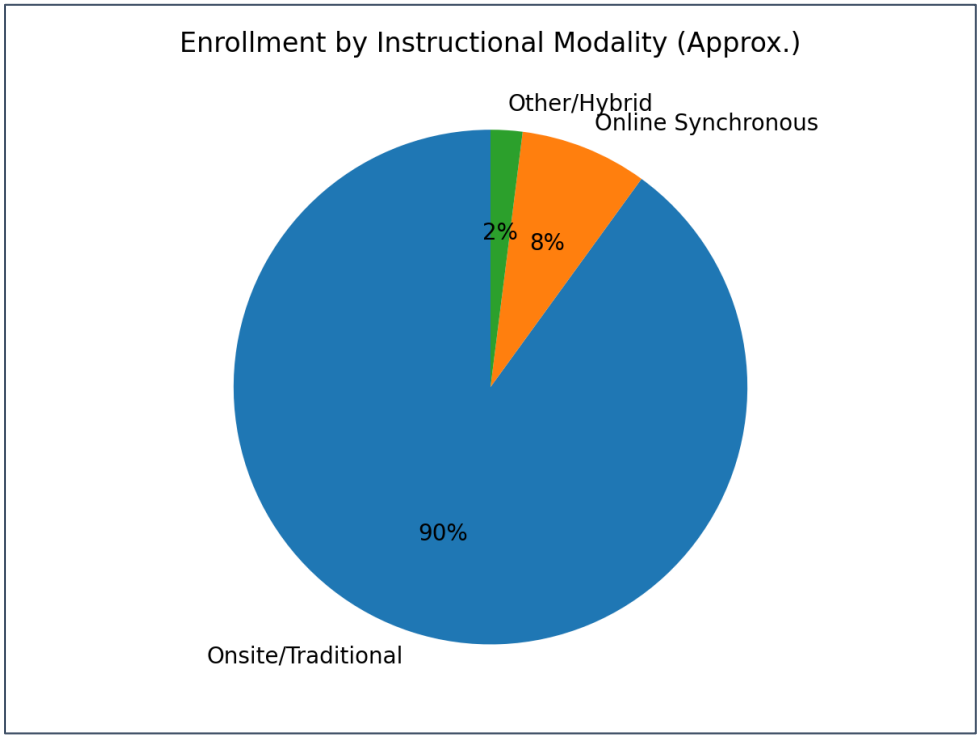
Multiple Tableau datasets were reviewed including course enrollment trends, fill rate and efficiency metrics, student headcount demographics, persistence data, and success/retention data by ethnicity and gender. Key conclusions include:

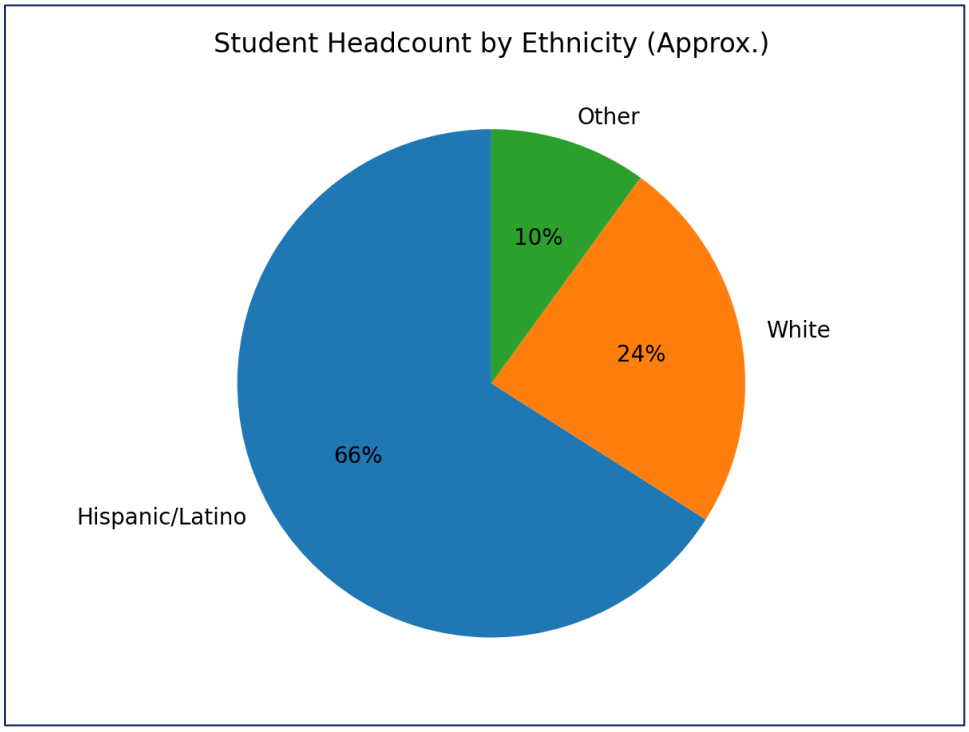
- Enrollment is concentrated within a small set of core EMS courses that function as pathway anchors.
- Program efficiency remains strong but is highly sensitive to staffing and scheduling stability.
- Student demographics reflect increasing adult learner participation and continued high Hispanic/Latino enrollment.
- There is clear evidence supporting the need for increased evening/weekend scheduling and expanded online synchronous offerings for didactic instruction.
- The data supports that innovative scheduling will be essential to improving access and long-term completion outcomes.

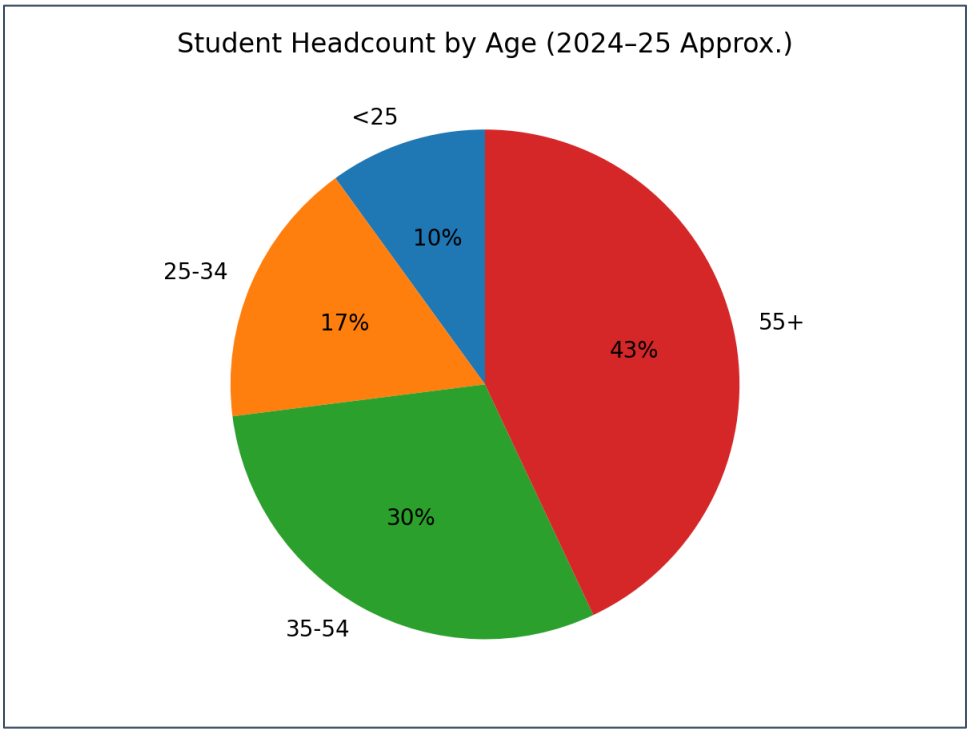
Data Graphics Appendix (Derived from Tableau Trends)

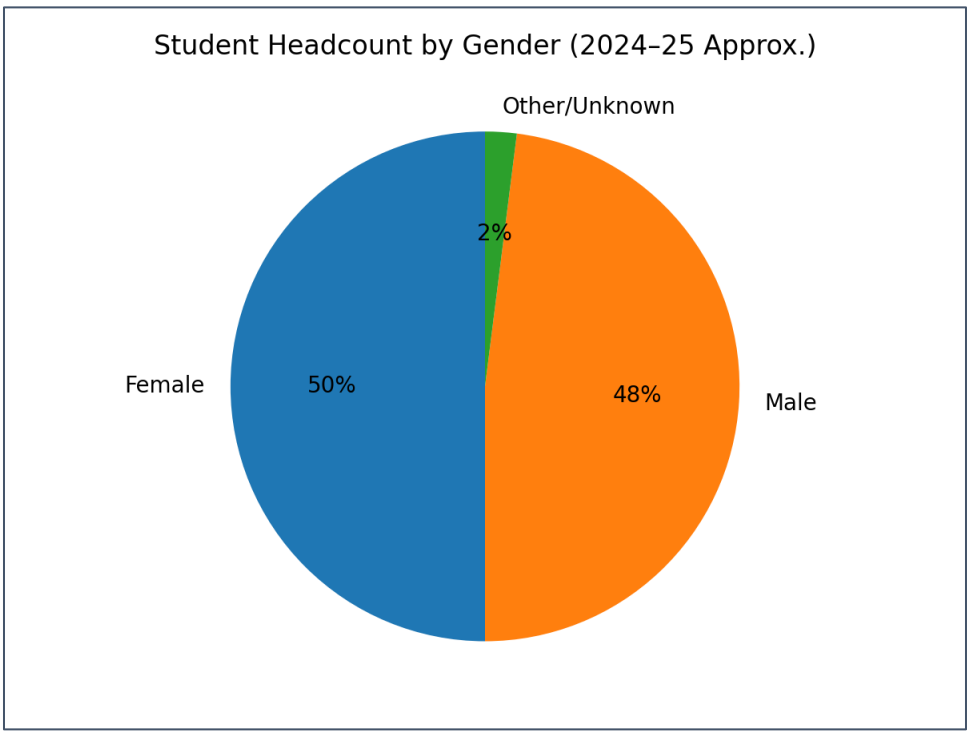
Note: Charts below reflect summary interpretations and approximate values derived from the Tableau reports provided.






Student Headcount by Ethnicity (Approx.)
Other
10%
White
24%
66%
Hispanic/Latino


Student Headcount by Age (2024–25 Approx.)
<25
10%
25-34
17%
55+
43%
30%
35-54



Data Matrix Summary:

Category	Primary Trend Identified	Operational Impact	Recommended Action
Efficiency (FTES/FTEF)	Strong with slight dip in 2024–25	Sensitive to staffing/scheduling	Protect core schedule; add staffing stability
Modality	Predominantly onsite; small synchronous growth	Opportunity for adult learners	Expand synchronous didactic + in-person labs
Demographics	Majority Hispanic/Latino; aging student base	Working adult scheduling demand	Increase evening/weekend and flexible offerings
Awards	High certificates; low degrees	Pathway completion gap	Strengthen certificate-to-degree advising
Enrollment Concentration	Core courses drive majority of volume	Cancellation risk disrupts pipeline	Protected blocks + redundancy for high-demand courses

Course Enrollment Trends and Scheduling Analysis

Tableau enrollment trend data demonstrates that EMS student demand is concentrated within a defined set of core courses, particularly EMS306, EMS102, EMS300, and EMS301. These courses function as primary enrollment drivers and serve as critical pathway anchors. Because a large proportion of overall EMS enrollment depends on these offerings, the program must prioritize protected scheduling blocks and redundancy in section availability to reduce cancellation risk and preserve student progression.

Additionally, the data supports the need to strengthen flexible scheduling options, including evening/weekend course blocks and expanded online synchronous delivery for didactic components where appropriate. This approach is aligned with the program's increasing adult-learner population and will support improved access, retention, and pathway completion.

Fill Rate, Efficiency, and Program Productivity

The EMS Programs continue to demonstrate strong productivity as reflected in FTES/FTEF efficiency trends. While modest year-to-year variation is present, the overall performance remains within a strong operational band. This indicates that the program is not underperforming; rather, it is operating within a narrow margin where staffing availability, schedule alignment, and instructional capacity will directly determine future efficiency gains or losses.

To preserve efficiency and protect program viability, the program should continue to evaluate section scheduling, avoid over-sectioning low-demand courses, and expand high-demand offerings in a controlled, data-informed manner.

Student Demographics and Equity Considerations

Demographic trends indicate that the EMS Programs continue to serve a population reflective of the local community, with a predominance of Hispanic/Latino students and increasing participation among adult learners. Notably, the age distribution demonstrates growth in older learners, including a substantial increase in students aged 55 and older. These patterns reinforce the importance of designing schedules and instructional delivery models that support working adults, career changers, and non-traditional learners.

Gender distribution has also continued to trend toward parity, reflecting progress in recruiting and retaining women and other historically underrepresented populations within EMS education. Continued emphasis on inclusive outreach, mentorship visibility, and supportive scheduling structures will strengthen equity outcomes and workforce representation.

Success, Retention, and Persistence Analysis

Overall program-level success and retention remain strong, indicating that students are largely meeting course objectives and completing EMS coursework at acceptable rates. However, course-level variability in success outcomes suggests that precision intervention is the most effective strategy for improvement. Targeted review should focus on courses with repeated success-rate dips or retention volatility, with emphasis on instructional pacing, prerequisite alignment, assessment strategies, and embedded academic support.

Awards and Pathway Completion Outcomes (Certificates and Degrees)

Awards data demonstrates that EMS continues to produce a high volume of certificate completers annually, reflecting strong short-term workforce entry outcomes. However, degree completion rates remain comparatively low. This gap represents a strategic opportunity to strengthen certificate-to-degree pathway advising and to implement re-engagement strategies that support students returning to complete the Associate in Science degree once employed.

A recommended strategy is to establish structured advising touchpoints at program completion and again at 3–6 months post-completion, supported by employer partnerships that encourage degree completion through promotion incentives and tuition support.

Instructional Modality Trends and Strategic Online Expansion

Instructional modality data indicates that the EMS Programs remain predominantly delivered in onsite/traditional formats. While this remains essential for skills-based training, the data supports the strategic expansion of online synchronous learning options for didactic instruction. A blended model, online synchronous didactic paired with in-person skills lab intensives will expand access while maintaining instructional integrity.

Data Assessment Conclusion

Overall, the Tableau data reflects a program that is productive, community-aligned, and positioned for continued growth. Strategic scheduling expansion, precision course redesign, intentional marketing, and investment in staffing and simulation infrastructure will strengthen long-term sustainability. These initiatives collectively support Allan Hancock College's broader mission of equity, workforce development, and institutional excellence, while advancing the EMS Programs toward recognition as a regional center of excellence.

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?

Equity-based challenges: From an equity perspective, the primary challenges relate to access barriers for working adult learners and students from historically underserved communities.

These challenges include:

- Limited course availability outside traditional weekday hours.
- Transportation barriers and time constraints for students commuting to the PSTC.
- Financial pressures requiring students to work full-time while enrolled.
- Reduced ability for some students to participate in optional academic support services due to scheduling conflicts.

Expanding scheduling flexibility is essential to mitigating these barriers and ensuring equitable access to EMS education.

3. What are your plans for change or innovation?

Planned innovations include: Increased availability of evening and weekend EMT Academy cohorts to support adult and working learners.

- Expansion of online synchronous didactic instruction, paired with structured in-person lab intensives.

- Development of cohort-based scheduling models that improve predictability and allow students to plan work schedules accordingly.
- Enhanced alignment of tutoring services with EMS course schedules, including possible embedded tutoring sessions.
- Continued development of pre-paramedicine coursework to strengthen retention and readiness for students transitioning into advanced healthcare careers.

These changes will improve access, reduce attrition, and strengthen student success outcomes.

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

Success will be measured through:

- Improved fill rates and reduced course cancellations.
- Increased retention and course success rates across core EMS offerings.
- Improved persistence rates semester-to-semester.
- Student satisfaction survey improvements related to schedule accessibility.
- Increased utilization of tutoring and academic support services.
- Increased certificate and degree completion outcomes over the next two planning cycles.

These measures will provide both quantitative and qualitative evidence of successful innovative scheduling implementation.

VALIDATION FOR PROGRAM PLANNING PROCESS:

Validation Process: Validation of findings will be conducted through structured consultation with Guided Pathway Success Teams, EMS Advisory Committee members, regional EMS employers, faculty, and program stakeholders. This validation process will include review of enrollment trend data, schedule feasibility discussions, and stakeholder feedback regarding workforce demand and instructional capacity.

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)

The validation committee will include:

- Guided Pathway Success Teams
- EMS Advisory Committee Members
- EMS Faculty and Classified Support Staff
- Santa Barbara County EMS Agency (LEMSA) representatives
- Regional EMS providers and fire service training officers
- Industry and healthcare partners supporting clinical placement and workforce hiring

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

   Preliminary recommendations anticipated from validation stakeholders include:

   - Expansion of evening/weekend EMT cohorts and online synchronous options.
   - Strong support for additional full-time EMS faculty staffing to stabilize scheduling and instructional consistency.
   - Continued investment in simulation-based learning environments and technology.
   - Increased marketing and outreach to expand program visibility and sustain enrollment demand.
   - Strengthening certificate-to-degree pathway advising and re-engagement strategies.

3. **Based on the narratives above, what are some program planning initiatives and resources needed for upcoming years?**

   Primary program planning initiatives and resources needed include:

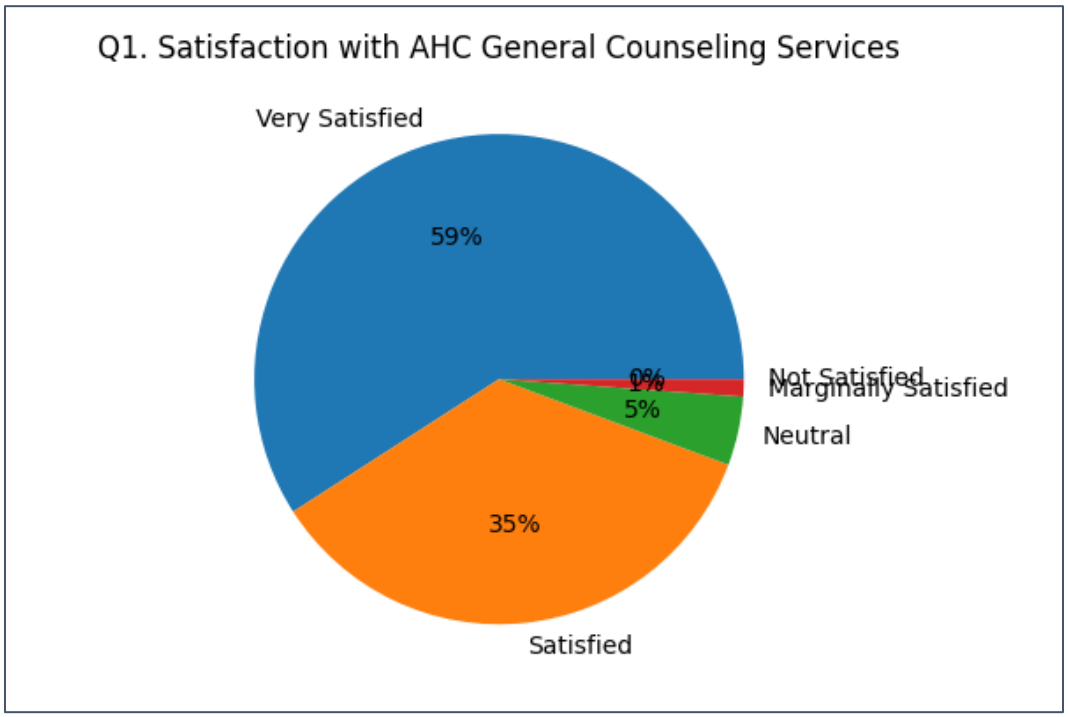
   - Addition of a full-time EMS faculty line to stabilize instructional delivery and expand scheduling options.
   - Continued curriculum modernization to align with national EMS education standards.
   - Expansion of simulation equipment, including hyper-realistic manikins, virtual reality and & augmented reality simulation and full-motion ambulance simulators.
   - Facilities modernization of the EMS Simulation Lab to support ED room simulation and enhanced instructional capacity.
   - Increased student academic support through embedded tutoring and expanded counseling partnerships.
   - Enhanced marketing resources including a more robust social media presence to expand program visibility and sustain enrollment demand.

EMS / EMT ACADEMY STUDENT SURVEY RESULTS REPORT

ACADEMIC YEAR 2025–2026
ALLAN HANCOCK COLLEGE – PUBLIC SAFETY TRAINING COMPLEX
SURVEY POPULATION: 88 EMS/EMT ACADEMY STUDENTS

Q1. Satisfaction with AHC General Counseling Services:

Response	Count	Percent
Very Satisfied	52	59.1%
Satisfied	31	35.2%
Neutral	4	4.5%
Marginally Satisfied	1	1.1%
Not Satisfied	0	0.0%

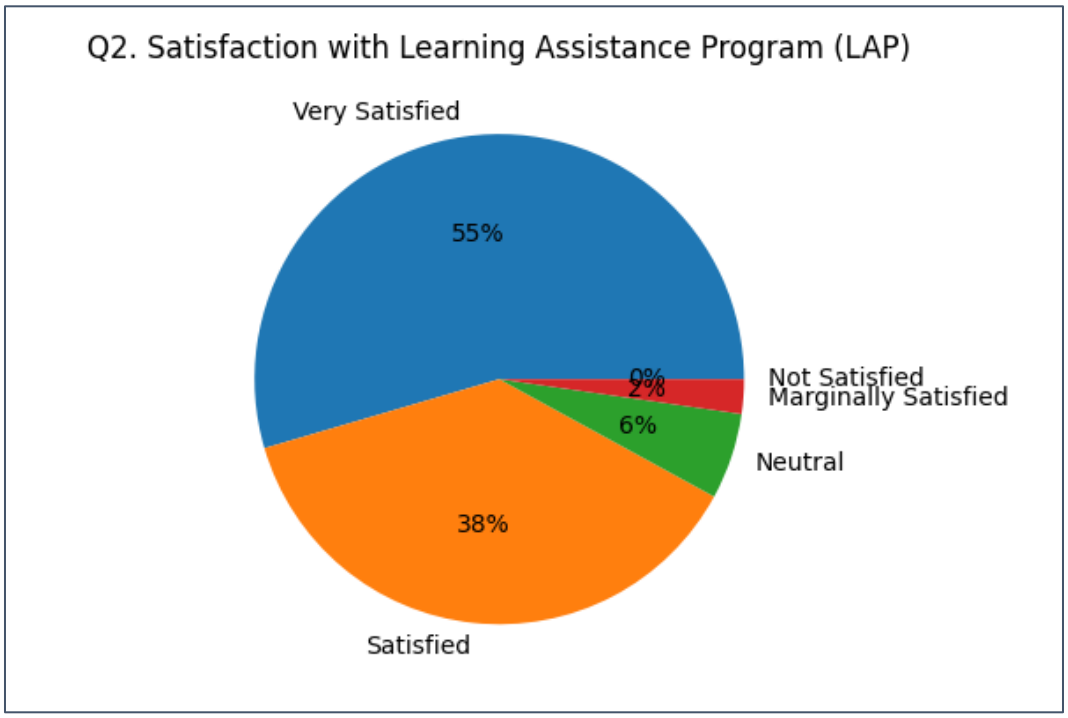


AVERAGE SATISFACTION SCORE: 4.52 / 5.00

OVERALL SATISFACTION (SATISFIED + VERY SATISFIED): 94.3%

Q2. Satisfaction with Learning Assistance Program (LAP):

Response	Count	Percent
Very Satisfied	48	54.5%
Satisfied	33	37.5%
Neutral	5	5.7%
Marginally Satisfied	2	2.3%
Not Satisfied	0	0.0%

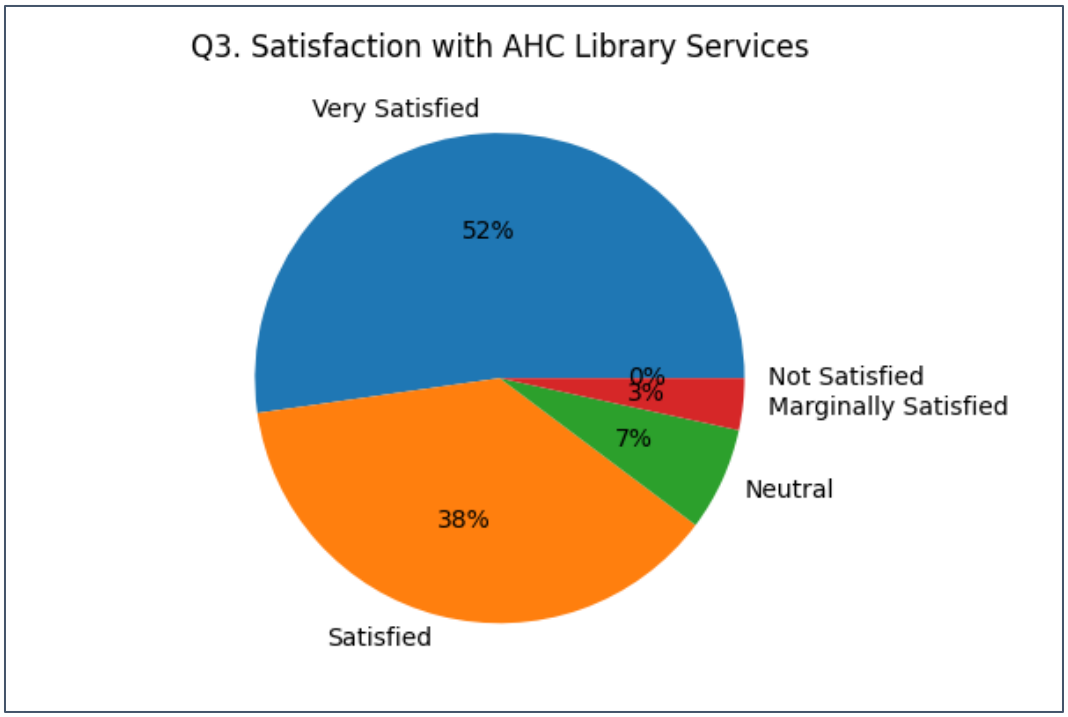


AVERAGE SATISFACTION SCORE: 4.44 / 5.00

OVERALL SATISFACTION (SATISFIED + VERY SATISFIED): 92.0%

Q3. Satisfaction with AHC Library Services:

Response	Count	Percent
Very Satisfied	46	52.3%
Satisfied	33	37.5%
Neutral	6	6.8%
Marginally Satisfied	3	3.4%
Not Satisfied	0	0.0%

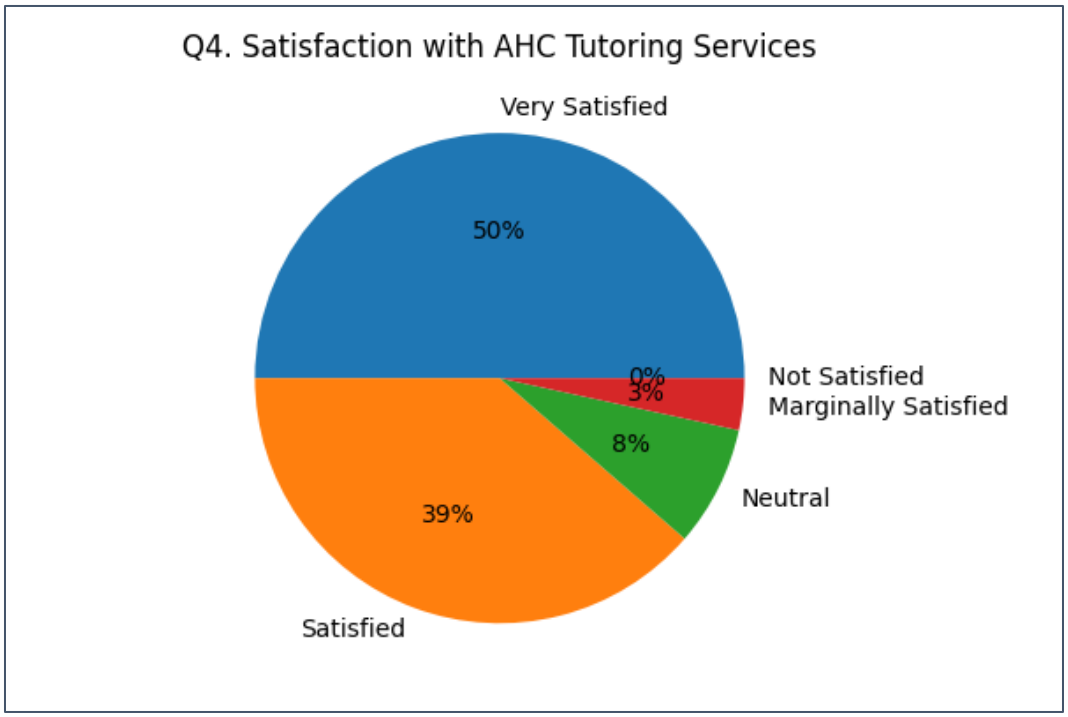


AVERAGE SATISFACTION SCORE: 4.39 / 5.00

OVERALL SATISFACTION (SATISFIED + VERY SATISFIED): 89.8%

Q4. Satisfaction with AHC Tutoring Services:

Response	Count	Percent
Very Satisfied	44	50.0%
Satisfied	34	38.6%
Neutral	7	8.0%
Marginally Satisfied	3	3.4%
Not Satisfied	0	0.0%

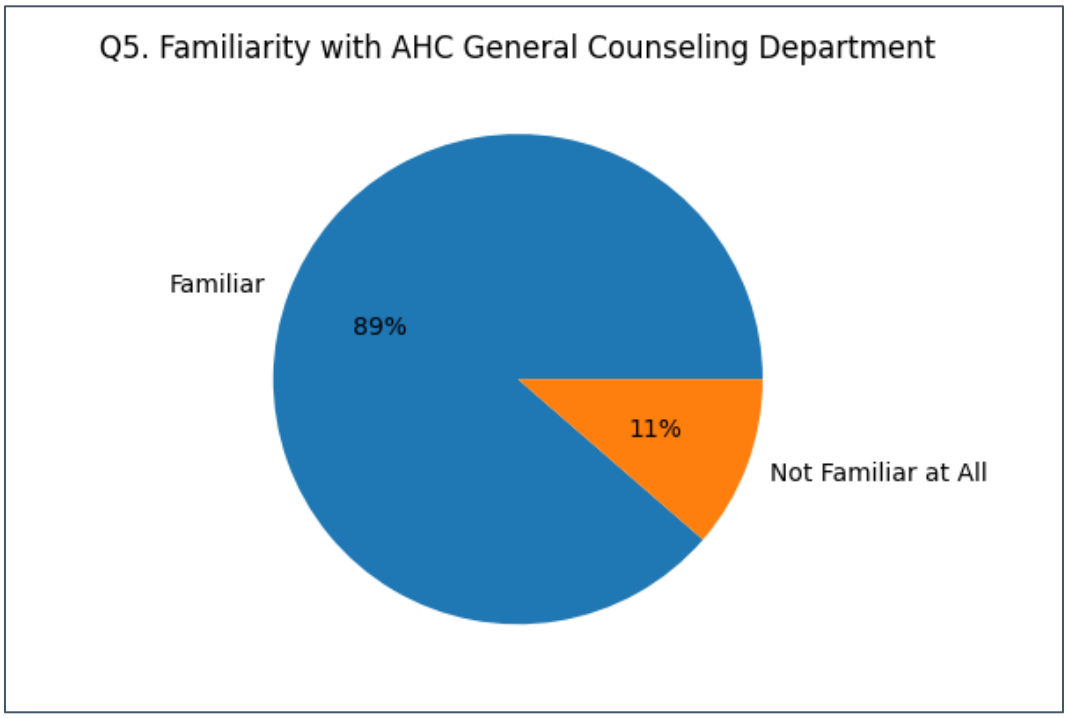


AVERAGE SATISFACTION SCORE: 4.35 / 5.00

OVERALL SATISFACTION (SATISFIED + VERY SATISFIED): 88.6%

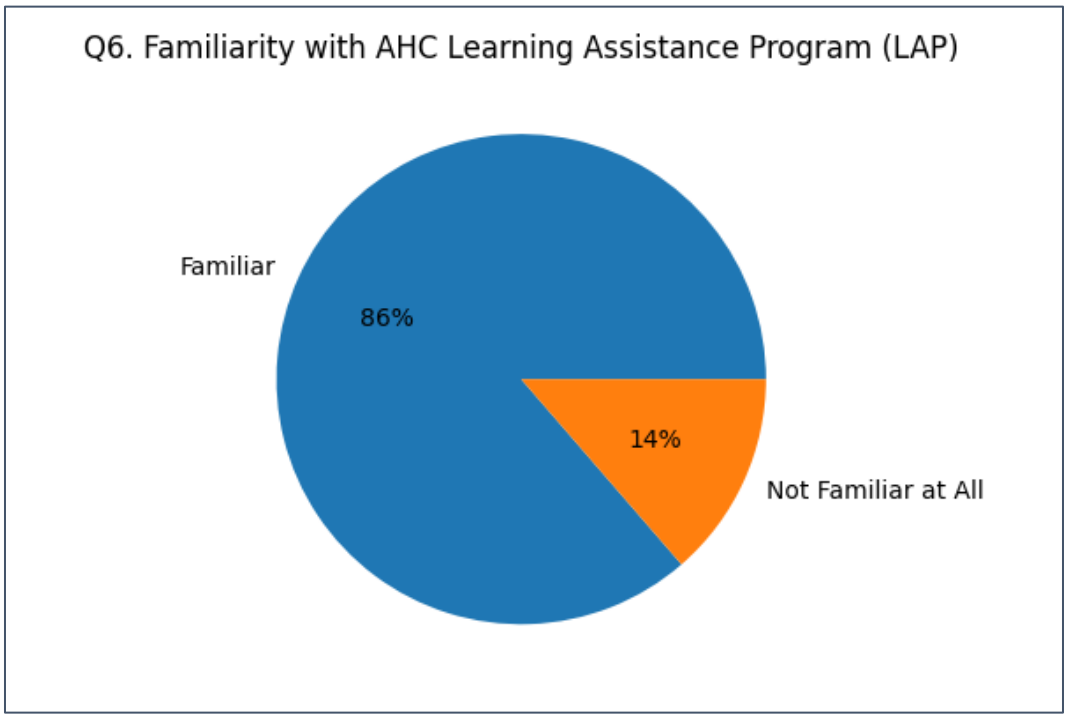
Q5. Familiarity with AHC General Counseling Department:

Response	Count	Percent
Familiar	78	88.6%
Not Familiar at All	10	11.4%



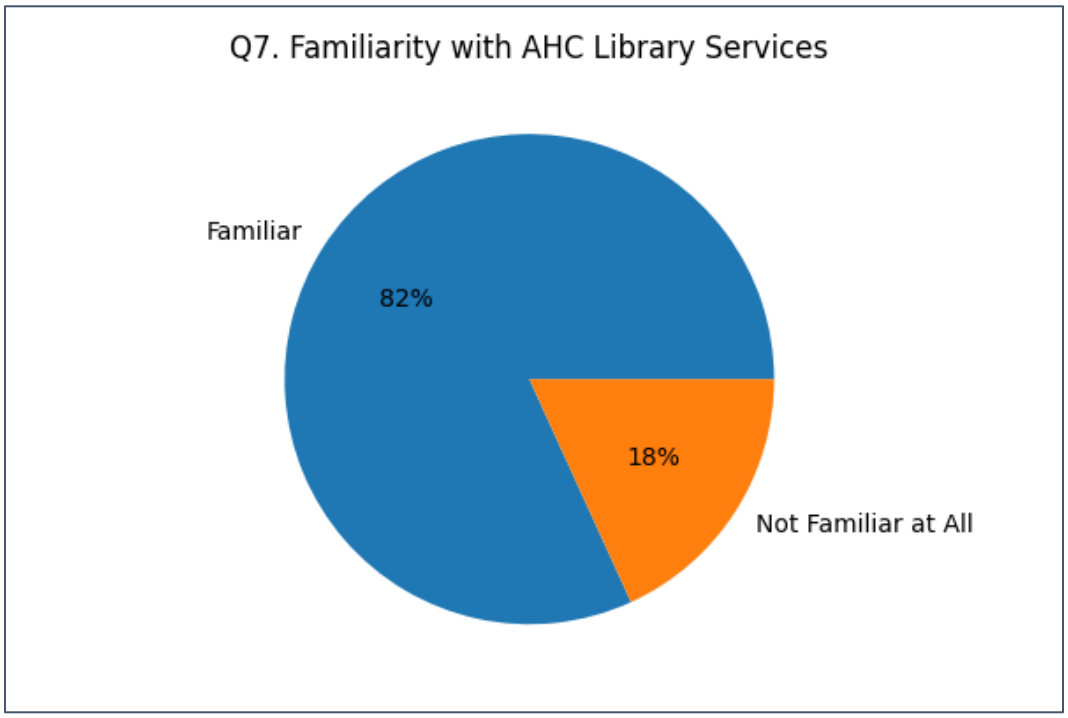
Q6. Familiarity with AHC Learning Assistance Program (LAP):

Response	Count	Percent
Familiar	76	86.4%
Not Familiar at All	12	13.6%



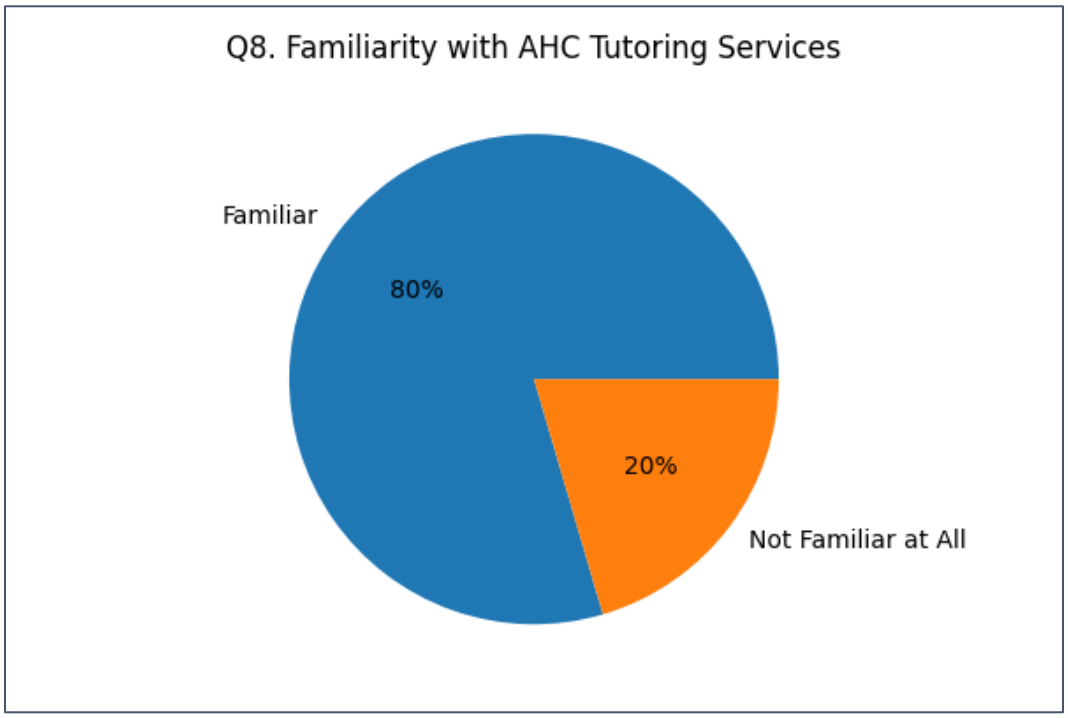
Q7. Familiarity with AHC Library Services:

Response	Count	Percent
Familiar	72	81.8%
Not Familiar at All	16	18.2%



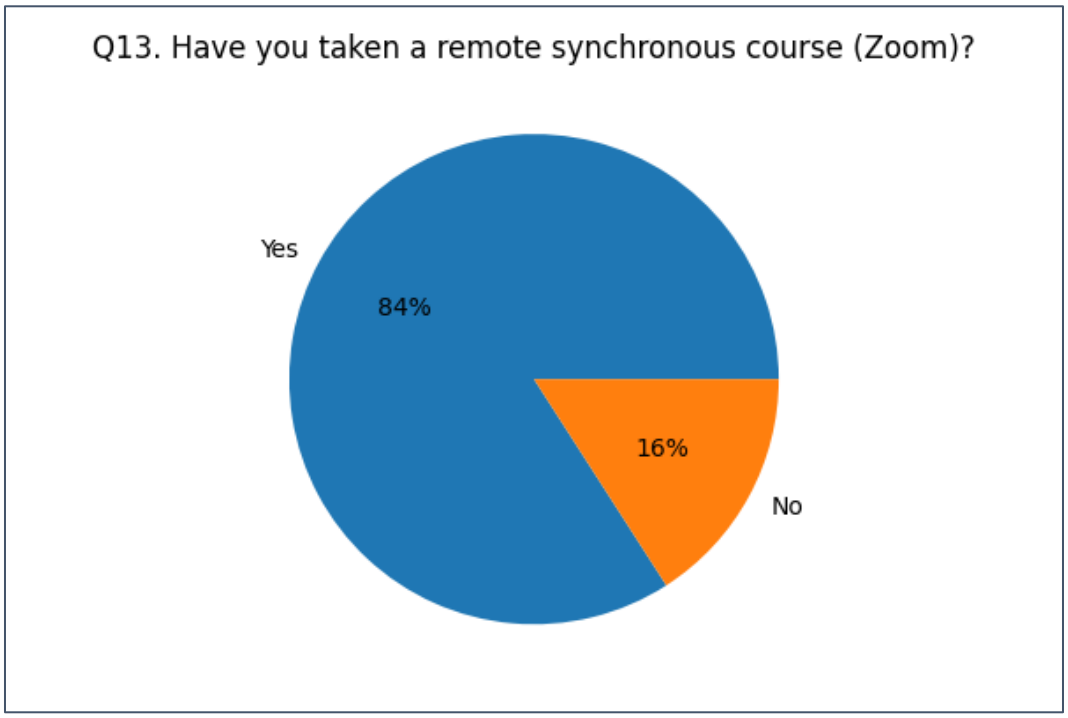
Q8. Familiarity with AHC Tutoring Services:

Response	Count	Percent
Familiar	70	79.5%
Not Familiar at All	18	20.5%



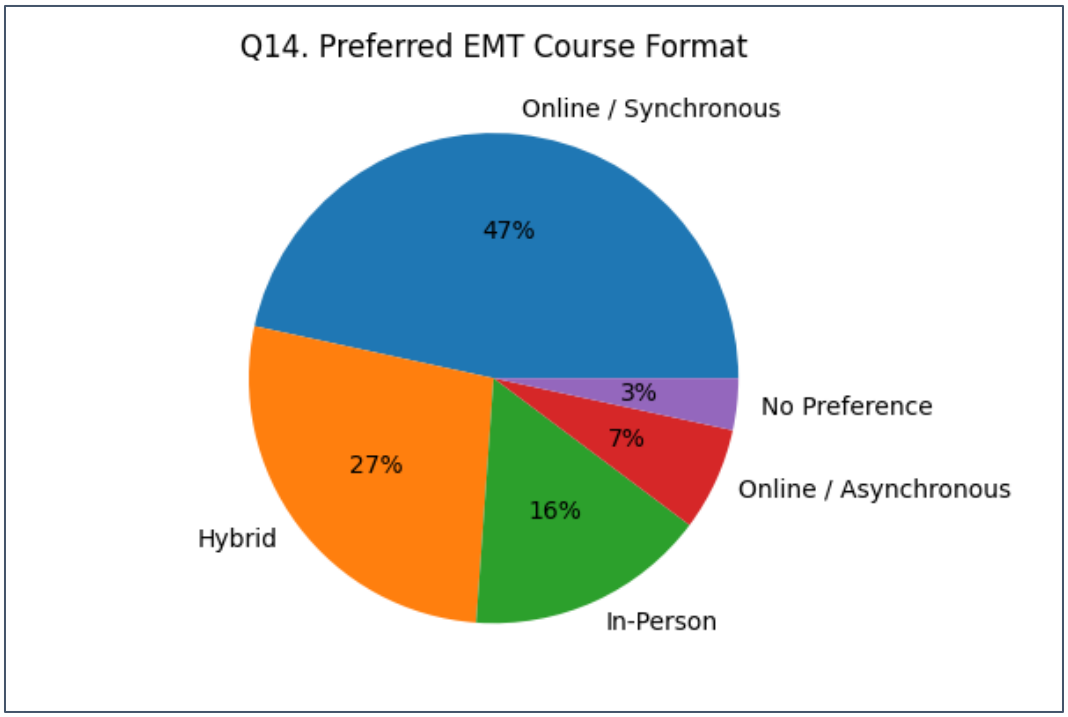
Q13. Have you taken a remote synchronous course (Zoom)?

Response	Count	Percent
Yes	74	84.1%
No	14	15.9%



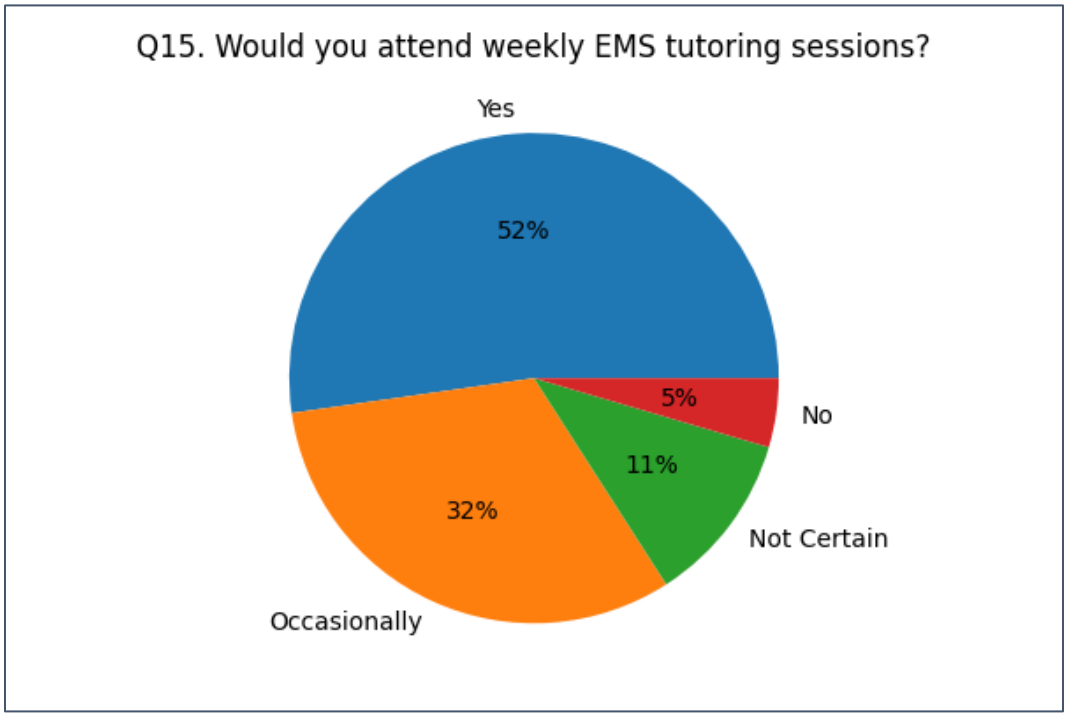
Q14. Preferred EMS Course Format:

Response	Count	Percent
Online / Synchronous	41	46.6%
Hybrid	24	27.3%
In-Person	14	15.9%
Online / Asynchronous	6	6.8%
No Preference	3	3.4%



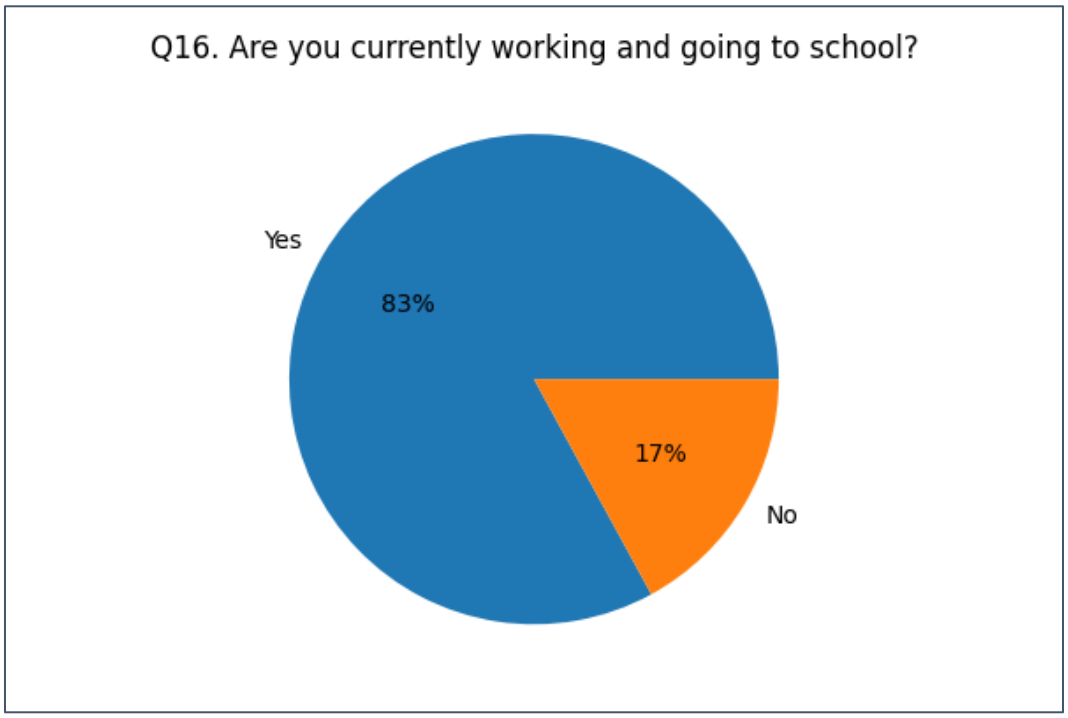
Q15. Would you attend weekly EMS tutoring sessions?

Response	Count	Percent
Yes	46	52.3%
Occasionally	28	31.8%
Not Certain	10	11.4%
No	4	4.5%



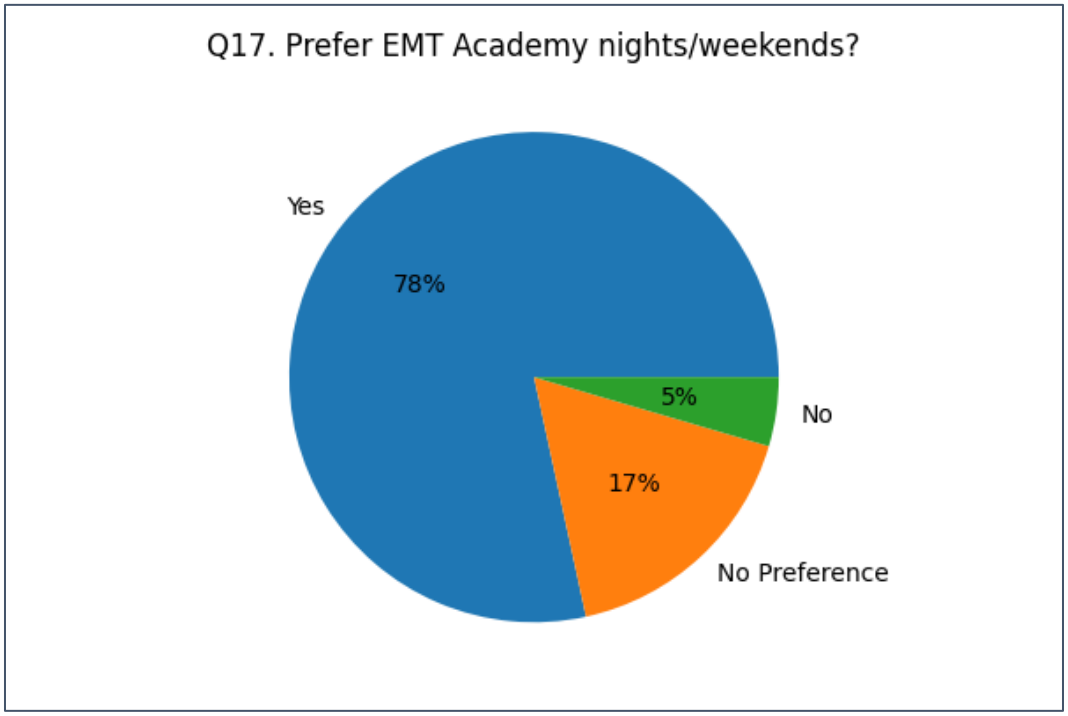
Q16. Are you currently working and going to school?

Response	Count	Percent
Yes	73	83.0%
No	15	17.0%



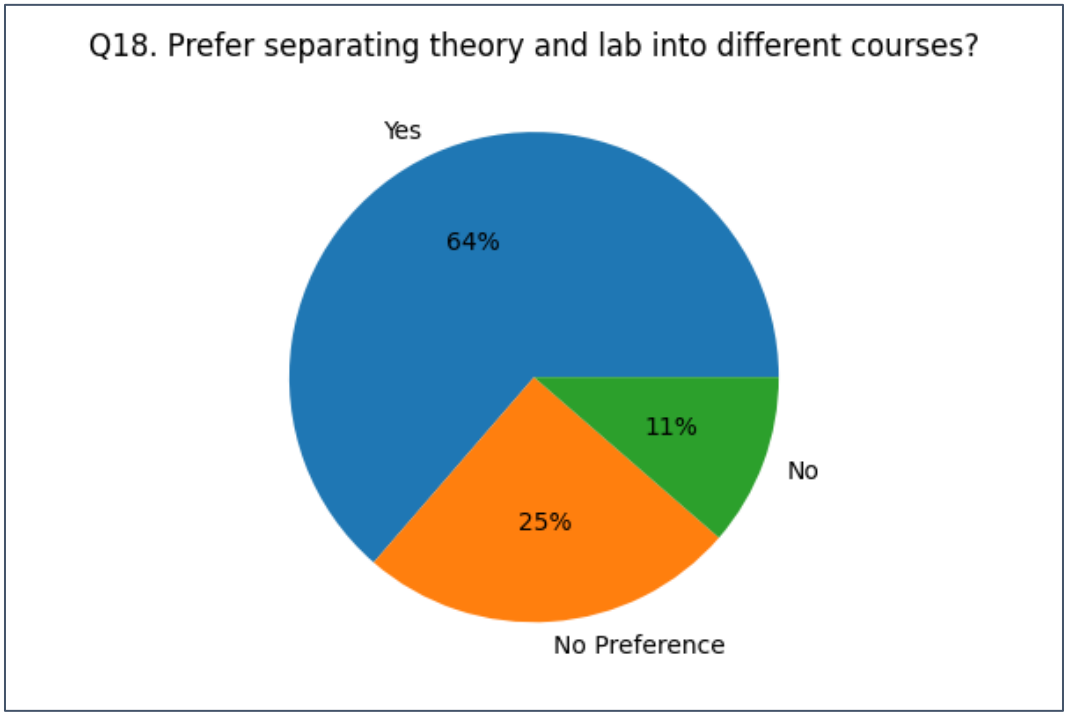
Q17. Prefer EMT Academy nights/weekends?

Response	Count	Percent
Yes	69	78.4%
No Preference	15	17.0%
No	4	4.5%



Q18. Prefer separating theory and lab into different courses?

Response	Count	Percent
Yes	56	63.6%
No Preference	22	25.0%
No	10	11.4%



Summary of Findings:

Overall survey results demonstrate exceptionally strong satisfaction with Allan Hancock College academic services and student support resources. Student responses also strongly indicate a preference for flexible course delivery models, particularly Online/Synchronous and Hybrid formats. Additionally, a substantial majority of EMS students reported that they are currently working while attending school, reinforcing the need for expanded evening and weekend scheduling options. These results support continued program planning efforts focused on flexible delivery, structured tutoring access, and equitable student success initiatives.

PROGRAM REVIEW SIGNATURE PAGE:

Program Review Lead **Date**

Program Dean **Date**

Vice President, Student Services **Date**

Appendix: Resource Request Excel Sheet

Revised Resource Requests EMS Programs 2026.xlsx

EMS Program Review Innovative Scheduling 2025-26

Final Audit Report 2026-06-11

Created:	2026-04-28
By:	Danielle Rivera (danielle.rivera@hancockcollege.edu)
Status:	Signed
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