EMSP/Paramedicine Program

Annual Program Review

Academic year: 2024-2025

Fire, Safety and Emergency Medical Services

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Yearly Planning Discussion

Program Name: Paramedicine Program Review
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 Paramedicine 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 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 major curriculum revisions to the entire EMSP curriculum, including EMSP 323, EMSP 324, EMSP 333, EMSP 334, EMSP 343, EMSP 353, EMS 321, and EMS 322. In addition to these core updates, several new courses; EMSP300, EMSP 301, EMSP 302 and EMSP 304, have been either modified or newly created to form a structured pre-paramedicine academic pathway. Additionally, new courses EMSP 326, and EMSP 327 have been created to add to the existing paramedicine program to further enhance critical thinking ability and hyper-realistic simulation exposure for our students.

   These newly developed pre-paramedicine courses are specifically designed to bridge the gap between EMT certification and paramedic-level education, offering essential foundational instruction in pharmacology, pathophysiology, clinical reasoning, and professional readiness. The pathway is particularly valuable for students with limited or no EMS field experience who are eager to advance into the paramedic profession. By reinforcing core concepts and introducing

advanced principles early, these courses aim to improve cognitive preparedness, boost student confidence, and increase retention rates while reducing program attrition.

Collectively, these curriculum enhancements align the Allan Hancock College Paramedicine Academy more closely with the most current national EMS education standards and evidence-based instructional practices. Proposed changes include expanded contact hours, revised instructional sequencing, and the integration of simulation-rich learning modules designed to better prepare students for both real-world prehospital care and National Registry certification success.

Full implementation of these updates is scheduled for Fall 2025. This timeline allows for deliberate planning, faculty training, and resource alignment, while also ensuring stakeholder engagement throughout the process. These enhancements reflect the Academy's unwavering commitment to instructional excellence, student success, and the delivery of a workforce-ready, high-performing paramedic graduate.

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, all 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 are proud to reflect on a year of meaningful progress and achievement within the EMS Programs. In 2023, we successfully graduated our inaugural Paramedicine cohort (2023-1), marking a significant milestone in the growth of our academic offerings. Our second cohort (2024-1), composed of eight highly dedicated students, is actively progressing through the program and is on track for completion in May 2025.

Preparations are currently underway for the launch of our third cohort (2025-1), which will welcome 15 students in July 2025. This increase in cohort size reflects the growing demand for advanced EMS training and the strength of our instructional and support infrastructure.

Additionally, the EMS faculty and staff have successfully prepared and submitted our Initial Self Study Report to the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). We are now preparing for our initial accreditation site visit, which is anticipated in Spring 2026. These collective accomplishments underscore our continued commitment to academic excellence, regulatory compliance, and the advancement of high-quality paramedicine education at Allan Hancock College.

The Allan Hancock College Paramedicine Academy has demonstrated commendable progress, with our inaugural cohort achieving an 86% first-time pass rate on the National Registry of Emergency Medical Technicians (NREMT) Paramedic Cognitive Exam. This performance notably surpasses the national average first-time pass rate of 79% in 2023. While this initial success reflects the dedication of our students and faculty, our program aspires to achieve and maintain a first-time pass rate exceeding 95%.

To this end, we are implementing targeted instructional strategies, integrating advanced simulation technologies, and enhancing our curriculum to align with the evolving standards of EMS education. These efforts aim to further elevate student preparedness and success in national certification examinations. Additionally, the Paramedicine Academy remains firmly committed to fostering a culture of access, inclusion, and belonging. 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 advanced level emergency medical education across the Central Coast.

Learning Outcomes Assessment

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

- The Paramedicine 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 positive first-time pass rates on the National Registry of Emergency Medical Technicians (NREMT) Paramedic Cognitive 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.

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. Our students aspire to become paramedics, firefighter/paramedics, flight 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 program 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 Paramedicine Program at Allan Hancock College continues to demonstrate strong alignment with both regional and statewide labor market demands for licensed paramedics. According to the U.S. Bureau of Labor Statistics, employment for paramedics is projected to grow by 6%

nationally from 2023 to 2033, outpacing the average for all occupations. This projected growth equates to approximately 19,200 annual job openings nationwide, driven by workforce attrition, career transitions, and increased demand for emergency medical care across diverse healthcare settings.

In California, the labor outlook for paramedics is even more pronounced. The California Employment Development Department projects a 14% increase in paramedic employment between 2022 and 2032, translating to approximately 320 new openings each year. These figures highlight the state's urgent need for advanced prehospital care providers and reinforce the value of paramedic education programs that are responsive, rigorous, and workforce-driven.

While granular data specific to Santa Barbara County is limited, broader regional trends suggest a similarly strong demand for licensed paramedics. Local EMS employers, including municipal fire departments, private ambulance providers, and hospital-based systems, continue to express serious concerns over staffing shortages. These challenges have resulted in an overreliance on mandatory overtime, increased provider fatigue, and growing budgetary pressures—conditions that threaten both operational efficiency and the well-being of frontline personnel.

These realities further underscore the importance of strengthening local paramedic education and workforce development pipelines. By equipping students with the clinical expertise, decision-making capabilities, and certifications required for entry-level paramedic practice, Allan Hancock College plays a critical role in sustaining the health and resilience of the emergency medical services infrastructure throughout the Central Coast and beyond.

In this context, the Paramedicine Program is not only responding to labor market needs, it is actively shaping the future of prehospital care delivery by preparing well-qualified, workforce ready graduates to meet the complex demands of a rapidly evolving EMS landscape.

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

In response to the critical and well-documented paramedic workforce shortages affecting Santa Barbara County and the broader Central Coast region, the Allan Hancock College Paramedicine Program has launched several targeted and strategic initiatives to expand training capacity, improve student readiness, and strengthen the long-term sustainability of the regional EMS system.

Central to this effort is the recent development and implementation of a pre-paramedicine academic pathway, which includes a suite of foundational courses, EMSP 300, EMSP 301, EMSP 302, and EMSP 304 specifically designed to prepare students for successful entry into the rigorous paramedicine program. These courses provide a comprehensive introduction to advanced EMS topics, including cardiology, pharmacology, pathophysiology, clinical reasoning, and professional readiness. By building a strong academic and conceptual foundation, this bridge curriculum addresses the preparation gap often faced by newly certified EMTs, thereby reducing attrition and enhancing retention within the paramedicine cohort.

This preparatory sequence also serves to expand access to the Paramedicine Program for students who may have limited EMS field experience or who come from non-traditional backgrounds. In doing so, it reflects our broader institutional commitment to equity, academic support, and student-centered design, values that are essential to cultivating a diverse and resilient paramedic workforce.

These efforts are complemented by ongoing community and educational outreach designed to build a robust and sustainable pipeline of future paramedic candidates. Through enhanced visibility of our paramedicine career pathway and the continued success of our curriculum innovations, Allan Hancock College remains committed to addressing workforce shortages with high-quality, workforce-ready graduates who are well-prepared to serve in advanced prehospital care roles across the state of California. 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 Paramedicine Program at Allan Hancock College continues to demonstrate institutional strength, marked by strong student interest, steady cohort completions, solid NREMT cognitive exam pass rates, and high post-graduation employment.

The 2023-1 cohort achieved a 73% retention rate and an 86% first-time NREMT pass rate, while the 2024-1 cohort improved to 87.5% retention with 12.5% attrition; exam results for this group are expected in July 2025. The upcoming 2025-1 cohort, beginning July 1st, will be our largest to date with 15 students. Notably, over 95% of our graduates secure employment shortly after completion, underscoring the program's relevance and alignment with workforce demands and national standards.

To maintain this momentum, we've prioritized strategic outreach through social media, press releases, and strong partnerships with regional EMS providers and healthcare agencies. These efforts support both recruitment and reflect our institutional commitment to access and community engagement.

We've also streamlined admissions through a fully digitized application process and frequent website updates, improving access to accurate program details and pathways for prospective students.

Instructionally, we continue to invest in immersive, high-fidelity training environments, including augmented reality platforms, full-motion ambulance simulators, and advanced manikin systems. These tools enhance clinical decision-making and readiness.

Our faculty remain the cornerstone of our success. Continued professional development in clinical education, instructional technology, and EMS trends ensures our team stays current and innovative.

Together, these efforts, targeted recruitment, cutting-edge simulation, digital modernization, and faculty excellence position Allan Hancock College as a leader in paramedicine education, preparing graduates to meet the dynamic needs of the EMS profession on the Central Coast and beyond.

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 EMSP curriculum.

e. Have recommendations from the previous report been addressed?

Looking ahead to Academic Year 2025–2026, the Paramedicine 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

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:	EMSP OBJ 01: Comprehensive Revision of Paramedic Academy Curriculum and Program Structure
Planning years:	2025-2026

Description of Initiative:

This initiative proposes a comprehensive review, revision, and strategic expansion of the Allan Hancock College Paramedicine Academy curriculum. The goal is to align the program with the most current national EMS education standards, including the National Highway Traffic Safety Administration (NHTSA) 2021 National EMS Education Standards, as well as regulatory requirements from California Title 22, the California EMS Authority (EMSA), and Santa Barbara County's Local EMS Agency (LEMSA).

Key components of this initiative include a formal audit of instructional hours, course sequencing, and clinical and field internship integration. This work will also address alignment with the CoAEMSP accreditation requirements and allow for greater instructional innovation through immersive simulation, augmented reality, and expanded assessment tools.

In addition, modifications will be proposed for the existing Paramedicine Certificate of Achievement and Associate in Science Degree in Paramedicine to ensure vertical and horizontal alignment with academic pathways in allied health and public safety disciplines.

Rationale and Need:

This curriculum modernization is critical to ensuring the Paramedicine Academy remains competitive, compliant, and responsive to evolving healthcare demands. As the scope of practice for paramedics grows, driven by advancements in medicine, increased call volume complexity, and integrated care models, our curriculum must keep pace to prepare students for the realities of the modern EMS profession.

Enhancing curriculum content and delivery will:

- Deepen students' mastery of critical concepts in cardiology, pharmacology, trauma, and pathophysiology
- Improve clinical reasoning and team-based decision-making through expanded lab simulations
- Support first-generation and non-traditional learners with more structured, scaffolded instruction

- Strengthen performance on national credentialing exams, including the NREMT Cognitive and Psychomotor Exams
- Reinforce clinical and field readiness by embedding progressive case-based training and scenario repetition

Leadership and Responsibilities:

- **Lead Faculty and Curriculum Developer:** Sean Newton, EMS Programs Coordinator and Lead Paramedicine Faculty
- **Institutional Support and Oversight:** Curriculum Committee, Academic Senate, Director of Public Safety, and Office of Academic Affairs, Public Safety Director
- **Accreditation and Compliance Partners:** CoAEMSP, California EMS Authority (EMSA), Santa Barbara County LEMSA
- **Supporting Contributors:** Paramedicine instructional staff, clinical preceptors, student representatives, simulation specialists, and Guided Pathways teams

Actions Required:

1. **Curriculum Redesign (Spring–Fall 2025):**
    - Align contact hours and content with updated national and state paramedic education standards
    - Integrate simulation technology, augmented reality, and digital case platforms
    - Develop new instructional modules and scenario assessments
2. **Program and Degree Revision:**
    - Submit revised Certificate of Achievement and Associate Degree proposals
    - Update Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) to reflect expanded competencies
3. **Institutional and Agency Review:**
    - Secure technical and academic approvals through college governance processes
    - Collaborate with CoAEMSP and EMSA for compliance validation and implementation guidance
4. **Faculty Training and Orientation:**
    - Prepare faculty through summer development workshops on simulation integration, documentation, and revised curriculum pacing
5. **Outreach and Communication:**
    - Update the college website, course catalog, and promotional materials
    - Communicate changes to current students, preceptors, and advisory board stakeholders

Implementation Timeline:

- **Curriculum Development and Internal Review:** Spring–Fall 2025
- **Submission and Regulatory Approval:** Spring 2026
- **Faculty Orientation and Training:** Summer 2026
- **Official Launch of Revised Paramedicine Academy:** Fall 2026

Conclusion:

This initiative represents a pivotal advancement for the Allan Hancock College Paramedicine Academy. By modernizing our curriculum, integrating advanced instructional technologies, and aligning with national and state standards, we are preparing our students for the increasingly complex and dynamic role of the paramedic. This effort underscores our deep commitment to student success, academic excellence, and the continued delivery of high-quality, workforce-aligned paramedic education throughout the Central Coast and beyond.

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 Paramedicine Academy. The goal is to ensure that fees are appropriately structured to support a high-quality, equitable student learning experience while maintaining transparency and alignment with regulatory expectations. The review will incorporate both retrospective spending data and projected needs, and will explore the feasibility of embedding essential instructional resources into a single, institutionally approved course materials fee.

Items under review will include:

- NREMT Cognitive Exam Testing Vouchers
- Required program uniforms and identification materials
- Core and supplemental textbooks and digital resources
- Personal protective equipment (PPE) for clinical and simulation labs
- Disposable lab supplies and consumables
- Simulation and technology access fees (e.g., augmented reality systems, skills

tracking platforms)

This initiative will determine whether bundling these items into a single comprehensive fee is cost-effective, reduces out-of-pocket burden, and improves access to essential resources for all enrolled paramedic students.

Rationale and Need:

Student preparedness and success in the paramedic program are directly influenced by their timely access to required instructional tools and resources. Under the current model, students are responsible for independently purchasing uniforms, exam fees, PPE, and learning materials—an approach that can lead to delays, disparities in readiness, and significant financial stress, particularly for low-income and first-generation students.

Embedding these costs into a course materials fee would:

- Ensure all students have standardized, equitable access to essential items from day one
- Improve first-time NREMT Paramedic Cognitive Exam pass rates by offering prepaid vouchers and reducing financial barriers to test scheduling
- Enhance instructional continuity by ensuring all students utilize compatible equipment for simulations and assessments
- Allow students to apply financial aid toward program-related materials, improving affordability and access

initiative aligns with the California Community Colleges Chancellor's Office goals of reducing textbook and materials costs and improving inclusive access to academic resources.

Leadership and Responsibilities:

- **Initiative Lead:** Sean Newton, EMS Programs Coordinator
- **Fiscal Review & Implementation Support:** Office of Academic Affairs, Fiscal Services, Director of Public Safety, and Business Services, Director of Public Safety
- **Student Services Coordination:** Financial Aid Office, Admissions & Records, Bookstore
- **Stakeholder Input:** Paramedicine Faculty, Simulation Lab Staff, Student Focus Groups, Advisory Committee, and Classified Support Staff

Actions Required:

1. Retrospective Cost Analysis (Spring 2025):

- Compile average student costs from prior academic years (e.g., textbooks, exam vouchers, PPE)
- Conduct surveys with students and faculty to identify cost-related challenges and unmet needs

2. Prospective Cost Modeling:

- Estimate per-student costs based on institutional pricing, bulk procurement, and standardized supply packages
- Model fee options (e.g., fully inclusive, modular, or tiered approaches)

3. Regulatory and Fiscal Review:

- Ensure bundled fees comply with California Title 5 and Allan Hancock College fee

policies
- Collaborate with financial aid and business services to determine eligible expenses for aid disbursement

4. Stakeholder Engagement and Communication:

- Host listening sessions with current students, high school pipeline partners, and EMS employers
- Develop and distribute program FAQs and digital communications to clarify costs and benefits

5. Pilot and Implementation Plan:

- Draft formal recommendation for Curriculum Committee and Fiscal Oversight
- Launch pilot implementation for the incoming Fall 2026 Paramedicine cohort

Implementation Timeline:

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

Conclusion:

Reevaluating and restructuring course materials fees is a critical step in ensuring equity, academic preparedness, and consistency across the Allan Hancock College Paramedicine Academy. By institutionalizing key student resources within a single bundled fee, we reduce financial barriers, standardize student readiness, and enhance the overall training experience. This initiative reflects our program's ongoing commitment to innovation, transparency, and student-centered design, ultimately preparing our graduates for national certification, field readiness, and long-term success in advanced prehospital care.

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: Simulation Manikin Enhancement
Planning years:	25/26

Rationale and Need:

Realistic simulation plays a critical role in modern paramedic education, bridging classroom instruction and real-world clinical performance. While our current simulation assets are functional, they lack the sophistication required to support the increasingly complex cognitive and psychomotor demands of today's prehospital environment.

The addition of SimBody ALS manikins will:

- Enhance the realism of critical scenario training in trauma, cardiac arrest, airway management, and medical emergencies
- Allow for detailed physiological responses, including ECG changes, palpable pulses, advanced airway dynamics, and drug administration feedback
- Expand faculty capabilities to build dynamic, real-time cases that adapt to student actions and decision-making
- Support CoAEMSP accreditation standards by improving the fidelity of required clinical skill demonstrations and assessments
- Increase instructional equity by ensuring all students receive uniform exposure to high-quality simulation-based learning

This investment aligns with our long-term vision to establish Allan Hancock College as the premier EMS training institution on California's Central Coast and a regional center of excellence in paramedicine education.

Leadership and Responsibilities:

- **Project Lead:** Sean Newton, EMS Programs Coordinator
- **Procurement Oversight:** Office of Academic Affairs, Director of Public Safety, and Business Services
- **Simulation Integration and Curriculum Support:** Paramedicine Faculty and Simulation Lab Technicians
- **Training and Technical Coordination:** SimBody Product Specialists and AR Platform Vendors
- **Advisory Input:** EMS Advisory Committee, Clinical Partners, and Student Simulation Review Panel

Actions Required:

1. **Needs Assessment and Product Selection (Spring 2025):**
    - Conduct gap analysis of current manikin capability vs. program needs
    - Secure vendor demonstrations, review SimBody performance features, and finalize model selection

2. **Cost Modeling and Fiscal Planning:**
    - Generate comprehensive budget inclusive of unit cost, peripherals, maintenance, and warranty
    - Pursue funding through Strong Workforce Program, Perkins V, and institutional capital improvement planning
3. **Procurement and Delivery Coordination:**
    - Submit purchase requisitions and coordinate timeline for delivery and installation
    - Ensure compatibility with existing simulation hardware and software platforms
4. **Faculty Training and Simulation Design:**
    - Host faculty development workshops on SimBody features and instructional strategies
    - Integrate new simulation capabilities into EMT and paramedic lab curriculum and evaluation methods
5. **Deployment and Evaluation:**
    - Roll out use of manikins in Summer 2026 with full integration by Fall 2026
    - Collect student and faculty feedback, document instructional outcomes, and refine use cases

Implementation Timeline:

- Product Evaluation and Budgeting: Spring–Summer 2025
- Procurement and Setup: Fall 2025
- Faculty Training and Curriculum Integration: Spring–Summer 2026
- Full Program Implementation: Fall 2026

Conclusion:

The acquisition and implementation of SimBody Advanced ALS simulation manikins will be a transformative upgrade for the Allan Hancock College Paramedicine Academy. This initiative directly supports our commitment to clinical excellence, accreditation compliance, and instructional innovation. By elevating the fidelity of our simulation experiences, we ensure that our graduates are not only technically proficient but also confident, adaptable, and well-prepared to meet the critical demands of paramedic practice across diverse emergency medical systems.

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:	EMSP OBJ 04: Additional Augmented Reality Simulation Devices
Planning years:	25/26

Rationale and Need:

Augmented reality (AR) simulation has become an essential tool in paramedic education, providing immersive and cognitively rich learning environments that bridge classroom knowledge and real-world clinical scenarios. The MedCognition AR system allows students to visualize dynamic, holographic patients in situationally authentic settings, building their critical thinking, clinical judgment, and decision-making under pressure.

Currently, the Allan Hancock College Paramedicine Academy operates with five MedCognition AR simulation devices. While highly effective, this limited quantity restricts instructional flexibility and lab throughput. Expanding our device inventory from 5 to 10 units will:

- Allow for multiple concurrent AR simulation stations during lab days, greatly increasing instructional efficiency
- Support reduced student-to-device ratios (not to exceed 6:1), enhancing engagement and skill mastery
- Facilitate differentiated instruction and individualized scenario pacing
- Improve collaborative learning by enabling small group simulation debriefs and peer evaluation
- Enhance assessment capability by integrating realistic medical case progression with faculty feedback tools
- Advance our integration of cutting-edge simulation technology in alignment with CoAEMSP recommendations and industry best practices

This investment supports the Paramedicine Academy's strategic goal of establishing Allan Hancock College as a regional leader and innovation hub in prehospital care education.

Leadership and Responsibilities:

- **Project Lead:** Sean Newton, EMS Programs Coordinator
- **Procurement Oversight:** Director of Public Safety, Office of Academic Affairs, and Business Services
- **Simulation Integration and Curriculum Support:** Paramedicine Faculty and Simulation Lab Technicians
- **Technical Coordination:** MedCognition Representatives and AR Support Team
- **Stakeholder Input:** EMS Advisory Committee, Clinical Preceptors, and Student Simulation Review Panel

Actions Required:

1. **Needs Assessment and Inventory Review (Spring 2025):**
    - Conduct gap analysis of current AR simulation capacity vs. student enrollment and instructional goals
    - Review MedCognition usage data and gather faculty/student feedback on simulation utility
2. **Cost Modeling and Funding Strategy:**
    - Develop a detailed budget including hardware, software licenses, support subscriptions, and accessories
    - Identify and pursue funding through the Strong Workforce Program, Perkins V, and capital improvement allocations
3. **Procurement and Technology Integration:**
    - Submit requisitions and finalize the acquisition of 5 additional AR units
    - Coordinate setup, testing, and network integration with IT and simulation staff
4. **Faculty Orientation and Curriculum Expansion:**
    - Conduct training sessions to enhance instructional use of AR devices
    - Map new simulations to core paramedicine lab days and competency-based assessments
5. **Deployment and Outcome Evaluation:**
    - Deploy AR units beginning Summer 2026
    - Collect qualitative and quantitative data on instructional impact and student outcomes
    - Refine usage protocols based on evaluation results

Implementation Timeline:

- **Assessment and Planning:** Spring–Summer 2025
- **Procurement and Equipment Setup:** Fall 2025
- **Faculty Orientation and Curriculum Update:** Spring-Summer 2026
- **Full Lab Integration and Use:** Fall 2026

Conclusion:

The expansion of MedCognition Augmented Reality simulation capacity from 5 to 10 units marks a strategic enhancement to the Allan Hancock College Paramedicine Academy. By enabling more individualized, immersive, and clinically realistic instruction, this initiative will significantly improve student engagement, critical thinking, and readiness for the complexities of paramedic practice. It reflects our continued investment in educational excellence, instructional innovation, and the preparation of workforce-ready graduates equipped for leadership in prehospital care.

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:	EMSP OBJ 05: ALS Airway Management Equipment Upgrades
Planning years:	25/26

Rational and Need:

Effective airway management is one of the most critical and high-stakes competencies in paramedic practice. As such, students in the Paramedicine Academy must be trained using advanced, realistic, and industry-standard airway equipment that reflects current clinical practices in both ground and air medical environments.

To meet this need, this initiative proposes the purchase and integration of:

- Four (4) **fiber optic LED laryngoscope sets**
- Two (2) **video laryngoscope systems**
- Additional **ALS airway adjuncts and simulation-compatible training supplies**

These additions will significantly enhance our airway management instructional capacity by:

- Allowing students to gain hands-on familiarity with modern tools used in advanced prehospital airway procedures
- Supporting instruction in both direct and video-assisted laryngoscopy techniques, as increasingly seen in high-acuity EMS and flight paramedic settings
- Enabling high-fidelity simulation of difficult airway scenarios and allowing for side-by-side comparison of techniques
- Increasing equipment availability across lab sessions, reducing instructional bottlenecks and enhancing student-to-device ratios (targeting 4:1 or better)
- Aligning airway training with current CoAEMSP requirements and national paramedic education standards

This initiative directly supports student safety, skill acquisition, and critical thinking in one of the most complex areas of EMS education—advanced airway management.

Leadership and Responsibilities:

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

- **Procurement Oversight:** Director of Public Safety, Office of Academic Affairs, Business Services
- **Instructional Integration:** Paramedicine Faculty and Simulation Lab Technicians
- **Technical Support and Vendor Coordination:** Equipment Manufacturers and Simulation Supply Vendors
- **Clinical Alignment and Input:** EMS Advisory Committee, Regional Prehospital Medical Directors, and Clinical Training Sites

Actions Required:

1. **Needs Assessment and Equipment Evaluation (Spring 2025):**
    - Review current inventory of airway equipment and document gaps
    - Consult with faculty, advisory board, and EMS partners to confirm preferred models and specifications
2. **Budget Planning and Funding Strategy:**
    - Develop itemized budget for four complete fiber optic laryngoscope sets and two video laryngoscope systems
    - Include compatible blades, storage solutions, and ongoing maintenance items
    - Pursue funding via Strong Workforce Program, Perkins V, and instructional equipment allocations
3. **Procurement and Inventory Expansion:**
    - Submit procurement request and confirm order and delivery timelines
    - Label and integrate equipment into lab and simulation spaces
4. **Faculty and Student Orientation:**
    - Provide targeted instructional training on new devices
    - Update skill checklists, scenario design, and airway competency assessments
5. **Instructional Integration and Evaluation:**
    - Deploy new equipment across all airway and trauma modules by Fall 2026
    - Collect usage data and student/instructor feedback to refine training delivery and confirm instructional impact

Implementation Timeline:

- **Assessment and Planning:** Spring–Summer 2025
- **Procurement and Equipment Setup:** Fall 2025
- **Faculty Orientation and Curriculum Update:** Spring 2026
- **Full Lab Integration and Use:** Fall 2026

Conclusion:

The upgrade and expansion of airway management equipment—including four fiber optic LED laryngoscope sets and two video laryngoscope systems—will substantially elevate the quality and realism of airway training in the Allan Hancock College Paramedicine Academy. This initiative directly supports high-stakes clinical

competencies, improves instructional equity, and ensures our students graduate with the confidence and technical skill required to manage complex airway emergencies in the field. It exemplifies our ongoing commitment to excellence in EMS education and the preparation of practice-ready paramedic professionals.

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:

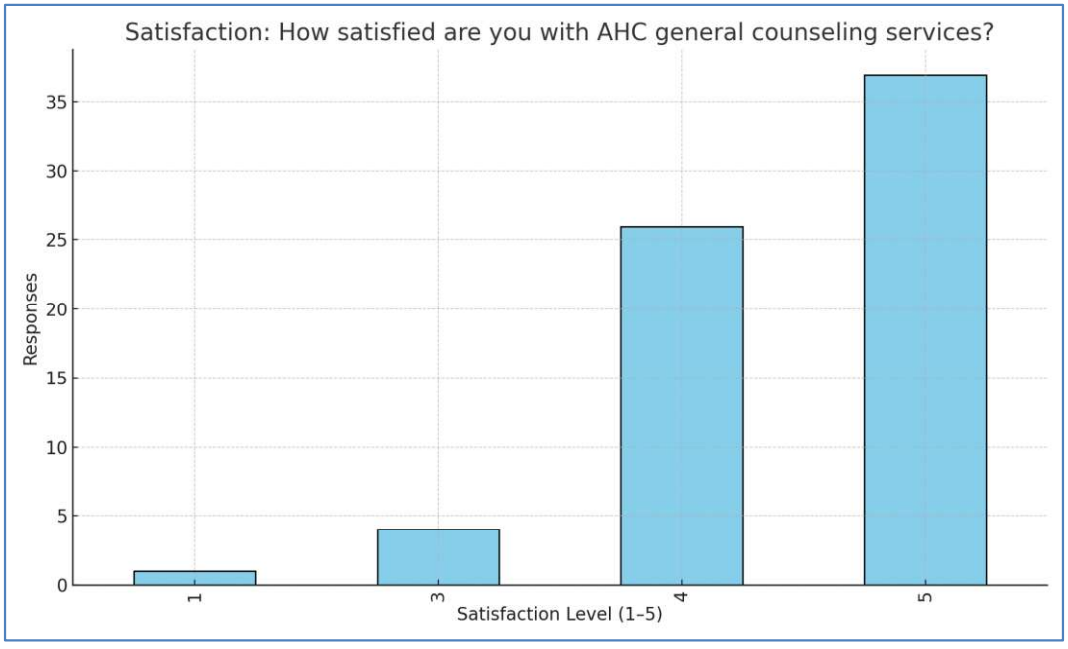
A/Y 24/25 EMS/EMT Academy Academic Year 24/25 Student Survey Report
EMS/EMT Academy Students (n=68)

Satisfaction of Academic Services:

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

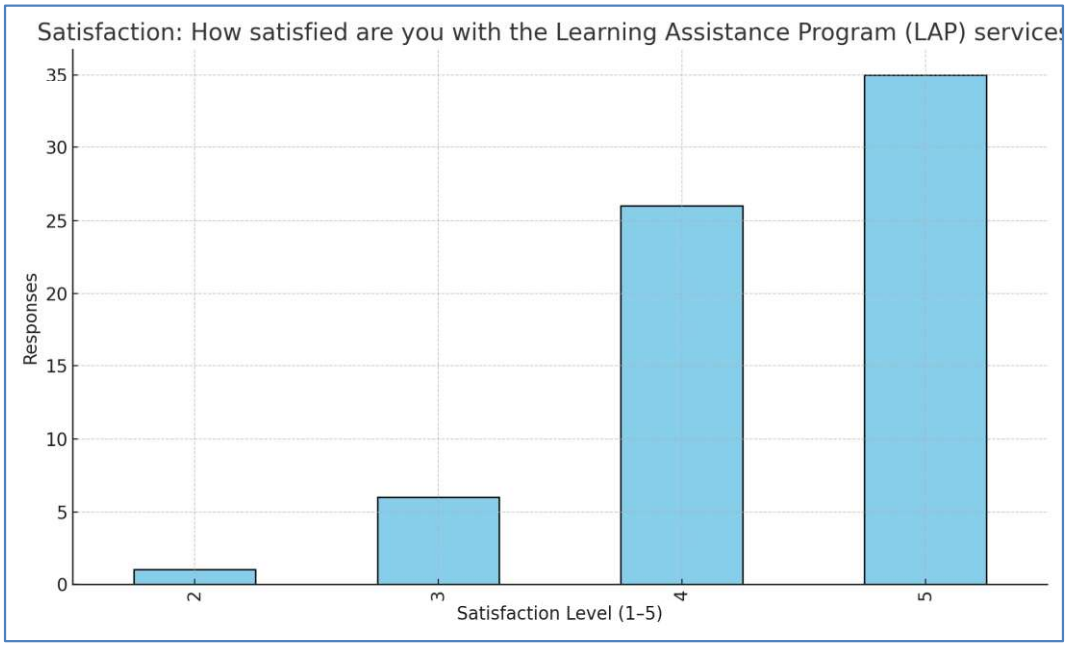
1. **How satisfied are you with AHC General Counseling Services?**

   Average Satisfaction Score: 4.44 / 5



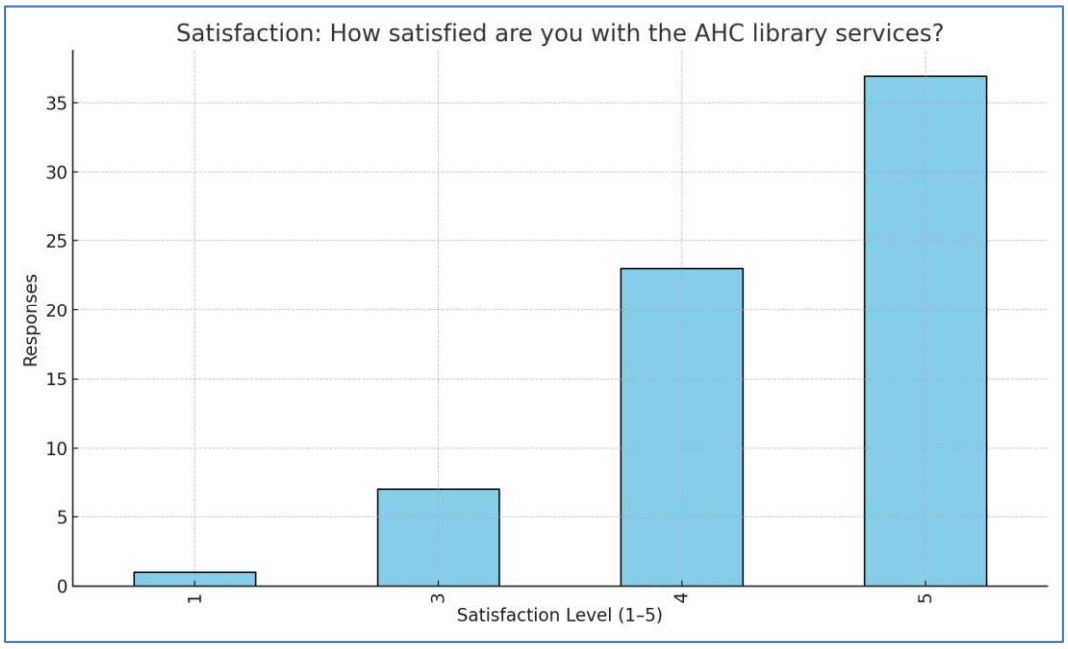
2. **How satisfied are you with the Learning Assistance Program (LAP) services?**

Average Satisfaction Score: 4.4 / 5

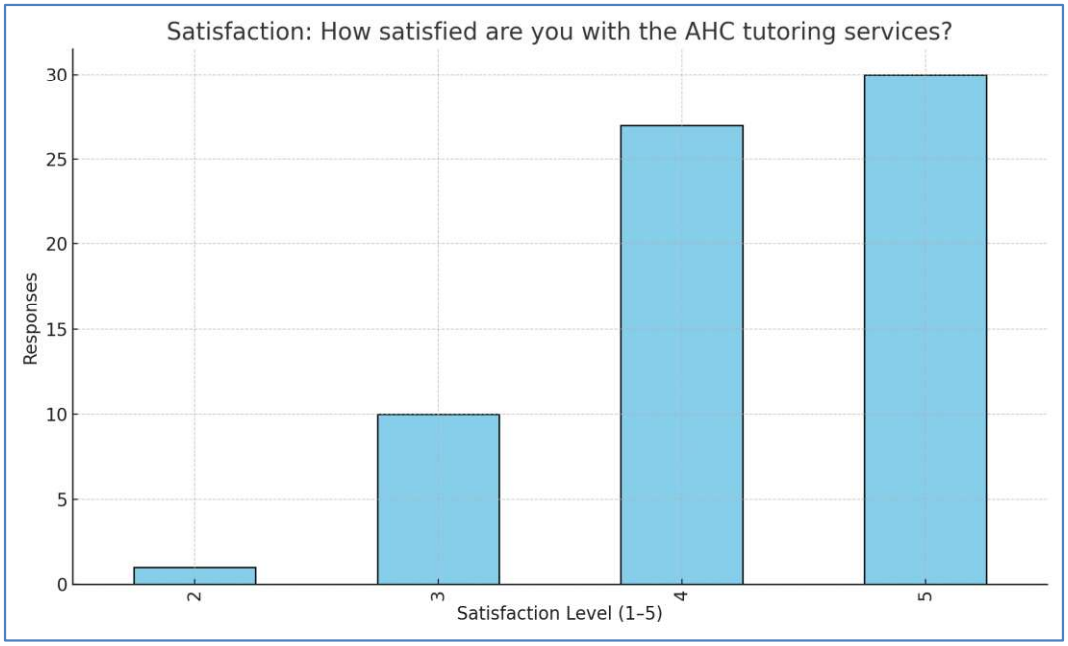


3. **How satisfied are you with the AHC library services?**

Average Satisfaction Score: 4.4 / 5



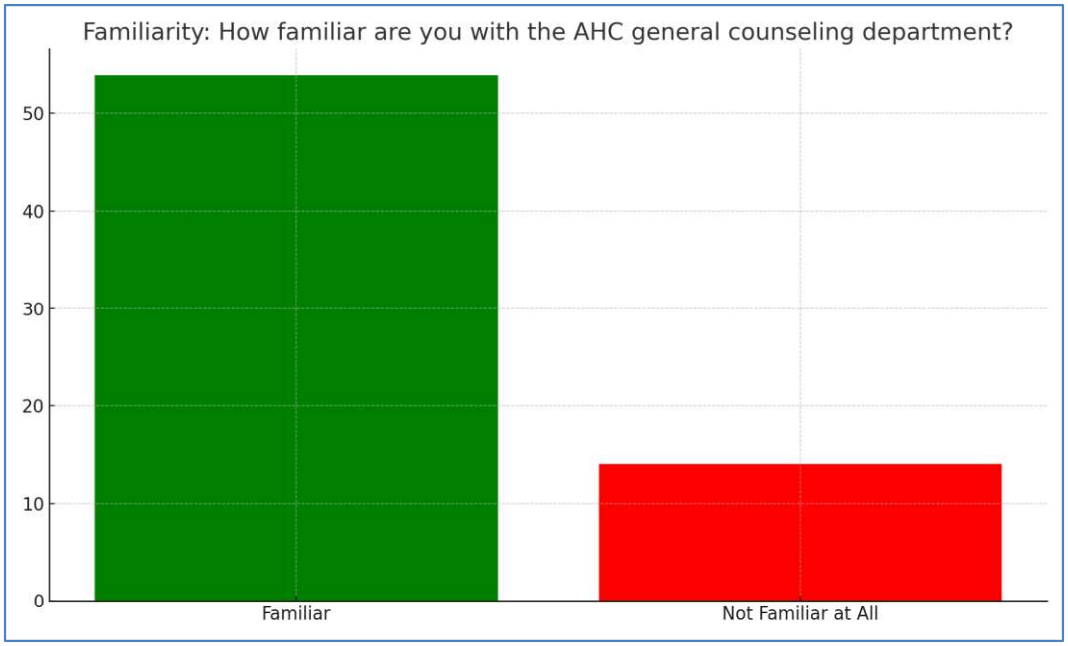
4. **How satisfied are you with the AHC tutoring services?**
   Average Satisfaction Score: 4.26 / 5



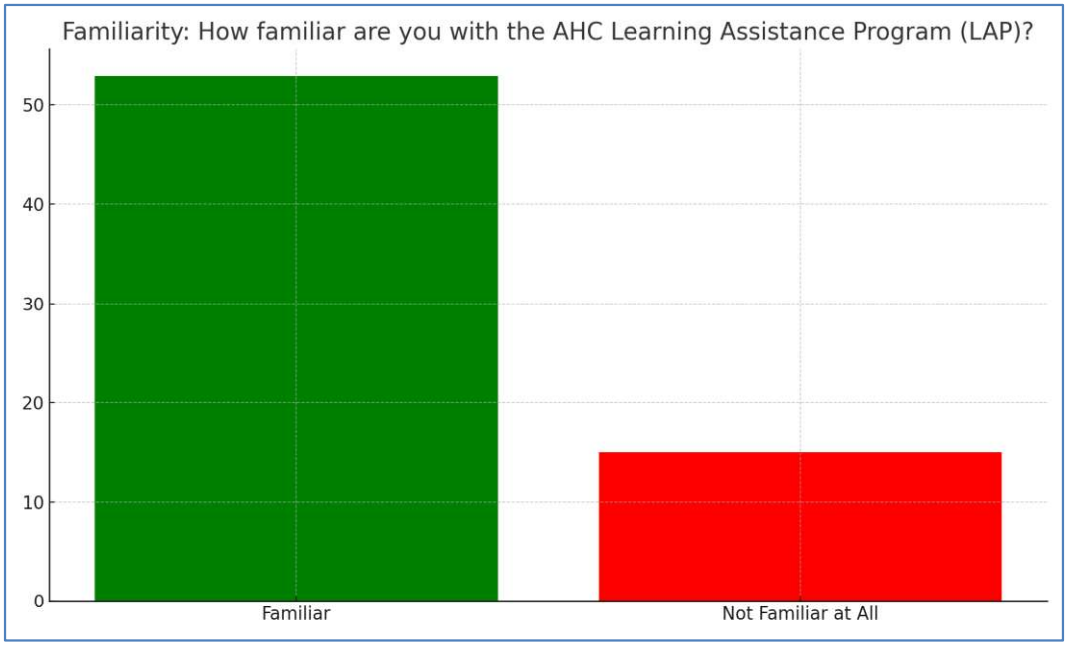
Familiarity with Academic Services:

Grading Scale: Familiar or Not Familiar at All

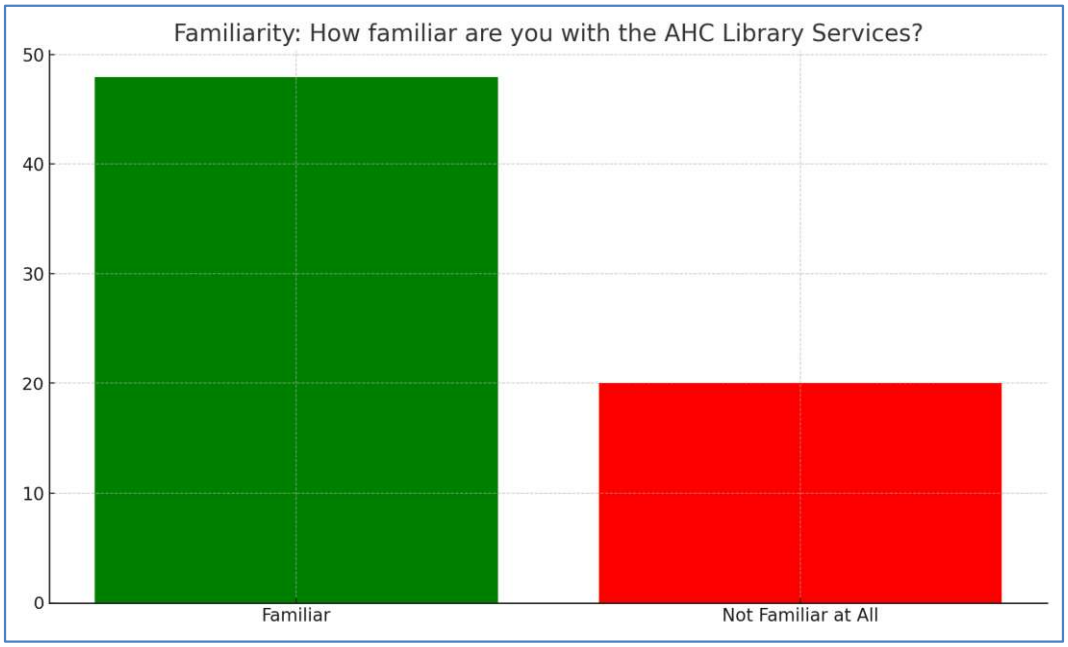
1. **How familiar are you with the AHC general counseling department?**
   Familiar: 54 | Not Familiar at All: 14



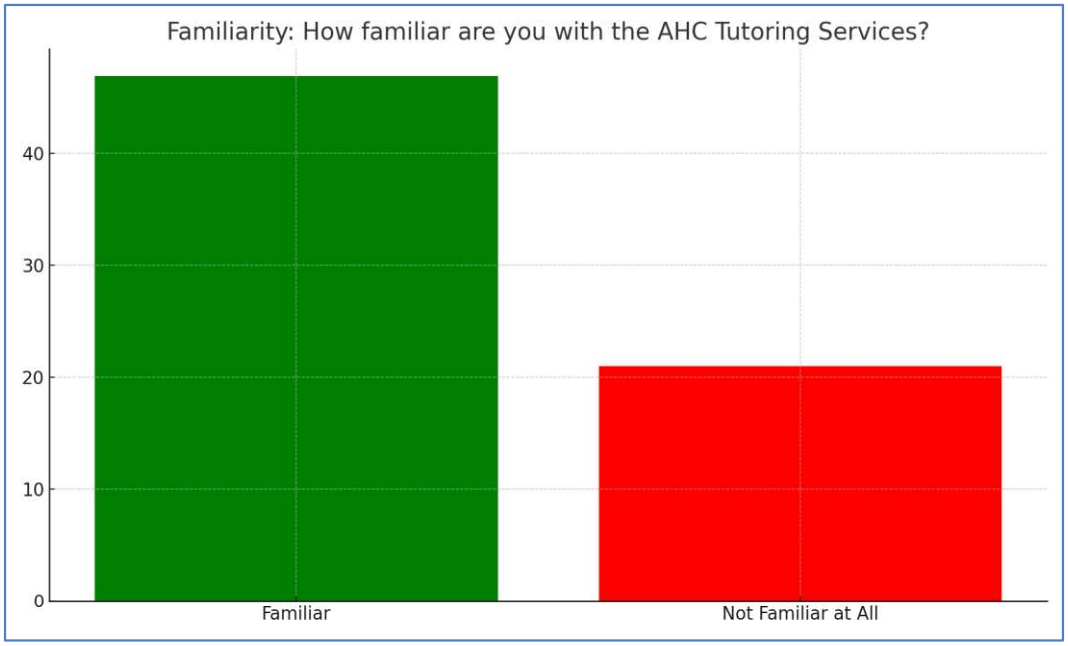
2. **How familiar are you with the AHC Learning Assistance Program (LAP)?**
   Familiar: 53 | Not Familiar at All: 15



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

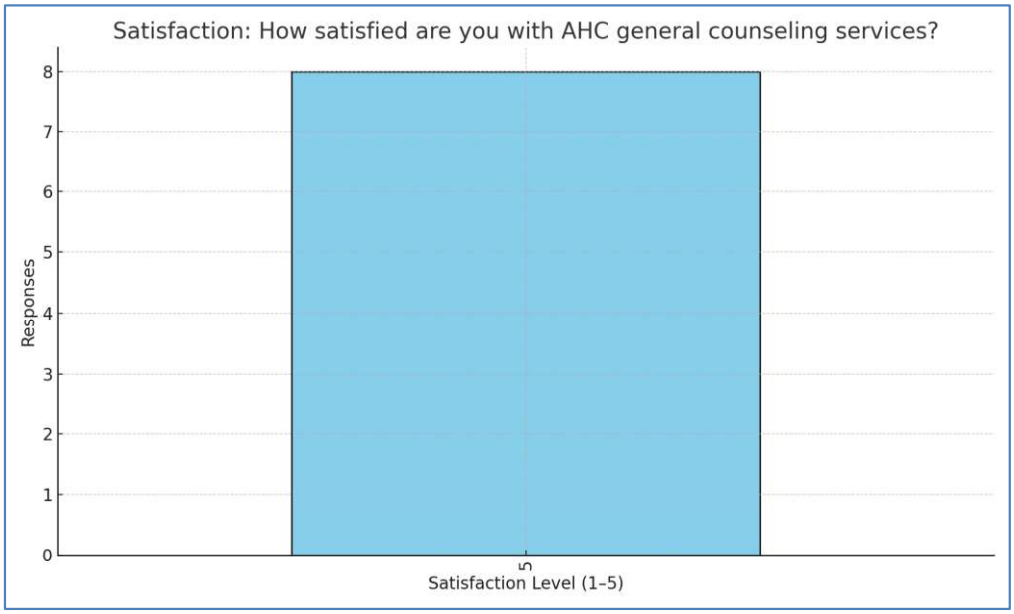


Paramedicine Academy Academic Year 24/25 Student Survey Report – Paramedicine Academy Students (n=8)

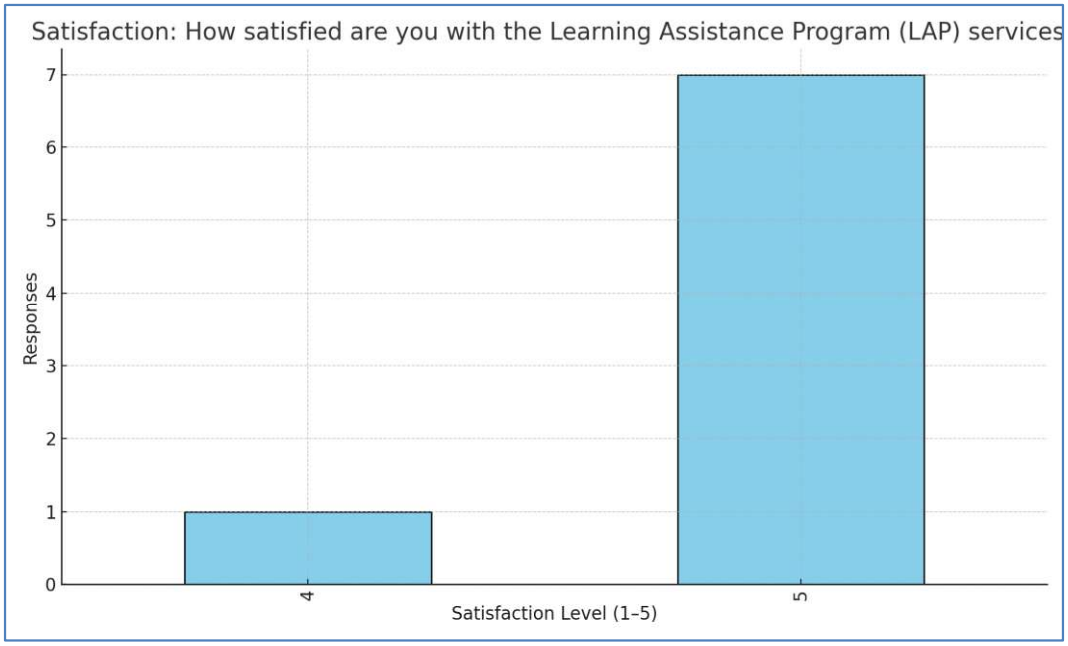
Satisfaction of Academic Services:

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

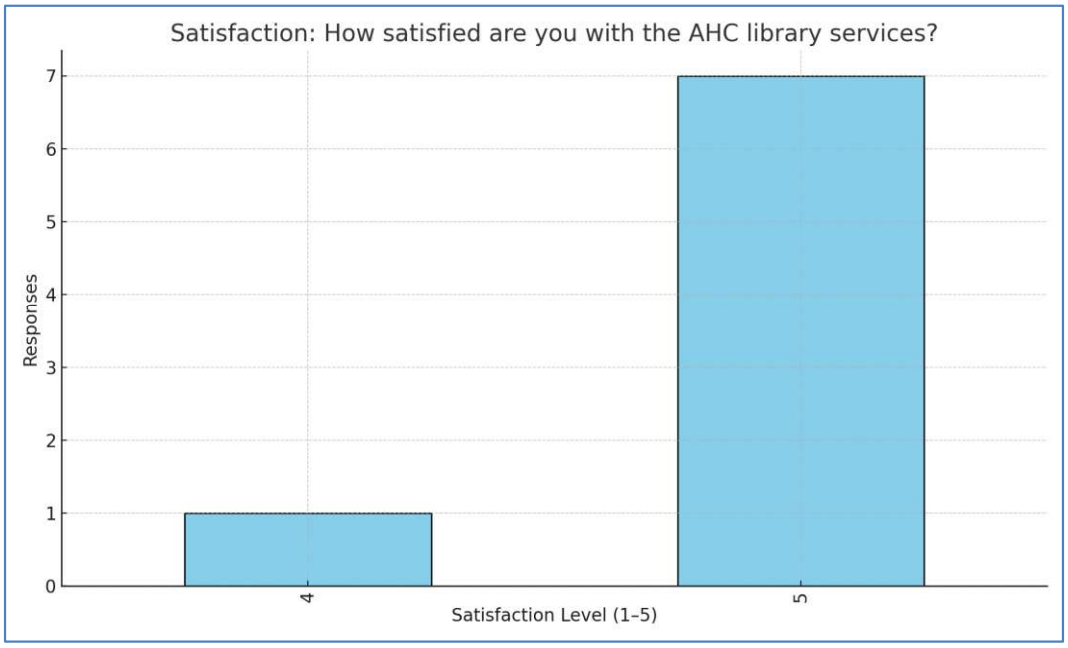
1. **How satisfied are you with AHC General Counseling Services?**
   Average Satisfaction Score: 5.0 / 5



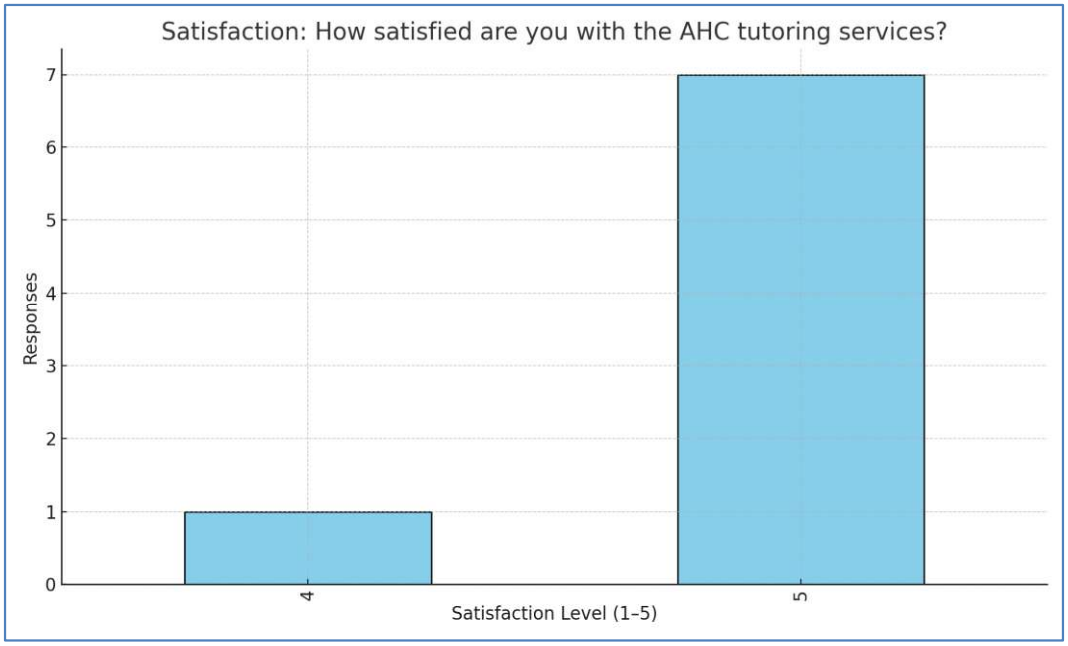
2. **How satisfied are you with the Learning Assistance Program (LAP) services?**
   Average Satisfaction Score: 4.88 / 5



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



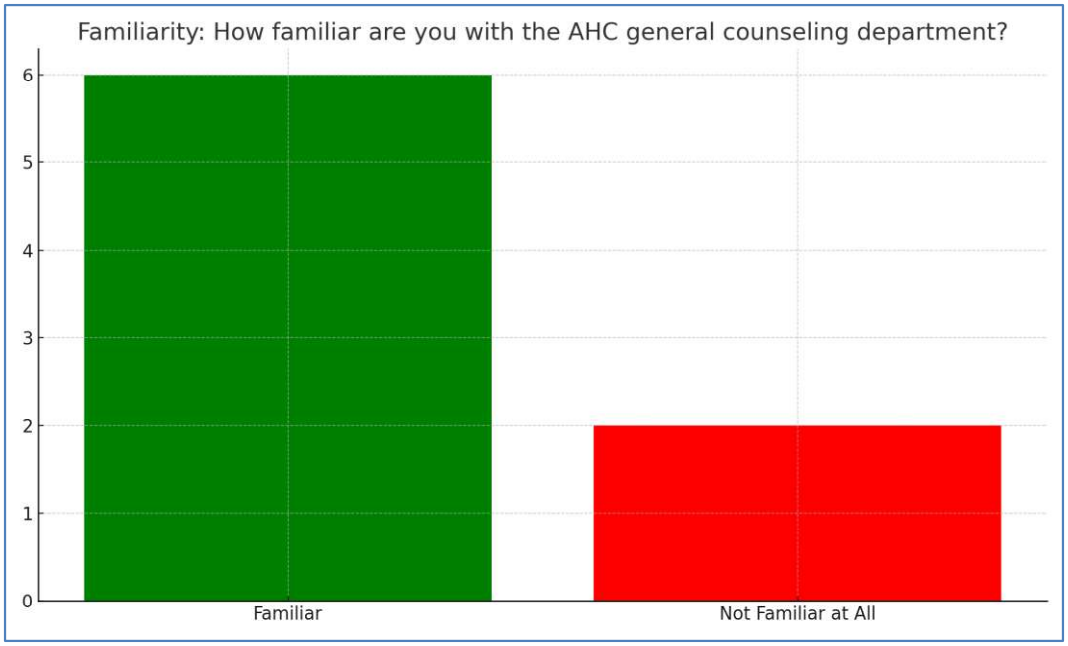
4. **How satisfied are you with the AHC tutoring services?**
   Average Satisfaction Score: 4.88 / 5



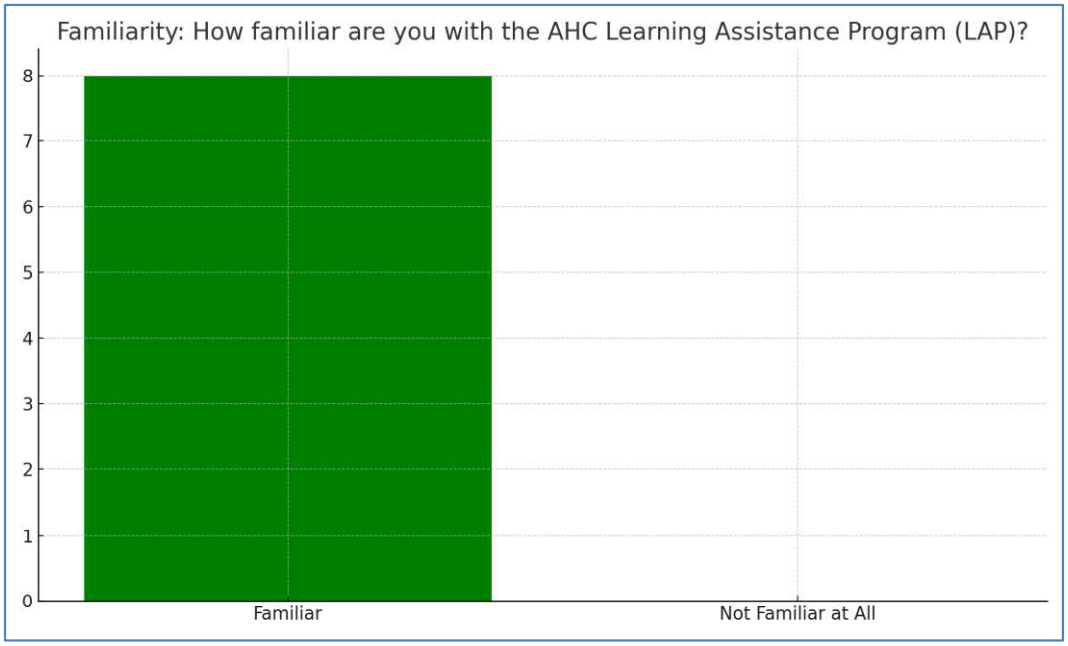
Familiarity with Academic Services:

Grading Scale: Familiar or Not Familiar at All

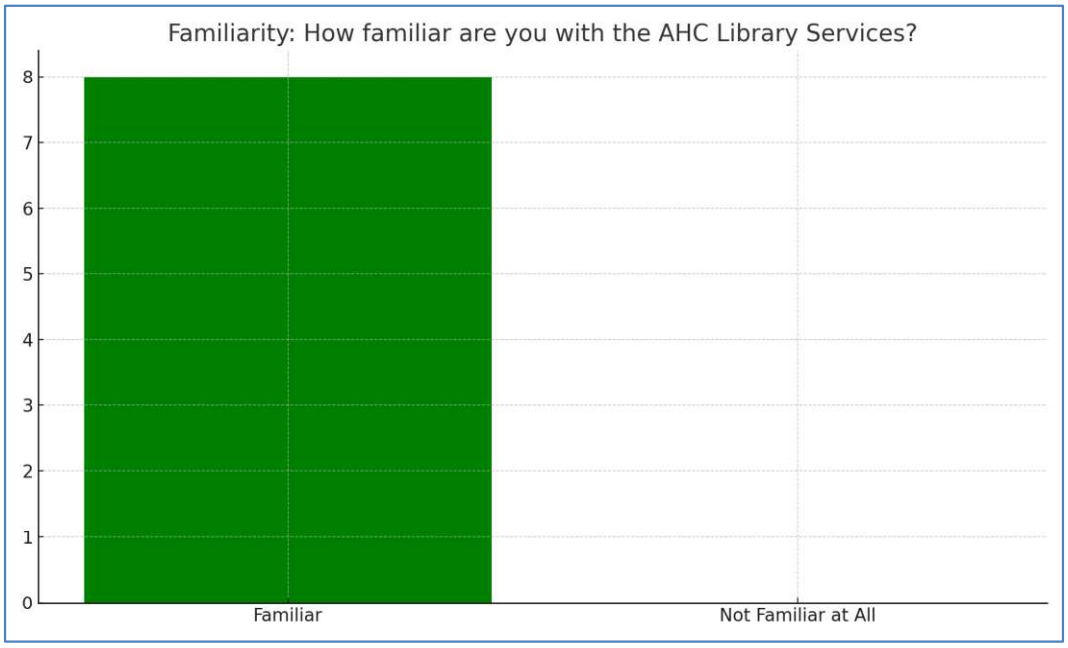
1. **How familiar are you with the AHC general counseling department?**
   Familiar: 6 | Not Familiar at All: 2



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

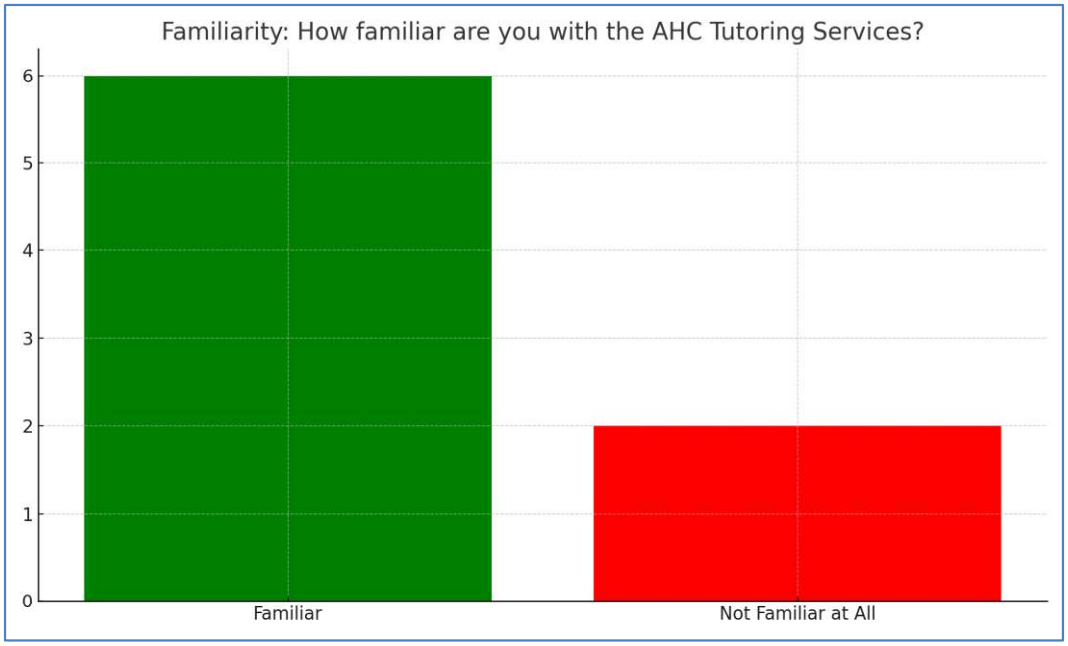


3. **How familiar are you with the AHC Library Services?**
   Familiar: 8 | Not Familiar at All: 0



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 10:00 PDT)

Program Review Lead | Date

David Whitham

Program Dean | Date

Vice President, Academic Affairs | Date

Paramedic Program Review Academic Serv & Support 2024-25

Final Audit Report 2025-07-17

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