



**INDIANA  
EMERGENCY  
MEDICAL  
SERVICES  
WORKFORCE**

**STUDENT DATA REPORT**

2024 - 2025

# Student Data Report

## Executive Summary

As part of the Indiana EMS Workforce needs assessment conducted in 2023, a student pulse check survey was developed which would capture information from EMS students that could be used to inform then EMS training pipeline. Data were captured through REDCap and downloaded periodically to create interim student data reports, with reporting period outlined and defined below.

- Period 1 (P1): October 1, 2023 – June 30, 2024
- Period 2 (P2): July 1, 2024 – November 1, 2024
- Period 3 (P3): November 2, 2024 – January 10, 2025
- Period 4 (P4): January 11, 2025 – April 14, 2025
- Period 5 (P5): April 15, 2025 – June 30, 2025
- Period 6 (P6): July 1, 2025 – September 30, 2025

This report summarizes the data from each reporting period to create a final data report. Highlights from the survey data are summarized below.

### *Student Background and Training*

- Throughout the reporting periods, over 80% of EMS students were white and the majority were male. There was an exception, however, with the majority of EMS students in P4 being female.
- More than 20% EMS students reported having a certification as a Firefighter I or II between the reporting periods 2 and 5. None of the students in the first reporting period reported having any certifications.
- The highest percentage of students in each reporting period reported being in an EMT certification program
- Students in the paramedic program reported experiencing the highest training costs (between \$3,500 and \$6,600). The lowest costs were reported by students in the EMR program, with costs never exceeding \$250.
- The majority of students in each reporting year did not have to travel beyond their home county to access an EMS training program, indicating high accessibility.

### *Skills and Experience*

- Across all reporting periods, the highest percentage of students reported knowing someone who is an emergency medical responder, emergency medical technician or paramedic.
- Students in each reporting period were most likely to reporting having no previous ambulance experience.
- When asked about their confidence with various incidents, students were most likely to report feeling very comfortable with accidents.

### *Employment Plans*

- Throughout all reporting periods, most students reported that they desire to be employed in EMS part-time or full-time. Most students also reported a desire to working in a fire department.
- With the exception of reporting periods 2 and 4, most EMS students indicated that they desired to work in an EMT in either an ambulance, hospital/clinic, or other setting.
- Less than 15% of students reported that they had been contacted by an Indiana-based ambulance service. Another 10% reported being contacted by an out-of-state organization.
- Health insurance was the most important employer benefit to students across all reporting periods.
- Flexible scheduling was also identified as a very important employer benefit across all reporting periods.
- During reporting period 1, most students reported the hospital/health system reputation as the important community aspect. The cost of living was also very important to the majority of students in the remaining periods.
- When ranking various factors that may impact choosing an Indiana EMS employer, staffing pattern was ranked highest in reporting period 1, career advancement opportunities were ranked highest in period 2, and the types of ambulance responses were ranked highest in the remaining periods.

The data presented in this report does not include information from all EMS students. Therefore, this information should only be used for information EMS training in Indiana. For further information, please contact the Bowen Center for Health Workforce Research and Policy at [bowenctr@iu.edu](mailto:bowenctr@iu.edu).

# Introduction

The Bowen Center for Health Workforce Research and Policy (Bowen Center), a unit in the Department of Family Medicine at Indiana University School of Medicine, provided support to the Indiana Department of Homeland Security (IDHS) in 2023 in conducting an EMS Workforce Needs Assessment<sup>1</sup>. The outcome from this assessment included the development of an [EMS Student Pulse Check survey](#).

Since the beginning of 2024, individuals who have finished an EMS training program were able to respond to this pulse check survey, to capture information for EMS workforce planning in Indiana. This information is also used for examining the EMS training pipeline in Indiana and identifying opportunities for expanding and enhancing EMS training institutions.

## Methodology

### Data Collection

The Indiana EMS Student Pulse Check survey was developed in REDCap and implemented through embedding into the Indiana Public Safety Personnel Portal (also known as the Acadis system). This portal is used to provide support in certification maintenance and testing, as well as personnel tracking and communications.

After a training period was completed, a member of the IDHS team sent reminder emails that would encourage students to complete this survey. The survey asked questions regarding where they reside, where they completed EMS training, their certifications, their skill confidence, and employment plans and desires.

### Data Management

Data were exported from REDCap to Excel after the completion of an EMS training period. All data cleaning, coding, and management was done in SAS or STATA. The time periods represented in each report is listed below. Student's data were included in the analysis and reporting they had a survey status of 'Completed' and reported completing training in Indiana.

- Period 1 (P1): October 1, 2023 – June 30, 2024
- Period 2 (P2): July 1, 2024 – November 1, 2024
- Period 3 (P3): November 2, 2024 – January 10, 2025
- Period 4 (P4): January 11, 2025 – April 14, 2025
- Period 5 (P5): April 15, 2025 – June 30, 2025
- Period 6 (P6): July 1, 2025 – September 30, 2025

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<sup>1</sup> Tobin M, Boustani B, Medlock C, Vaughn S, Maxey H. 2023 Indiana EMS Workforce Assessment (2024). Bowen Center for Health Workforce Research and Policy, Indiana University School of Medicine. Available at: <https://hdl.handle.net/1805/38287>

## Limitations

There are notable limitations to the data presented in this report. First, the information presented is largely based on self-reported data, which introduces the potential for some level of response bias. Additionally, it is unclear how many students completed training programs in the last two years; thus, the number of students represented in this report could represent a low response rate.

It is important to note that this report does not aim to generalize findings to the entire EMS student population. Rather, this report aims to describe the demographics and experiences of those who responded.

# Findings

## Demographics

Table 1 below presents the demographic of EMS students for each reporting period since October 2023. The total number of student respondents increased over the reporting periods, as illustrated below. Despite this, the gender and racial distributions remained relatively consistent across all periods, with over 80% of students identifying as White and more than half of students being Male. Only in P4 were there more female students (73.1%).

**Table 1.** Demographic characteristics of EMS Students

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	8		57		101		104		127		89	
<b>Gender</b>												
Female	4	50.0	24	42.1	39	38.6	76	73.1	49	38.6	25	28.1
Male	4	50.0	32	56.1	61	60.4	28	26.9	76	59.8	63	70.8
Prefer not to say	0	0.0	1	1.7	1	1.0	0	0.0	2	1.6	1	1.1
<b>Race/Ethnicity</b>												
White	7	87.5	50	87.7	81	80.2	85	81.7	108	85.0	78	87.6
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0.0	2	1.6	0	0.0
Asian	0	0.0	0	0.0	2	2.0	0	0.0	0	0.0	3	3.5
Black or African American	1	12.5	3	5.3	3	3.0	2	1.9	3	2.4	2	2.3
Native Hawaiian/Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Some Other Race	0	0.0	0	0.0	2	2.0	1	1.0	1	0.8	0	0.0
Hispanic/Latino	0	0.0	2	3.5	5	5.0	13	12.5	1	0.8	0	0.0
Not Hispanic/Latino	0	0.0	0	0.0	7	6.9	3	2.9	1	0.8	0	0.0
Multiracial	0	0.0	2	3.5	1	1.0	0	0.0	11	8.7	6	6.7

## Student Background

Students were asked to identify the certifications or credentials that they hold. In P2, the highest percentage of students (43.9%) identified holding a certification as an emergency medical technician (EMT). However, the highest percentage of students responding to the pulse check survey between P2 and P5 identified having credentials as a Firefighter I or Firefighter II.

**Table 2** Current Credentials held by EMS Students

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
None	0	0.0	0	0.0	3	3.0	1	1.0	1	0.8	1	1.1
EMR certification	0	0.0	9	15.8	4	4.0	13	12.5	12	9.5	5	5.6
EMT certification	0	0.0	25	43.9	20	19.8	6	5.8	17	13.5	20	22.5
Advanced EMT certification	0	0.0	1	1.8	3	3.0	1	1.0	0	0.0	2	2.3
Paramedic license	0	0.0	13	22.8	1	1.0	0	0.0	3	2.4	2	2.3
Critical Care Paramedic (ISBC certification)	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0
Flight Paramedic certification (ISBC certification)	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0
Community Paramedic certification (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tactical Paramedic certification (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Volunteer Firefighter	0	0.0	7	12.3	9	8.9	14	13.5	14	11.0	6	6.7
Firefighter I	0	0.0	19	33.3	21	20.8	27	26.0	30	23.6	20	22.5
Firefighter II	0	0.0	19	33.3	21	20.8	25	24.0	28	22.1	19	21.4
Interagency Wildfire	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

**Table 2** Current Credentials held by EMS Students

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Physician assistant	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse – ASN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse – BSN	0	0.0	1	1.8	0	0.0	3	2.9	0	0.0	0	0.0
Physician	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other health profession	0	0.0	5	8.8	6	5.9	4	3.9	7	5.5	6	6.7
Other non-health profession	0	0.0	5	8.8	13	12.9	4	3.9	6	4.7	8	9.0

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

Table 3 provides a summary of the programs that EMS students reported participating in during their respective reporting period. Except for P2, more than half of students across all periods reported being in a training program for an EMT certification. No students indicated being in a nursing program.

**Table 3** Current Education Program EMS Students Report Attending

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
None	1	12.5	26	45.6	6	5.9	5	4.8	17	13.4	10	11.2
EMR certification	2	25.0	2	3.5	9	8.9	39	37.5	16	12.6	16	18.0
EMT certification	5	62.5	20	35.1	68	67.3	56	53.9	84	66.1	49	55.1
Advanced EMT certification	0	0.0	2	3.5	2	2.0	3	2.9	1	0.8	5	5.6
Paramedic license	0	0.0	3	5.3	15	14.9	2	1.9	9	7.1	8	9.0
Critical Care Paramedic (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Flight Paramedic certification (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0
Community Paramedic certification (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tactical Paramedic certification (ISBC certification)	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0
Volunteer Firefighter	1	12.5	0	0.0	0	0.0	0	0.0	4	3.2	2	2.3
Firefighter I	2	25.0	3	5.3	3	3.0	6	5.8	7	5.5	4	4.5
Firefighter II	2	25.0	3	5.3	3	3.0	10	9.6	8	6.3	4	4.5
Interagency Wildfire	0	0.0	0	0.0	0	0.0	10	9.6	0	0.0	0	0.0
Physician assistant	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0
Nurse – ASN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse – BSN	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Physician	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other health profession	0	0.0	2	3.5	1	1.0	0	0.0	0	0.0	0	0.0
Other non-health profession	0	0.0	2	3.5	0	0.0	0	0.0	0	0.0	0	0.0

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

## Student Experience

Table 4 provides a summary for means of students receiving knowledge about potential EMS careers. The highest percentage of students in each period reported learning about EMS careers by knowing someone who is an emergency medical responder (EMR), EMT, or paramedic. The other most commonly reported response was learning about EMS careers through general knowledge. Another considerable percentage reported doing their own research.

**Table 4** Means of Students Receiving Knowledge of EMS Careers

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
I know someone who is an EMR, EMT, or paramedic	6	75.0	22	38.6	41	40.6	48	46.2	53	41.7	45	50.6
I learned about it during academic advising through my school counselor (or related activity)	0	0.0	2	3.5	4	4.0	3	2.9	5	3.9	2	2.3
I learned about this career at a job fair	0	0.0	1	1.8	0	0.0	2	1.9	1	0.8	1	1.1
I did my own research to learn about these jobs	1	12.5	11	19.3	24	23.8	11	10.6	26	20.5	11	12.4
I learned about careers in EMS on a television show or movie	0	0.0	0	0.0	3	3.0	2	1.9	1	0.8	0	0.0
General knowledge	0	0.0	14	24.6	22	21.8	18	17.3	29	22.8	21	23.6
Other	1	12.5	7	12.3	7	6.9	20	19.2	12	9.5	9	10.1

As shown in Table 5, most EMS students have reported having no previous experience working in an ambulance. However, around 40% of students reported having 5 years of experience or less in P2, the highest percentage across all reporting periods.

**Table 5** Previous Ambulance Experience

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
None	6	75.0	27	47.4	70	69.3	79	76.0	87	68.5	63	70.8
Less than 1 year	2	25.0	11	19.3	10	9.9	12	11.5	24	18.9	8	9.0
1-5 years	0	0.0	12	21.1	11	10.9	6	5.8	12	9.5	7	7.9
6-10 years	0	0.0	5	8.8	5	5.0	1	1.0	2	1.6	4	4.5
More than 10 years	0	0.0	2	3.5	5	5.0	6	5.8	2	1.6	7	7.9

## Student Confidence

Table 6 presents the percentage of students that reported feeling very comfortable with each emergency call. An increasing percentage of students reported feeling very comfortable responding to accidents. However, for most reporting periods, the highest percentage of students reported feeling very comfortable with caring for patients suspected of having COVID.

**Table 6.** Percentage of students very comfortable with each incident

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Disasters	2	25.0	21	36.8	48	47.5	34	32.7	46	36.2	38	42.7
Accidents	3	37.5	38	66.7	70	69.3	62	59.6	79	62.2	63	70.8
Domestic violence	1	12.5	27	47.4	49	48.5	46	44.2	59	46.5	52	58.4
Sexual assault	2	25.0	19	33.3	41	40.6	42	40.4	52	40.9	43	48.3
Other types of crime	2	25.0	21	36.8	44	43.6	44	42.3	57	44.9	48	53.9
Burns	3	37.5	26	45.6	51	50.5	46	44.2	75	59.1	57	64.0
Massive Traumatic Injury	3	37.5	29	50.9	56	55.5	48	46.2	67	52.8	59	66.3
Death of a child	1	12.5	17	29.8	27	26.7	31	29.8	40	31.5	34	38.2
Care of Family or Friend	2	25.0	34	59.7	60	59.1	58	55.8	71	55.9	51	57.3
Caring of Patients Suspected to have COVID	3	37.5	44	77.2	62	61.4	65	62.5	86	67.7	72	80.9

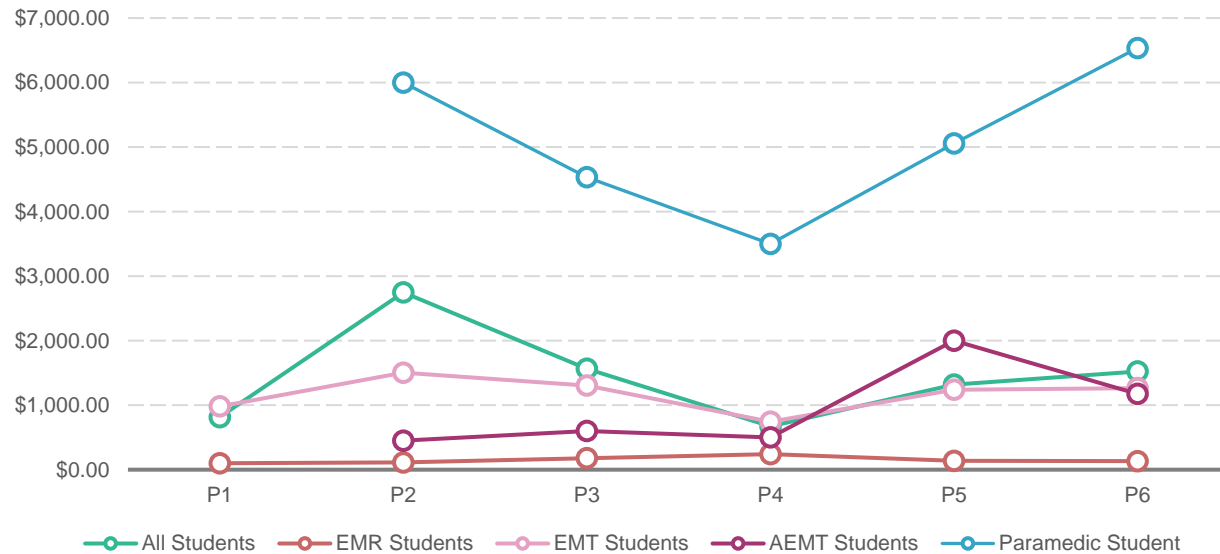
## Estimated Costs and Anticipated Wages

Table 5 provides the average costs students reported incurring from their respective EMS training program, along with the average anticipated hourly wage. The reported costs for completing EMS training fluctuated across the reporting periods, though reported program costs peaked in P2 with an average cost of \$2,747.45. Additionally, paramedic students reported the highest program costs in each reporting period. The trends in average programs costs are also displayed in Figure 1.

**Table 7.** Reported Costs and Expected Wages

	P1		P2		P3		P4		P5		P6	
	Average Costs	Average Expected Wage	Average Costs	Average Expected Wage	Average Costs	Average Expected Wage	Average Costs	Average Expected Wage	Average Costs	Average Expected Wage	Average Costs	Average Expected Wage
All Programs	\$813.75	\$27.13	\$2,747.45	\$24.90	\$1,564.00	\$24.60	\$672.00	\$24.00	\$1,318.48	\$23.11	\$1,522.65	\$24.36
EMR Students	\$100.00	\$30.00	\$112.50	\$12.00	\$177.80	\$26.20	\$241.00	\$24.10	\$137.50	\$22.83	\$131.56	\$27.30
EMT Students	\$982.00	\$21.75	\$1,503.57	\$23.57	\$1,303.60	\$22.80	\$743.00	\$23.40	\$1,239.01	\$22.07	\$1,264.79	\$23.38
AEMT Students	N/A	N/A	\$450.00	NR	\$600.00	\$24.80	\$500.00	\$18.70	\$2,000.00	\$20.00	\$1,175.00	\$22.80
Paramedic Students	N/A	N/A	\$6,000.00	\$33.50	\$4,533.30	\$31.70	\$3,500.00	\$30.00	\$5,055.56	\$32.00	\$6,535.71	\$28.43

**Figure 1. Average Training Program Costs Reported by EMS Students**



## Employment Desires

When reporting their desired future employment arrangement in EMS, most students across most periods reported desiring full-time or part-time employment. Another considerable percentage reporting being unsure about their desired employment arrangement.

**Table 8.** Desired Employment Arrangement

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Employed Full-time	2	25.0	23	40.4	36	38.3	28	26.9	47	37.0	32	36.0
Employed Either full- or part-time	0	0.0	7	12.3	25	26.6	9	8.7	27	21.3	20	22.5
Employed Part-time	3	37.5	13	22.8	13	13.8	12	11.5	15	11.8	16	18.0
Unsure	2	25.0	5	8.8	9	9.6	22	21.2	19	15.0	8	9.0
Seek work with a hospital	0	0.0	0	0.0	2	2.1	2	1.9	4	3.2	0	0.0
Seek work in another health care related service	0	0.0	0	0.0	1	1.1	3	2.9	1	0.8	3	3.4
Seek further health care related training	0	0.0	1	1.8	0	0.0	2	1.9	0	0.0	0	0.0
Seek further non health care related training	0	0.0	1	1.8	1	1.1	6	5.8	3	2.4	2	2.3
Other	1	12.5	7	12.3	7	7.4	20	19.2	11	8.7	8	9.0

When selecting their desired employer setting, most students across the reporting periods indicated desiring to work in a fire department (Table 9). The second most common setting that students desired to work in was a hospital ambulance department.

**Table 9.** Desired Employer Setting

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
No preference	0	0.0	5	8.8	15	14.9	13	12.5	22	17.3	18	20.2
Hospital ambulance department	5	62.5	28	49.1	55	54.5	34	32.7	59	46.5	35	39.3
Law enforcement/corrections	1	12.5	5	8.8	10	9.9	11	10.6	12	9.5	5	5.6
Third service (county, city, township, municipal)	2	25.0	18	31.6	35	34.7	19	18.3	35	27.6	21	23.6
Federal or military ambulance department	0	0.0	4	7.0	9	8.9	3	2.9	11	8.7	7	7.9
Fire department	5	62.5	36	63.2	60	59.4	66	63.5	78	61.4	46	51.7
Private non-profit	0	0.0	6	10.5	19	18.8	6	5.8	16	12.6	12	13.5
Private for-profit	1	12.5	6	10.5	26	25.7	9	8.7	11	8.7	8	9.0
Hospital in a non-ambulance position	0	0.0	7	12.3	19	18.8	6	5.8	16	12.6	6	6.7
Government service non-ambulance position	0	0.0	3	5.3	4	4.0	3	2.9	4	3.2	4	4.5
Public health agency	0	0.0	3	5.3	8	7.9	2	1.9	5	3.9	6	6.7
Research institution	0	0.0	0	0.0	2	2.0	2	1.9	3	2.4	2	2.3
Higher education in staff or faculty role	0	0.0	2	3.5	7	6.9	3	2.9	5	3.9	2	2.3
Military in a non-ambulance position	0	0.0	0	0.0	3	3.0	4	3.9	5	3.9	1	1.1
Plan to continue education	0	0.0	2	3.5	3	3.0	1	1.0	2	1.6	4	4.5
Other	0	0.0	0	0.0	1	1.0	0	0.0	3	2.4	4	4.5
Unsure	1	12.5	2	3.5	3	3.0	4	3.9	6	4.7	7	7.9
None of the above	0	0.0	2	3.5	3	3.0	8	7.7	5	3.9	4	4.5

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

EMS students also had the opportunity to indicate the job types in which they desire to work (summarized in Table 10). Except for reporting periods P2 and P4, most EMS students desired to work as a EMT in either an ambulance, hospital/clinic, or other setting. Students were also likely to indicate a desire to work as a firefighter EMT.

**Table 10** Desired job type for EMS students

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
EMR (ambulance)	0	0.0	2	3.5	3	3.0	6	3.8	9	7.1	6	6.7
EMR (hospital/clinic)	0	0.0	1	1.8	2	2.0	2	1.9	2	1.6	5	5.6
EMR (other)	0	0.0	1	1.8	3	3.0	8	7.7	3	2.4	5	5.6
EMT (ambulance)	5	62.5	1	1.8	61	60.4	4	3.8	84	66.1	53	59.6
EMT (hospital/clinic)	2	25.0	9	15.8	28	27.7	2	1.9	49	38.6	24	27.0
EMT (other)	2	25.0	4	7.0	24	23.8	1	1.0	32	25.2	21	23.6
Advanced EMT (ambulance)	0	0.0	2	3.5	4	4.0	1	1.0	3	2.4	5	5.6
Advanced EMT (hospital/clinic)	0	0.0	0	0.0	2	2.0	0	0.0	2	1.6	3	3.4
Advanced EMT (other)	0	0.0	1	1.8	2	2.0	1	1.0	1	0.8	1	1.1
Paramedic (ground ambulance 911)	0	0.0	12	21.1	12	11.9	1	1.0	8	6.3	11	12.4
Paramedic (ground ambulance critical care)	0	0.0	4	7.0	8	7.9	1	1.0	3	2.4	4	4.5
Paramedic (rotor/fixed wing ambulance)	0	0.0	3	5.3	4	4.0	0	0.0	3	2.4	1	1.1
Paramedic (community paramedic)	0	0.0	2	3.5	3	3.0	0	0.0	0	0.0	3	3.4
Paramedic (hospital/clinic)	1	12.5	3	5.3	5	5.0	0	0.0	4	3.2	2	2.3
Paramedic (other)	0	0.0	0	0.0	6	5.9	0	0.0	2	1.6	2	2.3
Firefighter (EMR)	2	25.0	0	0.0	5	5.0	1	1.0	13	10.2	11	12.4
Firefighter (EMT)	2	25.0	15	26.3	28	27.7	7	6.7	51	40.2	25	28.1
Firefighter (Nurse)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Firefighter (Paramedic)	1	12.5	6	10.5	11	10.9	0	0.0	11	8.7	6	6.7
Firefighter (Educator)	0	0.0	1	1.8	4	4.0	1	1.0	2	1.6	2	2.3
Firefighter (Leadership)	0	0.0	0	0.0	2	2.0	1	1.0	1	0.8	2	2.3
Physician Assistant	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	1	1.1
Nurse (ground ambulance 911)	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	0	0.0
Nurse (ground ambulance critical care)	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0	0	0.0
Nurse (rotor/fixed wing ambulance)	0	0.0	1	1.8	1	1.0	0	0.0	1	0.8	0	0.0
Nurse (community paramedic)	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8	1	1.1
Nurse (hospital/clinic)	0	0.0	2	3.5	2	2.0	0	0.0	3	2.4	1	1.1
Nurse (other)	0	0.0	0	0.0	0	0.0	0	0.0	2	1.6	0	0.0
Educator (ambulance)	0	0.0	0	0.0	5	5.0	0	0.0	3	2.4	2	2.3
Educator (fire department)	0	0.0	0	0.0	3	3.0	1	1.0	4	3.2	1	1.1
Educator (hospital/clinic)	0	0.0	0	0.0	1	1.0	0	0.0	1	0.8	0	0.0
Educator (other)	0	0.0	1	1.8	2	2.0	0	0.0	2	1.6	1	1.1
Leadership (ambulance)	0	0.0	0	0.0	4	4.0	0	0.0	4	3.2	3	3.4
Leadership (fire department)	0	0.0	2	3.5	4	4.0	1	1.0	1	0.8	2	2.3
Leadership (hospital/clinic)	0	0.0	0	0.0	2	2.0	0	0.0	1	0.8	1	1.1
Leadership (other)	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	2	2.3
Physician (agency affiliated)	0	0.0	1	1.8	2	2.0	0	0.0	1	0.8	0	0.0
Physician (EMS medical director)	0	0.0	1	1.8	0	0.0	0	0.0	1	0.8	0	0.0
Military	0	0.0	1	1.8	4	4.0	0	0.0	8	6.3	3	3.4
Other	0	0.0	3	5.3	5	5.0	2	1.9	7	5.5	4	4.5
None of the above	0	0.0	6	10.5	5	5.0	5	4.8	5	3.9	4	4.5

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

Across reporting periods, less than 15% of EMS students reported being contacted by an Indiana-based ambulance service. As for those contacted from out-of-state ambulance services, less than 10% of students reported being contacted from these organizations.

**Table 11. Percentage of EMS students contacted by EMS services inside and outside of Indiana**

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	<b>8</b>		<b>57</b>		<b>101</b>		<b>104</b>		<b>127</b>		<b>89</b>	
Contacted by Indiana Ambulance Service(s)	0	0.0	8	14.0	12	11.9	7	6.7	15	11.8	8	9.1
Contacted by non-Indiana Ambulance Service(s)	0	0.0	4	7.0	4	4.0	2	1.9	6	4.7	3	4.7

Table 12 presents the percentage of EMS students that identified various employer benefits as very important. Across all reporting periods, health insurance was identified by most students as very important. On the other hand, a consistently small percentage of students identified a sign-on bonus as very important.

**Table 12** Desired Benefits from Employers identified as very important

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Health insurance	6	75.0	49	84.5	83	82.2	77	74.0	108	85.0	71	79.8
Paid time off	6	75.0	49	84.5	80	79.2	71	68.3	93	73.2	67	75.3
401k/403b/457b/IRA	5	62.5	43	74.1	70	69.3	70	67.3	94	74.0	66	74.2
Short-term disability coverage	6	75.0	43	74.1	70	69.3	59	56.7	92	72.4	57	64.0
Long-term disability coverage	6	75.0	42	72.4	68	67.3	60	57.7	97	76.4	59	66.3
Recertification costs and reimbursement	7	87.5	41	70.7	69	68.3	58	55.8	82	64.6	52	58.4
Life insurance	6	75.0	40	69.0	70	69.3	65	62.5	95	74.8	62	69.7
Uniform allowance	7	87.5	40	69.0	60	59.4	55	52.9	80	63.0	48	53.9
Pension/OPERS	6	75.0	38	65.5	61	60.4	61	58.7	87	68.5	55	61.8
Extra compensation for working a less desirable shift	5	62.5	37	63.8	59	58.4	49	47.1	65	51.2	44	49.4
Retention bonus	4	50.0	37	63.8	47	46.5	46	44.2	62	48.8	44	49.4
Tuition reimbursement	5	62.5	37	63.8	48	47.5	46	44.2	72	56.7	43	48.3
Social security payments	5	62.5	35	60.3	60	59.4	48	46.2	82	64.6	49	55.1
Other retirement programs	6	75.0	30	51.7	49	48.5	57	54.8	75	59.1	45	50.6
Relocation reimbursement	3	37.5	23	39.7	41	40.6	34	32.7	47	37.0	38	42.7
Scholarships	5	62.5	22	37.9	36	35.6	28	26.9	43	33.9	31	34.8
Conference support	3	37.5	20	34.5	39	38.6	30	28.9	47	37.0	24	27.0
Sign-on bonus	0	0.0	18	31.0	27	26.7	26	25.0	36	28.4	15	16.9
Gym membership	5	62.5	16	27.6	34	33.7	35	33.7	39	30.7	22	24.7

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

Table 13 on the next page presents the percentage of students that reported certain desired employment benefits as very important. Flexible scheduling and peer support of mental health were identified as very important by the highest percentage of EMS students. On the other hand, short time requirement for ePCR completion at the end of shift and maximum duty time policy was identified as very important by the smallest percentage of students.

**Table 13.** Desired Employment Benefit Identified as very important

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Flexible scheduling	3	37.5	21	36.2	34	33.7	21	20.2	42	33.1	29	32.6
At least three days off for full time employees	1	12.5	21	36.2	28	27.7	21	20.2	26	20.5	18	20.2
Ensuring staff are not held over to cover uncovered shifts	1	12.5	19	32.8	30	29.7	26	25	36	28.4	19	21.4
Scheduling additional staff shifts to cover known busy periods	1	12.5	18	31.0	25	24.8	21	20.2	37	29.1	20	22.5
Peer support (mental health)	1	12.5	17	29.3	34	33.7	31	29.8	42	33.1	24	27
48-hour workweek or less	1	12.5	16	27.6	20	19.8	17	16.4	19	15	18	20.2
Rotating crews between busy and slow assignments	1	12.5	15	25.9	19	18.8	18	17.3	31	24.4	21	23.6
Minimum time for calling off a shift before it is considered disciplinary	1	12.5	15	25.9	19	18.8	19	18.3	28	22.1	13	14.6
Fatigue management plan	1	12.5	14	24.1	31	30.7	23	22.1	32	25.2	18	20.2
Employer assisted scheduling of time-off coverage	2	25.0	13	22.4	24	23.8	18	17.3	31	24.4	18	20.2
Minimum time off between shifts	1	12.5	13	22.4	16	15.8	16	15.4	24	18.9	15	16.9
Staff support for extended drop-off/wait/boarding times	1	12.5	11	19.0	19	18.8	12	11.5	25	19.7	14	15.7
Short time requirement for ePCR completion at end of shift	1	12.5	10	17.2	14	13.9	12	11.5	11	8.7	8	9
Maximum number of dispatches per time/shift	1	12.5	9	15.5	11	10.9	13	12.5	18	14.2	10	11.2
Maximum duty time policy	1	12.5	5	8.6	14	13.9	11	10.6	16	12.6	8	9

Note: Percentages in this table do not add up to 100%, as respondents were able to select multiple responses

Table 14 provides a summary of the percentage of students that identified various community aspects as very important. In P1, 62.5% identified commute time and hospital/health system reputation as very important community aspects. For the remaining reporting periods, cost of living was identified as very important for most students.

**Table 14.** Desired Community Aspects Identified as Very Important

	P1		P2		P3		P4		P5		P6	
	N	%	N	%	N	%	N	%	N	%	N	%
Cost of living	4	50.0	41	71.9	71	70.3	69	66.4	76	59.8	66	74.2
Commute time	5	62.5	36	63.2	50	49.5	50	48.1	76	59.8	53	59.6
Crime rates/safety	4	50.0	34	59.7	46	45.5	49	47.1	48	37.8	48	53.9
Proximity to spouse work/school	4	50.0	28	49.1	48	47.5	44	42.3	54	42.5	51	57.3
Hospital/health system reputation (not the employer)	5	62.5	27	47.4	47	46.5	42	40.4	54	42.5	50	56.2
Small town or a more rural lifestyle	3	37.5	26	45.6	34	33.7	42	40.4	28	22.1	31	34.8
Quality of schools for children	3	37.5	23	40.4	42	41.6	44	42.3	48	37.8	41	46.1
Recreational opportunities	3	37.5	22	38.6	39	38.6	36	34.6	54	42.5	37	41.6
Proximity to extended family & friends	2	25.0	18	31.6	37	36.6	28	26.9	28	22.1	29	32.6
Proximity to co-parent	2	25.0	16	28.1	25	24.8	21	20.2	54	42.5	21	23.6
Proximity to higher education	3	37.5	15	26.3	37	36.6	22	21.2	55	43.3	29	32.6
Diversity in the community members	1	12.5	12	21.1	31	30.7	21	20.2	29	22.8	21	23.6
Proximity to major travel routes (airport, interstate, etc)	1	12.5	9	15.8	18	17.8	11	10.6	28	22.1	20	22.5
Big city or a more urban lifestyle	1	12.5	7	12.3	22	21.8	11	10.6	29	22.8	16	18.0
Cultural amenities	1	12.5	7	12.3	21	20.8	23	22.1	28	22.1	22	24.7
Nightlife	0	0.0	3	5.3	16	15.8	8	7.7	48	37.8	15	16.9

Note: Individuals who reported not sure have been removed from this table.

Table 15 presents the average ranking students gave each factor of importance when choosing an Indiana ambulance employer. In P1, staffing pattern had the highest average ranking, while career advancement or promotion opportunities had the highest average ranking in P2. For periods P3 – P5, students were more likely to rank high the types of responses for an ambulance service. Finally, being offered additional assignments had the highest average ranking in P6.

**Table 15** Employment Seeking: Employer

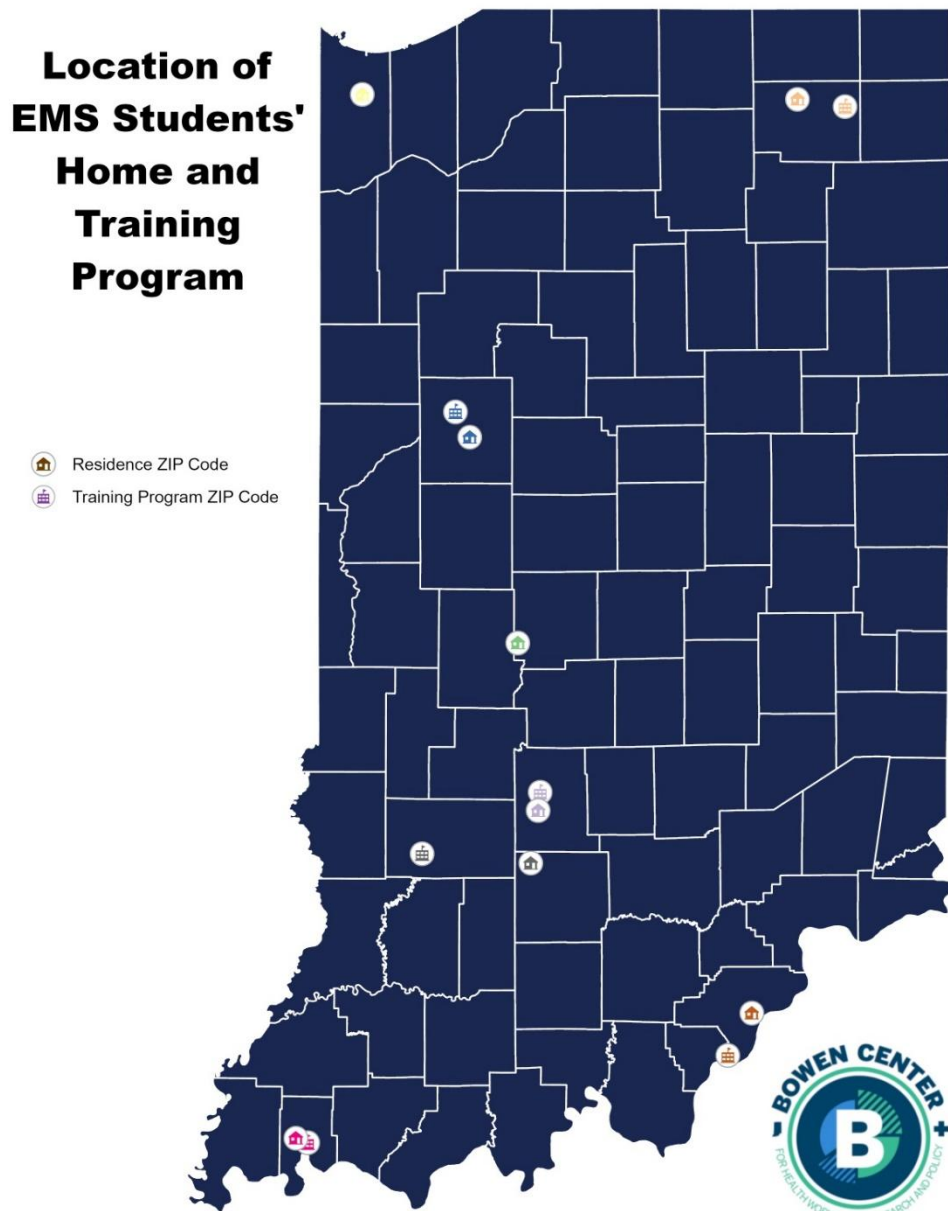
	P1 Average	P2 Average	P3 Average	P4 Average	P5 Average	P6 Average
Staffing pattern (length of the shifts, shift rotation).	2.50	1.95	2.00	1.53	1.88	1.81
Location of the ambulance service (eg. located in your home jurisdiction)	2.00	1.52	1.80	1.52	1.87	1.70
Run volume of the ambulance service	2.00	2.18	2.10	2.32	2.10	2.25
Type of responses for the ambulance service (example rural versus urban)	0.00	2.14	2.40	2.42	2.21	2.00
Station-based response with amenities such as bedrooms, kitchen, dayroom, office space	2.20	1.91	2.00	2.24	1.97	2.12
Having the same (three or more) employees working at the same base with regular interpersonal interaction	2.00	1.86	2.17	2.20	1.85	2.14
Professional develop opportunities including career advancement funding or reimbursement	0.00	2.36	1.90	2.28	2.06	1.93
Career advancement/promotion opportunities within this ambulance service	1.00	2.43	2.13	2.28	2.15	2.03
Offering additional assignments (e.g., TEMS, bike team, committees, community outreach, etc.)	1.33	2.00	2.30	2.00	2.00	2.35

## Geographic Distribution

This sub-section provides the geographic distribution of students' residence and EMS training program. Each location was geocoded based on the ZIP code provided by students. Additionally, each location was color coded by students' unique survey ID to demonstrate the distance students travel to their training program.

### P1

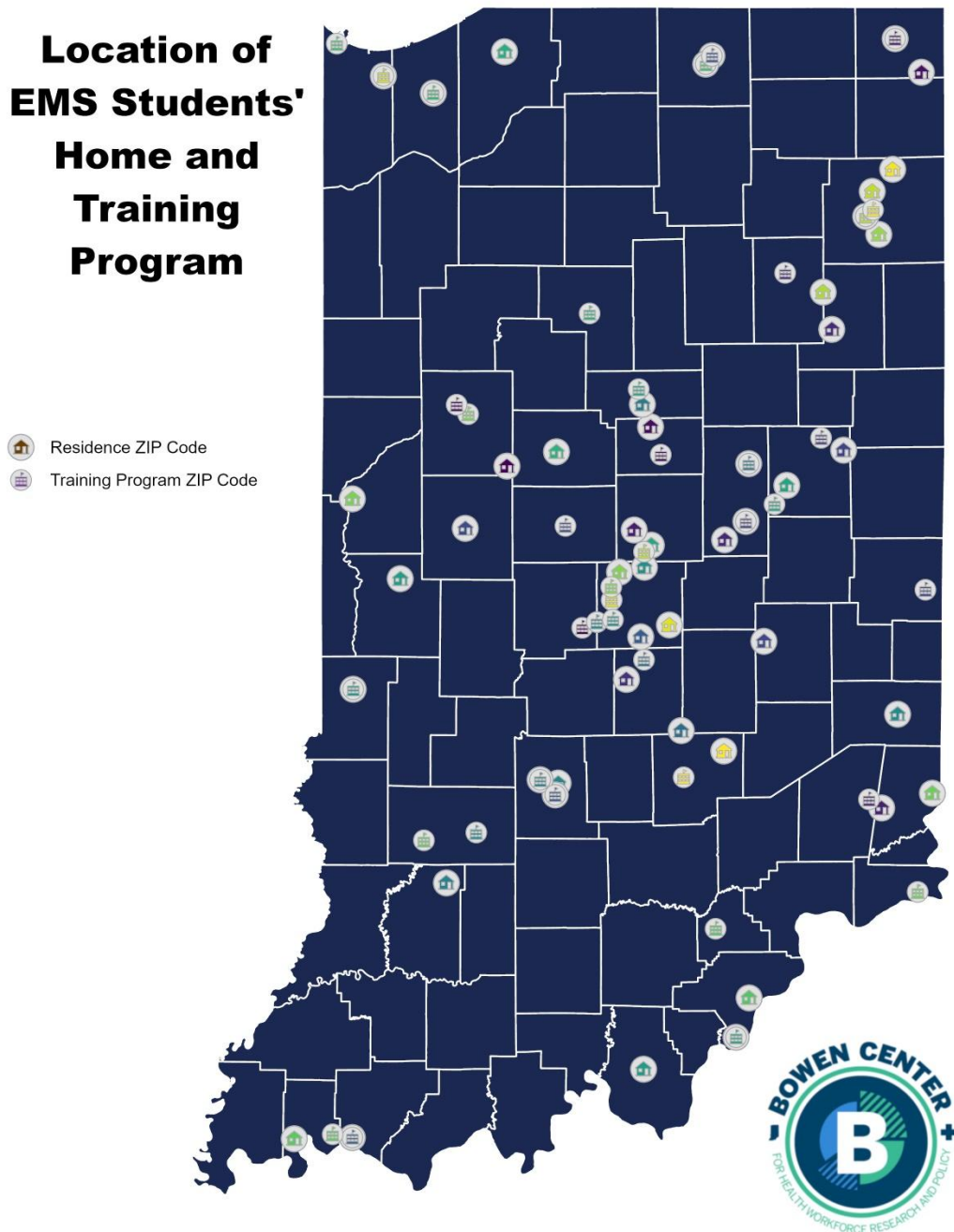
The geographic distribution of students' home and training program that completed training in P1 is provided in the map below. Though most of these students attended a training program outside their home ZIP code, only one student had to travel outside their home county to find a training program.



Source: Indiana EMS Student Pulse Check Survey  
Note: Each color represents a unique student. Locations are pinpointed by ZIP code. ZIP codes located outside Indiana are not included on this map.

P2

The map below presents the geographic distribution of students' home and training program for P2. Though 22.4% of respondents reported completing a training program within the same zip code as their residence, approximately 43.6% completed a training program in their home county.

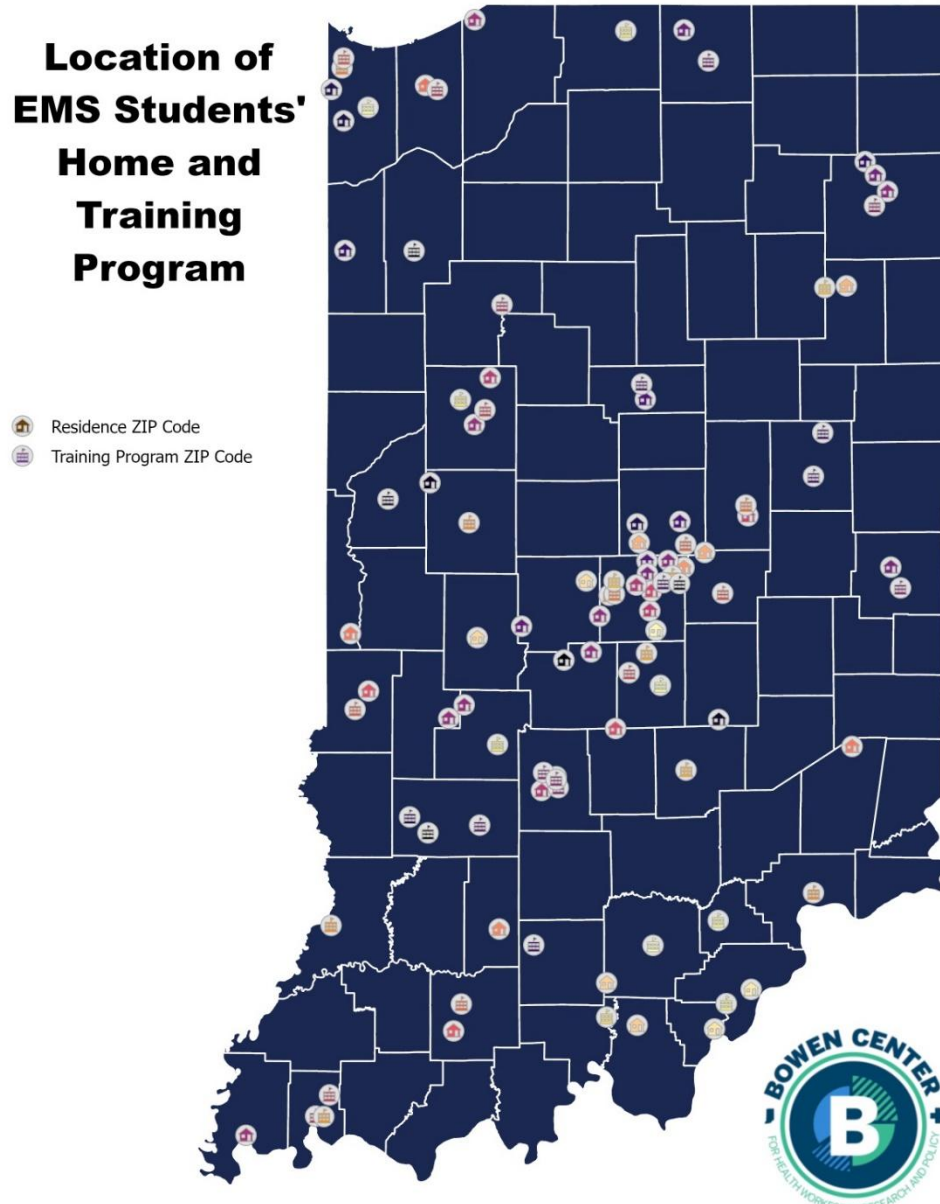


Source: Indiana EMS Student Pulse Check Survey

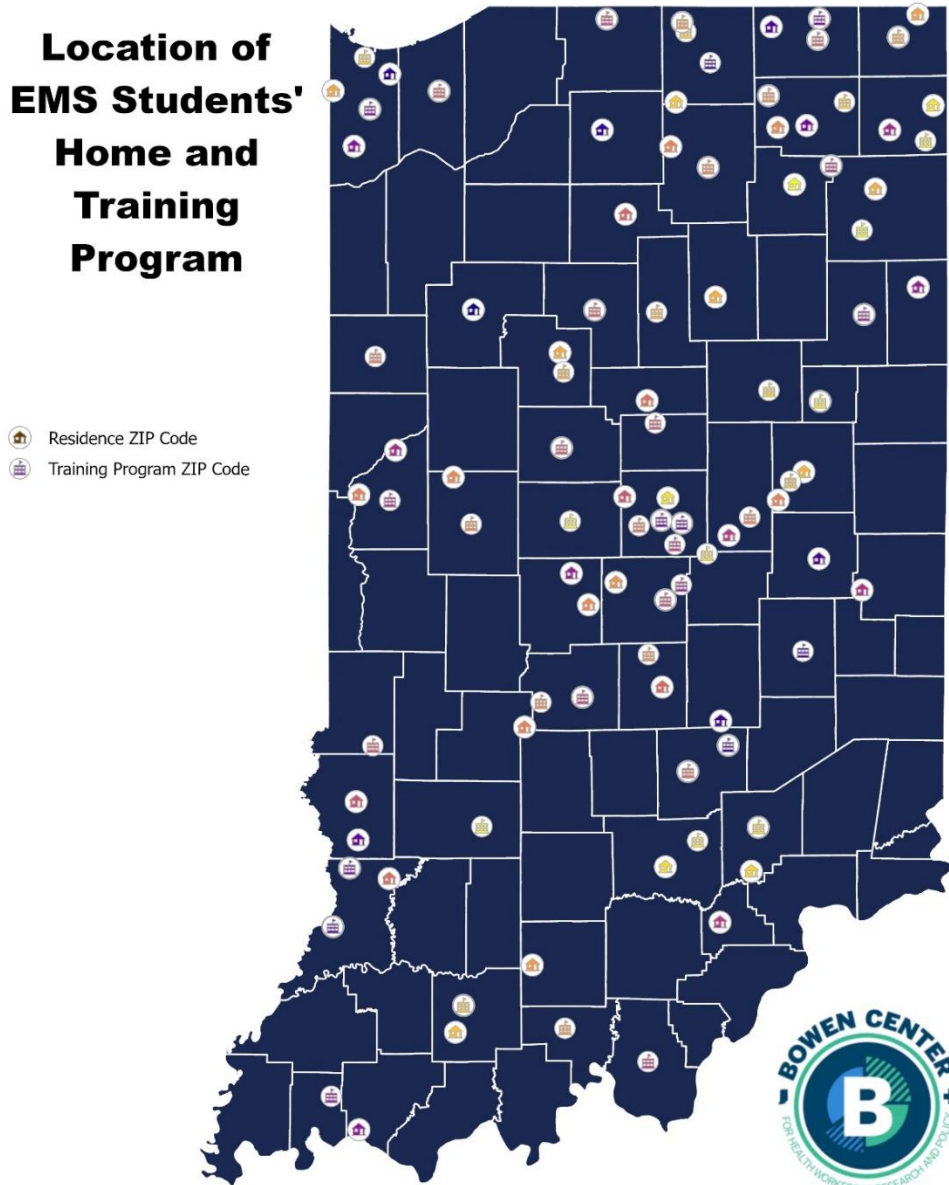
Note: Each color represents a unique student; zip codes located outside Indiana are not included on this map.

P3

The map below presents the geographic distribution of home and EMS training programs for students who completed training in P3. Only 23.8% of students reported completing a training program in the same ZIP code as their residence.



The map below presents the geographic distribution of reported residence and training programs of students who completed EMS training in P4. Less than one-third (31.7%) of students reported completing their training in the same ZIP code as their home.





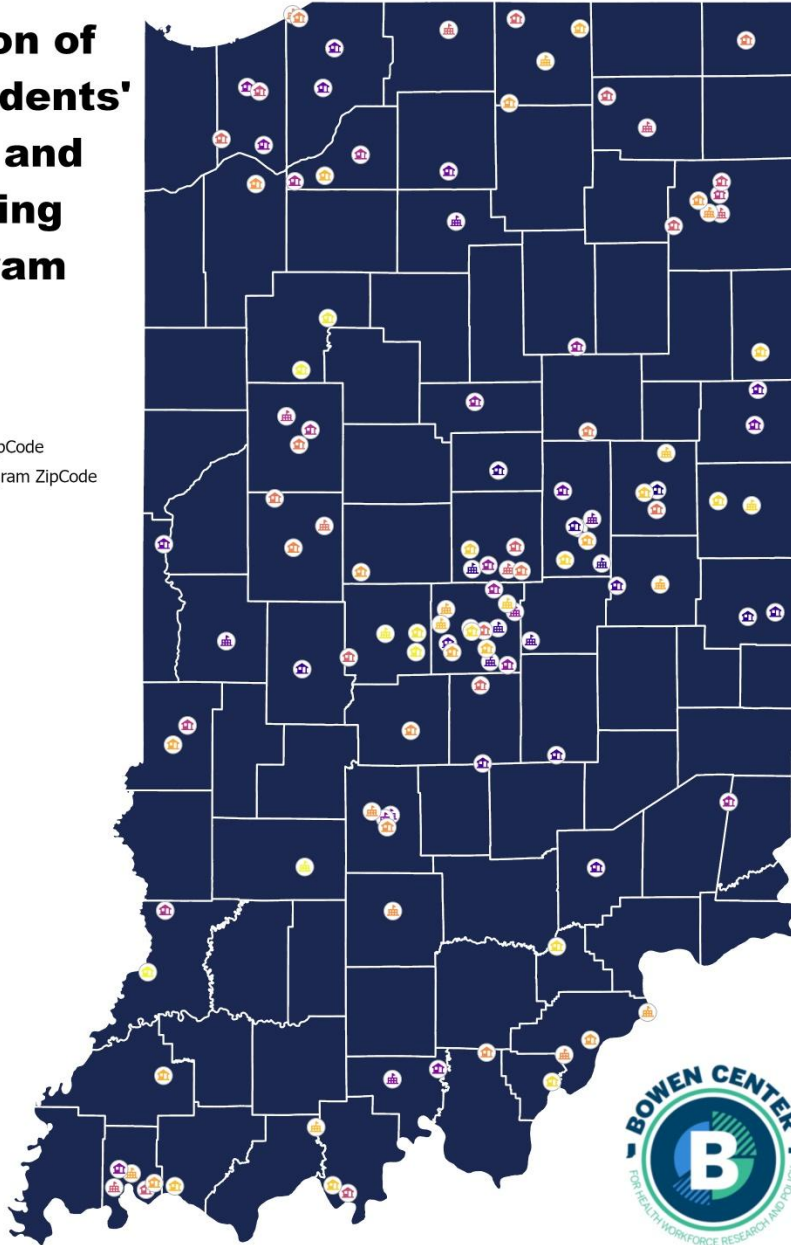
Source: Indiana EMS Student Pulse Check Survey

Note: Each color represents a unique student; zip codes located outside Indiana are not included on this map.

The map below presents the geographic distribution of then P5 EMS students' residence and EMS training programs. Approximately 63.8% of students reported completing their training in the same county in which they.

## Location of EMS Students' Home and Training Program

-  Residence ZipCode
-  Training Program ZipCode





Source: Indiana EMS Student Pulse Check Survey

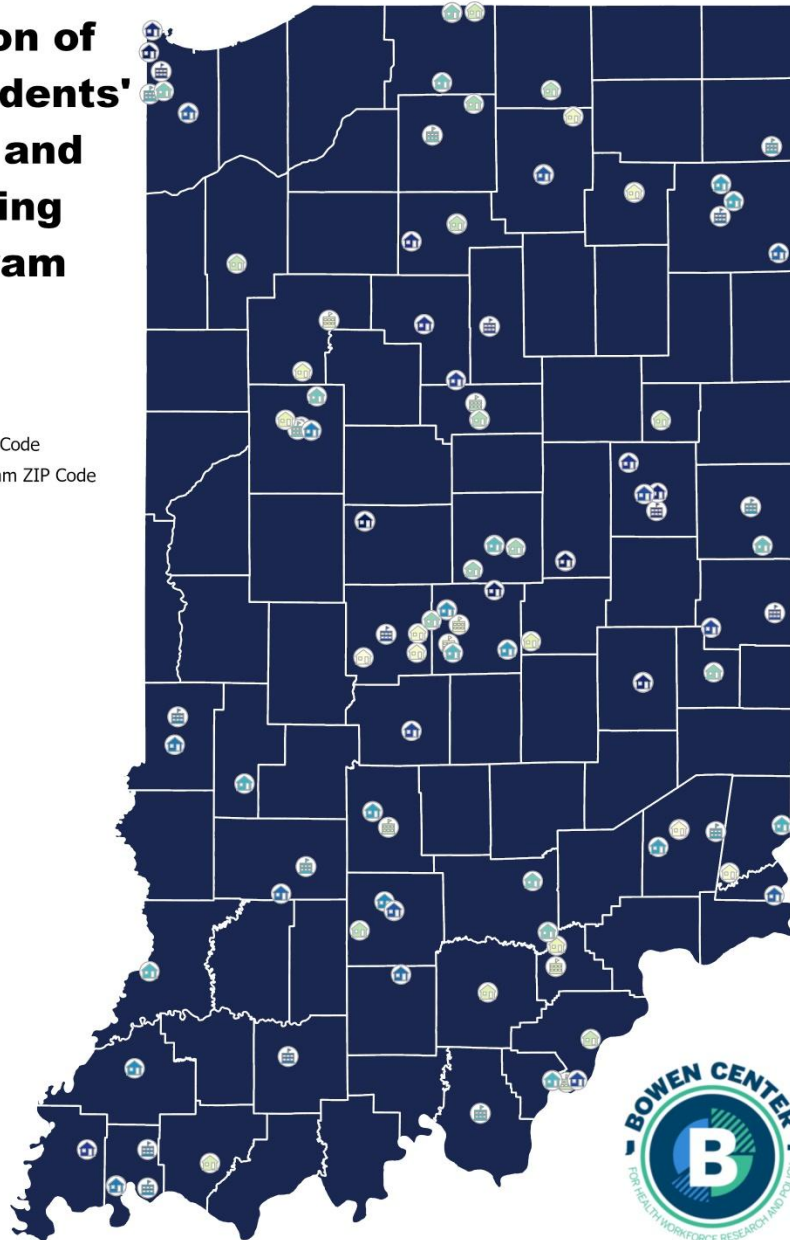
Note: Each color represents a unique student; zip codes located outside Indiana are not included on this map.

P6

The geographic distribution of students' residence and training program for reporting periods P6 is presented in the map below. Approximately 46.4% of EMS students reported completing their training in the same county in which they live.

## Location of EMS Students' Home and Training Program

-  Residence ZIP Code
-  Training Program ZIP Code



Source: Indiana EMS Student Pulse Check Survey

Notes: Each color represents a unique student; home and training programs are located by ZIP code

# Acknowledgements

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Department of Family Medicine  
Indiana University School of Medicine  
980 Indiana Avenue  
Indianapolis, IN 46202

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## **Authored By**

Sierra Vaughn, Assistant Director  
Brittany Daulton, Associate Director