



**INDIANA
EMERGENCY
MEDICAL
SERVICES
WORKFORCE**

July 1, 2025 – September 30, 2025
STUDENT DATA REPORT

Quarter 6 Student Data Report

Executive Summary

- From July 1 to September 30, 2025, 87 emergency medical services (EMS) students completed the student pulse check survey after completing their educational program.
- The majority of EMS students who responded to the survey were male (70.1%) and White (87.4%).
- Just over half (56.3%) of these students reported being in an emergency medical technician (EMT) certification program.
- Half (50.6%) of students became aware of EMS because they knew someone in the field.
- Most (72.4%) students reported having no prior experience on an ambulance.
- Students expected to pay an average of \$1,522.65 to complete their educational program. They expected to make \$24.36 afterward on the job.
 - Program costs for emergency medical responders (EMRs) were significantly lower at \$131.66 on average. EMRs anticipated making \$23.38 on average upon graduation.
 - On the other hand, costs for Paramedics were significantly higher on average (\$6,535.71). Their expected earnings were \$28.43 per hour.
- Most (80.9%) students reported being very comfortable treating COVID-19 patients. Majorities were also comfortable caring for patients who had suffered accidents (70.8%) or massive traumatic injury (66.3%).
- Approximately 51.7% of all EMS students expressed a preference for working at a fire department when they graduated.
- In total, 60.9% of EMS students wanted to be an EMT in an ambulance, following by being an EMT in a hospital/clinic setting.
- Community factors identified as important to the students' decision on where to work at an ambulance service include: cost of living (73.6%), commute time (60.9%), and proximity to spouse work/school (57.5%).
- Around three-quarters of EMS students said health insurance (79.3%), paid time off (74.7%), and retirement plans (73.6%) as very important benefits.

Introduction

Recognizing the need for a comprehensive assessment of Indiana's emergency medical services (EMS) workforce, the Indiana Department of Homeland Security (IDHS) sponsored the development of the [2023 Indiana EMS Workforce Assessment](#). EMS workforce issues such as shortages of qualified personnel able to provide services in the communities that need them have been documented. Indiana's training pipeline for EMS personnel is critically important to developing the workforce with the skills necessary to support Hoosiers. It is important to understand the distribution, outcomes, and opportunities in Indiana EMS training institutions, especially from the perspective of current students to enhance training.

Methodology

The [Indiana EMS Student Pulse Check](#) survey was developed to understand the experience of students regarding their recently completed EMS training program and provide IDHS with a better understanding of this aspect of the training pipeline. This survey asked questions regarding demographics, training and certification, professional experience, and employment plans.

The Bowen Center for Health Workforce Research and Policy (Bowen Center) developed an electronic version of the survey in REDCap, and the link to this survey was embedded into the ACADIS certification and education management system by IDHS. When students complete their EMS training program, they are required to sign in to the ACADIS system to sign off on several final steps, including completing the embedded survey. A member of the IDHS team also sends out manual emails reminding students to complete the survey. This strategy was identified by IDHS and the Bowen Center as the most feasible and appropriate given the ACADIS system specifications.

As of September 30, 2025, 530 individuals have responded to the survey. Data were exported from REDCap and imported into Microsoft Excel. Incomplete responses (n=5) as well as responses for training completed outside of Indiana (n=2) were removed. Responses received before July 1, 2025, were also removed (n=441). Data from 87 individuals were then cleaned and analyzed using SAS.

Limitations

There are important limitations to this report that should be noted. First, the information presented is largely based on self-reported data, which introduces the potential for some level of response bias. Additionally, while it is unclear how many students completed training programs between July and September 2025, it is possible that a sample size of 89 represents a low number of participants. It is important to note that this report does not aim to generalize findings from the sample across the entire student population but rather describe the demographics and experiences of the participants.

Findings

Demographics

Table 1 presents the demographics of EMS students. The sample was mostly male (70.1%). However, male and female students demonstrated equal racial and ethnic diversity. Overall, most survey respondents identified primarily as White (87.4%).

Table 1. Demographic characteristics of EMS Students

	Female		Male		Other		Total	
	N	%	N	%	N	%	N	%
Total	25		61		1		87	
Race/Ethnicity								
White	24	96.0	51	83.6	1	100.0	76	87.4
American Indian or Alaska Native	0	0.0	0	0.0	0	0.0	0	0.0
Asian	0	0.0	3	4.9	0	0.0	3	3.5
Black or African American	1	4.0	1	1.6	0	0.0	2	2.3
Native Hawaiian/Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0
Some Other Race	0	0.0	0	0.0	0	0.0	0	0.0
Hispanic/Latino	0	0.0	0	0.0	0	0.0	0	0.0
Not Hispanic/Latino	0	0.0	0	0.0	0	0.0	0	0.0
Multiracial	0	0.0	6	9.8	0	0.0	6	6.9

Student Background

When asked about current certifications they hold, 21.8% of respondents reported holding either an EMT certification or a Firefighter I certification. Additionally, 20.9% of respondents reported holding a Firefighter II certification. Details can be found in Table 2.

Table 2 Current Credentials

	N	%
None	1	1.2
EMR certification	4	4.6
EMT certification	19	21.8
Advanced EMT certification	0	0.0
Paramedic license	1	1.2
Critical Care Paramedic (ISBC certification)	0	0.0
Flight Paramedic certification (ISBC certification)	0	0.0
Community Paramedic certification (ISBC certification)	0	0.0
Tactical Paramedic certification (ISBC certification)	0	0.0
Volunteer Firefighter	6	6.9
Firefighter I	19	21.8
Firefighter II	18	20.9
Interagency Wildfire	0	0.0
Physician assistant	0	0.0
Nurse – ASN	0	0.0
Nurse – BSN	0	0.0
Physician	0	0.0
Other health profession	6	6.9
Other non-health profession	8	9.2

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

Regarding their current education, most students (56.3%) reported they were enrolled in an EMT certification program. Another 18.4% indicated they were pursuing EMR certification, while 11.2% reported not being enrolled in any of the listed programs (see Table 3).

Table 3 Current Education Program

	N	%
None	9	10.3
EMR certification	16	18.4
EMT certification	49	56.3
Advanced EMT certification	5	5.8
Paramedic license	7	8.1
Critical Care Paramedic (ISBC certification)	0	0.0
Flight Paramedic certification (ISBC certification)	0	0.0
Community Paramedic certification (ISBC certification)	0	0.0
Tactical Paramedic certification (ISBC certification)	0	0.0
Volunteer Firefighter	2	2.3
Firefighter I	4	4.6
Firefighter II	4	4.6
Interagency Wildfire	0	0.0
Physician assistant	0	0.0
Nurse – ASN	0	0.0
Nurse – BSN	0	0.0
Physician	0	0.0
Other health profession	0	0.0
Other non-health profession	0	0.0

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

Students were asked to indicate how they developed an awareness of EMS careers, as shown in Table 4. Just over half of students (50.6%) stated that they knew someone working in the EMS field, while approximately 23.0% having general knowledge.

Table 4 Knowledge of EMS Careers

	N	%
I know someone who is an EMR, EMT, or paramedic	44	50.6
I learned about it during academic advising through my school counselor (or related activity)	2	2.3
I learned about this career at a job fair	1	1.2
I did my own research to learn about these jobs	11	12.6
I learned about careers in EMS on a television show or movie	0	0.0
General knowledge	20	23.0
Other	9	10.3

Students were also asked about their previous experience working on an ambulance, as detailed in Table 5. The majority (72.4%) reported having no previous ambulance experience. Meanwhile, 9.2% indicated having less than 1 year of experience.

Table 5 Previous Ambulance Experience

	N	%
None	63	72.4
Less than 1 year	8	9.2
1-5 years	6	6.9
6-10 years	3	3.2
More than 10 years	7	8.1

Estimated Costs and Anticipated Wages

To better understand the financial landscape of EMS training, students were asked to estimate the total cost of their EMS training program. Students were asked to include non-tuition expenses, such as educational materials or uniforms, in this estimated cost. Students were also asked to report what their expectations were for a realistic hourly wage after program completion. Averages and ranges are presented in Table 6.

Overall, respondents reported an average estimated program cost of approximately \$1,522.65, with an average anticipated hourly wage of \$24.36. When analyzed by the programs that students were enrolled in, the EMR program had the lowest average cost at \$131.56, with an expected hourly wage of \$27.30. EMTs reported higher programs costs at \$1,264.79 but had lower expected average hourly wage at \$23.38. However, students in the Paramedic program had the highest average cost at approximately \$6,535.71, with an expected hourly wage of \$28.43.

Table 6 Student Reported Cost and Expected Wages

Total Costs			Expected Wage		
Mean	Minimum	Maximum	Mean	Minimum	Maximum
All Programs					
\$1,522.65	\$0.00	\$11,000.00	\$24.36	\$15.00	\$50.00
EMR Students					
\$131.56	\$0.00	\$325.00	\$27.30	\$15.00	\$50.00
EMT Students					
\$1,264.79	\$0.00	\$4,500.00	\$23.38	\$16.00	\$40.00
AEMT Students					
\$1,175.00	\$0.00	\$1,900.00	\$22.80	\$20.00	\$25.00
Paramedic Students					
\$6,535.71	\$0.00	\$11,000.00	\$28.43	\$19.00	\$36.00

Student Comfort Level

Students were asked to report their level of comfort handling common or complex EMS runs (Tables 7a-b). The highest percentage of students reported being very comfortable with caring for patients with COVID (80.9%), followed by accidents (70.8%) and massive traumatic injury (66.3%). On the other hand, 11.2% reported being unsure about their comfort with the death of a child.

Table 7a. Comfort level with difficult runs

	Disasters		Accidents		Domestic Violence		Sexual Assault		Other Types of Crimes	
	N	%	N	%	N	%	N	%	N	%
Very Comfortable	38	43.7	63	72.4	51	58.6	43	49.4	48	55.2
Somewhat Comfortable	40	46.0	23	26.4	31	35.6	32	38.5	29	33.3
Not Very Comfortable	6	6.9	1	1.2	4	4.6	7	8.1	4	4.6
Unsure	3	3.5	0	0.0	1	1.2	5	5.8	6	6.9
Not Applicable	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 7b. Comfort level with difficult runs

	Burns		Massive Traumatic Injury		Death of a Child		Care of Family or Friend		Caring for Patients Suspected to have COVID	
	N	%	N	%	N	%	N	%	N	%
Very Comfortable	57	65.5	59	67.8	34	39.1	51	58.6	71	81.6
Somewhat Comfortable	27	31.0	23	26.4	35	40.2	26	29.9	12	17.2
Not Very Comfortable	1	1.2	3	3.5	7	8.1	8	9.2	1	1.2
Unsure	2	2.3	2	2.3	10	11.5	2	2.3	0	0.0
Not Applicable	0	0.0	0	0.0	1	1.2	0	0.0	0	0.0

Employment Plans

Students were asked several questions to understand their employment plans after program completion. These questions covered employment hours, setting, job title, community factors, benefits, and other factors.

Desired Employment

Table 8 provides a summary of students' desired employment in EMS. Among students in all programs, most students indicated a desire to be employed in EMS either full-time (35.6%), part-time (18.4%), or in either arrangement (23.0%). When looking at students in specific programs, a similar trend in desired employment was observed for EMT students (91.9%) and paramedic students (71.4%). EMR students and AEMT students were most likely to report desiring to be employed either full-time or part-time (25.0% and 40.0%, respectively).

Table 8 Desired employment for EMS students

	All Programs		EMR Students		EMT Students		AEMT Students		Paramedic Students	
	N	%	N	%	N	%	N	%	N	%
Yes, Full-time	31	35.6	1	6.3	19	38.8	1	20.0	5	71.4
Yes, Part-time	16	18.4	2	12.5	14	28.6	0	0.0	0	0.0
Yes, Either full- or part-time	20	23.0	4	25.0	12	24.5	2	40.0	0	0.0
Unsure	8	9.2	3	18.8	1	2.0	1	20.0	1	14.3
No, seeking work with a hospital	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No, seeking work in another health care related service	3	3.5	2	12.5	1	2.0	0	0.0	0	0.0
No, seeking further health care related training	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
No, seeking further non health care related training	2	2.3	1	6.3	1	2.0	0	0.0	0	0.0
No, other	7	8.1	3	18.8	1	2.0	1	20.0	1	14.3

Employer Type

Table 9 presents the desired employment settings of EMS students. Among them, 51.7% expressed a preference for working in a fire department upon completing their program, followed by 39.3% indicated a preference for working in a hospital ambulance department. A similar trend was seen among EMT students (57.1% for fire department and 42.9% for hospital ambulance department) and paramedic students (75.0% for fire department and 50.0% for hospital ambulance department).

Table 9 Desired Employer Setting

	All Programs		EMR Students		EMT Students		AEMT Students		Paramedic Students	
	N	%	N	%	N	%	N	%	N	%
No preference	18	20.7	3	18.8	9	18.4	2	40.0	0	0.0
Hospital ambulance department	35	40.2	4	25.0	21	42.9	2	40.0	4	57.1
Law enforcement/corrections	5	5.8	3	18.8	2	4.1	0	0.0	0	0.0
Third service (county, city, township, municipal)	20	23.0	1	6.3	11	22.5	2	40.0	3	42.9
Federal or military ambulance department	7	8.1	1	6.3	5	10.2	0	0.0	0	0.0
Fire department	45	51.7	6	37.5	28	57.1	0	0.0	6	85.7
Private non-profit	12	13.8	1	6.3	7	14.3	1	20.0	2	28.6
Private for-profit	8	9.2	1	6.3	6	12.2	0	9.0	1	14.3
Hospital in a non-ambulance position	6	6.9	0	0.0	6	12.2	0	6.7	0	0.0
Government service non-ambulance position	4	4.6	1	6.3	2	4.1	0	4.5	1	14.3
Public health agency	6	6.9	0	0.0	4	8.2	0	6.7	1	14.3
Research institution	2	2.3	0	0.0	2	4.1	0	2.3	0	0.0
Higher education in staff or faculty role	2	2.3	0	0.0	2	4.1	0	2.3	0	0.0
Military in a non-ambulance position	1	1.2	1	6.3	0	0.0	0	1.1	0	0.0
Plan to continue education	4	4.6	0	0.0	3	6.1	0	4.5	0	0.0
Other	4	4.6	1	6.3	3	6.1	0	4.5	0	0.0
Unsure	7	8.1	3	18.8	4	8.2	0	7.9	0	0.0
None of the above	4	4.6	2	12.5	1	2.0	0	4.5	0	0.0

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

Job Type

Table 10 provides a summary of the types of jobs that EMS students desire. Overall, 60.9% of these students desired to be an EMT in an ambulance, followed by being an EMT in a hospital/clinic setting. Unsurprisingly, the highest percentage of EMT students desired a job as an EMT in an ambulance (83.7%), hospital/clinic (44.9%), or other setting (40.8%). Another 31.3% reported a desire to be a Firefighter EMT. Students in the AEMT program desired to be an AEMT in an ambulance (80.0%), hospital/clinic (60.0%), or other setting (20.0%).

Table 10 Desired job type for EMS students

	All Programs		EMR Students		EMT Students		AEMT Students		Paramedic Students	
	N	%	N	%	N	%	N	%	N	%
EMS (ambulance)	6	6.9	5	31.3	2	4.1	0	0.0	0	0.0
EMR (hospital/clinic)	5	5.8	5	31.3	1	2.0	0	0.0	0	0.0
EMR (other)	5	5.8	4	25.0	1	2.0	0	0.0	0	0.0
EMT (ambulance)	53	60.9	3	18.8	41	83.7	1	20.0	0	0.0
EMT (hospital/clinic)	24	27.6	1	6.3	22	44.9	0	0.0	0	0.0
EMT (other)	21	24.1	1	6.3	20	40.8	0	0.0	0	0.0
Advanced EMT (ambulance)	5	5.8	0	0.0	0	0.0	4	80.0	0	0.0
Advanced EMT (hospital/clinic)	3	3.5	0	0.0	0	0.0	3	60.0	0	0.0
Advanced EMT (other)	1	1.2	0	0.0	0	0.0	1	20.0	0	0.0
Paramedic (ground ambulance 911)	9	10.3	0	0.0	1	2.0	0	0.0	0	0.0
Paramedic (ground ambulance critical care)	4	4.6	0	0.0	1	2.0	0	0.0	2	25.0
Paramedic (rotor/fix wing ambulance)	1	1.2	0	0.0	1	2.0	0	0.0	0	0.0
Paramedic (community paramedic)	3	3.4	0	0.0	1	2.0	0	0.0	2	25.0
Paramedic (hospital/clinic)	2	2.3	0	0.0	1	2.0	0	0.0	1	12.5
Paramedic (other)	2	2.3	0	0.0	0	0.0	0	0.0	1	12.5
Firefighter (EMR)	11	12.6	8	50.0	3	6.1	0	0.0	0	0.0
Firefighter (EMT)	25	28.7	5	31.3	18	36.7	0	0.0	0	0.0
Firefighter (Nurse)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Firefighter (Paramedic)	5	5.8	0	0.0	2	4.1	0	0.0	2	25.0
Firefighter (Educator)	2	2.3	1	6.3	1	2.0	0	0.0	0	0.0
Firefighter (Leadership)	2	2.3	0	0.0	1	2.0	0	0.0	0	0.0
Physician Assistant	1	1.2	0	0.0	1	2.0	0	0.0	0	0.0
Nurse (ground ambulance 911)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse (ground ambulance critical care)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse (rotor/fix wing ambulance)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Nurse (community paramedic)	1	1.2	0	0.0	1	2.0	0	0.0	0	0.0
Nurse (hospital/clinic)	1	1.2	0	0.0	1	2.0	0	0.0	0	0.0
Nurse (other)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Educator (ambulance)	2	2.3	1	6.3	0	0.0	0	0.0	1	12.5
Educator (fire department)	1	1.2	1	6.3	0	0.0	0	0.0	0	0.0
Educator (hospital/clinic)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Educator (other)	1	1.2	0	0.0	1	2.0	0	0.0	0	0.0
Leadership (ambulance)	3	3.4	0	0.0	1	2.0	0	0.0	2	0.0
Leadership (fire department)	2	2.3	0	0.0	2	4.1	0	0.0	0	0.0
Leadership (hospital/clinic)	1	1.1	0	0.0	1	2.0	0	0.0	0	0.0
Leadership (other)	2	2.3	0	0.0	2	4.1	0	0.0	0	0.0
Physician (agency affiliated)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Physician (EMS medical director)	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Military	3	3.5	1	6.3	1	2.0	0	0.0	0	0.0
Other	4	4.6	1	6.3	2	4.1	0	0.0	0	0.0
None of the above	4	4.6	2	12.5	2	4.1	0	0.0	0	0.0

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

Recruitment

EMS students were asked whether they had been contacted by ambulance service providers for recruitment purposes (Table 11). One eight students (9.1%) reported being contacted by Indiana ambulance services and three (4.7%) reported being contacted by non-Indiana ambulance services.

Table 11 Interactions with Ambulance Services

	Contacted by Indiana Ambulance Service(s)		Contacted by non-Indiana Ambulance Service(s)	
	N	%	N	%
Yes	7	8.1	3	3.5
No	79	91.8	84	96.6
Non-Respondent	1	1.2	0	0.0

Community Factors

Students were asked to rate the importance of various community aspects in deciding whether to work at an ambulance service (Tables 12a - c). The community aspects indicated to be very important to most students included cost of living (73.6%). Other community aspects identified as very important include commute time (59.6%), crime rates (53.9%), hospital/health system reputation (56.2%), and proximity to spouse's work/school (57.3%).

Table 12a. Community factors important to EMS students

	Cost of Living		Quality of Schools		Cultural Amenities		Community Diversity		Recreational Opportunities	
	N	%	N	%	N	%	N	%	N	%
Very important	64	73.6	39	44.8	22	25.3	21	24.1	37	42.5
Somewhat important	18	20.7	14	16.1	25	28.7	26	29.9	33	37.9
Not too important	5	5.8	28	32.2	37	42.5	38	43.7	14	16.1
Not sure	0	0.0	6	6.9	3	3.5	2	2.3	3	3.5

Table 12b. Community factors important to EMS students

	Commute Time		Crime Rates/Safety		Small Town/More Rural Lifestyle		Big City/More Urban Lifestyle		Hospital/Health System Reputation	
	N	%	N	%	N	%	N	%	N	%
Very important	53	60.9	46	52.9	29	33.3	16	18.4	49	56.3
Somewhat important	27	31.0	29	33.3	29	33.3	32	36.8	33	36.8
Not too important	6	6.9	11	12.6	29	33.3	38	43.7	6	6.9
Not sure	1	1.2	1	1.2	0	0.0	1	1.2	0	0.0

Table 12c. Community factors important to EMS students

	Proximity to Spouse Work/School		Proximity to Co-parent		Nightlife		Proximity to Major Travel Routes		Proximity to Extended Family & Friends	
	N	%	N	%	N	%	N	%	N	%
Very important	50	57.5	20	23.9	15	17.2	20	23.0	29	33.3
Somewhat important	26	29.9	24	27.6	18	20.7	31	35.6	37	42.5
Not too important	9	10.3	36	41.4	52	59.8	35	40.2	20	23.0
Not sure	2	2.3	6	6.9	2	2.3	1	1.2	1	1.2
			1	1.2						

Desired Benefits and Employer Factors

EMS students were asked to indicate which benefits they considered important when evaluating job opportunities after completing their program (Tables 13a-c). The highest percentage of students identified health insurance (79.3%) to be a very important employer benefit, along with paid time off (74.7%) and retirement plans (73.6%). In contrast, a considerable percentage of students identified a sign-on bonus (39.1%) and gym membership (36.8%) as not too important when considering a job opportunity.

Table 13a. Desired employer benefits

	Sign-on Bonus		Relocation Reimbursement		Extra Compensation for Working Less Desirable Shift		Paid Time Off		Retention Bonus		Tuition Reimbursement	
	N	%	N	%	N	%	N	%	N	%	N	%
Very important	15	17.2	38	43.7	44	50.6	65	74.7	42	48.3	41	47.1
Somewhat important	36	41.4	31	35.6	32	36.8	17	19.5	31	35.6	31	35.6
Not too important	34	39.1	14	16.1	10	11.5	5	5.8	13	14.9	14	16.1
Not sure	2	2.3	4	4.6	1	1.2	0	0.0	0	0	1	1.2
Non-Respondent									1	1.2		

Table 13b. Desired employer benefits

	Recertification Cost Reimbursement		Scholarships		Conference Support		Uniform Allowance		Health Insurance		Gym Membership	
	N	%	N	%	N	%	N	%	N	%	N	%
Very important	50	57.5	30	34.5	23	26.4	47	54.0	69	79.3	21	24.1
Somewhat important	33	37.9	36	41.4	38	43.7	32	36.8	12	13.8	34	39.1
Not too important	4	4.6	20	23.0	22	25.3	8	9.2	5	5.8	32	36.8
Not sure	0	0.0	1	1.2	4	4.6	0	0.0	0	0.0	0	0.0
Non-Respondent									1	1.2		

Table 13c. Desired employer benefits

	Life Insurance		Long-term Disability Coverage		Short-term Disability Coverage		Pension/ OPERS		Retirement Plans		Social Security Payments		Other Retirement Programs	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very important	60	69.0	58	66.7	56	64.4	53	60.9	66	73.6	48	55.2	43	49.4
Somewhat important	18	20.7	21	24.1	23	26.4	23	26.4	18	20.7	27	31.0	32	36.8
Not too important	9	10.3	7	8.1	7	8.1	7	8.1	4	4.6	9	10.3	8	9.2
Not sure	0	0.0	1	1.2	1	1.2	4	4.6	1	1.2	2	2.3	4	4.6
Non-Respondent											1	1.2		

Tables 14a-c outline the employment options that students considered important, showing that 33.3% of students identified flexible scheduling when considering a future employer, followed by 27.6% who found peer support for mental health as most important. On the other hand, 31.0% identified maximum number of dispatches per time/shift as not at all important, followed by 20.7% who indicated the same for minimum time off between shifts.

Table 14a. Important Considerations for Future Employer

	Flexible Scheduling		Maximum Duty Time Policy		48-hour Workweek of Less		3 or More Days Off for Full-Time Employees		Employer Assisted Scheduling of Time-Off	
	N	%	N	%	N	%	N	%	N	%
Most important	29	33.3	8	9.2	18	20.7	18	20.7	18	20.7
Moderately important	21	24.1	19	21.8	18	20.7	31	35.6	21	24.1
Somewhat important	27	31.0	46	52.9	37	42.5	29	33.3	36	41.4
Not at all important	10	11.5	14	61.1	14	16.1	9	10.3	12	13.8

Table 14b. Important Considerations for Future Employer

	Minimum Time Off Between Shifts		Fatigue management plan		Peer support (mental health)		Rotating crews between busy and slow assignments		Additional Shifts to Cover Busy Periods	
	N	%	N	%	N	%	N	%	N	%
Most important	15	17.2	18	20.7	24	27.6	21	24.1	20	23.0
Moderately important	13	14.9	26	29.9	22	25.3	16	18.4	31	35.6
Somewhat important	41	47.1	30	34.5	29	33.3	33	37.9	23	26.4
Not at all important	18	20.7	13	14.9	12	13.8	17	19.5	13	14.9

Table 14c. Important Considerations for Future Employer

	Staff Support for extended drop-off/wait/boarding times		Staff not held over to cover shifts		Short time requirement for ePCR completion		Minimum time for calling off shift		Maximum number of dispatches per time/shift	
	N	%	N	%	N	%	N	%	N	%
Most important	14	16.1	19	21.8	8	9.2	13	14.9	10	11.5
Moderately important	20	23.0	20	23.0	24	27.6	25	28.7	14	16.1
Somewhat important	41	47.1	32	36.8	41	47.1	32	36.8	35	40.2
Not at all important	12	13.8	16	18.4	14	16.1	17	19.5	27	31.0
Non-Respondent									1	1.2

Ranking of Important Factors

Respondents were asked to select and rank the three most important factors influencing their choice of an employer after completing their program. More information can be found in Table 15. The highest number of EMS students (N = 37; 42.5%) identified career advancement/promotion opportunities within this ambulance service as important when choosing an employer. However, offering additional assignments received a higher average ranking score (Average = 2.32). Run volume of the ambulance service was also ranked high by 27.6% of students.


Table 15 Employment Seeking: Employer

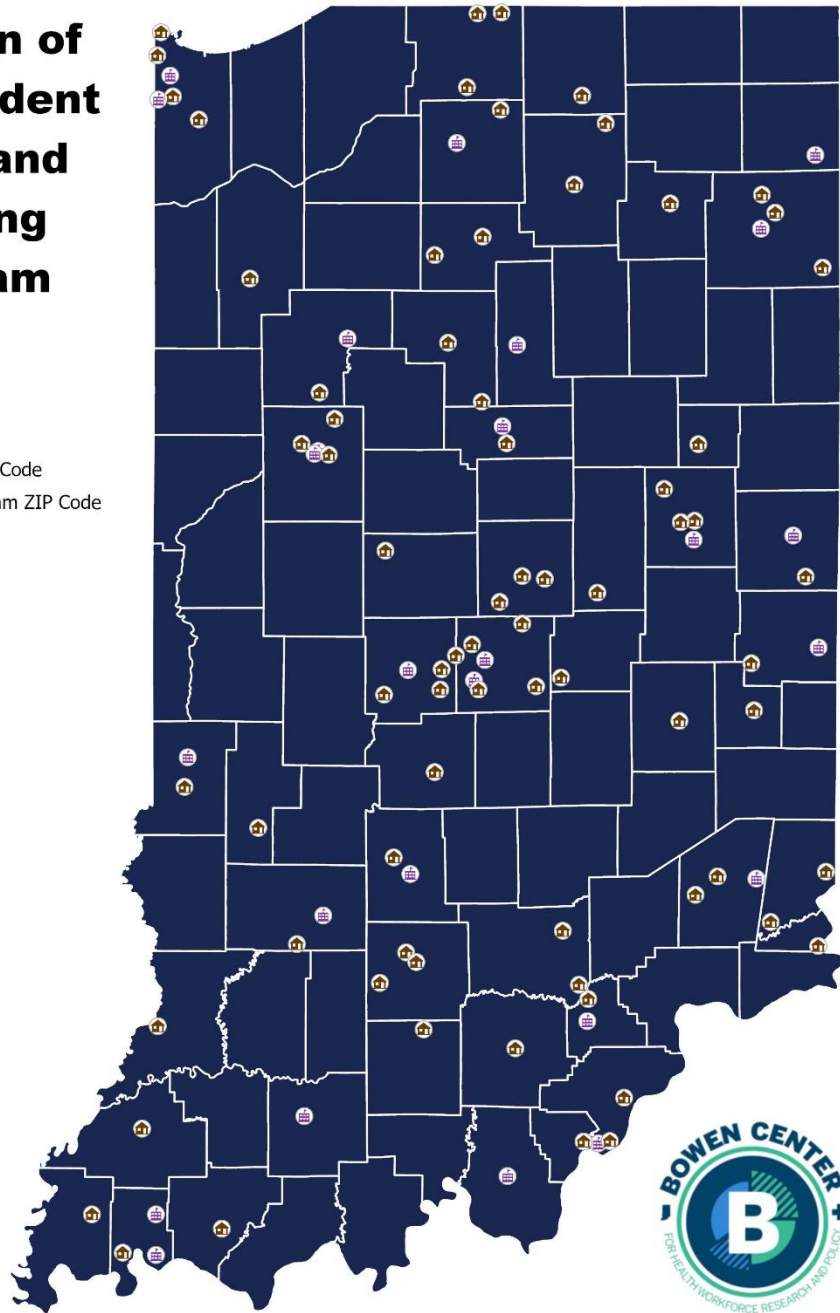
	Average	N	% of Total EMS Students
Staffing pattern (length of the shifts, shift rotation).	1.81	32	36.8
Location of the ambulance service (eg. located in your home jurisdiction)	1.72	32	36.8
Run volume of the ambulance service	2.25	24	27.6
Type of responses for the ambulance service (example rural versus urban)	1.95	21	24.1
Station-based response with amenities such as bedrooms, kitchen, dayroom, office space	2.12	26	29.9
Having the same (three or more) employees working at the same base with regular interpersonal interaction	2.14	21	24.1
Professional develop opportunities including career advancement funding or reimbursement	1.92	26	29.9
Career advancement/promotion opportunities within this ambulance service	2.00	37	42.5
Offering additional assignments (e.g., TEMS, bike team, committees, community outreach, etc.)	2.32	22	25.3

Geographic Distribution

Survey respondents were asked to provide the zip codes of their residence and their training program. Figure 1 displays the geographic distribution of where EMS students are coming from and where they completed training. Approximately 46.4% of EMS students reported completing their training in the same county in which they live.

Location of EMS Student Home and Training Program

-  Residence ZIP Code
-  Training Program ZIP Code



Source: Indiana EMS Student Pulse Check Survey