



**INDIANA
EMERGENCY
MEDICAL
SERVICES
WORKFORCE**

April 15, 2025 – June 30, 2025

STUDENT DATA REPORT

Quarter 5 Student Data Report

Executive Summary

- Between April and June 2025, approximately 133 students responded to the student pulse check survey after completing their emergency medical services (EMS) training, with 127 students had complete responses included in the final sample.
- Approximately 66.1% of students reported that they completed training to be an emergency medical technician (EMT).
- Just over 40% of students indicated that they learned about EMS careers through someone they know who is an EMS professional. Another 20% reported they learned about EMS careers by doing their own research.
- Paramedic students reported the highest average educational costs (\$5,055.56) and the highest expected wages (average of \$32.00/hour).
- When asked about their comfort level completing different types of EMS runs, the highest percentage of students indicated being very comfortable handling persons suspected of having COVID (67.7%), accidents (62.2%) and burns (59.1%).
- When asked to think about their future employment, most students expressed a desire to work in a fire department (61.4%), and most students desired to have a job that was related to the training they had recently completed (i.e., EMT students desired a job as an EMT, EMR students desired a job as a firefighter EMR).
- The most important employer factors identified by students were health insurance (85.0%), long-term disability (76.4%), and life insurance (74.8%).
- Students also valued flexible scheduling (33.1%) and peer support (33.1%) when considering a potential employer.
- Geographically, 63.8% of students in this cohort were able to receive EMS training in their county of residence, an indicator of high accessibility of EMS training in Indiana.

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 June 30, 2025, 441 individuals have responded to the survey. Data were exported from REDCap and imported into Microsoft Excel. Incomplete responses (n=38) as well as responses for training completed outside of Indiana (n=1) were removed. Responses received before April 15, 2025, were also removed (n=171). Data from 127 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 April and June 2025, it is possible that a sample size of 127 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

Student Demographics

Table 1 presents the demographics of EMS students. The sample was mostly male (59.8%), while females represented 38.6% of survey respondents. However, both male and female students demonstrated equal racial and ethnic diversity. Overall, most survey respondents identified as White (85.0%).

Table 1. Demographic characteristics of EMS students

	Female		Male		Prefer Not to Say		Total	
	N	%	N	%	N	%	N	%
Total	49		76		2		127	
Race/Ethnicity								
White	42	85.7	65	85.5	1	50.0	108	85.0
American Indian or Alaska Native	2	4.1	0	0.0	0	0.0	2	1.6
Asian	0	0.0	0	0.0	0	0.0	0	0.0
Black or African American	2	4.1	1	1.3	0	0.0	3	2.4
Native Hawaiian/Pacific Islander	0	0.0	0	0.0	0	0.0	0	0.0
Some Other Race	0	0.0	1	1.3	0	0.0	1	0.8
Hispanic/Latino	1	2.0	0	0.0	0	0.0	1	0.8
Not Hispanic/Latino	0	0.0	0	0.0	1	50.0	1	0.8
Multiracial	2	4.1	9	11.8	0	0.0	11	8.7

Student Background

When asked about current certifications, 26% of respondents reported holding Firefighter I and 24% reported holding the Firefighter II credential. Additionally, 13.5% of respondents reported holding a Volunteer Firefighter certification and 12.5% an EMR certification. Details can be found in Table 2.

Table 2 Current Credentials

	N	%
None	1	0.8
EMR certification	12	9.5
EMT certification	17	13.4
Advanced EMT certification	0	0.0
Paramedic license	3	2.4
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	14	11.0
Firefighter I	30	23.6
Firefighter II	28	22.1
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	7	5.5
Other non-health profession	6	4.7

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

Regarding their current education, most students (66.1%) reported they were enrolled in an EMT certification program. Another 12.6% indicated they were pursuing EMR certification, while 13.4% reported not being enrolled in any of the listed programs (see Table 3).

Table 3 Current education program

	N	%
None	17	13.4
EMR certification	16	12.6
EMT certification	84	66.1
Advanced EMT certification	1	0.8
Paramedic license	9	7.1
Critical Care Paramedic (ISBC certification)	0	0.0
Flight Paramedic certification (ISBC certification)	1	0.8
Community Paramedic certification (ISBC certification)	0	0.0
Tactical Paramedic certification (ISBC certification)	1	0.8
Volunteer Firefighter	4	3.2
Firefighter I	7	5.5
Firefighter II	8	6.3
Interagency Wildfire	0	0.0
Physician assistant	1	0.8
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. The highest percentage (41.7%) stated that they knew someone working in the EMS field, while approximately 20.5% reported learning of EMS careers through their own research. Another 22.8% indicated learning of EMS careers through general knowledge.

Table 4 Knowledge of EMS careers

	N	%
I know someone who is an EMR, EMT, or paramedic	53	41.7
I learned about it during academic advising through my school counselor (or related activity)	5	3.9
I learned about this career at a job fair	1	0.8
I did my own research to learn about these jobs	26	20.5
I learned about careers in EMS on a television show or movie	1	0.8
General knowledge	29	22.8
Other	12	9.5

Students were also asked about their previous experience working on an ambulance, as detailed in Table 5. The majority (68.5%) reported having no previous ambulance experience. Meanwhile, 18.9% indicated having less than 1 year of experience, and 9.5% reported having 1-5 years of experience.

Table 5 Previous ambulance experience

	N	%
None	87	68.5
Less than 1 year	24	18.9
1-5 years	12	9.5
6-10 years	2	1.6
More than 10 years	2	1.6

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 \$1,318.48, with an average anticipated hourly wage of \$23.11. When analyzed by the programs that students were enrolled in, the EMR program had the lowest average cost at \$137.50, with an expected hourly wage of \$22.83. In contrast, the Paramedic program had the highest average cost at approximately \$5,055.56, with an expected hourly wage of \$32.00.

Table 6 Student-reported cost and expected wages

Total Costs			Expected Wage		
Mean	Minimum	Maximum	Mean	Minimum	Maximum
All Programs					
\$1,318.48	\$0.00	\$21,000.00	\$23.11	\$0.00	\$50.00
EMR students					
\$137.50	\$0.00	\$650.00	\$22.83	\$0.00	\$40.00
EMT students					
\$1,239.01	\$0.00	\$6,000.00	\$22.07	\$15.00	\$45.00
AEMT students					
\$2,000.00	\$2,000.00	\$2,000.00	\$20.00	\$20.00	\$20.00
Paramedic students					
\$5,055.56	\$0.00	\$21,000.00	\$32.00	\$12.00	\$50.00

Student Comfort Level

Students were asked to report their level of comfort handling common or complex EMS runs (Tables 7a-b). Most students reported being very comfortable with accidents (62.2%), burns (59.1%), and caring for patients with COVID (67.7%). On the other hand, a high percentage of students indicated not feeling very comfortable with EMS runs concerning sexual assault (15.0%) or the death of a child (18.1%).

Table 7a. Comfort level with difficult runs

	Disasters		Accidents		Domestic Violence		Sexual Assault		Other Types of Crimes	
	N	%	N	%	N	%	N	%	N	%
Very Comfortable	46	36.2	79	62.2	59	46.5	52	40.9	57	44.9
Somewhat Comfortable	66	52.0	44	34.7	52	40.9	52	40.9	52	40.9
Not Very Comfortable	11	8.7	3	2.4	11	8.7	19	15.0	7	5.5
Unsure	4	3.2	1	0.8	4	3.2	4	3.2	10	7.9
Not Applicable	0	0.0	0	0.0	1	0.8	0	0.0	1	0.8

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	75	59.1	67	52.8	40	31.5	71	55.9	86	67.7
Somewhat Comfortable	47	37.0	48	37.8	50	39.4	42	33.1	33	26.0
Not Very Comfortable	4	3.2	9	7.1	23	18.1	9	7.1	2	1.6
Unsure	1	0.8	3	2.4	14	11.0	5	3.9	5	3.9
Not Applicable	0	0.0	0	0.0	0	0.0	0	0.0	1	0.8

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

Among students in all programs, most indicated a desire to be employed in EMS (37.0% full-time, 11.8% part-time, and 21.3% in either arrangement). At the same time, 15.0% reported being unsure about their employment plans. More information is in Table 8.

As seen in Table 9, an equal percentage of EMR students indicated interest in full-time or part-time employment (37.5%) or being unsure about their employment plans (37.5%). Over 40% of EMT students expressed interest in being employed in EMS full-time (42.9%) (see Table 10), while one student in the AEMT program indicated the same (Table 11). Finally, most paramedic students indicated interest in being employed in EMS full-time (44.4%) or part-time (22.2%) (Table 12).

Table 8 Desired employment among EMS students - all programs

	N	%
Yes, Full-time	47	37.0
Yes, Either full- or part-time	27	21.3
Yes, Part-time	15	11.8
Unsure	19	15.0
Seeking work with a hospital	4	3.2
Seeking work in another health care related service	1	0.8
Seeking further health care related training	0	0.0
Seeking further non health care related training	3	2.4
Other	11	8.7

Table 9 Desired employment for EMR students

	N	%
Yes, Full-time	0	0.0
Yes, Part-time	1	6.3
Yes, Either full- or part-time	6	37.5
Unsure	6	37.5
No, seeking work with a hospital	0	0.0
No, seeking work in another health care related service	0	0.0
No, seeking further health care related training	0	0.0
No, seeking further non health care related training	1	6.3
No, other	2	12.5

Table 10 Desired employment for EMT students

	N	%
Yes, Full-time	36	42.9
Yes, Part-time	11	13.1
Yes, Either full- or part-time	18	21.4
Unsure	9	10.7
No, seeking work with a hospital	3	3.6
No, seeking work in another health care related service	0	0.0
No, seeking further health care related training	0	0.0
No, seeking further non health care related training	1	1.2
No, other	6	7.1

Table 11 Desired employment for AEMT students

	N	%
Yes, Full-time	1	100.0
Yes, Part-time	0	0.0
Yes, Either full- or part-time	0	0.0
Unsure	0	0.0
No, seeking work with a hospital	0	0.0
No, seeking work in another health care related service	0	0.0
No, seeking further health care related training	0	0.0
No, seeking further non health care related training	0	0.0
No, other	0	0.0

Table 12 Desired employment for Paramedic students

	N	%
Yes, Full-time	4	44.4
Yes, Part-time	0	0.0
Yes, Either full- or part-time	2	22.2
Unsure	0	0.0
No, seeking work with a hospital	1	11.1
No, seeking work in another health care related service	0	0.0
No, seeking further health care related training	0	0.0
No, seeking further non health care related training	0	0.0
No, other	2	22.2

Employer Type

Table 13 presents the desired employment settings of EMS students. Among them, 61.4% expressed a preference for working in a fire department upon completing their program, 46.5% indicated a preference for employment in a hospital ambulance department, and 27.6% indicated they preferred working in a third service setting.

Table 13 Desired employer setting

	N	%
Fire department	78	61.4
Hospital ambulance department	59	46.5
Third service (county, city, township, municipal)	35	27.6
No preference	22	17.3
Private non-profit	16	12.6
Hospital in a non-ambulance position	16	12.6
Law enforcement/corrections	12	9.5
Federal or military ambulance department	11	8.7
Private for-profit	11	8.7
Unsure	6	4.7
Public health agency	5	3.9
Higher education in staff or faculty role	5	3.9
Military in a non-ambulance position	5	3.9
None of the above	5	3.9
Government service non-ambulance position	4	3.2
Research institution	3	2.4
Other	3	2.4
Plan to continue education	2	1.6

Job Type

Among the 16 students who reported completing EMR programs, 50.0% indicated a preference for a career as a firefighter (EMR), followed by 25.0% who were interested in a career in ambulance EMS. Finally, an equal percentage of these students were interested in careers as an EMR (other), EMT (ambulance), firefighter (EMT), or some other role. See Table 14 for more information.

Table 14 Desired job type for EMR students

	N	%
EMS (ambulance)	4	25.0
EMR (hospital/clinic)	1	6.3
EMR (other)	2	12.5
EMT (ambulance)	2	12.5
EMT (hospital/clinic)	1	6.3
EMT (other)	0	0.0
Advanced EMT (ambulance)	0	0.0
Advanced EMT (hospital/clinic)	0	0.0
Advanced EMT (other)	0	0.0
Paramedic (ground ambulance 911)	0	0.0
Paramedic (ground ambulance critical care)	0	0.0
Paramedic (rotor/fixed wing ambulance)	0	0.0
Paramedic (community paramedic)	0	0.0
Paramedic (hospital/clinic)	0	0.0
Paramedic (other)	0	0.0
Firefighter (EMR)	8	50.0
Firefighter (EMT)	2	12.5
Firefighter (Nurse)	0	0.0
Firefighter (Paramedic)	1	6.3
Firefighter (Educator)	1	6.3
Firefighter (Leadership)	1	6.3
Physician Assistant	0	0.0
Nurse (ground ambulance 911)	0	0.0
Nurse (ground ambulance critical care)	0	0.0
Nurse (rotor/fixed wing ambulance)	0	0.0
Nurse (community paramedic)	0	0.0
Nurse (hospital/clinic)	0	0.0
Nurse (other)	0	0.0
Educator (ambulance)	0	0.0
Educator (fire department)	0	0.0
Educator (hospital/clinic)	0	0.0
Educator (other)	0	0.0
Leadership (ambulance)	0	0.0
Leadership (fire department)	0	0.0
Leadership (hospital/clinic)	0	0.0
Leadership (other)	0	0.0
Physician (agency affiliated)	0	0.0
Physician (EMS medical director)	0	0.0
Military	1	6.3
Other	2	12.5
None of the above	2	12.5

Among the 84 students who were enrolled in EMT programs, 82.1% expressed a preference for pursuing EMT roles in ambulance services after graduation. Additionally, 48.0% were interested in a career as a firefighter (paramedic), 47.6% in an EMT role in hospital/clinic service, and another 32.1% were interested in career as an EMT in another service (Table 15).

Table 15 Desired job type for EMT students

	N	%
EMS (ambulance)	5	6.0
EMR (hospital/clinic)	2	2.4
EMR (other)	1	1.2
EMT (ambulance)	69	82.1
EMT (hospital/clinic)	40	47.6
EMT (other)	27	32.1
Advanced EMT (ambulance)	2	2.4
Advanced EMT (hospital/clinic)	1	1.2
Advanced EMT (other)	0	0.0
Paramedic (ground ambulance 911)	4	4.8
Paramedic (ground ambulance critical care)	2	2.4
Paramedic (rotor/fixed wing ambulance)	2	2.4
Paramedic (community paramedic)	0	0.0
Paramedic (hospital/clinic)	2	2.4
Paramedic (other)	1	1.2
Firefighter (EMR)	3	3.6
Firefighter (EMT)	43	51.2
Firefighter (Nurse)	0	0.0
Firefighter (Paramedic)	4	48.0
Firefighter (Educator)	1	1.2
Firefighter (Leadership)	0	0.0
Physician Assistant	0	0.0
Nurse (ground ambulance 911)	0	0.0
Nurse (ground ambulance critical care)	0	0.0
Nurse (rotor/fixed wing ambulance)	1	1.2
Nurse (community paramedic)	0	0.0
Nurse (hospital/clinic)	2	2.4
Nurse (other)	0	0.0
Educator (ambulance)	3	3.6
Educator (fire department)	4	4.8
Educator (hospital/clinic)	1	1.2
Educator (other)	1	1.2
Leadership (ambulance)	4	4.8
Leadership (fire department)	1	1.2
Leadership (hospital/clinic)	1	1.2
Leadership (other)	0	0.0
Physician (agency affiliated)	1	1.2
Physician (EMS medical director)	1	1.2
Military	7	8.3
Other	4	4.8
None of the above	1	1.2

Only one student reported being enrolled in an advanced EMT program, and this student expressed interest in a career as an advanced EMT in ambulance, hospital/clinic, or some other service. Among the nine Paramedic students surveyed, 44.4% expressed interest in a career as a paramedic (ground ambulance 911) or firefighter (paramedic) (Table 16).

Table 16 Desired job type for Paramedic students

	N	%
EMS (ambulance)	0	0.0
EMR (hospital/clinic)	0	0.0
EMR (other)	0	0.0
EMT (ambulance)	3	33.3
EMT (hospital/clinic)	2	22.2
EMT (other)	2	22.2
Advanced EMT (ambulance)	0	0.0
Advanced EMT (hospital/clinic)	0	0.0
Advanced EMT (other)	0	0.0
Paramedic (ground ambulance 911)	4	44.4
Paramedic (ground ambulance critical care)	1	11.1
Paramedic (rotor/fixed wing ambulance)	1	11.1
Paramedic (community paramedic)	0	0.0
Paramedic (hospital/clinic)	3	33.3
Paramedic (other)	1	11.1
Firefighter (EMR)	0	0.0
Firefighter (EMT)	1	11.1
Firefighter (Nurse)	0	0.0
Firefighter (Paramedic)	4	44.4
Firefighter (Educator)	0	0.0
Firefighter (Leadership)	0	0.0
Physician Assistant	0	0.0
Nurse (ground ambulance 911)	0	0.0
Nurse (ground ambulance critical care)	0	0.0
Nurse (rotor/fixed wing ambulance)	0	0.0
Nurse (community paramedic)	0	0.0
Nurse (hospital/clinic)	0	0.0
Nurse (other)	0	0.0
Educator (ambulance)	0	0.0
Educator (fire department)	0	0.0
Educator (hospital/clinic)	0	0.0
Educator (other)	0	0.0
Leadership (ambulance)	0	0.0
Leadership (fire department)	0	0.0
Leadership (hospital/clinic)	0	0.0
Leadership (other)	0	0.0
Physician (agency affiliated)	0	0.0
Physician (EMS medical director)	0	0.0
Military	0	0.0
Other	1	11.1
None of the above	1	11.1

Recruitment

EMS students were asked whether they had been contacted by ambulance service providers for recruitment purposes (Table 17). Only 11.8% reported being contacted by Indiana-based ambulance services, and an even smaller proportion (4.7%) reported contact from out-of-state providers. These findings highlight potential opportunities for Indiana EMS organizations to strengthen engagement with students while in training programs, which could play a critical role in improving recruitment and retention outcomes.

Table 17 Interactions with ambulance services

	Contacted by Indiana Ambulance Service(s)		Contacted by non-Indiana Ambulance Service(s)	
	N	%	N	%
Yes	15	11.8	6	4.7
No	112	88.2	121	95.3

Community Factors

Students were asked to rate the importance of various community aspects in deciding whether to work at an ambulance service (Tables 18a - b). The community aspects indicated to be very important to most students included cost of living (59.8%) and commute time (59.8%). Additionally, more than 40% found recreational opportunities (42.5%), hospital/health system reputation (42.5%), and proximity to co-parent (42.5%) to be very important.

Table 18a. Community aspects important to EMS students

	Cost of Living		Quality of Schools		Cultural Amenities		Community Diversity		Recreational Opportunities		Commute Time		Crime Rates/Safety	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very important	76	59.8	48	37.8	28	22.1	29	22.8	54	42.5	76	59.8	48	37.8
Somewhat important	37	29.1	37	29.1	37	29.1	36	28.4	53	41.7	37	29.1	37	29.1
Not too important	11	8.7	34	26.8	55	43.3	54	42.5	17	13.4	11	8.7	34	26.8
Not sure	3	2.4	8	6.3	7	5.5	8	6.3	3	2.4	3	2.4	8	6.3

Table 18b. Community aspects important to EMS students

	Small Town/More Rural Lifestyle		Big City/More Urban Lifestyle		Hospital/Health System Reputation		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	%	N	%	N	%	N	%
Very important	28	22.1	29	22.8	54	42.5	54	42.5	54	42.5	48	37.8	28	22.1	28	22.1
Somewhat important	37	29.1	36	28.4	53	41.7	53	41.7	53	41.7	37	29.1	37	29.1	37	29.1
Not too important	55	43.3	54	42.5	17	13.4	17	13.4	17	13.4	34	26.8	55	43.3	55	43.3
Not sure	7	5.5	8	6.3	3	2.4	3	2.4	3	2.4	8	6.3	7	5.5	7	5.5

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 19a-c). The highest percentage of students identified health insurance (85.0%) to be a very important employer benefit, along with long-term disability coverage (76.4%), retirement plans (74.0%), paid time off (73.2%), and short-term disability coverage (72.4%). In contrast, a considerable percentage of students identified gym membership (22.8%), scholarships (22.1%), relocation reimbursement (21.3%) and a sign-on bonus (20.5%) as not too important when considering a job opportunity.

Table 19a. Desired employer benefits

	Sign-on Bonus		Relocation Reimbursement		Extra Pay for Working Less Desirable Shift		Paid Time Off		Retention Bonus		Tuition Reimbursement	
	N	%	N	%	N	%	N	%	N	%	N	%
Very important	36	28.4	47	37.0	65	51.2	93	73.2	62	48.8	72	56.7
Somewhat important	62	48.8	45	35.4	48	37.8	28	22.1	52	40.9	33	26.0
Not too important	26	20.5	27	21.3	11	8.7	2	1.6	9	7.1	18	14.2
Not sure	3	2.4	8	6.3	3	2.4	4	3.2	4	3.2	4	3.2

Table 19b. Desired employer benefits

	Recertification Cost Reimbursement		Scholarships		Conference Support		Uniform Allowance		Health Insurance		Gym Membership	
	N	%	N	%	N	%	N	%	N	%	N	%
Very important	82	64.6	43	33.9	47	37.0	80	63.0	108	85.0	39	30.7
Somewhat important	37	29.1	52	40.9	56	44.1	37	29.1	12	9.5	57	44.9
Not too important	4	3.2	28	22.1	18	14.2	7	5.5	5	3.9	29	22.8
Not sure	4	3.2	4	3.2	6	4.7	3	2.4	2	1.6	2	1.6

Table 19c. 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	95	74.8	97	76.4	92	72.4	87	68.5	94	74.0	82	64.6	75	59.1
Somewhat important	22	17.3	24	18.9	28	22.1	30	23.6	23	18.1	32	25.2	34	26.8
Not too important	7	5.5	3	2.4	4	3.2	6	4.7	7	5.5	8	6.3	12	9.5
Not sure	3	2.4	3	2.4	3	2.4	4	3.2	3	2.4	5	3.9	6	4.7

Employers can attract students by offering innovative employment arrangements beyond traditional benefits.

Tables 20a-c outline the employment options that students considered important, showing that 33.1% of students identified peer support and flexible scheduling as most important when considering a future employer. On the other hand, 24.4% identified maximum number of dispatches per time/shift and 22.8% said a 48-hour workweek or less was not at all important.

Table 20a. 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	42	33.1	16	12.6	19	15.0	26	20.5	31	24.4
Moderately important	40	31.5	34	26.8	34	26.8	38	29.9	48	37.8
Somewhat important	36	28.4	54	42.5	45	35.4	38	29.9	33	26.0
Not at all important	9	7.1	23	18.1	29	22.8	25	19.7	15	11.8

Table 20b. 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	28	22.1	32	25.2	42	33.1	31	24.4	37	29.1
Moderately important	31	24.4	42	33.1	33	26.0	36	28.4	35	27.6
Somewhat important	49	38.6	38	29.9	34	26.8	41	32.3	41	32.3
Not at all important	19	15.0	15	11.8	18	14.2	19	15.0	14	11.0

Table 20c. 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	25	19.7	36	28.4	11	8.7	24	18.9	18	14.2
Moderately important	36	28.3	33	26.0	41	32.3	35	27.6	35	27.6
Somewhat important	50	39.4	42	33.1	55	43.3	46	36.2	43	33.9
Not at all important	16	12.6	16	12.6	20	15.8	22	17.3	31	24.4

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 21. The highest number (N = 53; 41.7%) of EMS students identified location of the ambulance service and professional development opportunities as important when choosing an employer. However, professional development had a higher average rank score (2.06 vs. 1.87). Career advancement/promotion opportunities were also identified as an important factor by 40.9% of students, with an average rank score of 2.15 (the highest-ranking average).

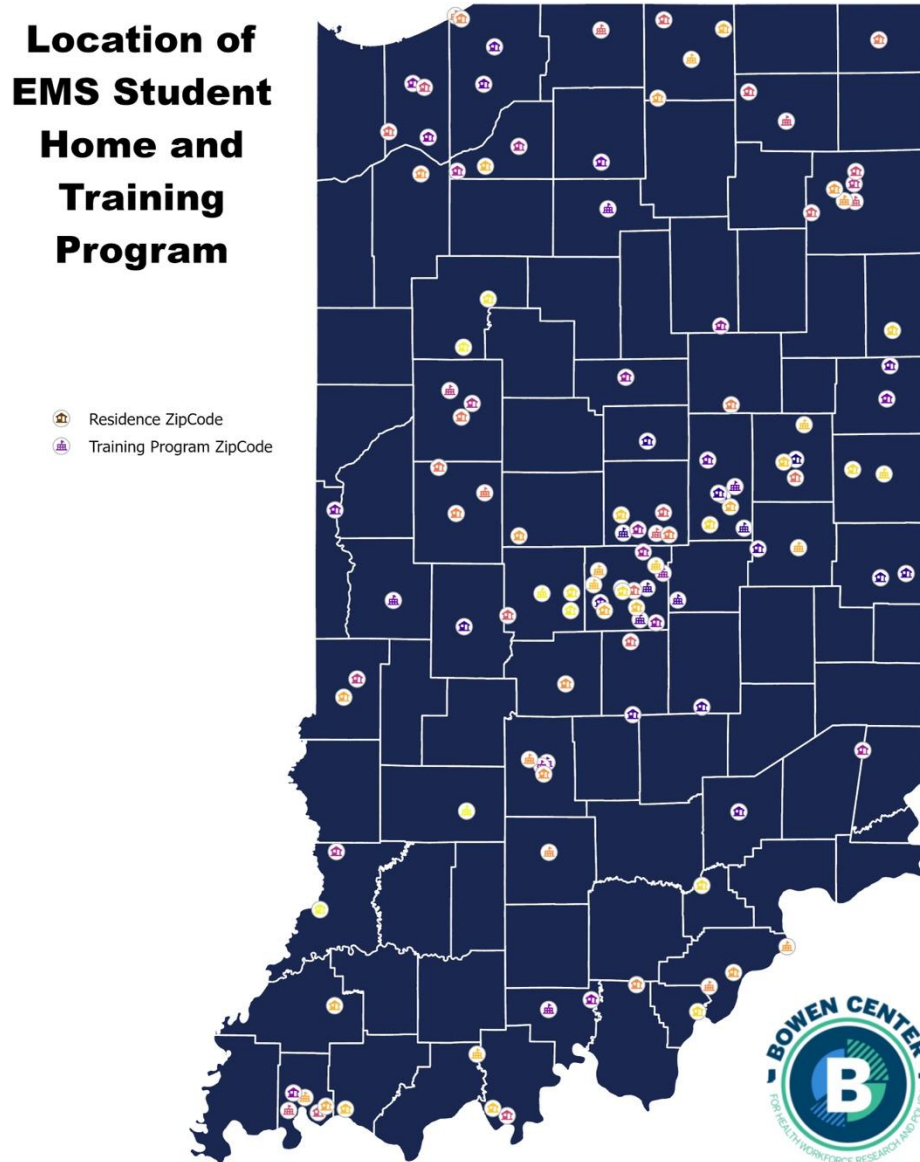
Table 21 Important factors influencing choice of employer

	Average	N	% of Total EMS Students
Staffing pattern (length of the shifts, shift rotation).	1.88	49	38.6
Location of the ambulance service (e.g., located in your home jurisdiction)	1.87	53	41.7
Run volume of the ambulance service	2.10	29	22.8
Type of responses for the ambulance service (example rural versus urban)	2.21	14	11.0
Station-based response with amenities such as bedrooms, kitchen, dayroom, office space	1.97	34	26.8
Having the same (three or more) employees working at the same base with regular interpersonal interaction	1.85	26	20.5
Professional develop opportunities including career advancement funding or reimbursement	2.06	53	41.7
Career advancement/promotion opportunities within this ambulance service	2.15	52	40.9
Offering additional assignments (e.g., TEMS, bike team, committees, community outreach, etc.)	2.00	36	28.3

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 63.8% of EMS students reported completing their training in the same county in which they live, indicating high accessibility of training opportunities.

Figure 1



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.