



Annual Report Q&A

The following questions were asked during the webinar: *the Annual Report*, which was held in November 2013.

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Who? When? What?

Q: When is the annual report due?

A: The annual report is due December 1 for CAAHEP-accredited programs; April 1 for CoAEMSP-Letter of Review programs.

Q: My program is pending accreditation; we had a site visit but are not finished with the process. Do we still need to complete the annual report?

A: Yes; however, you will complete only the LoR specified sections. For more information specific to LoR programs, click [here](#).

Q: We offer the EMT course at separate locations, but paramedic courses are only offered at one location. Do I need to add satellite campus for the EMT course?

A: No. We are only looking at the Paramedic program.

Q: Which cohort(s) do I input data for in the annual report?

A: You begin reporting data with the date of accreditation and any classes enrolled *after* the date of accreditation. If you have a 2-year program, the first 2 years of reporting you will not have outcomes data to report.

Q: My students graduate December 15, 2013. Can I enter those in the annual report?

A: You may have graduates after the December 1 due date, and you are encouraged to add that information at the time of that event; however, DO NOT miss the December 1 deadline. The CoAEMSP will not look at the 2013 data this year, so none of that information is reviewed anyway. When the 2013 annual reports are received on December 1, 2013, the 3-year review window is 2012, 2011, and 2010.

- Q:** What should be done if the information has been incorrectly entered by previous Program Directors and need to be changed in previous years?
- A:** At the bottom of the column, in which the data is incorrect, click on the edit button and enter the correct information. Note: changing information in one part of the report, may affect other parts, which then might need further correction. For example, if the number of graduates is changed in the Enrollment & Retention table, then that will affect the Outcomes table. There may be additional information that needs to be corrected in the Outcomes table, as well.

Personnel

No questions were asked.

Satellites & Affiliates

- Q:** Do satellite campuses count as distance education?
- A:** Not by virtue of simply being a satellite location. However, if part of the instruction to that satellite is delivered by distance education, then the program reports the distance education component of program delivery.
- Q:** Must a satellite request form be submitted for every single cohort? Or can a satellite site be approved once, and then be reported on in annual report each year?
- A:** At this time, because it is relatively new, CoAEMSP is approving each and every satellite cohort.
- Q:** Does a satellite include additional campuses from our main campus?
- A:** A satellite is an off-campus location(s) that are advertised or otherwise made known to individuals outside the sponsor where students can **complete the laboratory (or similar hands-on skills) professional course(s) without attending the main campus**. A satellite does not pertain to sites used by a completely on-line/distance education program for individual students. Satellite(s) are included in the CAAHEP accreditation of the sponsor and function under the direction of the Key Personnel of the program. If there are additional campuses that, for example, receive the Paramedic didactic lectures and/or allow students to complete general education courses, then those are not satellite locations.
- Q:** Do we include all possible affiliates, even if they may not be used with every cohort? Example is that we have agreements with multiple hospitals, but we don't need/use them each year.
- A:** Report all active affiliates. If the program has signed agreements with affiliates that are ready, willing, and able to take students, and the program could choose to assign a student, then that is likely an active affiliate, even if it is not used in a given year. On the other hand, if an affiliate has not been used in several years, such that the program does not even consider it as a possible placement site anymore, then that is likely an inactive affiliate. Be sure there is a signed contract currently in effect for each active affiliate.

Program Information

Q: Is it a requirement to have each personnel category filled and can the same person fill multiple categories?

A: The required personnel categories are President, Dean, Program Director, and Medical Director, however, only the Medical Director(s) can be entered by the program. If changes are needed to President, Dean or Program Director, those must be submitted through a Personnel Change to CoAEMSP. The Program is encouraged to complete all the remaining personnel categories. Billing contact is very important, since CoAEMSP relies on that to send invoices. It is possible that the same person could be in multiple positions, however, CoAEMSP policy (XII.2) states that the program director and medical director cannot be the same person.

Q: What is considered a sufficient budget?

A: There are no set numbers for financial resources; only the requirement that the total resources are “sufficient to ensure the achievement of the program’s goals and outcomes “ (Standard III.A) as documented by the on-going Resource Assessment system (see Standard III.D) and other objective data.

Q: What is the definition of clinical affiliate?

A: A clinical affiliate is an entity that provides clinical experience, which is defined by CoAEMSP as “planned, scheduled, educational student experience with patient contact activities in settings other than advanced life support (ALS) unit, such as hospitals, clinics, free-standing emergency centers.”

Distance Education

Q: Hybrid courses are considered "distance education"; therefore, does a program check Yes or No?

A: CoAEMSP’s definition of distance education is: “a formal educational process in which the majority of synchronous and asynchronous instruction occurs when student and instructor are not in the same place. Distance education includes, but is not limited to, correspondence study, or audio, video, and/or computer/internet technologies.”

If all instruction occurs with the student and instructor in the same place, even if assignments, course materials, and exams (for example) are provided through an outside-of-class system, then it is not distance education, and the program checks “No”.

Q: Even if classes meet on a regular basis, if any assignments or items are posted on BlackBoard between classes as supplemental material must be entered here?

A: No. If the majority of instruction is occurring with the student and instructor in the same place, then it is not distance education, even if assignments and/or supplemental items are posted on an electronic learning system.

Q: Did I hear correctly - If we use Blackboard for any type of assignment, reading, video, lecture, etc., that should be documented as multi-media?

A: It depends. If the majority of instruction occurs through assignments, reading, video (or other such methods) using an electronic learning system, where the student and instructor are not in the same place, then yes, that is distance education.

Q: Topics taught via online for students to do at home as assignments, is this considered distance education?

A: It depends. If the majority of instruction occurs through assignments at home, and the student and instructor are not in the same place, then yes, that is distance education.

- Q:** Distance Ed percentage question: Is that % by hours, % by credits, or % by something else?
- A:** The program can determine the most appropriate measure of percentage, as long as it is a consistent methodology. A non-credit program would have to base the calculation on contact hours. A credit program could use number of credits or may determine that contact hours provide a more appropriate representation of the percentage. Distance education is where instruction occurs when student and instructor are not in the same place. Since clinical experience, field experience, and field internship occur with the student being in the presence of an instructor/preceptor, none of those hours/credits would be considered distance education, and therefore, are not counted in the percentage calculation.
- Q:** If a program is using web based support with quizzes and it does not replace any curriculum hours but augments the stated program hours, should this be listed in % of program delivered by distance?
- A:** If the quizzes are used as non-instructional activities (e.g., student self-assessment, graded evaluations), then adding them does not change the determination of distance education. If the majority of the original instruction was where the student and instructor are not in the same location, then adding quiz time would not change that.
- Q:** How do I break down the percentages when we have multiple paramedic cohorts going on at the same time? Some are hybrid and some are full classroom supported courses?
- A:** Is one cohort receiving instruction in a different mode than the other cohort for the same courses? In other words is "Paramedic 101" taught in a face-to-face classroom mode to cohort #1, but taught in an interactive video mode to cohort #2? If yes, then report the highest percentage of distance education to any given cohort.
- Q:** Would IPTV (internet provider TV) for didactic only be considered a satellite campus?
- A:** No. The major determination of a satellite location is whether or not the laboratory-like instruction occurs on the main campus for all students enrolled in the program, even if some of the instruction does not require attending the main campus. If yes, all students must come to the the main campus for laboratory instruction, then the "other" location is not a satellite. If no, and students may complete the laboratory instruction without coming to the main campus, then the "other" location (with the lab) is a satellite.

Enrollment & Retention

- Q:** We have 'certificate' as well as 'degree' students. Should the 'numbers' data be combined into one column? For example, we had 118 certificate applicants and 24 degree seeking applicants for the current class that should graduate in May 2014. Do we combine that data into the one column? Is this applicable for all remaining aspects in which we have certificate and degree students, i.e., should all data be combined?
- A:** As was mentioned during the webinar, this situation can be complicated in terms of reporting. Here are some examples, but if none of them match your situation, please contact Lynn Caruthers at the CoAEMSP Executive Office.

Example 1: Do all students receive the certificate, even though some of them continue on to earn a degree? If yes, then report all students enroll who will receive the certificate (i.e. combine them) and report all graduates who receive the certificate. There will not be any reporting of the degree graduates.

Example 2: Do the degree students only receive that award for successful completion of all degree requirements or nothing if they drop out? If yes, then report the certificate students as one cohort and the degree students as a separate cohort. Although they will have the same start date, the different cohorts will have a different on-time graduation date. Report graduates of each cohort in their respective, separate columns, as they complete the program requirements.

If neither of these examples describes your situation, contact the CoAEMSP Executive Office.

- Q:** Does graduate mean graduate with their degree, e.g., Associates degree, or is it when they complete the Paramedic program?
- A:** The program publishes a set of requirements that must be met in order to finish the Paramedic program, and has presented those requirements to CoAEMSP in Appendix D of the self study report, upon which accreditation (or Letter of Review) was based. A graduate is an individual who has successfully completed all the published requirements of the Paramedic program. If a program awards a certificate at the completion of the published Paramedic program requirements (even though the individual may continue on to earn a degree), then the individual is considered a graduate of the Paramedic program when s/he is awarded the certificate. If there is one curriculum of the Paramedic program that leads (only) to an Associate Degree, then a graduate is an individual who has completed all degree requirements.
- Q:** We are a two year degree program so is the enrollment just for our paramedic course or for the whole two year degree. Our paramedic is second year.
- A:** Enrollment in the Paramedic program is the point at which the college considers the student to be matriculated in the paramedic program (i.e. formally recognized by the college as pursuing that degree program). If individuals apply directly to the paramedic degree program, are accepted directly into the Paramedic degree program, and start degree requirements of the Paramedic program “on day 1” (even if all the beginning courses are general education), then the cohort is counted as of “day 1”. On the other hand, if individuals are accepted into a general education degree, complete some number of general credits, then must apply to the Paramedic program (while others of those general students are applying to other health programs), and receive a new acceptance to the Paramedic program (and are only now, for the first time, recognized as Paramedic students), then the cohort is counted as of that new matriculation.
- Q:** I have 2 students who are repeating the course. Which year do those students belong to?
- A:** The students stay with the original cohort they enrolled with.
- Q:** I have a student who completed all the didactic components with the class that enrolled on January 14, 2012, but was unable to finish her internship due to pregnancy. She came back and finished and was successful. Where would I document her success?
- A:** If she first entered into the program in January 2012, then she will remain with that original cohort. She never leaves the column she was counted in. However, she may be counted as a graduate in a calendar year that is different from the other students in that starting cohort. While she remains a part of her original column cohort, she may be reported in a different graduation year row at the bottom of the Enrollment & Retention table.
- Q:** We have a satellite campus with a different start and end date than our main campus. How is their information included in the Annual Report?
- A:** You need to report them separately (i.e. separate columns in the Enrollment & Retention table).
- Q:** If a satellite and main cohort start at the same time, do you have two columns?
- A:** Yes, you need to report them separately (i.e. separate columns in the Enrollment & Retention table). Since they actually start on the same date, choose a slightly different (artificial) date for one of the cohorts. For example, if the main campus program starts on September 4, set the satellite cohort start date as September 5. The only reason you put in a different date is to distinguish the cohorts for ease of tracking on your part.
- Q:** What about two cohorts at the same campus, for example, a day and a night course 1 column or 2?
- A:** 2 columns.

- Q:** How are students who enter our program to complete their academic degree (AS, AAS) but received their paramedic certification somewhere else?
- A:** Such students are not counted in the CoAEMSP enrollment figures.
- Q:** If I have a 1-year certificate program and a 2-year degree program, is there a way to show both?
- A:** The certificate and degree programs both need to be accredited. This is a complex answer; if you are a school that believes you have both, contact the CoAEMSP.
- Q:** Our program offers an AAS in Paramedic Science; however, some students stay long enough to qualify to test for medic and then disappear. They therefore earn a "certificate." Do I report us as both a degree and certificate program?
- A:** If everyone earns the certificate and some people choose to add on courses to earn the Associates degree, then the Program offers a certificate program, and you report only that data. However, your scenario raises other questions. As of 1/1/2013, to "qualify for the test", one must graduate from a CAAHEP accredited program or a program holding a CoAEMSP Letter of Review (LoR). Has your "certificate" program been presented to CoAEMSP for review, and a grant of either an LoR or CAAHEP accreditation? Is the "certificate" recognized by the sponsoring institution as an available exit point? Are the "certificate" requirements published? CoAEMSP now verifies the accreditation/LoR status with the National Registry as part of the eligibility of individuals. If the "certificate" is an unofficial award, then those completers may have difficulty with admissions for the National Registry Paramedic exams.
- Q:** What is "on time graduation"?
- A:** "On time graduation" refers to the date when a student, who started on the stated enrollment date would graduate, if the published curriculum were followed exactly..
- Q:** We offered a one-time EMT-I to Paramedic Bridge Course two years ago. Are we required to report those results?
- A:** Yes. Treat the course as a separate cohort.

Outcomes

- Q:** Where do I find the thresholds?
- A:** You can find them [here](#); they also can be found at: www.coaemsp.org/Annual_Reports.
- Q:** What if you did not understand the threshold on the outcomes and put information in the boxes below from previous year, when you submit for this year should we remove what is in the box if we have met the threshold?
- A:** Correct the incorrect data from previous years. If after all the data is correctly entered, and the automatic calculation shows that you have met the threshold, you do not need to write an analysis and action plan. If you previously wrote an analysis and action plan, and now find that those were not required, you can delete them, if you so desire.
- Q:** Graduation is clarified as those who have completed didactic, clinical AND field internship time. Is this correct?
- A:** Graduation is successful completion of all published Paramedic program requirements. For a program to be CAAHEP accredited or to hold a CoAEMSP Letter of Review, those program requirements were presented in Appendix D of the self study report. Accreditation Standard V.A requires that those program requirements be accurately published and made known. A program would not be accredited or granted a Letter of Review without sufficient field internship being required by the program. Yes, graduation is based on successful completion of all didactic, laboratory, clinical, AND field internship time, as required by the program.

Q: Is it a graduate from the degree program or from the program period. Some get the degree others just want the license?

A: Programs may be CAAHEP accredited or granted a CoAEMSP Letter of Review based on a curriculum that culminates in a certificate and/or a degree. A program presents its curriculum requirements to CoAEMSP in Appendix D of the self study report, and receives its accreditation/LoR based on that information presented. It is then up to the school to determine which individuals have met the program requirements and are deserving of the award that is recognized by CAAHEP/CoAEMSP, whether that is a certificate or a degree or both.

Any student who completes the paramedic curriculum at your school and is eligible for licensure, certification or registry needs to be counted.

Graduate and Employer Surveys

Q: Graduate survey response of 50% is a very high goal! What's the compliance rate for meeting this threshold?

A: Good question! A study is planned to determine that number!

Q: Can you give examples of an action plan to increase employee and graduate survey return?

A: Utilize your Advisory Committee to increase employer surveys. Express to them the importance of their completion. Make the surveys accessible and easy to complete (online or self-addressed, stamped envelopes). If your budget allows, you can also offer nominal gift cards (\$5) to popular places. Build a culture of evaluation in the classroom to emphasize the importance of graduate surveys. Remind them throughout the course of the coming survey. Finally, a Facebook page devoted to the class will help you find folks after graduation.

Q: What if we send out surveys, but only receive less than 10% back, what should we do to increase this or is this good enough.

A: See above answer.

NR / State Written

Q: First attempt refer to only NR test correct? Not course final exam?

A: Correct. This is the graduate's first attempt at the NREMT-Paramedic exam or the State written exam.

Q: Does the number passing first attempt or subsequent include those that have waited from previous years to take their NR exam?

A: Yes, report all passers, whether first or subsequent attempt, regardless of how long after graduation they take the exam. Report them in the annual report exam table according to the calendar year (column) in which they graduated.

Q: Is the 70% threshold set on all attempts pass or first attempt pass?

A: The program's exam pass rate is based on the total of all passers (whether first or subsequent attempt) for all 3 years within the given review window. For the 2013 annual report, the review window is graduates from years 2012 + 2011 + 2010. The percent pass is calculated by summing the "Total Passing to Date" for the 3 years of the review window, then dividing by the sum of the "# of grads attempting" for the 3 years of the review window.

Q: What if our state has a practical exam but it is used for the national practical. Will we only report in the State Practical?

A: Not certain of what this is asking. Is the Registry practical used as a state exam? Nonetheless, if the state does not use the Registry, you can report the State practical exam.

- Q:** What if your state only provides information overall pass rates and not first time pass rates for individual schools?
- A:** Does it report individual school pass rates? Notify the CoAEMSP and perhaps we can help you by asking the state for the need for clarification. Until then, you can only report the data that is available to you. Put a note in the Action Plan if it is an overall pass rate. However, be sure to count people, not number of attempts. For example, if a graduate attempts the exam twice, then you report that in the annual report as 1 (attempter), not 2 (attempts). If your state indicates “first-time candidates” versus “repeat candidates”, then you may have additional information that helps you complete the annual report exam table.

Positive Placement

- Q:** What about grads that choose not to seek employment but also are not pursuing further education?
- A:** If the graduate is not using the knowledge and skills attained from the Paramedic program (either employed or volunteer), is not pursuing further education, and is not serving in the military, then this individual is not considered positive placement.
- Q:** Should we assume "employed" you mean employed in EMS?
- A:** Employed means the individual is using the knowledge and skills attained from the Paramedic program, either paid or volunteer.
- Q:** How do you classify a person that works in non-EMS related field and obtained Paramedic for volunteer EMS?
- A:** If they are using the Paramedic knowledge and skills as a volunteer Paramedic, then it is considered “employed” and adds to positive placement . Also, the program needs to survey that graduate’s “employer”.
- Q:** With regard to "working in their field", what about a system that does not hire paramedics initially but promotes them after they have worked as an EMT for 2 years? How would we report those numbers?
- A:** If the graduate is not employed in a position that uses the Paramedic education, then that graduate is not counted toward positive placement. A Paramedic graduate employed as an EMT is not a positive placement, and should not be reported as employed in the annual report. If at a later date, then become employed “as a Paramedic”, then they can be reported in the annual report as employed. For your program, if that promotion occurs 2 years after graduation, you would update your annual report for those graduates, at that time, and that would contribute to the 3-year review window average for positive placement.
- Q:** What if the graduate is employed as an EMT or FF/EMT?
- A:** If the graduate is not employed in a position that uses the Paramedic education acquired in the program, then s/he is not counted as employed in the annual report.
- Q:** What if they are employed in a hospital using part of the paramedic skills set, such as IVs and blood draws, but not the full paramedic skill set?
- A:** This situation is somewhat of a judgment call. If the individual was hired by the hospital because of the Paramedic education, and is putting that knowledge and those skills “to work”, then that is positive placement. On the other hand, if anyone could have been hired into that position and taught by the hospital to perform those duties, then that is probably not positive placement for a Paramedic graduate.

Survey Worksheet

Q: How detailed does the analysis and action plan need to be? Will 1 or 2 lines do it if they are very specific?

A: As your English teacher probably told you about the length of your term paper, it needs to be long enough to satisfactorily cover the topic. It is impossible to set a number of “lines”. Some situations are more complex than others and/or may have multiple factors. The purpose of the analysis is, first and foremost, for the program to do (for itself) an analysis of its deficiencies. Secondly, it is to demonstrate to CoAEMSP that a sufficient analysis has been done. The purpose of the action plan is, (you guessed it) first and foremost, for the program to develop strategies (for itself) to address the deficiencies, and secondarily, to demonstrate to CoAEMSP that a reasonable set of actions, likely to address the deficiency, have been identified and are to be implemented. Future annual reports will document whether or not the analysis was “on target” and the action plan successful. The goal is for the program to meet the accreditation Standards. If that is not occurring or there are early warning signs that the program is headed in the wrong direction, a proper analysis and a successful action plan are critical to the health of the program.

General Questions

Q: Is all the data in these reports confidential or is the information shared (even in abstracted form) to other members or potential students? Can this report be requested by potential students for review before enrolling in the program?

A: CAAHEP and CoAEMSP do not share this specific program information with the public. The CoAEMSP may provide the data as a collective group and/or as various statistical analyses; however, will not share data specific to a program, even in abstract form.

Q: Can I update this report throughout the year and the info be saved instead of doing it at the end of the year?

A: Yes. The annual report is available 365 days a year. The 3-year review window average calculation is updated by the CoAEMSP at the conclusion of a given year’s review and follow up with programs; however, this does not impact your ability to update your the data.

Letter of Review (LoR) Programs

Q: When is the annual report due for LoR Programs?

A: April 1

Q: What is the program with the LoR responsible for reporting?

A: Special communication is given to Letter of Review Programs. We want the LoR programs to be familiar with the annual report process.

Q: We became accredited in January 2013. This is our first annual report. Since 2013 data is not assessed for this year’s report and my current student group graduates in December and our first new enrollment will be in January 2014. What will we be expected to enter into the annual report?

A: Information contained in the following TABS: Personnel, Program Information, Satellites & Affiliates, Distance Ed.