

**Coordinating Commission for Postsecondary Education  
Review of Existing Instructional Programs**

**Institution:** Central Community College    **Program:** Paramedicine

I certify the following:

- the information provided regarding this program is accurate
- the above-named institution has in place a procedure for reviewing instructional programs
- such review took place and was presented to the institution’s governing board on **May 21, 2026**
- the governing board’s action was: **Approved - pending**

Signed: \_\_\_\_\_  
(Chief Academic Officer or designated representative)

\_\_\_\_\_  
(Date)

**Evidence of Demand and Efficiency**

		20-21	21-22	22-23	23-24	24-25	5 yr avg*
<b>Student Credit Hours (SCH)</b>		282	360	439	637	473	<b>438.20</b>
<b>Faculty Full-time Equivalency (FTE)</b>		.93	1.03	1.06	1.44	1.81	<b>1.25</b>
<b>SCH/Faculty FTE</b>		303.23	349.51	414.15	442.36	261.33	<b>350.56</b>
<b>Number of Degrees and Awards</b> <i>(list degrees/ awards separately)</i>	<b>AAS</b>	8	4	5	6	6	5.8
	<b>Diploma</b>	9	4	5	6	4	5.6
	<b>Certificate</b>	8	4	8	9	8	7.4
	<b>Total Awards</b>	25	12	18	21	18	18.8

\*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.

**Evidence of Need** (provide a detailed explanation below or attach documentation)

**Justification if the program is below either of the CCPE thresholds—complete page 2**

\_\_\_\_\_  
For CCPE use: reviewer/date

**Justification if the program is below CCPE thresholds—check one or more boxes and provide a detailed explanation or attach a document**

Program is critical to the role and mission of the institution (detailed explanation).

Program contains courses supporting general education or other programs (detailed explanation).

Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs) (explain).

Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program (explain).

Program provides unique access to an underserved population or geographical area (explain).

Program meets a unique need in the region, state, or nation (explain).

Program is newly approved within the last five years (no additional justification needed).

Other (detailed explanation).



## **Paramedicine**

### **Coordinating Commission Seven-Year Review 2026**

*Information in this report reviewed and recommended to cabinet:*

Central Community College Educational Services, 04/23/2026

*Recommended continuation of programs without monitoring:*

Central Community College College Cabinet, 05/07/2026

Central Community College Board of Governors, 05/21/2026-PENDING

**Amy Santos** - Program Director  
**Fredrick Benzel** - Program Instructor  
**Denell Rhinehart** - Program Instructor  
**Scott Rhinehart** - Program Instructor  
**Brent Barta, DO** - PMD

**Kerri Dey** - Associate Dean of Instruction, Health Sciences  
**Dr. Sarah Kort** - Dean of Instruction, Health Sciences  
**Dr. Marcie Kemnitz** - Division Vice President, Health Sciences

## **Paramedicine Program**

### *Program Review Summary – Dr. Sarah Kort*

The Paramedicine (PARM) program at Central Community College is a high-performing, workforce-aligned program that has demonstrated steady growth, strong student outcomes, and meaningful responsiveness to industry needs over the past five years. Enrollment has remained consistent with modest growth, averaging 27.2 students annually, reflecting sustained demand across the college's 25-county service area. This demand is supported by strong employer partnerships and a clear need for trained paramedics in both traditional EMS roles and expanding healthcare settings.

Instructional activity has increased significantly, with student credit hours and FTE trending upward over time, indicating growing program utilization. The program's hybrid delivery model continues to effectively serve working EMS professionals by balancing flexibility with essential hands-on training. In response to competitive pressures and employer feedback, the program transitioned to a one-year cohort model in Fall 2025, allowing students to complete training more efficiently while maintaining employment. This change positions the program to remain competitive while expanding access.

Student success outcomes are a clear strength. Course completion rates have remained consistently high, averaging 93.2% over five years, well above institutional benchmarks. Student learning outcomes reflect 100% of direct measures meeting proficiency standards, and employer and graduate feedback consistently report over 90% proficiency in both professional and technical skills. These results highlight the effectiveness of instruction, strong curriculum design, and the program's emphasis on applied, simulation-based learning.

The program also demonstrates strong productivity and credential attainment. Over the past five years, 94 awards have been conferred across certificate, diploma, and degree levels, averaging 18.8 awards annually and exceeding CCPE benchmarks. Graduate outcomes remain strong, with a five-year average of 93.3% of graduates employed full-time or continuing their education, reinforcing the program's role in preparing students for immediate workforce entry.

Operationally, the program is efficient and exceeds key performance benchmarks, including a five-year average of 350.56 student credit hours per faculty FTE. Looking ahead, the program is well-positioned for continued growth and impact. Strategic priorities include strengthening recruitment pipelines through EMT and high school partnerships, expanding enrollment, and enhancing training through advanced simulation and specialty certification opportunities. Continued investment in simulation technology, equipment, and faculty support will be critical to maintaining high-quality instruction and meeting evolving workforce demands.

Overall, the Paramedicine program demonstrates strong alignment with community and workforce needs, consistent student success, and a proactive approach to program improvement. Its ability to adapt, maintain high performance, and respond to industry trends positions it as a vital and sustainable component of the Health Sciences division.

**Program: Paramedicine**

**I. College Mission:** Central Community College maximizes student and community success.

**II. College Vision:**

**CCC's vision is to be a leader through measuring:**

- Student success in reaching their educational goals through a quality education led by dedicated faculty and staff, resulting in career opportunities, credit transfers, continued education, and a positive return on investment for students and the community.
- Preparation of a skilled workforce through expanded work-based learning partnerships and entrepreneurship opportunities, while utilizing modern facilities, technologies, and alumni engagement.
- Partnerships with public and private entities to develop innovative solutions that address the evolving needs of current and future residents and our communities.

**III. Program Mission Statement:**

To educate and prepare paramedic students with the cognitive, psychomotor, and affective competencies necessary to provide high-quality prehospital care to their communities.

**IV. Program Vision Statement:**

To envision a future where paramedics are prepared with the knowledge, compassion, and professionalism required to serve as integral members of the healthcare system.

## Labor Market Data

Labor market data is provided by Lightcast, which shows which jobs, skills, and education are in demand in CCC's service area, Nebraska, and nationally. It pulls information from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics, and is enriched with data from online social profiles, resumes, and job postings to provide a complete view of the workforce.

### Report Parameters: 2026 to 2031 Forecast

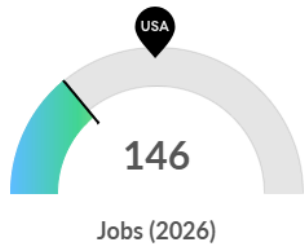
Lightcast Q4 2025 Data Set

PARM Occupations:

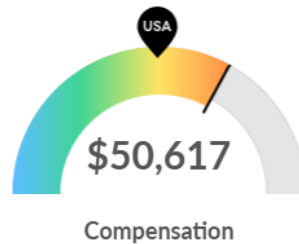
SOC Code	SOC Title	SOC Definition
29-2042	Emergency Medical Technicians	Assess injuries and illnesses and administer basic emergency medical care. May transport injured or sick persons to medical facilities. Excludes "Paramedics" (29-2043), "Firefighters" (33-2011), and "Ambulance Drivers and Attendants, Except Emergency Medical Technicians" (53-3011).
29-2043	Paramedics	Administer basic or advanced emergency medical care and assess injuries and illnesses. May administer medication intravenously, use equipment such as EKGs, or administer advanced life support to sick or injured individuals. Excludes "Emergency Medical Technicians" (29-2042) and "Ambulance Drivers and Attendants, Except Emergency Medical Technicians" (53-3011).

### Job Demand Summary

Average Job Posting Demand Over a Thin Supply of Regional Jobs



Your area is not a hotspot for this kind of job. The national average for an area this size is 309\* employees, while there are 146 here.



Earnings are high in your area. The national median salary for your occupations is \$46,198, compared to \$50,617 here.



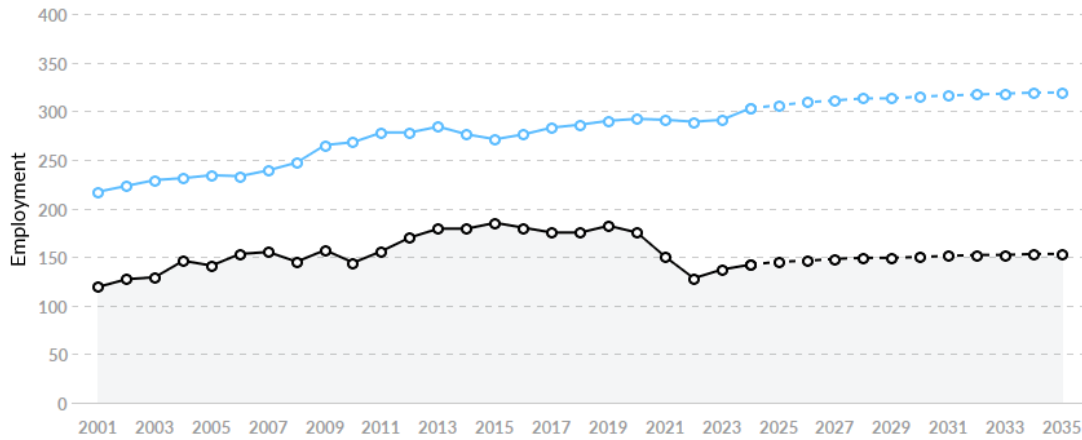
Job posting activity is about average in your area. The national average for an area this size is 3\* job postings/mo, while there are 3 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Jobs Forecast

### Regional Employment Is Lower Than the National Average

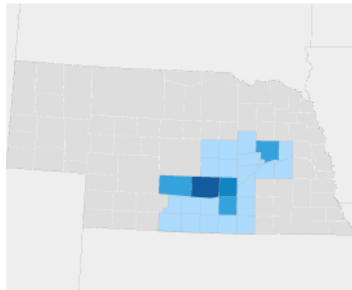
An average area of this size typically has 309\* jobs, while there are 146 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.



Region	2026 Jobs	2031 Jobs	Change	% Change
● CCC Service Area	146	151	5	3.3%
● National Average	309	316	7	2.4%

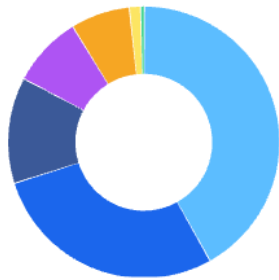
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Regional Breakdown



County	2026 Jobs
Buffalo County, NE	51
Hall County, NE	19
Platte County, NE	14
Adams County, NE	12
Dawson County, NE	11

## Most Jobs are Found in the Local Government, Excluding Education and Hospitals Industry Sector

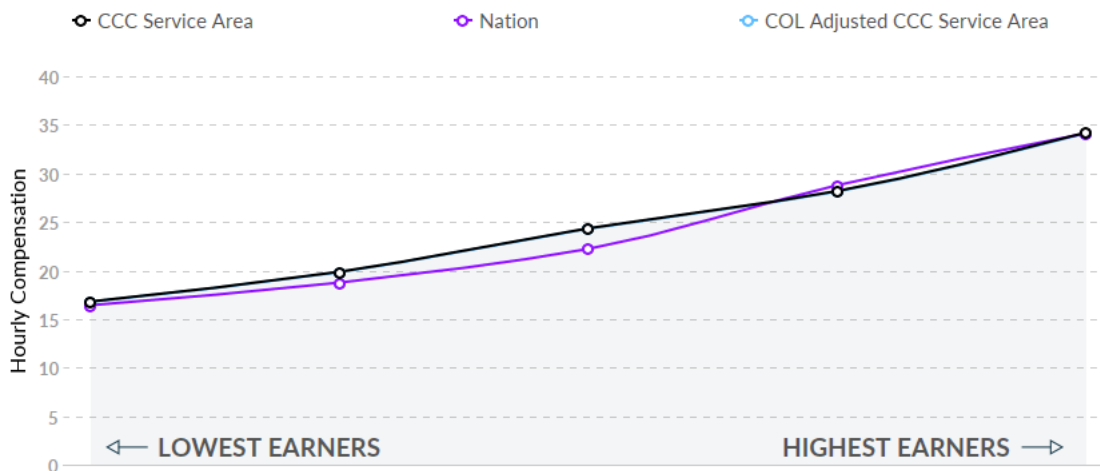


Industry	% of Occupation in Industry (2026)
Local Government, Excluding Education and Hospitals	41.8%
Other Ambulatory Health Care Services	28.2%
General Medical and Surgical Hospitals	12.6%
Education and Hospitals (Local Government)	8.5%
Federal Government, Military	7.1%
Outpatient Care Centers	1.3%
Other	0.5%

## Compensation

### Regional Compensation Is 10% Higher Than National Compensation

For your occupations, the 2024 median wage in your area is \$24.34/hr, while the national median wage is \$22.21/hr.



## Job Posting Activity



**39 Unique Job Postings**

The number of unique postings for this job over the last 12 months.



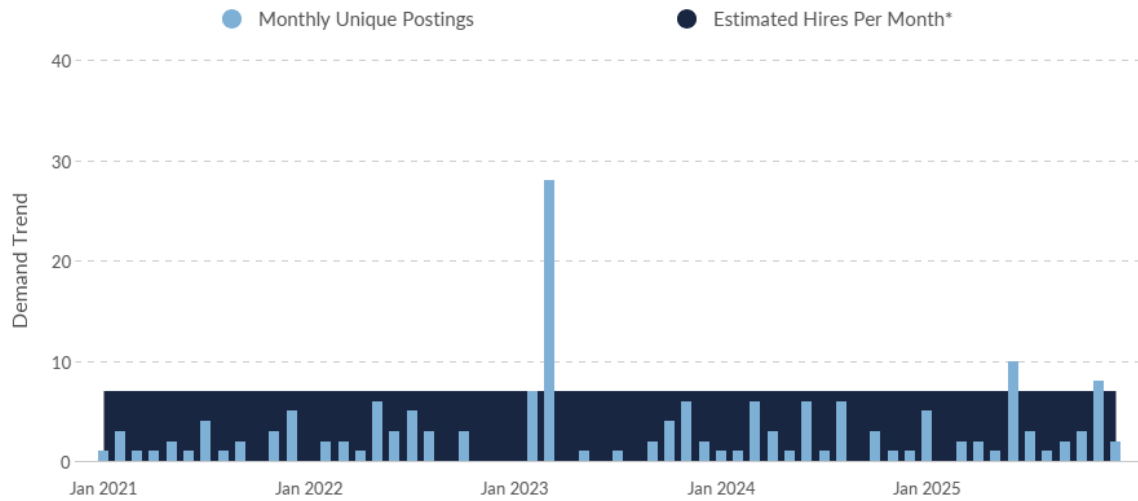
**16 Employers Competing**

All employers in the region who posted for this job over the last 12 months.



**18 Day Median Duration**

Posting duration is 6 days shorter than what's typical in the region.



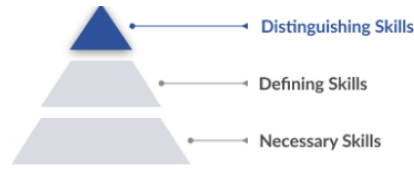
Occupation	Avg Monthly Postings (Jan 2025 - Dec 2025)	Avg Monthly Hires (Jan 2025 - Dec 2025)
Paramedics	2	3
Emergency Medical Technicians	1	4

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings	Top Job Titles	Unique Postings
Ameripro Ems	6	Paramedics	15
AMR	5	Flight Paramedics	9
Air Methods	4	Emergency Medical Techniciar	5
Lehigh Valley Health Network	4	Emergency Medical Technician	2
CommonSpirit Health	3	Emergency Response Manage	2
Apollo Medflight	1	Systems Supervisors	2
CHI Health	1	HBO Technicians	1
International Sos Government	1	Medical Equipment Delivery E	1
JBS Foods	1	Public Health Specialists	1
Join Parachute	1		

## Top Distinguishing Skills By Demand

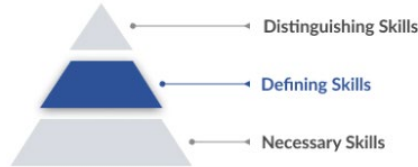
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Nationally Registered Paramedic (NRP)	✗	1	+1.9%	Lagging
Advanced Emergency Medical Technician (AEMT)	✗	1	-1.3%	Lagging
Flight Nursing	✓	0	+19.5%	Growing
Emergency Vehicle Operator Course (EVOC)	✗	0	+8.4%	Stable
Amazon Product Advertising API	✗	0	+8.6%	Growing
Pharmaceutical Marketing	✓	0	-4.6%	Lagging
Number Systems	✗	0	-1.3%	Lagging
Emergency Vehicle Operation	✗	0	-2.3%	Lagging

## Top Defining Skills By Demand

An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.

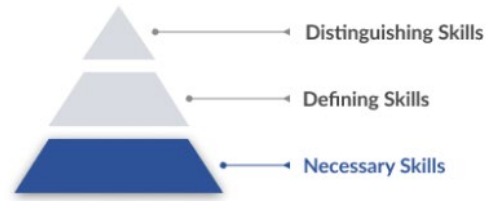


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Basic Life Support (BLS) Certification	✗	34	+13.9%	Growing
Advanced Cardiovascular Life Support (ACLS) Certification	✗	29	+12.3%	Growing
Paramedic (EMT-P)	✗	26	+7.6%	Stable
Emergency Medical Services	✓	25	+9.9%	Growing
Ambulances	✗	23	+17.1%	Growing
Pediatric Advanced Life Support (PALS)	✗	23	+12.9%	Growing
Valid Driver's License	✗	21	+7.5%	Stable
Cardiopulmonary Resuscitation (CPR)	✓	19	+14.8%	Growing
Emergency Medical Technician (EMT)	✗	18	+8.1%	Stable
Nationally Registered Emergency Medical Technician (NREMT)	✗	17	+1.8%	Lagging

## Top Necessary Skills By Demand

An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs.

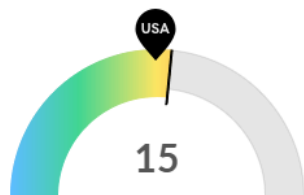
An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Advanced Cardiovascular Life Support (ACLS) Certification	✗	29	+12.3%	Growing
Paramedic (EMT-P)	✗	26	+7.6%	Stable
Trauma Care	✗	19	+11.9%	Growing
Advanced Life Support	✗	16	+9.3%	Growing
Life Support	✗	12	+12.7%	Growing
Pediatrics	✗	11	+11.2%	Growing
Neonatal Resuscitation Program Certification (NRP)	✗	11	+7.6%	Stable
Critical Care	✗	11	+4.1%	Lagging
Billing	✗	10	+20.0%	Rapidly Growing
Electrocardiography	✗	9	+11.4%	Growing

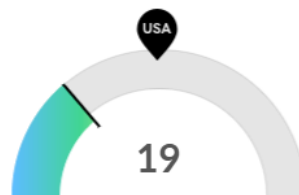
## Occupation Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



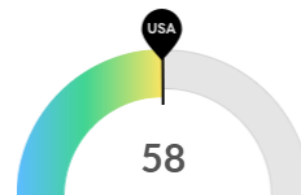
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 13\* employees 55 or older, while there are 15 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 42\* racially diverse employees, while there are 19 here.

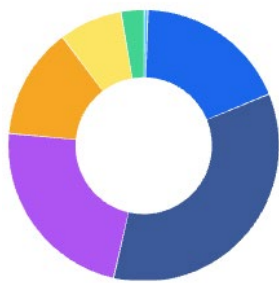


Gender Diversity

Gender diversity is about average in your area. The national average for an area this size is 58\* female employees, while there are 58 here.

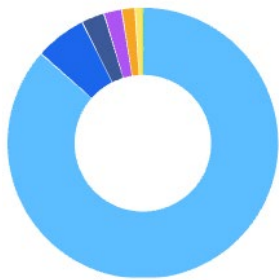
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

### Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.4%	1
19-24	18.3%	26
25-34	34.8%	49
35-44	22.9%	32
45-54	13.3%	19
55-64	7.6%	11
65+	2.8%	4

### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	86.4%	123
Hispanic or Latino	6.1%	9
Black or African American	2.8%	4
Two or More Races	2.1%	3
Asian	1.6%	2
American Indian or Alaska Native	1.0%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

### Occupation Gender Breakdown



	% of Jobs	Jobs
Males	59.5%	85
Females	40.5%	58

### Occupational Programs



**2 Programs**

Of the programs that can train for this job, 2 have produced completions in the last 5 years.







**79 Completions (2024)**

The completions from all regional institutions for all degree types.



**12 Openings (2024)**

The average number of openings for an occupation in the region is 28.

CIP Code	Top Programs	Completions (2024)
51.0999	Allied Health Diagnostic, Intervention, and Treatment Professions, i	58 
51.0904	Emergency Medical Technology/Technician (EMT Paramedic)	21 
Top Schools	Completions (2024)	
University of Nebraska at Kearney	58	
Central Community College	21	

### Key Trends and Insights of Labor Market Data:

Labor market data from Lightcast indicates growing demand for paramedics in Nebraska, across CCC’s service area, and nationally. Forecasts for 2026–2031 show an increase in employment opportunities in both traditional EMS services and expanded healthcare settings such as clinics and hospitals. This expansion reflects changes in the scope of practice for paramedics in Nebraska, allowing paramedics to work in a variety of clinical environments rather than only in EMS or Fire/EMS services. This shift broadens career opportunities for graduates and makes the field more attractive to individuals who do not wish to combine paramedic work with firefighting responsibilities.

The data also highlights demographic shifts within the workforce. Female representation in paramedicine is increasing, aligning with the program’s experience of rising female enrollment. This trend suggests that the field is becoming more accessible and appealing to a diverse student population, supporting both equity and workforce sustainability goals.

In addition, recent state and federal initiatives are increasing funding and support for EMS and paramedic education, further enhancing employment opportunities for program graduates. These investments, combined with ongoing labor market growth, indicate strong alignment among program training, certification, and employer demand, positioning the program to continue producing graduates who can meet workforce needs.

## Supporting Data

### Awards

Degree/ Credential Awarded	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS	8	4	5	6	6	29	5.8
Diploma	9	4	5	6	4	28	5.6
Certificate	8	4	8	9	8	37	7.4
<b>Total Awards</b>	<b>25</b>	<b>12</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>94</b>	<b>18.8</b>
Unduplicated # of graduates	12	4	8	10	8	42	8.4

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees	8	4	5	6	6	29	5.80
Total awards	25	12	18	21	18	94	18.80
FT program faculty	0.93	1.03	1.06	1.44	1.81	6.27	1.25

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
Degrees/ FT faculty	8.60	3.88	4.72	4.17	3.31	4.63	4.64
Awards/ FT faculty	26.88	11.65	16.98	14.58	9.94	14.99	15.04

LOA	Award Name	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr total	5-yr avg.
AAS_PARM	Paramedicine Degree	8	4	5	6	6	29	5.8
DIP_PARM	Paramedicine Diploma	9	4	5	6	4	28	5.6
CER_PARM	Paramedicine Certificate	8	4	8	9	8	37	7.4
<b>TOTAL</b>		<b>25</b>	<b>12</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>94</b>	<b>18.80</b>

**Key Trends and Insights of 2024-25 Awards:**

Over the past five years, the Paramedicine program has produced a total of 94 awards across all credential levels, with an average of 18.8 awards per year, exceeding the CCPE minimum performance standard of 10 awards annually. The program awarded 18 total credentials in 2024–25, consistent with the program’s five-year average and reflective of steady graduate output. Across the same period, the program produced 42 unduplicated graduates, averaging 8.4 graduates per year.

The program offers stackable credential opportunities through a Paramedicine Certificate, Diploma, and Associate of Applied Science (AAS) Degree. Over the past five years, 29 associate degrees and 28 diplomas were awarded, with five-year averages of 5.8 degrees and 5.6 diplomas annually. While all students earn the paramedicine certificate, not all students initially complete the additional general education requirements necessary for the diploma or associate degree, particularly those who enter the program while working full-time in EMS.

A noticeable decline in awards occurred in 2021–22, when total awards decreased to 12, before gradually increasing again to 18 awards in 2024–25. This decline is partially attributable to the timing of students completing general education coursework required for the diploma and degree. Historically, some EMS employers covered the cost of paramedicine training but did not consistently support funding for the general education courses required for the higher credentials. As employer support for these courses has expanded, more students are now completing the additional coursework required for the diploma and associate degree.

The program has also made structural adjustments to support credential completion by front-loading general education coursework and incorporating the EMT course into the program pathway prior to entry into the paramedicine technical sequence. This approach places students on a clearer academic pathway toward completing not only the paramedicine certificate but also the diploma and associate degree. By ensuring students begin completing these requirements earlier in their academic plan, the program expects continued increases in diploma and degree completion rates in future reporting periods.

In addition to strong award production overall, the program demonstrates solid productivity relative to faculty resources. Over the five-year period, the program averaged 4.64 degrees per

faculty FTE and 15.04 total awards per faculty FTE, indicating efficient use of instructional resources despite the program’s reliance on adjunct faculty.

### Student Credit Hours Produced per Faculty FTE

	2020-21	2021-22	2022-23	2023-24	2024-25	5-yr avg.
Student credit hours (SCH)	282	360	439	637	473	438.20
Faculty full-time equivalency (FTE)	0.93	1.03	1.06	1.44	1.81	1.25
SCH/ Faculty FTE	303.23	349.51	414.15	442.36	261.33	350.56

Source: Program Stats by Alpha and Instructor-Student FTE reports.

*\*By term analysis combined to conduct an annual review. Numbers reported reflect 3 negotiated contract periods (FA17-SU20, FA20-SU22, FA22-SU25). Numbers for 22-23 and 23-24 FTE reflect updated tracking method for part-time instructors.*

#### Key Trends and Insights of 2024-25 Student Credit Hours/ Faculty FTE:

Student credit hour (SCH) production within the PARM program has generally increased over the past five years, growing from 282 SCH in 2020–21 to a peak of 637 SCH in 2023–24, before declining to 473 SCH in 2024–25. The five-year average is 438.2 SCH annually, indicating steady instructional demand within the program overtime.

Faculty full-time equivalency (FTE) has also increased during this period, rising from 0.93 FTE in 2020–21 to 1.81 FTE in 2024–25, with a five-year average of 1.25 FTE. The increase in faculty FTE reflects greater reliance on adjunct instructors as course offerings and instructional needs have expanded.

As a result of these trends, the SCH per Faculty FTE ratio increased steadily from 303.23 in 2020–21 to 442.36 in 2023–24. In 2024–25, the ratio decreased to 261.33, primarily due to a combination of lower SCH production and an increase in reported faculty FTE. Despite this decline, the five-year average of 350.56 SCH per Faculty FTE remains well above the CCPE minimum performance standard of 275, demonstrating that the program continues to meet institutional expectations for faculty productivity.

Currently, the Paramedicine program does not have a dedicated full-time faculty member and relies heavily on an experienced adjunct faculty to deliver instruction. While this model has supported program delivery and growth to date, increasing instructional demand and the implementation of the new one-year cohort model may place additional demands on instructional coordination, student support, and program oversight.

As student credit hour production continues to grow, the program will evaluate the feasibility of establishing a full-time faculty position to provide greater instructional stability, support program expansion, and ensure adequate oversight of curriculum delivery, and student mentorship. Exploring a full-time faculty role may also help sustain SCH production levels while strengthening program capacity to meet workforce demand.

## **Vice President Summary Statement:**

The Paramedicine Program continues to be a needed program in the community, with strong support from area EMS employers that hire our graduates. This demand has led to consistent enrollment, with a five-year average of 27.2 students, and strong completion rates (five-year average of 93.2%), which is remarkable given that most courses are taught by adjuncts. In response to feedback from employers and pressure from competing programs, the program implemented a new one-year cohort model, which began in the fall of 2025.

Both the SCH/Faculty FTE ratio and the average annual award thresholds required by the CCPE have been met and exceeded at 350.56 and 18.8, respectively. The program has demonstrated its ability to adapt to changing trends within the profession and provide much-needed trained paramedics throughout our 25-county area.