



MEMBER SURVEY 2026

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OVERVIEW

In March 2026, the College initiated the member satisfaction survey. Much like the previous years, the focus of the survey was to garner an understanding of member satisfaction with services and communication provided by the College. The results will serve to indicate where positive changes have been made and potential improvements might be implemented.

The survey was sent to all active practitioners (9,195). A total of 1,856 members responded (20.2% response rate), allowing for reliable insights into member experience.

Year	Response Rate	Questions	Open-ended Comments
2026	20.2%	48	4,913
2023	18%	47	4,304
2021	31%	53	4,845
2019	34.5%	51	9,041
2017	30%	37	3,359

The main themes in the 2026 Member Survey were:

1. **Continuing Competence:** The main concern from the 2026 Member Survey focused on the Continuing Competence (CC) program and frustrations with it. Areas that were included the desire for free activities, the portal functionality and the confusion with credit eligibility.
2. **Registration Fees:** While recent decreases were acknowledged, cost and transparency remain areas of concern.
3. **Platform Navigation and User Experience:** Members reported difficulty navigating College platforms and locating information efficiently. One of the biggest areas of confusion was where to look for information; between the public website, member website, member portal and LMS, members are confused by all the platforms.
4. **Understanding of Governance and Regulatory Responsibilities:** Member's outlined a persistent gap in their understanding of governance, regulatory responsibilities and key processes such as Continuing Competence and Conduct.

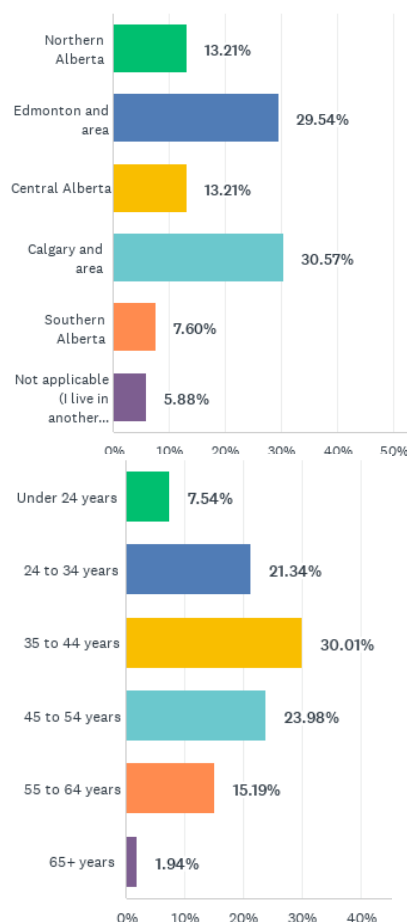
The overall impression rating has slowly improved since it was first asked in the 2019 survey. The conclusion of this survey has resulted in another bump (13%) indicating continued improvement in perception and transparency.

Year	Overall Rating (Favourable & Very Favourable)
2026	55.51%
2023	42.48%
2021	33.94%
2019	32.9%

DEMOGRAPHIC QUESTIONS

Please tell us where in Alberta you live:

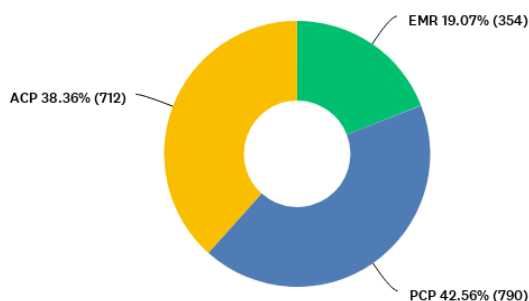
- Edmonton and Calgary remain the highest areas with respondent participation due to population size and are equally represented between the two.
- Northern and Central were equally represented between the two as well.
- Southern is the least represented group.
- Not applicable remains consistent over the years hovering between 4-6%.



What is your age?

- There are no significant trends in relation to the age of respondents over the years. They remain consistent in each category.

What is your current level of practice?



	2023	2021	2019	2017
ACP	41.20%	38.31%	34.4%	35.3%
PCP	42.81%	43.71%	42.3%	41.2%
EMR	15.99%	17.98%	23.3%	23.5%

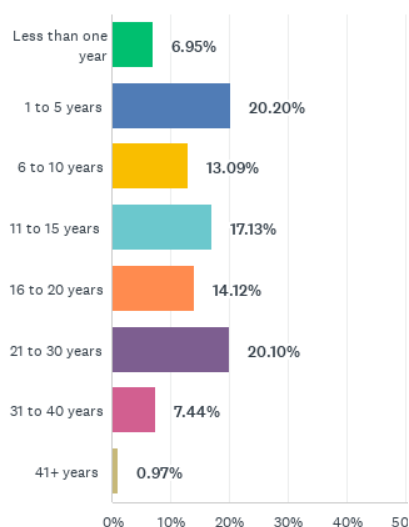
- For the first time since 2019, we are seeing a slight increase in participation at the EMR level.
- The representation between both ACP and PCP remains roughly the same from year-to-year.

What best describes your practice setting (where you spend the majority of your time)?

- 41% describe their practice setting as ground ambulance.
- The remaining 59% included:

• Industrial or private • Integrated services (fire/EMS) • Fire • Oil/gas • Administration or management • Not currently working in the profession • Air ambulance • Education • Community care • Other	• Clinical/facility/hospital • Student • Dispatch • Government • Military/armed forces • Ski patrol • Backcountry • Lab/research • Trip guide
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- Responses to “Other”
 - Various jobs in the field (investigations, sporting events, interfacility transfer, hospital, shelters, volunteer, etc.) or on leave

How many years have you been registered with the College?



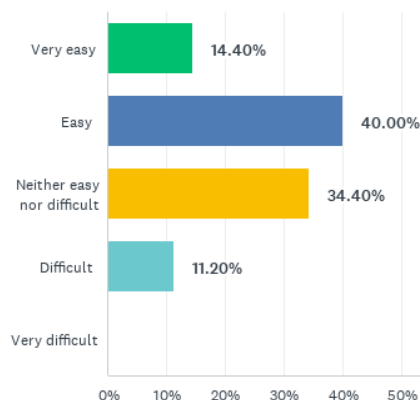
- There were no significant changes in registration timelines and representation remains consistent from previous years.

REGISTRATION

The following questions were asked of only those who indicated they have been registered with the College for less than a year.

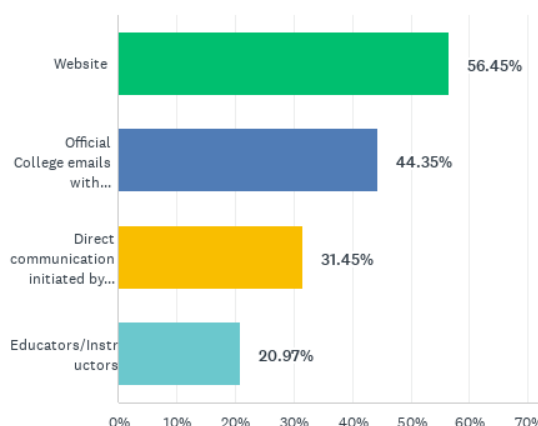
Please indicate how easy or difficult it was for you to complete the registration process.

- 54.4% agree that the process is easy or very easy. This remains the same from 2023.
- 35% were neutral on the process.
- Just over 10% found the process difficult.
- Continuing the trend from 2023, no members indicated the process was very difficult.



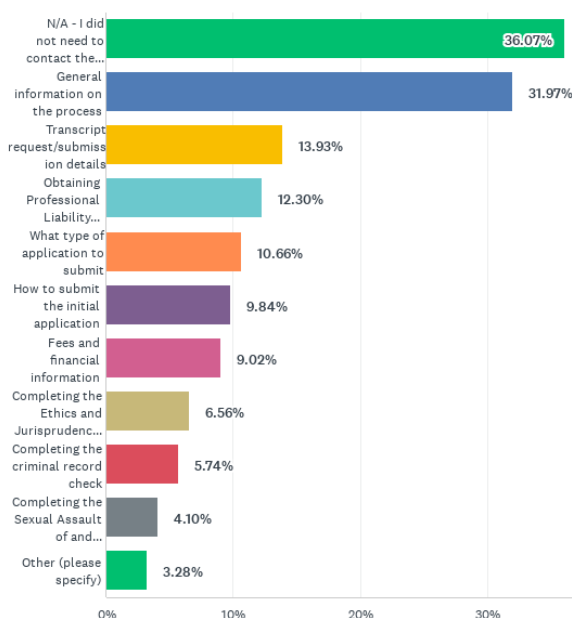
Where did you find the most informative and useful information throughout the registration process? (select all that apply)

- The website was the most informative platform with 70 participants selecting this answer.
- Official College emails with instructions was selected 55 times.
- Direct communication initiated by you was chosen 39 times.
- Educators/Instructors were identified as the least informative (selected 26 times).



What information did you need to reach out to the College about for clarity? (select all that apply)

- Majority of respondents did not need to contact the College for assistance (44 participants). Any participant who selected this answer could not select additional answers.
- Of the remaining, the top reasons identified for contacting the College were for general information (39), transcript requests/submissions (17) and obtaining Professional Liability Insurance (15).
- Of those who responded Other:
 - Application status
 - Specific forms
 - Labour mobility information



Is there anything we could do to improve our registration process?

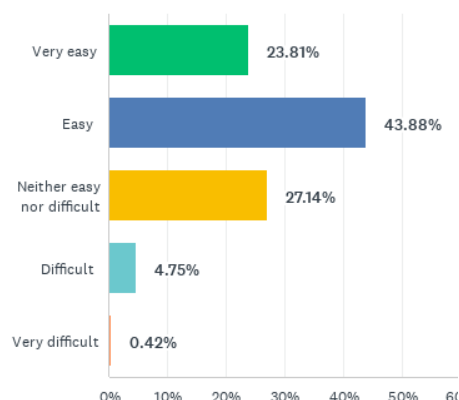
1. **No additional feedback:** Respondents answered they either had no additional feedback, the process was smooth or offered positive praise for the process.
2. **Cost/fees:** Some respondents outlined that the fees are high or that they wished there was clearer transparency on the full cost of the process including which steps have require payments.
3. **Member portal improvements:** A few respondents outlined some improvements/suggestions for the technical aspects of the registration process including touch screen options, making the process more step-by-step friendly and not receiving direct prompts to pay. However, some of these improvement suggestions relate to individual user circumstances or device-specific factors.
4. **Other:** Sharing insurance provider links, updating exam scores and explaining how to meet the CC requirements more clearly.

RENEWAL

The following questions were asked of those who indicated they have been registered with the College for more than a year.

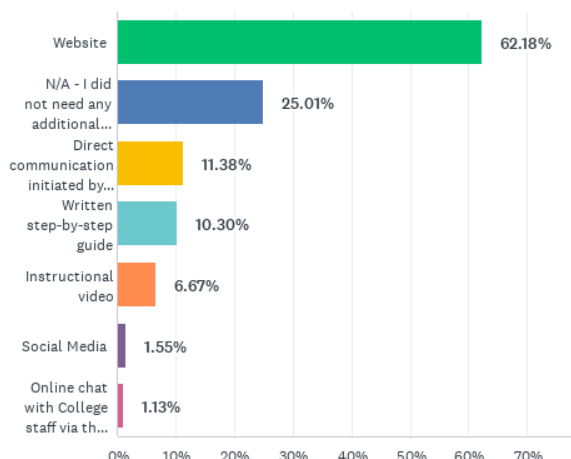
Please indicate how easy or difficult it was for you to complete the renewal process for 2025/2026:

- Roughly 70% of respondents found the renewal process easy or very easy. This is an increase of almost 15% from 2023.
- Under 30% were neutral on the process.
- 5% found the process difficult or very difficult. This is a drop in half from the 10% in 2023.



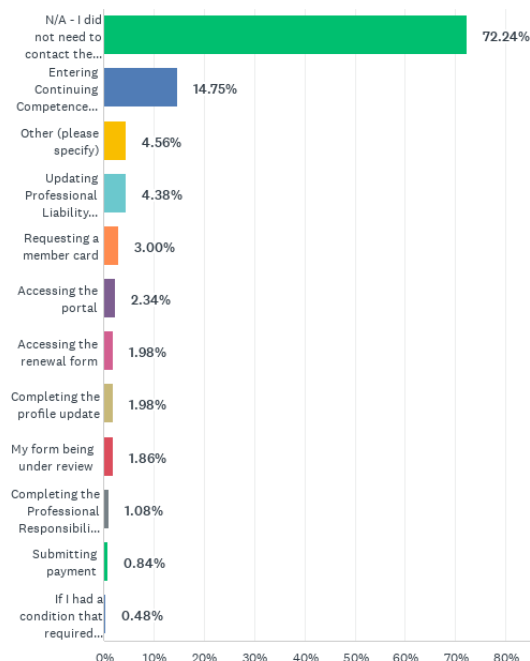
Where did you find the most informative and useful information throughout the renewal process? (select all that apply)

- The website was the highest selected option with 1,044 participants finding it the most informative.
- 420 respondents did not need any additional information throughout the renewal process. Any participant who selected this answer could not select additional answers from the list.
- Each of the remaining five answers were selected less than 200 times with direct communication initiated by the member being the highest at 191 and the online chat was the lowest at 19.



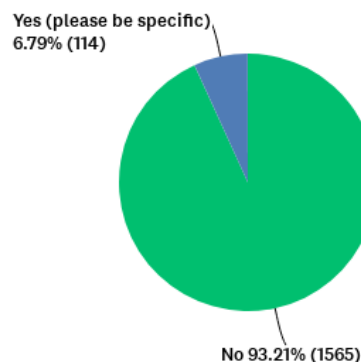
What information did you need to reach out to the College about for clarity? (select all that apply)

- The majority of respondents (1,205) did not need to contact the College for clarity. Any participant who selected this answer could not select any other additional answer from the list.
- Entering Continuing Competence credits was the second most selected option chosen 246 times.
- All of the remaining options were selected fewer than 80 times for each.
- Of those who selected Other:
 - Continuing Competence: clarification on Continuing Education vs Self-Directed, how to get courses or employer required training approved for CE, validating credits and confirmation on courses
 - Audits: support for meeting all audit requirements
 - Leaves from practice: renewal requirements while on leave and credit adjustments
 - Other: technical issues with the portal, designation change, reinstatements, locating receipts, declarations (selecting the wrong answer, further information required), endorsements and conditions, employment updates, name change and challenge coins



The College provides the following renewal resources: a step-by-step instructional video, a written step-by-step guide and an online live chat with staff. Are there other resources you would find helpful when completing the renewal application?

- The majority of respondents felt the resources provided were adequate.
- Of those who requested more resources:
 - Technology improvements: navigation issues, more intuitive website, suggestions of incorporating AI as a resource, more easily accessible resource section
 - CC suggestions: improvements to the CE list filters, search features, more free courses, improvements to finding courses from the drop-down menu in Alinity
 - N/A or suggestions/emphasizing resources already provided: some respondents responded that the already provided resources were helpful or answered with resource suggestions which are already provided
 - Human interaction: some responded that they only found speaking with administration or other practitioners helpful
 - General criticism: some respondents voiced displeasure with the process, resources or College in general with no clear or constructive ways to improve the process



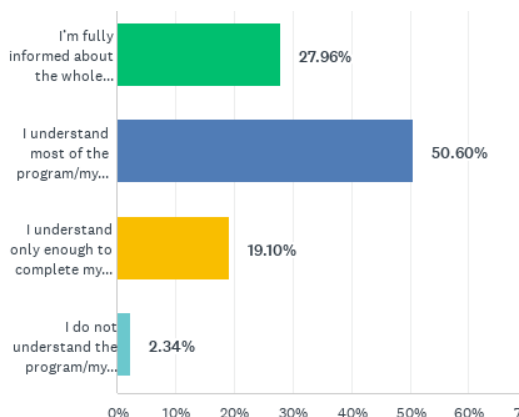
Please share any feedback you have about the renewal process.

1. **Easy, straightforward or no additional comments:** Over 50% of the comments left were positive or emphasized there were no suggestions to improve the process currently in place.
2. **Continuing Competence suggestions:** Many respondents voiced concerns with the Continuing Competence program. Key areas that were highlighted were frustrations with the approved list or not having their employer's training approved for CE credits, struggles with the platform, the search field not generating the courses they are looking for and overall complaints about the program (differences between the two types of credits, the credit requirements being too high, lack of free courses, etc.).
3. **Overall positive feedback with minor inconveniences:** Many respondents shared their overall praise of the process while highlighting minor issues they encountered. These ranged from issues with the platform/navigation, insurance renewal struggles, frustration with Continuing Competence and recruiting help from peers.
4. **Complaints about fees:** Some respondents voiced concerns with the high cost of the registration fees especially in comparison to other provinces.
5. **Member cards:** Some respondents highlighted their frustration with the time it takes to receive their member card.

CONTINUING COMPETENCE

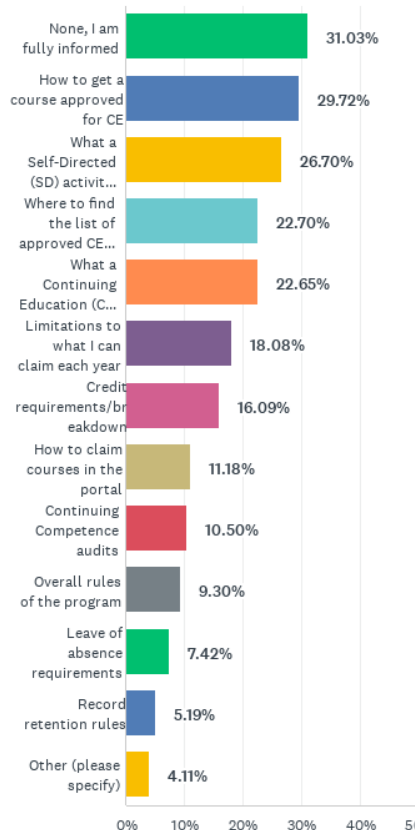
How informed do you feel about the Continuing Competence program and your requirements?

- Almost 30% of respondents are fully informed about the whole CC program and their requirements.
- 50% of respondents understand most of the program and their requirements.
- 19% understand only enough to complete their requirements but find the program very confusing.
- Under 5% do not understand the program or requirements and struggle to meet the requirements.



What area(s), if any, of the Continuing Competence program do you need more clarity on? (select all that apply)

- The highest selected answer (554 respondents) did not need clarity on the CC program. Any participant who selected this answer could not select any other additional answer from the list.
- The second most selected answer was “how to get a course approved for CE” (521).
- “What a Self-Directed activity is” was the third most common choice (468).
- “Where to find the list of approved CE courses” (398) and “What a CE activity is” (397) were selected roughly at similar rates.
- Of those who indicated Other:
 - SD vs. CE: what category an activity falls under, why some are approved CE and others are not
 - Workplace training: why these are not approved for CE
 - Finding activities: difficult to search for courses, clearly outline whether courses are free or not, when previously completed activities can be claimed for credits again
 - Member Portal: not user-friendly, hard to find courses in the list, overall design
 - Credit requirements and when a member has requirements
 - All of the above



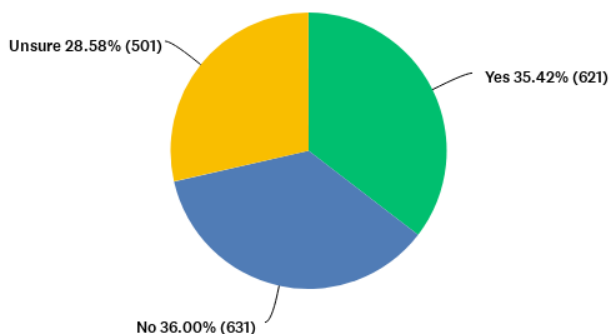
- General feedback: broader scope for CE activities, modernize the program, provide a singular place to find all the rules, members should be able to add courses to the list, mandatory employer training should be approved

The Self-Directed (SD) category is intended to give members flexibility to pursue learning activities aligned with their individual professional needs and interests. All activities claimed under this category must be relevant to practice, and members should be able to demonstrate and explain this relevance during an audit.

However, we regularly see submissions that lack a clear or evident connection to professional practice initiating the Committee to review the parameters for SD activities. Some examples of submitted activities include drywall repair, snow shoveling, plant identification or mortgage broker training.

After considering the information above, in your opinion, should there be further parameters on the self-directed category?

- This question resulted in a relatively equal split between all three answers with slightly fewer respondents selecting "Unsure".



CONTINUING COMPETENCE CLARIFICATION

The following questions were asked of those who indicated there should be further parameters on the Self-Directed category.

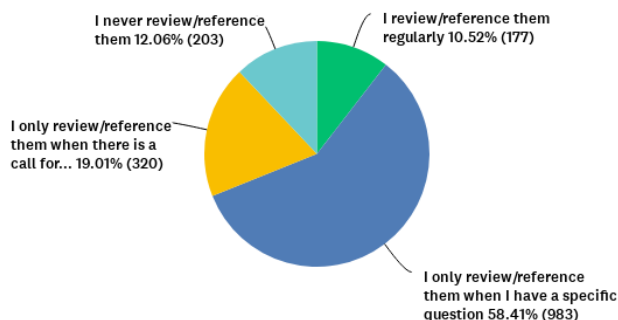
How would you define Self-Directed credits and/or add more parameters?

1. **Relevant to Practice:** Respondents felt that SD activities should be relevant in paramedicine, emergency services or healthcare. There was emphasis on patient care, clinical knowledge and professional competence.
2. **Clear Definitions, Examples and Guidance:** Many respondents voiced that 'relevant to practice' is too vague and asked for clearer operational definitions, concrete examples of what does or does not qualify and better visibility/easier to find guidance on the website or portal.
3. **Portal Structured Categories or Frameworks:** Respondents suggested adding simple required fields or a framework to reduce ambiguity including selecting the activity from a list, connecting the activity to the competency framework (NOCs or CPCF) and providing a brief one-sentence rationale/reflection to how it improved their practice.
4. **Support for Demonstrated Relevance:** Respondents voiced support for required explanation of relevance including written explanations, linking to patient outcomes and professional performance.
5. **Self-Directed vs. Continuing Education:** Respondents argue that there is unfair evaluation of activities and that workplace training should be Continuing Education. Requests for better recognition of in-house training days, onboarding, protocol training, simulations and department training.
6. **Inconsistent credit valuation:** Respondent asked for a more consistent time-based approach and questioned why some activities seem to receive disproportionately high credits compared to others. Some felt the current system encourages "last-minute scrambling".
7. **Recognition of Diverse Practice Settings:** Flexibility across diverse practice settings should be considered as 'relevant to practice' looks different in each setting. Activities should be "role-specific".
8. **Enforcement/Audits:** Some advocated stricter limits, prior approval, stronger audit processes or penalties for obvious irrelevant submissions while others cautioned against over-tightening rules and preferred declining inappropriate submissions in a case-by-case basis.

STANDARDS OF PRACTICE & CODE OF ETHICS

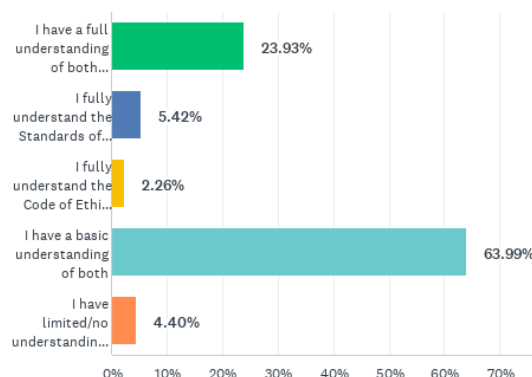
Under the HPA, the College has Standards of Practice and a Code of Ethics. What would best describe your approach to these documents?

- The vast majority of respondents (60%) voiced they only review the Standards of Practice and Code of Ethics when they have a specific question.
- The remaining three responses were relatively evenly split with a slight preference to reviewing them when there is a call for consultation.



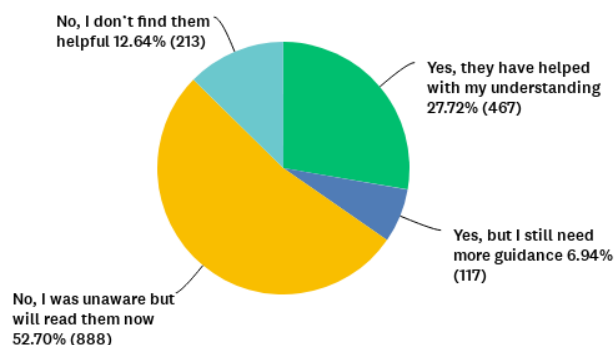
How would you describe your level of understanding for these documents?

- Overwhelmingly, respondents feel they only have a basic understanding of both the Code of Ethics and Standards of Practice (64%).
- Roughly 25% of respondents said they have full understanding of both documents.
- The remaining three answers were evenly split between 2-6%.



The College recognizes that the Standards of Practice and the Code of Ethics can be challenging to interpret and apply in day-to-day practice. We currently publish scenario-based articles in the *Pulse* to help bridge this gap. Do you read these articles?

- 50% were unaware of the scenario-based articles in the *Pulse*.
- Almost 30% have found these articles helpful.
- The remaining 20% responded they either don't find the articles or feel they need more guidance even with the articles.



STANDARDS OF PRACTICE & CODE OF ETHICS CLARIFICATION

The following questions were delivered to those who indicated 'Yes, but I still need more guidance' and 'No, I don't find them helpful':

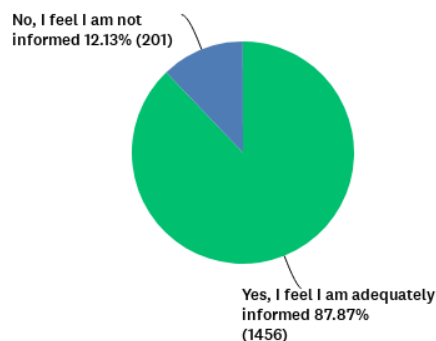
What additional resources or formats would further support your understanding of the Standards of Practice and Code of Ethics?

1. **Unsure/Nothing/Change of Answer:** Respondents were generally unsure what other formats or resources would be helpful with understanding the Standards of Practice and Code of Ethics. Some respondents changed their response to not needing any further information.
2. **Videos/training courses:** Many respondents would find videos, short clips or full learning courses on the LMS platform the most helpful at understanding the Standards of Practice and Code of Ethics. It was also highlighted to use previous conduct complaints/hearings as the scenarios for reference.
3. **Various formats:** Respondents suggested podcasts, newsletters, Q&A sessions with the College, reference manuals, short-form social media posts (TikTok, Instagram, Facebook) and an online scrollable publication instead of the downloadable pdf.
4. **Plain language:** Many respondents found that the language is too legal for their understanding and requested plain, simple content that is easy to digest.
5. **Criticisms of the College:** Some respondents used this area to share criticisms of the College and their conduct department. They voiced concerns about how complaints are handled and felt that repercussions for breaching the Standards and Code were not representative of the conduct.

REGULATORY ACTIVITIES

A key component in co-regulation is the responsibility of each practitioner to be informed of regulatory processes. Overall, do you feel you are adequately informed of the College's regulatory processes (i.e. registration/renewal, practice, continuing competence, conduct/complaints, committee/council involvement)?

- Overwhelmingly, respondents feel adequately informed on the components of co-regulation.
- This is a significant jump from the initial Member Survey in 2017 when only 35% of respondents felt informed.
- We are continuing to see this data trend in a positive direction with an improvement of 11.83% of respondents feeling more informed now than they did in 2023.



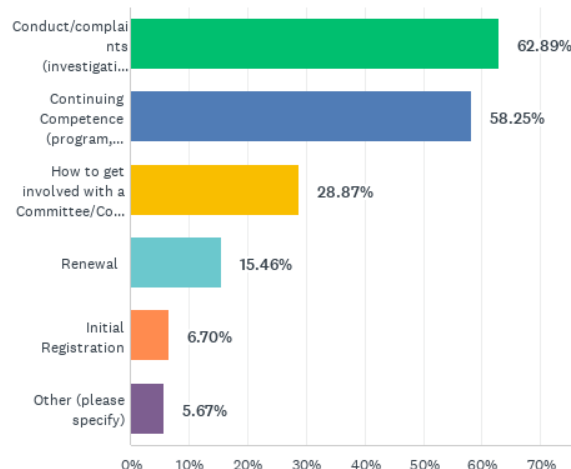
	2023	2021	2019	2017
Yes, I feel I am adequately informed	76.04%	72.48%	67.9%	35.0%
No, I feel I am not informed	23.96%	27.52%	32.1%	65.0%

REGULATORY ACTIVITIES CLARIFICATION

The following questions were delivered to those who indicated they do not feel informed:

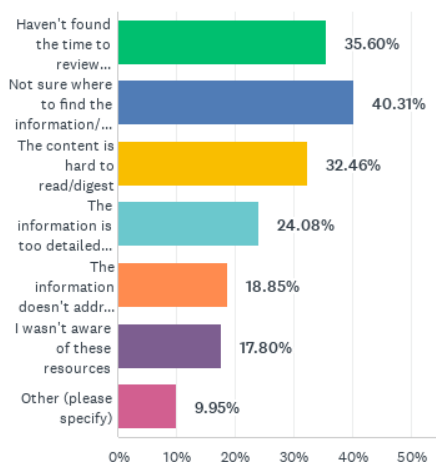
Of the following regulatory processes, which do you feel you are not adequately informed?

- Respondents feel equally uninformed on Conduct and Continuing Competence. These two areas remain highlighted as areas of confusion for respondents consistently over the years.
- Of those who said Other:
 - Policies and processes
 - Education/training upgrading
 - Not interested in learning more or educating themselves on these areas
 - Standards and legality
 - Council activities



Most of the information on these areas can be found on the member website. What barriers prevent you from feeling adequately feeling informed about these regulatory processes? (select all that apply)

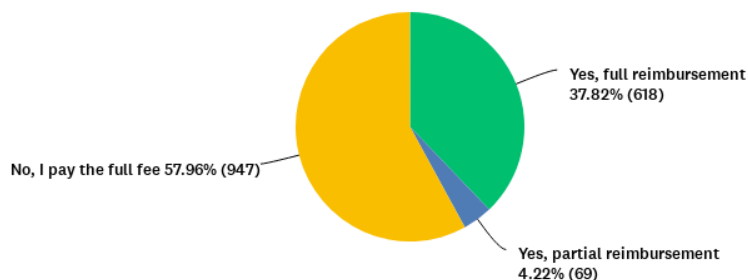
- The top three reasons selected for not feeling informed were “Not sure where to find the information/the member website is hard to navigate,” “Haven’t found the time to review information provided” and “The content is hard to read/digest”.
- Of those who said Other:
 - Difficult to understand ‘legal speak’
 - Not relevant
 - No time/too tedious/not interested in learning
 - Unable to understanding the complaints process when undergoing an investigation. Requesting liaison at the College to help regulated members/answer questions
 - Discrepancy between employer’s guidelines and the College’s
 - General critiques of the College
 - Personal barriers with reading comprehension



OTHER PLANNING

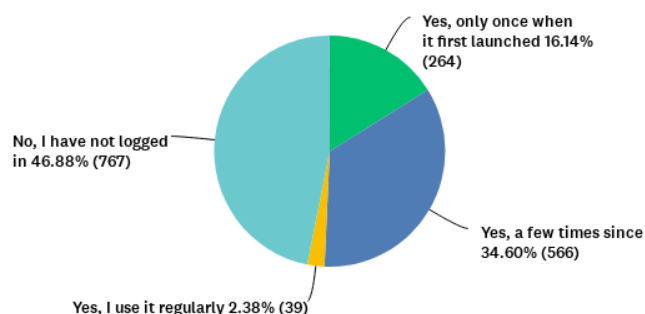
Does your employer provide any financial support for your College registration fees?

- Almost 60% pay the full registration fee.
- Just under 40% get full reimbursement for their registration fees.
- Under 5% get partial reimbursement.



In October 2024, the College launched a Learning Management System. Have you logged into the platform since it was launched?

- Just over 45% have not logged into the LMS platform since it was launched in 2024.
- Roughly one in three have logged into the LMS platform a few times since its launch.
- 16% visited the platform once when it launched and 2% use it regularly.



The College is always working to expand and develop new learning opportunities. The LMS currently hosts the following courses: Regulatory Knowledge Course; Pain Management: Methoxyfluane (Penthrox); and Documentation for Prehospital Professionals. What other learning opportunities/courses you would like to see on the LMS in the future?

1. **Clinical Skills & Patient Care:** The majority of respondents focused on practical skills including categories such as airway, trauma, cardiac arrest management, cardiac care and monitoring, ECG interpretation, assessments, procedures and equipment use.
2. **Pharmacology & Medication Management:** Courses on topics including medication reviews, new drugs, dosing, toxicology and pain management.
3. **Mental Health, Addictions & Wellness:** Respondents highly recommended this category within a broad category range including focusing on patient care and provider wellbeing such as de-escalation, suicide, psych, burnout, resilience, stress management and coping strategies.
4. **Continuing Competence & CE Credit Access:** Respondents generally focused on wanting to see free courses that meet the annual credit requirements.
5. **Regulatory, Legal & Scope of Practice:** Courses or training focusing on areas of scope confusion, legislation, legal ramifications, regulatory framework and protocol changes.
6. **Leadership, Communication & Teamwork:** Widely requested across various experience levels and included topics of communication, mentorship, teamwork and conflict resolution.

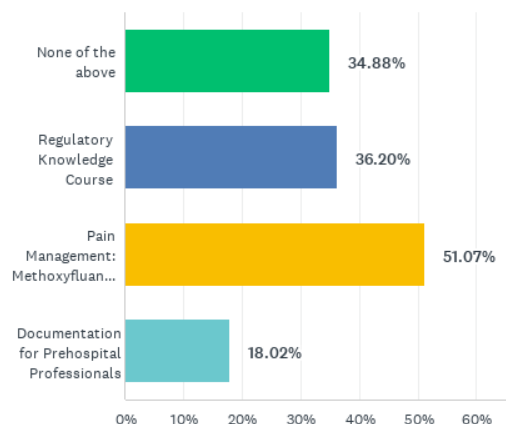
7. **Pediatrics, Vulnerable Populations & Specialized Care:** Courses focusing on specialized care and populations including pediatrics, geriatrics, palliative care, addictions and social complexity.
8. **Scenario-Based & Interactive Learning:** Respondents voiced preferences for learning styles and how activities are delivered including sharing case studies, simulations and decision-based or scenario-style learning.
9. **Level-Specific & Scope-Targeted Training (EMR/PCP/ACP):** Respondents wanted training which is geared towards their designation as these are harder to find from other providers. Suggestions included role clarity, bridging knowledge and scope expansion.
10. **Emerging Practice, Research & Evidence-Based Care:** Respondents want education which helps them stay up to date on current medical practice including new treatments, research updates and evolving EMS roles.
11. **Ethics & Professionalism:** Some respondents shared ideas of courses focusing on decision-making, conduct and patient rights.
12. **Specialty Practice Areas (Industrial, Remote, Fire, etc.):** Discrepancies with current education and training for areas outside of ground ambulance including oilfield, rural/remote and fire/integrated.
13. **Learning Platform & Delivery Experience:** Less about content, more about usability and the platform including navigation, engagement and flexible access.

LEARNING MANAGEMENT SYSTEM

The following questions were asked of those who indicated they have used the LMS platform frequently or a few times since its launch in 2024.

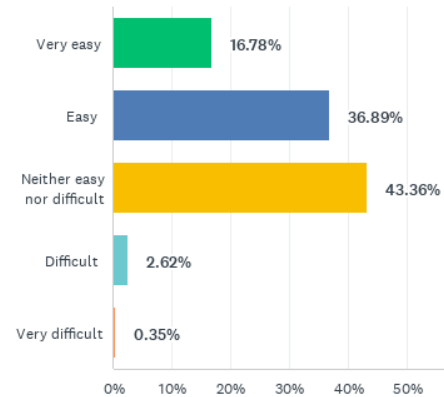
If you have utilized the platform, have you started/finished any of the available courses? (select all that apply)

- The Pain Management: Methoxyfluane (Penthrox) course has been utilized the most on the LMS platform with 309 respondents selecting it.
- Roughly one in three respondents (219) utilized the Regulatory Knowledge Course. This course was the first to be launched on the platform.
- One in three respondents (211) have not started or finished any course on the LMS.
- The Documentation for Prehospital Professionals has been utilized the least on the platform (109) which corresponds with the length of time it has been available (since January 2026).



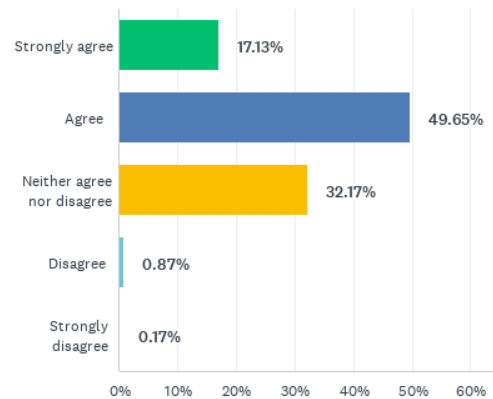
How easy was it to navigate and complete the course(s) on the LMS platform?

- Over 50% of respondents found the course(s) easy or very easy to navigate.
- Under 45% of respondents were neutral.
- Under 5% found the navigation difficult or very difficult.



Was the course content clear, relevant and applicable to your practice?

- Over 65% agreed or strongly agreed that the content was clear and relevant to their practice.
- One in three respondents were neutral on course content.
- 1% disagreed or strongly disagreed that the content was clear and relevant.



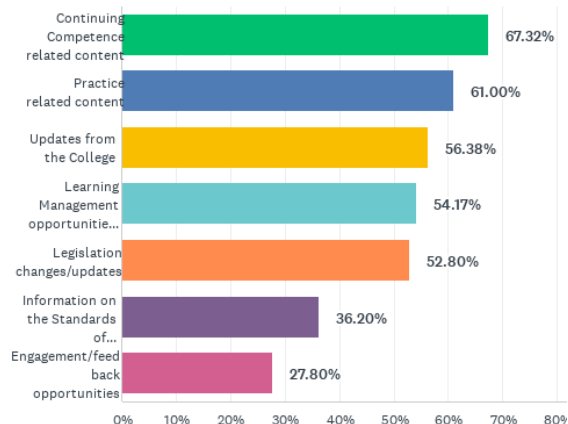
Do you have any specific feedback/suggestions on the LMS platform?

1. **N/A:** The majority of respondents did not have any additional feedback or comments.
2. **More content:** Many respondents asked for more content and courses.
3. **Navigation:** Some respondents felt the LMS was difficult to navigate and took some time to understand.
4. **Positive praise:** Respondents voiced appreciation and praise for the LMS including the opportunity for free CE courses and the thorough content.

WEBSITE AND COMMUNICATION

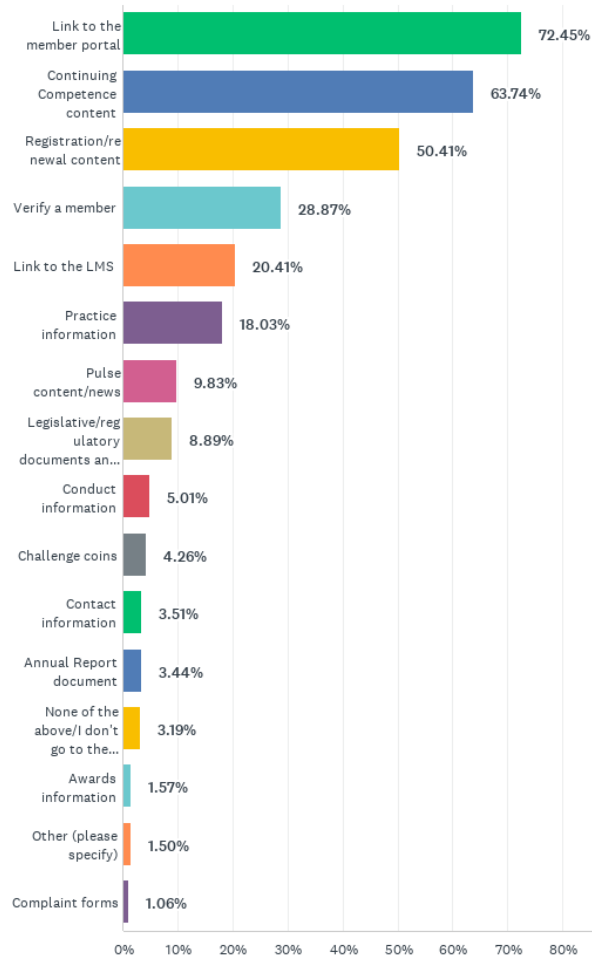
What do you want to read about in the *Pulse*?

- “Continuing Competence related content” (1,034) and “Practice related content” (937) were the highest ranked areas that respondents wanted to read about in the *Pulse*.
- There was significant interest across each category from respondents.



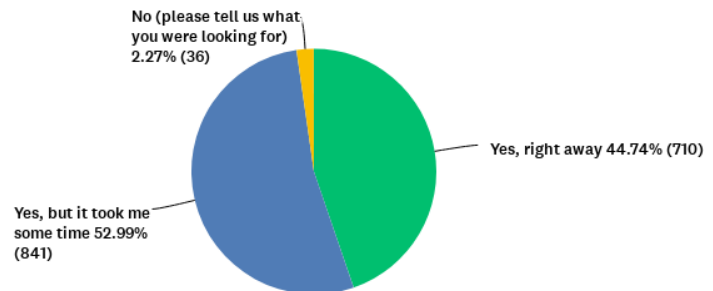
What are you looking for when you go to the website? (select up to 4)

- The top three areas visited on the website were the “link to the member portal” (1,157), “Continuing Competence content” (1,018) and “Registration/renewal content” (805).
- All other content was visited significantly less than the top three selected options.
- Of those who responded Other: The majority of the responses aligned with existing answer options. Of those who didn’t, respondents requested to see a job board or podcast in the future, were looking for education updates on the degree program or offered general critiques of the College.



Have you been able to find what you are looking for on the College's public website or member website?

- The majority of respondents found what they were looking for on the website either right away or with some time.
- Of those who indicated they did not find what they were looking for:
 - N/A or couldn't remember
 - Verify a Member
 - Scope of Practice information
 - Continuing Competence information
 - Awards and historical information on previous winners
 - Retirement/non-practicing information
 - Information on the College for teachers to provide to students



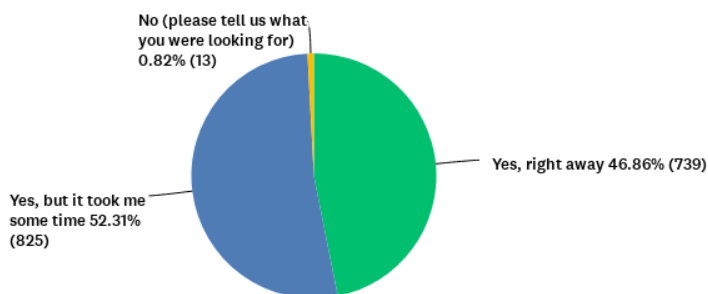
What would make it easier to find what you're looking for?

1. **N/A:** Respondents either provided answers of N/A or responded with no changes required.
2. **Positive praise:** Respondents voiced the website functions well and they are happy with it. They responded that they could find everything they need.
3. **Search Engine:** Many respondents voiced concerns with the current search function not working properly or pulling proper resources as well as indicating the biggest improvement would be to make this feature work flawlessly.
4. **Easier to navigate:** A common response was to make the website "easier to navigate" with no added context of what features/changes would help with navigation.
5. **Useability:** Responses were mixed, with some users finding the website intuitive while others experienced usability challenges.
6. **Menu concerns:** Concerns with the menu not being user-friendly or clear to visitors.
7. **AI:** Suggestions that the website should include an AI resource to help visitors navigate and find the content they are searching for.
8. **Content specific feedback:** Respondents shared specific feedback related to content changes including more focus on Continuing Competence resources, a quick links section, easier to access practice content and scope of practice resources.
9. **Public website vs. member website vs. member portal vs. LMS:** Confusion with the different platforms, accessing each platform and where to find what you need.
10. **Layout concerns:** Respondents voiced the website layout should be simplified, that it is clunky and cluttered.

MEMBER PORTAL

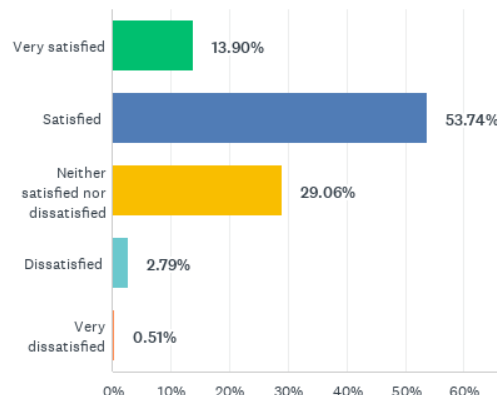
Have you been able to find what you are looking for in the member portal?

- The majority of respondents found what they were looking for on the website either right away or with some time.
- Of those who indicated they did not find what they were looking for:
 - N/A or couldn't remember
 - Scope of Practice information
 - Continuing Competence information



How satisfied are you with the member portal?

- Almost 70% of respondents were satisfied or very satisfied with the member portal.
- 30% of respondents were neutral.
- Less than 5% were dissatisfied or very dissatisfied.



Do you have any suggestions for potential features or information that you would like to see in the member portal?

1. **N/A or positive feedback:** Majority of respondents did not have any suggestions or found that the member portal currently has everything they want.
2. **Continuing Competence form:** Easier to input credits, more CE opportunities, share upcoming events calendar, links in the CE list and how to get activities approved.
3. **Ways to expand scope of practice:** Include areas to upload documentation to enhance scope and links for training.
4. **Usability:** Easier navigation, an app, cleaner design, text verification process and a search bar.
5. **Conduct:** More transparency on complaints and a database to view recent conduct cases.

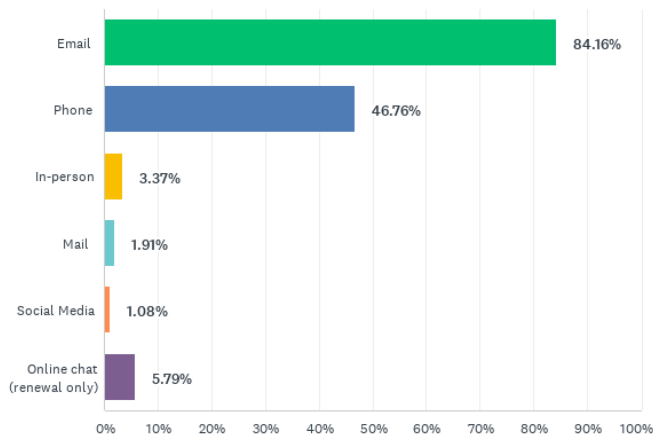
Do you have suggestions for ways to make the member portal easier to navigate?

1. **N/A or positive feedback:** Majority of respondents did not have any suggestions and said that the member portal functions well for them currently.
2. **Search Bar:** Respondents voiced a search bar would be beneficial for navigation.
3. **Navigation bar improvements:** Feedback that items should only be “one-click away” and clearer tabs.
4. **An app:** Some respondents requested an app version of the portal
5. **Appearance/layout:** General links section, clearer headings/bigger fonts, general feedback to simplify or clean-up the appearance and layout, dashboard is busy/cluttered and use colour coding for sections.
6. **General critiques unrelated to the member portal navigation:** Allow text for two factor authentication, more Continuing Competence courses in the drop-down menu, AHS courses should be approved for CE and lack of compatibility with employer’s computers or internet.

CONTACTING THE COLLEGE

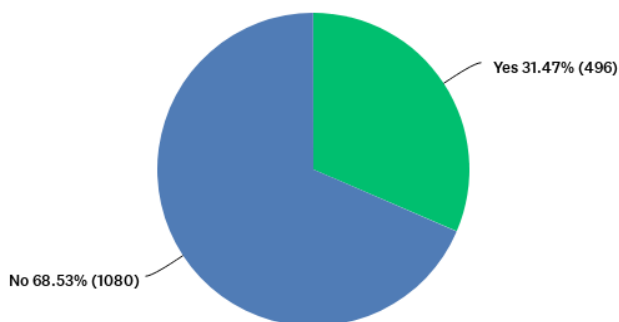
How do you prefer to contact the College (if/when you had to)?

- There was no significant change to how members prefer to contact the College.
- The preferred method of contacting the College remains email first and telephone second.
- No other method came close to email and telephone.



In the last 12 months, have you been in contact with College staff?

- The number of members who contacted the College in the last year decreased slightly from 2023.
- There is a trending decrease from 2017 which could be attributed to the fact that members feel more informed of regulatory processes and are becoming increasingly satisfied that the College is communicating enough information.

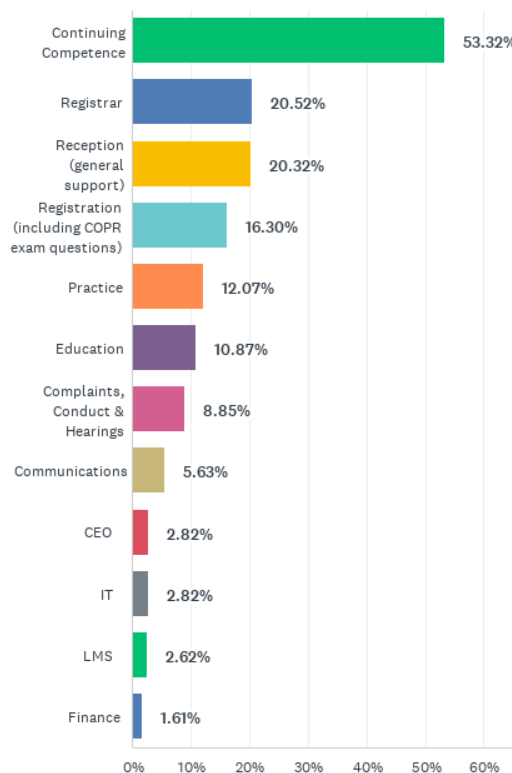


CUSTOMER SERVICE

The following questions were asked of those who indicated they had contacted the College within the last 12 months.

Please tell us what area(s) of the College you were in contact with (select all that apply):

- Continuing Competence was the department that was contacted the most frequently by members (265).
- The Registrar (102) and Reception (101) were tied for second.
- Registration was contacted by 81 respondents.



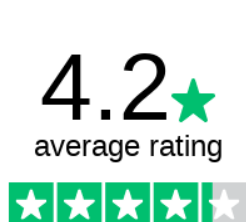
How would you rate the level of service provided by College staff?



	2026	2023	2021	2019	2017
Excellent	49.90%	39.96%	31.6%	29.3%	15.8%
Good	33.54%	38.90%	39.3%	41.1%	37.7%
Fair	12.93%	13.74%	17%	19.5%	26.1%
Poor	2.02%	3.81%	5.9%	6%	11.4%
Very Poor	1.62%	3.59%	6%	4.2%	9%

- 83.44% of respondents rate the level of service provided by staff as good or excellent.**
 - The level of service rated as excellent or good increased by almost 5% since 2023. This is a 30% increase from 2017.
- Approximately 13% rate level of service as fair.**
 - There was a nominal decrease in members who rate the level of service as fair.
- Under 4% rate level of service as poor or very poor.**
 - There was a 3% decrease since 2023 from respondents who found the level of service as poor or very poor.

How would you rate the timeliness of service provided by College staff?



	2026	2023	2021	2019	2017
Excellent	45.45%	35.52%	29%	23.7%	12.6%
Good	37.58%	39.32%	37.7%	41.6%	35%
Fair	13.94%	13.53%	18.9%	19.7%	26.2%
Poor	1.82%	7.19%	7%	9.1%	14.7%
Very Poor	1.21%	4.44%	7.8%	5.9%	11.6%

- **83% of respondents rate the timeliness of service as good or excellent.**
 - The level of service rated as excellent or good increased by 7%. This is an increase of 35% from 2017.
- **Approximately 14% rate timeliness as fair.**
 - There was no change from the data in 2023.
- **Only 3% of respondents found the timeliness of service poor or very poor.**
 - This is a drop of 8% from 2023 when 11% of respondents found the service poor or very poor.

Would you like to share any comments or concerns about the customer service you experienced?

- **N/A:** No additional comments or concerns.
- **Positive:** Respondents voiced praise with their interactions noting staff were prompt, helpful, knowledgeable, went above and beyond, friendly, stressed or concerned with the CC audit but it went well. One respondent noted that the College is the fastest to respond out of two other provinces they are registered with. Many comments addressed staff either by name or title and provided positive compliments relating to their interactions.
- **Negative:** No response or very delayed response, not happy with the answer received, rude or unprofessional staff or complaints with the processes/policies we have instituted.

OVERALL

What is your current, overall impression of the College?

- 55.51% of members rate their overall impression of the College as favourable or very favourable.
- 6.94% of members rate their overall impression of the College as unfavourable or very unfavourable.
- 37.56% of member rate their overall impression as neutral.

The overall impression of the College continues to improve year after year. This year there was a 11% drop in respondents who found the College unfavourable or very unfavourable in 2023.

Is there any other feedback you would like to share with the College?

- **N/A:** No further comments or feedback, nothing at this time, no or n/a
- **Fees/Cost:** Fees are way too high, other provinces are much cheaper, unsure what benefit there is for the money or what the fees go to
- **Praise:** Thank you, well organized, helpful, responds in a timely manner, compared to other provinces/bodies we are doing great and thankful for the decrease to registration fees
- **Continuing Competence:** Provide more free options, extra credits should be carried over, mandatory practice hours to renew, the portal is not user-friendly, more learning opportunities for other practice settings (administration, industrial, military, fire) and more opportunities that apply to working across borders
- **Education/Scope of Practice:** Updates on the degree program, the education reform lacked consultation, unhappy with the changes to the education program (timelines, scope, pressure on workforce), expand scope of practice, provide an Alberta-based scope document and updates on the Critical Care Paramedic designation (when is it being introduced, ACP scope vs. CCP)
- **Association-type activities:** Unsure what the College does for its members, support members and advocate for us, questioning the regulatory structure and why the public doesn't fund the College, requesting more education for the membership on association vs regulator and honor members (awards, ribbons, service)
- **Other:** Renewal frustrations (deadlines and process), Council candidates are hand-picked and not necessarily best candidate, website/member portal improvements and more transparency on funds, processes, etc.
- **Complaints:** The College ignores members/no response, members are leaving the profession and the College makes members' lives harder
- **Conduct:** Complaints are not taken seriously, concerns the College is not investigating members for unprofessional conduct, lack of support during investigation, concerns about members' practicing outside scope and more transparency

CONTINUING COMPETENCE CREDIT SUBMISSION

This was the first year that the College provided three Continuing Education credits for survey completion if respondents felt comfortable providing a name and email to receive the certificate on completion.

1,359 out of 1,856 respondents opted to claim the Member Survey for Continuing Education credits.