

Characterizing Global ISPOR Student Participation: A North America vs. Rest of World

Comparison

Godwin Okoye¹, Elvis Duru², Sarah Gutman³, Aimalohi Okpeku⁴, Cynthia Egbuemike¹, Christina Kazarov⁵, Dominique Seo⁶,

¹Health Outcomes Division, College of Pharmacy, The University of Texas at Austin, Austin, TX, USA, ²Department of Pharmacotherapy, University of Utah College of Pharmacy, Salt Lake City, UT, USA, ³Ernest Mario School of Pharmacy, Rutgers, The State University of New Jersey, ⁴Virginia Commonwealth University School of Pharmacy, ⁵School of Pharmacy, University of Pittsburgh, ⁶Department of Practice, Sciences, and Health Outcomes Research, University of Maryland Baltimore, School of Pharmacy

#OP13

Introduction

- The International Society for Pharmacoeconomics and Outcomes Research (ISPOR) student chapters play a critical role in developing the global Health Economic and Outcomes Research (HEOR) workforce, yet little is known about how student characteristics and engagement differ across regions.
- This study compares academic backgrounds, career aspirations, and ISPOR engagement patterns between students in North America (NA) and those in the Rest of the World (RoW).

Methods

Data source/ Study population	A global online survey was administered via Qualtrics between October and December 2025. The survey targeted student members of the ISPOR and captured self-reported information on academic background, professional goals, and engagement with ISPOR Student Network activities.
Study design	Cross-sectional design to evaluate regional differences in student characteristics, engagement, and perceptions within the ISPOR Student Network. Responses were analyzed at a single time point and categorized by geographic region.
Independent variable	Geographic region: North America vs Rest of the World
Measures	Survey measures included academic program type (e.g., doctoral vs non-doctoral), primary discipline (e.g., HEOR), and career goals (e.g., industry vs other). Engagement variables captured ISPOR chapter involvement, including membership duration and leadership roles. Additional measures assessed perceived institutional support for ISPOR-related activities and satisfaction with ISPOR Student Network initiatives.
Statistical analysis	Descriptive statistics, including frequencies and percentages, were used to summarize student's response. Chi-square tests were conducted to compare differences between North America and RoW across all categorical variables. Statistical significance was defined at $\alpha = 0.05$. All analyses were performed using SAS version 9.4.

Results

ISPOR Student Chapter Survey

North America vs. Rest of World — 144 respondents

51

North America

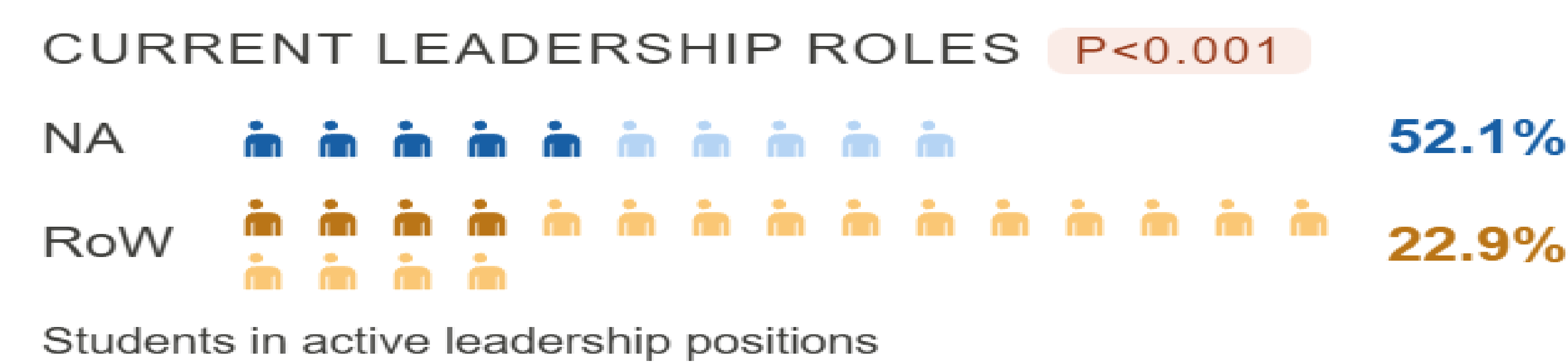
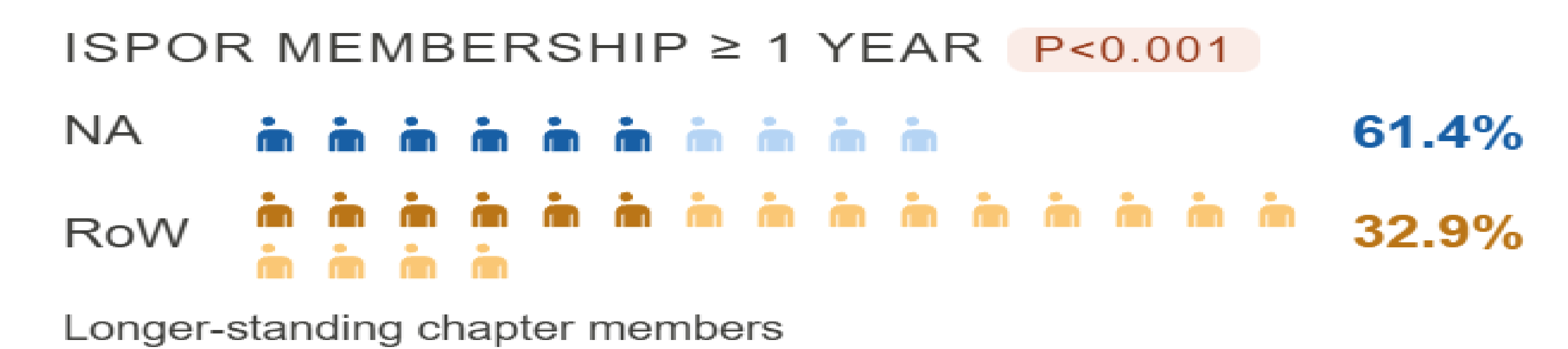
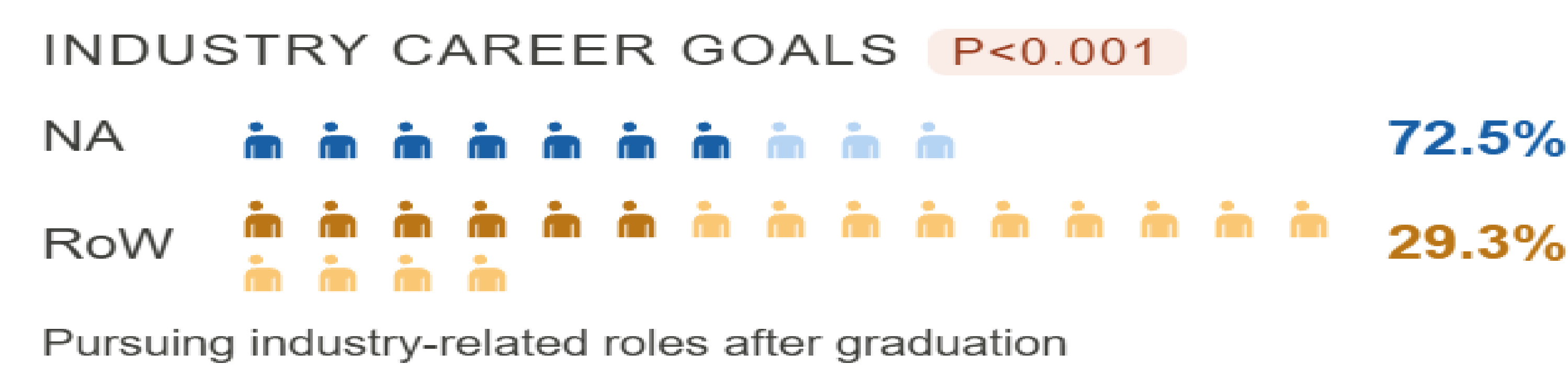
VS

93

Rest of World

North America (filled = met characteristic) Rest of World (filled = met characteristic) Faded = did not meet characteristic

1 figure = 5 students



Each figure represents 5 students. Filled = met reported characteristic. N=144 (NA: 51; RoW: 93).

Conclusion

- Meaningful regional differences exist in academic training, career aspirations, leadership involvement, and institutional support among ISPOR students.
- These findings highlight opportunities for the ISPOR Student Network to tailor engagement strategies, strengthen support for emerging chapters, and enhance global equity in HEOR training and professional development.