

Assessing How Different Global Experience Models Impact Achievement of Student Learning Outcomes

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Background/Purpose

Studies have shown the benefits of participating in short-term global experience programs, however limited data exists on the specific aspects of these experiences that are most beneficial to students. This study assesses how the design of global experience programs impacts student achievement of learning outcomes. The primary objective is to compare independent and faculty-led global experience models and determine which design leads to student achievement of specific learning outcomes. The secondary objective will assess how well student-reported learning following participation in USC Mann School of Pharmacy Global Pharmacy Experiences (GPE) or International Advanced Practice Experiences (APPE) aligns with the Trojan Pharmacist Outcomes (TPOs).

Methods

Pre- and post-program surveys were administered to all 15 participants of Mann GPE/International APPEs. The survey data for this project was generated using Qualtrics© software. De-identified survey results were analyzed using the stated outcomes in COEPA 2022 and the Mann TPOs. Survey data was then segmented into 'faculty-led' and 'individual' subsets for secondary analysis to draw comparisons in the achievement of Mann TPOs.

Results

There were 15 responses to the pre-program survey (57% response rate) and 13 responses to the post-program survey (50% response rate). The faculty-led subset had higher rates of achievement of most global learning outcomes and Mann TPOs. Students in both subsets reported outcomes 'Lead and communicate ethically' (mean 8.82) as the most achieved. The largest variance between subsets was 1.45 for TPO 'Improve health and wellness for individuals and communities. Mean for Faculty-led subset was 8.25 compared to 6.20 for individual subset.

Conclusions

Differences in achievement of learning outcomes may be attributed to presence of faculty to facilitate discussions to help students draw connections to their experiences. When designing global experiences, administrators should consider the inclusion of faculty members as facilitators. Future research may assess the benefit of a supplemental pre- or post-program elective course.