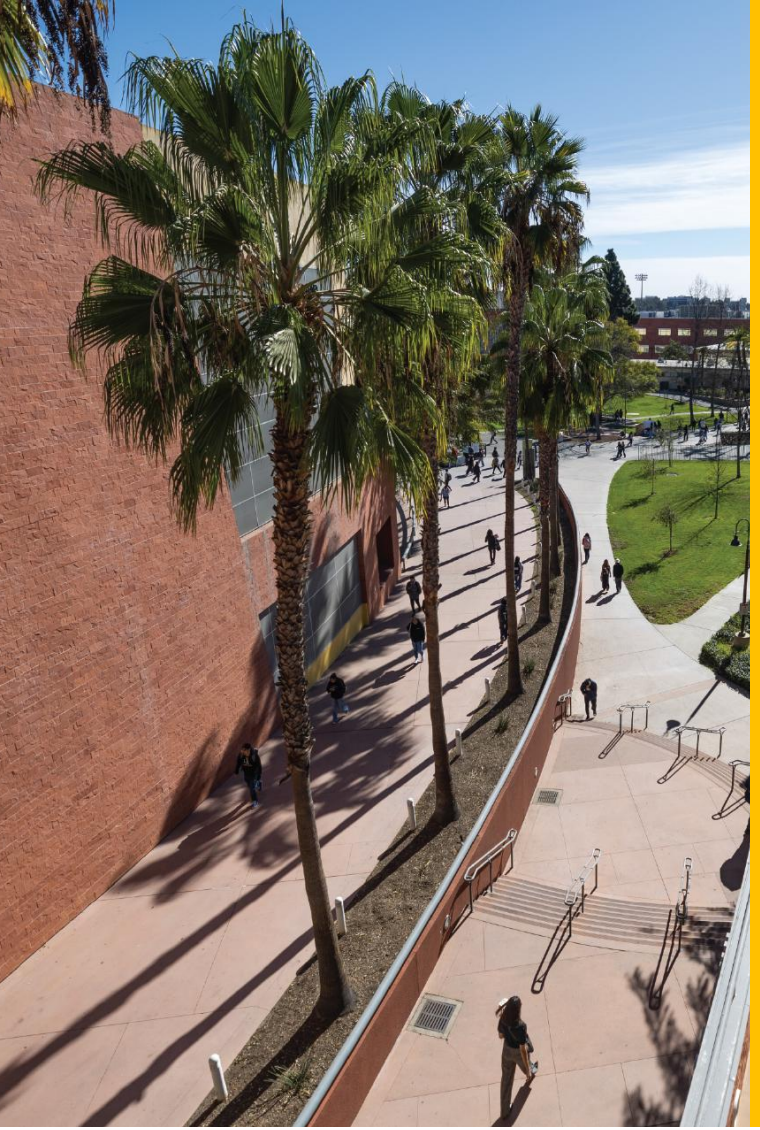


CAL STATE LA

Assessment Mini-Grant Final Report- 2024/2025 AY
Project 2 – Graduate-Culminating Projects

Doctoral investigative project in Audiology (DIPA)

Miwako Hisagi, PhD, AuD, & Chandan Suresh, Ph.D.

April 27, 2026

Doctor of Audiology Program
Department of Communication Disorders



INTRODUCTION

Purpose of This Review

- Evaluate student research competency before graduation (before they start 4th year residency)
  - Measure achievement of graduate learning outcomes **(GLOs)** and program learning outcomes **(PLOs)**
  - Support Accreditation Commission for Audiology Education **(ACAE)** and institutional effectiveness

Alignment with University GLOs

- GLO 4: Critical evaluation of evidence
- GLO 5: Communicative fluency
- GLO 6: Contribution to public good
- GLO 7: Framing and examining research problems

- **GLO 4** "*Critically examine the power and limitations of quantitative and/or qualitative evidence in the evaluation, construction, and communication of arguments in the field of study*."
- **GLO 5** "*Demonstrate communicative fluency appropriate to the field of study. Communicative fluency can include multiple expressive modes*."
- **GLO 6** "*Articulate how advancing knowledge or practice in their field of study contributes to the public good*.",
- **GLO 7** "*Frame and examine a controversy or problem through research, projects, papers, exhibits, or performances in the field of study*."

ACAE (Accreditation Commission for Audiology Education)

- **ACAE standard**

(standard 22, *Foundation and Values 12*) states

“*Critically evaluate the research foundation for hearing, balance and communication sciences.”*

(standard 22, *Professional Responsibilities and Values 13*) states that students will,

“*Develop and apply effective leadership, writing and verbal presentation skills to advocate for one’s own profession and for patients served”.*

Program Learning Outcomes Assessed

- PLO 1: Advanced disciplinary knowledge
- PLO 2: Evidence-based clinical application
- PLO 4: Professional oral and written communication

- **PLO 1.** Upon completion of the program, graduates will demonstrate knowledge specific to the anatomy, physiology, genetics, and disease processes of auditory and vestibular systems.
- **PLO 2.** Upon completion of the program, graduates will perform and apply evidence-based practice to the identification and diagnosis of hearing loss and other disorders.
- **PLO 4.** Upon completion of the program, graduates will demonstrate oral and written language skills necessary to engage in entry-level clinical practice.

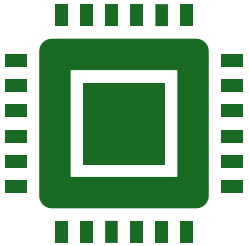


METHODS

Doctoral investigative project in Audiology (DIPA)



AUD 6910 – Doctoral Project in Audiology I (proposal stage)



AUD 6920 – Doctoral Project in Audiology II (collecting the data stage)

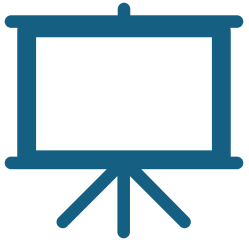


AUD 6930 – Doctoral Project in Audiology III (final stage: oral, poster and written evaluations)

Weighted Evaluation Model



Oral Presentation – 25%



Poster Presentation – 25%



Final Written Paper – 50%

Table 1.
Student Data Collection

Cal State LA AuD Program started in Spring 2019

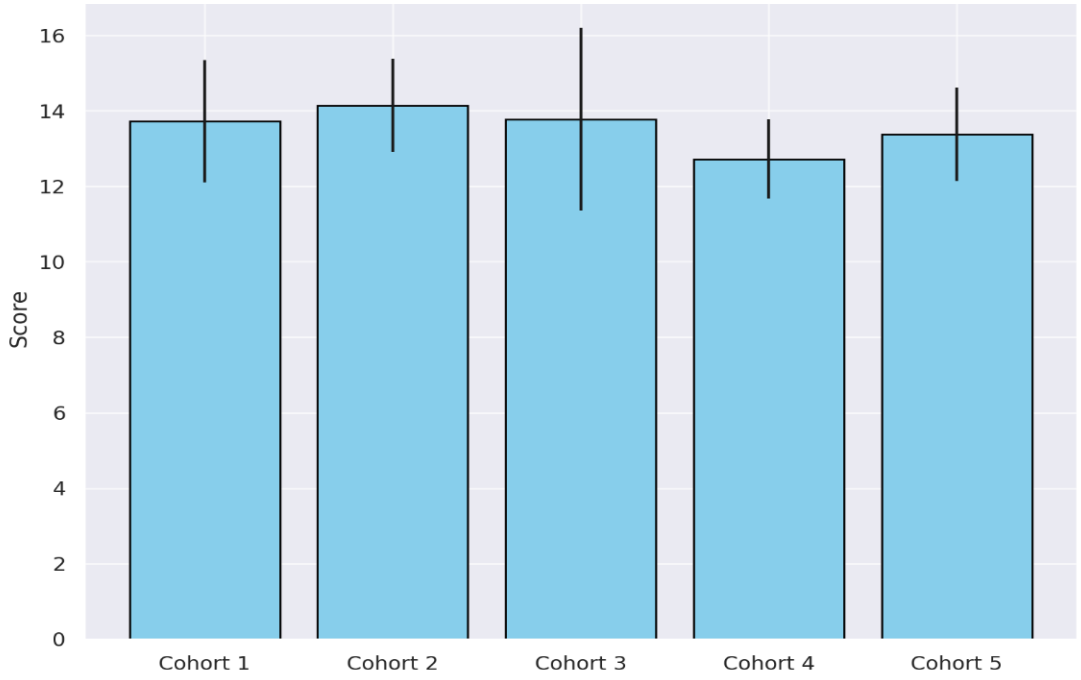
Semester	Class of	Assignment
Summer 2021	2022	Oral (zoom) & Final
Spring 2022	2023	Oral (zoom) & Final
Spring 2023	2024	Oral (zoom) & Final
Spring 2024	2025	Oral (recording) & (Poster) & Final
Spring 2025	2026	Oral (recording) & Poster & Final



RESULTS

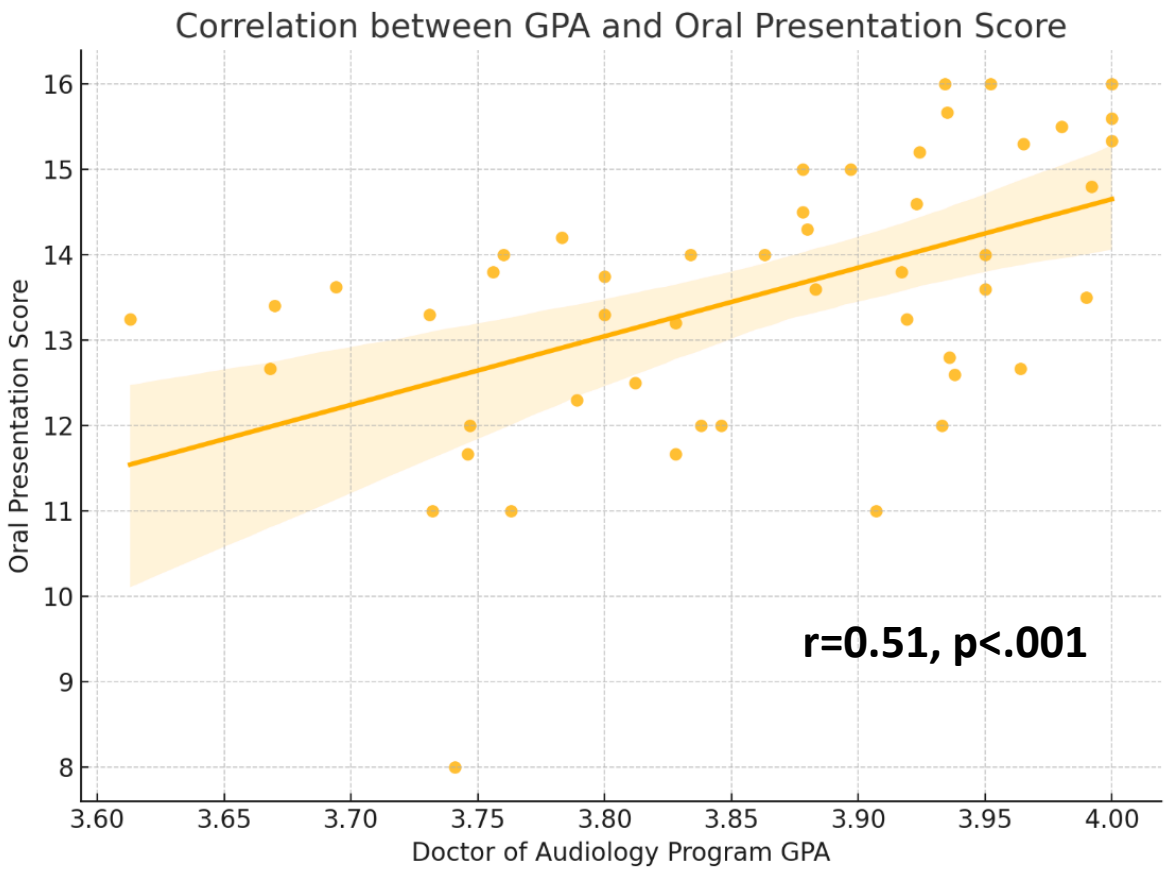
Stable Performance Across Five Cohorts (Oral)

Mean oral presentation scores across five cohorts.



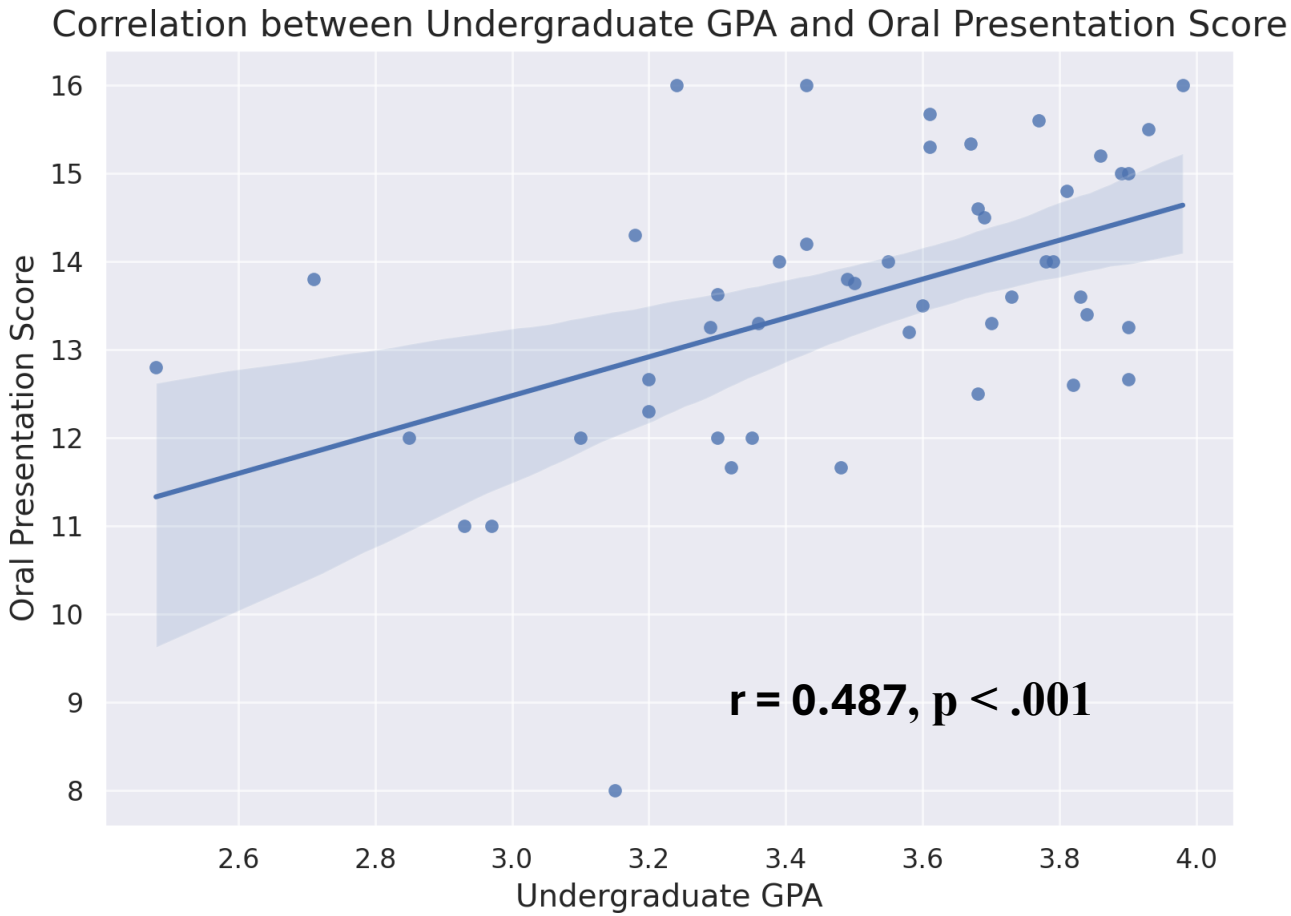
Note. Error bar represents standard deviation.

Oral presentation score versus Doctor of Audiology program GPA



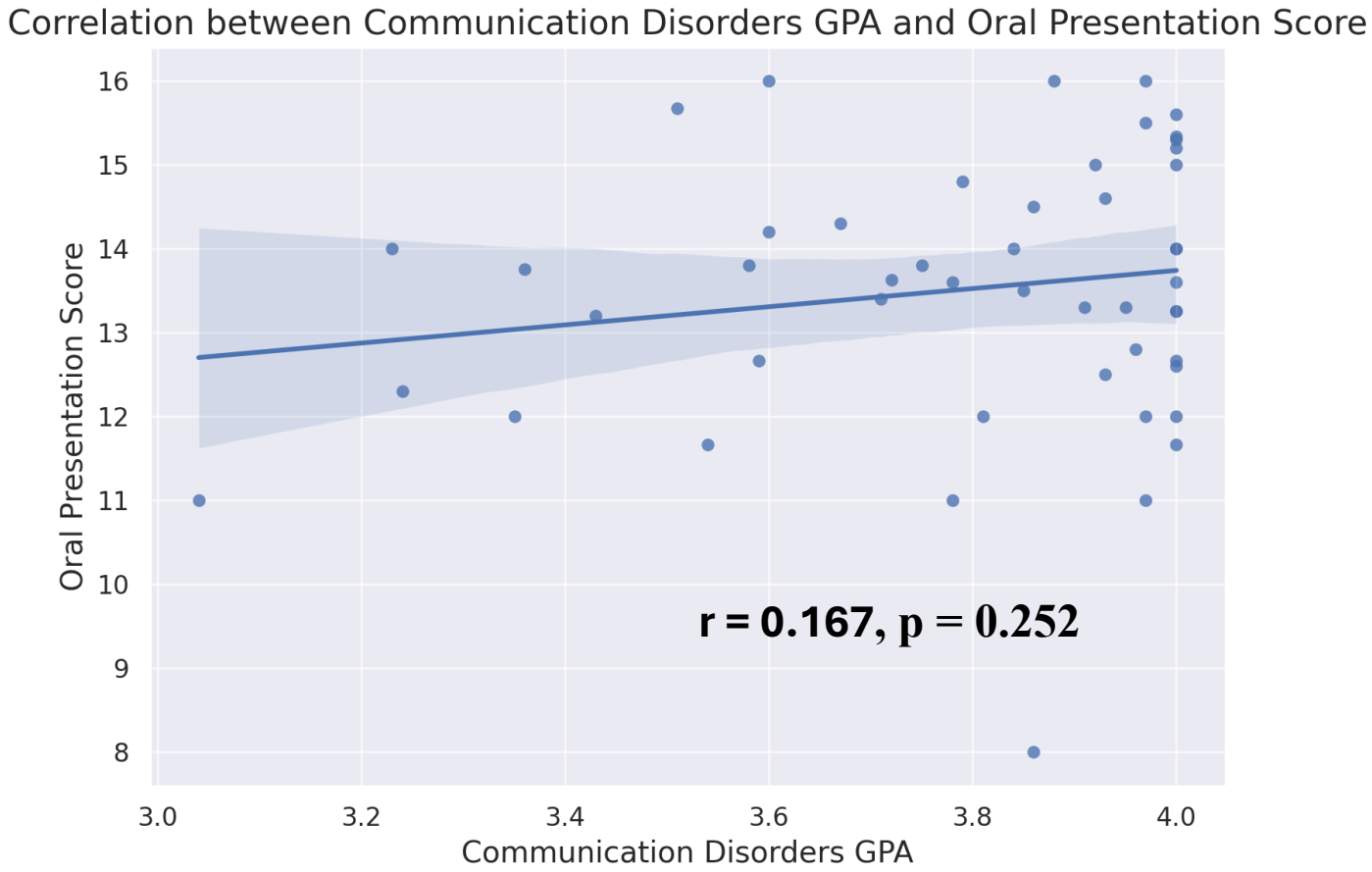
Note. The relationship between Doctor of Audiology program GPA and oral presentation scores are shown. The line shows regression line.

Oral presentation score versus Undergraduate GPA



Note. Correlation between Undergraduate GPA and oral presentation score is shown. The line shows regression line.

Oral presentation score versus undergraduate GPA in Communication Disorders courses



*Note. Correlation between **undergraduate GPAs in Communication Disorders courses** and oral presentation score is shown. The line shows regression line.*

Oral presentation score between typical undergraduate and non-typical (post-baccalaureate students)

Mean oral presentation score between typical undergraduate and non-typical (post-baccalaureate students)

Group	Mean Score	Standard Deviation
Typical Undergraduates	13.52	1.33
Post-baccalaureates	13.35	1.67



DISCUSSION

Oral Presentation scores across cohorts

- No statistically significant differences in performance scores were found across the five cohorts.

- This suggests that instructional methods, curriculum structure, and faculty guidance were applied consistently across cohorts.

- Individual-level factors—such as prior academic preparation, motivation, and engagement—likely had a greater influence on performance outcomes than cohort membership.

GLOs Outcome

GLO 4: Critical evaluation of evidence
GLO 5: Communicative fluency
GLO 6: Contribution to public good
GLO 7: Framing and examining research problems

- **GLO 4**: Students demonstrated the ability to assess empirical data, identify methodological strengths and weaknesses, and communicate nuanced interpretations of research evidence.

- **GLO 5:** Students were expected to adapt their messaging to suit different expressive modes—delivering clear and confident **oral presentations**, creating visually coherent **posters**, and **writing** technically sound and structured reports. Performance across these tasks reflects their ability to convey research outcomes with clarity, precision, and audience awareness.

GLOs Outcome

GLO 4: Critical evaluation of evidence
GLO 5: Communicative fluency
GLO 6: Contribution to public good
GLO 7: Framing and examining research problems

- **GLO 6**: By engaging in research grounded in clinical audiology or related disciplines, students demonstrated an understanding of how academic inquiry can translate into improved care, policy decisions, or community health initiatives.

- **GLO 7**: The structured nature of these assignments encouraged students to engage critically with existing literature, pose meaningful research questions, and contribute original insights to their field, even at an early stage of their professional training.

Poster Presentation: Institutional Impact
Written Component: Balancing Rigor and Clinical Demands

- Research dissemination training
  - Peer engagement across cohorts
  - Pipeline to conference presentations

- ProQuest formatting requirement
  - Residency timing constraints
  - Planned refinements for efficiency
  - Future: Scholar Works

Correlation between oral presentation score and AuD program GPA, UG GPA, and UG GPA in Communication Disorders courses

Oral presentation performance is multifactorial in nature.

While content knowledge is essential, effective oral communication also depends on interpersonal, linguistic, and cognitive skills.

Factors such as confidence, clarity, organization, and public speaking experience play a significant role.

Strong academic knowledge does not necessarily translate into strong presentation skills.

UG programs may emphasize written work more than verbal communication, limiting opportunities to develop expressive skills.

Cont.

Moreover, oral presentations in audiology programs often require **clinical reasoning**, **audience engagement**, and the integration of **real-world case management**, all of which may not be directly assessed in GPA calculations.

Thus, GPA in Communication Disorders courses might serve as a proxy for foundational knowledge, but not as a comprehensive predictor of graduate-level communicative performance.

Program Strengths & Strategic Improvements & Conclusion for Institutional Leadership

- Consistent outcomes across cohorts
  - Clear alignment with university GLOs
  - Evidence-based, data-driven evaluation
- Anonymous peer evaluation implementation
  - Enhanced presentation coaching workshops
  - Continuous data monitoring
- Program demonstrates measurable student learning
  - Strong alignment with accreditation standards
  - Stable and equitable student outcomes

Conclusion

- Student performance remained **stable across five cohorts**, indicating consistent instructional delivery and assessment standards.
- The use of **oral, poster, and written formats** effectively supports diverse communication competencies aligned with graduate learning outcomes.
- **GPA** shows **a moderate positive relationship** with oral presentation performance; however, content knowledge alone does not guarantee presentation proficiency.
- Academic pathway (traditional vs. post-baccalaureate) did not significantly impact oral presentation outcomes.
- A multifaceted approach—including communication training, instructional support, and refined assessment methods—is essential for strengthening **clinical doctoral project** success and research dissemination skills.

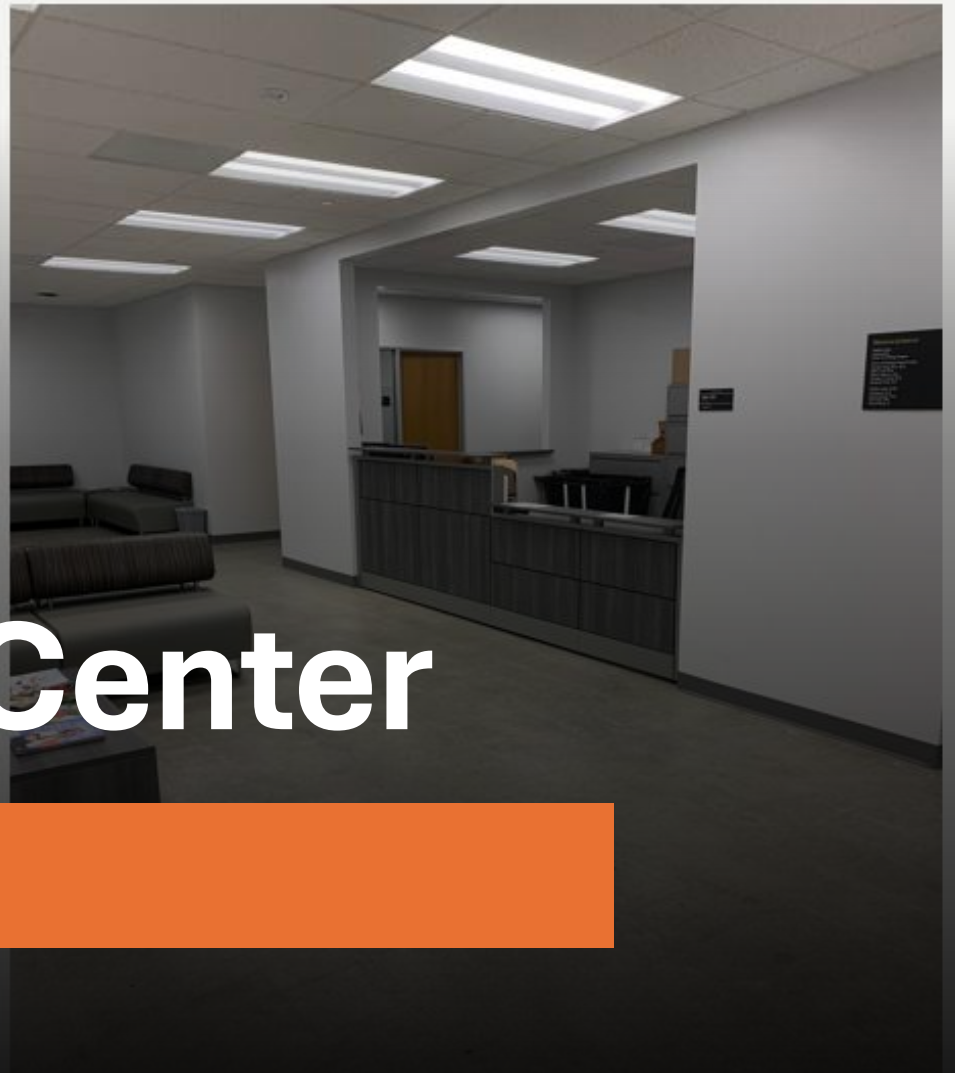


THANK YOU!

Front Door/Main Corridor

Reception, Front Desk





Cal State LA
Hearing & Balance Center

ONLY 10 min by car & Free street parking!

LOCATION: The Alhambra photo from King Hall



LOCATION: The Alhambra

1000 S. Fremont Ave. Alhambra CA