

Educational Diagnostician Employer Survey

Midwestern State University – West College of Education

The West College of Education (WCOE) annually requests a database from the Texas Education Agency (TEA) that identifies where our completers are employed. Using this database, the following survey was administered to employers for the academic years of 2019-2020 and 2020-2021. The seven survey questions are aligned to the Council for Exceptional Children (CEC) advanced preparation standards, the TExES 253 Educational Diagnostician Exam competencies and the Texas Education Code Standards for Educational Diagnostician Certification. The purpose of the survey is to determine employers' satisfaction with the preparation of WCOE completers.

Rating Scale:

U = Unprepared (unable to perform at entry)

S = Somewhat Prepared (required substantial assistance/further training)

P = Prepared (required minimal assistance/further training)

V = Very Prepared (ready to practice independently)

Please rate the Educational Diagnostician's level of preparedness in each of the following areas.	AY 2019-2020					AY 2020-2021				
	n	U	S	P	V	n	U	S	P	V
1. How prepared was the Educational Diagnostician to administer, score, and interpret norm-referenced tests? (CEC.APS.1; COMP 002.B; TEC 239.83.VI.2bc)	29	0 0%	0 0%	10 34%	19 66%	20	1 5%	1 5%	7 35%	11 55%
2. How prepared was the Educational Diagnostician to plan interventions/instructions based on assessment data? (CEC.APS.2; COMP 002.E; TEC 239.83.IV.2ab)	29	0 0%	2 7%	7 24%	20 69%	20	1 5%	2 10%	5 25%	12 60%
3. How prepared was the Educational Diagnostician to select assessment procedures for various disabilities (e.g., IDD, SLD, ED)? (CEC.APS.3; COMP 002.D; TEC 239.83.V.2c)	29	0 0%	2 7%	9 31%	18 62%	20	1 5%	1 5%	7 35%	11 55%
4. How prepared was the Educational Diagnostician to evaluate research to improve his/her practice? (CEC.APS.4)	29	0 0%	3 10%	4 14%	22 76%	20	1 5%	2 10%	6 30%	11 55%
5. How prepared was the Educational Diagnostician to apply special law and policy to his/her practice? (CEC.APS.5; COMP 007.F; TEC 239.83.I.1.ab, 2b)	29	0 0%	1 3%	9 31%	19 66%	20	2 10%	0 0%	8 40%	10 50%
6. How prepared was the Educational Diagnostician to access relevant information from various sources (organizations and publications) to update his/her skills? (CEC.APS.6; COMP 007.H; TEC 239.83.II.1.d)	29	0 0%	1 3%	7 24%	21 73%	20	1 5%	1 5%	6 30%	12 60%
7. How prepared was the Educational Diagnostician to communicate with other stakeholders (e.g., educators, parents, other agencies) during the assessment process? (CEC.APS.7; COMP 002.I, 003.E, 006.A; TEC 239.83.III.1.d, 2bgh)	29	0 0%	1 3%	7 24%	21 73%	20	2 10%	0 0%	3 15%	15 75%

Data Analysis

Overall satisfaction rates were positive, however, satisfaction from 2020-2021 dropped when compared to 2019-2020 rates. 2020-2021 satisfaction with WCOE completers dropped from 100% of candidates rated as prepared to very prepared to administer, score, and interpret norm-referenced tests to 90% prepared to very prepared in 2020-2021. Satisfaction with WCOE candidates dropped from 93% of candidates rated as prepared to very prepared to plan

interventions/instructions based on assessment data to 85% prepared to very prepared in 2019-2020. Ninety percent of WCOE candidates were rated as prepared to very prepared to select assessment procedures for various disabilities in 2020-2021 as compared to 93% in 2019-2020. The Educational Diagnostician's preparedness to apply special law and policy to his/her practice dropped from 90% prepared to very prepared in 2019-2020 to 85% in 2020-2021. In 2019-2020, 97% of WCOE completers were rated as prepared to very prepared to apply special law and policy to his/her practice as compared to 90% in 2020-2021. WCOE completers were rated 97% prepared to very prepared in 2019-2020 to access relevant information from various sources (organizations and publications) to update his/her skills and 90% prepared to access relevant information from various sources (organizations and publications) to update his/her skills in 2020-2021. Finally, 90% of WCOE completers were rated as prepared to very prepared to communicate with other stakeholders (e.g., educators, parents, other agencies) during the assessment process in 2019-2020 and 2020-2021. The program is continuing to offer seminars on research-based practices. In addition, the program has addressed the area of applying special education law and policy with a redesigned special education law project assessment to better evaluate candidates' preparedness in this area. The new assessment was administered for the first time in Spring 2021.

For academic year 2019-2020, the survey was sent to 125 employers and 29 responses were received, equating a response rate of 23%. For academic year 2020-2021, the survey was sent to 121 employers and 20 responses were received, for a response rate of 20%. Please note that both current and previous employers of our graduates were included in the distribution.