

TABLE OF CONTENTS

INTRODUCTION	2
<i>Summary of Findings</i>	2
FINDINGS	3
1. <i>Employment status</i>	3
2. <i>Last employment facility</i>	5
3. <i>Last employment function</i>	7
4. <i>Motivating factors for leaving an SLP position</i>	9
5. <i>Role of job conditions in decision to leave</i>	11
6. <i>Plans to return to SLP profession</i>	12
7. <i>How soon respondents plan to return to SLP profession.</i>	14
8. <i>Motivating factors to return to SLP profession.</i>	15
9. <i>Training</i>	19
10. <i>Areas of additional training</i>	20
11. <i>Assistance in employment search</i>	24
12. <i>Years in the SLP profession</i>	26
13. <i>State of residence</i>	28
APPENDIX A.....	30

INTRODUCTION

The American Speech-Language-Hearing Association (ASHA) has engaged REDA International, Inc. (REDA) to conduct a survey of ASHA-certified speech-language pathologists who indicated that they were unemployed in both 2000 and 2003. The chief goal of the survey was to determine if there were specific actions that ASHA could take to assist speech-language pathologists with their re-entry into the workforce.

For this project, REDA employed a telephone survey methodology using a computer-assisted telephone interview (CATI) facility. The survey was conducted between October and December of 2006. ASHA furnished REDA with a sample of 1,685 individuals. Of those, 1,216 were not seeking employment, and 469 were seeking employment in 2003. REDA attempted to contact all individuals from the identified sample, and obtained 649 completed responses¹. Of those, 524 responses were obtained from the sample of those not seeking employment, and 125 responses were obtained from the sample of those seeking employment.

Obtained data were subsequently analyzed using SPSS. This report presents the results of the analysis of survey responses. Please see Appendix A for a copy of the questionnaire.

Summary of Findings

The goal of the survey was to obtain information on the unemployed speech-language pathologists (SLP). Of the total sample, 931 respondents were contacted. Almost one-third of the respondents (n=282) were found to be employed either full-time or part-time in the SLP profession at the time of the survey. They were omitted from the analysis. The remaining 649 respondents were not employed in the SLP profession. These respondents are the focus of the study. The following are highlights of the analysis of their responses:

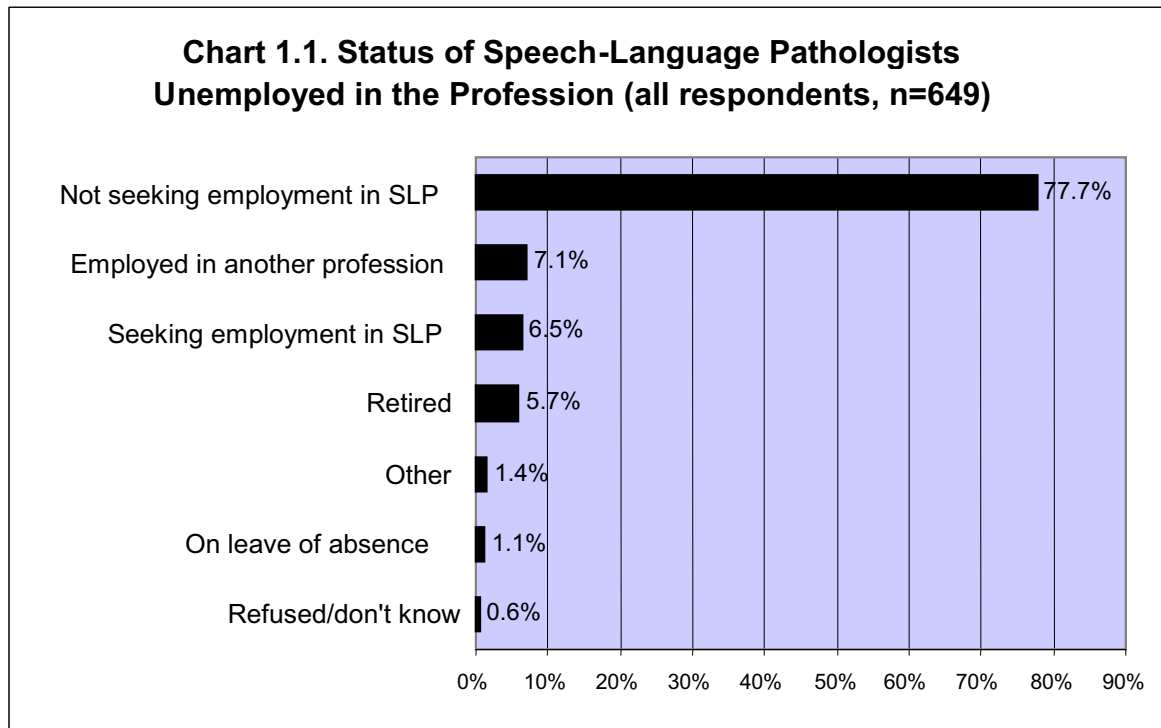
- 77.7% (n=504) are not seeking a position in the SLP profession, compared to 6.5% (n=42) who are seeking an SLP position.
- 70.3% (n=456) left their last SLP position due to family reasons.
- The majority of those who left their last SLP position due to job conditions identified systemic factors (high caseload, too much paperwork) as the main reason for leaving.
- 61.7% (n=399) of all respondents do plan to return to the SLP profession. One-third of respondents (n=130) are planning to return in two to five years.
- Many respondents said that flexibility with hours, including part-time positions, would motivate them to return to the workforce.
- Half of all respondents (n=320) said they need more training to help them return to the workforce. Training may include workshops, conferences and refresher courses.

¹ REDA achieved the total response rate of 63.8% (62.8% for the group seeking employment, and 64.1% for the group not seeking employment). Response rate is calculated in two steps. First, the final valid sample is calculated as the total sample minus all invalid numbers and cases where respondents are severely impaired, mentally disabled, deceased, or had hearing or language problems. Individuals who were employed in the SLP profession at a time of the survey were also disqualified from the sample. Second, a response rate is calculated as a proportion of completes from the valid sample. The same procedures were followed in calculating the response rate for the two specified samples (seeking employment versus not seeking employment).

FINDINGS

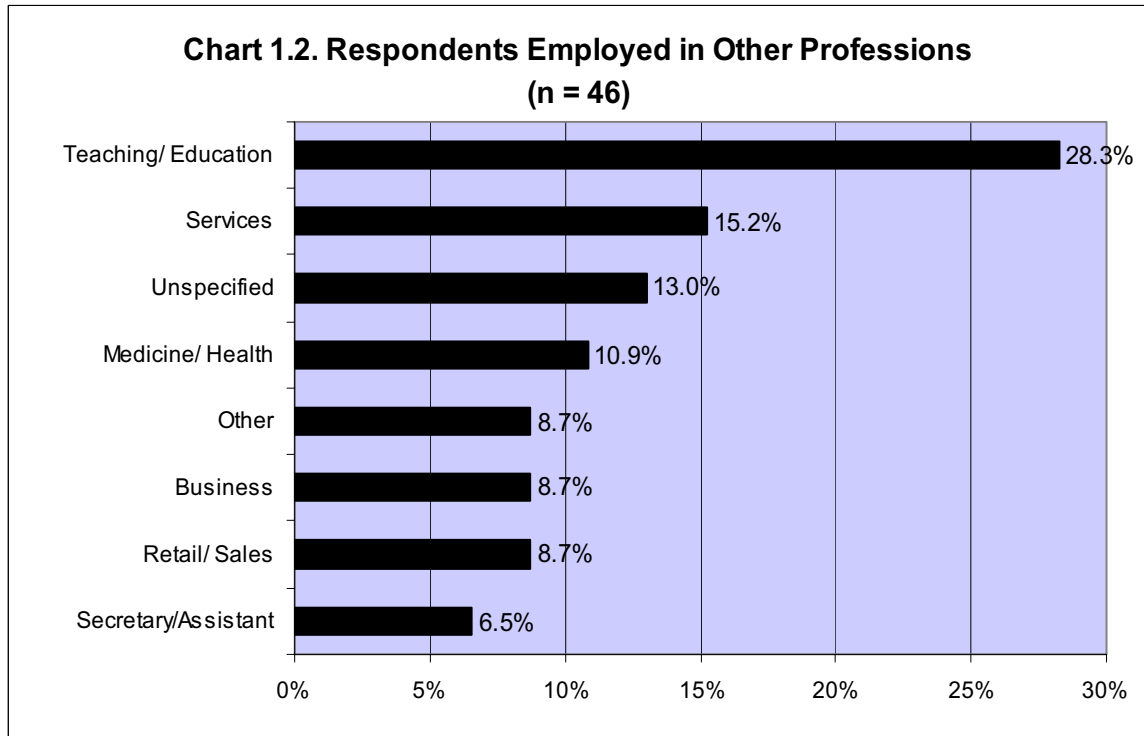
1. Employment status

Chart 1.1 below presents a distribution of answers of respondents with regard to their employment status. As evidenced from the chart, the majority of these respondents (77.7%) are not seeking employment in an SLP position. Only 6.5% are currently unemployed and seeking a position in an SLP profession.



Current Employment Status, n=649	# of respondents	% of respondents
Not seeking employment in SLP	504	77.7%
Employed in another profession	46	7.1%
Seeking employment in SLP	42	6.5%
Retired	37	5.7%
Other	9	1.4%
On a leave of absence	7	1.1%
Refused/don't know	4	0.6%

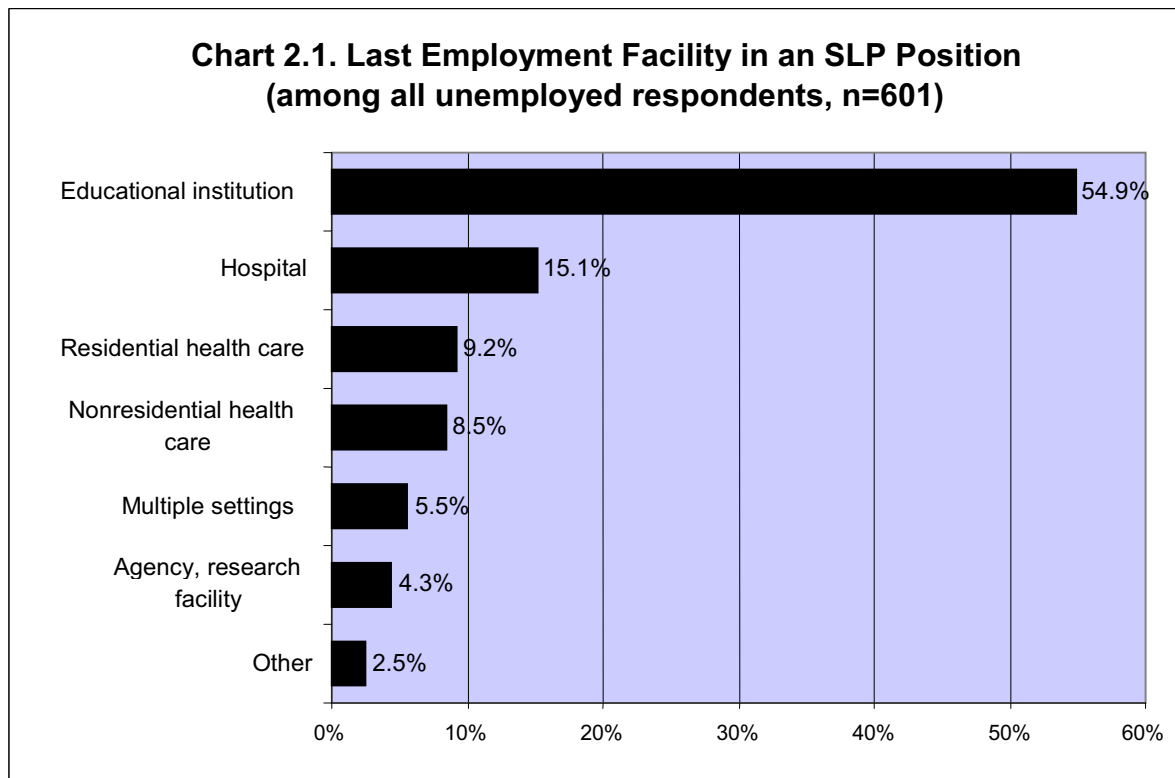
As Chart 1.1 shows, almost one in ten respondents (8.7%) said that they were employed in another profession and Chart 1.2 presents the summary of these other professions as identified by the respondents.



Profession, n=46	# of respondents	% of respondents
Teaching/ Education	13	28%
Services	7	15%
Unspecified	6	13%
Medicine/ Health	5	11%
Retail/ Sales	4	9%
Business	4	9%
Other	4	9%
Secretary/Assistant	3	7%

2. Last employment facility

Respondents were asked: “Which of the following best describes the type of employment facility in which you most recently worked as a speech-language pathologist? That is, in which setting do/did you primarily work and/or deliver clinical services?” Chart 2.1 shows the distribution of answers to this question among those who are currently not employed in an SLP position, including those seeking employment in an SLP position, not seeking employment in an SLP position, retired, on leave of absence from the SLP profession, and other. Those who currently work in other professions have been excluded from this analysis.



Last employment facility, n=601	# of respondents	% of respondents
Educational institution	330	54.9%
Hospital	91	15.1%
Residential health care	55	9.2%
Nonresidential health care	51	8.5%
Multiple settings	33	5.5%
Agency, research facility	26	4.3%
Other	15	2.5%

The most widespread facility of former employment is an educational institution, including school, college or university. Over half of the respondents (n=330) indicated that an educational institution was the last type of employment facility where they were employed in an SLP position. The “other” category includes a wide range of answers such as public

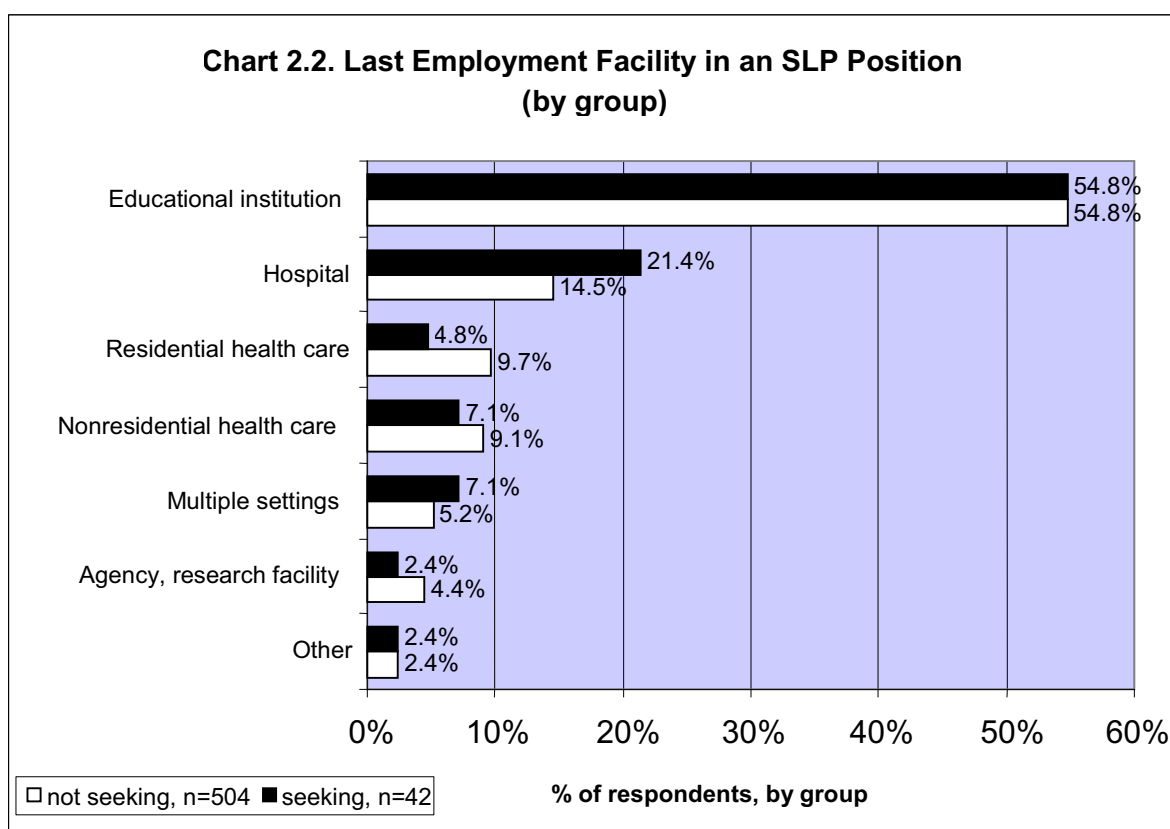
office, home care, and independent contractual work. In addition to the cumulative analysis of all respondents, we conducted the analysis for two separate groups:

Group 1: Not employed, seeking employment in SLP profession (n=42)

Group 2: Not employed, not seeking employment in SLP profession. (n=504)

The total for the two specified groups is 546, while the total number of respondents is 649. The difference between these two numbers is explained in the Chart 1.1 which shows other groups of respondents such as “employed in another profession,” “retired,” “on a leave of absence from the SLP profession,” and “other.” Throughout the report, “all respondents” refer to all respondents currently unemployed in the SLP profession (n=649).

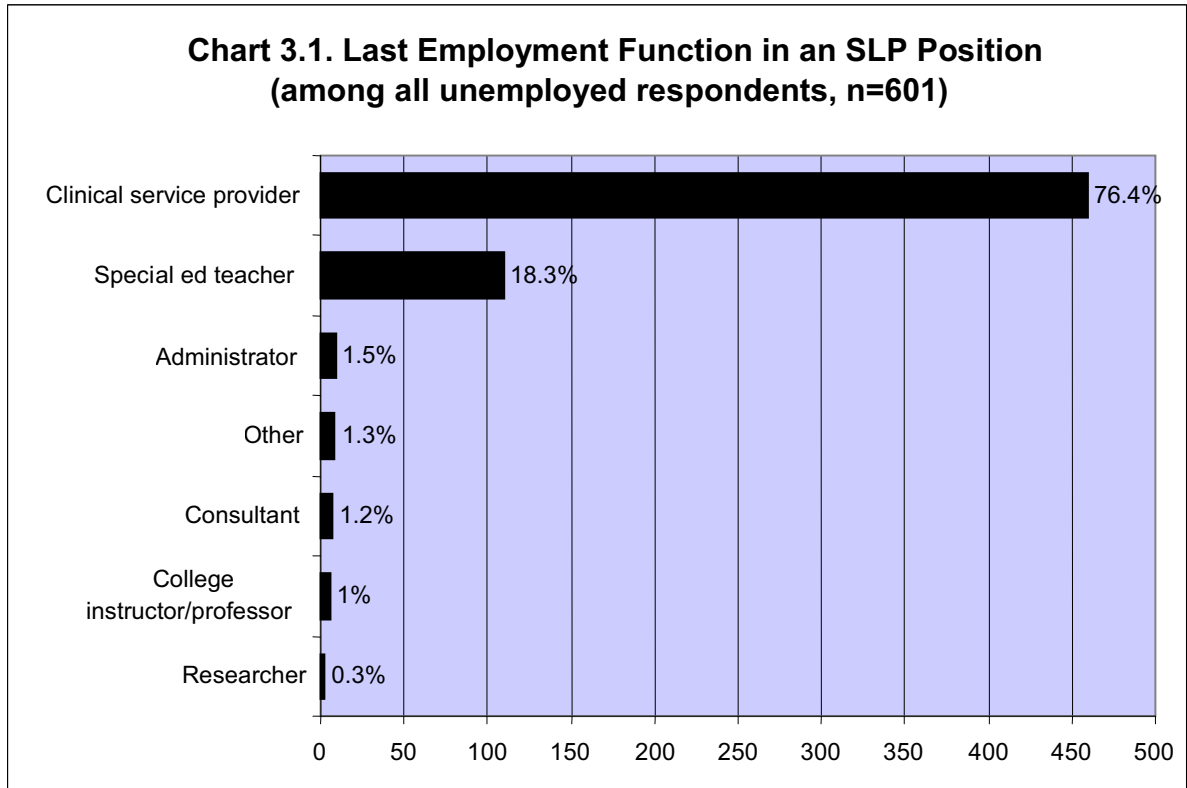
Chart 2.2 presents the distribution of answers to the second question for these two groups.



Last employment facility	seeking, n=42		not seeking, n=504	
	#	%	#	%
Educational institution	23	54.8%	276	54.8%
Hospital	9	21.4%	73	14.5%
Residential health care	2	4.8%	49	9.7%
Nonresidential health care	3	7.1%	46	9.1%
Multiple settings	3	7.1%	26	5.2%
Agency, research facility	1	2.4%	22	4.4%
Other	1	2.4%	12	2.4%

3. Last employment function

Respondents were then asked: “Which of the following best describes the type of employment function in which you most recently worked as a speech-language pathologist?” Chart 3.1 shows the distribution of answers to this question among those who are currently not employed in an SLP position. Those who currently work in other professions were excluded from this analysis.

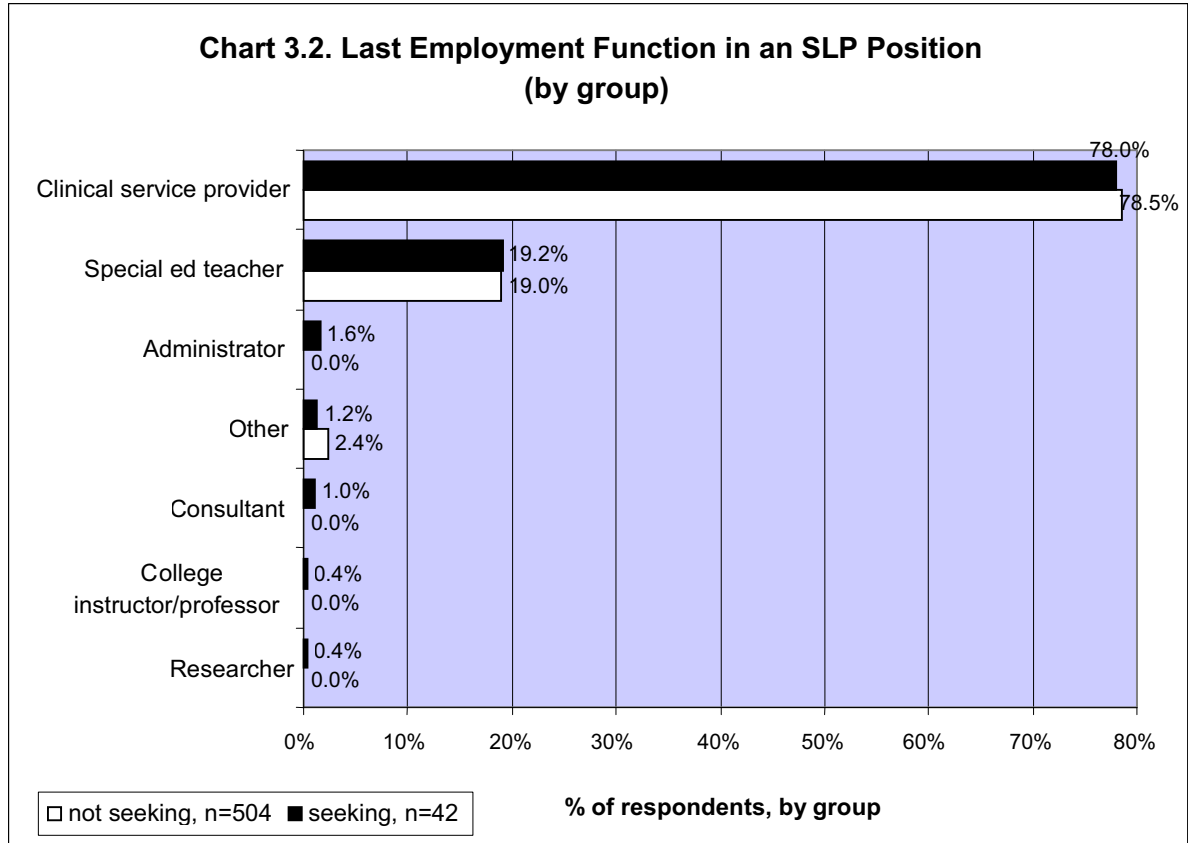


Last employment function, n=601	# of respondents	% of respondents
Clinical service provider	459	76.4%
Special ed teacher	110	18.3%
Administrator	9	1.5%
Other	8	1.3%
Consultant	7	1.2%
College instructor/professor	6	1.0%
Researcher	2	0.3%

Chart 3.2 presents the distribution of answers to the third question for the two groups:

Group 1: Not employed, seeking employment in SLP profession (n=42)

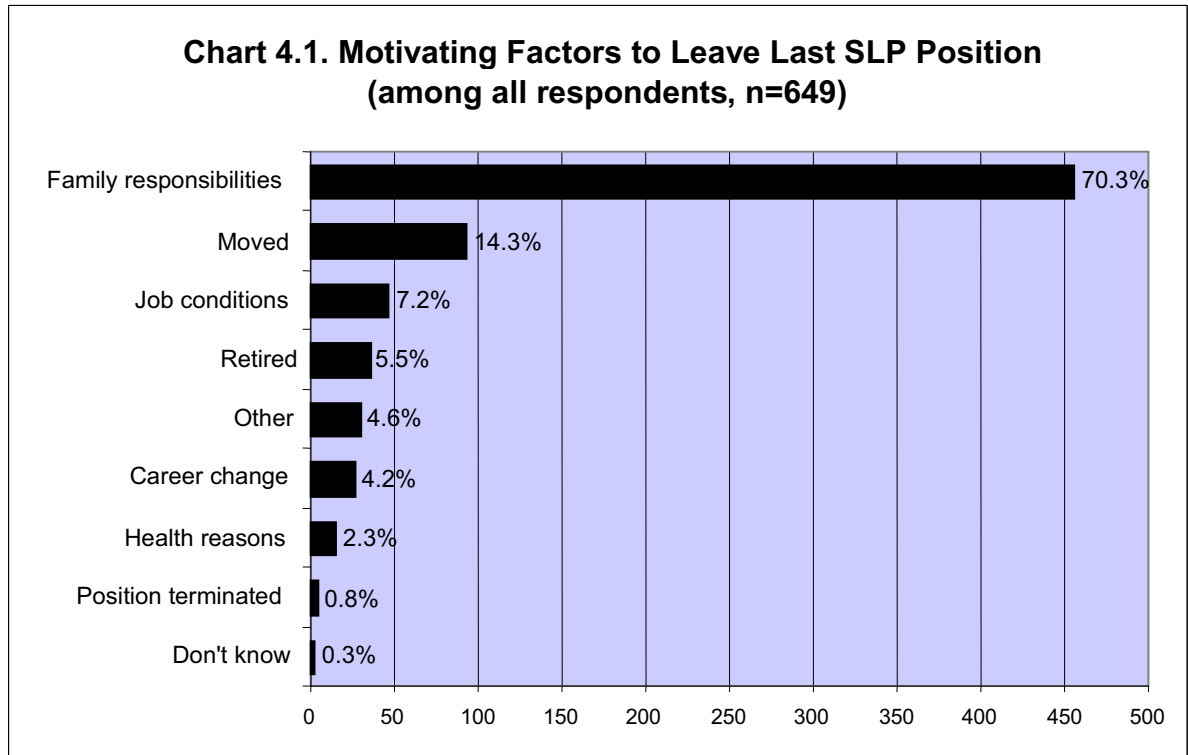
Group 2: Not employed, not seeking employment in SLP profession (n=504)



Last employment function	seeking, n=42		not seeking, n=504	
	#	%	#	%
Clinical service provider	33	78.5%	383	78.0%
Special ed teacher	8	19.0%	97	19.2%
Administrator	0	0.0%	8	1.6%
Other	1	2.4%	7	1.2%
Consultant	0	0.0%	5	1.0%
Researcher	0	0.0%	2	0.4%
College instructor/professor	0	0.0%	2	0.4%

4. Motivating factors for leaving an SLP position

The fourth question asked: “What factors motivated you to leave your last speech-language pathology position?” Chart 4.1 presents a distribution of answers to this question (The total exceeds 100% since multiple choices were possible.).



Motivating factors to leave, n=649	# of respondents	% of respondents
Family responsibilities	456	70.3%
Moved	93	14.3%
Job conditions	47	7.2%
Retired	36	5.5%
Other	30	4.6%
Career change	27	4.2%
Health reasons	15	2.3%
Position terminated	5	0.8%
Don't know	2	0.3%

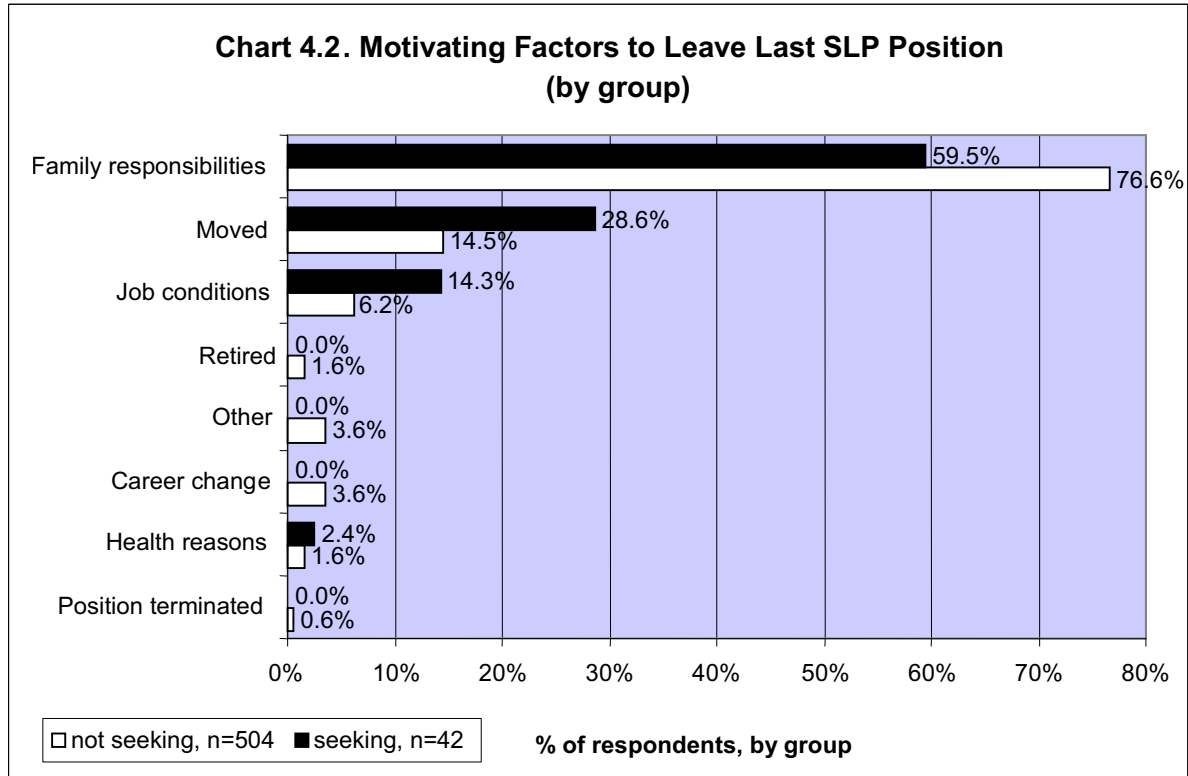
The majority of the respondents (70.3%) said that family responsibilities were the main reason why they left the workforce. Only twenty-seven respondents (4.2%) said that they left their last SLP position because of the decision to change careers. As referenced above, Chart 1.2 presents an overview of “other career” choices made by the respondents.

Chart 4.2 presents the distribution of answers to the fourth question for the two groups.

Group 1: Not employed, seeking employment in SLP profession (n=42).

Group 2: Not employed, not seeking employment in SLP profession (n=504).

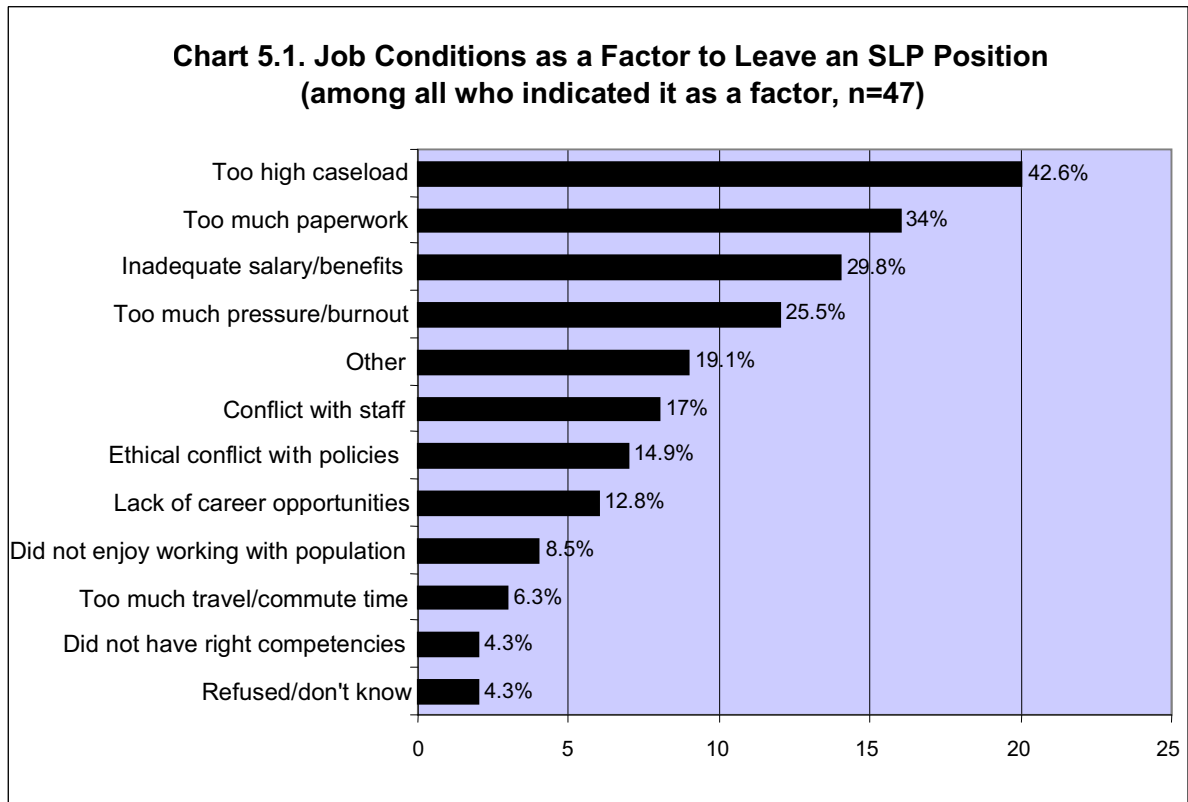
The totals in the Chart 4.2 exceed 100% since multiple choices were possible.



Factors motivated to leave	seeking, n=42		not seeking, n=504	
	#	%	#	%
Family responsibilities	25	59.5%	386	76.6%
Moved	12	28.6%	73	14.5%
Job conditions	6	14.3%	31	6.2%
Career change	0	0.0%	18	3.6%
Other	0	0.0%	18	3.6%
Health reasons	1	2.4%	8	1.6%
Retired	0	0.0%	8	1.6%
Position terminated	0	0.0%	3	0.6%

5. Role of job conditions in decision to leave

Of the 649 respondents, 47 (7.2%) indicated that it was adverse job conditions that motivated them to leave the place of their former employment in an SLP position. Question 5 of the Questionnaire asked what those conditions were that made the respondents leave. Chart 5.1 presents a distribution of 47 answers to this question (The total exceeds 100% since multiple choices were possible.).



Job conditions as a factor, n=47	# of respondents	% of respondents
Too high caseload	20	42.6%
Too much paperwork	16	34.0%
Inadequate salary/benefits	14	29.8%
Too much pressure/burnout	12	25.5%
Other	9	19.1%
Conflict with staff	8	17.0%
Ethical conflict with policies	7	14.9%
Lack of career opportunities	6	12.8%
Did not enjoy working with population	4	8.5%
To much travel/commute time	3	6.4%
Refused/don't know	2	4.3%
Did not have right competencies	2	4.3%

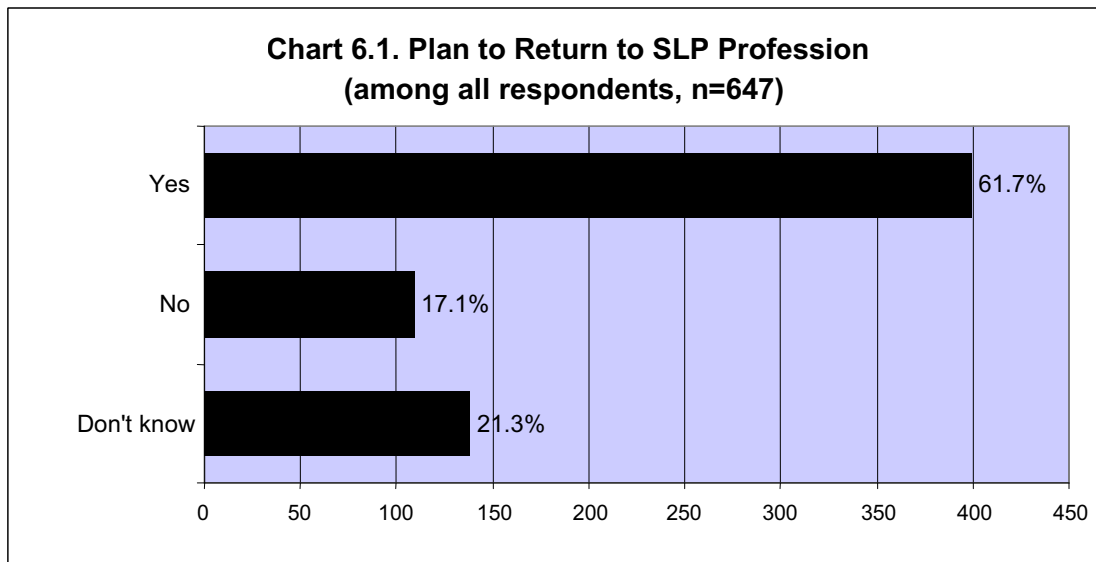
It is clear from the chart that systemic factors such as “too high caseload,” “too much paperwork,” and “inadequate salary/benefits” played a significantly larger role in respondents’ decision to leave their last SLP position as compared to personal factors like “too much travel/commute time,” “conflict with staff,” or “lack of right competencies.”

The “other” category included a wide range of both systemic and personal reasons, for example, “lack of support on the job,” “male domination,” “very demanding parents [of patients],” and a “lack of flexibility in the work hours.”

The number of responses for this variable is too small to perform a separate analysis on the two groups of respondents (unemployed and seeking and unemployed and not seeking).

6. Plans to return to the SLP profession

Respondents were asked if they plan to return to the speech-language pathology profession. Chart 6.1 shows the distribution of answers to this question by all respondents.



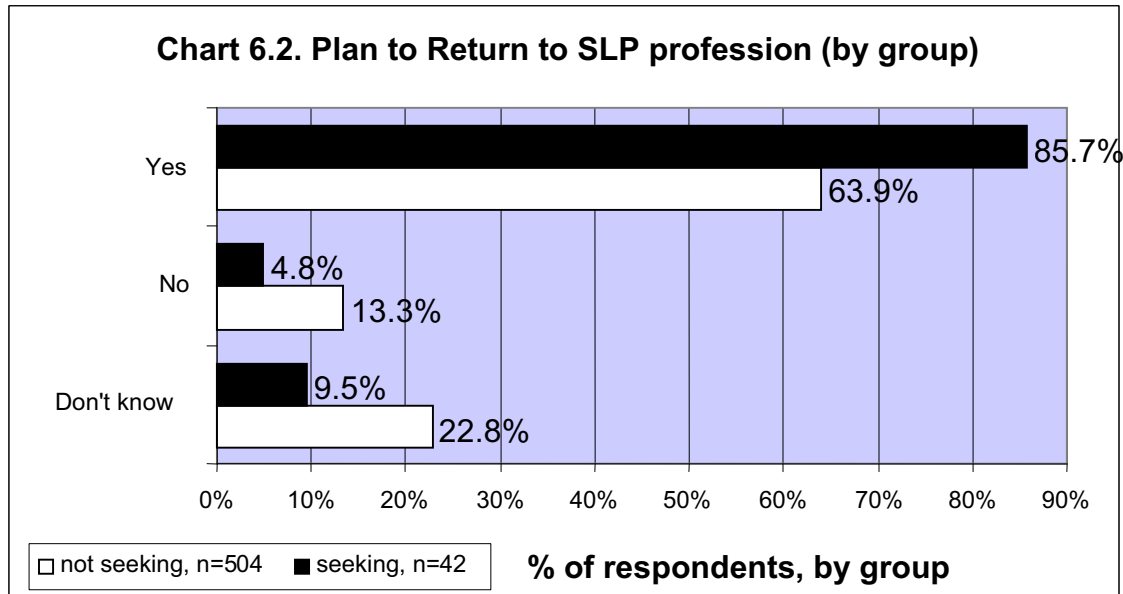
Plan to return to SLP profession, n=647*	# of respondents	% of respondents
Yes	399	61.7%
No	110	17.0%
Don't know	138	21.3%

*Missing data for two respondents

Chart 6.2 presents the distribution of answers to this question for the two groups.

Group 1: Not employed, seeking employment in SLP profession (n=42)

Group 2: Not employed, not seeking employment in SLP profession (n=504)

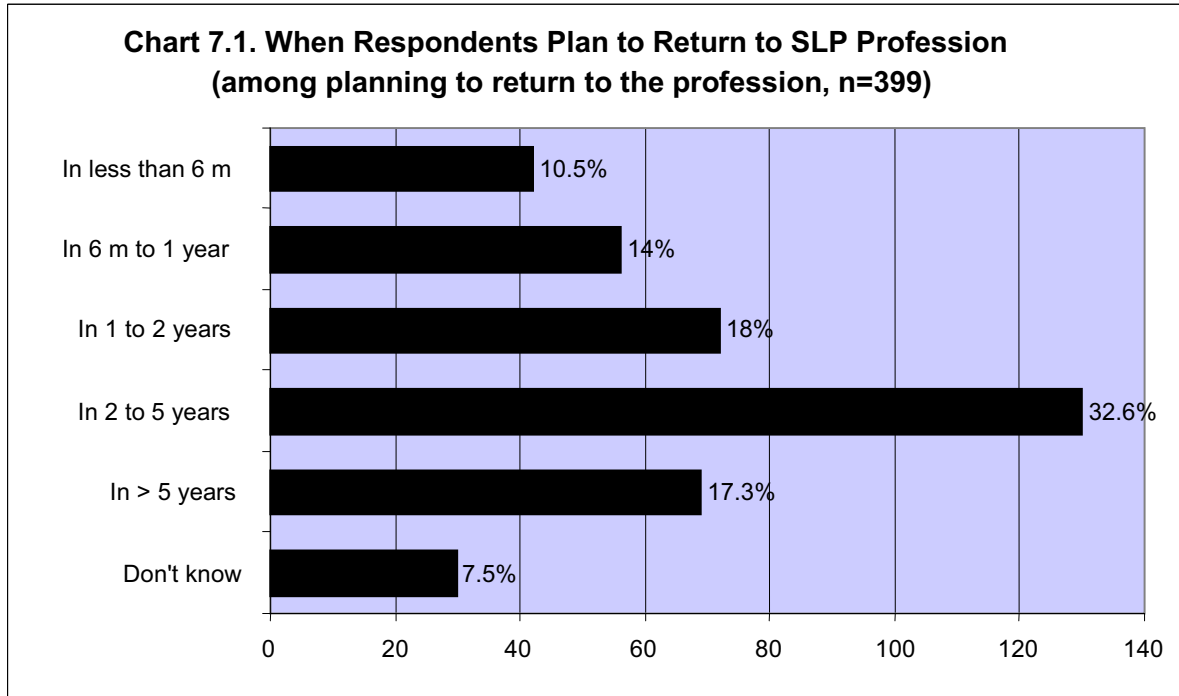


Plan to return to SLP profession	seeking, n=42		not seeking, n=504	
	#	%	#	%
Yes	36	85.7%	322	63.9%
No	2	4.8%	67	13.3%
Don't know	4	9.5%	115	22.8%

As evidenced from Chart 6.2, the majority of respondents in both groups (n=358) plan to eventually return to the SLP profession. However, a larger proportion of respondents within the “not employed but seeking employment in SLP profession” group plans to return to the SLP profession as compared to the second group, “not employed and not seeking employment in the SLP profession.”

7. How soon respondents plan to return to SLP profession

As Charts 6.1 and 6.2 show, almost two-thirds of respondents (n=399) said they planned to return to the SLP profession in the future. These respondents were also asked when they plan to return to the profession. Chart 7.1 shows the distribution of their responses.

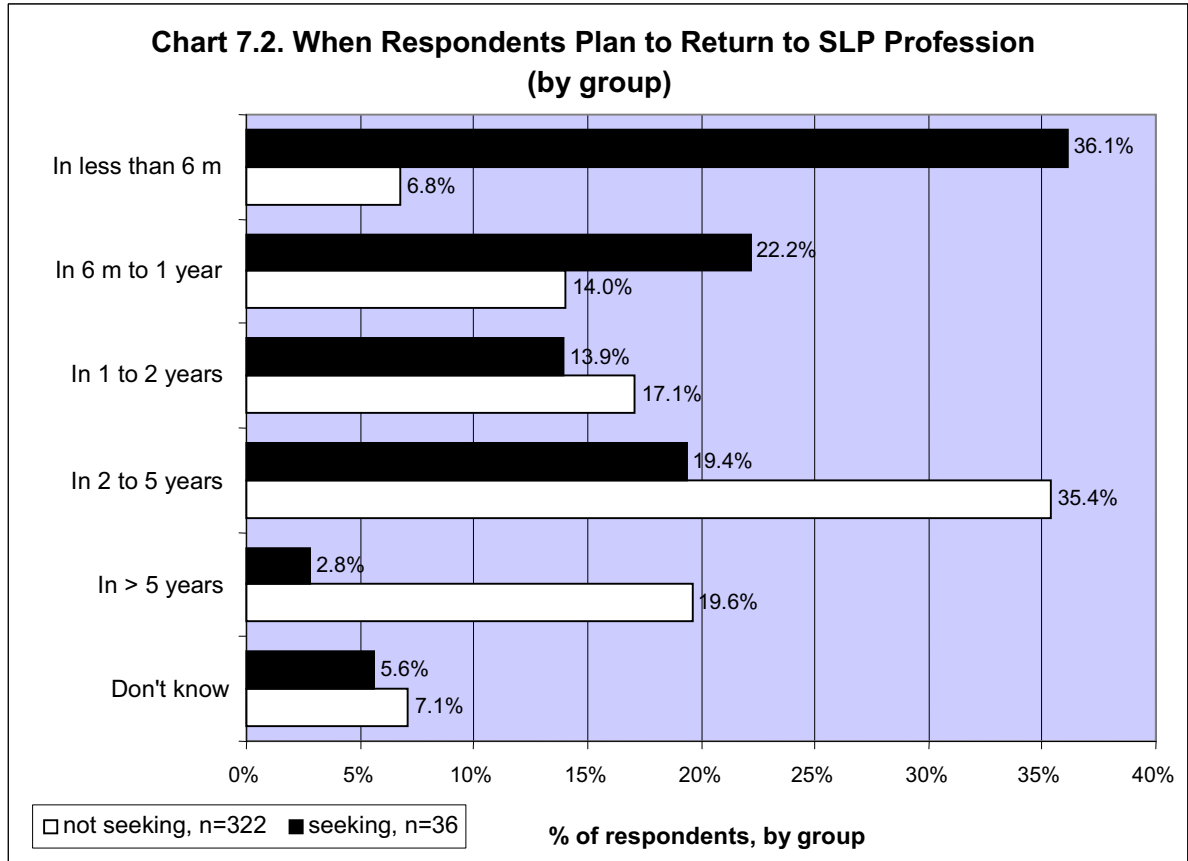


Plan to return to the profession, n=399	# of respondents	% of respondents
In less than 6 months	42	10.5%
In 6 months to 1 year	56	14.0%
In 1 to 2 years	72	18.0%
In 2 to 5 years	130	32.6%
In > 5 years	69	17.3%
Don't know	30	7.5%

Chart 7.2 presents the distribution of answers to this question for the two groups, among those who plan to return to the SLP profession.

Group 1: Not employed, seeking employment in SLP profession (n=36)

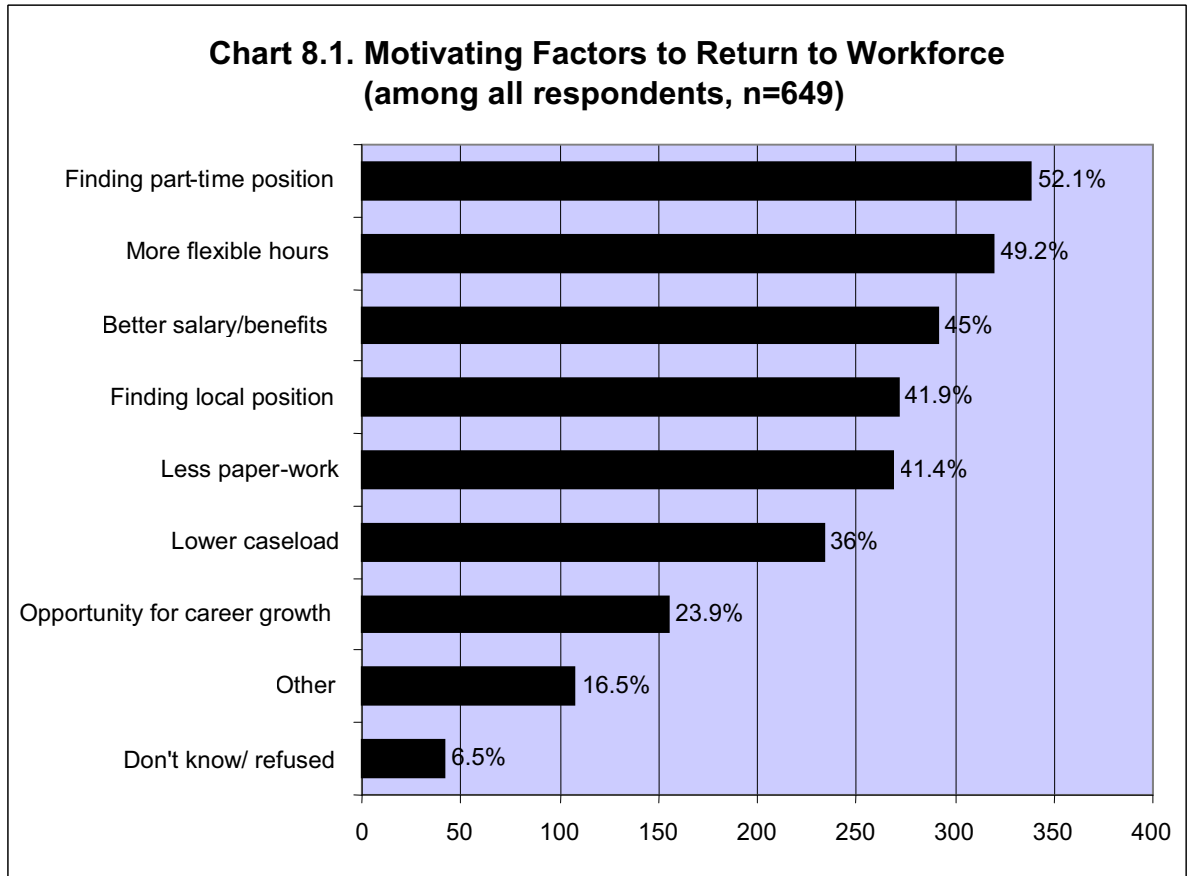
Group 2: Not employed, not seeking employment in SLP profession (n=322)



Plan to return to the profession	seeking, n=36		not seeking, n=322	
	#	%	#	%
In less than 6 months	13	36.1%	22	6.8%
In 6 months to 1 year	8	22.2%	45	14.0%
In 1 to 2 years	5	13.9%	55	17.1%
In 2 to 5 years	7	19.4%	114	35.4%
In > 5 years	1	2.8%	63	19.6%
Don't know	2	5.6%	23	7.1%

8. Motivating factors to return to the SLP profession.

Question 8 of the questionnaire asked about factors that may motivate respondents to return to the speech-language pathology workforce. Chart 8.1 presents the distribution of all respondents' answers to this question (The total exceeds 100% since multiple choices were possible.).



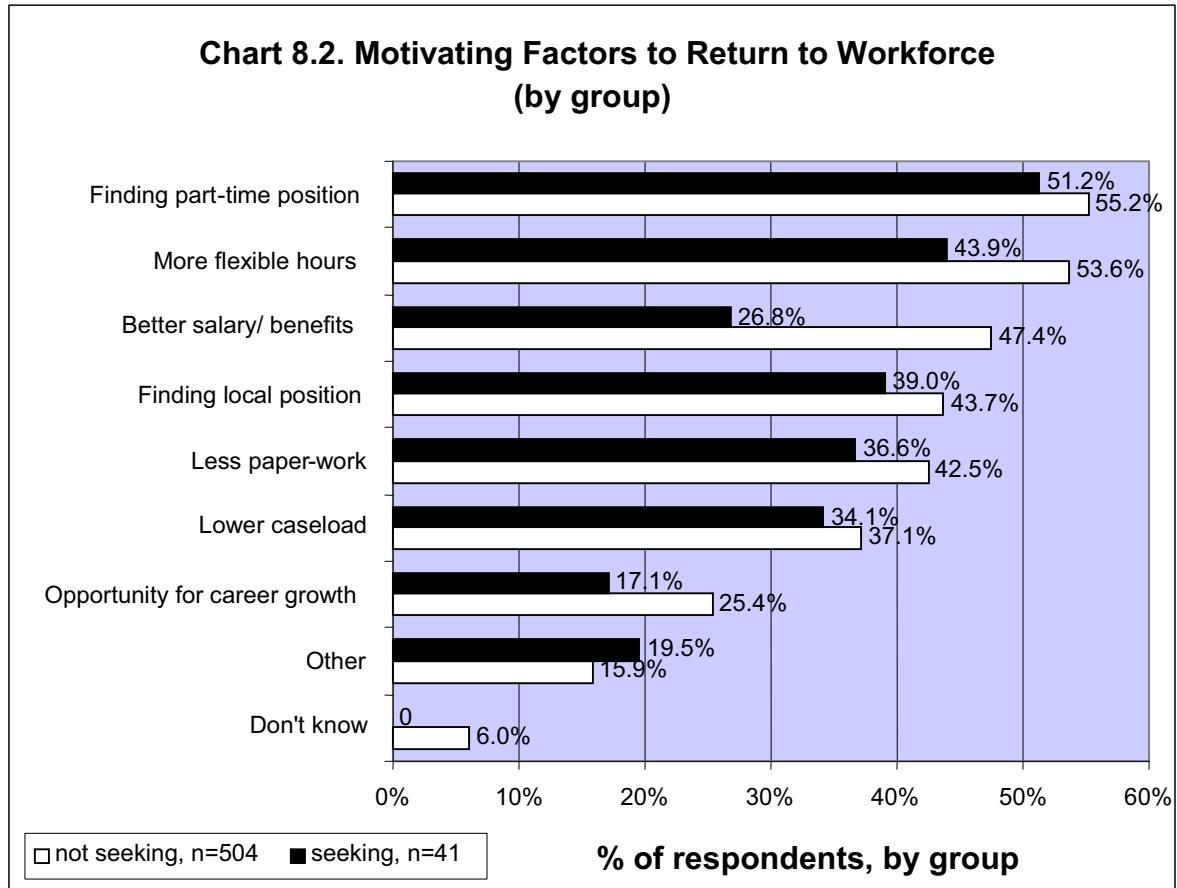
Motivating factors to return, n=649	# of respondents	% of respondents
Finding part-time position	338	52.1%
More flexible hours	319	49.2%
Better salary/benefits	292	45.0%
Finding local position	272	41.9%
Less paper-work	269	41.4%
Lower caseload	234	36.1%
Opportunity for career growth	155	23.9%
Other	107	16.5%
Don't know/ refused	42	6.5%

Chart 8.2 presents the distribution of answers to this question for the two groups:

Group 1: Not employed, seeking employment in SLP profession (n=41*)

Group 2: Not employed, not seeking employment in SLP profession (n=504)

The total is over 100% since multiple choices were possible.



Motivating factors to return	seeking, n=41*		not seeking, n=504	
	#	%	#	%
Finding part-time position	21	51.2%	278	55.2%
More flexible hours	18	43.9%	270	53.6%
Better salary/ benefits	11	26.8%	239	47.4%
Finding local position	16	39.0%	220	43.7%
Less paper-work	15	36.6%	214	42.5%
Lower caseload	14	34.1%	187	37.1%
Opportunity for career growth	7	17.1%	128	25.4%
Other	8	19.5%	80	15.9%
Don't know	0	0	30	6.0%

* Missing data for one respondent.

As seen from these charts, many respondents indicated that flexibility with hours, including part-time positions, would motivate them to return to the workforce. These responses are consistent with responses to the question about what factors motivated respondents to leave their last SLP position. As Chart 5.1 showed, over 70% of the respondents said that the main factor why they left was family responsibilities. The relationship between these variables is statistically significant ($p < .05$). The respondents who chose “family responsibilities” as one of the factors that motivated them to leave their last SLP position, were more likely to choose family and flexibility as motivating factors in question 8.

Table 8.1 demonstrates Pearson’s coefficients of the correlation between the choice of “family responsibilities” answer in question 4 and choices of “flexible hours,” “part-time position,” and “position in local area” in question 8. The correlation between the choice of “family responsibilities” in question 4 and the choice of the “flexible hours” and “part-time position” answers are statistically significant at the .01 level (one-tailed). The correlation between the choice of “family responsibilities” in question 4 and the choice of the “position in local area” is statistically significant at the .05 level (one-tailed).

Table 8.1. Correlation between Answer Options in Questions 4 and 8

		Family responsibilities (Q4 -3 “What factors motivated you to leave your last speech-language pathology position?”)
Q8_1 - 01 More flexible hours	Pearson Correlation	.123(**)
	Sig. (1-tailed)	.001
	N	602
Q8_3 - 03 Finding a part-time position	Pearson Correlation	.109(**)
	Sig. (1-tailed)	.004
	N	602
Q8_4 - 04 Finding a position in my local area	Pearson Correlation	.071(*)
	Sig. (1-tailed)	.041
	N	602

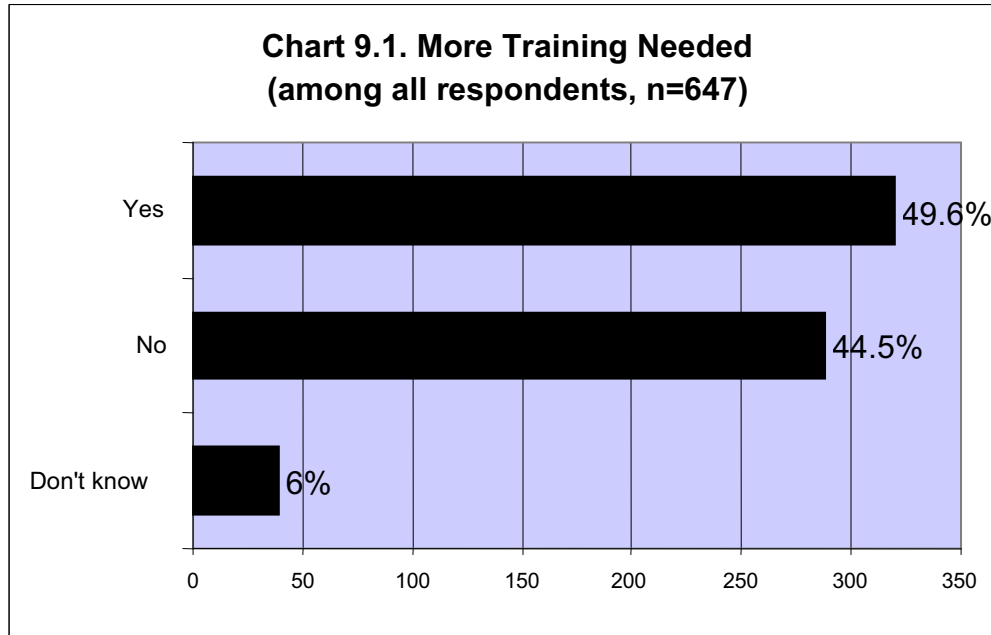
** Correlation is significant at the 0.01 level (1-tailed).

* Correlation is significant at the 0.05 level (1-tailed).

Additionally, almost one-third of the “other” category of the Chart 8.1 included family-related reasons, such as necessity to stay at home while children are very small. Many respondents indicated that free and/or conveniently located child care facilities would motivate them to return to the workforce.

9. Training

Question 9 of the questionnaire asked “Do you feel you need more training to prepare you to return to the workforce?” Chart 9.1 presents the distribution of all respondents’ answers to this question.



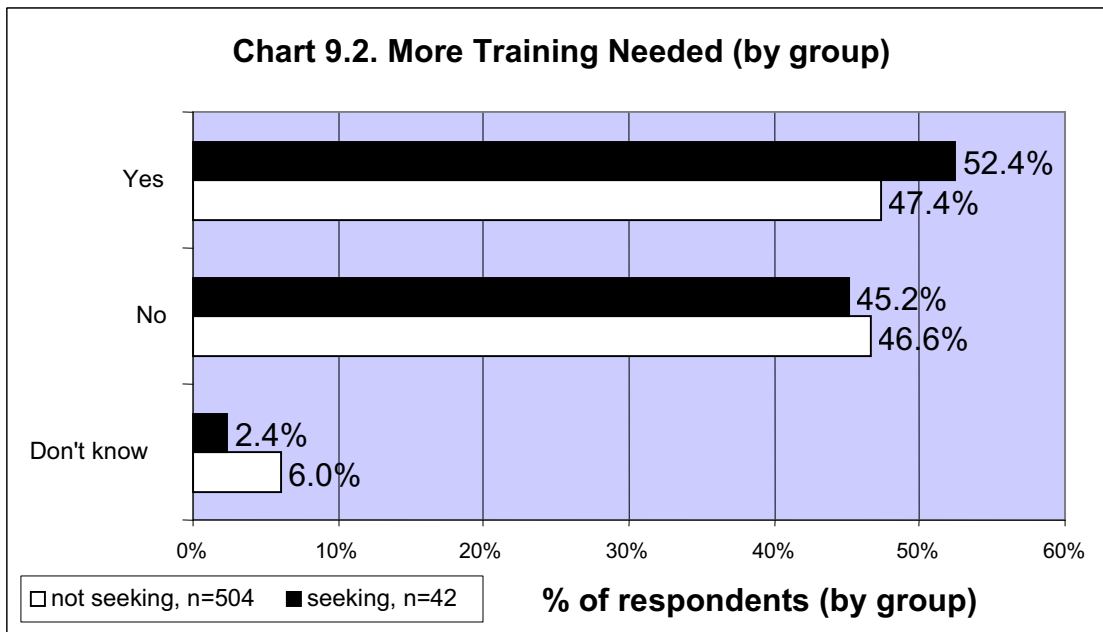
More training needed, n=647*	# of respondents	% of respondents
Yes	320	49.5%
No	288	44.5%
Don't know	39	6.0%

* Missing data for two respondents

Chart 9.2 presents the distribution of answers to this question for the two groups:

Group 1: Not employed, seeking employment in SLP profession (n=42)

Group 2: Not employed, not seeking employment in SLP profession (n=504)



More training needed	seeking, n=42		not seeking, n=504	
	#	%	#	%
Yes	22	52.4%	239	47.4%
No	19	45.2%	235	46.6%
Don't know	1	2.4%	30	6.0%

As evidenced from the chart, opinions of those not seeking employment in the SLP profession split almost evenly between those who think they need more training and those who do not think so. However, among those respondents who are currently seeking employment in the SLP profession, more people think that they do need additional training.

10. Areas of additional training

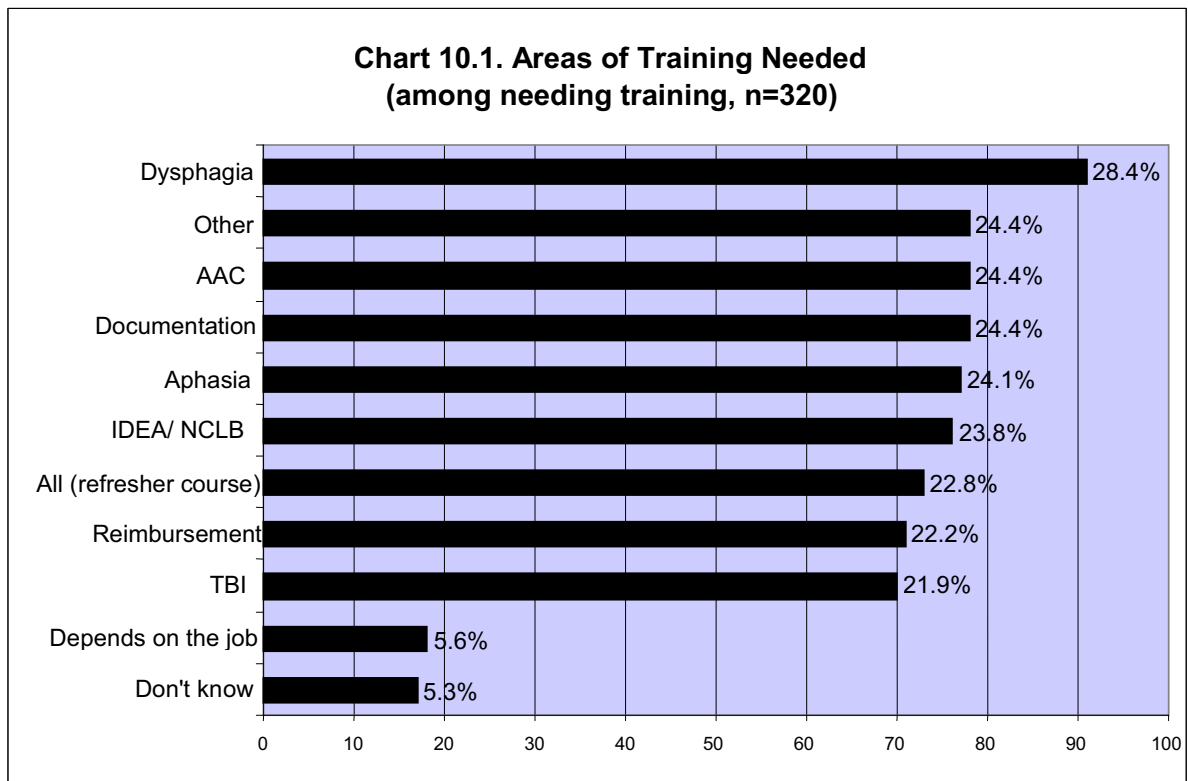
Respondents who indicated a need for additional training were asked in what areas they would need additional training. They were offered a choice of the following areas:

- Dysphagia
- Aphasia
- Documentation in health care
- Reimbursement and procedures in health care
- Traumatic brain injury (TBI)
- Augmentative and alternative communication (AAC)
- IDEA/NCLB laws and procedures
- Other

Additionally, two categories were added following the analysis of the “other” category:

- All (refresher course), and
- What is needed, depending on the job

Chart 10.1 presents the distribution of the answers, including the additional categories.

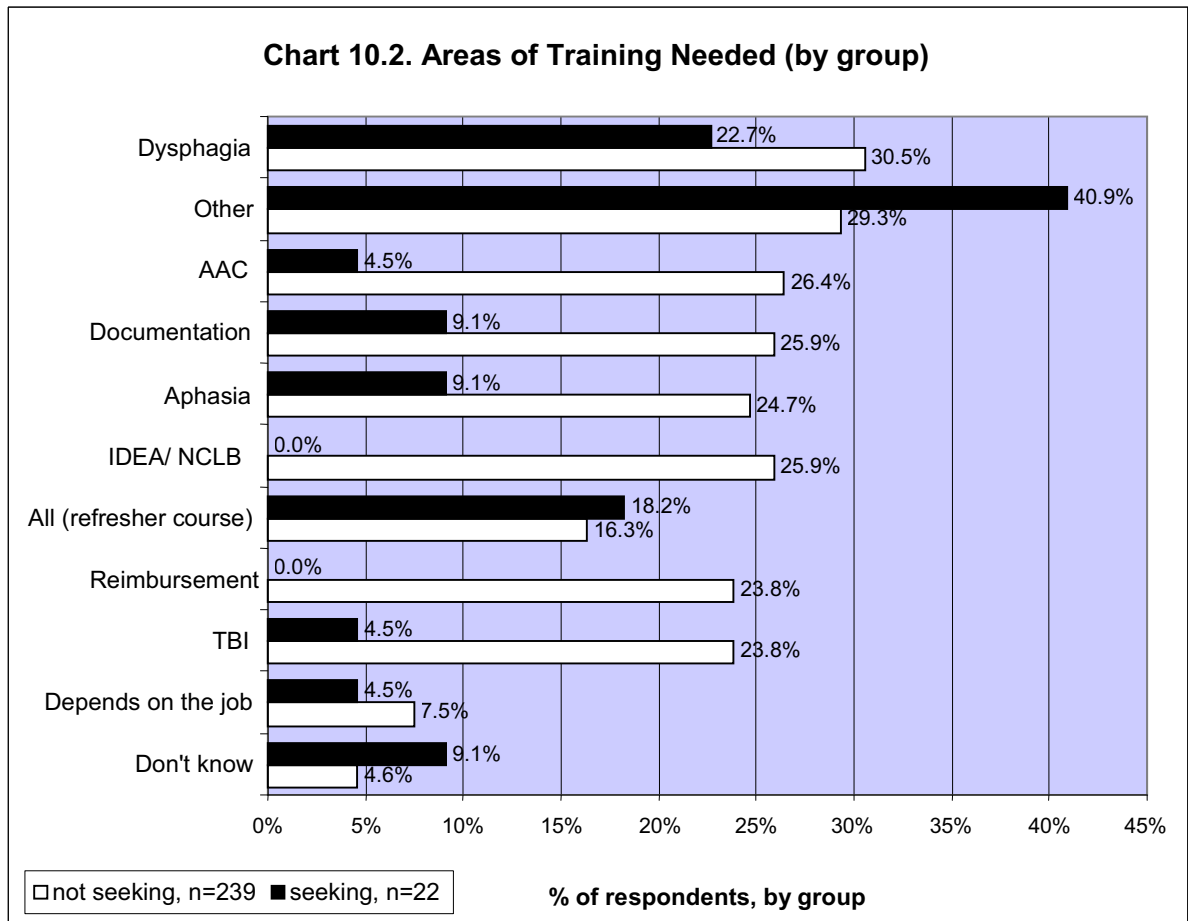


Areas of training needed, n=320	# of respondents	% of respondents
Dysphagia	91	28.4%
Documentation	78	24.4%
AAC	78	24.4%
Other	78	24.4%
Aphasia	77	24.1%
IDEA/ NCLB	76	23.8%
All (refresher course)	73	22.8%
Reimbursement	71	22.2%
TBI	70	21.9%
Depends on the job	18	5.6%
Don't know	17	5.3%

The second largest category in the chart is “other.” Content analysis of the respondents’ specifications given at the time of the survey showed the following most common areas of need for training:

- Training in autism disorders
- Diagnostics
- New tests, techniques, and technologies
- Clinical work, both children and adults
- Work in school setting
- Speech and language

A total of 320 respondents indicated the need for additional training. Of those, 22 (6.9%) are currently seeking employment in the SLP profession, and 239 (74.7%) are currently not seeking employment in the SLP profession. Chart 10.2 shows the distribution of answers by group.



Areas of training needed	seeking, n=22		not seeking, n=239	
	#	%		%
Dysphagia	5	22.7%	73	30.5%
Other	9	40.9%	70	29.3%
AAC	1	4.5%	63	26.4%
IDEA/ NCLB	0	0.0%	62	25.9%
Documentation	2	9.1%	62	25.9%
Aphasia	2	9.1%	59	24.7%
TBI	1	4.5%	57	23.8%
Reimbursement	0	0.0%	57	23.8%
All (refresher course)	4	18.2%	39	16.3%
Depends on the job	1	4.5%	18	7.5%
Don't know	2	9.1%	11	4.6%

Among the job seekers, the category “other” is the largest category in this distribution. Content analysis of open ended responses showed the following items were most commonly referenced by respondents:

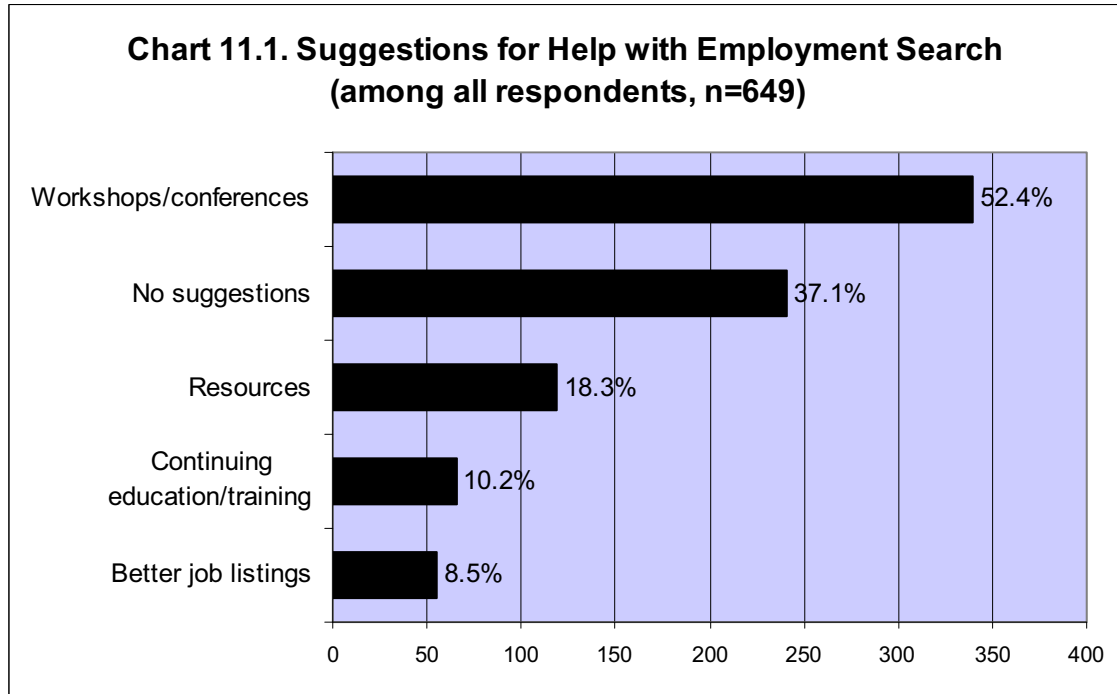
- New tests, procedures, techniques and technologies
- School-related issues in speech and language
- Swallowing disorders
- Speech and language

Prevailing answers in the category “other” among non-seekers are the following:

- New tests, procedures, techniques and technologies
- Autism disorders
- Diagnostics
- General speech and language disorders
- Work in school setting

11. Assistance in employment search

Question 11 asked: “What could ASHA do to assist you in your employment search (resources, workshops, etc.)?” The question was open-ended and content analysis was conducted. Chart 11.1 presents the results of the analysis. The total is over 100% since multiple choices were possible.



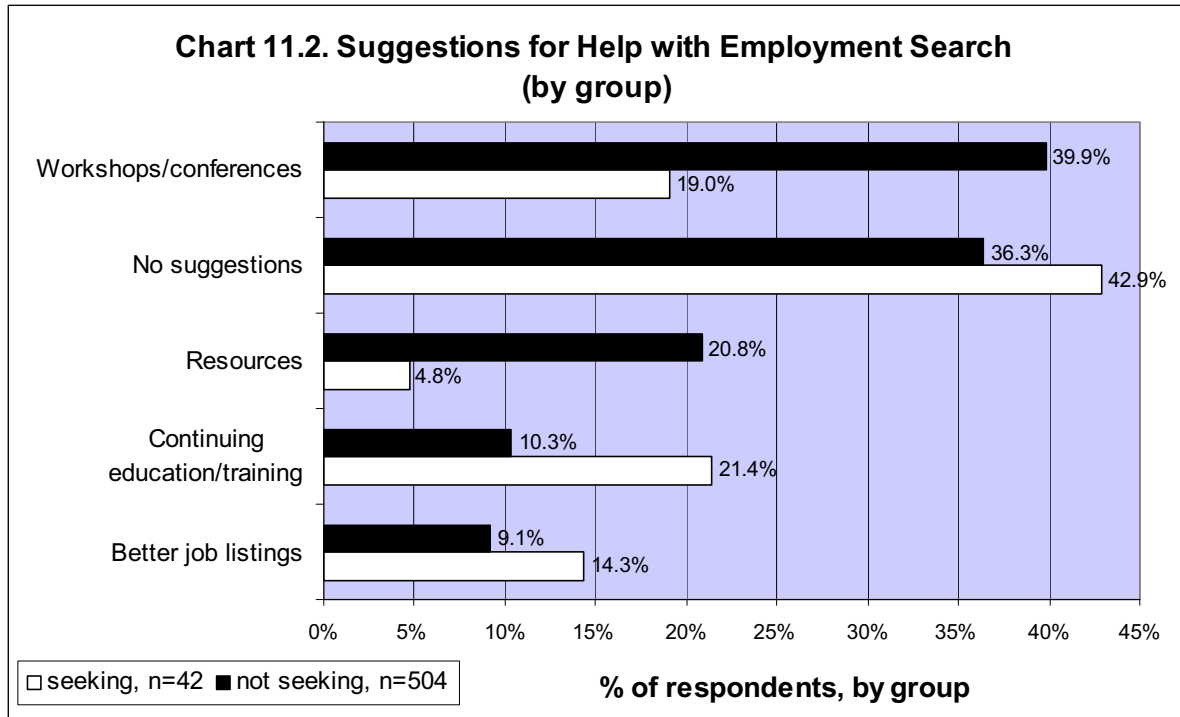
Suggested help with employment search, n=649	# of respondents	% of respondents
Workshops/conferences	340	52.4%
No suggestions	241	37.1%
Resources	119	18.3%
Continuing education/training	66	10.2%
Better job listings	55	8.5%

Chart 11.2 presents the distribution of answers to this question for the two groups:

Group 1: Not employed, seeking employment in SLP profession (n=42)

Group 2: Not employed, not seeking employment in SLP profession (n=504)

The total is over 100% since multiple choices were possible.



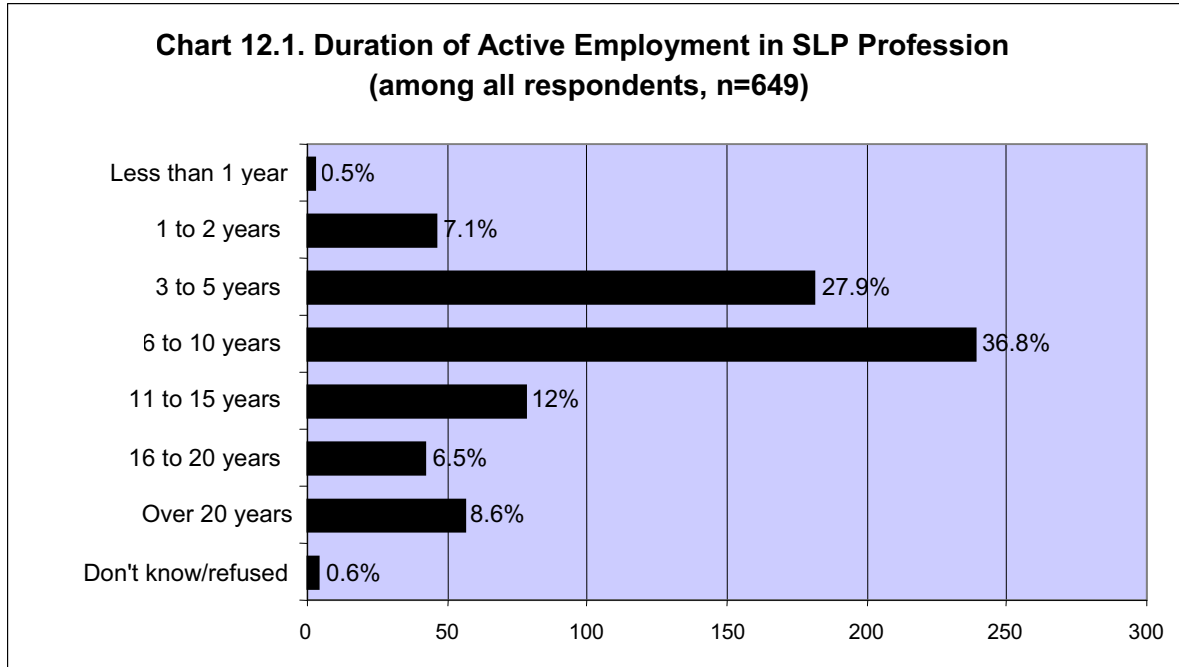
Suggested help with employment search	seeking, n=42		not seeking, n=504	
	#	%	#	%
Workshops/conferences	8	19.0%	201	39.9%
No suggestions	18	42.9%	183	36.3%
Resources	2	4.8%	105	20.8%
Continuing education/training	9	21.4%	52	10.3%
Better job listings	6	14.3%	46	9.1%

Content analysis of the remaining responses identified the following most commonly occurring suggestions for how ASHA can help with employment search:

- Improve its website
- Reduce fees
- Provide better advocacy for the SLP profession
- Provide more information on recertification
- Create a mentoring program
- Encourage schools to hire SLP professional part-time
- Fight for higher wages for the SLP profession
- Advocate for the reduction in paperwork
- Provide online education/refresher courses
- Provide [online] sample resumes and resume resources

12. Years in the SLP profession

Chart 12.1 presents the distribution of the number of years of active employment in the profession.

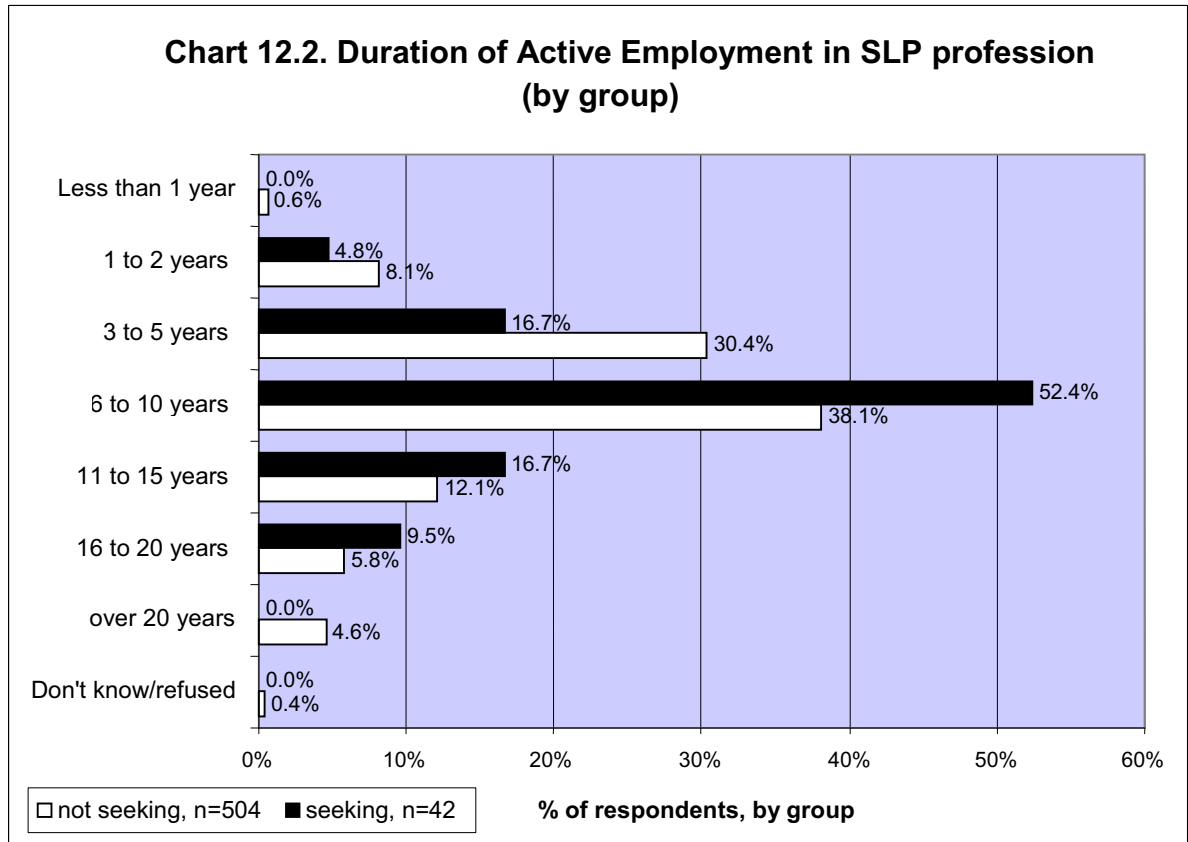


Duration of active employment, n=649	# of respondents	% of respondents
Less than 1 year	3	0.5%
1 to 2 years	46	7.1%
3 to 5 years	181	27.9%
6 to 10 years	239	36.8%
11 to 15 years	78	12.0%
16 to 20 years	42	6.5%
Over 20 years	56	8.6%
Don't know/refused	4	0.6%

Chart 12.2 presents the distribution of the number of active employment in the profession for the two groups:

Group 1: Not employed, seeking employment in SLP profession (n=42)

Group 2: Not employed, not seeking employment in SLP profession (n=504)



Duration of active employment	seeking, n=42		not seeking, n=504	
	#	%	#	%
Less than 1 year	0	0.0%	3	0.6%
1 to 2 years	2	4.8%	41	8.1%
3 to 5 years	7	16.7%	153	30.4%
6 to 10 years	22	52.4%	192	38.1%
11 to 15 years	7	16.7%	61	12.1%
16 to 20 years	4	9.5%	29	5.8%
Over 20 years	0	0.0%	23	4.6%
Don't know/refused	0	0.0%	2	0.4%

13. State of residence

The last question of the questionnaire asked respondents in which state they resided. Table 13.1 presents the distribution of answers to this question.

Table 13.1. State of Residence

STATE	All respondents ²		Seeking employment		Not seeking employment	
	#	%	#	%	#	%
Alabama (AL)	10	1.5%	1	2.4%	7	1.4%
Arizona (AZ)	17	2.6%	0	0.0%	15	3.0%
Arkansas (AR)	12	1.8%	2	4.8%	7	1.4%
California (CA)	51	7.9%	6	14.3%	34	6.7%
Colorado (CO)	10	1.5%	0	0.0%	10	2.0%
Connecticut (CT)	8	1.2%	0	0.0%	7	1.4%
Delaware (DE)	1	0.2%	0	0.0%	1	0.2%
Florida (FL)	39	6.0%	2	4.8%	32	6.3%
Georgia (GA)	17	2.6%	0	0.0%	16	3.2%
Idaho (ID)	7	1.1%	1	2.4%	6	1.2%
Illinois (IL)	39	6.0%	1	2.4%	31	6.2%
Indiana (IN)	14	2.2%	3	7.1%	10	2.0%
Iowa (IA)	3	0.5%	0	0.0%	2	0.4%
Kansas (KS)	6	0.9%	0	0.0%	5	1.0%
Kentucky (KY)	8	1.2%	0	0.0%	5	1.0%
Louisiana (LA)	14	2.2%	0	0.0%	9	1.8%
Maine (ME)	2	0.3%	0	0.0%	2	0.4%
Maryland (MD)	8	1.2%	1	2.4%	6	1.2%
Massachusetts (MA)	8	1.2%	0	0.0%	5	1.0%
Michigan (MI)	15	2.3%	0	0.0%	12	2.4%
Minnesota (MN)	10	1.5%	0	0.0%	9	1.8%
Mississippi (MS)	2	0.3%	0	0.0%	2	0.4%
Missouri (MO)	17	2.6%	0	0.0%	14	2.8%
Nebraska (NE)	12	1.8%	0	0.0%	11	2.2%
Nevada (NV)	4	0.6%	0	0.0%	3	0.6%
New Hampshire (NH)	3	0.5%	0	0.0%	3	0.6%
New Jersey (NJ)	17	2.6%	3	7.1%	11	2.2%
New Mexico (NM)	8	1.2%	0	0.0%	8	1.6%
New York (NY)	43	6.6%	6	14.3%	33	6.5%
North Carolina (NC)	16	2.5%	1	2.4%	14	2.8%
North Dakota (ND)	2	0.3%	0	0.0%	2	0.4%
Ohio (OH)	26	4.0%	3	7.1%	20	4.0%
Oklahoma (OK)	10	1.5%	2	4.8%	6	1.2%

² While the total number of respondents is 649, the total for the two specified groups is 546. The difference between these two numbers is explained in the Chart 1.1 which shows other groups of respondents, such as “employed in another profession”, “retired”, “on a leave of absence from the SLP profession”, and “other”.

ASHA Speech-Language Pathology Attrition Survey Report

Oregon (OR)	7	1.1%	2	4.8%	4	0.8%
Pennsylvania (PA)	22	3.4%	3	7.1%	14	2.8%
South Carolina (SC)	12	1.8%	0	0.0%	9	1.8%
South Dakota (SD)	1	0.2%	1	2.4%	0	0.0%
Tennessee (TN)	18	2.8%	1	2.4%	16	3.2%
Texas (TX)	57	8.8%	2	4.8%	44	8.7%
Utah (UT)	11	1.7%	0	0.0%	11	2.2%
Virginia (VA)	18	2.8%	1	2.4%	15	3.0%
Washington (WA)	13	2.0%	0	0.0%	10	2.0%
West Virginia (WV)	5	0.8%	0	0.0%	3	0.6%
Wisconsin (WI)	22	3.4%	0	0.0%	18	3.6%
Refused	4	0.6%	0	0.0%	2	0.4%
TOTAL	649	100%	42	100%	504	100%

APPENDIX A
ASHA SLP Workforce Attrition Survey Questionnaire
October 2006

I am calling on behalf of the American Speech-Language-Hearing Association (ASHA) [pronounced *ASH- uh*]. ASHA is conducting a survey about shortages within the speech-language pathology (SLP) workforce. We recently sent you an email regarding this survey.

(If R did not get the email, read the following, otherwise, proceed to the confidentiality paragraph)

ASHA is concerned about reports of shortages within the speech-language pathology (SLP) workforce. We would appreciate a few minutes of your time to participate in a brief survey about your employment experiences in the profession. The information that you provide will help guide the Association in identifying potential activities to ensure that ASHA members have the resources they need to secure professional employment in the profession. This survey will take approximately 10-12 minutes to complete.

Confidentiality: Your individual information will be kept confidential. Only group data will be reported.

1. What is your current employment status? (INTERVIEWER: READ AND CHECK ONLY ONE)

- Employed full-time in SLP profession → THANK AND COMPLETE
- Employed part-time in SLP profession → THANK AND COMPLETE
- On leave of absence from SLP position
- Not employed, seeking employment in SLP profession
- Not employed, not seeking employment in SLP profession
- Employed in another profession (specify) → SKIP to Qs 4
- Retired
- Other (specify)

2. Which of the following best describes the type of employment facility in which you most recently worked as a speech-language pathologist? (Check one.) That is, in which setting do/did you primarily work and/or deliver clinical services? [Interviewer: Refer to Attachment A for list of specific facilities.]

- School
- College/university
- Hospital
- Residential health care facility
- Nonresidential health care facility
- Industry
- Agency, organization, research facility
- Multiple settings
- Not employed as a speech-language pathologist
- Other (specify)

3. Which of the following best describes the type of employment function in which you most recently worked as a speech-language pathologist? (Check one.)

- Clinical service provider
- Special education teacher (teacher of academic subjects to individuals with learning disabilities, mental retardation, etc.)
- College/university instructor/professor
- Researcher
- Consultant
- Student
- Administrator
- Not employed as a speech-language pathologist
- Other (specify)

4. What factors motivated you to leave your last speech-language pathology position? (Check all that apply.)

Job conditions → If checked, GO to Qs 5. If not checked, SKIP to Qs 6.

[Interviewer: If respondent indicates "salary" or other items listed in Qs 5, code as "job conditions."]

Career change → Specify new career

Family responsibilities

Moved

Retirement

Position was terminated

Am currently in a full-time Ph.D. program

Was never employed in the speech-language pathology profession

Other (specify)

5. If you said "job conditions," what were those conditions that made you decide to leave? (Check up to 3.)

Conflict with staff or administrators

Didn't enjoy working with this population

Don't feel I have the competencies to work in this setting

Ethical conflict with policies

High caseload/workload/productivity

Inadequate salary/benefits

Lack of opportunity for career advancement

Too much paperwork

Too much pressure/burnout

Travel time (to work or between multiple sites)

Other (specify)

6. Do you plan to return to the speech-language pathology profession?

Yes

No → SKIP to Qs 8

Do not know → SKIP to Qs 8

7. When do you plan to return to the speech-language pathology workforce?

[Record month(s) and/or year(s) (e.g., If respondent indicates, "in about 6 months," record "6 months.")]

8. What would motivate you to return to the speech-language pathology workforce? (Check all that apply.)

More flexible hours
Better salary/benefits
Finding a part-time position
Finding a position in my local area
Less paperwork
Lower caseload/workload/productivity
Opportunity for career advancement
Other (specify)

9. Do you feel you need more training to prepare you to return to the workforce?

Yes
No → SKIP to Qs 11

10. If yes, in what areas do you need additional training?

Dysphagia
Aphasia
Documentation in health care
Reimbursement and procedures in health care
Traumatic brain injury (TBI)
Augmentative and alternative communication (AAC)
IDEA/NCLB laws and procedures
Other (specify)

11. What could ASHA do to assist you in your employment search (resources, workshops, etc.)?
[Open-ended]

12. How many years have you been actively employed in the speech-language pathology profession?

[Record. Round to nearest whole number. Estimates are okay.]

13. In what state do you reside?

[Record two-letter U.S. Postal Services abbreviation; i.e., MD for Maryland]

List of Specific Employment Facilities

School

- Special day/residential school
- Pre-elementary (preschool)
- Elementary school
- Secondary school
- Combined school settings/work in several schools

College/university

Hospital

- General medical hospital
- Pediatric hospital
- Psychiatric hospital
- Rehabilitation hospital
- University hospital
- Veteran's Administration (VA) hospital/medical center
- Any other hospital

Residential health care facility

- Skilled nursing facility
- Mental retardation/developmental disabilities/learning disabilities residential center
- Nursing home
- Any other residential facility

Nonresidential health care facility

- Audiologist's office
- Client's home
- Home health agency
- Outpatient rehabilitation center
- Private physician's office
- Private practice
- Speech and hearing center/clinic
- Speech-language pathologist's office
- Any other nonresidential facility

Industry

Agency, organization, research facility

- Education agency (SEA)
- Health agency/department
- Research/ scientific organization, foundation, laboratory, institute
- Welfare agency

Multiple settings

Other (specify)