

Title: Job Satisfaction Among School-Based Speech-Language Pathologists in New York State

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Despite an increase in the shortage of speech-language pathologists working in U.S. educational settings (American Association for Employment in Education, 2008), no study to date has examined retention factors such as caseload or expanding job responsibilities in one of the most populous states, New York. Based on findings from several national surveys that were conducted over the past decade, it appears that while SLPs in educational settings are generally satisfied, an increase in overall workload has contributed to a growing decrease in job satisfaction. Importantly, this growing dissatisfaction may in part be related to the current documented shortages.

The purpose of the current project is to study the retention factors of school-based SLPs, specifically within New York State. In order to accomplish this goal, a detailed survey of 25 questions surrounding a variety of retention factors was created on Ithaca College Qualtrics. Email invitations to participate in the survey will be sent to eligible New York school-based SLPs and data will be examined to determine job satisfaction and the variables that affect it.

In a literature review of previous relevant research, we found several instances of similar surveys conducted for speech-language pathologists in various states such as Wisconsin, Missouri, and Vermont, but none applicable to New York State. We hope to determine aspects of an SLP's daily work experience that contribute to their overall satisfaction with the profession and working in a school-based setting.

Some questions that were documented in the survey from Missouri (Du, Jinyu 2016), targeted job satisfaction and caseload. It was concluded that a majority of the SLPs were satisfied with their job placement. However, the factors that contributed to such satisfaction were not specified or analyzed. Furthermore, participants in previous studies were solicited through lists compiled from ASHA, which limited the pool to SLPs that hold a current Certificate of Clinical Competence (CCC). SLPs do not need to have a CCC in order to practice, so this previous stipulation may have limited the scope of experiences reported since a population of SLPs were not contacted.

We hope to examine not only the overall level of satisfaction amongst SLPs in this state, but also other areas of their profession and setting that are overlooked or misunderstood by the school and the state. After reviewing the data we receive, we intend to find correlations between specific aspects of the work experience (e.g. paperwork, unpaid work, caseload size, etc.) and how this affects overall retention in school settings and the field as a whole.