

# STAKEHOLDER PERCEPTIONS OF PSYCHOLOGY LICENSURE EXAMINATION

Survey Report Results

Texas Behavioral Health Executive Council

January 2026

# EXECUTIVE SUMMARY

## Primary Finding

Based on survey responses from 847 stakeholders in the psychology profession, meaningful support exists for developing an alternative licensure examination pathway, though this support is neither universal nor unconditional. Among respondents expressing a definitive opinion (excluding those who were unsure), 59% support development of an alternative exam, while 41% oppose or express uncertainty. This finding, combined with documented concerns about the current Examination for Professional Practice in Psychology (EPPP), suggests that exploration of an alternative pathway is warranted, subject to specific conditions and safeguards identified by stakeholders.

## Key Survey Findings

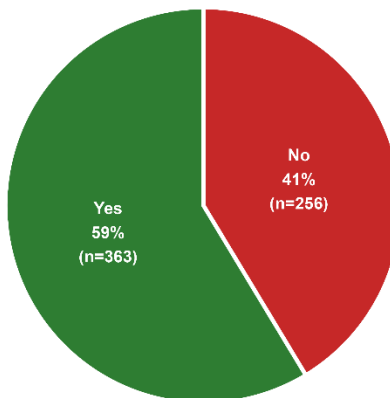
### Current Examination Perceptions

Respondent satisfaction with the current EPPP is moderate and varied. Ratings are distributed relatively evenly across the scale, with 41% reporting dissatisfaction, 16% neutral, and 42% satisfied. This distribution indicates mixed experiences rather than uniform approval or rejection. When asked to rate specific components of the current examination, respondents identified professional impact and financial cost as the aspects most in need of improvement. Approximately 46% of respondents indicated that these components require much improvement, significantly higher than other aspects such as registration processes or exam length.

### Support for Alternative Examination

The following figure shows how support, opposition, and uncertainty are distributed among respondents.

**Support Among Those with Definitive Opinion: 59% Support**  
Excludes 200 'Unsure' respondents (24% of total)



Among those expressing either support or opposition (excluding the unsure responses), 59% support the alternative while 41% oppose it. Support for an alternative examination is strongly associated with current exam dissatisfaction. Respondents who support the alternative report substantially lower satisfaction with the current EPPP compared to those who oppose an alternative, representing a difference of more than two full points on the five-point scale.

## Content and Design Priorities

Stakeholders expressed clear preferences for examination content and format, with the strongest support for applied clinical competencies and real-world practice scenarios, ethics and professional conduct assessment, case-based and situational judgment formats over traditional multiple-choice questions, and cultural competency and equity considerations. These preferences reflect concerns that current licensure assessment may emphasize theoretical knowledge over practical competence, creating potential misalignment between examination content and actual practice requirements.

## Accessibility and Delivery Considerations

Financial burden and accessibility emerged consistently as major concerns. Cost received the lowest adequacy ratings among assessed components, with 46% of respondents indicating this area requires much improvement. Geographic accessibility and flexible delivery options were identified as important design requirements, with strong interest expressed in remote proctoring capabilities and multiple testing dates.

## Legislative Context

The Texas Legislature has directed the Texas Behavioral Health Executive Council to explore the feasibility of developing a new, nationally-available licensure examination for psychology practice. This examination would function as an alternative pathway to licensure alongside the existing EPPP. The survey was designed to assess stakeholder support for an alternative examination, identify perceived benefits and risks, gather input on examination content, structure, and delivery, and understand conditions under which an alternative would be acceptable to stakeholders.

## Important Study Limitations

Several methodological considerations affect interpretation of these findings. Of 665 respondents who reported their location, 381 (57%) reside in Texas. While this reflects the survey's primary distribution through Texas channels, it limits the extent to which findings can be generalized to the national psychology community. Claims about support for a nationally-available examination require validation through more geographically balanced sampling. Priorities identified in this survey may reflect Texas-specific concerns.

The survey employed voluntary participation, meaning respondents self-selected into the study. This approach likely over-represents individuals with strong opinions (either positive or negative) about licensure examinations compared to the broader population of psychologists. Response rates cannot be calculated without a defined sampling frame. Analysis of satisfaction by career stage is limited by substantial missing data. Only 182 respondents (21.5% of the sample) provided usable information about years of practice after data wrangling. This missing data creates potential for selection bias, as those providing career information may differ systematically from those who did not. Findings related to career stage should be interpreted with caution. These limitations do not invalidate the survey findings but rather establish appropriate bounds for interpretation and application to policy decisions.

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# 1. LEGISLATIVE AND POLICY CONTEXT

## Background and Purpose

The Texas Legislature has directed the Texas Behavioral Health Executive Council to explore the possibility of creating a new, nationally available licensure examination for the practice of psychology. If developed, this examination would serve as an alternative pathway to licensure, functioning alongside the existing Examination for Professional Practice in Psychology (EPPP) rather than as a replacement. This legislative direction responds to longstanding concerns within the psychology profession regarding examination relevance, accessibility, equity, and alignment with contemporary practice demands. Questions about licensure examination effectiveness have emerged across multiple domains: whether current examinations adequately assess competencies required for safe, effective practice; how financial costs and geographic access requirements affect workforce diversity and availability; whether examination content reflects contemporary practice across diverse settings and populations; and how licensure requirements balance public protection with workforce accessibility.

## Survey Objectives

The survey was designed to provide evidence-based input for policy deliberations by accomplishing four primary objectives. First, assess stakeholder support by determining the extent and nature of support for developing an alternative licensure examination, including identification of conditions under which stakeholders would find such an alternative acceptable. Second, document current system perceptions by systematically capturing stakeholder experiences with and perceptions of the current EPPP, including identification of strengths and areas requiring improvement. Third, identify design priorities by gathering detailed input on desired characteristics of any alternative examination, including content domains, assessment formats, delivery mechanisms, and governance structures. Fourth, understand risks and benefits by eliciting stakeholder perspectives on potential benefits and risks associated with developing an alternative pathway, including equity implications, implementation challenges, and workforce impacts.

## Policy Decision Framework

Survey findings are intended to inform, but not solely determine, the Council's decision regarding whether and how to proceed with alternative examination development. Key decisions requiring consideration include whether documented stakeholder support and identified needs justify investment in alternative examination development; what content domains, competencies, and assessment formats should be prioritized; how to structure governance and stakeholder involvement in development processes; what accessibility features and delivery mechanisms are essential versus desirable; how to ensure psychometric validity, legal defensibility, and interstate acceptance; and whether and how to proceed with implementation given identified risks and resource requirements.

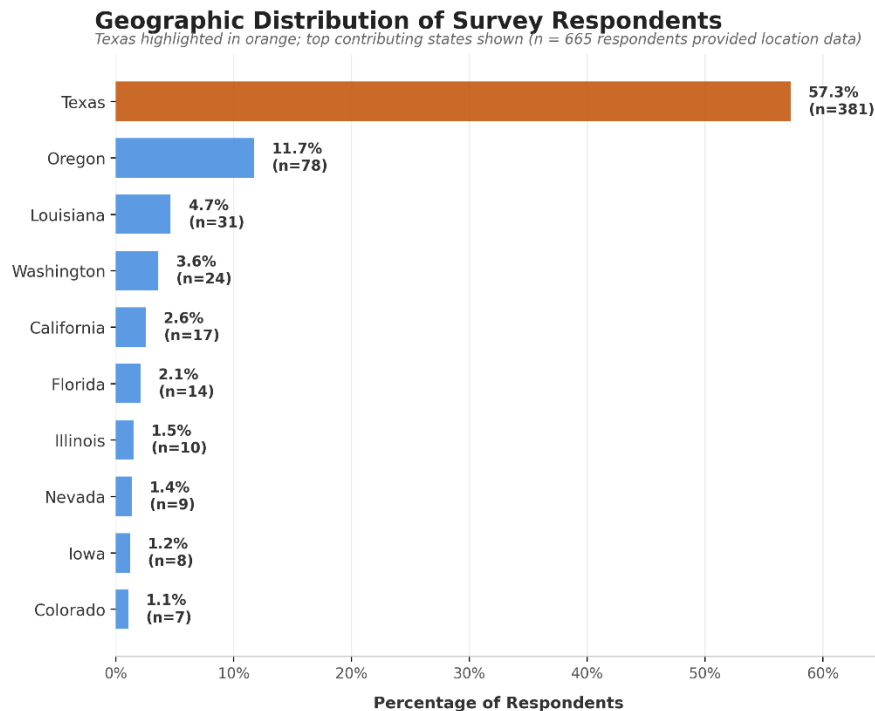
## 2. SURVEY METHODOLOGY AND DATA OVERVIEW

### Survey Design and Administration

The survey employed an online format administered through SurveyMonkey from August 27, 2025 through December 31, 2025. The instrument included 31 questions combining quantitative items (Likert-scale ratings, ranking tasks, multiple-choice selections) and qualitative items (open-ended responses). All questions were optional to maximize participation while allowing respondents to skip items they preferred not to answer. Distribution occurred primarily through Texas professional psychology channels, though respondents were encouraged to share the survey with colleagues nationally. The voluntary participation approach prioritized accessibility and breadth of input over statistical representativeness.

### Sample Characteristics

A total of 847 individuals responded to the survey. Respondents represented diverse professional roles, practice settings, and geographic locations, though with notable concentration in Texas as described below.

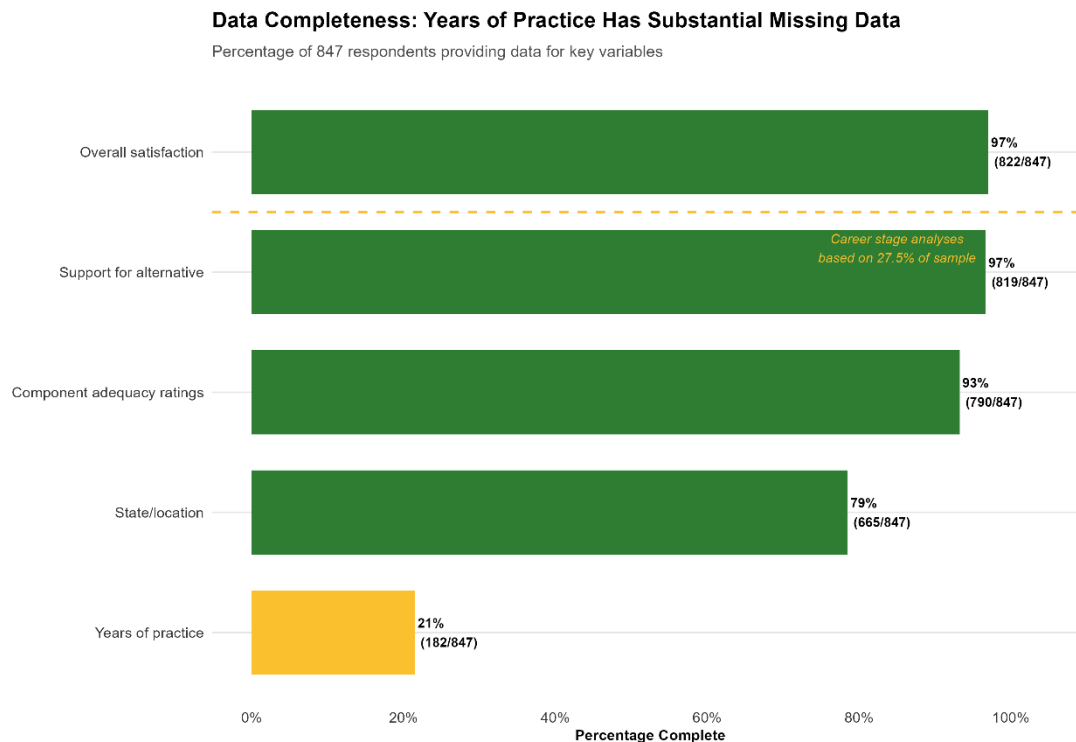


Geographic distribution is illustrated in the following figure, which shows the concentration of respondents by state. 665 respondents (78.5%) reported their state or territory of residence, 381 (57.3%) indicated Texas. Other well-represented states included Oregon (78 respondents, 13%), Louisiana (31 respondents, 5%), Washington (24 respondents, 4%), and California (17 respondents, 3%). This geographic concentration reflects the survey's primary distribution through Texas professional channels and the Texas Legislature's directive to the Council. However, it limits the extent to which findings can be confidently generalized to the national psychology community.

Professional experience data presented some limitations, with only 182 respondents (21.5%) providing usable information about years of practice after data cleaning. Among this subsample, 33% reported 0-5 years of practice,

24% reported 6-10 years, 24% reported 11-20 years, and 19% reported more than 20 years. This high rate of missing data (78.5%) means career stage analyses should be interpreted cautiously, as those providing this information may differ systematically from those who did not.

The extent of missing data for key variables is shown in the following figure.



Respondents work across multiple practice settings. Commonly reported settings included medical and healthcare environments, private practice, academic institutions, community and public sector organizations, and government or forensic contexts. Many respondents indicated working in multiple settings concurrently, reflecting the diverse and often multi-faceted nature of contemporary psychology practice.

## Analytical Approach

Quantitative data were analyzed using descriptive statistics, frequency distributions, and measures of central tendency and variability. Rating scale data were analyzed as ordinal variables using appropriate non-parametric or ordinal regression methods. Associations between variables were examined using correlation analyses and group comparisons.

Qualitative data from open-ended questions were analyzed using thematic coding. Text responses were preprocessed, common themes identified through frequency analysis and conceptual grouping, and representative examples selected for illustration.

All analyses acknowledge the survey's methodological limitations, including voluntary response bias, geographic concentration, and substantial missing data for certain variables. Statistical findings are presented with appropriate caution regarding generalizability.





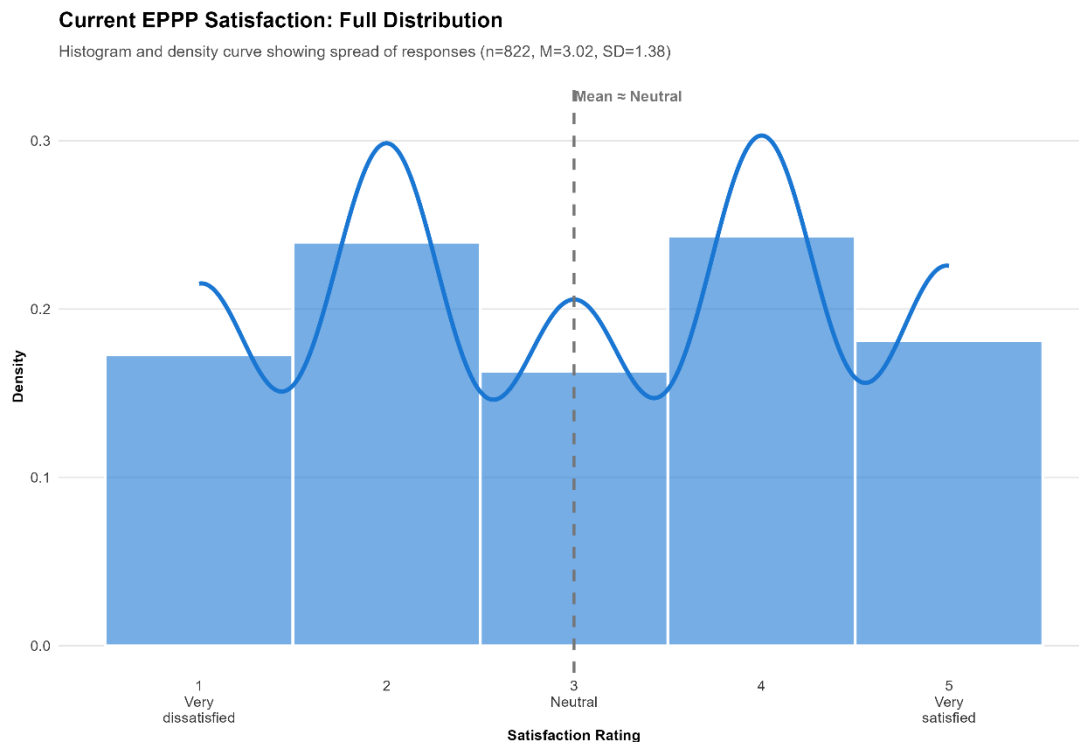
### 3. KEY SURVEY FINDINGS

This section presents empirical findings from the survey organized by major topic areas. Findings are reported as observed in the data, with interpretation and policy implications reserved for subsequent sections.

#### 3.1 Current EPPP Satisfaction and Adequacy Perceptions

##### Overall Satisfaction

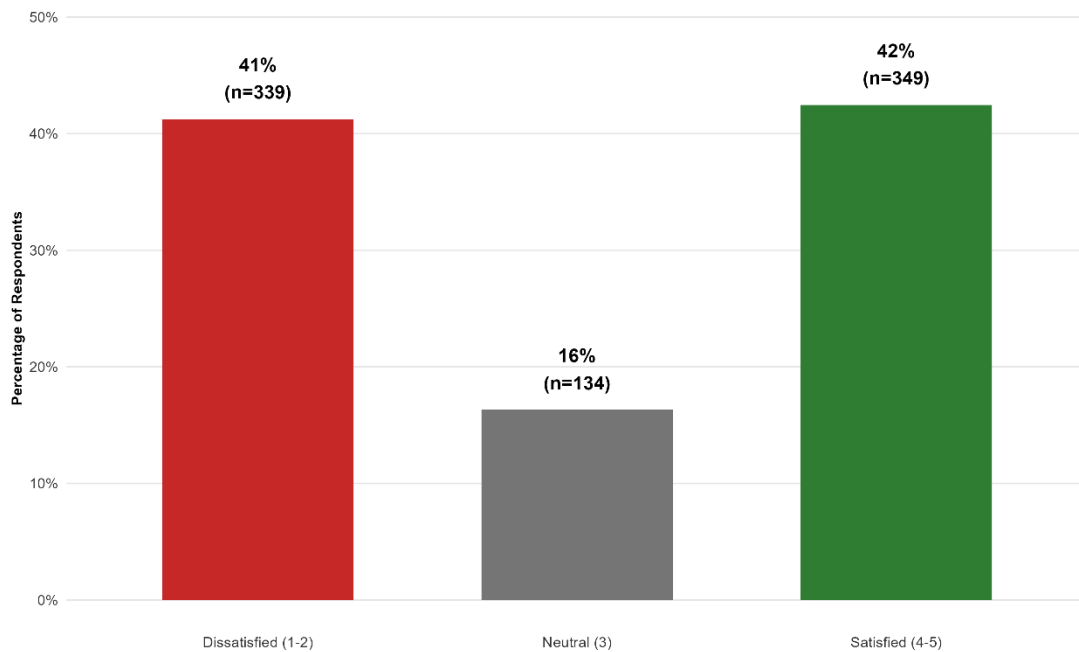
Respondents rated their overall satisfaction with the current EPPP on a 5-point scale where 1 indicates very dissatisfied and 5 indicates very satisfied. The distribution of responses is shown below.



Of 822 respondents who provided a rating, the mean satisfaction was 3.02 with a standard deviation of 1.38 and a median of 3.0. The distribution shows 17% rated 1 (very dissatisfied), 24% rated 2, 16% rated 3 (neutral), 24% rated 4, and 18% rated 5 (very satisfied). The mean of 3.02 falls essentially at the neutral midpoint of the 5-point scale, with responses distributed relatively evenly across dissatisfaction (41% rated 1-2), neutral (16%), and satisfaction (42% rated 4-5). This pattern indicates varied rather than uniformly positive or negative experiences with the current examination. An alternative view grouping ratings into broader categories reinforces this pattern.

### Current EPPP Satisfaction: Roughly Equal Split

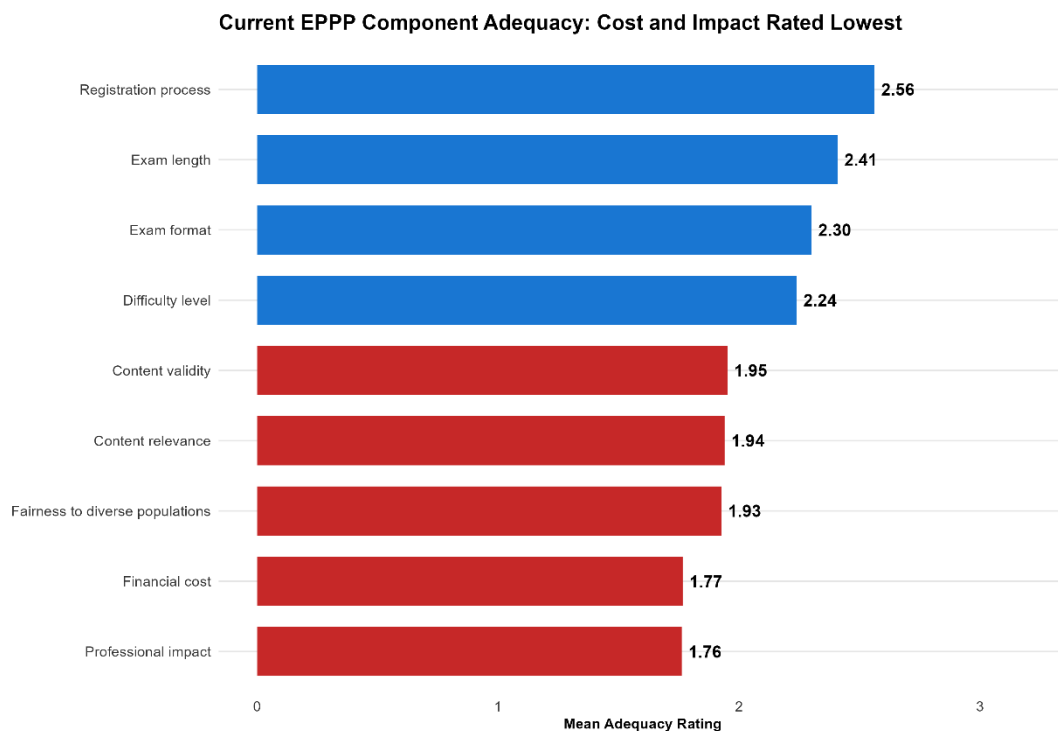
Grouped satisfaction ratings illustrate mixed rather than uniform views (n=822)



This bar chart shows that stakeholder views are split roughly evenly between those dissatisfied and those satisfied, with a smaller neutral group in between. The absence of a strong consensus in either direction is itself an important finding for policy consideration.

### Component Adequacy Ratings

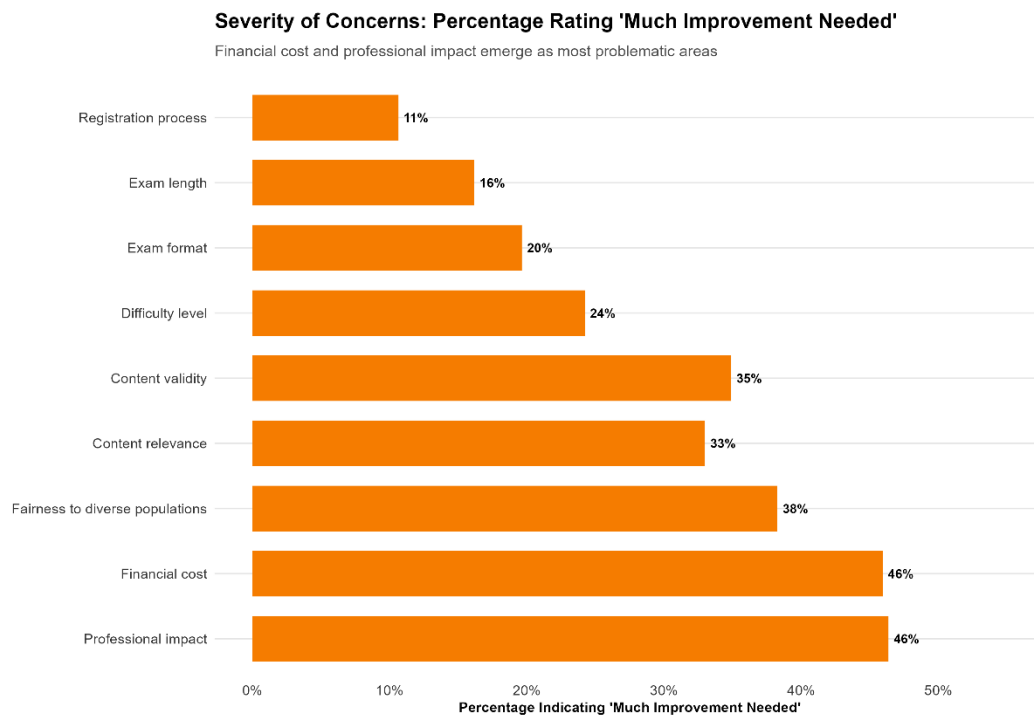
Respondents evaluated specific aspects of the current EPPP using a 3-point scale where 1 indicates much improvement needed, 2 indicates some improvement needed, and 3 indicates no improvement needed. The following figure shows mean adequacy ratings for each component.



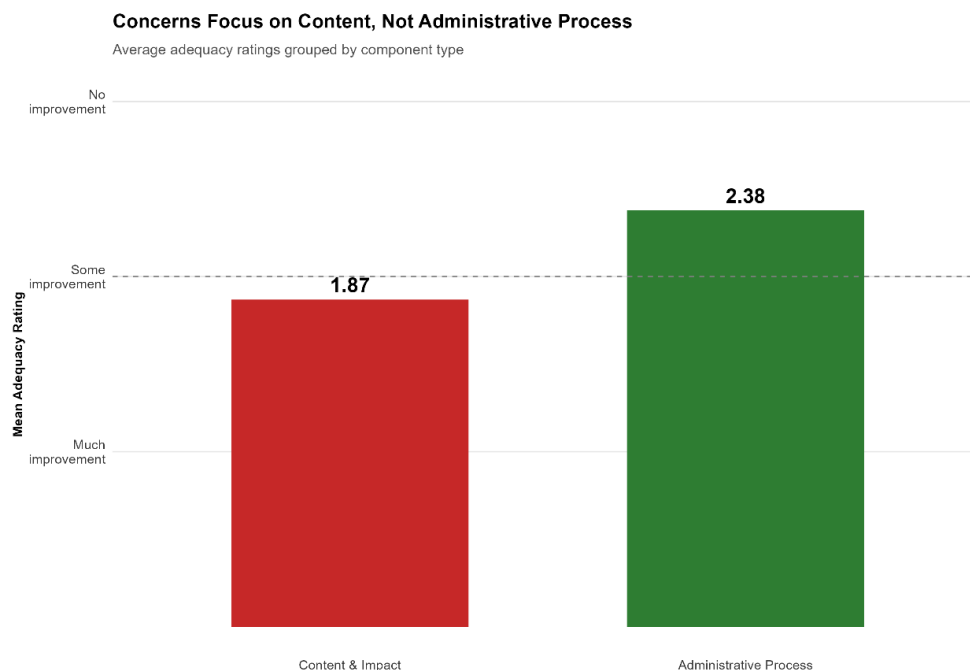
The components receiving the lowest adequacy ratings, indicating areas of greatest concern, were professional impact (mean of 1.76, with 46% indicating much improvement needed), financial cost (mean of 1.77, with 46% indicating much improvement needed), fairness to diverse populations (mean of 1.93, with 38% indicating much improvement needed), content relevance (mean of 1.94, with 33% indicating much improvement needed), and content validity (mean of 1.95, with 35% indicating much improvement needed).

In contrast, logistical aspects received higher adequacy ratings. Registration processes received a mean of 2.56 with only 11% indicating much improvement needed. Exam length received a mean of 2.41 with 16% indicating much improvement needed. Exam format received a mean of 2.30 with 20% indicating much improvement needed.

The severity of concerns can also be viewed by examining the percentage of respondents who selected the most critical rating.



These patterns suggest stakeholder concerns focus primarily on examination content and impact (professional relevance, cost, fairness, validity) rather than administrative procedures. The figure below groups components to illustrate this distinction.

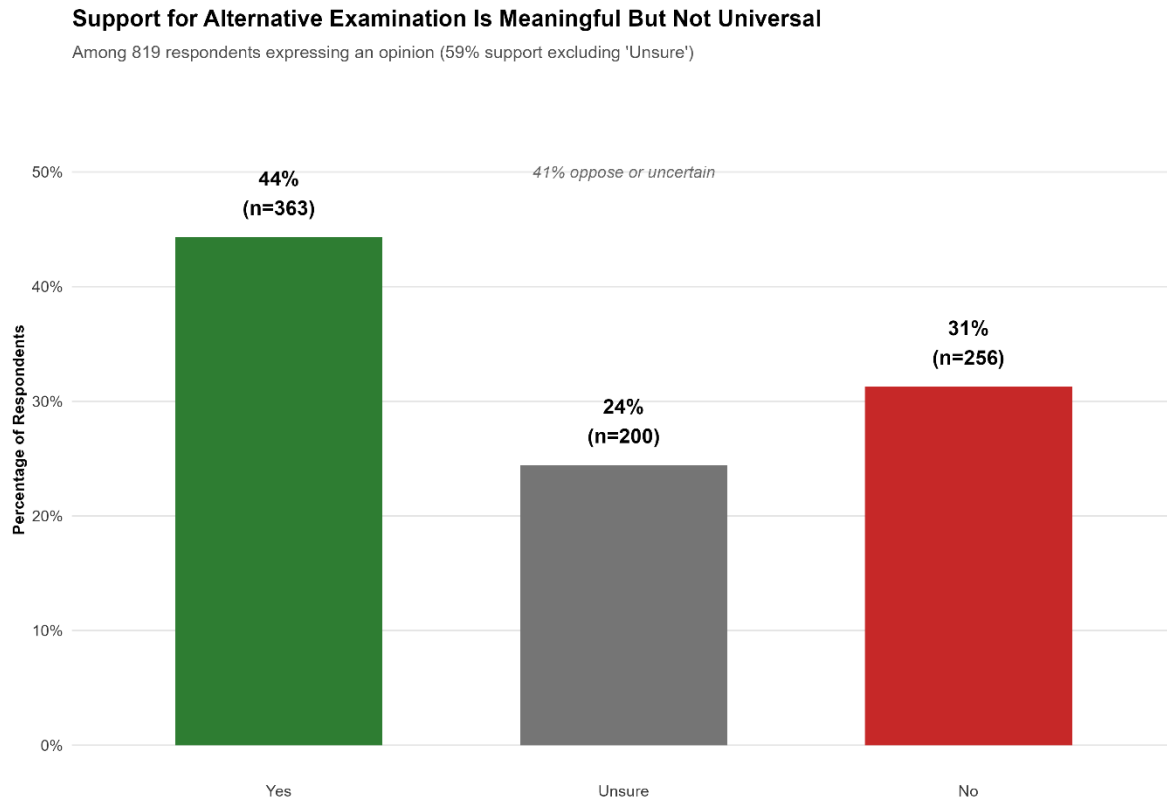


This grouping reveals that content and impact concerns consistently score lower than administrative process concerns, indicating that logistical improvements alone would be insufficient to address stakeholder concerns.

## 3.2 Support for Alternative Examination Development

### Level of Support

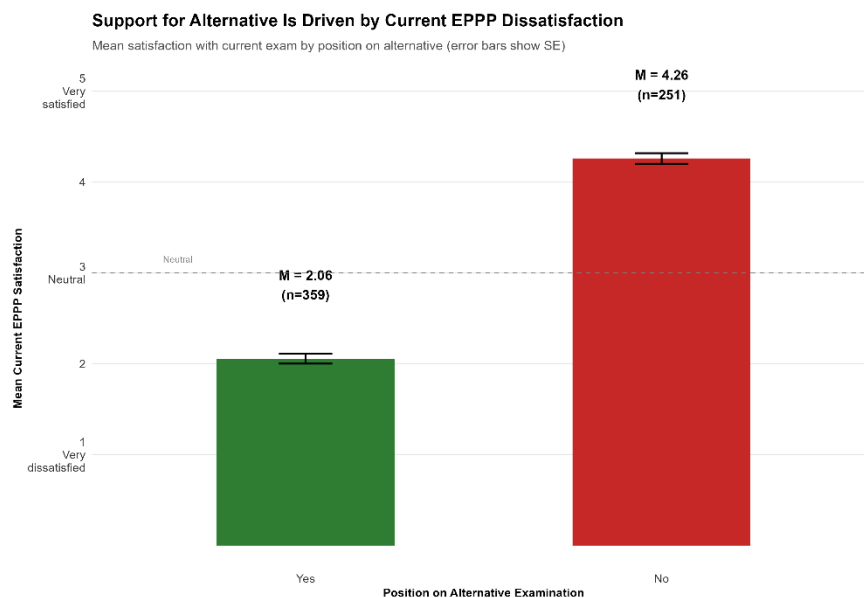
When asked whether they would support development of an alternative licensure examination, 819 respondents provided an opinion. The distribution of responses is shown in the following figure.



Support for development was indicated by 363 respondents (44.3% of all who answered). Opposition to development was indicated by 256 respondents (31.3% of all who answered). Uncertainty was indicated by 200 respondents (24.4% of all who answered).

### Relationship to Current Exam Satisfaction

Support for an alternative examination is strongly associated with dissatisfaction with the current EPPP. The following figure compares mean satisfaction levels between those who support and those who oppose an alternative.



Respondents supporting an alternative reported a mean satisfaction of 2.06 (standard deviation of 1.03), while respondents opposing an alternative reported a mean satisfaction of 4.26 (standard deviation of 0.93). Respondents who were unsure reported a mean satisfaction of 3.15 (standard deviation of 1.06). The 2.20-point difference between supporters and opponents is substantial, representing more than two-fifths of the scale's range and approximately 1.6 standard deviations.

This pattern suggests that support for an alternative pathway is primarily driven by concerns about the current system rather than broad philosophical opposition to standardized licensure examinations. Support appears conditional on the alternative addressing identified deficiencies rather than representing inherent enthusiasm for change itself.

### 3.3 Content and Design Preferences

#### Priority Content Domains

When asked to identify high-priority content areas for any licensure examination, respondents emphasized applied and practice-oriented competencies. Applied clinical skills and treatment planning were identified as high priority by a substantial majority. Ethics and professional conduct showed strong consensus on importance. Assessment and diagnosis in practice contexts were rated as high priority. Cultural competency and work with diverse populations were consistently emphasized. In contrast, traditional foundational knowledge areas received lower prioritization. Research methodology and statistics, while recognized as important for scientific psychology, were less frequently identified as essential for licensure examination content compared to applied competencies.

#### Assessment Format Preferences

Respondents expressed strong preferences for assessment formats emphasizing practical application over rote knowledge. Scenario-based questions requiring application of knowledge to realistic practice situations received substantial support. Case analysis requiring integration of information and clinical reasoning was preferred. Situational judgment items assessing decision-making in context were emphasized. Traditional multiple-choice formats testing isolated knowledge received substantially less enthusiasm, though some respondents noted the practical advantages of multiple-choice items for standardization and scoring reliability.

### 3.4 Delivery and Accessibility Features

#### Examination Length

When asked about appropriate examination length, respondents most frequently indicated preference for examinations in the 4-8 hour range. This represents a moderate length that balances comprehensive assessment with practical constraints on examinees.

#### Remote Proctoring

Remote proctoring options received strong support as an accessibility feature. The majority of respondents indicated that remote proctoring capability would be important or very important, suggesting geographic access barriers are a significant concern for the profession.

#### Multiple Testing Dates

Availability of multiple testing dates and flexible scheduling options were also identified as important accessibility features, allowing examinees to choose timing that accommodates their training schedules and personal circumstances.

### 3.5 Governance and Stakeholder Involvement Preferences

Respondents provided input on which stakeholder groups should be involved in alternative examination development and governance. Priorities emerged for inclusive representation.

Early career practitioners were identified as important to include given their recent training and contemporary practice perspectives. Community-based and diverse practice settings were emphasized to ensure examination relevance across practice contexts. Academic and training programs were recognized for expertise in competency assessment and training standards. Licensing boards and regulatory bodies were considered important for ensuring legal and regulatory requirements are met. Public and consumer representatives were valued for maintaining focus on public protection.

These preferences indicate desire for multi-stakeholder governance that balances institutional authority with frontline practitioner input and public accountability.

## 4. INTERPRETATION AND IMPLICATIONS FOR LICENSURE POLICY

This section interprets survey findings in the context of licensure policy decisions, identifying patterns, relationships, and implications while acknowledging data limitations.

### 4.1 Support for Reform Is Meaningful But Conditional

Survey results demonstrate that support for developing an alternative licensure examination exists at meaningful levels. Among respondents expressing either support or opposition, 59% favor the alternative. This level of support is sufficient to warrant serious consideration of proceeding with development. However, several factors require acknowledgment.

First, support is not overwhelming or universal. With 41% opposing or uncertain, substantial portions of the stakeholder community have reservations. This opposition cannot be dismissed as merely resistant to change, as opponents express higher satisfaction with the current system than supporters do.

Second, support is strongly tied to dissatisfaction with the current EPPP rather than enthusiasm for alternatives in principle. The 2.20-point satisfaction gap between supporters and opponents suggests that support primarily reflects desire to address current system deficiencies rather than philosophical commitment to a particular alternative model. This means that support is conditional. If an alternative fails to address identified concerns (particularly cost and professional relevance), stakeholder support may not materialize in practice.

Third, the survey's geographic concentration in Texas (57% of respondents with location data) requires caution in characterizing these findings as representing national support. While responses from other states generally align with Texas patterns, the sample's composition means Texas-specific priorities may be over-weighted. Claiming broad national support for a nationally available examination would require validation through more geographically diverse sampling.

### 4.2 Current System Deficiencies Focus on Content, Not Process

The pattern of component adequacy ratings reveals important information about the nature of stakeholder concerns. Components receiving the lowest ratings (professional impact, cost, fairness, content validity, and relevance) all relate to examination content and consequences rather than administrative processes.

Administrative aspects such as registration procedures, exam length, and format received substantially higher adequacy ratings. This suggests that logistical improvements alone (such as making the current examination easier to schedule or shorter) would be insufficient to address stakeholder concerns. Fundamental questions about what the examination measures, how it relates to practice, who can afford it, and whether it fairly assesses diverse candidates appear to be the core issues.

This has direct implications for alternative examination design. Success requires addressing content validity, practice relevance, cost barriers, and equity concerns, not merely replicating the current examination with improved logistics.



### 4.3 Stakeholders Prioritize Applied Over Theoretical Assessment

The clear preference for applied clinical competencies, scenario-based assessment, and case analysis over traditional knowledge testing reflects a broader concern about examination validity. Stakeholders appear to question whether examinations testing theoretical knowledge accurately predict competent practice.

This emphasis on applied assessment aligns with contemporary competency-based approaches to professional education and licensure. However, it also presents psychometric and practical challenges. Scenario-based and case analysis formats are typically more expensive to develop, more time-consuming to administer, and more complex to score reliably than traditional multiple-choice tests. Any alternative examination prioritizing these formats must address these implementation challenges.

The stakeholder perspective may also reflect generational differences in training. Psychology education has increasingly emphasized evidence-based practice, competency-based assessment, and applied training. Recent graduates may expect licensure examinations to reflect these contemporary approaches, while finding traditional examinations misaligned with their training experiences.

### 4.4 Financial Barriers Have Equity Implications

Financial cost emerged as one of the two lowest-rated components (tied with professional impact), with 46% of respondents indicating this area requires much improvement. This finding should be interpreted in context of broader workforce and equity concerns.

Examination costs represent barriers at a particularly vulnerable point in professional development. Candidates face these costs after completing expensive doctoral training but before beginning full professional earning capacity. For candidates from economically disadvantaged backgrounds, examination costs may represent prohibitive barriers rather than manageable investments.

Geographic access barriers compound financial concerns. Candidates in rural areas or regions without testing centers may incur travel and lodging costs in addition to examination fees. Remote proctoring options, while presenting their own challenges, could substantially reduce these geographic access barriers.

These financial and access barriers have direct implications for workforce diversity and availability. If licensure requirements disproportionately burden candidates from disadvantaged backgrounds or rural regions, they may contribute to ongoing workforce shortages and limit diversity in the profession. Any alternative examination should carefully consider fee structures, financial assistance options, and delivery mechanisms that reduce rather than perpetuate these barriers.

### 4.5 Governance Legitimacy Requires Inclusive Representation

Stakeholder preferences regarding governance and involvement reveal concerns about who makes decisions about licensure requirements. The emphasis on including early-career practitioners and community-based perspectives alongside traditional institutional stakeholders suggests that legitimacy requires visible inclusion of frontline practitioner voices.

This preference may reflect broader concerns about power dynamics in professional regulation. If an alternative examination is perceived as being designed primarily by and for academic institutions or regulatory bodies without meaningful input from practicing psychologists, it may face resistance regardless of its technical quality.

However, inclusive governance presents practical challenges: balancing diverse stakeholder perspectives, managing potential conflicts of interest, ensuring technical expertise while incorporating practitioner wisdom, and making timely decisions with broad-based input. Any governance structure must address these competing demands.

## 5. RECOMMENDATIONS

Based on verified survey findings and acknowledging documented limitations, the following recommendations are offered to guide the Texas Behavioral Health Executive Council's deliberations. Each recommendation is explicitly grounded in survey data and proportionate to the strength of evidence.

### 5.1 Primary Recommendation: Conditional Proceed with Alternative Development

The Council should proceed with exploration and potential development of an alternative licensure examination, subject to specific conditions and safeguards outlined below.

Survey data provides sufficient evidence to warrant proceeding. Meaningful support exists (59% among those with definitive opinions). Documented deficiencies in the current system (cost, professional relevance, fairness) create justification for exploring alternatives. Clear stakeholder priorities for alternative design have been identified. The alternative would expand options rather than eliminate the existing pathway.

However, proceeding should be explicitly conditional on addressing stakeholder concerns and acknowledging that support is neither overwhelming nor unconditional.

### 5.2 Essential Conditions for Development

If the Council decides to proceed, development must address the following essential conditions identified through survey findings.

#### Condition 1: Prioritize Applied Clinical Competencies

Content development must emphasize assessment of practical clinical competencies over theoretical knowledge. Specifically, focus examination content on applied clinical skills, treatment planning, assessment in practice contexts, and professional decision-making. Employ scenario-based assessment formats, case analysis, and situational judgment items that require application of knowledge to realistic practice situations. Ensure content validity through systematic practice analysis demonstrating that assessed competencies are required for safe, effective practice.

#### Condition 2: Substantially Reduce Financial Barriers

Cost emerged as one of the most problematic aspects of current licensure examinations. Any alternative must establish examination fees substantially lower than current EPPP costs. Consider fee reduction or waiver programs for candidates demonstrating financial need. Implement remote proctoring capabilities to reduce geographic access barriers and associated travel costs. Provide transparent information about all costs (examination fees, preparation materials, retake fees) early in candidates' planning.

#### Condition 3: Establish Inclusive Multi-Stakeholder Governance

Governance structure must provide meaningful representation across stakeholder groups. Include early-career practitioners with recent training and contemporary practice perspectives. Ensure representation from diverse practice settings (not only academic or institutional contexts). Balance institutional authority (licensing boards, academic programs) with frontline practitioner input. Include public and consumer representatives to maintain focus on public protection. Actively recruit both satisfied and dissatisfied stakeholders to avoid development bias toward particular perspectives.

#### Condition 4: Ensure Bias Prevention and Fairness

Development must proactively address fairness concerns. Conduct systematic fairness and bias review with diverse panels throughout item development. Ensure examination content reflects contemporary practice with diverse populations. Analyze pilot test data for differential performance patterns by candidate demographics. Provide accommodations for candidates with disabilities consistent with professional practice requirements.

Voluntary participation in development may over-represent dissatisfied stakeholders, potentially biasing the alternative toward particular perspectives.

Mitigation: Actively recruit satisfied stakeholders and those neutral about the current system to participate in development. Ensure governance structure balances diverse viewpoints.

## 6. LIMITATIONS AND CONSIDERATIONS FOR FUTURE ANALYSIS

This section consolidates methodological limitations affecting interpretation of survey findings and identifies areas requiring additional investigation before final policy decisions.

### 6.1 Sampling and Representativeness Limitations

#### Geographic Concentration

The survey's geographic concentration in Texas (57.3% of respondents with location data) substantially limits confidence in characterizing findings as representing national stakeholder perspectives. While the sample includes respondents from multiple states, the distribution does not approximate the national psychology workforce.

Claims about support for a nationally available examination require validation through more geographically balanced sampling. Priorities identified in this survey may reflect Texas-specific concerns. Before proceeding with claims of national support, targeted consultation with stakeholders in additional states is recommended.

#### Voluntary Response Bias

Voluntary participation likely over-represents individuals with strong opinions (either positive or negative) about licensure examinations. Those satisfied with current arrangements and those extremely dissatisfied may be over-represented relative to moderate voices. Without a defined sampling frame, response rates cannot be calculated, and extent of non-response bias cannot be quantified.

Reported levels of support and opposition may be somewhat inflated relative to the broader population. The survey accurately captures concerns of those motivated to respond but may not fully represent those without strong opinions. Proceed with awareness that silent majority perspectives are unknown.

### 6.2 Missing Data Limitations

#### Career Stage Analysis

Only 182 respondents (21.5%) provided usable information about years of practice after data cleaning. This 78.5% missing rate creates substantial uncertainty about career stage findings. Those providing career information may differ systematically from those who did not. For example, early-career practitioners might be more likely to report years if they perceive it as relevant to their concerns.

Findings related to career stage differences should be considered suggestive rather than definitive. The available data indicate that among the 21.5% who provided this information, less experienced practitioners report lower satisfaction. Whether this pattern holds in the broader sample is uncertain. Recommendations emphasizing early career needs rest on a limited evidential foundation.

### 6.3 Measurement Limitations

#### Support Measurement

The survey asked about general support for developing an alternative without specifying particular examination characteristics. Respondents may have imagined different alternatives when answering. Measured support may be

contingent on assumptions about what the alternative would include, assumptions that may or may not align with what is ultimately developed.

Support is conditional on the alternative addressing identified concerns. If development produces an examination that does not differ materially from the current EPPP, support may not persist. Conversely, if the alternative is perceived as compromising public protection, opponents may mobilize more vocally.

### Priority Measures

Questions about content priorities asked respondents what should be emphasized without requiring tradeoffs. Most items can be rated as important when considered individually. Actual examination development requires difficult choices about how to allocate limited testing time across competing priorities. Survey data help identify what stakeholders value but do not resolve necessary tradeoffs.

## 6.4 Areas Requiring Additional Investigation

Before final decisions about proceeding with alternative development, several areas require additional investigation beyond this survey's scope.

### Technical Feasibility

The survey documents stakeholder preferences for scenario-based, case analysis assessment formats. Technical feasibility (including item development costs, scoring reliability, security concerns, and psychometric validation requirements) requires expert psychometric consultation. Stakeholder preferences must be balanced against technical constraints.

### Financial Modeling

Stakeholders clearly desire lower costs than current examination fees. Comprehensive financial modeling is needed to determine whether a high-quality examination can be sustainably maintained at substantially reduced fees. This modeling should account for development costs, ongoing operational expenses, security requirements, and anticipated utilization volumes.

### Interstate Acceptance

For a nationally-available examination, acceptance by other state licensing boards is essential. Survey of other states' willingness to recognize a Texas-developed alternative should be conducted before committing substantial resources to development.

### Legal and Regulatory Review

Legal requirements for licensure examinations, including validity standards, accommodation requirements, and regulatory compliance, require thorough legal review. This survey documents stakeholder preferences but cannot determine legal sufficiency of proposed approaches.

## 7. CONCLUSION

This survey of 847 stakeholders in the psychology profession provides evidence-based input for the Texas Behavioral Health Executive Council's consideration of developing an alternative licensure examination. The findings demonstrate that meaningful support exists for exploring an alternative pathway (59% among those expressing support or opposition), while also revealing substantial opposition and uncertainty (41%) that cannot be dismissed.

Support for an alternative appears driven primarily by concerns about the current EPPP rather than philosophical commitment to particular alternative models. Specifically, stakeholders identify financial burden, professional relevance, fairness, and content validity as problematic aspects of current licensure requirements. These concerns focus on examination content rather than administrative procedures, indicating that meaningful change rather than incremental improvement would be required to address stakeholder concerns.

Survey results also provide clear guidance about priorities for any alternative examination. Stakeholders emphasize applied clinical competencies over theoretical knowledge, scenario-based assessment over traditional multiple-choice formats, substantially reduced costs, remote proctoring capabilities, and inclusive multi-stakeholder governance. These priorities reflect contemporary perspectives on competency-based professional assessment and workforce accessibility.

However, several important limitations constrain interpretation and application of these findings. The survey's geographic concentration in Texas (57% of respondents with location data) limits confidence in characterizing results as representing national perspectives. Voluntary participation likely over-represents strongly opinionated stakeholders relative to those satisfied with current arrangements. Substantial missing data for career-related variables (78.5% missing) creates uncertainty about findings related to professional experience. These limitations do not invalidate survey results but rather establish appropriate bounds for their application to policy decisions.

Based on survey findings and acknowledging documented limitations, proceeding with exploration and conditional development of an alternative examination appears warranted. However, this should be understood as conditional proceeding, contingent on addressing identified stakeholder concerns (particularly cost, applied content, and equity) and subject to validation of findings through broader national consultation.

Essential conditions for proceeding include prioritizing applied clinical competencies and scenario-based assessment, substantially reducing financial barriers through lower fees and remote proctoring, establishing inclusive multi-stakeholder governance, ensuring systematic attention to equity and fairness, and conducting rigorous psychometric validation. Additionally, proceeding should be accompanied by feasibility analysis addressing technical requirements, financial sustainability, interstate acceptance, and legal compliance, factors beyond this survey's scope but essential for sound policy decisions.

The alternative examination, if developed, should function as an additional pathway alongside the existing EPPP rather than as a replacement. This approach expands options for candidates while preserving existing routes, accommodating diverse stakeholder preferences documented in the survey.

In summary, survey evidence supports careful exploration of an alternative licensure pathway, with clear guidance about stakeholder priorities and conditions for acceptability. However, this support is neither overwhelming nor unconditional, and substantial work remains before determining whether an alternative can be developed that addresses identified concerns while maintaining public protection and achieving interstate acceptance. The survey

provides necessary but not sufficient evidence for final policy decisions. Additional investigation in areas beyond this survey's scope will be required to inform sound choices about whether and how to proceed.

## ACKNOWLEDGMENTS

The Texas Behavioral Health Executive Council extends sincere appreciation to all stakeholders who participated in this survey. Your time, thoughtful responses, and willingness to share your experiences and perspectives have provided invaluable evidence to inform policy deliberations. The Council recognizes that licensure requirements affect your professional lives directly, and we are grateful for your investment in improving the system for current and future practitioners. Special thanks to licensed psychologists, early-career practitioners, educators, and representatives from diverse practice settings who contributed their expertise to this effort.



## APPENDIX A: DETAILED METHODOLOGY

### Survey Instrument

The survey included 31 questions across multiple formats: Likert-scale ratings (5-point and 3-point scales) for satisfaction, adequacy, and priority assessments; ranking tasks for stakeholder prioritization; multiple-choice and select-all-that-apply items for design preferences; open-ended questions for qualitative input on concerns, benefits, and risks; and demographic and professional background items.

All questions were optional to maximize participation and allow respondents to skip items they preferred not to answer or considered not applicable to their situation.

### Statistical Methods

RStudio was used for importing, data wrangling and qualitative analysis of the survey. Quantitative analyses employed methods appropriate to data types and research questions. Descriptive statistics (means, standard deviations, medians) were calculated for continuous and ordinal variables. Frequency distributions and percentages were generated for categorical variables. Group comparisons used t-tests and analysis of variance for continuous outcomes. Ordinal logistic regression was applied to ordered categorical outcomes (adequacy ratings). Multinomial logistic regression was applied to unordered categorical outcomes (support for alternative). Correlation analyses (Spearman's rank correlation) examined associations between ordinal variables.

### Qualitative Analysis

Open-ended responses underwent systematic thematic analysis. Text preprocessing included lowercase conversion and punctuation removal. Word frequency analysis identified commonly mentioned concepts. Bigram extraction identified multi-word phrases. Thematic coding used keyword searches and conceptual grouping. Theme prevalence was calculated (proportion of responses mentioning each theme). Representative quotations were selected illustrating major themes.

## APPENDIX B: SAMPLE CHARACTERISTICS

### Geographic Distribution

Among 665 respondents reporting location:

Texas: 381 (57.3%)

Oregon: 78 (11.7%)

Louisiana: 31 (4.7%)

Washington: 24 (3.6%)

California: 17 (2.6%)

Other states and territories: 134 (20.1%)

### Professional Experience

Among 182 respondents with valid data:

0-5 years: 60 (33.0%)

6-10 years: 43 (23.6%)

11-20 years: 44 (24.2%)

More than 20 years: 35 (19.2%)

Note: 665 respondents (78.5%) did not provide usable years of practice data. Career stage analyses should be interpreted with caution given this substantial missing data.