METU-EPE (2006) VALIDITY STUDIES

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The aim of this study is to investigate the extent EPE 2006 scores predict immediate future academic success with respect to ENG 101 given by the Department of Modern Languages and achievement CGPA, that is, academic success in all the freshman courses in the students' departments.

This also means investigating the predictive validity of the EPE scores, that is, exploring if there is a relationship between EPE scores and ENG 101 scores and CGPA (Cumulative Grand Point Average).

Below is given a summary of the relationships-correlations regarding different groups in 2006 June, August and September.

I.   WHOLE POPULATION – JUNE – AUGUST – SEPTEMBER

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
1.914	70.52	2.28	.502**	.328**

**Significant at the 0.01 level.
EPE: METU English Proficiency Exam
DBE: Department of Basic English

II.   SEPTEMBER 2006 – STUDENTS EXEMPTED FROM DBE

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
396	77.43	2.75	.598**	.359**

**Significant at the 0.01 level.

III. SEPTEMBER 2006 – STUDENTS EXEMPTED FROM DBE – Physical Sciences only

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
230	77.11	2.69	.564**	.359**

**Significant at the 0.01 level.

IV. SEPTEMBER 2006 – STUDENTS EXEMPTED FROM DBE – Social Sciences only

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
166	77.86	2.85	.728**	.355**

**Significant at the 0.01 level.

V. JUNE 2006 –DBE Graduates

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
1.389	71.85	2.48	.506**	.312**

**Significant at the 0.01 level.

VI. JUNE - SEPTEMBER 2006 –DBE Graduates – Physical Sciences only

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
1.340	70.47	2.28	.509**	.314**

**Significant at the 0.01 level.

VII. JUNE - SEPTEMBER 2006 –DBE Graduates – Social Sciences only

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
574	70.65	2.29	.486**	.362**

**Significant at the 0.01 level.

Some Comments:

The correlation coefficients in the last column in the tables above clearly indicate the existence of a positive relationship between EPE scores and CGPA. The degree of this relationship ranges from .28 to .36. The magnitude of this correlation can be characterized as moderate. In an earlier study, correlations above .40 were obtained. However, the link between EPE score (proficiency in English) and CGPA (academic success) is clearly there. The higher EPE means in Tables II, III and IV also display higher degrees of relationship with academic success.

The results of the 2006 DBE Summer School EPE results given below provide further evidence between academic success in the departments and EPE scores in the opposite direction, that is, in a negative sense.

VIII.   DBE SUMMER SCHOOL (2006)   EPE – ENG 101 and CGPA Relationships

N	EPE Mean	CGPA Mean	ENG 101 & EPE Correlation	CGPA & EPE Correlation
295	65.90	1.85	.199*	.022**

 * Significant at the 0.01 level.

** Not significant.

The relatively low EPE mean (65.9) displays a weak relationship with success in ENG 101 (.199) and no relationship with CGPA, which is rather low: 1.85. It seems students who pass EPE in the summer school are likely to experience academic difficulties in their respective departments, which is not the case with those who pass in June.

As for the relationship between EPE and ENG 101, obviously the link is stronger. The coefficients vary between .381 and .728 in different populations but consiclering the whole population, the correspondence seems to be around .50 or .55. Once again, it is worth noting that an earlier study had revealed an even stronger relationship: .65. Realistically speaking, we should not expect a very high relationship between EPE and ENG 101, where students study syllabus material not covered in EPE. Recent changes implemented in the ENG 101 syllabus may also have affected the degree of correlation, and as we all know, some other factors may contribute to the term grade.

In conclusion, this report provides further evidence for the predictive validity of EPE for academic success at METU. However, this is only one type of validity and more research is always needed to investigate the validity of the METU EPE in other aspects.

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