



PROJECT UPDATE

Note: This form is for **APPROVED GRANTS** only! Periodic updates are a requirement for the grants. The information provided will be posted on the Learning College website.

Directions: Fill out the form and email it to anne.holte@montgomerycollege.edu.

Project Name: STAR--Student Test Anxiety Reduction

Project Director: Paula Ottinger

Project Update:

The purpose of this project was to provide support services to students who have performed poorly due to test anxiety, which often prevents otherwise capable students from performing adequately on exams, and can result in course failure. Though this problem is not limited to international students, test anxiety may be exacerbated for them by lack of familiarity with multiple-choice questions (a format widely used at MC, but rarely used in many other countries' education systems) and by anxiety over the need to perform on exams in a second language.

Test anxiety support was provided in the form of one or two hours of individual intervention to reduce/ manage test anxiety, provided by a counselor formerly employed by MC who specializes in this problem and who is very familiar with our students and our academic programs. Students were referred for these services by faculty members, counselors, or the Learning Skills Support Services Office, which coordinated and managed the project.

The funds awarded allowed us to serve a total of 37 students from a variety of courses and programs, the majority being Nursing students (as was expected). Review of scores and/or course grades for those students for whom this information was obtained revealed a wide variety of outcomes--as would be expected. This ranged from students who did not complete the course successfully to those who made a definite--sometimes dramatic--improvement. Examples include the following: a student whose grades improved from a D at mid-term to a final course grade of A; one whose pre- and post-intervention test scores went up more than 20 points; and several in health science programs who were not achieving passing grades in these challenging courses but did raise their grades to passing scores.