

# How to Navigate DAACS Feedback

The most important thing about DAACS is the feedback. Almost immediately after completing an assessment, you will receive **personalized, actionable feedback**. The feedback provides information about 1) your strengths, 2) areas that might hold you back, 3) suggested strategies that you can try, and 4) links to free resources to continue developing your knowledge and skills.

## The feedback comes in three different forms:

### Brief description

**Evaluation**

Your score indicates that you **sometimes** reflect on and evaluate the ways in which you learn, study, and complete your schoolwork. Thus, after you complete an assignment, you might not always think about how well you performed or how you can improve your learning.

To **increase the frequency** with which you self-evaluate, consider using the following strategies:

1. As you work on an assignment, ask yourself "Am I learning what I am supposed to?"
2. After you complete an assignment, ask yourself, "What was the most important thing I learned?" and "What can I do better next time?"
3. Keep a list of learning strategies that seem to work best for you.

[MORE INFO](#)

### Videos

**Self-Regulated Learning - Metacognition**

- MAKE A LIST
- DEFINE YOUR MEMORIZING METHODS
- PRACTICE ALOUD
- SUMMARIZE WHAT YOU JUST LEARNED

### Illustrative scenarios

or they just don't have time. They also might not know what to say or how to ask. However, learning how to get the assistance you need is critical to improving your learning, helping you to complete assignments correctly, and feeling more confident about your school work. This scenario illustrates how important it is to get help when you need it.

Erica, a 29 year old who works as an elementary school aide, recently enrolled in an online college English course. Erica considers herself to be a smart, hardworking professional and believes she will succeed in the course without much difficulty. During the second lesson, Erica began having trouble comprehending some course material. Instead of asking for clarification, Erica tried to figure out the confusing content on her own. She thought, "I'm smart enough to have made it this far, I should be able to do this. Plus, talking to teachers makes me nervous!" Erica continued to push her way through each lesson, ignoring content she did not understand. As the course continued, Erica felt overwhelmed and frustrated, and she was no longer confident in her ability to do well in the course. Of greatest concern was that, because Erica had avoided certain topics, she had difficulty understanding more advanced concepts in class, which then caused her to fall further behind in her classwork.

Erica's attitude "I don't want to ask for help" is fairly common among college students. But much of the frustration and anxiety that the experienced could have been avoided if she had been mindful of the fact that getting the help from others is not an admission that she could not learn, or was dumb; help-seeking is a hallmark of successful, self-regulated students.

## The feedback has four levels. Click on More Info to get more specific feedback.

1. Overview:  
What is the domain?

2. Domain:  
How did I do on the domain?

3. Sub-domain:  
How did I do on the sub-domains?  
What strategies can help me improve?

4. Item-level:  
How can the strategies help, based on how I answered the questions?

**SELF-REGULATED LEARNING**

Congratulations, you have completed the assessment!

DAACS - Self-Regulated Learning

Thank you for completing the Self-Regulated Learning (SRL) component of the Diagnostic Assessment and Achievement of College Skills (DAACS). The results presented here are meant to be informative and instructional; there is no passing or failing. Because your results can change due to life circumstances or course you take, you are encouraged to use the SRL assessment again, especially when beginning new courses.

**Overview**

Thank you for completing the Self-Regulated Learning (SRL) component of the Diagnostic Assessment and Achievement of College Skills (DAACS). The results presented here are meant to be informative and instructional; there is no passing or failing. Because your results can change due to life circumstances or course you take, you are encouraged to use the SRL assessment again, especially when beginning new courses.

Our program to the SRL items suggest several strategies to focus on in order to become a successful learner and adept student. We recommend taking each of the domains based on the left to learn about becoming a more self-regulated learner and access resources to enhance your skills.

**SELF-REGULATED LEARNING**  
**- TAKE CHARGE OF YOUR LEARNING -**

**Metacognition**

Metacognition is thinking about your thinking. It involves being aware of your thoughts and controlling how you approach learning. The SRL assessment examined three key aspects of metacognition: 1) the extent to which you plan before you learn, 2) how frequently you monitor or keep track of your learning, and 3) the extent to which you reflect on and evaluate your learning.

Your score for metacognition was in the **middle range**, which suggests there is room for improving your planning, monitoring, and/or evaluation skills. Please click on the **More Info** button to learn how to improve these skills.

[MORE INFO](#)

**Strategies**

Strategies are the procedures people use to enhance their learning. The SRL assessment examined the frequency with which you reported using four of the most effective types of strategies: (1) help-seeking, (2) managing your time, (3) managing your environment, and (4) understanding new material.

Your overall score indicates that you **frequently** use learning strategies. To learn more about strategies, click on the **More Info** button.

- Managing Environment
- Help Seeking
- Managing Time
- Understanding

[MORE INFO](#)

**Metacognition**

Metacognition skills are important because they help students stay aware of what content area they are learning and how they are learning.

Your metacognition score was in the **middle range**, which suggests that you have some of the metacognitive skills needed to learn and complete college-level work. The more you are able to take control of your thinking, the better you will be able to understand things more deeply, remember them longer, and do better in school. Improving these skills will help you feel that you can reflect on the appropriateness of learning strategies and adjust as needed.

Click on the **Planning, Monitoring, and Evaluation** buttons to learn more.

**Strategies for Help Seeking**

Some classes and topics in college can be difficult. Further, when taking online classes, there might not always be a teacher monitoring your progress and checking in with you about your work. As a result, asking for help when you get stuck or do not understand something is an important survival skill.

According to the SRL assessment results, it appears that you **rarely** reach out for help when needed (see your responses below). This is understandable, since seeking out help is not an easy thing to do. Students can feel intimidated or anxious, or like they just don't have time. They also might not know what to say or how to ask. However, learning how to get the assistance you need is critical to improving your learning, helping you to complete assignments correctly, and feeling more confident about your school work. This scenario illustrates how important it is to get help when you need it.

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Erica's attitude "I don't want to ask for help" is fairly common among college students. But much of the frustration and anxiety that the experienced could have been avoided if she had been mindful of the fact that getting the help from others is not an admission that she could not learn, or was dumb; help-seeking is a hallmark of successful, self-regulated students. It is an advocate for yourself and seek out the help you need. Click on the Learn, See, and Do buttons for more information.

**Four Assessment Responses**

I ask questions about things I don't understand. **Sometimes Often**

I ask others for help when I don't understand something. **Not Very Often**

I look things up online to help me understand. **Pretty Often**

I ask my instructor questions when I do not understand something. **Not Very Often**

[MORE INFO](#)

Our studies show that students who read the feedback and click on the links do better than those who just take the assessments and log off. So please use the feedback!