

DAACS Summary Report

OVERALL RESULTS

- Self-Regulated Learning
- Writing
- Mathematics
- Reading

SELF-REGULATED LEARNING

Completion Date: May 09, 2022

- Motivation
- Strategies
- Metacognition
- Self-Efficacy

WRITING

Completion Date: May 09, 2022

- Content
- Organization
- Paragraphs
- Sentences
- Conventions

MATHEMATICS

Completion Date: May 09, 2022

- Geometry
- Lines And Functions
- Number And Calculation
- Statistics
- Variables And Equations
- Word Problems

READING

Completion Date: May 09, 2022

- Structure
- Inference
- Language
- Purpose
- Ideas

Results for each assessment and domain are listed on the left-hand side of this page. Below are some resources and tips that can help you be more prepared for college.

Self-Regulated Learning

- See the last page of this document for specific tips you can start using right away.
- For more tips visit the Self-Regulated Learning Lab: srl.daacs.net

Writing

- Visit the Online Writing Lab for tips on improving your writing skills: owl.excelsior.edu
- Schedule an appointment at the Writing Center to receive help with your writing: albany.edu/writing

Mathematics

- Review the questions you answered incorrectly on the DAACS website, and read the explanations for the correct answers by clicking “More Info” for each question within DAACS.
- There are several free websites that can help you with your math skills, such as mathantics.com, mathsisfun.com, and virtualnerd.com
- If math is an area of concern and importance for you, consider scheduling an appointment with a tutor: albany.edu/academic-advising/tutoring
- If you are interested in STEM, visit or contact the Center for Achievement, Retention, and Student Success (CARSS) in CS 09: albany.edu/carss

Reading

- Review the questions you answered incorrectly on the DAACS website, and read the explanations for the correct answers by clicking “More Info” for each question within DAACS.
- Visit the Online Reading Lab for tips on improving your reading skills: owl.excelsior.edu/orc
- View the resources that are available at the UAlbany library: library.albany.edu
- Consider scheduling an appointment with a tutor: albany.edu/academic-advising/tutoring

ESSAY

Any educator or academic institution loves to see their students become more effective and efficient at learning in order for them to have the best chances at success during and after their academic journeys. Taking an assessment like the self-regulated learning (SRL) survey helps incoming students to be prepared for not just what institutions expect of them, but desire for them. Giving feedback for an incoming student like me may help one realize their strengths and weaknesses when it comes to academics and since I just completed the SRL, here is what my feedback has to say about my learning skills.

My Self-Efficacy score was rated at being, “Emerging”, or that my confidence can fluctuate depending on the task that I am completing. Personally, this is mostly accurate and I am fond of the advice given in the video that recommends making doable short-term goals to improve one’s self-efficacy. This advice resonates with me since I have learned a goal achieving process from one of my educators that attended the University at Albany. This process is called WOOP, and it has impacted my life forever and is very similar to the advice given from the SRL survey. My next score for Metacognition suggested that I do not frequently use metacognitive skills as much as I potentially can. Advice that I can find myself becoming committed to involves making a “to-do” list because I find myself doing that for nonacademic activities within my life already. I feel as if making physical lists of each specific task I need to complete motivates me and reminds me of what must be done, or what I want to be done. Utilization of learning strategies was the next section that the SRL scored me on and it stated that I occasionally used the listed strategies that consisted of managing time, understanding, help seeking, and managing my environment. Out of the specified strategies the one I struggle with the most is time management. I am one that tends to cram before very large assessments, but the advice about studying over several short study sessions does seem helpful for me. My motivation that was deemed “Emerging” was the last thing I was scored on within my SRL assessment. The way it described my Mastery Orientation seems to be accurate, but I would say the “Managing Test Anxiety” as well as the “Mindset” categories were pretty inaccurate in regards to myself. The advice regarding mastery orientation is helpful specifically, focusing on overall improvement and progress is better than a single grade. Learning is less than receiving a piece of paper that says your statistics were worthy enough of a degree which one may consider a title slapped onto the legacy of a person, but it is something that never ends as long as one wants to enjoy their life. I believe that focusing on overall improvement in life more than just academics is important because success in specific aspects of life doesn’t mean one’s overall enjoyment of life has been fulfilled.

Even though the SRL did have some information I believed to be inaccurate, it was a good learning experience for me and I am glad I took more than ten minutes to complete this assessment. Also I think that may just be what you guys like to see. I hope to improve my weak points stated in my SRL survey as well as the inevitable ones I will discover while attending the University at Albany.

SELF-REGULATED LEARNING



Self-Efficacy for Online Learning

- Complete tutorials on how to use your learning management system (e.g., Blackboard, Canvas, Moodle).
- Get acquainted with the layout of your courses at the beginning of the semester, and do not hesitate to email your professor if anything is unclear or confusing.

Self-Efficacy for Mathematics

- Feel prepared by practicing assignments and quizzing yourself when learning new information.
- When you are confused about something or don't know how to proceed, ask for help from your professors, peers, advisor, or your college's tutoring center.

Managing Time

- Set aside regular times to complete your work and stick to your schedule.
- Prioritize your assignments: Make sure you complete the most important tasks first.
- Estimate the time it takes to complete assignments and then check to see how accurate you were.