

Personal Academic Strategies for Success (PASS) Tool Administrator's User Manual

by Jim H. Hewson, Valerie J. Rice, and Petra Alfred

ARL-SR-275

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14. ABSTRACT This report is based on a series of investigations conducted to reduce academic attrition among U.S. Army Health Care Specialist (68W) students in Advanced Individual Training (AIT), which includes performance influences in technical-level health care training; focus group opinions and questionnaire responses on content and format from 68W instructors and students; peer and self-assessments from 68W students who failed and passed; and usability assessments and research evaluations of the effectiveness of a resultant tool. The Microsoft Access–based Personal Academic Strategies for Success (PASS) software tool was conceptualized and created by the U.S. Army Research Laboratory Army Medical Department Field Element to help reduce academic attrition. Students take a computerized survey and receive personalized feedback on strengths and weaknesses, along with recommendations on building strengths and mitigating weaknesses. Pertinent information was generated through evidence-based research and statistical regression modeling with data from 579 68W AIT students. The same tool contains a subfunction, the Academic Class Composite Tool (AC ² T), which provides instructors with feedback on their class as a whole. AC ² T is based on student self-assessment data and suggests how cadre can proactively intervene to enhance academic achievement. Early feedback allows students and cadre to make positive adjustments. This report delineates the material necessary for the Information Technology Administrator.				
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1. Overview

The U.S. Army Research Laboratory (ARL), Human Research and Engineering Directorate (HRED), Army Medical Department Field Element is located on Ft. Sam Houston in San Antonio, TX, and is a tenant organization to the U.S. Army Medical Department Center and School (AMEDD C&S). The Medical Education and Training Campus, a Department of Defense (DOD) integrated campus under a single university-style administration, is also located on Ft. Sam Houston. The primary missions of these two training programs are the same, and that is to ensure the Soldiers, Sailors, and Airmen who attend health care professional or para-professional training are competent to do their jobs upon graduation. The cadre continues to seek innovative methods to improve training and retention of learning, and ultimately, provide qualified individuals to fill their service specific jobs.

One area of concern is how to best structure training in order to address high attrition rates, while maintaining the rigor necessary to ensure proficiency among graduates. The U.S. Army Health Care Specialist (also known as 68W, Combat Medic) Military Occupational Specialty (MOS), Advanced Individual Training (AIT) program is the largest Health Care MOS training program at Ft. Sam Houston. The large number of students needed, coupled with the current shortage of U.S. Army Health Care Specialists brings attrition from the training program under particular scrutiny (figure 1). Approximately 16 classes of 400 to 450 service members per class are trained annually ($n = 6400$). With 1149 individuals on average failing to complete the program each year, the attrition rate is approximately 18%.

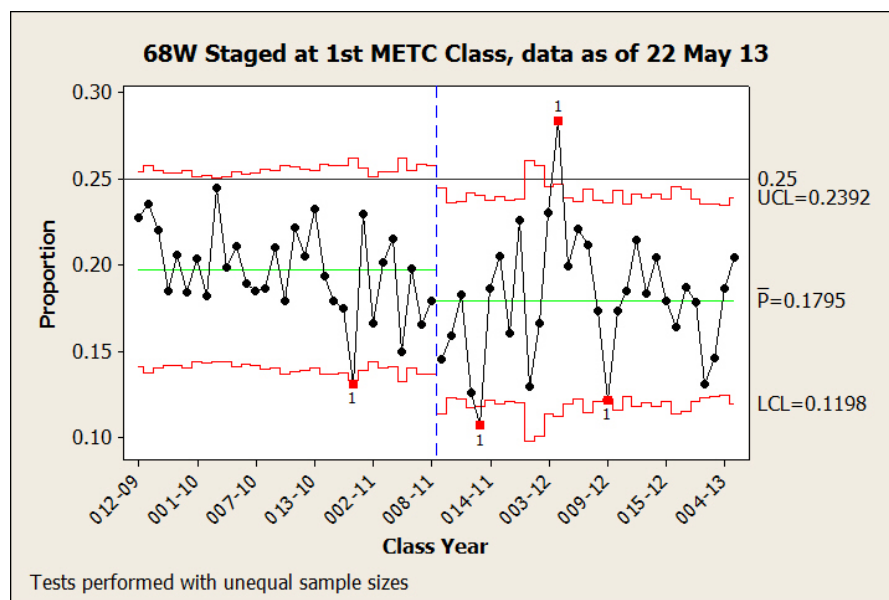


Figure 1. Attrition rates for 68W students from final quarter 2009 through third quarter 2013 (Army Medical Department Center & School internal report using data from the Army Training Requirements and Resources System [ATRRS], 2013).

Research conducted by the ARL, HRED, AMEDD Field Element to address the high attrition rates among Soldiers attending the 68W Healthcare Specialist MOS course at Ft. Sam Houston, TX, resulted in the development of a tool designed to provide feedback for students and cadre (Rice et al., 2007; Rice et al., 2006). The development process involved selecting questionnaires and scales that represented factors thought to be associated with performance during training within a health care field. These factors were identified by instructors and supervisors of the 68W training program during focus groups, and through an extensive literature review on predicting academic performance among health care students in civilian and military settings (Rice et al., 2006; Rice et al., in press). Approximately 360 questions covering a wide range of personal characteristics and constructs were selected and administered to 700 Soldier volunteers attending 68W AIT. Analyses were conducted to identify relationships between the questionnaires or scales and academic performance (pass/fail status and grade point average) during 68W AIT. The final tool includes 136 active questions and over 300 inactive questions that can be turned on to investigate other training programs.

The feedback information for both students and cadre is based on the initial research, with analysis consisting of a combination of correlations and logistic regression techniques.* Questionnaire data were found to be related to, and predictive of, academic achievement in the 68W training program. Only those questions and scales found to be related to (and predictive of) academic achievement have been included in the PASS (Rice et al., 2006; Rice et al., in press). The factors that represent the various questions and scales were prioritized according to strength (of regression beta) and the number of times a factor appeared as significant in numerous analyses, including both regressions to predict pass/fail status and grade point average (table 1) (Rice et al., 2007; Rice et al., in press). The research identified 27 factors associated with successful 68W academic performance derived from the list in table 1.

In the final version of this tool, students answer a series of questions about their background, experiences, and how they approach events in their life. They then receive feedback about how they can best take advantage of their unique personality and background, and moderate any personal challenges that may be identified. The goal is to use the personalized feedback to make changes in their life, and pass AIT. The feedback to students provides them with information that could impact their AIT performance. This portion of the tool is referred to as the Personal Academic Strategies for Success (PASS) tool.

* The statistical process was as follows. First, the correlation analyses identified several correlates of academic achievement. Then, these correlates were narrowed using confirmatory factor analysis until a reasonable number of variables were selected. Next, the reduced variable list was input into logistic regression analyses until the best fit model of academic achievement predictor variables was identified. The final regression model then formed the basis for both the PASS and AC2T. This was done for both pass/fail status and grade point average.

Table 1. Prioritized list of variables contributing to regression analyses predicting pass/fail and grade point average for students attending 68W AIT.

1. Education Level	18. Positive Thoughts
2. Study Skills	19. Overall Attention Deficit/Hyperactivity Disorder Symptom Score
3. Hardships	20. Parental Marital Status – Parents Divorced
4. Continuance Commitment	21. Home Until Enlisted
5. Health Status	22. High School GPA
6. Physical Fitness Prior To Enlistment	23. Oppositional Defiance Disorder Symptom Score
7. Interest In Course	24. Achievement
8. Willingness To Take Course	25. English As A Second Language
9. Low Training Importance	26. Marital Status, self – divorced
10. African American	27. Overtired
11. Self-Efficacy	28. Prior Medical Training
12. High School Science Grades	29. USAR component
13. Fear Of Failure	30. Negative Thoughts
14. Avoidance Coping	31. Responsibility
15. Stress	32. Science Orientation
16. Sociability	33. Visual-verbal learning
17. Smoking	

The PASS program functions as a self-evaluation and feedback tool using a computer-based platform in which students answer an array of questions. Based on their responses, students receive the following:

1. A profile identifying individual personal characteristics (strengths and concerns).
2. A qualitative narrative offering strategies to use their strengths and mitigate their concerns in order to facilitate academic achievement.
3. Additional references for those interested in learning more about how to improve their performance, based on their profile.

The chief aim of the PASS program is to provide students with feedback they can use to better understand themselves and their behavior patterns, so they may use that information to adjust their learning strategies and ultimately improve academic achievement.

The tool also provides feedback to cadre. The information included in the feedback and presentation style were developed and assessed with the 68W AIT cadre. This portion of the tool is known as the Academic Class Composite Tool (AC²T), and it is a sub-functionality of the PASS. The feedback to cadre is based on the same student self-assessment data. It provides information on the 68W training class as a whole, in terms of their strengths and weaknesses, along with suggestions on how cadre can proactively develop interventions to enhance the academic achievement of their students. This function was developed for commanders, supervisors, and academic instructors. Using the data students entered into the PASS, the AC²T provides them with the following:

1. A composite view of the class characteristics.
2. Suggestions for effective teaching strategies or interventions to assist their students, based upon the class characteristics.
3. Additional references for those interested in learning more about the topic areas identified.

Given that, the primary aim of the AC²T is to provide commanders, supervisors, and instructors with composite characteristics of a specific class of students, instructors may use this information to adjust their teaching styles to better meet the needs of a specific class of students. They may also develop interventions to assist the class, such as providing instruction on study skills or stress management.

Cadre can also elect to complete the questionnaire and receive their own profile as a student. By doing so, they would receive the same information students receive. This information could be used to help cadre identify student Soldiers with a similar profile. Given the supposition that cadre have overcome personal characteristics that may have impeded academic performance, they can then share their own strategies for success with their students.

In summary, the PASS is a self-help tool, with the goal of helping students pass a MOS course. The PASS is based on research with 68W Health Care Specialist AIT students to determine which personal characteristics correspond with improved grades and a better chance of passing the course.

The PASS provides each student with information based on their own responses to a series of questionnaires regarding topics taken from table 1. Along with the identification of their personal characteristics, they are given strategies to help them build upon their strengths and mitigate their challenges with the goal of improving their performance during AIT.

When administering the PASS, the administrator must emphasize to students the importance of answering the questions accurately, because accurate answers will determine the most helpful feedback.

Reiterating the information above, each student taking the PASS will receive the following feedback based on their responses:

1. A *profile* identifying their personal characteristics (strengths and areas for improvement)
2. *Descriptions* of each personal characteristic
3. *Tips or recommendations* to help improve chances of academic success
4. *Additional references* if they want to learn more about their personal characteristics

Confidentiality is key. No personal information of the student will be revealed. Only group-level data will be presented in any report published or presented to anyone's command. Instructors and administrators will only be provided group-level information.

For the student to get the best use from PASS feedback, they should do the following:

- *Read the Strengths Feedback* to learn how to maximize their strengths.
 - *Read the Improvement Areas Feedback* to learn how to transform improvement areas into strengths.
 - *Plan a course of action* by focusing on one feedback item and the associated Tips for Success at a time to build upon the strength and enhance the improvement area.
 - *Practice, practice, practice to best reinforce learning.*
 - *Learn more by reading the* provided additional resources to gain more self-knowledge to maximize improvements.
-

2. Typical Computer Setup

A. Monitor

The monitor's screen resolution should be set at 1280 by 1024 pixels or higher. Typical monitor should be 21-in flat-screen with color quality set to the highest setting. This setting is the de-facto standard for Directorate of Information Management (DOIM) and is used frequently.

B. Microsoft Windows

1. Microsoft Windows XP – MS Access Trust Center Settings Changes

- (a) Open Access
- (b) Click the Office 2007 button in the upper left corner
- (c) Click Access Options
 - (1) Trust Center
 - (2) Trust Center Settings
 - (3) Trusted Locations
- (d) Add location of the PASS Tool files to the “Trusted Locations” for the code to operate properly
 - (1) Click on Add new location
 - (2) Click Browse
 - (3) Find appropriate location for file

- (4) Click Ok twice
- (e) Change Macro Settings
 - (1) Click on Macro Settings
 - (2) Click radio button to Enable all macros.
 - (3) Click Ok twice
- (f) Close Access

2. Microsoft Windows 7

Network Enterprise Center (NEC) group policy dictates Trusted Locations and Macro settings are DISABLED by default. The user will see several security messages (figure 2) that they MUST accept by clicking on the Open button. If the Cancel button is clicked the user may see several error messages.

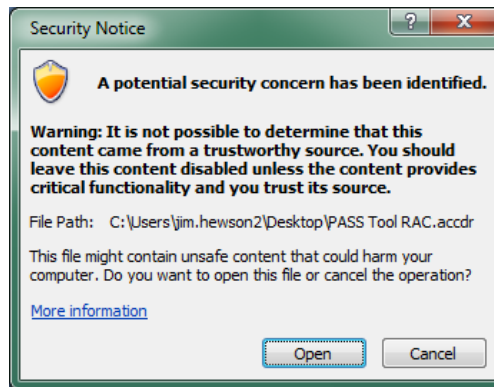


Figure 2. Security notice.

3. Logging In

A. The Splash Screen

1. Read the Splash Screen (figure 3) for pertinent information (it's customizable and subject to change at any time).

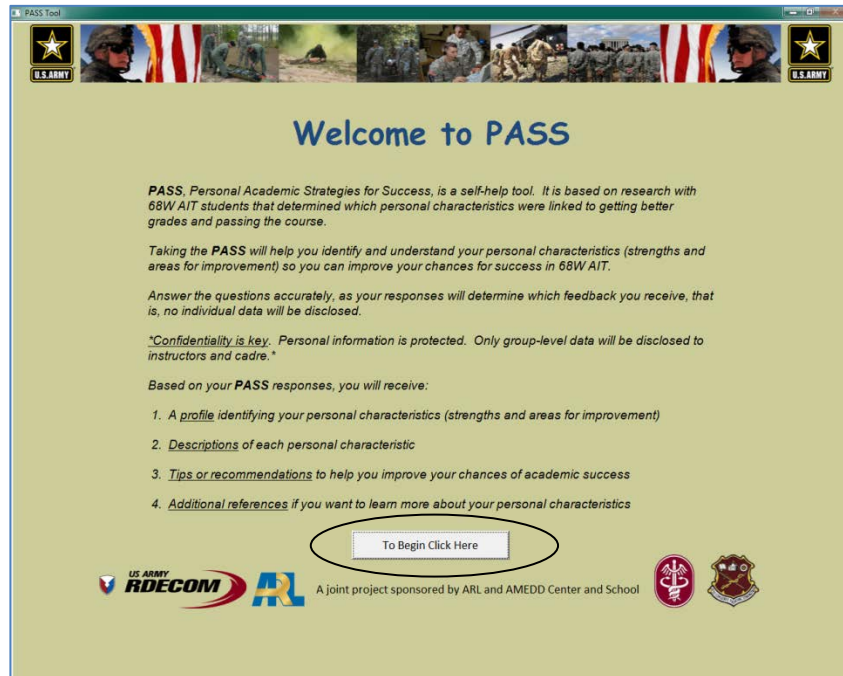


Figure 3. The splash screen.

2. To continue to the Questionnaire, click the  button and the Login Page will appear.

B. The Login Page (figure 4)

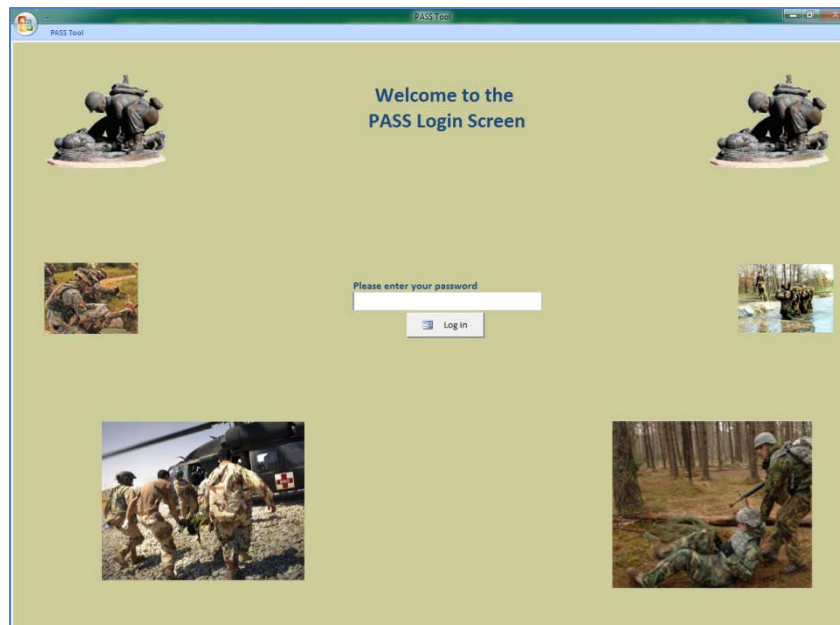
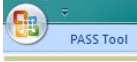
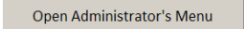


Figure 4. The login page.

1. The  button in the upper-left corner will close Access (and exit PASS) at any time and is available to exit anytime.
2. To login to PASS, enter the password provided in the white text box labeled “Please enter your password.” Then click the “Login” button below it.
3. Passwords consist of two capital letters, two lowercase letters, two numbers, and two special characters (all characters on the keyboard may be used).
4. If you have forgotten, lost or think your password has been compromised, see an administrator for assistance.

C. Welcome Screen

1. Read the welcome screen (figure 5) for pertinent information (it’s customizable and subject to change at any time).
2. Click on the  “Open Administrator’s Menu” button.

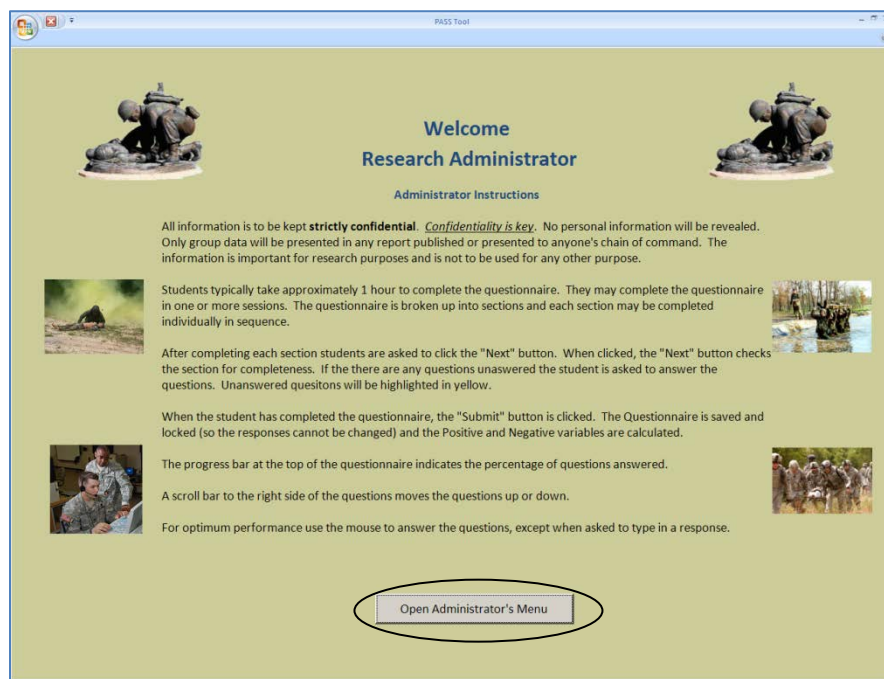


Figure 5. Welcome screen.

D. Researcher's Menu (figure 6)

1. Questionnaire Section

This area controls the questionnaire. The Questions, Variables, Sections, and Predictor buttons open screens that allow you to modify the questionnaire. A print menu opens when the Print Questionnaire button is clicked. Questionnaire Verification is used to validate the questionnaire's formatting, enabling the researcher to see what the student will see when they take the questionnaire.

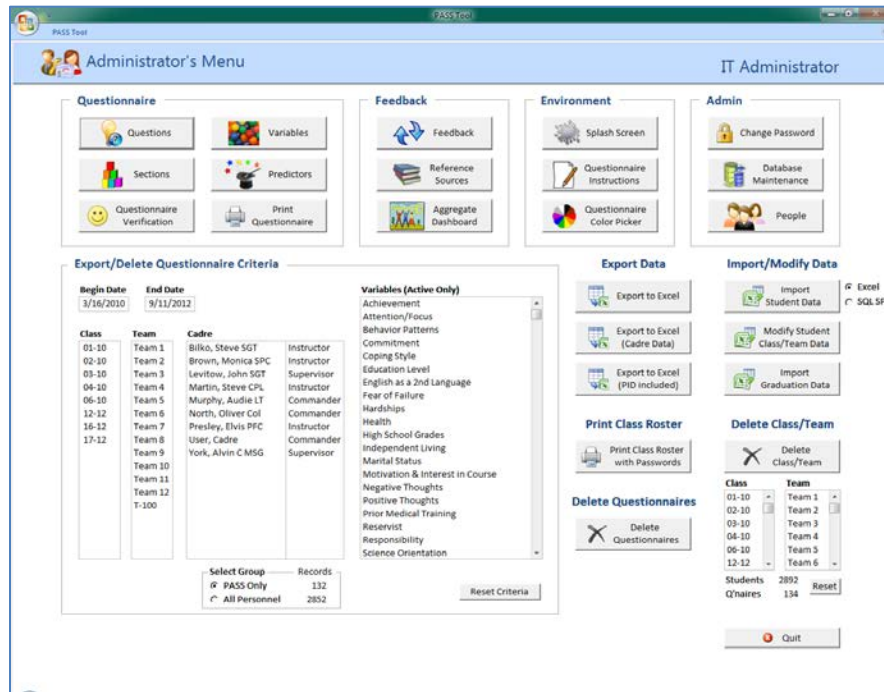
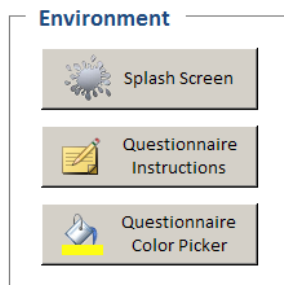


Figure 6. Researcher Administrator's Menu.

2. Feedback Section

Feedback papers can be modified by you. The reference list for each feedback can be modified to ensure the latest research is incorporated into the PASS tool.

3. Environment Section



Three buttons control the PASS Tool environment. The Splash Screen, Questionnaire Instructions, and Questionnaire Color Picker buttons will bring you to each correspondent section. Each is described below.

4. Admin Section

This section manages changing your personal password, some database maintenance, and modification of personnel records.

5. Export/Delete Questionnaire Criteria

This area allows you to select criteria to export data to Excel or delete questionnaires as needed. Criteria can be by date, class, team, variable, or cadre.

Export/Delete Questionnaire Criteria

Begin Date: 3/16/2010 End Date: 9/11/2012

Class	Team	Cadre	
01-10	Team 1	Bilko, Steve SGT	Instructor
02-10	Team 2	Brown, Monica SPC	Instructor
03-10	Team 3	Levitow, John SGT	Supervisor
04-10	Team 4	Martin, Steve CPL	Instructor
06-10	Team 5	Murphy, Audie LT	Commander
12-12	Team 6	North, Oliver Col	Commander
16-12	Team 7	Presley, Elvis PFC	Instructor
17-12	Team 8	User, Cadre	Commander
	Team 9	York, Alvin C MSG	Supervisor
	Team 10		
	Team 11		
	Team 12		
	T-100		

Variables (Active Only)

- Achievement
- Attention/Focus
- Behavior Patterns
- Commitment
- Coping Style
- Education Level
- English as a 2nd Language
- Fear of Failure
- Hardships
- Health
- High School Grades
- Independent Living
- Marital Status
- Motivation & Interest in Course
- Negative Thoughts
- Positive Thoughts
- Prior Medical Training
- Reservist
- Responsibility
- Science Orientation

Select Group: ☒ PASS Only (132) ☐ All Personnel (2852)

[Reset Criteria](#)

6. Export Data

Questionnaires may be exported with or without the student's Personal ID (PID) or by using Cadre data.

Export Data

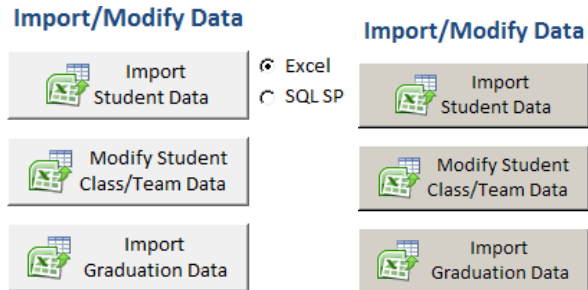
 [Export to Excel](#)

 [Export to Excel \(Cadre Data\)](#)

 [Export to Excel \(PID included\)](#)

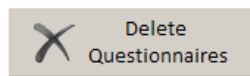
7. Import/Modify Data

Student data may be imported without the class and team designated. When students are assigned to specific classes and teams then the Class/Team data may be added to the Student information. Note: We do not use the SQL SP since currently the SQL database is not maintained and is usually out of date.



8. Delete Questionnaires

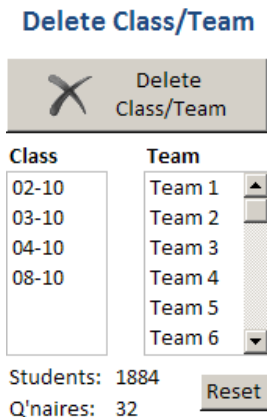
Delete Questionnaires



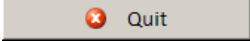
The Export/Delete Questionnaire Criteria may be used to delete questionnaires by date, class, team, variable, or cadre.

9. Delete Class/Team

A class or team may be deleted using the selection lists below the button.



10. Quit

Click the  button to close Access.

4. Questionnaire Section

Constructing a questionnaire involves more than just the Questionnaire Section (figure 7) for an accounting of how to develop a questionnaire across the several functions of the system.

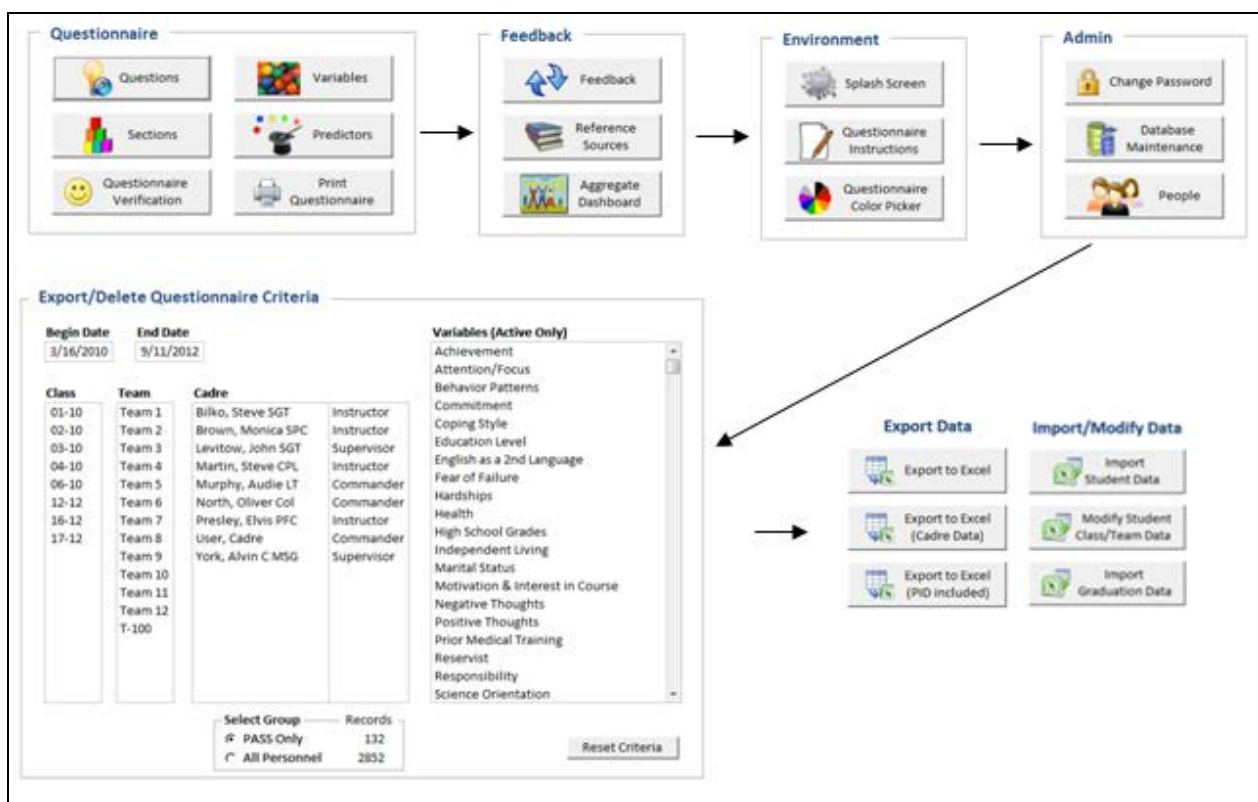


Figure 7. PASS functions used to implement a questionnaire.

An administrator would need to complete each of the following steps. Each step can be independently developed and executed, thus although we list them here in a specific order, this order does not have to be followed. However, each step needs to be included.

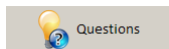
First, the administrator develops each of the six divisions identified in figure 7.

Then, the administrator composes the questionnaire by imputing the questions in appropriate order and sections (sub-questionnaires), assigning variables, creating the predictive formulas for each question and aligning the results for each question into a composite score(s) per variable.

Each section is a sub-questionnaire unto itself. For example, one section might comprise the questionnaire for Fear of Failure (FoF). The programming must compute the composite scores for FoF and determine which scores are either above or below the norm for that questionnaire. Thus, those scores that are above the norm, in this example, high score on FoF, will identify an area (a variable) that needs improvement, while scores that fall below the norm (low score on FoF) identify an area (a variable) of potential strength. Simultaneously, the database is created and automatic updates per participant. Second, the administrator writes a program that will connect the results of the variables (above, within, or below norms for that specific questionnaire) with feedback previously written interpreting the results and offering suggestions to build on strengths or mitigate areas needing improvement. Third, the administrator programs the environment to include the splash screen and instructions. The instructions are tailored to the individual groups who will use the tool (i.e., sets of instructions for students, cadre [instructors, supervisors and commanders], researchers, and administrators). Fourth, the administrator rechecks the coding for each question to be certain it reflects the original questionnaire; makes changes to the questions, organization, or presentation of materials in accordance with usability testing and information gained from subsequent use of the tool; and revises the tool in accordance with the configuration management. Finally, once all students and cadre from a particular military educational program have completed the questionnaire, the administrator exports the data into an Excel spreadsheet for further data analysis. In order to match original questionnaire answers with student performance, the administrator may import data from Excel spreadsheets provided by the military educational programs that are using the tool. This includes student information such as grades, emergency medical technician test scores, and grade point average. This enables further evaluation on the effectiveness of the tool over time.

A. Questions

The



button opens the Questions form.

1. Primary CADRE Questions (figure 8)

- (a) The first ten questions are used for Student Stats.
- (b) Primary CADRE Questions cannot be modified except for location, coding, text, and number validation.
- (c) Primary Questions (note that (a) indicates type of question and (b) indicates format in PASS tool).

Question Form - PASS Test

Questions

What was your age on your last birthday (in years)?

Type: ☐ Fill in-validation ☒ Free Text - Fill in the blank, occasional qualifier

Section: A1 Number: 1 sub number: 1

Response Required: ☒ Number Validation Required: ☒ Between 18 and 80

Primary CADRE Question - cannot be modified except for questionnaire location, coding, question text and number validation.

Question Responses:

Variable Coding:

Variable Assigned: A1 Coding: 1 Weight: 1

Question List Filter:

All	4 - NSGR	5 - Believe	2V
HTF	4 - NSGV	5 - NAME	3V
HVW	5 - NAME	5 - NAME	4V
SH	5 - NAME	5 - NAME	5V
SH	5 - NAME	5 - NAME	6V
SH	5 - NAME	5 - NAME	7V
SH	5 - NAME	5 - NAME	8V
SH	5 - NAME	5 - NAME	9V
SH	5 - NAME	5 - NAME	10V
SH	5 - NAME	5 - NAME	11V
SH	5 - NAME	5 - NAME	12V
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SH	5 - NAME	5 - NAME	31V
SH	5 - NAME	5 - NAME	32V
SH	5 - NAME	5 - NAME	33V
SH	5 - NAME	5 - NAME	34V
SH	5 - NAME	5 - NAME	35V
SH	5 - NAME	5 - NAME	36V
SH	5 - NAME	5 - NAME	37V
SH	5 - NAME	5 - NAME	38V
SH	5 - NAME	5 - NAME	39V
SH	5 - NAME	5 - NAME	40V
SH	5 - NAME	5 - NAME	41V
SH	5 - NAME	5 - NAME	42V
SH	5 - NAME	5 - NAME	43V
SH	5 - NAME	5 - NAME	44V
SH	5 - NAME	5 - NAME	45V
SH	5 - NAME	5 - NAME	46V
SH	5 - NAME	5 - NAME	47V
SH	5 - NAME	5 - NAME	48V
SH	5 - NAME	5 - NAME	49V
SH	5 - NAME	5 - NAME	50V

Question Sample:

A1 What was your age on your last birthday (in years)?

Codebook: ☐ QID # ☐ Question #

Print Order: ☐ QID # ☐ Question #

Buttons: Delete Question, Variable Questions Only, Activate All Questions, Question # Sort, Question Text, Update Sample, New Question, Close Form

Figure 8. Questions.

- (1) What was your age on your last birthday (in years)?
 - (a) Fill in
 - (b) Number Validation
- (2) What is your gender?
 - (a) Multiple Choice
 - (b) Vertical, two responses
- (3) What is your highest level of education?
 - (a) Multiple Choice
 - (b) Vertical, 5 responses
- (4) Please rate your study skills
 - (a) 5 point Likert Scale
 - (b) Horizontal, 5 responses
- (5) Is English your primary language?
 - (a) Dichotomous Y/N
 - (b) Horizontal, Yes/No check boxes

- (6) If “no,” what is your primary language?
 - (a) Fill-in
 - (b) Self-lookup
- (7) Have you had any prior military service?
 - (a) Dichotomous Y/N
 - (b) Horizontal, Yes/No check boxes
- (8) If yes, what service?
 - (a) Fill-in
 - (b) Self-lookup
- (9) Do you have prior medical training?
 - (a) Dichotomous Y/N
 - (b) Horizontal, Yes/No check boxes
- (10) If “yes,” what type and how much?
 - (a) Fill in
 - (b) Self-lookup

2. Question Text

- (a) Questions can be modified by re-typing in the field.

What was your age on your last birthday (in years)?

- (b) An Edit Menu in the upper-left-hand corner gives more options to modify the text.



- (c) Question text length is limited to 133 characters (Arial 12 pt).

3. Question Location

- (d) Making any changes in this section will move the question order in the Questionnaire.

Section	Number	sub number
A1	2	

- (a) Section – Clicking on the drop down reveals available sections and whether the section is active. See list item C for a complete discussion on sections.

Section	Number	sub number
A1	2	
A1	Active	
A2	Active	Required
A3	Active	
B	Active	ses

- (b) Number – after the section is the question number and is used to put the questions in a certain order.

A1-11a
A1-11b
A1-11c

- (c) Sub number – questions with multiple parts use the sub number to keep the parts in a certain order.

4. Active Checkmark

☒ Active

Indicates whether the question will appear on the questionnaire. If left unchecked, the question will not show on the questionnaire.

5. Question Types

- (a) Type – used to group question types together in sections. (See list item C “Sections”).

Type	Form Style	Description
Dichotomous Y/N	2_HYN	Horizontal - Yes / No

- (1) 4 pt Likert Scale
- (2) 5 pt Likert Scale
- (3) Dichotomous T/F
- (4) Dichotomous Y/N
- (5) Fill in
- (6) Fill in – validation
- (7) LongText
- (8) Multiple Choice

- (9) Rating Scale 0–100
- (10) Rating Scale – 10 to + 10
- (11) Rating Scale 1–10
- (12) Rating Scale 1-10 5L
- (13) Title
- (14) Various

Type	Form Style	Description
Dichotomous Y/N	2_HYN	Horizontal - Yes / No
4 pt Likert Scale		
5 pt Likert Scale		
Dichotomous T/F	True / False	
Dichotomous Y/N	Yes / No	
Fill in		
Multiple Choice		
Rating Scale 0-100	0-100	
Rating Scale 1-10	1-10	
Title	A description of a question or series of questions	
Various	Could be several types	

Type	
4 pt Likert Scale	
5 pt Likert Scale	
Dichotomous T/F	True / False
Dichotomous Y/N	Yes / No
Fill in	Without number validation
Fill in - validation	With optional Number validation
LongText	Two lines of regular text for explanation
Multiple Choice	
Rating Scale 0-100	0-100
Rating Scale -10 to +10	Minus 10 to plus 10
Rating Scale 1-10	1-10
Rating Scale 1-10 5L	1-10 with 5 labels
Title	A description of a question or series of questions
Various	Could be several types

- (b) Form Style and Description identifies the form and defines how the question will look on the questionnaire, as shown in the following examples.

Form Style

- 2_HTF
- 2_HYN
- 2_V
- 3_H
- 3_V
- 4_H
- 4_H_NRSR
- 4_H_NSOF
- 4_V
- 5_H
- 5_H_Believe
- 5_H_NAMQE
- 5_H_NASFV
- 5_H_NMMQV
- 5_H_PFAGE
- 5_H_SDNAS
- 5_V
- 6_H
- 6_V
- 7_H_3L
- 7_V
- 8_V
- 9_V
- 10_V
- Free Text
- Long Free Text
- LongText
- Scale 0-100
- Scale 1-10
- Scale 1-10 - 5L
- Scale PlusMinus 10
- Self Lookup
- Title

2_HTF – horizontal True/False

C5 I do not like to waste time just sitting around and relaxing. ☐ True ☐ False

2_HYN – horizontal Yes/No

A5a Is English your primary language? ☐ Yes ☐ No

2_V – Vertical – 2 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

A4 What is your gender?
☐ Male
☐ Female

3_H – Horizontal – 3 responses, free text

Response is limited to 2 lines of 8-10 characters (Arial 11 pt).

	Yes	No	Maybe
T12 Sample 3_H question	☐	☐	☐

3_V – Vertical – 3 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

A1 What is your branch of Service? (for the rest of the questionnaire, we refer to all branches as Army)

- ☐ Army Active
- ☐ Army Reserve
- ☐ Army National Guard

4_H – Horizontal – 4 responses, free text

Response is limited to 2 lines of 7-8 characters (Arial 11 pt).

A11c	How many packs (currently) do you smoke a day?	0-1	2-3	>3	N/A
		☐	☐	☐	☐

4_H_NRSR – Horizontal – canned responses

D1	Bargained or compromised to get something positive from the situation.	Never Used	Rarely Used	Sometimes Used	Regularly Used
		☐	☐	☐	☐

4_H_NSOV – Horizontal – canned responses

E2	Fidget with hands or feet or squirm in seat.	Never or Rarely	Sometimes	Often	Very Often
		☐	☐	☐	☐

4_V – Vertical – 4 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

A13b My **final grades** in high school were?

☐ Above average (A's and B's)

☐ Average (B's and C's)

☐ Below Average (C's and D's)

☐ Failing (F's)

5_H – Horizontal – 5 responses, free text

Response is limited to 2 lines of 7–8 characters (Arial 11 pt).

A14	Please rate your study skills	Extremely Poor	Poor	Average	Skilled	Extremely Skilled
		☐	☐	☐	☐	☐

G2	When I am failing, it upsets my "plan" for the future.	Do Not Believe at All, 0%	Believe 50% of the time	Believe 100% of the time
		☐	☐	☐

5_H_Believe – canned responses

5_H_NAMQE – canned responses

5_H_NASFV – canned responses

L1	Repeated, disturbing memories, thoughts, or images of a stressful military experience from the past?	Not at all	A little	Moderately	Quite a bit	Extremely
		☐	☐	☐	☐	☐

I1	How often have you been upset because of something that happened unexpectedly?	Never	Almost Never	Sometimes	Fairly Often	Very Often
		☐	☐	☐	☐	☐

5_H_NMMQV – canned responses

5_H_PFAGE – canned responses

F2	The military has a great deal of personal meaning for me.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		☐	☐	☐	☐	☐

B17	During or after the deployment, did you ever feel numb or distant from your emotions?	Not at all	Mildly	Medium	Quite a bit	Very Much
		☐	☐	☐	☐	☐

A11	Overall, how would you rate your health	Poor	Fair	Average	Good	Excellent
		☐	☐	☐	☐	☐

5_H_SDNAS – canned responses

5_V – Vertical – 5 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

A12 What is your highest level of education?

- ☐ GED
- ☐ High School Diploma
- ☐ Some college, no degree
- ☐ Associate Degree
- ☐ Bachelor's degree or higher

E1	I could be experiencing some emotion and not be conscious of it until sometime later.	Almost never	Very infrequently	Somewhat infrequently	Somewhat frequently	Very frequently	Almost always
		☐	☐	☐	☐	☐	☐

6_H – Horizontal – 6 responses, free text

6_V – Vertical – 6 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

T1a What is your branch of service?

- ☐ Air Force
- ☐ Army
- ☐ Coast Guard
- ☐ Navy
- ☐ Marines
- ☐ Merchant Marine

7_H_3L – Horizontal – 7 responses, free text, 3 labels

G1	I usually manage one way or another.	Strongly Disagree	Neutral	Strongly Agree
		☐	☐	☐

7_V – Vertical – 7 responses, free text

Response length is limited to 128 characters (Arial 11 pt).

T2 Sample 7_V question, 7 responses

- ☐ Response 1
- ☐ Response 2
- ☐ Response 3
- ☐ Response 4
- ☐ Response 5
- ☐ Response 6
- ☐ Response 7

8_V – Vertical – 8 responses, free Text

Response length is limited to 128 characters (Arial 11 pt).

A7 What is your highest level of education?

- ☐ GED
- ☐ High School Diploma
- ☐ Some college, but no degree
- ☐ Associate's (AA) degree
- ☐ Bachelor's (BA, BS) degree
- ☐ Master's (MA, MS) degree
- ☐ Doctoral (PhD, PsyD, EdD) degree
- ☐ Other advanced professional degree (MD, DDS, JD)

9_V – Vertical – 9 responses, free Text

Response length is limited to 128 characters (Arial 11 pt).

S9 Sample 9_V Question, 9 responses

- ☐ Response 1
- ☐ Response 2
- ☐ Response 3
- ☐ Response 4
- ☐ Response 5
- ☐ Response 6
- ☐ Response 7
- ☐ Response 8
- ☐ Response 9

10_V – Vertical – 10 responses, free Text

Response length is limited to 128 characters (Arial 11 pt).

S10 Sample 10_V question, 10 responses

- ☐ Response 1
- ☐ Response 2
- ☐ Response 3
- ☐ Response 4
- ☐ Response 5
- ☐ Response 6
- ☐ Response 7
- ☐ Response 8
- ☐ Response 9
- ☐ Response 10

Free Text – Fill in the blank

Answer is limited to 50 characters.

Numeric if needed, validation is determined by the researcher.

A2 What was your age on your last birthday (in years)?

Long Free Text – Fill in the blank

Answers limited to 250 characters.

E5j-a Describe the above other reason

0 Max Char
250 Remaining

SLEEP - The questions below relate to your usual sleep habits during the past month **only**. Your answers should indicate the most accurate reply for the *majority* of the days and nights in the **past month**.

Long Text

Scale 0-100 – Horizontally under question – Scale 0-100; 5 pt increments

Scale 1-10 – Horizontally under question – Scale 1-10; ½ point increments

Scale 1-10 – Horizontally under Question – Scale 1-10, ½ point, 5 labels

A18 On the scale below, please indicate how willing you are to complete your training.

A27 On the scale from 1 to 10, how confident are you in your ability to complete 68W AIT?

S11 Sample Scale 1-10, 5 labels

S12 Sample Scale Plus Minus 10

Scale PlusMinus 10 Horizontally under Question – Scale -10 to +10, three labels

Self-Lookup – Fill in the Blank (drop down selection)

A3a If other , please specify below:

Ainu
Native American
Punjabi

Sample is second part of the question:

“What is your Race?”

Responses are combined from all responses to create the drop down.

Spelling errors can be corrected only by the IT administrator editing the table directly.

Title – used as a title of a question or series of questions

Please check each item that best describes your behavior **DURING THE PAST 6 MONTHS**

6. Response Required

☒ Response Required

When the box is checked, a response to the question is required and the student will not be able to continue with the questionnaire until the question has been answered. If the box is unchecked, answering the question is optional.

7. Number Validation

Fill in questions (see above) may require a number range (i.e., number validation). If this is required, check the box and fill in the number range.

☒ Number Validation Required
Between and

(a) Number too low

If a number is entered that is less than the minimum value, a message box appears. The student cannot proceed until a number greater than the minimum is entered.



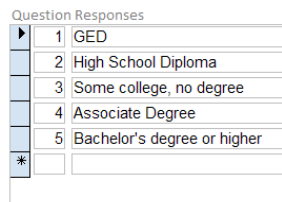
(b) Number too high

If a number is entered that is greater than the maximum value, a message box appears. The student proceeds until a number less than the maximum number is entered.



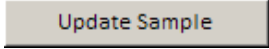
8. Question Responses

- (a) Response length is limited to 128 characters (Arial 11 point).
- (b) Any number of responses may be entered; however, it is recommended not to enter more than the question requirements.
- (c) The number column on the left is required.



- (1) The numbers sort the responses in the questionnaire.
- (2) The numbers help show the responses in the questionnaire in the correct order.
- (3) Only numbers 1 through 7 are permitted or an error message will appear.



- (d) Clicking on the  button will show how the question will appear on the questionnaire.

- (1) Verify the order of the responses.
- (2) Verify all responses are showing.

9. Variable Coding

Variable Assigned	Coding	Weight
▶ Education Level	Standard	1
*		

- (a) Questions should be assigned to variables using the Variables screen.
- (b) Coding and weight variables may be assigned or changed.
 - (1) Variables may be modified by clicking the down-arrow.
 - (2) Coding is assigned to the variable by clicking on the down-arrow and choosing a coding method.
 - (a) *Standard* is the default which assigns numbers left to right or top to bottom.
 - (b) *Reverse* assigns numbers right to left and bottom to top.
 - (c) If a different coding is needed; the researcher administrator must create it.

Coding

- Standard
- Reverse
- 2 pt - choice (0, 1)
- 2 pt - choice - reverse (1, 0)
- 4 pt - choice (0, 1, 2, 3)
- 5 pt - choice (-2, -1, 0, 1, 2)

- (3) Weight is used to calculate how much a question's score counts relative to the other questions. For example, a weight of 0.5 would reduce an answer of 2 to 1 and would count half as much as the same answer to a question with a weight of 1.
 - (a) The default is 1.
 - (b) Any positive number of up to three decimal places may be typed in the field.

10. Find Question

(a) Question List

- (1) The left column is the primary column with questions sorted by this criteria (see Question List Sort below).
- (2) Right column gives the identification number of the question in the first column.
- (3) Clicking on a question locates the question and shows the question and all refreshed data pertinent to it.

Find Question	
A1-1	11
A1-2	1
A1-3	26
A1-3a	339
A1-4	2
A1-5a	5
A1-5b	6
A1-6a	21
A1-6b	22
A1-7	44
A1-7a	23
A1-7b	24
A1-7c	25
A1-8	12
A1-9a	13
A1-9b	14
A1-10	15
A1-11a	16
A1-11b	17
A1-11c	18
A1-12	3
A1-13a	20
A1-13b	19
A1-14	4
A2-15a	9

(b) Question combo box

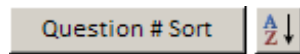
- (1) Located just below the Question list.
- (2) Refreshes to the same question number as the Question list.
- (3) Can be used to select a question and is sorted by the criteria set by the Question List Sort (see below).

A1-14	4
A2-15a	9
A2-15b	10
A2-15a	

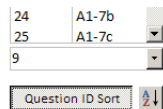
(c) Question List Sort

- (1) Used to sort the question list
- (2) Sort ORDER

- (a) Default is ascending order of section number, question number, and question sub number.



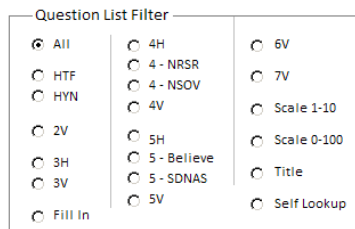
- (b) When the **Question ID Sort** button is depressed, the Question ID or the question unique number assigned by the system in ascending order.



- (c) Clicking  button will change from ascending to descending order.

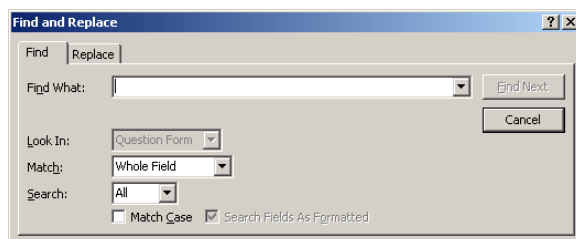
(d) Question List Filter

- (1) Filters the question list and question combo box to only questions that pertain to a specific form type
- (2) The question list and combo box maintains the sort order determined by the Question List Sort.

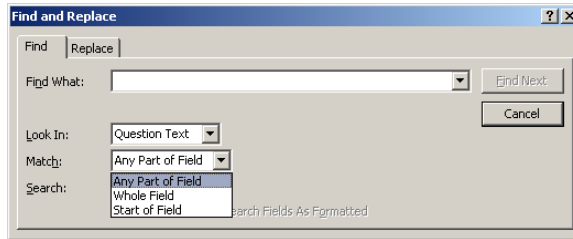


(e) Question Text

The  **Question Text** button opens the “Find and Replace” dialog box.



(1) Use to find specific text in a question.



(a) Place the cursor in the Question Text field.

(b) Ensure “Look In:” states either Question Form or Question Text.

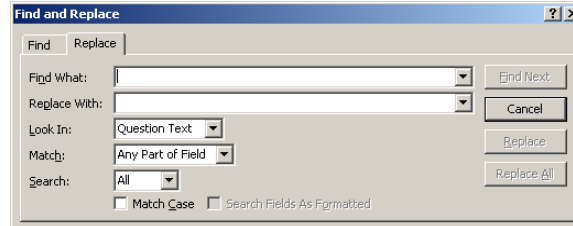
(c) Ensure that “Match:” still reads “Any Part of Field”

(d) Type in the text in the “Find What:” field.

(e) Click Find Next.

(f) Click Cancel to close the dialog box.

(2) Used to replace the text in multiple questions.



(a) Place the cursor in the Question Text field.

(b) Click the Replace tab.

(c) Ensure “Look In:” states either Question Form or Question Text.

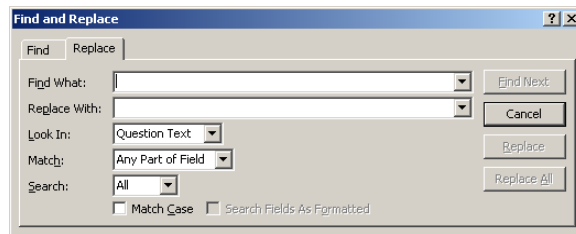
(d) Ensure “Match:” reads “Any Part of Field”.

(e) Type in the text in the “Find What:” field.

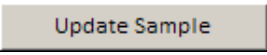
(f) Type in the text you want to replace in the “Replace With:” field.

(g) Clicking the “Find Next” button will locate the first question with the text in the “Find What:” field.

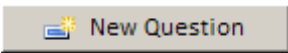
- (h) Clicking the “Replace” button will locate and replace the first instance of the text in the “Find What:” field.
- (i) Clicking the “Replace All” button will locate and replace all instances of the text in the “Find What:” field.
- (j) Click Cancel to close the dialog box.



11. Update Sample.

The  button is used to update the Question Sample area after a question has been modified.

12. New Question.

When the  button is clicked, the data in the Questions form are cleared.

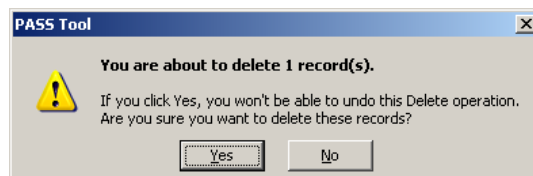
- (a) Fill in the Question Text
- (b) Select a Section in the drop-down list
- (c) Type in a question number and sub number if needed
- (d) Select a Type from the drop-down list
- (e) Select a Form Style from the drop-down list
 - (1) Determine if number validation is required.
 - (2) If required, fill in the Question Responses
- (f) Determine if the question is “Active” and if a “Response is Required”

- (g) Determine what the Variable coding will be if required.
- (h) Click the Update Sample button to view what the question will look like on the questionnaire.

13. Delete Question

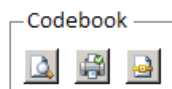
When the  **Delete Question** button is clicked, a question will be deleted.

- (a) Ensure the question you want to delete is showing.
- (b) Click the Delete question button
- (c) A message box will appear.
 - (1) Click “Yes” to delete the question
 - (2) Click “No” to cancel



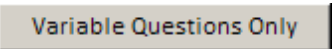
14. Codebook

Codebook is a document that lists all questions in the order of the Question ID with the following fields.

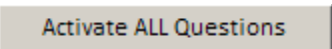


- (a) Question ID – the ID number that is generated when the questionnaire is exported into Excel
- (b) Question Location – the section number, question number and sub number
- (c) Question Text
- (d) Question Type
- (e) Form Style Description
- (f) Code Description – how the responses are coded
- (g) Active check box – Yes if checked, No if blank
- (h) Predictive check box – Yes if checked, No if blank

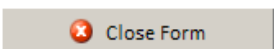
15. Variable Questions Only

When the  button is clicked, ONLY questions that have been assigned to a variable will be marked “Active” and will show on the questionnaire. All other questions will be marked inactive.

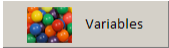
16. Activate ALL Questions

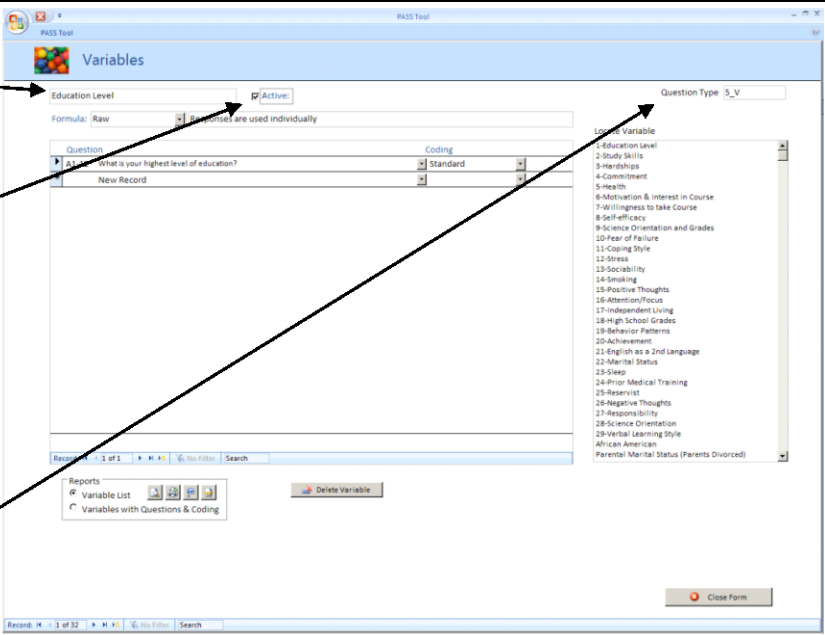
When the  button is clicked, ALL questions will be marked “Active” and will show on the questionnaire.

17. Close Form

The  button is clicked to close the form and return to the Researcher’s Menu.

B. Variables (figure 9)

Click  the button to open the Variable Form



1. Title
Type or modify the title

2. Active checkbox
Indicates the variable is active and is used to determine strengths and improvement areas. If it is unchecked, the variable will not be used.

3. Question Type
Relates to the type of question that is used for the variable

Figure 9. Variables.

4. Formula

Formula: Raw Responses are used individually

- Raw
- Addition
- Average
- Weighted Average
- Weighted Sum

(a) Pick one of the formulas using the drop down function. The field on the right is a description of the formula.

(b) Formulas are used to calculate Strengths and improvement areas.

(c) Formulas

(1) Raw – responses are used individually.

(2) Addition – all responses are added together.

(3) Average – responses are added together then divided by number of responses.

(4) Weighted Average – Each response is multiplied by a factor (weight) and divided by the sum of all factors (tolerance).

(5) Weighted Sum – Each response is multiplied by a factor (weight) and then all factors are added together.

5. Questions

(a) Choose questions that fit the Variable.

(b) Questions must correspond to the formula.

Question	
▶ A1-12	What is your highest level of education?
*	New Record

6. Coding

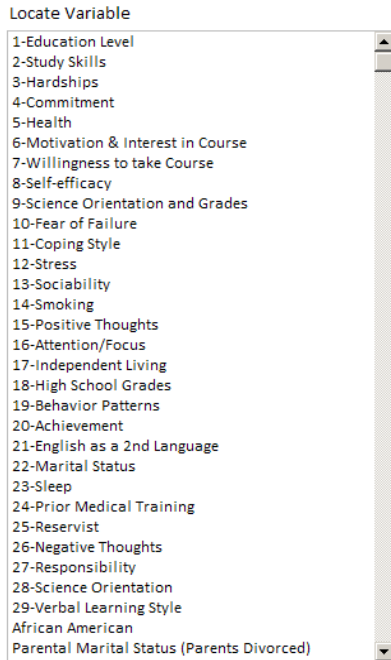
Choose a coding that fits the question type (see Questions, Variable Coding above).

Coding

Standard

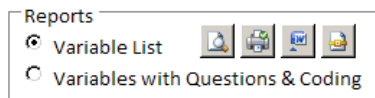
7. Locate Variable

Selecting a variable on the list will locate the variable and display its contents.



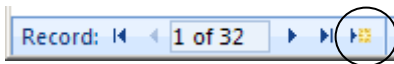
8. Reports

- Choose either a Variable List or Variables with Questions and Coding.
- Either report can be previewed, printed, and exported to Word in RTF format or exported in PDF format.



9. Add Variable

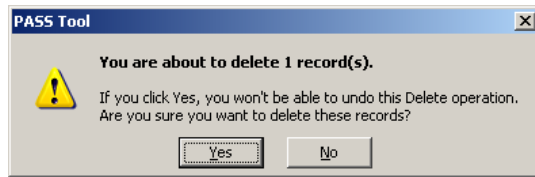
Click the “star” in the lower left corner to add a variable. The contents of all the fields will be cleared and a new record will be created.



10. Delete Variable

When the  **Delete Variable** button is clicked, a variable will be deleted.

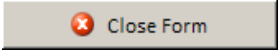
- Ensure the variable you want to delete is showing.
- Click the Delete Variable button.
- A message box will appear.



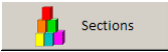
Click “Yes” to delete the variable.

Click “No” to cancel deletion.

11. Close Form

The  button is clicked to close the form and return to the Researcher’s Menu.

C. Sections (figure 10)

Click the  button to open the Sections Form.

The screenshot shows the "Sections" form in the PASS Tool. The form has a blue header with the "Sections" title and a colorful bar icon. Below the header, there are fields for "Designation" (A1), "Ordinal" (1), and "Active" (checked). There is also a text area for "Intro or Instructions". The "Name" field contains "Demographics 1", and the "Button Text" field also contains "Demographics 1". The "Description" field contains "Demographics". The "Question Type" is set to "Various" and the "Form Style" is set to "Various".

Below these fields is a list of "Questions" with columns for question number, text, and type. The questions are numbered 1 through 11, with some having sub-questions (a, b, c). The question types are listed in the third column.

On the right side of the form, there is a "Section Designation" list showing a hierarchy of sections: A1 Demographics 1, A2 Demographics 2, A3 Demographics 3, B Stress, C Z K Personality Questionnaire, D Coping, E1 Symptoms of ADHD 1, E2 Symptoms of ADHD 2, E3 Symptoms of ADHD 3, F Organizational Commitment, G Fear of Failure, H Index of Learning Styles, I Hardships, J Positive or Negative Thoughts, K Esteem Assessment, T1 Testing, T2 Test 2, T3 Test 3, T4 Test 4, and T5 Test 5.

At the bottom of the form, there is a "Close Form" button. The status bar at the very bottom shows "Record: 1 of 24" and "No Filter".

Figure 10. Sections.

1. Designation

- (a) Used as the identifier of the Section on the Questionnaire
- (b) Limited to 3 alpha-numeric characters
- (c) Shown as the section designation on the Questionnaire Title (Arial 14 pt)

2. Ordinal

- (a) Used to sort sections on the questionnaire
- (b) Limited to numbers

3. Active Checkbox

Indicates the section is active and is used in the questionnaire. If it is unchecked, the section will not be used.

4. Name

- (a) Section name or title, limited to 40 characters (Arial 14 pt)
- (b) Shows as the section title on the questionnaire

5. Button Text

- (a) Used to identify the section on the questionnaire
- (b) Used to identify sections on the questionnaire verification form
- (c) Limited to 20 characters (Calibri 11 pt)

6. Description

- (a) Used only on the Sections Form as a brief description.
- (b) Limited to 255 characters

7. Intro or Instructions

- (a) Used on the questionnaire as an introduction to the section or as instructions on how to answer the questions
- (b) Rich text formatting is allowed.
- (c) Limited to space that shows on the Sections form (Arial 12 pt)

8. Question Type

Used to ensure all questions have the same type for the section

9. Form Style

The form style chosen will be used throughout the section and ALL questions will have the same style.

10. Questions

- (a) The first two columns are the Question number and sub number from the Question form. They may be changed to reorder the questions in the section.
- (b) List of questions assigned to the Section.
 - (1) Click the down-arrow to add a question to the section.
 - (2) Changes all columns.
- (c) Last column is the form style the question has been assigned. Changing the form style of a question is done through the Questions form.

Questions		
1	What is your branch of Service? (for the rest of the questionnaire, we refer to you as a member of the branch of Service)	3_V
2	What was your age on your last birthday (in years)?	Free Text
3	What is your race?	5_V
3 a	If other, please specify below:	Self Lookup
4	What is your gender?	2_V
5 a	Is English your primary language?	2_HYN

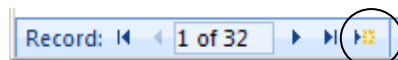
11. Section Designation (Locator)

Selecting a section on the list will locate the section and display its contents.

Section Designation	
A1	Demographics 1
A2	Demographics 2
A3	Demographics 3
B	Stress
C	Z K Personality Questionnaire
D	Coping
E1	Symptoms of ADHD 1
E2	Symptoms of ADHD 2
E3	Symptoms of ADHD 3
F	Organizational Commitment
G	Fear of Failure
H	Index of Learning Styles
I	Hardships
J	Positive or Negative Thoughts
K	Esteem Assessment
T1	Testing
T2	Test 2
T3	Test 3
T4	Test 4
T5	Test 5

12. Add Section

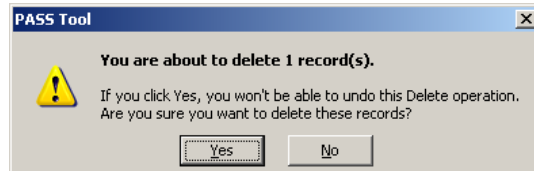
Click the “star” in the lower left corner to add a section. The contents of all the fields will be cleared and a new record created.



13. Delete Section

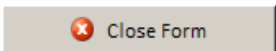
When the  button is clicked a section will be deleted

- (a) Ensure the section you want to delete is showing.
- (b) Click the delete button.
- (c) A message box will appear.

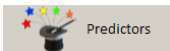


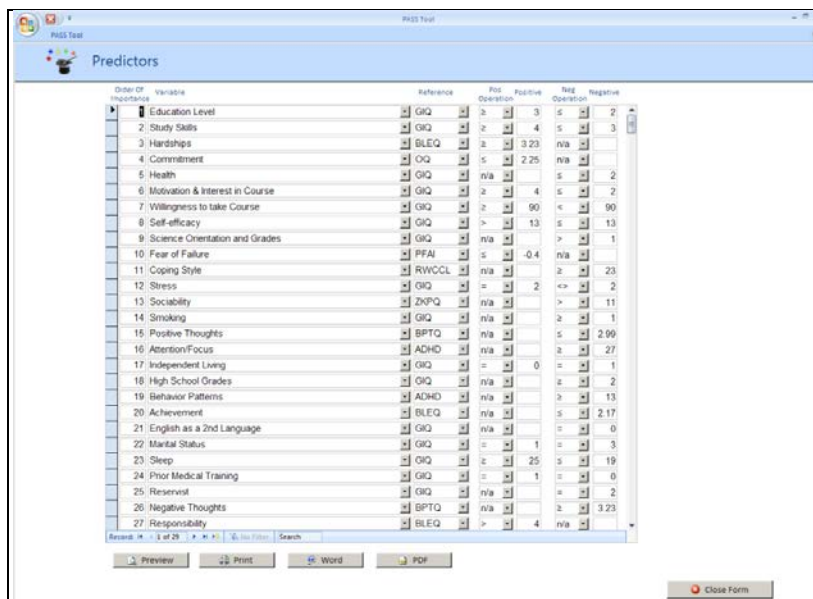
- (1) Click “Yes” to delete the variable.
- (2) Click “No” to cancel deletion.

14. Close Form

The  button is clicked to close the form and return to the Researcher’s Menu.

D. Predictors (figure 11)

Click the  button to open the Sections Form.



Order Of Importance	Variable	Reference	Pos. Operation	Neg. Operation	Value
1	Education Level	GRQ	3	3	2
2	Study Skills	GRQ	2	4	3
3	Hardships	BLEQ	2	3.23	n/a
4	Commitment	OQ	5	2.25	n/a
5	Health	GRQ	n/a	5	2
6	Motivation & Interest in Course	GRQ	2	4	2
7	Willingness to take Course	GRQ	2	90	90
8	Self-efficacy	GRQ	>	13	13
9	Science Orientation and Grades	GRQ	n/a	>	1
10	Fear of Failure	PFAI	5	-0.4	n/a
11	Coping Style	RWCC	n/a	2	23
12	Stress	GRQ	=	2	2
13	Sociability	ZKPQ	n/a	>	11
14	Smoking	GRQ	n/a	2	1
15	Positive Thoughts	BPTQ	n/a	5	2.99
16	Attention/Focus	ADHD	n/a	2	27
17	Independent Living	GRQ	=	0	1
18	High School Grades	GRQ	n/a	2	2
19	Behavior Patterns	ADHD	n/a	2	13
20	Achievement	BLEQ	n/a	5	2.17
21	English as a 2nd Language	GRQ	n/a	=	0
22	Marital Status	GRQ	=	1	3
23	Sleep	GRQ	=	25	19
24	Prior Medical Training	GRQ	=	1	0
25	Reservist	GRQ	n/a	=	2
26	Negative Thoughts	BPTQ	n/a	2	3.23
27	Responsibility	BLEQ	>	4	n/a

Figure 11. Predictors.

1. Order of Importance

- (a) Predetermined importance of Variables
- (b) Used to order variables and feedback papers to the student

2. Variable

- (a) List of Variables
- (b) Click the down-arrow to change or add a variable to the list

3. Reference

- (a) Research reference that validates the variable as a predictor of behavior
- (b) Click the down-arrow to change or add a reference to the list
- (c) See Reference Sources for more information

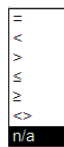
4. Computational Formulas and Cut Scores

Pos Operation	Positive	Neg Operation	Negative
$\geq$	3	$\leq$	2
$\geq$	4	$\leq$	3
$\geq$	3.23	n/a	
$\leq$	2.25	n/a	
n/a		$\leq$	2
$\geq$	4	$\leq$	2

(a) Positive Predictor (Strength)

(1) Pos Operation

- (a) A logical operation that is used to determine if the variable has met the criterion to be considered a strength
- (b) N/A indicates there is no positive predictor for this variable.



(2) Positive

A number that represents the “Cut Score” (i.e., threshold) of the predictor

(b) Negative Predictor (Improvement Area)

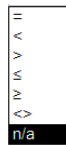
(1) Neg Operation

(a) A logical operation that is used to determine if the variable has met the predictor

(b) N/A indicates there is no positive predictor for this variable.

(2) Negative

A number that represents the Cut Score of the predictor

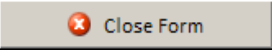


5. Reports

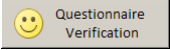
A Predictor's report can be previewed, printed, and exported to Word in RTF format or exported in PDF format.



6. Close Form

The  button is clicked to close the form and return to the Researcher's Menu.

E. Questionnaire Verification (figure 12)

Click the  button to open the Questionnaire Verification Form

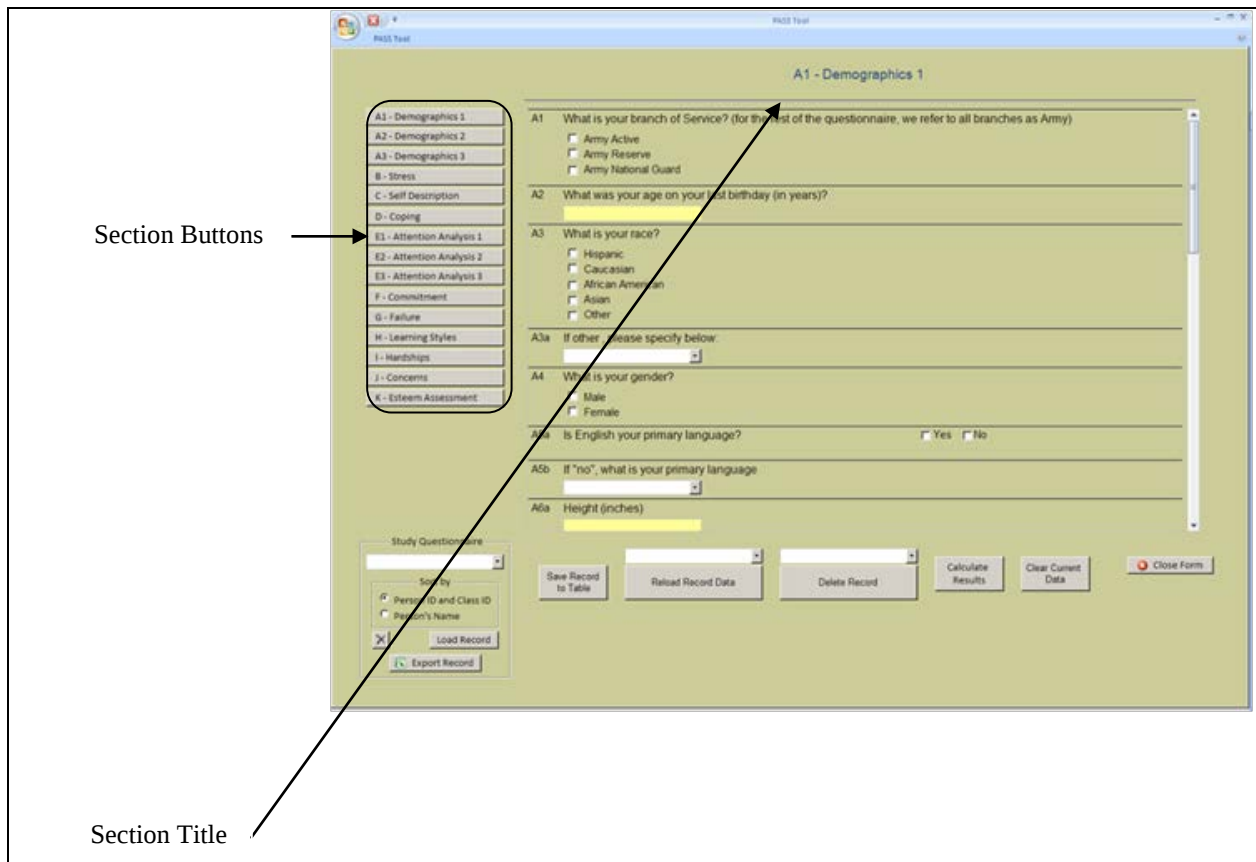


Figure 12. Questionnaire Verification.

1. Section Buttons

- (a) Used to view a section of the questionnaire
- (b) Text is the “Section Designation”
(see “1. Designation” above) and “Section Button” text (see “5. Button Text” above) combined.

2. Section Title

Section Designation (see “1. Designation” above) and Section Name (see “4. Name” above) are combined.

3. Section Introduction or Instructions

This field is inserted between the header line and the first question. The field expands or contracts as needed to include all text (see “7. Intro or Instructions” above).

K - Esteem Assessment

INSTRUCTIONS: Please check the appropriate box for each statement depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
K1 On the whole, I am satisfied with myself.	☐	☐	☐	☐	☐

4. Question Area

(a) Question number

A1 What is your branch of Service? (for the rest of the questionnaire, we refer to all branches as Army)

☐ Army Active
☐ Army Reserve
☐ Army National Guard

A2 What was your age on your last birthday (in years)?

A3 What is your race?

☐ Hispanic
☐ Caucasian
☐ African American
☐ Asian
☐ Other

A3a If other, please specify below:

A4 What is your gender?

☐ Male
☐ Female

Background color

Scroll bar

(1) Comprised of the first character of the Section Designation, Question number and sub number

(2) Used to sort the questions in the questionnaire

(b) Questions

Each question is shown using the question format determined by the Form style in the Question Form.

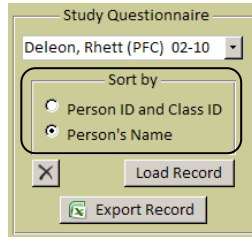
(c) Scroll bar

The scroll bar on the right is used to move the question area up or down as needed to see the questions.

5. Questionnaire Colors

The background, title text, and question text colors are the same on the questionnaire that the student sees. The colors may be changed using the “**C. Questionnaire Color Picker**” below.

6. Study Questionnaire



(a) Sort by – orders the drop down questionnaire list

(1) Person ID and Class ID

(a) Sorted by Person ID

(b) By Class

33 - 02-10
45 - 02-10
64 - 02-10
64 - 03-10
105 - 02-10

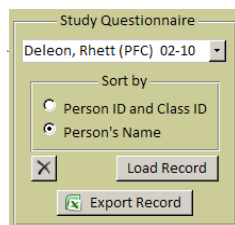
(2) Person's Name

(a) Sorted alphabetically

(b) By Class

Avila, Andrew (PVT) 03-10
Bartlo, Constantine (SPC) 02-10
Bartlo, Constantine (SPC) 03-10
Beck, Robert (PFC) 02-10

(b) Questionnaire list



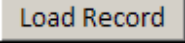
Picking a record from the drop-down list will put the focus on the record.

(c) Delete

Clicking the  button will delete the record that is identified in the Questionnaire List. After deletion is complete a message box will appear.

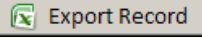


(d) Load Record

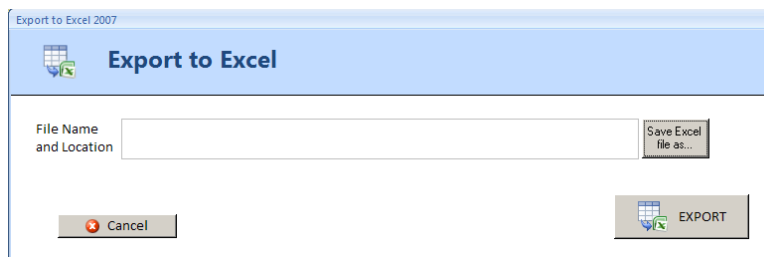
The  button loads the record into the questionnaire verification form to allow the researcher to verify the student's answers and allow an analysis of the results. When completed a message box will appear.



(e) Export Record

(1) Click the  button to export the record identified in the Questionnaire List.

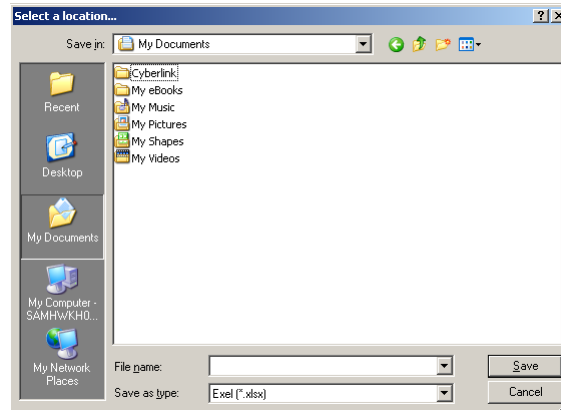
(2) Export to Excel screen



(a) File Name and Location

Type in the desired information or click the “Save Excel file as...” button

(b) “Save Excel file as...” button opens a file dialog box



(i) Find location

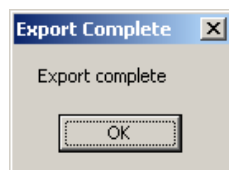
(ii) Type in file name

(iii) Click Save

Filename and location field will be filled in with the file path and name of file

(c) Export

Click the Export button and the file will be exported. A message box will appear indicating the export has been completed.



(d) Cancel

Click the Cancel button to close the form.

(3) Sample Export Attributes

(a) Results worksheet – sample

	A	B	C	D	E	F	G	H	I	J
1	Order	Variable	Formula	Calculation Results	Positive Operation	Positive Threshold	Positive Results	Negative Operation	Negative Threshold	Negative Results
2	1	Education Level	Raw	5.00	≥	3.00	X	≤	2.00	
3	2	Study Skills	Raw	5.00	≥	4.00	X	≤	3.00	
4	3	Hardships	Weighted Average	2.46	≥	3.23		n/a		
5	4	Commitment	Average	1.50	≤	2.25	X	n/a		
6	5	Health	Raw	5.00	n/a			≤	2.00	
7	6	Motivation & Interest in Course	Raw	2.00	≥	4.00		≤	2.00	X
8	7	Willingness to take Course	Raw	100.00	≥	90.00	X	<	90.00	
9	8	Self-efficacy	Raw	19.00	>	13.00	X	≤	13.00	
10	9	Science Orientation and Grades	Raw	1.00	n/a			>	1.00	
11	10	Fear of Failure	Average	0.00	≤	- 0.40		n/a		
12	11	Coping Style	Addition	9.00	n/a			≥	23.00	
13	12	Stress	Raw	3.00	=	2.00		<>	2.00	X
14	13	Sociability	Addition	7.00	n/a			>	11.00	
15	14	Smoking	Addition	0.00	n/a			≥	1.00	
16	15	Positive Thoughts	Weighted Average	4.66	n/a			≤	2.99	
17	16	Attention/Focus	Addition	6.00	n/a			≥	27.00	
18	17	Independent Living	Raw	0.00	=	0.00	X	=	1.00	
19	18	High School Grades	Raw	2.00	n/a			≥	2.00	X
20	19	Behavior Patterns	Addition	2.00	n/a			≥	13.00	
21	20	Achievement	Weighted Average	3.98	n/a			≤	2.17	
22	21	English as a 2nd Language	Raw	0.00	n/a			=	0.00	X
23	22	Marital Status	Raw	2.00	=	1.00		=	3.00	
24	23	Sleep	Weighted Sum	19.00	≥	25.00		≤	19.00	X
25	24	Prior Medical Training	Raw	0.00	=	1.00		=	0.00	X
26	25	Reservist	Raw	2.00	n/a			=	2.00	X
27	26	Negative Thoughts	Weighted Average	1.24	n/a			≥	3.23	
28	27	Responsibility	Weighted Average	3.53	>	4.00		n/a		
29	28	Science Orientation	Weighted Average	5.00	≥	4.00	X	n/a		
30	29	Verbal Learning Style	Addition	9.00	n/a			≥	9.00	X
31										

(b) Calculations worksheet – sample

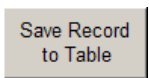
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Order	Variable	Question Number	Response	Default	Coding	Variable Weight	Formula	Form Style	Calculated Value	Positive Operation	Positive Threshold	Negative Operation	Negative Threshold
2	1	Education Level	A1-12	5	999	Standard	1	Raw	5_V	5	≥	3.00	≤	2.00
3	2	Study Skills	A1-14	5	999	Standard	1	Raw	5_H	5	≥	4.00	≤	3.00
4	3	Hardships	I-2	1	999	Standard	0.610000014	Weighted Average	5_H_SDNAS	0.610000014	≥	3.23	n/a	
5	3	Hardships	I-5	5	999	Standard	0.372000009	Weighted Average	5_H_SDNAS	1.880000014	≥	3.23	n/a	
6	3	Hardships	I-6	2	999	Standard	0.344999999	Weighted Average	5_H_SDNAS	0.689999999	≥	3.23	n/a	
7	3	Hardships	I-7	5	999	Reverse	0.300999999	Weighted Average	5_H_SDNAS	0.300999999	≥	3.23	n/a	
8	3	Hardships	I-12	5	999	Standard	0.713999987	Weighted Average	5_H_SDNAS	3.569999933	≥	3.23	n/a	
9	3	Hardships	I-13	1	999	Standard	0.501999974	Weighted Average	5_H_SDNAS	0.501999974	≥	3.23	n/a	
10	3	Hardships	I-18	5	999	Reverse	0.367000014	Weighted Average	5_H_SDNAS	0.367000014	≥	3.23	n/a	
11	4	Commitment	F-5	2	999	Standard	1	Average	5_H_SDNAS	2	≤	2.25	n/a	
12	4	Commitment	F-6	2	999	Standard	1	Average	5_H_SDNAS	2	≤	2.25	n/a	
13	4	Commitment	F-7	1	999	Standard	1	Average	5_H_SDNAS	1	≤	2.25	n/a	
14	4	Commitment	F-8	1	999	Standard	1	Average	5_H_SDNAS	1	≤	2.25	n/a	
15	5	Health	A3-24	5	999	Standard	1	Raw	5_H	5	n/a			2.00
16	6	Motivation & Interest in Course	A2-19	2	999	Standard	1	Raw	5_V	2	≥	4.00	≤	2.00
17	7	Willingness to take Course	A2-18	100	999	Standard	1	Raw	Scale 0-100	100	≥	90.00	<	90.00
18	8	Self-efficacy	A3-27	19	999	Standard	1	Raw	Scale 1-10	19	>	13.00	≤	13.00
19	9	Science Orientation and Grades	A1-13a	1	999	Standard	1	Raw	4_V	1	n/a		>	1.00
20	10	Fear of Failure	G-1	3	999	5 pt - choice (-2, -1, 0, 1, 2)	1	Average	5_H_Believe	0	≤	-0.40	n/a	
21	10	Fear of Failure	G-2	5	999	5 pt - choice (-2, -1, 0, 1, 2)	1	Average	5_H_Believe	2	≤	-0.40	n/a	
22	10	Fear of Failure	G-3	2	999	5 pt - choice (-2, -1, 0, 1, 2)	1	Average	5_H_Believe	-1	≤	-0.40	n/a	
23	10	Fear of Failure	G-4	4	999	5 pt - choice (-2, -1, 0, 1, 2)	1	Average	5_H_Believe	1	≤	-0.40	n/a	
24	10	Fear of Failure	G-5	1	999	5 pt - choice (-2, -1, 0, 1, 2)	1	Average	5_H_Believe	-2	≤	-0.40	n/a	
25	11	Coping Style	D-9	2	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	1	n/a		≥	23.00
26	11	Coping Style	D-14	1	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	0	n/a		≥	23.00
27	11	Coping Style	D-25	3	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	2	n/a		≥	23.00
28	11	Coping Style	D-26	1	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	0	n/a		≥	23.00
29	11	Coping Style	D-27	3	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	2	n/a		≥	23.00
30	11	Coping Style	D-28	2	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	1	n/a		≥	23.00
31	11	Coping Style	D-29	2	999	4 pt - choice (0, 1, 2, 3)	1	Addition	4_H_NRSR	1	n/a		≥	23.00

(c) Questions worksheet – sample

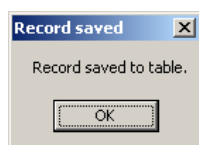
	A	B	C
1	Question Number	Question Text	Response
2	A1-1	What is your branch of Service? (for the rest of the questionnaire, we refer to all branches as Army)	2
3	A1-2	What was your age on your last birthday (in years)?	21
4	A1-3	What is your race?	5
5	A1-3a	If other, please specify below:	
6	A1-4	What is your gender?	2
7	A1-5a	Is English your primary language?	2
8	A1-5b	If "no", what is your primary language	Russian
9	A1-6a	Height (inches)	70
10	A1-6b	Weight (pounds)	179
11	A1-7	FAMILY HISTORY:	3
12	A1-7a	Were your parents divorced?	1
13	A1-7b	Do you /did you have a Stepmother?	2
14	A1-7c	Do you /did you have a Stepfather?	2
15	A1-8	What is your current marital status?	2
16	A1-9a	Do you have children?	2
17	A1-9b	Do your children reside with you?	2
18	A1-10	Did you live at home (with your parents) until you enlisted in the Army?	2
19	A1-11a	Have you ever been a smoker?	2
20	A1-11b	Are you currently a smoker?	2
21	A1-11c	How many packs (currently) do you smoke a day?	4
22	A1-12	What is your highest level of education?	5
23	A1-13a	My science grades in high school were?	1
24	A1-13b	My final grades in high school were?	2
25	A1-14	Please rate your study skills	5
26	A2-15a	Do you have prior medical training?	2
27	A2-15b	If "yes", what type and how much?	
28	A2-16a	Have you had any prior military service?	2
29	A2-16b	If yes, what service?	
30	A2-17	On the scale below, please indicate how important the completion of your training is to you.	100
31	A2-18	On the scale below, please indicate how willing you are to complete your training.	100

7. Save Record to Table

- (a) Ensure a record has been selected in the “Study Questionnaire” section.

- (b) Click the  button to save the current record to a table for use.

- (1) If no record has been selected a message box will appear.

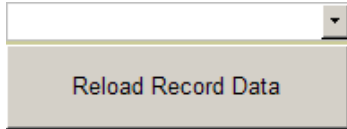


- (2) When the record has been save a message box will appear.



8. Reload Record Data

- (a) Click the down-arrow and select a record.
- (b) Click the “Reload Record Data” button.

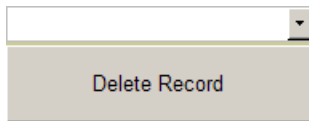


- (c) A message box will appear when the record has been loaded.

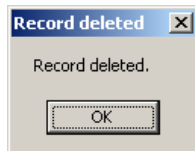


9. Delete Record

- (a) Click the down-arrow and select a record.
- (b) Click the “Delete Record” button

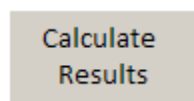


- (c) A message box will appear when the record has been deleted.



10. Calculate Results

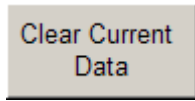
- (a) Ensure a record is loaded (otherwise results will be blank).
- (b) Click the “Calculate Results” button and the results will show.



- (c) Click the Close button to close the results window.

11. Clear Current Data

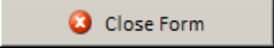
(a) To clear the questionnaire data, click the “Clear Current Data” button.



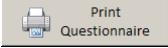
(b) A message box will appear when the data have been cleared.



12. Close Form

The  button is clicked to close the form and return to the Researcher's Menu.

F. Print Questionnaire (figure 13)

Click the  button to open the “Print Questionnaire” dialog form.

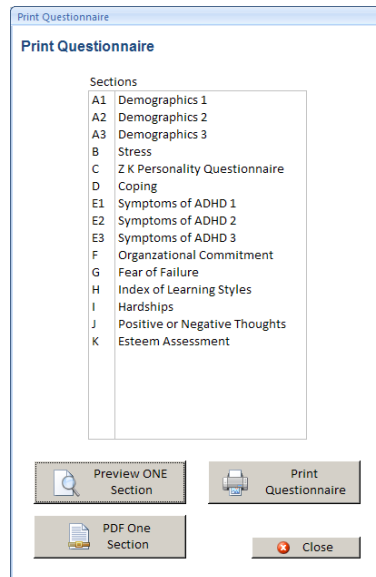


Figure 13. Questionnaire Print Menu.

1. Sections

“Sections” is a list of all ACTIVE sections. Select a section to preview/print or export to PDF by clicking on the list.

2. Preview ONE Section

After selecting a section to preview click the “Preview ONE Section” button.

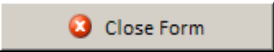
3. PDF One Section

- (a) After selecting a section, click the “PDF One Section” button to export the section to a PDF file.
- (b) Select a folder to save the PDF and then click the OK button.
- (c) Locate the file and open the file to review.

4. Print Questionnaire

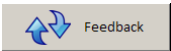
- (a) Either select a Section OR leave the section area blank.
 - (1) If a section is selected, the single section will print.
 - (2) If the Section List is blank, the entire questionnaire will print.
- (b) Click the “Print Questionnaire” to print.

5. Close

The  button is clicked to close the form and return to the Researcher’s Menu.

5. Feedback Section

A. Feedback (figure 14)

Click the  button to open the “Feedback” form.

Feedback Locator

Modify Feedback Locator

Figure 14. Feedback.

1. Feedback Locator

Click on any single Instructor, Strength, or Improvement Area and the text areas will change.

2. Modify Feedback Data

Click the Modify button to change the feedback paper type or choose a variable associated with the paper.

Click the button again to lock the fields.

3. Modify Feedback Papers

(a) Click on any one of the feedback papers using the “Feedback Locator.”

(b) Modify an existing feedback paper by clicking into either the “Long Feedback” or “Short Feedback” fields. Make changes as needed.

(c) Text can be created and edited in an external software package such as MS Word and then copied and pasted into the field.

(d) Text can be formatted in the Rich Text Format, which includes bold, underline, italics, font color, etc.

(e) An Edit Menu in the upper-left-hand corner gives more options to modify the text.

4. Reports

(a) Feedback papers can be previewed, printed, exported to Word in RTF format, or exported in PDF format.

(b) Procedure

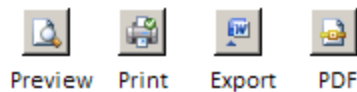
(1) Choose the desired feedback using the “Feedback Locator”

(2) Click “All” or “Single” to print all the papers or Single to print the feedback paper that has been selected.

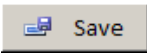
(3) Click “Short” or “Long” to designate which format is desired. Note: Even though you may pick “Short” for Instructor, the report will be empty because there are no short feedback papers for them.

(4) Click the desired feedback area: Strengths, Improvement Area, or Instructor.

(5) Click the appropriate report button.



5. Save

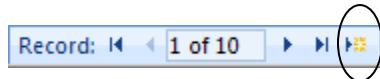
Click the  button to save your work.

6. Delete

Click the  button to delete the feedback paper that is showing.

7. New Feedback

(a) Click the “star” in the bottom-left corner.



(b) Associate a Variable to the feedback using the “Modify Feedback Data.”

(c) Choose the appropriate Type.

(d) Click the Unlock button and it will again Lock the feedback associations.

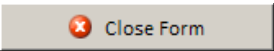
(e) Create a feedback paper:

(1) Type in one of the fields for the feedback.

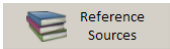
(2) Create the feedback in external software such as MS Word, then copy and paste the contents into one of the feedback fields.

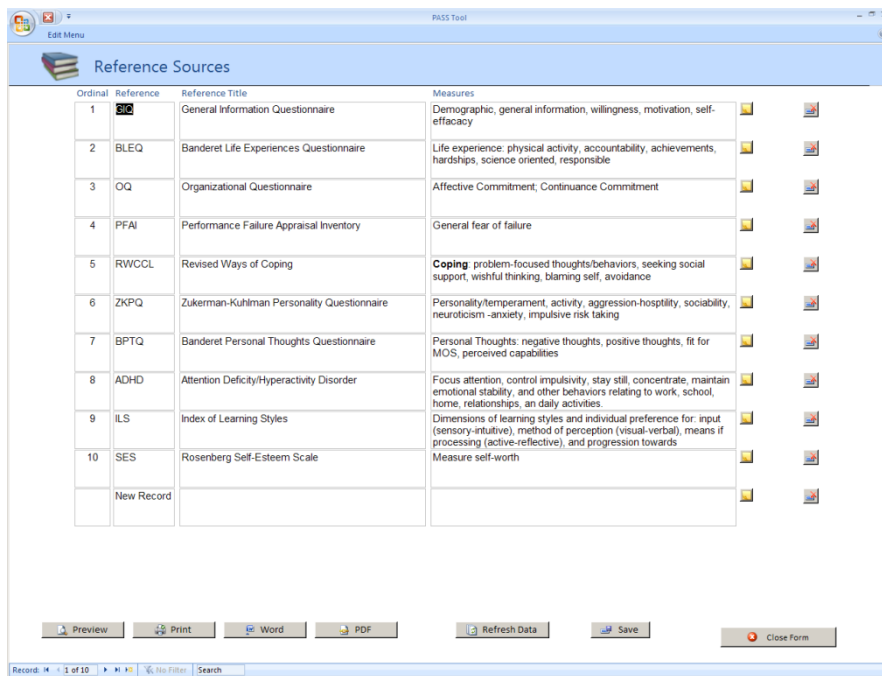
(3) Save your work by clicking the Save button.

8. Close Form

The  button is clicked to close the form and return to the Researcher's Menu.

B. Reference Sources (figure 15)

Click the  button to open the "Reference Sources" form.



Ordinal	Reference	Reference Title	Measures
1	GEQ	General Information Questionnaire	Demographic, general information, willingness, motivation, self-efficacy
2	BLEQ	Banderet Life Experiences Questionnaire	Life experience: physical activity, accountability, achievements, hardships, science oriented, responsible
3	OQ	Organizational Questionnaire	Affective Commitment, Continuance Commitment
4	PFAI	Performance Failure Appraisal Inventory	General fear of failure
5	RWCL	Revised Ways of Coping	Coping: problem-focused thoughts/behaviors, seeking social support, wishful thinking, blaming self, avoidance
6	ZKPQ	Zuckerman-Kuhlman Personality Questionnaire	Personality/temperament, activity, aggression-hostility, sociability, neuroticism-anxiety, impulsive risk taking
7	BPTQ	Banderet Personal Thoughts Questionnaire	Personal Thoughts: negative thoughts, positive thoughts, fit for MOS, perceived capabilities
8	ADHD	Attention Deficity/Hyperactivity Disorder	Focus attention, control impulsivity, stay still, concentrate, maintain emotional stability, and other behaviors relating to work, school, home, relationships, and daily activities
9	ILS	Index of Learning Styles	Dimensions of learning styles and individual preference for: input (sensory-intuitive), method of perception (visual-verbal), means of processing (active-reflective), and progression towards
10	SES	Rosenberg Self-Esteem Scale	Measure self-worth
	New Record		

Figure 15. Reference Sources.

1. Definitions

- (a) Ordinal: The order in which the references are presented
- (b) Reference: A short abbreviated identifier for each Reference
- (c) Reference Title: The title of the reference
- (d) Measures: Validated results from the reference study.

2. Edit Reference

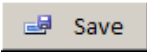
(a) Click into any of the fields to modify its contents.

(b) To edit “Measures” in a larger window, click the  button next to the field for a pop up window that can be used to modify the contents.

3. New Reference

Click the “New Record” field and type a new reference. Use Tab to move to each field or use the mouse to move from one field to another.

4. Save

Click the  button to save your work.

5. Refresh Data

The  button refreshes the form. Its primary use is to reorder the references when order changes were made.

6. Delete

Click the  button to delete a reference that is no longer needed.

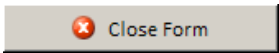
7. Reports

(a) References can be previewed, printed, exported to Word in RTF format or exported in PDF format.

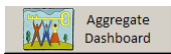
(b) Click the appropriate report button.



8. Close Form

The  button is clicked to close the form and return to the Researcher’s Menu.

C. Aggregate Dashboard (figure 16)

Click the  button to open the “Aggregate Dashboard” form, where the top five strengths and areas of improvement for all personnel who complete the questionnaire appear.

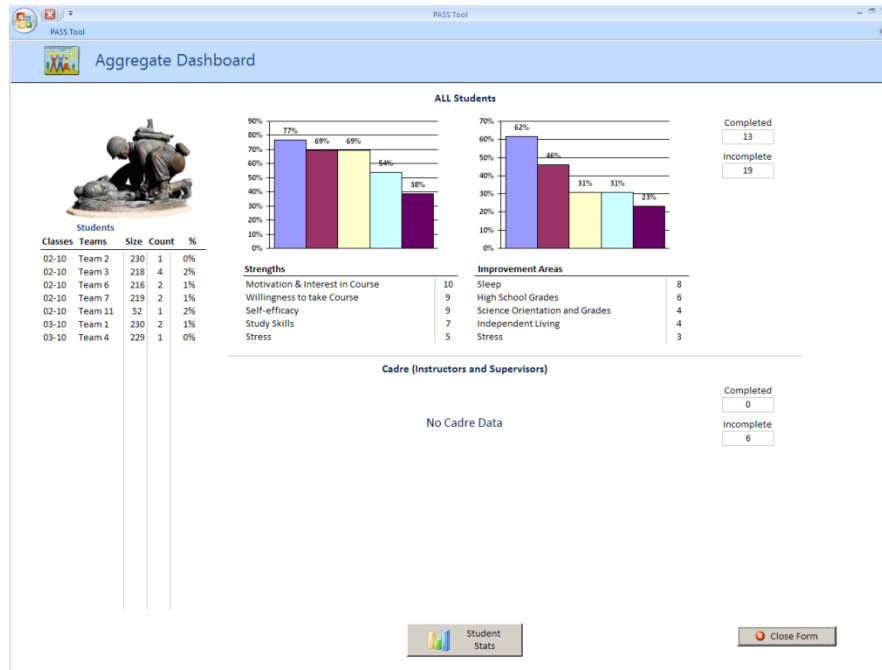


Figure 16. Aggregate Dashboard.

1. Classes/Teams, Size, Count, %

- (a) Classes/Teams: The names of the classes and teams
- (b) Size: The number of students assigned to a team.
- (c) Count: The number of students in the team that completed the questionnaire.
- (d) Percent (%): The percentage of students that completed the questionnaire for a given team.

2. All Students

- (a) Completed: The number of students that completed the questionnaire. This represents the total of the column Count above.
- (b) Incomplete: The number of students that started the questionnaire but did not finish.
- (c) Strengths (figure 17)

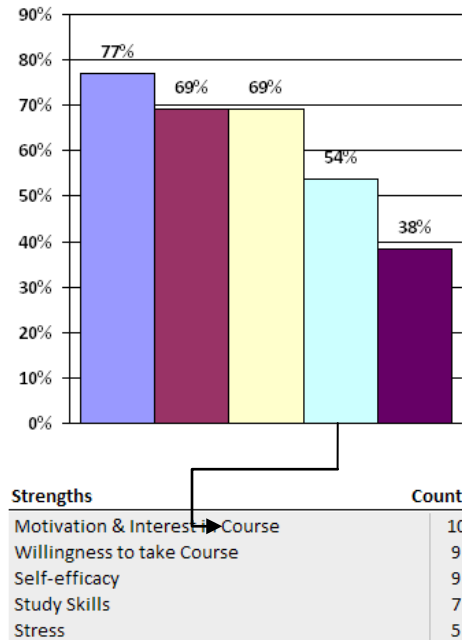


Figure 17. Student Strengths.

(1) Aggregate information

- (a) Each student's *top* five strengths are used to calculate this section.
- (b) The *top* five aggregate strengths for ALL students are shown.
- (c) Total number of strengths will not equal the total number of questionnaires completed
- (d) Percentages are calculated by dividing the count of a particular strength by the sum of the *top* five aggregate strengths of the group. This represents the percentage of individuals in the entire group that received a particular strength feedback.

(2) Chart

- (a) The left axis percentages represent a scaled estimation of the total strength.
- (b) On top of each bar are the exact percentages of the strength.
- (c) Bars are matched with the listed strengths from left to right and top to bottom. In other words, the top listed strength will appear to the far left of the chart (See arrow above).

(3) Table

(a) Strengths are listed by most to least prevalent.

(b) Count is the number for the aggregate *top* five of ALL students.

(d) Improvement Areas (figure 18)

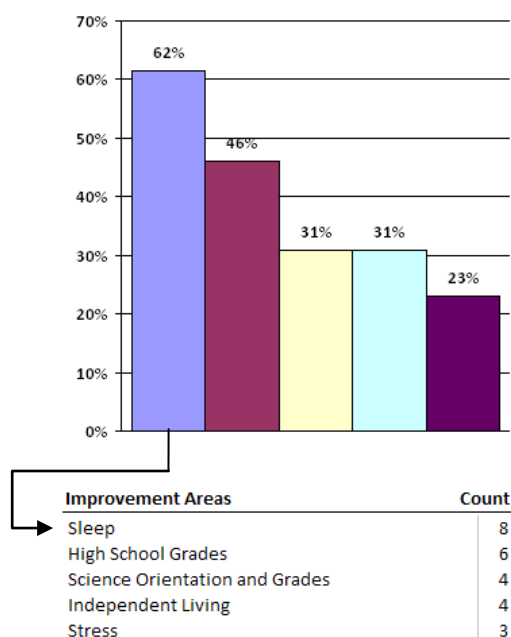


Figure 18. Student Improvement Areas.

(1) Aggregate information

(a) Each student's *top* five Improvement Areas are used to calculate this section.

(b) The *top* five aggregate Improvement Areas for ALL students are shown.

(c) Total number of Improvement Areas will *not* equal the questionnaires completed

(d) Percentages are calculated by dividing the count of a particular strength by the sum of the *top* five aggregate strengths of the group. This represents the percentage of individuals in the entire group that received a particular strength feedback.

(2) Chart

(a) The left axis percentages represent a scaled estimation of the total Improvement Area.

- (b) On top of each bar are the exact percentages of the Improvement Area.
- (c) Bars are matched with the Improvement Area from left to right and top to bottom. In other words, the top listed improvement area will appear to the far left of the chart (See arrow above).

(3) Table

- (a) Improvement Areas are listed by most to least prevalent.
- (b) Count is the number for the aggregate *top* five of ALL students.

3. Cadre (Instructors and Supervisors)

(a) No Cadre Data

No Cadre Data label will show when none of the Cadre members have completed the questionnaire.

(b) **Completed:** The number of cadre personnel that completed the questionnaire.

(c) **Incomplete:** The number of cadre personnel that started the questionnaire but did not finish.

(d) Strengths (figure 19)

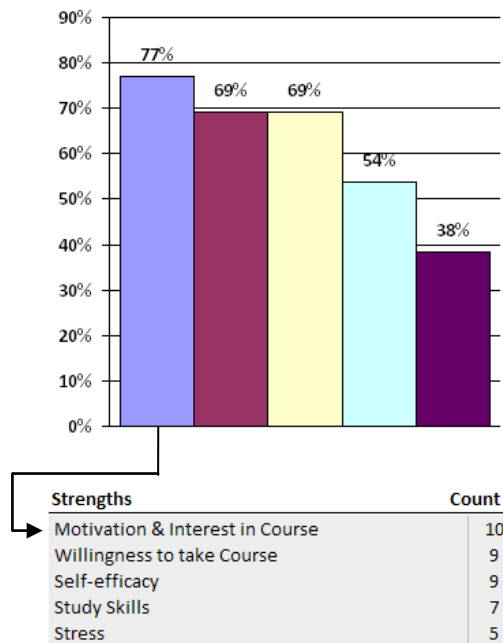


Figure 19. Cadre Strengths.

(1) Aggregate information

- (a) Each Cadre member's *top* five strengths are used to calculate this section.
- (b) The *top* five aggregate strengths for ALL Cadre personnel are shown.
- (c) Total number of strengths will *not* equal the total number of questionnaires completed
- (d) Percentages are calculated by dividing the count of a particular strength by the sum of the *top* five aggregate strengths of the group. This represents the percentage of individuals in the entire group that received a particular strength feedback.

(2) Chart

- (a) The left axis percentages represent a scaled estimation of the total strength.
- (b) On top of each bar are the exact percentages of the strength.
- (c) Bars are matched with the listed strengths from left to right and top to bottom. In other words, the top listed strength will appear to the far left of the chart (See arrow above).

(3) Table

- (a) Strengths are listed by the most to the least prevalent.
- (b) Count is the number for the aggregate *top* five of ALL Cadre.

(e) Improvement Areas (figure 20)

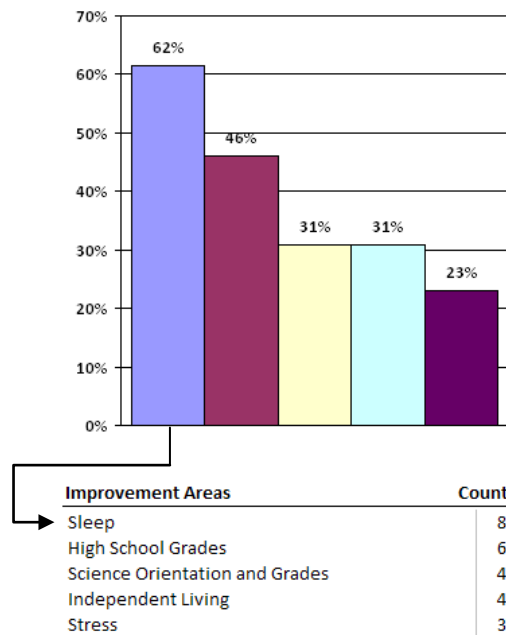


Figure 20. Cadre Improvement areas.

(1) Aggregate information

- (a) Each Cadre member's *top* five Improvement Areas are used to calculate this section.
- (b) The *top* five aggregate Improvement Areas for ALL students are shown.
- (c) Total number of Improvement Areas will *not* equal the questionnaires completed
- (d) Percentages are calculated by dividing the count of a particular strength by the sum of the *top* five aggregate strengths of the group. This represents the percentage of individuals in the entire group that received a particular strength feedback.

(2) Chart

- (a) The left axis percentages represent a scaled estimation of the total Improvement Area.
- (b) On top of each bar are the exact percentages of the Improvement Area.

- (c) Bars are matched with the Improvement Area from left to right and top to bottom. In other words, the top listed improvement area will appear to the far left of the chart (See arrow above).

(3) Table

- (a) Improvement Areas are listed by most to least prevalent.
- (b) Count is the number for the aggregate *top* five of ALL Cadre.

4. Student Stats (figure 21)

Click the  Student Stats button to open Student Stats

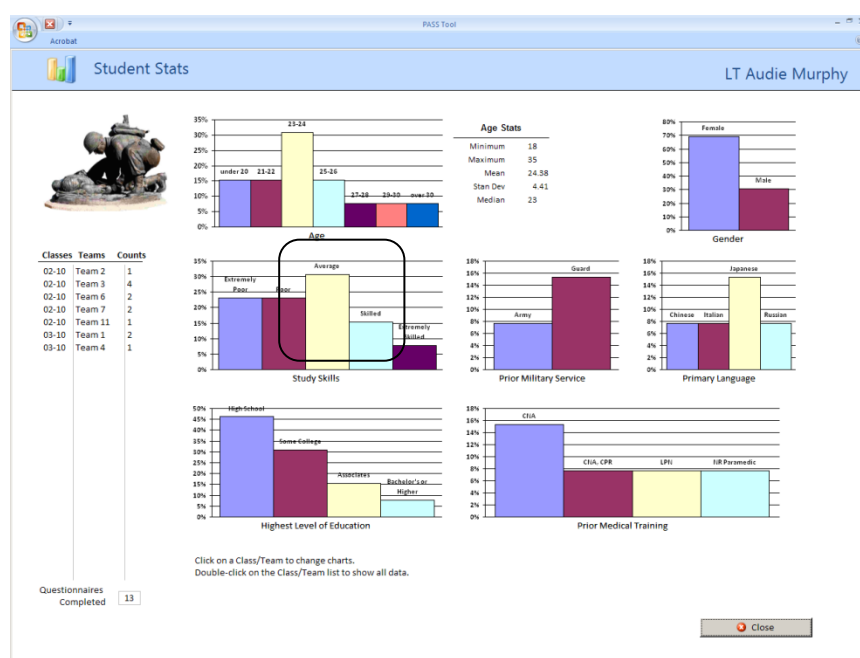


Figure 21. Student stats.

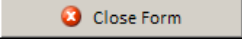
- (a) Class Team Count List shows the Class, Teams, and the number of completed questionnaires for ALL classes assigned to you.
- (1) Clicking on a specific Class & Team from the list will change the charts to reflect composite data for that class/team.
- (2) Double-click “Class Team Count” list and the aggregate data for all students will show.

- (b) Questionnaires Completed area (on bottom left) shows the total number of completed questionnaires for ALL classes assigned to you. This is the sum of the Counts column.

Questionnaires
Completed 13

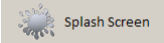
- (c) Click the Close button to close Student Stats and return to the Aggregate Dashboard.

5. Close Form

The  button is clicked to close the Aggregate Dashboard and return to the Researcher's Menu.

6. Environment Section

A. Splash Screen (figure 22)

Click the  button to open the Splash Screen.

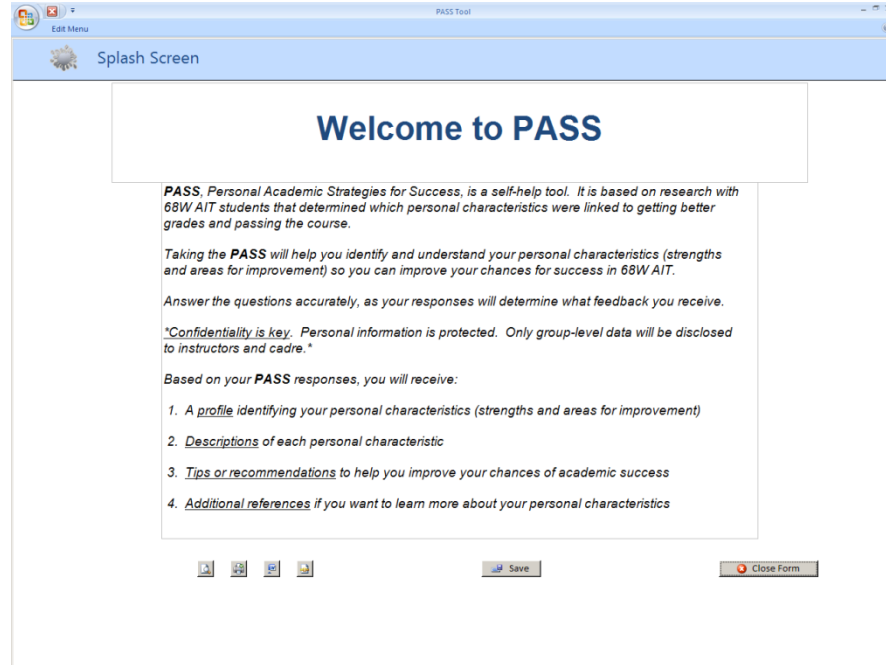
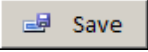


Figure 22. Splash screen modification.

1. Modify Text

- (a) Modify the Splash Screen by clicking into the field. Make changes as needed.
- (b) Text can be created and edited in an external software package such as MS Word, and then copied and pasted into the field.
- (c) Text can be formatted in the RTF, which includes bold, underline, italics, font color, etc.
- (d) An Edit Menu in the upper-left-hand corner gives more options to modify the text.

2. Save

Click the  button to save your work.

3. Delete or New Splash Screen

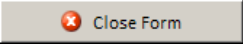
The Splash Screen cannot be deleted or another one created.

4. Reports

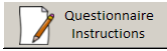
- (a) The Splash Screen can be previewed, printed, and exported to Word in RTF format or exported in PDF format.
- (b) Click the appropriate report button.



5. Close Form

The  button is clicked to close the Splash Screen form and return to the Researcher's Menu.

B. Questionnaire Instructions (figure 23)

Click the  button to open the Splash Screen.

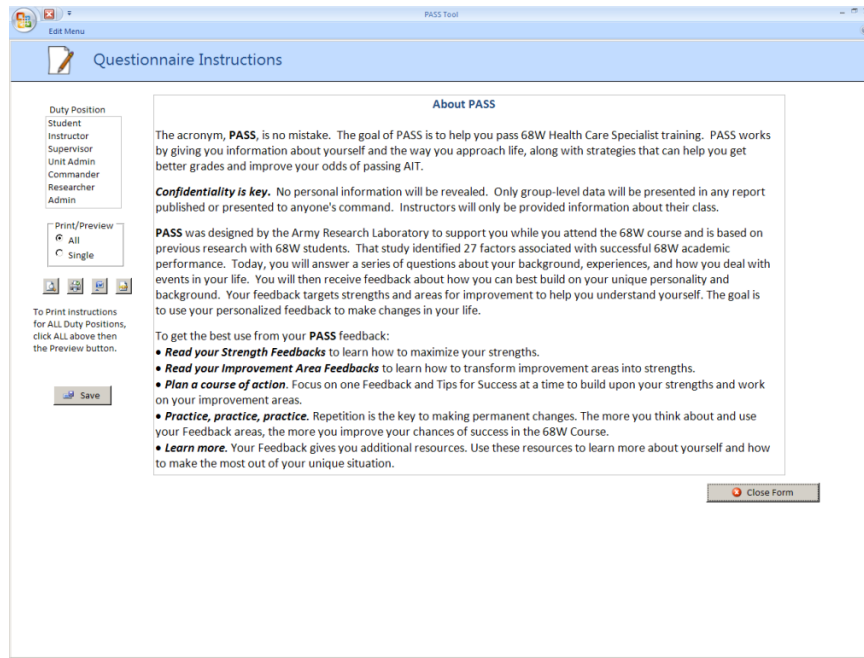


Figure 23. Questionnaire instructions.

1. Duty Position

Duty position is the role a person has when using PASS. Clicking on list will show the current instructions.

2. Modify Instructions

- Select a "Duty Position" in the list.
- Modify the Instructions by clicking into the field. Make changes as needed.
- Text can be created and edited in an external software package such as MS Word, and then copied and pasted into the field.
- Text can be formatted in the RTF, which includes bold, underline, italics, font color, etc.
- An Edit Menu in the upper-left-hand corner gives more options to modify the text.

3. Save

Click the  **Save** button to save your work.

4. Delete or New Instructions

Instructions for each role cannot be deleted or created. Instructions are tied to the role users have in PASS and roles cannot be added or deleted.

5. Reports

(a) Instructions can be previewed, printed, and exported to Word in RTF format or exported in PDF format.

(b) Click the appropriate report button.



6. Close Form

The  **Close Form** button is clicked to close the Questionnaire Instructions and return to the Researcher's Menu.

C. Questionnaire Color Picker (figure 24)

Click the  **Questionnaire Color Picker** button to open the Color Picker. The Questionnaire Color Picker changes colors of the questionnaire, but not for any other user interface.

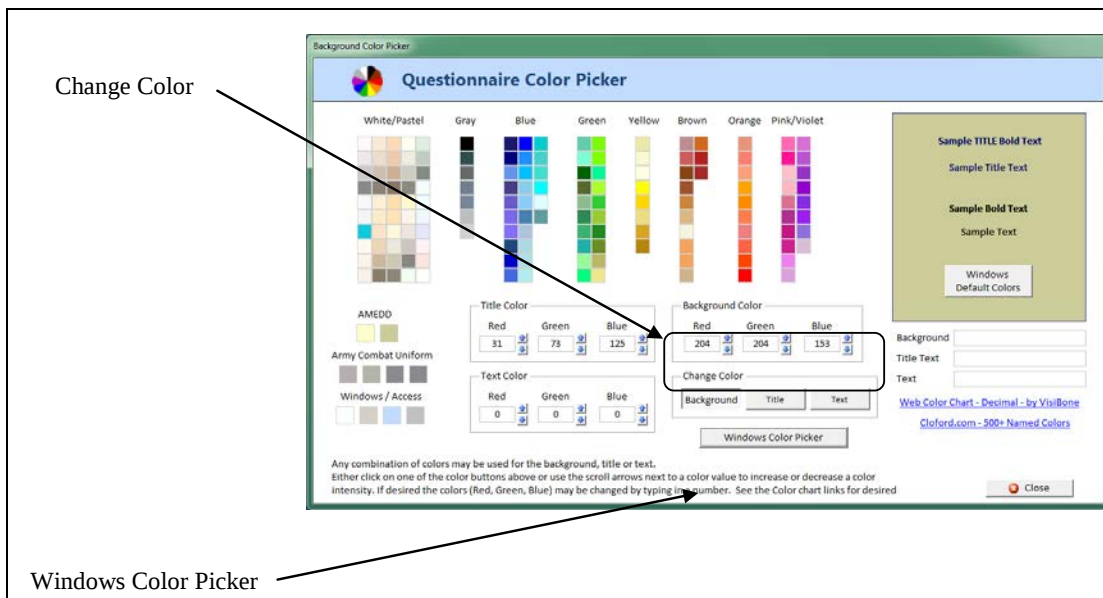
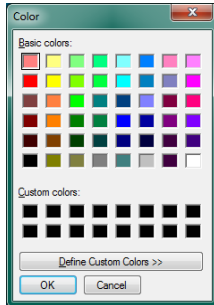


Figure 24. Color picker.

1. Change Color

- The three buttons (Background, Title, and Text) represent the changes that can be made to the questionnaire. The color of choice is used when it is clicked.
- Clicking on the Windows Color Picker button will open the standard Windows Color picker utility.



2. RGB Defined

Red, green, and blue (RGB) are the three primary colors that can be mixed to produce a broad array of colors. Typically RGB colors consist of three numbers from 0 to 255. These numbers are then translated into a specific color. The Background, Title and Text colors are represented in the various areas by the three numbers.

Background Color			Title Color			Text Color		
Red	Green	Blue	Red	Green	Blue	Red	Green	Blue
255	255	255	31	73	125	0	0	0

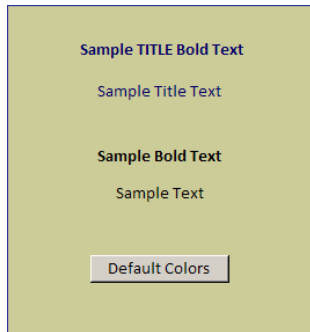
3. Color Names

Background	
Title Text	
Text	

Known color names will show in the area when colors are changed. Typically, it will be blank.

4. Sample Questionnaire Area

The sample background, title, text area illustrates how the questionnaire will look after the colors have been changed.



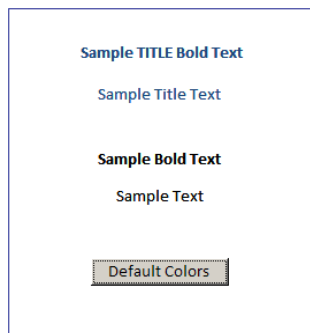
5. Colored Buttons

Each colored button will change the color of one area (Background, Title, or Text) to its color when clicked.

6. Default Colors

The Default Colors button changes the colors to the standard Access colors.

Background	White
Title Text	Dark Blue
Text	Black



7. Title Color

(a) A colored button click changes the Sample Area color.

Title Color		
Red	Green	Blue
31	73	125

(b) The RGB numbers that represent the color will replace the numbers in the three boxes.

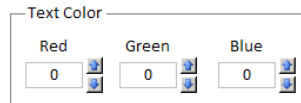
8. Background Color

(a) A colored button click changes the Sample Area color.

- (b) The RGB numbers that represent the color will replace the numbers in the three boxes.

9. Text Color

- (a) A colored button click changes the Sample Area color.
- (b) The RGB numbers that represent the color will replace the numbers in the three boxes.

A dialog box titled "Text Color" with three input fields labeled "Red", "Green", and "Blue". Each field contains the number "0" and has a small color selection icon to its right.

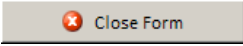
10. Web Hyperlinks

To help with choosing colors, the two hyperlinks to recognized standard color Web sites are available.

[Web Color Chart - Decimal - by VisiBone](#)

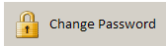
[Cloford.com - 500+ Named Colors](#)

11. Close Form

Clicking the  button closes the Questionnaire Color Picker and returns the user to the Researcher's Menu.

7. Admin Section

A. Change Password

Click the  button to change your password.

1. Type in your old password.
2. Type in your new password.
3. Confirm your new password.
4. Change Password button.

Click the button if you want to change your password or “Cancel” to cancel the change.

5. Passwords

- (a) Passwords are encrypted, and must be decrypted and re-encrypted to be stored.
- (b) Passwords must have a minimum of 12 characters and must have the following:
 - (1) 2 uppercase letters
 - (2) 2 lowercase letters
 - (3) 2 numbers
 - (4) 2 special characters
 - (5) Space can be used in any position of the password except the last character.

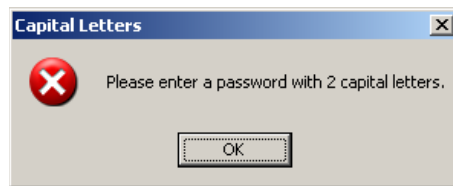
	%	*	/	>	]	
!	&	+	:	?	^	}
"	'	,	;	@	_	~
#	(	-	<	[	`	
\$	)	.	=	\	{	

- (c) The following errors could be encountered:

(1) Length is incorrect.



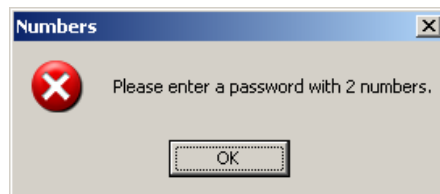
(2) Two capital letters are needed.



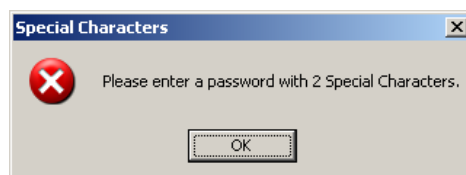
(3) Two lowercase letters are needed.



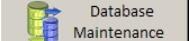
(4) Two numbers are needed.

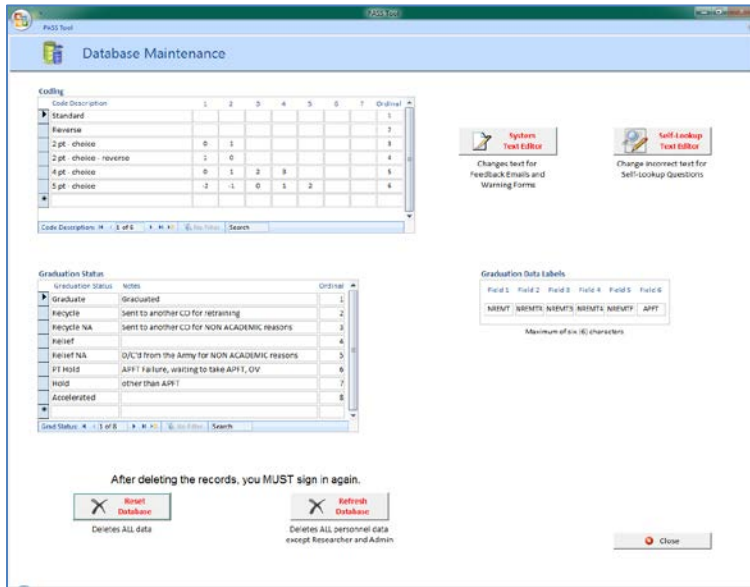


(5) Two special characters are needed.



B. Database Maintenance (figure 25)

Click the  button to open the Database Maintenance Menu form.



Code Description	1	2	3	4	5	6	7	Ordinal
Standard								1
Reverse								2
2 pt. choice	0	1						3
2 pt. choice - reverse	1	0						4
4 pt. choice	0	1	2	3				5
5 pt. choice	1	2	3	4	5			6

Graduation Status	Notes	Ordinal
Graduate	Graduated	1
Recycle	Sent to another CJO for retraining	2
Recycle NA	Sent to another CJO for NON ACADEMIC reasons	3
Recycle		4
Recycle NA	QC's from the Army for NON ACADEMIC reasons	5
PT Hold	APT 1 failure, waiting to take APT 1, OV.	6
Hold	other than APT 1	7
Accelerated		8

Figure 25. Database maintenance menu.

1. Coding

- Coding is assigned to a variable to tell the system how to assign values to a response so the system may calculate the strengths and improvement areas.
- Standard is the default that assigns numbers left to right or top to bottom
- Reverse assigns numbers right to left and bottom to top.
- Description of coding interface
 - Code Description – a brief title of the coding schema
 - Numbers 1–7 represents the responses of the question and will be used in calculations from left to right.
 - Ordinal – the order in which the coding schemas are presented in drop-down lists in the Variables and Questions forms.
- Create new coding schema
 - Type in new Code Description next to the “*” to indicate a new record.
 - Determine the values for each response.

(3) Determine the order of the coding schemas.

Coding

Code Description	1	2	3	4	5	6	7	Ordinal
Standard								1
Reverse								2
2 pt - choice	0	1						3
2 pt - choice - reverse	1	0						4
4 pt - choice	0	1	2	3				5
5 pt - choice	-2	-1	0	1	2			6
*								

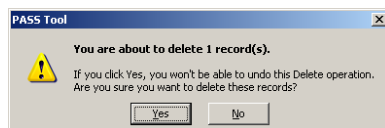
Code Description: 1 of 6 No Filter Search

(f) Delete coding schema

(1) Click the square box next to the code description.

(2) Press the Delete key.

(3) A message box will appear.



(a) Click “Yes” to delete the record.

(b) Click “No” to return to the main form.

(g) Reorder Coding drop downs in the Variables and Questions forms

(1) Determine new order.

(2) Type in the corresponding numbers next to the schemas.

2. Graduation Status

(a) Description of Graduation Status interface

(1) Graduation Status – a brief title of the coding schema, typically imported after the entire class has completed the course

(2) Notes are a short description of the status.

(3) Ordinal – the order in which the graduation statuses are presented in drop-down lists of various forms

(b) Create new status

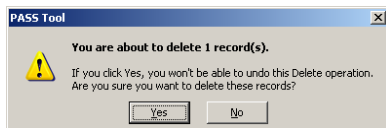
Graduation Status		
Graduation Status	Notes	Ordinal
▶ Graduate	Graduated	1
Recycle	Sent to another CO for retraining	2
Recycle NA	Sent to another CO for NON ACADEMIC reasons	3
Relief		4
Relief NA	D/C'd from the Army for NON ACADEMIC reasons	5
PT Hold	APFT Failure, waiting to take APFT, OV	6
Hold	other than APFT	7
Accelerated		8
*		

Record: 1 of 8 No Filter Search

- (1) Type in new Code Description next to the “*” to indicate a new record.
- (2) Determine the values for each response.
- (3) Determine the order of coding schemas.

(c) Delete status

- (1) Click the square box next to the graduation status.
- (2) Press the Delete key.
- (3) A message box will appear.



- (a) Click “Yes” to delete the record.
- (b) Click “No” to return to the main form.

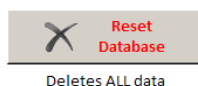
(d) Reorder status

- (1) Determine new order.
- (2) Type in the corresponding numbers next to the status.

3. Reset Database

This is defined as deleting ALL data in the database except Administrators. Section 1 and questions 1 through 10 will NOT be deleted. This is a useful operation if a completely new questionnaire needs to be developed.

- (a) Click the button.



- (b) A warning message appears.

- (1) Click the Cancel button to return to the Main menu without deleting any data.

- (2) Click Continue to reset the database. The data will be deleted and the Warning message will close.

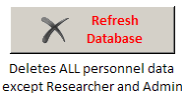


Note: The text of the warning message can be modified through the Database Maintenance, System Text Editor.

4. Refresh Database

This is defined as deleting ALL personnel data and leaving the questionnaire intact except researchers and administrators. This is useful if the tool is moved from one location to another and all students, cadre, and unit administrators are different.

- (a) Click the button.



- (b) A warning message appears.

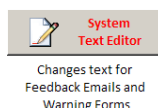


- (1) Click the Cancel button to return to the Main menu without deleting any data.
- (2) Click Continue to refresh the database. The data will be deleted and the Warning message will close.

Note: the text of the warning message can be modified through the Database Maintenance, System Text Editor.

5. System Text Editor

Click the



button to open the System Text Editor form.

(a) Edit Warning text

(1) Click into any of the sample warning labels

- (a) REFRESH Database Warning
- (b) Delete Class and Students Warning
- (c) Delete Questionnaire Warning
- (d) RESET Database Warning

(2) Modify text as needed

- (a) Use the “Edit Menu” in the upper-left-hand corner to edit options



- (b) Move to another field to see how the changes will look on the form. All changes are saved automatically.

(3) The Warning messages cannot be deleted. If the text is removed the warning message will appear blank with only the triangle and the buttons visible.

6. Self-Lookup Text Editor (figure 26)

This feature allows modification of incorrect entries in the self-lookup question type fields. The Self-Lookup Text Correction form will open when selected.

The screenshot shows a software window titled 'PASS Tool' with a subtitle 'Self-Lookup Text Correction'. The window has a light blue header bar. Below the header, there are two main columns. The left column is titled 'Self-Lookup Questions' and contains a list of question IDs: Q006, Q008, Q010, and Q402. The right column is titled 'Count of Responses' and is currently empty. To the right of these columns, there are two text input fields: 'Text to be Corrected' and 'Corrected Text'. Below these fields is a button labeled 'Update Text'. At the bottom of the window, there is a green bar containing a question ID 'A5b' followed by the text 'If "no", what is your primary language (Type in or choose from drop-down list)' and a small drop-down menu.

Figure 26. Self-lookup text correction.

- (a) Click on a question in the Self-Lookup Questions list
The Count of Responses list and the question sample will change.

Self-Lookup Questions

Q006
Q008
Q010
Q402

- (b) Click on the incorrectly spelled text in the Count of Responses list and
The Text to be Corrected field will populate with options.

Count of Responses

Spanish (12)
German (6)
Russian (5)
Gaelic (1)
2 (1)

- (c) Type the correct text in the Corrected Text field

Text to be Corrected

- (d) Click Update Text button

The Count of Responses list will update with the corrected text.

7. Graduation Data Labels

These fields are used to import the pertinent fields for graduation data. They must be filled in and match exactly what will be imported from the “Grade book”. Each field can be no longer than six characters

Graduation Data Labels

Field 1	Field 2	Field 3	Field 4	Field 5	Field 6
NREMT	NREMTR	NREMT3	NREMT4	NREMTF	APFT

Maximum of six (6) characters

8. Close

The  Close button is clicked to close the Database Maintenance form and return to the Researcher's Menu.

C. People (figure 27)

Click the  People button to open the People form.

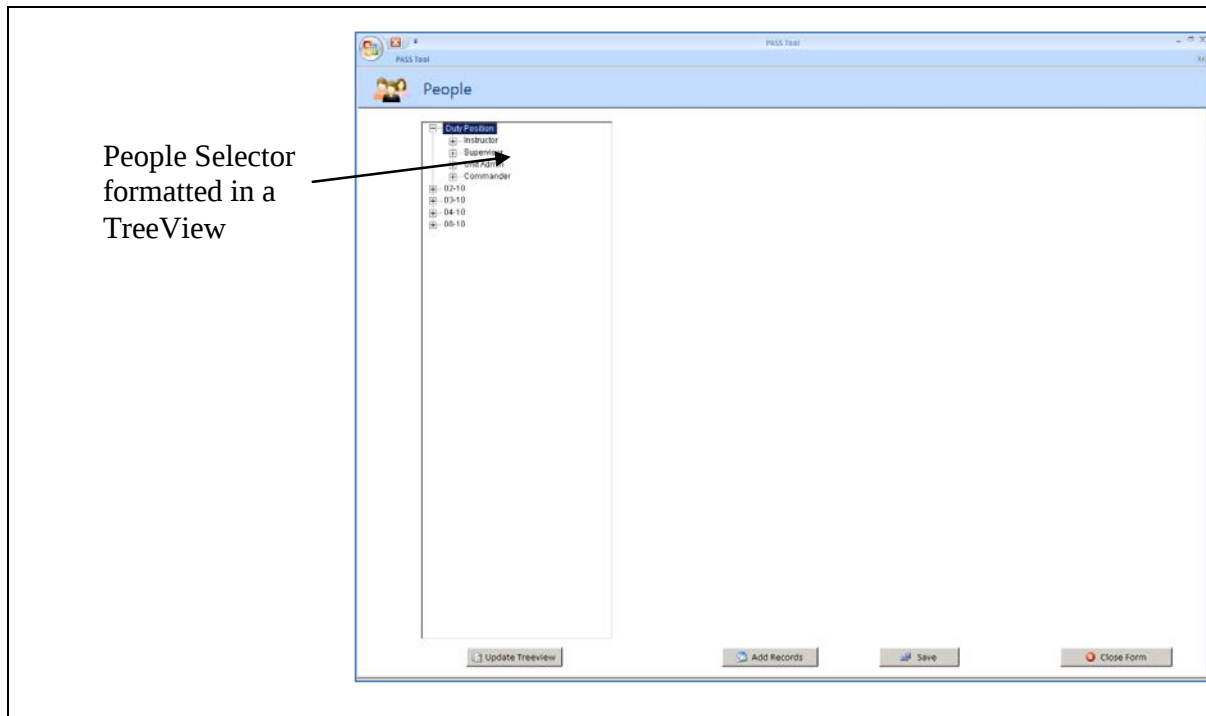


Figure 27. People form.

1. People Selector

The People Selector formatted in a TreeView.

- (a) Click on the plus signs  or the title of the list to expand it.
- (b) Click on the negative sign  or the title of the list to shrink it.
- (c) Clicking an individual's name will show the individual's pertinent information to right of the TreeView. (see figure 28).
- (d) The button will update the TreeView and close all expanded items.

The screenshot shows the 'People' form in the AACS Tool. On the left is a list of people under 'Team 4'. The main area shows the details for 'Robert K. Adams'. The form includes fields for First Name, Middle Initial, Last Name, Suffix, Rank, Role, and an Active checkbox. There are also fields for Class, Team, and various assessment scores (NREMT1, NREMT2, NREMT3, NREMT4, NREMT5, APPT, GPA, Graduation Status). A table at the bottom shows a list of people with their names and IDs. The bottom right corner has buttons for 'Generate Password', 'Print Password', 'Delete Record', and 'Close Form'.

Figure 28. People form with person data.

2. Person Data

- Information about each person may be changed as needed.
- All fields are automatically saved after the cursor is moved to the next field.
- The name fields can be modified by changing the data in each field.
- Drop-down lists are modified by clicking on the down-arrow and making a selection. If the desired suffix or rank is not available, then you may enter what is needed. The Role data list cannot be changed.
- The Active check indicates the individual is active and the data from the questionnaire will be used in any data representation.

A checkbox labeled 'Active' with a checkmark inside the box.

- Class Information (figure 29)

	Class	Team	NREMT	R	3	4	Final	GPA	Graduation Status
▶	02-10 ▼	Team 4 ▼						88.2	Graduate ▼
*	▼	▼							▼

Figure 29. Class information.

- (1) All data fields are imported and should not need to be modified.
- (2) If needed, the drop-down lists can be modified by clicking the down arrow and making a selection. The lists behind the dropdown menu cannot be modified.
- (3) Text fields (NREMT, etc.) may be changed by selecting the field and typing the necessary information.

(g) Passwords

Change
Password

PID or Password:

- (1) Passwords are encrypted, and must be decrypted and re-encrypted to be stored.
- (2) Password requirements
 - (a) Student passwords must be 9 characters in length and must be ALL numbers.
 - (b) For all other personnel, passwords must be at a minimum of 12 characters long and must have the following:
 - (i) 2 uppercase letters
 - (ii) 2 lowercase letters
 - (iii) 2 numbers
 - (iv) 2 special characters
 - (v) Space can be used in any position of the password except the last character.

Password Requirements

Students

9 characters in length
ALL numbers

All Others

12 characters in length
2 capital letters,
2 lower case letters,
2 numbers and
2 special characters

!	%	)	-	;	?	]	{
"	&	*	.	<	@	^	
#	'	+	/	=	[	_	}
\$	(	,	:	>	\	`	~

- (c) To modify a password, click on the Change Password button.

Change Password	PID or Password: *****
-----------------	---------------------------

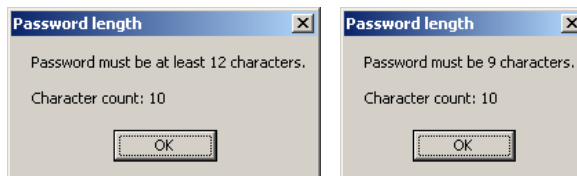
- (d) Modify the password by typing the correction or a new password.

- (e) Click the Encrypt Password button.

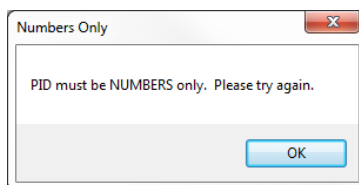
Encrypt Password	PID or Password: 123144434
------------------	-------------------------------

- (f) The following errors could be encountered:

- (i) Length is incorrect.



- (ii) A letter was inserted into a student's PID.



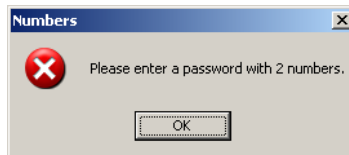
(iii) Two capital letters are needed.



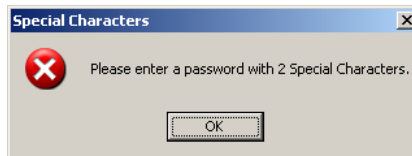
(iv) Two lowercase letters are needed.



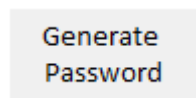
(v) Two numbers are needed.



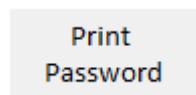
(vi) Two special characters are needed.

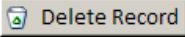


(h) The Generate Password button will generate a password for the individual. It will generate a password that matches the criteria for the individual's role. For example, it will generate a nine-digit number for a student and a 12-character password for an instructor.



(i) To print an individual's password, click the Print Password button.



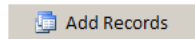
(j) The Delete Record button  will delete the individual's data, but will not delete the questionnaire data the student may have completed.

(k) CurrentID field is system generated and is informational only.

CurrentID

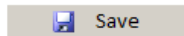
(l) Add Records

(1) Click the Add Records button.



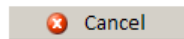
(2) Enter the pertinent information.

(3) Click the Save button.

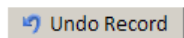


If there is any missing information, a message box will appear with the missing information and will erase all the fields, except the Password field.

(4) Click the Cancel button to close the screen.



(5) Click Undo Record to start over.



8. Export/Delete Questionnaire Criteria

Figure 30 shows the export/delete questionnaire criteria.

Export/Delete Questionnaire Criteria

Begin Date: 3/16/2010 End Date: 7/13/2010

Class	Team	Cadre	
02-10	Team 1	Administrator, Unit	Unit Admin
03-10	Team 2	Bilko, Steve SGT	Instructor
	Team 3	Brown, Monica SPC	Instructor
	Team 4	James, Toby SGT	Supervisor
	Team 5	Levitow, John SGT	Supervisor
	Team 6	Martin, Steve CPL	Instructor
	Team 7	Murphy, Audie LT	Commander
	Team 8	York, Alvin C MSG	Supervisor
	Team 9		
	Team 10		
	Team 11		
	Team 12		

Variables:

- Achievement
- African American
- Attention/Focus
- Behavior Patterns
- Commitment
- Coping Style
- Education Level
- English as a 2nd Language
- Fear of Failure
- Hardships
- Health
- High School Grades
- Independent Living
- Marital Status
- Motivation & Interest in Course
- Negative Thoughts
- Parental Marital Status (Parents Divorce)
- Physical Fitness Prior to Enlistment
- Positive Thoughts
- Prior Medical Training

Records: 32

Reset Criteria

Figure 30. Export/delete questionnaire criteria.

A. Dates

1. Begin Date

The default is the date the first questionnaire was completed.

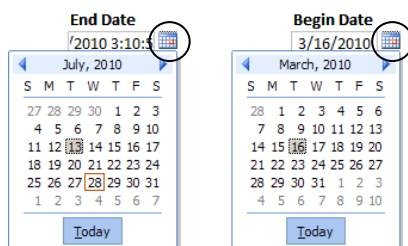
2. End Date

The default is the last date a questionnaire was completed.

3. Date format

(a) Dates are formatted using the Short Date format: m/d/yyyy.

(b) Clicking a date field will cause a time to appear as well.



4. Date Picker

(a) Clicking in a date field will cause the “Date Picker” to show.

(b) The calendar reflects the date in the field.

(c) The highlighted date is the date in the field.

(d) The outlined date is Today's date

B. Class

1. Shows the classes that have been imported into PASS.
2. Select one class to export data associated with that class.

C. Team

1. Shows the teams which have been imported into PASS.
2. Select one team to export data associated with that team.

D. Cadre

1. Shows the Cadre, by name and role, which have been added to the PASS.
2. Select one name to export the data associated with that person.

E. Select Group

1. Pass only gives the number of records students have either started or finished the questionnaire.
2. All Personnel is the number of personnel in the system.
3. The numbers change when the dates, Class, Team, and/or Cadre are selected.

F. Variables

1. Lists all the variables in alphabetical order.
2. Select one variable to export the data for a single topic.

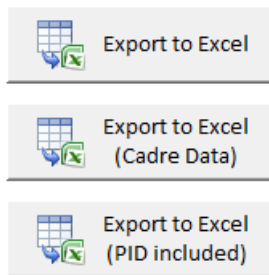
G. Reset Criteria

1. Clicking the Reset Criteria button will set each list to the default values.

9. Export Data

Select the criteria for export and then click one of the Export buttons.

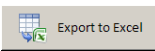
Export Data



A. Minimum Requirements

1. MS Excel 2007
2. MUST have Instructor for EACH Class, otherwise the class will not export

B. Export to Excel (figure 31)

1. Select the export criteria (see VIII 8. Export/Delete Questionnaire Criteria above).
2. Click the  button to open the “Export to Excel” pop-up form.

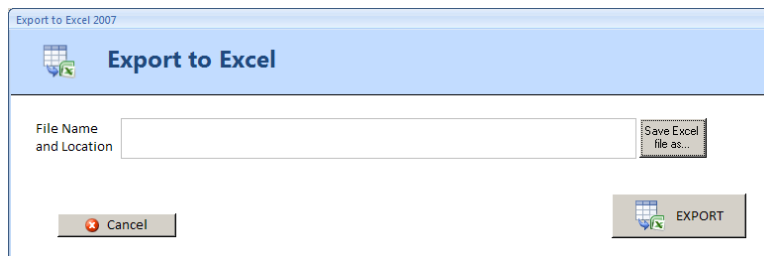


Figure 31. Export to Excel.

3. Export to Excel form

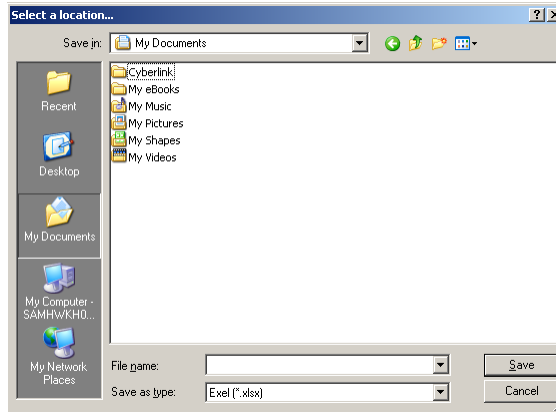
(a) Filename and Location

Type in the desired information or click the “Save Excel file as...” button.

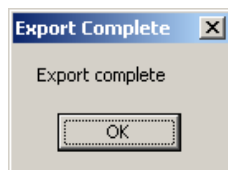
(b) “Save Excel file as...” button opens a file dialog box

- (1) Find location.
- (2) Type in filename.
- (3) Click Save.

Filename and location field will be filled in with the file path and name of file.



- (c) ExportA click on the Export button will export the file. A message box will appear indicating the export has been completed.



- (d) Cancel

Click the Cancel button close the form.

C. Export to Excel (Cadre Data) (figure 32)

1. Select the export criteria (see VIII 8. Export/Delete Questionnaire Criteria above).
2. Click the  button to open the “Export to Excel” pop-up form.

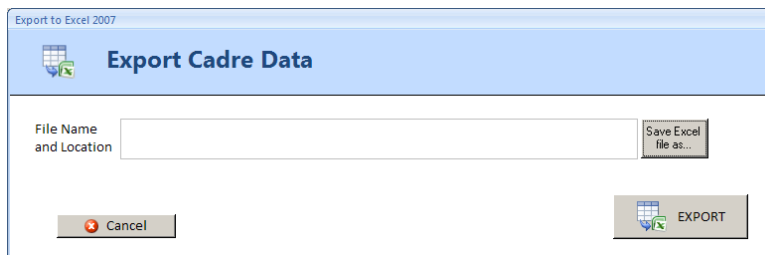


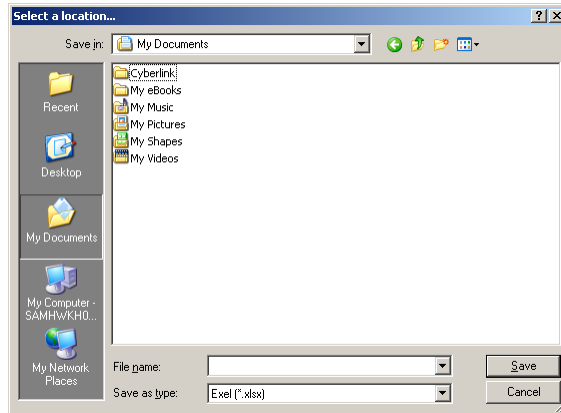
Figure 32. Export Cadre Data.

3. Export to Excel form

- (a) Filename and Location

Type in the desired information or click the “Save Excel file as...” button.

(b) The “Save Excel file as...” button opens a file dialog box



(1) Find location.

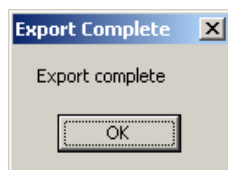
(2) Type in filename.

(3) Click Save.

Filename and location field will be populated with the file path and name of file.

(c) Export

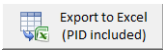
Click the Export button and the file will be exported. A message box will appear indicating the export has been completed.



(d) Cancel

Click the Cancel button to close the form

D. Export to Excel (PID Included) (figure 33)

1. Select the export criteria (see section 8, “Export/Delete Questionnaire Criteria”).
2. Click the  button to open the “Export to Excel” pop-up form.

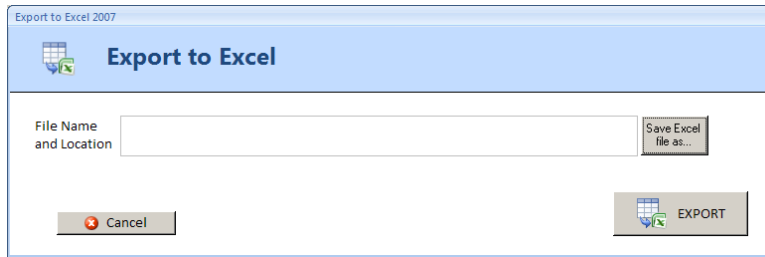


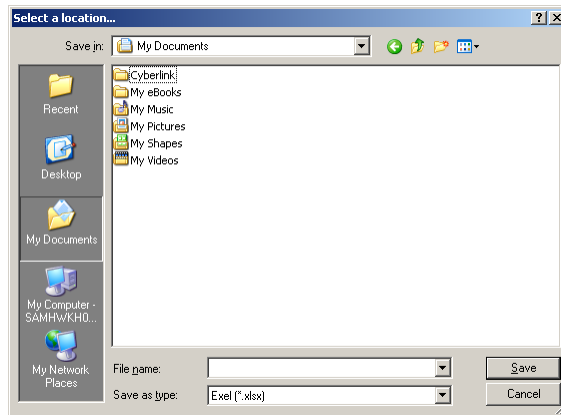
Figure 33. Export to Excel with PID.

3. Export to Excel form

(a) Filename and Location

Type in the desired information or click the “Save Excel file as...” button.

(b) “Save Excel file as...” button opens a file dialog box



(1) Find location.

(2) Type in filename.

(3) Click Save.

Filename and location field will be populated with the file path and name of file.

(c) Export

Click the Export button to export the file. A message box will appear indicating the export has been completed.



(d) Cancel

Click the Cancel button close the form.

E. Data Analysis

MUST use SPSS v16 or higher for analysis. Versions below 16 will not import the data properly.

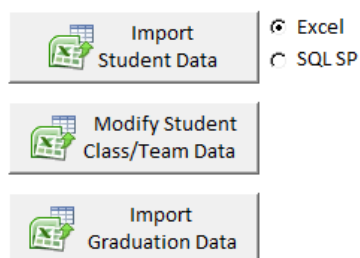
10. Import/Modify Data

A. Import Data

1. Choose method to import data

- Choose the method to import data – MS Excel spreadsheet or from the AMEDD C&S database.
- Go to the next XA2 for Excel import or XA3 for SQL SP import.

Import/Modify Data



2. MS Excel Student Data Import

(a) Prepare Student data for Import

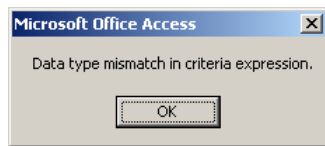
(1) Open the Class Roster file with Excel

(a) MS Excel 2007 or higher must be used.

- (b) File format extensions
 - (i) CSV (comma-separated values)
 - (ii) XLS – MS Excel versions prior to 2007
 - (iii) XLSX – MS Excel 2007 and above
 - (iv) XLSB – MS Excel 2007 and above

(2) Prepare spreadsheet for Import

Please note that missing any of these steps could lead to errors and the data may NOT be imported correctly.



- (a) Ensure the first worksheet is titled “Class.”
- (b) Ensure the following columns are in the workbook and headings are on the first row. There are no requirements for list order or capitalization of column headings (see figure 34). If a required field is blank, the record(s) will NOT be imported.

*Letter case of the
column headings
does not matter*

- (c) PID – required

Note: If one PID is left blank in the list, an error will appear and NO record will be imported (see sample below)

- (d) LAST – required
- (e) FIRST – required
- (f) MI – not required
- (g) RANK (abbreviated) – not required
- (h) TEAM – team numbers are limited to 20. If no team is assigned put in any number greater than 21 or leave blank and team number will be recorded as 100.
- (i) CLASS – limited to 10 alpha-numeric characters, is required, and is the same as the class designation (e.g., 01–13). If left blank, record(s) will not be imported.

	A	B	C	D	E	F	G	H	K	L
	SSN	LAST	FIRST	MI	RANK	GENDER	COMP	AIMSPC STATUS	TEAM	CLASS
7	204-78-6519	BARTOS	JEFFREY	M	PV2	M	RA	NEW INPUT	100	B Co
8	704-82-0559	ADAMS	WILLIAM	B	PVT	M	ARNG	NEW INPUT	100	B Co
9	106-88-9212	AFOLABI	ADESHOLA	O	PVT	M	ARNG	NEW INPUT	100	B Co
10		AYALA	DAVIS		PV2	M	RA	NEW INPUT	100	B Co
11	109-88-1567	BOXBERGER	MARC	R	PFC	M	USAR	NEW INPUT	100	B Co
12	409-70-9976	BOGUCKI	DANIEL	P	PV2	M	RA	NEW INPUT	100	B Co
13	310-64-4740	BERRIOS	ROBERT	A	PFC	M	RA	NEW INPUT	100	B Co

Figure 34. Excel sample.

(b) Import Student Data (figure 35)

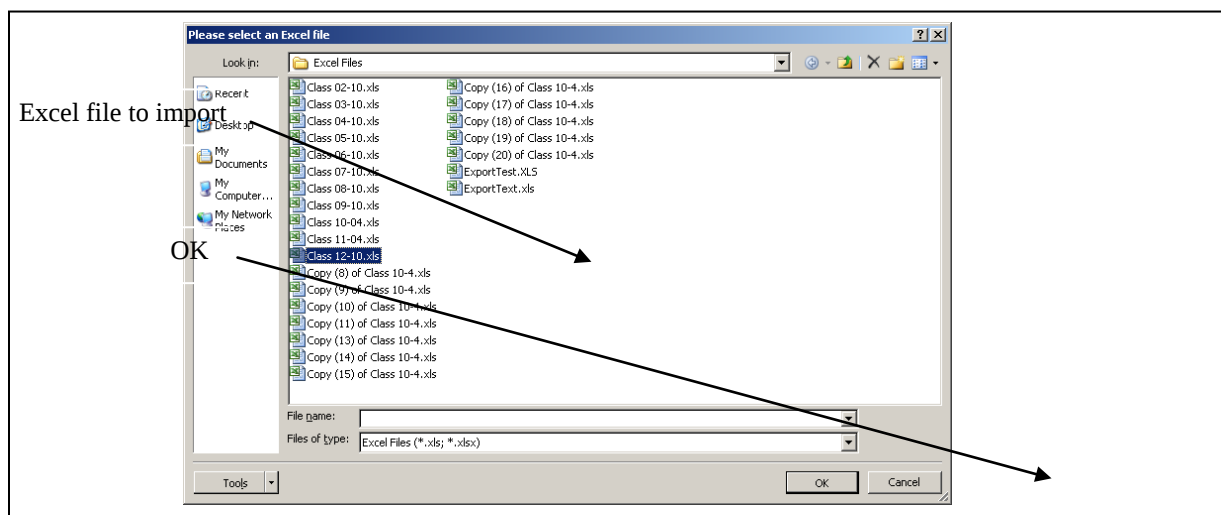
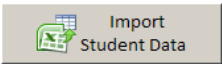


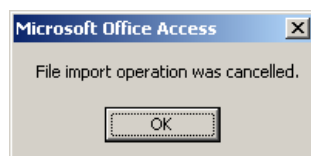
Figure 35. Import file selection.

(1) Click the  button to begin importing student data.

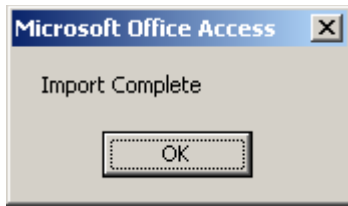
(2) Select an Excel file to import.

(3) Click OK.

If the Cancel button is clicked the below message box below will appear.



When the export is complete a message box will appear.



(c) Verify Import

- (1) Click the  button.
- (2) Ensure the company and teams are visible (see figure 27).
- (3) Click on Team / Company and verify the company and team show in the list.



B. Modify Student Class/Team Data

1. Prepare Data for Import

- (a) Open the Class Roster file with Excel
 - (1) MS Excel 2007 or higher *must* be used.
 - (2) File format extensions
 - (a) CSV (comma-separated values)
 - (b) XLS – MS Excel versions prior to 2007
 - (c) XLSX or XLSB – MS Excel 2007 and above
 - (3) Ensure the same class roster has been used to import the student data (see section D, Import Data, above).
 - (4) Student data *MUST* be imported before the class/team data can be modified.

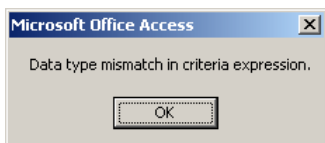
(b) Prepare spreadsheet for import

Please note that missing any of these steps may lead to errors and incorrectly imported data (see notes above).

- (1) Ensure the first worksheet is titled “Class.”

(2) Ensure the following columns are in the workbook and headings are on the first row. There are no requirements for list order or capitalization of column headings (see figure 34). If a required field is blank, the record(s) will *NOT* be imported.

(a) PID – required. Note: If one PID is left blank in the list, an error will appear and NO record will be imported



(b) TEAM – required – team numbers are limited to 20

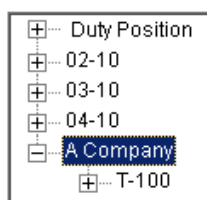
(c) CLASS – required and limited to 10 alpha-numeric characters

(c) Verify Import

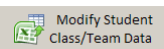
(1) Click on  button.

(2) Ensure the company and teams are visible (see figure 27).

(3) Click on Team / Company and verify the company and team show in the list.



2. Update Records

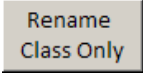
(a) Click the  button to modify the data.

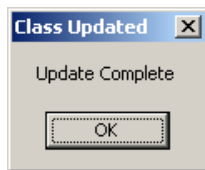
(b) A Modify Class and Team pop-up (figure 36) will appear.

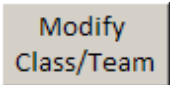
Figure 36. Modify class and team.

- (1) Click on an “Old Class” in the list.
- (2) Type in a “New Class” – type in the same name used in the Class column above.
Note: The class name must be exact.

- (3) Clicking the “Cancel” button closes the pop-up with no changes made.

- (4) Click the  button to rename the class only.



- (5) Click the  button to modify the class and the team. Select the Excel file to import (figure 37).

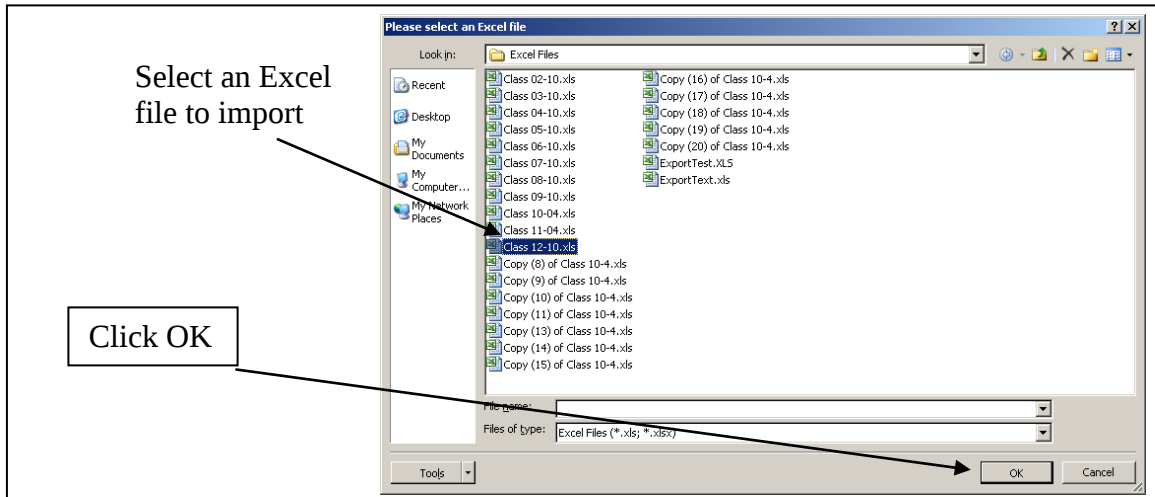


Figure 37. Select Excel file.

- (c) If the Cancel button is clicked, the message box below will appear (figure 38).

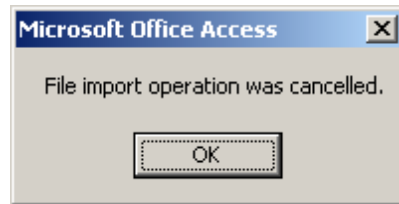


Figure 38. Import cancelled.

- (d) When the import is complete a message box will appear.



- (e) Click OK to close the pop-up.

C. Import Graduation Data (figure 39)

1. Prepare Graduation data to Import

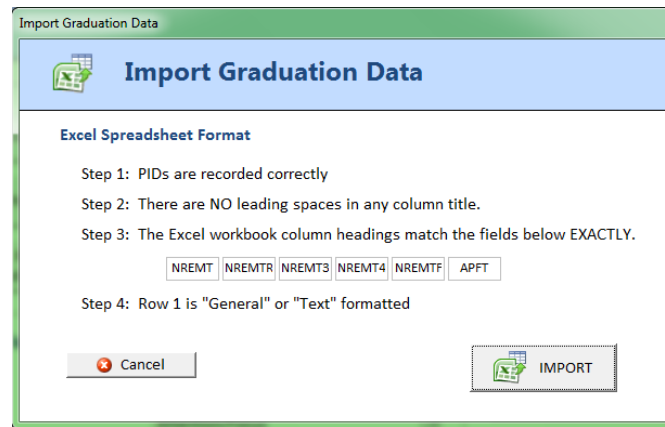


Figure 39. Import graduation data.

(a) Open the desired Class Roster with Excel

- (1) MS Excel 2007 or higher must be used.
- (2) File format extensions
 - (a) CSV (comma-separated values)
 - (b) XLS – MS Excel versions prior to 2007
 - (c) XLSX or XLSB – MS Excel 2007 and higher
- (3) Ensure the same Class Roster has been used to import the student data (see section D, Import Data, above)
- (4) The student data *MUST* be imported before any graduation data will be imported

*Letter case of
the column
headings does
not matter*

(b) Prepare the Excel Workbook for Import

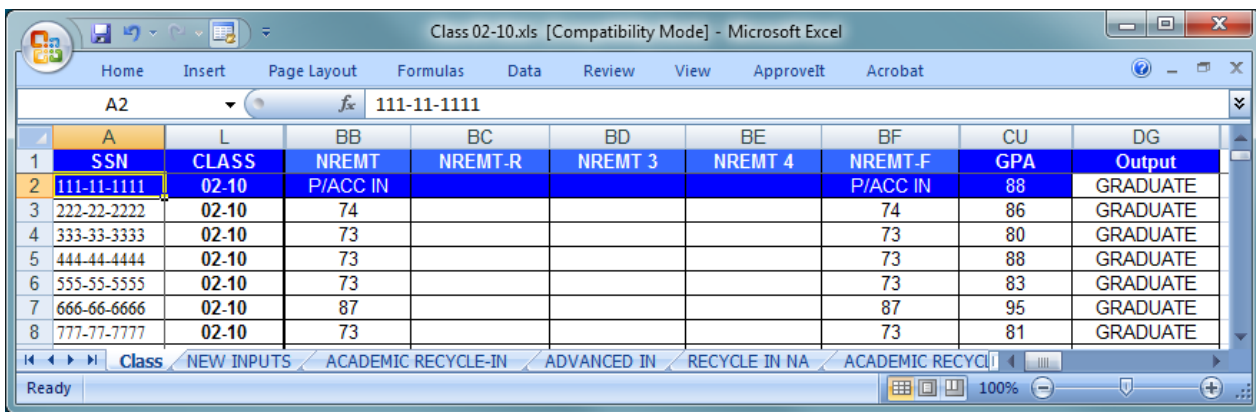
Missing any of these steps could lead to errors and the data might *NOT* be imported correctly.

(c) Ensure the first worksheet is titled “Class.”

(1) Ensure the following columns are in the workbook and headings are on the first row. There are no requirements for list order (see figure 40 for a sample spreadsheet) or capitalization of column headings.

- (a) PID
- (b) GPA
- (c) CLASS
- (d) Output
- (e) Follow the steps on Import Graduation Data form...

Note: The column names may be changed.



	A	L	BB	BC	BD	BE	BF	CU	DG
1	SSN	CLASS	NREMT	NREMT-R	NREMT 3	NREMT 4	NREMT-F	GPA	Output
2	111-11-1111	02-10	P/ACC IN				P/ACC IN	88	GRADUATE
3	222-22-2222	02-10	74				74	86	GRADUATE
4	333-33-3333	02-10	73				73	80	GRADUATE
5	444-44-4444	02-10	73				73	88	GRADUATE
6	555-55-5555	02-10	73				73	83	GRADUATE
7	666-66-6666	02-10	87				87	95	GRADUATE
8	777-77-7777	02-10	73				73	81	GRADUATE

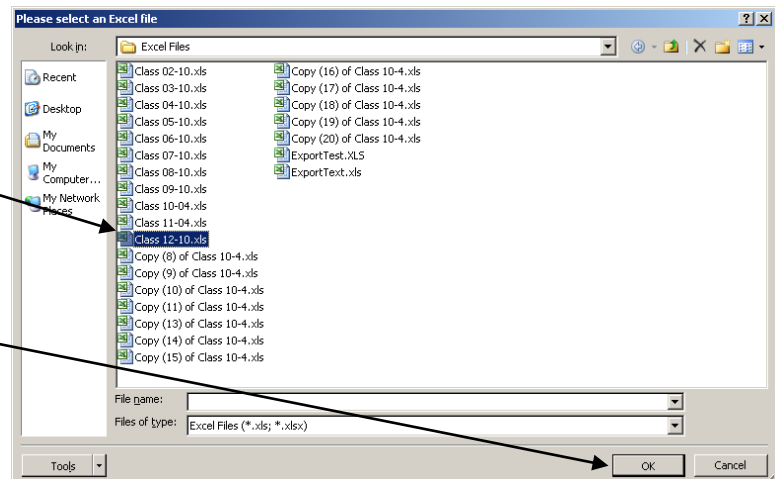
Figure 40. Import graduation data sample.

2. Import Graduation Data

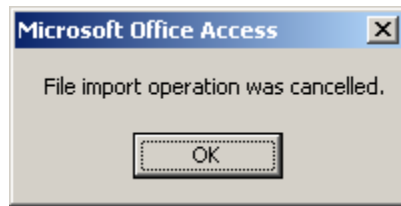
(a) Click the  button to import graduation data.

(b) Select an Excel file to import.

(c) Click OK.



(d) If the Cancel button is clicked, the following message box will appear.



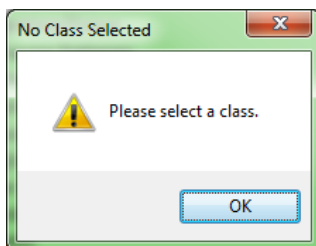
(e) When the export is complete, a message box will appear.



11. Print Class Roster

A. Select Class

A class must be selected or an error message will appear.



B. Click Print Class Roster with Passwords Button

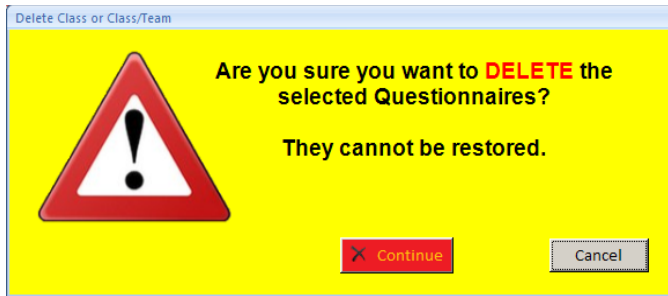
The report will appear in preview mode. Click the printer icon to print the report.

12. Delete Questionnaires

A. Select Delete Criteria

Select the export criteria (see VIII 8. Export/Delete Questionnaire Criteria above).

B. Click the Delete Questionnaires Button



1. A warning message will appear.
2. Click the Cancel button to return to the Main menu without deleting the questionnaires.
3. Click Continue to delete the questionnaires.

The questionnaires will be deleted and the Warning message will close.

Note: The text of the warning message can be modified through the Database Maintenance, System Text Editor.

13. Delete Class/Team

A. Class

One class may be selected and deleted.

B. Team

A single team associated with a class may be selected and then deleted.

Class	Team
02-10	Team 1
03-10	Team 2
04-10	Team 3
08-10	Team 4
	Team 5
	Team 6

C. Students

When neither class nor team is selected, the number represents the total number of students in the system. When a class and/or team is selected, it represents the number of students that are assigned and therefore may be deleted.

Students: 1884

Q'naires: 32

D. Q'naires (Questionnaires)

Q'naires refers to the total number of questionnaires that have been started or completed. If a class and/or team is selected, it refers to the number of questionnaires that is associated with it.

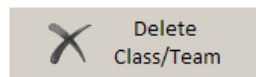
E. Reset

The button resets the criteria for the lists and total fields.

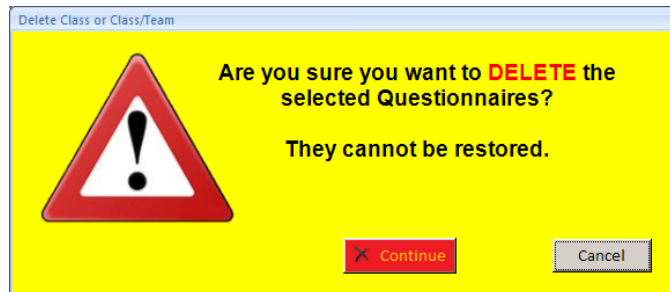


F. Delete Class/Team button

1. Select Class and/or Team.
2. Verify the number of students and Q'naires to be deleted.
3. Click the **Delete Class/Team** button.



- (a) A warning message appears.



- (b) Click the Cancel button to return to the Main menu without deleting the students or the questionnaires.
- (c) Click Continue to delete the students and questionnaires.

The students and questionnaires will be deleted and the Warning message will close. The Class list and Team list will automatically update.

Note: The text of the warning message can be modified through the Database Maintenance, System Text Editor.

14. Create New Questionnaire Procedure

These steps must be performed in order.

A. Reset Database

This will delete *ALL* data in the database, except administrators. Section 1 and question 1 through 10 will NOT be deleted. This is useful to create a totally different questionnaire (see paragraph IV).

B. Create Section

1. Limits

(a) Total Sections: 20

(b) Number of questions per section

(1) Same type of question: unlimited (recommend no more than 100)

(2) Various types of questions: 25 (recommend no more than 20)

Note: This depends on the type of question (some might not work with more than 10).

2. Add Section

See paragraph 4.C.

C. Create Variable

See paragraph 4.B.

D. Modify Predictors

See paragraph 4.D.

E. Create Question

1. Limits

(a) Total questions: 600

(b) Question Length: 230 characters (including spaces) – Arial 12 point font

(c) Question Response Length: 130 characters (including spaces) – Arial 11 point font

2. Add Questions

See paragraph 4.A.

15. Workstation Setup

A. Machines

1. Operating System of Microsoft Windows XP or higher with the latest service packs
2. The monitor's screen resolution is set at 1280 by 1024 pixels or higher. Typical monitor should be 21-in flat-screen with color quality set to the highest setting.
3. Network connectivity with a minimum of 100 Mbps

B. Software

1. *Students and Cadre*: MS Office 2007 Professional or higher.
2. *Researcher, Admin Researcher*:
 - (a) MS Office 2007 Professional or higher
The PASS Tool will export results in MS Excel 2007 version – previous versions are not capable of handling a questionnaire export.
 - (b) SPSS v16 or higher to analyze the results and possibly make changes to the questionnaire. Previous versions cannot import the number of columns necessary for the questionnaire.
3. *IT Admin*:
 - (a) MS Office 2007 Professional or higher
 - (b) A graphics software package is desirable for graphic changes or modification if needed.

C. Front End

1. Use Master Front End (FE) and connect to Back End (BE)
2. Copy FE to each student workstation

D. Back End

Should be located on the network with each person given enough access rights to add or modify data.

16. References

- Army Medical Department Center and School. 68W staged at 1st METC class, data as of 22 May 2013. Internal report using data from the Army Training Requirements and Resources System (ATRRS), 2013.
- DeVilbiss, C.; Rice, V. J. B. *Survey Results for the Development of the Academic Class Composite Tool for the Academic Instructors and Supervisors*; ARL-MR-0677; U.S. Army Research Laboratory: Aberdeen Proving Ground, MD, 2007.
- DeVilbiss, C.; Rice, V. J.; Laws, L.; Alfred, P. If You Want to Know Why Students Fail, Just Ask Them: Self and Peer Assessments of Factors Affecting Academic Performance. *The United States Army Medical Department Journal*, Oct.–Dec. 2010, pp 65–72.
- Rice, V. J.; DeVilbiss, C. *Supporting Soldiers in AIT at Ft. Sam Houston, Texas: The Academic Class Composite Tool for Academic Instructors and Supervisors, Definition and Development*; Internal Report for the U.S. Army Medical Department Center and School, Ft. Sam Houston, San Antonio, TX, 2006.
- Rice, V. J. B.; Alfred, P. E. Human Factors in Military Learning Environments. In P. Savage-Knepshield, J. Martin, J. Lockett III, and L. Allender, Eds.; *Designing Soldier Systems: Current Issues in Human Factors*; Ashgate: Farnham, Surrey, 2012; pp 197–214.
- Rice, V. J.; Butler, J.; Marra, D.; DeVilbiss, C.; Bundy, M.; Headley, D., et al. *A Prediction Model for the Personal Academic Strategies for Success (PASS) and Academic Class Composite Tool (AC²T)*; Internal Report for the U.S. Army Medical Department Center and School, Ft. Sam Houston, San Antonio, TX, 2006.
- Rice, V.; Butler, J.; Marra, D.; Vu, T.; DeVilbiss, C.; Headley, D., et al. *Accomplishments and achievements: Army Medical Department Center and School Advanced Individual Training Attrition*; Internal Report for the U.S. Army Medical Department Center and School, Ft. Sam Houston, San Antonio, TX, 2007.

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(PDF) DAPE MR B KNAPP
300 ARMY PENTAGON RM 2C489
WASHINGTON DC 20310-0300

ABERDEEN PROVING GROUND

12 DIR USARL
(PDF) RDRL HR
L ALLENDER
P FRANASZCZUK
C COSENZO
RDRL HRM
P SAVAGE-KNEPSHIELD
RDRL HRM AL
C PAULILLO
RDRL HRM B
C SAMMS
RDRL HRM C
L GARRETT
RDRL HRS
J LOCKETT
RDRL HRS B
M LAFIANDRA
RDRL HRS C
K MCDOWELL
RDRL HRS D
B AMREIN
RDRL HRS E
D HEADLEY
RDRL HRS EA
V RICE