NOTICES

Disclaimers

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

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Approved for public release; distribution is unlimited.
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 (AC²T), which provides instructors with feedback on their class as a whole. AC²T 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%.

![68W Staged at 1st METC Class, data as of 22 May 13](image)

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.

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* 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.

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

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 (AC\(^2\)T), 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 AC\(^2\)T 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.

![Security Notice](image)

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

B. The Login Page (figure 4)
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 “Open Administrator’s Menu” button.

![Welcome Screen](image-url)
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.

![Researcher Administrator’s Menu](image)

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.

6. Export Data

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

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

(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”).

(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

(b) Form Style and Description identifies the form and defines how the question will look on the questionnaire, as shown in the following examples.
2_HTF – horizontal True/False

2_HYN – horizontal Yes/No

2_V – Vertical – 2 responses, free text
Response length is limited to 128 characters (Arial 11 pt).

3_H – Horizontal – 3 responses, free text
Response is limited to 2 lines of 8-10 characters (Arial 11 pt).

3_V – Vertical – 3 responses, free text
Response length is limited to 128 characters (Arial 11 pt).
4_H – Horizontal – 4 responses, free text
Response is limited to 2 lines of 7-8 characters (Arial 11 pt).

<table>
<thead>
<tr>
<th>0-1</th>
<th>2-3</th>
<th>3+</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

4_\_NRSR – Horizontal – canned responses

<table>
<thead>
<tr>
<th>Never or Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4_H_NSOV – Horizontal – canned responses

<table>
<thead>
<tr>
<th>Never or Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
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</thead>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

4_V – Vertical – 4 responses, free text
Response length is limited to 128 characters (Arial 11 pt).

4_H_NAMQE – canned responses

4_H_NASFV – canned responses

5_H – Horizontal – 5 responses, free text
Response is limited to 2 lines of 7–8 characters (Arial 11 pt).

5_H_Believe – canned responses

5_H_NAMQE – canned responses

5_H_NASFV – canned responses
5_H_NMMQV – canned responses
5_H_PFAGE – canned responses

<table>
<thead>
<tr>
<th>F2</th>
<th>The military has a great deal of personal meaning for me.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B17</th>
<th>During or after the deployment, did you ever feel numb or distant from your emotions?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>A11</th>
<th>Overall, how would you rate your health</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>E1</th>
<th>I could be experiencing some emotion and not be conscious of it until sometime later.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost never</td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>G1</th>
<th>I usually manage one way or another:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7_V – Vertical – 7 responses, free text
Response length is limited to 128 characters (Arial 11 pt).

8_V – Vertical – 8 responses, free Text  
Response length is limited to 128 characters (Arial 11 pt).

9_V – Vertical – 9 responses, free Text  
Response length is limited to 128 characters (Arial 11 pt).

10_V – Vertical – 10 responses, free Text  
Response length is limited to 128 characters (Arial 11 pt).
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.

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

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

Self-Lookup – Fill in the Blank (drop down selection)
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 18 and 60

(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

(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.

(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.

(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).

(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 `Question # Sort` 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 `Find and Replace` 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 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 [Variable Questions Only] 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 [Activate All Questions] button is clicked, ALL questions will be marked “Active” and will show on the questionnaire.

17. Close Form

The [Close Form] button is clicked to close the form and return to the Researcher’s Menu.

B. Variables (figure 9)

Click [Variables] 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

(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.

6. Coding

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

7. Locate Variable

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

(a) Choose either a Variable List or Variables with Questions and Coding.

(b) 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 button is clicked, a variable will be deleted.

(a) Ensure the variable you want to delete is showing.

(b) Click the Delete Variable button.

(c) A message box will appear.
Click “Yes” to delete the variable.

Click “No” to cancel deletion.

11. Close Form

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

C. Sections (figure 10)

Click the **Sections** button to open the Sections Form.

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
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.

11. **Section Designation (Locator)**

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

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.

![Message Box]

(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.

![Predictors]

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

(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
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).

4. Question Area

(a) Question number

(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

(2) Person’s Name
   (a) Sorted alphabetically
   (b) By Class

(b) Questionnaire list

Picking a record from the drop-down list will put the focus on the record.
(c) Delete

Clicking the \( \text{X} \) button will delete the record that is identified in the Questionnaire List. After deletion is complete a message box will appear.

![Microsoft Office Access](image)

(d) Load Record

The \( \text{Load Record} \) 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.

![Questionnaire loaded](image)

(e) Export Record

(1) Click the \( \text{Export Record} \) 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

<table>
<thead>
<tr>
<th>Order</th>
<th>Variable</th>
<th>Formula</th>
<th>Calculation Results</th>
<th>Positive Operation</th>
<th>Positive Threshold</th>
<th>Positive Results</th>
<th>Negative Operation</th>
<th>Negative Threshold</th>
<th>Negative Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Education Level</td>
<td>Raw</td>
<td>5.00</td>
<td>≥ 3.00</td>
<td>X</td>
<td>≤ 2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Study Skills</td>
<td>Raw</td>
<td>5.00</td>
<td>≥ 4.00</td>
<td>X</td>
<td>≤ 3.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Hardships</td>
<td>Weighted Average</td>
<td>2.46</td>
<td>≥ 3.23</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Commitment</td>
<td>Average</td>
<td>1.50</td>
<td>≤ 2.25</td>
<td>X</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Health</td>
<td>Raw</td>
<td>5.00</td>
<td>n/a</td>
<td>≤ 2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Motivation &amp; Interest in Course</td>
<td>Raw</td>
<td>2.00</td>
<td>≥ 4.00</td>
<td>X</td>
<td>≤ 2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Willingness to take Course</td>
<td>Raw</td>
<td>100.00</td>
<td>≥ 90.00</td>
<td>X</td>
<td>≤ 90.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Self-efficacy</td>
<td>Raw</td>
<td>19.00</td>
<td>≥ 13.00</td>
<td>X</td>
<td>≤ 13.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Science Orientation and Grades</td>
<td>Raw</td>
<td>1.00</td>
<td>n/a</td>
<td>&gt; 1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Fear of Failure</td>
<td>Average</td>
<td>0.00</td>
<td>≤ 0.40</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Coping Style</td>
<td>Addition</td>
<td>9.00</td>
<td>≥ 23.00</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Stress</td>
<td>Raw</td>
<td>3.00</td>
<td>≥ 2.00</td>
<td>X</td>
<td>≤ 2.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Sincerity</td>
<td>Addition</td>
<td>7.00</td>
<td>n/a</td>
<td>&gt; 11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Smoking</td>
<td>Addition</td>
<td>0.00</td>
<td>n/a</td>
<td>≥ 1.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Positive Thoughts</td>
<td>Weighted Average</td>
<td>4.66</td>
<td>n/a</td>
<td>≥ 2.99</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Attention/Focus</td>
<td>Addition</td>
<td>0.00</td>
<td>n/a</td>
<td>≥ 27.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Independent Living</td>
<td>Raw</td>
<td>0.00</td>
<td>= 0.00</td>
<td>X</td>
<td>= 1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>High School Grades</td>
<td>Raw</td>
<td>2.00</td>
<td>n/a</td>
<td>≥ 2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Behavior Patterns</td>
<td>Addition</td>
<td>2.00</td>
<td>n/a</td>
<td>≥ 13.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Achievement</td>
<td>Weighted Average</td>
<td>3.90</td>
<td>n/a</td>
<td>≥ 2.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>English as a 2nd Language</td>
<td>Raw</td>
<td>0.00</td>
<td>n/a</td>
<td>≥ 8.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Marital Status</td>
<td>Raw</td>
<td>2.00</td>
<td>= 1.00</td>
<td>X</td>
<td>= 3.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Sleep</td>
<td>Weighted Sum</td>
<td>19.00</td>
<td>≥ 25.00</td>
<td>≤ 19.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Prior Medical Training</td>
<td>Raw</td>
<td>0.00</td>
<td>= 1.00</td>
<td>X</td>
<td>≤ 0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Peer Pressure</td>
<td>Raw</td>
<td>2.00</td>
<td>n/a</td>
<td>≥ 2.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Negative Thoughts</td>
<td>Weighted Average</td>
<td>1.24</td>
<td>n/a</td>
<td>≥ 3.23</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Responsibility</td>
<td>Weighted Average</td>
<td>3.53</td>
<td>&gt; 4.00</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Science Orientation</td>
<td>Weighted Average</td>
<td>5.00</td>
<td>≥ 4.00</td>
<td>X</td>
<td>n/a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Verbal Learning Style</td>
<td>Addition</td>
<td>9.00</td>
<td>n/a</td>
<td>≥ 9.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Calculations worksheet – sample
7. Save Record to Table

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

(b) Click the [Save Record to Table] 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.
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 tone of the feedback fields.

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

8. Close Form

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

B. Reference Sources (figure 15)

Click the **Reference Sources** button to open the “Reference Sources” form.

![Figure 15. Reference Sources.](image)

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)

![Diagram of student improvement areas]

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.](image)
(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)

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 button to open Student Stats

![Student Stats](image1)

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.

(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

(a) Select a “Duty Position” in the list.

(b) Modify the Instructions by clicking into the field. 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 RTF, 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.
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.

![Windows Color Picker](image)

Figure 24. Color picker.
1. Change Color
   a. 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.
   b. 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.

3. Color Names
   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.

<table>
<thead>
<tr>
<th>Background</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Text</td>
<td>Dark Blue</td>
</tr>
<tr>
<td>Text</td>
<td>Black</td>
</tr>
</tbody>
</table>

7. Title Color

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

<table>
<thead>
<tr>
<th>Title Color</th>
<th>Red</th>
<th>Green</th>
<th>Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>31</td>
<td>73</td>
<td>125</td>
</tr>
</tbody>
</table>

(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.

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.

Figure 25. Database maintenance menu.

1. Coding

   (a) 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.

   (b) Standard is the default that assigns numbers left to right or top to bottom

   (c) Reverse assigns numbers right to left and bottom to top.

   (d) Description of coding interface

      (1) Code Description – a brief title of the coding schema

      (2) Numbers 1–7 represents the responses of the question and will be used in calculations from left to right.

      (3) Ordinal – the order in which the coding schemas are presented in drop-down lists in the Variables and Questions forms.

   (e) Create new coding schema

      (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 the coding schemas.

<table>
<thead>
<tr>
<th>Coding</th>
<th>Code Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Ordinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reverse</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 pt-choice</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 pt. choice, reverse</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 pt-choice</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 pt-choice</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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
(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.

   ![Figure 26. Self-lookup text correction.](image)
(a) Click on a question in the Self-Lookup Questions list
   The Count of Responses list and the question sample will change.

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

c) Type the correct text in the Corrected Text field

(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

   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.

![People Selector formatted in a TreeView](image)

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.
2. Person Data

(a) Information about each person may be changed as needed.

(b) All fields are automatically saved after the cursor is moved to the next field.

(c) The name fields can be modified by changing the data in each field.

(d) 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.

(e) The Active check indicates the individual is active and the data from the questionnaire will be used in any data representation.

(f) Class Information (figure 29)
(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

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

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

(e) Click the Encrypt Password button.

(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.

(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.
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.
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.](image)

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) A 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.

![Export to Excel form](image)

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 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.
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.

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.
(b) Import Student Data (figure 35)

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.
(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 [Rename Class Only] button to rename the class only.

(5) Click the [Modify Class/Team] button to modify the class and the team. Select the Excel file to import (figure 37).
Select an Excel file to import

Figure 37. Select Excel file.

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

![Import cancelled message box](image)

Figure 38. Import cancelled.

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

![Update complete message box](image)

(e) Click OK to close the pop-up.
C. Import Graduation Data (figure 39)

1. Prepare Graduation data to Import

   ![Import Graduation Data](image)

   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](image)

   (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.

Figure 40. Import graduation data sample.

2. Import Graduation Data

(a) Click the [IMPORT] 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.

<table>
<thead>
<tr>
<th>Class</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-10</td>
<td>Team1</td>
</tr>
<tr>
<td>03-10</td>
<td>Team2</td>
</tr>
<tr>
<td>04-10</td>
<td>Team3</td>
</tr>
<tr>
<td>08-10</td>
<td>Team4</td>
</tr>
</tbody>
</table>

**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.
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.

Reset

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.


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