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A FOLLOW-UP OF WEBER STATE COLLEGE'S CASH REGISTER
TRAINING GRADUATES

by

Curtis W. Youngman

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education
With Emphasis in Distributive Education

Plan B

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1977

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During the study, Dr. Harold Wallace transferred to Colorado to a new position and Dr. William Stull was assigned the new chairman of the committee. I express my gratitude to Dr. Stull for his perception of academic and personal problems; Dr. Ted Ivarie, Head of the Department of Business Education, for his helpful suggestions; Dr. Ross Allen and Dr. Charles Parker for their valuable time and encouragement.

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Special appreciation is given to my family and friends who have given me the encouragement and motivation to continue my education. Greatest appreciation and heartfelt thanks is given to my wife, Karen, and to my children, Stacie and Matthew, who have given of themselves for this endeavor.

Curtis William Youngman

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CHAPTER I

INTRODUCTION

As mass merchandising has become an important part of our American way of life and as competition has increased, marketers have recognized the need for a positive public image. Many retail store managers are now evaluating all inside selling activities to determine locations within the store that contribute to improved customer relations. The checkout station is considered one of the best areas for effective customer relations since the checker-cashier is often the only employee the customer contacts while shopping and since all customers must leave through the checkout area in many stores. Retail store managers recognize the need for efficient, courteous checker-cashiers and seek persons who are trained in merchandise checking and customer relations (4).

In 1968, the Supermarket Institute-National Cash Register Cashier-Checker Training program was initiated at Weber State College. At first, the program was offered as a night class during three of the four school quarters. In the past six years this course enrollment has grown enormously, from three classes per year to 8-12 classes per year. The facilities now permit enrollments of 30-40 students where only 20 students were permitted to participate in each training session.

In 1973 Weber State College decided to offer this course to high school students. Weber County District sent 40 students during the first quarter and Ogden City District sent 30 students. The students received release time from the school to go to the college from 7:30 a.m. to 9:30 a.m. each day for six weeks of the quarter. At present, Weber State is setting up an articulated program where high school students will take the self-study package of learning and complete it at their high schools, and the balance of the time will be used in the specialized lab at Weber State, using the equipment in the lab (10).

In an interview with Dan Litchford, the acting department chairman, he stated, "There have been studies to evaluate and improve the course since it was first started. Most of the studies were to identify the need for graduates who have completed the SMI-NCR course" (10). This proposed study is the first to include evaluation of student performance on the job.

More specifically this study was designed to accomplish the following objectives:

1. To identify present employers of the graduates.
2. To obtain supervisor's evaluations of graduates proficiency with respect to:

- a. Operation of cash register
- b. Handling of checks
- c. Making correct change
- d. Handling food stamps
- e. Handling merchandise adjustments
- f. Weighing produce on scales
- g. Stocking
- h. Bagging

Definition of Terms

Terms used in this study that may have different meanings for the reader are defined below.

Cash register training program. The cashier training course written by Supermarket Institute-National Cash Register Company, taught by Weber State College to train students the competencies needed to be a successful cashier or checker. The program is two three credit hour courses with instruction time as well as time to practice on the cash register.

Technical capabilities. Technical capabilities consist of: Operation of a cash register, handling of checks, making correct change, handling food stamps, merchandise adjustments, unit pricing, weighing produce, stocking, bagging, an awareness of pilferage, how to handle money manipulators, and produce knowledge in the produce department.

Scope of the Study

The study involves only students who completed the Supermarket Institute-National Cash Register (SMI-NCR) course, D.E. 170-171 at Weber State College during 1972-1974, and who are employed in a position that requires operation of a cash register. Students who are employed and operate a cash register outside the grocery industry were evaluated even though the course was specifically designed for the food distribution industry.

The D.E. 170-171 cashier training course consists of sixty (60) hours of instruction. A student must take D.E. 170 and D.E. 171 the same quarter because they are taught as one six-hour course. The course covers much more material than will be evaluated in this study. For example, this study is not concerned with personal appearance, attitude, or principles of store layout, even though the objectives of the course include these topics.

The study will be concerned with identifying the employers of graduates, and proficiency ratings of the following areas: a) operation of cash register, b) handling of and identifying checks, c) making correct change, d) handling food stamp orders, e) merchandise adjustments, f) weighing produce, g) stocking and, h) bagging.

Importance of the Study

One of the major goals of distributive education is to prepare students for employability in a distributive occupation. The purpose of the Weber State College Cash Register Training course is to train students in the competencies needed for employment in positions that require cash register operation.

The faculty of the Distributive Education Department at Weber State College constantly seeks information which will assist in courses and programs to more adequately provide high quality educational experiences for their students. The data gathered in this study will provide feedback to help evaluate and improve the cash register course. This will enhance its occupational value.

The Personnel Manager of Smith Management Corporation, Delonne Anderson, spoke at the Vocational Conference sponsored by the Utah State Board for Vocational Education, June 10-14, 1974, in a Distributive Education session at Weber State College. He made the remark that his chain did not hire a full-time checker in the Ogden area unless he or she had been through this course and received the Certificate of Completion. This illustrates how a chain store executive feels about the value of the Weber State College Cash Register Training program. If this kind of support is to continue, it is essential

that the students develop the essential competencies
and that they perform adequately on the job.

CHAPTER II
REVIEW OF RELATED LITERATURE

After a thorough investigation in the Utah State University Library on follow-up studies of other cashier-checker training programs, the author concluded that from his findings there have not been any follow-up studies up to this point in time. The author searched through several of the research indexes (see Appendix A) in the library to help make this conclusion. Also to find information, the author communicated with several other educational institutions (see Appendix B) that offered a checker training program and not one of the institutions made mention of a follow-up study being completed or conducted. Communication was sent to Western Michigan University and National Cash Register, of which both replied that they were not aware of any follow-up studies concerning checker training programs.

A report by the National Manpower Policy Task Force strengthens the justification for doing a follow-up study. The council reported:

The best information on the adequacy of a vocational education program comes from the follow-up study of the student who is placed on a job. Research indicates clearly that the most successful vocational programs are those which assume responsibility for placing their graduates and thus get feedback on their strengths and weaknesses. The vocational placement officer, the student, his employer, and his fellow workers know the strengths and weaknesses of the program..... (5:54-55).

According to A Research Model for Curriculum Development in Vocational/Technical Education, "Vocational-technical education is predicated on the assumption that a basic purpose of the curriculum is to insure gainful employment in a specified or related occupation" (13:35).

To learn how to "earn a living" has always been one of man's concerns. If one did not know how to earn a living, others had to take care of him. In primitive societies, therefore, boys learned needed vocational skills by working with their fathers while hunting and raising food. Girls learned needed skills by working with their mothers preparing food.

As life styles became more complicated, and "production" became specialized, children were apprenticed away from home to learn. The era of the European guild system with its guild schools was the first development of a formal system for teaching and developing apprentices from craftsmen to masters levels.

Since the growth of the public school system in this country, the teaching of skills needed to earn a living has, to a large degree, been delegated to the public education systems, especially high schools and community colleges. The vocational goal of teaching people how to earn a living has become one of the many public education goals (12:17).

Programs based on the assumption mentioned can best be evaluated by follow-up. There is a need to contact former students to determine if they are working in the occupation for which they were prepared, or in a related area, to check on the relevance of course objectives, and to identify needed program modifications. "A vocational-technical curriculum is effective to the degree it prepares students for entering a variety of educational and/or occupational options, for securing and holding jobs and adjusting to changing job requirements" (14:35).

Vocational education has been defined as: that phase of education designed to improve the proficiency of an individual for and/or in a specific occupation. It is either preparatory for specific employment or supplementary to the work of those employed in a specific occupation (18).

The main purpose of vocational education is to prepare people for gainful employment. Vocational education serves both those who have entered upon and those preparing to enter upon the work of various occupations in the fields of agriculture, business, distribution, homemaking, and trades and industry. Vocational education programs provide training for people in regular day school, as well as those out of school, both youths and adults, both employed and unemployed (12).

Vocational education does not take the place of general academic education, but rather supplements and enhances it. Vocational is an important part of a well-balanced school program, and ideally is realistic in recognizing the need for preparing all persons with a marketable skill for the work field (12).

Frank M. Hudgson, of the National Cash Register Company, in the Business Education Forum, explains a program that will prepare people for a marketable skill in the supermarket operation.

With increasing emphasis being placed on distributive education, it is time that distributive educators consider the job potential of the food distribution industry. American figures alone account for a total food business volume of 70 billion dollars, 23 cents of every retail dollar -- the largest portion of the average wage earner's paycheck.

Playing an integral role in the operation of today's modern supermarket is the checker-cashier, who is frequently the customer's only contact with the store and the only store employee who handles the customer's money. This person's duties consist of nearly 40 distinct responsibilities, from making change and dispensing trading stamps to bagging merchandise, weighing produce, handling refunds and adjustments, maintain customer

relations, and many more. The salary is also good -- in many instances better than that of office occupations, and the opportunities for advancement are excellent.

At the present time the annual demand for trained checkers exceeds 150,000. Most of them will be trained by the industry itself with the assistance of equipment manufacturers. The industry would be the first to admit that by and large the training is inadequate, incomplete and increasingly expensive.

With this idea in mind, a new concept was unveiled at the annual convention of the Supermarket Institute held in Cleveland, Ohio, in May, 1968. An international supermarket checker education program was introduced to the food industry at this meeting, which is the largest convention of its kind in the world. Jointly sponsored by the Supermarket Institute, The National Cash Register Company, and distributive education, the program had been under development for over two years.

The heart of the program is an 80-hour course of instruction. Consisting of 62 lesson plans, the course includes not only basic equipment drills and practice sessions, but a broad detailed description of every phase of a checker's duties and responsibilities. The student is taught not only how to perform a skill, but also the reasoning behind the skill proficiency. The

complete relationship between the job of the checker and the successful operation of the supermarket is emphasized (7:22).

Speaking of the same SMI-NCR training program, Jimmie Thrash has this to say,

We are convinced that a real service is being offered through our supermarket-checker training. Research by the National Cash Register Company, The Supermarket Institute, and Western Michigan University points out unmitigatedly an overall lack of training among those individuals employed as supermarket checkers. It is quite evident that a great need for checker training exists today. The high turnover of experienced checkers should hopefully be reduced by an efficient and effective checker education program. This is the goal of the adult education program and the checker education institute (17).

National Cash Register in a report to food store management, reported the following: Retail Management experts agree that there are four major factors that affect profit: 1) Sales Volume, 2) Retail Price, 3) Cost of Goods Sold, 4) Operating Expenses. The factor that concerns this study is the fourth, operating expense.

The largest single operating expense, of course, is payroll. And it is being cut to the bone in most operation, to the extent of providing the customer with no service at all.

While payroll is slashed, are not the lines at the front-end moving a little slower and getting just a bit longer all the time? A further cut in service levels at most stores will adversely affect volume (11:3).

Since payroll has been slashed it is easy to see that if the employees of the stores were trained and competent in their job performance there would not be as long as lines at the front-end. The checkers could check the customers out faster, the baggers could bag and carry the packages out at a faster rate. These last two statements show that there definitely is a need to train cashier-checkers.

The SMI-NCR course was field tested in the Department of Distributive Education at Western Michigan University in October, 1967. A six-member teaching team, including both educators and industry technicians, thoroughly tested the course content. Making use of a classroom laboratory equipped with the latest check-stands, scales and cash registers, each lesson assignment was taught, examined and evaluated.

Eighteen people from the Kalamazoo, Michigan area were enrolled as students. At the special invitation of the Supermarket Institute, over twenty state supervisors of distributive education reviewed the program

on the last day of the two-week testing session. They enthusiastically endorsed the new concept as a much needed vocational program.

The next step of the program involved implementation. The national adoption of a program of this magnitude at first seemed a staggering task. However, a novel approach was decided upon: the use of local community action committees. These committees would be composed of Supermarket Institute, National Cash Register, and distributive education representatives. These representatives would then determine the need for organizing and supervising the program at the local level. Machinery was, therefore, set in motion to form these local committees in over 240 locations.

One of the functions of the action groups was to select a distributive education instructor to teach the course as a part of the vocational curriculum of the local school system. The course would then be offered as a part of the high school and/or adult distributive education program. High schools, area vocational schools and community colleges would be used to present the course.

In order for the Distributive Education teacher to become properly prepared to teach a somewhat technical course, the Distributive Education Department at Western Michigan University agreed to conduct the teacher education. These two-week sessions were held during the

summer and fall of 1968, following the national release of the concept at the Supermarket Institute Convention (7:22-23).

This program represents a fine opportunity for industry and education to work together to achieve a common beneficial goal. Industry can solve a pressing training problem and alleviate a serious labor shortage. Education can contribute a dynamic, modern attributive education program designed to meet the needs of thousands of adults and high school students. Its challenge is great, and the opportunity is even greater (7:23).

As was mentioned, vocational education is for all: 1) youth in high school, 2) youth in high school with special needs and problems, 3) youth and young adults in junior colleges, and other post-secondary institutions and 4) employed and unemployed youth and adults (1:2).

Ruth Jones, in her article, "Vocational Business Education -- A Must on the High School Level", wrote this about high school students:

Yes, we must provide vocational education opportunities on the high school level. The objective of every business teacher is to prepare every business student for the world or work. Whether that student joins the world of work today or

tomorrow is not half as important as whether he will be properly prepared to accept the challenges before him. And, if every student does feel adequately prepared for the position of today or tomorrow, he will derive satisfaction from that position.

These business teachers are realizing now, more than ever, that every individual in their classes must be employable not only today but tomorrow, next week, and next year. National statistics indicate that 80 percent of our high school graduates do not graduate from college, and most of the 20 percent who do need job skills to help earn college expenses or in case chosen careers do not work out (9:12).

According to H. D. Behm:

Occupational students in general are much more likely than the average high school senior to have taken an occupational course of study in high school, and the high school course of study is a major difference between transfer and occupational students within the community colleges (2:11).

Cross further adds:

It is not clear whether their experience with academic subject matter leads to choice of occupational programs. The fact remains, however, that for many, the choice of an occupational course of study is determined between the ages of fourteen and eighteen, if not earlier (3:2).

Public junior colleges have two major population groups. The first consists of students under 20 who represent the traditional age grouping for college freshman and sophomores. Most of the traditional population attend day classes on a full-time basis and many hold part-time jobs within the community. While self-supportive employment is essential for some, it is increasingly apparent that many of these young people view work as a means of attaining greater independence from parental controls.

The second population of the junior college consists primarily of older part-time students who attend evening classes. The majority of them are employed full-time and carry only one or two courses. Their "no-nonsense" approach to college led one observer to label them as "night-fighters." To achieve their educational goals they must "fight" such things as traffic, parking problems, fatigue and college regulations frequently designed for younger students. The size of this educationally delayed population is increasing steadily (15:13).

Raines identifies the goals and aspirations of junior college students.

More than one-fourth of the junior college group does not plan to earn a bachelor's degree.

About 10 percent are taking courses with no degree objective in mind, and another 17 percent plan to terminate with a two-year associate's degree. Of course, almost all freshmen entering four-year colleges and universities aspire to receive the bachelor's degree. Desire for graduate work is also more prevalent among the college and university group. About 35 percent of the entering college group, 44 percent of the university group, and 28 percent of the junior college group aspire to graduate work. In summary, most studies suggest that junior college students tend to be overly optimistic in judging their eventual educational level. This is not surprising when we admit the extent to which the social and economic reward systems in our society are tied to educational level (15:15).

In an article written by Glenn L. Hansen, Aurelia Klink and Barry L. Reece entitled, "A Philosophy and a Plan for Adult Business Education," they express the need to divide business occupations into subgroupings which have common needs. The subgroups are:

1. Persons needing initial job training: This group may include a high school dropout or a housewife seeking employment to supplement the family income. To adequately serve people in this category, we must move beyond the independent short course and the opportunity to enroll in a practical educational "program" which has specific occupational goals. Vocational counseling must be an integral part of the program.

2. Persons needing retraining: Rapid social and technological change will continue to accelerate in the 1970's and many members of our labor force will find their present job skills obsolete. The pool of workers labeled "unemployed" or "underemployed" includes many people who need to be retrained for a new occupation.

3. Persons needing refresher type training: The business community is placing increased emphasis on efficiency, and workers are being encouraged to complete "refresher" courses which will lead to more productive employment. An increasing number of firms will pay all or part of the costs for instruction of this type. Employers today view this training as a necessary investment to maintain their human resources.

4. Persons needing training for advancement: Many workers want to prepare themselves for promotion to a job which provides greater challenge and increased economic benefits. A bank employee may complete a series of American Institute of Banking (A.I.B.) courses on his way up the promotion ladder. A secretary may find it necessary to earn the Certified Professional Secretary (C.P.S.) designation before becoming eligible for a position of greater responsibility. To adequately serve this population, it is frequently necessary to develop a curriculum pattern which encompasses a sequence of related courses which lead to a Certificate or diploma (6:4).

Kenneth A. Swatt gave five objectives for adult education:

1. To have specialized skills or bodies of knowledge refreshed or updated.
2. To be upgraded within their chosen occupations, including self-employment.
3. To prepare for new occupations.
4. To prepare to re-enter former occupations.
5. Acquire improved consumer and economic understanding.

These students needs must be met:

1. Students need to be prepared for the world of work today, tomorrow and even next year (9:12).
2. Twenty percent (20%) of high school graduates need skills to help them finance their way through college (9:12).
3. Students between the ages of 14 and 18 need to start exploring occupations, so they can determine their career goals (3:2).
4. Students not receiving a B. S. degree need skills to procure their employment (15:15).
5. Students need to receive either initial job training, retraining, or refresher type training on their current job. This leads to greater productivity (6:4).
6. Students needing training for advancement (16:1).

If one were to examine the SMI-NCR cashier-checker training program, he would see that this specific course achieves and fulfills the needs of the students.

In the Dictionary of Occupational Title (DOT) resource book, under the section Distributive Education, there is a list of twenty-one occupational title requirements for vocational education. The title with the code number 299.468 is food distribution. One of the areas under food distribution is cashier-checker, which informs us that the position cashier-checker is categorized under Distributive Education and is listed as a phase of Vocational Education (19).

Industry has gone ahead also to train their personnel for the cashier-checker position. The following gives their feelings of their training program as well as their recommendation. In a letter written by Robert K. Fox, President of Food Employers Council, Inc., he mentions that he is proud to have been a part of the program he worked on and recommends it to other market operators. Fox wrote:

The Food Employers Council, Inc., in its role of labor relations counsel to the food industry is acutely aware of the necessity for employee training and education. This is why, several years ago, we participated in the original planning and establishment of the retail grocery program of Long Beach City College.

The program and the teachers and officials who are responsible for its direction and operations have made a significant contribution to the industry. We are proud to have a part of it.

Speaking on behalf of the Food Employers Council, Inc., and its members who have participated in this educational program we heartily recommend and endorse it to all market operators (8-i).

Mr. C. G. Harvey, Personnel Manager of Shopping Bag Food Stores, not only saw that there was a need for such a program but he helped develop one. Harvey has become more and more impressed with the need for a practical down-to-earth educational program that would help us people in the retail grocery business do a more effective and a more efficient and a more courteous job (8-i).

Mr. Harvey stated:

We in the grocery business pride ourselves in our efficiencies. Yet, we know that the limit of efficiency can come only through the work of an intelligent, well-informed body of workers. We know that most people employed in our business are serious about their work and willing to give of their best. Any reasonable, informed operator knows that a person can no longer learn the retail grocery business by work alone. It is becoming more and more essential to the best interest of our business, our employees, and our customers for an adequate educational program to be offered us people who man the retail grocery business.

I am proud that I have been somewhat instrumental in helping in the development of this program. To any and all retail market operators who may read these words, I heartily recommend and strongly urge that you support such educational efforts as this. In it lies the best hope of the industry so important to the welfare of the American people.

We know from practical experience that this has been one of the most highly successful programs of its kind. Graduates of this course are now members of various Retail Clerks Union locals. We are proud of them; we are impressed with their skills and their attitudes toward their work.

This program represents more than the teaching of technical skills. It is in itself, an example of close community cooperation between the employers in the field, the union that represents the employers and the school.

From our point of view, the participation of many of our people has given them a sense of deep gratification. We sincerely recommend this program to all members of the Retail Clerks International Association (8-ii).

The following remarks are testimony of the same course, "A Study Guide to Efficient Market Checking", by Carl N. Jackson, Jr. In the book Mr. Jackson says, "Although the primary emphasis is on building the skills and knowledge required of the checker, this book provides for training in the other duties of a clerk in a modern food market (8-ii).

CHAPTER III

PROCEDURE

The survey instrument

A questionnaire (see Appendix D) was developed based on the course objectives specified in the teacher's edition of the Supermarket Checker Education course which was the source of instructional material for the class during the years 1972-1974. The text book is published by National Cash Register (NCR). The items for the questionnaire were developed simply by rephrasing the objectives in the form of questions (see Appendix C).

Collecting the data

The Weber State College Distributive Education Department provided a list of the names, addresses and telephone numbers of students to be included in the study. The list was compiled from roll books of the cashier-checker classes for the school years 1972-1973 and 1973-1974. The investigator attempted to contact all students by telephone to determine where they were employed. As the telephone campaign began, the investigator found several of the telephone numbers to be incorrect and some had even been disconnected. The investigator looked through the Ogden City Telephone

Directory and found a few numbers. The investigator then devised a letter (see Appendix E) to send to the students. Enclosed in the envelope along with the letter was an inquiry card (see Appendix F) to obtain the information needed to continue the study. Students who were employed in positions that required operation of a cash register were selected as subjects for this investigation. Each currently employed graduate was asked to provide the name and address of his or her employer (see Appendix G).

The employers were interviewed by the investigator and the information was recorded on questionnaire forms (see Appendix D). The interviewer reviewed the employer's responses, asking them to amplify or clarify those responses which in judgement of the investigator were not sufficiently specific or clear.

Processing the data

The data obtained during the interviews was summarized, tabulated and categorized using frequency and percentage calculations.

CHAPTER IV
FINDINGS

This chapter contains the findings of the follow-up study. The findings are presented in the order that they appear in the statement of the problem.

Objective 1: To identify present employers
of the graduates.

There were 356 students contacted who had completed the cashier-checker training program. Thirty-one (8.17 percent) of the students contacted were employed by a firm where their job description required operating a cash register. The data were generated from questionnaires given to the employers of the thirty-one graduates. All thirty-one employers were very cooperative in evaluating the graduate's proficiency in the stated areas. The employers and graduates are listed in Appendix G.

Objective 2a: To obtain supervisors' evaluations of graduates' proficiency with respect to:

(a) operation of the cash
register.

Questions 1, 2, 11 and 13 of the questionnaire dealt with the operation of the cash register.

Table I reveals that all the thirty-one graduates are at least performing adequately when operating the cash register except for five responses, one that lacks proficiency in checking orders and computing tax and another when computing unit prices. There were three students whose job description did not include two areas.

TABLE I
GRADUATE'S PROFICIENCY WITH RESPECT TO
OPERATION OF CASH REGISTER

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incomptent	Not Applicable
1. The employee is able to use the Position Amount Control method of the register keyboard operation.	10	21			
2. The employee has the mechanical skills needed to operate properly the checkout cash register.	15	16			
11. The employee is able to check the orders accurately and compute sales tax correctly.	19	11	1		2
13. The employee is able to compute unit prices	11	18	1		1

Objective 2b: To obtain supervisor evaluations of graduate's proficiency with respect to the handling of checks.

Questions 8 and 9 of the questionnaire dealt with the handling of checks.

Table 2 reveals that of the thirty-one graduates only two (6.45 percent) cannot identify an acceptable check and four (12.9 percent) cannot identify an unacceptable check, according to the employer's proficiency standards.

TABLE 2
GRADUATE'S PROFICIENCY WITH RESPECT TO
HANDLING OF CHECKS.

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
8. The employee is able to identify those checks which are unacceptable.	5	24	2		
9. The employee is able to identify those checks which are acceptable.	7	20	4		

Objective 2c: To obtain supervisor evaluations of graduate's proficiency with respect to the making of correct change.

Questions 3 and 4 of the questionnaire dealt with the making of correct change.

Table 3 reveals that 45 percent of the graduates are able to make change using the conventional method at an exceptionally proficient level. Also shows 58 percent of the graduates are exceptionally proficient at recognizing the different denominations of coin rolls.

TABLE 3
GRADUATE'S PROFICIENCY WITH RESPECT TO
MAKING CORRECT CHANGE

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
3. The employee is able to make change, following the conventional method step-by-step.	14	15			2
4. The employee is able to recognize the different denominations of coin rolls.	18	13			

Objective 2d: To obtain supervisor evaluations of graduate's proficiency with respect to the handling of food stamps.

Questions 17 and 18 of the questionnaire dealt with the handling of food stamps.

Table 4 reveals that 61 percent of the graduates handled food stamp orders and coupons at the performs adequately level or higher. The other twelve (39 percent) responses were not applicable. These twelve students were employed by a general merchandising retail outlet which do not operate with food stamp coupons.

TABLE 4
GRADUATE'S PROFICIENCY WITH RESPECT TO
HANDLING FOOD STAMPS

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
17. The employee is able to handle food stamp orders.	10	9			12
18. The employee is able to handle food stamp coupons.	11	8			12

Objective 2e: To obtain supervisor evaluations of graduate's proficiency with respect to the handling of merchandise adjustments.

Questions 14, 15 and 16 of the questionnaire dealt with the handling of merchandise adjustments.

Table 5 reveals that twenty-six students (83.8 percent) are able to handle merchandise adjustments, 32.2 percent are handling the adjustments exceptionally proficiently and 51.6 percent are performing adequately. Although there were ten (32.3 percent) responses in the not applicable category. Ninety-three percent (29) of the students are handling coupon procedures at the performs adequately level, if not at the exceptionally proficient level.

TABLE 5
GRADUATE'S PROFICIENCY WITH RESPECT TO
HANDLING MERCHANDISE ADJUSTMENTS

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
14. The employee is able to handle merchandise adjustments	10	16			5
15. The employee is able to handle bottle refunds	11	10			10
16. The employee is able to handle the coupon procedure on the cash register	15	14			2

Objective 2f: To obtain supervisor evaluation of the graduate's proficiency with respect to weighing produce on scales.

Question 10 of the questionnaire dealt with weighing produce.

Table 5 reveals that seven (22.5 percent) are exceptionally proficient in weighing produce while twelve (38.7 percent) in the not applicable level. Those again are the graduates who are employed in general merchandise areas.

TABLE 6
GRADUATE'S PROFICIENCY WITH RESPECT TO
WEIGHING PRODUCE ON SCALES.

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
10. The employee is able to read the scale and weigh produce items accurately.	7	12			12

Objective 2g: To obtain supervisor evaluations of the graduate's proficiency with respect to stocking.

Question 7 of the questionnaire dealt with the stocking function.

Table 7 reveals that in the function of stocking eight (25.9 percent) are exceptionally proficient, sixteen (51.6 percent) are performing adequately, five (16.1 percent) are lacking proficiency and two (6.4 percent) are not applicable.

TABLE 7
GRADUATE'S PROFICIENCY WITH RESPECT TO
STOCKING

7. The employee is able to perform stockkeeping tasks such as stocking shelves and marking prices.

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
8	16	5		2	

Objective 2h: To obtain supervisor evaluations of the graduate's proficiency with respect to bagging.

Question 6 of the questionnaire dealt with the bagging function.

Table 8 reveals that all thirty-one graduates at least perform adequately in the function of bagging. Thirteen (41.9 percent) are exceptionally proficient and eighteen (51 percent) are performing the bagging function adequately.

TABLE 8
GRADUATE'S PROFICIENCY WITH RESPECT TO
BAGGING

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
6. The employee is able to handle, sort and bag merchandise in the correct manner.	13	18			

SUMMARY OF FINDINGS

1. Only thirty-one (8.17 percent) of the 356 graduates contacted were employed by a firm where they were required to operate a cash register.
2. The data collected in the study indicate that the employed graduates have minimal difficulty in operating the cash register.
3. The study indicates that there needs to be more emphasis on the procedure determining accepting checks that are unacceptable and acceptable.
4. The data collected in the study indicate that the employed graduates have the capability of making correct change.
5. The employers evaluating the graduates indicated all nineteen supermarket employees could handle food stamp orders and coupons at least at the "performs adequately" level, if not at the "exceptionally proficient" level.
6. Employers indicated that employees were competent in the ability of handling adjustments.

7. The study shows that the graduates using the produce scale at their place of employment were adequately performing the function of weighing produce.
8. The stockkeeping functions performed by employees were adequate as to the expected level of the evaluators.
9. Employers indicated that the cashier graduates were performing adequately in the handling, sorting and bagging of merchandise.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The purpose of this Chapter is to present the conclusions and recommendations based upon the findings of this study.

Conclusions

The findings of the study lead to the following conclusions:

1. Since only 8.17 percent of the cashier-checker graduates were employed at the time the study was conducted, the placement ratio is considerably low.
2. The training program proved to be more than adequate in meeting the needs of industry except in the following areas:
 - a.) stocking
 - b.) identifying acceptable checks
 - c.) identifying unacceptable checks
3. Not all of the thirty-one graduates surveyed were employed in the supermarket industry, thus there may not be as great a need in areas such as food stamps, bottle refunds and weighing produce.

4. Again, since all thirty-one graduates are not supermarket employees, other areas may be integrated into the curriculum or training program.

Recommendations

The conclusions of the study lead to the following recommendations:

1. The Weber State College Distributive Education Department should be more selective in the students who enroll in the training program. They should set up a screening type selection system so that not just anyone is in the training program.
2. The Weber State College Distributive Education Department should establish and be sure to follow through with regular graduate follow-up studies to enable the department, school or college a visual account of how many students have been actually hired during the year. Another purpose is to see if the students are being taught material needed for their career position.

3. The Weber State College Distributive Education Department should continue to mail out quarterly announcements to all businesses in the community identifying who has completed the training program.
4. The Food Distribution Instructor should visit with the Advisory Committee and industry personnel to inquire as to what additional information could be procured to implement in the training program to better train the future trainees.
5. The Food Distribution Instructor should visit with the department Advisory Committee, as well as industry personnel, to see what should be done with bottle refunds, weighing produce and food stamps, since not all graduates use them when hired.
6. The Food Distribution Instructor should continue the training program as it has been taught in the past in the following areas:
 - 1.) operation of the cash register

- 2.) making correct change
- 3.) bagging
- 4.) handling merchandise adjustments
7. An additional study should be conducted at a later date to substantiate the findings of this study.
8. The training program should be modified somewhat so that those students who do not plan to go into the grocery industry are not required to go through the total program. There should be a condensed course to train cashier-checkers in the operation of the cash register.

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APPENDIXES

APPENDIX A

RESEARCH INDEXES AND EDUCATIONAL INSTITUTIONS

REFERRED TO DURING THE STUDY

Research Indexes

- | | |
|-----------------------------|-----------------|
| 1. AIM/ARM | 1967 to present |
| 2. ERIC System | 1966 to present |
| 3. Business Periodicals | 1965 to present |
| 4. Education Index | 1966 to present |
| 5. Business Education Index | 1966 to present |

APPENDIX B

EDUCATION INSTITUTIONS

1. Dick Lamantia
NCR Corporation
Dayton, Ohio 45479
2. William O. Haynes
Western Michigan University
Kalamazoo, Michigan 49001
3. Hugh Peak
Jefferson State Junior College
2601 Carson Road
Birmingham, Alabama 35215
4. Chester D. Howarth
Florida Junior College at Jacksonville
Jacksonville, Florida 32205
5. John Hirisverk
North Hennepin State
Junior College
7411 85th Avenue, North
Minneapolis, Minnesota 55428
6. Mary Cote
Maricopia County Community
College District
246 South First Street
Phoenix, Arizona 85004
7. Robert Meierding
Mt. San Antonio College
1100 North Grand Avenue
Walnut, California 91789
8. Karl Hinkle
Canada College
4200 Farmhill Boulevard
Redwood City, California 94061
9. Lowell Jacobs
Spokane Falls Community College
W3410 Fort George Wright Drive
Spokane, Washington 99204

10. Robert B. Ahrens
211 North Carroll Street
Madison, Wisconsin 53703

11. Harland Samson
University of Wisconsin - Madison
Education Building
1000 Bascom Mall
Madison, Wisconsin 53706

APPENDIX C

OBJECTIVES USED TO FORMULATE QUESTIONNAIRE

1. The student is able to use the proper PAC method of register keyboard operation.
2. The student is able to list the five major categories of produce and give two examples of each.
3. The student is able to demonstrate that he/she can handle, sort and bag merchandise in the correct manner.
5. The student is able to check stock shelves.
6. The student is able to cut cases.
7. The student is able to mark prices.
8. The student is able to stock shelves.
9. The student is able to identify the produce items in the produce department.
10. The student is not only to identify payroll checks and personal checks, but is also able to identify those checks which are acceptable or unacceptable for cashing.
11. The student is able to read the scale and weigh produce.
12. The student is able to understand the sequence of steps to be taken in checking a customer's order from the time a customer enters the checkstand area until the sacked order is placed in the car.
13. The student is able to check the orders accurately and compute sales tax correctly.
14. The student is able to state the incidental duties of every checker in a supermarket.
15. The student is able to list the various techniques for the prevention and detection of pilferage in food stores.
16. The student is able to make change, following the conventional method step-by-step.

17. The student is able to recognize different denominations of coin rolls.
18. The student is able to describe the precautions necessary to safeguard money.
19. The student is able to compute the correct unit prices.
20. The student is able to state the procedure for handling merchandise adjustments.
21. The student is able to state the procedure for handling bottle returns.
22. The student is able to state the procedure for handling coupons.
23. The student is able to list the steps in the procedure used to handle welfare orders.
24. The student is able to list the steps in the procedure used to handle food stamp coupons.
25. The student is able to list at least six general front-end policies of a supermarket.

APPENDIX D

QUESTIONNAIRE

Following are the skills and performance capabilities for which the cashier-checker enrollees were trained. We are asking you to evaluate the performance capability and skill of _____ . With respect to the following skills and competencies, specifically is the employee able to:

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
1. The employee is able to use the Position Amount Control method of the register keyboard operation.					
2. The employee has the mechanical skills needed to properly operate the checkout cash register.					
3. The employee is able to make change, following the conventional method step-by-step.					
4. The employee is able to recognize the different denominations of coin rolls.					
5. The employee is able to describe the precautions necessary to safeguard money.					

13. The employee is able to compute unit prices.
14. The employee is able to handle merchandise adjustments.
15. The employee is able to handle bottle refunds.
16. The employee is able to handle the coupon procedure on the cash register.
17. The employee is able to handle food stamp orders.
18. The employee is able to handle food stamp coupons.

	Exceptionally Proficient	Performs Adequately	Lacking Proficiency	Incompetent	Not Applicable
13. The employee is able to compute unit prices.					
14. The employee is able to handle merchandise adjustments.					
15. The employee is able to handle bottle refunds.					
16. The employee is able to handle the coupon procedure on the cash register.					
17. The employee is able to handle food stamp orders.					
18. The employee is able to handle food stamp coupons.					

STORE'S NAME

INTERVIEWEE

DATE

WEBER STATE COLLEGE

3750 HARRISON BLVD., OGDEN, UTAH 84408

JOSEPH L. BISHOP, PRESIDENT



OFFICE OF THE DEPARTMENT OF
DISTRIBUTIVE EDUCATION

Dear Student:

The faculty in the Distributive Education Department at Weber State College is conducting a follow-up study in regards to those students who have taken classes in our department. We would certainly appreciate you taking time right now to complete the enclosed, pre-stamped card and then mail it back to us.

The information we receive from the card will not only be used to fill out the report required by the State of Utah, but it will help us in the department as well.

A portion of the follow-up study is going to be used by Curtis W. Youngman, a member of our faculty, for his "Plan B" report in partial completion of his Masters degree.

Thank you for your help.

Distributive Education Faculty

DE:ljd

APPENDIX F

Name _____

Social Security Number _____ Current Date _____

Current Address _____ Phone _____

Permanent Address _____

According to our files, you are no longer taking classes in our department. The State law requires us to report on the status of all students on a quarterly basis. Please check the following:

1. All department requirements have been completed.

Yes _____ No _____

2. I left department and/or school for one of the following reasons:

To work _____ Marriage _____ No Money _____

Mission _____ Service _____ Graduated _____

Attend another school _____ Changed Major _____

Where? _____

3. CHECK ONE: Freshman _____ Sophomore _____

Junior _____ Senior _____ Other _____

4. MAJOR _____ Emphasis _____

5. If working: Employer's name, address, telephone number _____

Position and title _____

Duties _____

Salary: Monthly _____ Yearly _____

6. Do you plan to return to Weber State

College? Yes _____ No _____ When? _____

APPENDIX G

LIST OF STUDENTS BEING EVALUATED IN THE
FOLLOW-UP AND WHERE THEY WORK

<u>Student's Name</u>	<u>Employer</u>
Shelly Ashdown	Albertson's
Lee Child	Grand Central
Karen Christensen	Low Cost Foods
Ann Cragun	Macey's Market
Rod Davenport	Skagg's Drug
Randy Davis	Gibson's Discount Center
Ron Deeter	Smith's Food King
Denise Forsberg	Grand Central
Paula Grant	Smith's Food King
Marie Gravis	Low Cost Foods
Donnalee Guthrie	Stimpson's Market
Mona Holmes	Warshaw's
Marilyn Humphreys	Macey's Market
Roger Jensen	Safeway
Erlene Martinez	Gibson's Discount Center
Pauline McReavy	Low Cost Foods
Linda Milman	Low Cost Foods
Kari Lynn Minaga	Smith's Food King
Pauline Mitchell	Seven-Eleven
Sherrie Moulding	Grand Central

Student's NameEmployer

Becky Rendon	Low Cost Foods
Stacey Richins	Skaggs Drug
Trudy Schultz	Skaggs Drug
James Sparks	Albertson's
Joan Talbot	Grand Central
Joan Thurgood	Low Cost Foods
Randy Tramp	Wangsgard's
Jessica VanMeeteren	Skaggs Drug
Denise Weaver	Skaggs Drug
Deena Wiese	Grand Central
Kevin Wilbur	Albertson's

VITA

Curtis William Youngman

Candidate for the Degree of

Master of Science

Thesis: A Follow-Up of Weber State College's Cash Register Training Graduates

Major Field: Distributive Education

Biographical Information:

Personal Data: Born at Ogden, Utah, October 13, 1949, son of George William and Dora Hess Youngman; married Karen Parker August 6, 1971; two children - Stacie and Matthew.

Education: Attended elementary school in Ogden, Utah; graduated from Ogden High School in 1967; received the Associate of Applied Science degree from Weber State College, major Distributive Education, 1972; received the Bachelor of Science degree from Utah State University, major in Distributive Education, 1974.

Professional Experience: 1974-1976, Instructor in the Distributive Education Department, Weber State College; 1974, Graduate Teaching Assistant, Utah State University; 1972-1974, Smith's Management Corporation; 1971-1972, Allied Foods.