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# A Study to Determine the Effectiveness of a Specialized Cooperative Food Service Course in the Hampton, Virginia Distributive Education Program

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A STUDY TO DETERMINE THE EFFECTIVENESS  
OF A SPECIALIZED COOPERATIVE FOOD SERVICE  
COURSE IN THE HAMPTON, VIRGINIA  
DISTRIBUTIVE EDUCATION PROGRAM

---

A RESEARCH REPORT PRESENTED TO  
DR. JOHN M. RITZ  
OLD DOMINION UNIVERSITY

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IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS  
OF  
MASTERS OF SCIENCE DEGREE,  
SECONDARY EDUCATION

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BY: GARY C. SMITH  
MAY, 1980

This research paper was prepared by Gary C. Smith, under the direction of Dr. John M. Patterson in Education 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Masters of Science in Education.

APPROVED BY:

John M. Patterson

4-28-1980

Dr. John M. Patterson  
Advisor

Date

John M. Ritz  
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Date

## ACKNOWLEDGEMENT

The researcher would like to express his appreciation to Dr. John M. Patterson for his guidance in completing this research report.

Also, special thanks to Mr. Tony Kreimer, the teacher of the Specialized Food Service Course, for his professional input and cooperation. Without the help of the above people, this study would not have been completed.

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## Chapter 1

### INTRODUCTION

Bryan, (1974) reports that either as a guest or as an employee, you have undoubtedly been witness to inefficient service in a food service establishment at one time or another. If you were the guest, you probably hesitated to return to that business. If you were an employee you may have begun searching for a better job, and if you were the manager, you may have developed a sudden case of heartburn.

Nothing is more disconcerting to all involved than a restaurant operating with poorly trained personnel. The inevitable result is that customers are lost, food wasted, and employee morale lowered. Even more disastrous is the hidden side effect: employee inefficiency, which invariably takes away at the profit structure, leaving the operator with a bad case of low-profit blues. Fortunately, this situation can be remedied to an extent by providing food service employees with adequate training. The Distributive Education program in Hampton, Virginia is currently offering a specialized food service course to students at Pembroke High School. To determine the effectiveness of the course will be the objective of the research conducted in this report.

## STATEMENT OF THE PROBLEM

The purpose of the study is to determine the effectiveness of the Specialized Food Service course, being taught at Pembroke High School, through the Distributive Education program area.

## BACKGROUND AND SIGNIFICANCE OF STUDY

Rosenthal, (1974) feels there are few professions as important to our society as the food services profession. If there is proper service and knowledgeable appreciation, the product and contributions of the food services profession can be one of the most enjoyable of human activities. The food service industry must operate at the highest professional level-- which means the most thorough training in all aspects of the profession. This training comes mostly on the job, but such vocational school programs as the Specialized Food Service course, offered through the Distributive Education program in Hampton, Virginia have taken the task of aiding employers in the training of their employees..

The need for the Specialized Food Service course was determined from the information reported on the D.E. 4046 reports submitted by Distributive Education Coordinators in Hampton, Virginia. Upon determination of the need, an interest in development the class was expressed. The responsibility for the development was assigned to Mr. Tony Kreimer.

## LIMITATIONS OF THE STUDY

The study will be limited to the students and their employers, who are enrolled in the Specialized Food Service Course at Pembroke High School in Hampton, Virginia.



### BASIC ASSUMPTIONS

It will be assumed in this study that:

1. The study is concerned with Distributive Education cooperative food service students in the City of Hampton, who receive on the job training, as well as classroom instruction, and are evaluated constructively and critically by both his/her employer and the Distributive Education teacher-coordinator.
2. There will be a direct relationship between the productivity of the students, as measured by Mr. Kreimer and their perspective employers, to the effectiveness of the class.

### DEFINITION OF TERMS

The terms used in this study consist of the following meanings:

Cooperative Student - a student who is enrolled in Distributive Education and is employed at a food service business. Instruction, both in school and at the training station is based upon the the students career goal. (Mason and Haines, 1976).

Distributive Education - a vocational instructional program designed to meet the needs of persons who enter, or are preparing to enter, a distributive occupation or an occupation requiring competency in one or more marketing functions. (Crawford and Meyer, 1972).

Food Services - Marketing functions and tasks performed by employees, including management personnel, in establishments serving prepared foods and beverages for consumption on their premises or at a place designated by a customer. (Department of Education, 1977).

OE Code - A code which Distributive Education teachers use to categorize the occupational area a student works in. In this study the OE code will refer to food services.

Specialized - pertaining only with and dealing only with food services.

Training Stations - Where students receive job training. It is the place where the students are employed.

4046 Reports - A state report submitted by Distributive Education Coordinators, that tells the different areas their students are employed in.

## Chapter 2

### REVIEW OF RELATED LITERATURE

A need for employee education was advocated more than a quarter of a century ago by Dr. Henry C. Link (1923). Since then there have been numerous books, articles and speeches dealing with the subject. Alexander Heron, Director of Industrial Relations, Crown-Zellerbach Corporation, has written two books relating to the subject, (1942) The Conference Board, (1951) (says that hardly a week goes by without a reference in the press to some businessman's plea for increasing employee's knowledge of business practices. The need for employee education is an old thought not to be forgotten, that goes back in history. Today a need exist in the food service industry in Hampton Virginia and the Distributive Education program is attempting to meet that need.

Bryan, (1974) showed in an impressive 1970 survey the importance of the food service industry and the career opportunities it offers and presented it to the National Restaurant Association at their 1970 Manpower Conference. The study emphasized the importance of the industry to the national economy as it called attention to the vast number of persons who work in the various kinds of food service operations. Nearly 3.4 million people work in food service outlets. In 1975 the demand for employees approached four million. In the next decade, the food service industry will require approximately 250,000 additional

employees per year. Seventy percent of these new workers will be to replace those who leave the industry. The remainder are required to fill newly created jobs due to increased demand for meals.

According to Heron, (1969) women made up about 65 percent of all those employed by public eating and drinking establishments. The food service industry may have more total outlets and workers than any other single kind of business in the United States.

In addition, the food service industry may also have more individual consumer transactions for there are 100 million transactions daily in the nation's food service establishments. Cooperative Education should play a vital role in meeting the needs of this dynamic industry. He has expressed the importance and the availability of jobs in the food service industry and cooperative education should realize and meet the needs.

To reemphasize the importance of the food service industry, a survey taken by the International Foodservice Manufacturers Association and the U.S. Department of Agriculture determined that food service establishments account for 55 million or over half the total number of transactions occurring daily. Total sales for food service places was \$26 billion in 1969. Today that figure has more than doubled.

Identifying the needs of the work force must be a cooperative venture. Industrial leaders should know where the gaps exist and what are the emerging occupations in their fields. Vocational

Education must obtain this information in order to provide programs for preparing persons for employment. The number of young people entering the work force is increasing daily and the number of jobs in service occupations is rapidly increasing. Emerging occupations are demanding new types of training and/or retraining for all people of all ages and abilities. Industry and vocational education are working together and hopefully will continue to assume a joint responsibility for identifying and meeting the needs of the nation's work force.

Strong, (1975) feels that with business and industry and vocational education working together a common goal can be reached. Cooperating with business and industry to meet the needs of employers is a role that has become increasingly more important for vocational education from year to year. Strong suggests that identifying needs, planning programs, cooperative work experience, job placement, and developing instructional materials are some of the cooperative ventures shared by vocational education and the industrial community. Advisory committees at state, national, and local levels have proven to be one of the successful means of fulfilling these roles. These suggestions by Strong are helpful in determining the role Distributive Education should play in starting a food service program.

Instructional materials for students are always needed, and Distributive Education coordinators frequently utilize those materials to supplement classroom instruction. Two food service

establishments in Hampton are cooperating in aiding the Distributive Education teacher with classroom materials. Both McDonalds and Burger King make their instructional materials available for classroom use. Cooperating with industry and business is a success if it is a joint venture.

Miller (1974) feels that never before have Distributive Education teachers and coordinators faced a clearer challenge to motivate students. to show them through classroom instruction and work experience that occupational education is not meaningless, and that the classroom instruction and work experience are goal related, and that both phases will contribute to the ultimate goal of the occupational student. It is the obligation of every occupational education instructor to assure that each student, by virtue of his intern experience, can grow to his full capacity and at the same time realize the personal responsibility involved in a real work situation. The coordinator should have an opportunity to give individual guidance to each student.

Food service students are afforded an opportunity by industry to take part in meaningful management and work experiences in an actual work situation. The cooperative program must be well structured and allow students to apply the principles and theories taught in the classroom. Points made in lectures on functions of management are put into practice by the students.

The coordinator must fulfill many obligations during the term of the work experience and deal directly with the student. the

the employer and the structure of the work experience. The first consideration of the coordinator must be given to the student. The vocationally oriented student in food services can have his cooperative experiences designed, through training assignments, to meet his needs and to expose him to advanced situations in management. These are the feelings of Miller, (1974) and are well taken points of any vocational work experience program.

The coordinator should realize that the variety of work experiences is one of the most critical aspects of the students education. The experience gained in each new area involves the student in the practicality of the food services industry and makes the coassroom education meaningful.

## Chapter 3

### Methods and Procedures

The purpose of this chapter is to explain the procedure used to collect the data found in this research report. The purpose of the study was to determine the effectiveness of the Specialized Food Service course in the Hampton City Distributive Education Program.

#### A. Preparing the Instrument

In order to obtain the information necessary to determine the effectiveness of the specialized food service program, two instruments were utilized. (see appendix B and C)

The first instrument was an interview, consisting of seven questions. These questions provided the researcher with the necessary information to draw conclusions regarding the structure and the students enrolled in the course. When developing the questions for the interview, it was taken into consideration the time required of the teacher-coordinator to answer the questions. The intended purpose was to gain the necessary information describing the students, the program, the career objectives of the students and the training stations utilized by Mr. Kreimer.

The second instrument was an evaluation form, from Hampton City Schools. The instrument covered areas taught by Mr. Kreimer in the areas of: Personal Appearance, Customer Service, Personal Appearance, Customer Service, Personal Conduct, Project/Product Knowledge, and Job Knowledge. In an interview, each employer rated the students productivity on the job.



## B. Population

The subjects for this study were the eight students currently enrolled in the specialized food service program, currently being offered at Pembroke High School, in Hampton Virginia.

## C. Data Collection and Recording

The initial letter of interest to do research on the specialized food service class was expressed in a letter to Mr. Kreimer. (see appendix A). After Mr. Kreimer consented to supply the necessary information, the instrument (see appendix B) was agreed upon and utilized by Mr. Kreimer throughout the year.

Mr. Kreimer took the evaluations on his coordination visits to the student's Training Stations. In Mr. Kreimer's visits, the managers rated the students progress by placing an (x) in the most appropriate column of the evaluation. Each student was evaluated three times; once during the month of October 1979 (evaluation #1), once during the month of January 1980 (evaluation #2), and the final evaluation was done in April 1980 (evaluation #3). These periods of time assigned represent the periods when students must be assigned grades of report cards, and are at intervals that would represent a student's progress.

When Mr. Kreimer completed all of the evaluations on his eight students, he sent the researcher a zeroxed copy of the evaluations. The researcher then completed an evaluation form that represents the percent of student who received an (x) in the category being evaluated. (see appendix D)

D. Data Analysis

A complete analysis of the data collected will be discussed and reported in Chapter 4 of the research report. A thorough explanation of the data collected from the survey form will be discussed and explained through the use of tables developed as a result of the responses to the evaluation instrument and the interview with Mr. Kreimer.

## Chapter 4

### Findings

The purpose of this chapter is to present the data, that was determined by the research conducted in this study. The data described, is concerned with the results of two methods of collecting and analyzing the data; a personal interview with Mr. Kreimer, and an evaluation which was administered to each student at intervals three times during the year.

The first instrument to be discussed will be the interview with Mr. Kreimer, which gives a description of the class-its structure and the students.

Question number one ask for the name of the person responding to the interview and his title. This question will aid persons doing further research on this topic and will provide them with a resource. The information from this question is credited in the bibliography of this research report.

The second question asked for the location of the school, and its size. This was to show that the information collected in this report came from a secondary school in Hampton, Virginia, with a student body of 817 students.

Question three determined the program was a cooperative course, where students receive two credits upon successful completion of the course. All students are employed in the course.

The fourth question asked for a gender-racial classification of the students. The purpose was to describe the students in the

class by the number of males and females by race who are enrolled in the course. (TABLE 1)

TABLE 1	<u>Gender-Racial Classification</u>	<u>Number</u>
	White Males	1
	White Females	0
	Black Males	4
	Black Females	3
	Total Males	5
	Total Females	3
	Total Blacks	7
	Total Whites	1

The fifth question concerns the number of students enrolled in the specialized food service course. This information gave the researcher, what the percentiles will be based on. There are eight students enrolled in the course.

Question number six provided the number of students employed at that Training Station, and the names of the Training Stations being utilized by Mr. Kreimer. (TABLE 2)

TABLE 2	<u>Name of Training Station</u>	<u>no. of students</u>	<u>Type</u>
	McDonald's	4	Food Services
	Roy Rogers	2	Food Services
	Chic-filet	1	Food Services
	Wendy's	1	Food Services

The final question regarded the career objective of the students. This information will aid the researcher in Chapter 5 of this report. (TABLE 3)

Career Objective	no. of students	percentiles
Food Services Management	6	.75
Food Services General	1	12.5
Undecided	1	12.5

The second instrument, was an employer's evaluation done on each student during October 1979 (evaluation #1), January 1980 (evaluation #2), and in April 1980 (evaluation #3). Students were evaluated in four main topic areas; Personal Appearance, Customer Service, Personal Conduct, Project Knowledge/Product Knowledge and Job Knowledge. Each topic contains several sub-topics, where the students were evaluated as either being: O-Outstanding, AS-Above Satisfactory, S-Satisfactory, LTS-Less than Satisfactory and N/A-Not Applicable. (see appendix D)

The first topic was personal appearance. This material is covered in the first part of the school year, both on the job and in the classroom. From the first evaluation in October 1979, all of the students improved, when the final evaluation was done in April 1980. This was the most noted area of consistent improvement of all of the other topics.

Section two deals with Customer Service and has sever sub-topics. These qualities improved throughout the year and provided the researcher and Mr. Kreimer with a students progress in the perspective area.

The section on Personal Conduct has several sub-topics. This material is covered in the curriculum by Mr. Kreimer in the Human Relations unit in November of 1979. Again student progress is evident.

The section on Project Knowledge/Product Knowledge deals with the students knowledge about the products he/she sells. These are areas where the students progress in again improving, and provided the researcher with an idea of student progress.

The final section is Job Knowledge and are learned when the student first began their job. Cash register procedure is covered in the curriculum by Mr. Kreimer in January 1980 in the Salesmanship unit. All areas are consistant with the other areas in that student progress is noted throughout the year.

For the students in the Specialized Food Service Course, their job productivity has climbed upward throughout the year. The productivity is in several areas, noted in this chapter.

## Chapter 5

### Summary, Conclusions, And Recommendations

The purpose of Chapter 5 is to give the final analysis of the data collected in this research report. The chapter is divided into three sections; summary, conclusions, and recommendations.

#### Summary

The purpose of the research report was to determine the effectiveness of a Specialized Food Service course in the Hampton, Virginia, Distributive Education program. Two methods were used to collect the data; an interview and a student evaluation.

The findings of the research uncovered that:

- There are eight students enrolled in the cooperative food service course being taught by Mr. Tony Kreimer, A Distributive Education Coordinator at Pembroke High School, in Hampton, Virginia.
- There are four Training Stations utilized by Mr. Kreimer.
- 87.5% of the students have a career interest in the food service industry. Only 12.5% were undecided.
- All of the eight students improved in their job productivity from the initial evaluation in October 1979, to January 1980, until the final observation in April 1980, in the areas of Personal Appearance, Customer Service, Personal Conduct, Project Knowledge/Product Knowledge and Job Knowledge.

### Conclusions

The data discussed in Chapter 4 made it possible to arrive at two conclusions.

The first conclusion is that the cooperative food service class meets the requirements of an approved specialized cooperative class. 100% of the students in the class are employed at four different training stations. 87.5 of the students have a career interest in the food service industry. These qualities are essential in any vocational course and certainly compliment the structure of the class.

It is believed by the researcher, that this well chosen group of students, who are all oriented with the same vocational aspirations, contributes to the effectiveness of the class. The selection process (recruitment) must be done with the objectives of the class in mind in order to be successful.

The second conclusion arrived at by the researcher is that students enrolled in the specialized course increased their job productivity from their first evaluation in October 1979 to the final evaluation in April 1980. Appendix D shows the increases in the particular topic areas. The employment rate is 100% as shown by TABLE 2 in Chapter 4. This 100% employment rate indicated the students are acquiring the necessary training for success in the food service industry.

It is the opinion of the researcher, that the improvement of the students is attributed to the combined effort of the cooperative course (in class instruction), and the on the job



training the students enrolled in the class receive. The success of the students is thus believed to be related to the effectiveness of the class. Mr. Kreimer's obvious rapport with his Training Station Managers and his competence in the classroom is a success and ascertains the researchers purpose of this research.

#### Recommendations

It is recommended that the specialized food service program be continued, improved and expanded. Future studies should involve more than one class, thus producing a larger and more reliable sample. In addition to determining the effectiveness of the class, research can be continued in the areas of curriculum, simulated classroom exercises or competencies to be developed by students in the food service course of study.

It is suggested that this original report be used as a reference in future studies and that constructive criticisms will update it as needs in the Food Service Industry make their demands.

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Appendices

## Appendix A

161 Mill Point Drive  
Hampton, Virginia.

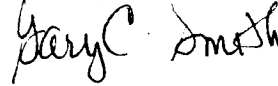
Mr. Tony Kreimer  
Pembroke High School  
Hampton, Virginia

Dear Mr. Kreimer:

I am a graduate student at Old Dominion University, in Norfolk, Virginia, where I am working on a Masters of Science Degree in Education. My research proposal is a study to determine the effectiveness of the specialized food service course you are currently teaching at Pembroke High School.

I would like to complete this proposal and do my complete research report on your class. In order to do this, I am asking for your cooperation and professional input. I feel this research will be of value to you and to the City of Hampton Schools. Please consider my request and respond as soon as possible, so we can begin the necessary procedure. I can be reached at Phoebus High School at 722-2876 ext. 30, or feel free to call me at home at 722-6894. I will be looking forward to your response.

Thank you,



Gary C. Smith  
D.E. Coordinator  
Phoebus High School

cc: file

Students Name \_\_\_\_\_

Training Station \_\_\_\_\_

HAMPTON CITY SCHOOLS  
DISTRIBUTIVE EDUCATION STUDENT EVALUATION

Legend:  
N/A-Not Applicable  
LTS-Less Than Satisfactory  
S-Satisfactory  
AS-Above Satisfactory  
O-Outstanding

Topic: \_\_\_\_\_

	Evaluation #1					Evaluation #2					Evaluation #3				
	N/A	LTS	S	AS	O	N/A	LTS	S	AS	O	N/A	LTS	S	AS	O
<u>PERSONAL APPEARANCE</u>															
Clothing or Uniform Neatness															
Hygiene (Hair, Hands, etc.)															
Uniforms (Are they complete?)															
<u>CUSTOMER SERVICE</u>															
Customer Consciousness															
Friendliness															
Handles Complaints															
Discretion in Conversation															
Correction of Mistakes															
Attitude and Respect Toward Customer															
Decision Making															
Sales Ability															
<u>PERSONAL CONDUCT</u>															
Accepts Suggestions and Criticisms Gracefully															
Behavior Mature and Businesslike															
Energetic-Does Share of Team Work															
Receives Cooperation from Others															
Proper Respect for Others															
Dependability															
Initiative-Finds Work Without Being Told															
Punctuality															
Tact															
Follows Approved Schedule															
<u>PROJECT KNOWLEDGE/PRODUCT KNOWLEDGE</u>															
Knowledge of Merchandise															
Knowledge of Stock Procedure															
Cost Consciousness															
Product Guarantees															
<u>JOB KNOWLEDGE</u>															
Duties															
Company Policies															
Store Maintenance															
Job Responsibilities															
Store Opening and Closing Procedure															
Cash Register Procedure															

Appendix B

## SPECIALIZED FOOD SERVICE PROGRAM

## Program Interview

1. What is your name and your exact title?
2. What is the name of the school, its location and size, where the course is being offered?
3. Is the program a cooperative program?
4. What is the Gender-Racial classification of the class?  
White males \_\_\_\_\_ Black males \_\_\_\_\_  
White females \_\_\_\_\_ Black Females \_\_\_\_\_
5. What is the total number of students in the program?
6. How many Training Stations are utilized, and which ones?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_
7. What are the career objectives of the students enrolled in your class?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_

## Appendix D

Appendix D represents the percent of students who receive the mark in the corresponding block. The percentages represent the following numbers of students in the class.

<u>Number of Students</u>	<u>Percent</u>
1	12.5 or 13%
2	25%
3	37.5 or 38%
4	50%
5	62.5 or 63%
6	75%
7	87.5 or 88%
8	100%

Evaluation number one represents the October 1979 evaluation, evaluation number 2 represents the January evaluation, and evaluation number three is the April 1980 evaluation. An improvement is consistent throughout the year.

Students Name \_\_\_\_\_

Training Station \_\_\_\_\_

HAMPTON CITY SCHOOLS  
DISTRIBUTIVE EDUCATION STUDENT EVALUATION

Legend:  
N/A-Not Applicable  
LTS-Less Than Satisfactory  
S-Satisfactory  
AS-Above Satisfactory  
O-Outstanding

Topic: \_\_\_\_\_

	Evaluation #1					Evaluation #2					Evaluation #3				
	N/A	LTS	S	AS	O	N/A	LTS	S	AS	O	N/A	LTS	S	AS	O
<u>PERSONAL APPEARANCE</u>															
Clothing or Uniform Neatness		13	25	50	13		13	13	63	13			13	25	63
Hygiene (Hair, Hands, etc.)		13	25	50	13			13	63	25			13	25	63
Uniforms (Are they complete?)															
<u>CUSTOMER SERVICE</u>															
Customer Consciousness		13	50	25	13			38	50	13			25	25	50
Friendliness		13	25	38	25			25	50	25			0	38	63
Handles Complaints			50	25	25			38	25	38			13	38	50
Discretion in Conversation			38	25	38			38	38	25			13	38	50
Correction of Mistakes			50	25	25			38	38	25			13	50	38
Attitude and Respect Toward Customer			50	25	25			38	38	25			25	38	38
Decision Making			38	25	38		13	38	25	38			13	38	50
Sales Ability			38	25	38			38	38	25			13	38	50
<u>PERSONAL CONDUCT</u>															
Accepts Suggestions and Criticisms Gracefully		13	25	13	25			38	25	38			13	50	38
Behavior Mature and Businesslike		13	50	13	25			25	38	38			13	38	50
Energetic-Does Share of Team Work			50	25	25			38	38	25			0	50	50
Receives Cooperation from Others			50	25	25			38	38	25			13	50	38
Proper Respect for Others			50	50	0			38	38	25			13	38	50
Dependability			50	38	13			38	38	25			0	50	50
Initiative-Finds Work Without Being Told			50	38	13			38	25	38			13	50	38
Punctuality		13	50	13	38		13	38	13	38			13	38	63
Tact		13	38	50	0			38	25	38			13	38	50
Follows Approved Schedule		13	50	25	13			38	38	25			13	25	63
<u>PROJECT KNOWLEDGE/PRODUCT KNOWLEDGE</u>															
Knowledge of Merchandise			50	25	25			38	38	25			13	38	50
Knowledge of Stock Procedure		13	38	38	13			38	38	25			25	38	38
Cost Consciousness		13	38	25	25			38	38	25			25	38	38
Product Guarantees			50	25	25			38	38	25			13	50	38
<u>JOB KNOWLEDGE</u>															
Duties		13	25	50	13			25	50	13			13	50	38
Company Policies			25	50	25			25	50	25			0	50	50
Store Maintenance			50	25	25			38	38	25			0	50	50
Job Responsibilities			50	25	25			38	38	25			13	50	38
Store Opening and Closing Procedure			50	25	25			38	38	25			13	50	38
Cash Register Procedure		13	50	13	25			38	38	25			13	50	38

PERCENTILES