

COMMUNICATION BETWEEN RESIDENCE HALL FOOD SERVICE
AND STUDENTS THROUGH AN ORIENTATION PROGRAM

by

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B. S., Stout State University, 1964

A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

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INTRODUCTION

Students entering American institutions of higher learning reached the five million mark in 1965, and by 1970 experts predict a peak enrollment of six million (Jefferson, 1966). This influx of students is radically affecting college food service. Approximately four million students live in university and college residence halls at the present time, and this number is expected to reach eight to twelve million by 1978 (Buchanan, 1964). With the trend toward high-rise buildings, it is not uncommon to house and board from two to four thousand students in one residence hall. Many schools feed a total of more than 6,000 and several others serve three meals per day to some 18,000 men and women. Food service is big business on the college campus.

As a result of increased enrollment, university and college food services are being revolutionalized through technological advances in equipment, convenience foods, and automation. With this continuing expansion has come, to some degree, a loss in the close contact between the residence hall dietary staff and the students.

Incoming freshmen arrive on campus full of anxiety and apprehension toward the new experiences ahead. As Nugent (1965) pointed out, too often these freshmen have preconceived ideas about institutional food. In the university food service industry a great potential exists for a better relationship between the food service staff and residence hall students if communication systems can be improved. Establishing good

communication is important, for new students often are not enlightened about food service functions and policies. Students are confused about meal hours, dress regulations, food choices, or number of food items permissible. Johnson (1962), in discussing institutional food service operations, said: "Unquestionably there is need for improving and in relaying information between the food services and the members of the faculty, students, and staff."

Perhaps no other department on a college campus draws more comments than residence hall food services. Since this unit is such a focal point of attention, whether congenial or otherwise, it is reasonable to assume the food service plays an important role in the lives of college students.

Too seldom in close contact with students, dietitians have little opportunity to exchange ideas and feelings on residence hall food service with the students. Communication is essential for building attitudes that will result in favorable impressions of the food service. The dietitian-student communication system should be used for interpreting policies and objectives, and the less efficient this system is, the less effective and pleasant these relationships are likely to be. The specific goal of good communication is to achieve mutual confidence and understanding between food service personnel and students, so that the students will support the actions essential to the success of the food service (George and Heckler, 1960).

Establishing two-way communication with students is a problem facing residence hall dietitians. Habbe (1959) suggested that an induction or orientation program offers opportunity for two-way communication.

Orientation for incoming students to the residence hall food service is the first step in establishing communication between the dietitian and students. Through an orientation program at the start of a school term, the dietitian can inform the students of the necessity for certain policies and restrictions, thus setting the stage for improving relations.

An awareness of the breakdown in dietitian-student communication and of the need to strengthen and broaden this area led to the present study. Research had been concerned with college students' food habits and attitudes while other studies have been made of dietitian-employee communication. However, little research exploring communication between residence hall dietitians and students appears in the literature.

The purpose of this research was to study the orientation of students to residence hall food service as a means of communication in a selected group of universities.

REVIEW OF LITERATURE

Communication

Research indicates that the average American spends 70 per cent of his day communicating (Berlo, 1960). Communication is so much a part of our daily lives that some 10 to 11 hours per

day are devoted to speaking, listening, reading, or writing. It is this unique process of communicating that distinguishes man and sets him above all others in the animal kingdom (Marting et al., 1963). Keogh (1959) referred to man's communications ability as a visible sign of intellectual superiority over other animals. Communication is a vital part of everyone's life and without it society would not have attained its present highly developed civilization (Steinberg, 1958).

Richards (1962) defined communication as the transmission or interchange of thoughts, opinions, ideas, or instructions. Wiksell (1960) interpreted communication as the "reception, digestion and transmission of meanings, attitudes, and feelings through words, gestures, and symbols." To Chase (1962) the term communication imparted a clear accurate transmission of mental pictures while Farrell (1963) inclusively referred to it as: "those subtle, pervasive, intangible interchanges which define and produce roles, create atmosphere, and generate morale" Agreeing with this definition, Thayer (1961) stated that communication is an interpersonal contact rather than an impersonal process. The art of communication is not something that exists but something which occurs.

The core of communication is human relations and its success is essential for sound relationships with others. Brown (1961) described communication as a social process because it involves participation of two or more persons. This system is continual--each time a person communicates another one responds with

additional facts, ideas, feelings, or attitudes. As a social process, communication affects all society and enables man to satisfy his basic needs and desires. Man's ability to communicate is vital in his association with others. This social process is a way of recording knowledge and passing it on to succeeding generations. Individual and group progress is dependent upon communication (Brown, 1961).

Speaking, listening, reading, and writing are the most frequently used forms of communication. However, communication also includes the nonverbal gestures--facial expressions, body posture, arm and hand movements, and the chemistry of human emotions (National Education Association, 1957). Artists communicate through color, texture, and perspective; engineers use concrete, steel, and earth. In short, anything to which people can attach meaning may be used to communicate.

Because of its broad scope, effective communication is difficult to achieve. It often poses major problems of understanding. According to the Educational Policies Commission (1958) and Schramm (1963), much avoidable misunderstanding arises because people have different frames of reference. Language symbols and signs can have only the meaning an individual has experienced. Tarnopol (1958) referred to this concept as distortions of perception: "If two view the same event but have very different attitudes, each will perceive and describe the event quite differently." For example, to the food service employee "steamer" connotes a piece of equipment used in

preparation, but to the individual not familiar with this term, "steamer" may convey an altogether different meaning.

Food Service Programs

Minah (1965) observed that colleges go to great effort to teach students to appreciate art, music, and drama, yet assume they know about fine food and table service. According to Purdy (1942), college foods units are primarily service functions for the college. Purdy further commented:

Those who are in immediate charge of the college food service realize that unless administration and faculty understand the aims and ideals as well as some of the problems of those in charge of the food service, and extend their cooperation and support, it is impossible for the foods units to function as they should in the college community.

At the 1962 Annual Meeting of the National Association of College and University Food Services, Dr. Perryman (Raleigh and Voorhees, 1962) advocated that food service directors consider the total welfare and well being of students. Food service should be an educational activity and, according to Dr. Perryman, one way of achieving this goal is through more effective communication.

Too often the dietitian or food service director becomes bogged down with the inanimate objects of the job--menus, production, purchasing--and overlooks the personal relations with the student (Kutz, 1963). Serving captive groups such as college students, stated Drake (1958), is a difficult problem. Because you already have their business, there is a feeling that the

food service is able to "get by with anything." Students want to know about things which affect them, and if misinformed, may conjure wrong ideas and attitudes that can have immeasurable effects on the food service (Food Engineering, 1961). A lack of effective communication fosters misunderstandings unless food service directors create an atmosphere of good public relations and attempt to please the captive college students as individuals (Drake, 1958).

Abraham Lincoln once said, "Public opinion is everything. With it nothing can fail; without it nothing can succeed" (Eckert, 1949).

College and university residence hall food services depend largely on public support from the students and must respect their opinion. Students may not understand food service policies and often become confused over meal hours, serving restrictions, or dress regulations, and in the majority of cases are not properly enlightened. The importance of an explanation by the dietitian of reasons for meal hours and necessary restrictions was stressed by Eckert (1949). He suggested a public relations program as an effective technique for informing the students. Eckert further commented: "Let the public know. Give the public all the facts. If they are told the real story they will understand, and I believe that their support . . . will increase as the years go by."

In a similar statement Fountain (1963) commented that the public knows too little about the School Lunch Program simply because School Lunch directors have done too little informing

(School & College Feeding, 1963). She urged School Lunch people to "take up the challenge of informing the role of the excellence of the School Lunch Program and of its dedication to service to the school, the students, and to the community."

The importance of knowing individual needs, interests, and backgrounds of the students in the School Lunch Program was emphasized by Egan (1961). She suggested that it is not enough for the dietitian to know how many school children she is serving. She said, "One cannot effect nutrition and nutrition education unless one really knows one's customers and plans a program accordingly."

Creating a friendly personal atmosphere and getting to know the students as individuals can become an onerous task for the residence hall dietitian who feeds 1200 or more students three meals per day. However, even this challenge of communicating to the masses can be met. O'Hara (1962) referred to mass communication as "the process of sending identical messages to large numbers of people who are in different walks of life . . ." and can be accomplished through public relations, a technique used to inform groups.

Public Relations

Public relations, according to Bernays (1952), is the vital tool of adjustment, interpretation, and integration between individuals and groups. In stressing its importance, he stated that public relations:

1. Enables groups to cope more effectively.
2. Provides knowledge for understanding.
3. Evaluates efforts of others.
4. Suggests courses of action.

He further stated: ". . . through this process (public relations), we come to understand or misunderstand the world around us. And through it we are understood or misunderstood."

Harlow and Black (1947) considered public relations as any communication media which informs: press, radio, television, film, telephone, and lecture. It is the business of conveying facts to the public. They listed the following ideals of public relations:

1. To know ourselves and those around us.
2. To understand our relationships with our fellow men.
3. To guide our conduct so those relationships will be more enjoyable and beneficial to ourselves as well as to others.

Similar principles of public relations were developed by the American Dietetic Association (Journal of the American Dietetic Association, 1955):

1. Know, understand, and practice the institution's policies.
2. Be conscious and understanding of the problems and limitations of other departments.
3. Exhibit firm kindness, team spirit, shared leadership, open-mindedness, and cooperation.

Hinkle (1947) reminded dietitians that if they try each day to work toward the goal of the American Dietetic Association,

"To benefit as many as possible," they would make a significant contribution to better public relations. Therefore, public relations is not the sole function of specialists but the job of every person within the organization (Journal of the American Dietetic Association, 1950).

Crooks (1958) reported public relation methods used by 173 Veterans Administration hospitals for determining how patients rate the dietary service as a whole. Patient councils and meetings with department representatives to discuss patient grievances were developed. In other hospitals, patients were encouraged to submit favorite recipes. Culinary clinics to teach patients menu planning and food preparation were begun, and attractive booklets introduced the patient to the dietitian and the part food played in his medical treatment. Broadcasting pertinent information regarding food over the public address system, displaying exhibits and posters concerning health and nutrition, and publishing articles regarding the dietary department, are other contributions to public relations. Crooks emphasized that Veteran Administration dietary staffs are continually looking for ways patients can express themselves, thus allowing the dietitian to know the patients as individuals.

Food service employees at the Hartford, Connecticut Hospital report patients' comments about the menu on "Daily Report of Patient Food Service" forms (Rockwood, 1958). Upon dismissal from the hospital, patients are furnished with a self-addressed "Patient Comment Form" to evaluate hospital services. This form

provides the patient with an opportunity to communicate and express himself and offers the hospital an opportunity to establish effective public relations.

Direct student contact is believed by Green (1964) to promote public relations beneficial to both students and the food service. During each meal, a member of the dietary staff circulates in the dining room, visits with students, and is available to receive complaints or compliments. Several times a year the person responsible for the menus talks to the students and answers their questions.

Communication Programs in Action

At the University of North Carolina an organization was set up on campus to negotiate with and bring complaints to the food service director (Brookman, 1964). One manager of university dining service has established an educational-dining program (Implant Management, 1961). Each time a new food is introduced on the cafeteria counter, he distributes a leaflet describing the history, origin, development, caloric value, vitamin content, and method of preparation of the new item.

Solicited comments from students on possible methods of improving the food and service are considered by Ted Minah, Director of Dining Halls at Duke University, to foster good public relations (Raleigh, 1961). He stated: "When a student comes to me with something he wants changed, or doesn't like, I show him around, introduce him to our food production people-- and this makes for a much better relationship."

George and Heckler (1960) suggested ways food managers can "sell" the food center to students and to the public.

1. Encourage the students to invite their parents to eat in the cafeteria.
2. Use menu boards, exhibits, and posters.
3. Utilize radio, T.V., and the newspapers to publicize the food service program.
4. Compile statistical information relative to the food service program and have it available at all times.
5. Prepare pamphlets explaining the food service policies.

Effective communication must be tailor-made to meet the problems of each group and should take into account information, attitudes, and interests of the audience. Pigors (1949) suggested presenting periodic orientation courses as a sound method for communicating general organizational policies. He further stated this is the psychological moment that insures maximum receptivity. Promoting good public relations through a well-planned orientation program such as a booklet, tour, or talk offers opportunity for two-way communication (Habbe, 1959).

At the Grant Hospital in Columbus, Ohio, patients are oriented to the food service policies by a program that appears on the back of each daily menu (Huntzinger, 1963). The booklet informs the patient that a dietitian is available to answer questions and also includes a statement explaining visiting hours and why visits must be controlled.

Sixth graders in Elmhurst, Illinois are oriented to eating in the Junior High cafeteria by a series of slides and a tape

recording (Food Management in Schools & Colleges, 1965). The slides tell the story of the cafeteria and how it relates to their daily lives. The director stated, "This special project helped to make our community more aware of our program and its purpose."

There is considerable disagreement as to what is meant by a good communication program and even more disagreement as to the best way to operate such an activity. In essence, a good program, whether it be a tour, booklet, or talk, is concerned with providing a climate where communications flow freely in all directions. The ultimate goal of a communication program is to arrive at a common understanding.

PROCEDURE

Orientation of students to residence hall food service was investigated by: (1) a questionnaire sent to directors of a selected group of large university residence hall food centers, (2) interviews with residence hall dietitians at Kansas State University, and (3) a questionnaire presented to students of both sexes living in Kansas State University residence halls.

Selection of Respondents

Big Ten Universities (Minnesota, Wisconsin, Iowa, Illinois, Northwestern, Purdue, Indiana, Ohio State, Michigan, and Michigan State) and the Big Eight Universities (Iowa State, Missouri, Kansas, Kansas State, Nebraska, Colorado, Oklahoma, and Oklahoma

State) were selected for their expanding residence hall systems and the large number of students living and eating in these complexes.

Dietitians who had been employed at Kansas State University for at least six months were interviewed. By selecting dietitians assigned to specific residence halls, the top level administrative dietitians, who do not necessarily have daily contact with students, were eliminated from the interview.

Questionnaires

Two questionnaires were used in this study. One (Form 1, Appendix B) was designed to survey methods of communicating orientation policies to students in large residence hall food centers. The questionnaire was mailed to the food service director at each of the 18 selected schools. The first six questions were related to general information regarding student enrollment, number of students residing in the halls, type of dining service, and the number of professionally educated food service staff employed. The remaining questions specifically pertained to communications and methods of student orientation. One item pertained to communication between the food service staff and the residence hall educational staff.

The objective of the second questionnaire (Form 2, Appendix B) was to determine orientation of Kansas State University students to food service policies, and if possible the extent of communication between food service personnel and students.

Five questions were included to ascertain familiarity with institutional food service and with the duties and responsibilities of dietitians. In one question students were asked how they were oriented to previous cafeterias and in a similar question how they were oriented to the specific food service at Kansas State University. Included in the survey were three questions pertaining to communications with the dietitian and one item relating to students' interest in the food service. These questionnaires were distributed to the students at the evening meal.

To assure spontaneous answers and to eliminate impersonal communication by mailbox, the investigator personally handed out questionnaires to the first 100 men and the first 100 women going through the cafeteria line in two Kansas State residence halls. Questionnaires were presented during the dinner meal rather than the noon meal to avoid the rush of students returning to afternoon classes. Participants were asked to return the completed forms when they finished eating.

Interviews

Kansas State University dietitians employed at least six months and who were in direct contact with students were interviewed. A tape recorder was used to record the answers. To put the interviewees at ease before the microphone and to avoid misinterpretation, each question was typed out and handed to the subject prior to questioning. The interviewees were permitted as

much time as necessary to formulate an answer. During the structured interview (Table 8, Appendix A), the subjects were asked to describe how they communicate with students. They also were requested to give suggestions for programs to orient students to food service. One item was included to investigate whether staff members were student-oriented or were more concerned with production aspects of their jobs. Prior to this study the clarity of the two questionnaires and the structured interview were tested by students and dietitians not included in this study.

RESULTS AND DISCUSSION

Although the purpose of the survey of 18 selected universities was to obtain information on communication of food service policies to students living in their residence halls, general information about the residence hall system also was requested. Of the 18 questionnaires sent 15, or 83 per cent, were returned.

Enrollment

Average student enrollment at the selected schools was 20,658 students with 7,092 of these men and women residing in university housing (Table 1). The university enrollment ranged from 8,000 to 38,000 and from 3,000 to 18,200 for students living in residence halls.

An apparent trend toward large residence hall complexes, with several living units accommodated by one food service, was

Table 1. General information and communication policies of 15 selected universities.

University	Enrollment	Students living in halls	No. of halls	No. of food units	Professional staff No.	Ratio to students
A	38,000	4,000	10	5	5	800
B	35,000	18,200	over 20	over 15	60	300
C	29,200	7,400	over 20	7	11	673
D	28,000	7,000	12	11	21	333
E	27,000	9,500	10	8	32	297
F	23,600	11,300	11	10	29	390
G	21,076	8,400	11	11	57	147
H	16,500	5,000	8	4	21	238
I	16,500	4,500	6	6	2	2250
J	15,000	4,000	7	4	7	571
K	15,000	6,000	20	9	12	500
L	13,500	6,000	20	7	11	455
M	13,500	5,000	9	9	23	213
N	10,500	3,000	12	9	15	200
O	8,000	---	15	9	6	777
Average	20,658	7,092			21	333

indicated by the responses. Only three schools had the same number of food units and halls. One university serves over 20 halls from seven food service units. The number of professional food service personnel per campus ranged from 60 for 18,200 students, or a ratio of one dietitian per 300 students to two for 4,500 students.

Orientation Program

Five schools reported presenting a planned orientation program, and 10 respondents did not have a definite means for introducing students to the food service (Table 2).

Various methods of informing students concerning food service policies were employed by the schools. A book explaining food service policies was the most frequently used. Thirteen schools reported the educational staff (house mothers, directors, and floor counselors) explained food service policies to the residents.

With one or two staff members living on each corridor, the residence hall educational staff often interpret food service policies to the residents and play an important role in communications between the students and the dietary staff. In comparing student attitudes toward residence hall dietitians and directors, Prideaux (1965) showed that more students talked with directors than with dietitians. Students communicate with directors, according to Prideaux, because they are more accessible than are dietitians.

Table 2. Students' orientation programs in selected residence hall food services.

Questions*	Responses
7. Do you have a definite plan that is used by all the residence halls to orient incoming students to the food service?	
Yes	5
No	10
8. How are new students acquainted with food service functions and policies?	
a. Book or leaflet	15
b. Residence hall educational staff	13
c. Word of mouth from returning students	11
d. Signs and posters	9
e. Tour	5
f. Talk by dietitian	3
g. Audio-visual program	0
h. None	0
i. Other	0
9. Do the professional dietitians and the educational staff work together as part of a residence hall team?	
Always	8
Sometimes	6
Never	1
10. How are the functions and policies of the food service explained to the educational staff?	
a. Tour	11
b. Staff meeting	10
c. Presentation by dietitian	9
d. Book or leaflet	9
e. Other	0
f. None	0

*Responses to questions 1 through 6 included in Table 1.

Because members of the residence hall educational staff have close contact with the students, it is essential that the

dietary and educational staffs understand the food service policies and work together. This team effort, as indicated by one university, often presents a weak link in the residence hall unit. As shown in Table 2, eight schools reported the dietary and educational staffs always worked together as part of a residence hall team; five schools did sometimes; and one school never.

Dietary staffs most frequently communicated food service policies to the educational staff through meetings and tours of the food units. It was noted that in nine schools the dietitian presented the orientation program herself, thus providing an opportunity for more personal relations between the two staffs.

Student Survey of Orientation Procedures

Of the 200 questionnaires given to Kansas State University students to assess their opinions on orientation to food service, 93 men and 96 women, or a total of 189, responded. Average residency for the men students was 2.8 semesters and for the women 2.5 semesters (Table 3).

Slightly more than 60 per cent of the students began eating regularly in a cafeteria during grade school. Because more and more elementary and secondary schools are assuming the responsibility of feeding noon meals to the students, the respondents were asked how they were oriented to these food services.

Teachers and friends played an important factor in orienting these students to elementary and secondary school cafeterias

Table 3. Cafeterias where KSU students have eaten regularly.

Cafeteria	Men	Women	Totals	
			No.	%
Grade school	60	55	115	60.8
Junior high	56	76	132	69.8
Senior high	87	85	172	91.0
Junior college	8	2	10	5.3
College	93	96	189	100.0
No. of responses	93	96	189	
Av. semesters in residence	2.8	2.5		

(Fig. 1). Although only nine of the 189 respondents listed orientation by a dietitian, this may be due to the fact that many elementary and secondary school systems do not employ a dietitian for each school. Where one dietitian coordinates the food service for an entire school system, students do not have the potential daily contact with a dietitian that they do in a college residence hall.

Figure 2 shows how students answering the questionnaire felt they were oriented to the residence hall food service at Kansas State University. Responses showed the largest number of students felt they were oriented to the food service by students who lived in the hall the previous year. Thirty-nine (26 men and 13 women) stated they had no orientation and 36 (19 men and 17 women) recalled receiving food service information in a booklet. Each student residing in a Kansas State University residence hall is given a student handbook explaining hall policies. Included in this booklet are several paragraphs pertaining to

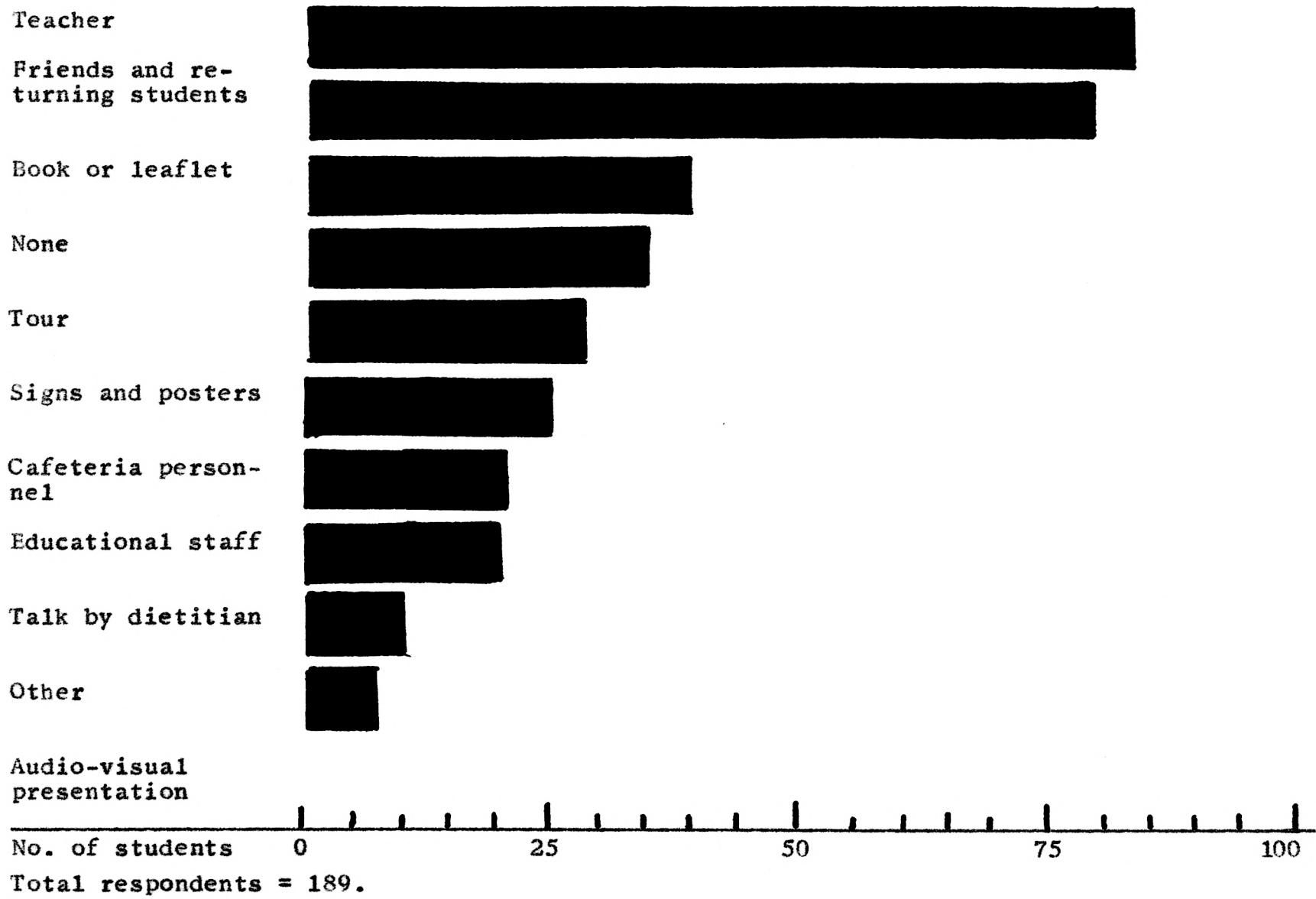


Fig. 1. Ways Kansas State University students were oriented to elementary and secondary school food services.

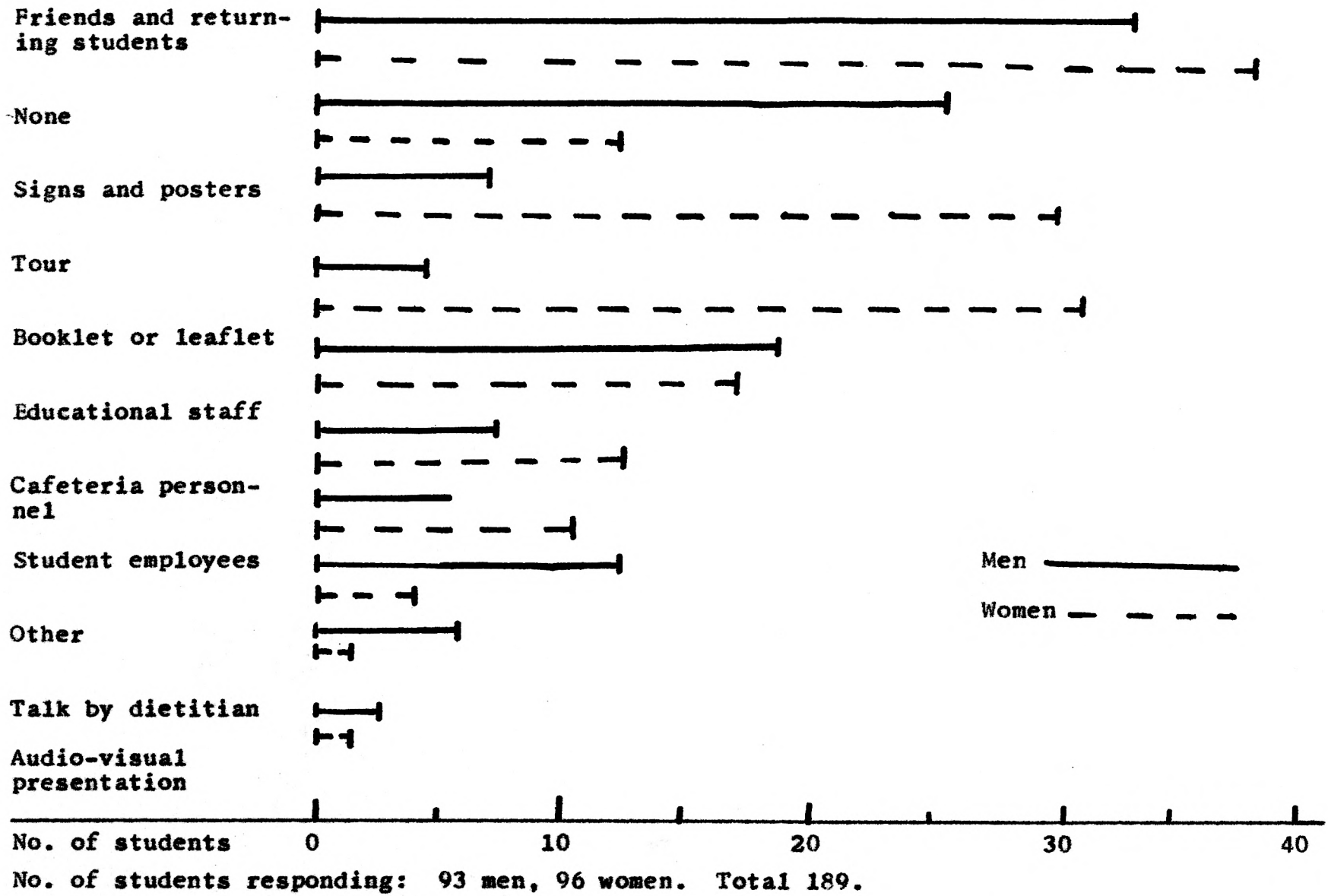


Fig. 2. Orientation of students to food services at Kansas State University.

meal hours, second servings on certain food items, and dress regulations.

At the beginning of the second semester a new women's food service opened which explains some of the differences in orientation between the men and women. As a means of introducing the women to the new facilities, a tour was offered. Thirty-one of the 96 girls responding to the questionnaire took advantage of this opportunity. Each student received a floor diagram and an explanation of the serving lines in her mailbox. As indicated by the women, signs and posters helped acquaint them with the new food service.

Because effective communication is based on understanding and common experience, students were asked whether they had ever toured or worked in an institutional food service and more specifically what they thought were the educational requirements and duties of the dietitian.

The majority of students, as shown in Table 4, had never toured an institutional kitchen, and only 41 of the 189 students had worked in a large food service. Without some knowledge of food service operation, students often do not understand the necessity for imposing certain regulations and restrictions.

To many observers, students appear to "eat and run." Yet, 56 per cent of the students displayed more than a passive interest in how their food is prepared.

Communication is a two-way process and involves personal contact between the dietary staff and students. Responses

Table 4. Student responses to specific food service experiences.

Questions	Responses N = 189	Percentage
Have you ever toured an institutional food service?		
Yes	79	41.7
No	110	58.2
Have you ever worked in a food service?		
Yes	41	20.7
No	148	78.3
Do you have more than a passive interest in how the food is prepared in your residence hall cafeteria?		
Yes	106	56.0
No	83	43.9
Are you able to recognize any of the dietitians?		
Yes	144	76.2
No	45	23.8
Do you know any of the dietitians?		
Yes	26	13.8
No	163	86.2
Have you ever talked to the dietitian concerning the food service policies?		
Never	147	77.8
Sometimes	34	17.9
Frequently	8	4.2

indicated that students recognize the dietitians, yet only a small number (13.6 per cent) of those questioned actually felt they knew the dietary staff. One hundred and forty-seven students never talked to the dietitian, 34 did sometimes, and only 8 frequently. These results agree with Prideaux (1965),

who found a greater number of students made suggestions and talked to directors than to dietitians. Seventy-nine per cent of the respondents never made suggestions to the dietitian and only 8.1 per cent knew the dietitian well. According to Prideaux, a relatively high number of students reported: (1) never having talked with the dietitian, (2) thinking the dietitian was unfriendly, (3) believing the dietitian was not interested in them as persons, (4) thinking the dietitian was "somewhat interested" or "not interested" in pleasing residents, and (5) having seen the dietitian once a week or less.

The responsibilities of a dietitian are numerous and range from employee supervision to experimental recipe development. Sometimes people have the misconception that "dietitian" and "cook" are synonymous and the only requirement for a dietitian is the ability to cook. Asked what educational requirements were necessary, 164 of the 189 respondents were aware that dietitians complete a four-year college program which trains them in the latest food preparation and managerial techniques (Table 5).

Respondents apparently considered the main duty of the dietitian to be menu writing. Other stated responsibilities of the dietitian were to order and buy food and to supervise. It is of interest to note 47 (24.8 per cent) believed the dietitian stands around looking important.

Table 5. Student concepts of education and duties of the dietitian.

Education and duties	Responses	
	No.	%
Education:		
Vocational school	15	7.9
High school	7	3.7
College	164	86.8
Other ^a	3	1.6
Duties:		
Writes menus	168	83.0
Orders and buys food	147	77.7
Supervises	132	69.7
Stands around looking important	47	24.8
Polices students	22	11.6
Cooks food	13	6.8
Other ^b	10	5.2
Serves food	4	2.1
Brings food from the kitchen	1	0.5

No. responding = 189.

^aNot much; lower than listed; experienced housewife.

^bNot sufficient choices; as little as possible; planning; special functions; works with the mentally ill; odd jobs; tries to poison us; plans balanced meals; leads a normal life.

Interviews with Dietitians

To supplement information from the two questionnaires, seven selected dietitians were interviewed concerning their communication with residence hall students. Detailed tabulations appear in Table 8, Appendix A.

To cope with a large number of students it is necessary to establish certain policies and restrictions to assure fair and equal treatment to each individual. Regulations adopted within

the Kansas State University food services include: specified meal hours, proper attire, extent of menu choices, removal of food from the dining rooms, and behavior in the dining room.

Students are informed about food service policies by signs and posters, a student handbook, and cafeteria personnel. However, according to five dietitians, there is a great deal of evidence students are not totally informed. All of the dietitians interviewed agreed that a problem in communicating to the students existed. As a group, the dietitians cited many examples where students continually had to be reminded to take only one salad and just one dessert. Because students were not completely enlightened, they had to "catch on" to requesting late meals, guest tickets, and seconds on potatoes and vegetables. It is evident information concerning food service policies is available but is not communicated to the students. One dietitian stated, "Many problems arise because students are not informed and this creates misunderstanding and hard feelings."

Asked to describe any of their communications with students as an orientation program to the food service, all of the dietitians indicated a minimum of contact with students. However, three dietitians were asked by their respective hall directors to attend corridor meetings and explain the food service to residents. In all three cases this presentation, which was to take approximately 15 to 20 minutes, lasted two hours. One dietitian commented, "It was difficult to answer the students' questions regarding policies because even I am not completely informed."

Evidently the most frequently used channel of communication between the dietary staff and students is the conveyor belt which takes soiled trays to the dishroom. Students write comments on napkins and return these notes with their trays. Seldom does the student come directly to the dietitian with his inquiries.

All of the dietitians had ideas for improvement of communication between the food service staff and students. Some suggested student food committees, a tour of the kitchen facilities for both the student and his parents, having a dietitian present at house meetings, and a closer working relationship with the residence hall director. As a group, they mentioned improving communication through more direct contact with the students. They suggested circulating in the dining rooms, trying to recognize more students by name, and in general, being more available. This personal contact, it was felt, could remove the "institutional" feeling from residence hall food service.

The demands on a dietitian's time are numerous, and most of the dietitians indicated that coordinating the food service, supervising production, and writing food orders took the largest part of their time, leaving very little time to devote to the students. It is evident the dietitians interviewed were aware of the hazards of becoming bogged down with the inanimate duties of their job and thought insufficient time was the biggest barrier in dietitian-student communications. Unanimously, the dietitians emphasized pleasing the students and establishing

good will as the most important aspects of their job. One staff member stated, "Listening with an open mind to what students suggest is the most important part of my job."

SUMMARY

A questionnaire, designed to survey how large university residence hall food centers communicate orientation policies to the students, was mailed to the Directors of Food Service in the Big Ten and Big Eight Universities. Of the 15 schools responding, 10 did not have a special or planned orientation program for introducing students to the food service. However, all schools reported informing students through a leaflet or student handbook explaining the policies.

In 13 universities the educational staff (house mothers, directors, corridor counselors) informed students of food service regulations. The educational staff in 11 universities was acquainted with food service policies through tours of the unit, and in 9 schools the dietitian explained the function of the food service and the necessary policies to the educational staff.

To survey student opinions on orientation to food service, a questionnaire was given to 200 selected Kansas State University men and women living in residence halls. Results showed that 60.6 per cent of the 189 students responding began eating regularly in a cafeteria during grade school and were oriented to these elementary and secondary cafeterias by teachers and friends.

Although each student residing in a Kansas State University residence hall receives a booklet explaining policies, only 36 of the 189 questioned felt they were oriented to the food service by the booklet. Seventy-three of the 189 responding indicated that older students who had lived in the hall the previous year and friends told them about the food service policies.

Effective communication is based on understanding and common experience, and without some knowledge of food service operations, students often do not understand the necessity for imposing regulations. The majority of the students (58.2 per cent) said they had never toured or worked in a food service but displayed more than a passive interest in how their food was prepared. The respondents apparently were familiar with the duties of a dietitian and the education necessary to manage a food service.

A two-way process, communication involves personal contact. However, although students indicated that they recognized the dietary staff, only 26 of the 189 students felt they actually knew the dietitian and just 8 of the 189 had ever talked to her.

This lack of personal contact between the dietary staff and students was again brought out in a structured interview with seven Kansas State University dietitians who were asked to describe how they communicate to students and to offer suggestions for improving this area. Although students were informed of food service policies by signs and posters, cafeteria personnel, and a student handbook, the dietitians cited many examples where students were not totally enlightened.

The Kansas State University dietary members were aware that a communication problem with students existed and suggested various methods for improvement: student food committees, tours of the kitchen for students and parents, having dietitians present at house meetings, closer contact with the hall director, and being more available to the students. The responsibilities of a dietitian are numerous and time consuming, but all interviewees emphasized pleasing the students and establishing good will as the most important aspects of their job.

CONCLUSIONS AND RECOMMENDATIONS

Communication between the dietary staff and students is often nonexistent or incomplete, as inferred by this study. Although the 15 responding schools use a handbook to orient students to the food service policies, the Kansas State University students felt they were oriented to the food service by older students or friends. A need for a more desirable means of communicating is implied.

Dietitians must keep in mind that today's students want to know about things that affect them, and the lack of accurate information may develop wrong ideas and attitudes. A well-planned program presented in the fall introduces new students to the food service and aids in their adjustment to life in the residence hall environment. Scholz (1962) pointed out that communication is a system which follows some rational or orderly method and requires orientation toward result. However, an

orientation program for new students is only the beginning of a more elaborate communication plan.

In essence this study showed: (1) most of the selected schools questioned do not have a special or planned orientation program for new students, (2) the orientation of students to food service policies by a handbook is relatively ineffective and students tend to "pick up" information through other sources, and (3) there needs to be a closer contact between the dietitian and student.

According to this study, the majority of the students questioned had never been through an institutional kitchen, but displayed interest in the preparation of their food. Capitalizing on the concern of the student in how his food is prepared, it would be ideal for the residents to tour the food service. Showing and explaining the operation of an institutional food service would be an excellent way to create good relationships and establish a basis for common understanding. However, with the apparent trend toward massive residence hall complexes, actual situations are not always possible. It is feasible, though, to tour the food service through a series of 35 mm slides which depict various food service operations. By showing how food is prepared in an institutional kitchen and explaining the necessity for certain policies, this short audio-visual program presented by the dietitian could be shown to large groups of students. After the slide presentation the dietitian could answer students' questions regarding the food service.

Avenues of communicating to students are numerous and wide open to the creativity and imagination of the dietary staff. Improving communications with the students is not a difficult task but rather a time-consuming one for the dietitian, as good communication is based on personal contact. With the great demand for professionally trained dietitians, many college and university residence halls are understaffed. The results gathered in this survey showed varying ratios of dietitians to students, ranging from one to 147 to one to 2,250. Often the dietary staff becomes too engrossed in menu writing, ordering, scheduling, hiring, and evaluating to devote the necessary time to an overall communication program.

Based on her findings Prideaux (1965) implied a need for desirable dietitian-resident communication. She emphasized the importance of an atmosphere conducive to student contacts, with the dietitians not so involved in the mechanics of their jobs that they fail to recognize the importance of the customer.

The findings of this study indicate that dietitians recognize the importance of the student and realize the lack of communication with the residents. All of the dietitians interviewed indicated they could do a better job of communicating with the students if their work load, especially the paperwork, were lightened. Part-time secretarial help could relieve some of the pressure. In some hospitals and campus residence halls computers are used for routine tasks, thus allowing the dietitian more time for students.

Professors of dietetics and institutional management have an opportunity to impress upon their students the importance of delegating routine tasks to personnel with less training. Dietetic students should become familiar with automated office procedures and should be encouraged to take courses in communications and public relations. Dietitians with a knowledge of communications and who recognize the importance of delegation will have the necessary time and background to create an atmosphere conducive to good dietitian-student communication.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to Mrs. Grace M. Shugart, Head of Institutional Management, for her guidance in planning this thesis and to Dr. Terry Welden, Department of Speech, for his enthusiasm and assistance.

Special thanks go to the writer's parents and sister, Mr. and Mrs. Richard Galow and Jeanne, for their encouragement which made this year of study possible.

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APPENDIX A

Table 6. Big Ten and Big Eight residence hall food service survey.

Univer- sity	Enroll- ment	Students living in halls	No. of halls	No. of food units	No. of profes- sional staff	Student orienta- tion program	Educa- tional dietary staff team	Type of dining service
A	38,000	4,000	10	5	5	Yes	Always	Cafeteria
B	35,000	18,200	over 20	over 15	60	No	Always	Cafeteria
C	29,200	7,400	over 20	7	11	No	Always	Cafeteria
D	28,000	7,000	12	11	31	No	Sometimes	Cafeteria
E	27,000	9,500	10	8	32	No	Never	Cafeteria
F	23,600	11,300	11	10	29	No	Sometimes	Cafeteria
G	21,076	8,400	11	11	57	No	Always	Cafeteria & served
H	16,500	5,000	8	4	21	Yes	Always	Cafeteria
I	16,000	4,500	6	6	2	Yes	Always	Cafeteria
J	15,000	4,000	7	4	7	No	Always	Cafeteria
K	15,000	6,000	20	9	12	Yes	Sometimes	Cafeteria
L	13,500	6,000	20	7	11	No	Sometimes	Cafeteria
M	13,500	5,000	9	9	23	Yes	Always	Cafeteria
N	10,500	3,000	12	9	15	No	Sometimes	Combination
O	8,000	---	15	9	6	No	Sometimes	Cafeteria

Table 7. Kansas State University student^a survey of orientation procedures.

Questions	Responses		Totals	
	Men	Women	No.	%
1. How many semesters have you lived in a Kansas State University residence hall?	271	243		
Average residency (semesters)	2.8	2.5		
2. Check the following cafeterias where you have eaten regularly.				
a. Grade school	60	55	115	60.8
b. Junior high	56	76	132	69.8
c. Senior high	87	85	172	91.0
d. Junior college	8	2	10	5.3
e. College	93	96	189	100.0
3. Check the following statements which explain how you were oriented to the above cafeterias.				
a. Teacher	32	50	82	42.3
b. Dietitian	6	3	9	4.8
c. Book or leaflet	15	23	38	20.1
d. Posters and signs	8	17	25	13.2
e. Friends or returning students	36	41	77	40.7
f. Tour	4	24	28	14.8
g. Cafeteria personnel	7	14	21	11.1
h. Audio-visual presentation	0	0	0	0.0
i. Educational staff	8	12	20	10.6
j. None	22	12	34	18.0
k. Other	4	2	6	3.2
4. Have you ever toured an institutional kitchen?				
Yes	26	53	79	41.8
No	67	43	110	58.2
5. Have you ever worked in food service?				
Yes	20	21	41	21.7
No	73	75	148	78.3
Number of months	3.65	3.57		

Table 7 (cont.).

Questions	Responses		Totals	
	Men	Women	No.	%
6. Check the statements which tell how you were acquainted with the food service at KSU food center.				
a. Tour	5	31	36	19.0
b. Book or leaflet	19	17	36	19.0
c. Talk by dietitian	3	2	5	2.6
d. Signs and posters	7	30	37	19.6
e. Educational staff	7	13	20	10.5
f. Returning students	34	39	73	38.6
g. Cafeteria personnel	6	11	17	9.0
h. Student employees	13	4	17	9.0
i. Audio-visual presentation	0	0	0	0.0
j. None	26	13	19	20.6
k. Other	6	2	8	4.2
7. Do you have more than a passive interest in how the food is prepared?				
Yes	57	49	106	56.0
No	36	47	83	43.9
8. Estimate the level of education that you think the average dietitian needs to manage a food service.				
a. Vocational school only	10	5	15	7.9
b. High school only	6	1	7	3.7
c. College	74	90	164	86.8
d. Other ^b	3	--	3	1.6
9. Check the statements which you think explain what a dietitian does				
a. Cooks food	6	7	13	6.9
b. Supervises the kitchen staff	54	78	132	69.8
c. Writes menus	79	89	168	83.6
d. Serves food	2	2	4	2.1
e. Orders and buys food	63	84	147	77.8
f. Polices students	11	111	22	11.6
g. Brings food from the kitchen	1	0	1	0.5
h. Stands around and looks important	27	20	47	24.9
i. Other ^c	9	1	10	5.3

Table 7 (concl.).

Questions	Responses		Totals	
	Men	Women	No.	%
10. Are you able to recognize any of the dietitians?				
Yes	67	77	144	76.2
No	26	19	45	23.8
11. Do you know any of the dietitians?				
Yes	13	13	26	13.8
No	80	83	163	86.2
12. Have you ever talked to the dietitian concerning the food service policies?				
Never	64	83	147	77.8
Sometimes	22	12	34	18.0
Frequently	7	1	8	4.2

^aNumber of respondents.

^bNot much; lower than listed; experienced housewife.

^cNot sufficient choices; as little as possible; planning; special functions; works with the mentally ill; odd jobs; tries to poison us; plans balanced meals; leads a normal life.

Table 8. Responses of Kansas State University dietitians to the structured interview.

Questions	Subject	Responses
1. How long have you been employed in food service work at KSU?	A	1 year
	B	1 year
	C	5 years
	D	2 years
	E	1 year
	F	3 years
	G	2 years
2. How many students do you feed?	A	600
	B	1300
	C	1300
	D	1300
	E	800-900
	F	800
	G	650
3. How many students are employed in your food service?	A	40
	B	85-75
	C	60
	D	90
	E	24
	F	16
	G	40
4. What type of policies regarding the food service directly affect the students?	A	Dress regulations; meal hours; food allowances.
	B	Dress standards; amount of food; choices; deportment in dining room.
	C	Meal hours; limit of choices; dress code.
	D	Meal hours; choices; taking food from the dining room.
	E	Behavior in dining room; hours; food allowances; food taken from dining room.
	F	Meal hours; amounts; choices; dress code
	G	Meal hours; type of service; choices.

Table 8 (cont.).

Questions	Subject	Responses
4a. Can you think of ways students were informed about these policies?	A	Signs and posters; house meeting; student handbook.
	B	Food service staff; student handbook.
	C	Student handbook; signs and posters; verbally by staff and cafeteria personnel.
	D	Student handbook.
	E	Student handbook; signs and posters.
	F	Student handbook; word of mouth from other students.
	G	Signs and posters; house meetings.
4b. Can you recall evidence where students were misinformed or uninformed about these policies?	A	Yes; constantly reminding students to take 1 juice, 1 salad, or 1 dessert.
	B	Students don't know seconds on vegetables; had to "catch on" to food allowances; many misunderstandings caused because the students were uninformed about guest meal tickets; transferring of meal tickets; late meals; exchange dinner policies.
	C	Continually reminding students which was salad and which item was dessert; didn't realize salads were always first on the counter.
	D	Students not aware they could have seconds on vegetables.

Table 8 (cont.).

Questions	Subject	Responses
4b (cont.)	E	Students not completely informed because they don't pay attention to the policies.
	F	No.
	G	No.
5. Can you describe any of your contacts with students as an orientation program to the food service? Describe this program.	A	No; contact with the students is limited to those I meet across the cafeteria line.
	B	Contact with student at a minimum; invited to meet with residents at a house meeting; answered questions for 2½ hrs.
	C	No real orientation program; contact with students as they go through the line.
	D	Only isolated instances; help an occasional student make a selection.
	E	Gave students a diagram of the cafeteria line; attended corridor meetings; met with a residence hall social representative.
	F	Talk given at house meeting.
	G	None.
6. Through what channels do the students' inquiries as well as complaints reach you?	A	Overhear remarks of students waiting in line; few come directly.
	B	Napkins returned on the conveyor belt; main office; dorm director; evidence of unhappiness on tables, floors, and walls; 6 or 7 students came directly.

Table 8 (cont'd.).

Questions	Subject	Responses
6 (cont.).	C	Napkins returned on conveyor belt; few students come directly.
	D	Napkins returned on conveyor belt; through student employees; very few students come directly.
	E	Overhear comments made on the line and in the dining rooms; some students come directly.
	F	Overhear comments; dorm director.
	G	Grapevine; house director; some students come directly.
7. Can you describe instances where you were dissatisfied with the students' understanding of necessary policy?	A	Having constantly to remind students of policies.
	B	Having continually to enforce policies.
	C	Dissatisfied when students continue to eat on another student's ticket.
	D	Students don't understand why they can have only 1 salad and 1 dessert.
	E	Illegal use of meal tickets.
	F	No.
	G	Students sent petition to top administration when the somewhat trivial problem could have been solved by me.

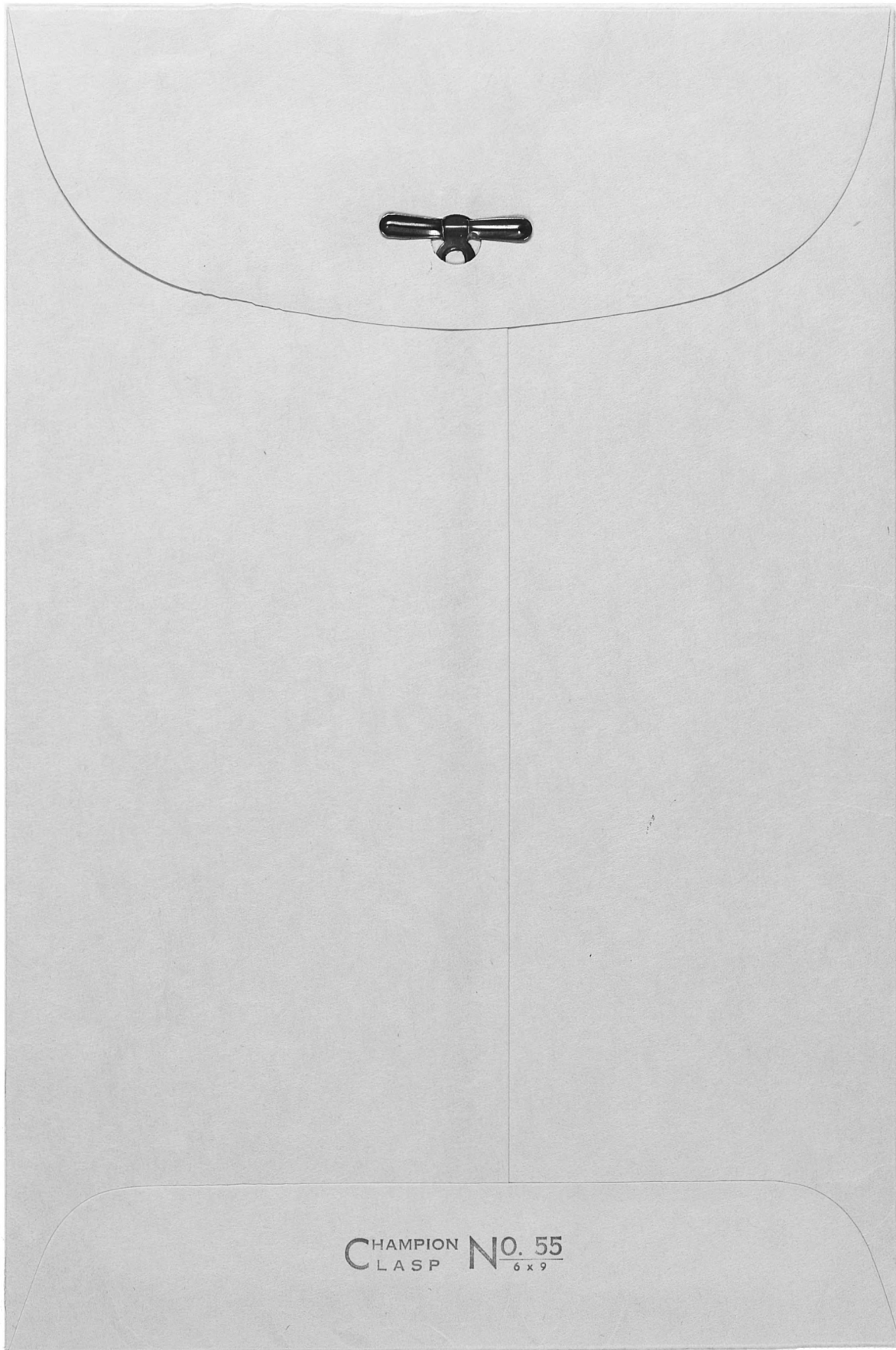
Table 8 (cont.).

Questions	Subject	Responses
8. What thoughts do you have concerning improving communication between you and the students?	A	Being more available and having more time for the students.
	B	Tour for parents; educational staff orientation; having more time to be available to the student.
	C	Circulate in the dining room; speak to the students; open meeting with the students.
	D	Food committees with student representatives; more time for the student.
	E	More time; take part in corridor meetings; student food representatives; dietitian more readily available; tours.
	F	Smaller food services so dietitian had more time to become better acquainted with the students; meetings with students; circulate more in the dining rooms.
	G	More time; appear in the dining room; establishing personal relations; attending house meetings; better working relationship with dorm director.
9. As a dietitian, what are the two most legitimate demands on your time?	A	Production; planning nutritious meals; employee supervision.
	B	Organization and coordination of unit.
	C	Ordering; supervising production.

Table 8 (concl.).

Questions	Subject	Responses
9 (cont.).	D	Production.
	E	Organization; employee problems.
	F	Production; distribution of food.
	G	Ordering; serving and planning high quality meals.
10. What do you think is the most important part of your job?	A	Pleasing the customer.
	B	Create satisfying relations with students; establish an atmosphere of understanding; dietitians must get out and make contacts and create good will.
	C	Service to the students; keep them happy.
	D	Serving the student.
	E	Keeping relations with students.
	F	Satisfying the captive students; listening with an open mind to what students suggest.
	G	Keeping students happy.

APPENDIX B



Forms 1 and 2

June 1, 1966

Dear Mr. _____:

As part of the research for my Master's Thesis, I have developed a questionnaire to survey the orientation program used by large universities to inform incoming students of residence hall food service policies.

Results will be tabulated and the data used in the body of my thesis. Your cooperation in responding and returning this survey by June 15, 1966 will be greatly appreciated.

Sincerely yours,

Rebecca M. Gralow
Graduate Student
Institutional Management

RESIDENCE HALL FOOD SERVICE SURVEY

1. What is the approximate student enrollment at your university?
_____ students.
2. What is the approximate number of students who live in residence halls on campus? _____ students.
3. Circle the number of university residence halls on campus.
5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 Over 20
4. Circle the number of residence hall food service units on campus.
5 6 7 8 9 10 11 12 13 14 15 Over 15
5. Check the type of dining service you have in the residence halls.
Cafeteria _____ Seated _____ Family-style _____ Combination _____
(explain)
6. How many professionally educated dietitians or food managers are employed full-time?
_____ Head dietitians
_____ Assistant dietitians
7. Do you have a definite plan that is used by all the residence halls to orient incoming students to the food service?
Yes _____ No _____
8. How are new students acquainted with food service functions and policies? (check as many as are applicable)
_____ Individual or group tours through the food service
_____ Book or leaflet explaining the policies
_____ Talk given to the students by the dietitian
_____ Word of mouth from returning students
_____ Signs and posters
_____ Residence hall educational staff (house mother, hall director, corridor counselors, etc.)
_____ Audio-visual program consisting of slides about the food service
_____ None
_____ Other (explain)

9. Do the professional dietitians and the educational staff work together as part of a residence hall team?

Never _____ Sometimes _____ Always _____

10. How are the functions and policies of the food service explained to the educational staff? (check as many as are applicable)

- _____ A guided tour through the food service unit
- _____ A presentation by the dietitian
- _____ A book or leaflet explaining the operation
- _____ Staff meeting
- _____ None
- _____ Other (explain)

May 1966

Dear Student:

As part of the research for my Master's Thesis, I have developed this questionnaire to determine how residence hall students acquire information concerning food services and policies.

Results will be tabulated and the data used in the body of my thesis. Your cooperation in responding and returning this survey to the box at the soiled tray line will be greatly appreciated.

Sincerely yours,

Rebecca M. Gralow
Graduate Student
Dept. Of Institutional
Management

Form 2

STUDENT QUESTIONNAIRE

1. How many semesters (including this semester) have you lived in a Kansas State University Residence Hall? _____

2. Check the following cafeterias where you have eaten regularly.

Grade school _____ Junior high _____ Senior high _____
Junior college _____ College _____

3. Check the following statements which explain how you were oriented to the above cafeterias .

_____ Teacher	_____ An audio-visual program consisting of slides explaining the food service
_____ Dietitian	_____ The educational staff (house mother, hall director, corridor counselor)
_____ Booklet or leaflet explaining the food service policies	_____ None
_____ Posters and signs	_____ Other (explain)
_____ Friends or other students	
_____ Tour through the food center	
_____ Personnel on the cafeteria serving line	

4. Have you ever toured an institutional kitchen?

Yes _____ No _____

5. Have you ever worked in food service? (such as resort, restaurant, hospital, etc.)

Yes _____ Number of months employed _____ No _____

6. Check the statements which tell how you were acquainted with the food service at Derby Food Center.

_____ Individual or group tour	_____ Cafeteria employees
_____ Book or leaflet explaining the policies	_____ Student food service employees
_____ Talk given by the dietitian	_____ Audio-visual program consisting of slides explaining the food service
_____ Signs and posters	_____ None
_____ Residence hall educational staff	_____ Other (explain)
_____ Friends or students	

7. Do you have more than a passive interest in how the food is prepared in Derby Food Center?

Yes _____ No _____

8. Estimate the level of education which you think the average dietitian needs to manage a food service.

Vocational school only _____ High school only _____ College _____

9. Check the statements which you think explains what a dietitian does.

_____ Cooks food	_____ Brings food from the kitchen
_____ Supervises the kitchen staff	_____ to the cafeteria line
_____ Writes menus	_____ Stands around and looks import-
_____ Serves food	_____ ant
_____ Orders and buys food	_____ Other (explain)
_____ Polices students	

10. Are you able to recognize any of the dietitians at Derby Food Center?

Yes _____ No _____

11. Do you know any of the dietitians at Derby Food Center?

Yes _____ No _____

12. Have you ever talked to the dietitian concerning the food service policies?

Never _____ Sometimes _____ Frequently _____

COMMUNICATION BETWEEN RESIDENCE HALL FOOD SERVICE
AND STUDENTS THROUGH AN ORIENTATION PROGRAM

by

REBECCA MARIE GRALOW

B. S., Stout State University, 1964

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

Continuing expansion of college and residence hall university food services has resulted in a loss in close contact between the residence hall dietary staff and the students. A great potential exists for a better relationship between the food service staff and the students if communication systems can be improved.

Orientation of incoming students to the food service organization and policies is one important step in creating a positive attitude toward the food and in setting the stage for satisfactory communication between the dietitian and the students.

An awareness of the breakdown in dietitian-student communication and of the need to strengthen and broaden this area led to the present study. Various studies have been made of college students' food habits and attitudes. Other research has been concerned with dietitian-employee communications. However, little research exploring dietitian-student communication appears in the literature.

A questionnaire, designed to survey how large residence hall food centers communicate orientation policies to the students, was mailed to the food service directors in the Big Ten and Big Eight Universities. Of the 15 schools responding, 10 did not have a planned orientation program for introducing students to the food service. All 15 schools reported using a leaflet or student handbook to explain the policies to the students.

To survey student opinions on orientation to food service, a questionnaire was given to 200 selected Kansas State University

men and women living in residence halls. Each student at Kansas State University received a handbook explaining the food service policies. However, results showed that only 36 of the 189 questioned felt they were oriented to the food service by the booklet and 73 of the 189 indicated older students and friends told them about the food service policies.

Effective communication is based on understanding and common experience, and without some knowledge of food service operations, students often do not understand the necessity for imposing regulations. The majority of the students (58.2 per cent) had never toured or worked in a food service but displayed more than a passive interest in how their food was prepared.

A two-way process, communication involves personal contact and as indicated by the students questioned, only 26 of the 189 felt they actually knew the dietitian and just 8 of the 189 had ever talked to the dietitian.

This lack of personal contact between the dietary staff and students was again brought out in a structured interview with seven Kansas State University dietitians who were asked to describe how they communicate to students and to offer suggestions for improving this area. The dietitians were aware that a communication problem with students existed and suggested student food committees, tours of the kitchen, presence of dietitians at house meetings, and having the dietitian available to the students as methods for improvement. The responsibilities and demands upon a dietitian are numerous and time consuming, but all of the

interviewees emphasized pleasing the students and establishing good will as the most important aspects of their job.

Dietitians today need to use labor-saving devices and to delegate routine tasks to those with less training if they are to have the necessary time to devote to improving dietitian-student communication.