

**A Guide for Administering School Lunch Satisfaction
and Participation Surveys
to Middle/Junior High School Students**



National Food Service Management Institute
The University of Mississippi
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National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

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PURPOSE

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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A GUIDE FOR ADMINISTERING SCHOOL LUNCH SATISFACTION AND PARTICIPATION SURVEYS TO MIDDLE/JUNIOR HIGH SCHOOL STUDENTS

EXECUTIVE SUMMARY

In 2008, Asperin, Nettles, and Carr developed and validated two surveys to assess high school students' satisfaction and participation with the National School Lunch Program (NSLP). They created a step-by-step guide for administering the surveys, interpreting the results, and creating continuous quality improvement action plans to address student concerns (Asperin et al 2008). Based on this research model, Castillo and Lofton (2012) developed and validated two surveys to assess middle/junior high school students' participation and non-participation with the NSLP. Therefore, the purpose of this project was to:

- Develop a step-by-step guide for administering the middle/junior high school student participation and non-participation surveys, interpreting the results, and creating continuous quality improvement action plans to address student concerns; and
- Provide the survey and guide to school nutrition (SN) directors and other SN professionals in an accessible, downloadable format on the National Food Service Management Institute Web site.

The methodology for this project consisted of three steps: develop a draft survey guide, conduct a review panel of SN professionals to review the survey guide, and adjust the survey guide based on review panel suggestions. A draft of the middle/junior high school survey guide was created using the *High School Student Satisfaction and Non-Participation Survey Guide: Internal Benchmarking for School Nutrition Programs* (Asperin et al, 2009) as a template, and

the two surveys (*Middle/Junior High School Student Participation Survey* and *Middle/Junior High School Non-Participation Survey*) developed by Castillo and Lofton (2012).

A pool of 12 potential review panel members was established from the list of SN professionals who previously participated in the development of the middle/junior high school surveys (Castillo & Lofton, 2012). Individuals who agreed to participate in the review panel were asked to evaluate the middle/junior high school survey guide for ease of use, appropriateness for specified users, and inclusion of necessary content using a survey guide evaluation form they were provided. Of the 12 SN professionals that were invited to participate, seven agreed. Data collected from the review panel were utilized to revise the survey guide.

The completed resource contains seven sections that are designed to guide the SN director and/or manager through the survey process. The “Introduction” provides a brief overview of the resource and the benefits of conducting the customer service surveys. The section “Planning for Survey Administration” provides the SN director and/or manager guidance for choosing members of the survey team, timing of surveys, and frequency of survey administration. The section “Survey Options” not only describes each of the middle/junior high school student surveys, but it also provides guidance for deciding which survey to utilize and how to select participants. The “Administering the Survey” section contains checklists for SN directors and/or managers to refer to as they go through the survey process from pre-planning to the day after the survey is completed. Step-by-step instructions for using the Microsoft Excel templates (*Participation Survey Results Tabulation and Analysis Template* and *Non-Participation Survey Results Tabulation and Analysis Template*) are provided in the section “Tabulating and Interpreting Results.” Instructions for utilizing results are provided in the section “Developing a Customer Service Action Plan Using the Continuous Quality

Improvement Process.” The “Appendices” includes copies of the surveys, parental consent templates, student assent statements, and memos to principals and/or teachers for surveys.

INTRODUCTION

Research demonstrates a steady decline in school lunch participation at the high school level (Gilmore, Hutchinson, Brown, 2000), a trend that begins during the middle/junior high school years (McConnell, Matta, & Shaw, 1997). Around this time, young adolescents seek freedom to make their own decisions, such as whether or not they will eat school lunch, and if so, what they will select and eat from the food choices offered (Roseman & Niblock, 2006). Castillo, Lofton, and Nettles (2010) suggested that school nutrition (SN) professionals need to investigate middle/junior high school students' perceptions, wants, and needs related to the school foodservice operation before making decisions related to products and services if they want to satisfy these customers and retain them once they enter high school. In 2008, Asperin, Nettles, and Carr developed and validated two surveys to assess high school students' satisfaction and participation with the National School Lunch Program (NSLP), and they created a step-by-step guide for administering the surveys, interpreting the results, and creating continuous quality improvement action plans to address student concerns (Asperin et al 2008). Based on this research model, Castillo and Lofton (2012) developed and validated two surveys to assess middle/junior high school students' participation and non-participation with the NSLP. Therefore, the purpose of this project was to:

- Develop a step-by-step guide for administering the middle/junior high school student participation and non-participation surveys, interpreting the results, and creating continuous quality improvement action plans to address student concerns; and
- Provide the survey and guide to SN directors and other SN professionals in an accessible, downloadable format on the National Food Service Management Institute Web site.

METHOD

Research Design

The methodology for this project consisted of three steps: develop a draft survey guide, conduct a review of the draft survey guide with a panel of school nutrition (SN) professionals, and adjust the survey guide based on review panel suggestions. A draft of the *Middle/Junior High School Participation and Non-Participation Survey Guide: Internal Benchmarking for School Nutrition Programs* was created using both the *High School Student Satisfaction and Non-Participation Survey Guide: Internal Benchmarking for School Nutrition Programs* (Asperin et al, 2009) and the two surveys (*Middle/Junior High School Student Participation Survey* and *Middle/Junior High School Non-Participation Survey*) developed by Castillo and Lofton (2012) as templates. The draft middle/junior high school survey guide was adjusted from the high school survey guide first, based on the differences in the high school surveys and the middle/junior high school surveys. Next, the middle/junior high school survey guide was adjusted based on logistics associated with middle/junior high schools compared to high schools, such as which classes would be most appropriate to conduct the surveys. The draft middle/junior high school survey guide contained six sections, along with a reference section and three appendices. The six survey guide sections included the following topics: an introduction; planning for survey administration; survey options; administering the survey; tabulating and interpreting survey results; and developing a customer service action plan using the continuous quality improvement process. The three appendices contained the following documents: (1) a copy of the *Middle/Junior High School Student Non-Participation Survey*, a parental consent template, and a student assent/agreement memo for principals and/or teachers; (2) a copy of the *Middle/Junior High School Student Participation Survey*, a parental consent template, and a

student assent/agreement memo for principals and/or teachers; and (3) a continuous quality improvement action plan form.

A pool of 12 potential review panel members was established from the list of SN professionals who previously participated in the development of the middle/junior high school surveys (Castillo & Lofton, 2012). The purpose of the review panel was to evaluate each section of the draft survey guide for comprehensiveness, usefulness for SN professionals, readability, clarity, and flow. Electronic invitations were sent to the potential review panel members. The invitations contained a description of the project, the purpose of the review panel, the researcher's contact information for questions and concerns, and an informed consent document. Individuals who agreed to participate in the review panel were e-mailed the following: a cover letter with instructions for evaluating the draft survey guide, a draft of the survey guide, copies of the two middle/junior high school surveys (the *Middle/Junior High School Student Participation Survey* and the *Middle/Junior High School Student Non-Participation Survey*), copies of the two spread sheets developed for tabulating and interpreting data (the *Participation Survey Results Tabulation and Analysis Template* and the *Non-Participation Survey Results Tabulation and Analysis Template*) and the *Survey Guide Evaluation Form*.

The survey guide evaluation form contained eight sections: six sections for evaluating each major component of the survey guide; a seventh section for evaluating the survey guide as a whole; and an eighth section for providing narrative comments on items that need to be added or omitted to the survey guide and other suggestions. Instructions for the first six sections of the survey guide evaluation form directed review panel members to indicate whether they strongly disagree, disagree, agree, or strongly agree with the following three qualities: ease of use, appropriateness for specified users, and inclusion of necessary content. In the seventh section of

the evaluation form, respondents were asked to indicate their level of agreement with the same three statements as above for the overall guide for logical organization. In the eighth section of the evaluation form, respondents were asked to identify additional topics that needed to be included in the survey guide, items that should be omitted from the survey guide, and other suggestions, concerns, or ideas.

Once the review panel completed and submitted the survey guide evaluation forms, the draft survey guide was adjusted accordingly. Next, the survey guide was formatted based on National Food Service Management Institute standards, and a graphic designer was contracted to develop the cover page.

RESULTS AND DISCUSSION

Of the 12 school nutrition (SN) professionals who were invited to participate in the evaluation of the middle/junior high school student survey guide, seven agreed to participate. Table 1 provides an overview of the frequency of responses to the first seven sections of the survey guide evaluation form. The responses to section eight of the survey evaluation form are listed in Table 2. All respondents (100%) agreed or strongly agreed with 27 of the 34 evaluation statements, and only one respondent disagreed with seven of the statements. Five of the seven statements where there was disagreement occurred in the “tabulating and interpreting results” section survey guide. These five statements were the following:

- “Data worksheet: entering student responses: easy to follow/to use,”
- “Summary worksheet: easy to follow/to use,”
- “Other suggestions from SN directors: easy to follow/to use,”
- “Other suggestions from SN directors: appropriate for specified users,” and
- “Other suggestions from SN directors: includes necessary content.”

Two of the seven statements where there was disagreement occurred in the “developing a customer service action plan using the continuous quality improvement process” section of the survey guide. The two statements were, “easy to follow/to use” and “includes necessary content.” In section eight of the survey guide, evaluation form respondents provided a few comments regarding grammar, formatting, and the addition of resource links.

Table 1

Review Panel Results: Sections I-VII

Section/Evaluation Criteria	Strongly Disagree n=6	Disagree n=6	Agree n=6	Strongly Agree n=6
I. Introduction				
Easy to follow/easy to use			33% (2)	67% (4)
Appropriate for specified users			50% (3)	50% (3)
Includes necessary content			33% (2)	67% (4)
II. Planning for survey administration				
Team approach to survey administration				
Easy to follow/easy to use			50% (3)	50% (3)
Appropriate for specified users			50% (3)	50% (3)
Includes necessary content			50% (3)	50% (3)
Timing of surveys				
Easy to follow/easy to use			67% (4)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content			67% (4)	33% (2)
III. Survey Options				
Description of surveys				
Easy to follow/easy to use			67% (4)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content			67% (4)	33% (2)
Selecting participants				
Easy to follow/easy to use			50% (3)	50% (3)
Appropriate for specified users			50% (3)	50% (3)
Includes necessary content			50% (3)	50% (3)
IV. Administering the survey				
Easy to follow/easy to use			50% (3)	50% (3)
Appropriate for specified users			50% (3)	50% (3)
Includes necessary content			50% (3)	50% (3)

(Table 1 continues)

(Table 1 continued)

Review Panel Results: Sections I-VII

Section/Evaluation Criteria	Strongly Disagree n=6	Disagree n=6	Agree n=6	Strongly Agree n=6
V. Tabulating and interpreting results				
Data worksheet: entering student responses				
Easy to follow/easy to use		17% (1)	50% (3)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content			66% (4)	33% (2)
Summary worksheet: interpreting the results				
Easy to follow/easy to use		17% (1)	50% (3)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content			67% (4)	33% (2)
Factor worksheet: understanding factor scores				
Easy to follow/easy to use			67% (4)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content			67% (4)	33% (2)
Other suggestions from SN directors				
Easy to follow/easy to use		17% (1)	50% (3)	33% (2)
Appropriate for specified users		17% (1)	50% (3)	33% (2)
Includes necessary content		17% (1)	50% (3)	33% (2)
VI. Developing a customer service action plan using the continuous quality improvement process				
Easy to follow/easy to use		17% (1)	50% (3)	33% (2)
Appropriate for specified users			67% (4)	33% (2)
Includes necessary content		17% (1)	50% (3)	33% (2)
VII. Overall guide				
Logically organized			50% (3)	50% (3)

Table 2

Review Panel Results: Section VIII

Review Panel Question
Review Panel Answers

Are there additional topics that should be included in the survey guide? If yes, please write them below.

1. N/A

Are there any topics that you think should be omitted from guide? If so, please write them below (include page numbers).

1. Could add link to SNA Trends or Operations Report as a resource.
2. N/A

Comments:

Please use the space below to write any suggestions, concerns, or ideas about the usefulness of the survey guide.

Introduction

1. Page 2 of 60- 3rd bullet Appendices, The word “assent” is not a common word, and I had to look up for definition. Could the word agreement or contract be used?
 2. Page 4 of 60- 2nd paragraph. Correct district’s structure on last sentence (needed space)
 3. I personally feel this is an excellent tool for nutrition services director. It’s clear, concise, and easy to follow.
-

CONCLUSIONS AND RECOMMENDATIONS

Research Study Conclusions and Applications

The review panel results were used to re-examine the survey guide. It was discovered that an incorrect example in the form of a figure was placed in section five, under the subheading “data worksheet: entering student responses,” and an example more appropriate for high school students versus middle school students was found under the subheading “other suggestions from school nutrition director.” Each of these items were corrected. Further, the formatting and grammar comments made by respondents were applied.

The completed resource contains seven sections that are designed to guide the school nutrition (SN) director and/or manager through the survey process. The “Introduction” provides a brief overview of the resource and the benefits of conducting the customer service surveys. The section “Planning for Survey Administration” provides the SN director and/or manager guidance for choosing members of the survey team, timing of surveys, and frequency of survey administration. The section “Survey Options” not only describes each of the middle/junior high school student surveys, but it also provides guidance for deciding which survey to utilize and how to select participants. The “Administering the Survey” section contained checklists for SN directors and/or managers to refer to as they go through the survey process from pre-planning to the day after the survey is completed. Step-by-step instructions for using the Microsoft Excel templates (*Participation Survey Results Tabulation and Analysis Template* and *Non-Participation Survey Results Tabulation and Analysis Template*) are provided in the section “Tabulating and Interpreting Results,” while instructions for utilizing results are provided in the section “Developing a Customer Service Action Plan Using the Continuous Quality

Improvement Process.” The “Appendices” includes copies of the surveys, parental consent templates, student assent statements, and memos to principals and/or teachers for surveys.

Education and Training Implications

The following are recommendations for additional education and training:

- There is a need to develop training modules for familiarizing SN directors and/or managers with the *Middle/Junior High School Student Participation Survey*, the *Middle/Junior High School Student Non-Participation Survey*, and the Web-based resource guide. At the end of the training, SN professionals should be able to determine which survey and data gathering methodology is best suited to establish benchmarks for their middle/junior high school SN programs.
- Training modules are needed to help SN staff better understand the role of administering each of the surveys in the continuous quality improvement process for the SN program as a whole. At the end of the training, SN professionals should be able to develop customer service action plans to improve middle/junior high school student participation and satisfaction.
- Training modules are needed for guiding SN directors in conducting focus groups with middle/junior high school students in the effort to determine solutions for addressing issues identified from survey results. Modules should also include guidance for conducting corresponding focus groups with the SN staff to find efficient, effective, and creative solutions for addressing these issues.

Limitations and Recommendations for Further Research

The Web-based guide was developed utilizing expert advice from a small number of practicing professionals. An evaluation system for SN directors using the developed materials is needed to validate the usefulness and effectiveness of the guide and the surveys. It would be beneficial to investigate district administrators' and school principals' evaluations of the guide to provide feedback about their role in planning and administering the survey.

Outcomes of the study and feedback from participating directors showed there is a need to develop a compilation of best practices and strategies for addressing unsatisfactory scores. This will help SN professionals in developing customer service action plans using the continuous quality improvement framework as illustrated in the Web-based resource.

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Appendix

Middle/Junior High School Participation and Non-Participation Survey Guide:
Internal Benchmarking for School Nutrition Programs



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Middle/Junior High School Participation and Non-Participation Survey Guide:

Internal Benchmarking for School Nutrition Programs

Applied Research Division • The University of Southern Mississippi

Middle/Junior High School Participation and Non-Participation Survey Guide:

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Introduction

The National Food Service Management Institute, Applied Research Division (NFSMI, ARD) conducted a series of multi-faceted studies to address student satisfaction and declining participation in the National School Lunch Program (NSLP) (Asperin, Nettles, & Carr, 2008; Asperin, Nettles, & Carr, 2009; Castillo & Lofton, 2011; and Castillo & Lofton, 2012). Results of these studies were used to develop two middle/junior high school foodservice surveys, namely the *Middle/Junior High School Participation Survey* and the *Middle/Junior High School Non-Participation Survey*. An expert panel of School Nutrition (SN) directors assisted in pilot testing the surveys and in developing this resource. The *Middle/Junior High School Participation and Non-Participation Survey Guide: Internal Benchmarking for School Nutrition Programs* is designed to provide step-by-step instructions for using the surveys. This resource also includes research-based information from other NFSMI, ARD resources on customer service (Meyer, Conklin, & Carr, 1997) and continuous quality improvement (Lambert, Carr, & Hubbard, 2006).

The survey guide contains six sections to lead the SN director and/or manager through the survey process:

- **Planning for Survey Administration** provides the SN director and/or manager guidance for choosing members of the survey team, timing of surveys, and frequency of survey administration.
- **Survey Options** describes the *Middle/Junior High School Participation Survey* and the *Middle/Junior High School Non-Participation Survey*, and provides guidance for deciding which survey to utilize and how to select participants.
- **Administering the Survey** contains checklists for the SN director and/or survey team to refer to as they go through the survey process from pre-planning to the day after the survey is completed.
- **Tabulating and Interpreting Results** provides step-by-step instructions for using the Excel templates.
- **Developing a Customer Service Action Plan Using the Continuous Quality Improvement Process** provides instructions for utilizing survey results to develop improvement plans.



Introduction

- **Appendices** include copies of the surveys, parental consent templates, student assent/agreement statements, and memos to principals and/or teachers for surveys.

Focus groups with middle/junior high school students have shown that students who eat school lunch daily have different concerns from students who eat lunch occasionally or not at all. Measuring satisfaction focuses on the concerns of students who eat lunch, while measuring factors that influence non-participation addresses the concerns of those students who do not eat lunch. The surveys outlined in this guide are research-based tools generalizable for use with the middle/junior high school population (grades 6 through 8), regardless of district size. The surveys were designed for use by SN directors and/or managers as benchmarking and needs assessment tools for addressing student participation and non-participation issues within the SN program. It is important for SN directors, managers, and staff to understand the factors that drive middle/junior high school students' participation and non-participation in the NSLP because these factors affect the overall success of the program.

Use of the Web-based resource and implementation of the survey(s) will aid SN professionals in establishing performance benchmarks. Valid and reliable data guide the decision-making process and empowers the SN director, manager, and staff to address customer service issues in the effort to increase satisfaction and participation. Although planning and administering the survey(s) may take considerable time, effort, and coordination, results provide a launching point for creating continuous improvement plans that will help SN directors, managers, and staff provide better services for middle/junior high school students.

Although planning and administering the survey(s) may take considerable time, effort, and coordination, results provide a launching point for creating continuous improvement plans that will help SN directors, managers, and staff provide better services for middle/junior high school students.



Planning for Survey Administration

Many school districts and/or schools have policies on conducting surveys with the student population. Some districts may require approval from the school board and/or parental consent before surveying students. It may take several months to be placed on the school board agenda and to obtain parental consent, so planning ahead is critical. In addition, it is important to check with the state agency overseeing SN programs for policies regarding surveys.

Team Approach to Survey Administration

To administer one or both of these surveys successfully, it would be advantageous for the SN director to obtain support from the school district and school community. Listed below are key individuals or groups that the SN director can coordinate with in planning and administering the survey(s). The SN director may choose only the appropriate resources depending on their district's structure and need.

Superintendent

It is recommended that the superintendent be included in the communication and approval process for surveying students. This is particularly important when district mandated research protocols are in place (e.g., parental consent, student assent).

School Administrators

It may be helpful to attend an administrative staff meeting to explain the survey process and the value of conducting a customer service survey. Work with the school administration to determine the process for contacting survey participants. A parental consent form is available, if needed (Appendices A-2 and B-2).

Principal

Involve the middle/junior high school principal(s) in planning survey administration. He/She can be very helpful in the discussion on where and when to conduct the survey. The principal will be the key in gaining teacher support to assist with the survey process.

To administer the customer service survey(s) successfully, it would be advantageous for the SN director to obtain support from the district and school community.



Planning for Survey Administration

Teachers

Involve teachers in coordinating the survey process and meet with them to answer any questions or concerns. Teachers can provide a controlled environment in which students can take the survey(s). Schedule the survey(s) far enough in advance to allow teachers to incorporate this activity into their plans for classroom instruction.

School Nutrition Staff

Share plans for conducting the survey with the SN manager(s) and staff. It is important to let staff know that the survey is not meant to be punitive or critical, but that it is intended to provide a better understanding of what their customers want. Survey results give staff specific areas to focus on for improved customer service.

School Nutrition Advisory Council or Student Council

Students could assist with distributing and collecting surveys and making announcements to other students about the importance of the survey(s). They could be great peer-to-peer marketing tools for encouraging other students to participate in the survey.

Parents

In some cases, districts require parental consent every time students are asked to complete a survey(s). It is important that parents understand why the survey(s) is being conducted and why their child's participation is valuable to program improvement.

Obtaining the support of the following individuals/groups may also be beneficial:

- School Board members
- District or school technology specialist
- Point-of-Sale (POS) provider and/or technical assistance team
- Wellness or health coordinator, including school nurses
- District or school evaluations coordinator (for assistance in survey distribution, formatting, and data encoding)

Timing of Surveys

The survey(s) will take approximately 30 minutes. This includes time for giving instructions, distributing the survey, and completing the survey. Consider using the cafeteria, library, or a classroom so that the students have tables or desks on which to take the survey.



Planning for Survey Administration

The following are considerations when scheduling survey administration:

Beginning to Mid-Point of the School Year

SN directors recommend that the school year be in session for a minimum of one month (or at least one menu cycle) before a survey is conducted. Surveys conducted during the early part of the school year tend to yield higher survey scores because the program is still relatively new and students have not tired of the menu items. However, higher survey results may not be as beneficial in targeting areas that need improvement.

End of the School Year

Scheduling survey administration at this time may be difficult due to standardized academic year-end testing. In addition, lower scores may be observed because students tend to be tired of menu items. However, this will help in identifying specific areas for improvement.

Days of the Week

The best days of the week to conduct the survey are Tuesday, Wednesday, and Thursday. Carefully check the school calendar to ensure that scheduled field trips, standardized testing, special school activities, and themed days in the cafeteria (e.g., holidays, Halloween, Valentines, etc.) do not coincide with the survey schedule. It is suggested that the date of the survey be placed on the school calendar.

Time of Day

Yield to principal's and/or teachers' decision for most appropriate time to conduct the survey.

Multiple Middle/Junior High Schools

If the survey is being conducted at more than one middle/junior high school in the district, the survey should be conducted as close as possible to the same day and time in each school. This will allow appropriate comparisons to be made between schools.

Frequency of Survey Administration

It is recommended that the survey(s) be distributed only once during the year. Results of the first survey(s) become the SN program's baseline for internal benchmarking and the foundation for an improvement plan. Once an action plan for improvement is implemented, it takes time for changes to take effect and manifest results. If follow-up surveys will be conducted, it is suggested that

Points to consider when scheduling survey administration:

- Time period in the school year
- Days of the week
- Time of the day
- Number of schools

Once an action plan for improvement is implemented, it takes time for changes to take effect and manifest results.



A Guide for Administering School Lunch Satisfaction and Participation Surveys to Middle/Junior High School Students

Planning for Survey Administration

these be repeated at the same time of the year. This increases the reliability of comparisons between established benchmarks and new data.



National Food Service Management Institute

Survey Options

Both the *Middle/Junior High School Student Participation Survey* and the *Middle/Junior High School Student Non-Participation Survey* are geared towards improving the SN program. However, using the appropriate survey is key in measuring operational performance and implementing action plans to achieve desired results. In some cases, the surveys may be administered simultaneously depending on the SN director's desired outcome.

Using the appropriate survey is key in measuring operational performance and implementing action plans to achieve desired results

Description of Surveys

Survey	The Non-Participation Survey	Participation Survey
Purpose	Identify reasons why middle/junior high school students choose not to eat the school lunch provided by SN programs operating within the guidelines of the NSLP.	Provide SN directors and managers a benchmark of student perceptions and satisfaction of SN programs operating within the guidelines of the NSLP.
When to use the survey	<ul style="list-style-type: none"> • SN program has very low rate of participation at the middle/junior high school level • Number of free/reduced price eligible students is greater than average daily participation 	<ul style="list-style-type: none"> • SN program already has a high rate of participation at the middle/junior high school level • SN program has low potential for growth (e.g., the cafeteria is not equipped to support a large increase in participation, but would like to keep students who already participate) • SN program has a large percentage of paying students
Applications	<p>Results can help SN directors to</p> <ul style="list-style-type: none"> • Focus improvement efforts on key factors that can influence the student's decision to start eating school lunch more frequently; and • Prioritize which factors to address based on student feedback, as well as their ability to change these at the local level. 	<p>Benchmarking allows SN directors to</p> <ul style="list-style-type: none"> • Establish minimum performance and set targets for factors that need to be improved; • Compare SN programs within a school district (if the district has two or more middle/junior high schools); and • Measure changes in a single program if the survey is conducted periodically.



A Guide for Administering School Lunch Satisfaction and Participation Surveys to Middle/Junior High School Students

Survey Options

Both surveys are divided into three general sections as described in the table below. Although there are commonalities between the two surveys, the questions are not identical. The statements included have been derived statistically and are found to measure the students' perceptions regarding the SN program and their reasons for participating or not participating in the program.

Survey	The Non-Participation Survey	Participation Survey
Section I	<p>Reasons for not eating school lunches</p> <p>Provides specific reasons why students do not eat the school lunches offered by the SN program</p> <p>Students are asked to use the phrase <i>"My reason for not eating school lunches is that..."</i> before each of 24 statements about SN program characteristics.</p> <p>Students are then instructed to indicate their level of agreement with each statement by using a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree).</p>	<p>Your lunch experience</p> <p>Provides student perceptions of specific program characteristics that contribute to student satisfaction</p> <p>Students are asked to use the phrase <i>"When I eat school lunch..."</i> before each of the 24 statements about SN program characteristics. The last three statements offer the SN director an overall evaluation of food quality, service, and student lunch experience.</p>
Section II	<p>Deciding to eat school lunches</p> <p>Provides a quick snapshot of key factors that will influence the student's decision to start eating school lunches more frequently</p> <p>Students are asked to choose the top five (out of 14) statements as their reasons that "would encourage you to eat lunch more often."</p>	<p>Top reasons for eating school lunches</p> <p>Provides a quick snapshot of key factors that influence the student's decision to eat school lunches frequently</p> <p>Students are asked to choose the top five (out of 14) statements as their reasons "why you eat school lunch."</p>
Section III	<p>Tell us about you</p> <p>Demographic questions on grade level and gender are included to provide the SN director with information to further understand trends within the subgroups of students.</p> <p>A question on frequency of participation per week ensures that the student is appropriate for the sample.</p>	



Survey Options

Selecting Participants

The validity and usefulness of research findings greatly rely on the importance of sampling the appropriate group of students. To understand the reasons behind participation and non-participation at the middle/junior high school level, directors must first be able to identify the correct sample. It is recommended that the surveys be distributed as evenly as possible across grade levels.

Non-Participation Survey

Because the *Middle/Junior High School Student Non-Participation Survey* is designed to explore reasons why middle/junior high school students do not choose to eat school lunches, the appropriate sample should be chosen from students who eat school lunches sometimes (two or less times per week) or not at all. The table below will guide SN directors in determining the appropriate number of surveys to distribute. A second round of surveys should be distributed if the number of completed surveys is less than the required number indicated on the table.

The validity and usefulness of research findings greatly rely on the importance of sampling the appropriate group of students.

The Non-Participation Survey		
Number of students who eat <i>sometimes or not at all</i>	Number of students to select for survey	Number of completed surveys required
50	50	40
100	90	80
150	120	110
200	145	130
250	165	150
300	190	170
350	205	185
400	220	200
450	230	210
500	240	220
750	280	255
1000	310	280
1250	325	295
1500	335	305
1750	360	325
Over 2000	365	330



Survey Options

SN directors have suggested the following methods for selecting participants:

- Use the POS system to electronically select a pool of students who eat school lunches sometimes or not at all. Contact the POS provider for assistance in generating a list of students who meet the criteria.
- In the absence of an automated POS system, check meal and/or free and reduced price eligibility rosters to identify the students who have eaten school lunch infrequently over the span of one month.
- Check that students chosen for the survey are not on the frequent absentee or dropouts lists.

Non-Participation Survey

The appropriate sample should be chosen from students who eat school lunches two or less times per week (or eight or less times a month).



Survey Options

Participation Survey

The appropriate sample for the *Middle/Junior High School Student Participation Survey* is composed of students who eat school lunch an average of three or more times per week. Because the rate at which students complete and return the surveys has been shown to be lower for this survey, a larger number of distributed surveys is required for the information to be reliable. The table below will guide SN directors in determining the appropriate number of surveys to distribute. A second round of surveys should be distributed if the number of completed surveys is less than the required number indicated on the table.

Participation Survey

The appropriate sample should be chosen from students who eat school lunches three or more times per week.

Participation Survey		
Average daily participation at SN site	Number of surveys to be distributed	Number of completed surveys required
50	50	40
100	100	80
150	140	110
200	165	130
250	190	150
300	215	170
350	230	185
400	250	200
450	265	210
500	275	220
750	320	255
1000	350	280
1250	370	295
1500	380	305
1750	405	325
2000	415	330
2500	420	335
3000	425	340
Over 3000	440	352



Survey Options

The following methods for recruiting respondents have been suggested by SN directors:

- Use the POS to generate a list of students who eat school lunch daily.
- Use the POS to electronically select a meal period with the highest percentage of frequent eaters. Invite students who belong to these meal periods to participate in the survey.
- Work with teachers to administer the survey in their classes (e.g., health).
- Work with school administrators to allow students to complete the survey during study hall, assembly, or homeroom.
- Work with team coaches to set aside time during practice to complete the survey. Market the importance of good nutrition for athletes.
- Ask the librarian to place a stack of surveys at the library check-out desk, and to make a drop box available for students to submit completed surveys.
- Consider the possibility of combining the survey with the school satisfaction survey packet that students and/or parents receive at the end of the school year. Support from school administrators is vital for this option.



Administering the Survey

Once the appropriate survey has been chosen and approval from the school board or district administration has been obtained, the SN director must plan accordingly. This section provides timelines to guide the SN director in administering the survey.

Pre-Planning

- About two months or so before survey administration, obtain the required approvals (superintendent, principal, school board), as necessary.
- Ensure that all necessary documentation is in order before administering the survey.
- Contact and organize your survey team. This is particularly important for larger districts that require coordination between multiple middle/junior high schools.

One Month Prior to Conducting the Survey

- Decide how the student sample will be selected. For the Middle/Junior High School Student Non-Participation Survey, generate a list of middle/junior high school students who do not eat school lunch frequently.
- Determine how the survey will be conducted and which individuals will be involved (e.g., teachers, technical support, POS provider). The following are some examples:
 - In-classroom pen and paper method;
 - Take home pen and paper method;
 - Web survey through district's Web site or other internet survey provider;
 - Internet-based survey via student e-mails; and
 - Online survey through POS provider's software.
- Determine if translations of the survey or parental consent forms are needed for middle/junior high schools with multilingual student populations.
- Determine if any assistance for middle/junior high school students with special needs have to be arranged to assist in survey completion.
- Work with appropriate school administrators to schedule the survey and to identify a venue.
- Inform principals and/or teachers of the upcoming survey (Appendices A-4 and B-4).
- Send consent forms to parents (Appendices A-2 and B-2), if required by district.



Administering the Survey

- Inform middle/junior high school students that you will be conducting a survey and would appreciate their feedback.
 - This can be done as part of daily announcements, in a newsletter, direct mail, or on a monthly menu.
 - It is vital that students be informed of the important role they play in improving their SN program.
- Determine what token of appreciation you are going to provide the teachers and students involved in the survey process. For example, these could be personal “Thank You” notes, recognition in the school newsletter, or certificates of appreciation.

Two Weeks Prior to Conducting the Survey

- Remind students and teachers of the upcoming survey.
- Remind parents of the deadline for submitting parental consent forms, if applicable.
- Meet with the SN manager, teacher, or other school staff who will be administering the survey. Go over procedures for the survey, and provide clarifications for any questions and concerns.
- If using an alternative method of data collection, such as an online survey, follow-up with the service provider to ensure that it will be ready on schedule.

One Week Prior to Conducting the Survey

- If the paper and pencil method will be used, prepare a survey packet for each middle/junior high school participating in the survey. Each packet should contain the following:
 - Appropriate number of surveys. Make sure that surveys are coded for each school when doing a multi-school survey. This may be done by using different colored sheets for each school, stamping the school name or identifying seal/logo in the upper right hand corner, or numbering the surveys and keeping a log of the survey numbers that are distributed to each school.
 - Copy of instructions for school administrator and/or teacher(s) who will administer the survey.
 - Student Assent (Appendices A-3 and B-3) statement to be read to students prior to survey completion. Providing this information ahead will allow school administrators and/or teachers to contact you should they have questions.



Administering the Survey

- If alternative methods of data collection will be used, such as an online survey, conduct a small test of the method to ensure that the tool is capturing data correctly.
- Check that the student assent statement is included in the survey tool if it will not be proctored by a school administrator/teacher.
- Distribute the surveys to each middle/junior high school (i.e., survey packets, links to Web-based survey, and log-in information, if necessary).

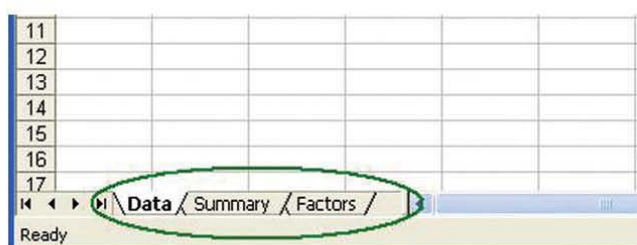
Steps to Take the Day After Surveys are Completed

- Follow-up to ensure that all school administrators and/or teachers have returned completed surveys. For various reasons, some may not be able to conduct the survey on the day scheduled.
- Showing appreciation goes a long way toward support and participation. Thank principals, teachers, students, and all groups that helped with the survey process.



Tabulating and Interpreting Results

NFSMI, ARD has developed easy-to-use Microsoft Excel templates that will enable SN directors to tabulate and analyze student responses. This section presents instructions for tabulating and interpreting the results of the survey(s). Both templates have three worksheets separated by tabs at the bottom of the screen.



- Data (stores student responses)
- Summary (tabulates averages and frequencies of responses)
- Factors (displays factor and item averages)

Data Worksheet: Entering Student Responses

Step 1

Download appropriate template from the NFSMI Web site (<http://www.nfsmi.org/documentsearch.aspx>)

- For the *Middle/Junior High School Student Non-Participation Survey* template, download the Excel file “Middle/Junior High School Non-Participation Survey Results”.
- For the *Middle/Junior High School Student Participation Survey* template, download the Excel file “Middle/Junior High School Student Participation Survey Results”.

Step 2

Open appropriate Excel file and click on the Data tab

Step 3

Enter student responses



Tabulating and Interpreting Results

Non-Participation Survey Data

Keep in mind that the purpose of this survey was to discover why students in your program chose not to eat school lunch. Thus, these results should reflect only the answers of students who eat at your cafeteria sometimes or not at all. Before preparing to input data, divide all surveys into two groups based on responses for Section III, Question 2 on the survey. Input responses only from students who indicated that they ate an average of “Two or less” school lunches per week.

Starting on row six, enter student responses by using the following scale for Section I

1=Strongly Disagree, 2=Disagree, 3=Neither, 4=Agree, 5=Strongly Agree, NR=No response

Columns Y to AL corresponds to the 14 reasons in Section II that would encourage middle/junior high school students eat school lunch more often:

1= Yes (checked), 2= No (not checked)

	A	B	C	D	E	F
1						
2						
3						
4						
5	Q1	Q2	Q3	Q4	Q5	Q6
6	5	4	5	3	2	
7	3	5	3	4	3	
8	4	4	2	3	4	
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

- Each row represents one student and each column represents a question on the survey.
- To enter data for each student, work from left to right.
- To enter data for multiple students, work from top to bottom.
- Columns A to X correspond to Section I (Q1-Q24).
- Columns Y to AL correspond to Section II (Q1-Q14).
- Columns AM and AN correspond to Section III (Grade and Gender).



Tabulating and Interpreting Results

Example

A student chooses the following as his/her reasons for eating school lunch more often: "Better quality food," "More food choices," "Better tasting food," "More appealing food," and "Food doesn't run out before I get to the cafeteria". These items should have a 1 and the rest of the columns should have a 2, as shown below.

Quality Q1	Variety Q2	Fresh Looking Q3	Friendly Staff Q4	Short Wait Time Q5	Clean Cafeteria Q6	Accurate Menu Q7	Taste Q8	Know Menu Q9	More Choices Q10	Enough Food Q11	Appealin g Q12	Better Service Q13	No Run- out Q14
1	1	2	2	2	2	2	1	2	2	2	1	2	1

Column AM corresponds to the student's grade level:

1=6th grade, 2=7th grade, 3=8th grade

Column AN corresponds to the student's gender:

1=Male, 2=Female



Tabulating and Interpreting Results

Participation Survey Data

Keep in mind that the objective of this survey is to measure the perceptions and satisfaction of students who eat school lunch frequently. Thus, these results should reflect only the answers of students who eat at your cafeteria daily. Before preparing to input data, divide all surveys into two groups based on responses for Section III, Question 2. Input responses only from students who indicated that they ate an average of "Three or more" school lunches per week.

Starting on row six, enter student responses by using the following scale for Section I

1=Strongly Disagree, 2=Disagree, 3=Neither, 4=Agree, 5=Strongly Agree, NR=No response

Columns Y to AL corresponds to the 14 reasons in Section II why middle/junior high school students eat school lunches:

1= Yes (checked), 2= No (not checked)

	A	B	C	D	E	F	G
1	SCALE						
2							
3							
4							
5	Q1	Q2	Q3	Q4	Q5	Q6	Q7
6	4	3	3	3	5		
7	4	5	5	2	4		
8	5	4	4	3	3		
9	3	3	2	2	2		
10	4	4	5	5	3		
11							
12							
13							
14							
15							
16							
17							
18							

- Each row represents one student and each column represents a question on the survey.
- To enter data for each student, work from left to right.
- To enter data for multiple students, work from top to bottom.
- Columns A to X correspond to Section I (Q1-Q24).
- Columns Y to AL correspond to Section II (Choices Q1-Q14).
- Columns AM to AN correspond to Section III (Grade and Gender).



A Guide for Administering School Lunch Satisfaction and Participation Surveys to Middle/Junior High School Students

Tabulating and Interpreting Results

Example

A student chooses the following as her reasons for eating school lunch: "It's convenient," "I like the food," "I am hungry," "I like the variety of food choices," "I get to sit with my friends," and "It's affordable". These items should have a 1 and the rest of the columns should have a 2, as shown below.

20	SECTION II			SECTION II							SECTION II				
21		Convenience	Like food	Hungry	Homemade	No Food	Different foods	No Choice	Variety	Friends	Pre-Pay	Know Menu	Sit with friends	Energy	Affordabl
22	Frequency	1	1	1	2	2	2	2	1	2	2	2	1	2	2
23	Yes														
24	No														

Column AM corresponds to the student's grade level

1 = 6th grade, 2 = 7th grade, 3 = 8th grade

Column AN corresponds to the student's gender

1=Male, 2=Female



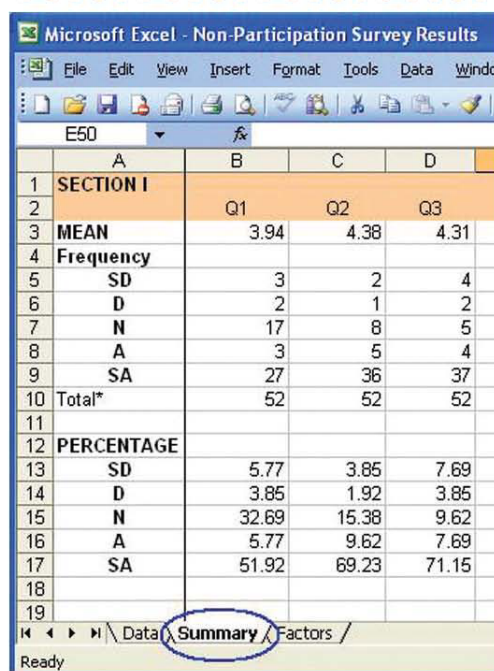
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Tabulating and Interpreting Results

Summary Worksheet: Interpreting the Data

After entering all student responses on the Data worksheet, the SN director can click on the “Summary” tab to see means (averages), frequencies, and percentages for each question on the survey. The mean is the average score for all of the students who answered that item. Frequencies show how many students selected each possible option for a given question (e.g., for gender, frequencies will show how many students responded “male” and how many responded “female”). The same information is also provided as percentages. Formulas have been imbedded in the worksheets so that these statistics are calculated as data is entered. Examples are included to illustrate how the Summary worksheet can be interpreted.

Non-Participation Survey Results



	A	B	C	D
1	SECTION I			
2		Q1	Q2	Q3
3	MEAN	3.94	4.38	4.31
4	Frequency			
5	SD	3	2	4
6	D	2	1	2
7	N	17	8	5
8	A	3	5	4
9	SA	27	36	37
10	Total*	52	52	52
11				
12	PERCENTAGE			
13	SD	5.77	3.85	7.69
14	D	3.85	1.92	3.85
15	N	32.69	15.38	9.62
16	A	5.77	9.62	7.69
17	SA	51.92	69.23	71.15
18				
19				

- Rows 1 to 17 display the means, frequencies, and percentages for all questions in Section I.
- Rows 19 to 28 display the means, frequencies, and percentages for all questions in Section II.
- Rows 30 to 41 display the frequencies and percentages for both questions in Section III.
- Totals only reflect the number of valid responses per question. These do not reflect students who left the questions blank.



Tabulating and Interpreting Results

Example Section I

- In this section, students are asked to respond by using the phrase “*My reason for not eating school lunch is that...*” before each of 24 statements about SN program attributes.
- Keep in mind that the purpose of this section was to discover why students in your program chose not to eat school lunch. Because of this, most of the items were written in the negative so that it was easier for the students to respond to the questions.
- The statement for Q1 reads, “*The food does not taste good.*” According to the results, 27 students (51.92%) strongly agree that they do not eat school lunch because the food does not taste good and only 3 (5.77%) students say that this is not a primary reason why they do not eat school lunch.
- Given the average rating as a 3.94 for Q1, the SN director can conclude that in general, students who do not eat school lunch will most likely perceive that food does not taste good and will rate this question a 4 (Agree) out of 5.
- Looking at the means for Q1, Q2, and Q3, the SN director can assume that Q2 (“*I prefer to eat what I bring from home.*”) and Q3 (“*I do not get enough food to fill me up.*”) are stronger reasons for students who choose not to eat school lunch. However, it may be advantageous for the SN director to ask students if the taste of the food and the serving portions are reasons why they prefer to eat what they bring from home.
- SN directors have suggested that scores of 3.5 and above in this section should be given the highest priority in determining areas of improvement.

	Q1	Q2	Q3
MEAN	3.94	4.38	4.31
Frequency			
SD	3	2	4
D	2	1	2
N	17	8	5
A	3	5	4
SA	27	36	37
Total*	52	52	52
PERCENTAGE			
SD	5.77	3.85	7.69
D	3.85	1.92	3.85
N	32.69	15.38	9.62
A	5.77	9.62	7.69
SA	51.92	69.23	71.15

Tabulating and Interpreting Results

Section II

- In this section, middle/junior high school students are asked to choose the top five (out of 14) statements “that would encourage you to eat school lunch more often.”

19	SECTION II														
20				SECTION II					SECTION II						
				Fresh	Friendly	Short	Clean	Accurate		Know	More	Enough	Better	No Run-	
	Quality	Variety	Looking	Staff	Wait	Time	Cafeteria	Menu	Taste	Menu	Choices	Food	Appealing	Service	out
21	Frequency														
22	Yes	29	11	40	4	36	7	21	50	20	21	7	45	12	14
23	No	23	41	12	48	16	45	31	2	32	31	45	7	40	38
24	Total*	52	52	52	52	52	52	52	52	52	52	52	52	52	52
25															
26															
27	PERCENTAGE														
28	Yes	55.7	21.15	76.92	7.69	69.23	13.46	40.38	96.15	38.46	40.38	13.46	86.54	23.08	26.92
29	No	44.23	78.85	23.08	92.31	30.77	86.54	59.62	3.85	61.54	59.62	86.54	13.46	76.92	73.08
30															

- Based on the example above, the top reasons for this group of students were: “Better tasting food” (96.15% of students indicated this); “More appealing food” (86.54%); “Fresher looking food” (76.92%); “Shorter wait in line” (69.23%); “Better quality food” (55.70%); “More accurate menu” (40.38%); “More food choices that I like” (40.38%); and “Know what food is being served” (38.46%).
- Only 7.69% of students participate primarily because of friendly staff. Likewise, only a minority (13.46%) of students view “Cleaner cafeteria” and “Enough food to fill me up” as key reasons for participating.

Section III

- This section will assist the SN director in determining if the diversity of the students sampled was adequate.
- Based on the table, the majority of the students sampled were in the eighth grade (55.77%), and only 15.38% accounted for sixth graders. An unbalanced sample such as this may skew the data and produce results that do not reflect the average evaluations of students who do not eat school lunch.
- The table shows that there is a fairly even split between males (25) and females (26). This is critical in minimizing bias.
- The two totals are different because one student chose not to indicate his/her gender. The worksheet was designed to eliminate missing data.

SECTION III		
GRADE	Frequency	Percentage
6	8	15.38
7	15	28.85
8	29	55.77
Total*	52	
GENDER		
Male	25	49.02
Female	26	50.98
Total*	51	



Tabulating and Interpreting Results

Participation Survey Results

SECTION I			
	Q1	Q2	Q3
MEAN	3.06	4.08	3.1
Frequency			
SD	2	1	2
D	9	3	10
N	26	8	23
A	12	19	13
SA	2	21	3
Total*	51	52	51
PERCENTAGE			
SD	3.92	1.92	3.92
D	17.65	5.77	19.61
N	50.98	15.38	45.10
A	23.53	36.54	25.49
SA	3.92	40.38	5.88
SECTION II			

Example

Section I

- In this section, students are asked to use the phrase “*When I eat school lunch...*” before each of the 24 statements about SN program attributes.
- The statement for Q1 reads, “*The food is fresh.*” According to the results, about half (50.98%) of the students neither agreed nor disagreed with the statement. The SN director can assume that one out of every two students who eat frequently at the cafeteria will most likely rate this item a 3. This is an indication of student perception that freshness is acceptable, but could be improved.
- In comparison, a majority of students agreeing (36.54%) or strongly agreeing (40.38%) with Q2 (“*The service is good.*”) indicates that students perceive staff performance on this item as above average. The SN director should consider this an area of strength.
- The pattern of responses in each rating category for Q1 (“*The food is fresh*”) and Q3 (“*The food tastes good.*”) are very similar. Since both of these are related to food quality, the SN director can further investigate if the perception of freshness is affecting the students’ evaluation of taste, or vice versa. If so, improving one item would most likely improve perceptions of the other.
- SN directors have suggested that for program excellence, mean scores of 4 and above are desirable in this section. Scores between 3 and 4 are acceptable, while scores of 3 and below should be given priority in determining areas of improvement.



Tabulating and Interpreting Results

Section II

- In this section, middle/junior high school students are asked to choose the top five (out of 14) statements as their reasons for eating school lunch.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
SECTION II	SECTION II							SECTION II							
	Convenience	Like food	Hungry	homemade	No Food	Different foods	No Choice	Variety	Friends	Pre-Pay	Know Menu	Sit with friends	Energy	Affordable	
Frequency															
Yes	40	45	15	14	10	13	12	35	15	5	12	12	6	20	
No	12	7	37	38	42	39	40	17	37	97	80	80	40	32	
Total	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
Percentage															
Yes	76.92	86.54	28.85	26.92	19.23	25	23.07	67.31	28.85	9.6	23.07	23.07	11.53	38.46	
No	23.08	13.46	71.15	73.08	80.77	75	76.93	32.69	71.15	90.4	76.93	76.93	88.46	61.54	

- Based on the example above, the top reasons for this group of students were: "I like the food" (86.54% of students indicated this), "It's convenient" (76.92%), I like the variety of the food choices" (67.31%), and "It's affordable" (38.46%).
- Only 9.6% of students view "It gives me energy for the rest of the day" as a key reason for participating.

Section III

- This section will assist the SN director in determining if the diversity of the middle/junior high school students sampled was adequate.
- Based on the table, the distribution of respondents from the different grade levels was adequate.
- The table shows that the majority of the students sampled (62.75%) were female. This should be taken into account when interpreting the responses obtained in Sections I and II. The SN director may also consider recruiting additional male respondents. An additional five male respondents from each grade level would provide a more balanced sample.

SECTION III			SECTION III		
GRADE	Frequency	Percentage			
6	21	34.42			
7	18	29.51			
8	22	36.07			
Total*	61				
GENDER	Frequency	Percentage			
Male	23	37.25			
Female	38	62.75			
Total*	61				



Tabulating and Interpreting Results

Error Checking

- When the symbol “#DIV/0!” appears on the Summary worksheet, it means that the appropriate data has not been entered on the Data worksheet. Check that no columns on the Data tab are left blank (refer to the example below).

	A	B	C	D	E
SECTION I		Q1	Q2	Q3	Q4
MEAN		6.29	1.88	4.10	#DIV/0!
Frequency					
SD		0	27	4	0
D		1	2	3	0
N		4	10	7	0
A		9	2	8	0
SA		36	9	30	0
Total*		50	50	52	0
PERCENTAGE					
SD		0.00	54.00	7.69	#DIV/0!
D		2.00	4.00	5.77	#DIV/0!
N		8.00	20.00	13.46	#DIV/0!
A		18.00	4.00	15.38	#DIV/0!
SA		72.00	18.00	57.69	#DIV/0!

Summary Worksheet

	A	B	C	D
	Q1	Q2	Q3	Q4
4				
5				
6	4	3	3	
7	3	0	2	
8	4	3	NR	
9	55	2	5	
10	4	3	1	
11	4	1	4	
12	4	0	NR	
13	3	0	3	
14	4	5	4	
15	42		3	
16	4	1	4	
17	4	6	6	

Data Worksheet

- If any of the means for Section I are greater than 5.0, check the Data worksheet for errors (e.g., double key strokes such as “55” instead of 5, “42” instead of “4” for Column A and “2” for Column B).
- If averages are unusually (and unexpectedly) low, check the Data worksheet and make sure that when students did not respond to a question, it was recorded as NR (no response) instead of zero.



Tabulating and Interpreting Results

Factors Worksheet: Understanding Factor Scores

After a series of pilot tests with middle/junior high school students across the United States, the characteristics or indicators for Section I was grouped into factors that represent operational aspects of the SN program. The indicators are grouped together because they are highly associated with each other. Together, they can provide a snapshot of student perceptions for each factor. Some indicators were not shown to be highly associated with other indicators, and were grouped into the factor category “Other Indicators;” these indicators should be viewed individually. Although there are similarities between the indicators used in the two surveys, the number of factors and the grouping of indicators within the factors are not identical. This shows that students who eat sometimes or not at all may have different perceptions and concerns about the SN program compared to students who eat daily. Below is a table comparing the factors (listed in bold) and indicators (listed in bulleted form).

The Non-Participation Survey	The Participation Survey
Food Quality <ul style="list-style-type: none"> • The food does not taste good. • I do not like the food being served. • The food does not look healthy. • I do not recognize the food being served. • The food does not look fresh. • The food is not properly cooked. • The food does not look appealing. • There is no variety of food choices. • The menu does not have food I like. • The quality of the food is poor. 	Food Preference <ul style="list-style-type: none"> • The food is fresh. • The food tastes good. • There is a variety of food choices. • The food smells good. • The menu offers healthy choices. • The food looks appealing. • The food is properly cooked. • The food tastes homemade. • The menu has food I like. • I am satisfied after I eat. • The quality of the food is good.
Customer Service <ul style="list-style-type: none"> • The staff is not friendly. • The staff does not speak to me. • The cafeteria does not look clean. • The service is poor. • The food choices that are offered are not the same as the menu. 	Staff Attentiveness <ul style="list-style-type: none"> • The service is good. • The staff looks like they enjoy their work. • The staff is friendly. • The staff listens to my suggestions. • The quality of the service is good. • The quality of my lunch experience is good.
Other Indicators <ul style="list-style-type: none"> • I prefer to eat what I bring from home. • I do not get enough food to fill me up. • There are not enough seats in the dining area. • My parents buy food for me to take to school. • The food I like runs out before I get to the cafeteria. • There are long lines. • The food served is the same every day. • I do not get to sit with my friends. • I do not have enough time to eat. 	Other Indicators <ul style="list-style-type: none"> • I get enough food to fill me up. • I get to socialize with my friends. • The food choices change every day. • There are enough seats in the dining area. • I know what is being served before I get to the cafeteria. • I can buy other food items if I don't want the meal. • I have enough time to eat.



Tabulating and Interpreting Results

Example

Interpreting The Non-Participation Survey Results

- The two factors that primarily affect non-participation are Food Quality and Customer Service..
- SN directors have suggested that improvement plans should give higher priority to factors that are operationally controllable. These would most likely have the greatest impact on increasing participation rates. Looking at the example below Food Quality (3.86) is the biggest operational concern of students, closely followed by Customer Service (3.74).
- In examining the indicators within *Food Quality*, the primary concerns of the students are that the food does not look healthy, fresh, or appealing and is not properly cooked.
- Operationally, these could be addressed by presenting the food better so middle/junior high school students will perceive it as nutritious, fresh, healthy, and appealing.

Question number	FACTORS	Means	Valid Responses
FOOD QUALITY		3.86	
1	The food does not taste good.	3.94	52
6	I do not like the food being served.	2.92	52
7	The food does not look healthy.	4.56	52
12	I do not recognize the food being served.	3.42	51
15	The food does not look fresh.	4.46	52
17	The food is not properly cooked.	4.31	52
19	The food does not look appealing.	4.14	52
20	There is no variety of food choices.	3.94	51
21	The menu does not have food I like.	3.31	52
24	The quality of the food is poor.	3.62	52
CUSTOMER SERVICE		3.74	
5	The staff is not friendly.	3.52	52
14	The staff does not speak to me.	3.44	52
18	The cafeteria does not look clean.	3.35	52
11	The service is poor.	3.25	52
16	The food choices that are offered are not the same as the menu.	3.31	52
OTHER INDICATORS		3.46	
2	I prefer to eat what I bring from home.	4.38	52
3	I do not get enough food to fill me up.	3.32	52
4	There are not enough seats in the dining area.	3.41	51
8	My parents buy food for me to take to school.	3.21	52
9	The food I like runs out before I get to the cafeteria.	3.30	52
10	There are long lines.	3.54	52
13	The food served is the same every day.	3.52	52
22	I do not get to sit with my friends.	3.25	52
23	I do not have enough time to eat.	3.21	52



Tabulating and Interpreting Results

Example

Interpreting The Participation Survey Results

- The Factors worksheet for the *Participation Survey* includes Food Preference and Staff Attentiveness.
- SN directors suggested that the factor with the lowest score should be given the highest priority when planning for improvement. However, they cautioned against completely ignoring the factor with the highest score. All the indicators within the factors should be examined for poor performance.
- Looking at the example given below, students perceived that the SN program performed best in the factor Staff Attentiveness (3.60). However, the item “The staff is friendly” (3.07) received one of the lowest scores across both factors and should be addressed.
- In examining the indicators within Food Preference, students rated “The food is fresh” (3.06), “The food tastes good” (3.10), “The menu has food I like” (3.22), “There is a variety of food choices” (3.31), and “Food taste homemade” (3.39) the lowest. Improving these indicators, especially the freshness of the food items and taste, would most likely improve the students’ evaluations of other food quality indicators.

Question number	FACTORS	Means	Varu Response
FOOD PREFERENCE		3.41	
1	The food is fresh	3.06	51
3	The food tastes good	3.10	52
4	There is a variety of food choices	3.31	52
5	The food smells good	3.50	52
6	The menu offers healthy choices	3.87	51
11	The food looks appealing	3.84	52
12	The food is properly cooked	3.35	52
13	The food tastes homemade	3.39	52
17	The menu has food I like	3.22	52
21	I am satisfied after I eat	3.41	52
22	The quality of the food is good	3.43	52
STAFF ATTENTIVENESS		3.60	
2	The service is good	4.08	52
9	The staff looks like they enjoy their work	3.60	52
14	The staff is friendly	3.07	52
15	The staff listens to my suggestions	3.43	52
23	The quality of the service is good	3.78	52
24	The quality of my lunch experience is good	3.65	51
*OTHER INDICATORS			
7	I get enough food to fill me up	4.12	52
8	I get to socialize with my friends	4.46	52
10	The food choices change everyday	4.14	52
16	There are enough seats in the dining area	3.60	52
18	I know what is being served before I get to the cafeteria	3.96	52
19	I can buy other food items if I don't want the meal	3.53	52
20	I have enough time to eat	3.50	52



Tabulating and Interpreting Results

Other Suggestions from School Nutrition Directors

- Ask the following contacts for help with statistical data analysis if you require more information than the templates provide:
 - Faculty, graduate students, or extension specialists at nearby colleges or universities;
 - Middle/junior high school teachers (especially those teaching math); and
 - The school district or school technology officer (for converting online survey data base or Scantron automated results into an uploadable data file for Excel).
- Seek assistance from district's superintendent or public relations officer to create a proactive media release statement reporting top positive results as well as actionable negative points with an accompanying plan for improvement. This report may be given to parents, students, and community members via the SN program's Web site, school newsletter, and local print or broadcast media in the form of public service announcements or featured articles.



Developing a Customer Service Action Plan Using the Continuous Quality Improvement Process

Results of both the *Participation Survey* and the *Non-Participation Survey* can be used to develop a Customer Service Action Plan (Appendix C) geared towards advancing the SN program. The modified Problem Solving Discipline Approach (Rampersad, 2001) outlined in NFSMI's *Continuous Quality Improvement Process Tailored to the School Nutrition Environment* (Lambert, et al., 2006) can guide SN directors and managers in creating a realistic, achievable, and actionable plan to accomplish operational changes. The Continuous Quality Improvement (CQI) process involves six steps:

- Step 1: Define area(s) for improvement
- Step 2: Identify all possible causes
- Step 3: Develop a CQI Action Plan
- Step 4: Implement the CQI Action Plan
- Step 5: Evaluate measurement outcome(s) for program improvement
- Step 6: Standardize the CQI process

As with survey administration, a team approach to CQI is advisable. It is important to include diverse perspectives by involving SN staff with different degrees of work experience, education levels, job responsibilities, and cultural backgrounds (Lambert et al., 2006). Involving SN staff is essential, because they are individually and collectively responsible for most customer service outcomes. Other stakeholders such as principals, students, teachers, parents, or custodians may also be asked for specific input when/if necessary.

The CQI process

Step 1
Define area(s) for improvement

Step 2
Identify all possible causes

Step 3
Develop a CQI Action Plan

Step 4
Implement the CQI Action Plan

Step 5
Evaluate measurement outcome(s) for program improvement

Step 6
Standardize the CQI process



Developing a Customer Service Action Plan Using the
Continuous Quality Improvement Process

Step 1

Define area(s) for improvement

- Discuss survey results with SN staff. Highlight and commend excellent performance first before introducing areas requiring immediate improvement.
- Based on survey results, identify the factors that students perceive as the areas that need most improvement.
 - For the *Non-Participation Survey*, a HIGH score in Section I often reflects the students' perception that the SN program is NOT doing well in that category. For example, a 4.10 on the item "The food does not taste good" means that the students agree and therefore perceive that the palatability of the food needs to improve. Higher factor averages indicate your greatest challenge or area of improvement.
 - For the *Participation Survey*, the higher the item and/or factor score, the better is the students' perceptions of their dining experience. These indicate your areas of strength. Factors with the lowest scores should be given the priority and would likely have the most significant impacts on program improvement.
- These factors may vary per SN site, thus individual meetings with managers is advisable to review the scores specific to each SN site.

Factors for improvement may vary per SN site, thus conducting individual meetings with managers is advisable to review the scores specific to each SN site.

Step 2

Identify all possible causes

- With the CQI team, list all the possible causes that may have contributed to the unfavorable scores on the survey(s). Remember that CQI focuses on program advancement by improving processes instead of finding fault with individuals (Spears & Gregoire, 2007).
- These underlying causes may include, but are not limited to:
 - Materials (e.g., ingredients, non-food supplies);
 - Methods (e.g., batch cooking, menu planning, service protocols);
 - Staff (e.g., skills training, number of staff, staffing schedules);
 - Facilities (e.g., equipment, kitchen lay-out, seating capacity);
 - Environment (e.g., air conditioning, cleanliness); and
 - Other operational aspects (e.g., budget, communications/information, time, utilities).



Developing a Customer Service Action Plan Using the
Continuous Quality Improvement Process

- Factors that need improvement may be the same across multiple SN sites (e.g., Food Quality), but the underlying reasons may be different for each middle/junior high school (e.g., taste, doneness, aroma, visual appeal).
- After the team determines the causes, select those that have the greatest impact on the factor to be improved, and use these to develop the CQI Action Plan as outlined in Step 3.

Step 3

Develop a CQI Action Plan

- List measurable key actions for improvement.
- Specify how improvement will be measured (desired outcome).
- Identify the person responsible for completing the key actions.
- Agree on the time frame or schedule for completion.
- Prioritize the action steps based on factors that need the most immediate improvement.
- Assess commonalities across multiple school sites. Develop over-all strategies for factors, but tailor key actions to individual SN sites.
- Below is an example of how the Action Plan should be filled out given the following scenario:

The *Participation Survey* was conducted in early October and the SN program received the lowest scores for the following factors and items.

- 1) Food Preference: *The food looks appealing.*
- 2) Staff Attentiveness: *The staff is friendly.*



A Guide for Administering School Lunch Satisfaction and Participation Surveys to Middle/Junior High School Students

Developing a Customer Service Action Plan Using the Continuous Quality Improvement Process

Customer Service Area to be Improved: <u>Food Preference</u>			Priority <input type="checkbox"/>
Key Actions	Measurement	Person Responsible	Time Line
1. Develop a garnishing list to use with menu items	1. Provide garnishing list to SN production staff	1. SN Manager	1. October
2. Train SN staff on garnishing techniques	2. 100% of staff will participate in training	2. SN Manager	2. October
3. Present food items on the serving line in an attractive way	3. At least two of main entrees and 2 of side dishes will be garnished daily	3. SN Assistant	3. November
Evaluating Measurement Outcome			

Customer Service Area to be Improved <u>Staff Attentiveness</u>			Priority <input type="checkbox"/>
Key Actions	Measurement	Person Responsible	Time Line
1. Train SN staff using "Focus on the Customer" (a 10-hour train-the-trainer program for managers)	1. 100% of staff will participate in training	1. SN Director	1. October
2. Train SN staff using "Food Service Assistant: You are Important!" (a training program that consists of four 30-minute lessons designed to be taught by the manager to the food service assistant)	2. 100% of staff will participate in training	2. SN Manager	2. October
Evaluating Measurement Outcome			



*Developing a Customer Service Action Plan Using the
Continuous Quality Improvement Process*

Step 4

Implement the CQI Action Plan

- Share the CQI Action Plan and expected outcomes with SN staff. Explain their role and importance in program improvement. The success of CQI implementation hinges on the active involvement of SN staff.
- Within the SN site, the manager should be prepared to provide staff with assistance and ask for support from the director when warranted.
- During the period of implementation, the SN director should conduct informal observations to monitor progress, provide constructive feedback, and/or assist in addressing roadblocks when necessary.

Step 5

Evaluate measurement outcome(s) for program improvement

- Use quantitative measurements when evaluating implementation success. Examples of these measurements include, but are not limited to, numbers and percentages, participation rates, meals per labor hour, plate waste, food costs, and equipment usage. Information from profit and loss statements, point-of-sale (POS) reports, production sheets, inventory records, HACCP documentation, follow-up surveys, and staffing records may also be useful in quantifying improvement.
- Schedule follow-up meeting(s) to review actions completed, commend improvement, discuss any concerns, and identify future actions.
- If the measurement outcome does not meet the anticipated outcome, the CQI team can agree to do one of three recommendations:
 - 1) Determine corrective action, set a new deadline for completion, and reevaluate the measurement outcome;
 - 2) Return to Step 1 and redefine the area of improvement; or
 - 3) Return to Step 3 to re-evaluate the action plan chosen by the CQI team.
- Communicate updated Action Plan to SN staff and pertinent stakeholders when needed (e.g., school administrators, custodian staff, district staff).



A Guide for Administering School Lunch Satisfaction and Participation Surveys to Middle/Junior High School Students

Developing a Customer Service Action Plan Using the Continuous Quality Improvement Process

The following is an example with the Evaluation Measurement Outcome section completed:

Customer Service Area to be Improved <u>Food Preference</u>			Priority 1
Key Actions	Measurement	Person Responsible	Time Line
1. Develop a garnishing list to use with menu items	1. Provide garnishing list to SN production staff	1. SN Manager	1. October
2. Train SN staff on garnishing techniques	2. 100% of staff will participate in training	2. SN Manager	2. October
3. Present food items on the serving line in an attractive way	3. At least two of main entrees and 2 of side dishes will be garnished daily	3. SN Assistant	3. November
Evaluating Measurement Outcome			
1. 100% of production staff were given copies of the garnishing list 2. 100% of staff attended training 3. 98% of main entrees were garnished 92% of side dishes were garnished. <i>Note: Re-evaluate in December</i>			

Customer Service Area to be Improved <u>Staff Attentiveness</u>			Priority 2
Key Actions	Measurement	Person Responsible	Time Line
1. Train SN staff using "Focus on the Customer" (a 10-hour train-the-trainer program for managers)	1. 100% of staff will participate in training	1. SN Director	1. October
2. Train SN staff using "Food Service Assistant: You are Important!" (a training program that consists of four 30-minute lessons designed to be taught by the manager to the food service assistant)	2. 100% of staff will participate in training	2. SN Manager	2. October
Evaluating Measurement Outcome			
1. 100% of SN managers attended the training. 2. 100% of food service staff attended the training.			



Developing a Customer Service Action Plan Using the
Continuous Quality Improvement Process

Step 6

Standardize the CQI process

- Based on perceived impact on the program (participation rates, bottom line, customer feedback), the CQI team determines which improvement initiatives should be sustained, discontinued, or reassessed.
- If the CQI team determines that the outcomes of the Action Plan are acceptable and impacts to program improvement are significant, these should be incorporated into daily operations in the form of policies and/or procedures.
- Using the example above, if POS records show that garnished entrées and side dishes are sold significantly more than items that are not, then garnishing protocols should be included in standardized recipes for all menu items.

Summary

Measuring student perceptions is important for establishing internal benchmarks that lead to program improvement. Because customer feedback impacts decision-making for the SN program, using the correct survey instrument and process will facilitate the gathering of reliable data. Understanding this information to develop solutions will encourage increased participation for middle/junior high school students who do not eat school lunch frequently, as well as facilitate customer satisfaction and retention for students who already take part in the NSLP.



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Appendix A

Middle/Junior High School Student Non-Participation Survey


Appendix A-1

Non-Participation Survey



**Middle/Junior High School Student
Non-Participation Survey**

Completely fill in the circle of your answer. Use a #2 pencil.

Correct ●●●  Use No. 2 Pencil Only Incorrect ○○●

Your School Nutrition Program is interested in understanding why middle/junior high school students do not eat or do not eat often in the school lunch program. Please take a few minutes to offer feedback based on your own experience.

SECTION I. Reasons for Not Eating School Lunch

Instructions:
Please read the statements regarding reasons for not eating (or not eating often) school lunch. As you answer, use the phrase, "My reason for not eating school lunch is that..." before each statement, and then rate your level of agreement by using the scale 1 (Strongly Disagree) to 5 (Strongly Agree).

My reason for not eating school lunch is that...	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. The food does not taste good.	1	2	3	4	5
2. I prefer to eat what I bring from home.	1	2	3	4	5
3. I do not get enough food to fill me up.	1	2	3	4	5
4. There are not enough seats in the dining area.	1	2	3	4	5
5. The staff is not friendly.	1	2	3	4	5
6. I do not like the food being served.	1	2	3	4	5
7. The food does not look healthy.	1	2	3	4	5
8. My parents buy food for me to take to school.	1	2	3	4	5
9. The food I like runs out before I get to the cafeteria.	1	2	3	4	5
10. There are long lines.	1	2	3	4	5
11. The service is poor.	1	2	3	4	5
12. I do not recognize the food being served.	1	2	3	4	5
13. The food served is the same every day.	1	2	3	4	5
14. The staff does not speak to me.	1	2	3	4	5
15. The food does not look fresh.	1	2	3	4	5
16. The food choices offered are not the same as the menu.	1	2	3	4	5
17. The food is not properly cooked.	1	2	3	4	5
18. The cafeteria does not look clean.	1	2	3	4	5
19. The food does not look appealing.	1	2	3	4	5
20. There is no variety of food choices.	1	2	3	4	5
21. The menu does not have food I like.	1	2	3	4	5
22. I do not get to sit with my friends.	1	2	3	4	5
23. I do not have enough time to eat.	1	2	3	4	5
24. The quality of the food is poor.	1	2	3	4	5

Page 1



Appendix A-1

Non-Participation Survey (continued)

SECTION II. Deciding to Eat School Lunch

Instructions:

Read the statements below. Please choose the **TOP FIVE REASONS** that would encourage you to eat school lunch more often.

- | | |
|--|--|
| <input type="radio"/> Better quality food | <input type="radio"/> Better tasting food |
| <input type="radio"/> More variety of food choices | <input type="radio"/> Know what food is being served |
| <input type="radio"/> Fresher looking food | <input type="radio"/> More food choices that I like |
| <input type="radio"/> Friendlier staff | <input type="radio"/> Enough food to fill me up |
| <input type="radio"/> Shorter wait in line | <input type="radio"/> More appealing food |
| <input type="radio"/> Cleaner cafeteria | <input type="radio"/> Better service |
| <input type="radio"/> More accurate menu | <input type="radio"/> Food doesn't run out before I get to the cafeteria |

SECTION III. Tell Us About You

Instructions:

Please answer the following questions.

1. What is your grade in school?
☐ 6th Grade ☐ 7th Grade ☐ 8th Grade
2. On average, how many times PER WEEK do you eat school lunch?
☐ Two or less ☐ Three or more
3. What is your gender?
☐ Male ☐ Female

Thank you for your time and input!



Appendix A-2

Parental Consent (Example)

**Middle/Junior High School Student
Non-Participation Survey
Authorization to Participate in Survey**

Dear Parent/Guardian:

The school nutrition (SN) program at your son/daughter's school is conducting a survey to learn more about the reasons why middle/junior high school students choose not to eat school meals. This survey will be given to students in your son/daughter's middle/junior high school on (DATE, TIME, and LOCATION) and will last approximately 15 to 30 minutes.

Participation in this project is completely voluntary and you have the right to refuse to allow your son/daughter to participate. He/She has the right to refuse to participate even if you give your permission. He/She may refuse to answer any of the questions on the survey and may withdraw from the survey at any time without penalty, prejudice, or loss of benefits.

Your son/daughter's survey will be anonymous as there will be no identifying codes linking him/her name to the survey. All information from the completed survey will be kept confidential. Information from all the completed surveys will be reported in summary form only. There is no known risk to your son/daughter for participating in this study other than the time it takes to complete the survey. The survey results will be used by the SN program to better address the needs of middle/junior high school students.

Please sign and return this form to your child's teacher. If you have any questions about the survey, you may contact (insert SN director's name) via email at (insert email address) or by phone at (insert phone number).

-
- ☐ I allow my child to participate in the middle/junior high school student survey
- ☐ I do not allow my child to participate in the middle/junior high school student survey

Name of Student

Signature of Parent/Guardian Date



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Appendix A-3

Student Assent

Middle/Junior High School Student Non-Participation Survey

You have been chosen to answer a survey that will help us understand the reasons why middle/junior high school students choose not to eat school lunch.

Please complete the survey; it will take you approximately 15 to 30 minutes. The first part of the survey asks you to indicate the reasons why you choose not to eat lunch at the cafeteria. The second part asks how much each of these statements will affect your decision to start eating school lunch more often. The last part asks that you indicate your grade level and gender.

As you take the survey, you will notice that there are some statements that sound similar. We encourage you to answer all the questions because this will help us understand your concerns. However, if there are any statements you don't know the answer to, that's O.K. If there are any statements that for some reason you don't want to answer, that's O.K., too. Please be honest and keep in mind that there are no right or wrong answers. Your responses are anonymous and there are no identifying codes linking you to the survey.

Thank you for providing us the feedback! Your answers will help us improve the school nutrition program to better meet your needs.



Appendix A-4

Memo to principal and/or teacher(s)

To: (insert name of school administrator)
From: (insert name of SN director)
Date: xx/xx/xxxx
Re: Middle/Junior High School Student Non-Participation Survey

The school nutrition (SN) program is conducting a foodservice survey at your middle/junior high school as part of our continuous improvement efforts. The *Middle/Junior High School Student Non-Participation Survey* will identify why students at your middle/junior high school choose not to eat meals through the National School Lunch Program.

The survey we are using was tested and validated by the National Food Service Management Institute, Applied Research Division (NFSMI, ARD). NFSMI is a federally funded organization with the mission of carrying out activities through applied research, education, and training to improve the general operation and quality of Child Nutrition Programs nationwide.

Please review the following instructions for conducting the survey:

1. Students will complete the survey on (insert date) at (insert time).
2. The SN program director (or authorized representative) will deliver the survey packets to each school administrative office one week prior to conducting the survey.
3. The administrative assistant will place the survey packet into the principal's mail box.
4. Principal (or authorized representative) will meet selected students at (insert venue).
5. The survey will take approximately 30 minutes. This includes time for giving instructions, distributing the survey, and completing the survey.
6. Once all of the surveys are completed, the principal (or authorized representative) will collect and return them to the administrative assistant.
7. The SN program director (or authorized representative) will collect the surveys from the administrative assistant.

We appreciate your assistance in conducting this survey with our middle/junior high school students. Thank you for supporting our goal to increase participation in our program. Should you have any questions regarding the instructions for conducting the survey, please do not hesitate to contact me at (insert phone number). Results of the survey will be made available for your review.

Note

Specific instructions (#1-7) are examples only and may be modified according to survey method as determined by the SN director and/or district/school administrators.



Appendix B

Middle/Junior High School Student Participation Survey

Appendix B-1

Participation Survey



National Food Service Management Institute
The University of Mississippi

Middle/Junior High School Student Participation Survey

Completely fill in the circle of your answer. Use a #2 pencil.

Correct ●●● Use No. 2 Pencil Only Incorrect ☒ ☐ ☑

We want to know what you think! This survey is your chance to let us know how we are doing. Please take a few minutes to offer feedback on the quality of your lunch experience at the school cafeteria.

SECTION I. Your Lunch Experience

Instructions:

Listed below are several characteristics of school lunch programs. As you answer, use the phrase, "When I eat school lunch..." before each statement, and then rate your level of agreement by using the scale 1 (Strongly Disagree) to 5 (Strongly Agree).

When I eat school lunch...	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1. The food is fresh.	1	2	3	4	5
2. The service is good.	1	2	3	4	5
3. The food tastes good.	1	2	3	4	5
4. There is a variety of food choices.	1	2	3	4	5
5. The food smells good.	1	2	3	4	5
6. The menu offers healthy choices.	1	2	3	4	5
7. I get enough food to fill me up.	1	2	3	4	5
8. I get to socialize with my friends.	1	2	3	4	5
9. The staff looks like they enjoy their work.	1	2	3	4	5
10. The food choices change every day.	1	2	3	4	5
11. The food looks appealing.	1	2	3	4	5
12. The food is properly cooked.	1	2	3	4	5
13. The food tastes homemade.	1	2	3	4	5
14. The staff is friendly.	1	2	3	4	5
15. The staff listens to my suggestions.	1	2	3	4	5
16. There are enough seats in the dining area.	1	2	3	4	5
17. The menu has food I like.	1	2	3	4	5
18. I know what is being served before I get to the cafeteria.	1	2	3	4	5
19. I can buy other food items if I don't want the meal.	1	2	3	4	5
20. I have enough time to eat.	1	2	3	4	5
21. I am satisfied after I eat.	1	2	3	4	5
22. The quality of the food is good.	1	2	3	4	5
23. The quality of the service is good.	1	2	3	4	5
24. The quality of my lunch experience is good.	1	2	3	4	5

Page 1



National Food Service Management Institute

Appendix B-1

Participation Survey (continued)

SECTION II. Top Reasons for Eating School Lunch

Instructions:

Read the statements below. Please choose the **TOP FIVE REASONS** why you eat school lunch.

- | | |
|---|---|
| <input type="radio"/> It's convenient. | <input type="radio"/> I like the variety of food choices. |
| <input type="radio"/> I like the food. | <input type="radio"/> My friends eat school lunch. |
| <input type="radio"/> I am hungry. | <input type="radio"/> My parents pay in advance. |
| <input type="radio"/> I get a homemade meal. | <input type="radio"/> I know what is being served. |
| <input type="radio"/> I didn't bring anything to eat. | <input type="radio"/> I get to sit with my friends. |
| <input type="radio"/> I get to try different foods. | <input type="radio"/> It gives me energy for the rest of the day. |
| <input type="radio"/> I have no choice. | <input type="radio"/> It's affordable. |

SECTION III. Tell Us About You

Instructions:

Please answer the following questions.

1. What is your grade in school?
☐ 6th Grade ☐ 7th Grade ☐ 8th Grade
2. On average, how many times PER WEEK do you eat school lunch?
☐ Two or less ☐ Three or more
3. What is your gender?
☐ Male ☐ Female

Thank you for your time and input!



Appendix B-2

Parental Consent (Example)

Middle/Junior High School Student Participation Survey

Authorization to Participate in Survey

Dear Parent/Guardian:

The (SN) program is conducting a survey at your son/daughter's school to learn more about the factors that impact the satisfaction of middle/junior high school students with the school lunch program. This survey will be given to students in your son/daughter's middle/junior high school on (DATE, TIME, and LOCATION) and will last approximately 15 to 30 minutes.

Participation in this project is completely voluntary and you have the right to refuse to allow your son/daughter to participate. He/She has the right to refuse to participate even if you give your permission. He/She may refuse to answer any of the questions on the survey and may withdraw from the survey at any time without penalty, prejudice, or loss of benefits.

Your son/daughter's survey will be anonymous as there will be no identifying codes linking his/her name to the survey. All information from the completed survey will be kept confidential. Information from all the completed surveys will be reported in summary form only. There is no known risk to your son/daughter for participating in this study other than the time it takes to complete the survey. The survey results will be used by the SN program to better address the needs of middle/junior high school students.

Please sign and return this form to your child's teacher. If you have any questions about the research, you may contact (insert SN director's name) via email at (insert email address) or by phone at (insert phone number).

-
- ☐ I allow my child to participate in the middle/junior high school student survey
- ☐ I do not allow my child to participate in the middle/junior high school student survey

Name of Student

Signature of Parent/Guardian

Date



National Food Service Management Institute

Appendix B-3

Assent Statement for Middle/Junior High School Students

Middle/Junior High School Student Participation Survey

You have been chosen to answer a survey that will help us understand what you think of the school lunch program.

It will take about 15 to 30 minutes to complete the survey. The first part asks about your opinions about the school lunch program. The second part of the survey asks you to indicate the reasons why you choose to eat lunch at the cafeteria. The last part asks that you indicate your grade level, how often you eat school lunch, and your gender.

As you take the survey, you will notice that there are some statements that sound similar. We encourage you to answer all the questions because this will help us understand your concerns. However, if there are any statements you don't know the answer to, that's O.K. If there are any statements that for some reason you don't want to answer, that's O.K., too. Please be honest and keep in mind that there are no right or wrong answers. Your responses are anonymous and there are no identifying codes linking you to the survey.

Thank you for providing us the feedback! Your answers will help us improve the school nutrition program to better meet your needs.



Appendix B-4

Memo to principal and/or teacher(s)

To: (insert name of school administrator)
From: (insert name of SN director)
Date: xx/xx/xxxx
Re: Middle/Junior High School Student Participation Survey

The school nutrition (SN) program is conducting the Middle/Junior High School Student Participation Survey as part of our continuous improvement efforts and ongoing assessment of customer satisfaction. The survey will determine students' perceptions of our school lunch program regarding food quality, service, and their overall dining experience.

The survey we are using was tested and validated by the National Food Service Management Institute, Applied Research Division (NFSMI, ARD). NFSMI is a federally funded organization with the mission of carrying out activities through applied research, education, and training to improve the general operation and quality of Child Nutrition Programs nationwide.

Please review the following instructions for conducting the survey:

1. Students will complete the survey on (insert date) at (insert time).
2. The SN program director (or authorized representative) will deliver the survey packets to each school administrative office one week prior to conducting the survey.
3. The administrative assistant will place the survey packets into the homeroom teachers' mail boxes.
4. Homeroom teachers will pick up the packets and distribute the surveys to students at (insert date and time).
5. The survey will take approximately 30 minutes. This includes time for giving instructions, distributing the survey, and completing the survey.
6. Once all of the surveys are completed, the teacher will collect and return them to the administrative assistant.
7. The SN program director (or authorized representative) will collect the surveys from the administrative assistant.

We appreciate your assistance in conducting this survey with our middle/junior high school students. Thank you for supporting our goal to provide better service and improve customer satisfaction. Should you have any questions regarding the instructions for conducting the survey, please do not hesitate to contact me at (insert phone number). Results of the survey will be made available for your review.

Note

Specific instructions (#1-7) are samples only and may be modified according to survey method as determined by the SN director and/or district/school administrators.



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Appendix C

Continuous Quality Improvement Action Plan

CONTINUOUS QUALITY IMPROVEMENT ACTION PLAN

Middle/Junior High School Name

(Date Developed)

District Name

Instructions

Determine the customer service area(s) to be improved. Complete key actions, measurement criteria, person responsible for action, and time line for completion. Use an additional form if necessary. At the time that action is due, evaluate progress based on measurement criteria and complete the column "Evaluating Measurement Outcome".

Customer Service Area to be Improved _____			Priority <input type="checkbox"/>
Key Actions	Measurement	Person Responsible	Time Line
Evaluating Measurement Outcome			



Continuous Quality Improvement Action Plan

Customer Service Area to be Improved _____			Priority <input type="checkbox"/>
Key Actions	Measurement	Person Responsible	Time Line
Evaluating Measurement Outcome			

Customer Service Area to be Improved _____			Priority <input type="checkbox"/>
Key Actions	Measurement	Person Responsible	Time Line
Evaluating Measurement Outcome			





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