



DETROIT
INSTITUTE OF
GASTRONOMY

Institutional Effectiveness Report

Reporting Cycle:
Summer 2021 – Spring 2022

Introduction

This reporting cycle will mark the first cycle of comprehensive institutional alignment of goals. Reflection on the previous two Institutional Effectiveness Reports (IER) formed the foundation of the Detroit Institute of Gastronomy (DIG) Strategic Plan that was created during this reporting cycle. This IER will align closer with the overall institutional goals developed in the strategic plan.

Working closely with the Soil2Service Board of Directors, the Advisory Committee, students, graduates and industry professionals, the administration team is actively working on a comprehensive self-evaluation report to meet the requirements of the Distance Education Accreditation Commission (DEAC) accreditation. This IER cycle summarizes the institutional performance of DIG during the Summer 2021 quarter through the Spring 2022 quarter. New goals, benchmarks and plans were developed as a result of this process.

In accordance with DEAC policies, the IER contains data and analysis for the Summer 2021 through Spring 2022 quarters. Using the previous IER Data (Summer 2020-Spring 2021) as a reference to develop benchmarks and performance goals along with the Strategic Plan; this data helps focus the initiatives of DIG. Use of DIG's Student Information System (SIS) and Learning Management System (LMS) along with the U.S. Department of Labor's Rapids 2.0 system, Google Analytics, Social Media Analytics and other tracking platforms, we collected data on key benchmarks for effective recruitment, administration, financial performance and educational outcomes.

Overview

For the purposes of this report, data and text collected covers the time frame of Summer 2021 to the end of Spring 2022. This data along with additional performance measures was compared to previous benchmarks and analyzed against the Strategic Plan. During this time frame, the COVID-19 Global Pandemic, along with the economic uncertainty impacted the growth of DIG and affected the numbers contained in this report. At the conclusion of the Spring 2022 quarter, the impact of these external factors is still influencing the operations of DIG.

Recognition

DIG retained its State of Michigan Proprietary Post-Secondary Education Provider License in effort to provide recognized diplomas to graduating students. An annual report was submitted to the American Culinary Federation and DIG was approved to continue to operate the ACF Culinarian and Sous Chef Apprenticeship Program. The U.S. Department of Labor Office of Apprenticeship completed their follow up audit of the Sous Chef and Culinarian Program and granted a five-year Permanent Program Status to the Detroit Institute of Gastronomy.

During the Winter 2022 quarter, DIG earned Recognition of Quality Culinary Education status from the World Association of Chefs Society. This recognition demonstrates that DIG's education meets the global standard for culinary education and provides enhanced access for students and faculty to educational and networking opportunities.

Mission Statement

Engrained in the operation and the work ethic of all involved in the launch of Detroit Institute of Gastronomy, the Mission Statement was developed in 2018 to set the stage for the development of the Institute. We have continued with the same mission statement during this time and enhanced it with Guiding Values.

“We are committed to providing quality education crafted to build students with well-informed minds, skillful hands, feet that willingly carry responsibility, heads held high with confidence and respect, a heart for hospitality, and the spirit to serve others.”

Guiding Values

Part of the preparedness for a successful life after Detroit Institute of Gastronomy involves self-commitments that ensure the path to graduation or other identified academic goals. Therefore, students, faculty and staff at Detroit Institute of Gastronomy have endorsed the following five guiding E.A.R.T.H. values:

- **Educate** ourselves by asking questions, utilizing resources, and being disciplined to complete what we start.
- **Appreciate** people around you, ingredients you utilize, and skillful work habits.
- **Respect** the process, the systems, and the craft of cooking for others.
- **Transcend** life’s expectations, situations, and implications.
- **Help** develop hospitality in ourselves and others as we grow in service to our community.

The Mission Statement and Guiding Values are discussed during the biannual Advisory committee meetings and have been incorporated into faculty meetings as well.

Competitive Analysis

Continuing to keep a close watch on the activities and competition of post-secondary culinary programs offered in the Southeast Michigan Region, the DIG team works to fill the needs of the community for a quality culinary education through apprenticeship. Post-secondary education continues to be impacted by the same external factors facing Detroit Institute of Gastronomy. Below is a list of schools and programs that DIG feels are competition in the market, both locally and nationally.

Traditional College – Associate Degree Offerings

- Schoolcraft Community College
- Oakland Community College
- Culinary Institute of Michigan – Baker College
- Henry Ford Community College

Career Schools – Diploma Offerings

- Dorsey Culinary Academy – Dorsey College

Distance Education – Certificate Offerings

- Escoffier On-line
- Rouxbe Online Culinary Training

During the Spring 2021, an external education marketing team was hired and conducted an extensive competitive analysis using input from DIG. The Marketing Game Plan including competitive analysis was completed in April of 2021 and can be found here: [Marketing Game Plan – April 2021](#). This marketing plan provided a foundation for the Strategic Plan and an internal marketing plan that was created during the Winter 2022 quarter. The DIG 2022-2024 Marketing Plan can be found [HERE](#).

Using this data, an internal competitive analysis was conducted and below are highlights from this analysis with the addition of specific local knowledge of post-secondary culinary institutions. Strengths and Weakness of the competition listed above have been identified and are as follows:

Competition Strengths

- Proven Track Records/Longevity
- Large faculty and staff
- State funded tuition for community colleges
- Title IV Student Financial Aid
- Additional support resources

Competition Weaknesses

- Hidden costs to attend – lab fees, uniform/textbook charges
- Segmented departments
- Students learn the career and then discover they may not like it.
 - Learning environment does not reflect the industry
- Demanding course schedules
- Lack of “real-world” practical experience
- Complicated websites, information not easy to find

The competitive analysis conducted by the marketing team along with staying in touch with local competition has provided DIG a strong foundation for growth. Administration continues to keep in contact with other institutions to discover areas of opportunity for the entire industry of culinary education.

Understanding the shared struggles in the industry allows a better understanding of how to improve as an institution and identify unique ways to enhance services to help our students. We continue to watch the competition and work to provide a unique, differential program offering to the market through apprenticeship.

“The best part of the course work was having the course work connect directly with the ACF portal. Although it took me some time to get use too, I realized that many of the assignments and lectures correlated directly with what the ACF was teaching to apprenticeships. I found this to be so valuable during my academic culinary training.”

-DIG Sous Chef Graduate, 2021

DIG SWOT ANALYSIS

At the conclusion of the Spring 2022 quarter, the DIG team conducted a SWOT analysis of the school and operation. Many operational insights were discovered during this period and actions have been implemented to improve the educational experience for our students and faculty.

The following analysis reflects the strengths, weaknesses, opportunities, and threats as discovered during this reporting year. Looking back at the previous IER report and building on the areas from that report, this analysis provides a reflection on the institution from Summer 2021 to Spring 2022.

SWOT – Summer 2021 – Spring 2022	
<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Successful graduates. • US-DOL Production Cook program. • ACF Certified Culinarian Credential. • Student wellness support. • Supportive and Positive Faculty and Staff • Comprehensive Training Manuals for Concierge, Mentor and Faculty • Building History – we have been teaching students since 2019. • Demonstrated successful courses. • DIG SMS and LMS simple and easy to learn by first time online learners. • Improved course delivery in LMS • Positive feedback from current and graduated students 	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Limited budget for outreach. • Lack of public - community awareness. • Institution - Mentor-Apprentice communication. • POE development slowed due to lack of enrollment • Distance education’s lack of human connection and therefore accountability in academics. • Enrollment application during step 1 & 2 abandonments. • Working with competitors at events. • Lack of clarity of what the school is to outsiders.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Reduce tuition supported through Soil2Service (parent non-profit) grants/scholarships. • Increase communication channels of Student-Faculty/Mentor-Institution. • Market DIG directly to POE for incumbent worker upskilling. • POE utilizing DIG as added value to hire new workers. • Large companies looking to utilize DIG as an internal upskilling program stall adoption in part due to lack of US DOE accreditation and tuition cost. • Gain students through high school developmental courses. • Develop communication protocols with students 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • Ongoing concerns of pandemic. • Social changes in industry – wages/working conditions. • Reduced community college tuition offered by State of Michigan. • National economic insecurity. • Perception that we are proprietary school • General Public opinion that cooking is a poor career choice. • Students must already possess an internal lotus of control at time of enrollment • Low enrollment to colleges statewide • Lack of Accreditation. • Large companies view us as a vendor and not an educational institution.

Data

DIG collects data from multiple sources with the primary collection occurring through the DIG Student Information System (SIS) and Learning Management System (LMS). Google Adware and Analytics along with Facebook Business Page (Meta) supply outreach and recruitment data.

Institutional information is captured and sorted into four categories: **Population-Demographics**, **Educational Outcomes**, **Outreach-Enrollment** and **Community Impact**. These categories will provide the structure for the strategic plan and quantifiable goal setting for the institution. Additional categories of tracking performance were added into each of these categories primarily in Outreach-Enrollment.

This IER Report data is presented for the Summer 2021 – Spring 2022 quarters and used in goal setting and comparative analysis in determining quantitative performance benchmarks for the institution in comparison to the Summer 2020-Spring 2021 data in alignment with the DIG Strategic Plan.

Population and Demographics

Population

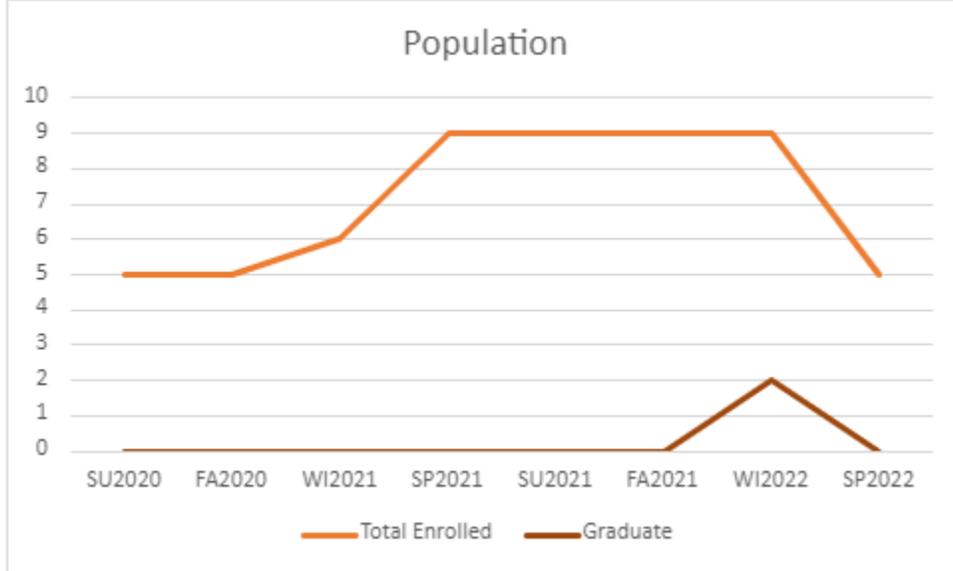
Student enrollment at DIG continues to fluctuate. During the Winter 2022 quarter, the institution graduated its first two students. Retention rates are carefully watched and monitored. While the percentages are low for graduation rate, the total number of students is low which effects the perception of the statistics. At the end of the Spring 2022 quarter, five students were enrolled. This represents a 55% decrease in population from a year ago.

Affordability of post-secondary education plays a huge role in the student population. Many students are uncertain of how to afford education with DIG. While the apprentice model is still a quality method of education, it has been difficult to fully enroll students who are financially stable.

Student Persistence is watched carefully through the retention percentage tracking. The institutional goal is 80% and will be monitored closely as the student population grows. The average retention per quarter for this reporting cycle is 87%.

Graduation rate is calculated by total number of graduates divided by total enrolled students at time of graduation. This provides a simple metric to determine the success of the program. Administration continues to monitor and implement tactics to improve student persistence and ultimately graduation rates.

Population	SU2021	FA2021	WI2022	SP2022
Total Enrolled	9	9	9	5
Withdraw	1	2	2	0
Graduate	0	0	2	0
Retention %	89%	78%	78%	100%
Graduation %	0%	0%	22%	0%

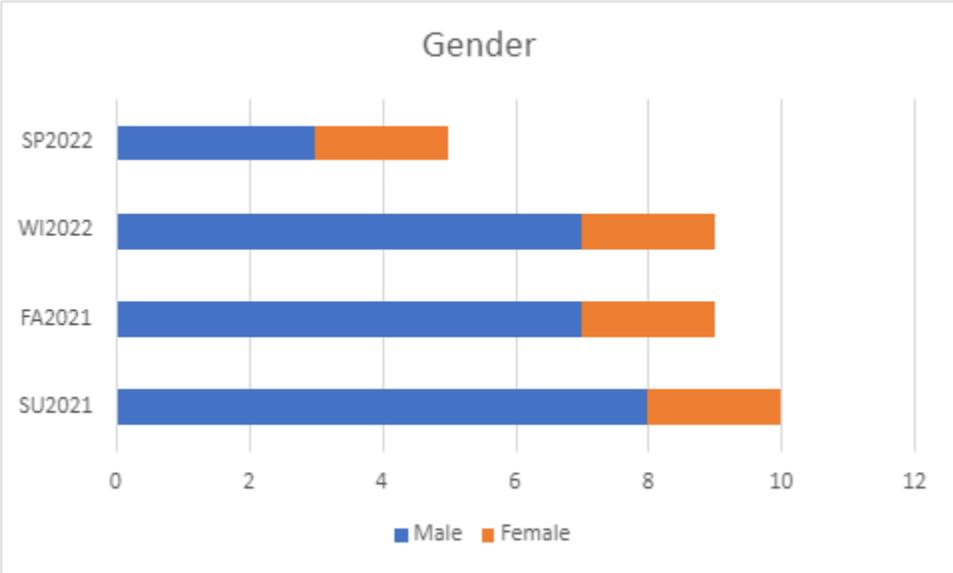
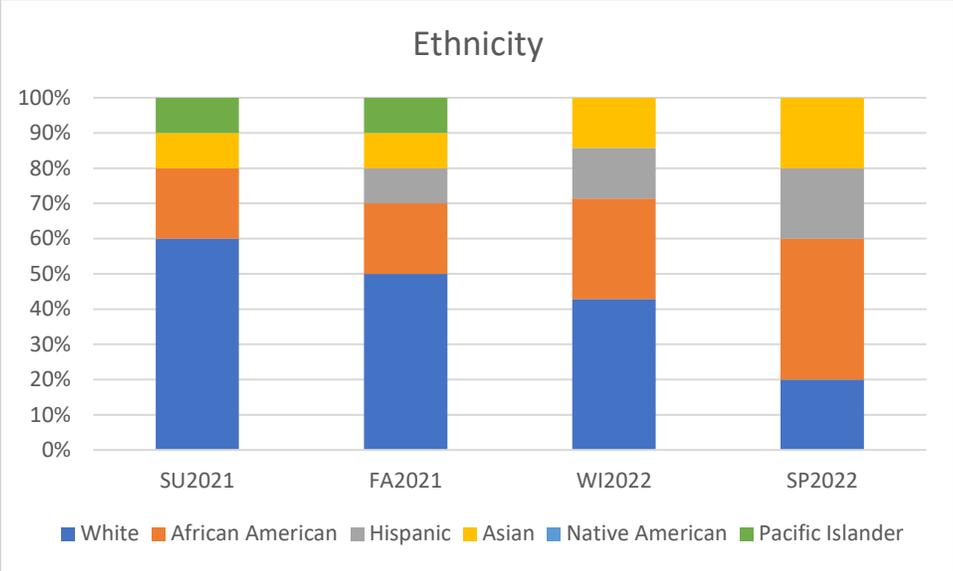


Demographics

DIG continues to have a diverse population that is slightly more diverse than the previous reporting cycle. The Spring 2022 quarter closed with the same percentage of male to female population as previous cycle (66% male).

Students of non-European/white ethnicity made up 80% of the student population at the conclusion of the Spring 2022 quarter with three students enrolled in the state of Michigan, one of those in Detroit and the remaining student enrolled outside the state of Michigan (Chicago and Minnesota).

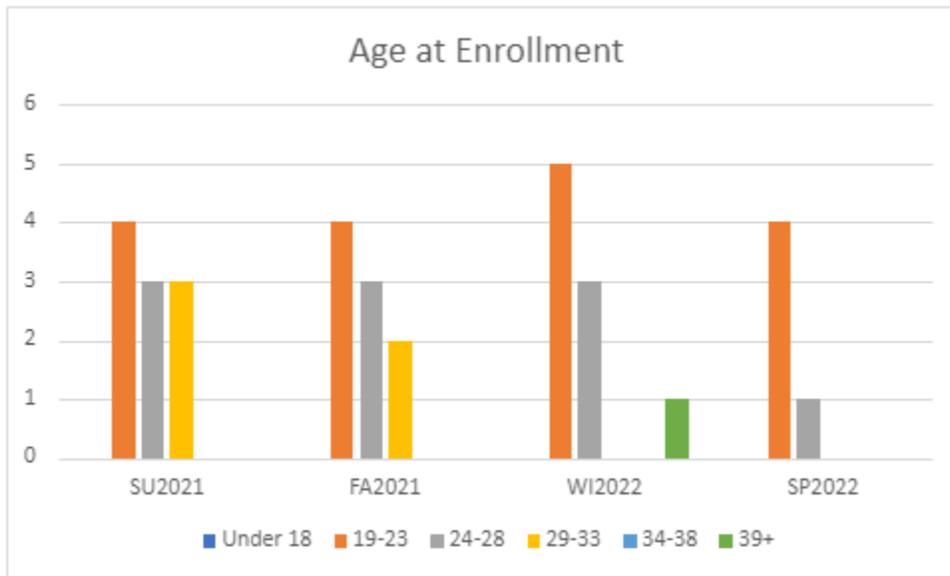
	SU2021	FA2021	WI2022	SP2022
Male	8	7	7	3
Female	2	2	2	2
Ethnicity				
White	6	5	3	1
African American	2	2	2	2
Asian	0	1	1	1
Native American	1	1	1	1
Pacific Islander	0	0	0	0
Location				
In State	6	6	5	3
Detroit	1	1	1	1
Out of State	4	4	2	2



Age

This reporting cycle witnessed little change in age at time of enrollment. We continue to see younger students (under 33) with 100% of the population being under 33. This trend is likely to occur as we continue to focus on recruiting at the high school level. This, in addition to apprentice education requiring employment on day one, the “career changing” student and “part-time” student is unlikely. This data is highly influential in marketing plans.

Age at enrollment	SU2021	FA2021	WI2022	SP2022
Under 18	0	0	0	0
19-23	4	4	5	4
24-28	3	3	3	1
29-33	3	2	0	0
34-38	0	0	0	0
39+	0	0	1	0



Outreach and Enrollment

For tracking purposes, the data will follow total inquiries into DIG via the Classe365, the software program used by DIG for SIS, LMS and Customer Relation Management (CRM) functions. Via the web form submission, “inquiries” trigger additional information to be sent to the individual containing website link, catalog link and direct link to the first step in the application process.

The following leads are tracked in the DIG system

Website Quiz –

Provides first name and email

SOURCE: Website

Learn More –

First and last name, email and phone number are supplied

Goal is to convert to an inquiry or step 1 application

SOURCE: Facebook, Instagram, Website

Inquiry –

More detail about their goals and what they are interested in are captured in this form

Goal is to convert to step 1 application

SOURCE: Website

These three lead capture methods were solidified and streamlined during this reporting cycle. These sources are carefully monitored on a daily basis for results driven performance. Adjustments are made daily based on the performance of outreach campaign materials to deliver leads through these channels.

The application process for enrollment into DIG remains the same and is as follows:

Step 1 –

Submitted via webform

- Directory Information
- Two references for DIG to contact
- Upload a picture
- Answer verification question on receipt of information

Step 2 –

Upload the following information to a designated link.

- Government ID
- Social Security Card
- One written 650-Word essay or Video essay on a choice of topics –
 - Why enroll with DIG
 - Personal Growth/Overcoming an obstacle
 - Why you want to become a chef
- One letter of recommendation
- Proof of High school graduation or GED Completion
- Pre-enrollment Knowledge Check
- Resume

To assist in the application process, a detailed webpage was developed to help guide the potential student through the process of application. This website link is sent to the student once the inquiry is submitted to help clarify the requirements and the reason behind the need for them.

[Application for Enrollment](#)

The use of a scheduling app was introduced to help facilitate appointment setting along with increased use of system SMS messaging to contact leads.

Recruitment

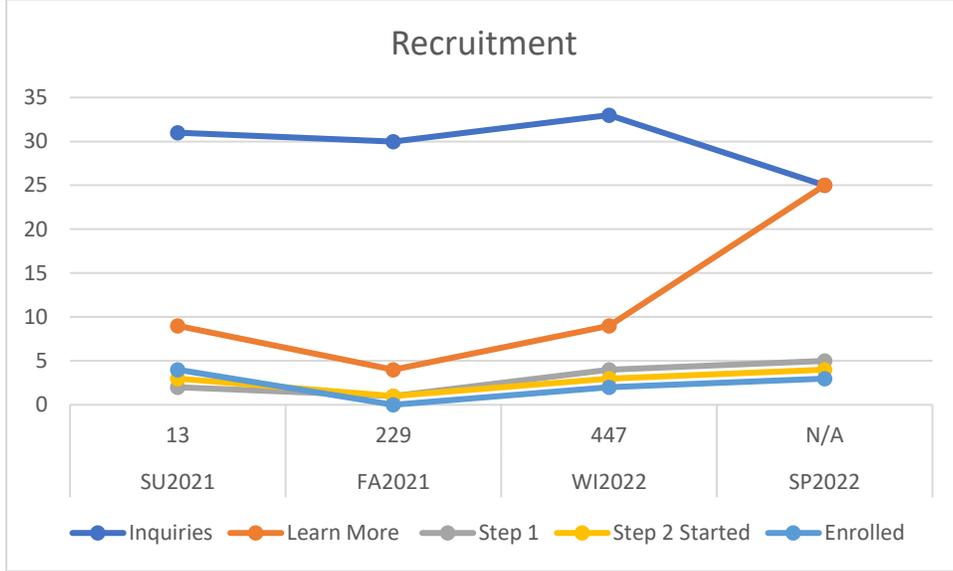
For tracking the effectiveness of the follow up on inquires and progress through the application process, conversion rates have been established of “Inquiry to Step 1” and “Step 1 to Step 2.” This reporting cycle marks a transition from the implementation of a third-party service to internal marketing efforts. During the Winter 2022 quarter, the third-party service was ended, and DIG hired its first part time concierge position as outlined and targeted in the strategic plan.

Internalizing the marketing has given the institution more control over the messages and financial targeting for outreach. While the volume of leads leveled off, the quality of the leads has increased allowing the conversion rates to be more in line with the current operational structure of DIG.

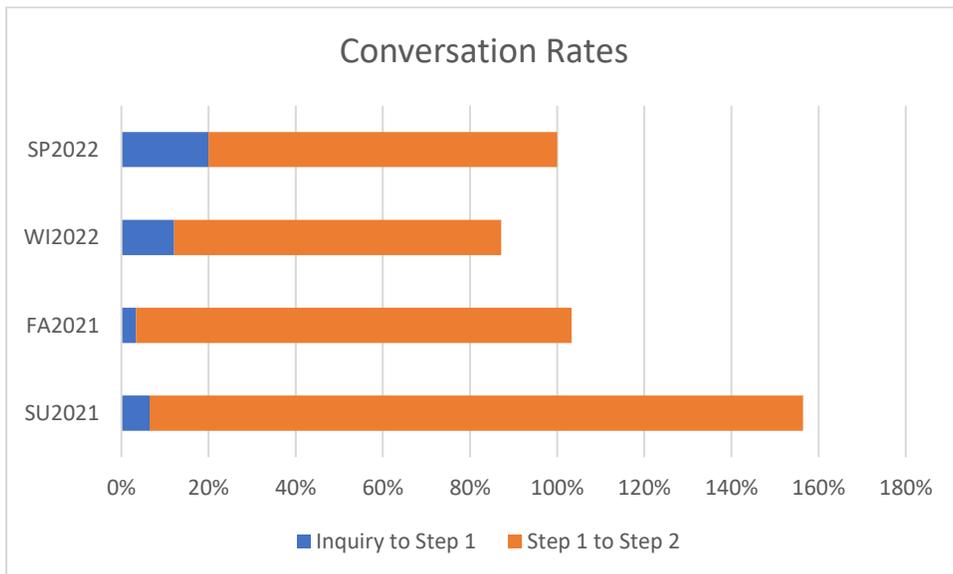
During the Spring 2021 recruitment cycle for the Summer 2021 start, 31 inquiries were completed with a 6% conversion rate to Step 1 and a 150% (Previous quarter applications completing the process create conversation over 100%) conversion rate from Step 1 to Step 2 resulting in 4 enrollments. The Fall 2021 to Winter 2022 enrollment cycle resulted in 30 inquires leading to an 3% conversion to step 1 and a 100% conversion to step 2 from step 1 resulting in 0 student enrollments. When the results from the third-party resulted in zero enrollments, administration provided them one final opportunity to generate leads and conversations. After a final 60 days, the contract was ended, and internal marketing and outreach was assumed.

Winter 2022 to Spring 2022 resulted in 33 inquiries reflecting a 12% conversion to step 1 and a 75% conversion from Step 1 to Step 2. Spring 2022 to Summer 2022 resulted in 25 inquiries and 25 learn more submissions. These 25 inquiries resulted in a 20% conversion rate to Step 1 and 80% from Step 1 to Step 2 resulting in 3 enrollments. These numbers are more in line with the goals and previous performance metrics of DIG.

Recruitment	SU2021	FA2021	WI2022	SP2022
Third Party - EH	13	229	447	N/A
Inquiries	31	30	33	25
Learn More	9	4	9	25
Step 1	2	1	4	5
Step 2	3	1	3	4
Enrolled	4	0	2	3



Conversion Rates	SU2021	FA2021	WI2022	SP2022
Inquiry to Step 1	6%	3%	12%	20%
Step 1 to Step 2	150%	100%	75%	80%



Outreach

Leveraging money spent on outreach in a more analytical manner has shown great success in our exposure in the digital space. During this reporting cycle, by internalizing outreach, we have successfully grown our website visits, social media audiences and video views. The chart below indicates the quarter the DIG took over outreach and dedicated more resources to increasing awareness. The following outreach channels are used:

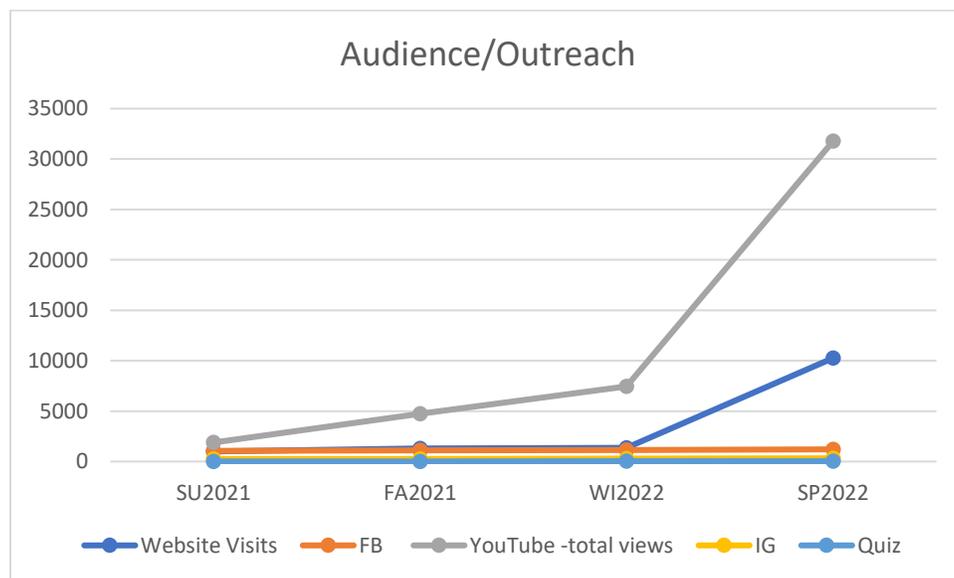
[DIG Website](#)

[DIG Facebook](#)

[DIG Instagram](#)

[DIG YouTube](#)

Continuing to monitor performance and closely watching the results of each campaign, we are able to determine the most effective messaging and campaigns. Over time, this method of outreach is developing a better understanding of our audience and will improve over time. We look forward to creating more campaigns and leveraging successful outreach methods to increase awareness, outreach and ultimately conversation.



Social/Website	SU2021	FA2021	WI2022	SP2022
Web site Visits	363	244	777	615
FB	800	980	1000	1029
YouTube – total views	62884	7972	76593	10980
IG	125	210	215	239
Quiz	0	11	28	35

Outreach to high school programs continues to be a focus for DIG Administration. During this cycle, five high school presentations were delivered in person ranging from conversations and presentation to cooking demonstrations. Other initiatives included grassroots, boots on the ground community conversations at local markets through Soil2Service (the parent company to DIG). These markets provide an opportunity to increase awareness of the offerings provided by DIG to the community.

These efforts along with participating at veteran job fairs have helped increase the overall awareness of DIG on a local and national level.

Presentations	SU2021	FA2021	WI2022	SP2021
High School	1	0	2	2
Other/Open House	0	1	1	0
Additional Outreach				
Email Campaign	0	0	0	0
Direct Mail	0	0	0	0

Student Support

To provide the student with guidance and support during active enrollment, DIG has identified two areas which can positively impact the success of the student.

The first area identified is the navigation of post-secondary education. Students require support and direction to be successful in meeting the many benchmarks in a hybrid apprenticeship program. The remedy for this was created as the Concierge program. From the time of enrollment, the student is assigned a concierge team member. The concierge team member is an employee of DIG and is responsible in supporting the student during their entire journey to graduation. The student has a constant go-to when there are questions etc.

The second area identified is the student's personal wellbeing. While this is beyond the expertise of the DIG team, a third-party support team was enlisted to support the students. Added stress of post-secondary education can be a challenge for students. For some, it can drive them to a breaking point in the delicate balancing act of life, academics, and work. For those in need, DIG works with Team Wellness Center, a premier provider of mental health services. Professional coaching is also available to students from Be Better Coaching.

Educational Outcomes

To establish baseline metrics for tracking of overall institutional effectiveness of educational outcomes, the following categories of data are tracked:

Courses Offered

Number of courses (On the Job Learning and Related Training Instruction) offered in comparison to total population. This will allow the team to evaluate the need for additional faculty and gauge student progress in relation to pace of completion (POC). More courses offered would indicate a larger student population progress with a good POC. Larger population with less courses offered may indicate poor student success once DIG is under operation for multiple years.

During this reporting cycle, the number of classes offered in relation to the ratio of 1 OJL to 2 RTI courses for a full-time student was skewed due to students having to retake OJL classes due to poor academic performance and lack of skill documentation. This coupled with students not being able to complete these courses during the industry shutdown caused by the pandemic increased the number of OJL to RTI offered in Summer 2021 and more RTI being offered in Fall 2021. The additional OJL courses allowed for students to complete the program on time.

Course	SU2021	FA2021	WI2022	SP2022
OJL Offered	3	2	3	4
RTI Offered	8	7	6	2
Population				
Enrolled	9	9	7	5
Graduate	0	0	2	0
Withdraw	2	2	3	0

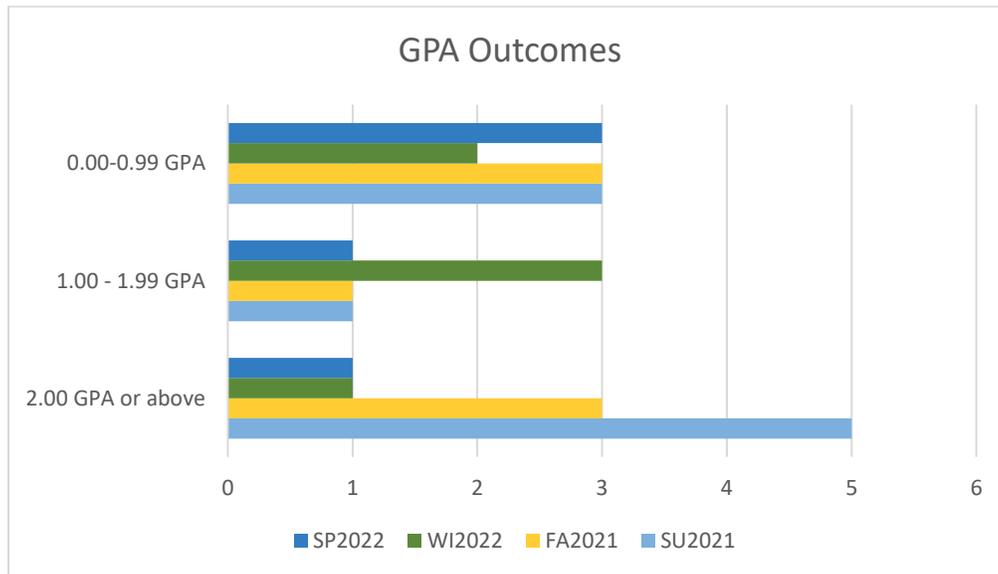
While DIG celebrated the success of its first graduating students during this cycle, the poor academic performance of students provided an opportunity for reflection for the institution as addressed in goals and reflections on performance later in this report.

Outcomes

In addition to the Faculty Annual Performance Reports completed at the end of the cycle, run on a Summer (July) to Spring (June) cycle, Grade Point Average (GPA) is tracked for the overall student performance and outcome measuring.

Student mental health and wellness proved to be a concern for the student body during this cycle which impacted academic performance. Many students mentioned their struggles with finding motivation to complete assignments and tasks in the program while still commenting on their enjoyment of being enrolled. The academics performance of students during this cycle impacted overall student population and successful educational outcomes.

Outcomes	SU2021	FA2021	WI2022	SP2022
2.00 GPA or above	5	3	1	1
1.00 - 1.99 GPA	1	1	3	1
0.00-0.99 GPA	3	3	2	3



Student Academic Performance (SAP)

SAP tracking is another method that will determine the effectiveness of education outcomes. As the student population continues to grow, this will allow the IER to determine tactics to improve both academic performance and pace of completion. During this reporting cycle, multiple students were placed on academic warning and ultimately suspend from the program due to poor academic performance. We look forward to their return when their suspension is over.

SAP	SU2021	FA2021	WI2022	SP2022
Probation	4	4	2	1
Suspension	1	0	1	3
Return from Suspension	1	1	0	0

Professional Certifications

Student educational outcomes based on professional certifications offered is another metric of institutional effectiveness. Nine certifications are offered throughout the two-year Sous Chef program. All these certifications are administered through third party organizations allowing for impartial assessment of student knowledge. During this reporting cycle a curriculum review was held, and certifications offered early in the program were removed to later portions of the program to facilitate less academic stress on students in classes. Additional certification opportunities were added to help strengthen the DIG Student Outcome portfolio.

Professional Certifications include the following –

- **Quarter 1 –**
 - World Food Safety Organization – Safe Food Handler
 - World Food Safety Organization – Essentials of Food Hygiene
- **Quarter 2 –**
 - NRAEF – Allergen Awareness
- **Quarter 4 –**
 - ACF – Certified Fundamental Cook (Written and Practical Exams)
- **Quarter 5 –**
 - NRAEF – ServSafe Manager Level
- **Quarter 6 –**
 - CSIA – Customer Experience Professional Certification
 - ACF – Certified Culinarian (Written and Practical Exams)
- **Quarter 7 –**
 - World Food Safety Organization – HACCP Level 1
- **Quarter 8 –**
 - ACF Certified Sous Chef (Written and Practical Exams)
 - *At time of graduation pending successful completion of the full program*

Leveraging the expertise of these third-party organizations in exam development, DIG tracks the number of certification exams offered during a quarter and the number of successful passes. Separately, ACF Certifications are being tracked separately to provide an overall picture of student outcomes. During this reporting cycle, three ACF Certifications were attempted, both written and practical examinations and resulted in a 100% success rate.

Professional Certs	SU2021	FA2021	WI2022	SP2022
Number Attempted	16	2	6	2
Number Success	11	2	3	2
ACF Certs Attempted	0	2	1	0
ACF Certs Successful	0	2	1	0

The success rate of overall certifications attempted was tracked and reflected impressive results with all four quarters resulting over a 70% pass rate. This is exactly the same average success rate over four quarters as the previous year's report. 70% has been determined to be the institutional benchmark for non-ACF certification exams.

Professional Certs	SU2020	FA2020	WI2021	SP2021
Success Rate	69%	60%	50%	100%
ACF Success Rate	N/A	100%	100%	N/A



Course Surveys

The final educational outcome metric that will be tracked is the completion of Course evaluation surveys. Utilizing the DIG SIS/LMS we are able to track surveys on a quarterly basis based on courses offered and communicate the availability of these surveys through the system.

As more and more course surveys become available, we are noticing fewer students completing them. This continues to be identified as a critical focus for the DIG team to improve the completion rate of course surveys.

Course Surveys				
Completed	6	5	1	3
Available	99	81	63	12
Percent Complete	6%	6%	2%	25%

This valuable feedback allows the team to improve the educational experience for both students and faculty while continuing to enhance operational activities. Average submission rate for this reporting cycle was 10% as compared to an average from last cycle of 5%.

A screenshot of the Winter 2022 survey is below followed with some comments from students:

Form: Student Course Survey Winter 2022

Filter

ID	Winter 2022	Would you recommend this course to a friend?	Did you achieve, or will you have achieved up[...]	How knowledgeable was your instructor in the [...]	How clearly did your instructor explain the c[...]	How concerned was your instructor that studen[...]	How easy was it to find information for the c[...]	How well did your instructor answer students[...]	Was the speed with which your instructor pres[...]	How helpful were the assignments to your unde[...]	Any areas where your instructor did particularly well? Any areas of improvement for your instructor?	Any other comments?	First name	Time
<input type="checkbox"/> 1711 (/14/admin/forms/view-submission/1711)	MAT 1021 Fundamentals of Math	Somewhat Likely	Yes	Extremely knowledgeable	Very clearly	Extremely concerned	Very Easy	Extremely well	The right amount	Very helpful	Personally, I am a visual learner. I sometimes need to see what your talking about. Through visual examples (animation, demonstration, etc.)			(/14/ submission/1711)

Summer 2021:

In my opinion, pace for this class alone was about perfect; for me, the difficulty came after the accumulation with the curriculum from the other courses and a busy work schedule.

Chef Hooper was very responsive and seems to be really concerned about each student learning the material.

Really enjoyed hearing his insight from his experiences and his lectures. His lectures and slideshows were a big help in understanding the material.

Fall 2021:

Really enjoyed the in-depth lectures on the various aspects that affect the culinary industry. Will continue to keep those lectures as resources in the future.

Really enjoyed the lectures and interviews. I would recommend more third-party perspectives through interviews.

Great class!

Spring 2022:

The instructor was concise in his assignments and wants for the course. The only improvement might be a video on the tools and basic knowledge for WordPress.

The instructor was very passionate about Garde Manger theory.

Community Impact

As an educational institution operating under as a non-profit under a federally registered 501c3 organization, Soil2Service Inc., the impact that DIG can offer the community is another measure of institutional effectiveness. The community that is impacted through DIG includes, the hospitality industry employers, the local population in Metro-Detroit and the workforce of the culinary industry.

These benchmarks are tracked through the following metrics: Total Registered Places of Employment (POE), Total POE with apprentices, Average hourly wage of current apprentices, Total number of mentors that are ACF Certified, Events that DIG participates at run by Soil2Service or other community organization events.

Places of Employment (POE)

Registering a food service operation as a partner place of employment shows that the operation is committed to building a quality, trained workforce and is committed to enhancing the overall skill set of the industry. DIG strives to build a solid foundation of POEs to ensure that it can provide options for apprentice education. Continued growth of POEs is a clear sign of the need for a trained workforce. We continue to develop and enhance partner places of employment to place our students in quality hospitality operations.

POE	SU2021	FA2021	WI2022	SP2022
Total POE	29	29	28	28
Total POE with Apprentice	9	9	7	2

Average Apprentice Wage

The hospitality industry has a history of underpaying the workforce. Through apprenticeship, the worker can earn money and drive the quality of work therefore increasing the wage. Creating a platform for a student to earn a living wage while attending school is the model and a driving force behind DIG. The reporting period average apprentice wage was \$15.38 per hour. This represents a \$1.26 per hour increase over the last reporting cycle. The current Michigan minimum wage is \$9.87 per hour. We look to continue to increase the hourly wage for our apprentices through skill and knowledge development in efforts to impact the industry and hire apprentices in or above the average hourly rate.

Wage	SU2021	FA2021	WI2022	SP2022
Average Hourly Rate	\$14.67	\$15.83	\$15.25	\$15.75

Outside economic influencers effect the hourly wage for the industry. Administration continues to hear from places of employment that they want to invest in employees/apprentices that they can train and grow and are willing to pay a livable wage for their commitment to the culinary industry.

ACF Certification

Mentors at POEs are an imperative piece of DIG apprentice education. We hope to not only develop the workforce at our partner POEs but also the mentors. Those mentors that are not certified through the ACF will be offered the ability to become certified through DIG when financial resources are able to support this action. Once resources are available, we will begin to focus more on the development of mentors. Currently a partnership has been established with the American Culinary Federation to offer discounted professional memberships to all employees at our POEs.

ACF Certification	SU2021	FA2021	WI2022	SP2022
Number of Mentors	9	9	7	3
Certified Mentors	1	1	1	0

Events

DIG’s involvement in community events, run by Soil2Service and other organizations not only create a positive impact in the community but also provides an educational opportunity for students to gain experience in a different operational setting. DIG and Soil2Service continue to seek opportunities for student apprentices to participate in events to help the community.

Twelve opportunities were available to students during this cycle ranging from cooking demo support, cooking and serving for guests at events and cooking classes offered through Soil2Service with the support of a grant from the ACF Chef and Child Foundation. We continue to provide these external opportunities for the students of DIG.

Events/Workshops	SU2021	FA2021	WI2022	SP2022
Soil2Service	3	1	4	4
Other Organizations	0	0	0	0

Pre-Apprentice Program

A goal outlined in the previous IER was to develop and launch a Pre-Apprentice program to help targeted communities develop basic culinary skills to enter the work force and successfully enroll in DIG.

During this reporting cycle, a partnership with National Food Group was confirmed to fund a cohort of returning citizens in the pre-apprentice program. Working with the Michigan Department of Corrections, we attempted to fill a class but were unable to secure commitments for the course. The Summer 2022 quarter will be the next attempt to run a pre apprentice class.

Multiple community partnerships have been established to grow awareness of this opportunity. We look to continue to offer the Pre-Apprentice Program contingent on funding sources and community need. DIG will track the participant enrollment, completion, and enrollment from the pre-apprentice program.

Pre-Apprentice	SU2021	FA2021	WI2022	SP2022
Began Program	0	0	0	0
Finished Program	0	0	0	0
Enrolled	0	0	0	0

Influence of Data on Strategic Plan Goal Determination

Goal Performance

Comparing this reporting cycle's performance against the Summer 2020-Summer 2021 IER goals has helped DIG establish performance benchmarks for the Summer 2022-Spring 2023 cycle. An analysis of goals verse performance is outlined below.

Using the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) acronym for goal development allows the DIG team to create realistic goals and actions. Reflecting on the performance of this reporting cycle in comparison to the last will allow the formation of new goals that align with the Strategic Plan for the Summer 2022-Spring 2023 IER. From these SMART goals, the actions to achieve are developed, targeted baselines are established, and performance is monitored.

The SU2020-SP2021 Goals are analyzed in this report through performance data compared to **Baseline** data, efforts applied to the **Actions, Reflections on the Outcomes** and finally **Development and Next Steps** for these goals.

SU2020-SP2021 Goals:

Area: Population and Demographics

Goal 1: Increase Student Population

Area: Outreach and Enrollment

Goal 2: Increase Awareness of DIG through digital platforms

Goal 3: Increase conversion rate.

Goal 4: Increase overall GPA of courses

Area: Education Outcomes

Goal 5: Increase Student Course Evaluation Survey Submissions

Area: Community Impact

Goal 6: Enhance mentor and apprentice connectivity and engagement

Goal 7: Begin Institutional Accreditation Process with DEAC

Population and Demographics

SU2021 – SP2022 Goal 1: Increase Student Population

Base line: 15 students – Spring 2022 end

Quarter	Summer 2021	Fall 2021	Winter 2022	Spring 2022
Total Population	9	10	13	18

Actions to Achieve:

- Work closely with applicants that complete Step 1 with tools to support submissions.
 - The team did work on applicants completing the Step 1 application and increased Step 1 applications
 - The dedicated web page was completed with additional resources for applicants in the Step 2 application process
- Continue to increase inquiries into the system through outreach.
 - Changed marketing and outreach strategies
 - Internalized marketing
- Work closely with selected community partners to enhance awareness.
 - Continued to participate with community partners in outreach at events

SU2021 – SP2022 Actual

Quarter	Summer 2021	Fall 2021	Winter 2022	Spring 2022
Total Population	10	9	9	5

Reflections on Outcomes:

There is a consistent theme for students stopping the enrollment process: financial

The first financial obstacle is the conversation between the concierge and the prospective student discussing that our program is not title IV eligible. The second financial obstacle is the \$100 commitment fee assessed when the student has completed the application and it is accepted.

The third financial obstacle supports the withdrawal of enrolled students. It happens when the student starts making monthly payments. It seems that enrolled students who struggle with time-management begin to skip class requirements and focus on working. The more classwork that they miss, the less value they receive from the academics. The value proposition of education becomes difficult to discuss when enrolled students are paying for education that they are not participating in. The decreased value directly equates to their willingness to make payments. These students end up with money owed, poor grades and a willingness to withdraw.

There are three additional areas beyond money that contribute to the withdrawal of enrolled students and ultimately impacts student retention. The first observation is that when a student is not performing well academically, they earn probation status. While on probation, the student works to meet the academic requirements and remove the probation status. If the student's goals are not met, the student moves into suspension for 1 academic quarter. This means the student is enrolled in school but not into any classes. After the suspension the student returns to take classes and meet the SAP requirements. If the student still does not meet the SAP requirements, the student is placed on a 1 academic year suspension. Provided all the student's SAP requirements (including MTF) can be achieved, the student returns to take classes and meet the SAP requirements. During this academic reporting year, we had 3 students in the suspension process.

The second is slow enrollment. People like to go where people are. The buildup and excitement of joining school deflates a bit when they learn that they are the only one that has made this choice.

The third is in the classroom. More students in a virtual class increases engagement, networking, learning, and idea sharing. Single student courses are difficult to keep engaging for a full 12 weeks.

Development and Next Steps:

One of the keys to successful retention beyond the financial aspect is student engagement. Each faculty member should be reminded to work on engaging their students in the virtual classroom. The idea of keeping communication consistent, often, educationally fun, and accountable, can provide the student with stability to successfully challenge the curriculum.

From the Advisory Board:

Being an apprentice at a location with 4 or 5 other culinary apprentices or classmates is more of a "college type of experience" that I think most students want. It's hard if your solo and struggling with a class, no one wants to be that guy asking for help, and find it easier to quietly drop out. By having at least, a couple students at the same POE might help with retention. Perhaps looking at partnering students up at a POE would be beneficial. They could keep each other on track, study groups etc., just basic socializing with likeminded people. We all know how competitive people can be when doing the same thing. Everyone wants to be the starting quarterback, put them together and they will be more likely to stay and succeed.

Outreach and Enrollment

SU2021-SP2022 Goal 2: Increase Awareness of DIG through digital platforms.

Base Line: 159 visitors to website/646 total audience size on social platforms

Quarter	Summer 2021	Fall 2021	Winter 2022	Spring 2022
Total Visits	300 +	350 +	400 +	450 +
Social Audience	1300 +	1400+	1500 +	1700+

Actions to Achieve:

- Relaunch YouTube marketing.
 - Created multiple versions of video ads on YouTube to drive awareness
 - Ran multiple testing groups for audience sectors
- Launch Snapchat marketing.
 - Ran campaign twice during last months of recruitment for Fall 2021 and Winter 2022 quarters
- Cycle new awareness videos into social campaigns.
 - Launched all new campaign in Winter 2022
 - Created and drove certification video on social channels

SU2021 – SP2022 Actual

Quarter	Summer 2021	Fall 2021	Winter 2022	Spring 2022
Total Visits	1002	1292	1360	10261
Social Audience	1307	1379	1431	1527
YouTube – views	1882	4737	7458	31776
Quiz Takers	8	17	25	28

Reflections on Outcomes:

Our marketing campaign is small and fits in with our small school budget. Fortunately, over time, our audience is growing, and the use of social media is becoming more focused and productive. Grass-roots marketing through HS presentations and community cooking classes/demonstrations will continue. This marketing avenue allows us to meet in-person people that could be interested in an apprenticeship culinary education.

Development and Next Steps:

We will begin reviewing the Marketing Plan in relation to the performance of this reporting year. Comparing the actual performance and message to what was planned will allow this high-level overview to be purposeful in the evaluation of what has been working as well as the creation of the next series of campaigns.

Continue to place ads in the local food magazine edibleWOW. While this publication does not target our direct student demographic, it does provide the community with awareness of the program and credibility in line with the educational focus of the magazine's content.

SU2020-SP2021 Goal 3: Increase conversion rate.

Base Line: Since the last reporting cycle, the conversion rate has remained the same. The goal was determined to be as follows:

- Inquiry to Step 1 – 22%
- Step 1 to Step 2 – 40%
-

Actions to Achieve:

- Develop strong lead generation campaigns.
 - Through internalizing marketing efforts, we began the process of strong lead generation. The increased lead flow during the second half of the reporting year reflects the results.
- Communicate with perspective students prior to having them submit an inquiry to ensure they understand the program.
 - Efforts to provide additional information on the website and explain apprentice education through social media channels has helped in informing potential leads what makes DIG unique
- Create more detailed content on the website explaining the program, enrollment process and financial options.
 - A financial calculator, support resources and additional application information has been added to the website.

SU2020 – SP2021 Actual

- Inquiry to Step 1 – 10%
- Step 1 to Step 2 – 89%

Reflections on Outcomes:

The number of inquiries to Step 1 conversions dropped below the benchmark of 20%. Primarily this is in direct reflection to more inquiries coming into the institution. While this conversion rate is low, the Step 1 to step 2 conversion is outperforming previous reporting cycles by 100% indicating better perspective applicants in the step 1 pipeline.

Development and Next Steps:

The key to increasing the conversion rate is to focus time and energy in the follow-up of every lead. This means that it is time to hire a part-time concierge team member with the goal of converting inquiries into Step 1 applicants.

Educational Outcomes

We continue to fine tune our efforts in educational delivery modalities and content creation. Educational outcomes are a priority for all staff at DIG. Reflecting on these numbers allows the administrative team to focus on developing target goals and actions to improve student performance.

SU2020-SP2021 Goal 4: Increase overall GPA of courses.

Baseline: Below 20% of active population on Probation

Actions to Achieve:

- Expand Faculty.
 - During this reporting cycle DIG was able to hire a part-time faculty member for one quarter.
- Hold Curriculum review session to determine areas of opportunity within the entire program to prepare students for success.
 - A curriculum review session was held and changes to the curriculum content placement began. Each faculty meeting now includes a focus on curriculum to discuss areas of opportunity.
- Increase information to new students on access and expectations.
 - Virtual, live orientations for new students began during this reporting cycle to allow for a deeper understanding of administration expectations to new students while developing excitement for the program.
- Investigate streamlining platforms to increase user accessibility.
 - Multiple companies were contacted to explore the potential for a streamlined platform and improving the user experience for skills and hours tracking. No decisions have been made.

SU2021 – SP2022 Actual

Average Active Population on Probation

Average Population for four quarters = 7.5

Average number of students with GPA below 2.00 = 2.125

Average Percent on Probation = **28%**

Reflections on Outcomes

Not all, but some of the students join our program without previous post-secondary education. While students with previous education seem to have an easier time acclimating to the academic curriculum, it does not predict their retention in the program.

Population	SU2021	FA2021	WI2022	SP2022
Total Enrolled	9	9	9	5
Enrolled with some post- secondary education	3	2	1	1
Enrolled with post-secondary degree or certification	1	1	2	0
Total %	34%	34%	34%	20%

We will continue to track these numbers to determine if there is a correlation to students with previous post-secondary education having a higher CGPA.

Development and Next Steps:

The intention of any hybrid school is to make the function, navigation, and logic of the programs simple and easy to understand. The place to challenge the student is in the curriculum. We have had many complaints from students and mentors directed at the American Culinary Federation Hours and Skills tracking platform. It is consistently slow to load pages, difficult to navigate for information and not always 100% accurate. For these reasons, which we believe reflect poorly on the Detroit Institute of Gastronomy, we will be seeking an alternative hours and skills tracker.

To build student’s academic habits early in the program we will investigate ways to create a stronger connection and engagement in the first few classes with the student, mentor and instructor.

- Get the mentor up to speed with what is happening in the classroom with weekly email updates and in-class assignments that require the student to engage with the mentor.
- Develop a weekly check-in activity in the CUL 1010 course.

SU2020-SP2021 Goal 5: Increase Student Course Evaluation Survey Submissions

Baseline: 10% submission rate

Actions to Achieve:

- Continually remind students in classes and through external channels.
 - All faculty members posted in their courses the availability of course surveys.
- Post on Announcement board three weeks prior to Survey release.
 - This was achieved along with SMS messages being sent to all students with a reminder.
- Create an annual Student Satisfaction Survey to determine overall institutional performance from students in addition to course specific data.
 - Annual Student Satisfaction survey was created and delivered during this reporting cycle.
- Share results of the survey data with students to show actions on input.
 - Along with sharing data, the first Student Symposium was held in the Spring to garner student input and provide motivation from outside professionals.
- Establish a random drawing for all students to enter who complete all surveys in the quarter.
 - This was attempted and led to no improvements in survey submission

SU2021 – SP2022 Actual

Average 10% completion rate for the four quarter.

Reflections on Outcomes

This is a huge increase in submission rate from the previous year. While the 10% submission rate does not meet the expectations of the administration, the previous year average was 5%. We will continue to remind students of the value of their feedback in institutional performance improvements. We believe the faculty reminders are key to the success of completion.

Development and Next Steps:

The survey is anonymous which makes it difficult to hold any individual student accountable. We could spark interest in completing the survey if we created a goal that the student body could strive for collectively. At this point the students are not inspired to provide honest course feedback. For example: We have 14 days to reach 50 submissions!

Community Impact

As a non-profit education institution, DIG continues to strive to make a difference in the community. As stated, DIG looks at the community as both the general community and the hospitality industry community.

SU2021-SP2022 Goal 6: Enhance mentor and apprentice connectivity and engagement.

Base Line: 70% of mentors with apprentices at POEs, registered in system.

Actions to Achieve:

- Send invite links to all mentors to register in the LMS and continue to remind them.
 - The POE/Mentor on boarding process has been clearly established. New mentors have begun to register in the system while we continue to register existing mentors.
- Create a Mentor Manual – Handbook.
 - The Mentor Handbook has been created and sent to all existing Mentors and is included in the on boarding process.
- Investigate a platform to develop a network for mentors to connect to each other and provide additional support material when needed.
 - This action was explored, and a platform identified but no other action was taken.

SU2021 – SP2022 Actual

Spring 2022 quarter ended with all active student apprentice mentors registered in the DIG LMS system.

Reflections on Outcomes

The process to register mentors and train them has improved with the development of the SMS on boarding and the mentor handbook. It is evident based on conversations that the mentors are getting a better understanding of the program and requirements of apprenticeship.

Development and Next Steps:

Continue to develop the mentor/apprentice skills gallery course in Classe365 LMS. This meets all the criteria for connection, resources, and communication.

The next step in the development of the mentor is to increase the understanding of ACF certification from practice to successful completion. The better equipped the mentor is to support the student's preparation for all three levels, in theory, the greater the pass rates.

Goal 7: Begin Institutional Accreditation Process with DEAC

Baseline: Finalize Initial Application Material by the end of the SU2021-SP2022 Cycle

Actions to Achieve:

- All DIG Directors complete the Accreditation training through DEAC.
 - All directors completed the training
- Develop a list of projects and assign to project leads.
 - During this reporting cycle, the SER has been completed with all projects assigned and completed.
- Create an Accreditation Support team from outside the organization to provide input and review.
 - The Accreditation Advisory team has been created and review of the SER began in Spring 2022.
- Create the 2022-2026 Strategic Plan.
 - Working closely with the Soil2Service BOD, the 2022-2026 Strategic Plan was created.

SU2021 – SP2022 Actual

While the application and SER have been compiled, we did not achieve the goal of finalizing the application at the conclusion of this reporting cycle.

Reflections on Outcomes

A portion of the SER includes a financial audit to be conducted over the previous two years. Administration ran into many obstacles in identifying an audit firm able to meet the needs of this request. Through the development of the Accreditation Advisory Team, we were able to contract an audit firm to complete the financial audits of 2020 and 2021. At the time of this report, we are still waiting on the audit to be completed.

Development and Next Steps:

Once the financial audits are complete, the Accreditation team will review the application for completeness and then submit to the DEAC.

Strategic Plan Goals from the IER

Goals for the SU2022-SP2023 IER have been compiled to meet the larger institutional strategic plan goals. While they remain similar, specific goals to increase overall performance have been identified in this IER. The pillar from the Strategic Plan along with the Initiative have been identified for all IER Goals.

Population and Demographics –

Pillar: M-Memorable

Strategic Plan Goal: Increase student population through memorable experiences

IER Goal 1: Increase Student Population

Base line: 20 students – Spring 2023

Quarter	Summer 2022	Fall 2022	Winter 2023	Spring 2023
Total Population	7	10	16	20

S – Striving to provide incredible customer service from the time a lead comes into the system, through the enrollment process and onto their educational experience will allow DIG to continue to grow population with referrals. Ensuring that every active student receives exceptional customer service will be a key to strategically meeting this goal.

M – During the summer 2022 quarter, DIG had a student population of 7. This is a strong starting point to measure the success of attaining this goal. Metrics on lead flow performance and conversion rates are carefully measured on an ongoing basis.

A- Keeping with incremental growth and adding two to five new students per quarter while retaining current students is an attainable goal while considering some withdraws. Working with partner places of employment will allow us to attain this goal in referring some of their existing workforce to join the education process.

R- Larger student enrollment will allow for DIG to improve systems, increase faculty and support while ensuring successful future of the school.

T- Student population will be monitored closely on a weekly basis to help secure the goal.

Actions to Achieve:

- Develop and maintain concierge team members.
- Fine tune marketing audience and begin split campaigns to target industry professionals and early career starters (High school students)
- Develop and maintain positive relationships with education focused, positive and supportive POE and Mentors.
- Sign-up at least 3 POE that will utilize DIG apprenticeship as an incumbent worker training program

Outreach and Enrollment

Pillar: M-Memorable

Strategic Plan Goal: Increase student population through memorable experiences

IER Goal 2: Increase Awareness of DIG through digital platforms.

Base Line: 10,000 visitors to website/2000 total audience size on social platforms

Quarter	Summer 2022	Fall 2022	Winter 2023	Spring 2023
Total Visits	9000 +	9200 +	9500+	10000 +
Social Audience	1600 +	1700+	1800 +	2000+

S- Developing a multi-channel digital presence will strategically allow for DIG to increase awareness of the program and apprenticeship as a whole.

M- All platforms are carefully monitored and metrics are closely measured. Poor performing campaigns and messages will be quickly altered to improve resource allocation.

A- the actions to achieve will allow the goals to be attainable in a short- and long-term plan. Attaining these goals will feed into the success the IER Goal 1.

R- Commitment to outreach and increasing digital presence will require commitment to become realistic.

T- This goal will be timely measured for this reporting cycle and then performance will be evaluated to determine if the data is useful in the strategic efforts of the institution.

Actions to Achieve:

- Create quarterly non-paid social media plan and post
- Fine tune marketing messaging based of DIG Marketing Plan 2022-2026
- Complete 4 high school presentations or event outreach activities

Pillar: I-Institutional

Strategic Plan Goal: Expand Student Services – Short Term Goal – Hire Concierge

IER Goal 3: Increase conversion rate.

Base Line: As lead flow is projected to increase, the Inquiry to Step 1 conversion rate has been adjusted down. The Step 1 to Step 2 conversion rate will remain higher to determine the best goal:

- Inquiry to Step 1 – 10%
- Step 1 to Step 2 – 40%

S- Aligned with the Strategic Plan Goal of creating memorable experiences, increasing conversion rates allows DIG to strategically determine the effectiveness of the Concierge Team Member position.

M- Quarterly numbers will be monitored to determine the needs of the concierge team member and areas of training opportunity and or resource allocation.

A- Based on the previous performance of DIG, these goals are attainable for the reporting year

R- The realistic benchmark of conversion rate is critical to determine the effectiveness of marketing, lead flow and concierge team member performance.

T- Each of these conversion rates will be monitored closely on a quarter basis and efforts to achieve goals will be altered if positive progress is not seen.

Actions to Achieve:

- Hire and retain part-time concierge to focus on lead flow follow up
- Hold weekly touch base calls to discuss areas of opportunity
- Follow up with old leads and step 1 applications to convert to step 2

Educational Outcomes

A primary goal of the Detroit Institute of Gastronomy is to build a faculty of committed educators for the next reporting cycle. Through this plan we look to expand the creativity and delivery methods of the academic program.

Pillar: E-Education

Strategic Plan Goal: Transition to streamlined, updated LMS platform

IER Goal 4: Increase overall GPA of courses.

Baseline: Below 20% of active population on Probation

S- Strategically monitoring GPA of all courses and students we have identified that the use of technology for the skills and hour tracking has become burdensome for our students. When this occurs, engagement in the overall academic system begins to fade and causes a dip in academic performance.

M- Updating the SAP Tracking has allowed DIG to measure the academic performance in more detail allowing alignment to the source of the academic struggle.

A- Attainable CGPAs for our students is the goal of DIG. We look forward to attaining the goal of low numbers of students on probation.

R- Student academic performance is a key indicator to how DIG can support the success of students in culinary education through apprenticeship.

T- Metrics are tracked on a quarterly basis and will be closely monitored as education content and technology improvements continue to be investigated.

Actions to Achieve:

- Develop on the job learning course text that is easy to navigate.
- Solidify a skills and hours tracking platform to ease student use.
- Connect with students on their thoughts about DIG educational delivery platforms

Pillar: M- Memorable

Strategic Plan Goal: Expand Opportunities for connectivity between student, mentor, and institution

IER Goal 5: 80% completion rate of annual student satisfaction survey

Baseline: 10% submission rate of course surveys/80% submission rate of annual student satisfaction survey

Course survey submission rate provides the institution with a gauge of student engagement. This metric will be tracked quarterly to determine the academic engagement of the current student body leading to the annual student satisfaction survey that is delivered in _____.

S- Understanding the feeling of students about DIG and the educational services provides the institution a strategic insight into areas to focus on improving.

M- Every quarter each student receives link to complete the course evaluation survey for each of the courses they took in the quarter. These surveys are measured on a quarterly basis to allow the team to respond quickly to any concerns. Measuring the annual satisfaction survey will provide additional insight into connectivity with the students.

A- Course survey submission rate continues to increase from the previous year. We feel that these benchmarks are attainable.

R- Using this data, the administrative team can pinpoint any challenges in course delivery, speed of content dissemination and overall quality of course material allowing for relevant action.

T- Each quarter the response rate is collected and analyzed to allow for changes in delivery methodologies to achieve the goal. These rates will be tracked along with the annual survey submission rate in a timely manner.

Actions to Achieve:

- Develop Quarterly Newsletter to be sent to students, faculty, mentors, and staff communicating survey results and institutional news.
- Increase mentor and student connection by hosting quarterly forums.
- Host Spring Student Symposium

Community Impact

As a non-profit education institution, DIG continues to strive to make a difference in the community. As stated, DIG looks at the community as both the general community and the hospitality industry community.

Pillar: S-Sustainable

Strategic Plan Goal: Enhance Partner relationships with POE, NGO and Businesses

IER Goal 6: Register two places of employment and enroll two students from each employer from internal workforce.

Base Line: Two new places of employment with four students total

S- Aligning the apprentice education model with the industry need for a qualified, trained work force is a strategic method to impact in the hospitality community.

M- Using the US Department of Labor RAPIDS system and the DIG SIS we will be able to carefully measure the success of this goal.

A- The DIG team has been working on this goal since the start. While it has been difficult to navigate large business systems, we have made progress and feel this goal is attainable

R- With the connections DIG has developed, we feel this is a realistic goal.

T- During this reporting cycle, we will work to meet this timely goal as the industry is in need of qualified and committed cooks and sous chefs.

Actions to Achieve:

- Create Place of employment marketing tool kit to encourage employers to internally recruit.
- Present program to American Culinary Federation chapter meetings.
- Work with current connections to promote the value of DIG apprentice education

Pillar: S-Sustainable

Strategic Plan Goal: Build reserve fund for scholarships and professional development

IER Goal 7: Award three \$1,500.00 scholarships.

Baseline: Award one \$1,500.00 scholarship

S- Working with the Soil2Service BOD, we will strategically financially help incoming students.

M- Using the DIG SIS and invoicing module we can carefully measure the success of this goal.

A- Raising \$6,000.00 is an attainable goal to allow the institution to award \$4,500.00 in scholarships to incoming student.

R- With the help of the Soil2Service BOD, this goal is very realistic during this reporting year.

T- Preparation and execution will allow the administration to properly develop and execute this goal in a timely manner.

Actions to Achieve:

- Create the story of DIG Apprentice Student and the need for help
- Schedule date for in person fundraising event
- Set up and launch companion digital fundraising

Conclusion

Detroit Institute of Gastronomy continues to grow and improve its systems. While this report represents some challenges that were encountered, it proves that difficulties can be overcome when properly recognized.

We continue to strive to improve the student experience from the first lead submission to graduation and with the support of Soil2Service are able to continue to try new approaches that are proving to be successful.

During this reporting cycle, the institution had some challenges in recruitment, student engagement and retention which ultimately impacted the financial performance of school. The second half of the reporting year proves the importance of the system in place to allow for the administration and staff to quickly recognize concerns and make changes to improve operational performance.

We look forward to the SU2022-SP2023 report to demonstrate the impacts we have made as a result of continuous quality improvement and developments.

The IER Panel consisted of:

Jeremy Abbey, WCMC, CEC, CEPC, CCE, CCA, AAC

Director of Culinary Academics: DIG

John Piazza, CEC, CCE, CCA

Director of Program: DIG

Eric Abbey, PhD.

Soil2Service Board of Directors Liaison

The Detroit Institute of Gastronomy Advisory Committee and Soil2Service Board of Directors reviewed this IER report and were provided an opportunity for input and feedback.