



DETROIT
INSTITUTE OF
GASTRONOMY

Institutional Effectiveness Report

Reporting Cycle:
Fall 2019 – Spring 2020

Introduction

Detroit Institute of Gastronomy began recruitment for the launch of the program in the Spring months of 2019 with a goal of securing an enrollment for the FALL 2019 quarter. Through social media outreach and industry networking DIG was successful in fully enrolling the first student in the program to start in the FALL 2019 Quarter.

This Institutional Effectiveness Report contains data and analysis for the first three quarters of student and institutional performance to provide a baseline of data for future reports. Use of DIG's SIS and LMS along with the US-Department of Labor's systems, Google Analytics, Social Media Analytics and other tracking platforms, we collected data on key benchmarks for tracking 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 2019 to the end of Spring 2020. There was little activity leading up to the Fall of 2019 as Detroit Institute of Gastronomy was working on internal processes, policies and procedures. This initial IER reflects a base line of data to begin planning and actively improving areas in need.

Recognition

Prior to enrolling the first student, DIG secured a State of Michigan Propriety Post-Secondary Education Provider License in effort to provide recognized diplomas to graduating students. Registration with the American Culinary Federation was obtained and approval to operate the ACF Sous Chef Apprentice Program was granted. Registration with the US-Department of Labor as a Registered Apprentice Program was given on a "temporary" bases.

Through the course of this timeline, DIG has maintained it's State of Michigan License and received Permanent Status form the US-DOL as an Apprentice Program Provider. A final site visit has been scheduling with the ACF to receive final approval. This site visit has been postponed due to the pandemic.

Mission

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 period and enhanced it with Guiding Values.

"We are committed to provide quality education crafted to build students with a well-informed mind, skillful hands, feet that willingly carry responsibility, a head held high in confidence yet bowed down in 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 administration 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.

Competitive Analysis

In developing the programs offered at DIG, the administration actively connects with the industry and other post-secondary opportunities for the community in the culinary arts. Below is a list of post-secondary culinary programs offered in the Southeast Michigan Region.

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

Leading up to and during the first three quarters of operations, the executive team worked diligently to craft the talking points that make the culinary program offered at the Detroit Institute of Gastronomy unique and set apart from the competition. In conducting this research, the executive team has identified the following strengths and weaknesses of the competition.

Strengths

- Proven Track Records/Longevity
- Large faculty and staff
- Low-cost tuition
- Hands on education
- Large operating and outreach budgets
- Title IV Student Financial Aid
- Additional support resources

Weaknesses

- Hidden costs to attend – lab fees, uniform/textbook charges.
- Segmented departments
- Environment does not reflect the industry.
- Demanding course schedules
- Lack of “real-world” practical experience

Using this competitive analysis, the executive team in partnership with the Advisory Committee continue to keep a close eye on similar program offerings in the area to remain up to date with post-secondary culinary education programs.

DIG SWOT ANALYSIS

While continuing to monitor the program offerings that are in direct competition with DIG, an ongoing SWOT analysis of the previous year is conducted as a part of the IER. This allows us to continually look for strengths, weakness, opportunities, and threats. As DIG began enrollment in the Fall of 2019, this analysis supplies the base line for future IERs.

SWOT – Fall 2019 – Spring 2020	
<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • Academics are structured asynchronous. • Students work in the industry on day 1 • Close connection with students • Connection to Professional Association • Stackable Credentials • SOM License – Diploma • US-DOL Registration – Temporary • ACF Sous Chef Certification 	<p style="text-align: center;"><u>Weaknesses</u></p> <ul style="list-style-type: none"> • Limited budget for outreach • Ability to expand faculty is limited by enrollment. • Cost of operations demand a tuition charge. • Lack of FA opportunities • Lack of community awareness
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Continual growth through new channels of marketing • Industry connections in expanding POEs • Reduce tuition through Soil2Service grants/scholarships. 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • Reduced/Free Community college opportunities. • Other programs • Tuition price and self-pay model

Data

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

Institutional data is capture and collected in 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.

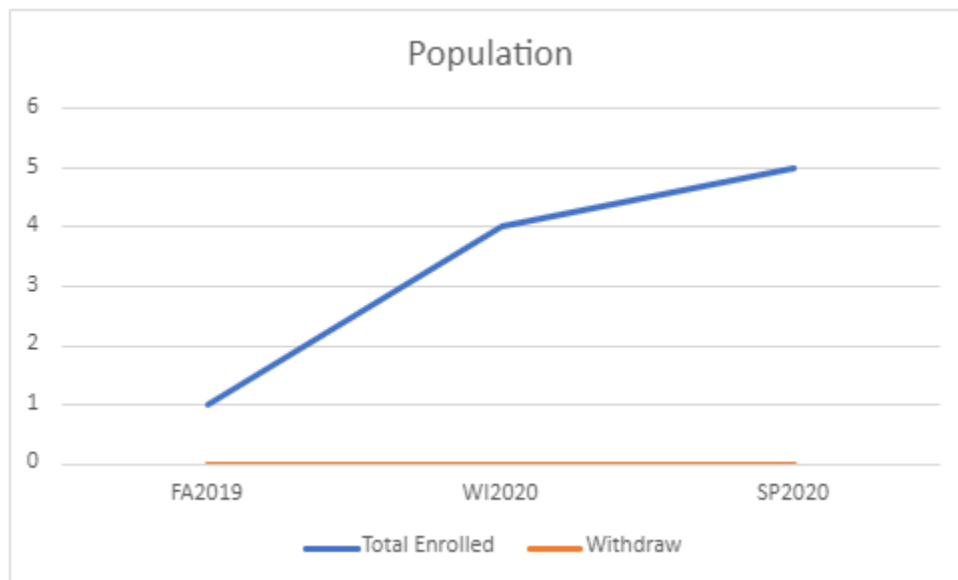
The first cycle of this report provides data in which programs and initiatives are implemented to fulfill the mission of Detroit Institute of Gastronomy.

Population and Demographics

Population

In the Fall of 2019, the first fully enrolled student began the program. This student was successful in academics and remains in the program through this reporting period. The Winter 2020 start saw an increase of three additional enrolled students all based in Michigan. During the Winter 2020 recruitment for Spring 2020, DIG enrolled its first out of state student to secure a total population of 5 students at the end of the reporting year with no students withdrawing during the reporting cycle.

	FA2019	WI2020	SP2020
Total Enrolled	1	4	5
Withdraw	0	0	0

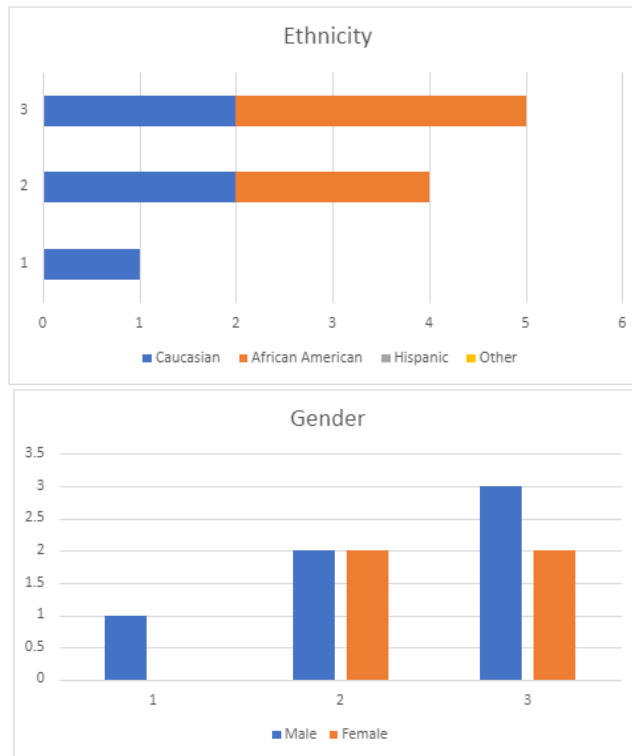


Demographics

The overall demographic data of the student population has been diverse with a slightly more male population than female on average. The Spring 2020 quarter ended with 66% of the population being male (3/5 students).

African Americans made up 66% of the population at the close of the reporting cycle with one student outside of Michigan, three residing in Detroit and the remaining student in Michigan, outside of Detroit.

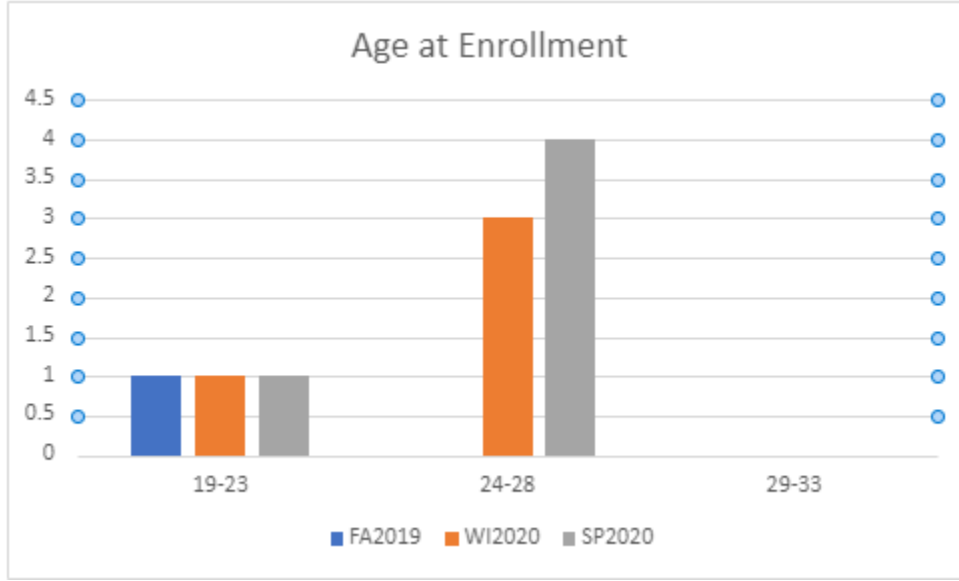
	FA2019	WI2020	SP2020
Male	1	2	3
Female	0	2	2
Ethnicity			
Caucasian	1	2	2
African American	0	2	3
Hispanic	0	0	0
Other	0	0	0
Location			
In State	1	3	4
Detroit	0	2	3
Out of State	0	1	1



Age

From the start of the first enrollment, the average age of the student has been under 28. As the apprentice model of education demands immediate employment in the industry, we expect to see a younger population of students to enroll in DIG.

	FA2019	WI2020	SP2020
Age at enrollment			
Under 18			
19-23	1	1	1
24-28		3	4
29-33			
34-38			
39+			



Outreach and Enrollment

The first three quarters of operations proved to provide a great bases for the Director team at DIG as it pertains to outreach and enrollment. For tracking purposes, the data will follow total inquires into DIG via the SIS/LMS Portal, Classe365 via the web form submission. Inquires 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.

Once the inquiry completes the Step 1 application, a concierge team member begins to contact the references provided and the candidate receives information to begin Step 2 of the application. Enrollment into DIG requires the following:

Step 1 –

Submitted via webform

- Directory Information
- Two Reference 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
- Two 1000 Word Essays –
 - Why enroll with DIG
 - Personal Growth/Overcoming an obstacle
- Three letters of recommendation
- Proof of High school graduation or GED Completion
- Pre-enrollment Knowledge Check
- Resume

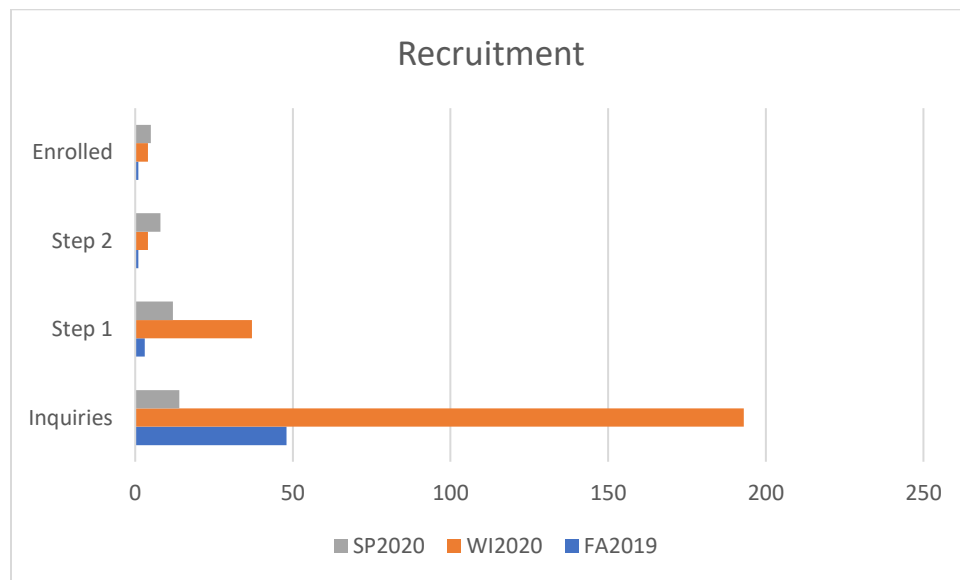
Recruitment

For tracking the effectiveness of the follow up on these inquires and progress through the application process, conversion rates have been established of “Inquiry to Step 1” and “Step 1 to Step 2.” During the Fall 2020 recruitment cycle for the Winter 2020 start, 48 inquiries were completed with a 6% conversion rate to Step 1 and a 33% conversation rate from Step 1 to Step 2 resulting in 4 enrollments.

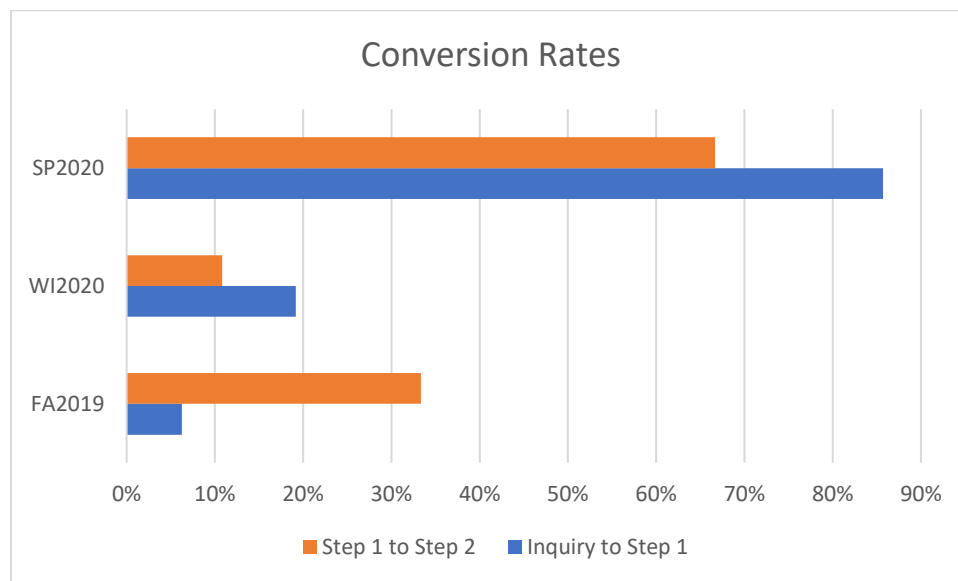
During the Winter 2020 recruitment cycle, 193 inquires were received resulting in a 19% conversion rate to step 1 and an 11% conversion rate from step 1 to step 2 resulting in 5 total enrollments. The final enrollment cycle for this reporting cycle resulted in 14 inquires leading to an 86% conversion to step 1 and a 67% conversion to step 2 from step 1.

The rise and fall of these numbers are due to an effort to generate interest through posting on Indeed. Quickly, the inquires rose (48 to 193) but the conversion rate from Step 1 to Step 2 declined from 33% to 11% due to the inquires thinking it was only a job and not related to education. In the Spring 2020 recruitment cycle, this method of outreach was stopped, and efforts shifted to other methods of outreach resulting in fewer inquires but increased conversion rates indicating a more informed candidate.

Recruitment	FA2019	WI2020	SP2020
Inquiries	48	193	14
Learn More	0	0	0
Step 1	3	37	12
Step 2	1	4	8
Enrolled	1	4	5



Conversion Rates	FA2019	WI2020	SP2020
Inquiry to Step 1	6%	19%	86%
Step 1 to Step 2	33%	11%	67%



Outreach

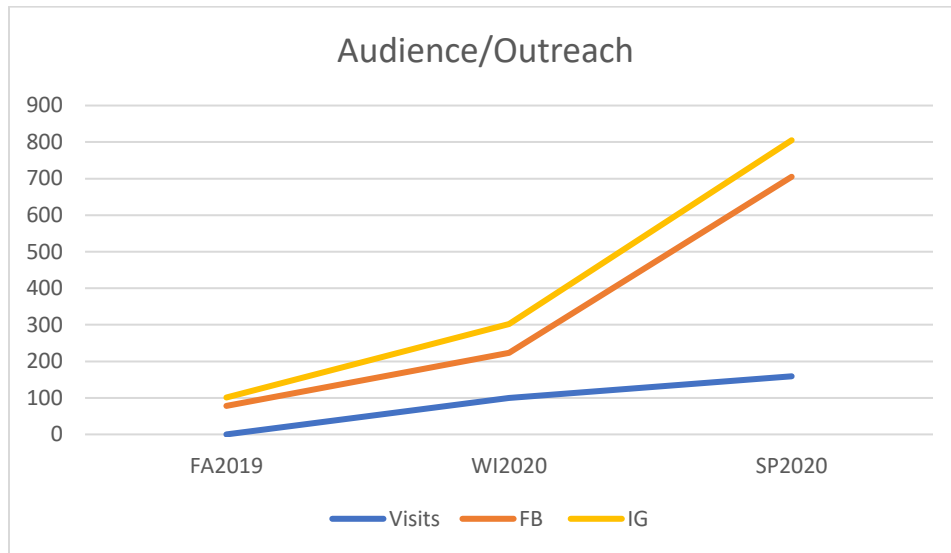
Prior to the Fall 2019 quarter start, DIG was utilizing the Soil2Service website as its primary method of outreach. It was quickly identified that the Detroit Institute of Gastronomy was in need of its own website. During the Fall 2019 quarter, the director team worked to build www.detroitinsituteofgastronomy.org. This development quickly increased awareness in the digital space and assisted driving traffic from social media channels.

Facebook and Instagram were leveraged with paid advertising through these channels to increase traffic to the website and drive inquiries. Coupled with running paid posting on Indeed for Culinary Apprentice, the outreach efforts in the first three quarters of operation raised awareness of DIG, increased social media audience, and allowed for the platform of the website to begin its foundation.

[DIG Website](#)

[DIG Facebook](#)

[DIG Instagram](#)



Social/Website	FA2019	WI2020	SP2020
Visits	0	100	159
FB	78	123	546
IG	23	79	100

Leading up to the first enrollment and continuing for this reporting cycle, the director team of DIG worked diligently to find creative, low-cost methods to increase awareness and drive inquiries. These efforts included presenting to High School culinary classes, outreach to vocational schools in Michigan, multiple presentations to community organizations and establishing relationships with key individuals in the apprenticeship and culinary community.

One open house was held during the Winter 2020 recruitment cycle and three presentations were delivered in the Spring 2020 cycle to High school programs. One email and one direct mail campaign were executed targeting high school educators throughout the state of Michigan.

Presentations	FA2019	WI2020	SP2020
High School	0	0	3
Other/Open House	0	1	0
Additional Outreach	FA2019	WI2020	SP2020
Email Campaign	1	0	0
Direct Mail	0	1	0

Educational Outcomes

To establish baseline metrics for tracking 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 is in direct line with course progression and population.

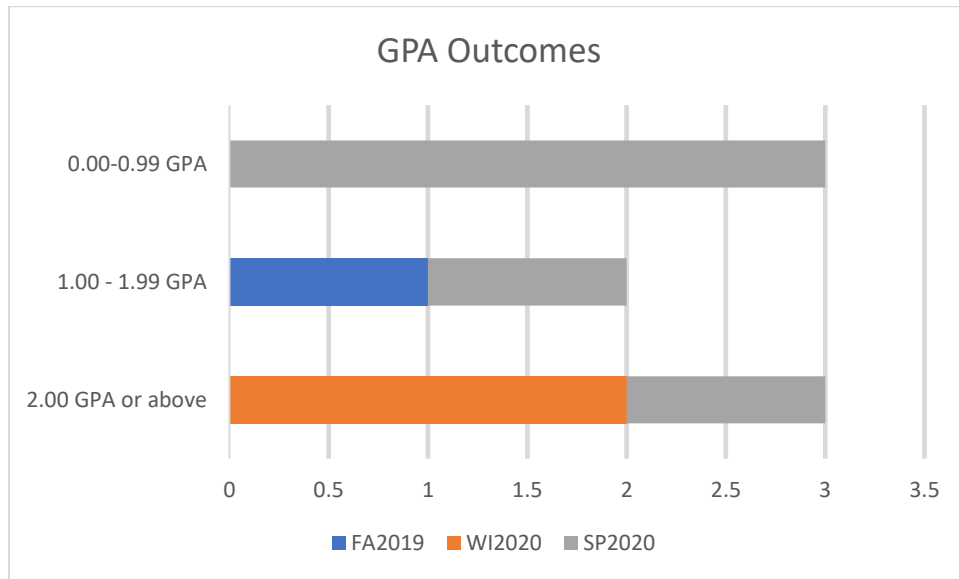
Course	FA2019	WI2020	SP2020
OJL Offered	1	2	3
RTI Offered	2	4	6
Population			
Enrolled	1	4	5
Withdraw	0	0	0

Outcomes

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

The Spring 2020 quarter was the beginning of the Coronavirus Pandemic. The global pandemic shutdowns greatly impacted the apprentice model of education by closing or reducing operational capacity of the food service industry. This impact effected the population of the DIG by causing poor academic performance and a shift in priorities for the students. The Spring 2020 quarter had three of the five enrolled student fail courses and ultimately withdraw from the program.

Outcomes	FA2019	WI2020	SP2020
2.00 GPA or above	0	2	1
1.00 - 1.99 GPA	1	0	1
0.00-0.99 GPA	0	0	3



Student Academic Performance (SAP)

SAP tracking is another method that will determine the effectiveness of education outcomes. As the student population grows, this will allow the IER to determine tactics to improve both academic performance and pace of completion. During this reporting cycle, one student was placed on SAP Probation and within one quarter, improved performance to return to good standing.

SAP	FA2019	WI2020	SP2020
Probation	0	1	0
Suspension	0	0	0
Return from Suspension	0	0	0

Professional Certifications

Student educational outcomes based on professional certifications offered is another metric of institutional effectiveness. Seven certifications are offered throughout the two-year Sous Chef program. All of these certifications are administered through third party organizations allowing for impartial assessment of student knowledge.

Professional Certifications include the following –

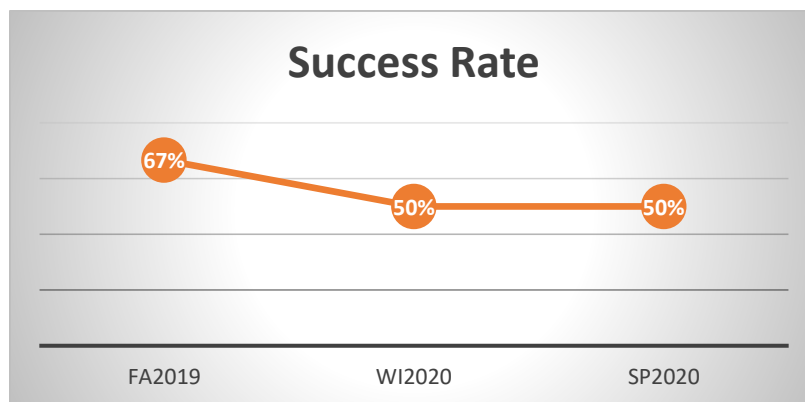
- **Quarter 1 –**
 - World Food Safety Organization – Essentials of Food Hygiene
 - World Food Safety Organization – HACCP Level 1
 - NRAEF – ServSafe Manager Level
- **Quarter 2 –**
 - NRAEF – Allergen Awareness
- **Quarter 4 –**
 - ACF – Certified Fundamental Cook (Written and Practical Exams)
- **Quarter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

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 will be tracked when the time comes to provide a high-level overview of education effectiveness.

Professional Certs	FA2019	WI2020	SP2020
Number Attempted	3	10	6
Number Success	2	5	3

The success rate of overall certifications will be tracked using the first three quarters of operation to provide the base line numbers in relation to effectiveness. Any outliers in the data will trigger investigations into course delivery and content.

Professional Certs	FA2019	WI2020	SP2020
Success Rate	67%	50%	50%



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 survey through the system.

Fall 2019 resulted in no surveys being completed. Winter 2020 resulted in four of twenty-four available surveys being completed for a total of 17%. Spring 2020 resulted in no surveys being submitted

Course Surveys	FA2019	WI2020	SP2020
Completed	0	4	0
Available	3	24	45
Percent Complete	0%	17%	0%

We will continue to promote the completion of course surveys in every effort to help generate feedback to improve the operations and educational delivery at the Detroit Institute of Gastronomy.

ID	Winter 2020	How likely is it that you would recommend you[...]	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 particula[...]
<input type="checkbox"/> 938	CUL 1011 - Sanitation and Safety	Likely	Extremely knowledgeable	Somewhat clearly	Extremely concerned	Somewhat Easy	Very well	The right amount	Somewhat helpful	Communicate with students and other instructo[...]
<input type="checkbox"/> 935	CUL 1012 - Introduction to Food Service	Extremely Likely	Very knowledgeable	Extremely clearly	Extremely concerned	Extremely Easy	Very well	The right amount	Very helpful	Communicate with students and other instructo[...]
<input type="checkbox"/> 934	CUL 1010 - Culinary Foundations I	Extremely Likely	Very knowledgeable	Extremely clearly	Extremely concerned	Very Easy	Very well	The right amount	Somewhat helpful	Communicate with the other instructors to be [...]
<input type="checkbox"/> 910	CUL 1021 - Food Preparation Theory I	Extremely Likely	Extremely knowledgeable	Very clearly	Very concerned	Very Easy	Extremely well	The right amount	Very helpful	The lectures were well thought out and contain[...]

Quote from Survey –

“The lectures were well thought out and contained lots of information that was useful for, not just the assignments, but my general understanding of the subject.”

Community Impact

As an educational institution operating under as a non-profit under a federally registered 501c3 organization, Soil2Service, 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 organizations.

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.

POE	FA2019	WI2020	SP2020
Total POE	14	16	16
Total POE with Apprentice	1	4	4

Average Apprentice Wage

The hospitality industry has a history of under paying the workforce. Through apprenticeship, the worker has the ability to 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 first three quarters of operation saw a base line to begin tracking Average Hourly Rate for Apprentices.

Wage	FA2019	WI2020	SP2020
Average Hourly Rate	\$17.60	\$13.71	\$13.71

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 the time is right. We will track the total number registered members and track the number of those mentors that are certified through the ACF.

ACF Certification	FA2019	WI2020	SP2020
Number of Mentors	1	4	4
Certified Mentors/Faculty	0	1	2

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.

In the Winter 2020, Soil2Service participated in a fundraising event run by the Coalition On Temporary Shelter (COTS) in Detroit. The event involved serving soup and desserts to 300+ guest as a part of COTS annual fundraiser, Soup City. This event was attended by apprentices and provided a great opportunity for education.

Events/Workshops	FA2019	WI2020	SP2020
Soil2Service	0	0	0
Other Organizations	0	1	0

Financials

The financial health of the Detroit Institute of Gastronomy is closely monitored to ensure that all operating needs to deliver quality apprentice online learning objectives are met. This IER will track the revenue coming into the institution from three areas: Commitment Deposit, Fees and Equipment and Tuition. The IER will also provide a snapshot of expenses and reporting period final savings.

Financial information is tracked through the DIG SIS which conducts invoicing and payment tracking. Payments are collected through PayPal and then registered in an excel file reflecting transaction fees. During this reporting cycle, the Soil2Service directors implemented the use of QuickBooks to better track the organizations financials. The 2019 financial years does not reflect in detail as accurately as 2020 and forward as these systems were going through process improvements.

Prior to ordering the first tool and uniform kit, the administration team reach out to multiple industry connections to establish partnerships. Mercer Culinary agreed to provide DIG with a complete tool kit for free with every two that are purchased. This is an incredible savings passed on to the institution.

Commitment Deposit –

Once an applicant completes the enrollment process, a \$100.00, no refundable commitment deposit is required to hold the students spot in the upcoming quarter. These funds are used by the institution to offset the cost of managing the application process and coordinating place of employment interviews.

During this reporting cycle, four commitment deposits were collected totaling \$400.00. The first student enrolled in Fall 2019 did not require a commitment deposit as the system was not set into place until this quarter. As this student enrolled prior to DIG implementing this system.

Fees and Equipment (Apprentice Services Fees) -

For the first year of the program, total equipment and registration fees total \$1000.00. \$450.00 of this fee is dedicated to ACF Registration, Tool kit, Uniform for the entire program. \$550.00 of this fee is allocated to Certification fees in the first year and technology access support. Five payments were made totaling \$5000.00.

The administration team recognized during this time period that some new students were hindered in starting their education by the \$1000.00 Apprentice Service Fee. The Director team approached the Board of Directors of Soil2Service and request a consideration to offer an Apprentice Service Fee Grant to incoming students. The Board agreed and funded two of these student grants. Funds were still collected.

Tuition –

Cost for tuition is \$170.00 per credit and totals \$2,040.00 per quarter (\$170 X 12 credits) for a full-time student. \$10,940.00 of a possible \$20,400.00 in tuition was collected during this reporting cycle.

The administrative team noticed that some students were struggling in making the quarterly tuition payment. During this time frame, monthly payment options were established to help students in affording their education and the Directors approached the People's Restaurant Equipment Supply company with a scholarship opportunity.

In determining the bottom-line operating cost of DIG, it was determined that a scholarship should be offered based on residency location. During the Spring 2020 quarter a Michigan Residency scholarship was offered to students in good standing in the amount of \$1,040.00 to cover the cost of the On the Job Learning Course (6 credits per quarter). It was determined that the cost for DIG to teach these courses was reduced due to the ACF Portal tracking and reduced need for instructional hours. Three of these scholarships were awarded during this reporting cycle totaling \$6,240.00 in covered tuition that was not collected.

With the scholarships awarded, tuition to be collected during this cycle totaled \$14,160.00 of which \$8,660.00 was collected. The balance of \$5,500.00 is outstanding from withdrawn students.

Reflected below is the funds that were transferred into QuickBooks from the operating excel sheet.

	<u>Jun 1, '19 - Jul 1,...</u>
Ordinary Income/Expense	
Income	
Detroit Institute of Gastronomy	
Commitment Fee	400.00
Equipment/ACF Fee	1,000.00
Exam and Tech Fee - Enrollment	1,025.00
Technology Fee	150.00
Tuition	8,660.00
	<hr/>
Total Detroit Institute of Gastron...	11,235.00

Expenses

Operating expenses for the Institute are diligently monitored to preserve the status of the 501c3 status. The cost of operations during this reporting cycle were kept extremely low and are reflected below.

As the first three quarters of operations began, funds collected for tuition were used to offset the cost of equipment and uniforms. These tuition dollars also helped to achieve ACF Apprentice Accreditation status and other administrative cost.

DIG Operations Accreditation	500.00
Total DIG Operations	500.00
DIG Operations - Students	
ACF - Student Expense	1,349.00
Books, Subscriptions, Reference	132.00
Marketing	1,081.87
Supplies	6,796.10
DIG Operations - Students - Ot...	1,800.00
Total DIG Operations - Students	11,158.97

A net bottom line revenue of \$76.03 was rolled into the savings account to be used for marketing and digital outreach. The cost of instruction, marketing and web development was absorbed by Soil2Service, and the fundraising initiatives run by the non-profit.

DIG looks forward to increasing enrollment in the next reporting cycle in effort to bring on more instructors and increase outreach and marketing efforts.

Influence of Data on Strategic Plan Goal Determination

In conducting an analysis of the first three quarters of operation the team of DIG in partnered with the Board of Directors of Soil2Service, the Advisory Committee and other business development stakeholders in the education arena have determined that the following goals and actions will take place.

Population and Demographics –

Goal 1: Increase Student Population

Base line: 5 students – Spring 2020 end

Quarter	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Total Population	6	8	8	10

S: Increasing the student population and providing culinary educational opportunities to the community is the driving mission of DIG.

M: During this reporting cycle 5 fully enrolled students ended in the Spring of 2020. A goal of finishing the next reporting cycle, Spring 2021 with 10 students is the goal. Incremental enrollment of quality students driven to graduate will allow for successful growth of the institute.

A: Keeping with incremental growth and adding two new students per quarter while retaining current students is an attainable goal.

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:

- Work closely with applicants that complete Step 1 with tools to support submissions.
- Increase inquiries into the system through outreach.
- Evaluate enrollment requirements with Advisory Committee to reduce steps.
- Continue to foster relations ship with community partners.
- Work closely with Detroit area partners to provide opportunities to underserved markets.

Outreach and Enrollment

Goal 2: Increase Awareness of DIG through digital platforms.

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

Quarter	Summer 2020	Fall 2020	Winter 2021	Spring 2021
Total Visits	200 +	250 +	300 +	350 +
Social Audience	700 +	800 +	1000 +	1200 +

S: As a new school in the marketplace offering an alternative educational delivery, increasing awareness of DIG is a long-term strategic goal. This will be an ongoing, long term plan to help build the reputation of DIG.

M: These goals and actions will be measured on a weekly basis to ensure that the base line and metrics are met in a timely fashion.

A: Through the actions outline below, the goals have been determined on conservative growth and are attainable.

R: Now that the school has begun to teach the program and enroll students the relativity of this goal is more important than ever. As we continue to enroll and increase awareness the goals will be met.

T: This goal will allow us to utilize resources in a smart manner and to achieve the goals in a timely manner.

Actions to Achieve:

- Create a google ad campaign to drive search traffic.
- Launch a social media campaign to generate audience.
- Enhance website with greater ability to capture leads.

Goal 3: Increase conversion rate.

Base Line: To determine a base line of conversion rates, data was evaluated from the first three quarters of the operation and on post-secondary education industry standards.

- Inquiry to Step 1 – 20%
- Step 1 to Step 2 – 35%

S: Focusing efforts to develop inquiries into Step 1 applications will enhance the commitment and understanding the potential student's education goals and objectives in an effort to enroll graduates.

M: By the end of the next reporting cycle we will strive to achieve the baseline conversion percentages for the four quarters. Based on the next reporting cycle, DIG will establish a performance base line for these conversion rates.

A: These goals are slightly higher than the industry average of 10-14% lead to application rate. As DIG strive to provide exceptional customer service and open communication with all leads, these goals are attainable.

R: Providing exceptional customer service to candidates throughout the application cycle will enhance the values of DIG and provide a realistic outcome.

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:

- Divid the application process flow between concierges.
- Track all communication with applicants in SIS.
- Refine auto communication methods.
- Follow up within 24 hours of inquiry with phone call or additional email

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.

At the end of this reporting cycle the COVID-19 Pandemic shutdowns began to be implemented effecting the enrollment and academic performance of the student body. This impacted the data in determining realistic education outcome goals.

Goal 4: Increase overall GPA of courses.

Baseline: Below 20% of active population on Probation

To establish a baseline of academic performance, this reporting period will be compared to the next reporting period and altered once more academic performance data is collected.

S: Monitoring academic performance will allow the DIG operations to identify and focus efforts on the root causes of the issue/obstacle to quality academic performance. The strategy of close communication between faculty, concierge and administration will ensure that this strategic goal is achieved.

M: Every quarter, Student Academic Progress Reports are completed along with Faculty assessment metrics to measure the educational outcomes of the student body.

A: Once the next reporting cycle is complete, the base line percent of population on probation will allow the team to better attain a goal that is accurate without industry shutdowns.

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 course design continues to be created.

Actions to Achieve:

- Expand Faculty
- Monitor communications outside of academics within classes
- Work closely with students on probation in achieving academic plans to return to good standing.
- Develop engaging course content as course are introduced.

Goal 5: Increase Student Course Evaluation Survey Submissions

Baseline: 10% submission rate

During this reporting cycle a 6% average submission rate was obtained. Once the next reporting cycle is complete, a base line submission rate may be reviewed once a more substantial amount of data is collected.

S: Feedback from students is the most effective form of improving course delivery in a strategic manner. Determining if the instructor was concerned about performance, knowledge of subject and if the student would recommend the course are all imperative to the strategic development of education.

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.

A: Increasing the response rate for course surveys is an achievable goal to improve the system at DIG.

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

T: Each quarter the response rate is collected and analyzed to allow for changes in delivery methodologies to achieve the goal.

Actions to Achieve:

- Create one singular course evaluation form with drop down for each course offered. Once survey, one-line, multiple courses.
- Track each survey cycle by quarter, not class to allow for quick result analysis.
- Send surveys out in last week of quarter.

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.

Goal 6: Increase total number of Places of Employment.

Base Line: Total of 10 places of employment registered in US-DOL Rapids System

S: By increasing the number of places of employment registered, DIG demonstrates its commitment to an increased qualified workforce and demonstrates the commitment of partner places of employment to education of students.

M: The US-DOL Rapids system allows for an accurate method to measure the work to achieve the goal.

A: As the communication and awareness of DIG grows, this goal will be achieved.

R: Ensuring that there are available, registered POEs in the system allows for a more streamlined quarter start for newly enrolled students.

T: Each place of employment is registered in Rapids when all paperwork is completed. This is monitored on a quarterly basis and efforts can be applied if pace to meet goal is not achieved.

Actions to Achieve:

- Analyze areas where leads are coming from and determine best potential POEs.
- Streamline conversation material to register POE. Engage in conversation over self-completion of paperwork.
- Develop Current Places of Employment Page on website

Goal 7: Build and launch a Pre-Apprentice Program

Baseline: Build the format and launch

S: To support the community with a culinary education opportunity that leads to enrollment, DIG hopes to build excitement for apprenticeship while enhance the skilled workforce of the community.

M: During this reporting cycle, DIG worked closely with a community partner in administering a pre-apprentice program. Through this process, it was determined that DIG can offer their own. Completing this build out structure is a measurable goal for the next reporting cycle.

A: A format has been started to build the instructional delivery of in-person and virtual pre-apprentice training. Fine tuning will be done as a goal.

R: By supporting targeted demographics (returning citizens and low income) DIG will supply work force development training leading to enrollment into DIG.

T: It is the hopes of the administrative team to build the program, secure outside funding and launch the pre-apprentice program by the end of the next reporting cycle.

Actions to Achieve:

- Register the program with MiTalent Bank – WIOA
- Register the program with Michigan Rehabilitation Services – MRS
- Secure funding from community organizations
- Recruit via Soil2Service website and partner organizations

Conclusion

As the Detroit Institute of Gastronomy completed its first three quarters, the team has identified some strengths and areas of opportunities. In reviewing the data and determining the base line of operating metrics, DIG looks to build on the next reporting year.

The goals outlined in the IER will be closely monitored and compared to the SU2020-SP2021 IER reporting cycle and used to build the Strategic Plan for 2022-2026.

We look forward to enhanced communication with the Advisory Committee, Students and Key Stake Holders in developing the Strategic Plan once substantial data and comparative metrics are reviewed.

The IER Panel consisted of:

Jeremy Abbey
Director of Culinary Academics: DIG

John Piazza
Director of Program: DIG

Eric Abbey
Soil2Service Board Liaison

Susan Dittrich
Advisory Committee Member: DIG