



DETROIT
INSTITUTE OF
GASTRONOMY

Institutional Effectiveness Report

Reporting Cycle:
Summer 2020 – Spring 2021

Introduction

At the conclusion of the reporting period, Detroit Institute of Gastronomy (DIG) completed seven quarters of operations including activities from recruitment to curriculum development. With the utilization of the previous Institutional effectiveness Report (IER), the director team implemented multiple ideas and feedback to improve operations, enhance compliance and increase enrollment along with academic success.

In accordance with Distance Education Accreditation Commission (DEAC) policies the IER contains data and analysis for the Summer 2020 through Spring 2021 quarters. Using the previous IER Data (Fall 2019-Spring 2020) as a reference to develop benchmarks and performance goals; this data helps focus the initiatives of DIG. Use of DIG's Student Information System (SIS) and Learning Management System (LMS) along with the US Department of Labor's (DOL) 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 2020 to the end of Spring 2021. This data was compared to the time previous Fall 2019-Summer 2020 data to determine performance benchmarks. During this time frame, the COVID-19 Global Pandemic greatly impacted the growth of DIG and affected the numbers contained in this report. At the conclusion of the Spring 2021 quarter, the impact of the pandemic is still influencing the operations of DIG.

Recognition

DIG retained its State of Michigan Propriety 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 Sous Chef Apprenticeship Program. During this time period, DIG began offering the ACF Culinarian Apprenticeship Program (1 year) in addition to the Sous Chef Program. The US DOL Office of Apprenticeship completed their initial audit of the Sous Chef Program and granted Permanent Program Status to the Detroit Institute of Gastronomy removing the "temporary" program status.

The Director team of DIG successfully developed and established the one-year, hybrid apprentice program, **Production Cook** with new [ONET](#) and [SOC](#) Codes with the US Department of Labor Office of Apprenticeship. With this program development, DIG is the only authorized apprentice program provider in the United States to issue Journeyman Credentials through the DOL for the 1-year Production Cook Apprenticeship Program.

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. During this time, the local post-secondary education landscape dramatically altered due to the pandemic.

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](#)

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

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

Weaknesses

- Hidden costs to attend – lab fees, uniform/textbook charges
- Had to alter education delivery during pandemic lock downs
- Segmented departments
- Learning environment does not reflect the industry
- Demanding course schedules
- Lack of “real-world” practical experience

Specific Local Knowledge

Schoolcraft Community College –

The culinary program director left the college for another opportunity. This change in leadership along with only offering in-person classes affected the enrollment of their culinary program. Through the pandemic a shift to hybrid education was adapted.

Oakland Community College –

Building a new culinary arts facility. Departmental leadership retired and a change in culinary program leadership occurred. This may ultimately have an impact once the new campus is opened. Had to alter to a hybrid program delivery during pandemic.

Dorsey Culinary Academy – Dorsey College

Shifted all education delivery to an online model during pandemic to continuing teaching hands-on culinary with a “cook at home” model. Changing from a “career school” to a “college” at the State Licensing level. This will allow the College to offer degrees.

The competitive analysis conducted by the marketing team along with staying in touch with local competition has provided DIG a strong foundation for growth. While the pandemic affected our educational offerings of on-the-job learning, there was no need for DIG to pivot to any other educational delivery giving us a very strong competitive advantage.

“The ability to continue my education through this pandemic has encouraged me to stay positive about my future. It has also given me reassurance that this program and its instructors have my best interests at heart and that I will have the tools necessary to be able to lead a successful career in the culinary industry.”

DIG Culinary Apprentice

DIG SWOT ANALYSIS

At the conclusion of the Spring 2021 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.

SWOT – Summer 2020 – Spring 2021	
<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 through Concierge program. • Connection to Professional Association. • Stackable Credentials. • SOM License – Diploma. • US DOL Registration – Permanent. • ACF Certified Sous Chef Credential. • US-DOL Production Cook program. • ACF Certified Culinarian Credential. • Connections with community organizations. • Interactive website. • Caring faculty and administration. • Large number of places of employment (POE) willing to hire apprentices. • Student wellness support. 	<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. • Limited budget for concierge team members for recruitment and student program navigation. • Cost of operations demand a tuition charge. • Continued lack of FA opportunities. • Lack of public - community awareness. • Institution - Mentor-Apprentice communication. • Cumbersome and overwhelming ACF Portal. • Lack of certification practical exam knowledge by mentors. • Based on the pandemic – there is a lack of “on-the-ready” practical certification testing sites.
<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Enhance digital marketing • Create additional marketing material • Industry connections in expanding POEs • 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. 	<p style="text-align: center;"><u>Threats</u></p> <ul style="list-style-type: none"> • Hospitality industry shut down. • Ongoing concerns of pandemic. • Social changes in industry – wages/working conditions. • Reduced community college tuition offered by State of Michigan.

Data

DIG collected 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 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.

This IER Report data is presented for the Summer 2020 – Spring 2021 quarters and used in goal setting and comparative analysis in determining quantitative performance benchmarks for the institution in comparison to the Fall 2019-Spring 2020 data.

Population and Demographics

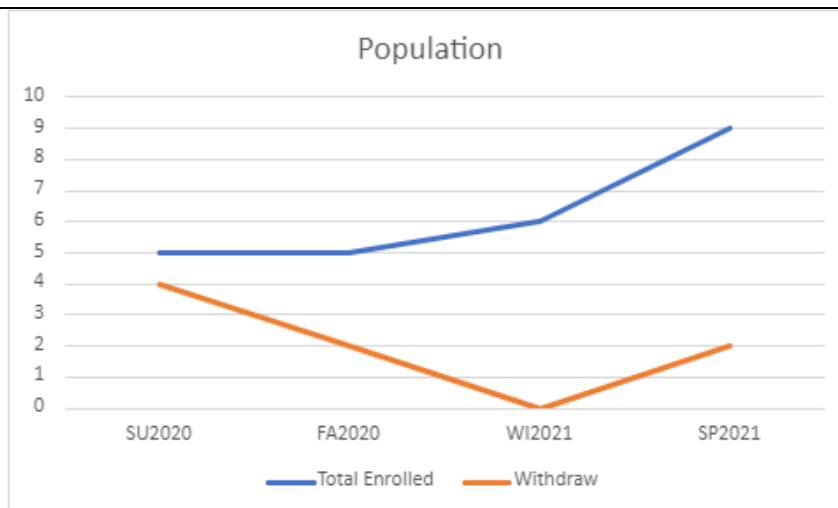
Population

The Winter 2019-Spring 2020 quarters mark the time of start of the COVID-19 pandemic shutdowns. This greatly affected the population of DIG enrollment. At the end of the Spring 2020 quarter the total population was five students and at the end, DIG retained one of these students while enrolling an additional four. At the end of the Summer 2020 quarter, two students withdrew and three were enrolled. One additional student enrolled for the Winter 2021 quarter and no withdrawals were reported. The Spring 2021 quarter saw a population increase to nine students with two withdrawing from the previous quarter.

The hospitality industry uncertainty, along with education not on the minds of the population affected the rapid growth in enrollment that was hoped for by the team. Continuing to increase awareness of the program is the primary focus to increase enrollments.

Based on the population trends this cycle compared to last, the DIG team began to track the retention rate of students in the program. This metric will give us a snapshot view of student persistence throughout the program. As mentioned, the Summer 2020 quarter suffered due to ongoing pandemic concerns in the industry and began to increase above 70% in the Fall and progressively trending upward (71% -100%-82%). The next reporting cycle will allow enough data to be collected and analyzed to determine a benchmark for success.

Population	WI2020	SU2020	FA2020	WI2021	SP2021
Total Enrolled	4	5	5	6	9
Withdraw	0	4	2	0	2
Retention %	100%	56%	71%	100%	82%



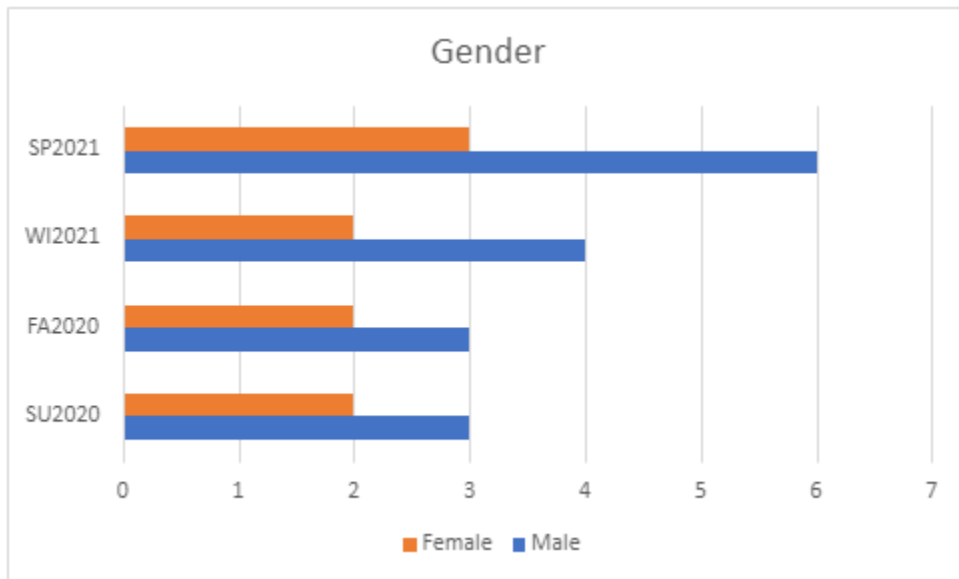
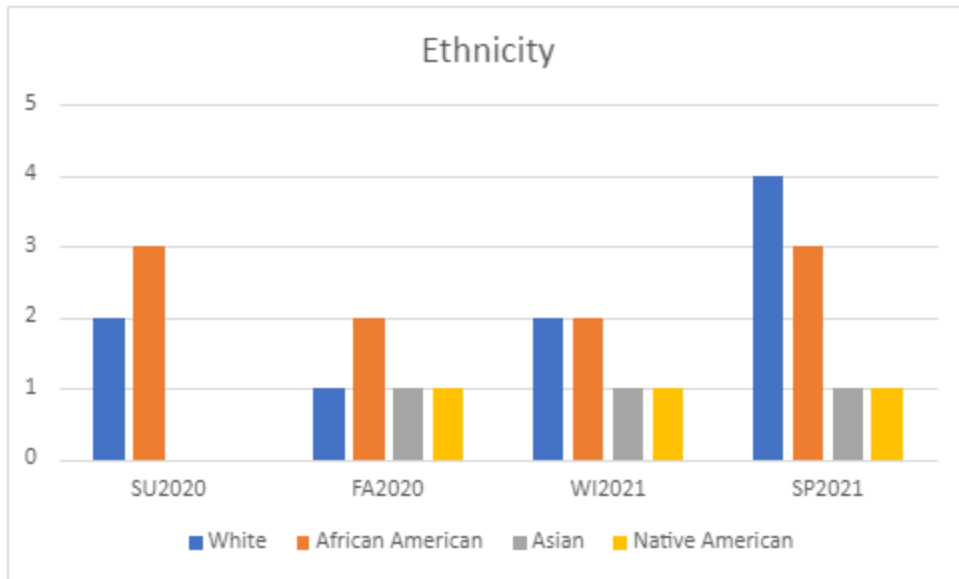
Demographics

DIG continues to have a diverse population that is slightly more diverse than the previous reporting cycle. The Spring 2021 quarter closed with the same percentage of male to female population as previous cycle (66% male).

Students of non-European/white ethnicity made up 55% of the student population at the conclusion of the Spring 2021 quarter with seven students enrolled in the state of Michigan, one of those in Detroit and the remaining student enrolled outside the state of Michigan (Louisiana and Minnesota).

	SU2020	FA2020	WI2021	SP2021
Male	3	3	4	6
Female	2	2	2	3
Ethnicity				
White	2	1	2	4
African American	3	2	2	3
Asian	0	1	1	1
Native American	0	1	1	1
Pacific Islander	0	0	0	0
Location				
In State	4	3	3	6
Detroit	2	1	1	1
Out of State	1	1	2	2

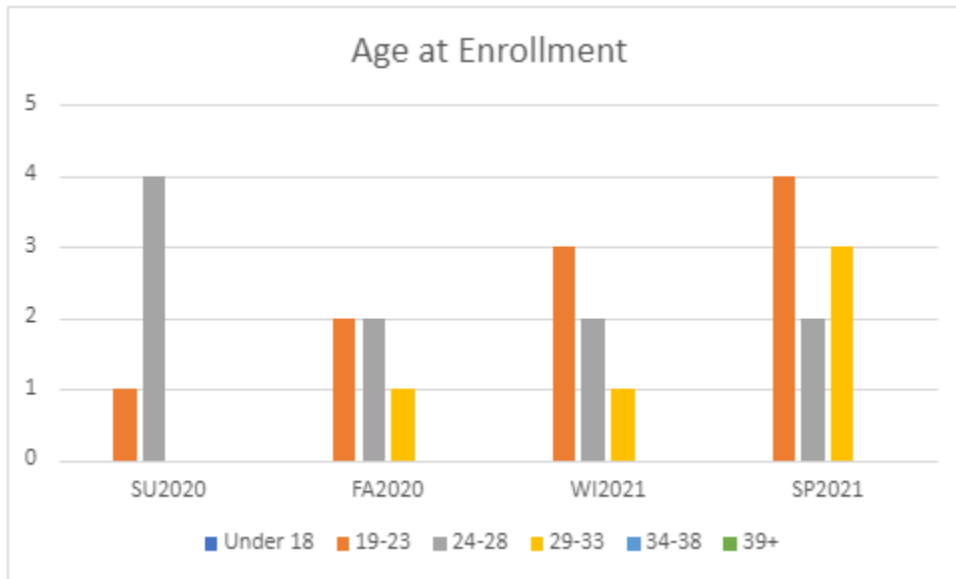
During this reporting period, the US DOL Office of Apprenticeship (US DOL OOA) began requiring all programs to report on Equal Employment Opportunities (EEO) and Affirmative Action plans. The DIG administrative team began to collect this data during the Spring 2021 quarter to be submitted via Appendix C of the US DOL OOA in the Summer 2021 quarter.



Age

This reporting cycle witnessed a slight increase in age at time of enrollment. We continue to see a younger student (under 33) with 44% of the population being under 24. This trend is likely to occur as we continue to focus 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.

Age at enrollment	SU2020	FA2020	WI2021	SP2021
Under 18				
19-23	1	2	3	4
24-28	4	2	2	2
29-33		1	1	3
34-38				
39+				



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.

From feedback given from the DIG Advisory Committee, the application for enrollment process was streamlined and created to be paperless during this reporting period from the previous cycle. 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 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](#)

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.” During the spring 2020 enrollment cycle an additional lead capture form was created. “Learn More” was added to the website to allow leads to be generated without collecting too much data. These leads are not as committed as the “Inquiry” lead and therefore not added to the data.

During the Spring 2020 recruitment cycle for the Summer 2020 start, 23 inquiries were completed with a 22% conversion rate to Step 1 and a 40% conversion rate from Step 1 to Step 2 resulting in 5 enrollments. The Fall 2020 to Winter 2021 enrollment cycle resulted in 16 inquires leading to an 25% conversion to step 1 and a 100% conversion to step 2 from step 1 resulting in 5 student enrollments., Winter 2021 to Spring 2021 resulted in 22 inquiries reflecting a 41% conversion to step 1 and a 44% conversion from Step 1 to Step 2. Spring 2021 to Summer 2021 resulted in 55 inquiries as a third-party marketing company began its outreach. These 55 inquiries resulted in a 30% conversion rate to Step 1 and 40% from Step 1 to Step 2 resulting in 4 enrollments.

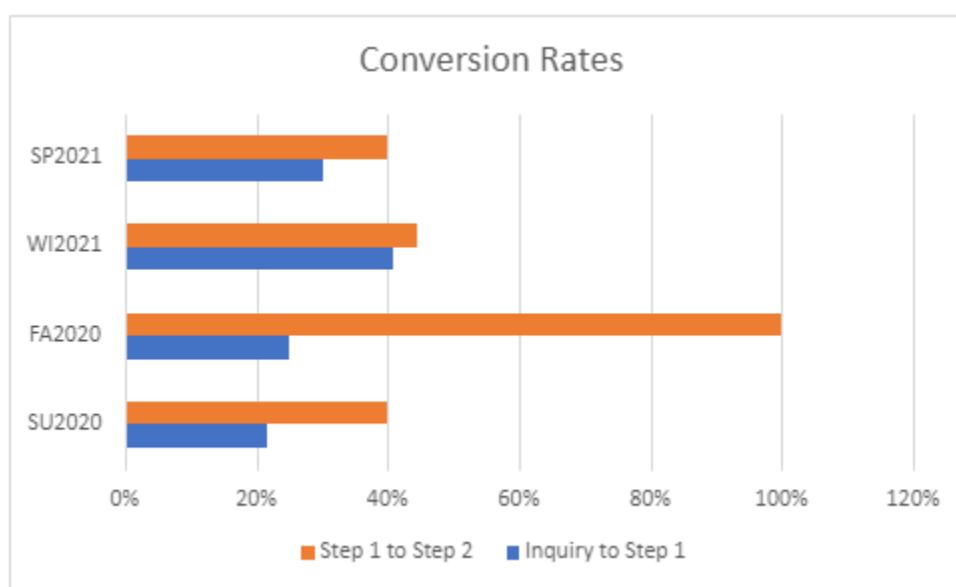
Compared to the previous report, the number of leads has decreased but the conversion rates have remained at a targeted number and are higher than the industry average of around 16% (depending on data source). These numbers reflect a better understanding of the program and a concentrated effort from the team working to convert leads to enrollments.

Recruitment	SU2020	FA2020	WI2021	SP2021
Third Party - EH	0	0	0	22
Inquiries	23	16	22	33
Learn More	6	4	6	9
Step 1	5	4	9	10
Step 2	2	4	4	4
Enrolled	5	5	6	4



EH = EnrollHand – Marketing and Outreach Company

Conversion Rates	SU2020	FA2020	WI2021	SP2021
Inquiry to Step 1	22%	25%	41%	30%
Step 1 to Step 2	40%	100%	44%	40%



Outreach

The growth and development of the [Detroit Institute of Gastronomy](#) dedicated website has greatly impacted the outreach capabilities of the school. Having a dedicated website has allowed us to provide greater information to the public and those interested in learning more.

To expand the awareness and outreach of the culinary offerings at DIG, the director team worked on achieving approval and recognition by the US-Department of Veterans as an approved education and workforce development provider. Through this approval, Veterans can use funds from the GI Bill to offset the cost of the program. DIG worked with local and national Veterans Affairs Workforce Development Counselors in communicating this offering. The VA offices struggled with holding job fairs and conducting outreach during this cycle due to the pandemic, but we look forward to continued outreach to Veterans and enrolling our first in the near future.

A user-friendly online catalog was published along with a lead generating interactive quiz to help in generating interest. Student testimonials, a radio interview describing the program and much more information has been added to the website.

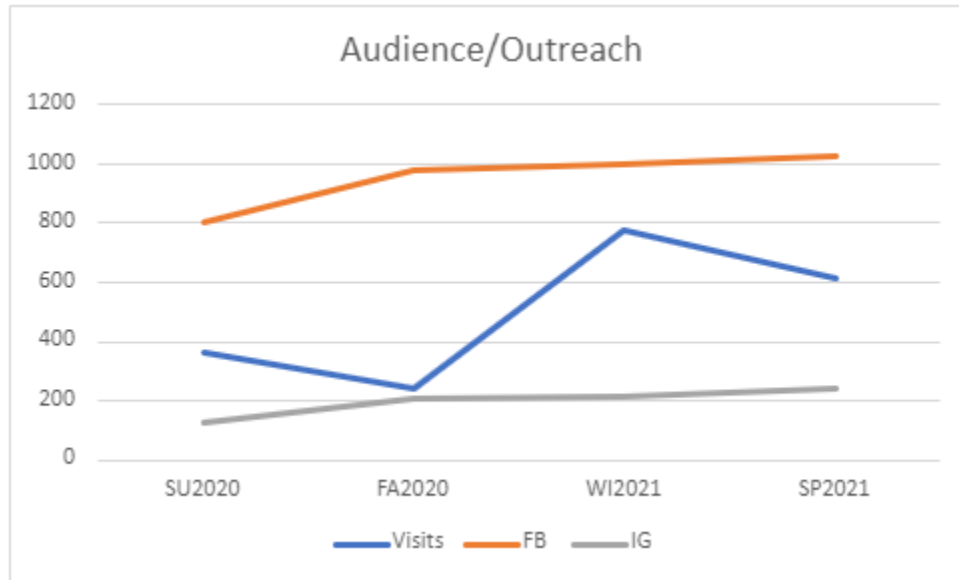
A third-party company (EH) began posting paid advertisements on Facebook and Instagram along with organic posts to increase awareness. A recruitment video was created by the DIG team and posted with paid boosts on YouTube. Coupled with posting on [MITalent Bank](#) and other affiliate websites, the outreach efforts during this cycle of operation raised awareness of DIG, increased social media audience, and allowed for the platform of the website to continue to be improved and developed.

[DIG Website](#)

[DIG Facebook](#)

[DIG Instagram](#)

[DIG YouTube](#)



Social/Website	SU2020	FA2020	WI2021	SP2021
Visits	363	244	777	615
FB	800	980	1000	1029
YouTube - views	62884	7972	76593	10980
IG	125	210	215	239
Quiz	0	11	28	35

As the pandemic took hold and uncertainty set in for the future, DIG resources were conserved, and creative outreach methods began. Reaching out through social media resulted in the DIG team being able to conduct virtual high school presentations to schools in Michigan, Pennsylvania, and Maryland. During this reporting cycle a State of Michigan Grant opportunity presented itself and focused the team to develop strong relationships with partner organizations. Through these partnerships, DIG presented virtually at three different events including two veteran focused job fairs and an Apprentice focused open house for a county wide school district in Michigan.

Presentations	SU2020	FA2020	WI2021	SP2021
High School	0	2	1	1
Other/Open House	1	0	2	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.

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 the OJL classes not being able to be offered. While the industry shut down, DIG was able to offer and teach RTI courses which allowed for students to stay connected to education.

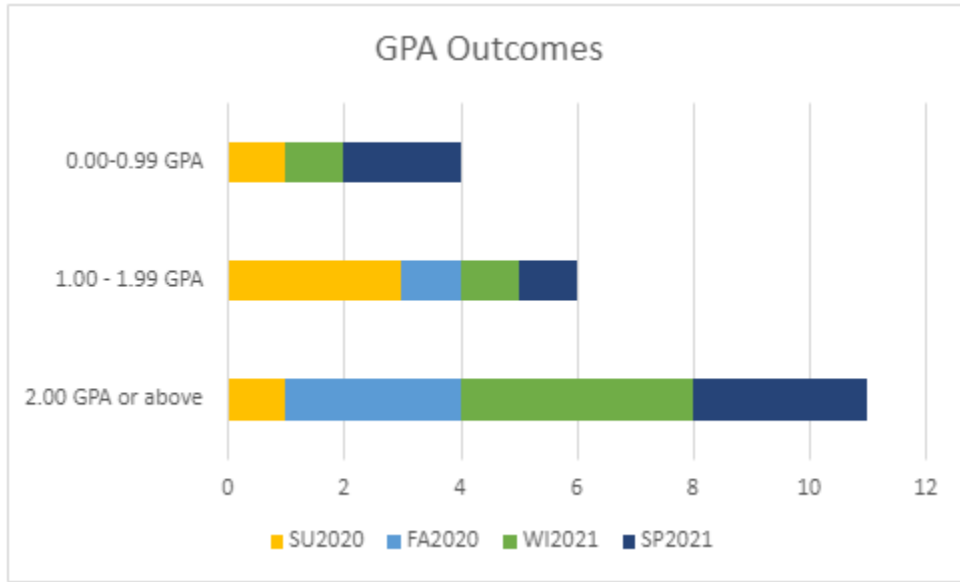
Course	SU2020	FA2020	WI2021	SP2021
OJL Offered	4	4	4	4
RTI Offered	4	8	8	8
Population				
Enrolled	5	5	6	9
Withdraw	4	2	0	0

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.

The Summer 2021 quarter saw the continuing 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 DIG by causing poor academic performance and a shift in priorities for the students that continued. Quarterly GPAs are improving for students in DIG once they adapt to the online/on the job learning model.

Outcomes	SU2020	FA2020	WI2021	SP2021
2.00 GPA or above	1	3	4	3
1.00 - 1.99 GPA	3	1	1	1
0.00-0.99 GPA	1	0	1	2



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, one student was placed on SAP suspension and an additional two ended on probation.

SAP	SU2020	FA2020	WI2021	SP2021
Probation	0	0	1	2
Suspension	0	0	0	1
Return from Suspension	0	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 these certifications are administered through third party organizations allowing for impartial assessment of student knowledge.

Professional Certifications include the following –

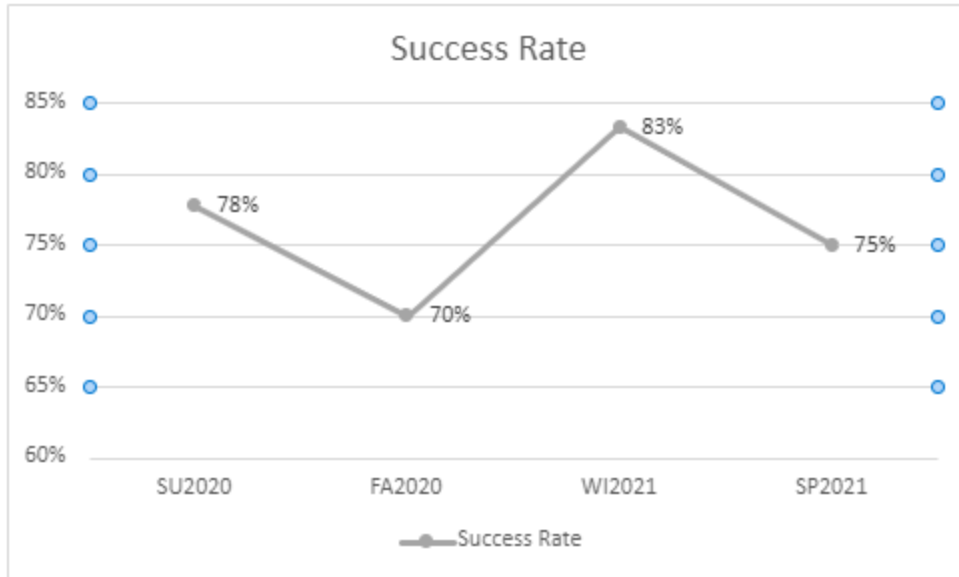
- **Quarter 1 –**
 - World Food Safety Organization – Essentials of Food Hygiene
 - World Food Safety Organization – HACCP Level 1
 - NRAEF – ServSafe Manager Level
- **Quarter 2 –**
 - NRAEF – Allergen Awareness
- **Quarter 4 –**
 - ACF – Certified Fundamental Cook (Written and Practical Exams)
- **Quarter 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 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 will be tracked when the time comes to provide a high-level overview of education effectiveness.

Professional Certs	SU2020	FA2020	WI2021	SP2021
Number Attempted	9	10	18	8
Number Success	7	7	15	6

The success rate of overall certifications attempted was tracked and reflected impressive results with all four quarters resulting over a 70% pass rate. Comparison to the previous year’s IER will allow the team to generate a baseline goal.

Professional Certs	SU2020	FA2020	WI2021	SP2021
Success Rate	78%	70%	83%	75%



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.

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

Course Surveys	SU2020	FA2020	WI2021	SP2021
Completed	1	4	6	3
Available	40	60	72	108
Percent Complete	3%	7%	8%	3%

This valuable feedback allows the team to improve the educational experience for both students and faculty while continuing to enhance operational activities. We are looking forward to an increased participation in the Summer 2021 quarter. A sample of survey submissions is included.

Detroit Institute of Gastronomy
Institutional Effectiveness Report
SU2020-SP2021

ID	SPRING 2021	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 particula[...]	Any other comments?	
<input type="checkbox"/>	1367	HOS 1022 Nutrition/Allergens	Somewhat Likely	Yes	Very knowledgeable	Very clearly	Extremely concerned	Very Easy	Very well	The right amount	Very helpful	Very helpful for when I got a little behind o[...]	
<input type="checkbox"/>	1366	CUL 1021 Food Preparation Theory I	Likely	Yes	Very knowledgeable	Extremely clearly	Extremely concerned	Very Easy	Extremely well	The right amount	Very helpful	I appreciate the responses to posts in the di[...]	

ID	WINTER 2021	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"/>	1265	CUL 1011 Sanitation and Safety	Likely	Very knowledgeable	Very clearly	Very concerned	Somewhat Easy	Very well	The right amount	Very helpful	Everything was done well.
<input type="checkbox"/>	1264	CUL 1012 Introduction to Food Service	Likely	Very knowledgeable	Very clearly	Very concerned	Somewhat Easy	Very well	The right amount	Very helpful	Every was done well.
<input type="checkbox"/>	1263	CUL 1010 Culinary Foundation I	Likely	Very knowledgeable	Very clearly	Very concerned	Somewhat Easy	Very well	The right amount	Very helpful	All of it was done well.
<input type="checkbox"/>	1252	HOS 1022 Nutrition/Allergens	Extremely Likely	Extremely knowledgeable	Very clearly	Very concerned	Extremely Easy	Very well	The right amount	Very helpful	Really enjoyed the interviews and the researc[...]
<input type="checkbox"/>	1251	CUL 1012 Introduction to Food Service	Likely	Extremely knowledgeable	Very clearly	Very concerned	Extremely Easy	Extremely well	The right amount	Very helpful	I would have liked to hop on a video call to [...]
<input type="checkbox"/>	1250	CUL 1011 Sanitation and Safety	Likely	Very knowledgeable	Very clearly	Very concerned	Extremely Easy	Very well	The right amount	Very helpful	I think overall was good. I would have liked [...]

Quote from Survey –

Really enjoyed the interviews and the research that was presented. Very applicable to our industry. Some areas of improvement would be spending a bit more time on the foundation of nutrition and progressively build on more advanced theories of nutrition and allergens.

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	SU2020	FA2020	WI2021	SP2021
Total POE	17	19	22	25
Total POE with Apprentice	1	5	4	8

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 \$14.85 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	SU2020	FA2020	WI2021	SP2021
Average Hourly Rate	\$17.60	\$12.88	\$14.33	\$14.60

During the Fall 2020 quarter, more apprentices were working in a variety of establishments causing the average hourly rate to decline. In the Winter of 2021, we returned to a higher baseline average hourly rate through better paying positions for apprentices. We hope to continue to see this number increase over time.

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 but efforts to promote this have been placed on hold due to the pandemic.

ACF Certification	SU2020	FA2020	WI2021	SP2021
Number of Mentors	1	5	4	8
Certified Mentors	1	0	0	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.

The Summer 2020 quarter saw the first in-person event for DIG apprentices to participate with as Soil2Service was the Culinary Services provider for The Greening of Detroit’s Sip and Savor fundraiser. This event allowed for students to work closely with other chefs from the Metro Detroit area and serve over 100 guests in a garden setting.

The Spring 2021 quarter allowed the opportunity for DIG students to help in preparing a product (dried soup mix) for a Virtual edition of Soup City hosted by Creating Opportunities to Succeed (COTS). Unfortunately, no students participated but the Soil2Service team prepared 300 dried soup mixes and DIG was the lead restaurant sponsor for the event gaining incredible local awareness coverage.

Events/Workshops	SU2020	FA2020	WI2021	SP2021
Soil2Service	0	0	0	1
Other Organizations	1	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 the Summer 2020 quarter the program was developed, and outreach began to potential funding sources for the program launch.

In the Fall of 2020 quarter, a partnership with CEO-Works (community organization that helps returning citizens enter the workforce) was formalized and funding was secured to run the pilot program of the Pre-apprentice program. Outcomes for the pre-apprentice program are measured as full enrollment into DIG or employment in the industry. The pilot cohort successfully completed the program and secured employment. Due to the pandemic, no enrollments were secured.

During the Winter 2021 a private company donated money to run a pre-apprentice cohort focused on providing this training to returning citizens. Four participants were recruited with the help of Michigan Department of Corrections. Of the four, three completed the pre-apprentice program all with secured employment but unfortunately no enrollments into DIG.

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	SU2020	FA2020	WI2021	SP2021
Began Program	0	1	4	0
Finished Program	0	1	3	0
Enrolled	0	0	0	0

Financials

The financial health of the Detroit Institute of Gastronomy is closely monitored to ensure that all operating needs are met to deliver quality apprentice online learning objectives. 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 or Stripe and then registered in QuickBooks. During this reporting cycle, the Soil2Service directors started a dedicated DIG Savings account to begin to build a reserve fund in helping to achieve financial stability to obtain the State of Michigan Degree Program license requirements and the US-DOE Title IV funding requirements.

Mercer Culinary continues 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.

To help in students completing the enrollment process, DIG offers a monthly or quarterly payment option. This allows the student to spread the cost of tuition and fees across their time of enrollment eliminating the need for large upfront fees. During the cycle, this option was made available and help reduce the monthly payments for students resulting in securing more enrollments.

Commitment Deposit

Once an applicant completes the enrollment process, a \$100.00, non-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, DIG collected commitment deposits from eight students resulting in \$800.00. excess funds of \$20.86 were deposited in this account to offset bank transaction fees resulting in a total of \$820.46 in revenue from deposits.

Fees and Equipment (Apprentice Services Fees)

Total equipment and registration fees total \$1000.00 for the first year. \$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.

With the monthly payment plans in place, a total of \$5,267.87 was collected from the students during this time and used to cover the cost as outlined above including **Equipment/ACF Fee, Exam and Tech Fee-Enrollment** and **Technology Fee** (on-going).

Tuition

To increase enrollment and reduce the financial burden for students (See SWOT Analysis) and overcoming lack of Financial Aid opportunities, DIG launched the Residency Scholarship to be used to offset the cost of tuition during this cycle. The scholarship provides \$3,500.00 in scholarships for residents of Detroit, \$3,000.00 for residents in Michigan and \$2,500.00 for students outside of Michigan. This scholarship is applied to the tuition credit cost.

Cost for tuition is \$170.00 per credit and totals \$2,040.00 per quarter (\$170 X 12 credits) for a full-time student. If a student has a mailing address in the city of Detroit (verified by their ID supplied at time of enrollment) and maintains a “good standing” status (2.00 GPA, Full-Time, and current in any financial obligation to DIG) resulting in earning the residency scholarship, the tuition price per quarter is reduced to \$1,165.00.

From Summer 2020 to Spring 2021 a total of \$31,435.18 was collected in tuition.

During the reporting cycle, DIG collected a total of \$37,523.91 in revenue. This represents a \$26,288.91 increase over the previous reporting cycle.

	Jul 6, '20 - Jun 24, 21
Ordinary Income/Expense	
Income	
Detroit Institute of Gastronomy	
Commitment Fee	820.86
Equipment/ACF Fee	4,151.98
Exam and Tech Fee - Enrollment	1,015.89
Technology Fee	100.00
Tuition	31,435.18
Total Detroit Institute of Gastron...	37,523.91

Expenses

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

Through developing the financial reporting and tracking of DIG, expenses are categorized as follows: DIG Operations – Accreditation (ACF) and DIG Operations – Other (Licensing and reporting fees). These operational expenses for the cycle total \$905.00.

DIG Operations	
Accreditation	100.00
DIG Operations - Other	805.00
	905.00
Total DIG Operations	905.00

Direct student expenses are broken down into their respected categories and include instructional cost, technology hosting fees, marketing, and development. **Total Operational – Student expenses** for the reporting period totaled \$29,263.36, with \$10,683.51 of that total dedicated to marketing and outreach.

	Jul 6, '20 - Jun 24, 21
DIG Operations - Students	
ACF - Student Expense	3,214.85
Books, Subscriptions, Reference	430.59
Education Development	362.40
Instructor Contract Pay	3,900.00
Marketing	10,683.51
Postage, Mailing Service	80.23
Supplies	3,102.75
DIG Operations - Students - Ot...	7,489.03
	29,263.36
Total DIG Operations - Students	29,263.36

A net bottom line revenue of \$7,355.55 was rolled into the savings account to be used to build the foundation of a reserve fund as discussed above. 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 through the next reporting cycle in effort to bring on more instructors, build the reserve fund and increase outreach and marketing efforts.

Conclusion

As the Detroit Institute of Gastronomy completed developing and teaching the entire academic program, areas of opportunities and enhancement were presented. During the next reporting period we look forward to continuing to enhance the curriculum and technology to deliver a quality culinary education through apprenticeship.

Through the analysis of goals, developing baseline targets and determining impact of these goals on the operation, we have been able to establish ongoing goals for the IER and enhance the development for the Strategic Plan. While some areas were successful, there are areas of opportunities for DIG to continue to improve and enhance.

The DIG faculty, administration, and support committee continues to grow in critical areas while enhancing and building on a strong foundation while the hospitality industry in the United States although the pandemic continues to present uncertainty,

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, WCMC, CEC, CEPC, CCE, CCA, AAC

Director of Culinary Academics: DIG

John Piazza, CEC, CCE, CCA

Director of Program: DIG

Susan Sykes Hendee, PhD, HAAC, CCE, CHE

DIG Accreditation Committee Member

Randall Macnamara, PhD.

DIG Accreditation Committee Member

Eric Abbey, PhD.

Soil2Service Board of Directors Liaison

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