



DETROIT  
INSTITUTE OF  
GASTRONOMY

# **Institutional Effectiveness Report**

**Reporting Cycle:**  
*Summer 2022 – Spring 2023*

## Introduction

This reporting cycle will mark the third 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 the prior reporting cycle. This IER will align closer with the overall institutional goals developed in the strategic plan.

The current reporting cycle summarizes the institutional performance of DIG during the Summer 2022 quarter through the Spring 2023 quarter. New goals, benchmarks and plans were developed as a result of this process.

The DIG team believes a comprehensive IER serves as a vital tool in maintaining and enhancing its academic and administrative processes. By scrutinizing this report, DIG can identify areas of strength and areas that require attention, enabling DIG to capitalize on its successful initiatives while addressing any shortcomings in a strategic and data-driven manner.

Institutional effectiveness reporting, connected to the Strategic Plan, fosters a culture of accountability and continuous improvement within the institution. By encouraging administration, advisory committee, students, faculty and staff to be actively involved in the analysis and improvement of institutional effectiveness, DIG promotes a sense of ownership and shared responsibility. This approach not only ensures that resources are allocated efficiently, but it also cultivates a responsive and adaptive learning environment. This, in turn, helps DIG stay competitive in the ever-evolving landscape of post-secondary education. This environment helps attract and retain both students, faculty and supporting team members who value a forward-thinking and adaptable institution.

The collection of data through DIG's Student Information System (SIS), Learning Management System (LMS), the U.S. Department of Labor's Rapids 2.0 system, Google Analytics, Social Media Analytics, other tracking platforms and our team provides the necessary data for the IER. A well-structured IER in turn provides DIG with invaluable insights into student outcomes and program success. These insights can be used to tailor curricula, enhance teaching methodologies, and align program offerings with the evolving demands of the culinary education industry. By continuously evaluating and improving program effectiveness, DIG can maintain its reputation as a leader and innovator in culinary education, attracting not only students but also industry partnerships and collaborations. Ultimately, the IER process ensures that DIG remains responsive to the needs of its students and the broader culinary community, solidifying its position as a valuable contributor to the industry's growth and development.

## Overview

For the purposes of this report, data and text collected covers the time frame of Summer 2022 to the end of Spring 2023. This data along with additional performance measures was compared to previous benchmarks and analyzed against the Strategic Plan. The higher education landscape on a national level is struggling with enrollment. Economic and social factors are influencing the industry and DIG continue to preserve through these challenges while building for the future.

### Recognition

DIG retained its State of Michigan Proprietary Post-Secondary Education Provider License in effort to provide recognized diplomas to graduating students in Michigan. An annual report was submitted to the American Culinary Federation and DIG was approved to continue to operate the ACF Culinarian and Sous Chef Apprentice Program with a programmatic site visit underway for scheduling. The U.S. Department of Labor Office of Apprenticeship completed their approvals of the Sous Chef and Culinarian Program and granted National Permanent Program Status to the Detroit Institute of Gastronomy.

DIG retains the World Chefs Recognition of Quality Culinary Education status. During this reporting period the institution began the process of approval in the Student Exchange Visitor Program to issue M-1 visas to international students. At the conclusion of this reporting period, a site visit was conducted and final approval is pending.

### 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 and revised in 2023 to set the stage for the development of the Institute. We have continued, the mission has become more defined and we have added the Guiding Values.

*“Detroit Institute of Gastronomy is empowered, focused, and committed to providing transformative educational experiences.*

- *We empower aspiring culinary artisans through an immersive chef driven apprenticeship education.*
- *We deliver focused, industry relevant, online education paired with real-time, in-field practical skill application.*
- *We graduate students with well-informed minds, skillful hands, feet that willingly carry responsibility, heads held high in confidence, hearts 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**

The local and national competitive landscape for culinary education is evolving. Many post-secondary schools are beginning to see the future benefits and potential of the apprenticeship model. While post-secondary education continues to be impacted by the external factors such as the economy and student loan regulations, Detroit Institute of Gastronomy continues to lead the way nationally as a culinary apprentice higher education institution. 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 – potentially exploring apprenticeship.
- Henry Ford Community College

#### **Career Schools – Diploma Offerings**

- Dorsey Culinary Academy – Dorsey College – Recent acquired by a non-profit university.

#### **Distance Education – Certificate Offerings**

- Escoffier On-line – fully online and now offering financial aid.
- Rouxbe Online Culinary Training – attempting to grow apprenticeship.

Administration continue to use the DIG 2022-2024 Marketing Plan found [HERE](#) while continuing to monitor performance metrics of assets for effectiveness. While some text and picture combinations are working well, others are performing under benchmarks. When this occurs, they are retired and altered, leveraging financial viability as much as possible.

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
- Rising tuition costs
- 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

Understanding the shared struggles in the industry allows us 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.

“Apprenticeships are an extremely effective method to teach the culinary arts because it offers a formatted and welcoming approach while also applying real-world experience.”

*-DIG Sous Chef Graduate, 2023*

“I believe culinary apprenticeship is tremendously valuable to the industry. Students enrolled in a quality apprenticeship program get the best of both worlds: traditional classes that are focused on solid and established culinary fundamentals and real world on the job learning in a functional kitchen.”

*-DIG AC Committee Member, 2023*

### DIG SWOT ANALYSIS

At the conclusion of the Spring 2023 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.

With input from the DIG Advisory Committee, Soil2Service Board and administration, 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 2022 to Spring 2023.

<b>SWOT – Summer 2022 – Spring 2023</b>	
<b><u>Strengths</u></b>	<b><u>Weaknesses</u></b>
<ul style="list-style-type: none"> <li>• US-DOL National Program Status</li> <li>• Student wellness support.</li> <li>• Supportive and Positive Faculty and Staff</li> <li>• Building History – we have been teaching students since 2019.</li> <li>• Demonstrated successful outcomes for third party certifications of students.</li> <li>• Improved course delivery in LMS</li> <li>• Continued Positive feedback from current and graduated students</li> <li>• New, proprietary skills and hours tracker launched for OJL classes.</li> <li>• Fully funded student through Michigan Rehabilitation Services</li> <li>• International student presence enrolled.</li> <li>• Open to everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budget for outreach.</li> <li>• Institution - Mentor-Apprentice communication.</li> <li>• Conversion rates from Step 1 to Step 2 to Full Enrollment</li> <li>• Ability to offer financial aid from more accessible funds.</li> <li>• Lack of reoccurring scholarships dollars and endowment funds from donors</li> <li>• not fully accredited yet</li> <li>• lack of marketing to the wider audience</li> <li>• difficulty recruiting students for different reasons</li> <li>• keeping students engaged</li> <li>• low social media presence on Tiktok, reels, Instagram, threads, twitter, etc</li> </ul>

<ul style="list-style-type: none"> <li>• Defined mission</li> <li>• Certification and a job</li> <li>• Close to fully degree granting institution</li> <li>• ACF full registration/program approval leading to a nationally recognized credential.</li> <li>• Online learning model is resilient against potential future pandemics/lockdowns</li> <li>• Eligible for VA education benefits</li> <li>• Supportive S2S Board and very motivated culinary directors.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited budget to build the concierge and faculty teams.</li> <li>• Culinary trades lack of respect/knowledge for the Journeyman credential.</li> </ul>
<p style="text-align: center;"><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Increase communication channels of Student-Faculty/Mentor-Institution.</li> <li>• Full marketing push to business to use apprenticeship as a training and retention tool.</li> <li>• POE utilizing DIG as added value to hire new workers.</li> <li>• Gain students through high school developmental courses.</li> <li>• Develop communication protocols with students.</li> <li>• Increase faculty to student communication</li> <li>• more connection to students</li> <li>• Outreach is great in Michigan, what can we do elsewhere?</li> <li>• Increase DIG brand recognition through professional networking channels.</li> <li>• Increase Social media presence on Tiktok, reels, Instagram, threads, twitter, etc.</li> <li>• Corporate partnerships to fund. In return, target students to work in identified areas of concentration.</li> <li>• WIA Scholarship fundraiser to build student base and reduce inequities.</li> <li>• Work to build an apprenticeship relationship with our local food service worker union.</li> </ul>	<p style="text-align: center;"><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing economic concerns</li> <li>• Reduced community college tuition offered by State of Michigan.</li> <li>• Students must already possess an internal lotus of control at time of enrollment.</li> <li>• Low enrollment to colleges statewide</li> <li>• Lack of DOE Accreditation.</li> <li>• General feeling towards higher education - "I don't need this"</li> <li>• General feeling towards chefs as malicious</li> <li>• General feeling towards restaurant work.</li> <li>• Cybersecurity concerns- Student personal information leaks, ransomware, etc.</li> <li>• Transient nature of entry level culinary workforce.</li> <li>• Prevailing attitude in culinary in general that education/training isn't necessary for success (School of hard knocks thinking).</li> <li>• Low enrollment decelerates future growth</li> </ul>

### 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 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 2022 – Spring 2023 quarters and used in goal setting and comparative analysis in determining quantitative performance benchmarks for the institution in comparison to the Summer 2021-Spring 2022 data in alignment with the DIG Strategic Plan.

### Population and Demographics

#### Population

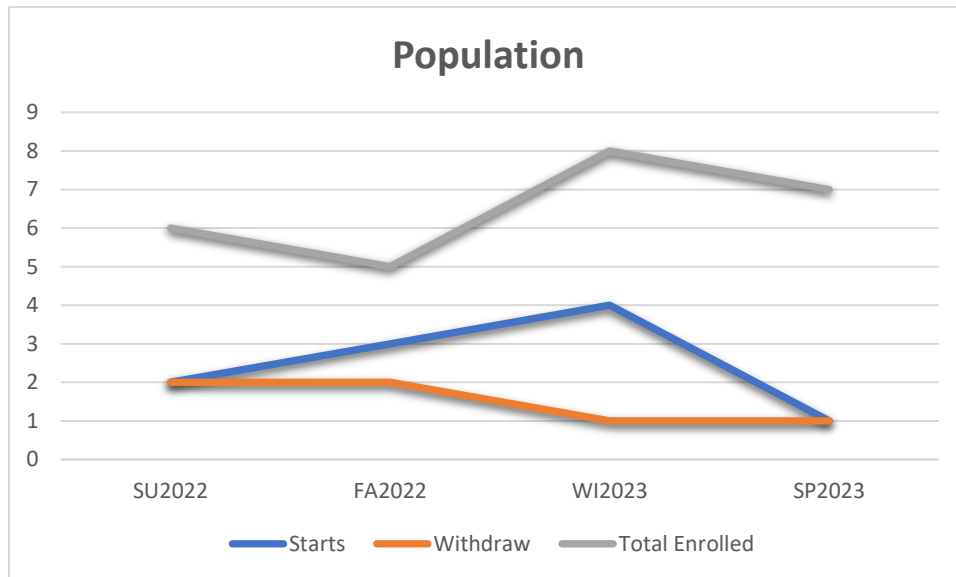
Student enrollment at DIG continues to fluctuate. Retention rates are carefully watched and monitored. Continuing to grow the population is both a goal and a challenge. With small numbers of enrollment, every student counts and when one student withdraws, the impact is great on the overall numbers. At the end of the Spring 2023 quarter, seven students were enrolled. This was our first Spring quarter end increase from 5 to 7 or annual increase of 71%.

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 75.6%. This is a decrease in retention percentage from last year.

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. There were no graduates during this reporting cycle

Population	SU2022	FA2022	WI2023	SP2023
<b>Total Enrolled</b>	6	5	8	7
<b>Withdraw</b>	2	2	1	1
<b>Graduate</b>	0	0	2	0
<b>Retention %</b>	67%	60%	88%	86%
<b>Graduation %</b>	0%	0%	0%	0%



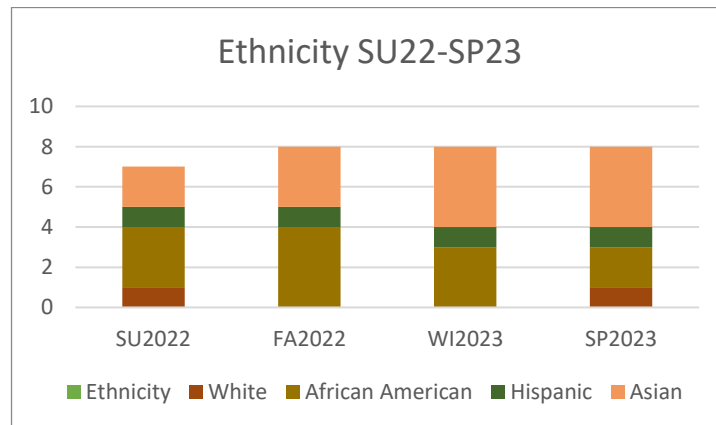


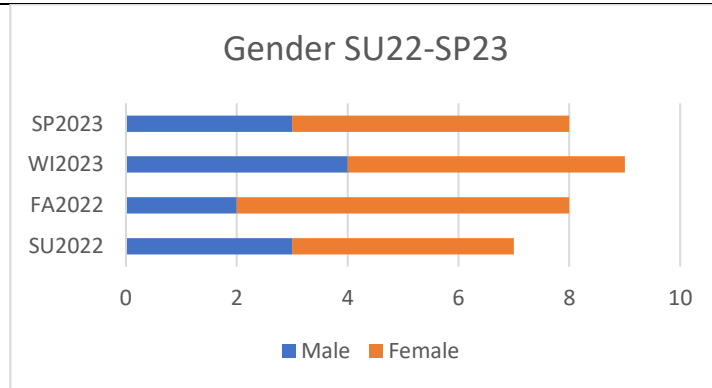
**Demographics**

DIG continues to have a diverse population that is slightly more diverse than the previous reporting cycle. The Spring 2023 quarter closed with the percentage of male to female population changing from the previous cycle (63% Female). We trended in the direction of more female than male students this cycle.

Students of non-European/white ethnicity made up 88% of the student population at the conclusion of the Spring 2023 quarter with four students enrolled in the state of Michigan, two of those in Detroit and the remaining student enrolled outside the state of Michigan (Chicago, Tennessee and Oregon).

	SU2022	FA2022	WI2023	SP2023
Male	3	2	4	3
Female	4	6	5	5
<b>Ethnicity</b>				
White	1	0	1	1
African American	3	5	4	3
Asian	2	2	3	3
Hispanic	1	1	1	1
Native American	0	0	0	0
Pacific Islander	0	0	0	0
<b>Location</b>				
In State	5	6	3	3
Detroit	2	2	2	2
Out of State	2	2	4	3

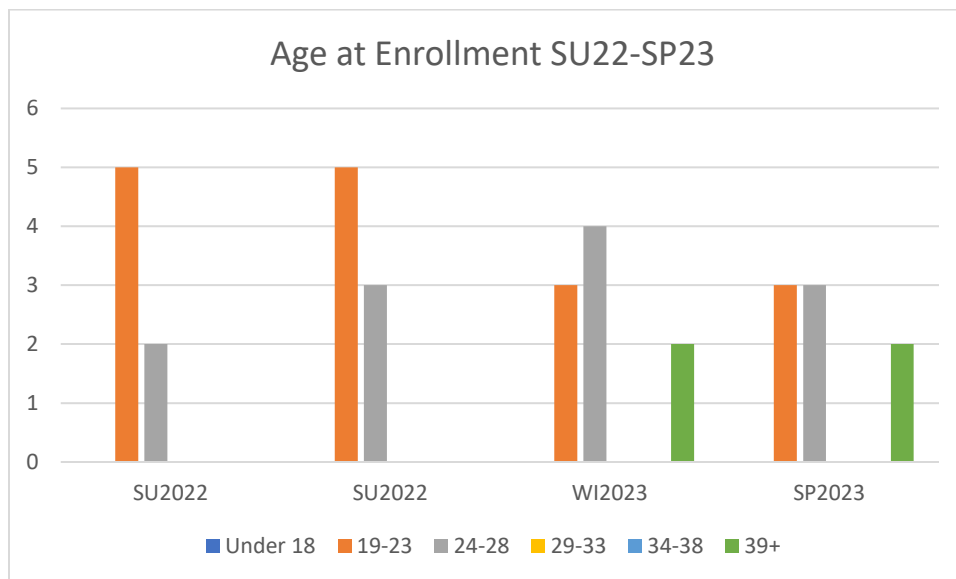




**Age**

This reporting cycle witnessed little change in age at time of enrollment aside from the students that have entered the program looking to change or grow their careers. In the Winter of 2023, two students over the age of 39 enrolled in the program. The 18-19 year old age range continues to be the bulk of the population and we expect it to continue in the future.

Age at enrollment	SU2022	FA2022	WI2023	SP2023
Under 18	0	0	0	0
19-23	5	5	3	3
24-28	2	3	4	3
29-33	0	0	0	0
34-38	0	0	0	0
39+	0	0	2	2



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## 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.

Using a scheduling tool, this reporting cycle we introduced a “DIG enrollment exploration” scheduling option for all incoming leads. This has allowed us to track the appointments set by concierge team members and focus energy and recourses on leads that express interest.

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 continue to perform well. 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

**Recruitment**

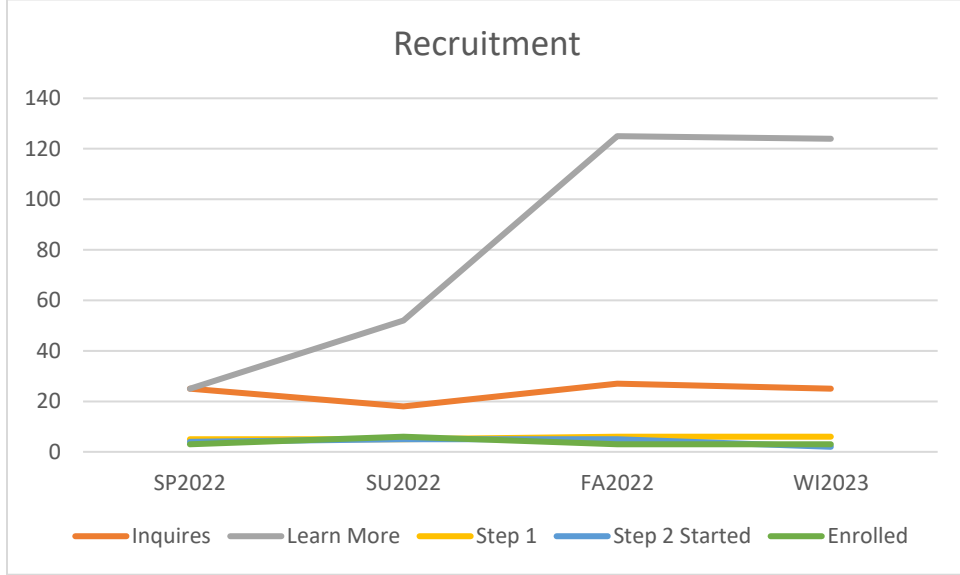
For tracking the effectiveness of the follow up on inquires and progress through the application process, conversion rates have been established of “Inquiry to Step 1” and “Step 1 to Step 2.” Continuing to closely monitor the performance of outreach through digital channels has allowed lead flow to increase. Maintaining the strong performing campaigns has allowed the analytics to improve.

Internalizing the marketing has given the institution more control over the messages and financial targeting for outreach. As we continue to monitor activities, we are seeing a larger volume of leads come into the system.

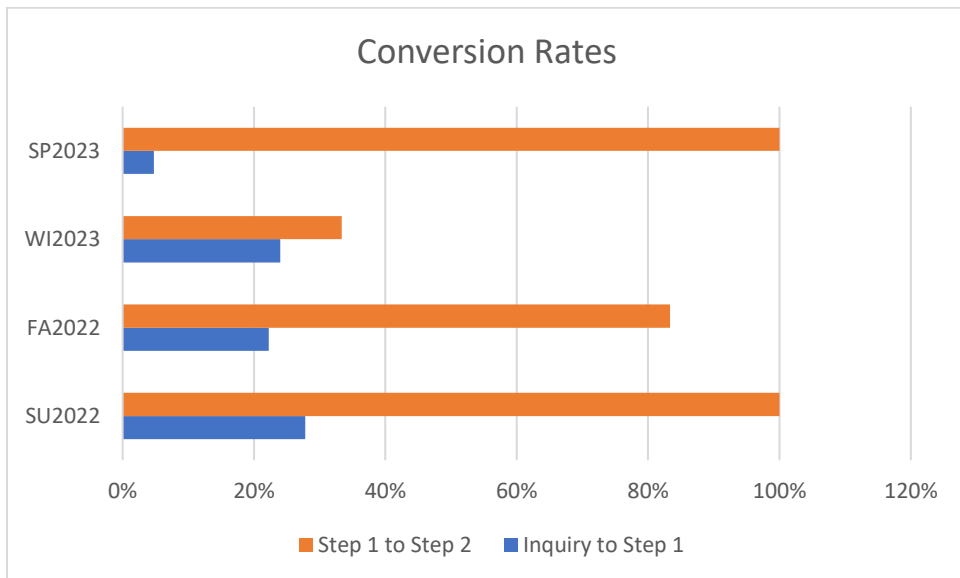
During the Spring 2022 recruitment cycle for the Summer 2022 start, 18 inquiries were completed with 28% conversion rate to Step 1 and a 100% conversion rate from Step 1 to Step 2 resulting in 3 enrollments. The Fall 2022 to Winter 2023 enrollment cycle resulted in 27 inquiries leading to an 22% conversion to step 1 and a 83% conversion to step 2 from step 1 resulting in 3 student enrollments. During this quarter of recruitment, the part-time concierge that DIG hired accepted full-time employment from another institution. During the winter 2023 recruitment cycle a new part time concierge was hired.

Winter 2023 to Spring 2023 resulted in 25 inquiries reflecting a 24% conversion to step 1 and a 33% conversion from Step 1 to Step 2. Spring 2023 to Summer 2023 resulted in 42 inquiries and 110 learn more submissions. These 42 inquiries resulted in a 5% conversion rate to Step 1 and 100% from Step 1 to Step 2 resulting in 0 enrollments. While conversation rates continue to fluctuate as a result of turnover, we are looking forward to stronger numbers in future quarter and converting some Step 2 applicants to full enrollments.

<b>Recruitment</b>	<b>SU2022</b>	<b>FA2022</b>	<b>WI2023</b>	<b>SP2023</b>
Inquiries	18	27	25	42
Learn More	52	125	124	110
Step 1	5	6	6	2
Step 2	5	5	2	2
<b>Enrolled</b>	3	3	3	0



Conversion Rates	SU2022	FA2022	WI2023	SP2023
<b>Inquiry to Step 1</b>	28%	22%	24%	5%
<b>Step 1 to Step 2</b>	100%	83%	33%	100%



## Outreach

Carefully adjusting the dollars spent for each campaign has allowed for a more targeted and focus use of funds to generate leads. Our social media audiences remain flat for the reporting year but the website traffic and video views have successfully grown to a large audience impression volume:

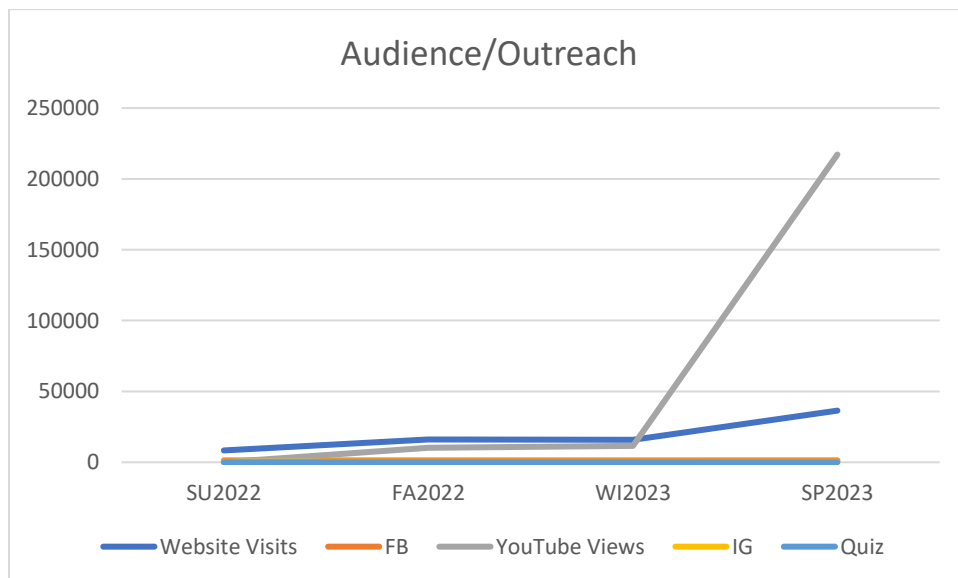
[DIG Website](#)

[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	SU2022	FA2022	WI2023	SP2023
Web site Visits	8362	16000	15843	36457
FB	1320	1320	1320	1351
YouTube – total views	Paused	10268	11495	217211
IG	431	431	431	431
Quiz	18	24	22	35

Outreach to high school programs continues to be a focus for DIG Administration. During this cycle, nine 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 high school job fairs have helped increase the overall awareness of DIG on a local and national level.

Presentations	SU2022	FA2022	WI2023	SP2023
High School	0	4	2	1
Other/Open House	0	2	0	0
<b>Additional Outreach</b>				
Email Campaign	0	0	0	0
Direct Mail	0	0	0	0

### Student Support

To ensure that students receive positive support and guidance throughout their active enrollment, DIG has recognized two key areas that can significantly enhance their success.

The first area we've identified is the navigation of post-secondary education. Success in a hybrid apprenticeship program hinges on students receiving the necessary support and direction to meet various academic milestones. To address this, we first had to establish the three key points of contact with the student; program navigation, academic navigation, and on-the-job (OJL) navigation. Proactively, we've introduced the Concierge program. Upon enrollment, each student is paired with a dedicated concierge team member from DIG. This team member plays a vital role in supporting the student throughout their educational journey until graduation, serving as a constant point of contact for any questions or concerns. Additionally, the student is paired with a qualified and engaged OJL mentor. To support the mentor in this role we have introduced the online mentor forum and skills resource as well as a functional skills and hours tracker. Finally, we provide the faculty with training on how to teach adult learners remotely. All three together provide positive support in the navigation of post-secondary education and can make a significant difference in the student's experience.

The second area we've pinpointed is the student's personal well-being. While this may fall outside the purview of DIG's expertise, we've taken proactive steps to ensure support. We've partnered with a third-party support team to assist students. Post-secondary education often brings added stress, and some students may find it challenging to balance life, academics, and work, potentially reaching a breaking point. For those in need, DIG collaborates with Team Wellness Center, a leading provider of mental health services, and also offers access to professional coaching through Be Better Coaching. This additional layer of support from engaged mentors and expert professionals reinforces the holistic well-being of our students.

### Educational Outcomes

Educational outcomes are continued to be tracked in the following categories to help quickly determine the academic performance of students and faculty. Through these categories, administration is provided a quick overview of educational outcomes.

#### 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 previous education and not needing to complete the RTI offered.

Course	SU2022	FA2022	WI2023	SP2023
OJL Offered	3	3	4	4
RTI Offered	4	5	5	6
<b>Population</b>				
Enrolled	6	5	8	7
Graduate	0	0	0	0
Withdraw	2	2	1	1

The courses offered in this reporting cycle provide insight into the progression of the enrolled students. While a limited number of new students impacted the courses delivered, the academic progression of the student body is on time with pace of completion.

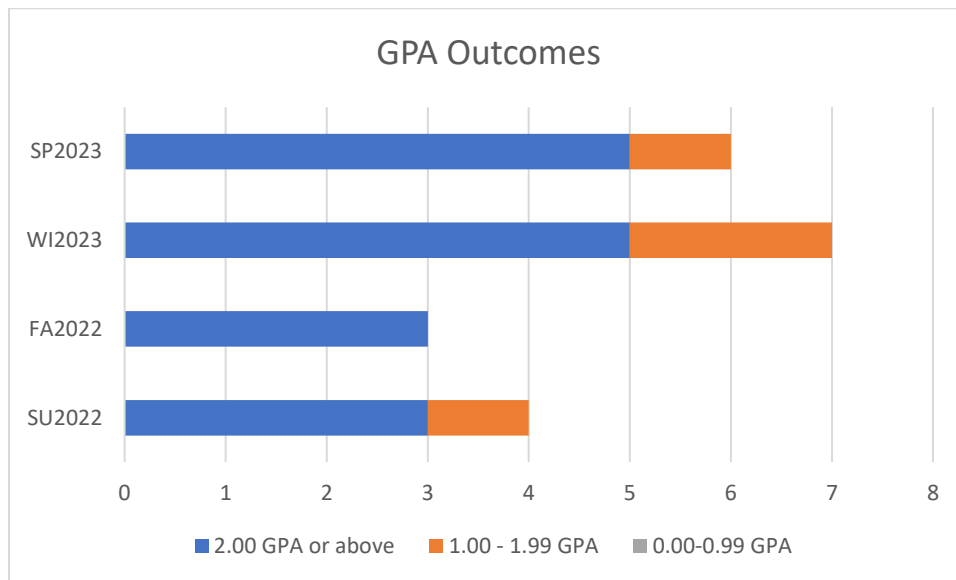
#### Outcomes

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.



As identified in the SWOT analysis, an opportunity for DIG is to develop system and methods to increase student engagement. We continue to work to enhance student engagement and increase communication in academics. Through this approach we hope to see a stronger academic performance from our students.

Outcomes	SU2022	FA2022	WI2023	SP2023
2.00 GPA or above	3	3	5	5
1.00 - 1.99 GPA	1	0	2	1
0.00-0.99 GPA	0	0	0	0



### Student Academic Performance (SAP)

SAP tracking is another method that will determine the effectiveness of education outcomes. During this reporting cycle, multiple students were placed on academic warning and ultimately suspended from the program due to poor academic performance. During this reporting cycle, students on suspension were invited back to the program. One accepted the offer to return, and another decided to wait. The student that chose to wait was withdrawn officially from the program.

SAP	SU2022	FA2022	WI2023	SP2023
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.

#### *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 –**
  - WFSO – Food Protection Manager Certification
- **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, one ACF Certification was attempted, both written and practical examinations and resulted in a 100% success rate.

Professional Certs	SU2022	FA2022	WI2023	SP2023
Number Attempted	4	8	8	4
Number Success	4	8	8	4
ACF Certs Attempted	0	0	1	0
ACF Certs Successful	0	0	1	0

The success rate of overall certifications attempted was tracked and reflected impressive results with all four quarters resulting over a 100% pass rate. 70% has been determined to be the institutional benchmark for non-ACF certification exams and this reporting cycle has exceed the benchmark.

Professional Certs	SU2022	FA2022	WI2023	SP2023
Success Rate	100%	100%	100%	100%
ACF Success Rate	N/A	N/A	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	SU2022	FA2022	WI2023	SP2023
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 11% as compared to an average from last cycle of 10%. The data suggests that we are trending in the right direction.

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

# Detroit Institute of Gastronomy Institutional Effectiveness Report SU2022-SP2023

Form: Student Course Survey Fall 2022												0 Selected							
ID	FALL 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 student[...]	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?	First Name	Last Name	Email	Contact	First and Last Name	Submitted On	Actions
<input type="checkbox"/>	2415	CUL 2060 Sous Chef II	Likely	Yes	Very knowledgeable	Extremely clearly	Extremely concerned	Extremely Easy	Extremely well	The right amount	Extremely helpful	N/A					Jessica Xiong	12-28-2022 10:37 AM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2414	CUL 2081 Baking Fundamentals	Likely	Yes	Extremely knowledgeable	Extremely clearly	Very concerned	Extremely Easy	Extremely well	The right amount	Extremely helpful	N/A					Jessica Xiong	12-28-2022 10:36 AM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2390	HOS 1022 Nutrition	Likely	Somewhat	Extremely knowledgeable	Very clearly	Somewhat concerned	Somewhat Easy	Very well	Too fast	Very helpful	I wish there had been a little more correlat[...]					Jessica Xiong	12-23-2022 12:32 AM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2389	CUL 1031 Purchasing and Receiving	Likely	Somewhat	Very knowledgeable	Somewhat clearly	Somewhat concerned	Somewhat Easy	Very well	The right amount	Very helpful	Overall I think I just had a harder time gras[...]					Jessica Xiong	12-23-2022 12:28 AM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2382	CUL 1011 Sanitation and Safety	Likely	Yes	Very knowledgeable	Very clearly	Very concerned	Very Easy	Very well	The right amount	Very helpful	Maybe more learning or updated learning materials.					Casey Garcia	12-22-2022 08:35 AM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>

## Summer 2022:

Form: Student Course Survey Summer 2022												0 Selected							
ID	Summer 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 student[...]	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?	First Name	Last Name	Email	Contact	First and Last Name	Submitted On	Actions
<input type="checkbox"/>	2114	CUL 1012 Intro to Food Service	Extremely Likely	Yes	Extremely knowledgeable	Very clearly	Extremely concerned	Very Easy	Extremely well	The right amount	Very helpful	NA					Jessica Xiong	09-14-2022 10:37 PM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2113	CUL 1010 Culinary Foundation I	Extremely Likely	Yes	Very knowledgeable	Extremely clearly	Extremely concerned	Very Easy	Extremely well	The right amount	Very helpful	NA					Jessica Xiong	09-14-2022 10:36 PM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>
<input type="checkbox"/>	2112	CUL 1011 Sanitation and Safety	Extremely Likely	Yes	Extremely knowledgeable	Very clearly	Very concerned	Very Easy	Very well	The right amount	Very helpful	NA					Jessica Xiong	09-14-2022 10:34 PM	<a href="#">Info</a> <a href="#">Email</a> <a href="#">Print</a>

## Student Comments:

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.

(Instructor) did so well, made sure everyone is carried along.

Instructor was even across the board

Instructor did well in follow up on student, and also ensure the students enjoy the course material. Areas needed for improvement are in quiz session avoid repetitions.

## 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. During this reporting year, administration decided that this metric was not as critical as others. Ensuring that the chef-mentor and apprentice communication channel is improved was a higher focus. With this understanding, tracking Places of Employment was not tracked and will be revisited in future years.

### Average Apprentice Wage

The hospitality industry has a longstanding reputation for underpaying its workforce. However, our apprentice culinary program is changing that narrative by empowering workers to not only earn a decent income but also enhance the quality of their work, thereby driving an increase in wages. This fundamental principle of enabling students to earn a living wage while pursuing their education is a direct result of following the core of DIG's mission.

During the reporting period, the average apprentice wage stood at \$18.20 per hour. This marked a noteworthy increase of \$2.82 per hour compared to the previous reporting cycle. It's important to note that the current Michigan minimum wage is set at \$10.10 per hour. This upward trajectory in wages is not coincidental; it's a testament to the commitment of both our students and DIG.

The surge in wages can be attributed, in part, to external economic factors that influence the industry's hourly wage rates. Moreover, we're encouraged by the feedback we've received from employers who express a strong desire to invest in employees and apprentices that they can nurture, train, and watch grow. These employers are increasingly willing to pay a livable wage at the student's program start, recognizing the dedication and commitment that culinary apprentices bring to the industry. As we continue to develop the skills and knowledge of our apprentices, we aspire to further impact the industry by ensuring that our apprentices are compensated at or above the industry's average hourly rate, as demonstrated by the steadily increasing wage data.

<b>Wage</b>	<b>SU2021</b>	<b>FA2021</b>	<b>WI2022</b>	<b>SP2022</b>
Average Hourly Rate	\$14.67	\$15.83	\$15.25	\$15.75
<b>Wage</b>	<b>SU2022</b>	<b>FA2022</b>	<b>WI2023</b>	<b>SP2023</b>
Average Hourly Rate	\$16.42	\$18.38	\$19.35	\$18.65

### 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.

<b>ACF Certification</b>	<b>SU2022</b>	<b>FA2022</b>	<b>WI2023</b>	<b>SP2023</b>
Number of Mentors	3	5	5	5
Certified Mentors	1	1	1	1

### 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.

Seventeen 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 the community partners. We continue to provide these external opportunities for the students of DIG. The Spring 2023 quarter was the first annual DIG Women In Culinary Apprenticeship Scholarship Fundraising event.

<b>Events/Workshops</b>	<b>SU2022</b>	<b>FA2022</b>	<b>WI2023</b>	<b>SP2023</b>
Soil2Service	9	7	0	1
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 Fall 2023 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.

### Influence of Data on Strategic Plan Goal Determination

#### Goal Performance

Comparing this reporting cycle’s performance against the Summer 2021-Spring 2022 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 2023-Spring 2024 IER. From these SMART goals, the actions to achieve are developed, targeted baselines are established, and performance is monitored.

The SU2022-SP2023 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. The previous cycle created goals based on the Strategic Plan. The goals set during the last reporting period are as follows:

#### SU2022-SP2023 Goals:

**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
<b>Total Population</b>	7	10	16	20
<b>Actual</b>	6	5	8	7

**Base line Data:** Ended the quarter with a population of 7. 13 below the base line

**Actions:** During the reporting cycle the following actions were taken:

- Developed concierge team members.
- Created lead phone script.
- Launched standardized SMS messaging for leads.

**Reflections on outcomes:** Through the recruitment, training and development of concierge team members, the experience administration team was pulled away from focusing on lead flow. This influenced the enrollment numbers as well as the conversion rates.

**Development and next steps:** We look to continue to grow our student population. Continued training on lead flow follow-up and talking points with concierge team will hopefully increase commitment during the enrollment process.



**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+
Actual	8362	16000	15843	36457
Social	1751	1751	1771	1771

**Base line Data:** Website visits continue to trend above the base line metric. Social audience hovers just below.

**Actions:** During the reporting cycle the following actions were taken:

- Implementing a scholarship event led to a dramatic increase in website traffic and exposure.
- Continued fine tuning of digital campaigns and amplified traffic.

**Reflections on outcomes:** DIG is pleased with the performance of these metrics. Over time, additional financial resources will be leveraged to increase digital presence. For the limited resource allocation, the performance indicating numbers are in line with expectations for this reporting cycle.

**Development and next steps:** During the next reporting cycle we look to carry on the targeted digital campaigns and refine the audience sectors. The launch of a few more additional campaigns in 2024 will help diversify the messaging.

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**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%
- Actual Average:
- Inquiry to step 1 – 20%
  - Step 1 to step 2 – 79%

**Base line Data:** In this reporting year, the conversion rates exceed the baseline.

**Actions:** The following actions were taken during this reporting cycle:

- Hired and trained concierge. After one quarter, the concierge left team and we hired a new one.
- Implemented SMS Campaign tool to increase phone appointments.
- Tracked appointments in system.

**Reflections on outcomes:** While the conversion rates are exceeding the base line number set, we are still not seeing the full enrollments needed to meet the institutional goals. Many students begin the step 2 application process and then financial realizations come into play and struggle to finish the enrollment process. We continue to urge communications early on with leads about the financial commitment needed.

**Development and next steps:** Continue to train concierge team on the program to be able to develop more confidence in the potential student. Administration in working on methods to increase enrollments from Step 2 applicants.

**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

**Actual:** 24% average

**Base line Data:** By increasing faculty communication and motivational messages, we continue to see an improvement in overall academic performance although the probation numbers do not reflect this statement. Small population numbers influence the overall students on probation percentage.

**Actions:** The following items were implemented in the reporting cycle

- Launched new proprietary skills and hours tracking system
- Increased faculty motivational communication in classes
- Encouraged faculty to hold zoom class sessions to increase student connections

**Reflections on outcomes:** From the feedback administration gained from the Advisory Committee and the Faculty through meetings, we find that communication with students will be an ongoing challenge for the institution. Fine tuning of curriculum and a more dedicated focus of faculty to connect to students early in the quarter will continue to be a focus.

**Development and next steps:** Streamlining the new Skills and Hours tracking portal will be priority in the next few quarters. Ensuring that students and mentors are comfortable with the new system and ensuring that it functions properly is a priority. Creating a mentor forum to encourage connectivity between mentors will be completed in the next year.

**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

**Actual:** 11% course survey submission rate/83% submission rate of annual student satisfaction

**Base line Data:** While the base line for course survey submission was achieved, administration is still not happy with the results. We will continue to encourage students to submit course evaluation surveys. The annual student satisfaction results are good.

**Actions:** The following items were implemented in the reporting cycle

- The faculty posted multiple times during week 10-12 encouraging students to complete the course survey.
- Random Gift card give away for submitted course survey's was implemented.
- Emails to students to complete surveys was communicated.

**Reflections on outcomes:** BY tracking survey completion, administration is provided with a glimpse into the student's connection to the institution. We will continue to encourage students to share feedback.

**Development and next steps:** Deliver a SMS messaging plan for course surveys.

**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 the internal workforce.

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

**Actual:** Did not meet the goal

**Base line Data:** We continue to network with potential partners but administration changed its focus to current and future student enrollment during this year.

**Actions:** The following items were implemented in the reporting cycle

- No new actions were taken for this goal

**Reflections on outcomes:** As we continue to strive to grow student population and fine tune the educational experience for students, we will naturally attract more partners. Other goals were made a higher priority during this reporting year.

**Development and next steps:** Continue to network the program

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**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

**Actual:** Awarded 3, \$1000.00 scholarships and 1, \$500.00 scholarship for Summer 2023 quarter

**Base line Data:** This reporting year the Women In Culinary Apprenticeship Scholarship fund was established. A fundraising event was held in the Spring 2023 quarter and raised over \$20,000.00 for the scholarship fund.

**Actions:** The following items were implemented in the reporting cycle

- WIA Scholarship fund created
- Event created and held in Spring 2023
- Awarded scholarship for summer 2023 quarter

**Reflections on outcomes:** We look forward to the event occurring on an annual basis. The DIG and Soil2Service team learned a lot in the initial event. We look to another great event next year to raise more funds to help offset student tuition expense.

**Development and next steps:** Establish an additional fundraising event for the Fall to help grow the endowment fund. Fine tune the event for 2024.

**Goals for SU2023-SP2024**

The strategic plan is still in place for the next reporting cycle. Below are the goals in line with the strategic plan for Summer 2023 – Spring 2024. In reviewing the performance, resources and capacity of the institution against the performance from the previous years, baseline target for each goal have been adjusted.

**Pillar:** M-Memorable

**Strategic Plan Goal:** Increase student population through memorable experiences

**IER Goal 1:** Increase Student Population

**Base line:** 15 students – Spring 2024

Quarter	Summer 2023	Fall 2023	Winter 2024	Spring 2024
<b>Total Population</b>	6	9	13	15

**Actions to Achieve Goal:**

- Develop a concierge training plan and grow structure.
- Work to achieve accreditation leading to Federal Funding opportunities for students.
- Hold Pre-Apprentice class to encourage enrollments.

**Pillar:** M-Memorable

**Strategic Plan Goal:** Increase student population through memorable experiences

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

**Base Line:** 12,000 visitors to website/2000 total audience size on social platforms

Quarter	Summer 2023	Fall 2023	Winter 2024	Spring 2024
<b>Total Visits</b>	10000 +	12000 +	15000+	20000 +
<b>Social Audience</b>	1600 +	1700+	1800 +	2000+

**Actions to Achieve Goal:**

- Fine tune digital marketing and continue to grow website traffic.
- Develop a marketing plan for unpaid social media posts – minimum 1 per month.
- Leverage Advisory Committee to help in creating content for posts

**Pillar:** I-Institutional

**Strategic Plan Goal:** Expand Student Services

**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. A new baseline goal of 70% conversion from Step 2 application to enrollment has been established:

- Inquiry to Step 1 – 10%
- Step 1 to Step 2 – 40%
- Step 2 to Enrollment – 70%

**Actions to Achieve Goals:**

- Train concierge on Step 2 application process and enrollment flow
  - Determine meeting schedule points for administration to connect with Step 2 applicants and answer questions about program. Build the connection early.
  - Hold an open house for the public to discuss the enrollment process and explain apprenticeship.
- 

**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

**Actions to Achieve:**

- Work to establish short term course goals for all students early in the quarter.
  - Communicate with all students on SAP to maintain action plans.
  - Fine tune DIG Skills and Hours tracking platform.
- 

**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

**Actions to Achieve:**

- Discuss the establishment of a mandatory live zoom session in all courses, once per quarter.
  - Launch SMS campaign to encourage students to complete course surveys
  - Post course surveys in week 9
-

**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 the internal workforce.

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

**Actions to Achieve:**

- Continue to network program in professional circles.
  - Grow student enrollment and formalize POE paperwork with interested partners
- 

**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 5 \$1,500.00 scholarship

**Actions to Achieve:**

- Hold Fall Fundraiser
- Grow the size of the Women In Culinary Apprenticeship Fundraising event
- Seek large donors.

### **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

**Alan Neace, CEC, CCA, AAC**

DIG Advisory Committee Member

**Kevin Penn, CEC, CCA**

DIG Advisory Committee Member

*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.*