Detroit Institute of Gastronomy (DIG)
Institutional Student Learning Outcome Framework

When developing syllabus, course outcome objectives and content delivery DIG uses the following Institutional Student Learning Outcome (ISLO) Framework to assist in aligning course level Outcomes to Program Level Outcomes and ultimately, Degree/Diploma Level Outcomes.

Using Fink's Taxonomy of Significant Learning, the framework at DIG begins with Pillars based on the Mission:

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*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 in confidence**, **hearts of hospitality** and the **spirit to serve others**.*

Technical – Well-informed minds, skill full hands, heads held high in confidence

Engagement – Hearts of hospitality, spirit to serve others

Academic – Well-informed minds, willing carry responsibility

Each pillar of the framework focuses on Major categories in the taxonomy of Significant Learning. An important element to the Significant Learning Taxonomy is that it is ***NOT*** hierarchical:

Major Categories in the Taxonomy of Significant Learning

Dr. L. Dee Fink Director, Instructional Development Program University of Oklahoma Author of Creating Significant Learning Experiences (Jossey-Bass, 2003)

Foundational Knowledge. At the base of most other kinds of learning is the need for students to "know" something. Knowing, as used here, refers to students' ability to understand and remember specific information and ideas. It is important for people today to have some valid basic knowledge, for example, about science, history, literature, geography, etc. They also need to understand major ideas or perspectives, for example, what evolution is (and what it is not), what capitalism is (and is not), and so forth.

> **Special Value:** Foundational Knowledge provides the *basic understanding* that is necessary for other kinds of learning.

Application. This familiar kind of learning occurs when students learn how to engage in some new kind of action, which may be intellectual, physical, social, etc. Learning how to engage in various kinds of thinking (critical, creative, practical) is an important form of application learning. But this category of significant learning also includes developing certain skills (e.g., communication, playing the piano) or learning how to manage complex projects.

> **Special Value:** Application learning allows other kinds of learning to become *useful.*

Integration. When students are able to see and understand the connections between different things, an important kind of learning has occurred. Sometimes they make connections between specific ideas, between whole realms of ideas, between people, and/or between different realms of life (e.g., between school and work or between school and leisure life).

Special Value: The act of making new connections gives learners a new form of *power,* especially intellectual power.

Human Dimension. When students learn something important about their own Self and/or about Others, it enables them to interact more effectively with themselves or with others. They discover the personal and/or social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves (self-image) or a new vision of what they want to become (self-ideal). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others.

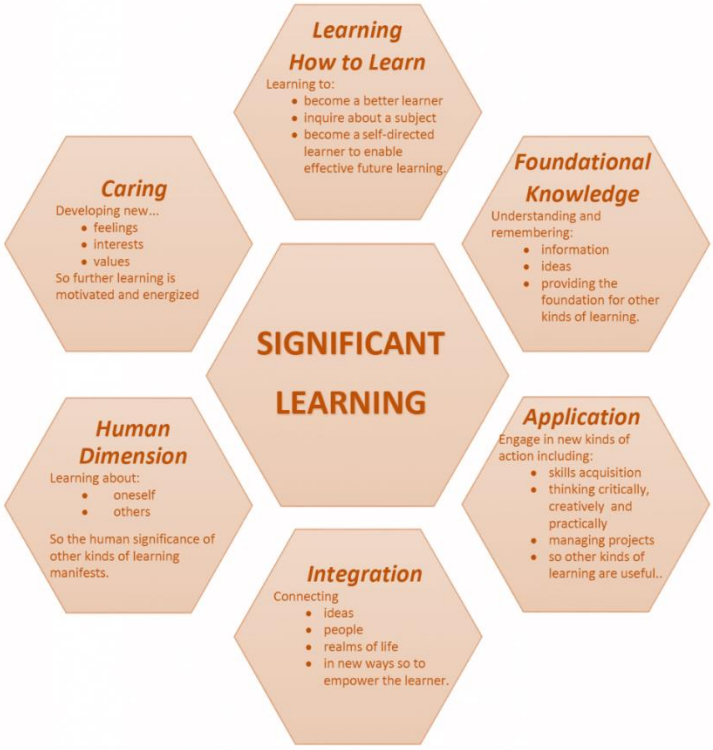
Special Value: This kind of learning informs students about *the human significance* of what they are learning.

Caring. Sometimes a learning experience changes' the degree to which students care about something. This may be reflected in the form of new feelings, interests, and/or values. Any of these changes means students now care about something to a greater degree or in a way than they did before.

Special Value: When students care about something, they then have the *energy* they need for learning more about it and making it a part of their lives. Without the energy for learning, nothing significant happens.

Learning How to Learn. This occurs when students learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry (e.g., the scientific method), or how to become self-directing learners. All of these constitute important forms of learning how to learn.

Special Value: This kind of learning enables students to *continue* learning in the future and to do so with *greater effectiveness.*



Using the pillars created along with the major categories of the Significant Learning taxonomy, the following Institutional Student Learning Outcomes (ISLO) Framework is a starting point to track, analyze and evaluate academic outcomes:

- **Technical**
  - **T1:** Foundation Knowledge
  - **T2**: Application
  - **T3:** Integration

- **Engagement**
  - **E1:** Integration
  - **E2**: Human dimension
  - **E3:** Caring

- **Academic**
  - **A1:** Foundational Knowledge
  - **A2:** Integration
  - **A3:** Learning how to learn