



Detroit Institute of Gastronomy

Program Outcomes Introduction

The following documents provide an insight into the outcomes a student will achieve by successfully completing the academic and skills development program at DIG in the culinarian and sous chef program.

Utilizing Fink's Taxonomy, the academic team has aligned course content with the published programmatic outcomes. This document details the development and implementation of Fink's Taxonomy in relation to courses and outcomes. A detailed assessment and course specific learning objectives map is also available upon request.

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:

*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).

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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.

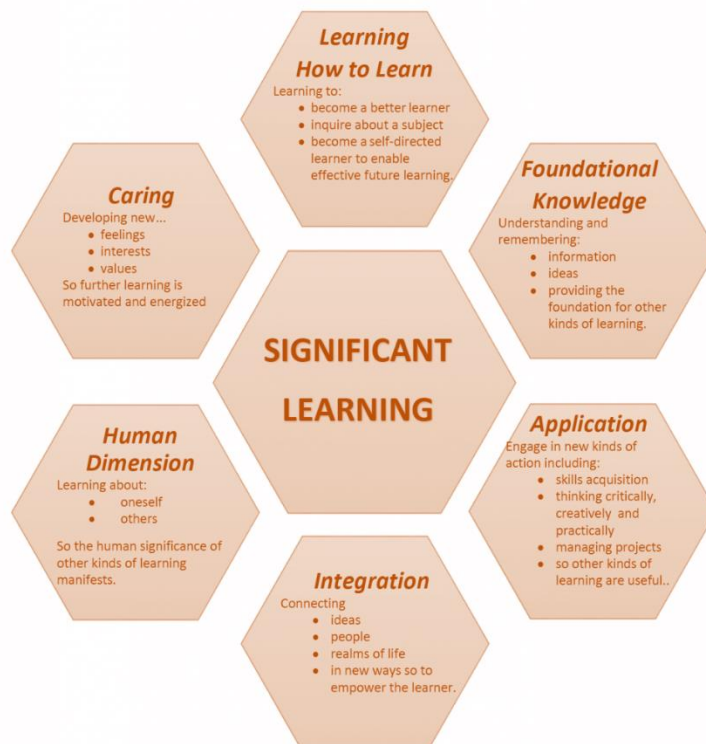
Special Value: This kind of learning informs students about *the human significance* of what they are learning.

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

Outcome Framework

Technical

Engagement

Academic

T1:
Understanding
and
remembering

T2: Skills,
Critical
thinking,
Managing
Projects

T3:
Connecting
Ideas, People,
Realms of life

E1:
Connecting
ideas, People,
Realms of Life

E2: Learning
about oneself
and others

E3: Developing
new interest
and values

A1:
Understanding
and
remembering

A2:
Connection
Ideas, People,
Realms of Life

A3: Learning
how to
become a
better
student,
Inquiring
about subjects



Culinarain - Program Outcomes:The Culinarain and Sous Chef Culinary Programs are delivered through a hybrid apprenticeship model of education. The on-the-job learning, technical portion of the program aligns with the U.S. Department of Labor Occupation code 35-2014.00 and includes, but is not limited to **technical concepts** including **sanitation, product and equipment identification, food production, preparation, and execution**. Additional academic courses in the Sous Chef Culinary Program are designed to build a graduate with skills in **critical thinking, social responsibility, and ethical reasoning**. This related training instruction will enhance the students **oral and written communications** while **developing quantitative principles** and enhancing their appreciation for the **humanities and fine arts**.....The Culinarain Program comprises of the first year (48 credits) of the Sous Chef Culinary program and prepares the student for a career in the culinary arts and the ability to continue their education.

Culinarain Program	Apprenticeship Program Course Year 1 (Culinarain)											
	CUL 1010	CUL 1011	CUL 1012	CUL 1020	ENG 1032	HOS 1022	CUL 1030	CUL 1021	MAT 1031	CUL 1040	ENG 1061	HUM 1052
Safety and Sanitation - Theoretical and Technical Concepts												
Demonstrate the ability to Work and Manage a sanitary environment	T1	T1		T2			T1			T3		
Apply Food handling practices that avoids time/temperature violations and cross-contamination	T1	T1		T2						T3		
Understand Proper food product disposal Techniques	T1	T1					T1			T3		
Understand how to respond and follow Emergency Procedures		T1					T1			T3		
Recall proper Food and Product Handling	A1	A1		T2			T1			T3		
Demonstrate appropriate judgement in personal health and safety		A1		T2			T1			T3		
Control the hygiene and safety of food through the operation from purchasing, receiving, storage, food prep and service		A1		T2			T1			T3		
Demonstrate the ability to reduce the risk of food contamination from the physical facility		A1					T1			T3		
Demonstrate an understanding of food safety management systems		A1								T3		
Analyze Laws and Regulations that pertain to professional food service	A1	A1							A1			
Understand Food Safety Management Systems and HACCP Compliance		A1							A1			
Product and Equipment Identification- Theoretical and Technical Concepts												
Demonstrate an understanding of food product categories and identify a verity of items	A1-T1						T1			T3		
Understand Cooking Methods and Principles of Techniques	A1			T2		T2	T1	T2		T3		
Apply Kitchen knife, uses and maintainence	A1			T2			T1			T3		
Identify proper kitchen equipment and its uses	A1-T1			T2			T1			T3		
Indicate fabrication techniques used in a professional kitchen										T3		
Food Production - Theoretical and Technical Concepts												
Cooking												
Know and demonstrate Standard Knife Cuts	A1			T2			T1			T3		
Apply the use of Formulas, Weights and Measurements	A1			T2			T1	A3		T3		
Understand Menu Planning and Development										T3		
Baking and Pastry												
Understand and apply Baking Methods and Techniques							T1			T3		
Nutrition												
Understand food allergies and how to keep food safe from contamination						T2-A2	T1			T3		
Organization Skills												
Demonstration Weighing and measuring	A1			T2			T1	T2		T3		
Food Preparation- Theoretical and Technical Concepts												
Cooking												
Understand Menu Planning and Development			A1					A3		T3		
Implement recipes and menus				T2			T1	A3		T3		
Baking and Pastry												
Use Equipment and Ingredients found in baking and pastry kitchens	A1									T3		
Understand the use of Formulas, Weights and Measurements common in baking and pastry applications										T3		
Nutrition												
Evaluate Food Nutritional Composition						T2				T3		
Apply Dietary Considerations and Guidelines						T2 - A2	T1			T3		
Wine and Beverage												
Comprehend Tasting and Production Terminology												T1
Demonstrate Grape Variety Identification												T1
Evaluate Food and Wine Paring												T1
Organization Skills												
Apply proper Mise en place	A1			T2			T1	T2		T3		
Demonstrate Proper Food Storage practices		A1		T2			T1			T3		
Plan portion sizes in relation to nutritional balance						T2-A2	T1			T3		

