Global Café Program  
Co-curricular Program Based Learning Outcomes Nomination Form

Criteria to include when nominating a co-curricular program with embedded learning outcomes:
- Program name and Department.
- Participant capacity (is there a set participation limit?)
- Narrative description of which embedded learning outcomes are addressed, and how.
- Description of learning activities to be used to achieve the learning outcomes.
- Description and specific examples of assessment methods used.
- Description of how the assessments will be used to determine if the criteria for the learning outcomes have been met.
- Description of how program experiences and assessment methods will be consistent from year to year and from section to section if multiple sections are used.
- Evidence of support by the department nominating the program.

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<tr>
<th>Name of Department/Unit nominating the program</th>
<th>International Programs / International Center of West Lafayette, Inc.</th>
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<tr>
<td>Title of the Program or Activity being nominated</td>
<td>Global Café</td>
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<td>Targeted group of students (or is it open to all Purdue students?)</td>
<td>Those students choosing to attend Global Café. Program is open to all.</td>
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<td>Participant capacity (students/year)</td>
<td>250 students/academic year.</td>
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| Activity offering frequency | ☒ Fall  
    ☒ Spring  
    ☐ Summer |
| Embedded learning outcomes addressed in the nominated program/activity | ☐ Creative Thinking  
☐ Critical Thinking  
☐ Ethical Reasoning  
☐ Global Citizenship and Social Awareness  
☒ Intercultural Knowledge  
☐ Leadership and Teamwork  
☐ Quantitative Reasoning  
☐ Integrative Knowledge  
☐ Written Communication (levels 2 and/or 3)  
☐ Information Literacy (levels 2 and/or 3) |
Please describe the specific assessment methods by which it will be determined if the student has completed the program/activity to a level of success that indicates achievement of this learning outcome. (Remember: It is not the program that achieves the learning outcome, but the student demonstrates achievement of the outcome by successful completion as measured by the assessment.)

Please attach documentation for the nominated program/activity that illustrates how the learning outcome(s) and its associated performance criteria (see VALUE rubrics) will be achieved by successful completion of the nominated program/activity.

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<th>Description of the learning activities to be used to achieve the learning outcomes:</th>
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<td>Each session includes a lecture/panel presentation on cultural topic given by a representative expert/s, and a discussion/Q&amp;A/other interactive component.</td>
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**As a result of attending and participating in three sessions of Global Café during one academic semester the student will:**

1. Show increased knowledge of and understanding of the history, culture, geography, economy, religion, educational systems and peoples around the world.
2. Be able to identify specific similarities and differences between their own and other cultures.
3. Demonstrate a greater appreciation for sociocultural diversity and intercultural awareness.
4. Demonstrate that student has had meaningful interactions with other participants.
5. Be able to identify specific ways a student can continue the dialogue with others after the three sessions.

**Assessment criteria to meet intercultural knowledge embedded outcome:**

1. Attend and participate in three 2-hour sessions in the same semester.
2. Submit assigned reflection journals after each of the three sessions.
ASSESSMENT
Records will be kept to assure student attendance and participation. Students must answer three reflection questions after each session of Global Café. The reflection questions are designed to direct students in developing intercultural knowledge and self-awareness.

Students will submit journal entries (answers to reflections questions) by email to globalcafe@intltr.org no later than midnight on the Wednesday following their Global Café session. Each question must have a response of at least 250 words.

Evaluator will use the Association of American Colleges and Universities (AACU) Intercultural Knowledge and Competence Value Rubric to assess each reflection journal entry.

Journal Reflection Questions
Session 1
1. What is culture and how does culture impact daily life?
2. How do you define your personal culture and how did you develop this framework or worldview? Is your personal culture different from the common culture in your home country? Please give specifics in your answer.
3. What are some difficulties you have experienced or anticipate experiencing in cross-cultural interactions?

Session 2
1. How can you recognize if your actions (verbal and non-verbal)
are culturally appropriate in cross-cultural interactions? Think about specifics like eye contact, laughter, personal space, level of directness, etc.

2. What are some specific behaviors or assumptions that are common in your personal culture that may not translate cross-culturally? Choose one of these behaviors or assumptions and describe a way you might modify it in a cross-cultural situation.

3. Have you seen or interacted with an aspect of another culture that made you feel uncomfortable? Think about things like use of public space, communication, study habits, eating habits, etc. Briefly describe what happened and why you felt uncomfortable.

Session 3

1. Think about your definition of culture from the first reflection journal. Do you agree or disagree with your definition now? Please give specific examples for your reasons.

2. What have you learned about how to interact with people from other cultures from attending Global Café? Give specific examples from presentations, discussion groups and interpersonal interactions.

3. What are some places or activities where you can continue to develop intercultural knowledge? Please list at least
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<th>How will you ensure students receive a consistent degree of engagement with the program/activity and an equitable opportunity to achieve the embedded learning outcome(s) across multiple offerings/sections?</th>
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<td>Each Global Café session, irrespective of topic, will consist of three parts in which student will be required to observe and participate: 1) Thought-provoking presentation. 2) Reflective Q &amp; A in small group discussion format. 3) Large group debrief and summary of key learning points.</td>
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In assessing reflection papers using the rubric, the evaluator will require student to provide specific examples showing they have met the learning outcome.

Submitted by:

Name: Beth Tucker, Daniel Bampoh/ Sarah Fehrman  
Department: International Programs/ International Center of West Lafayette, Inc.

Signature of department head/director recommending that this program/activity be considered for approval as meeting an embedded outcome of the Outcomes-based Core Curriculum.