

# HISPANIC OUTREACH SURVEY FINAL REPORT |

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# PROJECT BACKGROUND

## Purpose

The survey focused on addressing Project Goal 1 and 3 of the Meet. Learn. Share 2.0 program implemented by Hispanic Outreach:

- Project Goal 1: Increase social connectedness and belonging amongst and between Hispanic/Latino communities and Caucasian communities in Goodhue County.
- Project Goal 3: Empower the Hispanic community in Goodhue County to act with solidarity upon their expressed needs/barriers to improving their racial and health equity.

Progress toward these project goals was measured as *changes in cross-cultural understanding and cultural competence for participants in the Meet. Learn. Share 2.0 program.*

A total of 141 surveys were collected over six events. On average, 23 people attended each event. Figure 1 shows a breakdown of survey responses by gender, while Figure 2 shows a breakdown of survey responses by ethnicity. For both gender and ethnicity, five survey responses did not include gender or ethnicity data.

More women than men completed the survey and one participant identified as transgender female. More participants identified as Hispanic/Latino compared to White/Caucasian.

Meet. Learn. Share 2.0 participants reported 12 nationalities across four continents (Figure 3). Most participants reported their nationality as from the United States of America followed by Mexico and Guatemala.

The following report highlights the findings of the cultural competence survey implemented by Hispanic Outreach between January and May of 2024. **The results show that the Meet. Learn. Share 2.0 program is effective at increasing social connectedness, belonging, and community solidarity across ethnic and nationality differences.** These findings can help to define the continued development and growth of the Meet. Learn. Share 2.0 program and can inform Hispanic Outreach of the programmatic impacts on community and individual equity.

# METHODS

The survey (Appendix) was designed as a retrospective pre-post analysis of change, meaning that participants were asked to reflect on their general perceptions of equity at the end of the event compared to their perceptions before the event. The survey was developed by adapting the Attitude, Skills, Knowledge, Solidarity (ASKS2) Short Scale of internalizations of attitudes, skills, and knowledge related to intercultural competence (Purdue University, n.d.). Participants were asked to rate their level of agreement in response to 19 statements using a Likert scale of “disagree”, “neutral”, “agree”. Using both indirect and direct indicators of cultural competence, the survey grouped the 19 responses into four main themes:

- 1) Attitude: measured as Openness and Curiosity to other cultures
- 2) Skill: measured as ability to practice cross-cultural Communication and Empathy
- 3) Knowledge: measured as Worldview and Self-Awareness as the lens for walking in the world
- 4) Solidarity: measured as the sense of unity and interest in supporting groups of different identities

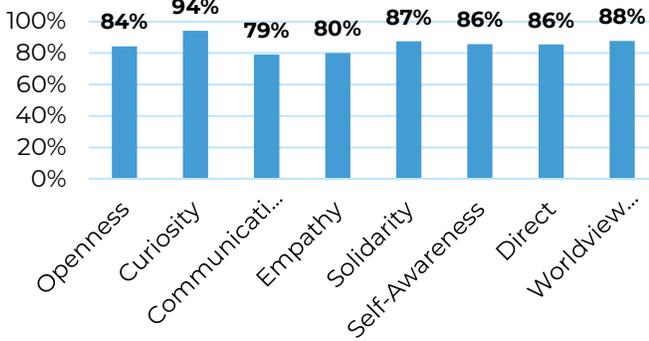
At the beginning of the survey, optional participant demographic questions were included, such as ethnic and gender identity and the number of Meet. Learn. Share 2.0 events the participant had previously attended. The survey was written in English and translated into Spanish using a double-translation methodology to preserve the survey meaning.

All participants at Meet. Learn. Share 2.0 events between January and May 11, 2024, were asked to complete the anonymous survey in either English or Spanish. Hispanic Outreach staff were available for assistance if participants were unable to complete the survey on their own. The survey data was sent to HACER for entry into Excel for data cleaning and analysis; HACER provided individual event analysis for the first four events in the series. One change was made to the survey after the second event to provide a question related to nationality to compare changes in cultural competence between Hispanic/Latinos from different countries.

The survey was designed to measure 19 indicators of cultural competence. Some of the indicators work together to measure the same cultural competence theme, and the average change across those indicators can be used to show change in the specific skill. The number of surveys that selected “agree” to each indicator were counted, then divided by the total number of survey responses to provide a percentage. This percentage is called the **“average percentage of indicators that showed an increase in cultural competence among participants”**.

# FINDINGS

Average percentage of indicators that showed an increase in cultural competence amongst participants



Overall, the Meet. Learn. Share 2.0 program events facilitated positive changes in cultural competence for participants. **On average across participants, 85% of the indicators for cultural competence showed a positive change.** On average, participants showed the greatest growth in curiosity and the lowest growth in communication (Figure 4).

*"I have quite a lot of multi-cultural interactions, so "changes" in my outlook were not the goal for me. But my appreciation for other cultures is strengthened."*

## Gender Differences

Participants who identified as women or as transgender showed the most growth in measures of cultural competence compared to the group average. Participants who identified as male showed less growth in measures of cultural competence compared to female,

Figure 4. Average Change in Cultural Competence Indicators

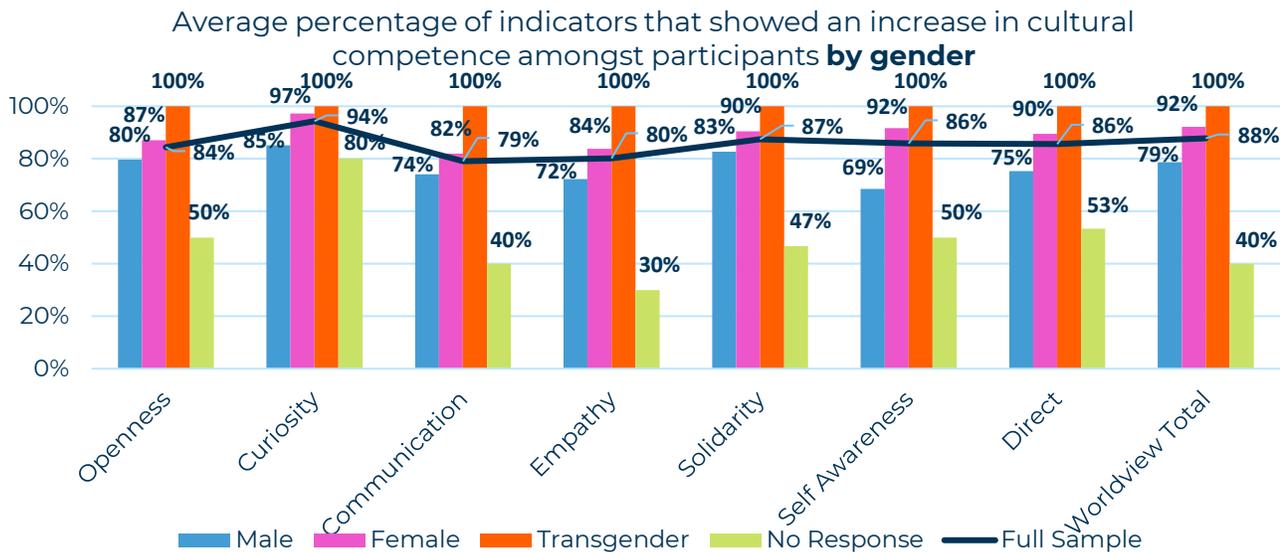


Figure 5. Gender Differences in Cultural Competence Indicators

transgender, and the average of the full sample, but more growth compared to participants who did not report a gender identity. Participants who did not report gender identity showed significantly higher growth in curious attitude compared to other measures of cultural competence. Figure 5 provides a detailed.

### **Ethnicity Differences in Positive Cultural Competence Changes**

Participants who identified as Hispanic/Latino or as an identity not listed showed the most growth in measures of cultural competence indicators compared to the group average. White/Caucasian respondents showed the less growth in measures of cultural competence indicators compared to the group average, Hispanic/Latino, and respondents who did not choose an identity from the list. Respondents who did not report ethnicity showed the lowest growth in measures of cultural competence indicators compared to the group average but scored significantly higher in curious attitude compared to other indicators of cultural competence. Figure 6 shows a detailed comparison.

### **Nationality Differences in Positive Cultural Competence Changes**

Positive changes in cultural competence indicators varied by nationality (Figure 7). Participants who did not provide a nationality showed 77% growth in measures of cultural competence indicators compared to the group average. Participants from Venezuela, Colombia, and Ghana showed the most growth in measures of cultural competence, followed by participants from Mexico, Norway, Germany/Ukraine, and Sweden Guatemala and El Salvador. Participants from the United States of America showed 81% growth in measures of cultural competence indicators, compared to participants from Finland, who showed the least growth overall.

### **Variations by Nationality**

Participants reported varying levels of growth in cultural competence indicators by skill, and the pattern of dispersion was distinct based on nationality. For instance, participants from Sweden showed 50% less growth in openness compared to all other indicators of cultural competency. Participants from Germany and Ukraine showed significantly less growth in empathy and worldview, while participants from Finland reported lower growth for communication, worldview, and solidarity compared to all other indicators of cultural competence. It is interesting to note that the countries with the most variability in indicators of cultural competence are for participants from Europe.

## Cultural Competence Themes

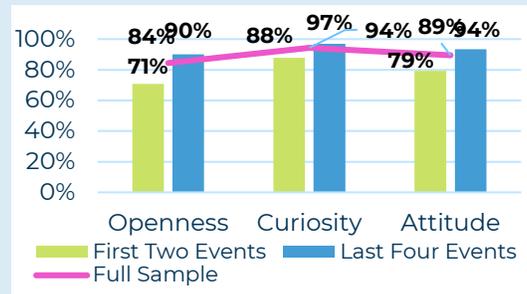


Figure 9. Comparison of Attitude Changes

### Attitude

#### Openness and Curiosity

Across all participants in the study, **84% of indicators for openness and 94% of indicators for curiosity** showed cultural competence growth. For both openness and curiosity, participants in the first two event group showed less change in cultural competence indicators of attitude compared to the final four event group.

### Skill

#### Communication and Empathy

Across all participants in the study, **79% of indicators for communication and 80% of indicators for curiosity** showed cultural competence growth. For both communication and empathy, participants in the first two event group showed less change in cultural competence indicators of attitude compared to the final four event group.

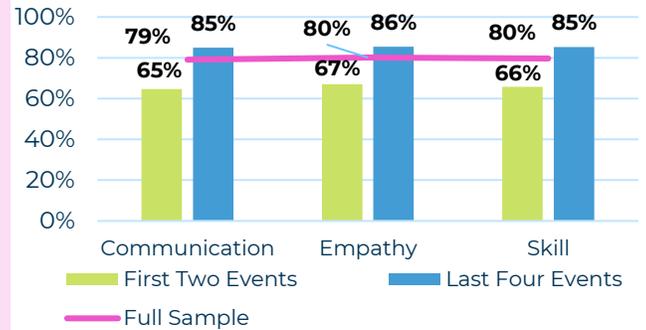
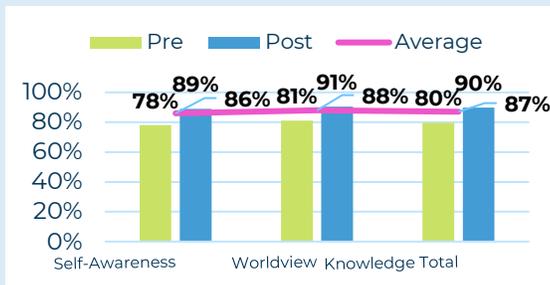


Figure 10. Comparison of Skill Changes



attitude compared to the final four event group.

Figure 11. Comparison of Knowledge Changes

### Knowledge

#### Worldview and Self-Awareness

Across all participants in the study, **88% of indicators for worldview and 86% of indicators for self-awareness** showed cultural competence growth. For both worldview and self-awareness, participants in the first two event group showed less change in cultural competence indicators of

### Solidarity

Across all participants in the study, **87% of indicators for solidarity showed positive change**. Participants in the first two event group showed less change in solidarity cultural competence indicators compared to the final four event group.

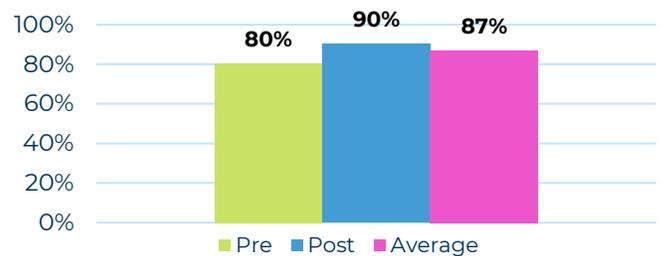


Figure 12. Comparison of Solidarity Changes

# RECOMMENDATIONS

## Continue the Meet. Learn. Share 2.0 Program

As the results have shown, the Meet. Learn. Share 2.0 program does improve indicators of cultural competence including solidarity, social connectedness, and belonging, which fulfills the first and third program goals set out by the organization.

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*"I had a great time. I am so glad you invited me".*

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## Continuing to Offer Food

Sharing meals together is an effective way to encourage participation and spark connection. The food choices are something that participants appreciate as part of the experience.

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*"Muchas gracias para la comida y fellowship!"*

*("Thank you very much for the food and fellowship!")*

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## Provide Language Classes

While the results of the survey show that cultural competence improves during these cross-cultural events, one participant expressed interest in learning Spanish to help them better communicate and connect with their peers. This may also help to address the lower average scores in the "Skills" category, through increased ability for participants to communicate with one another across languages.

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*"We need lessons in Spanish, as Latinos need class in English".*

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