Survey tool catalogue

Once you’ve determined what your objective is – that is what it is you are wanting to be able to measure or what story you’d like to be able to tell with the data – you will need to determine what method you’d like to use to collect it. If you are wanting to collect quantitative data (i.e. numerical) allowing you to provide statistics about the impact or change your program is having for participants, a survey might be a good option.

Picking a survey or creating questions that articulate your objective can be time consuming. As a starting point, you may want to scan the surveys and questions below that OTF has used in the past. You can use the table of contents to skip ahead to the section that you think is most aligned with your program’s objective or read through all of the questions to see if there are some that fit your program and your evaluation objectives.

Contents

[Demographics 2](#_Toc176520878)

[Demographic Survey 2](#_Toc176520879)

[Program Quality 3](#_Toc176520880)

[Open-Ended Questions 3](#_Toc176520881)

[Open-Ended Impact and Feedback Survey 3](#_Toc176520882)

[Goal Attainment Questions 3](#_Toc176520883)

[Goals for supporting Physical Activity 4](#_Toc176520884)

[Goals for supporting Social Connections 4](#_Toc176520885)

[Goals for meeting Basic Needs 4](#_Toc176520886)

[Goals for Parenting 5](#_Toc176520887)

[Goals for Youth Allies 5](#_Toc176520888)

[Program Impact Questions 6](#_Toc176520889)

[Participant Growth 6](#_Toc176520890)

[Sense of Belonging 7](#_Toc176520891)

[Essential Needs – Children & Youth 8](#_Toc176520892)

[Social Support 11](#_Toc176520893)

[Physical Literacy 12](#_Toc176520894)

[Financial Stability 13](#_Toc176520895)

[Food Insecurity 14](#_Toc176520896)

[Survey administration 14](#_Toc176520897)

# Demographics

Collecting demographic data can tell you important information about your participants, like who you’re reaching, and if some groups are experiencing the program differently than others. These questions, including the preamble, can be added to other surveys or data collection that you’re conducting.

When collecting demographic data, it’s critical that you have a clear reason for collecting it, explain to participants why it is important for you to collect it, how it will be used, and how it will be protected (see Informed Consent section under Survey Administration). It is often appropriate to make demographic data collection optional and any demographic data collected should be safeguarded appropriately (see [Privacy and Confidentiality tip sheet](https://otf.ca/sites/default/files/Privacy-Confidentiality_Tip-Sheet_EN.docx)).

## Demographic Survey

These questions help us understand the people we serve. They are voluntary. If you don't want to answer a question, just skip it or select prefer not to answer.

1. How old are you?
2. What are the first three characters of the postal code where you live?
3. Which gender do you identify most with?
	1. Woman or girl
	2. Man or boy
	3. Non-binary, gender variant and/or Two Spirit
	4. Unsure
	5. Prefer not to say
4. Do you identify as transgender?
	1. Yes
	2. No
	3. Unsure
	4. Prefer not to say
5. Do you identify as any of the following? [alternative phrasing “Do you consider yourself to be…”]
	1. Black (yes/no)
	2. Person of Colour (yes/no)
	3. First Nations, Inuk (Inuit) or Metis (yes/no)
	4. 2SLGBTQIA+ (yes/no)
	5. Person with disability (yes/no)
	6. Francophoine (yes/no)
	7. None of the above (yes/no)
	8. Unsure (yes/no)
	9. I prefer not to respond (yes/no)

#### Recommended reporting:

* Group ages into categories, and the percentage of respondents in each category can be shown in a column chart.
* The forward sortation (first three characters of a postal code) can be used to map respondents. You can find FSA lists online or for more advanced mapping, use Statistics Canada’s Census Forward Sortation Area Boundary File ([explore the guide](https://www150.statcan.gc.ca/n1/pub/92-179-g/92-179-g2021001-eng.htm)).
* For questions 3 to 5, the percentage of respondents who identify with each category can be shown in a column chart.

# Program Quality

Collecting information about the quality of your program can give you immediate, actionable feedback to improve your program/service delivery to better meet the needs of your participants. Understanding participant experience, impact, and motivations is helpful internally for informing your program design as well as externally for reporting to funders and other stakeholder groups.

## Open-Ended Questions

Open-ended impact and feedback questions in participant surveys offer significant value by providing rich, qualitative insights that quantitative or multiple choice questions often miss. These questions allow respondents to express their thoughts, experiences, and suggestions in their own words, offering deeper understanding of the outcomes and perceptions of a program or service. Open-ended questions also promote inclusivity, giving participants the flexibility to share insights that are relevant to them, which can lead to more authentic and actionable data to inform programs.

### Open-Ended Impact and Feedback Survey

We'd like to learn a bit more about your experience with {{prog\_name}}. Remember that there is a small chance that someone at {{org\_name}} will be able to tell who you are, based on what you say.

1. How has participating in {{prog\_name}} changed things for you?
2. How can we improve our program or services?

#### Recommended reporting:

* Identify common themes and describe the theme. Include with some direct quotes (while ensuring privacy) to increase understanding.
* Indicate which themes were most frequent, but don’t ignore unique responses. They can provide important suggestions or understanding of different program experiences.

## Goal Attainment Questions

Goal attainment questions can tell you about why participants attend your program and to what extent the program was successful in helping them achieve their goal. Below are examples of different goals participants might have for different types of programs but you could add/revise to tailor the goals to your program. You can also consider adding an additional option of “other” and let people tell you in their own words what their goal is, if it does not align with your list.

We recommend enabling a single choice set-up for the survey, and if using paper, reminding participants to think about their **most important** goal. Our experience shows that otherwise, many people choose all goals, making it harder for you to understand what’s most important to participants.

We suggest asking about the most important goal at the beginning of the program, and to ask it again end of a program, along with asking them if they’ve achieved it.

### Goals for supporting Physical Activity

1. Think about the goals that you’d like to achieve with {{prog\_name}}. Which of the following is more important to you?
	1. Be more active
	2. Feel more confident when being active, playing sports or riding a bike
	3. Get healthy
	4. Learn something new or improve skills I already have
	5. Enjoy the outdoors
	6. Have fun
2. Have you achieved your most important goal?
	1. Not at all
	2. A little
	3. Quite a bit
	4. A lot
	5. No answer

### Goals for supporting Social Connections

1. Think about the goals that you’d like to achieve with {{prog\_name}}. Which of the following is more important to you?
	1. Make more friends
	2. Talk to more people
	3. Feel less alone
	4. Have someone I can talk to about my problems
	5. Feel more connected to my community
	6. Learn something new or improve skills I already have
	7. Have people I can ask for help
2. Have you achieved your most important goal?
	1. Not at all
	2. A little
	3. Quite a bit
	4. A lot
	5. No answer

### Goals for meeting Basic Needs

1. Think about the goals that you’d like to achieve with {{prog\_name}}. Which of the following is more important to you?
	1. Get skills or training
	2. Get healthy food
	3. Get enough money for my needs
	4. Get a better place to live
	5. Get a job
	6. Get childcare for my child
	7. Get counselling or support to handle my problems
	8. Feel more hopeful about the future
2. Have you achieved your most important goal?
	1. Not at all
	2. A little
	3. Quite a bit
	4. A lot
	5. No answer

### Goals for Parenting

1. Think about the goals that you’d like to achieve with {{prog\_name}}. Which of the following is more important to you?
	1. Have a better relationship with my child
	2. Yell less
	3. Feel like I can better handle challenges that come up
	4. Better understand what my child needs
	5. Help my child feel good about themselves
	6. Help my child express themselves better
	7. Help my child stay out of trouble
	8. Help my child handle bad things in their life
	9. Help my child feel more control over their emotions
	10. Help my child learn how to make good decisions
2. Have you achieved your most important goal?
	1. Not at all
	2. A little
	3. Quite a bit
	4. A lot
	5. No answer

### Goals for Youth Allies

1. Think about the goals that you’d like to achieve with {{prog\_name}}. Which of the following is more important to you?
	1. Help children or youth feel good about themselves
	2. Help children or youth handle bad things in life
	3. Help children or youth express themselves better
	4. Help children or youth stay out of trouble
	5. Help children or youth feel more control over their emotions
	6. Help my community heal or release trauma
	7. Help children or youth learn how to make good decisions
2. Have you achieved your most important goal?
	1. Not at all
	2. A little
	3. Quite a bit
	4. A lot
	5. No answer

#### Recommended reporting:

Use a clustered bar chart to show the number and percentage of respondents who chose each goal as "most important", and the number who said they achieved each goal.

## Program Impact Questions

Program impacts refer to the changes or benefits that result from an organization’s program, services or activities, such as improvements in participants' skills, knowledge, attitudes, or behaviors. Collecting data to measure these impacts helps you understand the effectiveness of your programs, make informed decisions, and demonstrate impact to funders and the communities you serve.

A set of simple survey questions and rating scales can be used to assess program impacts. These questions might ask participants to rate their level of agreement with statements about changes they’ve experienced. This allows you to quantify feedback and track changes over time.

### Participant Growth

The following set of questions could be used for a variety of different programs. You could use all of these questions, or choose those that make sense for your program*.*

**Participant Growth Survey**

We want to understand how {{prog\_name}} impacts participants. How true are the following statements for you?

1. I learned something new and interesting.
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response
2. I see the world in a different way
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response
3. I learned new skills or improved skills I already had
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response
4. I feel more confident in my abilities
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response
5. I feel inspired to create something
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response
6. I feel inspired to take action
	1. Very true for me
	2. Somewhat true for me
	3. Not true for me
	4. No response

#### Recommended Reporting:

Report on each of these goals separately, using a stacked column chart to show the percentage of responses in each of the three categories.

### Sense of Belonging

Sense of belonging to one’s community – whether it be their neighbourhood, cultural or identity group, or other collective group – is an important aspect of wellbeing that cuts across many different types of programs and can be a broadly applicable program objective.

For longer programs, you could use:

* a pre/post method, asking the same question at the beginning and end of a program to see how sense of belonging changes (Q1), or
* a retrospective approach that is only asked at the end of the program (Q2 and Q3).

For drop in style program, simply ask Q1.

**Sense of Belonging Survey**

1. How would you describe your sense of belonging to your local community. Would you say it is:
	1. Very strong
	2. Somewhat strong
	3. Somewhat weak
	4. Very weak
2. Think back to when you first joined us. How would you describe your sense of belonging to your local community. Would you say it was:
	1. Very strong
	2. Somewhat strong
	3. Somewhat weak
	4. Very weak
3. How would you describe your sense of belonging to your local community these days? Would you say it is:
	1. Very strong
	2. Somewhat strong
	3. Somewhat weak
	4. Very weak

#### Recommended reporting:

Group data into two categories – strong with somewhat strong sense of belonging and weak with somewhat weak sense of belonging. Use a stacked column chart to show the percentage in each of the response categories. For pre/post models or the retrospective approach asking about before and after the program, use two stacked columns and report the change in those responding strong or somewhat strong sense of belonging.

### Essential Needs – Children & Youth

The Children’s Intrinsic Needs Scale is widely used to help inform mental health and wellbeing promotion activities. It includes 3 subscales: Competence, Autonomy and Relatedness. We recommend that programs identify which of these goals your program is most trying to achieve, and collect data for 1-2 of the goals in order to keep the survey as short as possible. If collecting data for multiple goals, we suggest alternating questions from the different goals.

**Children’s Intrinsic Needs Survey**

[preamble]

We are interested in how your feel about yourself and how you think other people see you. For each of the following statements, please use “really false for me, sort of false for me, sort of true for me, and really true for me” to describe your feelings and ideas in the past week.

[Competence]

1. I feel I do things well at school.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
2. I feel my teachers think I am good at things.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
3. I feel I do things well at home.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
4. I feel my parents think I am good at things.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
5. I feel I do things well when I am with my friends.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
6. I feel my friends think I am good at things.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me

[Relatedness]

1. My teachers like me and care about me. [alternative wording: My teachers care about my well-being.]
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
2. I like to spend time with my parents.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
3. My parents like me and care about me.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
4. I like to be with my teachers.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
5. My friends like me and care about me.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
6. I like to spend time with my friends.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me

[Autonomy]

1. I feel free to express myself at home.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
2. I feel free to express myself with my friends.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
3. I feel I have a choice about when and how to do my school work.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
4. I feel I have a choice about which activities to do with my time.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
5. I feel free to express myself at school.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me
6. I feel like I have a choice about when and how to do my household chores.
	1. Really false for me
	2. Sort of false for me
	3. Sort of true for me
	4. Really true for me

#### Reporting recommendations:

Report on each 5-item subscale separately: Competence, Relatedness and Autonomy. Respondents answer using a 4-point Likert scale. Scores are categorized as follows:

* High: 15-20
* Med: 10-14
* Low: 5-9

Use a stacked column chart to show the percentage of responses in each category.

### Social Support

The Social Support Survey (5-item scale) is a brief tool used by Statistics Canada to measure perceived social support in five key areas, including emotional and practical assistance. Respondents rate how often they feel they can rely on others in various situations, making it a simple yet effective measure for assessing the strength of social networks and their impact on well-being. A benefit of this tool is that since it is used by Statistics Canada, data is available for Ontario to use as a benchmark.

**Social Support Survey**

[Preamble]

Please think about your current relationship with friends, family members, coworkers, community members and so on. How much do you agree with the following statements about your current relationships with other people?

1. I have close relationships that provide me with a sense of emotional security and well-being
	1. Strongly agree
	2. Agree
	3. Disagree
	4. Strongly disagree
2. There is someone I could talk to about important decisions in my lie
	1. Strongly agree
	2. Agree
	3. Disagree
	4. Strongly disagree
3. I have relationships where my competence and skill are recognized
	1. Strongly agree
	2. Agree
	3. Disagree
	4. Strongly disagree
4. I feel part of a group of people who share my attitudes and beliefs
	1. Strongly agree
	2. Agree
	3. Disagree
	4. Strongly disagree
5. There are people I can count on in an emergency
	1. Strongly agree
	2. Agree
	3. Disagree
	4. Strongly disagree

#### Recommended Reporting:

Respondents answer using a 4-point Likert scale, from 1 (strongly disagree) to 4 (strongly agree). Results are added, for a total score out of 20. Scores are categorized as follows:

* High: 15-20
* Med: 10-14
* Low: 5-9

Use a stacked column chart to show the percentage of responses in each category.

### Physical Literacy

This 7-item physical literacy scale was adapted from Canadian Sport for Life's PLAYself tool. It provides a subjective rating of physical literacy, based on respondents' perceptions of their own self-efficacy related to physical activity.

**Physical Literacy Survey**

How true are the following statements for you?

1. My body allows me to participate in any physical activity that I choose
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
2. I have enough skills to participate in any physical activity I choose
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
3. I'm confident when doing physical activities
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
4. I'm keen to try new physical activities
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
5. I worry about trying a new physical activity
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
6. I think being physically active is important for my health and well-being
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response
7. I think being physically active makes me happier
	1. Very true
	2. Somewhat true
	3. Not true
	4. No response

#### Recommended reporting:

Assign answers the following scores:
Not true for me: 0
Somewhat true for me: 2
Very true for me: 4

Sum scores, for a total score out of 28. Then group them into the following categories:
High: 22-28
Med: 14-21
Low: 0-13

### Financial Stability

Many surveys to measure financial capability are quite long and require complicated analysis. As an alternative, you may want to consider asking this one question to gauge your participants’ financial situation. This question is valuable because it captures the personal experience of financial strain, which might not be fully reflected by objective income measures alone.

**Financial Stability Survey**

How would you rate yourself on making ends meet (having enough money to meet your needs)?

1: I don't know

2: Not very good

3: Fairly good

4: Good

5: Very good

#### Recommended Reporting:

Show the percentage of responses for each category, and also consider grouping “Good” and “Very good” together when reporting results.

### Food Insecurity

The FIES includes 8 yes/no questions, each of which asks about a different experience or behaviour associated with food insecurity.

**Food Insecurity Survey**

During the last 30 days, was there a time when, because of a lack of money or other resources:

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| 1. You or others in your household worried about not having enough food to eat? |  |  |
| 2. You or others in your household were unable to eat healthy and nutritious food?  |  |  |
| 3. You or others in your household ate only a few kinds of foods?  |  |  |
| 4. You or others in your household had to skip a meal? |  |  |
| 5. You or others in your household ate less than you thought you should?  |  |  |
| 6. Your household ran out of food? |  |  |
| 7. You or others in your household were hungry but did not eat?  |  |  |
| 8. You or others in your household went without eating for a whole day? |  |  |

**Recommended Reporting:**

Raw scores are calculated by summing the number of affirmative responses. Scores are grouped into the following categories, which align with Health Canada's food security status categories:

* Food secure: 0
* Food insecure, marginal: 1
* Food insecure, moderate: 2-5
* Food insecure, severe: 6-8

Note that Health Canada combines moderate and severe insecurity into their overall category of "food insecure".

# Survey administration

In certain cases, someone other than a program participant may respond to a survey (e.g. a parent). It may be helpful to understand if the participant, or a caregiver, support worker, or other person is filling out the survey when trying to make sense of the data (e.g. age of respondents at times do not match with target participant age). In these cases, it maybe be helpful to include this question:

Are you completing this survey for yourself or for someone else?

1. For myself
2. For someone else

See our [survey consent](https://otf.ca/sites/default/files/Example_ConsentForm.docx) and [parental consent forms](https://otf.ca/sites/default/files/Example_Parent-Consent-Form.docx).