**Student Evaluation of Assessment Questionnaire - SEA**

The following survey has been developed by Duncan Nulty, Sally Kift and Terri Sweep. Griffith University staff should set up and conduct these surveys through "evaluations at Griffith" where there is a "SEA" option for the surveys you can create. Use of this approach means that you will save yourself a lot of labour in respect of analysing the students responses. In addition, the survey is formatted properly and you get a proper report at the end. The process will also ensure that you can obtain students' open ended comments.

For readers of this page who are not able to access "evaluations at Griffith" or who prefer to manage the survey process manually, we advocate the use of the following scale with the survey questions.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>Very Poor</td>
<td>Poor</td>
<td>Average</td>
<td>Good</td>
<td>Very Good</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

You may add your own questions to those that follow. On occasion, you may wish to modify the questions to suit your context.

**Validity of assessment**
1. How well did the assessment in this course relate to the learning aims of this course?

**Fairness of assessment**
2. How fair was the assessment in this course?

**Purpose of assessment**
3. How clear was the purpose of the assessment in this course?

**Authenticity of assessment**
4. How similar were the assessment tasks in this course to activities you would expect to be doing if you were employed in this field?

**Constructive assessment**
5. How well did the assessment tasks in this course progress from simple toward more complex tasks; or build on work you had done earlier in other courses?

**Assessment & learning styles**
6. How well did at least some of the assessment tasks in this course suit your way of thinking about things?

**Obliging deep learning strategies**
7. How well did the assessment tasks in this course make you think about what you had to learn so that you understood it better?

**Timely formative feedback**
8. How well timed was the feedback you got on your learning?

**Is the assessment workload manageable by students?**
9. How reasonable was the workload associated with the assessment tasks in this course considering its level.

**Overall**
10. Overall, how good was the assessment strategy used in this course?