Both formative and summative evaluation strategies are used to evaluate the effectiveness of this course. The formative evaluation process is an assessment of individual components and the total design of the course. The summative evaluation process is to evaluate the effectiveness of the course within the program.

The formative evaluation used for the abdominal unit includes several assessments. Examples of unit assessment include practice presentations which involve oral presentations with sonographic impression with peer discussion and questioning, self-assessment which consists of mock registry questions, individual white board exercises, and a timed, final mock registry that consists of 170 multiple questions in 180 minutes.

The summative evaluation used for the abdominal unit is the student’s success with the ARDMS (American Registry for Diagnostic Medical Sonography) Abdomen Registry. The Senior Capstone course is positioned in the program course sequence with the intention of the incorporation of all learned courses and prior to taking the ARDMS Abdomen registry. Abdomen registry scores are assessed over a three years period for the summative evaluation. Currently, we are in year two of the three year period and have a 100 percent pass rate.

It is important to have an evaluation strategy to assess all levels of curriculum. Assessment of the curriculum design of this course, units, and of the diagnostic medical sonography program as a whole is evaluated at several levels. The evaluations of the courses are assessed by the program administrators and the applied science department of the college. Programmatic assessment of the curriculum design is regulated by JRC-DMS (Joint Review Committee on Education in Diagnostic Medical Sonography) which is a committee of CAAHEP (Commission on Accreditation of Allied Health Education Programs), the diagnostic medical sonography program accreditors.