



Program Assessment Plan Matrix

Academic Department/Program: Religion Major
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Student Learning Outcomes	Assessment Methodology	Target	Summary of Major Findings	Actions Taken to Improve Student Learning	Timeframe															
<p>SLO 1:</p> <p>Students will be able to exegete passages of Scripture using proper hermeneutical guidelines: demonstrating competence with the content, context, theological emphases, and interpretive methods for the major divisions of the Bible.</p>	<p>Method 1: Bible Pre/Post Content Test</p> <p>(test of bible content designed by STP for all Religion and Christian Ministry Majors)</p> <p><i>Note: because all Christian Ministry majors take the entire Religion program curriculum, students in the Religion and Christian Ministry programs are treated as a single cohort on this assessment plan matrix. Without combining groups, the number of Religion majors would be too small year-to-year for usable data on effectiveness.</i></p>	<p>Annual group average greater than 70% on Bible subsection of the posttest by all Religion and Christian Ministry Majors</p>	<p>Findings Method 1: By Graduating Class</p> <table border="1" data-bbox="995 444 1425 553"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>55.80%</td> <td>46.75%</td> </tr> <tr> <td>Post</td> <td>73.30%</td> <td>62.75%</td> </tr> <tr> <td>Change</td> <td>17.50%</td> <td>16%</td> </tr> </tbody> </table> <p>Target not met.</p>		2017	2018	Pre	55.80%	46.75%	Post	73.30%	62.75%	Change	17.50%	16%	<p>Method 1: The 2017 graduating class was the first class that we had the pre/post test results divided out by subject area. It was a very high performing class. The 2018 class had eight students and several were very low performing. We will be tracking trends by content area going forward.</p>	<p>Method 1: 2018-19</p>			
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<p>Method 2: UD OT/NT Exegesis</p> <p>(comprehensive measure of the SLO)</p>	<p>Average of all students in the UD OT/NT class of 87% or better.</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="995 958 1367 1094"> <thead> <tr> <th></th> <th>OT Exegesis Average</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>92.04% (n=16)</td> </tr> <tr> <td>2016-17</td> <td>89.20% (n=5)</td> </tr> <tr> <td>2017-18</td> <td>86.33% (n=13)</td> </tr> </tbody> </table> <table border="1" data-bbox="995 1120 1367 1256"> <thead> <tr> <th></th> <th>NT Exegesis Average</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>90.50% (n=6)</td> </tr> <tr> <td>2016-17</td> <td>83.33% (n=10)</td> </tr> <tr> <td>2017-18</td> <td>93.62% (n=11)</td> </tr> </tbody> </table> <p>Target met.</p>		OT Exegesis Average	2015-16	92.04% (n=16)	2016-17	89.20% (n=5)	2017-18	86.33% (n=13)		NT Exegesis Average	2015-16	90.50% (n=6)	2016-17	83.33% (n=10)	2017-18	93.62% (n=11)	<p>Method 2: Dr. Serrao and Dr. Van Zant are working together to standardize a rubric for the exegetical research paper. The OT Exegesis Average scores represent three different professors.</p>	<p>Method 2: SP2018</p>
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<p>Method 3: Exit Interview for all Religion and Christian Ministry Majors</p> <p>Question/prompt (SP2018 onward): "What Bible</p>	<p>100% Participation by Religion and Christian Ministry Seniors</p>	<p>Findings Method 3:</p> <p>2017 Graduates</p> <ul style="list-style-type: none"> "Theology, church history, and Bible need to be a common foundation for all ministry majors." 	<p>Method 3: The 2017 graduating class was the first class that we had an exit interview. We want to implement a more targeted question going</p>	<p>Method 3: On going</p>																

	<p>interpretation methods have you learned and feel confident you could do after college?"</p>		<ul style="list-style-type: none"> • <i>"The feeling was expressed in every interview session that theological, historical, and Biblical foundations need to be a part of every ministry program. While challenging, they found the classes to be among the most formative in their thinking and understanding. Without these being required in the major, there is little room to fit them in as elective courses. Those who did take them as electives were among the strongest in advocating that they be required of all ministry majors. Others expressed a feeling of being unprepared Biblically and theologically, not having taken any Bible-related courses since the first or second year."</i> <p>2018 Graduates (full results see Appendix A)</p> <ul style="list-style-type: none"> • <i>All steps of an Exegesis; 5 hermeneutical rules when engaging in moral debate (Charles Cosgrove)</i> • <i>Both the art of exegesis and hermeneutics were explained and I feel that can clearly examine a text, use and balance historical or canonical criticism with understanding of historical culture and context. Through the church fathers and mothers, I was introduced to the use of allegory. I feel prepared to use these skills to preach or continue in academia.</i> • <i>Looking into the time period and why certain things were said in the way they were. The context of the time period the writers were from. The idea that things connect helps me to understand some things like in revelation where those churches are having problems and the author relates them to their geographical area or their social standing or trade.</i> 	<p>forward to have students report on the SLO.</p> <p>Students from the 2017 class emphasized the foundations that were laid in the Bible curriculum. The 2018 class noted their research abilities. We have changed our curriculum to focus less on biblical languages in the sophomore year and more on the "theological emphases" to show theological themes and relationships among books in the Bible. This will come after taking intro to OT/NT and Biblical Interpretation, but before moving into specialized UD courses. The class of 2022 will be the first to graduate under the new curriculum.</p>	
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	<p>Method 4: BIB3xx3 Biblical Archaeological Field Work</p> <p>Historical Background and Archaeology Paper: integrate archaeological data within the biblical interpretation process</p> <p><i>(Bible and Archaeology Concentration Only)</i></p>	<p>The average section score will be at least 75% in each area.</p>	<p>Findings Method 4:</p> <table border="1" data-bbox="995 172 1377 542"> <thead> <tr> <th></th> <th>2019</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Historical background and archaeology for interpretation</td> <td></td> <td></td> </tr> <tr> <td>Exegetical technique</td> <td></td> <td></td> </tr> <tr> <td>Coherent application</td> <td></td> <td></td> </tr> <tr> <td>Writing mechanics</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data not yet available.</p>		2019	2021	Historical background and archaeology for interpretation			Exegetical technique			Coherent application			Writing mechanics			Total			<p>Method 4: Data available spring 2019.</p>	
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	<p>Method 5: Comparison of UD Bible Research Papers</p> <p><i>(Bible Concentration Only)</i></p>	<p>The second set average of the OT/NT research papers by a student will be higher than the first set average.</p>	<p>Findings Method 5:</p> <table border="1" data-bbox="995 721 1432 880"> <thead> <tr> <th></th> <th>2018 Graduates</th> <th>2019 Graduates</th> </tr> </thead> <tbody> <tr> <td>1st set average</td> <td></td> <td></td> </tr> <tr> <td>2nd set average</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data not yet available.</p>		2018 Graduates	2019 Graduates	1 st set average			2 nd set average			<p>Method 5: Data not yet available.</p>										
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<p>SLO 2:</p> <p>Students will be able to distinguish the significance of the major figures, councils, movements, and doctrinal developments in the history of Christianity.</p>	<p>Method 1: History Pre/Post Test (test designed by STP for all Religion and Christian Ministry Majors)</p>	<p>Annual cohort average greater than 50% on the history subsection of posttest by all Religion and Christian Ministry Majors</p>	<p>Findings Method 1: By Graduating Class</p> <table border="1" data-bbox="995 1036 1425 1146"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>16.29%</td> <td>16.94%</td> </tr> <tr> <td>Post</td> <td>48.55%</td> <td>41.13%</td> </tr> <tr> <td>Change</td> <td>32.26%</td> <td>24.19%</td> </tr> </tbody> </table> <p>Target not met.</p>		2017	2018	Pre	16.29%	16.94%	Post	48.55%	41.13%	Change	32.26%	24.19%	<p>Method 1: The 2017 graduating class was the first class that we had the pre/post test results divided out by subject area. This was the first time we were able to note that the history results were much lower than the Bible and Theology areas. One concern we have is with the test itself. The test was written by Terrell Sanders and is based on different textbooks and course emphases than have been covered in the past five years. We updated the curriculum and we are rewriting the test for FA2018 incoming students and SP2019 graduates. We will not have pre/post comparisons until 2022, but we will have a more valid post assessment of our current curriculum starting SP2019.</p>	<p>Method 1: 2018-19</p>						
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	<p>Method 2: Heritage I – Midterm Exam (covers figures, councils, and developments of the early church)</p>	<p>Cohort class average greater than 85%.</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="993 172 1293 310"> <thead> <tr> <th></th> <th>Class Ave.</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>92%</td> </tr> <tr> <td>2016</td> <td>91%</td> </tr> <tr> <td>2017</td> <td>89%</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Target met.</p>		Class Ave.	2015	92%	2016	91%	2017	89%			<p>Method 2: The textbook was changed between 2015 and 2016. The professor is considering returning to that book for 2018.</p>	<p>Method 2: SP2018</p>		
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2015	92%																
2016	91%																
2017	89%																
	<p>Method 3: Exit Interview</p> <p>Question/prompt (SP2018 onward): "When it comes to Church history, what has stuck with you the most and what do you feel you are most equipped to explain to others?"</p>	<p>100% Participation by Religion and Christian Ministry Seniors</p>	<p>Findings Method 3: See Appendix A</p>	<p>Method 3: The 2017 graduating class was the first class that we had an exit interview. We want to implement a more targeted question going forward to have students report on the SLO. We are resolving a curriculum duplication that was discovered between Heritage 1 and Theology 1 in SLO3, Method 3.</p>	<p>Method 3: FA2018</p>												
<p>SLO 3:</p> <p>Students will be able to analyze core Christian doctrines and differentiate Wesleyan-holiness doctrinal positions from those of fellow Christian traditions.</p>	<p>Method 1: Theology Pre/Post Test</p> <p>(test designed by STP for all Religion and Christian Ministry Majors)</p>	<p>Annual cohort average greater than 70% on the theology subsection of posttest by all Religion and Christian Ministry Majors</p>	<p>Findings Method 1: By Graduating Class</p> <table border="1" data-bbox="993 748 1423 857"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Pre</td> <td>27.78%</td> <td>30.09%</td> </tr> <tr> <td>Post</td> <td>77.31%</td> <td>61.90%</td> </tr> <tr> <td>Change</td> <td>49.47%</td> <td>31.81%</td> </tr> </tbody> </table> <p>Target not met.</p>		2017	2018	Pre	27.78%	30.09%	Post	77.31%	61.90%	Change	49.47%	31.81%	<p>Method 1: The 2017 graduating class was the first class that we had the pre/post test results divided out by subject area. It was a very high performing class. The 2018 class had eight students and several were very low performing. We will be tracking trends by content area going forward.</p> <p>We are implementing a rewritten test for incoming students in the FA2018 and outgoing students in the SP2019. We will not have pre/post comparisons until 2022, but we will have a more valid post assessment of our current curriculum starting SP2019.</p>	<p>Method 1: FA2018</p>
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<p>Method 2: Doctrine of Christian Holiness – Wesley's Theology Essay</p>	<p>Average of all students in the class of 80% or better.</p>	<p>Findings Method 2:</p> <table border="1" data-bbox="993 1235 1444 1344"> <thead> <tr> <th></th> <th>Class Average</th> </tr> </thead> <tbody> <tr> <td>Spring 2016</td> <td>79.06%</td> </tr> <tr> <td>Fall 2017</td> <td>84.36</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>Target closely met.</p>		Class Average	Spring 2016	79.06%	Fall 2017	84.36			<p>Method 2: Prior to SP2016 Wesley's theology was assessed via a written exam. The desired level of detail was lacking. Also, students were not making the logical interconnectedness of Wesley's various positions. The essay was adopted to address both issues.</p>	<p>Method 2: SP2018</p>					
	Class Average																
Spring 2016	79.06%																
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<p>Method 3: Exit Interview</p>	<p>100% Participation</p>	<p>Findings Method 3:</p>	<p>Method 3: The 2017 graduating class was the first class that we had an exit</p>	<p>Method 3: FA2018</p>													

	<p>Question/prompt: "What Christian doctrines are you most comfortable explaining to others? And what have you come to appreciate most about any doctrinal positions of the Wesleyan-holiness tradition?"</p>	<p>by Religion and Christian Ministry Seniors</p>	<p>See Appendix A</p>	<p>interview. We want to implement a more targeted question going forward to have students report on the SLO.</p> <p>In the fall of 2017 the graduating class of 2018 was interviewed. They identified the duplication of content on the Doctrine of the Trinity between Heritage I and Theology I. By updating curriculum in Theology 1, students will be able to analyze the Doctrine of the Trinity and explore implications of the Doctrine in relation to other doctrinal areas instead of repeating a foundational knowledge on the doctrine itself. Thus, textbook changes are being implemented accordingly for fall 2018 seniors.</p>													
	<p>Method 4: Philosophy posttest (test designed by STP)</p> <p>Purpose: check familiarity with philosophical issues across the history of Christianity that are integral to theological studies.</p> <p><i>(Theology Concentration students only)</i></p>	<p>Theology Concentration students will achieve an average score of 70% of the average score achieved by philosophy majors.</p>	<p>Findings Method 4:</p> <table border="1" data-bbox="993 686 1373 849"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Theological studies av.</td> <td></td> <td></td> </tr> <tr> <td>Philosophy av.</td> <td></td> <td></td> </tr> <tr> <td>% of average</td> <td></td> <td></td> </tr> </tbody> </table> <p>Data not yet available.</p>		2018	2019	Theological studies av.			Philosophy av.			% of average			<p>Method 4: Data will be available spring 2019.</p>	<p>Method 4: SP2019</p>
	2018	2019															
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<p>SLO 4:</p> <p>Students will be able to formulate and differentiate their commitments with others in a civil manner that acknowledges the worth and dignity of all.</p>	<p>Method 1: CHH3053 Heritage II</p> <p>Diversity Essays: (1) Christ and Culture, (2) Race from theological perspective, and (3) Wright's perspective on readings</p> <p><i>See Appendix B</i></p>	<p>Average of all students in the class will be 87% or better.</p>	<p>Findings Method 1:</p> <table border="1" data-bbox="993 1047 1295 1156"> <thead> <tr> <th></th> <th>Class Ave.</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>88%</td> </tr> <tr> <td>2017</td> <td>91%</td> </tr> <tr> <td>2018</td> <td>90%</td> </tr> </tbody> </table> <p>Target met.</p>		Class Ave.	2016	88%	2017	91%	2018	90%	<p>Method 1: This year one of the books that focused on diversity was dropped. We will monitor what results, if any, this will have.</p>	<p>Method 1: 2018-19</p>				
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2017	91%																
2018	90%																
	<p>Method 2: Cultural Perspectives Survey and DIT-2</p>	<p>In Process</p>	<p>Findings Method 2: Data will be available fall 2018.</p>		<p>Method 2: Fall 2018</p>												
	<p>Method 3: Exit Interview</p>	<p>100% Participation</p>	<p>Method 3:</p>	<p>Method 3: The 2017 graduating class was the first class that we had an exit</p>	<p>Method 3: SP2019</p>												

	Question/prompt (SP2018 onward): "How have your religion courses changed the way you talk with people who hold different positions on issues than your own?"	by Religion and Christian Ministry Seniors	<p>2017 Graduates</p> <ul style="list-style-type: none"> "The education they received through the STP challenged their beliefs, but in a constructive and formative fashion. "Those interviewed, in general, affirmed and appreciated the fact that they were not 'indoctrinated,' but challenged to ask questions, consider different perspectives, and engage in honest dialogue. Although the teaching is framed by our Wesleyan understanding, students are expected to work through issues with an attitude of intellectual hospitality..." <p>2018 Graduates</p> <ul style="list-style-type: none"> Due to an oversight, this question was missed in the exit survey 	interview. We want to implement a more targeted question going forward to have students report on the SLO. Because this question was inadvertently left off of the SP2018 survey, we will start collecting results in SP2019																																																																																									
<p>SLO 5:</p> <p>Students will be able to construct positions that are well Organized, soundly argued, supported, appropriately cited, and clearly and coherently communicated.</p>	Method 1: UD Bible exegesis	Average of all students in the UD Bible class will be at least 75% in each area.	<p>Findings Method 1:</p> <p>OT</p> <table border="1" data-bbox="993 662 1444 878"> <thead> <tr> <th></th> <th>SP19</th> <th>SP20</th> <th>SP21</th> <th>SP22</th> </tr> </thead> <tbody> <tr> <td>Organized</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sound</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supported</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cited</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coherent</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Paper Total</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>NT</p> <table border="1" data-bbox="993 927 1444 1143"> <thead> <tr> <th></th> <th>FA18</th> <th>FA19</th> <th>FA20</th> <th>FA21</th> </tr> </thead> <tbody> <tr> <td>Organized</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sound</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supported</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cited</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coherent</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Paper Total</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="993 1170 1367 1305"> <thead> <tr> <th></th> <th>OT Exegesis Average</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>92.04% (n=16)</td> </tr> <tr> <td>2016-17</td> <td>89.20% (n=5)</td> </tr> <tr> <td>2017-18</td> <td>(n=13)</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="993 1333 1367 1442"> <thead> <tr> <th></th> <th>NT Exegesis Average</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>90.50% (n=6)</td> </tr> <tr> <td>2016-17</td> <td>83.33% (n=10)</td> </tr> <tr> <td>2017-18</td> <td>93.62% (n=11)</td> </tr> </tbody> </table>		SP19	SP20	SP21	SP22	Organized					Sound					Supported					Cited					Coherent					Paper Total						FA18	FA19	FA20	FA21	Organized					Sound					Supported					Cited					Coherent					Paper Total						OT Exegesis Average	2015-16	92.04% (n=16)	2016-17	89.20% (n=5)	2017-18	(n=13)				NT Exegesis Average	2015-16	90.50% (n=6)	2016-17	83.33% (n=10)	2017-18	93.62% (n=11)	<p>In all disciplines we have tracked class average scores on their major papers. Going forward we will track individual components of the SLO in order to know in which areas of research writing our students may need more instruction.</p> <p>Method 1: We have been pleased with the Bible curriculum sequence. Students build from background knowledge, to interpretive methods, to upper division specialized content and interpretation.</p> <p>Exegetical research is also reinforced in Doctrine of Christian Holiness given feedback we received from a Nazarene district on the region that they wanted ministry candidates to be able to interpret scripture with a specific purpose of teaching and preaching the Doctrine of Christian Holiness.</p>	<p>Method 1: 2018-19</p> <p>Method 2: FA2018</p> <p>Method 3: Ongoing.</p>
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2017	87%																																																															
Method 3: THE4013 Rubric Graded Research Paper <i>Appendix C</i>	Average of all students in the class will be at least 75% in each area.		<p>Findings Method 3:</p> <table border="1"> <thead> <tr> <th></th> <th>SP18</th> <th>SP19</th> <th>SP20</th> <th>SP21</th> </tr> </thead> <tbody> <tr> <td>Organized</td> <td>85.71</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Sound</td> <td>75</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Supported</td> <td>77.14</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cited</td> <td>82.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Coherent</td> <td>83.27</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Paper Total</td> <td>80.00</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>FA ave.</th> <th>SP ave.</th> </tr> </thead> <tbody> <tr> <td>2012-13</td> <td>74</td> <td>69.72</td> </tr> <tr> <td>2013-14</td> <td>77.9</td> <td>79.23</td> </tr> <tr> <td>2014-15</td> <td>81.43</td> <td>77.11</td> </tr> <tr> <td>2015-16</td> <td>72.14</td> <td>79.64</td> </tr> <tr> <td>2016-17</td> <td>73.62</td> <td>83.69</td> </tr> <tr> <td>2017-18</td> <td>74.11</td> <td>80.00</td> </tr> <tr> <td></td> <td>75.818</td> <td>78.23</td> </tr> </tbody> </table> <p>Target met.</p>		SP18	SP19	SP20	SP21	Organized	85.71				Sound	75				Supported	77.14				Cited	82.5				Coherent	83.27				Paper Total	80.00					FA ave.	SP ave.	2012-13	74	69.72	2013-14	77.9	79.23	2014-15	81.43	77.11	2015-16	72.14	79.64	2016-17	73.62	83.69	2017-18	74.11	80.00		75.818	78.23	<p>Method 3: In THE4003 and THE4013, since 2012, class time has been devoted to explaining each step of the research and writing processes. In 2013-14 students were required to submit their work on those processes for feedback along the way. In 2015-16, students were required to take their rough draft to the MVNU Writing Center for a consultation. In 2016-17, in addition to the in-class explanations, a short book on theological research was included in the required readings for THE4003.</p> <p>The two lower performing areas of the research paper were on being "sound" and "supported." Through SP2018 the THE4013 term paper was multidisciplinary in order to assess all religion program areas. Now that research projects are being tracked in all areas, the paper will return to being more theology focused. The discipline-specific focus of the paper will hopefully increase students' performance in building and supporting their arguments ("sound" and "supported").</p>	
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