



Erskine Theological Seminary of Erskine College Statement of Educational Effectiveness

Updated August 2023

EDUCATIONAL EFFECTIVENESS STATEMENT

The Board of Commissioners of the Association of Theological Schools (ATS) has had a policy for many years that requires schools to publish a statement regarding the school's educational effectiveness (ATS Standards of Accreditation 2.8). Erskine Seminary has established the percentage of students who obtained employment or pursued additional education preparation, related to their degrees, after graduation as criteria for effectiveness. Data used to evaluate student success is determined by ATS Annual Report data and alumni surveys and is used to measure how well the Seminary has succeeded in its goal to "to fulfill the Great Commission of Jesus Christ through theological higher education that is ecclesial, missional, and confessional."

HISTORY

The Associate Reformed Presbyterian Church in the United States came into existence in November 1782, in Philadelphia, Pennsylvania. The Associate Reformed Synod of the South, today called the General Synod, was organized in 1803. One of the most serious problems confronting the Church in the early period of its history was to secure ministers to serve its scattered congregations and carry the missionary work in the rapidly growing population. Since the Church had a deep heritage in Scotland, with a long emphasis upon an educated clergy, the need for a theological seminary was keenly felt. The first attempt to fill this need was made in 1822 when the Synod appointed two pastors to provide theological training for young ministerial candidates. The seminary had no buildings, no books, and no money. When one professor died in 1829 and the other left in 1831 to accept work in Pennsylvania, the Synod began plans for an institution to provide scholastic and theological training of ministerial candidates.

In 1836, the Synod opened an academy in Due West, South Carolina; the following year added a professor of divinity and incorporated the institution under the name of "Clark and Erskine Seminary." The addition of a professor of divinity in 1837 was the beginning of Erskine Theological Seminary.

In 1839, Clark and Erskine Seminary was reorganized, and the faculty was enlarged to establish the first four-year denominational college in South Carolina. The name of the institution was shortened to "Erskine College" around 1843, and in the following years the Seminary functioned as an adjunct of Erskine College.

In 1858, the Seminary became a separate institution, but continued to operate under the same Board of Trustees as Erskine College. During the War Between the States, the student enrollment was greatly reduced in both the College and Seminary, resulting in the sharing of teachers between the two faculties. In 1926, the College and Seminary again combined resources and the Seminary became the professional school of Erskine College, an arrangement which continues to exist.

COMPLETION RATES

MDiv	2018-19	2019-20	2020-21	2021-22	2022-23
<2 years	-	-	-	10%	-
2 to < 3 years	30%	30%	22%	15%	37.5%
3 to < 4 years	15%	-	22%	25%	-
4 to < 5 years	10%	20%	22%	-	12.5%
5 to < 6 years	30%	-	-	15%	12.5%
6+ years	15%	50%	34%	35%	37.5%
MAPM					
<2 years	-	-	-	-	-
2 to < 3 years	75%	-	-	33%	20%
3 to < 4 years	-	100%	-	33%	40%
4 to < 5 years	-	-	-	-	-
5 to < 6 years	-	-	-	34%	-
6+ years	25%	-	100%	-	40%
MATS					
<2 years	-	-	16%	16%	-
2 to < 3 years	-	45%	16%	-	17%
3 to < 4 years	75%	45%	16%	-	33%
4 to < 5 years	-	-	36%	68%	17%
5 to < 6 years	-	-	-	16%	17%
6+ years	25%	10%	16%	-	17%
DMin					
<2 years	-	-	7%	10%	13%
2 to < 3 years	50%	20%	13%	10%	7%
3 to < 4 years	5%	25%	27%	15%	27%
4 to < 5 years	15%	5%	13%	15%	13%
5 to < 6 years	-	25%	13%	10%	13%
6+ years	30%	25%	27%	40%	27%
ThM					
<2 years	-	-	25%	-	-
2 to < 3 years	-	-	50%	-	50%
3 to < 4 years	-	-	25%	-	50%
4 to < 5 years	-	-	-	-	-
5 to < 6 years	-	-	-	-	-
6+ years	-	-	-	-	-

Data Source: ATS Annual Reports/Institutional Research

PLACEMENT RATES

MDiv	2018-19	2019-20	2020-21	2021-22	2022-23
Vocational placement	84%	83%	56%	75%	62.5%
Non-vocational placement	-	-	11%	15%	-
Further study	-	17%	11%	-	-
Seeking placement	-	-	11%	5%	37.5%
Other	8%	-	-	-	-
Unknown	8%	-	11%	-	-
MAPM					
Vocational placement	75%	100%	50%	67%	60%
Non-vocational placement	-	-	50%	33%	20%
Further study	-	-	-	-	-
Seeking placement	25%	-	-	-	20%
Other	-	-	-	-	-
Unknown	-	-	-	-	-
MATS					
Vocational placement	20%	40%	-	-	33%
Non-vocational placement	20%	40%	17%	33%	17%
Further study	60%	10%	33%	33%	17%
Seeking placement	-	-	17%	-	-
Other	-	-	-	-	17%
Unknown	-	-	33%	34%	17%
DMin					
Vocational placement	64%	84%	100%	90%	100%
Non-vocational placement	13%	8%	-	-	-
Further study	5%	8%	-	10%	-
Seeking placement	-	-	-	-	-
Other	13%	-	-	-	-
Unknown	5%	-	-	-	-
ThM					
Vocational placement	-	100%	50%	100%	-
Non-vocational placement	-	-	25%	-	50%
Further study	-	-	25%	-	50%
Seeking placement	-	-	-	-	-
Other	-	-	-	-	-
Unknown	-	-	-	-	-

Data Source: ATS Annual Reports/Institutional Research

OVERALL EXPERIENCE DURING THEOLOGICAL PROGRAM

	2021		2022		2023	
	MDiv – MAs	ThM – DMin	MDiv – MAs	ThM – DMin	MDiv – MAs	ThM – DMin
I have been satisfied with my academic experience here.	95%	93%	86%	90%	80%	86%
Faculty were supportive and understanding.	90%	95%	86%	90%	86%	88%
I have felt accepted within the school community.	95%	93%	80%	90%	94%	86%
I have grown spiritually.	95%	93%	94%	96%	90%	96%
My faith is stronger than when I came.	95%	93%	92%	94%	86%	96%
My personal faith has been respected.	90%	95%	94%	96%	96%	88%
Individuals of other faith traditions have been respected.	87%	90%	94%	96%	100%	94%
I know at least one faculty member well.	85%	83%	82%	92%	90%	92%
I have been able to integrate the theology and practice of ministry.	87%	85%	94%	96%	90%	94%
The school community was diverse and inclusive.	70%	80%	92%	94%	90%	86%
I have come to know students from other racial, ethnic, and cultural groups.	87%	90%	88%	94%	90%	78%
I have made good friends here.	70%	80%	66%	90%	80%	80%
This program was a good experience for my spouse/family.	70%	68%	90%	90%	80%	76%
I have been able to manage financially.			86%	86%	90%	86%
If I had to do it over, I would still come here.	90%	90%	86%	92%	76%	82%
I gained greater vocational clarity while in my program.	87%	90%	90%	92%	76%	88%

Data Source: ATS Annual Reports/Institutional Research

To properly interpret the above data, note the following graduating number of students for each degree program for each year. Also, when more than 100% appears in a column above it indicates that more than one category applied to one or more students (i.e., student may be placed in a ministry setting AND pursuing further study).

YEAR/DEGREE	2019	2020	2021	2022	2023
MAPM	4	1	2	3	5
MATS	5	5	6	6	6
MDiv	13	6	9	12	8
ThM	-	1	4	-	2
DMin	14	12	14	12	15
Total	36	25	35	35	36