

Erskine Theological Seminary

Statement of Educational Effectiveness

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 Educational Standard ES.6.4.4). 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 "educate persons for service in the Christian Church."

Data in this particular statement was provided by an extensive Alumni Survey conducted in February, 2016 and figures presented in ATS Annual Reports.

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 on 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 and 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" about 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.

ETS Statement of Educational Effectiveness | February
2016

Completion Rates			
MDiv			
	2014-15	2015-16	2016-17
<2 years	8%	5%	0%
2 to < 3 years	25%	9%	13%
3 to < 4 years	29%	23%	13%
4 to < 5 years	4%	23%	31%
5 to < 6 years	8%	5%	13%
6+ years	25%	36%	31%
MA in (other ministerial leadership)*			
<2 years	25%	0%	0%
2 to < 3 years	38%	0%	20%
3 to < 4 years	13%	25%	20%
4 to < 5 years	0%	0%	20%
5 to < 6 years	13%	25%	40%
6+ years	13%	50%	0%
MATS			
<2 years	0%	0%	0%
2 to < 3 years	0%	0%	0%
3 to < 4 years	0%	100%	50%
4 to < 5 years	50%	0%	50%
5 to < 6 years	50%	0%	0%
6+ years	0%	0%	0%
DMin			
<2 years	11%	8%	0%
2 to < 3 years	22%	31%	15%
3 to < 4 years	11%	31%	23%
4 to < 5 years	22%	8%	15%
5 to < 6 years	22%	0%	0%
6+ years	11%	23%	46%
ThM			
<2 years	20%	0%	0%
2 to < 3 years	20%	100%	0%
3 to < 4 years	0%	0%	0%
4 to < 5 years	40%	0%	0%
5 to < 6 years	20%	0%	0%
6+ years	0%	0%	0%

Data Source: ATS Annual Reports

* Includes the following degrees: MAPM, MACM, MAEM and MCM.
All except the MAPM have been phased out.

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2017

Placement Rates			
MDiv			
	2014-15	2015-16	2016-17
Vocational ministry placement	86%	87%	100%
Non-ministry placement	7%	13%	0%
Further study	0%	0%	0%
Seeking placement	0%	0%	0%
Other	7%	0%	0%
Unknown	0%	0%	0%
MA in (other ministerial leadership)*			
Vocational ministry placement	66%	0%	50%
Non-ministry placement	16%	0%	33%
Further study	0%	0%	0%
Seeking placement	0%	0%	0%
Other	16%	0%	0%
Unknown	0%	0%	16%
MATS			
Vocational ministry placement	67%	100%	0%
Non-ministry placement	0%	0%	100%
Further study	0%	0%	100%
Seeking placement	0%	0%	0%
Other	33%	0%	0%
Unknown	0%	0%	0%
DMin			
Vocational ministry placement	100%	100%	100%
Non-ministry placement	0%	0%	0%
Further study	0%	5%	0%
Seeking placement	0%	0%	0%
Other	0%	0%	0%
Unknown	0%	0%	0%
ThM			
Vocational ministry placement	100%	100%	0%
Non-ministry placement	0%	0%	0%
Further study	100%	0%	100%
Seeking placement	0%	0%	0%
Other	0%	0%	0%
Unknown	0%	0%	100%

Data Source: ATS Annual Reports

* Includes the following degrees: MAPM, MACM, MAEM and MCM.
All except the MAPM have been phased out.

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

YEAR/DEGREE	2014-2015	2015-2016	2016-2017
MAPM	0	0	6
MATS	3	2	1
MDiv	14	8	15
ThM	2	1	1
DMin	14	22	14
Total	33	33	37

Overall Satisfaction with Program					
MDiv					
	Disagree Completely	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree Completely
If I had to do it over, I would still come to ETS	2%	6%	5%	16%	70%
Faculty were supportive and understanding	1%	1%	2%	15%	82%
My personal faith has been respected	0%	2%	1%	11%	86%
I was satisfied with my experience at ETS	0%	2%	1%	19%	78%
MA in (other ministerial leadership)*					
	Disagree Completely	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree Completely
If I had to do it over, I would still come to ETS	0%	5%	5%	21%	69%
Faculty were supportive and understanding	0%	0%	2%	12%	86%
My personal faith has been respected	0%	0%	2%	14%	83%
I was satisfied with my experience at ETS	0%	5%	5%	12%	79%
MATS					
	Disagree Completely	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree Completely
If I had to do it over, I would still come to ETS	0%	17%	0%	0%	83%
Faculty were supportive and understanding	0%	0%	17%	0%	83%
My personal faith has been respected	0%	17%	0%	0%	83%
I was satisfied with my experience at ETS	0%	17%	0%	0%	83%
DMin/ThM					
	Disagree Completely	Disagree Somewhat	Neither Agree nor Disagree	Agree Somewhat	Agree Completely
If I had to do it over, I would still come to ETS	2%	3%	5%	10%	79%
Faculty were supportive and understanding	0%	3%	0%	5%	91%
My personal faith has been respected	2%	3%	0%	5%	90%
I was satisfied with my experience at ETS	2%	3%	3%	5%	86%

Data Source: ETS Alumni Survey (Feb 2016)

** Includes the following degrees: MAPM, MACM, MACE/MAEM and MCM.
All except the MAPM have been phased out.*