



Erskine Theological Seminary of Erskine College Statement of Educational Effectiveness

Updated December 2025

EDUCATIONAL EFFECTIVENESS STATEMENT

The Association of Theological Schools Commission on Accrediting (ATSCOA) requires theological schools to publish a statement of the school's educational effectiveness (*Standards of Accreditation 2.8*). Erskine Theological Seminary (ETS) of Erskine College establishes aspirational goals for educational effectiveness and evaluates the effectiveness of students in achieving those goals. These institutional goals flow from the seminary's mission to "glorify God as a theological community where students embody the gospel of Jesus Christ, confess historic Christian orthodoxy, engage Reformed theology, value the Church, and grow as whole persons to serve as pastors and leaders who advance Christ's Kingdom," and align with the "Academic Excellence" pillar of the strategic plan.

ETS has identified three measures to demonstrate and evaluate educational effectiveness: 1) Graduation Rates, 2) Persistence Rates, and 3) Placement in the Field. The seminary also reviews and publishes student perceptions of their "overall experience during theological program" from the ATS Graduating Student Questionnaire.

GRADUATION RATES

ETS calculates the graduation rate for the Master of Theology on a two-year timeframe, Master of Divinity (MDiv) and Doctor of Ministry (DMin) degrees on a six-year time frame, and all other master's degrees (Practical Ministry, and Theological Studies) on a four-year time frame. These timeframes have been selected because most ETS students enroll part-time in accordance with the seminary's mission to serve students in ministry. Informed by the graduation rates from the previous five years and compared to selected peer institutions with embedded theological graduate schools, the seminary has set its overall graduation goal for graduate students at 65%.

Graduate Student Graduation Rates		
Graduation Year	Goal	Rate
2020	65%	55%
2021	65%	93%
2022	65%	85%
2023	65%	55%
2024	65%	69%
Five Year Average	65%	71%

Data Source: ATS Annual Reports/Institutional Research

PERSISTENCE RATES

ETS considers a student as persisting if he or she continues to be enrolled in two consecutive academic years of study. The seminary has identified the persistence goal for students at 64%.

<i>Graduate Student Persistence Rates</i>		
Academic Year	Goal	Rate
2020–2021	64%	57%
2021–2022	64%	58%
2022–2023	64%	57%
2023–2024	64%	65%
2024–2025	64%	61%
5-Year Average	64%	60%

PLACEMENT IN THE FIELD

ETS tracks placement rates as a measure of student achievement for its MDiv, MAPM, MATS, and ThM programs. This measure of achievement is not applicable to DMin students who are ordinarily required to be in full-time pastoral or ministry positions upon admission. ETS considers a graduate placed in the field if he or she has entered a desired vocation (e.g., a ministry-related, counseling-related, or other vocation) or continued with more advanced graduate/postgraduate education within six months of graduation. The seminary has set the goal for placement for students at 87% based on the average of the placement rate among selected peer embedded theological schools over the previous four years.

<i>Post-Graduation Placement Rates for Graduate Students</i>		
Graduated	Goal	Rate
2021	87%	86%
2022	87%	82%
2023	87%	81%
2024	87%	86%

Data Source: ATS Annual Reports/Institutional Research

OVERALL EXPERIENCE DURING THEOLOGICAL PROGRAM

	2022		2023		2024		2025	
	MDiv – MAs	ThM – DMin	MDiv – MAs	ThM – DMin	MDiv – MAs	ThM – DMin	MDiv – MAs	ThM – DMin
	Rating Scale 0—5 Strongly Agree = 5		Rating Scale 0—5 Strongly Agree = 5		Rating Scale 0—5 Strongly Agree = 5		Rating Scale 0—5 Strongly Agree = 5	
I have been satisfied with my academic experience here.	4.3	4.5	4.0	4.3	4.4	4.5	4.8	4.8
Faculty were supportive and understanding.	4.3	4.5	4.3	4.4	5.0	4.8	4.8	4.8
I have felt accepted within the school community.	4.3	4.5	4.7	4.3	5.0	4.9	5.0	4.4
I have grown spiritually.	4.7	4.8	4.5	4.8	4.5	4.9	5.0	4.6
My faith is stronger than when I came.	4.6	4.7	4.3	4.8	4.0	4.9	5.0	4.4
My personal faith has been respected.	4.7	4.8	4.8	4.4	5.0	4.9	4.9	5.0
Individuals of other faith traditions have been respected.	4.7	4.8	5.0	4.7	5.0	4.7	4.6	4.5
I know at least one faculty member well.	4.1	4.6	4.5	4.6	5.0	4.5	4.6	4.8
I have been able to integrate the theology and practice of ministry.	4.8	4.8	4.5	4.7	5.0	4.7	4.9	5.0
The school community was diverse and inclusive.	4.8	4.7	4.5	4.3	4.7	4.5	4.3	4.7
I have come to know students from other racial, ethnic, and cultural groups.	4.4	4.7	4.5	3.9	4.7	4.1	4.3	3.7
I have made good friends here.	3.4	4.5	4.0	4.0	4.2	4.2	3.8	3.7
This program was a good experience for my spouse/family.	4.5	4.5	4.0	3.8	4.6	4.7	4	4.3
I have been able to manage financially.	4.3	4.3	4.5	4.3	5.0	4.7	4.6	4.4
If I had to do it over, I would still come here.	4.3	4.6	3.8	4.1	5.0	4.8	4.9	4.8
I gained greater vocational clarity while in my program.	4.5	4.6	3.8	4.5	4.8	4.8	4.8	4.5

Data Source: ATS Annual Reports/Institutional Research