



## ***Candidate Performance Data for the Ralph C. Wilson, Jr. School of Education***

### **2016 Candidate Responses**

- 100% of the respondents strongly agreed or agreed that during student teaching, they used an understanding of content knowledge to create meaningful experiences that were pedagogically appropriate.
- 100% of the respondents strongly agreed or agreed that coursework prepared them for student teaching by helping develop an understanding of learning and development of the learner.
- 100% of the respondents strongly agreed or agreed that coursework prepared them for student teaching by stressing the importance of developing and maintaining relationships with school colleagues, parents, and agencies to support student learning.
- 100% of the respondents strongly agreed or agreed that during coursework and student teaching they developed the dispositions, behaviors, and social skills that reflect professionalism.

*Source: The Initial Candidates Program Effectiveness Survey, Spring 2016*

### **Retention Rates**

| <b>Year</b> | <b>School of Education Rates</b> | <b>College-Wide Rates</b> |
|-------------|----------------------------------|---------------------------|
| 2015        | 87%                              | 84%                       |
| 2014        | 83%                              | 86%                       |
| 2013        | 88%                              | 88%                       |
| 2012        | 92%                              | 82%                       |

*Retention rates are calculated based on the number of undergraduate students in the initial cohort who return the following Fall Semester. Students who have declared a major in the Ralph C. Wilson, Jr. School of Education are shown versus the retention rate of undergraduate students who are not enrolled in a major in the School of Education.*

*Source: St. John Fisher College Office of Institutional Research*

### **Average GPA of 2016 Degree Completers**

- Bachelor's: 3.57
- Master's: 3.87

*Source: St. John Fisher College Office of Institutional Research*