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B.S. Nursing
College of Health Professions



2020 ANNUAL REPORT

Resilient Learners. Resilient Communities.™



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The first mural in WGU's Role Model Mural Series, painted by San Antonio street art duo Los Otros and featuring WGU alumna Jacqueline Becerra. See Page 28 for details.



President's Message

Resilience is not an individual endeavor. Resilience is a team sport.

The coronavirus pandemic has physically isolated many of us, but it has also brought into stark relief just how interconnected we are as a worldwide community. We suffer together; we grieve together; we will recover together. That recovery hinges on our individual and collective resilience: our ability to grow in the face of challenge and to adapt in the face of change. At WGU, we believe that education is a critical piece of building resilience, not just for our students, but for their families and for the nation as a whole. Education is not simply about increasing knowledge. It is also about empowering individuals to think critically, to look at problems in new ways, and to believe in their own ability to learn and change.

We believe in resilience. We believe in the power of higher education to transform individuals' and families' lives and livelihoods, to revitalize businesses whether local or multinational, and to drive a new economy that is stronger than ever before. Most importantly, we believe that recovery must be equitable—just as talent is universal, we should strive to ensure that the opportunities in a renewed, post-pandemic world are as well.

I continue to be proud of the innovative approach to resilience exemplified by WGU's students, alumni, faculty, and staff. Our retention rates and student satisfaction were higher at the end of 2020 than they were in the beginning—the ultimate testimony to the support our students received. We continued to set records for monthly graduations during the darkest months of the pandemic. As much of higher education spent the past year reacting to changing realities, WGU's student-centric, technology-driven, personalized approach to education enabled us to be responsive to the needs of each individual, while continuing to drive a future-focused agenda to reimagine higher education. In many ways, this year was spent as any other: in the service of our mission, to change lives for the better by creating pathways to opportunity.

2021 promises to continue presenting the kinds of challenges and opportunities that, I firmly believe, will drive a stronger, more resilient future for higher education, for our economy, for our communities, and for the individuals and families at the center of it all. I am honored to be part of the work of WGU in defining that bright future, and I thank you for your support, your work, and all that you contribute to this collective effort.

A handwritten signature in blue ink that reads "Scott D. Pulsipher". The signature is fluid and cursive, with a long horizontal stroke at the end.

Scott D. Pulsipher
President, WGU

Thank You, Dr. Crane

After Two Decades of Service, Longtime Trustee Retires from WGU Board



When Dr. Terry Crane joined the board in 2000, WGU had fewer than a thousand students and hadn't yet earned accreditation. In the two decades since, WGU has grown to be the largest degree-granting institution in the country, graduating thousands of students a month. Dr. Crane believes that scale "is how the mission gets to the market," and she is proud to have contributed to WGU through an impactful growth trajectory. "At WGU, we have never drifted from our mission," she said. "We have focused on reaching underserved populations, connecting them with in-demand fields, and making education affordable."

Dr. Crane's career began in the classroom, as an educator in Texas. But the personal computing revolution broadened her vision: "I had passion for technology; I believed it was going to democratize access to education and that it was going to make knowledge accessible to the masses." Dr. Crane's work at the intersection of technology and education has spanned dozens of companies as an executive, board member, and strategic consultant. She has been focused on how to bring products that can change lives to market: "If you're delivering something that really makes a difference to the success of the teacher, to the success of the student, then you want to get it to everybody."

After two decades of service, Dr. Crane leaves WGU in a strong position and with plenty of potential ahead. "Once you've been to a WGU graduation and seen the powerful impact that we have on people's lives, it becomes imperative to grow the impact and reach more students," she said. "But beyond growing, WGU will always be evolving to meet the changing needs of the workforce, and to expand to serve new populations."

Dr. Crane will continue to be an advocate for the power of technology to change lives through education. Over the next few years, she expects to focus heavily on how technology can broaden access to high-quality STEM education. President Scott Pulsipher honored Dr. Crane's retirement from the board with a Sage Award. "WGU would never have reached the scale and impact that it has without the blessing of decades of Terry's vision and leadership," Pulsipher said. "As her time on the board comes to a close, we are profoundly grateful for her relentless faith in the power of technology to change lives, and to connect students with opportunity."

Board of Trustees



DR. CHARLES W. SORENSON
Chair of the Board
President and CEO Emeritus
of Intermountain Healthcare
and Founding Director of
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Future of Work Project at Harvard
Business School



**THE HONORABLE
JIM GERINGER**
Director of Policy & Public
Sector at ESRI and Governor of
the State of Wyoming,
1995-2003



**THE HONORABLE
ERIC HOLCOMB**
Governor of the State of Indiana



TAMMY JOHNS
CEO of Strategy & Talent



LENNY MENDONCA
Former Chief Economic and
Business Advisor to California
Governor Gavin Newsom



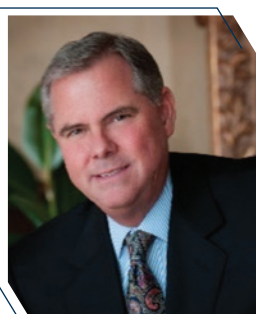
TALIA MILGROM-ELCOTT
Founder and Executive Director of
100Kin10



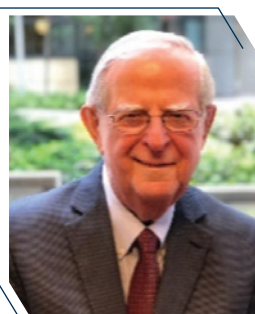
**THE HONORABLE
JARED POLIS**
Governor of the State
of Colorado



SCOTT D. PULSIPHER
President of Western
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DAVID SIMMONS
Finance and Compensation
Committee Chair
President of Simmons Media Group



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State University



**THE HONORABLE
JANE SWIFT**
President of LearnLaunch,
Senior Advisor of
Whiteboard Advisors and
Governor of the State of
Massachusetts, 2001-2003



JESSIE WOOLLEY-WILSON
CEO and President of
DreamBox Learning

KEY RESULTS AND SUCCESS MEASURES

What We Believe



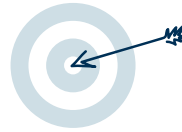
We believe in human potential.

We believe in the inherent worth and ability of every individual. Talent is equally distributed; opportunity is not. We were founded to fix that.



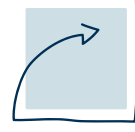
We believe in the promise of education.

We believe education is the surest path to opportunity. We want to reinvent education so that every learner can have success.



We believe in our students.

If we provide them a student-centered, radically affordable, high-quality, workforce-relevant education, they will succeed.



We believe that outcomes matter.

Enrollment isn't enough. We want to drive value for students: in their career progression, engagement, and life satisfaction.



We believe that learners are workers.

Our students don't just want a diploma—they want a pathway to opportunity. We design our programs to maximize student success in the workplace.



We believe we can't get there without innovation.

Sustained success depends upon doing things differently, not just better. We are compelled to innovate and change the way people engage with learning and access opportunity.



We believe that big problems demand big solutions.

The number of learners who are being left behind is massive. The only way to solve the problem is to solve it at scale.

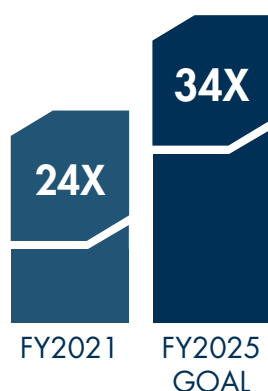
Key Results: Measuring What Matters

Higher education can and must measure its success by the value it creates for students—measures of access, attainment, employment outcomes, student satisfaction, economic wellbeing, and social mobility. We also measure our effectiveness by the value we create for employers and our impact on local, state, and regional economies. You will find many of those throughout this report.

This year, WGU introduced three Key Results, new metrics designed to press us to lengthen our stride on behalf of students, to keep us accountable for what matters most, and to drive transparency. These priority measures of success were carefully designed to track our progress toward our overall mission of creating pathways to opportunity.

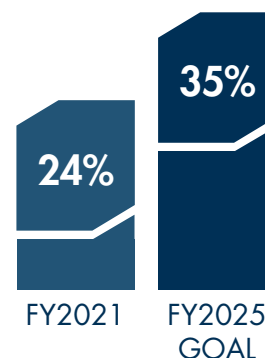
Return for Graduates

This Key Result measures the lifetime economic benefit of completing a WGU degree.¹



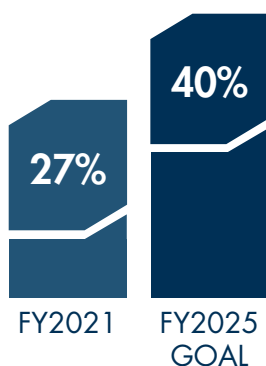
Personalized On-Time Completion

As a measure of progress toward successful attainment, 4-year and 6-year graduation rates are outdated and only relevant to first-time full-time students in the legacy model of higher education. This Key Result accounts for each student's personal circumstances.²

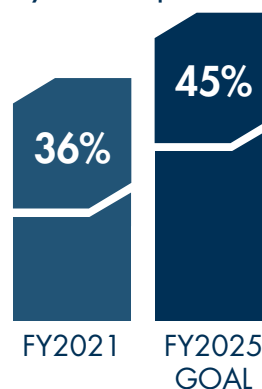


Equitable Access & Attainment

Students of color as percentage of total enrollment:



Undergraduate students of color four-year completion rate:



¹Calculated as (increase in annual income x remaining years to age 65) ÷ total cost of completion. ²Considering the number of terms to complete remaining credits at an individual student's pace to define "on time," this rate is calculated as (number of on-time students) ÷ (number of students in the cohort).



CONNECTING INDIVIDUALS WITH OPPORTUNITY

Our ambition is to be the world's most student-centric university; everything we do begins and ends with our students, our alumni, and their families.

The success and wellbeing of individuals is at our core. It's why we exist. It's why we are committed to changing higher education.

This is what it looks like to create pathways of opportunity for everyone: one by one.

CONNECTING INDIVIDUALS WITH OPPORTUNITY

Committed to Being the World's Most Student-Centric University



Higher education's role as the foundation of a free, just, and equitable society is more essential now than ever. In order to continue to play this crucial role, higher education must laser-focus on the needs of learners today and into the future.

Today's learner demographic has changed dramatically. So have the requirements of today's employers. No longer does the notion of college as a coming-of-age experience at the beginning of a career match the needs of our economy—or of the talented and resilient individuals everywhere who increasingly seek learning and training opportunities as a path to their next (as well as their first) opportunity.

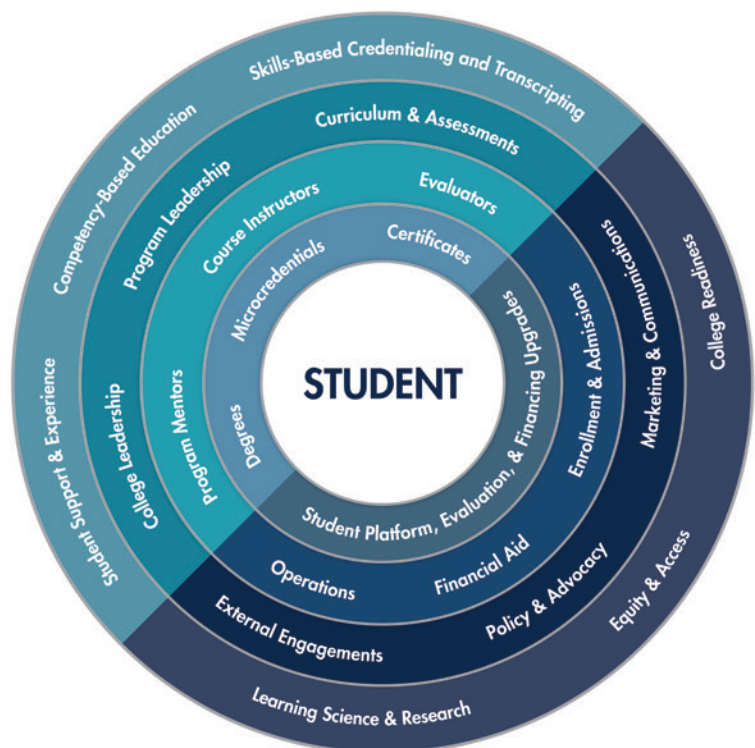
If postsecondary education is to realize its promise of creating pathways to opportunity for all, it must commit to a fundamental redesign. We must build with learners at the center—and that means all learners. Since our founding, WGU has been dedicated to innovating with a student-centered mindset. Never has that commitment been more important than in 2021. In the years to come, our global recovery truly hinges on our ability to thrive in a world that none of us could have imagined a year ago. WGU's work to change lives—by doubling down on high-demand skills and competencies as the crucial currency of education, by prioritizing personalized and timely student support from a robust community of care, and by reimagining higher education—has become more essential than ever.

MARNI BAKER STEIN

Provost and Chief Academic Officer, WGU

Student-Centered by Design

Every decision at WGU is based on student success. It's the core of our culture, and it's also built into our business model and organizational structure. Whether academic or administrative, student-facing or behind-the-scenes, every role at WGU is optimized to serve students and every job includes the requirement of being obsessed with student success.

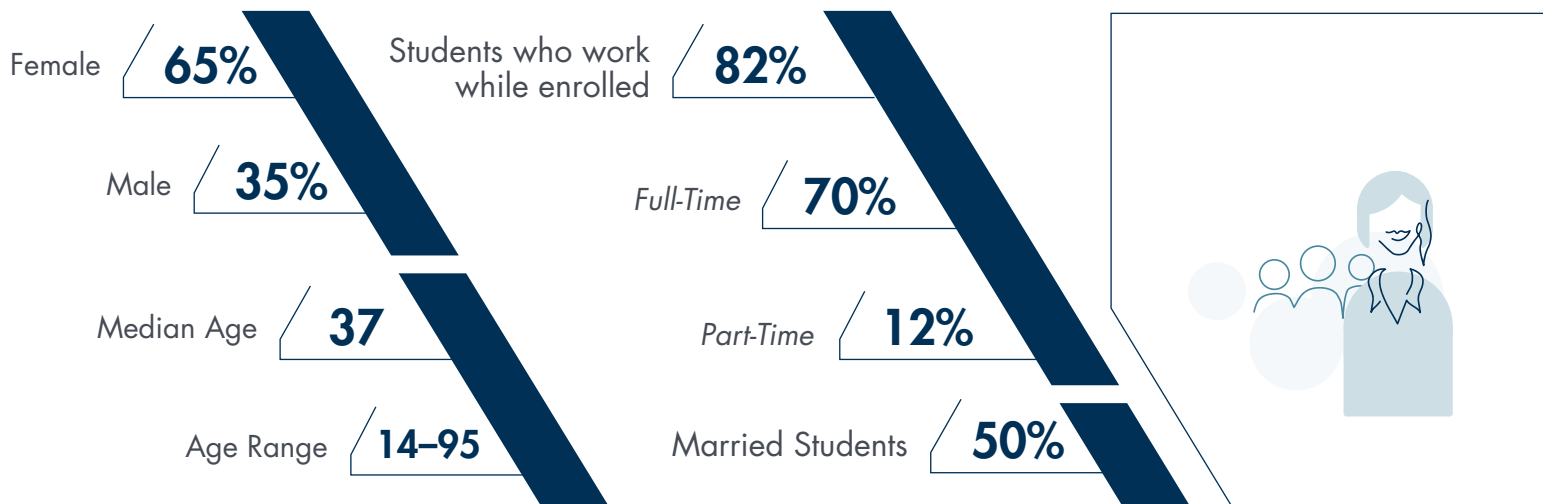


CONNECTING INDIVIDUALS WITH OPPORTUNITY

Expanding Access for the 21st-Century Learner

Work, family obligations, military deployments, lack of college readiness, mental and emotional barriers—these are just a few of the things that keep today's would-be students from pursuing credentials that could benefit their careers, their lives, and the lives of their families. And that is the reason WGU was created—to help students overcome these barriers.

Expanding Access Among All Populations: 2020 Enrolled Students

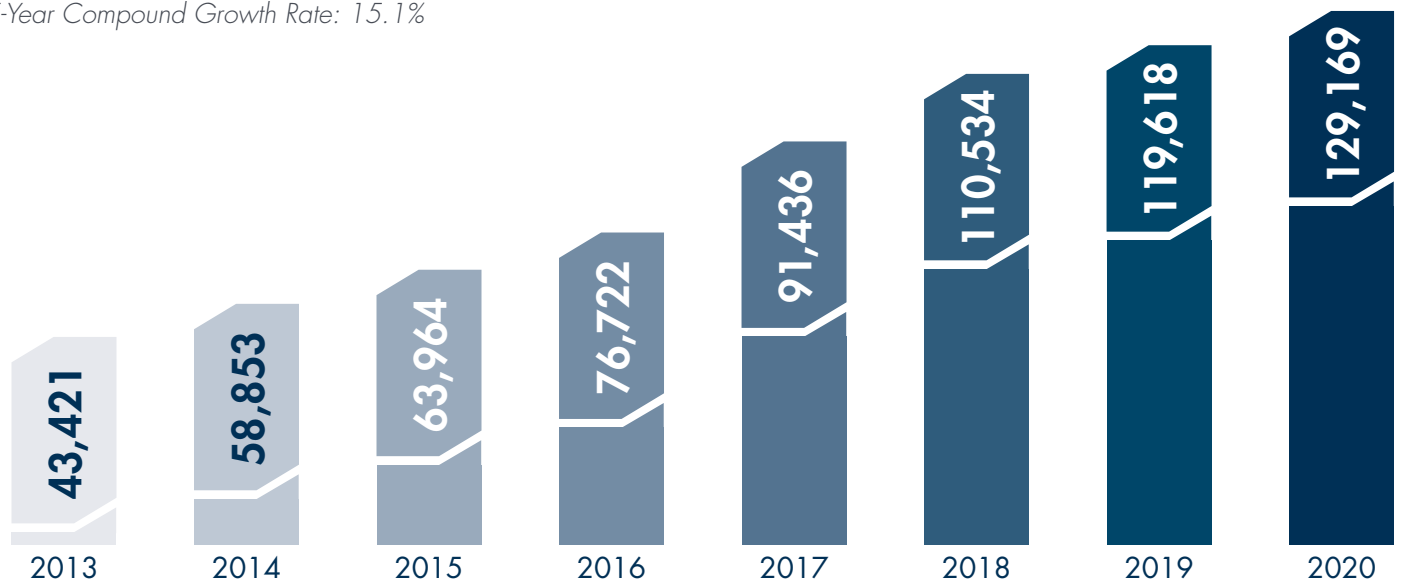


Total Full-Time Students **129,169**

Data as of December 31, 2020

Serving More Students: Enrollment

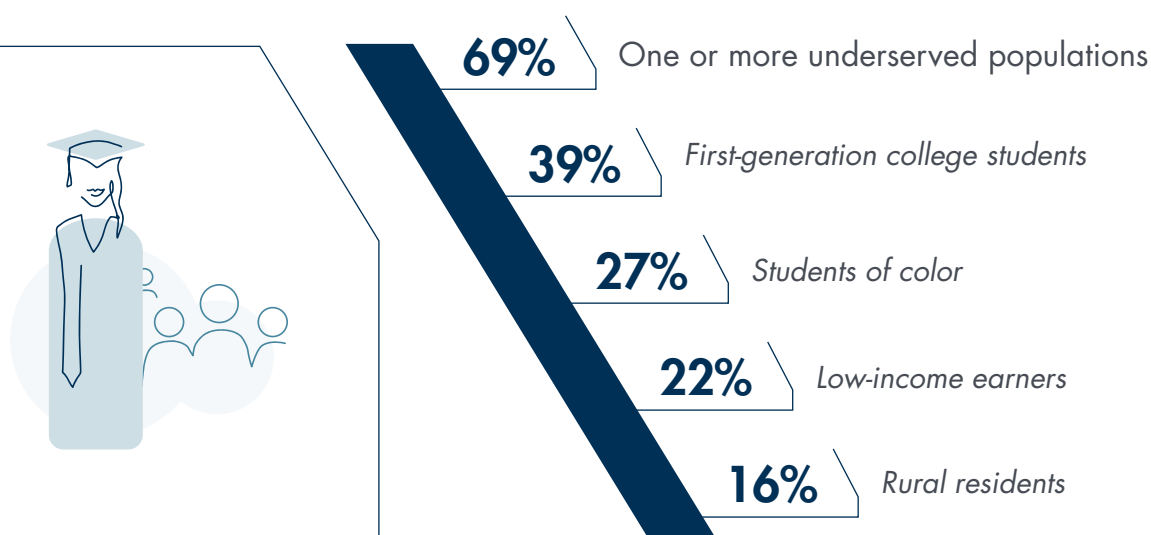
5-Year Compound Growth Rate: 15.1%



End-of-year enrollment

Equitable Access: Making College Work—for Everyone

Providing equitable access to populations historically not well-served by higher education is the first step toward closing the opportunity gap and ensuring our collective resilience. These populations include students from communities of color, low-income families, rural locations, and/or families in which previous generations did not attend college. According to self-reporting at the time of enrollment, 69% of WGCU's students come from at least one of these populations.



"I kept the promise I made to my parents and myself at 16 ... and that promise was to graduate from college. When it looked like that might not be a possibility, I came across WGCU—a university that would cost me a fraction of what it costs at other colleges and allow me to keep my job, care for a sick spouse, homeschool my child, be a track and cross-country mom, and graduate in half the time. Talk about a wild ride!"

MIRANDA JOSEPH

B.A. Interdisciplinary Studies (K-8)



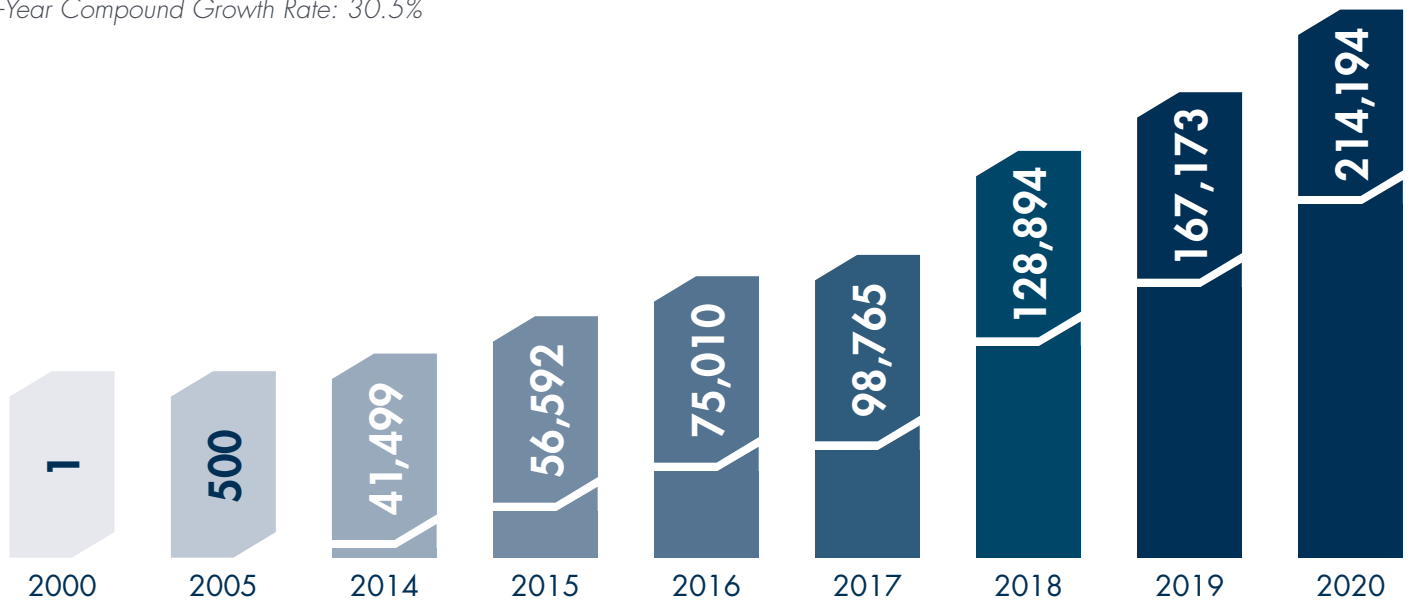
CONNECTING INDIVIDUALS WITH OPPORTUNITY

Increasing Attainment: 47,021 New Graduates in 2020

Access without attainment does not deliver on the promise of higher education. Measuring our impact includes helping more and more graduates achieve life-changing credentials—while celebrating each individual success.

Cumulative Graduates

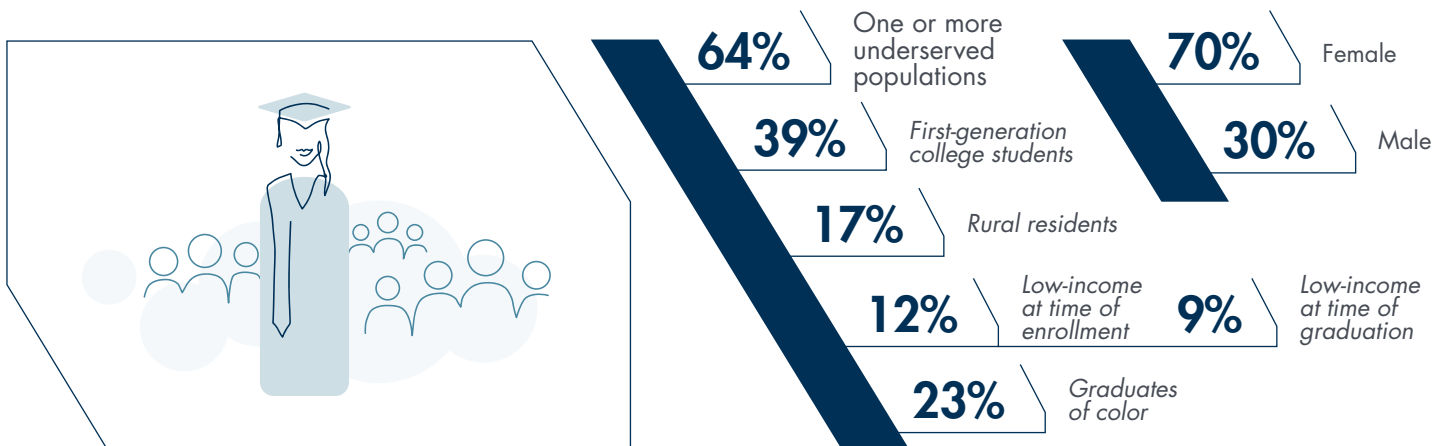
5-Year Compound Growth Rate: 30.5%



Data as of December 31, 2020

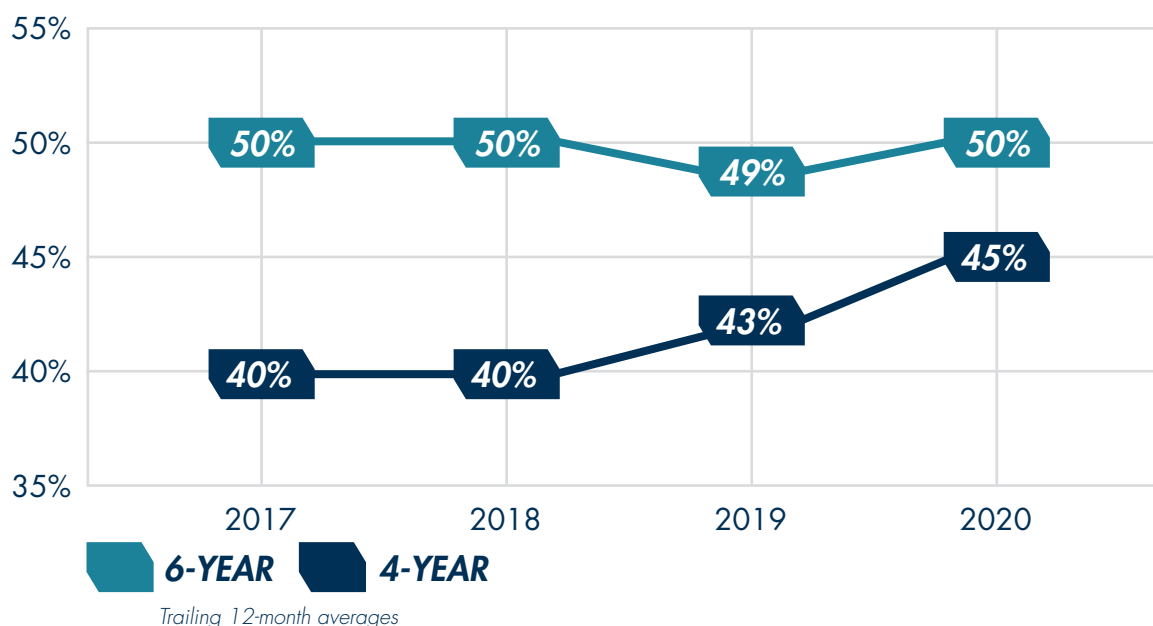
Equitable Outcomes

Driving Attainment Among All Populations: 2020 Graduates

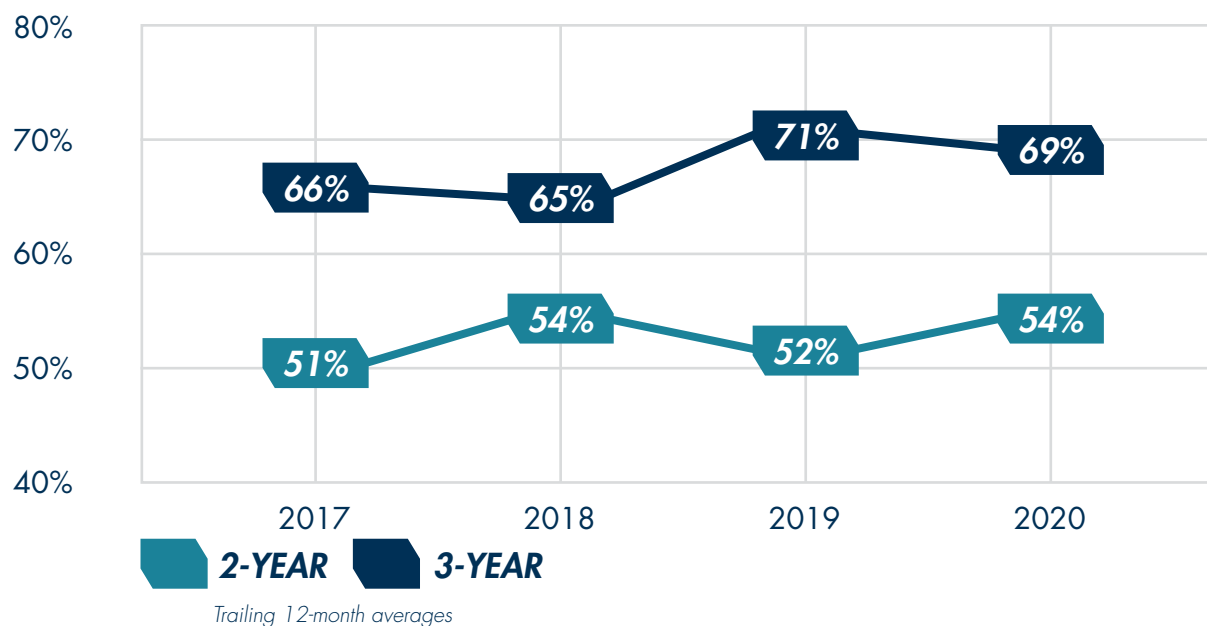


Undergraduate Programs: Graduation Rates

WGU's 6-year undergraduate graduation rate of 50% is well above the national average of 40% for comparable nonprofit, open-admission institutions.¹ The university's goal is to reach a 4-year rate of 50% by 2025.



Graduate Programs: 3-Year Graduation Rate



¹NCES data for 2012 starting cohort, https://nces.ed.gov/programs/digest/d19/tables/dt19_326.10.asp

CONNECTING INDIVIDUALS WITH OPPORTUNITY

Ensuring Affordability—and Value

The average tuition and fees for one year of an undergraduate program at WGU in 2020 was nearly half the \$12,705 paid at comparable institutions nationwide.¹ Flat-rate tuition charged per term rather than per course or per credit empowers students to accelerate their education.

\$6,740²

Average annual undergraduate tuition and fees

2 YEARS, 3 MONTHS²

Average time to bachelor's degree

\$15,165²

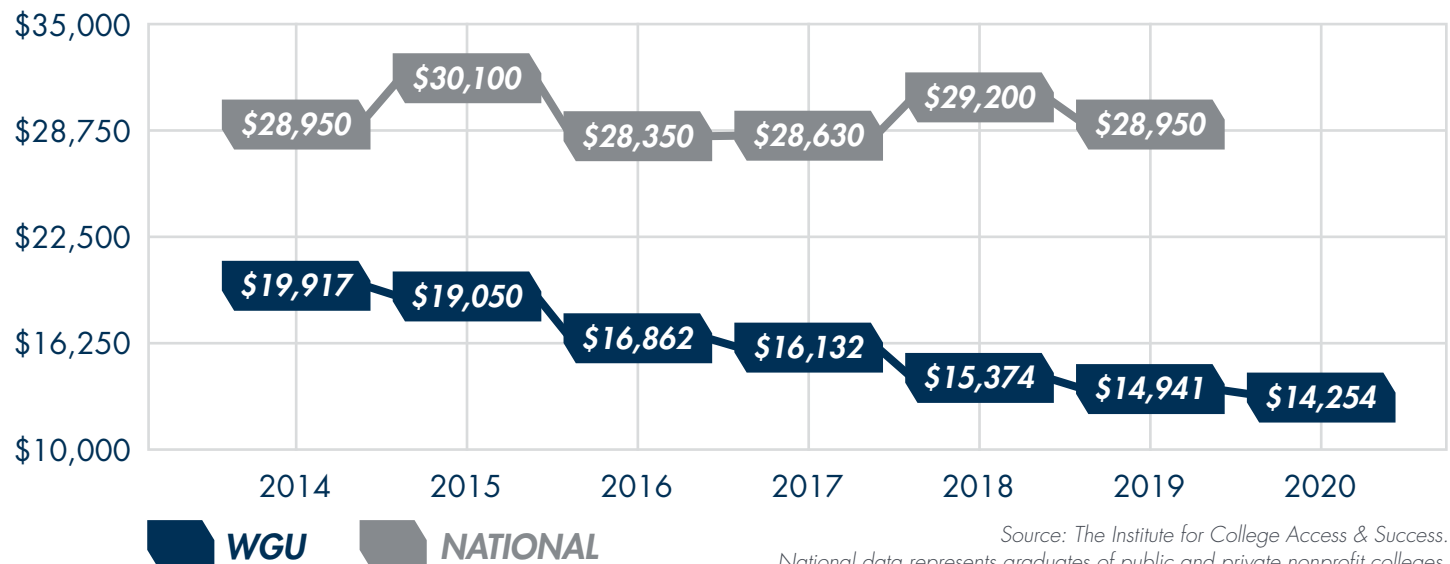
Average total cost to earn a bachelor's degree

~1.5-YEAR PAYBACK³

on tuition investment (undergraduate)

Reducing Student Debt and Encouraging Responsible Borrowing

Mean Debt at Graduation per Undergraduate Who Borrowed

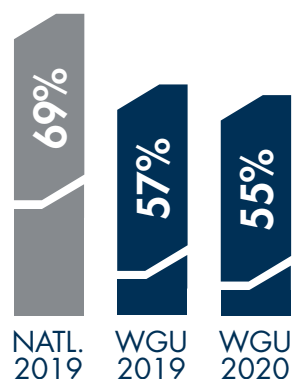


Source: The Institute for College Access & Success.
National data represents graduates of public and private nonprofit colleges.
2020 national data not yet released.

Lower Cost Reduces the Need to Borrow

Percentage of Graduating Undergrads Who Borrowed for School

Source: The Institute for College Access & Success, 2020 national data not yet released.



Less Debt + Better Outcomes = Lower Default

3-Year Loan Default Rate, Fiscal Year 2017 Cohort

Source: U.S. Department of Education Federal Student Aid Office (September 2020)



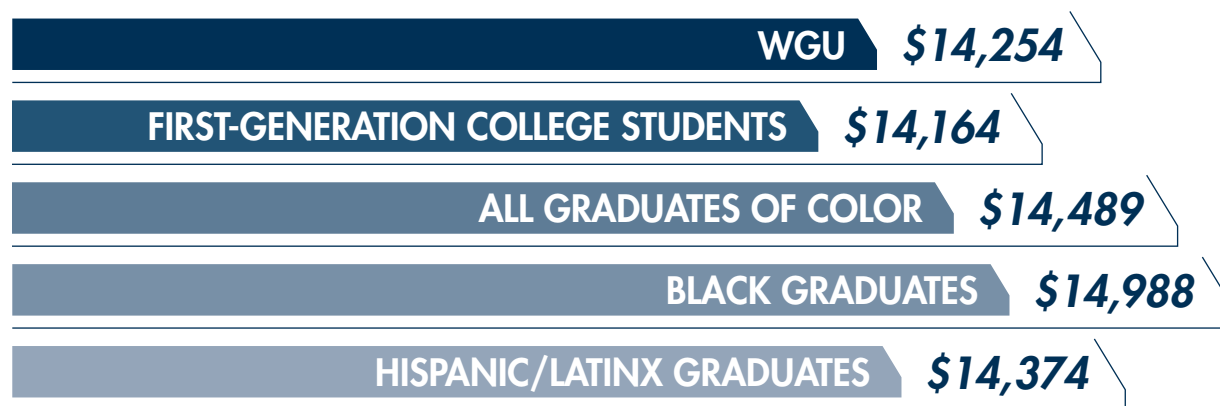
Making College Worth It—for Everyone

Equity in higher education means ensuring that individuals from all communities can reap the benefits of postsecondary education—with tuition they can afford, debt they can manage, and post-graduation outcomes that let them pay down their loans and realize a strong return on investment.

According to EducationData.org, the average Black American with a bachelor's degree currently owes an average of \$25,000 more in student loan debt than the average white college grad does.⁴ Saddled with this extra burden after earning their degrees, graduates of color have a harder time paying down those debts. The Education Trust reports that 12-year default rates vary dramatically by race: 5.2% for white grads, 13.3% for Hispanic and Latinx grads, and 28.0% for Black grads.⁵

At WGU, our debt disparity among historically underserved populations is substantially better than the national average—in fact, our first-generation college graduates, on average, actually owe less at graduation than our graduates whose parents attended college do. We are committed to continuing to innovate to drive equity.

Mean Debt at Graduation, WGU FY2020 Graduating Class (Undergraduate)



Offering Assistance Through Scholarships

\$19.8 MILLION

in need-based scholarships
awarded in 2020

14,743

scholarships awarded
in 2020

30%

of applicants were
awarded a scholarship

¹Integrated Postsecondary Education Data System (IPEDS), four-year public or private institutions that serve primarily adult students. ²Internal data for undergraduates who earned a bachelor's degree in 2020, pulled January 2021. ³Based on \$12,300 average increase in annual salary two years after graduation, compared with pre-enrollment salary: see Page 19. ⁴EducationData.org, last accessed on February 11, 2021, <https://educationdata.org/student-loan-debt-by-race>. ⁵The Education Trust, March 5, 2020, <https://edtrust.org/resource/graduation-rates-dont-tell-the-full-story-racial-gaps-in-college-success-are-larger-than-we-think/>. The 12-year default rates are for graduates who 1) started and completed at a public or private, nonprofit four-year institution, 2) initially enrolled full time seeking to earn a bachelor's degree, and 3) received federal loans in 2003/04.

CONNECTING INDIVIDUALS WITH OPPORTUNITY

A Better Way to Learn: The WGU Experience

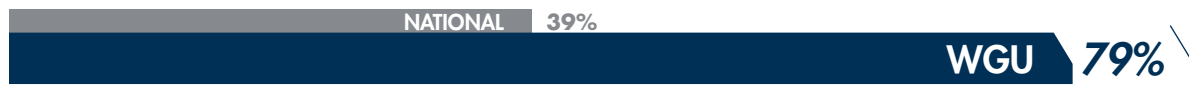
National Survey of Student Engagement (NSSE)

This annual survey captures two critical features of college quality: the amount of time and effort students put into their studies and other educationally purposeful activities, and how institutions deploy their resources and organize curriculum and other learning opportunities to engage students, which improves student learning and outcomes.

This year's survey polled 484,242 students from 601 institutions (531 in the U.S., 65 in Canada, and five in other countries). Students gave WGU very high marks, well above the national average, in the following areas:

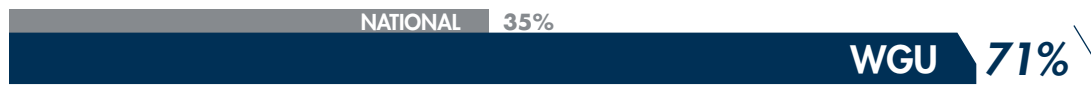
If you could start again, would you go to the same institution?

(Definitely yes)



How would you evaluate your entire educational experience at this institution?

(Excellent)



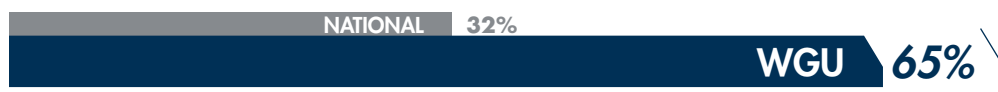
Indicate the quality of your interactions with the faculty at this institution.

(7 on a 7-point scale)



How much does your institution emphasize providing support to help students succeed academically?

(Very much)



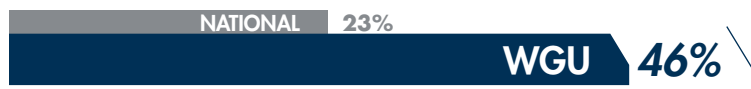
How much has your experience at this institution contributed to your job-related knowledge and skills?

(Very much)



To what extent have your courses challenged you to do your best work?

(Very much)



A Better Way to Learn: The WGU Experience

Student Success and Satisfaction

WGU students are satisfied with their overall experience, and they are achieving high levels of Satisfactory Academic Progress, which is a federally tracked metric indicating students are completing necessary coursework to maintain eligibility for financial aid. This level of success is leading to higher retention rates than the national average and very high referral rates.

92%

overall student satisfaction¹

94%

achieving Satisfactory Academic Progress²

80%

one-year student retention³

62%

of new students say someone recommended WGU to them⁴

¹WGU student satisfaction survey, December 2020, polling students with November term end date. ²Internal data (January 2021). ³Internal data (January 2021). ⁴Internal enrollment surveys conducted during 2020.



At age 13, Salomon Torrescano's life was turned upside down when he was placed in the foster care system. Two years later, he was battling drug addiction and felt he had nowhere to turn. But with the guidance of two beloved counselors, Salomon dedicated himself to getting his life back on track. The personalized support and flexibility of WGU made success possible. "As a working student, WGU's flexible model allowed me to succeed. My Program Mentor, my Course Instructors, pretty much everyone at WGU has supported me," Salomon said. "Throughout my journey, the importance of support has been instrumental and given me the confidence to change my life."

SALOMON TORRESCANO

*B.S. Business – Healthcare Management
MBA Healthcare Management*

In 2018, Emily LeFrancq was diagnosed with a gene mutation that gave her an 80% chance of having cancer, leading to many surgeries—including removal of her stomach and both breasts. But rather than losing hope, Emily was determined to thrive. So while working full time and suffering the loss of her father, she persevered as a graduate student in WGU's College of Health Professions. "There's no way I could go to a school where I would have to be in a classroom and make a schedule," Emily said. "And I just love being able to say, with everything I have going on, that I'm able to work full time."

EMILY LEFRANCQ

M.S. Nursing – Leadership & Management (current student)



CONNECTING INDIVIDUALS WITH OPPORTUNITY

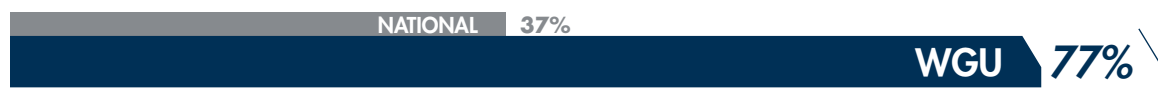
More Than a Degree: Graduate Satisfaction

Gallup Alumni Survey

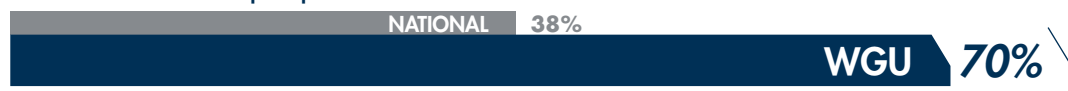
WGU participates in the Gallup Alumni Survey to gain insight into the relationship between the college experience and post-graduation outcomes. This year's surveys polled 2,565 WGU alumni¹ and compared them to a random sample of 3,271 respondents nationwide who earned a degree between 2015 and 2019.²

Respondents who said they "strongly agree" with the following:

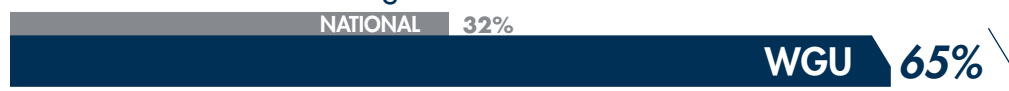
Worth the cost



Perfect school for people like me



Had a mentor who encouraged me



Harris Poll

The WGU-Harris Poll is conducted online annually. Among other things, it measures graduates' satisfaction with their education experience. In 2020, the survey included 1,340 WGU graduates and 1,400 national, non-WGU graduates from the four degree fields WGU offers.

Satisfied with overall experience



Extremely satisfied



Satisfied with academic help



Have recommended university to others



Would choose university again



¹Gallup WGU Alumni Survey, November 11–December 15, 2020. ²Gallup Alumni Survey, January 15–29, 2021.

Ready to Work: Graduate Success

WGU's students enroll for their careers, and the measure of their success is how they thrive in the workplace—and in their lives. An empowered, resilient workforce is made up of individuals who have the tools to reach their full potential because they have the education and training they need to turn their innate talents into opportunity.

Harris Poll

In addition to measuring graduate satisfaction, the annual WGU-Harris Poll tracks post-graduation employment outcomes. In 2020, the survey included 1,340 WGU graduates and 1,400 national, non-WGU graduates from the four degree fields WGU offers. (Note that respondents were not asked whether they started current employment after earning their degrees or were already employed as students.)

Majority of competencies related to work



Total employed



Employed in degree field



Employed full time



A Better Return on Student Investment

Average increase in annual salary compared with pre-enrollment salary.

Within two years of graduation:



Within four years of graduation:



Source: Harris Poll

CONNECTING INDIVIDUALS WITH OPPORTUNITY

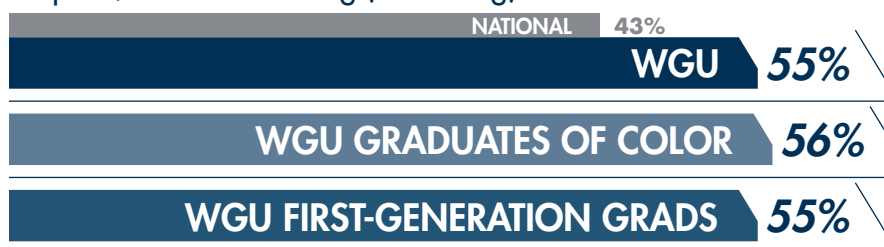
Nurturing Resilience: Students and Grads Who Thrive

thrive \ˈthrɪv\ (verb) *to grow vigorously, flourish; to progress toward or realize a goal despite or because of circumstances*

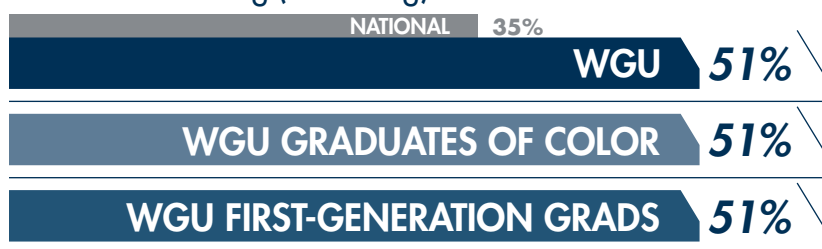
In a year that has presented physical, emotional, social, financial, and career hardships, the ability of institutions to enable individuals and families to thrive has been put to the test. The promise of higher education is for more than a degree, more than a job—it is to empower individuals to build better, thriving lives for themselves and their families.

Because WGU believes its success is measured by its graduates' success, we participate in the Gallup Alumni Survey.¹ The survey quantifies college graduates' academic and post-graduation outcomes. This annual survey—conducted during the fall and winter months of the pandemic—found WGU alumni faring significantly better than the national average during this difficult time, especially in terms of having purposeful careers, financial health, and social wellbeing.

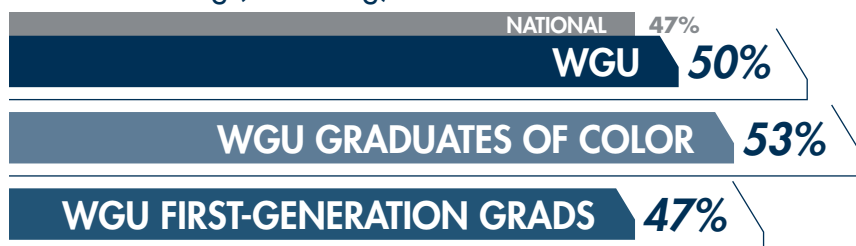
Purpose/career wellbeing (% thriving)



Financial wellbeing (% thriving)



Social wellbeing (% thriving)



Compared to bachelor's degree holders nationally, WGU alumni during the pandemic are:

5X

less likely to say they have been permanently let go from their job

3X

less likely to say they have been laid off from their job

3X

less likely to say they have had their hours reduced

2X

less likely to say they have experienced a loss of income

¹Gallup Alumni Survey of 3,271 national bachelor's degree holders who graduated between 2015 and 2019, conducted January 15–29, 2021, compared to 2,565 WGU alumni who graduated between 2015 and 2019 and were surveyed November 11–December 15, 2020.

Ensuring Students Thrive—Even in Times of Crisis

Student Emergency Aid Fund

One of WGU's responses to the many crises of 2020 was the Student Emergency Aid Fund. The university committed \$10 million to help students with non-tuition, emergency financial needs resulting from the COVID-19 pandemic, and donors contributed \$115,000—55% of them WGU employees, showing a strong internal cultural commitment to student support. Through an innovative partnership between WGU Labs and Edquity, students had a user-friendly, efficient platform through which to request emergency financial support.

Helping Grads to Thrive Today—and Tomorrow

Life Evaluation

The Gallup Alumni Survey also asks two questions aimed at gauging respondents' overall evaluation of their lives: On a scale of 0 to 10, how would you rate your life today? How do you think you will rate your life in 5 years? These responses, combined and indexed, produce the Life Evaluation Index.

Life Evaluation Index (% thriving)



Ginger had an exceptionally busy 2020. A member of the Eastern Band of Cherokee Indians, she spent the pandemic working as a nurse in a tribal public health program on her reservation in Cherokee, North Carolina, while also enrolled at WGU. She played a huge role in providing the education and support needed to keep her tribe safe.

GINGER PARKER-SOUTHARD

M.S. Nursing – Leadership and Management



After graduating, Cherie was hired by the University of Maryland Medical System. UMMS had been awarded a grant to deploy "drop teams" in nursing facilities to assess infection control for preventing COVID-19 spread. "What made me stand out as an applicant is my experience with how data is gathered and aggregated, which is important for reporting progress with regard to the grant," Cherie said. "This skill set is something I gained only through my education at WGU."

CHERIE WATKINS

M.S. Nursing – Nursing Informatics



MEETING COMMUNITY AND EMPLOYER NEEDS

We're all in this together.

In many ways, the story of 2020 was the story of community—of employers finding ways to keep their workers both productive and healthy; of communities and states pulling together to set guidelines and expectations to keep each other safe; of friends and extended families finding ways to love and support each other—from a distance.

Resilience is about getting knocked down and then getting right back up. And a resilient community—one in which getting back up means standing strong, together—becomes more than the sum of its parts.

The strength of our shared experiences is what makes us strong. And it's what will help us get back up the next time we fall.

MEETING COMMUNITY AND EMPLOYER NEEDS

Serving Employer Needs

Employer Satisfaction

Based on a 2020 survey of 300 employers of WGU graduates by Harris Poll:

96%

said they would hire
another WGU graduate

94%

rated the job performance
of WGU graduates as
excellent or very good

98%

said WGU graduates meet
or exceed expectations
(92% said exceed)

95%

said WGU graduates were
prepared for their jobs

90%

rate WGU grads as excellent
or very good at performing
technical skills related to field

95%

rate the "soft skills" of WGU grads
as equal to or better than grads
from other institutions

Major Companies That Have Employed WGU Grads

As self-reported by alums when joining the WGU Alumni Network, these organizations represent just a few of the thousands of employers that have had WGU grads in their ranks:

Aetna • Amazon • American Express • American Red Cross • Anthem • Apex Systems, Inc. • Apple
Aramark • AT&T • Bank of America • Banner Health • Best Buy • Bill and Melinda Gates Foundation
Blue Cross Blue Shield • Boeing • Booz Allen Hamilton • Cedars-Sinai • Cigna • Cisco Systems
Clark County School District • Coca-Cola • Community Health Network • Davis School District • Dell
Delta Air Lines • Dominion Energy • Dropbox • eBay • Embry-Riddle Aeronautical University • Ericsson
Eskenazi Health • Expedia Group • Facebook • FedEx • General Dynamics Information Technology
Georgia Pacific • Google • Granite School District • Head Start • HealthPartners • Hewlett Packard
Hospital Corporation of America • HealthEquity • Humana • IBM • IM Flash • Intermountain Healthcare
Internal Revenue Service • Johns Hopkins • JPMorgan Chase • Kaiser Permanente • Kent School District
Legacy Health • Liberty Mutual Insurance • Lincoln Financial Group • Lockheed Martin
Marine Corps Recruiting • Mayo Clinic • Memorial Hermann • Microsoft • MultiCare Health System • NASA
Northrop Grumman • O.C. Tanner • Oracle • PAREXEL • Parkview Health • PeaceHealth • PepsiCo
PricewaterhouseCoopers • Progressive Insurance • Providence Health & Services • Sprint • Starbucks
State Farm Insurance • SunTrust Bank • Sylvan Learning Center • T-Mobile • Target • TEKSystems
The Hartford • The Paragon Research Corporation • The Walt Disney Company • Toyota • United Airlines
United Health Group • United States Air Force • United States Army • United States Department of Agriculture
United States Navy • US Bank • USAA • Valley Health System • Verizon Wireless
Veterans Health Administration • Vivint • Walmart • Wells Fargo • Wilson Electronics • Zions Bank

MEETING COMMUNITY AND EMPLOYER NEEDS

Meeting the Needs of Industry

WGU develops transformative relationships with world-class corporations, community colleges, membership-based associations, and alliances to expand access to higher education for their employees, graduates, and memberships and to support their workforce development objectives.

WGU Maintains Valued Relationships With:



"Our focus is to create a transformational learning experience for our colleagues that will ignite their development and maximize their performance. Supporting the ongoing development of our colleagues and leaders through innovative learning solutions aligns to Huntington's purpose of looking out for people. The partnership Huntington has formed with WGU is a leading example of innovative educational programming that strengthens our workforce and helps our colleagues learn and grow."

DONALD DENNIS

Executive Vice President and Chief Diversity, Equity, and Inclusion Officer
The Huntington National Bank

Making a Difference Where It Matters Most

Graduates in 2020 Earned Degrees in Economically and Socially Crucial Fields:



CYBERSECURITY

1,747

798 bachelor's degrees,
949 master's degrees



BUSINESS

14,272

7,267 bachelor's degrees,
7,005 MBAs and other
master's degrees



SPECIAL EDUCATION

1,088

713 newly licensed teachers,
375 advanced degrees for
current teachers



STEM EDUCATION

1,407

576 newly licensed teachers,
831 advanced degrees for
current teachers



ELEMENTARY EDUCATION

7,421

1,911 newly licensed teachers,
5,510 endorsements in educational
leadership, English language
learning, instructional design,
curriculum and instruction, etc.



NURSING

16,600

12,065 B.S. Nursing degrees
(including as part of RN-to-
MSN bridge program), 4,535
M.S. Nursing degrees



OTHER HEALTHCARE

2,748

1,907 leadership, management, or
care coordination,
841 informatics/information
management



"Now more than ever, expanding educational opportunities is critical to developing our workforce and strengthening the economy. WGU plays an important role in this."

THE HONORABLE MIKE PARSON

Governor of Missouri (R)

"WGU helps students advance in their careers, earn higher wages, and help strengthen our workforce."

THE HONORABLE JAY INSLEE

Governor of Washington (D)

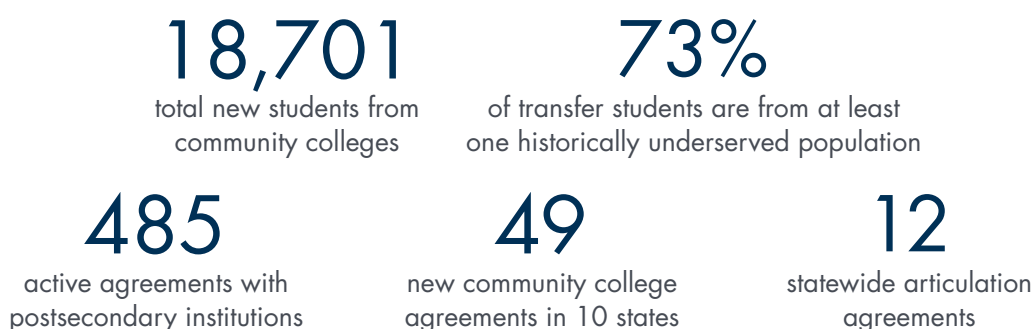


MEETING COMMUNITY AND EMPLOYER NEEDS

Creating Pathways for Community College Grads

Community colleges play a crucial role in the postsecondary education of millions of American students. More than 98% of our students come to WGU with prior college experience, many of them at community colleges. WGU recognizes the benefits of a community college education and the open door it provides at the local level; we want to ensure that students have clear pathways to finish their degree. Our purpose in teaming up with community colleges is to provide a streamlined, affordable, flexible transfer option to their students for continuing their education with a baccalaureate degree. Ultimately this will help local communities build a workforce ready for work.

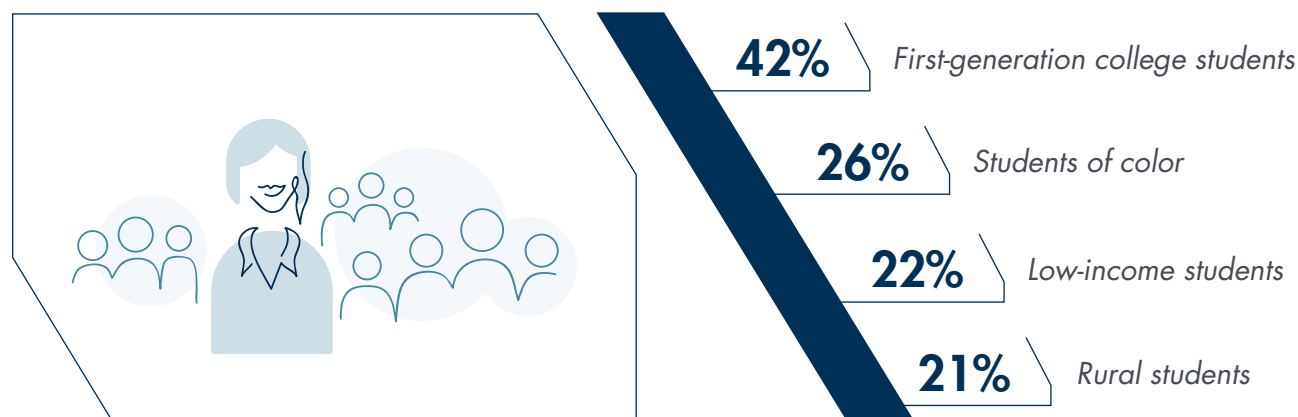
Community colleges that collaborate with WGU help their students prepare for diverse post-graduation needs. Our relationships include individual community colleges as well as statewide college systems nationwide, and they focus on strong transfer articulation agreements.



Building Better Pathways for All Populations

The community college-to-WGU pipeline is a significant component of WGU's commitment to equitable access to postsecondary education and the opportunities it enables. As noted, 73% of the students who transferred to WGU from a community college in 2020—some 13,649 individuals—come from at least one historically underserved population. That's compared with 69% of the WGU student body as a whole.

Community College Transfer Students

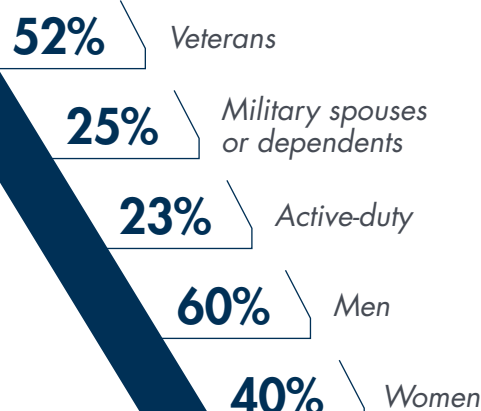


A Top Military-Friendly School

Serving Those Who Have Served

Military-affiliated students make up 13% of WGU's student body. Flexibility, portability, personalized support, and workplace relevance are just a few of the reasons WGU remains a top choice for members of America's armed forces and their loved ones.

Total Military-Affiliated Students: 16,447



Data as of December 31, 2020



In 2020, WGU received the 2020-2021 Military Friendly® Schools Designation—our 10th consecutive year to receive this recognition.

A Great Choice for Students with Military Benefits

WGU's low cost and students' ability to accelerate often mean military education benefits cover most or all of the costs to earn a degree. WGU also offers a number of scholarships specifically for military students and their dependents. All degree programs offered at Western Governors University are approved by the U.S. Department of Veterans Affairs for all education benefits offered under the GI Bill® and for U.S. Department of Defense (DoD) Tuition Assistance.

- 6th most students nationwide using GI Bill benefits: 7,754 students (FY2019)¹
- 17th most students nationwide using DoD Tuition Assistance: 2,384 (FY2020)²
- 27% year-over-year growth in number of students using Tuition Assistance, the fastest-growing among the top 25 largest schools³



U.S. Navy Lt. Erin L. Hayden graduated from WGU in 2019 with a B.S. Human Resource Management. He then continued his academic journey in the M.S. Management and Leadership program and graduated on April 30, 2020—completing his graduate degree program while stationed aboard the *USS Theodore Roosevelt* (CVN-71) in Guam, as they worked through the COVID-19 outbreak. Lt. Hayden experienced intermittent internet access aboard the ship and was required to quarantine in an isolated cabin for a total of 23 days near the end of his program, due to the spread of the virus on the ship. He vowed to his Program Mentor that he would not be leaving that isolated room without having completed his degree.

ERIN L. HAYDEN
B.S. Human Resource Management

¹U.S. Department of Veterans Affairs rankings using fiscal year 2019 GI Bill benefits, the most recent year for which data is available. ²U.S. Department of Defense rankings of use of financial aid programs provided by a U.S. military service branch, fiscal year 2020. ³Fiscal year 2020 over fiscal year 2019, U.S. Department of Defense.

MEETING COMMUNITY AND EMPLOYER NEEDS

Resilience on Display: Role Model Murals

Too often, in too many underserved neighborhoods, going to college doesn't seem like a possibility. WGU's Role Model Murals project seeks to change that with a series of hand-painted murals honoring determined WGU alumni and their stories of strength and resilience. Local artists create these murals in the underserved neighborhoods where the highlighted student grew up, inspiring entire neighborhoods to reach their full potential.

The first two murals, shown below, went up in 2020—with more to come in 2021.



Mural by Los Otros

Jacqueline Becerra

*M.S. Nursing – Leadership and Management
San Antonio, TX*

Jacqueline grew up in poverty. As she walked down the street at age 15, she suffered a violent sexual assault at the hands of three men. Determined not to let life circumstances limit her, she used her experiences as a driving force to help people facing the same hopelessness she did. With her husband, Jacqueline started a network of safehouses for victims of human and sex trafficking, both in the U.S. and Mexico. She is also Nursing Director at Tenet Healthcare.

Shayne Moore

*B.S. Information Technology
Nictown, PA*

Few people where Shayne grew up ever talked about college as a realistic goal or even a possibility. Fortunately for him, his mom and dad always did. It was a lesson he never forgot, which is why, even while working a full-time job, serving as an assistant pastor at a local church, and volunteering at several local prisons on a weekly basis, Shayne still found the will and the time to earn a bachelor's degree from WGU. Not only has it unlocked his potential in an IT career he loves, but it's given him additional resources to continue to give back to his community.



Mural by Eric Okdeh

Crucial Connectivity: Bridging the Digital Divide

In 2020, internet access became more important than ever as learning, education, healthcare, retail, and countless other services went almost entirely online. But broadband internet's evolution from luxury to necessity was a foregone conclusion even before the pandemic struck.

14.5 MILLION+

Americans (and probably many more than that) lack physical access to broadband (especially rural and tribal populations).¹

30%

of Americans do not subscribe to broadband, either because of lack of infrastructure, high cost, lack of perceived need, or other reasons.¹

87%

of Americans said that, during the pandemic, the internet is "essential" or "important." 53% said "essential."²

Talent is universal. Access to the internet is not. Our current infrastructure stops tragically short of enabling all Americans to tap into their potential. WGU won't rest until everyone has access to a high-quality education. We cannot let lack of internet access lock the gate on individual potential. This year, we have:

- Launched the **Online Access Scholarship**, committing **\$1 million** in the first year to provide computers and cover the ongoing costs of internet connectivity for recipients during their enrollment at WGU. We expect to provide this scholarship to as many as **2,000 students**.
- Partnered with the **National Governors Association** to convene government, nonprofit, and internet service providers to define and address state-level drivers of digital inequity.
- Published in local, regional, and national news publications—including **Forbes**, **Real Clear Politics**, and **Silicon Slopes**—to advocate for solutions to the digital divide.

"Receiving this Online Access Scholarship means I can go back to school and finish my IT degree so I can pursue a career in web development. ... This scholarship has put me close to my dream. Being able to go back to school will open up a lot of different opportunities for me, including financial freedom. No one should have to choose between keeping the lights on and keeping Wi-Fi."

EULONDA BEARD

Online Access Scholarship Recipient



¹Federal Communications Commission "Fourteenth Broadband Deployment Report," January 19, 2021, <https://docs.fcc.gov/public/attachments/FCC-21-18A1.pdf>. ²Pew Research Center survey of U.S. adults April 7–12, 2020, <http://pewresearch.org/internet/2020/04/30/53-of-americans-say-the-internet-has-been-essential-during-the-covid-19-outbreak/>.

MEETING COMMUNITY AND EMPLOYER NEEDS

Aligning with Industries: College Highlights

WGU | COLLEGE OF BUSINESS

Enrollment as of December 31, 2020: 41,785

Graduates in 2020: 14,298

2020 Highlights:

- Improved two-year graduation rates from 44% in December 2018 to 51.4% in December of 2020.
- Improved graduation rates in M.S. Management and Leadership and MBA even more: 56.7% and 53.8%, respectively.
- Earned a Society for Human Resource Management Honorable Mention Merit Award for virtual SHRM chapter's first full year of operations.
- Launched new Bachelor of Science Business Administration structure to meet the needs of students and employers by providing a common core along with majors and microcredentials relevant to a variety of today's business career opportunities and industry needs.



SEAN ATKINS
Executive Dean, College of Business

WGU | COLLEGE OF HEALTH PROFESSIONS

Enrollment as of December 31, 2020: 29,306

Graduates in 2020: 16,866

2020 Highlights:

- Achieved 5-year reapproval for California prelicensure nursing program.
- Achieved American Nurses Credentialing Center accreditation for nursing continuing education.
- Launched Medical Assistant Career Accelerator Program as part of partnership with Futuro Health.
- Launched contact tracing continuing education module for all RN-to-BSN students.
- Launched M.S. Nursing – Family Nurse Practitioner degree program.
- Launched Chronic Care Coordinator certificate program with our first virtual reality clinical experience.
- Launched *Race to Value* podcast, focused on moving to a value-based healthcare industry.



JAN JONES-SCHENK
Executive Dean, College of Health Professions

WGU | COLLEGE OF INFORMATION TECHNOLOGY

Enrollment as of December 31, 2020: 26,314

Graduates in 2020: 5,239

2020 Highlights:

- Updated B.S. Cloud Computing degree program in collaboration with Amazon Web Services to align with AWS framework.
- Created virtual proctoring options for all certification exams in response to COVID-19 pandemic, with some of those options becoming permanent solutions—increasing their availability to students in rural areas even after the pandemic ends.
- Formed transfer articulation policy with nonprofit technology workforce development organization Per Scholas.
- Formed partnership with Kenzie Academy to give learners a skills-focused pathway to high-tech careers.



ASHUTOSH TIWARY

Executive Dean, College of Information Technology

WGU | TEACHERS COLLEGE

Enrollment as of December 31, 2020: 31,764

Graduates in 2020: 10,618

2020 Highlights:

- Ensured that all 1,875 students who were in demonstration teaching at the start of the pandemic were able to complete it, despite schools ending face-to-face instruction.
- Ranked #2 nationwide in combined graduate and undergraduate conferrals for students of color and in the top 1% of conferrals of Black and Hispanic/Latinx educators at both the graduate and undergraduate levels, according to the federal Integrated Postsecondary Education Data System (IPEDS).
- Launched the Professional Core for all initial licensure programs, introducing new courses anchored in social and emotional learning theory and educational technology.



MARK MILLIRON

Executive Dean, Teachers College



REINVENTING EDUCATION FOR IMPACT AT SCALE

A global pandemic. Economic disruption and workforce displacement. Entire industries wondering: What's next?

Education has the power to change lives—and if we redefine higher education in ways that reinvigorate its promise, we can rewrite the future.

Resilience at scale is possible. In fact, it's the only way we can truly recover. Changing the future means bettering lives for generations to come. When we do that, higher education will finally have lived up to its potential to change the world—one individual, one family at a time.

REINVENTING EDUCATION FOR IMPACT AT SCALE

Recognized for Innovation with an Impact

Awards and Recognitions



Ellucian Impact Award

for use of Banner software to power Responsible Borrowing Initiative



UPCEA Excellence In Advancing Student Success Award

for WGU's innovations targeting student success



Military Friendly Top 10 School

for '20-21 (#1 in online/vocational category)



USDLA 21st Century Distance Learning Award

for the 10th time



University Research & Review Best Value School

for seventh consecutive year



Utah Best of State in Online Education

for 12th consecutive year

Grants that Accelerate Innovation

Generous support from the following foundations played an important role in furthering WGU's mission and fostering innovation in 2020:

- **Bill & Melinda Gates Foundation** for WGU Labs research on access and outcomes for students from historically underserved populations
- **Bill & Melinda Gates Foundation** for projects that remove barriers to education and opportunity caused by the COVID-19 pandemic
- **Charles Koch Foundation** for WGU Labs to create the College Innovation Network
- **Kern Family Foundation** for the creation of the WGU Teachers College Character Education Professional Learning Program
- **Lilly Endowment** for WGU Indiana to create a learner-owned "Achievement Wallet"
- **Merkin Family Foundation** for development of the B.S. Health Services Coordination program and certificates in healthcare case management and care coordination

"We give to WGU because we believe in WGU's mission. We share the concerns that WGU has expressed as it relates to the importance of education broadly and, more specifically, the importance of education in 2020 and in trying to keep households moving forward during these difficult times."

SANDRA SLAGER

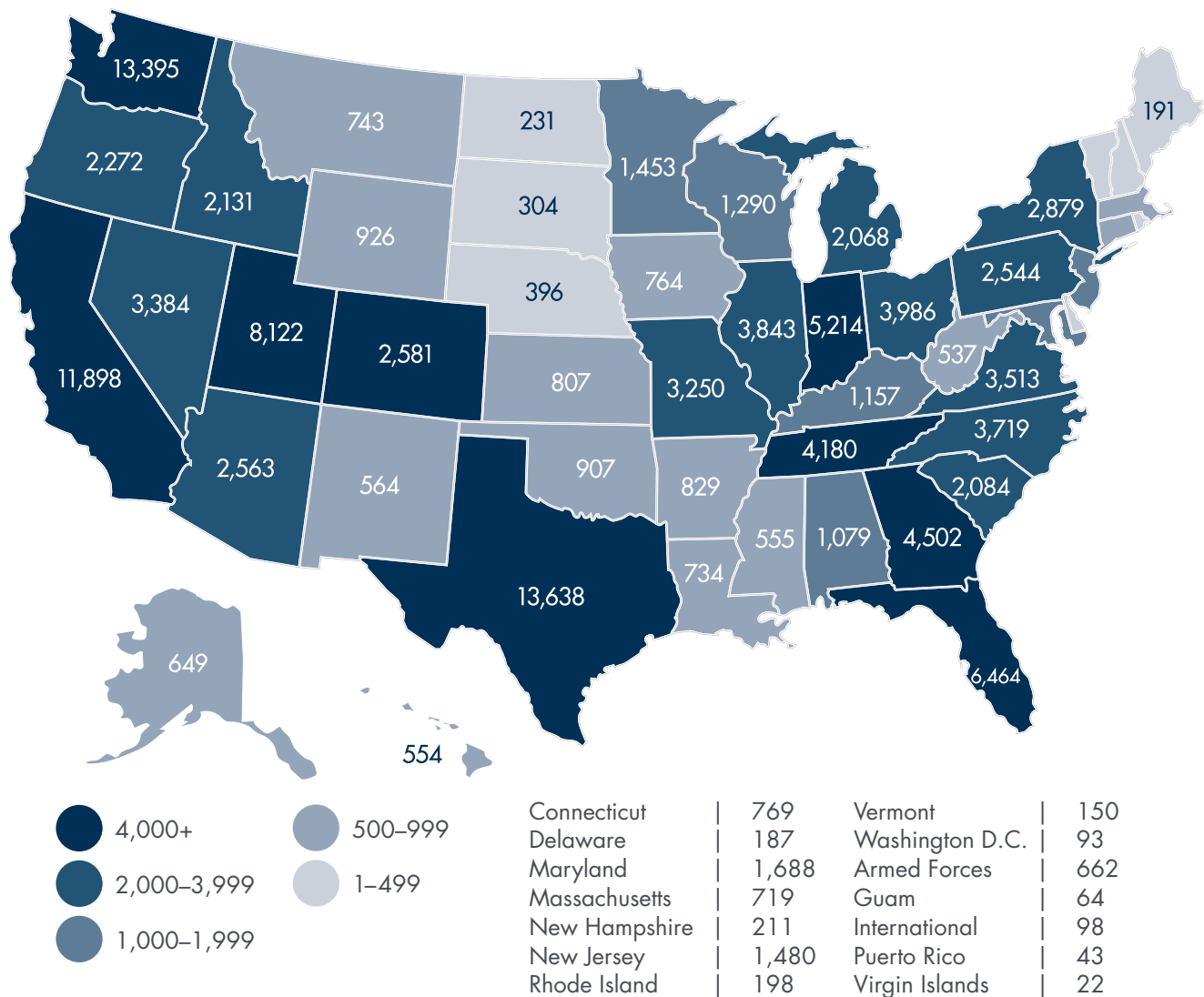
Chief Operating Officer, MindEdge



REINVENTING EDUCATION FOR IMPACT AT SCALE

Access at Scale: A Nationwide Student Body 129,169 Strong

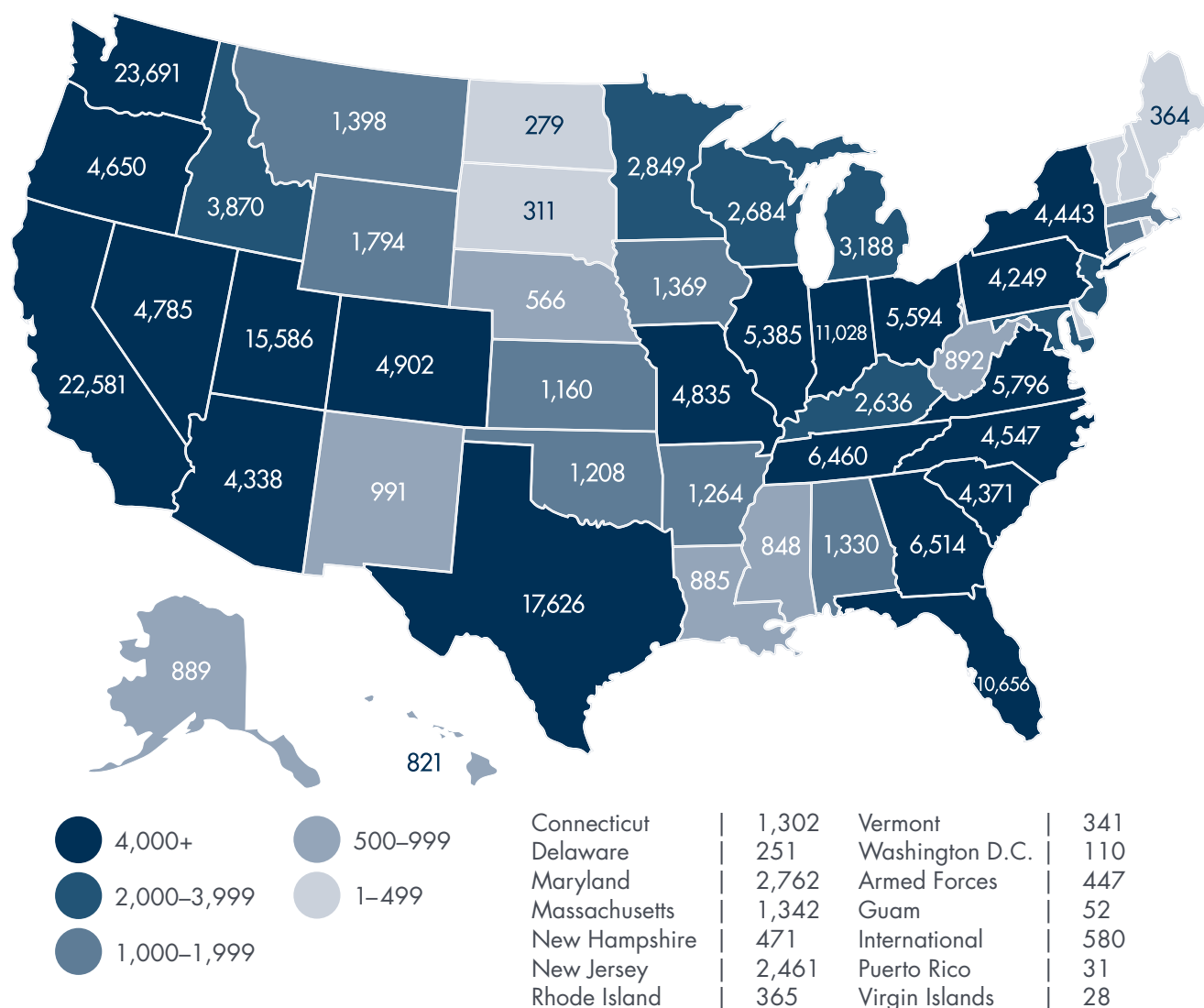
Enrollment Map



As of December 31, 2020

An Alumni Network of 214,194 Graduates

Alumni Map



As of December 31, 2020

"One of the ways that I stay connected with WGU is by giving back to WGU Advancement. I was fortunate enough to receive two scholarships from WGU—one for my bachelor's and one for my master's. So this is just one way that I can pay it forward by giving back to future graduates."

MATT WEST

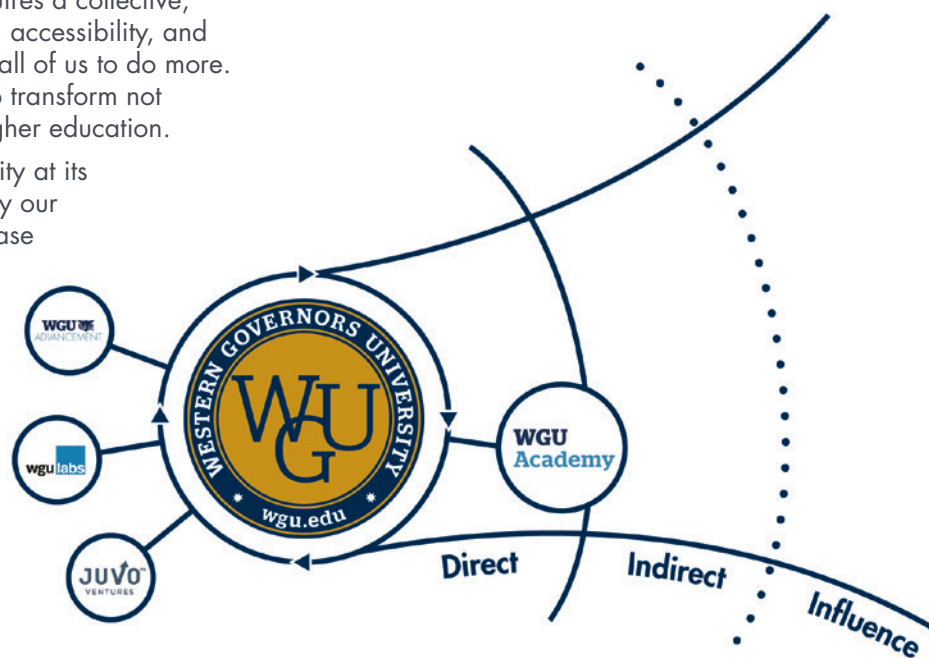
B.S. Marketing Management
M.S. Management and Leadership



Lengthening Our Stride: The Future of Work and Higher Ed

Making opportunity work for everyone requires a collective, comprehensive effort. Improving the quality, accessibility, and outcomes of higher education must compel all of us to do more. At WGU, we have invested in endeavors to transform not only the institution but also the system of higher education.

Our expanded vision has WGU the university at its core, with additional entities built to magnify our innovation capacity (WGU Labs) and increase resources and capital flexibility (WGU Advancement and Juvo Ventures). This foundation facilitates the incubation, launch, and scaling of new operating entities to unlock opportunities, remove barriers to access, and improve quality and outcomes throughout the education-to-opportunity lifecycle. The first such entity—**WGU Academy**, launched in 2019—is featured on Pages 36–39. More such entities will continue to be introduced as WGU seeks to scale access to pathways to opportunity.



Resources and Funding

WGU Advancement

The primary fundraising entity for WGU and its affiliates, WGU Advancement had a banner year in 2020—particularly when it came to enabling us to support our students through a global pandemic.

3,084 donors contributed 10,605 gifts totaling \$9,372,502 in 2020.

Of all gifts received, 16.9% were from alumni, 3.6% were from students, 74.4% were from staff and faculty, 4.1% were from WGU Board members and friends, and 1% were from foundations and corporations.

Our donors helped raise **\$690,123** for scholarships including the WGU Employees Give Back Scholarship, the Fellow Night Owls Scholarship, and the Online Access Scholarship.

We raised **\$159,072** for the WGU Student Emergency Aid Fund, established in March as the pandemic rippled across the country. The fund provided more than **4,500** students with emergency non-tuition aid in 2020.

Juvo Ventures

A double-bottom-line venture capital firm anchored by WGU, Juvo Ventures was established to invest in transformative endeavors across the learner lifecycle to expand access, improve quality, increase outcomes, and broaden pathways between talent and opportunity.

Juvo has a mission to empower entrepreneurs, invest in innovative solutions, optimize learner outcomes at scale from early childhood to adulthood, and maximize investor returns.

Engines of Innovation

WGU Labs: The Innovation Engine

WGU Labs was created to bring ideation and incubation under one roof. It is both an idea engine and a testing ground, focused on solving tough educational problems by rapidly designing, testing, and refining effective learning solutions. WGU Labs brings the scientific method to bear in helping define what the future of education can—and should—look like.

Accelerator at Labs

Accelerator at WGU Labs provides research, market development, and product enhancement services to early-stage education businesses. Through these services as well as financial investments, Accelerator advances the scale and impact of education companies that share its mission to increase student access, lower student costs, and improve student outcomes. During 2020, Labs welcomed four new companies to the Accelerator.



The College Innovation Network

WGU wants to improve outcomes for every learner, particularly those traditionally underserved by higher education. Founded by WGU Labs with grant support from the Charles Koch Foundation, the College Innovation Network (CIN) exists to bridge the gap between under-resourced institutions serving disadvantaged populations and the EdTech solutions that could help their students thrive. CIN connects member educational institutions with EdTech innovations and helps them identify, launch, and evaluate essential tools designed to advance student academic, career, and life outcomes.

Equity Initiative

In its 2020 strategic initiative, WGU leadership reaffirmed its commitment to equity as a core component of its mission to increase opportunity and access to education. As a nonprofit affiliate, WGU Labs shares this mission and seeks to make this strategic priority a reality for WGU students through its work on the Equity Initiative at WGU, funded by the Gates Foundation. WGU Labs uses this research to better support WGU students. This means acknowledging how the intersections of their personal identities—race, ethnicity, culture, gender, and more—shape their individual experiences in ways we cannot ignore.

WGU Academy

WGU Academy: Personalizing Onramps to Postsecondary Education

Addressing College Readiness

Academic and psychological barriers too often keep prospective students, especially those from historically underserved populations, from being accepted—or even seeking admission—into the postsecondary programs that could change their lives. That’s why WGU Academy was created—to tackle the problem head-on.

Academy is built to prepare students for college success. There are two main ways Academy achieves this for its students:

- **Academic preparation.** As a low-cost, low-risk on-ramp to a WGU degree program—or, potentially, to a program at another institution—WGU Academy offers transferable college-level courses. These are not “remedial” courses—they’re rigorous academic courses that provide students with resources and any extra assistance they may require to earn the college credits they need to launch a successful college career.
- **A growth mindset.** Too many college readiness programs focus on academic coursework but miss the opportunities to support students’ social, emotional, and psychological barriers to success. WGU Academy helps students learn to believe—to know—that they can succeed in postsecondary education. With the coach-guided Program for Academic and Career Advancement (PACA), Academy strengthens students’ confidence and resolve, develops self-directed learning skills, and provides a foundation for both academic and career success. Students also work with a personal Success Coach throughout their time at Academy.

Measuring Success

Increasing Access: 2020 Growth

8,954

New students served in 2020

146%

Growth in new students over 2019

1,583

Academy graduates in 2020

2,413

Academy graduates to date

Giving More Students the Tools They Need to Succeed

Term 1 on-time progress in WGU degree program

WGU STUDENTS (NON-ACADEMY GRADS) 74%

WGU ACADEMY GRADUATES 84%

WGU ACADEMY GRADS, FIRST-GEN COLLEGE STUDENTS 88%



"This is my second term at WGU, and I'm already 42% done with my bachelor's degree. I had no prior college credits before going to the Academy or the university, so that was all completed in the year I've been doing school. I am currently pursuing a B.S. in Business Administration – Marketing and I am loving WGU so far!"

CARISSA BACA

WGU Academy Graduate
WGU College of Business Student

"I am enrolled in the College of Business working toward a B.S Business Administration–Marketing. I finished one additional course in my first term on top of on-time progress and am starting my second term going strong!"

MEGHAN JOHNSON

WGU Academy Graduate
WGU College of Business Student



"I just finished student teaching with WGU, and I'm aiming to participate in the virtual graduation ceremony this May. It's been a fantastic, life-changing experience. It's pretty crazy to think that I started WGU Academy with zero college experience, and I will be graduating with my bachelor's degree less than two years later."

LACIE HIGLEY

WGU Academy Graduate
WGU Teachers College Student

REINVENTING EDUCATION FOR IMPACT AT SCALE

The Future of Work and Higher Ed

A Skills-Denominated Future

The way previous generations thought about education and careers doesn't fit the realities of today's workplace or the needs of today's earner-learner. Under the old paradigm, students—mostly from privileged backgrounds—would leave high school and either enter a trade or enroll in a university, where they'd pick their lives' paths and spend four or more years having a "college experience," laying the groundwork for the careers from which they would eventually retire.

Today's reality is different, and it points to an even more dramatically changed future: The job a college graduate will have in 10 years likely doesn't exist today. They will work for many different organizations, have many job titles, and follow a career trajectory they can't possibly predict right now. Education will be an ongoing part of that path, part of a working-and-learning loop as a changing workplace requires regular upskilling and reskilling to meet new realities.



Open Skills Network

With initial funding from Walmart, WGU created the Open Skills Network. OSN's roughly 800 individual members and more than 350 partner organizations as of early 2021 work to promote a more equitable, skills-driven labor market that matches learners and workers with skills-based education and career opportunities to benefit the individual, employer, and economy at large.



Rich Skills Descriptors

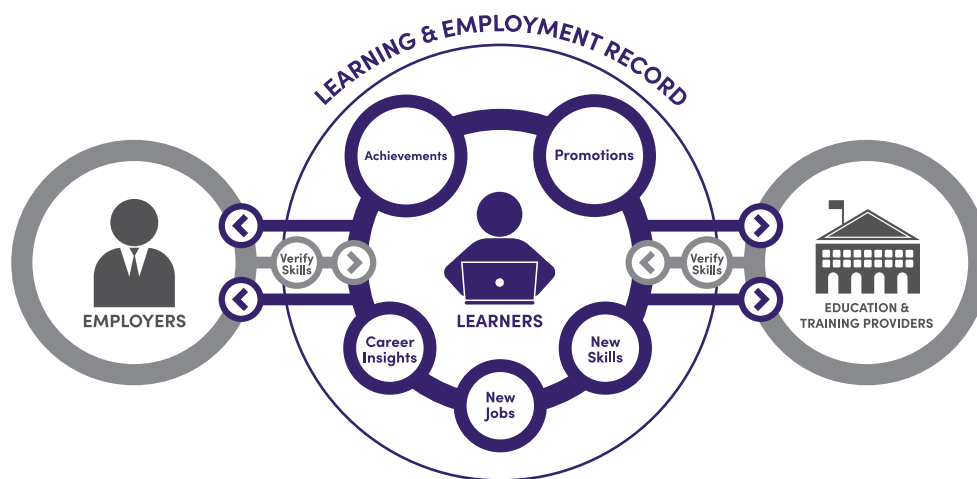
Machine-readable, searchable data that include the context behind a skill, giving users a common definition for a particular skill and achieving skills interoperability in credentials, education and training opportunities, job profiles, and learner records.

Open Skills Management Tool

A free, open-source tool to facilitate the production of RSD-based open skills libraries. Existing programs, curricula, and job descriptions can all use these open libraries as “Rosetta stones” for understanding skills in a portable, machine-actionable way.

Igniting a National Skills Movement

OSN is putting in place the foundations on which we can build the skills-based future. The creation of **rich skills descriptors (RSDs)** will enable educators, employers, and workers to speak a common language about what skills mean in the context of a given job or industry. To date, WGU’s more than 3,000 competencies have all been tagged with rich skills descriptors from the WGU skills library, currently over 11,000 RSDs strong. In 2020, WGU and the OSN developed the **Open Skills Management Tool**.



WGU and OSN are also helping move the education-to-opportunity pipeline beyond the traditional résumé. A **Learning and Employment Record (LER)** is a learner-owned, technology-enabled record of verified skills and achievements an individual has accumulated—through formal education as well as on-the-job trainings, military experience, and many informal learning settings. WGU was a participant in all three LER pilots conducted by the White House’s American Workforce Policy Advisory Board in 2020 and is now working in partnership to bring about a fully functioning exemplar: the Indiana Achievement Wallet. Partially funded by the Lilly Foundation, this initiative will culminate in an Achievement Wallet and LER that can be adopted by states and regions nationwide.

And while the traditional bachelor’s degree will continue to carry value in the economy of the future, it will only be part of the story. A skills-based lifelong learning loop will include **microcredentials** earned independently or as part of a broader credential, providing incremental value that can be realized in far less time than a four-year degree program. In 2020, WGU introduced the Medical Assistant Career Accelerator Program in partnership with Futuro Health and a redesigned suite of undergraduate business degree programs that incorporate skill-specific microcredentials along the way.

REINVENTING EDUCATION FOR IMPACT AT SCALE

2020: A Year of Challenge and Opportunity

January 22

WGU Labs announces a partnership with Edquity to test its emergency student aid platform, offering at-risk WGU students (including low-income students, students of color, LGBTQ students, and adult learners) access to funding support and measuring its effects on success measures like retention.

March 12

In response to the emergent COVID-19 pandemic, President Scott Pulsipher announces that all university operations would move to remote status effective immediately. The Environmental Barriers Team mobilizes to respond to the pandemic as a crisis impacting all of WGU's 120,000+ students.

March 18

WGU teams up with the Northwest Commission on Colleges and Universities to offer webinars aimed at easing the transition from face-to-face to virtual accreditation evaluations during the pandemic.

April 16

With K-12 and postsecondary institutions scrambling to move to online learning, WGU hosts the first of nine free webinars to help learners and educators adapt, with topics like creating an online community of care, working from home while educating your children, and modifying student teaching experiences. The series will continue in 2021.

May 12

WGU commits \$10 million in emergency non-tuition aid to help students experiencing financial and health hardships due to the pandemic. The funds are distributed through the Edquity partnership launched in January.

May 30

WGU hosts its first-ever virtual commencement ceremony, allowing graduates, their loved ones, and faculty and staff to celebrate safely.

August 13

WGU partners with the Bill & Melinda Gates Foundation for four projects aimed at removing barriers to quality, access, and outcomes across the education-to-opportunity lifecycle.

August 4

WGU Labs announces the founding network partners for its new College Innovation Network's pilot year.

August 25

WGU and Global Online Academy announce a partnership to train K-12 educators in delivering engaging online instruction.

September 16

Open Skills Network announces its formation as a coalition dedicated to accelerating the shift to skills-based education and hiring.

September 30

WGU graduates its 200,000th graduate since granting its first degree nearly 21 years earlier—just 2½ years after passing 100,000 grads.

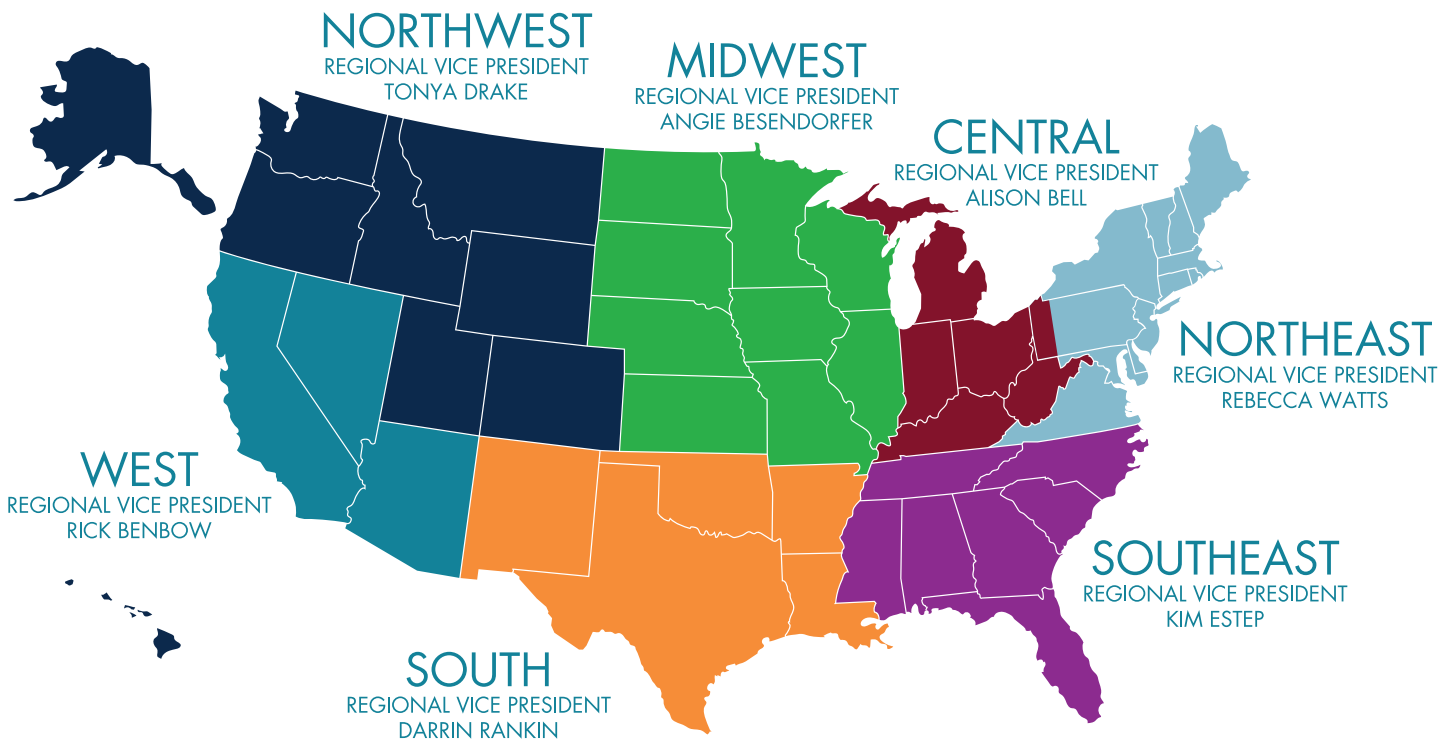
November 9

For the second year in a row, WGU pledges to match up to \$50,000 in Intermountain Healthcare employee contributions to IHC's community health campaign, supporting community-based programs addressing opioid misuse, the social determinants of health, suicide prevention, obesity, and equal access to quality care.



NATIONAL SCALE, LOCAL IMPACT

WGU meets students where they are and solves local, state, and regional workforce challenges.



WGU[®]

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