

Case Study: Western Governors University

Meeting the Needs of Learners and Employers in the Global Knowledge, Work, and Learning Ecosystem

Summary of the Case Study: Western Governors University (WGU) has evolved to become a widely admired provider of competence-based, affordable, accelerated learning and certification that meet the needs of workforce-focused learners. This case is germane to understanding the emerging global knowledge, work, and learning ecosystem. We explore WGU’s industry-leading combination of online learning, competency-based learning, skills mapping, and actions in response to COVID to make its teacher education graduates indispensable to post-COVID teacher education.

WGU is also an excellent example of a non-profit, university whose online, competence-based, employment-skills-focused, student-success-based offerings were rewarded with explosive growth from 2010 onward and right through COVID.

Why Read This? This is a critical resource for understanding how learners, providers, employers, and marketplace facilitators come together in the emerging global learning ecosystem, today and forward to 2030. WGU is a recognized leader in marketplace-oriented competence-based learning.



The Case Study (Referenced in Chapter I)

Western Governors University (WGU) is a [private](#) university based in [Millcreek, Utah](#). The university uses an online [competency-based learning](#) model as opposed to the traditional, cohort-based class model present at most universities. The university was founded by 19 U.S. governors in 1997 after the idea was formulated at a 1995 meeting of the [Western Governors Association](#) to expand education offerings to the internet.^[6] WGU degree programs are [accredited](#) by regional and national accreditation bodies such as the NWCCU, ACBSP, CAEP, [CAEP](#), [CAHIIM](#), [CCNE](#), and the [NCATE](#).¹

Nine states have online schools that are affiliated with WGU: Indiana, Washington, Texas, Missouri, Tennessee, Nevada, North Carolina, Utah, and Ohio. Though state funding was used for their creation in some instances, each school is self-supporting through tuition and donations and overseen by the WGU Board along with a local state chancellor and advisory board. All offer the same programs and curricula as the national WGU student body receives, and accreditation is through WGU which is accredited by the **Northwest Commission on Colleges and Universities (NWCCU)**. These affiliates enable WGU to form strong, state-level identification with employers and political leaders.²



WGU's trademark is *Education without Boundaries*™ and it exemplifies the new breed of engaged innovative learning enterprise described in Chapter I.

The current student body of more than 128,772 students is following 60 different degree pathways in Health Care, IT, Business, and Teacher Education. This includes approximately 27,000 working nurses nationwide. The University has awarded more than 183,000 degrees, including nearly 65,000 bachelor's or master's degrees in nursing. Of those graduating in January 2020, 87 percent were employed in their fields, and 97 percent of employers who work with WGU grads report that they are prepared for their jobs.³ Built on an online, flexible

¹ https://en.wikipedia.org/wiki/Western_Governors_University

² Ibid

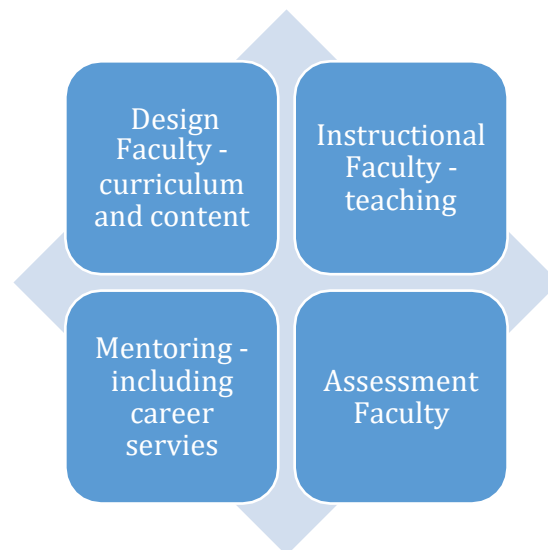
³ <https://campustechnology.com/articles/2020/04/20/how-wgu-is-filling-the-skills-gap.aspx>

learning model available 24/7, WGU was able to provide uninterrupted educational services during COVID.

WGU has differentiated itself in the higher education marketplace in several ways:

- uses online **competency-based education (CBE)** as opposed to the traditional, cohort-based class model present at most universities;
- certifies mastery of job skill competences linked to the employment market, which trumps traditional process accreditation and other outcome measures not directly linked to employability;
- focuses on four disciplinary areas - Business, K-12 Teacher Education, Information Technology, and Health Professions, including Nursing;
- provides for accelerated completion, using a fixed tuition model – demonstrably more affordable than bundled providers and accelerated completion provides more rapid pathways to employability; and
- uses a “disaggregated faculty model” that unbundles the traditional faculty role into four distinct role types: – Design faculty (skills architects), instructional faculty, assessment faculty, and mentoring including career services – as depicted in Figure 1.

Figure 1
Unbundled Faculty Roles



Unbundling has proven to be a breakthrough skill for WGU, enabling greater specialization and teamwork, enhancing affordability, liberating faculty creativity, and scaling program growth.

This Case Study Focuses on Three Themes

First, WGU has been at the forefront of developing and delivering online learning and competency-based education developed in partnership with leading employers.⁴ WGU's linkage to the Knowledge, Work, and Learning Ecosystem discussed in Chapter III is unexcelled.

Second, given its multi-state online delivery approach, WGU was able to quickly pivot and provide its Teacher Education graduates the support they needed to complete their student teaching requirements on time in the COVID digital learning environment.

Third, WGU is developing strategies that extend to 2030, allowing it to prepare for the dramatic changes in workforce preparation where it has developed a unique core competency.

Figure 2 – WGU Case Study Focuses on Three Themes



Linking Learning to Workforce Needs through World-Class Skills Mapping

Thomas Friedman writes in a New York Times opinion piece, *After the Pandemic, a Revolution in Education and Work Awaits*,⁵ “You’re going to see some amazing stuff emerge, some long-established institutions, like universities, disappear — and the nature of work, workplaces and the workforce will be transformed.” In the column, Friedman cites Indian tech services CEO Ravi Kumar who argues that the Industrial Revolution produced a world in which there were sharp distinctions between employers and employees, between educators and employers and between governments and employers and educators, “but now you’re going to see a blurring of all these lines.”⁶

Western Governors University has seen the importance of this trend and has acted decisively on it by becoming a leader in linking competency-based learning to skills mapping for work readiness. In the words of Marni Baker Stein, WGU Provost and Chief Academic Officer:

⁴ <https://www.wgu.edu/about.html>

⁵ <https://www.nytimes.com/2020/10/20/opinion/covid-education-work.html>

⁶ Ibid.

“Being competency based means we are, at our core, providing assessment of student mastery and achievement of work skills. WGU provides value-based services tailored to each learner in a personalized, optimized way. Our infrastructure is built around optimizing student learning. WGU is different from the core.”

“WGU is building a comprehensive work skills map across industries to serve as the ‘operating system’ that will maximize value to students by allowing us to provide career-relevant programs, a clear way to communicate that value to employers, and related data-driven career assistance.”⁷

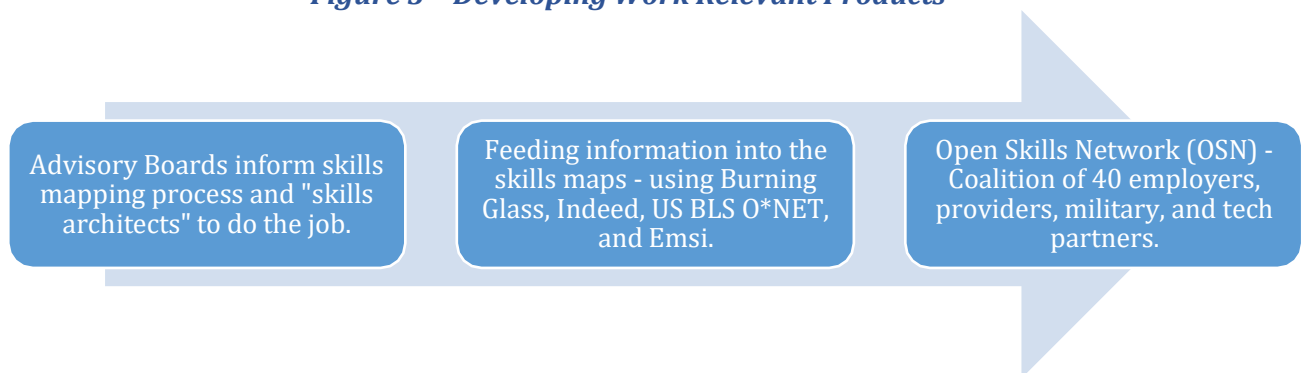
WGU pioneered competency-based education that maps the curriculum by course and outcomes. This method allows tailoring the learning experience to different ability levels and can lead to more efficient achievement of student outcomes.⁸ WGU has taken CBE to the next level by focusing on the skills gap in the workplace with an approach that includes two unique elements:

- a tightly structured process for skills mapping (connecting course competencies directly to workforce needs) and
- a group of dedicated faculty "skills architects" to do the mapping.

Workforce-Relevant Products

This approach ensures that the programs offered by WGU are aligned with workforce skills and are what it calls "workforce-relevant products," based on the career intelligence its skills architects gather. As WGU adds disciplines, it is expected to be on the forefront of building new degree programs that fit job market needs.⁹

Figure 3 – Developing Work Relevant Products



⁷ <https://www.wgu.edu/newsroom/press-release/2020/01/wgu-partners-with-ems-i-to-map-skills-students-need-to-real-world-jobs.html>

⁸ <https://library.educause.edu/topics/teaching-and-learning/competency-based-education-cbe>

⁹ <https://www.wgu.edu/content/dam/western-governors/documents/annual-report/annual-report-2018.pdf>

Advisory Boards Calibrate What Skills Mean on the Job. Relying on industry experts, the colleges in WGU work with advisory boards to calibrate what skill sets mean on the job. The advisors assist in better understanding how critical various skills are, their frequency of use on the job and their level of difficulty, and how they might map back to specific certifications or micro-credentials that are important in a particular business area.



Feeding Information into the Skills Map. In addition, and critical to this skills mapping, are the sources for labor information. Besides employer insights, the team turns to other sources to feed information into the skills map. They include education and academic standards and education certifications and licenses for the various occupations covered by WGU programs. WGU uses multiple sources to map the skills including Burning Glass Technologies, Indeed, U.S. Bureau of Labor Statistics, O*NET, and Emsi.

The [Open Skills Library](#) provided by Emsi identifies nearly 30,000 skills from hundreds of millions of job postings, résumés, and professional profiles and is updated every two weeks. Using artificial intelligence, the Library will be used to match WGU's competency-based curriculum with a list of workforce-relevant skills, allowing WGU to tailor the student learning journey even further by focusing on specific skills and competencies that match a learner's goals. WGU is already teaching and assessing the marketable skills that industry values. This new partnership will highlight the workforce relevance of a WGU degree by translating credentials and experience into the high-demand skills they represent.¹⁰

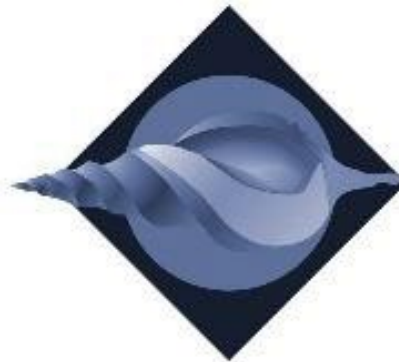
Open Skills Network (OSN). WGU has taken CBE and the Open Skills Library to the next level as they map competencies to work skills. Established in 2020, the Open Skills Network (OSN) is a coalition of more than 40 employers and 800 educational, military, and technology providers dedicated to accelerating a shift to skills-based education and hiring by establishing a network of open skills libraries and skills data. Skills-based education and hiring are widely lauded as a more objective, equitable, and efficient way to connect today's students with available job opportunities through a shared skills language.

¹⁰ <https://www.wgu.edu/content/dam/western-governors/documents/annual-report/annual-report-2018.pdf>

“Pre-pandemic, many of the nation’s top employers struggled to find talent whose skills matched their needs. And now, with more than 7.4 million Americans out of work as of October 2021,¹¹ experts predict that four in ten jobs will be lost permanently. In a time of labor market upheaval, it is critical that jobseekers be able to clearly articulate the value they bring to employers, including records of learning and skills attained through academic and work-based experiences.”¹²



“We don’t yet know what the long-term effects of COVID-19 will be on our workforce, but we know we can make changes today to better empower today’s students now—helping connect them with life-changing job opportunities,” said Marni Baker Stein, WGU Provost and Chief Academic Officer. “As founding members of the OSN, we’re committed to developing the foundation for a skills-based future, a future in which learners and employers can find each other and connect in real time through a shared language of verified skills.”¹³



¹¹

<https://www.google.com/search?q=How+many+are+out+of+work+in+the+US&aq=chrome..69i57.11312j0j7&sourceid=chrome&ie=UTF-8>

¹² <https://www.businesswire.com/news/home/20200916005693/en/New-Network-to-Accelerate-Skills-Based-Education-and-Hiring>

¹³ <https://www.businesswire.com/news/home/20200916005693/en/New-Network-to-Accelerate-Skills-Based-Education-and-Hiring>

Emphasis on Equity, Inclusion and Diversity

WGU places major focus on supporting a diverse, inclusive environment. WGU has an active and growing Diversity, Equity, and Inclusion (DE&I) program, which is focused on advancing equity among all its stakeholders—students, employees, and alumni. Their DE&I initiatives are aimed at building communities that value each individual and encourage open, respectful conversations.

WGU was awarded a \$4.9 million dollar Bill & Melinda Gates Foundation Award in 2021 to support five projects aimed at closing existing equity gaps in postsecondary education. The R&D for Growth & Equity grant is designed to help close the access and attainment gap for Black, Latinx and Indigenous learners across the country.¹⁴

WGU has outlined five distinct focus projects as part of the initiative:

1. Identifying moments of impact during the student journey
2. Understanding learner profiles for greater graduate success
3. Increasing awareness of varying student engagement levels
4. Identifying impact of Higher Education Emergency Relief Fund on students
5. Researching friction areas throughout student lifecycle¹⁵



¹⁴ <https://www.wgu.edu/newsroom/press-release/2021/08/wgu-recvies-grant-from-bmgf.html>

¹⁵ <https://www.globenewswire.com/news-release/2021/08/18/2282850/0/en/Western-Governors-University-Receives-4-9-Million-Grant-to-Help-Close-Educational-Gaps-for-Underserved-Populations.html>

Actions to Respond to COVID Challenges

WGU is an online provider in 50 states. When COVID-19 struck, it was faced with the challenge of monitoring and mapping where each student was geographically, what urgent personal challenges they faced, and what was going on with each state's licensure and certification requirements because of COVID.

The WGU State Policy Playbook¹⁶ reflects the deep planning, strategies, and actions that WGU continues to provide to meet student needs.



Covid-19 Response to Urgent Student Personal Needs.

At the beginning of the COVID Pandemic, the WGU leadership team met in a war room every day to monitor and assess its impact on members of the WGU community. They quickly found considerable disruption and personal anguish. Many WGU students are front-line workers, and they were experiencing the waves of devastation visited on those they served. Their support systems at work were stressed. Some lost homes, computers, and access to Internet. The University moved quickly to help its students and employees who were suffering by providing computers, micro-lending, hotel rooms, and support from mentors and coaches. University policies that were COVID unfriendly were changed. The process went on, state by state, city by city, individual by individual. The response demonstrated the importance of an institution being truly engaged with its students and helping them in a time of need. Nothing communicates student centeredness better.

Covid-19 Response from the WGU College of Teaching.¹⁷

When COVID hit, WGU had student teachers placed in schools across the country. Those schools closed and the students' opportunities to complete their student teaching requirements were put on hold. But, to graduate from the Teachers College, students still needed time in the classroom, and they needed to take onsite proctored licensure exams.

To enable these students to complete their student teaching requirement and ultimately their degrees on time, the Teachers College accelerated the development of its Next Gen Student

¹⁶ <https://www.wgu.edu/content/dam/web-sites/advocate/Policy%20Playbook.pdf>

¹⁷ Teachers College information based on interviews with Dr. Stacey Ludwig Johnson, VP Academic Operations, Teachers College. November 16, 2020

Teaching Experience, which the College had begun developing in anticipation of the time that education would become more online. The Experience was built by connecting WGU's vast data base of state licensure requirements and testing that defined the next generation teacher with the skill requirements listed in teacher job postings across the states that were captured through Indeed and Burning Glass¹⁸ protocols. This combined data base was then plugged into several AI and simulation tools for teacher training.

AI and simulation embedded in practice teaching. To provide the “hours in the classroom” required for graduation, WGU incorporated artificial intelligence and the information from the skill requirements data base to aid in simulations of in-classroom practices using Mursion.¹⁹ Mursion uses avatars to bring the onsite classroom to students. They interact with simulated actors who represent classroom students. The application provides risk-free feedback to students before they enter the classroom. This approach has boosted student teachers' abilities to prepare for the future. WGU worked with licensure providers to help them understand and accept this virtual reality-based educational tool.

Teaching licensure changed. Important changes were required in the teaching licensing environment as well. Students were teaching on site up to the time of the COVID shutdown. Districts, states, and teacher colleges needed to determine how they could shift policies to accept online teaching experiences to fulfill the graduation requirements. Because WGU had a full understanding of all policies and standards across the 50 states, they were able to facilitate and support a skills-based approach to online education that was aligned with the previous onsite competencies and skills. This was done through videoing capabilities and by using the Go React²⁰ tool for teaching performance-based skills online. Go React is an interactive platform for feedback, grading, and critiquing of video assignments. In addition, states require that students pass the ETS Praxis Exam in their discipline. ETS provided these tests, but only onsite. WGU worked with ETS to offer online options. States needed to flex and pivot in the testing requirements as ETS moved to the online environment.

Demonstrations of online skills appeal to school districts. WGU-trained teachers were able to clearly demonstrate online skills. Not only were districts anxious to hire these well-qualified teachers, but these teachers assisted school districts and classroom teachers on how to serve students well online. Many existing teachers were feeling like first-year teachers again, needing to learn more about how to use technology in the classroom.

COVID pushed innovation into teacher education. Because it had comprehensive data and analytics across the 50 states, WGU was ready to assist in building robust learning environments and provide a pipeline of new teachers ready for education. This capability changed how WGU will educate and support teachers in the future.

¹⁸ Indeed and Burning Glass are both job posting sites that also sell research about what employers are looking for, the skills keywords used in job listings, company and city demand and related data.

¹⁹ www.mursion.com

²⁰ <https://get.goreact.com/>

Conclusion: Vision Forward to 2030

As Marni Baker Stein, WGU’s Provost, said: “What’s true about WGU is that COVID served as a solvent that allowed it to move forward much more quickly with innovations.”²¹ This conclusion section begins to reveal WGU’s future by first discussing the next steps it plans in Teacher Education. We chose Teacher education as an exemplary area, although we should stress that similar work is being done in the Nursing clinical training area. Next, we explore the emerging, dynamic marketplace that will provide intelligence and services for learners throughout their lives. Finally, we conclude with WGU’s aspiration to be “the point of the spear” for personalized, skills-based, lifelong learning and Pathways – and what that means.

Figure 4 – Vision Forward to 2030



Next Steps in Teachers Education

Dr. Mark Milliron, Senior Vice President and Executive Dean of the Teachers College²² revealed what is on the horizon for WGU in teacher education. He said the next big things will include **building an architecture for competency-based education that is more modularized and personalized.** The Next Gen platform will support the achievement of these goals with a data architecture that includes information on what interventions are working for each student. This will provide the information faculty need to provide students personalized learning support that assures their success and on-time completion.

WGU will continue to modularize the curriculum and non-degree offerings for single courses and micro credentials.

This will require the unbundling of the skills architecture through work with the open skills network that provides learning and employment records beyond degrees.

The Teachers College will launch two master’s degrees: Master of Science in Learning Experience Design and the Master of Science in Curriculum and Instruction. These will be stand-alone degrees but will also include micro-credentials in sub-areas.

The Master of Science Learning Experience Design (MSLxD) program will produce the next generation of learning designers, grounding them in instructional design, design thinking, learning analytics, instructional technology, and learning science approaches. The MSLxD will include an adult learning pathway, which develops professionals focused on designing learning experiences for adults in the workplace and higher education. In addition, the initial offering will include a K-12 Online/Blended/Competency (OBC) pathway, targeted at designers serving the K-12 space. Future

²¹ Based on an interview with Dr. Marni Baker Stein, Provost and Chief Academic Officer, March 10, 2021.

²² Based on an interview with Dr. Mark Milliron, Senior VP and Executive Dean Teachers College October 26, 2020

pathways include specializations in content development, as well as providing specific credentials for healthcare, government/military and higher education sectors.

The new Master of Science Curriculum and Instruction (MSCIN) program is designed for K-12 teachers who want to improve their teaching practice and lead innovation in teaching and learning. The program aligns with the National Board Professional Teaching Standards and the National Education Association’s Teacher Leadership Competencies. Practical and application-based, the program incorporates the six pillars of curriculum and instruction: reflective practice, social-emotional learning, evidence-based practices, technology, leadership, and cultural competency. This program focuses on in-demand skills, preparing candidates for careers as instructional coaches, developing curriculum specialists, and fostering teacher leaders.



Emerging Ecosystem – A Dynamic Marketplace Providing Both Intelligence and Services

WGU’s view of the emerging Knowledge, Work, and Learning Marketplace is congruent with the model we describe in Chapter II. The marketplace will be:

- highly dynamic, involving a network of platform providers, empowered by AI, capable of scaling services; they will provide an overarching service layer available to learners;
- include institutions, certifiers, and employers with evolving roles;
- provide powerful intelligence, and “compassing” services empowering learners/workers to navigate toward improved workforce skills;
- involve continuous “churn” and “swirl” in work and learning careers and require perpetual compassing;
- supply individuals’ learning, work, and competence profiles; AI will enable all sorts of personal betterment, productivity, and reflective practices tools;
- provide learners recommendations, goals, pathways, and networking seamlessly;
- drive down costs and prices by scaling; and
- involve a dramatically accelerated pace of action and change.

This dynamic marketplace will see a blurring of roles. It will also favor size and scale and encourage institutions to “outsource” content and other functions, and “curate” content, services and offerings from providers who can scale their offerings.

By 2030, WGU Will Provide Personalized, Skills- Based Lifelong Learning and Pathways

The University aspires to be the “sharp tip of the spear” in providing personalized, skills-based, lifelong learning. Marnie Baker Stein foresees WGU providing such services for a learner’s lifetime, extending through a 60-year time span-or more. To succeed in this vision, WGU will need to enhance its technology – next gen service platforms, embedded AI and simulation, digitalization (realign, redesign, redefine, and reengineer processes and practices using technology, greater use of personalization). It will need to build on its leadership position in skills mapping and competence-based learning. In addition, WGU and other institutions will need to develop their curating capacity and adapt to the new competitors in the dynamic marketplace.

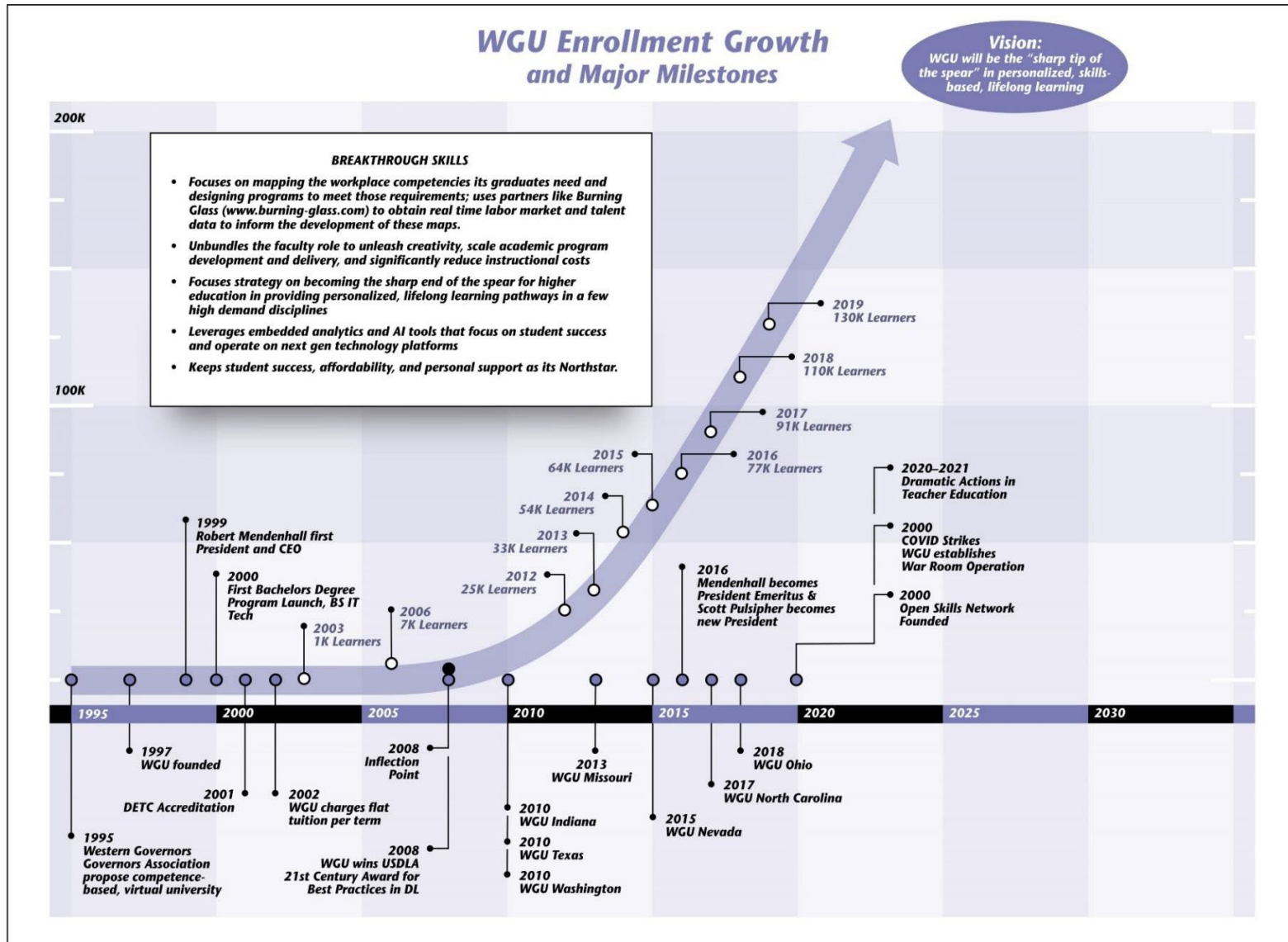


Reviewing WGU’s Development, Enrollment Growth, and Vision Pull Forward to 2030. Figure 5, on the following page, summarizes WGU’s progress from its founding in 1995 forward to the present, and its “Vision Pull” forward to the changing Knowledge, Work, and Learning Ecosystem of 2030. The figure portrays the historical development of WGU, its changes in leadership, and its addition of WGU state affiliates. WGU reached an inflection point in its enrollment growth in 2008, at which time it rapidly accelerated its growth, culminating in 130,000 learners in 2019

The Text Box in Figure 5 summarizes the list of **Breakthrough Skills** that have enabled WGU to achieve its stellar performance: Focuses on mapping the workplace competencies its graduates need and designing programs to meet those requirements;

- Uses partners like Burning Glass (www.burning-glass.com) to obtain real time labor market and talent data to inform the development of these maps.
- Unbundles the faculty role to unleash creativity, scale academic program development and delivery, and significantly reduce instructional costs.
- Focuses strategy on becoming the “sharp end of the spear” for higher education in providing personalized, lifelong learning pathways in a few high demand disciplines.
- Leverages embedded analytics and AI tools that focus on student success and operate on next gen technology platforms
- Keeps student success, affordability, and personal support as its NorthStar.

Figure 5



Summary of WGU Case Study

Figure 6 on the next page summarizes this case study, using the key factors that have been used throughout *Transforming in Turbulent Times* to assess each case study or story. This figure differentiates between the actions taken or contemplated by WGU in three time frames: 1) pre-COVID, 2) during COVID, and 3) into the future out to 2030.

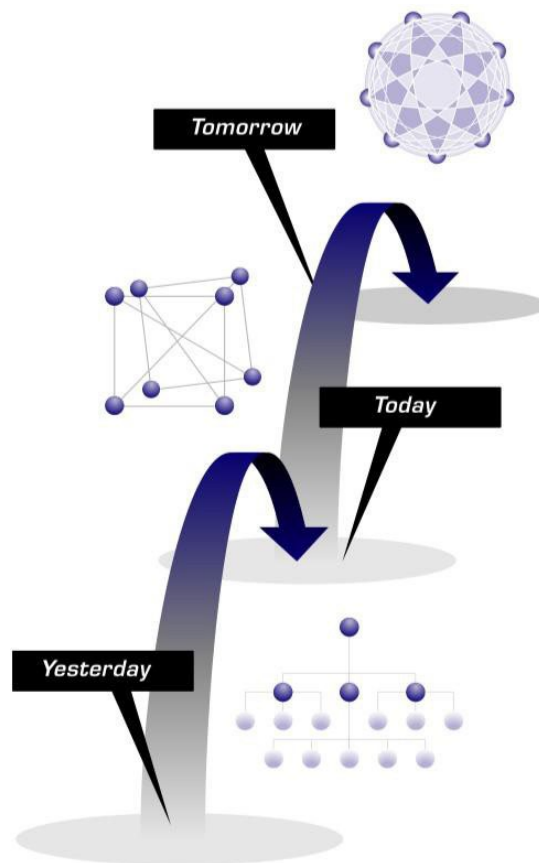


Figure 6 - Summary of Western Governors University Case Study

Key Factors	Pre-COVID Actions	Cope with COVID Actions	Actions on to 2030
<i>Sense of Urgency</i>	The Governors of the Western States founded WGU out of a sense of urgency that current models were not meeting the needs of western learners.	COVID presented a clear and present sense of urgency, especially for the Teacher Education programs. It accelerated reactions and overcame resistance.	The next sense of urgency will be to operate at scale, meeting the needs of the learners as the workforce transforms by 2030.
<i>Foresight and Vision</i>	WGU's vision was that online learning effectively linked to workforce needs would be increasing important to learners, their families, and the states.	COVID provided a vision of what learning with need to be like in the future, which has been incorporated in Teachers Education.	WGU's vision is to be the "sharp end of the spear in providing Personalized, Skills-Based Lifelong Learning & Pathways.
<i>Guiding Coalition</i>	The Western Governors served as a sort of Guiding Coalition to get the WGU going. Since then, stakeholders have been actively involved in update-ing skills and competencies aligned with curriculum.	The Teachers Education team introduced the new tools and practices necessary to respond to the COVID needs.	WGU's leadership team has acted as their Guiding Coalition.
<i>Strategies and Action Plans</i>	WGU's strategy turned out to be highly expedition-nary. Competence-based learning emerged as WGU's key differentiator.	The future strategies of WGU will incorporate the vision, tools, infrastructure, and practices for the future of learning in higher digitized and hybrid environments.	WGU uses Strategic Plans. It also relies on "Logic Maps" to deal with future actions.
<i>Quick Wins, Continuing Wins</i>	WGU achieved quick and continuing wins on its road to building political capital	COVID presented the need for quick response to provide capabilities for its teachers in practicum situations.	WGU's work in the skills mapping area is providing continuing wins and demonstrations of success.
<i>Action Roadmap: Leading and Navigating Change</i>	WGU has clearly articulated its guiding principles, mission, and vision on its 20+ year journey.	The lessons of COVID for Teacher Education will become part of WGU's roadmap moving forward.	WGU continues to be guided by its guiding principles, mission, and vision in an expeditionary way
<i>Organizational Capacity to be Built</i>	WGU built an organization based on students across all fifty states. That data base serves their action to respond to each student across different standards, requirements, and environments.	WGU continues to innovate and realizes that the infrastructure and platforms need to be reengineered to support the more modularized, personalized student learning environment that aligns with workforce skills.	Embedded analytics and AI tools focusing on student success, in next gen technology platforms.
<i>4 R's of Transformation - Realign, Redesign, Redefine, Reengineer</i>	Realign: Curriculum to meet needed workforce competencies. Redesign: CBE became key differentiator Redefine. Roles of faculty through unbundling. Reengineer: Progressively reengineer platform and related processes.	Realign: Realigned to the reality of COVID. Redesign: New software apps Redefine: Teacher skills need masters level competencies, plus microcredentials Reengineer: Will personalize powerful LMS platform to personalize for individuals.	Realign: To evolving workforce ecology. Redesign: New technology platforms. Redefine: Skills needed for 2030 workforce Reengineer: Personalized, Life Long Learning & Pathways.
<i>Culture Change</i>	WGU grew and developed a new culture suitable to its distinctive vision and shaped by the emerging Global Work and Learning Ecosystem.	WGU leaders realize that to continue to innovate, the organizational culture and people need to continue to systematically evolve and support the changes.	Focus on student-success oriented culture, linked to employability and affordability. Obsessed with student successs.
<i>Learning from Western Governors University</i>	WGU has been on a 23-year voyage of discovery, perfecting competence-based learning focused in four high-demand areas.	WGU learned lessons from COVID that have been especially important for Teacher Education, turning Graduates into critical resources.	Focus on student success, affordability, and understanding the evolving marketplace.