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# Western Governors University

2023 Alumni Survey



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# Introduction

Access to higher education in the U.S. remains a concern today. Black and Hispanic students are consistently less likely to enroll in and ultimately obtain a postsecondary credential than their White and Asian counterparts, and the lowest-income students are nearly four times less likely than their affluent peers to obtain a bachelor's degree. Rising college costs also remain a significant barrier to college access and completion. A 2023 Gallup-Lumina study found that 41% of enrolled bachelor's students had considered stopping out in the past six months, many citing concerns about paying for their education. Over 44.3 million adults have turned to federal loans to cover steep tuition costs and fees, but the burden of paying these loans has negatively impacted their mental health and ability to reach their personal and financial goals.

Given the issues facing higher education, it is not surprising that just 36% of Americans have confidence in the sector and almost 40% of middle and high school youth say they are not interested in pursuing a postsecondary degree.

Western Governors University (WGU) is one institution seeking to make higher education more accessible. Established in 1997 to serve the nontraditional students that higher education has so often overlooked, WGU strives to provide a personalized educational experience rooted in a rigorous, competency-based curriculum that is accessible, supportive and affordable. Gallup's survey of recent WGU alumni suggests that WGU is not just meeting these aims but surpassing them.

Gallup surveyed nearly 2,800 WGU alumni who completed their undergraduate degree between 2018 and 2022, collecting information about graduates' experiences while enrolled, as well as data on postgraduation metrics related to employment and wellbeing. Gallup then compared WGU data with national benchmarks generated from more than 900 national bachelor's degree holders who completed their degree during the same period as WGU graduates. All responses from WGU alumni were collected Nov. 16-Dec. 8, 2023, while national benchmarks were compiled from responses across four waves of the Gallup Alumni Survey conducted between 2019 and 2023.<sup>1</sup> Figure 1 provides an overview of WGU alumni respondents and how they compare with respondents from the Gallup Alumni Survey.

Findings show that WGU alumni are far more satisfied with their undergraduate experience than bachelor's degree holders nationally. Graduates are positive about WGU's student support system, caring and committed faculty, inclusive learning environment and career-relevant curriculum. Collectively, these factors contribute to why WGU alumni are twice as likely as other college graduates to recommend their alma mater.

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<sup>1</sup> For details about the Gallup Alumni Survey, see "Methodology" section on page 26.



FIGURE 1

**Demographic Profile of Respondents**

	<b>WGU</b> WGU graduates	National graduates	Public university graduates	Private, not-for-profit university graduates	National graduates, age 25+ at graduation
Total respondents	2,798	927	571	281	279
Median current age	42	26	26	25	33
Median undergraduate loan amount (2023 USD) <sup>2</sup>	\$1,160	\$7,070	\$6,840	\$10,260	\$14,160
Female graduates	61%	55%	56%	53%	58%
First-generation graduates	61%	33%	35%	23%	56%
Traditionally underrepresented races/ethnicities <sup>3</sup>	20%	35%	34%	31%	44%

<sup>2</sup> Self-reported by respondents. Includes respondents who reported borrowing \$0 in undergraduate loans.

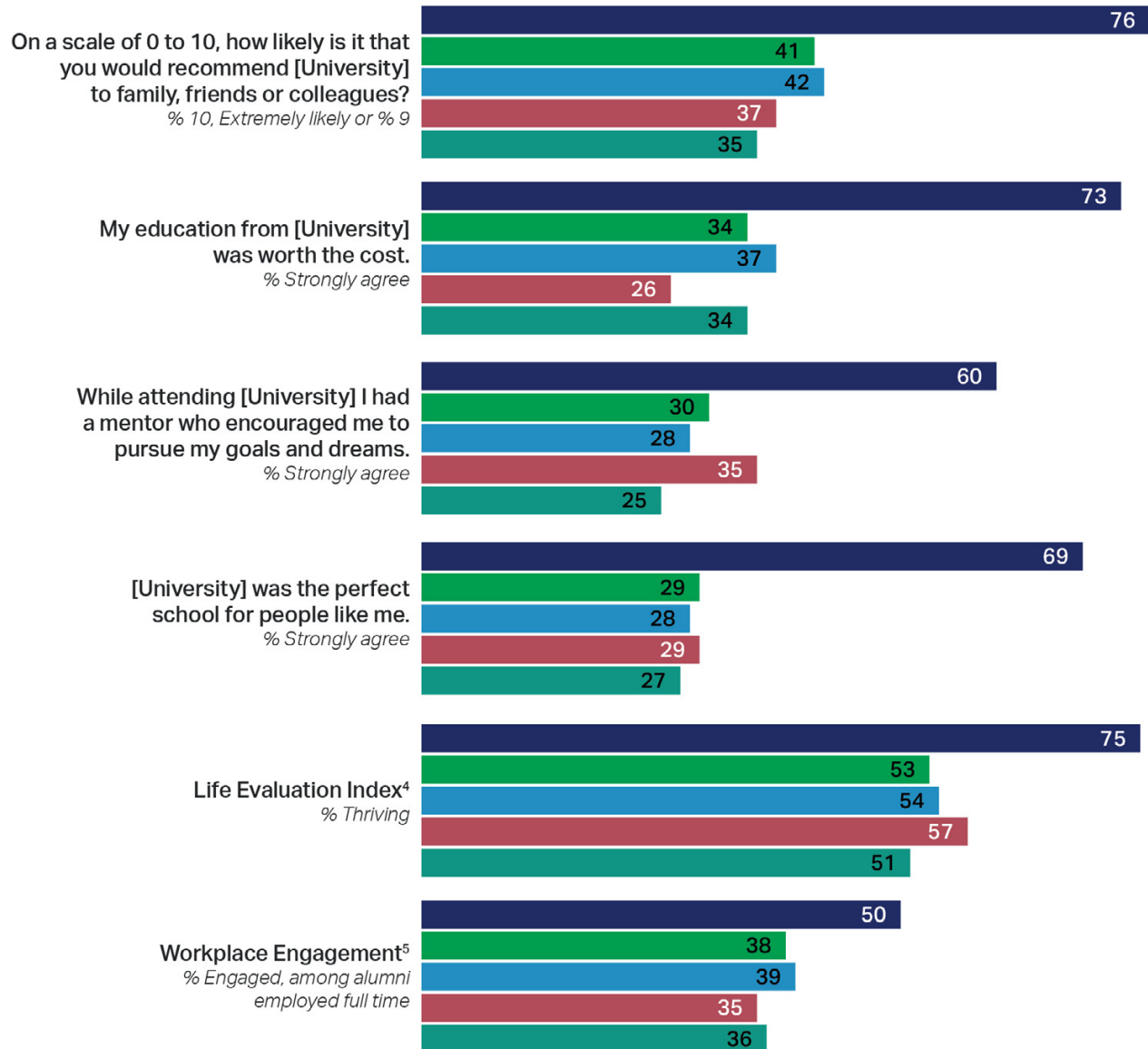
<sup>3</sup> Includes respondents who identify as Black or African American, Hispanic, American Indian, Alaska Native, Native Hawaiian or Pacific Islander.



# Key Findings

FIGURE 2

■ WGU graduates  
 ■ National graduates  
 ■ Public university graduates  
■ Private, not-for-profit university graduates  
 ■ National graduates, age 25+ at graduation



4 Gallup measures life evaluation using a two-item index based on the [Cantril Self-Anchoring Striving Scale](#). This index asks respondents to rate their current lives on a scale of 0 to 10, and to project how they will rate their lives in five years. Respondents who rate their current lives as a 7 or higher and their future lives as an 8 or higher are considered “thriving” in their evaluation.

5 Gallup measures employee engagement using the [Q12<sup>®</sup> survey](#), a proprietary index that determines the degree to which individuals are highly committed to and psychologically engaged with their work. In both the WGU Alumni Survey and the Gallup Alumni Survey, Gallup used an abbreviated three-item version of the Q12 to measure workplace engagement.

# Restoring Confidence in the Value of a College Degree

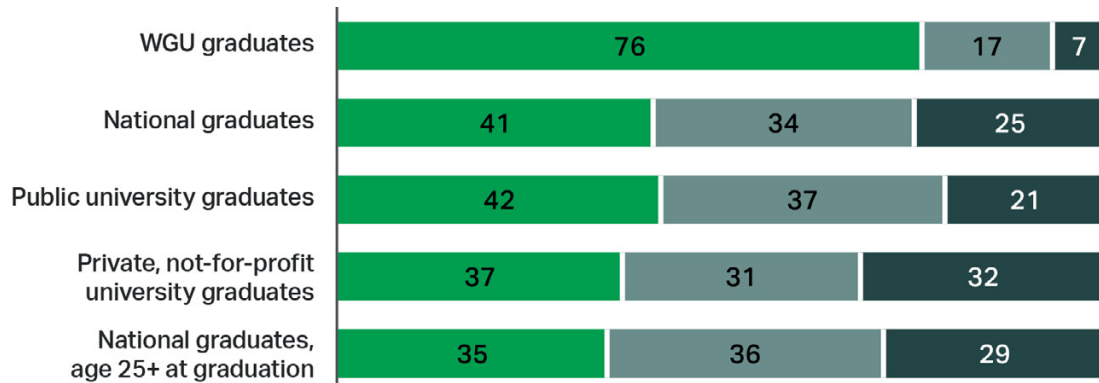
With American confidence in higher education currently at an all-time low, there is increasing skepticism about the value of a four-year degree. This is true even among current college students, as three in 10 have doubts about whether their degree is worth the cost. However, alumni from Western Governors University have a positive perspective on their higher education experience, reporting high levels of satisfaction with their degree program.

When asked how likely they would be to recommend their university to others, **three-quarters (76%) of WGU alumni are extremely likely to recommend their university, compared with 41% of bachelor's degree holders nationally — a 35-percentage-point difference.**

FIGURE 3

**On a scale of 0 to 10, how likely is it that you would recommend [University] to family, friends or colleagues?**

■ % Promoters (9-10) ■ % Passives (7-8) ■ % Detractors (0-6)



Note: Due to rounding, percentages may sum to 100% ±1%.

This high level of satisfaction is consistent across all segments of the WGU alumni population. Students who have been traditionally underrepresented or underserved by institutions of higher education — such as Black, Hispanic, rural and first-generation students — are slightly more likely to recommend WGU than their White, male, urban and non-first-generation counterparts.

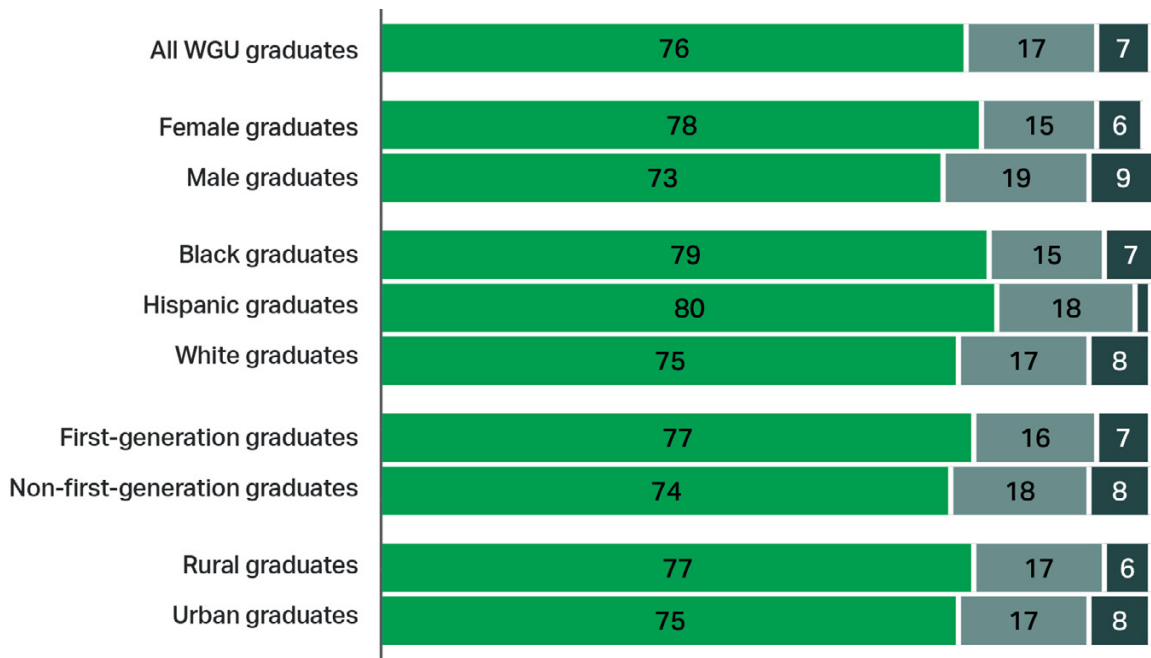
“ I really wanted to do this [degree] online, rather than in the classroom... Access to a high-quality education from a school with a stellar reputation was important to me. WGU satisfied all of those needs. ”

FIGURE 4

**On a scale of 0 to 10, how likely is it that you would recommend [University] to family, friends or colleagues?**

Among WGU graduates

■ % Promoters (9-10) ■ % Passives (7-8) ■ % Detractors (0-6)



Note: Due to rounding, percentages may sum to 100% ±1%; numerical values <5% not shown.



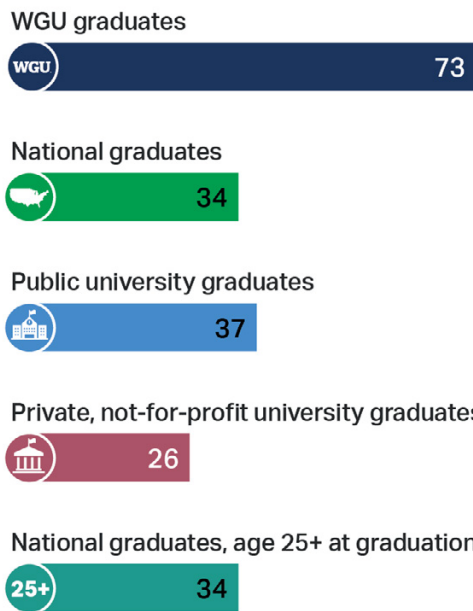
WGU alumni also believe their degree is valuable. About three-quarters (73%) of WGU alumni strongly agree their degree was worth the cost, which is more than double the percentage of national bachelor’s degree holders who say the same (34%).

“ WGU offered an affordable, value-add degree that would not take 10-20 years to pay off. ”

FIGURE 5

**My education from [University] was worth the cost.**

*% Strongly agree*



**Return on Investment**

Contributing to the high perceived return on investment for a WGU degree is its low overall cost. WGU leverages a unique flat-rate per six-month term tuition model that enables students to maximize the number of courses they complete each semester, which can reduce time to graduation for some students.

Because WGU offers an affordable pathway to an undergraduate degree, WGU students are less likely than graduates nationally to take out loans to pay for their education (51% vs. 58%). Those WGU alumni who did take out loans borrowed on average \$8,228, which is less than half of the student loans all other bachelor’s degree holders borrowed nationally.

FIGURE 6

**Mean Self-Reported Undergraduate Loan Amounts**

WGU	Graduates of Western Governors University	\$8,228
	Graduates nationally	\$18,775
	Graduates of public universities	\$16,768
	Graduates of private, not-for-profit universities	\$21,335

# Pillars of an Outstanding Student Experience

Gallup finds there are four main factors driving WGU graduates' likelihood of recommending their alma mater:



Institutional Trust  
and Support



Academics  
and Faculty



Belonging  
and Inclusivity



Career-Relevant  
Curriculum



## Institutional Trust and Support



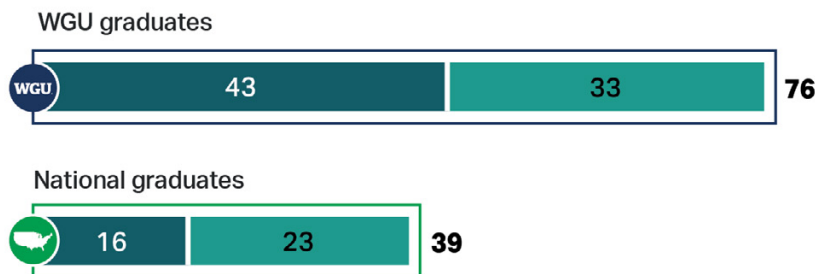
### WGU graduates trust their alma mater.

Three-quarters (76%) of WGU graduates trust their university to make decisions with students' best interests in mind, compared with 39% of graduates nationally.

FIGURE 7

**When making a decision that affects students, [University] has students' best interests in mind.**

■ % Strongly agree ■ % Agree





WGU graduates have high levels of trust in part because they feel respected. **WGU alumni are over 20 percentage points more likely than graduates nationally to say faculty and staff at their university treated them with respect.** This trend is largely consistent across all segments of the WGU student population, including among those from groups traditionally underserved or underrepresented in higher education.

An especially high percentage of Hispanic graduates (80%) strongly agree they were respected by WGU faculty and staff, while Black graduates (70%) are slightly less likely than other WGU alumni to report being treated with respect.

FIGURE 8

**I was treated with respect by [faculty/staff] while obtaining my undergraduate degree from [University].**

*% Strongly agree*

■ WGU graduates ■ National graduates

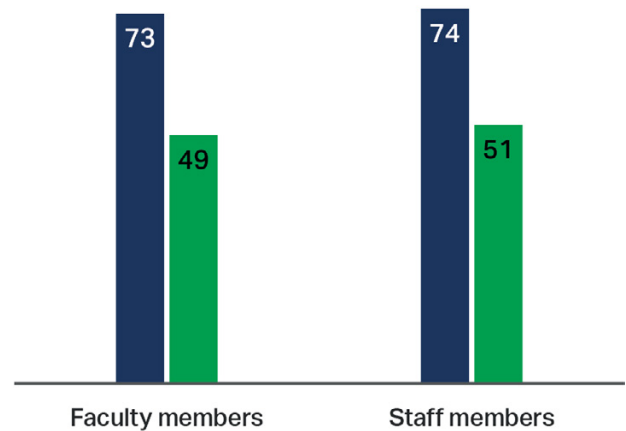


FIGURE 9

**I was treated with respect by [faculty/staff] while obtaining my undergraduate degree from [University].**

*% Strongly agree, among WGU graduates*

	Faculty members	Staff members
<b>All WGU graduates</b>	<b>73</b>	<b>74</b>
Female graduates	72	73
Male graduates	74	75
LGBTQ graduates	72	74
Non-LGBTQ graduates	73	74
Black graduates	70	70
Hispanic graduates	80	80
White graduates	72	73
First-generation graduates	74	74
Non-first-generation graduates	72	73



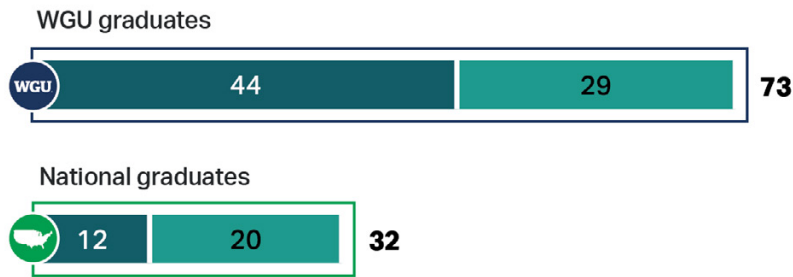
WGU graduates also report trusting that their institution cares about their future success — not just their success while enrolled. Over 70% of WGU alumni agree their alma mater is passionate about the personal wellbeing and long-term success of its graduates. Forty-four percent of WGU alumni strongly agree WGU is passionate about the financial wellbeing of its students, which is more than 30 percentage points higher than the national average (12%). WGU graduates are also much more likely than graduates nationally to strongly agree their institution cares about their mental health (44% vs. 20%) and long-term success (47% vs. 25%).

FIGURE 10

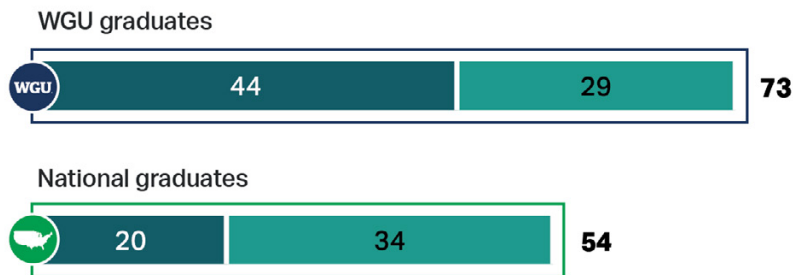
**[University] is passionate about the \_\_\_\_ of its students.**

■ % Strongly agree ■ % Agree

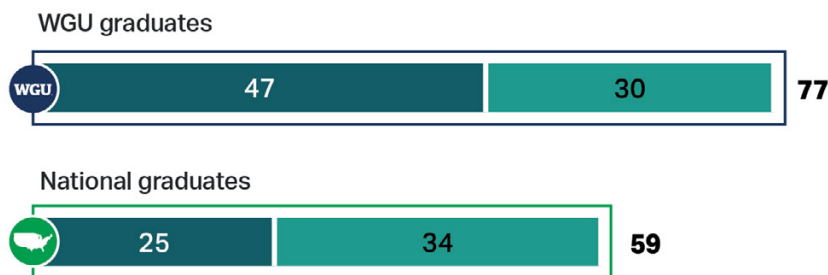
**FINANCIAL WELLBEING**



**MENTAL HEALTH**



**LONG-TERM SUCCESS**

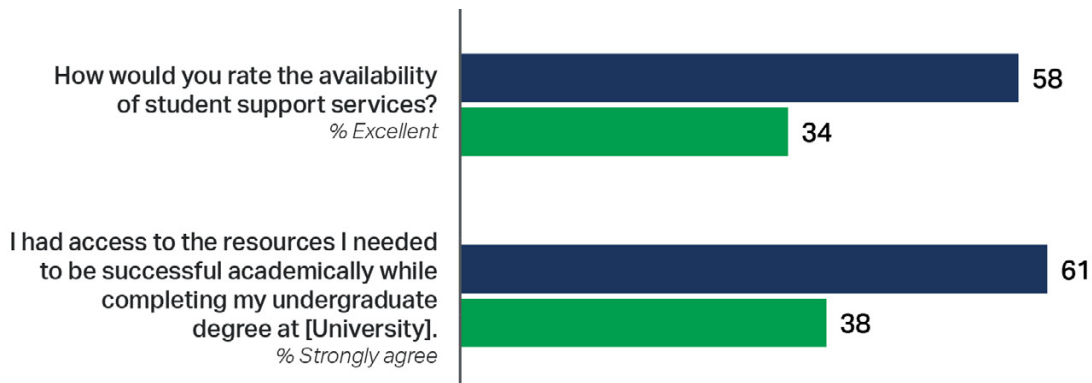


WGU graduates identify their alma mater's student support services as a key component of the university's commitment to student success. WGU graduates are 1.7 times as likely as their peers nationally to report the availability of student support services at their university was excellent (58% vs. 34%). There is an almost equally wide gap between the percentage of WGU and college alumni nationally who strongly agree they had access to the resources needed to successfully complete their degree (61% vs. 38%).

FIGURE 11

### Student Support Services

■ WGU graduates ■ National graduates

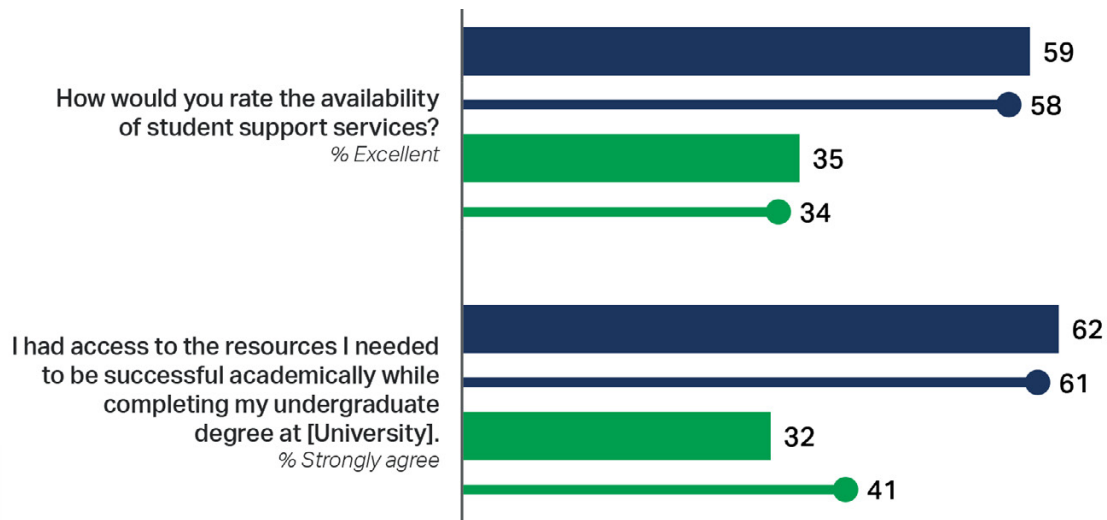


WGU first-generation graduates are highly satisfied with the availability of student support services and their access to resources. In fact, first-generation alumni are just as likely as continuing-generation WGU graduates to rate the availability of student support services as excellent and to strongly agree they could access the resources required to succeed academically. This is in sharp contrast to the national average of 35% for availability of student support services and 32% for access to the resources they needed.

FIGURE 12

### Student Support Services

- WGU first-generation graduates ● WGU non-first-generation graduates
- National first-generation graduates ● National non-first-generation graduates







## Academics and Faculty



### The academic experience at WGU is another major driver of alumni satisfaction.

WGU graduates (82%) are more likely than college graduates nationally (77%) to say their degree was academically challenging. Furthermore, WGU alumni are about as likely as their peers nationally to rate measures of their instructional experience as excellent, including the quality of instruction, faculty expertise and availability of faculty members.

FIGURE 13

#### I was challenged academically at [University].

■ % Strongly agree ■ % Agree



Note: Reported values may sum to total  $\pm 1$  due to rounding.

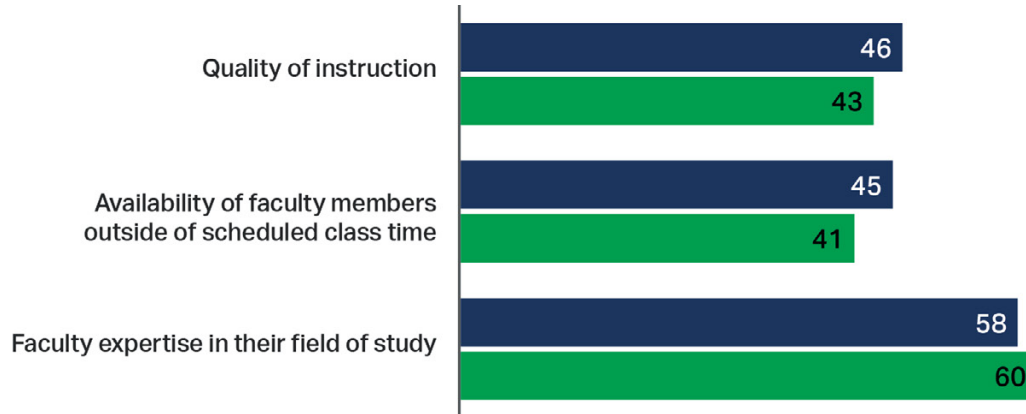


FIGURE 14

### Instructional Experience

% Excellent

■ WGU graduates ■ National graduates



WGU alumni also value their relationships with their instructors. While they rarely, if ever, meet their faculty members in person, WGU graduates are as likely as bachelor’s degree holders nationally to feel their professors cared about them as individuals (59% vs. 62%). Notably, Black and Hispanic graduates are among the most likely WGU alumni to strongly agree that their professors cared about them as people.

FIGURE 15

### My professors at WGU cared about me as a person.

Among WGU graduates

	% Strongly agree	% Agree	Total %
All WGU graduates	30	29	59
Female graduates	34	28	62
Male graduates	25	29	54
Black graduates	38	29	68
Hispanic graduates	32	35	67
White graduates	30	28	57
First-generation graduates	32	29	61
Non-first-generation graduates	27	28	55

Note: Reported values may sum to total ±1 due to rounding.

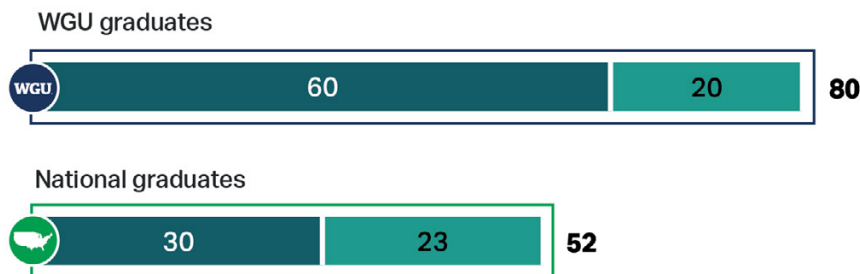
The relationship WGU students have with the faculty and staff at the university extends beyond a caring relationship in the classroom: **Eight in 10 graduates say they had a mentor at the university who encouraged them to pursue their goals and dreams, which is 28 percentage points higher than the national average (52%).** The high percentage of WGU graduates reporting they had a mentor reflects how mentorship is intentionally incorporated into the WGU student experience, as every incoming student is assigned a faculty member known as a Program Mentor to guide them through each step of their degree program.

“ The competency-based learning was what made me successful as well as my weekly check-ins with my mentor. I needed that accountability from a mentor and that made the difference for me. ”

FIGURE 16

### While attending [University] I had a mentor who encouraged me to pursue my goals and dreams.

■ % Strongly agree ■ % Agree



Note: Reported values may sum to total ±1 due to rounding.



# Belonging and Inclusivity



## Caring relationships with faculty at WGU, combined with feelings of institutional support and trust, contribute to a deep sense of community and belonging among WGU graduates.

More than half (53%) of WGU alumni strongly agree they belonged at WGU, compared with 34% of bachelor’s degree holders nationally. Majorities of WGU alumni from across all races, ethnicities, sexual orientations and gender identities report having felt a strong sense of belonging while enrolled at WGU.

FIGURE 17

### I feel as if I belonged at Western Governors University.

Among WGU graduates

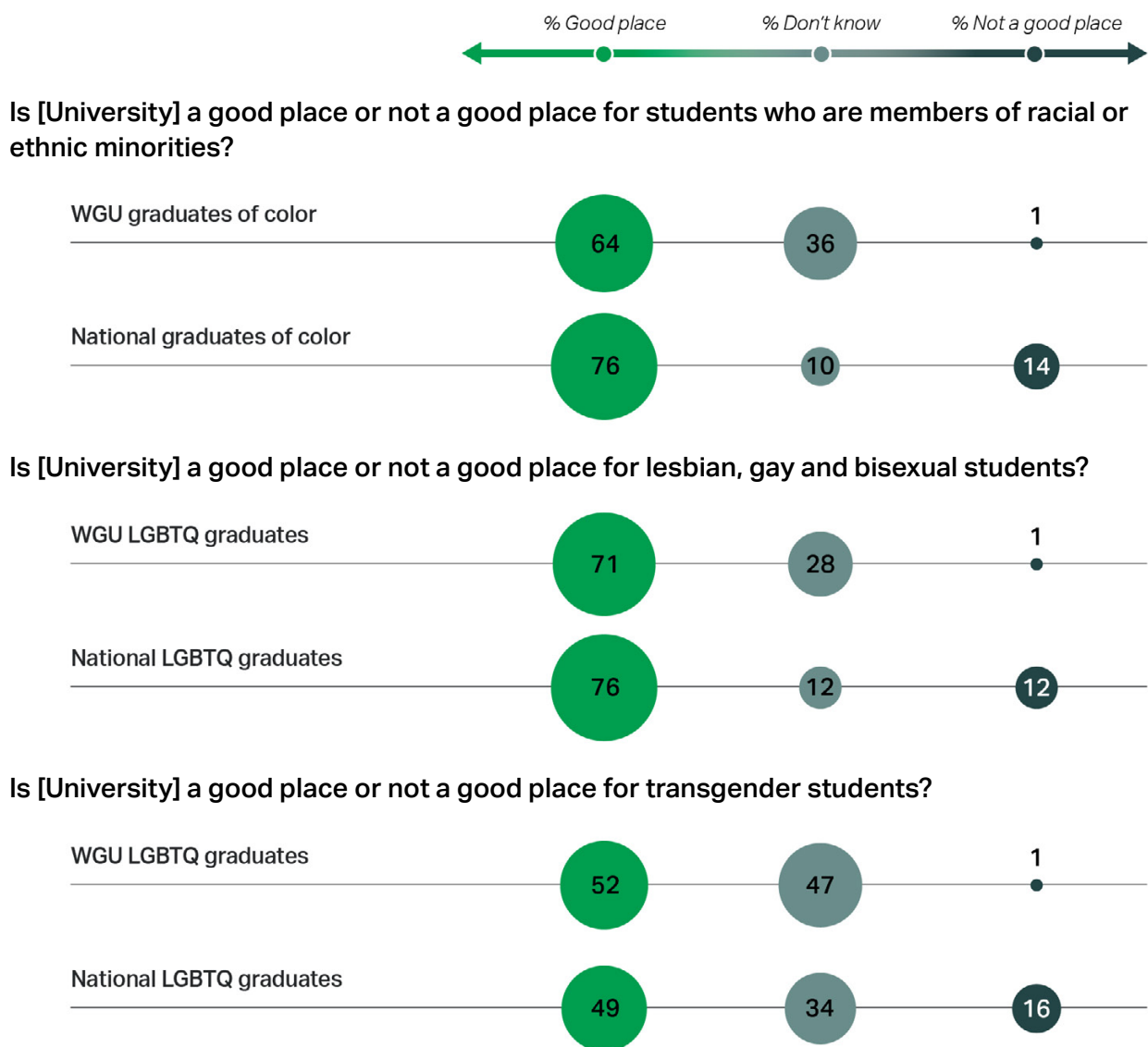
	% Strongly agree	% Agree	Total %
All WGU graduates	53	24	77
Female graduates	56	23	79
Male graduates	50	25	75
LGBTQ graduates	49	23	72
Non-LGBTQ graduates	54	23	78
Black graduates	58	25	83
Hispanic graduates	59	22	81
White graduates	53	23	76
First-generation graduates	56	23	79
Non-first-generation graduates	50	24	75
Rural graduates	54	24	78
Urban graduates	53	24	77

Note: Reported values may sum to total ±1 due to rounding.

WGU graduates of color and LGBTQ graduates are less likely than their peers nationally to say their university was a good place for racial and ethnic minorities (64% vs. 76%) and lesbian, gay and bisexual students (71% vs. 76%), respectively.

However, WGU graduates do not necessarily think the university is a bad place for these historically marginalized students. In fact, just 1% of WGU graduates of color say the university was not a good place for students like them; the same percentage of LGBTQ alumni say the same. Rather, a sizable portion of WGU students report not knowing whether their university is a good place for students of color (36%) and for LGBTQ graduates (28%). This is likely a result of WGU's online learning environment, which might not offer as many opportunities as brick-and-mortar institutions for assessing how the university is serving the needs of diverse students.

FIGURE 18



Note: Due to rounding, percentages may sum to 100% ±1%.



WGU alumni also trust their alma mater to address issues related to discrimination. WGU LGBTQ graduates are over three times as likely than their peers nationally to strongly agree their institution would have fully investigated any discrimination issues they raised. WGU graduates of color are also two times as likely than college alumni nationally to feel confident that their institution would address reports of discrimination.

The inclusive learning environment at WGU fosters a strong sense of emotional attachment among its alumni. WGU graduates are more than twice as likely as graduates nationally to strongly agree their alma mater was the perfect school for people like them, and nearly twice as likely to say they are unable to imagine a world without WGU. One-third (33%) of WGU alumni strongly agree with both statements, compared with just 15% of alumni nationally.

FIGURE 19

**If I had raised an issue of discrimination, I am confident [University] would have fully investigated it.**

*% Strongly agree*

■ WGU graduates ■ National graduates

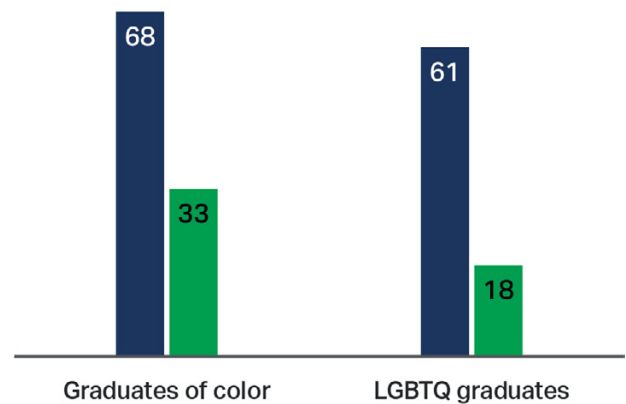
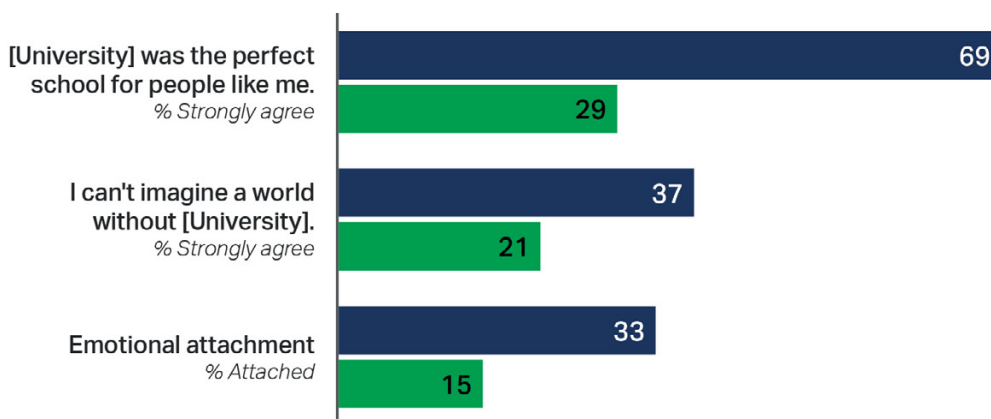


FIGURE 20

**Emotional Attachment**

*% Strongly agree*

■ WGU graduates ■ National graduates



This attachment is also reflected in the sentiment among many graduates that WGU provided an educational experience they could not obtain elsewhere. Nearly half of alumni say that if WGU were not an option, they either would not have been able to pursue a degree (20%) or are unsure whether they could have (27%). WGU alumni cite WGU's flexible course scheduling as the top reason why they chose to pursue a WGU degree, as the flexibility allowed them to juggle learning alongside their work, caretaking and familial obligations.



## Career-Relevant Curriculum



### Career development is a fourth pillar of a WGU education that drives high satisfaction among WGU alumni.

Gallup research finds that a desire to obtain a higher-paying job and a more fulfilling career are two of the most important reasons why U.S. adults decide to pursue higher education. These career motivations are especially high among WGU graduates, who are, on average, older and more likely to work full-time than bachelor's degree holders nationally. Sixty-five percent of WGU graduates report choosing to pursue a bachelor's degree to progress in their current career, 20% to change career paths and 15% to start a career.

WGU's skills-based, employer-aligned curriculum is designed to prepare students for, and help them advance further within, their careers. WGU alumni report that the university's curriculum is indeed preparing them for the demands of the workforce.

“ No other program I checked had the proper industry approval for the certification I needed after graduation. Also, no other school remotely compared to WGU in work/life balance, tuition and support. ”



**WGU graduates are more likely than other college graduates to believe their degree provided skills and knowledge directly relevant to their current or future career.** This holds true even among graduates who completed their degree at age 25 or older and were therefore more likely to have work experience prior to enrolling in their degree program. Forty-nine percent of WGU graduates aged 25 and older strongly agree that the skills they learned at WGU are directly relevant to their careers, and 50% say they often use those skills in their roles. Employed WGU graduates older than 25 are also 13 percentage points more likely than college graduates nationally to report using the knowledge and skills learned during their undergraduate degree in their current role.

FIGURE 21

### Relevance and Utility of Degree to Career

*% Strongly agree*

■ WGU graduates, 25+ at graduation ■ National graduates, 25+ at graduation



FIGURE 22

### How often does your current role allow you to use or apply the things you learned while earning your undergraduate degree from [University]?

*Among respondents employed by an employer, % Very often*



WGU alumni also report high rates of engagement at work. Gallup defines engagement as “the involvement and enthusiasm of employees in their work and workplace.” Gallup research finds that engaged employees — or those who are psychologically committed to their role — have higher rates of wellbeing, retention and productivity than disengaged workers.

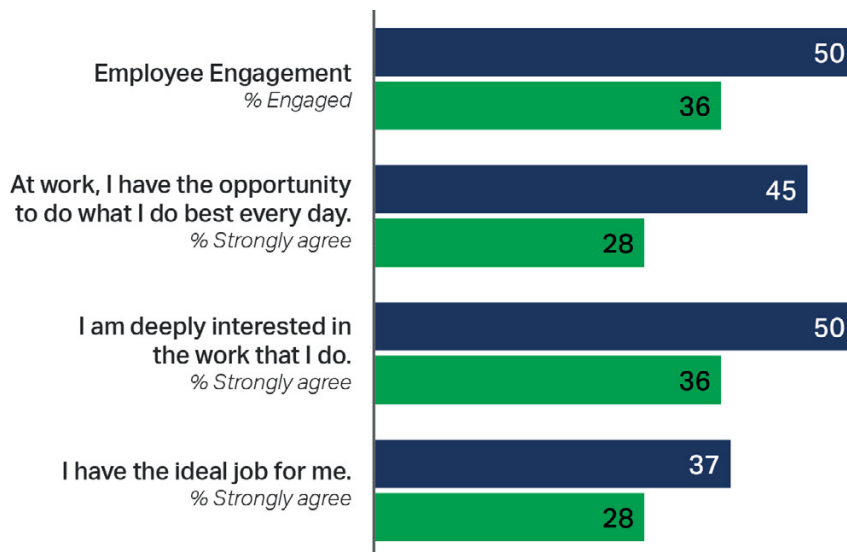
Half of WGU alumni are engaged employees — a rate 14 percentage points higher than bachelor’s degree holders nationally and 18 percentage points higher than the national average among U.S. employees. Furthermore, WGU graduates are also nine points more likely to say they currently have their ideal job. The high levels of engagement among WGU graduates are especially notable in light of Gallup research showing declines in engagement among U.S. employees in the years since the onset of COVID-19.

“ WGU allowed me to keep my full-time job so I could still pay my bills. I was able to attend school with flexible scheduling and less than a year after graduating, was able to get a job in my career field and a significant raise. ”

FIGURE 23

### Employee Engagement and Workplace Satisfaction

- WGU graduates, employed full-time for an employer and 25+ at graduation
- National graduates, employed full-time for an employer and 25+ at graduation





# Graduating Thriving Alumni

## WGU alumni report receiving a high-quality education from WGU that prepared them not only for the workforce but also for life after graduation.

Overall, WGU graduates are thriving in their wellbeing. Gallup defines **wellbeing** holistically, encompassing all factors that influence whether individuals are living their best possible lives. Gallup research finds that when people have **high levels of wellbeing**, they are more likely to be happy, healthy and productive at home and at work.

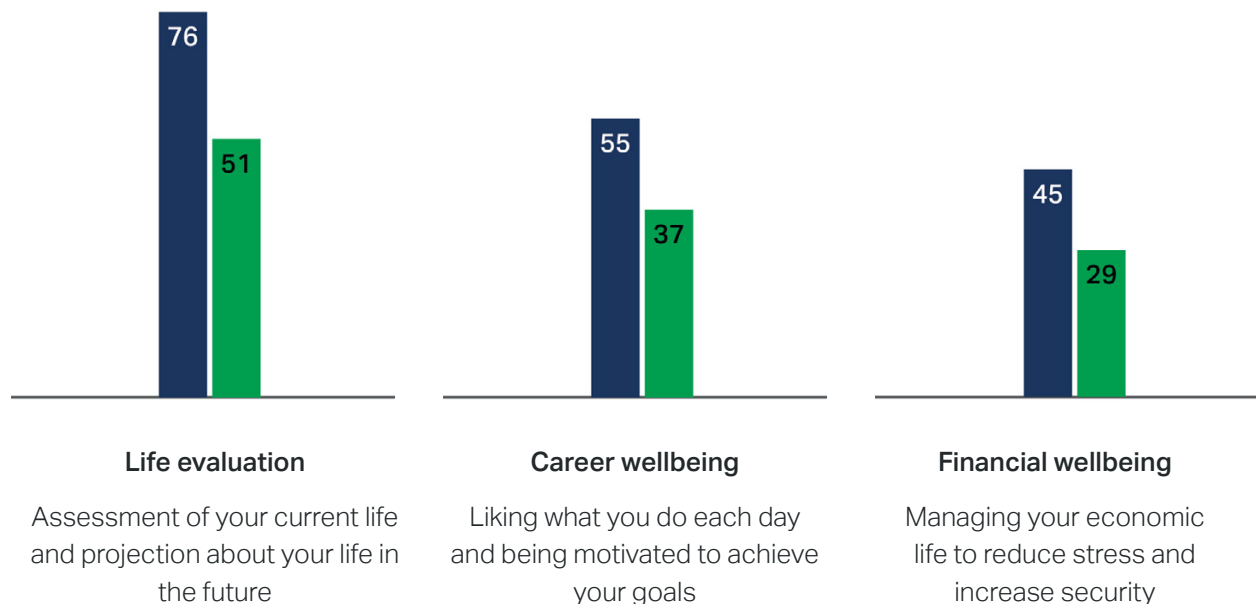
About three-quarters (76%) of WGU graduates are thriving on the life evaluation index, which asks respondents to rate their current lives as well as rate how they envision their lives in five years; this is 25 points higher than the national average among college graduates (51%). WGU graduates also maintain double-digit advantages over bachelor's degree holders nationally in career and financial wellbeing specifically.<sup>6</sup>

FIGURE 24

### Wellbeing

% Thriving, among those 25+ at graduation

■ WGU graduates ■ National graduates



<sup>6</sup> Gallup measures life evaluation using a two-item index based on the **Cantril Self-Anchoring Striving Scale**. This index asks respondents to rate their current lives on a scale of 0 to 10, and to project how they will rate their lives in five years. Respondents who rate their current lives as a 7 or higher and their future lives as an 8 or higher are considered "thriving" in their evaluation.

# Delivering an Equitable Education

Western Governors University aims to expand access to higher education by making a college degree accessible, achievable and affordable for historically underserved populations. Getting students to the front door of higher education is only the first step in increasing college degree attainment. Ensuring that higher education provides equal opportunity for all students, regardless of their background, to obtain high-quality educational experiences should be the ultimate goal.

Data collected from WGU alumni suggest that students from distinct subgroups of the WGU population are having a similar student experience and achieving similar outcomes. **Alumni from underserved populations<sup>7</sup> are as likely as other WGU graduates to report that their degree was worth the cost, to feel that they belonged at WGU and to have received the mentorship and resources they needed to succeed.** WGU graduates, regardless of their background, also have high levels of wellbeing and employee engagement.

FIGURE 25

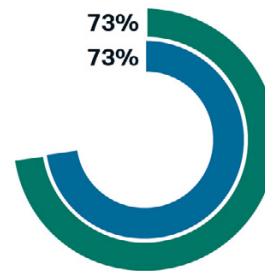
Among WGU graduates

- Underserved populations
- Non-underserved populations

## Equity in Value

**My education from Western Governors University was worth the cost.**

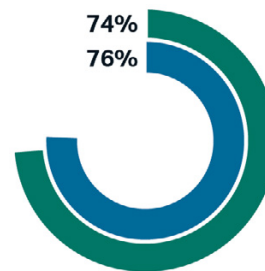
% Strongly agree



## Equity in Outcomes

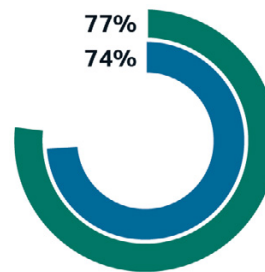
**Achieved Intended Career Goal**

% Yes



**On a scale of 0 to 10 where 0 means you are not at all likely and 10 means you are extremely likely, how likely is it that you would recommend Western Governors University to family, friends or colleagues?**

% 10 Extremely likely or % 9



<sup>7</sup> Graduates from underserved populations identify as Black/African American, Hispanic/Latino, Indigenous, being from two or more races, rural, first-generation or low-income (annual household income of less than \$35,000).

FIGURE 26

### Equity in Student Experience and Support

% Strongly agree

■ Underserved populations ■ Non-underserved populations

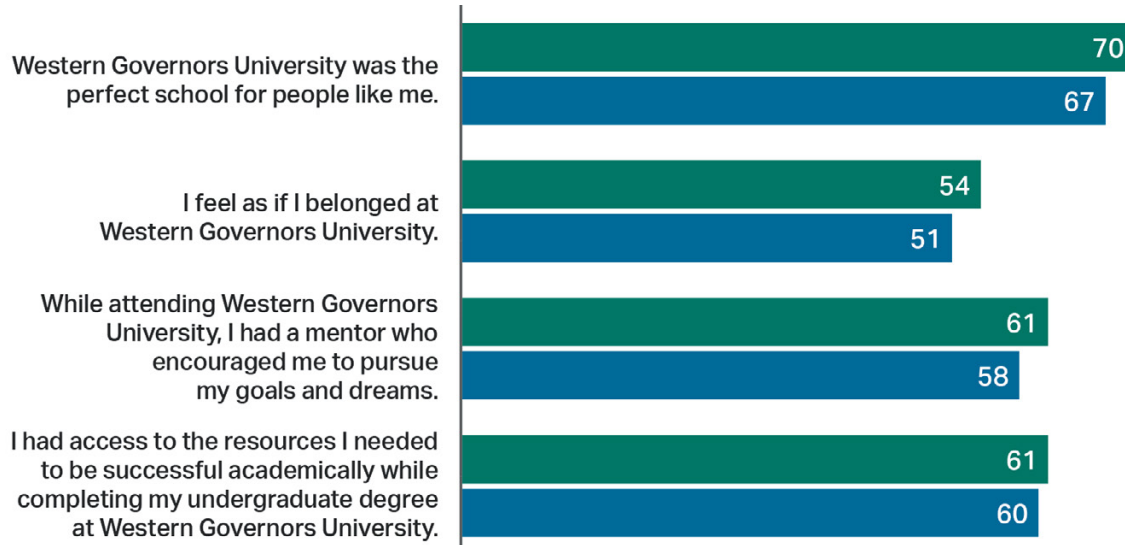


FIGURE 27

### Wellbeing

% Thriving

■ Underserved populations ■ Non-underserved populations

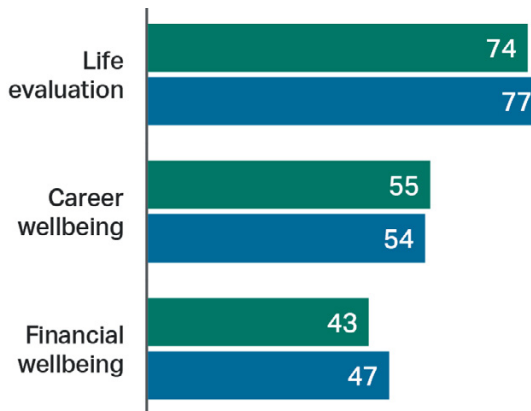
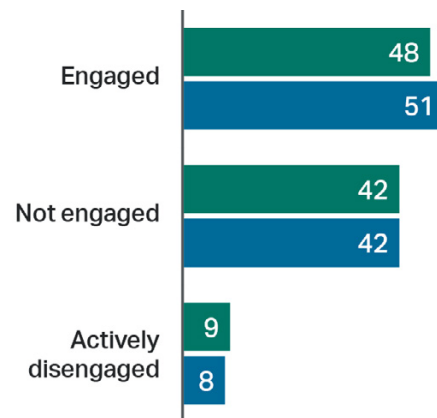


FIGURE 28

### Employee Engagement

% Among employed graduates

■ Underserved populations ■ Non-underserved populations



# Methodology

Results from this study are based on 2,798 web survey responses from WGU alumni who received their undergraduate degree between 2018 and 2022. Gallup conducted the survey from Nov. 16 to Dec. 8, 2023. WGU provided the sample of alumni email addresses. Alumni were included in the study if the institution had an email address on file.

Results from the national study used for comparison purposes — the Gallup Alumni Survey — are based on 927 web surveys from respondents who received a bachelor's degree between 2018 and 2022, are aged 18 or older, have internet access and live in one of the 50 U.S. states or the District of Columbia. Of these, 571 graduated from public universities and 281 graduated from private, not-for-profit universities. There were 279 graduates from the national sample who were age 25 or older at graduation. Results were collected over multiple fielding periods, including Oct. 21 to Nov. 4, 2019; Nov. 18 to Dec. 1, 2021; Nov. 21 to Nov. 30, 2022 and Nov. 21 to Nov. 29, 2023.

All reported margins of sampling error for the Gallup Alumni Survey include the computed design effects for weighting.

For results based on the total sample of 2,798 respondents with a bachelor's degree from WGU, the margin of sampling error is  $\pm 1.9$  percentage points at the 95% confidence level.

For results based on the 927 respondents from the Gallup Alumni Survey with a bachelor's degree conferred between 2018 and 2022, the margin of sampling error is  $\pm 3.8$  percentage points at the 95% confidence level.

For results based on the 571 respondents from the Gallup Alumni Survey with a bachelor's degree from a public university conferred between 2018 and 2022, the margin of sampling error is  $\pm 4.8$  percentage points at the 95% confidence level.

For results based on the 281 respondents from the Gallup Alumni Survey with a bachelor's degree from a private, not-for-profit university conferred between 2018 and 2022, the margin of sampling error is  $\pm 6.9$  percentage points at the 95% confidence level.

For results based on the 279 respondents from the Gallup Alumni Survey with a bachelor's degree conferred between 2018 and 2022 when age 25 or older, the margin of sampling error is  $\pm 6.9$  percentage points at the 95% confidence level.



# About Western Governors University

Western Governors University (WGU) is a competency-based, online, nonprofit university founded in 1997 by 19 U.S. governors who saw advancement in technology as an opportunity to expand access to higher education by making it possible to study and learn independent of time and place. These governors saw the transformative power of competency-based education (CBE) — an academic model that focuses on measuring learning rather than time.

CBE is ideal for adult learners, who come to college with different learning styles and levels of knowledge. Rather than enrolling in semester-long courses with fixed schedules, students move through courses as quickly as they can demonstrate that they know the material. They study and learn on a schedule that fits their lives with regular, one-on-one instruction and support from faculty. Programs and courses are designed with input from academic and industry leaders to ensure their relevance to employers and the workplace.

WGU's defining principle is focus on each student, one by one. Every WGU initiative is evaluated and prioritized based on its impact on student success. The efficacy of WGU's learning model and student focus is demonstrated in results — a graduation rate significantly higher than other institutions serving adult learners; student, graduate and employer satisfaction levels that outpace the national average; dramatically lower student debt levels, decreasing annually; and better employment outcomes for its graduates.

The university offers more than 60 bachelor's, master's and post-baccalaureate degree programs in the key workforce areas of business, information technology, K-12 teacher education and health professions, including nursing. As of December 2023, WGU's 169,000 students and more than 300,000 graduates, who have collectively earned over 345,000 degrees, reside in all 50 states, the District of Columbia and at military installations worldwide.

## About Gallup

Gallup delivers analytics and advice to help leaders and organizations solve their most pressing problems. Combining more than 80 years of experience with its global reach, Gallup knows more about the attitudes and behaviors of employees, customers, students and citizens than any other organization in the world.

Gallup partners with higher education institutions to improve the employee experience and student experience through advice and analytics about the university culture, employee engagement among faculty and staff, and the curricular and programmatic experiences in which students engage.

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