

**A. Mission: *Describe your school's mission and vision, which identifies its purpose and its core values.***

Mission of the Wright Graduate University for the Realization of Human Potential (WGU): Wright Graduate University prepares and develops transformational leaders and coaches through dynamic distance education. WGU integrates the most effective human emergence technologies and relevant research to cultivate scholar practitioners who bring out the best in themselves and those they lead and coach. Members of the WGU community consciously engage in their own transformation and leadership as they coach and support others to unleash their potential for vocational and personal fulfillment and success, the advancement of humanity, and conscious, sustainable living on the planet.

The following excerpt from our catalog further describes our purpose:

The Wright Graduate University for the Realization of Human Potential provides superior training in the kind of complex skills that today's workplace demands—coaching, leadership, emotional and social intelligence, strategic thinking, consulting, problem-solving, communication, and team building.

Whether they are interested in coaching as a career or in enhancing your leadership ability in your chosen vocation, the degree and certificate programs at the Wright Graduate University (WGU) are designed to help students succeed. In addition to founding and building their own coaching businesses or joining established coaching practice groups, our students have applied their coaching and leadership training for entry into, as well as advancement in, professions from management to sales, medicine to ministry, and marketing to writing and design.

WGU offers not only skill development but also high-level academic studies that take students to the intellectual core of Transformational Leadership and Coaching, including psychology, philosophy, and education. We build on this foundation with cutting edge research in human development, motivation, and behavior. WGU's unique transdisciplinary approach to curriculum is further distinguished by how we combine classic academic inquiry with group projects, performative learning, and one-on-one mentoring. Together it is a combination designed to maximize students' success as coaches or transformational leaders in their chosen vocations.

A degree from WGU gives students both in-depth theoretical knowledge and applied training to help them achieve success both professionally and personally. Our scholar-practitioners are advancing in their careers—starting their own businesses, getting jobs they desire, and earning promotions. These successes occur because of the areas they've studied, skills they've developed, and abilities they've acquired to think more deeply, research more strategically, and take more responsibility for outcomes in their lives.

Our curriculum is designed this way because our world and the world of work are changing rapidly. The abilities to learn, grow, lead, and coach are more valuable than ever in today's fast-moving business environment. Extraordinary challenges and possibilities lie ahead. Our goal is to help students prepare for and capitalize on these changes as they develop into the professional and leader they want to become.

Wright offers master's degrees, doctoral degrees, and graduate certificates in Transformational Leadership and Coaching, as well as graduate certificates in Social Intelligence and Emotional Intelligence, specifically to address growing interest and opportunity in these emerging areas of career development.

## **B. MARKET**

Wright Graduate University's primary market is composed of adult learners (ages 25 to 60) who are currently employed professionals in a wide variety of vocations. Some wish to establish their own, independent coaching practices; others wish to apply coaching and leadership skills in corporate, small business, and public service positions. Our value proposition is that they will become more successful in their careers by becoming better transformational leaders, transformational coaches, and lifelong learners.

To date most students who have enrolled into WGU have been students of the Wright Foundation's non-credit personal and professional development programs.

## **C. Management**

Our management team consists of Dr. Robert J. Wright, Dr. Judith S. Wright, Dr. Michael Zwell, and Kate Holmquest.

Dr. Robert Wright, CEO, is responsible for directing the school in line with its mission and directly supervises financial operations. He also serves as a core faculty member with Dr. Judith Wright, Dr. Zwell, and Dr. Gordon Medlock. Dr. Judith Wright serves as Chief Academic Officer and in that capacity is responsible for the quality of curriculum and teaching, as well as research. Dr. Zwell as Chancellor is responsible for academic operations. Kate Holmquest is responsible for all other operations and regulatory compliance. This leadership team functions well together to administer and position the school.

The board of the Wright Foundation for the Realization of Human Potential meets quarterly, and an advisory board and Graduate Program Oversight committee meet annually to provide feedback and direction on the University's mission and programs.

## **D: SWOT Analysis**

### **Strengths**

- WGU's integrative performative curriculum.
- WGU's dedicated faculty.
- WGU's new accreditation with the Distance Education Accreditation Commission through 2020 expands program potential to 100% online programs
- SARA Membership
- Recertification of Title IV eligibility for Master's and certificate students, and addition of doctoral program eligibility for Title IV

- The expertise of its leadership in transformational learning, leadership, and coaching
- The long-term investments the Wright Foundation has made in marketing, public speaking and education, popular publications, media appearances, and professional coaching associations that expand the potential marketing universe of those exposed to the non-credit performative learning aspect of WGU's education
- A pool of student prospects and referral sources who have engaged in personal and professional growth
- The effectiveness of its academic programs to fill WGU's mission and purpose
- The satisfaction of its current students and their outcomes to date in the careers of students and alumni
- Several donors of significant means who have given major gifts to date and are engaged in the development of a capital campaign
- The University is in year four of its multi-year initiative to establish a sustainable ongoing fundraising process. Thirty-eight students, board members, and staff have been trained a fundraising model that has proven successful and has introduced hundreds of new individuals to the mission of the organization. University hired a full-time Director of Development to oversee its fundraising efforts. Fundraising goals were exceeded for each of the first three years of the initiative.
- Student to faculty ratio of 2:1
- Students and alumni who speak highly of personalized attention by faculty

#### Weaknesses

- Lack of name recognition by the general public
- Small current student size
- Our administrative staff and faculty are quite lean despite having grown to include admissions staff, registrar, accountant, financial aid director, librarian, and administrative assistants
- ACICS' limits on scope of its accreditation limited doctoral student enrollment in the first three years of Title IV authorization, and its loss of Department of Education authorization immediately following WGU's 2016 renewal of accreditation created a significant financial and administrative burden as the institute sought new accreditation
- The unique aspects of WGU create challenges in marketing messaging and in conducting realistic planning for marketing activities. The institution had short-lived engagements in 2014 with a marketing agency and then an in-house marketing and admissions professional, which resulted in one of the largest cohort starts in the school's history but also caused a critical program start date to pass with little outreach to the non-WBI community. Various efforts in 2014 and 2015 have proven the difficulty of identifying keywords and marketing themes that appeal to a broad audience unfamiliar with the non-credit programs.

- The performative learning aspect of WGU's curriculum, although a major factor in students' positive outcomes, requires introduction and orientation that tends to lengthen the admission process relative to other online or hybrid programs.

#### Opportunities

- We believe that there is a broad need for the kind of curriculum and learning environment that WGU offers. Once experienced, students are highly enthusiastic.
- Transformational leadership and emotional intelligence have become widely accepted concepts in the business world; WGU is a leading provider of services to develop transformational leadership and emotional intelligence.
- By some accounts, coaching is the second fastest growing industry in the world.
- Further definition of hybrid (online and in-person) education during the accreditation process has brought WGU into new technologies for distance education and the possibility of students not having required physical attendance at each monthly session, potentially expanding reach to distant students as cost of travel is reduced.
- Curriculum has been developed for BA degree completion programs in Transformational Business and Transformational Psychology; significant expertise in the Wright network of leaders to serve as faculty in these areas exists.
- The capital campaign launched in 2014 continues to generate enthusiasm through bi-weekly tours introducing interested individuals to the work of the Wright Foundation for the Realization of Human Potential, of which WGU is a division. Ten of our staff, Board, and students were trained in by a fundraising and consulting organization about whom we had done significant due diligence. Their methodology is to build relationship and interest toward an end-of-year fundraising event, the first of which occurred in the fall of 2015.
- SEO efforts by the Wright Foundation in 2017 have begun producing a small stream of organic search leads, with prospective students telling us that they have been searching for "transformational leadership" and "transformational coaching" programs for a long time and only recently began to see Wright Graduate University in their search results.

#### Threats

- Our minimal name recognition causes our highly engaging, effective curriculum to not receive adequate recognition.
- We are currently dependent on the generosity of a few donors.
- To date we have only attracted students who come to us through our non-credit programs. We have not developed a marketing strategy to attract people who are not already aware of us.

## 2017-2019 Strategic Goals, Objectives, Action Plans, and Results

1. **Enhance Financial Sustainability and Resources for Institutional Growth:** Build the processes, the personnel, and the donor community to ensure WGU has the resources it needs to fulfill its mission.

Objectives & Target Benchmarks		2017	2018	2019
1.1	Raise \$300,000 in leadership gifts and the 11/30/16 fundraising breakfast <b>UPDATE: 2016 total fundraising goal exceeded at \$598,620</b>			
1.2	Raise \$550,000 in leadership gifts, major gifts, and at the 2017 fundraising breakfast <b>UPDATE: 2017 total fundraising anticipated at \$661,060</b>	X		
1.3	Raise additional leadership gifts, major gifts, and additional gifts to be determined by 2017 results and 2018 needs. <b>UPDATE: ongoing</b>		X	
1.4	Obtain major gift of at least \$2 million <b>UPDATE: Major gift committed in 2018 to found Lyons School of Transformational Business</b>		X	
1.5	Establish engaged Alumni Association <b>UPDATE: this continues through the Build Wright program – 38 individuals have been trained as ambassadors, and 599 people have attended events</b>	X		
<b>Background and Rationale</b>				
1.1	We have completed 3.5 years of developing an annual giving society using the Benevon model, where we have a growing group of donors who have made multi-year pledges.			
1.2	We have an engaged volunteer community who enable this program of biweekly virtual campus tours that culminate in an end-of-year breakfast “ask” event.			
1.3	We will rely upon our fundraising activity to: 1) fund deficits until our student population grows to sufficient size to break even; and 2) fund the development of new programs.			
2018-2019 Action Plans		Timeline	Collaborating Teams	Accountability
1.1	Plan and execute the 2018 fundraising breakfast	September 2018	Fundraising team	Director of Development
1.2	Establish engaged Alumni association	Ongoing	Fundraising team	Director of Development
1.3	Establish new Foundation to receive	Q3 2018	Development team	Chancellor

donations specifically for the purpose of providing scholarships and fellowships to WGU students	application; 2019 approval		
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2. **Develop New Programs:** Create programs that help WGU accomplish its mission and increase its student enrollment to financially sustainable levels.

In 2017 at the time of this annual report, the University determined that the programs it was most readily poised to deliver on, and that lead most naturally to enrollment in the core programs, were not the two bachelor's degree programs indicated but programs related to coaching. As such, new program focus shifted to leveraging those investments toward developing specializations in coaching.

However, later conversations in 2017 with the Board and advisory board shifted back toward a focus on developing a graduate business curriculum, inspired by a successful Women's Leadership Symposium and a donor's interest in funding a School of Transformational Business and offering a Transformational MBA degree including a specialization on women's leadership. Business and curriculum planning has begun for this effort. The development of the business program will focus less on in-residence program components and better leverage technology for a more comprehensive, coherent online mode of delivery, not only for the new business programs, but also for existing hybrid programs. The University has already engaged Dr. Bernie Luskin to support the development of the program and serve as its dean. He has begun conversations with the national business program accrediting agencies, and has been introduced to DEAC officials at in meeting of our executive management team with Washington.

The University has moved in two directions to position its existing coaching programs more favorably in the marketplace. In spring 2018 it conducted a beta program with its Graduate Certificate in Transformational Coaching students that will result, upon approval by the International Coach Federation, with coaching certificate and master's program graduates being eligible to sit for ICF credentialing exams. In addition, the University has begun the self-study process to become the first University accredited by the Graduate School Alliance for Education in Coaching (GSAEC), in which it has played a significant role in developing the standards.

Objectives & Target Benchmarks		2017	2018	2019
2.1	Create fully online version of the four Year of Transformation performative learning courses (originally scheduled for 2017 but questioning the feasibility of this timeline)	X	X	

2.2	Conduct market analysis to determine market potential of the below new programs <b>UPDATE: Market analysis conducted; was inconclusive and needs further expertise</b>	X	X	
2.3	Complete business plans for proposed programs <b>UPDATE: Engaged a dean to develop new MBA program</b>	x	X	
2.4	Complete development of two online bachelor completion programs for transformational psychology and transformational business <b>UPDATE: Development postponed until Q2 2019 at the earliest. MBA program to supersede</b>		X	
2.5	Complete development of online transformation M.B.A. program <b>UPDATE: First program in development is hybrid; fully online version will follow</b>		X	X
2.6	Apply for state and accreditation approvals for bachelor completion programs		X	
2.7	Apply for state and accreditation approvals for transformation M.B.A. program		X	
<b>Background and Rationale</b>				
2.1	We want more programs that will help us fulfill our mission.			
2.2	We currently attract students to WGU after they have experienced our noncredit programs. We believe that these programs can attract more students who do not have previous knowledge and experience with WGU.			
<b>2018-2019 Action Plans</b>		<b>Timeline</b>	<b>Collaborating Teams</b>	<b>Accountability</b>
2.1	Create fully online version of the four Year of Transformation performative learning courses	2018-2019	Curriculum Development	Dean of Faculty & Curriculum
2.2	Complete business plans for Transformational MBA program	November 2018	Executive Team	Dean of Business School
2.3	Complete development of hybrid transformation M.B.A. program	Q1 2019	Curriculum Development	Dean of Faculty & Curriculum
2.4	Renew development of two online bachelor completion programs for transformational psychology and transformational business	February 2019	Curriculum Development	Dean of Faculty & Curriculum
2.5	Apply for accreditation approvals for	January 2018	Executive Team	Campus

	bachelor completion programs			Director
2.6	Apply for state and accreditation approvals for transformation M.B.A. program	December 2018	Executive Team	Campus Director
2.7	Apply for IACBE candidacy for business-specific accreditation	January 2019	Executive Team	Dean of Business School
2.8	Submit ACTP beta program to ICF for approval	October 2019	Campus Director	Chancellor
2.9	Submit self-study to GSAEC for approval	September 2019	Campus Director	Chancellor

**3. Develop global reach:** In response to international prospective student interest, in light of distance education authorization provided by DEAC, and in order to leverage relationships with educators and institutions abroad, the University seeks avenues for international student enrollment and possible partnerships that will expand its global reach and provide diverse revenue sources for its growth.

Objectives & Target Benchmarks		2017	2018	2019
3.1	Receive SEVP approval	X	X	
3.2	Recruit international faculty	X	X	
3.3	Explore potential partnerships with international educators who have established audiences interested in transformational leadership and coaching. To date in 2018 WGU has hosted two Chinese scholars for lecture and conversation, and the Executive Management Team will travel to China in October 2018 for continued exploration.	X	X	
<b>Background and Rationale</b>				
3.1	Chinese nationals participating in the Wright Foundation's non-credit programs and several WGU students of Chinese origin have highlighted the burgeoning interest in China for online education in leadership and coaching, and the unique perspective the Wright curriculum offers in that culture.			
3.2	WGU has established relationships in China due to faculty member Dr. Phil Blue, who received his PhD from a prestigious Chinese cognitive neuroscience program, and is exploring the potential of partnerships.			
3.3	As the University's offerings evolve to include fully online programs, we are increasingly capable of responding to international students' interests; the current hybrid programs' residential components may meet requirements of SEVP to allow the University to grant F-1 visas.			
2018-2019 Action Plans		Timeline	Collaborating Teams	Accountability
1.1	Re-apply for SEVP approval. Initial	December 2019	PDSO	Campus



	petition was denied and appealed; we have engaged DEAC staff and additional counsel to help us amend program requirements and re-apply.			Director
1.2	Explore partnerships with Chinese scholars and institutions	Q3 & Q4, 2019	Executive Management Team	Prof. of Neuroscience

**Question: FUTURE THINK. Describe your school 5 years from now. What will it look like and how it will be positioned in the marketplace?**

In 2023 WGU will have been operating with 300 students sustainably for two years. Those students will be enrolled in a combination of hybrid and fully online programs, and will include a significant number of international students.

Because the WGU master's program is required along the way to the doctorate, WGU will have developed and marketed specializations for mid-career professionals who already have master's degrees in the professions of business, counseling, ministry, and education who want a transformational doctoral program and want to gain additional unique masters-level specializations such as Marital & Family Coaching, Pastoral Coaching, Entrepreneurship, or Sales & Sales Management along the way to their doctoral degree.

The \$20 million capital campaign will have completed and resulted in significant campus improvements to accommodate student growth, and the Illinois satellite campus will also be offering courses and pieces of courses to allow for scheduling beyond just one weekend per month, at times and in locations that are more convenient to the working professionals we attract. WGU will have completed its first renewal of accreditation with DEAC and be mid-way or more through the process of obtaining regional accreditation.

That fundraising effort will have established endowments for chairs and programs in WGU's core disciplines, as well as lectureships that draw upon community resources. It will have launched a significant number of doctoral degree bearing alumni into other research institutions as well as having grown a significant number of its own faculty trained in its six core disciplines and learning methodology.

In addition, institutional scholarships will support the education of public servants — teachers, police and fire and other city officials, social workers, and non-profit service providers and administrators — to deliver transformational methodologies to underserved populations, in keeping with WGU's mission of developing scholar-practitioners who promote the advancement of humanity and sustainable living on the planet.

WGU will be known in the marketplace as an immensely practical place to get an education that is immediately applicable in whatever work one does, be it in business or family or community. In particular, WGU will be known as one of the leading centers of applied neuroscience and a

key research institution assessing, developing, and disseminating human development and human potential methodologies.