

SURVEY SUMMARY

**RESULTS FROM THE
2003 UCEA
MANAGEMENT SURVEY**



UNIVERSITY CONTINUING
EDUCATION ASSOCIATION

Some 197 regionally accredited UCEA member institutions responded to the Association's autumn 2003 Management Survey, yielding a response rate of 55 percent. Public institutions accounted for 75 percent of the total respondents and private institutions, 25 percent. Institutional respondents divided as follows: 34 percent were institutions having fewer than 5,000 FTE; 24 percent, 5,000 – 10,000 FTE; 28 percent, 10,001-20,000 FTE; 14 percent, more than 20,000 FTE. All data collected and analyzed in this *UCEA Survey Summary* refer to the 2002-2003 academic year.¹

A Changing Economy Requires Continuous Learning

Many college and university continuing education units experienced an upsurge in enrollments in 2002-03, owing to a tight U.S. job market and the rising knowledge and skill demands associated with major occupational sectors. A lot of current continuing education programming – whether leading to a degree or not – is aimed at helping individuals and organizations adapt to a changing economy. Credentials are in demand. Most good jobs now require a college degree. Online and fast track degree programs are attracting many working adults who have not yet completed a baccalaureate degree. Relevant professional certificates and master's degrees are also popular with learners. Growth sectors such as education, health services, computer technology, and business all value credentials. In response, more of what continuing education units do, often in cooperation with academic departments, is focused on developing specialized, multidisciplinary postbaccalaureate curricula for working adult learners.

Engagement with the community remains integral to the missions of both public and private institution continuing education and extension units. Continuing education units actively look for ways to work collaboratively with local organizations to advance regional economic development agendas. The role of a CE unit varies depending upon the nature of the endeavor. Typically university CE units contribute technical assistance, research, instruction, and conferencing facilities. Because building a quality workforce is key to economic development, many CE units are focusing significant resources on helping school districts meet the new No Child Left Behind performance standards.

Experience with building effective partnerships has led many universities to assign their CE units primary responsibility for identifying promising international collaboration opportunities on behalf of the parent institution. Such critical partnerships undergird study abroad programs, professional development, and degree programs developed jointly with international institutions.

¹ It should be noted that every institution did not answer every survey question. Also, owing to rounding, the percentages may not always add up to 100.

A Rising Demand for Leadership Talent

Many colleges and universities are enlisting the help of executive search firms now when faced with the task of identifying a new leader of a continuing education unit. The array of competencies that institutions aspire to find in a single individual is often astounding. Some institutions specify that the ideal candidate should not only possess academic qualities appropriate for tenure but also be visionary, entrepreneurial, knowledgeable about

Table 1. CEO Salaries by Continuing Education Unit Gross Revenues, 2003

CEO Salary	GROSS REVENUES														
	<\$500,000	\$500,000-\$1.0 mil	\$1.1-2.5 million	\$2.6-5.0 million	\$5.1-7.5 million	\$7.6-10 million	\$10.1-15 million	\$15.1-20 million	\$20.1-25 million	\$25.1-30 million	\$30.1-40 million	\$40.1-60 million	\$60.1-80 million	\$80.1-100 million	>\$100 million
< \$40,000	9%	5%	--	--	--	--	--	--	--	--	--	--	--	--	--
\$40 - 49,999	27%	--	3%	3%	--	--	--	8%	--	--	--	--	--	--	--
\$50 - 59,999	9%	10%	3%	3%	5%	--	--	--	--	--	--	--	--	--	--
\$60 - 69,999	18%	25%	16%	11%	--	--	--	--	--	--	--	--	--	--	--
\$70 - 79,999	18%	20%	16%	14%	--	--	4%	--	--	50%	--	--	--	--	--
\$80 - 89,999	9%	10%	19%	14%	21%	--	4%	--	--	--	--	--	--	--	--
\$90 - 99,999	9%	20%	19%	9%	16%	--	7%	17%	--	--	--	--	--	--	--
\$100 - 109,999	--	5%	6%	14%	16%	33%	14%	8%	25%	--	--	--	--	--	--
\$110 - 119,999	--	5%	9%	20%	16%	17%	7%	8%	12.5%	--	17%	33%	--	--	--
\$120 - 129,999	--	--	3%	9%	5%	17%	25%	8%	25%	--	--	--	--	--	--
\$130 - 139,999	--	--	3%	3%	10%	--	11%	17%	12.5%	50%	--	33%	--	--	--
\$140 - 149,999	--	--	3%	--	5%	33%	4%	--	--	--	--	--	67%	--	--
\$150 - 159,999	--	--	--	3%	--	--	11%	17%	--	--	--	--	--	--	--
\$160 - 169,999	--	--	--	--	5%	--	7%	8%	25%	--	17%	--	--	--	--
\$170 - 190,000	--	--	--	--	--	--	4%	8%	--	--	50%	--	--	100%	--
> \$190,000	--	--	--	--	--	--	4%	--	--	--	17%	33%	33%	--	100%
N=188															

distance education, and a consummate manager with a high tolerance for ambiguity. Regardless of the size of institution, these seem to be sought-after qualities. Meanwhile the emergence of many more continuing education providers – among both traditional institutions and private sector providers – means that competition for CEO talent can be fierce.

Gross Revenues and CEO Compensation

Table 1 (above) compares the compensation of continuing education CEOs with the annual gross revenues of their units or divisions. In general, the level of CEO compensation tends to correlate with the size of the unit's gross revenues. Still, gross revenues are neither the only nor the primary determinant of salary. Other factors that influence CEO compensation are institutional type, the mission of the CE unit, and a CEO's length of service. Among those continuing education CEOs in the highest bracket – that is with annual salaries above \$190,000 – the gross revenues of their CE units in 2002-2003 ranged from \$10.1 million to over \$100 million per year.

Table 2. Continuing Education CEO Salaries by Institutional Type and Size, 2003

Salary	< 5,000 FTE		5,000-10,000 FTE		10,001-20,000 FTE		> 20,000 FTE	
	Public	Private	Public	Private	Public	Private	Public	Private
< \$40,000	--	6%	--	--	--	--	--	--
\$40 - 49,999	9%	9%	--	--	--	--	--	--
\$50 - 59,999	6%	3%	--	--	--	12.5%	9%	--
\$60 - 69,999	12%	22%	10%	--	2%	--	--	--
\$70 - 79,999	9%	16%	18%	--	2%	25%	--	--
\$80 - 89,999	21%	13%	18%	--	--	--	--	--
\$90 - 99,999	18%	9%	20%	14%	6%	--	4%	--
\$100 - 109,999	9%	3%	5%	--	32%	12.5%	--	--
\$110 - 119,999	6%	9%	10%	29%	15%	--	13%	--
\$120 - 129,999	--	--	13%	14%	13%	12.5%	13%	--
\$130 - 139,999	3%	3%	3%	14%	6%	25%	13%	33%
\$140 - 149,999	3%	--	3%	--	6%	--	9%	--
\$150 - 159,999	--	3%	3%	--	9%	--	4%	--
\$160 - 169,999	--	--	--	29%	2%	--	17%	--
\$170 - 190,000	--	--	--	--	4%	12.5%	13%	--
> \$190,000	3%	3%	--	--	2%	--	4%	67%

Public N=143
Private N=50

CEO Compensation, by Institutional Type

The size of the parent institution merits attention when considering continuing education CEO salaries. Large institutions will often have developed a sizeable continuing education unit over time. Still, FTE can be misleading. In a number of small private and public institutions, the continuing education unit's FTE exceed those of the full-time, on-campus students.

In general, as Table 2 (above) shows, median continuing education CEO salaries paralleled institutional FTE in the 2002-2003 academic year, though CE leaders of substantial continuing education operations at some private institutions earned considerably more than their counterparts at institutions with many more FTE, but smaller CE units. Specifically, in institutions having <5,000 FTE, the median salary for a continuing education leader was \$85,000 in a public institution, and \$77,000, in a private institution. In institutions with 5,000 – 10,000 FTE, the median salary for a continuing education leader in a public institution was \$95,000, and in a private institution, \$120,000. In institutions with 10,001 – 20,000 FTE, the median salary for a continuing education CEO was \$117,000 in a public institution, and \$110,000, in a private institution. Meanwhile in the largest institutions – those with >20,000 FTE – institutional type appeared to have less influence on the salaries of the

Table 3. Continuing Education “Number Two” Administrator Salaries by Institutional Type and Size, 2003

Salary	< 5,000 FTE		5,000-10,000 FTE		10,001-20,000 FTE		> 20,000 FTE	
	Public	Private	Public	Private	Public	Private	Public	Private
< \$40,000	15%	32%	--	--	--	12.5%	5%	--
\$40 - 49,999	22%	14%	18%	14%	5%	12.5%	--	--
\$50 - 59,999	7%	21%	26%	--	7%	--	--	--
\$60 - 69,999	37%	11%	12%	14%	19%	12.5%	14%	--
\$70 - 79,999	4%	7%	23%	--	19%	25%	14%	--
\$80 - 89,999	4%	7%	9%	43%	19%	--	18%	33%
\$90 - 99,999	4%	4%	6%	14%	16%	12.5%	5%	--
\$100 - 109,999	4%	--	3%	--	5%	12.5%	23%	--
\$110 - 119,999	--	4%	3%	14%	5%	--	9%	--
\$120 - 129,999	--	--	--	--	2%	12.5%	9%	33%
\$130 - 140,000	4%	--	--	--	--	--	--	--
> \$140,000	--	--	--	--	5%	--	5%	33%

continuing education CEOs. Some 48 percent of the CE unit CEOs in public institutions with more than 20,000 FTE earned salaries in excess of \$140,000 annually in 2002-2003. Two-thirds of the continuing education CEOs in private institutions with more than 20,000 FTE earned over \$190,000 in 2002-2003. (In this context, it should be noted that the median pay increase for all college and university administrators in the academic year 2002-2003, was 3.5 percent according to the College and University Personnel Association. This is lower than the 4 percent increase reported in the previous year and a reflection undoubtedly of the economic downturn.)

Salary represents a significant portion of a continuing higher education CEO’s compensation package, but it does not tell the whole story. Many institutions provide their administrators important benefits over and above salaries, health insurance, moving costs and contributions to retirement plans. These may include performance bonuses, housing allowances, deferred compensation, computers, cell phones, cars, and club memberships. This survey made no attempt to assess the value of these other kinds of compensation.

Compensation Trends for the “Number Two”

Not surprisingly, the salaries of those administrators who are second only to the CEO tend to relate directly to the size of the continuing education unit and the breadth of his/her responsibilities (Table 3, above). Frequently, this individual oversees the unit’s strategic planning and financial management. Many of those occupying the number two staff position in a continuing education unit hold doctorate degrees and many eventually move into CEO positions themselves. The most frequent title for the administrator who is second in rank to the continuing education CEO is associate dean.

Salaries of Continuing Education Administrators

The salary survey data in Table 4, below, suggest that the compensation of continuing education administrators does differ by region and function.

- For instance, the salary scale for continuing education administrators in colleges and universities in the Northeast is generally higher for most positions than that of other regions.
- The program management category comprises the largest number of continuing education administrators.
- Two-thirds of the conference administrators are found at higher education institutions in the Middle of the country and South – at large public universities in the main. Some 46 percent of these conference administrators earn annual salaries of \$49,000 or less.
- Among the administrative functional areas surveyed, competent marketing professionals appear especially in demand. The national median salary for continuing education marketing professionals in 2002-2003, was slightly more than \$60,000.
- The median compensation for continuing education financial administrators in the South and Middle of the country in 2002-2003, was some \$50,000. This is substantially lower than the salaries paid by Northeastern and Western institutions to administrators in this position. However it should be noted that the primary financial officer in a mid-size or large continuing education unit often has the title of associate dean. As the second-ranking C.E. administrator in the unit, that individual's salary would not be reflected in the Table 4 data.
- The national median salary range for distance education administrator was \$60-69,999 in 2002-03. Institutions in the Middle of the country had the largest number of distance education administrative positions. The salaries paid to distance education administrators tended to be highest in the Northeast.
- Most administrators of off-campus centers – 83 percent – are to be found at institutions outside of the West. Continuing education units at colleges and universities located in the Middle of the country reported the largest number of off-campus center administrator positions.

Table 4. CE Administrator Salaries by Position and Geographic Region², 2003

Salary	Conferences				Marketing				Financial				Distance Ed.				Off-Campus Ctr.				Program Mgt.			
	NE	South	Middle	West	NE	South	Middle	West	NE	South	Middle	West	NE	South	Middle	West	NE	South	Middle	West	NE	South	Middle	West
< \$30,000	--	4%	--	14%	3%	17%	5%	3%	--	19%	12.5%	3%	4%	8%	6%	--	--	5%	--	7%	9%	5%	--	3%
\$30 - 39,999	25%	28%	16%	24%	10%	23%	15%	6%	12%	22%	22.5%	9%	8%	8%	8%	11%	5%	11%	21%	14%	6%	16%	18%	9%
\$40 - 49,999	19%	13%	28%	10%	21%	27%	22%	23%	19%	11%	12.5%	26%	12%	20%	22%	22%	25%	16%	28%	21%	26%	32%	35%	22%
\$50 - 59,999	19%	19%	23%	5%	17%	10%	22%	16%	15%	22%	15%	12%	20%	12%	8%	15%	15%	26%	21%	14%	18%	22%	18%	22%
\$60 - 69,999	3%	13%	13%	24%	17%	20%	17%	23%	8%	11%	7.5%	15%	20%	32%	25%	15%	20%	32%	14%	14%	9%	11%	15%	13%
\$70 - 79,999	6%	9%	13%	10%	10%	--	7%	23%	19%	6%	12.5%	24%	4%	8%	14%	11%	15%	5%	3%	29%	18%	5%	5%	25%
\$80 - 89,999	6%	3%	6%	5%	--	3%	10%	--	8%	6%	7.5%	--	20%	12%	8%	11%	15%	--	7%	--	6%	5%	5%	--
\$90 - 99,999	6%	3%	--	10%	3%	--	--	--	4%	--	2.5%	9%	--	--	8%	11%	--	5%	3%	--	--	3%	--	6%
\$100 - 109,999	--	--	--	--	--	--	--	6%	8%	3%	5%	--	--	--	--	4%	--	--	3%	--	6%	--	--	--
\$110 - 119,999	--	--	--	--	3%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2.5%	--
\$120 - 129,999	--	--	--	--	3%	--	--	--	--	--	--	3%	4%	--	--	--	--	--	--	--	--	--	2.5%	--
\$130 - 140,000	--	--	--	--	3%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
> \$140,000	6%	--	--	--	7%	--	2%	--	8%	--	2.5%	--	8%	--	--	--	5%	--	--	--	3%	--	--	--

NE = CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT, WV; South = AL, AR, FL, GA, KY, LA, MS, NC, PR, SC, TN, TX, VA;
 Middle = CO, IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, OK, SD, WI, WY;
 West = AK, AZ, CA, HI, ID, ME, MT, NV, NM, OR, UT, WA

Regional salary differences are attributable to a number of factors. Cost-of-living differentials constitute one very important factor. Also, educational requirements for a position with the same title can vary markedly from one institution to another. A baccalaureate degree may suffice in some places, but continuing education units with significant credit programming may require program administrators to hold a graduate degree, and preferably a doctorate.

Table 5. Gross Revenues for CE by Community Size and Institutional Type, 2003

Revenues	Community Size									
	< 50,000		50-100,000		101-500,000		500-1 million		> 1 million	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
< \$500,000	6%	33%	4%	12.5%	6%	30%	--	--	--	--
\$500,000-1 million	16%	--	12%	25%	9%	30%	--	12.5%	2.5%	5.5%
\$1.1 - 2.5 million	16%	33%	8%	--	24%	40%	--	25%	20%	5.5%
\$2.6 - 5 million	32%	--	27%	25%	18%	--	29%	37.5%	5%	17%
\$5.1 - 7.5 million	16%	17%	12%	--	6%	--	14%	12.5%	12.5%	5.5%
\$7.6 - 10 million	--	--	8%	--	6%	--	--	--	2.5%	11%
\$10.1 - 15 million	9%	--	15%	12.5%	18%	--	--	12.5%	27.5%	11%
\$15.1 - 20 million	--	17%	8%	12.5%	--	--	14%	--	17.5%	--
\$20.1 - 25 million	6%	--	4%	--	6%	--	29%	--	--	5.5%
\$25.1 - 30 million	--	--	--	--	--	--	--	--	--	11%
\$30.1 - 40 million	--	--	--	12.5%	--	--	--	--	7.5%	11%
\$40.1 - 60 million	--	--	4%	--	--	--	14%	--	--	5.5%
\$60.1 - 80 million	--	--	--	--	6%	--	--	--	--	5.5%
\$80.1 - 100 million	--	--	--	--	--	--	--	--	2.5%	--
> \$100 million	--	--	--	--	--	--	--	--	2.5%	5.5%

Institutional Location and Market Opportunities

A CE unit in an urban college or university is likely to have larger enrollments and revenues than a CE unit in an institution located in a small community. Important exceptions to this generalization are the large public land grant institutions with state-wide responsibilities, such as the University of Wisconsin, the Pennsylvania State University or Washington State University.

An examination of the responses to this survey reveals that private college and university CE units appear to have a slight edge over public universities in major metropolitan areas. Thirty-six percent of the private institutions responding to the UCEA survey were located in cities with populations in excess of one million inhabitants, whereas 29 percent of the public institutions were in metropolitan areas of that size. In contrast, 42 percent of the public institutions responding to the survey were located in communities of 100,000 or less as

compared with only 28 percent of the private institution continuing education units (see, Table 5). The relevance of a continuing education unit's revenue potential can be more fully appreciated when it is considered that 80 percent of the U.S. population now resides in metropolitan areas. Moreover, some 57 percent of the country's population currently resides in urban centers having populations in excess of one million.

The size of a continuing education unit's immediate market has long been a primary predictor of potential enrollments, but that is changing. With the growth of online learning, the physical location of a college or university tends to diminish in importance as a determinant of market potential. The University of Maryland University College recorded online enrollments of 87,565 in 2002-2003, 23 percent of which came from students living outside the state of Maryland. Saint Joseph's College in Maine has some 4,300 distance education students, 86 percent of whom reside outside the state.

Centralized Administrative Structures Predominate

Overall, 80 percent of the CE units responding to the survey indicated that they had centralized administrative structures. When the organizational structures of CE units are compared over time, no dramatic organizational shifts are evidenced. The percentages recorded in 1999, for public institution CE units are very nearly the same as those recorded in 2003. The exception to this generalization regards private institutions. Looking at Table 6, below, it can be seen that between 1999 and 2003, the percentage of CE units in private institutions having an academically decentralized/administratively centralized organizational structure declined from 45 percent to 40 percent. Also, the percentage of CE units in private institutions with an academically decentralized/administratively decentralized organizational structure rose from 14 percent in 1999, to 20 percent in 2003.

Table 6. Continuing Education Organizational Structures, 1999 and 2003

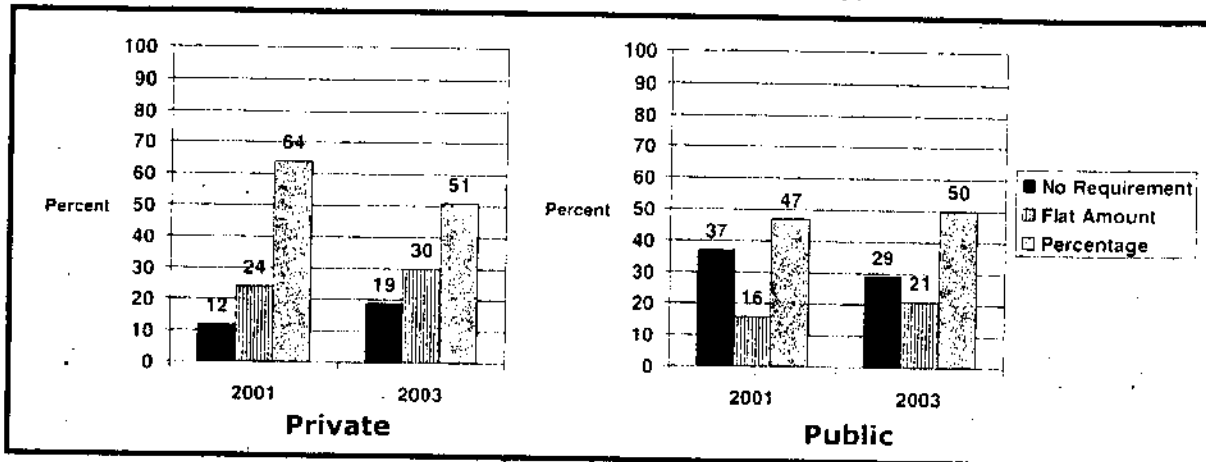
	Acad. Centralized/ Admin. Centralized		Acad. Centralized/ Admin. Decentralized		Acad. Decentralized/ Admin. Centralized		Acad. Decentralized/ Admin. Decentralized	
	1999	2003	1999	2003	1999	2003	1999	2003
Public Institutions	24%	25%	6%	6%	56%	57%	14%	13%
Private Institutions	34%	34%	7%	6%	45%	40%	14%	20%

The survey responses suggest that a number of continuing education units are rethinking their organizational structures. Some 15 percent of the CE units in public institutions, and 14 percent of those in private institutions indicated that they had changed their organizational structure within the past two years.

Self-Support Expectations

The majority of continuing education units operate on a self-supporting basis. Beyond that, many also share a portion of their revenues with their parent institutions. Figure 1 compares the practices of CE units in public and private institutions in 2003, relative to 2001. In 2003, about half of the CE units in both public and private institutions were expected to return a specific percentage of their revenues to their parent institution's central fund. Some 30 percent of the CE units in private institutions and 21 percent of the CE units in public institutions were assessed a flat amount. And 19 percent of the CE units in private institutions and 29 percent of those in public units had no requirement to return revenues to the parent institution.

Figure 1. Revenue Sharing Expectations, by Institutional Type, 2001 and 2003



Balancing Credit and Non-Credit Programming

In the face of a sagging economy and a weak job market, many adults elected to upgrade their credentials with programs offered by college and university CE units. Credit offerings of private institution CE units increased slightly. Seventy-two percent of the continuing education units in private institutions and 49 percent of those in public institutions reported that they offered degrees in 2003. Among the continuing education units offering degrees, 76 percent of the public institutions and 89 percent of those in private institutions, offered baccalaureate degrees; master's degrees were offered by 78 percent of the continuing education units in public institutions and 67 percent of those in private institutions. Institutions with fast track baccalaureate degree programs, weekend colleges, and/or online degree programs were most likely to have experienced a rise in enrollments.

Gross Revenues from Credit and Non-Credit Programs

Sixty percent of the continuing education units in private institutions depend on credit programs for 80 percent or more of their gross revenues. In contrast, 36 percent of public institution continuing education units obtain 80 percent or more of their gross revenues from credit programs. In general, CE units in public institutions rely somewhat more than those in private institutions on revenues from non-credit programs. But as Table 7 (page 10) reveals, most continuing education units in both public and private institutions now obtain the bulk of

Table 7. Percent of Gross Revenues from Credit and Noncredit Programs

Percentage of Gross Revenues	Non-Credit Programs						Credit Programs					
	Public			Private			Public			Private		
	1999	2001	2003	1999	2001	2003	1999	2001	2003	1999	2001	2003
0%	4%	2%	3%	6%	11%	21%	8%	5%	12%	--	5%	13%
10%	18%	26%	26%	35%	24%	25%	8%	6%	6%	--	7.5%	6%
20%	12%	15%	20%	9%	16%	15%	6%	4%	6%	6%	2.5%	4%
30%	13%	13%	10%	9%	8%	8%	4%	6%	9%	3%	--	--
40%	12%	7%	8%	11%	5%	6%	6%	4%	7%	9%	7.5%	--
50%	8%	9%	8%	6%	5%	--	11%	9%	6%	6%	5%	2%
60%	8%	4%	4%	9%	11%	--	11%	8%	7%	12%	5%	6%
70%	3%	5%	6%	6%	3%	2%	12%	13%	13%	9%	7.5%	11%
80%	4%	2%	3%	6%	--	10%	9%	16%	17%	12%	17.5%	13%
90%	8%	8%	6%	--	8%	6%	18%	26%	17%	32%	20%	21%
100%	12%	9%	7%	3%	8%	6%	6%	5%	1%	12%	22.5%	23%

their gross revenues from credit programs. Contract learning represents a small, but growing source of revenues for some CE units. Federal, state and local government agencies have figured among the most important contractors of late as they seek to prepare mid-level personnel to eventually fill the positions of the large numbers of senior administrators who will be eligible for retirement within the coming three to five years.

Ever More Diverse Program Portfolios

Survey responses reveal that many continuing education units broadened their program portfolios between 2001 and 2003. (Figure 2, page 11) Some 75 percent of the CE units in public institutions indicated that distance education came under the continuing education unit's leadership and 66 percent of the CE units in private institutions reported that distance education was their responsibility.

Web-based courses are gaining rapidly in popularity. Eighty-five percent of the CE units responding to the survey indicated that they offered web-based courses. With the growth in online learning, CE units find that they are serving an increasing number of students beyond their state's borders. Most institutions surveyed do not charge distance education students outside the state a higher tuition. However, 20 percent of the CE units indicated that they do charge out-of-state tuition for web-based courses.

Summer school remains an important area of responsibility for continuing education units. Fifty-eight percent of the CE units in private higher education institutions reported that they

had responsibility for summer school, as contrasted with 39 percent of the continuing education units in public institutions. Summertime enrollments of undergraduates rose in many institutions between 2001 and 2003, because a growing number of traditional age college students opted to take courses during the summer with the goal of enhancing their progress towards a degree. Meanwhile, some higher education institutions that are faced with accommodating rising numbers of traditional age college students between 2001 and 2010, elected to move to a 12-month calendar, thus eliminating their summer schools.

CE units frequently are the home of learning in retirement programs. It is anticipated that there will be a rising demand for learning opportunities for older adults in the future as some 78 million Baby Boomers, born between 1946 and 1964, begin approaching retirement age. Survey responses indicate that approximately 36 percent of the CE units in public institutions and 30 percent of the CE units in private institutions currently have responsibility for learning in retirement programs.

The management of a university conference center is a responsibility that typically attaches to a CE unit in a public institution. Thirty-one percent of the CE units in public institutions reported that they managed university conference centers as contrasted with only 10 percent of the CE units in private institutions.

Figure 2. Programs Under CE Leadership, by Institutional Type, 2003

