

2017
UNICON Membership
Benchmarking Survey



unicon

CONSORTIUM FOR UNIVERSITY-BASED
EXECUTIVE EDUCATION

Executive Summary

Table of Contents

Introduction	3
How to Read This Report	4
Executive Summary	
Delivery	6
Compensation	10
Revenue	11
Full Time Equivalentents (FTEs)	14
Executive Education Organization Model	14
External Relationships	15
Open Enrollment Programs	16
Custom Programs	17
Appendices	
A. Survey Respondents	19
B. Survey Questionnaire	23
C. Currency Exchange Rates	24
D. Peer Report Excerpts	26
E. About Percept Research	30

Objectives

This study was conducted in order to:

- ⦿ Benchmark and track the non-degree executive education business.
- ⦿ Provide members with a credible, comparative, and confidential assessment.

Methodology

- ⦿ The questionnaire was developed by UNICON and Percept Research.
- ⦿ The questionnaire was administered via a web survey hosted by Percept Research.
- ⦿ Percept Research fielded the survey, tabulated data, and developed the graphical presentation.

Fielding Overview

- ⦿ Fielding Started: 31 Aug 2017
- ⦿ Fielding Completed: 8 Oct 2017

Total Membership	Completed Surveys	Response Rate	Margin of Error*
113	99	87.6%	3.5%

*Margin of error is calculated using the UNICON membership population with a 95% confidence interval.

Sample Sizes ('N')

- ⦿ 'N' is an abbreviation for the number of schools that provided a valid response to the question represented in charts and tables. Below is a table of 'N' values by year and segment.

Year	Total # Schools	Geography					Revenue*			
		US / Canada	Europe	Latin America	Asia / Oceanic	Middle East / Africa	\$3M and Below	>\$3M to \$12M	>\$12M to \$20M	>\$20M
2012-13	77	42	15	10	10	0	18	30	11	13
2013-14	93	45	20	10	15	3	17	40	10	21
2014-15	94	48	22	9	13	2	18	37	17	21
2015-16	98	48	23	9	15	3	16	46	13	21
2016-17	99	48	22	10	16	3	17	41	17	19

* Total N for Revenue does not equal Total N due to the exclusion of invalid revenue responses from the data set

How to Read this Report

- ⦿ The report (main body plus appendices) presents the entire 2017 survey.
- ⦿ The table on the previous page shows approximate margins of error (95% confidence intervals) for means and percentages presented in this report.
- ⦿ Segmentation by geography and revenue are displayed to provide additional insights.
- ⦿ When available, data is displayed over the past five years to show trending.
- ⦿ Verbatim comments and “other specify” results are displayed exactly as the school entered the information. Percept Research does not modify responses for spelling, grammar, etc.

Methodology Notes

- ⦿ The high response rate, with no evidence of bias, indicates that results are representative of the entire UNICON population for 2016-17. Individual members can benchmark themselves against the rest of the industry and relevant subsets on both actual and expected measures.
- ⦿ Although the response rate was high, the absolute sample size is still fairly small. Differences by program type, location, size, or survey year - even as large as 20% or more - may not be statistically significant. These comparisons still provide useful directional insights.

Reading Chart Values

- ⦿ Aggregated values for single response questions in this report may not always sum to 100%. This is due to rounding. Multiple response questions will usually not equal 100% as respondents can select more than one answer choice.
- ⦿ Some values differ very slightly from previous reports due to a small number of schools correcting inadvertent, erroneous outlier responses after report publication. Corrected responses are included to ensure accurate trending going forward.

Uniform Group Analysis

- ⦿ Uniform Group Analyses (UGA) indicate trends based on the same group of schools participating in the benchmark survey for the past three years to factor out the influence of new programs entering the membership or not participating consistently during this timeframe. There are 81 of 99 schools included in the UGA. Please note that UGA is provided for select slides.

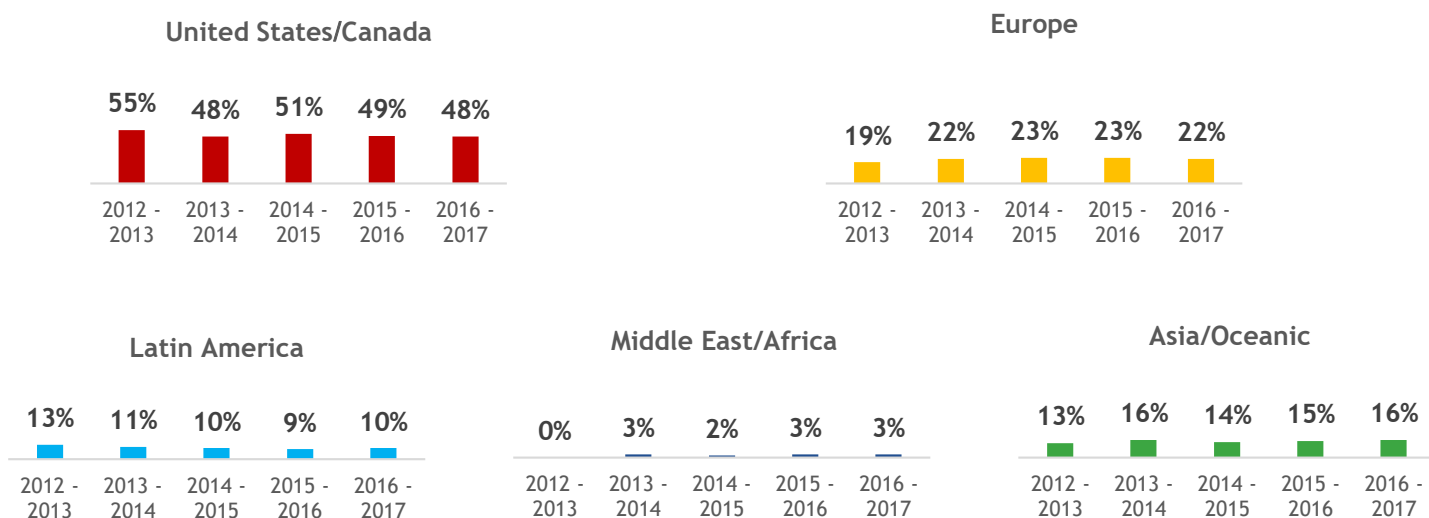
Year (UGA)	Total # Schools (UGA)	Geography (UGA)					Revenue* (UGA)			
		US / Canada	Europe	Latin America	Asia / Oceanic	Middle East / Africa	\$3M and Below	>\$3M to \$12M	>\$12M to \$20M	>\$20M
2014-15	81	44	16	8	11	2	17	32	14	17
2015-16	81	43	17	8	11	2	14	36	11	18
2016-17	81	44	16	8	11	2	16	31	13	17

* Total N for Revenue does not equal Total N due to the exclusion of invalid revenue responses from the data set.

Executive Summary

The United States/Canada continues to be the region where most participating programs maintain their main administrative offices. This majority, however, has declined since 2012-13 due to growth in administrative offices in the European and Asian/Oceanic geographies.

Administrative Office Location



Overall, the average number of campuses across all participating programs has increased from 1.9 in 2012-13 to 2.3 in 2016-17. This is being driven by campuses in Europe. While the majority of programs still maintain a campus in United States/Canada, the percentage of programs with campuses in Asia/Oceanic has experienced the largest growth increasing from 17% in 2012-13 to 34% in 2016-17.

With the exception of Latin America, the number of offices or representatives located outside their home country has increased significantly. The total across all programs has increased from 3.3 in 2012-13 to 5.5 in 2016-17. The percentage of programs with offices or representatives outside their home country has increased from 49% to 52% over the same time period. It should be noted that the 49% level in 2012-13 was the second highest level recorded in that five-year span, with 2013-14 coming in at 41%, increasing to 46% in 2015-16. As one might expect, the higher the program revenue, the greater the number of offices.

Services are a critical component to an effective executive education program. These services continue to be offered by the overwhelming majority of schools in this study. Business Simulations and Coaching are the most common services delivered, being offered by 96% and 93% of the schools respectively. For those providing Coaching, delivery through both faculty and external consultants is the most common method. Fully 86% of programs indicate delivering through these groups, versus 5% external consultants only and 9% faculty only. Types of Coaching most commonly offered are Business, High Potential Development, Team/Leadership and Performance. This is consistent across all of the geographies and revenue segments. Relating to method of delivery, only slightly more common is Individual Coaching (54%) versus Group/Team Coaching (46%). The level of Individual Coaching is being driven by programs in the United States/Canada and Europe (59% for both geographies) versus Latin America, Asia/Oceanic and Middle East/Africa (43%, 36% and 38% respectively).

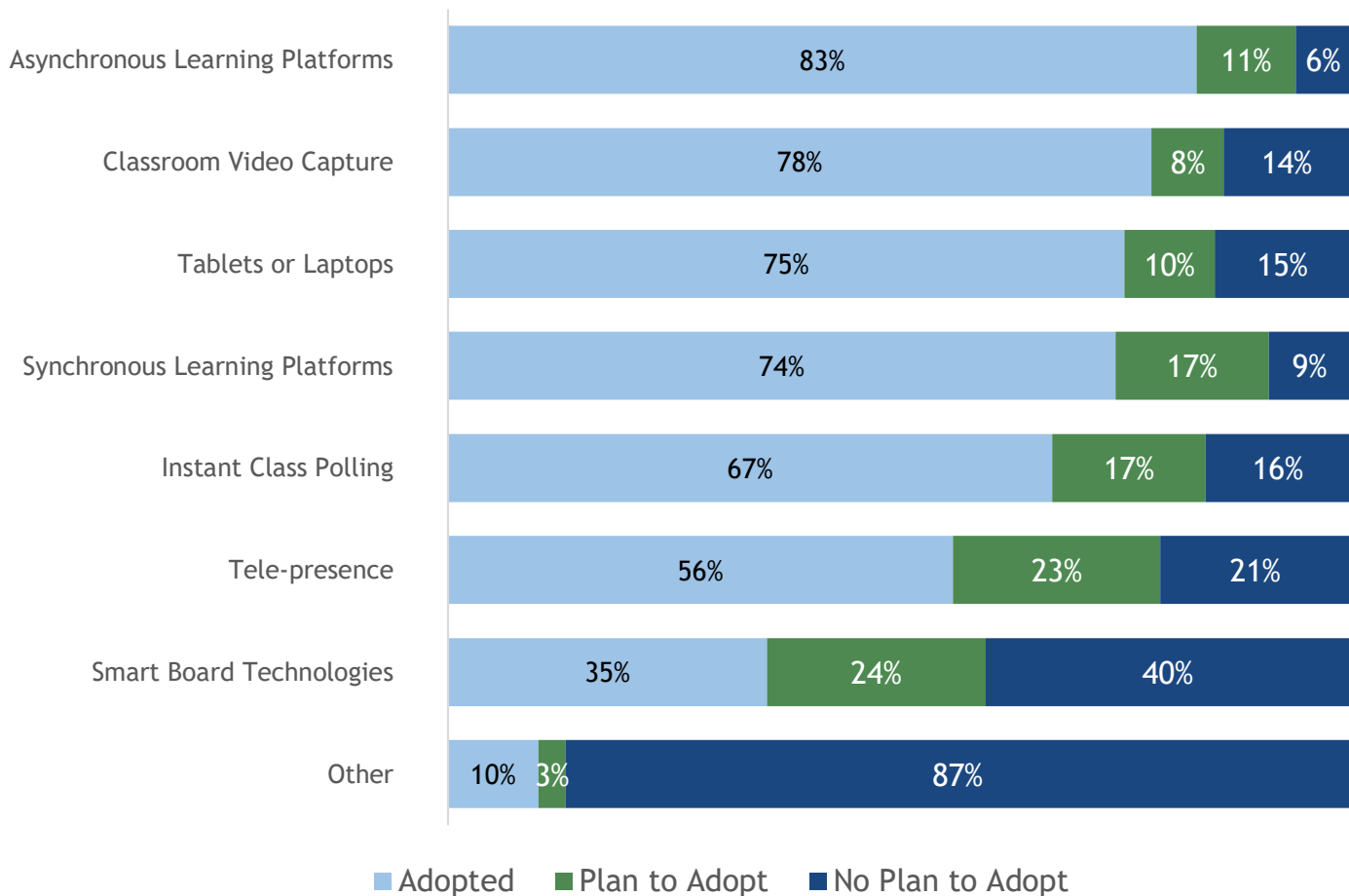
Services Offered
2016-17

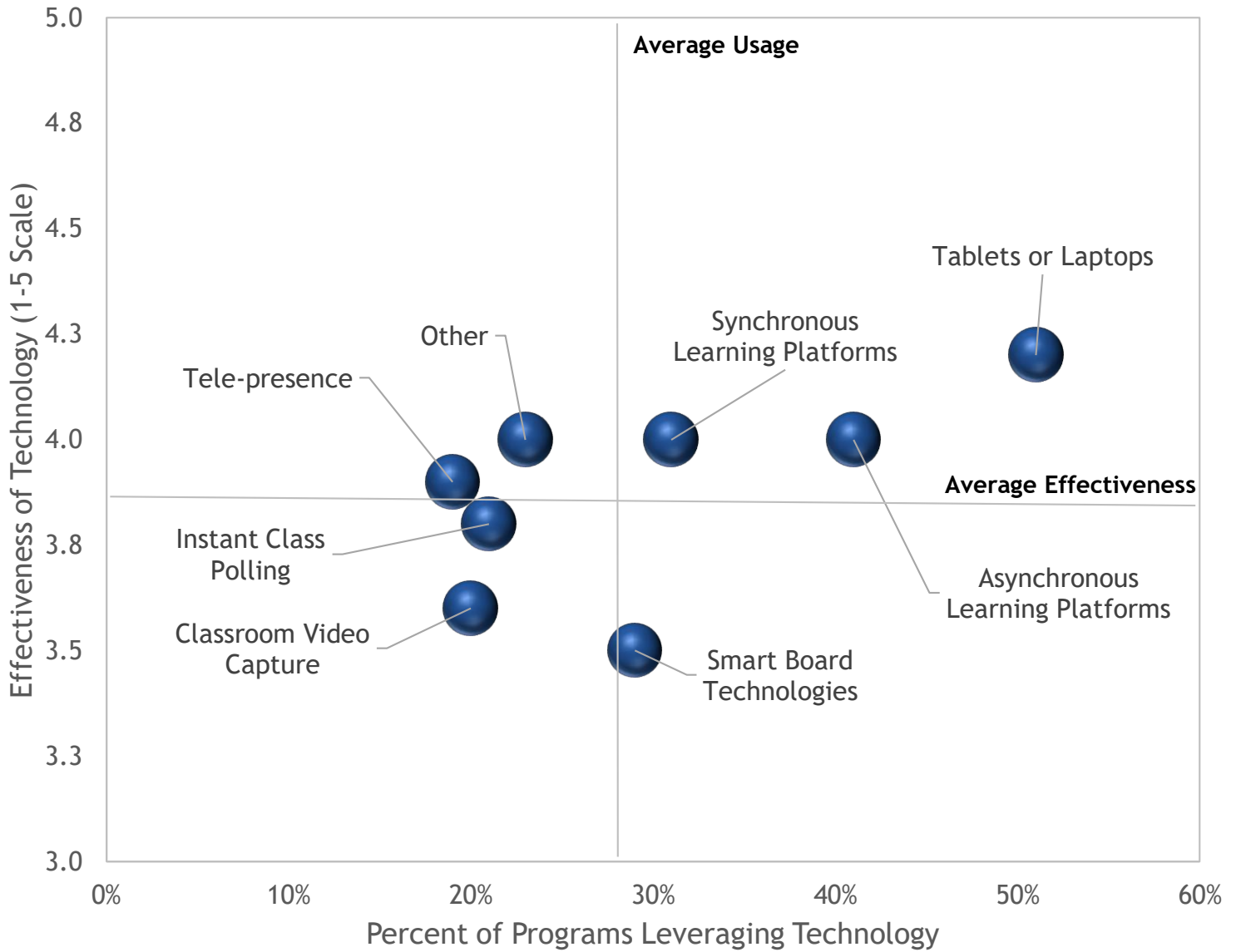


While Webinars had the most significant increase year over year, increasing from 72% in 2015-16 to 87% in the most current study, Networked/Online Learning has had the most consistent growth over the past 5 years. Currently, 86% of schools deliver this service, marking 5 years of consistent growth from the baseline of 69% in 2012-13. Growth of Webinars is driven by schools in the following regions: United States/Canada, Europe, Latin America.

Technology adoption continues to increase among executive education programs. In 2012-13, Classroom Video Capture was the most common type of technology being leveraged at a rate of 56% across all schools. Now, six of the seven technologies studied are being leveraged at this rate or higher. Smart Board Technologies is the only type that has not grown significantly over this timeframe and remains at 35% utilization. Asynchronous Learning Platforms is the most commonly adopted technology with 83% utilization with another 11% planning to adopt in the next two years. This is followed by Classroom Video Capture (78%), Tablets or Laptops (75%), Synchronous Learning Platforms (74%), and Instant Class Polling (67%). Smart Board Technologies, with the largest percentage of planning to adopt at 24%, has demonstrated minimal realization of these plans as growth has been minimal (1%) over the past 5 years in spite of large planned adoption numbers. For example, in 2014-15 (two years ago), respondents reported usage of Smart Board Tech's at 38% with 19% planning to adopt in two years. These data show that those plans remain unrealized. Conversely, Tele-presence with its significant planned adoption of 23% has grown 25% since 2012-13 in conjunction with large planned growth percentages.

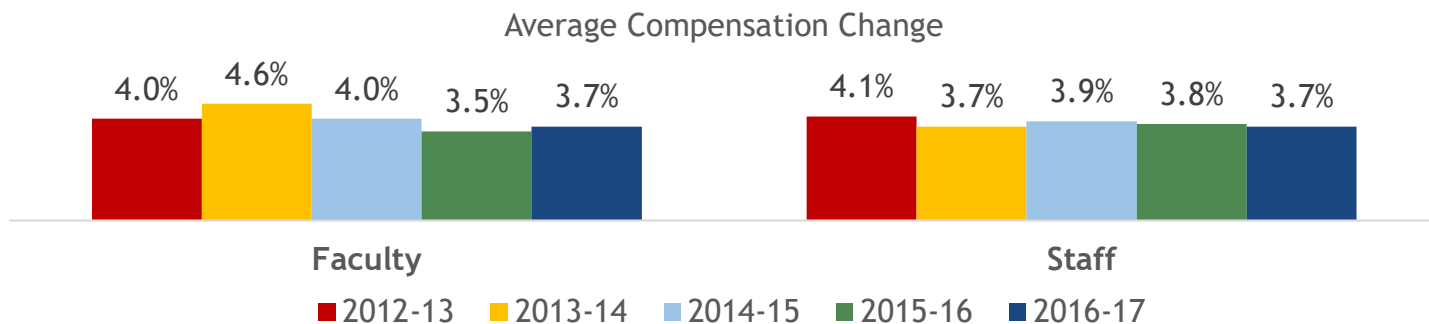
Technology Adoption
2016-17





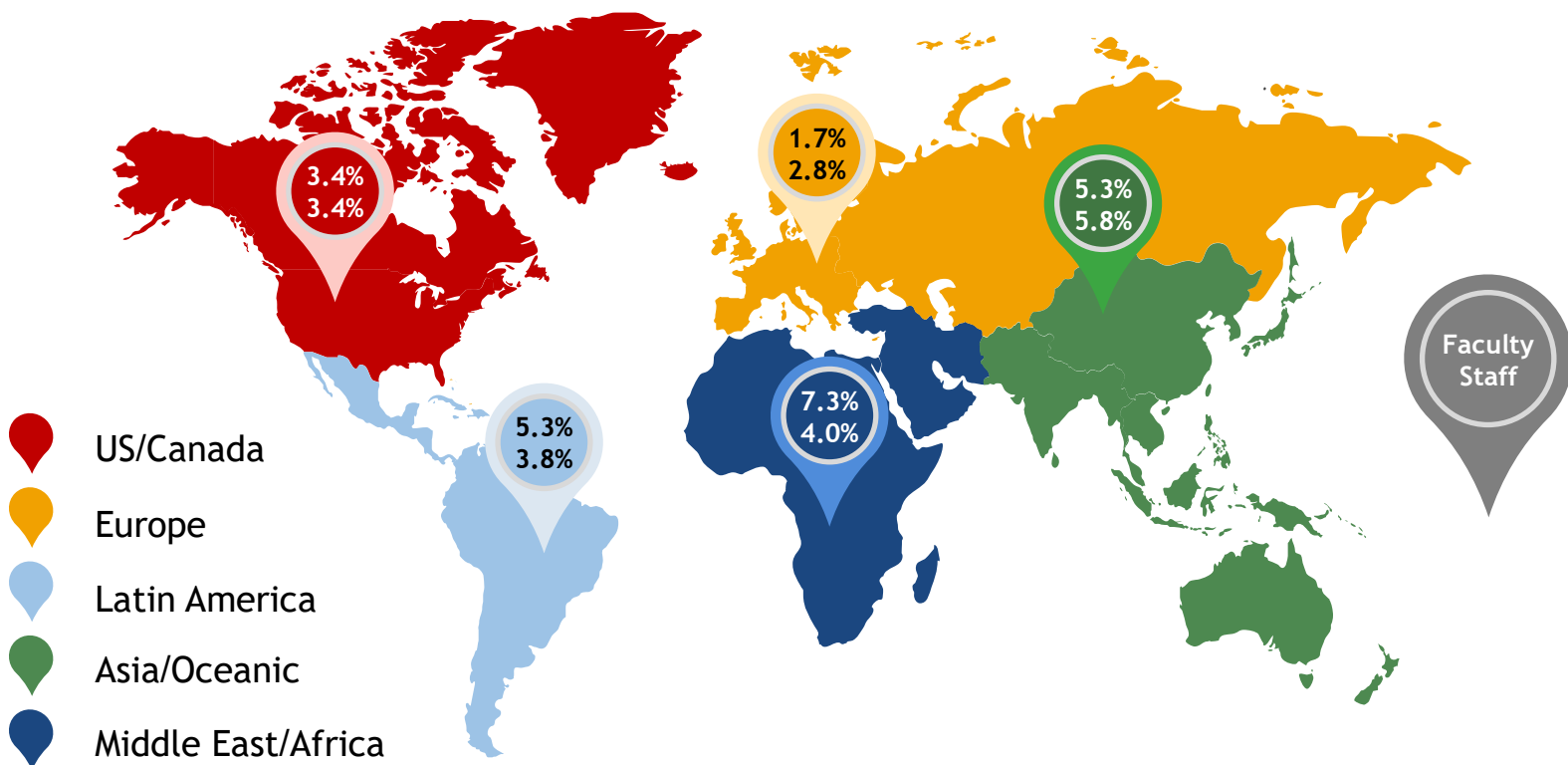
The chart above displays the usage and effectiveness of the various technologies leveraged by executive education programs. Tablets and Laptops are considered the most effective technology by the schools in this study with an average effectiveness of 4.2 on a 5-point scale. This is followed closely by Asynchronous Learning Platforms, Synchronous Learning Platforms, and Other at 4.0, Telepresence at 3.9 and Instant Class Polling at 3.8. Classroom Video Capture (3.6) and Smart Board Technologies (3.5) are considered the least effective among the technologies measured. Comparing the effectiveness and usage, schools should increase their usage of Tele-presence, as it is considered above average in terms of effectiveness but has a below average utilization. Conversely, Smart Board Technologies have an above average utilization but a below average effectiveness.

While compensation continues to increase for both faculty and staff, the rate of increase is declining. This is being driven by programs outside the United States/Canada. Schools within the United States/Canada have increased compensation 1.2% (faculty) and 1.0% (staff) since 2012-13.

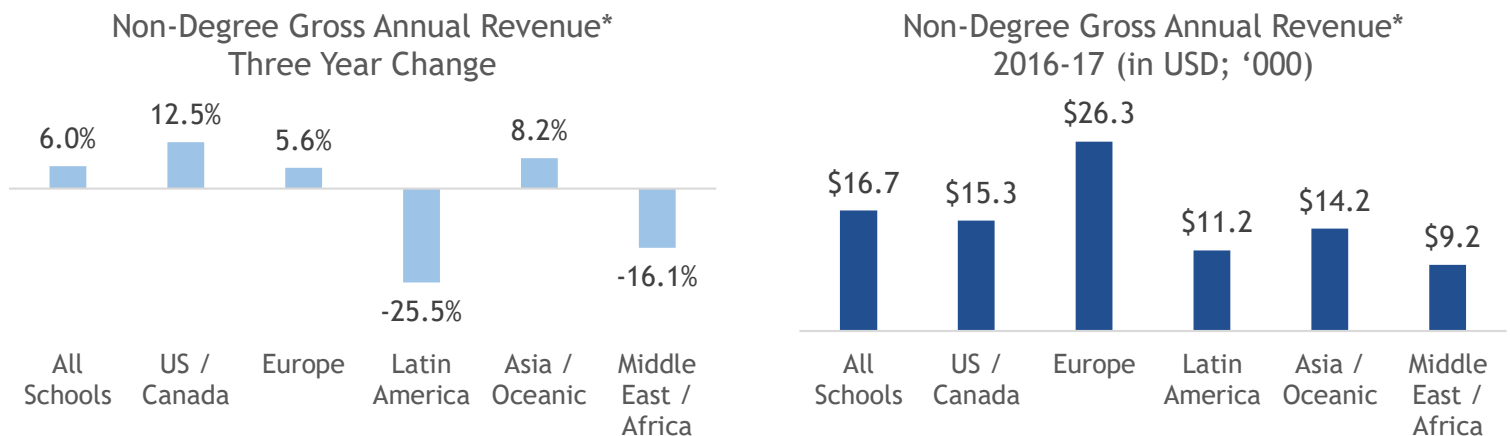


The percentage of faculty receiving an increase has increased from 43% in 2012-13 to 62% in the current year. The percentage of staff receiving an increase has remained more consistent over the same timeframe. Eighty-three percent of staff received a compensation increase compared to 77% in 2012-13.

Average Compensation Increase by Region



Overall, according to the schools that comprise the Uniform Group Analysis, non-degree gross revenue has increased 6.0% since 2014-15. The current average annual revenue is \$16,680,000 (in US dollars), an increase of \$946,000 from 2014-15. Changes in non-degree gross annual revenue vary dramatically across region. Schools in the United States/Canada and Asia/Oceanic raise the overall average change. Schools in Latin America have experienced a 26% decrease in average non-degree gross revenue over the past three years. This is the largest impact on the overall average and slowing the overall growth across all schools. While schools in the Middle East/Africa have also experienced a significant decrease, the small number of schools within that region result in a minor impact to the overall average.



*Uniform Group Analysis

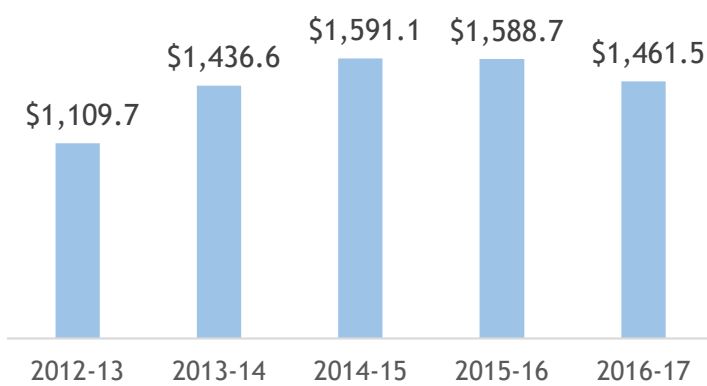
The chart below details the distribution of non-degree gross revenue across all schools in this study. Approximately 68% of the schools report revenue less than the mean average of all participants.

Non-Degree Gross Revenue Distribution
2016-17 (in USD; '000)
All Schools

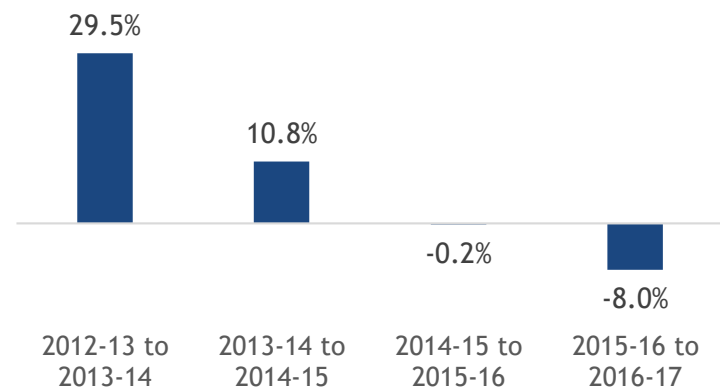


Based on the schools in this study, the total size of the Executive Education market is currently \$1,461,529,241. This has increased from \$1,109,739,609 in 2012-13. Leveraging the results of the Uniform Group Analysis allows for a more accurate view of market growth. Over the last three years, the market has grown 6% with the largest change occurring from 2015-16 to 2016-17.

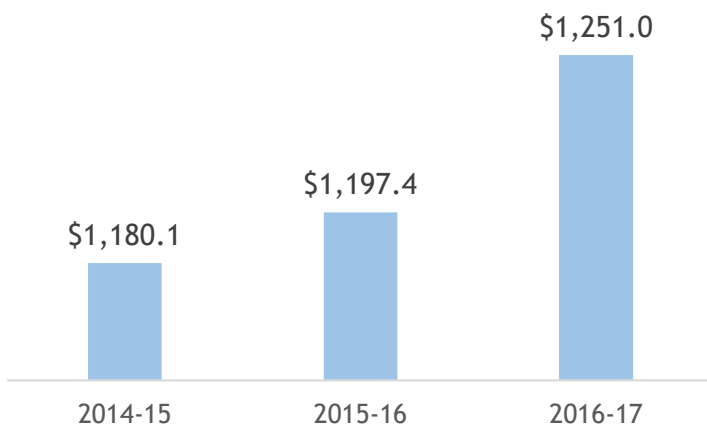
Size of Executive Education Market
(in USD; '000,000)
All Schools



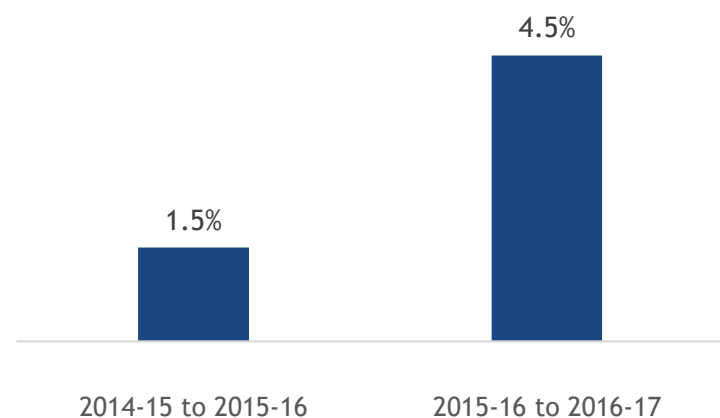
Change In Size of Executive Education Market
All Schools



Size of Executive Education Market
(in USD; '000,000)
Uniform Group Analysis



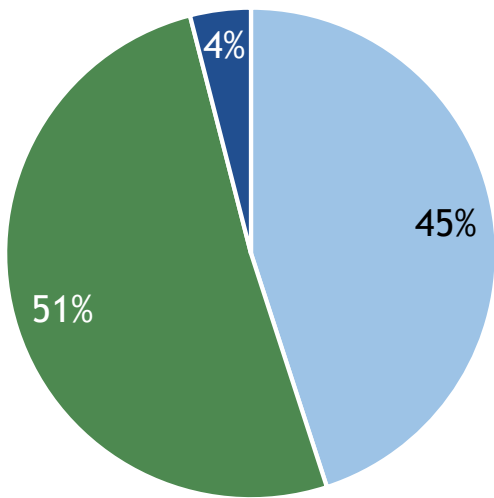
Change In Size of Executive Education Market
Uniform Group Analysis



The majority of gross annual revenue continues to be derived from Custom programs. This is driven by schools in the United States/Canada, where 55% of revenue is delivered through Custom programs. With the exception of the Middle East/Africa, all other geographies report Custom program revenue below the average of 52%. Although Custom program revenue represents the majority of revenue, Custom revenue as a percentage has declined. Two factors influence the decline: increase of revenue from Open Enrollment across all geographies and increase in revenue from ‘Other’ program types in Europe. There is a correlation between school revenue and distribution by program type. At the aggregate level, the higher the school revenue, the higher the revenue from Open Enrollment programs.

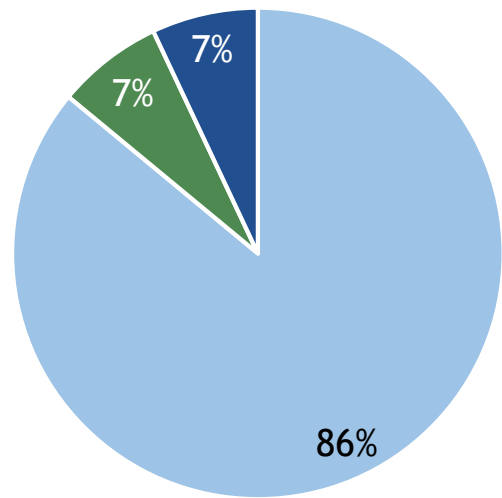
Face-to-face is the delivery method from which schools derive the majority of their revenue. This is consistent across all geographies and school revenue bands. The strong presence of Face-to-face delivery and its consistency in use as a delivery method suggests that the mix will remain steady in the near future.

Distribution by Program Type



■ Open Enrollment ■ Custom ■ Other

Distribution by Delivery Method



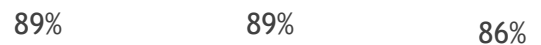
■ Face-to-Face ■ Online ■ Blended

% of Revenue from Custom Programs Three Year Trend



2014-15 2015-16 2016-17

% of Revenue from Face-to-Face Three Year Trend



2014-15 2015-16 2016-17

According to the Uniform Group Analysis, there has been relatively little change in number of FTEs supporting the executive education programs. Programs in Europe have the highest number of FTEs (64.5) while programs in the United States/Canada have the lowest (19.7). As one might expect, there is a correlation between school revenue and number of FTEs.

Revenue Band	\$3M and Below	>\$3M to \$12M	>\$12M to \$20M	>\$20M
FTEs* (2016-17)	11.8	19.1	36.9	68.1

Full Time Equivalents (FTEs)*
Three Year Trend

33.9 32.0 33.0

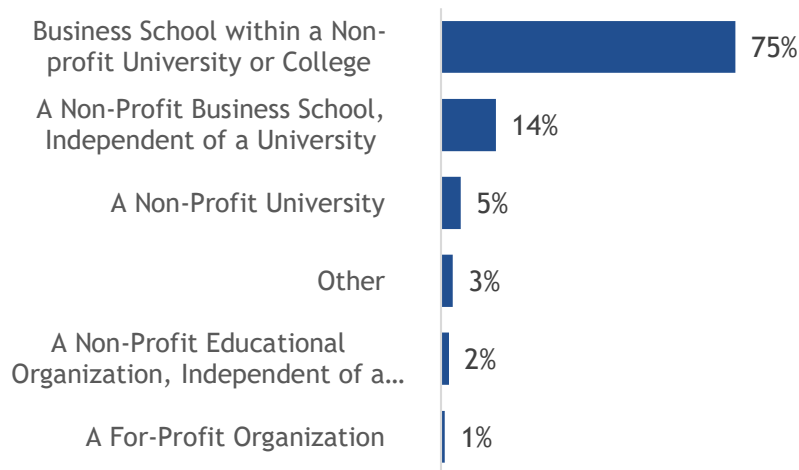


2014-15 2015-16 2016-17

*Uniform Group Analysis

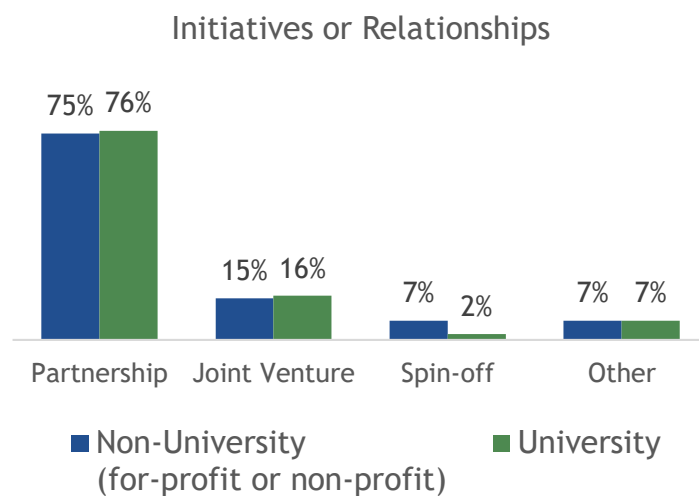
Executive Education Organizational Model

Executive Educational Organizational Model
2016-17



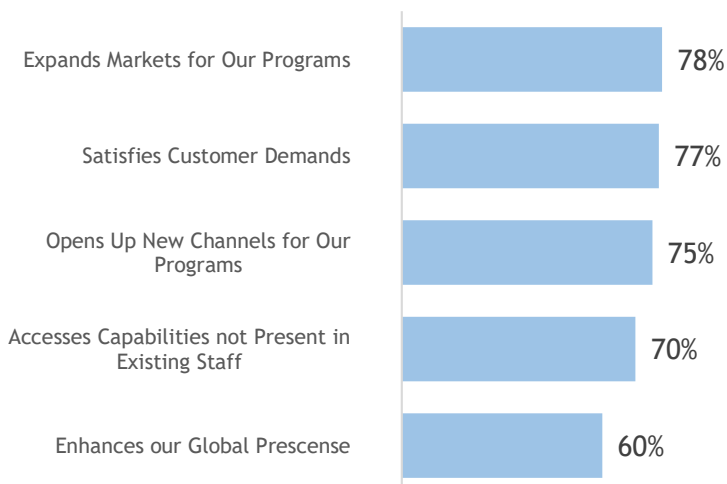
Three out of four schools in this study are part of a Business School within a Non-profit University or College, driven by 92% of schools in the United States/Canada selecting this option. A Non-profit Business School, Independent of a University is the second most common selection at 14%. Schools in Europe and Latin America select this option at a higher rate than other geographies (32% and 30% respectively). Similarly, schools with revenue over \$20M select Non-profit Business School, Independent of a University at a rate of 37% and a Business School within a Non-profit University or College at 42%.

The majority of schools have either engaged or attempted to engage other Non-University or University entities in some kind of relationship/initiative in the last three years. The most common relationship across both Non-Universities and Universities is a Partnership with more than 3 in 4 schools attempting/engaging over the last three years, followed by Joint Venture by around 15%. Programs in the Asia/Oceanic region are the least likely to engage in a Partnership, but still maintain a level of 54%. Levels are also consistent across revenue bands. The sole exception lies with programs in the >\$12M to \$20M band seeking Joint Ventures at a rate of 38%.

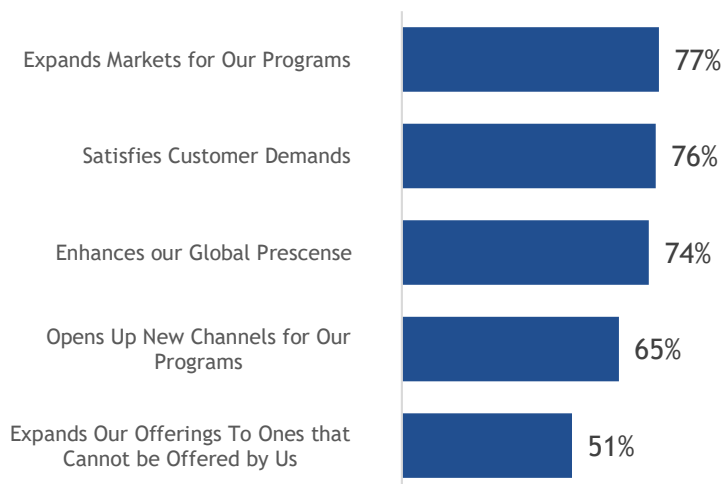


Expanding Markets for Our Program and Satisfies Customer Demands are the most common benefits for engaging with either a Non-University or University organization. Enhancing our Global Presence the third most selected benefit for engaging with a University and fifth for a Non-University entity. Opening Up New Channels for Our Programs is the third most selected benefit for engaging a Non-University institution and fifth for a University. Expanding beyond capabilities is also a commonly mentioned benefit. For engagements with a Non-University entity, this expansion relates to Accessing Capabilities not Present in Existing Staff. With engagements with University institutions, Expanding Our Offerings to Ones that Cannot be Offered by Us is a benefit allowing Executive Education to provide additional services beyond their current capabilities.

Benefits of Engagement (Top 5 Mentions)
Non-University (for-profit or non-profit)

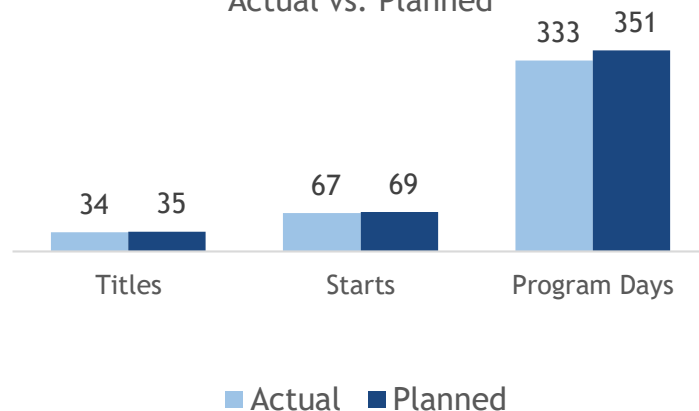


Benefits of Engagement (Top 5 Mentions)
University

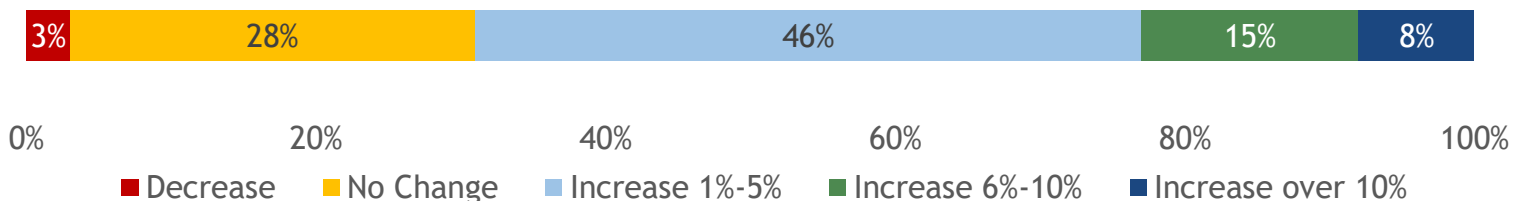


The number of Program Days is the only factor with a significant planned change. Titles and Starts are expected to remain relatively the same. Close to 70% of programs experienced a price change in 2016-17. Among the rate of change, an increase of 1%-5% was selected by 46% of the programs. The overwhelming majority of annual gross revenue was delivered in the Local/Regional market. Additionally, 60% of revenue was derived from participants with residency in the Local/Regional market. In 2016-17, 23% of programs reported a decrease in revenue. At the same time, 44% reported an increase of 1%-10%, 14% an increase of 11%-20% and 15% an increase over 20%. Revenue changes in 2016-17 mirror year-to-year reports from participants going back to 2012-13.

Open Enrollment Programs
Titles, Starts, Program Days
Actual vs. Planned



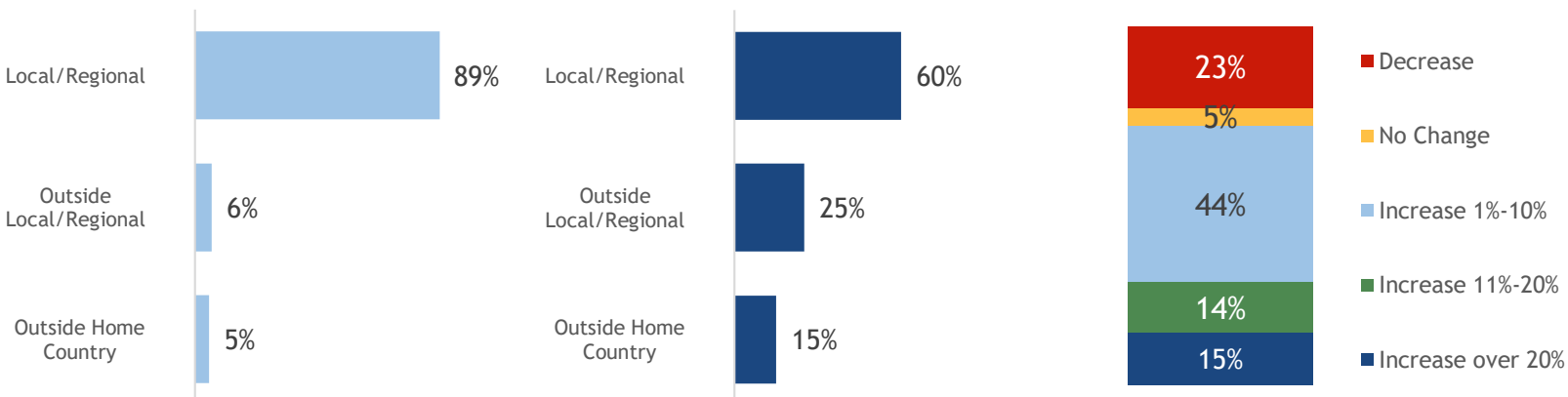
Average Price Change in 2016-17 Compared to 2015-16



Annual Gross Revenue from Programs
Delivered by Market
2016-17

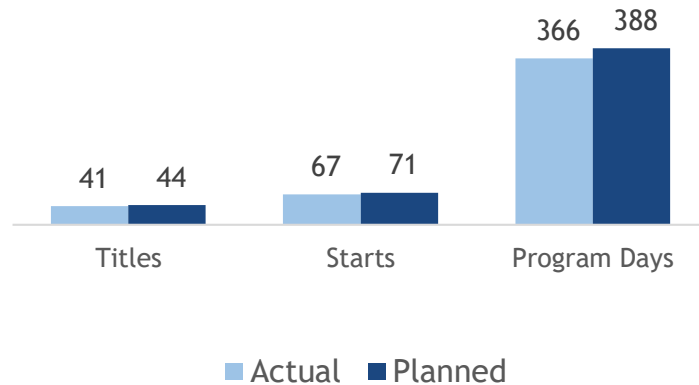
Annual Gross Revenue from
Participant with Residency by Market
2016-17

Gross Annual Revenue Change in
2016-17 Compared to 2015-16

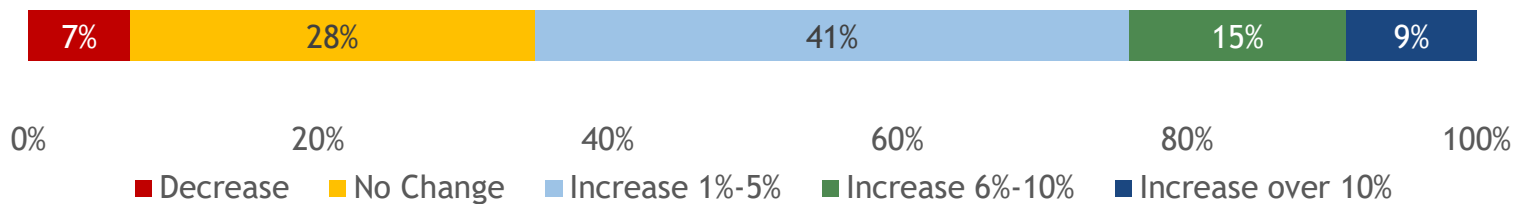


Similar to Open Enrollment programs, the number of Program Days is the only factor with a significant planned change for Custom Programs. Titles and Starts are expected to remain relatively the same. Sixty-five percent of programs experienced a price change in 2016-17. Among the rates of change, an increase of 1%-5% was selected by 41% of the programs. Three-fourths of annual gross revenue was delivered in the Local/Regional market. Additionally, 54% of revenue was derived from clients with Primary Headquarters in the Local/Regional market. In 2016-17, 11% of programs reported a decrease in revenue. At the same time, 33% reported an increase of 1%-10%, 5% an increase of 11%-20% and 31% an increase over 20%. Revenue changes in 2016-17 mirror year-to-year reports from participants going back to 2012-13.

Custom Programs
Titles, Starts, Program Days
Actual vs. Planned



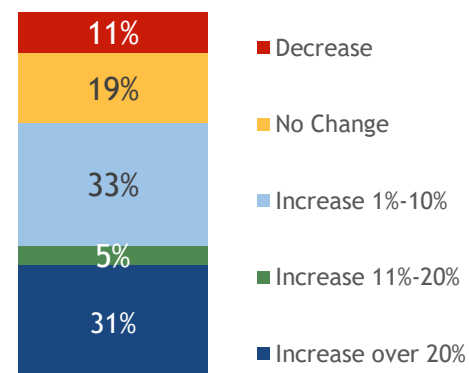
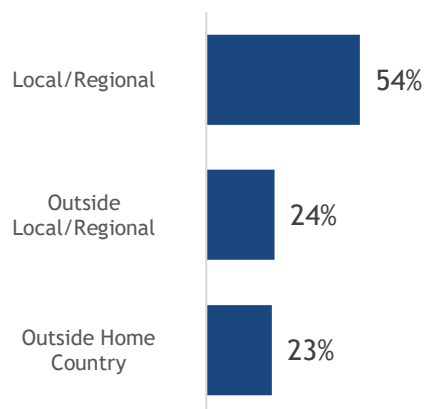
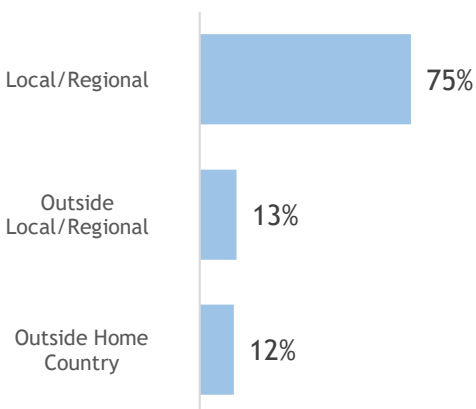
Average Price Change in 2016-17 Compared to 2015-16



Annual Gross Revenue from Programs
Delivered by Market
2016-17

Annual Gross Revenue from Client's
Primary Headquarters by Market
2016-17

Gross Annual Revenue Change in
2016-17 Compared to 2015-16



Appendices

Appendix A:

Survey Respondents

- Ⓞ Aalto University
- Ⓞ Alliance Manchester Business School
- Ⓞ American University in Cairo
- Ⓞ Babson College
- Ⓞ BI Norwegian Business School
- Ⓞ Boston University
- Ⓞ Carnegie Mellon University
- Ⓞ Case Western Reserve University
- Ⓞ CEIBS - China-Europe International Business School
- Ⓞ Cheung Kong Graduate School of Business
- Ⓞ Columbia University
- Ⓞ Cornell University
- Ⓞ Cranfield School of Management
- Ⓞ Dartmouth College
- Ⓞ Duke University
- Ⓞ Emory University
- Ⓞ ESADE Business School
- Ⓞ ESIC Business and Marketing School
- Ⓞ ESMT Berlin
- Ⓞ Georgetown University
- Ⓞ Georgia Institute of Technology
- Ⓞ Harvard Business School
- Ⓞ HEC Paris
- Ⓞ Henley Business School
- Ⓞ Hong Kong University of Science and Technology
- Ⓞ Hult International Business School
- Ⓞ IAE Business School
- Ⓞ IE Business School
- Ⓞ IESA - Instituto de Estudios Superiores de Administración
- Ⓞ IESE Business School
- Ⓞ IMD - International Institute for Management Development
- Ⓞ Imperial College London
- Ⓞ INCAE Business School
- Ⓞ INSEAD
- Ⓞ Insper Institute of Education and Research
- Ⓞ ITAM - Instituto Tecnológico Autónomo de México
- Ⓞ Lahore University of Management Sciences (LUMS)
- Ⓞ Macquarie University
- Ⓞ Massachusetts Institute of Technology
- Ⓞ Melbourne Business School

- Michigan State University
- Moscow School of Management Skolkovo
- Nanyang Technological University
- National University of Singapore
- New York University
- Northeastern University
- Northwestern University
- Ohio State University
- Peking University
- Pennsylvania State University
- Pontificia Universidad Católica de Chile (PUC)
- Queensland University of Technology (QUT)
- Rutgers, The State University of New Jersey
- Santa Clara University
- Sciences Po
- Shanghai Jiao Tong University ACEM
- Shanghai Jiao Tong University SAIF
- Simmons College
- Singapore Management University
- Smith College
- SMU - Southern Methodist University
- Stanford University
- Stockholm School of Economics
- Tecnologico de Monterrey (ITESM)
- The University of Tennessee
- Tsinghua University PBCSF
- Tsinghua University SEM
- Universidad de Los Andes
- Universidad de San Andrés (UdeSA)
- Universidad ESAN
- University College Dublin
- University of Alberta
- University of British Columbia
- University of Calgary
- University of California, Berkeley
- University of California, Los Angeles
- University of Cambridge
- University of Cape Town
- University of Chicago
- University of Georgia

- ② University of Maryland
- ② University of Michigan
- ② University of Minnesota
- ② University of North Carolina at Chapel Hill
- ② University of Notre Dame
- ② University of Pennsylvania
- ② University of Pittsburgh
- ② University of Porto
- ② University of Pretoria
- ② University of South Carolina
- ② University of St. Gallen
- ② University of Texas, Austin
- ② University of Toronto
- ② University of Virginia
- ② University of Washington
- ② UNSW Australia
- ② Vanderbilt University
- ② Wisconsin School of Business
- ② Yale University

Appendix B:

Survey Questionnaire

Separate Document Provided

Appendix C:

Currency Exchange Rates

Appendix C: Currency Exchange Rates

Annual average (2016) exchange rates used to convert revenues into U.S. dollars for 2016-17 data

Currency	Rate*
US Dollars	1.000
Canadian Dollars	0.725
British Pounds	1.299
Euros	1.064
Brazilian Reais	0.275
Argentinian Pesos	0.065
Australian Dollars	0.714
Chinese Yuan	0.145
Hong Kong Dollars	0.124
Indian Rupees	0.014
Japanese Yen	0.009
Mexican Pesos	0.051
New Zealand Dollars	0.669
Russian Rubles	0.014
Saudi Arabian Riyals	0.256
South African Rand	0.065
South Korean Won	0.001

*Multiplied by local currency to convert to USD

Source: www.irs.gov

Appendix D:

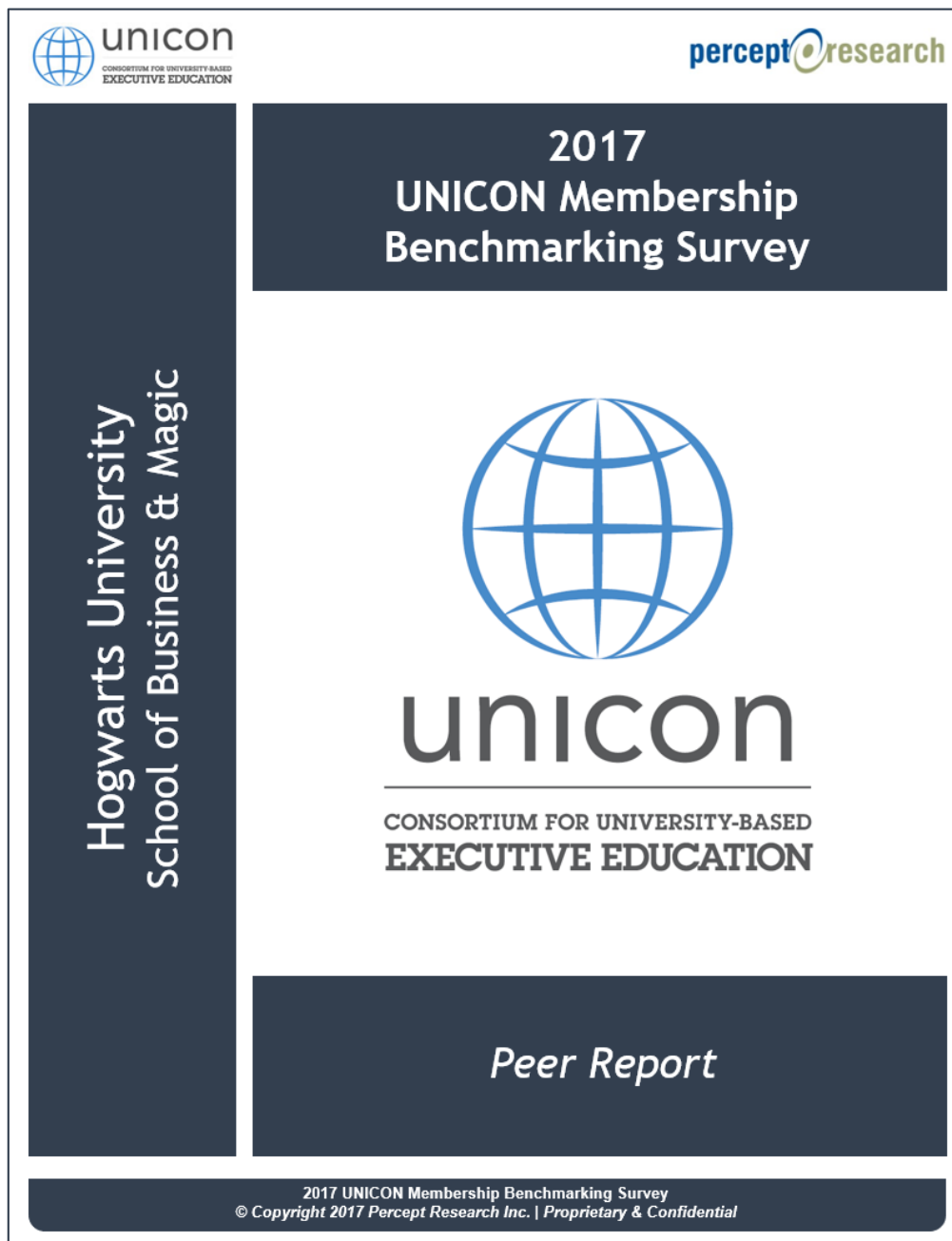
Peer Report Excerpts

Looking for more industry data?

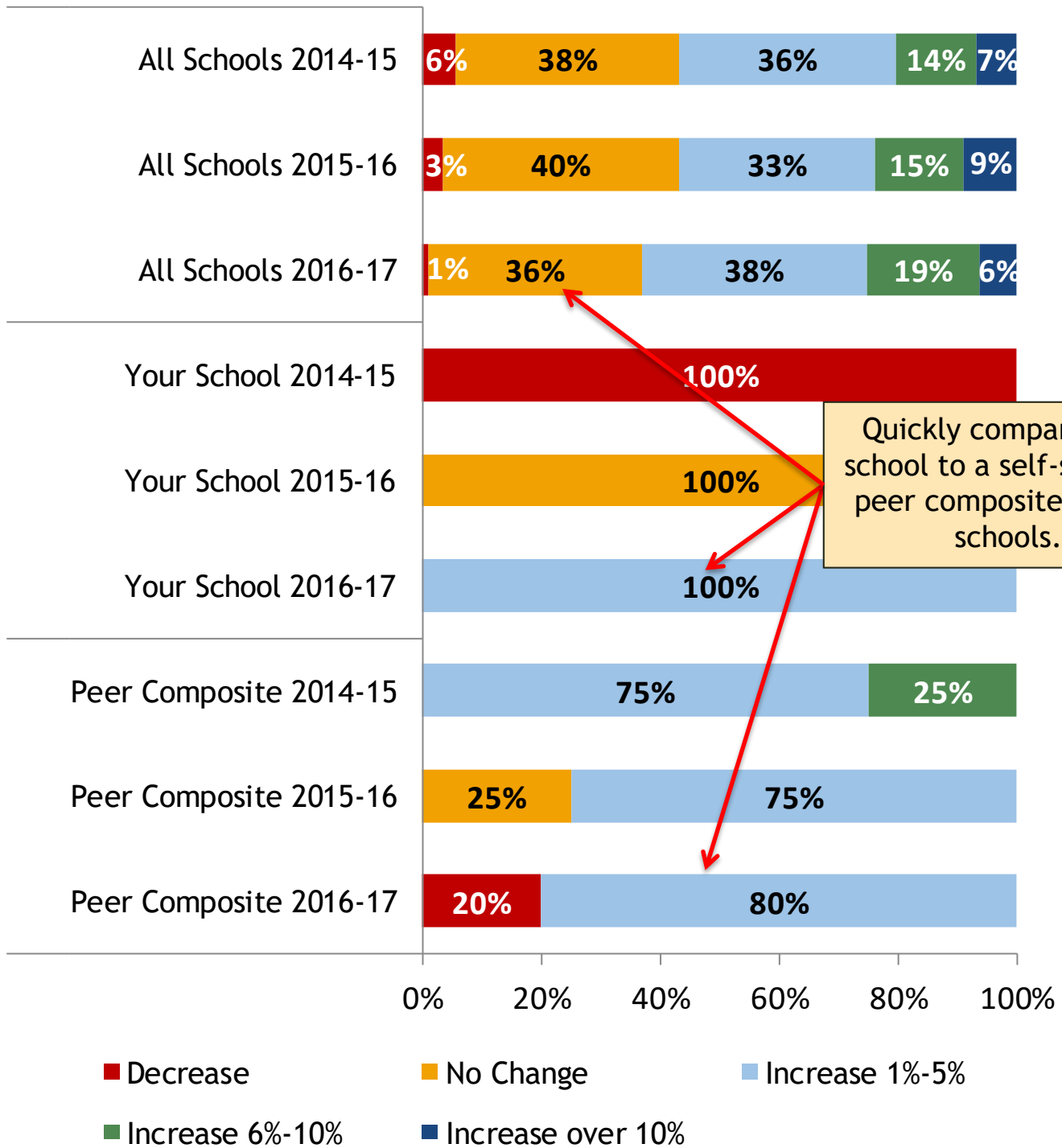
Your school can order a customized *Peer Benchmarking Report* to gain additional industry insights. This enhanced version of the *Aggregate Report* additionally displays your school data along with a customized composite of self-selected peer schools for benchmarking.

The following pages are example excerpts of the *Peer Benchmarking Report* which can be purchased directly from Percept Research. Click this link to order:

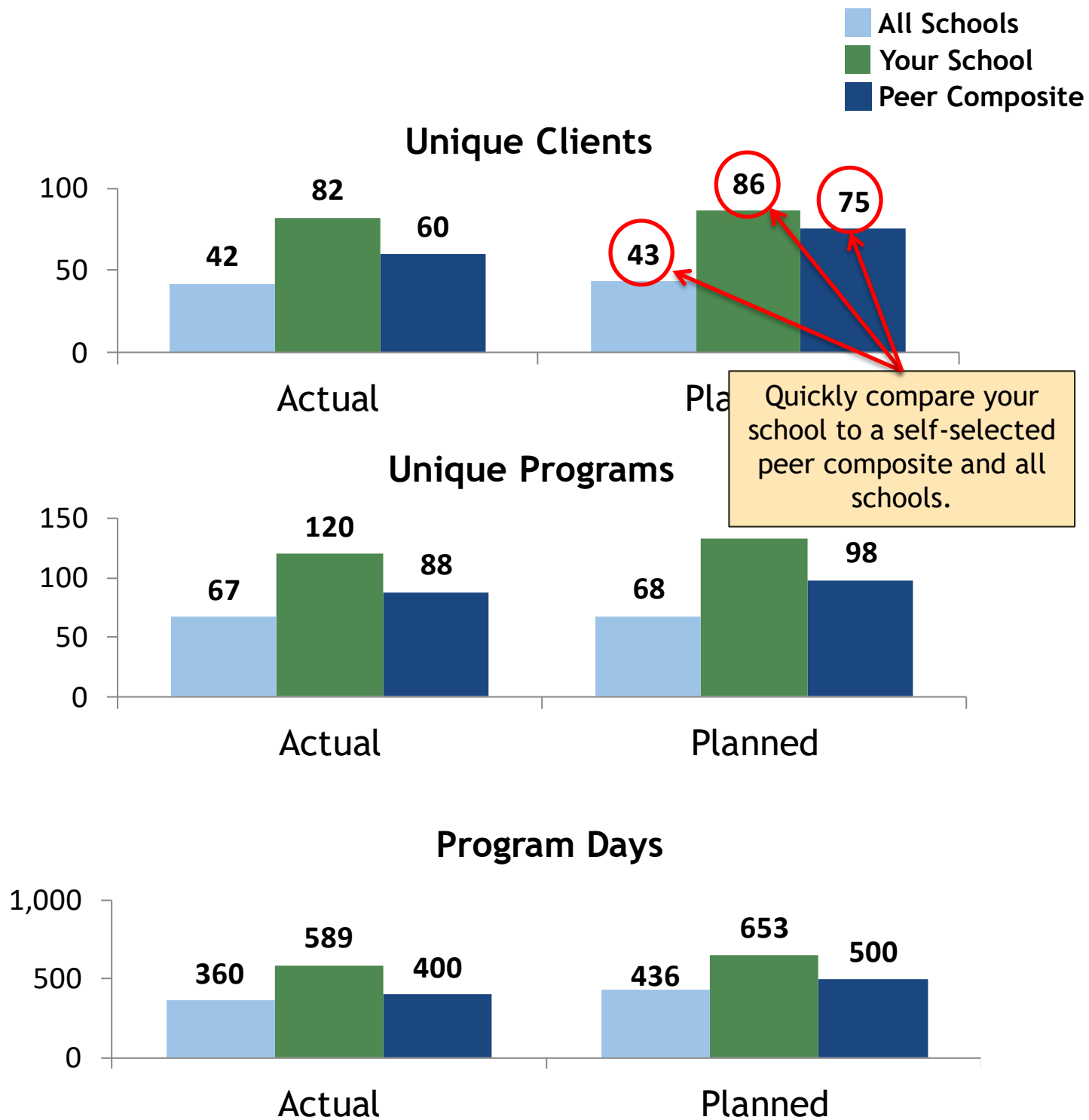
[Peer Benchmarking Report Registration Form](#)



P2B1: How much did your average pricing change in 2016-17 for Open Enrollment programs compared to 2015-16?



P3A1: Please indicate the number of UNIQUE CLIENTS, UNIQUE PROGRAMS and PROGRAM DAYS delivered and planned in the CUSTOM PROGRAMS portfolio at your school. 2016-17



Appendix E:

About Percept Research

TURN INSIGHT INTO ACTION

Our consultant team has decades of experience in every aspect of the delivery of graduate management degree and non-degree programs, using data-driven, collaborative approaches to assess your challenges and devise the most effective and efficient strategies. The administrative and faculty experience of our consultant team can be leveraged to advocate for change so you can create buy-in and unify your colleagues around those strategies. Contact us to learn how your school can stay ahead and grow through stakeholder-centered innovation.



Marketing Communications and Consulting

<http://bschoolresear.ch/consulting>

- Influential Testimonial Development
- Information Sessions Optimization
- Lead Nurturing
- Marketing Communications (messaging)
- Media Rankings Management
- Referral Programs Development
- Social Media Strategy



Custom Market Research

<http://bschoolresear.ch/customresearch>

- Admissions Funnel Assessment
- Brand Positioning Assessment (Image & Awareness)
- Competitive Secondary Analysis
- Focus Groups (Internal & External)
- Identity & Naming Assessment
- In-Depth Interviews
- Product Expansion Feasibility (Attitude & Usage)

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