

ACSD/CCCU HOUSING BENCHMARKING STUDY: AY 2020-2021

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ACSD



Association for Christians
in Student Development

ABOUT THIS BENCHMARKING REPORT

OBJECTIVE

The goal of this study was to benchmark housing at ACSD/CCCU institutions to provide useful data and aggregate trends regarding residence life/housing and student development more broadly. This report seeks to answer some key questions as well as provide information and context useful to practitioners.

Note: The idea for this study arose in 2019 and at the time there had not been an ACSD benchmarking report since 2014. As the study came together a great [ACSD report was published using data from 2019](#). This study reinforces some of those findings, but also poses different questions, including answering some of the follow up questions posed in the 2019 report.

DATA COLLECTION

Data was collected in three phases, primarily during the 2020-2021 academic year.

Phase one involved collecting data from [IPEDS](#) about each institution.

Phase two involved viewing and collecting data from institutions' websites.

Phase three involved 15-30min phone interviews with Directors of Residence Life, or similar positions able to give the relevant data (e.g., Dean of Students).

A NOTE ABOUT COVID AND THIS REPORT

COVID'S IMPACT ON THIS REPORT

The work of this report started in Fall of 2019. Prior to data collection starting in earnest, the COVID-19 Pandemic hit and so it is important to acknowledge its possible impact upon this study.

COVID caused uncertainty and financial stress for many institutions and caused some institutions to have to make decisions such as personnel changes or reducing housing capacity.

I attempted to collect data from res life professionals asking questions such as "what was your housing capacity pre-COVID," however, it should be noted COVID may have influenced data and responses.

SECONDARY OBJECTIVE

A secondary objective of this study that emerged as COVID emerged was to collect some data about how institutions responded to COVID. A summary of those secondary findings is presented at the end.

BENCHMARKING SAMPLE

- ▶ Domestic schools affiliated with the [Council for Christian Colleges & Universities \(CCCCU\)](#) that offer undergraduate education (i.e., not international affiliates or seminaries).
- ▶ At the time of data collection there were 135 such schools
 - ▶ Demographic data was collected on all 135
 - ▶ 84 of 135 participated in the interview phase of this study
 - ▶ 62.2% participation in interviews

BENCHMARKING QUESTIONS

- Institutional Demographics
- Use of titles for departments and positions
- Facility Comparison, Housing Capacity, and Residency Requirements*
- Size and Composition of Housing Staff
- RD Compensation*
- Level of RD Education*

*Answers Follow Up Question from 2019 ACSD Housing Benchmarking Study

INSTITUTIONAL DEMOGRAPHICS

- Data collected from [NCES IPEDS](#)
- Data from '18-'19 Academic Year- Most recent data available at time of collection
- Institutional demographics data is Pre-COVID

INSTITUTIONAL DEMOGRAPHICS- LOCATION

- There are CCCU institutions in 32 of 50 states
- For both the list and map of current CCCU institutions [click here](#)
(note: list is all current CCCU institutions, not the exact ones in this study as membership may change over time and also includes seminaries and international affiliates)
- For more information about the CCCU, a map of which states have institutions, & how many are in each state, see the [CCCU About Page](#)
- Interview phase of data collection was representative of full membership and had at least one school represented from all 32 states with CCCU institutions

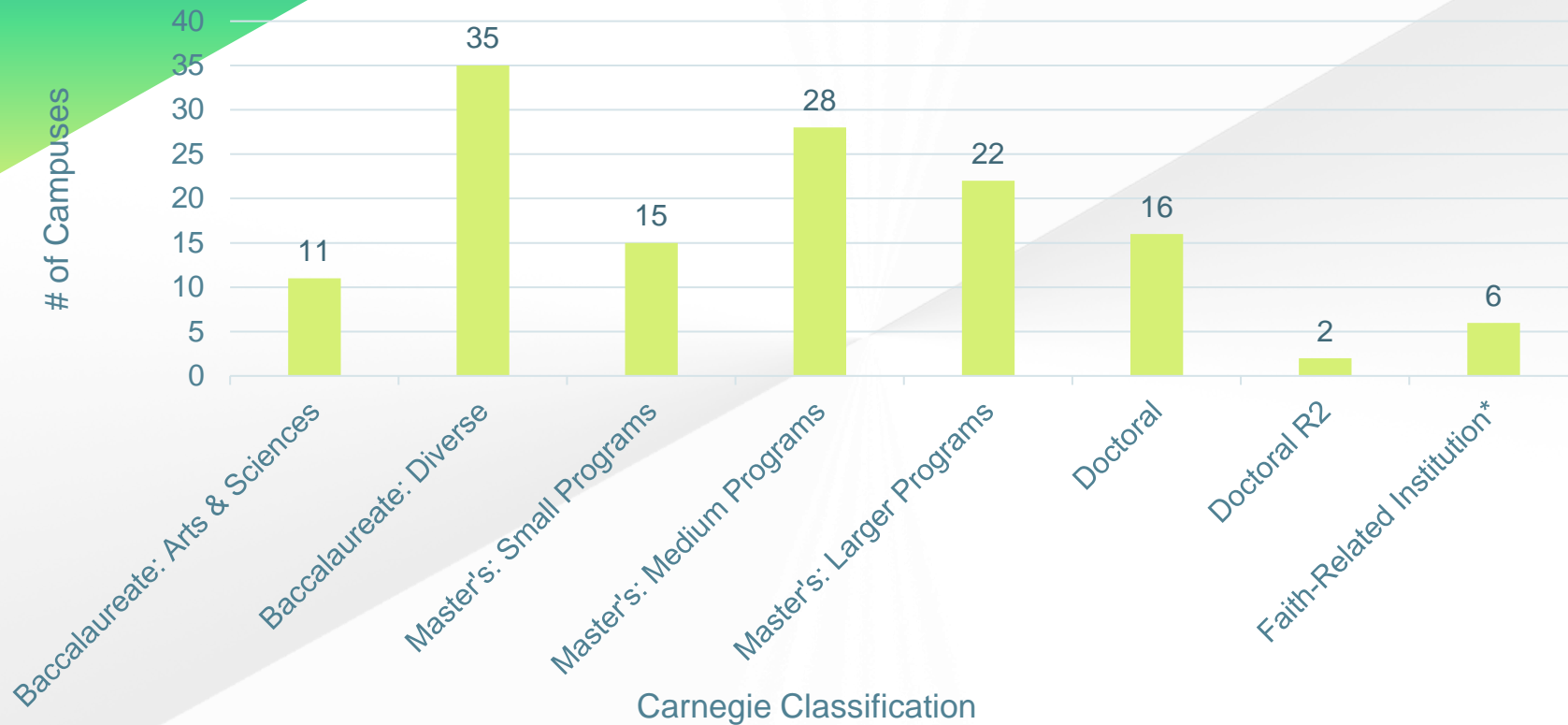
INSTITUTIONAL DEMOGRAPHICS- TOTAL ENROLLMENT

*All but 15 schools offer both undergraduate and graduate degrees



Data from NCES IPEDS Data for '18-'19 Academic Year- Most recent data available at time (*Pre-COVID)

INSTITUTIONAL DEMOGRAPHICS- CARNEGIE CLASSIFICATION

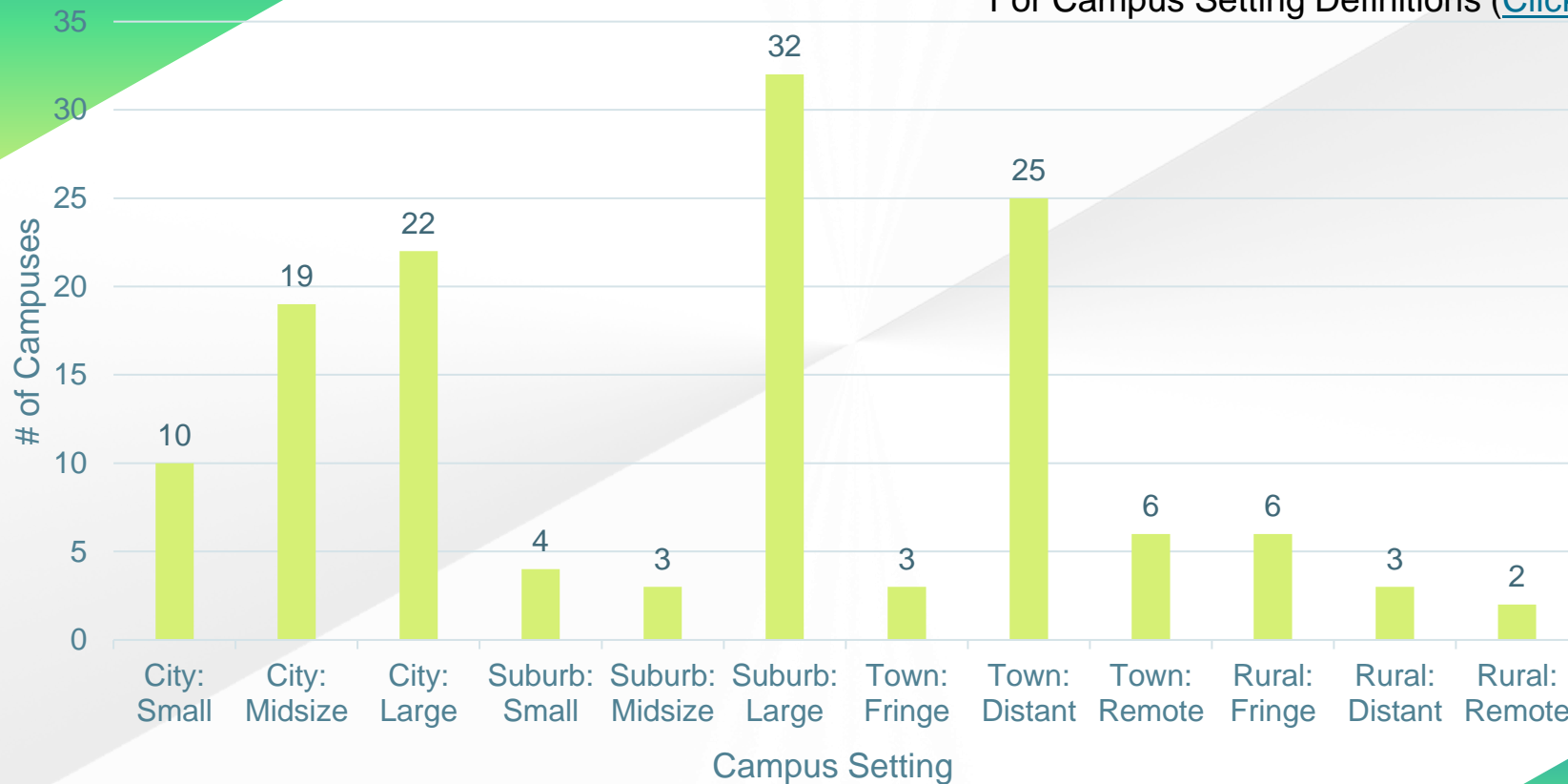


*Special Focus Carnegie Classification- schools that primarily offer religious degrees such as theology or ministry

Data from NCES IPEDS Data for '18-'19 Academic Year- Most recent data available at time (*Pre-COVID)

INSTITUTIONAL DEMOGRAPHICS- CAMPUS SETTING

For Campus Setting Definitions ([Click Here](#))



Data from NCES IPEDS Data for '18-'19 Academic Year- Most recent data available at time (*Pre-COVID)

INSTITUTIONAL DEMOGRAPHICS- RELIGIOUS AFFILIATION



Religious Affiliation (As Reported to IPEDS)

Other (2 or fewer schools):

American Baptist
Associate Reformed Presbyterian
Christian Reformed Church
Church of God (No Regional Affiliation)
Church of God, Anderson
Church of God, Cleveland
Churches of Christ in Christian Union
Communion of Reformed Evangelical Churches
Evangelical Covenant
Evangelical Free Church
Evangelical Lutheran Synod
Fellowship of Grace Brethren Churches
Friends
International Church of the Foursquare Gospel
International Pentecostal Holiness Church
Mennonite Brethren Church
Missionary Church
Presbyterian Church in America
Reformed Church in America
Reformed Presbyterian Church of North America
Seventh-day Adventist
United Brethren
Wisconsin Ev. Lutheran Synod

Note:

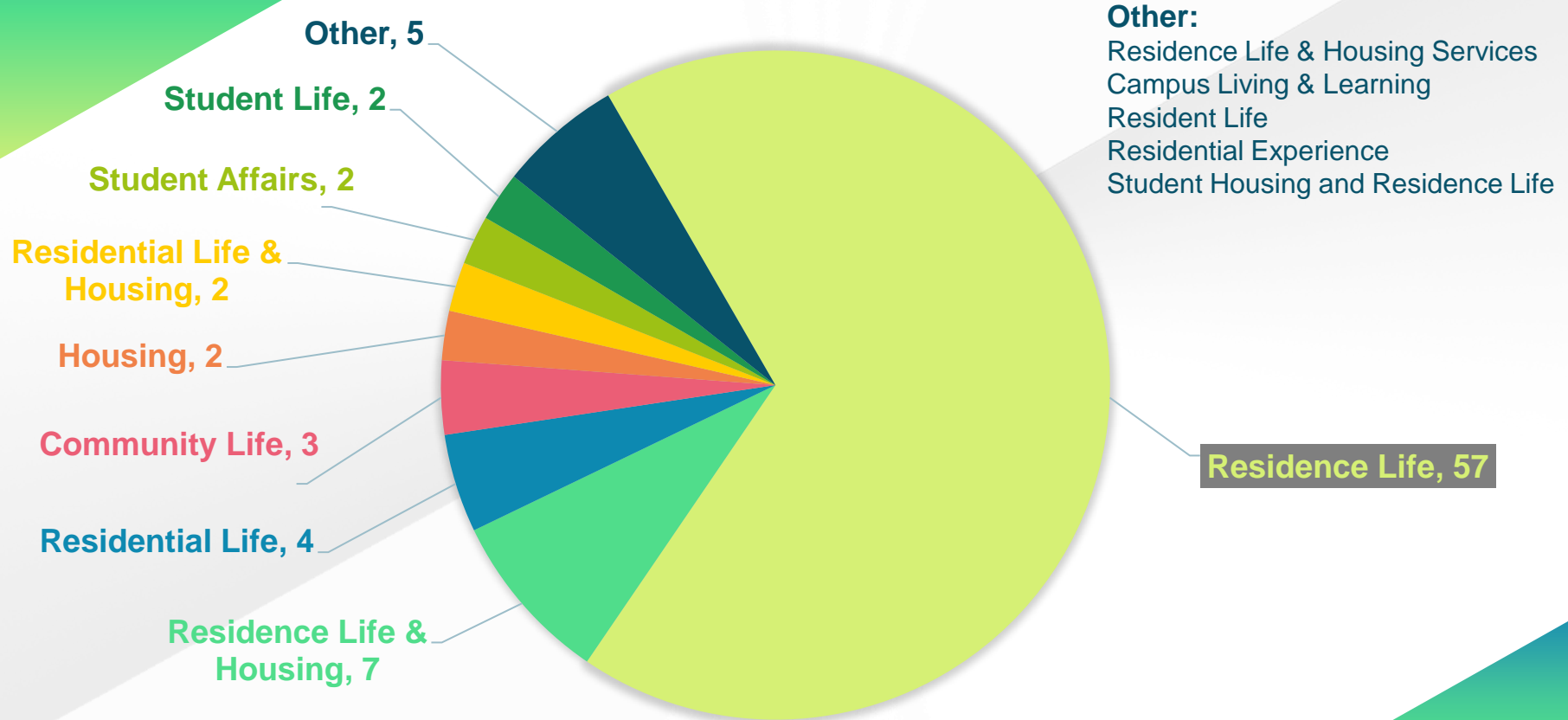
Affiliations are self-reported to IPEDS and no grouping of similar denominations was done

DATA BASED UPON INTERVIEWS

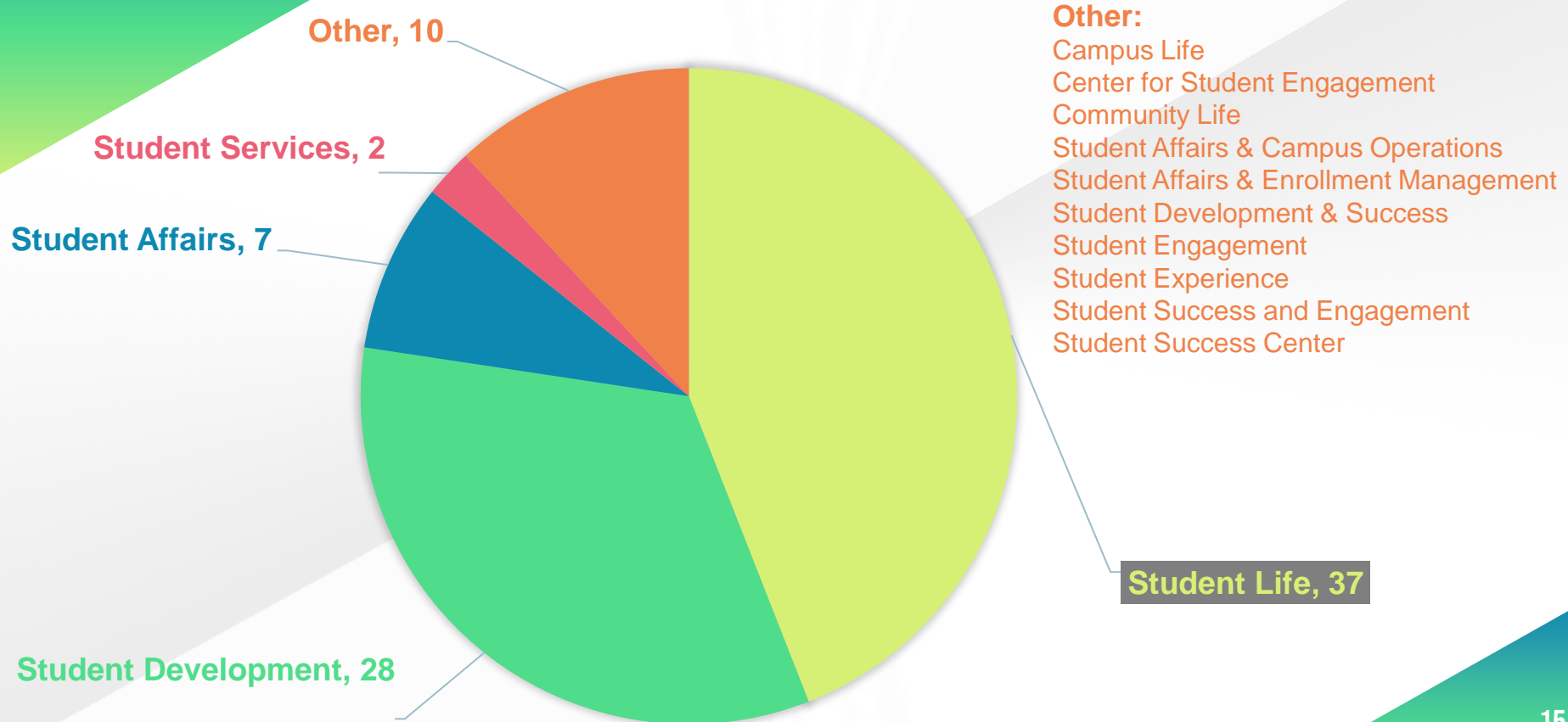
- Interviews with Directors of Residence Life or similar positions able to give the relevant data (e.g., Dean of Students or head RD)
- 84 of 135 CCCU institutions participated in the interview phase of this study
 - 62.2% participation in interviews
- Data self-reported

USE OF TITLES FOR DEPARTMENTS AND POSITIONS

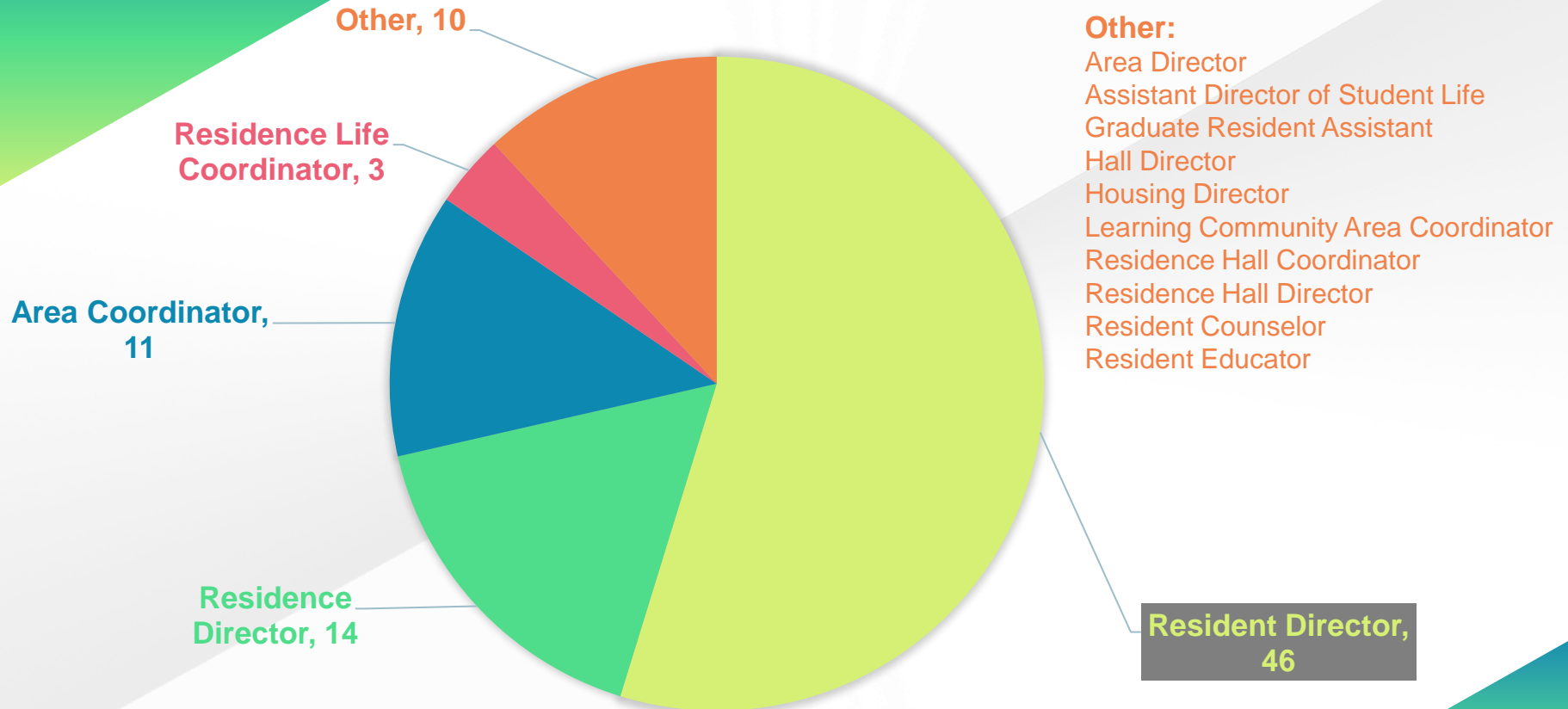
TITLE OF HOUSING OFFICE/DEPARTMENT



TITLE OF HOST DEPARTMENT/DIVISION

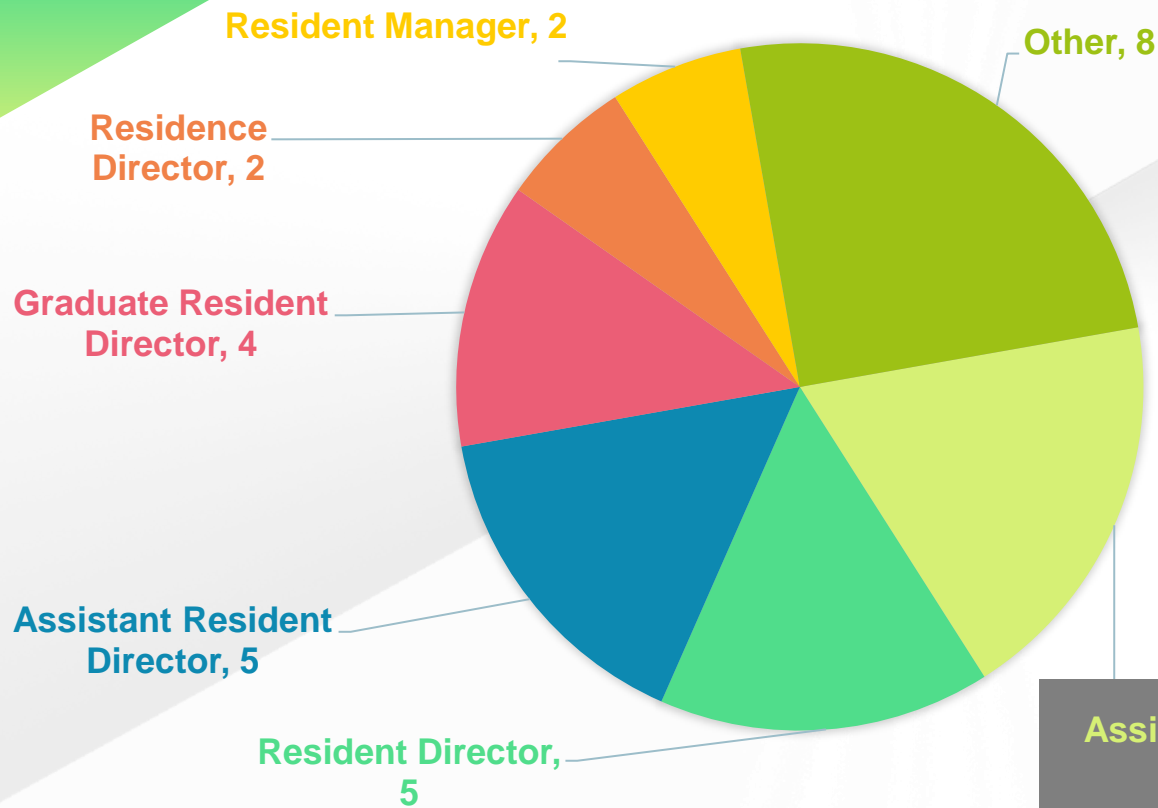


TITLE OF HIGHEST LEVEL OF LIVE-IN STAFF



*57 Schools only have one kind of live-in staff --- 27 Schools have multiple kinds^
^e.g., an area coordinator supervises several communities vs. a resident director only oversees one

OTHER/SECONDARY TITLES OF LIVE-IN STAFF



Other:

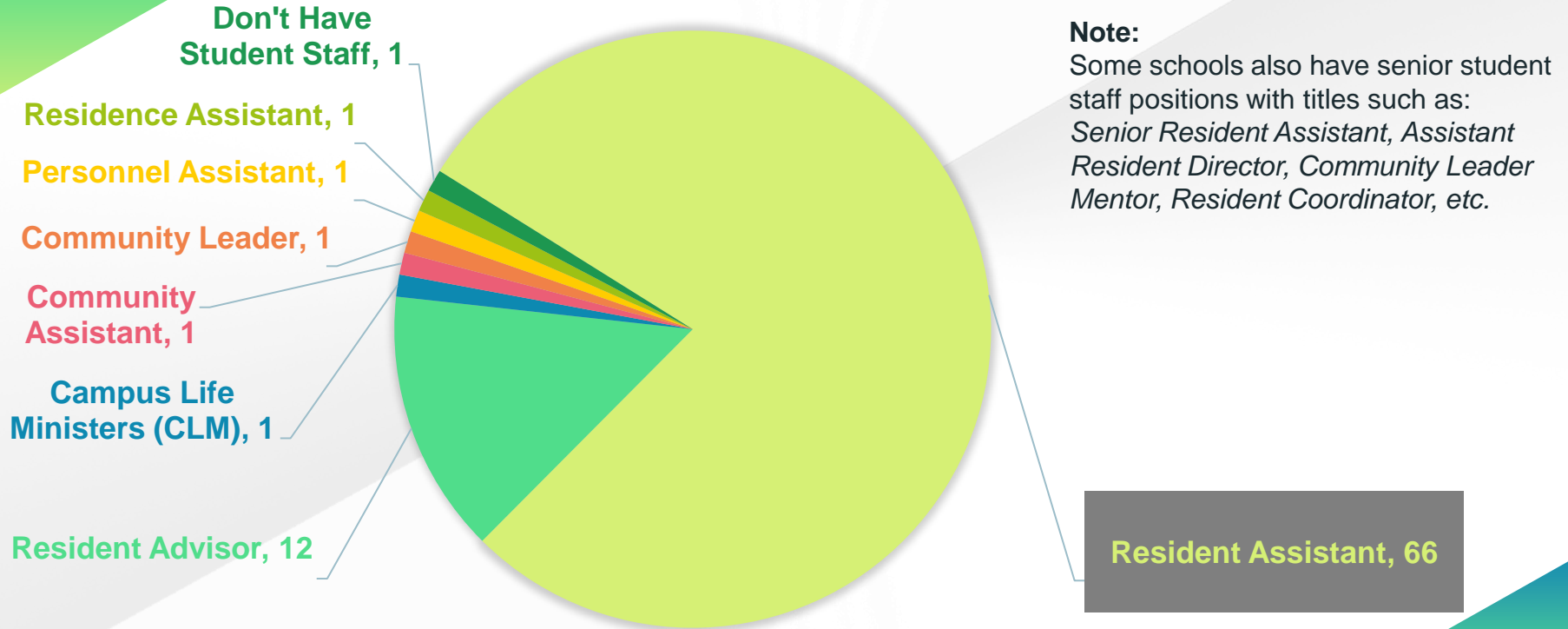
Assistant Area Coordinator
Assistant Hall Director
Assistant Residence Hall Director
Associate Resident Director
Graduate Assistant
Graduate Residence Advisor
Graduate Residence Director
Graduate Residence Hall Director

Notes:

- 27 Schools had multiple kinds of live-in staff
- Some schools had different titles based upon level of responsibility
- Other reasons for secondary titles included: *graduate staff; undergraduate staff (with primary building supervision); or to denote between positions requiring a master's degree versus those that do not*

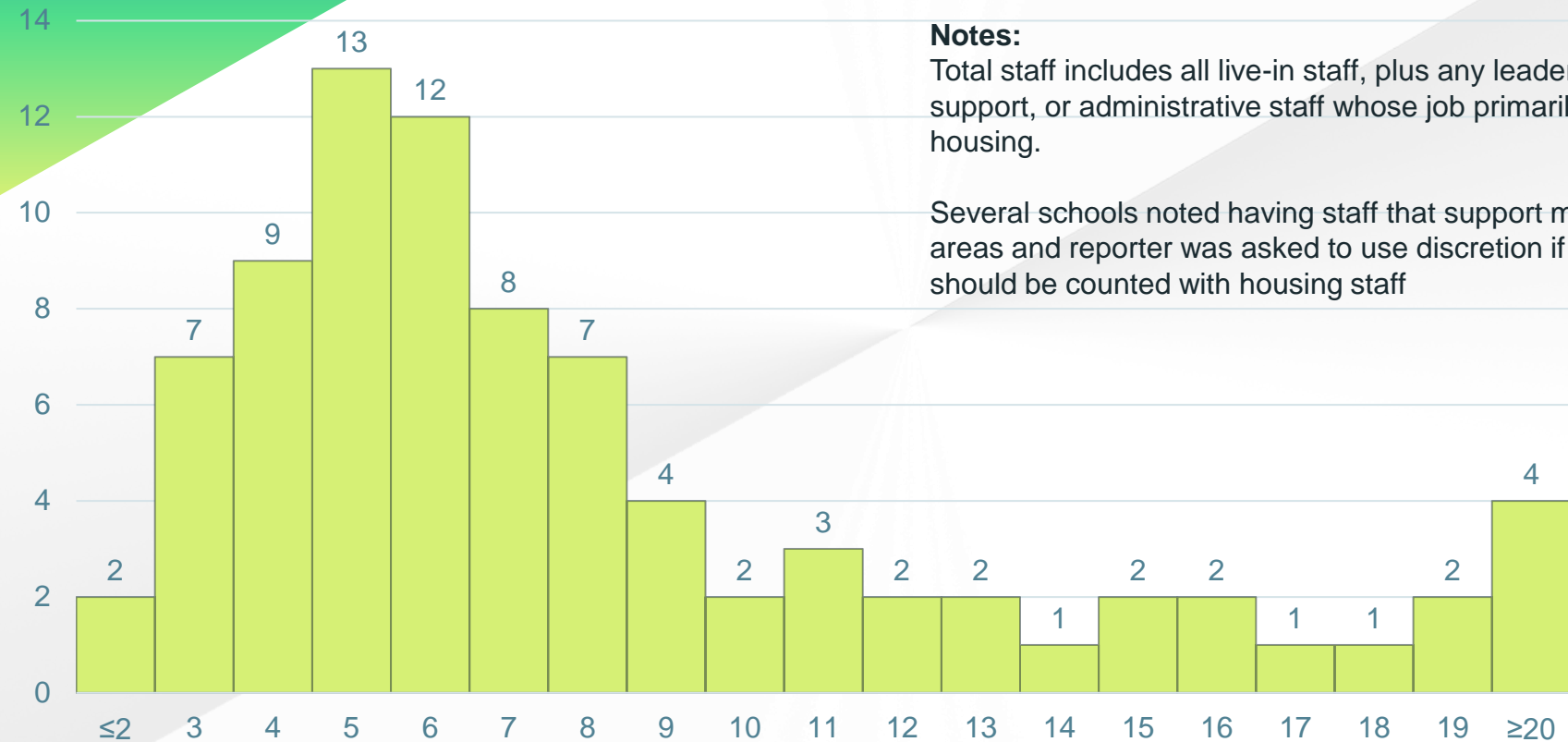
Assistant Residence
Director, 6

PRIMARY TITLE OF LIVE-IN STUDENT STAFF



SIZE & COMPOSITION OF HOUSING STAFF

SIZE OF HOUSING STAFF- TOTAL



Notes:

Total staff includes all live-in staff, plus any leadership, support, or administrative staff whose job primarily relates to housing.

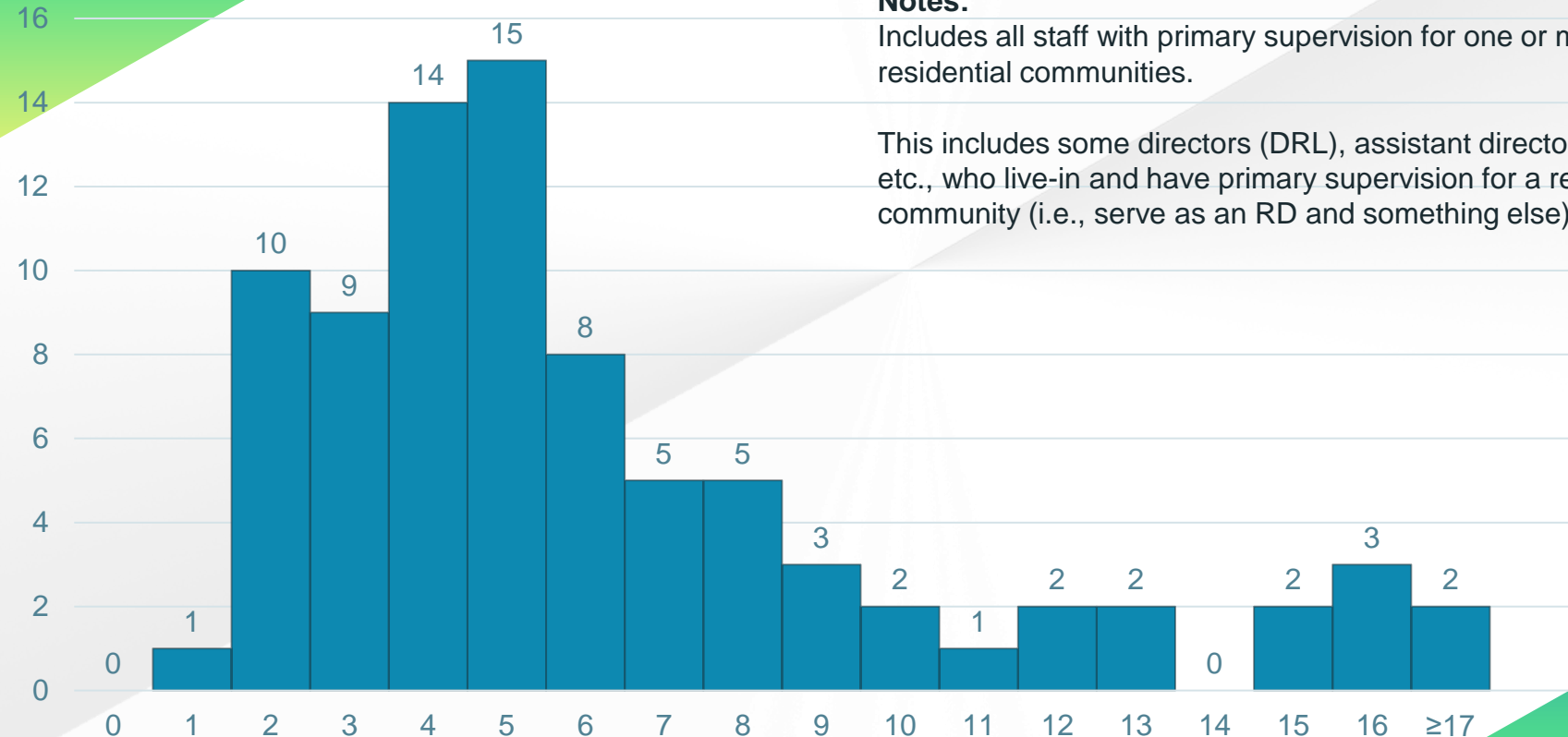
Several schools noted having staff that support multiple areas and reporter was asked to use discretion if such staff should be counted with housing staff

SIZE OF HOUSING STAFF- # OF RD'S

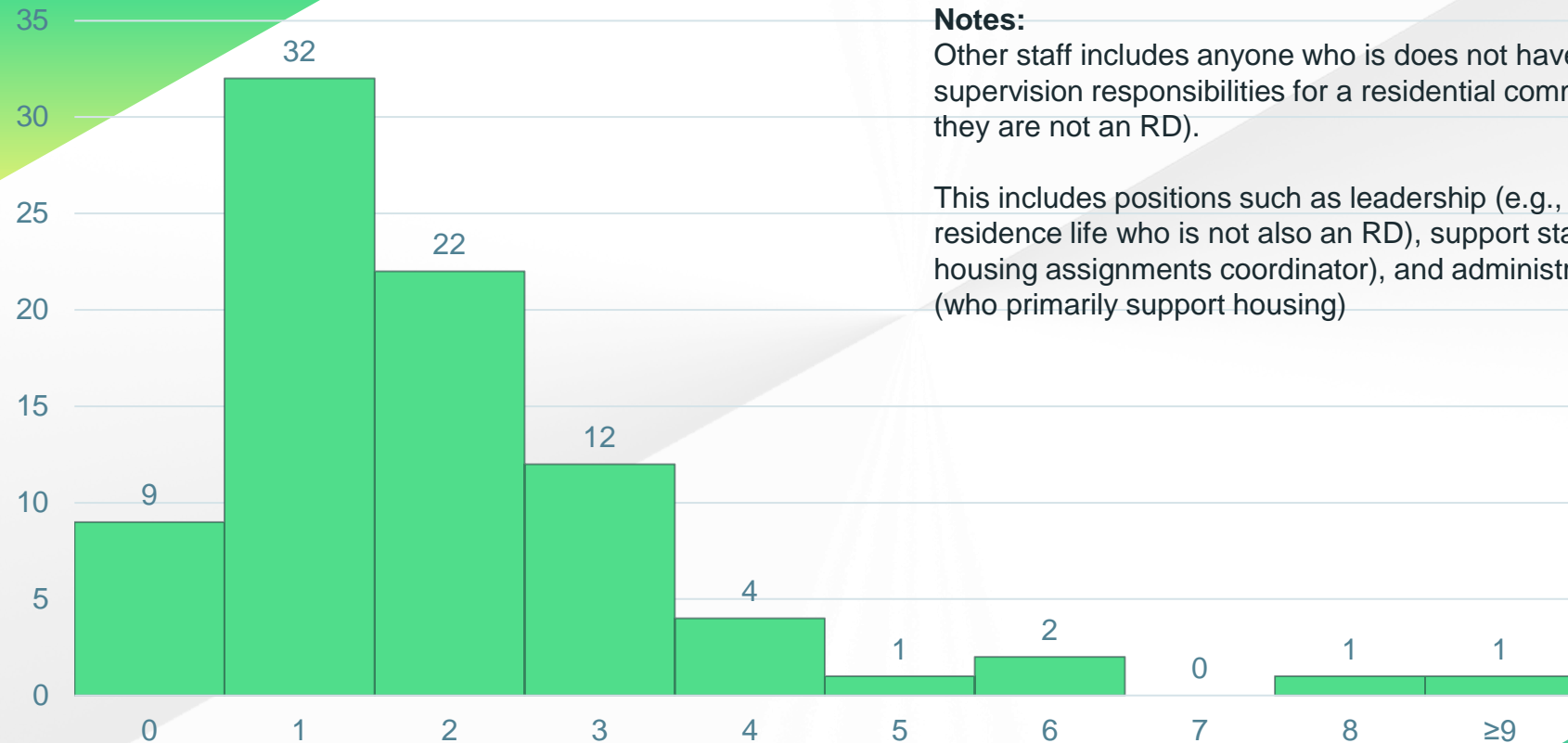
Notes:

Includes all staff with primary supervision for one or more residential communities.

This includes some directors (DRL), assistant directors (ADRL), etc., who live-in and have primary supervision for a residential community (i.e., serve as an RD and something else).



SIZE OF HOUSING STAFF- OTHER STAFF (NOT RD'S)



Notes:

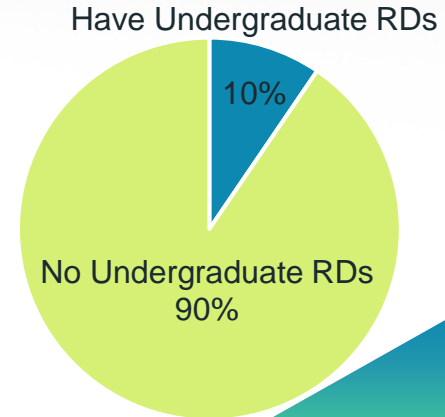
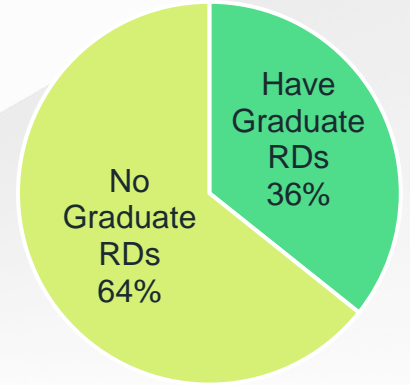
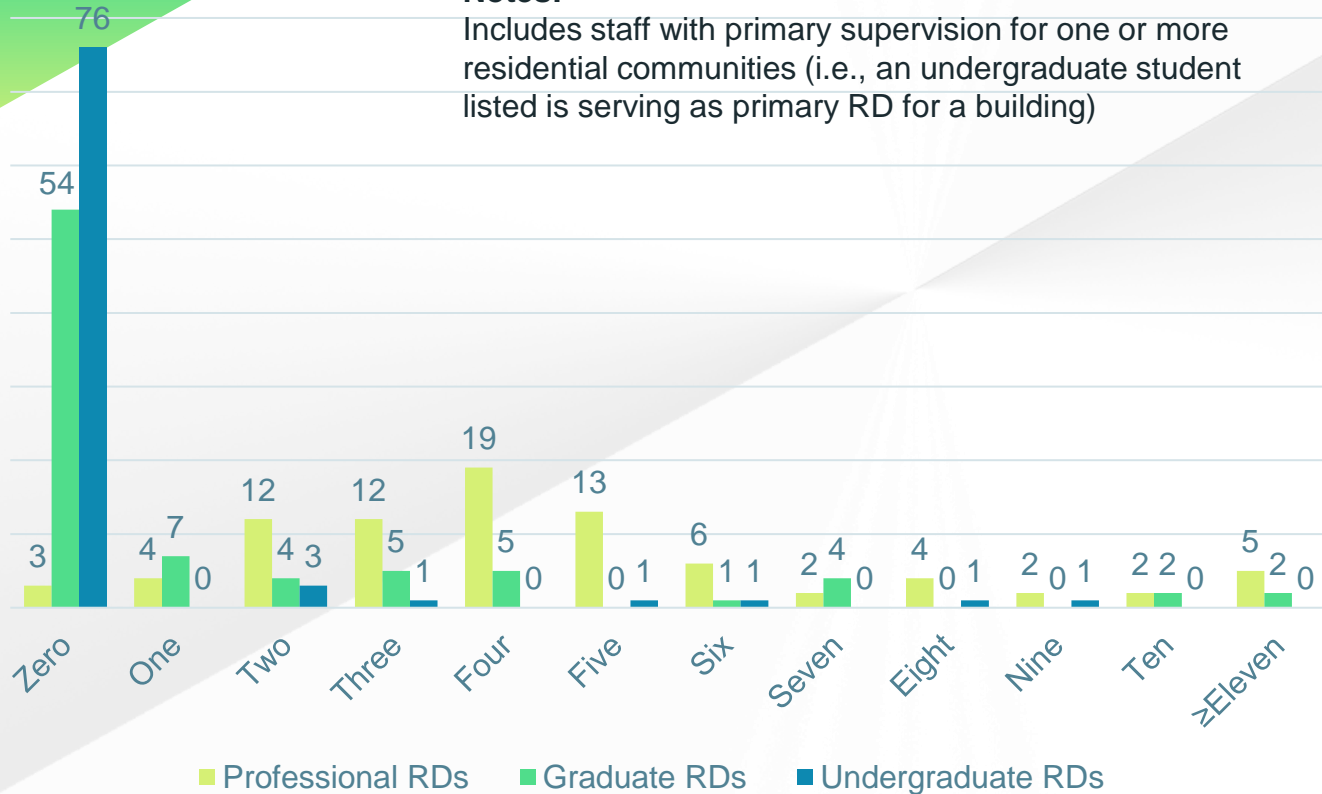
Other staff includes anyone who does not have primary supervision responsibilities for a residential community (i.e., they are not an RD).

This includes positions such as leadership (e.g., director of residence life who is not also an RD), support staff (e.g., housing assignments coordinator), and administrative staff (who primarily support housing)

LIVE-IN STAFF- CLASSIFICATION BREAKDOWN

Notes:

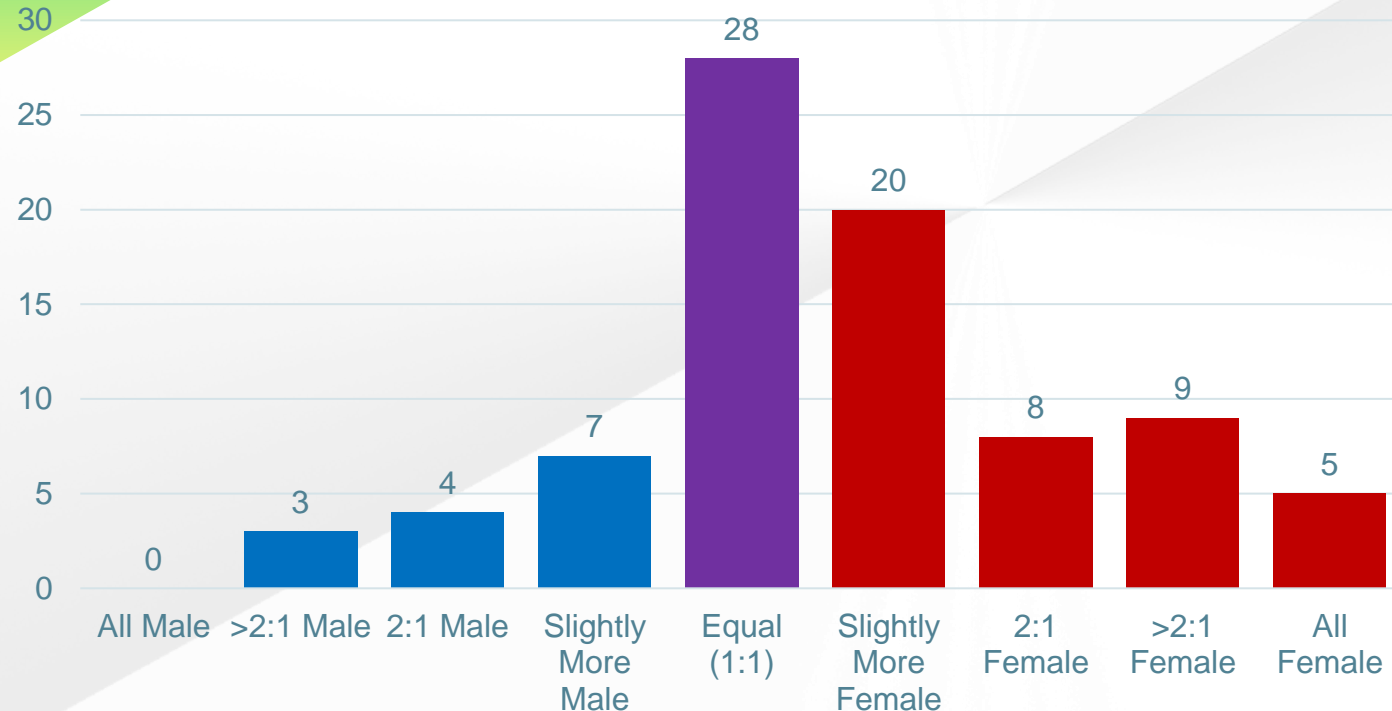
Includes staff with primary supervision for one or more residential communities (i.e., an undergraduate student listed is serving as primary RD for a building)



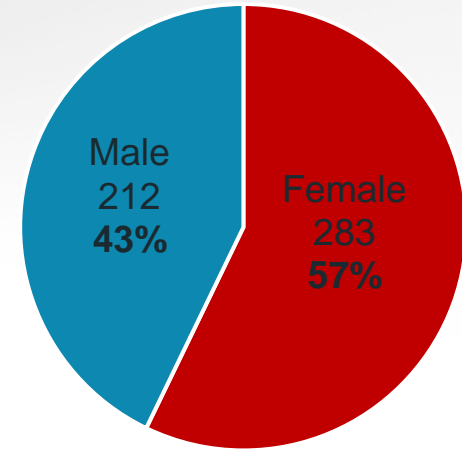
GENDER BREAKDOWN OF RD STAFFS

Note:

Some RD positions are gender-specific, others are not (i.e., supervision of co-ed buildings). Numbers reflect gender breakdown of RD staffs at the time of data collection.

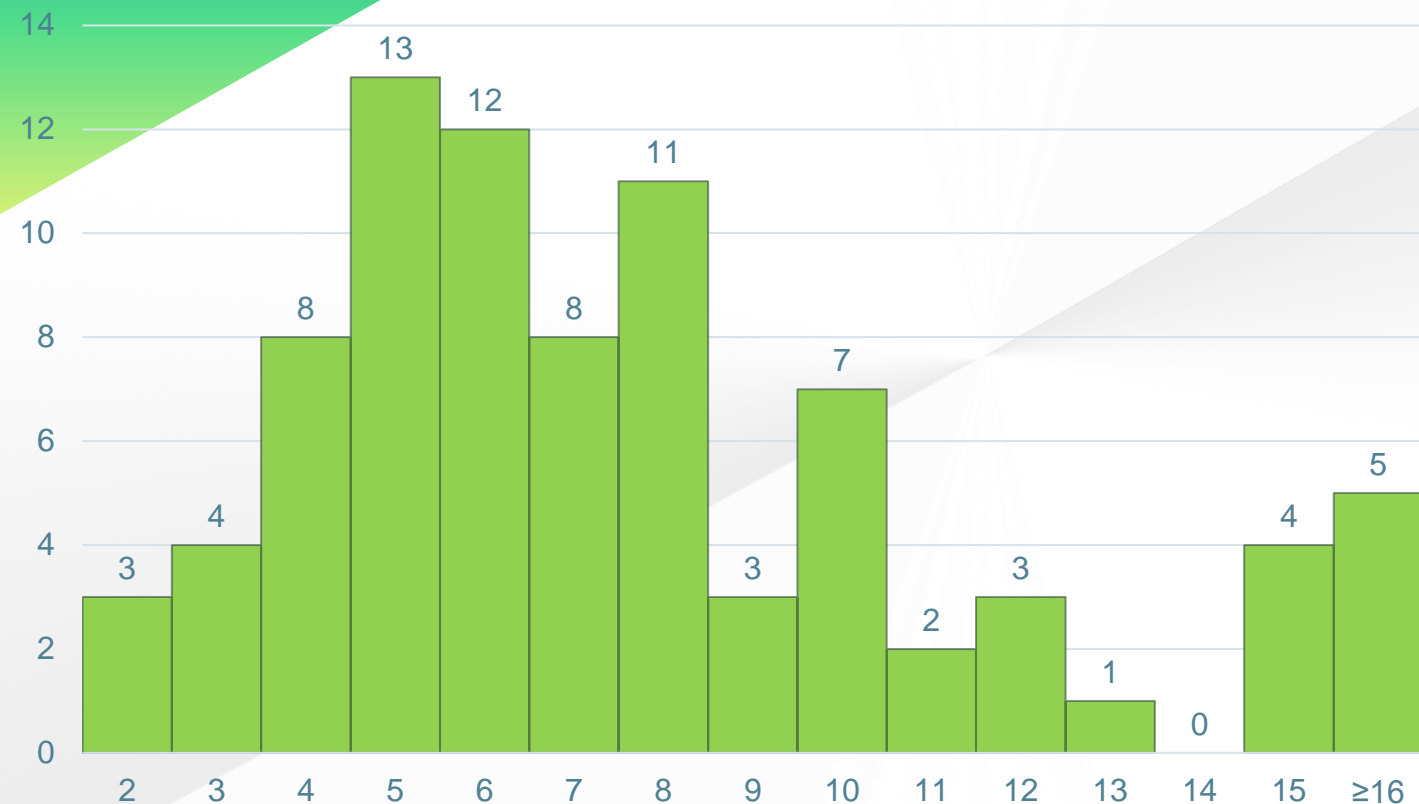


Overall RD Gender Breakdown



FACILITIES COMPARISON, HOUSING CAPACITY, AND RESIDENCY REQUIREMENTS

NUMBER OF RESIDENCE FACILITIES



Notes:

- Facility sizes vary widely.
- Question asked for the number of residence facilities, but given varying circumstances, reporters used their discretion to group or divide facilities into communities as they felt appropriate (e.g., splitting a very large building that has multiple RDs, or grouping a cluster of small buildings overseen by one RD).
- Question asked only for buildings used for undergraduate housing (i.e., some campuses own housing for other purposes such as graduate/family housing or rental income).
- Some campuses have one RD per “community” others have one RD oversee multiple communities.

TRADITIONAL VS APARTMENT FACILITIES

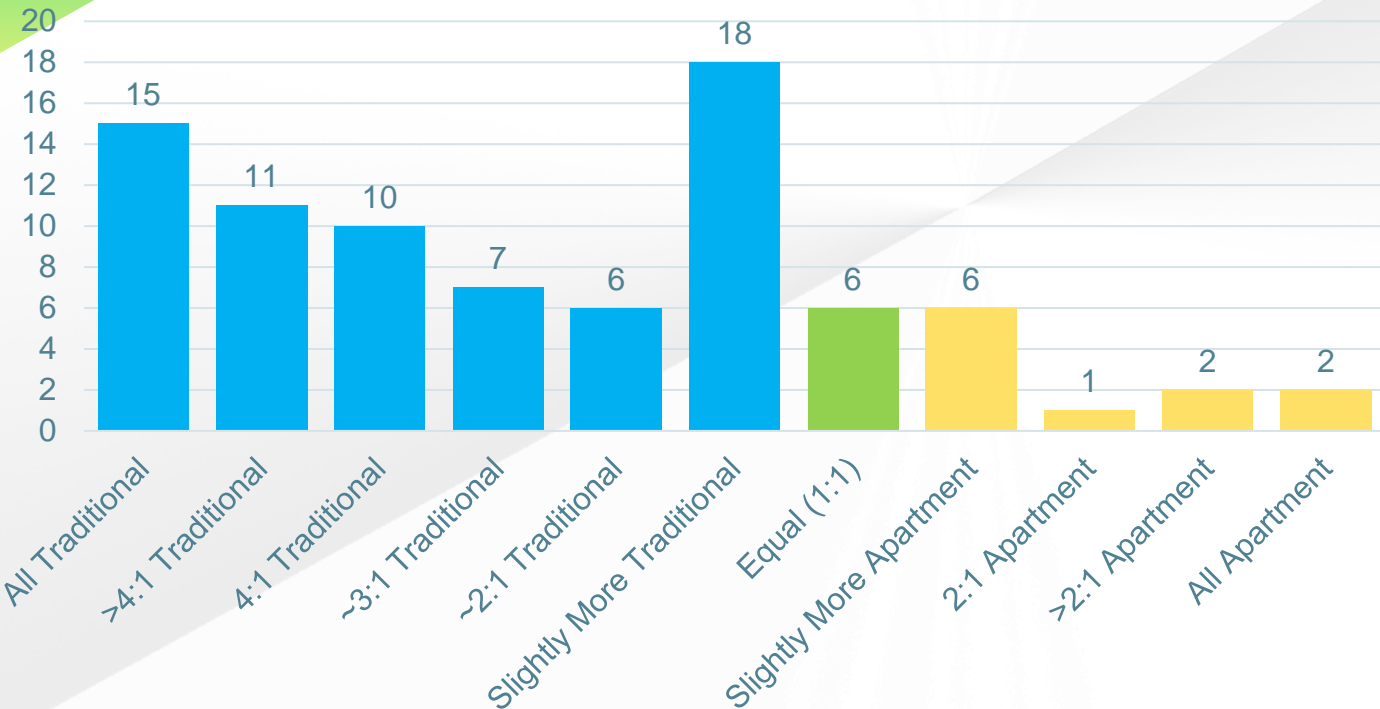
Note:

Traditional= community with traditional rooms or suite style rooms, no private kitchens

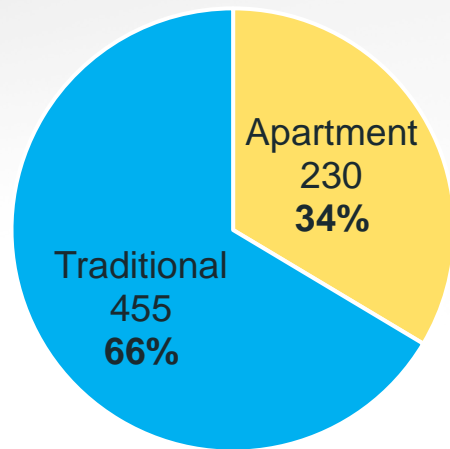
Apartment= independent living with private bathroom and kitchen for each unit/cluster

*Some facilities offer both styles, they were counted as the kind they offer most of

*Apartment style includes townhomes, but each “neighborhood” of homes was counted as one “apartment building”

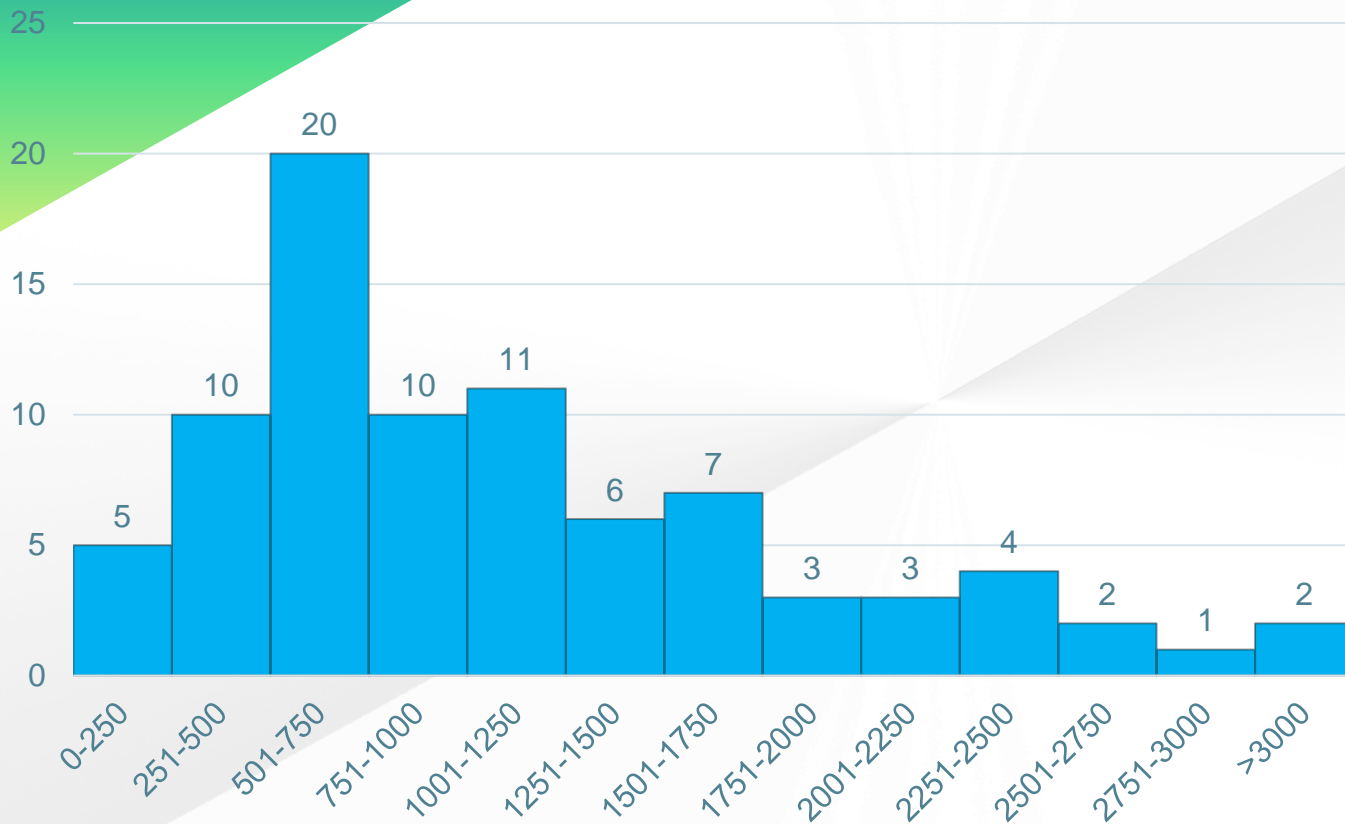


Overall Traditional vs. Apartment Breakdown



*# of Buildings, Not Bed Capacity

HOUSING CAPACITY (NUMBER OF BEDS)



Descriptive Statistics:

Mean= 1165

Min= 214

25th Percentile= 579

50th Percentile= 953

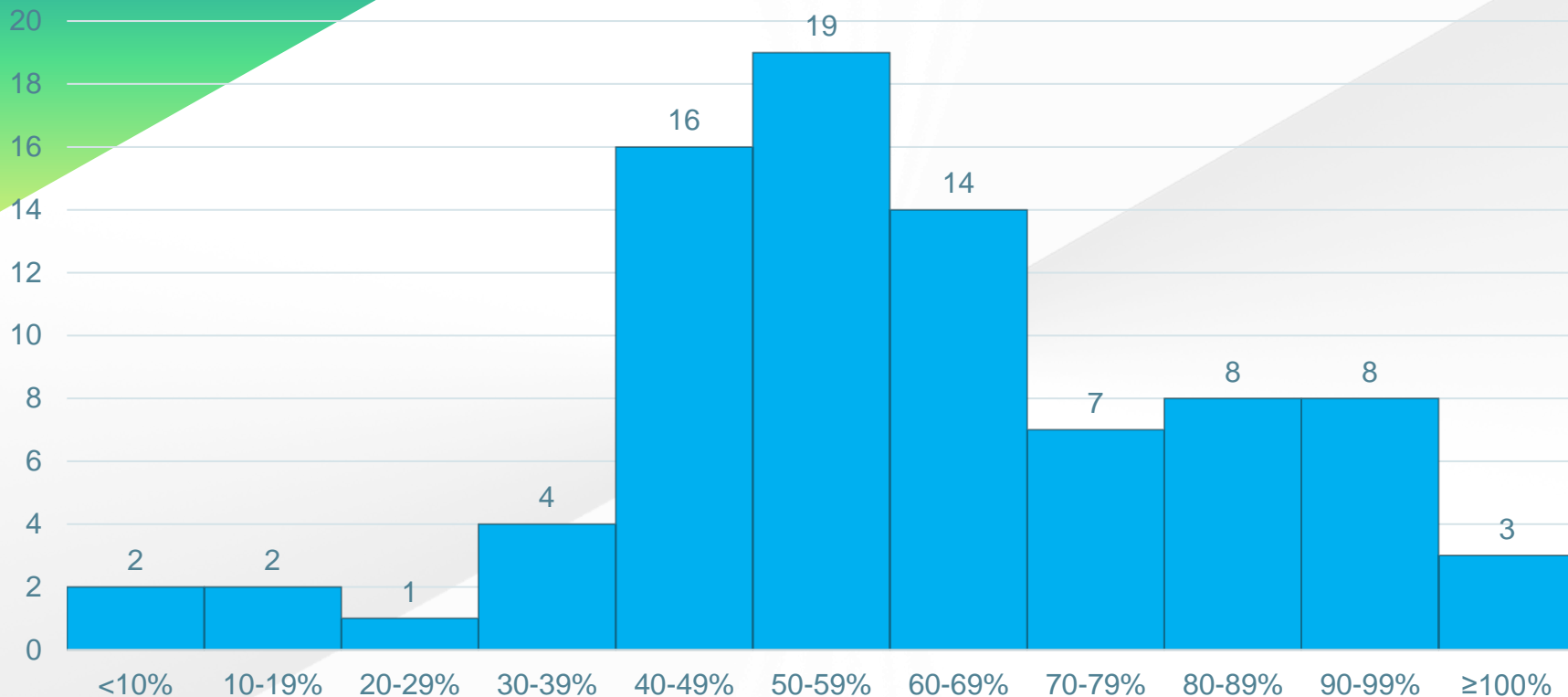
75th Percentile= 1540

Max= 3600

Notes:

- Baylor is included in graph but removed from descriptive statistics because it is a significant outlier (~5200 capacity).
- Pre-COVID capacity
- Undergraduate housing (i.e., not married housing, graduate housing, or rental properties)
- Represents “regular” capacity, not stretch/over capacity (e.g., when normal doubles are temporarily made to triples, etc.)

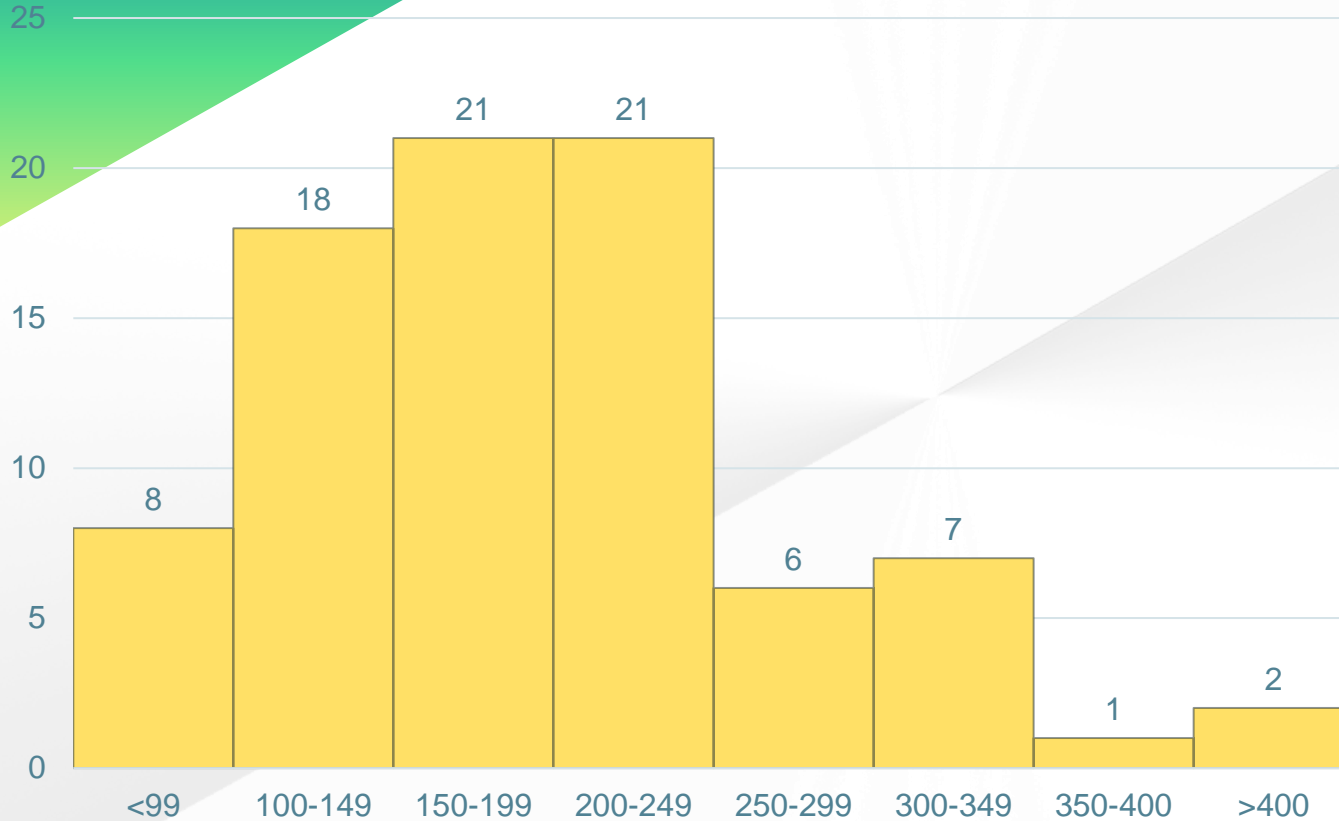
HOUSING CAPACITY AS % OF UNDERGRADUATE ENROLLMENT



Notes:

- Calculated by dividing housing capacity by undergraduate enrollment (as reported to IPEDS)
- Undergraduate enrollment reported to IPEDS may include online students grouped in with residential students
- Some schools have more beds than enrollment, thus >100%

AVERAGE NUMBER OF RESIDENTS PER RD



Descriptive Statistics

Mean= 195

Min= 61

25th Percentile= 137

50th Percentile= 183

75th Percentile= 240

Max= 567

Note:

Calculated by dividing total housing capacity by number of RDs

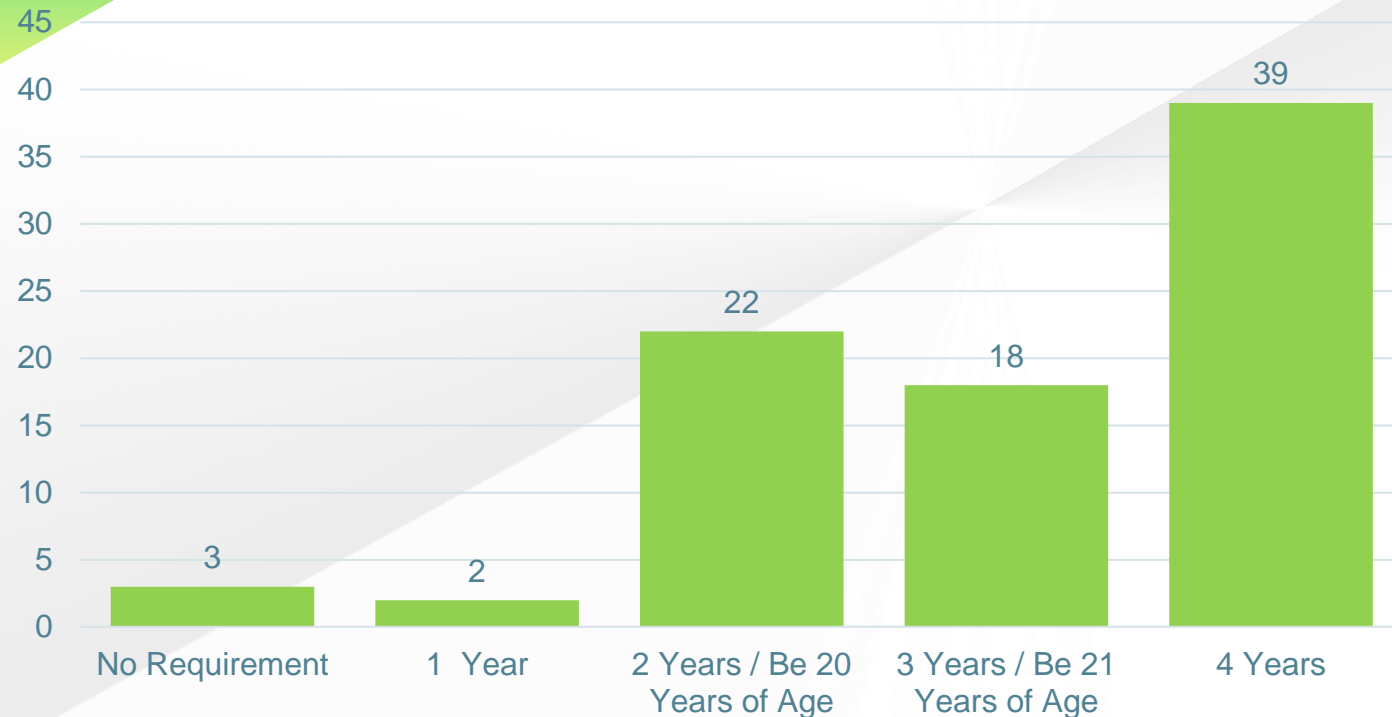
STUDENT RESIDENCY REQUIREMENT

Note:

Most common was for schools to have a residency requirement in number of years.

If requirements were based on # of semesters, then for purposes here 2 semesters= 1 year.

If requirements were based on the students age at the start of the year, then based upon the ages of a “traditionally aged student” (18-22) for purposes here “must be 20”= 2 years and “must be 21”= 3 years.



Exceptions:

Many schools offer exceptions to requirements.

Very Common Exceptions:

- 22 years of age or older
- Married
- Home address close to campus (i.e., local/commuter student)

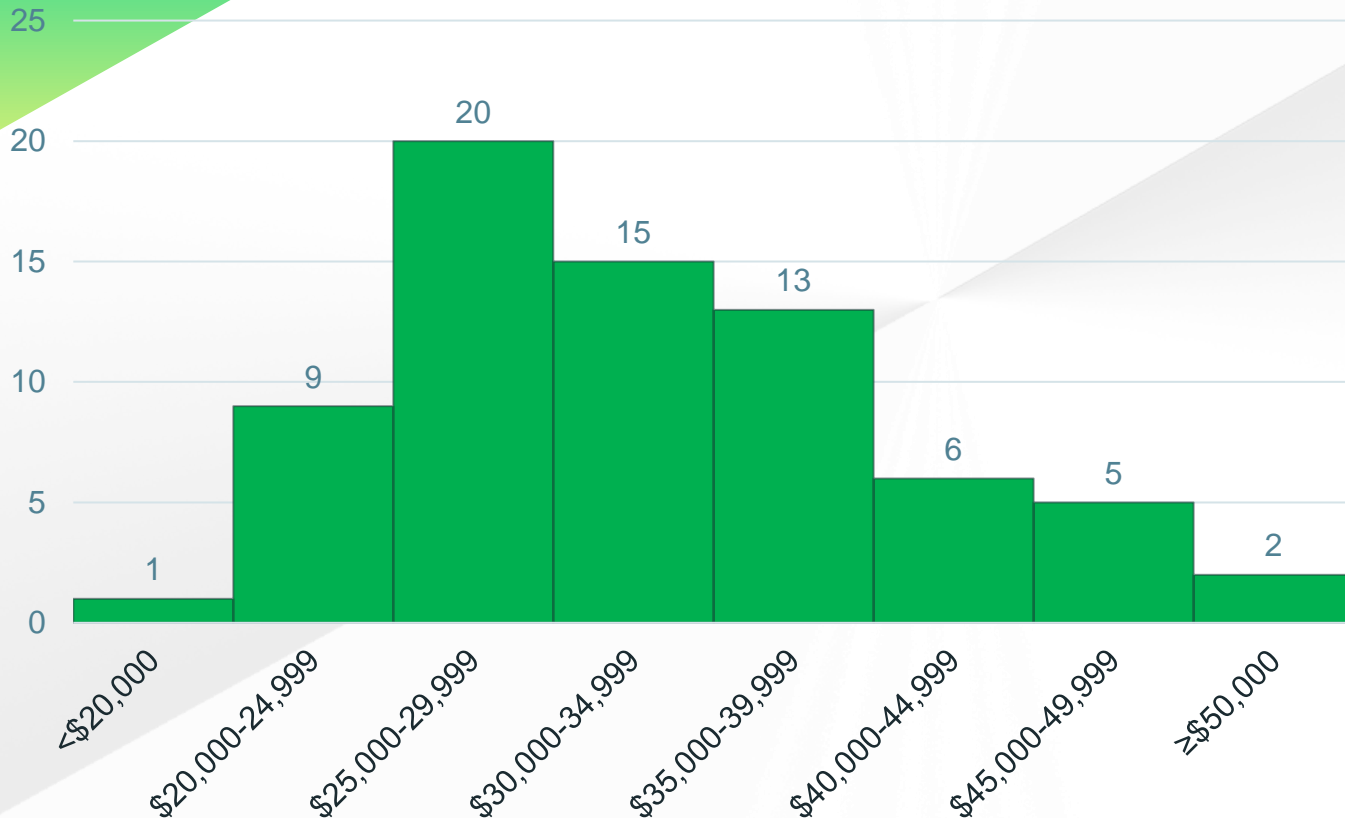
Other Exceptions:

- Financial aid or scholarship status requirements (i.e., required to live-on if...)
- Option to petition to live off-campus after certain number of years or semesters
- Graduating seniors can petition to live off-campus for last year

RD COMPENSATION AND LEVEL OF EDUCATION

RD STARTING SALARY-UNADJUSTED

**Data from '20-'21 school year and is NOT adjusted for length of contract (i.e., 12-month vs. 10-month vs. other) [see next slide for adjusted salary]*



Descriptive Statistics

Mean= \$32,400

25th Percentile= \$27,000

50th Percentile= \$30,500

75th Percentile= \$35,500

Notes:

- Starting salary, some schools offer more for greater experience or responsibility (e.g., for area coordinator position)
- Not all schools were willing to share salary data
- In 2017, California enacted labor laws that gradually raised the minimum wage to \$15/hr and the threshold for exempt staff (no overtime requirement) to ~\$60,000/yr for a 12-month contract by 2022. This affected CA schools in the data.

RD STARTING SALARY-ADJUSTED**

**Data from '20-'21 school year and IS adjusted for length of contract (i.e., salary calculated as if 12-month) [see past slide for unadjusted salary]*

***This is speculative, schools may not pay same rate if contract was longer (especially since the extra months are summer months)*



Descriptive Statistics

Mean= \$36,000

25th Percentile= \$29,500

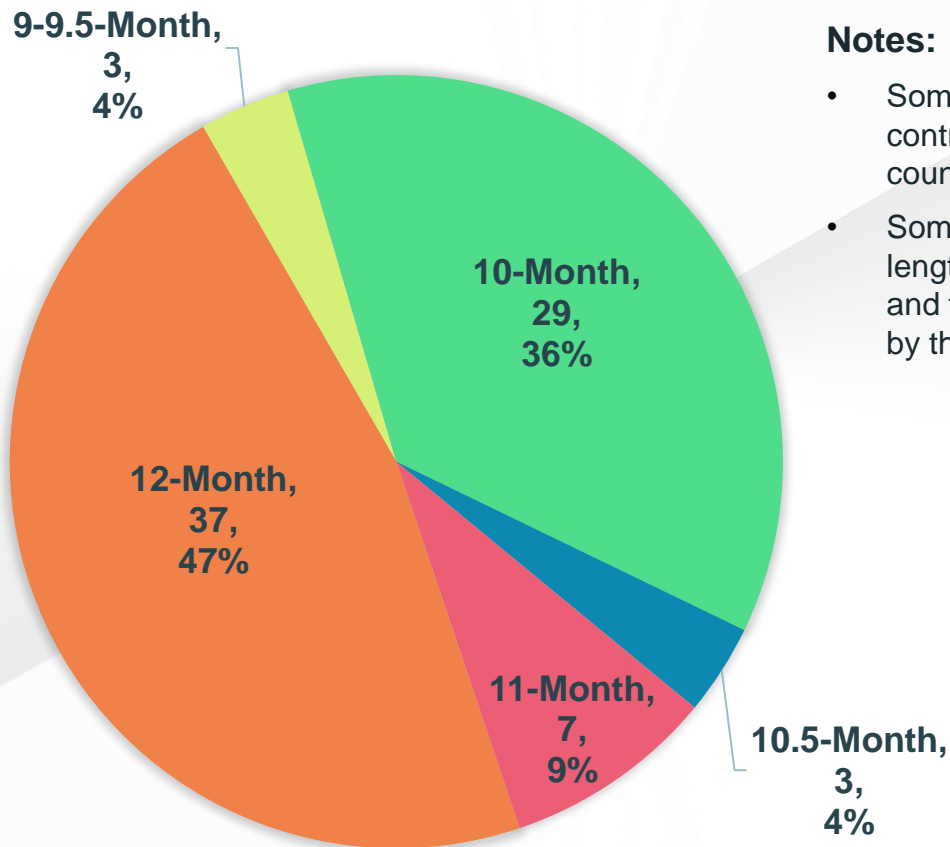
50th Percentile= \$35,500

75th Percentile= \$39,000

Notes:

- Contracts less than 12 months were calculated as if rate was the same over the extra months (i.e., salary / contract length x 12)
- Not all schools were willing to share salary data
- In 2017 California enacted labor laws that gradually raised the minimum wage to \$15/hr and the threshold for exempt staff (no overtime requirement) to ~\$60,000/yr for a 12-month contract by 2022. This affected CA schools in the data.

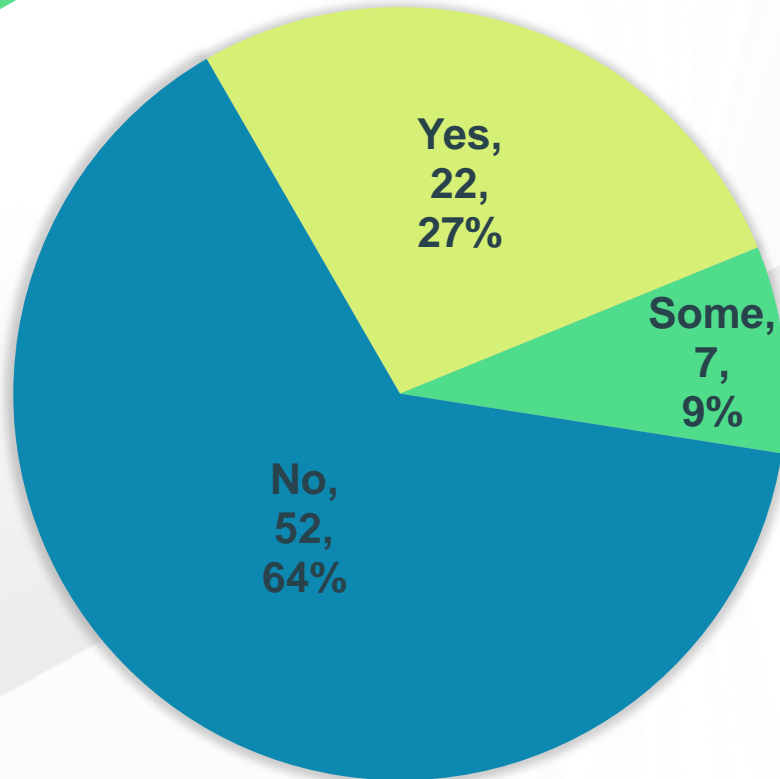
LENGTH OF RD CONTRACT



Notes:

- Some schools offer “10 over 12” (10-month contract paid over 12 months), they were counted as 10-month contracts
- Some schools have a mix of contract lengths (e.g., one 12-month “summer RD” and the rest 10-month), they were counted by their primary contract type

USE OF JOINT-ROLES FOR RD'S



Notes:

Some schools require RDs to hold joint-roles on campus in addition to their housing responsibilities (i.e., RD and ...).

The RD role was generally primary but secondary roles include things such as RD and...: *intramurals; student organizations; conduct; coaching; advising; administrative work for another area, etc.*

Such additional responsibilities were unique to the RD (i.e., not something all RDs do) and were responsibilities outside of residence life/housing. Most joint roles were another function within student development, but some were work outside of student development (such as for an academic area).

EXTRA NOTES CONCERNING RD'S

- All but two-schools require RDs to have at least some on-call responsibilities. The two schools, plus some additional schools seeking to ease on-call burden, utilized strategies to identify alternate people who could serve on-call, such as campus police, “crisis interns”, or alternate campus staff (who were not RDs).
- Some schools utilize a combination of full- and part-time RDs. Others utilize a small number of full-time RDs and a larger number of graduate students. A small number of schools only have part-time or graduate RDs overseen by a live-off staff member.
- It was not explicitly asked about, but some schools mentioned opportunities for RDs to earn extra pay either via overtime pay or by picking up additional responsibilities on-campus (such as coaching a sport or supporting another campus area).

RD HIGHEST LEVEL OF EDUCATION-

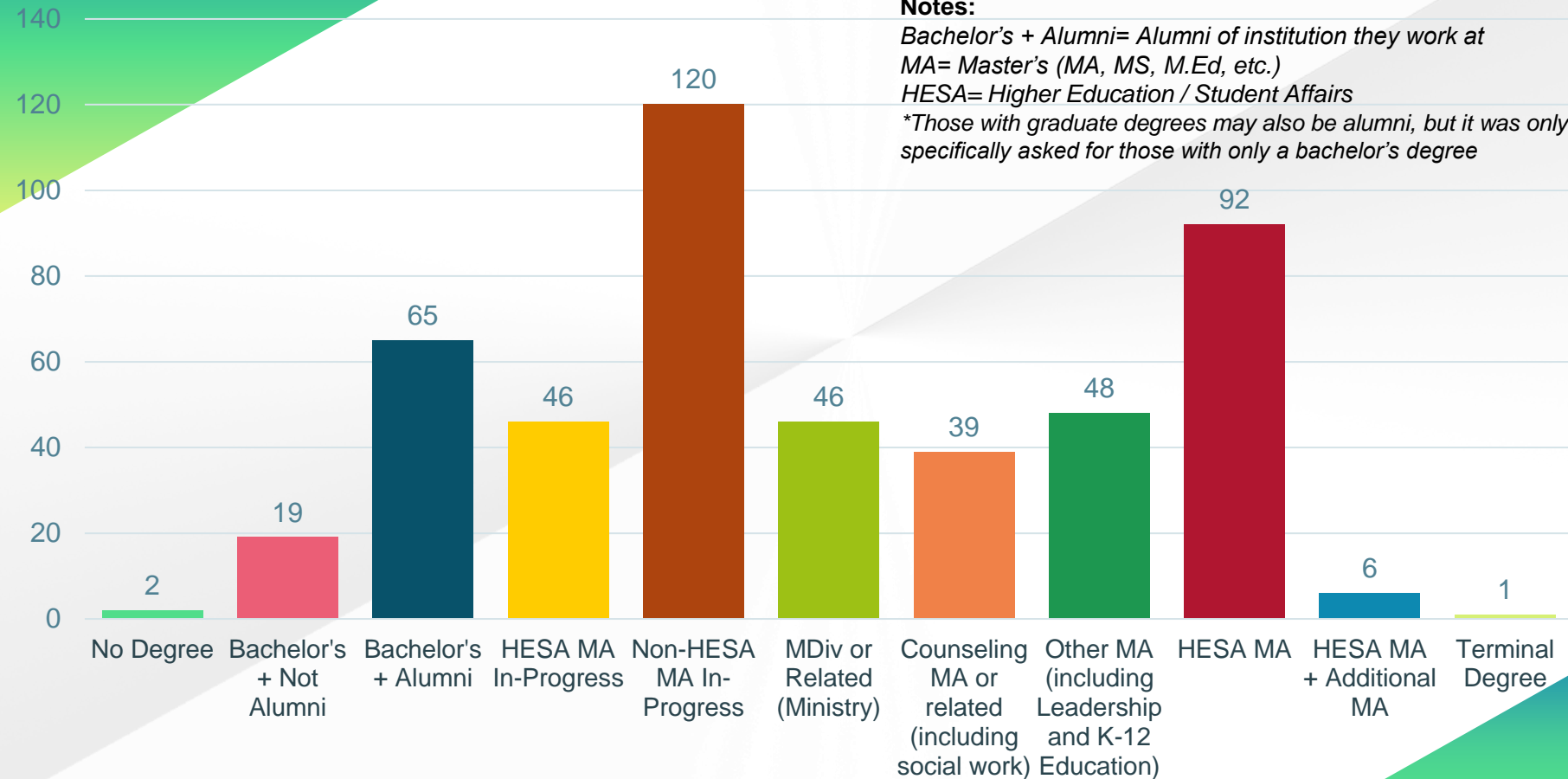
Notes:

Bachelor's + Alumni= Alumni of institution they work at

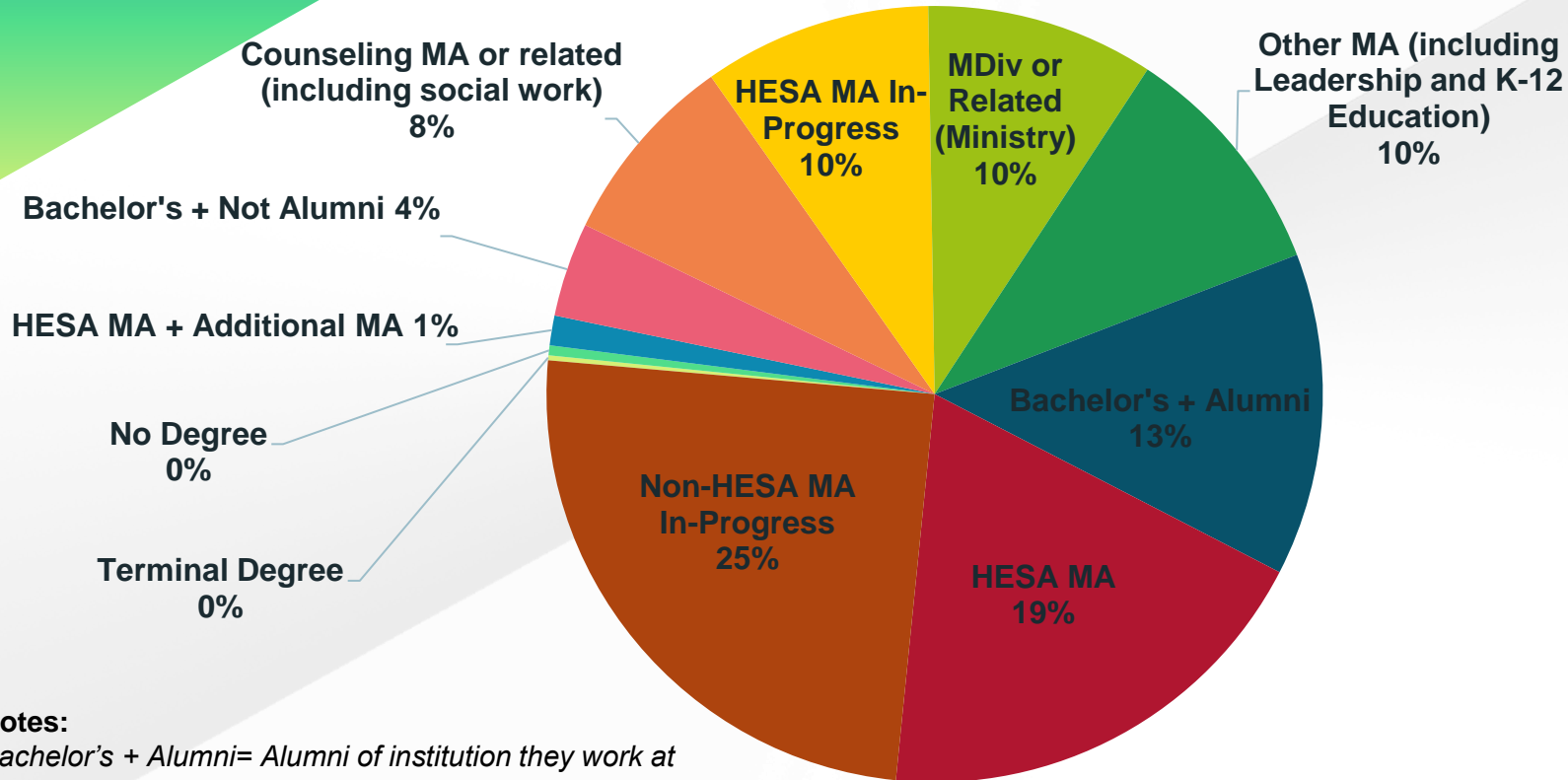
MA= Master's (MA, MS, M.Ed, etc.)

HESA= Higher Education / Student Affairs

**Those with graduate degrees may also be alumni, but it was only specifically asked for those with only a bachelor's degree*



RD HIGHEST LEVEL OF EDUCATION- %



Notes:

Bachelor's + Alumni= Alumni of institution they work at
MA= Master's (MA, MS, M.Ed, etc.)

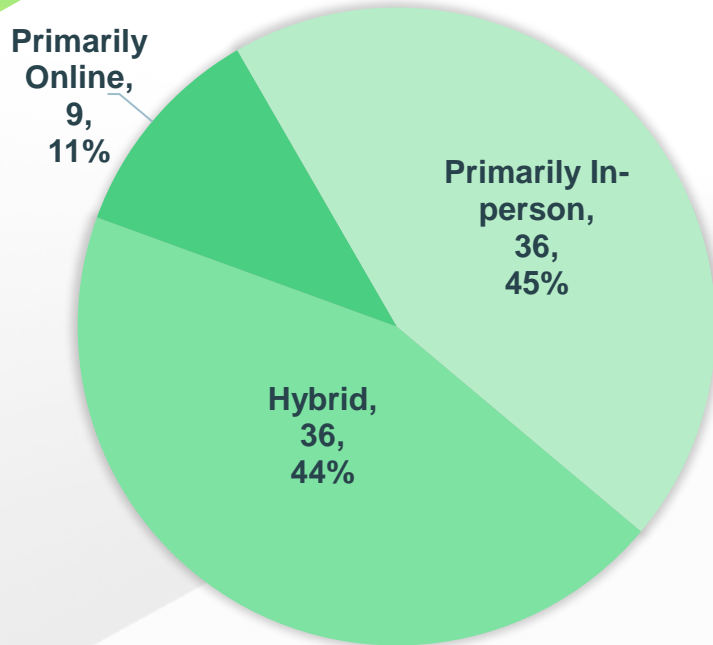
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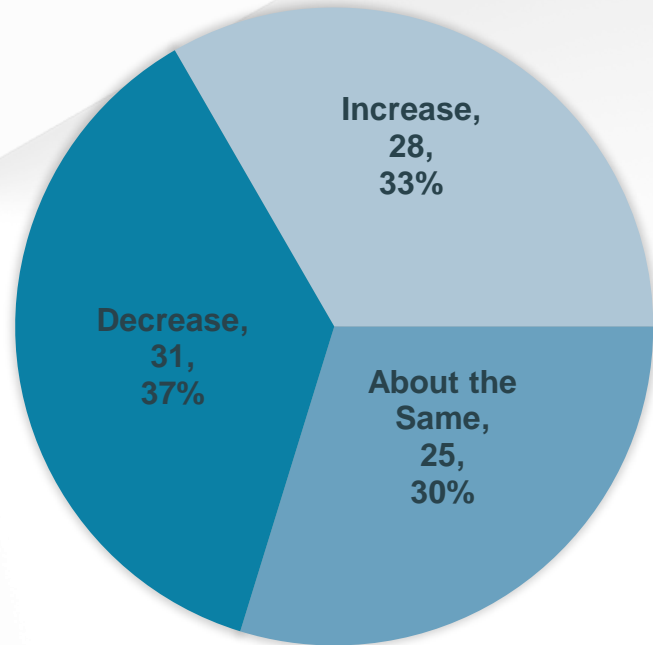
BONUS: COVID DATA

INSTITUTIONAL COVID DATA

CLASSROOM INSTRUCTION FORMAT DURING AY '20-'21



COVID IMPACT UPON STUDENT ENROLLMENT



RESIDENCE LIFE/HOUSING RESPONSES TO COVID

Participants described a variety of responses to COVID, below is a sampling:

- **Safety:** Most schools described some form of “standard COVID procedures” describing general practices such as masking, social distancing, limiting indoor capacity, etc. Some schools had significantly reduced housing capacity and only offered singles. Other schools grouped students into “family pods” (groups of students they could be unmasked around). One school described temperature checks as a new RD on-call duty for rounds. Another school enlisted RAs for contact tracing. Telehealth and telecounseling were frequently utilized, with some schools creating dedicated spaces for appointments. One school even leased a hotel to add extra housing capacity so they could reduce housing density.
- **Creative Programming:** Due to COVID restrictions most schools described having to be creative to still offer programming. Lots of passive programming was done. Several schools described grab-and-go programming such as craft packs or to-go snacks to be used during a virtual program. Schools utilized platforms like Zoom and Teams for virtual programming, but also venues like Instagram Live. One school did their own version of MTV cribs where students gave virtual tours of their spaces. Another strategy utilized was staggered programming where students would come in waves or multi-site programming where the same activity happened simultaneously across several locations.
- **Outdoor Investments:** Many schools, particularly schools in warmer climates, described investing in outdoor social spaces, adding things such as grills, picnic tables, hammock stands, Adirondack chairs, gazebos, etc. Many schools also erected semi-permanent tents (i.e., event tents) to add additional spaces. One school invested in “socially distanced intramurals” such as frisbee golf, table tennis, etc. Another school bought branded lawn chairs for all students. One Northern school even had plans to build an ice rink on their quad.

OPPORTUNITIES FOR FUTURE RESEARCH

- Future benchmarking combining questions from this study and [2019 ACSD study](#)
- RD apartment/housing comparison
- Comparison of additional benefits offered to RDs such as meal plans, cell phone/subsidies, vacation time, etc.
- Comparison of required on-call responsibilities/amount of on-call
- Benchmarking RDs who are exempt staff vs. non-exempt staff (for overtime)
- Regional cost of living analyses as compared to salary (or other mitigating circumstances surrounding RD pay)
- Size of RA staffs or other descriptive statistics about RAs

FOLLOW UP & CONTACT INFO

Feel free to contact me with any follow up questions or to learn more about the data and/or methodology.

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