



**Project Report**

The Economic Impact of  
Coastal Carolina University on the South Carolina and Grand Strand Economies

Annual Operations  
Fiscal Years 2016-2017

Impact Area: South Carolina and the Grand Strand

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# THE ECONOMIC IMPACT OF COASTAL CAROLINA UNIVERSITY

## EXECUTIVE SUMMARY

Coastal Carolina University is a thriving higher education institution located in Conway, SC, and centered in the Myrtle Beach-North Myrtle Beach-Conway Metropolitan Statistical Area. The University has embraced the support of the community and stakeholders while embarking on an aggressive growth campaign in recent years. Enrollment has increased over 130 percent since becoming independent of the South Carolina system in 1993, with new academic programs, research centers, and expanded relationships with partners around the world. CCU has also made its presence known in athletics, winning the 2016 College World Series in the same year the University joined the Sun Belt Conference.

This study estimates the economic impact of the University on the state of South Carolina and the Grand Strand Region. Financial data for the fiscal year ending June 30, 2016 provided a direct basis for measurement of economic activity. Further analysis with IMPLAN's input-output modeling provided the economic impact of indirect and induced activity.

Highlights from the study:

- \$565.8 million in total output (sales)
- \$198.7 million in labor income
- 3,914 full and part-time jobs.

In order to examine the University's total economic impact, we examined its general expenditures, budgeted and allocated construction expenditures, and estimates of student and visitor spending associated with the student population. These include:

- \$176.3 million in University direct expenditures in the state economy
- \$45 million in construction expenditures
- \$135.3 million in student expenditures
- \$6.1 million in visitor spending

Included in the state analysis is the economic impact on Horry County. This impact excludes state-specific benefits such as state taxes and expenditures in the state but outside the county. We estimate that approximately eighty-eight percent of the state's impact accrues to Horry County:

- \$497.9 million economic impact on Horry County

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### **General Limiting Conditions**

All reasonable effort has been made to ensure that the data in this study reflects the most precise, appropriate, and timely information available, and they are assumed to be dependable. This study is based on estimates, assumptions and additional information reviewed and evaluated by the authors. The report data is based on information that was available as of February 2017, or as noted in the report. There is no guarantee that any of the estimated values or outcomes in this study will in fact be accomplished.

### **Statement of Scope**

The scope of the economic impact measured in this study includes Horry and Georgetown Counties. This study analyzes the impact of visitor spending, student spending, and construction spending as well as direct expenditures from Coastal Carolina University not included in the construction spending analysis. This study does not consist of quantitative effects of the benefits or the outcome from human capital. The study also does not account for the full impact of athletic events on the regional economy, the number of which has grown significantly in recent years but requires additional research and analysis to determine the economic impact.

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## 1. INTRODUCTION

Coastal Carolina University (CCU) is a growing institution of higher learning located in the city of Conway within Horry County, South Carolina. The University is situated minutes from the resort destination of Myrtle Beach. As of January 2017, Coastal Carolina offered 73 areas of study culminating in baccalaureate degrees. The graduate level programs consisted of 18 master's degree programs, two educational specialist degrees, and a Ph.D. in marine science. Additionally, CCU offered six undergraduate and five graduate certificates. As of the 2016 Fall Semester, enrollment consisted of 10,479 students; 9,747 were undergraduate and 732 were graduate students. Of the total student body, approximately 47 percent of the students came from the states outside of South Carolina and two percent from foreign countries. The 2016-2017 out-of-state student population of 5,116 exceeds the entire student body population of 1993, when CCU became independent of the University of South Carolina system. Coastal Carolina continues to serve the local region's higher education needs. In 2016, 2,348 freshman students came from Horry County alone (Office of Financial Service, 2016). Table 1 provides geographic residence information on the student body at Coastal Carolina University as of the 2016 fall semester.

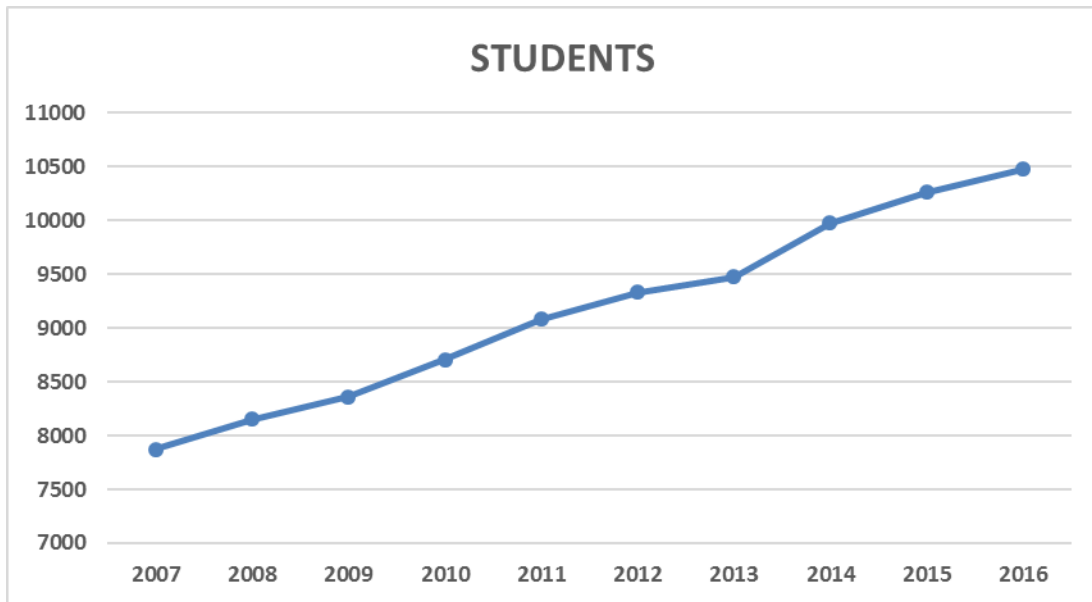
Table 1: Geographic Residence of Students

| Geographic Location | Number | Percentage |
|---------------------|--------|------------|
| Georgetown County   | 308    | 2.9%       |
| Dillon County       | 47     | 0.4%       |
| Horry County        | 2,348  | 22.4%      |
| Williamsburg County | 56     | 0.6%       |
| Marion County       | 87     | 0.8%       |
| Total of 5 Counties | 2,856  | 27.3%      |
| Other S.C.          | 2,507  | 23.9%      |
| Total In-State      | 5,363  | 51.2%      |
| Out-of-State        | 5,116  | 48.8%      |
| Total Population    | 10,479 | 100.00%    |

Source: Coastal Carolina University Undergraduate and Graduate Demographic Report Fall 2016

As Table 1 indicates, Coastal Carolina University serves almost equally students from South Carolina and students from outside of the state. The out-of-state students add another dimension to the economic and cultural impact in the region and state. As the university has grown, the academic and cultural offerings for the region and state have also grown. Table 2 shows an overall student population growth of 33 percent since 2007 and summarizes the University’s growth in enrollment over the last decade.

Table 2: Growth in Fall Enrollment 2007-2016



Source: Coastal Carolina University Fact Book 2015 & Coastal Carolina University Undergraduate and Graduate Demographic Report

The remainder of this study presents results of the quantifiable economic impact from the various components of spending by the university, its students, faculty and staff, visitors, and construction projects. The next section discusses the basic framework of economic impact analysis using input-output modeling and IMPLAN. Section three presents a brief overview of the university and its recent developments. Section four discusses the economic impact of the university, and section five concludes.

## 2. INPUT-OUTPUT MODELS

Economic impact analysis relies on the framework of input-output modeling and economic base theory. According to the theory, an exogenous impact on the local economy, such as a pre-determined level of spending from a new project or from an existing project that can be assumed to be exogenous, will generally be larger than the level of direct spending from the project itself, unless the project drives other similar spending out of the region. Due to inter-industry linkages in the economic system, spending from one sector requires inputs from other sectors and income from one sector will be spent in a predictable way in other sectors. The ultimate final impact of such an exogenous impact is thus considered to have a multiplier effect. Economic modeling systems, such as IMPLAN, estimate the total impact in a particular region. An input/output model is a technique for quantifying interactions between industries (sectors) within an economy. A transactions table reflects the value of goods and services exchanged between sectors of the economy. The transactions table contains three components of the local economy: producing industries, final demand, and value added. Manipulation of the transactions table allows calculation of the multipliers that measure the total impact of a change in one industry on all other industries within the local economy.

### Economic Multipliers

Economic multipliers represent quantitative summaries of changes that occur in economic activity due to a one-unit direct change in spending from some proposed or existing activity. In the present study, the direct spending from Coastal Carolina University, its students, visitors, and new construction projects represents the exogenous shock to the region. The total economic impact is the summation of this direct expenditure and the *indirect* and *induced* expenditures occurring as a result of this direct expenditure. Indirect expenditures include spending by contract service providers that takes place in order for the direct activity to be carried out. As an example, expenditures that a linen service company would make in order to fulfill its obligations for CCU would be considered indirect expenditures, over and above the direct expenditures from CCU. Induced expenditures include spending from the employees of the direct and indirect firms, also referred to as household spending. The rationale for the economic multiplier thus results from the generally larger total impact of all three rounds of spending: direct, indirect, and induced.

Multipliers can be distinguished between three types; Type I, Type II, and Type SAM. Type I multipliers simply analyze the relationship between the direct and indirect impacts. This type is useful because it can be completed quickly by simply dividing the sum of the direct and indirect impacts by the direct impact; however it is not as accurate or as thorough as the other two types. Type I is also useful for its ability to summarize the strength of the regions *leakages*.



Leakages must be addressed when performing extensive impact studies because expenditures that are made out of the county being studied cannot be included in the estimation of the economic impact at the local level. A business or industry can only be included in the study if it is indeed functionally integrated with the regional economy. In spite of this, certain adjustments must be made to the raw data inputted into the IMPLAN Program. Type II multipliers include direct and indirect impacts, as well as induced impacts. This type of multipliers is especially helpful for public officials involved in creating certain development policies. By analyzing the relationship between the Type I and Type II multipliers, analysts can capture the effects of household spending and determine patterns in consumer demand. Finally, Type SAM multipliers again capture direct, indirect and induced impacts but further account for such factors as commuting, social security, income taxes, and savings by households, some of which does not make its way into the local economy (Mulkey and Hodges, 2000). This study employs the Type SAM multipliers.

## IMPLAN

IMPLAN is an economic modeling software system, complete with a comprehensive economic database for estimating local economic impacts of many types of projects. IMPLAN's database comprises demographic statistics, industry prices, production ratios, and final demand estimates adjusted for specific regional characteristics and allows the modeler to input and analyze information previously obtained from surveys, budgets, or other sources. The IMPLAN database used for the current study was updated in 2006 for Horry and Georgetown counties. The impact on the final estimates due to changes in prices should be minimal. IMPLAN is an acronym for *Impact Analyses and Planning* and was originally developed by the U.S. Forest Service, the Federal Emergency Management Agency and the U.S. Department of the Interior's Bureau of Land Management to assist in land and resource management planning. The IMPLAN system is maintained by the Minnesota IMPLAN Group, Inc. which licenses and distributes the system to users. IMPLAN's economic data come from a system of national accounts for the U.S. based on data collected by the U.S. Department of Commerce, the U.S. Bureau of Labor Statistics, and other federal and state government agencies. Data are available for 528 industry sectors. The sectors are classified by the primary good or service that they provide. Corresponding data sets are also produced for each county in the United States, allowing analysis at the county level. National and county level data are the basis for IMPLAN calculations of the input-output tables and multipliers for the local areas.

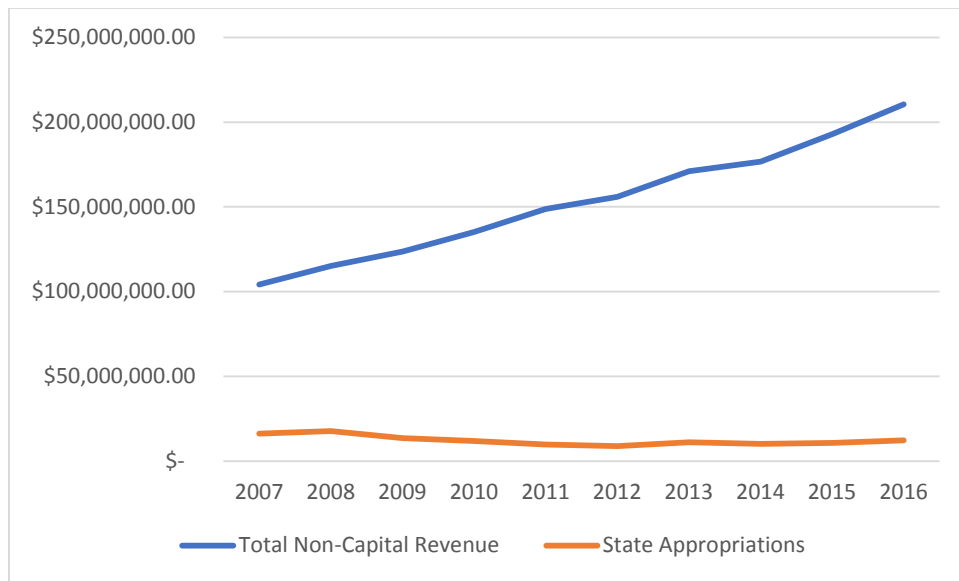
### 3. COASTAL CAROLINA UNIVERSITY: A SNAPSHOT

Coastal Carolina University (CCU) is a public, four-year comprehensive teaching and national sea grant institution located in Conway, S.C., accredited by the Southern Association of Colleges and Schools. The University offers 72 baccalaureate degrees, 18 master's degrees, two educational specialist degrees, and one Ph.D. program. The CCU Fall 2016 combined undergraduate and graduate student enrollment was 10,479.

The CCU campus is comprised of 114 main buildings on 633 acres. In addition to the main campus, these include the Coastal Science Center and the Burroughs & Chapin Center for Marine and Wetland Studies, located on the East Campus in the Atlantic Center on U.S. 501. The General James Hackler Golf Course located adjacent to CCU, is the Grand Strand's only university affiliated 18-hole golf facility and one of only 20 PGA Golf Management University programs accredited by the PGA of America. The University also offers courses at Litchfield Landing in Pawleys Island and at the Myrtle Beach Education Center located on the U.S. Highway 17 Bypass. In addition, Waties Island, located near the South Carolina-North Carolina border has over 1,100 acres of pristine barrier island on the Atlantic coast. It is under the jurisdiction of Coastal Carolina University and is used primarily as an educational research facility. The island provides a natural laboratory for extensive studies in marine science and wetlands biology. CCU also has a Georgetown Education Center and two docks which harbors the CCU research vessel 'Coastal Explorer.' CCU maintains residence halls which accommodate almost 4,000 students on the Conway main campus and in University Place (Coastal Carolina University, 2017).

Coastal Carolina University's annual reports provide a good starting point for analyzing the growth and impact of the University. A quick glance at the latest report shows tremendous growth in the last decade. Total non-capital revenue in 2007 was less than \$105 million. By 2016 this figure had grown to exceed \$210 million. Concerning the impact on the state economy, it is particularly relevant to note the change in state appropriations over the same period. In 2007, the state appropriated \$16.2 million for CCU's annual budget, approximately sixteen percent of its budget in 2007. By 2017, state appropriations had fallen to \$12 million. CCU receives less than six percent of its revenue from the state, yet has managed to double its non-capital revenue in the last decade. CCU has made state dollars go further and has magnified the total economic impact on the state. Table 3 shows the recent trends in non-capital revenues and state appropriations for CCU.

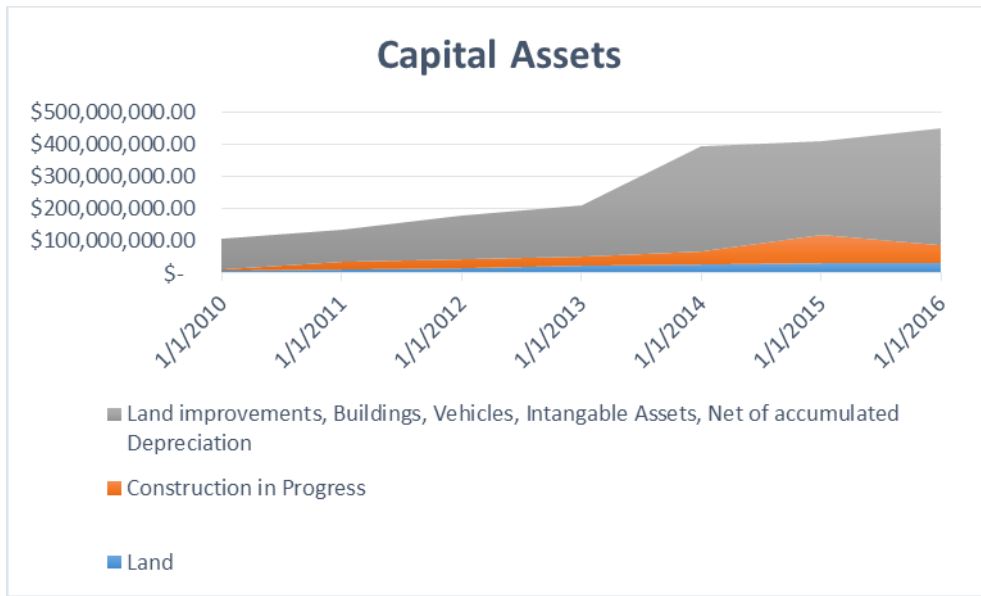
**Table 3: Non-Capital Revenue and State Appropriations**



Source: Coastal Carolina University Comprehensive Financial Report, 2016

Since 2010, Coastal Carolina has embarked on an ambitious construction and infrastructure expansion plan to accommodate the university's growth. Between 2010 and 2016, Coastal Carolina University has increased its total capital assets by over \$344 million (Office of Financial Service, 2016). These investments in infrastructure and growth have empowered the university's transformation. Table 4 shows the increases in capital assets since 2010.

Table 4: Capital Assets



Source: Coastal Carolina University Comprehensive Financial Report, 2010-2016

For the purpose of this study, only the amounts actually spent or budgeted for 2016 are relevant. Through our analysis of ongoing construction projects, we have estimated that \$53 million has been allocated and/or dispersed on ongoing construction projects for FY 2016. This includes actual payments to contractors in FY 2016 and also contractual commitments to contractors prior to FY 2016 that would cause contractors to act in the labor and capital markets in preparation for contracted work. We use the \$53 million figure adjusted by 85% equaling \$45 million to estimate the annual impact of construction expenditures for FY 2016.

## **4. ECONOMIC IMPACT OF THE UNIVERSITY**

### **Economic Impact of CCU General Expenditures**

In order to determine the economic impact from the non-capital operations of the university, we must estimate the percentage of the university's general expenditures that are most likely to flow into the state economy. For example, payroll is one of the largest expenditure line items for the university's budget. Portions of payroll expenditures do not flow into the state economy including federal income taxes, social security taxes, retirement savings and various benefits expenditures. University expenditures on some equipment and services also flow to out of state contractors who likely do not put that money back into the state economy. Depreciation is an example of a non-cash expenditure that must be excluded from the impact. In order to determine the value of the direct expenditure from CCU's budget, each expense category was analyzed for its approximate leakage from the state economy. It is reasonable to expect that ten to fifteen percent of operational expenditures do not stay in the state economy.

The direct impact from the University's general operations is measured in three ways: the direct output (expenses), employment and labor income. From Schedule 4 of CCU's Comprehensive Annual Financial Report, \$204 million in total expenses are reported. We have estimated that \$176.3 million of these expenses make their way into the state economy. This amount serves as our starting point for economic impact estimation. According to analysis using IMPLAN, Coastal Carolina University's direct spending in the state economy results in a total output of \$320.9 million within the state of South Carolina. Each \$1 of direct spending from the University results in another \$0.82 spent outside of the University in the state economy. Employment and labor income are the second and third measures of economic impact. With Coastal Carolina's direct employment of 1,767.6 full-time equivalent personnel, an additional 787.6 jobs were created with labor income of \$46 million to total an overall labor income of \$153.4 million. Table 6 summarizes the economic impacts from CCU's general operations.

Table 5: Impact of General Expenditures

|                | Output   | Employment | Labor Income |
|----------------|----------|------------|--------------|
| Total Direct   | \$ 176.3 | 1,768      | \$ 100.9     |
| Total Indirect | \$ 64.3  | 301        | \$ 21.0      |
| Total Induced  | \$ 80.3  | 456        | \$ 31.5      |
| Sum            | \$ 320.9 | 2,525      | \$ 153.4     |

### **Economic Impact of Construction Expenditures**

In order to estimate the annual impact of construction expenditures/activity, we need to determine how much activity takes place in a year's time. The nature of contracts and allocations makes this a challenge. We have examined contracts for projects under way in two successive years in order to control for lags in contracting and project completion. We have assumed that contractors make personnel and capital allocation decisions based on approval of contracts. Based on our analysis of contracts, we have estimated that \$45 million in projects had a direct impact on the state economy in FY 2016. This figure is our starting point for impact estimation. Table 6 summarizes the economic impact of Coastal Carolina University's \$45.0 million in construction spending. From the direct impact of expenditures, an additional \$30.4 million of economic activity takes place in the state, for a total of \$75.4 million of output. With the aid of IMPLAN, we have estimated that 206 construction jobs are directly associated with the \$45 million of construction activity. An additional 69 indirect and induced jobs are created as a result of the \$45 million of activity. In total, 275 jobs and \$10.4 million of labor income impacted the state economy in 2016 as a result of the construction activity at CCU.

Table 6: Impact of Construction Spending

|                | Output  | Employment | Labor Income |
|----------------|---------|------------|--------------|
| Total Direct   | \$ 45   | 206        | \$ 7.9       |
| Total Indirect | \$ 15.8 | 31         | \$ 1.3       |
| Total Induced  | \$ 14.6 | 38         | \$ 1.2       |
| Sum            | \$ 75.4 | 275        | \$ 10.4      |

## Economic Impact of Student Spending

Students at the university make a substantial contribution to the state's economy. Coastal's students enhance the labor pool, working part-time and full-time while attending school, and students support many regional businesses. As a group, college students devote a relatively high proportion of their time voluntarily serving charitable initiatives. They help comprise an active, engaged segment of the population.

To measure the economic impact students have on the state economy, we need to measure the typical spending in the state economy by students. In 2011, undergraduate researchers at CCU conducted a survey of student expenditures in order to complete an earlier study of the economic impact of CCU. An important finding in the 2011 survey was an estimate of off-campus spending, which included housing expenses for off-campus students, food and entertainment expenditures, and other ordinary expenses. The survey was also used to estimate visitor spending associated with students. See the appendix for a copy of the actual survey and aggregate survey results. With the aid of this survey, we are able to adjust for changes in the student population to estimate spending by the student body for 2016.

For the 2016 student body, we start with the overall student population of 10,479 students. According to the CCU admissions webpage, frequently asked questions, 4700 students lived on campus in the Fall 2016 semester. Using this information we find 55.1% of these students live off-campus, and these students have significantly different expenditures compared with on-campus students, including housing and food expenditures. Adjusting for student population changes and inflation, we find that on-campus students spent an estimated \$43.8 million in the state economy in 2016, and off-campus students spent approximately \$95 million. Adding these figures, we get total direct spending by CCU students in 2016 of \$138.8 million, adjusted by the 2.6% change of inflation to \$135.3 million. This amount is in addition to their spending at CCU on tuition, goods, or other services. This spending results in a total economic impact on the state's economy of \$161.0 million, 1,011 jobs, and \$30.4 million in labor income. See Table 8 for a summary of the economic impact of student spending on output, employment, and labor income.

Table 7: Impact of Student Spending

|                | Output   | Employment | Labor Income |
|----------------|----------|------------|--------------|
| Total Direct   | \$ 135.3 | 755        | \$ 22.6      |
| Total Indirect | \$ 13.5  | 129        | \$ 4.1       |
| Total Induced  | \$ 12.2  | 127        | \$ 3.7       |
| Sum            | \$ 161.0 | 1,011      | \$ 30.4      |

## Economic Impact of Visitor Spending

To estimate the impact of visitor spending on the state economy, we rely on findings from two recent studies of spending habits in the regional economy. The survey of students at CCU discussed above provided important information on the frequency of visits to the region by family members and other important information regarding spending habits. A study of the economic impact of tourism in the region provides additional information on spending habits of visitors to the region. The following estimates of visitor spending do not include the impact from athletic events, which could be the subject of a future study. We have estimated that visitors associated with students spent approximately \$6.1 million in the state economy in 2016, corrected for inflation equaling 5.9 million. The total impact of this spending on the state economy includes \$8.5 million in output, 103 jobs, and \$2.75 million in labor income. See Table 9 below for a summary.

Table 8: Impact of Visitor Spending

|                | Output | Employment | Labor Income |
|----------------|--------|------------|--------------|
| Total Direct   | \$ 5.9 | 75         | \$ 1.7       |
| Total Indirect | \$ 1.3 | 13         | \$ 0.4       |
| Total Induced  | \$ 1.3 | 15         | \$ 0.4       |
| Sum            | \$ 8.5 | 103        | \$ 2.5       |

## 5. CONCLUSION

Coastal Carolina University's economic impact is substantial. Since becoming one of the larger regional universities in the Southeast, its economic impact in the state now exceeds \$565.8 million and continues to grow with each passing academic year as important programs grow and new opportunities emerge. The current economic impact supports over 3,900 jobs providing nearly \$200 million of income, and an average salary of approximately \$51,000 per year.



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## Appendix

### Impact of Coastal Carolina University on Horry County

**Purpose:** The results of this survey will be used to show the impact of Coastal Carolina University and its students on Horry County. The results will be incorporated into our Impact Study that will be presented this fall.

**Instructions:** Please mark the box that most represents your answer. If you have already completed this survey, please do **NOT** fill out this one. Please mark the answers on this sheet to the best of your knowledge.

1. Are you male or female?

Male  Female

2. What is your academic standing?

Freshman  Sophomore  Junior  Senior  Graduate Student

3. Do you live on-campus or off-campus?

On-campus  Off-campus

4. What is your individual monthly rent and utilities?

\$0 - \$300  \$301 - \$600  \$601 - 900  \$901+

5. Estimate how much money you spend **per week** in each of the following categories:

Food (groceries, eating out, eating on campus)

\$0 - \$50  \$51 - \$100  \$101 - \$150  \$151 - \$200  \$201+

Entertainment (going out, golf, movies, etc.)

\$0 - \$50  \$51 - \$100  \$101 - \$150  \$151 - \$200  \$201+

Transportation (gas, maintenance, cab fare, etc.)

\$0 - \$50  \$51 - \$100  \$101 - \$150  \$151 - \$200  \$201+

Shopping

\$0 - \$50  \$51 - \$100  \$101 - \$150  \$151 - \$200  \$201+

Other (Excluding tuition)

\$0 - \$50  \$51 - \$100  \$101 - \$150  \$151 - \$200  \$201+

6. Do you pay in-state or out-of-state tuition?

In-state  Out-of-state

7. What is the zip code of your home or the place you live most of the time outside of Coastal Carolina University?

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|--|--|--|--|--|--|

8. Do you currently live in Horry County while attending Coastal Carolina University?

Yes  No

9. Do you currently work while attending college?

Yes  No

10. Do you plan on staying in Horry County after graduation?

Yes  No

**If your parents are now living in Horry County, you do not need to answer questions 11-15**

11. Typically how many times does your family visit per year, excluding orientation and registration?

- 0       1-2       3-5       6+

12. Typically how many individuals are within the party visiting?

- 1       2       3       4+

13. How many nights does the average visit include?

- 1       2       3       4+

14. Where do they stay?

- Condo       Hotel       Timeshare  
 Campground       Rental Home       No Commercial Accommodations

15. Do they usually rent a car?

- Yes       No

**Thank you very much for your time and input for our Impact Study.**

1. Are you male or female?

|        | #   | %     |
|--------|-----|-------|
| Male   | 162 | 38.3% |
| Female | 261 | 61.7% |

2. What is your academic standing?

|                  | #   | %     |
|------------------|-----|-------|
| Freshman         | 70  | 16.7% |
| Sophomore        | 132 | 31.4% |
| Junior           | 102 | 24.3% |
| Senior           | 115 | 27.4% |
| Graduate Student | 1   | 0.2%  |

3. Do you live on-campus or off-campus?

|            | #   | %     |
|------------|-----|-------|
| On-campus  | 152 | 35.8% |
| Off-campus | 272 | 64.2% |

4. What is your individual monthly rent and utilities?

|               | #   | %     |
|---------------|-----|-------|
| \$0 - \$300   | 135 | 33.2% |
| \$301 - \$600 | 184 | 45.2% |

|               |    |       |
|---------------|----|-------|
| \$601 - \$900 | 71 | 17.4% |
| \$901+        | 17 | 4.2%  |

5. Estimate how much money you spend **per week** in each of the following categories:

|   | \$0-\$50     | \$51-\$100   | \$101-150   | \$601-\$900 | \$900+     |
|---|--------------|--------------|-------------|-------------|------------|
| Food (groceries, eating out, eating on campus)    | 190<br>45.1% | 167<br>39.7% | 49<br>11.6% | 9<br>2.1%   | 6<br>1.4%  |
| Entertainment (going out, golf, movies, etc.)     | 295<br>69.4% | 104<br>24.5% | 19<br>4.5%  | 5<br>1.2%   | 2<br>0.5%  |
| Transportation (gas, maintenance, cab fare, etc.) | 288<br>68.4% | 112<br>26.6% | 12<br>2.9%  | 4<br>1.0%   | 5<br>1.2%  |
| Shopping  | 321<br>76.6% | 72<br>17.2%  | 18<br>4.3%  | 4<br>1.0%   | 4<br>1.0%  |
| Other (Excluding tuition)                         | 284<br>68.9% | 88<br>21.4%  | 28<br>6.8%  | 2<br>0.5%   | 10<br>2.4% |

6. Do you pay in-state or out-of-state tuition?

|              | #   | %     |
|--------------|-----|-------|
| In-state     | 259 | 62.6% |
| Out-of-state | 155 | 37.4% |

7. What is the zip code of your home or the place you live most of the time outside of Coastal

Carolina University?

*See Comments*

8. Do you currently live in Horry County while attending Coastal Carolina University?

|     | #   | %     |
|-----|-----|-------|
| Yes | 348 | 83.1% |
| No  | 71  | 16.9% |

9. Do you currently work while attending college?

|     | #   | %     |
|-----|-----|-------|
| Yes | 208 | 49.3% |
| No  | 214 | 50.7% |

10. Do you plan on staying in Horry County after graduation?

|     | #   | %     |
|-----|-----|-------|
| Yes | 85  | 20.2% |
| No  | 336 | 79.8% |

11. Typically how many times does your family visit per year, excluding orientation and registration?

|     | #   | %     |
|-----|-----|-------|
| 0   | 60  | 19.8% |
| 1-2 | 155 | 51.2% |

|     |    |       |
|-----|----|-------|
| 3-5 | 53 | 17.5% |
| 6+  | 35 | 11.6% |

12. Typically how many individuals are within the party visiting?

|    | #   | %     |
|----|-----|-------|
| 1  | 46  | 17.0% |
| 2  | 117 | 43.3% |
| 3  | 67  | 24.8% |
| 4+ | 40  | 14.8% |

13. How many nights does the average visit include?

|    | #  | %     |
|----|----|-------|
| 1  | 58 | 21.7% |
| 2  | 92 | 34.5% |
| 3  | 65 | 24.3% |
| 4+ | 52 | 19.5% |

14. Where do they stay?

|            | #   | %     |
|------------|-----|-------|
| Condo      | 38  | 14.8% |
| Campground | 4   | 1.6%  |
| Hotel      | 138 | 53.9% |

|                              |    |       |
|------------------------------|----|-------|
| Rental Home                  | 12 | 4.7%  |
| Timeshare                    | 6  | 2.3%  |
| No Commercial Accommodations | 58 | 22.7% |

15. Do they usually rent a car?

|     | #   | %     |
|-----|-----|-------|
| Yes | 38  | 13.8% |
| No  | 237 | 86.2% |