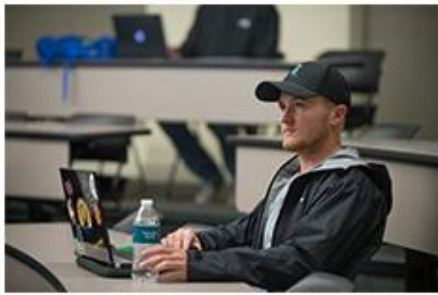
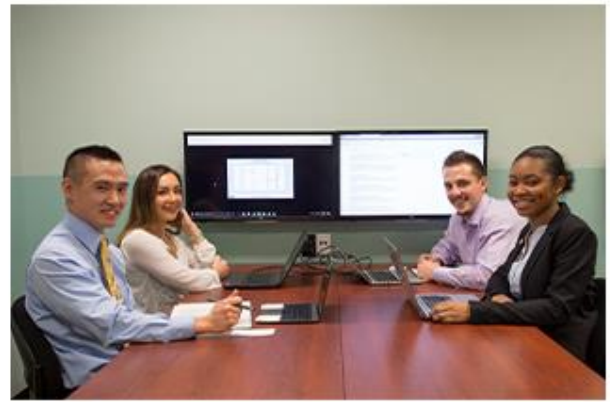


2020-2021

E. Craig Wall Sr. College of Business Administration Annual Report



E. Craig Wall Sr. College of Business Administration

Annual Report for the 2020-2021 Academic Year

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STRATEGIC HIGHLIGHTS

Students

- Fall 2020 University enrollment was 10,110 (9,500 undergraduate and 618 graduate).
- Fall 2020 WCOB enrollment was 2,169 (2,031 undergraduate and 138 graduate).
- Retention of first-time full-time freshman in the WCOB was 74.1%, compared to 67.7% for the WCOB in the prior year, and compared to 73.4% for the university in the current year.
- The University-wide alumni survey shows the full-time job placement rate for WCOB undergraduates nine months out to be 71% (of available respondents from 2019-2020), which is higher than the university placement rate of 59.2% for the same year.
- According to senior exit surveys, 66.2% of graduating seniors reported they will stay in S.C. for employment, down from 71.1% the prior year. Another 17.5% reported they would work in New York, Illinois, Maryland, North Carolina, or Pennsylvania.
- According to the senior exit surveys, 46% of graduating seniors secured graduate school admission or post-graduation employment prior to graduation. However, of students who completed an internship, 80.8% secured employment or were accepted into graduate school prior to graduation.
- Graduating business students reported secured post-graduation employment in organizations such as Amazon, Tideland Health, Merrill Lynch, BAE Systems, Sherwin Williams, EY, Horry County Government, Avenel, Marriott Vacations Worldwide, and Enterprise.
- Nearly 63% of students who completed an internship were either hired full-time or continued interning with their internship employer, a rate which was up 8% over the prior academic year.
- Employers consistently rate our student interns high in their ability to work in teams, their proficiency with information technology, and their ability to make ethical decisions.
- Our PGA Golf Management Program continues to be the largest of the 17 PGA Golf Management Programs accredited by the PGA of America. In the 2020-2021 academic year, the program enrolled 47 freshmen.
- Beta Gamma Sigma (BGS) earned Highest Honors for the 2020-2021 academic year.
- Fifty WCOB students graduated from the honors program during the 2020-2021 academic year
- The Student Executive Leaders (SEL) program welcomed 23 new members during the 2020-2021 academic year, for a total of 71 active/current student members.
- According to senior exit surveys, 67.3% of graduating seniors reported being a member of at least one student organization while at CCU, and almost 20.5% of students held a leadership or officer role in one or more student organizations.
- According to senior exit surveys, 62.4% of graduating seniors participated in voluntary community service hours.
- Two alums were accepted into the 2020 Legacy of Liberty Fellowship program, during which they completed research projects with a faculty mentor, culminating in a conference presentation in Fall 2020.
- Over the last three semesters, students in entrepreneurship courses (instructor: Dr. Leann Mischel) have made 48 submissions to statewide pitch competitions. Results included three top-five placements (including one first place win), four top-10 placements, and one top-15 placement; total student winnings were \$5,755.

Curriculum

- A new MBA concentration in coastal marine and wetland studies was approved and will begin enrolling students in the 2021-2022 academic year.
- The MBA concentration in commercial and investment real estate was successful in gaining course equivalency for the first of four courses required for the prestigious masters-level commercial real estate certification through CCIM (Commercial Investment Member).
- The undergraduate student credit hour (SCH) production in the WCOB was 20,663 for Fall 2020. This represents 15% of undergraduate SCH for the institution.
- The average size of undergraduate courses in the WCOB was 30.2 for lower-level courses and 27.3 for upper-level courses. This is compared to an overall University average of 24.6 and 20.4, respectively.
- A total of 4,892 PDA credits were awarded in the 2020-2021 academic year, an increase of nearly 13%. These were transitioned to a virtual format due to the pandemic.
- According to the Senior Exit Survey, graduates feel their strengths include the ability to work well with people from diverse backgrounds (average 6.22 on a seven-point scale), the ability to work in teams (6.16), and the ability to engage in ethical decision making (5.97).
- When asked which courses helped develop the skills needed to maximize career success, the highest rated course by undergraduate students in the exit survey was an academic internship (average 5.79/7), followed by the CBAD 373 Business Integration and Application course (5.55). This has been consistent over time.
- Graduating seniors reported high satisfaction with class size (6.30/7), technology resources (5.93), and WCOB staff (5.93). This has also been consistent over time.

Faculty/Staff

- Three impact awards and six professorships were awarded to faculty by the board of visitors.
- Faculty published 27 unique peer-reviewed journal articles during the 2020-2021 academic year, 15 of which were A*/A or B level.
- Monica Fine was recognized as Professor of the Year by Beta Gamma Sigma.
- Matthew Gilbert was appointed Director of The Each One Teach One Entrepreneurship Institute.
- Four new faculty members were hired to begin Fall 2021.

Community

- Since publishing its final lodging report in January 2021, the Clay Brittain Jr. Center for Resort Tourism has since embarked upon a new research agenda. The new project, under the leadership of Director Taylor Damonte, Ph.D., seeks to better understand how the perspectives of those who self-classify as tourists and of those who self-classify as residents are different, and what perspectives they have in common.
- The director of the Grant Center for Real Estate and Economics, Robert Salvino, Ph.D., hosted a panel of international experts for FIABCI, the International Real Estate Federation, during their annual summit, held live virtually in December 2020. The summit reached over 500 international viewers.
- CoBE Associates, under the leadership of Director Peter Gasca, completed projects with 15 clients, including four (virtually) from the United Arab Emirates. Clients included Myrtle Beach Pelicans Baseball, Barnabas Horse Foundation, Each 1 Teach 1, Power of Elderberries, Marcellus Web Design, L3 Academy, The Oasis Spa, Yoga in Common, Champion Autism Network, Front Light Building

Company, Goose Grip, Emirates American Football League (UAE), ekar (UAE), Butterfly Foundation (UAE), and Sprouts Agency (UAE).

- The Wall Fellows led four community service projects in 2020-2021, including Teal Goes Pink, Coastal Goes Local, Freedom Readers, and Mingo Creek.
- The Wall Fellows program conducted consulting projects for four companies in Iceland and presented them virtually. These projects have multi-faceted learning, preparing them for transition to the workplace.
- Due to the COVID-19 pandemic, the Each One Teach One Entrepreneurship Institute summer program was not held in this academic year. However, Maurice Simpkins '06, a member of the inaugural CCU football team and an IT entrepreneur, partnered with Each One Teach One to teach local middle and high school students about the importance of drone technology.

OPERATIONAL HIGHLIGHTS

- Dean Barbara Ritter left the University in June 2020. Erika Small was appointed interim dean.
- Mitchell Church was appointed chair for the Department of Management and Decision Sciences.
- Reduction in force decisions resulted in the loss of gift officers for the University; consequently, the college operated without support from an advancement office for the 2020-2021 academic year.

FINANCIAL HIGHLIGHTS

- The Wall College operating budget for fiscal year ending June 2021 was \$11,238,112. This includes faculty and staff compensation, as well as expenditures controlled by the college, excluding scholarships.
- The total market value of endowments was \$7,749,759 for fiscal year ending June 2021.
- During fiscal year ending June 2021, total external funds received were \$483,474. An additional \$20,000 was generated in agreements and pledges for a total of \$503,474.
- During fiscal year ending June 2021, \$188,286 in external funds were awarded for business student scholarships.

ENROLLMENT AND RETENTION

University

Total Enrollment (Fall terms)

	2015	2016	2017	2018	2019	2020
TOTAL Undergraduate	9,615	9,747	9,898	9,917	9,760	9,500
TOTAL Graduate	648	732	765	724	724	618
TOTAL Enrollment (UG and GR)	10,263	10,749	10,663	10,641	10,484	10,118

University Profile

- Average size of undergraduate lower-level class: 24.6
- Average size of undergraduate upper-level class: 20.4
- Student/faculty ratio: 16.2
- Average undergraduate cumulative GPA: 3.06
- In-state student enrollment: 51%
- International students enrolled: 183; largest enrollments from China, Aruba, and UK
- Total degrees awarded 1974-2020: 38,739

- Undergraduate annual in-state tuition: \$11,640 (no change over prior year)
- Undergraduate annual out of state tuition: \$27,394 (no change over prior year)

Fall 2020 First Time Student Profile

- Average high school GPA: 3.69 (increase from 3.64 in 2019)
- Average SAT: 1,103 (exceeding national average of 1,051)
- One-year retention rate of 2019 freshman cohort: 73.4%
- One-year retention rate of 2019 transfer cohort: 78%
- Freshmen students enrolled: 2,043 (down from 2,301 in 2019)
- First-time transfer students enrolled: 610 (8% of these were in management, 6% in marketing)

Wall College of Business

Total Enrollment and Student Credit Hour Production (Fall terms)

	2015	2016	2017	2018	2019	2020
TOTAL Undergraduate	2,128	2,188	2,197	2,177	2,146	2,031
TOTAL Graduate	90	97	92	101	112	138
TOTAL Enrollment (UG and GR)	2,218	2,285	2,289	2,278	2,258	2,169
UG Student Credit Hour Production	19,307	21,759	22,160	21,219	21,063	20,663

College Profile

- Average size of undergraduate lower-level class: 30.2
- Average size of undergraduate upper-level class: 27.3
- BSBA degrees awarded 2019-2020: 493 (degrees awarded 1974-2020: 9,458)
- MBA degrees awarded 2019-2020: 53 (degrees awarded 1974-2020: 502)
- MAcc degrees awarded 2019-2020: 19 (degrees awarded 1974-2020: 142)

Fall 2020 First Time Student Profile

- New freshmen students enrolled: 397 (down from 441 in 2019)
- New transfer students enrolled: 137 (down from 155 in 2019)

Enrollment: Undergraduate Majors

Major	2015	2016	2017	2018	2019	2020
Accounting	295	282	257	269	239	209
Economics-BA	9	4	3	4	4	1
Economics-BS	35	59	66	52	43	45
Finance	234	271	283	303	269	258
Management	861	861	824	787	820	739
Marketing	480	505	534	509	556	508
Hospitality Resort Tourism Mgmt.	214	206	178	185	172	159
Undeclared			52	68	43	112
TOTAL Undergraduate WCOB	2,128	2,188	2,197	2,177	2,146	2,031

Enrollment: Graduate Programs

Program	2015	2016	2017	2018	2019	2020
Graduate MBA	69	72	65	76	90	117
Graduate MAcc	21	25	27	25	22	20
TOTAL Graduate WCOB	90	97	92	101	112	138

Enrollment: Minors

Minor	2015	2016	2017	2018	2019	2020
Actuarial science and risk management	2	6	3	9	9	4
Applied creativity and innovation	---	---	6	9	4	7
Business administration	108	132	140	118	111	99
Commercial & investment real estate	---	4	33	37	73	70
Economics	5	5	10	6	11	19
Hospitality Resort Tourism Mgmt.	12	20	30	40	44	50
International business	15	17	21	17	23	24
Marketing	95	117	141	134	135	153

Retention: First-Time, Full-Time Freshmen (1-year retention; Fall cohort)

Major	2014	2015	2016	2017	2018	2019
Accounting	74.7%	64.3%	68.3%	85.5%	78.3%	69.8%
Economics-BA	100%	100%	--	--	100%	--
Economics-BS	46.7%	84.6%	61.5%	72.7%	77.8%	90.0%
Finance	66.7%	77.3%	58.9%	67.2%	57.9%	82.4%
Management	64.8%	65.2%	66.5%	63.5%	66.5%	73.1%
Marketing	65.0%	71.6%	70.7%	59.3%	73.9%	71.7%
Hospitality Resort Tourism Mgmt.	56.0%	50.0%	71.8%	74.2%	81.1%	78.0%
Undeclared	--	--	--	43.5%	53.1%	70.7%
TOTAL Undergraduate WCOB	65.2%	67.1%	67.0%	64.4%	67.7%	74.1%
TOTAL University	64.7%	68.5%	67.1%	68.9%	68.4%	73.4%

ACADEMICS

Graduate Programs

- Enrollment in graduate programs grew 23.2% over the prior year. Most of this growth was driven by admission to the MBA program, which enrolled a record 117 students for Fall 2020, a 30% growth over the prior year.
- Enrollment in the MBA program has grown 62.5% over the last five years. Enrollment in the MAcc program has remained stable over that time period.
- Despite the downward effect the coronavirus pandemic had on undergraduate enrollment, the MBA program experienced significant growth. This might be attributable to GMAT waivers necessitated by limited testing capabilities as a result of pandemic conditions.

- A new MBA concentration in coastal marine and wetland studies was approved and will begin enrolling students in the 2021-2022 academic year. This program is a unique program intended to prepare students to understand the impact of environment strategy as a fundamental component of business strategy and daily business operations.
- The MBA concentration in commercial and investment real estate, supported by the Grant Center, offered courses for the first time in the 2020-2021 academic year. The center was successful in gaining course equivalency for CI 101 in the MBA 646 real estate valuation course. CI 101 is the first of four courses required for the prestigious masters-level commercial real estate certification through CCIM (Commercial Investment Member), a designation that once obtained, shows the person is an expert in commercial real estate. The MBA 647 real estate market analysis course is pending approval for CI 102 course equivalency waiver.

Undergraduate Curriculum Innovations and Additions

- Few substantial undergraduate course or programmatic changes were proposed during the 2020-2021 academic year, owing primarily to the efforts required to make the necessary internal course adjustments that were required for pandemic teaching. However, some prior innovations moved forward toward implementation.
 - A change in the technology requirement in the BSBA curriculum, passed by the faculty in the prior year, was submitted as a notification to CHE in the 2020-2021 academic year. It did not make the 2020 catalog, and will therefore be implemented in the 2021-2022 academic year. This change will replace CSCI 110: Enterprise Business Applications, a foundation course in the BSBA curriculum, with a selective option from a variety of technology related courses across campus. These selective options include web interface development, introduction to programming, information design, coding, and introduction to GIS.
 - The department of Marketing, Hospitality and Resort Tourism Management implemented three new concentrations in the Hospitality major: Event Planning, Tourism Sales, and Sustainable Resort Development, which were passed in the prior academic year.
- A number of curricular innovations occurred within individual courses
 - Many faculty implemented a hy-flex teaching model, wherein instruction is provided simultaneously in the classroom to some students and streamed remotely to others via Zoom or Teams using iPad technology. This allowed for classroom distancing and student choice in learning location, but required significant instructional adjustment and training.
 - Some faculty adjusted to synchronous streaming of courses, via platforms such as Teams and Zoom. Prior to this academic year, most online instruction offered had been provided in an asynchronous modality, so this also required some modification and development.
 - Business simulations have been adopted in a number of courses to provide applied experiences for students in courses such as CBAD 350 (Marketing), MKTG 452 (Social Media), MKTG 458 (Marketing Strategy), HRTM 364 (Resort Operations Management), HRTM 101 (Introduction to Resort Tourism Management), HRTM 349 (Revenue Management), CBAD 373 (Business Integration), CBAD 478 (Strategic Management), FIN 491 (Advanced Corporate Finance), FIN 401 (Corporate Finance), FIN 441 (Financial Derivatives), and MBA 605 (Operations Management).
 - Python training software was introduced in ECON 495 (Advanced Economic Theory and Analysis).

- A number of faculty utilized quiz-game technology (e.g. Kahoot, Quizziz) as a means of engaging students.
- The Department of Management and Decision Sciences considered and voted to approve an online degree completion program for the general management major. This proposal will move forward through the approval process during the 2021-2022 academic year.
- The human resource management concentration in the management major was accepted as a SHRM-approved curriculum.

Online Options

In the 2020-2021 academic year, due to the pandemic, the University allowed both faculty and students to select whether they wished to deliver/receive instruction in the classroom or remotely. Consequently, most courses were offered online in this academic year, in either via streaming or hy-flex (i.e. in person delivery with simultaneous streaming). Exceptions for asynchronous online delivery were made for courses which were typically delivered in that way prior to the pandemic.

Typically, however, the Wall College offers the following online options:

- All BSBA core courses are offered online.
- Two BSBA online completion programs are offered in marketing and in HRTM.
- A graduate certificate in healthcare administration is available online.
- The MBA is offered in person, online, or hybrid.

Global Initiatives

- Unfortunately, the COVID-19 pandemic led to multiple travel restrictions starting on March 2020. The pandemic halted international travel for students and faculty and led to a reduction in global initiatives. No student from the Wall College of Business went on an international exchange program during the 2020-21 academic year and all study abroad programs for that year were canceled due to the COVID-19 pandemic. Nonetheless, the Wall College of Business engaged in several global virtual collaboration projects during the 2020-21 academic year.
- Fourteen students from six partner universities in Europe participated in a two-week virtual summer program delivered by WCOB faculty and faculty from our partner universities. The students learned about the U.S. economy, business environment, and culture. They completed a virtual team consulting report.
- The college joined the codeshare program in collaboration with Hochschule Bonn-Rhein-Sieg, University of the Cape Coast, and the South-Eastern Finland University of Applied Sciences. The program allows students from each university to take online classes taught by professors from partner universities.
- The WCOB maintained 23 partnerships in six continents and is adding one more. We began collaborating with the University of the Cape Coast in Ghana, a partner university of Coastal Carolina University, through the codeshare program. We are also working with the Center for Global Engagement to develop a partnership with University of Taipei, which focuses on golf management and marketing.
- The WCOB continues to support Coastal Carolina University's participation in the China Higher Education Program Development and hosted several students from partner universities in China through online education.

Year/Category	2016-17	2017-18	2018-19	2019-20	2020-21
Study Abroad Programs	3	4	3	4 cancelled	0
Study Abroad Students	56	55	53	0	0
Outgoing Exchange Students*	21	24	26	29	0
Faculty Teaching Abroad	5	4	4	2 virtually	0
Number of Partners	20	21	22	23	24
Students in Summer Programs	22	17	28	17	14
Scholarship Money Awarded	\$33,000	\$38,600	\$26,000	\$0	\$0

Universities Participating in CHEP (double-degree program with China)

- Changshu Institute of Technology
- Gansu Agricultural University
- Huaqiao University
- Guangdong University of Business Studies
- Guangzhou University
- Hainan University
- Nanjing Arts Institute
- Shaanxi Normal University
- Xi'an University of Post & Telecommunication (China)

International Partner Universities

- American University of Ras Al Khaimah (UAE)
- Beijing Language & Culture University (China)
- CEU San Pablo (Spain)
- Deakin University (Australia)
- Ecole de Management de Normandie (France)
- Ecole Supérieure de Commerce Extérieur (France)
- Haaga-Helia University of Applied Sciences (Finland)
- Hochschule Bonn-Rhein-Sieg (Germany)
- Hochschule Koblenz RheinAhrCampus (Germany)
- Hochschule Mainz (Germany)
- International Business School at Vilnius University (Lithuania)
- James Cook University (Australia)
- Nagoya University of Foreign Studies (Japan)
- Osaka Gakuin University (Japan)
- Russian State Social University (Russia)
- Technische Hochschule Rosenheim (Germany)
- Universidad de Cuenca (Ecuador)
- Universidad San Francisco de Quito (Ecuador)
- University of Economics Bratislava (Slovakia)
- University of Brescia (Italy)
- University of Cape Coast (Ghana)
- University of Exeter (United Kingdom)
- Xi'an University of Post & Telecommunication (China)

Honors Program Graduates

Fifty WCOB students graduated from the honors program during Fall 2020, Spring 2021, and Summer 2021. They included

- 8 MBA students
- 2 MAcc students
- 7 Accounting majors
- 7 Finance majors
- 4 Economics majors
- 9 Management majors
- 8 Marketing majors
- 5 HRTM majors

FACULTY

Faculty FTE by Discipline (Fall semesters)

Discipline	2015	2016	2017	2018	2019	2020
Accounting	11.07	12.24	10.58	10.59	9.83	9.58
Economics	10.24	9.11	9.24	8.74	8.74	7.49
Finance	5.00	5.00	6.00	4.75	6.25	6.00
Management	21.16	27.05	24.33	25.74	25.80	24.00
Marketing	13.57	12.91	14.69	14.95	11.75	12.37
Hospitality Resort Tourism Mgmt.	3.75	3.50	3.75	4.00	3.75	4.00
Professional Golf Management	4.25	4.00	4.58	4.50	4.00	4.00
General Business/University	7.23	5.24	5.74	6.47	5.74	5.99
TOTAL	76.26	79.12	78.90	79.72	75.30	73.43

Faculty Headcount and FTE by Rank (Fall semesters)

College and Rank	2016			2017			2018			2019			2020		
	#	%	FTE	#	%	FTE	#	%	FTE	#	%	FTE	#	%	FTE
College of Business															
Professor	29	29.3%	23.00	29	29.0%	24.00	28	28.6%	23.00	28	30.4%	22.00	24	29.6%	21.00
Associate	7	7.1%	7.00	7	7.0%	6.00	7	7.1%	6.00	9	9.8%	9.00	11	13.6%	11.00
Assistant	16	16.2%	16.00	16	16.0%	16.00	16	16.3%	16.00	13	14.1%	13.00	11	13.6%	11.00
Instructor / Lecturer	18	18.2%	18.00	18	18.0%	18.00	19	19.4%	19.00	23	25.0%	23.00	23	28.4%	23.00
Teaching Associate	29	29.3%	15.12	30	30.0%	14.90	28	28.6%	15.72	19	20.7%	8.85	12	14.8%	7.43

New Faculty

The Wall College welcomed new faculty during the Fall 2021 semester: Jaeseong Lim (accounting), Marc McAllister (business law), Jay Page (marketing/Wall Fellows director), and Eugene See (management).

Faculty Turnover

The Spring and Summer 2021 semesters saw the retirement of three full-time faculty members: Janice Black (management), Henry Lowenstein (business law), and Lorie Runion (marketing). The college also tragically lost Gina Cummings (Wall Fellows director) in April 2021.

The college experienced four faculty resignations prior to the Fall 2021 semester: accounting (1 assistant professor), management (1 assistant professor, 1 associate professor), and finance (1 full professor).

Intellectual Contributions Productivity

- Faculty contributed to 27 unique published peer-reviewed journal articles during the 2020-2021 academic year. Of these publications,
 - 6 were scholarship supporting good practice in teaching and learning,
 - 14 were applied research, and
 - 7 were basic/discovery scholarship.
- Of the 27 peer-reviewed journal articles published in 2020-2021, 15 were A*/A and B-level
- In addition to peer-reviewed journal articles, the following intellectual contributions were also published during the 2020-2021 academic year:
 - 2 books
 - 1 book chapter
 - 3 proceedings
- Faculty contributed to 15 presentations during the 2020-2021 academic year.

The following faculty serve as editors/associate editors or on an editorial board of peer-reviewed journals:

- Darlene Booth-Bell – *Corporate Governance: The International Journal of Business in Society*
- Robert Salvino – *Political Economy in the Carolinas* (editorial board)
- Robert Salvino - *Online Journal of the Global Business Research Symposium* (editorial board)
- Paul Clark – *Journal of Marketing Channels* (editorial board)

The following faculty served on community or professional boards:

- Leann Mischel – Center for Adolescent Research and Education, Ocean View Memorial Foundation
- Michael Munden – South Carolina Tax Council
- Merrill Boyce – Coastal Educational Foundation
- Robert B. Burney – Academy of Economics and Finance, Carolina Trust Federal Credit Union
- Robert Killins – Carolina Forest Civic Association
- Robert Salvino – Murrells Inlet 2020
- John Marcis – Coastal Leadership Academy
- Yoav Wachsman – Each One Teach One
- Peter Gasca – Each One Teach One
- Jessica Doll – Coastal Montessori Charter School, Montessori School of Pawley's Island
- Karen Sauls – Grand Strand SCORE, Sun News Educational Foundation Scholarship
- Jerome Christia – Socastee High School Career and Technology Education Advisory Committee
- Paul Clark – Socastee High School Career and Technology Education Advisory Committee

- Melissa Clark –Georgetown RISE
- Matthew Gilbert – Each One Teach One
- Bomi Kang – Korean-American University Professors Association
- Taylor Damonte – Myrtle Beach Area Hospitality Association, HGTC Advisory Committees for Business, Accounting, Hospitality, Marketing, and Public Service Administration

Faculty Accomplishments, Impact and Awards

Teaching

- Leann Mischel was awarded the Vereen Teaching Impact Award.
- For the last year and a half, Leann Mischel worked with students to create and refine their ideas to submit to two local pitch competitions: The Pee Dee Idea Challenge (a spring competition that includes five local colleges/universities), and the SC Innovates Competition (a Fall statewide competition). Over the past three semesters, Mischel’s students made 48 submissions to these competitions, and had three top-five placements (including one first place win), four top 10 placements, and one top 15 placement; total student winnings were \$5,755.
- Leann Mischel’s innovative method of teaching MGMT 421 earned her first place in an international contest, the USASBE Entrepreneurship Research Idea Pitch Competition.
- David Doerring trained in the use of “Coinbase” digital currency trading platform in order to help better answer students’ questions around Blockchain.
- Monica Fine was recognized as Professor of the Year by Beta Gamma Sigma.
- Jennifer Calhoun successfully maintained field trips to local hospitality organizations, a signature component of HRTM 101, by converting them to virtual tours in collaboration with partners.
- Completed COOL grant: Karen Sauls, Robin Harvey
- Pete Gasca Completed the CeTeal Online Teaching Certificate and “Open Classroom” programs
- Completed Course Enhancement Grant: Jerome Christia, Jennifer Calhoun, Robin Harvey, Matthew Gilbert, and Monica Fine.
- Cara Scheuer was selected to be a COOL (Coastal Office of Online Learning) course mentor because she “exhibited excellence in many areas of teaching and use of technology on the instructional front” and also because she was identified as a “leader in her academic discipline who has evidenced supporting roles as a mentor for colleagues”.

Research

- Hongxia Wang was awarded the Blanton Distinguished Research Impact Award.
- Robert Burney was awarded the AVX Endowed Professorship in Finance.
- Robert Salvino was awarded the Ammons Family Endowed Professorship of Free Enterprise.
- Four faculty members were awarded professorships for excellent research (in combination with teaching excellence): Jennifer Calhoun, Taylor Damonte, Mitchell Church, and Ola Awe.
- Four faculty projects were awarded research grants for Summer 2021:
 - Bong Jeong and Bomi Kang for their research on digital piracy.
 - Dorothy Thompson and Monica Fine for their research on student perceptions of career services.

- Sourav Batabyal for his research studying the effects of COVID-19 and housing prices and housing infrastructure.
- John Marcis for his research on millennial preferences for goods distribution in times of market shortage and research studying the effects of political leanings on perceptions of minimum wage.
- Darlene Booth-Bell's research titled "Race and Jobs at Risk of Being Automated in the Age of COVID-19" was published by *The Hamilton Project (The Brookings Institute)*. This work was cited by major national news organizations such as MSN.

Service/Professional

- Robert Killins was awarded the Baxley Applied Impact Award.
- Jacob Voegel continued to serve as the Faculty in Residence at Tradition Hall.
- Jacob Voegel was nominated by students and invited to be an honorary initiate into the Delta Sigma Pi business fraternity.
- Kay Keene served as the faculty advisor for Beta Gamma Sigma, which earned High Honors for the 2020-2021 academic year.
- Lee Shinaberger and Kurt Hozak were recognized by the Center for Global Engagement for exceptional service and support of international students.
- David Fink served as a Fulbright Specialist in the Department of State Fulbright Practitioner Program.
- The following faculty taught sessions as part of the Tidelands Health Leadership Academy: David Fink, Jessica Doll, Mitchell Church, Leann Mischel, Peter Gasca, and Larry Smith.

CENTERS AND PROGRAMS

Clay Brittain Jr. Center for Resort Tourism

- Since 2002, the Clay Brittain Jr. Center for Resort Tourism has created research and supported outreach programs that connect students and faculty of the Hospitality, Resort, and Tourism Management program to industry, government, and the community. Center staff have served on industry and government boards and committees. The center also recruited and coordinated the participation of industry and government professionals on the HRTM Executive Advisory Board.
- Through discussions with industry leaders as early as 2003, the industry's need for better area-wide industry performance metrics was identified. The Brittain Center's answer to that need was to engage students and industry in collecting daily lodging industry performance data. The Brittain Center reported its analysis of the data it collected in its CCU Lodging Update, a report it published each week of every year since 2004. During those years, the work of the center was funded either directly or indirectly by the City of Myrtle Beach, the Myrtle Beach Area Chamber of Commerce, and the Horry County Higher Education Commission.
- The edition of the center's CCU Lodging Update that includes the annual results for 2020 was published on January 7, 2021, and is available at coastal.edu/business/resort/research/. A longitudinal analysis of the center's research across a 15-year period was published by the center's director in a scientific journal, the *Journal of Business Research* (2021). The analysis suggests that changes in local Myrtle Beach area lodging performance may be a leading indicator of the relative strength of the national economy.

- The Brittain Center’s research was never more relevant to community leaders than it was in 2020, during which weekly readership more than doubled. Nevertheless, in January 2021, the Brittain Center passed on reporting responsibility for local lodging business performance to the Myrtle Beach Area Chamber of Commerce.
- Since publishing its final lodging report, the Brittain Center has since embarked upon a new research agenda. This project seeks to better understand how the perspectives of those who self-classify as tourists and of those who self-classify as residents are different, and what perspectives they have in common. Students in the tourism and society class survey and interview visitors at CCU’s performing arts events. This in-person research was conducted each semester through mid-March 2020 with the assistance of the Brittain Center. Due to restrictions on public in-person meetings since mid-March 2020, students and Brittain Center staff have since been monitoring social media posts on the likes and dislikes of those visiting or living in specific resort destination areas. This is a rich and important field of research, and the Brittain Center plans to begin publishing its analysis of visitor and resident perspectives on a regular basis beginning in the 2021-22 academic year.

Grant Center for Real Estate and Economics

- Though the COVID-19 pandemic interrupted some of the Grant Center’s service opportunities, the center maintained an active service load through Zoom meetings.
- Center director Robert Salvino hosted a panel of international experts for FIABCI, the International Real Estate Federation, during their annual summit, which was held virtually in December 2020. Their summit reached over 500 international viewers. The Grant Center was a sponsoring partner and helped assemble a panel of experts, including the chief economists from CBRE, RICS, and Jones Lang LaSalle.
- Salvino also delivered the keynote address to FIABCI-USA’s annual board meeting. He continues to serve as the University’s research economist and handles the majority of media inquiries on the economy. He was a guest on WRNN news radio for economic commentary and appeared on television for all area news stations and in print for various area newspapers.
- Sourav Batabyal assisted the Grant Center with several media inquiries, particularly those related to housing issues.
- Two former Grant Center students, Robin Smith (B.S.B.A Economics, May 2019) and Charles “Cobi” Williams (MBA, May 2020), were accepted into the 2020 Legacy of Liberty Fellowship program, a yearlong experience of research, mentorship, and networking with local scholars, businesspeople, and public policy professionals. During the program, fellows work on a research project with a faculty mentor and attend networking and educational workshops, culminating in the Classical Liberals in the Carolinas Conference in Fall 2020. Smith researched the impact of the opioid epidemic through property values and labor markets, and Williams studied the use of regulatory zoning and police powers in the management of local growth. They recorded presentations of their research for the conference.
- Coastal Carolina University has been an academic member of FIABCI, a leading international real estate organization devoted to all real estate specialties and activities, since 2016. In Fall 2020, an internship agreement was made between the two organizations that made it possible for CCU students to be considered for internships with the members of FIABCI. Students appointed to internships at FIABCI will have the opportunity to work part time or full time for periods of one to three months. The arrangement strengthens the growing and robust internship and job placement program within CCU.

- The CCU Real Estate Club had 17 members during the 2020-2021 academic year. Sourav Batabyal served as the club's faculty advisor. Throughout the year, the students managed meetings and communication virtually.
- The Grant Center awarded four scholarships for the 2020-2021 academic year to high-achieving students in the commercial and investment real estate programs at the undergraduate and graduate levels: Shane DeThomasis (finance), Lionel "Jay" Martin (the first MBA scholar), Alexis Sweet (management), and Kelsey Wohlford (marketing and management). The students participated in Grant Center events throughout the academic year, including research events and the Real Estate Club.

Wall Center for Advising

- Most advising meetings by the professional advising team were conducted virtually during the 2020-2021 academic year, due to the COVID-19 pandemic. The Wall Center for advising reported 538 student appointments in Fall 2020 and 598 in Spring 2021.
- The advising team assisted with virtual orientation for incoming students. They advised and registered 411 incoming freshmen students, and 208 incoming transfer students.
- Beacon is a platform for individuals across campus – including faculty, academic advisors, athletic advisors, academic coaches, and staff in student support offices – to communicate information regarding a student's academic behavior. Beacon allows individuals who frequently interact with a student the ability to identify trends inside and outside of the classroom. Being able to identify these trends is valuable in many instances, such as planning a course schedule and guiding a student to campus resources. During the fall semester, the advising team responded to 1,060 alerts and in the spring semester the team responded to 798 alerts.
- A student begins in the Wall College of Business with a professional advisor and then transitions to a faculty advisor within their program of study upon admittance to the Wall College of Business and the completion of 60+ credits. This year, the advising team solidified the timeline for this process and improved communication with students about the transition. The team transitioned 152 students to faculty in Fall 2020 and 261 in Spring 2021.
- The Wall Center advising team engaged in a variety of professional development activities during the 2020-2021 academic year, including a University Advising Summit and the NACADA regional conference, in addition to specialized training on special permission form process, text messaging software, and suicide prevention.
- During the Fall 2020 semester, 93% of freshman eligible to register for Spring 2021 self-registered before open enrollment occurred. This is attributable to presentations conducted by the advising team in the First Year Experience courses, which freshmen take during the fall semester.
- The Degree in Three enrollment was down slightly for the 2020-2021 academic year, with 19 enrolled students (compared to 27 in the prior academic year).

Wall Center for Career Services

Job Placement

- The University-wide alumni survey shows the full-time job placement rate for WCOB undergraduates nine months out to be 71% (of available respondents from 2019-2020), which is higher than the university placement rate of 59.2% for the same year.

- 92.3% of respondents report that their current position is either directly related or somewhat related to their field of study.
- 36.2% of respondents report that they are enrolled in or have been accepted to a graduate or professional program at the master's level.
- According to the senior exit surveys, 46% of graduating seniors secured graduate school admission or post-graduation employment prior to graduation. However, of students who completed an internship, 80.8% had secured employment or were accepted into graduate school prior to graduation.
 - 33.4% of WCOB graduating seniors who secured employment prior to graduation reported starting base salaries greater than \$50,000.
 - 66.2% of graduating seniors reported they will stay in S.C. for employment, down from 71.1% the prior year. Another 17.5% reported they would work in New York, Illinois, Maryland, North Carolina, or Pennsylvania.
 - Graduating business students reported secured post-graduation employment in organizations such as Amazon, Tideland Health, Merrill Lynch, BAE Systems, Sherwin Williams, EY, Horry County Government, Avenel, Marriott Vacations Worldwide, and Enterprise.

Internships

Number of Internships by Academic Year

Discipline *	2017-2018	2018-2019	2019-2020	2020-2021
Accounting	16	5	4	9
Economics	5	4	2	2
Finance	21	31	25	15
Management	60	51	37	27
Marketing	40	45	31	43
Hospitality Resort Tourism Mgmt.	115	103	69	66
General Business/University	22	10	30	36
Graduate	0	24	8	6
TOTAL	279	273	206	204

* We exclude PGA internships from this analysis. The WCOB has over 130 PGA-related internships annually.

- There were 204 business internships registered for academic credit in the 2020-2021 academic year (excluding PGA internships). These included 58 in Fall 2020, 65 in Spring 2021, and 81 in Summer 2021.
- Internship engagement was stable compared to the prior academic year and lower than previous years, which is likely attributable to the ongoing COVID-19 pandemic.
- It is worth noting that marketing student internships were up this year, while management internships decreased. This could be due to the relative ease with which marketing work, especially digital marketing and social media, can shift to remote work, while other disciplines might still require in-person work and therefore be negatively impacted by workplace closures/reductions and social distancing measures.
- It is also worth noting the impact of a change in the HRTM curriculum on registered internships. Prior catalogs required HRTM students to take three separate one-credit internships; that requirement was revised to three internship credits total. As we phase out the older curriculum, many HRTM students are electing to take two, or even all three, internship credits at once, which will have the effect of reducing the overall number of registered internships (though not total internship credits) for that department.

- Half of the WCOB 2020-2021 graduating seniors surveyed had completed an academic internship for credit prior to graduation, and 21% of them completed more than one internship prior to graduation. Both of these metrics are slightly down from the prior academic year.
- According to student feedback surveys, the majority of interns indicated their primary reason for completing an academic internship was to gain experience/build skills, while the lowest motivating factor was compensation.
- Recent internship providers include Myrtle Beach Regional Economic Development Corp., Globe Communications, BOA/Merrill Lynch, Monster Reservations Group, Kimberly-Clark, Titleist, Conway Innovation Center, SiteTech Systems, Marriott Worldwide, Westin Hilton Head Resort & Spa, Wyndham Vacations, Latitude Yacht Brokerage, Scotts Miracle-Gro Company, Otis Elevator Company, Michelin North America, Sunbury Motor Company, Sherwin Williams, TIAA, Georgia Port Authority, Enterprise, Link Bio Corp, Turck Inc., Flow Research, and PwC.
- The graduating senior exit survey shows, of the students who completed an internship in their senior year, 80.8% secured employment or were accepted into graduate school prior to graduation, a rate which was up over 5% from the prior year.
- Nearly 63% of students who completed an internship were either hired full time or continued interning with their internship employer, a rate which was up 8% over the prior academic year.
- Employers consistently rate our student interns high in their ability to work in teams, their proficiency with information technology, and their ability to make ethical decisions. The average overall performance evaluation score of 6.73 out of 7 (96%) in the 2020-2021 academic year, and demonstrating proper workplace etiquette was the highest rated area.

Professional Development Activities (PDAs)

Number of PDA Credits by Academic Year

2017-2018	2018-2019	2019-2020	2020-2021
6,655	5,256	4,335	4,892

- The ongoing COVID-19 pandemic required the PDA program to shift to a fully online format for 2020-2021 academic year. Our prior experiences in Spring 2020 helped make this possible. We were able to offer nearly 13% more PDA credits than in the prior academic year.
- We adopted and promoted new online workshops (with the existing software license for the Beyond Business School platform) so that all PDA categories could be completed remotely, and we also increased the number of online offerings available in each PDA category.
- Another recent development is a partnership with two new companies to provide online experiential learning opportunities: 1) *Parker Dewey*, which offers short-term, project-based “micro-internships” with real companies; and 2) *Forage*, which provides virtual experience programs developed by leading companies like JPMorgan, Accenture, and Deloitte.
- We developed a self-paced online workshop for career planning using the existing TypeFocus software, and began promoting PDA credit for completing the Becker CPA prep courses as well.
- The biggest change for the PDAs prompted by COVID-19 is we started promoting company-sponsored online events/workshops and recruiting sessions through the Handshake career management system. This significantly increased the number of larger firms our students were exposed to, many of which have

never recruited on campus at CCU, including Bank of America, Booz Allen, Ford Motor Co., Goldman Sachs, KPMG, Morgan Stanley, P&G, TD Ameritrade, SAS, and UBS.

PGA Golf Management Program

- Our PGA Golf Management Program continues to be the largest of the 17 PGA Golf Management Programs accredited by the PGA of America. During the 2020-2021 academic year, the program enrolled 47 freshmen.
- The program secured gift agreements for several scholarships, including the Dustin Johnson Annual Scholarship, the Scott Lang PGA Golf Management Annual Scholarship, and a scholarship through the Congaree Golf Club.
- The Hackler Golf Course serves as a “learning laboratory” for PGA Golf Management and represents a key component of our recruiting efforts.
- The PGA Golf Management program is working on several initiatives to maintain the success of the program and assist in its growth. These include an ambassador program, where select students are trained to meet, play golf, and be a point of contact for prospective students; small group mentoring meetings with freshmen; a quarterly newsletter for students and parents. The program is also working to build an alumni association.

CoBE Fellows

- In the 2020-2021 academic year, the CoBE Fellows program inducted eight new associates and introduced a new onboarding Orientation process. The program graduated four senior associates.
- CoBE Associates completed projects with 15 clients, including four (virtually) from the United Arab Emirates. Clients included Myrtle Beach Pelicans Baseball, Barnabas Horse Foundation, Each One Teach One, Power of Elderberries, Marcellus Web Design, L3 Academy, The Oasis Spa, Yoga in Common, Champion Autism Network, Front Light Building Company, Goose Grip, Emirates American Football League (UAE), ekar (UAE), Butterfly Foundation (UAE), and Sprouts Agency (UAE).
- Projects generated \$5,950 in donations from clients, alumni, and supporters.
- CoBE Associates produced a virtual and interactive video for the annual Pathways 2 Possibilities convention. This is an event for seventh and eighth graders in Horry County to explore a variety of professions. The event was held virtually due to COVID-19, and CoBE led the participation for the Wall College by creating an interactive video that was shared with student participants around Horry County.
- The CoBE program launched *The Lounge* Podcast on Apple and Spotify.
- CoBE identified the “Top Ten” skills that recruiters and businesses are looking for in graduates, and soft-launched a new 10-Skills Professional Development Program for new associates. The program, which will be launched officially during the 2021-2022 year, will require proficiency in these 10 skills in order for an associate to move into senior-level positions and lead projects. These skills include technical skills, project management, conversational skills, collaboration and creativity, decision making and delegation, emotional intelligence, progress management, sales, accountability and perseverance, and global perspective.
- CoBE hosted discussion panel on design thinking with Matthew Gilbert.

Wall Fellows

- Wall Fellows inducted 10 students into the Class of 2022 during the 2020-2021 academic year. The Wall Fellows Class of 2021 numbered eight, for a total program enrollment of 18 students in AY2020-2021.
- The Wall Fellows program conducted consulting projects for four companies in Iceland and presented them virtually. These projects have multi-faceted learning, preparing them for transition to the workplace.
- The Wall Fellows led four community service projects in 2020-2021, including Teal Goes Pink, Coastal Goes Local, Freedom Readers, and Mingo Creek
- The Wall Fellows completed 18 internships during Summer 2021 with companies like Avenel Financial, Scotts Mirical-Gro, Otis Elevator Company, Titleist, Michelin, AlisonSouth, and The Greenhous Hotel.
- Graduating Wall Fellows were recently placed at Avenel Financial, Bank of America Merrill Lynch, Crowe, Gill Athletics, AlphaSights, and SAPRO
- Due to the pandemic, the international and domestic trip were cancelled; however, the Wall Fellows participated in a week-long virtual program on business ethics delivered by our partner institution in Rosenheim, Germany. In addition, fellows engaged in virtual sessions with connections who helped explore their professional experiences in China, Singapore, the Middle East, and South Africa.
- Over the summer of 2021, Jay Page was brought on as the new executive director of the program.

Student Executive Leaders

- The Student Executive Leaders (SEL) program welcomed 23 new members during the 2020-2021 academic year, for a total of 71 active/current student members.
- Many of the SEL program activities were on pause for the 2020-2021 academic year due to pandemic restrictions that made the typical career trek and networking engagements impossible. However, 22 SEL students participated in a professionalism workshop virtually during the Spring 2021 semester.

Each One Teach One Entrepreneurship Institute

- Due to the COVID-19 pandemic, the Each One Teach One summer program was not held this academic year. However, Maurice Simpkins '06, a member of the inaugural CCU football team and an IT entrepreneur, partnered with Each One Teach One to teach local middle and high school students about the importance of drone technology
- The program spent the year convening a board of advisors to review the target population, goals, curriculum, and structure of the program. This process engaged a group of faculty from both the Wall College of Business and the Spadoni College of Education and Social Sciences, as well as business leaders, educational leaders, and entrepreneurs in the community in four discussions on these topics.
- Matthew Gilbert was appointed as the director of The Each One Teach One Entrepreneurship Institute.

ADVISORY BOARDS

- The external advisory board for the Grant Center for Real Estate and Economics convened in February and May 2021. Steve Powell, president of Venture Engineering, and Bob Rajewski, assistant coordinator of Fox School's Real Estate Management at Temple University, were welcomed as new board members. Michael King was elected as new chairman, and Rox Pollard was elected as vice chairman.
- The advisory board for the hospitality major did not convene in the 2020-2021 academic year due to COVID-19. This group of local professionals looks forward to resuming its work in November 2021.

- The Finance and Economics Advisory Board met virtually in both fall and spring. In the spring meeting, Kevin Hoffman was welcomed to the board, and the board elected Steve Starnes as president and Robert Lane as vice president. The board also voted to impose dues on external members. During that meeting, students representing the Gerald Boyles Student Investment Fund presented their recommendations for future investments and answered questions from board members.
- The Advisory Board for the D. Wyatt Henderson Department of Accounting convened in December 2020. Two new members, Bret Davis and Robert Jayroe, were welcomed.
- The Wall College of Business Board of Visitors met virtually in October 2020 and April 2021. During these meetings, the board reviewed and approved the proposed expenses for the fiscal year, approved professorships and scholarships, and agreed to support the Dean's Emergency Scholarship for another year, in addition to annual dues. Board members engaged with faculty members to discuss experiences related to teaching during the pandemic. The board also agreed to pilot an internal committee structure in the following academic year, to increase opportunities for engagement between individual board members and students, faculty, and staff.

WALL COLLEGE OF BUSINESS PROFILE

The Wall College of Business currently has over 2,000 undergraduate students across seven degree programs and over 100 graduate (MBA and MAcc) students with almost 9,000 alumni around the world. More than 73 FTE faculty, 12 staff members, and five academic advisors support the college.

Vision

The vision of the E. Craig Wall Sr. College of Business Administration is to prepare all Wall College students to maximize their potential for success with relevant, meaningful, and practical curricula delivered by exceptional and dedicated faculty using cutting-edge applied pedagogy.

Mission Statement

The mission of the E. Craig Wall Sr. College of Business Administration is to guide and educate each student in the development of valuable skills for a successful career in a globally competitive and diverse environment.

With particular focus on four critical components in order to sustain and enact this mission, the Wall College will:

1. Educate **STUDENTS** in critical thinking, communication, and professionalism through applied and experiential learning using a variety of teaching techniques and innovative technologies.
2. Develop, maintain, and execute a **CURRICULUM** emphasizing the integration of business functions in order to provide students with a complete and unified understanding of business.
3. Develop **FACULTY** intellectual capital by creating a portfolio of diversified intellectual contributions in applied, basic discovery, integrative/interdisciplinary, and pedagogical (teaching and learning) scholarship.
4. Offer service to the larger **COMMUNITY** that utilizes and further enhances faculty expertise. Such efforts will, in turn, expand and enhance opportunities for students through cooperative research, internships, or improved course and curriculum design.

Values

As members of the Wall College community of teacher-scholars, we value:

1. **People.** We value the people who work diligently to achieve (or help us achieve) our common goals. We recognize our success is dependent upon a team effort and is built upon the tireless efforts of committed individuals working together. We treat all people with care, respect, and collegiality even when we disagree.
2. **Integrity.** We value truthfulness, honesty, and transparency in all interactions.
3. **Excellence.** We value diligence and quality in all of our efforts and strive to progress and advance continuously.
4. **Innovation.** We value creativity, originality, flexibility, and adaptability in response to an evolving and ever-changing world while never failing to recognize and honor our history and the traditions upon which our college was built.
5. **Collaboration.** We value synergy and commonality in our efforts to achieve a common goal. In such efforts, we commit to disregard self-interests in order to advance the college's objectives.
6. **Diversity.** We value individual differences and celebrate uniqueness, and we demonstrate this commitment by promoting a safe environment for expression of different perspectives.

The application of these values to our daily interactions means that we:

- Ensure everyone participates and no one dominates.
- Listen to others respectfully without interruption.
- Are able to disagree without being rude or offensive toward one another.
- Recognize that all ideas have the potential to be of value, and consequently, we refrain from quick judgement and maintain objectivity and receptivity.

Code of Ethics

At the Wall College, we define ethical behavior by a commitment to respect the rights and dignity of all persons and treat them in a fair and honest manner. All efforts undertaken on behalf of the college will be approached with maximum diligence and quality with a focus on integrity in all interactions. We treat all people with respect and collegiality even when we disagree. The reputation of the Wall College is predicated upon the unwavering support of administrators, faculty, staff, and students to this pledge.

Adherence to the following basic guidelines will help ensure the Wall College of Business provides uncompromised service to all stakeholders. Such stakeholders include, but are not limited to, peers, superiors, subordinates, students, professors, trustees, parents, alumni, donors, and members of the public:

1. The Wall College of Business fosters professional relationships between faculty, staff, and students. Maintaining these relationships requires adherence to the highest standards of behavior and should never be compromised. Conflicts of interest on the part of administrators, faculty, staff, or students will be identified promptly, and steps will be taken to report any such event to the appropriate college or University officials.
2. The University's resources will be properly managed and utilized, as will any other resources entrusted to the college. Any misappropriations of such resources on the part of administrators, faculty, staff, or

students will be promptly identified, and necessary steps will be taken to report the event to the appropriate college or University officials.

3. All research will be conducted honestly, fairly, and objectively. Research methods, analysis, and results will be reported in an unbiased fashion, while taking care to report the strengths and weaknesses of that research. All contributions to research will be fairly acknowledged through the recognition of joint authorship and proper citations. When research involves human participants, their privacy, dignity, and well-being will be respected.

Departments

- D. Wyatt Henderson Department of Accounting
- Finance and Economics
- Marketing and Hospitality, Resort, and Tourism Management
- Management and Decision Sciences

Undergraduate Majors and Concentrations

Bachelor of Science in Business Administration

- Accounting
 - Certified managerial accounting
 - Certified public accounting
- Economics
- Finance
 - Banking and consumer finance
 - Financial management
 - Wealth management
- Hospitality, resort, and tourism management
 - Event planning
 - Sustainable resort development
 - Tourism sales
- Management
 - Entrepreneurial management
 - Human resources management
 - International management
 - Operations and supply chain management
 - Organizational leadership
- Marketing

Bachelor of Arts in Economics

Minors

- Actuarial science and risk management
- Applied creativity and innovation
- Business administration

- Commercial and investment real estate
- Economics
- International business
- Marketing
- Hospitality, resort, and tourism management

Specializations

- PGA golf management

Graduate Programs and Concentrations

- Master of Business Administration
 - Health care administration concentration
 - Commercial and investment real estate concentration
 - Nonprofit management concentration
 - Coastal marine and wetland studies concentration (new in 2021-2022 catalog)
- Master of Accountancy
 - Assurance track
 - Tax track
- Certificate in business foundations
- Certificate in health care administration
- Certificate in fraud examination

Centers

- The Grant Center for Real Estate and Economics
- The Clay Brittain Jr. Center for Resort Tourism
- The Wall Center for Advising
- The Wall Center for Career Services

Student Leadership Programs

- Brown Scholars and Each One Teach One
- CoBE Associates
- Global Business Leaders
- Student Executive Leaders (SEL)
- Wall Fellows

Student Groups and Honor Societies

- Accounting Club
- American Marketing Association
- Beta Alpha Psi
- Beta Gamma Sigma
- Coastal Entrepreneur Organization (CEO)

- Coastal Real Estate Club
- Delta Sigma Pi
- Economics Club
- Eta Sigma Delta
- Financial Management Association
- Omicron Delta Epsilon
- PGA Golf Management Student Association
- Rotaract
- Society for Human Resource Management (SHRM)
- Wall Street Living Learning Community

Learning Goals

BSBA

Goal 1: Demonstrate competence in the following core subjects of business administration: accounting, finance, management, marketing, economics, international issues, legal and social business issues, and quantitative analysis.

Goal 2: Demonstrate competence in solving complex problems by identifying and analyzing an issue, gathering, analyzing, and interpreting relevant information, and proposing solutions or evaluating impacts.

Goal 3: Effectively express knowledge and ideas through written communication.

Goal 4: Effectively express knowledge and ideas through oral presentation skills.

Goal 5: Demonstrate use of appropriate technologies to make effective business decisions.

Goal 6: Demonstrate an understanding of ethical perspectives in business via enhanced awareness and recognition of ethical issues and an understanding of the importance of ethical issues in business decisions.

M.Acc.

Goal 1: Students should demonstrate a broad understanding of topics in financial and cost accounting, taxation, auditing, and other related content areas. Emphasis is placed on preparation for the CPA and CMA exams.

Goal 2: Students should be able to carry out applied accounting research.

Goal 3: Students should be able to effectively express accounting knowledge and ideas through technical written and oral communication.

Goal 4. Students should demonstrate technological skills in solving accounting problems.

MBA

Goal 1: Business knowledge: Graduates will demonstrate knowledge of management techniques necessary to manage the operations of a business and the ability to think strategically about the global business environment.

Goal 2: Critical thinking and ethics: Graduates will demonstrate the ability to think critically and ethically about complex business decisions.

Goal 3: Teamwork and leadership: Graduates will demonstrate the ability to effectively participate in and lead a business team.

Goal 4: Oral and written communication: Graduates will demonstrate the written and oral communication skills necessary for effective management communication.

Strategic Plan (revised May 2020)

In May 2020, the Wall College approved, by a vote of the college faculty, a revised strategic plan. In the 2020-2021 academic year, the strategic planning committee revised the metrics for each goal. The revised plan is included in Appendix A.

Contact Information:

Erika Engel Small, Interim Dean
E. Craig Wall Sr. College of Business Administration
Coastal Carolina University
P.O. Box 261954
Conway, SC 29528-6054
843-349-2071
coastal.edu/business

Appendix A: Strategic Plan (revised May 2020)

Expected Outcomes	Strategic Goals	Outcomes Data/Metrics	Supporting Areas
1. The Wall College of Business (WCOB) will provide a learning environment where students can experience personal and professional growth and success.	1a. The WCOB faculty will engage students with effective teaching and learning practices in multiple modalities, including online, hybrid, and face-to-face.	<ul style="list-style-type: none"> Percent of online, hybrid, and face-to-face courses taught by AACSB-qualified faculty Grade distribution by modality Student evaluation of teaching by modality Faculty participation in Center for Teaching Excellence to Advance Learning (CeTEAL) and Coastal Office of Online Learning (COOL) sessions Faculty attendance at pedagogical conference sessions 	<ul style="list-style-type: none"> Academic departments CeTEAL COOL Distinguished Professorship for Teaching Impact
	1b. The WCOB learning environment will assist students in developing critical thinking, business communication, and professional behavior skills.	<ul style="list-style-type: none"> # of PDAs offered Assessment results from Learning Goals 2 (problem solving), 3 (written communication), 4 (oral communication), and 6 (ethical perspectives) 	<ul style="list-style-type: none"> Wall Center for Excellence Assessment Committee
	1c. The WCOB will engage students in applied and experiential learning.	<ul style="list-style-type: none"> Percentage of students completing internships Percentage of students who study abroad Percentage of students involved in Wall Fellows (WF), Community and Business Engagement (CoBE), and Student Executive Leaders (SEL) Number of experiential learning PDA credits earned by students Number of experiential learning courses 	<ul style="list-style-type: none"> Wall Center for Excellence Center for Global Engagement Academic departments
	1d. The WCOB will produce globally aware graduates.	<ul style="list-style-type: none"> Percentage of students who study abroad Count of international students Count of international academic partnerships # of PDAs offered related to global issues 	<ul style="list-style-type: none"> Center for Global Engagement Wall Center for Excellence
	1e. WCOB students will persist to graduation in 4 years.	<ul style="list-style-type: none"> WCOB 4-year graduation rate WCOB year over year overall retention rate 	<ul style="list-style-type: none"> Dean's office
	1f. WCOB graduates will secure employment and/or be accepted into graduate school.	<ul style="list-style-type: none"> Job placement rates Graduate school placement rates Percentage of students completing internships Number of PDA credits earned by students in these PDA categories: Majors and Careers, Interview Skills, Professional Profile, and Transition to the Profession 	<ul style="list-style-type: none"> Wall Center for Excellence University Career Services
2. The curriculum will prepare students for a successful career.	2a. The WCOB will provide a forward-looking curriculum responsive to the changes in the business environment.	<ul style="list-style-type: none"> Use of innovative (new, advanced, original) technology and/or teaching methods Engagement of classes with industry Annual BSBA/graduate curriculum reviews 	<ul style="list-style-type: none"> Academic departments College Curriculum Committee Graduate Programs Committee(s)
	2b. The WCOB curriculum will assist students in developing general knowledge across all business disciplines and a mastery of knowledge within their chosen discipline(s).	<ul style="list-style-type: none"> Scores from Wall Assessment of Learning & Knowledge (WALK) Major-level learning goals (SACS) 	<ul style="list-style-type: none"> Assessment Committee Academic departments

3. The WCOB will encourage a culture of faculty/staff committed to its mission and values.	3a. The WCOB will attract, retain, and develop a faculty of diverse backgrounds and perspectives.	<ul style="list-style-type: none"> • Counts of diverse faculty based on HR measures • Faculty retention over time • Use of faculty mentoring opportunities 	<ul style="list-style-type: none"> • Institutional Research • Academic departments • Dean's office
	3b. The WCOB will attract, retain, and develop a staff of diverse backgrounds and perspectives.	<ul style="list-style-type: none"> • Counts of diverse staff based on HR measures • Staff retention over time • Availability of development opportunities 	<ul style="list-style-type: none"> • Institutional Research • Academic departments • Dean's office
	3c. All WCOB faculty members will remain current in fields of expertise.	<ul style="list-style-type: none"> • Funding available for professional development • Faculty maintenance of AACSB qualification (e.g. SA, PA, or SP, IP) based on Bylaws 	<ul style="list-style-type: none"> • Academic departments • Dean's office
	3d. Tenured and tenure-track faculty members will demonstrate their scholarly currency by publishing applied, basic, and pedagogical scholarship in reputable journals.	<ul style="list-style-type: none"> • Number of PRJ articles published • Faculty maintenance of SA or PA qualification based on bylaws 	<ul style="list-style-type: none"> • Dean's office • Academic departments • Distinguished Professorship for Research Impact
4. The WCOB will serve the larger community in a variety of cooperative ventures that link community needs with faculty and/or student expertise.	4a. The WCOB will support the community with specialized centers and programs that result in tangible, meaningful outcomes.	<ul style="list-style-type: none"> • Community/client projects completed annually by centers and programs • Client feedback on projects completed by centers and programs 	<ul style="list-style-type: none"> • Dean's office • Centers, institutes, and programs • Distinguished Professorship for Applied Impact
	4b. The WCOB will work to enhance interaction among students, faculty, alumni, and the community.	<ul style="list-style-type: none"> • Percentage of students completing internships • Student participation in activities of student business clubs and honors societies • Activities of centers, programs, and institutes • Engagement of classes with industry 	<ul style="list-style-type: none"> • Wall Center for Excellence • Academic departments • Dean's office