

**ECU Covid-19 Impact Survey:
Reopening Impacts on Students and Student Adherence to
Pandemic Protective Practices**

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Executive Summary

Sociologists from East Carolina University (ECU) and Georgia Southern University and ECU's Center for Survey Research (CSR) developed a survey to gather systematic, empirical data on a broad range of Covid-19 impacts and responses from the ECU community. Between June 19 and July 3, the CSR administered the survey to a random sample of 4,000 ECU students. There were 495 completions for a response rate of 12.4% and a margin of error of $\pm 4.0\%$. The CSR also collected survey data from a random sample of ECU employees. A future report will include analysis of that sample.

Given the results of this study, estimates indicate that:

- As many as 1,755 ECU students did not have access to a computer where they were living after spring break.
- Between about 2,207 and 4,335 ECU students did not have reliable internet access where they were living after spring break.
- 42.1% of ECU students experienced increased work or school responsibilities.
- 59.0% of ECU students experienced increased family responsibilities.
- By early July, almost half of ECU students (45.6%) knew someone personally diagnosed with the coronavirus and about 8.0% were caring for someone who was ill.
- There were significant effects on emotional well-being, particularly among female students, who reported more than usual anxiety, sadness, irritation, and difficulty concentrating compared to male students, and among White students who reported more anxiety, sadness, and difficulty concentrating compared to Black students.
- Across the board, students reported high levels of understanding about the practice of social distancing, although less than 40% said they always practiced social distancing when out in public and less than half consistently wore a mask when indoors in public places.
- At the time of the survey, most students complied with Phase II pandemic protective practices as 53% made four or fewer essential errands per week into their communities and 57% attended no social gatherings of more than ten people. Yet, the 43% who did attend large social gatherings averaged between two to three outings per week.
- Between 1,382 and 3,511 students seldom or never practiced social distancing in public and between 5,851 and 6,915 seldom or never wore masks in indoor public places.
- At the time of the survey, ECU students were making approximately 106,380 essential errands and 22,925 outings to large social events *each week*. At those rates, the return to campus poses real potential for students either to contract or transmit the virus among themselves, to others on campus, and throughout the broader Greenville community.
- Generally, we found no gender differences in social distancing and mask wearing, yet female students were more concerned about returning to campus than were male students.
- Black students were more concerned about returning to campus, and substantially more likely than White students to practice social distancing and to wear a mask in indoor public spaces.

- Compared to both independents and Democrats, Republican students were less worried about returning to campus, less likely to practice social distancing or wear a mask when in indoor public places, and almost twice as likely to attend large social gatherings.

Background

On January 30, 2020, the World Health Organization declared Covid-19, the disease caused by the coronavirus, to be a public health emergency of international concern. One week later, on February 6, Patricia Dowd of San Jose, California became the first Covid-19 death in the United States. As Covid-19 cases increased nationwide, U.S. colleges and universities transitioned to remote-access teaching in March to help slow the spread of the virus.

East Carolina University (ECU) was no exception. To protect students, employees, and the broader Greenville community, ECU announced plans to shift all course instruction to online delivery and to send students home for the remainder of the spring semester. The online transition occurred during spring break, causing disruption to nearly all aspects of university activities. This situation raised many important questions about the educational, health, economic, and social impacts of both Covid-19 and ECU’s partial closure and complete shift to distance and online instruction that began on March 16, 2020.

The Survey Sociologists from ECU and Georgia Southern University and the ECU Center for Survey Research (CSR) developed a survey to gather systematic, empirical data on a broad range of Covid-19 impacts and responses from the ECU community. The questionnaire followed a previous one administered to ECU students in January 2000, which probed the economic, health, social, and educational impacts of the extensive flooding and closure of the ECU campus following Hurricane Floyd during the fall semester of 1999 (Van Willigen et al. 2005). ECU’s CSR administered the Covid-19 Impact Survey to a random sample of ECU students and employees between June 19 and July 3. The survey used separate random samples for students (N=4,000) and employees (N=1,000). The survey oversampled Black students to ensure an adequate number of Black or African American respondents to enable meaningful statistical analyses. The overall survey response rate was 18%. The response rate for the student sample was 12.4%. The margin of error for the student sample is approximately $\pm 4.0\%$. The response rate for the employee sample was 32.3% with a margin of error of approximately $\pm 5.5\%$.

Characteristics of the ECU Student Population and Covid-19 Survey Sample Table 1 below presents characteristics of the ECU student population retrieved from the ECU Factbook (see the ECU Analytics Portal at <https://performance.ecu.edu/portal>). The proportion of graduate and undergraduate students in the sample closely matches the demographics of the full student population. To correct for any small imbalances, the analysis utilized a weight to the survey data to approximate the student population more precisely on gender and race.

[Insert Table 1 here]

Reopening Impacts on Students

Tables 2, 3, 4, and 5 below present descriptive results for a subset of survey questions considered to be most relevant to the ECU reopening process. Specifically, these include student computer and social media access after March 16, changes in family and work responsibilities, changes in

emotional well-being, and the level of worry associated with returning to campus for the fall semester. In this report, we also examine the practice of social distancing, the wearing of pandemic protective equipment when in public, and how frequently students left home for essential errands or participated in social gatherings larger than ten people. Table 2 examines these questions for all students and then Tables 3, 4, and 5 break down those results by gender, race, and political party identification, respectively.

Computer and Media Access The survey asked students about their access to various computer or media related resources at the location where they were living after spring break. The top panel of Table 2 reports these results and estimates the number of ECU students to whom a given situation applied. The percentage of students reporting having **no** access to a smartphone or a computer were rather low (1.6% and 2.6% respectively). Nonetheless, applying the margin of error for the survey and the total number of ECU students, we estimate that as many as 1,755 students did not have access to a computer where they were living after spring break.

Similarly, 12.3% reported not having reliable internet access. With a $\pm 4\%$ margin of error for the survey, we can be 95% confident that the percentage of students lacking reliable internet access fell somewhere between 8.3% and 16.3%. To estimate the actual number of ECU students lacking reliable internet access, we calculated the 95% confidence interval listed in Column 3 to be between 2,207 (8.3% of 26,595 students) and 4,335 (16.3% of 26,595 students). Thus, through this extrapolation process, we estimate that at least 2,207 ECU students and as many as 4,335 ECU students lacked reliable internet access during the part of the spring semester when ECU shifted instruction entirely online because of the coronavirus.

[Insert Table 2 here]

Work and Family Responsibilities More than two out of five students (42.1%) reported that their school or job-related responsibilities increased after the March 16 switch to online instruction, while nearly three out of five students (59.0%) reported increased family responsibilities. Estimations in Column 3 indicate that at least 10,133 students and as many as 12,260 students experienced increased work or school responsibilities, while between 14,627 and 16,755 dealt with increased family responsibilities. Similarly, one in twelve (7.9%) reported caring for someone who was ill and nearly half (45.6%) reported knowing someone personally who had been diagnosed with Covid-19.

Emotional Well-being The survey asked four questions that probed changes in emotional well-being among students after ECU shifted to online instruction on March 16. The third panel of Table 2 indicates that substantial numbers of ECU students reported being “a great deal more” anxious, sad, irritated, and difficulty concentrating. About four in ten students (40.6%) reported feeling a great deal more anxious (between 9,733 and 11,861 students). A similar proportion (43.1%) had a great deal more difficulty concentrating (between 10,399 and 12,526 students).

Reopening and Pandemic Protective Practices

The bottom three panels on Table 2 shift the focus to issues that relate directly to the reopening of ECU for in-person and in-residence operations. It also covers student pandemic protective

practices and the frequency of their outings into the community while under the stay at home directives from Governor Roy Cooper.

Worry about Returning to Campus Students provided answers on the extent to which they agreed with the following statement: “At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.” Nearly one in three (28.9%) strongly agreed with that statement, while about one in four (23.3%) strongly disagreed. In short, a substantial proportion of students (between 6,622 and 8,750) expressed worry about returning to in-person instruction and the reopening of campus.

Covid-19 Pandemic Protective Practices Students answered questions about their understanding of social distancing, and how often they practiced social distancing and wore masks when out in public. Nearly all students (95.5%) indicated that they understood the practice of social distancing at either a high or very high level. Yet, only a few more than one out of three students (35.6%) always practiced social distancing when out in public and nearly one in ten (9.2%) did so only sometimes or never. About four in ten (41.8%) students always wore a mask when indoors in public places, such as when shopping at a grocery store. By contrast, slightly more than one in five ECU students (22.0%) never or only sometimes wore masks when indoors in public places. As reported in Column 3, we estimate that between 1,382 and 3,511 ECU students seldom or never social distanced in public and between 5,851 and 6,915 seldom or never wore masks.

At the time students responded to the survey, North Carolina was under Phase II of Governor Cooper’s three-step process for reopening the state economy. Social distancing in public and wearing masks in indoor public places were actions that the state government *strongly recommended* that people follow, though it did not fully require. Taken together, these results indicate that most ECU students were not complying with those recommendations regarding masks and distancing. In the next section, we see the scope of ECU student non-compliance with another Phase II recommendation by participating in social gatherings of more than ten people.

Weekly Essential Errands and Social Gatherings The questionnaire asked students about how many times each week they left their apartment or house to run essential errands including buying food or picking up prescriptions and separately about attending social gatherings of friends, family, or others of more than ten people. The bottom panel of Table 2 indicates that on average students ran about six essential errands per week (mean = 5.71). While some students reported as many as thirty outings per week, more than half (56.9%) reported four or fewer outings (median = 4.0). Each student outing of this type is a potential occasion for the student to contract or transmit the virus. Using the median number of outings, we estimate that each week ECU students, in total, made approximately 106,380 distinct outings to run essential errands (26,595 students * median of 4 errands per week). Because responses to this question varied considerably, we based the estimate on the median rather than the mean.

We also calculated similar estimations for the number of student social outings each week to events of ten people or more. First, we must emphasize *that a majority of ECU students (56.9%) reported attending no such social events*. Our estimates are thereby based on the 43.1% of students who attended at least one such social event. The median number of large social

gatherings attended by these students was two outings per week. Applying this to the ECU student population (26,595 total students * 43.1% who attended social events * the median of 2.0 social outings per week) we estimate that ECU students made 22,925 discrete outings *per week* to social events of more than 10 people. While most ECU students complied with Phase II recommendations to avoid large social gatherings, a substantial minority of students did not.

Finally, *how many of the weekly essential errands and social outings by ECU students were made by those who reported that they never or only sometimes practiced social distancing or wore a mask on such occasions?* By integrating estimations of student outings with survey results on the proportion of students who seldom or never practiced social distancing or wore masks, we can answer these questions. As noted earlier, 9.2% and 22.0% of students indicated that they never or only sometimes social distanced or wore masks, respectively, when indoors in public places. In late June, at a time when Phase II stay-at-home recommendations were in place, students who seldom or never practiced *social distancing* collectively ran 9,787 essential errands and attended 2,109 large social events each week. Similarly, students who seldom or never *wore masks* ran a total of 23,404 essential errands into the community and attended 5,044 outings to social gatherings of ten or more people per week.

Implications for ECU Reopening

Our data only allow us to estimate the total number of outings for essential errands each week and total number of social outings to events of more than ten people that ECU students made at a time when they were dispersed to home or other locations over the summer. Moreover, student distancing and masking practices may have changed between late June when students responded to the survey and early August when the university reopened. Nonetheless, estimates from that time period provide a reasonable baseline to use when anticipating the impact of the return of students to off-campus activities in the broader Greenville community.

The student living situation in Greenville and on campus may necessitate fewer essential errands into the community because some of those services may be available on campus. By contrast, after returning to Greenville, students may well encounter more opportunities and encouragements to attend and participate in social gatherings of more than ten people. Nonetheless, using their reported summer rates, approximately 106,380 essential errands and 22,925 social outings each week pose serious potential for students to either contract or transmit the virus among themselves, to others on campus, and throughout the broader Greenville community.

An Examination of Gender, Racial, and Partisan Differences

ECU students, staff, and faculty all worked through the challenges of an uncertain and stressful situation following the partial closure of campus and the shift to online instruction on March 16, 2020. The societal actions undertaken to slow the spread of the coronavirus and to promote public safety, both past and present, have disrupted aspects of people's everyday lives. The entire ECU community has shared in this experience. *Yet, individually, we are not all experiencing these changes and the consequences of the pandemic in the same ways.* To document some of the varying student experiences, the next section examines gender, racial, and political partisanship differences among ECU students.

Gender Differences

In this section, we analyze if any differences existed in responses between students by gender. Table 3 displays these results. We found no significant differences in access to computers, smartphones, reliable internet, or cable television, nor were there significant differences on increased work and family responsibilities. Yet, within the sample, 44.4% of the female students experienced increases in job or school responsibilities, as compared to 39.1% of male respondents. Also, within the sample, about six in ten female students reported increased family responsibilities as compared to just over half of male students.

[Insert Table 3 about here]

Emotional Well-being Regarding emotional well-being after the shift to online instruction, female students were significantly more likely to report a great deal more anxiety, sadness, irritation, and difficulty concentrating than did male students. About a third of female students strongly agreed that they are worried about returning to campus due to concerns about coronavirus, as compared with nearly one quarter of male students. By contrast, one-third of male students strongly disagreed that they are worried about returning to campus.

Social Distancing and Pandemic Protective Practices Male and female students are similar in their understanding and practice of social distancing. However, while there is no significant difference in their reports on mask wearing, 28.5% of male students stated that they sometimes or never wear a mask when indoors in public places (shopping, etc.), as compared with 18.3% of female students. Male students also made significantly more weekly trips for essential errands (6.28) than did female students (5.33).

Racial Identification Differences

Below we examine if differences exist between students identifying as either Black or African American and those identifying as White. Table 4 presents these results. We found no significant differences in access to a computer, reliable internet, smartphone or cable television where students were living after the shift to online instruction on March 16. Similarly, there were no significant differences in how their work or family responsibilities changed, in their likelihood of caring for someone who was ill, or in whether they personally knew someone diagnosed with Covid-19.

[Insert Table 4 about here.]

Emotional Well-being and Worry about Returning to Campus Black and White students differ significantly on three indicators of emotional well-being. Compared to Black students, more White students reported feeling a great deal more anxious and a great deal more sad after leaving campus and shifting to online instruction. White students were also more likely to report having a great deal more difficulty concentrating than Black students. The number of Black and White students who reported feeling increased irritation were not significantly different.

The fourth panel of Table 4 presents rather stark differences in how many Black and White students were worried about returning to campus for the fall semester because of Covid-19. Among Black students, about four in ten (41.0%) strongly agreed that they were worried about

returning to campus, while only about one in seven (14.1%) strongly disagreed with that same statement. By contrast, only 25.8% or about one in four White students reported this worry and about one in four (24.5%) indicated that they were not worried about returning to campus.

Social Distancing and Pandemic Protective Practices Panel 5 of Table 4 indicates that Black and White students reported comparable and high levels of understanding about the practice of social distancing. Yet, most Black students (53.8%), compared to three in ten (29.9%) White students, reported always practicing social distancing. In comparison, nearly twice as many White students (9.3%) than Black students (5.1%) reported seldom or never practicing social distancing when out in public. Black students were also more likely to report always wearing a mask when indoors in public places (63.3%) than were White students (36.1%). At the other end of this spectrum, three times as many White students (27.5%) than Black students (8.8%) indicated never wearing a mask when indoors in public places at a time when North Carolina was under Phase II recommendations to always wear a mask in such circumstances. Finally, we find no evidence of significant differences between Black and White students in their number of outings per week.

Political Partisanship Differences

On its surface, the Covid-19 pandemic would not seem to be an issue in which political partisanship should matter given that it involves public health. Republicans, Democrats, and independents are all equally susceptible to contracting the virus and to its effects. Nonetheless, recent data from academic researchers and polling organizations show that Covid-19 is not above politicization.

The latest research shows that there is a significant partisan divide among Americans nationally. According to the results, Republicans and Democrats have widely divergent beliefs, behaviors, and practices related to Covid-19. More specifically, self-identified Republicans reported less concern about the severity of Covid-19 and its potential consequences than self-identified Democrats and independents (Newport 2020; Pew Research Center 2020; Thomson-DeVeaux 2020). Republicans are also less likely to report that they practice the precautionary safety measures that public health experts recommend to stop the spread of Covid-19, such as wearing a face covering, avoiding large public gatherings, and practicing social distancing (Newport 2020; Pew Research Center 2020; Thomson-DeVeaux 2020). To examine if similar partisan patterns are present among ECU students, our survey asked students a commonly used one to two-part question from the American National Election Study (ANES) – a leading source of research on partisanship for more than seven decades – about their political party identification (see ANES 2020).

Our first set of findings, shown in Table 5, revealed two differences based on party identification with respect to computer and media access after the spring break. Republicans were significantly more likely to lack access to a computer compared to others. However, Republicans were about twice as likely as both Democrats and independents to have access to cable television.

Partisan differences were also present in other areas. Democrats (65.5%) were more likely than Republicans (54.7%) and independents (48.5%) to experience an increase in family responsibilities after the spring break. Yet, when it came to increased work responsibilities and

caring for someone ill, there were no statistically significant differences by party identification. Interestingly, independents were the least likely (33.7%) to know someone diagnosed with the coronavirus when compared to Democrats (48.8%) and Republicans (51.4%).

[Insert Table 5 about here]

Emotional Well-being and Worry about Returning to Campus Approximately 34.2% of Republican students answered that they felt “a great deal more anxious” since spring break. That was less than the percentages recorded for independents (38.8%) and Democrats (46.9%). Although there were no significant differences reported on increased feelings of sadness and irritation by party identification, Republicans were also less likely than independents and Democrats to report difficulty concentrating after spring break.

Larger partisan differences existed on worry about returning to campus. Just 14.1% of Republican students answered they “strongly agreed” with the statement: “At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.” By comparison, 26.8% of independents and 39.4% of Democrats strongly agreed with that statement. Strong disagreement with that statement was highest among Republicans (41.6%) relative to independents (22.7%) and Democrats (12.5%).

Social Distancing and Pandemic Protective Practices On the battery of questions associated with social distancing and pandemic protective practices, party identification again revealed some significant differences. More than two-fifths of independents (42.9%) and Democrats (41.5%) reported “always practicing social distancing when going out in public.” Among Republican students, the percentage was 20.1%. Likewise, Republican students were more likely than independents and Democrats to report that they sometimes or never practice social distancing (17.5% for Republicans compared to 4.1% for independents and 6.8% for Democrats).

There were also partisan differences present for mask wearing. Approximately 46.7% of independents and 53.7% of Democrats reported that they always wear a mask when indoors in public places. Among Republicans, the percentage was 18.2%. Moreover, two out of five Republican students (40.5%) reported sometimes or never wearing a mask when indoors in public places compared to 18.7% of independents and 10.5% of Democrats.

Finally, Republican students, on average, left their apartments or homes more times to run essential errands, or to attend large social gatherings each week than did students who identified as Democrats or independents. According to the survey results, Republicans left their apartments or homes for essential errands about 6.54 times per week compared to 5.73 times per week for independents and 5.14 times per week for Democrats. For social gatherings of friends, family members, and/or others of more than ten people, Republicans attended such occasions 1.77 times per week compared to once a week for independents and Democrats.

Summary

The results presented in this survey report yield the following three general conclusions. First, the shift to online instruction after spring break presented a range of difficulties for large segments of the student population. Notably, several thousand students lacked reliable internet

access following the shift to online-only instruction, requiring them in almost all instances to rely on a smartphone potentially to complete assignments as complex as term papers. Although this situation occurred for only a minority of ECU students, the lack of access to reliable technology remains an issue affecting a sizable number of students in total. With the coronavirus pandemic forcing the ECU to return to online-only instruction as of August 23, finding ways to support several thousand students in need of reliable internet access or home access to a computer poses a serious educational challenge for both ECU administrators and faculty to acknowledge and integrate into course scheduling, planning, and implementation.

Second, the coronavirus has had real effects on the everyday lives and well-being of ECU students. As the survey results in this report revealed, about half of students experienced increased work, school, and family responsibilities since the outbreak of the pandemic including knowing someone personally diagnosed with Covid-19. In general, substantial proportions of students reported having a great deal more difficulty concentrating and feeling a great deal more anxiety, sadness, and irritation since the shift to online instruction. Some of these challenges to emotional well-being were more pronounced among female students, White students, and students not identifying as Republicans. In short, the consequences of the pandemic are widespread and have affected students in a multitude of ways that present ECU with serious educational challenges whether the university remains open or returns to online-only instruction.

Third, a notable segment of the student population reported not following the safety recommendations of public health officials. While *most* students are acting in compliance with the recommended guidelines, we still found that at the time of the survey, in late June, less than two out of five ECU students reported that they always practiced social distancing when out in public and less than half always wore a mask when indoors in public places. Those statistics, combined with the fact that more than two out of five students reported attending at least one social gathering of ten or more people each week indicate that this broad pattern of behavior will need to change in order to reduce the risk of the virus spreading whenever the next re-opening of the ECU campus occurs.

We acknowledge that our data only allow us to estimate student pandemic protective practices at a time over the summer when many were living outside of ECU and the local Greenville community. Yet, the estimates reported here provide an empirical baseline to use when anticipating the impact of reopening the campus and bringing students back to a community where they will need to run essential errands and will encounter ample opportunities and encouragements to attend and participate in large social gatherings. As plans will inevitably begin to re-open campus after the fall semester, we strongly encourage continued and active efforts by ECU administrators to educate students about effective safety practices to help prevent the spread of the coronavirus both on campus and off.

Table 1. ECU Student Characteristics: ECU Population and Covid-19 Survey Sample	ECU Population	Unweighted Survey Sample	Weighted Survey Sample
Total number of students in ECU population and Covid-19 Survey Sample	26,595	495	495
Student status *			
Undergraduate students	79.8%	82.4%	82.3%
Graduate students	20.2%	17.6%	17.7%
Student gender **			
Female	59.0%	72.4%	59.4%
Male	41.0%	27.2%	40.2%
Prefer to self-describe	n/a	0.4%	0.4%
Student racial identification ***			
Black or African American	16.0%	25.6%	16.1%
White (Non-Hispanic/Latinx)	66.0%	63.4%	65.8%
All others	18.0%	11.0%	18.1%
Student political party identification ****			
Republican	n/a	27.5%	32.8%
Independent	n/a	21.7%	21.5%
Democrat	n/a	50.8%	45.7%

* Students needed to indicate they were enrolled during the spring 2020 semester to be included in the analysis. Undergraduate students are those who identified themselves as undergraduates in question one of the survey, or as a freshman, sophomore, junior, or senior in question three of the survey. Graduate students are those who identified as enrolled in a master’s degree program or doctoral degree program.

** Gender is based on responses to question forty-four in the survey (see Table 3). Students who chose to self-describe were not included in the analysis on gender differences due to the small number of cases.

*** Racial identification is based on responses to both question forty-six and question forty-seven in the survey. Non-Hispanic/Latinx White students and non-Hispanic/Latinx Black students are included in the analysis on differences by race (see Table 4) because there are enough cases in each group for statistical comparisons. There were twenty-six Hispanic/Latinx respondents and another twenty-eight respondents who identified as Asian American, American Indian, Native Alaskan, Native Hawaiian, or Pacific Islander. There were not enough responses from these students to perform quantitative analysis.

**** Republicans are defined as students who reported that they “usually think of themselves as Republicans.” Democrats are defined as students who reported that they “usually think of themselves as Democrats.” Republicans and Democrats also include independent “leaners.” These are respondents who answered that they do not think of themselves as Republicans or Democrats, but that they “lean” closer to one of those two parties. We treat those who “lean closer” to the Republican Party as Republicans and those who “lean closer” to the Democratic Party as Democrats. Independents are those who answer that they “lean closer” to neither political party. This coding scheme is consistent with the recommendations of political scientists who study partisanship (see e.g., Petrocik 2009).

Table 2. Results for all students (undergraduate and graduate) on selected questions (N=495).	Percent Yes	Estimated number of ECU Students (95% C. I.) *
Computer and media access		
Where the student was living after spring break they did NOT have access to...		
Computer (desktop, laptop, or tablet)	2.6	0 – 1,755
Smartphone	1.6	0 – 1,489
Reliable internet	12.3	2,207 – 4,335
Cable television	37.4	8,883 – 11,010
Work and family responsibilities		
Since spring break have...		
your work commitments (school or job related) increased?	42.1	10,133 – 12,260
your family responsibilities increased?	59.0	14,627 – 16,755
Are you currently taking care of someone who is ill?	7.9	1,037 – 3,165
Do you know anyone personally who has been diagnosed with the coronavirus?	45.6	11,064 – 13,191
Emotional well-being		
Since spring break would you say that...		
you have felt a great deal more anxious?	40.6	9,733 – 11,861
you have been a great deal more sad?	21.0	4,521 – 6,649
you have felt a great deal more irritated?	32.7	7,633 – 9,760
you have felt a great deal more difficulty concentrating?	43.1	10,399 – 12,526
Worried about returning to campus		
At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.		
...strongly agree	28.9	6,622 – 8,750
...strongly disagree	23.3	5,133 – 7,260
Social distancing and wearing masks:		
Student reported...		
a high or very high level of understanding of practicing social distancing	95.5	24,334– 26,462
always practicing social distancing when going out in public	35.6	8,404 – 10,531
sometimes or never practicing social distancing when out in public	9.2	1,382 – 3,511
always wear a mask when indoors in public places (shopping, etc.)	41.8	10,053 – 12,181
sometimes or never wear a mask when indoors in public places (shopping etc.)	22.0	5,851 – 6,915
Going Out During Phase II Stay-at-home Recommendations		
Median		
Estimated total outings each week		
About how many times each week did left your apartment, house to...		
run essential errands buying food, picking up prescriptions?	4.0	106,380
attend a social gathering of friends, family members, and/or others of more than ten people?	2.0 **	22,925

* Taking into account the margin of error for student sample and the size of the ECU student population, we can estimate with 95% confidence that the actual number of ECU students with a given attribute centers on the listed percentage and lies somewhere within the range listed.

** Median number of social outings for students who attended at least one large social gathering.

Table 3. Results for all students on selected questions by gender	% Female (N=292)	% Male (N=198)
Computer and media access		
Where the student was living after spring break they did NOT have access to...		
Computer (desktop, laptop, or tablet)	2.4	3.0
Smartphone	0.3	3.5
Reliable internet	12.7	11.1
Cable television	34.1	41.9
Work and family responsibilities		
Since spring break would you say that...		
your work commitments (school or job related) increased?	44.4	39.1
your family responsibilities increased?	62.1	54.0
Are you currently taking care of someone who is ill?	9.2	6.1
Do you know anyone personally who has been diagnosed with the coronavirus?	45.5	46.0
Emotional well-being		
Since spring break would you say that...		
you have felt a great deal more anxious?	49.5	27.6
you have been a great deal more sad?	26.7	12.8
you have felt a great deal more irritated?	33.4	32.0
you have felt a great deal more difficulty concentrating?	46.9	36.9
Worried about returning to campus		
At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.		
...strongly agree	31.1	24.7
...strongly disagree	17.7	32.3
Social distancing and wearing masks		
Student reported...		
a high or very high level of understanding of the practice social distancing	94.2	97.5
always practicing social distancing when going out in public	35.5	35.4
sometimes or never practicing social distancing when going out in public	9.2	9.6
always wearing a mask when indoors in public places (shopping, etc.)	42.5	39.2
sometimes or never wearing a mask when indoors in public places (shopping etc.)	18.3	28.5
Going out during Phase II stay-at-home recommendations		
About how many times each week have you left your apartment or house to...		
run essential errands buying food, picking up prescriptions?	5.33	6.28
attend a social gathering of friends, family members, and/or others of more than ten people?	1.19	1.31

Note: Results in **bold font** are statistically significant at $\leq .05$ (one-tailed).

Table 4. Results for all students on selected questions by racial identification	% Black (N=79)	% White (N=324)
Computer and media access		
Where the student was living after spring break they did NOT have access to...		
Computer (desktop, laptop, or tablet)	3.8	2.5
Smartphone	1.3	2.2
Reliable internet	13.9	13.0
Cable television	34.2	38.3
Work and family responsibilities		
Since spring break would you say that...		
your work commitments (school or job related) increased?	41.8	42.7
your family responsibilities increased?	55.1	57.9
Are you currently taking care of someone who is ill?	12.7	8.4
Do you know anyone personally who has been diagnosed with the coronavirus?	44.3	46.6
Emotional well-being		
Since spring break would you say that...		
you have felt a great deal more anxious?	36.7	41.4
you have been a great deal more sad?	16.7	23.4
you have felt a great deal more irritated?	35.0	35.9
you have felt <i>somewhat to a great deal</i> more difficulty concentrating?	67.1	76.8
Worried about returning to campus		
At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.		
...strongly agree	41.0	25.8
...strongly disagree	14.1	24.5
Social distancing and wearing masks		
Student reported...		
a high or very high level of understanding of practicing social distancing	94.9	95.4
always practicing social distancing when going out in public	53.8	29.9
sometimes or never practicing social distancing when going out in public	5.1	9.3
always wear a mask when indoors in public places (shopping, etc.)	63.3	36.1
sometimes or never wear a mask when indoors in public places (shopping etc.)	8.8	27.5
Going out during Phase II stay-at-home recommendations		
About how many times each week have you left your apartment or house to...		
run essential errands buying food, picking up prescriptions?	6.26	5.68
attend a social gathering of friends, family members, and/or others of more than ten people?	1.52	1.27

Note: Results in **bold font** are statistically significant at $\leq .05$ (one-tailed).

Table 5. Student response on selected questions by party identification	% REP (N=149)	% IND (N=98)	% DEM (N=207)
Computer and media access			
Where the student was living after spring break they did NOT have access to...			
Computer (desktop, laptop, or tablet)	4.7	0.0	2.4
Smartphone	2.0	2.1	1.0
Reliable internet	11.4	12.2	11.1
Cable television	22.8	46.9	40.6
Work and family responsibilities			
Since spring break have...			
your work commitments (school or job related) increased?	48.6	43.3	40.1
your family responsibilities increased?	54.7	48.5	65.5
Are you currently taking care of someone who is ill?	6.7	5.2	9.7
Do you know anyone personally who has been diagnosed with the coronavirus?	51.4	33.7	48.8
Emotional well-being			
Since spring break would you say that...			
you have felt a great deal more anxious?	34.2	38.8	46.9
you have been a great deal more sad?	17.8	20.2	23.8
you have felt a great deal more irritated?	35.8	32.0	33.3
you have felt a great deal more difficulty concentrating?	32.2	2.3	51.7
Worried about returning to campus			
At the present time, I am worried about returning to the ECU campus for the fall semester due to concerns about the coronavirus.			
...strongly agree	14.1	26.8	39.4
...strongly disagree	41.6	22.7	12.5
Social distancing and wearing masks			
Student reported...			
a high or very high level of understanding of practicing social distancing	93.3	98.0	96.1
always practicing social distancing when going out in public	20.1	42.9	41.5
sometimes or never practicing social distancing when out in public	17.5	4.1	6.8
always wear a mask when indoors in public places (shopping, etc.)	18.2	46.7	53.7
sometimes or never wear a mask when indoors in public places (shopping etc.)	40.5	18.7	10.5
Going out during Phase II stay-at-home recommendations			
About how many times each week did left your apartment, house to...			
run essential errands buying food, picking up prescriptions?	6.54	5.73	5.14
attend a social gathering of friends, family members, and/or others of more than ten people?	1.77	1.00	1.00

Note: See the note in Table 1 for the definition of Republicans, Democrats, and independents. Results in **bold font** are statistically significant at $\leq .05$ (one-tailed).

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