Frequencies

Notes

Output Created		19-NOV-2024 16:04:33
Comments		
Input	Data	C:\Users\danie\Documents\one drive\OneDrive - University of Illinois - Urbana\BADM 322\LR LLC Submission.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	99
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Often_oncampus Often_athome Typically_paper Typically_plastic Typically_metal Typically_glass Typically_lightbulbs Typically_batteries Typically_other Typically_other_text Agree_aware Agree_adequate Agree_promote Agree_sustainability Agree_learning Knowledge_rating Factors_convenience Factors_availability Factors_concerns Factors_peer Factors_knowledge Factors_other Factors_other_text Locations_oncampus Locations_stores Locations_offcampus Locations_cafes Locations_dedicated Experience_batteries Experience_lightbulbs Recycle_Batteries Recycle_Lightbulbs Interest_Batteries Interest_Lightbulbs Oncampus_batteries Oncampus_lightbulbs Motivate_ease_access Motivate_Environmental_Impact Motivate_Incentives Motivate_would_not_recycle Proposed_Image1 Proposed_Image2 Proposed_Image3 Design_labels Design_progress Design_colors Design_QR Design_other Design_other_text Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_VIP

		Incentive_challenge Incentive_hunt Incentive_mystery Incentive_Other Incentive_Other_Text Interactive_batteries Interactive_lightbulbs Competition_Batteries Competition_Lightbulbs Improvements_collection Improvements_feedback Improvements_awareness Year Gender College /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.17
	Elapsed Time	00:00:00.13

		Q1. How often do you recycle? - On campus	Q1. How often do you recycle? - At home	Q2. What items do you typically recycle? - Paper	Q2. What items do you typically recycle? - Plastic	Q2. What items do you typically recycle? - Metal	Q2. What items do you typically recycle? - Glass	Q2. What items do you typically recycle? - Lightbulbs	Q2. What items do you typically recycle? - Batteries	Q2 do rec
N	Valid	99	94	98	98	97	98	97	97	
	Missing	0	5	1	1	2	1	2	2	

Frequency Table

Q1. How often do you recycle? - On campus

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	5.1	5.1	5.1
	Sometimes	33	33.3	33.3	38.4
	About half the time	22	22.2	22.2	60.6
	Most of the time	28	28.3	28.3	88.9
	Always	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

Q1. How often do you recycle? - At home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	9.1	9.6	9.6
	Sometimes	15	15.2	16.0	25.5
	About half the time	11	11.1	11.7	37.2
	Most of the time	27	27.3	28.7	66.0
	Always	32	32.3	34.0	100.0
	Total	94	94.9	100.0	
Missing	System	5	5.1		
Total		99	100.0		

Q2. What items do you typically recycle? - Paper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	3.0	3.1	3.1
	Sometimes	21	21.2	21.4	24.5
	About half the time	17	17.2	17.3	41.8
	Most of the time	30	30.3	30.6	72.4
	Always	27	27.3	27.6	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Plastic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	2.0	2.0	2.0
	Sometimes	15	15.2	15.3	17.3
	About half the time	21	21.2	21.4	38.8
	Most of the time	38	38.4	38.8	77.6
	Always	22	22.2	22.4	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Metal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	23	23.2	23.7	23.7
	Sometimes	28	28.3	28.9	52.6
	About half the time	13	13.1	13.4	66.0
	Most of the time	21	21.2	21.6	87.6
	Always	12	12.1	12.4	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Glass

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	17	17.2	17.3	17.3
	Sometimes	20	20.2	20.4	37.8

		Frequency	Percent	Valid Percent	Cumulative Percent
	About half the time	9	9.1	9.2	46.9
	Most of the time	25	25.3	25.5	72.4
	Always	27	27.3	27.6	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	40	40.4	41.2	41.2
	Sometimes	25	25.3	25.8	67.0
	About half the time	8	8.1	8.2	75.3
	Most of the time	12	12.1	12.4	87.6
	Always	12	12.1	12.4	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	40	40.4	41.2	41.2
	Sometimes	29	29.3	29.9	71.1
	About half the time	8	8.1	8.2	79.4
	Most of the time	8	8.1	8.2	87.6
	Always	12	12.1	12.4	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q2. What items do you typically recycle? - Other (specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	22	22.2	51.2	51.2
	Sometimes	5	5.1	11.6	62.8
	About half the time	6	6.1	14.0	76.7
	Most of the time	4	4.0	9.3	86.0
	Always	6	6.1	14.0	100.0
	Total	43	43.4	100.0	
Missing	System	56	56.6		
Total		99	100.0		

Q2. What items do you typically recycle? - Other (specify) - Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		91	91.9	91.9	91.9
	Aluminum	1	1.0	1.0	92.9
	books	1	1.0	1.0	93.9
	cans	1	1.0	1.0	94.9
	Cardboard	1	1.0	1.0	96.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Cars	1	1.0	1.0	97.0
	Clearly marked to recycle	1	1.0	1.0	98.0
	Clothes	1	1.0	1.0	99.0
	N.A	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

Q3. How much do you agree with the follow statements? - I am aware of current recycling facilities at UIUC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	11.1	11.2	11.2
	Somewhat disagree	33	33.3	33.7	44.9
	Neither agree nor disagree	15	15.2	15.3	60.2
	Somewhat agree	30	30.3	30.6	90.8
	Strongly agree	9	9.1	9.2	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q3. How much do you agree with the follow statements? - I feel UIUC provides adequate information on how to recycle properly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	11.1	11.1	11.1
	Somewhat disagree	31	31.3	31.3	42.4
	Neither agree nor disagree	20	20.2	20.2	62.6
	Somewhat agree	26	26.3	26.3	88.9
	Strongly agree	11	11.1	11.1	100.0
	Total	99	100.0	100.0	

Q3. How much do you agree with the follow statements? - More should be done to promote recycling at UIUC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	4	4.0	4.0	4.0
	Neither agree nor disagree	14	14.1	14.1	18.2
	Somewhat agree	49	49.5	49.5	67.7
	Strongly agree	32	32.3	32.3	100.0
	Total	99	100.0	100.0	

Q3. How much do you agree with the follow statements? - Sustainability and caring for the environment are important and a priorities of mine

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	6	6.1	6.1	6.1
	Neither agree nor disagree	10	10.1	10.1	16.2
	Somewhat agree	46	46.5	46.5	62.6
	Strongly agree	37	37.4	37.4	100.0
	Total	99	100.0	100.0	

Q3. How much do you agree with the follow statements? - I am interested in learning more about sustainable practices at UIUC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	6.1	6.1	6.1
	Somewhat disagree	4	4.0	4.0	10.1
	Neither agree nor disagree	24	24.2	24.2	34.3
	Somewhat agree	37	37.4	37.4	71.7
	Strongly agree	28	28.3	28.3	100.0
	Total	99	100.0	100.0	

Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	8	8.1	8.1	8.1
	Average	56	56.6	56.6	64.6
	Good	29	29.3	29.3	93.9
	Excellent	6	6.1	6.1	100.0
	Total	99	100.0	100.0	

Q5. What factors influence your decision to recycle? - Convenience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Somewhat disagree	7	7.1	7.1	8.1
	Neither agree nor disagree	13	13.1	13.1	21.2
	Somewhat agree	45	45.5	45.5	66.7
	Strongly agree	33	33.3	33.3	100.0
	Total	99	100.0	100.0	

Q5. What factors influence your decision to recycle? - Availability of Bins

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat disagree	3	3.0	3.1	3.1
	Neither agree nor disagree	9	9.1	9.3	12.4
	Somewhat agree	38	38.4	39.2	51.5
	Strongly agree	47	47.5	48.5	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q5. What factors influence your decision to recycle? - Environmental Concerns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Somewhat disagree	8	8.1	8.2	9.3
	Neither agree nor disagree	19	19.2	19.6	28.9
	Somewhat agree	35	35.4	36.1	64.9
	Strongly agree	34	34.3	35.1	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		99	100.0		

Q5. What factors influence your decision to recycle? - Peer Influences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	9.1	9.3	9.3
	Somewhat disagree	15	15.2	15.5	24.7
	Neither agree nor disagree	34	34.3	35.1	59.8
	Somewhat agree	30	30.3	30.9	90.7
	Strongly agree	9	9.1	9.3	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q5. What factors influence your decision to recycle? - Lack of Knowledge about Recyclings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	7.1	7.2	7.2
	Somewhat disagree	25	25.3	25.8	33.0
	Neither agree nor disagree	27	27.3	27.8	60.8
	Somewhat agree	32	32.3	33.0	93.8
	Strongly agree	6	6.1	6.2	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q5. What factors influence your decision to recycle? - Other (specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	10.3	10.3
	Neither agree nor disagree	14	14.1	48.3	58.6
	Somewhat agree	7	7.1	24.1	82.8
	Strongly agree	5	5.1	17.2	100.0
	Total	29	29.3	100.0	
Missing	System	70	70.7		
Total		99	100.0		

Q5. What factors influence your decision to recycle? - Other (specify) - Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		97	98.0	98.0	98.0
	Girls	1	1.0	1.0	99.0
	Locations of bins	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

Q6. Which of the following locations would make you more likely to recycle? - On campus recycling (dorm, libraries, academic buildings)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	1	1.0	1.0	1.0
	Somewhat unlikely	8	8.1	8.1	9.1
	Neither likely nor unlikely	9	9.1	9.1	18.2
	Somewhat likely	30	30.3	30.3	48.5
	Extremely likely	51	51.5	51.5	100.0
	Total	99	100.0	100.0	

Q6. Which of the following locations would make you more likely to recycle? - Nearby grocery or connivence stores

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	1	1.0	1.0	1.0
	Somewhat unlikely	16	16.2	16.3	17.3
	Neither likely nor unlikely	19	19.2	19.4	36.7
	Somewhat likely	35	35.4	35.7	72.4
	Extremely likely	27	27.3	27.6	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q6. Which of the following locations would make you more likely to recycle? - Off campus housing complexes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	5	5.1	5.1	5.1
	Somewhat unlikely	11	11.1	11.2	16.3
	Neither likely nor unlikely	22	22.2	22.4	38.8
	Somewhat likely	36	36.4	36.7	75.5
	Extremely likely	24	24.2	24.5	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q6. Which of the following locations would make you more likely to recycle? - Local coffee shops or cafes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	3	3.0	3.1	3.1
	Somewhat unlikely	8	8.1	8.2	11.2
	Neither likely nor unlikely	17	17.2	17.3	28.6
	Somewhat likely	32	32.3	32.7	61.2
	Extremely likely	38	38.4	38.8	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q6. Which of the following locations would make you more likely to recycle? - Dedicated recycling drop-off sites within walking distance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	7	7.1	7.1	7.1

		Frequency	Percent	Valid Percent	Cumulative Percent
	Somewhat unlikely	14	14.1	14.3	21.4
	Neither likely nor unlikely	15	15.2	15.3	36.7
	Somewhat likely	28	28.3	28.6	65.3
	Extremely likely	34	34.3	34.7	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q7. Have you ever recycled these items before? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	42	42.4	42.4	42.4
	Sometimes	25	25.3	25.3	67.7
	About half the time	13	13.1	13.1	80.8
	Most of the time	11	11.1	11.1	91.9
	Always	8	8.1	8.1	100.0
	Total	99	100.0	100.0	

Q7. Have you ever recycled these items before? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	32	32.3	32.7	32.7
	Sometimes	34	34.3	34.7	67.3
	About half the time	9	9.1	9.2	76.5
	Most of the time	10	10.1	10.2	86.7
	Always	13	13.1	13.3	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q8. Do you currently know where to recycle for the following items? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely not	39	39.4	39.4	39.4
	Probably not	23	23.2	23.2	62.6
	Might or might not	12	12.1	12.1	74.7
	Probably yes	17	17.2	17.2	91.9
	Definitely yes	8	8.1	8.1	100.0
	Total	99	100.0	100.0	

Q8. Do you currently know where to recycle for the following items? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely not	43	43.4	43.9	43.9
	Probably not	24	24.2	24.5	68.4
	Might or might not	11	11.1	11.2	79.6
	Probably yes	15	15.2	15.3	94.9
	Definitely yes	5	5.1	5.1	100.0
	Total	98	99.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	System	1	1.0		
Total		99	100.0		

Q9. How interested would you be in recycling on campus if facilities were available? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interested at all	4	4.0	4.0	4.0
	Slightly interesting	19	19.2	19.2	23.2
	Moderately interesting	29	29.3	29.3	52.5
	Very interesting	22	22.2	22.2	74.7
	Extremely interesting	25	25.3	25.3	100.0
	Total	99	100.0	100.0	

Q9. How interested would you be in recycling on campus if facilities were available? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not interested at all	8	8.1	8.2	8.2
	Slightly interesting	15	15.2	15.3	23.5
	Moderately interesting	32	32.3	32.7	56.1
	Very interesting	20	20.2	20.4	76.5
	Extremely interesting	23	23.2	23.5	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q10. How likely are you to use on-campus recycling stations for the following items? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	4	4.0	4.1	4.1
	Somewhat unlikely	20	20.2	20.4	24.5
	Neither likely nor unlikely	15	15.2	15.3	39.8
	Somewhat likely	35	35.4	35.7	75.5
	Extremely likely	24	24.2	24.5	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q10. How likely are you to use on-campus recycling stations for the following items? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	7	7.1	7.1	7.1
	Somewhat unlikely	20	20.2	20.4	27.6
	Neither likely nor unlikely	18	18.2	18.4	45.9
	Somewhat likely	36	36.4	36.7	82.7
	Extremely likely	17	17.2	17.3	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		99	100.0		

Q11. What would motivate you to recycle batteries or lightbulbs? - Ease of Access to Bins

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat unlikely	7	7.1	7.1	7.1
	Neither likely nor unlikely	10	10.1	10.2	17.3
	Somewhat likely	28	28.3	28.6	45.9
	Extremely likely	53	53.5	54.1	100.0
	Total	98	99.0	100.0	
Missing	System	1	1.0		
Total		99	100.0		

Q11. What would motivate you to recycle batteries or lightbulbs? - Environmental Impact

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.1	2.1
	Somewhat unlikely	5	5.1	5.2	7.2
	Neither likely nor unlikely	15	15.2	15.5	22.7
	Somewhat likely	44	44.4	45.4	68.0
	Extremely likely	31	31.3	32.0	100.0
	Total	97	98.0	100.0	
Missing	System	2	2.0		
Total		99	100.0		

Q11. What would motivate you to recycle batteries or lightbulbs? - Incentives (Rewards, Discounts, etc)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.1	2.1
	Somewhat unlikely	1	1.0	1.0	3.1
	Neither likely nor unlikely	22	22.2	22.9	26.0
	Somewhat likely	28	28.3	29.2	55.2
	Extremely likely	43	43.4	44.8	100.0
	Total	96	97.0	100.0	
Missing	System	3	3.0		
Total		99	100.0		

Q11. What would motivate you to recycle batteries or lightbulbs? - I don't think I would recycle these items

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	33	33.3	34.7	34.7
	Somewhat unlikely	21	21.2	22.1	56.8
	Neither likely nor unlikely	25	25.3	26.3	83.2
	Somewhat likely	14	14.1	14.7	97.9
	Extremely likely	2	2.0	2.1	100.0
	Total	95	96.0	100.0	
Missing	System	4	4.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Total		99	100.0		

Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	1	1.0	1.2	1.2
	Somewhat unlikely	2	2.0	2.5	3.7
	Neither likely nor unlikely	9	9.1	11.1	14.8
	Somewhat likely	35	35.4	43.2	58.0
	Extremely likely	34	34.3	42.0	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	1	1.0	1.2	1.2
	Somewhat unlikely	3	3.0	3.7	4.9
	Neither likely nor unlikely	23	23.2	28.4	33.3
	Somewhat likely	36	36.4	44.4	77.8
	Extremely likely	18	18.2	22.2	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	5	5.1	6.2	6.2
	Somewhat unlikely	15	15.2	18.5	24.7
	Neither likely nor unlikely	19	19.2	23.5	48.1
	Somewhat likely	25	25.3	30.9	79.0
	Extremely likely	17	17.2	21.0	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.5	2.5
	Somewhat unlikely	4	4.0	4.9	7.4
	Neither likely nor unlikely	7	7.1	8.6	16.0
	Somewhat likely	29	29.3	35.8	51.9
	Extremely likely	39	39.4	48.1	100.0
	Total	81	81.8	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	System	18	18.2		
Total		99	100.0		

Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.5	2.5
	Somewhat unlikely	5	5.1	6.3	8.8
	Neither likely nor unlikely	7	7.1	8.8	17.5
	Somewhat likely	32	32.3	40.0	57.5
	Extremely likely	34	34.3	42.5	100.0
	Total	80	80.8	100.0	
Missing	System	19	19.2		
Total		99	100.0		

Q13. What design elements influenced your decision? - Bright colors and eye-catching design

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	4	4.0	4.9	4.9
	Somewhat unlikely	9	9.1	11.1	16.0
	Neither likely nor unlikely	16	16.2	19.8	35.8
	Somewhat likely	36	36.4	44.4	80.2
	Extremely likely	16	16.2	19.8	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q13. What design elements influenced your decision? - QR Code connected to mobile app

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	4	4.0	4.9	4.9
	Somewhat unlikely	19	19.2	23.5	28.4
	Neither likely nor unlikely	13	13.1	16.0	44.4
	Somewhat likely	20	20.2	24.7	69.1
	Extremely likely	25	25.3	30.9	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q13. What design elements influenced your decision? - Other (specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	3	3.0	11.1	11.1
	Somewhat unlikely	1	1.0	3.7	14.8
	Neither likely nor unlikely	8	8.1	29.6	44.4
	Somewhat likely	12	12.1	44.4	88.9
	Extremely likely	3	3.0	11.1	100.0
	Total	27	27.3	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Missing	System	72	72.7		
Total		99	100.0		

Q13. What design elements influenced your decision? - Other (specify) - Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		97	98.0	98.0	98.0
	design 3 was too distracting	1	1.0	1.0	99.0
	Easy to understand what it's for	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	5	5.1	6.2	6.2
	Slightly effective	13	13.1	16.0	22.2
	Moderately effective	27	27.3	33.3	55.6
	Very effective	25	25.3	30.9	86.4
	Extremely effective	11	11.1	13.6	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	1	1.0	1.2	1.2
	Slightly effective	5	5.1	6.2	7.4
	Moderately effective	10	10.1	12.3	19.8
	Very effective	33	33.3	40.7	60.5
	Extremely effective	32	32.3	39.5	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	3	3.0	3.8	3.8
	Slightly effective	10	10.1	12.5	16.3
	Moderately effective	19	19.2	23.8	40.0
	Very effective	24	24.2	30.0	70.0
	Extremely effective	24	24.2	30.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
	Total	80	80.8	100.0	
Missing	System	19	19.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	8	8.1	9.9	9.9
	Slightly effective	16	16.2	19.8	29.6
	Moderately effective	21	21.2	25.9	55.6
	Very effective	22	22.2	27.2	82.7
	Extremely effective	14	14.1	17.3	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	3	3.0	3.7	3.7
	Slightly effective	10	10.1	12.3	16.0
	Moderately effective	19	19.2	23.5	39.5
	Very effective	26	26.3	32.1	71.6
	Extremely effective	23	23.2	28.4	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly effective	11	11.1	13.6	13.6
	Moderately effective	15	15.2	18.5	32.1
	Very effective	32	32.3	39.5	71.6
	Extremely effective	23	23.2	28.4	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	6	6.1	7.4	7.4
	Slightly effective	17	17.2	21.0	28.4
	Moderately effective	23	23.2	28.4	56.8
	Very effective	25	25.3	30.9	87.7
	Extremely effective	10	10.1	12.3	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	11	11.1	13.6	13.6
	Slightly effective	17	17.2	21.0	34.6
	Moderately effective	19	19.2	23.5	58.0
	Very effective	22	22.2	27.2	85.2
	Extremely effective	12	12.1	14.8	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	4	4.0	4.9	4.9
	Slightly effective	10	10.1	12.3	17.3
	Moderately effective	17	17.2	21.0	38.3
	Very effective	32	32.3	39.5	77.8
	Extremely effective	18	18.2	22.2	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	5	5.1	20.0	20.0
	Slightly effective	3	3.0	12.0	32.0
	Moderately effective	9	9.1	36.0	68.0
	Very effective	6	6.1	24.0	92.0
	Extremely effective	2	2.0	8.0	100.0
	Total	25	25.3	100.0	
Missing	System	74	74.7		
Total		99	100.0		

Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify) - Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		97	98.0	98.0	98.0
	A built in machine that punches you if you don't recycle	1	1.0	1.0	99.0
	N/A	1	1.0	1.0	100.0
	Total	99	100.0	100.0	

Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.5	2.5
	Somewhat unlikely	8	8.1	9.9	12.3
	Neither likely nor unlikely	13	13.1	16.0	28.4
	Somewhat likely	28	28.3	34.6	63.0
	Extremely likely	30	30.3	37.0	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	3	3.0	3.7	3.7
	Somewhat unlikely	4	4.0	4.9	8.6
	Neither likely nor unlikely	14	14.1	17.3	25.9
	Somewhat likely	29	29.3	35.8	61.7
	Extremely likely	31	31.3	38.3	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Batteries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	2	2.0	2.5	2.5
	Somewhat unlikely	12	12.1	15.0	17.5
	Neither likely nor unlikely	21	21.2	26.3	43.8
	Somewhat likely	26	26.3	32.5	76.3
	Extremely likely	19	19.2	23.8	100.0
	Total	80	80.8	100.0	
Missing	System	19	19.2		
Total		99	100.0		

Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Lightbulbs

		Frequency	Percent	Valid Percent	Cumulative Percent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely unlikely	1	1.0	1.2	1.2
	Somewhat unlikely	12	12.1	14.8	16.0
	Neither likely nor unlikely	21	21.2	25.9	42.0
	Somewhat likely	28	28.3	34.6	76.5
	Extremely likely	19	19.2	23.5	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Regular collection and maintenance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	1	1.0	1.2	1.2
	Slightly effective	7	7.1	8.6	9.9
	Moderately effective	16	16.2	19.8	29.6
	Very effective	35	35.4	43.2	72.8
	Extremely effective	22	22.2	27.2	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Feedback and suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	3	3.0	3.7	3.7
	Slightly effective	9	9.1	11.1	14.8
	Moderately effective	24	24.2	29.6	44.4
	Very effective	31	31.3	38.3	82.7
	Extremely effective	14	14.1	17.3	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Increased awareness campaigns

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	2	2.0	2.5	2.5
	Slightly effective	9	9.1	11.1	13.6
	Moderately effective	22	22.2	27.2	40.7
	Very effective	25	25.3	30.9	71.6
	Extremely effective	23	23.2	28.4	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q18. What is your year in school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	22	22.2	27.2	27.2
	Sophomore	12	12.1	14.8	42.0
	Junior	26	26.3	32.1	74.1
	Senior	21	21.2	25.9	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q19. What is your gender?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	34	34.3	42.0	42.0
	Female	47	47.5	58.0	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Q20. What college do you attend?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gies College of Business	31	31.3	38.3	38.3
	Grainger College of Engineering	12	12.1	14.8	53.1
	Fine and Applied Arts	2	2.0	2.5	55.6
	College of Media	3	3.0	3.7	59.3
	School of Social Work	1	1.0	1.2	60.5
	ACES	3	3.0	3.7	64.2
	Applied Health Sciences	3	3.0	3.7	67.9
	LAS	20	20.2	24.7	92.6
	College of Education	1	1.0	1.2	93.8
	Other	5	5.1	6.2	100.0
	Total	81	81.8	100.0	
Missing	System	18	18.2		
Total		99	100.0		

Descriptives

Notes

Output Created		19-NOV-2024 16:04:42
Comments		
Input	Data	C:\Users\danie\Documents\one drive\OneDrive - University of Illinois - Urbana\BADM 322\LR LLC Submission.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data	99

	File	
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Often_oncampus Often_athome Typically_paper Typically_plastic Typically_metal Typically_glass Typically_lightbulbs Typically_batteries Typically_other Agree_aware Agree_adequate Agree_promote Agree_sustainability Agree_learning Knowledge_rating Factors_convenience Factors_availability Factors_concerns Factors_peer Factors_knowledge Factors_other Locations_oncampus Locations_stores Locations_offcampus Locations_cafes Locations_dedicated Experience_batteries Experience_lightbulbs Recycle_Batteries Recycle_Lightbulbs Interest_Batteries Interest_Lightbulbs Oncampus_batteries Oncampus_lightbulbs Motivate_ease_access Motivate_Environmental_Impact Motivate_Incentives Motivate_would_not_recycle Proposed_Image1 Proposed_Image2 Proposed_Image3 Design_labels Design_progress Design_colors Design_QR Design_other Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_VIP Incentive_challenge Incentive_hunt Incentive_mystery Incentive_Other Interactive_batteries Interactive_lightbulbs Competition_Batteries Competition_Lightbulbs Improvements_collection Improvements_feedback Improvements_awareness /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1. How often do you recycle? - On campus	99	1	5	3.07	1.127
Q1. How often do you recycle? - At home	94	1	5	3.62	1.353
Q2. What items do you typically recycle? - Paper	98	1	5	3.58	1.192

	N	Minimum	Maximum	Mean	Std. Deviation
Q2. What items do you typically recycle? - Plastic	98	1	5	3.64	1.058
Q2. What items do you typically recycle? - Metal	97	1	5	2.70	1.371
Q2. What items do you typically recycle? - Glass	98	1	5	3.26	1.487
Q2. What items do you typically recycle? - Lightbulbs	97	1	5	2.29	1.429
Q2. What items do you typically recycle? - Batteries	97	1	5	2.21	1.384
Q2. What items do you typically recycle? - Other (specify)	43	1	5	2.23	1.509
Q3. How much do you agree with the follow statements? - I am aware of current recycling facilities at UIUC	98	1	5	2.93	1.212
Q3. How much do you agree with the follow statements? - I feel UIUC provides adequate information on how to recycle properly	99	1	5	2.95	1.215
Q3. How much do you agree with the follow statements? - More should be done to promote recycling at UIUC	99	2	5	4.10	.789
Q3. How much do you agree with the follow statements? - Sustainability and caring for the environment are important and a priorities of mine	99	2	5	4.15	.837
Q3. How much do you agree with the follow statements? - I am interested in learning more about sustainable practices at UIUC	99	1	5	3.78	1.093
Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?	99	2	5	3.33	.714
Q5. What factors influence your decision to recycle? - Convenience	99	1	5	4.03	.920
Q5. What factors influence your decision to recycle? - Availability of Bins	97	2	5	4.33	.774
Q5. What factors influence your decision to recycle? - Environmental Concerns	97	1	5	3.96	.989
Q5. What factors influence your decision to recycle? - Peer Influences	97	1	5	3.15	1.093
Q5. What factors influence your decision to recycle? - Lack of Knowledge about Recyclings	97	1	5	3.05	1.064
Q5. What factors influence your decision to recycle? - Other (specify)	29	1	5	3.38	1.115
Q6. Which of the following locations would make you more likely to recycle? - On campus recycling (dorm, libraries, academic buildings)	99	1	5	4.23	.988
Q6. Which of the following locations would make you more likely to recycle? - Nearby grocery or connivence stores	98	1	5	3.72	1.072
Q6. Which of the following locations would make you more likely to recycle? - Off campus housing complexes	98	1	5	3.64	1.124
Q6. Which of the following locations would make you more likely to recycle? - Local coffee shops or cafes	98	1	5	3.96	1.083
Q6. Which of the following locations would make you more likely to recycle? - Dedicated recycling drop-off sites within walking distance	98	1	5	3.69	1.280
Q7. Have you ever recycled these items before? - Lightbulbs	99	1	5	2.17	1.310
Q7. Have you ever recycled these items before? - Batteries	98	1	5	2.37	1.380
Q8. Do you currently know where to recycle for the following items? - Batteries	99	1	5	2.31	1.360
Q8. Do you currently know where to recycle for the following items? - Lightbulbs	98	1	5	2.13	1.273
Q9. How interested would you be in recycling on campus if facilities were available? - Batteries	99	1	5	3.45	1.180
Q9. How interested would you be in recycling on campus if facilities were available? - Lightbulbs	98	1	5	3.36	1.229
Q10. How likely are you to use on-campus recycling stations for the following items? - Batteries	98	1	5	3.56	1.185
Q10. How likely are you to use on-campus recycling stations for the following items? - Lightbulbs	98	1	5	3.37	1.196
Q11. What would motivate you to recycle batteries or lightbulbs? - Ease of Access to Bins	98	2	5	4.30	.922
Q11. What would motivate you to recycle batteries or lightbulbs? - Environmental Impact	97	1	5	4.00	.935
Q11. What would motivate you to recycle batteries or lightbulbs? - Incentives (Rewards, Discounts, etc)	96	1	5	4.14	.947
Q11. What would motivate you to recycle batteries or lightbulbs? - I don't think I would recycle these items	95	1	5	2.27	1.153
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	81	1	5	4.22	.837
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	81	1	5	3.83	.863
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	81	1	5	3.42	1.192
Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)	81	1	5	4.22	.975

	N	Minimum	Maximum	Mean	Std. Deviation
Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)	80	1	5	4.14	.990
Q13. What design elements influenced your decision? - Bright colors and eye-catching design	81	1	5	3.63	1.078
Q13. What design elements influenced your decision? - QR Code connected to mobile app	81	1	5	3.53	1.285
Q13. What design elements influenced your decision? - Other (specify)	27	1	5	3.41	1.118
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	81	1	5	3.30	1.089
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	81	1	5	4.11	.935
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	80	1	5	3.70	1.141
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	81	1	5	3.22	1.235
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	81	1	5	3.69	1.125
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	81	2	5	3.83	.997
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	81	1	5	3.20	1.134
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	81	1	5	3.09	1.277
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	81	1	5	3.62	1.113
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	25	1	5	2.88	1.236
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	81	1	5	3.94	1.076
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	81	1	5	4.00	1.049
Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Batteries	80	1	5	3.60	1.086
Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Lightbulbs	81	1	5	3.64	1.041
Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Regular collection and maintenance	81	1	5	3.86	.959
Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Feedback and suggestions	81	1	5	3.54	1.025
Q17. What improvements would you suggest to increase the effectiveness of recycling participation on campus? - Increased awareness campaigns	81	1	5	3.72	1.075
Valid N (listwise)	18				

Correlations

Notes

Output Created		19-NOV-2024 16:05:23
Comments		
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		Illinois - Urbana\BADM 322\LR LLC Submission.sav
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Locations_oncampus Locations_stores Locations_offcampus Locations_cafes Locations_dedicated Often_oncampus Often_athome /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.03

Correlations

		Q6. Which of the following locations would make you more likely to recycle? - On campus recycling (dorm, libraries, academic buildings)	Q6. Which of the following locations would make you more likely to recycle? - Nearby grocery or connivence stores	Q6. Which of the following locations would make you more likely to recycle? - Off campus housing complexes	Q6. Which of the following locations would make you more likely to recycle? - Local coffee shops or cafes	Q6. Which of the following locations would make you more likely to recycle? - Dedicated recycling drop-off sites within walking distance	Q1. How often do you recycle? - On campus	Q1. How do you re - At ho
Q6. Which of the following locations would make you more likely to recycle? - On campus recycling (dorm, libraries, academic buildings)	Pearson Correlation	1	.497**	.205*	.450**	.357**	.361**	
	Sig. (2-tailed)		<.001	.043	<.001	<.001	<.001	
	N	99	98	98	98	98	99	
Q6. Which of the following locations would make you more likely to recycle? - Nearby grocery or connivence stores	Pearson Correlation	.497**	1	.474**	.425**	.381**	.312**	
	Sig. (2-tailed)	<.001		<.001	<.001	<.001	.002	
	N	98	98	98	98	98	98	
Q6. Which of the following locations would make you more likely to recycle? - Off campus housing complexes	Pearson Correlation	.205*	.474**	1	.267**	.282**	.391**	
	Sig. (2-tailed)	.043	<.001		.008	.005	<.001	
	N	98	98	98	98	98	98	
Q6. Which of the following locations would make you more likely to recycle? - Local coffee shops or cafes	Pearson Correlation	.450**	.425**	.267**	1	.221*	.398**	
	Sig. (2-tailed)	<.001	<.001	.008		.028	<.001	
	N	98	98	98	98	98	98	
Q6. Which of the following locations	Pearson Correlation	.357**	.381**	.282**	.221*	1	.334**	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

		Q6. Which of the following locations would make you more likely to recycle? - On campus recycling (dorm, libraries, academic buildings)	Q6. Which of the following locations would make you more likely to recycle? - Nearby grocery or connivence stores	Q6. Which of the following locations would make you more likely to recycle? - Off campus housing complexes	Q6. Which of the following locations would make you more likely to recycle? - Local coffee shops or cafes	Q6. Which of the following locations would make you more likely to recycle? - Dedicated recycling drop-off sites within walking distance	Q1. How often do you recycle? - On campus	Q1. How do you re - At ho
would make you more likely to recycle? - Dedicated recycling drop-off sites within walking distance	Sig. (2-tailed)	<.001	<.001	.005	.028		<.001	
	N	98	98	98	98	98	98	
Q1. How often do you recycle? - On campus	Pearson Correlation	.361**	.312**	.391**	.398**	.334**	1	.
	Sig. (2-tailed)	<.001	.002	<.001	<.001	<.001		<
	N	99	98	98	98	98	99	
Q1. How often do you recycle? - At home	Pearson Correlation	.205*	.200	.118	.322**	.208*	.450**	
	Sig. (2-tailed)	.048	.053	.257	.002	.044	<.001	
	N	94	94	94	94	94	94	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Notes

Output Created		19-NOV-2024 16:05:57
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Proposed_Image1 Proposed_Image2 Proposed_Image3 Interactive_batteries Interactive_lightbulbs /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.03

Correlations

		Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	Pearson Correlation	1	.400**	.319**	.557**	.470**
	Sig. (2-tailed)		<.001	.004	<.001	<.001
	N	81	81	81	81	81
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	Pearson Correlation	.400**	1	.254*	.338**	.304**
	Sig. (2-tailed)	<.001		.022	.002	.006
	N	81	81	81	81	81
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	Pearson Correlation	.319**	.254*	1	.332**	.340**
	Sig. (2-tailed)	.004	.022		.002	.002
	N	81	81	81	81	81
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Pearson Correlation	.557**	.338**	.332**	1	.853**
	Sig. (2-tailed)	<.001	.002	.002		<.001
	N	81	81	81	81	81
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Pearson Correlation	.470**	.304**	.340**	.853**	1
	Sig. (2-tailed)	<.001	.006	.002	<.001	
	N	81	81	81	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Notes

Output Created		19-NOV-2024 16:07:46
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Design_labels Design_progress Design_colors Design_QR Design_other

		Interactive_batteries Interactive_lightbulbs /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.04

Correlations

		Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)	Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)	Q13. What design elements influenced your decision? - Bright colors and eye-catching design	Q13. What design elements influenced your decision? - QR Code connected to mobile app	Q13. What design elements influenced your decision? - Other (specify)	Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Q15. How would you recycle following if recyc stations more pron or inclu technolog interac designs Lightbu
Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)	Pearson Correlation	1	.597**	.044	.214	-.123	.490**	.:
	Sig. (2-tailed)		<.001	.699	.055	.542	<.001	
	N	81	80	81	81	27	81	
Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)	Pearson Correlation	.597**	1	.012	.319**	-.278	.374**	.:
	Sig. (2-tailed)	<.001		.918	.004	.161	<.001	<
	N	80	80	80	80	27	80	
Q13. What design elements influenced your decision? - Bright colors and eye-catching design	Pearson Correlation	.044	.012	1	.333**	-.314	.239*	.:
	Sig. (2-tailed)	.699	.918		.002	.110	.032	
	N	81	80	81	81	27	81	
Q13. What design elements influenced your decision? - QR Code connected to mobile app	Pearson Correlation	.214	.319**	.333**	1	-.184	.268*	.:
	Sig. (2-tailed)	.055	.004	.002		.357	.016	
	N	81	80	81	81	27	81	
Q13. What design elements influenced your decision? - Other (specify)	Pearson Correlation	-.123	-.278	-.314	-.184	1	-.055	
	Sig. (2-tailed)	.542	.161	.110	.357		.784	
	N	27	27	27	27	27	27	
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Pearson Correlation	.490**	.374**	.239*	.268*	-.055	1	.:
	Sig. (2-tailed)	<.001	<.001	.032	.016	.784		<
	N	81	80	81	81	27	81	
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Pearson Correlation	.318**	.388**	.343**	.306**	-.022	.853**	
	Sig. (2-tailed)	.004	<.001	.002	.005	.914	<.001	
	N	81	80	81	81	27	81	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Notes

Output Created		19-NOV-2024 16:23:59
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_VIP Incentive_challenge Incentive_hunt Incentive_mystery Incentive_Other Interactive_batteries Interactive_lightbulbs /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.08
	Elapsed Time	00:00:00.04

Correlations

		Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Q14. H effective think bo these incenti would b encoura more rec batteries lightbulb Social m challen students on social with spe recycling, post is an for a prize
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Pearson Correlation	1	.360**	.124	-.022	.239*	.197	
	Sig. (2-tailed)		<.001	.275	.848	.032	.077	
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Pearson Correlation	.360**	1	.244*	.022	.330**	.463**	
	Sig. (2-tailed)	<.001		.029	.848	.003	<.001	
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Pearson Correlation	.124	.244*	1	.635**	.319**	.285*	.:
	Sig. (2-tailed)	.275	.029		<.001	.004	.010	
	N	80	80	80	80	80	80	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Pearson Correlation	-.022	.022	.635**	1	.302**	.224*	.:
	Sig. (2-tailed)	.848	.848	<.001		.006	.044	
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs.	Pearson Correlation	.239*	.330**	.319**	.302**	1	.520**	.4

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Sig. (2-tailed)	.032	.003	.004	.006		<.001	<
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Pearson Correlation	.197	.463**	.285*	.224*	.520**	1	.:
	Sig. (2-tailed)	.077	<.001	.010	.044	<.001		
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Pearson Correlation	.114	.144	.344**	.325**	.470**	.285**	
	Sig. (2-tailed)	.311	.199	.002	.003	<.001	.010	
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	Pearson Correlation	.188	.327**	.359**	.368**	.541**	.473**	.(
	Sig. (2-tailed)	.093	.003	.001	<.001	<.001	<.001	<
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Pearson Correlation	.167	.461**	.427**	.208	.443**	.413**	.:
	Sig. (2-tailed)	.136	<.001	<.001	.062	<.001	<.001	<
	N	81	81	80	81	81	81	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Pearson Correlation	-.026	.262	-.303	-.191	.128	.291	
	Sig. (2-tailed)	.901	.205	.141	.361	.542	.158	
	N	25	25	25	25	25	25	
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or	Pearson Correlation	.368**	.466**	.242*	.123	.232*	.339**	
	Sig. (2-tailed)	<.001	<.001	.031	.273	.037	.002	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

included technology like interactive designs? - Batteries	N	81	81	80	81	81	81
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Pearson Correlation	.383**	.420**	.222*	.154	.297**	.335**
	Sig. (2-tailed)	<.001	<.001	.048	.169	.007	.002
	N	81	81	80	81	81	81

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations

Notes

Output Created		19-NOV-2024 16:24:22
Comments		
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Interactive_batteries Interactive_lightbulbs Competition_Batteries Competition_Lightbulbs /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.04

Correlations

		Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Batteries	Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Lightbulbs
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Pearson Correlation	1	.853**	.580**	.404**
	Sig. (2-tailed)		<.001	<.001	<.001
	N	81	81	80	81

**. Correlation is significant at the 0.01 level (2-tailed).

		Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Batteries	Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Lightbulbs
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Pearson Correlation	.853**	1	.562**	.504**
	Sig. (2-tailed)	<.001		<.001	<.001
	N	81	81	80	81
Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Batteries	Pearson Correlation	.580**	.562**	1	.833**
	Sig. (2-tailed)	<.001	<.001		<.001
	N	80	80	80	80
Q16. How likely would you be to participate in a campus-wide recycling competition for the following items if one were organized? - Lightbulbs	Pearson Correlation	.404**	.504**	.833**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	N	81	81	80	81

**. Correlation is significant at the 0.01 level (2-tailed).

T-Test

Notes

Output Created		19-NOV-2024 16:26:06
Comments		
Input	Data	C:\Users\danie\Documents\one drive\OneDrive - University of Illinois - Urbana\BADM 322\LR LLC Submission.sav
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gender(1 2) /MISSING=ANALYSIS /VARIABLES=Interactive_batteries Interactive_lightbulbs /ES DISPLAY(TRUE) /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Group Statistics

Q19. What is your gender?	N	Mean	Std. Deviation	Std. Error Mean

Q19. What is your gender?		N	Mean	Std. Deviation	Std. Error Mean	
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Male	34	3.50	1.080	.185	
	Female	47	4.26	.966	.141	
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Male	34	3.56	1.133	.194	
	Female	47	4.32	.862	.126	

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Equal variances assumed	1.849	.178	-3.304	79	<.001	.001	-.755
	Equal variances not assumed			-3.245	66.316	<.001	.002	-.755
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Equal variances assumed	4.443	.038	-3.430	79	<.001	<.001	-.760
	Equal variances not assumed			-3.284	59.011	<.001	.002	-.760

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	95% Confidence Interval Upper
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Cohen's d	1.015	-.744	-1.198	-.286
	Hedges' correction	1.025	-.737	-1.187	-.283
	Glass's delta	.966	-.782	-1.247	-.309
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Cohen's d	.985	-.772	-1.227	-.313
	Hedges' correction	.994	-.765	-1.216	-.310
	Glass's delta	.862	-.882	-1.354	-.401

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

T-Test

Notes

Output Created		19-NOV-2024 16:26:41
Comments		
Input	Data	C:\Users\danie\Documents\onedrive\OneDrive - University of Illinois - Urbana\BADM 322\LR LLC Submission.sav

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gender(1 2) /MISSING=ANALYSIS /VARIABLES=Proposed_Image1 Proposed_Image2 Proposed_Image3 /ES DISPLAY(TRUE) /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.06
	Elapsed Time	00:00:00.04

Group Statistics

Q19. What is your gender?		N	Mean	Std. Deviation	Std. Error Mean	
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	Male	34	3.76	.890	.153	
	Female	47	4.55	.619	.090	
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	Male	34	3.50	.862	.148	
	Female	47	4.06	.791	.115	
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	Male	34	3.35	1.203	.206	
	Female	47	3.47	1.195	.174	

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	Equal variances assumed	.791	.376	-4.707	79	<.001	<.001	-.788
	Equal variances not assumed			-4.448	55.287	<.001	<.001	-.788
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	Equal variances assumed	.934	.337	-3.049	79	.002	.003	-.564
	Equal variances not assumed			-3.007	67.525	.002	.004	-.564
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	Equal variances assumed	.039	.844	-.427	79	.335	.671	-.115
	Equal variances not assumed			-.426	70.982	.336	.671	-.115

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	Cohen's d	.744	-1.060	-1.528	-.586
	Hedges' correction	.751	-1.050	-1.513	-.580
	Glass's delta	.619	-1.274	-1.781	-.757
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	Cohen's d	.821	-.686	-1.138	-.230
	Hedges' correction	.829	-.680	-1.127	-.228
	Glass's delta	.791	-.712	-1.174	-.244
Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	Cohen's d	1.198	-.096	-.537	.346
	Hedges' correction	1.210	-.095	-.532	.342
	Glass's delta	1.195	-.096	-.538	.346

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

T-Test

Notes

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	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Gender(1 2) /MISSING=ANALYSIS /VARIABLES=Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_challenge Incentive_VIP Incentive_hunt Incentive_mystery Incentive_Other /ES DISPLAY(TRUE) /CRITERIA=CI(.95).
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	Elapsed Time	00:00:00.09

Group Statistics

Q19. What is your gender?	N	Mean	Std. Deviation	Std. Error Mean

Q19. What is your gender?		N	Mean	Std. Deviation	Std. Error Mean	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Male	34	3.35	1.070	.183	
	Female	47	3.26	1.113	.162	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Male	34	3.82	.968	.166	
	Female	47	4.32	.862	.126	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Male	33	3.48	1.202	.209	
	Female	47	3.85	1.083	.158	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Male	34	3.12	1.297	.222	
	Female	47	3.30	1.196	.174	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Male	34	3.59	1.076	.185	
	Female	47	3.77	1.165	.170	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Male	34	3.24	1.103	.189	
	Female	47	3.17	1.167	.170	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Male	34	3.62	1.015	.174	
	Female	47	3.98	.967	.141	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	Male	34	2.97	1.114	.191	
	Female	47	3.17	1.388	.202	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Male	34	3.26	1.053	.181	
	Female	47	3.87	1.096	.160	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Male	16	3.06	1.237	.309	
	Female	9	2.56	1.236	.412	

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Equal variances assumed	.165	.686	.396	79	.347	.693	.098
	Equal variances not assumed			.399	72.849	.346	.691	.098
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on	Equal variances assumed	.037	.847	-2.424	79	.009	.018	-.496
	Equal variances not assumed			-2.379	66.120	.010	.020	-.496

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
food in the Union, free entry into sports game, discounted merch from the bookstore, etc.								
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Equal variances assumed	.277	.600	-1.423	78	.079	.159	-.366
	Equal variances not assumed			-1.397	64.333	.084	.167	-.366
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Equal variances assumed	.299	.586	-.646	79	.260	.520	-.180
	Equal variances not assumed			-.637	67.710	.263	.526	-.180
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Equal variances assumed	1.093	.299	-.699	79	.243	.486	-.178
	Equal variances not assumed			-.708	74.331	.240	.481	-.178
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Equal variances assumed	.009	.926	.253	79	.400	.801	.065
	Equal variances not assumed			.256	73.518	.399	.799	.065
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Equal variances assumed	.537	.466	-1.624	79	.054	.108	-.361
	Equal variances not assumed			-1.611	69.131	.056	.112	-.361
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus.	Equal variances assumed	4.655	.034	-.692	79	.245	.491	-.200
	Equal variances not assumed			-.717	78.086	.238	.476	-.200

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.								
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Equal variances assumed	.002	.960	-2.503	79	.007	.014	-.608
	Equal variances not assumed			-2.519	72.858	.007	.014	-.608
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Equal variances assumed	.085	.773	.984	23	.168	.335	.507
	Equal variances not assumed			.984	16.718	.170	.339	.507

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Cohen's d	1.095	.089	-.353	.530
	Hedges' correction	1.105	.088	-.349	.525
	Glass's delta	1.113	.088	-.354	.529
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Cohen's d	.908	-.546	-.993	-.095
	Hedges' correction	.917	-.541	-.984	-.094
	Glass's delta	.862	-.575	-1.028	-.115
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Cohen's d	1.133	-.323	-.770	.126
	Hedges' correction	1.144	-.320	-.763	.125
	Glass's delta	1.083	-.338	-.787	.114
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Cohen's d	1.239	-.145	-.587	.297
	Hedges' correction	1.251	-.144	-.581	.294
	Glass's delta	1.196	-.151	-.592	.292
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Cohen's d	1.129	-.157	-.599	.285
	Hedges' correction	1.140	-.156	-.593	.282
	Glass's delta	1.165	-.153	-.594	.291
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Cohen's d	1.140	.057	-.384	.498
	Hedges' correction	1.151	.057	-.381	.493
	Glass's delta	1.167	.056	-.386	.497

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Cohen's d	.987	-.366	-.810	.080
	Hedges' correction	.997	-.362	-.802	.080
	Glass's delta	.967	-.374	-.819	.076
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	Cohen's d	1.281	-.156	-.597	.287
	Hedges' correction	1.293	-.154	-.592	.284
	Glass's delta	1.388	-.144	-.585	.299
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Cohen's d	1.078	-.564	-1.012	-.112
	Hedges' correction	1.089	-.558	-1.002	-.111
	Glass's delta	1.096	-.555	-1.007	-.096
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Cohen's d	1.236	.410	-.419	1.231
	Hedges' correction	1.279	.396	-.406	1.190
	Glass's delta	1.236	.410	-.442	1.238

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

T-Test

Notes

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	Split File	<none>
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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Year(1 4) /MISSING=ANALYSIS /VARIABLES=Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_challenge Incentive_VIP Incentive_hunt Incentive_mystery Incentive_Other /ES DISPLAY(TRUE) /CRITERIA=CI(.95).
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Group Statistics

Q18. What is your year in school?		N	Mean	Std. Deviation	Std. Error Mean
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Freshman	22	3.45	1.143	.244
	Senior	21	3.14	1.108	.242
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Freshman	22	4.05	1.090	.232
	Senior	21	4.48	.680	.148
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Freshman	22	3.86	1.207	.257
	Senior	21	3.67	1.017	.222
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Freshman	22	3.27	1.420	.303
	Senior	21	3.38	1.071	.234
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Freshman	22	3.91	1.019	.217
	Senior	21	3.76	1.300	.284
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Freshman	22	3.64	.953	.203
	Senior	21	2.81	1.123	.245
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Freshman	22	3.82	.907	.193
	Senior	21	4.19	.928	.203
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	Freshman	22	3.36	1.255	.268
	Senior	21	3.00	1.342	.293
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Freshman	22	4.00	1.024	.218
	Senior	21	3.62	1.024	.223
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Freshman	8	2.88	1.642	.581
	Senior	4	3.25	.500	.250

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Equal variances assumed	.292	.592	.907	41	.185	.370	.312
	Equal variances not assumed			.908	40.989	.185	.369	.312
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every	Equal variances assumed	1.106	.299	-1.546	41	.065	.130	-.431

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Equal variances not assumed			-1.562	35.418	.064	.127	-.431
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Equal variances assumed	.122	.729	.577	41	.283	.567	.197
	Equal variances not assumed			.580	40.389	.283	.565	.197
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Equal variances assumed	4.087	.050	-.281	41	.390	.780	-.108
	Equal variances not assumed			-.283	38.960	.389	.779	-.108
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition-semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Equal variances assumed	3.615	.064	.414	41	.340	.681	.147
	Equal variances not assumed			.412	37.920	.341	.683	.147
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge-students post on social media with specific recycling, each post is an entry for a prize raffle	Equal variances assumed	.251	.619	2.606	41	.006	.013	.827
	Equal variances not assumed			2.596	39.276	.007	.013	.827
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access-offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Equal variances assumed	.185	.669	-1.330	41	.095	.191	-.372
	Equal variances not assumed			-1.329	40.794	.096	.191	-.372
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and	Equal variances assumed	.004	.949	.918	41	.182	.364	.364

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance		Mean Difference
						One-Sided p	Two-Sided p	
lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.								
	Equal variances not assumed			.917	40.474	.182	.365	.364
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Equal variances assumed	.018	.895	1.220	41	.115	.229	.381
	Equal variances not assumed			1.220	40.907	.115	.229	.381
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Equal variances assumed	6.772	.026	-.437	10	.336	.671	-.375
	Equal variances not assumed			-.593	9.106	.284	.567	-.375

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	Cohen's d	1.126	.277	-.326	.876
	Hedges' correction	1.148	.272	-.320	.860
	Glass's delta	1.108	.281	-.326	.882
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	Cohen's d	.913	-.472	-1.075	.138
	Hedges' correction	.930	-.463	-1.056	.135
	Glass's delta	.680	-.634	-1.256	.002
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	Cohen's d	1.118	.176	-.424	.774
	Hedges' correction	1.139	.173	-.416	.760
	Glass's delta	1.017	.194	-.410	.792
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	Cohen's d	1.262	-.086	-.683	.513
	Hedges' correction	1.286	-.084	-.671	.504
	Glass's delta	1.071	-.101	-.699	.499
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	Cohen's d	1.165	.126	-.473	.724
	Hedges' correction	1.187	.124	-.464	.711
	Glass's delta	1.300	.113	-.487	.711

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

		Standardizer[a]	Point Estimate	95% Confidence Interval	
				Lower	Upper
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	Cohen's d	1.040	.795	.169	1.413
	Hedges' correction	1.059	.781	.166	1.387
	Glass's delta	1.123	.736	.089	1.367
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	Cohen's d	.917	-.406	-1.008	.201
	Hedges' correction	.935	-.398	-.989	.197
	Glass's delta	.928	-.401	-1.007	.214
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	Cohen's d	1.298	.280	-.323	.879
	Hedges' correction	1.322	.275	-.317	.863
	Glass's delta	1.342	.271	-.336	.871
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	Cohen's d	1.024	.372	-.233	.973
	Hedges' correction	1.043	.365	-.229	.955
	Glass's delta	1.024	.372	-.241	.977
Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Other (specify)	Cohen's d	1.401	-.268	-1.467	.945
	Hedges' correction	1.518	-.247	-1.354	.872
	Glass's delta	.500	-.750	-2.033	.626

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

T-Test

Notes

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Year(1 4) /MISSING=ANALYSIS /VARIABLES=Interactive_batteries Interactive_lightbulbs /ES DISPLAY(TRUE) /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.04

Group Statistics

Q18. What is your year in school?		N	Mean	Std. Deviation	Std. Error Mean
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Freshman	22	3.95	1.133	.242
	Senior	21	4.10	.944	.206
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Freshman	22	4.05	1.174	.250
	Senior	21	4.19	.814	.178

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Significance One-Sided p	Significance Two-Sided p	Mean Difference
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Equal variances assumed	.904	.347	-.441	41	.331	.661	-.141
	Equal variances not assumed			-.443	40.278	.330	.660	-.141
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Equal variances assumed	.571	.454	-.469	41	.321	.642	-.145
	Equal variances not assumed			-.473	37.480	.320	.639	-.145

Independent Samples Effect Sizes

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	95% Confidence Interval Upper
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries	Cohen's d	1.045	-.135	-.732	.465
	Hedges' correction	1.065	-.132	-.719	.456
	Glass's delta	.944	-.149	-.747	.452
Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs	Cohen's d	1.014	-.143	-.741	.457
	Hedges' correction	1.033	-.140	-.727	.448
	Glass's delta	.814	-.178	-.777	.424

a. The denominator used in estimating the effect sizes. Cohen's d uses the pooled standard deviation. Hedges' correction uses the pooled standard deviation, plus a correction factor. Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

Regression

Notes

Output Created		21-NOV-2024 15:46:15
Comments		
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		Illinois - Urbana\BADM 322\LR LLC Submission.sav
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	99
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
Syntax		REGRESSION /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) TOLERANCE(.0001) /NOORIGIN /DEPENDENT Interactive_batteries /METHOD=ENTER Design_labels Design_progress Design_colors Design_QR Design_other Year Gender College Incentive_Led_lights Incentive_Rewards Incentive_app Incentive_Educational Incentive_Competition Incentive_VIP Incentive_challenge Incentive_hunt Incentive_mystery Proposed_Image1 Proposed_Image2 Proposed_Image3 Often_oncampus Often_athome Knowledge_rating.
Resources	Processor Time	00:00:00.09
	Elapsed Time	00:00:00.08
	Memory Required	69776 bytes
	Additional Memory Required for Residual Plots	0 bytes

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders	.	Enter

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

b. All requested variables entered.

Model	Variables Entered	Variables Removed	Method
	and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)[b]		

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.996[a]	.991	.893	.425

a. Predictors: (Constant), Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.793	23	1.817	10.080	.094[b]
	Residual	.361	2	.180		
	Total	42.154	25			

Model	Sum of Squares	df	Mean Square	F	Sig.

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

b. Predictors: (Constant), Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.350	1.733		.779	.518
	Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)	.146	.277	.127	.527	.651
	Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)	3.046	1.531	2.248	1.989	.185
	Q13. What design elements influenced your decision? - Bright colors and eye-catching design	-.377	.301	-.278	-1.251	.337
	Q13. What design elements influenced your decision? - QR Code connected to mobile app	-1.360	.685	-1.040	-1.985	.186
	Q13. What design elements influenced your decision? - Other (specify)	-.181	.203	-.158	-.892	.467
	Q18. What is your year in school?	.164	.247	.144	.664	.575
	Q19. What is your gender?	-.346	.469	-.134	-.739	.537
	Q20. What college do you attend?	-.230	.062	-.610	-3.735	.065
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	1.702	.399	1.526	4.271	.051
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	-1.338	.763	-1.023	-1.753	.222
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	.843	.489	.590	1.725	.227
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	-.413	.190	-.394	-2.170	.162
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	-.966	.433	-.788	-2.230	.155

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	.110	.335	.083	.329	.773
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	.874	.402	.630	2.174	.162
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	.183	.298	.161	.613	.603
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	-.223	.213	-.213	-1.050	.404
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	-.773	1.208	-.490	-.640	.588
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	.509	.336	.319	1.515	.269
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	-.263	.179	-.250	-1.468	.280
	Q1. How often do you recycle? - On campus	-1.312	.559	-1.213	-2.347	.143
	Q1. How often do you recycle? - At home	.560	.175	.625	3.202	.085
	Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?	.129	.512	.085	.253	.824

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Batteries

Regression

Notes

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	Cases Used	Statistics are based on cases with no missing values for any variable used.
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Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)[b]	.	Enter

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.995[a]	.990	.880	.430

a. Predictors: (Constant), Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.284	23	1.665	8.996	.105[b]
	Residual	.370	2	.185		
	Total	38.654	25			

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs

b. Predictors: (Constant), Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?, Q18. What is your year in school?, Q13. What design elements influenced your decision? - Other (specify), Q13. What design elements influenced your decision? - QR Code connected to mobile app, Q19. What is your gender?, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner, Q13. What design elements influenced your decision? - Bright colors and eye-catching design, Q20. What college do you attend?, Q1. How often do you recycle? - At home, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2, Q1. How often do you recycle? - On campus, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more, Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins), Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester., Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam, Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle, Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1, Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.142	1.756		.081	.943
	Q13. What design elements influenced your decision? - Easy to understand labels (images of what goes in specific bins)	.243	.280	.221	.866	.478
	Q13. What design elements influenced your decision? - Progress counter (visual displays showing how many batteries or bulbs have been recycled)	1.800	1.551	1.387	1.160	.366
	Q13. What design elements influenced your decision? - Bright colors and eye-catching design	.017	.305	.013	.055	.961
	Q13. What design elements influenced your decision? - QR Code connected to mobile app	-.257	.694	-.205	-.370	.747
	Q13. What design elements influenced your decision? - Other (specify)	-.016	.205	-.015	-.079	.944
	Q18. What is your year in school?	.145	.250	.133	.581	.620
	Q19. What is your gender?	.324	.475	.131	.682	.566
	Q20. What college do you attend?	-.190	.062	-.526	-3.042	.093
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - LED lights on bin that change color when you recycle	1.148	.404	1.075	2.843	.105
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling rewards point systems- receive points for every battery/lightbulb recycled and redeem points for discount on food in the Union, free entry into sports game, discounted merch from the bookstore, etc.	-1.105	.773	-.883	-1.429	.289
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Mobile app including bin locator, reminders and notifications, educational information, and rewards	.340	.495	.248	.687	.563
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Targeted educational campaigns and training sessions	-.266	.193	-.264	-1.377	.302
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Dorm vs. dorm competition- semester-long recycling competition where winners can collect prizes such as a pizza party or catered dinner	-.195	.439	-.166	-.443	.701
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - VIP exclusive access- offers recyclers the chance to win VIP access to special campus events, such as Spring Jam and more	-.280	.340	-.220	-.825	.496
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Social media challenge- students post on social media with specific recycling, each post is an entry for a prize raffle	.593	.407	.447	1.457	.282
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Recycling quest- recycling turned into a scavenger hunt with checkpoints across campus. Students who recycle at different bins can collect virtual stamps or tokens, leading to a prize at the end of the semester.	-.259	.302	-.238	-.856	.482
	Q14. How effective do you think both of these incentives would be in encouraging more recycling batteries and lightbulbs? - Surprise boxes- "mystery boxes" will be placed randomly at recycling bins for students to win when they recycle. Prizes can range from small items like snacks or a drink to larger items such as a free ticket to a football gam	-.143	.215	-.143	-.663	.575
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 1	-.374	1.224	-.248	-.306	.789
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 2	.242	.340	.158	.710	.551
	Q12. Based off of the three proposed recycling bin, how likely would you be to recycle batteries and lightbulbs? - Image 3	-.190	.181	-.189	-1.048	.404
	Q1. How often do you recycle? - On campus	-.272	.566	-.262	-.480	.679
	Q1. How often do you recycle? - At home	.131	.177	.153	.740	.537
	Q4. How would you rate your current knowledge about recycling (e.g., what can be recycled and where)?	-.170	.518	-.117	-.328	.774

a. Dependent Variable: Q15. How likely would you be to recycle the following items if recycling stations were more prominent or included technology like interactive designs? - Lightbulbs