

Supplementary Materials: Current Societal Views about Sustainable Wildlife Management and Conservation: A Survey of College Students in China

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Table S1. Demographics characteristics of participants.

Demographics	Abbreviation	Category	Percentage (%)
Gender	Gender	Male	50.9
		Female	49.1
Grade	Grade	Freshman	47.6
		Sophomore	20.0
		Junior	17.5
		Senior	6.60
		Postgraduate	8.30
		Agriculture	3.60
		Science	28.3
		Engineering	24.0
Major	Major	Medicine	8.10
		Economics	6.60
		Management	8.10
		Law (arts)	6.30
		Literature (arts)	14.9
		Fine art (arts)	0.20
Whether Vegetarian or not?	Vegetarian	Yes	22.6
		No	77.4
	Attention	Yes	60.8

Have you paid attention to information related to wildlife conservation?		No	39.2
Have you taken environmental protection electives during university?	Electives	Yes	34.4
		No	65.6
Have you participated in activities about wildlife?	Activity	Yes	28.2
		No	71.8
		TV	54.2
		Broadcast	16.6
		Internet	60.1
Ways to learn about wildlife	Ways	Newspaper	33.9
		School	30.9
		Family	10.8
		Friends	14.2
		Others	12.0

Table S2. Summary of the classification and regression tree (CART) models of seven categories of issues.

Question	Factor	Result
Release	Primary: vegetarian Secondary: electives, activity Tertiary: grade	Vegetarian was the most important predictor for the Release Problem, with vegetarian students (0.769) scored lower than non-vegetarian students (1.253). Among non-vegetarian students, at the second node those who had taken electives about environmental conservation (1.092) had lower score than other students (1.322); for vegetarian students, those who had participated in activities about wildlife (0.505) scored lower than students who had not (0.986). For non-vegetarian students who had taken electives, at the third node freshmen (0.619) scored lower than students from higher grade (1.277). Overall, non-vegetarian students who had participated in activities about wildlife had the lowest score (0.505).
Animal Welfare and Rights	Primary: attention Secondary: major	At the first node, attention was the most important predictor for the Animal Welfare; students who had paid attention to wildlife conservation (-0.345) scored lower than students who had not (-0.173). Among students who had not paid attention to wildlife conservation, at the second node students majoring in agriculture, art, law (-0.141) scored higher than engineering, science, economics, management, medicine, fine art (-0.418).
Utilization and Wildlife Conservation	Primary: vegetarian Secondary: major	Vegetarian was the most important predictor for the Utilization and Wildlife Conservation, with non-vegetarian students (0.281) scored higher than vegetarian students (-0.101). Among vegetarian students, at the second node students majoring in science, engineering, agriculture, fine art (0.191) scored higher than students majoring in economics, art, law, management and medicine (-0.432).
Wildlife Management	Primary: grade Secondary: gender	Grade was the most important predictor for the Wildlife Management; freshmen and graduate students (0.679) scored lower than sophomores, juniors and seniors (1.165). Among sophomores, juniors and seniors, at the second node females (1.005) had lower score than males (1.301).
Vegetarianism and Wildlife Conservation	Primary: vegetarian Secondary: activity	Vegetarian was the most important factor for the Vegetarianism and Wildlife Conservation, with non-vegetarian students (0.714) had higher score than vegetarian students (0.265). Among non-vegetarian students, at the second node those who had participated in activities about wildlife scored lower (0.431) than students who had not (0.799). Overall, non-vegetarian students without participating in activities had the highest score (0.799).
Public and Wildlife Conservation	Primary: elective Secondary: gender, grade	Elective was the most important predictor for the Public and Wildlife Conservation; students who had taken environmental electives (0.892) had lower score than students who had not (1.204). At the second node, the predictors become more diverse, including

gender and grade; among students without taking electives, females (1.311) scored higher than males (1.090); and for students who had taken electives, sophomores and juniors (1.089) scored higher than seniors, freshmen and graduate students (0.708).

Grade was the most important predictor for the Hunting Issues, with freshmen and graduate students (-0.405) scored lower than students from other grades (-0.035). Among freshmen and graduate students, at the second node those who had paid attention to wildlife conservation (-0.512) scored lower than students who had not (-0.230).

Trophy Hunting

Primary: grade
Secondary: attention

The classification and regression tree model on the seven categories of issues

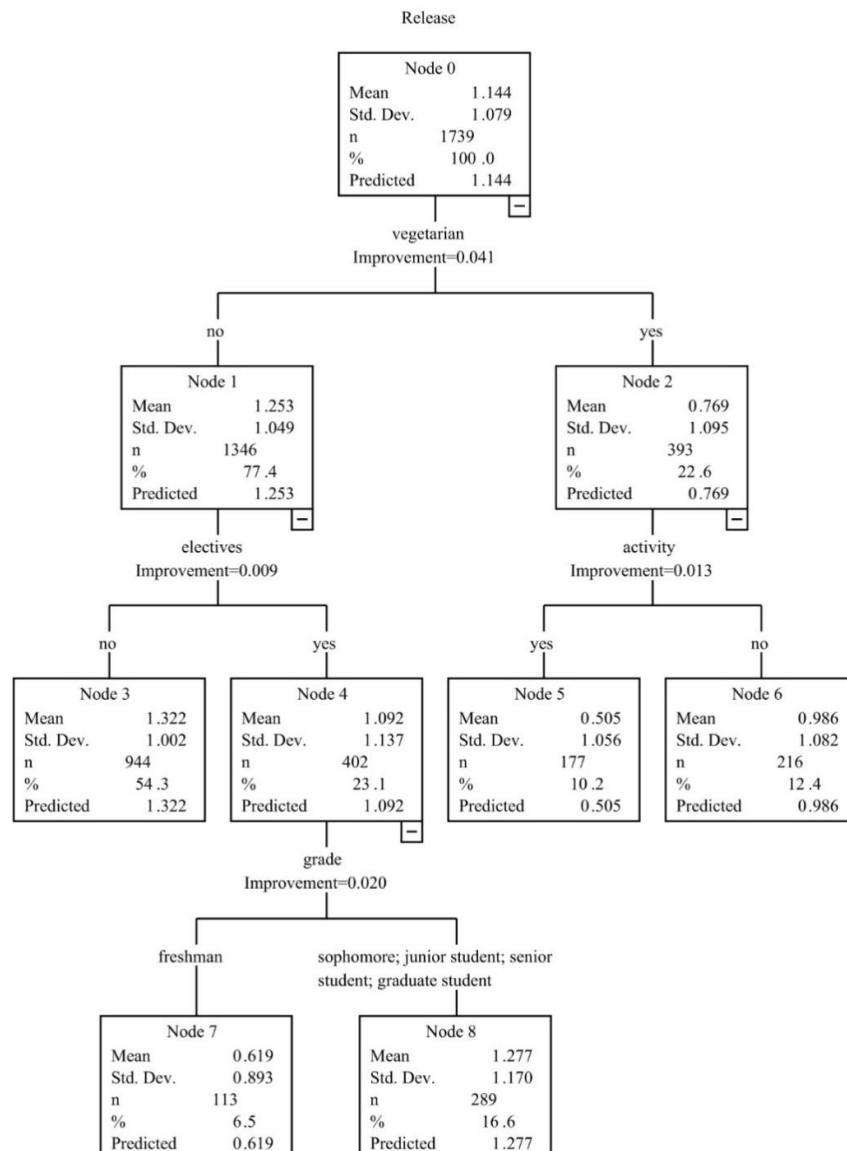
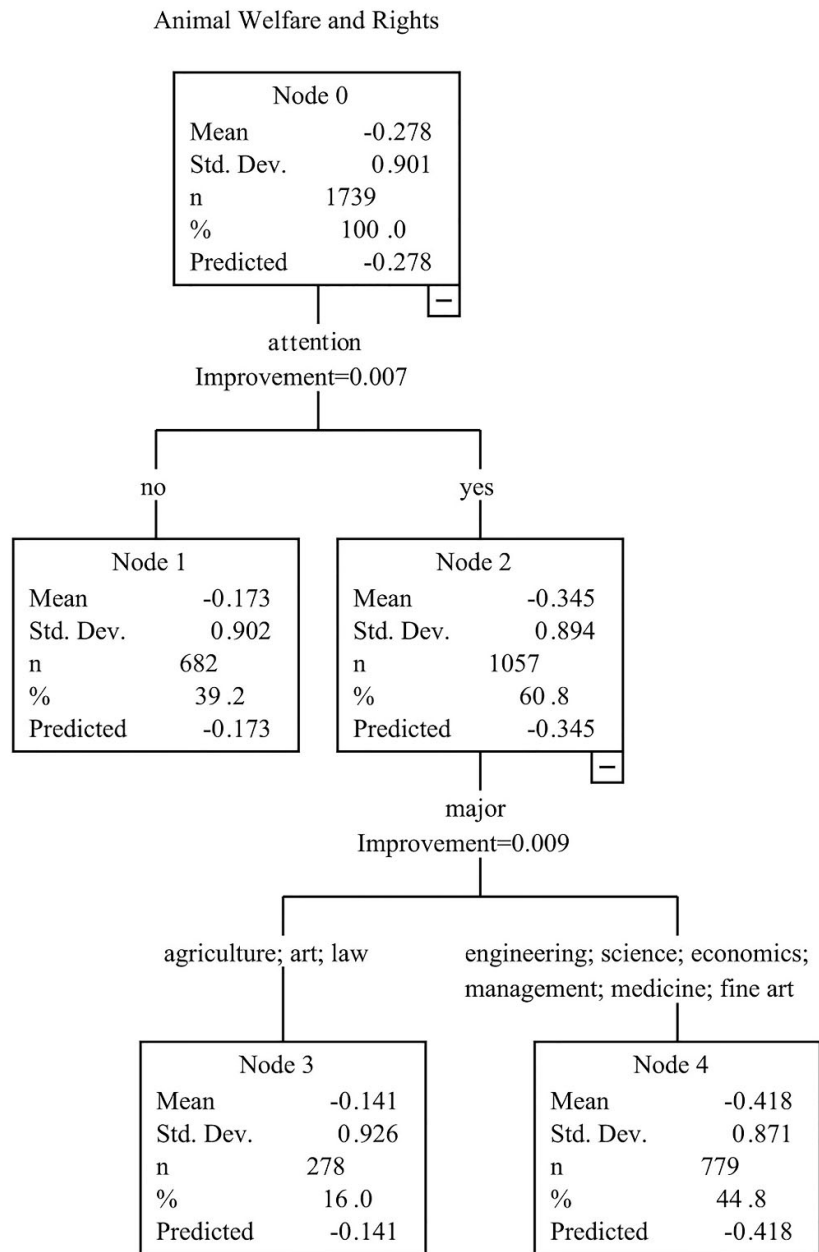


Figure S1. The classification and regression tree model for the Release.**Figure S2.** The classification and regression tree model for the Animal Welfare and Rights.

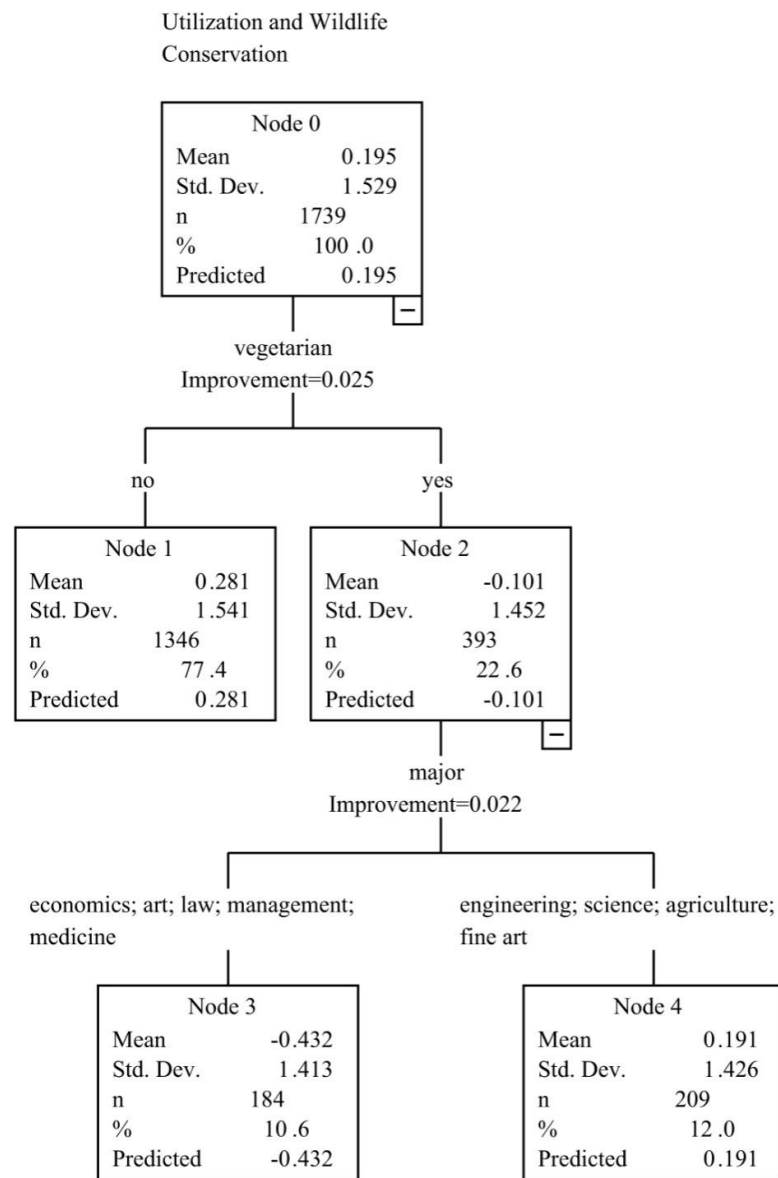


Figure S3. The classification and regression tree model for the Utilization and Wildlife Conservation.

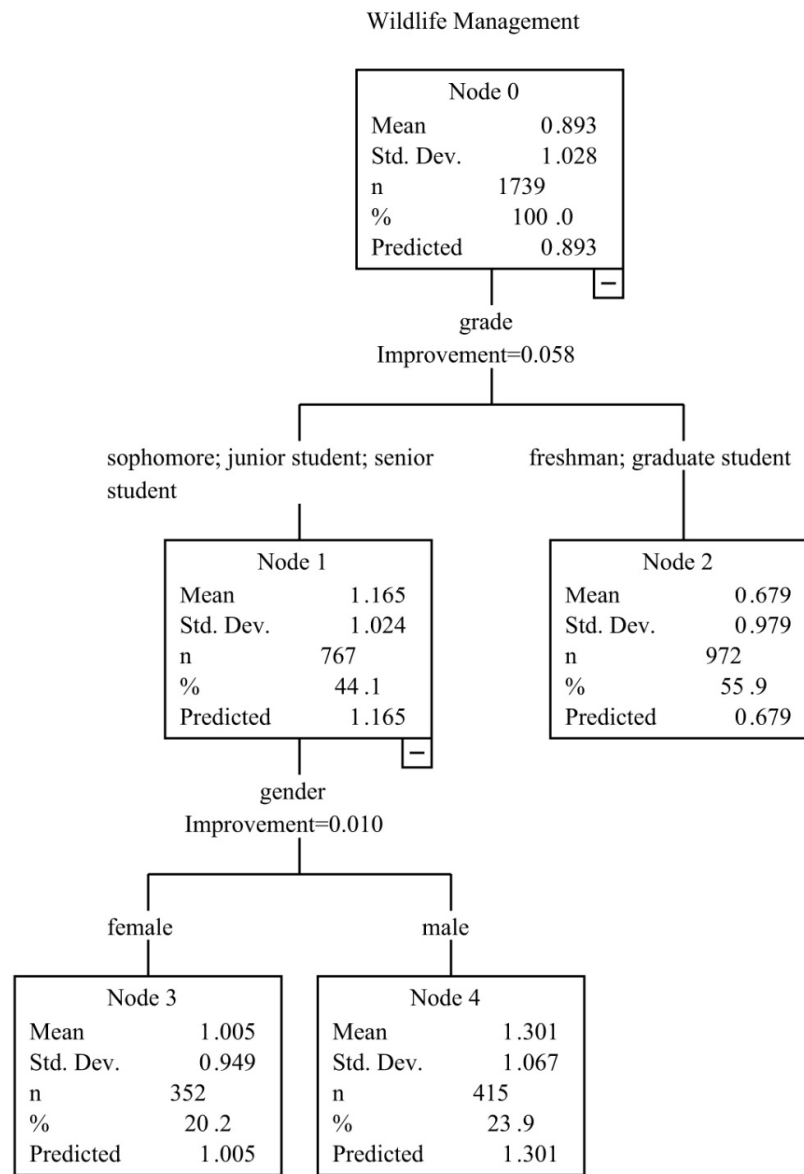


Figure S4. The classification and regression tree model for the Wildlife Management.

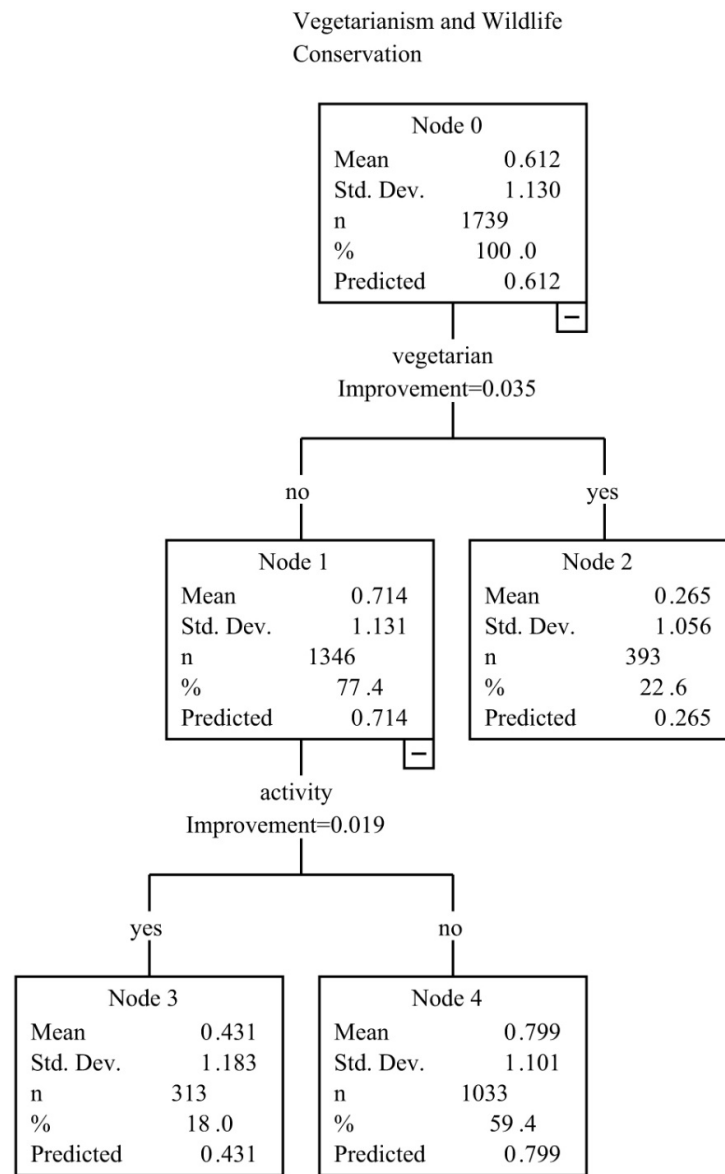


Figure S5. The classification and regression tree model for the Vegetarianism and Wildlife Conservation.

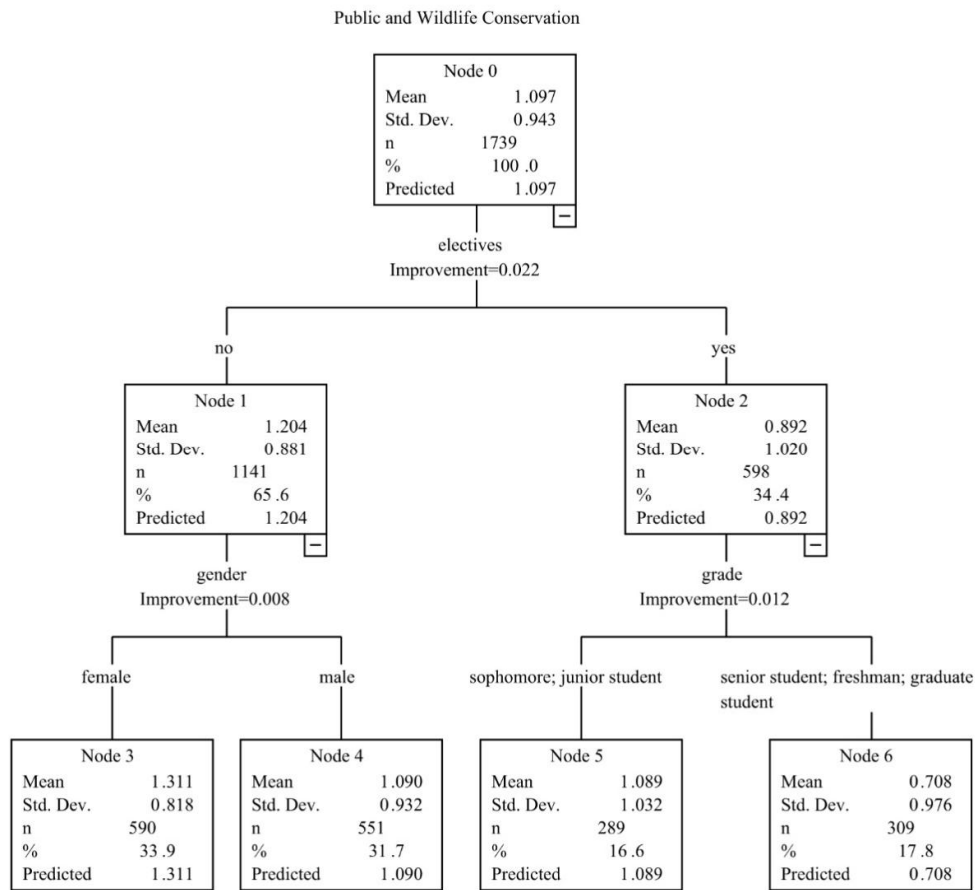


Figure S6. The classification and regression tree model for the Public and Wildlife Conservation.

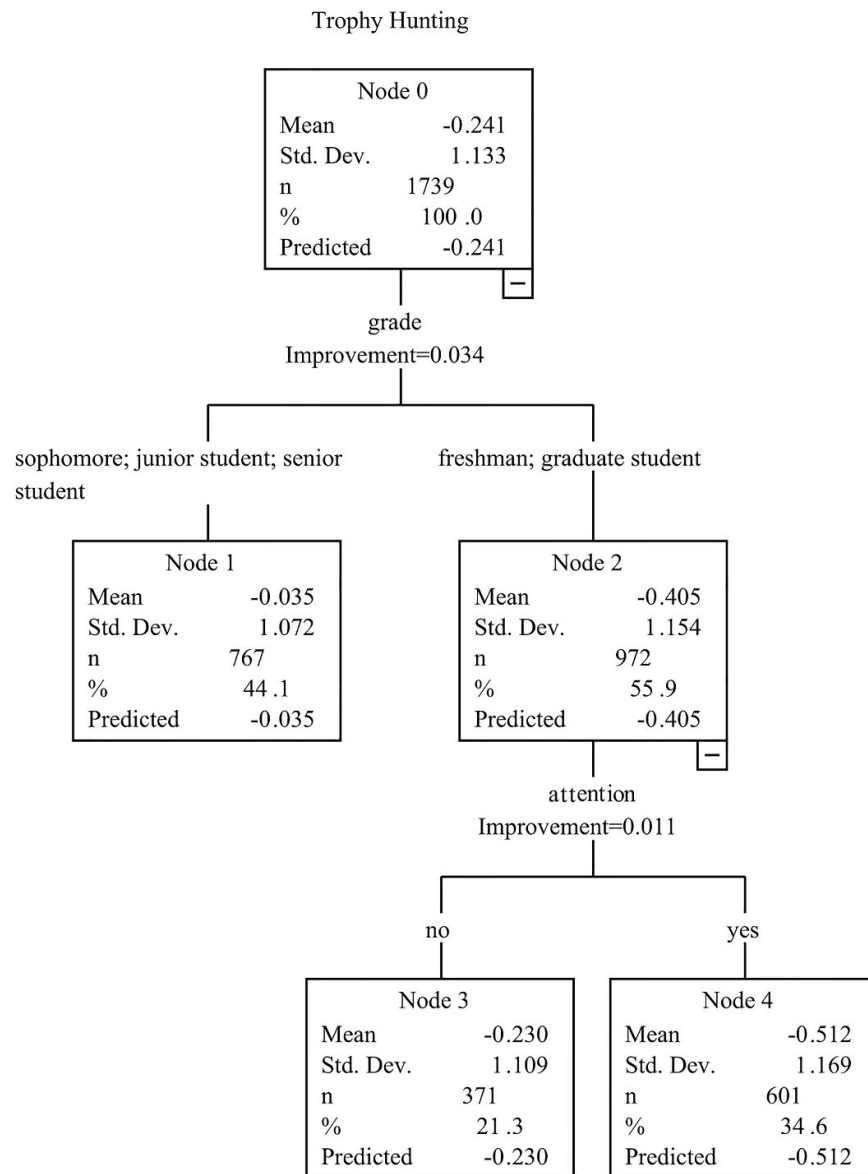


Figure S7. The classification and regression tree model for the Trophy Hunting.