

Discipline

Glasgow Caledonian University respondents

	N	%
Economics, Finance, Management, Business, Marketing	1	5.0
Health Related	12	60.0
Other	2	10.0
Psychology	3	15.0
Social Science, Humanities	1	5.0
Social Work	1	5.0
Total responding	20	100.0

General level of expertise in quantitative methods

Glasgow Caledonian University respondents

	N	%
1. Not given	5	25
2. Non-user of all methods	2	10
3. Beginner level in at least one descriptive method	1	5
4. Intermediate level in at least one descriptive method	3	15
5. Intermediate level in at least one advanced method (beyond linear regression)	7	35
6. Advanced level in at least one advanced method (beyond linear regression)	2	10

How would you describe yourself?

Glasgow Caledonian University respondents

	N	%
	11	55.0
Professional statistician	1	5.0
Regular user of quantitative methods	3	15.0
Occasional user of quantitative methods	5	25.0
Total responding	20	100.0

Note: This question was added later and only some respondents have answered

Expertise: Descriptive quantitative analysis

Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Frequencies, cross-tabulation, means etc	25	40	25	.	10
Comparing frequencies or means	30	35	25	.	10
Graphical output (eg bar-charts, histograms, pie-charts etc)	25	45	15	.	15
Transforming data distributions (eg log, quadratic)	10	10	30	25	25
Indices of inequality (eg GINI index)	.	5	25	55	15
Measures of association (eg correlation)	20	35	20	10	15

Expertise: Regression analysis

Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Simple/multiple linear	15	30	15	15	25
Log-linear	5	15	30	25	25
Logistic/ordinal/multinomial	5	15	35	20	25
Other (eg poisson, negative binomial)	.	10	25	35	30

Expertise: Longitudinal analysis
Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Event history analysis	.	35	45	20
Times series analysis	10	35	35	20
Trajectory modelling	.	25	50	25
Other longitudinal analysis	10	20	55	15

Expertise: Grouping analysis
Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	25	25	25	25
Cluster/classification analysis	5	20	40	35
Latent class analysis	.	15	60	25
Multi-dimensional scaling	10	15	50	25

Expertise: Other complex analysis methods

Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	.	15	10	55	20
Multi-level modelling	.	5	20	55	20
Structural equation modelling	.	5	20	60	15
Spatial analysis/modelling	.	.	15	70	15
Geographically weighted regression	.	.	15	65	20
Econometric techniques	.	5	15	60	20
Simulation and risk analysis	.	5	15	55	25
Missing value analysis/imputation	.	5	30	55	10
Content analysis (eg NVivo)	5	15	25	45	10

Expertise: Software packages
Glasgow Caledonian University respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
SPSS	15	30	35	5	15
Stata	.	5	.	70	25
SAS	.	.	5	65	30
R/S/SPlus	.	.	.	70	30
Minitab	.	5	25	35	35
GAUSS	.	.	.	65	35
Amos	.	.	.	65	35
Lisrel	.	.	.	65	35
MPlus	.	.	.	65	35
LatentGold	.	.	.	65	35
MLWin	.	.	.	65	35
ARC/gis	.	.	.	65	35
BUGS (OpenBUGS WinBUGS etc)	.	.	.	65	35

Expertise: Which of the following datasets to you use, and how often?

Glasgow Caledonian University respondents

	Percentage of respondents			
	Use regularly	Used once or occasionally	Do not use	Not given
Growing Up in Scotland (GUS)	.	5	50	45
Scottish School Leavers Survey	.	5	50	45
Scottish Crime Survey	.	5	50	45
Scottish Social Attitudes Survey	.	20	40	40
Scottish Health Survey	.	20	40	40
Scottish Household Survey	5	10	35	50
Scottish components of national datasets (eg BHPS)	5	10	40	45
Other Scottish datasets	.	10	40	50
Other UK datasets	5	15	35	45
Other datasets	5	.	35	60

Training requirements: Descriptive quantitative analysis

Glasgow Caledonian University respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Frequencies, cross-tabulation, means etc	6	33	50	.	17
Comparing frequencies or means	5	40	40	.	20
Graphical output (eg bar-charts, histograms, pie-charts etc)	4	50	25	.	25
Transforming data distributions (eg log, quadratic)	8	.	25	38	38
Indices of inequality (eg GINI index)	9	.	22	56	22
Measures of association (eg correlation)	8	13	38	25	25

Training requirements: Regression analysis

Glasgow Caledonian University respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Simple/multiple linear	11	18	27	18	36
Log-linear	11	.	45	27	27
Logistic/ordinal/multinomial	12	.	50	17	33
Other (eg poisson, negative binomial)	12	8	25	33	33

Training requirements: Longitudinal analysis

Glasgow Caledonian University respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Event history analysis	12	.	25	58	17
Times series analysis	13	8	38	38	15
Trajectory modelling	12	.	17	58	25
Other longitudinal analysis	10	.	20	70	10

Training requirements: Grouping analysis
Glasgow Caledonian University respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	14	21	21	36	21
Cluster/classification analysis	13	.	15	46	38
Latent class analysis	10	.	10	60	30
Multi-dimensional scaling	13	15	8	54	23

Training requirements: Other complex analysis methods

Glasgow Caledonian University respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	8	.	.	88	13
Multi-level modelling	9	11	22	44	22
Structural equation modelling	5	.	20	60	20
Spatial analysis/modelling	4	.	.	75	25
Geographically weighted regression	6	.	.	67	33
Simulation and risk analysis	5	.	.	80	20
Missing value analysis/imputation	4	.	25	75	.
Content analysis (eg NVivo)	7	14	14	71	.

***Training requirements: Software packages
Glasgow Caledonian University respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)		
		Intermediate	Beginner	Non user
SPSS	5	20	80	.
Stata	1	.	.	100
R/S/SPlus	1	.	.	100
Minitab	1	.	.	100

Training requirements: List of top three training priorities (all responses in alphabetical order)

Glasgow Caledonian University respondents

Priority
? LONGITUDINAL ANALYSIS
CORRELATION/ ASSOCIATION
CORRELATIONS
CORRELATIONS
CROSS TABULATIONS
GEOGRAPHICALLY WEIGHTED REGRESSION
GRAPHICAL OUTPUT
GROUPING ANALYSIS
IMPROVE KNOWLEDGE OF METHODS
LATEST PANEL-DATA METHODS
LOGISTIC REGRESSION
META-ANALYSIS
MULTI LEVEL MODELING
MULTI-LEVEL MODELLING
MULTI-LEVEL MODELLING
MULTILEVEL MODELLING
MULTIPLE LOGISTIC REGRESSION
MULTIVARIATE ANALYSES - (MANOVA/MANCOVER ETC.)
POWER AND EFFECT SIZE VS. P VALUE
QUESTIONNAIRE DESIGN AND ANALYSIS
REGRESSION
REGRESSION ANALYSIS
THE USE OF MANY OF THE TESTS MENTIONED HERE
TO BE ABLE TO IDENTIFY RELATIONSHIPS/ DEPENDENCIES BETWEEN VARIABLES.
TO MOVE ON FROM DESCRIPTIVE STATISTICS TO PROVIDE MORE MEANINGFUL DATA.
WHEN TO USE MANY OF THE TESTS MENTIONED

Training requirements: How likely to participate in different types of training

Glasgow Caledonian University respondents

	Very likely	Quite likely	Not likely	Total replies
Taught courses with hands-on training	12	4	.	16
Presentations by experts, but no hands-on training	4	8	4	16
On-line training	6	9	1	16
Training by video link	1	8	6	15
Step by step examples on the website	11	4	1	16

Training requirements: How likely would you be to attend face-to-face training events in ...?

Glasgow Caledonian University respondents

	Very likely	Quite likely	Not likely	Total replies
Aberdeen	.	.	13	13
Dundee	1	2	10	13
Edinburgh	6	7	1	14
Glasgow	15	1	.	16
St Andrews	.	6	8	14
Stirling	6	5	3	14
Elsewhere in Scotland	2	3	3	8

Training requirements: Preferred duration for face to face training

Glasgow Caledonian University respondents

	N	%
Half day	5	31
1 day	10	63
2 days	1	6
Total responding	16	100

Training requirements: Are there any datasets on which you would like specific training?

Glasgow Caledonian University respondents

	N	%
No	7	58
Yes	5	42
Total responding	12	100

Training requirements: Other methods where respondents want training
Note only a small number of respondents answered this question

Glasgow Caledonian University respondents

Method	Level of expertise
Power and effect size	Intermediate
Q sort	Intermediate
SPSS	Beginner

What in your view should be the main priorities for AQMeN?

Glasgow Caledonian University respondents

	Average ranking
Provide support/advice on using quantitative methods	2.7
Provide support/advice on using software packages	4.3
Provide a forum for like-minded people to have dialogue about quantitative methods	5.3
Enable people to make contact with potential collaborators	6.6
Develop modules for teaching quantitative methods at postgraduate level	5.9
Run training or CPD courses on intermediate/advanced level statistics	3.8
Run training or CPD courses on basic level statistics	5.1
Run training or CPD courses on using software packages	5.3
Provide information on other training/CPD opportunities	5.6
Provide information on relevant seminars and/or conferences	6.8

Respondents ranked priorities 1-10 (1 = top priority, 10 = bottom priority)

***Which of the following things would you use the AQMeN website to do? Discover and Inform
Glasgow Caledonian University respondents***

	Average ranking
Search for information about quantitative methods	2.6
Find resources for teaching quantitative methods	4.5
Use online training resources for statistical software packages	4.0
Discover related organisations and projects in the UK	5.6
Identify upcoming training or other network events via a calendar	4.5
Find contact details of network members	5.6
Find out about activities of network members	5.2
Discover who in the network has expertise on a given subject	4.4

Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6

***Which of the following things would you use the AQMeN website to do? Participate and Network
Glasgow Caledonian University respondents***

	Average ranking
Link to my staff home page & provide a link to AQMeN on my home page	5.8
Write descriptions about my activities & expertise for the website	6.0
Link to my social network sites (Facebook, LinkedIn, Twitter, Wordpress...)	6.0
Write content about topics of interest to myself and the network	5.4
Add links to websites of interest to the network	5.3
Upload teaching materials or datasets directly for use by network	5.2
Start a discussion about a problem or topic on an online forum	2.0
Respond to a thread on an online discussion forum by a member	4.8

Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6

Would you be prepared to contribute to AQMeN in any of the following ways?

Glasgow Caledonian University respondents

	Yes	No	Total replies
Organising or hosting a seminar	8	6	14
Presenting a paper at a seminar	6	8	14
Offering support to other network members on methods or software issues (where appropriate)	7	6	13
Be involved in the development of training or CPD activities	6	7	13
Be involved in developing teaching modules on advanced methods	4	8	12