

*Discipline*

*University of St Andrews respondents*

	N	%
Biology and Life Sciences	1	11.1
Geography, Geosciences, Environmental Studies	1	11.1
Politics, Employment Research	1	11.1
Psychology	6	66.7
Total responding	9	100.0

***General level of expertise in quantitative methods***

***University of St Andrews respondents***

	N	%
2.Non-user of all methods	1	11
4.Intermediate level in at least one descriptive method	3	33
5.Intermediate level in at least one advanced method (beyond linear regression)	3	33
6.Advanced level in at least one advanced method (beyond linear regression)	2	22

*How would you describe yourself?*  
*University of St Andrews respondents*

	N	%
	3	33.3
Regular user of quantitative methods	5	55.6
Occasional user of quantitative methods	1	11.1
Total responding	9	100.0

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

***Expertise: Descriptive quantitative analysis***

***University of St Andrews respondents***

	Percentage respondents with each level of expertise			
	Advanced	Intermediate	Beginner	Non user
Frequencies, cross-tabulation, means etc	11	89	.	.
Comparing frequencies or means	22	78	.	.
Graphical output (eg bar-charts, histograms, pie-charts etc)	22	67	11	.
Transforming data distributions (eg log, quadratic)	11	22	56	11
Indices of inequality (eg GINI index)	.	11	22	67
Measures of association (eg correlation)	22	67	.	11

*Expertise: Regression analysis*

*University of St Andrews respondents*

	Percentage respondents with each level of expertise			
	Advanced	Intermediate	Beginner	Non user
Simple/multiple linear	11	56	22	11
Log-linear	.	22	33	44
Logistic/ordinal/multinomial	.	22	44	33
Other (eg poisson, negative binomial)	.	22	22	56

***Expertise: Longitudinal analysis***  
***University of St Andrews respondents***

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Event history analysis	.	22	78	.
Times series analysis	.	22	78	.
Trajectory modelling	.	22	78	.
Other longitudinal analysis	11	22	56	11

*Expertise: Grouping analysis*

*University of St Andrews respondents*

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	11	22	44	11	11
Cluster/classification analysis	.	11	67	11	11
Latent class analysis	.	11	33	44	11
Multi-dimensional scaling	11	.	22	56	11

***Expertise: Other complex analysis methods***

***University of St Andrews respondents***

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	.	22	22	56	.
Multi-level modelling	.	22	11	67	.
Structural equation modelling	11	11	22	44	11
Spatial analysis/modelling	.	.	22	78	.
Geographically weighted regression	.	.	22	78	.
Econometric techniques	.	.	22	78	.
Simulation and risk analysis	.	.	33	67	.
Missing value analysis/imputation	11	.	33	56	.
Content analysis (eg NVivo)	.	22	11	67	.

*Expertise: Software packages*

*University of St Andrews respondents*

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
SPSS	33	56	11	.	.
Stata	.	.	.	78	22
SAS	.	.	11	56	33
R/S/SPplus	.	.	11	56	33
Minitab	.	11	11	56	22
GAUSS	.	.	.	67	33
Amos	.	.	11	56	33
Lisrel	.	11	.	56	33
MPlus	.	.	.	67	33
LatentGold	.	.	.	67	33
MLWin	.	.	11	56	33
ARC/gis	.	.	11	67	22
BUGS (OpenBUGS WinBUGS etc)	.	.	.	67	33

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

***University of St Andrews respondents***

	Percentage of respondents			
	Use regularly	Used once or occasionally	Do not use	Not given
Growing Up in Scotland (GUS)	.	.	89	11
Scottish School Leavers Survey	.	11	78	11
Scottish Crime Survey	.	11	78	11
Scottish Social Attitudes Survey	.	22	78	.
Scottish Health Survey	11	11	67	11
Scottish Household Survey	.	33	67	.
Scottish components of national datasets (eg BHPS)	.	22	78	.
Other Scottish datasets	.	11	78	11
Other UK datasets	11	33	56	.
Other datasets	22	.	56	22

***Training requirements: Descriptive quantitative analysis***

***University of St Andrews respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)		
		Intermediate	Beginner	Non user
Frequencies, cross-tabulation, means etc	3	100	.	.
Comparing frequencies or means	3	100	.	.
Graphical output (eg bar-charts, histograms, pie-charts etc)	3	67	33	.
Transforming data distributions (eg log, quadratic)	6	.	83	17
Indices of inequality (eg GINI index)	3	.	67	33
Measures of association (eg correlation)	5	80	.	20

***Training requirements: Regression analysis***

***University of St Andrews respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)		
		Intermediate	Beginner	Non user
Simple/multiple linear	4	25	50	25
Log-linear	4	.	75	25
Logistic/ordinal/multinomial	4	.	75	25
Other (eg poisson, negative binomial)	3	.	67	33

***Training requirements: Longitudinal analysis***

***University of St Andrews respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)		
		Intermediate	Beginner	Non user
Event history analysis	5	.	20	80
Times series analysis	5	.	20	80
Trajectory modelling	5	.	20	80
Other longitudinal analysis	5	20	20	60

***Training requirements: Grouping analysis***

***University of St Andrews respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	7	14	57	14	14
Cluster/classification analysis	7	.	71	14	14
Latent class analysis	7	.	43	43	14
Multi-dimensional scaling	6	.	33	50	17

***Training requirements: Other complex analysis methods***

***University of St Andrews 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	3	.	67	33	.
Multi-level modelling	5	20	20	60	.
Structural equation modelling	5	20	20	40	20
Spatial analysis/modelling	4	.	25	75	.
Geographically weighted regression	4	.	25	75	.
Simulation and risk analysis	4	.	50	50	.
Missing value analysis/imputation	5	.	60	40	.
Content analysis (eg NVivo)	4	25	25	50	.

***Training requirements: Software packages***

***University of St Andrews respondents***

	Number requiring training	Percentage of respondents at each level (of those requiring training)		
		Intermediate	Beginner	Non user
SPSS	4	75	25	.
Stata	2	.	.	100
SAS	1	.	.	100
R/S/SPlus	1	.	.	100
Minitab	1	.	.	100
GAUSS	1	.	.	100
Amos	2	.	50	50
Lisrel	1	.	.	100
MPlus	1	.	.	100
LatentGold	1	.	.	100
MLWin	2	.	50	50
ARC/gis	2	.	50	50
BUGS (OpenBUGS WinBUGS etc)	1	.	.	100

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

***University of St Andrews respondents***

<b>Priority</b>
ANALYSIS OF FUNCTIONAL MRI DATA
BEGINNERS TO QUANTITATIVE METHODS
DATASET TRAINING
DEALING WITH INTERACTING GROUPS (NONINDEPENDENT DATA)
LONGITUDINAL METHODS
MEDIATION AND MODERATION ANALYSIS
MULTI-LEVEL ANALYSIS
MULTILEVEL MODELLING
REGRESSION ANALYSIS
STATA TRAINING
STRUCTURAL EQUATION MODELLING
STRUCTURAL EQUATION MODELLING

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

***University of St Andrews respondents***

	Very likely	Quite likely	Not likely	Total replies
<b>Taught courses with hands-on training</b>	4	4	1	9
<b>Presentations by experts, but no hands-on training</b>	1	5	3	9
<b>On-line training</b>	4	4	1	9
<b>Training by video link</b>	1	2	6	9
<b>Step by step examples on the website</b>	7	1	1	9

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

***University of St Andrews respondents***

	Very likely	Quite likely	Not likely	Total replies
<b>Aberdeen</b>	1	1	7	9
<b>Dundee</b>	5	4	.	9
<b>Edinburgh</b>	2	4	3	9
<b>Glasgow</b>	1	3	5	9
<b>St Andrews</b>	8	1	.	9
<b>Stirling</b>	1	1	7	9
<b>Elsewhere in Scotland</b>	1	.	6	7

***Training requirements: Preferred duration for face to face training***

***University of St Andrews respondents***

	N	%
Half day	2	22
1 day	7	78
Total responding	9	100

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

***University of St Andrews respondents***

	N	%
No	5	83
Yes	1	17
Total responding	6	100

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

***University of St Andrews respondents***

<b>Method</b>	<b>Level of expertise</b>
Dealing with interactive groups i.e. with nonindependent data sets	Beginner
Smallest Space Analysis	Advanced

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

***University of St Andrews respondents***

	<b>Average ranking</b>
<b>Provide support/advice on using quantitative methods</b>	3.4
<b>Provide support/advice on using software packages</b>	3.8
<b>Provide a forum for like-minded people to have dialogue about quantitative methods</b>	7.2
<b>Enable people to make contact with potential collaborators</b>	6.2
<b>Develop modules for teaching quantitative methods at postgraduate level</b>	5.6
<b>Run training or CPD courses on intermediate/advanced level statistics</b>	4.7
<b>Run training or CPD courses on basic level statistics</b>	5.4
<b>Run training or CPD courses on using software packages</b>	4.9
<b>Provide information on other training/CPD opportunities</b>	7.1
<b>Provide information on relevant seminars and/or conferences</b>	6.7

***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***

***University of St Andrews respondents***

	Average ranking
Search for information about quantitative methods	2.6
Find resources for teaching quantitative methods	5.2
Use online training resources for statistical software packages	2.1
Discover related organisations and projects in the UK	4.3
Identify upcoming training or other network events via a calendar	3.7
Find contact details of network members	5.9
Find out about activities of network members	5.4
Discover who in the network has expertise on a given subject	4.1

***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**

**University of St Andrews respondents**

	Average ranking
Link to my staff home page & provide a link to AQMeN on my home page	4.8
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	4.9
Upload teaching materials or datasets directly for use by network	5.0
Start a discussion about a problem or topic on an online forum	3.0
Respond to a thread on an online discussion forum by a member	5.1

**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?***

***University of St Andrews respondents***

	<b>Yes</b>	<b>No</b>	<b>Total replies</b>
<b>Organising or hosting a seminar</b>	1	6	7
<b>Presenting a paper at a seminar</b>	6	2	8
<b>Offering support to other network members on methods or software issues (where appropriate)</b>	4	3	7
<b>Be involved in the development of training or CPD activities</b>	2	6	8
<b>Be involved in developing teaching modules on advanced methods</b>	1	6	7