

Discipline

University of Aberdeen respondents

	N	%
Education	4	23.5
Health Related	1	5.9
Other	1	5.9
Politics, Employment Research	10	58.8
Sociology, Social Policy	1	5.9
Total responding	17	100.0

General level of expertise in quantitative methods

University of Aberdeen respondents

	N	%
1. Not given	1	6
2. Non-user of all methods	4	24
3. Beginner level in at least one descriptive method	2	12
4. Intermediate level in at least one descriptive method	2	12
5. Intermediate level in at least one advanced method (beyond linear regression)	6	35
6. Advanced level in at least one advanced method (beyond linear regression)	2	12

How would you describe yourself?
University of Aberdeen respondents

	N	%
	4	23.5
Regular user of quantitative methods	5	29.4
Occasional user of quantitative methods	7	41.2
Non user but consumer of results of quantitative analysis	1	5.9
Total responding	17	100.0

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

Expertise: Descriptive quantitative analysis

University of Aberdeen respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Frequencies, cross-tabulation, means etc	47	24	12	12	6
Comparing frequencies or means	41	29	12	12	6
Graphical output (eg bar-charts, histograms, pie-charts etc)	41	24	18	12	6
Transforming data distributions (eg log, quadratic)	12	29	29	29	.
Indices of inequality (eg GINI index)	6	29	24	41	.
Measures of association (eg correlation)	29	29	18	18	6

Expertise: Regression analysis

University of Aberdeen respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Simple/multiple linear	24	18	18	29	12
Log-linear	.	18	24	35	24
Logistic/ordinal/multinomial	.	18	29	29	24
Other (eg poisson, negative binomial)	.	6	24	47	24

Expertise: Longitudinal analysis
University of Aberdeen respondents

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Event history analysis	6	6	59	29
Times series analysis	29	18	29	24
Trajectory modelling	.	6	71	24
Other longitudinal analysis	12	6	53	29

Expertise: Grouping analysis
University of Aberdeen respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
Principal components/factor analysis	12	18	12	41	18
Cluster/classification analysis	.	12	18	47	24
Latent class analysis	.	.	12	71	18
Multi-dimensional scaling	.	18	12	47	24

Expertise: Other complex analysis methods

University of Aberdeen respondents

	Percentage respondents with each level of expertise			
	Intermediate	Beginner	Non user	Not given
Probability, set theory, matrix algebra	.	12	65	24
Multi-level modelling	6	24	41	29
Structural equation modelling	6	6	71	18
Spatial analysis/modelling	6	.	76	18
Geographically weighted regression	.	.	76	24
Econometric techniques	6	18	59	18
Simulation and risk analysis	.	.	71	29
Missing value analysis/imputation	12	12	59	18
Content analysis (eg NVivo)	24	12	35	29

Expertise: Software packages
University of Aberdeen respondents

	Percentage respondents with each level of expertise				
	Advanced	Intermediate	Beginner	Non user	Not given
SPSS	24	29	29	12	6
Stata	.	12	12	53	24
SAS	.	.	.	76	24
R/S/SPlus	.	.	6	65	29
Minitab	.	.	.	71	29
GAUSS	.	.	.	76	24
Amos	.	.	6	71	24
Lisrel	.	.	6	71	24
MPlus	.	.	.	71	29
LatentGold	.	.	.	76	24
MLWin	.	.	.	76	24
ARC/gis	.	.	.	76	24
BUGS (OpenBUGS WinBUGS etc)	.	.	.	76	24

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

University of Aberdeen respondents

	Percentage of respondents			
	Use regularly	Used once or occasionally	Do not use	Not given
Growing Up in Scotland (GUS)	.	.	82	18
Scottish School Leavers Survey	.	6	76	18
Scottish Crime Survey	.	.	82	18
Scottish Social Attitudes Survey	6	12	71	12
Scottish Health Survey	.	.	82	18
Scottish Household Survey	.	6	82	12
Scottish components of national datasets (eg BHPS)	.	12	71	18
Other Scottish datasets	.	.	82	18
Other UK datasets	18	18	47	18
Other datasets	29	12	29	29

Training requirements: Descriptive quantitative analysis

University of Aberdeen 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	4	25	.	50	25
Comparing frequencies or means	3	.	.	67	33
Graphical output (eg bar-charts, histograms, pie-charts etc)	4	.	25	50	25
Transforming data distributions (eg log, quadratic)	3	.	33	67	.
Indices of inequality (eg GINI index)	3	.	33	67	.
Measures of association (eg correlation)	5	.	40	40	20

Training requirements: Regression analysis

University of Aberdeen respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)				
		Advanced	Intermediate	Beginner	Non user	Not given
Simple/multiple linear	7	14	.	29	29	29
Log-linear	10	.	10	30	20	40
Logistic/ordinal/multinomial	12	.	25	25	17	33
Other (eg poisson, negative binomial)	11	.	9	27	27	36

Training requirements: Longitudinal analysis

University of Aberdeen respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
Event history analysis	9	.	11	44	44
Times series analysis	11	27	18	18	36
Trajectory modelling	5	.	.	40	60
Other longitudinal analysis	8	13	13	25	50

Training requirements: Grouping analysis

University of Aberdeen 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	14	29	43
Cluster/classification analysis	9	11	11	33	44
Latent class analysis	8	.	13	50	38
Multi-dimensional scaling	9	.	22	33	44

Training requirements: Other complex analysis methods

University of Aberdeen 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	.	13	38	50
Multi-level modelling	10	10	20	20	50
Structural equation modelling	8	13	13	38	38
Spatial analysis/modelling	5	.	.	40	60
Geographically weighted regression	5	.	.	40	60
Simulation and risk analysis	7	.	.	29	71
Missing value analysis/imputation	6	.	17	33	50
Content analysis (eg NVivo)	9	11	11	22	56

Training requirements: Software packages

University of Aberdeen respondents

	Number requiring training	Percentage of respondents at each level (of those requiring training)			
		Intermediate	Beginner	Non user	Not given
SPSS	7	29	29	29	14
Stata	7	14	14	29	43
SAS	2	.	.	.	100
R/S/SPlus	4	.	25	.	75
Minitab	3	.	.	.	100
GAUSS	2	.	.	.	100
Amos	3	.	33	.	67
Lisrel	3	.	33	.	67
MPlus	3	.	.	.	100
LatentGold	2	.	.	.	100
MLWin	2	.	.	.	100
ARC/gis	2	.	.	.	100
BUGS (OpenBUGS WinBUGS etc)	2	.	.	.	100

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

University of Aberdeen respondents

Priority
ACCESS
ADVANCED TIME SERIES ANALYSIS
ADVANCED TRAINING IN SPSS
CATEGORISE DATA
CHI SQUARE TEST
CLUSTER ANALYSIS AND MULTIDIMENSIONAL SCALING
CONTENT ANALYSIS
CONTENT ANALYSIS
CONTENT ANALYSIS
DESIGNING MIXED METHODS STUDIES
EVENTS HISTORY
FACTOR ANALYSIS
FACTOR ANALYSIS
LOGISTIC REGRESSION
MULTI-LEVEL ANALYSIS
MULTI-LEVEL MODELLING
MULTI-LEVEL MODELLING
MULTIVARIABLE ANALYSIS
NVIVO
NVIVO
PANEL DATA SETS
PRESENT DATA
READ DATA
REGRESSION
REGRESSION REFRESHER
RISK ASSESMENT
SIMULTANEOUS EQUATIONS MODELLING
SMALL-N REGRESSION
SPSS
SPSS
STATISTICS
STRUCTURAL EQUATION MODELS
STUDY DESIGN FOR GETTING USEFUL DATA
SURVEY DESIGN
TRAINING IN USE OF STATA

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

University of Aberdeen respondents

Priority
TSCS DATA ANALYSIS
UNDERSTANDING THE AFFORDANCES OF DIFFERENT QUANTITATIVE METHODS

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

University of Aberdeen respondents

	Very likely	Quite likely	Not likely	Total replies
Taught courses with hands-on training	10	5	1	16
Presentations by experts, but no hands-on training	3	7	6	16
On-line training	5	5	5	15
Training by video link	2	7	6	15
Step by step examples on the website	5	8	2	15

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

University of Aberdeen respondents

	Very likely	Quite likely	Not likely	Total replies
Aberdeen	14	1	1	16
Dundee	5	4	6	15
Edinburgh	.	10	5	15
Glasgow	.	9	6	15
St Andrews	.	5	10	15
Stirling	1	4	10	15
Elsewhere in Scotland	1	1	8	10

Training requirements: Preferred duration for face to face training

University of Aberdeen respondents

	N	%
Half day	3	19
1 day	9	56
2 days	1	6
3 days	3	19
Total responding	16	100

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

University of Aberdeen respondents

	N	%
No	11	79
Yes	3	21
Total responding	14	100

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

University of Aberdeen respondents

Method	Level of expertise
Analysis of time series cross sectional data	Intermediate
Mixed models	Beginner
Panel data sets (i.e time-series cross-sectional data)	Intermediate
Simultaneous equations modeling	Intermediate

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

University of Aberdeen respondents

	Average ranking
Provide support/advice on using quantitative methods	3.5
Provide support/advice on using software packages	3.5
Provide a forum for like-minded people to have dialogue about quantitative methods	4.8
Enable people to make contact with potential collaborators	4.4
Develop modules for teaching quantitative methods at postgraduate level	5.8
Run training or CPD courses on intermediate/advanced level statistics	4.5
Run training or CPD courses on basic level statistics	5.1
Run training or CPD courses on using software packages	4.3
Provide information on other training/CPD opportunities	5.7
Provide information on relevant seminars and/or conferences	5.8

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
University of Aberdeen respondents***

	Average ranking
Search for information about quantitative methods	3.9
Find resources for teaching quantitative methods	4.6
Use online training resources for statistical software packages	3.6
Discover related organisations and projects in the UK	5.2
Identify upcoming training or other network events via a calendar	4.3
Find contact details of network members	5.4
Find out about activities of network members	5.6
Discover who in the network has expertise on a given subject	4.3

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 Aberdeen respondents

	Average ranking
Link to my staff home page & provide a link to AQMeN on my home page	5.1
Write descriptions about my activities & expertise for the website	5.6
Link to my social network sites (Facebook, LinkedIn, Twitter, Wordpress...)	5.6
Write content about topics of interest to myself and the network	5.8
Add links to websites of interest to the network	5.1
Upload teaching materials or datasets directly for use by network	5.1
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	4.5

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 Aberdeen respondents

	Yes	No	Total replies
Organising or hosting a seminar	3	8	11
Presenting a paper at a seminar	7	4	11
Offering support to other network members on methods or software issues (where appropriate)	8	4	12
Be involved in the development of training or CPD activities	6	4	10
Be involved in developing teaching modules on advanced methods	4	7	11