

This section includes shorter papers (e.g., 10-15 double-spaced manuscript pages or less) describing methods and techniques that can improve evaluation practice. Method notes may include reports of new evaluation tools, products, and/or services that are useful for practicing evaluators. Alternatively, they may describe new uses of existing tools. Also appropriate for this section are user-friendly guidelines for the proper use of conventional tools and methods, particularly for those that are commonly misused in practice.

A General Inductive Approach for Analyzing Qualitative Evaluation Data

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Abstract: A general inductive approach for analysis of qualitative evaluation data is described. The purposes for using an inductive approach are to (a) condense raw textual data into a brief, summary format; (b) establish clear links between the evaluation or research objectives and the summary findings derived from the raw data; and (c) develop a framework of the underlying structure of experiences or processes that are evident in the raw data. The general inductive approach provides an easily used and systematic set of procedures for analyzing qualitative data that can produce reliable and valid findings. Although the general inductive approach is not as strong as some other analytic strategies for theory or model development, it does provide a simple, straightforward approach for deriving findings in the context of focused evaluation questions. Many evaluators are likely to find using a general inductive approach less complicated than using other approaches to qualitative data analysis.

Keywords: *inductive analysis; qualitative analysis methods*

The collection of qualitative data in evaluation is common. However, knowledge about strategies for efficient and defensible procedures for analyzing qualitative data is less common. A wide range of literature documents the underlying assumptions and procedures associated with analyzing qualitative data, including evaluation data (e.g., Patton, 2002). Many of these are associated with specific approaches or traditions, such as grounded theory (Strauss & Corbin, 1998), phenomenology (e.g., van Manen, 1990), discourse analysis (e.g., Potter & Wetherell, 1994), and narrative analysis (e.g., Leiblich, 1998). However, some analytic approaches are generic and are not labeled within one of the specific traditions of qualitative

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Puja Mehta



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