



UNIVERSIDADE FEDERAL DE PERNAMBUCO
ARTS AND COMMUNICATION CENTER
POST-GRADUATE PROGRAM IN INFORMATION SCIENCE

SELF-ASSESSMENT GUIDELINES

2021 - 2024

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1. INTRODUCTION

Contributing to the consolidation of graduate studies in the country, CAPES has had two main concerns: : regulation of graduate programs and their constant improvement. Self-assessment, as part of the improvement process, consists in the evaluating of oneself, and, according to CAPES, its main objective is training, and therefore consists of a learning process (BRASIL, 2019a). The results of this process are analyzed and used to improve the actions and approaches of the evaluated object, in this case, the graduate program itself.

The Communication and Information Area understands that self-evaluation is an process defined and managed by the academic community, being a complementary strategy to guarantee quality in the evaluation (BRASIL, 2019b). Therefore, the value attributed to self-assessment is recognized by the Post- Graduate Program in Information Science (PPGCI) at the Universidade Federal de Pernambuco (UFPE) as a process for evaluating oneself and making the necessary improvements within the scope of the Program.

The Self-Assessment process will be guided and, at the same time, will be the foundation for the construction of the Strategic Planning and the external evaluation of CAPES. In other words, in 2019, a general evaluation of the PPGCI found that the program had little chance of reaching concept 5 in the four-year evaluation of 2017 - 2020. On the other hand, this would be its third quadrennial evaluation with concept 4. Therefore, it would be a *sine qua non* condition to maintain the PPGCI accreditation to achieve concept 5 in the 2021 - 2024 four-year evaluation. In these terms, a Strategic Planning was made up of nine strategies and are reflected in the scope of self-assessment of the PPGCI.

And so, professors and academics, in the period of the development of the Post-Graduate Program in Information Science (PPGCI) of the Universidade Federal de Pernambuco (UFPE), planned, in 2019, to start in 2020 a new system of self- assessment. However, self-assessment is not a new practice. The trajectory of PPGCI / UFPE records continuous processes of self-assessment, which, in some cases, have generated significant changes in the direction of the program's course.

The act of evaluating requires analysis and aims to understand the results and impacts of the actions, while the results describe the responses of the PPGCI's critical

self-analysis. And, based on the qualitative and quantitative information generated in the self-assessment stages, the changes to be implemented are identified, providing support for strategic planning.

Self-assessment must, therefore, be committed to encourage professors and academics to seek improvement of the PPGCI. Based on the understanding that self-assessment performs an equally important and complementary function to external evaluation, PPGCI / UFPE highlights the role of self-assessment as a necessary condition for its improvement, as it enhances your self-knowledge.

The self-assessment proposal presented here was planned according to the guidelines of the following documents:

- a. The Communication and Information Area Document and the respective Evaluation Form (BRASIL, 2019b),
- b. The CAPES' Post-Graduate Program Self-Assessment Document (BRASIL, 2019a),
- c. The National Graduate Plan of CAPES 2011-2020, volumes I and II that deal with the multidimensional evaluation model (BRASIL, 2010a; 2010b).
- d. Self-Assessment Guidelines, prepared by the Own Evaluation Commission (CPA) integrated with the Graduate Dean (ProPG) of the Universidade Federal de Pernambuco (UFPE, 2020).

2. STEPS OF SELF-ASSESSMENT

The self-assessment proposal, as a process, consists of five stages, as shown in figure 1.

Figure 1 - Self-assessment steps



Source: BRASIL (2019, p. 6).

Each step of the self-assessment is explained below.

2.1 Preparation for Self-Assessment

Preparation is the stage that raises the awareness of those involved, and which aims to constitute a commission, elected by the Program Collegiate, to plan and elaborate the self-assessment project, contemplating objectives, strategies, method, schedule, resources, staff and responsibilities, results format and monitoring the use of these results.

2.1.1 Awareness

Whoever is responsible for conducting a self-assessment project, sooner or later, faces some difficulties, even before implementing the process itself. Thus, the self-assessment process started with raising awareness, which aimed to increase the interest of the academic community on the topics covered, providing subsidies on the importance for all involved.

The awareness started with that of the PPGCI coordination team. Initially an online meeting promoted by the Dean of Graduate Studies, together with the UFPE's Own Evaluation Commission, held on 08/28/2020, to present the guidelines for the self-assessment process of post-graduate programs *stricto sensu* of the University. In addition to reading the documents presented at that meeting, there was the participation of a webinar promoted by Unesp. Entitled Self-Assessment of Post-Graduate Programs and Institutional Strategic Planning, the lecture was given by Professor Robert Evan Verhine, from the Universidade Federal da Bahia (UFBA), who is the coordinator of the Education Area at CAPES and also Coordinates the Post - Graduate Programs Self-Assessment Working Group.

The awareness of PPGCI / UFPE professor took place in a collegiate meeting, on 01/09/2020, in which the importance of self-assessment for the Program and the role of professor in the collection of information were discussed, as well as the relationship of the evaluation process with strategic planning. Subsequently, the professors were brought together in smaller groups, to guide them on the evaluation and on the information that should be collected by each of them, in order to better distribute the tasks. At the time, they were instructed to involve their advisors in the process.

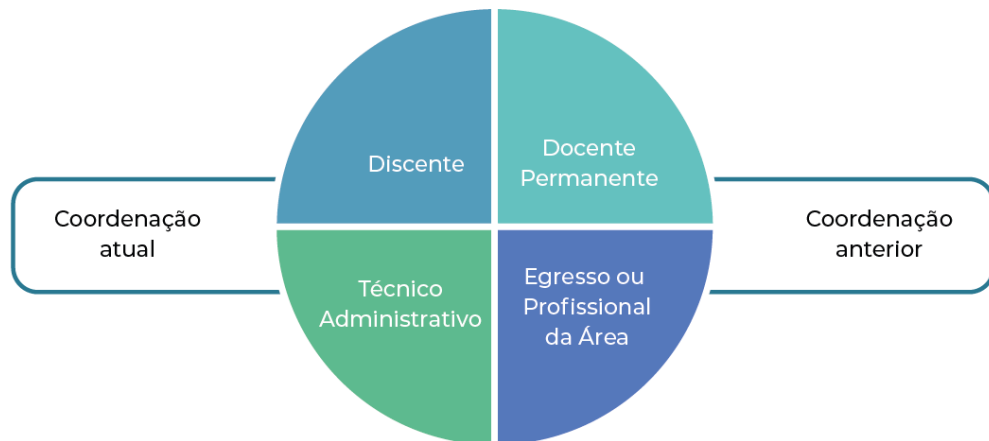
The students, in turn, were remotely reached on 09/17/2020. At the opportunity, the objective of self-assessment was presented and also how this assessment process underlies strategic planning. At the same meeting, the students elected a representative from the master's degree and one from the doctorate to constitute the PPGCI / UFPE Self-Assessment Committee. Students were also encouraged to participate in the process, along with professors. It was agreed that they would be demanded according to the needs of their advisors, for the collection and analysis of information and for proposing improvements to the Program.

2.1.2 The Self-Assessment Committee

The guidance of CAPES (BRASIL, 2019) and UFPE (UFPE, 2020) is that the Self-Assessment Commission (CAA) (Figure 2) is composed of at least two representatives of the permanent faculty, one administrative technician linked to the Program, a student representative at each level, a graduate and / or a specialized professional in the field. However, the Program decides on the participation of a

representative from the current coordination or a representative of previous administrations, or both.

Figure 2 - Composition of the Self-Assessment Committee



Source: UFPE (2020, p. 4).

Following the guidelines of CAPES and UFPE described in figure 2, to operationalize the PPGCI / UFPE self-assessment, a committee will be constituted, consisting of:

- I. A permanent professor from PPGCI / UFPE;
- II. The coordinator of the previous management;
- III. The current management coordinator;
- IV. A student representing the master's degree;
- V. A student representing the doctorate degree;
- VI. The administrative secretary of PPGCI;
- VII. A representative from the graduate students;
- VIII. An external member, professor of PPGCI / UNESP, whose choice took into account the rate 6 (six) of the Program in the external evaluation of CAPES.

The members of the Self-Assessment Committee have a two-year term, with the possibility of reappointment, except the student representative.

The commission's duties are:

- I. Plan self-assessment;
- II. Monitor the work of all those responsible for collecting information;
- III. Prepare reports and disseminate the results to specific audiences;

- IV. Monitor the implementation of the improvements proposed for the PPGCI as a result of the self-assessment;
- V. To come up with ideas for the self-assessment system, the committee may, whenever necessary, and with the approval of the Program Board, review the self-assessment policy and procedures.

The Self-Assessment Committee composition, as well as its attributions and its activity period must be approved by the PPGCI collegiate body and, subsequently, will be instituted by Ordinance.

2.1.3 Objectives of self-assessment

Considering the understanding of the value of the assessment, the Self-Assessment Commission and the PPGCI Collegiate report that the self-assessment is supposed to:

- a. Encourage the engagement of professors and academics to the Program, through self-knowledge;
- b. Monitor the situation of the PPGCI according to the evaluation;
- c. Correct directions and propose actions to improve the PPGCI strategies in accordance with the objectives defined in the self-assessment.

2.1.4 Evaluation Criteria

The criteria concerns the aspects of the PPGCI / UFPE to be evaluated and which will represent the quality of the Program. It is within the criteria of the assessment that the Self-Assessment and Strategic Planning of PPGCI / UFPE meet. In other words, in the first phase of Strategic Planning, the PPGCI strategic vision was established, that is, what the Program wants to achieve with its planning, in the in the next four years (2021-2024). Together, the PPGCI / UFPE strategies were defined in order to achieve the established strategic vision.

Not only the Self-Assessment will contribute to achieve the strategic vision of PPGCI / UFPE - obtaining concept 5 in the 2021-2024 quadrennium, it also dialogues with the Evaluation Form established by the Communication and Information area, the respective Information Science area, with a view to establishing the necessary articulation between the processes of self-evaluation and external evaluation carried out by CAPES.

Nine strategies are now configured according to the evaluation criteria for the Self-Assessment process, except for Strategy 4, which has its specific function:

Strategy 1 - Program (APPENDIX 1 of the Strategic Planning document);

Strategy 2 - Internationalization (APPENDIX 2 of the Strategic Planning document);

Strategy 3 - Program Visibility (APPENDIX 3 of the Strategic Planning document);

Strategy 4 - Self-assessment (see the Self-Assessment Project on this PPGCI website);

Strategy 5 - Alumni (APPENDIX 5 of the Strategic Planning document);

Strategy 6 - Impact on Society (APPENDIX 6 of the Strategic Planning document);

Strategy 7 - Innovation and Knowledge Transfer (APPENDIX 7 of the Strategic Planning document);

Strategy 8 - Professors (APPENDIX 8 of the Strategic Planning document);

Strategy 9 - Students (APPENDIX 9 of the Strategic Planning document).

Each strategy will correspond to a specific analysis purpose, and, therefore, the definition of the indicators and criteria to be adopted are included in the appendices mentioned above. Although Self-Assessment is defined as a Strategic Planning, the role of the Self-Assessment Project (see the Self-Assessment Project on this PPGCI website) will be to monitor the assessment itself and the resulting improvement actions.

Initially it will correspond to each professor team responsible for the strategies to analyse the established elements (defined in the annexes of the Strategic Planning document) and then to define the evaluation parameters, that is, what will be considered a Weak Point or Strong Point internal to the PPGCI / UFPE or as a Threat or Opportunity outside the Program. The decision will depend on what needs to be achieved to obtain concept 5, after comparing the requirements and items of CAPES' external evaluation, in each of the strategies listed above. Subsequently, these teams will decide which assessment items will need further analysis, according to the guidelines in the Strategic Planning document.

However, it will be up to the Self-Assessment Committee to define the schedules and monitor these Strategic Planning steps, since this is also a self-assessment process.

Therefore, the two guiding documents - the Self-Assessment Guidelines and Strategic Planning, cannot be understood separately. This is a fundamental question, since the team, based on the current situation of the strategy under analysis, will have its own understanding of what needs to be done to obtain concept 5, having as parameter the Communication and Information Area Document and the respective Form of Evaluation.

2.1.5 Target Audience

UFPE (2020) recommends that the assessment instruments include three main dimensions (Figure 3): the success of the student, the teaching and technical staff and the success of the program in a global way.

Figure 3 - Dimensions present in the self-assessment process.



Source: UFPE (2020, p. 5).

That said, the target audience for self-assessment are students, alumni, professors and administrative technical servants who work in the PPGCI and those who constitute the target audience of one of the program's strategies.

2.1.6 Self-Assessment Project

The self-assessment project contains the most specific actions that will be developed by the Self-Assessment Committee. Besides the listed actions, you will be able to find the schedule of the self-assessment stages, models of improvement proposition plan and techniques for monitoring improvement actions.

2.2 Implementation

Implementation is the step that must take place in accordance with the provisions of the Self-Assessment Project. It performs all the procedures for collecting and analysing data, and alongside monitoring it ensures that if there are changes, they will not affect the objectives of the self-assessment. According to the Information and Communication Area Document, it is also at this stage that the commission should take measures to ensure that the self-assessment reaches its objectives, such as: approving and disseminating the

project in the collegiate body of the program, clarifying on what criteria the project will be evaluated.

2.3 Results Release

Results Release is a step that should strive for clear, objective and accessible language for all segments, preferably in more than one release format.

As directed by the Working Group created by CAPES, with the purpose of improving the process and instruments related to the evaluation of graduate studies¹, if necessary, more than one medium or disclosure format should be adopted in order to be accessible to all target audiences (BRASIL, 2019a). Corroborating this orientation, the results will be released to specific audiences, through reports also structured specifically for each one of them.

The Self-Assessment Committee will promote specific actions regarding the results released to students. To the professor, the results will be presented at a collegiate meeting, convened for this purpose. The time between data collection, analysis, preparation and dissemination of reports will be established in the Self-Assessment Project. In addition, the results should be reported in annual reports to CAPES.

2.4 Results Application

This is the stage that defines how information should be used and monitored in a systematic and coherent way, in order to support decision making by the executive and deliberative bodies of the PPGCI. These results should support the actions planning for the development and consolidation of the Program in teaching, research and extension.

That said, the uses of the results will be encouraged and monitored. Considering that evaluation processes are participatory, the tendency is that PPGCI / UFPE professors take responsibility for the results, although this trend will also depend on the recognition of its utility.

The Improvement Action Plans is a guide for the results to be really used. Thus, monitoring the proposed action plans will answer the questions: how is our performance

¹ <http://www.capes.gov.br/relatorios-tecnicos-dav> Access date: March 22, 2020.

going? how to fix the problems? Such attitude helps the monitoring and control of the proposed improvements and also helps the decision-making process.

2. 5 Meta-Evaluation

This step aims to evaluate the evaluation system adopted by the PPGCI during a determined period and adjusting it, if necessary. The meta-assessment is a descriptive report, containing a summary of the entire self-assessment process developed. At PPGCI/UFPE, it is assumed that in order to monitor the quality of the self-assessment, all of its stages will be reviewed, from the establishment of its objectives to the self-assessment reports and the results application.

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