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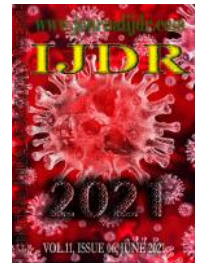
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## THE PERFORMANCE OF THE STRUCTURING TEACHING COMMITTEE - NDE AND THE UNDERGRADUATION COURSE EVALUATION POLICIES: A STUDY ON THE VALIDATION OF THE BIBLIOGRAPHIES OF THE CURRICULAR UNITS OF UNDERGRADUATION COURSES OF FEDERAL RURAL UNIVERSITY OF PERNAMBUCO – UFRPE - BRAZIL

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### ABSTRACT

The objective of this paper was to investigate the role of Structuring Teaching Committee (NDE) in the appropriation of institutional assessment policies related to the validation of bibliographic materials for the construction of Pedagogical Course Projects (PPC) and how these Committees have acted in order to meet the internal and external institutional evaluation policies related to the validation of bibliographic materials for the construction of the PPC. The investigation was carried out through interviews with Coordinators of undergraduate courses, who also accumulate the role of President of the NDE of their courses. The results indicate that there is a need to build a dialogue between the actors involved regarding the instruments and criteria used to validate the basic and complementary bibliographies, as well as the elaboration and execution of an adequacy report model to be used by the NDE at UFRPE.

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## INTRODUCTION

The Ministry of Education (MEC) instituted through Law 10.861, of April 14, 2014, the National Higher Education Assessment System (SINAES), with the objective of conducting and evaluating higher education institutions (HEI), within the scope of undergraduate courses, as well as students' academic performance. SINAES consists of three evaluation processes: the Evaluation of Higher Education Institutions (AVALIES), the Evaluation of Undergraduate Courses (ACG) and the National Examination of Student Performance (ENADE). The National Institute of Educational Studies and Research (INEP) is responsible for coordinating the entire evaluation system, establishing procedures and instruments, as well as "producing indicators and an information system that supports both the regulatory process, exercised by the Ministry of Education

The evaluation of the Undergraduate Courses (ACG), object of our study, is carried out through on-site visits by specialized committees in the respective areas of knowledge, considering three dimensions: Didactic-Pedagogical Organization, Faculty and Tutorial and Infrastructure. These dimensions are evaluated and punctuated according to the indicators established in the Assessment Instruments of the On-campus Undergraduate Course and at a distance: recognition and renewal of knowledge. In 2017, INEP improved the Undergraduate Course Evaluation Instruments (IACG) and presented significant changes in the concept of evaluation, with new criteria. Among the changes, regarding the assessment of infrastructure, the instrument establishes a more qualitative and less quantitative analysis for library collections, which requires a reorientation of bibliographic acquisition planning. In this context, it was attributed to the NDE, by means of an adequacy report, the responsibility of endorsing the adequacy for the basic and complementary

bibliographies contained in the PPC necessary for the development of teaching activities, as well as assessing "compatibility, in each basic bibliography, of UC [Curricular Unit], between the number of authorized student entries [...] and the number of copies per title available in the collection" (BRASIL, 2017). It must be emphasized, however, that INEP does not have guidance for the preparation of the adequacy report, nor judgment criteria for the quantitative and qualitative analyzes of these bibliographies. It is necessary to clarify, for a better understanding of this research, that despite the requirement for an adequacy report to appear explicitly in the IACG, published in 2017, we highlight that a report with the compatibility of this information has always been demanded by the evaluators during the evaluation processes prior to 2017. In the process of evaluating undergraduate courses, the IACG for authorization, recognition, and renewal of recognition of undergraduate courses categorize the Library in the Infrastructure dimension. In this dimension, the IACG assess adequacy, updating, guarantee of access to the collections, accessibility tools and the number of copies considered compatible for the basic and complementary bibliographies by Curricular Unit, endorsed by the NDE. The UFRPE Integrated Library System (SIB-UFRPE), through its Policy of Formation and Development of Collections (PFDA), seeks to meet the informational demands of the academic community in support of teaching, research and extension activities and the PPC has been the main guiding instruments for the acquisition of basic and complementary bibliographies that are part of the curricular units of undergraduate courses. In 2015, during the event entitled Administrative Week, the SIB-UFRPE, together with the Rectory, the Dean of Undergraduate Education and the Dean of Administration, built a budgetary plan for the acquisition of bibliographic materials for the SIB-UFRPE. This planning established the criteria for the acquisition of bibliographic materials, prioritizing acquisition through purchase of the basic and complementary bibliographies of the courses that would undergo an evaluation process, according to the MEC evaluation calendar.

From the considerations made so far, this research will analyze three undergraduate courses at the central campus, which underwent an evaluation process prior to the publication of the current IACG, published in 2017, and which obtained good concepts in the on-site evaluation. To guarantee the confidentiality of the respondents, the course coordinators were not identified by name, but as follows: Coordinator A - whose course was evaluated in 2013, with final grade 4, on a scale of 1 to 5; Coordinator B - course evaluated in 2018, with final grade 5; Coordinator C - course evaluated in 2018, with final grade 4. Thus, it was defined as the main objective, to understand how NDE have acted to comply with internal and external institutional evaluation policies related to the validation of bibliographic materials for the construction of PPC, evaluating the degree of appropriation of evaluation policies by the coordinators. More specifically, we sought to: i) Check the view of NDE and SIB-UFRPE regarding the evaluation policies, internal and external, of undergraduate courses; ii) Verify the alignment of the NDE with the PFDA of the SIB-UFRPE regarding the acquisition of bibliographic materials, in compliance with the course units. In view of this scenario, there is a need for a collaborative construction in the process of planning, evaluating, and executing the stages and the actors involved in the evaluation process of undergraduate courses as well as in the acquisition of bibliographic material for the SIB-UFRPE Libraries. It must be considered that the inadequate planning and execution, in any of the phases of this process, may result in: unsatisfactory evaluation of undergraduate courses; effectiveness of the teaching-learning process and inefficient use of budgetary resources.

## **THEORETICAL FOUNDATION**

In the last three decades, Brazil has gone through a great process of expansion and democratization of Higher Education, with the creation of new courses and educational institutions, expansion of the distance learning modality and the implementation of social inclusion policies and affirmative actions. These public policies are guided by the National Education Plan (PNE), approved through Law 13,005 /

2014, which outlines the guidelines for higher education until the year 2024 and "establishes the increase in the enrollment rate in higher education, ensuring the quality of education. supply and expansion "; by the constitutional principle of quality standard assurance, provided for in art. 206, item VII of the 1988 Federal Constitution, and by the national curriculum guidelines, as recommended by the Law of Directives and Bases of Education. Influenced by the globalization process, public evaluation policies for higher education in Brazil have been significantly consolidated, as an instrument for the management and planning of academic and administrative actions and institutional development. Currently, evaluation is one of the themes that have achieved the most prominence in the scope of public education policies, since society as a whole is increasingly aware of its relevance and its repercussions with regard to the need to achieve better quality perspectives in education, in a scenario of increasingly scarce public resources (SILVA, 2015).

The Institutional Development Plan (PDI), the Institutional Pedagogical Project (PPI) and the Undergraduate course Project (PPC) are basic documents that must be articulated among themselves, in the evaluation process of SINAES and public policies for the evaluation of higher education, for authorization, recognition, renewal of recognition and re-accreditation, of undergraduate courses. These documents represent the planning, management, organization, and pedagogical guidance of the Institution. For Hass (2010), "the PDI is an identity document of the Institution. It is considered the most significant instrument for academic management. He unveils the work philosophy, the institutional mission, the pedagogical guidelines that subsidize the actions; it establishes the organizational structure, in addition to explaining the academic and scientific activities that are already developed and proposing those that are planned for the future". As for the PPI, it is defined by the Ministry of Education through Ordinance 300/2006, as a "political, philosophical and theoretical-methodological instrument that will guide the academic practices of the HEI, in view of their historical trajectory, regional insertion, vocation, mission, general and specific vision and objectives" (BRASIL, 2006, p. XX). In line with the PDI and the PPI, the PPC "materialize the guidelines, philosophies and assumptions of the pedagogical policies proposed by the institution, being directly responsible for the quality of training offered by higher education institutions" (HASS, 2010, p. XX).

At UFRPE, Resolution 220/2016 regulates the guidelines for the preparation and reformulation of PPC for undergraduate courses. "The PPC comprises the set of socio-political and technical-pedagogical dimensions related to professional training, designed to guide the curricular integration of the course" (UFRPE, 2016, p. XX) and its objectives must be in line with the National Curricular Guidelines of the course; the Course curricular units must adopt a minimum of three titles for the basic bibliography and five titles for the complete bibliography, as well as being attentive to the plan for updating the library's collection, according to article 3 of the Resolution 220/2016, the NDE is responsible for preparing and updating the PPC. In 2010, INEP published the Resolution No. 01, standardizing the NDE, regarding its attributions and competences and emphasized its academic contributions in the "accompaniment, in an active way in the process of conception, consolidation and the continuous updating of the pedagogical project of the course" (INEP, 2010, p. XX). Following these same premises, UFRPE, through Resolution 65/2011, approved the creation and regulation of the implementation of NDE in its undergraduate courses. In 2017, with the publication of the new Instruments for the Evaluation of Undergraduate Courses, NDE started to play its strategic role in the process of institutional evaluation of courses. It is up to the NDE to design, consolidate and continuously update the pedagogical project of the course, the qualitative and quantitative validation of the basic and complementary bibliographies of these projects. The numerical evaluation criteria were eliminated, and these were replaced by the adequacy report endorsed and signed by the NDE. In the context of university libraries, the planning, selection, and acquisition of bibliographic materials follow a policy of formation, development

and updating of the collection. This policy, in addition to being a planning and management tool, is a legal requirement for evaluation policies for on-site and distance undergraduate courses. For Vergueiro (1989), the policy of formation and development and updating of the collection of libraries "it is a planning, interrupted and cyclical work that serves a certain community, a routine activity of libraries that goes through several stages, it is a homogeneous process that develops in all libraries according to the objectives of each one". In addition to measurement, institutional assessment, and its policies for evaluating undergraduate courses have a qualitative character, with the aim of improving the quality of higher education. With a focus on improving management and planning in their academic and administrative processes, evaluation policies should serve not only to identify problems, but also to seek alternative solutions. It is a process contextualized in the administrative cycle, "whose functions have, in planning, the beginning of what results you want to achieve. Thus, institutional evaluation represents the application of this theory in the university's organizational environment and also in the library" (ALMEIDA, 2000).

## METHODOLOGY

According to Gil (2002, p. 17), research is the "rational and systematic procedure that aims to provide answers to the problems that are proposed". It is then a matter of trying to find answers to a particular situation or problem.

This research has a qualitative approach. As for technical procedures, the following were applied:

- a) Bibliographic research: literature review in the following sources: dissertations, theses, books, reports, scientific articles, among others, aiming to enrich the theoretical framework that began to be built in the identification of the research problem;
- b) Documentary research: Analysis of external and internal administrative documents on institutional assessment processes (regulations, resolutions, ordinances, PPC, NDE adequacy reports, collection update plan) related to Undergraduate Education and SIB-UFRPE;
- c) Field research: Application of questionnaires to the course coordinators, who also play the role of NDE Presidents. To guarantee the confidentiality of the respondents, the undergraduate courses coordinators were not identified by name, but as follows: Coordinator A - whose course was evaluated in 2013, with final grade 4, on a scale of 1 to 5; Coordinator B - course evaluated in 2018, with final grade 5; Coordinator C - course evaluated in 2018, with final grade 4.

## RESULTS AND DISCUSSION

The questions presented below refer to the perceptions of Coordinators of 03 (three) undergraduate courses on the central campus of UFRPE have on the evaluation policies of undergraduate courses. these answers were collected through questionnaires and aimed to understand the view of the coordinators on the role of NDE in the validation of UC bibliographies in the process of evaluating these courses, as well as the alignment of NDE with PFDA from SIB-UFRPE.

**The importance of the Pedagogical Course Project (PPC) and the purchase process of bibliographic material:** Once we understand the importance of the Pedagogical Course Project (PPC) as a management tool for the Course Coordinators (NDEs) and for the formation and development of bibliographic collections at SIB-UFRPE, the coordinators were initially asked about the criteria used by the NDE to validate the basic and complementary bibliographies indicated in their PPC. Regarding these criteria, it was observed that the opinions of the coordinators were practically homogeneous,

highlighting: the updating of teaching plans and bibliographies; the definition of the number of titles for the composition of the basic (3 titles) and complementary (5 titles) bibliographies by UC and the availability of a sufficient quantity of bibliographic material in the library's collection. The methodology and criteria used by the coordinator identified as code C3are highlighted as follows. This coordinator, through the application of a questionnaire to the teachers of the course, sought to identify relevant issues to be addressed in the review of the PPC. In relation to the library's collection, the Coordination sought to identify two situations: 1. whether the bibliography recommended in the program is adequate, updated, and accessible; 2. whether the library provides conditions for students to study and research, with a reasonable collection of recommended bibliographic material. Coordinator C still pointed:

The NDE used as criteria the request for revision and / or updating of references according to the content of the curricular units; in addition to the recommendations and guidelines of the SIB-UFRPE. The library sector is responsible for assessing whether there would be sufficient quantity or whether it was necessary to acquire more bibliographic units: 1) It is mandatory to draw up the list for each discipline (UC); 2) It is mandatory to include three books (physical) in the BASIC bibliography and only five books in the COMPLEMENTARY bibliography (physical or available in the virtual catalog of the Central Library - <http://site.ebrary.com/lib/ufrpe/home.action>); 3) Do not include imported books (they cannot be purchased at this time); 4) Books edited by the author himself must be accompanied by the contact for acquisition (retail publisher, author's email, etc.); 5) Do not include out-of-print books, if you are aware of this fact. (COORDINATOR 3). It is observed that, regardless of the methodology used, all the Coordinators of the undergraduate courses describe the need for the bibliographies listed in the PPC to be compatible with the bibliographic collection of the SIB-UFRPE. This accounting serves as an instrument for defining the demands to be sent, in a timely manner to SIB-UFRPE for acquisition. In this way, the need to establish an administrative flow for the acquisition was jointly designed by PREG, Course Coordinators, NDE and SIB-UFRPE. This strategy had been guided by the Training and Development Policy of the collections of the SIB-UFRPE and the IACG.

**The Ministry of Education criteria for the on-site assessment of undergraduate courses:** When the coordinators of the undergraduate courses were asked about how the NDE evaluate the criteria used by the Ministry of education to evaluate undergraduate courses, for on-site visits, in terms of basic and complementary bibliography, two of the three Coordinators considered these criteria as satisfactory or good. Regarding this issue, it is necessary to highlight the perception of Coordinator A, who considers the criteria as "plastered", considering that: "the undergraduate course evaluators did not consider the presentation of the purchase invoices for books for our academic study area, presented at the time of the on-site visit. We know that, in public institutions, purchases take place via public notice, depend on bidding and are time-consuming due to these issues, as well as budget limitations. These aspects are not considered in the assessments".

**The evaluation policy for undergraduate courses of the ministry of education:** As we understand that the evaluation process enables the understanding, analysis and search for solutions to improve the process, the coordinators were asked about the following question: How does the evaluation policy of undergraduate courses influence, favoring or not, the quality of these courses?

The Coordinators validated the importance of the evaluation process of undergraduate courses as a way of: updating the course and teachers, improving infrastructure, as well as an opportunity to highlight the strengths, identify the weaknesses and look for ways to solve them. "The evaluation policies enable a better knowledge of the current situation in order to bring information that generates action plans aiming at continuous improvement" (COORDINATOR A) and "allows us to analyze the strengths of the course, as well as the

bottlenecks, once detected these points, it is possible to plan better to guarantee the improvement of the course, correct errors and value successful actions (COORDINATOR B). However, it is worth highlighting the perception of Coordinator C, regarding the evaluations of undergraduate courses, when he says: “the evaluation process can promote institutional competition among students, that is, they tend to seek better rated institutions, and private higher education institutions, as financial resources can apparently contribute to better results. Some points of the assessment instruments and / or methods used are not satisfactory when trying to provide the population with access to the public higher education system, providing social equality”.

**Elaboration of the adequacy report:** The adequacy report is a document that describes the conformity between the different printed and digital textbooks and their availability for each discipline or curricular unit, considering the number of places offered for admission to undergraduate students for a given undergraduate course. Despite the requirement for an adequacy report to appear explicitly in the IACG, published in 2017, it is necessary to emphasize that a report with the compatibility of this information has always been demanded by the evaluators during the evaluation processes. For this reason, the coordinators were asked about the difficulties faced by the NDE, to elaborate a report on the adequacy and validation of the basic and complementary bibliographies. Coordinator A justified that he did not participate in the team that organized the local visit of the evaluators at the time of the evaluation, therefore he did not highlight the difficulties observed. Coordinator B highlighted the lack of standardization in the formatting of basic bibliographies, and the lack of sufficient copies in the UFRPE library. For Coordinator C, the main difficulty encountered was the teachers' feedback “when these teachers were asked about updating and acquiring bibliographic material”. However, he highlighted the collaboration and guidance of the Dean of Undergraduate Education - PREG / coordination section of Pedagogical Actions and Regulation - CAPR and the Library”, highlighting that these sectors were always available to assist the undergraduate courses. Due to the answers and difficulties presented, the existence of a model of "adequacy report" existing in the courses was not mentioned.

**Criteria for bibliographic acquisition of SIB-UFRPE:** When coordinators were asked about how the NDE evaluates the criteria for the acquisition of bibliographic materials used by SIB-UFRPE, coordinator A, considered them unsatisfactory, while coordinators B and C considered them satisfactory. With these responses, it is understood that the undergraduate courses that have been evaluated since 2016, and therefore, contemplated by the new criteria and acquisition methodologies used by SIB-UFRPE, judged such criteria to be satisfactory.

**Communication between pedagogical actors:** When it was considered the importance of dialogue between the pedagogical actors involved, the coordinators were asked about when in the process of construction of the evaluation process the “dialogue” occurs with the library representatives of SIB-UFRPE. Such opinions can be observed and summarized in the statements as follows. “I don't remember having a dialogue with the library representatives, but an orientation for us to consult the collection to check the existing books. After updating the PPC, there was still no dialogue with the library representatives, as we thought that the demand for the acquisition of new books would be forwarded by PREG. Thus, how can the NDE operationalize this demand, that is, how to present the needs of books for updating our collection: are there deadlines, specific forms, which are the paths? We also miss this dialogue with the library representatives, since there is a turnover of coordinators and members of the NDE, limiting the knowledge of all internal processes” (COORDINATOR A). Whereas for Coordinator B, this dialogue took place “from the beginning” of the process. Coordinator C described that “the coordinator of the undergraduate course together with the direction of the academic department [...] had been in dialogue with the library representatives since 2016, with the initial

guidelines for the inclusion of the course in the list of priorities for the acquisition of books by the Library Central”. The answers presented point out that the existence of an institutional dialogue between SIB-UFRPE, the Course Coordinators and the NDEs took place for the courses evaluated starting in 2015. However, we are aware that the process of formation and development of the collection needs (Press and digital books) to enhance the constant dialogue between the pedagogical actors involved, including primarily the Dean of Undergraduate Education at UFRPE (PREG). There is a latent need for the creation of a communication flow and the execution of activities and routines that include the actors involved and the evaluation process at UFRPE, thus avoiding that contact between them occurs only due to unilateral demands and only during the evaluation period. of courses scheduled by MEC.

**The SIB-UFRPE collection and the demands of the undergraduate courses:** Asked how the SIB-UFRPE collection contributes, or not, to meet the demands of the undergraduate courses, we noticed that Coordinators B and C highlighted how the library contributed to its course evaluation process. Coordinator A described how the library could contribute to the demands of the course, highlighting the need to publicize the services offered by the library to the faculty, reinforcing the need for a more effective dialogue with the community. “Greater publicity should be given to the services made available by the library. This could be done through Meetings with the teachers of each course. The coordinator and / or the Dean of the Department could contribute by promoting these services more and inviting everyone to a meeting with librarians in the library itself. On the other hand, the library also has e-books, but I suppose that many students are unaware of the E-book Central. I think that our library could contribute much more because it has excellent, but little-known products and services”. (coordinator B)

Coordinator B stated that the library contributes quickly by helping us with the formatting and checking of bibliographic lists. With the library structure I was able to supply the demands, collaborating for the growth of the undergraduate courses and institution (UFRPE), offering, and promoting the interface between users and information, opportunities for experiences aimed at production and also the use of information aimed at knowledge, understanding and entertainment (COORDINATOR C). Regarding the strengths of the SIB-UFRPE collection, the following were highlighted: Access to the CAPES Journal Portal; availability of resources for accessibility to the collection by students with specific needs (COORDINATOR A). Coordinator B highlighted the availability of the library as a strong point, and reports “it was always available to resolve doubts and when it was possible, the libraries representatives helped us with requests for the acquisition of new bibliographies”. For Coordinator C, the library's strengths consist of the quantity and diversity of the Central Library's collection, “which encompasses several areas of knowledge”, COMUT, the CAPES Journal Portal, e-books, service totems and the accessibility laboratory.

As for the weaknesses of the SIB-UFRPE collection, the following were highlighted: insufficient numbers of titles (book's diversity) and copies; delay and limitations for new acquisitions; few financial resources for the acquisition of bibliography, and lack of computer equipment so that students could access virtual libraries, accessibility. Among the points claimed, we highlight: the insufficient number of titles and copies of the collection (Book diversity), the financial limitations to meet the bibliographic demands, the importance of planning and managing the library to meet the needs of the academic community, specifically the Structuring Teaching Centers; and that this planning is in line with the plans, objectives, and goals of the Institution to which it is inserted, in this case UFRPE.

## FINAL CONSIDERATIONS

From the results obtained, it can be seen that the undergraduate courses that have been evaluated since 2016 (submitted to the new criteria for the acquisition of bibliographic materials) presented a

better knowledge about the procedures adopted by the SIB-UFRPE, its collection, its services, and its strengths and weaknesses. The coordinators of the undergraduate courses also had the opportunity to elaborate better planning and better communication in the validations of the basic and complementary Bibliographies established in the PPC. However, it is necessary that the SIB-UFRPE strengthen the dialogue with the actors involved, namely: Pro - Dean of Undergraduate Courses (primarily), NDE, Course Coordinators, teachers, and students, seeking to plan and detail more effective workflow and communication, thus preventing contact between the NDE and library representatives from occurring only during the course evaluation period. In addition to planning and dialogue, it is necessary to align the criteria used in the IACG, in the training and development policy of the SIB-UFRPE collection in line with the PPC. The collective construction of an institutional report model, to adapt the titles and the number of copies of printed or digital bibliographic material for each discipline or curricular unit in relation to the number of annual vacancies offered to undergraduate students, is extremely important, since the mandatory availability of this report, as of the 2017 IACG, despite this document not being found and still accessible to the coordinators, as identified in this research. It is also concluded that, despite the methodology and criteria used by SIB-UFRPE, as of 2016, for the acquisition of the basic and complementary bibliographies contained in the PPC, they were considered satisfactory by the Coordinators, a reassessment of these criteria is necessary, due to the diversity and specificities of the courses offered, when used as current IACG analysis criteria. Therefore, the importance of evaluations of undergraduate courses and their assessment instruments is highlighted in the planning and management of Training and Development of the collection of the SIB-UFRPE, so that it can meet the demands of teaching, research, and extension of the undergraduate courses at UFRPE.

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