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GRADUATE INSTITUTIONAL SELF-EVALUATION: READING 'IN-BETWEEN THE LINES'

AUTOAVALIAÇÃO INSTITUCIONAL NA PÓS-GRADUAÇÃO: LENDO NAS 'ENTRELINHAS'

AUTOEVALUACIÓN INSTITUCIONAL DEL POSGRADO: LEYENDO EN LAS ENTRELINEAS

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Resumo: Este artigo descreve a metodologia qualitativa e quantitativa de um projeto de pesquisa em andamento. A metodologia incorpora elementos de pesquisa avaliativa, sendo todos os pesquisadores integrantes do objeto investigado. O objetivo da pesquisa foi confirmar os indicadores de Autoavaliação da Capes e interpretar as intenções implícitas e ações volitivas em direção à inovação, mentalidade experiencial

e planejamento estratégico. A busca focou relatórios dos programas de pós-graduação em Educação, Saúde Coletiva e Ensino. O artigo descreve a metodologia dessa busca, detalha suas fases e os caminhos percorridos. As categorias foram encontradas 'nas entrelinhas' dos relatórios de autoavaliação (n=392) do exercício avaliativo em larga escala da Capes 2017-2020. As evidências das categorias foram identificadas e a metodologia mostrou-se eficaz para explorar dados publicamente disponíveis e capturar os impactos subjetivos do exercício avaliativo.

Palavras-chave: Autoavaliação; pós-graduação; metodologia de pesquisa; inovação; mentalidade experiencial; Capes BR

Summary: This article outlines the qualitative and quantitative methodology of an ongoing research project. The methodology incorporates elements of evaluation research, with all researchers being part of the object under investigation. The research aim was to confirm the Capes Self-evaluation indicators and to interpret the implicit intentions and volitional actions towards innovation, experiential mindset, and strategic planning. The search focused Education, Collective Health and Teaching graduate programs reports. The article describes the methodology of this search, details its phases and the trails followed. The categories were found 'in between the lines' of the self-assessment reports (n=392) from the large-scale Capes 2017-2020 evaluative exercise. Evidences of the categories were identified and the methodology has proven effective for exploring publicly available data and capturing the subjective impacts of the evaluative exercise.

Keywords: Self-evaluation; graduate level; research methodology; innovation; experiential mindset; Capes BR

Resumen: Este artículo describe la metodología cualitativa y cuantitativa de un proyecto de investigación en curso. La metodología incorpora elementos de investigación evaluativa, siendo todos los investigadores parte del objeto investigado. El objetivo de la investigación fue confirmar los indicadores de la Autoevaluación de la Capes e interpretar las intenciones implícitas y acciones volitivas hacia la innovación, la mentalidad experiencial y la planificación estratégica. La búsqueda se centró en informes de posgrados en Educación, Salud Colectiva y Enseñanza. El artículo describe la metodología de esta búsqueda, detalla sus fases y los caminos seguidos. Las categorías se encontraron "entre líneas" en los informes de autoevaluación (n=392) del ejercicio evaluativo a gran escala Capes 2017-2020. Se identificaron evidencias de las categorías y la metodología ha demostrado ser efectiva para explorar datos disponibles públicamente y capturar los impactos subjetivos del ejercicio evaluativo.

Palabras clave: Autoevaluación; posgrado; metodología de investigación; innovación; experiential mindset; Capes, BR

1. Introduction

In this article, we address the paths followed to carry out evaluative research, in the literature a relevant and current area of study. Evaluation research is "a process of applying scientific procedures to accumulate valid and reliable evidence about the manner and degree that a set of specific activities produce concrete results and effects", that is, a scientific procedure to investigate evaluations (Cook & Reichardt, 1995, p. 16;Rutman, 1977). It involves research methods and techniques to understand the impact of a program intervention or policy, its consequences and to identify areas of improvement.

The theme came about motivated and challenged by an incremental change, the recent inclusion of Self-evaluation (SE) as a component of CAPES Postgraduate National Evaluation. Answering the academic community critics - they considered quantitative evaluation as overvaluing academic 'productivism' and neglecting formative performances - CAPES studied and prepared a qualitative evaluation including in it the programs' self-evaluation (Brasil, 2021; CAPES, 2018, 2023; Leite, 2022;

Nassi-Calò, 2022). This new evaluative profile rouses the interest in understanding what happened in the four-year evaluative exercise, the new CAPES quadrennial evaluation. Which already reflects this incremental change? Does self-evaluation of the graduate programs system reproduce CAPES orientation? Does it induce innovation and new evaluative experiences?

The research focused on Education programs, Collective Health programs, and Teaching programs (Masters and PhDs). The article describes the methodology of this search, and the trails followed. This study is part of an umbrella project funded by the CNPq[1].

2. Self-evaluation

Evaluation systems are social constructions that result from tensions between the search for universal criteria and the specific contexts of each location and territory. Self-evaluation involves a self-regulation process that is an integral part of the perspective of the ecology of knowledge and attitudes for sustainable development. When applied in a university context, Self-evaluation can give the initial impetus to an external audit evaluation process, as in the UK, or to an accreditation process, as in Brazil and the USA, or it may serve for purposes of internal situational strategic planning and quality self-control, as in Finland. The self-analysis will be more guided by the interests and needs of the academic community, the more its members participate in the decisions, and the referencing that will be adopted. Self-evaluation can help build an evaluation culture for continual improvement (Kells, 1995). Its use and impact depend on the evaluation literacy of all its participants (evaluators and evaluated).

CAPES Self-evaluation Working Group (CAPES, 2019) considers that Self-evaluation has a formative objective, to improve the reflection of the community of each program on its context, adopt policies and execute the educational-formative process. Self-evaluation participation is autopoietic, a form of institutional self-organization, subjects with shared goals for the organization. Self-evaluation does not always result in an adjusted evaluation process. However, interactions and collaboration guarantee the sustainability and continuity of the evaluation processes. "Unlike external evaluation, Self-evaluation is a formative process, in which those involved in the process also get involved in solving the identified problems. In this sense, Self-evaluation provides the construction of the identity, heterogeneity, and involvement of the evaluated programs beyond the minimum standards guaranteed by the external evaluation" (CAPES, 2019, p. 8). From this perspective, Self-evaluation's main impact will be a rich learning process.

Practicing self-analysis collaboratively, face-to-face or in online networks means living a unique experience, experiencing the new, deconstructing narratives, and constructing knowledge (Kirschner *et al.*, 2018; Leite & Pinho, 2017; Melnik & Kontowski, 2020).

1 Evaluation and collaboration networks III: Revisiting the practice and theory of self-evaluation processes with a focus on collaboration, experimental mindset and knowledge production in Brazil and other LAyC countries. Porto Alegre, CNPq, Ufrgs, 2020. Proc. CNPq 311704/2020-4

On the other hand, experimentation can contribute to open minds by creating an experiential mindset to see the new, do the unprecedented, break with the given structures, and introduce innovations in processes and products. The experiential attitude can contribute to understanding and seeking self-sustainability as a structuring element of the common life of people and institutions that envision the future of education. Next to the experiential mindset is the growth mindset, the attitude of having a mindset for innovation. Innovation can be part of the organizational learning of the institutions and the individual learning of subjects involved with evaluation, actors in the Self-evaluation processes, and participants in the Self-evaluation actions. Given that learning results from the accumulation of knowledge (Pasquali & Carvalho, 2021; Silva *et al.*, 2022), innovation is instituted. It results from collective learning processes built in a Self-evaluation with active participation from different actors.

For CAPES, innovation is an indicator of qualitative progress. As the suggested (CAPES, 2019, p. 7) innovation "must be understood as something that broadly links the Program's actions and processes to the Area, society, the scientific field and not just an internal novelty of the program itself".

The research group has been studying Innovation within a logic that assumes it as a transition phase, which can be paradigmatic, that is, as processes of evolution between normal science and the science that will perform in the future, as explained by Santos (1989). Such processes require ruptures and breaks with desired and monitored changes. Indeed such processes may point towards a Mode 3 university, as suggested by Canals *et al.* (2018, p. 1) "the ecological university stemming from hybridity and value-sensitive design, the potential for accessibility and equity in higher education, and new and innovative pedagogical models". In this university of the future, the evaluation will also have to be pedagogically rethought. Evaluation can be a catalyst for inclusive processes that can support the formation of citizens capable of building and participating in a democratic society. Evidence from evaluative research is a collective resource. To explore this resource, we need to develop evaluation literacy to know how to deal with qualitative and quantitative data in an integrative way. One of the of the aims of the methodology experienced by the research team and presented in this article.

Beyond its primary purpose, self-evaluation can be a learning opportunity, individual and institutional. In this perspective, it can be an innovation process with adherence to incremental changes, far from a mere classification goal. It can be summative to unknown objectives, contributing to the continuous improvement of postgraduate programs.

In this way, it is not enough to want to innovate. It is necessary to try new alternatives to experience disruptive processes. An experimental mindset reinforces the connection to innovation. This mindset is about change, the entrepreneurial character that a program can have at a time when teachers, students, and technical managers assume commitments with new and other possibilities. Successive steps can characterize an experiential mindset, but as advert Melnik and Kontowski (2020), s/p. "the experimenter is never certain until the experiment is over". It is necessary to make

room for a new mentality to follow these integrative paths (Gollwitzer, 1990; Springer, 2023). This mentality is sensitized to growth development, to new experiences, and to improve the university for now and for the future. A mentality that doesn't settle for just strict following given evaluation exercise indicators.

3. Methodology

In this section, the main phases of the research are delineated.

3.1. Evaluation Research

The objective of the research was to identify some characteristics of the Self-evaluation carried out in Postgraduate programs in Brazil, quadrennial evaluation exercise (2017-2020). The study was conducted by a group of independent researchers working online in a network of collaborative procedures in which the differences and qualities of each member of the team was safeguarded. The network was made up of researchers from different universities – Unemat, Ufrj, Unicamp, Ufrgs, Ifrs (from Brazil); University of Aveiro (Portugal); UCI (México). Brazilian researchers have had some experience with the object of evaluation, specifically with CAPES evaluation, either by filling in data on the Sucupira platform or organizing evaluation reports of their Postgraduate programs or integrating Capes evaluative committees. Foreign researchers focus on qualitative research, as is the case in Portugal. Other researchers occupy prominent positions in their universities, having another research team formed within them, as is the case at UCI, Mexico. This way, the group is implicated with the research object. They have a certain knowledge of the object under investigation, which was good for one side but difficult for the other because it increased the analyses' complexities.

3.2. Phases and methodological trails

To ensure research quality, every activity requires care and scientific rigor. This rigor with methodology is even more structured when the research group's activities were mostly carried out online. To reinforce the validity of the study, outside experts in the field of evaluation research were invited to the online meetings.

Qualitative research is not a linear process. It is more like a dynamic knowledge-building spiral fed by successive waves of analysis and synthesis (Leite *et al.*, 2018). Each analysis followed by synthesis produces new information that can be interpreted to produce knowledge. From the collaboration, the investigative clipping was being procedurally perfected, in a dialogic and reflexive posture. Figure 1 represents this metaphor of the knowledge construction spiral, traversed by the collaboration and interpretation of data, in and by the research team, through successive dynamic processes of analysis and synthesis.

Fig 1. Knowledge Building Spiral

Source: Leite et al. (2018)

Following is a practical summary of the methodology. Table 1 summarizes the main phases: Preparation, Operationalization, Sharing, and Reporting. For each phase, the objectives, activities to be carried out, the main outputs to be obtained, and the methodological trails are specified.

Table 1. Summary of the methodology

Phase	Objective	Activities	Main outputs	Methodological tracks
Preparation	Ground the categories	Review the literature	Theoretical foundation	Literature
	Characterize context	Identify categories	CAPES evaluation Legal context	Context
	Give research cohesion	Drivers Identification	Research Question; Objectives	Description
Operationalization	Develop a system of categories	Build the Tree Codes	Criteria references	Data Retrieve and Analysis
	Data collection	Download reports from Sucupira	Data corpus	
	Instrument to be used by pairs of coders	Prepare and validate the instrument	Form instrument	
	Reading, selection, and coding	Fill instrument. Critical incident selection	Data coding according to the categories	
	Interpretation of results	Collaborative abstraction	Architectural model	Interpretation
	Synthesize and elaborate future developments	Collaborative Co-creation	Make Sense Results	
Sharing and Reporting	Publish	Articles Presentations Events;Seminars	Disclosure Results	Knowledge Disclosure of what makes sense

Source: Authors, 2023

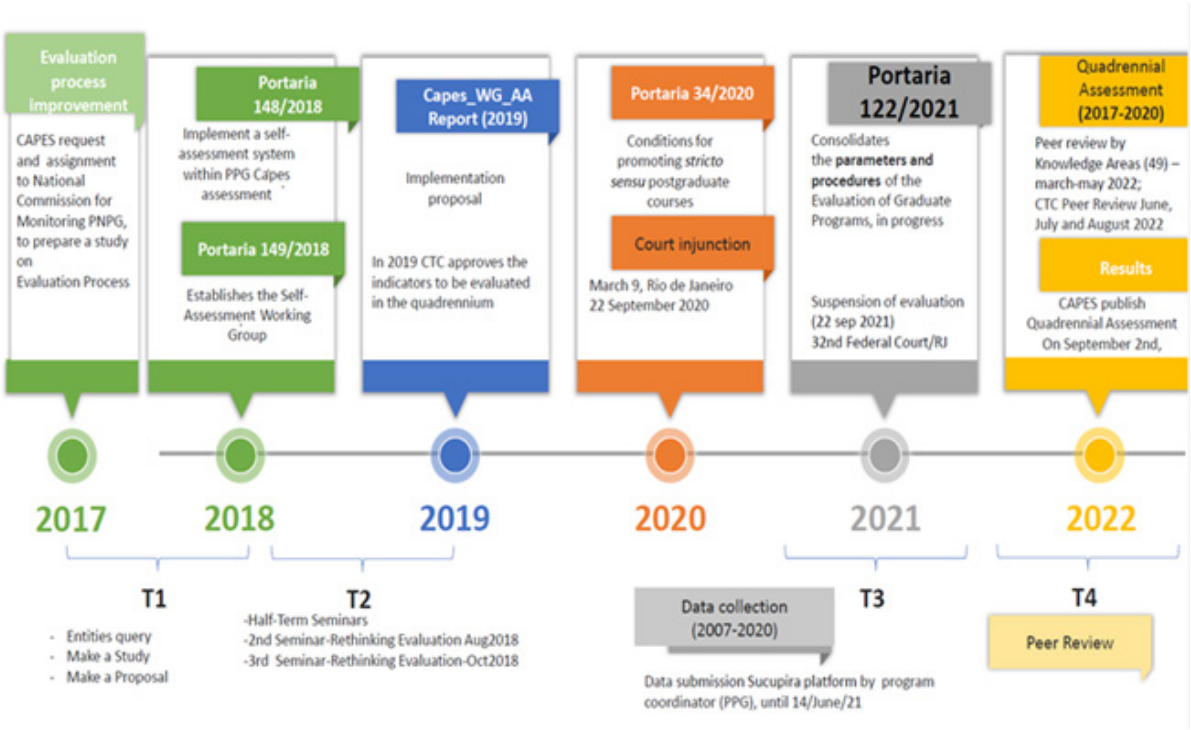
At Preparation, the research strategy, context, literature, and objectives, were planned and re-written. With this complete, the Operationalization phase of the scheduled work follows. The third phase, Sharing and Reporting, requires the team to interact with stakeholders about the research results. The writing of this article is part of this phase. It contributes to the study's coherence because it makes explicit the work carried out and how the team's internal debate contributes to the continuity of the study.

Next, the methodology tracks on passing. All these items are building blocks that have been organized to compound the architectural structure, whose use is twofold, external, and internal. It serves as a means of communication and presentation of the work done and can be useful for other projects. Internally the project management tool allows for clear communication among members of the network, the researchers' team, for the alignment of collaborative work and to guarantee the attainment of the research goals.

3.3. Capes evaluation legal context

In Figure 2, the main events related to the 2017-2020 quadrennium till the results 2022, are characterized in a timeline The timeline shows the developments year by year, in 2020 the court injunction, in 2021 the interruption/suspension of the evaluation process while it was in progress by the judicial action filed against it; the peer review until the results published in 2022.

Fig 2. Capes legal context



Source: Authors, 2023

From 430 reports assessed, 392 program reports could be analyzed from a universe of 4512 reports evaluated by CAPES. The sample was selected having in mind the proximity among knowledge areas: Education, Collective Health, and Teaching. All of them have in common an affinity with teachers' education. The 3 knowledge areas were selected from a universe of 49 ones evaluated by CAPES.

3.4. Research Questions and Objectives

The defined research questions were:

- Does the program under analysis follow the new CAPES self-evaluation indicators?
- Does the self-evaluation of graduate programs in the new CAPES quadrennial evaluation system induce innovation and new evaluative experiences?

The objectives:

- To identify signs or markers of experiential mindset and/or sustainable innovation in the self-evaluation process.
- To identify markers of the interaction strategic planning and self-evaluation.

3.5. Criteria references. Analysis system

Fourteen categories were selected from the theoretical review, from the CAPES Self-evaluation (SE) indicators, from researchers' experience and interests, and project objectives. These categories were organized in the research Protocol. Table 2 shows the indicators organized according to their 3 types: a) CAPES indicators, categories 1 to 6; b). Innovation indicators, categories 7 to 9, and c) Experiential mindset signals, categories 10 to 14.

Table 2. Self-evaluation (SE)Protocol. Research categories

No.	Category	Description
1	Continuity	SE policies and actions described and/or SE is related to the HEI endorsement. SE pre-existing and/or SE is being done regularly.
2	Student formative process and intellectual production	SE presents general four-year goals related to student education. SE discriminates specific goals of student training and/or SE discriminates intellectual production to be achieved.
3	Teacher evaluation	SE includes faculty endorsement with criteria that influence accreditation, re-accreditation, and de-accreditation.
4	Listening students and graduates	SE includes students. SE includes graduates. SE listens to students about the training process.

No.	Category	Description
5	Listening teachers	SE shows communication channels between coordination and PG professors. SE details communication processes. SE evidence listening to criticisms and suggestions.
6	External members	SE with the presence of HEI members. SE with the participation of HEI external members.
7	Paradigmatic Innovation	SE introduces a disruptive and radical innovation.
8	Innovation as New in the System	SE introduces something new to the process.
9	Innovation was not mentioned	SE has no evidence of innovation.
10	Awareness	SE with strategies to raise awareness, motivate, and involve and/or provoke participation.
11	Performance	SE performance of academic and non-academic actors – managers, teachers, technicians, students, graduates, and the external community.
12	Strategic planning	SE a priori – before SE. SE a posteriori – after the diagnoses SE.
13	Actions	SE with experimentation, with breaking of rules, with practical actions.
14	Results	SE generating products: a) subjective – collaboration, collective memories. b) objective – diagnoses, guided changes, assessment techniques and materials, curricula reorganization, policies and norms, coherent administration, and governance.

Source: Authors, 2023

3.6. Source Data and Data Corpus

The research was developed through documents available at the Sucupira Platform (https://sucupira.capes.gov.br). Data were collected from the 2020 Reports, the last year of the four-year evaluation. The platform has public access (CAPES, 2022).

In the four-year CAPES assessment exercise, 4512 programs were evaluated(CAPES, 2018). This study intentionally selected a sample of reports from three areas: Education (188 reports), Collective Health (115 reports), and Teaching (127), relating to different Colleges, namely Humanities College, Life Sciences and Health College, and Interdisciplinary and Exact Sciences College. The object of analysis in each report consisted of the text of the report relative to Question 1 of Capes assessment instrument; Program, indicators 1.3, Program strategic planning and its articulation, and 1.4 Program self-evaluation process, procedures, and results with a focus on student formation and intellectual production.

3.7 Instruments and Data Coding categories

Two researchers read each report, considering the research questions and objectives. Next, fill out a form specially designed for the study. In each report the phrases or paragraphs corresponding to the a priori categories were marked. The paragraph or sentence, marked by the researchers, was transcribed. The instrument (Google Forms) generated an Excel spreadsheet for each Knowledge Area and School (Education, Collective Health, Teaching/Interdisciplinarity). The instrument (online tool) was specially designed to contemplate the categories under analysis. See Protocol (Table 2). Researchers located in each report the assertions about the categories, following the research Protocol, confirming, or denying the presence or absence of categories. Next, the items of the analysis instrument (Google Forms) were completed the researcher's team discussed every found item, revisiting the reports if needed.

4. Sensemaking: preliminary results

The research phase called 'make sense' deals with data analyzed which answer the research questions. The results emerge from the senses made out over the data interpretation. They sustained knowledge co-creation, knowledge collaborative construction.

Signals or markers of the categories were found in the reports. However, the presence of evidence varies individually from program to program and, at an aggregate level, from one knowledge area to another.

4.1. CAPES Self-evaluation categories

Concerning CAPES self-evaluation categories the aggregate results for the three areas selected for the study - Education, Collective Health, and Teaching - show considerable differences.

The Self-evaluation (SE) indicators "listen to students about the formative process", "listen to graduates about the formative process", and "listen to teachers for criticism and suggestions", frequencies evidence different emphases. Related to Education programs, the frequencies of those three categories oscillate around 72.4%, 68.8%, and 70.0%, respectively. The reports from the Collective Health knowledge area showed high frequencies for the same categories respectively 91.3%, 75.0%, and 94.2%. The reports from the Teaching knowledge area, provided low frequencies for the three categories, respectively 12.7%, 16.9%, and 11%.

Related to the indicator "student education goals and student intellectual production", the distribution of frequencies by areas are Education 68.8%, Collective Health 73.1%, and Teaching 33.1%

The frequencies of the indicator "continuity of self-evaluation" were Education (89.4%), Health programs (27.9%), Teaching (83.1%).

All these self-evaluation (SE) categories should be central to the postgraduate training process.

4.2. Non-CAPES self-evaluation categories

Looking at the first results of the research categories called non-CAPES categories, different positions are clear among the programs of the Knowledge Areas selected. It should be noted that these categories are organized according to the research Protocol (Table 2) and not necessarily should be explicit in the reports.

Related to Innovation, there is some evidence of paradigmatic and of innovation as something new in the system. In some reports, innovation is not mentioned. Despite not being asked by CAPES to explain aspects of innovation, its importance was mentioned in the context of quadrennial evaluation. What makes sense is that some programs went beyond the strict request by the CAPES agency. See Table 3.

Table 3. Self-assessment shows evidence of innovation

	Paradigmatic		**New in the system**		**Insufficient/not mentioned**		**Total**	
	Abs Freq.	**Rel Freq.**	**Abs Freq.**	**Rel Freq.**	**Abs Freq.**	**Rel Freq.**	**Abs Freq.**	**Rel Freq.**
EDUCATION	36	**21,2**	68	**40,0**	66	**38,8**	170	100
HEALTH	2	**1,9**	54	**51,9**	48	**46,2**	104	100
TEACHING	1	**0,8**	39	**33,1**	78	**66,1**	118	100

Source. Authors, 2023

Regarding Innovation, the formats proposed in the research were found but in different levels of evidence. The perspective of Innovation understood as a disruptive process, is evidenced in 21.2% of the Education program reports. The perspective of Innovation as a novelty in the system is evidenced in frequencies of 40% in Education, 51.9% in Health and 33.1% in Teaching. What makes sense is that the three knowledge areas are sensible to the New, novelty, more than to disruptive processes of change. An innovation higher index was expected in Collective Health, given the constant medical discoveries and science's permanent evolution, although is not evidenced by the available data. It draws attention that Education and Teaching are considered more conservative regarding innovation in educational processes. Such an assertion seems to be confirmed in Teaching when looking at reports. Teaching did not present evidence of Paradigmatic Innovation (0.8%), or the reports show insufficient evidence, not found (66%). It should be noted that this area of knowledge is one of the most recent to be classified by CAPES. Its programs, considered interdisciplinary, are, in general, new programs that have recently entered the quadrennial evaluation processes.

There were variable frequencies regarding the research categories, named Experiential Mindset and Strategic Planning, alongside self-evaluation reports. See Table 4.

Table 4. **Table 4. Self-assessment shows evidence of Experiential mindset**

	Awareness		Performance		Rel with Strategic Planning.		Actions		Results		TOTAL	
	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq
EDUCATION	72	**18,3**	50	**12,7**	117	**29,7**	91	**23,1**	64	**16,2**	394	100
HEALTH	61	**26,5**	34	**14,8**	55	**23,9**	63	**27,4**	17	**7,4**	230	100
TEACHING	44	**27,7**	16	**10,1**	13	**8,2**	81	**50,9**	5	**3,1**	159	100

Source. Authors, 2023

The data evidenced discrete signs of experiential mindset in the graduate program's reports examined. In the questions that identified the Experiential Mindset, it was found some relation with Strategic Planning in Education (29.7%). In terms of Actions – in the sense of "experimentation, with breaking of rules, with practical actions", there are indications in Health reports (27.4%) and a more specific emphasis on Teaching (50.9%). In the distribution of frequencies related to 'awareness, performance, relation with strategic planning, actions, and results' – are the component signs of the Mindset category. Good experiential mindset practices in postgraduate programs should indicate a high potential to prepare and train critical-thinking citizens.

Regarding to identification if there is relationship between self-evaluation and strategic planning the study permits us to infer a similar situation among the three areas of knowledge.

Table 5. **Self-evaluation and strategic planning**

	SE drives Strategic Plannning		SE is based on the goals of Strat Plan		No relation SE and Strateg Plan		Other answers		TOTAL	
	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq	Abs Freq	Rel Freq
EDUCATION	46	**27,1**	70	**41,2**	34	**20,0**	20	**11,8**	170	100
SAÚDE	30	**26,8**	49	**43,8**	19	**17,0**	14	**12,5**	112	100
ENSINO	32	**27,1**	62	**52,5**	24	**20,3**	0	**0,0**	118	100

Source. Authors, 2023.

Self-evaluation (Table 5) is based on the goals of strategic planning (41.2% Education, 43.8% Collective Health, and 52.5% Teaching). Less emphasis is given to self-evaluation drives strategic planning (27.1% Education, 26.8% Collective Health, and 27.1% Teaching). In some program reports, "no relationship is described in the report".

5. Discussion

In the previous session, a brief interpretation of the first data analysis was presented. Moving to the methodology discussion and application, it is necessary to emphasize, that the results are preliminary. They were brought to the text of the article just to explain the scope and depth with which the investigation was carried out. Evaluative research is a scientific process, not a rigid one, and the methodological intention of its use in this project was to capture what lies in between the lines, the subjective impact of a policy reform.

In what aspects does the methodology here presented differ from others? First, the methodological contribution starts by calling attention to the fact that there is latent data on the Internet (Souza *et al.*, 2016; Souza, 2010) that can be analyzed to answer evaluative questions. Second, the methodological trails suggested can be totally followed online by one researcher's team.

Working with especially abstract categories such as innovation and experiential mindset alongside categories that repeated the CAPES self-evaluation indicators, the team prepared an instrument to question their own discoveries. When the researchers searched for explanatory excerpts, they found the difficulty to analyze the reports texts. At this point the team discussions were fundamental, supported by the content researchers coded as they input it into the spreadsheet. This is a subjective matter in qualitative research supported by researchers' discretion and expertise. But, in the case, it was important to have had the instrument in hands to assure the text excerpts would answer to the questions that dealt with the categories and indicated their existence or not. It was this movement that made it possible to convert the previously qualitative data into quantitative data making their dimension visible and deepening the investigation. That is the point of a contributive methodology.

The methodological paths detailed in this article can made information emerge. Collecting and interpreting information methodically by reading it with literature theories in mind, can contribute to new knowledge construction. Taking self-evaluation reports, dead or inert knowledge inside a report on the internet at Sucupira Platform, is a process of evaluation for learning and for evaluation as learning.

The contribution of this methodology and, therefore, the contribution of the article, was to bring the initial answers to proposed questions and to transform inert material, text self-evaluation excerpts, into comprehensive findings about a mass evaluative exercise (Serrat, 2017).

The results shown are elucidative but should not be taken as conclusive. They are a product of the methodology whose main contribution concerns escaping from the simplified qualitative methodological steps or the lack of training of the investigators. The researchers traced the methodological trails shown here because they were not satisfied with the common practice of just reading a report and tagging keywords saying they made content analysis. Deepening the search for selected categories, the programs reports ceased to be so, becoming objects of evaluative research that revealed the probable decisions of the graduate program coordinators when responding to the self-evaluation stimuli coming from the external assessment agency.

In one way of seeing it, this methodology allowed reading the 'in between the lines' of the reports, that is, the intentions of volitional actions toward innovation, experiential mindset, and strategic planning, a fine line between intentions and actions expressed in the representation of a written text. Capturing such delicate possibilities involved a methodology with several paths, synthesis processes, and successive analyses (Figure 1), carried out by different researchers, all involved in the understanding that "Action initiation is the demarcation line signaling the transition to the actional phase", as explained by (Gollwitzer, 1990, p. 58).

Moreover, there is an architecture of evaluation that the methodology captured. This architecture leads from the initiation, the done report posted on an internet platform, to its effectiveness, that is, to the actions of improvement of the Postgraduate courses through self-evaluation. The experimental mindset, as Melnik and Kontowski (2020) and Springer (2023) name it, or the implementation mindset as refers Gollwitzer (1990) and Kirschner *et al.*(2018) call it, is a category that awakens from the analysis. It can be a cognitive tuning towards the future implementation of the task because it portrays an association between motivation and cognition. To be aware of the task and involved with the task, certainly is a desirable state through the subjective impact of self-evaluation.

6. Conclusions. Disclosure

This article described the qualitative and quantitative methodology of research that is in progress. The methodology brings in its scope approximations from evaluation research. The focus of the study was to confirm the categories (indicators) of CAPES Self-Evaluation and to identify evidence of the research categories listed as Innovation and Experiential Mindset in programs' reports, of three Knowledge Areas, Education, Collective Health, and Teaching, all of them sharing pedagogical and epistemological similarities.

The motivation for this project came from the recent inclusion of Self-Evaluation as a component of the large-scale evaluation, carried out by CAPES the Brazilian accreditation agency. This article disclosures an evaluation research methodology dealing with a public educational policy issue.

The study did not have the purpose of evaluating the CAPES assessment - it explores the self-evaluation indicators already carried out.

In conclusion, at the time, what makes sense is the evidence of Innovation as a novelty and of discrete signs of Mindset in the reports examined. By other side checking indicators proposed by CAPES, a fair number of programs neglected at least some crucial aspects of self-evaluation. However, the research team is aware that the study explored a limited part of the disposable data. New investigations looking at the totality of graduate programs' self-evaluation need to be done. Further studies must be performed exploring public data disposable at CAPES platforms.

Although the focus of the article was on methodology, an evaluation research exercise showed the CAPES' evaluation harbors many perspectives. It reminds us that beyond compliance or acceptance of indicators imposed by a regulatory agency, there is room for innovation and growth, which is also particularly evident at the self-evaluation scope. Maybe it is teaching us that excessive regulation or standardization of instruments for large-scale evaluations needs qualitative indicators so that programs can build their spaces of freedom and autonomy with a growth view to the future. Programs and their communities of practice can indeed be academic entrepreneurs with a perspective of sustainability thinking to introduce innovation and experimental mindset as their epistemological and social prerogatives.

At this moment, looking 'in between the lines' can be a methodological and practical contribution, particularly regarding the impact of public evaluation policies.

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