



## REPORT ON INCOMING, GRADUATION AND DROPOUT AT UNIVERSITY

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**RESUMO:** A evasão é considerada um problema relevante para as Instituições de Ensino Superior no Brasil, gerando gastos econômicos, impactos sociais e acadêmicos. Portanto, objetivou-se levantar dados sobre os índices de evasão dos cursos de graduação da Universidade Federal de Goiás – Regional Jataí (UFG/REJ), no período de 2009 a 2016. Esses dados foram obtidos por meio do Centro de Recursos Informativos (Cercomp), Sistema Integrado de Gestão de Atividades Acadêmicas (SIGAA) e documentos de criações dos cursos de graduação, e analisados com o apoio do instrumento de avaliação de cursos e instituições do Ministério da Educação (MEC) e o Regulamento Geral do Curso de Graduação (RGCG) da UFG. Elementos como as dificuldades de permanência, falta de apoio pedagógico entre outros diversos podem ser considerados na evasão e foram abordados neste trabalho. Os resultados apresentam um preenchimento menor de vagas nos cursos de Exatas e, apesar da porcentagem significativa das vagas ofertadas não serem preenchidas nesta Regional, as porcentagens são comparativamente melhores que as apresentadas em nível nacional. Por outro lado, a evasão média desta Regional se alinha com a evasão média nacional e é considerada elevada. Assim, concluímos que os índices da Regional são semelhantes aos encontrados pelo MEC, destacando os efeitos gerados pelo Sistema de Seleção Unificada (SiSU) e Programa de Apoio a Planos de Reestruturação e Expansão das Universidades Federais (REUNI), demonstrando índices mais elevados de evasão nas licenciaturas e cursos de exatas.

**Palavras-chave:** Ensino de Graduação. Gestão Escolar. Permanência.

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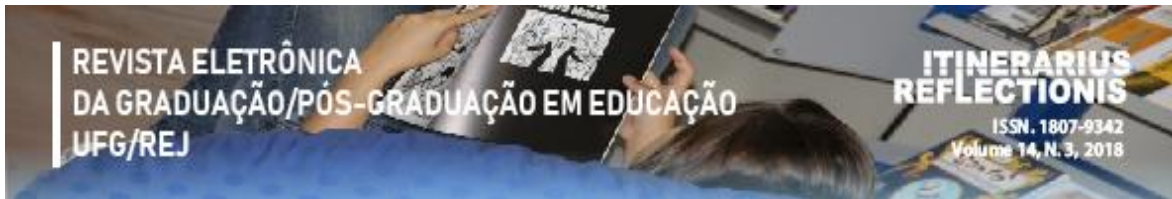
**ABSTRACT:** Dropout is considered a relevant problem for Higher Education Institutions in Brazil, leading to economic expenses, social and academic impacts. This research was aimed to collect data on the dropout rates of undergraduate courses at the Universidade Federal de Goiás /Regional Jataí (UFG/REJ), from 2009 to 2016. These data were obtained through the Information Resource Center (Cercomp), the Integrated System of Academic Activities Management (SIGAA) and the undergraduate courses creation documents and analyzed with the support of the Ministry of Education (MEC) evaluation instrument of courses and institutions and the UFG Undergraduate Courses General Regulation (RGCG). Elements such as permanence difficulties, lack of pedagogical support among several others can be considered when analyzing dropout and were approached in this work. Results show a smaller number of openings in Exact area courses, and, although the significant percentage of openings offered is not fulfilled at UFG/REJ, the percentages are comparatively better than those presented at national level. On the other hand, the average evasion of UFG/REJ aligns with national average evasion and is considered high. Thus, we conclude that UFG/REJ rates are similar to those found by the MEC, highlighting the effects generated by Unified Selection System (SiSU) and the Program to Support Restructuring and Expansion Plans of the Brazilian Federal Universities (REUNI), demonstrating higher rates of dropout in undergraduate and graduate courses.

**Keywords:** Undergraduate Teaching. School Management. Permanence.

## 1. INTRODUCTION

School Dropout has been singled out as one of the major problems concerning educational institutions in general. The search for its causes has been the object of many studies and educational research, with different approaches and methodologies. When it comes to higher education, it is a national problem, which, in public education, results in social, academic and economic waste, since there have been great investments from the governments in higher education (CAMPELLO and LINS, 2008; MANHÃES et al., 2011; SILVA FILHO et al., 2007). Despite its great impact on public universities, the concept of dropout is complex, because, according to Rosa (2014):

There are three [...] main dropout modalities, which are as follows: a) course dropout: discontinuation of a higher education course due to abandonment, which can occur for students' non-registration, educational institution transfer, course change, foreclosure or exclusion due to lack of compliance with some institutional norm; b) institution dropout, which is characterized by the institution dismissal in which the student is enrolled; c) system dropout, which constitutes the higher education system definitive or temporary abandonment (ROSA, 2014, p. 247)



The first type can also be called the annual average dropout, which measures students' percentage enrolled in a course or institution who did not enroll the following year. The second, total dropout rate represents the number of students enrolled who did not complete the course after their regular offering period, resulting in the institution or higher education system dropout. The latter represents an economic and social problem of greater magnitude and severity than the former. To better differentiate one type from another, we can present the following example: if a higher education institution (HEI) had 60 students enrolled in a certain course, expected to renew their enrollment the following year, but if only 55 students were renewed, the annual average dropout rate would be approximately 8%. In the second case: the total dropout, it is said to be a complement of the so-called academic degree index. Over the years, dropout rate in a given class tends to decrease, as it usually occurs in the first year of courses. However, as students drop out, change course, or are excluded for noncompliance with HEI regulations, the total dropout rate, at the end of the period granted to students to major, tends to be much higher, or inversely proportional to the courses.

In spite of dropout great impact on universities and public spending, there are few studies that systematize dropout in education and its causes. In most cases, there is a reason simplification, alleging lack of students' financial conditions to stay at universities. However, other issues such as: lack of affinity with courses, lack of pedagogical support for permanence and completion, lack of inclusion and leveling policies are rarely discussed. As a starting point for dropout studies, we developed this research with the objective of making a dropout rate survey for UFG/REJ, undergraduate courses, from 2009 to 2016.

## 2. METHODS

This report is composed of quantitative data on UFG/REJ - undergraduate courses dropout rates, from 2009 to 2016, first and second terms. In data collection, an information sheet on students' situation was used, generated by (1) the Information Resource Center (CERCOMP), containing twelve columns and 57,357 lines, (2) data collected from the UFG Integrated System of Academic Activities Management reports (SIGAA), and (3)



documentation on course creation histories and changes in number of places. MEC's evaluation of courses and institutions instruments (MEC, 2015) were also used for data organization, in addition to the UFG Undergraduate Courses General Regulation (RGCG, RESOLUTION, 2012). The study was carried out from February 2016 to July 2017.

The method used for dropout study was proposed by Silva Filho et al. (2007), in which the basic calculation is the comparison between the number of students enrolled in a given period (semester or year), subtracting majored students with the number of enrolled students in the following year, subtracting freshmen number from this year. The value obtained by the formula, presented below, elaborated by Silva Filho et al. (2007) and proposed by FORPLAD (2015)<sup>5</sup> that returns the loss of students from one year to the other, that is, the annual dropout rate.

*The calculation for dropout/evasion percentage related to an  $n$  year is given by:*

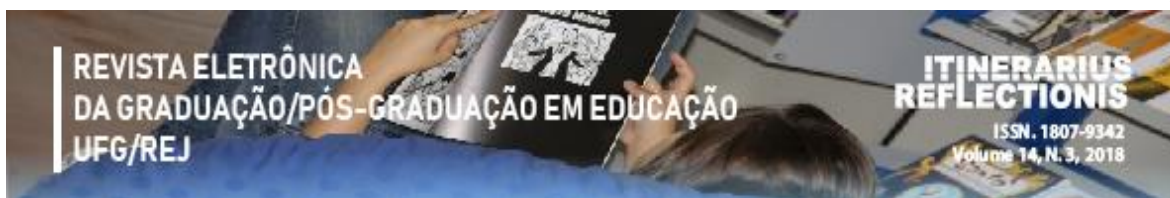
$$E(n) = 1 - [M(n) - I(n)] / [M(n-1) - C(n-1)], (1)$$

*where  $E$  is evasion,  $M$  is the number of enrolled students,  $C$  is the number of graduating students,  $I$  is the number of freshmen,  $n$  is the year under study and  $(n-1)$  is the previous year.*

At UFG, there are students' exclusions semiannually for various reasons. The types of student exclusion at UFG, according to RGCG, up to 2016 are presented in Chart 1. It is important to note that students excluded for one of the reasons presented in Chart 1 can re-enter the following semester by academic processes of re-entry. The effect of this in dropout rate analysis, presented below by courses, was that in some course semesters the dropout rate was negative, because excluded students had re-entry processes deferred and returned to courses. Therefore, the number of students was lower than the number of enrolled students and the exclusion rate, in that semester, was negative.

**Chart 1- Exclusion types that may lead to drop-out at UFG (RGCG, CEPEC 1122, 2012 Resolution)**

<sup>5</sup> National Forum of Planning and Administration Pro-Rectors of Higher Education Federal Institutions. More details available at <http://forplad.andifes.org.br/> (in Portuguese).



<b>Exclusion reasons at UFG</b>
Excluded by CEPEC <sup>6</sup> reason
Excluded by depletion of term for course conclusion
Excluded for not reenrolling at the UFG
Excluded for failing due to students' absence and/or average in all subjects or modules in the admission semester
Excluded for failing the same subject thrice
Excluded for failing the same subject thrice due to absences
Excluded for failing due to absences in all subjects for two terms in a roll
Excluded for failing due to absences and/or average in all subjects in the admission term
Excluded for failing due to absences and/or average in all subjects for two terms in a roll

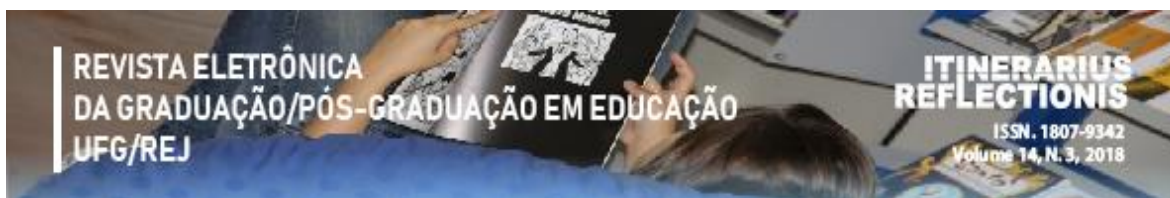
### 3. RESULTS AND DISCUSSION

Table 1 shows the number of students enrolled in each of UFG/REJ courses from 2009 to 2016 and the percentage of students enrolled and unfilled places. When analyzing the data presented, it is possible to observe that the percentage of unfilled places at UFG/REJ is higher in some courses, namely of the Exact areas and in degree courses, than in agricultural studies, medicine and law courses. It is important to point out that in the second terms, the unfilled places are higher than in the first.

**Table 1 - Enrolled students and unfilled places percentage from 2009 to 2016, 1st and 2nd term, by major.**

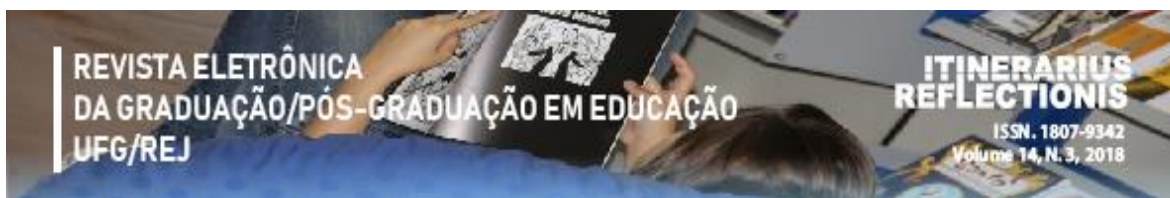
Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
<b>Agronomy</b>	2009	90%	85%	10%	15%
<b>Bachelor's</b>	2010	92%	80%	8%	20%
<b>Full-time</b>	2011	97%	82%	3%	18%
	2012	97%	88%	3%	12%
	2013	106%	99%	-6%	1%
	2014	107%	96%	-7%	4%

<sup>6</sup> Board of Education, Research, Extension and Culture. More information in Portuguese available at <https://www.ufg.br/n/97289-conhece-consuni-cepec-e-camaras-superiores>

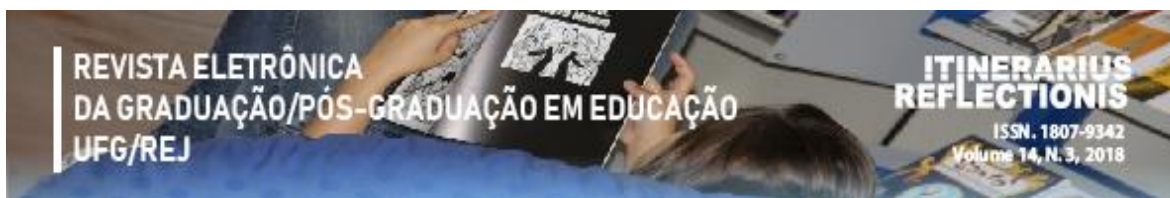


Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
<b>Biomedicine Bachelor's Full-time</b>	2015	103%	90%	-3%	10%
	2016	103%	95%	-3%	5%
	2009	83%	78%	18%	22%
	2010	83%	82%	18%	18%
	2011	91%	86%	9%	14%
	2012	92%	86%	8%	14%
	2013	96%	91%	4%	9%
	2014	89%	78%	11%	22%
<b>Biological Sciences Bachelor's Full-time</b>	2015	81%	75%	19%	25%
	2016	76%	79%	24%	21%
	2009	46%	46%	54%	54%
	2010	44%	40%	56%	60%
	2011	41%	41%	59%	59%
	2012	43%	38%	58%	63%
	2013	43%	35%	58%	65%
	2014	43%	35%	58%	65%
<b>Biological Sciences Licentiate<sup>7</sup> Full-time</b>	2015	52%	42%	48%	58%
	2016	54%	44%	46%	56%
	2009	58%	55%	42%	45%
	2010	39%	37%	61%	63%
	2011	37%	34%	63%	66%
	2012	33%	28%	68%	73%
	2013	38%	31%	62%	69%
	2014	25%	23%	75%	78%
<b>Computer Science Bachelor's Full-time</b>	2015	38%	30%	63%	70%
	2016	33%	28%	67%	72%
	2009	75%	56%	25%	44%
	2009	63%	59%	37%	41%
	2010	62%	56%	39%	45%
	2011	61%	57%	39%	44%

<sup>7</sup> In Brazil, licentiate is an undergraduate degree that enables its holders to teach in Primary and Second Education.

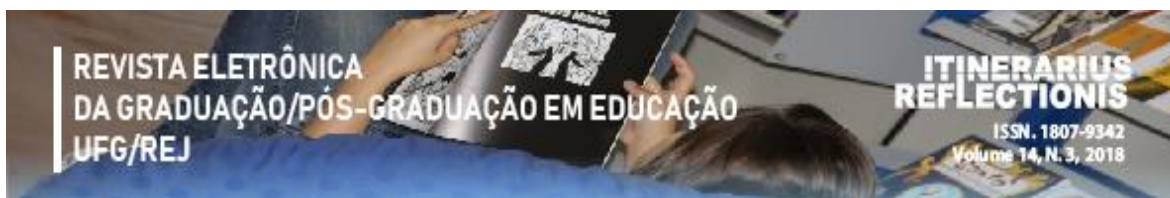


Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfiled places 1 <sup>st</sup> term	% unfiled places 2 <sup>nd</sup> term
	2012	59%	55%	42%	46%
	2013	60%	52%	41%	49%
	2014	66%	57%	35%	43%
	2015	65%	62%	35%	38%
	2016	33%	28%	67%	72%
<b>Law</b>	2009	97%	87%	3%	13%
<b>Bachelor's</b>	2010	85%	78%	15%	22%
<b>Evening</b>	2011	84%	82%	16%	18%
	2012	90%	83%	10%	17%
	2013	112%	107%	-12%	-7%
	2014	118%	117%	-18%	-17%
	2015	125%	116%	-25%	-16%
	2016	128%	121%	-28%	-21%
<b>Physical Education</b>	2010	100%	85%	0%	15%
<b>Bachelor's</b>	2011	83%	71%	18%	29%
<b>Evening</b>	2012	76%	60%	24%	40%
	2013	60%	56%	40%	44%
	2014	65%	61%	35%	39%
	2015	71%	69%	29%	31%
	2016	83%	73%	18%	28%
<b>Physical Education</b>	2009	88%	79%	13%	21%
<b>Licentiate</b>	2010	74%	67%	26%	33%
<b>Morning</b>	2011	69%	60%	31%	40%
	2012	56%	44%	44%	56%
	2013	44%	41%	56%	59%
	2014	48%	44%	53%	56%
	2015	49%	41%	51%	59%
	2016	50%	40%	50%	60%
<b>Nursing</b>	2009	95%	92%	5%	8%
<b>Bachelor's</b>	2010	87%	84%	13%	16%
<b>Full-time</b>	2011	87%	85%	13%	15%
	2012	85%	79%	15%	21%



Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
<b>Forest Engineering Bachelor's Full-time</b>	2013	91%	90%	9%	10%
	2014	83%	80%	17%	20%
	2015	89%	79%	11%	21%
	2016	84%	85%	16%	15%
	2009	82%	80%	18%	20%
	2010	85%	82%	15%	18%
	2011	79%	75%	21%	25%
	2012	72%	62%	29%	38%
<b>Physics Licentiate Evening</b>	2013	63%	60%	37%	40%
	2014	66%	59%	34%	41%
	2015	68%	51%	32%	49%
	2016	62%	52%	38%	48%
	2009	16%	16%	84%	84%
	2010	23%	18%	78%	82%
	2011	19%	16%	81%	84%
	2012	17%	14%	83%	86%
<b>Physical Therapy Bachelor's Full-time</b>	2013	10%	10%	90%	90%
	2014	14%	13%	86%	88%
	2015	20%	16%	80%	84%
	2016	24%	18%	76%	82%
	2010	98%	98%	3%	3%
	2011	91%	90%	9%	10%
	2012	79%	77%	21%	23%
	2013	80%	78%	20%	22%
<b>Geography Bachelor's Evening</b>	2014	79%	75%	21%	25%
	2015	80%	77%	21%	23%
	2016	86%	80%	14%	20%
	2009	90%	100%	10%	0%
	2010	63%	55%	38%	45%
<b>Environment Analysis</b>	2011	37%	29%	63%	71%
	2012	19%	14%	81%	86%





Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
<b>Geography</b> <b>Licentiate</b> <b>Evening</b>	2013	18%	16%	83%	84%
	2014	16%	15%	84%	85%
	2015	21%	21%	79%	79%
	2016	26%	21%	74%	79%
	2009	59%	56%	41%	44%
	2010	56%	56%	44%	44%
	2011	61%	56%	39%	44%
	2012	52%	41%	48%	59%
	2013	42%	36%	58%	64%
<b>History</b> <b>Licentiate</b> <b>Evening</b>	2014	37%	31%	63%	69%
	2015	29%	29%	71%	71%
	2016	29%	25%	71%	75%
	2009	68%	60%	33%	41%
	2010	66%	51%	34%	50%
	2011	55%	48%	45%	53%
	2012	42%	35%	58%	66%
	2013	40%	38%	60%	63%
	2014	32%	30%	69%	70%
<b>Letters</b> <b>Licentiate</b> <b>Evening</b> <b>English</b>	2015	36%	31%	65%	70%
	2016	46%	36%	55%	64%
	2009	43%	33%	58%	67%
	2010	35%	27%	65%	73%
	2011	32%	23%	68%	78%
	2012	25%	18%	75%	82%
	2013	26%	23%	74%	77%
	2014	25%	24%	75%	76%
	2015	34%	27%	66%	73%
<b>Letters</b> <b>Licentiate</b> <b>Evening</b> <b>Portuguese</b>	2016	31%	28%	69%	72%
	2009	51%	41%	49%	59%
	2010	44%	41%	56%	59%
	2011	42%	29%	58%	71%
	2012	29%	25%	71%	75%



Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
	2013	28%	26%	73%	74%
	2014	23%	21%	78%	79%
	2015	31%	21%	69%	79%
	2016	31%	24%	69%	76%
<b>Mathematics</b>	2009	30%	26%	70%	74%
<b>Licentiate</b>	2010	29%	24%	71%	76%
<b>Evening</b>	2011	28%	20%	72%	80%
	2012	25%	15%	75%	85%
	2013	18%	18%	82%	82%
	2014	23%	18%	77%	82%
	2015	25%	16%	75%	84%
	2016	18%	12%	82%	88%
<b>Medical School</b>	2014	0%	107%	100%	-7%
<b>Bachelor's</b>	2015	88%	81%	12%	19%
<b>Full-time</b>	2016	89%	88%	11%	12%
<b>Veterinary</b>	2009	60%	59%	40%	41%
<b>Medicine</b>					
<b>Bachelor's</b>	2010	63%	61%	37%	39%
<b>Full-time</b>	2011	71%	67%	29%	33%
	2012	80%	75%	20%	25%
	2013	83%	80%	17%	20%
	2014	90%	85%	10%	15%
	2015	95%	88%	5%	12%
	2016	100%	92%	0%	8%
<b>Pedagogy</b>	2009	53%	55%	48%	45%
<b>Licentiate</b>	2010	53%	49%	48%	51%
<b>Morning</b>	2011	44%	40%	56%	60%
<b>Child Education and Early Years of Elementary Education</b>	2012	41%	35%	59%	65%
	2013	38%	37%	63%	63%



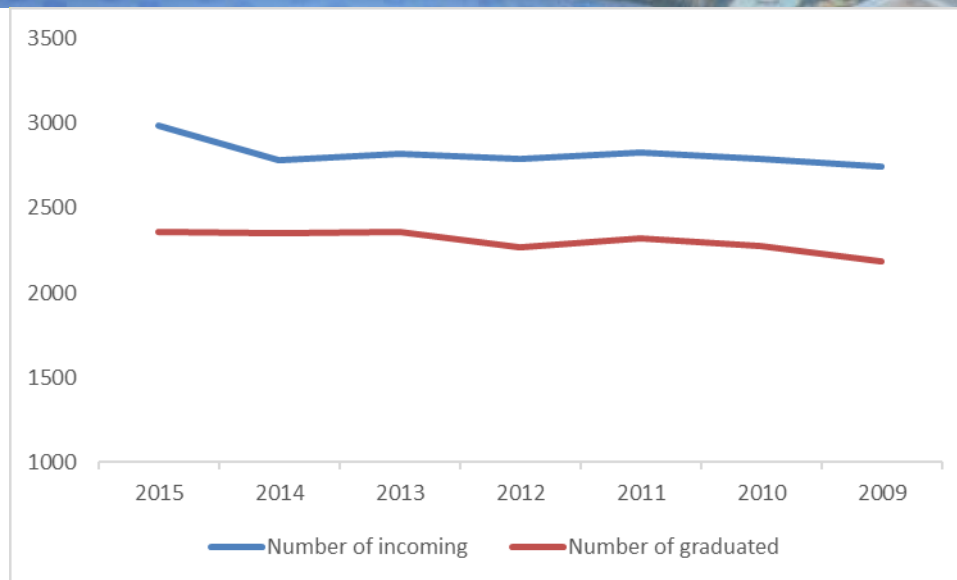
Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfilled places 1 <sup>st</sup> term	% unfilled places 2 <sup>nd</sup> term
	2014	49%	45%	51%	55%
	2015	50%	43%	50%	58%
	2016	56%	46%	44%	54%
<b>Pedagogy</b>	2009	79%	76%	21%	24%
<b>Licentiate</b>	2010	86%	83%	14%	17%
<b>Evening</b>	2011	85%	77%	15%	23%
<b>Child Education and Early Years of Elementary Education</b>	2012	86%	81%	14%	19%
	2013	99%	89%	1%	11%
	2014	85%	76%	15%	24%
	2015	88%	71%	13%	29%
	2016	91%	71%	9%	29%
<b>Psychology</b>	2009	79%	77%	21%	23%
<b>Bachelor's</b>	2010	86%	84%	14%	16%
<b>Full-time</b>	2011	109%	108%	-9%	-8%
	2012	114%	111%	-14%	-11%
	2013	123%	119%	-23%	-19%
	2014	113%	110%	-13%	-10%
	2015	107%	101%	-7%	-1%
	2016	114%	109%	-14%	-9%
<b>Chemistry</b>	2012	13%	13%	88%	88%
<b>Bachelor's</b>	2013	19%	18%	81%	83%
<b>Full-time</b>	2014	19%	13%	81%	88%
	2015	12%	12%	88%	88%
	2016	24%	21%	76%	79%
<b>Chemistry</b>	2009	45%	43%	55%	57%
<b>Licentiate</b>	2010	47%	35%	53%	65%
<b>Evening</b>	2011	33%	27%	67%	73%
	2012	22%	17%	78%	83%
	2013	18%	14%	82%	86%



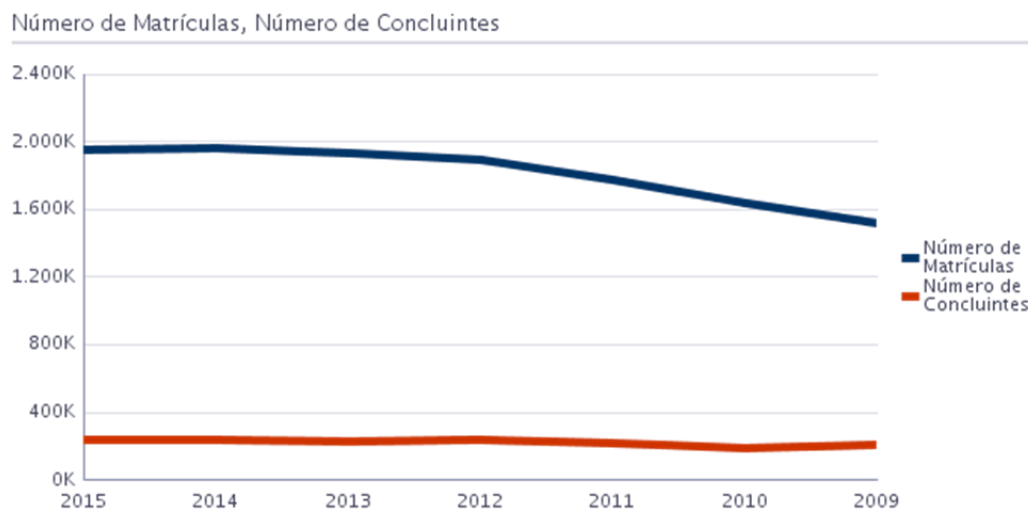
Course	Year	% enrolled students 1 <sup>st</sup> term	% enrolled students 2 <sup>nd</sup> term	% unfiled places 1 <sup>st</sup> term	% unfiled places 2 <sup>nd</sup> term
	2014	18%	15%	82%	85%
	2015	21%	16%	79%	84%
	2016	23%	16%	77%	84%
<b>Animal Science</b>	2009	63%	59%	37%	41%
<b>Bachelor's</b>	2010	71%	66%	29%	34%
<b>Full-time</b>	2011	78%	67%	22%	33%
	2012	73%	67%	27%	33%
	2013	81%	73%	19%	27%
	2014	76%	66%	24%	34%
	2015	70%	57%	30%	43%
	2016	72%	56%	28%	44%
<b>Total</b>		<b>60%</b>	<b>55%</b>	<b>42%</b>	<b>47%</b>

The incoming and majored students' data are presented in Figure 1. These data comprise all UFG/REJ students entering and leaving university from 2009 to 2016. The number of majored students in 2016 is low because the degree process had not yet been completed until this document was prepared. When we evaluated the quantity of enrolled students in 2015 and 2016, we noticed that only 2687 places were filled, out of the 4850 offered places. Figure 2 shows data from public universities generated by the INEP<sup>8</sup> system (<http://inepdata.inep.gov.br/analytics/saw.dll?Dashboard>). It can be noted that the situation is similar to results found in this study, feasibly at UFG/REJ the number of majored students regarding incoming is higher than national data.

<sup>8</sup>INEP - Anísio Teixeira National Institute of Educational Studies and Research. More information available at <http://www.inep.gov.br/>



**Figure 1 – Number of incoming and majored students at UFG/REJ - by year (UFG/REJ, 2009-2016).**



**Figure 2 - Number of incoming and majored students of Public universities.**

Fonte: INEP (<http://inepdata.inep.gov.br/analytics/saw.dll?Dashboard>)

#### 4. DROPOUT RATES

Next, we present tables containing the number of freshmen, excluded and majored students, as well as the dropout rate year by year, rates per Special Academic Unit and by



Courses. When analyzing school dropout rates, tables 2 to 9, presented, it is possible to notice that the average school dropout at UFG/REJ is 23%. Such average is in line with the national average, which is around 22%, according to the Census of Higher Education data published annually (BAGGI; LOPES, 2011).

### Biological Science Institute

**Table 2 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Biological Science Institute Courses from 2009, 2nd term, to 2016, 2nd term.**

Biological Science Institute	IN	GR	EX	Year	Term	%
Biological Sciences Bachelor's						
	29	16	8	2009	1	
					2	-11%
	18	22	16	2010	1	21%
					2	-8%
	26	23	19	2011	1	26%
					2	-25%
	25	15	14	2012	1	22%
					2	2%
	27	12	25	2013	1	23%
					2	11%
	24	11	19	2014	1	8%
					2	11%
	36	18	18	2015	1	10%
					2	11%
	38	3	21	2016	1	13%
					2	13%
Biological Sciences Licentiate						
				2009	1	
	21	36	9		2	-29%
				2010	1	18%
	7	23	15		2	-26%
				2011	1	30%



Biological Science Institute	IN	GR	EX	Year	Term	%
	22	18	16		2	-14%
				2012	1	19%
	13	5	9		2	13%
				2013	1	-17%
	14	15	7		2	3%
				2014	1	25%
	7	14	8		2	-17%
				2015	1	5%
	28	6	14		2	16%
				2016	1	43%
	22	0	15		2	7%

### Agrarian Sciences Special Academic Unit

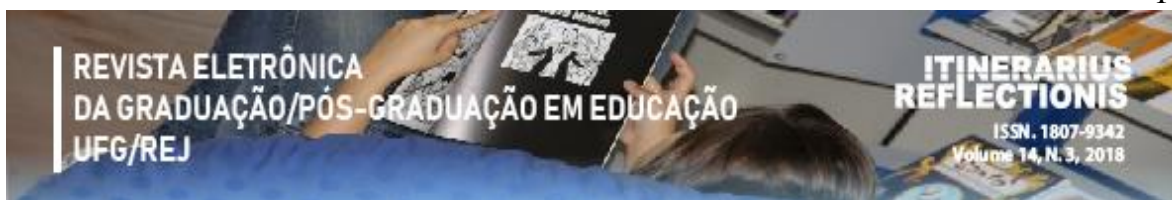
**Table 3 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Agrarian Sciences Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Agrarian Sciences	IN	GR	EX	Year	Term	%
Agronomy						
	69	16	18	2009	1	
					2	5%
	65	36	24	2010	1	4%
					2	5%
	75	51	18	2011	1	4%
					2	5%
	72	30	20	2012	1	4%
					2	5%
	77	32	16	2013	1	2%
					2	3%
	65	40	33	2014	1	8%
					2	6%
	75	42	56	2015	1	11%
					2	8%
	85	12	29	2016	1	7%



Agrarian Sciences	IN	GR	EX	Year	Term	%
					2	3%
Forest Engineering						
	44	0	4	2009	1	
					2	2%
	49	0	8	2010	1	8%
					2	5%
	44	0	8	2011	1	7%
					2	6%
	49	0	26	2012	1	17%
					2	13%
	40	15	17	2013	1	5%
					2	1%
	43	34	32	2014	1	13%
					2	4%
	48	36	44	2015	1	1%
					2	16%
	54	5	32	2016	1	8%
					2	6%
Veterinary Medicine						
	43	54	1	2009	1	
					2	-18%
	63	48	9	2010	1	3%
					2	-10%
	61	46	16	2011	1	5%
					2	-5%
	68	54	17	2012	1	1%
					2	-4%
	58	41	21	2013	1	4%
					2	-4%
	63	55	19	2014	1	5%
					2	-4%
	68	80	34	2015	1	2%
					2	-5%





Agrarian Sciences	IN	GR	EX	Year	Term	%
	82	24	21	2016	1	0%
					2	1%
Animal Science						
2009	33	0	18	2009	1	
					2	6%
2010	26	8	18	2010	1	8%
					2	7%
2011	28	24	19	2011	1	2%
					2	1%
2012	31	14	18	2012	1	14%
					2	6%
2013	36	37	19	2013	1	1%
					2	-4%
2014	25	35	13	2014	1	2%
					2	-2%
2015	29	14	23	2015	1	5%
					2	16%
2016	35	8	19	2016	1	3%
					2	11%

### Technology and Exact Sciences Special Academic Unit

**Table 4 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Technology and Exact Sciences Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Technology and Exact Sciences	IN	GR	EX	Year	Term	%
Computer Science						
	47	0	14	2009	1	
					2	25%
	46	0	16	2010	1	9%
					2	8%
	39	5	13	2011	1	4%
					2	10%



Technology and Exact Sciences	IN	GR	EX	Year	Term	%
	41	13	26	2012	1	24%
					2	7%
	32	17	23	2013	1	12%
					2	8%
	41	7	30	2014	1	17%
					2	13%
	43	10	22	2015	1	8%
					2	12%
	56	5	25	2016	1	26%
					2	-4%
Physics Licentiate						
	11	1	4	2009	1	
					2	0%
	13	8	6	2010	1	8%
					2	9%
	12	3	12	2011	1	20%
					2	19%
	8	11	8	2012	1	17%
					2	-10%
	6	10	10	2013	1	44%
					2	-60%
	17	3	6	2014	1	50%
					2	9%
	26	4	19	2015	1	56%
					2	22%
	34	0	20	2016	1	65%
					2	24%
Mathematics Licentiate						
	18	14	24	2009	1	
					2	6%
	22	15	17	2010	1	16%
					2	2%
	21	21	23	2011	1	16%



Technology and Exact Sciences	IN	GR	EX	Year	Term	%
					2	10%
	21	8	13	2012	1	11%
					2	33%
	14	9	18	2013	1	21%
					2	-14%
	21	9	20	2014	1	25%
					2	11%
	29	9	23	2015	1	34%
					2	36%
	22	3	17	2016	1	39%
					2	18%
Chemistry Bachelor's						
	6	0	1	2012	1	
					2	17%
	14	0	5	2013	1	80%
					2	7%
	11	0	6	2014	1	7%
					2	38%
	12	0	6	2015	1	53%
					2	0%
	25	0	8	2016	1	32%
					2	3%
Chemistry Licentiate						
	24	5	21	2009	1	
					2	6%
	15	27	18	2010	1	4%
					2	7%
	18	23	24	2011	1	21%
					2	-2%
	14	10	19	2012	1	32%
					2	9%
	9	13	7	2013	1	12%
					2	0%



Technology and Exact Sciences	IN	GR	EX	Year	Term	%
	15	7	10	2014	1	5%
					2	7%
	22	3	18	2015	1	33%
					2	19%
	31	0	18	2016	1	43%
					2	23%

### Health Sciences Special Academic Unit

**Table 5 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Health Sciences Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

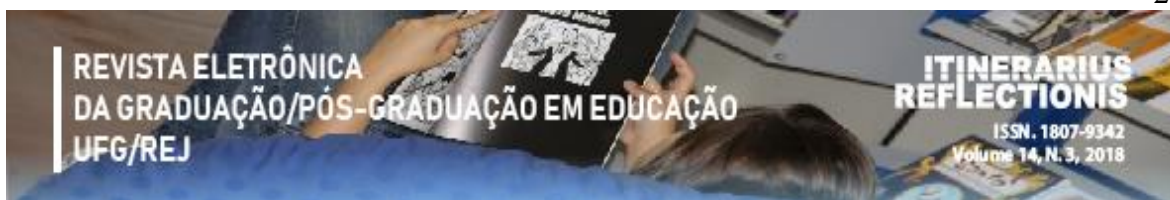
Health Sciences	IN	GR	EX	Year	Term	%
Biomedicine						
	34	0	5	2009	1	
					2	5%
	41	17	6	2010	1	3%
					2	1%
	40	30	11	2011	1	7%
					2	5%
	43	27	9	2012	1	5%
					2	5%
	43	22	13	2013	1	3%
					2	5%
	35	21	14	2014	1	12%
					2	7%
	29	22	20	2015	1	8%
					2	9%
	35	0	19	2016	1	10%
					2	-3%
Physical Education Bachelor's						
	41	0	3	2010	1	
					2	15%
	35	0	8	2011	1	6%



Health Sciences	IN	GR	EX	Year	Term	%
					2	15%
	39	0	17	2012	1	5%
					2	23%
	41	20	18	2013	1	24%
					2	-5%
	39	30	25	2014	1	18%
					2	-7%
	45	27	24	2015	1	21%
					2	-8%
	47	1	12	2016	1	10%
					2	5%
Physical Education Licentiate						
	38	51	9	2009	1	
					2	-9%
	21	41	15	2010	1	2%
					2	-8%
	25	48	10	2011	1	1%
					2	-12%
	18	39	18	2012	1	1%
					2	0%
	33	22	23	2013	1	22%
					2	-7%
	25	26	9	2014	1	4%
					2	-11%
	31	26	18	2015	1	7%
					2	0%
	33	3	12	2016	1	7%
					2	7%
Nursing						
	29	0	1	2009	1	
					2	4%
	24	0	3	2010	1	2%
					2	3%



Health Sciences	IN	GR	EX	Year	Term	%
	31	0	2	2011	1	4%
					2	2%
	30	20	8	2012	1	4%
					2	-1%
	34	47	11	2013	1	6%
					2	-18%
	24	36	13	2014	1	9%
					2	-12%
	30	37	11	2015	1	-2%
					2	-3%
	33	0	10	2016	1	6%
					2	-1%
Physical Therapy						
	39	0	0	2010	1	97%
					2	3%
	40	0	4	2011	1	13%
					2	3%
	36	0	11	2012	1	18%
					2	3%
	46	0	10	2013	1	11%
					2	2%
	38	40	10	2014	1	4%
					2	-8%
	31	42	15	2015	1	1%
					2	-12%
	48	6	12	2016	1	6%
					2	5%
Medical School						
	32	0	1	2014	2	100%
				2015	1	69%
	77	0	32		2	22%
				2016	1	27%
	96	0	29		2	16%



Health Sciences	IN	GR	EX	Year	Term	%
				2014	2	100%

### Social Sciences Special Academic Unit

**Table 6 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Social Sciences Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Applied Social Sciences	IN	GR	EX	Year	Term	%
Law						
	61	0	4	2009	1	
					2	12%
	60	0	15	2010	1	15%
					2	10%
	68	0	9	2011	1	11%
					2	3%
	74	0	19	2012	1	4%
					2	7%
	73	54	24	2013	1	2%
					2	-5%
	72	75	15	2014	1	6%
					2	-12%
	70	68	26	2015	1	2%
					2	-2%
	75	7	21	2016	1	5%
					2	1%

### Education Special Academic Unit

**Table 7 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Education Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Education	IN	GR	EX	Year	Term	%
Pedagogy						
Morning						



Education	IN	GR	EX	Year	Term	%
	19	0	0	2009	1	
					2	-5%
	20	2	5	2010	1	0%
					2	7%
	15	14	9	2011	1	15%
					2	8%
	25	11	3	2012	1	11%
					2	2%
	15	7	5	2013	1	0%
					2	-9%
	30	4	2	2014	1	2%
					2	5%
	29	10	10	2015	1	20%
					2	4%
	37	2	6	2016	1	8%
					2	10%
Pedagogy						
Evening						
	44	78	18	2009	1	
					2	-
						17%
	45	99	17	2010	1	1%
					2	23%
	44	82	20	2011	1	8%
					2	-
						16%
	42	62	28	2012	1	4%
					2	-
						10%
	46	71	19	2013	1	3%
					2	-
						17%
	36	37	25	2014	1	8%





Education	IN	GR	EX	Year	Term	%
					2	-1%
	45	38	42	2015	1	4%
					2	11%
	52	11	10	2016	1	-
						10%
					2	10%

### Geographic Studies Special Academic Unit

**Table 8 - Freshmen (IN), majored (GR), excluded (EX) and dropout rate (%) from Geographic Studies Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Geographic Studies	IN	GR	EX	Year	Term	%
Geography Bachelor's						
	9	3	6	2009	1	
					2	-11%
	16	4	6	2010	1	11%
					2	8%
	12	8	15	2011	1	24%
					2	13%
	4	7	20	2012	1	16%
					2	15%
	12	11	8	2013	1	11%
					2	-9%
	13	7	4	2014	1	30%
					2	-5%
	16	6	5	2015	1	5%
					2	6%
	5	2	3	2016	1	0%
					2	13%
Geography Licentiate						
	26	25	4	2009	1	
					2	-13%



21	26	10	2010	1	13%
				2	-14%
22	24	6	2011	1	0%
				2	-2%
13	31	17	2012	1	7%
				2	2%
13	27	12	2013	1	-6%
				2	-16%
16	20	11	2014	1	10%
				2	0%
8	22	9	2015	1	3%
				2	-31%
5	4	5	2016	1	6%
				2	-9%

### Human Sciences and Letters Special Academic Unit

**Table 9 - Freshmen (IN), majored (GR), excluded (EX) and Dropout rate (%) from Human Sciences and Letters Special Academic Unit Courses from 2009, 2nd term, to 2016, 2nd term.**

Human Sciences and Letters	IN	GR	EX	Year	Term	%
History						
	45	26	17	2009	1	
					2	12%
	25	60	20	2010	1	-15%
					2	-10%
	31	53	17	2011	1	2%
					2	-16%
	24	25	25	2012	1	14%
					2	1%
	25	29	19	2013	1	3%
					2	-12%
	26	37	13	2014	1	38%
					2	-33%
	38	15	22	2015	1	15%



Human Sciences and Letters	IN	GR	EX	Year	Term	%
					2	10%
	41	7	13	2016	1	-2%
					2	13%
Letters Licentiate						
	43	19	47	2009	1	
					2	22%
	45	16	47	2010	1	24%
					2	22%
	49	20	43	2011	1	41%
					2	25%
	36	6	43	2012	1	15%
					2	27%
	37	11	28	2013	1	35%
					2	10%
	32	7	28	2014	1	38%
					2	3%
	67	11	48	2015	1	83%
					2	23%
	59	0	31	2016	1	50%
					2	3%
Psychology Bachelor's						
	40	0	7	2009	1	
					2	3%
	49	0	9	2010	1	3%
					2	3%
	50	45	10	2011	1	7%
					2	-14%
	39	47	14	2012	1	5%
					2	-10%
	49	70	8	2013	1	3%
					2	-17%



Human Sciences and Letters	IN	GR	EX	Year	Term	%
	36	58	8	2014	1	5%
					2	-15%
	35	59	20	2015	1	7%
					2	-13%
	59	13	21	2016	1	3%
					2	1%

## 5. CONCLUSION

At national level, MEC registers an average of 22% of dropout rate (BAGGI; LOPES, 2011), a number considered high by them. Dropout rates have gone up in most universities with the adoption of SISU<sup>9</sup> for student admission. There was also a drop in the number of majored students, even after REUNI<sup>10</sup>, which recommended a rate of 90% conclusion. At UFG/REJ, we cannot evaluate the SISU effect over dropout, since we only have reliable data from 2009. We observed a high rate of unfilled places, especially in Exact and Licentiate Courses. Dropouts in most commonly sought courses such as Law, Medical School, Agronomy and Veterinary Medicine were low, while in Courses of Licentiates, with the exception of the History Course, dropout rates were high. Because of students' exclusion model and return through process interposing, as well as review procedures, we often get calculations with negative percentages. Thus, we concluded that the method used was not very efficient and we were unable to calculate the average dropout rates of each course, which would be a much more interesting result than dropout rates semester by semester.

<sup>9</sup> Unified Selection System (SISU) is the computerized system, managed by the Ministry of Education (MEC), through which public institutions of higher education offer vacancies to candidates participating in the National High School Examination (Enem).

<sup>10</sup> REUNI is the Federal Government's Program to Support Restructuring and Expansion Plans of the Brazilian Federal Universities, instituted by Presidential Decree 6,096, of April 24, 2007, with the purpose of giving institutions the conditions to expand access and ensure conditions of permanence in Higher Education.



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