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 Informacionais (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 os 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.


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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) that returns the loss of students from one year to the other, that is, the annual dropout rate.

\[
E(n) = 1 - \left[ \frac{M(n) - I(n)}{M(n-1) - C(n-1)} \right], \quad (1)
\]

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)

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Exclusion reasons at UFG

Excluded by CEPEC\(^6\) 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>% enrolled students 1st term</th>
<th>% enrolled students 2nd term</th>
<th>% unfilled places 1st term</th>
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7 In Brazil, licentiate is an undergraduate degree that enables its holders to teach in Primary and Second Education.
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<td>30%</td>
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</tr>
<tr>
<td></td>
<td>2016</td>
<td>72%</td>
<td>56%</td>
<td>28%</td>
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<tr>
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<td>60%</td>
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</tbody>
</table>

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 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.

---

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.**

<table>
<thead>
<tr>
<th>Biological Science Institute</th>
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<th>GR</th>
<th>EX</th>
<th>Year</th>
<th>Term</th>
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</tbody>
</table>

| Biological Sciences Licentiate |    |    |    |      |      |    |
|                               |    |    |    | 2009 | 1    |    |
|                               | 21 | 36 | 9  | 2010 | 1    | 18%|
|                               |    |    |    |      | 1    | 29%|
|                               | 7  | 23 | 15 | 2011 | 1    | 26%|
|                               |    |    |    |      |      | 30%|
### Biological Science Institute

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<th>Term</th>
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### 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.

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</tr>
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</table>
### 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.

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<th>EX</th>
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<th>Term</th>
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### 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.

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### 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.

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</tr>
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<td>68</td>
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</tr>
<tr>
<td></td>
<td></td>
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<td>-2%</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>7</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
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</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Education</th>
<th>IN</th>
<th>GR</th>
<th>EX</th>
<th>Year</th>
<th>Term</th>
<th>%</th>
</tr>
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<tbody>
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<td>Pedagogy</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Morning</td>
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</tr>
<tr>
<td>Education</td>
<td>IN</td>
<td>GR</td>
<td>EX</td>
<td>Year</td>
<td>Term</td>
<td>%</td>
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<td></td>
</tr>
<tr>
<td>19</td>
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<td>0</td>
<td>0</td>
<td>2009</td>
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<td>-5%</td>
</tr>
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<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>5</td>
<td></td>
<td>2010</td>
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</tr>
<tr>
<td></td>
<td></td>
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<td>7%</td>
</tr>
<tr>
<td>15</td>
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<td>2011</td>
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</tr>
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<td></td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>25</td>
<td>11</td>
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<td>2012</td>
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</tr>
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<td></td>
<td></td>
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<td>2%</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
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<td></td>
<td>2013</td>
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</tr>
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<td></td>
<td></td>
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<td>-9%</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
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</tr>
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<td></td>
<td></td>
<td>2</td>
<td>5%</td>
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<td></td>
<td>2015</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>37</td>
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<td>6</td>
<td></td>
<td>2016</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<table>
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<tr>
<th>Pedagogy</th>
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<th></th>
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<td>Evening</td>
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<tr>
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<td></td>
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<td>17%</td>
</tr>
<tr>
<td>45</td>
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<td>17</td>
<td></td>
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<td>1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>23%</td>
</tr>
<tr>
<td>44</td>
<td>82</td>
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<td></td>
<td>2011</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td></td>
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<td>2</td>
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</tr>
<tr>
<td>42</td>
<td>62</td>
<td>28</td>
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<td>2012</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>46</td>
<td>71</td>
<td>19</td>
<td></td>
<td>2013</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>36</td>
<td>37</td>
<td>25</td>
<td></td>
<td>2014</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Geographic Studies</th>
<th>IN</th>
<th>GR</th>
<th>EX</th>
<th>Year</th>
<th>Term</th>
<th>%</th>
</tr>
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<tbody>
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<td>Geography Bachelor’s</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>9 3 6 2009</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 4 6 2010</td>
<td>1</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 8 15 2011</td>
<td>1</td>
<td>24%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 7 20 2012</td>
<td>1</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 11 8 2013</td>
<td>1</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 7 4 2014</td>
<td>1</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 6 5 2015</td>
<td>1</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 2 3 2016</td>
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<tr>
<td>Geography Licentiate</td>
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</tr>
<tr>
<td>26 25 4 2009</td>
<td>1</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>


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.

<table>
<thead>
<tr>
<th>Human Sciences and Letters</th>
<th>IN</th>
<th>GR</th>
<th>EX</th>
<th>Year</th>
<th>Term</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
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<tr>
<td></td>
<td>45</td>
<td>26</td>
<td>17</td>
<td>2009</td>
<td>1</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-12%</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>60</td>
<td>20</td>
<td>2010</td>
<td>1</td>
<td>-15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-10%</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>53</td>
<td>17</td>
<td>2011</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-16%</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>2012</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1%</td>
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<tr>
<td></td>
<td>25</td>
<td>29</td>
<td>19</td>
<td>2013</td>
<td>1</td>
<td>3%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-12%</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>37</td>
<td>13</td>
<td>2014</td>
<td>1</td>
<td>38%</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-33%</td>
</tr>
<tr>
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<td>38</td>
<td>15</td>
<td>22</td>
<td>2015</td>
<td>1</td>
<td>15%</td>
</tr>
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<td>Human Sciences and Letters</td>
<td>IN</td>
<td>GR</td>
<td>EX</td>
<td>Year</td>
<td>Term</td>
<td>%</td>
</tr>
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<tr>
<td></td>
<td>41</td>
<td>7</td>
<td>13</td>
<td>2016</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>-2%</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>13%</td>
</tr>
</tbody>
</table>

Letters Licentiate

|                           | 43 | 19 | 47 | 2009 | 1    | 22% |
|                           |    |    |    |      | 2    | 15% |
|                           | 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    | 3%  |
|                           |    |    |    |      | 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% |
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\(^9\) for student admission. There was also a drop in the number of majored students, even after REUNI\(^10\), 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.

\(^9\) 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).

\(^10\) 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.
6. REFERENCES


MENDES, A. J. R. et al. FORPLAD - Fórum de Pró-reitores de Planejamento e Administração. 2015.


