DO SELECTION POLICIES INFLUENCE INSTITUTIONAL PERFORMANCE? A CASE STUDY OF THE CAMPUS CONCÓRDIA/IFC

AS POLÍTICAS DE SELEÇÃO INFLUENCIAM NO DESEMPENHO INSTITUCIONAL? UM ESTUDO DE CASO DO CAMPUS CONCÓRDIA/IFC

¿INFLUYEN LAS POLÍTICAS DE SELECCIÓN EN EL DESEMPEÑO INSTITUCIONAL? UN ESTUDIO DE CASO DEL CAMPUS CONCÓRDIA/IFC

Francieli MARCHESAN[1]
e-mail: franmarchesanfm@gmail.com

Rogério Allon DUENHAS[2]
e-mail: rogerioduenhas@utfpr.edu.br

How to reference this article:

Editor: Prof. Dr. José Luís Bizelli
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

---

[1] Federal Technological University of Paraná (UTFPR), Curitiba – PR – Brazil. Doctoral student of the Master's and Professional Doctorate Program in Planning and Public Governance (PGP).

[2] Federal Technological University of Paraná (UTFPR), Curitiba – PR – Brazil. Professor of the Master's and Professional Doctorate Program in Planning and Public Governance (PGP).

ABSTRACT: Educational institutions contribute to development by providing qualified professionals and carrying out research that impacts production processes. The Federal Institutes, specifically, were created with the aim of promoting the internalization of education and leveraging local development. This work sought to evaluate the influence of the selection policy on the results of academic indicators, as well as on the intended internalization and local development, through a case study of the Veterinary Medicine course at Campus Concórdia/IFC. As a result, it was found that the policy influences the institution's performance, as when the SISU was used, the indices were less positive. Also, a large portion of those entering SISU are from other locations, and do not remain in the region after completing the course. A review of the selection policy is considered necessary, as well as the implementation of actions that encourage graduates to remain in inland cities.

KEYWORDS: University Education. Selection Policies. Performance Indicators. Interiorization of Education. Local Development.

RESUMO: As instituições de ensino contribuem para o desenvolvimento fornecendo profissionais qualificados e realizando pesquisas que impactam nos processos produtivos. Os Institutos Federais, especificamente, foram criados visando promover a interiorização do ensino e o alavancamento do desenvolvimento local. Este trabalho buscou avaliar a influência da política de seleção nos resultados dos indicadores acadêmicos, bem como, na interiorização e no desenvolvimento local pretendidos, por meio de um estudo de caso do curso de Medicina Veterinária do Campus Concórdia/IFC. Como resultados, constatou-se que a política influencia no desempenho da instituição, pois quando utilizado o SISU, os índices foram menos positivos. Também, grande parcela dos ingressantes pelo SISU é de outros locais, não permanecendo na região após a conclusão do curso. Considera-se necessária uma revisão da política de seleção, bem como, a implementação de ações que estimulem a permanência dos egressos nas cidades interioranas.

PALAVRAS-CHAVE: Ensino Superior. Políticas de Seleção. Indicadores de Desempenho. Interiorização da Educação. Desenvolvimento Local.

RESUMEN: Las instituciones educativas contribuyen al desarrollo mediante la formación de profesionales calificados y la realización de investigaciones que impactan en los procesos productivos. Los Institutos Federales, específicamente, fueron creados para promover la internalización de la educación y potenciar el desarrollo local. Este trabajo buscó evaluar la influencia de la política de selección en los resultados de los indicadores académicos y en la internalización pretendida y el desarrollo local, con un estudio de caso del curso de Medicina Veterinaria del Campus Concórdia/IFC. Como resultado, se encontró que la política influye en el desempeño institucional, ya que cuando se utilizó el SISU los índices fueron menos positivos. Además, gran parte de los participantes de SISU provienen de otras localidades y no permanecen en la región al final del curso. Se considera necesaria una revisión de la política de selección y la implementación de acciones que impulsen la permanencia de los egresados en las ciudades del interior.

PALABRAS CLAVE: Enseñanza Superior. Políticas de Selección. Indicadores de Desempeño. Interiorización de la Educación. Desarrollo Local.

Introduction

Both universities and federal institutes have, among their purposes, the promotion of the development of the territories in which they are located, whether through the qualification of labor or research that innovates and improves organizational processes and procedures.

Professional and technological education (EPT) in Brazil, specifically, has always been a teaching modality with the basic purpose of preparing students to enter and act in the world of work and social life (Brazil, s/d), seeking to form professionals necessary for economic development, since its implementation, as well as promoting development and social inclusion, a more recent ideal (Frigotto; Ciavatta; Ramos, 2005), mainly in historically excluded sectors (Oliveira; Delou, 2022).

The Federal Institutes (IFETs) were established with the aim of expanding and, mainly, internalizing the EPT network. The Federal Institute of Education, Science and Technology of Santa Catarina (IFC) and the Concórdia Campus were created in 2008, through Law no. 11.892/2008 (Brazil, 2008) and the Veterinary Medicine course in 2009, after holding a public hearing with the local community (IFC-Concórdia, 2023b).

Since its creation, several selection policies for admission to the course have been adopted. In this sense, the present work has the general objective of evaluating the influence of the public selection policy on the Veterinary Medicine course at Campus Concórdia/IFC, from a perspective of impact on academic indicators and meeting the purpose of promoting the internalization of education and local development.

The work has the following specific objectives:

a) Analyze the results of academic performance indicators, more precisely, student entry, retention and success, comparing them according to the selection policy adopted by the institution;

b) Check the profile of the graduating student, notably regarding the place of insertion in the job market, as well as the exercise of the profession in the training area.

It is noteworthy that, in addition to the need to evaluate public policies, as this is a stage in the cycle, this research is justified by the lack of studies on the selection processes adopted at the Concórdia/IFC Campus. In this way, the results found may help the institution to discuss the topic and, if necessary, improve the actions already implemented. The study can also be presented to the academic community and society in general, responding to the desire for transparency in institutional actions and decisions.

Theoretical Basis

Federal Educational Institutions and Regional Development

Universities have always played an important role in the country's growth and development process. Serra, Rolim, and Bastos (2018) point out that universities can assist regional development in different ways, but, above all, it is impossible to think that development occurs without their active participation.

For Vila (2018), the contribution of universities to national, regional or local development will depend on technological progress and human capital spent to effectively meet the characteristics and needs of the existing production system.

Rolim (2018) highlights that it is necessary for institutions to think about their participation beyond university extension. For the author, new demands require new forms of management and new types of resources, thus allowing universities to offer a more dynamic contribution to the local development process. All this, so that "the IES increasingly positions itself as a university in the region instead of being a simple university in the region" (Rolim, 2018, p. 218, our translation).

IFETs, like universities, also have, among their purposes, a commitment to local development, even due to the fact that they are part of the Federal Network of Professional and Technological Education.

Professional and technological education, according to the MEC, represents one of the dimensions that most highlights the interrelations of education with other social systems, such as work, employment, school and profession (Brasil, 2004). For Pacheco (2011), professional and technological education is considered a public policy, essentially, due to its commitment to the social whole, contributing to regional socioeconomic progress.

The recent expansion of the network aimed to implement EPT in hitherto unassisted states (preferably on the outskirts of large cities and rural municipalities), linking the courses with local job potential, seeking the socioeconomic development of these territories (Brasil, 2010).

For Arruda (2010, p. 10, our translation) "the guiding thread of the government's expansion and interiorization policy is the finding that the average level of education of the Brazilian population is below that required by the new productive arrangements and that there is a lack of labor". Seeking to reverse this scenario, the Federal Institutes of Education, Science, and Technology (IFETs) were created in 2008.

The government's objective, with the implementation of IFETs, was to develop actions that provided the training and qualification of labor in accordance with local realities (Arruda, 2010). Pacheco (2011, p. 14, our translation) highlights that these institutions are "committed to intervening in their respective regions, identifying problems and creating technical and technological solutions for sustainable development with social inclusion".

Arruda (2010) still considers the expansion and internalization of the network as an initiative that promotes the democratization of education, along with local development, citing that IFETs are "enabling rural populations, previously cut off from access to quality public education, to come into contact with another educational reality" (Arruda; Carneiro, 2010 apud Arruda, 2010, p. 11, our translation).

Selection Policies for Entrance to Higher Education

As a result of the 1996 National Education Guidelines and Bases Law (Law No. 9,394/96), the mandatory selection of candidates for higher education courses is no longer exclusively the application of a test (entrance exam) (Brazil, 1998). The LDB started to allow institutions to adopt alternative forms of selection, as long as they considered "candidates who have completed high school or equivalent and have been classified in the selection process" (Brazil, 1996).

Below is a brief description of the different forms of entry adopted:

a)   Enem score or average high school transcript: candidates are classified and selected according to their performance in the ENEM, being able to use the score from the last exam or specified editions, or according to the average of the grades from the high school transcript. (IFC-Concórdia, 2023c);

b)   Diploma Holder: is the form of entry in which the candidate, who already has an undergraduate degree in a course recognized by the Ministry of Education (MEC), will be able to participate in the Diploma Entry modality (IFC, 2023);

c)   Transfer: can be internal - entry of students from courses at the same institution, or external - entry of students from courses at other educational institutions (IFC, 2023);

d)   Entrance exam: the entrance exam consists of a test, which aims to test knowledge in different areas, according to the contents of the High School curriculum matrix (Brazil, 2016).

According to the MEC, even though the entrance exam fulfills the role of selecting the best candidates, among those registered, it brings some inconveniences: decentralized selection

processes, which limit the election and favor candidates with greater purchasing power (diversify their options in the dispute); restriction of recruitment potential, disadvantaging those institutions located in smaller cities (Brazil, 2016);

e)   SISU - Unified Selection System: this is an electronic system from the MEC, for managing vacancies offered by all public higher education institutions in Brazil, mainly universities and federal institutes (Brasil, 2023). The system makes the selection based on the ENEM score, by course and type of competition (Brazil, 2023).

The process is open to "all students who participated in the National High School Exam (Enem), the most recent edition before the Sisu selection process, obtained a grade in the writing test greater than zero and did not declare that they were in training status when applying can participate in the process for Enem" (Brasil, 2023, s/p, our translation).

According to the MEC (Brazil, 2016, p. 2), SISU provides the "democratization of competition opportunities for federal higher education vacancies", considering that, as entrance exams and other decentralized exams end up favoring students with conditions financial opportunities to travel around the country, SISU, with centralization, makes the process more equal in terms of the merit of the candidates (Brazil, 2016).

It is worth highlighting that there are many criticisms regarding SISU. Souza (2017) highlights that this policy maintains the classification of participants according to their merits, without solving the core of the social and educational problem, that is, it maintains an exclusionary classificatory selection process, based on principles of equal opportunity and free competition.

Academic Management Indicators

Performance indicators, from the perspective of public policies, combined with other context analysis methodologies, become instruments capable of "identifying and measuring aspects related to a certain concept, phenomenon, problem or result of an intervention in reality" (Vitelli; Fritsch; Corsetti, 2018, p. 23, our translation).

Cavalcante (2011) highlights that the success of institutions essentially depends on the development of an adequate list of performance indicators, as well as their effective monitoring. In the area of education, for him, indicators allow the identification of significant aspects for continuous improvement of the educational process, as they provide relevant information about reality.

> A well-organized set of indicators enhances the chances of success in the implementation of public policies, reducing the weight of discretionary

decisions to the detriment of social diagnoses that are better technically supported and committed to the good use of public resources (PNP, 2020, p. 7, our translation).

In this study, performance indicators for entry, retention and academic success were used, based on the methodology used in the Nilo Peçanha Platform (PNP, 2020).

Assessment of Graduates

Monitoring the graduating student is essential for the educational institution to verify whether its efforts, in terms of teaching, instructing and transferring knowledge, are having an effect on the job market, and, consequently, on local socioeconomic development.

Duenhas and Oliveira (2019) highlight that, considering that one of the purposes of universities is the insertion of graduates, able to carry out their professional activities, in the job market, the impact of an institution can be verified in the region where it was implemented, by the extent to which they are able to enter the local job market.

Vila (2018) follows the same line when mentioning that universities have a positive influence "to the extent that graduates are able to integrate into the production system by assuming professional and personal responsibilities, actively participating in production and in the organization of social coexistence" (Vila, 2018, p. 97, our translation).

As highlighted by Duenhas and Oliveira (2019), in relation to institutional assessment, CONAES - National Commission for the Assessment of Higher Education - guides institutions to evaluate the insertion of graduating students into the job market, considering: the graduate's situation; relationship between professional training and occupation; and, occupancy rate among them (Duenhas; Oliveira, 2019).

Methodology

The methodology used was a case study, from the Veterinary Medicine course at Campus Concórdia/IFC, through bibliographic research and documentary analysis, with a qualitative-quantitative approach.

All years of entry into the course (2010 to 2023) were analyzed, due to the objective of comparing data from the different selection policies already adopted. There were 644 students enrolled in the course so far. As some of them have not yet completed the minimum period of curricular completion, the number of graduate students surveyed was 294.

It is noteworthy that data on graduates were sought from the Annual Social Information List (RAIS) 2022, base year 2021 (latest version available) and also from the Federal Council of Veterinary Medicine (CFMV).

Finally, to define the territory, the municipalities that are part of AMAUC - Association of Municipalities of Alto Uruguai Catarinense were considered as local: Alto Bela Vista, Arabutã, Concórdia, Ipira, Ipumirim, Irani, Itá, Jaborá, Lindóia do Sul, Peritiba, Piratuba, Presidente Castello Branco, Seara, and Xavantina (Amauc, 2019). AMAUC is an entity that aims at economic, administrative and social integration, as well as political and administrative development through micro-regional planning (Amauc, 2019).

Presentation and analysis of results

Initially, the research space is presented, as well as the selection policies for admission to higher education courses already adopted by the institution.

Concordia Campus/IFC

Campus Concórdia, like the Federal Institute of Education, Science and Technology of Santa Catarina (IFC), was created in 2008, through Law No. 11,892/2008 (IFC-Concórdia, 2019), but its history began in 1965, with the establishment of an Agricultural Gymnasium on site

It is located in the Southern Region of Brazil, in the Western Mesoregion of Santa Catarina. The economy has a strong dominance of agriculture and livestock and, in particular, the pork and poultry products industry, which becomes the main motivator for small producers to remain in rural areas (Concórdia, 2023). There is also significant production of corn, soybeans, beans and wheat, on small mini-land and family farming properties (Concórdia, 2023).

In 2010, the Municipality presented an IDHM - Municipal Human Development Index - of 0.800, an index that places it within the range considered very high by the UNDP (Concórdia, 2023). In 2020, Concórdia recorded a GDP *per capita* of R\$52,058.27. The estimated population (2021) was 75,683 inhabitants (IBGE, 2023).

The campus offers the following courses: a) Technical Integrated to High School: in Food, Internet Information Technology, and Agriculture; b) Higher education: Veterinary Medicine, Agronomy, Food Engineering, Mathematics, and Physics; c) Postgraduate *Stricto*

Sensu: Professional Master's Degree in Animal Production and Health; and, d) Postgraduate *Lato Sensu*: Specialization in Agroecology with an Emphasis on Agroforestry (IFC-Concórdia, 2019).

According to Santos *et al.* (2015), Campus Concórdia is one of the most traditional educational institutions in the region, which, since its origins, has differentiated itself by offering qualified labor to the market, necessary to meet specialized demands for the entire agricultural area, essentially, to local agribusinesses.

Veterinary Medicine Course

The Veterinary Medicine course at Campus Concórdia/IFC began its activities in the first semester of 2010, offering 40 places annually (IFC-Concórdia, 2023a). It takes place full-time, in person, lasting at least 10 semesters (five years), totaling a minimum workload of 4160 hours (IFC-Concórdia, 2023a).

The creation of the course was motivated by local demands, considering that, as seen, the campus is located in a region with significant production of poultry, pigs and milk, in addition to the local *pet market* being constantly growing (IFC-Concórdia, 2023a). Thus, due to these characteristics, the lack of a public Veterinary Medicine course at the federal level in the state until then, and also, listening to the requests of the local community, which through a public hearing held in 2009, was widely demonstrated favorable to the creation of the course, it was implemented in Concórdia later this year (IFC-Concórdia, 2023b).

According to its profile, the course aims to train generalist professionals, that is, with talent and general interest, in various areas or fields of activity, to meet regional demands (IFC-Concórdia, 2023b).

Ticket Selection Policies used by Campus Concórdia/IFC

Since the beginning of the course, and the campus itself, the institution has used different ways of selecting admission to higher education courses.

Table 1 - Selection policy adopted, according to year of entry.

Year	Selection Policy	Year	Selection Policy
2010	80% Entrance Exam; 20% SISU	2017	100% SISU
2011	100% SISU; (Historical Average EM) *	2018	100% SISU
2012	50% SISU; 50% Entrance Exam	2019	100% SISU

2013	50% SISU; 50% Entrance Exam	2020	100% SISU
2014	50% SISU; 50% Entrance Exam	2021	50% Enem Grade; 50% Historical Average EM**
2015	50% SISU; 50% ENEM Result	2022	100% SISU
2016	100% SISU	2023	100% SISU

* In 2011, there were 21 SISU vacancies left. A complementary process was carried out using the average high school transcript. **In 2020 there was no ENEM, and, consequently, in 2021, there was no SISU (Covid-19 Pandemic).
Source: Prepared by the authors based on data from the institution's selection processes.

As mentioned in the reference, the LDB allows institutions to adopt alternative selection policies. However, researching the IFC's institutional documents, we found the Term of Agreement and Goals (TAM) that determines that all IFETs should adopt, by 2011, "forms of access based on affirmative action that take into account the local realities of the campuses and the adoption of ENEM for access to undergraduate courses" (SETEC/MEC; IFC, 2010, p. 4, our translation).

Furthermore, in the meeting minutes of the CODIR - IFC Board of Directors, it was found that annually, until 2019, there was a discussion and decision by this board on the selection policy to be adopted. From that year onwards, the Regulations for the Student Admission Process for Technical and Undergraduate Courses at the Federal Institute of Santa Catarina were created, determining that all vacancies in higher education courses will be offered by SISU (IFC, 2019).

Academic Performance Indicators

Entry Indicators (Entrants)

In relation to this indicator, it should be noted that all students who enrolled in the course were considered as freshmen. In this way, the percentage of enrollments made in relation to the number of places available was measured:

Entrants [%] = (M/V) x 100, where M = Enrollments and V= Vacancies

Table 2 - Rate of entrants, considering the selection policy adopted.

	SISU	Entrance exam	EM History/ENEM Grade	Transfer	Total
Entrants	394	98	80	71	572
Vacancies	408	92	60 (81*)	71	560
Entrance Rate (%)	**96.57**	**106.52**	**133.33 (98.76)**	**100.00**	**102.14**

*In 2011, 40 vacancies were offered by SISU (21 were not filled). A complementary process was carried out using the average of the School Record. In the table, vacancies were only considered in SISU, to avoid duplication.
Source: Prepared by the authors based on academic records.

Initially, it should be noted that the data relating to transfers (remaining vacancies) were not considered in total, to avoid duplication. Also, as all students enrolled in the course were considered, the number of entrants was greater than the number of places available.

It can be seen that the rate of entrants, in relation to the vacancies offered by SISU, was the lowest (96.57%), while the rate of selection policy through the entrance exam was the highest (106.52%). It is worth noting that the ideal entry rate is 100%, indicating that all vacancies offered were filled, without dropouts (school dropouts).

Searching the academic records for the students' place of origin, it was found that the majority (53.34%) are not from the AMAUC Region, that is, they come from other municipalities in Santa Catarina or other states in the country.

Table 3 – Place of origin, considering the selection policy adopted.

Place of Origin	SISU	%	Entrance exam	%	ENEM History/Grade	%	Transfer	%	TOTAL	%
AMAUC Region	142	36.04	61	62.24	52	65.00	45	63.38	300	46.66
Other SC	109	27.66	32	32.65	21	26.25	19	26.76	181	28.15
Other states	143	36.29	5	5.10	7	8.75	7	9.86	162	25.19
TOTAL	**394**	**100%**	**98**	**100%**	**80**	**100%**	**71**	**100%**	**643**	**100%**

Source: Prepared by the authors based on academic records.

It was observed that the percentage of entrants from the AMAUC Region is higher when using the entrance exam or the average high school history/ENEM score. When the SISU was adopted, if the entrants from other States and those from other municipalities in SC were added, the percentage was 63.95%.

Through this survey, it was also possible to verify that, regardless of the selection policy adopted for access, the vast majority of students (79.23%) are between 16 and 20 years old when entering the course. These data are in line with the Map of Higher Education in Brazil 2021, from the Semesp Institute, which highlights that, in face-to-face courses, 78.8% of enrollments in the public network and 73.3% of enrollments in the private network are students with aged between 19 and 29 years old (Instituto Semesp, 2021).

Table 4 - Age of students upon entry, considering the policy adopted.

Age (Admission)	SISU	%	Entrance exam	%	EM History/ENEM Grade	%	TOTAL	%
16 to 20 years old	327	78.99	113	79.58	14	82.35	454	79.23
21 to 25 years old	68	16.43	21	14.79	2	11.76	91	15.88
26 to 35 years old	16	3.86	6	4.23	1	5.88	23	4.01
over 35 years	3	0.72	2	1.41	0	0.00	5	0.87
TOTAL	414	100%	142	100%	17	100%	573	100%

*Students entering through internal and external transfers and graduates are not being considered.
Source: Prepared by the authors based on academic records.

It is clear that, as the age range increases, the number of incoming students decreases. These data can be considered understandable, given the methodology of the selection policies adopted, which ends up favoring younger people (age range between 16 and 20 years old), who have just completed high school and, theoretically, are more prepared ("sharp") for the ENEM test or even for the entrance exams. It is worth noting that, even when the institution used the average high school record as a selection policy, more than 82% of incoming students were in the first age group listed.

Another point analyzed was the institution's ability to promote vertical education, that is, in this case, to what extent the student who attended Integrated High School was able to enter Higher Education at the same institution.

Table 5 - Graduates of Integrated High School at Campus Concórdia, by selection policy adopted.

	SISU	%	Entrance exam	%	EM History/ENEM Grade	%	Transfer	%	TOTAL	%
Campus Graduate	78	19.85	18	18.37	25	30.86	45	70.31	166	26.10
Others	315	80.15	80	81.63	56	69.14	19	29.69	470	73.90
TOTAL	393	100%	98	100%	81	100%	64	100%	636	100%

Source: Prepared by the authors based on academic records.

It appears that 26.10% of those entering the Veterinary Medicine course are graduates of technical courses at Campus Concórdia/IFC, demonstrating that the institution is managing, in these proportions, to fulfill its purpose of promoting verticalization, from basic education to education professional and higher education, provided for in Law 11,892/2008 (Brazil, 2008).

Regarding the influence of the selection policy, it appears that the highest percentage occurred when the average ENEM history/grade was adopted.

It should be noted that the transfer selection process only occurs for the remaining vacancies on the course.

Permanence Indicator (School Dropout)

To assess the retention of incoming students, the school dropout rate was used. Firstly, it should be noted that all students were considered to have dropped out of school: dropouts, cancelled, dismissed and/or transferred, as, according to the LDB, all students who are not going to complete the course are considered dropouts at the institution of origin, having left permanently (Brazil, 1996).

This indicator "measures the percentage of enrollments that lost their connection with the institution" (PNP, 2020, p. 27), without completing the course:

Ev attachés [%] = (Ev/M) x 100, where Ev = Escaped and M = Enrolled

Table 6 - Dropout rate, considering the selection policy adopted.

	SISU	Entrance exam	EM History/ENEM Grade	Transfer	TOTAL
Evaded	80	16	15	7	118
Enrolled	394	98	80	71	643
TOTAL (%)	**20.30**	**16.33**	**18.75**	**9.86**	**18.35**

Source: Prepared by the authors based on academic records.

The highest dropout rate is among students who entered the course through SISU (20.30%), followed by the selection policy based on average academic record/Enem score (18.75%) and entrance exam (16.33%). Students who entered via transfer are the least likely to drop out of the course. For analysis purposes, it is noted that, according to the Map of Higher Education in Brazil 2021, from the Semesp Institute, the dropout rate in the country, in face-to-face courses, was 30.7% in the public network and 18. 4% in the private network (Instituto Semesp, 2021).

We sought to identify the dropout student's place of origin, in order to assess whether entrants from other locations, further away from the campus, are more likely to abandon the course.

Table 7 - Place of origin of dropped out students, considering the policy adopted.

Place of Origin	SISU	%	Entrance exam	%	EM History/ENEM Grade	%	Transfer	%	TOTAL	%
AMAUC Region	14	17.50	10	62.50	9	60.00	2	28.57	35	29.66
Other SC	30	37.50	6	37.50	4	26.67	3	42.86	43	36.44
Other states	36	45.00	0	0.00	2	13.33	2	28.57	40	33.90
TOTAL	**80**	**100%**	**16**	**100%**	**15**	**100%**	**7**	**100%**	**118**	**100%**

Source: Prepared by the authors based on academic records.

The majority of dropout students are not from the AMAUC region. If added together, dropouts from other municipalities in SC and other states represent 70.34% of the total. According to SISU, the highest percentage of evaders comes from other states and other municipalities in SC; based on the entrance exam and average ENEM history/grade, they come from the AMAUC region; and, through transfers, from other municipalities in SC.

However, it is important to highlight that the problem of evasion is very complex and that its occurrence can be motivated by numerous factors.

Success Rate (Completors)

This indicator measures the percentage of graduating students in relation to total enrollments (PNP, 2020):

Graduates [%] = (C/M) x 100, where C = Graduates and M = Enrolled

It should be noted that students entering from 2019 onwards were not considered in this indicator, as these students have not yet completed, in 2023, the minimum period of curricular completion (five years).

Table 8 - Graduate rate (2010 to 2018), considering the policy adopted.

	SISU	Entrance exam	EM History/ENEM Grade	Transfer	Total
Finishers	147	81	35	31	294
Enrolled	226	98	43	49	416
Completer Rate (%)	**65.04**	**82.65**	**81.40**	**63.27**	**70.67**

*There are still "ongoing" in 2023, 33 students (retained), who entered until 2018 (20 entering through SISU and 13 through transfer).
Source: Prepared by the authors based on academic records.

It can be seen that the most positive rates occurred when the entrance exam selection policy and average ENEM history/grade were used. As seen previously, SISU entrants are the ones who drop out the most, consequently, those who have the lowest graduation rate. It is worth noting that, under Law No. 13,005/2014, public universities are expected to have an average completion rate for in-person (undergraduate) courses of 90% (Brazil, 2014).

Graduate Student Profile

To survey the place of insertion in the job market, a search was carried out in RAIS 2022, base year 2021. For the purposes of identifying the exercise of the profession, in the area of training, Siscad Web - CFMV System/ CRMVs, from the Federal Council of Veterinary Medicine.

Table 9 - Place of insertion in the graduate's job market, by selection policy adopted.

Work Location	SISU	%	Entrance exam	%	EM History/ENEM Grade	%	Transfer	%	TOTAL	%
AMAUC Region	31	53.45	20	46.51	12	66.67	5	38.46	68	51.52
Other SC	15	25.86	16	37.21	3	16.67	4	30.77	38	28.79
Other states	12	20.69	7	16.28	3	16.67	4	30.77	26	19.70
TOTAL	**58**	**100%**	**43**	**100%**	**18**	**100%**	**13**	**100%**	**132**	**100%**

Source: Prepared by the authors based on RAIS 2022.

Initially, it is noteworthy that data relating to 132 graduating students, of the 294 graduates, were found in RAIS. It is believed that some of them are autonomous, as according to Table 10, 232 graduates are actively registered with CRMV.

It was found that more than half of the graduates identified are included in the job market in the AMAUC Region. Regarding the selection policy adopted, the average Enem history/grade (66.67%) stands out.

Table 10 - Graduates with active registration with the CFMV, by adopted policy.

CRMV registration	SISU	%	Entrance exam	%	EM History	%	Transfer	%	TOTAL	%
Santa Catarina	76	67.86	56	86.15	22	84.62	25	86.21	179	77.16
Other states	36	32.14	9	13.85	4	15.38	4	13.79	53	22.84
TOTAL	**112**	**100%**	**65**	**100%**	**26**	**100%**	**29**	**100%**	**232**	**100%**

Source: Prepared by the authors based on data extracted from the CFMV, in 2023.

Of the 294 students who have already completed the course, 232 have active registration with the CFMV (78.91%). It was found that 77.16% of graduates registered in Santa Catarina and 22.84% in other states in the country. Regarding the selection policy, the one with the best percentage of graduates enrolled in the CFMV was transfer (86.21%), followed by the entrance exam (86.15%).

It was also found that the majority of students from other cities in Santa Catarina and other states in Brazil do not remain in the AMAUC Region after completing the course (81.35%). Regarding entrants from the AMAUC Region, 70.37% enter the local job market.

Thus, considering the average percentages of the course indicators, of the 40 students entering annually, approximately: 7 drop out; 15 are graduates from the AMAUC Region, with 11 remaining in the location after completing the course; 18 are graduates from other States/Municipalities, with 3 remaining in the AMAUC Region, that is, of the 40 entrants, 14 qualified professionals enter the institution's local job market per year.

Final remarks

Federal higher education institutions play a fundamental role in promoting local development: universities, with a greater focus on innovation and scientific research; and, federal institutes, also because they belong to the EPT network, with a focus on training and qualifying labor, in accordance with local realities.

These institutions, according to the LDB, have "freedom" to determine the selection policy for admission to their higher education courses. However, it was found that IFETs were obliged, by SETEC/MEC, to adopt Enem (SISU) for at least a portion of the vacancies offered.

Despite the predominance of SISU, Campus Concórdia/IFC has already used other selection policies for access to the Veterinary Medicine course, since its creation in 2010. Thus, the central objective of this study was to evaluate whether the policy adopted influences the results of the indicators of academic performance, and, mainly, in the process of internalization and local development intended by IFETs.

As a result, it was found that the adopted policy reflects on the institution's performance, because, as seen, when SISU is used, the admission, retention and success rates are less positive. Also, the influence on the process of internalization and local development was verified, considering that, when SISU was adopted, the percentage of entrants from other municipalities

in Santa Catarina and other states in the country was more significant than from other policies, in other words, the majority of students end up not being from the AMAUC Region.

Furthermore, it was found that after completing the course, most of these "outside" students do not remain or enter the job market at the institution's location. In this sense, it is considered that the course/institution contributes to internalization and local development, however, not in the intended proportions (considering, mainly, the average completion rate provided for by law).

Another fact to consider is that, as a significant portion of students from cities belonging to AMAUC also end up entering the job market in other locations, this may be an indication that the local market is not being able to absorb the entire supply of trained labor.

Therefore, this study was considered to be of great value and could contribute to the discussion of the topic and, perhaps, to the improvement of the actions already implemented for entry into higher education at the institution. Likewise, the same study can be presented to the academic community and society in general, for accountability and transparency purposes.

It is understood that complementary studies are necessary, mainly in the pedagogical area, to analyze selection policies, seeking alternatives that meet institutional purposes and improve academic performance, without leaving aside meeting local socioeconomic demands.

Finally, it is also considered necessary to implement economic, employment and income public policies, aimed at interiorization and local development, which encourage young people to remain in interior regions.

REFERENCES

ARRUDA, M. da C. C. Políticas de Educação Profissional de Nível Médio: limites e possibilidades. *In*: SEPNET, 2., 2010, Belo Horizonte. **Anais** [...]. Belo Horizonte: UFMG, 2010. Available at: http://www.ia.ufrrj.br/ppgea/conteudo/conteudo-2009-2/3SF/ARRUDA-2010SEPNET.pdf. Access: 16 June 2023.

ASSOCIAÇÃO DOS MUNICÍPIOS DO ALTO URUGUAI CATARINENSE (AMAUC). **Histórico**. 2019. Available at: https://amauc.org.br/pagina-6483/. Access: 21 May 2023.

BRASIL. Lei n. 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. **Diário Oficial da União**: seção 1, Brasília, DF, ano 134, n. 248, p. 27833, 23 dez. 1996.

BRASIL. Ministério da Educação. **Parecer n. CES 606/98**. Despacho da consulta formulada pela DEMEC/RJ quanto à abrangência da validade de resultados de concursos vestibulares. Brasília, DF, 1998. Available at: http://portal.mec.gov.br/cne/arquivos/pdf/1998/pces606_98.pdf. Access: 15 June 2023.

BRASIL. MINISTÉRIO DA EDUCAÇÃO - MEC. **Secretaria de Educação Profissional e Tecnológica**. Políticas públicas para a educação profissional e tecnológica. Brasília, DF, 2004. 70 p. Available at: http://portal.mec.gov.br/setec/arquivos/pdf/p_publicas.pdf. Access 23 May 2023.

BRASIL. Lei n. 11.892, de 29 de dezembro de 2008. Institui a Rede Federal de Educação Profissional, Científica e Tecnológica, cria os Institutos Federais de Educação, Ciência e Tecnologia, e dá outras providências. **Diário Oficial da União**: seção 1, Brasília, DF, n. 253, p. 1, 30 dez. 2008.

BRASIL. Ministério da Educação. Secretaria de Educação Profissional e Tecnológica. **Um novo modelo em educação profissional e tecnológica**. Concepção e diretrizes. Brasília, DF: MEC/SETEC, 2010. 23 p. Available at: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=6691-if-concepcaoediretrizes&category_slug=setembro-2010-pdf&Itemid=30192. Access: 07 May 2023.

BRASIL. Lei n. 13.005, de 25 de junho de 2014. Aprova o Plano Nacional de Educação - PNE e dá outras providências. **Diário Oficial da União**: seção 1, Brasília, DF, n. 120, p. 1, 26 June 2014.

BRASIL. Ministério da Educação. **Novo Enem**. Proposta à Associação Nacional dos Dirigentes das Instituições Federais de Ensino Superior. Brasília, DF: MEC, 2016. 6 p. Available at: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=768-proposta-novovestibular1-pdf&category_slug=documentos-pdf&Itemid=30192. Access: 01 June 2023.

BRASIL. Ministério da Educação. **SISU**. Brasília, DF: MEC, 2023. Available at: https://acessounico.mec.gov.br/sisu. Access: 01 June 2023.

BRASIL. Ministério da Educação. **Educação Profissional e Tecnológica (EPT)**. Apresentação. Brasília, DF: MEC. Available at: http://portal.mec.gov.br/educacao-profissional-e-tecnologica-ept. Access: 18 Jan. 2024.

CAVALCANTE, S. M. de A. **Avaliação da eficiência acadêmica dos cursos de graduação da Universidade Federal do Ceará (UFC)**: utilização de indicadores de desempenho como elementos estratégicos da gestão. Orientador: Wagner Bandeira Andriola. 2011. 216 f. Tese (Doutorado em Educação) – Faculdade de Educação FECED, Universidade Federal do Ceará, Fortaleza, 2011.

CONCÓRDIA. **Características**. Concórdia, SC: Prefeitura, 2023. Available at: https://concordia.atende.net/cidadao/pagina/caracteristicas. Access: 27 Mar. 2023.

DUENHAS, R. A.; OLIVEIRA, A. G. A inserção dos egressos do curso de administração da Universidade Tecnológica Federal do Paraná, Campus Pato Branco, no mercado de trabalho: Estudo empírico utilizando dados da RAIS. *In*: COLÓQUIO INTERNACIONAL DE GESTÃO UNIVERSITÁRIA, 19., 2019. **Anais** [...]. 2019. Available at: https://repositorio.ufsc.br/bitstream/handle/123456789/201794/101_00264.pdf?sequence=1&isAllowed=y. Access: 30 May 2023.

FRIGOTTO, G.; CIAVATTA, M.; RAMOS, M. A política de educação profissional no Governo Lula: um percurso histórico controvertido. **Educação & Sociedade**, [S. l.], v. 26, n. 92, p. 1087–1113, 2005. DOI: 10.1590/S0101-73302005000300017. Available at: https://www.scielo.br/j/es/a/ynppThv4sMqrxDRg8XLxjqv/?format=pdf&lang=pt. Access: 18 Jan. 2024.

INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICAS (IBGE). **Cidades e Estados**. Concórdia, SC, 2023. Available at: https://www.ibge.gov.br/cidades-e-estados/sc/concordia.html. Access: 20 May 2023.

INSTITUTO FEDERAL CATARINENSE (IFC). **Regulamento do processo de Ingresso Discente dos Cursos Técnicos e de Graduação do Instituto Federal Catarinense, aprovado pelo CONSEPE, conforme Parecer Consepe n. 18/2019**. Blumenau, SC, 2019, 19 p. Available at: https://www.ifc-riodosul.edu.br/site/secretaria/wp-content/uploads/sites/13/2021/05/Portaria-Normativa-02-2019-REGULAMENTO-DE-INGRESSO.pdf. Access: 01 June 2023.

INSTITUTO FEDERAL CATARINENSE (IFC). **Edital n. 57/2023**. Edital de Reintegração, Transferência Interna, Externa e Ingresso de Diplomados. Blumenau, SC, 2023, 16 p. Available at: https://ingresso.ifc.edu.br/wp-content/uploads/sites/41/2023/05/Edital-de-Transferencia-2023.2-Cursos-Superiores.pdf. Access: 17 May 2023.

INSTITUTO FEDERAL CATARINENSE - IFC-CONCÓRDIA. **Histórico**. 2019. Available at: https://concordia.ifc.edu.br/institucional/historico/. Access 20 May 2023.

INSTITUTO FEDERAL CATARINENSE - IFC-CONCÓRDIA. **Medicina Veterinária** - Sobre o curso: apresentação. 2023(a). Available at: https://medicina-veterinaria.concordia.ifc.edu.br/. Access: 30 May 2023.

INSTITUTO FEDERAL CATARINENSE - IFC-CONCÓRDIA. **Medicina Veterinária** - Perfil do curso: justificativa de criação. 2023b. Available at: https://medicina-veterinaria.concordia.ifc.edu.br/perfil-do-curso/. Access: 30 May 2023.

INSTITUTO FEDERAL CATARINENSE - IFC-CONCÓRDIA. **Edital n. 2/2023 - GAB/CONC**. Processo Seletivo para Vagas Não Ocupadas dos Cursos Superiores de Graduação. Concórdia, SC, 2023c, 6 p. Available at: https://ingresso.ifc.edu.br/wp-content/uploads/sites/41/2023/02/Edital-Vagas-nao-ocupadas-Concordia.pdf. Access: 17 May 2023.

INSTITUTO SEMESP. **Mapa do Ensino Superior no Brasil**. 11. ed. São Paulo, 2021. Available at: https://s1.static.brasilescola.uol.com.br/vestibular/2022/03/mapa-ensino-superior-semesp.pdf. Access: 18 Jan. 2024.

OLIVEIRA, W. M. de; DELOU, C. M. C. A Educação Profissional e Tecnológica, os Institutos Federais e a Inclusão. **Educação Profissional e Tecnológica em Revista**, [*S. l.*], v. 6, n. 2, p. 04-25, 2022. DOI: 10.36524/profept.v6i2.1622. Available at: https://ojs.ifes.edu.br/index.php/ept/article/view/1622. Access: 18 Jan. 2024.

PACHECO, E. (org.). **Os Institutos Federais**: uma revolução na educação profissional e tecnológica. Brasília, DF: Fundação Santillana. 2011. 122 p. Available at: https://www.fundacaosantillana.org.br/wp-content/uploads/2019/12/67_Institutosfederais.pdf. Access: 30 May 2023.

PLATAFORMA NILO PEÇANHA (PNP). **Guia de referência metodológica**. Brasília, DF: Editora Evobiz. 2020, 131 p. Available at: https://dadosabertos.mec.gov.br/images/pdf/grm-2020-isbn-revisado.pdf. Access: 15 June 2023.

ROLIM, C. Índice de inserção regional das instituições de ensino superior. *In*: SERRA, M.; ROLIM, C.; BASTOS, A. P. (org). **Universidades e Desenvolvimento Regional**: as bases para a inovação competitiva. Rio de Janeiro: Ideia D, 2018.

SANTOS, M. A. de; COSTA, S. F. S. D.; PORTOLAN, A. C.; FONTANA, N. I.; SABEDOT, N.; SILVA, E. S. da; CUNHA, M. B. da; MALLMANN, M. S. Memória IFC Campus Concórdia: 50 anos de registros e relatos. *In*: MOSTRA NACIONAL DE INICIAÇÃO CIENTÍFICA E TECNOLÓGICA INTERDISCIPLINAR, 5., 2015. **Anais** [...]. Santa Rosa do Sul, SC, 2015. Available at: https://mic.concordia.ifc.edu.br/wp-content/uploads/sites/30/2017/10/559720d38aed98ee10126ab6.pdf. Access: 18 May 2023.

SERRA, M.; ROLIM, C.; BASTOS, A.P. (org.). **Universidades e Desenvolvimento Regional**: as bases para a inovação competitiva. Rio de Janeiro, RJ: Ideia D, 2018.

SECRETARIA DE EDUCAÇÃO PROFISSIONAL E TECNOLÓGICA (SETEC/MEC); INSTITUTO FEDERAL DE EDUCAÇÃO CIÊNCIA E TECNOLOGIA CATARINENSE (IFC). **Acordo de Metas e Compromissos**: Termo de Acordo e Metas celebrado entre a Secretaria de Educação Profissional e Tecnológica (Setec) do Ministério da Educação (MEC) e os Institutos Federais, para estruturação e organização destas instituições. Brasília, DF, 2010.

SOUZA, T. L. de. **Enem/Sisu**: política pública de inclusão e democratização do acesso ao Ensino Superior? Orientador: Luiz Felipe Silva. 2017. 162 f. Dissertação (Mestrado em Desenvolvimento, Tecnologias e Sociedade) – Universidade Federal de Itajubá, Itajubá, MG, 2017.

VILA, L. E. Abordagens micro e macro para o papel das universidades no desenvolvimento regional. *In*: SERRA, M.; ROLIM, C.; BASTOS, A. P. (org.). **Universidades e Desenvolvimento Regional**: as bases para a inovação competitiva. Rio de Janeiro: Ideia D, 2018.

VITELLI, R. F., FRITSCH, R., CORSETTI, B. Indicadores educacionais na avaliação da educação básica e possíveis impactos em escolas de Ensino Médio no município de Porto Alegre. **Revista Brasileira de Educação**, Rio Grande do Sul, v. 23, e230065, 2018. DOI: 10.1590/S1413-24782018230065. Available at: https://www.scielo.br/j/rbedu/a/9CQfNj8PkWymXDwDtk9kJKd/?format=pdf&lang=pt. Access: 15 May 2023.

Processing and editing: Editora Ibero-Americana de Educação.
Review, formatting, standardization, and translation.