



**CONCEPTUAL CHALLENGES AND EVASION TRENDS IN HIGHER EDUCATION:
THE REALITY OF A COMMUNITY UNIVERSITY**

DESAFÍOS CONCEPTUALES Y TENDENCIAS DE LA EVASIÓN EN LA ENSEÑANZA
SUPERIOR: LA REALIDAD DE UNA UNIVERSIDAD COMUNITÁRIA

DESAFIOS CONCEITUAIS E TENDÊNCIAS DA EVASÃO NO ENSINO SUPERIOR:
A REALIDADE DE UMA UNIVERSIDADE COMUNITÁRIA

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ABSTRACT: The number of enrollments in Brazilian higher education has doubled in the last decade, however, statistics show that less than half of the students can complete the course in the regular term. Among the main causes for the low number of graduates is student dropout, a topic that has challenged many researchers. Aiming to understand how the phenomenon of evasion is configured in community institutions, a scenario not explored in research about higher education evasion, we conducted an exploratory research, supported, mainly in quantitative data, about the entrance and exit of students, from 2005 to 2014 at a community university in the western region of Santa Catarina. Among the results obtained we highlight that: 1) there is no consensus about the concept of evasion, in many cases this is associated with other situations such as student mobility. 2) In the institution surveyed, in 10 years, the number of exits (36,250) was higher than that of registered entries (25,506). 3) In general, the institution operates with 5 forms of exit or modalities of evasion: cancellation, dropping out, abandonment and internal and external transfers, in most of them, we verified that there was a decrease in the number of cases in the analyzed period, on average -56 %, except cancellations that showed an increase of 73%. Finally, we find that studying evasion in higher education allows us to understand its complexity and comprehensiveness in the different scenarios in which it is presented.

KEYWORDS: Higher education. Community Educational Institution. School Evasion. School Mobility.

RESUMEN: El número de matrículas en la enseñanza superior brasileña se duplicó en la última década, sin embargo las estadísticas demuestran que menos de la mitad de los ingresantes logran concluir el curso en el plazo regular de duración. Entre las principales causas para el bajo número de diplomados está la evasión estudiantil, tema que ha desafiado a muchos investigadores. El objetivo de comprender cómo se configura el fenómeno de la evasión en instituciones comunitarias, escenario poco explorado en las investigaciones sobre evasión en la enseñanza superior, realizamos una investigación exploratoria, apoyada, sobre todo en datos cuantitativos, acerca de las entradas y salidas de estudiantes, en el período de 2005 a 2014 en una universidad comunitaria de la región Oeste de Santa Catarina. Entre los resultados obtenidos destacamos que: 1) no hay consenso sobre el concepto de evasión, en muchos casos éste se encuentra asociado a otras situaciones como la movilidad estudiantil. 2) En la institución investigada, en 10 años, el número de salidas (36.250) fue superior al de entradas (25.506). 3) En general la institución opera con 05 formas de salida o modalidades de evasión: bloqueo, cancelación, abandono y las transferencias internas y externas, en su mayoría, verificamos que hubo una caída en el número de casos en el período analizado, en promedio -56 %, excepto las cancelaciones que presentaron un aumento del 73%. Por último, constatamos que estudiar la evasión en la enseñanza superior nos permite comprender su complejidad y alcance en los diferentes escenarios en que se presenta.

PALABRAS CLAVE: Enseñanza superior. Institución comunitaria de enseñanza. Evasión escolar. Movilidad escolar.

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RESUMO: O número de matrículas no ensino superior brasileiro dobrou na última década, entretanto as estatísticas demonstram que menos da metade dos ingressantes conseguem concluir o curso no prazo regular de duração. Entre as principais causas para o baixo número de diplomados está a evasão estudantil, tema que tem desafiado muitos pesquisadores. Objetivando compreender como se configura o fenômeno da evasão em instituições comunitárias, cenário pouco explorado nas pesquisas sobre evasão no ensino superior, realizamos uma pesquisa exploratória, apoiada, sobretudo em dados quantitativos, acerca das entradas e saídas de estudantes, no período de 2005 a 2014 em uma universidade comunitária da região Oeste de Santa Catarina. Entre os resultados obtidos destacamos que: 1) não há um consenso acerca do conceito de evasão, em muitos casos este se encontra associado à outras situações como a mobilidade estudantil. 2) Na instituição pesquisada, em 10 anos, o número de saídas (36.250) foi superior ao de entradas registradas (25.506). 3) Em geral a instituição opera com 05 formas de saída ou modalidades de evasão: trancamento, cancelamento, abandono e as transferências internas e externas, na maioria delas, verificamos que houve uma queda no número de casos no período analisado, em média -56%, exceto os cancelamentos que apresentaram um aumento de 73%. Por fim, constatamos que estudar a evasão no ensino superior nos permite compreender sua complexidade e abrangência nos diferentes cenários em que se apresenta.

PALAVRAS-CHAVE: Ensino superior. Instituição comunitária de ensino. Evasão escolar. Mobilidade escolar.

INTRODUCTION

In Brazil, in 2014, the National Education Plan (PNE) was approved, which establishes the educational goals, from early childhood education to higher education, for the next 10 years. According to data from the PNE Observatory (2018), the goals for Higher Education include the expansion of the net enrollment rate from 17.7% in 2014 to 33% in 2024 and the gross rate of 34,2% in 2014 to 50% by the end of the decade.

To achieve these goals, the State has been investing in recent years in a series of public policies to increase access to higher education, such as the University for All Program (Prouni), created in 2005, the Program for Support of Restructuring and Expansion Plans of the Federal Universities (Reuni), created in 2007, the National Program of Student Assistance (PNAES), created in 2010, and the Quotas Law, approved in 2012. In addition, flexibility in the rules of the Student Financing Fund, which took place in 2010, and the creation of the Unified Selection System (SISU), in the same year, made possible the entry of many students with socioeconomic deficiency through the grades obtained in the National High School Examination (ENEM).

All of these policies have contributed significantly to the expansion of access to higher education, as indicated by data from the Higher Education Census released by the Ministry of Education (MEC) in 2014. According to the table below, there was a significant increase in access to higher education from 2010 to 2014, despite the decrease of approximately -6.2% in 2015.

Table 1. Success rate, total enrollment and graduates number of Brazilian higher education from 2010 to 2015.

Year/Situation	2010	2011	2012	2013	2014	2015
Enrolled	2.196.822	2.359.409	2.756.773	2.749.803	3.114.510	2.920.222
Graduated	980.662	1.022.711	1.056.069	994.812	1.030.520	1.150.067
Success rate⁽¹⁾	45%	43%	51%	45%	44%	42%

Notes: (1) The Success Rate represents the percentage of students that completes the course within the regular term of duration of the course, in average 4 years, according to Ristoff (2013).
 Source: prepared by the authors from the Census of Higher Education (BRASIL, 2016a).

As can be seen in Table 1, while enrollments grew by 33% from 2010 to 2015, on the other hand, the number of graduates did not follow the same pace, growing around 17% in the same period. Although more students enter the university environment annually, we find that there is a historical dissonance between access and completion, which can be visualized at the low annual success rate. In other words, annually more than 2 million new enrollments are registered in Brazilian higher education, however the number of graduates annually is invariably lower, on average 1 million of them conclude the course. Ristoff (2013), when analyzing the success rate of Brazilian higher education, from 1991 to 2011, found that in Brazil, each year, completing a higher education course became a more difficult task, and that:

The full significance of this data will only be known if more in-depth studies are carried out, especially in relation to the different areas of knowledge, the social and economic valuation of the various professions, the mobility of individuals in the different regions and especially the democratization of access policies and the permanence of students on campus and the inclusion of classes historically excluded from higher education. **In any case, the evidence from the general data, national and regional, seems unequivocal: Brazilian higher education does not take to graduation more than half of students entering undergraduate courses** (RISTOFF, 2013, p. 41, our highlight).

According to the above quotation, more than half of the students in Brazil do not complete higher education. We are, therefore, faced with statistics that demand questions about the academic situation of the students who annually enter higher education and do not finish the course accessed: are they retained in the system? Would they have dropped out of school or changed their course and/or educational institution? What causes a student to change his academic trajectory? These and other questions about the distortions between admission and graduation, such as the growth in the number of students withheld or escaped from undergraduate courses, are important for the research and understanding of problems and impasses in the Brazilian higher education system.

In citing these denominations of retained and evaded, it is necessary to define them in the context of this article. We understand as cases of retention, those in which the student stays in

the education system and in the same course of origin, but for a period longer than that of scheduled regular length, due to disapprovals or other situations that end up prolonging his training time . In these cases the retained student can still complete the course they enrolled in, even if in a longer period. The evasion presupposes that the student left their course of origin without completing their studies, which may have completely disassociated from the educational system or changed to another course and/or institution. In both situations there is loss of time and resources (whether public or private), but for the student retained in the course of origin there is still possibility of completion, while for the evaded, there isn't.

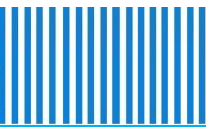
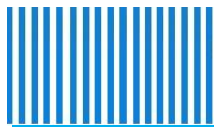
Aiming to understand the reality of this portion of students who entered higher education, but did not stay or finish the course of origin, researchers from various institutions have been studying the phenomenon of evasion (SANTOS, 2014; SCHIMITT, 2014; BAGGI; LOPES, 2011). In the same way, to understand the phenomenon we are studying, we carry out a bibliographical survey aiming at delimiting the ways in which evasion is theoretically and mathematically recognized, the results of which will be presented in the first part of this article. And, to recognize the scenario in which our work is included, we also carry out a survey of the researches on the subject produced from 2005 to 2015, available at the Brazilian Digital Library of Theses and Dissertations. In this survey, we identified that most of the studies considered evading public higher education institutions (HEI) and less frequently private HEIs, but none of them addressed the reality of community institutions recently recognized by Law 12,881/13. Thus, in the second part of this article we present our research question, methodology adopted and analysis about evasion in a community HEI, considering the statistical data on the subject, in the period from 2005 to 2014.

CONCEPTUAL CHALLENGES FOR UNDERSTANDING EVASION

Among the difficulties faced by researchers in investigating the phenomenon of evasion in higher education are their theoretical and mathematical definition. As we have detected in the bibliographical survey carried out, there is no consensus about the concept of evasion. Schimitt (2014) emphasizes that there is no convention for the term evasion, and that some authors use their antonyms - permanence - in works that are also focused on the analysis, strategies and practices of evasion prevention, thus establishing a dialogical relationship between terms.

There are authors who define evasion broadly, including some of its causes or effects to differentiate it from other student situations. According to Fritsch (2015, page 2, our highlight), evasion:

It is a complex phenomenon, associated with non-fulfillment of expectations and reflection of multiple causes that need to be understood in the socioeconomic,



political and cultural context, in the educational system and in educational institutions. **It is characterized by being an exclusion process determined by factors and variables internal and external to educational institutions.**

For Bueno (1993² *apud* BRASIL, 1996, p. 14, our highlight):

[...]evasion is distinguished from 'exclusion'. The first corresponds to an active stance of the student who decides to leave on his own responsibility; while the second one implies the admission of responsibility by the school and everything that surrounds it for not having mechanisms of use and direction of the young person who presents themselves for professional training.

Ristoff (1995³ *apud* BRASIL, 1996, p. 15, our highlight) tries to highlight another aspect of evasion, student mobility:

A significant part of what we call evasion, however, is not exclusion, but mobility, is not escape, but search, not waste, but investment, is not failure - neither the student nor the teacher, nor the course or institution - but attempt to achieve success or happiness, taking advantage of the revelations that the natural process of the growth of individuals makes about their real potentialities.

These considerations demonstrate that, despite studying the same phenomenon, the looks and considerations about it are different. Gaioso (2005 *apud* BAGGI; LOPES, 2011) conceives evasion as a complex social phenomenon, defined by the interruption of the study cycle. For Santos (2014), the evasion corresponds to the situation of a student who, having entered higher education, at one point stops renewing his enrollment and continuing his studies.

Other authors have established a more operational definition about the phenomenon, considering the different modalities that it represents.

For MEC (BRASIL, 1996, p.15) we find the definition of evasion as "the definitive departure of the student of the original course without completing it". However, this understanding does not represent evasion in cases where the student's exit results from a transfer process to another course and/or HEI, because from the point of view of the institution and the educational system, there was no evasion. Recognizing the limitations of the previous definition, the MEC (BRASIL, 1996, p.16) then proposes the following forms or modalities of evasion:

[...]course evasion: when the student disconnects from the upper course in various situations such as abandonment (no enrollment), cancelation (official), transfer or reopting (change of course), exclusion by institutional norm;
institutional evasion: when the student disconnects from the institution in which they are enrolled; evasion of the system: when the student leaves of definitive or temporary form the superior education.

² BUENO, J.L. A evasão de alunos. **Jornal da USP**. São Paulo: USP, 1993.

³ RISTOFF, D. **Evasão**: Exclusão ou Mobilidade. Santa Catarina: UFSC, 1995.

These modalities, established by MEC, are used by Gilioli (2016) to define evasion as follows: microevasion, when the student leaves the course of origin, but remains in the HEI and the system; mesoevasion, when they leave the course and the HEI, but not the system; and the macroevasion, when the exit of the course and the HEI is not accompanied by the entrance in another course/HEI, that is, it is the exit of the system.

Following the logic proposed by Gilioli (2016), we observe that there may be yet another form of evasion, not as evident as these already presented, that could be called nano-evasion. The nanoevasion would be the one in which the student can stay in the same course and HEI, however, transferred to another campus, shift, teaching modality (presential or distance) or training (teaching license or baccalaureate). In this case, the impact would be intrinsic to the courses, which, depending on evasion, could fail to offer classes in a given campus, or shift or modality, if the stay was reduced and the sustainability of the offer compromised. In Image 1 we make a synthesis of these different but complementary ways of visualizing evasion.



Image 1. Definitions and modalities of evasion in higher education.
Source: prepared by the authors from Gilioli (2016).

The definitions proposed in Image 1 show how evasion can be seen structurally, in its different levels. By widening the discussion about the subject and taking the notion of mobility, as suggested by Ristoff (1995 apud BRASIL, 1996), as a form of distinct evasion, we can still verify how the perspective of the subject who experiences the phenomenon modifies the meaning of what is evasion and what is mobility, as we illustrate in Image 2.

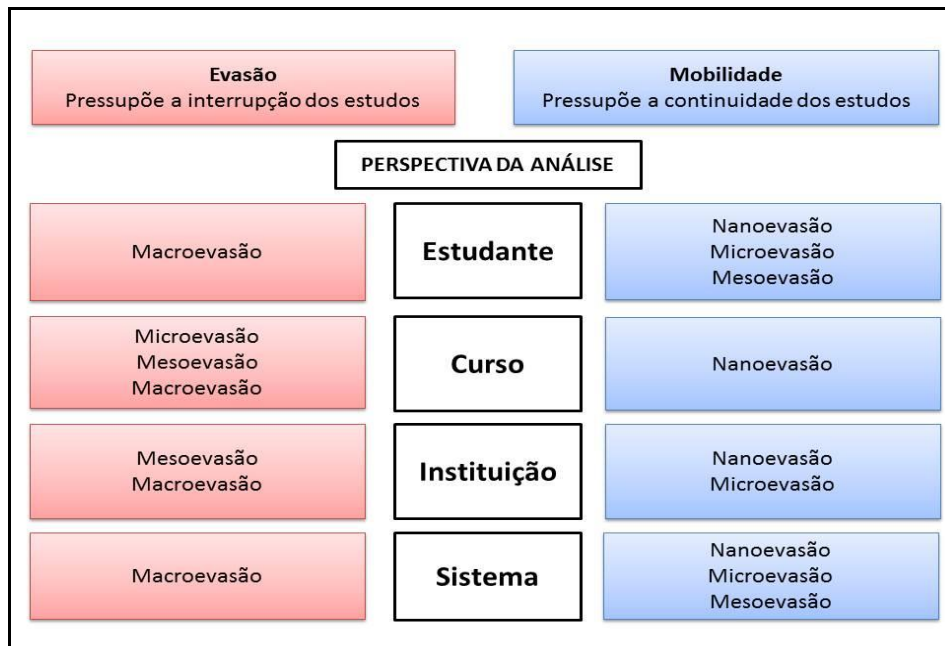


Image 2. Perspectives of evasion, according to the subject who analyzes the phenomenon.
Source: prepared by the authors from Gilioli (2016).

These different perspectives of evasion and mobility reinforce the difficulties encountered by researchers when investigating this topic, since the definitions used can group together in the same modality of evasion cases with different school destinations. What represents an exit in a certain course, can represent entrance in another, therefore, we understand as fundamental in the surveys on evasion, the elucidation of the perspective of analysis used, so that one can draw more reliable comparisons.

We must also consider that, in addition to these conceptual definitions, the researcher who investigates the phenomenon of evasion must be attentive to the different ways of defining the object of study mathematically. As discussed by Prof. Dr. Loreine da Silva e Silva (2012), there are interpretations or calculations in which the data regarding retention may be included in the evasion indices in the Forum of Pro-Rectors of Graduation of the South Region (Forgrad Sul).

In Image 3 we present the formulas described by the author to calculate the evasion according to different sources, highlighting the importance of how evasion is defined, since even using as reference the data of the Higher Education Census, made available by the MEC, the results can be significantly different.

<p>1) Evasão (REUNI)</p> $E (2009) = 1 - \frac{(C 2010)}{(I 2006)} = 31,32\%$
<p>2) Evasão (INEP e Instituto Lobo)</p> $E (2009) = 1 - \frac{(M 2009 - I 2009)}{(M 2008 - C 2008)} = 13,14\%$
<p>3) Evasão Corrigida (Silva, 2016)</p> $E (2009) = \frac{(M 2009 - C 2009) + (I 2010 - M 2010)}{M 2009} = 11,88\%$

Image 3. Formulas for calculating evasion in Brazilian higher education

Caption: E = evasion rate; C = total number of graduates; I = total number of entrants; M = total number of students enrolled.

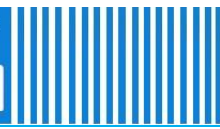
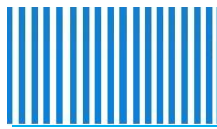
1) Evasion REUNI; 2) Evasion INEP and Lobo Institute; 3) Corrected Evasion (Silva, 2006).

Source: Silva e Silva (2012).

According to Silva and Silva (2012), the formula for calculating the evasion of example 1, used by Reuni, considers only the data of the students and the students. That is, all students who have entered but have not completed will be considered as being evaded, even if they are still enrolled, that is, retained. In the calculations of examples 2, used by INEP and Instituto Lobo, and in example 3, proposed by Silva and Silva (2012), the students enrolled and retained in the courses are not considered evaded, because in these cases the number of students coming in and students graduating is subtracted from the total of enrollment and, in case 3, it is still divided by the number of students enrolled in the previous year.

What we want to demonstrate is that the calculation of evasion is one of the challenges faced by researchers working on this topic. The use of different formulas often ends up distorting or impeding the comparison of results between institutions, states and countries. Silva Filho and Lobo (2012, p. 1) argue that: "The best way to measure school evasion is to follow the school life of each student to identify when he has dropped out of school or changed his course or institution, etc." However, they point out that for studies on evasion, in general, two simple formulas can be adopted: the titration rate and the annual evasion rate.

The titration rate (T) is the ratio between the number of participants (I) and the number of students (C) after the regular period of the course, and can be calculated using a simple three rule. For example: in a Philosophy course, with a regular duration of 04 years, 100 students entered in 2010 and 60 were formed in 2014, in this case the titration rate is 60%. The avoidance of this class can be calculated by subtracting 100% of the titration rate, that is, in this case 40% (SILVA FILHO; LOBO, 2012).



If in the titration rate the retained students will be considered as evaders, the annual evasion rate will not be the same, since this is calculated by taking the ratio of the number of veteran students, that is, that they were enrolled in the previous year and did not graduate given by the difference between the total enrollments minus the last year's graduates) and the number of veterans who enrolled (given the difference between the total enrollments minus the enrollment of the year in question) (SILVA FILHO, LOBO, 2012). Exactly as presented in formula 2, used by INEP and Instituto Lobo.

We use these examples to demonstrate that there are various forms and formulas for quantitatively analyzing evasion, and each can be valid as long as you use clear criteria. In this sense, we agree with Silva Filho and Lobo (2012, p. 2):

The only requirement for calculating annual evasion is that enrollment numbers, graduates and entrants should be calculated from adequate and consistent criteria over time so that the historical series can be organized and from these , to monitor evasion reliably to adopt policies based on consistent rates.

Summarizing this part of the work, we find that evasion is a complex phenomenon and that despite the expansion of studies on the subject in recent years, this still represents a challenge for researchers and institutions, because it requires a lot of clarity and coherence in the definitions adopted , in order to ensure reliable historical monitoring of statistical information and data, as well as to draw comparisons between courses and HEIs with security.

EVASION AT A COMMUNITY UNIVERSITY

In a survey of academic output on higher education evasion in 2015, we identified that most research investigates this phenomenon in public institutions, however we know that in our system most institutions and enrollments belong to the private sector. Public (free) and private (paid) institutions include community-owned, but privately-owned, non-profit institutions that use the resources collected through tuition fees charged to the academic and local community . Recognized recently by Law 12,881 / 13, community higher education institutions (HEI) began to assist the State in "offering free services to the population, proportional to the resources obtained from public power" (BRAZIL, 2013, s.p.).

Given the production gap on the subject of evasion in these institutions, identified in the researches produced between 2005 and 2015, we tried to develop a study that offered subsidies not only to understanding the phenomenon of evasion itself, but also to verify how the evasion of a Community institution is configured. Given the lack of systematized information about the phenomenon of evasion and its configuration in graduation courses, exit modalities and determining factors, we asked the HEI for the necessary authorization to

develop this research and to have access to the institutional data regarding the entries and exits of the students from 2005 to 2014, as well as the data referring to the index of institutional avoidance in undergraduate courses offered in 2016 by the same. The results presented in this article are part of a conceptual analysis on evasion based mainly on quantitative data.

From this context, we define as a research path, an exploratory study that according to Gil (1999, p. 43) aims to "provide an approximate overview of a certain fact. This type of research is performed especially when the topic chosen is little explored and it becomes difficult to formulate precise and operable hypotheses. " According to Yin (1981 apud GIL, 1999, p.23), this is a "empirical study that investigates a current phenomenon within its context of reality, when the boundaries between phenomenon and context are not clearly defined and in which various sources of evidence are used. "

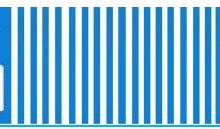
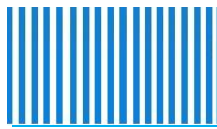
We understand as sources of evidence the data about the different forms of evasion, established by the institution. Considering the thematic in question, we focus only on the non systematized data, by the HEI researched, seeking to recognize the trends presented by them for later comparison with the indices of permanence and diplomacy. In this way, in order to approach the reality of the institution, we try to recognize how it understood evasion, in its conceptual and procedural aspect. We do not locate a specific concept about the term, but we identify the ways of leaving the HEI,:

- 1) cancellation: definitive termination of the official course at HEI,
- 2) Leave of absence (LOA): temporary withdrawal from official studies at HEI,
- 3) abandonment: permanent removal of the student without officiating the exit at the HEI,
- 4) external transfer: change to another HEI, officiated in the HEI,
- 5) internal transfer: change of course in the HEI itself.

Once the exit modalities have been set, we pass the identification of the evasion index used by the institution. According to the Secretariat for Registration and Academic Control (SERCA), the HEI semester evasion rate (ES) considers the total number of entries (TE) in the semester in relation to the total number of exits (TS) in the same period, as shown in the image below:

$$\begin{array}{l} \text{TE} = 100\% \\ \text{TS} = \text{ES} \end{array}$$

Image 4. Formula used by the institution researched to calculate the semiannual evasion rate
Source: elaborated by the authors (2017).



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As we can see in Table 2, in the analyzed decade, the rate of evasion in the institution surveyed varied significantly from 18.66% in 2006 to 26.04% in 2011. In a universe of 8,000 enrolled, on average, per year, a variation of 7.38% represents the outflow of about 590 students. We observed that the highest percentages of evasion were recorded in the period from 2009 to 2012, and the lowest in the period of 2005 and 2006, as well as in 2013 and 2014. These data lead us to question what factors would be behind this variation? Has the institution taken any measures to reduce circumvention? Have public policies influenced this variation, in what way?

These and other issues demonstrate the need for new studies that make it possible to understand the phenomenon of evasion in its multiple faces. One of them is to verify how each mode of exit contributes to the increase or decrease of the evasion index. Based on the modalities that define the different ways of leaving the HEI and the concepts of evasion proposed by Gilioli (2016), we start to analyze the data referring to exits between 2005 and 2014, with reference to the 35 undergraduate courses offered in 2016 by the research institution.

Table 2. Annual average rate of evasion in the High Education Institution community researched - from 2005 to 2014.

Period	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	AVERAGE
Evasion rate	20,05	18,66	21,95	21,66	22,03	21,76	26,04	23,49	18,96	20,87	21,55

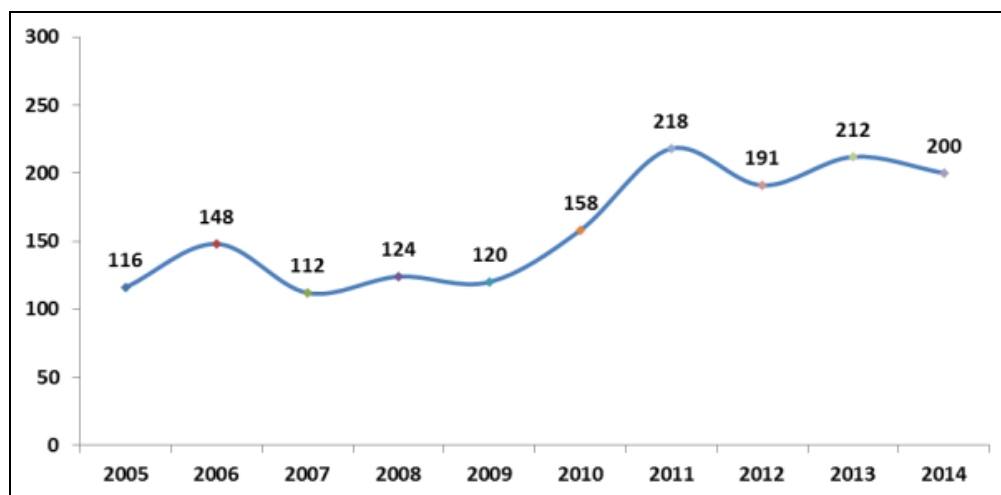
Source: elaborated by the authors, research data (2015).

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We begin by observing the data that refer to the phenomenon of macroevasion, that is, the student leaving the course, the HEI and the system. We include in this category the situations of cancellation, abandonment and LOA, since in all of them there are no records in the institution researched if the student entered another course and/or HEI, as in cases of mesoevasion and microevasion.

Analyzing the data regarding cancellations recorded between 2005 and 2014 in the researched HEI's undergraduate courses (Graph 1), we observed a growth trend, especially as of 2010. In the analyzed decade, the number of cancellations in the HEI practically doubled, from 116 in 2005 to 200 in 2014, an increase of approximately 73%. Overall, we observed a growth trend, with peaks of approximately 29% and 39%, in 2006 and 2011, respectively. We also observed a certain regularity in the cases between 2007 and 2009 and little variation from 2011 to 2014.



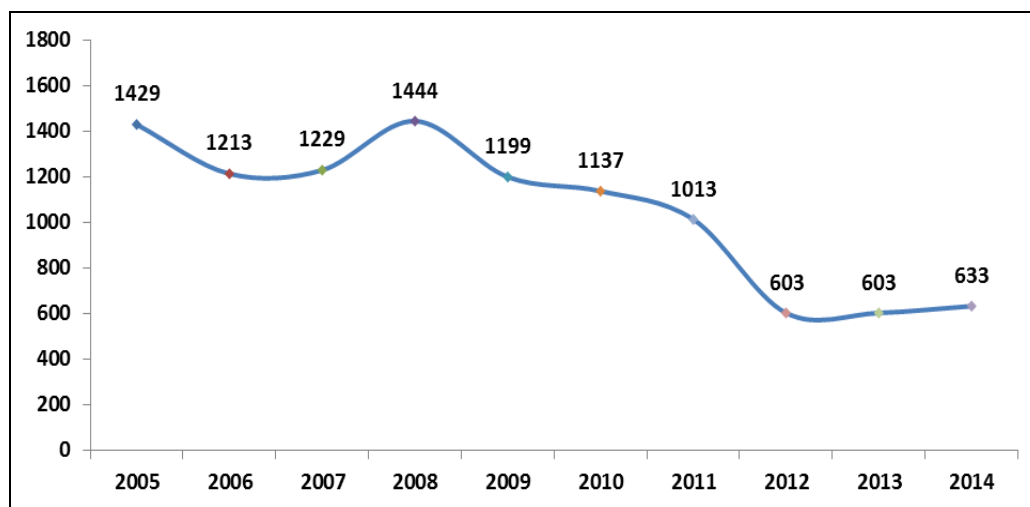
Graph 1. Total of cancelations registered in the researched institution from 2005 to 2014
Source: elaborated by the authors, research data (2015).

Although it is not our intention to explain this data, we can raise two hypotheses that would help us understand the trends pointed out. The first hypothesis is based on the following situations: the selection and enrollment of students in private and community HEI generally occurs prior to the disclosure of results of public college entrance exams and selection processes such as SISU, PROUNI and FIES. In this way, the student who enrolled in one of these programs could enroll in the HEI researched, for example, and after the selection results to the public HEIs (SISU) are made available, or the private and community ones, with public subsidy (PROUNI and FIES), the same could cancel the enrollment in the first to study in another HEI. We emphasize that in the case of this hypothesis, if the student cancels, but joins another HEI or course, we can not consider this cancellation as a form of macroevasion, but rather a form of mesoevasion (since they remain in the system, only leaving the course and HEI).

The second hypothesis would be the considerable increase in the number of HEIs in the same city, namely that in 2005, in addition to the HEI surveyed, there were only 4 institutions offering higher education courses, in 2015 there were already 25, that is, the number of outlets offering of higher education grew 525% in 10 years. Of these 25 institutions, we observed that 16 offered only distance learning, 9 only face-to-face courses and 2 offered both face-to-face and EaD courses (BRAZIL, 2016b). Among the new institutions we highlight the implantation of the first federal university of the Western region of Santa Catarina, Federal University of the Southern Frontier - UFFS. This means that the demand for higher education students is divided with another 24 HEIs, and following the same logic of the first hypothesis, the student could enroll to secure the position in the HEI surveyed, but cancel if he was selected in another which best served their interests.

Another situation that would be tied to both hypotheses would be the fact that in the HEI surveyed, the student who cancels the course before starting the academic activities, is entitled to reimbursement of 70% of the amount paid in enrollment, as stated in their contract for the provision of services. In case the student chooses to lock the course (LOA) and guarantee their vacancy for a certain period, no percentage of the amount paid on enrollment is returned. If these hypotheses were confirmed, we could assess the impact not only of increased competition between institutions (new HEIs in the host city of the institution being researched), but also of the public policies that, besides access, could promote greater student mobility.

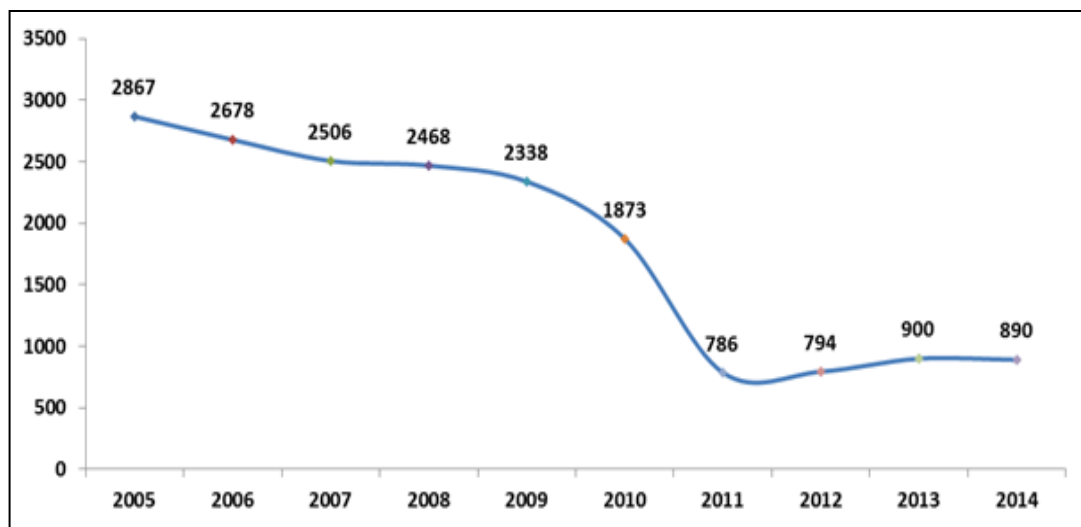
We now look at the number of abandonment. We see that, unlike the cancellation cases, abandonment evasion at the researched institution registered a decrease of -56% in the period from 2005 to 2014, as shown in the following graph.



Graph 2. Total of drop outs registered in the researched institution from 2005 to 2014
Source: elaborated by the authors, research data (2015).

According to the data in Graph 2, we can see that 2005 and 2008 were the years with the highest number of abandonment, 1,429 and 1,444, respectively. As of 2009 this evasion modality shows a tendency of reduction, until 2012, when it begins to maintain a certain regularity in the number of registered cases.

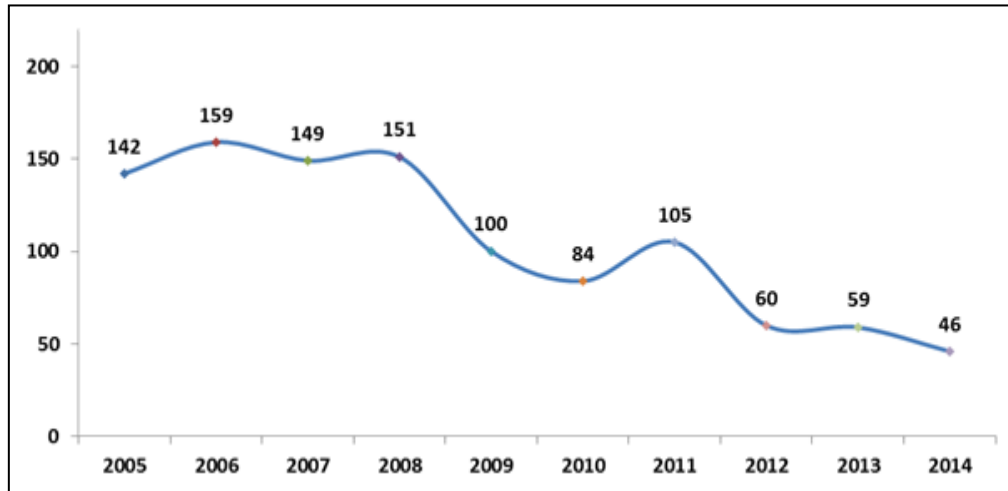
Following the situations that are characterized as macroevasion, we present the data of the lockups performed also between 2005 and 2014, highlighting that, as well as abandonment, this situation has also registered a downward trend, as shown in the following graph.



Graph 3. Total of leaves of absence registered in the researched institution from 2005 to 2014
Source: elaborated by the authors, research data (2015).

What can be seen in the graph above is the reduction of 2,867 LOAs in 2005 to 890 in 2014, which corresponds to a fall of -69%. That is, in 2015 the number of lockouts is 3.2 times lower than at the beginning of the decade analyzed. We also note that the year 2010 was the last year to record a high number of LOAs (above 900).

In cases of abandonment and LOA, we can observe that the lowest number of cases is concentrated in the last three years analyzed (2012, 2013 and 2014). The same is true of external transfer cases, as the following graph illustrates:



Graph 4. Total of external transfers registered in the researched institution from 2005 to 2014
Source: elaborated by the authors, research data (2015).

Although there is a downward trend such as in the cases of abandonment and LOA, the external transference is characterized as meso-regression, since in this case the student remains bound to the system, evading only the course and the HEI of origin. According to Graph 4 data, between 2005 and 2014 there was a reduction of -67% in the cases of transferring students from the researched institution to other universities. Of 142 cases registered in 2005, the HEI arrives in 2014 with 46 registers.

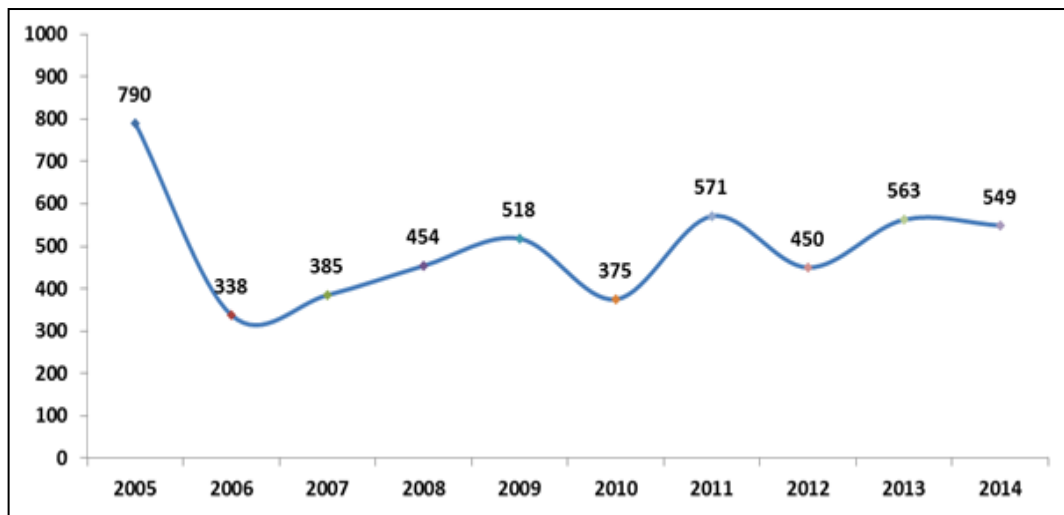
This data contradicts the hypothesis that with the expansion in the number of HEIs, courses and vacancies in the region of Chapecó, the transfers would be expanded. Even with the availability of vacancies remaining⁴, transfers between institutions do not prove to be the most adopted path for students, especially as of 2012. From 2005 to 2008 there was a regularity in the number of external transfers, ranging from 142 to 159 cases. In 2009, the first decline was recorded, which was approximately -34%, the second significant reduction occurred in 2012, reducing the number of external transfers by -42%, and in 2014 the lowest number was recorded in the last 10 years, only 60 cases (3 times less than the 142 cases registered in 2005).

A hypothesis to explain the decrease in the number of external transfers would be the student's more adequate or correct choice, given the expansion of course offers and HEIs in the region. With the increase of offers, the student would have the possibility to choose and join straight into the desired course. A study aimed at transferences between higher education institutions could better elucidate the understanding of this phenomenon in the face of the

⁴ Remaining vacancies would be vacant vacancies left by non-completion of the classes in the initial selection processes (for example, college entrance exams) or by the exit of students during the course. These vacancies can be filled by students who, having already joined another HEI or course, wish to change course or institution without having to go through the initial selection.

expansion of institutions in the region and their differences in terms of courses offered, regular or distance education, cost of tuition and student support policies.

In the results analyzed so far, except for the number of cancellations, the evasion in the institution studied shows a tendency of reduction, both in abandonment, as in external transfers and LOA. Turning to microevaluation analysis, that is, cases of internal transference, in which the student stays in the HEI and in the system, we find that there is a tendency a little different from the previous situations. After the fall of -57% in 2006, the numbers follow a pattern of regular growth, with periods of reduction, followed by increase, as shown in Graph 5.

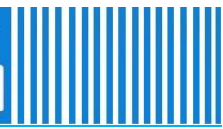
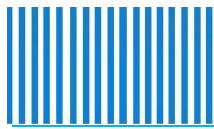


Graph 5. Total of internal transfer registered in the institution from 2005 to 2014
Source: elaborated by the authors, research data (2015).

As shown in Graph 5, the decrease in the number of internal transfers of -57% in 2006 was the highest in the series analyzed, which draws attention to the possible aspects related to such significant reduction. Subsequent to this period (from 2006 to 2009) there was a significant increase in cases of internal transfer. But from 2010 onwards there is a significant swing, with a reduction of -28% (in 2010), followed by an increase of approximately 53% in 2011 and, in 2012, a new fall, now of -21%.

In the last two years the number of internal transfers has remained constant, on average 556 cases per year. We emphasize that these indices should not be disregarded within the institution itself, since in the courses of origin, this change will reflect the idleness of vacancies and reduction of resources received through the monthly fees, which may lead to the reduction of investments, as occurs in the other forms of evasion presented so far.

These results indicate that the different forms of evasion registered in an institution of higher education do not follow a single movement, on the contrary, they vary significantly from one



modality to another. As in situations of LOA, abandonment and external transfer, where there is a tendency to reduce cases, unlike the cancellations that tend to increase and internal transfers that maintains a certain regularity in recent years..

In order to better understand the impact of each evasion modality on its general index in the same institution, we analyze the data provided by the Information Technology Department (DTI) referring to the total entries and exits of the HEI from 2005 to 2014, considering the 35 courses with offer of entrance. In this analysis, we verified that the HEI had more outflow than the entries recorded in the analyzed period, mainly due to the high number of closures. In total, there were 23,506 initial enrollments (freshmen and remaining students) from 2005 to 2014, while the total number of cases registered in the different forms of exit (LOA, cancelation, transfer and abandonment) was 36,250.

The LOA was the modality with the greatest impact on the institution's evasion with 18,100 records in these 10 years, which corresponds to 50% of evasion. Abandonment of course is the second modality with 10,503 records (29%), followed by internal transfers with 4,993 (14%), in the same period. The cancellation and external transfer situations are the ones with the lowest impact on the institution's evasion, since 1,599 (4%) and 1,055 cases (3%) were recorded in 10 years.

Even discounting cases of internal transfers (4,993) where the students remained in the HEI, the number of evaders would be 31,257. This data points to the importance of institutional monitoring of the evasion phenomenon by the managers of the institution, because if we consider the LOA as evasion, even if these cases do not integrate the calculation of the institutional evasion index, we can say that more students left than entered this period.

In a similar study carried out at UNIPAMPA (2011), it was found that the category with the highest level of evasion was abandonment (or withdrawal, in the case of the HEI surveyed), with 2,158 cases, which represented 74.89% of evasion in the period from 2006 to 2011, with 2,882 total cases of evasion (between abandonment, cancellation, termination, death, transfers and other specific situations of HEI). In second place was the cancellation of the enrollment with 353 cases, which corresponds to 12.21% of the total.

This data demonstrates that behind the general evasion rates in an HEI are situations that contribute to increase or reduce their percentage, and that this individual analysis of each modality can help in the elaboration of strategies that contribute to the permanence of the students, as well as completion of their undergraduate courses. As Martins de Sá (2007) observes, if the student evades a course he had desired and identified with, the chances of return increases; on the other hand, if the course they had access to was not what was initially desired, the chances of a definitive drop-out are greater.

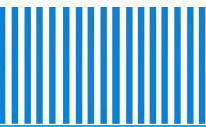
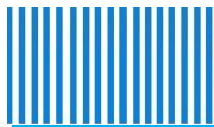
FINAL THOUGHTS

There are a multitude of theoretical or methodological forms of treatment that the phenomenon of evasion receives to which we have yet to find a common denominator to explain and understand. Among the main obstacles faced to study this topic, in our study, we highlight the different ways of understanding the modalities of avoidance in the institution and academic production.

Two situations characterize the operational difficulties in studying evasion. The first one is that the research institution includes the cases of internal transfer in the calculation of the evasion index, but it does not do it with the cases of total leave of absence, which we consider a counterassense, since the students who transfer between courses remain in the HEI, those who leave (albeit temporarily) the same, as does the teaching system itself. We believe that in order to evaluate the internal mobility of the HEI researched, it could serve as a more precise indicator that takes into account not only cases of microevasion, but also those of nano-evasion. In other words, the HEI could adopt two evasion indicators, one internal that checks the cases of internal transfer, change of shift, modality, of campuses, and an external one that includes the cases of leave of absence, cancellation, withdrawals and external transfers. We do not consider it correct to include cases of death in the evasion index, as we have identified in this case study.

We also observe that the LOA is not taken into account in the evasion index, because during the period of removal (leave), legally, the student maintains the bond with the institution and guarantees the vacancy for return. However, we know that the process for LOA can be used by students who leave the HEI to enter another course internally or in other institutions, which would be characterized as student mobility (micro or meso-regression), or by those who leave the system in a either temporarily or permanently (macro-invasion). Therefore, this modality is characterized not only as a form of evasion, but as the one that aggregate the largest number of cases in our research. Its inclusion in the formula that calculates the rate of evasion of the HEI could substantially alter its values, differently than would occur if the cases of internal transfer were not integrated into the calculation.

Observing these different forms and formulas of analyzing and calculating evasion, defined and used by the institutions, and the difficulties of accompanying the students in their academic trajectory, we recognize that there are real obstacles to the comparisons between the researches on this phenomenon, regional, national or international level. We also consider that the lack of more precise information about the evolution of the school population, more specifically regarding the number of enrollments made during the period analyzed, ends up limiting a deeper understanding of the full meaning and dimension of dropout for the educational institution researched. These and other issues highlight the importance of studies



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that address the evasion of higher education in its various aspects, including the student and institutional reality, as well as the policies of access and permanence in the education system.

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