Analysis of the profile of egresses of teaching courses of Maranhão State University at national student performance examination (ENADE) (2008-2017)

Análise do perfil de egressos dos cursos de licenciatura da Universidade Estadual do Maranhão no ENADE (2008-2017)

Análisis del perfil de egresos de los cursos de licenciatura de la Universidad Estadual de Maranhão en lo examen nacional de desempeño de los estudiantes (ENADE) (2008-2017)

Ana Lúcia Cunha Duarte[1] iD, Suzana dos Santos Gomes[2] iD, Kallyne Kafuri Alves[3] iD

[1] State University of Maranhão, São Luiz, Maranhão, Brazil.
[2] Federal University of Minas Gerais, Belo Horizonte, Minas Gerais, Brazil.
[3] Music College of the Espírito Santo, Espírito Santo, Brazil.

Corresponding author:
Ana Lúcia Cunha Duarte
Email: duart_ana@hotmail.com

ABSTRACT
This paper analyses the profile of egresses from Higher Education Institutions (IES) from data produced in nationwide research directed by different public universities. It is developed from the problem of analyzing the profile of students from the IES, especially the Projects of Biology, Literature, Mathematics, and Pedagogy courses in the scope of the theoretical-methodological studies of the UNIVERSITASBr network. It is used to analyze data from the National Student Performance Examination (Enade) from 2008 to 2017. It cut the data related to the following categories: monthly income, work and income perspective at the period, parents' schooling, motivation for the choice of the course, color and race, and institution of the conclusion of high school. The results indicate that during the years analyzed, there were advances in the referred courses, such as the ingress of relatives in Higher Education and the incentive of teachers of the public education system to the insertion in teaching undergraduate courses. It also verified a few challenges, such as the demand for investment, especially in the Pedagogy course, with attention to the professional perspectives of the course participants. Finally, we understand that the reformulation of the teaching courses proposed by BNC-formation evinces threats to the teaching

dimension of the training of pedagogues, which can suggest disregard of the indicators of Enade for the elaboration of public policies.
Keywords: Public policies. Higher Education. Enade. Student's profiles.

RESUMO
O artigo analisa o perfil de licenciados(as) em Instituições de Educação Superior (IES) a partir de dados produzidos em pesquisa de âmbito nacional dirigida por diferentes universidades públicas. Se desenvolve a partir da problemática de analisar o perfil dos estudantes das IES, com atenção aos Projetos dos Cursos de Biologia, Letras, Matemática e Pedagogia no âmbito dos estudos teóricos-metodológicos da rede UNIVERSITAS/Br. Utiliza como procedimento a análise dos dados do Exame Nacional de Desempenho dos Estudantes (ENADE) no período de 2008 a 2017. Recorta os dados relativos às categorias de: renda mensal, trabalho e perspectiva de renda no período, escolaridade dos pais, motivação na escolha do curso, cor e raça e instituição de conclusão do Ensino Médio. Os resultados indicam que durante os anos analisados houve avanços nos referidos cursos, como o ingresso de familiares no ensino superior e o incentivo de professores da rede pública à inserção em cursos de licenciatura. Verificamos também desafios, como a demanda por investimento, especialmente no curso de Pedagogia, com atenção às perspectivas profissionais de cursistas. Por fim, compreendemos que a reformulação dos cursos de licenciatura, propostos pela BNC-formação, evidencia ameaças à dimensão docente de formação de pedagogos(as), o que pode sugerir desconsideração dos indicadores do Enade na elaboração de políticas públicas.
Palavras-chave: Políticas públicas. Educação Superior. Enade. Perfil de estudantes.

RESUMEN
El artículo analiza el perfil de licenciandos(as) en Instituciones de Enseñanza Superior (IES) a partir de los datos producidos en investigación de ámbito nacional dirigida por diferentes universidades públicas. Se desarrolla a partir de la problemática de analizar el perfil de los estudiantes de las IES, con atención a los proyectos de dos cursos de Biología, Letras, Matemática y Pedagogía en el ámbito de los estudios teórico-metodológicos de la red UNIVERSITASBr. Utiliza como procedimiento el análisis de los datos del Examen Nacional de Desempeño de los Estudiantes (ENADE) en lo período de 2008 a 2017. Recorta los datos relativos a las categorías de: renda mensual, trabajo y perspectiva de renda en el período, escolaridad de los padres, motivación para la escoja de lo curso, color y raza y institución de conclusión de la enseñanza media. Los resultados indican que durante los años analizados hubo avanzos en los referidos cursos, como el ingreso de familiares en la Enseñanza Superior y el incentivo de profesores de la red pública a la inserción en cursos de licenciatura. Verificamos también retos, como la demanda por investimentos, especialmente en lo curso de Pedagogía, con atención para las perspectivas profesionales de los participantes del curso. Por fin, comprendemos que la reformulación de los cursos de licenciatura, propuestos por la BNC-formación evidencia amenazas a la dimensión docente de formación de pedagogos(as), lo que puede sugerir desconsideración de los indicadores de Enade en la elaboración de políticas públicas.
Palabras-clave: Políticas públicas. Enseñanza Superior. Enade. Perfil de los estudiantes

INTRODUCTION

In the context of the monitoring of the graduate profile of higher education institutions (HEI) based on the National Student Performance Exam (ENADE) in the period 2008 to 2017, we focus in this text on the analysis of undergraduate students of the State University of Maranhão (UEMA). This analysis is in the context of the research "New public management and the reconfiguration of the evaluation and regulation of higher education: analysis of academic management practices related to the reconfiguration of the students' profile," composed of three HEIs (the State University

of Goiás, University of Brasília and the State University of Maranhão) from the UNIVERSITAS/Br network.

The collective research has as its problematic the profile of the students of the HEIs, with attention to the analysis of the Political Projects of the Course, as well as the concept attributed with the grades of ENADE. Along with this, the theme derives from the analysis of the Evaluation Systems of Higher Education in the challenges set by the New Public Management (Morosini, 2021). In this scope, we analyze the profile of students who complete undergraduate courses, focusing on the socioeconomic profile, interest, and motivation for choosing the course.

In the quest to meet the general objective, our problem is to map the profile of undergraduate students based on data from ENADE. For this reason, we have organized this article into three parts. The first part is this introduction, which presents and identifies the link, the problem, the objectives, and the methodology of analysis. The second part is the theoretical and methodological framework that supports the research trajectory and mobilizes the longitudinal analysis of the object of study.

Considering this proposal, we sought to analyze the general profile of Pedagogy, Literature, English, Biological Sciences, and Mathematics students at UEMA. As a research methodology, data were collected regarding the answers to the ENADE questions of the undergraduate respondents from the years 2008, 2011, 2014, and 2018. As a method, we used the production of secondary data, with a survey of information available in each of the ENADE reports, via the platform of the National Institute of Educational Studies and Research Anísio Teixeira (INEP). In order to meet the research objectives, we cut out the data related to the student's profile to tangent studies on the training of teachers of Basic Education in the context of the challenges of the Brazilian educational policy (Morosini, 2021, p.221)

We observe that the categories related to the socioeconomic profile and the relationship with higher education policies continue to emerge as a strategy to strengthen the analysis of the new public management regarding the reconfiguration of the evaluation and regulation of the HEIs. Along with this, we also highlight the relevance of the theme, as we can count on a social scenario of changes in the legal provisions of teacher education. We emphasize the publication of laws that regulate the monitoring of concluding students, with guidance for monitoring graduates and changes in curricula of higher education courses (HEI Report, 2019). In order to observe the effects of these policies, as well as the importance of the analysis of the path of higher education (Felicetti & Cabreara, 2017), we present in the first section the context of the analyzed HEI, in the second section the categories used and, finally, considerations about the data presented.

THE UNDERGRADUATE COURSES AT MARANHÃO STATE UNIVERSITY

Considering the trajectory of analysis of the UEMA undergraduate courses based on the ENADE concepts (Duarte, 2011), we can observe that throughout the years from 2008 to 2014, we witnessed, in preliminary mapping, the effort of Higher Education Institutions to meet the "objectives proposed by the Preliminary Course Concept (CPC), which is a weighted average of several previously established measures related to the quality of a course" (Duarte, Silva, Souza, & Mattos, 2019) (our translation). In this context, to analyze the updated picture of the UEMA undergraduate degrees from the ENADE reports, we highlight the history of a rise in the concepts achieved equal to or greater than three and a decrease in the concepts less than 3, even though the courses without a concept have also obtained an increase and oscillated in these years (Duarte et al., 2019; CPA UEMA, 2019).

This analysis refers to the graduates of the State University of Maranhão (UEMA) undergraduate courses of 2008, 2011, 2014, and 2018 because it is the last year ENADE evaluated

the undergraduate studies in UEMA[1]. For completers, we mean undergraduates who expect to finish the course by July 2018 or who have completed 80% or more of the minimum workload of the curriculum of their respective courses at the IES (by the end of Enade 2017 registration).

To contextualize the data obtained, we emphasize that UEMA originated in the Federation of Higher Schools of Maranhão (FESM), from Law no. 3,260, of August 22, 1972. This federation, in 1981, was institutionalized, becoming a University with Law number 4,400 from December 30th, 1981. Regarding undergraduate courses, the Center of Education, Exact and Natural Sciences (CECEN) is the largest center on campus. The Pedagogy course was created in 1992, and the Biological Sciences and Portuguese/English Letters courses were created in 1994. The study of Mathematics was created in 2002.

Therefore, the mobilization for creating the courses made it possible for the courses to expand over the years and have better quality indicators. This is justified by the documents of each class, which demonstrate the incentive for the internship policy, the development of disciplines focused on research, the student support policy, and the growth of the evaluation concept (UEMA, 2019). About the evaluation of courses, we understand that it does not summarize the totality of the quality of the course, but it comprises crucial aspects for its evaluation - including attention to the monitoring of graduates - the focus of this study. Therefore, we base our analyses on the importance of institutional evaluation:

> [...] to monitor the management processes. Among other aspects, institutional assessment should have a formative assessment as a premise because it provides information about the development of the teaching process to redirect the pedagogical practice of educators and redirect academic policies in progress regarding the development of institutional actions. As a permanent process, its main function is to subsidize changes and innovative practices to diagnose, support and correct the aspects evaluated (Griboski, Peixoto, & Hora, 2018, p.184) (our translation).

To this end, the University has its own Evaluation Committee (CPA/UEMA), annually conducting evaluations through forms submitted to the academic community (UEMA, 2019). These data make it possible to identify the institutional strengths and weaknesses and point out criteria for improvement. Thus, the Internal Commissions and the development of the institutional evaluation policy at UEMA are initiatives that qualify the development of courses and allow the expansion of the concept of quality.

Thus, the focus of this research becomes pertinent in the context of the implications of the Regulatory Framework, which provides for the exercise of the functions of regulation, supervision, and evaluation of higher education institutions and graduate and post-graduate higher education courses in the federal education system (Decree No. 9235, 2017).

In this direction, we have as the universe of data the following quantitative of students of the courses of Pedagogy: 55 students of a total of 133 convoked, Letters, English: 24 students of a total of 24 convoked, Biological Sciences and Mathematics of UEMA (27 of the total of 33 convoked) linked to the Campus of São Luís (MA). In this universe, the data collection completes the students' profile, with characteristics and information about their socioeconomic and cultural profile. These data portray, especially, indicators related to the socioeconomic aspects of students, such as declared color or race, gender, marital status, and parents' education.

Thus, in addition to these indicators, we sought to observe the type of secondary school attended by the course graduates, as well as what motivated the choice of the course, the

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[1] Data available from the survey on the INEP platform in August 2021. Available at: http://enade.inep.gov.br/enade/#!/relatorioIES. We emphasize that the Biology course did not have formed groups until 2014, therefore, the data referring to 2008 and 2011 do not apply to its results.

conclusion of a higher education course by a family member, and the intention to work as a teacher at the end of the course. We also tried to investigate their experience in teaching and at what stage they worked. These categories correspond to the collective research matrix, which gathers data from the three HEIs mentioned, which allows us to compose reflections based on the selected data.

In the proposal of obtaining data to think about the implementation of the National System for Higher Education Evaluation (SINAES), we understand that the profile data mapped in this study make it possible, in the context of the three evaluation fronts of the system, to identify the profile of students in higher education. It is worth remembering that this triad that makes up SINAES is composed of the evaluation system of the institutions, with internal and external commissions that perform actions for the evaluation of the university and its undergraduate courses.

The third front, the focus of which is the object of our analysis, is the monitoring of students. In this case, we focus on data related to the profile of students, which allows us to think about policies for higher education. In this sense, we present data related to monthly income, which in a longitudinal perspective will enable us to obtain the following panorama, with details on monthly income.

These data are linked to the student's work and income perspective, which invites us to analyze their insertion in the labor market, besides provoking questions about the different interests involved in the choice of the course. This may constitute the choice of a degree as an alternative to access higher education studies and contribute to the family income. Finally, different from other historical moments of the courses, we can observe the incidence of the economic crisis, impacting the profile of students in higher education.
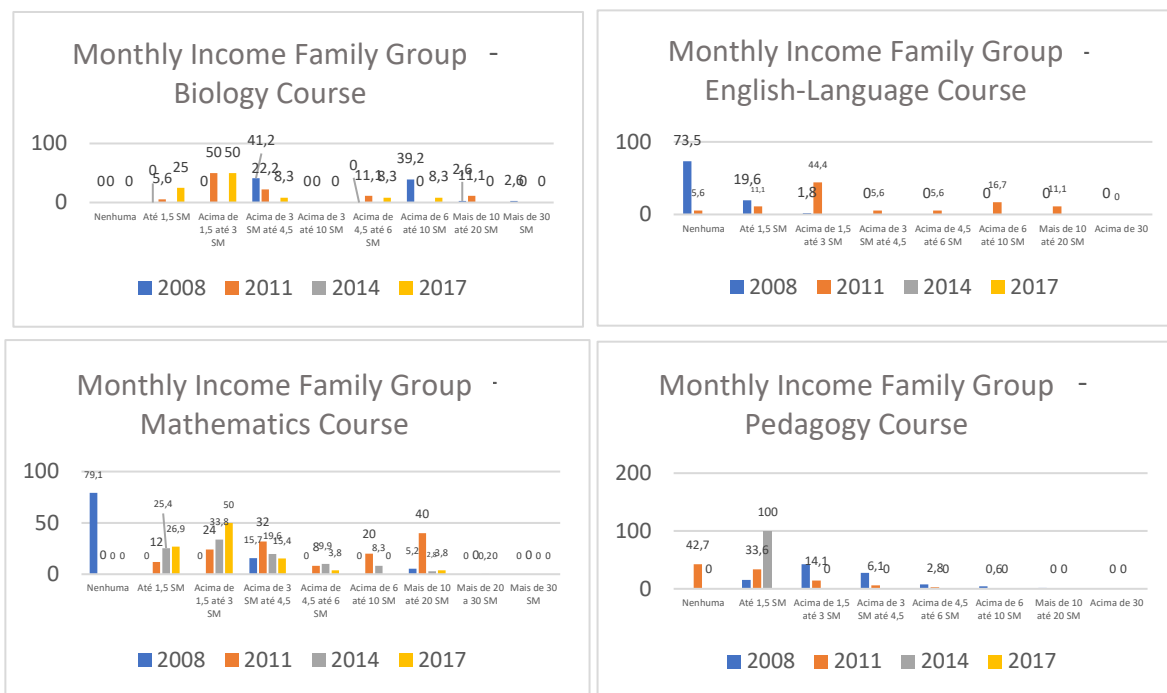
In the relationship with higher education policies, we observed data referring to the categories of people with whom they live, total family income, financial and work situation, permanence allowance, scholarship or financing of the course, including an academic scholarship, type of entrance (affirmative action or social inclusion), and type of school where they went to high school. Besides these indicators, the type of high school attended, the reason for choosing the course, the completion of a higher education course by a family member, and the intention to work as a teacher were also observed. These categories correspond to the collective research matrix, which gathers data from the three HEIs mentioned, given the articulation of this study with the UNIVERSITAS/BR network, which we will explore in the following sections.

ANALYSIS OF THE DATA OF THE GRADUATE PROFILE OF UEMA BASED ON ENADE

In this section, we present the data related to the profile of graduates of the undergraduate courses of Biological Sciences, English as a Second Language, Mathematics, and Pedagogy at UEMA. The first category analyzed is the monthly income. As we can see, the data show discrepancies in the student's monthly income. Including scholarship and total family income, we can understand that the profile of students is notoriously different, Pedagogy and English-Language are the courses with the highest concentration of students with income below three minimum wages.

Even so, it is also possible to verify that, as the years go by, the income becomes more fragmented, with a greater possibility of categories. In this way, we have been able to map, in a more objective way, the monthly income of the students. This makes it possible to follow with a little more refinement, understanding that in 2008 English-Language and Mathematics had the lowest income and, throughout the years, Mathematics and Biology are the courses that present an increase in a more expressive way in income. Another highlight is the Pedagogy course, which is 2011 and 2014 presented a more expressive quantity with a lower minimum wage.

**Graph 1.** Total monthly income of the family group of students concluding the ENADE

Source: Organized by the authors.

In the process of analyzing the profile data, we emphasize that these results "[...] began to be understood within the framework of a new form of regulation by knowledge or post-bureaucratic regulation" (Afonso & Mendes, 2018, pp.3-4) (our translation). Therefore, in the relationship with higher education policies, we observed data regarding the categories of people with whom they live, total family income, financial and work situation, permanence aid, scholarship or course funding and academic scholarship, type of entry (affirmative action or social inclusion) and type of school they attended high school.

As Barroso and Carvalho (2011, p.21) (our translation) understand it, the undertaking of these analyses is contextualized by the struggles for free and quality education, which constitutes the relationship of education as politics, by understanding that: "[...] political struggles are inseparable from the conflicts, the consensus or the mutations produced on the knowledge in circulation. But they are also inseparable from the capacity of expression and legitimacy of the various forms of knowledge".

We can observe this by analyzing the growth in the data of students who, besides their income, also receive help from family members. In the longitudinal study, the data changes, reaching profiles of students primarily responsible for supporting the family. This scenario has advanced over the years, especially in the Pedagogy course in 2014. This data changes a lot, also implying in the reading of the profile of students, requiring analysis of the Brazilian and international economic context

Graph 2. Financial situation (including scholarships) of concluding students in ENADE
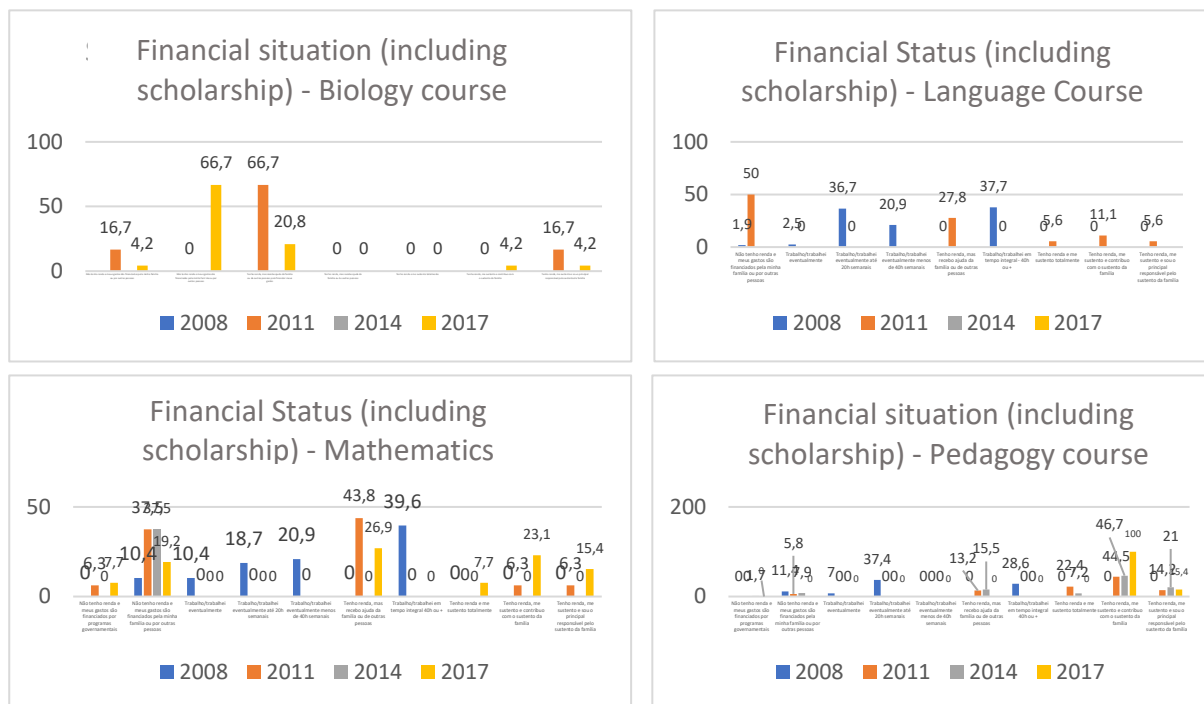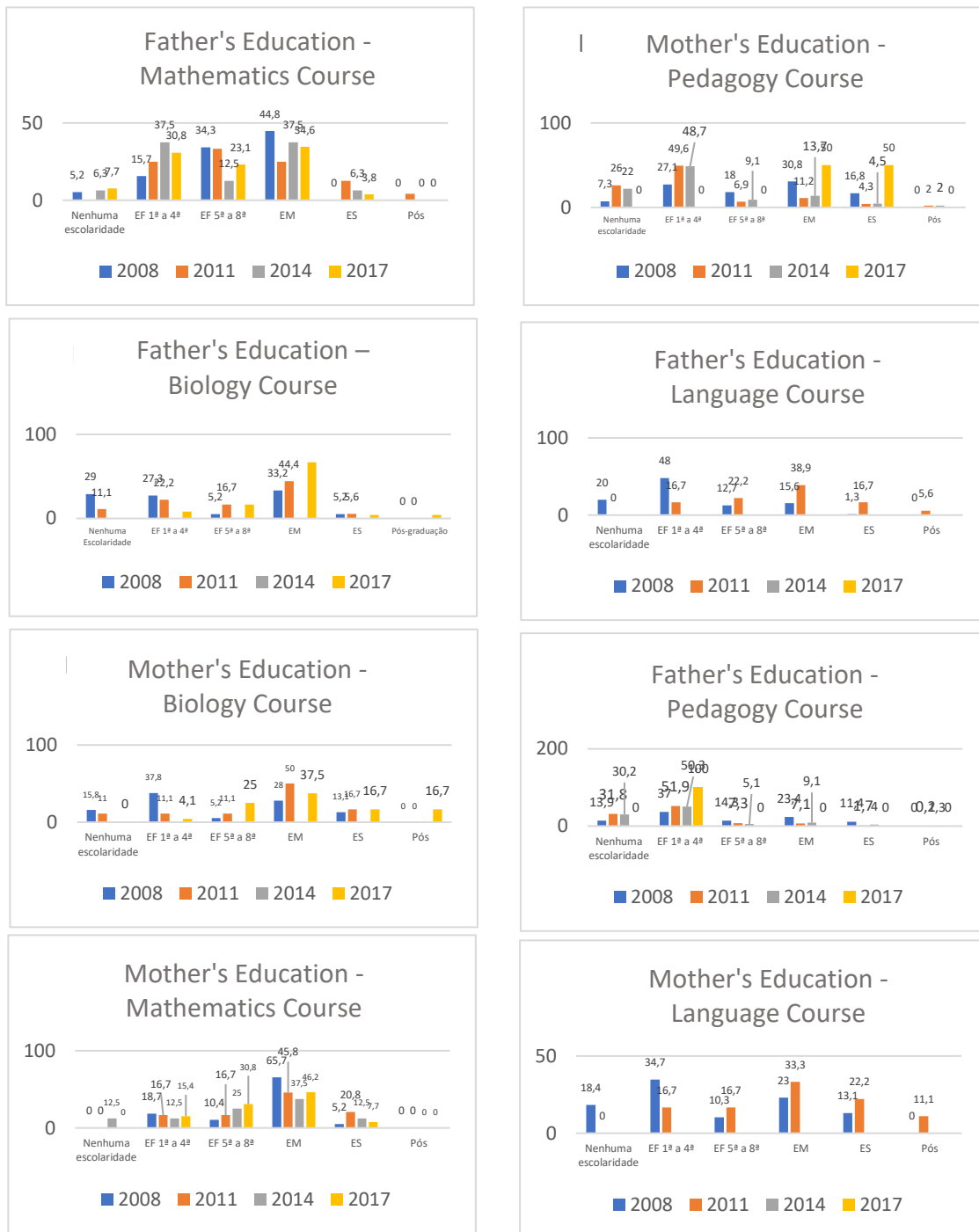

Source: Organized by the authors.

Therefore, the economic and political crisis experienced over the years reveals reflections in the profile of students, requiring studies on the University's role in Brazilian families' lives. You see, undergraduate students may suffer directly from the impacts of the economy. We understand that this demands attention from the University for a framework of attention to the training of teachers to work with a public that has so many changes in its ways of survival in the contexts of study.

In this sense, the data about the course mobilizes us to think about attitudes we can develop within the undergraduate courses. We can cite the implementation of more student assistance policies, scholarships, or assistance programs as an example. In this sense, we highlight that UEMA has, for example, student assistance policies that include food, daycare, housing, and meal assistance, besides psychosocial assistance, Emergency Digital Inclusion, and the Permanent Scholarship. This set of actions is accompanied by a specific vice-rectory called Pró-Reitoria de Extensão e Assuntos Estudantes (PROEXAE)[2]

These policies range from mechanisms to think about transportation to the University to meals, use of materials, and university spaces, such as libraries, study rooms, and laboratories. The attention to this data allows us to infer that, with the support of the assistance policies, the schooling of the student's family members also advances, impacting the relevance of the University with society, while the students' education mobilizes other family members to advance in their schooling.

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[2] Page with information about the student assistance policy. Retrieved from https://www.uema.br/2021/10/uema-lanca-editais-de-auxilios-do-programa-de-assistencia-estudantil-2/

**Graph 3.** Father and mother's education from 2008 to 2017.

Source: Organized by the authors.

Considering the student support policies, which allow us to help students and their families in their study journey, we understand that the data related to the schooling of the father and mother are also interesting data on the implementation of policies. This medium is because, if cross-referenced with data on support, encouragement, permanence, and insertion of low-income students in the university, it leads us to reflections on the impact of assistance policies in education, which affect the quality of life. For example, with the aid, students and their families can organize and carry out survival strategies, including studying and not exclusively focusing on work.

The impact of these policies remains with society as the data is cross-referenced with the ethnicity statement. It is possible to notice that, in their majority, students still declare themselves as white, but as the years go by, it allows the identification and enlargement of the concept of race,

impacting the data of recognition about their color, as can be observed, in a more intense way, in the course of Letters and Pedagogy, when an analysis is made over the years.

**Graph 4.** Color and race declared from 2008 to 2017.
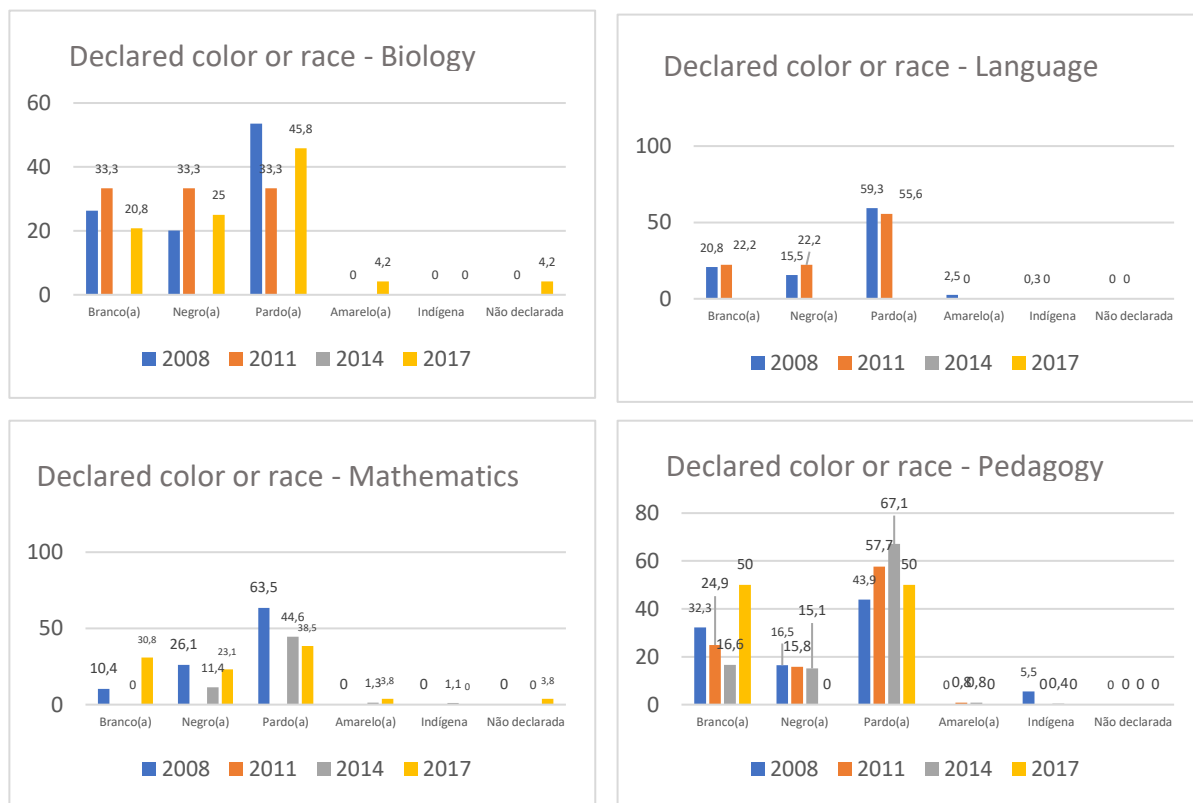
Source: Organized by the authors.

This impact on the development of actions at the university also points to indicators about the relationship with basic education. This signal can be ascertained by looking at the schools where students completed high school. By analyzing the tables, we observe that most students of the undergraduate courses investigated come from public schools, with Pedagogy being the course that receives the most students from the public network, as well as the course with the highest number of enrollments in Brazil (Pimenta, Pinto, & Severo, 2022).

In the mapping carried out with the Enade reports, we also counted the course of Literature, the second course to count with more students from public schools; it is possible to understand the importance of the relationship between the different stages of education. We emphasize that this is mobile data, which counts on incentive policies, dialogue, and experience with the university. Another aspect highlighted is the cycle that this data generates: students from the public network who graduate as teachers and return to the public network as professionals.

This data requires further attention, especially in the area of exact sciences, when we observe that Mathematics, although it has more students coming from private schools, also shows changes in the number of students. Historically a challenge for the public system, this area has shown greater participation of students from public schools over the years. This may be the result of the cycle we mentioned in the previous paragraph, supporting the idea of the importance of attention and study on the profile of students in higher education.

Graph 5. High school Completion
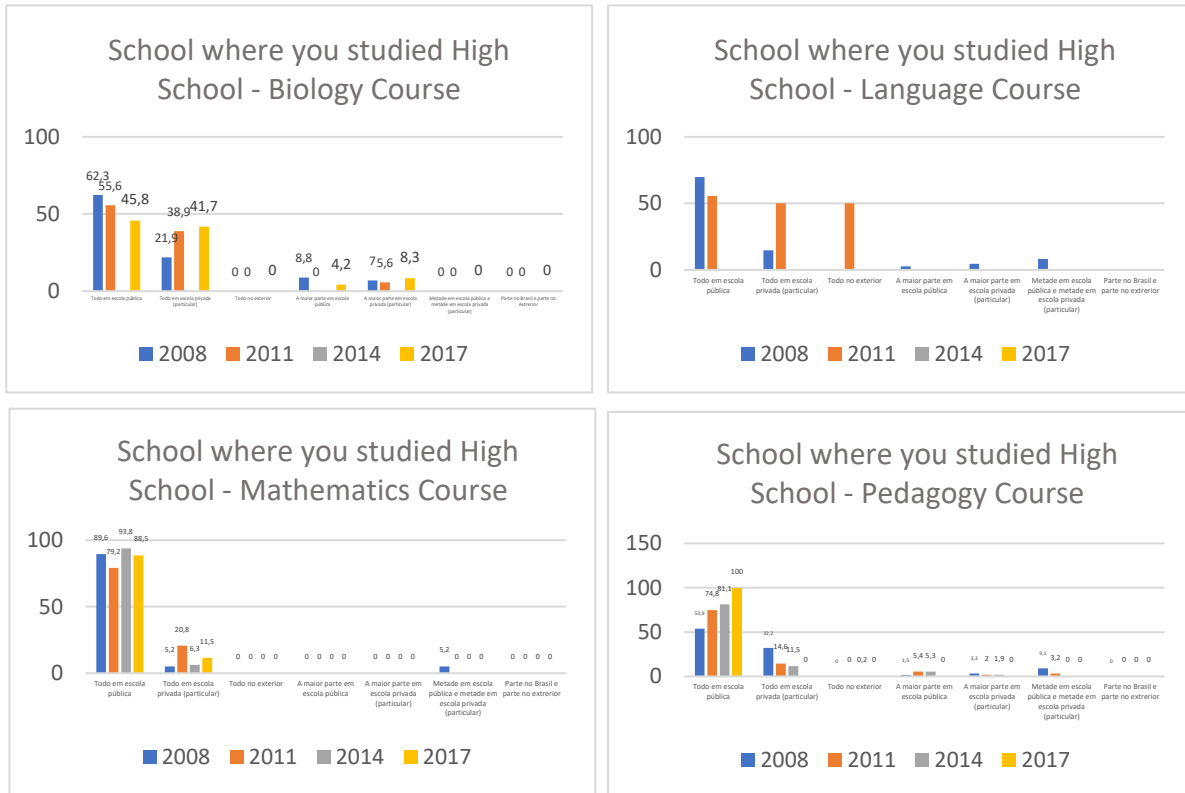
Source: Organized by the authors.

The attention to undergraduate courses is also due to understanding the demands arising from approving the National Curricular Guidelines by demanding more trained professionals to meet the schooling demands (Pimenta, Pinto, & Severo). In this challenge, they also add possibilities of re-signifying the curriculum of the courses, observing the demand, and paying attention to the profile of public university students.

Understanding that this evaluation system is still being monitored via the survey shown, we await the results produced in the following years to improve the analyses, qualifying our research on undergraduate courses. Therefore, we corroborate with Duarte et al. (2019, p.86) when they understand that "It is necessary to emphasize that the concept of quality presented by Sinaes should not be related only by the quantitative indicator, considering that this is not the only criterion of quality", but also to other data and analyses that can be undertaken in individual and collective research. This medium is also articulated in the demands for follow-up and improvement of the evaluation mechanisms.

Considering this, we highlight Law 10.861 (2004) when it demands reviews and continuity in the follow-up of the evaluation processes in Higher Education. Thus, evaluation systems can contribute to evaluation implementation, follow-up, and planning. Therefore, the observed data can mobilize reflections about the profile of students who are in undergraduate courses.

In this sense, the research unfolding will make it possible to think about teaching, research, and extension. In doing so, we emphasize the importance of considering the theoretical foundation and the socio-historical processes and develop a look at the totality of the evaluation; therefore, we defend the perspective of contextualizing the mapped data, as pointed out by article 5 of the Sinaes Law. And in this way, develop a dynamic and contextualized look at the profile to develop educational policies. Thus, it is possible to compose indicators that contribute to understanding the social dynamics that interfere with the data in its different dimensions (political, economic, and social, for example).

Another timely highlight is the impact on the thinking about policies for articulation with basic education and secondary education, since, in the biology course, for example, it used to be evidenced by the desire to be a teacher. When we analyze the tables with longitudinal data, we observe that this number reduces, and we can also see that the family no longer influences to be a teacher. The choice, in turn, is made because of inspiration from some teacher or to have an alternative and alternative employment option.

Attention remains to the investment in training pedagogues (Duarte, 2011) and to the reformulation of degree courses proposed with BNC-Formação (Resolution CNE/CP no. 2, 2019). We emphasize that threats to the teaching dimension of educators' training are evident in reformulating the undergraduate courses proposed by the BNC training. For this reason, this analysis converges on demonstrations of the advances of the methods and institutions and the valorization of undergraduate courses.

Because of the above, we understand that the data point to developments enabling us to think about actions for the teaching, research, and extension processes. In this sense, we defend the idea of the undertaking, looking at the profile as something dynamic and an effect of educational policies. This dynamic has societal implications and interferes with the data, making up the reflective triangulation to manage the political, economic, and social spheres.

Attention remains to the investment in the training of pedagogues (Duarte, 2011), as well as to the reformulation of degree courses and the advancement of the commodification of education, proposed with BNC-Formação (Resolution CNE/CP no. 2, 2019). We emphasize that threats to the teaching dimension of educators' training are evident in reformulating undergraduate courses proposed by the BNC training. Therefore, this analysis converges on demonstrations of the advances of the courses and institutions and seeks to inform results of the valorization of undergraduate degrees, as we have gathered in our final considerations.

CONCLUSION

In this article, we seek to map and analyze the profile of undergraduate students based on data from Enade, organized into three sections. First, we present the introduction and purposes of the study, based on the constitution of the research that involved the participation of three Brazilian states. In the second, we demonstrate the theoretical and methodological framework that supports the research trajectory and mobilizes the longitudinal analysis of the object of study about the data produced and analyzed. In these considerations, we demarcate the notes from the article's purposes and forward reflections for further studies.

Thus, in the context of monitoring the graduate profile of the HEIs from the Enade from 2008 to 2017, we analyzed the profile of graduates of undergraduate courses at UEMA. Adding to the studies of the national research entitled "New public management and the reconfiguration of the evaluation and regulation of higher education: analysis of academic management practices related to the reconfiguration of the students' profile" composed of three HEIs (the State University of Goiás, University of Brasília and the State University of Maranhão) from the UNIVERSITAS/BR network, we understand aspects about the profile of the students of the HEIs.

For this, we observed the Political Project of the University, with attention to its policies implemented to graduation, as well as the Enade concept. We understand that the theme derives from analyzing the Evaluation Systems of Higher Education in the challenges laid out in the New Public Management (Morosini, 2021). In this scope, aspects about the profile of undergraduate students were shown, with analyses about the socioeconomic profile, interest, and motivation for choosing the course that, crossed with the evidence in the literature, invite us to understand the importance of investments in undergraduate courses.

These investments are located within the universities but interfere in basic public education, as we can see in the data on the motivation for choosing the course, being considerably driven by teachers from the public network. We also observe how much the advancement in schooling moves families' schooling while advancing the educational trajectory of parents of the egresses interviewed.

Besides these indicators, it is possible to follow the profile indicators with the longitudinal study (which awaits the release in the next few years by Inep). These analyses, on the timeline, will allow us to observe the influences on the course choices, the different motivations, and the professional perspectives related to the courses. In general, we have observed how the investment in the choice of methods is associated with the economic question, and, in the continuity of the research, it will be possible for us to direct approaches in defense and improvement of the quality of initial teacher education courses.

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