Implications of SiSU in the democratization of access to higher education: the case of Unemat

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ABSTRACT. The National Policy for the democratization of access to higher education - MEC, instituted by the Unified Selection System - SiSU, brings mechanisms of democratizing vacancies in public higher education. In 2012, the Mato Grosso State University joined the SiSU, in 2013 it started having two main forms of selection (SiSU in the first semester and an entrance exam in the second semester). Research carried out stated that admission to Unemat was already democratized. The question that we raise in this study is: has it continued democratized with the addition of SiSU? The objective of this research was to understand the adherence to SiSU in the university câmpus of Cáceres and its relationship with the process of democratization of IES. This research had a quantitative-qualitative approach. The methodology took place in three steps: documentary analysis; analysis of the database - Enem and the entrance exam data analysis. The research was conducted through socioeconomic questionnaires about the Enem and the entrance exam at Unemat. The results showed several changes in Unemat after the implementation of SiSU as a form of admission. Changes were introduced in the academic profile, institutional policies, administrative management and pedagogical management.

Keywords: higher education, access, democratization, SiSU, academic profile.

Implicações do SiSU no processo de democratização do acesso à educação superior: o caso da Unemat

RESUMO. A política nacional de democratização do acesso à educação superior do MEC, instituída pelo Sistema de Seleção Unificada (SiSU), traz consigo mecanismos com propósitos de democratizar as vagas nos cursos superiores públicos. Em 2012, a Universidade do Estado de Mato Grosso (Unemat) aderiu ao SiSU; assim, em 2013, passa a ter duas principais formas de seleção (SiSU no primeiro semestre e vestibular no segundo semestre) de cada ano. Pesquisas realizadas afirmaram que o ingresso na Unemat já era democratizado. A questão que levantamos neste estudo é: com a adesão ao SiSU, o ingresso continuou democratizado? Assim, o objetivo da presente pesquisa é compreender a adesão ao SiSU no câmpus Universitário de Cáceres e sua relação com o processo de democratização da IES. Foi aqui adotada como tipo de pesquisa a abordagem quanti-qualitativa. O procedimento metodológico ocorreu em três etapas: análise documental; análise do banco de dados – Enem - e análise de dados do vestibular. Os instrumentos de pesquisa foram os questionários socioeconômicos do Enem e do vestibular/Unemat. Os resultados evidenciaram que houve várias mudanças na Unemat após a implementação do SiSU como forma de ingresso. Tais mudanças foram introduzidas no perfil acadêmico, nas políticas institucionais, na gestão administrativa e na gestão pedagógica.

Palavras-chave: educação superior, acesso, democratização, SiSU, perfil acadêmico.

Implicaciones del SiSU en el proceso de democratización del acceso a la educación superior: el caso de la Unemat

RESUMEN. La política nacional de democratización del acceso a la educación superior del Ministerio de la Educación (MEC), instituida por el Sistema de Selección Unificada (SiSU), trae consigo mecanismos con propósitos de democratizar las vacantes en los cursos superiores públicos. En 2012, la Universidad del Estado de Mato Grosso (Unemat) adhirió al SiSU; así, en 2013, pasa a tener dos principales formas de selección (SiSU en el primer semestre y vestibular en el segundo semestre) de cada año. Investigaciones realizadas afirmaron que el ingreso en la Unemat ya era democratizado. La cuestión que planteamos en este estudio es: con la adhesión al SiSU, ¿el ingreso continuó democratizado? Así, el objetivo de esta

investigación es comprender la adhesión al SiSU en el câmpus Universitario de Cáceres y su relación con el proceso de democratización del Instituto de Enseñanza Superior (IES). Fue utilizada la investigación con enfoque cuanti-cualitativo. El proceso metodológico ocurrió en tres etapas: análisis documental; análisis del banco de datos – Enem - y análisis de datos del vestibular. Los instrumentos de investigación fueron los cuestionarios socioeconómicos del Enem y del vestibular/Unemat. Los resultados evidenciaron que hubo varios cambios en la Unemat tras la implementación del SiSU como forma de ingreso. Tales cambios fueron introducidos en el perfil académico, en las políticas institucionales, en la gestión administrativa y en la gestión pedagógica.

Palabras-clave: educación superior, acceso, democratización, SiSU, perfil académico.

Introduction

Higher education is a very broad field of research, given its current complexity and its insertion in multiple social, economic, cultural and technological transformations, which lead to redesigning its identity in relation to issues such as: evaluation, internationalization, commodification, permanence, quality, access, among others. This study is part of the politics of access to higher education after the implementation of the Law of Guidelines and Bases of National Education - LDBEN (Brazil, 1996), Law 9.394, from the 20th of December 1996. This law is the guiding standard for Brazilian education, bringing with it a set of transformations to the educational system. Referring to, in particular, higher education, the LDBEN flexibilizes and diversifies the forms of selection by the institutions and the offered courses.

In relation to access, the LBDEN doesn't establish the form or type of examination that the higher education institutions (HEIs) should use, but obligates them to carry out classification by selective process, giving them the freedom to choose the most suitable tool for this selection.

In 2012, The University of the State of Mato Grosso (Unemat), adhered to the federal government's policy of democratizing access to higher education through the Unified Selection System (SiSU). It was in January of 2013 that the first group got accepted into the university via SiSU;, from this moment on, there were two main forms of entrance, through the SiSU, in the first semester, which uses the grades of the National High School Exam (Enem) as the selection parameter, and the traditional entrance exam, in the second half of every year. Unemat already had a process of admission through their entrance exam, which was considered democratic. Research carried out by Lima, Malange and Barbosa (2015, p. 1032) states that "[...]; its expansion had a process that can be considered democratized, to the extent that the expansion of admission has reached all social strata of the population (blacks, natives, whites, students from public schools)". The question that we raise in this research is: does addmission remain democratized with the addition of the SiSU?

We seek to understand 'access to higher education' based on some theorists, such as: Coutinho (2008), Dias Sobrinho (2011), Luz (2013), Ristoff (2014), Silva and Nogueira (2011) and Silva and Veloso (2013), among others.

We use the concept of democratization with the perspective of possibilities to popularize access. According to Ristoff (2014), the term means "[...] to create opportunities for thousands of young people from the lower class, the poor, working class children and public school students to have access to higher education". In this sense, we can understand democratization as a public good and a social right. The concept of access is supported by Silva and Nogueira (2011), who define it in a deeper sense as belonging, which is inextricably linked to the sense of collectivity / universality and the creative praxis. "Through access, we understand its participation in higher education, which implies, ideally, to consider the dimensions of admission, permanence, completion and training / quality of this level of education" (Silva & Nogueira, 2011, p. 14).

The research locus is the university campus of Cáceres, the first campus of the State University of Mato Grosso, built in 1978. Currently, the university has 13 campuses, strategically distributed in the interior cities of the state. It was chosen due to the fact that it has the most amount of students in undergraduate courses offered and for its diversity of students that come from surrounding cities by bus, totaling nine municipalities, and their districts.

Theoretical-methodological fundamentals of the research

This study is inserted in the theme of higher education and, especially, in the politics of access, established by the University of the State of Mato Grosso (Unemat), campus of Cáceres, with the purpose of understanding the admission and its relation to the process of democratization of HEIs. We therefore seek to answer the following questions: What were the changes after the implementation of the SiSU at Unemat and what

kind of new students were accepted through the two forms of admission, the entrance exam and the SiSU, from 2013 to 2015?

The study is characterized as quantitative-qualitative, in a critical perspective. As for the use of the two techniques, quantitative and qualitative, Minayo (2000, p. 22) states that, on the whole, "[...] quantitative and qualitative data is not opposed. On the contrary, it complements each other, therefore, the reality comprised within them interacts dynamically, excluding any contrast."

Regarding methodological procedures, the study was organized in three stages: in the first, document analysis; in the second, the handling of socioeconomic questionnaires answered by the candidates at the time of the Enem in the period from 2012 to 2014, made available by the National Institute of Educational Studies and Research Anísio Teixeira; in the third, the handling and analysis of the data of the socioeconomic questionnaires from the entrance exam made available by the Contests and Entrance Exam Management Office (Covest) from 2013 to 2015.

Document analysis

The objective was to verify if there were any implications or changes at Unemat after the implementation of the Unified Selection System (SiSU). We analyzed documents within the institutional framework in edicts, resolutions, ordinances, decrees and normative instruction, such as: Edicts 003/2013, 003/2013, 001/2014, 003/2014, 001/2015, all available on the Unemat / Covest website, Notice 003/2013 – PRAE, Resolution 054/2011 - Conepe and Resolution 024/2012 – Conepe, which covers the adhesion of the State University of Mato Grosso (Unemat) (2011, 2012a, 2012b, 2013a, 2013b, 2013c, 2014a, 2014b, 2015) to the Unified Selection System (SiSU), among others.

The results were triangulated with the analysis of the socioeconomic questionnaires of the participants, available in the databases of the Enem and Unemat, which allowed us to identify the implications of the SiSU in the process of democratizing access to Unemat.

Collection of information in databases

a) Enem database

Identifying the new students[1] via SiSU at the State University of Mato Grosso - Cáceres campus - was not an easy task. The microdata from the Enem

from 2012 to 2014 made available by the National Institute of Studies and Educational Research Anísio Teixeira (Inep) was downloaded and subsequently filtered for the purpose of the study. The reason for identifying the participants was that we could have access to the socioeconomic questionnaire, which they completed at the moment of enrolling in the Enem. These numbers are 'masked'[2] in microdata. In addition to masked, microdata does not provide variable information such as: the name of the candidate, the individual registration number (CPF) or the general registration number (RG). These variables would make it easier for us to find new entrants.

The university does not have access to the socioeconomic questionnaire from the Enem, but through the system 'Sisu Gestão'[3], it was possible to acquire some information. For example: name, residence, sex, age, grades from the areas of knowledge required by the Enem (Social Sciences and their Technologies; Nature Sciences and their Technologies; Languages, Codes and their Technologies; Mathematics and its Technologies and Writing), among others, from those enrolled at Unemat via SiSU.

With this information, we compared the corresponding years (ex.: Enem 2012 vs. SiSU 2013/1)[4], to identify the participants in the microdata and have access to the questionnaires. The variables used to make the comparison were: TP_SEXO 'Sex'; Age; NOTA_CN 'Nature Sciences and their Technologies'; NOTE_CH 'Social Sciences and their Technologies'; NOTA_LC 'Languages, Codes and their Technologies'; NOTE_M 'Mathematics and its Technologies' and NU_NOTA_REDACAO 'Writing'. After the comparison, we were able to identify the new students and their respective questionnaires.

To extract the data, a statistical program such as the Statistical Package for the Social Sciences (SPSS), version 22, year 2013, was used and it was recommended by Inep. To do this, we use the statistical program STATA.

b) Covest database

In the collection of information from the socioeconomic questionnaires of freshmen students through the entrance exam in the database of the Advisory Department of Contests and Vestibular

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[1] For this study, we consider 'new students', the candidates approved through the SiSU or entrance exam who have enrolled in the Supervision of Academic Support, for thus they are enrolled in the university.

[2] Term used by Inep, which means to replace the actual Enem registration number with a fictitious one, while still retaining all of the information of the candidate.

[3] Electronic platform, by which the managers of the institution have access to some data the from Sisu, but not from the Enem.

[4] The entrants to undergraduate courses at Unemat in 2013/1 took the Enem 2012; So, to find the questionnaires, we needed to cross reference the data of each SiSU with the previous Enem.

(Covest), we were faced with the following situation: Covest had the socioeconomic questionnaires of all those enrolled in the college entrance exams, but there was no way to identify those who had enrolled in undergraduate courses because of the successive calls made to students, all of whom had passed the university entrance exam, waiting for the remaining university places. Covest provided us with the socioeconomic questionnaires of those enrolled in the time period from 2013 to 2015. To follow, the academic secretary of the Campus of Cáceres made the list of all candidates / entrants registered in the above mentioned period available. Thus, we made the comparison between (merge)[5] and STATA, with only the variable being 'name', and we found, through the entrance exam, all the socioeconomic questionnaires of the students enrolled and currently studying.

We use descriptive statistics to analyze, organize, and systematize data obtained from the database manipulations.

Methodological procedures

In this study, the socioeconomic data of 2,859 participants (1,414 from the Enem and 1,445 from the entrance exam), out of 13 undergraduate courses (Agronomy, Biology, Accounting, Computer Science, Law, Physical Education, Nursing, Geography, History, Arts, Mathematics, Medicine and Pedagogy) in the years 2013, 2014 and 2015 was analyzed, in order to verify if there was a change in types of students accepted at the graduation courses at Unemat after its addition to the SiSU.

The variables of the database of the Enem, made available by Inep through microdata, were divided by category: enrollment, school, candidate, special needs, high school certification, test application, objective test, essay and socioeconomic questionnaire data, totaling 145 variables, most of them belonging to the socioeconomic questionnaire (76 variables). In this study, the data of the candidate and the socioeconomic questionnaire of Enem were selected for analysis. The socioeconomic and educational questionnaire of Unemat is composed of 37 questions, and has no division.

When linking the variables of the Enem questionnaire with those of the entrance exam / Unemat, it was possible to find 14 common variables with a level of significance[6] for analysis.

Since the SiSU is a form of national selection, it is imperative to know the geographical origin of the new students at Unemat; thus, to search the database of the Enem, we chose the variable 'Residence'. In the entrance exam questionnaire there are no significant variables to make this collation. However, we found the variable 'city of residence' in the SiSUGESTÃO, with a degree of significance, making it possible to perform the analysis.

In Attachment 1 are the variables / questions of the respective questionnaires, analyzed by the pairing / collation to facilitate the readers' visualization.

The socioeconomic questionnaires were divided into groups, due to the particularity of the studied variables. Thus, the groups were divided into:
- personal data (ethnicity/ race, marital status, age and sex);
- school data (such as studies: elementary school, high school, teaching modality, high school completion time);
- family and economic data (father's education, mother's education, type of residence, address, number of people living in the household, paid work and monthly family income).

Results and discussion: the implications of SiSU in the process of democratization of access to UNEMAT

What the documents showed

In the documents analyzed, we were able to verify several changes[7] and implications[8]. Changes in: the structure of the entrance exam; dates of application; the weight given to the area of knowledge, among others. We began the analysis describing the entrance exam model applied prior to the SiSU adherence, subsidized in the writings of Nodari (2016). Currently, Unemat's entrance examination happens once a year, when classes start and always in the second semester. The tests are taken in the municipalities where there are vacancies, in addition to the city of Cuiabá (state of Mato Grosso). According to Notice 01/2015 - Covest, an entrance exam took place (2015/2), it was held on a single day (Unemat, 2015), composed of two phases, both of an eliminatory and classificatory character.

The first phase consists of four objective tests, with 44 multiple choice questions, with 5

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[5] Merge is the command that cross references records from two or more databases, in order to compare the same information and store it in a new database.

[6] They are variables with similar or equal items, which can be analyzed by comparison.

[7] In this study, we consider, that change refers to something that already existed, but was modified by virtue of the implementation of the SiSU.

[8] In this study, we consider, acts that did not exist, but were created due to the implementation of the SiSU.

alternatives each (a, b, c, d, e), divided into 4 areas, 10 questions in the area of Natural Sciences and their technologies; 12, in the area of Mathematics and its technologies; 10, in the area of Human Sciences and its technologies; 12, in the area of Language, Codes and their technologies, where students cannot get zero on the part of the test that corresponds to the course they intend to take. Each question, worth one point, will be multiplied by different weights (1 to 4), according to the course chosen by the candidate (Unemat, 2015). The examination model used by the university is the same one used by the Enem[9].

The second phase includes writing an essay based on the reflection of a text; its numerical value varies from zero to ten points on the scale. The essays are corrected and graded in descending order obtained in the first phase, in the limit of three times the number of vacancies offered (Unemat, 2015).

The final grade of each candidate in the entrance examination is obtained by adding the scores of each of the objective tests and the writing test. In the case of the approval of the candidate, the following considerations are taken into account for the vacancies: 40%, are intended for extensive competition; 35%, to candidates from public schools; 25%, are reserved for self-declared blacks. The initial enrolment in the courses offered through the entrance exam ends, on average, after the 5th makeup test, when the number of vacancies stipulated in the selection notice is filled. The reality is different via the SiSu because sometimes there are 12 makeup tests, and even then, the vacancies available are not filled, which implies an increase in idle vacancies.

Unemat created the means to decrease the amount of idle positions in the undergraduate courses offered through the SiSU. These means are generally applied after the fifth makeup test via SiSU. These means are:
- the face-to-face makeup test, for the candidates who have taken the Enem, and are not enrolled in any course, where they personally show their interest in the position offered in the area in which they were classified, regardless of their score – in the case of other interested candidates, the one with the highest grade on the Enem is selected, if the vacancies are less than the number of interested

candidates; otherwise, the candidate already guarantees his place;
- the reopening of courses by the candidates who took the Enem, but are not yet enrolled in any course, offering them the vacancy in the courses without being classified candidates or in the cases in which the vacancies were not filled;
- The 'Enem Utilization Notice' selects candidates to fill idle vacancies (even those who have taken the Enem in previous years - 2010, 2011, 2012, 2013 ...);
- the 'special makeup test' selects candidates for the vacant positions through their high school transcript.

Actions such as these generate an increase in activity in the administrative routine in all sectors involved in the selection.

After the implementation of the SiSU, there were advances in the policy of permanence after instituting grants (food and housing), destined to socioeconomically vulnerable students.

The use of these aids was required in order to join the National Program of Student Assistance for State Higher Education Institutions (Pnaest). The first public notice for the granting of aid was published on August 9, 2013, providing 2,000 grants (1,000 in food, valued at 180.00 reais and 1,000 in housing, in the amount of 250.00 reais). Both grants are given to chosen students for 12 months (Universidade do Estado de Mato Grosso [Unemat], 2013c).

Students with proven socioeconomic vulnerability may apply for the two types of aid provided in the notice, provided that they do not have any other form of scholarship offered by Unemat or any external development agencies. If the student already has a grant, extension, IC, or any other scholarship, he / she may apply for only one of the grants offered, either the housing grant or food grant (Unemat, 2013c).

Analysis of the participants via SiSU and Entrance Exam

We will begin the analysis of the questionnaire data according to the previously established division: personal data, school data, family and economic data.

Personal data
a) Sex
Regarding the SiSU, the agronomy and mathematics courses are represented by 67.5 and 74.3% male students, respectively, as opposed to the pedagogy and arts courses, represented by 91.7% and 73.6% female students. Regarding the entrance examination, the agronomy and mathematics

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[9] 1. Human Sciences and their Technologies (Curricular Component: History, Geography, Philosophy and Sociology). 2. Natural Sciences and their Technologies (Curricular Component: Chemistry, Physics and Biology). 3. Languages, Codes and their Technologies and Writing (Curricular Component: the Portuguese Language, Literature, Foreign Language (English or Spanish), Arts, Physical Education and Information and Communication Technologies). 4. Mathematics and its Technologies (Curricular Component: Mathematics) (National Institute of Educational Studies and Research Anísio Teixeira [INEP], 2016).

courses are represented by 82.0 and 76.8% male students, while pedagogy and arts are represented by 90.5 and 76.4% female students.

In the SiSU, the average number of female students is 59.4% and in the entrance exam it is 57.1%, with an overall average of 58.2% from 2013 to 2015, exceeding the national average by 2.5%, in which 55.7% of the participants are female. The average male enrolment through the SiSU is 40.6% and through the entrance exam, 42.9%, with a general average of 41.7%, representing a negative rating of 2.5% in comparison with the national average rating.

b) Age

In our research, we noticed that the majority of students enrolled in undergraduate courses at the Cáceres campus are between the ages of 18 and 24. We verified, through the SiSU, that the computer course is the one with the youngest students, with an average age of 19 years old; the arts course, with the oldest age, with an average of 24 years old. When it comes to the entrance exam, it is not possible to know the average age of the students, since the options in the questionnaire are fixed by age group. Even with this limitation, we know that the agronomy course has 80% of its students in the age range of '18 to 21 years old', making it the course with the youngest students, while the physical education course has 55% of those enrolled in the age group from '24 to more than 30 years old', making it the course with the oldest students.

c) Ethnicity / Race

Unemat has a policy of affirmative action that reserves 25% of the vacancies in the undergraduate courses to the candidates who declared themselves black or brown, through the Program of Integration and Ethical-Racial Inclusion (Piier), either through the SiSU or the entrance exam. It is necessary to clarify that the populations of brown and black races do not enter the university only through this program but through others as well. The known pathways such as 'broad competition' and 'public school' do not obtain the ethnicity / race requirement, which allows us to conclude that there are brown and black students in these pathways also.

Through the SiSU, 72.5% of the participants in the geography course declared to be brown or black; in the history course, 64% declared to be part of this same population. In the two forms of entrance - the SiSU or the entrance exam -, the Law course is constituted, in majority, by people who declared themselves to belong to the white population, with rates of 71 and 64%, respectively. The predominantly white courses are: law, with an average of 67.5%; nursing and medicine, with

averages of 65 and 64%, respectively.

We also verified that the majority of the white population in the undergraduate courses of Unemat, at the Cáceres campus, is enrolled in courses with a bachelors degree program, while the brown and black populations are enrolled in the night courses to complete their undergraduate degrees.

d) Marital Status

In the bachelor's degrees courses, 91.6% of the students are single, 8.3%, married and 0.1% divorced. In the undergraduate courses, the reality is somewhat different, with 77.9% singles, 17.2% married and 4.9% divorced. The highest rate of unmarried admissions in 2014/1 occurred in undergraduate courses, with 93.0%, and in 2014/2, the highest married rate, with 18.3% married. The average number of singles getting admitted through the SiSU is 88.9% and through the entrance exam it is 83.5%. The average number of married students who got in through the SiSU is 10.2% and through the entrance exam it's 14.6%, with a general average, in the analyzed period, of 12.4%. The overall average of the divorced, legally separated or widowed, is 1.3%.

School data

a) Elementary school

We observed that 84.1% of the students enrolled in the undergraduate courses at the Cáceres campus attended a public elementary or high school. Through the SiSU, the average was 86.5% and through the entrance exam it was 81.8%. The average number of students enrolled in private school through the SiSU was 13.5% and as see in the entrance exam results it was 18.2%. In relation to the courses, 69.7% of the students who attended public elementary school (exclusively or for the most part) opted for undergraduate courses; 78.5% of those who attended private elementary school (all or for the most part) opted for a bachelor's degrees.

b) High school

At Unemat, the undergraduate course with the largest number of students coming from the public sector, through the SiSU, is pedagogy, with an average of 97.3%; the highest number of students coming from the private sector is medicine, with an average of 46.7%. In relation to the entrance examination, the course with the highest number of students from public schools is the pedagogy course, with an average of 94.4% where as 39.2% of students from the law course come from private schools.

In the analyzed period, 77.3% of the students declared being in public high school (exclusively, or for the most part); the SiSU data shows, 86.1%; the entrance exam data shows, 78.5%.

In relation to the students from private schools, 14.7% said they had completed high school (exclusively, or for the most part) in private schools. The SiSU data showed, 11.2%; the entrance exam data showed, 18.3%.

c) High school modality

Firstly, we clarify what we mean by 'regular education' and 'other' modalities. Regular education, in this study, refers to high school courses lasting three years. The 'other' modality refers to the conclusion of high school in the following situations: mass testing, the Enem secondary education certification, technical courses and integrated[10] secondary education courses.

Most of the upcoming students stated that they would complete high school (HS) normally, representing an average of 86.1% in this modality. The entrance exam and the SiSU represent, respectively, 81.8 and 90.5% of HS in the regular modality. The graduates of the Youth and Adult Education (EJA) (Supplementary) modality enter, in greater number, in the higher education courses through the entrance exam.

The agronomy course record the average of 32.1% of the students coming from the 'other' modality; the computer course records 12.5%. We have verified that only these two courses have students who have attended technical secondary vocational education or integrated secondary education.

d) High school completion time

In the undergraduate courses offered at the Cáceres campus, 84.1% of the students finished high school in up to three years. Students who took four to six years or more to complete HS, account for 15.9%. Among the undergraduate courses, the physical education course had the highest rate of students who took more than three years to complete high school, with an average of 13.2% from SiSU data, and 16.8% from the entrance exam data.

Family and economic data

a) Level of Father's Education

According to data from the questionnaires, Unemat has the highest number of fathers who completed elementary school, representing the general average of 35.7%. The analysis also shows that 10% of the fathers of the students who entered through the SiSU have completed higher education and, by entrance examination, the percentage is

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[10] The integrated high school courses are courses that have an average duration of four years, because they have a high school curriculum and vocational secondary education.

12.8%, resulting in an average of 11.4% of fathers who completed higher education.

In the undergraduate courses at the campus of Caceres, the reality is no different, since the average number of students whose fathers have higher education is 7.3% in the bachelor courses and 4.1% in the undergraduate courses. Standing out among the bachelor degrees is the medical course, with 90.0% of students with fathers with a higher education level; among the undergraduate courses, the arts course stands out, with 24.6%.

b) Level of mother's Education

According to data from the questionnaires, 29.2% of the respondents reported having mothers with complete primary education; of these, 28.3% got in through the SiSU and 30.2% got in through the entrance examination. The same data also shows that 20.1% of the mothers of the students enrolled in the undergraduate courses at the Cáceres campus completed higher education, 19.5% from the SiSU and 20.8% from the university entrance examination. We also verified that 31.9% of the mothers have incomplete or complete secondary education.

The courses with new students whose mothers have completed elementary education are: geography (56.8%), agronomy (57.6%), physical education (61.9%), mathematics (63.5%) and pedagogy (67.3%), considered courses where the mothers have low basic education. The courses with students with mothers with a higher education level are: arts (39.6%), medicine (44.2%) and law (46.4%).

c) Type of family residence

According to the analysis, 62.0% of the participants declared that the residences of their families are fully owned. Of these, 63.0% got into the university through the SiSU and 60.9% through the entrance exams. The analysis also showed that 22.6% of the participants declared that the residences of their families are rented. Of these, 22.0% got in through the SiSU and 23.2% through the entrance exams.

The agronomy course stood out with 88.7% of those who reported having their own family homes, while 74.1% of medical students admitted to not owning their own family residence.

d) Number of people in the residence

We note in the analysis, that the students that indicated the alternatives 'I live alone' to 'three people' were accepted in greater numbers through the entrance exam yet, those who indicated the alternatives 'four people' to 'more than five people' we accepted in greater numbers through the SiSU.

According to the answers in the questionnaires, data from the SiSU showed, the computer and

geography courses have the highest average number of people per household, representing 4.3 and 4.7, respectively; the courses with the lowest average number of people per household are: nursing, with 3.4, and medicine and accounting, with 3,6[11]. The data from the entrance exam showed, math and geography courses have the highest average number of people per household, 4.4 and 4.6, respectively; the courses with the lowest average number of people per household are: medicine, with 3.3, and agronomy, with 3.5.

e) Paid work

At Unemat, the general average of the participants who affirmed to take part in paid work is 46.1% for the two forms of admission. Data from the SiSU shows an average of 39.4%; data from the entrance exam shows 52.8%. Thus, the SiSU shows that there are fewer people getting in that participate in paid work. The courses with the lowest percentages of working new students are: medicine, with only 3.7%, followed by nursing, with 21.3%, and agronomy, with 23.8%. In the law course, which is considered elite in Brazil, 52.3% of the new students at Unemat, campus of Cáceres, confirmed that they take part in paid work; that is, more than half of the students at the time of enrolment reported that they worked. The courses with the highest rates of working students are: pedagogy, with 83.0%, followed by mathematics and geography, with 84.7 and 85.3%, respectively. Thus, we can consider that undergraduate courses in Brazil, or more specifically at Unemat, the Cáceres campus, have the highest rates of paid students, while bachelor degrees have the lowest rates of paid students, especially in the healthcare field.

f) Monthly family income

For Corbucci (2014), income is pointed out as the main factor for academic performance; when it comes to admission, income may be a hindrance to the continuity of studies for working students.

We found, at the campus of Cáceres, that 68.8% of the new students belong to the family group with incomes of up to 3 minimum salaries. According to data from the questionnaires (Enem and the entrance exam), approximately 70% of the students enrolled in undergraduate courses at the Cáceres campus survive on a monthly income of up to 3 minimum salaries.

Through the SiSU, we noticed that some family income ranges stand out, regardless of the year in which the selection of the new entrants occurred. The family income brackets that prevail from the

SiSU data are: 'up to 1 minimum salary', 'up to 2 minimum salary' and 'between 5 and 10 minimum salaries'. The other family income ranges that stand out from the entrance exams data are: 'up to 3 minimum salaries', 'up to 4 minimum salaries', 'up to 5 minimum salaries' and 'between 10 and 15 minimum salaries'.

The courses in which most of the new students with a family income up to 3 minimum salaries are enrolled in through the SiSU are: accounting, computing, nursing, geography, history, mathematics, biology, and pedagogy. By the same form of entrance, the courses included between 'up to 4 minimum salaries' and 'up to 5 minimum salaries' of average family income, are physical education and arts. The courses with students with higher purchasing power from the SiSU data, with a family income above 5 minimum salaries, are the courses of agronomy, law and medicine.

Courses with new students from the entrance exam data, with an average family income of up to 3 minimum salaries are: computing, geography, mathematics, biology, and pedagogy. Among the new students with family income above 5 minimum salaries, the courses, agronomy, law and medicine stand out. Finally, courses ranging from 'up to 4 minimum salaries' and 'up to 5 minimum salaries' as average family income are those of accounting, physical education, nursing, history and arts.

In relation to the income / course in Brazil, Ristoff (2014, p.773) points out:

> In order to better understand what is happening in the Brazilian campus, it is necessary to remember that only 7% of Brazilian families have a monthly income of more than 10 minimum salaries. It is rare, however, to find in a Brazilian undergraduate course / area in which this representation is equal to or less than that of society.

g) city of residence

The adherence to the new system of selection by universities (SiSU) brings different expectations regarding the scenario of entry into Brazilian higher education, since it allows the selection process of several public institutions, from the north to the south of Brazil, to be carried out in a unified manner. Thus, candidates from more distant places of the Nation will have the opportunity to compete to get into an institution on national territory without, having to move or go far to participate in the selection process. These expectations are possible thanks to the efforts made by the Federal Government to redistribute the vacancies of higher education courses through programs to democratize access to Brazilian universities.

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[11] Medicine and accounting sciences have registered a technical tie. Medicine, with an average of 3.59; accounting sciences, with 3.57. We rounded up to 3.6 for both.

Within these expectations, at Unemat, on the campus of Cáceres, only 8% of the entrants are from out of state. The most sought after course for out-of-state new students is medicine, with an average of 92.4% of admissions. Of these, 89.7% are through the SiSU and 95.1% through the entrance exam. The course with the lowest admission for new students is pedagogy, with only one entry from the state of Rondônia / RO, through the SiSU, in 2013/1, and through the entrance exam, 100% of the new students were from the state of MT.

Final considerations

The question raised in this study was: is the admission still democratized, with the adhesion of the SiSU?

To answer the question, we analyze documents and profiled the upcoming students through the entrance examination and the system. The results showed that its implementation had repercussions on changes on the structure of the entrance exam, with the inclusion of affirmative policies for students from public schools, creating mechanisms to fill the vacancies through the SiSU and implementing policies of permanence with food and housing grants.

The results of the 'SiSU entrants', in the period from 2013 to 2015, indicate that:
    -the majority is female (59.4%);
    -78.1% are young people, ages up to 24 years old;
    -45.8% of new students are considered to be of the brown race;
    -37.3% of the white race;
    -the greatest number is that of black, brown and indigenous people;
    -88.9% are single;
    -78.6% are students who completed public elementary school;
    -82.2% are students who completed public high school;
    -83.3% of the new students finished high school in up to three years;
    -90.5% are students from regular education ;
    -new entrants with mothers at the following levels of education:
    -elementary school (28.3%);
    -incomplete high school (20.6%);
    -completed higher education (19.5%).
    -fathers of new students with the following levels of education:
    -completed elementary school (33.6%);
    -incomplete secondary school (16.4%);
    -incomplete elementary school (10.5%).
    -62.4% of people residing in the same household with over three people.

    -63.0% own their family residence.
    -60.6% are new students who do not earn income.
    -57.4% households with incomes of up to 2 minimum salaries, 90.7% reside in the state of Mato Grosso.

The results found on 'new students through the entrance exam', from 2013 to 2015, note that:
    -the majority are female (57.1%);
    -66.1% are young people up to 24 years old;
    -there is greater insertion of new entrants who are older than 27;
    -ethnicity of students:
    -brown (42.9%);
    -white (42.7%);
    -greater insertion of students who are white and yellow;
    -83.5% of students are single;
    -education:
    -74.4% completed public elementary school, with a growing of percentage of the students in the categories 'All education in private school' and 'Most education in private school';
    -high school: 73.7% in public school, with a percentage increase of the students in the categories 'all education in private school', 'mostly in private school' and 'mostly in public school';
    -84.9% of students completed high school in up to three years;
    -81.8% are students from regular education;
    - new students whose mothers have the following levels of education:
    -elementary school (30.2%);
    -incomplete high school (20.9%);
    -completed higher education (20.8%);
    -fathers of new students with the following levels of education:
    -elementary school (37.8%);
    -incomplete secondary education (18.5%);
    -higher education completed (12.8%);
    -number of people living in the same household: less than four people (50.8%);
    -60.9% of residences are owned by the family;
    -52.8% are new students who earn an income;
    -56.5% are families with higher purchasing power: with incomes above two minimum salaries; and
    -93.3% of new students who reside in Mato Grosso.

The main 'changes found in the 'profile" were:
    -students residing with more people;
    -students who do not work
    -family income up to three minimum wages.

The present study demonstrated that the entry into Unemat, after the implementation of the SiSU,

continues to be democratized, since it serves a varied public - entrants from different classes and races. It is necessary to analyze the academic trajectory of these students in order to verify their permanence in the courses, since the democratization of the access to higher education should not be restricted to the democratization of the entrance; the students must be able to enter and complete the course.

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ATTACHMENT 1

Issues analyzed from the Enem / SiSU and the Entrance Exam / Unemat questionnaires from 2013 to 2015

Item	ENEM Questionnaire	Entrance Exam Questionnaire
	Personal data	
01	Sex	What's your Sex?
	Masculine	Masculine
	Feminine	Feminine
02	Age	How old are you?
	Open	Up to 18 years old
		from 19 to 21 years old
		from 22 to 24 years old
		from 25 to 27 years old
		from 28 to 30 years old
		over 30 years old
03	Ethnicity / Race	What do you consider yourself?
	Not declared	White
	White	Brown
	Black	Black
	Brown	Yellow
	Yellow	Native
	Native	
04	Marital Status	What's your martial status?
	Single	Single
	Married / Living with partner	Married
	Divorced	Separated
	Widower	Widower
	School Data	
05	What kind of elementary school did you go to?	How did you do your elementary school studies?
	Only public school	All in public school
	Mostly public school	All in private school
	Only private school	Mostly in public school
	Mostly private school	Mostly in private school
	Only indigenous school	
	Mostly indigenous school	
	Only in a school located in the quilombola community	
	Mostly in a school located in the quilombola community	
06	What kind of high school did you go to?	How did you study high school?
	Only public school	All in public school
	Mostly public school	All in private school
	Only private school	Mostly in public school
	Mostly private school	Mostly in private school
	Only indigenous school	
	Mostly indigenous school	
	Only in a school located in the quilombola community	
	Mostly in a school located in the quilombola community	
07	How many years did you take to complete High School?	How many years did you take to complete High School?
	Less than 3 years	Less than three years
	3 years	Three years
	4 years	Four years
	5 years	Five years
	6 years or longer	Six years
	I didn't complete high school	Over six years
	I didn't go to high school	
08	In what type of institution have you completed or will complete high school?	In which form of education did you complete or complete High School?
	Regular education	Regular
	Youth and Adult Education	Supplementary
	Special Education	Technicial
		Professional
	Family and Economic Data	
09	For how long did your mother study?	What is your mother's level of education?
	Did not study	Illiterate
	1st to 4th grade elementary school (former primary)	Incomplete elementary school
	5th to 8th grade elementary school (former gymnasium)	Complete elementary education
	High school (former 2nd grade) incomplete	Incomplete high school
	High school (former 2nd grade)	Complete high school
	Incomplete higher education	Higher Education Graduate
	Complete higher education	
	Postgraduate studies	Incomplete higher education
	Do not know	Cannot inform
10	For how long did your father study?	What is your father's level of education?
	Did not study	Illiterate

	1st to 4th grade elementary school (former primary) 5th to 8th grade elementary school (former gymnasium) High school (former 2nd grade) incomplete High school (former 2nd grade) Incomplete higher education Complete higher education Postgraduate studies Do not know	Incomplete elementary school Complete elementary education Incomplete high school Complete high school Higher Education Graduate Incomplete higher education Cannot inform
11	How many people live in your home (including you)?	How many people live in your house?
	1,2,3,4,5,6,7,8,9,10,1,12,13,14,15,16,17,18,19,20 or more	Two people Three people Four people Five people Over five people I live alone
12	What is the type of residence your family lives in?	What is the type of residence your family lives in?
	Owned Owned and in payment (financed) Leased Rented Another situation (unregulated subdivision, occupation, etc.)	Owned Owned in payments Leased Rented
13	Do you or have you ever had paid work?	Do you engage in paid work?
	Yes, I'm working Yes, I've worked, but I'm not working. No, I've never worked	Yes, part time (up to 30 hours a week) Yes, full time (more than 30 hours per week) Yes, but it's about casual work No
14	What is your family's monthly income?	What is your family's monthly income?
	No income Up to a minimum salary (up to R $ 678.00) More than one up to 1.5 (up to R $ 1,017.00) More than 1.5 and up to 2 (from R $ 1,017.01 up to R $ 1,356.00) More than 2 and up to 2.5 (from R $ 1,356.01 up to R $ 1,695.00) More than 2,5 and up to 3 (from R $ 1,695.01 up to R $ 2,034.00) More than 3 and up to 4 (from R $ 2,034.01 up to R $ 2,712.00) More than 4 and up to 5 (from R $ 2,712.01 to R $ 3,390.00) More than 5 and up to 6 (from R $ 3,390.01 to R $ 4,068.00) More than 6 and up to 7 (from R $ 4,068.01 to R $ 4,746.00) More than 7 and up to 8 (from R $ 4,746.01 up to R $ 5,424.00) More than 8 and up to 9 (from R $ 5,424.01 up to R $ 6,102.00) More than 9 and up to 10 (from R $ 6,102.01 up to R $ 6,780.00) More than 10 and up to 12 (from R $ 6,780.01 to R $ 8,136.00) More than 12 and up to 15 (from R $ 8,136.01 to R $ 10,170.00) More than 15 and up to 20 (from R $ 10,170.01 up to R $ 13,560.00) Over 20 minimum salaries (more than R $ 13,560.01)	No income Up to 1 minimum salary Up to 2 minimum salaries Up to 3 minimum salaries Up to 4 minimum salaries Up to 5 minimum salaries Between 5 and 10 minimum salaries Between 10 and 15 minimum salaries More than 15 minimum salaries
	Questionário ENEM	Sisugestão
15	Acronym of State you reside in	Acronym of State you reside in
	AC, AL, AM, AP, BA, CE, DF, ES, GO, MA, MG, MT, MS, PA, PB, PE, PI, PR, SE, RJ, RN, RO, RR, RS, SC, SP, TO.	AC, AL, AM, AP, BA, CE, DF, ES, GO, MA, MG, MT, MS, PA, PB, PE, PI, PR, SE, RJ, RN, RO, RR, RS, SC, SP, TO.

Source: Elaborated by the author, based on the data analyzed.