

History of Enade concepts of Dentistry courses in Bahia

Emi Ribeiro dos Santos*; Márcia Mineiro de Oliveira**; Kariza Vargens Diniz Correia***

* Undergraduate student, Faculdade Independente do Nordeste

** PhD, Professor, Accounting Sciences Course, Universidade Estadual do Sudoeste da Bahia

*** PhD, Professor, Dentistry Course, Faculdade Independente do Nordeste

Received: 06/15/2021. Aprovado:06/11/2022.

ABSTRACT

The National Exam of Students Performance (Enade) is an integral part of the National Higher Education Assessment System (Sinaes). Enade is held every three years by students completing undergraduate courses in order to measure student performance in relation to the course offered. The aim of this study was to describe the historical series of concepts in Enade of the Dentistry course of private and public Institutions of Higher Education (IES) in the state of Bahia, in 2004, 2007, 2010, 2013, 2016 and 2019 and to compare the concepts obtained by IES throughout this period. A retrospective descriptive observational research was carried out in public files available on the official website of the National Institute of Educational Studies and Research Anísio Teixeira (INEP) of all Enade concepts of Dentistry courses in the Unit of the Federation of Bahia. The data obtained were submitted to descriptive analysis by the mean and standard deviation of the concepts. Private institutions had an average score of 2.78 ± 0.72 in the period surveyed, with no difference in performance between them, with the exception of the Dentistry course of Bahia School of Medicine and Public Health (EBMSP), which attained scores 4 and 5, in 3 exams. Public institutions had an average score of 4.05 ± 0.83 in the concepts. The Federal University of Bahia (UFBA) obtained an average score of 4.33. Public IES obtained better results in the Enade concept than private IES. UFBA was evaluated as being the best IES of Dentistry in Bahia throughout the historical series considered.

Descriptors: Education, Dental. Educational Assessment. Education, Higher.

1 INTRODUCTION

Since the mid-1990s, the discussion on educational assessment in Brazil has been of great relevance, especially since the creation of the National Course Exam (ENC), popularly known as “Provão”¹, which was applied in the period from 1996 to 2003 under the Law of Guidelines and Bases of National Education – Law No. 9,394 of December 20, 1996².

Subsequently, by Law No. 10,861 of April 14, 2004, the National System of Assessment in Higher Education (Sinaes) was established, which consists of three main components: the assessment of institutions, courses and students’ performance³.

The set of assessments of which Sinaes are composed, are externally coordinated and organized by the National Commission for

Assessment of Higher Education (Conaes). With regard to operationalization, this is the responsibility of the National Institute of Educational Studies and Research Anísio Teixeira (INEP), which develops the assessments that have been attributed to it⁴.

The National Student Performance Examination (Enade) is an integral part of Sinaes, and is carried out by students completing undergraduate courses, in order to measure the performance of students in relation to the syllabus provided in the curricular bases of the courses, as well as their skills and competences to comprehensively understand topics specifically related to their profession^{5,6}.

Dental practice demands academic training that promotes the formation of qualified professionals, whose skills and competences allow their performance in the market in an ethical, judicious and responsible manner, making correct diagnoses and ensuring patient's health and well-being, by adapting to the constant technical, social, cultural and economic changes in their environment⁷⁻¹⁰.

Enade is one of the three evaluation axes of Sinaes with the aim of generating and organizing educational reforms in higher education in Brazil⁵. The specific content of Dentistry in Enade has been extensively studied, with emphasis on student performance in Community Health issues^{1,6,11}. Despite the relevance of assessing a historical series of concepts of Enade undergraduate courses in Dentistry, few studies using this design were found⁷. A previous study assessed a historical series of Enade concepts of undergraduate courses in Dentistry of public and private Institutions of Higher Education (IES) in Brazil in the years 2007, 2010 and 2013⁷.

Thus, the historical evaluation of the concepts obtained, provides important data about the evolution of a course and possible changes to be made in the evaluation process itself, in order

to improve its application and issues, and to improve management of the teaching of Dentistry⁵, in addition, an updated and individualized analysis of a Brazilian state introduces the particularities of the state of Bahia into the discussion to point them out for the purpose of making improvements.

The aim of the present study was to describe the historical series of concepts in ENADE, of the course of Dentistry of Public and Private Institutions of Higher Education (IES) in the state of Bahia, in 2004, 2007, 2010, 2013, 2016 and 2019 and compare the values of the concepts obtained by public and private IESs in the state of Bahia, over time.

2 METHOD

Synthesis of methodological choices

From an epistemological point of view, the design of the research¹² was based on post-positivist foundations¹³ in a quantitative investigative approach¹⁴ that allowed multidimensional procedures¹⁵ for the purposes of collection and description of data, since the aim of the research was to be descriptive¹⁶.

It started with an exploratory research for the delimitation of the IESs that would participate in the sample universe of this study¹⁷, limited in time (from 2004 to 2019) and in space to the IESs in the State of Bahia, which offered a Dentistry course. This research consisted of a longitudinal survey^{18,19} merged with electronic research in a public database (INEP) to support a multiple case study²⁰ that would contemplate the external evaluation of education²¹.

Systematic observation²² was used as an instrument for obtaining the data, for which the parameters and variables were pre-defined in an electronic spreadsheet in the form of a *checklist*²³. The analytical interpretation of the material collected was performed using simple and descriptive statistics²⁴ that allowed

comparisons and inferences.

Theoretical-analytical foundations and space-time delimitation

Support and guidance for this investigation was sought in the study by Azevedo *et al.* (2017)⁷ which had a time frame within the years 2007, 2010 and 2013 and initially presented the data categorized according to the Federation Unity (UF), and later grouped into the macro-regions, according to the administrative category.

This is a retrospective descriptive observational research in public archives on the official website of INEP. A documentary survey of all Enade editions was carried out relative to the Dentistry course in the state of Bahia, in the years 2004, 2007, 2010, 2013, 2016 and 2019. The survey was carried out from August to November 2020, by a single researcher.

Data was collected from the electronic mail addresses <https://www.gov.br/inep/pt-br/areas-de-atuacao/avaliacao-e-exames-educacionais/enade/resultados> in the selectable item <Conceito Enade>, opening a virtual page that leads to another virtual page of <Indicadores de Qualidade da Educação Superior>, with every year in which evaluations were made of all courses in all areas of knowledge. Each year is a selectable item in which an Excel® file with data about the courses and IESs evaluated may be obtained.

The Excel® files obtained did not contain exactly the same information, such as for example, the number of vacancies per course, number of professors (masters and doctors), freshman student participants, private category with profit or nonprofit organizations, however, all of the six were Excel® files contained information about the administrative category (public or private) and the Enade concepts (1, 2, 3, 4 or 5). Therefore, all files had these two categories of information in common and were

included in an Excel® spreadsheet for analysis.

The study was conducted with 13 IESs, 10 private and three public. In 2004, the participants were three private and two public HEIs; in 2007, 2010 and 2013 three private and three public IESs; in 2016 the participation of private IESs rose to seven and the three public IESs continued with their participation. In 2019, the last year of the analysis, 10 private and three public IESs participated.

Inclusion and Exclusion Criteria

A criterion for inclusion in the research was that the institution with a Dentistry course would need to have participated in at least one edition of Enade, with data obtained from the official website of INEP, and informed in the document in Excel®. Therefore, of the total of 28 Dentistry courses in operation in the state of Bahia at the time of data collection, only five did not participate in at least one edition of Enade.

Please note that to enable calculation of the Enade concept, it was necessary for at least two graduating students to have attended the test and obtained valid results for the purposes of evaluation. Courses with only one student present were registered as “Without Concept (SC)” to preserve the student's identity.

Statistical analysis

Data were subjected to descriptive analysis by means of the mean and standard deviation of the concepts, and linear analysis with the category "concept x time". The numerical values of the concepts, which are integers between one and five, collected per institution, per year, were compared on a temporal evolutionary scale.

Ethical Considerations

As this was research conducted with the use of secondary data obtained from Public datasets, without exposure of data that would

identify the subject either partly or fully, this dispensed with the requirement of evaluation by the Research Ethics Committee.

3 RESULTS

Private institutions obtained an average score of 2.78 ± 0.72 in the period studied, without much difference in performance between them, with the exception of the Bahia School of Medicine and Public Health (EBMSP), which obtained a mean score of 3.67 ± 0.75 . Public universities had a mean score of 4.05 ± 0.83 of the

concepts.

The Federal University of Bahia (UFBA) has the best score on average (4.33 ± 0.75) and had a maximum score in half of the evaluations in which UFBA participated. The years in which the IESs showed better performance were 2004 and 2013. In 2010, with the exception of the State University of Southwest Bahia (UESB) and the University Center for Technology and Science, Salvador (UNIFTC SA), the other IES showed performance below their average performance (table 1).

Table 1. Enade Concept of the researched IES

IES	Administrative category	Enade Concept						Mean	Standard Deviation
		2004	2007	2010	2013	2016	2019		
CESUPI	Private	-	-	-	-	-	2	2.00	0.00
EBMSP	Private	5	4	3	3	3	4	3.67	0.75
FACDELTA	Private	-	-	-	-	3	3	3.00	0.00
FAINOR	Private	-	-	-	-	3	2	2.50	0.50
FAMAM	Private	-	-	-	-	3	3	3.00	0.00
UNIAGES	Private	-	-	-	-	-	3	3.00	0.00
UNIFAS	Private	SC	3	2	4	3	3	3.00	0.63
UNIFTC SA	Private	SC	2	3	3	3	2	2.60	0.49
UNIRB	Private	-	-	-	-	2	2	2.00	0.00
UniRuy Wyden	Private	-	-	-	-	-	3	3.00	0.00
UEFS	Public	5	4	2	4	4	4	3.83	0.90
UESB	Public	-	SC	4	5	3	4	4.00	0.71
UFBA	Public	5	4	3	5	4	5	4.33	0.75

CESUPI – Centro de Ensino Superior de Ilhéus. EBMSP – Escola Bahiana de Medicina e Saúde Pública. FACDELTA – Faculdade Delta. FAINOR – Faculdade Independente do Nordeste. FAMAM – Faculdade Maria Milza. UNIAGES – Centro Universitário Ages. UNIFAS – Centro Universitário de Ciências Agrárias e da Saúde. UNIFTC SA – Centro Universitário de Tecnologia e Ciências, Salvador. UNIRB – Centro Universitário Regional da Bahia. UniRuy Wyden – Centro Universitário Ruy Barbosa Wyden. UEFS – Universidade Estadual de Feira de Santana. UESB – Universidade Estadual do Sudoeste da Bahia. UFBA – Universidade Federal da Bahia. SC – Sem Conceito.

In 2004, EBMSP was the only private IES to participate in the Enade, and attained the maximum score, however, there was a fall in performance in subsequent years (2010 to 2016), with recovery of the score in the 2019 exam, in which it attained Concept 4. This justified a higher standard deviation from the mean (0.73)

among private IES (table 1). Furthermore, the EBMSP was the private institution that showed the largest fall in performance among private IES over the years (graph 1).

In 2004, UNIFTC SA and the University Center for Agrarian Sciences and Health (UNIFAS) were left without a concept (SC) due

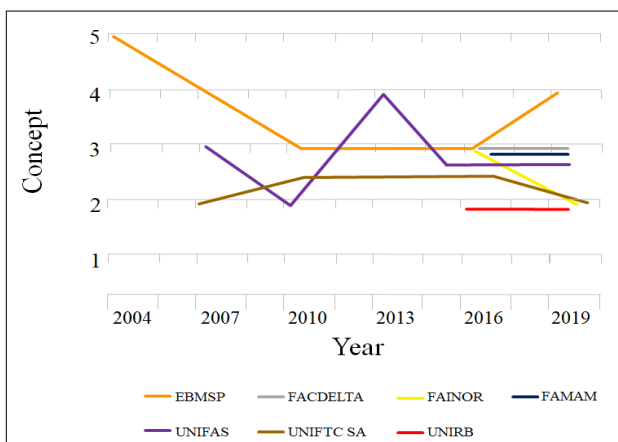
to lack of participants (table 1). The concept of UNIFAS has varied over the years, with the lowest score being attained in 2010 with Concept 2, and the highest score, in 2013 with Concept 4. In 2007, UNIFTC SA attained Concept 2, and there was positive evolution, so that it maintained Concept 3 in the following three evaluations. In 2019, however, there was a fall in performance shown by the attainment of Concept 2 (graph 1).

Faculdade Delta (FACDELTA), Faculdade Independente do Nordeste (FAINOR), Faculdade Maria Milza (FAMAM) and Centro Universitário Regional da Bahia (UNIRB) participated in the Enade evaluation in 2016 and 2019. In both participations, FACDELTA and FAMAM obtained Concept 3 in Enade. FAINOR obtained Concept 3 in 2016 and showed a fall in performance in the year 2019, obtained Concept

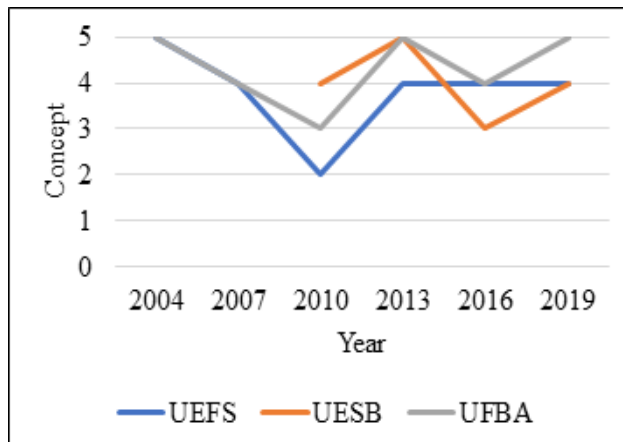
2. UNIRB maintained Concept 2 in the two years of participation (graph 1).

The State University of Feira de Santana (UEFS) achieved the maximum score in 2004. In the following two evaluations, there was a successive fall in performance, shown by attaining Concept 4 in 2007 and Concept 2 in 2010. In 2013, 2016 and 2019, the university maintained Concept 3 (graph 2).

Between the evaluations performed in years 2010 and 2019, the State University of Southwest Bahia (UESB) obtained its best result in 2013 when it attained the highest Concept score. In 2004 and 2013, UFBA attained the maximum Concept score and showed a fall in performance in the other years, shown by attaining Concept 4 in 2007, 3 in 2010 and 4 in 2016 (graph 2).



Graph 1. Evolution of Enade concept of private IES
 EBMSP – Escola Bahiana de Medicina e Saúde Pública.
 FACDELTA – Faculdade Delta. FAINOR – Faculdade Independente do Nordeste. FAMAM – Faculdade Maria Milza.
 UNIFAS – Centro Universitário de Ciências Agrárias e da Saúde. UNIFTC SA – Centro Universitário de Tecnologia e Ciências, Salvador. UNIRB – Centro Universitário Regional da Bahia.



Graph 2. Evolution of Enade Concept of Public IES researched
 UEFS - Universidade Estadual de Feira de Santana. UESB - Universidade Estadual do Sudoeste da Bahia. UFBA - Universidade Federal da Bahia.

4 DISCUSSION

Enade made it possible to generate and organize educational adjustment in higher

education in Brazil, based on analysis of the performance of students who take the exam^{5,6}. The student's questionnaire has enabled assessment of the teaching component, such as,

for example, the IES infrastructure, the quality of the faculty and professional experiences; and of the non-teaching component, generally related to the students' lives, such as behavioral and sociodemographic issues²⁵.

The title of professors of the IES could interfere in the quantity and quality of scientific production. A majority of professors with master's and doctor's degrees was a more common reality in public institutions¹¹. The Law No. 9,394 of December 20, 1996 does not determine a minimum limit of masters or doctors on the faculty staff of private education institutions, the requirement is that all members must have at least one *Latu Senso* title².

The state of Bahia has 10 private IES and three public IES that offer a Course in Dentistry, which participated in at least one evaluation cycle of Enade. The mean score of Enade concepts for private IES was 2.78 and for public IES, it was 4.05. The administrative category is only one of the factors capable of influencing Enade results²⁵. Other factors could lead to this result, such as the need for reflection on the quality of teaching and learning⁷, teacher qualification (title and pedagogical training), investment in infrastructure and expansion of the number of exclusively dedicated professors^{11,26}, students who have higher economic levels, families in which the parents have higher education, public IESs with fewer students per class and a larger number of students present at the test¹¹.

The exam may not fully represent the students' ability from a technical/professional point of view, perhaps because the concepts are not sufficiently representative in relation to the performance and learning of the alumni themselves²⁵, moreover, the fact that the students' family, social, economic and cultural context are equally important in the score obtained by the student in an assessment²⁷. The

results of this study showed that the public IES achieved better concepts. Similar results have been found in previous studies^{7,11}. They would not have been better institutions based on the concept alone, other factors would have to be analyzed to affirm the primacy of these institutions, including factors that have been pointed out as being unsatisfactory in Enade, such as "masking" of the results, since there would be time intervals of preparation that preceded the tests and the possibility of tests being boycotted by students, which would interfere in the final grades²⁸.

Undergraduate courses that demand a higher level of theoretical knowledge can be more easily assessed by means of tests such as Enade. In contrast, for professions that demand practical skills and techniques, such as Dentistry, the exam fails to capture the true essence of the learning acquired by students during the course²⁸. Thus, the results of the Enade concepts must be analyzed in light of the possible problems and limits inherent to the evaluation process²⁹.

Sinaes evaluates institutions, courses and student performance³. Enade, which forms part of Sinaes, is carried out by students who answer questions regarding competences, knowledge, curriculum content and training in general²⁵. The questionnaire answered by both students and the IES, generates responses that are used to assess the pedagogical components of the course and the physical structure of the university²⁸. These questionnaires must be taken into account for planning and permanent assessments, as they are fundamental to the development of a systematic view of academic training, seeking approximation and interaction among different areas of knowledge, projects, actors and social segments⁸.

Those responsible for higher education courses in Dentistry must make a careful and thoughtful assessment in order to promote

changes, when necessary, with the aim of achieving constant improvement and full development of the students' potential. Moreover, their abilities must be explored, so that they will acquire professional skills that will lead them to work in the job market with excellence^{28,29}.

The emphasis of the present study was on the state of Bahia, it individualized the IESs that offer the Dentistry course and those that participated in at least one edition of Enade. This type of research is not commonly conducted since immersion in a single state could lead to the impression that the reality of the state studied was disconnected from a historical, temporal and social context. Therefore, the authors emphasize that the particularities of the state of Bahia was discussed with the aim of pointing out the improvements that were made. Furthermore, the attempt to convert numbers into qualities was an inherent weakness of this study.

5 CONCLUSION

The Dentistry courses of public IESs obtained better scores in Enade when compared with those of private IESs throughout the historical series of the assessment, this conclusion draws attention to the organizational differences between the institutions, and emphasizes the qualification and career plan of the professors.

EBMSP was the only private IES that attained Concept 5. UFBA attained the maximum score in half of the evaluations in which it participated and was the IES in the state of Bahia that achieved the highest rating in the historical series of Enade. This showed evidence that the academic performance in Enade was influenced by characteristics of the administrative category and the time of presence of the Dentistry course at the IES. Thus, the construction of a course and the experience with the training of professionals

require time.

The private IES EBMSP participated in all editions of Enade, while it was only in the first year of the historical series that UNIFAS and UNIFTC SA did not obtain a grade. This allowed a better comparison between these three private IES, with EBMSP obtaining the best mean rating of concepts, followed by UNIFAS and UNIFTC SA. The other private IES have recently offered Dentistry courses and have participated in one or two editions. In the group of three public IES, the best mean rating of concepts was obtained by UFBA, followed by UESB and UEFS. Thus UFBA and UEFS participated in all editions and UESB in four.

Future studies must be conducted with the addition of other variables for comparison such as socioeconomic group, parents' education, number of students in the classroom, among other factors, in order to expand parameters that contribute to the improvement of teaching and public policies for the evaluation of higher education.

RESUMO

Histórico de conceitos do Enade dos cursos de Odontologia da Bahia

O Exame Nacional de Desempenho dos Estudantes (Enade) é uma parte integrante do Sistema Nacional de Avaliação em Educação Superior (Sinaes). O exame é realizado a cada três anos pelos discentes concluintes dos cursos de graduação com o intuito de mensurar o rendimento dos alunos em relação ao curso ofertado. O objetivo deste estudo foi descrever a série histórica dos conceitos no Enade do curso de Odontologia de instituições de ensino superior (IES) particulares e públicas do estado da Bahia, nos anos de 2004, 2007, 2010, 2013, 2016 e 2019, e realizar um comparativo dos conceitos obtidos pelas IES ao longo deste período. Foi realizada pesquisa observacional descritiva retrospectiva em arquivos públicos disponibilizados no *site* oficial do Instituto

Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP) de todos os conceitos Enade dos cursos de Odontologia na unidade baiana da federação. Os dados obtidos foram submetidos à análise descritiva por meio da média e desvio-padrão dos conceitos. As instituições particulares obtiveram média dos conceitos de $2,78 \pm 0,72$ no período pesquisado, não havendo diferença de desempenho entre elas, a exceção foi o curso de Odontologia da Escola Bahiana de Medicina e Saúde Pública (EBMSP), que alcançou conceitos 4 e 5 em 3 exames, não consecutivos, da série. As instituições públicas apresentaram média dos conceitos de $4,05 \pm 0,83$. A Universidade Federal da Bahia (UFBA) obteve média de 4,33. As IES públicas obtiveram melhor resultado em conceito do Enade em relação ao das IES particulares. A UFBA foi a IES baiana de Odontologia mais bem avaliada ao longo da série histórica considerada.

Descritores: Educação em Odontologia. Avaliação Educacional. Educação Superior

REFERENCES

1. Moimaz SAS, Amaral MA, Garbin CAS. Enade: uma análise quanti-qualitativa dos exames nacionais de Odontologia. *Rev ABENO*. 2017;17(1):97-108.
2. Brasil. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. *Diário Oficial da União* 1996; dez 21.
3. Brasil. Lei nº 10.861, de 14 de abril de 2004. Institui o Sistema Nacional de Avaliação da educação Superior – SINAES e dá outras providências. *Diário Oficial da União* 2004; abr 15.
4. Lima PSN, Ambrósio APL, Ferreira DJ, Brancher JD. Análise de dados do Enade e Enem: uma revisão sistemática da literatura. *Avaliação*. 2019;24(1):89-107.
5. Instituto Nacional de Estudos Periódicos e Pesquisas Educacionais Anísio Teixeira: Enade. [Internet]. [Brasília]; 2009. [Cited Sept. 14, 2020]. Available from: <http://portal.inep.gov.br/web/guest/enade>.
6. Moimaz SAS, Amaral MA, Garbin CAS, Saliba TA. Brazilian National Exam on Students' Performance (Enade) in Dentistry: quantitative and qualitative analysis of the 2016 National Exam. *Pesq Brasil Odontoped e Clin Integ*. 2018;18(1):e3672.
7. Azevedo MS, Gomes TG, Barbosa RLS, Barros AVM, Silva ACB, Sette-de-Souza PH. Série histórica dos conceitos do Enade em Odontologia: houve mudanças ao longo de três ciclos avaliativos? *Rev ABENO*. 2017;17(1):109-13.
8. Noro LRA, Roncalli AG, Medeiros MCS, Farias-Santos BCS, Pinheiro IAG. Relação entre conteúdos das disciplinas de curso de Odontologia e os ENADE 2004/2010. *Avaliação*. 2017;22(1):125-39.
9. Morita MC, Scavuzzi AIF, Carcereri DL; Fontanella VRC. Documento orientador da ABENO para qualidade dos cursos de graduação em Odontologia. *Rev ABENO*. 2018;18(supl. 2):1-38.
10. Garbin CAS, Saliba TA, Garbin AJI, Custódio LBM, Moimaz SAS. Undergraduate education in Brazil: the students' curricular perspective of Dental care training. *Rev ABENO*. 2018;18(4):95-102.
11. Teixeira MCP, Zanin L, Paraguassu EC, Brito Junior RB, Oliveira AMG, Flório FM. National examination of the performance of Dentistry students (ENADE - 2016) – a look at institutions, students, and collective health. *Res Soc Develop*. 2020;09(11): e3319119932.
12. Oliveira SL. *Tratado de metodologia científica*. 2. ed. São Paulo: Pioneira; 1997.
13. Creswell JW, Clark VL. *Plano. Pesquisa de métodos mistos*. 2. ed. Porto Alegre: Penso; 2013.
14. Siqueira JO. *Fundamentos de métodos*

- quantitativos. São Paulo: Saraiva; 2011.
15. Rodrigues ML, LIMENA MMC (Orgs). Metodologias multidimensionais em ciências humanas. Brasília: Líber Livro Editora; 2006.
 16. Minayo MCS, Deslandes SF, GOMES R. Pesquisa Social: teoria, método e criatividade. 26. ed. Petrópolis: Vozes; 2007.
 17. Babbie E. Métodos de Pesquisas de Survey. Belo Horizonte: Editora UFMG; 1999.
 18. Mineiro M. Pesquisa de survey e amostragem: aportes teóricos elementares. Rev Estud Educ Divers. 2020;1(2):284-306.
 19. Fowler FJJ. Pesquisa de levantamento. Porto Alegre: Penso; 2011.
 20. Martins GA, Théóphilo CR. Metodologia da investigação científica para as ciências sociais aplicadas. 2. ed. São Paulo: Atlas; 2009.
 21. André MEDA. Estudo de caso em pesquisa e avaliação educacional. 3. ed. Brasília: Líber Livro Editora; 2008.
 22. Vianna HM. Pesquisa em educação: a observação. Brasília: Líber livro Editora; 2007.
 23. Melo VP, Tenório R. O checklist como instrumento de apoio à decisão na avaliação da pós-graduação strictu sensu. In: Tenório R, Ferreira RA. Avaliação e decisão: teorias, modelos e usos. Salvador: Edufba; 2011. p. 233-52.
 24. Costa SF. Estatística aplicada à pesquisa em educação. Brasília: Líber livro; 2010.
 25. Hanushek E, Luque J. Efficiency and equity in schools around the world. Econ Educ Rev. 2003;22(5):481-502.
 26. Verhine RE, Dantas LMV. A avaliação do desempenho de alunos de educação superior: uma análise a partir da experiência do ENADE. In: Lordêlo JAC, Dazzani MV. Avaliação educacional: desatando e reatando nós [Internet]. Salvador: EDUFBA; 2009. p.173-99.
 27. Bertolin JCG, Marcon T. O (des)entendimento de qualidade na educação superior brasileira – Das quimeras do provão e do ENADE à realidade do capital cultural dos estudantes. Avaliação. 2015;20(1):105-22.
 28. Canan SR, Eloy VT. Políticas de avaliação em larga escala: o ENADE interfere na gestão dos cursos? Práxis Educ. 2016;11(3):621-40.
 29. Dias Sobrinho J. Avaliação e transformações da educação superior brasileira (1995-2009): do provão ao Sinaes. Avaliação. 2010;15(1):195-224.

Correspondence to:

Kariza Vargens Diniz Correia
e-mail: karizacorreia@hotmail.com
Faculdade Independente do Nordeste
Curso de Odontologia
R. Luís Eduardo Magalhães, 1035 Candeias
45055-420 Vitória da Conquista/BA Brazil