CHALLENGES IN BRAZIL AND PORTUGAL, SYSTEMS CONTROL, SUPERVISION AND ACCREDITATION IN HIGHER EDUCATION REGARDING THE PERCEPTION OF QUALITY IN ACADEMIC EXPERIENCE OF DIGITAL GENERATION STUDENTS

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Higher Education and Evaluation Systems in Brazil and Portugal

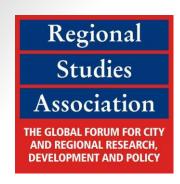|	Brazil	Portugal
Creation Date	Created by Law No. 10.861, of April 14th, **2004**.	Created by Decree-Law No. 369/2007 of November 5th, **2007**.
Evaluation System Name	National System of Higher Education Assessment **(SINAES)**.	Agency for Assessment and Accreditation of Higher Education **(A3ES)**.
Structure	It is based on institutional, courses and students evaluations.	It is based on mandatory compliance quality indicators by educational institutions.
Do students participate in the evaluation of universities?	Just during ENADE.	No, but A3ES is studying about that possibility.

Students in the Educational Process

Aiming at supporting actions to improve the quality, ratings began to give greater visibility and transparency to key aspects of the learning process.
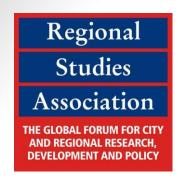
In other words:

- What are students learning ?

- Evaluation results correspond to what is expected of them at the end of cycles or different levels of learning?

- Which factors may explain the positive or negative outcomes of education systems ?

- What is the degree of equity observed on learning outcomes? As the social, economic and cultural inequalities of a given society focus on learning opportunities?

- What school characteristics decrease the impact of socialeconomic level on learning outcomes?

Research – Results Analysis

For this work was used as a working tool to "scale of satisfaction with the academic experience (ESEA)", considering that such a document had its validation both in Brazil and in Portugal.

- 158 students were interviewed, 82 (51.9%) women and 76 men (48.1%).

- All respondents were university students, 34 (21.5%) study in Brazil and 124 (78.5%) study in Portugal.

- In Brazil, the UCB students were interviewed, and 19 (55.9%) attended the 7th semester and 15 (44.1%) the 8th semester.

- In Portugal, there were 30 respondents (24.2%) students of Management UTAD and 94 (75.8%) of the AU, these are distributed by the Finance courses (23.4%), accounting (21.3%) and marketing (55.3%). The 30 respondents in UTAD students attending the 6th semester, while students that were surveyed are at the UA 2nd and 6th semester in the proportion 80.9% and 19.1% respectively.

- Respondents are aged between 18 and 58 years, with an average age of 22 years.
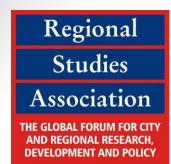
Research – Results Analysis

More emphasis points on the overall result of the research:

	Unsatisfied		Somewhat Satisfied		Satisfied		Very Satisfied		Totally Satisfied	
	N	%	N	%	N	%	N	%	N	%
2. Diversity of extracurricular activities offered by the institution	2	1,27	40	25,32	62	39,24	51	32,28	3	1,9
4. Audiovisual equipment and resources available in the institution	9	5,7	25	15,82	54	34,18	55	34,81	15	9,49
6. Relationship with colleagues Course	6	3,8	20	12,66	66	41,77	56	35,44	10	6,33
10. Programs or support services offered to students by the institution	0	0	27	17,09	71	44,94	51	32,28	9	5,7
15. Equipment and software offered by the Computer Lab	3	1,9	25	15,82	62	39,24	52	32,91	16	10,13
17. Conditions for entering professional training area (insertion strategies and contact with the world of work)	1	0,63	21	13,29	65	41,14	60	37,97	11	6,96
20. Physical infrastructure of classrooms	5	3,16	25	15,82	85	53,8	33	20,89	10	6,33
23. Financial support program offered by the institution	5	3,16	20	12,66	81	51,27	42	26,58	10	6,33
27. Cleanliness of the institution	2	1,27	24	15,19	52	32,91	47	29,75	33	20,89

Conclusion

- Although the students were satisfied and only 3% of the sample have informed you do not want to follow in higher education it is clear that they want "something extra" that not only the recipe so far offered.

- Students have expectations and perceptions of quality that are not fully measured by the instruments now used for the evaluation and supervision of higher education.

- The "Digital Generation" who now attends college education has other models compared with the system that are not those that supported the construction of valuation models.

- It may be noted that in some way the teachers are trying to "speak" the language of this new generation, but it does not solve the problem, because in some institutions dissatisfaction with the institution is very relevant.

Thank You

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