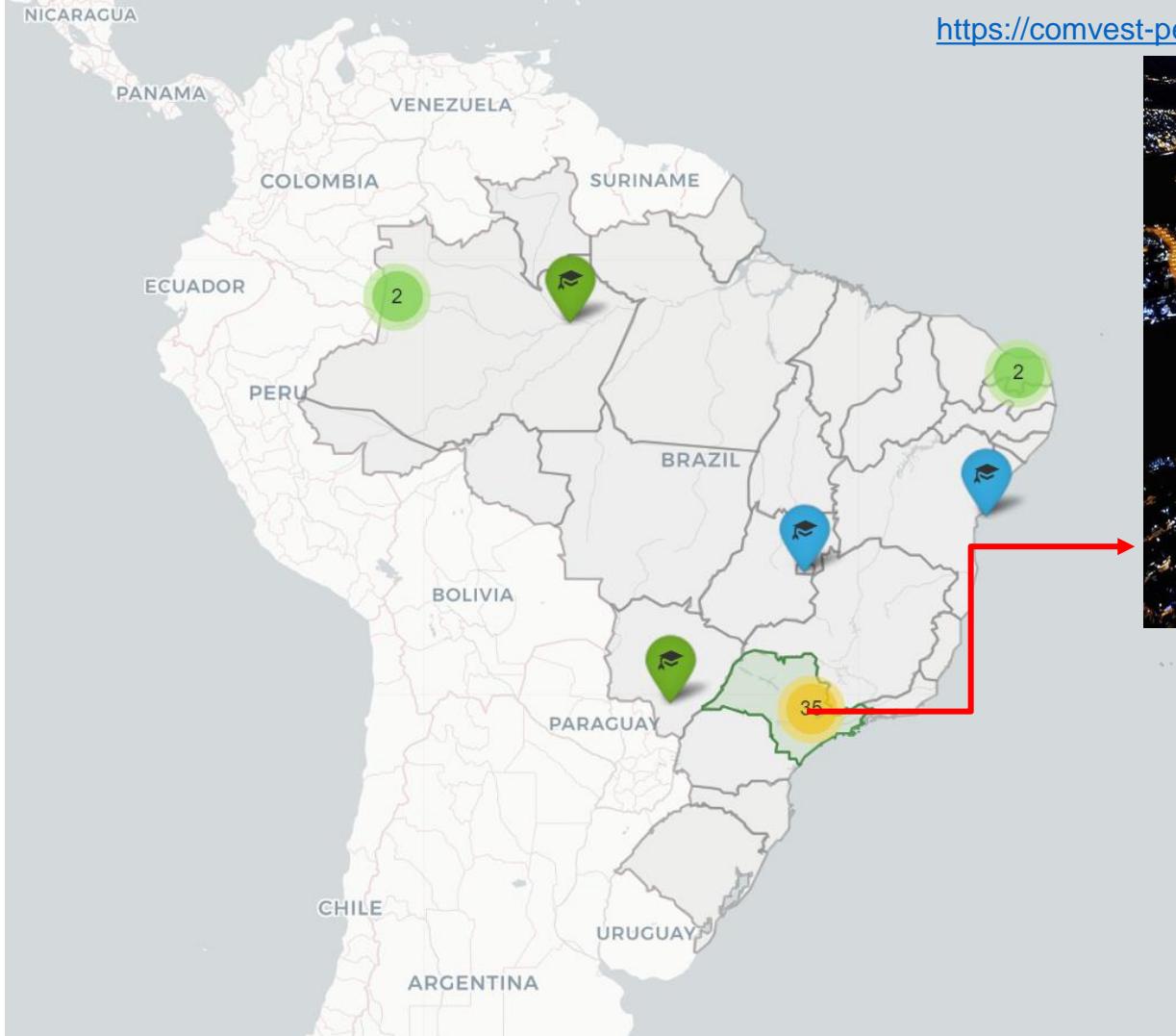


# How Alumni Influence Career Choices in the ProFIS – UNICAMP

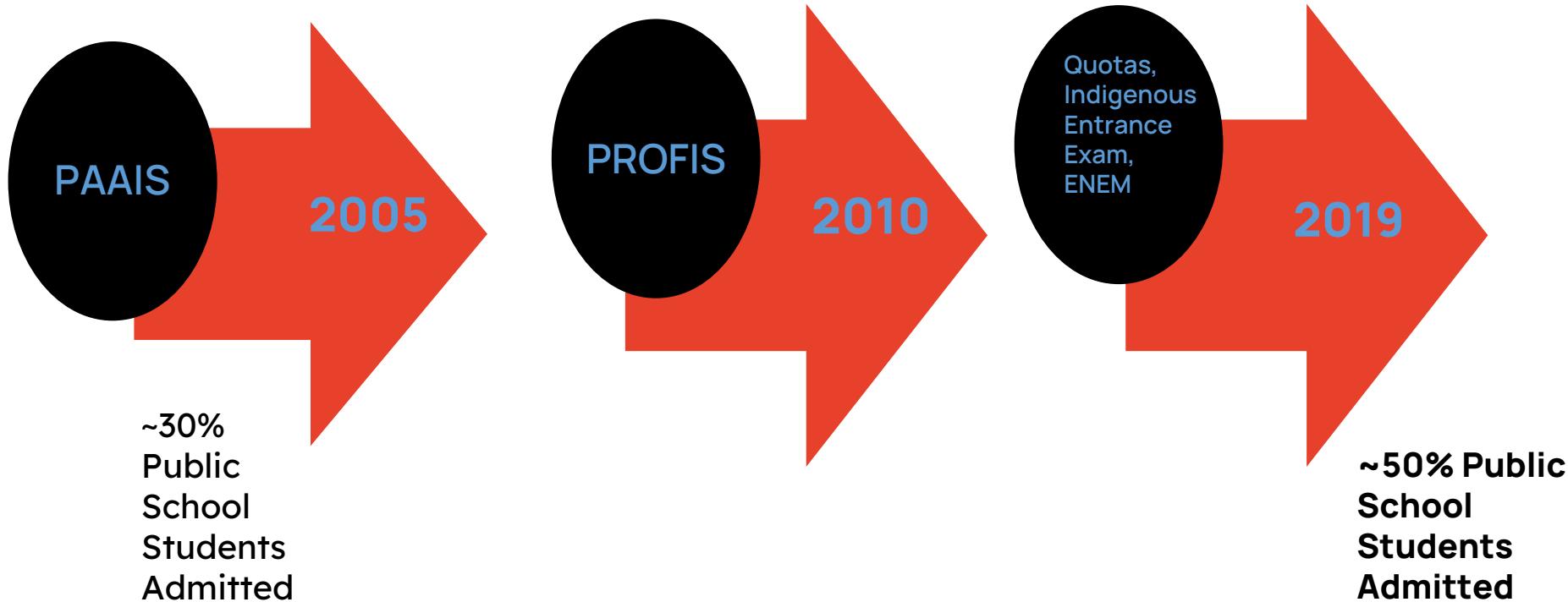
Marilda Aparecida Dantas Graciola  
Adriane Martins Soares Pelissoni  
Ana Maria Carneiro



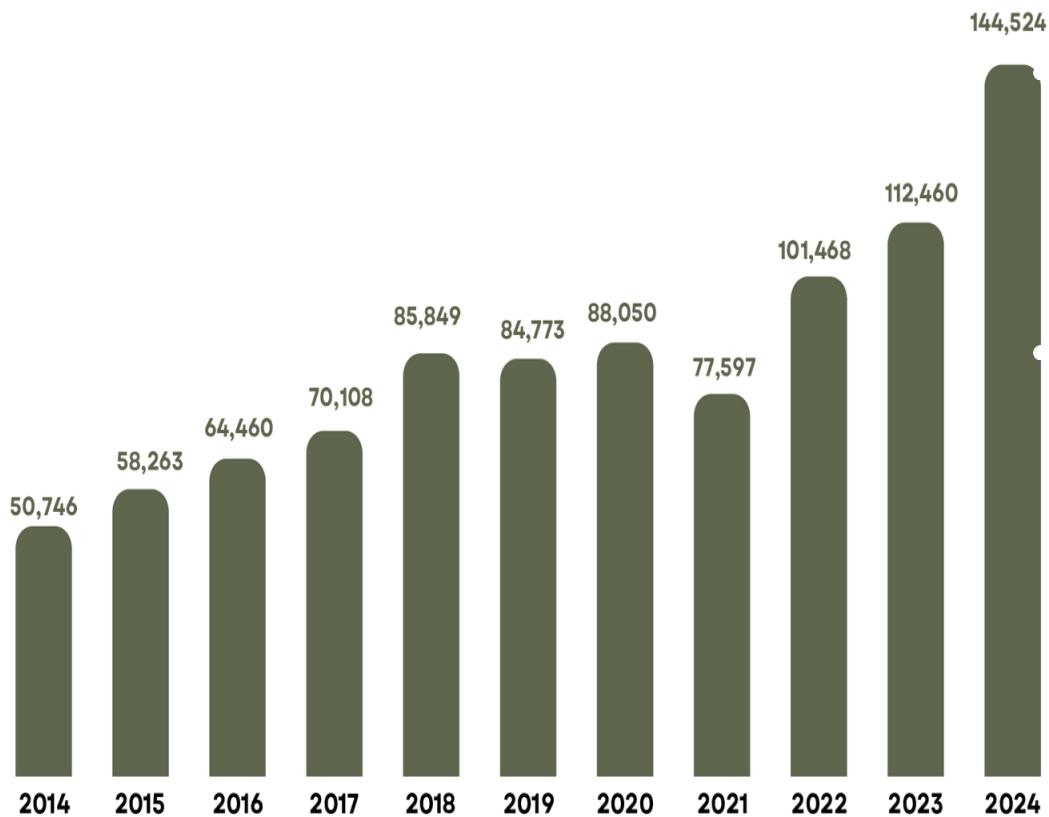


# Where Are We Speaking From?

# Inclusion Programs



# UNICAMP's Permanency Program – General Budget



In 2024, UNICAMP allocated **R\$ 144.5 million** to its student permanency program, corresponding to **21.24%** of the university's operational budget.

**DEAPE is responsible for R\$ 75.972 million:**

- **R\$ 63 million in scholarships and assistance**
- **R\$ 6.2 million for the Mentoring Program (PME)**
- **R\$ 6.7 million for DEAPE's maintenance and infrastructure**



# Context and Objectives

- ProFIS is an interdisciplinary higher education program launched in 2011 at UNICAMP to expand access for underrepresented groups.
- 120 slots annually for public high school students from Campinas with the best ENEM scores.
- The program lasts 2 years, and upon completion, students select a degree course without taking the traditional entrance exam.
- The choice is prioritized based on academic performance (GPA) and course availability.
- Objective of this case report: to share career development practices supported by alumni engagement.



10<sup>th</sup> Anniversary  
8-9 May 2025  
Porto  
Portugal



# ProFIS Courses

<a href="#"><u>Evolution</u></a>	1st semester
<a href="#"><u>Planet Earth 1</u></a>	1st semester
<a href="#"><u>Reading and Academic Writing I</u></a>	1st semester
<a href="#"><u>Basic Mathematics</u></a>	1st semester
<a href="#"><u>Chemistry</u></a>	1st semester
<a href="#"><u>Fundamentals of Literature Texts</u></a>	1st semester
<a href="#"><u>The Human Body</u></a>	2nd semester
<a href="#"><u>First Aid</u></a>	2nd semester
<a href="#"><u>Physics</u></a>	2nd semester
<a href="#"><u>Introduction to History</u></a>	2nd semester
<a href="#"><u>Reading and Academic Writing II</u></a>	2nd semester
<a href="#"><u>Basic Mathematics II</u></a>	2nd semester

<a href="#"><u>Communication, Art, Culture, and Society</u></a>	3rd semester
<a href="#"><u>Physical Activity, Health Promotion, and Quality of Life</u></a>	3rd semester
<a href="#"><u>Science, Technology, and Society</u></a>	3rd semester
<a href="#"><u>English Language I</u></a>	3rd semester
<a href="#"><u>Ethics and Bioethics</u></a>	3rd semester
<a href="#"><u>Introduction to the Practice of Science and Arts I</u></a>	3rd semester
<a href="#"><u>Professions</u></a>	3rd semester
<a href="#"><u>Environmental Engineering</u></a>	4th semester
<a href="#"><u>Youth, Citizenship, and Psychology</u></a>	4th semester
<a href="#"><u>English Language II</u></a>	4th semester
<a href="#"><u>Information Technology</u></a>	4th semester
<a href="#"><u>Introduction to the Practice of Science and Arts II</u></a>	4th semester
<a href="#"><u>Introduction to Economics</u></a>	4th semester

## Student Profile

- Majority are women from low-income schools
- 41% identify as Black
- ProFIS promotes more informed decision-making based on interdisciplinarity and equity

## Process and Data

- From 2011 to 2024: 1,664 students enrolled, 864 transitioned to degree programs, 27% graduated, 63% still enrolled and 10% dropout rate
- Mandatory course: “Careers” (PF095)
  - Equivalent to 30 credits
  - Structured to support reflective and informed course selection
  - Taught by certified faculty with expertise in career development

**PF095** Core Pillars: Self-awareness, Career information, Decision-making, Context and choice and Career planning

## Strategies Employed

- Surveys, discussions, texts, films, group dynamics, individual and group activities

## Alumni Roundtables:

- *Alumni* are invited to share their experiences from ProFIS to graduation, postgrad, and professional careers
- Topics: challenges, strategies, academic and professional journeys
- Alumni often offer support and share contacts beyond classroom activities

## Outcomes and Impacts

- End-of-course feedback via Moodle's anonymous form (2024: 73 respondents)

## Key Highlights:

- Strengthens ProFIS identity and sense of belonging
- Positive evaluations of “Careers” regarding methods and experiences
- Supports course choice and career planning
- Promotes inclusion, diversity, representation, and support despite adversity
- Alumni engagement fosters student confidence and involvement

## Conclusions and Closing Remarks

Integrating career development strategies with alumni engagement enhances decision-making processes and helps build students' academic and professional identity.

Recommendation: Continue these initiatives and conduct longitudinal studies

*“Sharing life paths is a powerful way to broaden horizons.”*

Special thanks to ProFIS students and alumni participants.