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## Assistance and student retention in higher education: the case of the UFSM Dentistry course

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### ABSTRACT

**Introduction:** the text integrates research developed with the Postgraduate Program in Public Policies and Educational Management, at the Federal University of Santa Maria (UFSM), in conjunction with the Research Group on Public Policies and Educational Management – Gestar/UFSM, addressing assistance and retention policies for students in Higher Education, based on a case study of the UFSM Dentistry course, in particular the socioeconomic benefit Aid for the Acquisition of Teaching Materials. **Objective:** thus, the objective is to analyze the relationships and contributions of the Aid for the Acquisition of Teaching Materials benefit, awarded to undergraduate Dentistry students at UFSM, regarding permanence, academic development and course completion. **Methodology:** among other aspects, the quantitative-qualitative research methodology was based on documentary analysis, with content analysis adopted as a basis for data interpretation along with descriptive statistics. **Results:** the results indicate that the majority of UFSM Dentistry students, covered from 2017 to 2019, obtained grades above the averages of their groups and that the group that had the highest overall average was those who received the Aid benefit the most. The number of times students benefited directly impacted the average performance of most groups. **Conclusion:** it is concluded that the student assistance and permanence policy, permeated by Aid for the Acquisition of Pedagogical Material, contributes to UFSM Higher Education students, on the undergraduate Dentistry course, being able to complete and remain in their course with satisfactory academic development.

### KEYWORDS

Government policy. Higher education. Student assistance. Pedagogical support.

## Assistência e permanência estudantil na educação superior: o caso do curso de Odontologia da UFSM

### RESUMO

**Introdução:** o texto integra pesquisa desenvolvida junto ao Programa de Pós-graduação em Políticas Públicas e Gestão Educacional, da Universidade Federal de Santa Maria (UFSM), articulando-se ao Grupo de Pesquisas em Políticas Públicas e Gestão Educacional – Gestar/UFSM, abordando políticas de assistência e permanência de estudantes na Educação Superior, a partir de um estudo de caso do curso de Odontologia da UFSM, em especial o benefício socioeconômico Auxílio à Aquisição de Material Pedagógico. **Objetivo:** assim, objetiva-se analisar as relações e contribuições do benefício Auxílio à Aquisição de Material Pedagógico, atribuído a estudantes de graduação em Odontologia da UFSM, referentes à permanência, ao desenvolvimento acadêmico e à conclusão de curso. **Metodologia:** entre outros aspectos, a metodologia quanti-qualitativa de pesquisa pautou-se na análise documental, sendo a análise de conteúdo adotada enquanto fundamento para a interpretação dos dados junto à estatística descritiva. **Resultados:** os resultados apontam que a maior parte dos estudantes de Odontologia da UFSM, contemplados de 2017 a 2019, obteve notas acima das médias de seus grupos e que o grupo que teve a maior média geral foi daqueles que receberam mais vezes o benefício Auxílio. O quantitativo de vezes que os estudantes foram beneficiados impactou de forma direta no desempenho da média da maior parte dos grupos. **Conclusão:** conclui-se que política de assistência e permanência estudantil, permeada pelo Auxílio à Aquisição de Material Pedagógico, contribui para que estudantes da Educação Superior da UFSM, do curso de graduação em Odontologia, possam realizar e permanecer em seu curso com desenvolvimento acadêmico satisfatório.

### PALAVRAS-CHAVE

Políticas públicas. Educação superior. Assistência estudantil. Apoio pedagógico.

## Asistencia y retención de estudiantes en la educación superior: el caso de la carrera de Odontología de la UFSM

### RESUMEN

**Introducción:** el texto integra investigaciones desarrolladas en el Programa de Postgrado en Políticas Públicas y Gestión Educativa de la Universidad Federal de Santa María (UFSM), en conjunto con el Grupo de Investigación en Políticas Públicas y Gestión Educativa – Gestar/UFSM, abordando políticas de asistencia y retención de estudiantes de Educación Superior, a partir de un estudio de caso de la carrera de Odontología de la UFSM, en particular el beneficio socioeconómico Ayuda para la Adquisición de Material Didáctico. **Objetivo:** así, el objetivo es analizar las relaciones y contribuciones del beneficio Ayuda para la Adquisición de Material Didáctico, otorgado a estudiantes de graduación en Odontología de la UFSM, en relación con la permanencia, el desarrollo académico y la finalización de los estudios. **Metodología:** entre otros aspectos, la metodología de investigación cuanti-cualitativa se basó en el análisis documental, adoptándose el análisis de contenido como base para la interpretación de los datos junto con la estadística descriptiva. **Resultados:** los resultados indican que la mayoría de los estudiantes de Odontología de la UFSM, atendidos de 2017 a 2019, obtuvieron calificaciones superiores a los promedios de sus grupos y que el grupo que tuvo el promedio general más alto fue el que más recibió el beneficio del Ayuda. La cantidad de veces que los estudiantes se beneficiaron impactó directamente el desempeño promedio de la mayoría de los grupos. **Conclusión:** se concluye que la política de asistencia y permanencia de estudiantes, permeada por la Ayuda para la Adquisición de Material Pedagógico, contribuye para que los estudiantes de Educación Superior de la UFSM, de la carrera de Odontología, puedan concluir y permanecer en su carrera con un desarrollo académico satisfactorio.

### PALABRAS CLAVE

Política gubernamental. Enseñanza superior. Asistencia estudiantil. Apoyo pedagógico.

### CRedit

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## 1 Introductory aspects

This production is part of a research project developed by the Postgraduate Program in Public Policies and Educational Management (PPPM) at the Universidade Federal de Santa Maria (UFSM), which is linked to the scope of studies carried out by the Research Group in Public Policies and Educational Management - Gestar/CNPq/UFSM, in which the theme of student assistance and permanence policies in Higher Education is addressed, based on a case study of the UFSM<sup>1</sup> Dentistry<sup>2</sup> course. To this end, the aim is to analyze the relationships and contributions of the benefit Aid for the Acquisition of Pedagogical Material, awarded to students on the undergraduate Dentistry course at UFSM, with regard to permanence, the academic development process and course completion.

Policies for assistance and permanence in higher education are part of educational policies, and these are part of public policies as a whole.

There is no single best definition of what public policy is. Mead (1995) defines it as a field within the study of politics that analyzes government in the light of major public issues and Lynn (1980), as a set of government actions that will produce specific effects. Peters (1986) follows the same vein: public policy is the sum of the activities of governments, which act directly or through delegation, and which influence the lives of citizens. Dye (1984) summarizes the definition of public policy as "what the government chooses to do or not to do". The best-known definition is still Laswell's, i.e. decisions and analysis of public policy involve answering the following questions: who gets what, why and what difference does it make (Souza, 2006, p. 24).

Despite the different possibilities of conceptualization and understanding, we are dealing with an epistemological perspective related to what Boneti (2018) understands as public policy "[...] an action that arises from the social context but that passes through the state sphere as a decision to intervene publicly in a social reality, whether to make investments or a mere administrative regulation" (Boneti, 2018, p. 101). At this point, there are public policies aimed at different sectors (security, health, employment, education, among others), but the ones that form the basis of this research are those aimed at the field of higher education.

Thus, educational policies are understood as a species of the genre of public policies, based on the contributions of Boneti (2018), as actions arising from the juxtaposition and/or counter position of existing and active forces in a given social context, which are materialized through the state and guide the guidelines and directions of higher education, and therefore are directed as public policies for/of higher education. Based on this classification, there are different policies such as planning, evaluation, inclusion and accessibility, expansion and

<sup>1</sup> UFSM was officially founded as an institution in 1960 in the city of Santa Maria, located in the center of the state of Rio Grande do Sul, 40 years after the creation of the first Brazilian federal government and 26 years after the first federal government in Rio Grande do Sul (Santa Maria, 2022, n.p).

<sup>2</sup> With the creation of UFSM, the Faculty of Dentistry was set up, and the course began in March 1961 and graduated its first class in 1964. Its facilities are currently located in Building 26-F on UFSM's main campus, next to the Hospital Universitário de Santa Maria (HUSM). Dentistry is one of 128 undergraduate courses at UFSM, and one of seven undergraduate courses linked to the CCS - Health Science Center (Santa Maria, 2022, n.p).

democratization, among others, and in the case of this scientific production, student support and permanence policies.

Student assistance in higher education in Brazil is a public educational policy that emerged at the beginning of the 20th century. Based on the struggle of various actors in the national socio-educational scenario, including the National Union of Students (NUS) and the National Forum of Pro-Rectors of Community and Student Affairs (NFPRCSA<sup>3</sup>), discussions and negotiations were held with the Ministry of Education (MED), which, in accordance with the demands of students and the National Plan of Student Assistance, on December 12, 2007, the National Program of Student Assistance (NSAP) was established by Normative Ordinance No. 39 (Brazil, 2007), and in 2010 by Decree No. 7. 234 (Brazil, 2010), under the government of Luís Inácio Lula da Silva, which was considered a breakthrough in Brazil's public student assistance policy. This decree, according to Mota Júnior (2016), is about

[...] a breakthrough, as it reflects a historical demand by the student movement, as far as student assistance until then had no national regulatory framework, and it was up to each institution and the correlation of forces within each IFES to determine the existence of university restaurants, maintenance grants, student housing, among other needs (Mota Júnior, 2016, p. 245).

Thus, student assistance in higher education took its current form through the National Student Assistance Program (NSAP), which is aimed at federal higher education institutions (IFES), primarily for face-to-face undergraduate students who are socioeconomically vulnerable. This public policy establishes a series of areas in which student support actions should be developed. Pedagogical support is the area that underlies the aid for the acquisition of pedagogical material, which is the focus of the case study carried out on the Dentistry course at the UFSM.

Methodologically, this is an excerpt of a quantitative-qualitative study based on a case study of the Dentistry course at UFSM, using data from document analysis (Gil, 2008; Triviños, 1987) and statistical studies (Silva et al., 1996), based on content analysis (Bardin, 2016).

Document analysis was carried out using different types of documents, such as: national and institutional educational legislation, decrees, student payment reports, student transcripts, among others (Gil, 2008; Triviños, 1987). In addition, the research used statistical analysis, which, according to Silva et al. (1996, p. 15), "involves obtaining information such as averages, proportions, dispersions, trends, indices, rates, coefficients that facilitate the description of observed phenomena", in order to analyze quantitative indicators from documentary data.

<sup>3</sup> According to Lorenzoni (2015, n.p.), the National Forum of Pro-Rectors of Community and Student Affairs (FONAPRACE) was created in 1987 to advocate for the recognition of student assistance as a consolidated state policy. This Forum drew up the National Student Assistance Plan, which later contributed to the creation of the National Student Assistance Program.

To interpret the dataset, content analysis was a mechanism that allowed us to "[...] discover what lies behind the manifest content, going beyond the appearance of what is communicated" (Gomes, 2009, p. 84), based on "[...] describing the content of messages with indicators (quantitative or not) that allow the inference of knowledge about the conditions of production/reception (inferred variables) of these messages" (Bardin, 2016, p. 48). The analysis was carried out in three stages: pre-analysis, exploration of the material, and processing and interpretation of the results.

That said, this article is structured in five sections: in the Introduction, the more general aspects of the research are presented - locus, theme, objectives and methodology; in the second section, a brief genesis of assistance policies is discussed, which brings with it the theoretical-methodological framework that helps to ground the investigation; The third section contains the data analysis, in which we immerse ourselves in the quantitative and qualitative data, starting with the presentation of the research collaborators, going through the stages of pre-analysis, exploration of the material, treatment of the results and interpretation; the Final Considerations section explores some of the points made in relation to the research objective, intertwined with the section presented in this scientific production. Finally, the References will be presented so that it is possible to identify the sources used for this research.

## 2 Overview of the genesis of student assistance and permanence policies in higher education

Assistance and permanence policies in Higher Education had their genesis at the beginning of the 20th century, based on some milestones. In their studies, Souza and Costa (2020), Lima (2019), Silveira (2019), Trindade (2016), Botelho (2016), Dalessi (2018), Pozobon (2019), Dutra and Santos (2017) and Perske (2020) discuss the first milestone in student assistance, which dates back to the second quarter of the last century.

One of the first actions aimed at assisting students took place in 1928 under the government of Washington Luís, when the Brazilian Student House was set up in Paris, France. According to Perske (2020, p. 66):

In 1928, the first demonstration of student assistance took place, when financial resources began to be passed on to help students who lived in the Brazilian Student House in Paris and were unable to support themselves.

The normative foundation that made this assistance possible was Decree No. 5.612/1928, which, according to Lima (2019, p. 52), allowed the "[...] creation of the Brazilian Student House, providing the necessary resources for its construction, being directed, at first, to Brazilian students who had difficulty establishing themselves in the French capital". It is therefore clear that these policies were aimed at the children of the Brazilian bourgeoisie who could afford to study abroad at the time.

In the 1930s, in the state of Rio de Janeiro, the Casa do Estudante do Brasil was set up. Another considerable milestone was the Francisco Campos Reform, made up of a series of rules from 1931, which included the Statute of Brazilian Universities. Pozobon (2019) pointed out that some authors consider this statute to be the primary landmark of student assistance. Thus, as Lima (2019, p. 53) points out, this regulation

[...] it was considered to be of great value for student assistance, above all because it linked it directly to higher education by regulating the granting of scholarships to undergraduate students in need, in order to guarantee equal opportunities in this type of education.

In 1934, the second Federal Constitution of Brazil was promulgated, which, although it was the second Constitutional Charter, was the first to discuss student assistance and permanence policies, becoming the constitutional framework for these policies in Brazil (Lima, 2019; Silveira, 2019; Pozobon, 2019; Trindade, 2016; Botelho, 2016; Dalessi, 2018), as can be seen in article 157 of this constitution:

Art 157 - The Union, the States and the Federal District shall reserve a portion of their territorial patrimonies for the formation of their respective education funds. [...] Paragraph 2 - Part of the same funds shall be applied to aid needy pupils, by providing free school materials, scholarships, food, dental and medical assistance, and for senior citizens (Brazil, 1934, n.p.).

In line with the 1934 Federal Constitution, the state of Rio Grande do Sul created the Aparício Coroa de Almeida University Student House in Porto Alegre in 1934 (Costa; Hinterholz, 2021, n.p). Also in this decade, in 1937, the National Union of Students (NUS) was created with the support of the Ministry of Education.

Another Federal Constitution was promulgated in 1946, which, in article 172, began to guarantee educational assistance, including school efficiency for students characterized as needy (Brazil, 1946, n.p).

In this brief overview of the genesis of student assistance, it can be seen that student assistance in Brazil, from the first half of the 20th century, began to be viewed from different perspectives in the construction of public policies, which were marked by the elitist political, social and economic context.

Another highlight was in 1961 with the advent of the Education Guidelines and Bases Law (EGB), Law No. 4.024/61, which began to determine school social assistance as a pillar of Brazilian state policies, considering it a student right (Brazil, 1961, n.p). As a result of the EGB/61, a Student Assistance Department (SAD) was created in 1970, with a view to developing programs aimed at student food and housing.

In the city of Santa Maria/RS, the locus of this research, Student Assistance came later, in the 1960s. According to Zampieri (2011, p. 159), student housing "[...] began to be built



even before the Campus was established, and its function was to house students from the already existing Faculties, prior to the founding of the University<sup>4</sup>".

In 1988, with the promulgation of the current Brazilian Federal Constitution, Article 6 states the right to education, as well as assistance to the helpless, as social rights (Brasil, 1988, n.p). Also, in the current National Education Guidelines and Bases Law, enacted in 1996, Law No. 9.394/96, article 3 states that education should be taught based on the principles of equality, conditions for access and permanence in the school context (Brasil, 1996, n.p).

In the case of student assistance at the higher education institutions, the main reason for this was the advocacy and action of organizations such as NUS and NFPRCSA, such as the inclusion of agendas and priorities related to student assistance in higher education in the National Education Plan (NEP).

Following the inclusion of student assistance in the 2001 PNE, Law No. 10.172, a broader document was drawn up, materializing in a draft of the National Student Assistance Plan, which was prepared based on data from the socio-economic profile survey of students at the IFES, carried out in 1997, and the problems faced by these students, which were observed by the sectors responsible at the IFES.

As already mentioned, the National Student Assistance Plan was updated in 2007, and as a priority goal of NFPRCSA, it was approved by the National Association of Heads of Federal Higher Education Institutions (NAHFHEI) in July of that year, in Belém, the capital of the state of Pará (NAHFHEI, 2007). As a result of the National Student Assistance Plan, the National Student Assistance Program (NSAP) was created, aimed at the IFES and their undergraduate students who are socioeconomically vulnerable.

From the NSAP come the subsidies and pillars of student assistance contained in the current PNE, Law No. 13.005 of 2014, and student assistance is included in "Goals and strategies", in its items 11.12 and 12.5, providing for the expansion of investment in programs, courses at the technical high school level and also in Higher Education (Brasil, 2014, n.p). The perspective of student assistance in the 2014 PNE was to guarantee the necessary conditions not only for student access, but above all for permanence, academic development and completion of courses, with a focus on reducing socio-economic inequalities in Brazil. Therefore, the implementation of student assistance programs has become indispensable to Higher Education Institutions (HEIs), with a view to expanding student assistance to socioeconomically disadvantaged students in order to achieve the objectives of the PNE.

The PNE in force (2014-2024) discusses quality in its various precepts, improving quality being one of its guidelines, and equity a category present in its context (Brasil, 2014,

<sup>4</sup> Although UFSM was founded as a university institution in 1960 by Law 3.834-C, its historical roots date back to the 1930s. In this sense, Zampieri (2011, p. 94) points out that: "The history of the University of Santa Maria begins in 1931, the date of the creation of the Faculty of Pharmacy, the first faculty in the municipality and which would later become part of the University."

n.p). Thus, in the Decree that governs the NSAP, the concept of social quality is evident in its objectives. However, although there are some issues in the regulations that suggest the path to quality and socio-educational equity, what we still have is the hegemony of isomorphic quality, as Morosini (2014) points out. University management, from the perspective of social quality and equity, is a challenge of the utmost importance in contemporary times, in the sense of managing educational programs that enhance teaching and learning, as well as the basic conditions for students at federal universities who need support and assistance in undergraduate courses.

With the expansion of public higher education in Brazil, programs have emerged such as the Restructuring and Expansion of Universities (REUNI) in 2007, such as the Unified Selection System (SISU), managed by the MED, which brings together in an electronic system the vacancies offered by HEIs throughout Brazil, selecting students based on the score of the National High School Exam (ENEM), as well as the creation of Federal Institutes, by Law No. 11. 892/2008, among other expansion mechanisms, which collaborate with policies to expand and democratize access and permanence in higher education.

The NSAP began to regulate the policy of student assistance and permanence in the IFES and the target public of its policies. Thus, unlike the elitist class to which student assistance was originally given, it is students in socio-economic vulnerability, belonging to the less well-off classes of society, who now receive this assistance.

Priority will be given to students from the NSAP who come from the public basic education system or have a per capita family income of up to one and a half minimum wages, without prejudice to other requirements set by federal higher education institutions (Brasil, 2010, n.p).

Based on the National Student Assistance Program, the UFSM carries out various actions, prioritizing assistance to students in socio-economic vulnerability, including food, with two university canteens on the main campus in Santa Maria, one in Frederico Westphalen, one in Palmeira das Missões and one in Cachoeira do Sul, distributing more than one million six hundred thousand meals per year. In addition, it offers 2,597 places in student residences on all campuses and, in the event of a shortage of places, it also provides scholarships/financial aid from the Housing Aid Program (PAM). The UFSM also provides transportation assistance, dental care and health care to the residents of the University Residence Halls on the main campus, as well as the development of actions aimed at digital inclusion, culture, sports, day care, access, participation and learning for students with disabilities, global development disorders and high ability and giftedness, as well as pedagogical support that includes various initiatives such as aid for the purchase of pedagogical materials.

As part of the NSAP, in the context of the UFSM, Aid for the Acquisition of Pedagogical Material was regulated in 2013 by Resolution No. 35 (UFSM, 2013), considering, among other things, "[...] the need to provide a type of aid to students who need to acquire materials necessary for academic performance during the course" (UFSM, 2013, p. 1). This benefit was implemented in the first semester of 2014. It consists of a bi-annual payment to the



student's bank account, so that they can pay for educational materials that are essential for their academic development and the continuation of their studies. In the case of the Dentistry course at UFSM, these materials are quite unique and consist of light-curing devices, spatulas, forceps, drills, endodontic files, scalpel handles and blades, among other materials necessary for the development of the disciplines of a course that is eminently based on practical activities developed throughout the training, in which instruments are used that have a high acquisition cost.

Therefore, in order to be eligible, the student must be regularly enrolled in an undergraduate course at the UFSM, have a Socioeconomic Benefit (BSE) of 1, not have completed another higher education course, have passed at least 50% of the subjects taken in the previous semester, have at least 240 hours of subjects in the current semester, be a counter-current holder, and not have completely withdrawn, given up or dropped out, among other aspects. The value of each benefit is calculated according to the student's request and the institution's budget availability. In the case of the Dentistry program, the amount varies according to the semester the student is studying, and the program coordinator usually sends a document to the Dean of Student Affairs establishing maximum amounts for each of the ten semesters of the program. Based on this, individual requests and budget availability, the amounts are calculated. Accountability is carried out in the Scholarships Section of PRAE and was introduced as of the second semester of 2017, in order to verify that the benefit received is used in accordance with its purpose. In addition, the beneficiary student may receive other UFSM student aid.

Since it was set up in 2013 until 2019, the Aid for the Acquisition of Pedagogical Material has offered a total of 4,211 financial aids, benefiting 1,891 different students from 98 courses on the campuses, with an investment of R\$2,187,949.21. With regard to the Dentistry Course, the Aid for the Acquisition of Pedagogical Material offered 334 benefits to 112 students, investing R\$678,422.30 from 2017 to 2019.

At UFSM, in addition to the 2,597 housing places, the 14,601 benefits of the Housing Aid Program, and the 3,963,862 meals that have been recorded in the period from 2017 to 2019 (Brasil, 2023a), the other student assistance actions offered another 28,987 financial aids in the period, with a total investment of R\$ 70,631,067.38 via NSAP. The average number of regular students on undergraduate courses between 2017 and 2019 was 24,269 (Brasil, 2019, p. 43), with an average of 331 students enrolled on the Dentistry course at UFSM. The dropout rate at UFSM was 19.42% and for the Dentistry course it was 4.67% for the period, according to the Dropout Observatory (Brasil, 2023b). The Dentistry course is offered during the day and is organized into 10 semesters, which is the average time it takes to complete.

### 3 Perspective on the categories of analysis

The survey was carried out with a total of 112 employees, including students and graduates of the UFSM Dentistry course, who received this socio-economic benefit between 2017 and

2019. It also included the collaboration of two UFSM managers. In subsequent stages, the research included pre-analysis and exploration of the material, as well as inference and interpretation, with first-hand documents, i.e. those that have not yet received analytical treatment.

With regard to ethical precepts, Flick (2009, p. 56) defines ethics as "[...] a fundamental issue in the planning and execution of research". From this perspective, institutional authorization was requested at UFSM to collect data and carry out the research with the free and informed consent of the collaborators.

In the pre-analysis, whose objectives, according to Bardin (2016, p. 125) "[... ] the choice of documents to be subjected to analysis, the formulation of hypotheses and objectives and the development of indicators to support the final interpretation", the data was collected by researching documents in the permanent collection of the UFSM, on the payrolls of scholarship holders, more detailed information about these students from the University's Data Processing Center (CPD) and, more specifically, from UFSM's Teaching Information System (SIE), in the transcripts of Dentistry students/graduates covered by the Aid for the Acquisition of Pedagogical Material from 2017 to 2019, when the grade point averages of these students/graduates were calculated.

When calculating the average, we considered the numerical values of the grades for each subject taken in the semester and which appeared on the transcripts of the research collaborators. In the case of withdrawal, the subject was not included in the calculation; in the case of failure, the failed subject was included in the calculation of the averages. By way of example, if a student or graduate receiving the benefit took five subjects in the second semester of 2019 and obtained the following results: Subject 1: 6.50; Subject 2: 10.00; Subject 3: partial withdrawal; Subject 4: 4.99 - failed; Subject 5: 8.00; his average was 7.37, given that Subjects 1, 2, 4 and 5 were considered for calculation purposes. The data was then gathered in a spreadsheet containing 13 recording units that could be explored, treated and interpreted, based on indicators corresponding to the simple frequency of appearance of the elements.

In the second part, based on the quantitative data collected and the corpus of analysis, we proceeded to explore the material, process the results, make inferences, and interpret them. First, the data were categorized, which according to Bardin (2016, p. 148) is an everyday process: "Starting in elementary school, children learn to cut, classify, and sort through simple exercises. The process of classification is of considerable importance in any scientific activity." In this context, we looked at the 13 recording units separately as raw data and then checked what they had in common by recording some factors defined as qualities or conditions: mutual exclusion, homogeneity, pertinence, objectivity and fidelity, and productivity (Bardin, 2016). The data were then organized into seven categories, as shown in Figure 1:

Figure 1. Categories of analysis



Source: Prepared by the authors.

The "Identity" category contains the data that identifies the students benefiting from the Aid for the Acquisition of Pedagogical Material in three subcategories: Enrollment, CPF and Gender. In the "Time" category, we grouped the data showing the time interval for receiving the benefit into two subcategories: Year and Period. In the "Space" category, we grouped the data indicating the place where the benefited student is linked, and the two subcategories were: Course Name and Center. The "Cipher" category is made up of the data indicating the amounts (R\$) received by the students, and is made up of the "Scholarship Amount" unit.

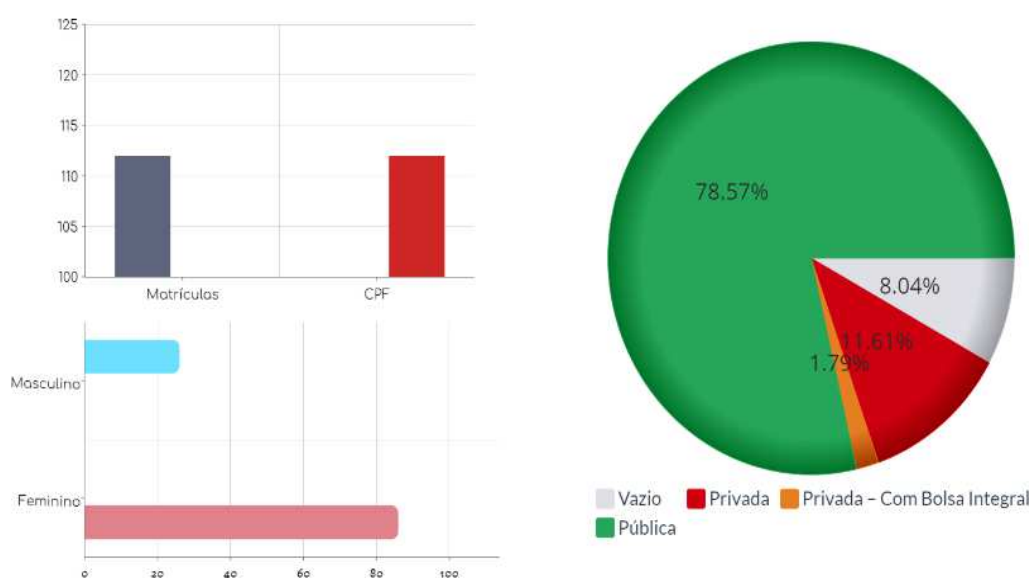
The "Identity" category is made up of the subcategories Enrollment, SSN and Gender. Specifically, there are 334 records for dentistry students who received grants between 2017 and 2019. In the first Subcategory, 112 different enrollments were identified corresponding to nine years - 2011 to 2019. The second Subcategory concerns the SSN, in this context, among the 334 records, 112 distinct SSNs were identified, with each SSN relating to the exclusive identification of a single beneficiary of the Aid for the Acquisition of Pedagogical Material for the Dentistry Course. In the third subcategory, Gender, of the 334 records, 263 were female and 71 were male. Relating this subcategory to the data detected in the first and second subcategories, we see that of the 112 registrations and respective CPFs, 86 were female and 26 male. Therefore, there was a predominance of females when it came to receiving the benefit between 2017 and 2019.

The "Origin" category contains the data indicating the type of secondary school each student came from, consisting of the Secondary School unit, which shows the type of secondary school the student came from. The data indicates the following four situations: Empty, when there was no origin filled in; Private; Private - With Full Scholarship; and Public. The number of benefits, from 2017 to 2019, for students on the Dentistry course was 27 in the first situation; 29 in the Private situation; six in the third situation; and 272 in the fourth situation, of Public

origin, this being the origin with the highest number of benefits and Private - With Full Scholarship with the lowest.

The number of beneficiaries in the first situation was nine; in the Private situation there were 13; in the Private - With Full Scholarship situation there were two; and 88 came from Public sources, this also being the source with the highest number of beneficiaries and Private - With Full Scholarship the lowest. As a result, most of the benefits and beneficiaries of the Aid for the Acquisition of Pedagogical Material for Dentistry students from 2017 to 2019 came from public institutions and the fewest from private institutions with full scholarships. Figure 2 shows the data on the identity and origin of these subjects

**Figure 2** Student profile



Source: Prepared by the authors.

Based on the data from the Identity Category, it was possible to see that a large proportion of the students receiving the Benefit are women. This is due to the predominance of women enrolled in face-to-face courses in the state of Rio Grande do Sul, according to the 2009-2019 Higher Education Statistical Synopses from the Anísio Teixeira National Institute for Educational Studies and Research (INEP), which showed that 52.76% of those enrolled were female (INEP, 2018; 2019; 2020).

Through the Origin Category, it became clear that the Aid for the Acquisition of Pedagogical Material has benefited the majority of students whose profile has become the majority within Brazilian federal universities: those from public schools. In this sense, the original profile of the students covered is in line with what the NSAP recommends, when it states that

Priority will be given to students from **the public basic education system** or with a per capita family income of up to one and a half minimum wages, without prejudice to other requirements set by federal higher education institutions (Brasil, 2010, n.p, emphasis added).

The "Situation" category is made up of data that indicates the permanence, academic development process and course completion, or not, of the benefited student. In the "Development" category, we grouped together data that indicates the student's development, with the focus of the research being only Dentistry students who received funding between 2017 and 2019.

The "Development" category, which will be more detailed in this section of the analysis, is made up of three subcategories - "Average in the Semester, Failure and Withdrawal", deriving from the recording units of the same name.

In the first subcategory - Average in the Semester, the 112 Dentistry students/graduates were separated into six homogeneous groups, according to the number of times they received the Aid for the Acquisition of Pedagogical Material in the period from 2017 to 2019. The first group was made up of students who had received the aid only once, the second group was made up of students who had received it twice and so on. From then on, the overall average of each beneficiary was calculated, based on the unit averages of each student already collected in the respective semesters, and then the overall average of each group was calculated. In the second subcategory - Failure, from the perspective of benefits and beneficiaries, we looked at the failure of students by grade obtained and by non-attendance in subjects taken in the semesters in which they were awarded the Aid for the Acquisition of Pedagogical Material. In the third subcategory - Withdrawal, from the same perspective, the total or partial withdrawal of students from subjects taken in the semesters in which they received the benefit was analyzed. In all the subcategories, some highlights were pointed out and, finally, these three subcategories were related to each other and also to other categories in the study. Below are some highlights of the results and analysis.

Considering the 334 benefits distributed to UFSM dental students between 2017 and 2019, it was found that each had a corresponding average value, with an overall average of 7.70. The lowest average was 0.74 and the highest was 10.00. In this context, 144 average scores were below the overall average, as three had the same score, and 187, the majority, had a score above the overall average. The student with the lowest average (0.74) was enrolled in 2016, is male and the linked benefit was paid in the first semester of 2018. He came from a private institution and was enrolled as a regular student. The student with the highest average was enrolled in 2014, is male, and the linked benefit was paid in the second semester of 2018; he came from a public institution and is currently a graduate.

Taking into account the 112 beneficiaries of the Dentistry course, each was granted a certain number of benefits between 2017 and 2019. To this end, 24 students (21.43%) received the benefit only once during the period; 25 students (22.32%), twice; 19 students (16.96%), three times; 19 students (16.96%), four times; 23 students (20.54%), five times; and two

students (1.79%), six times. Thus, the percentage of students who received the benefit twice exceeds the other figures, and the percentage of students who received the benefit six times is the lowest.

With the homogeneous groupings of beneficiaries who received the same number of benefits, the general average of each beneficiary and the general average of each grouping were calculated. Thus, the overall average for dental students who received only one benefit between 2017 and 2019 was 7.53, for those who received two grants - 7.55, for those who received three grants - 7.70, for those who received four grants - 7.58, for those who received five grants - 7.78, and for those who received six grants - 7.97.

In the first group, the student with the highest average, 9.51, was enrolled in 2012, came from a public institution, and is currently a graduate; the student with the lowest average, 2.22, was enrolled in 2016, came from a public institution, and is currently a regular student.

In the second group, the student with the highest average, 9.35, was enrolled in 2011, came from a public institution, and is currently a graduate; the student with the lowest average, 3.68, was enrolled in 2016, came from a private institution, and is currently a regular student.

The student with the highest average in the third group, 8.52, was enrolled in 2014, came from a public institution, and is a graduate; the student with the lowest average, 6.18, was enrolled in 2015, came from a public institution, and is a regular student.

In the fourth group, the student with the highest average, 8.98, was enrolled in 2014, came from a public institution, and is a graduate; the student with the lowest average, 5.53, was enrolled in 2017, came from a public institution, and is a regular student.

The student with the highest average in the fifth group, 8.65, was enrolled in 2016, came from a public institution, and has a degree; the student with the lowest average, 6.67, was enrolled in 2016, came from a public institution, and has a degree.

Finally, in the sixth group, the student with the highest average, 8.07, was enrolled in 2015, came from a public institution, and is currently a graduate; the student with the lowest average, 7.86, was also enrolled in 2015, came from a public institution, and is currently a graduate.

The average for each group was as follows: first group - 7.53, second group - 7.55, third group - 7.70, fourth group - 7.58, fifth group - 7.87, and sixth group - 7.97. The group with the highest overall average was the group of students who received the aid for the purchase of educational materials more often in the period from 2017 to 2019, and, contradictorily, it was the group that consisted of the fewest students (only two). Most of the beneficiary students (58 out of 112) scored above average within their respective groups. In the first group, 10 students scored below average and 14 students scored above average (7.53); in the second group, 12 students scored below average and 13 students scored above average (7.55); in the third and



fourth groups, 10 students scored below average and nine students scored above average, with respective averages of 7.70 and 7.58; in the fifth group, 10 students scored below average and nine students scored above average (7.87); in the sixth and final group, only one student scored below average and only one student scored above average (7.97).

In the period from 2017 to 2019, there were no students with the highest average, one in 2011, one in 2012, two in 2014, one in 2015 and one in 2016. Of the students who obtained the lowest averages, there was only one enrollment in 2017, two in 2015, and three in 2016. Of the students who received the highest averages, only one was male, while of the students who received the lowest averages, only two were male. All of the standouts were from the public school system, with the exception of the student who obtained the lowest overall average in the second group. All of the standouts with the highest averages have graduated, and five of the standouts with the lowest averages are regular students, and one of them is in the graduate situation.

The second subcategory of the Development category - called Failure - contains data on whether or not students failed subjects during the semesters in which they received the benefit. Among the 334 benefits, there were 311 records of non-failure, representing 93.11% of the total benefits for dental students from 2017 to 2019, and 23 records of failure, representing 6.89%, of which six students failed due to infrequency and 17 due to a grade of less than five points, with the majority of failures due to a grade. These records relate to 19 enrollments, 16.96% of the Dentistry beneficiaries in the period, as can be seen in Table 1.

**Table 1.** Number of benefits and respective beneficiaries with a failing grade/discipline (continues)

Identification No.	Registration	Type of Fail and Grade	Period	Failed subject/Code
1	2013*****	Attendance (1.85)	2017/1	Biostatistics (STC 1014)
2	2013*****	Attendance (0.00)	2017/1	Libras (EDE1123)
3	2014*****	Score < 5 (4.83)	2017/2	Fixed Partial Denture "A" (ORS1019)
4	2015*****	Attendance (0.00)	2019/1	Hospital Dentistry (INO1011)
5	2015*****	Grade < 5 (4.87)	2019/1	Fixed Partial Dentures "A" (ORS1019)
6	2015*****	Grade < 5 (4.32)	2018/2	Pharmacology II (FSL1045)
7	2016*****	Grade < 5 (4.25)	2017/2	Oral Pathology "A" (PTG1017)
8	2016*****	Grade < 5 (2.42); (1.82); (2.83) and (1.82)	2018/1	Public Health Dentistry II "A" (STT1023); Dentistry I "A" (ORS1014); Oral Pathology "A" (PTG1017) and Dental Radiology and Imaging I (STT1030).
9	2016*****	Attendance (0.25); (1.34) and (0.63)	2018/1	Public Health Dentistry III "A" (STT1024); Occlusion Clinic "A" (ORS1017) and Oral Pathology "A" (PTG1017)
10	2016*****	Grade < 5 (2.75)	2019/1	Periodontics I "A" (STT1032)
10	2016*****	Grade < 5 (3.92)	2018/2	Pharmacology II (FSL1045)
11	2017*****	Grade < 5 (4.28)	2019/2	Periodontics II "A" (STT1033)

12	2017*****	Score < 5 (3.45); (3.83) and (4.43)	2019/2	Occlusion Clinic "A" (ORS1017); Oral Pathology "A" (PTG1017) and Periodontics I "A" (STT1032)
12	2017*****	Grade < 5 (3.80)	2018/2	Clinical Stomatology I "A" (STT1027)
12	2017*****	Attendance (0.00)	2017/1	Genetics for Dentistry "A" (BLG1092)
12	2017*****	Grade < 5 (4.68)	2018/1	Clinical Stomatology I "A" (STT1027)
13	2017*****	Grade < 5 (4.70)	2019/1	Periodontics I "A" (STT1032)
14	2017*****	Grade < 5 (3.47)	2019/1	Pharmacology I (FSL1043)
15	2017*****	Grade < 5 (4.45)	2019/1	Pharmacology I (FSL1043)
16	2017*****	Frequency (0.00)	2019/2	Health Services Management (CAD1041)
17	2018*****	Grade < 5 (2.89) and (4.41)	2019/1	Pharmacology I (FSL1043) and Dental Materials I "A" (ORS1011)
18	2018*****	Grade < 5 (4.53)	2019/1	Pharmacology I (FSL1043)
19	2018*****	Grade < 5 (3.49)	2019/1	Pharmacology I (FSL1043)

Source: Prepared by the authors.

Table 1 shows that some beneficiaries failed in more than one period in which they received the benefit, from 2017 to 2019, which is why there is a difference between the number of failed benefits (23) and the number of beneficiaries (19). There is an enrollment in 2016, corresponding to two benefits, related to student no. 10, who is a student whose origin is empty and who is a regular student; and another enrollment in 2017, corresponding to four benefits, related to student no. 12, who is a student whose origin is in a public institution and who is a regular student.

The data in Table 1 also show that not only were there beneficiaries who failed exclusively for attendance or for grades, but there was also a beneficiary who failed both ways in different periods. The period with the highest number of failures, considering the benefits and beneficiaries, was the first semester of 2019, with nine benefits/beneficiaries, and the period with the lowest number of failures was the second semester of 2017, with two.

Regarding the subjects, it was found that there were failures in 17 subjects, of which (FSL1043) had the highest number, with five occurrences, and the subjects with the lowest failure rates were: (STC 1014); (EDE1123); (INO1011); (STT1023); (STT1024); (STT1033); (BLG1092); (CAD1041); (ORS1014) and (STT1030) with one failure each. It can be seen that the subject (FSL1043) played a major role in making the period 2019/1 the one with the most failures.

The Withdrawal subcategory contains data on whether or not students withdrew from subjects in the semesters in which they received the benefit. Of the 334 benefits, there were 324 non-transfer records, representing 97.01% of all dental student benefits in the period, and 10 transfer records, representing 2.99% of the total. Of these, one (10%) was a total withdrawal and nine (90%) were partial withdrawals, the majority. These records relate to nine (8.04%) of the dental beneficiaries in the period, as shown in Table 2.

**Table 2.** Number of benefits and beneficiaries with transcripts by period/discipline

Identification number	Registration	Type of Lockdown	Period	Failed subject/Code
20	2011*****	PARTIAL	2017/1	Health Services Management (CAD1041)
21	2014*****	PARTIAL	2017/2	Libras (EDE1123)
22	2014*****	PARTIAL	2017/2	Interdisciplinary Professional Training for the SUS (SDC1009)
23	2015*****	PARTIAL	2019/2	Hospital Dentistry (INO1011)
23	2015*****	PARTIAL	2017/1	Libras (EDE1123)
6	2015*****	PARTIAL	2018/2	Public Health Dentistry III "A" (STT1024)
9	2016*****	TOTAL	2018/1	(TRT001)
24	2017*****	PARTIAL	2018/2	Libras (EDE1123)
13	2017*****	PARTIAL	2019/2	Expanded Clinic and Interprofessional Collaboration: Theory and Practice (SDC1027)
25	2018*****	PARTIAL	2019/2	Health Services Management (CAD1041)

Source: Prepared by the authors

Table 2 shows that one beneficiary withdrew in more than one period in which they received the aid, which is why there is a difference between the number of benefits with withdrawal (10) and the number of beneficiaries (9). This is a 2015 enrollment, corresponding to two benefits, related to student no. 23, from a public school and a graduate. The period with the highest number of withdrawals, considering the benefits and beneficiaries, was the second semester of 2019 with three benefits/beneficiaries linked, and the period with the lowest number of withdrawals was the first semester of 2019, with no withdrawals.

As for the subjects, six had partial withdrawals, with (EDE1123) having the highest number, with three occurrences. The fewest were in (SDC1009), (INO1011), (STT1024) and (SDC1027), with one partial withdrawal each. It should be noted that the subject (EDE1123) did not interfere in the period that had the most withdrawals, as the withdrawals from this subject were at other times.

In relation to the three subcategories, the student who obtained the lowest overall average (0.74) over the whole period, considering the 334 benefits, also obtained the lowest overall average in the second group. He failed the subject (STT1024) for attendance in the first semester of 2018 and also completely withdrew in the same period and is now a regular student. The student with the highest overall average (10.00) did not obtain the highest average within his group, coming second in the fourth group. The first-placed student in this group had an average of 8.98 and had no failures or withdrawals, just like the second-placed student in the group, and both have graduated.

Considering the highlights with the highest averages in each of the six groups, none failed and only one had to partially withdraw from the subject (CAD1041) in the first semester of 2017. However, as for the negative highlights of each group, 66.67% or the majority - four out of six students - failed one or more subjects in at least one period in which they were covered by the benefit from 2017 to 2019. Three out of six students - 50% or half - had to suspend their studies, with one total suspension and two partial ones: one student suspended her course (STT1024) in the second semester of 2018 and the other suspended her courses (INO1011) and (EDE1123) in the second semester of 2019 and the first semester of 2017, respectively.

Considering the 23 benefits and nine beneficiaries involved in failures and linking them to their respective groups, the group with the highest number was the second, with eight benefits and seven beneficiaries, and the group with the lowest number was the sixth, with no benefits/beneficiaries linked to failure. Considering the 10 benefits and nine beneficiaries involved in transcripts and linking them to their groups, those with the highest numbers were the second and fourth groups, with three benefits and three beneficiaries each, and those with the lowest numbers were the first and fifth groups, with no benefits/beneficiaries linked.

From the results, it was clear that the overall average for each group, except for the fourth group which had a lower average than the third, was higher the more times students received the benefit. In this sense, the number of times students received the benefit directly influenced the average performance of most of the groups. Among these six groups, 58 of the 112 students had averages above those of their respective groups, indicating that the majority of beneficiaries performed above the averages.

Among the students who were positive highlights in each of these groups, i.e. who obtained the highest averages, there was no enrollment for the 2017-2019 period, which indicates that the best performances, in this context, were related to students who joined the UFSM Dentistry course before 2016, especially in 2014, which had the highest number of occurrences. The worst performers, i.e. students who achieved the lowest averages in each grouping, were students who joined the course before 2017, with 2016 having the highest number of occurrences of negative performance, with 50% of these highlights.

The subcategory Failure showed that there were a high number of approvals linked to the benefits granted to the 112 Dentistry students. Thus, it is possible to state that the majority of dentistry students who received the benefit between 2017 and 2019 did not have any failures, which indicates that the students who received the benefit have a high pass rate in the subjects taken during the respective periods in which they received the benefit.

The majority of the failures, which accounted for 6.89% of the number of benefits and 16.96% of the students who received them, were due to grades below five points in 17 subjects, with the subject (FSL1043) having the highest number of failures in the period (all by grade), having an influence on the first semester of 2019 being the interval with the highest number of

failures, being part of the list of compulsory subjects of the Biological and Health Sciences Core, in the Pedagogical Project of the Course (UFSM, 2015, n. p), whose curriculum is from 2017. p), whose curriculum dates from 2017. In this context, it can be said that the subject with the most failures is not part of the most critical core of the course - Dental Sciences.

The sub-category Transfers revealed a high number of students who did not cancel their enrollment, linked to the benefits granted during the period and the beneficiaries. Now, if the vast majority of dentistry students who received the benefits did not stop their studies, it suggests that there is a high rate of students whose development is independent of stop-outs, which may help students to complete their course within the ideal training period.

Withdrawals, which accounted for 2.99% of the number of benefits and 8.04% of the students benefiting, were mostly partial in six subjects, especially (EDE1123), with the highest number of withdrawals in the period. This is a subject that makes up 1/3 of the workload of the Complementary Undergraduate Subjects (DCG), so it is not part of the most concentrated core of the course.

It was found that students with the highest grades in each group had no failures and only one had to partially withdraw, while the majority of those with the lowest averages in each group failed one or more subjects in at least one period in which they benefited and half withdrew. This indicates that in the academic development of these students there was a relationship between grades, failures and withdrawals, as students who had the lowest averages in each group had a high chance of failing and/or withdrawing from the course.

The second group, one of those that benefited students on the course fewer times during the period, had the student with the lowest unit average of all 112 beneficiaries, and this student also had the lowest average in this group; the second group also had the highest number of failed benefits and beneficiaries, and one of those with the highest number of withdrawals. Thus, students who belong to one of the groups that benefited less often were the most susceptible to failing and withdrawing from the course. The sixth group, which benefited students more often, had no failures and was one of the groups with the lowest number of withdrawals. Therefore, dentistry students who received the benefit more often, as well as having high grade point averages, showed zero possibility of failing, although this did not exempt them from withdrawing from the course.

Therefore, as for the academic development measured by the students' grade point averages, which also made up the averages of the respective groups, bearing in mind only the limits of this research, and also considering that "[...] students' academic performance is generally presented as a 'thermometer' that indicates that something is not going well [...]" (Lima, 2018, p. 97), it was found that although the results pointed to a more dispersed distribution of these students' grades, with 0.74 being the lowest and 10.00 the highest, when considering the groups of belonging, the number of times the student was awarded had a significant impact on the final average of the respective group. In this sense, the ranking indicated by the thermometer points to a favorable relationship between the Aid for the

Acquisition of Pedagogical Material and the averages measured, especially for students on the UFSM Dentistry Course.

In addition, all the outstanding students with the highest averages in each group came from public high schools and have now graduated. In this context, it was found that the Aid for the Acquisition of Pedagogical Material is helping to promote social inclusion through education, democratizing the conditions of permanence in federal public higher education, the primary objectives of the NSAP, according to Decree 7.2343/2010.

Bearing in mind that monitoring students goes beyond just looking at their grades (Trindade, 2016), it was evident, with regard to academic development through the subcategories of failure and withdrawal, that the vast majority of dentistry students who received aid for the purchase of teaching materials at UFSM between 2017 and 2019 did not fail any course subjects and did not have to withdraw their studies, which is considered a notable indicator of the impact of the benefit on these subjects.

#### 4 Concluding thoughts

In this study on student assistance and permanence policies in Higher Education, with a focus on the Aid for the Acquisition of Pedagogical Material for the Dentistry course at UFSM, we found that most of the students who received the benefit between 2017 and 2019 scored above their group averages and that the group with the highest overall average was made up of those who received the Aid for the Acquisition of Pedagogical Material more often. In this logic, the number of times students received the benefit had a direct impact on the average performance of most groups.

With regard to failures, there were only 23 out of the 334 beneficiaries, which corresponds to 19 beneficiaries, most of them for a grade below 5 points, with the subject (FSL1043), which is not part of the course's most dense core, having the highest number of five failures. Therefore, the high number of passes linked to the benefits granted to the 112 Dentistry students in the period was noteworthy, which indicates that the students who received the Aid for the Acquisition of Pedagogical Material have a high pass rate in the subjects taken in the respective periods in which they were contemplated.

With regard to withdrawals, of the 334 benefits there were only 10, which involved 19 beneficiaries, the majority of which were partial withdrawals from subjects, such as (EDE1123), which is also not part of the densest core of the course, being the largest number with three occurrences. In this scenario, it is clear that there is a high rate of students who have received the benefit, whose development is independent of withdrawals, which can contribute to the student completing the course in the ideal period.

Specifically, in relation to the Dentistry course from 2017 to 2019, 334 benefits were granted to 112 beneficiaries, corresponding to 112 different enrollments. The female gender



was the most benefited by the Aid for the Acquisition of Pedagogical Material, with 76.78% of female beneficiaries, a slightly higher percentage when compared to the overall percentage and close to the average percentage of entrants of this gender in the period. 2019 was the year with the highest number of benefits distributed and beneficiaries covered, with 121 and 76 in due order. The largest number of benefits, as well as beneficiaries, went to students from public schools. Most of the dentistry students who received benefits have already graduated. Of the 334 benefits, there were 151 different figures, distributed in the amount of R\$678,422.30. The average, considering this value over the total benefits, was R\$2,031.20, approximately four times the value of the overall average from 2014 to 2019, with most of the amounts paid being below this average. The highest benefit unit value was R\$6,000.00.

It was clear that there was a need for protagonism and academic integration which, according to Pozobon (2019, p. 116), refers to "[...] the way students interact with their academic experiences, especially those that refer to being in the classroom, in contact with classmates and teachers". Thus, it is clear that, as well as having an effect on vulnerable students, the Aid for the Acquisition of Pedagogical Material, as a reducer of inequalities, has acted to boost and qualify academic integration beyond the benefited students, comprising a multiplicity of subjects at UFSM, providing benefits within the scope of the Dentistry Course.

It should be noted that the aim of the research was to analyze the relationships and contributions of the benefit Aid for the Acquisition of Pedagogical Material given to students on the undergraduate Dentistry course at UFSM, with regard to permanence, the academic development process and course completion. With this in mind, the aim of the research was not to demonstrate that the benefit was an exclusively privileged policy for the development of students/graduates, not least because there are various other assistance and permanence policies at UFSM and other possible variables.

However, within the limits of this investigation, the Aid for the Acquisition of Pedagogical Material was a unique contribution to the development of Dentistry students from economically less privileged backgrounds, in an elitist course with different and costly instruments, thus meeting the precepts of the NSAP, notably in the sense of contributing "[...] to the promotion of social inclusion through education" (Brasil, 2010, n. p). p), and is also in line with the social character advocated by Resolution 35/2013 (UFSM, 2013), which established the benefit at the institution.

Therefore, it can be concluded that the student assistance policy, permeated by the Aid for the Acquisition of Pedagogical Material, acts as an assistance and permanence policy of a social and educational nature, providing aid so that undergraduate students, especially those from the less favored class of society or from public schools, can have a favorable academic development in their undergraduate course, in line with the NSAP policy and UFSM Resolution No. 35/2013, which instituted the benefit at the institutional level.

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