

DROPOUT IN UNDERGRADUATE MAJORS AT BRAZILIAN FEDERAL UNIVERSITIES

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ABSTRACT

This work, funded by the Goiás state Aid in Research Foundation (FAPEG), is characterized as a State of the Art and aims mapping and understanding some of the causes of dropout in (in-person) undergraduate majors at Brazilian Federal Universities, based on scientific studies derived from thesis and dissertations. The time frame covered the period from 2017 to 2023. The basis for data collection was the Bank for Thesis and Dissertations from Capes using the descriptors "dropout" and the filters: major field of study: Human Sciences; field of study: Sociology and Education; Federal Universities. The research continued from a previous study, specifically of Paula (2021), which sought to understand the relationship between dropout and socioeconomic status in federal public higher education. As such, he presented, in a part of the thesis, a survey of thesis and

dissertations on the subject in Brazil in the time frame from 1995 to 2016. In a similar vein, said study identified 40 (forty) works: 32 (thirty-two) dissertations and eight thesis. Seven of these works have currently been analyzed: those defended in 2022 and 2023. This number is due to the fact that the research is still in its incipient stage. According to the studies, challenges still need to be faced in order to ensure the student's permanence in the major, avoiding dropout, such as: ensuring student assistance from the beginning to the end of the major; establishing a support network for vulnerable students and freshmen; creating a policy of permanence in the racial sphere; better understanding of the relationship between the university and the world of work; instituting a policy for the control and monitoring of dropout, among others.

KEYWORDS: Evasion; Brazilian Federal Universities; Graduation.

A EVASÃO NOS CURSOS DE GRADUAÇÃO DAS UNIVERSIDADES FEDERAIS BRASILEIRAS

RESUMO: Este trabalho, financiado pela Fundação de Amparo à Pesquisa do Estado de Goiás (FAPEG), se caracteriza como Estado da Arte e tem como objetivo mapear e conhecer algumas das causas da evasão nos cursos de graduação (presenciais) em Universidades Federais brasileiras, provenientes de estudos científicos decorrentes de teses e dissertações. O recorte temporal abrangeu o período de 2017 a 2023. A base para coleta de dados foi o Banco de Teses e Dissertações da Capes a partir dos descritores "evasão" e dos filtros: grande área do conhecimento: Ciências Humanas; áreas do conhecimento: Sociologia e Educação; Universidades Federais.

A pesquisa deu continuidade a um estudo anterior, no caso, o de Paula (2021), que procurou entender a relação evasão e situação socioeconômica no ensino superior público federal.

Para tanto, apresentou, em uma parte da tese, um levantamento de teses e dissertações sobre o tema, no Brasil, no período de 1995 a 2016. Em linha similar, o estudo em foco identificou 40 (quarenta) trabalhos: 32 (trinta e duas) dissertações e oito teses. Sete desses trabalhos foram, neste momento, analisados: os defendidos em 2022 e 2023. Esse quantitativo se deve em função de a pesquisa ainda estar em etapa incipiente. Segundo os estudos, desafios ainda precisam ser enfrentados a fim de assegurar a permanência do estudante no curso, evitando a evasão, como: garantir assistência estudantil do começo ao fim do curso; estabelecer rede de apoio para estudantes vulneráveis e ingressantes; criar política de permanência no âmbito racial; entender melhor a relação universidade e mundo do trabalho; instituir política de controle e acompanhamento da evasão, dentre outros.

Palavras-chave: Evasão; Universidades Federais brasileiras; Graduação.

PRESENTATION

This study is linked to another one by Paula (2021) and aims to identify the causes of dropout in undergraduate majors at Brazilian Federal Universities, so that these causes can support actions capable of better addressing this phenomenon. As part of Paula's (2021) work mapped research on dropout in Brazil from 1995 to 2016, the current study follows a similar path and seeks to identify research covering subsequent years, specifically from 2017 to 2023. It is known that, in Brazil, the expansion of access to Federal Universities, which began in the 2000s, brought the challenge of student retention and success. A recent study from Fapesp research, conducted by Andrade (2023), indicated that:

Since 2019, the number of students from public higher education institutions in Brazil who manage to complete their graduation has fallen to a new level. There were 251,374 that year, 3% less than in the previous period. The situation worsened in the pandemic, with the suspension of face-to-face activities and a delay in the conclusion of the school year. In 2020, the number of graduates plummeted to 204,174, a drop of 18.7% compared to 2019. It rose again in 2021, to 219,342, but is still at the levels of almost a decade ago. (Andrade, 2023, n.p.).

Even with the increase in graduates in 2021, this number did not reach the value of 2019, as the study highlights. This means that the rate of undergraduate graduates in Brazilian Public Universities has not reached an increasing level. The study points out that the causes for this are diverse and include the fact that the transfer of funds to Universities fell by 45% from 2018 to 2022; the budget of the Student Assistance Program (Pnaes) also decreased by 18.3% from 2019 to 2021. Citing Paula's research, Andrade (2023) also highlights that many of the students who dropout from Federal Universities return to higher education, often in a private institution and online education course. This means that dropout is a complex phenomenon and is not necessarily linked to the student's disengagement from higher education.

Understanding this phenomenon is important for decision-making and the elaboration of possible practices in order to guarantee the student the completion of the major. This research aims precisely at this: to understand evasion in order to find ways to face this problem. The SISSA report [1], published in 2022, presents an overview of dropout in the period from 2010 to 2019. The data include, in addition to the Federal University of Goiás (UFG), the Federal University of Jataí (UFJ) and the Federal University of Catalão (UFCAT). The concept of dropout used, in such a case, is that of the National Institute of National Studies and Research Anísio Teixeira (INEP), understood as the student's early departure from the major, before its completion, due to withdrawal, regardless of the reason. According to the report:

[...] Dropout will be calculated considering the student's departure from their major before its effective completion, even when the student transfers a major within the same institution. That is, dropout will be determined from the point of view of the majors and not the institution or the education system. Thus, in each year, the dropout rate is defined by the sum of students transferred

or disengaged from the major over the total number of students in the six situations mentioned above. (Sissa Report, 2022, p. 8).

The situations cited, based on the Higher Education Census were: enrolled, graduate, locked, disengaged, transferred, deceased. As a result, the report shows that the average dropout rate in the undergraduate course at UFG is lower than the regional and national rate. In addition, it ensures that:

[...] UFG has been able to maintain its average dropout rates below the corresponding averages of the federal higher education system, with emphasis on the areas of Computing and Information and Communication Technologies (ICT), Engineering, Production and Construction, Business, Administration and Law, Health and Well-being, in which UFG performs below the national averages with considerable ease. (Sissa Report, 2022, p. 14).

In relation to bachelor's and licentiate degrees, dropout is higher in licentiate majors. However, the oscillation between the degrees follows an approximate pattern. The report points out that, still in a non-conclusive stage, the Dean of Undergraduate Studies at UFG approved regulations for this confrontation, namely: CEPEC Resolutions No. 1692, 1693 and 1697. In this sense, understanding how Public Universities have dealt with dropout is important because it avoids repeating fruitless routes and shows paths whose results can be promising. The objective of this study is, then, to map studies on dropout in Brazilian Federal Universities in the period from 2017 to 2023, seeking to identify what they highlight as the cause of this phenomenon.

THE PHENOMENON OF EVASION

Silva and Mariano (2021) recover the concept of dropout by presenting it, initially, based on the questioning of Tinto, who showed, in the 1970s, that academic works did not differentiate failures from voluntary dropouts, definitive from temporary dropouts, abandonment of transfers between institutions. A situation that made it impossible to understand the phenomenon in question, making it difficult to formulate public policies to deal with this problem. The authors expose the debate grouped into three matrices: a) the concept of dropout elaborated by the MEC Commission – dropout from major, institution and system; b) concept based on Red that starts from the student's trajectory; c) concept established as a public problem, with the student leaving higher education based on excluding factors that are independent of the student's will (Silva et al., 2019 apud Silva; Mariano 2021). According to the National Institute of Studies and Research Anísio Teixeira (INEP), for the authors, dropout does not depend on reason and explains a terminal condition of failure:

First of all, evasion is defined here as an early exit, indicating the understanding that there would be an adequate time for it, coinciding with the diploma. Such output is recorded regardless of the reason, that is, without any attention to the events that produce it. This means that, in the eyes of INEP and MEC, the reasons for the loss of bond are not important to characterize the phenomenon,

because, whatever the causes, the interpretation will be limited to understanding it as a simple loss of bond (Silva; Mariano, 2021, p. 7).

According to them, this definition results in problems such as the failure to identify the causes of dropout; possibility of re-entry and other bonds; direct association between dropout and academic failure, in view of the fact that higher education has purposes that are not restricted to the fulfillment of credits and diplomas; the exclusion of evasion due to death.

For Paula (2021), studies on dropout in Brazil are recent and are associated with transformations in higher education in the country, such as, for example, an increase in vacancies, policies to democratize access, and the efficiency of public investments. According to the mapping done by the author of thesis and dissertations on the subject, in the period from 1995 to 2016, the quantitative leap in relation to the discussion occurred between the years 2011 and 2016. From 1995 to 2010, 96 works were produced; From 2011 to 2016, there were 223 new surveys on the subject. However, the criticism made by him, in relation to these works, is of a detailed view that makes it difficult to understand the phenomenon, since a large part of the studies is focused on certain courses or institutions, and does not present explicit theoretical orientations.

The author also highlights the lack of follow-up on students' dispositions in higher education, as occurs in other countries. From studies in the 1990s, he points out the relationship between dropout and professional expectations, in which majors with low salaries and inadequate working conditions, unlike renowned ones and with a high perspective of professional appreciation, have greater difficulty in keeping students linked to them. The professional choice, marked by the idealization of the profession, and the challenges of adapting students, in a context that requires their own initiative and critical, and not directed, attitudes in relation to the contents, also end up explaining the dropout in the first years of the major. To this end, the Special Commission for Studies on Dropout was created in 1995, which prepared a broad study on the subject in undergraduate courses, establishing the relationship between dropout and the prestige of the major, reputation and tradition of the institution. In 2017, another study was developed by INEP and showed that almost fifty percent of students did not complete higher education, either in a state or federal institution. However, the research by Marques (2020 apud Paula, 2021) highlighted the departure and re-entry of students at a later time, usually in the same year or the year following the dropout. This return often occurs in areas similar to those previously chosen. For this reason, Paula (2021) highlights the importance of distinguishing course dropout and system dropout, that is, in studies on dropout, it is necessary to observe if, in fact, the student drops out of the system or if he migrates from one course to another.

Among other factors that were associated with dropout, in the studies mapped by Paula (2021), it is possible to mention: misperception of the vocation for the chosen major; insufficient information about it; academic difficulties; family and/or financial problems; disappointment in relation to the major. There was a study that found that the dropout percentage is higher in freshmen with wide competition. This result is not unanimous, since at the Federal University of Minas Gerais (UFMG), for example, there is no relevant difference between the percentage of

students who are served by affirmative action and those who do not. Another piece of data pointed out in Paula's study (2021) was about the impact of the Unified Selection System (SiSU) on dropout rates, since, for example, "Sisu would encourage the propensity of candidates to opt for less desired courses or institutions, when they perceive the most up-to-date information about their chances of admission" (Paula, 2021, p. 68). This option would later result in dropout, as it solved only an immediate problem: admission to the Public University.

METHODOLOGY

This research is characterized as State of the art or State of knowledge whose description is pointed out by Vasconcellos, Silva and Souza (2020, s. p.):

The State of the Art and the State of Knowledge are denominations of systematic surveys or balance on some knowledge, produced during a certain period and area of coverage. In this way, researchers who decide to make a State of the Art or State of Knowledge have in common the objective of "looking back", reviewing paths taken, therefore possible to be visited once again by new research, in order to favor the systematization, organization and access to scientific productions and the democratization of knowledge.

For the authors, this type of research is important because, through it, it is possible to follow the course of science, establish relationships with related areas, and that, in Brazil, a large part of the studies with this denomination, in the area of Education, for example, are linked to graduate courses. The authors also point out that the use of the terms Art or Knowledge is not necessarily unanimous.

For this study, data were collected from the Capes Thesis and Dissertations Bank, in this case, thesis and dissertations produced in the period from 2017 to 2023. At the national level, the opportunity is to know and present the results of research on dropout in Brazilian Federal Universities. The following section will detail the trajectory taken.

ANALYSIS AND DISCUSSIONS

The research was based on a query in the Capes Thesis and Dissertations Bank, covering the period from 2017 to 2023, based on the descriptor "evasion" and the following filters: areas of knowledge Human Sciences, Sociology and Education, Brazilian Federal Universities. Therefore, data collection did not involve research aimed at State Universities, Federal Institutes, Basic Education, technical courses, or teaching modalities. It was also limited to face-to-face courses and not distance education courses. The time frame continued a previous study, in this case, that of Paula (2021), whose research object sought to understand the relationship between dropout and the socioeconomic situation of students. Paula's (2021) study presents, in one part of the thesis, a nationwide survey of thesis and dissertations on the topic of dropout in Brazilian Federal Universities in the period from 1995 to 2016.

In the case of the research in question, whose cut is from 2017 to 2023, in an initial search, 40 (forty) works were found, some of them did not have the word "evasion" in the title, but, from reading the abstract, because they deal with the subject, they were initially selected. Once the inclusion criteria were scored (studies aimed at Federal Universities, on-site undergraduate courses), the following works were selected:

Quadro 1 – Teses e dissertações sobre evasão – 2017 a 2023

1 MIRANDA, Welton Pinto de. Evasão e retenção no ensino superior: o caso do curso de ciências contábeis do campus sede da UFJF. 17/10/2019 193 f. Mestrado Profissional em Gestão e Avaliação da Educação Pública Instituição de Ensino: Universidade Federal de Juiz de Fora, Juiz de Fora, 2019.
2 SANTOS SOUZA, Thays. Estudo sobre a evasão em cursos de graduação presenciais na Universidade Federal de Goiás - UFG. 2017, 219f. Dissertação (Mestrado) - Universidade Federal de Goiás, Unidade Acadêmica Especial de Gestão e Negócios, Catalão, Programa de Pós-Graduação em Gestão Organizacional (profissional), Catalão, 2017.
3 FERREIRA, Anna Karyne Martins e Silva. Evasão no ensino superior: uma análise no curso de agronomia da Universidade Federal Do Cariri. 2019, 121f. Mestrado Profissional em Políticas Públicas, Gestão e Avaliação da Educação Superior. Instituição de Ensino: Universidade Federal da Paraíba. (João Pessoa), João Pessoa, 2019.
4 RATUSNIAK, Celia. Processo por abandono intelectual e os efeitos da judicialização da evasão escolar: gênero, raça, classe social e as biopolíticas que produzem o fracasso escolar e as expulsões compulsórias. 2019, 272f. Doutorado em Educação. Instituição de Ensino: Universidade Federal do Paraná, Curitiba, 2019.
5 CAETANO, Fernanda de Oliveira Souza. A evasão no primeiro ciclo do Bacharelado em Ciências Exatas da UFJF. 2020, 259f. Mestrado Profissional em Gestão e Avaliação da Educação Pública Instituição de Ensino: Universidade Federal de Juiz de Fora, 2020.
6 JANUARIO, Gerson da Silva. Evasão nas licenciaturas da UFAC: um estudo nos cursos de graduação do centro de educação, letras e artes da UFAC. 2019, 133f. Mestrado em Educação. Instituição de Ensino: Universidade Federal do Acre, Rio Branco, 2019.
7 VIANA, Mariana Marilack Gomes. Trajetória acadêmica de estudantes cotistas negros(as): o que há para saber para além do desempenho e da evasão? 2020, 102f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Minas Gerais, Belo Horizonte, 2020.
8 SA, Thiago Antonio de Oliveira. Por que eles se vão? O abandono no ensino superior público pós-expansão do acesso. 2019, 218f. Doutorado em Sociologia Instituição de Ensino: Universidade Federal de São Carlos, São Carlos, 2019.
9 PEDRO, Claudia Braganca. Medida de incidência e fatores associados à evasão em cursos de graduação. 2018, 144f. Mestrado em Educação. Instituição de Ensino: Universidade Federal do Paraná, 2018.
10 SANSEVERINO, Luiz Felipe Ferreira. Problemática sobre a evasão no ensino superior e o programa de orientação vocacional. 2019, 108f. Mestrado em Educação. Instituição de Ensino: Universidade Federal Fluminense, Niterói, 2019.

11 SILVA, Roberta Oliveira Mattos da. **Retenção e evasão nas disciplinas iniciais ofertadas pelo Departamento de Matemática da UFJF.** 2020, 135f. Mestrado Profissional em Gestão e Avaliação da Educação Pública Instituição de Ensino: Universidade Federal de Juiz de Fora, Juiz de Fora, 2020.

12 RODRIGUES, Katia Aparecida. **O programa de aviso por infrequência de aluno (apoia):** um estudo de sua efetividade no combate à evasão escolar em Chapecó, SC. 2019, 124f. Mestrado em Educação Instituição de Ensino: Universidade Federal da Fronteira Sul, Chapecó, 2019.

13 LOPES, Ricardo Cortez. **Evasão e persistência de alunos de graduação da Universidade Federal do Rio Grande do Sul:** um estudo moral das representações sociais. 2019, 200f. Doutorado em Sociologia. Instituição de Ensino: Universidade Federal do Rio Grande do Sul, Porto Alegre, 2019.

14 CARVALHO, Mageana de Freitas Souza de. **Evasão no ensino superior: uma análise da desistência de alunos dos cursos de graduação no campus sede da Universidade Federal do Acre.** 2019, 100f. Mestrado em Educação. Instituição de Ensino: Universidade Federal do Acre, Rio Branco, 2019.

15 CARNEIRO, Luci Annee Vargas. **Desempenho acadêmico no ensino superior:** uma análise contextual. 2017, 171f. Mestrado Profissional em Políticas Públicas e Gestão Educacional. Instituição de Ensino: Universidade Federal de Santa Maria, Santa Maria, 2017.

16 JACINTO, Maria Goretti da Silva Martins. **Reflexos da instituição das cotas raciais e sociais nas licenciaturas de uma universidade pública brasileira.** 2022, 120f. Mestrado Profissional em Educação Instituição de Ensino: Universidade Federal de Lavras, Lavras, 2022.

17 RIBEIRO, Marcia Ferreira. **Evasão no ensino superior:** o caso do bacharelado interdisciplinar em ciências humanas da Universidade Federal de Juiz De Fora. 2018, 114f. Mestrado Profissional em Gestão e Avaliação da Educação Pública Instituição de Ensino: Universidade Federal de Juiz de Fora, Juiz de Fora, 2018.

18 BENTO JUNIOR, Genival Souza. **A evasão, a reorientação da escolha do curso e a integração do estudante:** o caso de graduandos da UFV. 2022, 122f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Viçosa, Viçosa, 2022.

19 SANTOS, Natinelle de Meneses Pinheiro. **Práticas de gestão na educação superior:** um olhar sobre a retenção e a evasão nas licenciaturas do centro de ciências humanas, sociais e agrárias da Universidade Federal da Paraíba. 2023, 262f. Mestrado Profissional em Políticas Públicas, Gestão e Avaliação da Educação Superior. Instituição de Ensino: Universidade Federal da Paraíba (João Pessoa), João Pessoa, 2023.

20 SANTOS JUNIOR, José da Silva. **Institucionalização de políticas de controle à evasão em universidades federais brasileiras.** 2022, 574f. Doutorado em Educação. Instituição de Ensino: Universidade Federal da Grande Dourados, Dourados, 2022.

21 ABREU, Alan. **Estudo sobre a retenção e a evasão de alunos do curso de graduação em física diurno da Universidade Federal de Juiz de Fora.** 2018, 138f. Mestrado Profissional em Gestão e Avaliação da Educação Pública Instituição de Ensino: Universidade Federal de Juiz de Fora, Juiz de Fora, 2018.

22 FACHINETTI, Tamires Aparecida. **Expansão e evasão na Universidade Federal do Estado de São Paulo:** uma análise sobre o REUNI. 2022. Doutorado em Educação. Instituição de Ensino: Universidade Federal de São Carlos, São Carlos, 2022.

23 CIRNE, Gilton Nunes. **Reprovação e evasão nos cursos de engenharias e exatas do campus Campina Grande da UFCG**. 2021, 117f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Campina Grande, Campina Grande, 2021.

24 POZOBOON, Luciane Leoratto. **Políticas de assistência estudantil da Universidade Federal de Santa Maria/RS: estratégias de permanência do estudante na educação superior**. 2019, 164f. Mestrado Profissional em Políticas Públicas e Gestão Educacional. Instituição de Ensino: Universidade Federal de Santa Maria, 2019.

25 PEREIRA, José Aparecido Alves. **Permanência, evasão e titulação estudantil na Universidade do Estado da Bahia (UNEB): o caso do Campus XII – Guanambi**. 2021, 199f. Doutorado em Educação. Instituição de Ensino: Universidade Federal do Rio de Janeiro, Rio de Janeiro, 2021.

26 SILVA, Gideon Soares da. **Retenção e evasão no ensino superior no contexto da expansão: o caso do curso de engenharia de alimentos da UFPB**. 2017, 124f. Mestrado Profissional em Políticas Públicas, Gestão e Avaliação da Educação Superior. Instituição de Ensino: Universidade Federal da Paraíba (João Pessoa), João Pessoa, 2017.

27 OLIVEIRA, Angelita Grenfell Quirino de. **Ensino superior, expansão e evasão: o caso do curso de licenciatura em pedagogia (presencial) da UFPB – Campus I**. 2017, 119f. Mestrado Profissional em Políticas Públicas, Gestão e Avaliação da Educação Superior. Instituição de Ensino: Universidade Federal da Paraíba (João Pessoa), João Pessoa, 2017.

28 DUARTE, Tarcisia Carolina Roberto Silva. **Desempenho Acadêmico e Retenção no Curso de Física: Percepção de Docentes e Discentes**. 2019, 223f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Minas Gerais, Belo Horizonte, 2019.

29 ETHUR, Felipe Batista. **Evasão discente em cursos de graduação do campus Itaqui da Unipampa: análise das causas e propostas de ações**. 2018, 216f. Mestrado Profissional em Políticas Públicas e Gestão Educacional. Instituição de Ensino: Universidade Federal de Santa Maria, Santa Maria, 2018.

30 FONSECA, Franklandia Leite Moreira. **Evasão no ensino superior: a socialização acadêmica interrompida no mundo universitário da UFRN**. 2019. Mestrado em Educação. Instituição de Ensino: Universidade Federal do Rio Grande do Norte, Natal, 2019.

31 MARTINS, Melina Klitzke. **Fatores associados à evasão e conclusão de curso na educação superior brasileira: uma análise longitudinal**. 2022, 238f. Doutorado em Educação. Instituição de Ensino: Universidade Federal do Rio de Janeiro, Rio de Janeiro, 2022.

32 CARVALHO, Daniele da Rocha. **Evasão no curso de ciências contábeis da UFRN: perfil e trajetória acadêmica dos estudantes evadidos e sua relação com os processos seletivos (vestibular e SiSU)**. 2022. Doutorado em Educação. Instituição de Ensino: Universidade Federal do Rio Grande do Norte, Natal, 2022.

33 CAMPOS, Liliane Carla. **Políticas de permanência estudantil em cursos de licenciaturas no período de 2007 a 2017: a experiência da Universidade Federal do Triângulo Mineiro**. 2018, 225f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Uberlândia, Uberlândia, 2018.

34 FONSECA, Greice Lopes Maia. **Indicadores de evasão e baixa procura nos cursos de licenciatura do IFFAR – campus São Vicente do Sul: rearticulações na gestão**. 2018, 268f. Mestrado Profissional em Políticas Públicas e Gestão Educacional. Instituição de Ensino: Universidade Federal de Santa Maria, Santa Maria, 2018.

35 SANTOS, Debora Sirno. **Desempenho, evasão e permanência dos alunos indígenas e negros quilombolas ingressantes pelo UFGINCLUI da Universidade Federal de Goiás – regional Jataí**. 2017, 240f. Mestrado em Educação Instituição de Ensino: Universidade Federal de Goiás. Jataí, 2017.

36 ARIIVALDO, Thainara Cristina de Castro. **O Sistema de Seleção Unificada e a escolha pelas licenciaturas na Universidade Federal de Viçosa.** 2018, 132f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Minas Gerais, Belo Horizonte, 2018.

37 DUARTE, Roberta Gonçalves. **A licenciatura em educação do campo da UFES e os desafios da permanência campesina no ensino superior.** 2019, 260f. Mestrado Profissional em Educação. Instituição de Ensino: Universidade Federal do Espírito Santo, Vitória, 2019.

38 CARVALHO, Larissa Almeida Schitini de. **Acesso e permanência de estudantes cotistas no curso de bacharelado em direito da Universidade Federal de Viçosa/MG (2014-2018).** 2019, 188f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Viçosa, Viçosa, 2019.

39 LUCENA, Camila Lais Gonzala. **Itinerários acadêmicos na assistência estudantil: um estudo sobre a Universidade Federal Rural de Pernambuco.** 2021, 111f. Mestrado Profissional em Políticas Públicas, Gestão e Avaliação da Educação Superior. Instituição de Ensino: Universidade Federal da Paraíba (João Pessoa), João Pessoa, 2021.

40 BORGES, Raquel Silva. **Políticas públicas de acesso à educação superior: o Sistema de Seleção Unificada na Universidade Federal de Uberlândia (2010-2019).** 2020, 140f. Mestrado em Educação. Instituição de Ensino: Universidade Federal de Uberlândia, Uberlândia, 2020.

Of the thesis and dissertations found, 5 (five) were defended in 2017; 7 (seven) in 2018; 14 (fourteen) in 2019; 4 (four) in 2020; 3 (three) in 2021; 6 (six) in 2022; 1 (one) in 2023. Of the works, 17 (seventeen) were academic master's degrees; 16 (sixteen) professional master's degrees and 7 (seven) thesis. The universities involved were: Universidade Federal de Juiz de Fora, Universidade Federal de Goiás, Universidade Federal do Cariri, Universidade Federal do Paraná, Universidade Federal do Acre, Universidade Federal de Minas Gerais, Universidade Federal de Santa Catarina, Universidade Federal Fluminense, Universidade Federal do Rio Grande do Sul, Universidade Federal de Santa Maria, Universidade Federal da Fronteira do Sul, Universidade Federal de Lavras, Universidade Federal de Viçosa, Universidade Federal da Paraíba, Universidade Federal da Grande Dourado, Universidade Federal de Juiz de Fora, Universidade Federal de Campina Grande, Universidade Federal do Rio de Janeiro, Universidade Federal do Rio Grande do Norte, Universidade Federal de Uberlândia e Universidade Federal do Espírito Santo.

Although 40 (forty) works were initially selected, for this study, only the productions resulting from the years 2022 and 2023 will be presented, in this case seven researches: four doctoral and three master's degrees. The presentation was made by the abstract and, in case of doubts, by the partial or full reading of the work. The non-presentation of the others is due to the fact that this research was started recently (2024 1), that is, it is in an incipient stage.

Santos' (2023) work, the result of a professional master's degree at the Education Center of the Federal University of Paraíba, focuses on analyzing how management has dealt with retention and dropout in two majors - Pedagogy and Agrarian Sciences - in the face-to-face modality of the Center for Social and Agrarian Human Sciences (CCHSA), of the Federal University of Paraíba (UFPB). The study is characterized as applied research, with a qualitative and quantitative approach. Data collection involved documentary work and application of a questionnaire. The content analysis supported the look at the data obtained. In the end

The general results point to some important elements to support analyses and reflections by the academic and administrative management of CCHSA and UFPB: the consolidation of student assistance, from the beginning to the conclusion; the strengthening of support networks for vulnerable students and freshmen; and strengthening institutional links can contribute to the control, follow-up, and monitoring of student retention, minimizing the possibility of dropout (Santos, 2023, p. 9).

Jacinto's (2022) research, the result of the professional master's degree in Education from the Federal University of Lavras, is characterized as exploratory and descriptive research and seeks to answer a question linked to affirmative policies for admission to higher education in the teaching degree based on the increase in vacancies for low-income black or brown students. To do so, it analyzes articles from the last five years, documents such as the Pedagogical Project of the Pedagogy Course (face-to-face and distance learning) and interviews 4 (four) quota students and 2 (two) coordinators. As a result, it points to changes in the space of the University due to the expansion of access of black people to it, the existence of a policy of permanence in the social sphere and the non-existence of this policy in the racial sphere.

Bento Júnior's (2022) research, characterized as descriptive, with a quantitative approach, which resulted in the master's degree in Education at the Federal University of Viçosa, sought to "know, describe and analyze the dropout processes [...], reorientation of the choice of higher education major and integration of students [...], selected in SiSU 2018, with high scores in ENEM" (Bento Júnior, 2022, p. 7). The sample consisted of 460 (four hundred and sixty) students, "being the top 5 in the broad competition and in the quota modalities in SiSU 2018 who are still enrolled at UFV". The results obtained show that:

[...] Less prestigious majors are more affected by dropout, which is more common among students from wide competition, especially males. Black women have lower grades in undergraduate studies, showing the perpetuation of structural racism and gender inequality. Another finding concerns graduates from the federal network, who are those who most reorient their choices, followed by students from the private network. The departure from high-prestige major to others of lower prestige, as well as the reverse, were analyzed, indicating that the reorientation of choice accompanies the preparation for a new entrance exam and the redefinition of the project of these students. (Bento Junior, 2022, p. 7)

Santos Junior (2022) develops a thesis in Education at the Federal University of Grande Dourados with the objective of analyzing dropout control policies in Federal Universities, with a view to induction mechanisms in national educational policies. For this purpose, a documentary analysis of 36 (thirty-six) Federal Universities was carried out, and three of them were selected – the Federal University of the Jequitinhonha and Mucuri Valleys (UFVJM), the Federal University of Recôncavo da Bahia (UFRB) and the Federal University of Pampa (Unipamp) – for interviews with managers. There was also an interview with a UFG professor involved in the implementation of the Sissa interinstitutional project, in partnership with the Ministry of Education (MEC), to reduce dropout. As a result, the survey ensured that:

[...] There is no effective institutionalization of dropout control policies in the set of universities analyzed, although some of them are advancing steps in the course of the process. It is argued that managers, especially those linked to the undergraduate education sectors, acquire a fundamental role for the mobilization that configures the institutionalization of internal policies aimed at controlling dropout, a process that paradoxically is subject to ruptures as the management staff changes, even if the definitions of national policy, inductively, link the occurrence of the phenomenon to the receipt of resources by universities. In this sense, the process of institutionalization of policies to control dropout is induced by the central management body and its effectiveness is dependent on the actions of managers in the internal context, which indicates the need for its apprehension in the dialectic of the relationship between mobilization and local decisions and its configuration in the set of national policies formulated for the context of federal universities (Santos Junior, 2022, p. 7).

Fachinetti (2022), in his doctorate in Education from the Federal University of São Carlos, from a qualitative-quantitative approach, problematizes the policy of expansion of higher education by Reuni, "analyzing its implementation, calculating the dropout rates in the university in the period from 2006 to 2018, aiming to discuss the permanence in the institution" (Fachinetti, 2022, p. 7). Interviews, analysis of documents and institutional and national statistical data on dropout were carried out. The results showed that the assumptions of Reuni were prior to its implementation and resulting from the neoliberal expansion project:

[...] for universities, proposed by the federal government, began in the researched institution in 2005. The investigation identified that since that date the university analyzed has expanded significantly, going from one to five campuses, but such expansion has brought weaknesses in their articulation, such as intellectual segregation. Regarding dropout, the quantitative research showed an increase in the number of dropout students. Between 2006 and 2011, the university achieved the guidelines of the Program, keeping its average rate below 10%, but from 2012 onwards, the rates increased, no longer reaching 10%. With the completion of Reuni, the numbers of expansion of vacancies and dropout did not decrease, so it was found that the public university is discontinuous and financially unstable, which ends up harming the entire structure that permeates the permanence of the undergraduate student. The results of the research also indicated that the expansion enabled access to the popular classes that previously did not have many conditions to enter higher education, increased the offer of education in places that did not offer this type of education, and the number of jobs, especially for the class of teachers and researchers. (Fachinetti, 2022).

Martins' (2022)[2] research, from a doctorate in Education from the Federal University of Rio de Janeiro, promotes an analysis of dropout and completion in higher education through databases from INEP and the Federal University of Rio de Janeiro (UFRJ). Three objectives were sought: a) to describe patterns of dropout and major completion through differentiation between systems, such as area of knowledge, degree, modality, network. The time return was from 2010 to 2014; b) "to analyze whether educational factors and major choice, sociodemographic origin and academic integration are associated with dropout in the first three years of the student at the Federal University of Rio de Janeiro (UFRJ)"; c) to analyze the factors that lead to early dropout and non-completion of the course in different undergraduate courses at UFRJ. The data collection corpus was new in the first semester of 2014. The results found are described below:

[...] in Brazil, the average rate of students who dropped out of the majors at the time of completion was approximately 50%. On average, the rate of students who dropped out in the first year of the course was 10% to 12%. The average rate of completion of the course on time for Brazil was around 30% to 32%. By adding one more year for the student to complete the course, the average rate went to approximately 36%. In addition, it was observed that the average flow rates in Brazilian higher education are heterogeneous, that is, they change as the characteristics of the system are added. [...]. The moments with the highest risk of dropping out were the first, second and fifth semester of the students' trajectories in the courses. The factors that were associated with dropout were educational and course choice, and the accumulated Coefficient of Performance per semester, which in this study was configured as a proxy for academic integration. These findings reveal the importance of understanding decision-making processes decision-making for entry and continuation of studies. [...] The results indicate that 12% of early dropout and 19% of major completion can be explained by the difference between the majors. This means that students are more likely to drop out early or graduate from some courses than others. Therefore, for the cohort analyzed, the majors matter and help to elucidate the probabilities of early dropout and completion of the course.

Finally, the research by Carvalho (2022), PhD in Education from the Federal University of Rio Grande do Norte, as described in the title, aimed to analyze the changes in the profile and trajectory of students who dropped out of the accounting course at UFRN, considering, for this, the relationship between form of admission: SiSU and vestibular. Data collection involved document analysis and interviews with all students entering in 2013 who dropped out of the course. The number of students who dropped out in 2013 1, via entrance exams, was 28 (twenty-eight); via SiSU admission, in 2013/2 (Sisu), was 51 (fifty-one). A very healthy difference, as the author points out. Regarding profiles, there was an increase in single and female students. The dropouts who entered through SiSU were already graduates or students of other majors; mobility contributed to the evasion; there was an increase in the number of dropouts due to the socioeconomic context and the ENEM score. Other factors were: "problems associated with the teaching-learning process, the pedagogical practices used by teachers, non-adaptation to the major and aspiration for another major, while the reasons that most influenced dropouts entering the entrance exam was the need to work" (Carvalho, 2022, n.d.). The author also highlighted the need to review the SiSU regarding the choice of major.

FINAL CONSIDERATIONS

Dropout has been the subject of study and attention since the 1990s, as shown in the study by Paula (2021). From a more up-to-date cut, from 2017 to 2023, 40 (forty) works were initially identified. The themes involved there ranged from dropout by major, by degree, to dropout in a broader sense. Research sought to understand dropout in specific courses, such as, for example, in Accounting Sciences at the Federal University of Juiz de Fora (UFJF), in Agronomy at the Federal University of Cariri; as well as in licentiate courses at the Federal University of Acre, in bachelor's degree courses in Exact Sciences at UFJF. More than that, research has tried to understand the

performance and dropout of black quota holders; dropout and evasion after the expansion of access to higher education, that is, post-Reuni; evasion and vocational guidance; dropout and persistence of undergraduate students, among others. All this reveals a concern whose object is broadened, not limited to thinking about evasion by narrow cut.

The analyzed research pointed out some paths and detours, explained challenges that still need to be faced, such as ensuring student assistance from the beginning to the end of the major; establishing a support network for vulnerable students and freshmen; creating (or strengthening) the policy of permanence in the racial sphere; better understand the relationship between university and the labor market, since more prestigious majors have a smaller number of dropout students; instituting a policy for the control and monitoring of dropout, reviewing the admission processes, such as SiSU, due to the mobility it generates, the choice of course not necessarily is desired by the student. Factors related to the teaching-learning process were also mentioned, among others.

It is important to note that the analysis of the other thesis and dissertations still will be carried out, but the objective of all of them is to trace common or non-common aspects in order to find paths to student success, understood as entry and completion of the undergraduate majors. Knowing actions with this purpose fine-tunes dialogue and shortens paths with a view to strengthening higher education in the country. Identifying, understanding and analyzing, through scientific studies, ways of understanding dropout expands the scope of possibilities to set goals, in this case, public policies in favor of strengthening undergraduate major in Brazilian Federal Universities.

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