

## Quality of education

### Ministry of Education (MEC) indicators

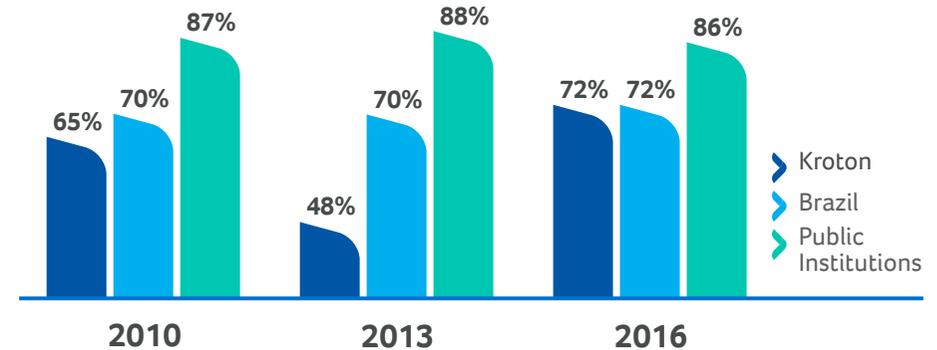
The Ministry of Education (MEC), through the National System of Evaluation to the Higher Education (Sinaes), analyzes the institutions, courses and students' performance. The evaluation process takes into account aspects such as teaching, research, extension, social responsibility, management of the institution and faculty. The results of this process are of paramount importance for society, especially students, as they are a reference regarding the quality and conditions of courses and institutions.

Aware of our commitment to Brazilian society, our students, academic and administrative staff, we maintain an exclusively dedicated agenda to follow-up MEC's evaluation processes, so as to ensure that our expansion is duly accompanied by the necessary regulatory requirements.

In the year 2017, for example, we had a 35% increase in the number of course evaluations, from 338 to 457 visits, reflecting the Company's efforts both in expanding the portfolio of courses offered and in the installation of new on-campus teaching units. As for visits in 2017, 72% of our courses received grades 4 or 5.

The ENADE (National Student Performance Examination), for example, evaluates the undergraduate students' performance when they graduate in relation to the course's curriculum, skills and competences acquired in their training. In 2016, the date of the last published result, 72% of our courses scored three or more on a scale of one to five.\*

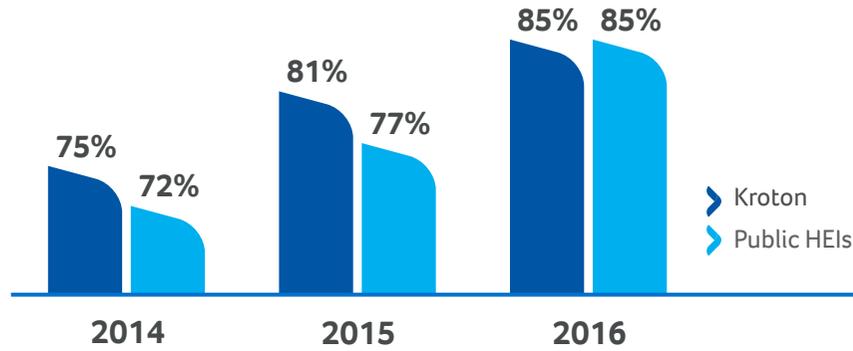
## Evolution at ENADE (% of courses with satisfactory level)



This exam measures the general knowledge of the students, disregarding the individual leap of each one in his/her academic path. Therefore, the Ministry of Education created the IDD (Observed and Expected Performance Difference Indicator), an index that shows the difference between the ENEM and ENADE grades. Therefore, it is possible to measure how much Higher Education has added to each student's knowledge.

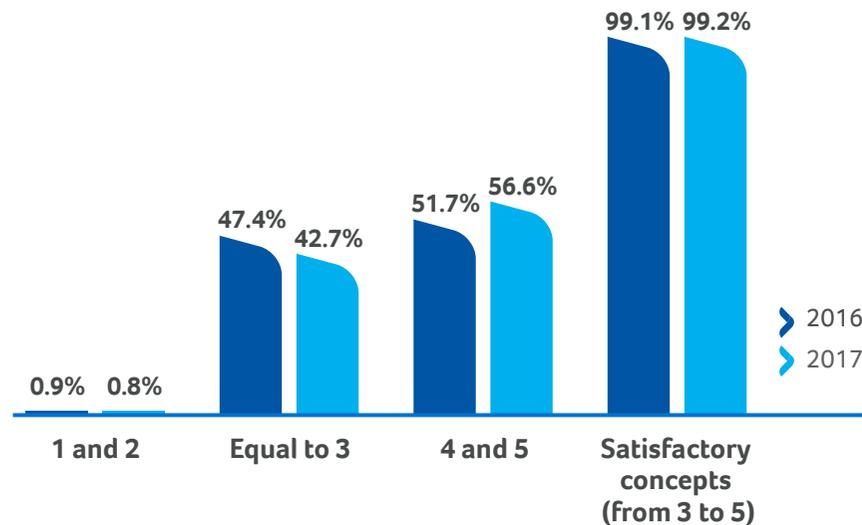
Considering the students' profile in each educational institution, we believe that this indicator is the most accurate to indicate how much our performance has created value to the student, helping to measure the transformation that we caused in his/her life. In 2016, the date of the latest MEC result, Kroton achieved its historic record at IDD, with 85% of courses performing satisfactorily. The value is equal to that presented by public higher education institutions (HEIs).

### Comparison between Kroton IDD and Public HEIs



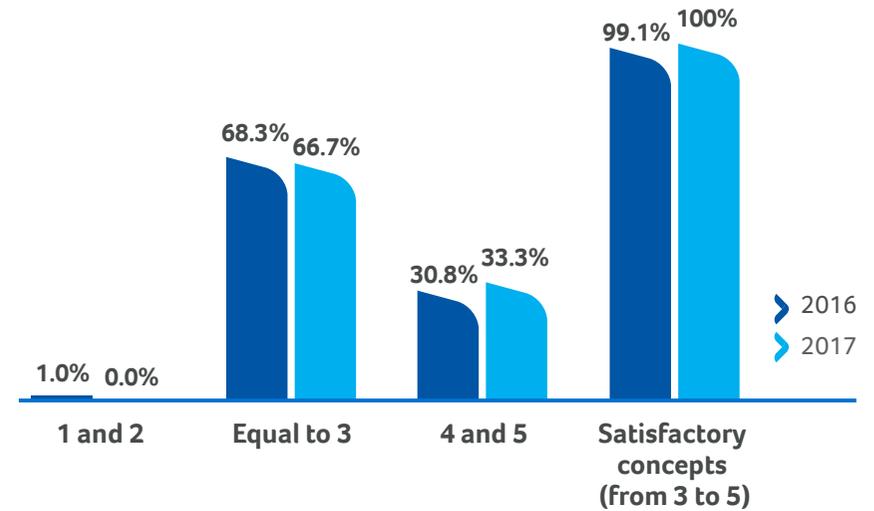
MEC’s Course Concept (CC) assesses the programs in terms of their teaching plan, faculty and infrastructure, on a scale of 1 to 5. In 2017, Kroton had 99.2% of programs considered satisfactory, with a score of 3 to 5.

### CC of Kroton programs



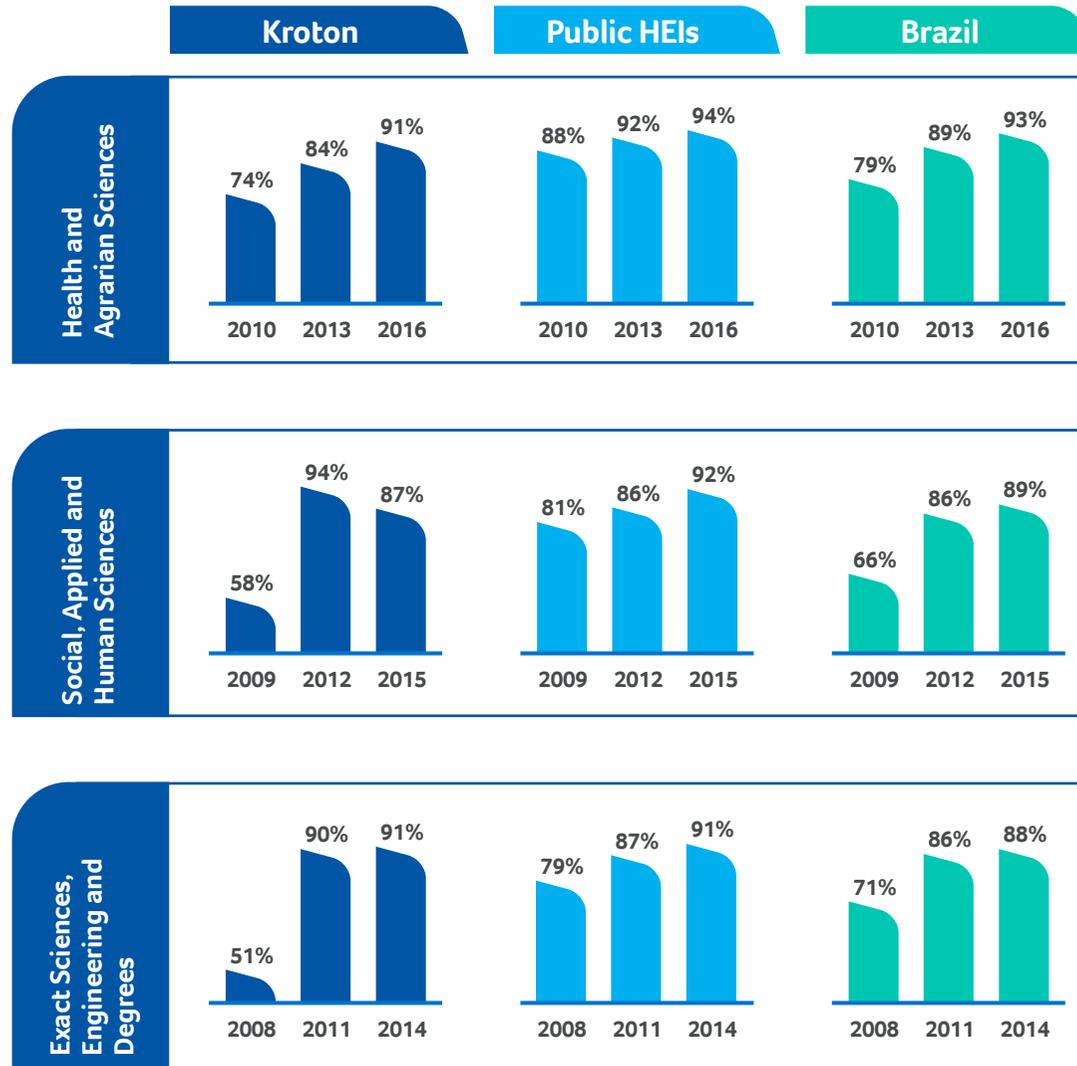
The Institutional Concept (CI) from MEC assesses educational institutions based on their institutional planning and development, academic and management policies. In 2017, all Kroton’s institutions attained satisfactory grades.

### Kroton’s institutions CI



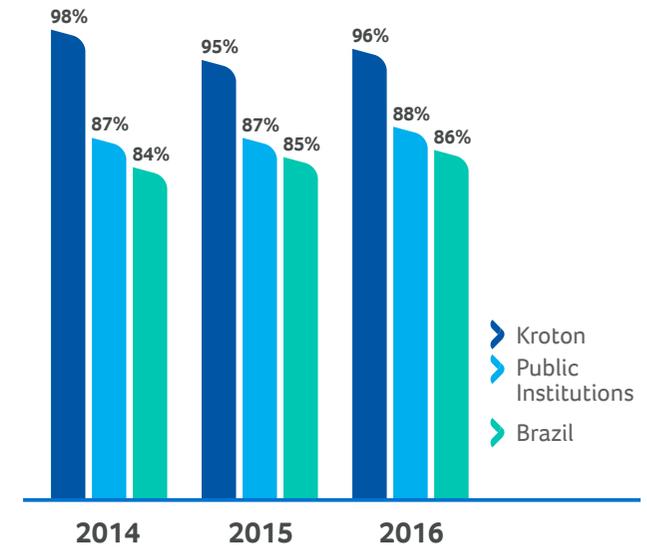
Until 2017, the CPC (Preliminary Course Concept), was the main indicator used by MEC to monitor programs. Its calculation is based on ENADE, IDD and on inputs related to offer conditions, such as faculty, infrastructure and students’ perceptions. In 2016, when the last result was announced, we obtained 91% of courses with a satisfactory CPC.

### Evolution in CPC



Finally the General Course Index (IGC) gives a grade to the Teaching Institution as a whole, considering the quality of its undergraduate and postgraduate programs. In 2016, when the last result was published, 96% of the Institutions in the group had a satisfactory grade.

### Evolution in IGC



## AVALIAR

GRI G4-PR5

MEC also establishes self-assessment as one of the components of its National Higher Education Assessment System. At Kroton, we have an institutional evaluation that goes beyond the legal requirements of the Ministry, and we have a system of indicators called AVALIAR, which reflects the perception of students, educators, course coordinators and technical-administrative staff about the quality of our work in several aspects, from the service to the infrastructure of our units.

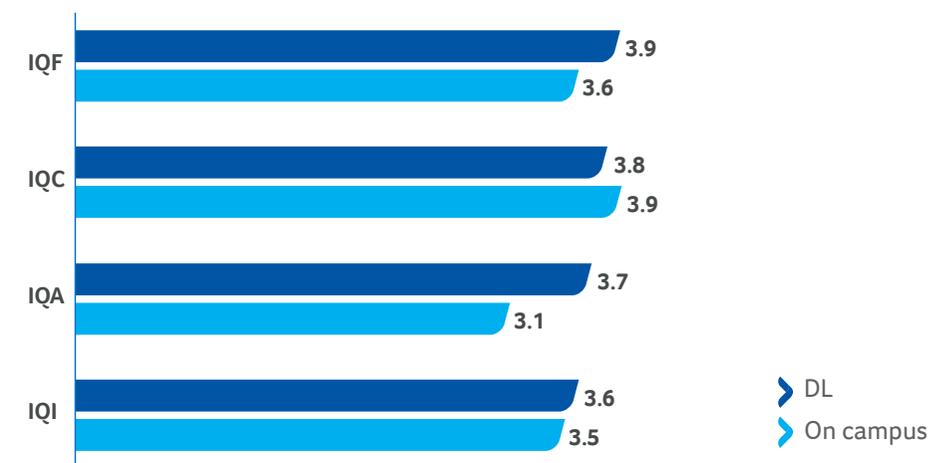
The indicators are calculated annually through the application of online questionnaires to the academic community and the subsequent statistical analysis of the data collected. The AVALIAR methodology is sound and its measuring instruments are well-founded, created by evaluation specialists. Since it is a census and voluntary research, the minimum percentage of participation required per campus or distance learning center is 70% of the students of that unit, in order to ensure that the results are reliable. Also, 100% of the course coordinators participate and at least 90% of the other groups of respondents. In 2017, the questionnaires were answered by 80% of the on-campus learning students, with all HEIs reaching at least 70% participation. Among the centers that participated in AVALIAR in 2017, 509 reached the minimum percentage of participation. In 2016 this number was 332, demonstrating an increase of 53%.

Thus, AVALIAR is a tool to support managers in their decision-making, since it provides an assessment of higher education institutions, their infrastructure and the courses offered, and provides students' and employees' opinions.

AVALIAR indicators are calculated on a scale of 0 to 5, with four indices being monitored:

- **Infrastructure Quality Index (IQF):** assesses the virtual environment, library, computer lab, classroom and common areas;
- **Program Quality Index (IQC):** assesses the teaching-learning organization, the performance of the on-campus teacher/tutor and the performance of the program coordinators;
- **Quality of Service Index (IQA):** assesses the self-service in the Student Portal, the services to the students in the Online Chat and the on-campus services to the students. We began measuring this indicator in 2017;
- **Institution Quality Index (IQI):** assesses the student services and the indexes of program and of infrastructure quality.

### Kroton average on AVALIAR 2017



One of the indicators of AVALIAR is called **Values of the Institution**, which aims to evaluate the perception of the internal community about the mission and values of the HEI. The attributes evaluated are the offer of a quality education that improves people's life, the contribution to the life project development, the training of professionals prepared for the labor market, the passion of the educators in training and developing people and the ethics in their actions.

The scores for this indicator are calculated on a scale of 0 to 5. In 2017, this indicator demonstrated levels of quality and excellence in relation to the positive impact we have on people's lives.



### Kroton Average in the AVALIAR, by public

#### On-campus Learning:

Students: 3.6

Teachers: 4.5

Course Coordinators: 4.8

Technical - Administrative staff: 4.4

#### Distance Learning:

Students (Blended learning): 3.9

Course Coordinators: 4.7

Distance Tutors: 4.6



## Continuing Education Graduate Programs

After our undergraduate students' graduation, we continue to transform their lives through our lato and stricto sensu graduate courses, which support their specialization and professional and academic appreciation.

In **stricto sensu** graduate courses, we offer 16 Master's degree and seven PhD programs, distributed in the different regions of Brazil, who have trained more than 1,500 masters and doctors.

Among these programs, five had a high concept in the CAPES / MEC four-year evaluation:

- Rehabilitation Sciences: Concept 5
- Physical Exercise in Health Promotion: Concept 4
- Methodologies for the Teaching of Languages and their Technologies: Concept 4
- Animal Bioscience: Concept 4
- Integrated Dental Sciences: Concept 4

The graduates of the masters and doctorate courses work in different segments, whether in public and private universities or in companies, promoting improvements and innovations in their products and processes.

As for research activities, the teachers developed in 2017 about 660 research projects involving 1,138 on-campus and DL undergraduates through the Scientific Initiation Program. In recent years more than 2,800 national and international scientific papers, 1,500 theses and dissertations, 330 books and chapters and 24 patents have been produced. These productions have contributed significantly to the country's Science, Technology and Innovation.

Additionally, Kroton publishes eight scientific journals, through the Platform for Kroton Scientific Journals with free and open access. More than 4,000 scientific papers have already been published from researchers from different HEIs in the country. All journals are rated in Qualis / Capes and are indexed in international and national Databases. Check the contents available at: <http://www.pgsskroton.com.br/seer/>

Another important contribution is the Gathering of Scientific Activities – EAC, an annual open and free event for all educational and research institutions in the country. The Meeting is 100% online, allowing students and teachers to disseminate the results of their work and participate in lectures and mini-courses. Participation is certified and all approved papers are published in the Event Annals. In 2017, during our 20th event, about 19 thousand papers were presented in total.