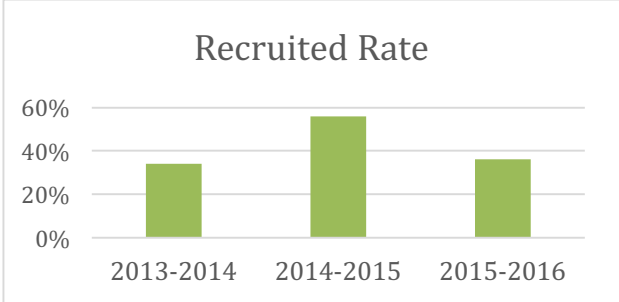
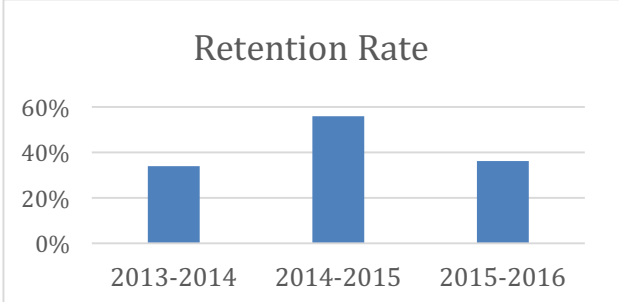
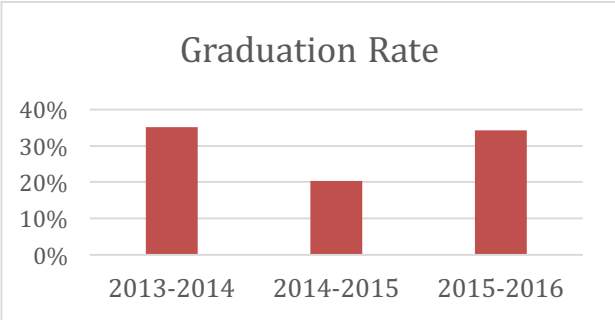


Figure 6.10 Organizational Performance Results

Performance Measure Measurable goal What is your goal?	What is your measurement instrument or process? (Indicate length of cycle)	Current Results What are your current results?	Analysis of Results What did you learn from the results?	Action Taken or Improvement made What did you improve or what is your next step?	Graphs of Resulting Trends								
Enrollment Number of students enrolled Increase in recruitment of minimum 5% per year	Enrollment statistics for every semester	Decrease due to political and economic situation	Previous year foreign faculty had an important positive impact that led to higher recommendations from existing students Well targeted marketing allowing to stabilize recruitment	Increased level of foreign faculty Better selection of marketing media and an earlier preparation of marketing message Involvement of existing students in marketing campaigns	<p style="text-align: center;">Recruited Rate</p>  <table border="1"> <caption>Recruited Rate Data</caption> <thead> <tr> <th>Year</th> <th>Recruited Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>35</td> </tr> <tr> <td>2014-2015</td> <td>55</td> </tr> <tr> <td>2015-2016</td> <td>38</td> </tr> </tbody> </table>	Year	Recruited Rate (%)	2013-2014	35	2014-2015	55	2015-2016	38
Year	Recruited Rate (%)												
2013-2014	35												
2014-2015	55												
2015-2016	38												
Retention rate Minimum 70% of students completing their studies	Number of students completing their studies	75% have completed their studies	To be more selective in the recruitment process and to offer foundation courses	Obtain international accreditations	<p style="text-align: center;">Retention Rate</p>  <table border="1"> <caption>Retention Rate Data</caption> <thead> <tr> <th>Year</th> <th>Retention Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>35</td> </tr> <tr> <td>2014-2015</td> <td>55</td> </tr> <tr> <td>2015-2016</td> <td>38</td> </tr> </tbody> </table>	Year	Retention Rate (%)	2013-2014	35	2014-2015	55	2015-2016	38
Year	Retention Rate (%)												
2013-2014	35												
2014-2015	55												
2015-2016	38												

<p>Graduation rate</p> <p>Minimum 75% of Bachelor students defending their dissertation and passing the comprehensive exam</p> <p>Minimum 80% of Master students defending their thesis</p>	<p>Number of students graduating</p>	<p>78% have graduated in the Bachelors program</p> <p>82% of Master students have graduated</p>	<p>The introduction of the comprehensive exam has led students to undertake a full revision of the three years curriculum</p> <p>The involvement, as thesis directors of faculty members contributing to the research department has increased the quality of the Master students thesis</p>	<p>Introduction of a DU comprehensive exam</p> <p>The establishment of a research department has enabled students to have access to thesis directors actively conducting research and well versed in research methodologies</p>	 <p>The bar chart displays the graduation rate for three consecutive years. The y-axis represents the percentage, ranging from 0% to 40% in 10% increments. The x-axis lists the academic years: 2013-2014, 2014-2015, and 2015-2016. The bars are red. The graduation rate for 2013-2014 is approximately 35%, for 2014-2015 it is approximately 20%, and for 2015-2016 it is approximately 35%.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Graduation Rate (%)</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>35%</td> </tr> <tr> <td>2014-2015</td> <td>20%</td> </tr> <tr> <td>2015-2016</td> <td>35%</td> </tr> </tbody> </table>	Year	Graduation Rate (%)	2013-2014	35%	2014-2015	20%	2015-2016	35%
Year	Graduation Rate (%)												
2013-2014	35%												
2014-2015	20%												
2015-2016	35%												

Note: Due to instability of country, there is a shortage of employment leading to an important wave of immigration as well as difficulties for students to meet their financial obligations. Some of the students also have difficulties in following the high level of class delivery since delivery is at a high international level while delivery in other local schools or universities is of a much lower level. Other students may be unable to conciliate work and study.