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## Wednesday Communiqué, 6/13/2012

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## WEDNESDAY COMMUNIQUÉ

June 13, 2012

**Left Out. Forgotten:** A recent report by the Heldrich Center of Rutgers University studies the employment rates of high school versus college graduates. It turns out that only 30% of recent high school graduates are employed full time, compared to 60% of college graduates. It is even worse for students who graduated during the recession.

[http://www.heldrich.rutgers.edu/sites/default/files/content/Left\\_Out\\_Forgotten\\_Work\\_Trends\\_June\\_2012.pdf](http://www.heldrich.rutgers.edu/sites/default/files/content/Left_Out_Forgotten_Work_Trends_June_2012.pdf)

**The State of Accreditation:** As we continue to discuss and plan student success initiatives at UNM, both accountability and quality remain difficult to track and measure. The American Council of Education formed a national task force to study institutional accreditation, which recently issued a report titled: *Assuring Academic Quality in the 21st Century: Self-Regulation in a New Era*. The report offers “six major recommendations for steps colleges, universities and regional accreditors can and should take to ensure accreditation meets its public accountability responsibilities given the enormous diversity of American higher education.”

<http://www.acenet.edu/AM/Template.cfm?Section=Home&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=45266>

**Why is “x” the Unknown?** Watch this Ted talk by the same guy who taught you how to tie your shoes in order to (maybe) find out why “x” is the unknown: [http://www.ted.com/talks/terry\\_moore\\_why\\_is\\_x\\_the\\_unknown.html](http://www.ted.com/talks/terry_moore_why_is_x_the_unknown.html).

Now the real question for those Old Spanish scholars (as in scholars of old Spanish) at UNM: was there really no “sh” in classical Spanish? Or is there another reason for x being the unknown?

**Festival Flamenco Internacional de Albuquerque:** The 25<sup>th</sup> annual Festival Flamenco Internacional de Albuquerque is taking place through June 16. I was fortunate to attend the wonderful opening performance on June 10 at the Rodey Theatre. I hope you can attend one or more of the remaining performances (for more information: [http://www.nifnm.org/National\\_Institute\\_of\\_Flamenco/Welcome.html](http://www.nifnm.org/National_Institute_of_Flamenco/Welcome.html)).

**UNM Courses Fill Rate:** As we look for resources to plow back into our academic missions, one place where studies at other universities have shown that efficiencies may be achieved is in our course fill rate. This is the difficult but ultimately productive search for optimally scheduling a large number of sections, when some sections are overfilled while multiple others have many open slots. A typical example is that of a course with 10 sections where 6 of them may be overflowing, and 2 that are just right, while 3 (scheduled closely together) may be less than 1/3 full. In collecting data about UNM’s fill rate, preliminary data suggests that about 5% of our sections may be combined, saving the departments and colleges precious resources that may be invested elsewhere at the departmental level.

Chaouki Abdallah, Provost & Executive Vice-President for Academic Affairs

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