



The Number We're Not Counting

Why should colleges measure an absenteeism-adjusted participation rate?

THREE MOVES FOR THIS WEEK



Build the dashboard

Use LMS and class attendance you already collect.

Cost: \$0



Validate it

Test whether it predicts stop-out earlier than current triggers.

Cost: \$0



Staff where it matters

Put advisors where the flags concentrate.

Partner

AN ADVISOR'S WEEK-THREE MESSAGE

1. I noticed you have missed a few classes and wanted to check in.
2. Is something making it hard to get here?
3. There are options, including a plan with check-ins or a planned pause.
4. Can we talk this week?

MATCH THE RESPONSE TO THE REASON

Caregiving

A structural signal, not a character flaw.

Transportation

Route support before withdrawal.

Work schedule

Offer schedule and stop-out options.

Mental health

Connect to counseling early.

AVOID THESE MISSTEPS

- x Using attendance to police or push students out
- x Waiting for midterm grades
- x Reporting the adjusted rate without a support plan

HOW YOU WILL KNOW IT WORKS

Leading: Students flagged and contacted by week 3

Lagging: Term-to-term persistence

Evidence: Gentle-Genitty, The Number We're Not Counting, Inside Higher Ed, Beyond Transfer (Sept 3, 2026); Collins, The Credential Society, via Gentle-Genitty, The Number We're Not Counting, Inside Higher Ed, Beyond Transfer (Sept 3, 2026).



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