



COSUMNES RIVER COLLEGE

OFFICE OF RESEARCH & EQUITY

Fall 2021 Opt-Out Scheduling Evaluation

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Executive Summary

Purpose

In an effort to continue monitoring CRC's Opt Out program, with an emphasis on the Opt Out program's contributions to CRC's equity efforts, the Research Office conducted another evaluation of the Opt Out schedule using fall 2021 cohort data.

Background

In fall 2019, Cosumnes River College (CRC) implemented the first iteration of the new student Opt Out schedule. Entering students were provided with a 15-unit schedule for their first term, including units in math and English, which are strongly correlated with community college completion¹. Following implementation in fall 2019, the Research Office evaluated the impact of the Opt Out schedule and found an association with increased 15-unit enrollment and increased 15 transfer unit completion². A similar program evaluation in fall 2020 found a correlation between the Opt Out program and enrollment in 15 units, completion of 15 units, and persistence to a second term at CRC³. In this 2021 evaluation, "Opt Out participation" is defined as students who received an Opt Out schedule in fall 2021.

Fall 2021 Key Findings

1. The proportion of students who received an Opt Out schedule in fall 2021 was significantly lower than in fall 2020 (33% of new-to-college students compared to 43%, ($\Delta\chi^2(1) = 60.45$ $p < .001$)). The assignment of an Opt Out schedule in fall 2021 was correlated with age, high school district (EGUSD v. other), and race, such that students age 25 and older, non-EGUSD students, students of an unknown race/ethnicity, and White students were less likely to receive an Opt Out schedule.
2. Overall enrollment rates in 15 units for new-to-college students did not significantly change from fall 2020 (15.84%) to fall 2021 (16.21%) ($\Delta\chi^2(1) = 0.164$, *ns*). **Assuming the same GPA range, age, and high school district, students having received an Opt Out schedule were 1.5 times more likely to enroll in 15 units.** Though the correlation in fall 2021 is lower than it was in fall 2020, when Opt Out participation tripled 15-unit enrollment rates, Opt Out, across three evaluations, still appears to increase 15-unit enrollment rates when holding other factors constant.
3. New-to-college students completed 15 transfer units at slightly lower rates in fall 2021 (8.27%) than in fall 2020 (9.68%) or 2019 (10.61%), but at higher rates than in fall 2018 (pre-Opt Out implementation). However, Opt Out participation was still found to be correlated with completion of 15 transfer units in the first term ($\Delta\chi^2(1) = 48.636$, $p < .001$). **This might indicate that, despite the circumstances surrounding COVID-19, Opt Out increased 15 transfer unit completion rates. That being said, Opt Out participation in fall 2021 did not close any equity gaps in transfer unit completion.**

¹ Community College Research Center, csrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf

² <https://employees.crc.losrios.edu/crc/employee/doc/equity-ie/research/2018-2020/opt-out-evaluation-fall19.pdf>

³ <https://employees.crc.losrios.edu/crc/employee/doc/equity-ie/research/F20-Opt-Out-Analysis.pdf>



4. The fall 2021 evaluation found a correlation between Opt Out participation and persistence to the second term ($\Delta\chi^2(1) = 9.186, p < .001$), such that when controlling for confounding variables, **students participating in Opt Out were 1.46 times as likely to return in the spring**. Holding other factors constant, Opt Out students were 1.4 times as likely to enroll in fifteen units for a second term ($\Delta\chi^2(1) = 5.803, p < .05$).
5. After controlling for potentially confounding variables, students who participated in Opt Out did not have significantly lower first-term GPAs than those who did not participate in Opt Out (2.41 v. 2.37) or withdraw from a significantly higher number of units than students who did not participate in Opt Out (2.36 v. 1.80). This supports the assertion that Opt Out is not a detriment to course success, despite increasing unit load.
6. While the effect of Opt Out on completion and persistence was slightly lower this year, possibly due to factors related to the COVID-19 pandemic, the evaluation still found a correlation between Opt Out and enrollment in math ($\Delta\chi^2(1) = 28.383, p < .001$) and English ($\Delta\chi^2(1) = 21.245, p < .001$), metrics shown by the Community College Research Center to be predictors of degree completion and transfer⁴.

Recommendations

1. While the effect of Opt Out on enrollment, enrollment in math and English, completion, and persistence is promising, Opt Out does not appear to close equity gaps for these metrics. We recommend further qualitative research that explores Opt Out students' experiences with the 15-unit course load and factors leading the decision to enroll in 15 units.
2. Further research is needed on the effect of Opt Out on various student unit loads below 15 units (both transfer units and non-transfer units), as not all students in the program enroll in the full fifteen units, but may still experience benefits from the program.
3. Further research is needed on the course-taking patterns of Opt Out students, which might particularly serve students in the lowest high school GPA bands (2.0 and below), who may have corequisite requirements affecting their ability to complete 15 transfer units in the first term.

Caveats and Limitations

While this analysis points to possible effects of the COVID-19 pandemic on Opt Out, we cannot know the true effect of COVID-19 on enrollment and completion, and how that effect intersects with Opt Out, through these evaluation methods.

⁴ Community College Research Center, ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf



Analysis

Defining the Opt Out Cohort

For the purposes of this evaluation, “Opt Out participation” is defined as students who received an Opt Out schedule in fall 2021. The evaluation found that the proportion of students who received an Opt Out schedule in fall 2021 was significantly lower than in fall 2020 (33% of new-to-college students compared to 43%, ($\Delta\chi^2(1) = 60.45, p < .001$)). The assignment of an Opt Out schedule in fall 2021 was correlated with age, high school district (EGUSD v. other), and race, such that students age 25 and older, non-EGUSD students, students of an unknown race/ethnicity, and White students were less likely to receive an Opt Out schedule.

- Age ($\Delta\chi^2(1) = 106.23, p < .001$)
- High school district ($\Delta\chi^2(1) = 56.9, p < .001$)
- Race ($\Delta\chi^2(8) = 48.194, p < .001$)

Table 1. 2021-2022 Opt Out Cohort (Students Who Received an Opt Out Schedule)

	Opt Out Cohort		Non-Opt Out Cohort	
	Headcount	% of Headcount	Headcount	% of Headcount
High School GPA Band				
0-.99	2	28.57%	5	71.43%
1-1.99	27	39.71%	41	60.29%
2-2.99	266	35.51%	483	64.49%
3.0+	589	36.45%	1027	63.55%
No GPA	34	10.30%	296	89.70%
Age				
24 & younger	884	36.26%	1554	63.74%
25 & older	34	10.24%	298	89.76%
High School District				
EGUSD	538	40.09%	804	59.91%
Not EGUSD	380	26.61%	1048	73.39%
DSPS Status				
DSPS	30	29.41%	72	70.59%
Not DSPS	888	33.28%	1780	66.72%
First Generation Status				
First Generation	243	32.79%	498	67.21%
Not First Generation	675	33.27%	1354	66.73%
Race				
African American	92	36.08%	163	63.92%
Asian	252	38.83%	397	61.17%
Filipino	55	39.57%	84	60.43%
Hispanic/Latinx	287	34.21%	552	65.79%
Multi-Race	63	29.72%	149	70.28%



	<i>Opt Out Cohort</i>		<i>Non-Opt Out Cohort</i>	
	Headcount	% of Headcount	Headcount	% of Headcount
Native American	0	0.00%	7	100.00%
Pacific Islander	12	40.00%	18	60.00%
Unknown	6	12.00%	44	88.00%
White	151	25.64%	438	74.36%
Gender				
Female	474	34.13%	915	65.87%
Male	430	32.14%	908	67.86%
Non-Binary / Not Reported	14	32.56%	29	67.44%
Total	918	33.14%	1852	66.86%

15-Unit Enrollment

Overall enrollment rates in 15 units for new-to-college students did not significantly change from fall 2020 (15.84%) to fall 2021 (16.21%) ($\Delta\chi^2(1) = 0.164, ns$). The fall 2021 evaluation found a correlation between Opt Out participation and 15-unit enrollment ($\Delta\chi^2(1) = 31.495, p < .001$). Various other demographic variables were also correlated with 15-unit enrollment rates:

- Age ($\Delta\chi^2(1) = 45.95, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 43.159, p < .001$)
- High school GPA ($\Delta\chi^2(4) = 21.926, p < .001$)
- Race ($\Delta\chi^2(8) = 19.794, p < .05$)
- Disability status ($\Delta\chi^2(1) = 6.477, p < .05$)
- First generation status ($\Delta\chi^2(1) = 5.104, p < .05$)

The above correlated demographic variables could act as potential confounding variables. For example, if Asian students enroll in more units than their non-Asian peers, and they were over-represented in the fall 2021 Opt Out cohort, then any increases in 15-unit enrollment in fall 2021 could be attributed to over-representation of this group, and not the Opt Out program. With this in mind, the correlated demographic variables were controlled for in the analysis. After controlling for these factors, there was a statistically significant difference in 15-unit enrollment such that students who received an Opt Out schedule were more likely to enroll in 15 units ($\Delta\chi^2(1) = 14.638, p < .001$). **Assuming the same GPA range, age, and high school district, students having received an Opt Out schedule were 1.5 times more likely to enroll in 15 units.** Though the correlation in fall 2021 is lower than it was in fall 2020, the Opt Out program is still linked to higher 15-unit enrollment rates.



Table 2. 2021-2022 15-Unit Enrollment Rates for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Enrolled in 15 units	% enrolled in 15 units	Headcount	Enrolled in 15 units	% enrolled in 15 units
HS GPA Band						
0-.99	2	0	0.00%	5	1	20.00%
1-1.99	27	3	11.11%	41	6	14.63%
2-2.99	266	49	18.42%	483	59	12.22%
3.0+	589	146	24.79%	1027	168	16.36%
No GPA	34	3	8.82%	296	14	4.73%
Age						
24 & younger	884	197	22.29%	1554	236	15.19%
25 & older	34	4	11.76%	298	12	4.03%
High School District						
EGUSD	538	125	23.23%	804	156	19.40%
Not EGUSD	380	76	20.00%	1048	92	8.78%
DSPS Status						
DSPS	30	1	3.33%	72	2	3.85%
Not DSPS	888	200	22.52%	1780	139	8.80%
First Generation Status						
First Generation	243	73	21.73%	498	7	9.72%
Not First Generation	675	241	26.66%	1354	241	13.54%
Race						
African American	92	14	15.22%	163	16	9.82%
Asian	252	63	25.00%	397	64	16.12%
Filipino	55	13	23.64%	84	18	21.43%
Hispanic/Latinx	287	53	18.47%	552	81	14.67%
Multi-Race	63	19	30.16%	149	16	10.74%
Native American	0			7	1	14.29%
Pacific Islander	12	3	25.00%	18	4	22.22%
Unknown	6	3	50.00%	44	1	2.27%
White	151	33	21.85%	438	47	10.73%
Gender						
Female	474	113	23.84%	915	120	12.11%
Male	430	85	19.77%	908	125	13.77%
Non-Binary / Not Reported	14	3	21.43%	29	3	10.34%
Total	918	201	21.90%	1852	248	13.39%



Enrollment in Math

The fall 2021 evaluation found a correlation between Opt Out participation and enrollment in math courses ($\Delta\chi^2(1) = 163.14, p < .001$). Various other demographic variables were also correlated with math enrollment rates:

- Units enrolled ($\Delta\chi^2(1) = 852.87, p < .001$)
- Age ($\Delta\chi^2(1) = 210.76, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 176.03, p < .001$)
- Race ($\Delta\chi^2(8) = 96.768, p < .001$)
- High school GPA ($\Delta\chi^2(1) = 18.349, p < .001$)

Controlling for these factors, there was a statistically significant difference in math enrollment such that students who received an Opt Out schedule were significantly more likely to enroll in math than non-Opt Out students ($\Delta\chi^2(1) = 28.383, p < .001$). **Assuming the same, high school district, race, and high school GPA, students having received an Opt Out schedule were 1.7 times as likely to enroll in a math course during their first term at CRC.**

Table 3. 2021-2022 Math Enrollment Rates for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Enrolled in math	% enrolled in math	Headcount	Enrolled in math	% enrolled in math
HS GPA Band						
0-.99	2	1	50.00%	5	1	20.00%
1-1.99	27	15	55.56%	41	14	34.15%
2-2.99	266	144	54.14%	483	158	32.71%
3.0+	589	354	60.10%	1027	397	38.66%
No GPA	34	13	38.24%	296	23	7.77%
Age						
24 & younger	884	520	58.82%	1554	576	37.07%
25 & older	34	7	20.59%	298	17	5.70%
High School District						
EGUSD	538	335	62.27%	804	378	47.01%
Not EGUSD	380	192	50.53%	1048	215	20.52%
DSPS Status						
DSPS	30	13	43.33%	72	26	36.11%
Not DSPS	888	514	57.88%	1780	567	31.85%
First Generation Status						
First Generation	243	135	55.56%	498	146	29.32%
Not First Generation	675	392	58.07%	1354	447	33.01%
Race						
African American	92	49	53.26%	163	38	23.31%
Asian	252	158	62.70%	397	164	41.31%
Filipino	55	36	65.45%	84	47	55.95%



	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Enrolled in math	% enrolled in math	Headcount	Enrolled in math	% enrolled in math
Hispanic/Latinx	287	149	51.92%	552	186	33.70%
Multi-Race	63	36	57.14%	149	49	32.89%
Native American	0			7	0	0.00%
Pacific Islander	12	6	50.00%	18	3	16.67%
Unknown	6	1	16.67%	44	3	6.82%
White	151	92	60.93%	438	103	23.52%
Gender						
Female	474	271	57.17%	915	292	31.91%
Male	430	247	57.44%	908	296	32.60%
Non-Binary / Not Reported	14	9	64.29%	29	5	17.24%
Units Enrolled						
0-3.999	53	5	9.43%	427	15	3.51%
4-7.999	135	42	31.11%	406	53	13.05%
8-14.999	529	304	57.47%	771	364	47.21%
15+	201	176	87.56%	248	161	64.92%
Total	918	527	57.41%	1852	593	32.02%

Enrollment in English

The fall 2021 evaluation found a correlation between Opt Out participation and enrollment in English courses ($\Delta\chi^2(1) = 131.48, p < .001$). Various other factors were also correlated with English enrollment:

- Units enrolled ($\Delta\chi^2(1) = 608.14, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 138.02, p < .001$)
- Age ($\Delta\chi^2(1) = 134.13, p < .001$)
- Race ($\Delta\chi^2(8) = 67.27, p < .001$)
- High school GPA ($\Delta\chi^2(1) = 16.95, p < .001$)
- DSPS status ($\Delta\chi^2(1) = 9.611, p < .01$)
- First generation status ($\Delta\chi^2(1) = 5.829, p < .05$)

Controlling for these factors, students who received an Opt Out schedule were still significantly more likely to enroll in English than non-Opt Out students ($\Delta\chi^2(1) = 21.245, p < .001$). **All other factors constant, students having received an Opt Out schedule were 1.6 times as likely to enroll in an English course during their first term at CRC.**



Table 4. 2021-2022 English Enrollment Rates for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Enrolled in English	% enrolled in English	Headcount	Enrolled in English	% enrolled in English
HS GPA Band						
0-.99	2	1	50.00%	5	1	20.00%
1-1.99	27	8	29.63%	41	18	43.90%
2-2.99	266	167	62.78%	483	218	45.13%
3.0+	589	417	70.80%	1027	510	49.66%
No GPA	34	8	23.53%	296	47	15.88%
Age						
24 & younger	884	737	66.29%	1554	737	47.43%
25 & older	34	57	44.12%	298	57	19.13%
High School District						
EGUSD	538	370	68.77%	804	461	57.34%
Not EGUSD	380	231	60.79%	1048	333	31.77%
DSPS Status						
DSPS	30	22	73.33%	72	45	62.50%
Not DSPS	888	579	65.20%	1780	749	42.08%
First Generation Status						
First Generation	243	158	65.02%	498	187	37.55%
Not First Generation	675	443	65.63%	1354	607	44.83%
Race						
African American	92	53	57.61%	163	65	39.88%
Asian	252	171	67.86%	397	185	46.60%
Filipino	55	36	65.45%	84	45	53.57%
Hispanic/Latinx	287	189	65.85%	552	274	49.64%
Multi-Race	63	47	74.60%	149	58	38.93%
Native American	0			7	3	42.86%
Pacific Islander	12	8	66.67%	18	11	61.11%
Unknown	6	3	50.00%	44	6	13.64%
White	151	94	62.25%	438	147	33.56%
Gender						
Female	474	310	65.40%	915	391	42.73%
Male	430	281	65.35%	908	394	43.39%
Non-Binary / Not Reported	14	10	71.43%	29	9	31.03%
Units Enrolled						
0-3.999	53	13	24.53%	427	83	19.44%
4-7.999	135	45	33.33%	406	101	24.88%
8-14.999	529	370	69.94%	771	421	54.60%
15+	201	173	86.07%	248	189	76.21%
Total	918	601	65.47%	1852	794	42.87%



Completion of 15 Transfer-Level Units by the end of their first term

The fall 2021 evaluation found a correlation between Opt Out participation and completion of 15 transfer-level units in the first term ($\Delta\chi^2(1) = 48.636, p < .001$). Various other variables were also correlated with 15-unit completion rates:

- High school GPA ($\Delta\chi^2(1) = 107.89, p < .001$)
- Enrollment in Math ($\Delta\chi^2(1) = 68.427, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 55.054, p < .001$)
- Enrollment in English ($\Delta\chi^2(1) = 42.967, p < .001$)
- First generation status ($\Delta\chi^2(1) = 18.621, p < .001$)
- Disability status ($\Delta\chi^2(1) = 28.536, p < .001$)
- Race ($\Delta\chi^2(8) = 24.044, p < .01$)

When controlling for these variables, students enrolling in Opt Out schedules were 1.7 times more likely to complete 15 transfer units in their first term than non-Opt Out students ($\Delta\chi^2(1) = 14.562, p < .001$). That being said, Opt Out participation in fall 2021 did not close any equity gaps in transfer unit completion; in some cases, particularly for African American and Latinx students, the treatment group receiving an Opt Out schedule did not see any increase in completion rates compared to non-Opt-Out peers, and thus the completion rate gap was wider for the treatment group.

Table 5. Fall 2021 Completion of 15 Transfer-Level Units for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Completed 15 Transfer Units	% Completed 15 Transfer Units	Headcount	Completed 15 Transfer Units	% Completed 15 Transfer Units
HS GPA Band						
0-.99	2	0	0.00%	5	0	0.00%
1-1.99	27	0	0.00%	41	0	0.00%
2-2.99	266	3	1.13%	483	19	3.93%
3.0+	589	89	15.11%	1027	112	10.91%
No GPA	34	1	2.94%	296	5	1.69%
Age						
24 & younger	884	92	10.41%	1554	131	8.43%
25 & older	34	1	2.94%	298	5	1.68%
High School District						
EGUSD	538	72	13.38%	804	92	11.44%
Not EGUSD	380	21	5.53%	1048	44	4.20%
DSPS Status						
DSPS	30	1	3.33%	72	2	2.78%
Not DSPS	888	92	10.36%	1780	134	7.53%
First Generation Status						
First Generation	243	15	6.17%	498	20	4.02%



	<i>Opt Out Cohort</i>			<i>Non-Opt Out Cohort</i>		
	Headcount	Completed 15 Transfer Units	% Completed 15 Transfer Units	Headcount	Completed 15 Transfer Units	% Completed 15 Transfer Units
Not First Generation	675	78	11.56%	1354	116	8.57%
Race						
African American	92	6	6.52%	163	10	6.13%
Asian	252	34	13.49%	397	39	9.82%
Filipino	55	6	10.91%	84	17	20.24%
Hispanic/Latinx	287	14	4.88%	552	27	4.89%
Multi-Race	63	6	9.52%	149	9	6.04%
Native American	0	0	0.00%	7	0	0.00%
Pacific Islander	12	1	8.33%	18	0	0.00%
Unknown/Other	6	0	0.00%	44	2	4.55%
White	151	26	17.22%	438	32	7.31%
Gender						
Female	474	49	10.34%	915	74	8.09%
Male	430	43	10.00%	908	62	6.83%
Non-Binary/Not Reported	14	1	7.14%	29	0	0.00%
Enrollment in Math in Fall 2021						
Enrolled in Math	527	74	14.04%	593	78	13.15%
Not enrolled in Math	391	19	4.86%	1259	58	4.61%
Enrollment in English in Fall 2021						
Enrolled in English	601	67	11.15%	794	95	11.96%
Not Enrolled in English	317	26	8.20%	1058	41	3.88%
Units Enrolled						
0-3.999	53	0	0.00%	427	0	0.00%
4-7.999	135	1	0.74%	406	7	1.72%
8-14.999	529	21	3.97%	771	34	4.41%
15+	201	71	35.32%	248	95	38.31%
Total	918	93	10.13%	1852	136	7.34%

First Term GPA

A linear regression was used to compare the first-term GPAs of students who received an Opt Out schedule with those who did not (controlling for 15-unit enrollment). Opt Out participation was not found to have any significant effect on first term GPA. However, linear regressions showed that several demographic variables were correlated with first-term GPA:



- High school GPA ($F(1, 2163) = 481.48, p < .001$)
- First Generation status ($F(1, 2427) = 20.51, p < .001$)
- Race ($F(8, 2419) = 20.057, p < .001$)
- Foster Youth status ($F(1, 2427) = 11.27, p < .001$)
- Gender ($F(2, 2426) = 10.156, p < .001$)
- Enrollment in fifteen units ($F(1, 2427) = 9.944, p < .05$)
- High school district (Elk Grove Unified v. Other) ($F(1, 2427) = 8.5295, p < .05$)
- Enrollment in English ($F(1, 2427) = 5.689, p < .05$)

After controlling for these variables, for the third year in a row, Opt Out did not have a significant effect on average first term GPA ($F(1, 2147) = .091, ns$). **This supports the assertion that unit load can be increased by the Opt Out program without detriment to course success.**

Average Units Withdrawn

A linear regression was used to compare the number units withdrawn of students who received an Opt Out schedule with those who did not (controlling for the number of units enrolled). The effect of Opt Out participation on units withdrawn was significant ($F(1, 2767) = 19.839, p < .01$) until controlled for other confounding variables, most notably, high school GPA. That is, students participating in the Opt Out program had slightly lower high school GPA's on average, and this resulted in slightly more withdrawn units. In the end, several variables were correlated with units withdrawn:

- Units enrolled ($F(1, 2768) = 134.75, p < .001$)
- High school GPA ($F(1, 2437) = 98.725, p < .001$)
- Enrollment in math ($F(1, 2767) = 96.874, p < .001$)
- Enrollment in English ($F(1, 2767) = 24.643, p < .001$)
- Race ($F(8, 2760) = 6.627, p < .001$)
- First Generation status ($F(1, 2767) = 7.573, p < .01$)

When controlling for these variables, the effect of Opt Out on average units withdrawn was not significant ($F(1,2425) = .7635, ns$). That being said, Opt Out participation in fall 2021 did not close any equity gaps for average units withdrawn.

Table 6. Fall 2021 Average GPA and Withdrawn Units for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Ave. 1 st Term GPA	Ave. 1 st Term W Units	Headcount	Ave. 1 st Term GPA	Ave. 1 st Term W Units
HS GPA Band						
0-.99	2	0.00	6.00	5	1.73	3.00
1-1.99	27	0.58	3.78	41	1.18	4.02
2-2.99	266	1.69	3.14	483	1.81	2.37
3.0+	589	2.79	1.98	1027	2.67	1.57
No GPA	34	2.70	1.44	296	2.25	1.37



	<i>Opt Out Cohort</i>			<i>Non-Opt Out Cohort</i>		
	Headcount	Ave. 1 st Term GPA	Ave. 1 st Term W Units	Headcount	Ave. 1 st Term GPA	Ave. 1 st Term W Units
Age						
24 & younger	884	2.40	2.38	154	2.42	1.86
25 & older	34	2.71	1.71	298	2.06	1.51
High School District						
EGUSD	538	2.51	2.12	804	2.44	1.98
Not EGUSD	380	2.26	2.69	1048	2.31	1.66
Disability Status						
DSPS	30	2.26	1.67	72	2.14	1.61
Not DSPS	888	2.42	2.38	1780	2.38	1.81
First Generation Status						
First Generation	243	2.25	2.78	498	2.12	1.99
Not First Generation	675	2.47	2.20	1354	2.45	1.73
Race						
African American	92	1.50	3.59	163	1.89	2.48
Asian	252	2.63	1.93	397	2.75	1.35
Filipino	55	2.85	1.85	84	3.05	1.71
Hispanic/Latinx	287	2.23	2.68	552	2.11	2.05
Multi-Race	63	2.35	2.67	149	2.39	1.85
Native American	0			7	2.20	1.00
Pacific Islander	12	2.25	1.72	18	2.03	1.56
Unknown	6	1.43	5.25	44	0.87	2.26
White	151	2.79	1.70	438	2.47	1.62
Gender						
Female	474	2.50	2.50	915	2.50	1.73
Male	430	2.31	2.21	908	2.25	1.87
Non-Binary/Not Reported	14	2.29	2.00	29	1.59	1.83
Enrollment in Math in Fall 2021						
Enrolled in Math	527	2.38	2.88	593	2.46	2.51
Not enrolled in Math	391	2.46	1.65	1259	2.32	1.47
Enrollment in English in Fall 2021						
Enrolled in English	601	2.46	2.52	794	2.44	2.09
Not Enrolled in English	317	2.33	2.06	1058	2.30	1.58
Units Enrolled						
0-3.999	53	2.52	0.97	427	2.33	0.70
4-7.999	135	2.15	1.50	406	2.30	1.45
8-14.999	529	2.40	2.58	771	2.40	2.41
15+	201	2.58	2.70	248	2.58	2.38
Total	918	2.41	2.36	1852	2.37	1.80



Persistence

The fall 2021 evaluation found a correlation between Opt Out participation and persistence to the second term ($\Delta\chi^2(1) = 92.284, p < .001$). Many other variables were also correlated with persistence:

- Units enrolled in fall ($\Delta\chi^2(1) = 615.21, p < .001$)
- Fall GPA ($\Delta\chi^2(1) = 309.78, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 231.72, p < .001$)
- Fall enrollment in math ($\Delta\chi^2(1) = 231.3, p < .001$)
- Fall enrollment in English ($\Delta\chi^2(1) = 171.49, p < .001$)
- Age ($\Delta\chi^2(1) = 154.68, p < .001$)
- Race ($\Delta\chi^2(8) = 154.05, p < .001$)
- High school GPA ($\Delta\chi^2(1) = 66.448, p < .001$)
- First Generation status ($\Delta\chi^2(1) = 13.809, p < .001$)
- DSPS status ($\Delta\chi^2(1) = 7.989, p < .01$)
- Foster Youth status ($\Delta\chi^2(1) = 4.511, p < .05$)

When controlling for these variables, students who received Opt Out schedules were more likely (1.3 times as likely) to enroll in courses for a second term ($\Delta\chi^2(1) = 3.966, p < .05$).

Table 7. 2021-2022 Persistence to Second Term for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Persisted to 2 nd term	% Persisted	Headcount	Persisted to 2 nd term	% Persisted
HS GPA Band						
0-.99	2	1	50.00%	5	1	20.00%
1-1.99	27	12	44.44%	41	20	48.78%
2-2.99	266	178	66.92%	483	277	57.35%
3.0+	589	485	82.34%	1027	663	64.56%
No GPA	34	21	61.76%	296	106	35.81%
Age						
24 & younger	884	678	76.70%	1554	979	63.00%
25 & older	34	19	55.88%	298	88	29.53%
High School District						
EGUSD	538	436	81.04%	804	609	75.75%
Not EGUSD	380	261	68.68%	1048	458	43.70%
DSPS Status						
DSPS	30	26	86.67%	72	52	57.02%
Not DSPS	888	671	75.56%	1780	1015	72.22%
First Generation Status						
First Generation	243	166	68.31%	498	264	53.01%
Not First Generation	675	531	78.67%	1354	803	59.31%



	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Persisted to 2 nd term	% Persisted	Headcount	Persisted to 2 nd term	% Persisted
Race						
African American	92	64	69.57%	163	78	47.85%
Asian	252	205	81.35%	397	291	73.30%
Filipino	55	52	94.55%	84	65	77.38%
Hispanic/Latinx	287	198	68.99%	552	317	57.43%
Multi-Race	63	48	76.19%	149	89	59.73%
Native American	0	0		7	2	28.57%
Pacific Islander	12	9	75.00%	18	10	55.56%
Unknown/Other	6	3	50.00%	44	5	11.36%
White	151	118	78.15%	438	210	47.95%
Gender						
Female	474	367	77.43%	915	535	58.47%
Male	430	320	74.42%	908	514	56.61%
Non-Binary/Not Reported	14	10	71.43%	29	18	62.07%
Enrollment in Math in Fall 2021						
Enrolled in Math	527	427	81.02%	593	471	79.43%
Not enrolled in Math	391	270	69.05%	1259	596	47.34%
Enrollment in English in Fall 2021						
Enrolled in English	601	481	80.03%	794	572	72.04%
Not Enrolled in English	317	216	68.14%	1058	495	46.79%
Units Enrolled						
0-3.999	53	24	45.28%	427	103	24.12%
4-7.999	135	76	56.30%	406	172	42.36%
8-14.999	529	427	80.72%	771	576	74.71%
15+	201	170	84.58%	248	216	87.10%
Total	918	697	75.93%	1632	938	57.61%

The fall 2021 evaluation also found a correlation between Opt Out participation and persistence to enrolling in 15 units in the second term. **When controlling for confounding variables, students enrolling in Opt Out schedules were 1.4 times as likely to enroll in courses for a second term ($\Delta\chi^2(1) = 4.063, p < .05$).** The variables associated with persistence to 15 units were:

- Units enrolled in fall ($\Delta\chi^2(1) = 309.92, p < .001$)
- Fall GPA ($\Delta\chi^2(1) = 34.003, p < .001$)
- High school district (Elk Grove Unified v. Other, $\Delta\chi^2(1) = 38.114, p < .001$)



- Fall enrollment in math ($\Delta\chi^2(1) = 75.008, p < .001$)
- Fall enrollment in English ($\Delta\chi^2(1) = 47.349, p < .001$)
- Age ($\Delta\chi^2(1) = 43.722, p < .001$)
- Race ($\Delta\chi^2(8) = 18.992, p < .05$)
- High school GPA ($\Delta\chi^2(1) = 34.689, p < .001$)
- First Generation status ($\Delta\chi^2(1) = 5.497, p < .05$)
- Foster Youth status ($\Delta\chi^2(1) = 4.511, p < .05$)

Table 8. 2021-2022 Persistence to 15 Units in Second Term for Opt Out and Non-Opt Out Students

	Opt Out Cohort			Non-Opt Out Cohort		
	Headcount	Persisted to 15 Units	% Persisted to 15 Units	Headcount	Persisted to 15 Units	% Persisted to 15 Units
HS GPA Band						
0-.99	2	0	0.00%	5	1	20.00%
1-1.99	27	2	7.41%	41	2	4.88%
2-2.99	266	24	9.02%	483	26	5.38%
3.0+	589	99	16.81%	1027	101	9.83%
No GPA	34	2	5.88%	296	3	1.01%
Age						
24 & younger	884	127	14.37%	1554	129	8.30%
25 & older	34	0	0.00%	298	4	1.34%
High School District						
EGUSD	538	84	15.61%	804	89	11.07%
Not EGUSD	380	43	11.32%	1048	44	4.20%
DSPS Status						
DSPS	30	1	3.33%	72	5	6.94%
Not DSPS	888	126	14.19%	1780	128	7.19%
First Generation Status						
First Generation	243	24	9.88%	498	30	6.02%
Not First Generation	675	103	15.26%	1354	103	7.61%
Race						
African American	92	4	4.35%	163	8	4.91%
Asian	252	37	14.68%	397	40	10.08%
Filipino	55	9	16.36%	84	9	10.71%
Hispanic/Latinx	287	40	13.94%	552	36	6.52%
Multi-Race	63	7	11.11%	149	16	10.74%
Native American	0			7	1	14.29%
Pacific Islander	12	1	8.33%	18	3	16.67%
Unknown/Other	6	1	16.67%	44	1	2.27%
White	151	28	18.54%	438	19	4.34%



	<i>Opt Out Cohort</i>			<i>Non-Opt Out Cohort</i>		
	Headcount	Persisted to 15 Units	% Persisted to 15 Units	Headcount	Persisted to 15 Units	% Persisted to 15 Units
Gender						
Female	474	65	13.71%	915	65	7.10%
Male	430	60	13.95%	908	67	7.38%
Non-Binary/Not Reported	14	2	14.29%	29	1	3.45%
Enrollment in Math in Fall 2021						
Enrolled in Math	527	95	18.03%	593	76	12.82%
Not enrolled in Math	391	32	8.18%	1259	57	4.53%
Enrollment in English in Fall 2021						
Enrolled in English	601	97	16.14%	794	86	10.83%
Not Enrolled in English	317	30	9.46%	1058	47	4.44%
Units Enrolled						
0-3.999	53	1	1.89%	427	2	0.47%
4-7.999	135	2	1.48%	406	6	1.48%
8-14.999	529	62	11.72%	771	56	7.26%
15+	201	62	30.85%	248	69	27.82%
Total	918	127	13.83%	1852	133	7.18%