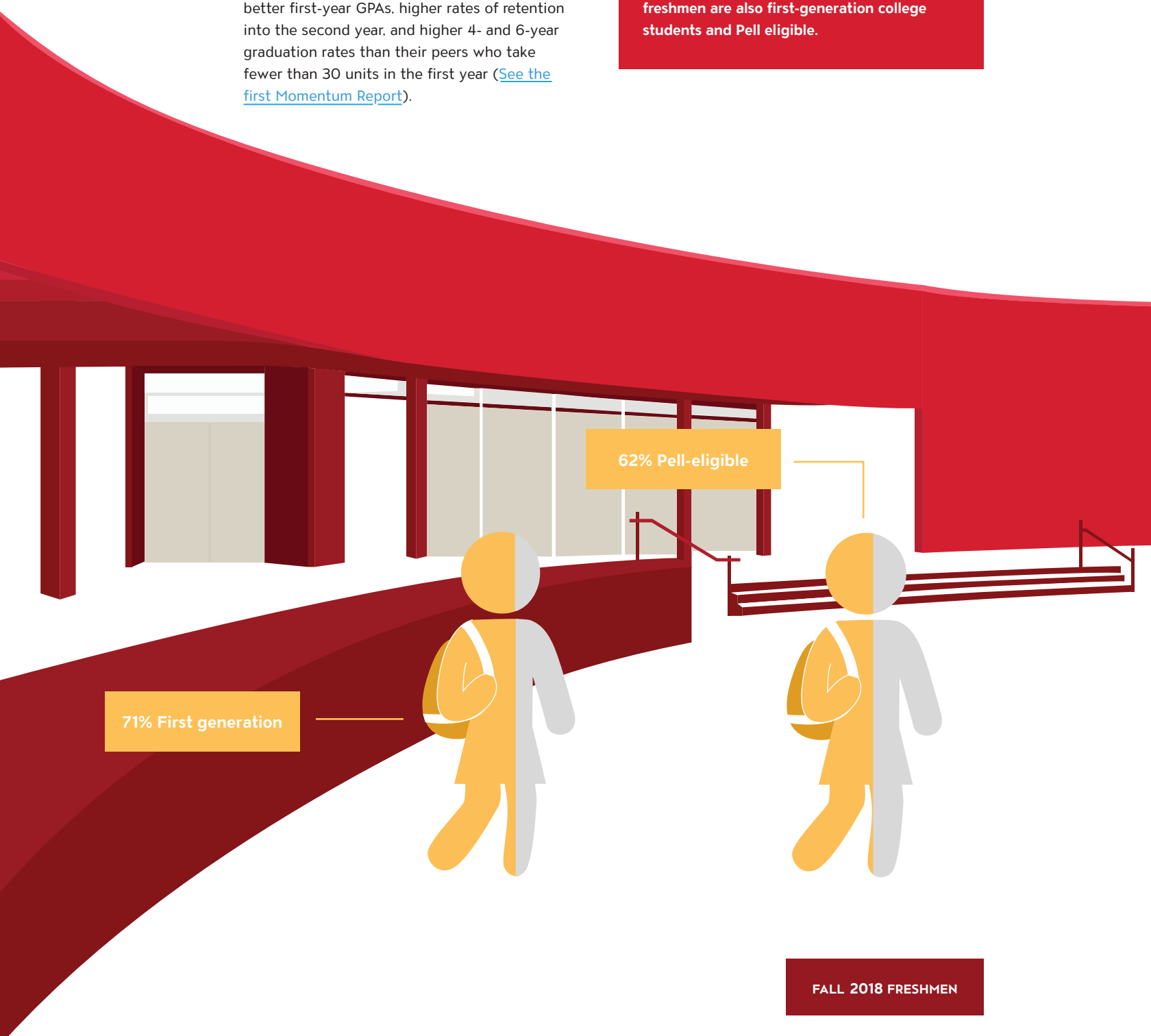


## Credit Momentum & Student Success: Additional Findings

Credit momentum has been shown, both in the research literature and with CSUN data, to result in better outcomes for students: freshmen who take 30 or more units in their first year have better first-year GPAs, higher rates of retention into the second year, and higher 4- and 6-year graduation rates than their peers who take fewer than 30 units in the first year ([See the first Momentum Report](#)).

In the previous report, we found that credit momentum benefits students from all race and ethnic groups. Most of our new freshmen are also first-generation college students and Pell eligible.

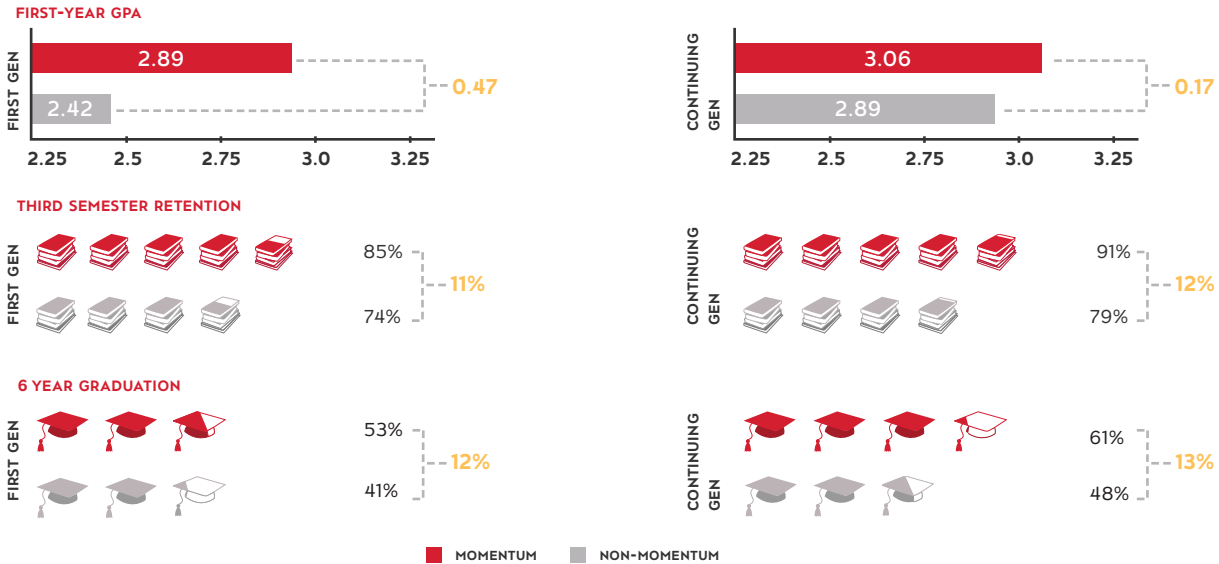


71% First generation

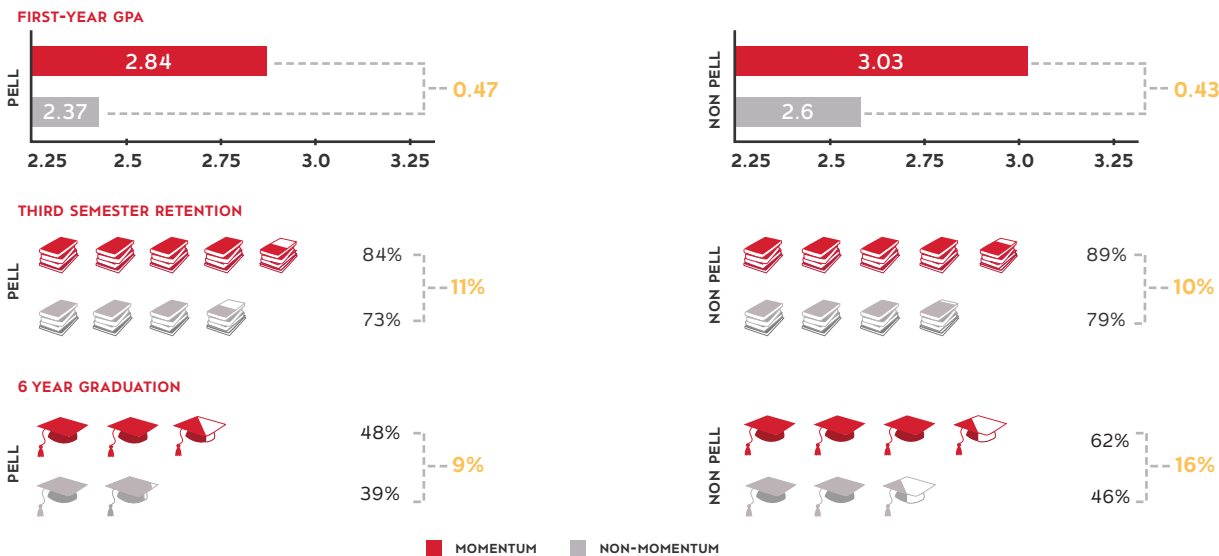
62% Pell-eligible

## Given the demographics of our students, we also looked at credit momentum for first-generation and Pell-eligible students

FIRST-GENERATION COLLEGE STUDENTS AT CSUN SHOW SIMILAR BENEFITS OF CREDIT MOMENTUM AS THEIR CONTINUING-GENERATION PEERS, WITH FIRST-GENERATION STUDENTS SHOWING A LARGER POSITIVE EFFECT ON FIRST-YEAR GPA OF TAKING 30 OR MORE UNITS



PELL-ELIGIBLE STUDENTS AT CSUN ALSO SHOW SIMILAR BENEFITS OF CREDIT MOMENTUM AS THEIR NON-PELL ELIGIBLE PEERS, THOUGH CREDIT MOMENTUM SHOWS A SOMEWHAT LARGER EFFECT ON 6-YEAR GRADUATION RATES FOR NON-PELL ELIGIBLE STUDENTS OVER PELL-ELIGIBLE STUDENTS



Credit momentum, or taking 30 or more units in the first year, not only benefits students from all race and ethnic groups, it also similarly benefits first-generation and continuing generation students, as well as Pell eligible and non-Pell eligible students. Encouraging freshmen to take 30 or more units in their first year may therefore be one way in which we can work to close equity gaps at CSUN.