Momentum....
The next steps

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Momentum Year

Making a purposeful program choice

Creating a productive Academic Mindset

Attempting the first 30 hours of a Clear Pathway

Attempting 9 hours in Academic Focus

Complete initial English and Math
Momentum Approach

Making a **purposeful** program choice

Creating a **productive** Academic Mindset

Attempting the first **30 hours** of a **Clear Pathway**

Attempting **9 hours** in Academic Focus

Complete initial **English** and **Math**
Momentum Approach

Making a purposeful program choice

Cultivating productive Academic Mindsets

Maintaining full momentum along a Clear Pathway

Heightening academic engagement

Completing initial critical milestones in English and Math
Depth and Permanence
Momentum Approach

Permanence and Depth

Depth and Permanence
Social Sciences

- Anthropology
- Economics
- Gender Studies
- Geography
- Political Science
- Psychology
- Sociology
- Social Work
Social Sciences

- Anthropology
- Economics
- Gender Studies
- Geography
- Political Science
- Psychology
- Sociology
- Social Work
GRIEF

- Denial
- Acceptance
- Bargaining
- Depression
- Anger
Momentum Approach

Permanence and Depth

Purposful Choice

Depth and Permanence
Creating Clear Degree Pathways to Success

Depth and Permanence
USG GOES GLOBAL
Know More Borrow Less
Creating Clear Degree Pathways to Success

Depth and Permanence
Productive Academic Mindset

Perceived purpose of coursework
Feel connected to their institution and that they belong
Believe they are capable of learning the material
Confidence interacting with Faculty and Staff
GRIT and Perseverance
Scarcity
Productive Academic Mindset

Perceived purpose of coursework
System-wide Success rates in English Composition I (ACT 18-21)

- “What I learn in English will be useful in my career”
- “What I learn in English will not be useful in my career”
- “What I learn in English will not be useful in my future”
- English is not useful
System-wide Success rates in English Composition I (ACT 18-21)

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A
B
C
D
F
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Productive Academic Mindset

Believe they are capable of learning the material
System-wide success rates in Freshman CoReq English Classes

My faculty conveys a fixed mindset  My faculty conveys a growth mindset
System-wide success rates in Freshman CoReq English Classes

African American Students

My faculty conveys a fixed mindset
My faculty conveys a growth mindset

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Productive Academic Mindset

Scarcity
The Effect of Financial Scarcity on Academic Outcomes

Incoming students with Preparation in the ACT range 19-22
Permanence and Depth
Momentum Approach

Permanence and Depth

Productive Academic Mindset
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Depth and Permanence
Semester to Semester Leaving Rate for Students with 60 Earned Hours at Columbus State University

![Graph showing the leaving rate for students with 60 earned hours at Columbus State University across different schedule intensities. The graph indicates a decreasing trend in leaving rate as schedule intensity increases.](image-url)
Semester to Semester Leaving Rate for Students with 60 Earned Hours at Columbus State University
Semester to Semester Leaving Rate for Students with 60 Earned Hours at the University of West Georgia

![Graph showing the leaving rate for students with 60 earned hours at the University of West Georgia. The graph illustrates the relationship between schedule intensity and the leaving rate, indicating a decrease in leaving rate as schedule intensity increases.](image-url)