MEADOWS
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Implementation Assessment

The *Minding College Minds* Implementation Assessment

The *Minding College Minds* implementation assessment is based on the Meadow's Institute's [*Minding College Minds* Framework for Postsecondary Mental Health.](#) The implementation assessment outlines key practices associated with each component of the framework, then provides guidelines for assessing where your institution lies on the spectrum of pre-implementation (not yet adopted this practice) to full implementation (practice is fully integrated into the institution's operations). Change is iterative and institutions can find themselves sliding forward or backward on the implementation scale over time. Institutions are encouraged to retake this assessment annually to get a deeper understanding of their postsecondary mental health systems, and the challenges and opportunities it presents.

You will revisit this implementation assessment often as a member of the 2025-26 *Minding College Minds* Learning Community. These practices will form the basis of your institution's action plan, which will be a document that your team will draft to guide efforts to bolster your institution's mental health and wellbeing supports during your learning community year and beyond.

Over the course of the year, the Meadows Institute and Texas Success Center will support institutions with sustainably embedding their *Minding College Minds* learning community work in the institution's broader strategic goals. It all starts here, with this implementation assessment!

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Detailed Practice	Possible Data Sources	Pre-Implementation	Early Implementation	Full Implementation
MCM Component *Universal Supports*		Universal Supports are policies, programs, and interventions that promote belonging and a campus culture that supports student mental health and wellbeing.		
The college regularly administers a campus climate and/or student mental health needs survey to collect prevalence data for the campus population.	Healthy Minds Trellis Financial Wellness survey ACHA/NCHA WISHES Other institutional survey	The college does not collect data in this area.	The college collects some, but not all data in this area.	The college collects data on student mental health needs on a regular basis.
The college provides information about mental health services to all students.	Orientation programming Syllabi Student IDs	Unknown, or information about mental health services is not provided to students.	Information about mental health services is provided to students, but it is not shared in a systematic or continuous way.	Information about mental health services is provided in systematic and continuous ways (e.g., on student IDs, in syllabi, etc.) to all students.
The college implements activities to help students recognize signs of mental distress, develop strategies for lending support, and know how/where to refer for mental health support and information.	Orientation Materials Required Trainings Awareness Events/Strategies	Unknown, or the college does not offer activities and/or training opportunities to students on mental health topics or resources.	The college provides literature to students on mental health topics but few, if any, events or trainings; or, the college offers some training and awareness opportunities on mental health topics and resources but only for students who opt-in.	The college provides mental health materials to all students, includes a section on mental health resources in orientation, and offers training on mental health topics or resources for all members of the campus community.

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The college provides professional development and/or training opportunities to faculty and staff on recognizing signs of mental distress, strategies for lending support, and how/where to refer for mental health support and information.	Required Trainings Optional Trainings Role-specific tools (i.e., best practices for a trauma-informed classroom)	Unknown, or the college does not offer professional development and/or training opportunities to faculty and staff.	The college offers some professional development and/or training opportunities to faculty, and/or staff on mental health topics or resources, but it is not required for all.	The college requires professional development and/or training on mental health topics or resources for all members of the campus community.
The college has a documented and executed outreach strategy to ensure awareness of mental health supports and services, including outreach strategies for populations that data shows are at higher risk of needing mental health support (e.g., first generation students, students with experience in foster care, parenting students).	Outreach/Communications Plan Data on number of students/student groups reached	Unknown, or There is no outreach strategy to ensure awareness of mental health supports and services.	There is an outreach strategy to ensure awareness, but it does not include targeted strategies for populations who may be at higher risk of needing mental health support.	Based on data, there is a documented and executed outreach strategy to build awareness with targeted strategies for populations of students who may be at higher risk of needing mental health support.
The college systematically implements a screening tool (e.g., depression, anxiety, substance use) to identify individuals with an emerging mental health need and provide referrals for further assessment or treatment.	Health Center Practices/Policies Advising Practices Basic Needs Assessment Practices	Unknown, or The college does not use a screening tool.	The college implements a screening tool but does not have a clear process for providing referrals for further assessment or treatment.	The college systematically implements a screening tool and has a clear process for providing referrals for further assessment or treatment.

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Detailed Practice	Possible Data Sources	Pre-Implementation	Early Implementation	Full Implementation
Employee (and student, when offered) health plans include a comprehensive mental health benefit.	Benefits Package Employee Survey (anon)	Unknown, or Employee/student health plans do not include a comprehensive mental health benefit.	Employee/student health plans offer mental health benefits, but there is not parity with physical health coverage.	Employee/student health plans include mental health benefits with physical health coverage parity.
The college provides year-round programming that promotes positive mental health and wellbeing across the entire campus community (e.g., de-stress fest, mental health awareness days, tabling activities).	Campus Programming Schedule	Unknown, or Positive mental health programming and events are not provided.	Programs and events promoting positive mental health are offered in some places (e.g., specific departments) or specific times (e.g., during long semesters) during the year, but not as part of a campus wide prevention/ mental health promotion strategy.	Programs and events promoting mental health are offered across campus year- round, content is developed with student, faculty, and staff input, and is part of a campus-wide prevention/mental health promotion strategy.
The college's institutional norms support employees' use of mental health and wellness benefits.	Employee/staff survey	Unknown, or there is no process to evaluate and/or understand the extent to which employees feel comfortable/supported using mental health and wellness benefits.	There is a process for evaluating and/or understanding the extent to which employees feel comfortable or supported using mental health and wellness benefits, but the data is not used to address the findings.	There is a process for evaluating and/or understanding the extent to which employees feel comfortable or supported using mental health and wellness benefits and the data are used to inform stigma reduction and other strategies that increase the use of mental health and wellbeing benefits.

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MCM Component *Therapeutic Supports*		Therapeutic Supports are the policies, procedures, programs, and partnerships that institutions should implement to ensure students have access to the services that meet their unique needs.		
The counseling center collects and analyzes data to identify the most prevalent student mental health needs and concerns treated on campus.	Intake Survey Data Counseling Center Data	There is no data collection on the most prevalent student mental health needs and concerns treated on campus.	Data is collected on the most prevalent student mental health needs treated on campus, but it is not used to inform mental health programmatic decisions.	Data on the most prevalent student mental health needs and concerns treated on campus is collected, analyzed, and used to inform mental health programming on campus and drives referral partnerships with community providers.
The college collects data on utilization of on-campus therapeutic services and referrals to off-campus therapeutic services to demonstrate reach and effectiveness.	Counseling Center Data on utilization and outcomes of on-campus services and off-campus referrals	There is no data collected on the use of on-campus services or off-campus referrals.	Data is collected on the number and type of students receiving on-campus counseling services (if offered) and the number of referrals made to off-campus providers.	Data is collected on the number and type of students receiving on-campus counseling services (if offered), the effectiveness of on-campus services, and the number and type of students referred to off-campus services.

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The college's Counseling Center (if applicable) has a documented scope of practice and offers evidence- based interventions that are responsive to the most prevalent student needs.	Counseling Center Operating Manuals	There is no documented scope of practice describing the conditions and concerns treated at the campus counseling center, the severity of the conditions treated, or the number of sessions students may receive.	There is documentation describing the concerns treated at the campus counseling center, but the description is lacking information on the number of sessions available, how they can support students whose needs fall outside the counseling center's scope, and/or the interventions offered do not align with the most prevalent student needs.	There is a clearly articulated scope of practice that includes conditions and concerns staff are experienced/trained to treat, interventions that may be utilized, limits on services (e.g., session number, severity of need), and processes for connecting students to the right services if their needs fall outside the counseling center's scope of practice.
The college has established agreements with community-based providers to support students whose needs fall outside the Counseling Center's scope of practice or for institutions that do not offer a campus counseling center.	MOUs	There are no established agreements with community-based mental health providers.	There are partnerships with community-based providers, but no formal agreement is in place that delineates the terms of the partnership.	Partnerships with community-based providers align with the most prevalent student needs and are documented in a formal agreement.

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Clinical providers (either on campus or in the community) offer care and treatment modalities appropriate to the contexts and needs found in the college's unique community.	Student Survey Independent Assessment	Unknown: there is no formal or informal process to evaluate whether providers offer care appropriate to the context and needs found in the college's unique community.	There is a process for evaluating the extent to which services offered by on-campus and/or community-based providers are appropriate to the context and needs found in the college's unique community, but this is not used to guide programming and partnership decisions.	There is a documented policy and process for evaluating the extent to which services offered by on-campus and/or community-based providers are appropriate to the context and needs found in the college's unique community, *and* that data is used to inform mental health programming and partnerships.

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MCM Component *Crisis Supports*		Crisis Supports are the safety net intended for students who are experiencing a mental health crisis.		
The college has a formal behavioral intervention team (BIT) that meets regularly to identify students at higher risk of experiencing mental health crisis and intervene when appropriate.	Policy & Procedure Manual, Handbook, BIT webpage	Unknown, or the college does not have a BIT.	The college is in early stages of implementing a BIT, has an informal BIT, or the BIT does not meet regularly.	The college has a BIT that meets regularly to identify students at higher risk of experiencing mental health crisis and that intervenes when appropriate.
The college has a crisis response plan for individuals in crisis, including policies and protocols for immediate response and follow-up communications and supports for the individual and those immediately affected.	Policy & Procedure Manual, Employee Handbook, Required Trainings, Suicide Postvention Protocols	Unknown or the college does not have policies and protocols guiding response to an individual in crisis and follow-up supports.	The college has policies and protocols guiding response to an individual in crisis, but it does not include follow-up communications and supports for the individual and those immediately affected.	The college has policies and protocols guiding response to an individual in crisis that include follow-up communications and supports for the individual and those immediately affected.
The college has a crisis response plan for a crisis that affected the larger campus community, including policies and protocols for immediate response and follow-up communications and supports for communities affected.	Same as Previous	Unknown or the college does not have policies and protocols guiding response to a crisis that affected the community.	The college has policies and protocols guiding response to a crisis affecting the community, but it does not include follow-up communications and supports for communities affected.	The college has policies and protocols guiding response to a crisis affecting the community that includes draft communications and procedures for sending follow-up communications and supports for communities affected.

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The college has a dedicated team of multidisciplinary administrators from across the campus to develop and regularly review crisis response plans.	Policy & Procedure Manual	Unknown, or the college does not have a crisis response planning team.	The college has crisis response plans, but no team dedicated to reviewing them regularly.	The college has documented crisis response plans and a dedicated team in place to regularly review and update crisis response plans.
The college has policies and procedures in place to support students/faculty/staff returning to the campus community following a short-term absence for mental health treatment/support.	Policy & Procedure Manual, Employee Handbook, Student Handbook	Unknown, or The college does not have return to campus policies and procedures for students or faculty/staff following a short-term absence for mental health treatment/support.	The college has some return to campus policies or procedures following a short-term absence for mental health treatment/support for certain groups (e.g., students or faculty/staff).	The college has documented policies and procedures to support students, faculty, and staff returning to campus following a short-term absence for mental health treatment/support.
Campus police receive training in mental health de-escalation and response.	Policy & Procedure Manual Employee Handbook	Unknown or campus police do not receive training in mental health de-escalation and response.	Campus police training includes mental health but not specific policies and procedures for responding to a mental health crisis; and/or, training occurs once during orientation.	Campus police receive annual training on mental health, in addition to de-escalation and response protocols for mental health crises.

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MCM Component *Institutional Commitment*		Postsecondary mental health systems uphold student wellbeing and contribute to their persistence and graduation but—like academic programs—their success hinges on ongoing institutional investment of time, strategic commitment, and funding. In addition to financial resources that promote sustainability, commitment from an institution's *People,* that is reinforced through its *Policies, Processes,* and *Practices* form the bedrock of a successful comprehensive postsecondary mental health strategy.		
Institutional Leaders (e.g., President/Chancellor) have publicly stated the college's commitment to and prioritization of campus mental health and wellbeing systems as part of the college's student success strategy.	Strategic Plan, Mission Vision Statements, Campus-wide communications, Press release	Mental health and wellbeing are not identified as an institutional priority.	Mental health and wellbeing are recognized, but not formally identified as an institutional priority.	Mental health and wellbeing formally identified as an institutional priority.
Institution's budget includes dedicated financial resources to fund and sustain mental health and wellbeing personnel and systems.	Institution Budget, Grant Budgets	No funding allocated for mental health and wellbeing personnel and systems.	Grant funding (time-bound funding) allocated for mental health and wellbeing personnel and systems.	Sustained funding allocated for mental health and wellbeing personnel and systems.
The college has a multi-disciplinary committee (including student services staff, counselors, faculty, and students) with a systematic schedule and established feedback cycle to guide the college's mental health and wellbeing strategy.	Strategic Plan Team/Project Charter Team Member Roles & Responsibilities	The college does not have a committee to lead and guide the mental health and wellbeing strategy.	The college has an informal committee or group to guide mental health and wellbeing, but may not have a formal schedule or feedback cycle.	The college has a committee with a systematic schedule and established feedback cycle to guide the mental health and wellbeing strategy.

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The college regularly collects feedback from students, faculty, and staff on the effectiveness and appropriateness of campus mental health and wellbeing strategies.	Student Surveys Faculty Surveys Staff Surveys Focus Groups	The college does not collect feedback.	The college has informal processes to collect feedback.	The college has systematic processes to collect feedback.
The college has a formal and systematic continuous improvement plan for mental health and wellbeing strategies based on quantitative and qualitative data.	Continuous Improvement Plan	The college does not have a continuous improvement plan.	The college has an informal plan to make improvements.	The college has a formal and systematic continuous improvement plan.