



# Minding College Minds: A Framework for Improving Campus Mental Health



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# Talent Strong Texas Pathways

## Four Pillars of Essential Practices

**1**

**Map pathways to student end goals**

Employer-informed maps from multiple entry & reentry points to completion, transfer, & valuable careers

**2**

**Help students choose and enter a pathway**

Career- focused onboarding with academic & social integration to promote college-level success in the 1st year

**3**

**Keep students on their pathway**

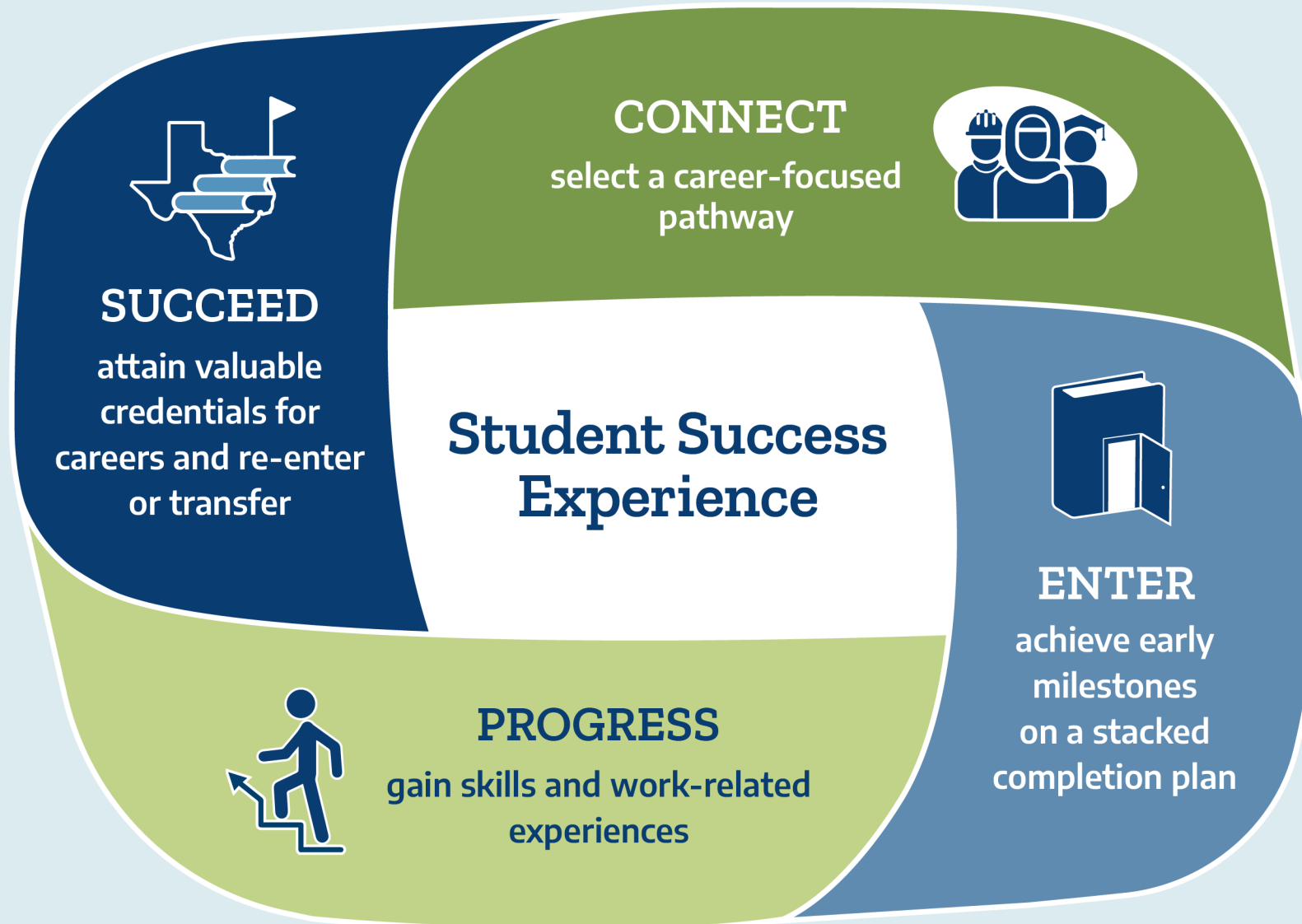
Proactive supports to improve completion & transfer, enhance belongingness, & address students' basic needs

**4**

**Ensure students are learning**

Active & work-based learning with culturally responsive teaching aligned with careers & further education

# Talent Strong Texas Pathways Framework



# Welcome & Introductions

*Getting to know one another*



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# Our Team



**Jennifer Esterline**

*Senior Vice President for Child  
and Family Strategy*



**Tegan Henke**

*Senior Vice President of  
Community Systems Innovation*



**Leilani Lamb**

*Director of Cross-System Policy  
and Practice*



**Jenna Parro**

*Director of Cross-System  
Strategy and Practice*

# Today's Agenda

- **Welcome & Introductions**

*Getting to know one another*

- **Background**

*Making the case for mental health*

- **Making Connections**

*Connecting Pathways and mental health*

- **Minding College Minds**

*Introducing the framework*

- **Lunch & Mental Health Break**

*Practicing strategies discussed today*

- **Action Planning**

*Integrating learnings into practice*

- **Next Steps**

*Sharing more information about the MCM Learning Community*



# Meadows Institute Vision, Mission, Goals

## Vision

We envision Texas to be the national leader in treating all people with mental health needs.

## Mission

Independent and nonpartisan, the Meadows Mental Health Policy Institute works at the intersection of policy and programs to create equitable systemic changes so all people in Texas, the nation, and the world can obtain the health care they need.

## Long-Term Goals

- Be a driving force on policy and implementation best practices designed to get people the mental health care\* they need, with Texas serving as a model for the country.
- Nationally, the Meadows Institute is a trusted partner and preferred collaborator as a national mental health organization leading this change.

*\*Mental health care needs to be accessible, integrated, equitable, responsive, innovative, affordable, and sustainable.*

# How We Work

## THREE AREAS OF FOCUS



Children and Families



Health Systems



Justice and Health

## CROSS CUTTING PRIORITIES

INNOVATION

TRAUMA &  
GRIEF

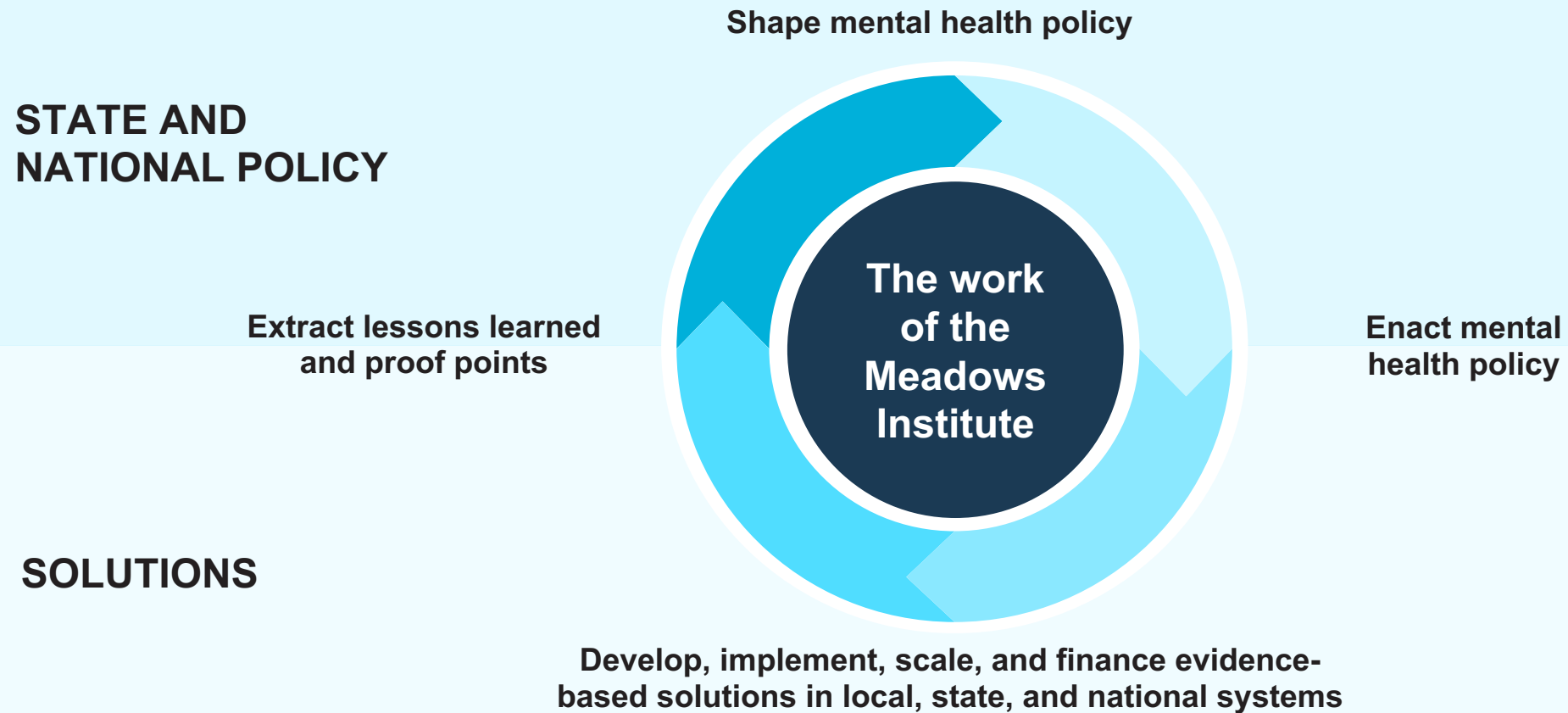
HEALTH  
EQUITY

WORKFORCE  
DEVELOPMENT

## VEHICLES FOR OUR WORK

- **Regional Centers:** Hackett Center (Houston), Paso del Norte (El Paso region), Panhandle (Amarillo)
- **Centers of Expertise:** Center for Child & Family Wellness, Center for Health Systems Integration, Trauma & Grief Center, Center for Justice & Health
- **National Coalitions:** Policy Council, Path Forward, CEO Alliance

# Working at the intersection of policy and practice to make transformational and sustainable change.



## OUR VALUES

Collaboration and partnership

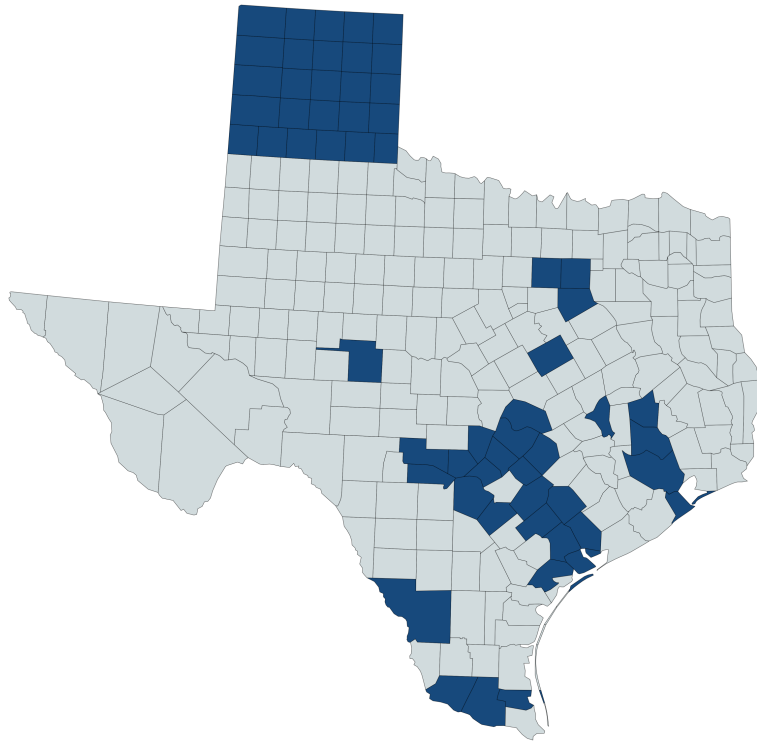
Data-driven and evidence-based

Innovation

Nonpartisanship

Stewardship

# Meadows Institute Work in Postsecondary



- Alamo Colleges District
- Amarillo College
- Angelo State University
- Austin Community College
- Dallas College
- Paul Quinn College
- Sam Houston State University
- University of Houston Downtown
- University of Texas Rio Grande Valley
- San Jacinto College
- UNT Dallas
- Victoria College
- Texas A&M
- Texas A&M International University
- Texas State University
- University of Texas Austin
- University of Houston-Clear Lake
- West Texas A&M University





# Minding College Minds Core Partners



Thank you to the postsecondary institutions, policy partners, and collaborators who have been instrumental in the development of this work.



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# Connection



*At your table, introduce yourself (name, role, institution), talk about how your role is connected to campus mental health, and one thing you hope to learn today.*



# Session Norms

- Take good care of yourself and each other
- Ask questions (index cards)
- When doing groupwork:
  - Trust everyone is doing the best they can
  - Commit to listening to learn
  - Challenge ideas
  - Step up, step back



# Learning Objectives

At the end of the Pathways Pre-Institute session, participants will be able to:

- **Describe** the three components of the Minding College Minds Postsecondary Mental Health Framework.
- **Name** a strategy that exists, either systematically or not systematically, at your college (i.e., best practice or intervention) within each component.
- **Identify** one actionable strategy to implement that is aligned with the MCM Framework to better support campus mental health and wellbeing at their institution.



# Background

*Making the case for mental health*



# Making the Case



**Mental health and wellbeing significantly impacts college students.**



41% of college students report experiencing depression, and 36% report experiencing anxiety.



**Emotional stress & personal mental health** reasons are top reasons why students consider stopping their coursework for both Bachelor's & Associate degree students.



40% of college students who reported experiencing depression did not see a mental health professional or use medication in the past year.





# Wellbeing and Student Success



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# Wellbeing and Student Success



Success

Accomplishment and  
Self-Fulfillment Needs  
**Students' Career Goals**  
**Socio-Economic Mobility**



## Key Learning

Focusing on wellbeing is a strategy for retention and student success!

Belonging  
& Wellness

Psychological,  
Basic & Safety Needs



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# Our Approach to Campus Mental Health



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# Underlying Values

Mental health needs can impact anyone.

Mental health care *is* health care.

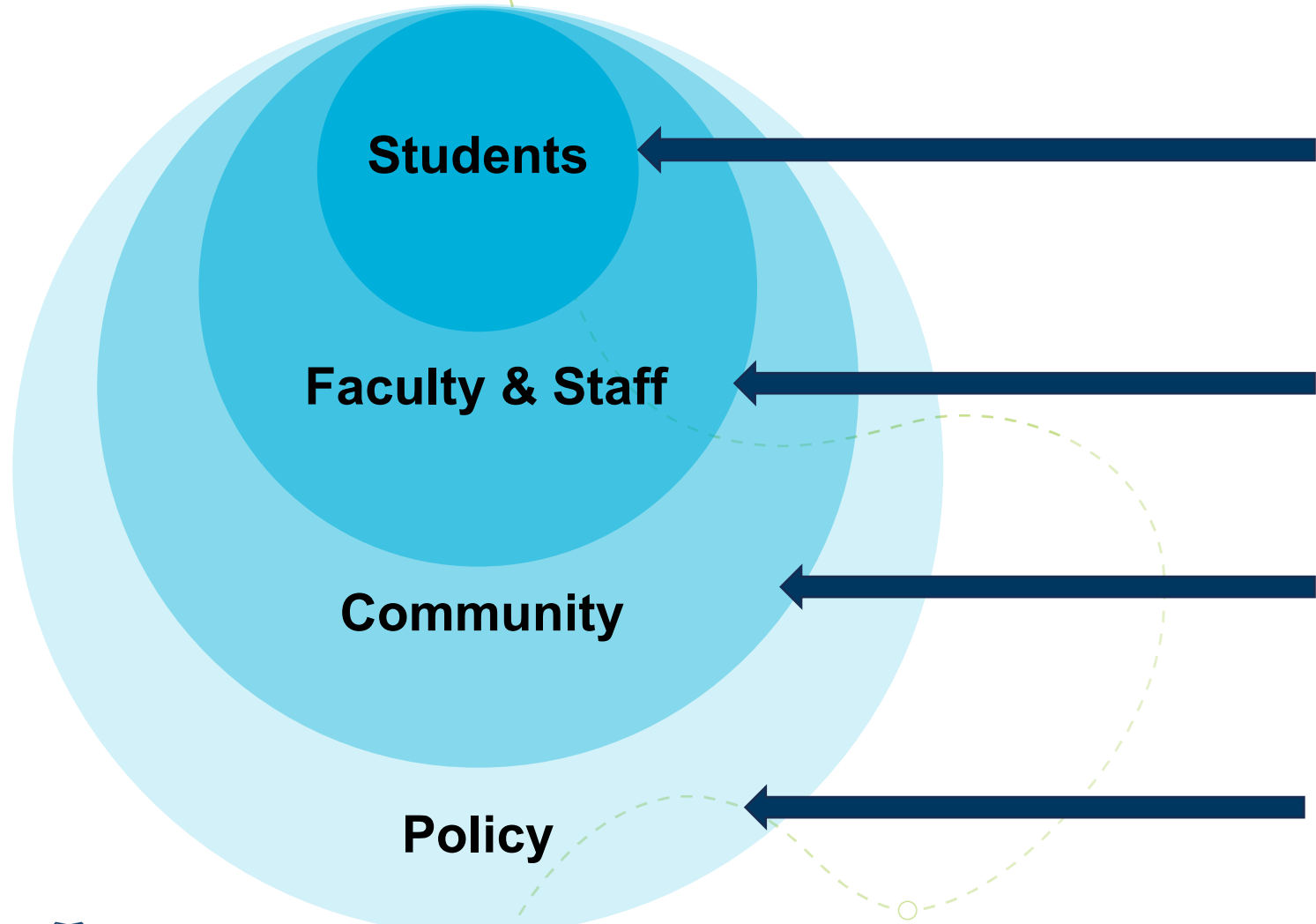
The mental health and wellbeing of students, faculty, and staff is critical to student success.

Postsecondary institutions have a role to play in supporting mental health.

Every person on campus can contribute to a culture of care and wellbeing.



# An Ecosystem of Wellbeing and Success



Student mental health and wellbeing is central to student success.

Faculty and staff's mental health literacy and their own mental health has an impact on student success.

The campus ecosystem includes community partners who can support campus mental health and wellbeing.

Institutional, state, and federal policy must align to support campus mental health and student success.



# Postsecondary Perspective: Embedding Mental Health Strategies into Guided Pathways



*Beatriz Joseph, Ed.D., Vice Chancellor of Student Success, Dallas College*

*Carlos Cruz, Ed. D., Associate Vice Chancellor, Student Wellbeing and Social Support, Dallas College*



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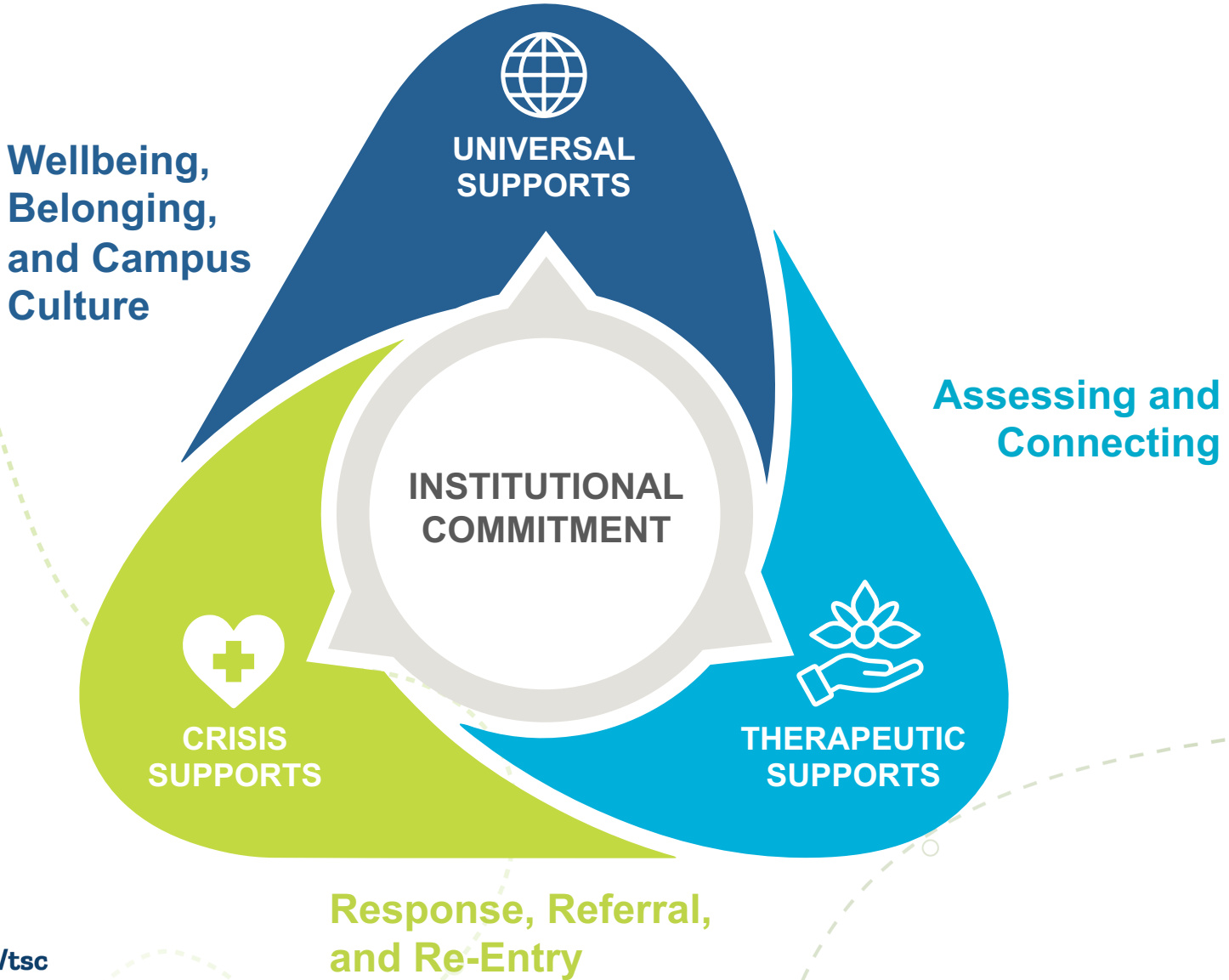
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# The **Minding College Minds** Postsecondary Mental Health Framework

# Minding College Minds Framework

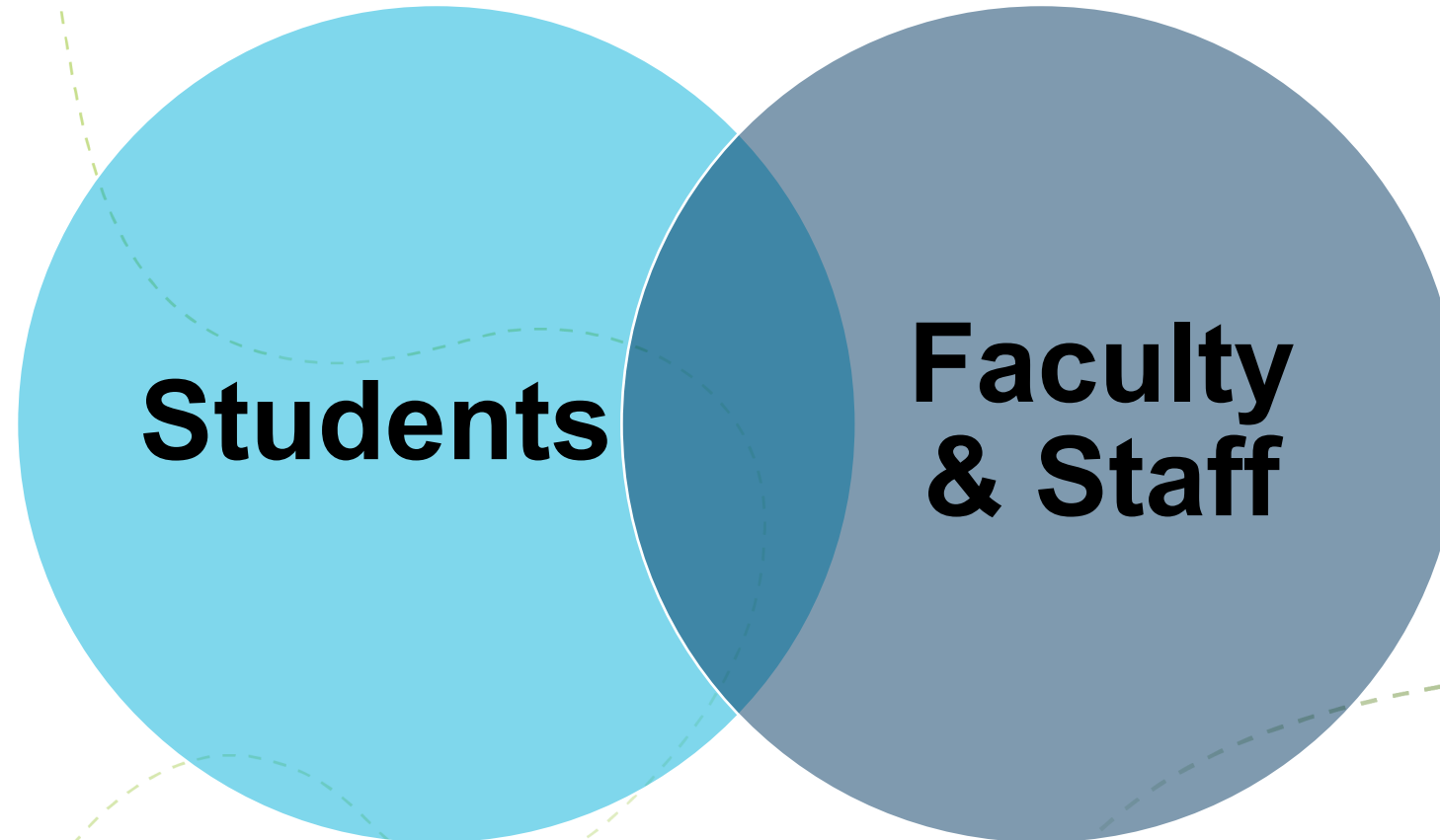


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# Minding College Minds Framework in Action



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# Minding College Minds Framework in Action



- Each component of the MCM framework includes:
  - The **population** intended to benefit from the strategies described in the Universal, Therapeutic, and Crisis Supports components
  - Broad **goals** the component aims to achieve.
  - Key **considerations and/or practices** within each component.
  - On-campus and off-campus **stakeholder recommendations** that can inform strategies, programming, and implementation.





# Institutional Commitment at the Foundation

Effective postsecondary mental health strategies uphold student wellbeing and contribute to academic success. These strategies require commitment through an institution's:



**People**



**Policies**



**Process**



# Institutional Commitment



## Key Learning

The success of postsecondary mental health systems hinges on ongoing institutional investment of time, strategic commitment, and resources.





# Table Talk



*Discuss any insights, a-ha moments, or questions with those at your table.*



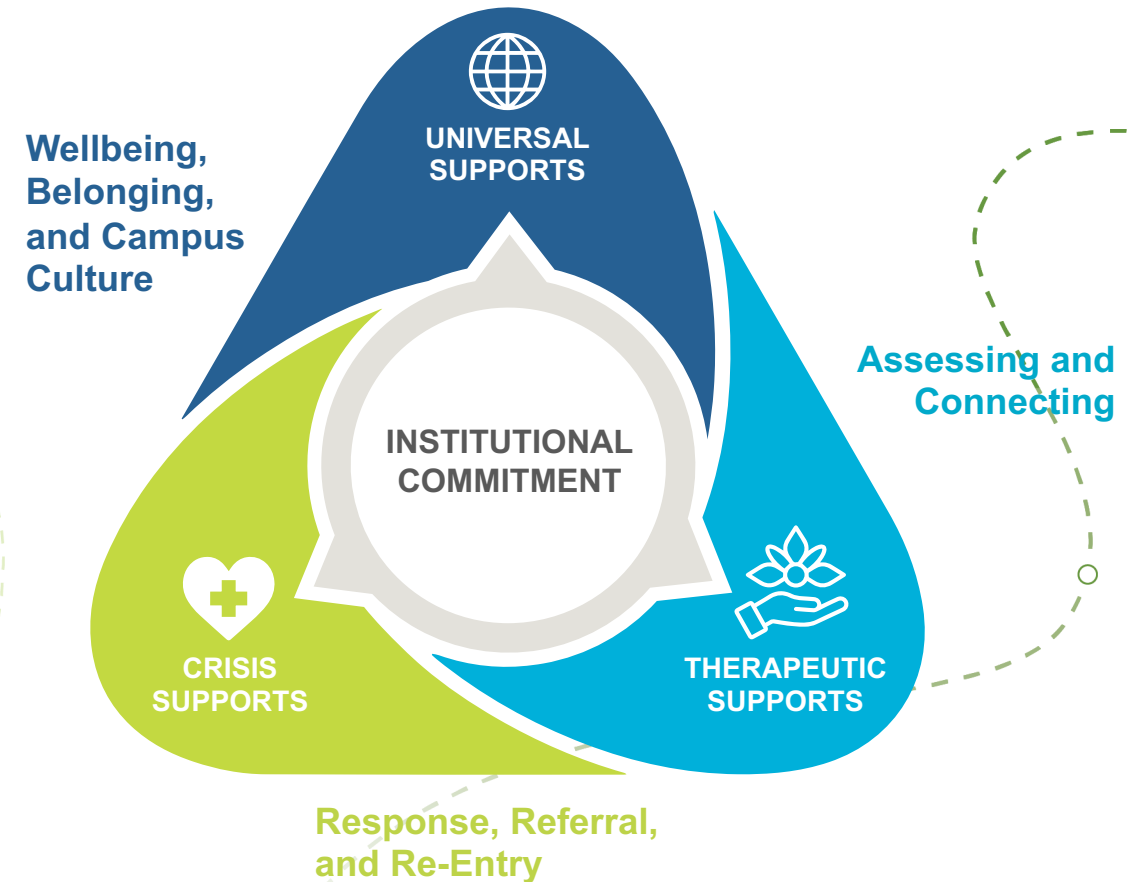
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# Universal Supports: Wellness, Belonging, Campus Culture

- Policies, programs, and interventions that promote **belonging, help-seeking, and a campus culture** supportive of student mental health and wellbeing
- Benefits the whole campus



# Universal Supports: Key Strategies

- Creating a campus culture that supports wellbeing and belonging
  - Embedding into curricular programming
- Addressing persistent stigma
- Developing processes that support early identification of potential mental health needs (e.g., screening)
- Providing opportunities for training
- Meeting basic needs
- Supporting wellbeing of staff and faculty
- Data and evaluation



# Universal Supports: Who's Involved?

- **Everyone on campus** can contribute to a culture that supports wellbeing and belonging
- Partners that may implement universal strategies include: student services, counseling and health services, faculty, and student leaders



# Universal Supports

## Key Learning



Universal supports ensure an environment that is conducive to mental health and build capacity for student, staff, and faculty wellbeing. All campus community members have a role to play in building a culture of wellness and belonging.



# Table Talk



*Discuss any insights, a-ha moments, or questions with those at your table.*



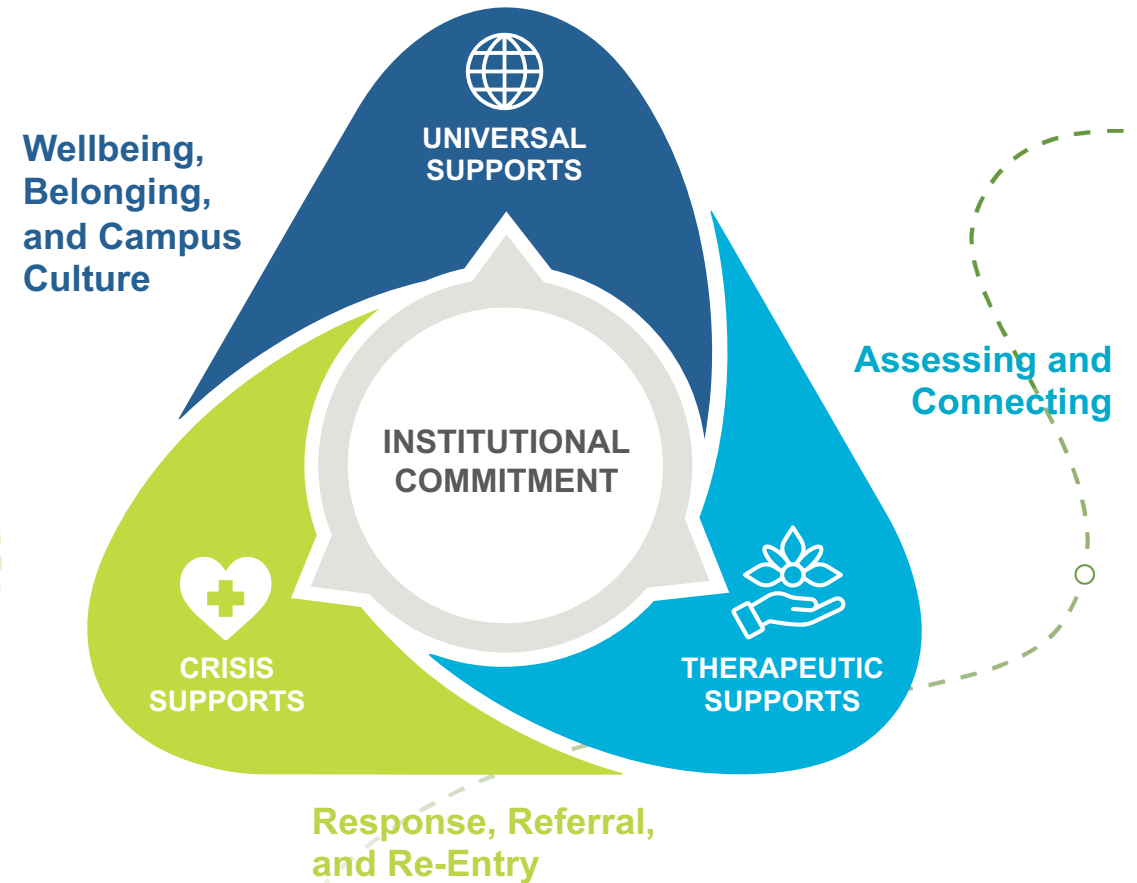
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# Therapeutic Supports: Assessing & Connecting

- Policies, procedures, programs, and partnerships that ensure students, faculty, and staff have **timely access** to services that meet their unique needs.
- Benefits individuals identified as needing additional support.



# Therapeutic Supports: Key Strategies

1. Identify a clear scope of practice and interventions for on campus services and/or community partnerships
2. Establish processes to assess needs and connect to care
3. Develop partnerships with community-based providers
4. Evaluate processes, practices, and partnerships to ensure culturally responsive care



## Foundational Concept

Campus climate surveys can provide information on the most pressing campus mental health needs and inform which therapeutic interventions to prioritize.





# Therapeutic Supports: Who's involved?

- **Strategy:** Counseling department/staff, student services, faculty and staff, students, community providers, academic affairs
- **Implementation:** Student services departments (e.g., counseling and health centers) with support from other departments/partners



# Therapeutic Supports

## Key Learning



Ensuring timely access to the right services requires a collaborative effort. On campus therapeutic supports (if offered) should address mild-to-moderate needs. Community partnerships are essential to meeting the diverse needs of the campus population.



# Table Talk



*Discuss any insights, a-ha moments, or questions with those at your table.*



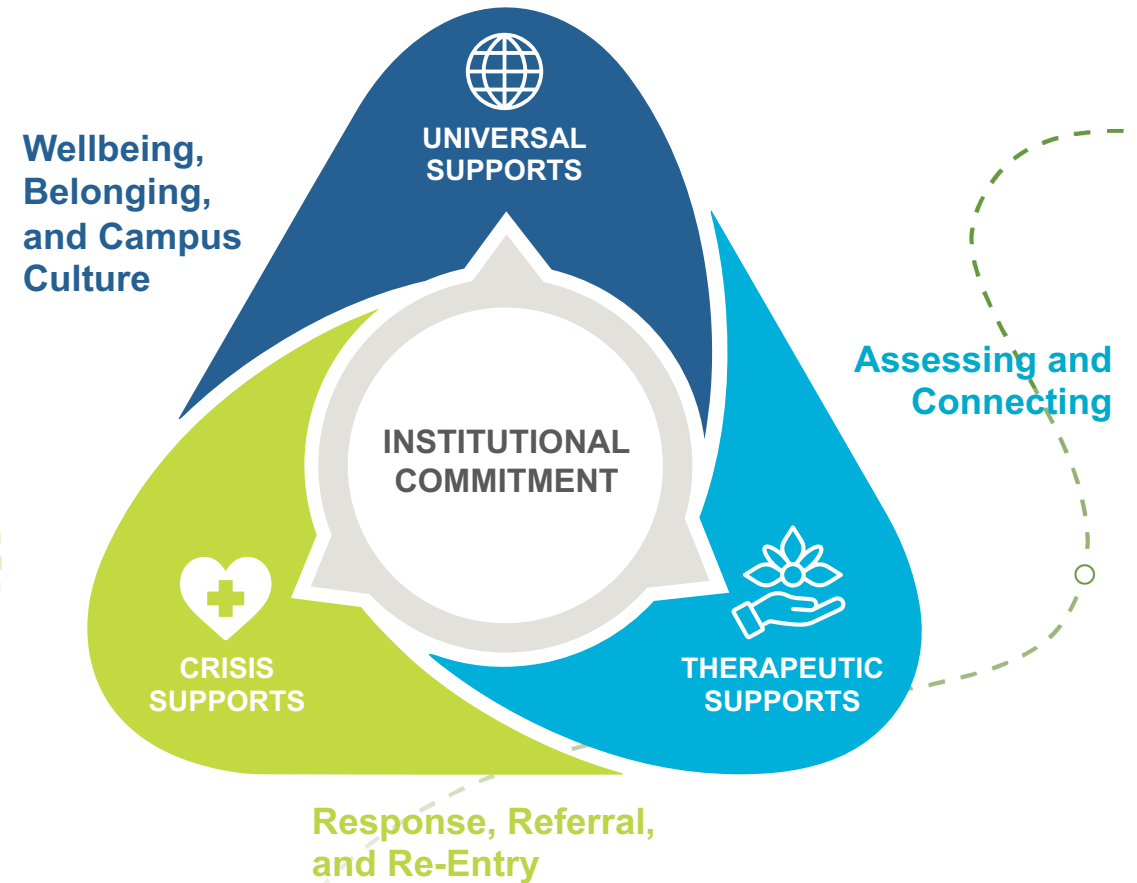
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# Crisis Supports: Response, Referral, and Re-Entry

- Policies, procedures, and practices that support members of the campus community experiencing a mental health crisis.
- Benefits individuals experiencing a mental health crisis from onset to resolution and return to campus.



# Crisis Supports: Key Strategies

1. Establish mental health crisis response policies and protocols that include initial response, de-escalation, stabilization, referrals, and re-entry supports
2. Implement a mobile crisis response model appropriate for the needs and capacity of the institution
3. Review or develop policies for students, faculty, or staff who need a mental health leave of absence (extended or short-term)
4. Develop trauma-informed re-entry policies and practices to support personal and academic success



# Crisis Supports: Who's involved?

- **Strategy:** Counseling department/staff, campus police, Title IX, risk and compliance, community providers, academic affairs, faculty and staff, students
- **Implementation:** Counseling center, campus-based crisis responders, campus police departments, community-based mental health responders



# Crisis Supports

## Key Learning



The sensitive nature of a mental health crisis requires a response that is timely, coordinated, and trauma-informed both at the point of crisis and in the days and months that follow. Comprehensive crisis supports must include protocols for immediate response *and* re-entry after a mental health crisis.



# Table Talk & Questions



*Discuss any insights, a-ha moments, or questions with those at your table.*



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# Enjoy Lunch & a Mental Health Break!

**11:30 – 12:00**



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# Questions



*Discuss any questions, comments, insights from the morning.*



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# Action Planning

*Prioritizing Areas for Improvement  
and Planning Next Steps*



# SWOT Analysis Team Activity



*Using the SWOT framework handout, discuss your institution's strengths, weaknesses, opportunities, and threats related to your mental health strategy. Your institution will use this analysis to inform your next steps and action plan.*



# Action Planning

Based upon what you learned in this workshop, what single goal would you like to take to your Pathways leadership team for consideration for inclusion in your College Action Plan?

Actions	Leader Person responsible for leading the goal?	Collaborators Who do we need to accomplish the goal?	Timeline Be as specific as possible	Short-term Assessment Measures Milestones to monitor action/goal progress on timeline	Student Success Measures What data point are you trying to move the needle on? Who is your target population?	Baseline Measure Value Year and %/#	Target Measure Value Year and %/#
Goal 1:							
Action:							
Action:							
Action:							

# Next Steps

*Sharing more information about the  
MCM Learning Community*



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# Minding College Minds Overview

Pathways  
Institute (April  
2024)

Initial Learning  
Community  
(2024-2025)

Learning  
Community  
(2025-2026)




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# Learning Community Commitment

- Application process:

- Attendance at the Pathways Pre-Institute 
- Readiness assessment
- Letter of support from leadership
- Identification of participating team members
- Applications open on April 10 and close on May 31, 2024





# Learning Community Commitment

- Alternating month model:
  - August
    - August 8—2 pm to 3:30 pm—Launch and overview
  - September
    - September 5—10 am to 12 pm—Institutional Commitment (Virtual, Full Group)
    - 1:1 technical assistance calls
  - October
    - Affinity group collaboration (Virtual, 2 hours, small groups)
- Monthly time commitment estimated: 3-5 hours



# Learning Community Interest Form

If you are interested in joining the Learning Community, please scan this code to complete an online Interest Form!



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# Thank you for joining us today!

The TSC team wants to know how we can improve.

Thanks! We appreciate your feedback.



<https://bit.ly/tpi3pre>



Coastal Bend College



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