



Fitness center expands their wellness and nutrition class offerings

Sober tailgate is sponsored by a student group

Student services hires a trained drug and alcohol counselor

A new students in recovery group has just started

Collegiate Recovery Asset Survey

2015 Monitor



Transforming Youth Recovery
One Community, One School, One Student At A Time

About Transforming Youth Recovery

We approach every effort from a capacity-building perspective. This starts by making visible the assets, connections and resulting practices that can give every student what they deserve – a healthy and supportive place to learn and grow. Specific attention is given to those at-risk for alcohol and other drug substance use disorders or misuse. SAMHSA’s 2014 Behavioral Health Barometer reports that an estimated 17.3 million or 6.6% of Americans ages 12 or older in 2013 were dependent on or abused alcohol within the prior year and 6.2% of U.S. adolescents (an estimated 1.6 million adolescents) were binge alcohol users. Additionally, 8.8% of U.S. adolescents were current users of illicit drugs.¹ This reflects a public health issue that we are looking to address without hesitation.

Since early 2013, collegiate recovery grantees supported by Transforming Youth Recovery have been asked to participate in a nationwide effort to identify and map community-based assets that can directly support and serve students in recovery. This has been done by encouraging participating institutions of higher education to undertake the capacity-building activity of asset mapping.

Asset mapping initiates by creating an inventory of individual, organizational and physical assets that can inform and shape the practices of each campus-specific collegiate recovery effort. The idea of mapping has roots in the community design process of uncovering local talents and gifts that can contribute to a healthy and thriving community. The true value of the mapping discipline, and why it is promoted as a keystone activity within capacity building for collegiate recovery, is the encouragement of ongoing outreach and relationship-building within the community. Just as every recovery path is unique, so is every recovery community. It is the act of mapping that can reveal the unique characteristics and associations that might be brought together to help students in recovery thrive in the fullness of their college experience.

Beyond capacity building for collegiate recovery, broader studies and activities seek to find those promising prevention, intervention and recovery practices that we should be calling upon more often, in more places, with greater consistency. When we find places where such practices live and breathe, we commit to rapidly spreading that knowledge so that connected networks can take collective action.

Our intention is to build networks across boundaries of influence to better reach students, parents, educators and community leaders. This is undertaken by partnering with those who are committed to the implementation of evidence-based practices that positively impact the well-being of young people and their families.

In all we do, we stay ever mindful that our work aims to positively influence the everyday attitudes and beliefs found in educational, community and social settings. The vision is to transform youth recovery - one community, one school, one student at a time.

For inquiries, please contact the Transforming Youth Recovery team:

Ivana Grahovac
Executive Director
(858) 350-1111 x 104
ivana@tyrecovery.org

Jessica García De Paz
Collegiate Program Development Assistant Director
(858) 350-1111 x107
jessica@tyrecovery.org

Arielle Spanvill
Community Mapping & Sustainability Coordinator
(858) 350-1111 x106
arielle@TYRecovery.org

Breanna Cook
Collegiate Recovery Grant Manager
(858) 350-1111 x108
breanna@tyrecovery.org

Transforming Youth Recovery
c/o The Stacie Mathewson Foundation
P.O. Box 6448
Reno, Nevada 89513
<http://transformingyouthrecovery.org>

Publication Design by **Start Interaction**,
Chicago, IL.

Permission to reproduce in whole or part for use in educational and other not-for-profit groups is granted with the acknowledgment of **Transforming Youth Recovery** as the source on all copies. The content of this publication is based on work by **sr4 Partners LLC** under contract through the support of **The Stacie Mathewson Foundation**.

1. Retrieved from: http://www.samhsa.gov/data/sites/default/files/National_BHBarometer_2014/National_BHBarometer_2014.pdf

Collegiate Recovery Asset Survey Monitor for 2015 3

Explanation of the Collegiate Recovery Asset Survey 3

Collegiate Recovery Programs Operating or Launching in U.S. (Figure 1) 4

2015 Collegiate Recovery Asset Survey Participants (Table 1) 6

Collegiate Recovery Asset Survey By The Numbers..... 8

Introduction to the 38 Assets for Building Collegiate Recovery Capacity 12

9 Assets Critical to Starting any Collegiate Recovery Effort (Table 2) 14

20 Additional Assets Essential to Serve and Support Students in Recovery (Table 3) 16

9 More Assets that Can Contribute to a Sustainable Community (Table 4) 18

2015 Asset Ratings Chart (Table 5) 19

Collegiate Recovery Monitor View: Compositions..... 24

Lifecycle Stages of Collegiate Recovery Communities (Tables 6-7)..... 25

Critical to Start Assets for Early Lifecycle Stages (Table 8) 27

Characteristics of Reporting Collegiate Recovery Programs and Efforts..... 28

Staff Allocations for CRP/Es (Table 9)..... 29

Use of Space by CRP/Es (Table 10)..... 30

Residential Housing at CRP/Es (Table 11) 30

How CRP/Es Started and are Being Led (Tables 12-13)..... 32

Highest Rated Assets by Institutional Size (Table 14) 34

Archetypes for Collegiate Recovery Programs and Efforts 35

Collegiate Recovery Types 2015 (Table 15)..... 36

Highest Rated Assets for Types with Social Indicators (Table 16) 37

Highest Rated Assets for Types with Counseling Indicators (Table 17)..... 38

Collegiate Recovery Monitor View: Connections..... 40

Collegiate Recovery Asset Models..... 40

Collegiate Recovery Asset Model Interpretation Guide (Figure 1) 42

Aggregate Collegiate Recovery Asset Model (Figure 2) 43

Distribution of Assets by Categories (Figure 3)..... 44

Distribution of Assets by Categories for Collegiate Recovery Types with Social Indicators (Figure 4)..... 45

Distribution of Assets by Categories for Collegiate Recovery Types with Social Indicators (Figure 5)..... 46

Highly or Moderately Used Assets by Students in Recovery (Figure 6) 47

Collegiate Recovery Monitor View: Practices 48

Identifying and Rating Collegiate Recovery Practices 48

2015 Practice Rating Chart (Table 18)..... 49

Additional Practices Indicated by Reporting CRP/Es (Table 19) 50

Key Practices in the Notion Community Lifecycle Stage (Table 20) 51

Key Practices in the Establishment Community Lifecycle Stage (Table 21)..... 52

Key Practices in the Maturity Community Lifecycle Stage (Table 22) 53

Key Practices in the Sustainability Community Lifecycle Stage (Table 23)..... 54

Collegiate Recovery Inquiry Questions for 2015

Average Percentage of Operational Support for CRP/Es by Source (Figure 7)..... 58

Illustrative Benefits for Collegiate Recovery Programs and Efforts..... 60

Discussion: Collegiate Recovery Sustainability and the Pursuit of Institutional Endorsement and Acceptance..... 64

Practices that Contribute to Institutional Endorsement Throughout the Collegiate Recovery Community Lifecycle (Table 24) 67

Explanation of the collegiate recovery asset survey

The annual Collegiate Recovery Asset Survey, administered by Transforming Youth Recovery (TYR), aims to refresh and update research undertaken to identify community assets that can help students in recovery to thrive in the fullness of the college experience.

The unshakable focus of this work is to offer a methodology for increasing the capacity of a collegiate community to make available those assets that students in recovery need to pursue academic, recovery and life goals. This survey is not intended to evaluate the effectiveness of any given college-based recovery program or effort. Rather, it is intended to uncover how certain assets are being identified and assembled into practices that best support students in recovery.

Survey invitations are extended annually to named program coordinators of collegiate recovery programs or efforts that receive grant funding from TYR. As of May 2015, the organization has provided toolkits, assistance and \$780,000 in seed grants to 78 colleges and universities striving to find and assemble collegiate recovery assets that already exist. Additionally, TYR has awarded \$57,500 in supporting grants to colleges and universities with student populations less than 5,000 or established collegiate recovery programs interested in enhancing their communities.

The Collegiate Recovery Asset Survey asks named program coordinators, based on their experience with the collegiate recovery program or effort at their institution of higher education, to identify which assets they believe are critical to start serving and supporting college students in recovery and essential to serving and supporting college students in recovery on an ongoing basis; which assets are essential to serving and supporting college students in recovery on an ongoing basis but not critical to start; and, which assets are neither critical to start serving and supporting college students in recovery on an ongoing basis nor critical to start serving and supporting college students in recovery.

Results from the survey are used to annually evaluate the usefulness of 38 assets that are the basis for building collegiate recovery capacity across the United States.

Starting in 2014, the survey was lengthened to ask program coordinators about the nature of their collegiate recovery program or effort (CRP/E), the relationship between their CRP/E and local community-based assets and the practices that are a result of their CRP/E being a part of the community.

In 2015, the survey was extended further to ask a series of open-ended questions meant to inform a discussion on indicators that may be predictive of institutional endorsement or acceptance of a collegiate recovery program or effort. The intention is to deepen the understanding of the practices that might contribute to the long-term sustainability of CRP/Es within campus communities.

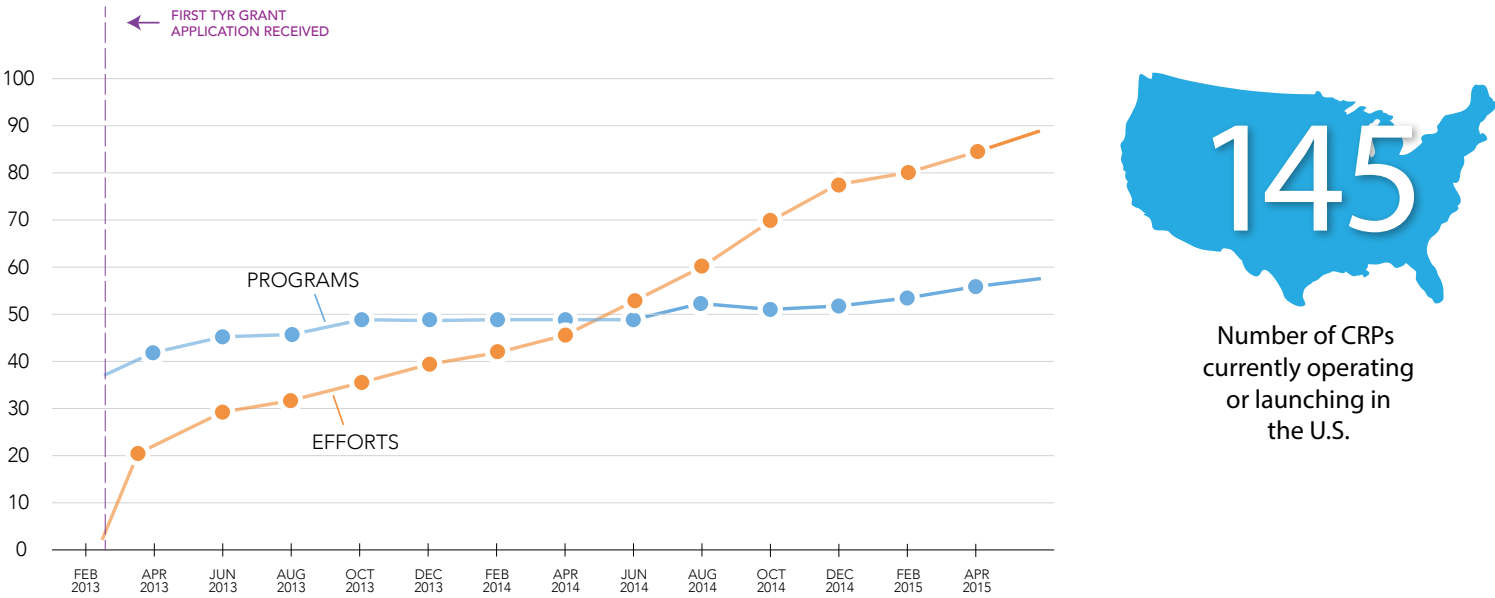
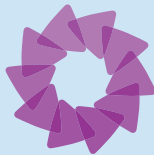


Figure 1. Collegiate Recovery Programs Operating or Launching in the U.S. as of May 14, 2015

Collegiate Recovery Programs and Efforts in the U.S.



Transforming Youth Recovery
One Community, One School, One Student At A Time

Retrieved from tyr.capacitytype.com
May, 2015

2015 Collegiate Recovery Asset Survey Participants (Table 1)

Name of Institution	Name of Collegiate Recovery Program/Effort	Year Started	Characterized as endorsed by institution	Undergraduate students served last semester (Fall, 2014)	Graduate students served last semester (Fall, 2014)	Number of staff and volunteers dedicated to CRP/E	Returning or new respondent to survey
Arkansas State University	Red Wolves Recovery Community	2014	Yes	5-10	0-5	12	Returning
Auburn University	Auburn Recovery Community	2011	Yes	5-10	0-5	1	Returning
Boise State University, Health Services, Counseling	SOBER (Students & Other Broncos Enjoying Recovery)	2013	No	10-15	0-5	3	Returning
California State University, Long Beach	Beach Recovery	2013	Yes	5-10	0-5	2	New
California State University, San Bernardino	(None)	2013	Yes	5-10	0-5	7	Returning
California State University, Stanislaus	Warriors For Recovery	2014	No	0-5	20-25	1	New
Central Washington University	Central Washington U. Recovery Outreach Community	2015	No	0-5	0-5	6	New
Colorado State University-Pueblo	Healing from Addiction through Resouces and Teachings	2014	Yes	0-5	0-5	2	New
Dalton State College	Dalton State Collegiate Recovery Community	2013	Yes	0-5	0-5	0	Returning
Drexel University	The Haven at Drexel	2013	Yes	25-30	5-10	6	New
Fairfield University	Collegiate Recovery Program	2013	Yes	10-15	0-5	17	New
Florida Atlantic University	Collegiate Recovery Community at FAU	2014	Yes	5-10	5-10	27	Returning
George Mason University, Mason's Wellness, Alcohol and Violence Education and Services	All Recovery for Mason Students	2014	Yes	10-15	0-5	2	New
George Washington University	Students For Recovery (Student organization)	2012	Yes	15-20	0-5	2	New
Georgetown University	GU College Recovery Program	2014	Yes	0-5	0-5	4	New
Hampden-Sydney College	H-SC Collegiate Recovery	2014	Yes	0-5	0-5	3	New
Idaho State University	Collegiate Recovery Program	2014	Yes	0-5	0-5	2	New
Indiana University Bloomington	Students in Recovery-Bloomington	2014	No	5-10	0-5	12	New
Kennesaw State University	KSU Collegiate Recovery Community	2007	Yes	50+	5-10	3	Returning
Longwood University	Longwood Recovers	2013	Yes	5-10	0-5	1	Returning
Louisiana State University	(None)	2014	No	5-10	0-5	4	New
Loyola University Maryland, The Office of Student Support and Wellness Promotion	Cardoner Recovery Community	2014	Yes	0-5	0-5	0	New
Maryville University	Maryville University Collegiate Recovery Community	2013	Yes	0-5	0-5	2	New
Michigan State University, Student Health Services	Traveler's Club/ MSU Collegiate Recovery Community	2013	Yes	5-10	0-5	3	Returning
Mississippi State University	MSU Collegiate Recovery Community Program	2013	Yes	5-10	0-5	2	Returning
Missouri State University	SoBEAR: Bears in Recovery	2014	Yes	10-15	0-5	5	New
Montana State University	Recovering Students at MSU	2013	No	0-5	0-5	3	Returning
Morehead State University	MSU Collegiate Recovery Effort	2013	Yes	0-5	0-5	11	Returning
North Carolina Central University	NCCU AOD Collegiate Recovery	2013	No	0-5	0-5	18	Returning
North Carolina State University	Collegiate Recovery Community	2014	No	0-5	0-5	1	New
North Dakota State University	NDSU Recovery Support Services	2014	Yes	5-10	0-5	8	New
Northern State University	Student Wellness Action Team (SWAT)	2010	No	0-5	0-5	11	New
Ohio University	RISE	2012	Yes	5-10	0-5	20	New
Oregon State University	Collegiate Recovery Community	2013	Yes	10-15	0-5	1	Returning
Pace University, New York City	(None)	2013	Yes	10-15	5-10	3	Returning
Penn State University	Penn State Collegiate Recovery Community	2011	Yes	15-20	5-10	2	New
Portland State University	CRC - Collegiate Recovery Community	2015	No	0-5	0-5	1	New
Saint Joseph's University	The Flock	2014	Yes	10-15	0-5	4	New
Saint Louis University	(None)	2012	No	5-10	0-5	7	Returning
San Diego State University	SDSU Collegiate Recovery Program	2014	Yes	10-15	0-5	2	New
Schreiner University	Schreiner Recovery Effort	2014	No	0-5	0-5	7	New
Southern Methodist University (SMU)	Collegiate Recovery Community (CRC)	2012	Yes	0-5	0-5	2	New
Southern Oregon University	CORE: Community of Recovery in Education	2010	Yes	10-15	0-5	8	New
St. Cloud State University	St. Cloud State University Recovery Community	2012	Yes	15-20	0-5	1	Returning
Stony Brook University	Seawolves for Recovery	2012	Yes	0-5	0-5	7	Returning

Sweet Briar College	Smart Recovery	2014	Yes	0-5	0-5	8	New
The Ohio State University	The Ohio State Collegiate Recovery Community	2013	Yes	25-30	10-15	4	Returning
The University of Mississippi	Collegiate Recovery Community at The U. of Mississippi	2010	Yes	5-10	0-5	2	Returning
The University of New Mexico	UNM/COSAP Collegiate Recovery Program	2015	No	0-5	0-5	4	New
The University of Texas at Arlington	Center for Students in Recovery	2013	Yes	20-25	15-20	8	Returning
The University of Texas at Austin	The Center for Students in Recovery (CSR)	2004	Yes	50+	50+	43	Returning
The University of Texas at Brownsville	UTB Collegiate Recovery Program	2014	Yes	5-10	0-5	13	New
The University of Texas at Dallas	Center for Students in Recovery	2014	Yes	20-25	0-5	4	New
The University of Texas at El Paso, UTEP University Counseling Center	UTEP Collegiate Recovery Program	2014	Yes	10-15	0-5	2	New
The University of Texas at San Antonio	Center for Collegiate Recovery at UTSA	2013	Yes	15-20	0-5	4	New
The University of Texas at Tyler	Center for Students in Recovery	2013	Yes	0-5	0-5	3	Returning
The University of Texas Rio Grande Valley, Counseling and Psychological Services	Zen Recovery Center	2014	Yes	30-35	0-5	7	New
University at Albany, SUNY	University at Albany Collegiate Recovery program	2013	Yes	25-30	15-20	6	New
University of California, Berkeley	SoBears: Students for Recovery	2014	Yes	10-15	0-5	2	New
University of California, Los Angeles, UCLA Counseling & Psychological Services	Bruins for Recovery (B4R)	2014	Yes	15-20	5-10	3	New
University of California, Merced	Bobcats for Recovery	2015	Yes	0-5	0-5	8	New
University of California, Riverside	The Loft: Collegiate Recovery Community	2011	Yes	5-10	0-5	3	Returning
University of California, Santa Barbara	Gauchos for Recovery	2012	Yes	15-20	0-5	1	Returning
University of California, Santa Cruz	Slugs for Health and Growth	2013	Yes	40-45	0-5	1	Returning
University of Connecticut	UConn Recovery Program	2013	Yes	10-15	0-5	2	Returning
University of Delaware	Collegiate Recovery Community at UD	2014	Yes	0-5	0-5	10	New
University of Florida	UFCRC (U. of Florida Collegiate Recovery Community)	2013	Yes	0-5	5-10	3	New
University of Houston	Cougars in Recovery	2013	Yes	25-30	0-5	1	Returning
University of Massachusetts Boston	UMass Boston Recovery Support Program	2013	No	10-15	0-5	1	Returning
University of Michigan	U-M CRP	2009	Yes	5-10	5-10	8	Returning
University of Missouri, Columbia	Sober In College	2014	Yes	25-30	0-5	2	New
University of Nebraska Omaha	UNO Recovery Community	2014	Yes	5-10	0-5	7	New
University of Nebraska-Lincoln, Counseling and Psychological Services	(None)	2014	Yes	5-10	5-10	5	New
University of Nevada, Reno	Nevada's Recovery and Prevention Program (NRAP)	2011	Yes	50+	0-5	4	Returning
University of North Carolina, Chapel Hill	Carolina Recovery Community	2012	Yes	15-20	5-10	8	New
University of North Carolina, Charlotte	UNC Charlotte Collegiate Recovery Community (CRC)	2012	Yes	10-15	0-5	1	Returning
University of North Carolina, Wilmington	CRC Hawks	2013	Yes	20-25	0-5	1	Returning
University of North Dakota	Been There Done That Group	2011	No	25-30	0-5	1	Returning
University of North Texas	UNT Collegiate Recovery Program	2013	Yes	50+	15-20	3	New
University of Redlands	The Haven Collegiate Recovery Community	2014	Yes	50+	0-5	1	New
University of South Carolina	(None)	2013	Yes	0-5	0-5	3	Returning
University of Vermont	Catamount Recovery Program	2010	Yes	15-20	0-5	0	New
University of Virginia, Gordie Center for Substance Abuse Prevention	Hoos in Recovery	2006	Yes	5-10	0-5	2	Returning
University of Washington	Health & Wellness	2013	Yes	20-25	5-10	6	Returning
University of Wisconsin-La Crosse	La Crosse Collegiate Recovery	2014	Yes	0-5	0-5	2	Returning
University of Wisconsin-Madison, University Health Services	Live Free - Student Wellness and Recovery	2014	Yes	10-15	0-5	3	New
University of Wyoming	Collegiate Recovery Program at University of Wyoming	2013	Yes	5-10	0-5	2	New
Virginia Commonwealth University	Rams in Recovery	2013	Yes	10-15	0-5	3	Returning
Wake Forest University	WFU Collegiate Recovery Effort	2014	Yes	0-5	0-5	1	Returning
Western Carolina University, WCU Counseling and Psychological Services	Catamounts For Recovery	2014	Yes	0-5	0-5	3	New
Winona State University	WSU Recovery Warriors	2014	Yes	0-5	0-5	11	New

By the numbers...

95

Grantees were invited to take the survey.

91

Number of grantees who completed the survey for a 96% reponse rate.

56%

of those responding were taking the asset survey for the first time.

16,274

Average undergraduate enrollment at grantee institutions of higher education. Average graduate enrollment is 4,687 students.

PUBLIC 84%

PRIVATE 16%

84% of these institutions are public, and 16% are private universities or colleges.

466

Full-time staff, part-time staff, and volunteers are dedicated to grantee collegiate recovery programs and efforts.

136,564

Students receive some form of communication from grantee collegiate recovery programs and efforts.

1,354

Estimated number of students served by responding collegiate recovery programs and efforts in Fall, 2014.

1,390

Community-based assets that individuals, groups and organizations have collectively mapped to help students in recovery thrive in the fullness of their college experience.

2014

26

MODELS

In 2014, grantee collegiate recovery programs and efforts submitted 26 models that show their relationship with nearby community-based assets.

2015

61

MODELS

In 2015, that number increased by 135% to 61 models submitted for network analysis.

25.2%

of the 1,329 assets listed in 61 community models collaborate with collegiate recovery programs and efforts.

A photograph of two young women, likely students, standing outdoors and smiling. The woman on the left has blonde hair and is wearing a dark blue jacket over a grey sweater. The woman on the right has dark hair and is wearing a green jacket over a patterned sweater. They are both holding books or folders. In the background, other students are blurred, suggesting a campus setting. The text "The 38 Assets for Building Collegiate Recovery Capacity" is overlaid on the left side of the image.

The 38 Assets for Building Collegiate Recovery Capacity

2015 Survey Ratings

Introduction to the 38 assets

Transforming Youth Recovery has identified a set of 38 community-based assets that are the basis for building collegiate recovery capacity across the nation. These assets reflect potential campus-specific people, places, groups and organizations that can be mobilized to help students in recovery to thrive in the fullness of the college experience.

In 2015, a total of 91 collegiate recovery programs and efforts (CRP/Es) completed the asset evaluation portion of the survey. Of those 91, there were 59 CRP/Es that self-reported being in the early stages of growing their student recovery community.

The original set of 38 community-based assets that are the basis for building collegiate recovery capacity are annually reviewed and placed into three categories reflective of the most recent evaluation by survey participants. These categories are determined by asking survey participants to evaluate each asset according to the following instructions:



In this section, we ask that you consider each of the 38 assets presented individually, and based on your experience and involvement with the collegiate recovery program/effort at your institution evaluate each asset and identify them as one of the following:

- Critical to start serving and supporting college students in recovery and essential to serve and support college students in recovery on an ongoing basis (numeric rating of 1.00)
- Essential to serve and support college students in recovery on an ongoing basis but not critical to start serving and supporting college students in recovery (numeric rating of 2.00)
- Neither critical to start serving and supporting college students in recovery on an ongoing basis nor essential to serve (numeric rating of 3.00)

Assets can be individual—such as people who can help students in recovery build self-efficacy; they can be associational—such as mutual aid support groups near or on campus for students in recovery and they can be institutional—such as a physical space that is dedicated for students in recovery to gather and meet.

The overall strength of asset categorization increases over time as the survey participant population continues to expand – from 19 in 2013, to 41 in 2014, to 91 in 2015. Because some weighting for assets categorized as “critical to starting any collegiate recovery effort” is attributable to institutions of higher education that self-report being in the early stages of their collegiate recovery community, it is important to note that the percentage of participating early stage CRP/Es has remained constant at 65% during the 2-year period of 2014 to 2015.

When delineating assets in categories (critical to starting any collegiate recovery effort; essential to serve and support students in recovery; contributors to a sustainable community of students in recovery), there are two measurements that are applied each year. First is the percent of times that an asset is assigned to a category by survey participants. The second measurement is the asset rating which is calculated by assigning a score (1=critical; 2=essential; 3 = contributing) to each response and deriving an overall average rating for each asset. Of note is the survey instruction asking participants to evaluate and categorize each of the presented community-based assets from their personal experience with the CRP/E at their institution, versus from their personal or professional experience at-large.

The 2015 evaluation of the 38 community-based assets that are the basis for building collegiate recovery capacity resulted in the following categorizations:

- 9 community-based assets were indicated by 60% or more survey participants and those self-reporting as being in the early stages of CRP/E growth as critical to starting any collegiate recovery effort (see Table 2). Assets that were indicated by 60% or more survey or early stage survey participants as critical to starting any collegiate recovery effort were included in the category if the asset also appeared in the top quartile of the 2015 Asset Rating Chart (see Table 5).
- 20 additional community-based assets received a rating below 2.00 in the 2015 Asset Ratings or were indicated by 50% or more survey participants as essential to serve and support students in recovery (see Table 3).
- Finally, 9 more community-based assets were categorized as contributing to a sustainable community of students in recovery given that no presented asset received a rating of 3.00 (which would denote that the asset was neither critical to start a collegiate recovery effort nor essential to serve and support students in recovery) (see Table 4).

2015 Monitor Observations

Consistencies in year-to-year responses (2014 to 2015) or notable changes offer a few observations that may be of interest to those looking to utilize the set of 38 assets for capacity-building efforts:

- Starting a collegiate recovery effort with students in recovery who are interested in growing the community on-campus remains the highest rated asset. This is complimented by the survey finding that 18% of CRP/E efforts have been initiated by students or a student group (up from 7% in 2014) and that nearly a quarter, 22%, are currently led by students or a student group (up from 15% in 2014).
- Finding and engaging individuals who are influential within the University, and are interested in advocating for students in recovery, increased in significance when it came to starting a collegiate recovery effort on campus (74% deemed this asset critical to start in 2015 compared with 61% in 2014). This appears reflective of the recognition within this emerging field that influential relationships are a key pathway to institutional endorsement and acceptance.
- Looking specifically at the collection of 9 assets deemed critical to starting any collegiate recovery effort, a narrative begins to emerge that emphasis should initially be placed on connecting with individuals and groups that can directly contribute to recovery-oriented support for students and provide access to dedicated spaces that allow those students to grow their community.
- Within the broader collection of 20 assets viewed as essential to serve and support students in recovery, stronger emphasis has been placed on those assets that can facilitate involvement in community service (inclusive of philanthropy and civic engagement) as well as those assets that can help students enhance their physical health and wellness. In 2015, these assets were viewed as essential by 67% (community service) and 62% (health and wellness) of the survey population, compared to 39% and 51% respectively in 2014.
- Review of asset ratings (see Table 5) shows the most significant shifts related to having individuals in residential settings who are trained to identify potential addiction issues (a rating that was 0.26 lower (more essential) than in 2014); and, students in recovery who are interested in mentoring other students in recovery (rating that was 0.21 higher (less essential) than in 2014). The later shift, students interested in mentoring other students, can be viewed in the context that the asset associated with individuals being available to provide 1:1 recovery support had a greater emphasis in 2015 than in 2014 (rating that was 0.12 lower) and moved into the critical to start category.

9 assets critical to starting any collegiate recovery effort

Categorized as critical to starting any collegiate recovery effort if indicated by 60% or more of the survey population and those self-reporting as being in the early stages of growing their student recovery community ; or, indicated by 60% or more of the survey or early stage survey participants and appearing in the top quartile of the 2015 Asset Ratings (see page 19).

	Assets that are viewed as critical to starting any collegiate recovery effort.	2014 Survey Pop. (N=41)	2014 Early Stage Pop. (N=27)	2015 Survey Pop. (N=91)	2015 Early Stage Pop. (N=59)	
		% ranked Critical to start	% ranked Critical to start	% ranked Critical to start	% ranked Critical to start	
	Students in recovery who are interested in growing the recovery community on campus.	95%	96%	91%	97%	
	Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).	80%	74%	80%	75%	Moved up 1 position from last year
	Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).	85%	81%	75%	69%	Moved down 1 position from last year
	Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery.	61%	63%	74%	69%	Moved up 3 positions from last year
	Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities).	76%	78%	71%	69%	Moved down 1 position from last year
	Physical space that is dedicated for students in recovery to gather and meet.	66%	70%	67%	68%	Moved down 1 position from last year
Moved to critical to start this year.	Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).	54%	59%	64%	69%	
Moved to critical to start this year.	Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).	56%	48%	62%	58%	
	Organizations, departments and services that a collegiate recovery program can refer students to if they need outside services (treatment centers, mental health professionals, counselors, psychologists, etc.).	66%	70%	56%	61%	Moved down 3 positions from last year

Table 2. 9 Assets Critical to Starting any Collegiate Recovery Effort

SURVEY COMMENTS

The word is being spread from student to student that we exist above and beyond our marketing outreaches. More individuals are starting to move into the precontemplative stage of joining our community. One individual has connected fully in that when she relapsed, she felt safe enough to come in and talk about it and get the support that she needed to get back on track. We have another individual who will be transferring and wants to be involved in our community to help other students like herself, a nontraditional student in long term recovery.

The collegiate recovery community serves as a referral resource for academic advisors, hall directors and clinical staff. It provides students who choose to abstain from drinking with safe, sober social alternatives in an otherwise recovery-hostile environment.

The presence of a collegiate recovery community has led to discussions being had about supporting students in or seeking long term recovery in ways that they haven't been at our institution prior. It is not that the institution was unsupportive before, it is that now a recovery voice is advocating for what type of support students in recovery need.

We have a few professional staff members who serve as mentors. We have also engaged two student representatives who have been trained to meet with students to convey our services and provide support to students in recovery or struggling with substance abuse issues. The students are also responsible for facilitating the AA meeting on campus.

I received an email from the University's chancellor thanking me for bringing the program to our university. She told me that I brought something to our university that she never would have thought of.

20 additional assets essential to serve and support students in recovery

Additional assets essential to serve and support students in recovery. Categorized as essential to serve and support students in recovery if the asset received a rating below 2.00 in the 2015 Asset Ratings; or, was indicated by 60% or more survey population.	Survey Pop. (N=41)	Survey Pop. (N=41)	Survey Pop. (N=91)	Survey Pop. (N=91)	2015 Asset Rating
	% ranked Critical to start	% ranked Essential to serve	% ranked Critical to start	% ranked Essential to serve	
Appropriate and protective housing options for students in recovery (sober roommates, floors, buildings, etc.).	29%	56%	42%	42%	1.75
Individuals available to assist with fundraising in support of a collegiate recovery program (i.e. write grants, solicit donations, run fundraisers, etc.).	46%	47%	43%	48%	1.66
Individuals licensed or trained to support both mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).	46%	41%	42%	42%	1.75
Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.	41%	46%	38%	45%	1.78
Individual who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.).	39%	51%	45%	47%	1.63
Individuals who can provide students in recovery with academic guidance (i.e. tutoring, counseling, etc.).	37%	54%	35%	54%	1.76
Individuals who can serve as positive mentors (professional, recovery, or as a general role model) for students in recovery.	32%	56%	41%	47%	1.71
Organizations, departments and services that can provide operational support to a collegiate recovery program (endowments, foundations, University departments, institutional funds, etc.).	59%	32%	49%	42%	1.59
Organizations, departments and services that can provide the general population (students, faculty and staff) with education and training to increase understanding of substance use disorders and recovery (presentations, newsletters, events, orientations, new hire training, etc.).	39%	51%	42%	46%	1.70

	Organizations, groups and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, wellness resources such as yoga or meditation, etc.)	22%	71%	35%	46%	1.84
Moved from Table 2 to Table 3 this year	Students in recovery who are interested in mentoring other students in recovery (vocational, recovery or as a general role model).	61%	37%	44%	51%	1.62
	University support for students in recovery in the form of funding, promotion, recognition and/or staff assignment.	54%	37%	48%	38%	1.65
Moved from Table 4 to Table 3 this year	Individuals from the collegiate recovery program who have graduated and are interested in supporting students in recovery.	5%	59%	8%	62%	2.23
Moved from Table 4 to Table 3 this year	Individuals in student residential settings who are trained to identify potential addiction issues.	10%	63%	29%	52%	1.91
Moved from Table 4 to Table 3 this year	Organizations, departments and services that can help students meet basic needs (food, safe shelter, etc.).	37%	49%	32%	44%	1.92
Moved from Table 4 to Table 3 this year	Organizations, groups and clubs that facilitate involvement in community service, philanthropy and civic engagement (speaking at high schools, service projects, etc.).	24%	39%	9%	67%	2.15
Moved from Table 4 to Table 3 this year	Organizations, groups and clubs that have an interest in supporting students in recovery (i.e. community, religious or school organizations).	20%	59%	33%	48%	1.86
	Organizations, groups and clubs that help students enhance their physical health and wellness (nutrition information, fitness programs, health screenings, stress and anxiety, meditation, etc.).	24%	51%	22%	62%	1.95
Moved from Table 4 to Table 3 this year	Organizations that promote awareness of collegiate recovery beyond the University (peer groups, government programs, research, associations, etc.).	34%	49%	31%	53%	1.86
Moved from Table 4 to Table 3 this year	Students in recovery who are trained to lead and facilitate groups.	22%	49%	13%	60%	2.13

Table 3. 20 Additional Assets Essential to Serve and Support Students in Recovery

9 more assets that can contribute to a sustainable community of students in recovery

	More assets that can contribute to a sustainable community of students in recovery. Remaining assets categorized as contributing to a sustainable community of students in recovery. (No presented asset received a rating of 3.00 in the 2015 Asset Ratings which would denote that the asset was neither critical to start a collegiate recovery effort nor essential to serve and support students in recovery.)	Survey Pop. (N=41)	Survey Pop. (N=41)	Survey Pop. (N=91)	Survey Pop. (N=91)	2015 Asset Rating
		% ranked Critical to start	% ranked Essential to serve	% ranked Critical to start	% ranked Essential to serve	
Moved from Table 3 to Table 4 this year.	Individuals from medical services (medical doctors, psychiatrists, psychologists and other licensed counselors) available to provide students in recovery with medical treatment (prescriptions, referrals, etc.) specific to mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).	32%	51%	24%	48%	2.03
	Departments within the University involved in or supporting ongoing research on addiction and recovery.	7%	34%	9%	45%	2.37
	Departments within the University that offer courses on subjects related to addiction and recovery for course credit.	7%	30%	5%	43%	2.46
	Individuals from the U niversity community (alumni, parents, advocates) interested in supporting students in recovery.	5%	61%	13%	52%	2.22
	Individuals interested in recovery who can use their personal network within the broader community to help students in recovery to find vocational opportunities (such as internships, sponsored research, etc.).	20%	54%	18%	57%	2.08
	Individuals who can provide students in recovery with legal assistance (i.e. consultation for referrals, expungement of records, etc.).	2%	54%	5%	44%	2.45
	Individuals who can provide students in recovery with spiritual guidance where spiritual guidance is defined as the exploration of personal values and development of a purpose-driven life.	20%	39%	23%	48%	2.05
	Organizations, groups and clubs that enable students to gain and practice leadership skills (through internships, community service, mentoring, through participation in student-led organizations, etc.).	15%	49%	18%	57%	2.08
	Organizations that provide financial assistance for students in recovery (scholarships, grants, etc.).	24%	46%	18%	51%	2.14

Table 4. 9 More Assets that Can Contribute to a Sustainable Community

2015 Asset Rating Chart

The Asset Rating Chart is intended to show asset ratings by survey participants when delineated into quartiles. (Table 5) This is an alternative method for evaluating perceived importance of any community-based asset when it comes to starting a collegiate recovery effort or serving and supporting students in recovery.

Quartile values are determined by assigning a numeric value of 1.00 to any asset categorized as “critical to start serving and supporting college students in recovery and essential to serve and support college students in recovery on an ongoing basis”; 2.00 to any asset categorized as “essential to serve and support college students in recovery on an ongoing basis but not critical to start serving and supporting college students in recovery”; and, 3.00 to any asset categorized as “neither critical to start serving and supporting college students in recovery on an ongoing basis nor essential to serve”.

The median value for all community-based assets is 1.77 for 2015, compared to 1.80 in 2014.

The two community-based assets appearing in bold type within the 1st quartile of the rating chart were the only assets to have not received any rating of 3.00 (neither critical to start serving and supporting college students in recovery on an ongoing basis nor essential to serve.)

A **negative** numeric change in rating from 2014 to 2015 means the average rating was lower (closer to 1.00) than in 2014 and could therefore be perceived as having greater value for responding CRP/Es in 2015.

A **positive** numeric change from 2014 to 2015 means that the average rating was higher (closer to 3.00) than in 2014 and could be perceived as having a diminishing value for responding CRP/Es in 2015.

1st Quartile	2015 Rating	Change from 2014
Students in recovery who are interested in growing the recovery community on campus.	1.09	0.04
Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time).	1.21	-0.06
Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery.	1.26	-0.15
Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).	1.27	0.12
Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities).	1.3	0.06
Physical space that is dedicated for students in recovery to gather and meet.	1.35	-0.04
Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring).	1.42	-0.12
Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.).	1.41	-0.05

Organizations, departments and services that a collegiate recovery program can refer students who need outside services to (treatment centers, mental health professionals, counselors, psychologists, etc).	1.48	0.11
2nd Quartile		
Organizations, departments and services that can provide operational support to a collegiate recovery program (endowments, foundations, University departments, institutional funds, etc.).	1.59	0.08
Students in recovery who are interested in mentoring other students in recovery (vocational, recovery or as a general role model).	1.62	0.21
Individual who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.).	1.63	-0.08
University support for students in recovery in the form of funding, promotion, recognition and/or staff assignment.	1.65	0.09
Individuals available to assist with fundraising in support of a collegiate recovery program (i.e. write grants, solicit donations, run fundraisers, etc.).	1.66	0.05
Organizations, departments and services that can provide the general population (students, faculty and staff) with education and training to increase understanding of substance use disorders and recovery (presentations, newsletters, events, orientations, new hire training, etc.).	1.7	-0.01
Individuals who can serve as positive mentors (professional, recovery or as a general role model) for students in recovery.	1.71	-0.09
Appropriate and protective housing options for students in recovery (sober roommates, floors, buildings, etc.).	1.75	-0.1
Individuals licensed or trained to support both mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).	1.75	0.09
Individuals who can provide students in recovery with academic guidance (i.e. tutoring, counseling, etc.).	1.76	0.03
3rd Quartile		
Individuals trained as drug and alcohol counselors in the areas of addiction and recovery.	1.78	0.07
Organizations, groups and clubs that can provide students in recovery access to recovery resources in the broader community (support programs, wellness resources such as yoga or meditation, etc).	1.84	-0.01
Organizations, groups and clubs that have an interest in supporting students in recovery (i.e. community, religious or school organizations).	1.86	-0.16
Organizations that promote awareness of collegiate recovery beyond the University (peer groups, government programs, research, associations, etc.).	1.86	0.03
Individuals in student residential settings who are trained to identify potential addiction issues.	1.91	-0.26
Organizations, departments and services that can help students meet basic needs (food, safe shelter, etc.).	1.92	0.14
Organizations, groups and clubs that help students enhance their physical health and wellness (nutrition information, fitness programs, health screenings, stress and anxiety, meditation, etc.).	1.95	-0.05
Individuals from medical services (medical doctors, psychiatrists, psychologists and other licensed counselors) available to provide students in recovery with medical treatment (prescriptions, referrals, etc.) specific to mental health (ADHD, anxiety, depression, etc.) and substance use disorders (alcohol and other drugs).	2.03	0.18

Individuals who can provide students in recovery with spiritual guidance where spiritual guidance is defined as the exploration of personal values and development of a purpose-driven life.	2.05	-0.17
4th Quartile		
Organizations, groups and clubs that enable students to gain and practice leadership skills (through internships, community service, mentoring, through participation in student-led organizations, etc.).	2.08	-0.14
Individuals interested in recovery who can use their personal network within the broader community to help students in recovery to find vocational opportunities (such as internships, sponsored research, etc.).	2.08	0.01
Students in recovery who are trained to lead and facilitate groups.	2.13	0.06
Organizations that provide financial assistance for students in recovery (scholarships, grants, etc.).	2.14	0.09
Organizations, groups and clubs that facilitate involvement in community service, philanthropy and civic engagement (speaking at high schools, service projects, etc.).	2.15	0.03
Individuals from the University community (alumni, parents, advocates) interested in supporting students in recovery.	2.22	-0.07
Individuals from the collegiate recovery program who have graduated and are interested in supporting students in recovery.	2.23	-0.09
Departments within the University involved in or supporting ongoing research on addiction and recovery.	2.37	-0.14
Individuals who can provide students in recovery with legal assistance (i.e. consultation for referrals, expungment of records, etc.).	2.45	0.04
Departments within the University that offer courses on subjects related to addiction and recovery for course credit.	2.46	-0.10

Table 5. 2015 Asset Rating Chart

Collegiate Recovery Monitor Views

Beyond an annual examination of the community-based assets that can be helpful when it comes to serving and supporting students in recovery, the Collegiate Recovery Asset Survey includes a set of questions designed to better understand how institutions of higher education are assembling assets to start and sustain collegiate recovery programs and efforts (CRP/Es). This examination offers a variety of views that paint a picture of the networks forming to support students in recovery within a collegiate setting. Each presented view reflects the unique ways in which community-based assets appear to assemble and influence peer, counseling, educational and other recovery support characteristics of campus-specific CRP/Es. By looking at these diverse patterns of assembly and influence, there is an opportunity to expand our understanding of the various ways collegiate recovery is being expressed within institutions of higher education in the United States.

A second purpose for offering these views is to advance capacity building for collegiate recovery. The greater the ability to view the diverse assembly of assets, observe where and how connected networks are forming and plot the prevalence of collegiate recovery practices, the greater the ability to meaningfully recruit new assets that can participate in underrepresented areas of recovery support. And the greater the ability for organizations such as Transforming Youth Recovery and the Association for Recovery in Higher Education (ARHE) to connect emerging efforts with the right resources and mentors. Over time, these activities can contribute to helping students and their families find best fit school-based recovery support settings.

Monitor views include:

Compositions

A look at key programmatic and community characteristics of the 91 reporting CRP/Es. This view shows distribution across recovery community lifecycle stages, highlights space and staffing allocations and offers a view of delineation by collegiate recovery type.

Connections

A dedicated look at local connections to community-based assets, as illustrated through collegiate recovery asset models, and the relationships emerging in and around collegiate recovery efforts.

Practices

An analysis of the recovery practices that are a result of the collegiate recovery program or effort on campus. In general, practices refer to the assembly of assets into clearly defined, easily accessible activities and services. This view offers a rating of practices by survey participants and by lifecycle stage.

Collegiate Recovery Monitor View: Compositions

Lifecycle Stages of Collegiate Recovery Communities

Viewing collegiate recovery programs and efforts by community lifecycle stages is meant to assist in the recognition of assets and practices that can contribute to the meaningful growth and development of a collegiate recovery community. Overall, community development is a process intended to start small and grow purposefully. Lifecycle stages depict the phases that communities of interest progress through to gain resiliency and build capacity over time.

Survey participants were asked to self-report the community lifecycle stage they felt best described their collegiate recovery program or effort. Those CRP/Es that report being in the Notion and Establishment stages are considered to be in the “early stages of their community development.” In the final section of this report, a discussion regarding indicators for later stage Sustainability is presented. This reflects work underway to describe the practices that can best support advancement toward institutionalizing collegiate recovery programs and efforts.

2015 Monitor Observations:

- 65% of responding CRP/Es are in early stages and they serve an average of ten students. This can be compared to an average of 24 students served per program/effort in later stages of development (see Table 6).
- It is important to recognize that lifecycle stage progression is not always linear. Survey responses show four programs/efforts that self-identified as restarting and or returning to an earlier stage when compared with 2014 responses. This may be attributable to known variances in this field such as changes in student composition or shifting institutional or administrative views on recovery.
- An emerging research objective for the collegiate recovery field is to identify and define the practices that can help diverse collegiate recovery communities to transform through lifecycle stages as they move toward being an institutionalized part of the college or university culture.

Q Which of the following best describes your collegiate recovery program/effort?

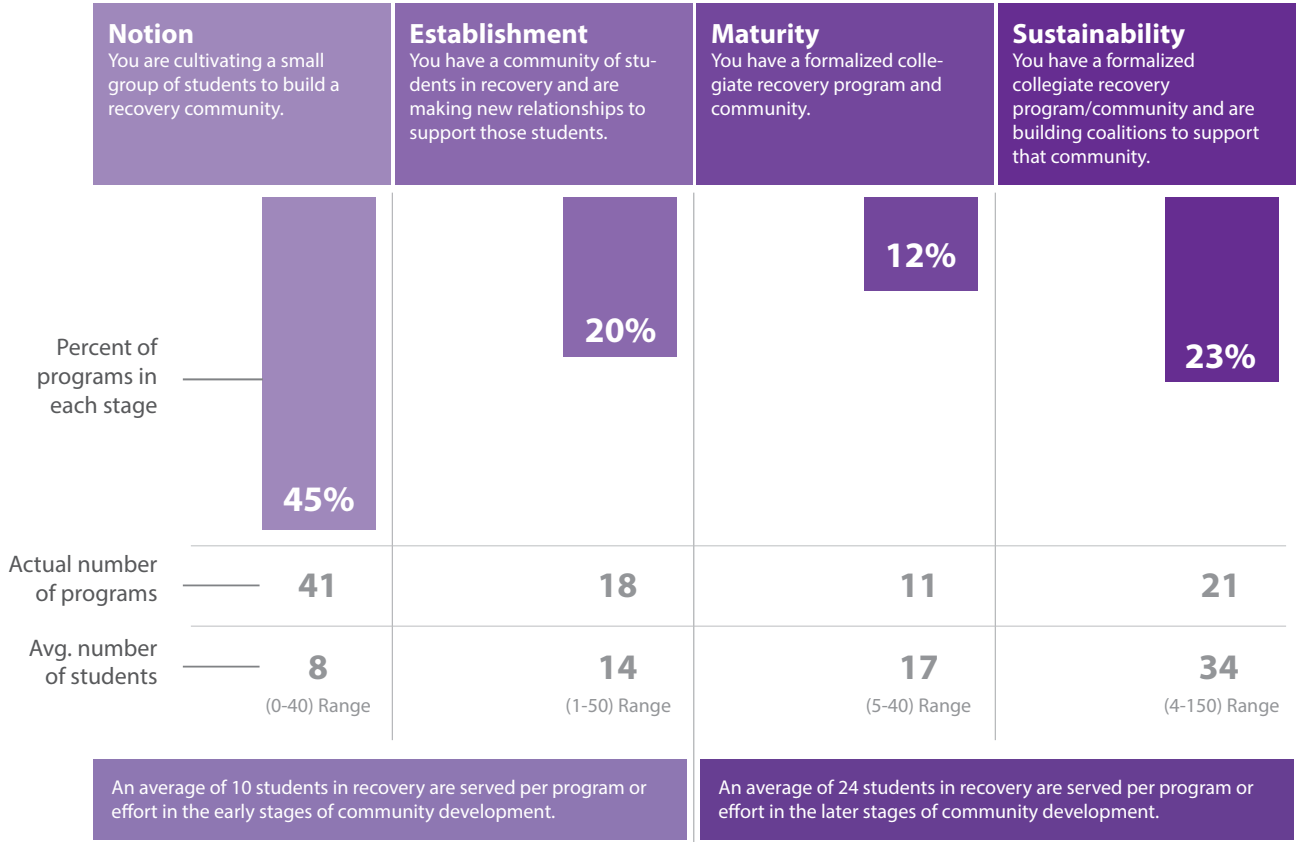


Table 6. Collegiate Recovery Lifecycle Stages 2015

Notion You are cultivating a small group of students to build a recovery community.	Establishment You have a community of students in recovery and are making new relationships to support those students.	Maturity You have a formalized collegiate recovery program and community.	Sustainability You have a formalized collegiate recovery program/ community and are building coalitions to support that community.
Arkansas State University Boise State University California State U., Long Beach Cal State U., San Bernardino California State U., Stanislaus Central Washington University Colorado State University-Pueblo Dalton State College Florida Atlantic University Georgetown University Hampden-Sydney College Idaho State University Indiana University Bloomington Loyola University Maryland Missouri State University Morehead State University North Carolina Central University North Dakota State University Pace University, New York City Portland State University Saint Joseph's University San Diego State University Schreiner University Stony Brook University Sweet Briar College The University of New Mexico The University of Texas at Tyler University at Albany, SUNY University of California, Berkeley University of California, Merced University of Delaware U. of Massachusetts Boston University of Nebraska Omaha University of Nebraska-Lincoln University of South Carolina University of Wisconsin-La Crosse University of Wisconsin-Madison University of Wyoming Wake Forest University Western Carolina University Winona State University	George Mason University George Washington University Louisiana State University Michigan State University Montana State University North Carolina State University Northern State University Saint Louis University Southern Methodist U. (SMU) The U. of Texas at Brownsville The U. of Texas at San Antonio U. of California, Los Angeles University of Missouri, Columbia University of North Dakota University of Redlands University of Virginia University of Washington Virginia Commonwealth U.	Auburn University Drexel University Longwood University Mississippi State University Ohio University The U. of Texas at Arlington The University of Texas at El Paso U. of California, Santa Cruz University of Connecticut University of Florida U. of North Carolina, Wilmington	Fairfield University Kennesaw State University Maryville University Oregon State University Penn State University Southern Oregon University St. Cloud State University The Ohio State University The University of Mississippi The University of Texas at Austin The University of Texas at Dallas The U. of Texas Rio Grande Valley University of California, Riverside U. of California, Santa Barbara University of Houston University of Michigan University of Nevada, Reno U. of North Carolina, Chapel Hill U. of North Carolina, Charlotte University of North Texas University of Vermont

Table 7. Collegiate Recovery Lifecycle Stages 2015 by Institutions

Assets deemed **Critical to Start** by those in early lifecycle stages

- **Students in recovery who are interested in growing the recovery community on-campus. (97%)***
- **Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (75%)***
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.). (69%)*
- Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities). (69%)*
- Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery. (69%)*
- Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.). (69%)*
- Physical space that is dedicated for students in recovery to gather and meet. (68%)*

* (% of 59 early stage respondents that indicated the asset was “critical to start serving and supporting students in recovery”.)

Table 8. Critical to Start Assets for Early Lifecycle Stages

Characteristics of Reporting Collegiate Recovery Programs and Efforts

College or university staff who are dedicated to a collegiate recovery program or effort in combination with the space available for gathering students in recovery are strongly referenced in the set of assets deemed critical to starting any collegiate recovery effort. The inclusion of survey questions aimed at better understanding student access to these specific assets offers a look at the integration of these foundational elements among reporting CRP/Es.

The inclusion of a look at residential housing options associated with CRP/Es is included to highlight a distinctive feature that directly serves 30% of the estimated students served by reporting CRP/Es during the 2014-2015 academic year.

Additionally, the annual Collegiate Recovery Asset Survey asks respondents to identify how their CRP/E started and how it is currently being led. This comparative information is intended to identify the emerging disciplines and resources that are being applied to help support students in recovery at institutions of higher education.

2015 Monitor Observations:

- 65% (59 of 91) reported having at least one full-time staff member dedicated to their collegiate recovery program effort, and 69% (63 of 91) reported having at least one dedicated part-time staff member (see Table 9).
- Only 9% (8 of 91) of responding CRP/Es reported having neither a full-time or part-time staff member dedicated to their effort. Beyond the support provided by dedicated staff, more than half of the reporting CRP/Es (53%) rely on volunteers to assist in supporting students in recovery. On average, there are 1 to 37 volunteers engaged at each reporting CRP/E for an overall average of 5.5 volunteers per CRP/E.
- Among those responding to the survey, 42 of 91 were full-time staff dedicated to their collegiate recovery program or effort, and nine of those 42 were 100% dedicated to their CRP/E. This response of 10% of the survey population being fully dedicated to their CRP/E is consistent with 2014 survey results. The remaining 33 are full-time staff who dedicate 5% - 80% of their time to their program/effort.
- Of interest is the finding that full-time staff who dedicate 50%-100% of their time to their CRP/E (17 individuals) represent all lifecycle stages for collegiate recovery communities. There are seven full-time staff focused on the early stages of development with five of those seven being in the very early Notion stage. This contributes to the capacity-building concept that there is no distinctive blueprint toward a sustainable collegiate recovery program or effort. Rather, there are multiple paths that are contributing to lessons being learned for those yet to come.
- From a lifecycle stage perspective, the ratio of the estimated students served to staff in the Notion stage is 1:1 compared with a 4:1 ratio in Establishment and Maturity stages and 5:1 in the Sustainability stage.
- 71% of reporting collegiate recovery programs and efforts have dedicated or consistent space available for students in recovery. And 69% of the CRP/Es that report having dedicated or consistent space also have full-time staff dedicated to the program or effort (all or a portion of their time). Of note is that 89% of the program/efforts that report having no or inconsistent space self-reported as being in the early stages of community development (see Table 10).
- Collectively, 79% of the estimated 1,354 students served by reporting CRP/Es have access to dedicated or consistent space for community gathering, recovery support meetings and social events.
- Consistent with 2014 survey reporting, 82% of reporting CRP/Es do not offer residential housing (80% in 2014). Those that do offer residential housing, however, account for 30% of the estimated students served and three-quarters (75%) are in the later stages of community development. For comparison, the student to staff ratio in residential settings is reported to be 6:1 (see Table 11).

- An examination of who initiated collegiate recovery efforts on campus and who is currently leading such efforts shows consistent involvement by clinical staff and college or university administration when comparing 2014 and 2015 responses. A significant shift, however, can be seen in student initiative and leadership. In 2015, 18% of CRP/Es reported being started by a student or student group compared to 7% of CRP/Es in 2014. And nearly a quarter of all CRP/Es (22%) are currently being led by students in comparison to 15% in 2014. As the collegiate recovery field continues to support student efforts on campus, this trend is expected to continue in the years ahead (see Tables 12 - 13).
- Looking specifically at student initiative and leadership as it relates to collegiate recovery, 16 of the 91 surveyed CRP/Es reported being initiated by students or a student group. Of those, nine (56%) maintained student leadership while seven (44%) transferred leadership responsibilities to a college or university department or staff member. Conversely, of the 20 CRP/Es reported as currently being led by students or a student group, 11 (55%) were initiated by a college or university department, staff member, administrator or other interested party. Finally, among the 27 institutions of higher education that reported having CRP/Es either initiated by or being led by students, only one has a total student population (undergraduate and graduate) of less than 10,000, and only two are private institutions.

Q How many staff are currently dedicated to your collegiate recovery program/effort?

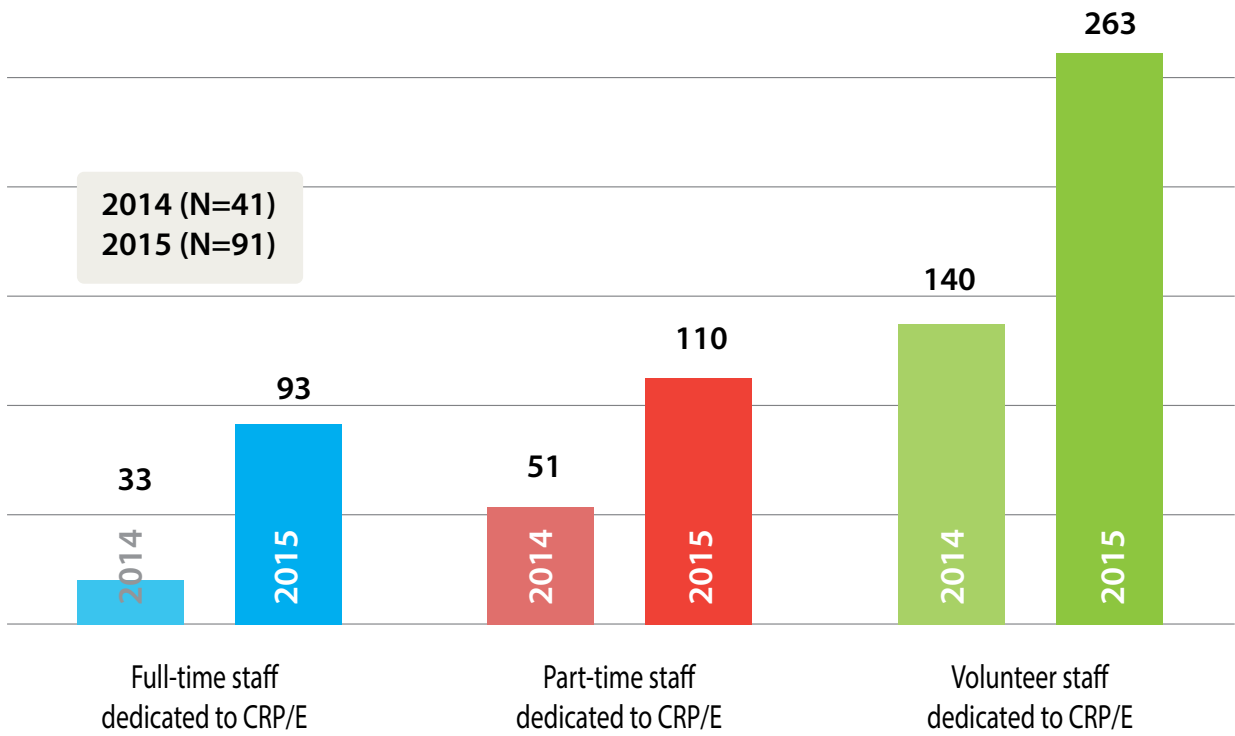


Table 9. Staff Allocations for Collegiate Recovery Programs and Efforts

Q When students in your recovery program/effort meet as a group, your space is:

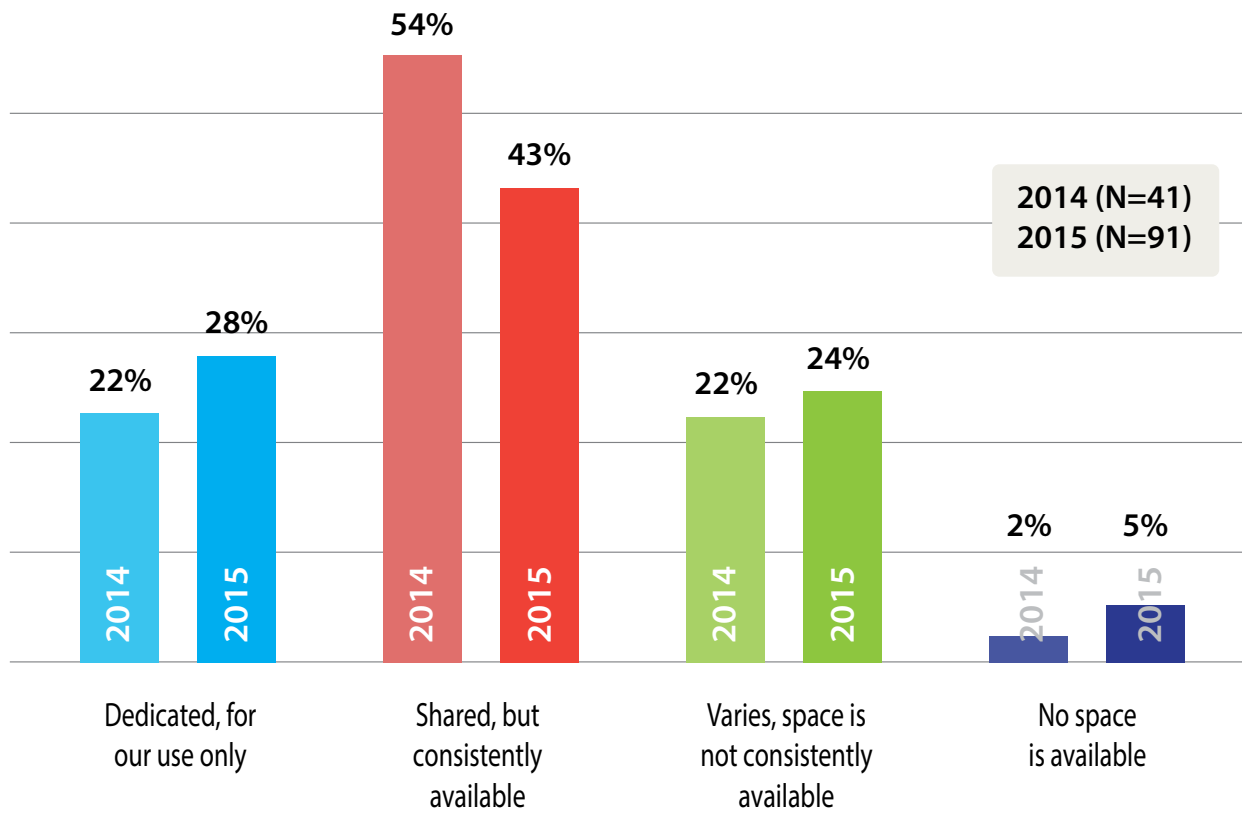


Table 10. Use of Space by Collegiate Recovery Programs and Efforts

Q Does your collegiate recovery program/effort offer residential housing?

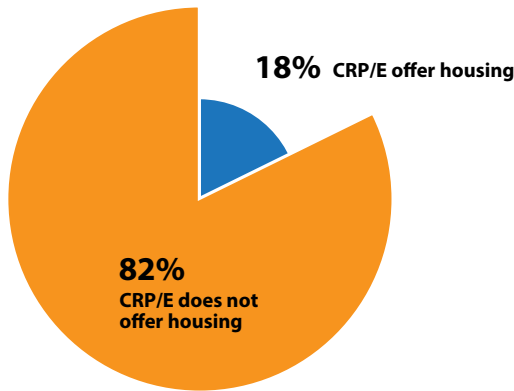


Table 11. Residential Housing at Collegiate Recovery Programs and Efforts



Q Which of the following best describes who started your collegiate recovery program/effort? Which of the following best describes who currently leads your collegiate recovery program/effort?

Which of the following best describes who started your collegiate recovery program/effort?	Department, staff or other when indicated:
40% Clinical staff initiated 39% in 2014	Alcohol and Drug Prevention (4) Counseling and Health Services (8) Counseling and Psychological Services (9) Student Health and Wellness (8) Counselor Education Director of Counseling Mental Health Counselor Student Services
19% College/University administration initiated 17% in 2014	
18% Student or student group initiated 7% in 2014	
14% Non-clinical staff initiated 29% in 2014	Faculty Member (2) Student Health and Wellness (7) Campus Office of Substance Abuse Prevention Dean of Students Student Retention
4% Committee or advisory board initiated 8% in 2014	
4% Other 0% in 2014	Community Members (called a meeting with University Partners) Founded by a Volunteer Mother Non-Student Community Member University State-Wide System Expansion Mandate

Table 12. How Collegiate Recovery Programs and Efforts Started

Which of the following best describes who currently leads your collegiate recovery program/effort?	Department, staff, or other when indicated:
35% Clinical staff led 37% in 2014	Counseling Center (10) Student Support, Health and Wellness (6) Counseling and Health Services (3) Alcohol and Drug Abuse Prevention Counseling and Psychological Services (2) Counselor Education Program Coordinator Health Education Services Mental Health Counselor Recovery Support Student Affairs Division Therapist and Intern
22% Student or student group led 15% in 2014	Advised by Alcohol and Drug Program Registered Student Organization
21% Non-clinical staff led 29% in 2014	Alcohol Drug and Violence Prevention Center Campus Office of Substance Abuse Prevention Counseling Center Department of Disability and Addiction Rehabilitation Division of Student Affairs (2) Education and Outreach Health Education, Prevention, Promotion and Wellness (7) Louisiana Center Addressing Substance Use in Collegiate Communities Residential Life
12% College/University administration led 12% in 2014	
5% Committee or advisory board led 7% in 2014	
4% Other 0% in 2014	Counseling Intern Graduate Assistant The Haven (Recovery Grads) Volunteer Founder and Paid Program Director

Table 13. How Collegiate Recovery Programs and Efforts are Being Led

Highest rated assets by institutional size

Institutions of Higher Education with Student Populations Less Than 10,000 (22% of survey respondents)	Institutions of Higher Education with Student Populations 10,000 – 20,000 (27% of survey respondents)	Institutions of Higher Education with Student Populations Greater Than 20,000 (51% of survey respondents)
Students in recovery who are interested in growing the recovery community on-campus. (1.15)	Students in recovery who are interested in growing the recovery community on-campus. (1.12)	Students in recovery who are interested in growing the recovery community on-campus. (1.04)
Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery. (1.25)	Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).(1.16)	Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (1.17)
Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).(1.30)	Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (1.16)	Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery. (1.22)
Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (1.35)	Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities). (1.20)	Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities). (1.28)
Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring). (1.35)	Physical space that is dedicated for students in recovery to gather and meet. (1.28)	Physical space that is dedicated for students in recovery to gather and meet. (1.30)
	Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.). (1.28)	Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GAand other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.).(1.33)

Table 14. Highest Rated Assets by Institutional Size (Student Enrollment)

Archetypes for Collegiate Recovery Programs/Efforts

A final composition view provides a classification of collegiate recovery programs and efforts by archetype. The purpose behind creating archetypes of this nature is to expose the variations in collegiate recovery compositions from a programmatic and service perspective. In doing so, those initiating and leading collegiate recovery efforts are provided with an additional way of examining community-based assets that may be helpful and useful to engaged students in recovery. Presenting this view acknowledges ongoing research questions of interest: Should certain recovery support components be emphasized over others? What is the right balance? What are the different programmatic and service models that are emerging to support diverse collegiate recovery communities?

Within the Collegiate Recovery Asset Survey, collegiate recovery archetypes (or, “types”) are determined by asking survey respondents to rank perceptions of emphasis as they relate to: peer support; counseling or clinical support; social activities; or other (write-in). Based on the response, a CRP/E is given a lead indicator of peer-based, counseling-based, or socially-focused as determined by the highest ranked emphasis from both a leadership and student perspective. If there is a difference in perception of programmatic emphasis when comparing the two responses, then a lead indicator is assigned by examining the institutional staff and department that is leading the CRP/E.

The addition of a secondary emphasis (e.g. Peer-based with Counseling Emphasis) reflects a subjective evaluation of subsequent emphasis rankings along with researchers’ familiarity with the CRP/E. Overall, the hope is to show the breadth of models, structures, philosophies and services that show expressions of collegiate recovery across the nation.

The designation of collegiate recovery types is a first step toward identifying the core components of recovery support that may be applied to best meet the unique needs of collegiate recovery students in campus-specific settings. In addition, designations should enable CRP/Es with similar types to connect and share those practices that are having a positive impact on desired students’ outcomes and within the community at-large.

2015 Monitor Observations:

- Responses to the 2015 survey resulted in the introduction of “socially-focused” as an emerging lead indicator for 16% of the reporting collegiate recovery programs or efforts. While emphasis on the peer-based support within CRP/Es continues as the predominant focus, there is clear demonstration of emerging efforts that center on creating safe space and social activities for students in recovery. Of those CRP/E’s that identified as having this emerging social emphasis, 80% are in early stages of community development. Of interest will be this sustained weighting over the peer-based or counseling recovery support systems that are more prevalent with the collegiate recovery field (see Table 15).
- Those respondents who reported “Other” areas of emphasis for their CRP/E categorized those areas as including: providing academic support, offering academic advisory services, working a recovery program and having this safe place to go on campus.
- Peer-based recovery support remains the main emphasis for 76% of the CRP/Es. Based on the fact that 93% of responding CRP/Es had this lead indicator in 2014, the introduction of the socially-focused with peer support emphasis archetype can be viewed as complimentary to other peer-based types within the collegiate recovery field. Comparatively, the percentage of CRP/Es identified as having a counseling-based lead indicator increased slightly to 8% (7 CRP/Es) from 7% (3 CRP/Es) in 2014.

- Q

When you talk about your collegiate recovery program/effort, which aspects do you emphasize as having the greatest impact (peer support; counseling or clinical support; social activities; other (write-in))
- Q

(To identify student perspective on emphasis) When students talk about your collegiate recovery program/effort, which aspects do they emphasize as having the greatest impact on them? (peer support; counseling or clinical support; social activities; other (write-in))

Peer-based

with *Counseling Emphasis*

Peer-based recovery support with an emphasis on extending continuing care for substance use disorders in a campus-based recovery friendly setting.

32% (29 programs/efforts)
Avg. Number of Engaged Students: 11
Early Stages: 69% (20)
Later Stages: 31% (9)

Counseling-based

with *Peer Support Emphasis*

Clinical recovery support with an emphasis on continuing care through peer support in a campus-based recovery friendly setting.

8% (7 programs/efforts)
Avg. Number of Engaged Students: 16
Early Stages: 71% (5)
Later Stages: 29% (2)

Peer-based

with *Social Emphasis*

Peer-based recovery support with an emphasis on a campus-based recovery friendly setting and supportive social community.

44% (40 programs/efforts)
Avg. Number of Engaged Students: 20
Early Stages: 55% (22)
Later Stages: 45% (18)

Socially-focused

with *Peer Support Emphasis*

Recovery community focused on safe space for social activities with an emphasis on peer support in a campus-based setting.

16% (15 program/effort)
Avg. Number of Engaged Students: 9
Early Stages: 80% (12)
Later Stages: 20% (3)

Table 15. Collegiate Recovery Types 2015

Highest rated assets for CRP/E types with social indicators (Peer-Social and Social-Peer):

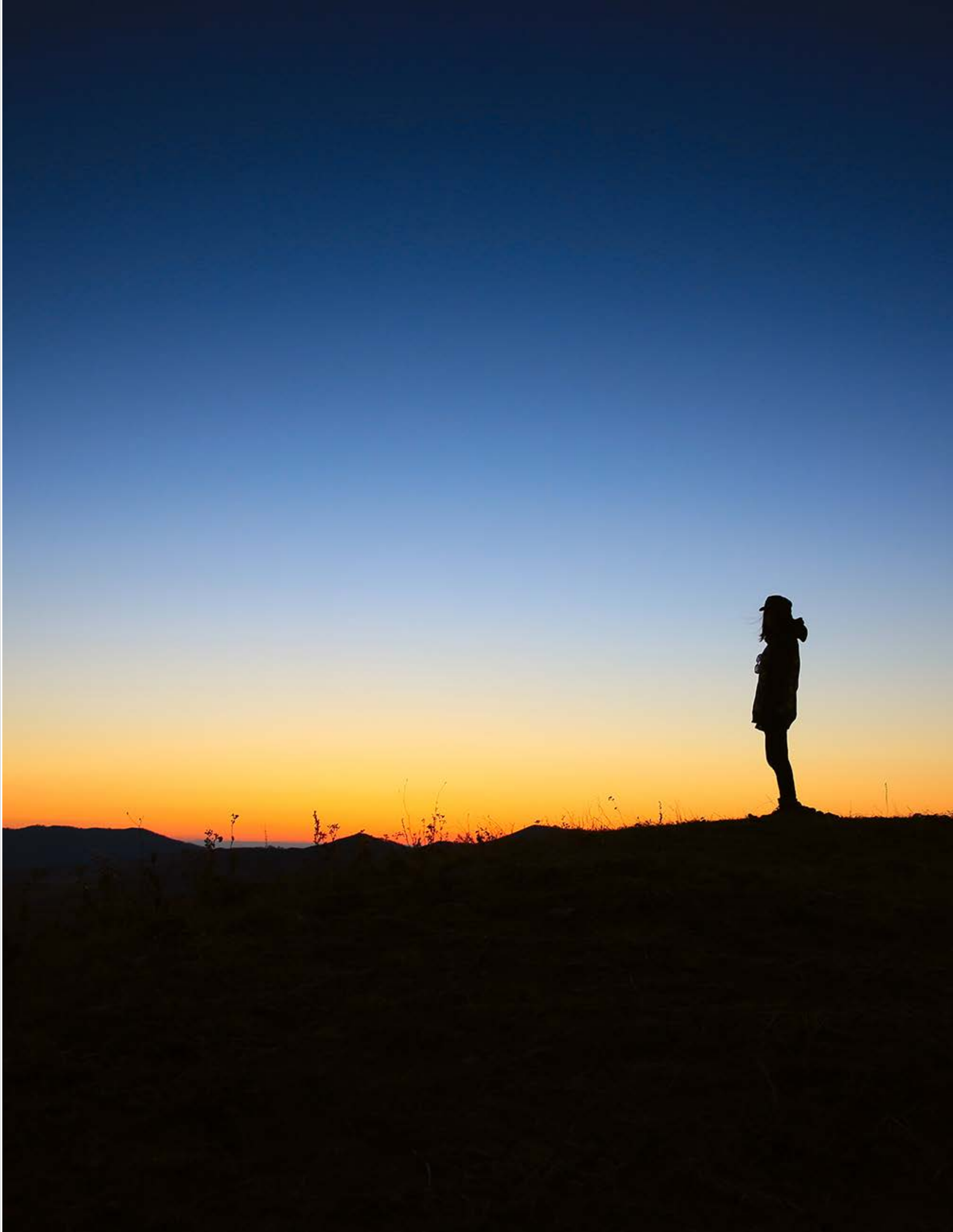
- Students in recovery who are interested in growing the recovery community on-campus. (1.05)
- Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (1.24)
- Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities). (1.24)
- Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery. (1.25)
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.). (1.27)
- Physical space that is dedicated for students in recovery to gather and meet. (1.31)
- Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.). (1.47)

Table 16. Highest Rated Assets for Types with Social Indicators

Highest rated assets for CRP/E types with counseling indicators (Peer-Counseling and Counseling-Peer):

- Students in recovery who are interested in growing the recovery community on-campus. (1.14)
- Individuals who are dedicated staff for a collegiate recovery program (faculty, staff, students; full or part-time). (1.17)
- Mutual aid support groups near or on campus for students in recovery (i.e. AA, NA, GA and other 12-Step meetings in addition to groups such as Celebrate Recovery, SMART Recovery, eating disorder recovery, Teen Challenge, etc.). (1.28)
- Individuals who are influential within the University and/or in the broader community and are interested in advocating for students in recovery. (1.28)
- Organizations, departments and services that can refer students to a collegiate recovery program (judicial affairs, academic counselors, mental health counselors, treatment centers, etc.). (1.31)
- Individuals available for 1:1 recovery support (coaching, guiding, supporting, mentoring). (1.33)
- Physical space for students to get together socially, soberly and safely (organized meals, dances, bowling or other age-appropriate activities). (1.39)
- Organizations, departments and services that a collegiate recovery program can refer students who need outside services to (treatment centers, mental health professionals, counselors, psychologists, etc). (1.39)
- Physical space that is dedicated for students in recovery to gather and meet. (1.42)
- Individual who can help students in recovery build self-efficacy (confidence, social skills, budgeting, general life-skills, etc.). (1.47)

Table 17. Highest Rated Assets for Types with Counseling Indicators



Collegiate Recovery Monitor View: Connections

Collegiate Recovery Asset Models

Since early 2013, grantees supported by Transforming Youth Recovery have been asked to participate in a nationwide effort to identify and map community-based assets that can directly support and serve students in recovery. This has been done by encouraging participating institutions of higher education to undertake the capacity-building activity of asset mapping.

Asset mapping initiates by creating an inventory of individual, organizational and physical assets that can inform and shape the practices of each campus-specific collegiate recovery effort. The idea of mapping has roots in the community design process of uncovering local talents and gifts that can contribute to a healthy and thriving community. The true value of the mapping discipline, and why it is promoted as a keystone activity within capacity building for collegiate recovery, is the encouragement of ongoing outreach and relationship-building within the community. Just as every recovery path is unique, so is every recovery community. It is the act of mapping that can reveal the unique characteristics and associations that might be brought together to help students in recovery thrive in the fullness of their college experience.

As a component of the Collegiate Recovery Asset Survey, participating collegiate recovery programs and efforts are invited to complete or update their “asset model” – an online tool available through TYR’s Capacitytype™ web application. To complete their model, CRP/Es are provided with a listing of community-based assets that have been mapped within a 100-mile radius of their program or effort. For each asset listed, survey respondents are asked to indicate their relationship with that asset:

- **Collaborator** is an asset that is actively engaged and directly contributes to your collegiate recovery community
- **Friend** is an asset that is periodically engaged and supports your collegiate recovery community
- **Possibility** is an asset you do not know or you may not yet know how they might support your collegiate recovery community

And then to indicate use of each asset by students engaged with their CRP/E: High, Medium, Low or Not Used.

Collegiate recovery asset models (see Figure 1, The Collegiate Recovery Asset Model, for a detailed description) offer a dynamic display of the relationships and connections that are actively helping students in recovery. Each model is intended to help staff and students recognize the relationships that are of value in their unique community, and explore new possibilities for building upon and assembling those assets into sustainable practices.

2015 Monitor Observations:

- A total of 61 asset models were created or updated for analysis in 2015 (67% of the survey population). This reflects a 135% increase over the 26 models submitted and reviewed in 2014.
- There are 1,329 community-based assets that appear within the 61 asset models reviewed in 2015. Delineation by relationship status shows 25.2% (335 assets) noted as collaborators and 26.2% (348 assets) noted as friends. Nearly 50% of the assets appearing in models (646 assets or 48.6%) are classified as “possibilities” either unknown or not engaged by nearby collegiate recovery programs or efforts.

- When looking at an aggregate view of all assets appearing in the 61 models, there are 1,100 unduplicated assets which have been classified as collaborators, friends or possibilities for reporting CRP/Es (see Figure 2). Those assets that directly contribute to recovery support for students, inclusive of activity space, represent the most often cited collaborators and friends (124 distinct assets). This is followed by assets associated with student services (96 distinct assets) and treatment services (82 distinct assets.) Of interest to the broad population of collegiate recovery programs and efforts may be the insight that the average proximity of assets classified as collaborators and friends are within 20 miles of the CRP/E. (Average proximity for collaborating assets is 15.8 miles, and the average proximity for assets viewed as friends is 19.0 miles.)
- Looking specifically at the category distribution for the assets captured within the 61 collegiate recovery asset models shows the full complement of assets that are assembling in and around CRP/Es (see Figure 3). Viewed in this manner, there is visual recognition that distribution is weighted toward categories of recovery support, student services, treatment services, advocacy and education and health and wellness.
- To illustrate the breadth and diversity of collegiate recovery efforts in the U.S., additional views of category distribution are offered by CRP/E types with self-reported social or counseling emphasis indicators (see Figures 4-5). While helpful for those communities with similar areas of emphasis, the diversification of assets being recruited to support students in recovery illustrates the concept that collegiate recovery is a unique blend of clinical, peerand social approaches when viewed in the aggreagte. At the individual campus level, exploring other collegiate recovery asset models of CRP/Es similar in nature and composition can reveal where outreach efforts might best be placed and what the right balance or blend of assets might be for a specific group of students.
- A companion evaluation of 405 assets that were identified as highly or moderately used by students shows the highest utility by students to be in the categories of recovery support (23.7%), student services (18.5%) and health and wellness (14.1%). Assets that have been categorized as advocacy and education continue to emerge in strong relationship roles with CRP/Es, and are expanding in utility among students in recovery (see Figure 6).

The Collegiate Recovery Asset Model

Building capacity for recovery starts by finding community-based assets – many of which are hidden or not yet visible. For our purposes, an asset is any person, place or group that can meaningfully contribute to supporting and helping students in recovery. The Collegiate Recovery Asset Model is a dynamic display of those assets identified by a collegiate recovery community and serves as tool for working together to build upon and assemble assets into sustainable practices. Figure 1 presents the components that are used for model construction and display.

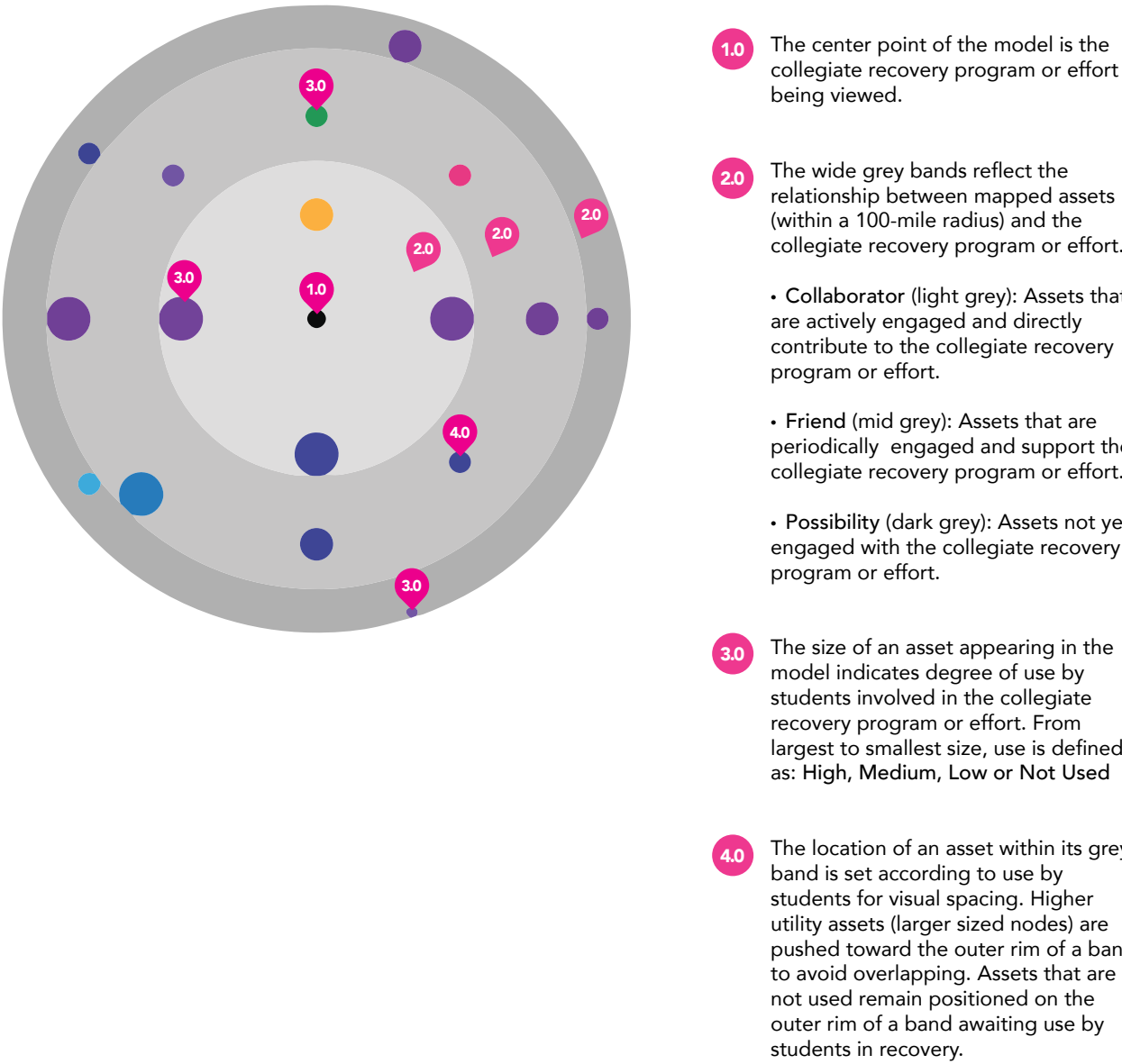
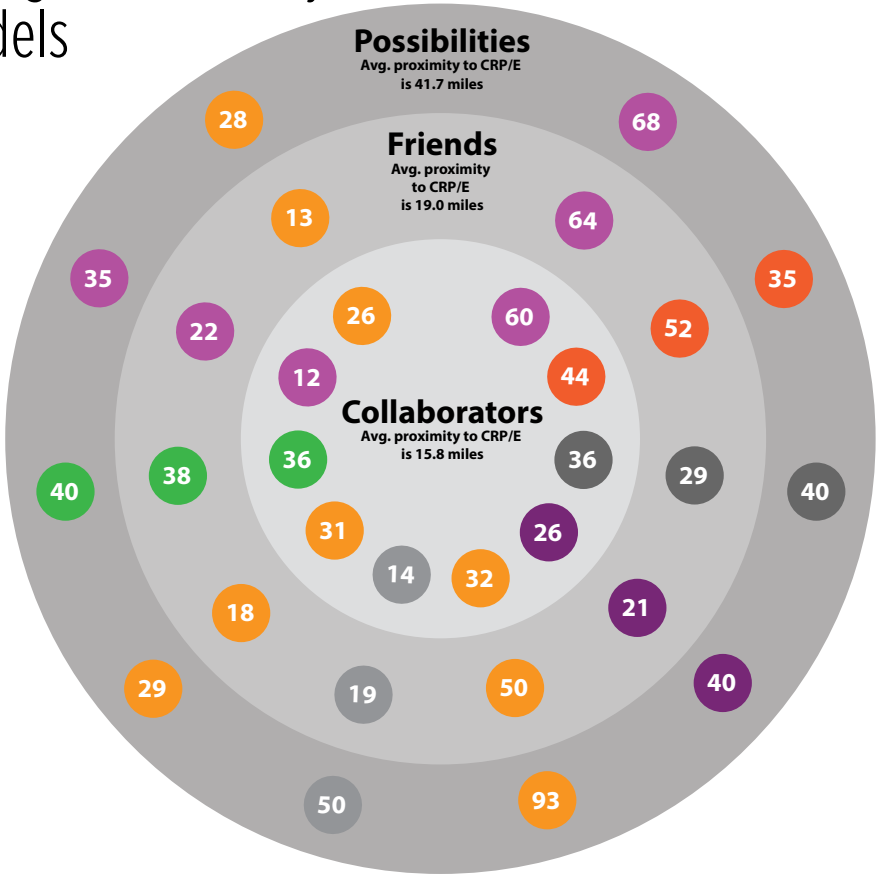


Figure 1. The Collegiate Recovery Asset Model

Assets Appearing in Collegiate Recovery Models



The Categories of Collegiate Recovery Assets

The color of assets displayed within the model reflect specific categories designated for collegiate recovery programs and efforts.

Figure 2. Aggregate Collegiate Recovery Asset Model (1,100 unduplicated assets in 61 asset models)

Distribution of Assets by Categories

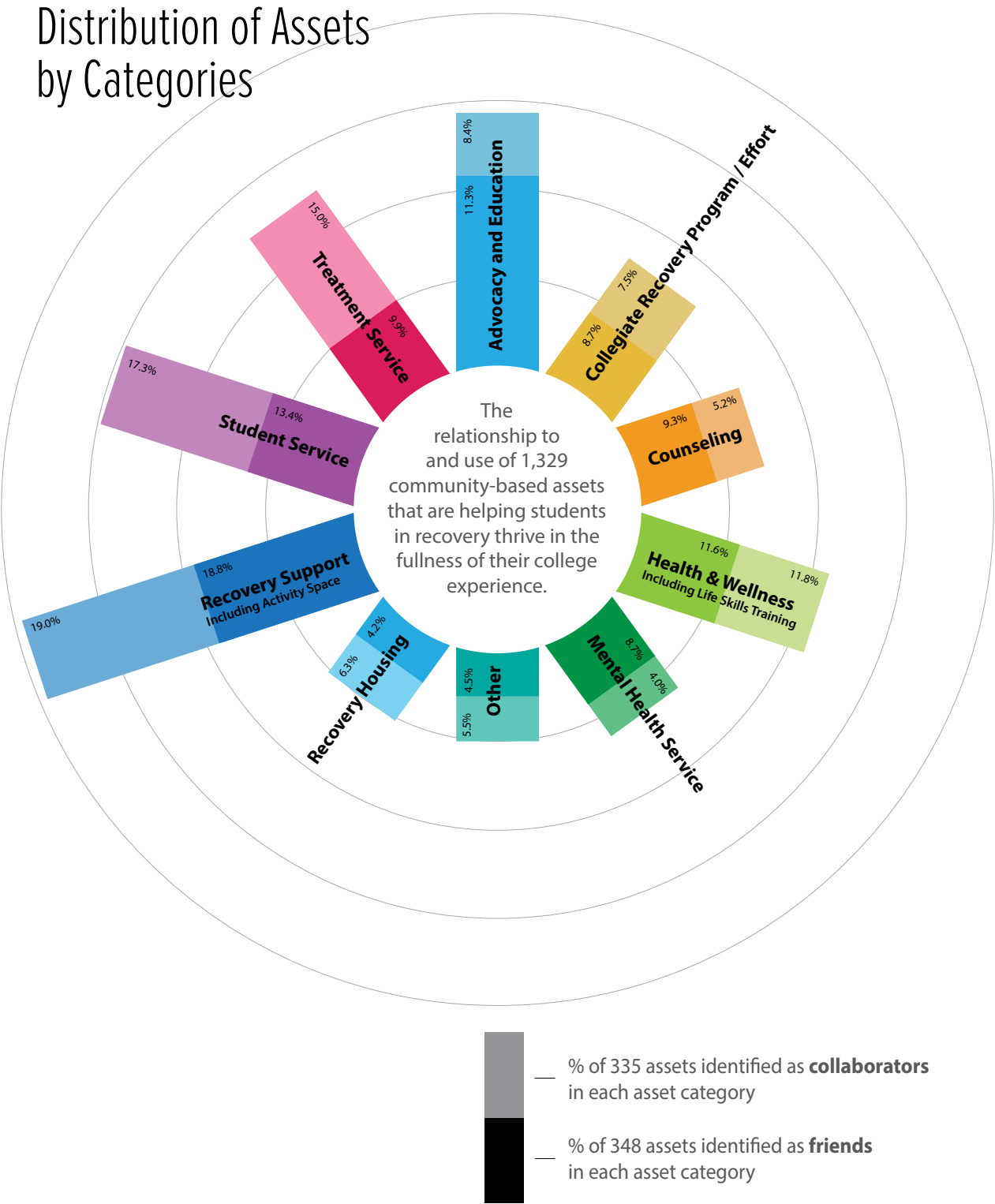


Figure 3. Distribution of Assets by Categories (61 collegiate recovery asset models)

Assets Highly or Moderately Used by Students in Recovery for Each Asset Category

(N = 405 identified assets)

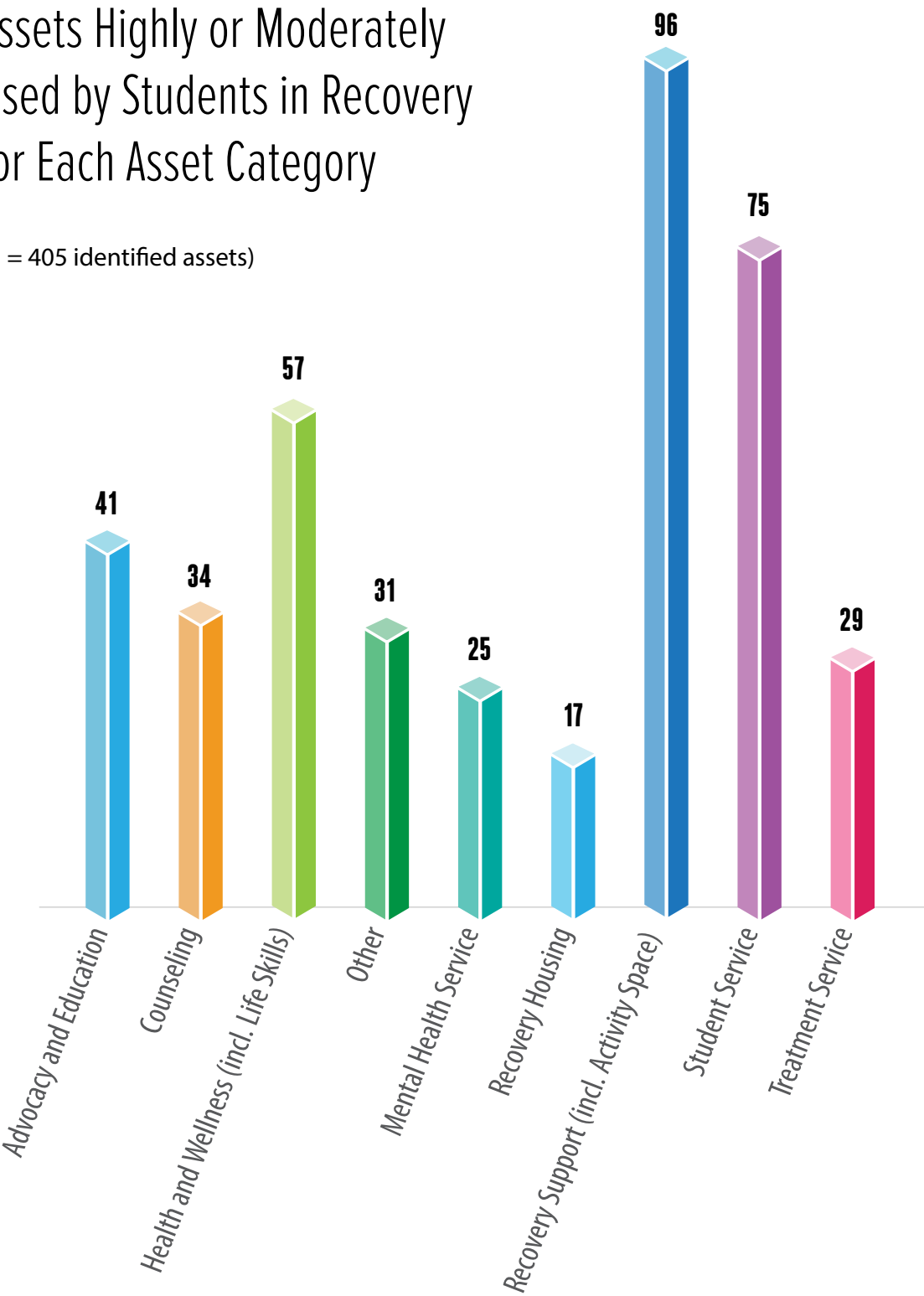


Figure 4. Highly or Moderately Used Assets by Students in Recovery

Peer-Counseling,
Counseling-Peer Types

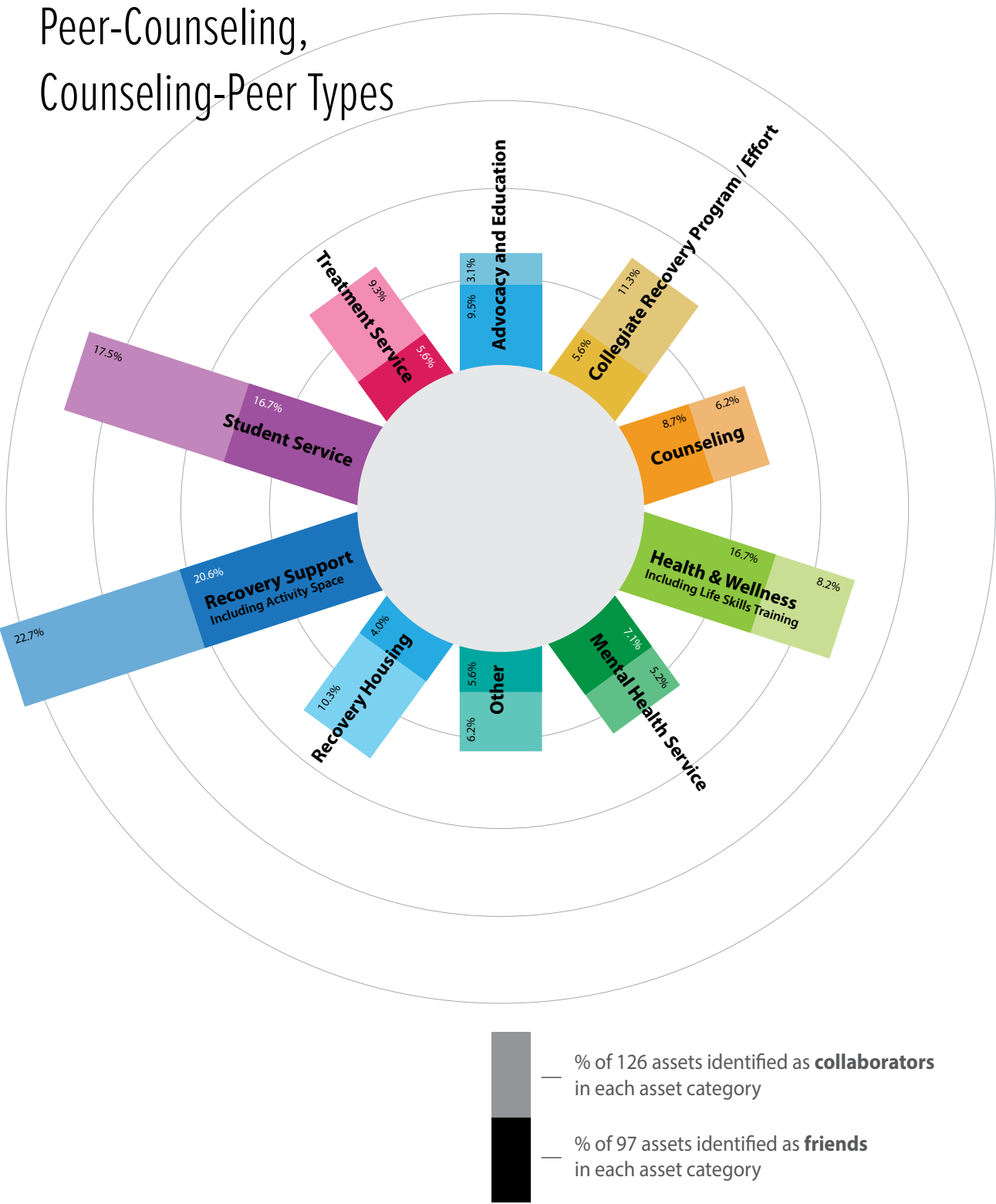


Figure 5. Distribution of Assets by Categories for Collegiate Recovery Types with Counseling Indicators

Peer-Social,
Social-Peer Types

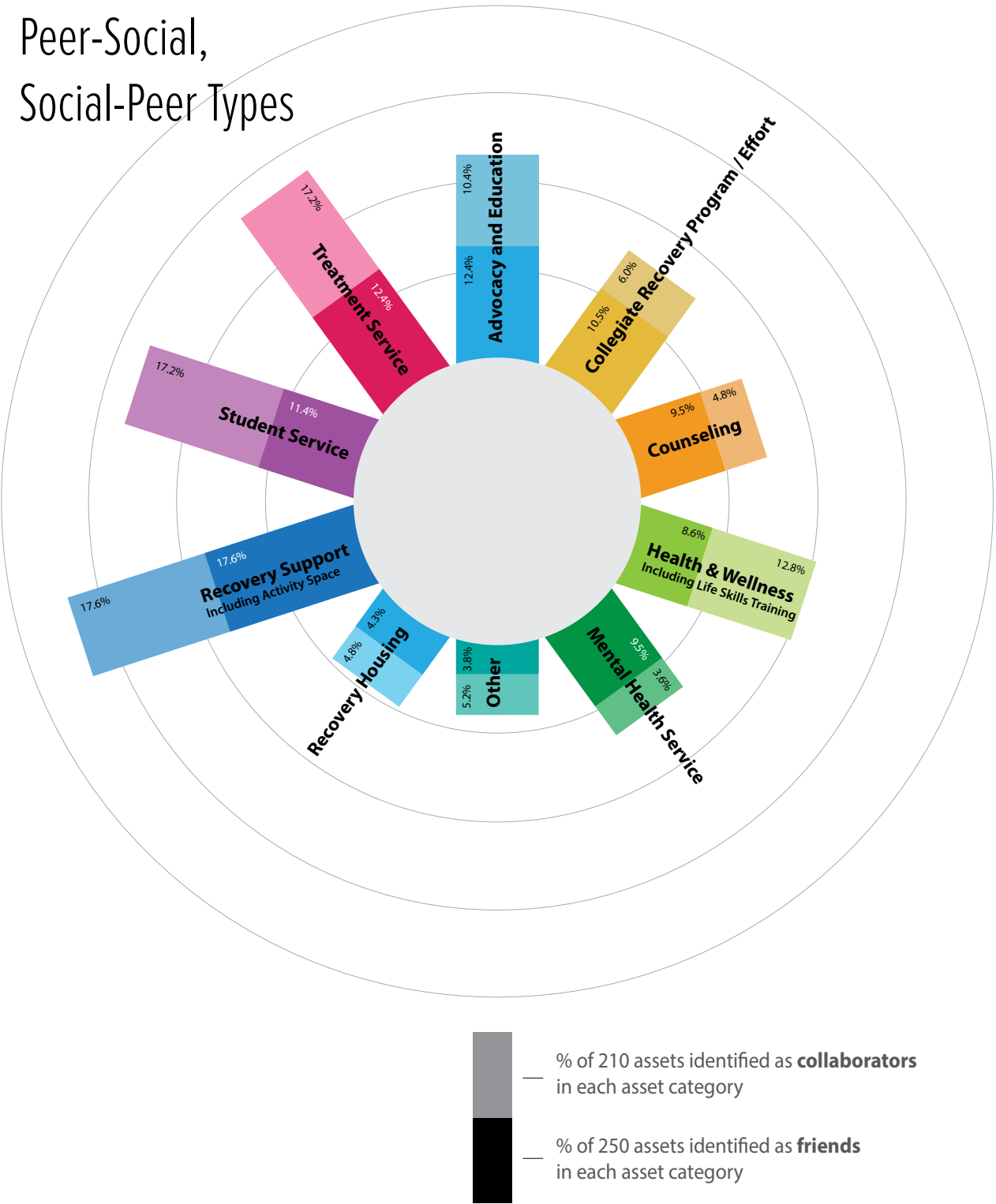


Figure 6. Distribution of Assets by Categories for Collegiate Recovery Types with Social Indicators

Collegiate Recovery Monitor View: Practices

Identifying and Rating Collegiate Recovery Practices

A final monitor view from the 2015 Collegiate Recovery Asset Survey offers a look at the collegiate recovery practices that result from the specific efforts of a collegiate recovery program or effort on campus. In general, collegiate recovery practices refer to the assembly of community-based assets into clearly defined, easily accessible activities and support services for students in recovery.

To arrive at a rating of collegiate recovery practices, survey participants are asked to review a pre-defined list of practices as presented in Table 18. Then, participants are asked to indicate those practices that are currently a part of their collegiate recovery program or effort and are a direct result of that CRP/E on campus. Finally, survey participants are asked to rank those CRP/E-specific practices in order of most important to least important to the CRP/E. Up to four additional practices can be added by selecting “Other” and then writing in a campus-specific collegiate recovery practice.

The Practice Rating Chart denotes the number of times a specific practice was indicated as currently being a part of a CRP/E and a direct result of that CRP/E on campus. The companion weighted rating is calculated by assigning positional values (a practice received a value of one if ranked as most important; a value of two if ranked next in terms of importance; and, so on) and then dividing the sum total of positional values by the number of times it was indicated as a practice by CRP/Es.

Overall, the ratings provide an indication of those collegiate recovery practices that we may consistently find at institutions of higher education seeking to support students in recovery.

2015 Monitor Observations:

- The collegiate recovery practices appearing in bold type in the rating chart were indicated by more than 60% (55+) of survey participants as currently being associated with their collegiate recovery program or effort. Those practices indicated most often as being associated with a specific CRP/E included: coordinate events to raise awareness on campus (indicated by 85% of reporting CRP/Es), engage in outreach and marketing (indicated by 79%), and advocacy efforts undertaken by professional staff for student needs (indicated by 73%). Of interest is the recognition that the most cited collegiate recovery practices are reflective of efforts associated with student recruitment and campus recognition for those students and the CRP/E. The most cited practice associated with direct recovery support services was the hosting of on-campus 12-step or other mutual aid support groups, which was indicated by 69% of reporting CRP/Es.
- The highest rated collegiate recovery practice was: are a registered student organization or club (weighted rating of 5.0). Consistent with other practices associated with student recruitment and campus recognition of collegiate recovery efforts, an effort toward formalizing a program or group at the college or university can be viewed as a valued practice for CRP/E growth, resiliency and sustainability.
- Additional collegiate recovery practices (those practices noted as write-ins for “Other”) were most often indicative of activities aimed at strengthening students’ connection to both campus-specific and broader community assets for general well-being and for building recognition of students in recovery as an integral component of campus life (see Table 19).
- Beyond the identification of the collegiate recovery practices considered to be important during various stages of community development for collegiate recovery programs and efforts, of interest is the recognition of practice expansion over time as the recovery community matures and builds upon their asset inventory. In the initial Notion stage, reporting CRP/Es indicated an average of ten collegiate recovery practices. This can be viewed in comparison to an average of approximately 15 practices in Establishment and Maturity stages and an average of 21 practices indicated by those self-reporting to be in the Sustainability lifecycle stage. This insight is offered to assist those in early stages with the recognition that measured growth can be expected over time, both in terms of the engagement level of students in recovery and the activities that are undertaken to support them at an individual and institutional level (see Tables 20 - 23).

Named Collegiate Recovery Practice	Number of Times Ranked	Weighted Ranking
Are a registered student organization or club	40	5.0
Advocacy efforts undertaken by professional staff for student needs	66	5.5
Host on-campus 12-step or other mutual aid support groups	63	5.7
Encourage use of dedicated space to study or socialize	55	6.1
Coordinate events to raise awareness on campus	77	7.2
Provide professional counseling	40	7.8
Engage in outreach and marketing (e.g. website, social media, newsletter, brochure)	72	7.9
Keep consistent drop-in hours	34	8.1
Facilitate regular contact with newcomers via phone and email, by both staff and students	51	8.4
Schedule group meetings other than formal/clinical support group meetings	46	8.6
Have formal requirements or application process for potential members	26	9.7
Have no membership requirements or criteria	46	10.0
Maintain a referral network	61	10.1
Have advocacy, advisory board and coalition meetings	37	10.1
Facilitate life skills workshops	24	10.6
Organize large-scale sober social events for the recovery community and beyond	42	10.7
Arrange for seminars, classes or academic advising for students	31	10.8
Set recurring recovery group events (e.g. sober birthday celebrations, weekly dinners etc)	38	11.2
Partner with allies (e.g. peer educators not in recovery)	53	11.2
Give presentations on recovery resources in the community	42	11.3
Student-led outings off-campus	37	11.6
Staff and students attend conferences	56	12.0
Pursue fundraising events/development projects	37	12.0
Arrange for access to gyms, sports facilities or intramural activities	26	12.6
Set-up opportunities for peer mentoring	27	12.9
Offer relapse training to staff and students	12	13.3
Promote community service and other volunteer opportunities	42	13.3
Staff outreach to potential members and families	37	13.8
Connect to job-placement, internship and career-day programs	19	13.9
Staff-led outings off-campus	29	15.4
Plan activities with students’ families (e.g. parents’ weekend)	8	17.3

Table 18. 2015 Practice Ratings Chart

Q You can add additional practices that apply to your collegiate recovery program/effort by entering that practice.

- Attend non-university recovery committee meetings in the community
- Conduct focus groups to measure student interest/support for (collegiate recovery practices)
- Conduct phone consultations with other university (collegiate recovery) programs
- Conduct research to determine the needs of students in recovery to feel supported by the university
- Consultation for individuals and families in the community
- Encourage participation from students in recovery at other schools and prospective students
- Facilitate support from university administration for dedicated staff time
- Form partnerships with other offices on campus
- Form partnerships with community resources
- Have an affiliated registered student organization run by the students and overseen by staff
- Involvement with campus health events (e.g. Smoking Cessation Tuesday)
- Involvement with campus mental health events (e.g. Tai Chi, Canvassing for Recovery)
- Mentoring high school students in recovery at a sober high school
- Mobilize a strategic planning committee
- Nominate students in recovery for campus and outside awards or recognitions for their excellence in and out of the classroom
- Offer peer mentoring support
- Planning for Zen Radio “Talk 12” and Zen Journey Newsletter
- Professionally facilitated process groups
- Provide workshops related to various aspects of recovery (e.g. spirituality, dream analysis, 12-steps for self compassion, meditation)
- Referrals to counseling/treatment services such as university counseling center
- Working with the university administration to acquire space dedicated to students in recovery

Table 19. Additional Practices Indicated by Reporting CRP/Es

Practices of those in the **Notion** stage of the Recovery Community

Notion You are cultivating a small group of students to build a recovery community.	Establishment You have a community of students in recovery and are making new relationships to support those students.	Maturity You have a formalized collegiate recovery program and community.	Sustainability You have a formalized collegiate recovery program/community and are building coalitions to support that community.
---	--	---	---

CRP/Es that identified themselves as being in the Notion stage (41 of 91), reported an average of **10 collegiate recovery practices**.

The practices most commonly ranked were:

- Coordinate events to raise awareness on campus (73.1% indicated)
- Engage in outreach and marketing (e.g. website, social media, newsletter, brochure) (63.4% indicated)
- Advocacy efforts undertaken by professional staff for student needs (58.5% indicated)
- Host on-campus 12-step or other mutual aid support groups (53.6% indicated)
- Maintain a referral network (53.6% indicated)
- Have no membership requirements or criteria (51.2% indicated)

Table 20. Key Practices in the Notion Community Lifecycle Stage

Practices of those in the **Establishment** stage of the Recovery Community

Notion You are cultivating a small group of students to build a recovery community.	Establishment You have a community of students in recovery and are making new relationships to support those students.	Maturity You have a formalized collegiate recovery program and community.	Sustainability You have a formalized collegiate recovery program/community and are building coalitions to support that community.
---	--	---	---

CRP/Es that identified themselves as being in the Establishment stage (18 of 91), reported an average of **15 collegiate recovery practices**.

The practices most commonly ranked were:

- Coordinate events to raise awareness on campus (94.4% indicated)
- Engage in outreach and marketing (e.g. website, social media, newsletter, brochure) (88.9% indicated)
- Staff and students attend conferences (77.8% indicated)
- Have no membership requirements or criteria (77.8% indicated)

Table 21. Key Practices in the Establishment Community Lifecycle Stage

Practices of those in the **Maturity** stage of the Recovery Community

Notion You are cultivating a small group of students to build a recovery community.	Establishment You have a community of students in recovery and are making new relationships to support those students.	Maturity You have a formalized collegiate recovery program and community.	Sustainability You have a formalized collegiate recovery program/community and are building coalitions to support that community.
---	--	---	---

CRP/Es that identified themselves as being in the Maturity stage (11 of 91), reported an average of **16 collegiate recovery practices**.

The practices most commonly ranked were:

- Coordinate events to raise awareness on campus (90.9% indicated)
- Facilitate regular contact with newcomers via phone and email, by both staff and students (81.8% indicated)
- Host on-campus 12-step or other mutual aid support groups (81.8% indicated)
- Engage in outreach and marketing (e.g. website, social media, newsletter, brochure) (81.8% indicated)

Table 22. Key Practices in the Maturity Community Lifecycle Stage

Practices of those in the Sustainability stage of the Recovery Community

<p>Notion</p> <p>You are cultivating a small group of students to build a recovery community.</p>	<p>Establishment</p> <p>You have a community of students in recovery and are making new relationships to support those students.</p>	<p>Maturity</p> <p>You have a formalized collegiate recovery program and community.</p>	<p>Sustainability</p> <p>You have a formalized collegiate recovery program/community and are building coalitions to support that community.</p>
---	--	---	---

CRP/Es that identified themselves as being in the Sustainability stage (21 of 91), reported an average of 21 collegiate recovery practices.

The practices most commonly ranked were:

- Advocacy efforts undertaken by professional staff for student needs (100% indicated)
- Engage in outreach and marketing (e.g. website, social media, newsletter, brochure) (100% indicated)
- Coordinate events to raise awareness on campus (95.2% indicated)
- Staff and students attend conferences (95.2% indicated)

Table 23. Key Practices in the Sustainability Community Lifecycle Stage

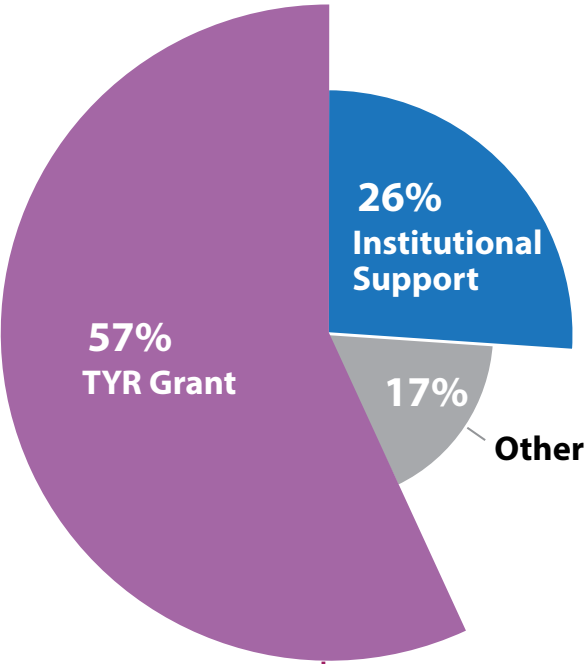


Collegiate Recovery Inquiry Questions for 2015

Annual survey administration to new and existing collegiate recovery programs and efforts in the U.S. affords the opportunity to periodically extend a set of questions that reflect inquiries of interest for researchers and the field at-large.

In 2015, the Collegiate Recovery Asset Survey presented two sets of questions that reflected the interests of Transforming Youth Recovery as a funder and one set of questions intended to deepen definitional understanding of the sustainability lifecycle stage for a collegiate recovery community. The included discussion on sustainability, and the role that institutional endorsement or acceptance might play in achieving such a stage, is offered in this monitor report as a starting point for funders, program staff and students to build upon the inquiry into those practices that have been shown to positively contribute to sustainable collegiate recovery efforts at institutions of higher education.

Q Please indicate the appropriate percentages for each source of funding that directly supports your collegiate recovery program/effort.



On average, funding from a TYR grant represents 57% of the operational support provided to responding collegiate recovery programs and efforts. For 33 of the reporting CRP/Es (36% of the population), TYR grant funding represents 90 - 100% of their operational support.

Range of Operational Support from TYR	Number of Grantees per Range
0 - 10%	18
11 - 40%	15
41 - 60%	11
61 - 100%	40

Figure 7. Average Percentage of Operational Support for CRP/Es by Source

Where does institutional support come from?	Where does other support come from?
Career Placement Internship Program	Alcohol Fund (Education and Prevention Efforts) Student Fee Advisory Council
Chemical Dependency Department	Alumni
College of Health and Human Services Council Counseling Center (5) Department of Counseling and Outreach Health Promotion and Wellness Services (6) Health Promotion and Prevention Services (2) Student Health Services (8) Wellness, Alcohol and Violence Education and Services	Community Agencies
Dean of Students Student Affairs (16) Student Incidental Student Life Student Services (3)	Corporate Donations (2)
Funds collected from Alcohol Infraction Diversion/Sanction Class	Development Activities (2)
General Funds	Foundations (2) JHW Foundation University Foundation
Housing, Dining and Residential Services (2) Residential Colleges Residential Life	Grants (4) AWARE Program Grant California Student Mental Health Initiative Grant Federal Block Grant Garett Lee Smith Suicide Prevention Grant Jackson County Local Area Drug and Alcohol Planning Committee Grant UVA Parent's Committee Grant
Office of the President President's Commission on Substance Abuse Chief Financial Officer's Office	Local County Alcohol, Drug, Mental Health Services
Social Work Department	Private Donors (17) Private Gift for Recovery Program
State Allocated Funds State Board of Education	Recovery Grads
Student Fees (2) Student Health Fees (2)	Revenue Generating Activities (Teaching workshops; Run for Recovery)
University System Funding through Board of Regents (6)	State Funds (RADAR – Alcohol Awareness Educational Effort) Governor's Office Initiative (UNC Institutions)
	Student Fundraising
	Treatment Center (2)
	University Capital Campaign

Q We are looking to collect illustrative examples that show the benefits of having a collegiate recovery program/effort at institutions of higher education. Please share with us one or more tangible ways your collegiate recovery program/effort has positively affected your collegiate community.

The community asset mapping portion encourages partnership in the community that has led to other connections beyond this effort. The college seems more connected with the community as a whole as part of this effort.

— Dalton State College

Not only does our CRP provide a safe space for students in recovery to relax and socialize without the threat of risky behaviors, we have had students who do not identify as being in recovery but who want to participate in a sober, low-risk environment drop in on some of our events and activities. This proves that having a CRP is important for everyone in the collegiate community, and that a culture shift away from drinking and drug use is not only possible but desired.

— George Mason University

On our large campus, undergraduate and graduate students do not mingle, socially. Through this effort, doctoral students have met with and provided undergraduate students in recovery mentorship about post-graduate programs. The graduate students in recovery also feel more engaged on campus.

— Indiana University Bloomington

Student members say that it made it easier for them to keep their recovery program working while in college thanks to having a CRC. One person came to our group seeking recovery and names it as the reason they are in recovery and now attending 12-step meetings off campus as well. Our students in recovery have identified and referred students who otherwise may never have sought out the CRC. Staff and faculty as well as students not in recovery have a new view of what a recovering person is like due to our students willingness to speak publicly on campus at large events and in intimate classroom settings.

— Maryville University

We have offered information on awareness to students who are not in recovery themselves, we have a Peer Mentoring Program that has recently begun to expand into the realm on mental health wellness and eating disorder support.

— Montana State University

We have advocated heavily for students attempting to enroll and have been flagged by the board of admissions due to legal trouble. We ask the potential student to tell the board they will become active members of the CRC. So far 100% of these students have been accepted.

— North Carolina State University

Our CRP has brought students who identify in recovery together, this occurred through our recruitment efforts. By publicizing our film screening of Anonymous People, we were approached about having a student run AA meeting on campus. This meeting has since begun and is student led. It has been shared that this only occurred because the students willing to come forth and start the meeting saw e-mails regarding building our CRP - so they felt positive about asking about space available to begin their meeting.

— North Dakota State University

We had one of our student's story of how they found recovery and success at Oregon State University shared at the university-wide graduation ceremony. The University's willingness to share this story at such a large event and the cheers at the end of his story showed how supportive of student's in recovery our university is becoming.

— Oregon State University

We have graduated over a dozen individuals who would not have been able to continue at Penn State for disciplinary reasons. Penn State has gone from a handful of students who felt disconnected from their university to a thriving community of students who are happy and more involved than ever. We've done a tremendous amount of outreach and have established ourselves firmly within our University and its culture.

— Penn State University

Members of Aztecs for Recovery participated in the creation of a tri-fold poster, where they included a brief testimony of the positive impact that Aztecs for Recovery has had in their lives.

"Aztecs for Recovery has helped me feel like I am part of the SDSU community. As a recovering alcoholic and addict, I often feel isolated and alone on campus. Aztecs for Recovery reminds me that I am not alone at SDSU, and sometimes when I'm having a tough day, that is enough to get me through it."

Since the beginning of the semester, Aztecs for Recovery members have participated in the Aztec Nights movie event, the Aztec Unity Project at Saint Vincent de Paul, the National Eating Disorder Association (NEDA) walk, Explore SDSU, a sober Saint Patrick's Day party, SDSU Health Expo, study groups and volunteering with the San Diego Humane Society.

— San Diego State University

Increased awareness of substance abuse issues and support available for recovery to the campus community. Our program plans weekly outreach events in which program staff, volunteers and members of the student organization give out information on different topics (one example is the abuse of prescription pills) and discuss with campus community members one-on-one the help that is available to recover and ways in which they can help their friends/family.

— The University of Texas at Brownsville

Our collegiate recovery program has positively impacted the lives of our students in countless ways. We have helped transfer students plug into a recovery community in their attempt to begin a new life in college while maintaining their recovery. We have advocated for students to have safe housing with others in recovery on a campus that does not officially have recovery housing. We have assisted and supported students with legal troubles. We have connected students in need with higher levels of care and they have returned to school and thrived in our recovery community. Ultimately, the students themselves have shown up and supported each other through the complicated issues that arise when the worlds of recovery and college collide, acting with grace and humility to make their campus a better place.

— The University of Texas at Dallas

Bruins for Recovery has made it possible for incoming students who are in recovery to have an immediate and accessible support system on the campus. By including the group’s information on email blasts to incoming freshman and transfer students, new students in recovery are immediately directed to the group’s website and email address, from which they begin to make contact with the recovery community. Also by sponsoring some type of campus 12-step meeting available every weekday, Bruins for Recovery gives sober students the means for integrating recovery support into their daily routines.

— University of California, Los Angeles

Our Gauchos For Recovery program has been in place for 3-years on the UC Santa Barbara campus. This student led (staff advised) effort has given the campus and local community a greater understanding of the needs of college students in recovery. UC Santa Barbara has a reputation for being a school with an active party scene and efforts are always being made to provide information about ways in which our University supports a healthy balance of “work and play.” The work of Gauchos for Recovery has greatly expanded the awareness of UC Santa Barbara as an educational environment in which students coming to the campus as new students in recovery, and those returning to school after taking some time off to pursue recovery, can be successful.

— University of California, Santa Barbara

I’ve noticed in the short time that we have been a recognized student organization that it has become easier and more comfortable to have a productive conversation about addiction and/or recovery. Whether it be with someone without an addiction or with someone who is questioning, it’s become less of a taboo to discuss with our peers. We’ve also noticed other institutions around campus, such as drug and alcohol awareness programs or counseling services, reaching out to us for more information on our group. This shows us that this kind of effort is welcomed by the community.

— University of Wyoming

There are numerous ways NRAP has made a lasting impact on the students within the CRC and the UNR community at large. As for our students, we keep track of GPAs and have data showing that students’ GPAs raise when entering recovery and being involved with our CRC. We have helped students who are also taking the addictions treatment services minor get placed into an internship at NRAP on the UNR campus as well as TMCC which has helped them academically and gain some real world experience on how to run a successful CRC so hopefully this concept continues to grow across the nation. We have helped several students decide to continue their education by pursuing a Master’s degree and are there to assist them during the process.

For the UNR and Reno community we were involved in Doors to Recovery to raise money for the recovery advocacy field and give our students an opportunity to be of service. Recently, a local bar was found to be selling hard liquor against UNR policy and many students were known to be drinking there underage. NRAP students and staff attended the city planning meeting and as a result the bar had to get rid of their hard liquor. This will help keep all UNR students safe.

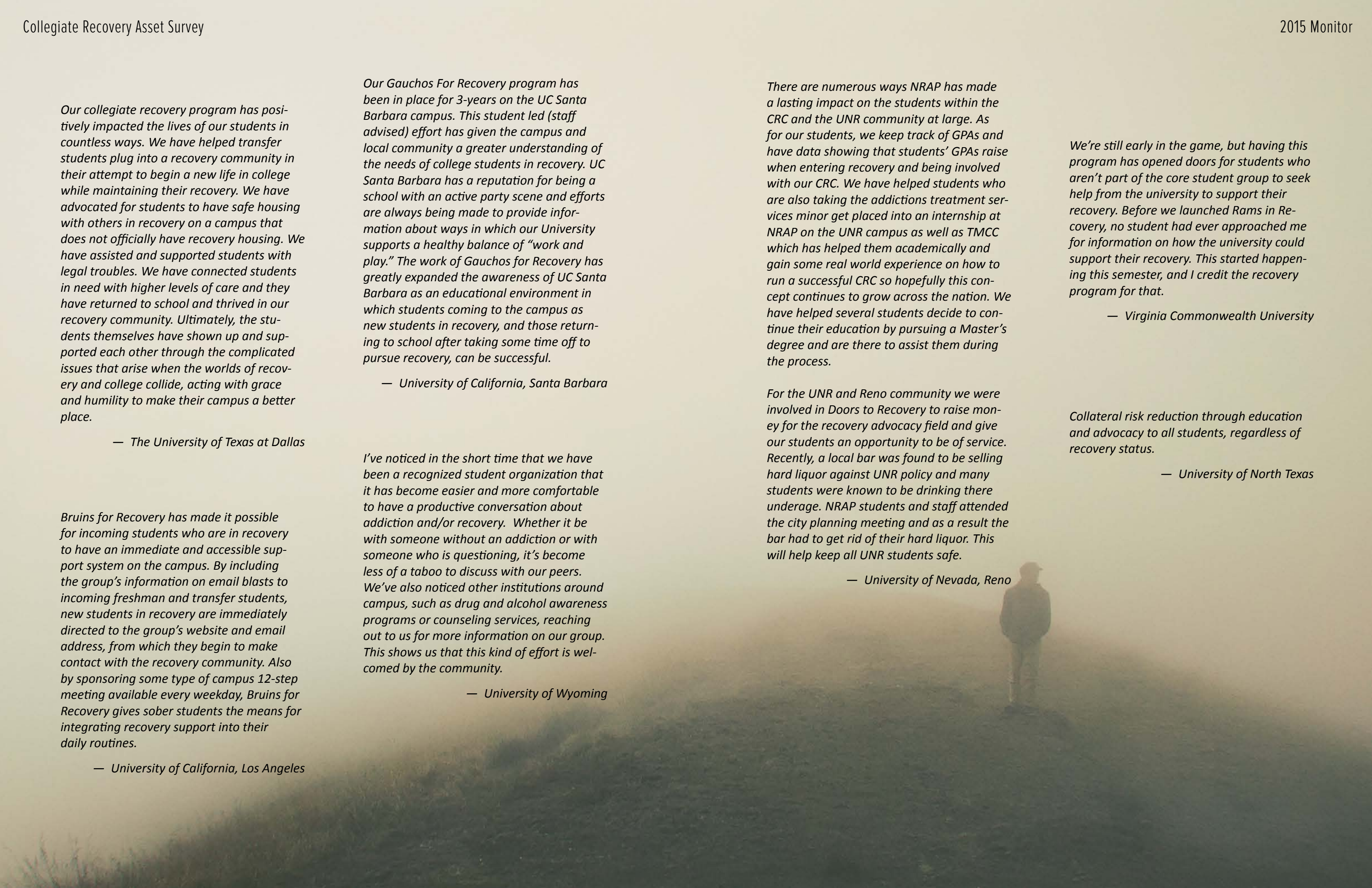
— University of Nevada, Reno

We’re still early in the game, but having this program has opened doors for students who aren’t part of the core student group to seek help from the university to support their recovery. Before we launched Rams in Recovery, no student had ever approached me for information on how the university could support their recovery. This started happening this semester, and I credit the recovery program for that.

— Virginia Commonwealth University

Collateral risk reduction through education and advocacy to all students, regardless of recovery status.

— University of North Texas



Discussion: Collegiate Recovery Sustainability and the Pursuit of Institutional Endorsement and Acceptance

One of the most important conversations occurring within the collegiate recovery field is often initiated by those in the early stages of a collegiate recovery effort asking: “How do we build a sustainable recovery community on campus – something that is viewed as a valuable and necessary part of our institution?” This sustainability conversation is pervasive, and is growing in importance as the bubble of early stage efforts that emerged between 2013-2014 turn attention to longevity and uncovering the pathway toward institutionalizing their collegiate recovery effort.

With the goal of contributing to this important conversation, the 2015 Collegiate Recovery Asset Survey included a set of questions designed to further the inquiry into those practices that might assist in the building of a sustainable collegiate recovery community within institutions of higher education. The three open-ended questions presented were:

1. Based upon your experience, how would you complete the following phrase: Institutional “endorsement” of a collegiate recovery program or effort means...
2. Based upon your experience, how would you complete the following phrase: Institutional “acceptance” of a collegiate recovery program or effort means...
3. Based upon your experience, how would you complete the following phrase: The “sustainability” of a collegiate recovery program or effort requires...

Prior to offering initial observations on survey responses, it is important to acknowledge that the open-ended questions did not include definitions or descriptive terms for the three key terms presented: institutional endorsement, institutional acceptance and, sustainability. This was intentionally done as a way to evaluate the shared or diverse views on terminology that is commonly used during discussions around collegiate recovery growth and development.

When considering the potential distinctions between institutional “endorsement” and “acceptance” during the survey design process, it was thought that endorsement would be viewed as an official or public recognition that signaled some form of commitment to sustaining a collegiate recovery effort at the institution. In contrast, it was thought that acceptance would be viewed in a more holistic, cultural sense. That is, institutional acceptance would refer to the idea of collegiate recovery growing to be viewed as “the way we do things around here” when referencing the culture of a particular institution.

To examine the open-ended comments and responses on what institutional endorsement and acceptance meant to survey participants, a taxonomy was undertaken to identify a set of indicators that could provide evidence of achieving institutional endorsement or acceptance.

The **common indicators** of institutional endorsement and acceptance included:

- **Acceptance of Need:** The college/university accepts that there is a need to support students encountering problems with alcohol and other drugs and acknowledges students in recovery as an asset to campus life.
- **Collaboration with Other Departments and Programs:** Staff and faculty across various departments share information about the collegiate recovery program or effort with students. Students are referred to the program from various departments.
- **Financial Support:** The college/university has allocated funding to support the collegiate recovery program or effort.
- **Formal and Informal Marketing:** Descriptions of the collegiate recovery program or effort are included in college/university materials including websites, social media, publications, calendars and pre-enrollment materials.
- **Formally Recognized as a Student Organization:** The collegiate recovery program or effort is an officially recognized student organization or other type of program on campus.
- **Inclusion of Collegiate Recovery in Strategic and Development Planning:** Recovery is included in university planning, goal-setting and discussions about student well-being, recruitment and retention efforts.
- **Recognition and Open Support by Administrators:** Senior leadership routinely acknowledges and recognizes the collegiate recovery program or effort as an important resource for students.
- **Space, Staff, and Logistical Support:** The college/university has allocated staff (FTE) and resources to support the collegiate recovery program or effort, and has assisted in securing space for the program or effort.

The variances within **common indicators** cited for institutional endorsement and acceptance included:

- **Acceptance of Need:** Acceptance of need, as an endorsement indicator, is demonstrated through advocacy efforts undertaken on behalf of students in recovery. Acceptance of need, as an acceptance indicator, includes the realization that addiction is a relevant, serious part of the social dynamic - both on campus and in the community.
- **Collaboration with Other Departments and Programs:** Collaboration, as an endorsement indicator, focuses on the active referral of students by institutional departments and staff to the collegiate recovery program or effort. Collaboration, as an acceptance indicator, includes demonstration of understanding (and celebrating) recovery, the importance of recovery support programs and the need to provide an abstinence friendly environment.
- **Formal and Informal Marketing:** Marketing, as an endorsement indicator, includes the use of promotional activities for the purpose of institutional fundraising. Marketing, as an acceptance indicator, focuses on outreach to students to create awareness of the collegiate recovery program or effort as a resource.
- **Formally Recognized as a Student Organization:** Recognition, as an endorsement indicator, specifically focuses on the achievement of status as a formal student organization. Recognition, as an acceptance indicator, expands to include the understanding that students in recovery are a worthy investment.
- **Space, Staff and Logistical Support:** Space, as an endorsement indicator, focuses primary on physical space for the gathering and support of students in recovery. Space, as an acceptance indicator, includes recovery specific housing available to students.

The **unique indicators** cited for institutional acceptance included:

- **Minimal Support:** Unlike those provided for what institutional endorsement means, descriptions for institutional acceptance included the sentiment that a collegiate recovery program or effort may be tolerated or allowed to exist, without necessarily being supported with institutional resources or endorsement.
- **Becomes How We Do Things:** This indicator, unique to institutional acceptance, is best described within this survey response: “One of the main struggles of students in recovery is the fear that they will be stigmatized by their peers and by their professors. In order for the school to demonstrate acceptance for a collegiate recovery program, a campus culture must be created where students feel encouraged to bring up their recovery, they feel encouraged to ask for support when they need it, and they are praised for their successes.”

The identification of common indicators that signal evidence of achieving institutional endorsement and acceptance offers the insight that such an achievement is not necessarily tied to any specific stage or time period during the development of a collegiate recovery community. Rather, these indicators may be pursued and present themselves throughout the lifecycle stages as collegiate recovery staff and students expand their participation in campus life. The ability, however, to distinguish between the terms institutional endorsement and institutional acceptance does present itself with the emergence of indicators that are identified as unique to achieving institutional acceptance. Whereas institutional endorsement can be interpreted as a distinctive milestone as evidenced by open recognition from the institution and the commitment of resources for collegiate recovery efforts, institutional acceptance presents itself as more of an on-going pursuit throughout the growth and development of a collegiate recovery community. Acceptance may initiate with minimal support in early stages, and appear in later stages as collegiate recovery is woven into the fabric of the institution’s culture.

As such, our attention can be placed on attempting to identify a set of practices which may contribute to institutional endorsement as a milestone to be achieved during community growth and development. This allows for focused guidance to those leading collegiate recovery efforts on campus with recognition that thoughtful pursuit will directly contribute to building broad acceptance among members of the college or university community. Provided is a preliminary list of common practices that can contribute to endorsement at an institution of higher education (see Table 24). The term “common practices” is chosen in place of “best practices” as an acknowledgment that they reflect activities which may result in the desired indicators of institutional endorsement. Over time, those leading and supporting collegiate recovery efforts can determine which, among these, are best practices to be broadly shared within the field.

Notion	Establishment	Maturity	Sustainability
--------	---------------	----------	----------------

The practices that can contribute to institutional endorsement include:

- Ask senior leaders, faculty and staff to support the efforts of the CRP through word of mouth marketing and advocacy.
- Ask senior leaders to discuss the CRP and the benefits of students in recovery on campus public and in the media.
- Audit the spaces on campus to determine where availability may exist.
- Connect with relevant departments on possible sources of FTE allocation including the Health/Wellness Center.
- Educate members of the development department on the mission and purpose of the CRP and ask them to seek funding specifically for the program.
- Educate senior leaders on the CRP.
- Educate staff and faculty across various departments on the CRP.
- Explore options for recovery specific housing with the Director of Residence Life.
- Facilitate recovery awareness campaigns.
- Invite administration, staff and faculty to CRP related activities so they can witness the benefits first hand.
- Make presentations to administrative and other leaders on the benefits of students in recovery on the campus including increased GPA’s, increased retention, etc.
- Provide administrators with statistics on GPA’s and retention of students participating in CRPs at other colleges/universities.
- Provide individuals in charge of the university calendar information on the CRP and other recovery related events in a timely manner.
- Provide individuals in charge of the university social media information on the CRP and other recovery related events in a timely manner.
- Provide the articulated mission, goals and policies to the proper marketing outlets.
- Routinely update and provide materials to staff and faculty across various departments discussing the CRP.
- Update administration, staff and faculty on successful referrals to the CRP.
- Update administration, staff and faculty on CRP success stories.
- Work to articulate the CRP mission, goals and policies so that this information can be included on websites, in publications and in pre-enrollment materials.

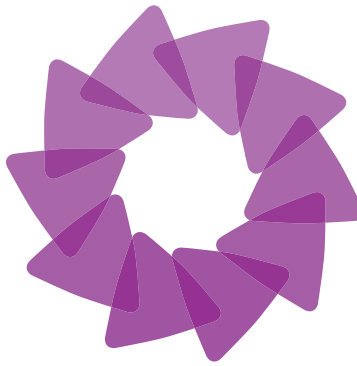
Table 24. Practices That Can Contribute to Institutional Endorsement Throughout the Collegiate Recovery Community Lifecycle

Finally, examination of survey responses on what sustainability means or, put another way, what is required for the sustainability of a collegiate recovery community, yields a strong consensus on what constitutes achieving this developmental stage. Fundamentally, there was agreement that sustainability includes the demonstration of institutional endorsement. This recognizes that endorsement contributes to the basic things that a collegiate recovery community needs to sustain itself – inclusion in future institutional plans, funding, staff, space, coordination across institutional networks and understanding of the needs of students in recovery.

From an academic or definitional standpoint, the term sustainability refers to the ability of a system to sustain itself without outside intervention. For the collegiate recovery field, it is appropriate to consider what “outside” refers to given that support and assistance available through institutional endorsement is a recognized need for sustainability. From our perspective, endorsement signals that the collegiate recovery program or effort has moved *inside* the broader community of the institution of higher education. This appears to be the essence of a sustainable collegiate recovery program or effort.

A final important observation can be included within the discussion on sustainability. Universally, survey respondents included active engagement of students in recovery as a necessary component for sustainability. By extension, the coalitions that form to provide support and care for those students are viewed as critical to sustaining any program or effort in the long-term. Taken all together, collegiate recovery sustainability is demonstrated by institutional endorsement, the active engagement of students in recovery and the building of coalitions that support the needs and aspirations of the recovery community.

This discussion, and the annual monitor report of findings from the Collegiate Recovery Asset Survey, are meant to fundamentally contribute to the ultimate goal of any community development pursuit – to help communities learn to help themselves. We refer to this idea as “capacity building” which is broadly defined as the ability to become active agents of change, rather than be objects of change. For recovery communities emerging or thriving within institutions of higher education, the participating agents of change are moving forward with a critically important social agenda that, one day, will result in the eradication of educational practices that inhibit all students from achieving their full potential and living their best lives.



Transforming Youth Recovery

Transforming Youth Recovery studies the community, educational, and peer networks that influence youth development and achievement, and provides novel approaches that are dramatically expanding family and school-based prevention, intervention and recovery support services.

Our vision is to transform youth recovery—
one community, one school, one student at a time.