

National Longitudinal Collegiate Recovery Study Data Report

Spring 2025

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Dataset Description for Aggregate

Study Team

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Acknowledgements

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Study Purpose

The National CRP Study provides a detailed picture of students participating in collegiate recovery programs (CRPs) at colleges and universities nation-wide. The purpose of this study is to understand participating students' experience by learning more about what aspects of CRPs are working well and what could be improved. It is our hope that the findings from this study will be used to tailor CRPs to better meet students' complex needs.

Study Design

The National CRP Study was designed with careful consideration of participants' privacy and protection. The study was approved by the VCU Institutional Review Board. To further protect participant privacy, the study is covered by a Certificate of Confidentiality from the National Institutes of Health.

Sampling

Four-year universities and community colleges with CRPs were invited to be partners on this project. Schools were recruited through the Association of Recovery in Higher Education listservs and by word-of-mouth. In total, 840 students completed the baseline survey. Participants who completed the fall baseline survey were eligible to complete the spring follow-up survey. In total, 654 students completed the first follow-up survey, 420 completed the second follow-up survey, and 338 completed the third follow-up survey. The participants, collapsed across cohort, are characterized in greater detail below.

Data Collection

The National CRP Study is a web-based survey. Students were invited to participate via email. REDCap was used to collect and manage the data.

About This Report

This data report is organized into two: updated data from the baseline survey and data from the follow-up survey. Across both data reports, we provide descriptive statistics from the overall sample of respondents for a set of key measures. Data specific to each school (for schools with 10+ students who responded to the survey) will be provided in the near future.

Exploring the Data Further

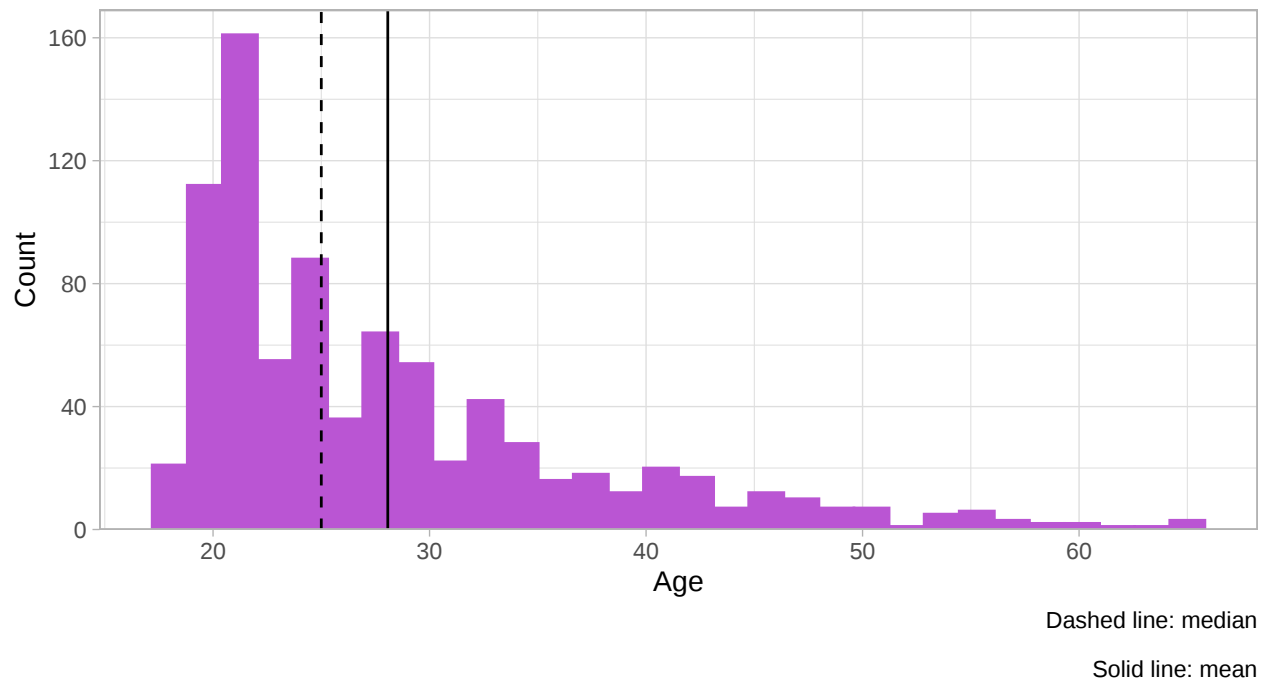
Please let us know if there are particular items or areas you want us to examine and include in future reports by emailing recoverystudy@vcu.edu. We want these data to be maximally useful to recovery programs. We are also able to share the raw, de-identified data with anyone who is interested in working with it. To request access to the de-identified data, please contact the research team by emailing recoverystudy@vcu.edu. They will provide you with a data sharing agreement, which you can complete and submit to the study email listed above.

Sample Characteristics ($N = 840$)

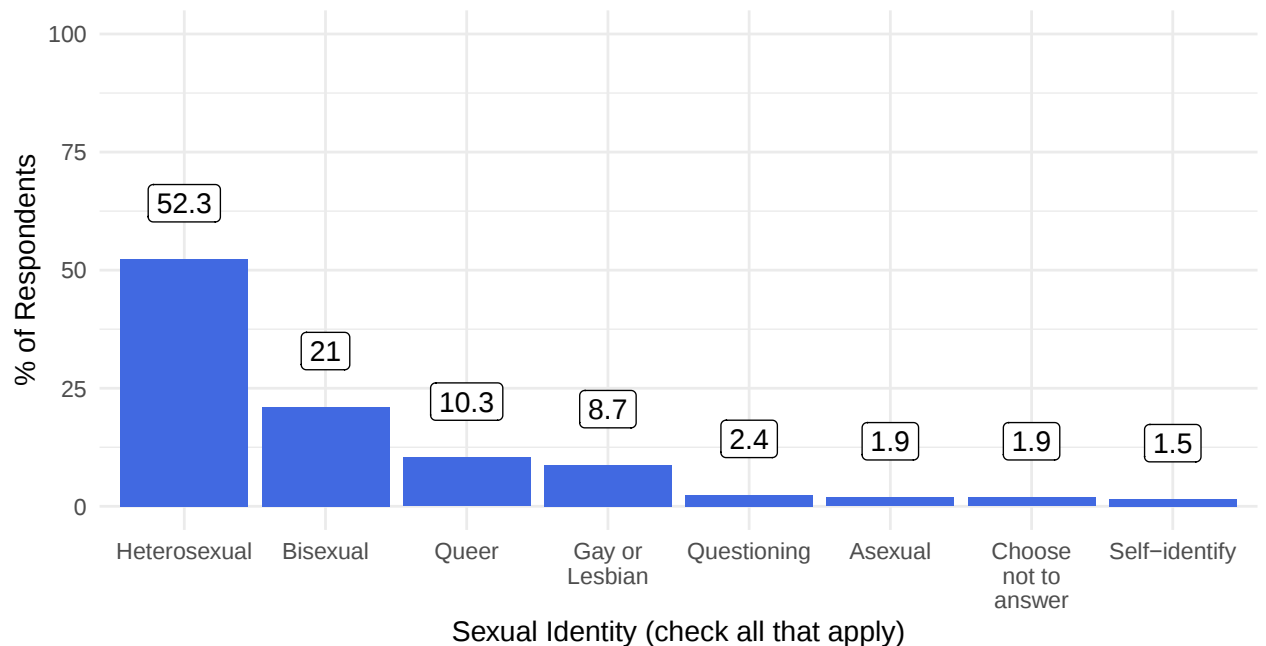
Age, Gender Identity, and Sexual Orientation

In the baseline survey, the average age of participants was 28.07 (median = 25, SD = 9.12). 220 respondents answered survey items about their gender identity. Of those students, 35.5% were male and 54.5% were female. 2.74% of the students overall identified as transgender. 2.26% of students identified as genderqueer, gender non-conforming, gender non-binary, or intersex, while 95% of the students identified as cisgender. 52.3% of the students identified as heterosexual, while 47.7% identified as belonging to the LGBTQ+ community.

Age of Participants

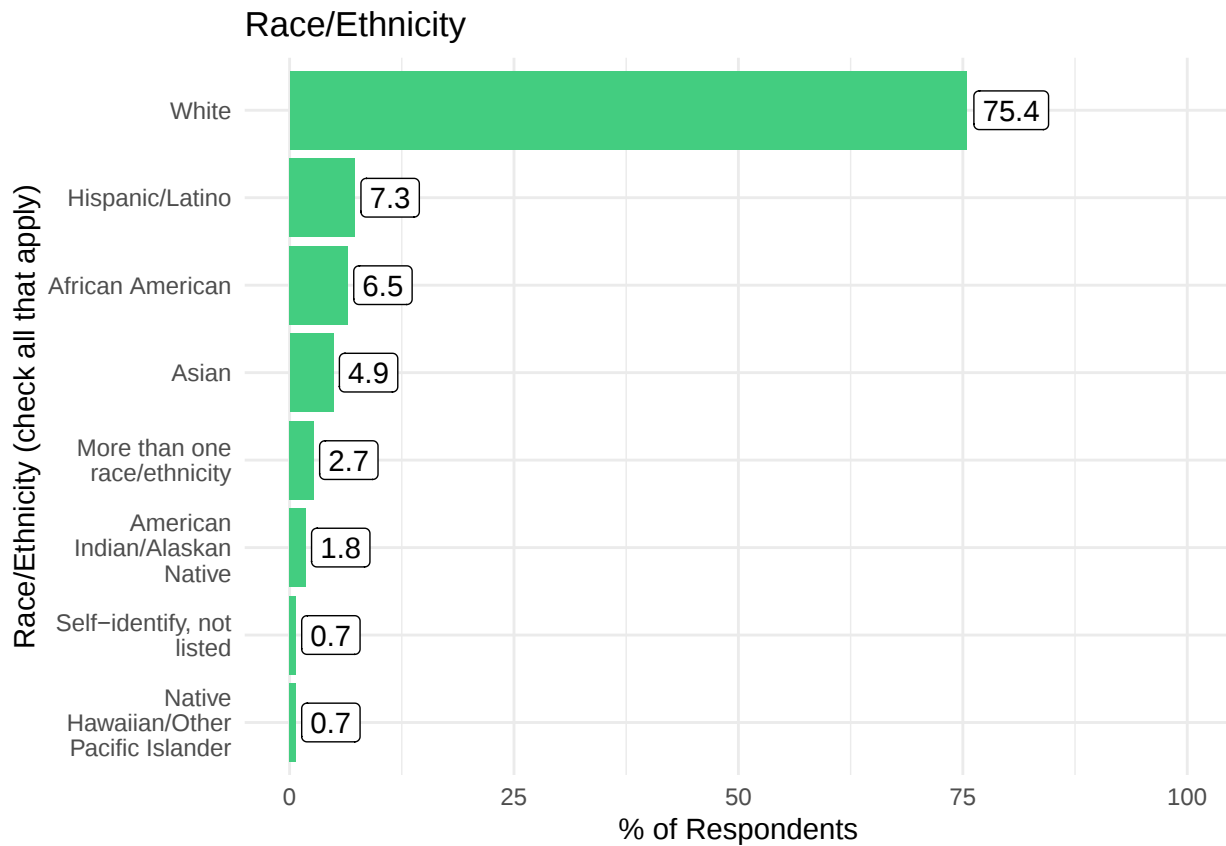


Sexual Identity



Racial Identity

The percent of respondents self-reporting as a given race are reported below.



Academic Standing

At baseline, 74.4% of the participants were undergraduates and 25.6% were graduate students. 9.8% of respondents were freshmen, 15.4% were sophomores, 21.7% were juniors, and 27.5% were in their senior year. Masters degree-seeking students made up 17.7% of the respondents, and 7.9% of students were enrolled in a PhD or other advanced degree.

Economic Status

The study began collecting elements of participants' socioeconomic status from Spring 2023 for Cohorts 5, 6, and 7. Among participants, 4.9% reported not having enough to meet their financial needs, while 5.6% reported sometimes or often not having enough money when they ran out of food.

Education Funding Resources

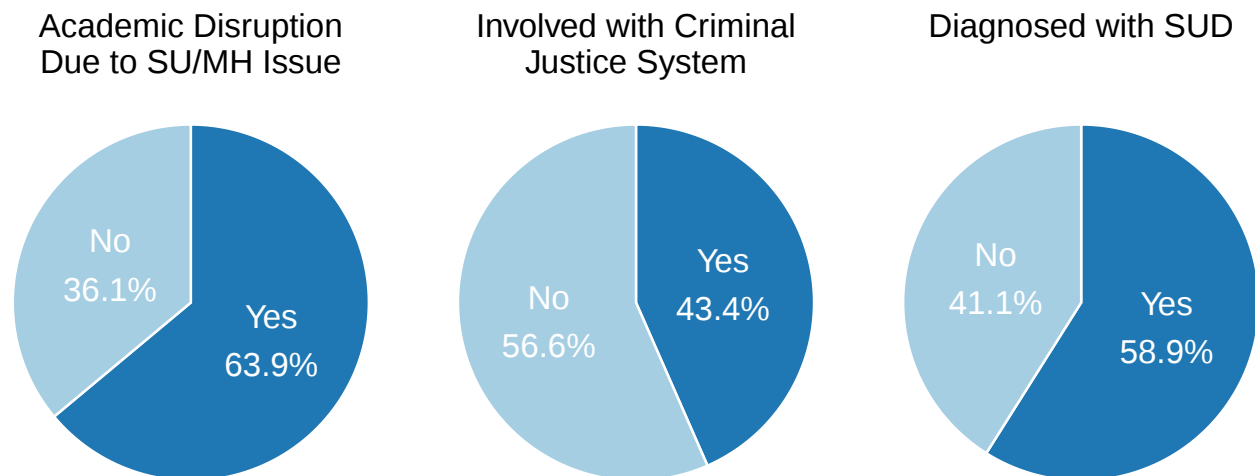
Participants reported receiving educational funding from various sources. Among these participants, 50% reported taking out student loans, with an average debt per person of \$36815 and a median student loan burden of \$30000.

Funding Source	Number of Students	Percentage of Students
Scholarships or grants	211	54.2
Student loans (federal or private)	196	50.4
Family savings or income	165	42.4
Self savings or income	129	33.2
Pell Grants	121	31.1
Federal work-study program	46	11.8

Past Problem Severity

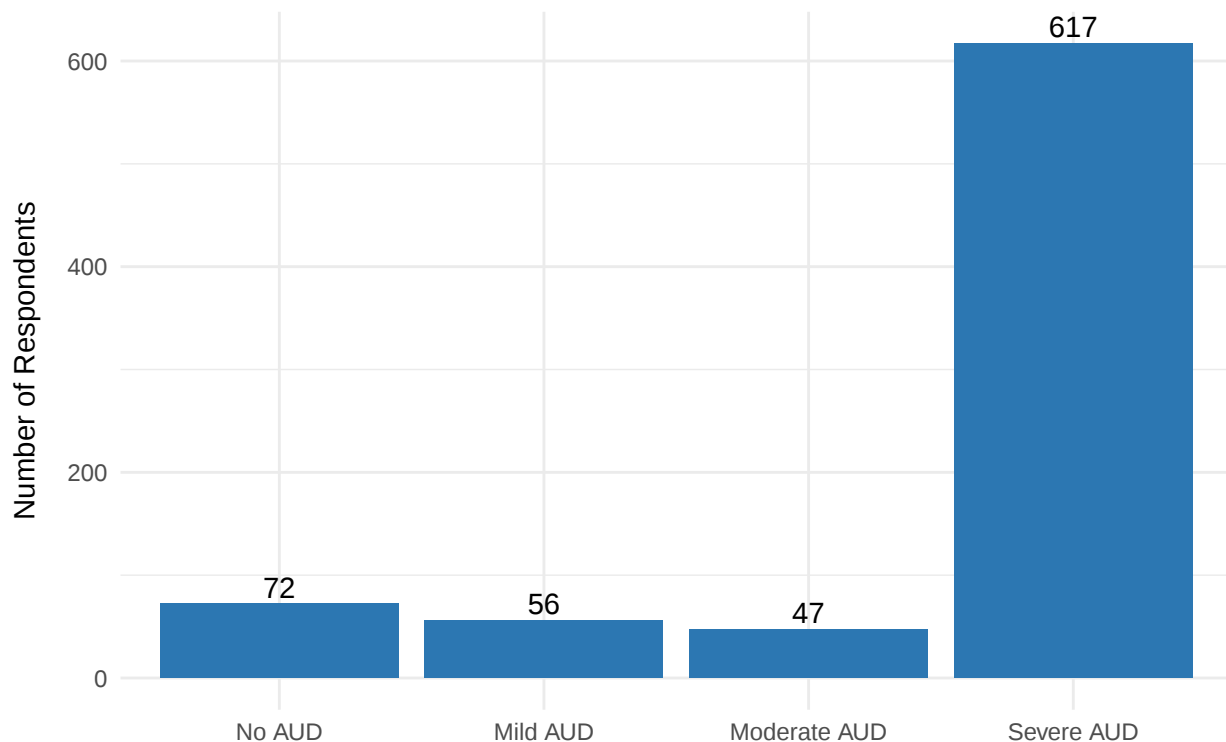
Academic Disruptions

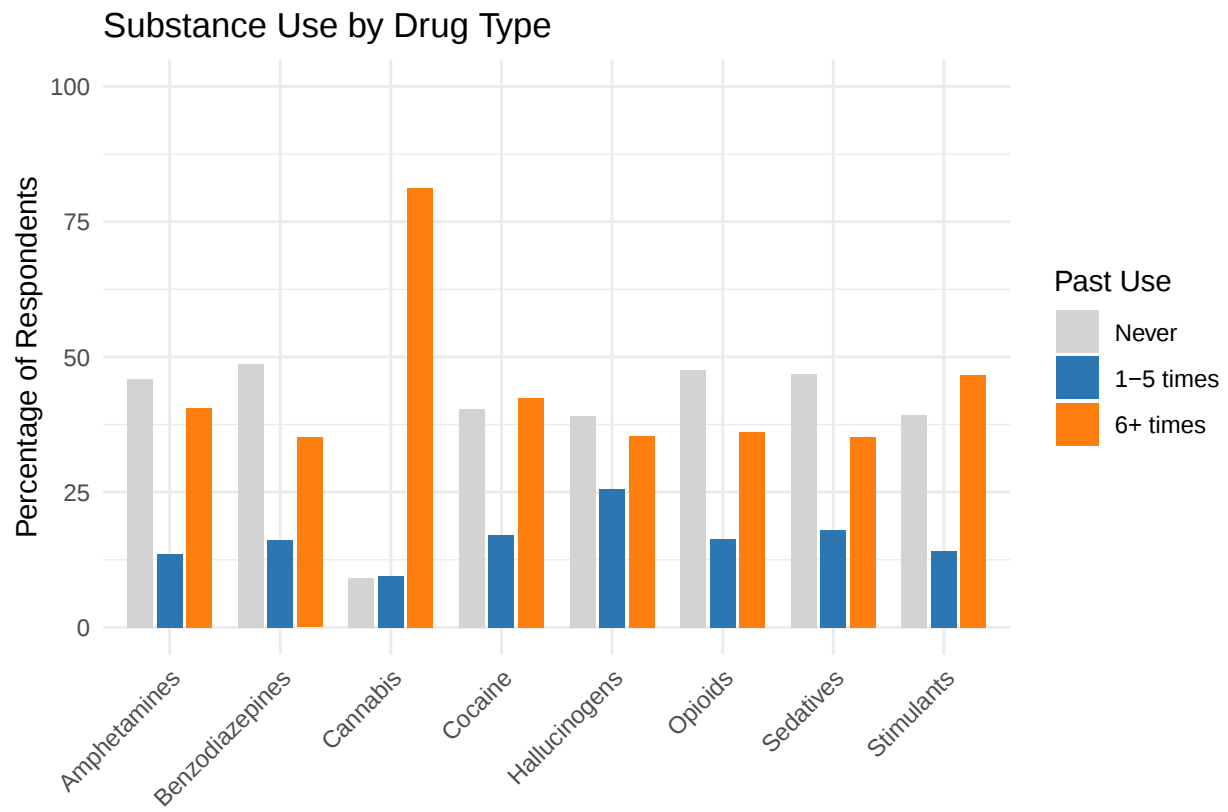
Among study participants, 63.9% have experienced academic disruption due to substance use disorder (SUD) or mental health issues (MH), while 43.4% reported involvement with the criminal justice system at some point. Additionally, 58.9% of participants have been diagnosed with substance use disorder.



Past Alcohol Use

AUD Diagnosis Distribution

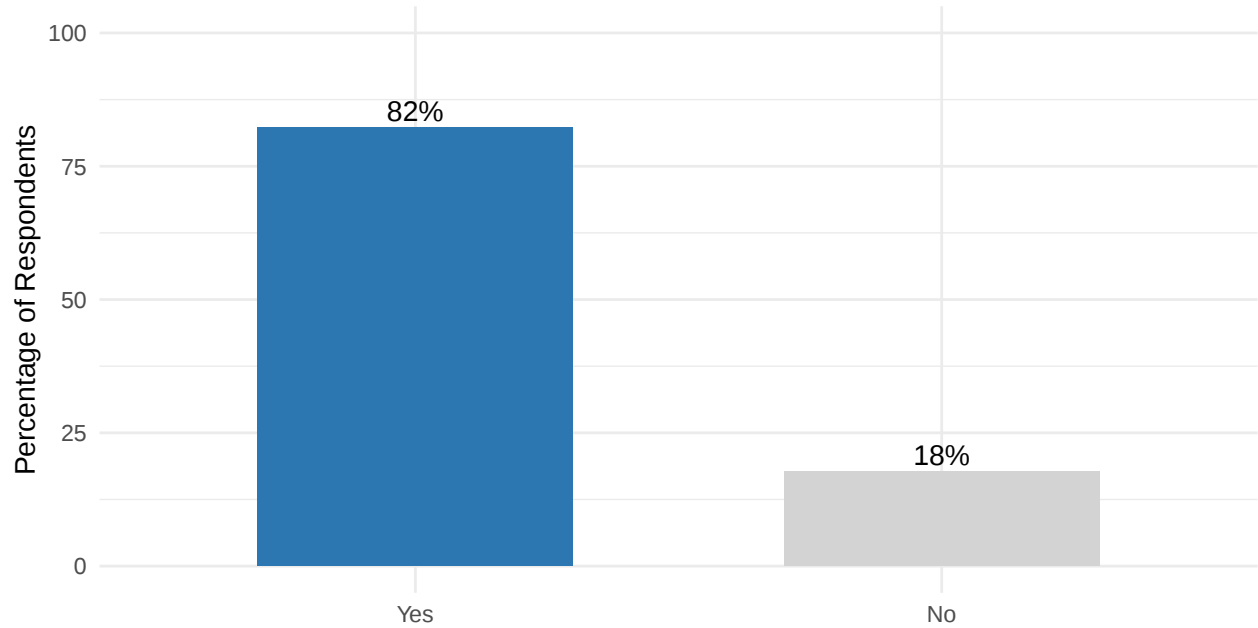




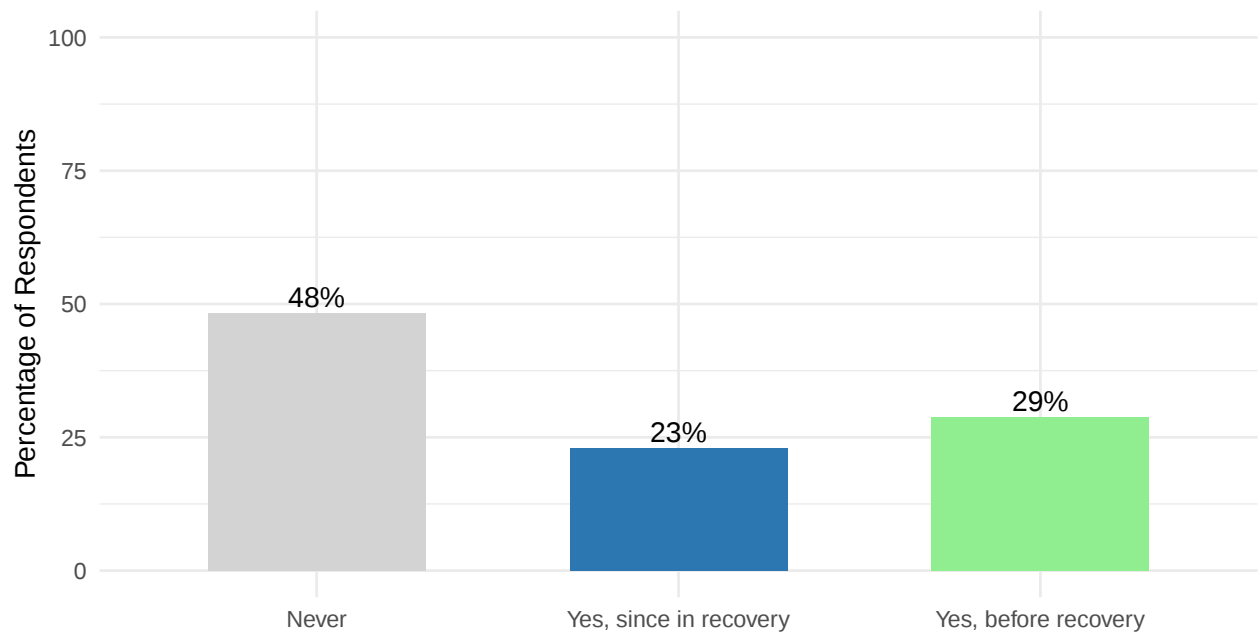
Tobacco and CBD Use

The following charts represent past-year tobacco use and lifetime metrics of cannabidiol (CBD) use for respondents.

Past-Year Tobacco Product Use

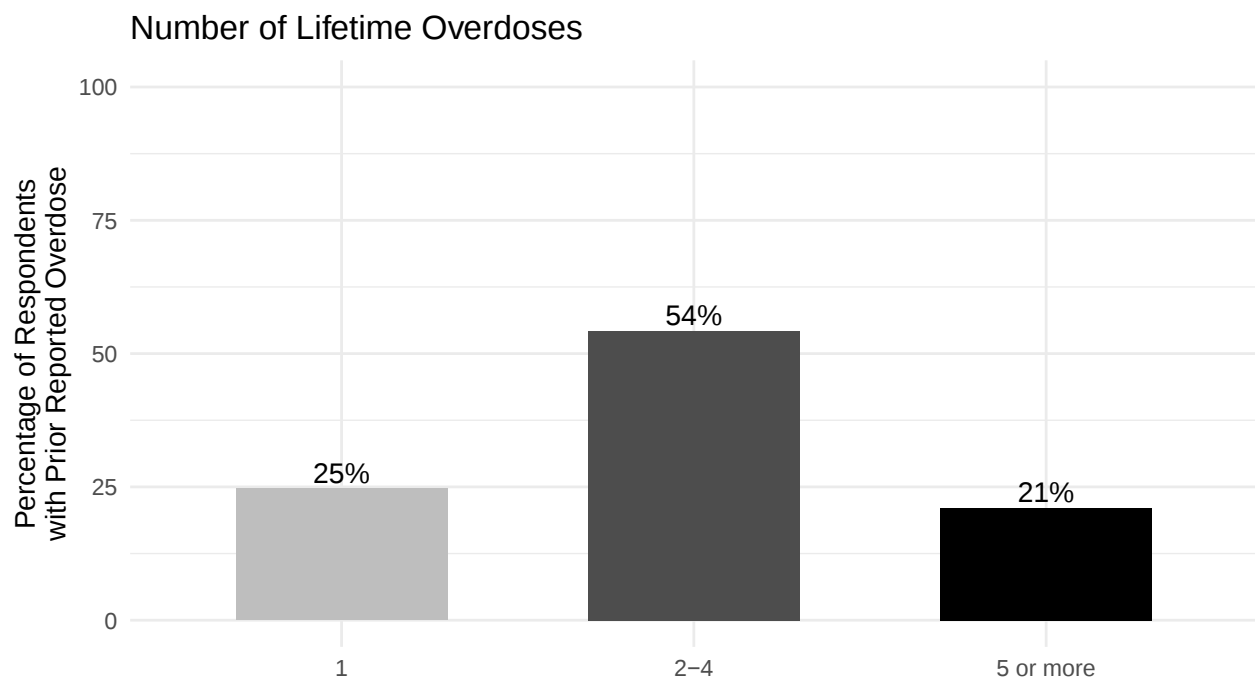
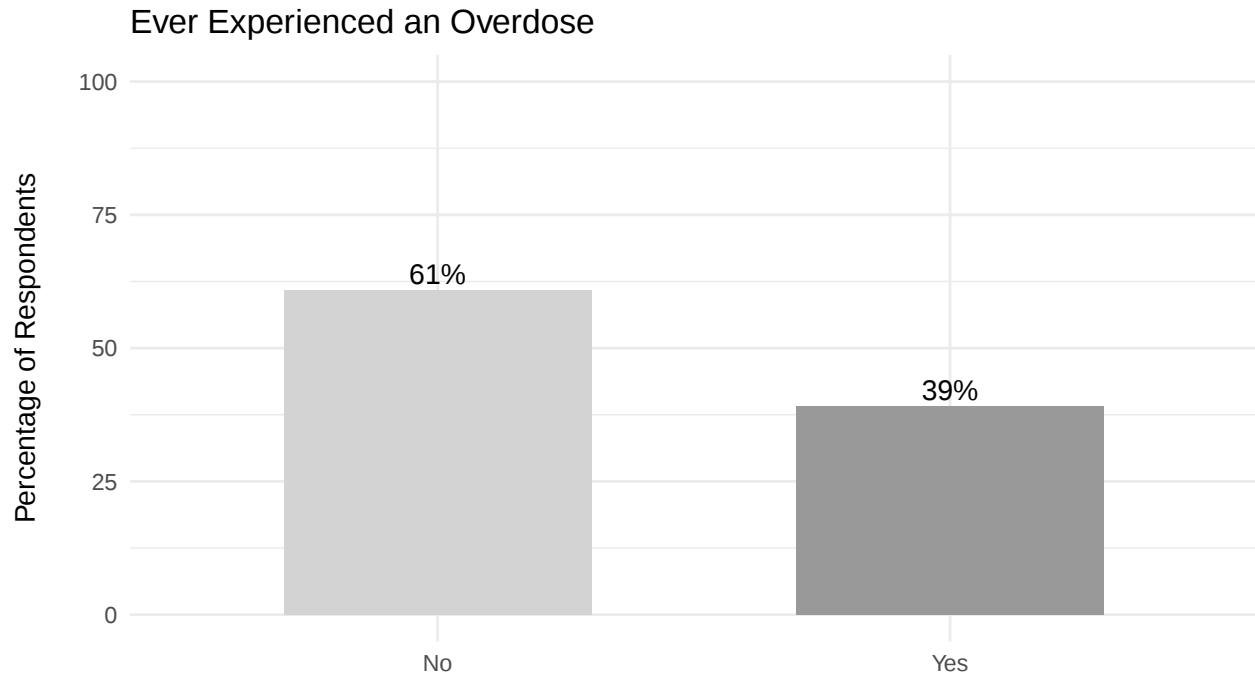


Lifetime CBD Use



Prevalence of Overdoses

Overdoses are medical emergencies requiring immediate intervention, and they have become more common with the introduction of fentanyl as an adulterant. We've reported the percentage of respondents who have experienced an overdose in the top graph. Then, of the participants who indicated having had an overdose, we show the number of overdose incidents.

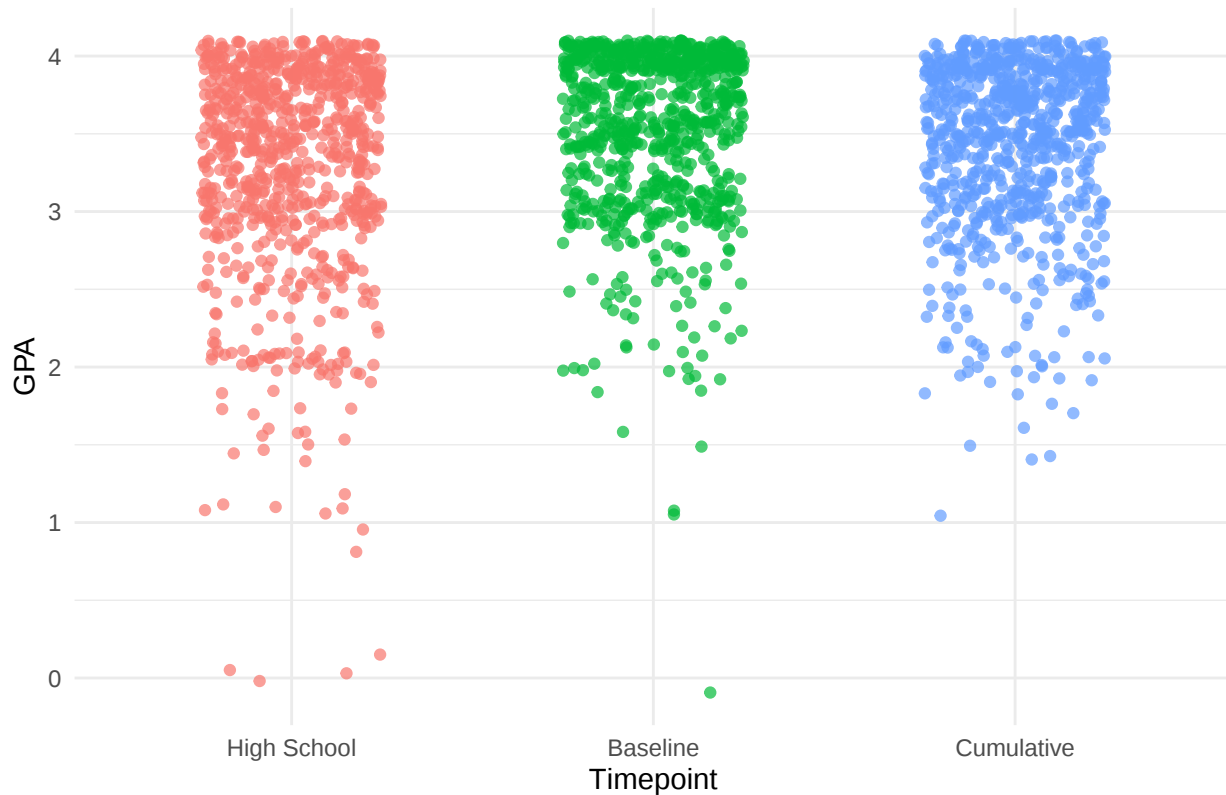


Current Functioning

This section details the responses for survey items indexing current functioning, including domains like academic performance, recovery resource availability, quality of life, and self-esteem.

Academics and Employment

Grade Point Averages Over Time



Participants' academic performance demonstrates their resilience and success despite facing significant challenges. High school GPAs averaged 3.32 with a median of 3.5. Upon enrollment in the CoRe study, baseline GPAs averaged 3.54 with a median of 3.7, and cumulative GPAs across college/university classes yielded a mean of 3.44 and a median of 3.6.

Among the participants, 71.2% were employed, working an average of 23.7 hours per week while attending school. Among those employed, 29.9% worked in the field of substance use and recovery through their CRP, as peer recovery specialists, or in other mental health-related jobs.

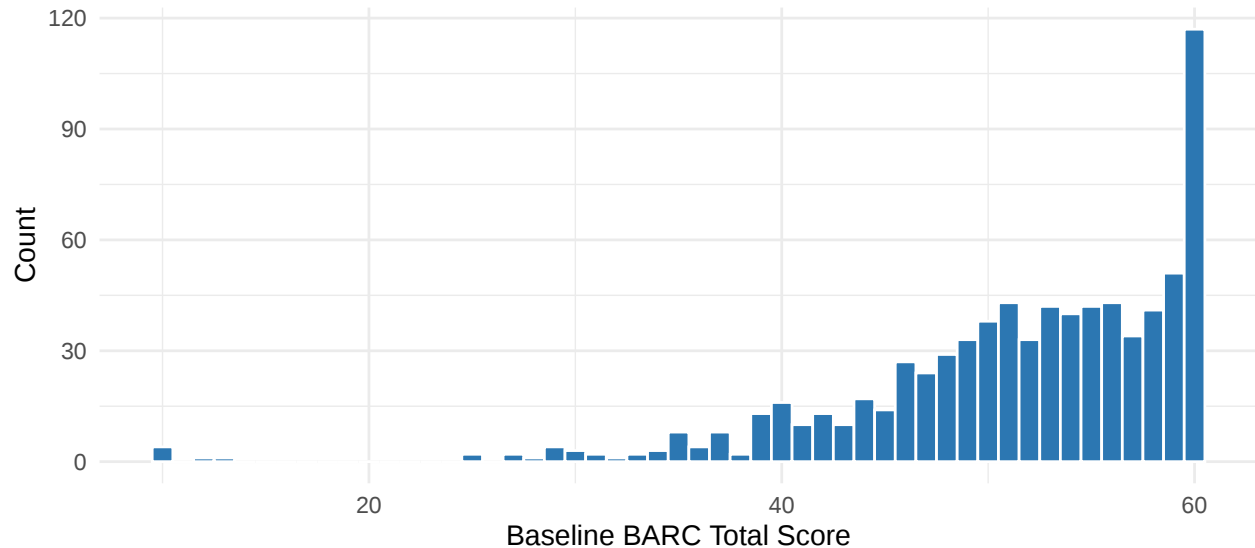
Recovery Capital

Total recovery capital was measured via the Brief Assessment of Recovery Capital (BARC). BARC scores range from 10 to 60, with higher scores indicating greater support in substance use recovery. Total recovery capital scores, representing the sum of all 10 items from this measure, indicate that many students have accrued significant resources to sustain their recovery, as illustrated in the accompanying figure.

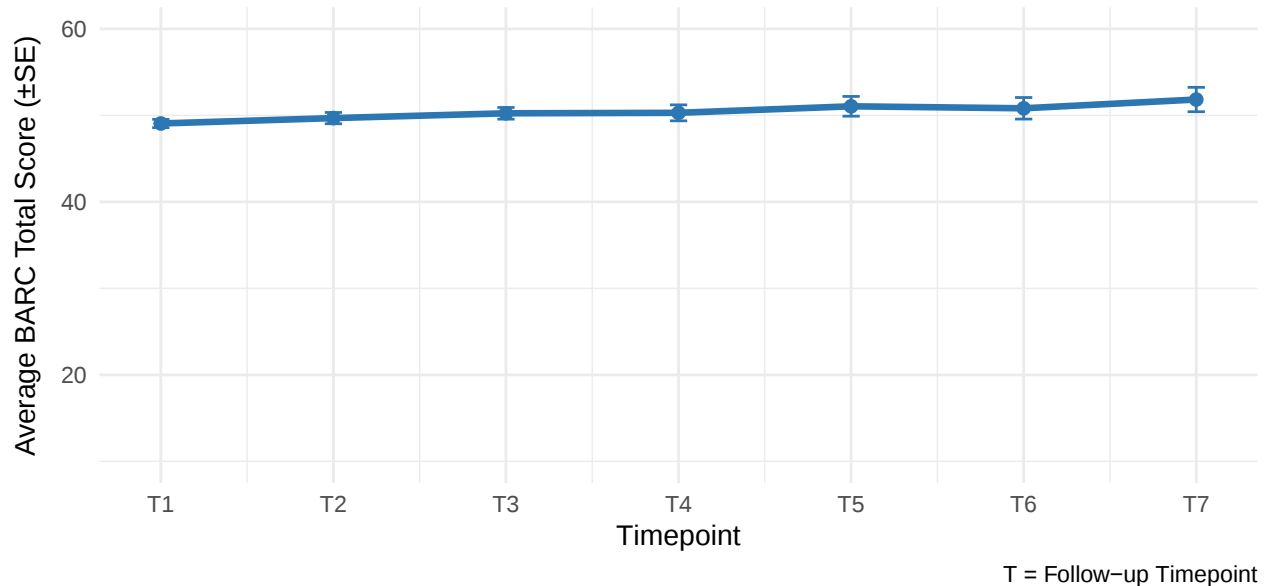
The 778 respondents with baseline recovery capital scores reported an average BARC score of 51.43 with a median of 53.

Trends in recovery capital scores over successive follow-up surveys can be viewed below.

Distribution of Baseline BARC Total Score

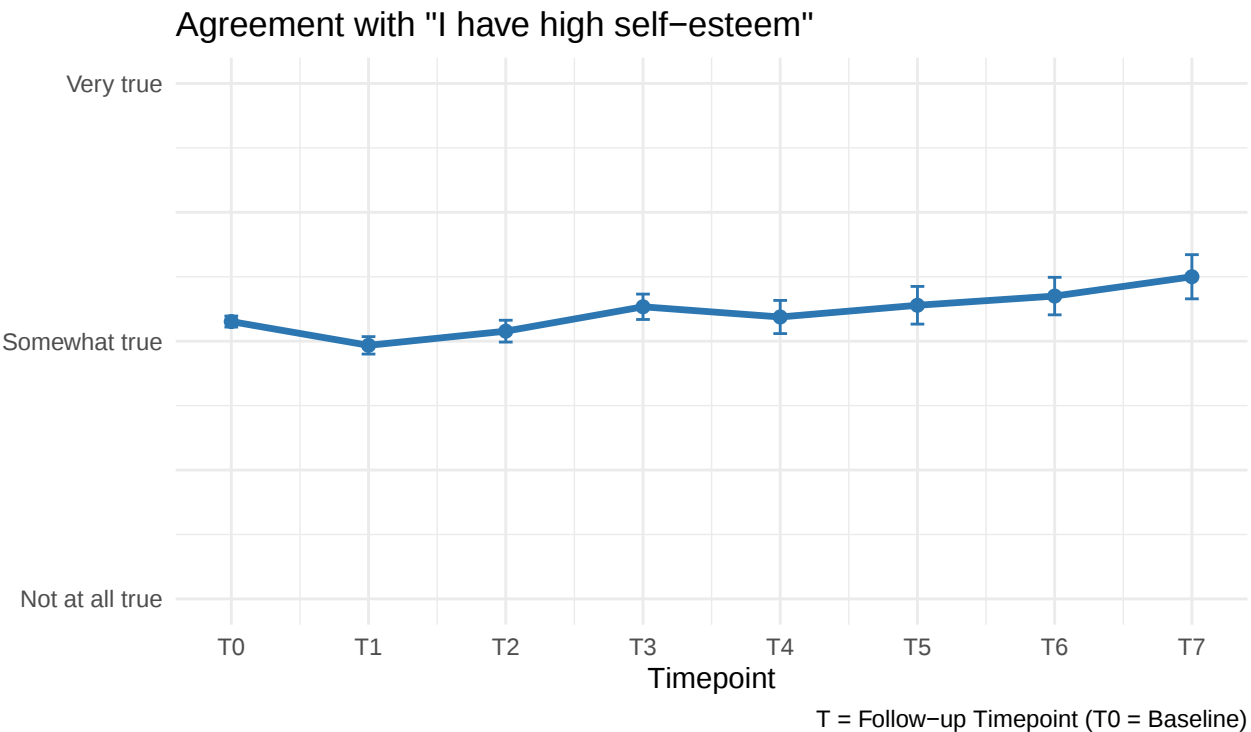
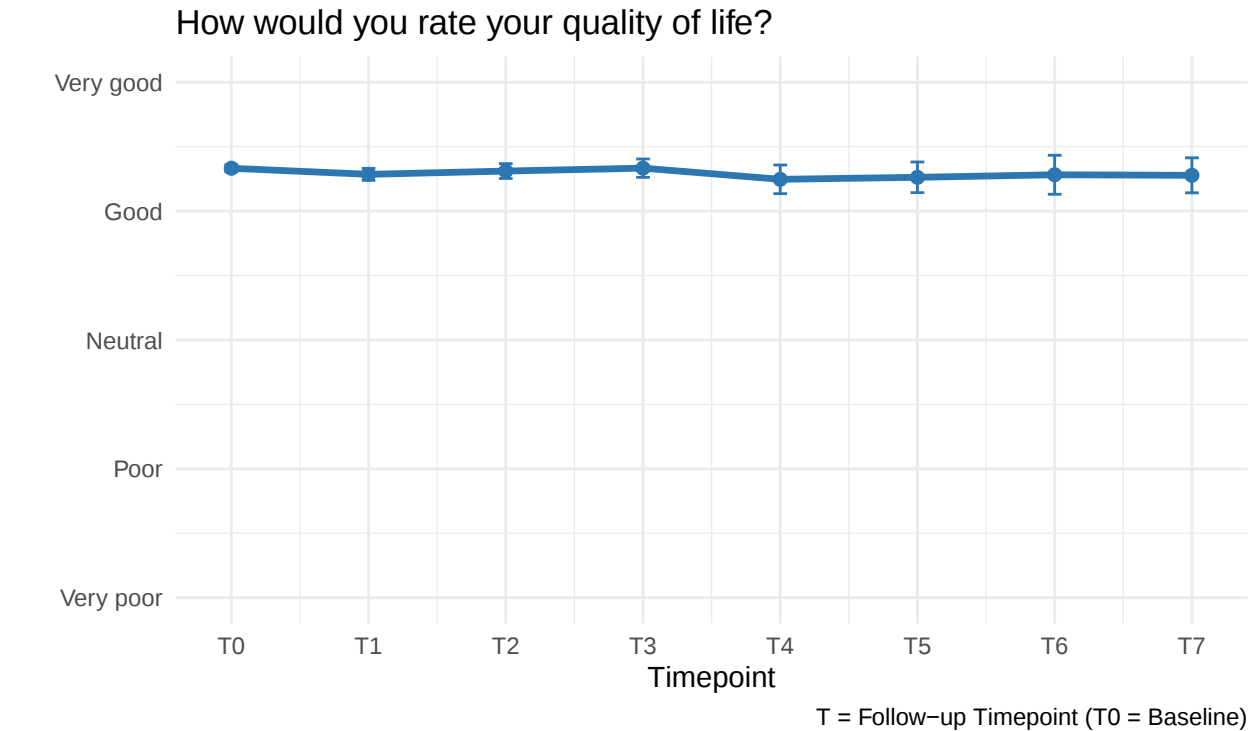


Average Total BARC Score Over Time



Quality of Life and Self-Esteem

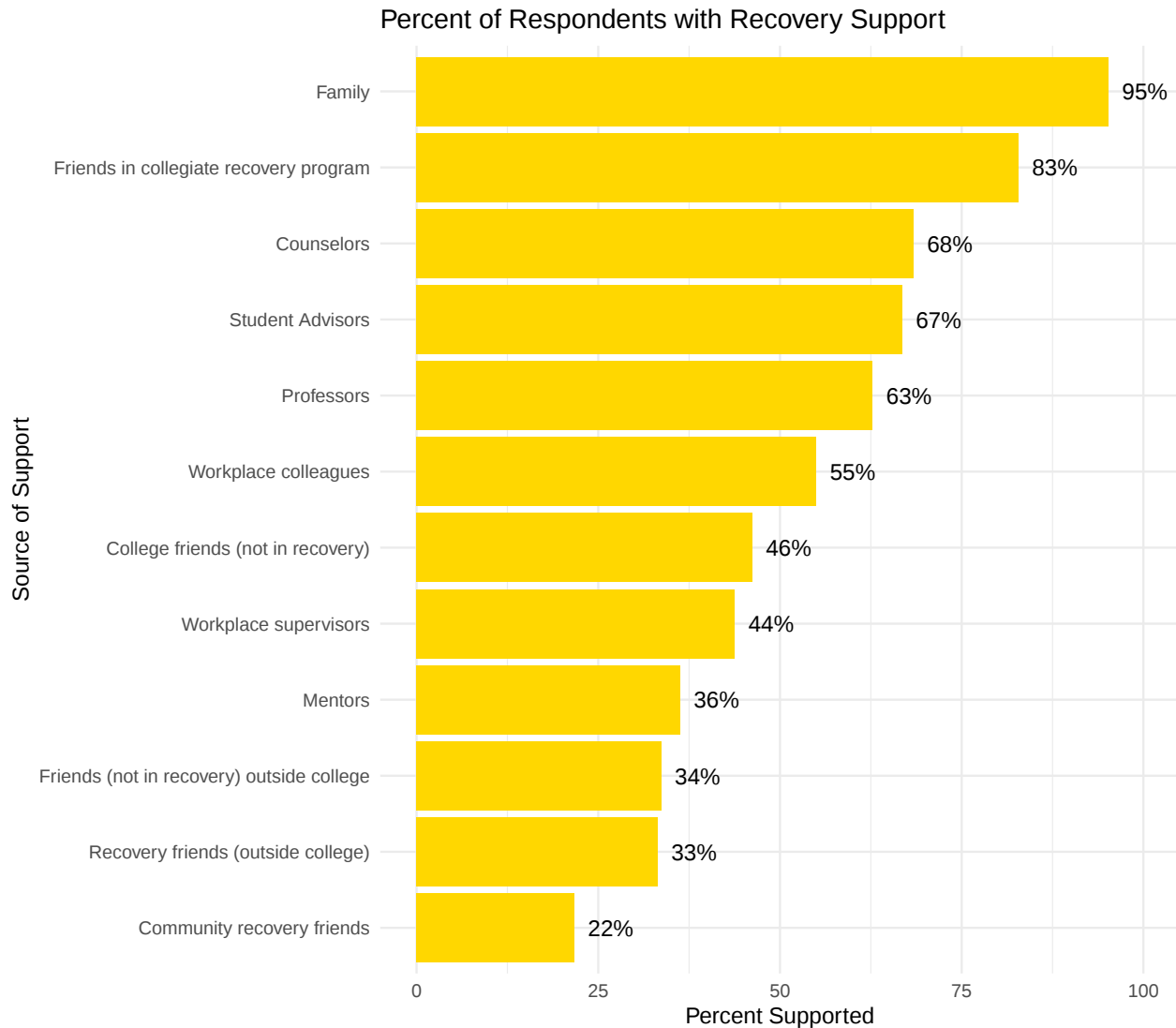
Respondents answered a series of questions about their quality of life, including items about having enough energy, satisfaction with health and living conditions, financial stability, personal relationships, and self-esteem. One question, which reports subjective overall quality of life, is reported for baseline and follow-up timepoints below, along with a measure of self-esteem.



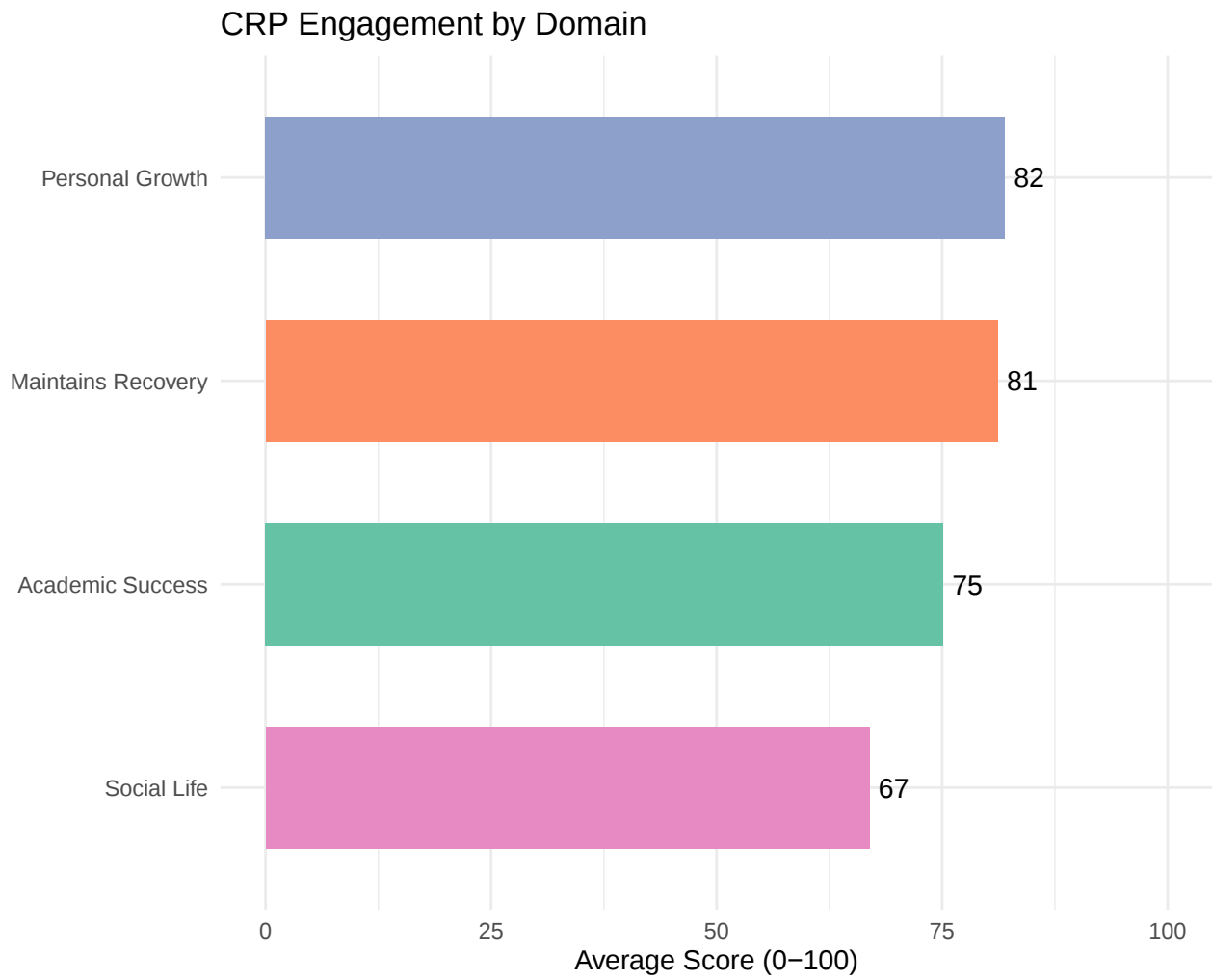
Social Support and CRP Activity

Of the participants who responded to this section, 95.2% felt supported in their recovery by some or most of their family members.

Critically, 94% of students agreed or strongly agreed that their CRP cared about their wellbeing, and 92% of students reported that CRP staff made them feel welcomed and safe. Participants (92%) also agreed that the CRP staff are effective role models for the student community.

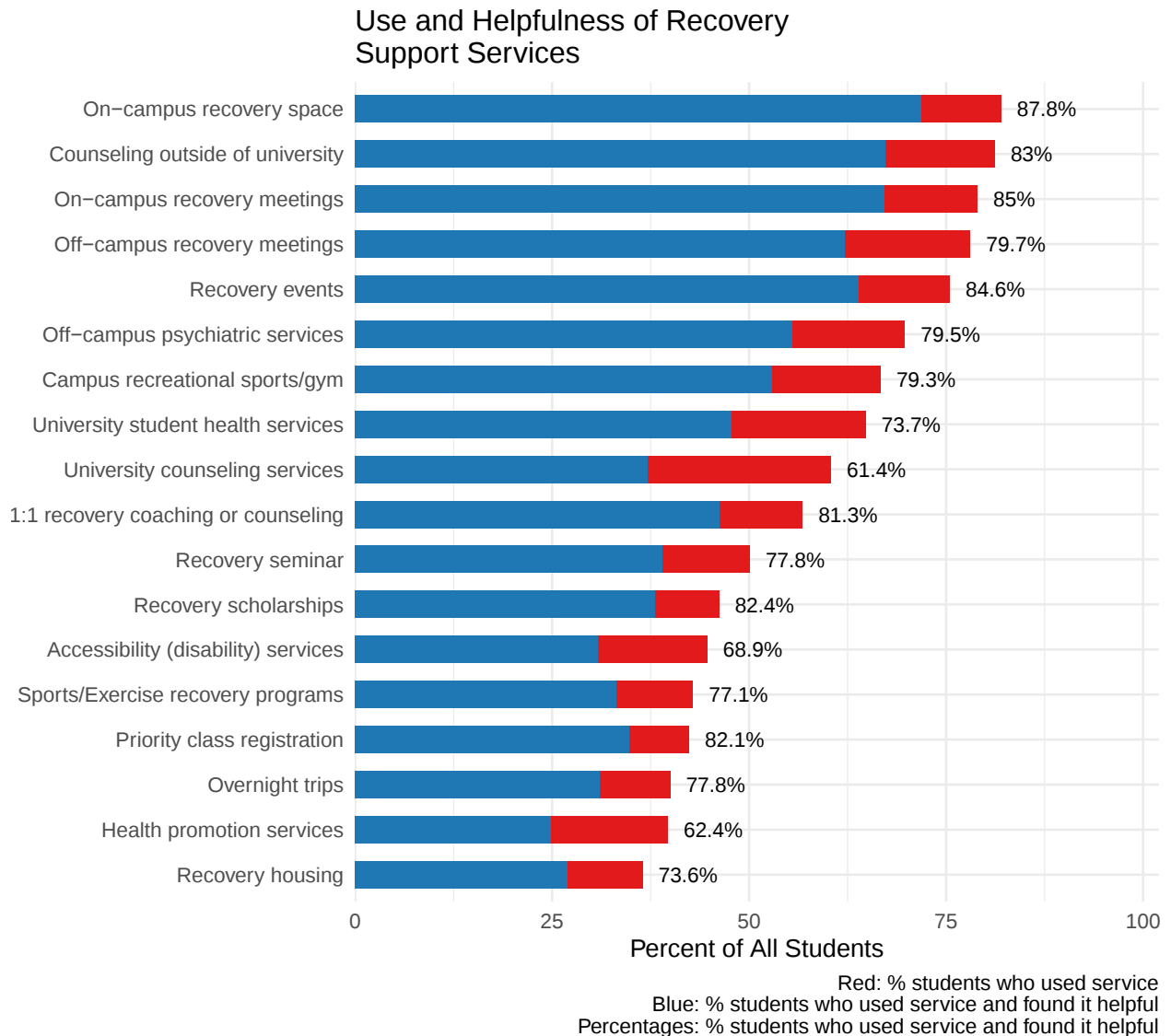


This graph shows how study participants rated the importance of their CRP to various domains of life.



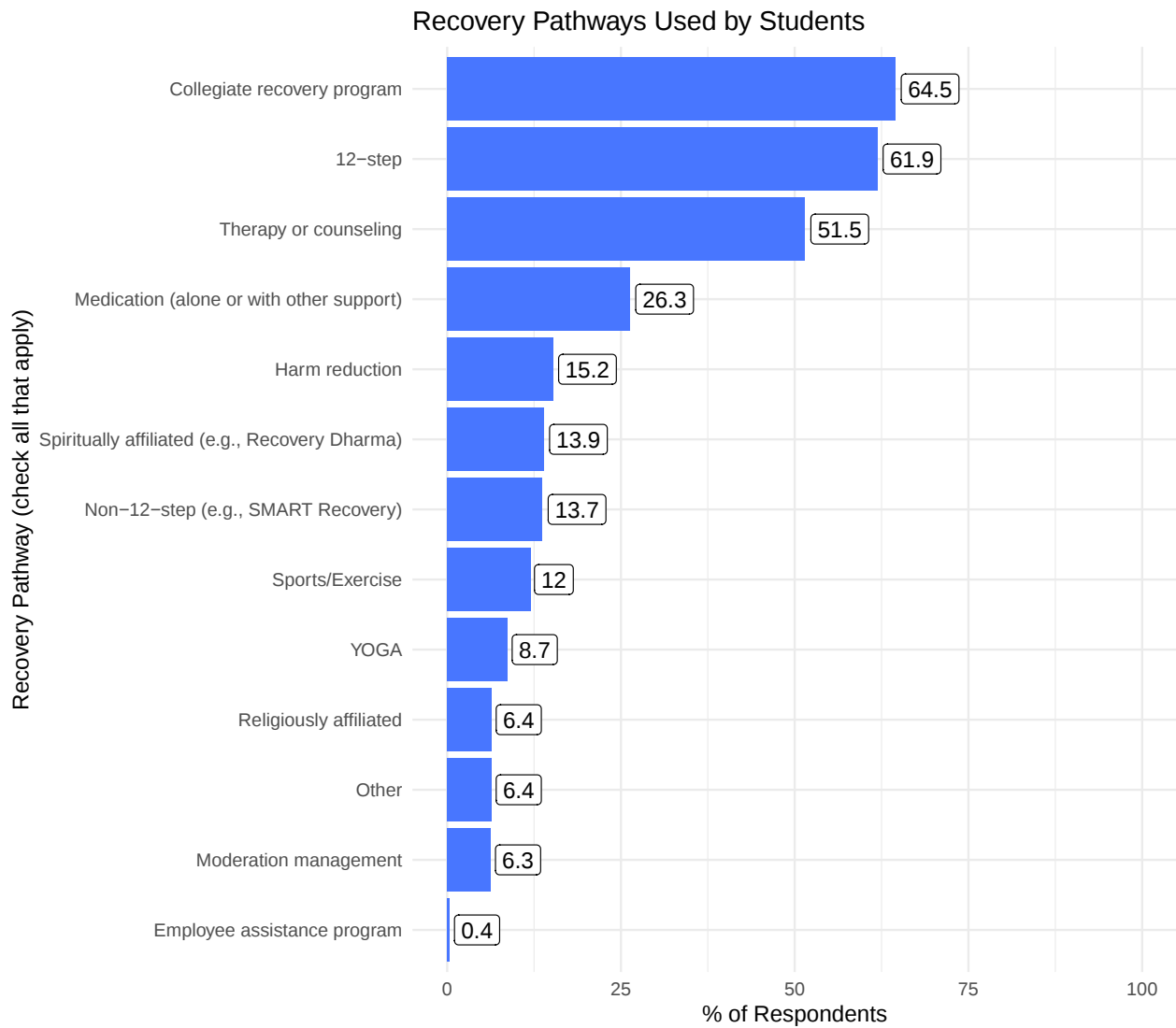
Types of Support

Many students have access to a wide range of non-collegiate recovery program systems of support. Below are some common sources of recovery support, along with the percent of students reporting the use of each. Additionally, the percent of students who use the service and found it helpful is reported.



Primary Pathways to Recovery

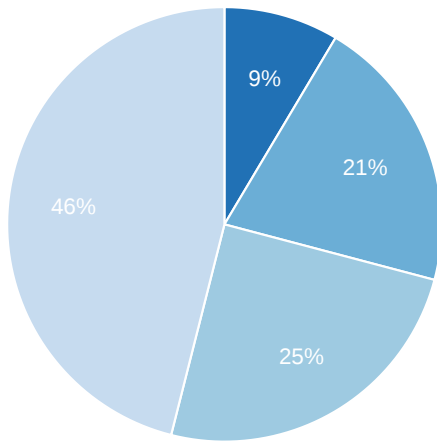
People in recovery endorse many different pathways, and each recovery modality may suit and individual's needs or personal preferences. Below are the percentages of respondents who reported using various pathways to recovery.



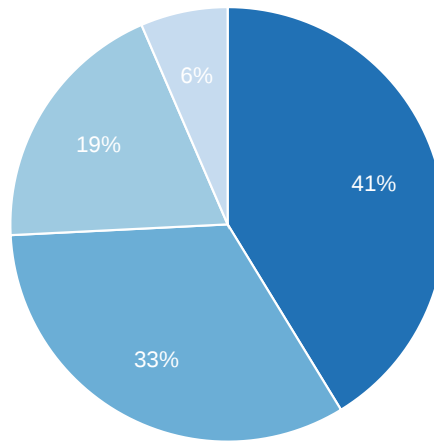
Religiosity and Spirituality

The religious and spiritual beliefs of an individual may influence their experience in substance use recovery. The survey that CoRE respondents completed contains several items about these beliefs, and the results are compiled below.

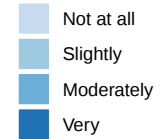
How Religious Do You Consider Yourself?



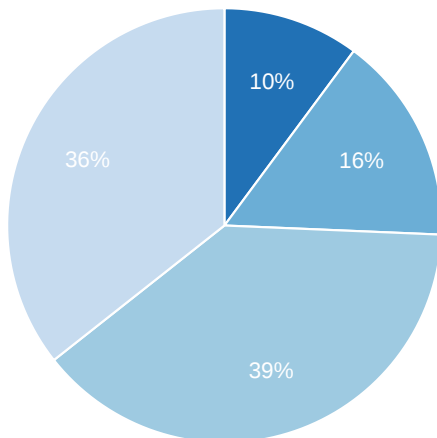
How Spiritual Do You Consider Yourself?



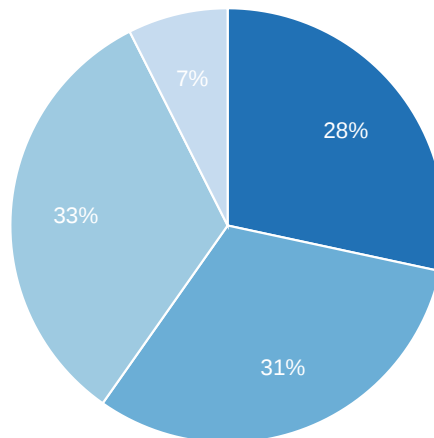
Level



Religious Beliefs Helped Recovery



Spiritual Beliefs Helped Recovery



Degree of Help

