

Examining Developments in the Field of Collegiate Recovery Through a Descriptive Database



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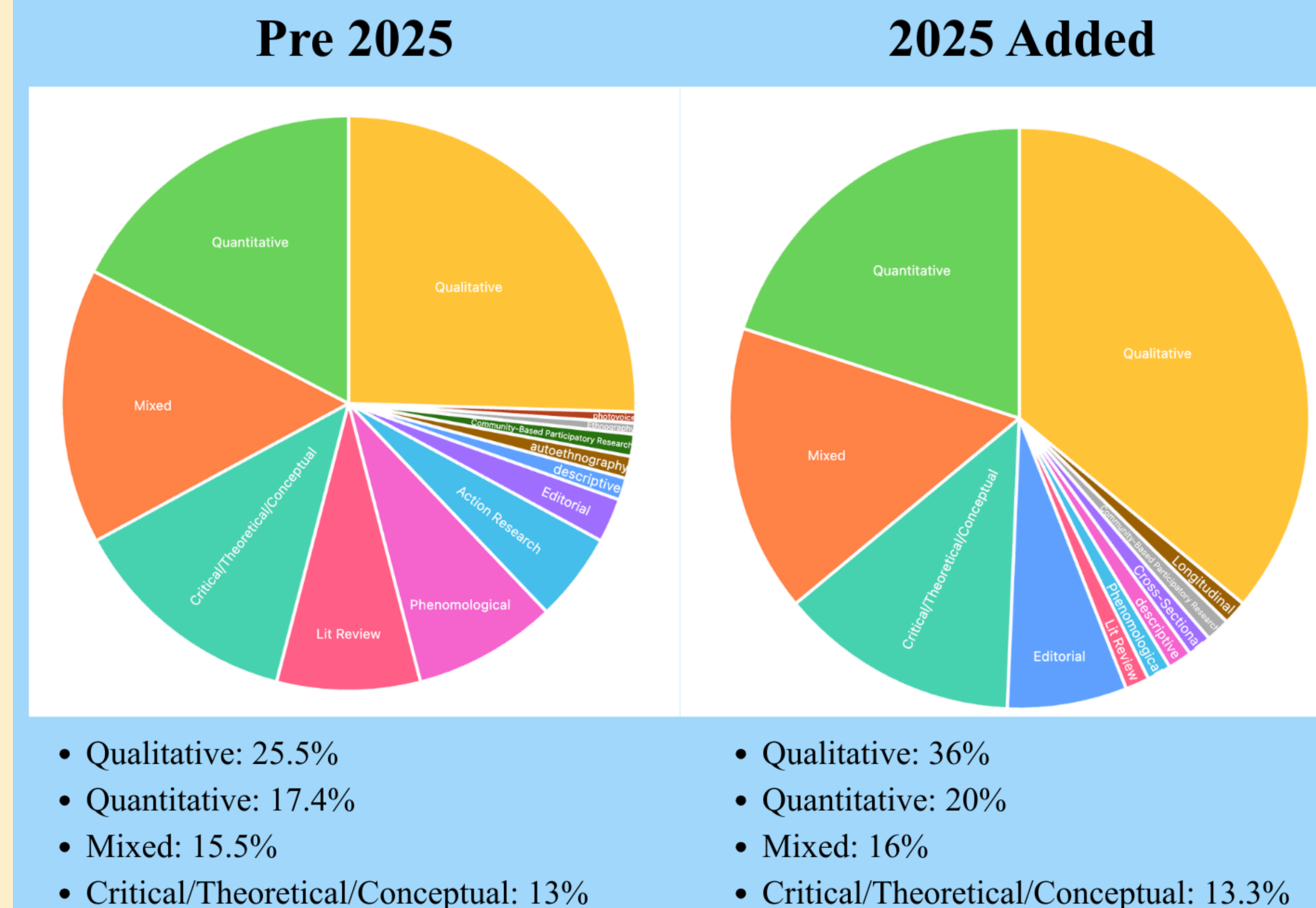
BACKGROUND

- Approximately 21% to 22% of U.S. college students have substance abuse disorders, giving higher education institutions a unique role in supporting recovery throughout its community.
- College is a unique environment for those navigating recovery due to a culture of normalized drug use.
- **Collegiate Recovery Programs (CRPs)** were created to act as a continuing model of support and community for college students in recovery.
- Our research builds on the existing CRP Descriptive Database (2022) which was created by Dr. Shore-Miller and is sponsored by The **Association of Recovery in Higher Education (ARHE)**.
- We conducted a literature review of the collegiate recovery field adding **73** articles for inclusion into the database and then coding them by different characteristics such as demographics and methodology.
- **Research Questions:** (1) How the research field of CRPs is developing?
 - (2) What new articles have been published about CRPs and related research?
 - (3) What trends in research topics and theories have emerged?

METHODS

- Research involved targeted searches across academic databases to locate relevant literature which was then summarized, annotated, and added to the database on Airtable to serve as a functional resource for the ARHE and other researchers in the field.
- Articles were reviewed, outlined, and then categorized by journal discipline, theories employed, analysis, methodology, demographics, and other tags.
- The **analysis** utilized a **descriptive synthesis** and **thematic mapping** to identify common trends and clusters of knowledge, where every article underwent a systematic identification and review process using a metadata collection and multi-select tagging system.
- Articles that were deemed related to the field of collegiate recovery were not limited to studies about CRPs specifically.
- Our goal was to collect and categorize literature relevant to collegiate recovery to further develop an organized and comprehensive Collegiate Recovery database.

Methodology Comparison



RESULTS

- The database grew substantially this year with a jump **from 138 total articles to 207 total articles**.
- When comparing the dataset before and after the article additions of the cohort 5, there was a **shift from limited demographic diversity to a broader inclusion of diverse identities and social categories**, demonstrating a more inclusive and equity-focused database.
- After 2025, the four leading methodologies (e.g., qual, quant, mixed, critical) became even more prominent and there was a noticeable rise in the inclusion of less common methodologies, including editorial work (6.67%), cross-sectional, longitudinal, and community-based participatory research.

- This shift indicates that the database is no longer concentrated in a few dominant methods but instead reflects a wider range of research designs.

	Pre 2025	2025-2026 Cohort
Studies	138	69
Unique First Authors	95	58
Journals	54	36
Academic Disciplines	18	20

CONCLUSION & FUTURE DIRECTIONS

- Through further developing Dr. Shore-Miller's descriptive database on CRPs, we hope to aid in the advancement of the collegiated recovery field in the future.
- **Ongoing efforts** include systematically **refining existing codes** for greater conceptual clarity and developing a comprehensive codebook to standardize definitions and improve reliability across cohorts.
- **Enhanced tagging** procedures will allow for more precise identification of methodological trends, theoretical frameworks, and underrepresented populations within the literature.
- Additional **research briefs** will continue to be created in efforts to translate database findings into accessible, practitioner-oriented summaries.
- These briefs are designed to bridge the gap between praxis and empirical evidence, connecting program implementation with rigorous scholarship to ensure that collegiate recovery initiatives are informed by sound research.
- Through iterative database development and continued knowledge translation efforts, the project aims to strengthen the empirical foundation of CRPs and support the advancement of more effective, evidence-based programming in higher education.

References



REFERENCE
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