



Collegiate Recovery Under the Lens of Community Colleges

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">INTRODUCTION</p>	<p>Collegiate Recovery Programs (CRPs) have been an incredible source of growth in research and implementation in the last twenty years. A descriptive database has been curated, meant to highlight 138 articles, codified and distinguished for their contribution to the CRP research sphere. However, this amount of growth causes niche areas of study within CRPs. The database works to highlight these niche areas and promote their findings. This brief will focus on expanding the visibility of CRP research done on students in recovery that are going through community college rather than the traditional track for higher education.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WOMEN, COLLEGE, AND RECOVERY</p>	<p>Walker (2017) touched on student recovery in the sense of community colleges, and more specifically, the female experience in this niche category. Walker performed a qualitative study where she conducted prescreening surveys and interviewed 10 women who were currently in community college or had recently graduated from community college under the scope of Transition Theory, Marginality and Mattering Theory, and Stress Theory. These interviews found that this community identified CRPs, support groups, and campus acknowledgment of recovery as positive structure in their respective recovery journeys. They also identified financial struggles and lack of a supportive community amongst the general student population as complications. Walker called for expansion of CRPs in community colleges, and enhance financial and academic resources for these students</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HOLLISTIC PROGRAMS</p>	<p>DiRosa and Scoles (2020) introduced a unique collegiate recovery program to the Community College of Philadelphia, based on the "Healing Powers of Collegiate Recovery". This foundation consists of instilling a sense of hope and self-efficacy, promote safe and secure relationships, engage in self-reflection, reinforce self-confidence and competence, and providing purpose in the way of giving back to the community. This model was meant to highlight the "social determinants of health" and environment interacts with recovery. The authors aimed to build a system of which would promote the long-term success of recovery and other aspects of life for students. The authors bring up the need for further research to be done to determine the effectiveness of the program.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CITATIONS</p>	<p>Francesca DiRosa & Pascal Scoles (2020) The Healing Pillars of Collegiate Recovery: A Community College Model of Recovery and Education, Journal of Student Affairs Research and Practice, 57:1, 69–76, DOI: 10.1080/19496591.2019.1644116</p> <p>Walker, Mandi, "Women in Recovery: Perceptions in Transition to Community College" (2017). Electronic Theses and Dissertations. Paper 3335. https://dc.etsu.edu/etd/3335</p>
<p style="font-size: small;">Arredondo, E. (2025). Research Brief: Collegiate Recovery Under the Lens of Community Colleges. From Shore, C. D., et al (2025). Descriptive Database for Literature on Collegiate Recovery Programs 1972–Present. Living Literature Review for the Association of Recovery in Higher Education (ARHE). Retrieved from https://collegiaterecovery.org/research-database/</p>	