



## ARHE Collegiate Recovery Program Survey

### CONSENT TO PARTICIPATE IN AN ONLINE SURVEY

Protocol Title: The Association of Recovery in Higher Education Collegiate Recovery Program Survey Protocol No.: HSC-SPH-20-0564

### INVITATION TO TAKE PART IN A RESEARCH STUDY

You are being asked to participate in a research study originally developed by Sierra Castedo de Martell, MPH, PhD. The research study is currently being conducted by Kristina Canfield, MEd, Executive Director for the Association of Recovery in Higher Education. If you have any questions or concerns about this research, please contact Kristina Canfield:

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### WHY IS THIS STUDY BEING DONE?

We are inviting you to participate in this study because we are evaluating the effectiveness of the Association of Recovery in Higher Education's activities, and we are hoping to better understand the current needs and assets of collegiate recovery programs and the people who work in them. The data you provide about your CRP will be aggregated with data from other participants.

## HOW LONG WILL THIS TAKE?

You will be asked to take an online survey today that will take approximately 40 to 60 minutes to complete. Before you begin the survey, you may wish to review a PDF copy of the survey available at the following link to gather the information requested. Note: if you need time to gather information (e.g. from a business manager or administrator) please review the questions in advance and collect this information before beginning the survey.

<https://bit.ly/ARHECRPSurvey25>

You may select "Save and Continue Later" at any time. You will be asked to enter your email and a link will be sent to complete the survey later.

## WHAT ARE THE BENEFITS TO TAKING PART IN THIS STUDY?

Taking part in this survey may or may not help you individually or your program. However, your answers, combined with other program's answers, will help researchers and the public better understand the collegiate recovery field and will help improve services that ARHE and others offer to support the collegiate recovery field.

## WHAT ARE SOME OF THE RISKS AND DISCOMFORTS? WHAT COULD HAPPEN THAT NO ONE WOULD LIKE?

While completing the survey, you might be asked questions that make you feel uncomfortable. You can refuse to answer questions that make you uncomfortable. You can also refuse to complete the survey, even if you have already started doing it. If you experience discomfort, a member of the research team will provide you with referrals to local services in the event you wish to access services as a result of participating in this study. This study will ask questions related to the COVID-19 pandemic.

## IS THERE A COST TO BE IN THE STUDY?

There is no cost to complete the survey. Your participation is voluntary.

## ARE THERE INCENTIVES TO PARTICIPATING IN THIS STUDY?

There are no incentives being offered to participate in the study. While there is no incentive being offered for your participation, your responses are critical to furthering the understanding and growth of the collegiate recovery field.

#### WHO WILL KNOW YOU ARE IN THE STUDY?

Only the researcher and ARHE staff will have access to information that can be used to identify you or your institution. When researchers are working on a research project like this, everything you answer is private. Researchers don't talk or show the information to anyone who is not working on the study unless you are in danger and need help right away. The information you provide may be used in future studies, but it will only be shared with identifying information removed.

#### CPHS STATEMENT:

This study (HSC-SPH-20-0564) has been reviewed by the Committee for the Protection of Human Subjects (CPHS) of the University of Texas Health Science Center at Houston. For any questions about research subject's rights, or to report a research-related injury, call the CPHS at 713-500-7943

Below, please click on the statement that is true for you:

- ☐ I agree to participate in this study. At any time, I can refuse to complete the survey if I do not feel comfortable.
- ☐ I do not agree to participate in this study.

Thank you for participating in the CRP Annual Survey. Identifying information (name, email, institution, location) will be kept private.

Email Address

First Name

Last Name

Organization / Institution

Country where institution is located.

- ☐ United States
- ☐ Canada
- ☐ United Kingdom
- ☐ Other (Please describe)

State or province where institution is located.

Type of institution: public or private.

- ☐ Public institution
- ☐ Private non-profit institution
- ☐ Private for-profit institution

Type of institution: degrees offered (select all that apply).

- ☐ Associate degrees or equivalent
- ☐ Bachelor's degrees
- ☐ Graduate and professional degrees
- ☐ Medical degrees

- ☐ Trade certifications
- ☐ Other (Please describe)

Type of institution: additional designations (select all that apply).

- ☐ Community college
- ☐ Historically Black College and University (HBCU)
- ☐ Tribal College
- ☐ Hispanic-Serving Institution (HSI)
- ☐ Faith-based institution
- ☐ None of the above
- ☐ Other (Please describe)

What is the total number of students enrolled at the institution?

What year was your collegiate recovery program (CRP) started? If you do not yet have a formal collegiate recovery program, what year did efforts to start one begin?

The next set of questions will ask about ARHE membership and activities.

Why did your institution join the Association of Recovery in Higher Education? If your institution is not currently a member, why not?

What do you see as the main benefits of ARHE membership? Please select all that apply.

- ☐ Event/conference pricing discounts
- ☐ Institutional listing on the ARHE website
- ☐ Members only opportunities and resources from ARHE
- ☐ Voting privileges
- ☐ Board/council eligibility
- ☐ Direct connection to the collegiate recovery field
- ☐ Other (Please describe)

What are priorities for ARHE staff and board members to improve upon in ARHE's services, operations, or other activities?

For the next set of questions, please indicate if you agree, disagree, or have no opinion about each statement. If the question is not applicable to you, please select "N/A."

|                                                                                 | Strongly disagree     | Somewhat disagree     | No opinion            | Somewhat agree        | Strongly agree        | N/A                   |
|---------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The mission of ARHE is clear to me.                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The ARHE staff and Board have met my expectations.                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that there are opportunities for my voice to be heard as an ARHE member. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that I have received adequate support as an ARHE member.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that ARHE membership pricing is fair.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with my ARHE membership.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you have any suggestions for additional or improved opportunities to hear the voices of ARHE members?

How can we improve the support provided to ARHE members?

What would you most like to see improved upon as an ARHE member?

For the next set of questions, please indicate how helpful, neutral, or unhelpful each of the following aspects of ARHE media have been to you. If you or your program have no experience with an item, please select "N/A."

|                                    | Not at all helpful    | Somewhat unhelpful    | Neutral               | Somewhat helpful      | Very helpful          | N/A                   |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ARHE website / member portal       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE newsletter and email blasts   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE blog                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE webinars / programming        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE social media                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE research hub                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE resource hub                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate recovery directory      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| AHRE resources                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE-provided technical assistance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you have any suggestions or comments about ARHE media?

For the next set of questions, please indicate how helpful, neutral, or unhelpful each of the following ARHE events have been to you. If you or your program have no experience with an item, please select "N/A."

|                                                               | Not at all<br>helpful | Somewhat<br>unhelpful | Neutral               | Somewhat<br>helpful   | Very helpful          | N/A                   |
|---------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ARHE Annual Meeting                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE Town Hall                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE Virtual Programming /<br>Webinars                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate Recovery Week<br>Programming                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate Recovery Conference<br>(overall)                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate Recovery Conference<br>(presentations)             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate Recovery Conference<br>(networking and connecting) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you have any comments or suggestions about ARHE events or the Annual Conference?

Which of these aspects of the Annual Collegiate Recovery Conference are most important to you?

- ☐ Weekday dates
- ☐ Weekend dates
- ☐ A school is the host
- ☐ A hotel is the host
- ☐ Appealing city location

- ☐ Lunches included
- ☐ Breakfasts included
- ☐ Inexpensive hotel rates
- ☐ Major airport
- ☐ Hybrid attendance options
- ☐ Post-conference recordings
- ☐ Entertainment events
- ☐ Recovery meetings throughout the day
- ☐ Wellness activities throughout the day
- ☐ Other (Please describe)

For the next set of questions, please indicate how helpful, neutral, or unhelpful each of the following additional ARHE items have been to you. If you or your program have no experience with an item, please select "N/A."

|                                               | Not at all helpful    | Somewhat unhelpful    | Neutral               | Somewhat helpful      | Very helpful          | N/A                   |
|-----------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| ARHE Strategic Plan and Impact Report         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE committees / working groups (in general) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ARHE announcements (in general)               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Collegiate Recovery advocacy efforts          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you have any comments or suggestions about additional ARHE items?

What has been most helpful to you as an ARHE member?

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The next set of questions will help us and the public better understand the current state of the collegiate recovery field, especially the structure and practices of collegiate recovery programs.

How many professional staff does your CRP employ? (Please do not include student workers in this number, as we will ask about student workers in a separate question.)

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How many student workers does your CRP employ?

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Who is responsible for the daily operations of your CRP? Check all that apply.

- ☐ Full-time staff whose job responsibilities are entirely dedicated to the CRP
- ☐ Full-time staff whose job responsibilities are partially dedicated to the CRP
- ☐ Part-time staff
- ☐ Student workers
- ☐ Unpaid volunteers
- ☐ We do not have any paid or unpaid individuals dedicated to this effort

The next two items ask about your CRP's annual budget and funding sources.

Please provide the total annual budget for your CRP during the 2024-2025 academic year, including staff and operations. Please estimate the total budget, even if the budget is not provided by your institution or is not provided on an ongoing basis.

How is your CRP funded? Please select all that apply.

- ☐ The institution's general budget
- ☐ The institution's student fees budget
- ☐ Fees paid by CRP students
- ☐ State grant
- ☐ Federal grant
- ☐ Private or foundation donations
- ☐ Other (Please describe)

What percentage of your funding comes from each source? Please estimate in whole numbers. The total must add up to 100.

The institution's general budget:

The institution's student fees budget:

Fees paid by CRP students:

State grant:

Federal grant:

Private or foundation donations:

Other

If you selected other in the question above, please describe.

How many students in recovery were served this year by your CRP? An estimate is OK if you do not have official CRP membership (e.g. an open-door or community center model).

Does your program have a formal membership process for students in recovery?

- ☐ Yes
- ☐ No
- ☐ Other (Please describe)

If your program has a formal membership process, what option below best matches your process?

- ☐ There is one tier of membership with specific criteria
- ☐ There are multiple tiers of membership with different criteria
- ☐ Membership is informal and students self-identify as members or participants
- ☐ Not applicable/not a membership model
- ☐ Other (Please describe)

If your program has a formal membership process, how many members do you have? If it is the same as the number provided above, please re-enter the number here, as well.

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What membership incentives do you offer? If your program does not have formal membership, please enter "N/A."

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What recruitment efforts does your CRP currently employ? (e.g. on-campus recruitment through tabling at orientation, in-class presentations, off-campus outreach to treatment centers, etc.)

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Is your CRP engaged in strategic recruitment of students from oppressed and/or under-represented identities and/or communities? If so, please describe.

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Does your program offer housing specifically for students in recovery through your CRP, either entirely or partially managed by your CRP?

- ☐ Yes, and it is entirely managed by the CRP
- ☐ Yes and it is partially managed by the CRP
- ☐ Housing for students in recovery is provided, but managed entirely by another campus entity
- ☐ Housing for students in recovery is provided, but managed entirely by an off-campus entity
- ☐ No housing is provided
- ☐ Other (Please describe)

If your program offers housing for students in recovery, what was the maximum capacity during the 2024-2025 academic year? If this question is not applicable, please enter N/A.

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If your program offers housing for students in recovery, where is it located?

- ☐ On campus in a residence hall
- ☐ On campus in some other type of housing
- ☐ Off campus in a campus-owned building
- ☐ Off campus in a building owned by another entity
- ☐ Other (Please describe)
- ☐ NA

Does your program offer scholarships?

- ☐ Yes, provided directly through the CRP
- ☐ Yes, but managed by another campus entity
- ☐ No, but we distribute information about other scholarship opportunities
- ☐ No
- ☐ Other (Please describe)

Please briefly describe the process by which students are awarded scholarships. If this is not applicable, please write "N/A."

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How much total scholarship funding was awarded through the CRP during the 2024-2025 academic year? If this is not applicable, please write "N/A."

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How many total scholarship recipients received this funding during the 2024-2025 academic year? If this is not applicable, please write "N/A."

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Are scholarships the same amount or variable?

- ☐ There is a single fixed scholarship amount awarded to one student
- ☐ Multiple scholarships of the same amount are awarded to multiple students
- ☐ Multiple scholarships of different amounts are awarded to multiple students
- ☐ We do not offer scholarships at this time
- ☐ Other (Please describe)

☐ NA

Does your CRP have a relationship with admissions such that admissions decisions can be overridden if a student qualifies for CRP participation or receives a CRP scholarship?

- ☐ Yes, if a student meets certain conditions set by the CRP, they are guaranteed admission
- ☐ Yes, but it is on a case-by-case basis
- ☐ No ability to override admissions decision
- ☐ Other (Please describe)

Does your CRP offer other kinds of support to students in recovery seeking admission in your institution? If so, please describe that support.

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Does your CRP have a relationship with the registrar office or other office with influence over registration such that students in recovery can receive priority registration if they meet certain criteria (e.g. membership in the CRP)?

- ☐ Yes, members receive priority registration based on a relationship with the registrar office
- ☐ Yes, members receive priority registration based on a relationship with the disability services office
- ☐ Yes, but members or participants must also meet additional criteria to receive priority registration through any office
- ☐ No priority registration assistance
- ☐ Other (Please describe)

Does your CRP have a recovery ally training program?

- ☐ Yes, and it is wholly administered by the CRP

- ☐ Yes, and it is administered in partnership with another on-campus entity
- ☐ One is currently in development
- ☐ No
- ☐ Other (Please describe)

What is the length of your recovery ally training program? If there are multiple versions, please describe.

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Do you offer a training of trainers for your recovery ally training program?

- ☐ Yes
- ☐ No
- ☐ One is in development
- ☐ Other (Please describe)

What topics does your recovery ally training cover?

- ☐ Educational component about substance use, substance use disorder and recovery on college campuses
- ☐ Resources for students with SUD or in recovery
- ☐ Educational component about stigma toward people with SUD/in recovery
- ☐ Skills-based component for combatting stigma toward people with SUD/in recovery
- ☐ Skills-based component for connecting students with SUD/in recovery to resources
- ☐ Skills-based component for acting as an ally to students with SUD/in recovery
- ☐ Skills-based component for advocacy for students with SUD/in recovery

☐ Other (Please describe)

☐ NA

**Does your program have space during the 2024-2025 academic year?**

☐ Yes, we have a dedicated permanent space that is only for use by the CRP and it meets our needs

☐ Yes, we have a dedicated permanent space, but it does not meet our needs

☐ We have the same space for regular use, but it is shared with another organization

☐ We have access to space, but the location changes, and it is shared

☐ We do not have any access to space

☐ Other (Please describe)

**If your program has space, where is it located?**

☐ On campus

☐ Off campus

☐ Other (Please describe)

☐ NA

**If your program has a space, how did you acquire it?**

☐ New space constructed by the institution

☐ New space constructed through non-institutional funds (donations, grants etc)

☐ Existing space provided by the institution

☐ Existing space provided by another entity

☐ Other (Please describe)

☐ NA

If you indicated that your space does not meet your CRP's needs, please describe the gap.

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Does your CRP currently offer a class or seminar for academic credit to students in recovery?

- ☐ Yes, and it is required for all members to attend it
- ☐ Yes, and it is required for some members to attend it
- ☐ Yes, but it is not required for CRP members/participants to attend it
- ☐ Yes, but not for academic credit and it is not required
- ☐ No
- ☐ Other (Please describe)

To which institutional unit does your CRP belong?

- ☐ The CRP is a stand-alone unit in the institution
- ☐ The CRP is a stand-alone unit within Student Affairs
- ☐ The CRP is under health services
- ☐ The CRP is under counseling services
- ☐ The CRP is under a health promotion/health education unit
- ☐ The CRP is under an academic unit
- ☐ Other (Please describe)

Do the students in your CRP have a registered student organization? Select all that apply.

- ☐ Yes, we have a student organization for students in recovery

- ☐ Yes, we have a student organization open to both students in recovery and allies
- ☐ Our program consists entirely of a student organization
- ☐ We do not have a student organization
- ☐ Other (Please describe)

**What is your CRP's primary area of focus?**

- ☐ Peer support
- ☐ Counseling and therapy or clinical support
- ☐ Social activities and sober fun
- ☐ Other (Please describe)

**What types of programming does your CRP offer for students in recovery? Select all that apply.**

- ☐ Weekly peer support meetings
- ☐ Recovery or personal development workshops
- ☐ Opioid overdose response trainings
- ☐ Physical activities (e.g. yoga, team sports)
- ☐ Outdoor activities
- ☐ Social activities
- ☐ Service work
- ☐ Creative or artistic activities
- ☐ Guest speakers from outside the CRP
- ☐ Workshops or other activities related to social justice
- ☐ Clinical services within the CRP

- ☐ Peer recovery support services by a trained peer worker
- ☐ Case management services
- ☐ Academic advising within the CRP
- ☐ Harm reduction support
- ☐ Naloxone distribution
- ☐ Drop-in hours
- ☐ Other (Please describe)

If you offer peer support meetings, what recovery pathways were represented during the 2024-2025 academic year? Select all that apply.

- ☐ All Recovery/All Pathways
- ☐ Alcoholics Anonymous
- ☐ Narcotics Anonymous
- ☐ Al-Anon
- ☐ Other 12 Step fellowships
- ☐ SMART Recovery
- ☐ Celebrate Recovery
- ☐ Other (Please describe)

Does your program have a definition of recovery you use to guide your programming decisions? If so, what is the definition of recovery used?

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Does your program have a formal statement or policy regarding social justice, equity, and/or inclusion? If so, please share that statement or policy.

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If you do not have a formal statement or policy regarding social justice, equity and/or inclusion, would your program like to develop one? Select all that apply.

- ☐ Yes and we would like to use internal/institutional resources to do so
- ☐ Yes and we would find it useful to work with other CRPs to do so
- ☐ Yes and we would find it useful to work with social justice experts outside of the collegiate recovery field to do so
- ☐ Not at this time
- ☐ Not applicable/Already have a policy or statement

What types of recovery are served by your CRP? Select all that apply.

- ☐ Substance use disorder recovery
- ☐ Mental health recovery
- ☐ Gambling addiction recovery
- ☐ Eating disorder recovery
- ☐ Trauma recovery
- ☐ Video game or other technology recovery
- ☐ Recovery from problematic sexual behavior
- ☐ Support for adult children affected by addiction
- ☐ Support for loved ones affected by addiction
- ☐ Other (Please describe)

Is there an application process to participate in your CRP?

- ☐ Yes, for all components
- ☐ Yes, but only for certain components
- ☐ No
- ☐ Other (Please describe)

Many CRPs face challenges at different stages of development. Please list the three most significant challenges your CRP is currently facing. Examples might be lack of dedicated space, lack of funding, trouble retaining students, etc.

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Many CRPs benefit from good working relationships or formal partnerships with other campus units. With what other campus units do you regularly interact or have partnerships? Select all that apply.

- ☐ Admissions
- ☐ Registrar
- ☐ Campus housing
- ☐ Fraternities and Sororities / Greek life
- ☐ 2SLGBTQIA+ resource center
- ☐ Racial / Ethnic diversity resource center
- ☐ Services for students with disabilities
- ☐ Health services
- ☐ Counseling services
- ☐ Health promotion / Health education
- ☐ Athletics

- ☐ Food services
- ☐ Event services
- ☐ Registered student organizations
- ☐ Parent organization
- ☐ Alumni organization
- ☐ Development office
- ☐ Communications and marketing
- ☐ Research office
- ☐ Academic units
- ☐ Food pantry
- ☐ Student conduct
- ☐ Campus police
- ☐ Other (Please describe)

Many CRPs attempt to cultivate relationships with other campus units, but might not always be successful. Are there any campus units where the relationship is not as good as you would hope? (We acknowledge this is a sensitive question and responses will be reported in aggregate only.)

Please select any of the external stakeholders below with whom you/your CRP has an established relationship to support CRP recruitment and access:

- ☐ Detox/treatment center
- ☐ Drug court
- ☐ Recovery community organization

- ☐ Post-incarceration re-entry program
- ☐ Recovery high school
- ☐ Alternative high school
- ☐ Alternative peer group
- ☐ High schools (public or private)
- ☐ None of the above
- ☐ Other (Please describe)

Is your program officially recognized by your institution?

- ☐ Yes, as an official institutional unit with paid staff (full-time or part-time) and a budget
- ☐ Yes, as a registered student organization without paid staff or budget
- ☐ No
- ☐ Other (Please describe)

Please describe any program data that you collect or report (e.g. demographics, substance use history, treatment history, mental and/or physical health history, or specific metrics).

If your program has staff, which positions do you have? Select all that apply. If your position has a slightly different title, please select the closest equivalent.

- ☐ Director
- ☐ Program coordinator
- ☐ Administrative associate or assistant
- ☐ Graduate assistant

- ☐ Student worker
- ☐ Peer recovery support specialist
- ☐ Clinical counselor
- ☐ Case manager
- ☐ Resident assistant
- ☐ Other (Please describe)
- ☐ NA

**Highest educational level for director.**

- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate/MD/JD or equivalent
- ☐ Other (Please describe)
- ☐ NA

**Educational background for director (terminal degree).**

- ☐ Social work
- ☐ Education
- ☐ Psychology
- ☐ Public health
- ☐ Other (Please describe)
- ☐ NA

Director annual salary during the 2024-2025 academic year.

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Highest educational level for program coordinator. If more than one program coordinator is employed, please select "other" and enter both responses separated by a comma.

- ☐ Associate degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate/MD/JD or equivalent
- ☐ Other (Please describe)
- ☐ NA

Educational background for program coordinator (terminal degree). If more than one program coordinator is employed, please select "other" and enter both responses separated by a comma.

- ☐ Social work
- ☐ Education
- ☐ Psychology
- ☐ Public health
- ☐ Other (Please describe)
- ☐ NA

Program coordinator salary during the 2024-2025 academic year. If there are multiple program coordinators (or equivalent), please provide the average annual salary for the position.

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Does your program require that professional staff have any specific credentials, licenses, certifications or attend any trainings (e.g. Mental Health First Aid)? If so, please describe.

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Do any of your professional staff identify as people in recovery?

- ☐ Yes, recovery from SUD
- ☐ Yes, from an eating disorder
- ☐ Yes, from a behavioral or process addiction
- ☐ Yes, from a mental health condition
- ☐ Yes, from another condition (describe)
- ☐ None of our staff identify as being in recovery
- ☐ Other (Please describe)
- ☐ NA

Do your student workers identify as people in recovery?

- ☐ Yes, all student workers are students in recovery
- ☐ Yes, at least one student worker identifies as a student in recovery, but not all
- ☐ No, our student workers do not identify as students in recovery
- ☐ Other (Please describe)
- ☐ NA

Have any students in your CRP expressed an interest in becoming a collegiate recovery professional after graduation?

- ☐ Yes

- ☐ No
- ☐ Other (Please describe)

If you answered yes to the previous question, and if the student has already graduated, did any former students end up working in collegiate recovery?

- ☐ Yes
- ☐ They are currently looking for opportunities
- ☐ No
- ☐ Other (Please describe)

If you answered no to the previous question, please select the reasons the student is not working in the field. Select all that apply.

- ☐ Professional interests changed
- ☐ Lack of job opportunities in collegiate recovery
- ☐ Lack of qualifications that CRP employers were seeking
- ☐ Compensation offered was insufficient
- ☐ Other (Please describe)

In your opinion, what are the three most important *skills for a collegiate recovery professional to possess?*

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In your opinion, what are the three most important *professional development needs among your staff?*

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In your opinion, what are the three most important *professional development needs* in the collegiate recovery field as a whole?

In your opinion, how urgent is the need for professional development training for CRP professionals?

- ☐ Not at all urgent
- ☐ Neutral
- ☐ Slightly urgent
- ☐ Very urgent

In your opinion, how urgent is the need to develop trainings for students interested in working in the collegiate recovery field?

- ☐ Not at all urgent
- ☐ Neutral
- ☐ Slightly urgent
- ☐ Very urgent

Which of the following would be an acceptable way to receive professional development training?

|                                              | Totally unacceptable  | Somewhat unacceptable | Neutral               | Somewhat acceptable   | Totally acceptable    |
|----------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Online video lectures                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In-person classroom lectures                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Combination of online and in-person lectures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online video group discussions               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                         |                       |                       |                       |                       |                       |
|---------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| In-person classroom discussions                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Combination of online and in-person discussions         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online conversations with a member of the training team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If all or part of a professional development training were offered online, what would be most feasible (something you could easily do)?

|                                                           | Totally<br>unfeasible | Somewhat<br>unfeasible | Neutral               | Somewhat<br>feasible  | Totally feasible      |
|-----------------------------------------------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| Self-paced modules to work through on your own schedule   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Real-time online discussions during normal business hours | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Real-time online discussions in the evening               | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Real-time online discussions on weekends                  | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If a professional development training were offered partially or totally in person, what would make it more feasible?

|                                                          | Totally<br>unfeasible | Somewhat<br>unfeasible | Neutral               | Somewhat<br>feasible  | Totally feasible      |
|----------------------------------------------------------|-----------------------|------------------------|-----------------------|-----------------------|-----------------------|
| Have the training during normal business hours           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have the training on a weekday evening                   | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have the training on a weekend                           | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Travel to the nearest major city for a training          | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cover your own travel to a training                      | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cover the travel costs of a trainer to come to your site | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you could give one piece of advice to a new or aspiring CRP professional, what would it be?

Do you have any other comments you wish to share about professional development for current CRP professionals?

Do you have any other comments you wish to share about training aspiring CRP professionals?

Is there any information that we did not ask about which you would like to share about your CRP?