
Corby A. Coperthwaite, Obl. S.B., Ph.D.



Office Address

Board of Trustees
Connecticut Community-Technical Colleges
61 Woodland Street
Hartford, CT 06105
(860) 224-7604
Email: ccoperthwaite@commnet.edu
Department web site: <http://www.commnet.edu/co/planning>

Home Address

6 Old Oak Court
Bloomfield, CT 06002
(860) 582-7619
Email: ctdatadog@comcast.net

Education

UNIVERSITY OF CONNECTICUT, Storrs, Connecticut

Doctor of Philosophy, Professional Higher Education Administration, December 1994
Minor concentrations: Organizational Psychology and Educational Measurement
Dissertation: *The Effect of Self-Esteem, Locus of Control, and Background Factors on College Students' Choice of an Academic Major*

SOUTHERN CONNECTICUT STATE UNIVERSITY, New Haven, Connecticut

Master of Arts, Psychology, May 1989
Thesis: Obedience, Religious Affiliation, and Attributional Style

CENTRAL CONNECTICUT STATE UNIVERSITY, New Britain, Connecticut

Bachelor of Arts, Psychology, December 1985
Minor: Sociology

Computer Skills

SCT BANNER Administrative Information System. Proficient in the use of Dreamweaver, MS Office 2007 including Word, Excel, Access, Power Point. Proficient in the use of Visio, Front Page, Expression Web, and Publisher. Thorough knowledge of SPSS statistical analysis software; some familiarity with Visual Developer and SQL Server.

Professional Experience

Director of Planning, Research and Assessment, Board of Trustees Connecticut Community-Technical Colleges

November 2001 - present

Responsibilities involve providing leadership to strategic planning for a system of 12 community colleges, researching issues related to institutional effectiveness and assessment, and supervising the compilation and submission of mandated system-wide federal, state, and accrediting agency reports and the preparation of research-related publications (e.g., strategic plan, procedures manuals for reporting requirements, etc). Responsibilities include assisting 12 colleges to better manage data collection and data entry efforts in support of the Banner Administrative system, conducting complex and comprehensive analyses of information about demographics, course offerings, faculty and staff workload and productivity, learning and student development outcomes, and alumni career patterns in order to provide guidance to community college policymakers.

Interim Dean of Academic and Student Affairs, Tunxis Community College

February 2001 - November 2001

Responsibilities involved supervision and leadership to Academic and Student Affairs including the Library, Instructional Technology, and outreach partnerships. Specific accomplishments included working to obtain approval for the Criminal Justice on-line Degree Program; review of Academic programs, bringing them into compliance with board policy with respect to General Education requirements; prioritizing developmental education by using research-based assessments of policies, procedures and outcomes; new and returning student advising, probation and suspension appeals, convocation, and orientation programs were piloted; and The Community College Student Experience's Questionnaire was utilized as one step in efforts to assess learning outcomes and institutional effectiveness.

Appropriate technology in the traditional classroom and on-line learning was a focused priority. Faculty involvement in student development increased with expanding roles in advising, tutoring and convocation. Planning groundwork was established to develop new full- and part-time faculty and Department Chair orientation programs; and Human Resource and fiscal issues were addressed systematically and compassionately within the confines of various collective bargaining agreements.

Interim Dean of Academic Affairs, Manchester Community College,

September 2000- February 2001

Responsibilities involved supervision and leadership to the Academic Affairs Division including Co-operative Education and other outreach partnerships. Specific accomplishments included obtaining system board approval for eight new Computer Technology programs; the publication of learning outcomes for academic programs, General Education and student affairs; automating the Instructional Budget/Class Size Analysis System; and implementing a new academic program review process. Human Resource and fiscal issues were addressed systematically and compassionately within the confines of various collective bargaining agreements, and collaborations between Academic and Student Affairs in the areas of developmental education and enrollment management were expanded.

Director, of Planning, Research and Assessment, Manchester Community College
1995-2000

Established the College's first institutional research office. Developed and implemented a systematic approach to data collection and reporting to support administrative and academic decision-making. Duties included responding to all federal (IPEDS), state (Department of Education, Department of Higher Education, Connecticut Distance Learning Consortium) system, local and ad hoc requests for data and service as a member of the college's the Banner implementation team. Declining enrollments, student goals, retention, and student satisfaction were assessed. Student information databases and student tracking systems were developed. A web based course enrollment tracking system was developed. Comprehensive data for assessment of Academic and Student Affairs programming were provided. Enrollment projection models were developed. Management of the revision of general education and the development of learning outcomes for Academic and Student Affairs programming was provided. Lines of communication among faculty, staff and administration were developed for research protocols. Strategic planning was implemented and the initial strategic plan was completed during June 2000. Need-based research studies were developed and resulting policy recommendations were presented. The College's first web site was developed with a focus on relevant institutional data. An effective research interface between the College and Chancellor's Office was established and system research activities were coordinated. A home page was created and maintained for the Institutional Research Council and Connecticut Association for Institutional Research.

Research Analyst, Georgia Southern University
1993-1995

Responsibilities involved developing PC-based student information databases and tracking systems, refining mainframe data extractions and manipulation, supporting the development of PC-based management information/decision support systems, and providing data analysis for numerous research studies.

Intern, Institutional Research, Central Connecticut State University
1992-1993

Responsibilities involved establishing a foundation for research, planning and assessment along with the development of mainframe and PC data extraction and manipulations methodologies.

Instructor of Psychology, College of Our Lady of the Elms
1991-1992

Responsibilities involved teaching and advising students. Subjects taught were Abnormal Psychology, Experimental Psychology, Introduction to Psychology, and the Psychology of Personality.

Director of Academic Advising, Albertus Magnus College
1989-1991

Responsibilities involved the design, implementation and management of a comprehensive, academic advising program and student tracking system.

Master Sergeant/E-8, United States Army Reserve and Active Duty
1975-1995, Retired 1995

Responsibilities involved the leadership, supervision and counseling of soldiers in their residence halls, professional development activities, personal development, and more traditional educational development. Other assignments included:

- management of various administrative, communications- electronics, human resources, and personnel operations,
- instructor for “Administrative Assistant” and “Multi-channel Communications Electronics” training programs,
- management of education and training operations, curriculum development, and tutoring support, and
- recruiting and recruiting station command responsible for forecasting and meeting recruitment goals, planning and executing recruitment programming, and mentoring from prospect status through the start of Basic Training.

Institutional Publications (Board of Trustees, Connecticut Community-Technical Colleges)

- Coperthwaite, C.A. & Klimczak, B. (Nov 2008). Does Financial Aid Status Affect Student Performance, Retention, Persistence, and Academic Success?
- Coperthwaite, C. A. (2008, 2007, 2006, 2005, 2004, 2003, 2002). Entering Student Survey
- Coperthwaite, C. A. (2007, 2006, 2005, 2004, 2003, 2002). Graduate Survey
- Coperthwaite, C. A. (2004) National Postsecondary Education Cooperative (NPEC) IPEDS Data Feedback Report and Executive Peer Tool (ExPT)
- Coperthwaite, C. A. (2004). Basic Skills Students in the Connecticut Community Colleges: Who are they? Who Benefits? Who is left Behind?
- Coperthwaite, C. A. & Ritchie, W. F. (2002). An Assessment of Standardized Accuplacer Placement Scores for College English in the Connecticut Community College System
- Coperthwaite, C. A. (2002). Vocational-Technical High School Students that Attend Connecticut Community Colleges: Who are they? Are they successful?
- Coperthwaite, C. A. (2002). The Value of a Community College Education: A Preliminary Report
- Community College Survey of Student Engagement (CCSSE) 2004 Research Briefs
 - 1) Coperthwaite, C. A. (2004) Community College of Student Engagement (2003-2004): Active and Collaborative Learning
 - 2) Coperthwaite, C. A. (2004) Community College of Student Engagement (2003-2004): Student Effort
 - 3) Coperthwaite, C. A. (2004) Community College of Student Engagement (2003-2004): Academic Challenge
 - 4) Coperthwaite, C. A. (2004) Community College of Student Engagement (2003-2004): Student-Faculty Interaction
 - 5) Coperthwaite, C. A. (2004) Community College of Student Engagement (2003-2004): Support for Learners

Refereed Publications

Knight, W.E., Coperthwaite, C.A., and Moore, M.E., (1997), *Institutional Research: Knowledge and Skills, and Barriers to Effectiveness*, New Directions for Institutional Research, 104 (Winter 1999), pp. 31-40, and Research in Higher Education, 38(4), pp. 419-434.

Presentations at Conferences

- Knight, W.E., Coperthwaite, C.A., and Coughlin, M.A. (2006) *Student Self-Reported Gains Attributed to College Attendance: Comparing Two-Year and Four-Year Institutions*. Work Share presented at the NorthEast Association for Institutional Research, Philadelphia, PA.
- Coperthwaite, C.A. and Ritchie, W.F. (2002) *An Assessment of Standardized Accuplacer Placement Scores for College English in the Connecticut Community College System*. Paper presented at the NorthEast Association for Institutional Research, Annapolis, MD.
- Coperthwaite, C.A. and Jehnings, M. (2000) *Implementing a Program of Outcomes Assessment in the Land of Steady Habits*. Work share presented at the NorthEast Association for Institutional Research, Newport, RI.
- Knight, W.E. and Coperthwaite, C.A. (1999), *Using path analysis for institutional research*. Demonstration at the NorthEast Association for Institutional Research Forum, Pittsburgh, PA.
- Coperthwaite, C.A., Plese, C., and Knight, W.E. (1996), *Organizing Institutional Research for Two-Year Institutions*. Panel discussion at thirty-fifth Annual Association for Institutional Research Forum, Albuquerque, N.M.
- Coperthwaite, C.A. and Knight, W.E. (1995), *Student Input, Student Involvement, and College Environment Factors Impacting the Choice of Academic Major*. Paper presented at thirty-fourth Annual Association for Institutional Research Forum, Boston, MA.
- Knight, W.E. and Coperthwaite C. A. (1995), *Institutional Research: Knowledge and Skills, and Barriers to Effectiveness*. Paper presented at thirty-fourth Annual Association for Institutional Research Forum, Boston, MA.

Committee Memberships (Board of Trustees, Connecticut Community-Technical Colleges)

- Achieving the Dream – State Policy Initiative
- Council of Presidents
- Council of Academic Deans
- Council of Student Deans
- Faculty Work Load Committee
- Student Affairs Assessment Committee
- Academic Information Technology Advisory Committee, 1997 - 1999
- Institutional Research Council
- Strategic Planning Committees
- Department of Higher Education, Performance Measures Task Force

Professional Affiliations

- American Association of Community Colleges, 2000 – Present
- National Community College Council for Research 2000 - Present
- Society for College and University Planners 1998 - Present
- “Think Tank” for Institutional Research, New England Resource Center for Higher Education, 1999 - 2000
- The Association for Institutional Research, 1995 – Present
 - Assessment Track Reader 2006-2007
 - Planning and Management Track Chair, 2005 - 2006
 - Assessment Track Reader, 1997 - 1998
- Connecticut Association for Institutional Research, 1995 - Present
 - President, 1998 - 1999
 - Vice President, 1997 - 1998
 - Secretary, 1996 - 1997
- Northeast Association for Institutional Research, 1995 - Present
 - Nominating Committee 2006-2008
 - Treasurer, 2002 -2005
 - Steering Committee Member, 1998 - 2000
 - Publications Chair, 1996 - 1998
 - Conference Evaluation Chair, 1997
- NEASC Visiting Team
 - Central Maine Technical College, 2003

Honors/Service Recognition

- Epsilon Pi Tau - The International Honorary for Professions in Technology
- Meritorious Service Medal
- Army Commendation Medal
- Army Achievement Medal (2)
- Congressional Nomination to West Point
- Paul Harris Fellow (2005)
- Commissioned Lay Minister (2008)