

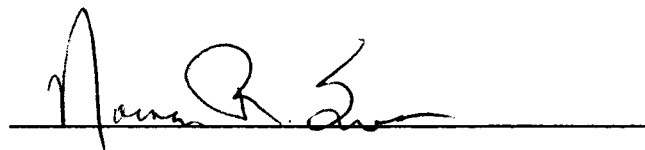
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Herbert Howard, Major Professor

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**The Scope of Mass Communications Education at Seven Tennessee
Community Colleges: A Case Study**

**A Thesis
Presented for the
Master of Science
Degree
The University of Tennessee, Knoxville**

Randall G. Overcast

August, 1993

DEDICATION

This Thesis is dedicated to my parents

Mr. and Mrs. Lylte Overcast

and

Pop and Mammie

ACKNOWLEDGEMENTS

I would like to thank my committee chairman, Dr. Herbert Howard, for his patient help with this project, and for being a true friend and mentor for many years. I would also like to thank the other members of my committee, Dr., Norman (Sam) Swan and Dr. Barbara Moore for their invaluable help. Also, I would like to express my appreciation for the many administrators, faculty members and staff of Tennessee's community colleges who were, without exception, gracious and patient, many through more than one interview session. Finally, I would like to thank sons David and Daniel for their computer help, and for being a true inspiration to "Ole Dad."

ABSTRACT

This research attempted to gather and organize data on the scope of mass communications education at seven of Tennessee's community colleges. Information was collected by examining catalogs and other literature printed by the schools, and a series of personal and telephone interviews with the administrators and faculties of the schools involved.

Among the topics discussed were the organization of mass communications programs, the number and type of media related courses offered, and the number and type of faculty utilized in teaching such courses.

It was concluded that each of the seven schools has a different approach to mass communications education, but that at any of the seven, students can receive a basic foundation for successful transfer to a four-year baccalaureate program.

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CHAPTER I.

INTRODUCTION

The definitive beginning of the American Junior College is impossible to document with any degree of certainty. Likely, this is due to the lack of agreement as to exactly what is meant by the term. However, the concept of two years of higher public education is interlaced with educational progress throughout American history. Through the years, "junior colleges" have been thought of as two extra years of high school, a bridge between high school and universities, the means to earn a degree, vocational schools, and as a combination of all these. Community colleges generally evolved from the concept that two year programs of post secondary education ought to fill the needs of the community in which they exist, whatever the curriculum or mission of the schools might be.

The system of junior colleges in Tennessee is an outgrowth of the state's determination to provide higher education to those who otherwise might not have access. There are twelve community colleges in the Tennessee system (1993). The first three of these schools were authorized in 1965. (The history and development of the system are discussed in detail in a later chapter.) Among the community colleges in the state, the scope and importance of mass communications education vary greatly. This research is designed to discover, organize and record information about seven of those schools. It is the contention of the researcher that within these institutions may lie microcosms of an issue which appears throughout the current literature of American higher education, particularly within the fields of mass communications. Broadly, the issue concerns the mission of such mass communications programs at all levels of higher education. The central question question concerns the role of media, and what balance there ought to be between the strictly academic world" of media, and what

balance there ought to be between the strictly academic avenues of theory and research vis-à-vis the teaching of practical skills needed to successfully hold a job in the field.

The information in this study was collected through a review of literature, and other documents and personal and telephone interviews with educators and administrators involved in the mass communications programs at the seven institutions. It was then organized into an introduction, a brief historical overview of the development of the community college movement (nationally and then within the state of Tennessee), a review of literature (including early American higher education, and how its philosophy led to the current community college concept, plus an overview of some current issues and debates among educators in the field), an explanation of method, a report of findings on each school, comparisons and conclusions, and suggestions for further research.

STATEMENT OF THE PROBLEM

The problem investigated in this study was the mission of mass communications education in Tennessee's community colleges, and the approach taken by seven of those community colleges toward fulfillment of that mission.

The study looked at how educators approach the teaching of mass communications in selected schools. Is it the role of higher education in fields such as journalism, advertising and the electronic media to impart practical skills to their students, or are they concerned with building a foundation of theory and research into future practitioner? How does the mission of the community college mass communications programs differ from those at four-year schools? Are the two in conflict, or do they complement each other?

The debate between those who favor a heavily weighted academic approach to mass communications and those who lean toward more practicality in teaching is not unique to the field of mass communications. It may, however, be as pronounced in this field as in any discipline. Further, the lines may be more clearly drawn in the arena of the community college, simply because the institutions are overtly designed to serve both those students who wish to transfer to four year programs and those who seek a terminal degree, then employment. By assembling data of the commonalty and differences in the mass communications programs in these seven schools, an attempt was made to determine the extent of both philosophies at this level. It is hoped by assembling and analyzing this information, the result can be helpful to both community college and four-year college and university educators. It is not an attempt to solve the debate over academics versus practical education. (The reality is that discussion will more than likely never end, and that there will always be an need for both concepts.) However, the results obtained in this study, along with the realization that there will always be students of diverse abilities and ambitions, will hopefully be of help in identifying the consensus of the mission of mass communications programs at the community college level, and comparing and contrasting that with the mission of the four-year programs.

RESEARCH QUESTIONS

The primary research question in this study is "what is the mission of the community colleges in this study, and what approach do the institutions take toward fulfilling this mission?"

The research will address the scope of the mass communications programs in the selected schools. Specifically, each school will be investigated as to the number

of mass communications courses offered, how many and what kind of students participate in them, and how each mass communications program is incorporated into the overall program (That is, is mass communications a separate department, or is it a series of courses offered under such department labels as Speech, or English, etc.?)

Secondary research questions include: (1) Are the mass communications programs at these schools designed to serve primarily students who intend to transfer to baccalaureate programs, or those who intend to seek employment in the field after a two-year course of study? (2) In those cases where university parallel courses (intended for transfer students) are offered, are the programs designed to complement the programs at four-year schools? If so, is there unneeded duplication or conflict?" and (3) How do the schools relate to the professional media practitioners in their area in respect to editorial support for the program, and interaction with media personnel in placing students in practicum and internship programs?

IMPORTANCE OF THE STUDY

The system of community colleges in Tennessee is currently experiencing a period of rapid growth and development. Scarcity of jobs (especially within the media), and increasing costs of traditional four-year colleges have already led many students to turn to less expensive community colleges. This increased enrollment, as well as the same kind of belt-tightening mentality that has affected the four-year schools, has increased the pressure on community colleges to fulfill a major part of their mission: to provide low-cost, high quality education for those residents in their area that otherwise might not have access to higher education. It is hoped

that by assembling the material as described, administrations and faculties of Tennessee's community colleges, as well as their colleagues at four-year schools can have a clearer picture of what is being offered to students in the field of mass communications, and thereby make more informed decisions about programs at both levels that help fill the needs of students.

DEFINITIONS OF TERMS

THE COMMUNITY COLLEGES: Seven of the twelve Tennessee community colleges were selected for investigation: (1) Chattanooga State Technical Community College, Chattanooga, (2) Cleveland State Community College, Cleveland, (3) Motlow State Community College, Tullahoma, (4) Pellissippi State Technical Community College, Knoxville, (5) Roane State Community College, Harriman, (6) Volunteer State Community College, Gallatin, and (7) Walters State Community college, Morristown. These particular schools were chosen because of the suspected degree of difference in the scope of their mass communications programs, and proximity to the researcher.

All twelve belong to the system governed by the Tennessee State Board of Regents.

MASS COMMUNICATIONS COURSES (PROGRAMS): For the purpose of this study, courses will be considered mass communications courses if they are so described in the school's catalog as such, or they by way of title obviously involve instruction in media: namely, print journalism, electronic media (radio, television, or cable), public relations or advertising.

UNIVERSITY PARALLEL (TRACK OR COURSES): These are courses or programs designed to allow students to transfer easily to four-year programs without loss of credit. The Board of Regents, which regulates both the community colleges and other state four year schools in Tennessee, except for the University of Tennessee System, has set up such programs in the community colleges, so that students taking a university parallel course or track know the course or programs will transfer to the other schools under the auspices of the Board of Regents. Many other four-year programs have articulation agreements with the community colleges to accept a designated number of courses or credit hours from such a track (See Appendix A, page 94, for a list of such agreements.).

Upon completing the requirements for a two-year university parallel course of study, students are awarded either an Associate of Science (A. S.) or Associate of Arts (A. A.) degree.

CAREER EDUCATION: Each of Tennessee's community colleges offers a career education track, as well as a university parallel track program. The career education courses are designed to train the student for employment in a specified field upon completion of a two year course of study. Students completing a career education track at one of Tennessee's community colleges receive either an Associate of Applied Science degree (A. A. S.) for a certificate of completion, depending on the course of study.

NORMAL SCHOOLS: Normal schools were established throughout the United States circa 1900. They were originally meant to train teachers. Many have since become four-year comprehensive programs. In Tennessee, the original normal

schools have all been transformed to four-year comprehensive universities. They consist of Austin Peay State University, Clarksville; East Tennessee State University; Johnson City; Tennessee Polytechnic Institute (Tennessee Tech), Cookeville; Middle Tennessee State University, Murfreesboro, and Memphis State University, Memphis.

CHAPTER II

HISTORICAL DEVELOPMENT AND EVOLUTION OF COMMUNITY COLLEGES

Before examining the scope of mass communications courses (programs) in Tennessee's system of community colleges, it is important to understand the development of the community college concept and the purposes to which these schools were established across the United States and within the state.

Unfortunately, there can not be found a consensus of the overall mission of American higher education, let alone a single statement of purpose or mission of the American community college. (Thorton, 1972)

In America, educators borrowed freely from Old World ideas as they began to establish their own system. It was private education, which can trace its roots back to 1636 (the founding of Harvard), that made the rules and set the tone for all higher education that followed. (Good, 1962) Early higher education was intended for wealthy white males, and the heavy influence of religion was there to insure, primarily, that these students were well founded in the classics, and thereby ably prepared to assume the role of clergy upon completion of their degrees.

As the nation grew, so did the idea of a wider and easier access to higher education. The echo of Revolutionary cannons was scarcely silent, when in 1785, when the University of Georgia, the first of the Land Grant Univeristies, was founded in Athens. (Good, 1962) This beginning of higher public education underscored the desire in the young nation to make higher education accessible to a larger portion of the population. It parallels efforts at accomplishing the same goals in elementary and secondary education, as well.

Both the public and private sector of higher education were highly valued by early Post-colonial Society. In fact, George Washington in his Farewell Address of 1796, urged his countrymen to promote 'institutions for the general diffusion of knowledge.' (Cohen 1974)

The development of public and private higher education seems to be based on the principal that in a democratic society, an educated citizenry is essential if the culture is to survive. (Thorton, 1972) As the society grew and became more complicated, the three or four years of formal education that the founding fathers thought necessary, obviously failed to meet the needs of even the few exposed to it. Governments at all levels began to notice the thousands of ordinary citizens who got no formal education at all. As the population grew in number and in desire to find learning, the state and federal government commitment to provide educational opportunities expanded as well. The common theme with each expansion seemed to reflect one of the basic principles upon which the nation was founded: the worth of the individual. Upon reaching the plateau of having the government provide twelve years of free public education, and the realization that many citizens could afford neither public or private higher education, the concept of the "junior college" began to take hold.

The specific origin of the junior college movement is impossible to pinpoint, likely due to the lack of consensus of exactly what is meant by the term. The concept, however, may have taken root in the idea that the nation's four year colleges would well be rid of the burden of the first two years of liberal arts education after high school. In 1869, William W. Folwell mentioned this idea in his inaugural address as President of the University of Minnesota. (Cohen and Brawer 1989) It was Folwell's contention that a boy should be "grown up to be a man, emigrate to the university: there to enter upon the work as a man..." Neither

Fowell, or his ally, Henry A. Tappan of the University of Michigan, could eliminate their school's first two years, or manage to incorporate them into existing secondary schools, however. As a legacy of Fowell's and Tappan's work, many universities continue to have a marked division at the end of the first two years, with freshmen and sophomores being called underclassmen, and juniors and seniors called upperclassmen.

THE JUNIOR COLLEGE

The first use of the term "junior college" probably occurred in 1896, when Rainey Harper, president of the University of Chicago, changed the name of the two divisions of his school to "Junior College" and "Senior College." The two separate programs had previously been known as "Academic College" and the "University College." It is interesting to note, also, that Harper was instrumental in founding several public and private two year institutions of higher learning later in his career. One of these, Joliet Junior College of Joliet, Illinois, was founded in 1901, making it the oldest extant junior college in the country. (Cohen, 1974)

The idea of junior colleges may, indeed, be older than the term. According to at least one chronicler of the early history of America's junior colleges, the very first one was founded by the Catholic Church in Newton, Maryland in 1677. (Thorton, 1972)

The first privately owned junior college was founded in 1851, and was known as Laswell Female Seminary (Thornton, 1984) The curriculum was similar to that which was in place at Newton almost two hundred years earlier. Some other early two year schools included the Brooklyn Female Academy (1854), Lewis Institute of Chicago (1896), and Bradley Polytechnic Institute in Peoria, Illinois (1897) (Palinchak, 1973)

THE ASSOCIATE DEGREE

It was 1900 before the first Associate in Arts Degree was awarded. That happened at the University of Chicago. The A. A. was presented to students who completed the two-year program in what the university still called its "Junior College Program of Studies." The idea, however, was short-lived, as in 1915, the Association of Colleges and Universities of the Southern States, prohibited the awarding of degrees by junior colleges, and with the exception of some consistency in the state of California, there was no set of rules or defining parameters for requirements until much later. That eventually occurred in 1922, when the newly formed American Association of Junior Colleges declared the some 207 such schools in the United States as "institution(s) offering two years of instruction of strictly collegiate grade." (Thornton, 1972)

DEFINING A MISSION

Through this period, a debate continued among those who thought junior colleges should be extensions of high schools, and those who thought the schools should be gateways to college. Also emerging was yet a third group who espoused the concept of having junior colleges play a larger role in providing occupational programs. As a result of the entrance of this third group, and the continuing rhetoric of the other two, the AAJC relented to change its definition of the junior college to admit that courses offered at these schools were likely to develop a different type of curriculum which would be suited to the ever changing needs of the entire community. The association also expressed a need for these occupational type courses to be offered on a high school level. Much of the

leadership for the establishment of these kind of "vocational" courses at junior colleges is credited to many of the state agencies for vocational education which were established by the (Federal) Smith-Hughes Act. (Thornton, 1972)

THE COMMUNITY COLLEGE CONCEPT

The seeds of an on-going disagreement over the primary mission of the junior college were, if not planted, then surely nurtured by the ensuing debate. The positive result of the "dialog" was the concept of the community college: a two year institution designed to fill the educational needs of those nearby. It is not that these institutions have no common mission, it is, instead the concept that the mission is to serve those nearby using resources that fill the educational needs of the populace, whether those needs be for classic literature or auto mechanics.

The guide words of the community college movement seem to have been "access" and "opportunity." (McGrath and Spear, 1991). That every American should have access to higher education in some form has been the guiding principle that has carved the versatile and severely non-homogenous character of America's junior colleges today. Even given the universal acceptance of that statement, still there is no consensus of just what a community college should be.

THE TENNESSEE SYSTEM

Within the state of Tennessee, the community college movement could logically be traced back to 1909: the date of the establishment of the four-year normal schools in the state. (Nicks, 1979) The normal schools were intended to prepare teachers for the state's public schools. Those schools are now state universities operating under the State Board of Regents. This commitment to provide access to higher education to a large portion of Tennessee citizens set the tone for the later

concept of the community college in the state. Roy S. Nicks, in the preface to his volume on the early years of the Tennessee Community College System, describes the shift in Tennessee from an agrarian economy to one ripe with industrial development and diversity, and says that by the middle of the twentieth century the demand for improving and extending the public education was a primary factor in moving the state to consider ways to provide industry with better trained and educated employees. (Nicks, 1979)

Other factors included increased enrollment at the state's four year schools, the demand for types of post secondary education that was not available at the four year schools, and increasing demand for higher education by the student population.

Richard Rhoda, writing in the introductory chapter of Nicks' book, recounts the early history of the concept of the Community College System in the state. He puts the birth of the idea as the 1955 issuance of a study called "Public Higher Education in Tennessee. The two year study was commissioned by the Tennessee General Assembly with a two-fold purpose: (1) to identify possible improvements in current programs in higher education, and (2) design intelligent planning to meet future state needs in this area. From the report came the idea of establishing four-year colleges at four strategic locations in the state that were not within fifty miles of an existing state school. It was this suggestion that led communities across the state into posturing and rhetoric designed to lure such a school to their area.

It was State Education Commissioner Joe Morgan who was credited with the proposal for some form of two-year post secondary institutions in the state. He felt they should be planned and established with stated purpose of making accessible the first two years of a four-year college program, plus offering comprehensive

vocational-technical education programs. Additionally, Morgan wanted the schools to serve full and part-time students of all ages. (Nicks, 1979)

With the 1963 election of Frank G. Clement (for his second series of two terms), the concept of the community college in Tennessee moved a giant step closer to reality. Along with his new Commissioner of Education, Howard Warf, Governor Clement requested the state legislature to pass Chapter 379 of the 1963 Public Act, which appropriated one hundred thousand dollars annually, for the purpose of planning and establishing regional type institutions of public higher learning in the state.

It was 1965 when the first three schools in the system were authorized. The three were Columbia State Community in Columbia, Tennessee; Cleveland State Community College in Cleveland; Tennessee, and Jackson State Community College in Jackson, Tennessee. (Nicks, 1979)

The geographic location of the three schools roughly corresponded to the educational void described in the 1955 study.

Two years later (1967) Dyersburg State Community College, Dyersburg, Tennessee; and Motlow State Community College near Tullahoma, Tennessee were authorized. They became the next two schools in the system. Both schools began to enroll students in the fall of 1969.

Walters State Community College in Morristown became the third school in this second group, when it first admitted students for the fall quarter of 1970.

The 1969 Tennessee Legislature not only appropriated funds to operate the six existing Community colleges, but also provided for the capital outlay necessary to build three additional schools. Using previously conducted surveys, the Higher Education Commission and the State Department of Education mandated the three new locations to be Roane, Shelby and Sumner Counties. It is notable that the

Shelby County location (Memphis) was the first site chosen in one of the state's metropolitan areas, as well as the first to be located within the same general geographic area as a four-year state university (Memphis State). By this time educators and politicians alike realized that the demand for the kind of low cost higher education available at the state's community colleges was great enough, and diverse enough that the two schools could co-exist without harm to either.

In 1971 Roane State Community College in Harriman, Tennessee, and Volunteer State Community in Gallatin, Tennessee, opened their doors to students. One year later Shelby State Community College in Memphis, also first admitted students.

The establishment of the final three schools in the system, two located in larger cities, came about a bit differently than their predecessors. In 1972 the Higher education Commission decided the best method for providing a community college for the Chattanooga area was to upgrade the already existing Chattanooga State technical Institute. This was accomplished when the school's name was changed to Chattanooga State Technical Community College in 1974.

The next link in the community college system was forged in 1988 when the State Technical Institute of Knoxville was reorganized and re-named Pellissippi State Technical Community College.

School number twelve, Northeast Tennessee State Technical Community College is located in Blountville. It is named and configured much like Chattanooga State and Pellissippi State. Northeast admitted its first class in 1992.

Roy S. Nicks, who has since served as State Commissioner of Education, and is now President of East Tennessee State University in Johnson City, summed up his view of the contribution of Tennessee's community college movement in his definitive early history of the system. Nicks says the system of community colleges has meant a great deal more to the state than just a place where youngsters could get

two additional years of schooling at low costs. He credits these colleges with contributing socially, economically, and philosophically to their respective communities. There may be differences of opinion as to curricula, and even as to mission for these schools, but no dissenting voices can be heard as to the importance to their contribution and importance to the higher education effort of the State of Tennessee. (Nicks, 1979.)

CHAPTER III

REVIEW OF LITERATURE

PHILOSOPHY OF EARLY AMERICAN EDUCATION

The development of the American, and consequently the Tennessee community college system is closely tied to the evolution of education as a whole. The ideas of "free" public education and universal access to some kind of higher education are deeply rooted in the Jeffersonian philosophy of colonial America. Just two years after drafting the Declaration of Independence in 1776, Thomas Jefferson introduced a bill in the Virginia assembly that was designed to establish public schools in that state. (Henderson, 1970) It was Jefferson's belief that not only were all "men" created equal, but that they were also born with a right to an education limited only by "his" own ability. Even though the Negro slaves of the Jefferson era were denied most rights, including access to education, Jefferson himself held the opinion that slavery was not a "normal" condition, and expressed the view that it was "the duty of American statesmanship to stop the slave trade..." (Henderson, 1970) This is congruent with Jefferson's view, that in order to survive, a democracy must have educated leaders, and a population that is allowed access to all the education each individual abilities could bear. This opinion was in direct conflict with the prevailing attitude of the times that a "man's" education should be limited only by his family's ability to pay for it. This led to a dominance of private education, based in the classics, for the wealthy white males, and a general system of public education from which the lower classes received, at best, just enough education to be able to assume a job as a skilled laborer. (Heslep, 1969)

Even at this early period in American history, it is interesting to note that higher education was vocationally oriented. The first colleges in this country were dedicated to preparing ministers. A strong voice of dissent during the era belonged to the ever practical Benjamin Franklin, who was very vocal in his support for educating the people in practical matters. (Westmeyer, 1985)

The turn toward public education, especially at the post-secondary level began shortly after the Revolutionary War. Many private colleges found themselves in financial trouble, and appealed to their respective states for aid. (Westmeyer, 1985) Eventually the outcries, coupled with the election of Jefferson as president in 1800, led to the founding of the land grant state universities: the cornerstone of American higher public education. It took, however, the efforts of Jefferson, many other politicians and educators, and more than a half century for the reality of the Morrill Act of 1862 to direct each of the states to set aside land for purpose of public higher education.

Well into the middle of the nineteenth century, the primary purpose of America's universities and colleges continued to be one of training an elite citizenry. The two most discernible trends of the later half of the century, however, were the movement from religious to secular education, and the change from an elite to a more general student population. (Westmeyer, 1985) It is no coincidence that access to education became more widely spread as the country pushed back its frontiers toward the West, and discovered the need for more and more workers trained to operate the nation's expanded industries. (Cohen and Brawer 1989)

The emergence of two-year "junior colleges" to bridge the gap between secondary education and college seemed to reflect the demands that were placed on schools on every level. (Cohen and Brawer, 1989)

THE PHILOSOPHY OF TWO-YEAR COLLEGES

The concept of two years of education following high school is buried deep within the more universal idea of a democracy providing educational access to all its citizens. Never more than in the last forty years has the concept of free, or at least affordable, education been more available to the masses. The enactment of the GI Bill in 1944 presented the country with the opportunity to see the results of the increased emphasis on higher education, and the "junior college" has become the fastest growing and certainly the most diverse of American education entities. (Blocker, Plummer, and Richardson, 1965)

It is this diversity that makes the philosophy of the two year college difficult to define. This is reflected in the literature on the subject, dated from the earliest times of the institution (roughly 1900). Initially, the stated purpose of the junior college was to lighten the burden of universities of educating freshmen and sophomores. The idea was to allow the universities to be preserved for the "serious" student. (Cohen, 1974)

An early differing view of the two year college mission can be found in Alexis Lange's essays in which he describes the junior colleges as a capstone of truly universal public education, rather than just a gateway to the colleges and universities. (Cohen, 1974.))

Essentially, it was these two philosophies which were debated in the literature on junior colleges until the middle of the twentieth century.

The first comprehensive attempt to chronicle the history and status of the two-year college was probably a volume written by F. M. McDowell in 1919 called The Junior College. (Cohen Palmer and Zwemmer, 1989) The book relied upon national surveys and literature review to report on the status and curricula of the two-year schools in America. According to McDowell, the forces leading to the emergence

of the junior colleges were the transformation of state normal schools into two-year programs, the demand for extended secondary education, and the financial difficulties encountered by four-year institutions, many of which were transformed into two-year programs themselves. The tone of the volume seems to support the idea that junior colleges should be partners with and gateways to 'real' universities.

In 1940 Carl Seashore published The Junior College Movement. Here he argued that the existing and future two-year schools should emphasize terminal education, rather than transfer education. Seashore contended that most junior college students were not equipped to complete a university degree, and should not be encouraged to try. His contention that junior colleges should attempt to provide a place for those 'average' students (who were lacking the academic talent to complete a degree) defined the idea of a two-year institution which would serve the needs of its community. (Cohen, 1974)

THE PHILOSOPHY OF THE COMMUNITY COLLEGE

The debate over the role of two year colleges in America has hardly subsided. In fact, opinions may be more diverse now, than at any previous time. One common idea that has gained a great deal of acceptance, however, is that whatever other role these schools should play, they certainly should be positive forces in filling a need in the community in which they are located. As early as 1936, B. S. Hollingshed wrote that "the junior college should be a community college meeting the community needs. (Cohen, 1974) The concept was based on the "community college" providing adult education, vocational activities, and further, placing its facilities at the disposal of the entire community. Practically every significant study published since that time has articulated basically the same idea, even though the

debate over the prime mission of the junior college, or community college continues unabated. (Cohen and Brawer, 1989)

CURRICULAR FUNCTION OF THE COMMUNITY COLLEGE

According to Cohen and Brawer the various curricular functions of community colleges include academic transfer preparation, continuing education, vocational-technical education, remedial education, and community service. (Cohen and Brawer, 1989) Their list is not all encompassing or inclusive. In fact, several of the functions are overlapping, and other services provided by some community colleges could certainly be added.

The academic transfer (collegiate) studies are intended to fill several purposes: to popularize higher education, offer a point of easy access to higher education, and to relieve the universities of having to deal with too many freshmen and sophomores. (Cohen and Brawer, 1989)

Continuing education, which is generally lumped with adult education, adult basic education and community services under the title "community education," has become a major function of community colleges. This umbrella term may include classes for credit or non-credit, may last a few days or several weeks, may be sponsored by the school or some outside entity, may center on education, recreation, programs for personal interest or just curiosity. The community service function also includes spectator events such as concerts, lectures or athletic events. Leaders of the American Association of Community and Junior Colleges have been vigorous in espousing the importance of this facet of the mission of the community college. Edmund Gleazer, president of the organization from 1958 to

1981, continually encouraged member schools to expand their role beyond just post-secondary education, and to become "the nexus of a community learning system.' Gleazer felt community colleges should strive to become a "resource to be used by citizens, throughout their lifetimes." (Gleazer, 1977)

Vocational technical education in community colleges is now more often referred to as career education. This term was popularized in the 1970's by the United States Office of Education. (Cohen and Brawer, 1989) This portion of the community college function was originally designed to be terminal. The American Association of Junior Colleges concluded that "two-year college offers unparalleled promise for expanding educational opportunity through the provision of comprehensive programs embracing job training as well as traditional liberal arts and general education." (Cohen and Brawer, 1989) Generally, programs and courses that deal with mass communications fall into the career education category, or at least they started there. Like so many facets of the community college movement, however, mass communications is also included in the transfer (or collegiate) slot. Many, if not most, community colleges that offer courses in mass communications areas, have designed them so as to facilitate transfer to four-year programs that offer the B. S. degree in mass communications.

CAREER EDUCATION IN COMMUNITY COLLEGES

Passage of the Federal Vocational Education Act in 1963 meant an increase in federal dollars for education, and led to a surge in occupational education at the post-secondary level. Other factors that contributed to a dramatic rise in the number of community college students involved in career education included the legacy of early leaders in the movement who had encouraged such a change, the increase in size of many two-year schools, and the increasing number of part-time,

disadvantaged, women, handicapped, and older students. Added to these reasons, was the changing shape of the labor market. Employers were hungry for workers who had more sophisticated skills, and the community college, with many of the necessary resources to fill just such a need already in place, were willing and able to prepare their students for the dynamic workplace. (Cohen and Brawer, 1989)

The perception of success of career education in community colleges is, at best, mixed. Cohen and Brawer, for instance, reported in 1989 that 80 to 90 percent of students involved in career education in community colleges were satisfied with the training they received. Many others, however, have disagreed, contending that the program has been less than successful. In 1973 Angelo Gillie suggested that community college career education effort was misdirected, and generally spoiled the emphasis on what he called the primary mission of the schools: the academic function. Gillie's alternate plan called for the incorporating occupational training into secondary schools, thereby leaving the community colleges free to deal with those students who planned to transfer to traditional four-year institutions. (Gillie, 1973)

If the eventual successful employment of two-year career education graduates in their intended field is used as a measure of the effectiveness of the program, then the results are still inconclusive. Richard Noeth and Gray Hanson reported that generally those who complete such programs report still being employed in jobs related to their training five years after graduation, and generally responded positively when polled about their community college career education experience. (Noeth and Hanson, 1984) Other studies conducted in Illinois, Maryland and Florida have revealed similar results. (Cohen and Brawer, 1989)

Conversely, Wellford Wilms and Stephen Hansell studied graduates and drop-outs from community colleges in the San Francisco area, and found that only a very few students from community college career education programs managed to

move into managerial, technical or sales jobs after completing their studies. The authors conclude that the investment in career education at the community college level may not have fulfilled its promise, and that the money may have been more wisely spent in a different venue. (Cohen and Brawer, 1989)

It would, however, be a mistake to judge the success of career education in community colleges simply by the one criterion of employment. This discounts the factor of those who transfer to four-year schools, and also the intangible benefits of being put in touch with those who know where the jobs are. Further, in many cases, students listed advancement in their present jobs as a primary reason for matriculating. (Cohen and Brawer, 1989) All these factors make the assessment of career education at the community college level difficult, at best. This is evidenced by the varying opinions of researchers. However, useful or wasteful, career education has captured the attention and support of the community colleges, and will certainly remain as an integral part of their overall mission for the foreseeable future.

MASS COMMUNICATIONS IN HIGHER EDUCATION

Toward the middle of the nineteenth century, the academy's debate over the highly specialized classical curriculum began to grow more wide spread and heated. Reform was in the air, and seemed inevitable as a nation's needs and desires grew and changed. Among the early champions of a wider choice of fields of study was Harvard's Charles Elliot, who was vocal in his support for an "elective" system that would allow the country's colleges and universities to train graduates who were equipped to assume positions requiring skills and knowledge not taught on campuses previously. (Durham, 1992) The proper environment for the birth of such curricula was in no small part due to the passage of the Morrill Land Grant Act

of 1862, which encouraged the founding of mechanical and agricultural colleges in every state. (Rudolph, 1987)

After the American Civil War the South's top general, Robert E. Lee accepted a position as president of Washington College (Now Washington and Lee University). Lee, in 1868, proposed that the college accept 50 young men "proposing to make printing and journalism their life work and profession." (Sloan, 1990) This, according to William Sloan was the beginning of journalism education on the college campuses of America. The program began with six students, and remained in effect until 1878. This early training, however, was almost exclusively technical, and, in fact, dealt mostly with the art of printing. Perhaps the lack of enthusiasm for the program was summed up by the words of one contemporary newsman who "...knew the impossibility of learning the lessons of Journalism within the walls of a collegiate institution." (Maverick, 1870)

Journalism education as a permanent fixture at American Universities has several origins, depending upon the historical account one reads. According to Sara Lockwood Williams, and many other chroniclers of early journalism education history, the first organized university school of journalism offering a journalism degree, was founded at the University of Missouri on July 20, 1908. (Williams, 1928). Further more, according to Williams, the University had offered various courses in Journalism at least thirty years prior to that.

The University of Wisconsin-Madison also lays claim to being first. (Durham, 1992). Like its founder, Willard Bleyer, this first "School of Journalism," founded in 1904, owed it roots to English and literature. However, Bleyer also was determined to include the teaching of research methods and theory, as well as a generous dose of liberal arts to augment those applied skills taught to the young journalistic hopefuls. (Rudolph, 1987). His influence on the curriculum is still visible today.

Wisconsin-Madison may have been the exception to the rule, however, as the other schools of journalism began as, and continued to be, more professionally oriented. (Durham, 1992)

The progress and acceptance of these early schools of journalism was, at best, slow. In 1910 there was one school of journalism (Missouri) and three journalism departments, turning out about twenty five graduates a year. There was no national organization for journalism teachers, no organization for schools or programs, and no publication of any sort designed for teachers of journalism. (Williams, 1928) By 1920, the number of universities offering four-year courses in professional journalism had grown to 131, and seventy-three years later, practically every institution of higher learning in the country has one or more courses devoted not only to journalism, but the discipline of mass communications. (Sloan, 1990)

The first of several organizations founded among journalism educators began in 1912. It was called the American Association of Teachers of Journalism, and also included industry participation. It's primary purpose was the evaluation of programs across the country. The group was also instrumental in helping to establish standardized curricula and criteria for accreditation (in the 1940's). (Durham, 1992)

It was the decade of the 1950's before schools of journalism began to broaden their horizons as well as their curricula. Words like communication and mass communications began to appear in their catalogs. In 1954 Wilbur Schramm published *The Process and Effects of Mass Communication*, and marked not only widespread acceptance of the term (mass communications), but also the recognition of mass communications as a discipline. (Durham, 1992)

As radio, television, advertising, and in some cases public relations programs were added to journalism to form departments of mass communications, the research and studies conducted in these new departments often followed the trail

of other "soft science" disciplines such as social psychology, but tended to concentrate on smaller social groups artificially created in laboratories, rather than on larger studies in society. (Durham, 1992)

A major change in direction, or least another perspective on research and teaching of mass communications, occurred in 1955, with the presentation of a series of empirically based research papers at a "rump" session of the convention of the Association for Education in Journalism. This "revolution" unveiled a heretofore unrecognized brand of "hard research" that brought the study of communications more closely in line with related disciplines such as sociology and political science. (Durham, 1992) Today, both professional and empirical branches of mass communications education exist to the betterment of the discipline. The debate over the two approaches will not go away, nor should it. Rather than reducing the role of the study of communications, and the educating of students, the two sides illustrate the breath of the discipline, and the width of opportunity for the student to learn and to contribute to the body of knowledge himself.

CURRENT ISSUES

Many of the issues being discussed among the mass communications educators today parallel those of educators as a whole. The same themes and concerns seem to show up in scholarly journals in every discipline. A review of current literature mirrors the dichotomous nature of pure academe versus the practicality of making students employable. Two articles in consecutive issues of *The Journalism Educator* are indicative of the difference of opinion. Leo B. Becker's "Job Opportunities Gloomier for 1990 Grads" in the Summer 1992 issue describes a not too bright outlook for new graduates (Becker, 1992), while Peter Parisi in the

Winter 1992 issue in "Critical Studies, the Liberal Arts and Journalism Education," writes:

"...the best service the university can render to the profession of journalism may be to foster a "well-rounded" individual". (Parisi, 1992)

While not a colloquy, the two articles do reflect much of the current difference of direction educators seem headed in post-secondary mass communications programs. Becker's piece reeks of practicality. He cites figures that indicate that not only are new graduates likely to have difficulty finding a job, but that when they do they'll be under-paid. Parisi's article urges the emphasizing of a liberal arts education for journalism students, saying that students who are cognizant of the world around them will be better equipped to succeed in media, than those who are fully trained at running equipment or smiling for the camera.

Mass communications educators also face another question shared by many educators and administrators of America's colleges and universities: the proper balance between the traditional cannon and the new face of multiculturalism. As one might expect, those involved in educating new media practitioners are as diverse in their opinion as are their counterparts in other disciplines. Two articles express the extremes of thought. Jeremy Cohen (et al) in *The Journalism Educator* maintains the importance of developing cultural diversity within mass communications programs, and recommends the establishment of academic techniques that emphasize gender and diversity issues. (Cohen, J. 1992) Conversely, Theodore Glasser, writing in *The Journal of Communication*, claims that the over indulgence of the "multiculturalists" have trivialized courses and programs in mass communications (specifically journalism), and describes the contradictions between professionalism and diversity. (Glasser, 1992) This could be viewed as another aspect of the same academe versus practical instruction

argument. Cohen feels that encouraging and then understanding the cultural diversity present on college campuses is an important part of the broad based foundation that mass communicators need to function as media practitioners, while Glasser suggests that students should be equipped to deal with situations realistically and accept the existence of indifference and learn to deal with it.

It comes as no surprise that searching the literature of mass communications education for the past two years or so, reveals that either the debate over cultural diversity, the balance between academic versus practical training, (or articles that deal with both topics) dominate the journals. In this respect, mass communications educators do not differ from educators and commentators in other fields. However, other topics do emerge as educators continue to research and ponder the direction that their programs should follow.

This research relied heavily on three specific journals: *Journalism Educator* and *Journal of Communication*, and *Feedback* (Published by the Broadcast Education Association) These three seem to (logically) attract both the most articles as well as the most insightful pieces. Other sources were not ignored, however, these three kept surfacing as containing timely and useful information.

In the Fall, 1990 edition of *Journalism Educator* Joseph Plumley explored the relationship between mass communications educators and what he termed "non-traditional faculty. (Plumley, 1990) According to Plumley, those who are not tenure track and do not hold the doctoral degree are counted as non-traditional. These are faculty members who bring extensive professional experience to the classroom in lieu of academic credentials. The study revealed that non-traditional faculty members are most often evaluated by their effectiveness in classroom teaching in mass communications programs. Second in importance was service to the industry, and in programs offering a Ph.D., academic research was rated as the third most

important evaluative factor, while in non-Ph.D. programs, professional performance outside of academics was the third most important factor in evaluation. Plumley expressed support for programs that allow for special criteria for evaluation of such faculty. He contends that such faculty members contribute to the diversity of programs that prepare students for careers in mass communications. On all levels of mass communication education, the question of the academic versus "professional" experience of faculty is related to the discussion of the emphasis of the curricula.

In 1989 Barbara Reed and Kelly Grusin discussed the role of adjuncts in mass communications programs. (Reed and Grusin, 1989) They reported that the number adjuncts (about forty per cent of mass communications faculty) had risen dramatically because of increased enrollment in the previous decade, and the failure of government funding to keep pace, thus necessitating the use of "part-time" faculty. Reed and Grusin also discussed the lack of discussion of the proper role for adjuncts in the literature, and, in fact, the absence of discussion of teachers in general. (An exception is the comprehensive profile of full-time journalism and mass communications educators in *Journalism Educator* by Weaver and Whilhoit in 1988.) According to Reed and Grusin, part-time educators receive low salaries and do not get fringe benefits nor job security. Further, they lack research support and have no clear track for promotion. Most disturbing to the authors is the lack of input into programs by such adjuncts, in spite of the fact that many have successful professional careers as well as excellent academic credentials. The authors call for the inclusion of these part-time faculty members in what they call "professor business," meaning the right to help shape the curriculum, control their own work place and have influence in the quality of their students' education. Since it seems,

according to Reed and Grusin, that the trend of lower budgets and more adjuncts will likely continue, the importance of their contribution should not be overlooked.

Educators involved in teaching the electronic media have not been immune to the academic versus practicality debate. In fact, radio and television, being "equipment intensive" and perhaps even more technologically driven than print, find themselves "repeatedly questioned as to the relevance of broadcast education to the needs of the industry.' (Swan and Hoy, 1985) In 1985 Sam Swan and Chuck Hoy reported in *Feedback*, the results of two surveys that dealt with the question. In the first survey, broadcasters were asked their opinion of broadcast education. Specifically, they were asked about the importance of a college degree for new hires, and the congruence of academic training and the "real world" of working in the industry. Only nine per cent of the respondents reported that a degree was a requirement for employment at their stations, while almost half preferred their own in-house training. When asked what kinds of courses they felt should be taken by prospective employees, broadcasters expressed a clear preference for business or broadcast sales courses.

The second survey reported by Swan and Hoy was directed to broadcast educators. The respondents, all involved in university level broadcast education programs, indicated that programs at this level continue to emphasize "hands-on" courses like radio and television production. In fact, only 19 per cent of the respondents indicated that a sales course was a part of their curriculum. A part of this study of mass communications at the community college level was designed to determine if this same kind of apparent mis-match of employer's needs vis-à-vis curricula missions exists at this level as well.

In 1985 Ann Catalano-Broughton, an associate professor of Communications/Media Arts at Niagara Community College in Sanborn, New York,

addressed the issue of students' expectations of career upon completion of a broadcast course of study. (Catalano-Broughton, 1985) She focused on the "demythicalizing" of broadcasting as a glamorized, high-paying field. Catalano-Broughton described a priority of the program at Niagara that helps students understand the job opportunities available to new graduates, and leads them to look honestly at their own career goals. Each student is assigned to investigate a specific career option. This approach seems to be a realistic method of helping broadcast students to identify the paths available to them, and affords them an opportunity to locate the path best suited to their own talents and ambitions. The idea, whether in a program which is based on practical experience, liberal arts training, or, as most programs are described by those who administer and implement them, a balance or mix of the two philosophies, should better prepare students for the eventuality of real employment.

A part of this study was the identification of the nomenclature of the media-related courses and programs at the community colleges in the study. The issue is considered important by the researcher, because of an apparent lack of consistency in the terms used to describe such programs and courses, that make it more difficult to compare and contrast them. The structures, program orientations, and as a consequence, the labeling of mass communications (specifically broadcast) programs at four-year schools was explored by Val Limberg in 1987. Limberg found that generally, the two 'roots' of broadcast education, Speech and Journalism departments, still contain the broadcast element, but many courses of study have been combined to form departments of "communications." The labels are important, but not always accurately descriptive. (For instance, "Broadcast Communications" programs today, always include cable television, even though cable is not "broadcast" in the traditional, over-the-air sense.) The trend, according

to Limberg, is to label programs and departments as functionally specific: Radio-Television, Radio-TV-Film, etc. Future, Limberg reported that schools have tended to retain their media-related courses as a part of the liberal arts structure (69% of those surveyed), while a smaller number (22%) identify their "mass communications" programs as being "professional."

Limberg concludes by saying that the new and different labels being attached to mass communications programs and administrative units (broadcast programs, specifically) does not necessarily mean that these labels indicate a new or different philosophy.

The same may well be true on the community college level, but listing names of programs, and clarifying their course content will help in understanding how mass communications compare at different schools.

Generally, the literature of mass communications education reveals that many of the same problems that generate discussion in all aspects of higher education occupy those in this field as well.

To a degree, then, the concerns of mass communications educators reflect, in microcosm, the same questions being asked and problems being confronted by educators everywhere: what direction should curricula take, how does the philosophy of diversity and multiculturalism affect the tenet of professionalism and the traditional canon, how can higher education best prepare students to be successful and contribute to society, what relationship with professionals in the field yields the best environment for students in the discipline?

These questions exist on all levels of higher education from the smallest community college to the largest research university.

It was with these issues in mind that the study of mass communication education at seven of Tennessee's community colleges was undertaken.

CHAPTER IV.

METHOD

The data and information used in this study were collected through examination of the catalogs of each of the community colleges in the study and by interviews with educators and administrators at the seven community colleges. The catalogs of all the Tennessee community colleges were initially examined in order to determine which schools should be included in the study. Seven were chosen because of the diversity of their mass communications programs, and because of their proximity to the researcher. Eventually, the other community colleges will be included into an expanded version of the study.

After narrowing the choice of schools to seven (Motlow State Community College, Tullahoma; Walters State Community College, Morristown; Volunteer State Community College, Gallatin; Cleveland State Community College, Cleveland; Pellissippi State Technical Community College, Knoxville; Roane State Community College, Harriman; and Chattanooga State Technical Community College, Chattanooga), the research questions were reviewed and refined to determine what questions would produce the information that would enable the researcher to discover the commonalty and the differences in the programs, and then to extract those traits which are most indicative of the direction and mission of the program. Care was taken to ascertain whether the students of each individual school were more inclined to seek a terminal degree, then employment, or were more apt to transfer to a four-year school to pursue a bachelor's degree. An attempt was then planned to determine if there are major differences in approach the schools take in the two categories of mass communications programs. However, early in the

study it was determined that at all but two of the seven schools (Chattanooga State and Pellissippi State), the large majority of students who list mass communications as their primary area of interest, express a desire to transfer to a four-year college and complete a bachelor's degree program. Therefore, this particular aspect of the research was abandoned. With this in mind the researcher designed a series of questions to attempt to assemble data which would allow for comparison of the programs. The questions were answered either by further search of available literature, personal interviews with persons connected to the school or the mass communications programs, or telephone interviews with the same kind of personnel. The interviews were conducted between the time period of early 1992 to mid 1993.

In order to be able to analyze the similarities and differences of the programs the following information and data were collected:

1. A brief history of the school;
2. The mission statement of the each school;
3. School enrollment;
4. Number of students who list mass communications (or some facet of mass communications) as their primary area of interest;
5. The nomenclature of the program;
6. Courses offered in the field;
7. Number of full-time, part-time and adjunct faculty involved in mass communications; and
8. A subjective opinion of the nature of the relationship with the school and media professionals in their area. (Asked of a department head or faculty member).

After all the information was gathered, the researcher reviewed and organized the facts into a summary of each school. The summaries generally follow the order of the above questions, and constitute the "Results" chapter which follows. The result was a description of the mass communications programs at each school with a summary of its overall direction. No attempt has been made to generalize the findings to all Tennessee community colleges, or across any other group, since the institutions were not randomly chosen. Nor was there an attempt to rate or grade the programs. The hoped for result was simply a description of the approach taken by each school, and a subjective view of how they go about meeting the needs of their own student population.

CHAPTER V.

RESULTS

This chapter presents the results of a series of both personal and telephone interviews with administrators, faculty and staff at the seven community colleges in the study. The schools are listed in alphabetical order, and the order of the topics is the same as the interview questions presented in Chapter IV, page 33.

A history and the mission statement of each of school is included. These are followed by enrollment figures, a descriptive paragraph about the mass communication education students, the mass communication courses offered, the program nomenclature, the faculty, and the school's relationship with local media.

CHATTANOOGA STATE TECHNICAL COMMUNITY COLLEGE

HISTORY: The forerunner of Chattanooga State Technical Community College, then known as Chattanooga State Technical Institute, began operating in 1965 at Fourth and Chestnut Streets in downtown Chattanooga. The school, established by the legislature of the State of Tennessee (in 1963), was the first college level technical institute in the state, and the first public institution of higher education in southeastern Tennessee. (This was prior to the University of Chattanooga becoming a part of the University of Tennessee system.)

The stated mission of the school, in the beginning, was to prepare students to become technicians who could fill the gap between engineers and scientists and the craftsmen or vocational school graduates. Both A. S. and A. E. degree programs as well as certificate programs were offered. Finding a need for accessible

public higher education in the area, the Tennessee General Assembly voted in 1973 to convert Chattanooga State Technical Institute into a community college. Control was switched from the Tennessee State Board of Education to the Board of Regents, and the name of the school was formally changed to Chattanooga State Technical Community College. The legislation directed that the college would assume responsibility for providing university parallel courses, continuing education, and community service programs. This brought Chattanooga State into line with the other institutions in the Community College system in Tennessee.

In 1981 the mission of the school was expanded even further to include vocational education, and the State Area Vocational School was merged with Chattanooga State in a pilot program. Two years later the merger was made permanent. Today, Chattanooga State continues to grow in enrollment and facilities, and actually serves as a regional technical school, which trains students in the fields of production, distribution and service as well as the other comprehensive community college curriculum.

MISSION STATEMENT: (From the 1993 Chattanooga State Technical Community College Catalog and Student Handbook. Actual title: Statement of Institutional Purpose.")

"Chattanooga State Technical Community College, the most comprehensive of Tennessee's community colleges, pursues a mission as diverse as the population it serves. Functioning in the region of Tennessee, first and hardest hit by the decline in heavy manufacturing and the changing economy of the past decade, the college plays a vital role in preparing the area's labor force to meet the challenges of the year 2000 (A.D.) and beyond.

Chattanooga State's Center for Advanced Technology and the Divisions of Engineering Technology and Industrial Technology are charged with providing competent workers with the most up-to-date skills to a marketplace that remains manufacturing based. Their mission requires state-of-the-art equipment, curricula, and highly qualified faculty to transfer the latest technological advancements to area businesses and industries faced with the challenge of competing in a global economy. The institution must be Tennessee's premier example of providing leadership in economic and community development.

The Division of Nursing and Allied Health must supply the medical community with nurses and technicians prepared to master and apply health care techniques which are changing at unprecedented rate. With an aging population, quality health care will become increasingly critical in the decades to come.

Because of the increased importance of service industries in the economy, the Division of Business and Information Systems must develop workers skilled in the application of the latest computing and operating systems at peak performance levels.

The divisions encompassing the arts and sciences provide the basic core of general education for students from each of the technologies. As the number of transfer students increases, the divisions are also responsible for providing high quality two-year programs of study which will allow graduates an effective transition to a university setting to pursue four-year or terminal degrees in their chosen fields. The unit carries a heavy responsibility for ensuring that graduates learn "how to live" as well as "earn a living."

Community Education's charge is to develop and deliver specialized credit or non-credit programs designed to meet specific needs of employers, and to provide personal development offerings aimed toward a non-traditional clientele.

Chattanooga State is committed to the use of technologies as advanced as it teaches. Registration by telephone computerized assessment and testing, interactive television and satellite instruction are used to meet the needs of varied client groups. Through technical advancements, creative programming and partnerships with business, industry, and government, the college will maintain its position of leadership in the region. The commitment to open access for citizens of all ages, races, and educational and economic backgrounds requires effective support systems that will give students the best opportunity to succeed whether enrolled in an adult literacy program or the most technically sophisticated associate degree program. The college must maintain a posture of flexibility to meet future programming and public service demands. Economic prosperity and quality living for all citizens will continue to serve as a trademark for Chattanooga State."

ENROLLMENT: Chattanooga State Technical Community College boasts of the largest enrollment within the Tennessee Community College System. The Office of Admissions and Records, however, counts enrollment a bit differently than the other schools in the system. The school lists Spring 1993 enrollment as 10,078. Chattanooga State, however, lists its official enrollment in terms of full-time equivalents (FTE's). This means that part-time students are added to the total in proportion to the number of hours they take. (The Board of Regents uses FTE's in its funding formula to compute funds for each school.) Fall enrollment is projected to reflect an almost ten per cent increase, to 11,000. The trend in enrollment has been steadily upward at Chattanooga State Tech for about the past ten years. (Table I, page 41) contains a chart of enrollment comparisons and trends for all seven schools in the study.)

Table I Enrollment and Enrollment Trends

School	Enrollment Spring 1993	Projected Enrollment Fall 1993
Chattanooga State	10,078*	11,000*
Cleveland State	3,159	3,600
Motlow State	3,060	3,200
Pellissippi State	7,900	8,200
Roane State	5,414	5,500
Volunteer State	5,054	5,500
Walters State	4,975	5,400

*Chattanooga State reports its official enrollment as full-time equivalents

MASS COMMUNICATION STUDENTS: The school has no official numbers available which indicate exactly how many students consider mass communications as their area of primary interest. This is because students who are in both university parallel divisions and career education divisions take advantage of such courses. (See section entitled "Program Nomenclature" for further explanation). Indications from the Office of Records at Chattanooga State, are that the numbers are increasing in both divisions. There are about an equal number of students at Chattanooga State in the university parallel track, and career education. This is likely due to the historical tradition of emphasis on technology.

PROGRAM NOMENCLATURE: Chattanooga State basically divides its credit students into two categories: those in the university parallel track, and those who are in the career education division. Mass communications courses fall into both categories. Students who intend to transfer to a four-year baccalaureate program work toward an Associate of Science degree, and career minded students can earn either the Associate of Applied Science degree, or a technical certificate. The certificates curricula are designed to provide with students with a degree of skills which match the needs of the business of industry they wish to enter.

MASS COMMUNICATIONS COURSES: Chattanooga State Technical Community college offers all its "mass communications" courses to both university parallel track and career education students. The emphasis is heavily on the electronic media and advertising. Again, this may be due to the "technology" roots of the school. Under "communications," Chattanooga State offers a survey course called Introduction to Mass Communications (CO 110), a performance class: Broadcast Announcing (CO 202), three 'practical' courses including TV Production (CO 204), Radio and

Television News Writing and Editing (CO 205), and Remote Television Production (CO 230). Students may also take a TV practicum (CO 212), and television internship (CO 219). Students who take the University Parallel track receive an A. S., while career education students receive a certificate upon successfully completing the program. Each student takes the same courses regardless of track. (Table II, Table III, and Table IV, pages 44-46) describe which types of courses are available at each of the schools in the study.)

The advertising department at Chattanooga, expectedly, is geared toward the technical side of advertising. The courses, designed more for career education students, than for those who intend to seek a baccalaureate degree in advertising, bear such names as Design (AA 106), Production Art (AA 108), Graphic Design (AA 208), and Airbrush Illustration (AA 219). Even the class named Advertising Concepts (AA 108), which sounds as if it might be a liberal arts course is, according to its catalog description: " A study of the relationship between verbal and graphic communications..." (Chattanooga State Technical Community College Catalog, 1993.) Due to the nature of the advertising courses, they were not considered as a part of the mass communications program in this study.

FACULTY: There are 192 full-time faculty members at Chattanooga State. Only one full-time faculty member is involved in teaching "mass communications" courses.

MEDIA RELATIONSHIPS: According to Ray Bertani, interim Director of Media Services at Chattanooga State, the school enjoys a very positive relationship with media professionals in the Chattanooga area. (Bertani, 1993) The schools places several students in practicum and internship positions each semester. Media

Table II Availability of Introductory (Survey) Mass Communication Courses

Schl.	Mass Med.	Brd.	Journ.	Adv.	Pub. Rel.
Chatt.	•				
Clev.	•			•	•
Mot.	•	•	•		
Pell.	•				
Roane	•			•	•
Vol.		•	•		
Walt.	•	•	•		

Table III Availability of Mass Communication "Writing" Courses

School	Mass Media	Broadcasting	Journalism
Chatt. State		•	
Clev. State	•	•	
Mot. State			•
Pell. State	•	•	
Roane State	•		
Vol. State			•
Walt. State			•

Table IV Availability of Performance (Hands-on) Courses

School	Radio/TV Announcing	Radio Production	Television Production
Chatt. State	•		•
Clev. State			•
Mot. State		•	
Pell. State			•
Roane State			
Vol. State	•		
Walt. State			

professionals also serve as adjunct faculty and are very supportive of the program according to Bertani.

CLEVELAND STATE COMMUNITY COLLEGE

HISTORY: Cleveland state Community College was one of the three original community colleges established by the Tennessee State Legislature in 1965. The mandate, under the leadership of Governor Frank Clement, directed that one of these comprehensive two-year schools be located in each of the three grand divisions of the Tennessee. Cleveland Mayor William Filauer, and a group of interested citizens organized officials of the city of Cleveland and Bradley County to take the necessary steps to insure the school would be located in Cleveland. The Bradley County Court (now known as the County Commission) made available some one hundred acres of land for the site, and the county and city each pitched in \$125,000 to meet the state requirement of \$250,000 local contributions.

On June 22, 1965 Cleveland was named as the site of one of the three community colleges by the Tennessee State Board of Education. Ground was broken in September, 1965 for the institution which was officially named Cleveland State Community College.

Dr. David F. Adkisson was appointed as Cleveland State's first president, and temporary offices were opened at 623 Broad Street in 1967. Students of the first Cleveland State class, 631 in number, first met in the educational building of the North Cleveland Baptist Church for the fall quarter of 1967. Education Commissioner Howard Warf formally dedicated the new campus and facilities on April 29, 1968. In its first years of existence Cleveland State experienced steady growth both in enrollment and curriculum. In 1969 Cleveland State was accredited by the Southern Association of Colleges and Schools.

MISSION STATEMENT: (From the 1992-93 Cleveland State Community College Catalog and Student Handbook. Actually titled: "Mission and Objectives".)

"Cleveland State Community College is an undergraduate teaching and public service Institution established by the Tennessee General Assembly in 1967. Operating under the governance of the Tennessee Board of Regents, it is the designated two-year, public institution of higher education serving Bradley, McMinn, Meigs, Monroe and Polk Counties.

The college offers a variety of academic and continuing education programs which are constantly monitored in response to evolving demographics and community needs within the service area. Through the Associate of Arts and the Associate of Science degrees, the institution maintains its historical mission to serve a high percentage of transfer-oriented students. Career programming, through the Associate of Applied Science degree and Certificates, is oriented toward the service and technical occupations including business, management, industry, and health-related fields. Courses within all academic programs are designed to provide education for life, based upon the assumption that critical thinking and problem solving skills are necessary for success in a rapidly changing social and technological world. Non-credit courses and workshops further enable the institution to establish itself as a leader in the economic, social and educational development of the region.

The institution has a commitment to reduce widespread illiteracy that exists within the predominately rural service area. Comprehensive academic and student support services

- *Read, write, speak and listen effectively

- *Clarify values

*Understand quantitative information

* Maintain sensitivity to the effects of the arts, science, and technology

*Develop computer literacy

The college has constructed its curriculum to include courses and experiences designed to promote the development of these worthy life skills within all its graduates.

ENROLLMENT: In the Spring of 1993, Cleveland State Community College reported a full-time credit student enrollment of 3,159. Projected fall enrollment is at approximately 3,600. (Watts, 1993) Generally however, the fall enrollment has been about two hundred more than in the spring. Indications are that enrollment of full-time students has been fairly steady for about the past five years, but appears to be increasing slightly for the last two years (Fall 1992= 3596, projected Fall 1993 3600).

MASS COMMUNICATIONS STUDENTS: There are very few students at Cleveland State who list Mass Communications as their area of primary interest. According to Dr. David Watts, relatively few students per semester take the courses offered in the field. (Watts, 1993) These are students enrolled in various courses of study, but are usually in the university parallel track.

PROGRAM NOMENCLATURE: At Cleveland State credit students are enrolled in either a university parallel track or a career-technical program. The limited number of media related courses available mean that mass communications is not one of the areas of concentrations listed under the university parallel program. Most

students who take such courses, however, are transfer minded, and represent practically all the areas of concentration.

MASS COMMUNICATIONS COURSES: Cleveland State offers students survey course called Introduction to Mass Communications (COM 2010), and a news and information writing course: Writing for the Mass Media (COM 2050). Other courses are dedicated to particular fields with mass communications. Journalism courses include Editing (COM 2030), Special Topics in Journalism (COMM 2300), and two levels of Journalism Practicums (COM 1510 and 2510). The program also features introductory courses for Broadcasting (COM 2070), Television Production (COMM 2090), Advertising (COMM 2110), and Public Relations (COMM 2130).

FACULTY: Cleveland State has a full-time faculty numbering 72. Only one, however, is primarily involved in teaching mass communications courses. Of the 120 part-time and adjunct faculty members, several are utilized to teach the more specific communications classes.

MEDIA RELATION: The mass communications program at Cleveland State is not, in numbers at LEast, a large part of the curriculum at Cleveland State. Practicums are taken at the student newspaper. Director of Institutional Planning and Research, Dr. David Watts, however, applauds the support for the program among media professionals in the area. (Watts, 1993)

MOTLOW STATE COMMUNITY COLLEGE

HISTORY: Motlow State Community College sits on approximately 185 middle Tennessee acres in Moore county. The school is circled by three south central Tennessee towns: Lynchburg (Moore County) is eight miles away. Tullahoma (Coffee County) is five miles from Motlow, and Shelbyville (Bedford County) is twelve miles distant. It is from these three counties that rapidly growing Motlow draws the majority of its student population.

Motlow was authorized by the 1967 Tennessee general assembly, along with two other schools in the then new Community College system. (The others two were Dyer State and Walters State.) The Motlow family (of distillery fame) donated the acreage for the site, and in honor of the gift as well as the long service and dedication to education of State Senator Reagor Motlow, Governor Buford Ellington recommended that the school be named Motlow State Community College.

Ceremonial ground was broken in November of 1967, and actual construction began in March of 1968, with the five original buildings on the drawing board. Dr. Sam Ingram, former dean of the School of Education at Middle Tennessee State University (Murfreesboro, Tennessee), was appointed as the school's first President. Actual classes began at Motlow in September, 1969. There were twenty-five faculty members and approximately 500 students in attendance at the opening. Initially, the college offered the two-year university parallel associate degree program and four two-year career programs. Since then the catalog has grown to include fourteen areas of career education, twenty-four areas of study in the humanities, natural and physical sciences, and social sciences, including communications. There are permanent off-campus buildings in McMinnville, and

the college has also equipped the Computer Integrated Manufacturing Center (CIM) at Micro Craft, Inc., Tullahoma, where both day and evening classes are offered in engineering and industrial technology.

In January, 1975, with the resignation of Dr. Ingram to become the Tennessee Commissioner of Education, the then vice-president of Student affairs, Dr. Harry Wagner, was appointed as Motlow's second president. Wagner left Motlow in 1986 to become President of Chattanooga State Technical Community College, and Dr. Frank Glass, who had previously been academic dean at Motlow, became the third and current President of Motlow State Community College.

MISSION STATEMENT: (From the 1993 Motlow State community College Catalog and Student Handbook)

"Motlow State Community College is a public, comprehensive two-year, open-access college, founded in 1969. The college, accredited by the Commission of Colleges of the Southern Association of Colleges and Schools, awards the Associate of Arts, Associate of Science, and Associate of Applied Science degrees, as well as academic and technical certificates of credit.

The College serves a student body that is diverse in race, heritage, and educational background and drawn principally from an eleven county area of rural south central Tennessee. The mission of the college is to offer:

1. degree programs for students who plan to transfer to universities.
2. degree and non-degree programs for students who do not plan to transfer to universities but wish to prepare for careers in business, industry, and nursing.
3. public service and continuing education programs to promote economic and community development.
4. a strong general education core throughout the curriculum.

5. excellent technological support throughout the curriculum.

The college affirms that learning is a life-long process and fosters an environment in which such learning may develop. To establish the foundation for liberal education, the College provides a broad spectrum of cultural, scientific, and social activities to compliment the core curriculum. State-of-the-art equipment and related resources provide excellent technological support. The Computer Integrated Manufacturing Center fulfills curricular needs in a general technology major and provides consultative services for local industry in the growing high technology corridor represented in the service area. Because of its supportive learning environment, the College helps the student gain the ability to think independently, communicate effectively, solve problems of a diverse scope and origin, and understand his or her own heritage, as well as that of others, in the context of a global society.

In short, Motlow Community College, through a caring, dedicated faculty and well-equipped and maintained facilities, aspires to enrich the lives of its students and the community it serves and, thereby, the state, region, nation, and world.

ENROLLMENT: Motlow State Community College reports an enrollment of 3,060 credit students for the Spring semester of 1993. According to the office of Admissions and Records, expected enrollment for Fall Semester (1993) is approximately 3,200. Their figures indicate that this is a continuation of an approximate, and fairly steady, five percent increase in credit student numbers which has been evident for several years.

MASS COMMUNICATIONS STUDENTS: Practically speaking, all the students at Motlow who list mass communications as their primary area of interest have the

intention of transferring to a four-year program. The Mass Communications courses are part of the University Parallel course of study. According to Debbie Zimmerman, associate professor of communications at Motlow, there are some students who complete the two-year program who do not transfer (Zimmerman, 1992), but she says no documentation exists of their intention to use the Associate degree as a terminal degree, and says she knows of none who have done so and now are employed in the media.

PROGRAM NOMENCLATURE: The programs at Motlow State Community College are divided into four divisions: Career Education, Extended Services, the Learning Center, and Liberal Arts. Mass Communications courses fall under the Liberal Arts Division. Communications is one of twenty disciplines under the liberal arts umbrella. All Motlow students included in this division are considered University Parallel majors, and have a designated "Area of Emphasis" such as communications, accounting, or economics. Upon the completion of this two-year program, students with communications as their area of emphasis may be awarded either an A. A. or A. S. degree, depending upon their choice of electives and mass communications courses. The speech and communications departments are generally lumped together, with courses such as Speech, Voice and Diction, and Introduction to Drama being listed under the communications section of the catalog, and a cross-over of faculty being the norm.

MASS COMMUNICATIONS COURSES: Motlow State offers six classes which can be considered mass communications courses. They include Survey of Mass Communications (COM 111), Introduction to Journalism (COM 112), Introduction to Broadcasting (COM 113), Writing Article and Features (COM 212), Radio

Production (COM 221), and Topics in Communications (COM 299). Basic Photography (COM 241) and Intermediate Photography (COM 242) are not described as photojournalism classes, but are listed under the communications area of emphasis, and may be counted as communications electives. The link between Speech and Theater and Mass Communications is further indicated by the listing of five courses which would ordinarily be considered as "Speech and Theater" under the heading "Communications." These include Children's Drama (COM 202), Oral Reading (COM 108), and Voice and Diction (COM 104), Fundamentals of Speech (COM 101), and Introduction to Drama (COM 203).

FACULTY: Motlow State Community College lists approximately sixty-five full-time faculty. (Motlow Catalog, 1992) Of these, only two are listed as being communications instructors. Both also teach courses which would be counted as being in the Speech and Theater departments at four-year schools.

MEDIA RELATIONS: Motlow State Community College has enjoyed a mutually beneficial relationship with area media professionals for many years. (Zimmerman, 1992) Adjuncts from the media have been used to teach media related courses, and there has been a long standing practicum student arrangement with several media outlets throughout the area. School officials seem pleased with the support the program has received editorially in the media.

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE

HISTORY: Pellissippi State Technical Community College began life in 1974 as State Technical Institute at Knoxville (Tennessee). The school opened its doors under the

auspices of the (Tennessee) State Board of Education. The first class boasted of forty-five students and fifteen faculty and staff members. The original site was Division Street in Knoxville. The school offered three associate degree programs in engineering technology. State Tech experienced steady growth throughout the seventies, and added several business technology programs during that period. The rise in enrollment also meant the school quickly outgrew its Division Street location, and in 1980 several programs, and eventually the administrative offices were moved to Lonas Hall, an empty dormitory on the grounds of Lakeshore Mental Health Institute. The school stayed there, and continued to grow for six years.

In 1983 control of the school was transferred from the State Board of Education to the Tennessee Board of Regents, the body which governs all the community colleges as well as other state higher education campuses except for the University of Tennessee system.

In 1986 the new location of the school on Pellissippi Parkway was ready, and State Tech, moved into the new location. The site was also designated as a campus for Roane State Community College.

In 1988 the Board of Regents voted to change the name of the school to Pellissippi State Technical Community College, and approved its expanded mission. Pellissippi thus became the last of the schools added to the Community College system in the state, and began to offer university parallel programs like its sister schools (Roane State moved its branch campus to Oak Ridge at this time.).

MISSION STATEMENT: (From the 1993 Pellissippi State Technical Community College Catalog and Handbook)

"Pellissippi State provides associate degrees, certificate programs, and services for the people of the Greater Knoxville area. The college pursues a tradition of "Excellence in Education, Technology, and Service" as it:

- *provides (1) programs that lead to employment in engineering technology and business, (2) college and university transfer programs, (3) continuing education, (4) college-preparatory/refresher courses and (5) comprehensive student support services;

- *supports economic growth and community development through flexible and innovative programs and services in cooperation with area business and industry, local governments, and other educational institutions;

- *provides knowledge and skills fostering the development of values that facilitate decision-making and problem-solving in the community, the workplace, and home;

- *encourages involvement in civic and cultural activities to assist each student in realizing his or her full potential for a responsible role in society.

Established as a technical institute in 1974, the college became a technical community college in 1988. Pellissippi State provides services to all students regardless of age, sex, veteran status, religion, national origin, or disability unrelated to program performance.

The college is distinctive in the teaching of technology, the use of technology in teaching, and the transfer of technology to business and industry in support of economic development. Pellissippi State is a dynamic institution that initiates change to meet the evolving needs of its students and of the Greater Knoxville community.'

ENROLLMENT: Pellissippi State Technical Community College is the next to last added to the Tennessee system of Community Colleges, and the fastest growing. According to Karen Dozier, a technical clerk in the Office of Records, full-time credit students the Spring of 1993 numbered nearly 7,900. (Dozier, 1993) The projected enrollment for Fall, 1993, is for 8,200 students, which reflects the kind of growth the school has routinely experienced, especially since becoming a comprehensive community college with its expanded mission in 1988.

MASS COMMUNICATIONS STUDENTS Pellissippi State, (along with Chattanooga State) due to its tradition as a technical institute, differs from the other schools in the study as to the make up of its mass communications students. Donnell King, instructor in communications and fine arts, says such students are about equally divided between transfer minded individuals, and those who are seeking a certificate after completing a two-year program. (King, 1993) King reports that while the technical side of mass communications continues to grow at the school, the interest in university parallel course of study is dramatically on the rise as well. As the enrollment and curriculum continues to grow King says he expects changes in the structure and size of the program to continue. (See "Program Nomenclature," below, for a further description of the available student options.)

PROGRAM NOMENCLATURE: Pellissippi State Technical Community College offers a wide variety of educational opportunities for its students. Three associate degrees are available upon completion of the two-year program. Those students in university parallel tracks receive either the A. A. or A. S. degree, depending upon their area of emphasis, and students enrolled in career programs are eligible for the A. A. S., the Associate of applied Science degree. Mass communications students

are about equally divided between the two. The university parallel track is under the auspices of the communications and fine arts department. The career oriented programs (such as Communications Graphics Technology) are designed for students who do not intend to transfer to four-year programs, and are geared toward training students for employment after the two-year course of study.

MASS COMMUNICATIONS COURSES: Pellissippi State lists only two courses under the department heading "communications," and one under "journalism." These three are also the only media related courses which are listed as being university parallel, therefore able to be transferred to a four-year program. The three are Introduction to Mass Communications (CMN 1020) , Writing for Mass Media (CMN 2030), and News Writing and Editing (JOU 2030). Three courses which deal with media related photography and eleven courses are a part of the career track and deal with technical media production are listed as a part of the Career Education Division. These courses include Photojournalism (PHO 2550), Documentary Photojournalism (PHO 2560), Publication Design (PHO 2600), Technical Video Production I and II (VPT 1100 and 1300), Writing for Television (VPT 1400), Campus Broadcasting I and II (VPT 1500 and VPT 2500), Post Production Techniques (VPT 2100), Specialized Production VPT 2200), Special Project (VPT 2300), Specialized Production (VPT 2600), Directed Project (VPT 2700), and Video Production Technology (VPT 2998). The Video Production Technology class is an internship with local media (Print or electronic). There is a current (Summer 1993) and ongoing effort to increase the participation of university parallel students in the mass communications track. Don King reports that the effort to increase the number and scope of media related classes, especially in Journalism, has been successful, and predicts this aspect of the

program will continue to grow. (King, 1993) Pellissippi State works closely with the University of Tennessee, Knoxville in all areas, including mass communications, and King sees the relationship as positive for both schools. (The working arrangement includes an articulation agreement with the University of Tennessee, Knoxville. See Appendix A, page 93.)

FACULTY: The 1993 Pellissippi State catalog lists 155 full-time faculty members, and a total of 213 part-time or adjunct faculty. According Karen Dozier of the office of records, the 213 part-timers equate to about 100 full-time positions. (Dozier, 1993). In mass communications courses two full-time and (usually) three part timers are used. These numbers are expected to grow considerably over the the next few semesters as the university parallel track continues to expand. (King, 1993)

MEDIA RELATIONSHIPS: Pellissippi State enjoys a positive relationship with area media. Don King reports strong support for the program from an editorial standpoint, and is pleased with the schools ability to place students as practicums, interns, and employment after graduation.

ROANE STATE COMMUNITY COLLEGE;

HISTORY: The birth of Roane State Community College was a result of action by the Tennessee Legislature. In 1969 the General assembly authorized the building of three additional community colleges; one each in Sumner, Roane and Shelby Counties. In 1969 a 138 acre Roane County site near Harriman, but also convenient to Rockwood and Kingston, was chosen to be the permanent home for the school. The campus is located near the intersection of Patton Lane and Hiway 70. The proximity of Interstate 40, makes Roane State easily accessible to practically all the citizens of its eight-county service area (Roane, Anderson, Cumberland, Scott, Loudon, Campbell, Fentress, and Morgan Counties).

Dr. Cuyler A. Dunbar was named the first president of Roane State in May of 1970, and the school conducted its first classes in a temporary location in the fall of 1971. The school then occupied its permanent location beginning in August of 1973.

A second building was added to the campus upon the completion of the Technology building in December 1978. The Library/Learning Resource Center was completed near the end of 1980. From 1986 until 1988, Roane State shared an off campus location with what is now Pellissippi State Technical Community College, then moved the branch to Oak Ridge. Enrollment at Roane State has steadily grown until today, the school serves over 5,000 students in credit programs, and another 2,000 in non-credit courses, programs and workshops.

MISSION STATEMENT: (From the 1992-93 Roane State Community College Catalog and Student handbook. Actually included under the headings of "College History," and "Mission")

"Roane State Community College serves an eight-county area in East Tennessee including Roane, Anderson, Cumberland, Scott, Loudon, Campbell, Fentress, and Morgan Counties. In addition to these counties, Roane State's Health Sciences service area also includes Knox and Blount counties.

Roane State provides opportunities for transfer education, career education, continuing education, and development education. Designed for students who plan to transfer to senior institutions, the Roane State academic transfer curricula include two years of instruction in the humanities, mathematics, natural sciences and social sciences to build a strong liberal arts background during the freshman and sophomore years. Roane State graduates transfer to senior institutions in-state such as the University of Tennessee, Tennessee Technological Institute, Middle Tennessee State University, East Tennessee State University, and many out-of-state universities and professional schools.

Roane State's career preparation programs train students in business management, health sciences, office administration, police science, and other fields for students desiring associate degrees or certificates. The ever increasing demand for people to work under the supervision of the scientist, the engineer, the physician, and the business professional has led to the development of a wide range of career education programs.

Continuing education opportunities are provided through a variety of non-credit courses that do not require admission to the college. These courses are offered for personal enrichment, for compliance with business and industrial requirements, for specific technological information, and for general cultural benefits.

Roane State continues to respond to state and federal mandates to promote "Excellence in Education." Programs are continually evaluated by students, faculty, and alumni to insure successful transfer or career placement upon graduation. The college seeks to serve those students who are serious about the challenge education for a more productive life. An Honors Program for gifted students was implemented in the fall of 1985.

A general core curriculum including the humanities, arts, math, and sciences is required of all degree program graduates. Roane State has also implemented the state educational initiative to require all students to be computer literate. New career programs introduced in 1989 to meet employment demands now and for the future included Environmental Health Technology, Opticianry, and Emergency Medical Technician/Paramedic. A waste management Training Center was established to facilitate training persons to meet the demand of environmental health needs of area industries. In 1990 the Center qualified for a training grant from the National Institute of Environmental Health Sciences and met the NIEHS standards for admission to the Midwest Consortium for hazardous Waste Worker Training."

ENROLLMENT: Full-time credit students numbered 5,414 in the Spring of 1993 at Roane State Community College. (Fearn, 1993) The projected enrollment for the Fall 1993 semester is approximately 6,300. Traditionally, fall enrollment at the school is significantly higher than spring Enrollment, so the increase is not quite as dramatic as it seems. (Eleazer, 1993) Officials at the school indicate that for the past ten to twelve years Roane has experienced steady and significant growth. (Eleazer, 1993)

MASS COMMUNICATIONS STUDENTS: Mass Communications is not a large part of the curriculum at Roane State, and therefore not many students participate in the classes offered. Those who do are generally on the university parallel track, and come from varied areas of interest.

PROGRAM NOMENCLATURE: Roane State offers credit students an opportunity to earn either the Associate of Science or Associate of Arts degree under its university parallel track. Non-transfer students can earn the Associate of Applied Science by completing the two-year Career Preparations Program. Neither communications or mass communications are listed as academic divisions for study under either choice.

Students who take the media related course either do so as electives, or list their area of study as general. Most are university parallel track students who intend to transfer to a four-year program.

MASS COMMUNICATIONS COURSES: Roane State Community College offers four media related courses, plus Journalism Practicum opportunities for its students. The courses are a survey course called Introduction to Mass Media (JRN 111), Writing for Mass Media (JRN 231), Publicity and Public Relations (JRN 241), and Advertising Principles (JRN 251). There are four sections of Journalism practicum available, which allow students credit for work on the campus newspaper, yearbook, or other campus publication.

FACULTY: There are 362 full-time faculty members at Roane State Community College. (Fearn, 1993) Of this number only one full-time faculty member teaches

media related courses. Further, this one faculty member is also involved in the English Department as well.

MEDIA RELATIONSHIPS: While Dean Ellen Eleazer reports a good relationship with and strong support from local media professionals, Roane does not place practicum students with them. Instead, the journalism students perform their practica by working on the student newspaper, yearbook, or other campus publications.

VOLUNTEER STATE COMMUNITY COLLEGE

HISTORY: Volunteer State Community College was one of three such schools authorized by the Tennessee General assembly in 1969. Dr. Hal Reed Ramer was named the founding president of the new school in May of 1970. Ramer had previously served as assistant state commissioner for higher education. It was Ramer who suggested the name for the college, which was located by the State Board of Education in Gallatin (Sumner County), Tennessee. First ground was broken on November 5, 1970, and until completion of the permanent site classes were held in the Cordell Hull Hotel in Gallatin, and in several area churches. Instruction began in the fall of 1971, with 581 students. In 1981 the General Assembly established the Board of Regents, which was proclaimed the governing body for Volunteer State, all her sister community colleges and other state colleges and universities, save the University of Tennessee system.

Volunteer State has been growing since that first session. The enrollment, curricula and staff have continued to expand since the school moved into its

permanent home in early 1972. Over sixty thousand individuals have been a part of the "Vol State" student body since its beginning.

MISSION STATEMENT; (From the 1992-93 Volunteer State Community College Catalog and Student Handbook. Actually titled: 'Statement of Mission.')

"Volunteer State Community College with its main campus in a suburban Nashville location in Gallatin, Tennessee, serves a multi-county area in Middle Tennessee through open admissions, on and off campus, year-round, with day and evening operations. The College constituency ranges from highly rural to highly urban in nature resulting in a broad range of service challenges for the College. The college continually reviews and modifies its operations to remain consistent with the needs of the service area. The College identifies as a guiding purpose of its mission the need to offer a broad range of programs to students with varied backgrounds, cultures, and living environments. To this end the College is committed to educating a non-racially identifiable student body, and serving the educational needs of traditional students, older students, working students and minorities.

The specific goals of the mission of Volunteer State Community College are

*To offer a broad, balanced general education core for the Associate degrees, consistent with both institutional and programmatic accreditation standards, which will serve as a basis for further degree achievement and as a basis for life-long learning experiences.

*To offer degree programs which parallel those of the first two years of baccalaureate institutions.

*To offer career-technical/vocational degree and certificate programs which prepare students to compete successfully at an associate degree level and/or provide specific sets of skills needed in the job market.

*To offer credit and non-credit continuing education opportunities on campus and off campus for personal and professional growth.

*To engage in cooperative ventures with educational institutions and other professional agencies which foster educational opportunities.

*To offer for the student unprepared for college work a developmental program which focuses on course work in basic skill areas of reading, writing, mathematics, and adaptation to college life and requirements.

*To offer support services to students which facilitate access into the college and student development programs which enhance and complement their social and personal development."

ENROLLMENT: Spring 1993 enrollment at Volunteer State Community College was 5,054. (Strode, 1993) An estimated Fall 1993 enrollment of 5,500 represents the kind of dynamic growth the institution has experienced for the past several years.

MASS COMMUNICATIONS STUDENTS: The mass communications students at Volunteer State are entered upon the University Parallel track. They almost universally express the intent to transfer to a baccalaureate program. The number of students in this area of study is an important portion of the student body, and continues to grow as does the program.

PROGRAM NOMENCLATURE: Volunteer State Community College offers university parallel, career oriented and continuing education divisions. Mass communications courses at Volunteer are a part of the University Parallel track. About two thirds of the courses are a part of the general education core, and the remaining third are electives chosen by the student dependent upon his or her intended area of study. The media related courses fall under the humanities division.

MASS COMMUNICATIONS COURSES: Under the heading "communications," Volunteer State both mass communications and speech communications courses. All are a part of the university parallel track, and based within the humanities division. The media related classes include: Introduction to Journalism (COM 113), Introduction to Broadcasting (COM 120), Announcing (COM 130) Broadcast Advertising and Sales (COM 201), Broadcast Programming and Promotion (COM 202), Writing for Broadcast Media (COM 220), and Campaign Communications (COM 240).

FACULTY: There are 101 full-time faculty members at Volunteer State. (Jewell, 1993) The school also draws from a large pool of adjunct personnel as the need arises. Five full-time faculty members are involved in teaching media related courses. This constitutes the largest commitment of full-time faculty to a mass communications program of any of the seven schools in this study.

MEDIA RELATIONSHIPS: Volunteer State makes extensive use of a positive relationship with area media professionals, from a promotion and support aspect,

as well utilizing radio and television stations, and newspapers to place students in practicum and intern situations. (Jewell, 1993)

WALTERS STATE COMMUNITY COLLEGE

HISTORY: Walters State Community College, located in Morristown , Tennessee, was authorized as the sixth of Tennessee's community colleges in 1970. The school was named for former U. S. Senator Herbert S. Walters, who was instrumental in helping to bring the college to the Morristown area, and contributed many hours to its growth and development until his death in 1973.

Before campus building was complete, Walters State was housed in temporary quarters for the 1970 school year. The College Center Building was finished in 1971 at the present location, and the Career Technology Building, the next major expansion of the school was completed for the Winter quarter of 1975, followed by the Life Sciences Building in 1980.

Walters State was accredited by the Southern Association of colleges and Schools in 1972.

MISSION STATEMENT: (From the 1992-93 Walters State Community College Catalog and Student handbook.)

"Walters State is a regionally accredited comprehensive community college established to provide a wide variety of affordable quality higher education opportunities to the residents of upper East Tennessee. The college offers programs of study which lead to the Associate of Science, Associate of Arts, and Associate of applied Science degrees. A certificate of credit may be provided for

programs of study of one year or less. A certificate of recognition may be awarded for non-credit programs and services. All degree programs are built upon a foundation of general education courses.

Walters State provides university parallel programs that prepare students to transfer two years of college work to four-year colleges and universities, technology, health and public safety programs that prepare students for immediate employment, continuing education and community service programs for individuals desiring personal growth or personal enrichment, public service programs provided in support of economic and community development, advanced and developmental education programs for students with special academic needs, student development and leadership including guidance, placement, and counseling services, cultural activities, financial assistance, health services, intramural and intercollegiate athletics, and special student activities, and research and development programs applied to institutional advancement. Throughout all these programs, the college remains committed to the education of a non-racially identifiable student body.

As a comprehensive community college, Walters State assumes the responsibility for providing leadership to a geographically large and rural service area confronted with the challenge of an increasingly technical, economically competitive, and globally interdependent society. The college's leadership role is exercised through progressive and accountable management systems designed to ensure the delivery of responsive programs and services tailored to meet the demands of individuals, business and industry, and the community. Incorporated within all management systems is a fundamental commitment to planning and assessment for enhancing overall institutional effectiveness.

For all its students, Walters State provides articulation with colleges and universities to maximize student transfer, provides basic general education and computer literacy skills throughout the curriculum, offers diverse technical education, and liberal arts programs providing graduates with knowledge and skills to function in an international marketplace, and provides competent faculty committed to quality teaching.

For business and industry, Walters State provides state-of-the-art technology, health and public safety programs and promotes technology transfer, produces well-trained and educated employees with needed basic and technical skills, and utilizes specialized partnerships and networks supporting the development of world-class products, services and operations.

For the service area, Walters State assesses and responds to changing community needs and provides opportunities for social, cultural, economic, and civic progress which enhance the quality of life throughout Upper East Tennessee."

ENROLLMENT: Walters State Community College reported a Spring credit enrollment of 4,975 full-time credit students. The projection of approximately 5,400 students for the Fall semester (1993), reflects about the steady rate of growth Walters State has experienced for the past several years.

MASS COMMUNICATIONS STUDENTS: Presently, mass communications students are a small percentage of the student body, but according to Dr. Frankie Hagan, Division Chair for Humanities, there is a great deal of student and faculty/staff interest in expanding the program, and there is a current study underway to that end.

PROGRAM NOMENCLATURE: Walters State offers its media related courses under its university parallel track. These courses are lumped together with humanities and interdisciplinary studies, which lead to an Associate Degree. The number of mass communications courses offered allow students to transfer to baccalaureate programs with many of the basic education courses, but few media related courses completed.

MASS COMMUNICATIONS COURSES: Four courses are included in the Journalism Concentration program at Walters State, all of which are listed under the University Parallel Division. The courses are Introduction to Mass Communications (MCOM 1020), Survey of Broadcasting (MCOM 2060), Reporting (MCOM 2030) and Newswriting (MCOM 1030).

FACULTY: Of the 138 full-time faculty listed at Walters State Community College, only one is primarily involved in teaching mass communications courses. Some part-time or adjunct faculty are used from time to time.

MEDIA RELATIONSHIPS: Jim Wilder, Director of Information Systems and Admission Services, reports that primarily due to the small number of communications students and media related courses offered at Walters State, the school has little direct contact with local media professionals other than the contact made for editorial support. The adjuncts used as part-time faculty in the mass communications program usually have an academic rather than professional media background. (Wilder, 1993 and Hagan, 1993)

CHAPTER VI

SUMMARY AND CONCLUSIONS

The purpose of this study was to discover, organize and interpret information about seven of Tennessee's Community Colleges and their programs devoted to mass communications. In almost every instance of discussing the subject with administrators and faculty members of the institutions, the reaction toward assembling this data in one place was positive. It is hoped that this study will enable persons charged with administering and implementing mass communications programs to benefit from having information available that indicates the kinds of programs and courses and their design and implementation that have worked to create a positive learning experience for students.

Even though all the institutions involved are governed by the Tennessee Board of Regents, and despite their universal commitment to many of the same educational goals, each school has taken slightly different tack in attempting to establish the very best educational opportunities for their communities. As each institution is different, so is each community and/or service area, and there is no reason to believe that precisely what works in one instance for one school, may work for another school in another area. However, it is hoped that by assembling this data, and making it available, some exchange of concepts and ideas may take place, and that some positive results can occur from such an exchange.

HISTORY

All the schools in the study, and their remaining sister institutions within the Tennessee Community College System, share a common heritage that has substantially shaped their identities today. More, perhaps, than any other level of education, the "community college" typifies the attempt of American Society to provide to all who would come, an opportunity to gain all the education his or her abilities will allow. It is no accident that many of the community colleges point all the way back to the Morrill Land Grant Act of 1862. This landmark legislation paved the way for the eventual coming of the community college concept by firmly establishing the country's commitment to providing accessible education for its citizens.

The history of the junior college is one of diverse mission and curricula. Advocates of the idea of two-year programs of post-secondary education have wanted them to be two extra years of high school, the first two years of college, trade schools, remedial institutions, bastions of continuing education, and avenues of transfer, and more. They have from time to time been all that; and more. The theme that has solidified the "community college" as a foundation of educational opportunity in America is the thought that the commitment to truly serve the educational and cultural need of its own community outweighs whatever differences in shape and form they may take.

In Tennessee, the community college movement is a fairly young phenomenon, but its impact can hardly be considered less than significant. Since the General Assembly authorized those first three schools in 1969 the number has grown to twelve, and the role as "fill-in" schools struck in between the 'real' four-year schools in the state has been altered to the point that each one of them has become a

contributing citizen, and very important to the educational, social, cultural and economic well-being of their respective communities.

MISSION STATEMENT

Each of the seven schools in the study has its own individual mission statement, and each has chosen a different way to express its commitment to students and community. Throughout them all, however, runs the common concept of service to students regardless of past educational background or ambitions, service to business and industry by training valuable employees with needed skills, and above all service to the community as a whole. Just as each mission statement is a bit different, each school's approach to fulfilling that mission is different. One common thread of all the interviews conducted during this study, in the opinion of the researcher, is that those who make these community colleges work are as committed to their mission as their mission statements indicate they ought to be. The term 'service' recurred over and over again, in almost each encounter.

The question of mission as regards mass communications programs, however, varies from school to school. Motlow State, Volunteer State, Cleveland State, Roane State and Walters State clearly see the purpose of their programs as providing students with an opportunity to take courses which facilitate transfer to baccalaureate programs, while Chattanooga State and Pellissippi State are about evenly divided between students who plan to transfer, and those who are on a career oriented track.

ENROLLMENT

From humble beginnings with small faculties and a handful of students, the community colleges have shown almost universal growth in enrollment. All seven of the schools chosen for this study indicate their enrollment trend is upward. Some have experienced fairly steady growth, and in the cases of Motlow State, Pellissippi State, Chattanooga State, and Volunteer State, the growth has been spectacular. It is of interest to note that of those four, all except Motlow State are in or near a major population area. This fact seems to belie the idea of the original thinking that these schools would serve primarily students who were far away from four-year colleges geographically. Projections from each school indicate that for the foreseeable future, enrollments will continue to climb. This may be a co-function of the economic reality of the cost of traditional four-year programs, and the ability of the community colleges to continue to find new and better ways to serve their areas.

MASS COMMUNICATIONS STUDENTS

With the exception of Pellissippi State and Chattanooga State, most students of mass communications at community colleges are involved in university parallel track programs. These programs are designed so that courses will be congruent with four-year programs, and are readily transferable to any other state four-year school governed by the Tennessee Board of Regents.

Chattanooga State and Pellissippi State, probably due to their technology-based roots, also have a sizable number of students who take many of the same media related courses while working toward an Associate of Applied Science Degree, or certificate, and intend on seeking employment, rather than transferring at the end

of the two-year program. Some other schools offer this option as well, but the majority of students at the other five are in the university parallel track.

PROGRAM NOMENCLATURE

Although the terminology may differ at each school, all seven institutions in this study basically offer the same kind of academic and career programs. All refer to the programs designed to transfer to four-year baccalaureate programs as "university parallel" tracks. Some offer media related courses under both a transfer program and career program, which leads either to a certificate of completion or the Associate of Applied Science Degree.

MASS COMMUNICATIONS COURSES

The number of media related courses offered at the seven community colleges in the study range from a low of four (Walters State and Roane State), to a high of seventeen at Pellissippi. Cleveland State is next in numbers with ten such courses offered. Chattanooga State and Volunteer State each have seven mass communications courses, while Motlow State offers six. The number of courses offered, however, can not be directly related to the importance of the program to that particular school. Pellissippi State, for instance, has by far the largest number of course offerings, but many of the courses are based in video production, and are more oriented toward career minded students. It should be said, however, that Pellissippi State is in the process of expanding its university parallel track in mass communications, and even now, in spite of the technical tradition of the school, the university parallel students are about equal in number to the career track students.

Each school in the study, except for Volunteer State, has a course called Introduction to Mass Communications, or its equivalent. Other introductory or survey courses that deal with a particular field of communications include Introduction to Broadcasting at Motlow, Cleveland, Walters, and Volunteer State, Introduction to Journalism at Motlow and Volunteer, Advertising at Cleveland and Roane, and Public Relations at Cleveland and Roane. Each school has one or more courses that teach some aspect of writing for media. These include the survey course called Writing for Mass Media at Pellissippi, Cleveland, Roane and Volunteer, more specialized writing courses are found at Motlow (Writing Articles and Features), Pellissippi (News Writing and Editing), Chattanooga (Radio and Television News Writing and Editing), and Cleveland, which has two such courses (Reporting and Newswriting). Both Motlow State and Chattanooga State offer radio production courses, While the two former technological schools, Chattanooga State and Pellissippi State , as well as Cleveland State, include Television Production in their courses of study.

Chattanooga State and Volunteer State are the two schools in the study which offer a broadcast performance class, called Announcing in both cases. Volunteer State also offers two additional broadcast courses called Broadcast Sales, and Broadcast Programming and Promotions.

Motlow State caps its mass communications area of study with a course called Special Topics in Communications, and Cleveland State has Special Topics in Journalism.

In summary, students (especially those in university parallel tracks) can get a substantial number of courses and consequently a solid beginning in their mass communications education at any of the seven community colleges in the study. Obviously, some schools offer more courses and some offer more specialized courses (particularly radio and television survey courses) slightly outnumber their journalistic

counter-parts at most of the schools.). However, regardless if they consider communications as an academic division, or as under another division such as Speech or Humanities (see Program Nomenclature for each school in Chapter V, beginning page 35), all seven can prepare their students to enter a four-year program, not only with a solid general education background, but with enough mass communications courses so as not to trail their fellow students who began their career at a four-year program.

One potential problem for transferring students is the inclusion of courses usually taught at the junior and senior level at four year schools, and a hesitancy of the four-year programs to accept these courses (See further comment on this situation in Chapter VI, Summary and Conclusions, page 83). All aspects of the programs studied, however, indicate that the community colleges do indeed seem to be fulfilling their mission of preparing students to transfer to four-year programs with little or no loss of credit for the courses taken there.

FACULTY

The seven schools examined in this study average almost two full-time faculty members each involved in teaching mass communications courses (Thirteen faculty for seven schools). The average (means), however is quite misleading, since only three of the seven have more than one, and only one has more than two. Cleveland State, Walters State, Roane State, and Chattanooga State list one full-time communications faculty member. Motlow and Pellissippi have two, and Volunteer lists five full-time faculty teaching media related courses. Again, these numbers are a bit deceiving, since the two at Motlow also have other duties, including the teaching of Speech and Theater related classes, and at Pellissippi State, those who teach the technical courses such as video production are counted in the career education division.

By and large the faculty members have a primarily academic rather than professional media background. All faculty who are listed as teaching communications courses have a Masters Degree (generally a qualification for teaching at this level) but not all are degreed in the field of mass communications.

Some schools, such as Motlow State, Chattanooga State, and Pellissippi use adjuncts to teach media related courses, and in many cases these instructors may have either an academic or professional background, or both.

MEDIA RELATIONSHIPS

Each school in the study self-reported a good relationship with area media professionals. Much of this good feeling can be traced to their perception that editorially, the media have been very supportive of their programs. Some schools have been more active in getting media involved more deeply. That is, some have used media professionals as adjunct faculty (Motlow, Pellissippi and Chattanooga in particular), and several have established practicum or internship positions which allow students to gain valuable "on-the-job" experience (Chattanooga, Volunteer, Pellissippi and Volunteer especially).

CONCLUSIONS

The seven schools in this study are alive and doing very well. Enrollment is steadily increasing, curricula and programs continue to grow, and all report a very positive relationship with the media and their own communities. While the past two budgets passed by the Tennessee General Assembly, and endorsed and signed by Governor Ned McWherter have contained increased funding for the state's community colleges, in one aspect their growth has had a somewhat negative effect on the schools. According to several administrators and faculty, the community colleges are growing

faster, in many cases, than the funding formula used by the Tennessee Board of Regents can keep up. Student enrollment is an integral part of distributing state funds to the schools, but according to some community college officials the lag (often as much as eighteen months) between reported increases in enrollment, and the implementation of budgets based on these figures often leave the schools with less money per student than intended by the formula. This is in spite of the fact that funding has been increased for community colleges to a greater degree than the other areas of higher education. While much attention has been paid by the Board and the other arms of state government to the mission and increased enrollment of the community colleges, several (if not all) continue to lament the absence of funding adequate to serve their students and communities.

In the area of mass communications, the schools vary greatly in their emphasis on and approach to the field. This should not be unexpected. One lesson the community colleges seemed to have learned early and well is that none of them can be the answer to all the educational problems of their area, let alone address all the desires of their students. Each school seems to have one or two issues that are important to their area, and therefore devote special attention to them. Examples include the emphasis on training skilled employees in Chattanooga, where industry has been hit hard by recent hard economic times, the emphasis on the issue of waste disposal at Roane State, which is near Oak Ridge, and the effort to train high tech employees at Motlow State, where the area has several technology driven industries which are hungry for skilled workers.

The schools that emphasize mass communications are Volunteer State, Motlow State, Pellissippi State and Chattanooga State. Two of these schools Motlow and Volunteer generally provide university parallel students transferable courses, while Chattanooga and Pellissippi offer students university parallel courses and terminal

degrees or certificates that lead to immediate employment in the field upon completion of the program. This is not to ignore the mass communications courses at the other schools in the study. At Walters State, Roane State, or Cleveland State, a student who desires to participate in their two year university track courses of study, under whatever general area of concentration, can get enough credit hours in media related courses to successfully transfer to a four-year program with little or no handicap has been evident as compared to the "native" students who began their studies at the four-year institutions.

The problem with transferring lies with equating community college level courses with those at four-year schools, especially those outside the direction of the Tennessee Board of Regents. At the University of Tennessee, Knoxville, for instance, only nine credit hours of community college transfer are accepted in one's major area of study. A student taking more than nine hours of broadcasting or journalism, may find that he or she may have to re-take a course because of this rule. Furthermore, some courses that are offered at the one hundred or two hundred level at the community colleges are offered at four year-schools at the three hundred or four hundred level. Some reluctance for the four-year schools to accept such courses has been found.

There is one area in which the research indicates that some of the community colleges could do better. Those schools which have incorporated media professionals into the programs by using them as adjuncts, setting up practicum and internship situations, or both, report they have benefited greatly. Both the institutions and the people who make their living in the field have much to gain from each other.

SOME IMPLICATIONS

The primary research question of the study has been answered in by the following statement: The seven community colleges see their mission in providing mass communications education from two perspectives. All seven schools offer university parallel track programs which are easily transferable to Board of Regents Schools in Tennessee, and two of the schools, Chattanooga State and Pellissippi State, are about equally invested in career education students and transfer students.

The emphasis in all cases seems to be on the practical "hands-on" side of the ledger. With very few exceptions, such as the Sales and Programming courses at Volunteer State, and the Special Topics courses at Cleveland and Motlow, the media related courses are geared toward teaching skills such as writing, announcing and operating equipment.

Like most answers, this one begs another question: What is the relationship of the mission of four-year programs to similar two-year courses of study? Firstly, the question of direction is still unsolved at the four-year schools. There are those who suggest these programs must provide the practical skills needed for employment in the media, and another group who strongly advocate more theory and research based education. Many advocate a "mixed" or balanced" approach.

If the community colleges are providing the needed skills courses, is it time for the four-year programs to rethink their mission? Is this unnecessary duplication of program, or do the two-year schools simply help relieve the burden of student population at the recently financially strained four year programs? Should four year schools lean more toward academic type programs? Should community colleges concentrate on mass communications courses at freshman and sophomore levels?

The answers are not on the table, at least not yet. What's called for is dialog at all levels of both types of programs. These are concerns that should be discussed from governing body to the students themselves. Such dialog among Regents, Presidents, administrators, faculty and students should allow for a clearer picture of where the two types of programs are, and what future direction would benefit all concerned.

SUGGESTIONS FOR FURTHER RESEARCH

The most difficult aspect of this study may have been deciding on a stopping point. Much is left to be done before the ultimate goal of assembling a document that will concisely portray the scope of mass communications programs in Tennessee's community colleges. The obvious first step will be to include the other sister schools within the system in the study.

Secondly, more in depth interviews with administrators and faculty members would give more insight into the working of the programs, and how they inter-relate with the rest of the curriculum. A series of focus groups involving several personnel should yield concerns and problems that could be addressed and interpreted. and should prove useful to all who are in charge of planning and implementing mass communications programs.

Thirdly, a series of interviews and focus groups with student themselves, and perhaps combining students with administrators and faculty, should reveal a different perspective: one that includes the wants and needs of students, and captures conception from their point of view that could lead to improved programs at all schools.

Lastly, media professionals should be interviewed to learn how they feel about the mass communications education going on in their communities. Among the

questions they could help answer are what are the employment needs in their area, what skills do they wish to find in new employees, do they find graduates of community college programs as usually well-trained, and well-grounded in general education? Finally, they could be quizzed as to how their media outlets can help the community colleges change their programs to the mutual benefit of students, faculty, administrations and the media.

Whether mass communications educators, at whatever level, lean toward a practical, hands-on approach, or a more academic direction, the goal of all mass communications programs should remain the same: to train students who can survive and prosper in media, and can make a contribution to the discipline.

It is hoped that this study of mass communications education in Tennessee's Community Colleges can continue, and be of use to all those involved.

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APPENDICES

APPENDIX A. ARTICULATION AGREEMENTS

School:	Agreement with:
Chattanooga State	Tennessee Tech University of Tennessee, Chattanooga Middle Tennessee State Memphis State
Cleveland State	University of Tennessee, Knoxville University of Tennessee, Chattanooga Tennessee Tech
Motlow State	Middle Tennessee State Tennessee Tech
Pellissippi State	University of Tennessee, Knoxville
Roane State	University of Tennessee, Knoxville Tennessee Tech
Volunteer State	Tennessee State Middle Tennessee State Austin Peay Tennessee Tech
Walters State	University of Tennessee Tennessee Tech

APPENDIX B: BRANCHES AND LEARNING CENTERS

School:	Branch
Chattanooga State	Chattanooga State East, Chattanooga Chattanooga State North, Chattanooga Chattanooga State West, Chattanooga
Cleveland State	None
Motlow State	McMinnville Center, McMinnville Fayetteville Site, Fayetteville Micro Craft Site, Tullahoma
Pellissippi State	Papermill Road Site, Knoxville Blount county Site, Maryville
Roane State	Turnpike Site, Oak Ridge Emory Valley Site, Oak Ridge Cumberland County Site, Crossville Campbell County Site, Crossville Scott County Site, LaFollette Loudon County Site, Loudon
Volunteer State	Magavock Center, Nashville
Walters State	Sevier County Site, Sevierville Greenville Site, Greenville

VITA

Randall G. (Randy) Overcast was born in Shelbyville, Tennessee. He attended elementary schools in the Shelbyville area, and is a graduate of Shelbyville Central High School. After three years in the U. S. Army, he received an Associate of Science Degree from Lurleen B. Wallace State Junior College (Greenville Branch) of Luverne, Alabama. He received a B. S. in Mass Communications from the University of Tennessee, Knoxville in 1974, and returned to enter the Masters program in 1991. He is currently enrolled in the Doctoral Program, working for a Ph. D. in Mass Communications, with a major in Broadcasting.

Overcast's media career began in 1965 as a staff announcer in Waverly, Tennessee, and he has held numerous positions in broadcasting, primarily in sales and management.

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