

Media Technologies

Communication Graphics Technology

Photography

Video Production Technology

Web Technology

Tennessee Board of Regents

Academic Audit

2008-2013



INTRODUCTION

The Media Technologies (MDT) degree program at Pellissippi State Community College is part of the Engineering and Media Technologies department and is composed of four concentrations: Communication Graphics Technology (CGT), Photography (PHO), Video Production Technology (VPT), and Web Technology (WEB). Prior to 2004, each of these concentrations stood as individual career technical degree programs or, in the case of Photography, a certificate was available. However, as early as 2000, conversations began with the program coordinators of these individual programs to discuss the trend of convergence being experienced in each of their areas as evidenced in their industries. With the intent of being proactive, the program coordinators, in collaboration with faculty, advisory committees and industry partners, began to develop plans to bring their programs under one “umbrella”—Media Technologies. This process included the restructuring of curricula and the development of a common core across all four concentrations. By 2004, the newly-TBR approved Media Technologies program was unveiled and was promoted to offer the advantages of providing hands-on training using industry-standard software and equipment. The program continues to provide these advantages.

Pellissippi State serves both Knox and Blount County with five campuses. The “main” campus—Hardin Valley—houses the Media Technologies program in the Bagwell Center for Media and Arts. Although the predominance of courses within the four concentrations of Media Technologies is at the Hardin Valley campus, offerings are also provided at the Blount County Campus (MDT 1000 and PHO 1000), the Division Street Campus (MDT 1000 and PHO 1000), and the Magnolia Avenue Campus (MDT 1000 and VPT 1090 and VPT 1500). The College’s newest campus, Strawberry Plains (opened in August 2012), has not yet offered sections of any Media Technologies courses. In addition to courses on four of our five campuses, the College offers various courses as dual enrollment sections in area high schools. *(See [Appendix A](#) for the listing of dual enrollment classes offered during the audit period)*

As indicated, Media Technologies is predominantly housed on the Hardin Valley campus in the Bagwell Center for Media and Arts. This facility was built specifically to house Media Technologies. Opened in September 2007, it is one of the most modern academic facilities of its type in the region, serving students who are studying art and media production. The Bagwell Center for Media and Art is named in honor of Ross Bagwell Sr., a pioneer in Knoxville’s cable television production industry, and his family. The 29,370-square-foot building has hosted artists, photographers, graphic designers, filmmakers, and video production and visual arts leaders from around the world. In addition to large classroom/lab spaces dedicated to the Art program and an art gallery used by the College, the Bagwell Center boasts a fully-equipped high definition television studio (the first to be built in the state of Tennessee) complete with green screen; a photography studio with cyclorama and professional lighting system; computer labs, classrooms and editing suites equipped with the latest technology and software such as Adobe CSS, AVID, Final Cut and ProTools, along with printing capabilities enviable by any print shop. An open lab, available to Media Technologies students only, is available days, nights and weekend hours to allow students to complete projects and assignments when they do not have access to software and printing facilities elsewhere. An equipment room is stocked and ready with every necessary piece of industry-standard equipment that might be needed in class, and every Media Technologies student is provided hands-on training from the time they start the

program to when they graduate and go into the real world. (*A tour of the facility and full-examination of equipment will be provided during the site visit.*)

Table 1A provides the overall enrollment of the College, the total enrollment in all career technical programs, the total in Media Technologies, as well as the enrollment of each concentration within Media Technologies. Table 1B provides graduation data of the College, all career technical programs, and Media Technologies overall, as well as each concentration within Media Technologies.

TABLE 1A										
ENROLLMENT DATA										
	F2008	SP2009	F2009	SP2010	F2010	SP2011	F2011	SP2012	F2012	SP2013
TOTAL for College	8742	8414	10297	9945	11049	10,307	11259	9909	10588	9862
TOTAL for Career Technical	1898	1971	2404	2335	2520	2559	2819	2591	2749	2733
TOTAL for Media Technologies	339	336	377	384	428	443	475	449	447	409
Communication Graphics Tech.	<i>See Note Below.....</i>								113	101
Photography									100	89
Video Production Technology									161	147
Web Technology									73	72

Note: Detailed declared major information was not captured by the official 14th day enrollment file prior to Fall 2012. Unfortunately, it is not possible to accurately derive these numbers from Banner tables for terms prior to Fall 2012.

TABLE 1B					
GRADUATION RATES					
	2008-2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013
TOTAL for College	671	794	935	1098	1263
TOTAL for Career Technical (AAS)	N/A	266	335	383	432
TOTAL for Media Technologies	46	70	75	87	89
Communication Graphics Tech.	15	26	26	19	22
Photography	12	10	16	17	17
Video Production Technology	14	26	23	31	33
Web Technology	5	8	10	20	17

OVERALL PERFORMANCE

This self-study was a collaborative effort among faculty and staff, along with students, graduates, advisory committee members, internship employers, industry partners, and area professionals. Both formal and informal conversations, meetings, gatherings and email have provided the content of this report. Media Technologies faculty and staff are continuously dedicated to maintaining excellence and realize that revisions and change are an expected challenge in what they do. In an attempt to provide continuity throughout the document, the dean of Engineering and Media Technologies compiled all provided information and data and is pleased, on behalf of all those involved, to present this report to the Academic Audit team for its review.

The mission of Pellissippi State Community College is to serve its community by providing college-level and non-credit courses and learning support instruction using a variety of delivery methods, including distance learning. The College provides support for teaching and learning, training and workforce development, and opportunities for life, civic and cultural enrichment.

To fulfill its mission, Pellissippi State provides students and other citizens of its community specific offerings in the following areas:

- Associate's degrees and certificate programs that lead to employment in computer, engineering, and media technologies; business; and health science.
- Associate's degree programs and courses that prepare students for transfer to baccalaureate-level colleges and universities.
- Learning support instruction and academic and student support services.
- General Educational Development (GED) preparation.
- Training to meet specific needs of businesses, industries and individuals.
- Continuing education programs, seminars and workshops.
- Resources for special grade K-12 programs and events.
- Support for, involvement in, and promotion of civic and cultural projects and events.

To sustain and enhance these offerings, Pellissippi State develops and maintains comprehensive fiscal and other administrative services and a physical environment conducive to learning. In line with its heritage as a technical institute, the College integrates state-of-the-art technology into teaching and learning, educational support, and administration.

Located in Tennessee's third-largest metropolitan area, Pellissippi State comprehensively serves the greater Knox and Blount County area and extends its engineering and media technology offerings to Anderson, Loudon, Roane, Cumberland, Campbell, Fentress, Scott and Morgan counties. A member of the Tennessee Board of Regents System, the College develops and maintains student transfer agreements with TBR universities, the University of Tennessee, and private colleges and universities in the region. In all programs and services, Pellissippi State continually emphasizes the value of diversity among students, personnel and other constituencies. Services are provided without regard to age, gender, sexual orientation, veteran status, religion, race, national origin or disability.

In keeping with the mission of the College, the Media Technologies program specifically provides Associate of Applied Science degrees in four concentrations that lead to employment in media-related areas and fourteen certificates that provide students with additional skills or updated skills. The Media Technologies program, through both its degree concentrations and its certificates, also provides training to meet specific needs of business, industry, and individuals. Further, through funding provided by a Center of Emphasis grant, the Media Technologies are able to support and provide civic and cultural events relative to media industries.

As already indicated, the Media Technologies program is composed of four concentrations of study: Communication Graphics Technology (CGT), Photography (PHO), Video Production Technology (VPT), and Web Technology (WEB). Each of these concentrations has its own curriculum and specific skills which it provides students. Each also has job opportunities and career goals for which it specifically prepares students. However, each concentration shares a common nine-hour core consisting of MDT 1000 Introduction to Media Technologies, MDT 2998 Media Technologies Internship, and a Media Technologies elective (which may be chosen by the student with guidance by an advisor).

The *Communication Graphics Technology (CGT) concentration* educates students in the art of visual communications. The student receives hands-on training in visual fundamentals, problem-solving, and visual/verbal concept development for advertising, graphic design, and illustration. Emphasis is placed on the use of computer-enhanced technology and contemporary software applications throughout the program to support the development of professional portfolios. A CGT graduate could expect typical job opportunities in design consulting firms, advertising agencies, electronic prepress service bureaus, media outlets and printing companies, in-house agencies, Web page design and development firms, and freelance practice. The 2012-2013 CGT curriculum can be found on pages 132-133 of the College Catalog found at http://www.pstcc.edu/catalog/files/pdf/2012-13_catalog.pdf.

The *Photography (PHO) concentration* is designed to give students a balanced, practical foundation for entering the profession in the digital age. All of the facilities are digital, with industry-standard tools incorporated into the course material. Students are shown the tools and techniques needed to build a foundation for nearly any photography career. Camera mastery, studio portrait and still life lighting, photojournalism, and digital imaging are among the skills developed. Learning these core skill sets allows the aspiring photographers to be able to express themselves more creatively and communicate more effectively through their photography. A PHO graduate could expect typical job opportunities as a freelance photographer/studio owner; corporate or industrial photographer; staff, wedding, portrait, photojournalism, editorial, travel, nature, lifestyle, stock, and education photographer. The 2012-2013 PHO curriculum can be found on pages 133-135 of the College Catalog found at http://www.pstcc.edu/catalog/files/pdf/2012-13_catalog.pdf.

The *Video Production Technology (VPT) concentration* offers condensed but intensive hands-on experience with industry-standard equipment and processes. Students learn to work in a broadcast studio and on location. (They use commercially popular equipment and software.) They are offered basic and advanced training in scriptwriting, audio recording and mixing, electronic cinematography and lighting, producing, directing, budgeting, and editing. Course content covers the three phases of digital video production. A VPT graduate could expect typical job opportunities as a videographer, editor, video illustrator, and production assistant. The 2012-2013 VPT curriculum can be found on pages 135-136 of the College Catalog found at http://www.pstcc.edu/catalog/files/pdf/2012-13_catalog.pdf.

The *Web Technology (WEB) concentration* offers hands-on experience in designing Web pages and developing Web sites. Students develop and maintain Web sites using authoring and scripting languages, create content and digital media, manage and deploy e-business solutions, manage Web server content, and maintain Web sites for small- to large-scale enterprises. The concentration is available as an online offering, but a student also has the option to take WEB courses in the traditional classroom setting, enabling students to choose the course delivery method best suited to their learning styles. A WEB graduate could expect typical job opportunities as an E-commerce specialist, Webmaster, Web site designer, Web site developer, online services manager, and Web site manager. The 2012-2013 WEB curriculum can be found on pages 136-137 of the College Catalog found at http://www.pstcc.edu/catalog/files/pdf/2012-13_catalog.pdf.

Each Media Technologies concentration is designed to meet specific career-related objectives in a student's chosen media area, while providing an added advantage of allowing cross-disciplinary choices. Students are able to pursue one concentration but supplement it through elective courses to acquire beneficial skills in other media areas. For instance, a student may pursue a concentration in Web Technology but take Communication Graphics Technology courses as the electives within the curriculum. Further, some students opt to double major and actually graduate with concentrations in more than one Media Technologies area. The Media Technologies program is designed to offer flexibility to students who, while working with an advisor, design a curriculum best suited to their needs, interests, and career goals. In addition to concentration options within the degree program, certificates in each concentration are available for those wanting broader, deeper, and/or upgraded training. (See [Appendix B](#) for a listing of available certificates in Media Technologies, or to learn more about available certificates see <http://catalog.pstcc.edu/content.php?catoid=3&navoid=79>.)

The concentrations within the Media Technologies program lead to an Associate of Applied Sciences (AAS) degree in one of the four media areas. The AAS Degree is a technical degree designed to prepare the student for employment in a specific media area. Students receiving the AAS normally enter directly into employment in the area of specialization. This degree is typically a terminal degree and is therefore not specifically designed to transfer to a four-year institution; however, an articulation agreement does exist for NOSSI College of Art (<http://www.pstcc.edu/advising/transfer/nossi/index.php>), and graduates from CGT have transferred to Watkins College of Art, Design & Film to complete a four-year degree. Furthermore, the department has recently been approached by administrators from the University of Tennessee – Knoxville to determine more courses that can be transferred by our students to UTK. In addition, King College (a private institution) has also begun conversations concerning transferability of our courses.

Specific to Media Technologies is a Center of Emphasis (COE) grant that has been available to this program since 2007-2008. This grant has allowed the concentrations in Media Technologies to go beyond the limitations that operating budgets would have caused both in the classroom and beyond. Besides providing funding, it has pushed faculty to meet the directives that were initially set forth when the grant was acquired. Faculty have been able to pilot course content, to make changes to curriculum that could not be covered by standard operating budgets, to participate in professional development activities that were beyond travel budgets, to provide extra-curricular activities to benefit students and the community, and to purchase equipment that otherwise would not have been possible. (*Documentation related to COE will be available during the site visit.*)

Although the College, especially faculty and staff within the Media Technologies, does not like to examine itself specifically in search of weaknesses or to dwell upon them, this self-study has forced us to take a critical look at what we do and how we do it, along with what we should be doing but perhaps aren't and the reasons why. The self-study also allowed us to make a forthright analysis of what we do and how we do it from a positive vantage point. This report will provide the visiting team its appraisal of both weaknesses and strengths. Media Technologies faculty and staff are realistic enough to recognize that many of these weaknesses are not easily remedied, but they are adamant in remaining as successful as they found

themselves to be in completing this self-study. Although recommendations will be provided later in this document and some of these weaknesses will be included there, faculty and staff, along with students, graduates, employers, advisory committee members, industry partners, and other constituents candidly identified the following weaknesses.

1. With the nature of the media industry, the Media Technologies concentrations have struggled to continue providing in 60 semester hours all the skills and training that industry is saying that a graduate needs. The graphic arts of a decade ago now involves web design and photographic skills. Web designers benefit from the skills of graphic design. The photographer of today cannot be competitive without videography skills. The video production technician must also understand basic photography and web design. This need for cross disciplinary training finds many of the Media Technologies students taking extra courses or pursuing an extra certificate or two supplemental to their degree. Granted the Media Technologies concentrations allow one or two Media Technologies electives from which a student can choose those supplemental classes, but three or six hours only provides the most basic of skill acquisition. Faculty, in collaboration with students, graduates and employers, continue to modify course content to best meet these needs, but very often find that something has to go to make room for something else.
2. Related to the weakness above, Financial Aid rules limit the number of “extra” classes a student can take, and thus a student who wants to acquire skills beyond one specific concentration must find a way to pay for those extra courses beyond financial aid. The Media Technologies faculty realize that their program cannot be all things to all students, but it does cause frustration when students want to seek additional training beyond the 60 hours and one degree but are not able to through no fault of their own.
3. Media Technologies faculty and staff recognize they are exceedingly fortunate to have the resources provided to them and their students. They recognize and appreciate the opportunity to provide students the skills they need on industry standard software, hardware, technology, and equipment. However, it is also recognized that Media Technologies is extremely equipment intensive and operating budgets have not kept up with the rising costs of purchasing and/or replacing necessary equipment. Fortunately, the College is generous in allocating TAF (Technology Access Fees) funds to purchase a good amount of student-used equipment, along with COE funds. However, as student enrollment increases, the needs continue to increase as well. Inadequate funding, recognized as an unsolvable weakness, is seen as a deterrent to growing the Media Technologies program.
4. With ever-changing software, hardware, technology and equipment, Media Technologies faculty and staff ALWAYS have to update their own skills in order to be most effective in the classroom. With the intensity of technology and equipment demands, this task can be exceedingly daunting. If a software is discontinued by the manufacturer or a piece of equipment becomes obsolete in industry, it is of no purpose to continue teaching with that software or that piece of equipment. Faculty are adamant to assure that students are learning the skills that make them competitive in their industry on equipment that is currently used in that industry. This problem is two-fold. First, faculty are expected to

teach a 15-hour load per semester and still maintain currency in the content they teach. Teaching what typically equates to five classes plus the time required to grade individual projects and assignments in technology-intensive courses, along with the other expected responsibilities of a faculty member, faculty have little to no time within their work schedule to update their skills. This issue is exacerbated because faculty receive no released time to update skills and very limited professional development funds to seek training. So, more often than not, faculty must update their skills to bring to the classroom on their own time and with their own dime. Secondly, with these changes comes the need to update and revise curriculum—whether modifying existing courses or developing new ones. Again, faculty are expected to do this on their own time after they have fulfilled their responsibilities to the College. Because the Media Technologies faculty are dedicated to their students and to assuring successful entry into the industry, they continue to update their skills and modify curriculum even when it requires their free time to do so.

5. Media Technologies faculty and staff also recognize they are exceedingly fortunate to have been provided a building (Bagwell Center for Media and Arts) in which all the concentrations can be housed together. With the popularity of Media Technologies, the demand has grown, as has enrollment. Faculty and staff have been encouraged by students, graduates, advisory committee members and industry partners to expand programs to meet additional industry needs. This is not possible due to space constraints. The use of MAC computers only for Media Technologies and only in the Bagwell Center prohibits using any other computer labs on campus (the rest of the College is PC-based). With specific equipment needs for many classes, only available in the Bagwell Center, other classrooms on campus are not typically an option. A few classes could be offered in other places across campus, but dedicated space would be more ideal to allow equipment to be placed there for student use. The College does have plans for expansion on the Hardin Valley campus; but until that happens, the limited and often-inadequate space situation is seen as another deterrent to growing the Media Technologies program.
6. Lastly, and relative to a number of previously indicated weaknesses, is the inability to attract and keep knowledgeable and industry-savvy faculty. Fortunately, the College has dedicated, compassionate, and exceedingly knowledgeable faculty who embrace teaching and would do it regardless of the salary. However, current faculty and staff could easily enter their specific industry making two to three times what they are paid by the College. This trend is becoming more concerning as faculty are being lured away by industry, as well as by other institutions, with the enticement of better salaries. The Media Technologies program has had difficulty hiring faculty in the last three years due to low, non-competitive salaries. Exceedingly qualified applicants have been offered a fraction of what they were making or can make in industry and have opted NOT to take a position with Pellissippi State. This is yet another deterrent to growing the Media Technologies program.

FOCAL AREA 1 - Learning Objectives

The Media Technologies program explicitly defines what students who complete a particular concentration are expected to know and be able to do. These expectations, in the form of program goals, are provided in the college catalog and on the College's website, as well as in course and master syllabi. These expectations/learning objectives are determined and defined, as well as frequently reviewed, by faculty and staff in collaboration with students, graduates, employers, advisory committee members, industry partners, and area media professionals.

As determined collaboratively and posted in the college catalog, on the College website and referenced in every CGT, PHO, VPT, WEB and MDT course syllabus, upon completion of the Media Technologies program, the graduate will have developed the skills, knowledge and abilities to accomplish the following:

- I. Create media that communicate the desired message to the intended audience.
- II. Use a wide variety of industry-standard equipment, techniques, software, hardware and materials to produce the appropriate content.
- III. Demonstrate various styles in communications media that display a grasp of both design and communication principles and techniques.
- IV. Demonstrate proficiency in the techniques and equipment that facilitate adaptation to constantly changing media.
- V. Understand and respect the rights and responsibilities of the artist, subject, client, user and employer, including intellectual property rights.
- VI. Create a portfolio demonstrating design and communication skills, technical competence, and industry standards and practices.

The goals of all four concentrations within the Media Technologies program are the same, as provided above, and were developed collaboratively by faculty, advisory committees, employees, industry partners, and other constituents to provide a strong foundation in the student's chosen area of media technology education, including problem-solving skills, computer-utilization, technological skills relative to media areas, and functioning as a productive member of society.

These program goals are demonstrated through the successful completion of the courses required for each degree concentration. In addition to coursework completion, the development of student portfolios or equivalent is required for all concentrations (CGT, PHO, VPT and WEB). These portfolios are reviewed and assessed in a variety of ways. For example, CGT hosts a "Design Showcase" every April whereby area industry professionals and advisory committee members provide feedback to students. The PHO concentration uses its spring Advisory Committee meeting to review portfolios and provide feedback to students. *(Examples of evaluation forms used for these events will be available during the site visit.)* In addition to portfolio reviews, an internship course (MDT 2998) is required for all program completers. Documentation and evaluation of the internship is required to be completed by the intern, along with an assessment of the intern's skills as demonstrated during the internship by the employer/supervisor.

Provided in each course syllabus are the specific “Course Goals” of that course and an outline of what the course will provide to the student. These course goals are linked directly back to the Media Technologies program goals (as provided above and also found at <http://www.pstcc.edu/catalog/12-13/carpro/mdt.php>). Additionally, provided in each course syllabus are the “Expected Student Learning Outcomes” for that course. The learning outcomes are then linked to the course goals which, as already indicated, tie back to the Media Technologies program goals. This method of linkage assures that assessment provides a broad overview of learning objectives. (*Master syllabi for all courses are available at <http://www.pstcc.edu/curriculum/master-syllabi/index.php>.*)

Because the Media Technologies program leads to an Associate of Applied Sciences degree, the concentrations within it are designed for the student whose primary educational goal is entry-level employment or career advancement. As is the case for all career technical programs, the Media Technologies program and its concentrations are reviewed and revised to reflect the changes in the skills and knowledge graduates need to be successful in positions in business and industry.

Within the Media Technologies program and its concentrations, the learning objectives of both the courses and the program are determined through various means. These measures include employer surveys, student surveys, alumni surveys, assessment of interns by internship supervisors, review of portfolios by area professionals, placement rates, and feedback provided by industry advisory committees and community partners. Faculty work in collaboration with one another, with advisory committees, with industry members, and with employers to determine relevant learning objectives and also to review and assess these objectives. Additionally, Media Technologies faculty share with colleagues from similar programs at other institutions to determine appropriateness of learning objectives as well as review similar program offerings across the country. Further, Media Technologies personnel (faculty and staff) remain abreast of trends in their fields by reading publications, researching their fields, participating in professional organizations and associations, attending professional development activities, and, most importantly, remaining active in their professions as practitioners and consultants. (*See Appendix C for publications and resources regularly accessed by Media Technologies faculty to stay abreast of industry changes. See Appendix D for professional organizations and associations to which Media Technologies faculty belong and/or serve. See Appendix E for a summary of professional development activities in which Media Technologies faculty have participated.*)

Based on feedback gleaned from various sources mentioned, learning objectives are updated as necessary to meet the needs of employers and industry and ultimately to provide the knowledge and skills the student should acquire for employment and to be a responsible citizen. Learning objectives are communicated to students, employers, and other stakeholders through syllabi, course documents, and various links within the College’s website.

Presently, the College completes surveys of graduates, alumni, and employers of graduates of career technical programs. These surveys provide evidence of employer and graduate satisfaction and are used to determine and refine learning objectives of specific courses within the career

technical programs, including Media Technologies. In addition to formal data-gathering, there continue to be informal and anecdotal data gathered by faculty and staff as they talk with employers and graduates. In general, faculty believe that all these various means to determine and assess learning objectives are successful.

FOCAL AREA 2 - Curriculum and Co-Curriculum

The curriculum and any co-curriculum of the Media Technologies program are consciously designed to achieve learning objectives. These learning objectives, as discussed previously, are established in collaboration with faculty, staff, students, graduates, employers, advisory committee members, industry partners, and area professionals. Additionally, faculty maintain connections with colleagues at other institutions and review curriculum from similar programs across the country. The design of the curriculum is driven by learning objectives, and learning objectives are driven by industry needs.

There exists an industry-based Advisory Committee specifically for each Media Technologies concentration. (See [Appendix F](#) for a list of members of each concentration's Advisory Committee.) The curriculum for each concentration in Media Technologies is reviewed by faculty and the advisory committee of that concentration on a formal basis at least once a year if not twice a year. Further review occurs with discussion between program coordinators, the dean of Engineering and Media Technologies, and the director of Curriculum. Other mechanisms for determining needed change include feedback from employers, graduates, and area professionals.

The Media Technologies program places significant importance on out-of-classroom activities and other co- and extra-curricular activities to supplement classroom learning. Some of these activities are part of a course and thus integrated into the curriculum, while others provide supplemental experience and learning for Media Technologies students. Every Media Technologies student must complete an internship (MDT 2998) as a requirement of graduation. The internship provides the student the opportunity to work with a professional in his or her chosen field to apply the skills learned in previous coursework. (See [Appendix G](#) for a sampling of internship employers). Other courses meld in-class and out-of-class activities to support student learning. These include guest speakers; field trips; location-based classes and demonstrations; projects commissioned by community organizations, individuals, and offices within the College. (See [Appendix H](#) for examples of co-curricular activities.) Students have the opportunity and are encouraged to join student clubs that are directly linked with the Media Technologies program. (See [Appendix I](#) for Media Technologies-related student clubs.) Through these clubs, students make additional connections with professionals and begin to build a beneficial network for their career success. Additionally, Center of Emphasis funding, which has already been mentioned, has provided the means to provide additional co- and extra-curricular activities that supplement classroom learning. (See [Appendix J](#) for examples of co- and extra-curricular activities made possible by COE.)

Another relevant and successful co-curricular initiative is the TnCIS Study Abroad courses that have been provided to students in various Media Technologies concentrations. As provided in [Appendix K](#), students have had the opportunity to travel abroad while earning credit for

coursework in their major. These opportunities provide the student an academic opportunity beyond the traditional classroom coupled with an unmatched cultural experience, all while learning necessary skills in a foreign country.

Curriculum and co-curriculum are regularly reviewed by faculty. In an industry that changes as quickly as Media Technologies, it is necessary to remain aware of the impact that these industry changes can have. Faculty are ever diligent to include industry constituents, professionals, and colleagues in seeking suggestions for improvement. Course content, learning objectives, and curriculum are changed to best reflect industry directions and to prepare students to successfully enter the workforce in their chosen area. The curriculum of the Media Technologies program and the reasoning behind it are clearly communicated to the students through the College catalog, on the College's website, through program advisors, course syllabi, and classroom material. (*See Appendix L for examples of changes that have been made to Media Technologies curricula.*)

Until fall 2012, curricula could not officially be changed for two years (the cycle of one college catalog). Recognizing the inadequacy of this practice as regards career technical programs and their need to change as quickly as possible to meet industry needs, beginning in fall 2012, the College returned to a yearly catalog that was made available only online. This has now provided the opportunity to review and revise all career technical programs, including Media Technologies (and courses within its concentrations), on an annual basis. This annual review allows the College to be more proactive to make necessary changes to its curricula and offerings. Changes that are determined as necessary go before the College's Curriculum Development Committee (CDC) which is made up of representatives from each academic department and others across the College. The responsibility of the CDC is to ensure that Pellissippi State's programs and courses meet the needs of students, business and industry, and the local community. (*For more information about the CDC, see <http://www.pstcc.edu/curriculum/cdc/index.php>.*)

FOCAL AREA 3 - Teaching and Learning Methods

Media Technologies faculty consciously consider program and course learning objectives when deciding which teaching methods will be used in each course. Because the majority of courses within each concentration are skills-based and require hands-on training with industry-standard software and equipment, it is important to emulate scenarios similar to those students will encounter in industry. Therefore, students are provided projects, assignments, and activities that they will be expected to perform once they enter the workforce.

Faculty within the four Media Technologies concentrations are diligent in reviewing, discussing and making appropriate changes to their curricula as well as their methods of teaching to assure students are prepared to enter the workforce. Program faculty work collaboratively to use data acquired from surveys, student perceptions, and various other means of assessment as well as input provided by advisory committees. Faculty across the College compare methods of instruction and share best practices with one another. Media Technologies faculty strongly believe that their methods of instruction never grow stagnant. Faculty use a broad and ever-changing range of methods to achieve student learning. These include, but are not limited to,

application of online learning; hybrid components; use of various electronic devices to supplement instruction; lab components to supplement lecture material; fieldtrips; guest speakers; student presentations; team projects; service-learning activities; and internship opportunities. Faculty also integrate D2L resources and Lynda.com to supplement instruction. As listed in [Appendix A](#), Media Technologies courses are also provided as dual enrollment offerings in area high schools, as well as taken on our campus by dual enrollment students.

At least annually, if not every semester, program coordinators bring faculty together (full-time and part-time) to discuss course content and best methods for delivery of course content. Both full-time and part-time faculty are able to bring suggestions based on knowledge of their specific industry as to best methods of delivery. The College does allow academic freedom in the classroom, and therefore faculty are allowed some individual responsibility in their own teaching. They are expected to maintain consistency of learning objectives and course goals across all sections of a course and to assure preparedness of students for subsequent coursework. (*See College Policy 06.02.03 for more information on Academic Freedom and Responsibility at <http://www.pstcc.edu/ppm/pdf/06-02-03.pdf>.*)

In addition to the dedicated collaboration of Media Technologies faculty, the College in general offers sessions throughout the academic year to provide ALL faculty opportunities to investigate methods of best practice in the classroom. Faculty across the College provide innovative, creative and cutting-edge methods of teaching practices. These methods are demonstrated and can be adapted to serve students across any program, including Media Technologies. Additionally, Media Technologies faculty investigate other methods of teaching and best practices through attendance at workshops, conferences, and webinars, along with interaction with trusted professionals and colleagues from other institutions. Furthermore, such teaching/learning aids as Lynda.com are analyzed for appropriate and applicable methods of teaching.

As already indicated, Media Technologies faculty collaborate to bring best practices to the classroom. Most full-time faculty and all part-time faculty in Media Technologies are working professionals. This industry experience provides a “real-world” viewpoint that is invaluable as a learning tool and that provides students the advantage of learning from those who are currently practicing in the field.

Additionally, students are provided the opportunity through “Student Perception of Faculty” to provide feedback about the instructor, the class and other relevant course parameters. Data collected from Student Perception of Faculty are used to determine if methods of instruction are meeting the educational and instructional needs of students. Faculty submit and document plans that demonstrate the use of instructional methods and materials for achieving student mastery of learning objectives.

Furthermore, faculty are evaluated annually to provide an overview of their classroom teaching along with other categories of evaluation. Each faculty member completes a self-evaluation that requires scrutiny of his or her classroom teaching. Additionally, faculty, both full-time and part-time, are observed in the classroom by their supervisor at least once an academic year. The dean of Engineering and Media Technologies observes full-time faculty in the classroom at least once

per academic year, while part-time faculty are observed by program coordinators at least once per academic year. These observations not only provide opportunity to discuss faculty teaching practices, but also to determine on a broader basis which teaching practices are effective and which are not.

FOCAL AREA 4 - Student Learning Assessment

Media Technologies faculty work together to establish means of assessment within courses in order to measure the degree to which students are achieving learning objectives. These various means include tests, quizzes, projects, assignments, team collaborations, hands-on demonstrations and presentations, student surveys, and polls. Faculty collaboratively develop, implement, and assess these means to measure student learning. However, this is not done in a vacuum, but is accomplished through consultation with alumni/graduates, employers of graduates, advisory committees, industry partners, and professionals in the area. Once data is acquired, these findings are used to improve or revise curriculum, teaching methods, and best practices for successful student learning and acquisition of skills. The College not only provides the opportunity, but encourages its faculty to periodically review assessment methods to determine if improvement or change is necessary. Annual programmatic goals are established and assessment is completed to determine success in meeting these goals. Additionally, faculty are encouraged to identify additional best practices in assessment of learning objectives through investigation of similar programs at other institutions, as well as examination of industry needs and standards. These activities involve not only the faculty, but graduates, employers, advisory committee members, and area professionals.

Prior to graduation, student learning is further assessed. One such method, not specific to Media Technologies, is the CBASE exam. This exam helps to assess the general knowledge and skills of prospective graduates, thereby giving a measure of how the College's curriculum and students rank compared to national norms. The faculty study the results for the students as a group to confirm a program's strengths and identify areas that need to be improved. More specific are program "exit exams." In the Media Technologies concentrations, these vary. Due to the very nature of this program, a typical question/answer exam is neither relevant nor applicable. Portfolios and capstone-type coursework are reviewed by groups composed of graduates, advisory committee members, industry partners, and area professionals using a defined rubric for each concentration. One such example that has been exceedingly successful for assessing student learning is the CGT Design Showcase held every April. This event requires that EVERY graduating student display his or her work across the entire program, and this work is formally critiqued by attendees of the showcase. Improvements are based on the feedback that is provided to both the student and the CGT faculty.

After graduation, other means for assessing student learning are completed by the College. These assessments are done not only for Media Technologies, but for career technical programs in general. These include documentation of placement (placement rates), employer surveys, and graduate/alumni surveys. [Table 2](#) below provides the placement rates for graduates of the Media Technologies program from 2008 to 2013. These rates could be interpreted to suggest that students are meeting learning objectives by being successfully employed.

TABLE 2**Placement Rates of Graduates with Media Technologies degree between 2008 and 2013***

# of grads/% placed/continuing ed.	2008	2009	2010	2011	2012
Communication Graphics Technology	<i>Data not available for individual concentrations until 2010</i>		26/81%/6	19/87%/2	29/89%/7
Photography			15/67%/5	16/100%/3	11/100%/4
Video Production Technology			21/100%/10	32/85%/9	33/86%/9
Web Technology			9/86%/1	22/92%/7	14/92%/1
TOTAL	40/93%/7	66/83%/13	71/81%/22	89/93%/21	87/90%/21

* 2013 data not yet available

FOCAL AREA 5 - Quality Assurance

Each Media Technologies student is assigned an advisor in his/her concentration who determines through conversation with the student what courses could best be taken as electives to meet the student's career goals. Faculty in Media Technologies take very seriously their role as advisor. They attend college-wide training sessions each semester to maintain proficiency in advising using all available resources. Students are encouraged to see their advisor every semester in order to assure accurate progress towards graduation. Unfortunately, not all students take advantage of their advisor and thus find themselves in inappropriate classes or unable to graduate on time.

Assessment of quality assurance is done within each concentration of Media Technologies as well as the program in general. Assessment is done to assure that the Media Technologies curricula are still meeting the needs of industry and preparing students for entry-level positions. This is done through graduate and employer surveys, consideration of feedback provided by advisory committees, and meetings with industry partners and local professionals in media-related areas.

The College requires that each career technical program, including Media Technologies, meet with its Advisory Committee at least once a semester. The College hosts a college-wide event in the fall and allows each career technical department to host its own meetings in the spring. (*Minutes of Advisory Committee Meetings will be available during the site visit.*) The Advisory Committee meetings allow members and faculty to review curriculum, teaching methods, course content, and industry changes and then determine best approaches to making modifications as necessary. These Advisory Committees are composed of graduates, industry partners, and working professionals in each concentration. Members are chosen for the expertise that they can provide to the College for maintaining successful programs. (*See Appendix F for a list of members of each concentration's Advisory Committee.*)

Additionally, the College requires each division/program in the College to establish annual goals. This activity is directed by the Office of Institutional Effectiveness, Assessment, and Planning and is required of each concentration in Media Technologies. Faculty and staff, along with advisory committees and other constituents, determine the goals for each year. These goals will

include curricular goals related to learning outcomes, faculty teaching and professional development goals, and general administrative goals for the concentration. This process has been called various things during the review period including “five column models,” “action plans,” and “annual goals planning.” The basic premise, regardless of the name, is that an assessment loop must be completed, and the format includes categories such as goal, objective, action plan, outcomes achieved with evidence, source of assessment, analysis of outcomes, use of outcomes, evidence, and improvements to be made. *(Examples of planning documents will be available for review during the site visit.)*

Furthermore, the College, through its Office of Institutional Effectiveness, Assessment, and Planning, completes a number of formal surveys. These include Alumni Surveys, Employer Surveys, the Community College Survey of Student Engagement (CCSSE), and the Survey of Entering Student Engagement (SENSE). Results of these surveys can be found at <http://www.pstcc.edu/ieap/surveys.php>.

In addition to formal assessments, the Media Technologies concentrations review each course in their curricula to determine validity and appropriateness to a graduate’s employability. Each course is reviewed to assure that it addresses agreed upon content and that sound teaching practices are carried out appropriately and consistently. Additionally, any improvements that are deemed necessary by constituents are implemented by faculty within the program area.

Another gauge of quality assurance is that the Media Technologies program is measured within the context of the mission of the College as well as in regard to the degree’s general purpose. If a concentration is moving away from the College’s mission or the degree’s general purpose in the context of the College’s mission, changes are made.

POTENTIAL RECOMMENDATIONS AND ASSOCIATED INITIATIVES

The Media Technologies program, along with its four concentrations and certificates, is considered a viable offering that meets the needs of students and industry. However, the following recommendations have been suggested for improvement or change.

1. *Acquire additional space on the Hardin Valley Campus to be used to expand offerings within the Media Technologies .*
2. *Locate a space within the Bagwell Center or somewhere nearby that can be used by adjunct faculty to meet with students.*
3. *Increase operating budgets in order to keep up with technology costs and increased student enrollments.*
4. *Provide benches in the Bagwell Center for students to use while waiting to enter classrooms (no more sitting on the floor with legs sprawled out).*
5. *Provide a storage area for the Gallery NEAR the Gallery.*
6. *Provide enrollment, graduation, and other relevant data on a regular basis to program coordinators.*
7. *Complete surveys more regularly for Media Technologies – employer, student, alumni.*
8. *Determine a solution as regards the Creative Cloud (as of this writing TBR has not made a system-wide decision).*
9. *Provide released time to faculty to develop courses, update courses. and maintain currency.*
10. *Hire a director of the Bagwell Center (for event/ extracurricular planning).*
11. *Assign a person to maintain and update regularly the Media Technologies website as well as the Bagwell Center website (this person would report to director of Bagwell).*
12. *Review (and increase) faculty salaries to be more competitive with those of industry professionals.*
13. *Provide tutoring in Media Technologies areas.*
14. *Provide gathering spaces for Media Technologies students – in addition to the Bagwell Lobby and the hallways (perhaps tables on patios around Bagwell).*
15. *Pursue additional funding (perhaps grants).*

MATRIX OF IMPROVEMENT INITIATIVES:

	Initiative	Objective	Who	Performance Indicator	When
1	Acquire additional space on the Hardin Valley Campus to be used to expand offerings within the Media Technologies	To be able to expand offerings and to offer new courses at industry's recommendation	Dean, Program Coordinators, VP of Acad. Affairs, Facilities personnel	Offering additional sections and new courses	ASAP
2	Locate a space within the Bagwell Center or somewhere nearby that can be used by adjunct faculty to meet with students	To allow adjunct faculty to meet with students outside classroom	Dean, Program Coordinators, VP of Acad. Affairs, Facilities personnel	Have a space for adjunct faculty to meet students	ASAP
3	Increase operating budgets in order to keep up with technology costs and increased student enrollments	To meet the equipment demands of enrollment	President, VP of Acad. Affairs, VP of Finance	Be able to provide training on equipment not currently available	ASAP
4	Provide benches in the Bagwell Center for students to use while waiting to enter classrooms (no more sitting on the floor with legs sprawled out)	To get students out of the floor while they are waiting on classes	Facilities personnel	Benches will be available for students in the hallways of Bagwell	ASAP
5	Provide storage area for the Gallery NEAR the Gallery	To allow equipment needed in the Gallery to be stored nearby	President, Various VPs, Facilities personnel	To have available storage	ASAP
6	Provide enrollment, graduation and other relevant data on a regular basis to program coordinators	To provide data for PCs and others to make data-based decisions more quickly	IERP	To have the needed data	ASAP
7	Complete surveys more regularly for Media Technologies – employer, student, alumni	To provide data for PCs and others to make data-based decisions	IERP	To have the needed data	ASAP
8	Determine a solution as regards the Creative Cloud (as of this writing TBR has not made a system-wide decision)	To provide sufficient digital storage space for students	TBR and PSCC administrators	To be able to use 'the cloud'	ASAP

	Initiative	Objective	Who	Performance Indicator	When
9	Provide released time to faculty to develop courses, update courses and maintain currency	To allow faculty to have time to develop courses, update courses and skills	VP of Acad. Affairs, faculty	Faculty having time during work hours to develop courses, update courses and skills	ASAP
10	Hire a Director of the Bagwell Center (for event/extracurricular planning)	To meet the 'extracurricular demands' of students, the community and professionals in the media areas in this region	President VP of Acad. Affairs, Dean Program Coordinators HR	To offer more non-academic/non-credit and extra-curricular activities and programs	ASAP
11	Assign a person to maintain and update regularly the Media Technologies website as well as the Bagwell Center website (this person would report to Director of Bagwell)	To keep Media Technologies and the Bagwell Center as a viable connection on the internet	President VP of Acad. Affairs, Dean Program Coordinators HR personnel	Up-to-date websites, interactive and attention-grabbing	ASAP
12	Review (and increase) faculty salaries to be more competitive with those of industry professionals	To make faculty position salaries more in-line with professionals in the field in order to keep faculty and/or hire qualified faculty	President VP of Acad. Affairs, VP of Finance HR personnel	Able to hire the best qualified candidates and to not lose faculty to higher-paying opportunities	ASAP
13	Provide tutoring in Media Technologies areas	To provide tutoring to Media Technologies students as is provided to other students	Tutoring Center ?	Students in Media Technologies being provide tutoring services	ASAP
14	Provide gathering spaces for Media Technologies students – in additional to the Bagwell Lobby and the hallways (perhaps tables on patios around Bagwell)	To allow students gathering spaces outside the classroom	Facilities personnel	Student have a gathering place	ASAP
15	Pursue additional funding (perhaps grants)	To pursue additional funding opportunities	Faculty Grants office	To acquire relevant grants	ASAP

APPENDICES

APPENDIX A

DUAL ENROLLMENTS CLASSES OFFERED BETWEEN 2008-2013

A full breakdown of schools and enrollments will be provided at site visit

	MDT	CGT	PHO	VPT	WEB
2009-2010	1000, 1600, 2100, 2140, 2160	1030, 1950	1000, 1200	1015, 1022, 1030, 1045, 1050, 1090, 1220, 2015	2000, 2001, 2002, 2003
2010-2011	1000, 1600, 1620	1030, 1950, 2160	1000	1015, 1021, 1022, 1030, 1045, 1050, 1090,	2001, 2002, 2003
2011-2012	1000, 1600, 1620	1030, 1950	1000	1015, 1045, 2015, 2016	
2012-2013	1000, 2100	1030, 1950	1000	1015, 1020, 1022, 1030, 1045	1600

Data unavailable for 2008-2009

APPENDIX B

**AVAILABLE CERTIFICATES
WITHIN MEDIA TECHNOLOGIES CONCENTRATIONS**

*Descriptions of each of these certificates can be found at
<http://catalog.pstcc.edu/content.php?catoid=3&navoid=79>*

<i>Communication Graphics Technology Concentration</i>	Visual Communication for Graphic Design Certificate
<i>Photography Concentration</i>	Basic Photography Certificate Digital Imaging for Photography Certificate Studio Photography Certificate
<i>Video Production Technology Concentration</i>	Producing for Video and Media Arts Certificate Sound Production Certificate Video Editing Certificate Videography Certificate
<i>Web Technology Concentration</i>	Accessible Web Design Certificate E-Commerce Web Design Certificate Interactive Web Design Certificate Mobile Web Design Certificate Web Design Tools Certificate Web Page Authoring Certificate

APPENDIX C

**PUBLICATIONS AND RESOURCES REGULARLY ACCESSED BY
MEDIA TECHNOLOGIES FACULTY**

<p><i>Communication Graphics Technology Concentration</i></p> <p><i>and</i></p> <p><i>Photography Concentration</i></p>	<p>Adobe Newsletter, Digital Output magazine, Communication Arts, Numerous graphics and multimedia RSS feeds, Graphic Arts Monthly, Packaging Digest and Learning Solutions, Layers magazine, follow national and international design firms and designers on Twitter (HTML5 Video Events and API)</p> <p>designm.ag/resources/adobe-fireworks-tutorials/ http://blog.lynda.com, http://codepen.io/Sonick/pen/Hthai (CSS text animation), http://codersblock.blogspot.be/2013/12/gradient-animation-trick.html (Gradient animation with CSS), http://fireworks.smashingmagazine.com, http://coding.smashingmagazine.com/ and CA magazine http://www.commarts.com, http://www.creativebloq.com/graphic-design/ http://layersmagazine.com/, http://mashable.com/2014/01/14/outdated-web-features/#:eyJzJjoiZiIsImkiOiJfZGpoeHIwczNzdnB6bThmeiJ9 (Outdated Web Features), http://revision3.com/pixelperfect/, http://sass-lang.com/ (CSS Framework), http://stackoverflow.com/questions/2970314/a-beginners-guide-to-learning-javascript, http://tv.adobe.com, http://veerle.duoh.com/design http://www.1stwebdesigner.com/tutorials/fundamental-illustrator-tutorials/ http://www.automotiveillustrations.com/tutorials/drawing-tutorials.html http://www.commarts.com/, http://www.creativebloq.com/, http://www.deke.com, http://www.designerledger.com/free-html5-development-tools-for-designers/, http://www.digitalartsonline.co.uk http://www.digitalclassroom.com/search/site/html5, http://www.htmlgoodies.com/html5/css/how-to-create-a-css3-based-image-gallery.html (image gallery creation), http://www.javaworld.com/article/2084582/scripting-jvm-languages/15-hot-programming-trends-and-15-going-cold.html?source=IFWNLE_ifw_java_2014-01-07#tk.rss_all (Programming Trends for 2014), http://www.jquery-tutorial.net/, http://www.noupe.com/ http://www.packagingdigest.com/packaging-design http://www.photoshoptutorials.com/forum/photoshop-tutorial-videos/ http://www.smashingmagazine.com/category/design/ http://www.splashnology.com/article/60-adobe-illustrator-tutorials-collection/263/, http://www.w3.org/2010/05/video/mediaevents.html http://www.webdesignerdepot.com/category/resources/ https://www.kickstarter.com, https://www.webwire.com/IndustryList.asp layersmagazine.com/category/tutorials/indesign, tv.adobe.com/show/learn-in-design-cs6/, www.about.com/InDesign+Tutorials, www.creativebloq.com/graphic-design-tips, www.develop.com/jquery_HTML5, www.digitalclassroom.com www.digitaltutors.com/software/InDesign-tutorials www.html-5-tutorial.com, www.lynda.com/, www.noupe.com/tutorial/, www.w3schools.com/css/, www.youtube.com/watch</p>
<p><i>Video Production Technology Concentration</i></p>	<p>Digital Video, Videography, Broadcast Engineering, American Cinematographer, Post Magazine, HD Video Pro, Videomaker, Government Video. Some online would be Pro Sound, Tech & Learning and Broadcast News</p>
<p><i>Web Technology Concentration</i></p>	<p>Website, Wired, Campus Technology, Business Education Monthly, Smashing, Mensa Bulletin, Web-related blogs: Web Design Ledger, Design Instruct, Vandalay Design, Just Creative Design, Design Taxi, Webdesigner Depot, Six Revisions, Treehouse, and A List Apart, “New Directions for Teaching and Learning” and “New Directions for Adult and Continuing Education”</p>

APPENDIX D

PROFESSIONAL ORGANIZATIONS AND ASSOCIATIONS TO WHICH MEDIA TECHNOLOGIES FACULTY BELONG AND/OR SERVE

<i>Communication Graphics Technology Concentration</i>	AIGA (http://www.aiga.org), the eLearning Guild (http://www.elearningguild.com) Adobe Education Exchange (http://edex.adobe.com) Adobe Photoshop group through LinkedIn Adobe Illustrator group through LinkedIn A1LabArts (http://www.a1labarts.org). Adobe Dreamweaver group through LinkedIn Adobe InDesign through LinkedIn
<i>Photography Concentration</i>	American Society of Media Photographers (ASMP) National Association of Photoshop Professionals Professional Photographers of East Tennessee Society of Photographic Education Southern Appalachian Nature Photographers
<i>Video Production Technology Concentration</i>	Digital Video Professionals Association Professional Videographers Association
<i>Web Technology Concentration</i>	International Association for Cognitive Education and Psychology (IACEP) International Webmasters Association-HTML Writers Guild (IWA) Mensa (serve on Editorial Advisory Board of the Mensa Research Journal) Mid-South Educational Research Association (MSERA) National Business Education Association (NBEA) Southeastern Business Education Association (SBEA) Tennessee Business Education Association (TBEA)

APPENDIX E

EXAMPLES OF PROFESSIONAL DEVELOPMENT ACTIVITIES IN WHICH MEDIA TECHNOLOGIES FACULTY PARTICIPATED

Working professionals and consultants
7th Blended Learning Conference (Chicago)
Adam Leipzig Lecture
Adobe training seminar
Learning Styles seminar
AIGA Design Week
Art Basel Miami
ASMP SB3 Business Practice Seminar (Chicago)
AVID training workshop
College In-service activities
College-sponsored ETS workshops (HTML.CSS, interactive syllabus, wikispaces, D2L, etc.)
Completing advanced degrees
Foothills Film Festival
Interlochen Faculty Show
International Education Conference
Jay Dickman Workshop
Jay Kinghorn Photoshop Workshop
Maine Media Workshop (Rockport, Maine)
National Association of Broadcasters (NAB) conference – Las Vegas
Organizational meetings, workshops and seminars
Patrice Argant – Photographer – lecture series
Photography exhibits of nationally recognized photographers
Portfolio Roundtable Summit (Atlanta)
Self-taught updates of software
SOAPIFF
Social Slam Conference
Society for Cinema and Media Studies Conference (New Orleans)
Tennessee Artist's League
Tennessee Arts Commission Conference
TnCIS Study Abroad
Webinars of every variety
Workshops at Arrowmont School of Arts (Gatlinburg, TN)

APPENDIX F
ADVISORY COMMITTEE MEMBERS

Concentration	Name	Employer
<i>Communication Graphics Technology Concentration</i>	Matthew Brass	Shelton Group
	Michelle Brossett	Farragut High School (Graphics Art teacher)
	Franny Carufe	Senior Graphic Designer @ Pyxl, (digital marketing firm)
	Brent Golden	Hart Graphics (Graphic Designer)
	Marissa Golden	Hart Graphics (Graphic Designer)
	Leland Hume	Office of Publications and Communications (UTK)
	Michael Richards	Richards Design Group, Inc.
	Kym Stone	The Tomas Group
<i>Photography Concentration</i>	Danny Wilson	Danny Wilson Illustrator (Illustrator)
	Kreis Beall	Beall Thomas Photography
	Paula Campbell	Maryville College
	Bruce Cole	Bruce Cole Photography
	Stephen Dowdy	Photography by Sabrina
	Sabrina Dowdy	Photography by Sabrina
	Charles Garvey	Charles Garvey Photography, Inc.
	Rob Heller	School of Journalism & Electronic Media (UTK)
	Patrick Murphy-Racey	Patrick Murphy-Racey Photography
	Ray Pierce	Pierce Digital Imaging
	Jason Richards	Oak Ridge National Laboratory
<i>Video Production Technology Concentration</i>	Saul Young	The Knoxville New Sentinel
	Ron Bellamy	Retired from PSCC as Program Coordinator - VPT
	Brad Bumgardner	Charter Communications
	Ryan Cox	Smokies Baseball
	Richard Dodson	Independent Producer, Director, Production Manager
	John Kennedy	Jupiter Entertainment
	Jerry Nantz	Scripps Networks
	Les Phillips	WVLT (Television)
	Michael Shepherd	Retired Multimedia Services Manager - B&W
	Chris Smith	East Tennessee PBS
	Bill Welson	Marshall Graphics Systems
	Doug Wood	WTNZ-TV, Fox 43
	Joanne Woods	Scripps Networks Interactive
<i>Web Technology Concentration</i>	Glen Wright	Scripps Networks
	April Abboud	Efficiency, LLC
	Don Amos	Freelance web consultant
	Robert Campbell	UTK – Assistant IT Manager - Training
	William Hutton	PSCC – IT Lab Technician
	Chris Kosman	Creative Director – Voices Heard Media
	Michael Nelson	Efficiency
	Jim Smith	WATE
Vivian West	Media teacher at Hardin Valley Academy	
Brian Zalkin	Zalk Interactive Technologies – Web Design	

APPENDIX G

INTERNSHIP EMPLOYERS

<i>Communication Graphics Technology Concentration</i>	AC Entertainment, ADS/Phoenix, Allen Sign Company, Athletic Printers/Innovative Designs, Attack Monkey Productions, Best Behavior Club (formerly 2313 Creative), 5 Man Productions, Chroma Graphics, CityView Magazine, Coleman’s Printing, DeRoyal, Design Production Department at UT, Designsensory, Graphic fx, Hart Graphics, Infographics, Intern Alley, Knoxville Beverage Company, Knoxville Chamber of Commerce, Label Industries, Lamar Outdoor , Lowe & Tritt, Mark Taylor Creative, Morris Creative, Oak Ridge National Lab- (graphic design department), Oak Ridge Associated Universities, Orange Apple Branding Boutique, Pellissippi State-Community Relations, Pyxl, Richards Design Group, Robin Easter Design Group, Shopper News, Sneaky Games (Austin, TX), Strategic Advertising, T2 Graphic Design, Team Health, The Bingham Group, Inc., The Happy Envelope, The Knoxville News-Sentinel, The Wilson Group Advertising, Trademark Advertising, UT School of Agriculture-(graphic design department), Video Publishing and Printing, William & Lea, Inc.
<i>Photography Concentration</i>	Knoxville Focus, The District Gallery, Ancelet Photography, Thunderhead Studios, Tyler Oxendine Photography, Madison J Photography ALM Photo, Thunderhead Photography, 2 Many Pixels Gallery/Patrice Argant Photography, Rebecca Claire Photography, Jennie Andrews, Christian Lange Photography, Chad CRG Images, Fine Arts Blount, Photography by Sabrina, Lifetouch Studios, DIY Network, Captivating Keepsakes/Khristy Barton Photography, Scripps Networks, Michael Broyles Photography, Watson Studios, AGITO Inc., Beall+Thomas, Hayley DeBusk Photography, The Daily Times, Jerry Whaley Photography, Julie Roberts Photography, Citizens Tribune (Morristown), Twisted Hillbilly Magazine, Picture Me Studios, Weissphotography, inc., Lincoln Memorial University, Jamie Weiss Photography, The Herald-News, Grace Baptist Church, Jennie Andrews Photography, Knoxville Magazine, Express Photo, Cityview Magazine, Stephanie Edwards Photography, Images by Design Photo., HGTV/Scripps Networks, Images by Design Photo, Fleetwood Photo, Oak Ridge National Laboratories, PSCC Marketing & Communications Dept., 278th Armored Cavalry Regiment
<i>Video Production Technology Concentration</i>	Cobblestone, FOX 43, WBIR, WATE, WVLT, Elastic Productions, CTV, Red Arrow, Jewelry TV, RIVR Media, Jaopro.com, HP Video, Gr. Frame Theory, Scripps Network, Alliance Partners Media, Bandit Lighting, Cinemarr Studios.com, Jay Events (formally Fiveman Production), WDVX radio, AMG Media, Faith Promise Church, Parkwest Church of God, Pellissippi State’s Public Relationship, Jupiter Entertainment, PBS, Overflow Church, Ice Bears, Smokies Baseball, Eaton Corp., North/South Productions (Digital Graffiti)
<i>Web Technology Concentration</i>	In10sity Interactive, Rockwood 2000, Ritway, Pyxl, Inc., River Media, Discover Spanish, WATE-TV, Knox County Government, The Tombras Group, Print Edge, Deatherage Web Development, TN Webbing, Lakeside Real Estate, West Roane County Fire Department, Plainview Digital Advertising, Cancer Fund of America, Inc., Skillsoft, Roane County Habitat for Humanity, Covenant Health Graphic Services, High Performance Computing Modernization Program (USDOD), Robin Easter Design, University of Tennessee, onShore Development, Scripps Networks Interactive, Discover Life in America, WTLV First Coast News, Knoxville Downtown Sertoma Club

APPENDIX H

EXAMPLES OF CO-CURRICULAR ACTIVITIES

<i>Communication Graphics Technology Concentration</i>	Photographically document a six-step process, which requires them to analyze the critical information that must be visually communicated to the viewer; Complete activities to grasp technical issues such as appropriate lighting, viewing angles, depth of field, and exposure; Projects that involve repurposing a design concept over several media types – billboard, magazine ad, point-of-purchase following industry standards and publishing specifications; Develop an environment graphics/signage/pictogram system that requires consideration for the message to be communicated, the physical location/application, typical viewing distance and method of fabrication.
<i>Photography Concentration</i>	Application of knowledge learned about camera controls to achieve desired results; Determine the best way to get photos that tell the story and are visually appealing and effective while dealing with challenges such as mixed lighting, changing action, and time constraints; application of knowledge about studio lighting to create effective images of challenging material like glass and metal.
<i>Video Production Technology Concentration</i>	Organization of shots in sequences which lead viewers to a predetermined conclusion about what is happening; production of a program budget for a real client which requires management of time and resources while keeping the client’s needs as priority; identification of a topic suitable for documentary genre and the development of video based on full programming.
<i>Web Technology Concentration</i>	Manage a web development project team and deliver a satisfactory web site, perform different production roles on several teams and evaluate outcomes and organization in each experience; Develop web pages that focus on both the user’s needs and the information requirements of content and application.

APPENDIX I

MEDIA TECHNOLOGIES-RELATED STUDENT CLUBS

<i>Communication Graphics Technology Concentration</i>	<ul style="list-style-type: none">• American Institute of Graphic Arts (AIGA)
<i>Photography Concentration</i>	<i>The proposal to establish a Photography Club is in the works.</i>
<i>Video Production Technology Concentration</i>	<ul style="list-style-type: none">• S.U.R.G.E. (Scifi, Ultima-anime, Role-playing, Games & Everything else)• Short Film Club

For a full listing of student clubs see <http://www.pstcc.edu/studentlife/files/pdf/Club%20List11-12.pdf>

APPENDIX J

CO- AND EXTRA-CURRICULAR ACTIVITIES MADE POSSIBLE BY CENTER OF EMPHASIS FUNDS

Workshop/Conferences

- Olympus Meet the Pros photographers, Judy Hermann and Nick Kelsh, March 20, 2009
- Lance Weiler-filmmaker using digital distribution, instruction & performance: Nov. 3, 2009.
- Four Women Filmmakers-panel discussions: November 6, 2009.
- Jeremy Dooley (AIGA) presentation and portfolio critiques, November 17-18, 2010.
- Lois Greenfield, Internationally-Recognized Dance Photographer presentation, classroom visits, and portfolio critiques, February 22-23, 2012.
- Patrice L'Argent, fashion photographer, November 5, 2012. (presentation/demonstration)

Student Work Displayed in Public Venues

- CGT student showcase: Every April
- WEB celebration for students graduating and passing certificate exams: May 7, 2009
- Photography students work exhibited with reception: March 19, 2009
- WEB celebration for students graduating: May 6, 2010.
- Arts at Pellissippi event (student work from CGT, PHO, VPT, WEB), Cherokee Country Club, September 7, 2012.

Featured Well-Known Speakers at PSCC as a Public Event

- Olympus Meet the Pros presentation for the public—Judy Hermann and Nick Kelsh, March 19, 2009; One presenter: starting your own photography business; One presenter: photographing babies and children and publishing work in book form
- Dean Zulich, October 3, 2008
- Raeanne Rubenstein, Web & magazine publisher celebrity photographs, Speaker, Nov. 21, 2009
- Igal Bursztyn-Israeli filmmaker, April 14, 2010.
- Olympus Meet the Pros/John Isaac, October 21, 2010.
- PELLICON, April 23-24, 2012. Nationally known animators brought in to speak to students and community (e.g., Jimmy Henson - keynote speaker – creator of the music for Mass Effect 2).
- Lois Greenfield, Internationally-Recognized Dance Photographer, a speaking event for the community on February 22, 2012.
- Adam Leipzig, Disney director/producer, Southern Appalachian International Film Festival (SOAPIFF), November 12-13, 2012.
- Pellicon, Spring 2013, February 9-10, 2013.

Additional Events Featuring One or More of the Four Media Technologies Disciplines

- Raeanne Rubenstein, Photography Exhibit: November 19, 2009-February 1, 2009
- Foothills Film Festival for area high school video competition: April 9, 2009
- Southern Appalachian International Film Festival: November 17-23, 2009
- Foothills Film Festival for area high school video competition: April 20, 2010.
- Southern Appalachian International Film Festival: November 2-8, 2009.
- Foothills Film Festival for area high schools video competition: April 20, 2011.
- Southern Appalachian International Film Festival: November 2-8, 2010.
- Southern Appalachian International Film Festival (SOAPIFF): November 4-7, 2011
- Southern Appalachian International Film Festival: November 11-18, 2012.

APPENDIX K
TnCIS STUDY ABROAD OPPORTUNITIES
IN MEDIA TECHNOLOGIES

<i>Summer 2008</i>	<i>NO TnCIS trips</i>
<i>Summer 2009</i>	CGT 1510 – History of Graphic Design – Amsterdam: May 26-June 22 MDT 1000 – Introduction to Media Technologies – Edinburgh: May 26-June 22 WEB 2120 – Audio/Video for Web – Scotland: May 26-June 22
<i>Summer 2010</i>	CGT 1040 – Basic Digital Photography – Italy: May 15 - June 6 CGT 1510 – History of Graphic Design – Netherlands: June 17- July 12
<i>Summer 2011</i>	CGT 1040 – Basic Digital Photography – Italy: May 14 - June 5 MDT 1000 – Introduction to Media Technologies – Netherlands: June 18-July 12 PHO 2100 – Nature & Photography – Italy: May 14 – June 5 VPT 1020 – Advanced Media Technologies - Netherlands: June 18-July 12 VPT 2330 – Budgeted Production – Scotland: June 6 – 27 VPT 2660 – Independent Video Projects - Scotland: June 6 – 27 VPT 2770 – Documentary Production - Scotland: June 6 – 27
<i>Summer 2012</i>	CGT 1040 – Digital Photography w/Lab – Brazil: May 22 – June 19 CGT 1105- Intro to New Media – Europe: June 2-23 CGT 2050 – Special Topics – Europe: June 2-23 PHO 2100 – Nature & Photography – Brazil: May 22- June 19 VPT 1400 – Scriptwriting for Mass Media – Scotland: June 5-25 VPT 2330 – Budgeted Production - Scotland: June 5-25 VPT 2660 – Independent Video Projects - Scotland: June 5 – 25 VPT 2660 – Independent Video Projects - Europe: June 2 – 23 VPT 2770 – Documentary Production - Scotland: June 5 – 25 VPT 2770 – Documentary Production - Europe: June 2 – 23
<i>Summer 2013</i>	PHO 1000 – Photography 1 – Brazil: May 19 - June 16 PHO 1100 – Creative Photography – Eastern Europe’s Best: May 12 – June 3 PHO 2100 – Nature & Photography – Brazil: May 19- June 16 PHO 2100 – Nature & Photography – Italy: May 12- June 3 PHO 2700 – Location Commercial Photography – China: May 20 – June 16 VPT 2330 – Budgeted Production – China: May 20 – June 16 VPT 2770 – Documentary Production - China: May 20 – June 16 WEB 2501 – International Web Design – China: May 20 – June 16

APPENDIX L

EXAMPLES OF CURRICULUM CHANGES WITHIN MEDIA TECHNOLOGIES CONCENTRATIONS

<i>Communication Graphics Technology Concentration</i>	No specific changes have been made to curriculum layout. Changes have been made to course content (as available on syllabi). Changes such as updating and changing software, adding modules to assure new industry standards are understood, providing updated assignments and projects to integrate industry changes have all been made to course content.																																						
<i>Photography Concentration</i>	<p>Numerous changes have occurred over the years to embrace new digital photography methods. These changes have occurred both in the curriculum and within existing courses. Below are changes that have occurred within the curriculum:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Photography Concentration 2008-2013</th> </tr> <tr> <th style="text-align: center;">2006-2008, 2008-2010 Catalogs</th> <th style="text-align: center;">2010-2012, 2012-2013, Catalog</th> </tr> </thead> <tbody> <tr><td>CGT 1030 or VPT 1030</td><td>CGT 1030</td></tr> <tr><td>ENGL 1010</td><td>ENGL 1010</td></tr> <tr><td>MATH/NS elective</td><td>MATH/NS elective</td></tr> <tr><td>MDT 1000</td><td>MDT 1000</td></tr> <tr><td>PHO 1000</td><td>PHO 1000</td></tr> <tr><td>GEN ED elective</td><td>GEN ED elective</td></tr> <tr><td>HUM/FA elective</td><td>HUM/FA elective</td></tr> <tr><td>MDT 2100</td><td>PHO 1700</td></tr> <tr><td>Media Technologies elective (12 HOURS)</td><td>Media Technologies elective (3 HOURS) PHO 2010 (3 HOURS) PHO elective (3 HOURS)</td></tr> <tr><td>PHO 1100</td><td>PHO 1100</td></tr> <tr><td>PHO 2060</td><td>PHO 2060</td></tr> <tr><td>PHO electives (9 HOURS)</td><td>Core PHO electives (3) – 9 HOURS</td></tr> <tr><td>SBS elective</td><td>SBS elective</td></tr> <tr><td>MDT 2800</td><td>MDT 2800</td></tr> <tr><td>MDT 2998</td><td>MDT 2998</td></tr> <tr><td>PHO 2850</td><td>PHO 1890 (1 HOUR) & PHO 2890 (2 HOURS)</td></tr> <tr><td>60 hours</td><td>60 hours</td></tr> </tbody> </table>	Photography Concentration 2008-2013		2006-2008, 2008-2010 Catalogs	2010-2012, 2012-2013, Catalog	CGT 1030 or VPT 1030	CGT 1030	ENGL 1010	ENGL 1010	MATH/NS elective	MATH/NS elective	MDT 1000	MDT 1000	PHO 1000	PHO 1000	GEN ED elective	GEN ED elective	HUM/FA elective	HUM/FA elective	MDT 2100	PHO 1700	Media Technologies elective (12 HOURS)	Media Technologies elective (3 HOURS) PHO 2010 (3 HOURS) PHO elective (3 HOURS)	PHO 1100	PHO 1100	PHO 2060	PHO 2060	PHO electives (9 HOURS)	Core PHO electives (3) – 9 HOURS	SBS elective	SBS elective	MDT 2800	MDT 2800	MDT 2998	MDT 2998	PHO 2850	PHO 1890 (1 HOUR) & PHO 2890 (2 HOURS)	60 hours	60 hours
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<i>Video Production Technology Concentration</i>	No specific changes have been made to curriculum layout. Changes have been made to course content (as available on syllabi). Changes such as updating and changing software, adding modules to assure new industry standards are understood, providing updated assignments and projects to integrate industry changes have all been made to course content.																																						

APPENDIX L (continued on next page)

APPENDIX L (continued)

EXAMPLES OF CURRICULUM CHANGES WITHIN MEDIA TECHNOLOGIES CONCENTRATIONS

<i>Web Technology Concentration</i>	Numerous changes have occurred over the years to embrace new significant changes in web development and web design including new devices on which web information can be viewed. Continual changes in software and web processes force Web Technology to make changes often. These changes have occurred both in the curriculum and within existing courses. Below are changes that have occurred within the curriculum:	
	2008-2010 Catalog	2010-2012, 2012-2013 Catalog
	ENGL 1010	ENGL 1010
	HUM/FA elective	HUM/FA elective
	MDT 1000	MDT 1000
	SBS elective	SBS elective
	WEB 2001 (1), WEB 2002 (1), WEB 2003 (1)	WEB 1600
	WEB 2291	WEB 2703 (1)
	MATH/NS elective	MATH/NS elective
	MDT 2100	MDT 2100
	WEB 2000	WEB 2000
	Guided WEB Elective (4 HOURS)	MDT 1950
	WEB 2200 (3)	WEB 2010
	WEB 2300	WEB 2300
	WEB 2391	WEB 2220
	MDT 2998	MDT 2998
	WEB 2110	WEB 2110
	Guided WEB elective (4 HOURS)	Media Technologies elective (3 HOURS)
	WEB 2350	WEB 2350
	WEB 2812	WEB 2812
	GEN ED elective	GEN ED elective
	Media Technologies elective (3 HOURS)	Media Technologies elective (3 HOURS)
	WEB 2400	WEB 2400
	WEB 2902	WEB 2902