Spring 2022 OAC Meeting

Committee Member Roster

Program: Information Technology

Campus: Hammond

Associate Provost Approval (signature): _Sandy Unger_ (signature)

Name	Employer	Title	Business Address	Contact Information (phone #/email address)
1. Steven M¢Kenzie	WST Electric	IT Supervisor	950 Pearl St Franklin, La 70438	985-515-6334 smckenzie@wstelec.coop
2. Shelley Gill	Bogalusa City	Tech Supervisn	1105 Sullivan Rd Bogalusa, LA 70427	985-344-3743 skgill@bcgschools.org
3. Brian Black	St Tammany	Dir of Tech		985-707-7818 wyblack@stpgov.org
4. Mary Slazer	NTCC			maryslazer@northshorecollege.edu 985-545-1289
5. Danny Garret	GeauxTechie	IT Manager	943 Washington St Franklinton, LA	danny@geauxtechie.com 985-515-1093
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NORTHSHORE
TECHNICAL COMMUNITY COLLEGE

AGENDA

Information Technology Advisory Committee (ITAC) Meeting
Information Technology
Hammond Campus
April 29, 2022

1. Welcome and Introductions

2. Introduction NTCC Staff and Instructors

3. Curriculum Review

4. Program Review

5. Round Table Discussion

Occupational Advisory Committee
Information Technology Program
Hammond Area Campus
April 29, 2022

Attending in person:

Grant Black – St. Tammany Parish
Steven McKenzie – Washington St. Tammany Electric
Shelly Gill – Bogalusa City Schools
Danny Garner – Washington St. Tammany Electric
Karrie White – IT Specialist, NTCC
Daryl Bell – IT Instructor, NTCC
Cary Riche – IT Instructor, NTCC
Taryn Spikes – IT Instructor, NTCC
Gary Wheat – IT Instructor, NTCC
Mary Slazer – Director of Institutional Advancement Services, NTCC

Welcome and Introductions

Hammond Area Campus Dean Sandy Yeager joined the group briefly to welcome members of the committee. She then excused herself to attend another meeting.

Program Review

Gary "Don" Wheat presented the IT program mission, learning outcomes, and exit points. Students can earn a Technical Diploma in 3 semesters. They may take another 15 hours of general education classes to earn an Associates Degree of Applied Sciences in Information Technology.

Curriculum Review

Cary Riche presented the program curriculum, noting that the 3-semester Technical Diploma path is centered around A+ Certification. Graduates of the program report that what they've learned is "spot on," i.e., they have the foundational knowledge needed to enter the workforce. The 3rd semester of the curriculum includes internship and a capstone project. Riche added that it would be beneficial to build CompTIA labs as instructors are able to teach only about 60% of what is needed with the current lab. Riche also reviewed the learning platforms, including Canvas (used throughout the LCTCS System), CompTIA, Cisco Networking Academy, and Amazon Web Services (AWS). He noted that it would be beneficial for students to have 3 months of free access to Office 365. Daryl Bell offered that students can access Microsoft Azure at no cost, which allows them to set up their own server and domain. As to

equipment, Riche explained that the program utilizes Cisco switches and routers and Intel processors as those are the industry leading brands and most likely to be encountered in the field. He added that the program was recently able to purchase 4 Dell servers and several laptops through grant funding. Riche drew the committee's attention to the lab space at the back of the classroom where hands-on learning takes place. Future equipment needs include a VOIP phone system for instruction. Grant Black stated that his office has 3 local servers and a "big" VOIP that are going to surplus. After discussion, it was determined that because the items have state inventory tags, they can be transferred to NTCC.

A new addition to the curriculum is the Amazon Deep Racer. Riche shared a video about the product, which is a machine learning tool. Taryn Spikes told the committee that the students are very interested in the Deep Racer and enrollment is up since its addition to the program. She added that the tool reinforces Linux Programming, Cloud Fundamentals, and Machine Learning.

Program Review

Riche presented the SACS Assessment Measures for the IT Program. The assessment measures include 5 student learning outcomes. SACS requires that 80% of students show mastery of the outcomes. The assessment measures are reevaluated every 2 years. The Student Learning Outcomes are as follows:
- Identify and install computer components
- Troubleshoot personal computer issues using appropriate techniques and procedures
- Install, configure, and maintain an operating system
- Design and troubleshoot local area and wide area networks
- Design and deploy secure and robust applications utilizing cloud computing technologies

Roundtable Discussion

The group discussed the program goal of A+ certification. Riche confirmed that after 3 semesters, students should have the foundation to get a Tech Level 1 or Level 2 job. Completion of the program also instills some higher-level knowledge of computer networking foundations. Wheat added that they encourage students to understand that they must be teachable, i.e., willing to pursue ongoing learning to advance in the field. Spikes stated that they also instruct students in what it means to provide good customer service. After the February 2022 IT Summit at NTCC's Lacombe Campus, the department determined it would be beneficial to focus on A+ certification, rather than paying for multiple certifications for the students. The funds will be redirected to pay for improvement to labs. Black agreed that A+ certification is a great base, especially with the cloud-based components. He also agreed that the labs are important because the hands-on learning is critical to mastery. Regarding certifications that students can pursue on their own at no cost, the group discussed AWS Cloud Practitioner and Azure Fundamentals. Spikes added that the AWS Academy now includes educator resources.

Black advised that it is now taking companies longer to onboard and train new employees as the workforce has shifted to more remote work. This is something students should talk about with potential employers. He also stated that it's harder for new employees to develop rapport and build teams than when employees had more face-to-face time. He added that analytical skills are crucial, perhaps more so than which classes are taken. New employees need to be able to understand how things are supposed to work and use that understanding to identify and investigate anomalies.

Riche noted that some NTCC students are on the Autism Spectrum and they see their challenges learning to work on teams. Team projects are part of the curriculum to help develop those skills. White

added that it's not just the ability to work as a team member, but to serve as a team leader and draw out members to contribute their best. Other topics of discussion included the importance of students understanding that they don't know everything when they graduate, they should expect to work in environments where they aren't allowed to have their cell phones (i.e., buildings with classified security clearances), and they need to be able to explain difficult concepts in simple terms. This can be a challenge for introverts. Discussion turned to cybersecurity and Spikes described the challenges of incorporating more robust cybersecurity training into an already full curriculum as more IT services move to the cloud. Wheat added that the program is looking into adding evening classes for nontraditional students as it can be difficult for students who work full time to attend daytime classes.

Other topics in the roundtable discussion included the expectation students should have that they will be less likely to do new installations and more likely to install "patches" as part of the typical workday and that students benefit from the knowledge and resources to build a home lab. Also, the need to include gaming in the curriculum. Black noted that many young people have a "gig mindset" in that they expect to have a job, but do something else such as 3-D gaming development for fun or a side gig.

Shelly Gill discussed that students could benefit from more knowledge of Google Admin and Chromebooks as that's what's being used in education. In the school system, everyone has a Chromebook. Spikes told the committee that Bogalusa City Schools has donated some surplus Chromebooks. She is working to have them unlocked as they are still on the Bogalusa City Schools console. Discussion followed about penetration testing and social engineering (the use of deception to manipulate individuals into divulging confidential or personal information that may be used for fraudulent purposes).

Wheat concluded the meeting by thanking the members for their participation and input.

Respectfully submitted,

Mary Slazer