Homeland Security Studies MS

G 1 Demonstrate Core Knowledge Competency

Goal Description:

Demonstrate that students are learning the core competency areas required in the field.

Providing Department: Homeland Security Studies MS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

L 1.1 Demonstrate Core Knowledge

Learning Objective Description:

Students graduating with a master's degree in Security Studies will demonstrate comprehensive knowledge of the major issues and principles associated with the field of Homeland Security.

Capstone topics will reflect students performing research across the relevant and current domains of Homeland Security such as:

1. Emergency Management
2. Terrorism
3. Border Security/Immigration
4. Cybersecurity
5. Media and HS
6. Intelligence
7. Organized Crime
8. Public Health/Pandemic and Environmental Security domains.

RELATED ITEM LEVEL 2

ICF 1 Integrated Major Paper

Indicator Description:

The Capstone course, SCST 6388, for Security Studies graduate students requires substantial research and integration of theories and principles of completed coursework in the program. The culminating project in this course requires students to analyze a complex Homeland Security issue. This paper requires a comprehensive literature review, analysis of the issue in relation to national threat, explanation of how the issue was resolved, and how the issue may have been resolved differently. This project should demonstrate the capacity to gather and assess data, think and analyze critically, and produce an effective written product that qualifies either as an academic paper or a policy document.

Criterion Description:

The scoring of core competencies in the Capstone course consists of evaluating four areas; 1) problem statement, 2) review and analysis of the salient literature, 3) use of a relevant methodology with which to gather and analyze data, 4) conclusions based on data and analysis. Each student completing the capstone course will score 80% or higher.

Findings Description:

100 % completion of Capstone Research Paper: the completion of 24 Capstone Research Papers (CRPs) at 80% or above.

Topics align with core areas of HS - see attached

Specifically, all students for 2021/22 successfully completed the CRP; concurrently, research areas across CRPs in the MSHSS reflect core domain knowledge needed in the field. Those focal research areas are: (1) Terrorism Studies; (2) Emergency/Disaster/Crisis Management; (3) Environmental Homeland Security; (4) HS and Policing; (5) Homeland Security and Public Health; (6) Risk Assessments and Cybersecurity; (7) Border Security and (8) HS Technologies. CRPs tend to concentrate heavier in Emergency Management indicating higher student interests in this domain.

Attached Files

📄 Capstone Research Papers 2021 and 22.docx

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper
Action Description:
Topics in CRP tend to weigh heavy in EM direction so we need to engage faculty teaching in other areas to support student CRP mentoring in other directions.

RELATED ITEM LEVEL 1

L 1.2 Demonstrate an Understanding of the Integration of Core Components
Learning Objective Description:
Demonstrate and understanding the complexity of the homeland security enterprise and the various interdependencies of core homeland security components.

Topics of Capstone Research Projects shall illustrate multi-dimensional understanding of the HSE environment.

RELATED ITEM LEVEL 2

ICF 1 Integrated Major Paper
Indicator Description:
The Capstone course, SCST 6388, for Security Studies graduate students requires substantial research and integration of theories and principles of completed coursework in the program. The culminating project in this course requires students to analyze a complex Homeland Security issue. This paper requires a comprehensive literature review, analysis of the issue in relation to national threat, explanation of how the issue was resolved, and how the issue may have been resolved differently. This project should demonstrate the capacity to gather and assess data, think and analyze critically, and produce an effective written product that qualifies either as an academic paper or a policy document.

Criterion Description:
The scoring of core competencies in the Capstone course consists of evaluating four areas; 1) problem statement, 2) review and analysis of the salient literature, 3) use of a relevant methodology with which to gather and analyze data, 4) conclusions based on data and analysis. Each student completing the capstone course will score 80% or higher.

Findings Description:
100 % completion of Capstone Research Paper: the completion of 24 Capstone Research Papers (CRPs) at 80% or above.

Topics align with core areas of HS - see attached

Specifically, all students for 2021/22 successfully completed the CRP; concurrently, research areas across CRPs in the MSHSS reflect core domain knowledge needed in the field. Those focal research areas are: (1) Terrorism Studies; (2) Emergency/Disaster/Crisis Management; (3) Environmental Homeland Security; (4) HS and Policing; (5) Homeland Security and Public Health; (6) Risk Assessments and Cybersecurity; (7) Border Security and (8) HS Technologies. CRPs tend to concentrate heavier in Emergency Management indicating higher student interests in this domain.

Attached Files

📄 Capstone Research Papers 2021 and 22.docx

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper

Action Description:

Topics in CRP tend to weigh heavy in EM direction so we need to engage faculty teaching in other areas to support student CRP mentoring in other directions.

RELATED ITEM LEVEL 1

PO for Goal 1 Form B Analysis & IDEA Scores

Performance Objective Description:

Reviewing Form B's to identify course objectives and IDEA Scores.

RELATED ITEM LEVEL 2

KPI for Goal 1

KPI Description:

KPI 1 - IDEA Evaluation progress on course objectives.

KPI 2 - Successful scores (a minimum of 3.0 across all the courses and overall 80% at 4.0 or higher across all of the courses based on IDEA scores).

Results Description:

KPI 1 - With the exception of two courses, MSHSS courses revealed scores 4.0 or higher on objective progress (see attached). The overall score for the department was 4.5

KPI 2- All IDEA scores 3.0 or above for all courses

With respect to **_Goal 1: Demonstrate core knowledge competency_**, the following performance indicators were used:

1. Compilation of Forms B compilation of all course IDEA scores.
2. Students' assessment of progress on course objectives as measured by Forms B (course objectives) and faculty IDEA evaluation scores (Progress on Course Objectives) at level 4.0 or better.

The Department compiled all Forms B that were submitted for new courses since the Department was created; courses created prior to the date Department was created were not available. All faculty IDEA reports were compiled and averages recorded across all courses for which IDEA reports were available in 2021/2022. Reports total average for *meeting of objectives* across all courses **at** which meets the performance criterion; 2 of the 13 courses (15%) had evaluations of the progress on relevant objectives that were below 4.0 and none of them lower than 3. Slightly more than 60% of courses (8) met their objectives at score range of 4.5 or higher.

Attached Files

📄 IDEA 21 and 22 Graduate Program.docx

RELATED ITEM LEVEL 3

Action for Goal 1 KPI

Action Description:

Even though the average score for IDEA assessment is 4.2, we need to move all faculty beyond 4.0 benchmark.

G 2 Knowledge into Action: Professional Application of Coursework

Goal Description:

Demonstrating the capacity to apply skills and knowledge gained in the classroom to the profession (whether in the public sector or private sector).

Providing Department: Homeland Security Studies MS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

PO for Goal 2 Professional Application of Coursework

Performance Objective Description:

Professional Application of Coursework through field-related internships, real-life examples into academic courses, ACE certified courses, student perception of applying knowledge on IDEA evaluations.

RELATED ITEM LEVEL 2

KPI for Goal 2

KPI Description:

For Goal 2:

1. Placement of graduate students in field-related internships. Satisfactory completion of tasks related to internship.
2. Integration of real life practical examples into academic courses (assessed by analysis of Forms B).
3. Certification of courses as Academic Community Engaged.
4. Engagement with community through ACE.
5. Scores on IDEA evaluations related to student applying knowledge at the level of 4.0 or better

Results Description:

KPI 1 - Camron Durnford was placed with Lyondell Basell in Intelligence Unit, Amanda Frank in Chevron Global Security, and Emily Brazee with Cheniere Energy (secured employment post internship Fall 22)

KPI 2 - All courses had integration of real practices into courses beyond 3.0 and the departmental average on this item was 4.3 (see attached)

KPI 3- new faculty Christine Blackburn ACED her Public Health and Security courses for Fall 21 and Spring 22

KPI 4 - Students engaged with healthcare sector community in Dr. Blackburn course

KPI 5 - Only in two courses students did not indicate scores 4.0 or above; the average for the department was 4.5

With respect to Goal 2*: **Knowledge into action; Professional application of coursework**, the following performance indicators were used:

1. level of engagement in the graduate Internship Program and student activities that translated content into practice during that engagement.
2. Faculty level of engagement in Academic Community Engagement (ACE) pedagogy and students' activities that translated content into practice.

Scores of IDEA evaluations on Items: "Related course material to real life situations" and "Created opportunities for students to apply course content outside classroom".

None of the individual scores across 13 courses on items related to practical application of coursework was below 3.0; the average for Item "Related Course Material to Real Life Situations" was 4.3 and the average for Item "Created opportunities for students to apply course content outside of the classroom" was 4.1.

Below are the result of our analysis.

SCST 6320 Emergency Management Integration II

Denham Magdalena Objectives 4.7; Overall 4.9; Related Course Material to Real Life Situations – 5; Created opportunities for students to apply course content outside of the classroom – 4.33

1) Discuss different levels of federal, territorial, state, and regional coordination and assistance in domestic crisis management
2) List policies, directives, and laws regulating domestic crisis management and apply said policies, directives, and laws to assess compliance and preparedness at tribal and local community levels
3) Discuss models, structures, and practices best suited to manage a broad range of scenarios in critical incident management requiring federal, territorial, state, and regional levels' coordination and support to tribal and local communities
4) Apply models, structures, and practices best suited to manage a broad range of scenarios in critical incident management in a simulated environment by managing a potential large-scale crisis involving federal, territorial, state, and regional level response and support to tribal and local community and by using crisis management technologies

SCST 5344 Unconventional Threats

1. Explain the difference between conventional and unconventional threats, and provide a variety of examples of the latter.
2. Define asymmetric warfare.
3. Discuss the public and private agencies which deal with unconventional threats.
4. Define terrorism, and justify the chosen definition as opposed to others.
5. List the causes of terrorism, domestic and international, and explain why some groups see terrorism as a means to achieve their goals.
6. Explain why nuclear and biological weapons pose an unconventional threat.
7. Describe how transnational criminal activity compromises border security.
8. Explicate how natural disasters, economic crises, and environmental catastrophes can constitute a security threat to public and private agencies.
9.   Evaluate which threats are most critical to specific organizations, both now and in the near future.

Nadav Morag, Objectives 4.7; Overall 4.8; Related Course Material to Real Life Situations – 4.6; Created opportunities for students to apply course content outside of the classroom – 4.4

SCST 6362 CI Risk Mgmt

1) Select and apply the risk assessment techniques and models best suited to the various types of critical infrastructure assets, systems, networks, and their interdependent connections.
2) Compare the various attributes associated with risk assessment as related to All-Hazards risks versus risk assessment as applied in other areas (e.g., engineering).
3) Summarize complementary aspects of prevention, protection, and resilience as methods of managing risks in interdependent critical infrastructure.
4) Discuss analytical risks (incorrect data, overconfidence, uncertainty, complexity) and situationally assess the "acceptable levels of risk".

5) Apply performance measurement feedback to generate improvements in risk management programs and activities.

Russell Lundberg, Objectives 3.3; Overall 3.4; Related Course Material to Real Life Situations – 3.67; Created opportunities for students to apply course content outside of the classroom – 3.0

SCST 5339 Foundations of HS

Nathan Jones, Objectives 4.6; Overall 4.6; Related Course Material to Real Life Situations – 4.25; Created opportunities for students to apply course content outside of the classroom – 4.25

SCST 5338 Security and Management

Russell Lundberg, Objectives 4.3; Overall 4.1; Related Course Material to Real Life Situations – 4.33; Created opportunities for students to apply course content outside of the classroom – 4.17

SCST 5336 Law and Ethics in HS

Nadav Morag, Objectives 4.6; Overall 4.9; Related Course Material to Real Life Situations – 4.83; Created opportunities for students to apply course content outside of the classroom – 4.67

SCST 5335 Global Perspectives in HS

Nadav Morag Objectives 4.6; Overall 4.5; Related Course Material to Real Life Situations – 4.4; Created opportunities for students to apply course content outside of the classroom – 4.6

SCST 5396 Research Methods in HS St.

1) Discuss his or her personal philosophy about Security Studies and align it with one of the research paradigms explored in the course.
2) Describe the ethical parameters of research with protection of research participants and of sensitive information.
3) Focus the scope of inquiry by posing research questions matching an appropriate research paradigm and design.
4) Discuss research contexts suitable for qualitative inquiry, quantitative inquiry, and those suited to mixed-methods exploration.

Russell Lundberg, Objectives 4.2; Overall 3.2; Related Course Material to Real Life Situations – 3.33; Created opportunities for students to apply course content outside of the classroom – 3

Natalie Baker, Objectives 4.9; Overall 5; Related Course Material to Real Life Situations – 4.6; Created opportunities for students to apply course content outside of the classroom – 4.8

SCST 5320 Emergency Management Integration I

1) Explain the different stages of the crisis management cycle within the all-hazard approach
2) Discuss models, structures, and practices best suited to manage a broad range of scenarios in critical incident management
3) Analyze historical case studies in crisis management and link lessons learned to specific policy, legislation, and procedural changes and to various integration efforts at tribal and local community levels
4) Discern interdependent connections among various stakeholders involved in crisis management at tribal and local community levels and compare respective functions, roles, and impact of various stakeholders in crisis management at various stages of the crisis management cycle

5) Apply models, structures, and practices best suited to manage a broad range of critical incident management scenarios in a simulated environment by managing a potential crisis at tribal and local community level and by using crisis management technologies

Magdalena Denham Objectives 4.5; Summary 4.6; Related Course Material to Real Life Situations – 4.67; Created opportunities for students to apply course content outside of the classroom – 4.67

SCST 5346 Information and Intel Mgmt

1) Compare differences between information sharing and intelligence collection, analysis, and dissemination practices
2) Discuss political, institutional, legal, and societal challenges in intelligence and information sharing among federal, state, local, tribal, and territorial (FSLTT) levels of government
3) Explain the reorganization of the Intelligence Community (IC) since 2004 and compare areas of responsibility in information and intelligence management among various members of the Intelligence Community
4) Assess progress and initiatives designed to facilitate information and intelligence sharing among federal, state, local, tribal, and territorial (FSLTT) levels of government through interoperability, collaboration, coordination, and communication efforts
5) Synthesize the effects of changes in information and intelligence sharing that occurred post 9/11 with respect to decision making processes, policies, and information technology support systems
6) Execute simulated, role-play, scenario exercise to manage information and intelligence through the activation of the Joint Information Center (JIC) during an all level (federal, state, local, tribal, and territorial) response to a well-planned terrorist activity against the U.S.

Natalie Baker, Objectives 4.8; Overall 4.8 Related Course Material to Real Life Situations 4.5; Created opportunities for students to apply course content outside of the classroom – 4.25

Nate Jones, Objectives 4.2; Overall 4.5 Related Course Material to Real Life Situations 4.4; Created opportunities for students to apply course content outside of the classroom – 4.4

SCST 5348 Critical Infrastructure Protection

Russell Lundberg, Objectives 3.9; Overall 4.1 Related Course Material to Real Life Situations 3.67; Created opportunities for students to apply course content outside of the classroom – 4

Attached Files
📄 IDEA 21 and 22 Graduate Program.docx

Action for Goal 2 KPI

Action Description:

As we migrate more and more online in our graduate classes, it will become even more critical to offer experiential learning opportunities for students. We have a number of upskilling certifications, but experiential learning opportunities need to be enhanced.

G 3: Upskilling Students for Workforce

Goal Description:

This goal relates to equipping students with particular skillsets that they will be able to leverage in competitive entry into workplace

Providing Department: Homeland Security Studies MS

Progress: Ongoing

PO for Goal 3 Upskilling Students

Performance Objective Description:

This objective is based on SHSU strategic goal of equipping students with marketable skills; the objective will be defined by professional certifications, memberships, or affiliations that link to those required in the professional field

KPI for Goal 3: Upskilling Students

KPI Description:

KPI 1- Courses will contain professional certificates, webinars, or self-study courses that link to professional contexts

KPI 2 - Students will attend professional webinars

KPI 3 - Students produce field-related genres of writing beyond academic writing

Results Description:

KPI 1 - SCST 5348 FEMA Independent Study IS-860C The National Infrastructure Protection Plan; SCST 6320 Emergency Management Integration 2 - FEMA IS 800 - National Response Framework; IS 2900 National Recovery Framework; IS366a - Children in Disasters; IS241B - Crisis Decision-Making; IS240B Leadership and Influence ; IS120C Excercise Design; IS 130A Becoming Exercise Evaluator; IS1300 Continuity of Operations Planning

SCST 6360 - CHDS Self-Study - Meta-leadership

SCST 5320 - Emergency Management Integration 1 - FEMA IS- 100 Incident Command System; 200 ICS Initial Resources; 700 - National Incident Management System

SCST 5335 Global Perspectives in HS - CHDS Self-Study Counter-terrorism in Israel ; Counter-terrorism in United Kingdom

KPI 2 - Spring 22 SCST 5335 Students attended National Security Webinar on Ukraine Conflict

KPI 3 -

SCST 6362 Students Create Policy Memos

SCST 6360 Infographics – very good tools for community disaster risk education

SCST 5320 Public Information Officer Reports (digests of response in current critical incident); Case studies based on AARs; AAR evaluation/EOP/COOP assessments

SCST 6320 Disaster Simulation and Reflection on Mitigation and Preparedness' Practices

Testing of Resilience Model based on children of Katrina trajectories – students use the model to test if certain capabilities and adaptive capacities were present and whether a trajectory (declining, thriving and sustaining) matches the model

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

For the 2021/2022 cycle the Department of Security Studies will focus on implementing recommendations from the 2015-2020 Self-Study report. Moreover, we will coordinate with new College staff responsible for alumni tracking as well as new Internship Director for (a) internship placement, (b) tracking, and (c) assessment. There are few suggestions for curricular expansion of electives and for the next year we plan on assessing, proposing, and designing a grant-writing graduate course. We will continue to support student research and encourage graduate student scholarship through participation in conferences, or publications in professional journals. We will continue to assess the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters. We will specifically focus on offering summer courses for our graduate students who are working professionals.

Update of Progress to the Previous Cycle's PCI:

For the 2021/2022 cycle the Department of Security Studies focused on implementing recommendations from the 2015-2020 Self-Study report. Moreover, we coordinated with new College staff responsible for alumni tracking as well as new Internship Director for (a) internship placement, (b) tracking, and (c) assessment. W have conducted feasibility research into grant-writing graduate course. First,, there are no graduate comparable courses at SHSU, but we do not have faculty line to teach the course. Upon discussions with graduate division we were advised to explore collaboration with ORSP to leverage their grant writing seminars for our graduate students - that is something we would lie to explore further. We continued to support student research and encouraged graduate student scholarship through participation in conferences (Katherine Linn presented at EMAT), or publications in professional journals (Andrea Bauer co-authored an article with Dr. Denham) . We assessed the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters and all our graduate classes made for Fall 2022. We focused on offering summer courses for our graduate students who are working professionals.

New Plan for Continuous Improvement Item

Closing Summary:

For the 2022/2023 cycle the Department of Security Studies will focused on implementing recommendations from the 2015-2020 Self-Study report. To that end, the most critical piece is revising tenure and promotion and FES criteria to ensure their alignment with department needs, inclusion of junior faculty in the process to ensure transparency, and the alignment with SHSU strategic visioning. Moreover, the department lost a tenured faculty in summer 2022 and for 2022/23 we will conduct a search and hire faculty that will fill the gap and strentghten Emergency Management and legal capacity in our graduate program. The department will start strategic planning for expansion of graduate program towards PHD in the future, to include seeking opportunities to create a position of Program Director that will enhance support to the graduate arm of the department. We will continue to coordinate with College staff responsible for alumni tracking as well as with Internship Director for (a) internship placement, (b) tracking, and (c) assessment. We will explore collaboration with ORSP to leverage their grant writing seminars for our graduate student. We will continue to support student research and expand graduate

student scholarship through participation in conferences, publications, and workshops. We will set up a better system for Capstone archiving and evaluatuion. We will continue to assess the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters and endeavor to make all our graduate classes full for Fall 2023. We will continue to focus on offering summer courses for our graduate students who are working professionals.