Job Task Analysis Report

Certified in Homeland Security, CHS®
Level I-II-III (CHS-I-II-III)

The American Board for
Certification in Homeland Security, CHS®

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Executive Summary

This report describes the job task analysis (JTA) study for the Certified in Homeland Security, CHS® Levels I, II, and III (CHS-I-III) exam offered by the American Board for Certification in Homeland Security, CHS® (ABCHS). This examination is designed to identify candidates with minimal knowledge and skills to earn the entry-level (previously first through third level) credential in the Certified in Homeland Security, CHS® certification program. ABCHS contracted Assessment Systems Corporation, a leading provider of software and services for testing organizations, to provide psychometric consultation in the study.

Three lists of tasks were generated by a panel of experienced homeland security professionals. Each list corresponded to one of three Certified in Homeland Security, CHS® (CHS) levels (I-II-III), with an overall structure as defined by a panel of subject matter experts. These lists were used to create three surveys regarding the importance and frequency of each task. Between 151 and 341 professionals completed the surveys, providing empirical information regarding which tasks are most important and are completed most often. This report provides detail on the methodology and results of this survey. A later report will describe the conversion of these results into detailed test specifications.

The Validity Argument

Validity refers to whether there is evidence to support given interpretations of test scores. The modern conceptualization of validity views is from an argumentative perspective (Kane, 1992; 2004). That is, the testing organization must present a chain of evidence in support of an argument for the intended use of a test. Professional credentialing tests rely on **content validation**; that is, the primary link in the chain is to establish that the content of the test is appropriate.

In the case of professional certification testing, the intended interpretation is that someone who passes the test has a certain level of knowledge and skill required to do a job adequately. We must therefore provide a chain of evidence from the test scores back to the job itself. The first step in the chain is the job; we must perform an empirical analysis of what the job entails in order to adequately design a test to assess skills for the job. This is known as **job analysis or practice analysis**. Standard 10A of the National Commission for Certifying Agencies (NCCA), which accredits certification testing organizations, states:

> A job/practice analysis must be conducted leading to clearly delineated performance domains and tasks, associated knowledge and/or skills, and sets of content/item specifications to be used as the basis for developing each type of assessment instrument (e.g., multiple-choice, essay, oral examination).

Job analysis is also described by the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1999). Chapter 14 covers testing for employment and credentialing, and Standards 14.8 through 14.14 discuss the need for content validation and the role of job analysis. For example, Standard 14.14 states:

> The content domain to be covered by a credentialing test should be defined clearly and justified in terms of importance of the content for the credential-worthy performance in an occupation or profession. A rationale should be provided to support a claim that the knowledge or skills being assessed are required for credential-worthy performance in an occupation and are consistent with the purpose for which the licensing or certification program was instituted.

The content validation approach is appropriate for credentialing because the intended interpretation of test scores is merely that a person is qualified to perform the job. This is contrasted to **predictive validation**, where the goal of the test is to predict a continuum of job performance. For example, selection tests are often validated by correlating test score with ratings of job performance, in hopes that scores on the test will predict better job performance and therefore can be used to select better applicants. Credentialing tests demonstrate that someone has the basic knowledge and skills to perform adequately, so validation focuses not on top performance, but rather on determining the span of knowledge and skills.

To provide a psychometrically sound foundation for the development of a CHS-I-III certification test, a job analysis study was conducted for ABCHS. This report details the design and results of this study, and the implications for test design.

Study Design

There are several designs available (Brannick & Levine, 2002) for a job analysis study; a model commonly used for credentialing exams is a **task inventory** (Raymond & Neustel, 2006). The goal of this approach is to produce a comprehensive list of professional tasks performed on the job, then have a wide range of incumbents rate each task on aspects such as **importance** and **frequency** or **time spent** on the task in a normal work week. This provides empirical evidence as to which tasks are more important or more frequent in the job; those tasks should obviously have more weight on the final test than rare or unimportant tasks. Documentation of this process substantially enhances the validity of score interpretations from a certification exam.

The following presents an overview of the steps in the study methodology.

1. Develop test definition and broad outline to provide the initial link in the validity chain
2. Generate exhaustive list of task elements and knowledge areas of the profession
3. Review task and knowledge list
4. Develop rating scales for task and demographic questions to assess sampling
5. Publish and deliver survey with sampling plan

The development of the CHS-I-II-III job analysis survey instruments began with an email distributed to all with current CHS credentials requesting a list of homeland-security job tasks that a minimally competent candidate could perform successfully. Responses were collected by ABCHS Staff, and the ABCHS Executive Committee vetted them and checked to ensure exclusivity from tasks rated on CHS-IV and CHS-V JTA surveys.

During a meeting of the ABCHS Examination Development Committee on February 24-25, 2011 held near ABCHS headquarters Springfield, MO; a psychometrician from Professional Testing Corporation (PTC, a previous ABCHS consultant) led the SMEs through the next stage in the development of the job analysis survey. The examination committee members who attended were Eric White (Chair), Dave Johnson, and Janet Schwartz. All of the Examination Committee members are also Diplomates and/or Fellows of ABCHS, holding a current certification in this examination. Marianne Schmid and Jared Crabtree (ABCHS staff) also attended the meeting.

During the meeting, Staff assisted SME work in reviewing then collating received task statements into functional areas. Not all tasks were collated at this time, so this work continued immediately following the meeting in Springfield.

Within weeks, all 200+ received tasks were collated into functional categories. The functional task areas were evaluated with regard to the structure of the profession and the entry-level role to ensure both adequate coverage and logical progression. With an adopted task list in place, the Executive Committee matched the functional areas from the list with the first three levels of the CHS credential. Moreover, this process took into account the plan to convert from five certification levels to three certification levels. This was deemed by the Executive Committee to better represent the profession. The current certificant population and organization programs have five levels, but the conversion was planned to move to three levels, combining levels I, II, and III.

This activity yielded a task list for each level. To the CHS-I-II-III credentials, the Committee assigned the following functional areas:

- For CHS-I, Research, Training, and Program Implementation areas were represented by 73 task statements.
- For CHS-II, Preparedness and Assessment areas were represented by 38 task statements.
- For CHS-III, Mitigation and Planning were represented by 55 task statements.

The ABCHS Executive Committee reviewed this final list of task statements and approved it as comprehensive to the field at the entry level.

Next, the scale for the job analysis survey was established. It was agreed that the **Frequency** scale for the tasks would be Regularly, Frequently, Occasionally, and Never. The **Importance** scale would be Extremely, Moderately, Slightly, and Not. These levels are consistent with best practices and with job analyses conducted for higher CHS certifications.

On April 1, 2011, the CHS-I survey was ready and was emailed to approximately 7,308 specialists with current CHS-I certification or higher. The CHS-II survey was delivered through email on April 7, 2011 to approximately 7,307 specialists with current CHS-II certification or higher. The survey for CHS-III was delivered to 7,357 specialists with current CHS-III certification or higher on April 8, 2011.

Many individuals, including ABCHS Executive Advisory Board members, received more than one of these surveys because of the relevance of their credentials and background. They were given a deadline of 3 weeks to respond to each survey. 341 completed CHS-I surveys were received, 207 completed CHS-II surveys were received, and 151 completed CHS-III surveys were received.

Survey results were collected, exported, and analyzed. The results are described in the next section. A later report will describe their development into test specifications.

Results

A total of 341 professionals completed the CHS-I survey, 207 completed the CHS-II survey, and 151 completed the CHS-III survey. The respondents appear to be a representative sample of those in the field of Homeland Security, as described in the following demographic analysis. This section of the report contains a description of the survey results based on the 10 demographic questions which were asked.

Demographic Characteristics

Gender

The samples were 87.9%–90.0% male and 8.6%–11.1% female. These percentages are fairly similar to the results of the CHS-IV and CHS-V surveys, and represent the relevant population.

Table 1: Gender

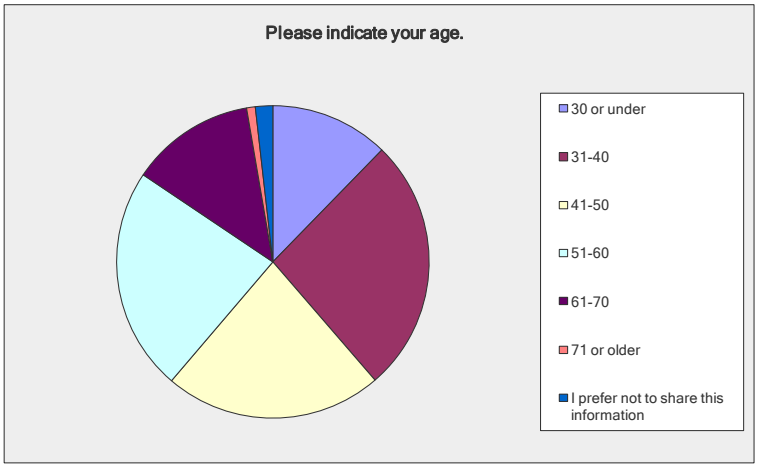
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Male	90.0%	307	87.9%	182	88.7%	134
Female	9.7%	33	11.1%	23	8.6%	13
I prefer not to share this information	0.3%	1	1.0%	2	2.6%	4
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

Age

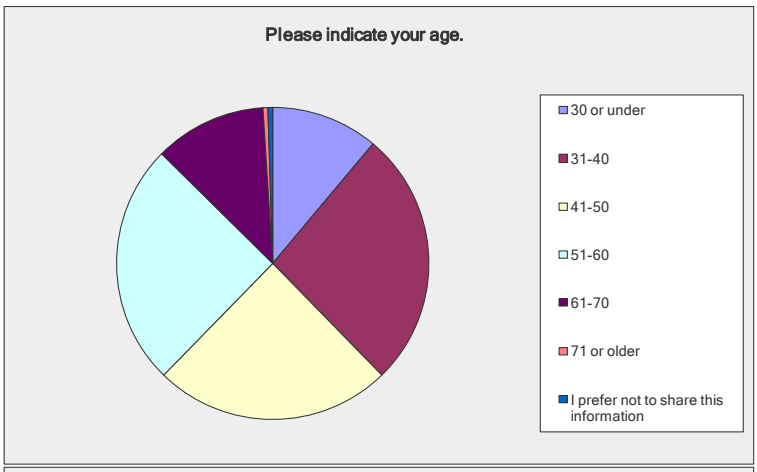
The samples included a wide range of ages, appropriately spanning the population of professionals with no oversampling at a given age range.

Figure 1: Age

CHS-I



CHS-II



CHS-III

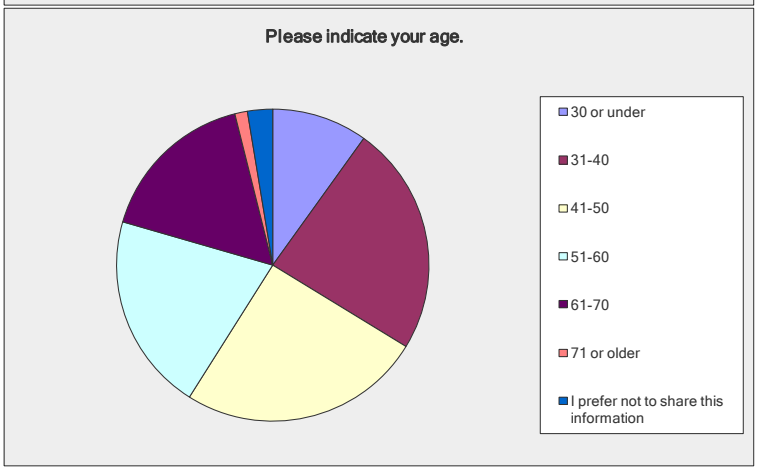


Table 1: Age

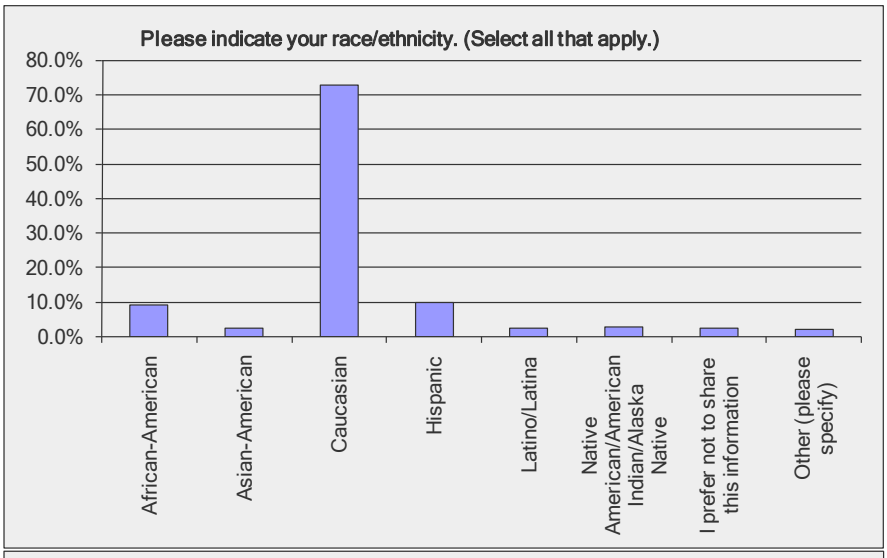
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
30 or under	12.3%	42	11.1%	23	9.9%	15
31-40	26.4%	90	26.6%	55	23.8%	36
41-50	22.6%	77	24.6%	51	25.2%	38
51-60	23.2%	79	25.1%	52	20.5%	31
61-70	12.9%	44	11.6%	24	16.6%	25
71 or older	0.9%	3	0.5%	1	1.3%	2
I prefer not to share this information	1.8%	6	0.5%	1	2.6%	4
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

Ethnicity

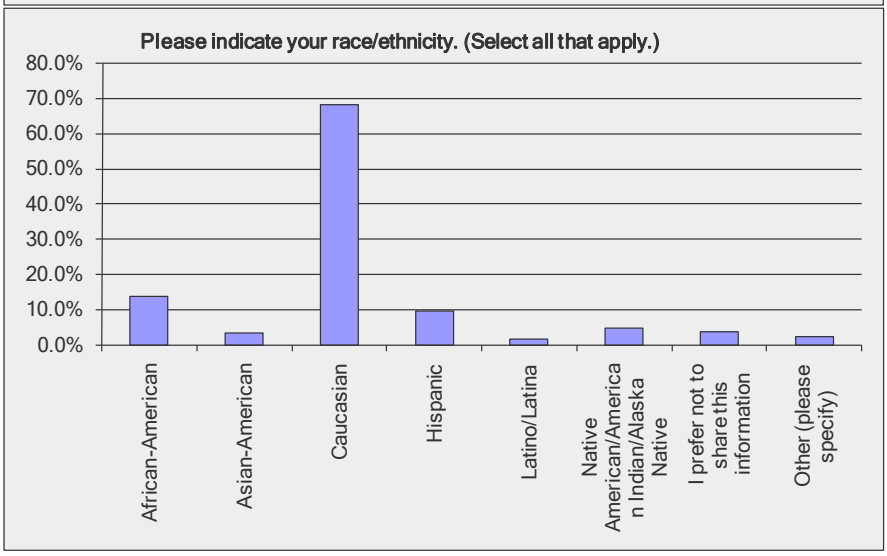
The majority of the samples was Caucasian (68.1%–73.0%), and the remainder was distributed among major ethnic groups in the United States, with between 9.1%–14.0% African-American, 9.3%–10.0% Hispanic, 2.6%–3.4% Asian-American, 1.9%–2.6% Latino/Latina, and 2.6%–4.8% Native American/American Indian/Alaska Native.

Figure 2: Ethnicity

CHS-I



CHS-II



CHS-III

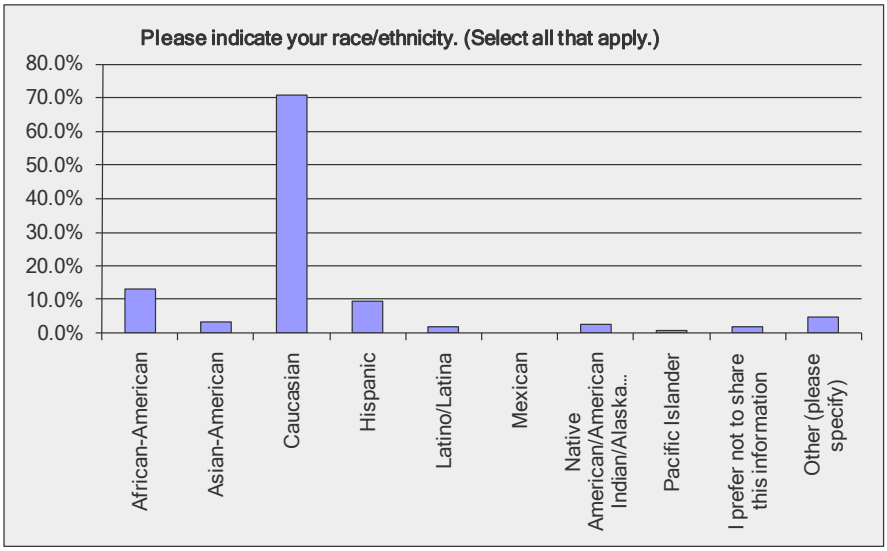


Table 3: Ethnicity[a]

Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
African-American	9.1%	31	14.0%	29	13.2%	20
Asian-American	2.6%	9	3.4%	7	3.3%	5
Caucasian	73.0%	249	68.1%	141	70.9%	107
Hispanic	10.0%	34	9.7%	20	9.3%	14
Latino/Latina	2.6%	9	1.9%	4	2.0%	3
Mexican[b]	--	--	--	--	0.0%	0
Native American/American Indian/Alaska Native	2.9%	10	4.8%	10	2.6%	4
Pacific Islander[b]	--	--	--	--	0.7%	1
I prefer not to share this information	2.6%	9	3.9%	8	2.0%	3
Other (please specify)	2.1%	7	2.4%	5	4.6%	7
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

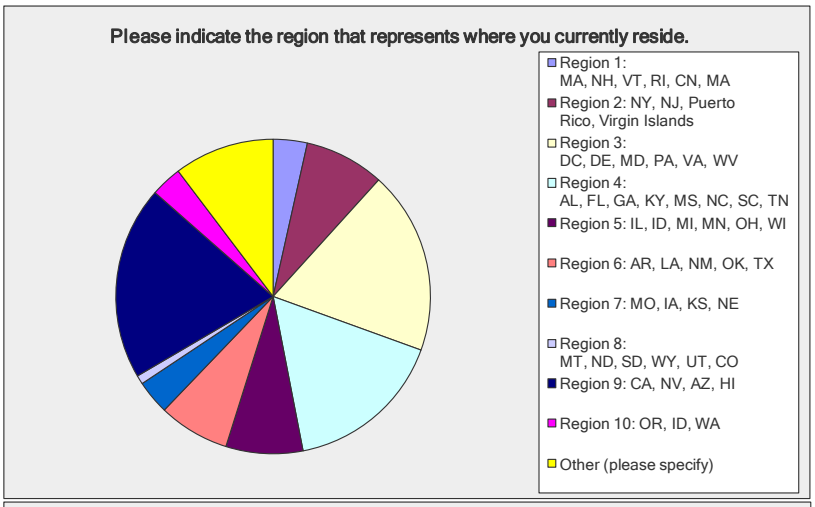
[a]Respondents could select all options that apply, hence the percentages won't sum to 100%.
[b]Mexican and Pacific Islander were not options for the CHS-I and CHS-II surveys

Geography

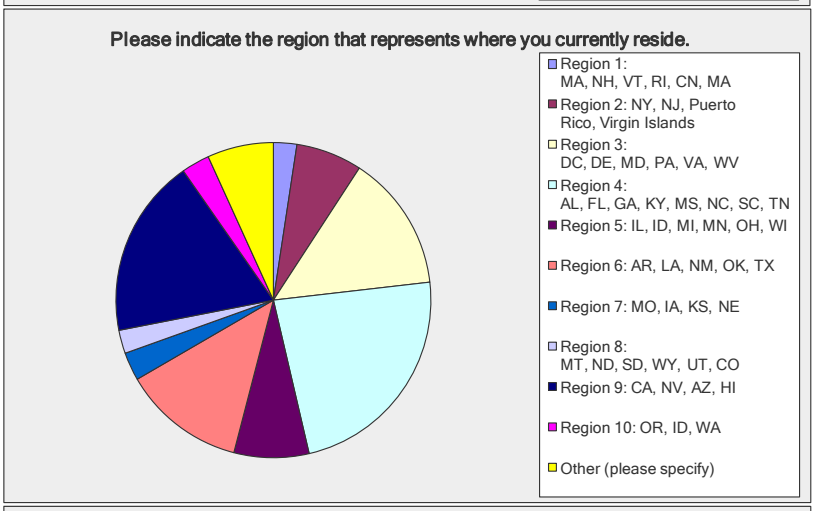
The survey respondents came from across the United States, though the largest percentages came from Region 4 (16.4%–23.2%), Region 9 (18.4%–21.2%), and Region 3 (14.0%–18.8%).

Figure 3: Geography

CHS-I



CHS-II



CHS-III

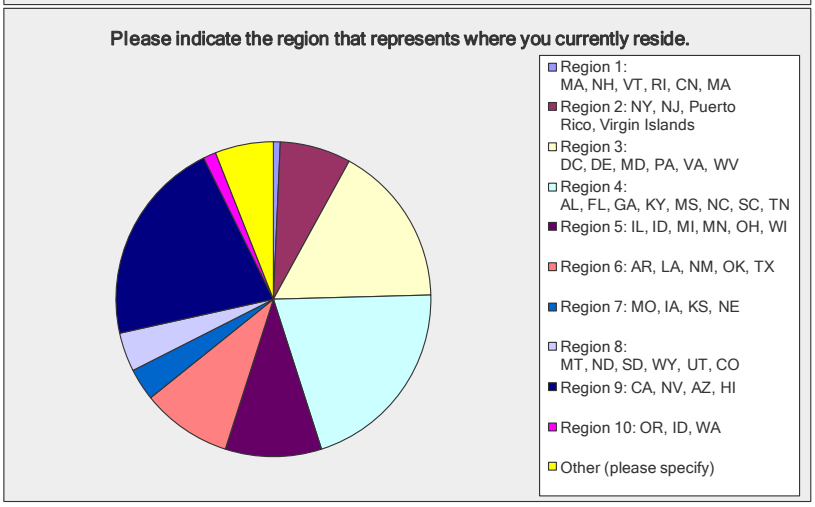


Table 4: Geography

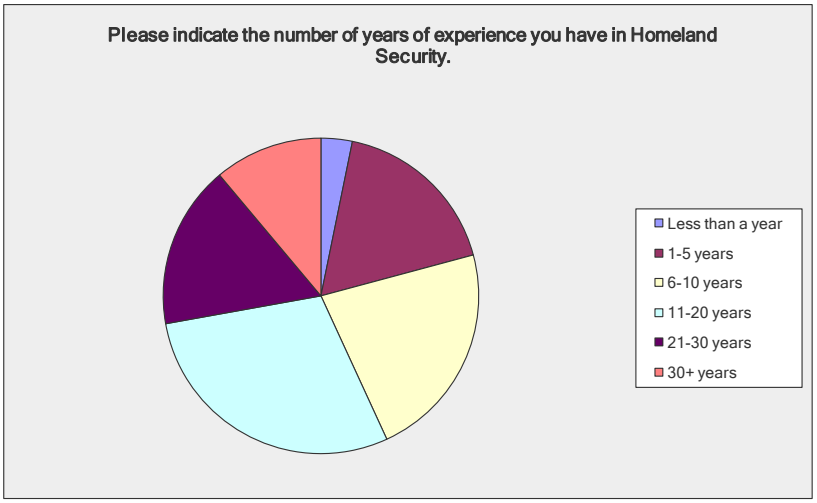
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Region 1: MA, NH, VT, RI, CN, MA	3.5%	12	2.4%	5	0.7%	1
Region 2: NY, NJ, Puerto Rico, Virgin Islands	8.2%	28	6.8%	14	7.3%	11
Region 3: DC, DE, MD, PA, VA, WV	18.8%	64	14.0%	29	16.6%	25
Region 4: AL, FL, GA, KY, MS, NC, SC, TN	16.4%	56	23.2%	48	20.5%	31
Region 5: IL, ID, MI, MN, OH, WI	7.9%	27	7.7%	16	9.9%	15
Region 6: AR, LA, NM, OK, TX	7.3%	25	12.6%	26	9.3%	14
Region 7: MO, IA, KS, NE	3.5%	12	2.9%	6	3.3%	5
Region 8: MT, ND, SD, WY, UT, CO	0.9%	3	2.4%	5	4.0%	6
Region 9: CA, NV, AZ, HI	19.9%	68	18.4%	38	21.2%	32
Region 10: OR, ID, WA	3.2%	11	2.9%	6	1.3%	2
Other (please specify)	10.3%	35	6.8%	14	6.0%	9
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

Experience

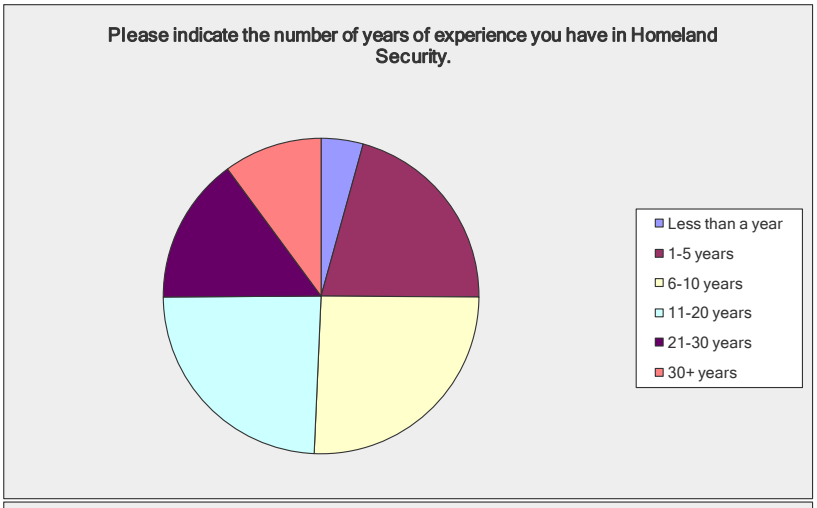
The respondents to the surveys had a range of experience, as shown in Figure 4 and Table 5, but only between 0.7% and 4.3% were new to the field (less than one year). In contrast, between 74.9% and 83.4% of respondents had 6 or more years of experience. Respondents might have additional years of experience in related fields (e.g., police, security).

Figure 4: Years of Experience

CHS-I



CHS-II



CHS-III

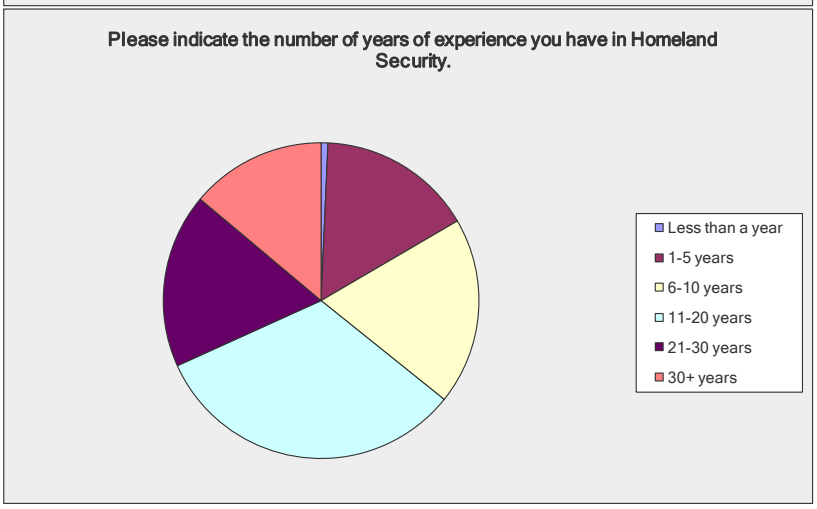


Table 5: Years of Experience

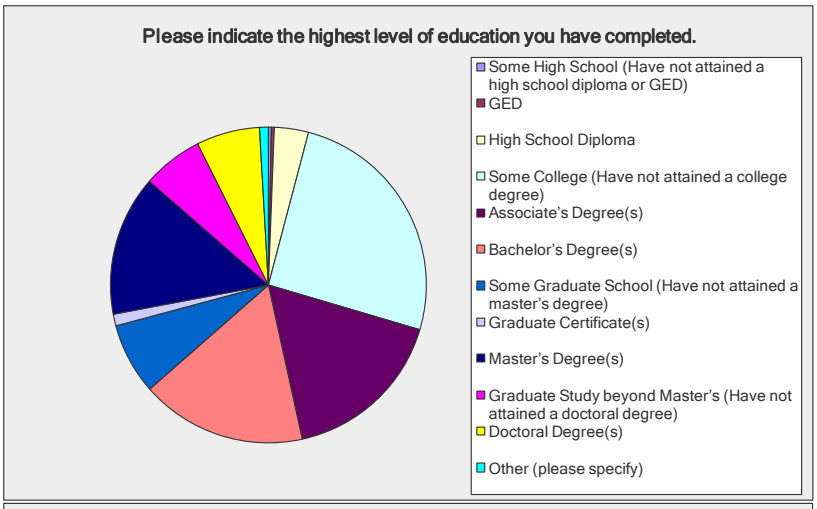
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Less than a year	3.2%	11	4.3%	9	0.7%	1
1-5 years	17.6%	60	20.8%	43	15.9%	24
6-10 years	22.3%	76	25.6%	53	19.2%	29
11-20 years	29.0%	99	24.2%	50	32.5%	49
21-30 years	16.7%	57	15.0%	31	17.9%	27
30+ years	11.1%	38	10.1%	21	13.9%	21
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

Education

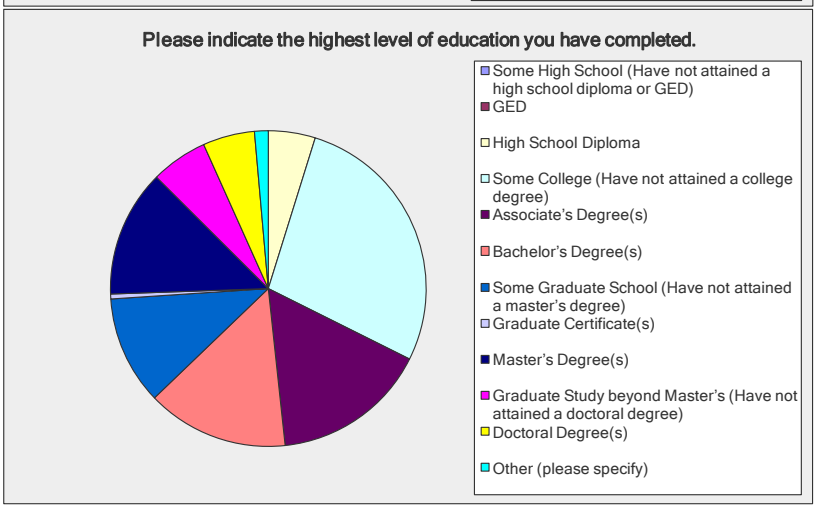
The distribution of educational level is depicted in Figure 4. Across the three surveys, only 3–14 respondents had not attended at least some post-secondary education. Approximately 33.1%–37.2% had attended or completed graduate school.

Figure 5: Education

CHS-I



CHS-II



CHS-III

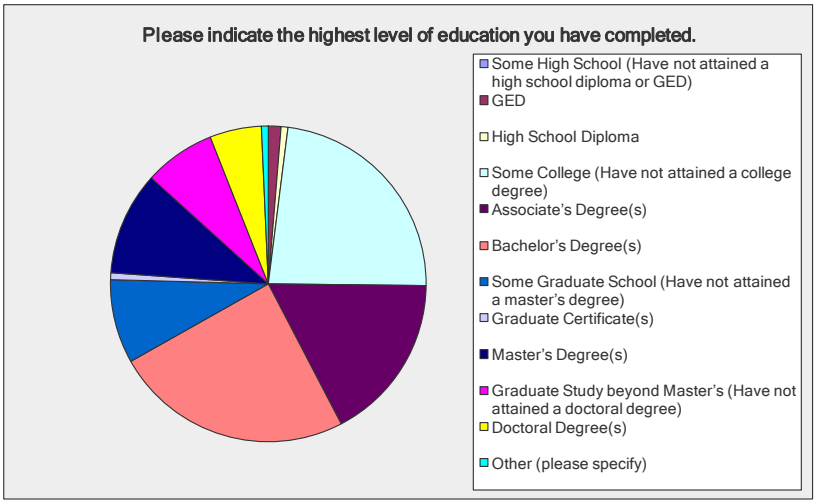


Table 6: Education

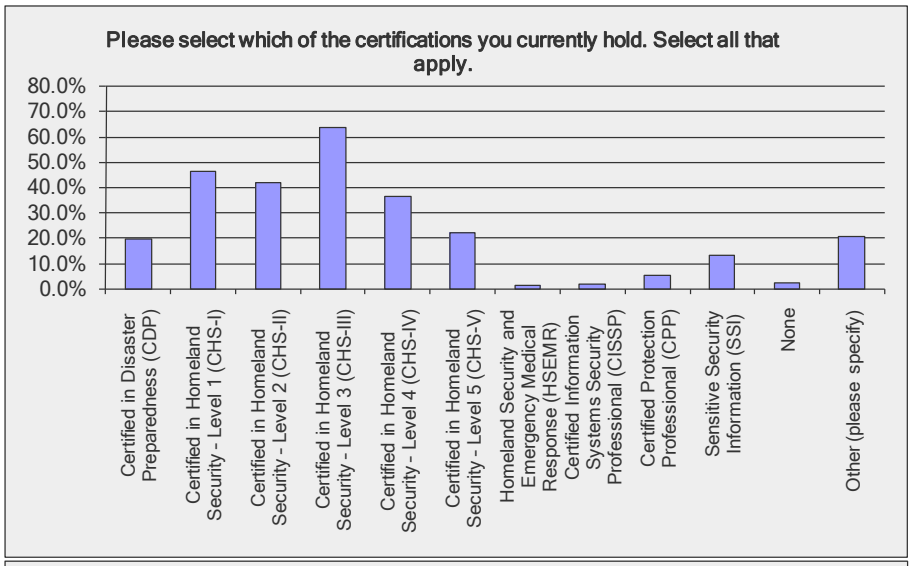
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Some High School (Have not attained a high school diploma or GED)	0.3%	1	0.0%	0	0.0%	0
GED	0.3%	1	0.0%	0	1.3%	2
High School Diploma	3.5%	12	4.8%	10	0.7%	1
Some College (Have not attained a college degree)	25.5%	87	27.5%	57	23.2%	35
Associate's Degree(s)	17.0%	58	15.9%	33	17.2%	26
Bachelor's Degree(s)	17.0%	58	14.5%	30	24.5%	37
Some Graduate School (Have not attained a master's degree)	7.3%	25	11.1%	23	8.6%	13
Graduate Certificate(s)	1.2%	4	0.5%	1	0.7%	1
Master's Degree(s)	14.4%	49	13.0%	27	10.6%	16
Graduate Study beyond Master's (Have not attained a doctoral degree)	6.2%	21	5.8%	12	7.3%	11
Doctoral Degree(s)	6.5%	22	5.3%	11	5.3%	8
Other (please specify)	0.9%	3	1.4%	3	0.7%	1
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

Certifications

Respondents to the surveys had a range of credentials. The majority were certified in Homeland Security (note that some included their earlier levels, so that the percentages sum to more than 100%). However, a number of respondents had additional, specific certifications.

Figure 6: Certifications

CHS-I



CHS-II

CHS-III

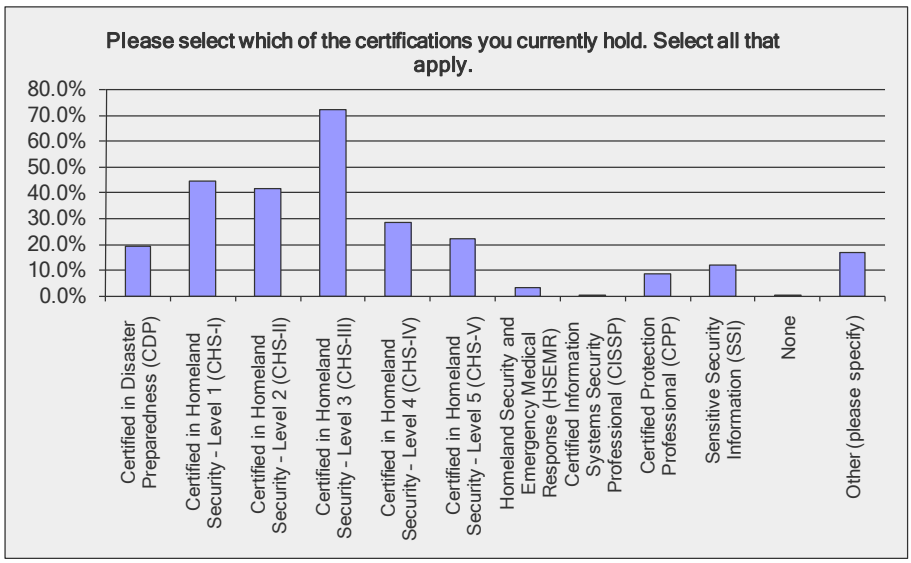


Table 7: Certifications[a]

Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Certified in Disaster Preparedness (CDP)	19.6%	67	17.4%	36	19.2%	29
CHS-I	46.6%	159	48.8%	101	44.4%	67
CHS-II	41.9%	143	45.9%	95	41.7%	63
CHS-III	63.6%	217	69.6%	144	72.2%	109
CHS-IV	36.4%	124	31.9%	66	28.5%	43
CHS-V	22.0%	75	22.7%	47	22.5%	34
Homeland Security and Emergency Medical Response (HSEMR)	1.5%	5	1.9%	4	3.3%	5
Certified Information Systems Security Professional (CISSP)	1.8%	6	1.4%	3	0.7%	1
Certified Protection Professional (CPP)	5.3%	18	5.3%	11	8.6%	13
Sensitive Security Information (SSI)	13.2%	45	10.6%	22	11.9%	18
None	2.6%	9	1.9%	4	0.7%	1
Other (please specify)	20.5%	70	15.5%	32	17.2%	26
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

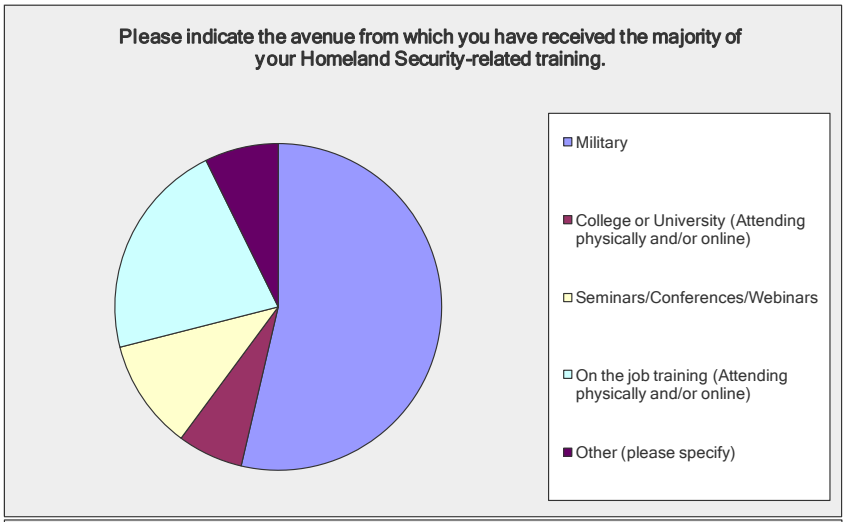
[a]Respondents could select all options that apply, hence the percentages won't sum to 100%.

Training

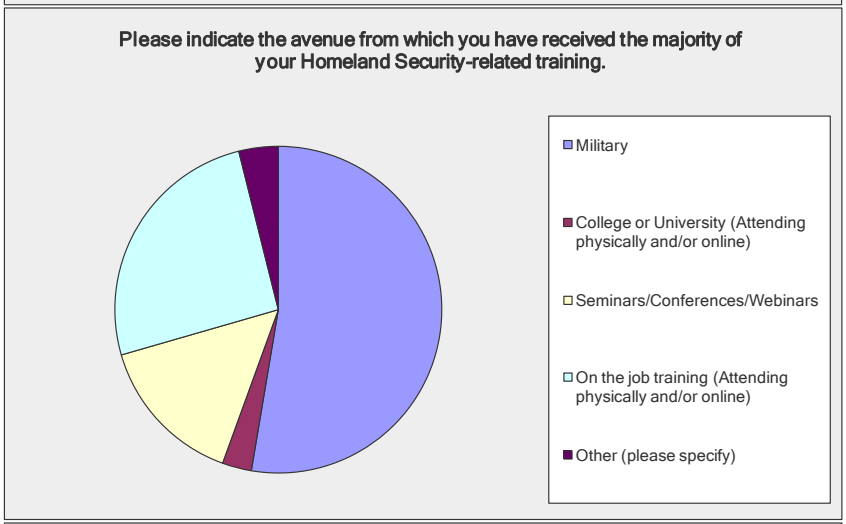
Respondents had received training and education in Homeland Security from a variety of sources. The largest percentage (49.0%–53.7%) received training from the military, while 21.7%–25.6% were trained on the job, and 10.9%–15.0% received training through seminars/conferences/webinars.

Figure 7: Training

CHS-I



CHS-II



CHS-III

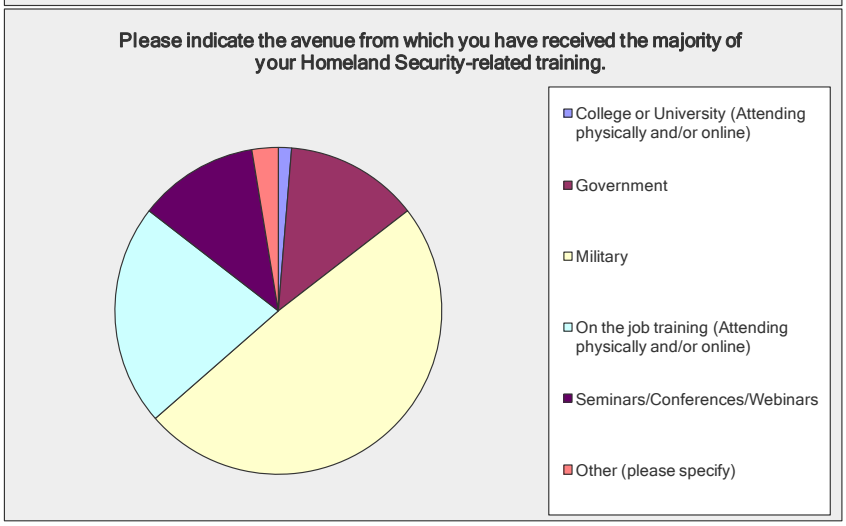


Table 8: Training

Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
College or University (Attending physically and/or online)	6.5%	22	2.9%	6	1.3%	2
Government[a]	--	--	--	--	13.2%	20
Military	53.7%	183	52.7%	109	49.0%	74
On the job training (Attending physically and/or online)	21.7%	74	25.6%	53	21.9%	33
Seminars/Conferences/Webinars	10.9%	37	15.0%	31	11.9%	18
Other (please specify)	7.3%	25	3.9%	8	2.6%	4
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

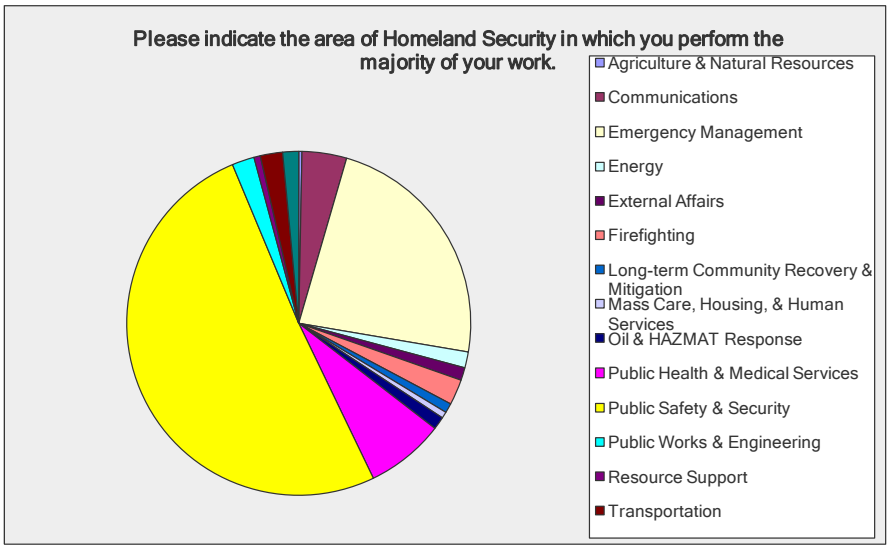
[a]Government was not a response option on the CHS-I and CHS-II surveys

Work Setting

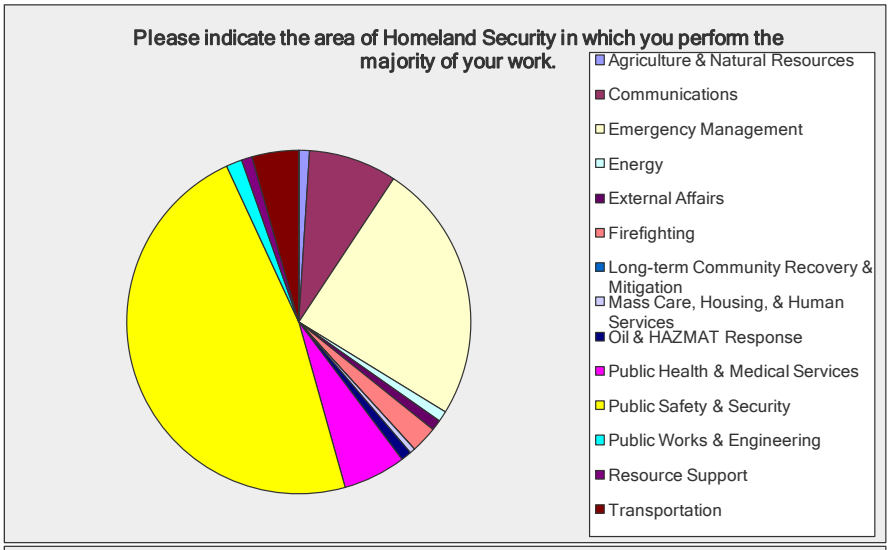
The respondents appropriately spanned a large number of work settings, with nearly a majority (47.5%–50.9%) currently working in Public Safety and Security, which reflects the current state of the field. However, nearly half were spread amongst other settings.

Figure 8: Work setting

CHS-I



CHS-II



CHS-III

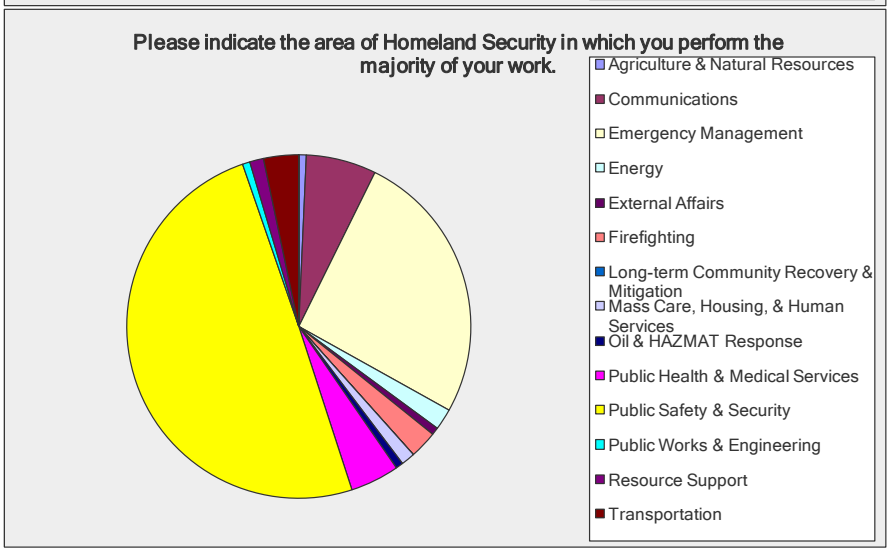


Table 9: Work setting

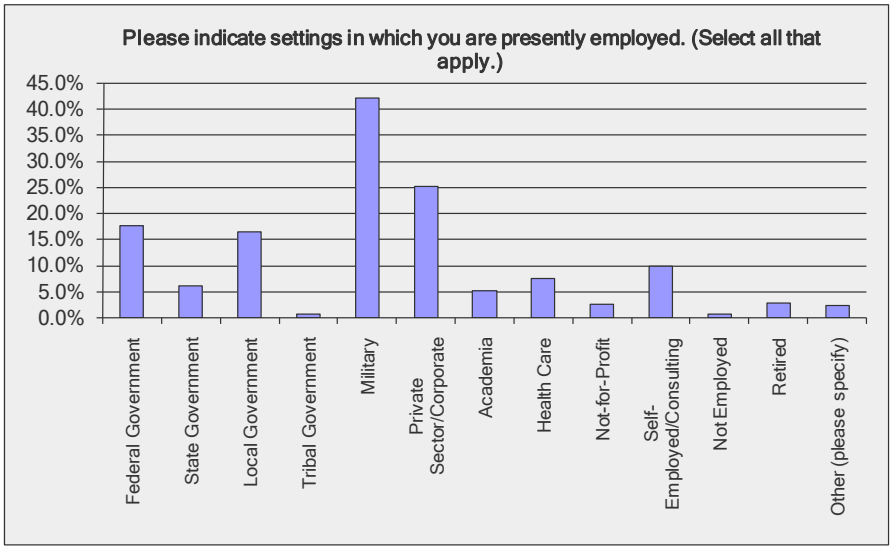
Answer Options	CHS-I		CHS-II		CHS-III	
	%	*N*	%	*N*	%	*N*
Agriculture & Natural Resources	0.3%	1	1.0%	2	0.7%	1
Communications	4.2%	14	8.3%	17	6.6%	10
Emergency Management	23.2%	78	24.5%	50	25.8%	39
Energy	1.5%	5	1.0%	2	2.0%	3
External Affairs	1.2%	4	1.0%	2	0.7%	1
Firefighting	2.4%	8	2.5%	5	2.6%	4
Long-term Community Recovery & Mitigation	0.9%	3	0.0%	0	0.0%	0
Mass Care, Housing, & Human Services	0.6%	2	0.5%	1	1.3%	2
Oil & HAZMAT Response	1.2%	4	1.0%	2	0.7%	1
Public Health & Medical Services	7.4%	25	5.9%	12	4.6%	7
Public Safety & Security	50.9%	171	47.5%	97	49.7%	75
Public Works & Engineering	2.1%	7	1.5%	3	0.7%	1
Resource Support	0.6%	2	1.0%	2	1.3%	2
Transportation	2.1%	7	4.4%	9	3.3%	5
Urban Search & Rescue	1.5%	5	0.0%	0	0.0%	0
answered question		**336**		**204**		**151**
skipped question		**5**		**3**		**0**

Type of organization

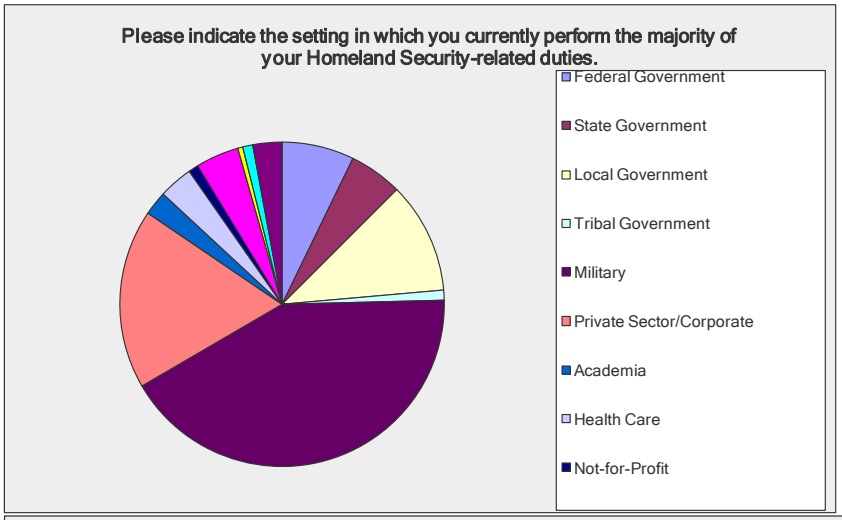
As would be expected in the field of Homeland Security, the majority of respondents worked in military or government organizations. However, a substantial number (17.9%–25.2%) worked in private-sector organizations.

Figure 9: Type of organization

CHS-I



CHS-II



CHS-III

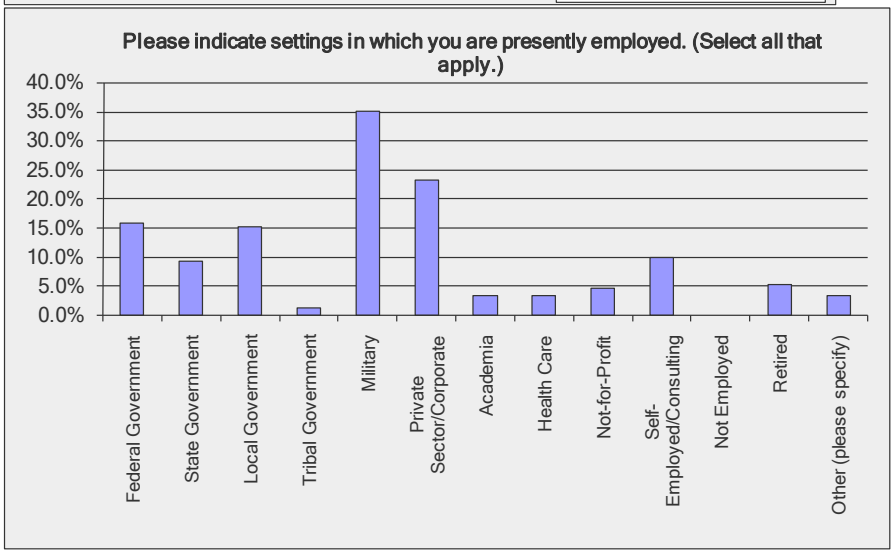


Table 10: Type of organization

Answer Options	CHS-I[a]		CHS-II[b]		CHS-III[a]	
	%	*N*	%	*N*	%	*N*
Federal Government	17.6%	60	7.2%	15	15.9%	24
State Government	6.2%	21	5.3%	11	9.3%	14
Local Government	16.4%	56	11.1%	23	15.2%	23
Tribal Government	0.6%	2	1.0%	2	1.3%	2
Military	42.2%	144	42.0%	87	35.1%	53
Private Sector/Corporate	25.2%	86	17.9%	37	23.2%	35
Academia	5.3%	18	2.4%	5	3.3%	5
Health Care	7.6%	26	3.4%	7	3.3%	5
Not-for-Profit	2.6%	9	1.0%	2	4.6%	7
Self-Employed/Consulting/Independent Contractor	10.0%	34	4.3%	9	9.9%	15
Not Employed	0.6%	2	0.5%	1	0.0%	0
Retired	2.9%	10	1.0%	2	5.3%	8
Other (please specify)	2.3%	8	2.9%	6	3.3%	5
answered question		**341**		**207**		**151**
skipped question		**0**		**0**		**0**

[a]Respondents could select all options that apply, hence the percentages won't sum to 100%.
[b]Respondents were asked to choose the one option that best applied to them, hence percentages will sum to 100%.

Task Statements

Respondents were asked to rate task statements on their Importance and Frequency, as described earlier in this report. Those ratings will also be used in the development of examination blueprints. An advantage of task statements over knowledge statements is that they are more concrete and therefore are often easier for respondents to evaluate, especially with regard to Frequency.

The three surveys included a total of 166 task statements (73 for CHS-I, 38 for CHS-II, and 55 for CHS-III) divided into 7 major categories, or content domains. Each has several subdomains that will be used to help direct item development and examinee preparation, but not explicitly evaluated in the job analysis.

- Research, training, and program implementation (applicable to CHS-I)
- Preparedness and assessment (applicable to CHS-II)
- Mitigation and planning (applicable to CHS-III)

All statements were rated using the scale anchors listed below. For analysis purposes, numerical values (1 = Never/Not Important to 4 = Regularly/Extremely Important) were assigned to each scale point, and the mean frequency and importance ratings for each task were obtained.

Frequency Ratings	Importance Ratings
How often do you perform this task as part of the job? Never Occasionally Frequently Regularly	**How important is this task for competent performance?** Not Important Slightly Important Moderately Important Extremely Important

A summary of the mean frequency and importance ratings for each content area can be found in Table 11. On average, the mean importance ratings were higher than the mean frequency ratings. The Research content area received the highest mean frequency ratings (on average, in the “occasionally” to “frequently” range), while the Assessment content area received the highest mean importance ratings (on average, very near the “moderately important” category). The Training and Program Implementation areas received the lowest frequency ratings (on average, near the “occasionally” category) and the lowest importance ratings (on average, in the slightly to moderately important range)

Table 11: Summary of mean frequency and importance ratings

Survey	Content area	Frequency			Importance		
		Mean	Min	Max	Mean	Min	Max
CHS-I	Research	2.43	1.88	3.01	2.77	2.29	3.17
	Training	1.81	1.24	3.09	2.42	1.71	3.52
	Program Implementation	1.82	1.08	2.48	2.32	1.61	2.88
CHS-II	Preparedness	2.10	1.50	2.56	2.76	2.34	3.08
	Assessment	2.39	1.58	2.99	2.90	2.15	3.33
CHS-III	Mitigation	2.61	1.99	3.09	2.03	1.40	2.68
	Planning	2.82	2.04	3.31	2.23	1.60	2.82

Tables 12–14 present the ten tasks on each survey with the highest mean frequency ratings. For CHS-I, nine of these come from the Research area, while one is from the Training area. For CHS-II, nine of the highest rated tasks come from the Assessment area, while one comes from the Preparedness area. Finally, for CHS-III, seven of the highest rated tasks come from the Planning area and three come from the Mitigation area.

Table 12: Tasks with highest frequency: CHS I

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Training	Conduct training	14	86	96	143	339	3.09
Research	Read information on government websites	3	102	121	112	338	3.01
Research	Read guiding regulatory documents	21	114	110	93	338	2.81
Research	Record data	43	98	85	110	336	2.78
Research	Analyze incidents	21	120	109	87	337	2.78
Research	Read guiding regulatory laws	21	131	93	92	337	2.76
Research	Read guiding regulatory directives	22	131	96	88	337	2.74
Research	Read guiding regulatory mandates	26	128	96	87	337	2.72
Research	Assess collected data	39	107	101	90	337	2.72
Research	Collect data	52	99	85	101	337	2.70

Table 13: Tasks with highest frequency: CHS II

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Assessment	Identify threats	14	56	51	82	203	2.99
Assessment	Identify emergency situations	17	57	64	65	203	2.87
Assessment	Assess emergency situations	16	62	66	59	203	2.83
Assessment	Conduct risk assessments	26	63	49	65	203	2.75
Assessment	Develop threat assessments	25	81	41	56	203	2.63
Assessment	Conduct vulnerability assessments	33	67	53	50	203	2.59
Assessment	Evaluate security plans	34	73	39	57	203	2.59
Assessment	Determine post-assessment threat pertinence	31	74	48	50	203	2.58
Assessment	Evaluate security procedures	33	75	40	55	203	2.58
Preparedness	Recommend measures to mitigate threat	27	74	64	39	204	2.56

Table 14: Tasks with highest frequency: CHS III

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Planning	Protect classified or sensitive information	13	13	33	84	143	3.31
Planning	Develop security plans	11	13	49	74	147	3.27
Planning	Develop emergency plans	10	17	43	75	145	3.26
Mitigation	Develop incident response processes	10	18	50	69	147	3.21
Mitigation	Secure classified or sensitive information	15	18	33	78	144	3.21
Planning	Develop plans for response to terrorism	13	22	43	68	146	3.14
Planning	Develop evacuation plans	12	19	49	62	142	3.13
Mitigation	Develop strategies for response to terrorism	15	21	44	67	147	3.11
Planning	Preserve life at disasters and/or incidents	24	17	23	77	141	3.09
Planning	Develop of an emergency management system	13	27	40	65	145	3.08

Tables 15–17 present the ten tasks with the lowest mean frequency ratings. For CHS-I, six of these come from the Program Implementation area, while four are from the Training area. For CHS-II, seven of the lowest rated tasks come from the Preparedness area, while three come from the Assessment area. Finally, for CHS-III, six of the lowest rated tasks come from the Mitigation area and four come from the Planning area.

Table 15: Tasks with lowest frequency: CHS I

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Training	Develop medical training	245	61	15	15	336	1.40
Training	Lead medical training	249	56	12	18	335	1.40
Training	Lead training on medical standards of practice	260	46	18	12	336	1.35
Program Implementation	Secure financial emergency management assistance	253	58	17	7	335	1.34
Program Implementation	Write grant proposals	264	57	16	4	341	1.30
Program Implementation	Develop medical program policies	271	43	14	9	337	1.29
Program Implementation	Develop medical program directives	274	41	13	9	337	1.28
Training	Lead training on lobbying requirements	282	32	16	6	336	1.24
Program Implementation	Develop medical program regulations	292	37	7	5	341	1.19
Program Implementation	Secure tribal funding	319	11	6	1	337	1.08

Table 16: Tasks with lowest frequency: CHS II

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Preparedness	Establish policies and procedures for restoration activities	81	72	33	17	203	1.93
Preparedness	Prepare communities for natural disasters	94	70	26	14	204	1.80
Preparedness	Implement business continuity plans	99	63	29	13	204	1.78
Preparedness	Test public warning systems	117	47	26	14	204	1.69
Assessment	Evaluate new construction	105	71	18	9	203	1.66
Assessment	Evaluate renovation blueprints	118	54	21	10	203	1.62
Preparedness	Maintain mass care systems	128	45	14	17	204	1.61
Assessment	Monitor international travel	122	57	11	13	203	1.58
Preparedness	Ensure infection control preparedness	126	59	9	10	204	1.52
Preparedness	Ensure clinical operations preparedness	134	44	15	9	202	1.50

Table 17: Tasks with lowest frequency: CHS III

Section	Task	Never	Occasionally	Frequently	Regularly	Response Count	Mean
Planning	Prepare emergency management budgets	76	35	24	12	147	1.81
Planning	Provide escort services	66	58	14	9	147	1.77
Mitigation	Lead in recovery from terrorist attacks	81	38	12	17	148	1.76
Mitigation	Screen mail and parcels	87	28	17	15	147	1.73
Planning	Develop mass care systems	69	58	12	8	147	1.72
Mitigation	Lead search and rescue requests	79	43	15	9	146	1.68
Planning	Provide travel liaison for executives	88	39	11	9	147	1.60
Mitigation	Screen passengers	99	19	18	11	147	1.60
Mitigation	Respond to electronic legal discovery requests	97	36	12	2	147	1.45
Mitigation	Coordinate hospital safety activities	106	29	11	3	149	1.40

Tables 18–20 present the ten tasks with the highest mean importance ratings. For CHS-I, nine of these come from the Research area, while one is from the Training area. For CHS-II, nine of the highest rated tasks come from the Assessment area, while one comes from the Preparedness area. Finally, for CHS-III, nine of the highest rated tasks come from the Planning area and one comes from the Mitigation area.

Table 18: Tasks with highest importance: CHS I

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Training	Conduct training	11	24	80	223	338	3.52
Research	Analyze incidents	12	61	120	141	334	3.17
Research	Identify response resources	17	55	130	135	337	3.14
Research	Read guiding regulatory documents	13	64	127	130	334	3.12
Research	Analyze the impact of disasters and/or incidents	24	49	128	137	338	3.12
Research	Read guiding regulatory mandates	17	66	126	125	334	3.07
Research	Read guiding regulatory laws	16	66	131	122	335	3.07
Research	Read guiding regulatory directives	19	67	128	120	334	3.04
Research	Read information on government websites	2	83	152	97	334	3.03
Research	Assess response resources	21	67	133	114	335	3.01

Table 19: Tasks with highest importance: CHS II

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Assessment	Identify threats	12	19	60	109	200	3.33
Assessment	Identify emergency situations	6	29	71	94	200	3.27
Assessment	Assess emergency situations	5	34	68	93	200	3.25
Assessment	Conduct risk assessments	12	25	66	96	199	3.24
Assessment	Determine post-assessment threat pertinence	14	25	65	96	200	3.22
Assessment	Develop threat assessments	14	24	68	94	200	3.21
Assessment	Conduct vulnerability assessments	16	21	68	94	199	3.21
Assessment	Evaluate security procedures	16	31	68	84	199	3.11
Assessment	Evaluate security plans	15	34	67	83	199	3.10
Preparedness	Recommend measures to mitigate threat	14	33	77	77	201	3.08

Table 20: Tasks with highest importance: CHS III

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Planning	Protect classified or sensitive information	13	13	33	84	143	3.31
Planning	Develop security plans	11	13	49	74	147	3.27
Planning	Develop emergency plans	10	17	43	75	145	3.26
Planning	Develop incident response processes	10	18	50	69	147	3.21
Planning	Secure classified or sensitive information	15	18	33	78	144	3.21
Planning	Develop plans for response to terrorism	13	22	43	68	146	3.14
Planning	Develop evacuation plans	12	19	49	62	142	3.13
Planning	Develop strategies for response to terrorism	15	21	44	67	147	3.11
Mitigation	Preserve life at disasters and/or incidents	24	17	23	77	141	3.09
Planning	Develop of an emergency management system	13	27	40	65	145	3.08

Tables 21–23 present the ten tasks with the lowest mean importance ratings. For CHS-I, eight of these come from the Program Implementation area, while two are from the Training area. For CHS-II, six of the lowest rated tasks come from the Preparedness area, while four come from the Assessment area. Finally, for CHS-III, seven of the lowest rated tasks come from the Mitigation area and three come from the Planning area.

Table 21: Tasks with lowest importance: CHS I

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Program Implementation	Develop maps	148	75	65	47	335	2.03
Program Implementation	Apply BS25999	152	55	66	45	318	2.01
Program Implementation	Secure financial emergency management assistance	176	46	49	62	333	1.99
Program Implementation	Write grant proposals	183	44	49	62	338	1.97
Training	Lead training on medical standards of practice	158	63	49	47	317	1.95
Program Implementation	Develop medical program policies	175	58	55	44	332	1.90
Program Implementation	Develop medical program directives	180	52	55	44	331	1.89
Program Implementation	Develop medical program regulations	193	54	52	42	341	1.83
Training	Lead training on lobbying requirements	201	44	44	32	321	1.71
Program Implementation	Secure tribal funding	225	42	33	31	331	1.61

Table 22: Tasks with lowest importance: CHS II

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Preparedness	Explain shelter-in-place procedures	36	48	69	47	200	2.64
Assessment	Guide protective action	41	51	68	38	198	2.52
Preparedness	Test public warning systems	63	33	45	58	199	2.49
Preparedness	Implement business continuity plans	56	40	58	44	198	2.45
Preparedness	Maintain mass care systems	63	38	51	42	194	2.37
Preparedness	Ensure infection control preparedness	63	39	54	39	195	2.35
Preparedness	Ensure clinical operations preparedness	68	39	44	45	196	2.34
Assessment	Evaluate new construction	59	46	60	30	195	2.31
Assessment	Evaluate renovation blueprints	69	54	41	32	196	2.18
Assessment	Monitor international travel	70	56	42	29	197	2.15

Table 23: Tasks with lowest importance: CHS III

Section	Task	Not	Slightly	Moderately	Extremely	Response Count	Mean
Mitigation	Maintain peace at public events	40	27	41	32	140	2.46
Planning	Develop industrial emergency plans	39	27	51	24	141	2.43
Mitigation	Screen mail and parcels	48	24	38	31	141	2.37
Mitigation	Operate vehicle check points	45	30	36	30	141	2.36
Planning	Provide escort services	42	34	42	24	142	2.34
Mitigation	Operate traffic law enforcement	53	25	38	27	143	2.27
Mitigation	Screen passengers	56	24	28	30	138	2.23
Mitigation	Respond to electronic legal discovery requests	55	38	29	17	139	2.06
Planning	Provide travel liaison for executives	63	27	31	19	140	2.04
Mitigation	Coordinate hospital safety activities	64	32	27	18	141	1.99

Results from all task ratings can be found in Appendix A.

Summary

This report describes a job analysis study for the Certified in Homeland Security, CHS® Levels I, II, and III (CHS-I-III) certification program. The goal of the study was to produce a comprehensive list of professional tasks performed on the job, with empirical data regarding the importance and frequency of those tasks in order to garner detailed data on the current structure of the jobs performed by professionals in this role and better understand the field of Homeland Security. A job analysis study is an essential foundation for the validity of a certification program.

The first step was the development of the list of tasks by a committee of highly experienced subject matter experts. Once this was completed, surveys were constructed (one for each of the three CHS levels) utilizing the list as well as a number of demographic variables. The data set was analyzed to provide a depiction of both the demographic qualities of the sample as well as the structure of the profession, as detailed in the Results section.

While the foundation of validity, the completion of a job analysis survey is only one step in the test development cycle. The next step is to identify which tasks should be covered on the test, and the relative weight assigned to tasks and domains. A model for this process is presented in Kane (1997). However, that process is not directly part of the job analysis study. In test blueprint design, the goal of task inclusion is not to analyze the job but rather to produce the blueprints for the test that specify the content representation. Therefore, analysis of job analysis results for the creation of a test blueprint will be documented in a test design report submitted separately.

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Appendix A: Frequency and Importance of Tasks

CHS-I Program Implementation content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Apply OSHA	338	69	122	64	83	2.48
Use maps	337	76	103	84	74	2.46
Use aerial photographs	336	94	127	56	59	2.24
Apply NIMS	338	101	121	51	65	2.24
Audit documentation	338	105	109	72	52	2.21
Apply National Emergency Response System (NIMS) guidelines	339	100	129	52	58	2.20
Provide technical assistance	338	116	110	55	57	2.16
Implement document maintenance programs	340	121	115	48	56	2.11
Provide resource assistance	339	106	139	55	39	2.08
Secure computer centers	336	158	74	30	74	2.06
Apply NFPA 1600	335	160	102	30	43	1.87
Create resource assistance	339	133	142	40	24	1.87
Create technical assistance	339	168	108	40	23	1.76
Secure technical emergency management assistance	336	158	126	29	23	1.75
Develop maps	341	217	87	27	10	1.50
Apply BS25999	329	223	67	22	17	1.49
Secure financial emergency management assistance	335	253	58	17	7	1.34
Write grant proposals	341	264	57	16	4	1.30
Develop medical program policies	337	271	43	14	9	1.29
Develop medical program directives	337	274	41	13	9	1.28
Develop medical program regulations	341	292	37	7	5	1.19
Secure tribal funding	337	319	11	6	1	1.08

CHS-I Program Implementation content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Apply OSHA	336	52	64	94	126	2.88
Use maps	336	60	63	108	105	2.77
Use aerial photographs	335	73	79	95	88	2.59
Apply NIMS	335	73	54	107	101	2.70
Audit documentation	335	69	82	82	102	2.65
Apply National Emergency Response System (NIMS) guidelines	334	69	62	95	108	2.72
Provide technical assistance	334	86	77	99	72	2.47
Implement document maintenance programs	340	82	85	85	88	2.53
Provide resource assistance	335	84	81	99	71	2.47
Secure computer centers	331	83	45	65	138	2.78
Apply NFPA 1600	327	107	56	91	73	2.40
Create resource assistance	333	102	82	97	52	2.30
Create technical assistance	331	121	79	87	44	2.16
Secure technical emergency management assistance	332	110	76	88	58	2.28
Develop maps	335	148	75	65	47	2.03
Apply BS25999	318	152	55	66	45	2.01
Secure financial emergency management assistance	333	176	46	49	62	1.99
Write grant proposals	338	183	44	49	62	1.97
Develop medical program policies	332	175	58	55	44	1.90
Develop medical program directives	331	180	52	55	44	1.89
Develop medical program regulations	341	193	54	52	42	1.83
Secure tribal funding	331	225	42	33	31	1.61

CHS-I Research content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Read information on government websites	338	3	102	121	112	3.01
Read guiding regulatory documents	338	21	114	110	93	2.81
Record data	336	43	98	85	110	2.78
Analyze incidents	337	21	120	109	87	2.78
Read guiding regulatory laws	337	21	131	93	92	2.76
Read guiding regulatory directives	337	22	131	96	88	2.74
Read guiding regulatory mandates	337	26	128	96	87	2.72
Assess collected data	337	39	107	101	90	2.72
Collect data	337	52	99	85	101	2.70
Read about developments in criminal intelligence	338	42	124	87	85	2.64
Perform fact-finding	338	39	123	99	77	2.63
Analyze data	335	48	116	96	75	2.59
Identify response resources	337	24	153	110	50	2.55
Assess response resources	338	36	154	101	47	2.47
Analyze the impact of disasters and/or incidents	339	37	173	74	55	2.43
Extract data for command feedback	335	66	125	82	62	2.42
Identify trends in data	336	65	130	81	60	2.40
Observe crime trends and patterns	338	69	134	74	61	2.38
Organize data for command feedback	335	63	140	84	48	2.35
Extrapolate information from data	335	69	135	78	53	2.34
Consolidate data	335	74	129	79	53	2.33
Assimilate data	335	72	136	77	50	2.31
Administer databases	336	97	112	62	65	2.28
Validate analytical conclusions from data	335	91	116	78	50	2.26
Read state law	334	56	180	60	38	2.24
Analyze natural hazards	337	65	169	62	41	2.23
Analyze technological hazards	336	72	163	65	36	2.19
Examine criminal information	335	96	132	60	47	2.17
Analyze crime trends and patterns	337	92	144	52	49	2.17
Identify modus operandi	334	105	121	54	54	2.17
Synthesize information	334	101	131	58	44	2.13
Read Constitutional law	336	76	185	47	28	2.08
Read municipal law	336	92	158	57	29	2.07
Initiate research studies	335	132	136	41	26	1.88

CHS-I Research content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Read information on government websites	334	2	83	152	97	3.03
Read guiding regulatory documents	334	13	64	127	130	3.12
Record data	331	31	69	125	106	2.92
Analyze incidents	334	12	61	120	141	3.17
Read guiding regulatory laws	335	16	66	131	122	3.07
Read guiding regulatory directives	334	19	67	128	120	3.04
Read guiding regulatory mandates	334	17	66	126	125	3.07
Assess collected data	333	30	64	119	120	2.99
Collect data	330	41	75	112	102	2.83
Read about developments in criminal intelligence	334	43	78	110	103	2.82
Perform fact-finding	334	29	75	139	91	2.87
Analyze data	332	37	69	130	96	2.86
Identify response resources	337	17	55	130	135	3.14
Assess response resources	335	21	67	133	114	3.01
Analyze the impact of disasters and/or incidents	338	24	49	128	137	3.12
Extract data for command feedback	332	50	76	124	82	2.72
Identify trends in data	330	45	84	116	85	2.73
Observe crime trends and patterns	333	59	76	114	84	2.67
Organize data for command feedback	330	48	87	122	73	2.67
Extrapolate information from data	329	51	93	114	71	2.62
Consolidate data	328	48	105	110	65	2.59
Assimilate data	326	50	100	113	63	2.58
Administer databases	329	65	98	85	81	2.55
Validate analytical conclusions from data	326	63	75	119	69	2.60
Read state law	332	46	107	112	67	2.60
Analyze natural hazards	333	46	83	116	88	2.74
Analyze technological hazards	332	35	94	123	80	2.75
Examine criminal information	329	74	86	108	61	2.47
Analyze crime trends and patterns	334	71	78	107	78	2.57
Identify modus operandi	330	86	75	80	89	2.52
Synthesize information	327	71	100	96	60	2.44
Read Constitutional law	333	70	106	92	65	2.46
Read municipal law	333	70	107	102	54	2.42
Initiate research studies	327	89	105	82	51	2.29

CHS-I Training content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Conduct training	339	14	86	96	143	3.09
Train management personnel	338	55	146	89	48	2.38
Conduct emergency management training	338	68	147	72	51	2.31
Lead training on Incident Command System	335	91	132	71	41	2.19
Lead intelligence training	335	151	108	49	27	1.86
Lead fire safety training	336	151	115	43	27	1.84
Lead chemical spill handling training	336	159	118	35	24	1.77
Implement treatment plans for trainees	335	197	75	32	31	1.69
Lead hurricane evacuation training	335	189	99	33	14	1.62
Lead tornado plan training	334	189	105	27	13	1.59
Supervise medical training	336	216	69	28	23	1.58
Lead training on medical threat scenarios	335	199	97	24	15	1.57
Develop medical training	336	245	61	15	15	1.40
Lead medical training	335	249	56	12	18	1.40
Lead training on medical standards of practice	336	260	46	18	12	1.35
Lead training on lobbying requirements	336	282	32	16	6	1.24

CHS-I Training content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Conduct training	338	11	24	80	223	3.52
Train management personnel	335	42	60	116	117	2.92
Conduct emergency management training	332	40	62	104	126	2.95
Lead training on Incident Command System	329	61	51	106	111	2.81
Lead intelligence training	324	90	61	91	82	2.51
Lead fire safety training	325	88	60	86	91	2.55
Lead chemical spill handling training	323	89	65	89	80	2.50
Implement treatment plans for trainees	321	134	55	68	64	2.19
Lead hurricane evacuation training	323	120	68	62	73	2.27
Lead tornado plan training	321	110	70	79	62	2.29
Supervise medical training	321	139	54	67	61	2.16
Lead training on medical threat scenarios	318	123	61	65	69	2.25
Develop medical training	318	152	50	59	57	2.07
Lead medical training	316	147	59	57	53	2.05
Lead training on medical standards of practice	317	158	63	49	47	1.95
Lead training on lobbying requirements	321	201	44	44	32	1.71

CHS-II Assessment content area

Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Identify threats	203	14	56	51	82	2.99
Identify emergency situations	203	17	57	64	65	2.87
Assess emergency situations	203	16	62	66	59	2.83
Conduct risk assessments	203	26	63	49	65	2.75
Develop threat assessments	203	25	81	41	56	2.63
Conduct vulnerability assessments	203	33	67	53	50	2.59
Evaluate security plans	203	34	73	39	57	2.59
Determine post-assessment threat pertinence	203	31	74	48	50	2.58
Evaluate security procedures	203	33	75	40	55	2.58
Identify natural hazards	203	33	83	47	40	2.46
Conduct safety compliance assessments	203	50	65	45	43	2.40
Identify technological hazards	203	67	78	35	23	2.07
Guide protective action	203	78	69	30	26	2.02
Evaluate new construction	203	105	71	18	9	1.66
Evaluate renovation blueprints	203	118	54	21	10	1.62
Monitor international travel	203	122	57	11	13	1.58

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Identify threats	200	12	19	60	109	3.33
Identify emergency situations	200	6	29	71	94	3.27
Assess emergency situations	200	5	34	68	93	3.25
Conduct risk assessments	199	12	25	66	96	3.24
Develop threat assessments	200	14	24	68	94	3.21
Conduct vulnerability assessments	199	16	21	68	94	3.21
Evaluate security plans	199	15	34	67	83	3.10
Determine post-assessment threat pertinence	200	14	25	65	96	3.22
Evaluate security procedures	199	16	31	68	84	3.11
Identify natural hazards	200	19	43	76	62	2.91
Conduct safety compliance assessments	198	24	48	59	67	2.85
Identify technological hazards	198	32	55	63	48	2.64
Guide protective action	198	41	51	68	38	2.52
Evaluate new construction	195	59	46	60	30	2.31
Evaluate renovation blueprints	196	69	54	41	32	2.18
Monitor international travel	197	70	56	42	29	2.15

CHS-II Preparedness content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Recommend measures to mitigate threat	204	27	74	64	39	2.56
Coordinate staff preparedness	204	26	87	54	37	2.50
Evaluate emergency resources	206	38	77	51	40	2.45
Develop response processes	204	30	88	54	32	2.43
Explain evacuation procedures	204	32	103	39	30	2.33
Prepare administrative procedures	204	47	82	39	36	2.31
Develop emergency communication action plans	204	48	81	42	33	2.29
Identify the events which might necessitate an evacuation	204	38	100	34	32	2.29
Conduct disaster exercises	204	34	106	38	26	2.27
Implement an emergency management system	205	48	86	41	30	2.26
Coordinate family preparedness	204	50	92	36	26	2.19
Identify the events which might necessitate a shelter-in-place	204	55	91	31	27	2.15
Implement plans to prevent crime	204	73	68	28	35	2.12
Establish policies and procedures for continuity activities	203	67	78	32	26	2.08
Explain shelter-in-place procedures	204	60	93	34	17	2.04
Establish policies and procedures for restoration activities	203	81	72	33	17	1.93
Prepare communities for natural disasters	204	94	70	26	14	1.80
Implement business continuity plans	204	99	63	29	13	1.78
Test public warning systems	204	117	47	26	14	1.69
Maintain mass care systems	204	128	45	14	17	1.61
Ensure infection control preparedness	204	126	59	9	10	1.52
Ensure clinical operations preparedness	202	134	44	15	9	1.50

CHS-II Preparedness content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Recommend measures to mitigate threat	201	14	33	77	77	3.08
Coordinate staff preparedness	201	11	41	73	76	3.06
Evaluate emergency resources	203	15	39	65	84	3.07
Develop response processes	200	14	36	75	75	3.06
Explain evacuation procedures	202	24	38	73	67	2.91
Prepare administrative procedures	197	19	54	71	53	2.80
Develop emergency communication action plans	201	26	39	67	69	2.89
Identify the events which might necessitate an evacuation	200	22	43	72	63	2.88
Conduct disaster exercises	200	20	34	63	83	3.05
Implement an emergency management system	200	23	31	67	79	3.01
Coordinate family preparedness	200	34	38	59	69	2.82
Identify the events which might necessitate a shelter-in-place	201	33	48	65	55	2.71
Implement plans to prevent crime	198	41	40	58	59	2.68
Establish policies and procedures for continuity activities	198	35	47	57	59	2.71
Explain shelter-in-place procedures	200	36	48	69	47	2.64
Establish policies and procedures for restoration activities	197	39	39	68	51	2.66
Prepare communities for natural disasters	198	43	32	63	60	2.71
Implement business continuity plans	198	56	40	58	44	2.45
Test public warning systems	199	63	33	45	58	2.49
Maintain mass care systems	194	63	38	51	42	2.37
Ensure infection control preparedness	195	63	39	54	39	2.35
Ensure clinical operations preparedness	196	68	39	44	45	2.34

CHS-III Mitigation content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Preserve life at disasters and/or incidents	141	24	17	23	77	3.09
Secure buildings	148	22	17	45	64	3.02
Control access to locations	147	22	22	41	62	2.97
Perform security checks	147	22	21	51	53	2.92
Coordinate evacuation	142	15	29	52	46	2.91
Preserve property at disasters and/or incidents	142	26	23	42	51	2.83
Log security concerns	145	21	30	53	41	2.79
Provide a visible presence to the public	144	30	22	42	50	2.78
Lead in recovery from disasters	141	31	22	37	51	2.77
Lead in recovery from terrorist attacks	141	35	21	35	50	2.71
Conduct security name checks	145	29	32	47	37	2.63
Conduct patrol duties	143	39	17	45	42	2.63
Lead search and rescue requests	140	39	24	33	44	2.59
Perform fire inspection	141	31	34	43	33	2.55
Provide surveillance services	142	35	25	52	30	2.54
Coordinate criminal intelligence efforts	142	38	26	46	32	2.51
Maintain peace at public events	140	40	27	41	32	2.46
Screen mail and parcels	141	48	24	38	31	2.37
Operate vehicle check points	141	45	30	36	30	2.36
Operate traffic law enforcement	143	53	25	38	27	2.27
Screen passengers	138	56	24	28	30	2.23
Respond to electronic legal queries	139	55	38	29	17	2.06
Coordinate hospital safety activities	141	64	32	27	18	1.99

CHS-III Mitigation content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Preserve life at disasters and/or incidents	146	46	56	26	18	2.11
Secure buildings	150	34	36	24	56	2.68
Control access to locations	148	32	39	30	47	2.62
Perform security checks	150	32	43	23	52	2.63
Coordinate evacuation	147	36	72	24	15	2.12
Preserve property at disasters and/or incidents	147	49	55	27	16	2.07
Log security concerns	148	34	45	33	36	2.48
Provide a visible presence to the public	147	44	31	23	49	2.52
Lead in recovery from disasters	147	64	51	19	13	1.87
Lead in recovery from terrorist attacks	148	81	38	12	17	1.76
Conduct security name checks	148	48	46	21	33	2.26
Conduct patrol duties	148	65	26	21	36	2.19
Lead search and rescue requests	146	79	43	15	9	1.68
Perform fire inspection	147	66	48	15	18	1.90
Provide surveillance services	147	63	35	24	25	2.07
Coordinate criminal intelligence efforts	147	65	43	23	16	1.93
Maintain peace at public events	148	72	41	21	14	1.84
Screen mail and parcels	147	87	28	17	15	1.73
Operate vehicle check points	148	78	34	15	21	1.86
Operate traffic law enforcement	149	79	26	20	24	1.93
Screen passengers	147	99	19	18	11	1.60
Respond to electronic legal queries	147	97	36	12	2	1.45
Coordinate hospital safety activities	149	106	29	11	3	1.40

CHS-III Planning content area
Frequency

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
Protect classified or sensitive information	143	13	13	33	84	3.31
Develop security plans	147	11	13	49	74	3.27
Develop emergency plans	145	10	17	43	75	3.26
Develop incident response processes	147	10	18	50	69	3.21
Secure classified or sensitive information	144	15	18	33	78	3.21
Develop plans for response to terrorism	146	13	22	43	68	3.14
Develop evacuation plans	142	12	19	49	62	3.13
Develop strategies for response to terrorism	147	15	21	44	67	3.11
Develop of an emergency management system	145	13	27	40	65	3.08
Develop procedures to deal with security violations	147	19	21	44	63	3.03
Recommend measures to mitigate risk	146	14	25	55	52	2.99
Develop plans for response to natural hazards	145	17	24	48	56	2.99
Develop strategies for response to natural hazards	144	14	29	50	51	2.96
Conduct fire drills	142	19	29	44	50	2.88
Develop hazard mitigation programs	148	21	28	48	51	2.87
Explain how minimal workplace safety standards safeguard against terrorist acts	144	15	34	53	42	2.85
Develop emergency communications systems	141	24	27	43	47	2.80
Develop plans to overcome emergency management deficiencies	144	29	18	54	43	2.77
Develop business continuity plans	142	32	21	45	44	2.71
Develop plans to prevent crime	141	27	28	47	39	2.70
Develop plans for response to technological hazards	144	26	32	52	34	2.65
Select alarm, lighting and surveillance systems	139	29	28	45	37	2.65
Develop strategies for response to technological hazards	144	26	35	48	35	2.64
Monitor alarm, lighting and surveillance systems	141	30	33	39	39	2.62
Coordinate security involving transportation	142	29	33	45	35	2.61
Develop crime prevention	139	31	30	42	36	2.60

Task	Response Count	Never	Occasionally	Frequently	Regularly	Mean
initiatives						
Prepare emergency management budgets	141	33	26	52	30	2.56
Recommend modifications for facilities	144	30	39	48	27	2.50
Develop mass care systems	142	35	33	46	28	2.47
Develop industrial emergency plans	141	39	27	51	24	2.43
Provide escort services	142	42	34	42	24	2.34
Provide travel liaison for executives	140	63	27	31	19	2.04

CHS-III Planning content area

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
Protect classified or sensitive information	148	21	42	27	58	2.82
Develop security plans	150	16	52	39	43	2.73
Develop emergency plans	147	11	61	47	28	2.63
Develop incident response processes	148	14	61	40	33	2.62
Secure classified or sensitive information	148	23	42	33	50	2.74
Develop plans for response to terrorism	148	22	64	29	33	2.49
Develop evacuation plans	147	22	70	38	17	2.34
Develop strategies for response to terrorism	149	24	58	34	33	2.51
Develop of an emergency management system	147	24	66	36	21	2.37
Develop procedures to deal with security violations	149	22	59	34	34	2.54
Recommend measures to mitigate risk	148	20	56	43	29	2.55
Develop plans for response to natural hazards	147	27	65	35	20	2.33
Develop strategies for response to natural hazards	147	26	66	36	19	2.33
Conduct fire drills	147	37	53	34	23	2.29
Develop hazard mitigation programs	149	34	71	26	18	2.19
Explain how minimal workplace safety standards safeguard against terrorist acts	146	23	70	31	22	2.36
Develop emergency communications systems	146	47	59	28	12	2.03
Develop plans to overcome emergency management deficiencies	146	43	57	30	16	2.13
Develop business continuity plans	146	54	55	24	13	1.97
Develop plans to prevent crime	148	44	51	29	24	2.22
Develop plans for response to technological hazards	148	55	52	29	12	1.99
Select alarm, lighting and surveillance systems	147	53	47	26	21	2.10
Develop strategies for response to technological hazards	148	53	58	26	11	1.97
Monitor alarm, lighting and surveillance systems	147	50	46	24	27	2.19
Coordinate security involving transportation	147	54	53	16	24	2.07
Develop crime prevention	147	56	46	26	19	2.05

Importance

Task	Response count	Not Important	Slightly Important	Moderately Important	Extremely Important	Mean
initiatives						
Prepare emergency management budgets	147	76	35	24	12	1.81
Recommend modifications for facilities	147	39	63	26	19	2.17
Develop mass care systems	147	69	58	12	8	1.72
Develop industrial emergency plans	147	61	56	24	6	1.83
Provide escort services	147	66	58	14	9	1.77
Provide travel liaison for executives	147	88	39	11	9	1.60