

**DEPARTMENT OF LAW, POLICE SCIENCE, AND CRIMINAL JUSTICE
ADMINISTRATION**

GETTING TO OUTCOMES

2014-2015

The CJBS PROGRAM MAJOR

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Introduction

This report reflects the Department's ongoing commitment towards continuous assessment. As such, the findings reported in this document will highlight those observed throughout the Fall 2014/Spring 2015 for the CJBS program (COR 201; CJBS 300; and CJBS 415).

Summary of a Rigorous Assessment Methodology

LPS has implemented a rigorous assessment system over the years to collect data from the maximum number of students and sections possible across both its very large CJBS and Police Science majors. Following the recommendations of the previous year's assessment report, the central focus of this final year in the cycle was the two remaining core courses of the CJBS major, CJBS 300 and CJBS 415. At the same time, the elective course COR 201 was also reviewed.

Rather than taking convenience samples of student work in the studied courses, LPS continues to ask professors to select a "random" sample of students large enough to be considered representative based upon a review of the overall class sizes. This year the requested sample size was a minimum of 7 students from each studied course. By requesting random samples from the participating professors, the assessment attempts to minimize the bias or measurement error common to these types of assessment activities. We will return to this issue in the section discussing recommending methodological changes for the next five-year LPS cycle.

The Assessment Plan and Philosophy

As with the assessment process for the CJBS major, each professor is provided with a detailed rubric for grading final assignments or exams according to the specific course objectives (see Appendix A). Upon completion of the rubric for the selected study sample, professors hand them in, along with the original student work to be assigned to an independent reviewer for reliability checking. Where two scores differ, the mean of the two is taken as the final score. *It should be noted that such an independent review was not conducted for every paper scored in the sample, but on a random basis and/or if peculiar patterns appeared to*

emerge in the data (such as a predominance of overly high or low scores in a particular sample).

CJBS Courses Assessed for 2014-2015 (Final Year of the Five Year Plan)

The CJBS program offers an extensive menu of courses designed to developmentally provide students with the necessary skills to apply evidence-based theories to the real-world practice of criminal justice.

Building off of the previous years of assessment activity, this report provides findings from our assessment of the two remaining core courses CJBS 300 and CJBS 415. A commonly chosen elective for the Corrections track within the major, COR 201 was also selected.

The assessment was looking particularly to identify areas to incorporate a greater reinforcement of CJBS 250 material at higher level following the findings reported in the previous year's assessment report.

Program Learning Goals

- PG1 Describe from a historical perspective the criminal justice institutions and how they relate to each other;
- PG 2 Understand the mechanisms, dynamics, and situational context of crime and criminal justice behavior, and methods of prevention and treatment;
- PG 3 Apply the theories related to the policy and practice of the criminal justice systems;
- PG 4 Analyze the operations and administrations of criminal justice institutions in the context of public discourse;
- PG 5 Demonstrate the critical thinking skills through verbal presentation, by articulating standard English and by developing a coherent written argument, consistent with and building upon the goals of general education;
- PG 6 Demonstrate the ability to access, conduct, and interpret and apply criminal justice research

a) CJBS 300 – Theory to Practice

Following the introduction to research design and statistics offered to students in CJBS 250, CJBS 300 is meant to help them learn to critique, evaluate, and generate evidence related to the application of evidence-based criminal justice practice in the real world of criminal justice.

The learning objectives for CJBS 300 are:

- Identify important theories and practices in criminal justice.
- Differentiate between types of research: quantitative versus qualitative and the ethical consideration inherent in each approach
- Recognize and differentiate issues of diversity which may intersect with a given criminal justice topic of research
- Evaluate research published in peer-reviewed journals
- Conduct, analyze and interpret basic statistical evaluation methods to determine effectiveness of criminal justice programs

Learning objectives four and five highlight the possibility to better integrate the core course material of CJBS 250 and 300 to improve upon the findings from the previous year’s assessment report.

Table 1 provides a curriculum map for the relationship between each of the CJBS 300 course objectives and the overall program goals.

Table 1. CJBS 300 curriculum map to overall program goals.

	LO1	LO2	LO3	LO4	LO5
PG1					
PG2			X		
PG3	X				
PG 4					
PG 5					
PG 6		X		X	X

The assessment of 45 CJBS 300 students was also highly encouraging. Roughly an equal percentage of students are performing at an “excellent” level across the learning objectives as indicated by **Table 2** below.

Importantly, the assessment activities used by some professors failed to adequately measure learning objectives 1, 3, 4, and 5, leading to a number of “not applicable” ranging from 15.6% to 28.9% (LOs 2 and 3). Although this only speaks to the activities used in the assessment and not whether or not these objectives were covered in the classes at all, it does suggest from a closer examination of the samples submitted activities submitted for assessment that there is a significant variability in the focuses and emphases of different CJBS 300 professors.

Some professors appear to be offering a higher level general coverage of the material students originally should have received in CJBS 101, whereas others are balancing this with a review of research design applications to criminal justice practice as is the original intent of the course design.

Table 2. CJBS 300 outcome attainment by course objectives (N=45).

Ordinal Ranking	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
1 – Poor	2 (4.4%)	1 (2.2%)	1 (2.2%)	3 (6.7%)	1 (2.2%)
2 – Fair	4 (8.9%)	5 (11.1%)	5 (11.1%)	7 (15.6%)	5 (11.1%)
3 – Good	13 (28.9%)	13 (28.9%)	13 (28.9%)	13 (28.9%)	14 (31.1%)
4 – Very Good	5 (11.1%)	5 (11.1%)	5 (11.1%)	5 (11.1%)	7 (15.6%)
5 - Excellent	11 (24.4%)	8 (17.8%)	8 (17.8%)	9 (20.0%)	11 (24.4%)
NA	10 (22.2%)	13 (28.9%)	13 (28.9%)	8 (17.8%)	7 (15.6%)

Table 3 describes student outcomes according to departmental expectations.

Table 3. CJBS 300 students (N=45) by department expectations¹.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Objective 1	CJBS 300	45	11 (24.4%)	18 (40.0%)	4 (8.9%)	2 (4.4%)
Objective 2	CJBS 300	45	8 (17.8%)	18 (40.0)	5 (11.1)	1 (2.2%)
Objective 3	CJBS 300	45	8 (17.8%)	18 (40.0)	5 (11.1%)	1 (2.2%)
Objective 4	CJBS 300	45	9 (20.0%)	18 (40.0)	7 (15.6%)	3 (6.7%)
Objective 5	CJBS 300	45	11 (24.4%)	21 (46.7%)	5 (11.1%)	1 (2.2%)

Across all of the course objectives, most students clearly either meet or exceed objectives. While this alone is cause to be satisfied, the possible differences in course content noted above remains an area to examine more closely in future assessments. However, it does appear from Table 2 above, that the outcomes are about equally balanced between the more theory (LO1) and research-focused learning objectives (LOs 3,4, and 5). It should be also noted that a significant number of students are only approaching or “meeting expectations on Objective 5 which deals

¹ Note that the percentages in this table may not add up to 100 due to “NA” scores in some classes.

with conducting or analyzing statistics. *We will return to this issue in the final recommendations.*

a) **CJBS 415 – Capstone Seminar for the CJBS Major**

The senior capstone seminar is the place where students are able to apply all that they have learned in a close, discussion-oriented forum meant to hone their communication skills related to criminal justice practice.

The learning objectives for CJBS 415 are:

- Describe and explain the mechanisms, dynamics and situational and social context of the criminal justice system in the United States, including the law, police, courts and corrections.
- Identify and consider the effectiveness of various methods of prevention and treatment.
- Analyze major issues, theories and research about the criminal justice system in the United States with a special emphasis on making links between theory and research findings about how the system operates
- Describe and provide examples of how the media shapes public discourse about crime.
- Hone research and communication skills in the discipline of criminal justice and offer substantive analysis of major criminal justice issues. Show sensitivity to special populations, such as the disabled, minorities, and other historically disempowered

Table 4. CJBS 415 curriculum map to overall program goals.

	LO1	LO2	LO3	LO4	LO5
PG1					
PG2	X	X			
PG3			X		
PG 4				X	
PG 5					
PG 6					X

As shown in **Table 5**, students in CJBS 415 performed very well across all five of the course learning objectives. This is a very promising finding overall for the major given that these course objectives essentially cover all six of the larger CJBS program goals, as shown in the curriculum map above.

Overall, a very satisfying to the LPS’s first five year assessment cycle.

Table 5. CJBS 415 outcome attainment by course objectives (N=46).

Ordinal Ranking	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
1 – Poor	1 (2.2%)	1 (2.2%)	2 (4.3%)	0	2 (4.3%)
2 – Fair	1 (2.2%)	1 (2.2%)	3 (6.5%)	4 (8.7%)	2 (4.3%)
3 – Good	5 (10.9%)	11 (23.9%)	9 (19.6%)	9 (19.6%)	15 (32.6%)
4 – Very Good	9 (19.6%)	14 (30.4%)	12 (26.1%)	6 (13.0%)	15 (32.6%)
5 - Excellent	17 (37.0%)	15 (32.6%)	20 (43.5%)	4 (8.7%)	12 (26.1%)
NA	13 (28.3%)	3 (6.5%)	0	23 (50.0%)	0

This finding is echoed by Table 6’s showing us that a significant majority of students are either meeting or exceeding expectations across all course objectives.

Table 6. CJBS 415 students (N=46) by department expectations.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Objective 1	CJBS 415	46	17 (37.0%)	14 (30.4%)	1 (2.2%)	1 (2.2%)
Objective 2	CJBS 415	46	15 (32.6%)	25 (54.3%)	1 (2.2%)	1 (2.2%)
Objective 3	CJBS 415	46	20 (43.5%)	21 (45.7%)	3 (6.5%)	2 (4.3%)
Objective 4	CJBS 415	46	4 (8.7%)	15 (32.6)	4 (8.7%)	0
Objective 5	CJBS 415	46	12 (26.1%)	30 (65.2%)	2 (4.3%)	2 (4.3%)

COR 201 – The Law and Institutional Treatment

Although not a core course in the CJBS major, COR 201 is a commonly taken elective by students choosing the corrections track. As the title suggests, it focuses on a special emphasis also on the legal framework and issues framing our handling and processing of offenders at all stages of the process from arrest to release from confinement in its relation to correctional principles and practices. Functions of the police, defense, prosecution, courts, probation, correction, parole. Civil rights of the accused and the convicted. Legal documents relating to commitment, bail, fines and writs.

The learning objectives for COR 201 are:

- Define different eras in correctional practice according to supreme court rulings and precedence.
- Recognize the process of law from arrest to release; from confinement in its relation to correctional principles and practices.
- Examine and analyze common correctional practices as they relate to constitutional law, and civil rights.
- Name and define civil rights of accused and convicted.
- Identify and label legal documents as they pertain to commitment, bail, fines, and writs.
- Ability to locate and read legal cases. Basic analysis of legal ruling

Table 7. Curriculum map for COR 201.

	LO1	LO2	LO3	LO4	LO5	LO6
PG1	X					
PG2						
PG3						
PG 4		X	X	X	X	
PG 5						
PG 6						X

Table 7 matches the learning objectives of COR 201 to the overall program goals for the CJBS major. Given its focus on legal issues, the course very heavily supports program goal four’s analysis of operations in the administration of criminal justice.

Table 8. COR 201 outcome attainment by course objectives (N=28).

Ordinal Ranking	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
1 – Poor	0	0	0	0	0	0
2 – Fair					1 (3.6%)	
3 – Good	5 (17.9%)	5 (17.9%)	5 (17.9%)	1 (3.6%)	4 (14.3%)	11 (39.3%)
4 – Very Good	4 (14.3%)	15 (53.6%)	11 (39.3%)	5 (17.9%)	7 (25.0%)	5 (17.9%)
5 - Excellent	13 (46.4%)	8 (28.6%)	12 (42.9%)	16 (57.1%)	9 (32.1%)	12 (42.9%)
NA	6 (21.4%)			6 (21.4%)	7 (25.0%)	

In the COR 201 course, students are again performing considerably well, with almost no students found in the poor to fair categories. Students appear able to identify the legal concepts and issues pertaining to offender treatment. However, it is important to note that the forms of assessment for this course varied considerably from written analysis to close-ended exam formats. Objective 5’s focus on the identification of legal documents may be best assessed in a scenario-based form of assessment rather than multiple choice exam questions. This should be re-examined in a future assessment.

Table 9. COR 201 students (N=28) by department expectations.²

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Objective 1	COR 201	28	13 (46.4%)	9 (32.1%)	0	0
Objective 2	COR 201	28	8 (28.6%)	20 (71.4%)	0	0
Objective 3	COR 201	28	12 (42.9%)	16 (57.1%)	0	0
Objective 4	COR 201	28	16 (57.1%)	6 (21.5%)	0	0
Objective 5	COR 201	28	9 (32.1%)	11 (39.3%)	1 (3.6%)	0
Objective 6	COR 201	28	12 (42.9%)	16 (57.1%)	0	0

² Please note that some of the percentages will not add up to 100 due to the scoring of NA in some classes.

Conclusions and Recommendations

Overall, this year's assessment findings mark a strong conclusion to the first five year assessment cycle for the CJBS and PSC majors. For the most part, students are performing beyond expectations. The strong findings of the CJBS 415 course are particularly promising as it represents the senior capstone seminar tied closest to the overall program goals of the CJBS major.

Continuity of Core Course Delivery

That said, earlier assessment reports point to a need for some actions to be taken to improve outcomes that can also be seen qualitatively in this assessment as well. It became clear with the last assessment report that there was considerable variation in content delivery across the CJBS 250 core course. With respect to this course, all professors agree that the problem begins with the lack of sufficient time to deliver all of the needed content to sufficiently cover both research methods and inferential statistics in one semester.

Although one of the suggestions of the CJBS 250 sub-committee was to create a second course (CJBS 251) to cover inferential statistics in depth, this would create more room for a "bottle neck" in student demand given the ever increasing number of CJBS majors that would need to take this course before CJBS 300 and CJBS 415. The fact that the current assessment also demonstrated what appeared to be a considerable variation in content approaches across CJBS 300 courses suggests that there is likely sufficient room to support and go in greater depth into research methods and statistics in this course without having to create a new one. In fact, as designed, the "theory into practice" objectives of this course already include this emphasis. Many of the professors do reinforce some of this material already.

Proposed Actions

- At the outset of the Fall 2015 host mandatory meetings of all CJBS 250 and 300 professors (separately) to build agreement as to what should be the "common core" concepts to deliver in 250; and then, what 250 concepts must be handled in greater depth at the 300 level (for example, the evaluation design focus of 300 could be used to deliver greater depth and skill at understanding the strengths and limitations of key inferential statistical techniques,

Another option to ensure greater consistency in delivery across the core CJBS courses would be to host several large scale sections taught by core FT faculty. This would also require smaller breakout lab sessions for the CJBS 250 course to offer students exposure to the needed statistical software packages in the computer labs. Although nice on paper, it is likely that the physical space limitations of the College would make offering such large "super sections" an unlikely solution.

COR 201 ASSESSMENT RUBRIC

COR 201

	Learning Objective #1	Learning Objective #2	Learning Objective #3	Learning Objective #4	Learning Objective #5	Learning Objective #6
	<p>Define different eras in correctional practice according to supreme court rulings and precedence.</p> <p style="text-align: center;">(A)</p>	<p>Recognize the process of law from arrest to release; from confinement in its relation to correctional principles and practices.</p> <p style="text-align: center;">(B)</p>	<p>Examine and analyze common correctional practices as they relate to constitutional law, and civil rights.</p> <p style="text-align: center;">(C)</p>	<p>Name and define civil rights of accused and convicted.</p> <p style="text-align: center;">(E)</p>	<p>Identify and label legal documents as they pertain to commitment, bail, fines, and writs.</p> <p style="text-align: center;">(F)</p>	<p>Ability to locate and read legal cases.</p> <p>Basic analysis of legal ruling</p> <p style="text-align: center;">(G)</p>
Excellent (5)	The different eras of correctional practice are identified and described appropriately.	The student clearly describes all stages of the criminal justice process and their connections to correctional principles.	All relevant correctional practices are identified, fully described, and linked to constitutional and civil rights.	Can address methodological issues critically from the research. Proper citation is used.	Student clearly identifies all relevant legal documents as they pertain to commitment, bails, and writs.	Student is able to critically discuss the key components of a legal ruling, and apply them to facts.
Very Good (4)	The correctional eras are correctly identified, but not fully linked to supreme court rulings and precedence.	Student strongly articulates the stages of the criminal justice process, but not all of the relevant connections to correctional principles.	The relevant correctional principles are identified, and linked to most (but not all) of the relevant constitutional or civil rights.	Proper citation is used, but the discussion of identified research is not fully developed.	Student can articulate the relevant legal documents, but needs some further development.	Student correctly analyzes the relevant legal ruling, but does not apply them to current issues or facts.

Good (3)	The eras are identified fully, but some important supreme court precedents are missing.	Some aspects of the criminal justice process could be better described, and/or the connections to correctional principles more fully developed.	Diversity issues are identified, but are not clearly linked to the relevant criminal justice considerations	Proper identification of articles and citation, but does not demonstrate a critical review of methods or findings.	Some of the relevant legal documents are absent, or poorly explained.	Student can summarize legal rulings, but the arguments and implications are not fully developed.
Fair (2)	Student describes some of the eras and precedents incorrectly.	Although stages of the process are identified, they are not explained clearly or connecting to rights.	The connection to constitutional or civil rights is either incorrect or not adequately developed.	Review of the research is incomplete and unclear.	Appropriate legal analyses are conducted, but not fully developed or explained.	Some important aspects of the legal rulings are incompletely explained.
Poor(1)	There is little to no connection made between the eras and their relevant precedents. Important concepts are incorrect.	Key elements of the process are missing or incorrectly described and/or there is no connection made to civil or constitutional rights.	Student fails to demonstrate a clear appreciation for how the process is linked to constitutional or civil rights.	Poor citation demonstrated, and the summary of relevant design considerations or finding implications is absent.	There is no cohesive articulation of data results, or how to select appropriate statistical procedures.	The legal rulings are very poorly articulated or applied to relevant facts.

CJBS 415 ASSESSMENT RUBRIC

Learning Objective #1	Learning Objective #2	Learning Objective #3	Learning Objective #4	Learning Objective #5
Describe and explain the mechanisms, dynamics and situational and social context of the criminal justice system in the United States, including the law, police, courts and corrections. (A)	Identify and consider the effectiveness of various methods of prevention and treatment. (B)	Analyze major issues, theories and research about the criminal justice system in the United States with a special emphasis on making links between theory and research findings about how the system operates (C)	Describe and provide examples of how the media shapes public discourse about crime. (D)	Hone research and communication skills in the discipline of criminal justice and offer substantive analysis of major criminal justice issues. Show sensitivity to special populations, such as the disabled, minorities, and other historically disempowered (E)
Clearly describes the relevant prevention, treatment, and punishment modalities, and is able to the changing socio-political context of the United States as relevant.	Very clearly describes the various methods of treatment and prevention, as well as offering sound research-based evidence for their effectiveness.	The relevant issues, theories, and/or research are clearly described, including the link between theory and practice.	The student articulates excellent examples of how media reporting has shaped specific discourse about crime.	The student strongly discusses relevant research questions and/or data collection issues.
Is able to clearly describe the relevant criminal justice practice, but fails to demonstrate an appreciation for the underlying realities and context for their practical application.	Student describes the various methods very well, but lacks depth in the articulation of their effectiveness.	The relevant theories, issues, and practices are identified, but not fully explained.	The student discusses how media impacts discourse about crime well, but could develop specific examples further.	The student is able to review or analyze research results, but needs to offer more clear development in the description of criminal justice issues.

The social and political contexts are explained, but the relevant prevention or other criminal justice practices are not clearly described.	Can clearly discuss the various treatment and prevention approaches, but there is little to no appreciation of their effectiveness.	The relevant theories and practices are identified, but the link to research could be more clear.	Cases of media impacting crime discourse are offered, but there fails to be an articulation of the broader impact on the system.	Demonstrates familiarity with the relevant criminal justice issues but requires more development.
The criminal justice practices are described, but the social and political contexts are absent.	There is a lack of understanding of the various approaches demonstrated.	Some of the description of police services are incorrectly described.	There is little concrete understanding of the impact of media, or the examples provided are inadequately explained.	Student identifies, but has no analysis of the relevant issues.
Criminal justice practices are identified. What is there lacks the appropriate depth, development; or is incorrect in some way.	Either the discussion of approaches or their research-based effectiveness is absent.	There is no appreciation for the link between research and practice, or the theories are described poorly or incorrectly.	There is very little to no explanation offered for the connection between media and discourse about crime.	Issues are incorrectly or inadequately identified or developed.

CJBS 300 ASSESSMENT RUBRIC

CJBS300

	Learning Objective #1 Identify important theories and practices in criminal justice. (A)	Learning Objective #2 Differentiate between types of research: quantitative versus qualitative and the ethical consideration inherent in each approach (B)	Learning Objective #3 Recognize and differentiate issues of diversity which may intersect with a given criminal justice topic of research (C)	Learning Objective #5 Evaluate research published in peer-reviewed journals (E)	Learning Objective #6 Conduct, analyze and interpret basic statistical evaluation methods to determine effectiveness of criminal justice programs (F)
Excellent (5)	Appropriate theories and practices are identified and developed and described adequately.	Ability to distinguish the types of research and their ethical considerations .	All relevant diversity considerations are clearly identified, explained, and developed.	Can address methodological issues critically from the research. Proper citation is used.	Able to critically review and explain statistical analyses covered.
Very Good (4)	Appropriate theories and practices are well defined and articulated. However, the origins meaning and/or development is partial or could have been better described.	Student can clearly articulate the differences between qualitative and quantitative research. However, either could have been better articulated.	All diversity considerations are identified, but not fully explained	Proper citation is used, but the discussion of identified research is not fully developed.	Student can articulate the relevant statistical procedures, but is not able to fully explain the implications of findings.

Good (3)	The theories and practices are presented and explained, but its origins, meaning and/or development is inadequately provided/Are limited.	Can clearly explain the ethical consideration of the research, but is not able to fully explain the differences in research strategies.	Diversity issues are identified, but are not clearly linked to the relevant criminal justice considerations	Proper identification of articles and citation, but does not demonstrate a critical review of methods or findings.	Student can summarize statistical analyses, but the arguments and implications are not fully developed.
Fair (2)	All relevant theories are identified, but not fully developed. Presentation of its origins, meaning and/or development is absent.	There is a lack of clarity between quantitative and qualitative research. Connections to ethics are absent.	Some diversity concerns are identified, but other key ones are missing.	Review of the research is incomplete and unclear.	Appropriate analyses are conducted, but not fully developed or explained.
Poor(1)	Not all relevant theories and practices are identified. What is there lacks the appropriate depth, development; or is incorrect in some way.	Either the distinction between research strategies or the ethical consideration are completely unclear or absent.	No ability to relate diversity issues to relevant criminal justice constructs	Poor citation demonstrated, and the summary of relevant design considerations or finding implications is absent.	There is no cohesive articulation of data results, or how to select appropriate statistical procedures.

	Learning Objective #1 Describe the history of the transition from communism to democracy as it relates to criminal justice institutions. (A)	Learning Objective #2 Understand the mechanisms and situational context of crime and criminal behavior in the post-communist context. (B)	Learning Objective #3 Understand the changing role of policing in the transition to democracy, including efforts to provide police services to minority populations. (C)			
Excellent (5)	Clearly describes the relevant historical eras, and is able to relate them appropriately to the evolving structure of criminal justice institutions..	Very clearly understands the different situational and social contexts of the post communist world.	The changing policing structures are described fully, including the description of services to minority populations.			,
Very Good (4)	Very clearly describes the historical context, but is unable to fully make the connection between historical context and criminal justice.	Student articulates the situational contexts of crime, but does not develop fully its relationship to the post communist context.	All relevant police structures are identified but not fully explained			

Good (3)	The history and practices are presented and explained, but their relationship to democracy is limited.	Can clearly explain the post communist context but is unable to explain the mechanisms and situational factors involved in crime	Police structures are described, but some important areas are missing			
Fair (2)	All relevant historical eras are identified, but not fully developed. Presentation of its origins, meaning and/or development to criminal justice is absent.	There is a lack of clarity between post-communist and situational factors in crime.	Some of the description of police services are incorrectly described.			
Poor(1)	Not all relevant historical issues and practices are identified. What is there lacks the appropriate depth, development; or is incorrect in some way.	Either the discussion of post-communism or situational contexts are completely unclear or absent.	There is no clear understanding of evolving police structures			