College of Alameda

Annual Program Update - SOCIOLOGY

Supplemental/Revised **Template 2015-2016**

Overview			
BI Download:	**11/01/2015**	Dept. Chair:	**Sarah Peterson-Guada** **Sabeen Sandhu (Sociology FT Faculty)**
Subject/Discipline:	**Sociology**	Dean:	**Myron Jordan**
Campus:	**College of Alameda**		
Mission Statement	**The mission of the COA Sociology Department (Henceforth "The Department") is to well-prepare our students to succeed academically as sociology transfer students and to be able to think critically as workers and citizens. Through our array of lower division sociology courses that provide training in research methods and exposure to classic and cutting edge reearch, students build a solid foundation for sociological success.**		

Enrollment – enrollment is increasing and our student demographics are diverse. Traditional students (19-24) are declined by 6 percent. Therefore the COA relationship w/Lionel Wilson Prep (a local high school) is appropriate. Students 25-29 are increasing, but more data is necessary to determine whether they are AA or AAT students or pursuing sociology for other requirements/interest.

Headcount	Term								
	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Total	83	105	287	95	232	381	82	354	388

Headcount	Term								
Ethnicity	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
American Indian/Alaskan Native			0%	0%	0%	1%	0%	0%	1%
Asian	37%	17%	18%	40%	15%	17%	34%	18%	22%
Black/African American	20%	26%	24%	23%	28%	30%	18%	29%	22%
Filipino	0%	3%	3%	3%	6%	5%	1%	7%	7%
Hispanic	11%	19%	16%	12%	17%	18%	18%	17%	16%
Multiple	16%	14%	14%	5%	13%	12%	13%	12%	11%
Other Non white	0%	0%	0%	0%	0%	0%	0%	0%	1%
Pacific Islander	1%	1%	2%	3%	1%	1%	0%	0%	1%
Unknown/Non Respondent	7%	6%	7%	2%	5%	2%	2%	4%	5%
White Non Hispanic	7%	14%	14%	12%	16%	14%	12%	12%	14%
Grand Total	83	105	287	95	232	381	82	354	388

Headcount	Term								
Age	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Under 16				1%	0%	0%	6%	1%	0%
16-18	5%	10%	3%	22%	16%	3%	21%	8%	5%
19-24	70%	66%	67%	58%	59%	64%	49%	60%	54%
25-29	11%	14%	14%	7%	12%	14%	11%	15%	20%
30-34	6%	7%	6%	5%	5%	8%	4%	6%	8%
35-54	8%	3%	8%	6%	7%	10%	6%	9%	11%
55-64		1%	1%	0%	1%	1%	4%	1%	1%
65 & Above						0%		1%	
Grand Total	83	105	287	95	232	381	82	354	388

Headcount	Term								
Gender	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Female	61.4%	64.8%	58.5%	62.1%	55.2%	64.8%	67.1%	61.9%	61.1%
Male	38.6%	35.2%	40.1%	37.9%	41.8%	33.1%	30.5%	36.4%	38.1%
Unknown			1.4%		3.0%	2.1%	2.4%	1.7%	0.8%

Grand Total	83	105	287	95	232	381	82	354	388

CENSUS_TOTAL	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
SOC 1 - INTRO TO SOCIOLOGY	58%	35%	63%	56%	60%	71%	72%	62%	62%
SOC 2 - SOCIAL PROBLEMS		35%	17%		20%	7%		15%	10%
SOC 3 - SOCIOLOGY OF WOMEN						8%		9%	7%
SOC 5 - MINORITY GROUPS	42%	31%	21%	44%	20%	14%	28%	14%	21%
Grand Total	85	113	294	96	241	391	83	374	400

. **Student Success**–

Although only 22 students (approximately 5%) were awarded sociology AA degrees in the 2014-2015 academic year, our courses serve 400 students. Many likely transfer without completing a degree program. The new AA-T may increase the number of degrees awarded per academic year.
Data indicates that it takes nearly five years to complete a sociology AA degree, but the sample size is far too small to determine whether this is a concerning trend. Data from the future exit survey mentioned in the PLO section may shed some light on the data below.

RACIAL AND ETHNIC BREAKDOWN COA SOCIOLOGY PROGRAM AWARDS (2014-2015)								
	Asian	Black/African-American	Hispanic	Pacific Islander	White Non Hispanic	Multiple	Unknown	Total
Sociology	4	7	2	1	2	3	3	22
Total	4	7	2	1	2	3	3	22

GENDER BREAKDOWN			
	FEMALE	MALE	Total
Sociology	17	5	22
Total	17	5	22

AGE							
	16-18	19-24	25-29	30-34	35-44	45-54	Total
Sociology	1	10	7	2	1	1	22
Total	1	10	7	2	1	1	22

Sociology - AVERAGE MONTHS TO AA DEGREE	58.3
Sociology (AA)	58.3

v.   **Faculty** – the ratio of full-time faculty to part-time faculty in the department is an even 50/50. This reflects no current need to request the addition of a full-time faculty member for the near future. Due to low enrollment (continuing into the Fall 2015 semester) Social problems will move to a later time and online and early morning sections of Introduction to Sociology and Sociology of Women will be offered online only, to meet our student needs in the Spring 2016 semester.

SUBJECT OVERVIEW

Fall`14 Alameda

SUB	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
SOC	10	374	375	34.96	2.51	37.47	1.00	0.00	1.00	2.00	18.73

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

TERM COURSES

Fall`14 Alameda SOC

CATALOG	CATL DESCR	SECT	CENSUS	ENRL	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	AVG ENRL	AVG FTES	AVG FTEF	PROD
SOC:1	INTRO TO SOCIOLOGY	6	233	233	21.76	1.61	23.37	0.40	0.00	0.80	1.20	38.00	3.89	0.20	19.47
SOC:2	SOCIAL PROBLEMS	2	55	56	5.10	0.40	5.50	0.20	0.00	0.20	0.40	28.00	2.75	0.20	13.75
SOC:3	SOCIOLOGY OF WOMEN	1	35	35	3.40	0.10	3.50	0.20	0.00	0.00	0.20	35.00	3.50	0.20	17.50
SOC:5	MINORITY GROUPS	1	51	51	4.70	0.40	5.10	0.20	0.00	0.00	0.20	51.00	5.10	0.20	25.50
Grand Total		10	374	375	34.96	2.51	37.47	1.00	0.00	1.00	2.00	37.00	3.75	0.20	18.73

SECTION DETAILS

Fall`14 Alameda SOC

ID	CATALOG	CATL DESCR	ATTEN	CENSUS	FTES RESD	FTES NONR	FTES TOTL	FTEF CONT	FTEF EXSV	FTEF TEMP	FTEF TOTL	PROD
1144240175	SOC:1	INTRO TO SOCIOLOGY	W	52	5.20	0.00	5.20	0.00	0.00	0.20	0.20	26.00
1144240176	SOC:2	SOCIAL PROBLEMS	W	21	1.80	0.30	2.10	0.00	0.00	0.20	0.20	10.50
1144240177	SOC:5	MINORITY GROUPS	W	51	4.70	0.40	5.10	0.20	0.00	0.00	0.20	25.50
1144242667	SOC:1	INTRO TO SOCIOLOGY	W	46	4.30	0.30	4.60	0.00	0.00	0.20	0.20	23.00
1144243563	SOC:1	INTRO TO SOCIOLOGY	W	38	3.60	0.20	3.80	0.20	0.00	0.00	0.20	19.00
1144243564	SOC:1	INTRO TO SOCIOLOGY	W	38	3.70	0.10	3.80	0.20	0.00	0.00	0.20	19.00
1144243565	SOC:3	SOCIOLOGY OF WOMEN	W	35	3.40	0.10	3.50	0.20	0.00	0.00	0.20	17.50
1144244018	SOC:1	INTRO TO SOCIOLOGY	D	24	2.06	0.41	2.47	0.00	0.00	0.20	0.20	12.34
1144244595	SOC:2	SOCIAL PROBLEMS	W	34	3.30	0.10	3.40	0.20	0.00	0.00	0.20	17.00
1144245148	SOC:1	INTRO TO SOCIOLOGY	D	35	2.90	0.60	3.50	0.00	0.00	0.20	0.20	17.50
Grand Total				374	34.96	2.51	37.47	1.00	0.00	1.00	2.00	18.73

Green:when productivity is 15 and above **Yellow:**productivity between 10 and 15 **Red:** productivity below 10

Retention by Course

TERM	CAMPUS	SUBJECT	RETAINED	CENSUS ENROLLMENT	RETENTION RATE
F14	Alameda	SOC	322	374	86.1%

Retained = A, B, C, D, F, MW, IP, I, RD, PS, NP
Census Enrollment = Dropped after census or didn't drop
Retention Rate = Retained / Census Enrollment
Retained is not unduplicated and includes all courses per student

Fall '14 Alameda SOC

CATALOG	CATL DESCR	SECT	CENSUS	ENRL_TOTL	FTES TOTL	SECT	CENSUS	ENRL_TOTL	ENRL_INST	ENRL_OUST	ENRL_INTL	FTES TOTL	FTES_INST	FTES_OUST	FTES_INTL
SOC:1	INTRO TO SOCIOLOGY	6	233	233	23.37	6	233	233	217	8	8	23.37	21.76	0.81	0.81
SOC:2	SOCIAL PROBLEMS	2	55	56	5.50	2	55	56	51	3	1	5.50	5.10	0.30	0.10
SOC:3	SOCIOLOGY OF WOMEN	1	35	35	3.50	1	35	35	34	0	1	3.50	3.40	0.00	0.10
SOC:5	MINORITY GROUPS	1	51	51	5.10	1	51	51	47	1	3	5.10	4.70	0.10	0.30
Grand Total		10	374	375	37.47	10	374	375	349	12	13	37.47	34.96	1.21	1.31

'. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.

Sociology has universal relevance as it is the study of society. This being the case, every discipline (academic or vocational) benefits from the study of sociology. In 2015, for example, the Medical College Admissions Test included a section on sociology. Nursing and dental programs are now requiring sociology as a prerequisite. Hence, College of Alameda's Sociology department is poised to include students from a wider array of disciplines, including the biological sciences, in our department. We have hired an adjunct instructor, specializing in social epidemiology. Additional

instructors are experts in quantitative methods and educational sociology.

As remarked on in the last APU, this is the era of big data and our department must be ready. We will offer a research methods course in the Spring of 2016 per our rotation agreement with the other PCCD sociology departments. The course is rigorous and will benefit (all courses will) from research software, namely the industry standards – SPSS and ATLAS.TI. Per the CID agreement for the approval of this course, it must expose students to SPSS at a minimum and ATLAS.ti to make COA sociology distinguished.
We will also stand out as a department if we use application based research tools and train students to use cloud based and mobile device based technology. As a result, the department needs a few more tablets for students to gain these vitals skills in the sorting, display, and analysis of data.

Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	The deparment mirrors the experience that any student taking a lower division sociology courses at a four year college or university would have. Courses are rigorous and include a perfect mix of classical sociological theory, contemporary research, and gray publications (currently being considered for publication). As a result, faculty in our department need funding to stay current through academic memberships and societies, publications, and even further course training to meet the ILO's of PCCD. The department is collaborating with sociology departments and faculty at BCC, Laney, and Merritt to further develop the wider PCCD sociology program and ensure consistency. We coordinate the schedules for optimal enrollment and are working on innovations in course development to further student success. I have requested additional resources (supplies, technology, videos) to bridge the digital divide that many of our students experience.

I. Course SLOs and Assessment

	Fall 2015
Number of active courses in your discipline	**Four:** **Sociology 1: Intro to Soc** **Sociology 2: Social Problems** **Sociology 3: Soc of Women** **Sociology 5: Minority Groups** *(Multiple Sections of Each)*
Number with SLOs	**Four**
% SLOs/Active Courses	**Four**
Number of courses with SLOs that have been assessed	**Four**
% Assessed/SLOs	**100%**

Describe types of assessment methods you are using

Sociology 1 2 Assessments: (1) Pre-Post Test of a 10 Question Quiz; (2) Direct Assessment of Student Sociological Imagination Course Papers

Sociology 2 1 Assessment: (1) Average Score of Complete Sample of Midterm Exam

Sociology 3 2 Assessments: (1) Average Score of Complete Sample of Midterm Exam; (2) Direct Assessment of Student Writing Samples (Final Course Paper)

Sociology 5 2 Assessments: (1) Pre-Post Test [Comparison of Two Questions on Midterm and Final Exam]; (2) Direct Assessment of Course Paper Using Data from the U.S. Census and a Qualitative Data

Describe results of your SLO assessment progress

Sociology 1 Assessments document that students exceed student learning objectives in regards to the direct assessment of sociological imagination course papers. Data from the Pre-Post test of a 10 question quiz vary from semester to semester, however, for the Spring 2015 semester students exceeded the goal of 70% scoring 70% or better on the assessment. Additionally, post-test data shows that the mean from the post-test was 2x the mean of the pre-test.

Sociology 2 Assessment of the Average Score of a Complete Sample of Midterm Exams documents that students are meeting the student learning objectives of the course. 70% of Students score 70% or better.

Sociology 3 Assessments reveal that students are meeting the student learning outcomes for the course. The average scores of a complete sample of midterm exams documents that 70% score above 70%. However, the sample size is small. Data should be collected across one academic year in lieu of separate semesters. Direct assessment of student writing samples (the final course paper) also meet the student learning objectives for the course.

For the Fall 2014 and Spring 2015 semesters, I assessed the student learning outcomes for Sociology 5 using direct assessment of a course paper which requires multi-method research and critical sociological thinking. Students meet the learning objectives for the course. However, I tested a more

valid assessment in the summer of 2015 and implemented it for the Fall 2015 semester – the assessment of two exam items on the midterm and final exam. I will compare performace across these two measures and report on Taskstream.

Describe how assessment results and reflection on those results have led to improvements.

While students are now meeting the student learning outcomes for each course, I made note of issues of bias – small sample sizes, heteroskedasticity of the data, and refinement of assessment tools. I will begin to use questions selected from a tested questionnaire (the Sociology subject test from the GRE).

Data do support the continued role of technology in the classroom to promote meeting of the student learning outcomes, particularly online quizzes and material from the web and media to help students connect key themes from the course to everyday life. I would like to implement more APP based quizzes that students can complete in groups. The use of technology (tablets, the internet, mobile phones) makes the material more accessible and memorable for the students. (Although I will collect more data on this during the next cycle of assessments).

Data also point to refinement of the course readings. Each semester I change readings, based on questions and areas where students perform poorly or at "met." For example, students scored poorly on methods questions, so I include additional lecture, activities, and readings on this topic across the courses.

I. Program Learning Outcomes and Assessment

	Fall 2015
Number of degrees and certificates in your discipline	**Two:** **(1) AA (Sociology)** **(2) AA-T (Sociology**
Number with Program Learning Outcomes	**Two:** **(1) AA (Sociology)** **(2) AA-T (Sociology**
Number assessed	**AA in Sociology Assessed** **AA-T was recently approved in the Spring of 2015** **(*Assessment Pending Spring 2016*)**
% Assessed	**50%**

Describe assessment methods you are using

Analysis of Peralta Colleges Data on Student Success Rates
Also, for the AA-T (use of one year of data) on Student Success Rates and the creation and implementation of an online Exit Survey for Graduating Sociology Majors (assessment of matriculation into Transfer Institution and/or Labor Market Placement)

Describe results of assessment. Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements.

Student Success Rates document that sociology students at COA <u>meet</u> the program outcomes. Data are available from the Fall of 2008 through the Fall of 2014, documenting the demand and growth of the program – enrollment ranges from a low of 105 in the Fall of 2012 to the current high of 374 in 2014. The Fall 2014 retention rate is 87 percent. Section VI details data from the assessment of recent student learning outcomes at the course level. Students are meeting and even exceeding requirements, indicating the success of the program and suggesting further growth.
On that note – growth – the department is working in concert with sociologists at BCC, Laney, and Merritt to update existing course outlines and new courses. See the list below:

Updating Sociology 5 (Minority Groups) – Consideration of a new Title
New Courses: (1) Global Sociology; (2) The Sociology of Popular Culture; (3) Social Epidemiology; and (4) Applied Sociology. These goals further the program learning outcomes/goals and the strategic goals & 2014-2015 institutional objectives of the PCCD, especially A.1 Student Access, B.1 District Wide Partnerships, and finally, C.2 Student Success through innovative programs.

VIII. Prioritized Resource Requests Summary

College: <u>COA</u>

Discipline, Department or Program: <u>Sociology</u>

Contact Person: <u>Sabeen Sandhu / ssandhu@peralta.edu</u>

Date: 11/14/2015

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty					
Human Resources: Classified					
Human Resources: Student Workers		5	$1,000	10 (To meet the needs of A.3, the department will request a student worker)	A.3. Student Success *(Student Employment)*
Technology	Software • **Institutional License SPSS** • **Institutional License ATLAS.ti** • **Institutional License to Stream PBS "Race the Power of an Illusion"** • **Institutional License to Stream PBS "Unnatural Causes"**	1	$2,250 $6,900 $195 (3 year streaming license) $195 (3 year streaming) ------------------ **Total $9,540**	4 & 5	A.1. Student Success *(Expand Course Offerings and Meet CID requirements of using software platforms in SOC 120 and beyond)* A.2. Student Success *(Expand Orientations, Assessments, Advising, Ed Plans)* A.3. Student Success *(Leadership, employment)* A.4. Student Success Equity Planning *(Particularly ameliorating the digital divide our students encounter)*
Equipment	**Notebooks/IPads for the Classroom (Purchased 2 – would like at least 5 to facilitate group activities/work)**	2	**$1348 (w/tax and eco fee)**	4 & 5	

Supplies	Printer Toner Printer Paper	3	$198 $79 $54 ------- **Total $331**	5	C.2. Student Success *(Essential Supplies to Develop Innovative Student Success Program)*
Facilities	*IF COA IS APPROVED FOR A NEW C&D BUILDING …* *1. SOCIAL AND BEHAVIORAL SCIENCES COMPUTER LAB* *2. DE/ONLINE FACULTY STUDIO*	6		5	*A.4. STUDENT EQUITY PLANNING* *C.2. STUDENT SUCCESS* *D.1 SERVICE LEADERSHIP*
Professional Development	1. **American Sociological Association Annual Membership (w/subscription to sections, TRAILS, JSTOR, and annual meeting registration)** 2. **Pacific Sociological Association Annual Membership (w/annual meeting registration)** 3. **California Sociological Association Annual Membership (w/annual meeting registration)** 4. **Academic Training to Develop Social Statistics/Survey Research Design Courses**	4	$165 $110 $95 $1000 ------ **Total $1370**	5	A.1 Student Access B.2. Partnerships *(Networking and Expansion to Wider Projects Students can get Involved in w/other Sociological Association, Community, Governmental Organizations and Faculty)* C.2. Student Success
Other (specify)					

IX. Alignment of Goals Template

College: College of Alameda

Discipline, Department or Program: Sociology

Contact Person: Sabeen Sandhu (ssandhu@peralta.edu

Date: 11/14/2015

Discipline, Department or Program Goal	Institutional Learning Outcome	PCCD-College Goal and Institutional Objective
1. Analyze social issues (related to sociology, the study of social problems, minority groups, or the sociology of women) using sociological methods, or concepts, & theories.	**Problem Solving and Decision Making** **Creativity, reflection** **Awareness and Diversity** **Civic Responsibility**	**A.1. Student Access** (*Essential Areas of Basic Skills – readings, writing, statistics, methods, theories; Transfer Skills*) **B.2. In Spring 2016, the Sociology Dept. is offering a course at Lionel Wilson Prep. High School**
2. Apply the Sociological Imagination to social issues with a commitment to social justice and equity in a diverse world.	**Problem Solving and Decision Making** **Communication and Technology** **Creativity, reflection** **Awareness and Diversity** **Civic Responsibility**	**A.3. Student Leadership Development; Student Life Activities; Service Learning Programs** **A.4. Student Equity Planning** (*Address the Achievement Gap*) **C.2. Student Success** (*Innovative Student Success Program)* **D.1. Service Leadership**
3. Comprehend & apply sociological theory & concepts to written text.	**Foundation Skills** **Personal Development and Management** **Communication** **Critical Thinking and Problem Solving** **Creativity** **Intercultural Literacy and Interaction** **Responsibility**	**A.1. Student Access** **A.4. Student Equity** **C.2. Student Success**

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.