



Instructional Equipment Request (IER) Form

FY 2024-2025

Title of Submission:	Hypothesis Allocation Request
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Please review all information carefully to ensure timely processing. More information can be found [here](#).

Deadline	Action
10/09/2024	IER forms due to Division Dean
10/16/2024	Division review of IER forms (Dean & VP signature)
10/23/2024	IER forms due to Executive Assistant of Administrative Services (with Dean & VP signature)

Checklist

- All IER form fields complete
- Valid quote attached to submission (must be attached before submitting form)
 - Shipping, installation, and tax** are required on the quote, whenever applicable. This must be provided by the vendor themselves. **Do not split quotes or submit duplicate quotes.**
 - IMPORTANT:** To comply with state law, purchases between \$ 30,000.00 and \$ 114,499.99 require 3 quotes from 3 different vendors. We're required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. If your request is approved, you will be notified *via email* to obtain an **updated quote, two additional quotes**, and complete a [requisition](#) form. Please monitor your email closely throughout the fiscal year as we **cannot** proceed with your request until these quotes, and any additional requirements, are provided.
 - Purchase requests of \$ 114,500.00 or more must go out for bid* (aka RFP process) and then go to Board for approval. You will be provided further instruction via email after your request is approved.
 - For assistance with quotes, please contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.
- IER form, with quote, signed and submitted to Division Dean including:
 - Quote (required)
 - [New Vendor Application](#) (if new vendor)
 - Copy of [W9](#) (if new vendor)

***Bid Process:** Purchasing submits RFP & selects cheapest bid → Requestor submits [Requisition](#) → Business Office enters Requisition in Banner → Requestor submits Board packet with copy of entered Requisition.

IER Process Flow

1. Completed packet signed and submitted to Division Dean
2. Dean reviews and forwards to Vice President
3. Vice President reviews and forwards to Executive Assistant of Administrative Services
4. Executive Assistant logs requests and forwards to M&O and IT for review
5. RAC reviews and scores requests
6. Executive Assistant combines committee scores into final rankings for final RAC review
7. RAC Chair meets with College President to discuss ranked requests
8. College President issues approval memo to RAC
9. RAC notifies requestors via email of approved requests and additional steps (e.g. additional quotes, board, etc.)
10. RAC submits IER forms to Business Office for processing
11. Business Office reviews requests, enters into Banner, and forwards to Purchasing
12. Purchasing will assist with requests that must go out for bid and requires board approval (requestor will be notified)

Instructional Equipment Definitions

Allowable Items

Allowable Items: Instructional equipment expenditures are eligible if the equipment, library material, or technology is for classroom instruction, student instruction or demonstration, or in the preparation of learning materials in an instructional program. There are five categories that will be used to classify instructional support. Please note that requests are not limited to the examples shown below.

1. **Equipment and Furniture:** instructional equipment and furniture for primary use by students in instructional programs:
 - a. Classroom/laboratory equipment including whiteboard, screen, projector, etc.
 - b. Instructional furniture including desks, tables, podium, chairs, etc.
2. **Information Technology:** instructional information technology equipment for student use in classrooms and/or laboratories including desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, multimedia.
3. **Software:** software licenses are allowed but only the initial year is permitted. Other software that are permitted are those that are used in excess of one year and software modifications that add capacity or efficiency to the software that defers obsolescence and results in an extension of the useful life of the software, including registration, counseling, student services, learning management systems for student use.
4. **Adaptive Equipment:** adaptive equipment for ADA/OCR students are allowed to assist them in a learning environment.
5. **Library Material:** databases, online subscriptions, books, periodicals, videos, etc.

Non-Allowable Items

Non-Allowable Items: Administrative or non-instructional purposes including equipment being used for administrative or non- instructional purposes is not allowed, including photocopiers, file cabinets, bookcases, computers, networking infrastructure, software licenses.

IE Rubric

RAC evaluates each IE request based on the rubric below. RAC stresses the importance of quality requests. RAC may choose not to rank incomplete IE requests.

Criteria	Strong Evidence	Adequate Evidence	Limited Evidence
LPC Mission & Planning Priorities [Section 2] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will fully support LPC Mission and Planning Priorities. 4-5	Clear evidence/data that equipment will fully support LPC Mission and Planning Priorities. 2-3	Limited or no evidence/data that equipment will support LPC Mission and Planning Priorities. 0-1
Educational Items: Programmatic Impact and Institutional Support [Section 3] (10 points) Ranking Scale	Clear and compelling evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 8-10	Clear evidence/data (as stated in program review) that this equipment will have substantial impact on program curriculum. 4-7	Limited or no evidence/data (as stated in program review) that this equipment will have an impact on program curriculum. 0-3
Teaching & Learning [Section 4] (10 points) Ranking Scale	Clear and compelling evidence/data that equipment provides much needed or beneficial enhancement to instruction. 8-10	Clear evidence/data that equipment provides enhanced instruction that is not met through current means. 4-7	Limited or no evidence/data that equipment provides enhanced instruction that is not met through current means. 0-3
Outcomes [Section 5] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will support course and/or program outcomes above and beyond current capability. 4-5	Clear evidence/data that equipment will support course and/or program outcomes beyond current capability. 2-3	Limited or no evidence/data that equipment will support course and/or program outcomes beyond current capability. 0-1

Instructional Equipment Request Form

Name of Requestor: Eagan, Catherine

Division: A&H

Discipline: English

This Equipment Request is: An Upgrade

SECTION 1: Equipment Description

Describe the specific equipment requested and how it will be used to replace, upgrade, or provide new technology to LPC from what is currently in place:

Equipment Location

Building #: n/a--any room with computers

Room #: n/a--any room with computers

Comments:

Our subscription fee allows us to use Hypothesis, a digital and social annotation program, as a Canvas app, which enables students to access their readings from within Canvas and allows teachers to conveniently access, score (if desired), and comment on individual students' annotations in the SpeedGrader. Unlike other annotation programs, Hypothesis allows students and instructors to see each other's annotations, which promotes the exchange of ideas, support for comprehension, and the asking of questions. In addition, Hypothesis does not require the purchase of a textbook and is an open educational resource (OER) funded by the college.

If applicable, describe the legal requirement, mandate, or safety concern related to the purchase of this equipment, making specific reference to legal requirements or regulations:

The Hypothesis LMS app is FERPA compliant. It stores minimal data—not even student email addresses—and what it does store is solely for the purpose of running the application. Hypothesis has provided the college with resources and documents related to privacy and security, including the HECVAT, the standard security questionnaire for edtech products in higher ed; information on the LTI parameters used by the LMS app; and API endpoints used by the LMS app. Hypothesis is also accessible: it is WCAG AA compliant. Hypothesis also makes it possible to achieve all three effective contact categories: Student to instructor, student to student, and student to content.

SECTION 2: LPC Mission Statement and LPC Planning Priorities

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career- technical goals while promoting lifelong learning.

LPC Planning Priorities

- Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.

Explain how the equipment supports LPC's Mission Statement and Planning Priorities:

Hypothesis is "inclusive, learning-centered, [and] equity-focused" because it supports students in doing the complex reading necessary for learning, successful completion of their coursework, and the earning of certificates and degrees. It builds our capacity to resolve inequities because students can access their texts for free, get help from the instructor and other students while reading, and provides professional development to instructors not only on using the tool, but deepening students' reading experiences. It also guards against use of AI because it engages students in doing their reading instead of looking for answers online.

SECTION 3: Educational Items | *Program Review*

Specify the educational programs the equipment supports:

Digital annotation software can support any discipline that requires its students to do critical reading. Most instructors using Hypothesis at this time are in the English department, including Middle College, but we also have usage in biology, history, early care and education, mathematics (statistics), and the library. Hypothesis can also be used by any teacher to have students annotate and discuss the syllabus and other important Canvas Pages. It can even be used to annotate videos in Canvas Studio.

Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review to explain:

Hypothesis (and earlier digital annotation programs like Lacuna Stories from Stanford) has been in the English program review since 2018 or so. We believe it is a vital tool especially given the diversity of students now in ENG 1A per AB1705. In 2023-2024's PR, we wrote, "Faculty and students in any course can use the tool, but our program has taken on advocacy for it because reading is [a focus of our discipline]. Katie offered some TLC and Flex Day sessions to help faculty learn to use it and continues to advertise it with at least two emails a semester. Most users are English composition, creative writing, and literature professors, but we also have usage in math, history, ECE, theater, and other programs."

SECTION 4: Teaching and Learning

Please use evidence and data that describes how the equipment provides enhancements/benefits to the current level of teaching capabilities:

Usage is up in 2023 and 2024, showing that in fall 2023 there were 265 assignments annotated, spring 2024 461, and fall 2024 (which has only recently begun) 677 assignments and 27,049 annotations so far! Faculty are taking advantage of the new types of assignments available: Canvas Files, Google Drive, JSTOR, YouTube, and even Microsoft One Drive. Now, faculty will be able to have students annotate videos in Canvas Studio, and there is a new instructor analytics dashboard that will provide instructors with updates on usage that will inspire them to make adjustments to increase engagement and more conversation. Another new feature will be called "auto grading," which "will significantly enhance the grading experience for faculty, streamlining the process of evaluating annotations and saving valuable administrative time."

Detail the impact the equipment has on learning:

Instructor testimony: "Students . . . are using Hypothesis to annotate their OER textbooks together, creating a crowd-sourced study guide within their textbook. They are asking questions (and answering them!), filling in for words that they don't understand, including helpful hints to remember certain things. Some have included where they misunderstood and how that misunderstanding got corrected." Another found that "Using Hypothesis reduces the isolation of reading for students and allows them to see how others read and annotate--which reduces anxiety for students who aren't coming to an English 1A class feeling confident in their reading and annotation skills. They are able to have conversations about what they're reading, as they're reading it. When using SpeedGrader to grade and respond, I can reply to posts on the document--so that everyone can see my responses. Hypothesis makes it easy to meet the requirement for regular and effective student-to-student and instructor-to-student interactions."

It cannot be stressed enough that Hypothesis allows instructors to see students reading and is superior in this way to quizzes and in-class discussions. It is also superior to note-taking because it is shared and cannot be lifted from the Internet. Students can work in small groups that can be consistent over a number of weeks, allowing them to build community and comfort with helping each other, asking for help, and debating the reading's ideas. In the face-to-face classroom, connections made online can be deepened in the subsequent class discussion, where students put faces to the names they have seen in online discussions. This would build the community of learners. It has been used extensively in creative writing workshoping, for example.

Please state the number of classes and students the equipment will impact:

Classes/Sections: 62 (up from 54)

Students: 1331 (up from 1054)

SECTION 5: Student Learning Outcomes (SLOs)

Document how the equipment will enable you to surpass your current Student Learning Outcomes:

Hypothesis allows instructors to “teac[h] beyond [the] current capabilities” of paper books and digital sources that cannot be annotated. The learning objectives that students meet through developing reading skills translate into their meeting of course outcomes in reading, writing, research, and exams as well. The English department is seeing Hypothesis usage in composition, creative writing, and literature courses. Its use could likely enable SLOs to be achieved beyond current capability as we see more faculty adopting the tool, which is happening in English and now other disciplines, and not only improving their use of the tool but beginning to study its impact in SLO assessments. For English 1A and 4, students can use Hypothesis to get help identifying “the main ideas and supporting arguments of a college-level text” and “identify and evaluate implied arguments in college-level literary texts.” Hypothesis can help students pull quotes for a research paper with much more efficiency, which impacts the achievement of SLOs for these three classes as well. If a teacher encourages students to connect to other texts in their annotations, Hypothesis helps students “synthesiz[e] multiple texts and us[e] logic to support a thesis, an SLO for English 4. Hypothesis can also enable students to collaborate on making grammar corrections, suggesting corrections and backing up those suggestions with reference to a grammar text. In English 12A, B, and C, Hypothesis is enabling the workshopping of student writing so that students can “write and revise a story or chapter demonstrating proficiency in the basic elements of fiction.” When analyzing literature, students are showing how collaborative annotation can help them “analyze an author’s use of literary techniques to develop a theme.”

SECTION 6: Total Cost of Ownership | *Maintenance and Sustainability*

Does the new equipment replace older equipment? If so, will you retire/surplus the old equipment? If not, where will you store the older equipment and what are the associated storage costs?

n/a

Detail how the equipment meets or exceeds [LPC's Sustainability Efforts](#):

If more students are doing reading online and doing it through open educational resources (OER), the impact on the environment will be significant because the use of paper, and ultimately the carbon footprint of publishing houses, will be reduced. Best of all, learning through reading is not sacrificed in the online teaching environment due to the power of digital and social annotation.

How does the equipment provide renewal resources to the college?

n/a

Operator

Primary operator:	Vigallon, Scott		
Does the work align with current position duties?	Yes		
Cost to train primary operator:	\$0.00		
Approx. # of hours equipment will be used per month:	10		
Comments:			

Maintenance and Repairs

Who will perform maintenance and repairs?	Vigallon, Scott, and Hypothesis		
Estimated hours per month:	2		
Does the work align with current position duties?	Yes		
Cost to train for maintenance and repairs:	\$0.00		

SECTION 6: Total Cost of Ownership | *Maintenance and Sustainability (cont'd)*

Lifespan of Equipment: unlimited; continual updates

FOAP (Budget) for Recurring Costs: _____

Vendor Name: _____ Fund _____ Org _____ Acct _____ Program _____
 Annotation Unlimited, PBC

Part A: Initial Start-Up Costs		
Type	Cost	Comments
Equipment or Materials	0.00	
Shipping & Delivery Fees	0.00	
Installation Costs	0.00	
Miscellaneous Costs	0.00	
Modification to Facilities	0.00	
Operator Training	0.00	
Maintenance/Repair Training	0.00	
Other	0.00	
(Enter as Positive) Discounts	0.00	
Start-Up Total	0.00	
Part B: Annual Operating Costs		
Type	Cost	Comments
Service/Maintenance	10,800.00	This is half the District-wide contract cost, allowing for unlimited users at both campuses.
Part Replacement	0.00	
Vendor Calibration or Standardization	0.00	
Storage	0.00	
Supplies	0.00	
Maintenance/Repair Labor	0.00	
Software Licensing	0.00	
Other	0.00	
Annual Total	10,800.00	
Overall Cost:	10,800.00	

Approvals and Signature Routing

Before signing below, please confirm all fields are filled out and all information provided is correct. Requests must be fully complete, signed, and submitted to your Division Dean by the deadline (see page 1). **Quote must be attached to this form before submitting.**

Title	Signature	Date
Requestor:	<i>Catherine M. Eagan</i>	10/11/2024
Division Dean:	<i>Amy Mattern</i>	10/14/2024
Vice President:	<i>Nan Ho</i>	10/14/2024
College Technology Services Manager:	<i>stephen gunderson</i>	10/15/2024
M&O Director:		
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/17/2024

Date:

October 3, 2024

Quote

Prepared for Las Positas College
Gina Turnage; gina@hypothes.is

DESCRIPTION OF WORK	SEATS	PRICE PER SEAT	SUB TOTAL (USD)
Hypothesis LMS Services Enterprise Subscription Renewal	Unlimited	N/A	\$10,800.00
Service Period: July 1, 2025 - June 30, 2026 (12 months)			
Subscriber to be invoiced \$10,800.00 on July 1, 2025.		GRAND TOTAL (USD)	\$10,800.00

QUOTE PREPARED FOR

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

APPROVED BY

NAME _____

FOR _____

DATE _____