

Requisition #: _____
Banner #: _____

Reference #: IER#0000123
Fiscal Year: 2026-2027



Instructional Equipment Request (IER) Form

Title of Submission:	Calculator Class Set x2 and Carrying Cases		
Requestor Name:	Graham, Jennie	Division:	STEM
Date Submitted:	10/05/2026	Discipline:	Mathematics
Type of Request:	New Equipment or Technology		

Describe the specific equipment requested.

Include model/specs if known. State whether this replaces existing equipment, upgrades current technology, or fills a new need.

Two class sets (40 devices each) of TI-30 calculators and 2 cases to store/transport them.
This request fills a new need.

KEY DEADLINES

Action	Deadline
IER form submitted to Division Dean	10/07/2026
Division Review of IER forms (Dean signature)	10/14/2026
IER due to Exec. Assistant, Administrative Services (with Dean & VP signatures)	10/21/2026

PRE-SUBMISSION CHECKLIST

- ☒ All fields in the form **MUST** be completed in full.
- ☒ Valid vendor quote* must be attached (include shipping, installation, and tax where applicable)
Do not split quotes or submit duplicates. For more details or assistance see Quote Requirements*
- ☒ IER form signed and submitted to Division Dean by the deadline, must include:
 - ☒ Quote (required)
 - ☐ New Vendor Application (if new vendor)
 - ☐ W-9 (if new vendor)

***Quote Requirements:** By law, purchases between \$ 30,000.00 and \$ 119,099.99 require 3 quotes from 3 different vendors. Purchases at or above \$ 119,100.00 require an RFP (bid) process and Board approval; if your request is approved, we provide further instructions via email. We are required to proceed with the cheapest option unless a compelling argument can be provided for a more expensive option. For assistance with quotes, contact Bill Pagano at bpagano@clpccd.org or (925) 485-5271.

[More information on Instructional Equipment can be found here.](#)

IER RUBRIC: HOW YOUR REQUEST WILL BE SCORED

Criteria	Max Points	Strong Evidence	Adequate Evidence	Limited Evidence
Mission & Planning Priorities [Section 2]	5	4–5: Clear and compelling evidence/data that equipment fully supports LPC Mission and Planning Priorities.	2–3: Clear evidence/data that equipment supports LPC Mission and Planning Priorities.	0–1: Limited or no evidence/data.
Programmatic Impact & Institutional support [Section 3]	10	8–10: Clear and compelling evidence/data (from program review) of substantial instructional impact.	4–7: Clear evidence/data of substantial impact on program instruction.	0–3: Limited or no evidence/data.
Teaching & Learning Enhancement [Section 4]	10	8–10: Clear and compelling evidence/data that equipment provides much-needed enhancement to instruction.	4–7: Clear evidence that equipment provides enhanced instruction not met through current means.	0–3: Limited or no evidence/data.
Student Learning Outcomes [Section 5]	5	4–5: Clear and compelling evidence/data that equipment support course and/or program outcomes beyond current capability.	2–3: Clear evidence that equipment supports course and/or program outcomes beyond current capability.	0–1: Limited or no evidence/data.
Safety and/or Org. Effectiveness [Section 6]	5	4–5: Clear and compelling evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	2–3: Clear evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability.	0–1: Limited or no evidence/data.
Total	35			

Tip: Use specific data and evidence in each narrative section. Requests without evidence receive lower scores. Incomplete requests will not be ranked.

INSTRUCTIONAL EQUIPMENT: ALLOWABLE & NON-ALLOWABLE ITEMS

Allowable Items – Instructional equipment expenditures are eligible only when the equipment, library material, or technology is used for classroom instruction, student instruction or demonstration, or in the preparation of learning materials within an instructional program. All eligible items must function as durable assets with a useful life exceeding one year. Requests must fall within one of the five categories below (requests are not limited to the examples provided within the categories):

- 1. Equipment and Furniture:** Instructional equipment and furniture for primary use by students in instructional programs. Examples include, but are not limited to: classroom and laboratory equipment, such as, whiteboards, screens, projectors, lab instruments; and, instructional furniture, such as, desks, tables, podiums, chairs.
- 2. Information Technology:** Instructional IT equipment for student use in classrooms, laboratories and/or in direct support of student services. Examples include, but are not limited to: desktops, laptops, monitors, printers, servers, network/wireless infrastructure, AV/TV, and multimedia systems.
- 3. Adaptive Equipment:** Equipment for ADA/OCR-eligible students that assists them in a learning environment.

NOTE: Each individual item must cost \$200 or more.

Non-Allowable Items – Equipment that serve administrative or non-instructional purposes. Examples are: Photocopiers, file cabinets, bookcases, computers used primarily for administrative functions, networking infrastructure for non-instructional use, and software licenses for administrative systems. Items that would be considered supplies or have a useful life of less than one year.

SECTION 1 — Location and Compliance Information

Equipment Location: Building #: 2000 Room #: N/A

If applicable, describe any legal requirement, mandate, or safety concern.

Cite specific regulations or compliance requirements.

SECTION 2 — Mission & Planning Priorities

Scored 0–5 points

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

- ☒ **Equity:** Affirm LPC's unwavering commitment to equity by deepening campus-wide engagement, enhancing professional development, embedding equity-minded practices in decision-making, assessment, and accountability processes; and building capacity to resolve inequities.
- ☒ **Student Success:** Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- ☐ **Health & Wellness:** Establish a knowledge base and appreciation for health and wellness in the workplace; create a sense of urgency about wellness; prioritize wellness in decision-making, assessment and accountability; and build capacity to support wellness.

Explain how this equipment supports LPC's Mission and the Planning Priority/Priorities checked above.

Strong responses provide clear and compelling evidence or data that the equipment supports the LPC Mission and Planning Priorities (e.g., specific program goals, student populations, or outcomes).

Currently, all of our entry level math courses, and up to Math 3 - Calc 3, have a free online book and a free online homework system associated with them. Over the last several years, the department has made an effort to supply our statistics classes (1/3 to 1/2 our sections) with the class sets of graphing calculators (TI-83/84s) so that these courses could be listed as ZTCB.

This request is driven by supporting the other half of our classes with the same opportunity. The scientific calculators are not nearly as expensive as the graphing calculators, but they are still a material cost for the class, and one that many faculty require/expect students to have access to for their classroom activities and exam days.

We would like to continue to remove the cost barrier for classes (making them ZTCB as well) and create a more equitable experience since many of these classes are required as part of our students certificates, degrees, or transfer requirements.

SECTION 3 — Program Review & Programmatic Impact

Scored 0–10 points

Strong responses provide clear and compelling evidence or data from program review of substantial instructional impact. If this equipment was not included in your most recent program review, provide a clear explanation of the instructional need.

Specify the educational programs this equipment supports:

Since math is a required component of most certificates, degrees, and transfer requirements, these devices could indirectly help students complete their program goals by directly helping them in their math classes:

- Students in STEM Majors take Math 39 - Trigonometry, Math 21 - Precalculus, Math 1 - Calculus I, Math 2 - Calculus 2, Math 3 - Multivariable Calculus, Math 5 - Ordinary Differential Equations, Math 7 - Elementary Linear Algebra, Math 10 - Discrete Mathematics.
- Students in non-STEM majors take Math 47 - Math for Liberal Arts, Math 33 - Finite Math, Math 34 - Business Calculus, Stat C1000 - Introductory Statistics.

Note: For the section/class count asked about at the end of Section 4, I wasn't sure if that was yearly or per semester. So, since the number of students was year, I did the same for number of sections/classes. Additionally, I left out the nearly 35 sections of stats from that count since they'll primarily use the graphing calculator sets, but some faculty do only allow a scientific calculator. Two sets isn't really enough to cover the potential need for all of our classes, but we also don't have a sense of scope yet, so starting with just two class sets makes the most sense at this time.

Is the equipment part of an upcoming Program Review? Was it included last year? If not, why? Use language from your Program Review as evidence to support this request.

Quote or paraphrase relevant language directly from your Program Review. If not included in Program Review, explain why this need emerged outside the regular planning cycle.

This request was not a part of our AY 24-25 Program review since the department was focused on the TI-83/84 graphing calculator issue. To paraphrase, the library, which houses the calculator borrowing program, expressed concern that they did not have enough calculators to support the hundreds of students who requested them each semester and the problem was just getting worse since more often than they would like, the calculators would not be returned or would be returned broken. Replacement calculators were slow to arrive and the student need just kept growing. Through various funding sources, the department created multiple class sets of calculators that the faculty could check out for their in-person and hybrid classes, leaving the calculators available for borrowing to the purely online students.

This request for class sets of scientific calculators will be a part of our AY 25-26 program review since our focus shifted last year to ways of making our algebra based courses fully ZTBC.

Section 4 — Teaching & Learning Enhancement

Scored 0–10 points

Provide clear and compelling evidence or data that this equipment enhances instruction and student learning beyond current capability. Strong responses demonstrate a much-needed instructional enhancement not met through existing means.

How does this equipment enhance teaching and the quality of instruction? Use evidence and data

Be specific about what instructors can do with this equipment that they cannot do now.

Having a class set of calculators that can be used during classroom activities will allow the instructor to give on simple set of instructions for how to use the device instead of using valuable class time on tailoring the instruction per device. The in class learning time can focus on the concepts with minimal revisiting of how to use the technology. Additionally, there is no need for students to have their phone (their preferred calculator these days) out during class if the device is provided for them.

How does this equipment directly improve student learning?

Consider engagement, accessibility, hands-on practice, preparation for transfer or employment, etc.

During classroom activities, if students are all using the same device, they are better able to help each other when questions arise about how to use the device or what sequence led to the correct answer. This helps the instructor spend their time answer concept questions.

Additionally, on exam days, students will not have to worry about providing their own calculator.

Estimated impact of this equipment:

Number of Classes / Sections Impacted:	82	Estimated Number of Students Per Year:	2870
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Strong responses provide clear and compelling evidence or data that this equipment supports course and/or program outcomes beyond current capability.

Which course or program SLOs does this equipment support? List them.

Reference the relevant SLO language from your course outline or program.

The Math AS-T has a PSLO that directly speaks to Technology:

Upon successful completion of the Mathematics AS-T, students will be able to use appropriate technology to enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results.

These are the course SLOs that map to this PSLO:

- Upon successful completion of Math 39, a student should be able to solve a trigonometric equation that does not involve any of the standard angles as solutions, making usage of a calculator necessary.
- Upon completion of Math 1, a student should be able to find the roots of a function using Newton's method.
- Upon successful completion of Math 2, a student should be able to numerically evaluate an integral using Simpson's Rule and determine the error.
- Upon successful completion of Math 5, a student should be able to use a 4th order Runge-Kutta algorithm to solve an equation numerically.
- Upon completion of Math 34, a student should be able to set up and solve applications of derivatives, including the use of appropriate technology.

The AS-T also has a PSLO for problem solving which implies the need for technology to complete the problem solving process.

Upon successful completion of the Mathematics AS-T, students will be able to use mathematical reasoning and, when appropriate, a general problem solving process to solve problems.

All of our math classes have SLOs that map to this PSLO.

How will this equipment enable measurable improvement of your current SLO attainment?

Consider how the equipment addresses gaps in current instructional capability, student practice, or skill development.

Having the appropriate technology to practice applications during classroom activities gives all of the students the chance to improve their skills, not just the students who were able to bring in a device. Similarly, for exams, students with the appropriate calculator will be able to complete questions more reliably and not stress over the small calculations where an error can make the process much harder to complete.

SECTION 6 — Safety & Organizational Effectiveness

Scored 0–5 points

Strong responses provide clear and compelling evidence or data that this equipment supports safety and/or organizational effectiveness beyond current capability.

Describe, in detail, the impact this equipment will have on safety and/or organizational effectiveness:

Safety - N/A.

Organizational Effectiveness - It allows the department to encourage faculty to not require the calculators in their classes since we are providing them with a reliable alternative. In turn, this means that we do not need to tedious list which sections are ZTBC, LTBC, or neither. As a department, it is a united front of not charging students for more than their units to take their mandatory math class.

SECTION 7 — Total Cost of Ownership & Sustainability

How does this equipment meet or exceed LPC's [Sustainability Efforts](#)?

Consider energy efficiency, reduced waste, longevity, and end-of-life disposal plan.

The class room sets of calculators are being monitored by the faculty who check them out for their class use, and then stored by the librarians. They are not taken home by students never to be seen again. Additionally, the devices all have a solar power panel and can be expected to last for many, many years to come.

Does the new equipment replace older equipment?

If yes, will you retire/surplus the old equipment? If not, where will it be stored and what are the storage costs?

No.

SECTION 7 – Total Cost of Ownership & Sustainability (continued)

Operator		Maintenance & Repair	
Primary Operator	Math Faculty	Who will perform maintenance & repairs?	Jennie Graham
Does the work align with current position duties?	Yes	Does the work align with current position duties?	Yes
Cost to train primary operator:	0.00	Cost to train for maintenance and repairs:	0.00
Estimated hours equipment will be used per month:	24	Estimated hours per month:	0

Comments:

The class room sets of calculators will need little to no maintenance. At most, we might need to change out some button batteries 10 + years down the road, but AI puts their lifespan at 10 - 20+ years with a few hours of use each week.

FOAP (Budget) for Recurring Costs: _____ - _____ - _____ - _____
Fund Org Account Program

Estimated Lifespan of Equipment: 10+ years

Part A: Initial Start-Up Costs	Cost (\$)	Notes
Equipment / Materials	\$1,146.38	This cost is for 80 devices and 2 carrying cases.
Shipping & Delivery	\$0.00	Amazon is not charging any
Installation	\$0.00	
Operator Training	\$0.00	
Facilities Modification	\$0.00	
Other	\$117.28	Taxes
Discounts (enter as positive)	\$0.00	
Subtotal	\$1,263.66	
Part B: Annual Operating Costs	Cost (\$)	Notes
Service / Maintenance	\$0.00	
Part Replacement	\$0.00	
Software Licensing	\$0.00	
Supplies	\$0.00	
Vendor Calibration / Standardization	\$0.00	
Storage	\$0.00	
Other	\$0.00	
Subtotal	\$0.00	

Overall Cost (Start-Up + Annual) \$1,263.66

APPROVALS & SIGNATURE ROUTING

Before signing below, please confirm all fields are completed, the information is correct, and the request is for allowable items. A vendor quote must be attached **before** the form is submitted.

1  Quote (Preferred Vendor)

Title	Signature	Date
Requestor:	<i>Jennie Graham</i>	10/05/2026
Division Dean:	<i>Paula Checchi</i>	10/12/2026
Vice President:	<i>Nan Ho</i>	10/13/2026
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/14/2026
M&O Director:	<i>JOHN SEYBERT</i>	10/17/2026
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/25/2026

REFERENCE: IER Process Flow

1	Requestor submits completed packet 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 request; forwards to M&O and IT for technical review
5	RAC reviews and scores requests
6	Executive Assistant compiles final rankings for RAC review
7	RAC Co-Chairs meet with College President to discuss ranked requests
8	President issues approval memo to RAC
9	RAC notifies requestors of approved requests and any additional steps (e.g., additional quotes, board packet)
	<i>For requests that meet the board threshold, Purchasing will initiate the RFP (bid) process in collaboration with the requestor. Purchasing will notify the requestor of the winning bid/vendor. Bid process takes approximately 6 weeks.</i>
10	Requestor submits Requisition with updated quote(s) (itemization not required on Reqs for IERs) see example
11	Business Office reviews and enters requisitions into Banner; forwards requests to Purchasing*
	<i>*For board requests, bid process must be completed first, then requisition submitted to Business Office for entry into Banner, then Division submits board packet with copy of req entered into Banner (note Banner Doc # on packet).</i>

Questions? Contact the [RAC Co-Chairs](#) or the [Executive Assistant, Administrative Services](#).

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Delivering to Jennie Graham

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Items (82):	\$1,146.38
Shipping & handling:	\$0.00
Estimated tax to be collected:	\$117.28
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