INSTRUCTIONAL EQUIPMENT REQUEST 2021-2022

LPC ADMINISTRATIVE SERVICES - REQUISTION INFORMATION PAGE

Requester Name: Catherine Eagan

Division Name: Arts and Humanities

The equipment is: ☐ A Replacement   ☐ An Upgrade   ☐ New Equipment/Technology

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:

LPC students and their instructors have been benefiting from the use of Hypothesis, a digital and social annotation program, for the last year, thanks to CARES and RAC. Our subscription fee allows us to use Hypothesis 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. 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. Hypothesis benefits teaching and learning in many ways, whether for online or in-person instruction: 1) Having students not only read but annotate and discuss the reading before class can jump start class discussion; the instructor can avoid preliminary summaries of the reading or quizzes and get right into the ideas raised by the text; 2) Instructors can identify passages that are frequently being chosen for annotation and zero in on them in follow-up discussion posts/class discussions or journal entries; 3) Instructors can make private comments to the student or "public" comments to the class in Hypothesis right through the SpeedGrader; 4) students can make annotations that are public or private, for example if the student is doing their own work on developing ideas for an essay and would rather not share them; 4) instructors can more easily hold students accountable for their reading, check understanding, and guide students to higher levels of thinking with questions and comments; 5) instructors can use digital annotation as a complement to discussion posts or a replacement for them; 6) Teachers can more easily check equal student participation in any group work that involves reading. For faculty who have not used Hypothesis in F2F classes or who have not yet tried Hypothesis at all, it will provide a new, welcome technology to aid in teaching. For faculty who are already using it, certain new features will provide an "upgrade." For more information, see Section 4, "Teaching and Learning," below.

Equipment Location Building: Canvas, online

Room: n/a

Location Comments:

This is an app that is integrated into the Canvas LMS.

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SECTION 1: EQUIPMENT DESCRIPTION (continued)

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

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. This documentation has been reviewed and approved by Admissions & Records and District ITS.

SECTION 2: LPC MISSION STATEMENT AND LPC PLANNING PRIORITIES

LPC MISSION STATEMENT:

Las Positas College provides 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 life-long learning.

LPC PLANNING PRIORITIES:

❖ **Implement the integration of all ACCJC standards throughout campus structure and processes.**
❖ **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.**

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

Hypothesis serves LPC's Mission and planning priorities in a variety of ways. Hypothesis definitely addresses accreditation Standard II.A.7: "The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students." Obviously, Hypothesis allows us to deliver the teaching of reading and content mastery in our courses across the curriculum using a delivery mode that supports student learning and gives faculty opportunities to develop new teaching methodologies that immerse students in the reading that is necessary for content mastery, and critical thinking. This single ACCJC standard also speaks to our mission's commitment to inclusivity, being a learning-centered institution, and equity. Hypothesis includes all students in learning the core skill of reading, not allowing quieter students to rely on "the talkers" in the class to carry the conversation about that day's reading but supporting all students in building the reading skills they need to succeed in college. Hypothesis has the potential to move us towards our goal of reducing and ultimately ending disproportionate impact. The English department has noticed for many years, for example, that students enrolled in our basic skills courses (who are now in our "expanded" version of English 1A) experience great challenges when reading college-level texts. Hypothesis not only makes them accountable for doing the reading and responding to it, but it also allows the instructor to monitor their comprehension and critical thinking, and it allows students to learn what critical thinking looks like by reading other students' annotations and modeling their own responses on them. Hypothesis also allows instructors to add annotations that provide helpful background and context. Equity is further served if instructors are using open-access resources, which are a natural fit for Hypothesis. The use of digital annotation can increase student success and completion for all and for our students who are struggling by engaging students with their course readings, allowing instructors to better see where students are struggling, and helping students apply their readings to other assignments, whether essays, tests, or projects.

SECTION 3: EDUCATIONAL ITEMS – PROGRAM REVIEW

Specify the educational programs this 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, and geology. Hypothesis could enhance teaching and learning and get students to course SLOs in a variety of different disciplines, as can be inferred by reviewing this list of course SLOs:
• THEA 53 [Script Analysis]: the student should be able to evaluate scripts using a variety of different critical analysis methods: Formalistic, Historical, Genre, Socio-Political, Mythic-Psychological.
• BUSN 18 [Business Law]: the student will be able to compare and contrast alternative legal theories as they apply to a case.
• ECE 50 [Early Childhood Principles]: students will be able to compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
• AJ 50 [Intro to Administration of Justice]: the student will be able to articulate the scope of the crime problem in present-day America and discuss the methods, theories, and concepts associated with measuring crime.
• FST 3 [Fire Behavior and Combustion]: the student will be able to analyze Physical Conditions which determine the states of matter and how they influence fire behavior.
• BIO 1A [General Botany]: students should be able to explain and apply principles and processes of botany and ecology at different organizational levels, from the biochemical to the ecological.
Reading for college involves more than just extracting content. All these disciplines require students to make inferences as they read, evaluate what they are reading, and connect it to other texts. Reading should not just be in service to class discussion or writing or test taking but is best taught using a mix of student-to-student, instructor-to-student, and student-to-content contact.

Will this equipment be a part of your upcoming Program Review or was it included last year? Please explain using the exact words from your Program Review. If not, explain why.

It will be included this year and was included last year. This is what we wrote last year:
"After we were forced to abandon using Stanford's Lacuna Stories annotation software because LPC was unable to host the program and its student data on our server, a number of English faculty started experimenting with Hypothesis, an annotation program recommended by Stanford that had recently started a Canvas integration. The Canvas integration allows students to access texts more easily for annotation and funnels their individual annotations and response posts into the SpeedGrader. The LPC English department led a district-wide pilot, offering free Canvas integration and additional pilot benefits beginning in August, and encouraged usage across campus through email, a September TLC workshop, and the October Flex Day. The pilot offers faculty greater flexibility in the types of texts that can be pulled into the annotation tool (files from Canvas, not just URLs on the open web or publicly available documents) and guaranteed access to technical and pedagogical support. Hypothesis is being used in disciplines ranging from English to anthropology to mathematics, and we submitted an Instructional Equipment Request to extend our usage of the tool into 2021. We have also used the tool for a department-wide reading and annotation of a 1974 CCCC statement, 'Students' Right to Their Own Language,' as part of a series of department conversations titled 'Blackness X English.'"
Our department is committed to strengthening our students' reading skills to benefit not only their English coursework, but coursework across the college. The use of digital annotation software in combination with Reading Apprenticeship pedagogy has been mentioned in numerous program reviews, including the following: our 2017-2018 program review in F. Short-Term Planning; our 2018-2019 program review in C. Reflection [on plans]; and the 2019-2020 program review in two sections: D. Accomplishments and E. Uncompleted Plans. At that time, we were working with Lacuna Stories, the open source annotation tool developed by Stanford University. A few of us had been fellows with Stanford's Educational Partnership to Internationalize the Curriculum (EPIC), and we learned to use Lacuna there. We presented on Lacuna at an LPC Flex Day and in two BSSOT workshops in April and November of 2018.

SECTION 4: TEACHING AND LEARNING

In detail describe evidence and data that equipment provides much needed benefit and enhancement to teaching beyond current capabilities.

An "upgrade" for this year is the ability to use the Canvas "Groups" function to break students into smaller reading groups, which could only be done using Sections before. This will enhance the benefits of Hypothesis to students and faculty in both online and in-person classes because students will see fewer annotations from other students; even though one can "turn off" the annotation view to reduce what some students find to be the distraction of too many annotations, the benefits of seeing the annotation while reading is that one can more easily interact with others over the reading. As we move towards providing 60% of instruction in a face-to-face modality, it is important to see the benefits of Hypothesis as an "upgrade" to the way reading is assigned and assessed in face-to-face classes. (See Section I above.) Selected evidence of benefit and enhancement: One instructor found that "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.

Describe in detail the impact this equipment will have on <u>learning</u>:

The integration of Hypothesis with Canvas Groups has been mentioned above as facilitating teaching, but it will also benefit learning. It will allow students to work in smaller reading groups, as mentioned above, meaning that they have fewer annotations to review as they endeavor to understand and think critically about a text in community. In addition, they could work in small groups that could be consistent over a number of weeks, allowing them to build community and making it more likely that they would feel comfortable helping each other, asking for help, and debating the reading's ideas. In the face-to-face classroom, connections made online could be deepened in the subsequent class discussion, where students can put faces to the names they have seen in online discussions. This would build the community of learners. A newer application of Hypothesis to students' learning comes at the very beginning of the course, where more instructors are using the tool to have students read, comment on, and ask questions about the course syllabus together. This ensures that this important document is read and not shelved and also facilitates the instructor making important corrections and updates before submitting the syllabus to the division administrative assistant. As more instructors adopt Open Educational Resources (OERs), Hypothesis will aid in students' reading of the course texts at no cost to them. One student reported, "I really enjoyed using Hypothesis! I thought it was an easier to way to take our ideas because we didn't have to write them and I liked how we didn't have to do them for every page. I thought being able to go off of other's ideas also made me see some things in the book differently and change my mind about some things."

Estimating how many classes and students the software will impact per semester is difficult, but all told, across both campuses, Hypothesis has been used in 182 courses by 3951 students. See estimates for each year below:

Each academic year, this equipment will impact: ___~80___ # of classes/sections ___~2400___ # of students

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SECTION 5: OUTCOMES (SLOs)

Using your documented SLOs, specify how the equipment will enable student learning outcomes to be achieved beyond current capability.

Hypothesis allows instructors to "teac[h] beyond [the] current capabilities" of paper books and digital sources that cannot be annotated. I discuss the various ways in which teaching and learning would develop beyond its current methods and capacity above, in section 4. 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 not only improving their use of the tool but beginning to study its impact in SLO assessments. For English 1A, 1AEX, and 4, students could 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." I have already said that Hypothesis can help students pull quotes for a research paper with much more efficiency, which would impact the achievement of SLOs for these three classes as well. If a teacher encouraged students to connect to other texts in their annotations, Hypothesis could help 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 (FINANCIAL & SUSTAINABILITY)

What is the potential life span of the requested equipment?

The IER will provide software license for the 2022-2023 academic year. Our current funding takes us through Spring 2022. We must put in our IER request now for next year since the RAC review does not happen until after fall has begun. We need access to Hypothesis to seamlessly continue in summer 2022 to support faculty use. We have been given a pricing break by Hypothesis due to adoption District-wide; the contract provides unlimited users. Chabot plans to also continue into the next academic year which enables continued District-wide pricing. We will need to fund a contract each year. The software will continue to be upgraded from year to year, even month to month: the software is proving to be very popular nationwide, and Hypothesis provides professional development on using it more effectively and takes faculty suggestions for improvement.

If new storage is needed what are the storage requirements, location requirements, and costs associated with the new equipment: (NOTE: Specific storage costs should be detailed in the "*Part A: Initial Start-up Costs*" section below.)

n/a

If this equipment replaces old equipment but the old equipment will not be retired, are there on-going storage requirements, location requirements, and costs associated with the old equipment? If so, provide details.

n/a

What will be required to maintain the equipment, such as regular servicing or upkeep? (Specific on-going costs should be detailed in the "_Part B: On-Going Annual Operating Costs_" sections below as applicable.)

The "servicing" and updating of the software, and its functionality within Canvas, is taken care of by Hypothesis for official "partners," colleges that have entered into service agreements. The costs of IT and pedagogical support are almost entirely borne by Hypothesis, though some impacts on the "operator," Scott Vigallon, are detailed below.

Explain how this equipment meets or exceeds basic sustainability efforts and/or provides renewable resources to the college:

If more students are doing reading online and doing it through open educational resources, 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.

Part A: Initial Start-up Costs

Item	Cost	Comments
Equipment or Materials	9,800	Half of District-wide cost
Taxes (9.5%)	370	
Shipping or Delivery Charge		
Installation Costs *		
Miscellaneous Costs:		
Facilities Modifications		
Operator Training		
Maintenance & Repair Training		
Storage		
Other: _10,170_____		
Vendor Discount		
Grand Total:	10,170	

Part B: On-Going Annual Operating Costs

Item	Cost	Comments
Annual Service or Maintenance	10,170	Assuming continued contracts year-to-year
Estimated Parts Replacement Per Year		
Outside Standardization or Calibration Costs		
Storage Costs		
New Supply Costs		
Maintenance & Repair Labor		
Licensing or Software		
Other: _____		
Annual Operating Costs:	10,170	

Indicate the source of funding for on-going annual operating costs:

A stable source of funding for Hypothesis has not yet been identified, but its value matches that of other Canvas LMS apps that are being funded. Due to the sharp increase in its usage at California community colleges, Hypothesis will likely renew conversations with the Foundation for California Community Colleges/College Buys around system pricing. However, it is important to note that the potential impact on equity and student success generally makes the investment worthwhile. Other annotation programs require the student to purchase a textbook and do not work with websites, PDFs and OERs.

Part C: Incremental Labor Costs

OPERATOR:

Indicate the key operator: Scott Vigallon completed Canvas install. Ongoing support by Hypothesis, with Scott as needed.

Is this in their current scope of duties? Yes

Indicate cost to train key operator (include in Initial Start-up Costs above): $0 - already met with Hypothesis

Indicate amount of time per month key operator will use equipment: 10

MAINTENANCE & REPAIRS:

Indicate the person performing maintenance and repairs: Scott Vigallon and Hypothesis

Is this in their current scope of duties? Yes

Indicate cost to train for maintenance and repairs: $0

Indicate amount of time per month maintenance will be required: 2

SIGNATURE APPROVALS

Funded requesters will be expected to respond to a brief RAC feedback survey by a requested deadline.

- *Requests for computer-related equipment and printers will be reviewed by the LPC IT Department.*
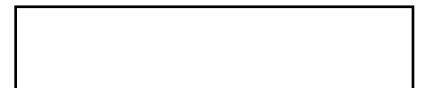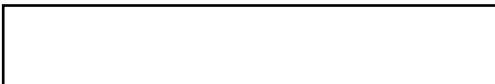
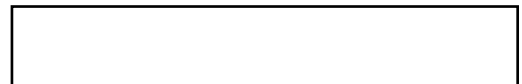| REQUESTOR	DIVISION DEAN/MANAGER	ADMIN SERVICES, VP
(signature)	*(signature)*	
9/10/21 Date	9/14/21 Date	Date

Admin Services will route as needed

IT MANAGER	M&O DIRECTOR
Date	Date

Office of Administrative Services

Requisition Request Form

Reset **Submit**

R_____ - _____

Fiscal Year	Vendor ID #	Vendor Name	Date Required
2022-2023		Annotation Unlimited, PBC	7/1/2021

Deliver To	Room #	Return Copy of Requisition To
		Catherine Eagan, Ralitsa Ivanova-Olsson

Seq	Item #	Description	Qty	Unit Price	Extended Cost
1		Hypothesis LMS Services Agreement	1	$ 9,800.00	$ 9,800.00
2					$ 0.00
3					$ 0.00
4					$ 0.00
5					$ 0.00
6					$ 0.00
7					$ 0.00
8					$ 0.00
9					$ 0.00
10					$ 0.00
11					$ 0.00
12					$ 0.00
13					$ 0.00
14					$ 0.00
15					$ 0.00

Comments			
	Subtotal	$ 9,800.00
This is half of the District-wide contract cost of $19,600, split between LPC and Chabot, for unlimited users at both sites.	9.25% Tax	$ 370.00
	Shipping	
	Total Cost	$ 10,170.00

FOAP to be Charged	%	Amount

-	-	-	100	
FUND	ORG	ACCOUNT	PROGRAM	
-	-	-		
FUND	ORG	ACCOUNT	PROGRAM	

Catherine Eagan   9/14/21   *Ay Mutz*   9/14/21

Requestor (print name)   *Date*   *Dean (signature)*   *Date*

                                              Kristina Whalen   9/22/21

Coordinator/Manager (signature)   *Date*   *Vice President (signature)*   *Date*

OFFICE OF ADMINISTRATIVE SERVICES USE ONLY

Reviewed: _____   Verified: _____   Approved: _____
  Administrative Services   *Administrative Services Officer*   *VP, Administrative Services*

PO Number: _____   Budget Transfer #: _____   Entered: _____

TR 4/6/20

Annotation Unlimited, PBC

2261 MARKET ST. #632, SAN FRANCISCO, CA 94114

Date:

September 9, 2021

Quote

Prepared for Chabot-Las Positas Community College District
Jeremy Dean +1 512-632-9867

DESCRIPTION OF WORK			SUB TOTAL
Hypothesis LMS Services Enterprise Subscription Agreement Service Period: July 1, 2022 - June 30, 2023 (12 months) The number of authorized users (students or teachers) covered under this year-long enterprise agreement is unlimited. Subscriber to be invoiced $19,600.00 USD on July 1, 2022 with payment due net 30.			USD $19,600.00
		GRAND TOTAL	USD $19,600.00

QUOTE PREPARED FOR:

Chabot-Las Positas Community College District
7600 Dublin Blvd, 3rd Floor
Dublin, CA 94568

VENDOR INFORMATION:

Annotation Unlimited, PBC
Account # 3302702346
Routing # 121140399
SWIFT/Bank Identification Code (BIC) # SVBKUS6S
Bank: Silicon Valley Bank
3003 Tasman Drive, Santa Clara, CA 95054, USA

Check Remittance Address:
Annotation Unlimited, PBC
DEPT LA 25224
PASADENA, CA 91185-5224

APPROVED BY

_____

NAME _____

FOR _____

DATE _____