Instructional Equipment Request (IER) Form

FY 2023-2024

Title of Submission:	Hypothesis Digital and Social Annotation LTI for Canvas

Please review all information carefully to ensure timely processing. More information can be found here.

Deadline	Action
10/11/2023	IER forms due to Division Dean
10/18/2023	Division review of IER forms (Dean & VP signature)
10/20/2023	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 $109,299.99 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 $109,300.00 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 M. **Division**: A&H

Discipline: English

This Equipment Request is: A Replacement

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 bldg. with computers & online **Room #**: n/a: any bldg. with computers & online

Comments:

We have been fortunate to have Dr. Foster's and RAC's support for a Hypothesis subscription since the onset of the pandemic. 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 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 when reading: student-to-content, student-to-instructor, and student-to-student.

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:

Accreditation Standard II.A.7 speaks to our Mission Statement's commitment to inclusivity, being a learning-centered institution, and equity. It reads, "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." Hypothesis allows us to deliver the teaching of reading and content mastery by including all students in reading and annotating as a collaborative act. Our values statement's commitment to anti-racist policies serves as a reminder that technologies that enable the leveling of the playing field, whether by providing readings for free (OER) or by providing access to reading strategies and online, "just-in-time" support, should be invested in.

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 are in the English department, including Middle College, but users from 2022 to now have also been in biology, communication studies, early childhood education, history, geology, math, and theater. All these disciplines require students to make inferences as they read, evaluate what they are reading, and connect it to other texts. Hypothesis included feedback from Ashley McHale (math) in its white paper on digital and social annotation and featured Kat King and Amy Moellering (English) in online workshops. Their list of model assignments includes a module created by Maureen O'Herin (emerita English).

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:

Yes. It will be included this year and was included for the last three years. Under "Accomplishments" last year, we described how English usage continued to be strong, that Katie Eagan continued to promote its use by alerting faculty to workshops and hosting TLC and Flex Day workshops, and that Hypothesis was promoting a new integration so that students could read and annotate JSTOR articles. (Katie Eagan will offer a Flex Day workshop on its use in October 2023 as well.) The PR also mentions using Hypothesis to read the syllabus to foster student success.

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:

As mentioned, Hypothesis can be used and is being used across the curriculum as a tool to teach reading. In this age of AI, it is more important than ever for professors to boost students' reading skills so that they can complete their reading and boost their comprehension, analysis, and evaluation skills. Hypothesis can make professors feel more confident that students are not using AI, bots, or websites that share student essays to write their own essays. In a recent Hypothesis webinar on the JSTOR integration, Hypothesis shared a U of Iowa study indicating that out of 330 pages assigned to students, they usually read only 37 pages. Hypothesis prevents the taking of short cuts like this because faculty can see students reading. Hypothesis has an integration with Libre Text, a host for many OER textbooks, and it can be used with faculty PDFs and Googledocs, popular databases like JSTOR, and the video-hosting site YouTube, where any instructor can post their own videos and have the transcript annotated by students. English professor Amy Moellering shares how Hypothesis has improved her class discussions because not only is it more likely that students have done the reading before class, but she can review their responses before class and jump right into a higher-level discussion than might be possible otherwise. Math professor Ashley McHale notes that it has allowed her to see where students are understanding and not understanding concepts in her statistics classes, which then allows her to focus on particular areas in her mini-lectures and her support for students. Faculty can also use Canvas Groups with Hypothesis so that students can read in smaller groups. Professors can provide commentary on the text that is viewable by all or post comments privately in the Canvas SpeedGrader, where they might offer praise or support.

Detail the impact the equipment has on learning:

Hypothesis boosts students' confidence and learning because faculty and students can help each other with the reading while they are doing it, which in turn helps prepare them for class discussion, exercises, quizzes and tests, and essays. Math professor Ashley McHale has this to say: "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, [and] including helpful hints to remember certain things. Some have included where they misunderstood and how that misunderstanding got corrected." Students can either view annotations while they read or hide them and review them when rereading. A previous Middle College English student said, "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." Hypothesis is an OER and supports ZTC initiatives whereas other annotation programs like Perusall require the student to purchase the book. It can also be used with other "zero cost" sources like websites, PDF's, Google and Canvas documents, JSTOR articles, and YouTube videos. In providing support to students as they read and interpret this wide variety of texts, Hypothesis may increase completion of transfer-level math and English. As English professor Megan Wong puts it, Hypothesis "reduces anxiety for students who aren't coming to an English 1A class feeling confident in their reading and annotation skills." Some instructors are using the tool to have students read, comment on, and ask questions about the course syllabus together. This ensures that the syllabus is read and not shelved, which will support student success.

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

Classes/Sections: 42	**Students:** 1049 as of 10 Oct. 2023

SECTION 5: Student Learning Outcomes (SLOs)

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

Reading for college involves more than just extracting content. Especially online but also in face-to-face classes, Hypothesis allows instructors to see students reading in ways that are not possible using traditional print materials. This supports students' meeting of not only SLOs for reading, but for many other skills in a variety of courses. All these disciplines require students to make inferences as they read, evaluate what they are reading, and connect what they are reading 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.

For English courses, these are some ways that Hypothesis can allow students to meet and "surpass" SLOs. In English 1A, 1AEX, 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 textbook or website. 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.”

ECE 50: Students can get support with "compar[ing] and contrast[ing] historical and current early childhood education perspectives, theories, and program types and philosophies."
HIST 7: Students can get more support with "construct[ing] an argument using historical evidence."
MATH 40: Students can get help to "perform the steps for a hypothesis test about a single population parameter and interpret the result."
THEA 10: Students can learn to "analyze and evaluate the nature of theatre and its role in society."

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?

The IER will renew our software license for another year beginning summer 2024. We need to authorize this expense early by submitting the IER in October of the previous year (2023).

Detail how the equipment meets or exceeds LPC's Sustainability Efforts:

Hypothesis reduces the use of paper books, other paper course materials, and scratch paper in STEM classes. Ultimately the carbon footprint of publishing houses will be reduced.

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: Of course, students will use the equipment for thousands of hours each month, but Scott as an "Operator" will only use it for around 10.	

Maintenance and Repairs	
Who will perform maintenance and repairs?	Hypothesis and Scott Vigallon
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: Summer 2024-Spring 2025; continual upgrades by Hypothesis

FOAP (Budget) for Recurring Costs: _____

Fund Org Acct Program

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	9,800.00	This is LPC's half of the cost to CLPCCD; Chabot uses Hypothesis as well and will submit its own application.
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	9,800.00	
Overall Cost:	9,800.00	

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:	Catherine M. Eagan	10/11/2023
Division Dean:		10/11/2023
Vice President:	Nan Ho	10/12/2023
College Technology Services Manager:	Stephen Gunderson	10/16/2023
M&O Director:	John Seybert	10/16/2023
Vice President, Administrative Services:	Anette Raichbart	10/16/2023

anno.

Date:

October 10, 2023

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 Service Period: July 1, 2024 - June 30, 2025 (12 months)	Unlimited	N/A	$9,800.00
Subscriber to be invoiced $9,800.00 on July 1, 2024.		**GRAND TOTAL (USD)**	$9,800.00

QUOTE PREPARED FOR

Las Positas College
3000 Campus Hill Drive
Livermore, CA 94551

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 _____