



Instructional Equipment Request (IER) Form

FY 2025-2026

IER#0000094

Banner #:

Requisition #:

Title of Submission:	Hypothesis Social Annotation Tool
Vendor Name:	Annotation Unlimited PBC [Hypothesis]
Brief Description of Item(s):	Social Annotation Tool used in Canvas to teach reading and for social interaction with texts.

Please review all information carefully to ensure timely processing. More information can be found [here](#).

Deadline	Action
10/08/2025	IER forms due to Division Dean
10/15/2025	Division review of IER forms (Dean signature)
10/24/2025	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 \$ 114,800.00 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 \$ 114,800.00 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*)
 - ***Email Business Office to confirm if vendor is in Banner and if vendor documents are needed**

***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 – scores combined into rankings by Executive Assistant for final review
6. RAC Chair meets with College President to discuss ranked requests
7. College President issues approval memo to RAC
8. RAC notifies requestors via email of approved requests and additional steps (e.g. additional quotes, board, etc.)
9. Requestor submits [Requisition](#) with updated quote(s) (*itemization not required on reqs for IER requests – [see example](#)*)
10. Business Office reviews requisition, enters requisition into Banner, and forwards to Purchasing
11. Purchasing will assist with requests that must go out for bid and requires board approval (requestor will be notified)

Instructional Equipment Definitions

Scheduled Maintenance Instructional Materials Funding:

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

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.

Lottery Funding:

Allowable Items

Instructional materials: materials used by pupils and their teachers as a learning resource and help pupils acquire facts, skills, or opinions to develop cognitive processes:

1. Laptops and hotspots for students, teachers, and faculty as a learning resource, internet devices
2. May be printed or non-printed, textbooks, technology-based materials, other educational materials, and tests.
3. Basic instructional materials: materials that are designed to be used as a principal learning resource and meets, in organization and content, the basic requirements of the intended course.
4. Technology based materials: basic or supplemental instructional materials designed for use by pupils and teachers as learning resources and that require the availability of electronic equipment in order to be used as a learning resource. o Includes but not limited to software programs, video disks, compact disks, optical disks, video and audiotapes, lesson plans, and databases.
5. Supplies and Materials: Software, books, magazines and periodicals, subscriptions, textbooks, instructional materials printing, instructional supplies including library media, audio visual, instructional food supplies, instructional tests.
6. Other operating expenses: Software licensing fees.
7. Capital Outlay Expenditures: Library books, books replacement, library magazine and periodicals, library nonprint media, instructional software.
8. Basic Needs: Housing and food assistance includes grants to students, housing vouchers, direct payments or reimbursements for housing, efforts to increase enrollment in CalFresh, and provision of food pantries/meal programs or free meals. (Documentation is required to demonstrate the need and proper use of funds).

Measure A Bond Funding:

Allowable Items

1. Upgrade career and vocational classrooms to better prepare students and workers for good- paying jobs.
2. Upgrade classrooms and labs for science, technology, engineering, and math-related fields.
3. Provide or upgrade facilities and resources for career preparation in healthcare, nursing and early childhood education.
4. Upgrade classroom technology.
5. Improve classrooms and resources for paramedic, firefighter and public safety programs.
6. Improve vocational classroom and labs for auto repair, agriculture and environmental science programs.
7. Improve and expand facilities which prepare students for transfer to four-year college and universities.

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
Safety and/or Org. Effectiveness [Section 5] (5 points) Ranking Scale	Clear and compelling evidence/data that equipment will support safety and/or organizational effectiveness above and beyond current capability. 4-5	Clear evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability. 2-3	Limited or no evidence/data that equipment will support safety and/or organizational effectiveness beyond current capability. 0-1
Outcomes [Section 6] (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: Martin Nash

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

Room #: N/A

Comments:

Hypothesis is an online social annotation tool used in Canvas across disciplines to support reading instruction and online discussions. It has been used by LPC faculty since 2021. 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. For faculty who have not used Hypothesis in F2F classes or who have not yet tried Hypothesis at all, our renewed subscription will provide a new, welcome technology to aid in teaching and in meeting contact requirements. For faculty who are already using it, certain new features will provide an "upgrade."

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. This documentation has been reviewed and approved by Admissions & Records and District ITS. Hypothesis also makes it possible to achieve all three effective contact categories in online classes: Student to Instructor contact; Student to Student contact; and Student to Content contact.

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

- 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.
- Increase student success and completion through sustainable college practices, processes, academic support, removal of barriers, and focused professional development.
- 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 the equipment supports LPC's Mission Statement and Planning Priorities:

Hypothesis serves LPC's Mission and planning priorities in a variety of ways. It 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." 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. 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. As outlined in our Vision Statement, Hypothesis allows students to become "engaged participants" in their learning.

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, and anthropology. 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. Reading for college involves more than just extracting content. Almost all disciplines require students to make inferences as they read, evaluate what they are reading, and connect it to other texts.

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. This is what we wrote last year: The English department, as well as other disciplines, rely on Hypothesis for online reading annotation in both DE and face-to-face courses. It is an open educational resource (OER) funded by the college. 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! 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 notetaking 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 FTF classroom, connections made online can be deepened in the subsequent class discussion.

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 stated in the English Program Review, usage was up in 2023 and 2024, showing that in fall 2023 there were 265 assignments annotated, spring 2024 461, and fall 2024 [which had only recently begun when the review was written] 677 assignments and 27,049 annotations. Data obtained October 2025 showing usage from July 21, 2024 to June 3, 2025, shows the following usage over that period of time: 2616 users, 82,387 annotations, and 49 instructors using the program. Thirty-one percent of annotations during that period occurred in English 1A, our first-year composition and critical thinking class (not call ENGL C1000). A new feature offered in Hypothesis this year is the ability to annotate graphics rather than only text. This makes the program even more useful across disciplines, especially those that frequently use graphics in their assigned readings. 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.

Detail the impact the equipment has on learning:

The integration of Hypothesis with Canvas Groups has benefitted learning. It has allowed students to work in smaller reading groups, meaning that they have fewer annotations to review as they endeavor to understand and think critically about a text in community. In addition, they can work in small groups that could 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. 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.

Estimating how many classes and students the software will impact per semester in the next academic year is difficult because new faculty users continue to be added. The LPC estimated usage below is based on the data from the previous year as reported above:

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

Classes/Sections: 49	Students: 2616
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SECTION 5: Safety and/or Organizational Effectiveness

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

Organizational effectiveness will benefit from the use of Hypothesis as faculty have a shared means of teaching reading and discussing written texts in classes both in-person and online. Students who use Hypothesis in one class will be prepared to use it in other classes because of this standardization. Hypothesis also offers training sessions for faculty and users at no additional cost. This training is provided by Hypothesis employees to individuals as well as groups, freeing up time for the LPC DE and IT leaders to focus on other DE and IT issues.

SECTION 6: 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 various ways in which teaching and learning would develop beyond its current methods and capacity is discussed 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 C1000 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 two 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," a common SLO in all our literature courses.

SECTION 7: 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?

This would be for continuing our subscription to the online service.

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, 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.

Any other additional information?

The quote provided here is a current estimate, but the Hypothesis rep indicated the price could end up being lower due to the following: "As shared during our call, we are anticipating approval for the STAC program. As soon as I receive confirmation, I will provide you with an updated quote and STAC information." Updates to the quote can be provided when received.

Operator

Primary operator: Ongoing support by Hypothesis, Kat King

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? Hypothesis and Kat King

Estimated hours per month: 2

Does the work align with current position duties? Yes

Cost to train for maintenance and repairs: \$0.00

SECTION 7: Total Cost of Ownership | *Maintenance and Sustainability (cont'd)*

Lifespan of Equipment: 1 year

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	11,880.00	
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	11,880.00	
Overall Cost:	11,880.00	

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.** 1  Quote (Preferred Vendor)

Title	Signature	Date
Requestor:	<i>Martin Nash</i>	10/08/2025
Division Dean:	<i>Amy Mattern</i>	10/14/2025
Vice President:	<i>Sean Brooks</i>	10/14/2025
College Technology Services Manager:	<i>Stephen Gunderson</i>	10/15/2025
M&O Director:	<i>JOHN SEYBERT</i>	10/16/2025
Vice President, Administrative Services:	<i>Sean Brooks</i>	10/16/2025



Las Positas College Fall 2026 Renewal Quote | Unlimited Usage

Las Positas College

3000 Campus Hill Dr
Livermore, CA CA 94551
USA

Annotation Unlimited PBC

548 Market Street
Suite 32444
San Francisco, CA 94104
US

Marty Nash

mnash@laspositascollege.edu
925-424-1245

Prepared by: Jade Garcia

jade.garcia@hypothes.is

Reference: 20251008-101620507
Quote expires: May 31, 2026

PRODUCTS & SERVICES	QUANTITY	PRICE
Unlimited Annual Hypothesis LMS Services Subscription (7/1/2026 thru 6/30/2027)	1	\$11,880.00

Total	\$11,880.00
Total contract value	\$11,880.00

Comments

Service Period: July 1, 2026 – June 30, 2027

Subscriber to be invoiced annually on July 1 2026 with payment due net 30

Signature

Signature

Date

Printed name

Countersignature

Countersignature

Date

Printed name