

De Anza College Office of Institutional Research and Planning

To: Academic Senate Leadership

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Subject: Academic Senate Printing Feedback Survey – Winter 2014

The Academic Senate collected feedback from all faculty teaching in winter 2014 on the newly implement changes to printing in each department at De Anza. The Senate drafted a survey and collected feedback on the survey tool from various groups. A link to the automated survey was emailed at the beginning of the winter 2014 quarter. This resulted in 207 valid responses.

Highlights include:

- 85% of respondents stated that going to an entirely paperless pedagogy is not a good idea in and of itself.
- 91% of respondents stated that Title 5 should be amended to allow broad use of materials fees to include printing of course material.
- Of the respondents who have spoken with students about using GoPrint to print course materials, 27% stated that students have voiced concerns or complaints about GoPrint.
- 56% of respondents print less than 100 pages per student per course.
- 69% of respondents have not created a packet for students to purchase at the Bookstore.
- Of the respondents who have spoken with students about using GoPrint to print course materials, 27% stated that students have voiced concerns or complaints about GoPrint.
- 37% of respondents stated that students have voiced concerns or complaints about the changes in printing non-test materials.
- 67% of respondents stated they have paid out of pocket for printing costs.
- 76% stated that they are concerned that the printing changes have an adverse effect on student equity.
- 45% of respondents stated they have chosen to not do successful classroom activities or exercises that they have done in the past because of limits on printing.
- 51% of respondents stated that they have not received enough information on the change in printing from the college.
- 51% of respondents stated that they have been limited in their ability to adjust to the learning styles or needs of their students on a day-to-day basis due to the limitations of printing.

I. In which department do you teach? (Select only one):

	Responses
Mathematics	22
English Writing	20
Biology	12
Computer Information Systems	9
Counseling	8
English as a Second Language	8
Psychology	7
Economics	6
History	6
Anthropology	6
Business	6
Physical Education	6
Language Arts	6
Intercultural Studies	5
Accounting	5
Arts	5
Humanities	5
Child Development & Education	5
Speech/Communication	4
Political Science	4
Nursing	4
Music	4
Geography	4
Reading	4
Health Technologies	3
Human Development	3
Automotive Technology	3
Library	3
Philosophy	3
Mandarin	2
Paralegal Program	2
Japanese	2
Environmental Studies	2
Sociology	2
Manufacturing & CNC Technology	1
Adaptive	1
Administration of Justice	1
Social Science	1
Spanish	1
Chemistry	1
Film and TV Production	1
Dance	1
Astronomy	1
English Literature	1
Photography	1
Total	207

2. Is going to an entirely paperless pedagogy a good idea in and of itself:

	Responses	Percent
Yes	31	15%
No	174	85%
Total	205	100%

- 85% of respondents stated that going to an entirely paperless pedagogy is not a good idea in and of itself.

See Appendix for Question 2a

3. Should Title 5 be amended to allow a broad use of materials fees to include printing of course materials?

	Responses	Percent
Yes	175	91%
No	17	9%
Total	192	100%

- 91% of respondents stated that Title 5 should be amended to allow broad use of materials fees to include printing of course materials.

4. In the past, what is the volume, in pages, of your printing needs per course, per student, including non-test materials and non-bookstore packets? (Ex. 10 copies per student X 40 students = 400 per student/per course):

	Responses	Percent
Less than 100 per student per course	112	56%
101 - 200 pages per student per course	30	15%
401 – 500 pages per student per course	14	7%
201 - 300 pages per student per course	13	7%
501 – 1000 pages per student per course	12	6%
Over 1000 pages per student per course	11	6%
301 – 400 pages per student per course	7	4%
Total	199	100%

- 56% of respondents print less than 100 pages per student per course.

5. Have you created a packet for students to purchase at the De Anza Bookstore? :

	Responses	Percent
Yes	63	31%
No	142	69%
Total	205	100%

- 69% of respondents have not created a packet for students to purchase at the Bookstore.

See Appendix for Question 5a, 5b, 5c & 6

7. Have you found through conversations with students, that they are using GoPrint to print course materials?:

	Responses	Percent
Have not had conversations	133	65%
Have had conversations	42	21%
Not applicable	29	14%
Total	204	100%

- 65% of students have not had conversations with students about using GoPrint to print course materials, 21% have had conversations with students and 14% stated not applicable.

8. If yes, have students voiced concerns or complaints about GoPrint?:

	Responses	Percent
Yes	40	27%
No	15	10%
Not applicable	93	63%
Total	148	100%

- Of the respondents who have spoken with students about using GoPrint to print course materials, 27% stated that students have voiced concerns or complaints about GoPrint, 10% stated students have not voiced concerns or complaints, and 63% stated not applicable.

See Appendix for Question 8a

9. Have students voiced any concerns or complaints about the changes in printing non-test materials?:

	Responses	Percent
Yes	73	37%
No	84	42%
Not applicable	42	21%
Total	199	100%

- 37% of respondents stated that students have voiced concerns or complaints about the changes in printing non-test materials, 42% have not heard students voice concerns or complaints, and 21% stated it was not applicable.

See Appendix for Question 9a

10. In your opinion, has the printing change affected the following areas? Negative to Positive Impact 1-5 with 1 being a negative impact and 5 being a positive impact.

	1 -Negative		2		3		4		5 -Positive		No Response		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Pedagogy	50	25%	44	22%	56	28%	15	8%	5	3%	30	15%	200	100%
Developmental education instruction	58	29%	32	16%	36	18%	13	7%	10	5%	51	26%	200	100%
Incorporation of culturally inclusive content/activities	33	17%	26	13%	55	28%	12	6%	5	3%	69	35%	200	100%
Flexibility in course content	68	34%	34	17%	39	20%	14	7%	17	9%	28	14%	200	100%
Student success	47	23%	41	20%	58	29%	11	5%	10	5%	36	18%	203	100%
Student equity	83	41%	37	18%	35	17%	11	5%	5	2%	32	16%	203	100%
Ability to be responsive to current events or other time sensitive developments in the classroom	74	37%	30	15%	36	18%	13	6%	15	7%	33	16%	201	100%

- 25% of respondents stated that printing changes has negatively affected their pedagogy.
- 29% stated it has negatively affected their developmental education instruction.
- 34% stated it had a negative impact on their flexibility in course content.
- 41% stated it negatively impacts student equity.
- 37% stated it negatively impacts their ability to be responsive to current events or other time sensitive developments in the classroom.

11. Have you personally paid out of pocket for printing costs?:

	Responses	Percent
Yes	138	67%
No	67	33%
Total	205	100%

- 67% of respondents stated they have paid out of pocket for printing costs while 33% have not paid out of pocket.

12. The Academic Senate Executive Committee has a concern that printing changes have an adverse effect on student equity. Do you share this concern?:

	Responses	Percent
Yes	155	76%
No	48	24%
Total	203	100%

- 76% stated they are concerned that the printing changes have an adverse effect on student equity.

See Appendix for Question 12a

13. Have you chosen to not do successful classroom activities or exercises that you have done in the past because of limits on copying?:

	Responses	Percent
Yes	88	45%
No	108	55%
Total	196	100%

- 45% of respondents stated they have chosen to not do successful classroom activities or exercises that they have done in the past because of limits on printing.

See Appendix for Question 14 & 15

16. Do you feel you have received enough information on the change in printing from the college?:

	Responses	Percent
Yes	96	49%
No	100	51%
Total	196	100%

- 51% of respondents stated they have not received enough information on the change in printing from the college, 49% stated they had received enough information.

17. Have you been limited in your ability to adjust to the learning styles and/or needs of your students on a day-to-day basis due to limitations in copying?:

	Responses	Percent
Yes	99	51%
No	96	49%
Total	195	100%

- 51% of respondents stated that they have been limited in their ability to adjust to the learning styles or needs of their students on a day-to-day basis due to the limitations of printing, 49% stated they have not been limited.

See Appendix for Question 17a

Appendix

2a. Why or why not?

because it is about accesibility to all, not letting technology overwhelm the spontaneity and collaboration in class

The effects are inconsistant and unproven.

Developmental students need to annotate their copy of important material to study it later, and learn how to take notes. Also, a shocking one-fourth to one-half of my students can not see the screen at the front of the room when I display documents there. They lack glasses, won't wear them, etc. and the technology in S-7 is poor quality.

"Paperless" is good in that it places the initiative on students to be responsible for the replication of materials. However, entirely paperless creates the expectation that extraneous material does not need to be tangible.

'entirely' anything rarely works

1) This increases the inequity gap between our least resourced and prepared students and those with more resources. 2) It places an undue burden on students to print EVERYTHING out for courses which increases the already high cost of higher education (which should be affordable according to california's master plan) 3) A paperless pedagogy necessarily transforms teaching which is a violation of academic freedom
4) How do we have students work with worksheets and other forms of printed materials in the classroom that are proven to be successful in serving developmental students?
5) Students are already very unhappy about these changes. Many of them fall behind because they cannot afford to print out every reading or assignment for classes.

1. A hardcopy of course syllabus is important, as certain information should be physically at hand for students.

2. In my classes, "paperless" usually means simply shifting the burden for printing material onto students. Many have difficulty printing documents at home, and the new Go Print system is expensive and cumbersome. Additionally, it creates a situation whereby instructors must police who has printed materials.

1. Need options to teach effectively.

2. Student disability - some struggle with work that is entirely online.

3. Need some handouts for students to work in groups in class, simulations, etc. (such as case studies, simulation charts)

4. Although I use Catalyst for some quizzes, I prefer traditional paper & pen exams and some quizzes.

1. Paper has uses and supports a different set of skills and not all professions/jobs/careers are paperless.
2. It is not really paperless pedagogy because many students now print out the materials they used to receive in class. So the carbon footprint of the class is nearly the same and the cost has been shifted to the customer.
1. The laboratory class requires a number of forms to monitor the activities and to instruct the students as to the specifics required for the patient interaction. These need to be available.
AGH! Many students will not come to class with the necessary handouts/worksheets.
Access is an issue, some students do not have a computer/printer, internet access, ... Well into week three some students have problem with course studio Requiring them to print is an economic burden for some and some are not disciplined enough, To Buy a workbook in addition to a text book is a hardship for few Students benefit by receiveing a ahndout and working ina group on an exercise in class, as opposed to putting it up on document camera Writing enforces learning,
Accessibility, not all students have electronic media devices for viewing digital materials. If the classroom were equipped (it is not) with student computers (I would like) the issue of not having administrative rights is extremely limiting. My courses utilize a lot of PC based information systems, web sites, and software based diagnostic platforms that must download updates ever few days. Calling ETS for an appointment has not always been practical for these situations (although ETS is extremely helpful). Dynamic (changing) computer IP addresses are another example of this dilemma. Additionally there are considerable expenses with multiple site licensees which are needed for groups of students.
All of my students need to have certain printed material at the machine when working in the lab (prints, procedures etc.)
Although I think as a goal it is good to strive to achieve, and I have made huge changes in the way I use paper and non-paper media in the class, I also think it is somewhat unrealistic to go entirely paperless.
As with everything, a diversity of teaching aids is always a good idea, if academic freedom and different needs of instructors, students and disciplines are to be optimally addressed.
Basically, the world is not ready yet. Many students have inadequate access to printers and even just computers.
Because I get relevant hand-outs from outside sources that I make copies for the class with that are not pdf
Because we need to have files saved for later usage.

Because working with students requires seeing their work on paper. And teaching from paper.
Better for the environment
Cannot really do that and still give exams and quizzes in math classes. Do not have good online resource for such.
Class activities sometimes require handouts and this has been totally eliminated. Spontaneous activities (one class to the next) are not as clear or organized without a handout(s).
Closed-book, in-class, paper-based true-false and multiple choice tests are an extremely effective pedagogical tool. I use 4 versions so that students cannot copy off their neighbors. There is no paperless alternative that comes even close to the effectiveness of this tool in my opinion. I would be very unhappy if I were forced to convert to a paperless pedagogy.
Crucial to have exams and tests on paper.
Depends on the information to be distributed.
Developmental Students need the printed page to write on.
Doesn't address different learning styles.
Entirely paperless pedagogy is not a good idea for 3 reasons: Interferes with equity issue (Not equal access to students without resources) Also interferes with Academic freedom Time (scarcest resource) is spent on inefficient activities
Exams are difficult to give on the computer for some subjects where there are diagrams involved.
Exams in my classes cannot be done on computers (which are connected to the internet) because it's difficult to verify if the students are doing the work themselves, or if someone else online is helping them
Exams must be:
Exams must be given in class on paper. I like to give in class assignments, as well, that are done in groups. I end up printing those at home on my own computer and bringing them to class. I would like the flexibility of being able to print an assignment if needed.
Faculty and students have a range of needs. Paperless should be encouraged and supported, but not mandated.

<p>Focus should be on teaching, not political agenda. Greenness is also important, but not most important. It depends on what you teach, but in general, it handicaps the visual learner and visual instructor. I need to point to the concept in front of the student. The student needs to write on it, etc. Also for quizzes and tests, the issue is whose piece of paper (student's or school's paper), so no gain.</p>
<p>For both the students and for me, being able to write on a handout or assignment personally embeds the information that's required to succeed. Also, the digital divide between students who have home access to computers and printers and those who do not must be completely erased for a paperless pedagogy to work.</p>
<p>For developmental courses and ESL courses we need paper copies. For higher level courses, we could try to scale down.</p>
<p>For lab work, students need a lab manual</p>
<p>For many students learning English, they need hard copies of assignments. Many students don't have access to a computer/printer at home. They come without the material. In class, the projected material hard to see and students not concentrating.</p>
<p>For one thing, if I was, say, a part-time or casual student, I'd find it offputting & take courses w/o such a policy.</p>
<p>Forcing students to look up to see discussion questions, etc. interferes with the communication process.</p>
<p>Good for the environment</p>
<p>Hard copies are sometimes necessary for quizzes, exams, and important documents (i.e. syllabus). Not every instructor can post everything on a website.</p>
<p>Hard copies are needed in case the electronics go down/crash etc.</p>
<p>Having students copy test material from a projected original opens the students to making mistakes because they cannot have the original problem in front of them. I also need to do worksheets and labs in class which 30-50% of the students do not print themselves for various reasons.</p>
<p>Hey we need to be able to print at least minimally.</p>
<p>I am already nearly paperless - I print no class handouts, course syllabi, homework assignments. However, there are a few things that require paper, including the exams that I give in my classes.</p>

<p>I believe strongly that students must be equipped to work in a tech based world and going paperless has allowed me to teach them how to do so while continuing to convey my subject matter.</p>
<p>I believe that more can become paperless than we have done so far, but there are some things that cannot be paperless such as quizzes or tests.</p>
<p>I give quizzes and tests on paper. I do not want to incur expenses personally for printing these items.</p>
<p>I give quizzes and tests to my students. I believe that it is important for them to write the answers to the tests on paper rather than entered results on a scantron sheet or on a computer. For my benefit, I like them to write on the Test or Quiz paper itself so it is easier (less difficult) to grade.</p>
<p>I have made great strides in eliminating most paper and putting things online. I cannot do that with the evaluations for the student speeches.</p>
<p>I have moved all of my course material onto a blog for student access, which is lovely, because now no one can say he or she lost the syllabus; everyone always has access, so there are no more excuses. This part of being impelled to go *more* paperless, therefore, is great in many ways. There are some things, however, that need to be presented in a tangible form in class -- essay assignments, grading rubrics, and of course in-class essay prompts. I am now managing to keep my copying budget to 20 copies per students by duplicating only these things, but going completely paperless is out of the question. Students need a few things they can pull out and refer to without having to interact with a screen.</p>
<p>I have not heard a cogent alternatives to giving exams without papers. There was a district presentation on opening day at F.H.- but the presentation focused on conservation/saving trees perspective. Those faculty present from Foothill related that they were still free to print as they wish- so the objectives of the audience were, in part, quite different.</p>
<p>I have seen so much photocopying at De Anza of documents that could easily be placed on a website. It would be more beneficial to the environment.</p>
<p>I need to evaluate their written work on an exam, quiz or practice problems. It is too difficult, cumbersome and time consuming to type math and chemical equations.</p>
<p>I need to go over materials in class, and do not allow laptops in class, due to student distraction. Students are inconsistent in printing out materials and brining them to class. Posting everything online also discourages students from coming consistently to class and promotes a fragmented learning community. Student already hardly see the point in physically being present to discuss and learn.</p>
<p>I paid for my greensheet out of my pocket.</p>

<p>I teeter somewhere in between yes and no. I can do almost everything online with my students except when I want to make copies of stuff for in-class group work. That's where it becomes a problem for me with going COMPLETELY paperless.</p>
<p>I think the majority of students would not mind submitting the assignments online. Even they can't afford a computer, they can still access it from school. However, I can understand if it is difficult for teacher to grade papers especially if they have big class and have to read them online the entire time.</p>
<p>I think there is an assumption that all are students have access to computers</p>
<p>I try to use paper as less as possible, but we cannot go entirely paperless unless every student is supplied with a device in class with which he or she can read and write.</p>
<p>I want to maximize the chance that my students have access to all important class materials whenever they need them. Along with providing online access, distribution of paper handouts is one of the obvious ways to accomplish that. It's also the only way I can be absolutely certain that students will have these materials.</p>
<p>If each student had a tablet/laptop in class for in-class use then a paperless classroom may have been a viable option. Using pen and paper is very effective in organizing ideas and thoughts, visualizing concepts and processes, getting peer feedback in discussion groups, in sharing and exchanging ideas and experiences. It is hands on and is readily available and accessible to students of all socio-economic backgrounds.</p>
<p>If you as a teacher want to create different concepts and theories from other disciplines to enhance your pedagogical methods and ideas. You shouldn't always have to put it online. There should also be some flexibility for paper handouts for reading, problem solving writing or calculating.</p>
<p>In Mathematics it is important that students write mathematically and draw graphs. It is not possible to learn mathematics without writing by hand on paper. If we can provide students with handouts that contain problem statements, diagrams, etc and supply them with some structure or strategy or starting steps to solving the problem and then they write on the handout to do most of the work solving the problem, it requires them to do the writing, and helps them while learning how to write it correctly and learning how to structure their written mathematical work correctly.</p>
<p>In class skill building activities sometimes require worksheets</p>
<p>In geography labs students have to do measurements on a hard copy paper. Printed tests are also preferred because students have to answers questions related to measurement of distances related map scales.</p>

In math classes it is curical for students to work on problems by hand.
In math classes, we need students to take written assessments. An online process is impractical, given the lack of computers on campus.
In theory, it IS. But the reality is that we still have some paper needs (tests, etc.) AND paperless can be a burden for some students.
Industry still uses paper.
It decreases access for students with limited computer / laptop/ smartphone access and for part-time faculty.
It forces students to be given a more generic curriculum rather than an equity based curriculum since we are privileging those students that learn best without paper handouts, or those that can afford to print handouts.
It has been shown that group worksheets are an effective tool in a math classroom to involve students actively in their learning, particularly at the developmental level, but in all levels of math. Eliminating this entirely takes away an effective tool for student learning. Having students pay for their own handouts just shifts the cost onto them and magnifies the digital divide problem for students who do not own computers or printers. Also, it does not allow for a great idea that you would like to try in class at the last minute. You can send it out the day before, but particularly for developmental students, they may not all bring it to class.
It impacts the curriculum - cuts down the immediacy of subjects; limits instructor choices; Not as responsive to students in an emergent way. Curriculum is not static and changes occur. In certain disciplines, but in others, it does not. One size fits all mentality. Also, it tends to pass some of the cost and the burden to the student.
It is difficult to manage comparing multiple solutions at the same time.
It is easier for students to do their in class group assignments on paper rather than having to access things online.
It is easier to make and retain connections between concepts and information if they are visually present simultaneously. Having physical pages which can be viewed together (without reducing the size) makes it easier to establish links between different material, whereas the visual motion of resizing and scrolling softcopies can have the effect of resetting or distorting one's memory of information.
It is hard for older students.

<p>It is impossible. I agree with sending the greensheet out early to students, but I needed several extra copies the first day of class for adds and the many students who did not make copies. But actually I can get around that with an overhead. The big problem is tests and quizzes, I don't see how to get around this.</p>
<p>It is practically impossible for now (eg., in-class quizzes) and not well accepted by students. As a result, classroom productivity is lost. What about other teaching materials needed to be printed just for instructors?</p>
<p>It is the wave of the future. Many k-12 schools in the area are also going paperless. Students are learning how to use Ipads as classroom basis for paper. Tests/exams are all done on the computer now. It would be great if we also included hybrid classes from all of our classes.</p>
<p>It is very important for students to have handson experiences by practicing in class practices.</p>
<p>It leaves the students who don't have a computer at home at a disadvantage.</p>
<p>It seems like people who do exams will need to print exams. I am almost entirely paperless, but I do make a few handouts. All my readings are on line. When I want to do close textual work, I make copies of a few key paragraphs for students to work with. I do that about 4 times a quarter.</p>
<p>It severely limits the types of in-class assessments that an instructor can use.</p>
<p>It's difficult to administer quizzes and exams in Math classes without paper. Even if computers were available in each classroom, typesetting mathematics is a separate skill from doing mathematics.</p>
<p>It's hard to administer Math quizzes and exams without paper. Paperless exams would be limiting due to the difficulty of typesetting mathematical symbols.</p>
<p>It's the future, HOWEVER, there is a technological divide that MUST be acknowledged. We have many students who do not access to the internet and/or printer. I'm afraid they would be further marginalized.</p>
<p>It's too big of an inconvenience for students (and teachers). I have relied on students turning in printed assignments for a long time & find it helpful to be able to review computer programs printed on paper. It takes at least twice as much time to review them on the computer.</p>

<p>Language learners need visual support, such as paper handouts, to order to comprehend and follow lessons. They cannot rely entirely on their listening comprehension and take notes because they have limited proficiency in English.</p>
<p>Many low income students do not own printer or have internet access at home. Most of them have smart phones but no printer. When students were charged instructional materials they were covered by the BOGG waiver many received and so it did not have to come out of their own pockets. We are one of the few programs that allows students to print for free but this quarter we have seen an exponential number of students printing. Our computers will not be able to take the wear and tear and we do not have a large budget to pay for ink cartrdges and paper. We have now have limited the number of pages a student can print per visit.</p>
<p>Many students do not have or carry a laptop/ipad all the time.</p>
<p>Many students don't have access to printing and need to refer to notes from the class as well as take midterms and final.</p>
<p>Many students have no good access to the internet and reading on cell phones in class is a nightmare</p>
<p>Material available only in class encourages attendance. Material provided in class is used for collaborative work. Hard copy assignments allow more thorough grading with comments. Studies have shown students do not do as well on web-based tests and testing on-line restricts question formats.</p>
<p>Meeting the needs of diverse learning styles and stimulating the brain to learn means that we need to offer content in a variety of formats. Learning takes place when a student holds a piece of paper and engages with it through writing on it.</p>
<p>Mostly difficult to give exams without printing them. During summer semester I printed the exams out of my own pocket. Additionally - when I take a class to the museum I print out the assignments for them.</p>
<p>My course is entirely paperless except for tests. Even quizzes are online now. For security purposes I do not want to give up paper tests.</p>
<p>My discipline DEMANDS that students do manual work in the classroom where they can ask questions and get immediate feedback on the new material. Since the studnet must master the old material before adding new material, short quizzes are necessary for the student and the instructor to check on the level of comprehension. These should be done in the classroom not online to be sure the student is taking the quiz.</p>

<p>My students upload their papers online to turnitin.com; I email my handouts and lecture directly to them, so most of the time they look at their laptops, tablets, and their phones. The only time I make print copies is when there is a quiz.</p>
<p>Need paper for in-class exercises.</p>
<p>No because many low-income students do not have access to a computer at home or other electronics and internet services. I've taught a course with online materials only and not all students accessed it or can access it.</p>
<p>No, it is not possible. We need students write in some activities, including the homework, quizzes, tests and exam. I don't like to have multiple choice questions only. Students need to show/present work in the proper way (the order and the way to write their work, etc). It is not easy or almost impossible to have all these done online or by using computer. Time is not the only problem, some symbols may not be available in some PC, and graphing is another issue. The list will go on and on, ..</p>
<p>No, many times we want to give the students a handout that we did not make and it is difficult because we cannot make copies.</p>
<p>Not all my students have home access to a printer</p>
<p>Not all students can access the internet. Many materials are not available via the internet.</p>
<p>Not all students have access to a computer/internet especially our low-income students and students of color.</p>
<p>Not every student has access to the internet and not every student is a traditional student and knows where to access free online services. Also, if they know they need time to develop these skills.</p>
<p>Not every student has easy online access.</p>
<p>Not everyone can handle or has access to the electronics</p>
<p>Numerous reasons. Chief is the digital divide, in which the most vulnerable students will not have easy access to digital media. (Cell phones are not ideal for viewing documents). Without providing each and every student with a laptop/tablet, it is unfair to expect them to be able to access digital media. Furthermore, for students with low levels of reading ability, reading on screen presents challenges that increase the difficulty of comprehending and recalling text. This is due to technical features of actual screens and eye fatigue. For those students, paper copies of what they read are essential. My colleagues at SFSU have gone "paperless" and they say it is a disaster pedagogically as well as socially, since the costs of printing essentially shift from the institution to the students (many of whom do not have a lot of money to buy printers and broadband internet access) and faculty, many of whom are lecturers (and hence poorly paid).</p>
<p>On screen does not lend itself to study, merely reading.</p>

Our limits are unbelievably small and makes it impossible for unexpected emergencies or needs.
Paper is a great invention that allows for doing things computers can still not replace. See comments below re: how students are affected, under #9A, 12A, and 17A.
Paperless approach is environmentally friendly.
People will only print what is strictly necessary for them, saving a lot of paper. Most of the time you don't really need a hard copy. Access to a computer would suffice.
Personally, I am unable to read more than a paragraph at a time online. Many of my students are the same. Those who purchase e-books, over 90% of my students do not read the book (true, many do not read the paper book, even if on reserve; but more do so than online. I have found a greater response to reading my handouts than when sent via email or other modes (blackboard, etc). In addition, we can cover the material together in a handout, whereas if online, only a portion that may be projected may be covered. In addition, too many students do not have regular computer access and fewer have regular access to a printer. I am fully against going to paperless for these reasons and so many more.
Save trees! Lower student costs!
Saves money; saves resources
Saves paper Improves access for under-represented students Increases currency of material
See statement attached to my reply email to Mayra Cruz's email to me dated 1/24/14, entitled "DEADLINE EXTENDED to 1/31- Academic Senate Printing Budget Survey." Unfortunately, no warnings were provided to the survey takers that answers had length restrictions, and the web site simply allows responders to typw without notifying them their survey will not be accepted if they exceed the unknown limit.
Some docs can't be emailed (or scanned?) Some students don't have printers at home and will NOT find alternate ways of printing. Not all tests can be done online or as take home tests.
Some handouts are needed
Some students do not have equal access to computers/printers. This places a hardship for those students who do not have access to computers.
Some students don't have a printer at home and don't have time to come to De Anza to print. Also some students don't want to print the worksheets that I sent, but they use their ipad or iphone to look at the worksheets on the screen. But writhing sentences on a paper is a better way to improve their writihg skills, especially for a foreign language.

<p>Some students having reading comprehension issues or are slower readers than others or are ESL learners and the time it takes them to read an overhead or write down the assignments if not given their own copy is 2x -3x longer than other students and takes away from class lecture, discussion, and valuable group time as they are busy copying down notes. Ipad MS word doesn't send well/ properly format when sent over email to regular MsWord so assignments sent from Ipad often aren't readable.</p>
<p>Sometimes, we need to print out a test or another class handout.</p>
<p>Stop the waist of paper</p>
<p>Student examinations are an issue.</p>
<p>Students don't bring the worksheets, etc. that are posted for use in the class.</p>
<p>Students have to learn how to present their work in a proper scientific way.</p>
<p>Students need something from the instructor eg a green sheet and or other papers to help them stay up with the class. SOME students fair well but many do not - don't have access to the internet when they need to. I put everything on catalyst page but many students still didn't show up with the correct downloaded page to watch a video - they simply aren't that organized. if this was a UC one would expect it but we have the OTHER students who didn't qualify for UC work and we have a mandate not to let them fall through the cracks!! printing important sourcs of information is one way to help them learn about college.</p>
<p>Students need to learn to express themselves in writing</p>
<p>Students often need "take aways" that they can physically hold in their hand and read. We should be engaging students in every way possible, not just via online resources. Also, not every student has reliable online access off campus.</p>
<p>Students tend to pay less attention to online documents compared to printed handouts.</p>
<p>Taking away paper would be limiting one of a teacher's tools.</p>
<p>Technology cannot be counted on to satisfy the needs of teacher and student promptly and efficiently.</p>
<p>The Reading Department instructors teach classes that are below the English 1A level. Our classes are not transferrable yet they are required for over 70% of De Anza students. Many of our students have diagnosed learning disabilities and moving toward only a paperless option is not viable for them. This latter point may violate ADA and the college should consider the legal ramifications of it.</p>
<p>The digital divide means that many of our students do not have access to the internet beyond their smartphones. Smartphones do not allow students to highlight or annotate their readings and also increases the likelihood of distractions during class if we are discussing the text. In addition, many students lack the financial resources to print at home. And it is inefficient, for example, to ask 200 individual students to do the labor of printing instead of running a single print job for 200.</p>
<p>The longest lines in the library and computer labs is for printing. Until faculty change assignments and textbooks become affordable students will print.</p>

Theoretically it seems reasonable and practical, given the way technology has made many things paperless-including depositing checks at a bank or checking in at airport.

There are a variety of ways the human brain learns, and retains, unfamiliar information. Some of these learning modalities involve kinesthetic (body-oriented) learning ability--meaning, for instance, you would need to have something in your hands, use your hands, manipulate with your hands, in order to understand the task, or the concept. For example, you might be given a WORKSHEET on using transition words (Conjunctive Adverbs), and fill out the answers. This task would involve a tangible object (you hold the worksheet in your hands) that you must fill out (manipulate something with your hands). Maybe you would then work with a partner, or a small group, and compare your answers in a face-to-face classroom interaction. You could discuss the worksheet and refer to it. None of this type of learning could be accomplished by simply staring at a two-dimensional computer screen on the same concept/skill practice. Yes, you could hit things repeatedly with a mouse, or press a button over and over again, but you never actually wrote anything, or composed anything. Also, there is no UNIFORM access for our students. They do not all have the same internet learning set-up; internet provider; tech equipment; home office set-up; tech training; tech savvy; budget for the high tech equipment; budget to print on demand at home; and so on, in order to be learning in the same way, at the same time. There is still a digital divide. There is still an accessibility and knowledge divide. Expecting our students to simply have this great internet learning set-up at home, and/or then expecting them to attend traditional classes with the same lap top; the same E-Reader; the same tech equipment, is not a reality. Until it is a reality, we need to have a

COMBINATION of on-line materials AND hardcopy, tangible, tactile, off-screen learning materials (and paper is one of those materials). For reading comprehension (especially high level reading comprehension), needed for my area of writing instruction, research studies have already proven that the human eye can read on paper faster than reading the same document on a computer screen. This may eventually change, who knows what the next generation will be able to do, but there will still be a need (at least for the next decade) to read; grade; evaluate; highlight; annotate an academic assignment or academic reading on good ol' paper.

There are certain aspects of what I teach that have a need for printed assignments and reference materials. Without those, in-class assignments have become much more difficult, since I cannot give a list of tasks to my students for them to accomplish at their own pace. A lack of printed materials makes many hands-on activities difficult almost to the point of impossibility.

There are many things that can be done paperlessly, but tests and occasionally quizzes must be on paper. This is my one reservation with "entirely paperless."

There are many times when I need students to be able to write notation in their own handwriting on something given to them on a particular day.

There are some students who do not have the same level of internet/computer access as others. This is an issue of equity, and providing handouts and other information in a way that serves students of all socio-economic backgrounds.

There are still times when it's important to print handouts since not all students have access to computers or electronic devices for the classroom.
There are students that may not have easy access to these materials.
There are times when the written word on paper is more important.
There is no flexibility built into "an entirely paperless pedagogy." Access to copier for exams needs to be more easily accessible. There are only two computers and one printer available, but there are manifold part-time faculty needing to use them continuously.
There should be certain amount of pages I need to make copies. It is impossible for now to make it paperless at all
There will always be an occasion when hard copy examples/work sheets are needed
There's still some paper/printing needed for in class courses for activities, etc.
This would be pedagogically unsound for students in developmental English writing courses.
To retain students, they need a syllabus for their classes on first day to adapt to the class.
Too many issues to list.... I will comment on two items that I feel are worthy to note. 1) Student collaborative reading and learning "in class" which were formerly provided by instructors are no longer afforded this benefit.... My understanding with the on-line route is that students cannot read required in-class supplemental reading materials. This is a disservice to those instructors who enjoy engaging students in collaborative reading exercises in the classroom. These supplemental reading materials (which were formerly provided by the institution), may strongly support the primary textbook or a particular important discipline concept. IF these items are not printed out prior to the class by students, then unfortunately, the in-class use of student cell phone retrieval is not an effective or particularly endearing strategy to instructors. In other words, students do not always follow instructions to print out reading materials or the syllabus prior to class. The burden now falls on the student to print out and bring the essential items like a syllabus or supplemental reading to class. I feel that these students are potential dropouts due to the lack of institutional support if they do not have access, time or training, so as to be able to locate and print out items that we formerly provided to our students... I think that there are possible hybrid methods of combining both on-line access and utilizing the former traditional method of providing as much as possible to the student. But I feel strongly that faculty should not be compelled to to adapt the "one size fits all" on-line route... Additionally, as a rhetorical question,
"why are certain divisions implementing or utilizing different approaches as to policy regarding mandatory limitations on printing? This builds frustration amongst faculty when certain divisions allow unlimited printing on the creation of new tests, of syllabus printing for the first day, or the printing of supplemental reading materials;- while other divisions are not.... Shouldn't these options be an individual decision as to what supports an individuals particular preferred method of instruction?

Using a purely electronic format gives me less control over what happens in the classroom.
We can drastically reduce paper, but we cannot go entirely paperless UNLESS we also think about instituting alternatives...e.g. computer/tablet access for all students in the classroom. We must also think about exams. Does this include exams?
We need to move towards a fully "green" classroom. Catalyst provides us the tools necessary to accomplish this.
We need worksheets for in class activities, quizzes and exams.
We still have many students who are not internet friendly.
We teach underprepared students who require recent articles in areas of their interest in order to maintain the high levels of student interest necessary to learn academic reading skills that are so necessary to reading success in all their other classes. This requires copying and using materials like editorials in the NY times and WSJ that cannot be prepared ahead of time. These remedial students require hands-on printed materials to practice the necessary skills on annotating text, relating text, and summarizing text.
We waste too much paper in general and it makes us more conscience of our carbon footprint.
When introducing new Japanese characters, it is important for the students to practice writing with pen. They can't practice writing without paper.
While I have adopted a *mostly* paperless pedagogy, the key word "entirely" bothers me.
While environmentally sound, it does not always account for students who may not have the same access to online materials.
With a course management system it is possible for students to upload digital copies of their work. Faculty can score and submit comments as well as feedback to papers. Additional resources and exercises can be utilized as well.
Worksheets and in class work has value. Can't ALWAYS ask students to print something at home before a given class
Yes and no. It works for students who are more tech literate and who have computers and printers at home, but it's not good for those who aren't/don't. Also, language classrooms, especially in the lower levels, need to see first hand, several paper handouts to read and work on. Also, online access of docs make students use their phones or tablets in class which can be distracting.

Yes and no. Yes for helping the environment and saving cost. I do packets,so students still have hard copies of handouts, and assignments and peer review sheets for writing need to be given in hard copies.
Yes, it will conserve resources and reduce clutter, so long as the resources are in place for students to gain a rich experience without paper materials. At the very least, that would probably mean all students having laptops or tablets.
Yes. It makes distribution easier and students have copies that they do not lose and can search and file easily.
because often teaching requires one to use student work as an example; also students need text and problems in front of them to analyze and work on.
entirely paperless does not work for all students (or faculty). some need paper in hand, to work from
environmentally sound
example: student readings should be read, not word-searched
exams, currency of information via handouts, not all students have time to go to labs on campus to access computers. I have 1-2 every quarter who have no access except by school computers.
greener less expense
it is necessary to have in class exams . Also sometimes hard copy worksheets are beneficial for students' learning
low income students and students in developmental level courses do not have equal access to online materials. In addition, quizzes and exams cannot be monitored for cheating when they are delivered online.
prevents teachers from providing a good learning experience for the students
save resources and develop learners' information competency and technological fluency
save trees
some things need to be written down in black & white or pictures drawn
students learn in multiple modes. some do not do well without a handout. others do not have easy access to computers....
students need physical flyers like green sheets and exams; that is part of their routine. Now I must pay for the green sheets out of my own pocket
there is no universal solution- it is too rigid. I have students who don't have computer at home and therefore don't go online but once in a while, don't regularly check email etc. Most recent quarter the student was a vet as well.
we use sheet music

5a. If yes, what are your thoughts about the process to create the packet and have it available at the Bookstore?:
A packet is nice, however the process at the bookstore needs a big improvement. Orders need to be sent immediately to Jose to print.
Because the Bookstore is going through some transitions, the reader wasn't available until end of week 2. For some students, they still don't have it--it's the end of week 3.
Concerned about copyright issues in selling material that has been modified. Students concerned regarding the cost.
Creating a packet of materials to sell at the bookstore certainly should remain an option for instructors. However, in order to be responsive to students' needs, instructors should be able to also print materials spontaneously during the quarter/term, within reason.
Creating the packet is only the first step. I have 12 different courses and have created a unique syllabus, lab booklets, quizzes, and supplemental materials for each. This all adds up to hundreds of originals. During the year I update my original copies as automotive technology relentlessly advances. For the last ten years or so I have managed all of it through the course materials fees. The process of delivering it to the book store is otherwise a similar experience to the campus print shop, requiring a visit in person to drop off copies and communicate any particulars such as hole punching and binding, page numbers etc. I have found the bookstore personnel and material management systems to be extremely effective and very supportive as to any students needs. Maintaining the original copies has been a challenge for me, so far they have been lost twice and I have resorted to keeping backups of everything. It would be helpful if there were a night drop for delivering master copies as I only teach in the evenings.
Good. Materials are available to both students and instructor. Save last minute headache and stress in getting the materials to class.
Great idea! I will continue to do it for coming quarters.
Have yet to experience the process.
I co-teach a course whose lab manual was created by the instructor I tech with. However, I cannot comment on the process.
I generate some paperwork that is the same, but classes can vary and I often adjust activities, group work, etc. that I cannot prepare in advance. Sometimes I create an activity based on one direction taken in a particular discussion.
I have been using University Readers in San Diego for about 5 years. They chase down copyrights which I could never get help with through school, and they charge much less than our bookstore wants. But it is a huge time commitment for me, a part-timer, to put this together and shepherd it through and on to the bookstore shelf. And this winter, the bookstore "misplaced" it.

I have created a course reader in the past, but did not do so for the past couple of quarters. Ss complained about the cost, and some simply decided not to purchase the reader. We have a challenge getting Ss to purchase required texts, so a reader is just as much a challenge.
I have done it in the past but do not do it currently.
I have done this for 10 years, it encourages me to plan my course and activities, to think out their learning experience.
I have had no success at getting my materials available through the bookstore. Fall 2013 and Winter 2014, it has taken the bookstore until the third week of the course to have enough materials, correctly labeled and on the right shelf in the bookstore. Ridiculous! My orders have been in months in advance.
I like it for non-test materials. It is impractical to have students purchase a packet for test materials.
I need it to be there before classes start so students can prepare for the first lab.
I think it's a great idea because you can include the syllabus, a timeline for assignments, readings, etc.
I think this is a good practice, and I will continue to do it.
I used to provide a packet for students to purchase at the bookstore. The process was OK. Now I have them online.
I wish it would be as simple as possible with inputs in a variety of ways.
I would rather have the packet delivered electronically via Catalyst.
I've been doing it for almost ten years and I have had very few problems with it but I usually get my packet in on time. As a result, I have been very pleased with the system.
If the packet of materials uses no copyrighted materials this is simple and effective - but makes it difficult to reduce the amount of sharing and cheating between students, classes, even quarters. If the Course Management System is in use, it becomes irrelevant.
It does prevent the material from being kept current during the quarter.

<p>It is a good idea. My students are now using a lab manual 54 pages which is printed and sold by the book store. It cost them \$6 per manual and saves the college from additional expenses. Students are happy to spend \$6, which almost equivalent to two small latte at Starbucks.</p>
<p>It is difficult to create items for purchase in this economy.</p>
<p>It is not that easy as a part-time adjunct faculty member</p>
<p>It took a lot of time for students to get the packet at the bookstoore. They keep saying that the packet is sold out, or it is not available. I feel that it is much faster and more practical if I could print learning materials by myself.</p>
<p>It was many years ago and a bit of a pain in the neck which is why I haven't done it in a while. It was available for purchase in the old copy shop.</p>
<p>It works fine - the problem is that the price continues to go up from year to year.</p>
<p>It's a good idea to cut down on paper and helps instructors save time printing things out. It does take time, however, when first putting the packet together.</p>
<p>It's a good idea, but not the most significant problem - see 2a.</p>
<p>It's a great idea to create a course packet instead of copying the materials for students, as long as the process can be efficient and the cost is affordable for students.</p>
<p>It's a ridiculous process that is very time-consuming and expensive for the students.</p>
<p>It's a very easy process, but I can see it being intimidating to someone who has never done it before.</p>
<p>It's been bumpy</p>
<p>It's challenging to get the material completed on time and limits my flexibility to make future changes. I am more inclined to simply copy what I did last quarter.</p>
<p>It's just an added expense for students who are already burdened by the costs of fees and books. Not to mention, it requires the instructor to have everything prepared quite early, which is not always practical.</p>
<p>Large packets of reading material is fine. But instructional handouts and assignments must be tailored to each class.</p>
<p>My need for paper arises almost entirely from exams, quizzes, and annotated answers to quizzes, so a packet available at the bookstore wouldn't help.</p>

N/A
Not a good idea - bookstore charged too much for the packet - it was highway robbery on students who can't afford it!
Only materials that are fixed in advanced can be used through this process--not materials that you develop along the way to respond to the specific needs of the students in front of you and to events/ideas that pop up as you are teaching. In addition, to manage inventory, there is never a full amount of packets for the number of students enrolled, which means invariably some students have to wait for their orders to be filled.
Pretty good. Some problems getting from bookstore to print shop, and one master set lost by bookstore. I also needed 19 copies x 40 students = 760 for in class use (quizzes, exams, etc.) not appropriate for packet.
Quit doing it. Went online with most of my materials, quizzes and exams.
Risky... I support strongly continued use of printing services to provide the necessary expertise to complete the job... Because of the gaps in uniformity of package reading at the bookstore I moved to Course Studio to put all of these items on-line.
Since I have developed all the materials needed over the years, it was OK. But if it is the first time you are teaching a course, trying to come up with all the worksheets ahead of time is a daunting, time-consuming task.
Some students prefer to purchase a pre-printed packet; others prefer to have it online and view and print what they need themselves. In a perfect world we should offer both.
Terrible. They have gotten it wrong both quarters. It was better when I could send my students to the print shop.
That it would be a fairly complex process that would require a lot of advance planning which I do not have time for. It would also not rule out my need to use hand-outs. I am physically disabled and giving students handouts is my substitute for writing on the blackboard and using the computer in the classroom which I can't do independently. I tailor handouts and exercises to up to the minute student needs.

<p>The bookstore did not have enough copies to supply all the enrolled students and I had to visit the bookstore every morning for the 1st two weeks to re-order copies, to ensure the copies were moved from the stockroom to the shelves and were placed on the shelves with the correct labels. The bookstore director and workers were very helpful each time, but the problem lasted from the 1st day of the quarter to the end of week 2. It was very frustrating and time consuming.</p>
<p>The costs are about 3 times the amount compared to using the materials fees to make copies. I am not sure why the costs are so much greater once it goes through print services and the bookstore. This markup is exploitative at best, and downright extortionate at worst.</p>
<p>The course reader saves me time and saves students money.</p>
<p>The process is fine. Not too cumbersome but still room for improvement.</p>
<p>The process is not as streamline as it should be, but it is a new process and requires some "getting use to" on both the instructor and bookstore sides.</p>
<p>The process to create a packet and sell a packet at the bookstore is inherently flawed. The course packets are never on the shelf before school starts regardless of when the instructor sends in the packet, the price of the packet fluctuates depending on the day, the bookstore repeatedly sells old course packets that are out of date to students, and the price of course packets is out of step with other printing services, so students feel ripped off.</p>
<p>They add profit--30-40%--so it becomes very expensive since we must also purchase copyrights. Again, low income students see a disproportionate impact.</p>
<p>They're too expensive, what's wrong with just emailing such?</p>
<p>This appears to be a return to the 1980's- in that it does not allow for inclusion of material throughout the quarter. Also, in most instances, course material presented in electronic format offers (catalyst, website, my portal, cloud account) lots of advantages- but for exams- without computing options in the class for each student it appears that paper is the best option. Of course, short exam involving less pages can be performed via projector to a overhead screen.</p>
<p>This quarter was a nightmare. Although I submitted my lab manual during finals week the quarter before, the bookstore printed my old manual instead. Those few students albe to get a book had the wrong one. It took until Thursday of week 2 for students to finally have a lab manual.</p>
<p>To expensive with all the mark ups.</p>

Very easy; the bookstore took care of the copyright issues and all I had to do was compile the materials.
Very frustrating--my reader was not available for students until week 2 and we need a process for copyrights. However, my own process for creating a reader is creative and I like it better than using a textbook.
Worked fine.
Works for a class I have taught numerous times, BUT I often make changes mid-quarter to accommodate student learning styles, so planning that far ahead is too restrictive.
Works well - fast accurate good price - reorders have caused mJor problematic delays - original order was too low - yu but so far this quarter no problems reported by students
cumbersome. requires too much advance planning and leads to inflexibility of curriculum and pedagogy that does not allow for potential change throughout the term
does not work for everybody
fine for most things except exams. It would be nice to be able to do a few pages and not have to pay for those pages out of pocket.
it seems fine
more expense, in class activities based on readings , exercises to elaborate on hard concepts
n/a
so many students do not purchase books; they are less likely to purchase a packet I change my paperwork (assignments, articles, study guides, etc) - sometimes based upon the actual student make-up in class and their needs -- thus, having it at the beginning of the semester does not make sense, quite often One does not know the exact number of students at the beginning of the quarter-- thus, I have more flexibility by printing jobs as the quarter progresses, for a more accurate count.
this is good only for non-exam type materials. And, to your Q4 above, it depends on what course, some use more. My selection is just the average number.
very smooth, very helpful staff excellent solution

5b. If yes, how did you copy the originals for the packet?:
1. Printed out 2/3rds of the pages in hard copy form using the department printer. 2. Paid out of pocket for the remaining 1/3 by copying it at Kinkos. It was cheaper there compared to the Print Shop on campus.
At Reprographics, Copy center, or whatever it's called now.
At home
At the print shop of the college.
Dept printer
Didn't
Division printer
Faculty copy machines.
For now, I cited my sources. Looks like we'll have a more elaborate process of obtaining copy rights now that everyone is encouraged to use packets.
For websites, newspapers, books, magazines, etc.
I almost always either use my personal printer/copier at home, or go to Kinko's for large volumes, such as exams.
I am not sure what the question is. But I emailed the package electronically.
I copied materials
I copied the originals on our copiers in the copy shop.
I copied them using my personal computer, printer and paper.
I created many of the materials. I also copied articles and scanned these articles.
I created my own - writing myself and printing on my own printer.
I created my own materials and printed them in the division office, and then walked them over to the bookstore.
I didn't make any copies. I e-mailed the document to the bookstore in a pdf format.
I don't know what you mean, but I sent a copy of the materials to the bookstore, along with the form they requested.
I emailed them a pdf.
I gave a digital copy (pdf) to the bookstore.
I had to print it from home. I found all the originals online or I wrote my own documents.
I have a printer at home. I also post information (Greensheet and study questions)) on my website for the students to download.
I have the originals on file in the De Anza print shop.

I haven't done so in more than a decade.
I keep a master file of hard copy originals. I have created the masters and printed them on my local printer. The files are too large for email and I do not have the adobe software to create PDFs.
I photocopied them from textbooks or printed my own materials at home.
I print and obtain copy write clearance for articles and websites. The copy center staff scans the hard copies into their system.
I printed my original and walked it to the bookstore to make copies of for the students.
I received assistance from DSS as this was a special case to accomodate special needs of one student.
I scan articles or take them from the web to create a PDF that I send to the bookstore.
I sent a pdf to the bookstore
I typed it all myself and Fed-Ex'd it to University Readers.
I used B-budget funds for the department.
I used the print shop.
In the past, hard copies to Print Services. I recently have tried using digital files, but there are two problems with digital master copies: 1) one needs to have Adobe Pro, not the Reader in order to merge separate files into one document 2) Adobe Pro cannot imprint page numbers onto the newly created (merged) document. 3) Lastly, any documents whose orientation was rotated (i.e. a Landscape document rotated 180 degrees to fit in a Portrait reader) gets misaligned and subsequently chopped up. Overall, there have been many errors that wind up in the final copy that were not present in the master that I have given to either Print Services or the Bookstore.
It is a lab manual, so it was printed with a spiral binding. I brought the original to the print shop on a flash drive. Kelly Swanson asked that inthe future I bring it to her (which is why she said there were no new books on time), but I prefer to work with the printshop to ensure there are no errors in going from word (mac) to pdf (mac) to pdf (windows). Sometimes there are formatting issues and the print shop is really great about previewing and correcting those with me (iin person).
N/A
NA
On campus photocopier
On my own photo copy machine. Some were from books, some I created and half needed scanning into computer. I also posted 47 files in course studio . . . probably spent 40 hours trying to accomodate mandate,

On the division printer
Originally, printed & delivered to printshop. More recently, created Acrobat .pdf
Photocopy &/or assemble PDF's/electronic documents
Printing services
Print shop
Printed at home
Printing Services at DAC
Printing Services produced the reader. I paid for the master out of pocket.
The Bookstore did it.
The last time I put in a packet, I paid for the copies myself at a Fed-ex/Kinko's.
The print shop does this
The student bookstore does it. *NOTE: Your example of "10 copies per student x 40 students = 400 per student/per course" is incorrect. It should read "10 copies per student x 40 students = 400 copies per course."
They are originals which I have made or put together.
Through the bookstore
Used contracted services.
at my own expense, at a Kinkos near my home
my own handouts, usually.
my own non-copyrighted stuff
n/a
not sure what this means . . . I used a photocopier
see above
yes.

5c. If no, what alternative are you using?:
100% online using Catalyst
A combination of paying for things on my own, using hallway computer, and having students print out on their own.
A regular text supplemented by online readings.
A textbook, with supplements placed on my website.
All handouts are going to the Class Studio for students to retrieve. I give added instruction on accessing the information (handouts/general, assignment instruction, syllabus, etc)., but many students are not retrieving the material.
All my course materials are on a catalyst site. It is working very well for my students.
Assignments that I send to them through the portal.
Attempted to e-mail materials and met with obstacles. Unable to communicate with various computers. Limited by the size of the attachments. Students do not know how to manipulate attachments so they can open them.
Catalyst
Catalyst and have students to print out or bring their laptop/tablet to class
Catalyst.
Course Management System
Course Studio
Course Studio (My Courses) in MyPortal. Again, it is not well accepted by students.
Course Studio. This requires training which is not effectively being provided by the institution. Or, feeling compelled to print out at your own expense both a syllabus or supplemental reading materials. This is not fair!!!
Course studio. Publisher's website
Distributing course syllabi on-line at my DAC webpage.
Electronic handouts.
Electronic media
Email attachments which often means students show up in class without the printed email attachments.
Email of materials I write
Emailing to students ahead. Sometimes students say they never received the email or didn't receive in time to print out.

<p>First, Question #4 is worded wrong, so your results are going to be a mess. Second, I do all my copying at home, thereby subsidizing De Anza.</p>
<p>For teaching material or group work (may include some non-test material too), I send the material to students electronically. For quiz/test/Exam: I have to print them out. (Unless someone can tell me a reasonable alternative).</p>
<p>Given the new policies, I am trying Course Studio, but all of the problems I detailed in my answer to the above 2a apply. However, I am no longer providing much of the explanatory, ancillary documentation that I have in the past. My experience is that less than half will read those docs now given doing so requires effort and expense on their part. As I mentioned in 2a above, motivating students to download, print and bring into class those documents that directly impact their grade is challenging; asking them to do the same for background material is a wasted exercise.</p>
<p>Have posted everything to my website. Creating a packet is way too time consuming, in my opinion.</p>
<p>I also use Catalyst for all soft copies of handouts.</p>
<p>I also use catalyst to distribute articles and handouts to the students.</p>
<p>I am having students access course materials online.</p>
<p>I am not providing a lot of handouts. Those I provide are sent via email.</p>
<p>I am now sending students pdfs directly.</p>
<p>I am paying for my own ink and taking departmental paper and printing them myself.</p>
<p>I am posting the majority of assignments and information on a link from my faculty web page.</p>
<p>I am sending my green sheet and syllabus via email. Other teaching and testing materials need to be in hard copy.</p>
<p>I am using Catalyst, I am also continuing to use the print shop for exams, quizzes and worksheets, I have also needed to pay for copies myself out of pocket.</p>
<p>I assign a textbook and post the syllabus and other class materials on the class website</p>
<p>I bought a small copy machine. I set aside \$100 - \$200 for copying each quarter I teach</p>
<p>I create individual copies of handouts as I need them.</p>
<p>I create powerpoints for class, email or create news items in the course studio for students to read and discuss in the message board.</p>
<p>I deliver handouts and supplementary material through Course Studio.</p>

I did that fall quarter for my courses: Few were bought, and the bookstore is not easy to work with
I do post some materials on the portal through My Course Studio. I have also begun e-mailing students my syllabus, but have noticed that fewer of them are reading it as a result.
I don't make packets. I electronically send documents to the students.
I email handouts
I email students worksheets every week and ask them to print out and bring them to class.
I have copied materials using my own equipment
I have cut down on the number of hand-outs. Sending most out electronically for students to print. Doing some spontaneous printing out of pocket as new materials are developed or needed.
I have made various materials available online through my course website.
I have students print the items I have uploaded to the website.
I have tried Course Studio. It did not work because to find the files/folders was too cumbersome, even for my tech-savvy students. The screen layout is cluttered and illogical, which makes it difficult for users not familiar with Course Studio. For some sections, I have asked students to bring in flash drives so they can download the entire reader, but then they have to print it out, which they are reluctant to do. They also do not always have laptops, so they usually do not have access to the files immediately in class. Emailing files works, but not everyone remembers to print it out and bring it to class, so that creates access issues.
I have, since I began teaching at the college, posted materials online for all of my courses, often requiring them to print these materials themselves.
I make all materials available through Catalyst.
I make all non-test materials available electronically via my course website.
I make copies through Printing Services, and then distribute the photocopied item to the student, in the classroom. I am open to creating a course packet for purchase in the new Bookstore set-up, but need to make sure the price point will be right for the student, as well as need time to design an appropriate packet. I am also unsure whether or not to use a bound packet, or a loose leaf packet.
I post all information on my website. I only print out a few copies for the students who really have problems with internet access (usually elderly, second language learners....) I need to print many quiz questions.

I post all my lecture material, including worksheets online (Catalyst). I also typically print one copy per group of worksheets I would like the students to use (for group work only). But also provide electronic copies of the same. I re-use the worksheets I print (collect them at the end of the session). I provide students with word documents if I need them to fill in and complete worksheets. And I also ask them to submit their work electronically (they save them as PDFs and submit them via Catalyst). This reduces printing costs for them as well. Finally, I allow students to use their laptops/tablets/phones in my class to access electronic resources I have posted on Catalyt. This also minimizes the need to print them.
I post all of my assignment guidelines for the course via Catalyst.
I post handouts on Course Studio and I personally make copies for handouts from my own pocket.
I post many things on my website.
I post my handouts to my website, and students print their own copies.
I print at the print center.
I print class materials at home on my own printer with my own paper and my own ink cartridges--I don't think this is fair, but otherwise, I won't have materials I need
I project lecture notes in class, and we have a one printed page quiz per week which i correct and return.
I provide the files in pdf files using Course Studio.
I send most course material primarily as an attachment via My Portal.
I send some materials via email, but I either email the print shop with assignments to print and/or study guides (some I still need to submit manually to the print shop) Do to disability, picking up jobs at the print shop if difficult -- much preferred the prior location -- I could drive up -- current location, delivery trucks often make the trek difficult (especially if they begin to unload in the path up to the print shop)
I send students attachments via email, I use the copy machine in the office and if necessary, I use the copy machine at SJSU, where I also teach
I use Course Studio all the time.
I use a blog where students can find variuos handouts--syllabus, et al.
I use a lot of free online materials instead to supplement the textbook.
I use a text and the internet for online sources.
I use electronic mail, with word attachments.
I use required textbooks, free online grammar tools, and I post all my files on Course Studio. The classrooms in which I have been teaching are all smart and wired classrooms with projectors. I also allow students to submit assignments as much as possible on turnitin and other platforms.

I used to, but now my course poackets are available online for students to view and print what they want to print. It's much easier to create it on my computer and update, without going through the bookstore.
I will e-mail or put handouts on Course Studio
I've been paying to print copies at a neighborhood copy shop.
I've tried but it was going to cost the students too much money. I also tried the reserve at the library but the library lost much of its support in the budget crisis.
I've using Course Studio since it first became available, and I'm currently learning to use Catalyst. I do make Scantron type tests, so I only need to photocopy them once. I do make copies I loan to students in class and they return at the end of class.
In some cases, I send materials via email to my students to copy. I also have paid for the printing costs myself.
In the past, in a previously taught class, I put laboratory materials in the print shop on a 'print on demand' basis.
Individual printings...exams...handouts
Let students print before class
Located online.
Making my own handout material.
Materials are online using Catalyst.
Mostly online materials except for syllabus.
My DAC website
My material is posted on my website for the students to download. I have not dealt with the bookstore to print and sell the packet. Posting online allows me more flexibility to adjust my material on short notice. I use Catalyst to manage my (traditional, not distance) classes and Catalyst has a weekly outline that keeps students focused on what is needed each week - each weeks "class notes" are posted in the outline for them to print.
Myportal ecopies
None. Paperless or making the most of what I can use.
Now use course studio
On line resources and material where students can choose to print hard copies for themselves.
Online course packet

Online resources and books
Online: Web site, Catalyst
PDFs of materials available on a password protected page on my private blog for the course. Students are required to download and print.
Pay for it myself or grudgingl email pdf's
Posting information on MyPortal Coursemate.
Powerpoint
Printing at my own expense.
Printing copies on my home printer
Printing from my faculty website, course studio, and email
Put most of the material online
Putting questions and assignments on overhead machine and emailing homework after every class session.
Rely on students to print their own or view materials on-line.
Textbook, online articles
Textbooks have to be purchased or rented.
The materials needed are currently in their Orientation Guide, which they purchase, or they can access them online. I currently use the printer in my office for other material.
Traditional text
We are giving them PDF files and hopefully only printing they materials they need in the class...But half the class comes to me every lab asking if I have a copy a certain page we are using that day...I end up printing in my office, which is coming out of my own pocket or our "B" budget...Using "B" buget funds to print takes away from the from purchasing the tools and hardware needed to run the lab
Web pages and catalyst
Went online.
all notes and exercises are online
catalyst
combination of emailing things for students to print and paying for printing myself
email
email the syllabus post work at faculty website
emailing
exams need to be printed

materials available through my teaching web sites.
none
on line hand outs are a regular part of my class now; but I still need to be able to print some things!
online and handouts, but 90% online
online resources, moodle, websites, etc
outside printers. School printing is too expensive
packet available to sell via SNO
paying out of pocket
post online
posting on faculty website
scan and send via email. offer 5-10 hardcopy sets for students who don't have access
see above
still struggling with this.....
student downloads and prints at home.

6. Please list any electronic media you use now, or have used in the past, instead of printing?:
-Greensheets (usually posted online, Catalyst) as PDF or as HTML) - Individual and group assignments (allowing students to submit ONLINE ONLY via Catalyst, as PDFs) - Worksheets (for individual work or group work) - PDFs of lecture PowerPoints - Writ
1. Videos at Education Portal 2. YouTube videos such as http://www.youtube.com/watch?v=erJEaFpS9Is or http://www.youtube.com/watch?v=fPI8XFfBxHk 3. Free chapter from Zen and the Art of making a living: http://empoweryou.com/products-book2-free-chapter.shtml 4. TED videos
Adobe, word docs
All materials that I use now can be easily replaced with their electronic version.
All paper assignments in my class are paperless: the assignment is given online, the primary source documents are posted to the course website as PDFs, and all papers are turned in electronically.
CD's, jump drives
CD, DVD, flash memory, email
Catalyst
Catalyst Google Doc E-mail Omni Powerpoint Prezi Keynote
Catalyst and Course Studio for assignment distribution and online quizzes
Catalyst and online articles
Catalyst is okay, and the portal also via email. I would like to try wordpress or a google wiki
Catalyst or other online learning management systems.
Catalyst page is very helpful as a resource where one can post many things.
Catalyst quiz
Catalyst, CIS servers
Catalyst, Course studio, faculty website, email, Facebook posting/link
Catalyst, Manila, emailing materials to students.
Catalyst, and the BUS/CS Division server (called Puma) where we could upload files for students to download from any computer that has internet access.
Catalyst; faculty web site
Computer - see above

Course Management Systems, Emails, Listserves, Social Media, Class Website, Class Blog, file-sharing networks like Dropbox.
Course Studio
Course Studio Omni Update faculty web page MyPortal - email PDF files to students
Course Studio (My Courses), CengageNow (required online study tool of certain classes), and WileyPlus (required online study too of certain classes)
Course Studio mainly.
Course Studio, Catalyst, web sites, in-class projectors, computers, document cameras--these are all good tools which has reduced my paper use.
Course Studio. Email. Flash drives.
Course studio
Course website for: lecture material, lab activities, review material, worksheets
Couse studio, first- and third-party web sites.
DA Email, Gmail all through the use of my , Catalyst
DVDs, online
De Anza Website.
Distribution and drop box on computer in the classroom.
Doc Camera and Computer
E-mail Word documents or PDF files to my students through the Portal. Post documents on Course studio.
E-mail the material
E-mail. Elmo. More extensive Powerpoints.
Email
Email and Catalyst.
Email and My Portal regularly- will begin using Catalyst.
Email answers to the day's quizzes to the students.
Email attachments which often means students show up in class without the printed email attachments.

Email docs to students. Post docs on Course Studio for "anytime" retrieval during the quarter. Show docs in class using Elmo projector or computer.
Email, Catalyst, Course Website
Email, Catalyst, Docutek
Email. Course studio does not work on my iPad.
Email. Portal
Emailing students materials that need to be printed, or that they just need for reference.
Emails
Faculty Website, Course Studio, Email
Faculty web site, Catalyst
Google docs -
Google documents Catalyst
Got permission from author to pdf a book out of print. Otherwise I use my De Anza website
Have links but for students, they need to have text in front to them to take notes, disadvantage when they don't have a hard copy.
I am now trained to use Course Studio. And MYportal resoures.
I am using Catalyst (De Anza DLC website) for putting handouts etc
I do email an occasional handout to students on my roster through the portal.
I don't understand this question (electronic media?) After creating the document (material), I just email to students via the portal.
I have a Fujitsu lifebook and use it daily in my lectures, especially the 'One note' and 'Journal' programs that allow 'digital ink'. I use it for nearly all the instances where anyone would use a white board and markers. It also enables me to send the notes and annotations to the students at the end of each class. I frequently use web based information systems for technical data and various manufactures web information such as training media. I have provided web training modules as a course supplement which has required me to pay for my own web hosting because the campus internet system does not support adobe flash and the amount of web space provided on the faculty sites or the course studio is not near enough. I rely on several other devices for media, for example: the ceiling camera in my classroom is barely adequate. Although it is new, the installation is incorrect and the room lighting is not appropriate for the camera, I'm unable to shut off the conflicting lights in order to show any details. Therefore I have to use an older video tape tri-pod camera (at least 15 years old) with an S video cable. I've requested help with the overhead camera and was promised a high res unit last year. I'm still waiting.

I have attachments available either through email or my website.
I have been experimenting with uploading a few WORD documents to COURSE STUDIO. It has been an okay experience. On the instructor end, it was relatively easy to figure out how to upload a document. However, on the student end, I would like their interface to show more clearly that they have a file folder with a document in it. The design/interface could use more help and be more intuitive. However, using Course Studio still does not answer the question for low-income students who do not have an easy, reliable, fast, painless way to print-on-demand in their home or on campus. Course Studio is still putting the cost back on to the student to print documents that will be used in a classroom exercise or classroom presentation. By the way, in number 7 below, I believe you mean "E-Print-It" not "GoPrint." At least that is what our students are told the service is called.
I have developed a web site where I post the green sheets, study packets and quiz/test answers.
I have my own domain and have an extensive class website for each class
I let them use their phones, cameras and other smart devices along with a web page on catalyst
I maintain a class website and use it extensively, along with paper handouts. I also use other sites on the internet in almost every class to present various supplemental information and graphics.
I make "text" available on course website
I post Powerpoint slides in Course Studio saved as pdf files to save space and uploading time.
I post materials on the class blog
I project lecture notes in class and show videos students take notes and have a text book Homework is sent by email which I read but do not print..
I put a lot of files on Catalyst for my students to view.
I send materials by email through the portal.
I sometimes send out handouts over email that I want the students to read, but not necessarily print.
I sometimes use the computer (Power Point) or overhead projector in the classroom.
I use Course Studio to post all my handouts and assignments; I also put links to URLs that we use in class.
I use Course Studio.
I use electronic media along with printing.

I use emails and a web site on which recent documents are stored.
I use lots of online media - podcasts, electronic texts and videos.
I use the faculty website to post all materials such as lecture slides and assignments.
I use the portal. I have never been able to make the one Catalyst training offered each quarter.
I use web articles, pdfs, word documents, youtube videos, etc.
I'm not sure what you mean by "electronic media." I have used docutek.com, Course Studio, and Catalyst for the course reader. I put them in pdfs.
Internet...course homepage.
Laptop/tablet in class (I bring personal laptops to class to lend to students for those do not have) We use GoogleDocs, Catalyst, Youtube and various websites
Links to materials available online, emailing students edocuments for them to view and print.
Many, many url's for readings. I use google.docs for submission of papers and grade them electronically.
Mostly e-mail and website.
Movie on dvd.
My Course Studio (upload handouts)
My DAC webpage--students download syllabi. I email them copies of answer keys to exams/mini tests.
My web page.
My website for posting greensheets, homework, solutions. In class, I use powerpoint.
My website, email, Catalyst.
MyPortal - MyCourses
MyPortal Coursemate, Moodle and plan to use catalyst. Email
On course studio, google docs.
Online articles
Online within Catalyst.
PDF files and Word documents, accessible through my De Anza course website.

PDFs
Portal
Power point for lecture material
PowerPoint presentations. Website.
PowerPoint. I have never provided these in hard copy. They are an outline to assist the student in following the lecture/discussion. It is an aid not a substitute to note taking. I use email. See #5 above.
PowerPoints & pdfs that are emailed to students
Private blog for the course with all course material available, PDFs available on password protected pages. I also reformatted tests so that everything was on just one page, then asked students to use their own notebook paper, or notebook paper that I provided at my own cost, to write their answers to the test. This kind of sucks. A student should have enough room on a test to write the answer underneath the question without having to use their own paper and write on a separate sheet. Maybe it's just me.
Quizzes/short tests on 1 page, put on document reader; students answer on the scantron but read the test on the screen. Not ideal, but works.
See above.
See above. Also, I now use the document camera in the classroom.
The Accounting Department uses a Publishers Homework Management system to releave some of the quizzes and homework paper. Also, I use The Portal to send out my Greensheet and Calendars.
The in-class projectors, sometimes material on the internet via classroom computers (but they are not always working)
Use of web pages
VCRs, DVD players, CD players, and computers.
Video files, some .pdf files.
Web site, email, Dropbox, etherpads, Wolfram Alpha, Geogebra, etc.
Website. On-line homework
catalyst
catalyst. Email files to students. Faculty webpage.
catalyst. Publisher webs sites.
cataylst
cd,dvd,internet

downloadable homework assignments and take-home quizzes, online green sheet, links to outside media resources on the web
electronic mail; classroom imaging; url links
email
email and Course Studio
email files to students, post on my website, send students links to online texts.
email, faculty website
email, course studio
email, diigo- a website that organizes links for learning communities
email?
emailing
emailing pdfs copying elsewhere and bring to DA
iClickers, Course Studio, TurnItIn
internet, course studio,
jsut going to Catalyst
moodle, public websites, google products, social media
my website mymathlab webassign
none. A problem was that students had not made available to the college their current email address. So it did not work to email stuff to them
online government websites
online web site: put materials on web site
pdf files on website of course materials (syllabus, calendar, handouts, etc)
pdfs and powerpoint slides.
posting files on MyPortal and emailing PDFs of handouts.
powerpoint
the De anza portal and Catalyst
web pages, catalyst, electronic mail
webpage, listservs, Catalyst, blogs, online videos, powerpoints online, etc.
website
website posting, e-mail, Catalyst
website; catalyst
websites moodle email google hangouts and many others

websites, youtube

8a. If yes, please elaborate:
1. The idea of having to load money is problematic especially in a rush. 2. They are often unaware of how it works and where they can go.
Although I did not have conversations, students always ask me to have handouts.
As mentioned above, it is expensive and cumbersome--not an improvement from past on-campus printing alternatives.
Breakdowns. One in particular problem occurred last quarter when I allowed my students to use their laptops to write their in-class essays. The campus system was inoperative that day which caused them not to turn in their essays at the end of the allotted time.
Could not print, complicated,
Extra charge for using credit cards.
For some students, technology is still tricky--they can't get it even after many tries.
Go print is inefficient, not compatible with all software systems, does not print out photos or pictures very well, machines are always broken, there are lines for go print machines/ not enough printing stations, they are expensive, etc.
GoPrint kiosks didn't always work when they tried using them
GoPrint works approx. 10% of the time not reliable some students do not have a credit card to load \$
Hard to find, wait for use, forget to print out material for class
I don't even know what is GoPrint?
I don't really know what GoPrint is....
I don't think anyone is using it from what I have heard.
I have heard that it is expensive and unreliable. Even if they are willing to pay for it, often the machines are not available or it good working order at the time they need them.
I have never heard of goprint -- however, as I request all homework in hardcopy (due to my poor eyesight and lack of ability to read online more than a paragraph at a time) -- I do know that many of my students do not have printers and they do complain about the print access in the learning center and elsewhere. (Many may have smart phones, but they complain about the cost of printing two pages at a time for the assignments)
I have never heard of this
I have not heard of go-print
I have told my students to print at home if possible; most do that.

I think that students can make the argument more effectively than I can....
It is hard to navigate, understand, and is expensive according to students.
It is very expensive and cumbersome.
It think the e-print system is quite complicated
It was not made clear to us what GoPrint is and students had no idea about it. I had to take quite a bit of time to try to explain printing options to a student and then she did none of them.
Just today, students had trouble printing because the system was not recognizing their ID card numbers.
Machines are not working, Machines do not take cash, Machines do not have the particular software installed to handle their data.
Many of my students continue to lack the new ID they need to use GoPrint.
Massive frustration over Eprint. Students very dissatisfied.
My materials are password protected. Many students said they cannot print from the new system on campus. This is a huge issue because I cannot email all of my materials- it would be way to cumbersome on all ends. Students printing from home have no difficulties printing.
My students do have to print some materials downloaded from my web site and they all seem to be able to accomplish this without significant problems
N/A
Nearest print center was broken. No direct access from their CIS network to the print center.
Not applicable
Printing is extortionate: they have to pay \$0.75 PER PAGE if they have not put money into their GoPrint account via myPortal. This means that for my students to print out their homework assignments for the quarter, the cost could be as high as \$8.00.
See my answer to 2a, above.
Slow, not enough stations
Some students find the instructions too confusing. Other times the go print stations are not working. I think they require a credit card? BUT overall, they are a good idea
Some students have had a hard time printing out completed assignments to edit and turn in.

Students haven't voiced concerns or complaints about GoPrint because they haven't even started the steps to get access to GoPrint. When told about the steps to print on GoPrint, they express surprise and say that it is too complicated to even start.
Students number one complaint is the price often 75 cents a page. They also have voiced complaints about the machines breaking, not having paper, and not being user friendly.
The new ePrintIt system cannot accommodate the password protected PDFs, especially the Anatomy 40B class and Bio 6A class. Students were having a hard time printing them on campus with this particular system. And since the current print system can only accept credit cards, it creates a lot of hassle and inconvenience for students who did not have one.
The printers are hard to find in some areas and they don't always work
The printing options are very limited. Students opt out of printing, and some of my students have been unable to turn in their work due to lack of printing access.
The students complain that it's difficult to get copies and it takes a long time. It's also very expensive and it often doesn't work. They eventually give up and go off campus to make copies.
The students' reviews are mixed. Many of them agree that it is complicated to upload documents into "the cloud." It is easier for them to bring in a USB drive/dongle and print from there. I think students were also having trouble with knowing ahead of time that they needed to save documents to a WORD doc.x, or a PDF format in order to print off the Cloud, or something to this effect. I also saw many of the new students having trouble just getting their new DASB card with a magnetic strip. There were long lines at the start of the quarter. I object to the way E-Print-it System forces young students to need a credit card. They need a credit card in order to start an on-line consumer account with E-Print-it. They can use cash to create an account, but that means waiting in line at the crowded bookstore to find an associate to help them use this cash process. This really stigmatizes the possibly lower-income student who does not have a credit card, or may be unable to have a credit card. Some of these "cash only" students had to wait in a long line to get this tedious process completed. The line was visible to everyone.
There are still glitches in the system
They think it is too expensive and have found it cheaper to go down to Staples to print.
Two concerns - 1. Not enough stations 2. Don't always work
What is GoPrint?
What is GoPrint? Have had conversations regarding printing. Students feel that \$.15/sheet is expensive.
not teaching this quarter, no comments from last quarter
they don't like it

9a. If yes, please elaborate:
- This quarter (Winter 2014), I told them that I will no longer provide the single copy per group worksheet because we have to save on printing costs. They grumbled a little-bit, but overall, they understood we are living in tough budgetary times. Person
-- No full syllabus to hand out on the first day of class or during the 2-week add period means students interested in adding have nothing to look at (until after they add and go into Course Studio), although I try to pair everyone up so that those trying
Big concern is makes acces to learning more complex than needed and results in missed deadlines and confusion. Definately makes my job more difficult.
Costs
Difficuly downloading material using campus computers. Time constraints.
Hard copy better forin class activities
I have encouraged students to utilize printing means near their homes or work, but all students have them available and have had problems printing on campus, or have had problems with the cost.
I have heard more complaints from the continuing students and less from the new students. Students who tablets or laptops tend not to complain much because they use this technology as an electronic book. BUT many of our students cannot afford a Ipad or Ipad mini, or laptop.
I have told them it is a budget issue. The students take it as nonnegotiable.
I have used the website for many years now, so this is not a new issue for my students. Some feel it is "a pain" to have to print their own materials, but most feel it is ok.
I've done my best not to make them aware, and make their experience as seamless as possible within the restrictions.
Inability to receive things tht they got in the past.
It still costs money (which they don't have) and now they have to find somewhere to print the necessary materials if they don't have a printer at home.
Just a general concern.
Mainly the cost and inconveniencs.
Many ask for an individual copy (which I don't usually have) as its on the overhead for the whole class to see.)
Many students are not at De Anza for a long period of time, although many are. To students who started this year, they are not aware of the previous policy and that the current procedures are a change.

<p>Many students like receiving hard copies of weekly assignment calendars that I give out. I have tried writing assignments on the board for them to copy, but in order to have a hope of them copying ALL of the information accurately, I have to allow for at least 10 minutes of classtime for them to record the assignment. This is not an acceptable use of classtime. Also, having a paper copy enables them to check it easily, to find out when something is due, or to make changes to due dates. They also do not like having to pay for readers and would rather not, especially since they have worked out that it is so expensive.</p>
<p>Mostly negative results - don't use, forgot, don't have access to the printer or no naccess to internet.</p>
<p>My students did not have to deal with the issue because I paid for my greensheet out of my pocket.</p>
<p>No, because I still provide them with all paper handouts in class.</p>
<p>Not able to have hard copy in class when going over the material--can't follow along. Students getting lost and confused. Not helping with student success.</p>
<p>Not able to get material printed in time for class. This just adds more stress to their lives. This especially affects students with limited budgets.</p>
<p>Not as convenient as having printers in the computer labs</p>
<p>Not every student has access to computers or latest version of MS word when things are sent out. Sometimes format gets messed up or student cannot print out docs in time for class.</p>
<p>Not explicitly yet, but I could feel it.</p>
<p>Not with my classes, but in regards to other classes.</p>
<p>Per students school should provide the material.</p>
<p>Price has gone up due to an additional cover and pages are in wrong order and upside down.</p>
<p>Printer ink costs are very expensive for students. I have printed student papers on my own printer because they say they don't have printers.</p>
<p>See 2a, above.</p>
<p>So far only mild concerns. Problem comes into focus slowly for them, so far</p>
<p>Some don't have printers and/or don't have time to get the packets and worksheets printed before class.</p>
<p>Some student can't afford printing at the library or print shop (De Anza's / Kinko's). They don't own printers at home, or their printers are broken, or they can't afford buying the replacement toner cartridge.</p>
<p>Some students do not have a printer at home or can't afford to pay for printing.</p>
<p>Some students do not have easy access to the internet, computer or printer.</p>
<p>Some students don't have a printer at home. Some students dont' want to print worksheets out because they are concerned about printing costs.</p>
<p>Some students have no access to a private computer,</p>

Some students have told me that they don't have the means to print materials at home.
Sometimes they find themselves late in getting printed materials for various reasons
Students are already burdened with working part or full time just to afford college, books, rent and the additional time and money to print things out is, in my view, unacceptable
Students are angry about the extra expense. 50% of my class does not have printing capacity at their home. Mostly they are using small devices (phone or IPAD)
Students are not able to print out all articles or instructional materials for all classes, they are paying more for ink, paper, and printed copies than were paying before with materials fees. Bookstores run out of packets produced by faculty, students do not have computer access or access to printers which makes it difficult to keep up with the printing needs, etc.
Students have commented on the fact that they are asked to print materials in each of their classes and the costs add up. One student commented that when he started at De Anza College a couple of years back, he was handed all the course materials such as the syllabus in each of his classes but now he had to print all of it himself. "Its crazy!" was how he described it.
Students have complained about having to copy materials, and the total cost to them is now much greater than the materials fee they were paying for courses.
Students have complained that the syllabus is not available in a paper format.
Students have reported the following: The book store will be out of copies The lableing to find the books on the shelves is unclear
Students in my EWRT 1B course told me last week that they appreciated that I was still using handouts to go over and practice punctuation and grammar. (I told them that I had paid for the extra copies myself.)
Students who are not well versed with computer programs like Course Studio, have reported being lost and confused--cannot find uploaded materials.
The change is not just for non-test materials! All printing is limited to 20 copies per student per quarter according to a recent notice from Language Art Division..
The cost of the class materials (Textbook) has increased. They would rather the instructor worry about the in-class handouts than have to worry about purchasing them.
The lab manual must be available to them at least by the first day of class. They become very upset if they don't have the lab manual on the first day of lab.
The students have problems sometimes copying from the website. They don't understand why they are unable to get needed course worksheets unless they print them themselves,
The students have voiced concern over using E-Print-it.
They have found it to be an inconvenience.

They often do not have access to online materials for a number of reasons: internet is disfunctional at home Don't have a laptop or smartphone for school don't have a computer at home need to use paper materials in class but home printer is broken
They say it makes it difficult for them to turn in essays on time because the printing mechanisms are not reliable. They are frequently kaput.
They seemed worried about getting support and abusing friendships'
They tell me that many teachers have told them about it.
They want printed green sheets and printed project/assignment guidelines across the board. Currently, I make all that available online only.
They would like to have handouts for assignments rather than being asked to look at their MyPortal or email for files.
Those who can't afford it or don't have access to the internet.
To summarize, a consensus argument, do these changes support the instutional learning environment? Are we saving a penny to lose a pound?
Too busy to find a printer (work, school, unreliable home printer), may have to pay to print and don't have extra \$\$\$, not as "salient" so maybe ignore electronic docs more.
While I have not heard these complaints, they may still be abundant!
Yes, students are not accessing material in a timely way or are "fogetting" and then want to get it later or leave class to access.
Yes, they hate the new system and think I personally am making their lives harder. They also refuse to print material because they say they cannot afford it or cannot work the machine. This leaves me having to print many handouts at home or simply offer a lesser course as I do without handouts that students used to enjoy or need.
e-printing by students is more expensive and less convenient than paying for printing in the classroom was in the old process.
especially green sheets and study guides; and I am using MORE paper for tests because the division printer does not print on two sides.
evening students don't have availablity to get a new ID card with the GoPrint chip
hours of print store and new print card issues
they WANT their syllabi in paper form. They say they have to print it off anyway, and would rather have it done and ready for them
they are not happy having to print out study guides, etc.
they are willing to pay fees for materials
they forget to print and bring to class, interferes w/ learning and completing course activity. continuing through the quarter, they forget to study from online material as well

12a. If yes, what are the equity concerns that are most important to you?:

\$\$\$\$\$\$ - !! So many of our students (all ethnic groups) are struggling financially. It's one more thing to purchase when they don't know where their next meal is coming from. And it is likely the student won't need or use every page or activity. It's one more barrier, and may be the (or one of the) final brick in that wall. Having a packet forces students to pay for everything in it. Having documents/activities online whenever possible gives each student the information they need to be successful with an option to print what is meaningful and necessary for them. Having a budget to print a few pages now and then helps bridge the gap for those who don't have a printer or the finances to print or copy.

1) Many students do not have access to computers or printers on a regular basis which makes it very difficult for them to keep up with the printing needs of their courses or the electronic resources that they must access to be successful in courses. 2) This policy also makes the cost of education higher for students who are already struggling to pay for the cost. Go print and e print services are not subsidized in any way for poor students in the way that texts are or might be and the cost for printing from these sources well exceeds what poor students were paying before 3) Developmental students struggle with being prepared for class and this new policy change makes this problem much worse for them 4) Many pedagogically sound practices to reduce equity gaps in classrooms require the use of printed materials in class and without these resources, teachers cannot be effective in closing this gap

1. Assumption of technology skills from student and staff. 2. Time spent on explanation of technology (web sites to go to etc.) rather than pedagogy 3. Unfairness of access by socioeconomic status, age etc.

Ability to teach students as effectively in our developmental courses.

Access to materials if a student doesn't have a computer or printer at home.

Accessibility to materials.

Additional cost burdent to those least able to afford it.

Again, students who are relatively privileged can compensate for the new costs and technical challenges; less privileged students are struggling even more.

Assuming the students in greatest need can just jump on a computer or easily print things

At the very least, students without a computer or printer have to deal with that. My own grandson has no laptop yet and so must access everything by going to the college lab and printing it there.

<p>Basically, with the new printing process, the college is becoming a place where wealthy or privileged students will do better than students from an at risk background. The student that has access to a printer at home or can pay the fees on time will get full credit on the assignments because they can turn in the assignments on time. Students that cannot afford to print or do not have access to a printer at home will not get full credit on the assignments since they cannot turn in the assignments on time. Additionally, students that can afford to print the handouts from the web will have an advantage over those that cannot afford to print the materials. Plus, the lack of printing means that I cannot adjust my course handouts to meet the students needs in my class rather I must go with a set of handouts that are in my course packet and are for a generalized audience instead of tailored to the needs of the students in a particular class.</p>
<p>Both in the assumption that students have access to the internet and a printer. As well as the assumption that all necessary materials are available to faculty via the internet.</p>
<p>Computer access, including printing, is not an issue for students and faculty who can afford it. But many community college students struggle to pay for basic living needs, such as food and rent. So any extra expense is a huge burden.</p>
<p>Cost of printing</p>
<p>Cost to students, especially those without access to inexpensive printing</p>
<p>Despite the fact that we say that students must have internet access and an ability to print, many students from economically disadvantaged origins rely on accessing internet-based materials on campus, or they are accessing materials only on their phones.</p>
<p>Differential access to computers/internet</p>
<p>Digital divide. Increase in student course expenses to include print materials. Even paperless, some students do not own smart technology.</p>
<p>Economically disadvantaged students who do not have access to printers (at home) or who must pay college per page printing costs are at a disadvantage. College per page printing costs are higher than self-printing in many cases.</p>
<p>Elderly and disabled students.</p>
<p>English as a second language. Impact on the safety aspects of the class.</p>
<p>Equal access to resources for lower income students cannot afford to print and language learners who fall behind the rest of the class as cannot copy and translate as fast as others.</p>
<p>Expensive textbooks and printing costs seem to equal out. Students still struggle to pay for printing costs and now they also have to find a place to print. This divide which already exists continues to widen because we are forgetting that it even exists.</p>
<p>Financial burden and time burden to some students.</p>

<p>Having access to a printer is an economic/class marker. Many of my students do not have printers at home, and their economic situation has sometimes delayed their ability to print materials in a timely fashion (some have had to wait for financial aid monies to be disbursed before they are able to print even the modest amounts I require.</p>
<p>Here is what I see with students. They cannot access online materials because of many, many reasons: internet is disfunctional at home Don't have a laptop or smartphone for school don't have a computer at home need to use materials in class but printer is broken Also, the fact that part-time faculty, already poorly paid, must put everything online is a huge concern. The Language Arts Division has 3 computers for faculty but they are often all in use, so where should a faculty member go?</p>
<p>I feel that those students who have more resources will do better than those that don't.</p>
<p>I have taught for specialized programs for students from underserved backgrounds. There are occasionally students for whom printing a reader is problematic because they don't have printers at home. However, I have given them specific instructions about how to download the course reader and how they can take it to get printed and bound. More than 95% of my students have been grateful that the costs are lower than a textbook, so they have not found it a problem to get the reader printed.</p>
<p>I hope we don't move too far in the direction of relying on technology where poorer students will have to work much harder than they already do and than other students.</p>
<p>I put materials out on the web site and with emails, but a portion of the students, mostly the most unprepared ones do not make copies. From what I have gathered, the students who need the most help in developmental classes are least likely to follow through on making copies.</p>
<p>I shared in the above commentary... And I would stress that "all students" are being adversely impacted.</p>
<p>I'm not sure.</p>
<p>If the charges are excessive</p>
<p>If they crimp it any more than they have already I would be concerned. I have cut back as far as I can without negatively impacting student apprehension and success.</p>
<p>If you are teaching in the classroom there is always out of pocket expenses because funding or access to funding is always restricted.</p>
<p>In ability to see it and touch it.</p>
<p>It seems that it's more expensive for students to print, and that can affect students with financial needs. Also, students with no personal access to technology (laptop, internet connection) cannot refer to the online clas material as those who have access</p>
<p>Lack of access or costs for students at a socioeconomic disadvantage.</p>

Low income students do not have the same internet access, so when I post or email documents they do not print them, which impacts thier learning opportunities beyond the textbook, which some cannot afford to buy.
MANY students are on a slim budget.
Many developmental students also work almost full time and have trouble finding time to print out assignments, or paying for it, or both. And if they have no eye insurance and can't address their poor eyesight, they can't see documents on the classroom screen.
Most concerned about students from low socioeconomic backgrounds and students who are kinesthetic.
Not all students are good with electronic texts or have access to computer, smart phone, tablet or printer to get the materials they need to bring to class. For developmental classes, having access to hard copies is even more important.
Not all students can afford a printer, ink and paper. They may be reluctant to printout material and so will not have the material in a binder right at their finger tips. They have to log on, find the material etc instead. This takes much more time and so they will be reluctant to it.
Not all students can readily access a computer if documents are online.
Not all students have access
Not all students have access (or easily access) to a PC and/or a printer on a timely manner, and some are almost NO. As an example:I have email the class greensheets to students via the portal before the beginning of each quarter for a while. Still have students told that they did not receive the green sheet pacage. (you may know that there are several possible reasons for that).
Not all students have access to computer/printer. Some students have to go to the public library near their homes to use the computer/printer after working. Time limitations. Family responsibilites. Single moms/dads.
Not all students have access to computers, smart phones, or printers. Many don't have time to access the computers/printers on campus.
Not all students have access to computers.
Not all students have equal access to the course materials and fall behind as a result.
Not all students have printers/can afford paper, ink, etc.
Not all students have the money or easty/reliable access to a printer.
Not every student has easy access online.

Not everyone has access to a computer. (Not to mention how ridiculously expensive textbooks are, as it is.)
Not everyone has easy access to a computer.
Obviously, it penalizes students when teachers suddenly see the advantage of introducing a text to the class and the technology malfunctions or can't locate the essential text via the internet. For me, it's much easier to make thirty copies prior to class, copies I might add that they can take notes on. Reading on a screen is more difficult than reading from a page in front of you. In my opinion, you absorb the words more easily and can concentrate longer and more deeply. Not to mention the equity problem with students who do not have access to technology, usually because of poverty.
People without computers or printers have one or more hoops to get through that the "haves" do not.
Please read my above responses where I address many concerns of equity and access.
Printing costs could be a financial burden for some students from lower-income families if they have to pay for their own copies.
See question 9a
Shifting costs to students adversely affects students without financial resources. On the other hand, the cost of enrollment is smaller and the cost of printing for most classes very small.
Since the loss of material fees some of the students do not buy the course materials.
Some financially strapped students can't afford to print pages from my website.
Some students are not mature enough to organize themselves to be so organized.
Some students can't (or won't) buy printers, and can't afford high printing costs at library or commercial print shops (Kinkos'). Other's don't have laptops to bring to class to retrieve files that are being discussed in class. Those who have phones with online features do manage, but it's very hard to monitor what they're doing on the phone (texting?) AND due to the small screen, I don't think it's feasible for them to take notes on the doc.
Some students do not have easy access to the internet, computer or printer.
Some students do not have printers at home, so they cannot bring copies of handouts to class, which impacts their ability to follow and learn.
Some students do not have ready / inexpensive access to printing answers to my quizzes.

Some students do not have the time to go to the computer lab or print shop. They have laptops or tablets but do not necessary have printers. Also having laptop loaner programs where faculties can checkout laptops to bring to class for students to use in class would be extremely helpful
Some students don't have easy access to printers and computers. Also, it does cost students to print out the handouts.
Some students don`t have easy access to email or cumputers.
Some students have easy access to printers at home, others do not. Not every student can afford to maintain a reliable printer at home.
Some students may not have computers or if they do the computers may not have enough capacity updated with enough software or equipment to allow for thoroughly completing course requirements adequately.
Some students might not have access to the internet and therefore cannot see material posted on websites. However, many UC schools have now gone largely paperless as well, so De Anza students are not necessarily at a greater disadvantage than other college students.
Student easy access to computers, printers and paper
Student equity is reduced.
Student inability to either afford to purchase these or print out materials due to lack of computer, software necessary, or printer. Certainly they could use the on campus computers and these new printers, but many of our students must go the work immediatly after class.
Students cannot work as independently on certain activities if they do not have a specific, printed list of tasks to follow. Additionally, students who don't have easy printing or Internet access inevitably suffer from the fact that many class materials are now available only online.
Students do not have equal levels of income, access to technology, available gadgets, or time to print out materials on campus. For poorer or disorganized students, it is not easy to print out their own materials. Public education should do at least this much.
Students from economically disadvantaged families do not have resources to pay for the books and lab manuals sold by the bookstore. As a result, they procrastinate or skip some assignment. If they submit late they lose points.
Students not having consistant access to free printing off campus, hence, students may not have the means to print on campus. Also, not all of our students are literate in how to manage a paperless/ electronic learning environment.

Students should be able to print and access anything they need for school regardless of their financial or technological situation without jumping through a lot of hoops.
Students who cannot print materials are disadvantaged. However, as I said above, if we are to shift more things to electronic, we need to think about viable alternatives....
Students who do not have easy access to my reside via my website pay to buy a print out - in some cases I have covered that cost myself when it has become obvious the student has no resources - I can afford that - and now pay for all my handouts out of my own pocket but if I cld not afford to do so then yes my teaching would suffer
Students who do not have much money and /or transportation are forced into a system that doesn't allow for them to have equal access and success.
Students who don't have computers or printers don't print and bring material to class and thus don't participate in class work.
Students with fewer resources will not have access to computers and other devices to be able to engage with course content as deeply/thoroughly as students with more resources
Students with limited computer and internet access and knowledge might struggle.
Students with means have printers at home, students without means do not. All students should be treated the same.
Students with no or limited resources are wasting their time running around to get printing instead of attending classes.
Students without smart devices often have trouble accessing material in a timely fashion. In my class not all students are tech-savvy and do not utilize e-documents as effectively.
TOO MANY of my students do not have printers or money for printing during the quarter. Having a paper copy gives them much more time with the material. Going to the library to look at the computer is nice but they can not bring the materials home to study from there. Must be on paper to reach my poorest students.
That we are doing a disservice to the poorest students who do not have a computer or digital device to look up digital files in lieu of paper handouts.
The college is shifting the cost of printing directly onto the students.
The cost of e-printing is much higher than printing provided with student lab printers, as well as less available. Poor students may not have printers at home.
The digital divide and the financial burden to students
The digital divide: access at home to computers and printers.

<p>The have vs the have-nots. We have instituted a policy that rewards those who have the financial means and access to resources, while setting up the other Ss for failure. In addition, are all of our Ss motivated to do all that is required to boost their own success in their academics? I will make the case that many of our Ss have yet to learn effective study habits, so relying on them to do all they need to do to ensure their own success may not work out as we hope.</p>
<p>The idea at DeAnza that every student has the internet, computer and a printer in their home...I have many low income students in my program who have issues with students printing the material they need for the class.</p>
<p>The issue is very minor in comparison to other more significant equity concerns, though it isn't possible to say that there are no effects.</p>
<p>The poorest students often lack a computer at home, or they lack a printer or internet. They are also most likely to be affected by even a few dollars cost, and if they work, they have to rush around to get things printed. I see lack of materials as an additional burden for the least advantaged</p>
<p>The students who are least college ready are likely to suffer the most. The students who cannot afford textbooks are the ones who are coming to class without the handouts, worksheets etc. because they did not print the materials. Some students are trying to access the materials using their phones in class because they did not print out the materials and it is clear that this is a distraction and is detrimental to learning. As a Geography faculty member, I want to be able to make use of current events as they happen. Handing each student a visual/news article for class discussion allows the student the chance to take that home and revisit that visual long after the class is over. Working students/financially strapped students/students with family responsibilities juggling work and school responsibilities do not have the luxury of time. Referring back to a paper document that they picked up in class is a lot easier than having to use the internet and look up a site. I feel strongly that we are renegeing on our commitment to disadvantaged students by shifting the burden of responsibility on their shoulders. We are making it harder for them to succeed!</p>
<p>The students who lack the resources (computer, printer, toner/ink, paper) or alternatively, the time to sit in the lab to do the work are the ones who suffer the most. Many of these students need to take developmental courses in Reading, Writing, and Mathematics, and when they cannot make printouts or copies, they fall behind, miss assignments, and generally learn less than their peers. As a consequence, their grades are lower.</p>
<p>The studnets are not getting the printed material by the first day of class.</p>
<p>The targeted students are often also low-income and may not have internet access and/or a computer at home, so they won't have 24-7 access to the online system.</p>

<p>There are always some students that do not have access to personal computers and/or printers. It is harder for them to get their materials from online. They primarily access them from school, and the new system is making it even harder for them to do that because of password protection and because of cost. A couple students mentioned that the new printing system on campus is expensive, and also cumbersome/not usable because they have to attach a credit card. I need to learn more about the new system so I can teach them how to use it.</p>
<p>There are many low-income students who do not have ready access to computers and/or printers so even if materials are available on My Courses, they cannot print them.</p>
<p>There are students who do not own computers.</p>
<p>There is an assumption that either all students or most students have access to, or have in their possession a computer and a printer, and I know that is not so based on what my students have shared.</p>
<p>They don't get the extra materials. Some students learn by holding in their hands the book or notes rather than reading info in a website.</p>
<p>This is a fundamental resource. Absurdly low limits prevent us from using the resource.</p>
<p>This system only accepts credit card and the minimum is 5 dollars. A lot of them only have couple of quarters to print and save the rest for lunch. For now, we solve this issue by allowing the students to print using our own resources and papers.</p>
<p>Timely or easy access to a computer and printer to retrieve required material.</p>
<p>Too many of my students are struggling, financially, as well as housing concerns. They, among others, honestly do have lack of funds and thus are at a true disadvantage if they are expected to pay for copies. When sending email to the class, including assignments and study guides and articles, at least 10% of my class does not have access to the material (lack of computer access, poor bandwidth, etc)</p>
<p>Underrepresented students, including students with less access to printing resources, appear to be adversely affected in their education by this change in materials fee policy. I do see more students now who do NOT have their syllabus, study guide, or assignment instructions with them in class, than when we used to be able to hand out such paper resources.</p>
<p>We have to be sensitive to the fact that there are socioeconomic differences among students. As I mentioned above, some students don't have a printer at home or some students don't want to print worksheets out because they are concerned about printing costs. Also, some of them feel embarrassed about it and hesitate to let me know.</p>
<p>access to and expense of</p>

access to computer, internet, and printing
accessibility, learners who do best by highlighting, reading on hard copies, comparing, adding, are at a disadvantage.
ease of access to materials
equal opportunity to get information about assignments, due dates, extra credit assignments/topics.
lack of fairness in cost and gender/ethnic discourse
likelihood of actually having the material lessened. Poor students are much less likely to have the published textbook or a current edition making a reliance on supplemental materials crucial for success.
many students do not have credit cards; in the library I let them use my card or computer in my office connected to a printer
many students still don't have access to printers and can't even afford .50 to print
not all students have unlimited access to computers
some of my students do not have a smart phone nor a computer; they are behind in finding the assignments and study guides
some students are not able to grasp all content from computer. sometimes it is more useful to have hard copies in class
some students don't have access to a decent printer
some students don't have access to printers at home, so try to print on campus with inefficient systems
student on a budget will not print syllabus and not be as successful.
students who don't have a computer are left behind. smart phones are not adequate for all online materials. using smartphones in class has led to distractions in large class where I cannot monitor what students are really doing- such as texting etc.
students who travel via bus don't have time to keep up with hand/outs that are sent via email the class and race digital divide
the price of text books themselves are outrageous. I have heard time and again that students do not have the book. This means poor students usually cannot pass my class.
with no options for printing, instructors are less likely to provide print materials that might help a particular student at an equity disadvantage.
wow, the poorer students riding the bus without printer at home may not have time and money to use Goprint.

14. What "Best Practices" have you implemented that could be shared with the campus community to help others transition to a paperless pedagogy?:	
-- Learned Course Studio to post PDF files -- Set up faculty web page with Omni Update -- Took one-on-one training with ETS -- I also email students with PDF files of the syllabus and assignments to make it easier for them so they don't have to go int	
1. Have major materials/handouts assembled in a course packet.	2. Use Catalyst or other electronic programs for students to access course materials.
1. Utilizing faculty web site and/or Catalyst to post course materials	2. Navigating these sites with students on the first day of class, giving pointers as to which pages are likely to be important to actually print vs. "read only" resources or downloads.
3. Informing students ahead of time what to print & bring to class vs. what to open/download/watch to read or review to be prepared for class.	
A combination of both paper and posting materials on Blackboard, Moodle, Catalyst, Canvas, etc. Library's with large electronic databases for students to go and find key and current articles.	
Accepting programming assignments and exercises as email attachments only. I wouldn't call this a "Best Practice", because of the significant time investment that is required.	
Almost all classroom activities I use in my classes are based on the worksheets/lab manual printed and sold by the College Bookstore.	
As I mentioned, putting my entire syllabus and all course material on a blog for student access has been excellent; this is the biggest thing I've done to reduce my printing costs. That said, I do believe that a printing budget of at least 30 pages per student is reasonable and necessary for materials that really do need to be handed out in a tangible form.	
As an institution of higher learning whose mission is to educate students, we should not be so readily dismissing the usefulness of pen and paper! I do not want to help others on campus transition to a paperless pedagogy given the inequities in our society. I am happy to discuss ways to supplement and complement the use of paper by using Course Studio, course packets, e-mailed attachments of assignments and worksheets.	
Asking students not to write on handouts and to return them so that they can be reused.	
Buid web pages.	
Catalyst	
Catalyst and giving them ownership by askign for electronic handouts on their smart devices. Asking them to collaborate with online media	
Catalyst works!	
Course Studio, Catalyst, Web sites	
Creating a reader as it has been a huge success for me and for students. I am mindful of costs, and it has helped me produce all relevant class material in advance.	

Early in the quarter, ask students to read aloud from the classroom screen. You will be shocked how many cannot see it! Also, I use cooperative groups of 4-5 students, and provide just 1-2 copies per group to use. I print these myself at home.
Establish a course website, with links to important documents posted as PDFs.
Familiarity with Catalyst is a good starting point.
Find the least expensive black and white copy business available and do you own copying
For well over a decade I have posted ALL course support materials including course calendar, course syllabi/green sheets, homework assignments, assignment descriptions and guidelines, take home quizzes online. The transition has been effective and I would not go back to using paper for these things.
Get a copier at home to make all prints. It makes it a lot less of a hassle.
Get a good home printer and pay for your own supplies
Give students specific instructions on how to download and print the course reader; take them to the computer lab and physically show them how to download the reader; use Catalyst for tests and quizzes; include all materials in the reader such as syllabi, assignments, etc.--the students like having everything in one place; give extra credit for having the reader printed out by a certain date--this works best of you don't normally assign many extra credit opportunities;
Haven't been able to figure that out yet.
Having all readings available for free on lione
Homework by email..
I create time in class for students to utilize the computers in the Kirsch Center. I realize that my teaching facility is not the same as others, however having accessibility in class to technology for student equity purposes may be something that the college should consider.
I do use the hard-copy overhead projector in class, and I email students copies of materials I put on it in class.
I don't believe in a paperless pedagogy.
I don't have one - because I think this is not possible and not reasonable. I believe printing (making copies) is part of the college/students activities. It CANNOT be replaced, but could be reduced to a minimum.
I don't support the transition.
I explain to students that it is more efficient for each of them to print one copy of a document than for me to print 40-100 copies of a document.

I hand out some worksheets per in-class pair, not per student - this seems to be pedagogically successful so far-
I have some electronic copies available to students at no charge. I see them using smart phones to read the documents, the process seems questionable.
I have the handouts pre-printed for the quarter and sold at the bookstore.
I make conscious effort to reuse/rotate exams and in class handouts for projects. For example, some handouts I have been reusing for ten years.
I need ideas for this
I place things online for my students, but as I have mentioned, do not necessarily feel that this is a best practice, but one that I am being forced to resort to. I also simply print things out for students who I know are struggling and make copies for students through my own resources and with my own money. Again, these are not best practices, but ones that have been made necessary by this new asinine policy.
I put as many assignments for tests as I can in the syllabus, so that there is a one time only printing cost for the student. I reuse the final, which is multiple choice in part, to death. This is problematic because a student told me that one student photographed the final and offered it to her in another section. That final is an important way for me to control for honesty, since so much the student does is take-home testing.
I really have no Best Practices regarding technology other than playing music at the beginning of class to rev up the students' motors. Once in my Intro to Poetry class, the students shared their favorite poems or raps by using the computer, but even that had problems, as some were unable to locate the works they wanted to read.
I scan and email to students answers to exams. There is nothing else I send to students, but scanning and emailing would be appropriate for handouts etc.
I scanned articles or material I use for the class & upload it into Catalyst for student to download or print at their own leisure.
I strongly encourage students bring their own devices into the classroom. Not all classes are good for using ebooks and electronic handouts (such as business math), but others where incorporating multi-modal/multimedia materials on Catalyst is a great way to enhance the content of the course.
I think discussions with the class as a whole, help to clarify student needs. Also, making accommodations with individual students is helpful. I also think twice when creating new exercises.
I use Catalyst and project my desktop during class so we can go over the online content.
I use a lot of free online materials instead to supplement the textbook.
I would love to use online testing in my live courses to keep my classes 100% paperless.

Learn Course Studio.... Re design or improve some elements of Course Studio. Provide faculty with paid training opportunities to "incentivise" this transition....
Learn to effectively use OmniUpdate to create easy to navigate course websites
Make use of our faculty wensites. Because some students have to use school printing, be sure to have materials posted way in advance of when they are needed. I have all my lectures and assignments posted before the quarter begins and some students choose to print them all out at a print shop (like Kinkos) so they won't have to worry about it during the quarter.
Making use of My Courses and the Internet.
Mass email communications. Catalyst.
More training on how to switch.
My packets are not paperless, but my students do their course outlines and assignments regularly. They do group outlines and homework together via email, they do web assignments through email instruction.
N/A
N/A because I only print exams and quizzes (and email answers to the students).
NA
No Comment
No to #13, because I would pay out of pocket or print anyway on school tab & never sacrifice students for administration. Posting in Course Studio gave 2nd access to material, which was helpful for some.
None
Not sure--but I'm interested.
One has to allow use of electronic devices (phones, tablets, laptops) in the classroom so student can bring 'soft' copies of materials needed. This leads to a temptation to use them for other things during class.
Other than taking advantage of the portal, I have not implemented any other new ideas.
Planning ahead and creating a packet to be sold at the bookstore.
Post information on-line spend time discussing the posted information detailedly with students in class
Post to website
Posting slides, handouts, etc. online and having quizzes by powerpoint have been very successful.

Powerpoint for quizzes and in class activities saves paper. Also, I am having the students look up more things on their phones to avoid printing handouts on certain topics.
Preparing all materials ahead of time and bringing them to bookstore; Emailing student current materials with an option to print.
Provide access to computers when possible.
Provide workshops to utilize the different technologies used by the college, like Catalyst and etc.
Put handouts on Catalyst
Putting all course files on Catalyst really limits my need for printing out course materials.
RE-think what is really essential. Use more interactive activities and encouraging students to take notes about activities or content.
Re-design your course and lower your expectations.
See responses in 5c and 6
Send out course syllabus by email. Send out assignments by email.
Set up a web page for the students to go to and download materials.
Set up simple blog, as I have done.
Setting up a web page for your course(s) and posting documents on that page.
Show students how to use electronic docs; don't assume knowledge
Some students photograph handouts that I display via the document camera, however, students still need to print before submitting.
Stopped printing the syllabus and instead emailed students before the beginning of class asking them to print it out from the website and bring it to the first class. During the first class showed it on the screen.
The best practice is to understand that paper is one of the best teaching technologies we have.
The best practice would be to scrap paperless pedagogy, and incorporate all the obvious alternatives into our approach, including use of paper handouts!!
The distribution and drop box on in class computers works for all students even though it has limited application.
The library offers electronic (digital) reserve materials, very little use.

<p>There are certain activities I use every quarter, therefore I made copies quarters ago and I simply hold on to them to use again. I also email and use the course studio as reminders for myself and for students. The message board doesn't have a place for documents, but I can upload the doc to the files menu and tell students to read it, then reply in the message board thread. I have been mostly paperless for years because I believe in saving trees where I can and I would be happy to share what I do further if needed.</p>
<p>There are no "best practices" when it comes to paperless pedagogy, since we do not have a student body of elite students who have a lot of resources at their disposal.</p>
<p>There's obviously a line that can be drawn between clear overuse and appropriate use of paper. Actually trying to define that is almost impossible. At this point though, the "just stop using it" mentality is wholly unproductive. The school doesn't have any real practical alternatives to paper, and the students are suffering the consequences as we all try to grapple with this. If we, as faculty members, are told not to print anything, we need some reasonable alternatives rather than the nothing we have now.</p>
<p>To make sure the syllabus contains all that is necessary for the course</p>
<p>Use Catalyst do manage course materials.</p>
<p>Use Catalyst or some course management system to upload course material in an organized manner, so students can easily find the topic they're looking for.</p>
<p>Use Elmo projector and/or computer to show docs on the big screen as you go over what would otherwise have been a handout. Use Catalyst to do online tests OR do Scantron tests. Loan students photocopies to return after class session.</p>
<p>Use course studio, even if it is limited and awkward</p>
<p>Use google.docs for students' submission of college writing papers and all informal writing assignments. The docs can be hyperlinked to appropriate readings, and to grammar instruction available online.</p>
<p>Use online tools and post everything you do in class on those online platforms. Provide advance notice to students when posting online and when you are expecting them to print anything and bring it to class. Also minimize students' needs to print by grading online as much as you can. I grade all essays on turnitin, so students do not need to submit any hard copies of their essays.</p>
<p>Use the Course Management System. Open Source Textbooks. It isn't that difficult to find alternative methods for distributing materials to students. Ask students what route they prefer - they know more about up-and-coming technology than most instructors.</p>
<p>Using Dropbox or Google Drive, and Catalyst</p>
<p>Using Google documents, using Catalyst</p>
<p>Using My Course Studio</p>

Using an online course management tool like Catalyst is good, including having students submit assignments to Catalyst, but make sure each student has access to a computer with internet access. In the past, we had the recycled computer (free computers) for students, but now that's been "closed". Could we bring that back?
Using catalyst for most of material distribution
Using document reader more, having students write answers on the board
Using more more technology in the classroom.
We allow students print some work using a department printer in exchange for them bringing paper.
all the obvious - my college website, catalyst and referring to URLs are the most frequent. Using turnitin.com to give feedback on written work.
catalyst catalyst catalyst
collect worksheets after use and then post them online. post all handouts on line
create a website and post the otherwise handouts.
email the syllabus post work at faculty website
learn technology. get over fears, invest some time and energy. You shall overcome.
learned how to scan figured out how many students don't have access and helped them out with hard copies
my own elaborate website; catalyst (which is still very clunky and slow)
n/a
none
none... other than paying for printing myself....
obviously set up a website and have materials posted there. Then, if warranted, students could use computers in classroom to access if necessary
ouch #1 is pay for some papers myself
putting most course material on catalyst, so students can decide if they want to print it or not
teacher-student connection or link relative to the subject matter at hand

15. What “Best Practices” have you seen at other colleges to address this concern?:
A few colleges actually give each student a laptop; California colleges are so unbelievably miserly, nickel-and-diming people at every juncture. When I was in college, exam booklets and handouts were always free
Actually, De Anza is the only one I've taught at that has talked about "Best Practices" in this regard.
Administering exams exclusively over the web- exams were not heavily weighted in these courses.
Creation of a computer lab where student actively use and can print. This is beyond the library. A library with current peer review articles. This is important as students cannot access these articles on their own, and I have to search and find them and post them. Google scholar and google searches do not meet the research skill development students will need when the transfer to 4 year colleges where students have access to large electronic databases.
Despite being around many instructors outside of De Anza (at the community college level), I have yet to hear of anything comparable to the resources we have at the Kirsch Center.
Extensive video archives tailored to the syllabus.
Have not worked elsewhere recently or visited classrooms at other campuses
I am not sure we can look at, for instance, a private university, point to practices they employ and tell ourselves all we need to do is emulate them. What I have heard is that CSM faces most of the same issues. I also have taught at SJSU in the past and, even with their somewhat increased infrastructure, I and others in the department experienced many of the same challenges with both providing material and motivating Ss to provide what we were not.
I have not heard any anything from SJSU
I haven't seen any best practices that address this.
I haven't seen any.
I haven't.
I need ideas for this
I took classes at Cabrillo College and at City College of San Francisco in Fall 2013 and in both campuses, I recieved paper copies of course syllabi, assignments, handouts and quizzes and exams!
I took classes at UCSC and saw the worst things happen: Since many of the readings and assignments were sent out by ECommons, students could pretend to be online with the materials. Sitting in the class, I saw them reading science-fiction books, doing math homework in literature classes, facebook, email, etc. Also, some of them had temporarily lost internet access so they didn't even know what was going on, eg. what the current assignment was. Nobody at all was marking up (annotating) the reading.

If written instruction is critical to pedagogy, then packet in bookstore works. Addresses concern about saving money to college. Unrelated to being green.
Lending or giving each student a laptop computer or tablet computer, with internet access on campus.
Many of my colleagues use slide shows such as Prezi or PowerPoint. It seems to work extremely well for them, however I have my doubts because of the lack of interaction this type of forum produces.
Moodle
Most colleges I have worked at have a higher copy limit. They also have a more user friendly print system. For example, CSUs and UCs give students a print card and track their printing that way. Most Community Colleges and CSUs have a 2500 copy limit for faculty.
N/A
N/A/
NA
NA
No Comment
No other school (I teach at three) have limited printing.
No restrictions on copying class materials for students.
None
None---I don't know any other colleges with such limited copying. Do you???
None.
Other colleges do not seem to have this issue. What are they doing differently? It is ridiculous that faculty and students should have to fight for such a basic teaching and learning tool such as printed copies.
Please make ilearn (called Catalyst at De Anza) type software available by default to instructors so instructors do not have to go through the technology department to request course activation etc. It is a simple enough software to use and manage, and instructors can do that on their own. At another college where I teach, ilearn is automatically attached to any course I teach, and I can activate it myself. Much more work can be done through ilearn than through Course Studio, and I would truly appreciate it having it available to instructors more readily.
Posting syllabi online, etc.
Pretty much the same.
Print on college provided printers and charge the students by the page, which is cheaper and more available than the e-print system.
Printing budgets for faculty to reproduce materials.

Printing cost per page is probably the highest (10 cents) at De Anza compared to 3cents per page on some campuses
Produce study packages and have student purchase them through the bookstore.
Provide computers for students to use.
Provide students with tablets as part of their registration.
There is unlimited printing for faculty.
They manage to pull together copy funds from other sources, but still have reasonable limits on copying
To provide certain level of printing budget with well-defined guideline. Plus efforts on school level to enhance awareness level for those already available tools such as Course Studio. More training opportunities for those tools will be nice.
Unaware of what other colleges are doing.
Use the Course Management System. Open Source Textbooks.
Using Canvas (SJSU's equivalent to Catalyst)
Using My Course Studio
Using more more technology in the classroom.
have not seen
n/a
no
none
nothing!
smaller classes and more face to face.
students are given ipads to use for textbooks

17a. Please elaborate:
I require students to read the hand-outs prior to classroom discussions
Adding new, "a la minute" handouts is harder since I have to post them to my website, announce them via e-mail to class, and wait a day or more for them to bring copies to class, if they even remember to do so.
Already have written on this matter. Please allow for greater faculty input before mandating such a horrible approach.... Our "wonderful learning institution" has been tremendously compromised.
As I am adjunct faculty, I can only afford to use my own funds do a limited amount of copying extra materials such as scholarly writings, also, if a copy is hard a hard copy I have to pay for the scanning cost to be able to share with students. This has limited the number of articles and outside materials my students are reading. When i first started I made all of my students extra readers out of my own pocket. For a couple of quarters I used the printing center, but I did not understand that it cost the department and division. So I stopped. Now I post one two articles rather than 7 or 8 and I encourage students to look for a peer reviewed article on their own. I really feel that if the school is going to be competitive with and prepare our students for 4year colleges, then the faculty and students have to have access to scholarly information. Currently, I use other libraries that I have access to to provide my students with seminal and current research articles in the field of education and child development.
As I mentioned before, I utilize in class printed worksheets, group quizzes, articles, etc that are all meant to engage students during class time and support the learning of developmental students in my courses. I cannot rely on students to print these things out and bring them to class, I must make them available to students if they are to be effective. However, I have needed to severely cut back on these time tested pedagogical strategies.
As of now I have continued to print as before. But I was also informed that this would be the last quarter to do so. I am very concerned about the ability of my students to succeed due to this new rule.
Basically, I now print handouts at home for students to adjust to the learning styles in my class. Also, have put most if the printing requirements onto students: they print the grading rubrics, the handouts for class, study guides, and they use binder paper for quizzes. It is not ideal for my students, but it is what has to be done under these conditions.
Before these changes took place, the only non-test materials I ever printed out were green sheets.
Business as usual just a different way to print. The students have to pay for printing one way or the other.
Definitely. Students just feel more secure with assignments, due dates, etc. if they have a physical copy of something. Still. I don't think that's going away for a while.

Developmental students in our classes have not learned to read or write academic materials and are expected to learn those skills in one or two 12-week quarters. For those students to do that, without many trials using many different kinds of short readings is not helped by reducing the number of copies I can make of reading materials relevant to my students.

Every quarter each student learns differently. An instructor needs to be flexible to meet these needs. Limiting hand-out materials impacts the success of the student. I will continue to try to find a way I can meet the requirements of the college.

First, a given: no matter how many times we emphasize Ss need to download, print, and bring to class certain docs, most don't. My personal best over the last 2 years is a 40% success rate for one single event. The usual rate is 25-30%. Ss will simply forget or ignore, even if you tie grade points to their performance. First day docs are now a real problem, including student surveys, info sheets, syllabi. Assuming 100% of the Ss will read and or print the necessary and bring with them to the first day of class is hopeless. The instructors are then forced to print enough of the needed docs to cover the 85% of Ss who forgot or are trying to add. The latter also have no access to Course Studio, Catalyst, or a particular web site without either being registered in the class or having prior email contact with the instructor. What was simply a chaotic first-day system is now lengthened to a week in time. Not printing quizzes or tests is out of the question. Posting exams for download is obviously unworkable, yet even if you project a quiz in class and have Ss just write answers on their own supplied paper, the non-standardization of answer formats, wording etc. exponentially increases the grading time span. Having Ss access online docs in class via their own device or lab computers just creates the usual in-class device problems, causing the Ss to lose focus while accessing anything but what you ask, and so creating class management issues. As it stood, simply using the writing labs to have Ss work on class projects was a management challenge because those machines have internet access; allowing Ss to instead use their own on-line devices to access documents in class just exponentially increases the problem.

My own view is that all the new printing policy has done is push costs down to the instructors and students and away from the college budget. I now must pay for critical printing out of pocket for some docs, which is patently unfair, particularly given what, in my case, adjuncts earn; yet the college has also increased their own costs through considerable decreases in staff productivity and motivation. We have also forced Ss to shoulder their own increased costs through both direct expense and decreased efficiency. Many of our students are on tight budgets, and many also do not have consistent access to their own home printers. In some cases, family or personal budgets might also not have internet access if budgets are extremely tight. Beyond student equity, instructor cost and efficiencies of all, the new, on-campus printing system causes more problems than not. As an example, how did we decide to station just one print station in the AT building? Did we really expect that to solve the printing need for three floors of classes? Beyond the unrealistic number of users we expected to service with that one station, that particular printer had no one assigned to administer the machine, meaning no one was responsible to check the paper and toner.

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For the most part, I am quite happy to do more online than printing, and I was moving that direction long before budget crunch. Q16 I haven't received any info other than, 'don't do it in order to reduce costs.' Q17 as mentioned previously, students don't go online to do the assigned reading, print it or bring to class. They fall behind, forget to do it later etc. They don't tell me that \$\$ is a problem but they avoid printing even a few pages to bring to class. Q17 Underprepared students need handholding in most activities, including taking responsibility to do or find or read items online. In large classes 80-125 students, it is not possible to know all individual problems and hand hold them or coach them, so they fall through the cracks. Some students don't have computer or printer at home, creating an economic distinction within class, or they don't have recent software, printer etc. 'Inconvenience' to students who are not college-savvy means they expend very little effort to obtain materials that are not personally handed to them.

I am spending time printing at the district office instead of being allowed to use printing services for my exams. This is a huge waste of my time. I am a teacher, not a printer.

I believe that the printing limitations potentially inhibit some legitimate pedagogical approaches, but have not found them to interfere with my own.

I can no longer discuss the answers to a quiz once they've taken a quiz with the answers in front of the students so they can annotate accordingly.

I can no longer distribute short (1-4 pages) materials for discussion in class.

I can't just create supplemental material or worksheets at the last minute.

I first learned of the printer policy in the ATC on the first day of the quarter. I spoke to both the at 305/307 lab manager and my dean. Ultimately, I realized I had to re-structure my courses on the fly to allow for no \$s printing capability. Admin needed to notify the instructors ahead of time, not simply ignore the problem and dump it into our laps on the first day of class.

I have PAID because fall quarter depending on student printing was not successful enough, so this quarter, I have simply paid. PS The print shop on campus requires overnight turn around, so I have PAID retail prices.

I have a worksheet and lab manual printed by the bookstore.

I have always had good practices, I limit copying costs through packets, email and diigo. The limitations in copying may be useful for faculty who persist in copying materials day to day instead of using packets. I still need paper copies for tests and quizzes and green sheets.

<p>I have just paid for my own copies because I know my students need a hard copy. I don't waste paper, but our students still learn in the tradition of pen on paper.</p>
<p>I have not yet been able to find how to best serve those students who can't easily adjust to this all-paperless environment. We have very diversified constituents as we all know.</p>
<p>I have printed out syllabi for students who come to my office hours and need help with Course Studio, or who say they have lost the email that I sent with the PDF file of the syllabus or assignments. However, those who don't come to office hours or to see me after class, and who still have NOT printed the syllabus with study guide, or assignments, for whatever reason, will certainly be at a disadvantage in the class.</p>
<p>I have sent students links to websites or handouts that I would have made copies of but many students don't make copies of it to bring to class or do not even open the resource.</p>
<p>I have to be more careful about choosing activities and sometimes the activities I chose do not work as well as others I didn't use because of concerns about printing.</p>
<p>I have to be more conservative in what I choose to have copied; have had to slow down or not cover certain things; have had to make more space for basics rather than course content; and, other things that have been reflected above.</p>
<p>I have to cut down on my handout for the students.</p>
<p>I have to think about how my pedagogy approaches will be affected by limitations in copying and therefore this is one more layer of items to consider, rather than focusing on learning and my students. While I have and will continue to reduce my printing footprint, i think it is important to know that I can have access to printing facilities (budget) when I need to, for the things I would need copying for.</p>
<p>I just copy everything myself at home. It probably costs me about \$100 per quarter, considering the cost of ink.</p>
<p>I put everything on course studio.</p>
<p>I rely a lot on spontaneity and certainly the new paperless goal works against that for me. I like to bring in poems, short stories, and essays pertinent to the assignment or inspired by a discussion we have had and frequently these items cannot be located on the internet and as I said above it seems beneficial to me that studnts get to read material directly in front of them and jot down noters. And don't tell my a tiny smartphone is a substitute for a page of text.</p>

<p>I teach geography and have them fill out blank regional maps on a weekly basis. In the past I have copied them and handed them out. Last quarter, I tried posting them online but several students forgot to print them out so were not able to complete the in-class activity. Truth be told, I printed extra copies at home at my own expenses as well as at an alternative workplace. However, I feel that with time, I could get more versed with using alternative/condoned methods such as creating a course pack for them to buy at the bookstore in advance.</p>
<p>I think many instructors are having trouble transitioning into a paperless classroom because they themselves may not be completely aware of how much easier it can make things for them. As I explained I think it is important to teach students how to implore tech based mechanisms as a means for them to further succeed in their careers.</p>
<p>I think, eventually in some many many many years later, we may be able to limit the use of printing paper to a vry minimum. When? (a) when everyone have a handheld computer more propular then today's cell phone. (b) can use this future PC to tpye/print all kind of words/symbols used in all courses, (c) everyone can type much quicker and more efficient. Far better than the one-finger typing like me, And, (d) ...</p>
<p>I used to use a lot of in class worksheets, now I'm not.</p>
<p>I would love to be able to assign more up-to-the minute readings and worksheets, some of which are not available online.</p>
<p>I've never had an issue with printing because when I want to use or provide something on paper for my students, I usually just pay for it myself - paper, ink, time. I know there is a push for technology and really do embrace (and use) it, but on the other hand, it's frustrating and a bit embarrassing that the college budget can't accommodate the occasional handout, and my own feelings of guilt when seeking to print or copy.</p>
<p>If I feel that a certain concept needs reinforcing in a particular way that requires a worksheet/writing activity, I am unable to produce that to use at the next class because even if I email handouts to students or post on the website, a short lead time is needed as not every student can check email or the website every day and print immediately. Using a bookstore packet I would need a lead time of a couple of weeks. Using my website and email I realistically need a leadtime of 3 days; if I can print at bring to class, I can write something up one evening after class and have it ready to bring to class to use the next day.</p>
<p>In CIS it is probably easier to go paperless than other departments because of the nature of the classes. The only thing that I miss printing is the syllabus at the beginning of the quarter. I have been paying out of my pocket.</p>
<p>In general this has been a major hassle for me the instructor. I have had to make time to print tests in the social science office, which ends up being more costly overall.</p>

In teaching the philosophy Critical Thinking course I am not able present current news events for analysis in class without having a paper copy of the article. In the Knowledge and Reality course (Phil 1) I unable to provide printed copy of relevant essays elaborating on fundamental topics pertaining to course topics. These limitations deprive my students of intellectual enrichment which was not present prior to the inflexible inauguration of the "paperless pedagogy."
In the past, I have distributed lists of recommended TV shows for students to view and report on for extra credit. I did not do it when we did not have money for printing.
In the past, when students have had questions about or difficulty with a particular topic, I have been able to photocopy a page or two from a reference book and hand it to the student. I can no longer do that. When I want to show a student a sample of an A grade paper/essay, I can no longer hand the student a paper copy to read over and study. In the past I could hand to a student a map or a visual to supplement the text to help the student understand a topic better.
It has inhibited many aspects of collective pedagogy: hands on writing practice; shared group work; bad for visual learners; impacts equity in that many of our students do not have ready access to computers, etc.
It would be very nice to be able to use a nicer copier (not a laser printer) for large-batch printing. Tests are not always ready on time and it would be nice to have access to my own stapling and duplex copier. This is not a large complaint, however.
Lack of flexibility
Lack of flexibility has reduced ability to print to suit individual needs.
Language classrooms need papers to do several exercises to orally and in written work.
Less daily assessment.
Limitation on interactive class activities in which students interview each other from a handout. I used to give "reality check" mock quizzes to see how students had grasped the content from the previous day lesson. Now they have to copy the questions by hand if they want to keep them for future use as they study.
Little math boo-boo in the survey: (Ex. 10 copies per student X 40 students = 400 per student/per course) - Should probably have read, "10 copies per student X 40 students per course =400 copies per course"...!
Many instructors went to text books in place of the workbooks we would make....The interesting part is the book is more expensive than the workbook and there is material in a book that we dont use.
Many of my students are ESL and they have difficulty responding in writing to a verbal prompt. They need the prompt on a paper in front of them.

<p>Many students need hands-on materials. I have cut way back on that kind of teaching.</p>
<p>My personal budget is limited because I'm spending too much of my own money on printing copies. In trying to limit my expenses, I have run short of copies at times.</p>
<p>Not all students have the same learning style, I myself still prefer a "hard copy".</p>
<p>Not so far, but I can see how that might be an issue. It *has* only been a few quarters.</p>
<p>Of course, it's somewhat limiting, but with so many web resources and students having relatively easy access to email and the internet, it's not too hard to find alternatives.</p>
<p>One cannot project a whole page of text onto a screen that can be read by ALL of the students in a small (35-40 chairs) classroom. Not all of my students can afford to update their eyeglass prescriptions (I see them squinting). Students need to be able to READ a text, not just listen to it, especially in the developmental reading (and writing) classes. Without seeing a text, they cannot analyze it in depth; their comprehension, retention, and critical thinking remain superficial. I do not allow students to use cell phones or laptops in the classroom because they end up using the internet rather than completing their work in class.</p>
<p>Only because I can afford to pay for copies myself</p>
<p>Part-time instructor. Didn't hear anything about change</p>
<p>See above about poor eyesight of students. Also, in Room S-71 the technology is old, clunky, and unreliable.</p>
<p>See above.</p>
<p>Since I teach in CIS, we have had - and are expected by students to have - an online component in our courses. Therefore it's not too much of an adjustment for my courses. Also, this additional note is regarding question 4 of the survey, since there was no space after question 4 for me to comment: The wording of question 4 and the example on how to calculate the number of pages don't match: - The question asks for the number of pages "per student per course" - The example calculation is: (Ex. 10 copies per student X 40 students = 400 per student/per course). The example calculates the number of pages "per course", not the number of pages "per student per course." The number of pages "per student per course" for the example should be 10. My answer for question 4 is for the number of pages per course.</p>
<p>Some student just need some printouts to take from class that will help them remember and keep them on task with assignments.</p>

Some students are visual learners. Some students are auditory learners and cannot take notes (due to conflicting, interfering sensory input). These are just two of the many reasons why having material presented in different modes, and supplementary material with which to learn and think critically and then express themselves on the specific topics at hand, are crucial.

Some students may not have the ability to print at home, so they may not be able to access material in paper form. I do not know what GoPrint is.

Some students need more time to process and reflect on material presented in class. Having handouts allows students once they leave class to review the classroom activity/lesson and to reflect more critically or to ask questions about the concept.

Some students need to have hard copies in front of them to discuss the material if they don't have an electronic device to access an online text. If a student has no printer or computer at home, they lose out. The printing policy is inherently unfair to low income students and students who learn more effectively with a pen in hand. It is also unfair to faculty who, like myself, have been forced to pay out of pocket for printing so they can provide students with copies for important in-class assignments. No instructor has the time to keep track of how many pages they've copied per student thus far and 20 pages is ridiculously low. 75-100 would make a lot more sense and could be covered by the fee. I have purposely shifted from print to digital for a lot of reasons which is why I use Catalyst, but I still need to be able to make copies of tests and other required materials without biting my nails over the limit.

Somewhat. I have had the students buy a packet of worksheets for the quarter, but some students work ahead and do the problems wrong. Also, it does not allow for creativity on my part. If I want to something different, I am not really free to do a different worksheet than the one they have in their packet. I worry that they will feel that they paid for something that wasn't used if I substitute another worksheet (and they don't do the one in the packet). Also, I end up paying myself for the extra worksheet.

Still not enough options have been presented, regarding how exams can be administered without paper.

Students cannot afford textbooks. It is cheaper for them to print chapters. In addition to printing we need to re-visit the need for print textbooks.

Students in developmental reading and writing classes need printed materials. They are developing student skills as well as reading and writing skills. Without printed reference materials that are specialized to their needs, they do not succeed.

Thank you so much for this opportunity to discuss this, what has been crippling issue. Generic concept is great. Always welcome new ideas, but I don't like making learning more difficult for my students, which is what happened this fall. I teach complex content and have developed helpful materials over the years of my teaching. Bottom line is I devoted 30-50 hours to embrace the concept. Some benefit of my reviewing all course materials and duplicating access thru posting in Course Studio. Paperless, not purchasing packet and exclusively using Course Studio accomplished nothing but handicapping communication between student and teacher, making course seem more complex than it was and students missing deadlines. The majority of my students need all the help they can get. It felt like students were being hurt by an administration mandate that put the administration "looking good" above student success, and that it was mainly a move by administration to shift the printing expense from the college to the student.

The CIS department chose to offer our classes as hybrid using online resources during our time using swing space (while remodeling the ATC). Having the printing limitations just requires us to continue with the hybrid delivery and put more materials online.

The Senate needs to fix question #4 on the survey. This part of the instructions for that question is badly flawed: "Ex. 10 copies per student X 40 students = 400 per student/per course" That example yields a total number of copies, not number of copies per student. For copies per student, one does not multiply by the number of students. For example, I print 20 pages for each of my students in each course, so my response for the number of copies per student per course is 20. However, I have 350 students, so the total number of copies (using the quoted example of how I am supposed to do it) is 7,000. Which number does the Senate want from me, 20 or 7,000? There's a bit of a difference.

The reason I answered no on 13 and 17 as well as no response on parts of 10 is that I have chosen to pay out of pocket to make up some of the difference.

There are certain exercises and activities that I think of in the spur of the moment that are curtailed due to copying limits.

There are times that I need to print a hand out to make sure my students have the material in hand.

There are times when I've found/read the perfect article to share with the class. In the past it would have been as simple as making a copy for the entire class to share and learn. This is not as easy to do these days.

This is not a full yes, but as I stated before I want to be able to make copies of certain things for at least 10 groups when doing group activities and I haven't done that this quarter or the last (making copies of new things) because I honestly don't know what I'm allowed to copy and what I can't. The whole process has been RUSHED, OVERWHELMING, CONFUSING!!

Time is taken away from teaching when classroom time is spent on explaining to students where and how they can access the class materials. Many students are confused or lost.

<p>Times change, students change, and teachers need to evolve with a changing environment in order to remain relevant and effective.</p>
<p>To a certain extent, this is true - especially for students with disabilities or economic practices</p>
<p>To save paper, I print smaller, but that is difficult for my students with vision problems.</p>
<p>Tonight two of my students stil did not have the book since it's not available at the bookstore. Luckily I was able to provide some of the old extra copies from last year.</p>
<p>Trying to have students use Course Studio instead of purchased packet led to chaos and confusion. If did not print out deadline sheet, they did not know which items to print out when. If students are printing out, then it is NOT green. Just cheap for college. Big handicap for visual learners, and those with learning disabilites. Need depends so much on what one is teaching. I include technicques for depth of knowledge, critical thinking and reading skills so need is great for paper. Not an issue for dance classes, etc.</p>
<p>When I am discussing an assignment posted on my website, I use the projector to show the assignment to the class as I explain it. It seems to work well.</p>
<p>When I gave students handouts in the classroom, I often modified my lesson plans. For example, I sometimes decided not to give them a particular handout if I realized that I had to spend more time on other exercises. However, after the change in printing, since I ask them to print out worksheets and bring them to class, I feel guilty if I don't use them in class, so I use it anyway even though I realize that it is less important than other things. Namely, printing changes have also an adverse effect on flexibility in course content.</p>
<p>When I want students to mark up a reading and to do individual work in class, it's hard to work with just one overhead. Also, if I want students to take material home and read it, lack of printing is an obstacle. I'm most concerned about the 200 and 211 level classes</p>
<p>When we post work at our faculty website we can change documents quickly when we need to.</p>
<p>With printing limitations, we're not treating every student fairly and these students probably are struggling financially. It's expensive for a family to support everyone who goes to school-- how can we expect them to succeed if they don't even have the necessary materials. Cutting the budget on printing is a diservice!</p>
<p>Yes, esp when we are reviewing for a Quiz/Practice since only few students bring the material to the class.</p>

<p>Yes, some students need more time to absorb and process information. Feeling rushed to copy down information for in class activities or access online resources when they may never have used a computer (nontraditional student) and are not familiar with them.</p>
<p>Your question #4 makes no sense. Your math asks for total printing per class (# copies x # students) but refers to copies per students. I have no idea how to answer the question as presented here. In a more general sense, my primary concern regarding printing has to do with the college abdicating its responsibility to budget for the necessity of test and quiz printing, since this goes to the core of assessing student performance. (And, of course, ties to things like SLOs and so forth.)</p>
<p>communication difficulties</p>
<p>e-print does not provide printing in the classrooms, so the students can not make changes in a timely fashion. This causes students to receive a lower grade because the assignments are not turned in on time.</p>
<p>handouts that I can create when I come across information, quizzes in class can't happen!</p>
<p>i did not do a lot of printing, maybe 10 to 15 sheets per student per quarter. but to go to virtually NO printing seems really extreme and unnecessary. irrational. ... btw... on question 16... what I did not understand was exactly WHY we went to virtually NO printing... was this an accounting this? did we really have NO money for this? Why? Could we not figure out SOME materials fees or some other source of funding for modest printing needs?</p>
<p>learning styles" is an over-used term, abstract in meaning, unsupported by empirical research.</p>
<p>we use a different amount (value) of music each term.</p>

Academic Senate Printing Survey

The De Anza College Academic Senate would like to collect feedback on the recent changes in the printing procedures in all divisions and departments. Your responses to the 16 questions will inform the policy changes and help determine the impact on teaching and student success. Best practices that have been implemented in response to the changes will be collected and shared on the Academic Senate Website. Your response will remain confidential. Only the total results will be reported.

1. In which department do you teach? (Select only one):

2. Is going to an entirely paperless pedagogy a good idea in and of itself:

- Yes
 No

2a. Why or why not?

3. Should Title 5 be amended to allow a broad use of materials fees to include printing of course materials?

- Yes
 No

4. In the past, what is the volume, in pages, of your printing needs per course, per student, including non-test materials and non-bookstore packets? (Ex. 10 copies per student X 40 students = 400 per student/per course):

- Less than 100 per student per course
 101 - 200 pages per student per course
 201 - 300 pages per student per course
 301 - 400 pages per student per course
 401 - 500 pages per student per course
 501 - 1,000 pages per student per course

Over 1,000 pages per student per course

5. Have you created a packet for students to purchase at the De Anza Bookstore? :

Yes

No

5a. If yes, what are your thoughts about the process to create the packet and have it available at the Bookstore?:

5b. If yes, how did you copy the originals for the packet?:

5c. If no, what alternative are you using?:

6. Please list any electronic media you use now, or have used in the past, instead of printing?:

7. Have you found through conversations with students, that they are using GoPrint to print course materials?:

Have had conversations

Have not had conversations

Not applicable

8. If yes, have students voiced concerns or complaints about GoPrint?:

Yes

- No
- Not applicable

8a. If yes, please elaborate:

9. Have students voiced any concerns or complaints about the changes in printing non-test materials?:

- No
- Yes
- Not applicable

9a. If yes, please elaborate:

10. In your opinion, has the printing change affected the following areas?
 Negative to Positive Impact 1-5 with 1 being a negative impact and 5 being a positive impact

	1 - Negative	2	3	4	5 - Positive	No Response
Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental education instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporation of culturally inclusive content/activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility in course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to be responsive to current events or other time sensitive developments in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Have you personally paid out of pocket for printing costs?:

- Yes
- No

12. The Academic Senate Executive Committee has a concern that printing changes have an adverse effect on student equity. Do you share this concern?:

- Yes
- No

12a. If yes, what are the equity concerns that are most important to you?:

13. Have you chosen to not do successful classroom activities or exercises that you have done in the past because of limits on copying?:

- Yes
- No

14. What "Best Practices" have you implemented that could be shared with the campus community to help others transition to a paperless pedagogy?:

15. What "Best Practices" have you seen at other colleges to address this concern?:

16. Do you feel you have received enough information on the change in printing from the college?:

Yes

No

17. Have you been limited in your ability to adjust to the learning styles and/or needs of your students on a day-to-day basis due to limitations in copying?:

Yes

No

17a. Please elaborate:

