



Open Educational Resources Project Report for FY 2024-2025

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UHCC OER Team Co-leads

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UHCC OER website: <https://go.hawaii.edu/kw8>

Our Vision

Open educational culture empowers everyone to reach their full potential through open access and fosters representation, equity, and inclusiveness. Our learning community and community partners have greater flexibility and access to education by embracing open culture values: examples include the use of openly licensed high-quality resources and open pedagogy strategies. We help prepare students for our diverse global community, and we practice respect and care for Hawaiian culture and the land in which we live.

Our Team

The [UHCC OER Team](#) is a diverse group of faculty, staff, administrators, and volunteers across the seven campuses who are dedicated to expanding OER and zero-cost textbook adoption and creation through comprehensive [training and incentive programs](#).

Background

In 2014, Kapi'olani CC and Leeward CC received funding from the UH Office of the Vice President for Community Colleges (OVPCC) to initiate an Open Educational Resources Pilot Project on these respective campuses. The positive impact of the pilot project and the growing awareness of OER as a strategy to reduce costs for students led the OVPCC to provide funding for OER implementation at all seven campuses in 2017. From 2017 to 2020, each campus received a yearly allocation to develop and implement training and incentive programs under the guidance and oversight of the UHCC OER system leads.

In Spring 2021, the UH Office of the Vice President for Community Colleges, along with our college chancellors and vice chancellors for academic affairs, joined forces to contribute funding to support the UHCC Open Textbook Incentive Program as a coordinated systemwide OER project.

In its fourth year, UHCC OER provides OER training and support for eligible UHCC faculty, lecturers, and APTs who wish to modify or create a textbook or convert a course to Textbook Cost: \$0 (TXT0). OER professional development is offered in the fall and spring semesters. OER Creation Awards and OER Modification Awards are available to faculty completing training in OER basics. UHCC OER receives annual support from the OVPCC.

Objectives

1. Respond to the increasing cost of higher education by promoting and supporting zero-cost textbook adoption.
2. Encourage the creation and modification of course materials to be more culturally relevant, diverse, and inclusive.
3. Offer basic OER classes to inform CC personnel and train them to understand the copyright, licensing, resources, and technology platforms to produce OER.
4. Increase the number of Textbook Cost: \$0 courses at the UH Community Colleges.
5. Centralize and standardize OER training so that UHCC instructors and lecturers can participate.
6. Centralize and systematize the payment processes for overload payments across the seven community colleges.
7. Strengthen collaborative activities between the two- and four-year campuses through the UH OER Strategic Advisory Group.

Accomplishments

1. One-third of UHCC classes (CRNs) are TXT0

- 36% of UHCC classes were marked TXT0 in AY 2024-2025, representing a 1% increase from the previous year.
- 41% of UHCC instructors have at least one TXT0 class, representing a 3% increase from the previous year.
- Textbook cost savings for AY 2024-2025 students were \$4,395,500.
- Cumulative textbook savings since 2015 are around \$29,644,000. [See Attachment 1.](#)

AY 2024-2025	Fall 2024	Spring 2025
TXT0 sections	1,302	1,205
Total sections	3,548	3,345
% of sections	36.7%	36.0%
# times students took TXT0 sections	23,142	20,813

Instructors	473	462
% Instructors with TXT0	41.5%	40.5%
Subjects	77	82
Courses	400	438
Textbook Savings (TXT0 registrations * \$100)	\$2,314,200	\$2,081,300

Source: [UH System TXT0 Report IRAPO](#)

2. Offering OER professional development and incentive programs for UHCC faculty and lecturers

- A systemwide [OER Professional Development Program](#) for personnel undergoing OER training. (Year 4)
 - i. Three UHCC faculty completed the OER 101 Async course, each receiving a \$360 overload. [OER leads and volunteers](#) from Hawai'i CC, Kapi'olani CC, Leeward CC, and UH Maui College co-facilitated the asynchronous online training.
 - ii. Ten UHCC faculty received support for online registration fees to attend the hybrid Open Education Conference in October 2024.

3. Increasing faculty-authored OER at the UH Community Colleges

- A systemwide [OER Incentive Program](#) for instructors modifying or creating OER to use in their Textbook Cost: \$0 (TXT0) classes. (Year 4)
 - i. Four projects received OER creation and modification awards. Recipients were from Kapi'olani CC and Leeward CC, and developed materials for PHYL 141/L and 142/L, PSY 100, ICS 141/241, and MUS 107.

4. Sharing UHCC OER-supported work beyond Hawai'i

- Leeward CC faculty members Daniela Elliott, Alyssa MacDonald, and Annemarie Paikai presented at the OEGlobal 2024 Conference in Brisbane, Australia, from November 13 to 15, 2024. Their presentation was titled "*Ho'i i Ke Kūmole: (Re)connecting to the Hawaiian Environment Through Open Pedagogy and Place-based Learning*." [See session description](#). UHCC OER and Leeward CC Library provided travel funding support.
- Ashley Biddle, Leeward CC instructor, presented a lightning talk titled "*Painting in Psychology Class: Multimodal Open Pedagogy*" at OEGlobal 2024.

Ashley is a recipient of several UHCC OER creation and modification awards and is the Leeward OER Campus Committee Co-Chair. [See session description.](#)

5. Open 4 Peer Review (US DOE Open Textbook Grant) subaward

- [Leeward Community College is a sub-award participant](#) (\$45,000) in a three-year US Department of Education Open Textbook Pilot Grant project titled *Open 4 Peer Review*. The main sponsor of the \$1.5 million grant project is Scottsdale Community College and the Maricopa County Community College District. Other participating institutions include Salt Lake Community College, Mesa Community College, Phoenix College, MIT, Arizona State University, Carnegie Mellon University, and the American Association of Colleges & Universities.
- The project's goals are to create standards and rubrics for evaluating OER and to develop a technology platform for managing peer review and feedback.
- The grant funds will be used to recruit UHCC faculty to utilize the developed rubrics in reviewing existing and new OER in exchange for small stipends.
- Additionally, the project will identify subject areas lacking quality OER and develop new materials based on the newly established standards. UHCC faculty may be recruited to participate in the OER creation projects and compensated with stipends to support their involvement. [See Attachment 2.](#)

6. UH System collaborative A&P Project Update

- The University of Hawai'i systemwide [OER anatomy and physiology textbook](#), authored by eleven instructors from nine UH and UHCC campuses, received the WICHE Cooperative for Educational Technology (WCET) Outstanding Work award.
- This accomplishment was shared in a [UH News article](#) and recognized by President Lassner during his [October report](#) to the UH Board of Regents (see notable awards).
- Several of the authors were invited to the Annual WCET Meeting in California, where they received the award. The group contributed a [blog](#) to WCET Frontiers as well as a [video](#) that was shared out by WICHE.

- The textbook saves over \$400,000 per year for the more than 4,000 students across the ten campuses who take this course. The book reflects Hawai'i's culture and was written to promote a sense of belonging for our students.
- Instructors at Chaminade have also adopted the textbook, and a modified version of it has been created for use in biology courses on several UH campuses.
- As a result of this first-ever anatomy and physiology collaboration between all UH and UHCC campuses, more than 30 instructors worked together to create common student learning outcomes that can be used systemwide for more meaningful assessment and to increase student success.
- The group is currently planning the creation of the second edition, which will increase accessibility and take an even deeper dive into Native Hawaiian ways of teaching and learning.

7. Demonstrating impact and return on investment

- The UHCC OER project leads facilitated a research and data sharing collaboration between the ten-campus UH System and WICHE/DOERS3 to study the impact of nine years of TXT0 courses on student success factors, including time to completion, drop/fail/withdrawal rates, and average GPA, disaggregated by specified student population groups.
- The final report is expected to be released soon.

Challenges

1. Impact of the Lāmaku migration

- The Lāmaku migration in Spring 2025 was a key factor in limited faculty participation in OER training and development programs this year. With the migration still in process for some instructors and campuses, interest in OER activities may still be affected in AY 2025-2026.

2. Program sustainability

- Campus leads are key individuals responsible for communicating training and incentive opportunities, providing support to faculty, and coordinating OER incentive overload approvals and payments with key HR and Business Office personnel. The downsizing of library staffing has forced some libraries to prioritize core services over OER support.
- Funding from the OVPCC has been critical for sustaining OER work at UHCC for over ten years. A future leadership change is anticipated. UHCC OER will need to respond to changes in priorities that could impact program activities and the direction of OER at UHCC.

3. Developing a more robust support infrastructure

- OER work is not a primary duty of the program and campus leads, so dedicated time for OER is limited and dependent on workload and other commitments. A part-time librarian position at Leeward CC provided dedicated OER support for several years to faculty across the system; however, the position was vacated in 2023, and an effort to fill the vacancy was unsuccessful. There are no plans to fill this position next year.
- The UH Library Council is implementing a strategic plan aligned with the UH System Strategic Plan. Several librarian positions were identified as needed to support system initiatives, including an OER Librarian.
- The program leads are exploring strategies to establish a more robust support system for instructors, including the greater use of student employees. The College of the Canyons offers a model for supporting faculty authors at various stages of OER production through the use of trained students.

Next steps for AY 2025-2026

- Develop a new open pedagogy training and incentive program, and facilitate an open pedagogy learning circle, to recruit faculty in implementing pedagogical practices promoting student engagement in learning and their active participation in open knowledge creation and sharing.

- Use the WICHE/DOERS3 Time to Completion Study findings to understand the impact of OER beyond cost savings and demonstrate the return on investment to current and future administrators.
- Use the carryover of FY 2024-2025 year-end balances in OER accounts LE 2301835 (\$104,351) and KA 2302708 (\$12,557) to sustain professional development and incentive programs and support.
- Develop a strategy to support a funding request for FY 2026-2027.

FY 2024-2025 Expenses and 2025-2026 Carryover

LCC (LE 2301835)

FY 2024-2025 starting balance: \$135,000

FY 2023-24 expenses as of June 30, 2025	Expenses
OER Creation Awards & OER Modification Awards (3 projects, 2 individual and 1 team-based, involving 4 faculty from Kapi'olani and Leeward)	\$8,400
OER 101 (\$360 overload x 3 faculty completers)	\$1,080
Conference Fees for OpenEd 2024 (11 attendees) and HISSI (3 attendees from UHWO and UHH)	\$1,751
2024 OE Global Conference, Brisbane, Queensland, AU (3 LCC faculty presented a session)	\$4,879
OEwest Network Convening, Boise, ID (3 project leads)	\$5,192
CCCOER consortium membership fee (1 year)	\$900
Open Education Network consortium membership fee (1 year)	\$4,467
Administrative Support	\$2,900
Total spending	\$30,649

Balance (carryover)	\$104,351
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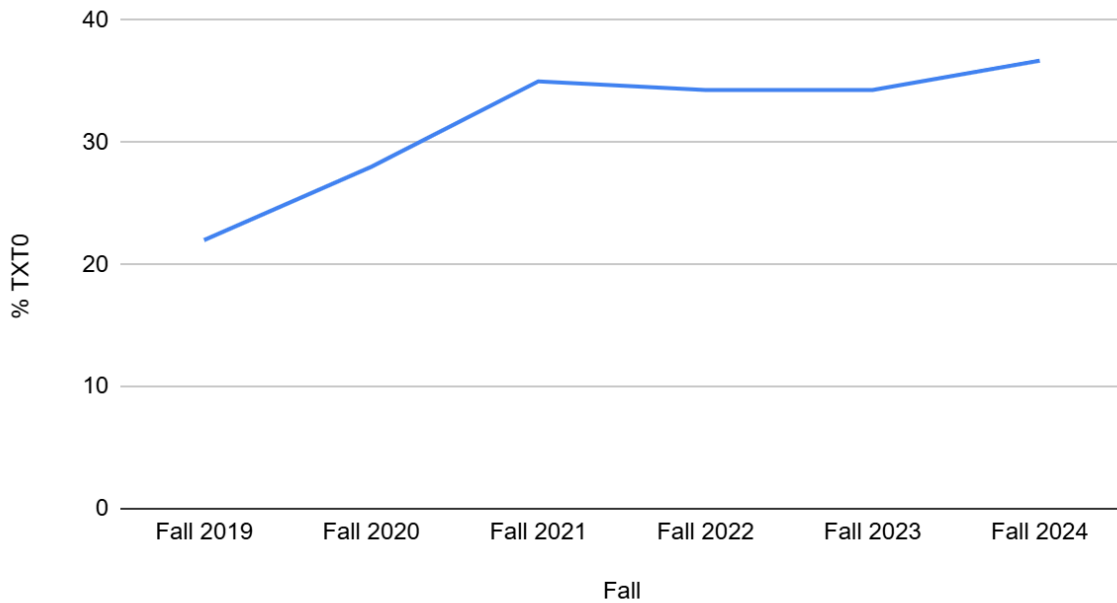
KCC (KA 2302708)

FY 2024-2025 starting balance: \$23,382

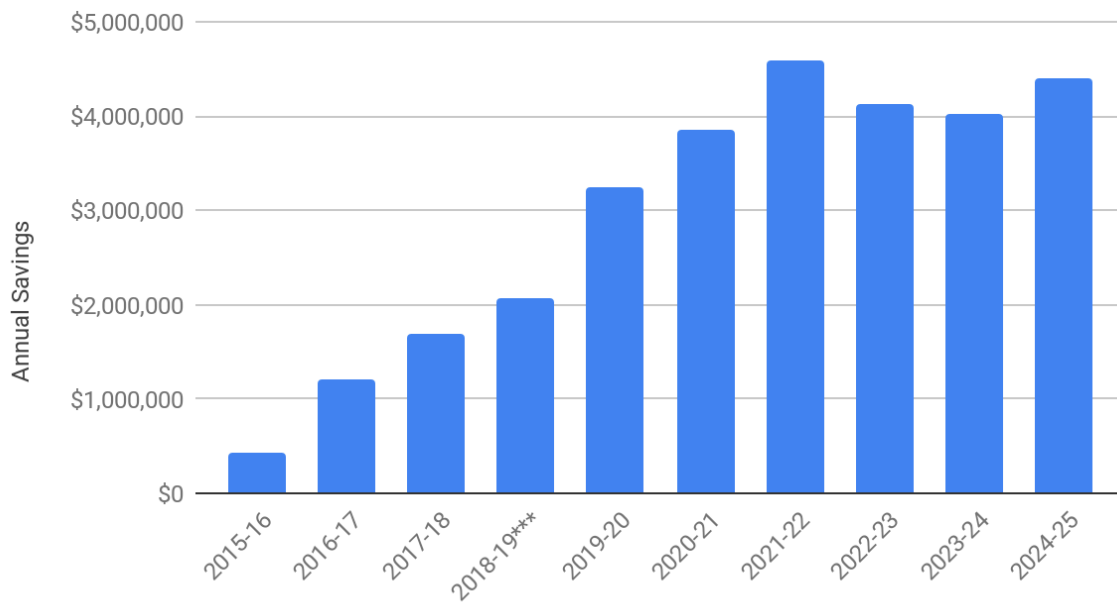
TEs for Dr. Shook	\$10,825
Total spending	\$10,825
Balance (carryover)	\$12,557

Attachment 1

% TXT0 Fall



Student Textbook Savings



Attachment 2

Statement of Work

Leeward Community College, Sub-awardee for the Scottsdale Community College/ Maricopa County Community College District Open Textbook Pilot Project

Project Title

Open 4 Peer Review

Objective

The goal of the *Open 4 Peer Review* project and sub-award is to support the development and use of openly-licensed standards and rubrics that address the lack of qualitative indicators and peer review for Open Educational Resources (OER), which has been a barrier to faculty use of OER (Hirsch, 2016; Yuan, 2015, Ehlers, 2015, Freeman, et al., 2022).

Scope

Leeward Community College (LCC) will coordinate project activities with faculty and staff at the institution and the other University of Hawai'i (UH) System campuses. These activities will include serving as an unpaid advisory committee member (institutional lead); recruiting LCC and UHCC faculty to serve on the Standards and Rubric Development teams; recruiting LCC and UHCC faculty to use the developed standards and rubrics to peer review OER materials developed at the UH; recruiting LCC and UHCC faculty to participate on Course Material Development teams to develop OER for identified high-enrollment courses; and recruiting LCC and UHCC faculty to use the standards and rubrics to peer review newly developed OER.

Deliverables

LCC will recruit UHCC faculty to participate in the following activities:

- Standards and Rubric Development (support the involvement of 4 or more faculty members)
- Course Materials Development (support the involvement of 3 or more faculty members)
- New OER (nOER) Peer Review (contribute a minimum of 6 peer reviews)
- Existing OER (eOER) Peer Review (contribute a minimum of 15 peer reviews)

Schedule

October 1, 2024 - September 30, 2027

- Year 1: Recruit LCC and UHCC faculty members to participate in Standards and Rubrics development.

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- Years 2-3: Recruit LCC and UHCC faculty members to peer review eOER and nOER courses.