



Faculty Review of Open eTextbooks

The [California Open Educational Resources Council](http://www.cool4ed.org) has designed and implemented a faculty review process of the free and open eTextbooks showcased within the California Open Online Library for Education (www.cool4ed.org). Faculty from the California Community Colleges, the California State University, and the University of California were invited to review the selected no/low cost and open eTextbooks using a rubric. Faculty received a stipend for their efforts and funding was provided by the State of California, the William and Flora Hewlett Foundation, and the Bill and Melinda Gates Foundation.

Textbook Name:

Introductory Statistics



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Find it: [eTextbook Website](#)

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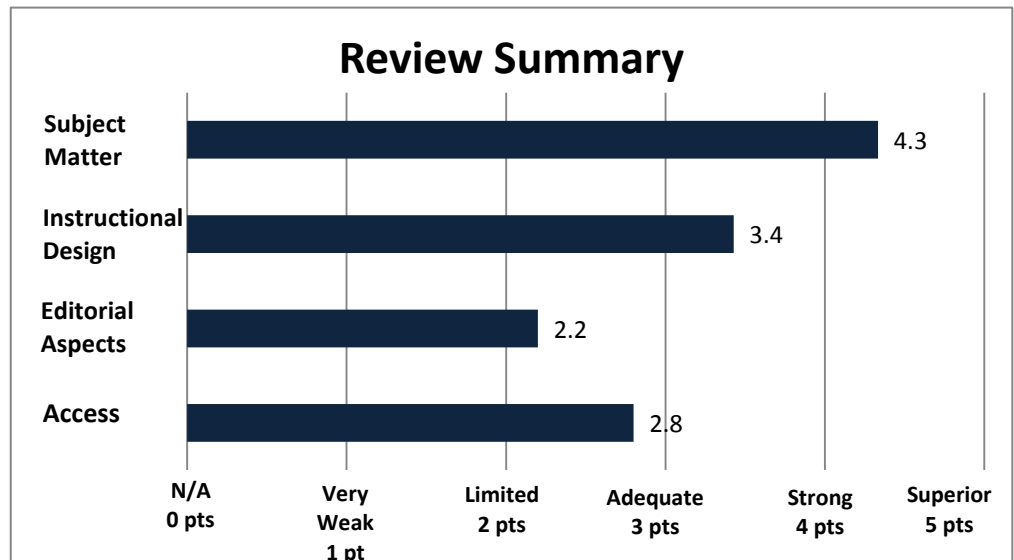
Format Reviewed:

[Online](#) and [PDF](#)

A small fee may be associated with various formats.

Date Reviewed:

August, 2014



California OER Council eTextbook Evaluation Rubric

CA Course ID: **MATH 110**

Subject Matter (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the content accurate, error-free, and unbiased?						X
Does the text adequately cover the designated course with a sufficient degree of depth and scope?						X
Does the textbook use sufficient and relevant examples to present its subject matter?						X
Does the textbook use a clear, consistent terminology to present its subject matter?				X		
Does the textbook reflect current knowledge of the subject matter?					X	
Does the textbook present its subject matter in a					X	

Subject Matter (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
culturally sensitive manner? (e.g. Is the textbook free of offensive and insensitive examples? Does it include examples that are inclusive of a variety of races, ethnicities, and backgrounds?)						

Total Points: 26 out of 30

Please provide comments on any aspect of the subject matter of this textbook.

- (4) Text terminology clear; not always consistent (e.g. Type II and Type 2 both used).
- (6) Non insensitive. Included Christmas, but I found no other religious holidays/events.

Instructional Design (35 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Does the textbook present its subject materials at appropriate reading levels for undergrad use?				X		
Does the textbook reflect a consideration of different learning styles? (e.g. visual, textual?)				X		
Does the textbook present explicit learning outcomes aligned with the course and curriculum?					X	
Is a coherent organization of the textbook evident to the reader/student?						X
Does the textbook reflect best practices in the instruction of the designated course?				X		
Does the textbook contain sufficient effective ancillary materials? (e.g. test banks, individual and/or group activities or exercises, pedagogical apparatus, etc.)			X			
Is the textbook searchable?					X	

Total Points: 24 out of 35 points

Please provide comments on any aspect of the subject matter of this textbook.

- (1) Reading level good. Clear TI Calculator directions.
- (2) Activities good for visual, kinesthetic learners, but not much in the way of good visuals in the book itself.
- (3) Each Chapter starts with list of "Chapter Objectives"
- (5) Includes "Try It" activities, "Collaborative Exercises," and "StatLab" Assignments
- (6) Limited supplemental resources: WebAssign, Instructor Solutions Manual, PowerPoint slideshows.
- (7) PDF was searchable the usual way you search a PDF file (but did not always work for words that are not in the regular text, e.g. "Collaborative Exercise"). The online search was very misleading and confusing and gave results in other OpenStax materials.

Editorial Aspects (25 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the language of the textbook free of grammatical, spelling, usage, and typographical errors?		X				
Is the textbook written in a clear, engaging style?			X			
Does the textbook adhere to effective principles of design? (e.g. are pages laid out and organized to be clear and visually engaging and effective? Are colors, font, and typography consistent and unified?)					X	
Does the textbook include conventional editorial features? (e.g. a table of contents, glossary, citations and further references)					X	
How effective are multimedia elements of the textbook? (e.g. graphics, animations, audio)	X					

Total Points: 11 out of 25

Please provide comments on any aspect of the subject matter of this textbook.

- (1) Reading level good. Clear TI Calculator directions.
- (2) Activities good for visual, kinesthetic learners, but not much in the way of good visuals in the book itself.
- (3) Each Chapter starts with list of "Chapter Objectives"
- (5) Includes "Try It" activities, "Collaborative Exercises," and "StatLab" Assignments
- (6) Limited supplemental resources: WebAssign, Instructor Solutions Manual, PowerPoint slideshows.

(7) PDF was searchable the usual way you search a PDF file (but did not always work for words that are not in the regular text, e.g. "Collaborative Exercise"). The online search was very misleading and confusing and gave results in other OpenStax materials.

Access (30 possible points)	N/A (0 pts)	Very Weak (1pt)	Limited (2 pts)	Adequate (3pts)	Strong (4 pts)	Superior (5 pts)
Is the textbook compatible with standard and commonly available hardware/software in college/university campus student computer labs?					X	
Is the textbook accessible in a variety of different electronic formats? (e.g. .txt, .pdf, .epub, etc.)					X	
Can the textbook be printed easily?						X
Does the user interface implicitly inform the reader how to interact with and navigate the textbook?		X				
How easily can the textbook be annotated by students and instructors?	X					

Total Points: 14 out of 30

Please provide comments on any aspect of the subject matter of this textbook.

(2) PDF File was one giant file. Would be good to have option of each Chapter separately. Might be hard for students trying to read on smartphones or tablets. Can get ebook on iBookstore for iPad or Mac, or can get with iTunes. They said there is "enhanced interactivity" but I did not try that. (I don't have iPad or Mac.) Printed options include iBooks, PDF, or can purchase a printed copy.

(4) User interface confusing online particularly with the search feature.

(5) PPT slides can be edited/annotated easily.

(6) #6 was missing here (or this part should be 25 pts and not 30)

Overall Ratings (10 possible points)	Not at all (0 pts)	Very Weak (1 pt)	Limited (2 pts)	Adequate (3 pts)	Strong (4 pts)	Superior (5 pts)
What is your overall impression of the textbook?				X		
	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
How willing would you be to adopt this book?			X			

Overall Comments

If you were to recommend this textbook to colleagues, what merits of the textbook would you highlight?

- Nice variety of exercises/activities for students: Collaborative Exercises (not a lot, but some), "Try It" sprinkled throughout, "StatLab" assignments.
- Clear information for students: Good directions for TI Calculators, good "Key Terms" and chapter reviews. Variety of examples. Refers to software capabilities.
- PPT slides available with figures from text -- editable and useful for class presentations and class handouts.
- Content of text fits C-ID course content.

What areas of this textbook require improvement in order for it to be used in your courses?

- There are LOTS of typos.
- The explanations, while clear, are pretty basic and not very interesting.
- No output is shown from statistical software.

We invite your feedback on the textbook or the review to [the textbook site in MERLOT](#).
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For questions or more information, contact the [CA Open Educational Resources Council](#)



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