

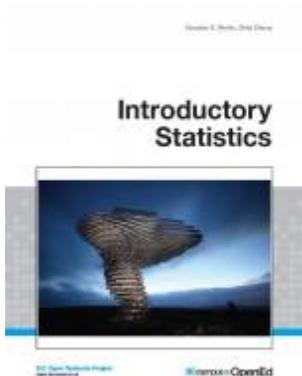


Faculty Review of Open eTextbooks

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 free 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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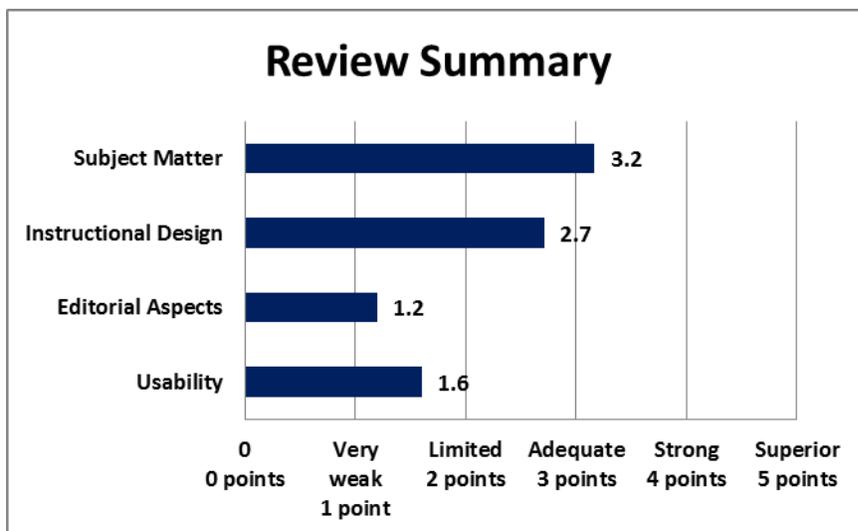
Professor

Format

Reviewed:

[Online](#)

A small fee may be associated with various formats.



Date Reviewed:

December 2015

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 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?)				X		

Total Points: 19 out of 30

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

- This textbook is generally solid on the subject matter of statistics, when the text is legible (more on this below).
- The examples are generally quite varied and good.

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: 19 out of 35

Please provide comments on any aspect of the instructional design of this textbook:

- Core concepts are explained well for the most part, although sometimes with language that may be too technical for the audience of an intro statistics course.
- I appreciate the “large data set” exercises that use Excel data sets as projects for students to get experience with “real” data, but I wish there was a way to find all the data sets at once.
- There are no test bank questions or other supplemental materials for instructors available.
- The textbook is only “searchable” in the very weakest sense: using the “find” function of my .pdf reader, I could search for terms in the textbook. However, many of the titles and mathematical formulas are not searchable, and exist only as very grainy, hard-to-read images rather than text in the pdf file. Even searching for “exercises” would often fail to find the exercises for a given chapter. More on this below, in the “editorial aspects” section.

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				
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Total Points: 6 out of 25

Please provide comments on any editorial aspect of this textbook:

- This is where the textbook falls apart. There are entire sections of mathematical notation that are completely unreadable. These sections look like they were typed using an equation editor from Word 2003 or earlier, exported as a .jpg image, and then imported into the text. The type sizes are inconsistent and fuzzy, and there are times when it is impossible even to distinguish a minus sign from an equals sign. There are other cases when a mathematical symbol fails to appear entirely, as on page 33: the sigma that should appear is replaced by a white square.
- While the book is searchable in the most rudimentary way possible, using the search function of the .pdf reader, any text imported as images is not searchable. The text is very difficult to navigate; there is not even a table of contents! Sometimes figures and chapters are written as if they should be clickable links, but in fact, they are not.
- The textbook is completely unusable in its current editorial state.

Usability (25 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: 8 out of 25

Please provide comments on any aspect of access concerning this textbook:

- Data sets are in Excel format, which can easily be used by most students. However, the poor formatting makes it difficult to navigate, annotate, or print the textbook.

Overall Ratings	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				
How willing would you be to adopt this book?	X	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)

Total Points: 1 out of 10

Overall Comments

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

- When it is readable, the examples are very good and the explanations are fairly clear.

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

- The entire book needs to be rewritten with consistent and clear formatting, preferably in LaTeX or another mathematical typesetting program.
- A table of contents and working hyperlinks are desperately needed.

We invite you to add your feedback on the textbook or the review to the [textbook site in MERLOT](#)
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