



## 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](http://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 etextboks 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:

### Information Systems



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Textbook Authors:  
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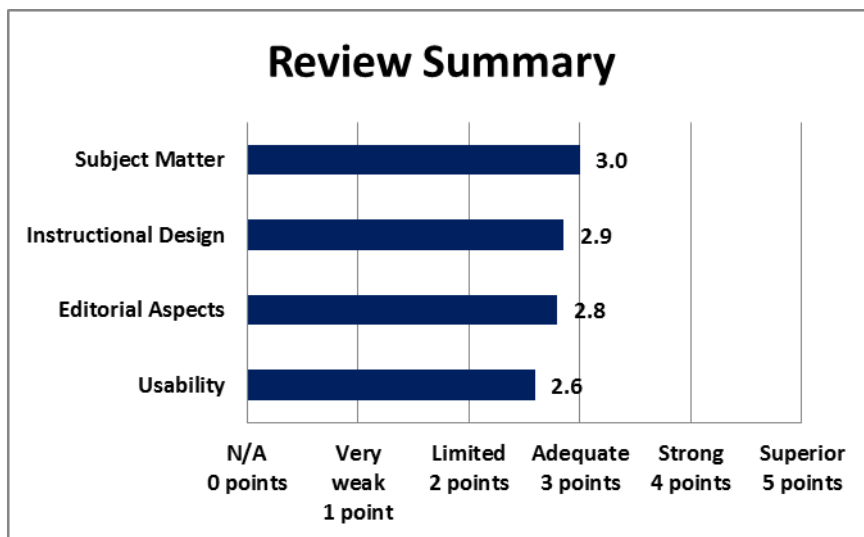
Institution:  
 Saddleback College

Title/Position:  
 Professor

Format  
 Reviewed:  
[Online](#)

A small fee may be associated with various formats.

Date Reviewed:  
 May 2016



### California OER Council eTextbook Evaluation Rubric

CA Course ID: [BUS 140](#)

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: 18 out of 30

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

- The content is good and there's an adequate amount of visual displays to accommodate different learning styles.
- Learning objectives are missing at the beginning of several chapters.
- Introductions are missing from several chapters.
- References are missing at the end of several chapters.
- Key concepts are missing from all chapters except chapter 5.
- Learning activities are not included at the end of several chapters (i.e. discussion questions; case studies; exercises). However, several chapters do include discussion questions and/or learning exercises. Only one chapter (chapter 2) has a case study at the end.
- Chapter 7 was well written and organized with relevant resources (side bars), applications and exercises. However, it was missing key concepts. The textbook could improve by incorporating the writing style of Chapter 7.
- Test banks; presentation slides for each chapter.

<b>Instructional Design (35 possible points)</b>	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: 20 out of 35

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

- There are inconsistencies in the organization of the content. The following sections are missing from several of the chapters:
  - Key Concepts (only 1 chapter [chapter 5] includes KEY CONCEPTS)
  - Introduction
  - Topics Covered
  - Exercises, Discussion Questions, and/or Case Study
  - Glossary (only 1 chapter (chapter 11) includes a GLOSSARY) – place glossary at the end of the book for all chapters OR place a glossary at the end of each chapter.

<b>Editorial Aspects (25 possible points)</b>	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: 14 out of 25

Please provide comments on any editorial aspect of this textbook:

- Font type and sizes are inconsistent.
- The organization of the major sub-topics is inconsistent (i.e. end of chapter closings are listed as "SUMMARY" or "CONCLUSION"; learning objectives section is missing from several chapters; some chapter(s) have a TOPICS COVERED section at the beginning;).
- References missing from several chapters.
- Glossary missing (there's 1 glossary at the end of chapter 11).
- Index missing.

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: 13 out of 25

Please provide comments on any aspect of access concerning this 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?	Not at all (0 pts)	Strong reservations (1 pt)	Limited willingness (2 pts)	Willing (3 pts)	Strongly willing (4 pts)	Enthusiastically willing (5 pts)
			X			

Total Points: 4 out of 10

## Overall Comments

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

- Content is good and the learning activities that are included are relevant.

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

- Chapter 7 was well written and organized with relevant resources (side bars), applications and exercises. However, it was missing key concepts. The textbook could improve by incorporating the writing style of Chapter 7.
- Correct the inconsistencies in the organization of the content.
- Include exercises, discussion questions, and/or case studies at the end of each chapter.
- Include a glossary (for the entire book) and index.
- Include a test bank and presentation slides for each chapter.

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