

WileyPLUS Case Study

Institution: John Jay College

FOUR-YEAR PUBLIC COLLEGE
STUDENT ENROLLMENT 14,000 (2010)

FOCUS: FORENSIC SCIENCE DEPARTMENT,
ORGANIC CHEMISTRY

Case study approach

This case study was conducted for Wiley by the [Institute for Assessment and Evaluation](#) to examine the efficacy of *WileyPLUS* among faculty and students in Organic Chemistry. Responses for the distance case study came from an interview with the full-time faculty member who functions as the *WileyPLUS* administrator, course organizer, and instructor for Organic Chemistry, and an abbreviated interview with the Department Chairperson.

Setting

The John Jay Forensic Science Department serves 200 students in 25 programs and includes 50 instructors in total, with 22 tenured in Science. Organic Chemistry is a second-year course with eight sections. The instructor responsible for all eight sections used *WileyPLUS* with the course.

Resources used

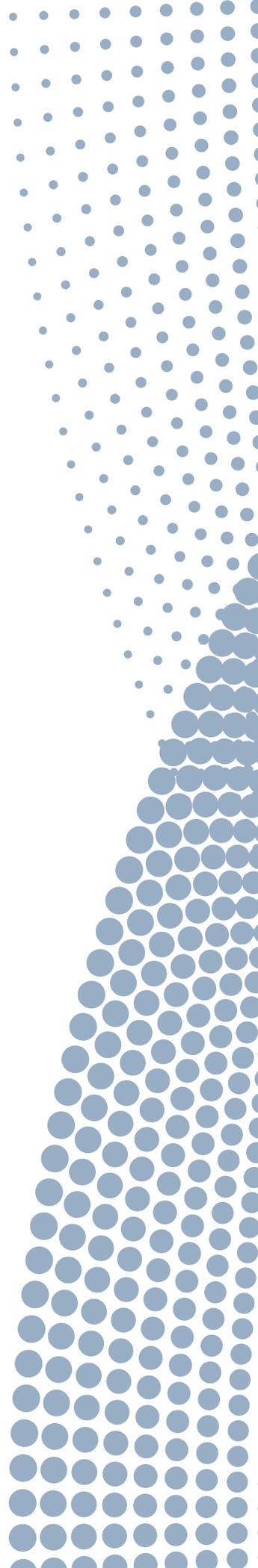
The text used for the course was Wiley's, *Organic Chemistry, 9th Edition* by Solomons and Fryhle, and the instructor interviewed had used the *WileyPLUS* system for 4 years (12 semesters).

The instructor regularly uses the homework component of the *WileyPLUS* system, the text, tests, and the grade book.

Student use of *WileyPLUS* resources is optional; they are not required to purchase or use any of the resources in the Organic Chemistry course.

Rationale for using WileyPLUS

The instructor investigated available resources to select a text that was a better fit for her students than the more complicated one previously used in the course. *WileyPLUS* was selected primarily because of the technology used in the online resources.



Evaluation of WileyPLUS

Instructor

The instructor's most-valued *WileyPLUS* resources are the text and tests. Test questions in particular save the instructor time in creating and writing out tests. Students have access to Read, Study & Practice and use it on their own initiative.

While the specific impact of *WileyPLUS* on student learning hasn't yet been determined, the instructor has noticed that students have more serious questions and seem to have devoted more attention to studying the material since exposure to the *WileyPLUS* resources. Another factor that may impact these gains is the improvement of school standards and tighter criteria for admittance to the program.

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Summary: Conclusions

- The instructor remains completely satisfied with the *WileyPLUS* program. Students are definitely more engaged in the classroom and lab, which may be a benefit of exposure to *WileyPLUS*.
- Use of the *WileyPLUS* resources is optional for students. The instructor uses the homework component, the text, tests, and the grade book, so students are familiar with the benefits of the *WileyPLUS* system and do have access to all program components.
- A key benefit of *WileyPLUS* for the instructor is time-savings and efficiency gained by preparing tests and assignments via *WileyPLUS* versus manually.

