

WileyPLUS Case Study

Institution: Rowan University

FOUR-YEAR PUBLIC COLLEGE
STUDENT ENROLLMENT 11,000+ (2010)

FOCUS: PRINCIPLES OF ACCOUNTING

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 Rowan's Principles of Accounting I course.

Study Setting

At the time of this study, 11 instructors were teaching two Principles of Accounting courses (I and II) among a student enrollment of 341. Information was collected via distance interviews with an instructor and three students, all currently using *WileyPLUS* in the Principles of Accounting I course.

Resources used

In addition to *WileyPLUS*, all case participants use the Wiley text, *Accounting Principles, 9th Edition* by Jerry J. Weygandt, Paul D. Kimmel, and Donald E. Kieso.

The instructor requires that students use the print text and *WileyPLUS* assignments and personal grade book. In addition to the required *WileyPLUS* resources, students also chose to use the e-text, and Read, Study & Practice resources.

Rationale for using WileyPLUS

The instructor also had responsibility for reviewing and choosing the course text. Wiley's resources were chosen for review based on their use in another school system. After selecting *WileyPLUS*, the instructor has continued with the platform based on student affinity for it. Two other instructors (not interviewed for this case study) also have independently made the decision to use *WileyPLUS* for their Principles of Accounting II sections since 2008.

Evaluation of WileyPLUS

Instructor

The instructors using *WileyPLUS* for Accounting I and II enjoy using the program and plan to continue using it in their courses.

Valuable *WileyPLUS* features most noted by the Accounting I instructor are the assigned and graded online homework, in addition to the Read, Study & Practice and capability to create and administer tests. Perceived benefits include the immediate and accurate grading of homework and links from assigned problems to the text for explanations of solutions. In addition, the students can use the system in class, which the instructor cites as a means of providing examples for better learning.

The instructor strongly believes that student learning has been improved with the use of *WileyPLUS*, especially due to access to the practice resources and the opportunity for immediate feedback with the three attempts to complete an assignment.

Students

Two of the three students cite the e-text within *WileyPLUS* as more valuable than the print version for its accessibility and time/cost efficiency. While preferring the hard copy text, the third student did use the e-text periodically as a reference.

Students find the Read, Study & Practice resources particularly valuable because they are easy to use, keep their attention longer, and provide an increase in practice and experience. *WileyPLUS* also is rated favorably for ease of use because it's so self-contained and accessible via laptop, negating the need to carry a book and remember extra papers.

Summary: Conclusions

- Overall, the instructors and students perceive significant benefits in using the *WileyPLUS* resources.
- All students and the instructor interviewed indicate that the use of *WileyPLUS* improved student learning due to immediate feedback and the additional practice opportunities.
- The instructor interviewed, as well as two colleagues not in the study, plan continued use of *WileyPLUS* for Accounting I and II; students interviewed indicate that, given a choice, they would choose a course offering *WileyPLUS*.

