

Marketing 300

TIP Program Final Report

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Program

Teaching Innovations Program (TIP): a year-long program that supports faculty teams in developing or redesigning a course or academic program

Intervention

In an effort to create uniform experiences in the approximately 30 sections of MKTG 300 offered each year to approximately 1000 students, the TIP team sought to redesign particular elements of the course to support student success. The goals: to create consistent course content, methods, and pedagogical practices, and to update course content to reflect transformations in the marketing field. The intervention: standardization of course content, projects and a professional certification requirement.

Participating faculty

- TIP Team: John Cavaliere (course lead), Iman Paul, Steve Sherman
- All MKTG 300 instructors

Implementation

- Standardization of course content (i.e., 10 topics to be addressed in course; others optional at instructor discretion)
- Simple Syllabus master template includes:
 - Common introductory message to students in “Overview of our Section” highlighting course content and value for students in finance, operations, management, and accounting. Emphasis on real-world application, belonging, and growth.
 - Standardized content: content areas/topics, case study, Qualtrics, assessments and assignments (e.g., Assessment of Learning Exercises, Integrated Core Paper), Hootsuite certification
 - Standardized weekly plan

Course Redesign Goals and Analysis

Summary

Goal 1: Create consistent course content, methods, and pedagogical practices

Status: completed

Discussion: course content has been settled upon. Further discussion about methodology / pedagogical practices, e.g., the extent to which group projects should be incorporated into the course and how assessments should be handled. The course now includes a required professional certification as a key project and component of final grade.

Goal 2: Update course content to reflect transformations in the marketing field

Status: completed

Discussion: Hootsuite Certification and Qualtrics as real-world applications. Updated 2024 textbook in use.

Goal 3: Achieve comparatively strong reviews on local, abbreviated NSSE student assessment

Status: in progress

Discussion: Lower levels of student engagement and collaboration than desired. Good levels of connection to real-world examples and other courses. Good level of instructor clarity and organization. Conflicting responses regarding active learning: 75% responded as “very much” or “quite a bit” of “doing” in class, but students responded at higher rates (84%) that the majority of class time was spent listening to lectures or videos.

Goal 4: Create, disseminate and fully adopt course guide

Status: completed

Discussion: The common course guide is now integrated into the course

Goal 5: Create, disseminate and fully utilize Common Syllabus

Status: completed

Discussion: Common syllabus is now a requirement for all MSU courses. Marketing 300 now has a consistent syllabus used by all instructors.

Goal 6: Develop Buy-In and Implementation Plan for new & continuing instructors

Status: completed

Discussion: New instructors will continue to receive guidance on new instructional tools and methods, including the Hootsuite Certification and the new McGraw Hill Go Program.

Grade Data Highlights

In Spring 2025 the average grade across all sections of Marketing 300 was 3.28. Ten of the fifteen course sections had average grades that were within one standard deviation of the overall mean. Two sections had average grades that were well above the overall average (3.88 and 3.93), and merit some evaluation by the department chairperson.

[LINK to slide](#)

MKTG 300 & SBUS 300-level courses: A-F Grades, SP25 & FA24

MKTG 300

Academic Period Desc	University Level	Course College	Num Grades	DFW	A	B	C	D	P	F	WD	Avg Grade
SPRING 2025	UNIV	Feliciano Schoo..	502.0	4.4%	48.2%	36.1%	11.4%	1.4%		2.6%	0.4%	3.2
	Total		502.0	4.4%	48.2%	36.1%	11.4%	1.4%		2.6%	0.4%	3.2
FALL 2024	UNIV	Feliciano Schoo..	514.0	2.5%	42.2%	50.2%	5.1%	1.0%		1.0%	0.6%	3.3
	Total		514.0	2.5%	42.2%	50.2%	5.1%	1.0%		1.0%	0.6%	3.3

SBUS: 300-level courses

Academic Period Desc	University Level	Course College	Num Grades	DFW	A	B	C	D	P	F	WD	Avg Grade
SPRING 2025	UNIV	Feliciano Schoo..	6,065	5.7%	47.7%	24.1%	8.4%	2.1%	14.2%	2.3%	1.2%	3.3
	Total		6,065	5.7%	47.7%	24.1%	8.4%	2.1%	14.2%	2.3%	1.2%	3.3
FALL 2024	UNIV	Feliciano Schoo..	5,811	6.2%	46.9%	25.9%	7.7%	2.5%	13.3%	2.2%	1.5%	3.3
	Total		5,811	6.2%	46.8%	25.9%	7.7%	2.5%	13.3%	2.2%	1.5%	3.3

Spring 2025 MKTG 300 Grade Takeaways:

- 1.9% increase in DFW rate from Fall 2024, but 0.8% decrease from SP25
- Lower avg. DFW rate compared to all 300-level SBUS courses in SP25
- Average grade (3.2) decreased from FA24 (3.3), but up from SP24 (3.1)

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Next Steps

The course redesign initiative achieved its primary goals, resulting in consistent content delivery, updated materials, and improved alignment with industry practices.

1. Introduce McGraw Hill "GO"

For Fall Semester 2025 the Marketing Department has added the McGraw Hill "GO " program as a required element to be integrated into the Mktg. 300 Course for all sections.

Below is a proposed Syllabus Description for Students

Mktg. 300 uses the McGraw Hill "GO Program," a digital learning platform that supports a student's success through interactive lessons, real-world marketing scenarios, and adaptive practice. The GO Program helps students master key concepts at your own pace, receive immediate feedback, and apply what you learn through case studies, simulations, and skill-building activities. Regular completion of GO assignments is required and will contribute to your final grade.

In addition to announcing the McGraw Hill program in the new standardized syllabus, the course coordinator recommends for the 1st day of class to introduce MKTG. 300 students to the “GO” Program using a student handout that gives an overview of the program.

2. Reconsider Assessment of Learning #2

Based on preliminary anecdotal feedback from instructors, the second Assessment of Learning (AOL) appears to not achieve its intended goal of truly assessing students’ learning of key concepts in the MKTG 300. We propose analysing the results of AOL #2 across sections and considering adjusting the format to ensure accurate assessments of student learning.

3. Address student use of generative AI in MKTG 300

The MKTG 300 TIP team recommends that instructors consider specific course policies and approaches to student use of generative AI in the course. While leveraging AI to support particular learning tasks is beneficial to students preparing for the workplace, its unrestricted use is not. Academic integrity, understanding course material, and critical thinking are undermined when students use AI without proper guidance and guardrails.