A CLIENT VALUE-DRIVEN PROJECT PROGRAM FOR THE STUDENT EXPERIENCE

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Proposal for Client-based Learning

The current challenges from marketing professors in undergraduate programs are simulating hands-on experience that students can apply what they are learning in the classroom (Alpert, Heaney & Kuhn, 2009). Research has demonstrated that schools are requiring internship hours and programs are creating these opportunities for students to gain valuable skills for networking and recruitment, while gaining experience. However, researchers Alpert, Heaney and Kuhn (2009), stated that there are various problems with the programs as they are loosely defined and the experience is different, with little or no instructor involvement.

Chen and Shen (2012) went a step further and researched the idea that program planning and student commitment influence the nature of the student’s success in the chosen industry. This is critical because it demonstrates the need for these client-based programs in student’s insuring that they have chosen the right industry and major to apply their work toward. Client-based learning is not new to the marketing curriculum; however, it has been changing rapidly throughout the last few years. The need for these programs in a marketing program is vital for being distinctive on several levels. First, it gives the students advantages over other students graduating from other schools for job placement. Secondly, it helps support the local and global communities. And lastly, it helps insure that students are gaining the appropriate skills in the classroom that they can use in the world of work.

In this research, a marketing program has been invited to participate in a newly implemented project center on the university campus. Several project centers are already active on several campuses, for example, Seattle University, Dayton University, and Rochester Institute for Technology. These programs allow students to match with businesses in the local area to work on various projects and gain work experience throughout their college career.

The research that is being proposed here is to assess the student learning experience through the project center and gain insights into the student perceived value and the client perceived value. The measurement of research will be at the conclusion of each project. The data gathered for the student assessment will include basic demographic data, classification, courses taken, and project perceptions. Data gathered from the client will be a short satisfaction survey. The data will then be compared to see if there is significance between the student’s experience and the client’s satisfaction.

The hopes of this research are to gain insight into the standardization of such university programs. With value-driven data from the client, the involvement with the project center can be changed and modified to become a best practice for other universities that want to implement such a program.

References
