

STUDENT CUSTOMER EXPERIENCE: A SYSTEMATIC LITERATURE REVIEW

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Abstract

The higher education (HE) landscape has been undergoing significant changes over the last decade. The trends of globalization and marketization of HE has had a profound impact on the dynamic relationship between students and higher education institutions (HEI) as service providers. Research efforts have been focused on understanding the role of students as customers, drivers of quality and satisfaction, and the emotional aspects of student customer experience (SCX). Despite an ongoing debate on whether students are customers and to what extent the business paradigm can be applied to HE, focusing on students' higher education experience makes perfect sense, since students provide revenue and create a need for all the supporting services. This

paper reviews the literature on SCX in the HE context. The paper aims to reduce the fragmentation of the field by spotting gaps and finding fruitful areas for future research. Using a bibliometric method based on articles indexed in the Web of Science database, it aims to identify the current state of knowledge in the field. The research contributes to both marketing and education theory by offering venues for new research. For policymakers in HE, it may serve as an up-to-date information source when looking for theoretically proven evidence for decision-making.

Keywords: *student customer experience, higher education, student satisfaction, university brand, student-as-customer*

1. INTRODUCTION

The primary purpose of higher education (HE) is to provide facilities for teaching and learning, enable individuals to thrive in work and life, contribute to the economic stability and a better quality of life (Darawong & Sandmaung, 2019; Azoury et al., 2014). However, the higher

education landscape has been changing rapidly over the past decades. Modern higher education institutions (HEIs) operate in an increasingly competitive global environment (Farhat et al., 2021; Gibbs, 2018; Koris et al., 2015; Brumby, 2014; Arambewela & Hall, 2013; DeShields et al., 2005), feel the pressure to improve ranking

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and attract the best students (Tari & Dick, 2016), receive less government subsidies (Roux & Rensburg, 2014), and record decline in enrolments (Sojkin et al., 2015). In addition, technological development is constantly improving teaching and learning tools and is consequently raising the cost of HE (DeShields et al., 2005).

The aforementioned challenges, together with the marketization of HE suggest that HEIs should apply marketing concepts associated with business entities (Kalafatis & Ledden, 2013). To a great extent, theoretical models applied in competitive contexts can indeed be applied in the field of HE (Woodall et al., 2014). One of the most frequently applied marketing concepts is the customer experience approach (Koris & Nokelainen, 2015).

There is an ongoing debate in marketing and education literature whether students should be treated as customers. Without students, there would be no revenue nor need for accompanying services provided by the university staff (DeShields et al., 2005). Treating students as customers may be beneficial in terms of achieving a better HE service, higher student satisfaction, loyalty, and intention to recommend a university (Borraz-Mora et al., 2020). However, some oppose commodifying HE and putting a sign of equation between a student and a customer (Harrison & Risler, 2015). Seeing students as customers and teachers as service providers puts students in a more passive position where their needs must be met without their active role in the process

(White, 2007). This reductive approach to course design and evaluation hinders the freedom of teaching staff to innovate the teaching process (Deneen & Prosser, 2020) and additionally burdens the already complex relationship between students and universities (Jabbar et al., 2018).

For this paper, education is not seen as a simple transaction between students and universities. The role of HE goes beyond satisfying students' needs with the need to meet the requirements of industry and society by creating a skilled workforce and responsible citizens (Cao et al., 2019). Having a multifaceted role of HE in mind, this paper aims to answer the following research questions:

RQ1: *To what extent can the customer experience paradigm be applied in the HE context?*

RQ2: *What are the key drivers of quality, customer satisfaction, and loyalty in HE?*

RQ3: *What are future the research directions in the field of HE management?*

2. METHODOLOGY

To answer the research questions, a two-phased literature review was conducted. In the first phase, bibliometric analysis based on keywords co-occurrence in the Web of Science database was performed. The search query included keywords as stated in Table 1.

Table 1. Search query

Search Query		
#1	TS = ("student customer experience" OR "SCX")	1,501
#2	TS = ("higher education" OR "HE")	223,157
Combined Search Query 1 and 2		92

Search query initially resulted in 92 papers at the intersection of student customer experience (SCX) and higher education (HE). After reviewing the papers, 11 papers that did not correspond to the topic were removed from the search, resulting in 81 papers included in this review. The search was completed on June 25th, 2021. For data

visualization of keywords over time, VOS viewer version 1.6.11. was used.

As keyword clusters did not show high levels of distinctiveness (Figure 1), the second phase involved the narrative review as the traditional way of reviewing the current state of the field, and the search results were qualitatively interpreted (Sylvester et al., 2013).

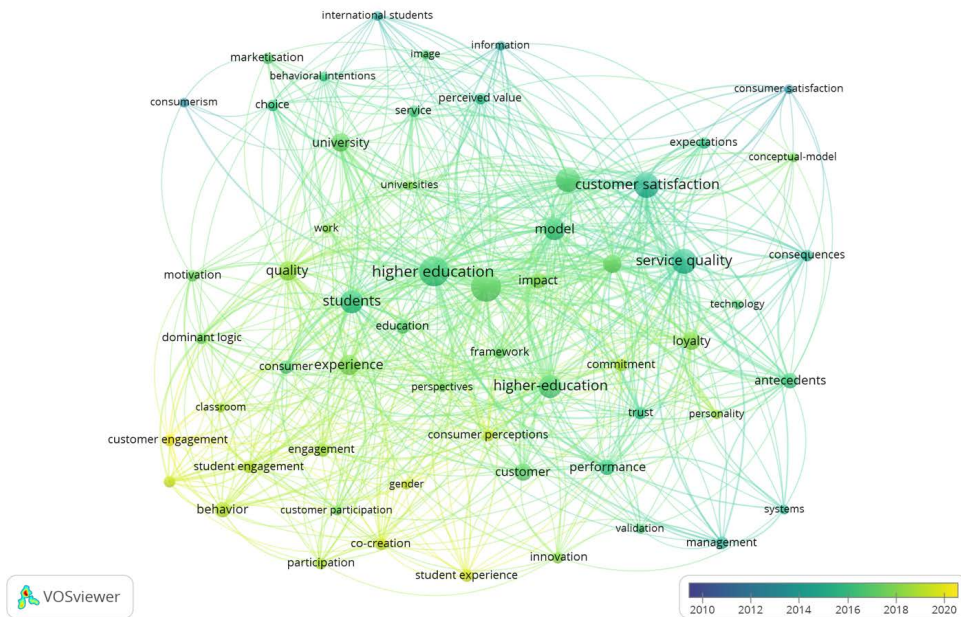


Figure 1: Authors’ keywords over time
Source: Authors’ research (VOSviewer 1.6.11 software)

3. STUDENT CUSTOMER EXPERIENCE IN HIGHER EDUCATION

Considering all the changes affecting HE, there is a need to systematically examine the student experience for universities to find ways to delight students and set new standards of service as a part of organizational culture and brand image (Brumby, 2014). The complexity of the field arises from different roles students have during

their studies, which go beyond the role of customers. They are also the product of HE processes, value co-creators, and partners in knowledge production (Dollinger et al., 2018; Goi et al., 2018; Perello-Marin et al., 2018; Wardely et al., 2017; Bay & Daniel, 2008).

Extant literature employs different approaches to the dimensions of SCX. According to Koris & Nokelainen (2015), student experience has eleven categories:

student feedback, graduation, curriculum design, communication with service staff, rigor, grading, classroom behaviour, classroom studies, individual studies, teaching methods, and course design. Koris et al. (2015) developed and tested the student-customer orientation questionnaire (SCOQ) to find categories students expect to be treated as customers. Their research included business students from Estonia, and the results showed that students do not expect a customer-based approach in each dimension of the student experience. Firstly, students expect to be approached as customers regarding student feedback, classroom studies, communication with staff, individual studies, course design, and teaching methods. On the other hand, they do not expect a customer approach to grading, curriculum design, rigor, and classroom behaviour.

Research by Xu et al. (2018) found that SCX in HE consists of six dimensions: student-centred service, diversity and global citizenship, a co-production of the learning experience, reliance on teachers, responsibility, and whole-person development. SCX can be conceptualized based on the phases students go through. Therefore, in the context of the UK higher education system, Temple et al. (2016) conceptualized 'the student journey' consisting of four components: the application experience, the academic experience, the campus experience, and the graduate experience. Obermiller et al. (2005), who examined the differences between student and university perspectives, offered an interesting finding on how they prefer to be seen respectively. Their research showed that students prefer the customer approach, while the university staff prefers the product approach.

Naylor et al. (2020) claim that the student role in the Australian context reaches far beyond the customer role. They propose a four-fold view on students: (1) students as

evaluators giving feedback to improve the HE service, (2) students as participants involved in decision-making, (3) students as partners, co-creators, and experts with an active role in shaping the university environment in a meaningful way, and (4) students as change agents and leaders. This expanded view of students' role in HE is in line with research by Braun & Zolfagharian (2016), who position students as active participants in HE and show that students with higher levels of engagement also tend to be more satisfied with their study experience.

Furthermore, a study conducted among English and German students showed some differences in how students perceive their role in the process of HE. English students expect universities to play a more active role in their education, while German students see their personal role as a more important one (Budd, 2017). Research on student-as-customer perspective in Spain (Jayadeva et al., 2021) found that Spanish HE policy differs from other European countries with a higher level of marketization (like the UK), but despite that, budget cuts and the increasing importance of technology make both students and staff perceive themselves as a part of the SCX. Based on different research results among different countries, the first research gap arises:

GAP 1: There is a lack of research on how students' cultural background affects their perception of their role in HE.

4. PERCEPTION OF SERVICE QUALITY IN HIGHER EDUCATION

Service quality is essential in promoting competitive advantage for the HE sector (Yeo, 2009; Douglas et al., 2007). The review on research trends in quality

management of HEIs by Tari & Dick (2015) successfully identified similarities between HEIs and the private sector. The authors highlight the importance of the following quality management areas in the HE: people management, information and analysis, process management, stakeholder focus, planning and leadership, design, and supplier management. They firmly believe that the “application of these dimensions to all aspects of HE will enable continuous improvement and performance improvement” (Tari & Dick, 2015, p. 287). However, they express caution about the application of quality management industry practices to HE, claiming that organizational change should be profound and meaningful instead of just fulfilling the legal needs of accreditation bodies.

Service quality and HEIs’ image are critical factors that impact students’ satisfaction and loyalty (Rahman et al., 2017; Kuo & Ye, 2009). Several attempts to advance the service quality literature in the HE context (Mandal & Gupta, 2019; Sultan & Wong, 2014). The most frequently used methods for measuring quality perceptions are SERVQUAL (Bertaccini et al., 2021; Marimon et al., 2020; Mbise & Tuninga, 2012; Yeo & Marquardt, 2011), European Performance Satisfaction Index (EPSI) (Shahsavari & Sudzina, 2017) and Higher Education PERFORMANCE (HEdPERF) scale (Yavuz & Gulmez, 2016).

The perception of quality is formed based on the quality of marketing communication and information provided by the university, together with students’ experience in interaction with the HEI. Consequently, the perceived service quality directly affects student satisfaction, trust, and university brand performance (Sultan & Wong, 2014). A study by Eurico et al., (2015) conducted in the context of tourism

graduates showed that the image of HEI is strongly influenced by student employability. This finding clearly shows the importance of considering industry needs when tailoring study programmes.

Relationships characterize the HE environment. Students’ interactions with the faculty and staff, internships, research projects, and peer-to-peer exchanges. Having the association focus on mind, Snijders et al., (2018; 2020) tested the relationship quality scale in the HE context showing that five dimensions of relationship quality are highly relevant: trust in honesty, trust in benevolence, satisfaction, affective commitment, and degree of affective conflict. These dimensions positively affect student engagement (measured through absorption, dedication, and vigour) and, thus, student loyalty. By addressing the question of value creation in HE, Dollinger & Lodge (2020) find that the most significant value resides in student-staff partnerships. Steenkamp and Roberts (2020) warn about the deterioration of well-being and workload pressures on staff that may have a negative impact on the service quality in HE.

Morley et al., (2002) state that “successful PhD completion is a key performance indicator for universities” (p. 264). Their review of UK postgraduate education points out the need to transform priorities and practices regarding quality assurance of assessment of doctoral degrees. The research on quality perception across different levels of studies is scarce; hence, the second research gap is identified:

GAP 2: How is the perception of quality in HE formed based on different levels of studies (undergraduate, graduate, postgraduate)?

5. CUSTOMER SATISFACTION AND LOYALTY IN HIGHER EDUCATION

Satisfaction is considered to have a critical role in HE since satisfied students exhibit higher retention rates (DeShields et al., 2005), graduate on time (Braun & Zolfagharian, 2016), showing higher levels of loyalty and willingness to recommend their HEI (Borraz-Mora et al., 2020). Students' satisfaction is mainly monitored through student surveys, but they fail to offer a deeper insight into the factors that drive satisfaction (Hancock & Foster, 2020). The end goal of having students with high levels of satisfaction is that they turn into "loyal ambassadors who will demonstrate high advocacy intentions" (Roux & Rensburg, 2014, p. 1). The drivers of students' satisfaction do not seem to be consistent over time. As students approach the end of their studies and are about to enter the labour market, employability and practical aspects of knowledge become increasingly important (Guevara & Stewart, 2011). Fulfilling expectations is proposed as an antecedent of students' satisfaction, alongside the perceived quality (Marimon et al., 2020; Mandal & Gupta, 2019; Sim et al., 2018; Chahal & Devi, 2013).

Focusing on customer satisfaction among international students, Arambewela & Hall (2013) note that the overall satisfaction is not only a result of the university's internal environment, but external factors also play an essential role. Internal factors significant for student satisfaction are teaching quality, use of modern technology in teaching, and both local and global image of universities. Other important antecedents of customer satisfaction found in the literature are responsiveness, empathy, and communication (Darawong & Sandmaung, 2019; Douglas et al., 2007), good teaching

(Goodman et al., 2011), research, clear goals and standards, appropriate workload, and assessment (Thien & Jamil, 2020), positive university experience (examined through classes satisfaction, faculty and advising staff interaction) (DeShields et al., 2005).

Considering that the core service of HE is learning and that there are supplementary services, students' satisfaction is primarily related to course management, study programmes, perceptions of teaching and workload, professional appearance of the staff, sufficient knowledge of system and procedures provided by the staff, and the confidence of staff (Langan & Harris, 2019; Xu et al., 2018; Grace et al., 2012). An important part of student experience are complementary services (e.g., career advising, support services). Research shows that students are generally less satisfied with this part of their experience (Allen et al., 2013).

Borraz-Mora et al. (2020) see student satisfaction as a mediator between generic academic competencies (instrumental, interpersonal, and systemic) and loyalty measured through intention to recommend and reaffirm the past decision. Their findings imply that HEIs need to provide students with knowledge beyond theories and foster their intrinsic skills. They also point out the use of new and innovative technologies in learning and enhancing creativity and curiosity among students.

Cao et al. (2019) study the importance of students' shared responsibility on their perception of value, satisfaction, and positive word-of-mouth with student campus experience. Sierra et al., (2009) defined shared responsibility as "mutual effort and dependence between the student and the housing management in the creation of on-campus student housing experience" (p. 146). Their research showed that students'

perception of shared responsibility positively affects their satisfaction and positive word-of-mouth. Having in mind the importance of student-staff interactions on the overall satisfaction and active roles of both students and staff in HE, the following research gap arises:

GAP 3: The role of staff satisfaction and university's organizational culture on student satisfaction and loyalty.

Tan et al. (2016) empirically examined the role of self-esteem and social bonding to explain the citizenship behaviour of students. Universities aiming to improve their relationship marketing strategies and overall study experience should target those students with high levels of self-esteem, strong social bonds with lecturers and parents, who obey the university rules, and are engaged in community issues.

Individual student characteristics must also be considered when evaluating the overall service satisfaction, such as self-determination, academic outcome valence (Chong & Ahmed, 2015; 2017), and sense of gratitude (Cownie, 2017). According to Xu et al. (2018), parts of SCX related to student-centred service, diversity and global citizenship, reliance on teachers, and whole-person development significantly impact student satisfaction. In the service context, customer engagement includes a variety of interactions that take place across different platforms implying that it involves more than just a transaction (Vivek et al., 2012). To better understand the co-creation of value in HE, Radnor et al. (2014) apply the service blueprinting approach into the context of HE in the UK. Service blueprinting is “a visual representation of the key activities in the service delivery process and the detailed subprocesses and subsystems that impact the delivery of a service” (p. 410). It includes all touchpoints a user has

with a service. The authors suggest that putting a student at the core of the education system is a vital step for future reforms. However, it additionally requires a deep understanding of all the elements of a complex HE system at the individual, organizational and technical levels.

Considering different characteristics, expectations, and experiences of university target groups (current graduates, future students, and alumni community), the following research gaps are identified:

GAP 4: What are the core differences in drivers of satisfaction between Generation Z, Generation Y, and Generation Alpha?

GAP 5: Do students with different personality traits exhibit different levels of satisfaction at the same HEI?

6. INTERNATIONAL STUDENTS

Studying abroad has emerged as a global trend in the past ten years. Students have been motivated to study abroad based on their personal propensity towards mobility and incoming university characteristics like the quality of structures and quality of life in the chosen region (Bacci & Bertaccini, 2020). As a result of international student flows, the HE landscape has been significantly changed (Abdullah et al., 2017; Ahmad, 2015).

Domestic and international students do not perceive value in HE in the same manner. For domestic students, value is constructed as a trade-off between price and attributes. For international students, a balance between study outcomes and the quality of relationships is more relevant (Woodall et al., 2014). Value students get in their international experience (image, functional, social, epistemic, emotional,

and conditional value), and value they give (monetary and non-monetary sacrifice) are significant predictors of satisfaction with their international experience (Rivera et al., 2018).

In the case of international students, in addition to internal factors such as teaching and staff support, student satisfaction is also influenced by external factors and students' values (Arambewela & Hall, 2013; Rasli et al., 2011; Dominguez-Whitehead, 2018). The authors find external factors (community environment in which the university is located) to have an even more significant impact on student satisfaction than internal factors. They also show that students' values in terms of self-efficacy and hedonism mediate this relationship. These findings are in line with a research done by Yeo & Li (2014), showing that service quality must be evaluated based on a holistic view of the student experience that promotes dialogue, inquiry, and reflection:

GAP 6: How do international student experiences differ depending on the type of HEI (private or public institution)?

7. THE ROLE OF EMOTIONS IN STUDENT CUSTOMER EXPERIENCE

Understanding the role of emotions is an important predictor of consumer loyalty (Wong, 2004). To get a holistic picture of the student experience, it is necessary to understand students' emotional engagement (Cassidy et al., 2021). With the goal to advance the understanding of students' experience, White (2013) develops and validates a measurement scale for capturing the emotional aspect of student consumer experience. His findings show that emotions significantly impact the level of overall student

satisfaction and emphasize the need to understand students' feelings throughout all touchpoints with the university. The inclusion of emotions in the evaluation of teaching and learning experience in HE affects not only satisfaction but WOM intentions, while measuring only cognitive aspects of student experience does not give a whole picture of their experience (White, 2011).

Dramatic transition to online learning due to the COVID-19 pandemic exposed even more the emotional aspect of the relationship between students and educators. Students exhibited high levels of stress and vulnerability, requiring teachers' emotional intelligence, stability, and knowledge (Gretzky & Lerner, 2021). The authors emphasize teachers' emotional skills as a new capital in high demand since students express disappointment and frustration in their personal and professional development stages.

An essential emotional skill emerging in the literature on student service experiences is empathy, but students and staff perceive empathy differently (Darawong & Sandmaung, 2019; Tan et al., 2019). Staff value empathy more than students do because students do not want to be "spoon-fed" but want to be actively involved in the co-creation of their student experience. This finding points toward the following research gaps:

GAP 7: What is the trade-off between over-servicing students and imposing challenging requirements that shape them into independent and responsible citizens?

GAP 8: What are the best strategies for dealing with students' negative emotions?

8. UNIVERSITY BRANDS

HEIs need to follow positioning strategies to establish a unique brand image for their brands to survive in the competitive marketplace (Hu & Trivedi, 2020; Rutter et al., 2017). Together with the criteria of the cost of studying and housing, students consider the institution's reputation, programme portfolio, quality of the staff, and opportunities for employment (Goh et al., 2017). Strong university brands gain international recognition, attract the best students, and have high university rankings (Foroudi et al., 2019). In the context of the student experience in online universities, university brand plays the most crucial role together with relationship quality moderated by the university staff (Izquierdo-Yusta et al., 2021).

With the aim of establishing relationships between brand equity drivers on student engagement and loyalty in HE, Farhat et al. (2021) found a significant relationship between brand interactivity, brand affect (emotional response), and brand engagement. HEIs, as complex systems, need to consider multiple stakeholders having in mind their economic and social roles and imperative for active involvement of all participants (Cassidy et al. 2021). Analyzing top universities in the UK, Rutter et al. (2017) found that brand personality, namely sincerity, excitement, and competence, plays a significant role in differentiating HEIs. Having in mind the importance of organizations as brands, the following gap arises:

GAP 9: There is a lack of research on brand equity measures applicable in the university context.

9. MARKETING COMMUNICATION IN HIGHER EDUCATION

As shown in a study by Sultan & Wong (2014), marketing communication and experience serve as strong predictors of the perceived service quality in HE. Arquero et al. (2017) point out the opportunities to engage students by using social media in HE since social media is used to connect people and share information effortlessly. They define social media (p. 498) as “a variety of networked tools or technologies that emphasize the social aspects of the Internet as a channel for communication, collaboration, and creative expression that is often interchangeable with terms Web 2.0 and social software”. Social networks play a vital role in students' lives and their importance opens new opportunities for HEIs to communicate with their target audience (Galan et al., 2015). Reaching out to students via social networking sites is a growing practice and positively affects students' customer experience, especially its affective component and customer loyalty (Farhat et al., 2020).

Cannizzo & James (2020) analyzed the appeals in advertisements used to attract students in Australia. The advertisements put the target audience into two groups of meaning-seekers and work-seekers covering six areas: lifestyle, pleasure, work outcomes, educational support, skills development, and goal development and purpose. This kind of advertising is aimed at aligning students' ambitions with HEIs' purpose.

Garza-Salgado & Royo-Vela (2019) state that HEIs understand the vital

importance of social media presence to engage with their graduates and attract new students. Online brand communities created by universities positively affect student loyalty and student engagement. By actively engaging on social media, students stay informed, communicate with the brand, and create a sense of belonging to an organization. Distinctive position of a university brand, credibility of university brand communication and level of student engagement on social media are highly influenced by brand trust (Perera et al., 2020).

When shaping communication activities, universities should not focus only on their graduates but use the potential of

social media to attract future students and engage with the alumni network (Borraz-Mora et al., 2020). Based on the ubiquitous presence of social media and new technologies, the following research gap is found:

GAP 10: How can new technologies and platforms be used to enhance both internal and external communication of HEIs?

This literature review resulted in ten areas for future research in the field of SCX. Gaps identified within each area aim at getting more profound insight into the student role within the context of HE. These are all summarized in Table 2.

Table 2. Future research directions

RESEARCH AREA	GAP IDENTIFIED
Student customer experience	GAP 1: There is a lack of research on how students' cultural background affects the perception of their role in higher education.
Service quality in HE	GAP 2: How is the perception of quality in higher education formed based on different levels of studies (undergraduate, graduate, postgraduate)?
Customer satisfaction and loyalty in HE	GAP 3: The role of staff satisfaction and university's organizational culture on student satisfaction and loyalty.
	GAP 4: What are the core differences in drivers of satisfaction between Generation Z, Generation Y, and Generation Alpha?
	GAP 5: Do students with different personality traits exhibit different levels of satisfaction at the same HEI?
International students	GAP 6: How do international student experiences differ depending on the type of HEI (private or public institution)?
The role of emotions in SCX	GAP 7: What is the trade-off between over-servicing students and imposing challenging requirements that shape them into independent and responsible citizens?
	GAP 8: What are the best strategies for dealing with students' negative emotions?
University brands	GAP 9: There is a lack of research on brand equity measures applicable in the university context.
Marketing communication in HE	GAP 10: How can new technologies and platforms be used to enhance both internal and external communication of HEIs?

Source: Authors' research

10. CONCLUSION AND RESEARCH LIMITATIONS

The main purpose of this paper was to provide an overview of research on SCX to reduce the fragmentation of the field by spotting gaps and finding new potential for future research. The complexity of different relationships, roles, and experiences in the context of HE makes it a very dynamic and fruitful research area. A bibliometric method for articles published in the Web of Science database was used to fulfil the primary goal. As a response to the third research question of this paper, the research resulted in a total of ten research areas within the field: student customer experience, service quality in HE, customer satisfaction and loyalty, international students, the role of emotions in SCX, university brands and marketing communication in HE. The gaps spotted in each area aim at getting a deeper insight into the interaction between students and universities.

Regarding the first research question and the extent to which the customer experience paradigm can be applied in the HE context, it is shown that there are many areas in which business logic and student-customer roles can be beneficial for HE services. Namely, students see themselves as customers in terms of getting student feedback, the quality of classroom studies, course design, and teaching methods. Although the student-as-customer approach creates more satisfied and loyal students, the opponents of this view claim that over-servicing students can negatively affect their personal growth. In practice, this may be the most significant challenge - to offer enough service but not too much of it so that students can develop their skills by dealing with responsibilities, obstacles, and duties. Based on the results of this research, the student role goes even beyond the role

of customers. Students must be seen as active partners, value co-creators, and agents of change.

As many new trends shape the nature of services in HE, HEIs need to adapt their practices to create more satisfied customers, skilled workers, critical thinkers and at the same time fulfil the national and industry requirements. This leads to the response to the second research question on key drivers of quality, loyalty, and satisfaction in HE, and it does not surprise that those are the most widely researched areas in this field. According to the research, the most important drivers of quality are people management, marketing communications, and the quality of student-staff relationships. Consequently, higher perception of quality positively affects student loyalty and satisfaction.

Additionally, there is a growing body of research on international students, universities as brands, marketing communication, and emotional aspects of the student experience. The latter further enhances the application of models from the competitive context in the HE context.

Despite reviewing major research streams and finding future research avenues, one of the main limitations of this research is that it has focused on one database (Web of Science) and provided a review of literature only written in English. This has also led us to omit work from Croatian authors and take a more global perspective on the topic.

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ISKUSTVO STUDENATA KAO POTROŠAČA: SISTEMATSKI PREGLED LITERATURE

Sažetak

U zadnjem desetljeću, okruženje visokog obrazovanja prolazi kroz značajne promjene. Trendovi globalizacije i marketizacije visokog obrazovanja su imali značajan utjecaj na dinamični odnos između studenta i visokih učilišta (VU), shvaćenih kao pružatelja usluga. Dosadašnji istraživački napori su se fokusirali na razumijevanje studenata kao potrošača, poluge postizanja kvalitete i zadovoljstva te emocionalne aspekte studentskog korisničkog iskustva. Usprkos kontinuiranoj debati o tome može li se studente shvatiti kao potrošače te koliko se poslovna paradigma može primijeniti na visoko obrazovanje, fokusiranje na studentsko korisničko iskustvo ima puni smisao, s obzirom da oni kreiraju prihod i potrebu za ostalim pratećim uslugama. U ovom se radu pruža pregled literature o studentskom korisničkom iskustvu u kontekstu visokog obrazovanja. Rad se usmjerava na smanjivanje fragmentacije ovog istraživačkog područja i identifikaciju područja za buduća istraživanja. Korištenjem bibliometrijskih metoda, kojima se analiziraju članci, indeksirani u bazi Web of Science, u radu se namjerava utvrditi postojeće stanje teorijskih znanja u području. Članak doprinosi marketinškoj, ali i obrazovnoj teoriji, utvrđivanjem smjernica za nova istraživanja. Za donositelje politika u visokom obrazovanju, on može služiti kao izvor tekućih informacija o teorijski zasnovanim dokazima, koji mogu poslužiti u odlučivanju.

Ključne riječi: *studentsko korisničko iskustvo, visoko obrazovanje, zadovoljstvo studenata, tržišna marka sveučilišta, student kao potrošač*