

## 18th ALMALAUREA REPORT ON THE PROFILE OF ITALIAN GRADUATES

The **2016 AlmaLaurea Graduate Profile Report** regarding 2015 graduates from 71 of the 73 associated universities offers wide-ranging, current documentation for assessing the Italian university educational system and the results it offers its students. Specifically, it aims to better understand advanced education, with the two-fold goal of orienting students who are finishing secondary school, and offering universities an effective and timely tool for analyzing and assessing the results of their educational programs.

**The 18th Report on the Profile of Italian Graduates** will be presented together with the **Report on Employment Status** on Wednesday, **27 April** at the national conference “*University education and employment: projections of time and space,*” at the **University of Naples Federico II**.

The report studies the **characteristics of graduates** from the moment they enter the university to when they **complete their studies: training internships, study abroad** experiences, **working while studying, lesson attendance**, opinions **about their university experience**, services for the **right to study**, and **prospects for further studies and employment after graduation**.

### CHARACTERISTICS OF 2015 GRADUATES

The **18th AlmaLaurea Graduate Profile Report** on students that graduated in 2015 surveyed the educational performance of almost **270,000 graduates in 2015** coming from **71 universities**. Specifically, **154,000** first-level graduates, **77,000** two-year master’s graduates, and **32,000** single-cycle graduates. A timely and reliable photograph (almost 90% response rate to the questionnaire regarding the university experience) which has the goal of survey the educational results of the human capital that came out of the Italian university system last year, starting with the primary characteristics of the graduates, comparing them in some cases with those of five years earlier (2010).

From the 18th Report it emerges that:

1. **The percentage of foreign graduates is increasing.**
2. **The percentage of youth completing their studies in the expected amount of time is increasing.**
3. **The percentage of students studying abroad remains constant.**
4. **The percentage of students who choose to participate in internships during their studies remains constant.**
5. **The percentage of students working while they study is decreasing.**

### **Geographic origins and educational background**

The survey shows that in the last five years the number of **university students from other countries is increasing**: the percentage of **foreign students** in 2015 was 3.4% compared to 2.9% in 2010. Specifically, foreign students account for 3.1% of three-year students, 3% of single-cycle programs, and 4.3% of two-year master's students. Compared to other countries, however, **Italy has a weak foreign presence in its classes, starkly lower than those of OCSE countries on the whole (4% compared to 9%)**.

55% of foreign graduates in 2015 come from Europe, 22% from Asia and Oceania, 14% from Africa, and 9% from the Americas. The most common countries of origin are Albania (15%), Romania (10%), and China (9%). The foreign students typically choose specific faculties (languages, business/statistics, medicine and dentistry, political science, chemistry/pharmacology, engineering, and architecture) and they are present mostly in northern universities (4.7%).

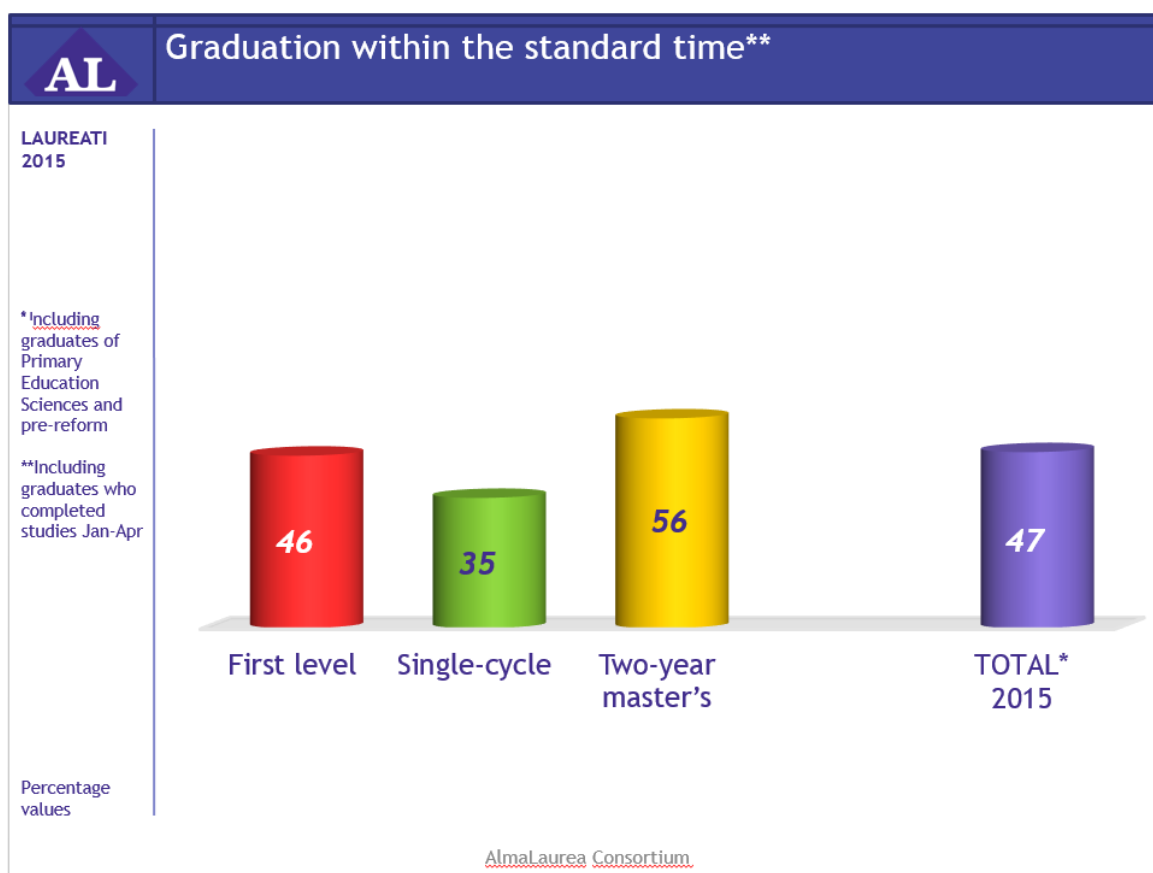
Regarding domestic mobility, in 2015 the percentage of students **coming from a different region in Italy** was 21%, specifically 19% of three-year students, 19% of single-cycle students, and 27% of two-years master's students.

66% of students enter the university with a **liceo high school diploma** (humanities, science, and languages): 63% of first-level students, 83% of single-cycle students, and 66% of two-year master's students.

### Completion of university studies

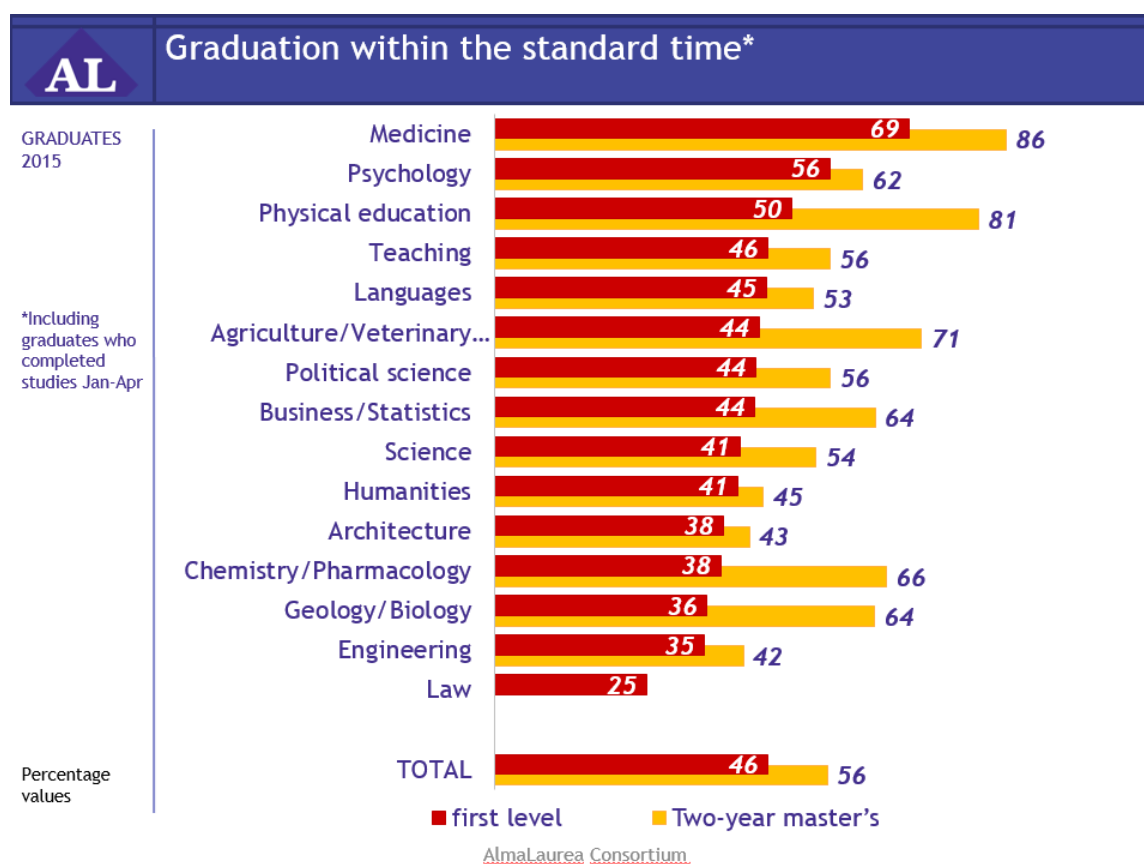
**The average age of graduates** today is 26.2 years, while it was 26.9 in 2010. Specifically, 25.1 years for first-level graduates, 26.9 for single-cycle students, and 27.6 for two-years. This result, however, is affected by **late enrolments** (for the 2015 generation an average of 1.5 years). In fact, not all high school graduates enroll immediately after completing their secondary education, inevitably increasing the age of university graduation no matter how many years they took to complete their studies.

The fact remains that the improvement seen over the past five years is principally due to the increase in **steadiness in studies**: the graduates who completed their studies within the standard time were 39% in 2010 and 47% in 2015. **The percentage of students who were able to complete their studies within the standard amount of time were 46% of first-level students, 35% of single-cycle graduates, and 56% of master's students.** Only 12% of graduates completed their studies four years or more beyond the standard period.



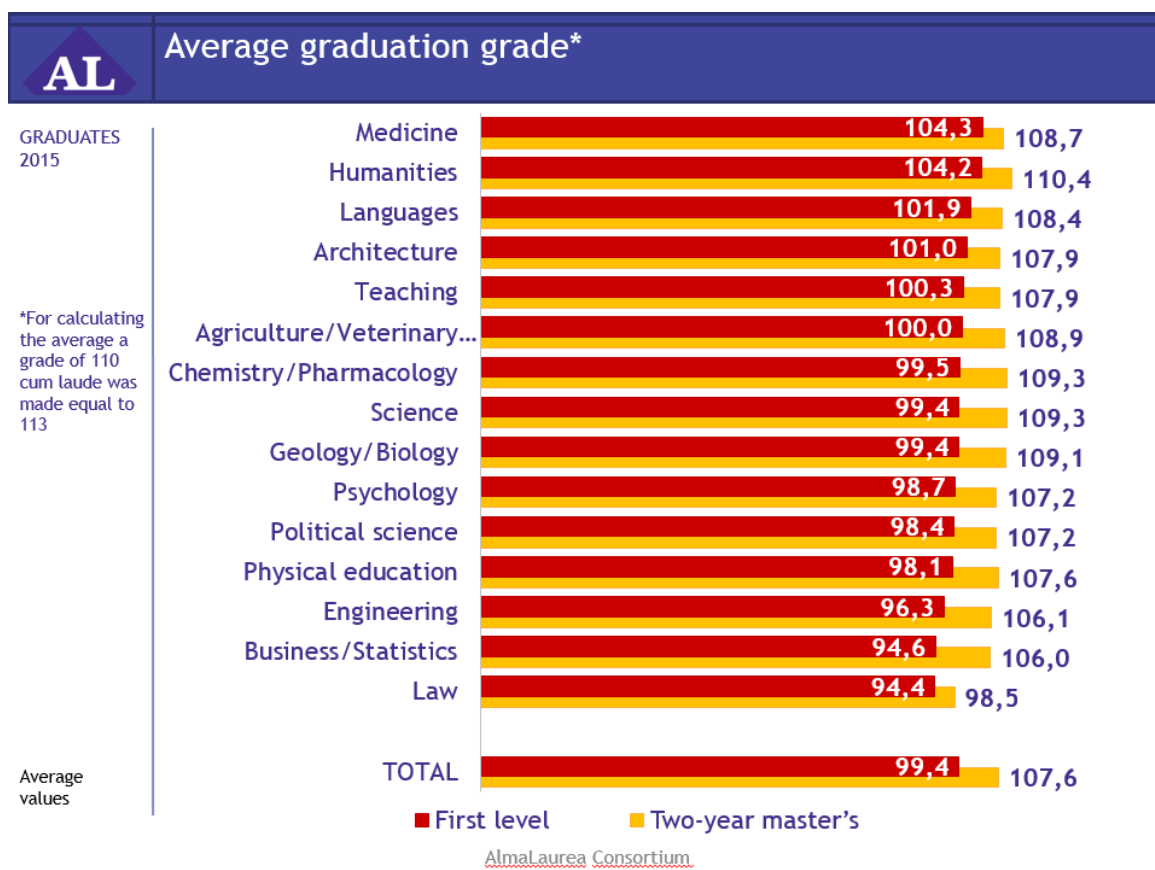
**When the data are broken down by faculty**, they show that in 2015, among first-level graduates 69% of students in the medical faculty complete their studies in **three years**.

On the opposite extreme we find only 25% of law students and 35% of engineering students are able to complete their studies on time. Similarly, of two-year master's students, 86% of graduates from the medical faculty are able to complete their studies on time, while only 42% of engineering students do the same.



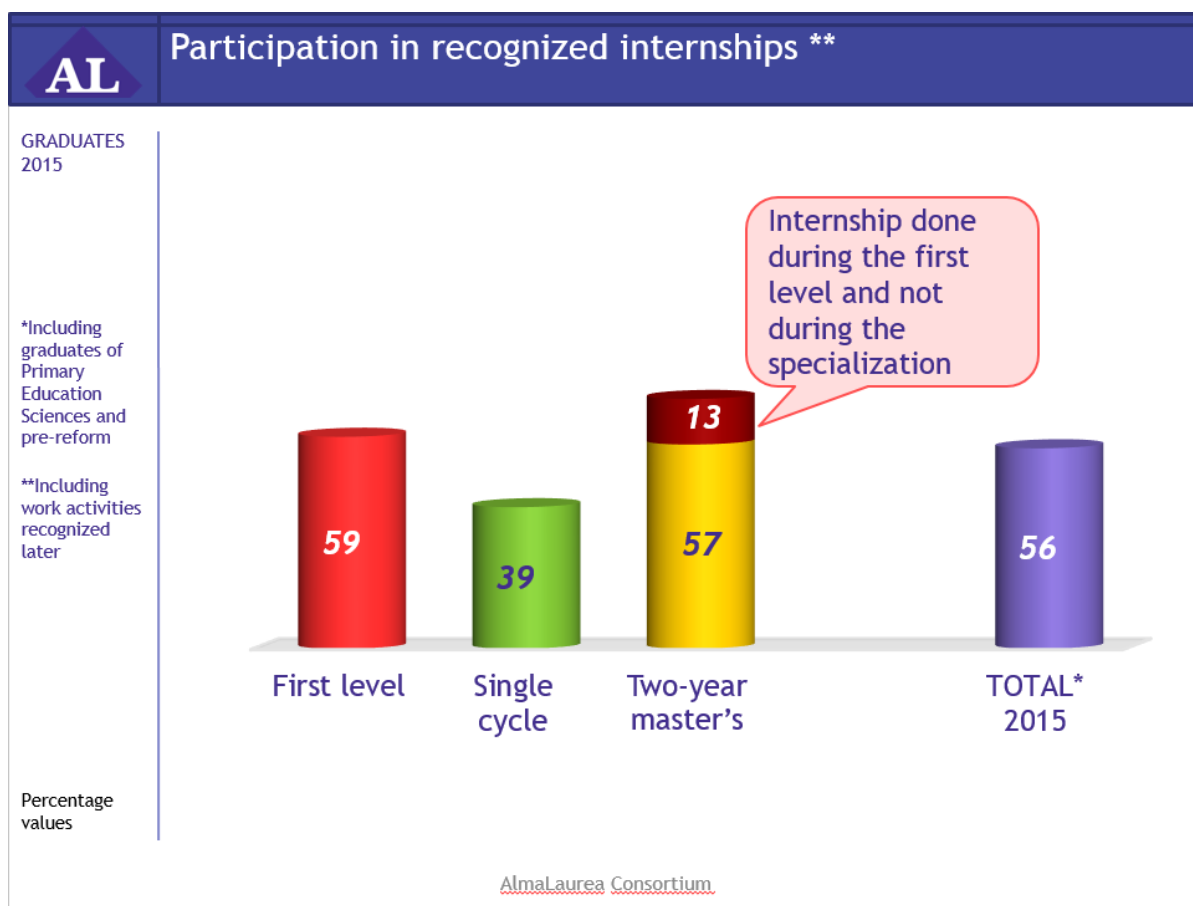
Over these past few years, **the final grade** has remained substantially unchanged (102.3 out of 110 in 2015), even though it varies significantly depending on type of degree: 99.4 for three-years, 103.9 for single-cycles, and 107.6 for two-year master's. There are even bigger differences depending on faculty and university.

**However, it is worth noting that the variability of grades is the result of numerous factors that are more or less transparent:** grading standards for exams, criteria employed in deciding final grades and corresponding extra credit, standards of judgment and complexity of papers, etc.

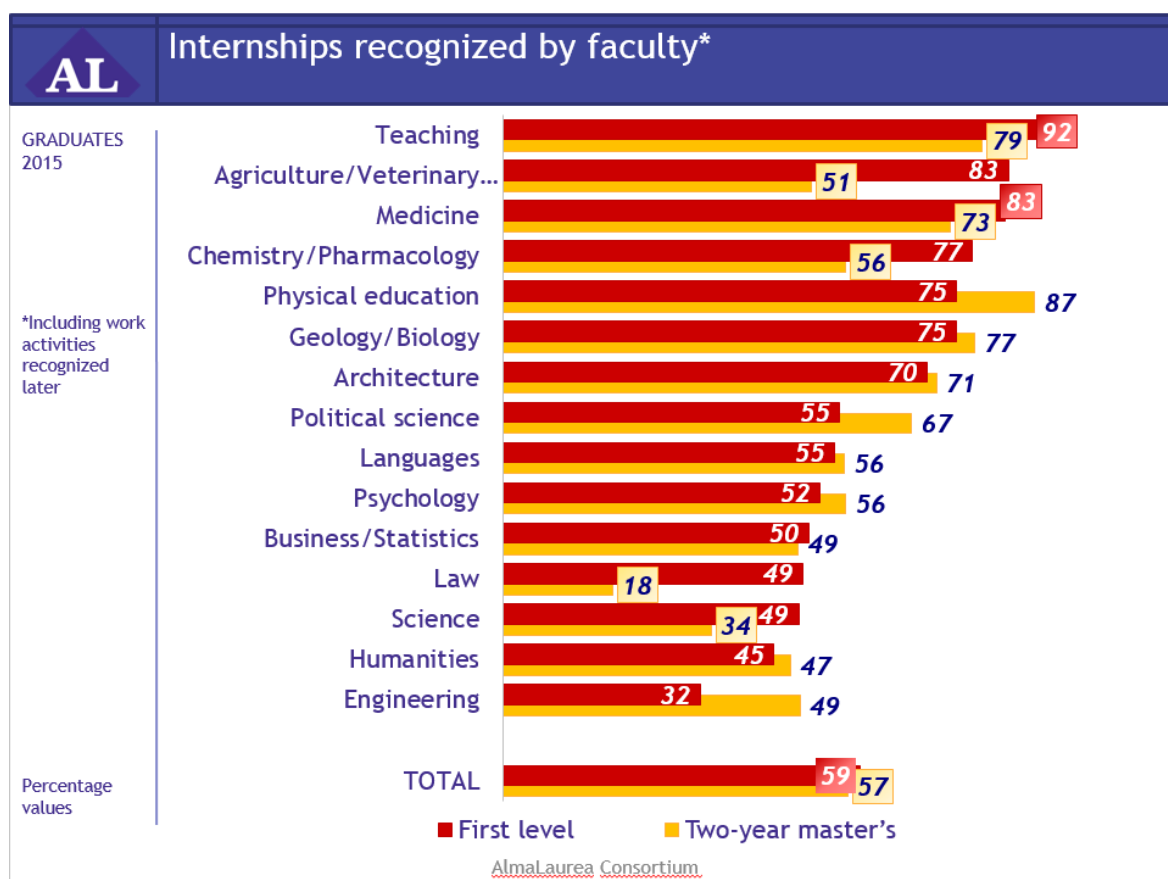


### Experiences during studies

Act as a binding element between the university and the working world, **internships** carried out during studies **play an absolutely central role**. 56% of 2015 graduates participated in internships recognized by their faculties, about the same level as in 2010. Broken down by degree type, 59% of first-level students participated in recognized internships, 39% of single-cycle students, and 57% of two-year master's students (almost 70% if you also count those who participated only during the three-year period).



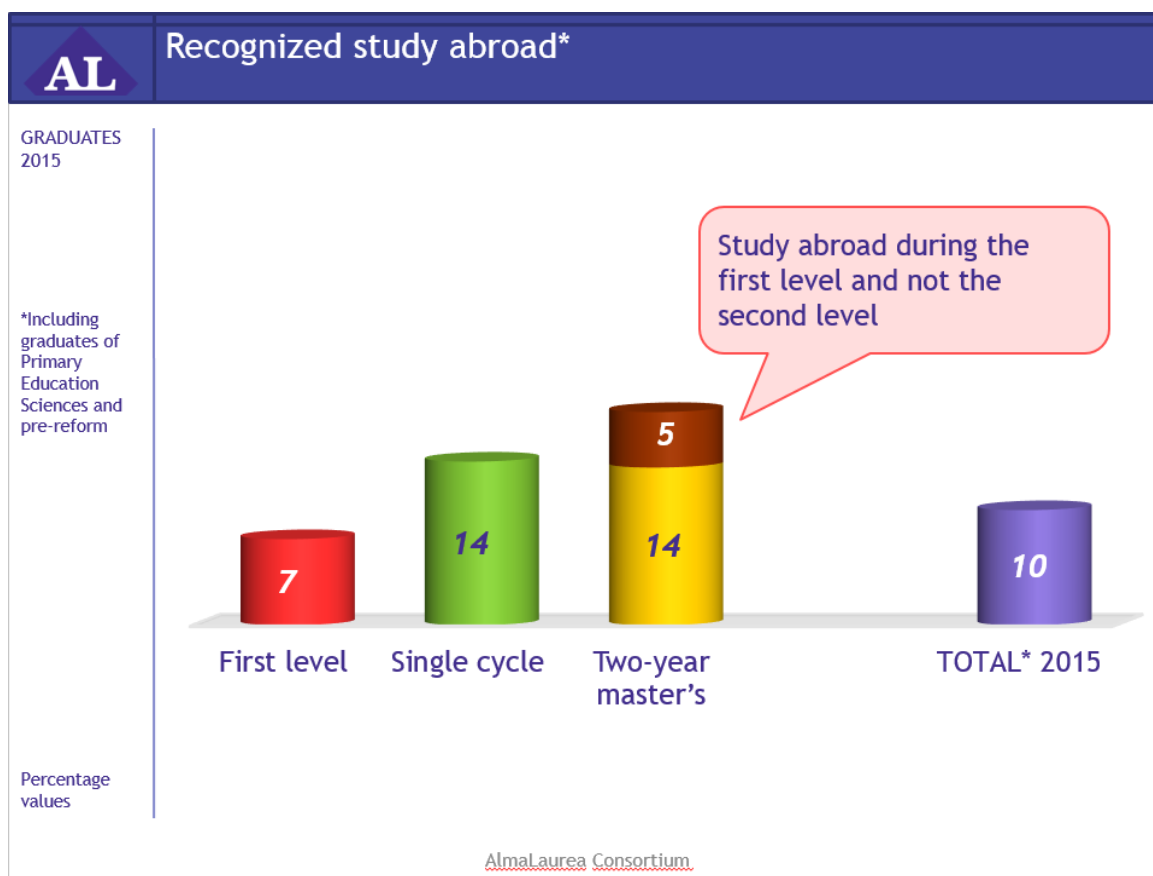
**Documentation for each faculty** shows that among the first-level graduates most **internships** were done in teaching (92%), agriculture (83%), and medicine (83%). In the faculty of engineering “only” 32% participated in some kind of recognized internship. Among the two-year master’s programs recognized internships were most popular in physical education (87%), teaching (79%), and geology/biology (77%).



The survey shows that in the past five years the percentage of students **studying abroad** has not changed, whether it be with programs of the European Community (Erasmus at the top of the list) or other experiences recognized by the faculties.

10% of graduates (9% in 2010) had experiences of studying abroad that were recognized by their faculties: 7% of three-years and 14% for both single-cycles and two-year master's degree students. For the latter, the percentage increases to 19% if you count those who studied abroad only during the first three years, **a value that is close to the 20% set as a goal for 2020 for all of Europe.**

It is worth noting that **students coming from families with limited incomes** continue to have fewer chances to study internationally.



Compared to 2010 there has been a decrease in graduates with **work experience** performed during their university studies, dropping from 74% to 65% in 2015. Specifically the breakdown is 65% among first-level graduates, 58% of single-cycle graduates, and 67% of two-year master's graduates.

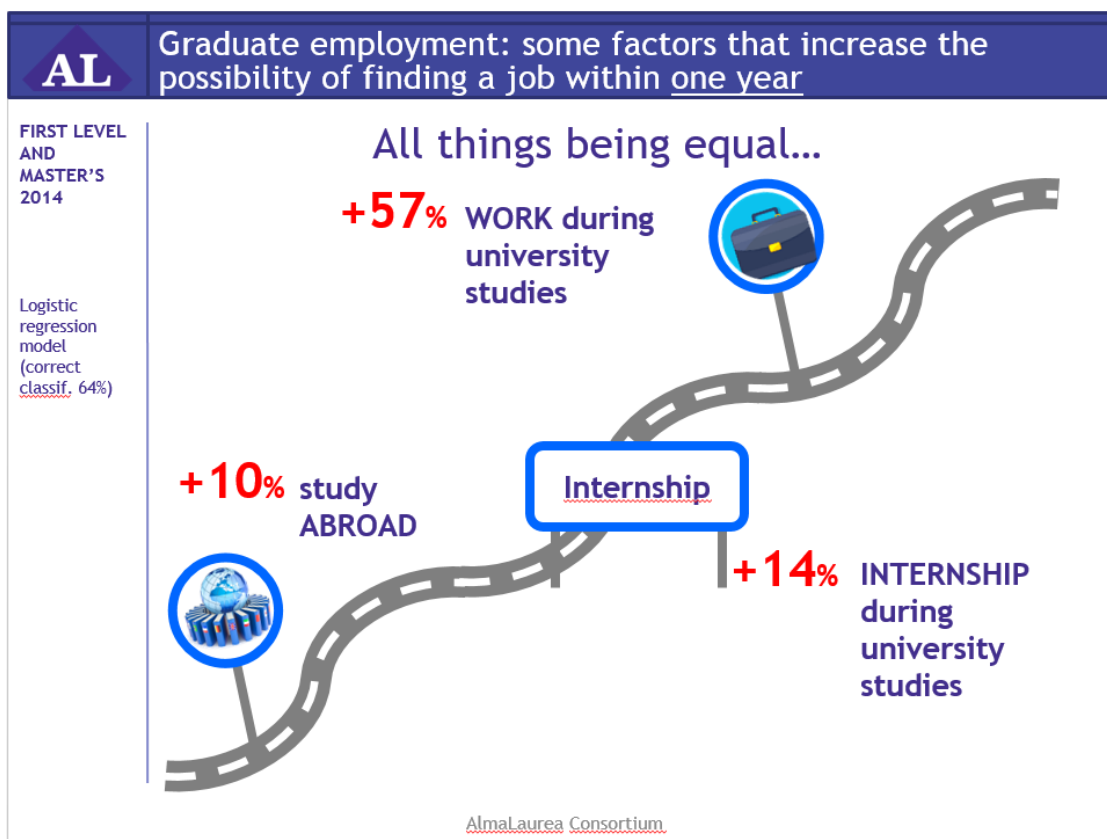
**Work experience, internships, and studies abroad** carried out during a student's time at the university are great advantages when it comes to finding a job. In fact, all other conditions being equal and one year after graduation, those students (first level and master's) who participated in work programs while studying had **57% more of a chance of finding a job** than those who did not.

Similarly, those who participated in a **student internship** has a **14% better chance of finding a job** than those who do not.

The same is true for **experiences studying abroad**, as they improve the ability to speak other languages, increasingly important in the job market, and because they help students grow personally. While such experiences are still not so common among Italian graduates, having



studied in another country helps graduates **increase their odds** of finding work **by 10% just one year after graduation**, all other things being equal.



### Satisfaction with the university experience

To analyze **satisfaction** with the just-concluded university experience, we chose to take into consideration the opinion expressed by students regarding some aspects of their experience:

84% of graduates are satisfied with their relationship with **professors**, specifically, 83% of first-level students, 76% of single-cycle students, and 88% of two-year master's students.

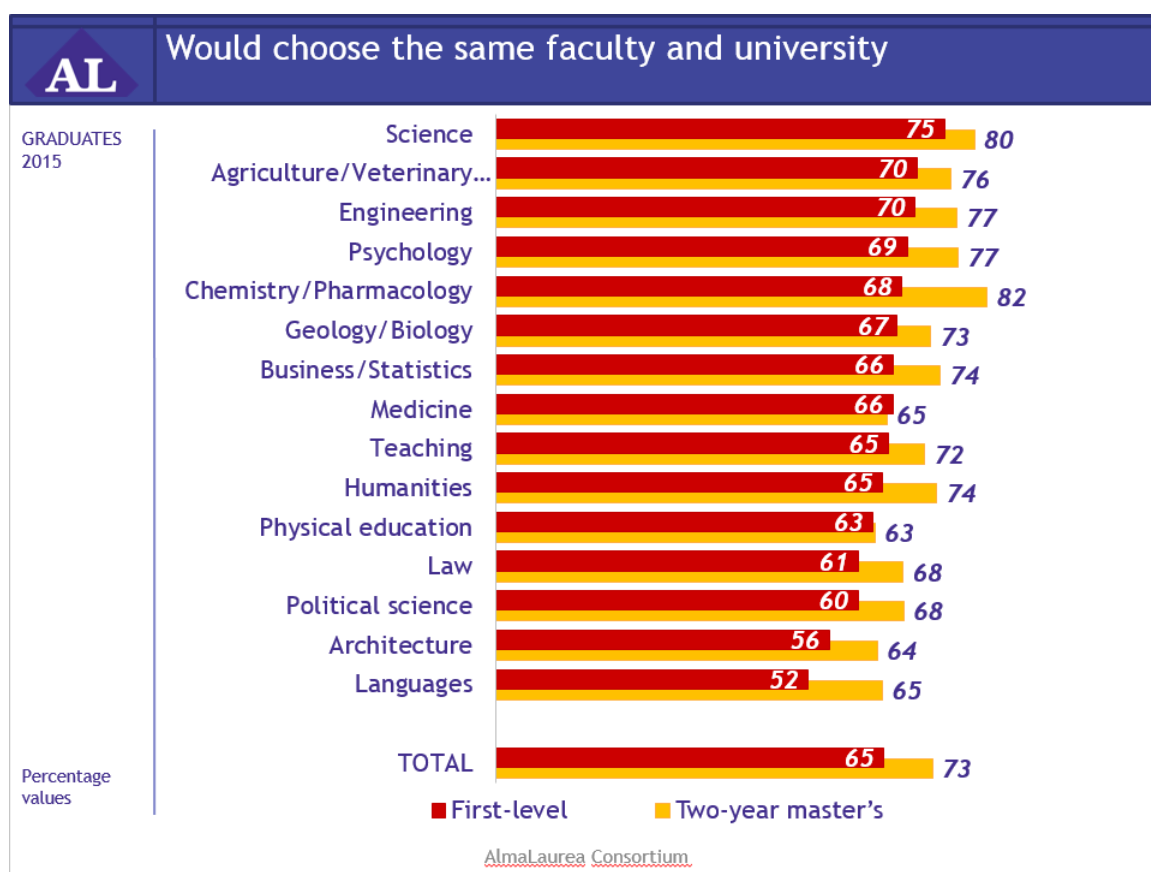
Regarding **infrastructure** made available by the university, 68% consider the **classrooms** to be adequate, breaking down to 66% among first-level graduates, 65% of single-cycle graduates, and, once again we find a higher level of satisfaction among two-year master's graduates at 74%.

As far as **computer workstations** are concerned, 34% of graduates found them to be available in sufficient number: the same value for the three-years, dropping to 29% for the single-cycles, and 36% for the two-year master's.

78% of graduates judged the **library services** positively: 77% among the first-levels, rising to 81% for the single-cycle students, and 79% for the master's graduates.

How many would **enroll again at the university** if they had the choice to make all over? 67% of graduates would choose the same faculty and university, while 9% would remain at the same university but change faculty. Here again, the two-year master's degree students are the most satisfied. While among first-levels and single-cycles the percentage of those who would confirm both school and faculty is equal to 65% (while those who would keep the school but change subject would be 11% and 8% respectively), among the two-year master's degree graduates the percentage of those who wouldn't change anything reaches 73% (7% would change the faculty).

**Breaking down the data by faculty** shows that among first-level science graduates 75% of them would choose the same course of study and university. At the other end of the spectrum are the language graduates: only 52% would confirm faculty and university. Of the two-year master's students more than 80% of chemistry/pharmacology and science graduates would confirm their choices. The least satisfied are graduates in physical education (63%) and architecture (64%).



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