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21st Report
2018 Graduates' Profile

2019 Summary Report

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Summary of the 21st Survey on the Profile of Graduates 2018 (2019 AlmaLaurea Report)

The Graduate Profile takes into consideration 280,230 graduates from the 2018 calendar year. The 75 Universities involved in the survey, where about 90% of Italian graduates earned their degrees, are pretty much uniformly distributed throughout the country: 28 in the North, 21 in the Centre, 26 in the South and on the Islands.[1] Six of these universities (Bologna, Sapienza Università di Roma, Napoli Federico II, Padova, Torino and Milano Statale) had more than 10,000 graduates in 2018.

The population of graduates breaks down as follows: 159,880 first-level graduates (representing 57.1% of graduates in 2018), 36,694 single-cycle graduates (13.1%), 81,964 two-year masters (29.2%), and 277 from the pre-reform primary education sciences[2] (0.1%) and 1,415 in other pre-reform degree programmes[3] (now accounting for only 0.5% of the total). The five largest fields of study – economics, statistics, engineering, political-social sciences, humanities and medicine/health professions – together represent over 50% of graduates. Most fields of study have programmes with a "3+2" structure, while seven of them also have single-cycle master graduates. 258,971 graduates filled in the survey questionnaire, so the response rate to the questionnaire is 92.4% of the total number of graduates involved in the survey (in line with 2017 graduates).

The documentation presented was broken down by degree programme, each of which is characterised by a different composition.

Single-cycle and first-level master's degree courses are the only ones that can be accessed with a high school diploma. The first-level courses are distributed across 16 fields of study, with a greater concentration in economics, statistics (15.0%), engineering (13.0%), political-social sciences (12.3%) and health professions (11.9%). The single-cycle courses, on the other hand, last at least five years and are concentrated in a few fields: law (37.0%), medicine and dentistry (28.8%), chemistry, pharmacy (13.8%), architecture (9.0%), education - from 2016 - (8.8%, with only the degree programme in Primary Education Sciences), agriculture, veterinary (2.5%) and humanities (0.1%, corresponding to the degree programme in conservation and restoration of cultural heritage).

The two-year master's courses are open to graduates who have already earned at least one first-level degree. The two-year master graduates are divided into 16 fields of study, concentrated mainly in four of them: economics, statistics (18.8%), engineering (18.6%), humanities (10.4%) and political and social sciences (10.2%). The very few graduates of the pre-reform programme in Primary Education Sciences and of the other pre-reform degree programmes, even though they are part of the total population involved in the survey, will not be analysed. Due to the particularly small number of graduates, the defence and security field of study will also be excluded. Moreover, the joint analysis of field of study and programme type does not take into account the two-year master's degree in law

[1] The complete documentation is available at www.almalaurea.it/universita/indagini/laureati/profilo.

[2] With Italian Ministerial Decree no. 249/2010, the new single-cycle master's degree programme in Primary Education Sciences (LM 85-bis) was established, which in effect replaces the previous four-year degree course, the only one not reformed by Italian Ministerial Decree no. 509/1999. The first activations started from the 2011-2012 academic year. The 2016 Profile includes the first graduates of the LM 85-bis class.

[3] Pre-reform programmes are those set up prior to the amendment of Italian Ministerial Decree no. 509/1999, and are gradually expiring.

(programme established by Italian Ministerial Decree no. 509/1999 and in the process of being eliminated) and the single-cycle master's degree in humanities (the first graduates of the conservation and restoration of cultural heritage degree established by the Italian Ministerial Decree dated 2 March 2011) due to their small sizes and the peculiarity of their populations.

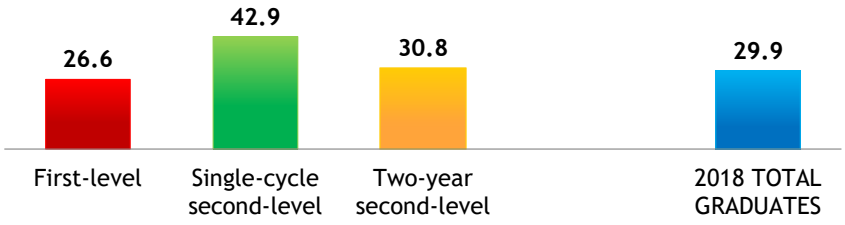
1. Gender and social background

Women, who for some time now account for more than half of graduates in Italy, represent 58.7% of all 2018 graduates, a share that has remained stable over the last ten years. Women reach 64.5% in the single-cycle programme, 8.3% more than in the two-year master's programme (56.3%), and 6.0% more than first-level graduates (58.6%).

There is a strong differentiation in the gender composition of the various fields of study. In the first-level, women constitute the vast majority in education (93.3%), foreign languages (83.8%), psychology (80.4%) and health professions (70.3%). Conversely, they are a minority in engineering (26.6%), math, physics, natural sciences (26.9%) and physical education (32.7%). This distribution is also confirmed within the two-year master's programme. In single-cycle master classes, women clearly prevail in all fields of study: from 96.0% in the education programme to 53.3% in medicine and dentistry.

With regard to social mobility, among the graduates there is an over-representation of young people from socially-favoured families. Of all men in Italy aged between 45 and 64,[4] 13.5% have a university degree. This percentage reaches 21.1% among the fathers of graduates. The comparison between the Italian female population and the mothers of graduates leads to similar conclusions (respectively 15.4% and 20.4%). Jointly considering the levels of education of both fathers and mothers analysed by AlmaLaurea, it was found that 29.9% have at least one parent with a university degree (25.5% in 2008). Specifically per programme, 26.6% of the first-level graduates, 30.8% of two-year masters and 42.9% single-cycle masters (Figure 1).

Figure 1 - 2018 graduates: at least one parent with a university degree by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

[4] Elaboration of ISTAT data. This age range is considered appropriate for parents of graduates surveyed by AlmaLaurea.

Graduates with less-favoured social origin, whose parents perform blue collar occupations, in 2018 are 21.6% (23.3% first-level graduates, 20.9% among two-years, only 15.4% among single-cycle graduates). Conversely, graduates of white collar homes (whose parents are entrepreneurs, self-employed and executives) account for 22.4% (20.3% of three-years, 22.0% of two-year masters, 33.0% of single-cycles). Despite their summary nature, these data effectively reflect the weight of social origin on the choices and possibilities of successfully completing a university education. Enrolment in single-cycle programmes inevitably requires a longer term investment than first-level degrees, an investment that will often continue with further specialisation courses. It is also for this reason that single-cycle master graduates are largely drawn from a population of socially favoured groups, particularly those in the medical programme.

The social origin of two-year master graduates tends to be more favoured than that of first-level graduates. This is due to the fact that in the transition between the two levels of study there is a further socio-economic selection: in summary, those that continue in their education are more assuredly graduates who have families that are culturally advantaged and better equipped to support their children' studies.

2. Geographic origin and educational background

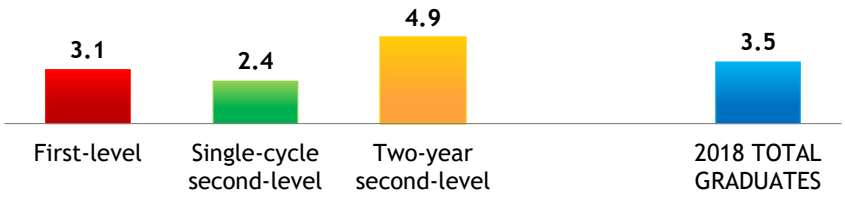
2.1. Geographic origin

In 2018, nearly half of the graduates (45.9%) earned their degree in the same province in which they received their secondary school diploma. The phenomenon, involving 48.8% of first-level graduates and 47.6% of single-cycle graduates, drops slightly for two-year masters (39.4%). The choice to study "close to home" is explained, among other things, by the widespread dissemination of university education (in fact, almost all Italian provinces are home to one or more university programmes), but also by the need of the most disadvantaged families to contain the costs of education. However, as will be seen more clearly in section 8, mobility is constantly increasing and the location where the high school diploma was earned has a significant influence on this phenomenon.

To examine the attractiveness of the Italian university system, it is interesting to consider the citizenship of its graduates: 9,890 citizens of other countries graduated from AlmaLaurea universities in 2018. Foreigners account for 3.5% of the total number of graduates, with a peak of 4.9% in two-year master classes and values equal to 3.1% for first-level graduates and 2.4% for single-cycle master graduates (Figure 2). The graduates of foreign citizenship is growing: according to AlmaLaurea data they accounted for 2.6% in 2008.[5] In general terms, this is a positive result, in particular taking into account language barriers, bureaucratic difficulties and problems of scarce resources that still affect Italian universities. However, it should be noted that these are increasingly young people coming from immigrant families residing in Italy. Indeed, 43.5% of the non-Italian citizens graduated from high school in our country, while in 2011 this figure was 28.2%.

[5] Even though the composition of AlmaLaurea's graduates in 2008 was different from the current class, both in terms of number of universities and of course type (pre-reform, first and second-level), specific insights confirmed the substantial constancy over time of the comparisons.

Figure 2 - 2018 graduates: foreign citizenship by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

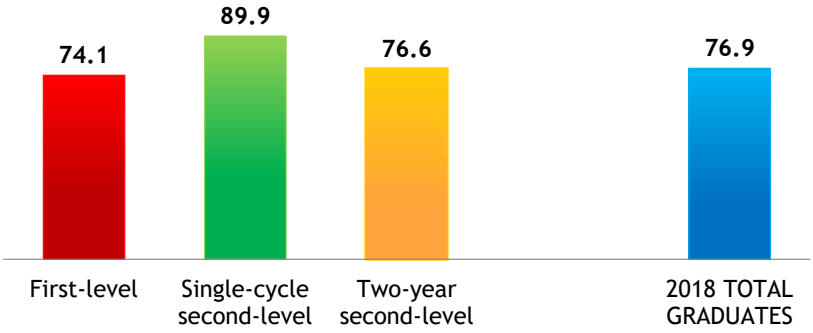
52.2% of foreign students come from Europe, specifically 12.6% from Albania and 11.4% from Romania. 25.6% come from Asia and Oceania. More specifically, 9.2% from China (a share that has grown significantly in recent years, having been 1.6% in 2008) and 3.5% from Iran. Another 12.8% came from the African continent (especially from Cameroon, 3.6%, and northwest Africa, 3.2%) and 9.4% from the Americas (particularly from Peru, 1.9%). Foreign graduates tend to focus on specific fields of study like architecture, foreign languages, economics, statistics, political-social science and engineering. In contrast, in four fields of study (physical education, psychology, education and law) foreign graduates account for less than 2% of the total.

2.2. Educational background

With regard to the educational background of 2018 graduates, there is a prevalence of high school diplomas (76.9%), in particular of the scientific high school diploma (earned by 43.7% of graduates) and classical (16.0%). The technical diploma follows with 18.8% of graduates. There were very few professional diplomas (2.0%). The share of graduates with a high school diploma has increased considerably over the last ten years, rising from 67.8% in 2008 to 76.9% in 2018 (+9.1 percentage points), particularly at the expense of graduates with a technical diploma, which fell from 27.0% to 18.8%.

Focusing on graduates with high school (liceo) diplomas, there are modest differences between first-level and two-year master graduates, while single-cycle graduates are very distinct (Figure 3). Indeed, in the programme 89.9% have a high school (liceo) education, mostly with classical (29.9%) and scientific (48.5%) specialisations, compared to 74.1% for first-level graduates (12.8% and 41.5% coming from classical and scientific high schools, respectively) and 76.6% of the two-year master graduates (15.9% from classical high school and 46.1% from scientific high school).

Figure 3 - 2018 graduates: high school diploma (classical, scientific, linguistic, human sciences, artistic and musical and choreographic) by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

There is a significant link between the high school diploma earned and the field of university studies. While, overall, 41.5% of first-level graduates come from scientific high schools, these are the majority of graduates in engineering (67.9%) and geology, biology, geography (60.2%), math, physics, natural sciences (59.9%) and chemistry, pharmacy (57.5%). Conversely, graduates with a scientific high school diploma are less present among graduates of education (15.5%), foreign languages (21.0%) and law (21.3%). Among the first-level graduates, those who have completed the classical high school (12.8% overall) are most present in humanities (34.3%) and psychology (21.0%), while they represent a much smaller share of those who earn a first-level degree in physical education, engineering and math, physics, natural sciences (respectively 6.3%, 6.7% and 7.1%). The scholastic differentiation of the courses of study is confirmed by the fact that even first-level graduates with a technical or professional diploma (24.5% overall) vary appreciably from course to course: the presence is relatively strong in the fields of study of law (43.6%), economics, statistics (38.7%) and agriculture (34.9%), weaker in psychology (10.6%), humanities (11.5%) and geology, biology, geography (13.4%).

As noted, among the single-cycle master graduates, 48.5% of the graduates come from scientific high schools. This share rises above 60% among graduates in medicine and dentistry, agriculture, veterinary, architecture and chemistry, pharmacy. 29.9% of the single-cycle master graduates come from classical high schools. This percentage rises to 41.6% among the graduates of law and 29.6% among those of medicine and dentistry, while it stops at 14.4% among the graduates of education programme and 14.9% among those studying architecture. Compared to the average of single-cycle masters, the proportion of graduates with a technical or professional diploma is higher among the graduates in architecture, law and education (13.6%, 11.5% and 11.1% respectively). This percentage is almost negligible among graduates in medicine and dentistry (2.3%). Overall, disciplinary preferences linked to educational background show a certain level of stability over time.

While on the whole two-year graduates have a scholastic history that is quite similar to that of first-level graduates, i.e. a diploma from high school (76.6%) or technical school (17.6%), with similar differentiations by field of study, it should be noted that these are students who have tended to have more successful academic careers. The average graduation mark for two-year graduates is 82.1 out of 100, compared to 80.3 for first-level graduates. This result, verified in all fields of study, confirms that the most prepared students tend to continue their studies after the first-level degree.

The high school marks earned by 2018 first-level graduates are appreciably lower than the average among graduates of physical education (73.5), education (75.4), law (76.6) and political-social sciences (77.1), contrasting with the higher values for graduates of engineering (85.7) and math, physics, natural sciences (85.2), both with a high presence of scientific high school graduates.

The high school diploma marks are even higher among single-cycle graduates, who on average earn 84.2. The reasons for these particularly brilliant results are in part attributed to selection for access to programmes with limited admission that are more frequent in single-cycle programmes than in others.

3. Experiences during university studies

Experiences gained during university studies include studies abroad, curricular internships and work during studies.

3.1. Study abroad experiences

A total of 13.0% of 2018 graduates studied abroad, a figure that is slightly higher than in 2008, when 11.7% of graduates took some classes outside of Italy. This result is due to an increase of almost 3% in the number of participants in EU programmes and a simultaneous drop in the number of students who studied abroad on their own initiative. First-level graduates tend to be less involved in such experience (9.8%) than two-year master's graduates (17.7%) and single-cycle master graduates (17.3%).

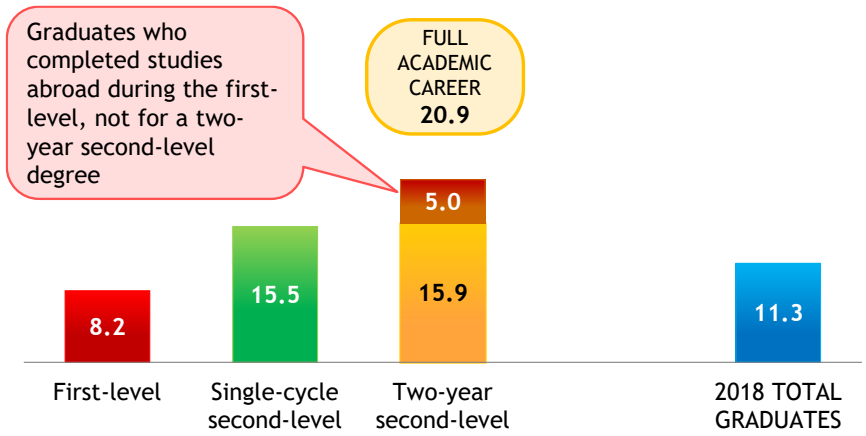
More specifically, 8.9% of those studying abroad were involved in programmes of the European Union (Erasmus in first place), 2.4% through other study experiences recognised by the degree programme (Overseas, etc.) and for the remaining 1.4% via personal initiative.

Combining the EU programmes and other initiatives recognised by the course of study, 11.3% of all graduates have had this type of experience (Figure 4). Among 2018 first-level graduates this percentage was 8.2%, with a particularly marked peak for graduates in foreign languages (30.6%) and higher-than-average values for graduates in political-social sciences (11.0%) and economics, statistics (9.6%).

Among the single-cycle graduates, the programmes abroad recognised by the degree programme are relatively widespread and affect 15.5% of graduates. Foreign studies were also quite popular among graduates in architecture (25.1%), agriculture, veterinary sciences (21.1%) and medicine and dentistry (18.6%).

Two-year master graduates who have taken the opportunity to study abroad through initiatives recognised by the degree programme are 15.9%, plus a further share of graduates who have participated in study programmes abroad during the first-level programme, a total of 20.9% in the 3+2 range. This latter value exceeds the target of 20% set for 2020 at a European level. Study abroad experiences during two-year master's programmes focused not only on foreign languages (31.8%), but also engineering (22.7%) and architecture (19.5%).

Figure 4 - 2018 graduates: study abroad recognised by the degree programme by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

Among the graduates who have studied abroad in programmes recognised by the university, 80.0% took at least one exam that was validated when they returned to Italy. 27.8% of those who have completed a period of study abroad have also prepared a significant part of their theses (a share that rises to 46.3% among two-year masters).

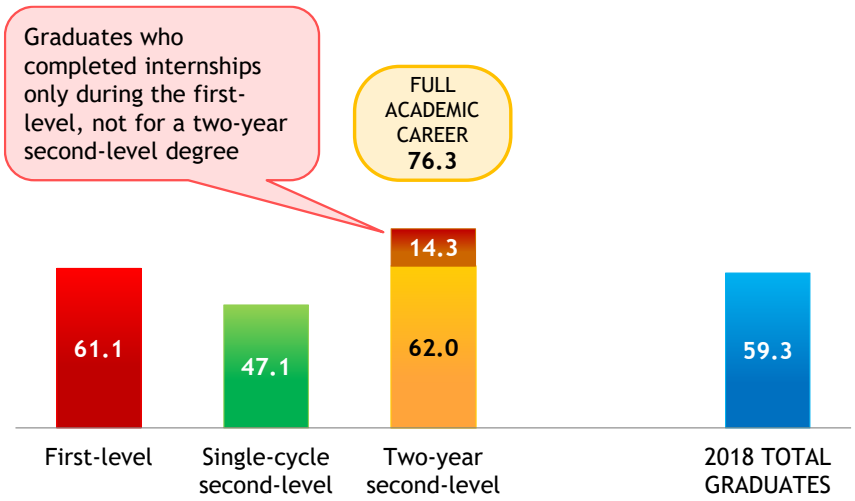
3.2. Curricular internships

Internships conducted and recognised by the degree programme represent for Italian universities one of the strategic goals in the understanding and collaboration between universities and the business world. That these experiences represent for students a winning card to play on the job market has been demonstrated for years by AlmaLaurea: all else being equal, in fact, the internship is associated with a greater probability of 9.1% of finding employment within one year after the end of the programme.

In recent years, there has been an increase in the number of curricular internships, which in 2018 involved 59.3% of graduates (53.3% in 2008). The high number of internships is matched by a high level of satisfaction of the interns. Indeed, 68.6% of graduates expressed a decidedly positive opinion about their experience.

More specifically, the internships recognised by the course of study involved 61.1% of first-level graduates, 41.2% outside the university. Internships were completed by more than 80% of first-level graduates in the fields of study education (94.5%), health professions (87.6%), agriculture (85.7%) and physical education (82.0%), while only a minority of graduates of the engineering (31.5%) and humanities (45.0%) schools worked as interns. Among first-level graduates, however, internships were more common (71.2%) among those who did not intend to pursue further studies with a master's degree (Figure 5).

Figure 5 - 2018 graduates: internships recognised by the degree programme by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

A majority of two-year master's graduates (62.0%) also participated in curricular internships while at university. Moreover, 14.3% of the two-year masters have participated in an internship but during their first-level programme, which brings the total percentage of two-year graduates with internship experiences to 76.3%. The graduates in physical education, geology, biology, geography, education, health professions and political-social sciences continue to be most involved in these activities, all with percentages above 76%.

With regard to single-cycle master courses, only 47.1% of graduates participated in curricular internships, though the numbers differed greatly according to field of study: 92.3% of chemistry, pharmacy graduates participated, compared to 16.8% of those from the law school.

3.3. Work during studies

Over the last 10 years there has been a decrease in the share of graduates with work experience during studies (from 74.7% to 65.4%), probably due both to the economic downturn and the gradual shrinking of adult enrolment at the university. More specifically, in 2018, 6.1% of graduates were studying workers, i.e. they graduated after working steadily throughout their university studies.[6] Working students, i.e. are all the other graduates who have worked during their university studies, accounted for 59.2%. In contrast, the incidence of graduates achieving the degree without any type of work experience has increased over the past 10 years and in 2018 it reached 34.5% (+10.1 percentage points compared to 2008 graduates). It will be interesting to monitor whether, after the recent recession, there will be an increase in work experiences and whether this may be a sign of a progressive improvement in employment opportunities.

65.9% of first-level graduates performed some kind of work while studying. 5.5% were studying workers. Graduates who have had work experience are particularly numerous in physical education

[6] Studying workers are those who stated that they had continuous full-time work for at least half the duration of their studies both during the academic year and during breaks.

(82.7%), education (79.0%), law (75.8%), and political-social sciences (74.4%), while contact with the labour market is relatively weak for medicine, engineering, math, physics, natural sciences and geology, biology, geography (percentages that range from 56% to 58%). In these last groups there is only a small number of student workers (2-4%), though there were more cases among graduates of law (16.2%), education (13.3%) and physical education (10.2%).

As we saw previously, single-cycle master programmes welcome more young people with socially favoured family background. Despite this, more than half of all single-cycle master graduates (57.5%) worked, ranging from 39.7% of medicine and dentistry graduates to 75.3% of primary education graduates. It is true however that only 3.1% of single-cycle master graduates were for all intents and purposes worker-students.

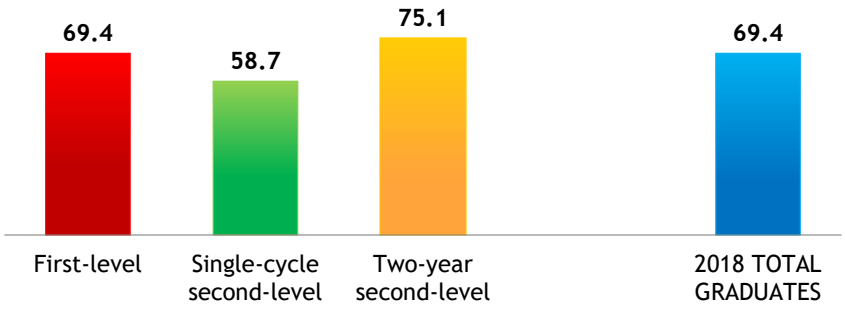
67.4% of two-year graduates were engaged in work experience during their master's studies. The presence of studying workers is far from negligible (8.2%), particularly among graduates in law (46.9%) health professions (41.9%) and education (25.0%).

4. Study conditions

4.1. Class attendance

69.4% of 2018 graduates regularly attended classes for at least three quarters of the planned lessons: 69.4% for first-level graduates, 58.7% for single-cycle master graduates and 75.1% for two-year master graduates (Figure 6). Past data show how class attendance has been slowly but progressively increasing in recent years: in 2008 65.7% of all graduates regularly attended their classes.

Figure 6 - 2018 graduates: regular attendance at at least 75% of classes by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

As already mentioned, 69.4% of first-level graduates stated that they regularly attended classes. Here also there are significant differences among individual fields of study. Class attendance was high for graduates in health professions (95.1%), architecture (85.2%), engineering (80.2%) and chemistry, pharmacy (80.2%). Conversely, classroom attendance was relatively limited among graduates of law (45.5%), education (45.8%) and psychology (52.9%).

Overall, 58.7% of single-cycle graduates reported having attended classes regularly. This result, however, is determined in particular by the fact that law graduates, which account for 37.0% of the

total number of single-cycle masters, attend relatively few classes (only 34.3% participate regularly), while in the other field of study the participation range from 58.3% for education to 88.1% for architecture.

The two-year master graduates were particularly diligent in their attendance (75.1%). But the level of attendance varies greatly depending on field of study, from the minimum of education (43.6%) to the maximum of architecture (91.2%), engineering (85.2%) and math, physics, natural sciences (84.9%).

4.2. Student support services

Among 2018 graduates, the student services that were used at least once were primarily book lending (38.7%), canteens/foodservice (36.6%), scholarships (23.4%), transport subsidies (17.2%) and aid for international mobility (16.1%). Graduates who took advantage of accommodations provided by their study programmes are 4.8% of the total, while 7.8% benefited from rent subsidies.

In general, graduates are satisfied with the student support services provided by the institution, with 91.4% points declaring satisfaction with book loans and 80.5% for quality of housing. There are, however, some critical areas related to vouchers for the purchase of books, rental subsidies and coupons for computer equipment, for which about half of the users declared themselves to be dissatisfied.

Scholarships are less frequent among single-cycle graduates (19.6%) due to their more favoured socio-economic background. It should be remembered that the use of scholarships is differentiated by field of study and more widespread precisely where the presence of students from less favoured socio-economic families is highest: foreign languages (29.0%), education (28.1%) and political- social sciences (26.3%).

Food services were more frequently used by first-level graduates (39.3%), while book lending is more used by single-cycle graduates (45.3%). In other aspects, however, there are no significant differences in the degree programme type both for the use of support services and the level of satisfaction declared by those who have used them.

5. Success in university studies

In this report success in studies is analysed as the product of a combination of several factors, such as the enrolment age, the programme length and the actual amount of time taken by the student to earn a degree, age at the time of completion and graduation marks.

5.1. Degree completion time

There is substantial consistency in enrolment after secondary school, which means that registration is completed immediately after the high school diploma or equivalent. In fact, 84.5% of the first-level graduates registered with at most a one-year delay beyond the "canonical" age, defined by AlmaLaurea as 19 years old. Even more regular are single-cycle graduates, where 90.0% were registered at most within one year of the canonical age.

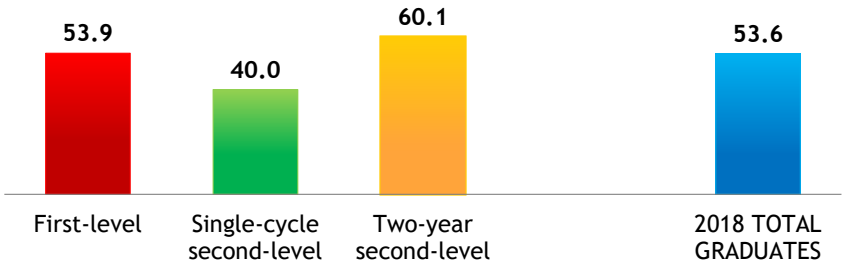
Specific reflections regard two-year master graduates who have already completed a previous university degree. For these, the number meeting the supposed age of enrolment, set by AlmaLaurea at 22 years of age, is not particularly high (59.2%), mainly due to delays accumulated during the first-level degree.

The graduation age for 2018 graduates is 25.8, with obvious differences depending on the type of course: 24.6 years for three-year graduates, 27.0 for single-cycle graduates and 27.3 years for two-year masters. As also underlined in the previous editions of the Graduate Profile Report, the age at graduation has fallen to an appreciable extent with respect to the pre-reform situation and has continued to decline in recent years: the average age was 27.0 in 2008.

The average age at graduation among first-level graduates ranges between 24.0 years for engineering and 27.9 for law. The average age at graduation for single-cycle masters ranges from 26.8 for law graduates and 26.9 for graduates in medicine and dentistry to 27.9 for veterinary sciences. The average age of two-year master's graduates is 27.3 years, as noted: 30.7 years for health professions, 28.9 for education and, conversely, between 26.2 and 26.9 years for chemistry, pharmacy, economics, statistics, agriculture, math, physics, natural sciences, engineering, foreign languages and geology, biology, geography. However, this is an "adjusted" age, also conditioned by the significant presence of graduates who have started their two-year master at a later age than usual, as mentioned above.

The degree completion time, which measures the ability to complete the degree programme in the time set by the regulations, has markedly improved in recent years. While in 2008 39.4% of graduates completed their studies on time, in 2018 the percentage reached 53.6% (Figure 7). Furthermore, while 10 years ago those completing studies with four or more years beyond the standard timetable were 17.1%, today that figure has been almost halved (8.7%).

Figure 7 - 2018 graduates: completion of the programme within the prescribed degree completion time by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

The degree completion time appears consolidated and continues to apply to a high share of first-level graduates (53.9%). 70.5% of graduates of health professions complete their studies in the standard three years. At the other extreme, only 33.1% of law graduates finish on time, with 23.9% of them finishing at least 4 years late.

For single-cycle graduates 40.0% of graduates complete their coursework on time, while 22.6% graduated a year late. In this case, too, different situations can be observed within the individual fields of study. While it is true that 75.9% of students in the recently established Primary Education Sciences

programme graduate on time, the same is true for 51.8% of medicine and surgery students. On the contrary, only 16.1% of architecture students and 20.7% of veterinary sciences students graduate according to the standard timetable.

Compared to first-level graduates, degree completion time is lower for two-year masters, where 60.1% of graduates finished on time, with peaks above or close to 80% for graduates from the physical education field of study (81.4%) and the health professions (79.3%). On the other hand, graduates in architecture, engineering and humanities (respectively with percentages of 42.5%, 45.8% and 47.6%) are less constant. As mentioned previously, graduates of two-year education programmes seem a select group in terms of social origin and with better performance than those of first-level classmates.

At the conclusion of their studies the graduates are asked to prepare a thesis (or final test) that will affect the final graduation mark. For 2018 graduates, the preparation of the thesis required an average of 4.8 months with predictable differences linked to degree programme type, ranging from an average of 3.4 months for first-level graduates (for which the final test may possibly consist in materials or a report linked to an internship) up to 6.3 months for two-year masters and 7.3 months for single-cycle masters.

A linear regression model has been applied to analyse the multiple factors affecting graduation times.[7] The delay index, which measures the ratio between the delay in graduation and the normal duration of the programme (both expressed in years), was chosen as a dependent variable. This index makes it possible to measure the delay regardless of the duration of the programme. It is equal to zero for those who finish on time and increases in proportion to the delay.

The analysis took into account the following factors: high school marks, field of study, geographic area of the university, class attendance, work during studies and adequacy of the course load in relation to programme duration[8].

The most relevant factor (Table 1) in determining a delay in graduation is working while going to university. The linear regression model shows that compared to those who did not work while studying, studying workers require 50.5% more time to graduate, while working students employ 10.3% more time. For example, while a three-year graduate who does not work takes 3 years to graduate, a studying worker takes about 4.5 years. There are marked differences in the various fields of study (in this analysis medicine and dentistry and the health professions have been considered separately): all else being equal, it is estimated that a graduate of engineering (the least performing from this point of view) employs 30.7% more time than a graduate of the physical education group. There are significant differences with regard to the geographic area of the university: compared to those who graduate in the North, those who earn their degree in the Centre take 10.1% longer and those who graduate in the South or the Islands 19.5% longer (hereinafter the term "South" will be understood to also include the Islands). The model also shows that the ability to complete studies on time is also influenced by class attendance: all else being equal, a graduate who attends less than 25% of the lessons takes 26.8%

[7] The analysis of the effects on degree completion time was carried out with a multivariate approach using linear regression models. The model does not consider pre-reform graduates, the pre-reform Primary Education Sciences programme and the defence and security field of study. Factors related to citizenship (Italian/non-Italian) and the delay in enrolment were also considered but found not to be significant. Gender, parents' education, social class, type of high school diploma, programme type, mobility for studies, previous university experiences, cultural and professional reasons for enrolling at the university, size of the university, distance between lodging and the degree programme location, the rental of accommodations during studies, the use of a scholarship, study abroad experiences and participation in internships recognised by the degree programme were excluded from the model given their modest contribution.

[8] This latter factor was taken into consideration while being aware of the limits linked to possible endogenous causes.

longer than those who attend more than 75% of classes. The assessment of the course load with respect to the duration of the programme is another factor that affects delays in graduation: those who consider the course load to be decidedly inadequate require 27.5% more to complete their studies than those who consider it decidedly adequate. Finally, high school marks remain a significant indicator of the speed of completion. Compared to those who earned the highest grades in high school, those who earn their diploma with marks of 60 out of 100 employ 21.8% more time. Gender and the socio-cultural and economic background have not been included in the model because of their modest significance: most likely the effect of these factors is absorbed in part by academic performance (high school marks) and in part by the choice of the field of study.

Table 1 - 2018 graduates: linear regression model for the assessment of the delay index

	b	S.E.
High school/diploma mark (average, out of 100)	-0.005	0.000
Field of study (Physical education=0)		
Agriculture, veterinary	0.162	0.009
Architecture	0.278	0.009
Chemistry, pharmacy	0.262	0.009
Economics, statistics	0.142	0.007
Geology, biology, geography	0.208	0.008
Law	0.181	0.008
Engineering	0.307	0.008
Education	0.032	0.008
Humanities	0.229	0.008
Foreign languages	0.168	0.008
Medicine	0.118	0.009
Medicine/Health professions	0.052	0.008
Political-social science	0.122	0.008
Psychology	0.081	0.008
Math, physics, natural sciences	0.263	0.009
University geographic area (North=0)		
Centre	0.101	0.003
South and Islands	0.195	0.003
Work during studies (no work experience=0)		
studying workers	0.505	0.005
working students	0.103	0.002
Attended classes on a regular basis (more than 75% of prescribed classes)		
less than 25%	0.268	0.006
25% to 50%	0.200	0.005
50% to 75%	0.099	0.003
Workload proportional to the duration of the degree programme (definitely yes)		
definitely no	0.275	0.007
more no than yes	0.131	0.003
more yes than no	0.016	0.002
Costant	-0.031	0.008

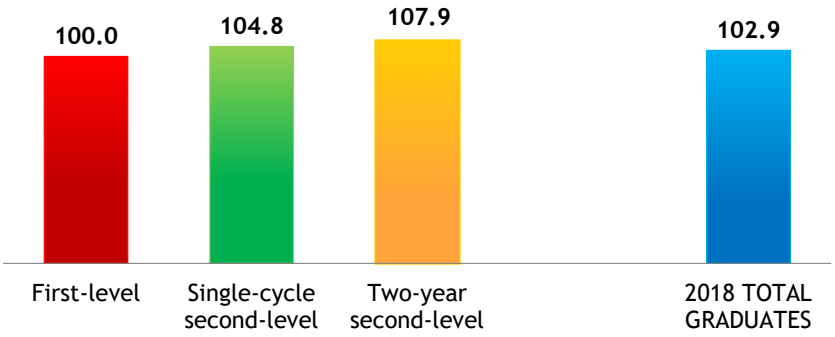
Note: R-squared = 0.131 (adapted R-squared = 0.131), N = 250,617
All parameters are significant at 1% ($p<0.01$).

Source: AlmaLaurea, Graduate Profile Survey.

5.2. Graduation mark

The average graduation mark, where "110 cum laude" is set equal to 113, remains substantially unchanged in recent years (102.9 out of 110 in 2018 compared to 103.0 in 2008), with appreciable variations according to the degree programme type: 100.0 for three-year graduates, 104.8 for single-cycle graduates and 107.9 for two-year masters (Figure 8).

Figure 8 - 2018 graduates: graduation mark by programme type (percentage values)



Note: for calculating averages, the mark of 110 cum laude was converted to 113.
Source: AlmaLaurea, Graduate Profile Survey.

As noted, while the average mark for first-level courses is equal to 100.0, there are significant differences among fields of study, with final marks ranging from 104.9 for the health professions to 104.5 for humanities, 95.8 for economics, statistics, 96.0 for law and 96.8 for engineering. The average graduating mark for single-cycle masters is 104.8 out of 110, with variations ranging from 100.2 among the graduates of chemistry, pharmacy and 101.5 in law to 110.2 in medicine and dentistry. Among the two-year masters there was a very high average graduation mark (107.9), also due to an incremental effect with respect to the results achieved at the end of the first-level programme: the average increase in the final mark at the end of the second-level programme compared to the first-level programme was 7.6 points out of 110. The two-year master programmes having relatively lower average final marks are engineering and economics, statistics (106.6 and 106.7 respectively).

A linear regression model[9] was used to analyse the determinants of graduation marks (Table 2). The analysis took into account the following factors: type of high school diploma, final high school marks, cultural reasons when enrolling at the university, geographic mobility for studying, programme type, field of study, work during studies, study abroad recognised by the degree programme. The model confirms the presence of a significant difference based on programme type: all else being equal, compared to a first-level graduate it is estimated that a single-cycle master will earn final marks that are almost 2 points higher while a two-year master will earn marks that are 8 points higher. There are also considerable differences among fields of study: considering the extremes, graduates in medicine complete their studies with marks that are almost 9 points higher than graduates in engineering. High school marks are also significant predictors of university performance: compared to a high school

[9] The analysis of the effects on final marks at graduation was carried out with a multivariate approach using linear regression models. The model does not consider pre-reform graduates, the pre-reform Primary Education Sciences programme and the defence and security field of study. Gender, parents' education, social class, geographic area and size of the university, delay in enrolment, professional reasons for enrolment in the university and participation in an internship recognised by the degree programme were excluded from the model because of their modest significance.

graduate who has earned minimum marks, those who earn 100 out of 100 have final university marks that are almost 11 points higher. This, of course, all else being equal, including the type of diploma received. In this regard, compared to a student with a professional high school diploma, all else being equal a university graduate with a high school (liceo) diploma earns 4 points more while a graduate with a technical diploma earns 2 points more. Other factors that are significant but less relevant are the cultural reasons for enrolling in the programme (almost 2 points more for those who declared themselves decidedly motivated compared to those who were not fully motivated), study abroad recognised by the degree programme (almost 2 points more than those who stayed in Italy), having studied in the same province or in the neighbouring province to where the high school diploma was earned (+2 points compared to those who have to travel a long distance to school), going to university without simultaneously having to work continuously or occasionally (respectively, 3 points and 2 points more than those who have worked continually during their studies). Here again, as with the model on degree completion time, gender and socio-cultural and economic background have not been included in the model because of their modest significance: most likely the effect of these factors is absorbed in part by academic performance (high school marks) and in part by the choice of the field of study.

Table 2 - 2018 graduates: linear regression model for the assessment of final graduation mark

	b	S.E.
Diploma (professional=0)		
high school	4.220	0.094
technical	2.001	0.098
High school/diploma mark (average, out of 100)	0.267	0.001
Degree programme type (First-level=0)		
Two-year second-level	8.128	0.031
Single-cycle second-level	1.965	0.055
Field of study (Engineering=0)		
Agriculture, veterinary	5.298	0.084
Architecture	6.525	0.080
Chemistry, pharmacy	2.629	0.086
Economics, statistics	1.264	0.052
Physical education	6.023	0.093
Geology, biology, geography	4.019	0.068
Law	2.495	0.082
Education	6.226	0.074
Humanities	6.834	0.060
Foreign languages	4.115	0.064
Medicine (included Health professions)	8.971	0.057
Political-social science	4.466	0.057
Psychology	3.439	0.072
Math, physics, natural sciences	2.891	0.079
Earned high school diploma (in a different geographical area of degree=0)		
in the same province of degree or in a province adjacent	2.036	0.039
in the same geographical area of degree but in a province not adjacent	1.773	0.051
abroad	1.799	0.111
Cultural reasons (not definitely motivated=0)		
definitely motivated	1.768	0.030
Work during studies (studying workers=0)		
no work experience	3.102	0.060
working students	2.141	0.057
Studied abroad during the degree programme (not done=0)		
done	2.290	0.041
Costant	81.374	0.125

Note: R-squared = 0.428 (adapted R-squared = 0.427), N = 250,982
All parameters are significant at 1% ($p<0.01$).

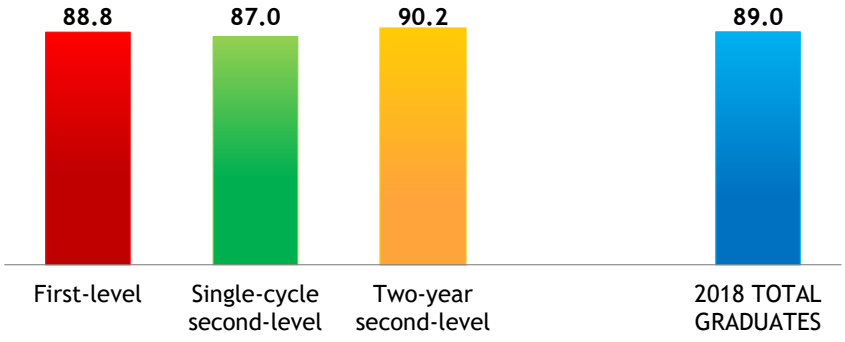
Source: AlmaLaurea, Graduate Profile Survey.

But the variability in graduation marks among degree programmes and, for the same field, different locations is also the result of numerous institutional contingent factors: standards for exam marks, criteria for awarding the final mark and laude, assessment standards and complexity of reports, etc. This high variability raises questions about whether the final mark is still a reliable criterion for use in the recruitment of human resources. A more accurate assessment of the final mark cannot ignore these elements.

6. Satisfaction with the university experience

Recent graduates involved in the AlmaLaurea surveys have reported a high level of satisfaction with various aspects of their university experience, regardless of the programme type. With reference to 2018, 23.2% of graduates declared being very satisfied with the teaching staff and another 63.2% fairly satisfied (in the questionnaire this would correspond to the answer "more yes than no"), for a total of 86.5%. With regard to the classrooms attended by 98.9% of graduates, 25.1% considered them to be "always or almost always adequate" and another 48.5% judged them to be "often adequate". Library services (for example, lending/consultation and opening hours), used by 86.5% of graduates, received a very positive assessment from 39.2% of users and were considered adequate by another 52.5%. Computer workstations used by 72.7% of graduates were judged to be sufficient in number by 51.6% of users. 78.3% took advantage of spaces dedicated to individual study and just over half (54.6%) considered them "present and adequate". They were more critical however of equipment for educational activities like labs and practical activities: of those who used them (81.2%), only 23.4% considered them to be "always or almost always adequate"; if you add the 45.6% of those who judge them "often adequate," the overall satisfaction rises to 69.1%. The organisation of exams (including calendars, schedules, information, reservations) was considered "always or almost always" adequate for 35.0%, plus another 47.1% for whom "more than half of the exams" were deemed adequate, thus bringing the level of satisfaction to 82.1%. For the overall university experience, 38.4% of graduates declared themselves fully satisfied and another 50.5% quite satisfied, for an overall incidence of 89.0%. In 2008 the value was 86.7% (Figure 9).

Figure 9 - 2018 graduates: overall satisfaction of the programme by programme type (percentage values)



Note: the percentage of satisfaction includes the sum of the "yes definitely" answer and "more yes than no".
Source: AlmaLaurea, Graduate Profile Survey.

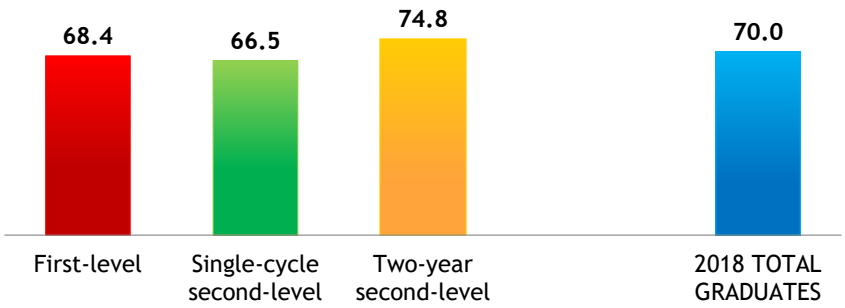
Breaking the data down by degree programme, satisfaction with the university experience is high and consolidated over time among first-level graduates: 36.6% of graduates are decidedly satisfied with the course of study just completed and 52.2% declare themselves fairly satisfied, for a total of 88.8%. The most satisfied are the first-level graduates of education (92.7%), chemistry, pharmacy (91.6%), geology, biology, geography (91.5%), math, physics, natural sciences (91.2%) and psychology (90.0%). In contrast, the most critical are the recent graduates in foreign languages (82.5%), architecture (84.1%) and physical education (84.4%). 20.8% of first-level graduates were definitely satisfied with relationships with professors and a further 65.7% declares to be pretty satisfied, for a total satisfaction of 86.5%, with the highest results in education (90.3%), agriculture (89.6%), chemistry, pharmacy (89.6%), humanities (89.4%) and math, physics, natural sciences (89.2%). Satisfaction was lower for graduates of architecture (79.9%) and engineering (82.5%).

Among single-cycle graduates, 35.4% were decidedly satisfied with their university experience and 51.7% were fairly satisfied, for an overall satisfaction of 87.0%. Particularly satisfied were the graduates in education (94.0%) followed by those in chemistry, pharmacy (90.3%); the architecture graduates were more critical (81.8%).

43.6% of two-year masters were decidedly satisfied with the degree programme, while another 46.6% were fairly satisfied. The overall level of satisfaction for the most recent university experience, equal to 90.2%, is higher than what was found for other programme types. The most satisfied are the graduates chemistry, pharmacy (93.7%), math, physics, natural sciences (93.3%), engineering (92.2%), economics, statistics (92.0%), psychology (91.2%), geology, biology, geography and humanities (both 90.9%). The most critical are the graduates of the health professions (77.8%).

The perception of the university experience is also assessed with the question "If you could go back in time, would you enrol in the same programme again?". A fully positive response, i.e. those who confirm their choice both in terms of programme and university, was offered by 70.0% of the entire population (Figure 10), a share that has remained substantially stable over time (in 2008 it was 69.0%). Another 9.3% of graduates confirm the university but would change field of study, 12.1% would enrol in the same programme but in another university, 6.0% would change both programme and university and only 2.4% would not enrol at the university again (for the two-year masters reference is made only to the final two-year period).

Figure 10 - 2018 graduates: would enrol again in the same programme and at the same university by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

Among first-level graduates, 68.4% would fully confirm the choice made at the time of enrolment (same degree programme at the same university). Another 10.8% would remain at the same university but would choose another course of study; 12% of graduates would choose the opposite: the same course, but in another university. 6.5% would change both programme and university and only 2.0% would not register at all. Confirmation of both programme and university was declared by 79.3% of first-level graduates in science, 73.7% in psychology and 72.6% in chemistry, pharmacy. On the other hand, the percentages of those who would fully confirm the path just taken are lower among the graduates in foreign languages (55.6%) and architecture (62.3%), stating more often that they would change programme, university or both.

66.5% of the newly graduated single-cycle masters declared that if they could go back in time they would repeat their choice of programme and university (from 52.5% of the graduates in architecture to 82.5% of graduates in education). The difference compared to first-level graduates is partly attributed to the fact that some single-cycle master courses are linked to passing an admission test and often it is necessary to enrol where one is admitted.

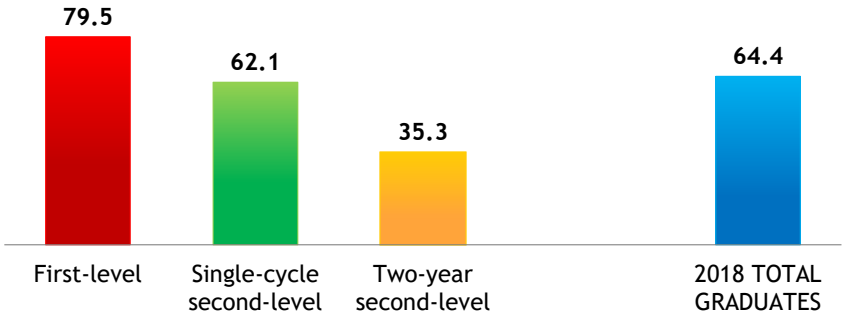
The overall positive judgements of the two-year graduates are also confirmed in the high propensity to confirm the choice of programme and university (for the two-year master's course reference is made only to the most recent two years) indicated by 74.8% of graduates. Here also there are different situations among different fields of study, passing from 65.2% for architecture graduates to 82.5% of the chemistry, pharmacy graduates.

In general, all of the satisfaction indicators referring to specific aspects of the training course are higher among graduates of the two-year master courses.

7. Post-graduate prospects

Among 2018 graduates, 64.4% of graduates plan to continue their education after graduation, a share that has remained quite stable over time (Figure 11). As can be expected, this trend is particularly pronounced among the first-level graduates (79.5%), who plan in large part to continue with a two-year master's degree (62.3%), and among the single-cycle graduates (62.1%), for whom specialisation schools (29.0%), internships (9.4%) and university master's degrees (9.2%) are the most common prospects. Although the two-year graduates are relatively less likely to continue their studies (35.3%), some of them intend to continue with a PhD: 13.7%.

Figure 11 - 2018 graduates: intention of continuing studies by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

Among first-level graduates, the intention to continue their studies is particularly widespread among recent graduates of psychology (95.0%), geology, biology, geography (91.9%) and engineering (89.7%). On the other hand, graduates in law (55.8%), education (62.9%) and health professions (66.3%) are less convinced that they want to continue their education.

Not all first-level graduates who wish to continue their studies are considering the "+2", although the two-year master's degree is the most common objective, as specified by 62.3% of graduates. The students most like to make this choice are recent graduates in psychology (88.4%), engineering (86.3%) and geology, biology, geography (85.4%). 8.3% of new graduates intend to enrol in a master's degree, a title that attracts mostly graduates of the health professions (30.4%) and, albeit to a lesser extent, those of political-social sciences (11.2%).

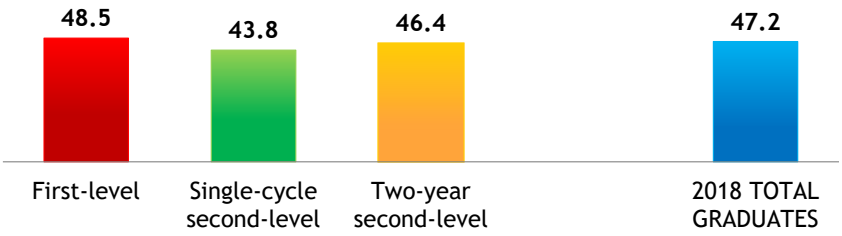
As noted above, 62.1% of single-cycle master graduates plan to continue their studies. The intention to earn further qualifications varies appreciably by field of study: very common for graduates in medicine and dentistry (89.6%, with 81.0% oriented towards postgraduate specialisations), less so among graduates in architecture (37.4%, of which 11.9% oriented towards an academic master and 8.3% towards a PhD), education (38.0%, of which 8.5% oriented towards a specialisation school and 7.9% towards a university master's degree) and chemistry, pharmacy (41.8%, with 14.0% oriented towards a university master's degree, 9.5% towards a PhD and 6.5% towards a specialisation school). Among law graduates who plan to continue their studies, in 60.2% of cases there is a relatively high share of those intending to engage in practical training (23.1%).

As noted above, the two-year master graduates who intend to continue their studies represent 35.3% of the population and are mainly planning on getting a PhD (13.7%) or master's degree (8.3%). Those most likely to continue their studies are two-year master graduates in psychology (74.0%), health professions (57.1%), geology, biology, geography (54.0%), math, physics, natural sciences (49.2%) and humanities (48.9%).

With regard to the prospects of work, the consolidated South/North migration for studying and working that has persisted in our country for some time now has expanded to include movement towards foreign countries, an objective of interest for a growing number of young graduates, not only for study but also for work.

47.2% of graduates have stated that they are willing to work abroad (compared to 39.9% in 2008): 48.5% for first-level graduates, 43.8% for single-cycle master graduates and 46.4% for two-year master graduates (Figure 12).

Figure 12 - 2018 graduates: definitely willing to work abroad by programme type (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

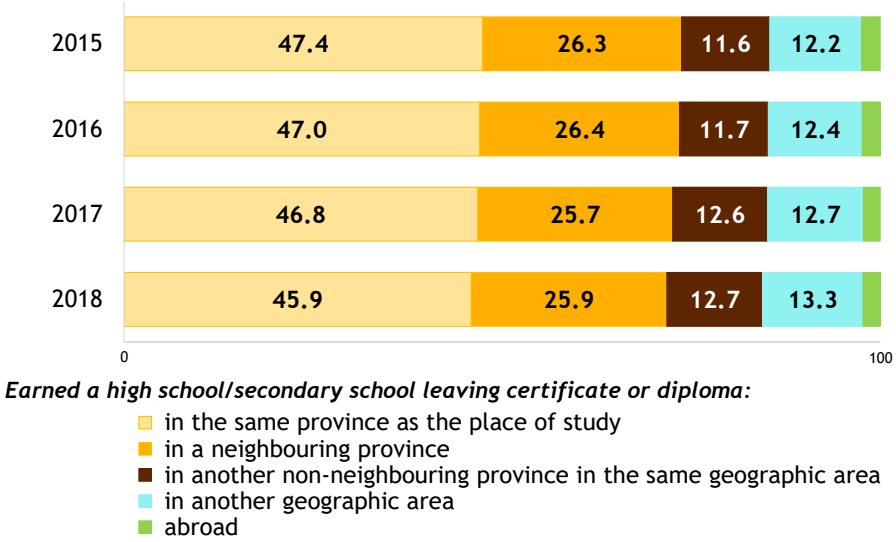
32.1% are even ready to move to another continent. Despite the common opinion that graduates are unwilling to move for work, there is even a widespread willingness to travel frequently (27.8%), and also to change residence completely (49.3%). Only 2.9% are not willing to travel.

While increasing-protection and full-time contracts are the forms of employment most sought by graduates (86.1% and 84.7% respectively are "decidedly" willing to accept them), there is also a broad willingness to accept part-time jobs (36.9%) and fixed-term employment contracts (34.3%). Among the aspects considered relevant in the job search, for some time now what matters most is the acquisition of professional skills, indicated by 78.0% of graduates. Also very significant (percentages above 60%) are the demand for job security (69.1%), career prospects (66.5%), earning prospects (62.3%) and the possibility of making the best use of the skills acquired during studies (61.8%). Graduates attribute different importance to the aspects mentioned depending on degree programme type. In particular, single-cycle graduates, in addition to the aspects mentioned above, attribute greater importance to relevance to studies completed (65.4%) and independence or autonomy (61.4%).

8. Focus on geographic mobility for studying

An important aspect to be considered is student migration.[10] As mentioned above, a total of 45.9% of graduates earned their university degree in the same province where they got their high school diploma. Another 25.9% moved to a neighbouring province. 12.7% graduated in a non-neighbouring province, but remained within the same geographic area. 13.3% moved to another geographic area, and 2.3% came from abroad. In sum, 71.8% of graduates studied at most in the province adjacent to where they got their high school diploma. This figure has decreased over time (in 2015 it was 73.7%), showing a trend of increasing mobility for studying (Figure 13).

Figure 13 - 2015-2018 graduates: degree of mobility for studying (percentage values)



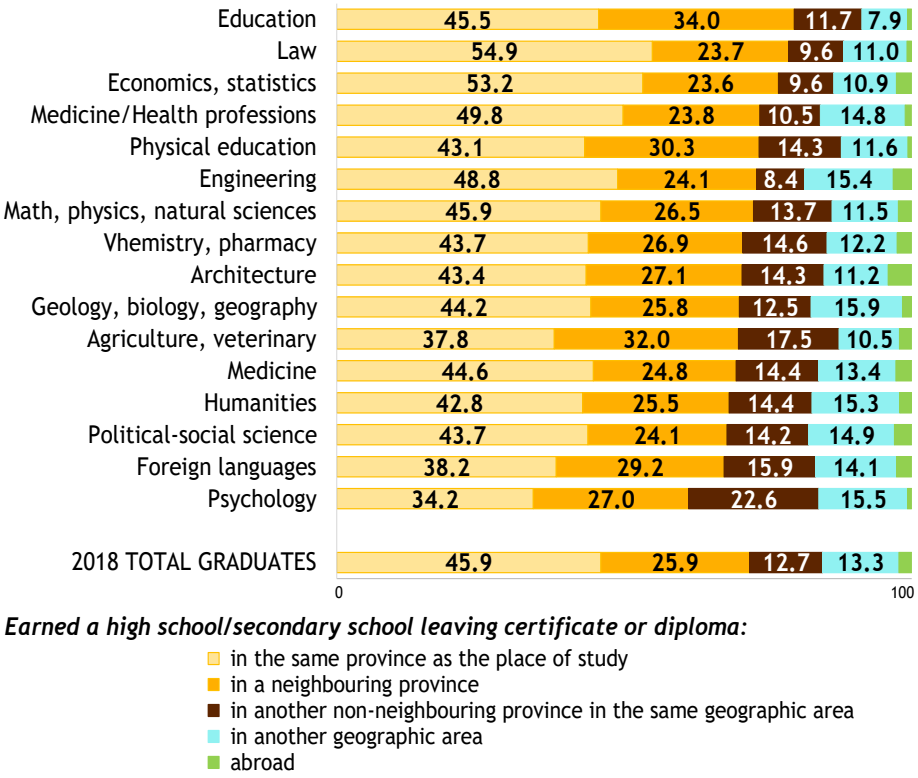
Source: AlmaLaurea, Graduate Profile Survey.

[10] Since the phenomenon of mobility for studying depends strictly on the composition of the population of graduates by university of origin, for historical analysis we examined the four-year period 2015-2018, a period when the number of universities belonging to the Consortium remained substantially stable.

The percentage of graduates who have studied at most in a province adjacent to where they got their high school diploma is also higher among first-level graduates (75.7%) and single-cycle masters (74.1%), while it falls significantly among two-year master graduates (63.0%), who tend to be more mobile. In this regard, it should be noted that two-year master graduates can migrate for studies at two different times, both when enrolling in the first-level programme and in the transition between the first and second-level of studies. Considering together the geographic area where the graduates got their high school diploma, the previous degree and the two-year master's degree, it is possible to analyse the moment where the migration for studying takes place. 74.5% of the 2018 two-year master graduates have never abandoned the province of their high school diploma. In contrast, 23.9% of the graduates earned their two-year master's degree in a location different from where they got their high school diploma, equally divided between those who completed all their studies in another macro region (12.5%) and those who moved only after receiving their first-level degree (11.4%). Finally, 1.4% earned their first degree in a different macro region and then returned home to complete their master's degree.

Differences in the propensity to migrate for studying are also significantly related to field of study. The percentage of graduates who went to university in the province where they got their high school diploma or at most in a neighbouring province is much greater for the fields of study education, law and economics, statistics, with percentages that exceed 75% (Figure 14). To the contrary, it is lower for those studying psychology (61.2%), foreign languages, political-social sciences and humanities (67.3%, 67.8% and 68.2% respectively). These results may be affected by the availability of programmes throughout the country. For example, psychology is available in only 30 Italian provinces.

Figure 14 - 2018 graduates: degree of mobility for studying by field of study (percentage values)



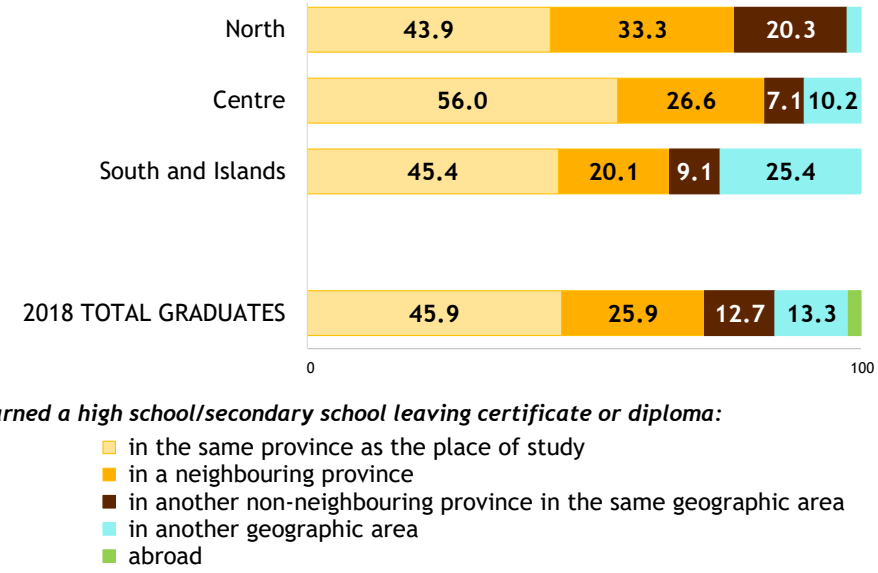
Note: The Defence and Security field is not included.
Source: AlmaLaurea, Graduate Profile Survey.

Looking at the data by geographic area of high schools there are significant differences (Figure 15). Graduates who got their high school diploma in the Centre, compared to those in the North or South, complete their university studies more frequently in the same province (56.0% compared to 43.9% and 45.4%, respectively), or at most in a neighbouring province (26.6% compared to 33.3% and 20.1% respectively). This result is likely due to the wide selection of educational programmes offered by the numerous universities in Rome, which naturally attract students of the local and surrounding provinces.

20.3% of graduates who earned their high school diploma in the North choose a university in a province that is not adjacent (relatively more frequently than those in the Centre and the South), but without changing macron region. This is the case for 9.1% in the South and 7.1% in the Centre.

Finally, those who decide to study in another macro region account for only 10.2% of the graduates from the Centre of Italy and 2.5% of those from the North, while one out of four (25.4%) of graduates from the South make this choice.

Figure 15 - 2018 graduates: degree of mobility for studying by high school geographic area (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

The analyses illustrated so far examine the mobility of graduates on the basis of proximity between provinces, regardless of the macro region of residence: it is one thing to move from Caserta to Milan to study (long-range mobility with change of macro region), another to shift from Caserta to Latina (short-range mobility between adjacent provinces yet changing macro region). It remains true that in order to measure migration, it is also important to have information that takes into account the overall geographic distribution considered. For these reasons, here we will focus on a clear comparison between the geographic area of the high school diploma and the geographic area of the university degree. Student migrations show a very clear trend, almost always from the South to the Centre-North (Table 3). Almost all graduates who have received their high school diploma in the North choose a university in the same macro region (97.2%). The graduates of the Centre remain in the same geographic area in 87.8% of cases, but when they choose to migrate they mainly opt for universities in the North (9.5%). The migration figures are much higher for the young people of the South and the Islands: 26.4% decide to study in universities of the Centre and the North, split equally between the

two areas. Another interesting aspect concerns graduates originating from abroad: more than 90% choose a university in the Centre-North.

Table 3 - 2018 graduates: geographic area of the university by geographic area of the high school (percentage values)

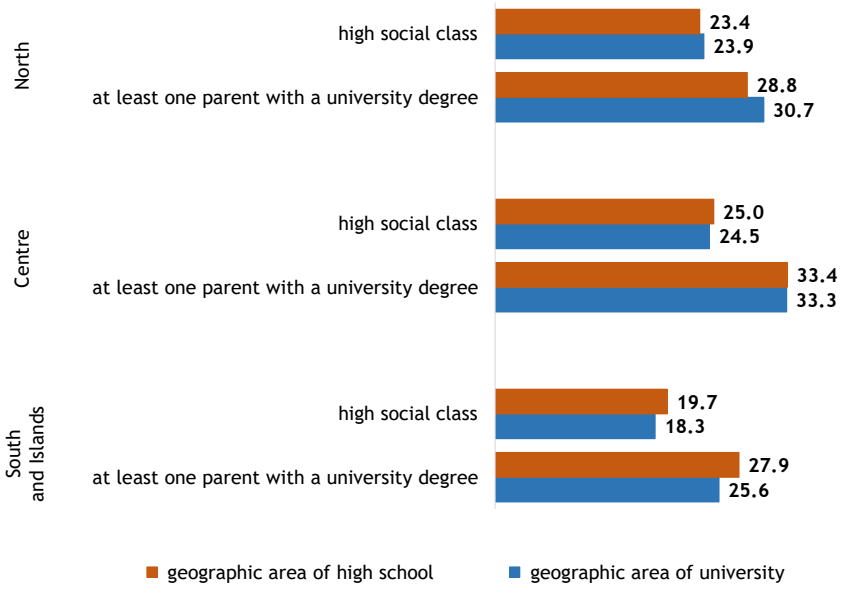
macro region of the high school diploma	macro region of the university		
	North	Centre	South and Islands
North	97.2	2.5	0.3
Centre	9.5	87.8	2.7
South and Islands	13.7	12.7	73.6
International	62.8	28.3	8.9
TOTAL	**45.0**	**24.3**	**30.7**

Source: AlmaLaurea, Graduate Profile Survey.

Setting the number of graduates who earned their high school diplomas in each of the three macro regions equal to 100, the migration balance – calculated by comparing the macro region of the high school diploma to that of the university degree – is equal to +21.2% in the North (which therefore "gains" students), +21.4% for the Centre and -24.3% for the South. This means that, apart from the very few graduates from the Centre-North who choose a university in the South, the South loses almost a quarter of its high school graduates who leave to study elsewhere.

Moreover, comparing families of origin, there is an increase in the North of graduates with families having a solid socio-economic and cultural background (high social class and at least one parent with a university degree) compared to the macro region of the high school diploma and a specular decline in the southern region (Figure 16).

Figure 16 - 2018 graduates: social class, parents' education by geographic area of high school and university (percentage values)



Source: AlmaLaurea, Graduate Profile Survey.

The reasons for this phenomenon are not solely related to the individual characteristics of the graduates, but also involve to a large extent the characteristics of the regions themselves. In the Centre-North there is a greater demand for work, a stronger sense of right to higher education and a greater number of universities.

The results presented here seem to support the alarms that many have been sounding for some years now about the flight of young people away from the South. The situation is all the more worrying given that these graduates are able to offer added value to the local communities they choose to live in. Student migration very often turns into worker migration, as very few return home after completing their studies.

The complete documentation is available at: www.almalaurea.it/universita/indagini/laureati/profilo.

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