



Plenary 1 - “Approaches of Tracer Studies” B. The AlmaLaurea approach

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As conference attendees we are all experiencing hard times...

BALI



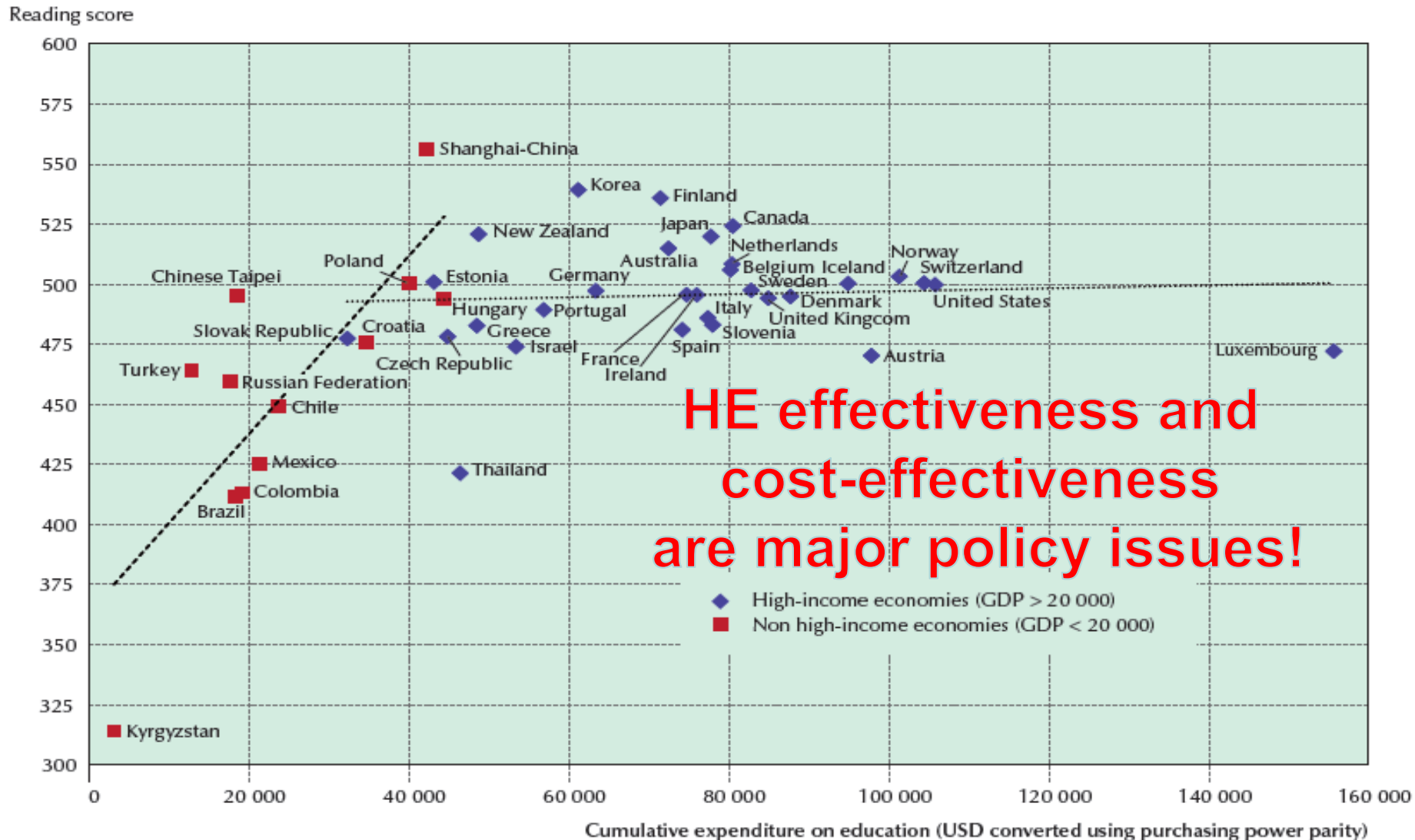
- The Main Challenges Facing the HEIs Today
- Almalaurea Mission and ID
- The Pillars of the “Almalaurea Approach” (and its uniqueness)
- Almalaurea Internationalization and Cooperation Strategies

- 1) Match the social demand of skills according to a life long learning approach
- 2) Promote a cost-effective provision of HE
- 3) Promote equal opportunity and social mobility
- 4) Enhance the harmonization of HE national systems
- 5) Promote national and international mobility of students and graduates

=> in short, improve people's well being over the entire life

- **These challenges** and the growing interest in assessing the **effectiveness HE** has fuelled **demand for data and comparative research in HE**

Average reading performance in PISA and average spending per student from the age of 6 to 15



Source: PISA 2009 Results: What Students Know and Can Do: Student Performance in Reading, Mathematics and Science, Table I.2.3

Recent and less Recent Italian Successful Stories....



Leonardo's flying machine



Ferrari 458



Vespa scooter Piaggio

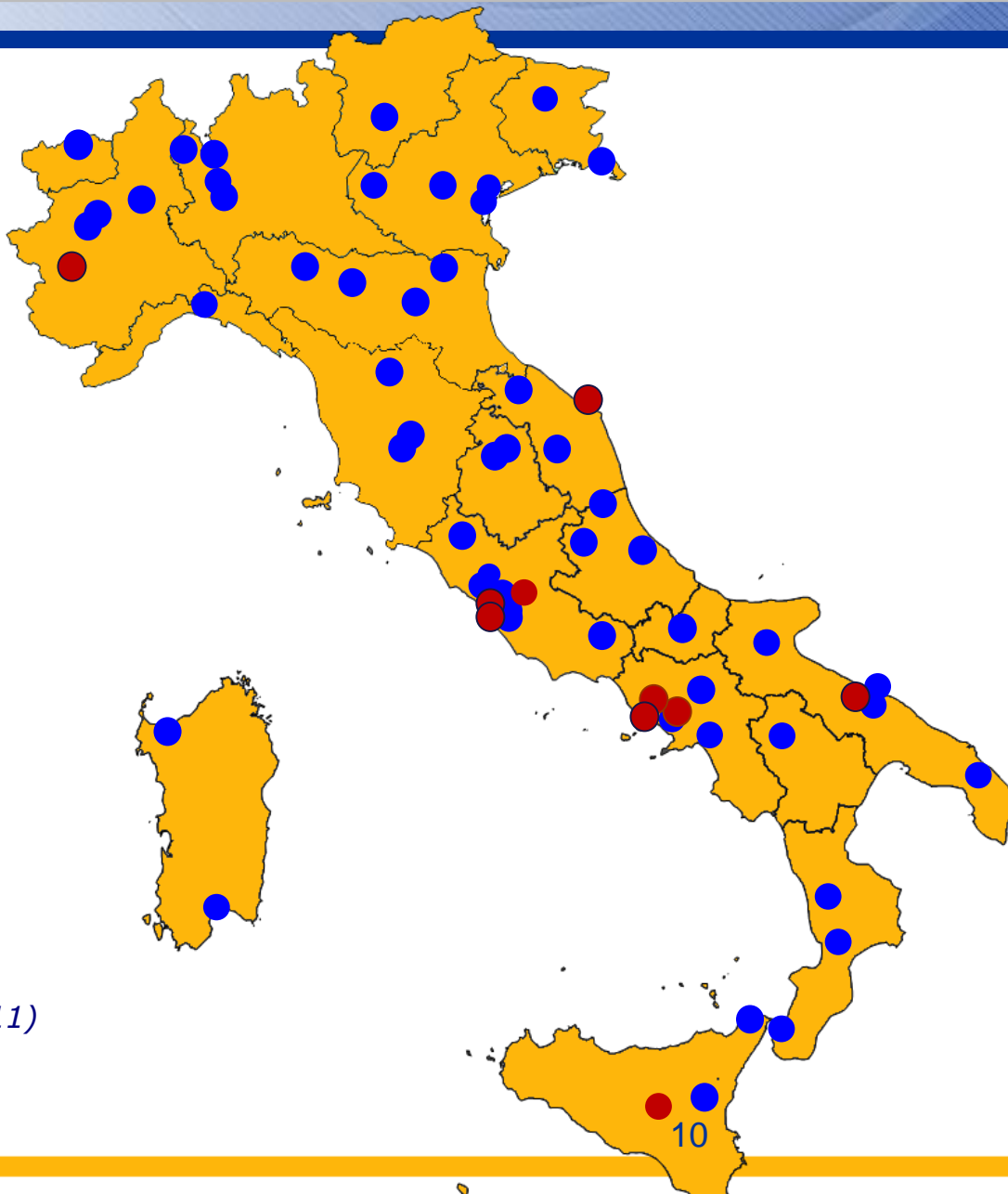


- **AlmaLaurea** is an inter-university consortium founded in Italy by prof. Andrea Cammelli in 1994. Since then it has experienced exponential growth, representing nowadays **64 Universities in the Country**.
- **A successful story:** for 18 years AlmaLaurea (AL) has been a meeting point for **graduates, universities** and the **business world**. For its completeness, functionality and affordability, the AlmaLaurea model is regarded with **increasing interest** at both the European and the international level.



- 1994 Birth of the AlmaLaurea Project
- 1995 crossing of regional borders and mission assigned by the **Italian Ministry of University and Research** and **Italian Rectors Conference** to coordinate national HE information system
- 1996 availability of AL services on the Internet
- 2001 establishment of the AL Inter-University Consortium as **non profit entity**

- **2012** **64** member universities (out of 77), almost **80%** of Italian graduates surveyed each year, **1,670,000** graduates CVs, all services translated in English, **3,500,000** CVs sold to firms since 2001



● Member Universities

● Universities recently joining AL (2010/11)



Detour 1



- ❑ To provide national/local governments and member universities with **complete, reliable** and **timely** documentation on the evolution of graduates' **academic careers**
- ❑ To provide **students and their families** reliable inputs to take informed decisions
- ❑ To **foster graduates employability** tracing their characteristics and “career path”
- ❑ To **promote** graduates **access to labour markets** and **lifelong learning**
- ❑ To **promote social inclusion** in HE
- ❑ To promote the **accountability** of HEIs in Italy
- ❑ To **support the international cooperation in HE through networking and knowledge transfer**



- Educational and career-related choices appear to be very important sources of regret in life

What we regret most in life
(Roese and Summerville, 2005)

“My one regret in life is that I am not someone else”
Woody Allen

Meta-analysis		Students	
Area	%	Area	%
Education	32.2	Romance	26.7
Career	22.3	Friends	20.3
Romance	14.8	Education	16.7
Being parents	10.2	Leisure	10
Self	5.5	Self	10
Leisure	2.5	Career	6.7
Finance	2.5	Family	3.3
Family	2.3	Health	3.3
Health	1.5	Spirituality	0
Friends	1.5	Community	0



The Pillars of the AlmaLaurea Approach (and its uniqueness): two annual surveys

- The two *pillars* of the AlmaLaurea approach
 - 1) **Two yearly surveys** with complete coverage of the **university system (comparability)** and a very **high response rate**:
 - a. The graduates profile (at graduation)
 - b. The graduates occupational status 1,3 and 5 years after graduation
- The AlmaLaurea surveys, thanks to their **coverage, continuity** and **high response rates**, enable to:
 - **Analyse**, for **self-evaluation** and **external evaluation** purposes, the **internal** and **external effectiveness** of HEIs, in a very detailed way, i.e. at single **degree course level (comparability** across universities, field of studies etc.)
 - **Perform robust** statistical **analyses** of HEIs internal and external effectiveness, for **policy evaluation**



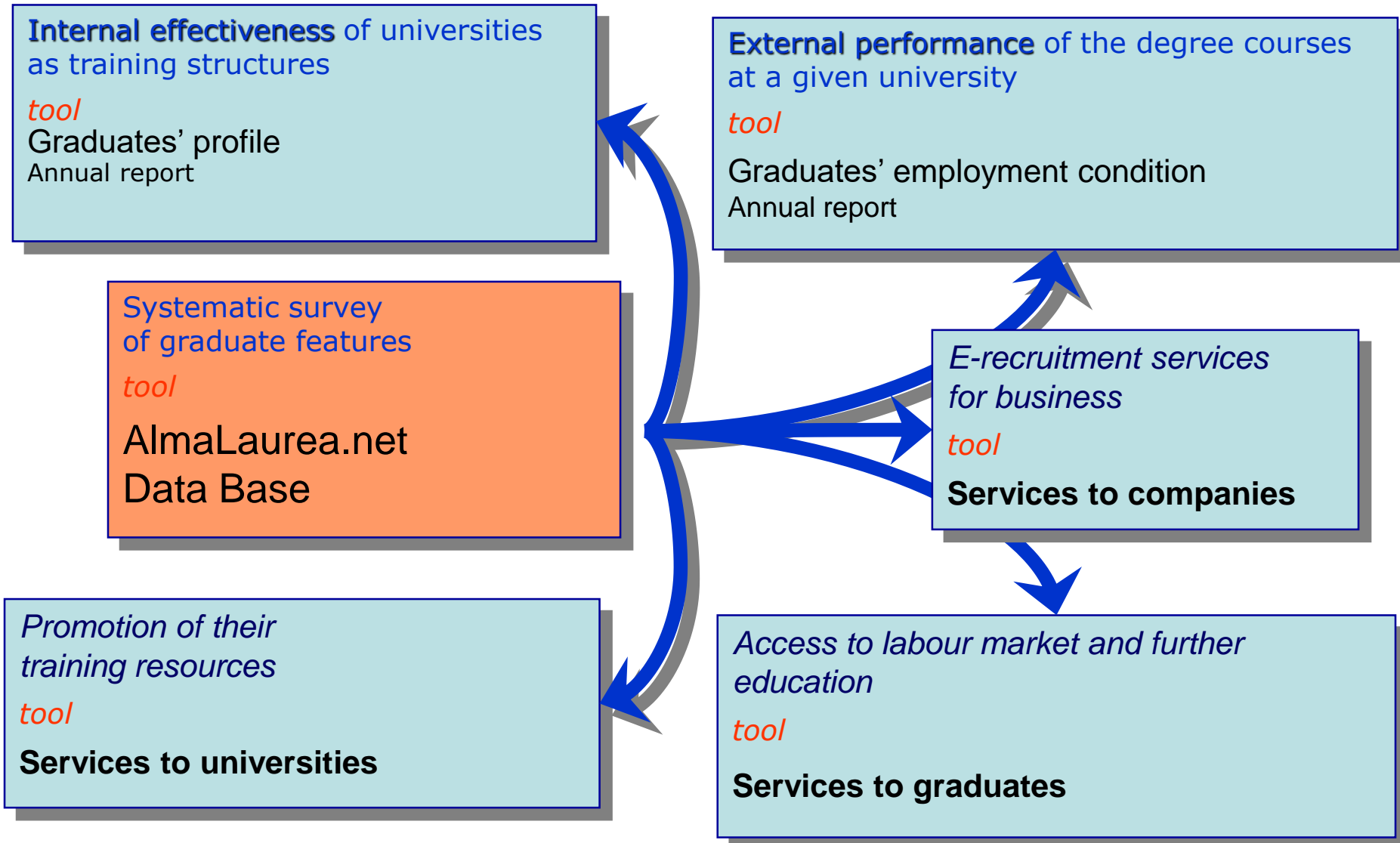
The “AlmaLaurea model” (and its *uniqueness*): governance and organizational setting

AlmaLaurea is a ***bottom-up*** initiative, a unique experience in the international context whose main strengths are:

- a full involvement and active support of the universities taking part to the consortium
- a high degree of **self-financing** (around 2/3 of the budget)
- an extended use of information technologies, both for the managing of the graduate database and for the disseminating of its services through the Internet
 - AlmaLaurea has been awarded the **EUNIS (European University Information System) Elite Award for excellence in implementing Information Systems for Higher Education.**
(<http://www.almalaurea.it/informa/news/primo-piano/premio-eunis-ad-almalaurea.shtml>)



The AL approach: documentation collection method and use



- **Aspects investigated: graduates characteristics and their academic performance**
- **It provides a picture of the main features of human resources created by the HEIs every year**
- **Main characteristics of the survey:**
 - ✓ **Completeness (Comparability):** the survey relates to every University, Faculty/Department and Degree Course
 - ✓ **Timeliness:** released at only **5 months** from the end of the solar year
 - ✓ **High reliability:** Integrated use of the documentation is given by:
 - ✓ Administrative records of the consortiated universities
 - ✓ Information provided with AlmaLaurea questionnaire



- The survey has been carried out thanks to graduates personal information stored in the data base; graduates are interviewed on their employment conditions (using CAWI+CATI survey methods) at 1,3 and 5 years after graduation (AL recently monitored graduates employment conditions 10 years after graduation)
- The aim of the survey is to provide information on:
 - The ability of the labour market to take advantages of the Human Resources created by HEIs
 - The ability of the university to respond to society's needs and requirements
- **Main characteristics of the survey**
 - ✓ **Timeliness:** Survey available only **3 months after** the conclusion of field interviews
 - ✓ **Completeness (Comparability):** The survey is produced for every University, Faculty and Degree Course



Survey on Italian graduates' employment conditions: some numbers

Bachelor's degree
after 1 year: 112,997
after 3 years: 48,428
after 5 years: 57,307

Master's degree
after 1 year: 54,307
after 3 years: 40,821

Response rates after:
1 year 88%
3 years 83%
5 years 74%

Pre-reform
after 5 years: 21,882
after 10 years: 12,789

Single cycle
after 1 year: 15,567
after 3 years: 10,240

**Not reformed course
(Sciences of Primary education)**
after 1 year: 2,866
after 3 years: 2,116

CAWI+CATI
Survey
(pre-reform :
CATI only)

In orange:
CAWI pilot
surveys



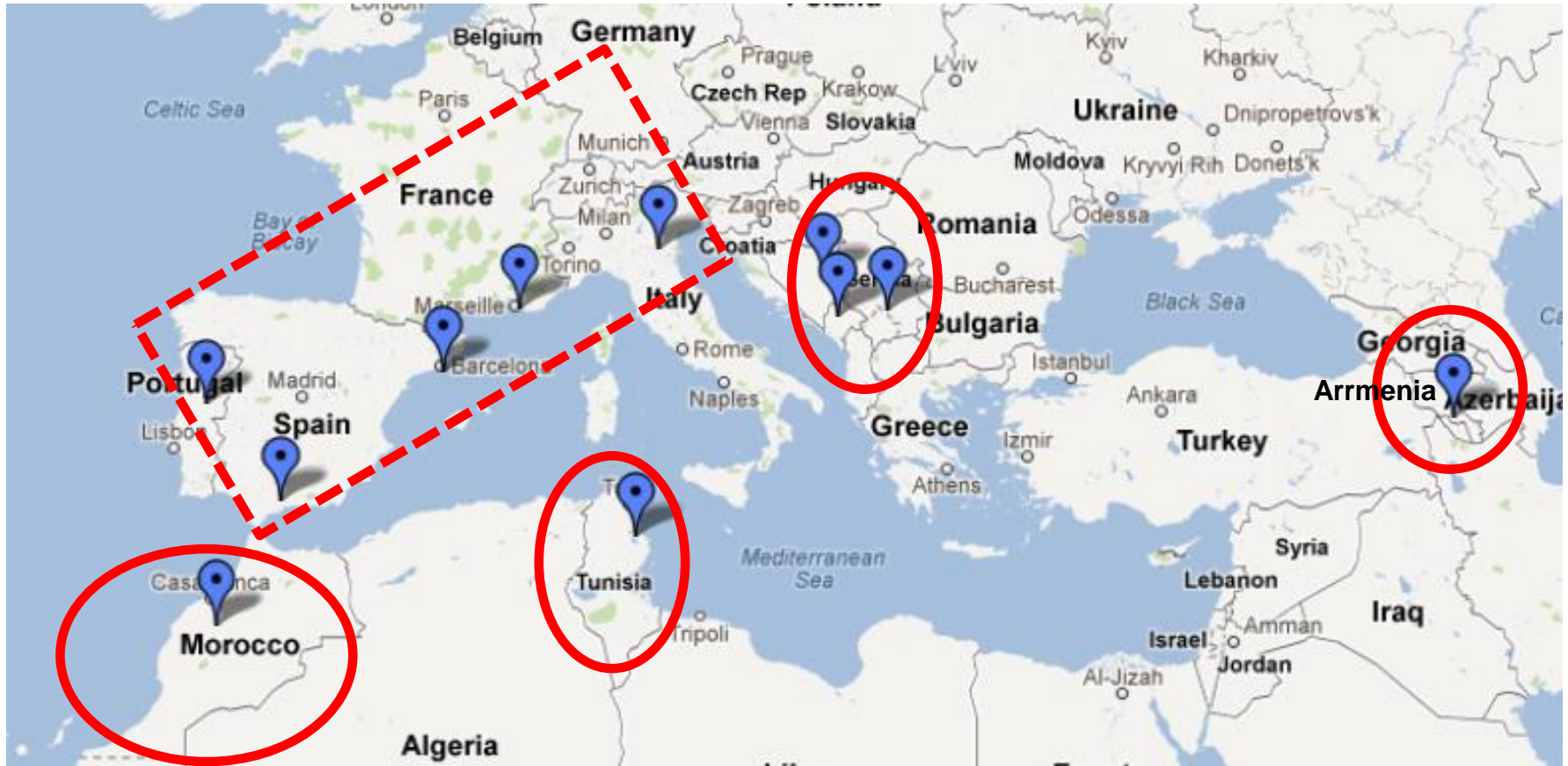
- **AlmaLaurea internationalization strategies** are inspired by the idea that the **promotion of cooperation** among HEIs at national and international level is a **priority**

- In this context, AlmaLaurea is collaborating with the **European Commission**

- **Goals: knowledge transfer, information sharing and networking**
 - **cooperation to transfer** AlmaLaurea experience and **expertise** according to local socio-economic environments and needs

 - **promotion of international networks** of bodies and institutions with similar competences and missions

- **GrInsA** - Graduate's Insertion and Assessment as tools for Moroccan Higher Education Governance and Management
- **ISLAH** – Instrument at Support of Labour market and Higher Education (EU's **TEMPUS Programme** – Project started oct. 2012; ending oct. 2015)
- **HEN-GEAR** – Higher Education Network for Human Capital Assessment and Graduate Employability in Armenia (EU's **TEMPUS Programme** – Project started oct. 2012; ending oct. 2015)
- **Adria-Hub** - Bridge technical differences and social suspicions contributing to transform the Adriatic area in a stable hub for a sustainable technological development (EU's **Adriatic IPA – Crossborder Cooperation 2007-2013**; 3 years duration).



 EU neighbouring countries involved

 EU participating Partners

South of America



Detour 3



Thank you for your attention and see
you at the workshop on the AlmaLaurea
experience (23.11, PS D 10:45)

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