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the Main Satisfaction Indices**

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# *University Services to the Students: Analysis of the Main Satisfaction Indices*

Elvira Martini and Francesco Vespasiano \*

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## **Abstract**

Education of students is an essential task in the innovated organization of the university missions and it is the most challenging one because, through the formation of knowledge and skills transferred to young graduates, it significantly contributes to the socio-economic and cultural development of territories, contributing to the construction of the knowledge society, at the same time.

The aim of this paper is to analyze the main services that Italian universities offer their students, starting with the essential services to get to those that provide a special care and attention to the educational life of each student. The analysis has been conducted through web browsing and it has allowed to develop an index for the comparison of the universities and their classification according to the services of care and attention reserved for students.

Keywords: knowledge society, student services, employment status.

## **1. Introduction**

Born in the Middle Ages as an institution designed to preserve and transmit knowledge, the university has evolved over the centuries as an

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institution in which knowledge is also created and used: the research became an inseparable part of the teaching process, becoming part of a growing number of disciplines. In most fields of study (Etzkowitz, 2004, 2008; OECD, 1999, 2002) it is argued that the transformation of the university has meant that universities associate a third goal to the two traditional missions of teaching and research: the transformation of scientific knowledge into business skills, thus characterizing the birth of the entrepreneurial university (Martini, Vespasiano, 2009; Martini, 2011). Interpreting this role, the university is transformed into an entrepreneurial university model, inspired by the phenomenon of “hybrid organizations” (Etzkowitz, Leydesdorff, 2001: 15). The metamorphosis that led to the birth of entrepreneurial university has expressed itself in two great revolutions academic. Research became a legitimate function of the university and it produced the first academic revolution between nineteenth and twentieth century. Before too this time knowledge was little formalized, made of practical know-how and processes generated by trial and error. At the cognitive level, it was based on simple mental models embodied in the individual, so difficult to transfer to others and helpful to activate the dialogue and collaboration between the inventors.

The first academic revolution sowed the seeds of the second one, which had its beginnings in the second half of the past century, providing the research base from which they could emerge the knowledge to be capitalized. Through the transformation of scientific knowledge into skills of enterprise, research contributes to the economic and social well-being (Etzkowitz, 2004). It is an emergent phenomenon that occurs as a result of the operation of an “internal logic” to the academic development which is representative, on one hand, of an extension of the research and teaching and, on the other one, of an internalization form of the capacity for technology transfer<sup>1</sup>. This evolution has opened new opportunities for scientific entrepreneurship. The informal transfer of knowledge, through advice, feasibility studies, publications, has

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1 The phenomenon of the change of the university mission begins, in Italy, with the enactment of the Law 168/89 which in Articles 6 and 7 (in the art. 33 of the Italian Constitution), highlights the cornerstones of freedom in teaching, scientific, organizational, financial and accounting of universities, providing that they provide their own statutes and regulations. In application of this law, they give their own statutes that alongside the traditional activities of research and teaching, they begin to envisage various initiatives and new ways of action to exploit its resources. The process is accelerated with the law 537/93 that, by redefining the terms of financing of universities, introduces substantial changes regarding the provision of central funding, elimination of cost constraints, freedom of use of funds, empowerment against the outputs, involvement for finding sources of funding, freedom in setting tuition fees for students. Universities are so oriented, specifically, to act on the market to achieve its economic and financial balance (Chiesa, 2001).

been exceeded by formal mechanisms of technology management, through systems of protection of property rights as patents and prototypes and the exploration of their commercial potential. In this way, research contributes to the economic development of social welfare.

The opinion is that the new roles assigned to the university are also an expression of the new conception of science as a horizontal variable of the innovation process, as proposed by some authors, convinced that the links between science and technology is of a recursive and non-linear nature (Kline, Rosenberg, 1986). The ability to intervene at all stages of the development of innovation, and not only in its early stages has, in fact, expanded opportunities of the universities to be involved in the projects for the strategic development of the territory, so clutching partnership with companies and institutional actors. Therefore, in the new entrepreneurial university paradigm, research does not take only the value of the common good, because it is right even in the utilitarian values of the company and it is organized in the manner typical of a bureaucratic organization (Martini, 2011).

In the innovated organization of the university missions, the education of students is an essential task and it is the most challenging one because through the formation of knowledge and skills transferred to young graduates, it significantly contributes to the socio-economic and cultural development of territories contributing to the construction of the knowledge society (Vespasiano, 2005).

So among the three missions of the contemporary university, the education of students, considered the first customers, remains the primary objective of the organizational processes of university. Particularly, students' rights become a commitment qualitatively more complex of the university organization.

Although it is true that the research activities at levels of excellence are vital to the university, in the knowledge-based society they assume a prominent place both in the training and support of the union innovation-research, and in the training for the world labour. As a matter of fact, students are increasingly demanding a preparation that makes them more competitive in research and in obtaining a job with high professional competences. Hence the need for a reform that would include more vocational courses of study and connected to as many contents from highly theoretical training as possible.

While waiting for the system to become able to fully meet these needs, universities must wonder about students' needs and to proceed with policies aimed at full student satisfaction.

### *1.1. Methodology*

Based on these brief statements, the aim of this paper is to analyze the main services that the Italian universities offer their students starting with the essential services to get to those that provide a special care and attention to their educational life. The analysis has been conducted through web browsing and it has allowed us to develop an index for comparison of the universities and their classification according to the services of care and attention reserved for students.

More specifically, the analysis has been aimed to the detection of the following services and benefits:

- web services, totally dedicated to students;
- orientation and mentoring;
- regulations for students, with particular attention to the regulations for the training activities and the presence of specific dedicated regulations;
- job placement and internship services;
- psychological counselling services.

Within these specific objectives the following research output has been produced:

- a. census of all universities operating at national level;
- b. selection of the 63 state universities only, reporting their web pages related to: student services, orientation and mentoring, regulations for students, counselling services, job placement office;
- c. building a taxonomy of 63 universities, listed for “Services to the Student Index” (SSI from now). The index has been developed on the basis of the information collected on the web sites (indicating for each variable analyzed a maximum and minimum score). The value of each variable has been analyzed by comparing all the universities involved;
- d. hypothesis sampling: from the previous 63 universities have been selected - in a totally random mode - eight universities, distinguished by size and location.

The analysis conducted on this sample has allowed us to proceed with:

1. comparison of the eight universities of the sample, for the SSI, both for the average value, and for the macro subdivision;
2. comparison of the eight universities of the sample, for the counselling service;
3. comparison of the eight universities of the sample, for the presence of specific regulations, placements, internships.

Such pre-testing has been done followed by an analysis of the entire population of the universities, classified according to the previous variables. The analysis has been extended on the basis of some discriminating variables provided by the *AlmaLaurea*<sup>2</sup> data. Particularly, some effects that graduation has on future work have been analysed, with reference to the following items:

- 1- Post-graduation;
- 2- Employment status;
- 3- Entry into the labour market;
- 4- Type of improvement noted in the work;
- 5- Request of the degree for employment;
- 6- Degree effectiveness for job implementation.

Again, the sample of eight universities has been used to analyze the information obtained, comparing them with the value of the SSI, analyzing similarities and deviations (Martini, Vespasiano, 2011)<sup>3</sup>. Substantially the aim of this dept has been to verify whether there is or not a correlation between the value of the services offered to students during their course of study and the implementation of future work.

## **1. Connections between right and orientation to the study**

In the process of the autonomy of universities (already provided by art. 33 of the Italian Constitution, where to the institutions of higher learning, universities and academies is recognized the right to their own regulations) the matter of the “right to education” is a central commitment, that deserves great attention by everyone. If, as before stated, students play a central role in the whole university organization, then their needs, their resources (especially if

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<sup>2</sup> The Inter-University Consortium AlmaLaurea, which today adhere 72 Italian universities and the Ministry of Education, University and Research (MIUR), is a reference point for those who face the issues of university studies, the graduate employment, the youth reality, helping to ensure the Governing Bodies of the participating universities, the Nuclei Valuation Commissions engaged in Teaching and in Guidelines, reliable and timely documentary basis and verification, to promote decision making and planning of activities, with particular reference to training and service intended for the student world. AlmaLaurea also works to facilitate and democratize young people's access to the Italian and international labour market (See <http://www.almalaurea.it/obiettivi>).

<sup>3</sup> This work is an upgrade of a previous study carried out in 2011 as part of the Prin: “Il sistema delle fonti primarie e secondarie dell'ordinamento universitario. La didattica universitaria ed i diritti degli studenti”. Here, the sampling process was changed compared to the past and the data have been completely updated to 2014, showing a trend towards improving the quality of services offered.

limited), their skills, their expectations (especially if of a high profile), are the concern for the design and organization of each university.

It would be unthinkable of a university organization concerned almost exclusively with questions of teachers and administrative staff: to all is known the abundantly-proved criticism to the self-referential institutions, that are unable to find and communicate even the reasons why they exist and they find more and more difficult to justify their existence (let alone the financial costs society has to put aside for their survival).

To escape the trap of self-reference and to achieve the mission of the formation of appropriate intelligences, knowledge and skills adequate to the transformation of the socio-economic system, it becomes necessary to support the “capable and deserving students without financial resources” but also to increase the proportion of successes in studies. In this sense, the right to education, for its social and right implications must be “oriented” (Monticelli, 1995: 9). The orientation towards university studies has become a key task of universities; as it has become important to the accompaniment of university students during their studies (we can think of the mentoring phase). It is a very difficult task, but discriminating to define the quality of the single universities

Particularly, orientation refers to services and activities that assist individuals of all ages in educational, training and employment choices and managing their careers. These services can be found in schools, universities, educational institutions, in public employment services, in the workplace, in the voluntary and private sector.

The activities can be individual or group and can be either face to face, or remotely (including helplines and web services). They include: supply of information on job opportunities, assessment tools and self-assessment, talks counselling, education programs to career management internships, job search programs and services that facilitate career training and work (OECD, 2004).

The definition of the OECD highlights a wide vision of orientation; even the university, orientation should therefore be seen as an integrated process, aimed at providing support for the planning and professional training of a whole person.

In fact, “the size that the orientation want to emphasize is the concept of the person understood as *unicum* moved by the feelings and thoughts whose goal is to achieve a state of well-being, in turn composed of many sub elements such as self-realization, self-esteem, social recognition, the material survival, the satisfaction of affect, etc. The orientation will, in this context, be seen as a comprehensive process, capable of taking into account the complexity of the problem and focus on the people in their complexity,



helping them tackle and connect all aspects of their problem” (Capone-MLPS, 2003: 39).

In the last decade, the Italian universities have had to acknowledge not only the increase of members, but also the different quality of freshmen, many of which have inadequate curriculum for higher education, and the growing diversity in the composition of the user for the presence of student-workers students in later life. So today, students with different cultural and social skills knocking on doors of the university and, therefore, they have different expectations of regularity, profit and success at school. At the same time, the branch network of university courses and training opportunities have increased, also depending on the lines of EU educational programming (Lucangeli et al., 2009).

In the last decade, much has been done, but neither evenly among different universities, nor in ways that would make the students themselves autonomous protagonists in the different phases of orientation (incoming, ongoing and outgoing). The orientation offices, now present in all universities, have adopted different organizational models, which have made (and still do) it difficult to build a standardized platform of services (for which, each one operates according to its own idiosyncrasies, with damage to the students themselves: autonomy can also generate damage, not only benefits). In truth, many universities are responsible for this situation and are working by agreement, teamed by public agencies, to offer standard services to students, without penalizing those who are less equipped to study in universities: for economic and organizational resources but also for planning myopia.

The following analysis tries to give an account of the organizational variety of these services.

The belief in the importance of orientation, as will be seen, does not guarantee the presence of all services to the students and in all universities. The indicators chosen want to give a clear image of the differentiation among universities, because we are convinced that this is bad for the entire Italian university system: it not only creates qualitative differentiations but also a negative image of

the formation processes that the university system implements (dissatisfied students and their families cannot do anything but complain of the deficiencies against which they clash and for which they are penalized).

From our research it appears that even under the same label (the indication of a service) there are ‘different contents’. It is also seen that orientation service is not always easy to find on the websites of the universities: it is sometimes hidden under a ‘curtain’ that only a research expert can discover. Besides the referent sources do not always coincide in the

provision of data and, a very worrying thing, in the classification of the services and their quality.

Clearly, there could be other choices and other methods of analysis but in this case the analysis has made to clear the importance of services to students, together with basic education and training. But it has also shown that, generally, the universities best known for the quality of the latter two services are also those who have engaged more in providing better orientation services.

### **3. Analysis of the services offered: “Services to the Student Index” (SSI)**

As already mentioned in the introduction, in the expectation that the objectives of the different university reforms could be achieved, it is the task of each university to wonder about the students’ needs and to proceed with policies of student satisfaction, analysing their satisfaction about curriculum, teaching, analytical skills, communication skills, social skills, personal growth. The measurement of student satisfaction may be useful to institutions of post-secondary education to help them understand the strengths and areas for improvement, going beyond the simple evaluation of teaching and opening wider aspects related to the experience of students’ learning and care.

“Rights of the students” and “services to the students” is a central topic in the debate on what should or should not be the third mission of the university, and it is earning considerable attention. The issue focuses on the fact that it is not only to provide allowances for the benefit of the “capable and deserving students without financial resources” but, it is useful for the whole society, as it allows for the expansion of the base where to find intelligence and ability to form the responsible men for future development.

To grasp the complexity of these new phenomena, these new experiences are not enough to know the level of satisfaction perceived by the students, but rather it is important to understand the factors that contribute to creating the conditions for this satisfaction.

This paper wants analyze the main services that the Italian universities offer their students; more specifically, the analysis has concentrated on the detection of the following services and benefits:

- web services, totally dedicated to the students;
- orientation and mentoring;
- regulations for students (with particular attention to the regulations for the training activities and the presence of specific and dedicated regulations);
- job placement and internships services;
- psychological counselling services.

*Web services*

From the census of all universities operating at national level it appears that 100% of the them has a website section devoted entirely to students.

*Orientation and mentoring*

“Orientation and mentoring” is another service of all the universities investigated, except one. However, in 25.37% it turns out to be a page not quite easily visible<sup>4</sup> and even more in 20.63% it is a page for information only and not rich in content.

*Regulations for students*

A good part of the research has focused on the presence or absence of rules and regulations containing provisions related to the student's *status* and all the items related to it. “General Regulations” for students only exist in 3.17% of the cases investigated. In fact, in the vast majority of universities there is the presence of several regulations that are different for matters and behaviors to regulate. Particularly, with reference to this aspect it has been investigated the presence of a specific regulation of the internship and the presence of ‘dedicated’ regulations; it has been observed that for both the observed variables negative values are recorded (only 17.5% of the universities have a regulation of the internship and only 28.6% offer ‘dedicated’ regulations).

*Job placement and internships service*

The data related to the possibility of connection between the university and the world of work are reassuring. In 85.7% of cases there is an office entirely dedicated to placement and internships.

*Psychological counselling services*

Like the placement service, good results appear with reference to the presence of the psychological counselling service, with 57.14% of the responses. Through this kind of service, often overlooked, universities answer a very common need: a sense of inadequacy and fear that so frequently accompanies young students in a delicate and decisive phase of their age. The goal is to guide, encourage, support and develop the potential of the person and her/his quality of life, facilitating active and proactive attitudes and stimulating the strictly personal skills, awareness and resources.

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<sup>4</sup> *Easily visible* and *not easily visible* are expressions that refer to the number of steps you need to go through before getting to the page you want to view.

3.1 *Taxonomy of State Universities for the “Services to the Student Index” (SSI)*

After the revision and aggregation of the information, collected through the navigation on websites and through the recognition of the significance of student services, we have proceeded with the construction of a taxonomy of the 63 state universities (Table 1), listed for the Services to the Student Index (SSI). The index has been developed analyzing the information obtained, indicating for each variable analyzed a maximum score (1) and a minimum score (0) (see Legend to Table 1). Then the value of each variable has been analyzed by comparing the universities involved<sup>5</sup>.

*Table 1 - Taxonomy of 63 state universities: absolute values and average values of the “Services to the Student Index” (SSI).*

	University	SSI	Average index for size
	<b><i>Mega</i></b>		<b><i>6.81</i></b>
1	Università degli Studi di Torino	7	
2	Università degli Studi di Bologna	9	
3	Università degli Studi di Padova	8	
4	Università degli studi di Pisa	5	
5	Università degli Studi di Milano	6	
6	Università degli Studi di Palermo	9	
7	Università degli Studi di Catania	5	
8	Università degli Studi di Bari	6	
9	Università degli Studi di Firenze	7	
10	Università degli Studi di Napoli Federico II	5	

<sup>5</sup> It is noted that, since the nature of this research is entirely discretionary and based on the relativity of what can be learned from the observation and consultation of the websites, the results may be revised at any time, perhaps deciding to add new items to evaluate, or changing modes of interpretation. However, the classification here proposed was drawn from the analysis of the international rankings of universities and especially from the Italian ranking Italian Censis-La Repubblica 2014-2015 (in this regard, please refer to the broader literature about the validity of the indicators used in the construction of the university rankings, the effects that such instruments have on students and their university choices, the role that they play in the charts valuation processes (Clarke, 2002, 2007; Roberts, Thompson, 2007; Stame, 1990, 1998, 2001).

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11	Università degli Studi di Roma La Sapienza	8	<b>6.53</b>
<b><u>Large</u></b>			
1	Politecnico di Milano	6	
2	Politecnico di Torino	6	
3	Università della Calabria	5	
4	Università degli Studi di Pavia	7	
5	Università degli Studi di Verona	7	
6	Università degli Studi di Genova	8	
7	Università degli Studi di Perugia	7	
8	Università degli Studi di Cagliari	7	
9	Università degli Studi dell'Aquila	6	
10	Università degli Studi Milano Bicocca	5	
11	Università degli Studi di Roma Tor Vergata	8	
12	Università degli Studi di Parma	8	
13	Università degli Studi di Salerno	6	
14	Università degli Studi di Messina	5	
15	Università degli Studi di Chieti-Pescara	5	
16	Università degli Studi di Roma 3	8	
17	Seconda Università di Napoli	6	
<b><u>Middle</u></b>			<b>6.29</b>
1	Università degli Studi di Ferrara	8	
2	Università degli Studi di Modena e Reggio Emilia	5	
3	Università degli Studi di Siena	6	
4	Università degli Studi di Cassino	7	
5	Università degli Studi di Reggio Calabria	6	
6	Università degli Studi di Bergamo	6	
7	Università degli Studi di Brescia	5	
8	Università degli studi di Venezia	6	
9	Università degli Studi di Trento	6	
10	Università degli Studi di Udine	7	
11	Università degli Studi di Trieste	5	

12	Università Politecnica delle Marche - Ancona	6	
13	Università degli Studi di Macerata	5	
14	Università degli Studi di Urbino Carlo Bo	8	
15	Università degli Studi di Lecce - Salento	7	
16	Università degli Studi di Foggia	7	
17	Università degli Studi di Sassari	7	
	<b><i>Small</i></b>		
1	Università del Piemonte Orientale Amedeo Avogadro	4	<b><i>5.94</i></b>
2	Università per Stranieri di Siena	5	
3	Università degli Studi della Tuscia	7	
4	Università del Foro Italico	0	
5	Università degli Studi di Napoli L'Orientale	6	
6	Università degli Studi di Napoli Parthenope	8	
7	Università degli Studi del Sannio	7	
8	Università degli studi Magna Græcia di Catanzaro	5	
9	Università degli Studi dell'Insubria	8	
10	IUAU - Istituto Universitario di Architettura di Venezia	7	
11	Libera università di Bolzano	6	
12	Università degli Studi di Camerino	6	
13	Università per Stranieri di Perugia	6	
14	Università degli Studi di Teramo	7	
15	Università degli Studi del Molise	7	
16	Politecnico di Bari	6	
17	Università degli Studi della Basilicata	6	
18	Università della Valle d'Aosta - Université de la Vallée d'Aoste	6	

Source: Our calculation

Legend to Table 1 - Variables that make up the (SSI) (1: ok - 0: ko)

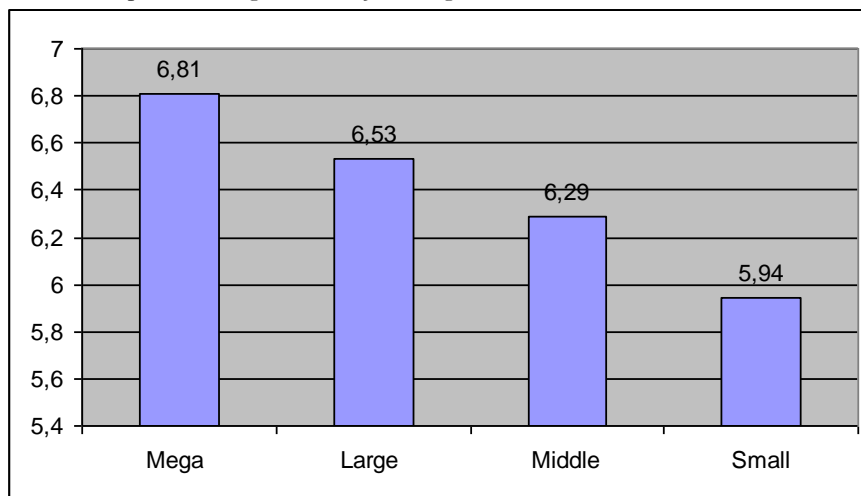
	VISIBLE SECTION	VISIBILITY AND ACCESSIBILITY	ONLY INFORMATION SECTION	DEDICATED OFFICE	MORE REGULATIONS AND NOT ONLY GENERAL RULES FOR STUDENTS	REGULATIONS FOR TRAINING ACTIVITIES	'DEDICATED' REGULATIONS	TOT. MAX
<i>Students' page</i>	1-0							1
<i>Orientation and mentoring</i>	1-0	1-0	1-0					3
<i>Stage and job placement</i>				1-0				1
<i>Number of regulations for students</i>					1-0	1-0	1-0	3
<i>Psychological counselling</i>	1-0							1
<b>SSI</b>	<b>THE SUM OF SCORES OBTAINED BY EACH VARIABLES</b>							<b>9</b>





Reassembling the index values you get the situation that is observed in Chart 1 below. Small universities reach a satisfactory level when compared with the mega and large ones (where some of the largest Italian Polytechnics are included) and even more with the universities of average size, with a gap of just 0.35%. This datum appears rather significant and justifies the greatest possible care to students in academic environments where the meeting with the student population is guaranteed by the micro-relationships of the small size of the spaces.

*Chart 1 - Comparison among universities for average values and dimensions.*



*Source: Our calculation*

At this stage of the work, we have proceeded with a deeper level of analysis to understand the performance of the index in relation to the geographical area of the universities.

By comparing the universities of the North the average index stands at the value of 6.5. In the Center it is recorded instead at 6.12. The South, together with the islands, provides an average value of the index equal to 6.32.

These data - which apparently are comforting and one can see new hope - are however in disharmony with the national situation : every year many students move from the South to attend universities in the North-Center Italy. Many young people, potential future leaders, become resources given away to the places that receive them, also because in most cases, once they do not

reside in the place where they study, even at the end of their studies, they will never go back<sup>6</sup>.

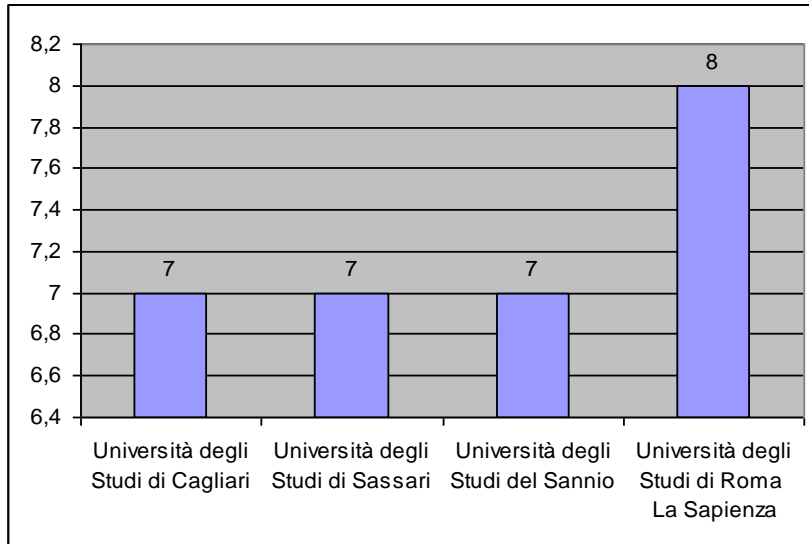
Extrapolating, randomly, from the reference population eight universities we have compared the SSIs, for the average value and for the macro-subdivision (Chart 2 a, b, c). This suggests, contrary to what one might imagine, that the average value of the SSI in the North is lower, 6.5 against 7.25 in the South.

In terms of the presence of a specific regulation for internships and counselling service we note that the activities of psychological counselling for students, except in the case of Verona, are available in all the universities analyzed; instead regulations about internships are available in only three of the eight universities analyzed.

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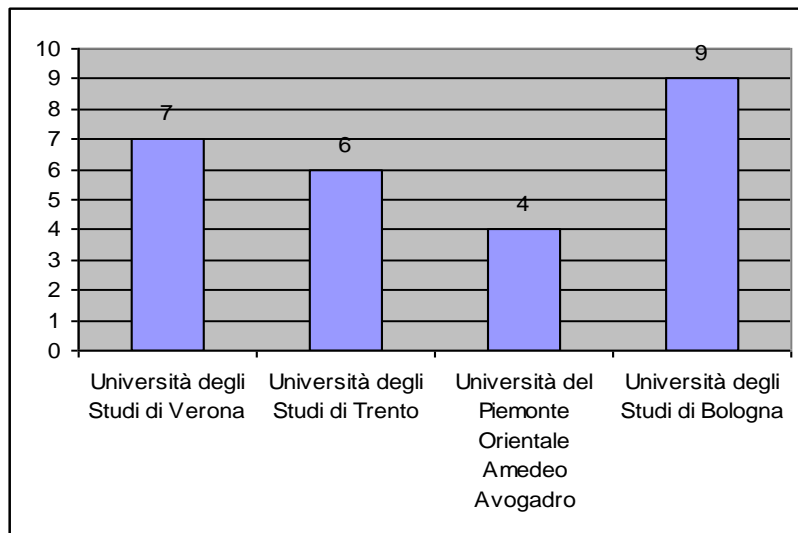
<sup>6</sup> Italian university students show limited geographical mobility: almost 80% enroll in the region of residence. The percentage of registered students who enroll elsewhere is higher in small regions (Valle d'Aosta 72.3% and 69.8% Basilicata) where the educational offer does not cover all subject areas. Results are relatively high even in larger areas and with wider range of courses, such as Calabria (36.9%) and Puglia (33.6%); it follows that, despite the expansion of training, there remains the propensity to attend universities outside the region of established tradition and destination of the students of previous generations. Changing perspective, i.e. considering the phenomenon of the inputs in a region for studying, it is important to report the situation in Emilia Romagna, where a low percentage of residents, who choose to study elsewhere (10.9%), is accompanied by a high proportion of registered students coming from other regions (39.2%). In Umbria, Abruzzo, Marche and Molise both outgoing and ingoing mobilities are high. In Molise, in particular, 53.4% of young residents move to study. The region with the highest percentage of non-resident students is Molise (43.1%), followed by Abruzzo (39.3%) and Emilia Romagna (39.2%). The lowest value is found in Sardegna, with only 1.3% of registered students from other regions (Miur, 2010, *Gli Studenti*, p. 48, available at [http://statistica.miur.it/Data/uic2009\\_2010/capitolo\\_2.pdf](http://statistica.miur.it/Data/uic2009_2010/capitolo_2.pdf)).

Chart 2a - Universities for SSI and macro territorial grouping South



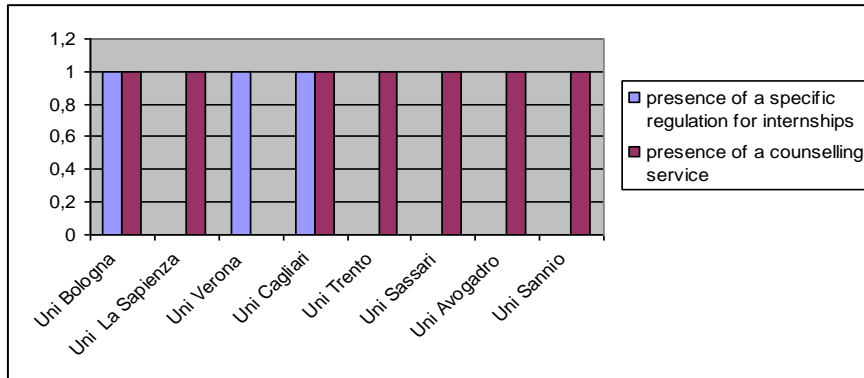
Source: Our calculation

Chart 2b - Universities for SSI and macro territorial grouping North



Source: Our calculation

Chart 2c - Comparison for the presence of special regulation for internships and counselling service



Source: Our calculation

Then the analysis has focused on the comparison (on a sample of universities selected in a totally random way) between SSI and the value of some data provided by *AlmaLaurea* on the employment status of graduates after one / three years after graduation. The aim has been to see whether or not there is a correlation between the value of the services offered to students during their course of study (and therefore the impact of that value on the overall evaluation of the quality of the university) and the implementation of future work.

The indicators chosen for the analysis and presented in Table 2 have covered the post-graduation, employment status, entry into the labour market, the type of improvement noted in the work, the required degree for the purpose of employment and the degree effectiveness for occupational purposes.

Table 2 - Comparison among universities for SSI and employment indicators  
(the decimal numbers written with the comma must be understood expressed with the point: e.g. 15, 3 is 15.3)

UNIVERSITY	SSI	NUMBER OF RESPONDENTS	POST GRADUATE			LABOUR CONDITION			ENTER THE LABOUR MARKET			TYPE IMPROVEMENT OF NOTED IN WORK			REQUEST OF THE DEGREE FOR THE WORK			EFFECTIVENESS OF DEGREE AND SATISFACTION FOR CURRENT JOB			
			Internship	University Master (first level)	Stage	Working and not looking	Not working but looking	Started working after graduation	Time after graduation to finding the first job (medium, in months)	Continuation of the work started before graduation	From the economic point of view	In the tasks performed	In the professional skills	Not required but necessary	Not required but useful	Not required nor useful	Very effective / Effective	Effective enough	Shortly / Nothing effective		
<b>MEGA</b>																					
Università degli Studi di Torino	7	9550	15,3	3,3	20,1	54,1	23,1	22,8	40,8	1,1	43,1	14,4	10	47,5	14	35,1	22,9	46,8	25,6	27,6	
Università degli Studi di Bologna	9	12725	12	3,3	19,6	47,4	29	23,6	48,9	1,1	35,5	13,1	8	55,4	15,7	38,4	25,1	42	28,1	29,9	
Università degli Studi di Padova	8	10576	13,3	2,6	18,2	52,4	29,1	18,5	44,8	1	39,7	9,8	8,6	62,9	13,5	35,8	24,8	44,7	25,6	29,7	
Università degli Studi di Pisa	5																				
Università degli Studi di Milano	6																				
Università degli Studi di Palermo	9																				
Università degli Studi di Catania	5	6196	18,1	3	13,4	55,6	25,2	39,2	47,1	1,2	40,7	10,3	6,7	61,4	13,2	40,8	24,5	41,3	28	30,8	
Università degli Studi di Bari	6	6194	19,8	5	15,2	39,7	22,9	37,4	47,3	1	38,8	12,3	9,9	53,6	11,8	32,8	23,5	48,7	22,3	29,1	

Università degli Studi di Firenze	7	7484	14,1	3,3	15,9	50,4	25,2	24,5	40,8	1,2	42,8	13,3	7,8	49,9	13,2	33	24,5	48,3	23,2	28,3
Università degli Studi di Napoli Federico II	5	10611	19,1	3,3	16,2	32,3	30,1	37,7	48,8	1	36	13,2	11,6	54,3	14,5	32,3	25,6	44	23,9	32,1
Università degli Studi di Roma La Sapienza	8	16076	14,9	3,8	17,5	43,4	26,9	29,7	45,1	1,2	39,1	15,6	10,5	56,3	13,9	35	27,6	40,7	26	33,3
<b>LARGE</b>																				
Politecnico di Milano																				
Politecnico di Torino																				
Università della Calabria	5	3898	14	2,2	14,8	30,4	27,1	42,5	59,41,1	27,6	12,5	15,9	50	15,5	34,3	25	43,8	24,7	31,5	27,6
Università degli Studi di Pavia	7																			
Università degli Studi di Verona	7	3771	9,9	3	17,7	60,8	21,7	17,5	43,3	0,9	40,5	12,7	11,3	54,4	42,2	37,1	20,5	11,8	38,3	21,4
Università degli Studi di Genova	8	5129	13,2	3,3	19,8	52,3	26,5	21,2	46	1	37,9	13,3	14,4	55,5	13	33,5	23	49,2	24	26,8
Università degli Studi di Perugia	7	4051	14,6	2,7	19,1	48,2	29,2	22,6	49,8	1,1	34	15,3	7,4	59,6	15,6	36,1	23,8	43,1	28,2	28,7
Università degli Studi di Cagliari	7	3710	15,9	3	16,5	36,1	29,5	34,4	48,4	1,3	39,6	9,5	7	67,1	10,8	34,8	24	47,9	22,9	29,2
Università degli Studi dell'Aquila	6	2316	14,6	4,7	13,9	43,8	25,6	30,7	42,2	3,6	43,1	8,8	11,8	61,8	12,7	30,3	23	51,8	21,3	26,9
Università degli Studi Milano Bicocca																				
Università degli Studi di Roma Tor Vergata	8	4437	12,1	4,2	17,2	50,8	23,2	26	43,1	0,9	42,8	12,8	12,2	53,9	14,3	32,7	21	50	23,7	26,2

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Università degli Studi di Parma	8	4371	14,6	2,7	19,1	48,2	29,2	22,3	49,8	1,1	34	15,3	7,4	59,6	15,6	36,1	23,8	43,1	28,2	28,7
Università degli Studi di Salerno	6	3715	15,9	2,8	14,6	34,2	27,5	38,3	51,1	1	36,5	14,9	7,5	53,7	15	37,3	34,2	44,5	26,9	28,6
Università degli Studi di Messina	5	3853	18,7	6	13	32,3	22	45,8	50,4	1,1	39,3	8,1	14,2	58,8	11,3	34,2	20,4	51,6	21,7	26,7
Università degli Studi di Chieti-Pescara	5	4006	19,7	4,6	12,7	39	25,9	35,1	43,1	1,3	44	12,8	7,1	63	10,9	34,9	22,8	47,8	23,8	28,4
Università degli Studi di Roma 3	8	4426	12,8	3,6	18,1	48,1	26,8	25,1	34,3	1,1	50,7	10,5	7,3	64,3	16,5	37,6	29,8	38	27,3	34,7
Seconda Università di Napoli	6	3765	27	3,8	12,8	34,6	24,8	40,6	46,4	1,3	41,9	10,6	11,3	60,6	9,8	32,8	20,8	51,3	20,4	28,3
<b>MIDDLE</b>																				
Università degli Studi di Ferrara	8	2368	14,8	3,1	18,2	49,6	26,6	23,8	49,6	1,1	34,8	12,7	9,7	57,5	14,8	31,2	22,2	51,3	22,7	26
Università degli Studi di Modena e Reggio Emilia	5	3029	10,1	2,9	21	57,2	25,2	17,6	49,7	1	34,6	14,4	8,8	48,4	16,8	37,7	17,9	51,3	27,3	21,4
Università degli Studi di Siena	6	2577	15,7	3,4	17,3	40,3	26,9	29,8	50,4	1	37,2	12,4	8	60,2	13,4	33,2	26,2	43,1	25,7	31,2
Università degli Studi di Cassino	7	1312	12,8	2,7	12,3	37,5	23,2	39,3	34,6	0,7	52,8	8,9	7,6	57	12,4	42,1	29,1	36,8	29	34
Università degli Studi di Reggio Calabria	6	849	28,5	1,4	14,4	26,4	24,4	49,2	43,8	1	44,6	11,4	14,3	62,9	12,9	39,7	21,4	46,6	24,7	28,8
Università degli Studi di Bergamo	6																			
Università degli Studi di Brescia	5																			
Università degli studi di Venezia	6	3157	5,7	3,2	24,8	52,2	26,5	21,3	39,3	0,9	42,2	16,7	8,3	55,8	15,5	45,3	31,9	28,2	33	38,8

Università degli Studi di Trento	6	2532	13,2	2,3	17,7	48,8	33,5	17,7	47,9	1,1	36,6	12,9	7,3	54	17,4	43,6	27,9	35,1	35,6	29,3
Università degli Studi di Udine	7	2884	9	2,7	18,8	53,1	26,5	20,3	49,6	0,9	35,8	16,4	8,2	53	15,8	39,2	22,7	44,4	28,6	27
Università degli Studi di Trieste	5	2930	11,6	3,1	17,8	48,1	31,1	20,9	47,4	1,1	37,6	15,4	8,4	56,6	16,6	35,5	23,6	45,5	27,3	27,2
Università Politecnica delle Marche - Ancona	6	2806	11,7	2,4	21,3	42,2	32,1	25,6	56,5	1,1	30	9,2	13,3	54,1	17,3	31,3	22,2	49,3	25,2	25,6
Università degli Studi di Macerata	5	1434	11,9	4,3	13,5	52,9	21,8	25,3	36,2	1	47	9	5,7	61,5	10,4	38,2	22,7	49,3	24	26,8
Università degli Studi di Urbino Carlo Bo	8	216	14,7	3,7	17,2	52	22,3	25,7	37,4	1,1	49,6	7	7	60,4	14	41,4	23,4	42,5	28,8	28,8
Università degli Studi di Lecce - Salento	7	2955	14,2	2,8	13,4	31,1	29,3	39,6	39,9	1,1	48,2	6,3	12,6	57,5	11,4	44,3	29,8	34,8	28,1	37,2
Università degli Studi di Foggia	7	1172	17	5,5	13,4	37	19,5	43,5	44,5	1,1	43,3	8,8	7,4	69,1	10,8	34,6	17,7	58	20,2	21,8
Università degli Studi di Sassari	7	1798	12,8	3,8	13,9	43,2	21,9	34,9	40,6	1,2	48,1	3,8	6,7	74	10,1	33,1	21,4	51,7	22,2	26,1
<b>SMALL</b>																				
Università del Piemonte Orientale Amedeo Avogadro	4	1237	11,2	2,9	16,7	53,4	24	22,6	55,5	3,2	29,8	19,7	9,8	39,3	10,6	30,3	14,8	58,5	22,9	18,6
Università per Stranieri di Siena	5	90	6,7	6,7	13,3	47,8	21,1	31,1	37,2	0,5	39,5	nd	16,7	66,7	9,3	48,8	32,6	45	20	35
Università degli Studi della Tuscia	7	828	7,5	21,9	12,2	44,2	24,4	31,4	33,3	3,6	56,3	5,3	12,3	63,2	11,2	49,2	30,1	30,4	31,6	38
Università del Foro Italico																				



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Università degli Studi di Napoli L'Orientale	6	1379	3,3	3,1	15,2	35,2	20,2	44,5	47,7	3,6	35,2	16,7	10	53,3	13,4	42	36,8	26,8	29,7	43,5
Università degli Studi di Napoli Parthenope	8	1783	21,8	3,3	13,9	39,8	18,4	41,8	31,2	0,9	54,7	8,2	10,2	60,2	12	45,3	31	32,6	30,7	36,6
Università degli Studi del Sannio	7	714	25,1	2	16,4	27,3	32,6	40,1	46,7	3,4	41	15,8	26,3	42,1	15,4	33,8	27,7	37,6	29,1	33,3
Università degli studi Magna Gracia di Catanzaro	5	1059	26,8	6,1	11,6	32,9	17,8	49,4	55,2	1,1	32,8	4,9	12,2	61	5,7	23,9	21,8	57,9	14,7	27,4
Università degli Studi dell'Insubria	8	1438	12,7	2,9	20,3	58,3	22,7	19	47,5	2,8	35,4	13,2	12,3	52,8	13,2	35,9	19,6	51	35,5	23,5
IUAV - Istituto Universitario di Architettura di Venezia	7	1721	6,1	2,3	29,9	44,3	32,1	23,6	49	3,9	36,8	3,1	13,8	66,2	16,1	34,6	28,8	44,1	22,7	33,2
Libera università di Bolzano																				
Università degli Studi di Camerino	6	876	17,1	1,6	22,7	43,3	30,4	26,4	48,5	3	39,1	4,5	15,9	68,2	10	32,5	23,5	54,2	18	27,8
Università per Stranieri di Perugia	6	249	5,6	3,2	17,7	50,6	17,3	32,1	30,2	1	55,6	8,3	16,7	54,2	11,1	60,3	24,6	27,4	38,7	33,9
Università degli Studi di Teramo	7	808	25,9	2,8	17	42,5	20,4	37,1	28,3	3,4	56,9	8,2	14,3	51	12,2	49,3	27,4	27,6	35,4	39,6
Università degli Studi del Molise	7	983	13,2	2,6	12,8	39	19,4	41,6	38,6	3,5	52,2	11,7	15	60	11	42	24,5	44,3	27,5	28,3
Politecnico di Bari																				
Università degli Studi della Basilicata	6	793	6,3	5	13,4	28,9	29,8	41,4	42,4	3,8	44,1			67,7	13,1	39,7	19,7	45	29,7	25,2
Università della Valle	6	137	16,8	6,6	7,3	66,4	13,9	19,7	18,7	0,8	67	7,7		65,4	3,3	49,5	20,9	41,6	34,8	23,6

d'Aosta - Université de la Vallée d'Aoste																			
<b>TOTAL AVERAGE AlmaLaurea universities surveyed</b>	176974	15,3	3,3	20,1	54,1	23,1	22,8	40,8	1,1	43,1	14,4	10	47,5	14	35,1	22,9	46,8	25,6	27,6
LEGEND	not available																		

Source: Our calculation by AlmaLaurea data – (XVI 2014 Research, “Graduates’ Labour Condition”)

What appears in general is rather reassuring. For the graduate, the main choice is for the internship or the apprenticeship and / or apprenticeship. The employment status, despite what you might imagine, puts into evidence very positive signs: the 54.1% has a job; the remainder is divided between those who do not work but try and those who do not work and are not looking for a job. As for the time of entry into the labour market data are quite leveled between before and after the achievement of the qualification. Interesting, then, are the data on the type of improvement noted in the work thanks to the degree: the economic impact is not more important but rather the ability to implement and enhance professional skills. Finally, although not required, the possession of a degree in the search for a job appears to be in most cases always very useful and effective in terms of job satisfaction.

For methodological simplification, from the reference population, eight universities have been extracted; they meet the requirement of belonging to the North rather than the South and we have proceeded with a comparison of the data within the category of geographic location, as seen from Table 3 below.

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*Table 3 – Selection of eight universities and comparison of the data within the category of geographic location  
 (the decimal numbers written with the comma must be understood expressed with the point: e.g. 15, 3 is 15.3)*

UNIVERSITY	SS I	NUMBER OF RESPONDENTS	POST GRADUATE			LABOUR CONDITION			ENTER THE LABOUR MARKET			TYPE IMPROVEMENT OF NOTED IN WORK			REQUEST OF THE DEGREE FOR THE WORK			EFFECTIVENESS OF DEGREE AND SATISFACTION FOR CURRENT JOB			
			Internship	University Master (first level)	Stage	Working and not looking	Not working but looking	Started working after graduation	Time after graduation to finding the first job (medium, in months)	Continuation of the work started before graduation	From the economic point of view	In the tasks performed	In the professional skills	Not required but necessary	Not required but useful	Not required nor useful	Very effective / Effective	Effective enough	Shortly / Nothing effective		
<b>MEGA</b>																					
Università degli Studi di Bologna	9	12725	12	3,3	19,6	47,4	29	23,6	48,9	1,1	35,5	13,1	8	55,4	15,7	38,4	25,1	42	28,1	29,9	
Università degli Studi di Roma La Sapienza	8	16076	14,9	3,8	17,5	43,4	26,9	29,7	45,1	1,2	39,1	15,6	10,5	56,3	13,9	35	27,6	40,7	26	33,3	
<b>LARGE</b>																					
Università degli Studi di Verona	7	3771	9,9	3	17,7	60,8	21,7	17,5	43,3	0,9	40,5	12,7	11,3	54,4	42,2	37,1	20,5	11,8	38,3	21,4	
Università degli Studi di Cagliari	7	3710	15,9	3	16,5	36,1	29,5	34,4	48,4	1,3	39,6	9,5	7	67,1	10,8	34,8	24	47,9	22,9	29,2	
<b>MIDDLE</b>																					
Università degli Studi di Trento	6	2532	13,2	2,3	17,7	48,8	33,5	17,7	47,9	1,1	36,6	12,9	7,3	54	17,4	43,6	27,9	35,1	35,6	29,3	
Università degli Studi di Sassari	7	1798	12,8	3,8	13,9	43,2	21,9	34,9	40,6	1,2	48,1	3,8	6,7	74	10,1	33,1	21,4	51,7	22,2	26,1	
<b>SMALL</b>																					

Università del Piemonte Orientale Amedeo Avogadro	4	1237	11,2	2,9	16,7	53,4	24	22,6	55,5	3,2	29,8	19,7	9,8	39,3	10,6	30,3	14,8	58,5	22,9	18,6
Università degli Studi del Sannio	7	714	25,1	2	16,4	27,3	32,6	40,1	46,7	3,4	41	15,8	26,3	42,1	15,4	33,8	27,7	37,6	29,1	33,3
<b>TOTAL AVAREGES Universities</b>			<b>14,38</b>	<b>3,01</b>	<b>17</b>	<b>45,05</b>	<b>27,39</b>	<b>27,56</b>	<b>47,05</b>	<b>1,68</b>	<b>38,78</b>	<b>12,89</b>	<b>10,86</b>	<b>55,33</b>	<b>17,01</b>	<b>35,76</b>	<b>23,63</b>	<b>40,66</b>	<b>28,14</b>	<b>27,64</b>

Source: Our calculation by AlmaLaurea data – (XVI 2014 Research, “Graduates’ Labour Condition”)

The result that is observed from the comparison of the data in the table shows a worse situation for the universities of the South, regardless the size category. This statement can be translated as follows:

- greater tendency to postgraduate education (especially in reference to training activities);
- worst employment situation since the lower the percentage of graduates who work, the higher the number of those not working although looking for a job;
- the latter data are not entirely confirmed in the next one, since the timing of entry into the world of work gives quite similar results;
- the type of improvement noted consists in the tendency for the universities in the South not to notice an improvement from the economic point of view; in terms of their job and the skills acquired, the situation is standard for each university analyzed;
- as regards the weight of graduation for occupational and effectiveness shown by the study qualification, the data (except for some substantial difference) seem aligned to a “neutral” attitude or indifference.

### **Concluding remarks**

This empirical analysis shows a rather clear situation. The Italian university system seems to have to find the strength to engage, even at a critical stage, to grant growing awareness of the importance of student services and the responsibility of the university partners in providing quality services tending upwards (not easy to find justifications of economic shortcomings, because this does not always justify the poor quality of some services). Looking for and trying to find justification referring to the autonomy of universities will not bring any good, least of all to those locations that may claim such a mistaken autonomy. Possibly students are not the backbone of the entire university construction, because there are teachers, researchers, technicians, employees who are equally important; but without the students the entire building has no mission.

Just as it is true that without the requirement to provide good services to support educational choice, to overcome barriers to education and integration in the professional world, students will abandon (and are already doing that) a path to choose other landings (legally permitted, but much easier to reach).

However, research has shown that there is a good correlation between the success of the placement service and the territorial belonging of the universities; in other words, the success of the placement is directly related to the quality of the land where each university is located (do not ignore the differences of success that can be attributed almost exclusively to the

professional profiles with which you have graduates: in a nutshell, engineers, economists, doctors, etc., as compared to other professions that have not the same popularity).

Finally, the current state of orientation services say that it is no longer extended the construction of a network (at least at regional level), to provide services in common or services qualitatively homogeneous as for standard. In this case, the idea of competition among universities and among different degree programs (which, unfortunately, still stand, despite everything), should be completely abandoned in favour of a high view of the training mission, which considers the raising of the overall quality of the entire university system as the only way to increase the legitimacy of higher education. The advantages would be for everyone involved: from families to students, teachers, technical-administrative employees, from governments to businesses.

Perhaps this is the only way that would make all the social stakeholders more responsible, freer, and more dignified.

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