



Palautteesta tekoihin

From feedback to actions

26.3.2026



Programme today

- **Opening words**, Sara Taskila ja Henna Raekorpi, LTKY
- **OLS survey 2026 results and discussion**, Sara Taskila ja Henna Raekorpi, LTKY
- **Most interesting findings in other surveys**
 - BSc and MSc Graduate surveys 2025, Annikka Nurkka
 - Career monitoring survey, Elina Hannikainen-Himanen
 - Course feedback, Annikka Nurkka
- **Awarding the best teacher of the year 2025**, Vice-Rector Jaana Sandström
- **Closing remarks**, Sara Taskila

Teaching Quality Survey 2026

Results and discussion
From Feedback To Actions 26.3.2026

Overview of respondents

770 answers

Nationalities

605 Finnish

48 EU or ETA-area

119 Other

Campus

Lappeenranta 76%

Lahti 17%

Distance 4%

Mikkeli 1%

Kouvola 2%

Starting year of studies

2019 and before 4%

2020 - 2021 15%

2022 - 2023 28%

2024 23%

2025 29%

2026 1%

Program

Bachelor 45%

Masters 46%

DD-Bachelors 5%

DD- or TD-Masters 1%

Highway 1%

Other* 2%

* Mainly doctoral students

Well-being

More struggles than last year

- Students report more worries about mental health and financial situation than last year
→ affect both well-being and studying
- Especially the situation of international students raises concerns

- Students are affected greatly by what happens in the world:
 - Political crises
 - Financial situation and lack of career opportunities
 - What happens in home countries

“For foreign students, the situation regarding finding relevant opportunities—either academic or industrial opportunities—has been disappointing and worrying.”

“It is very different from the advertisements and expectations presented by the university when we decided to enroll.”

“Minulla on yli 4 keskiarvo, hyvä CV jne. mutta en silti ole varma, että työllistyn. Tuet poistetaan, velkaa otetaan ja työttömäksi joutuminen ei ole hirveän kiva ajatus.”

International students

- International students continue to do remarkably worse than Finnish students
 - especially vulnerable to global crises and financial struggles
- International students report even more difficulties than previous years with e.g. financial issues, mental health, sleep and working:
 - 62 % : financial difficulties have worsened their well-being
 - 60 % : mental health issues have worsened their well-being
 - 51 % : loneliness has worsened their well-being

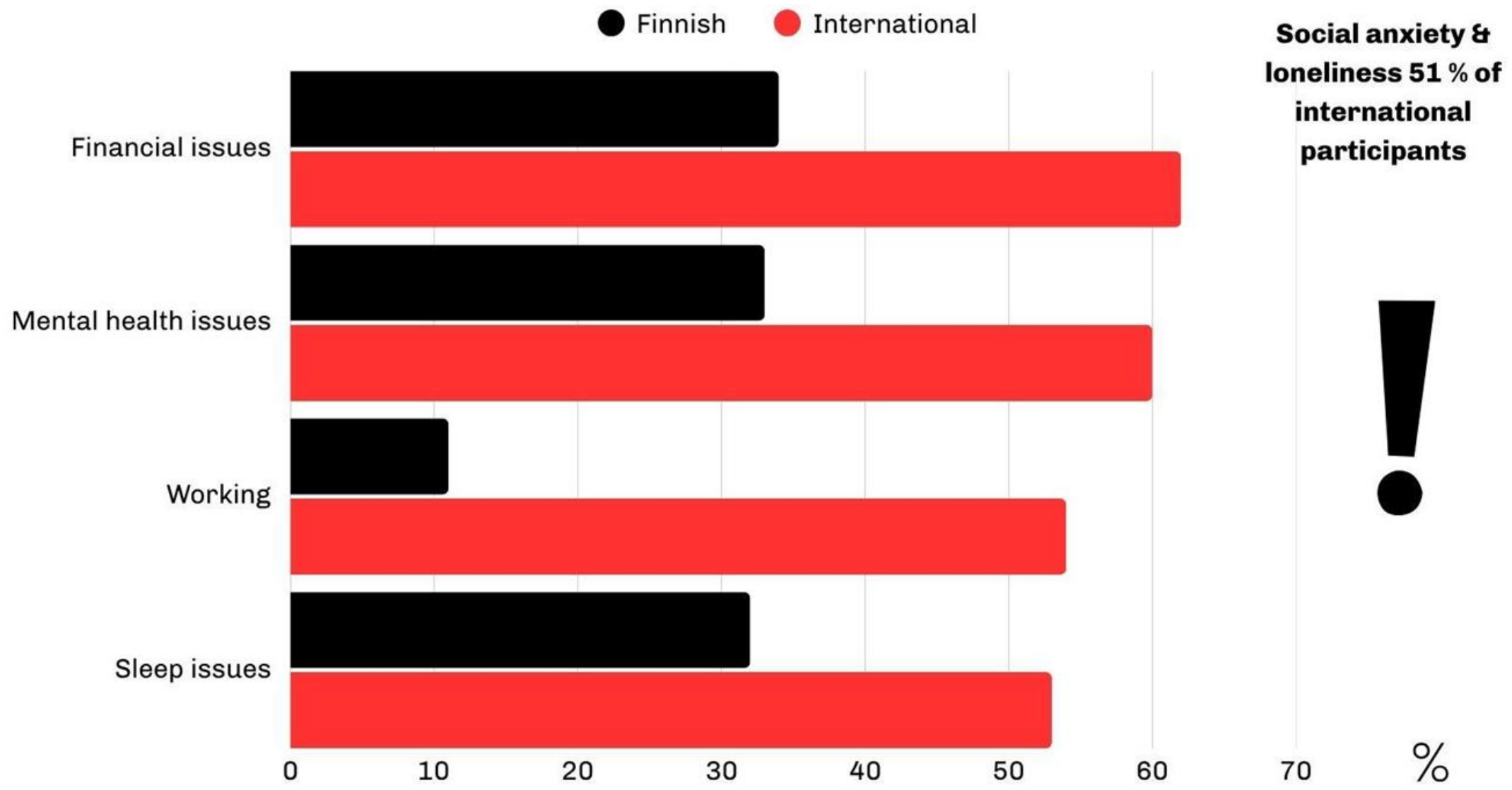
Worries about mental health are growing again
32 % worried often or all the time

vs. 2025: 25 %

2024: 27 %

2023: 49 % (after Covid)

Have any of these factors diminished your wellbeing?



Repeatedly mentioned:

Stress (+100 mentions), anxiety (+60 mentions), issues with coping, worry about employment, worry about finances,

Jaksamisen kanssa on ollut haasteita, maailmantilanne ja työttömyystilanne sekä sen myötä rahatilanne stressaa suuresti, koska valmistun kuluvan vuoden aikana enkä ole saanut töitä hakemisesta huolimatta.

Mitä jos en saakaan gradua valmiiksi? Miksi gradun aiheen keksiminen oli minulle niin vaikeaa? Muiden gradujen otsikoita kun lukee niin miksi minä en keksinyt tuollaisia aiheita?

Whenever I see I have lot of assignments I feel stress, when I'm not able to understand or not able to express myself I feel not good.

What supports well-being and studying

Every year students mention similar things: e.g., good routines, friends and family members, guild activities, MOVEO/sports, sleep, good food, hobbies, FSHS.

“Studying with other people and attending in person classes are the best way for me to stay productive.”

“Another great place is the community space in the Lappeenranta campus.”

“I would say my well-being is much more supported by the Finnish family I met through program at university.”

“My well-being has been supported by a clear course structure, reasonable deadlines, and supportive teachers.”

Students' wishes

“Keep doing well-being-related events” → for example well-being week, webinars

“More structure and rhythm to studies, more human contact.”

“More intercultural integration”

“More opportunities for in-person interaction”

“Peer support for older students who might already have family etc.”

Quality of studies and teaching

Studies - Positive influences (moderate or major)

Have the following factors affected the progress of your studies?
(1 = major negative influence, 5 = major positive influence)

Summer courses - 63 %

Independently completed courses - 57 %

Electronic exams

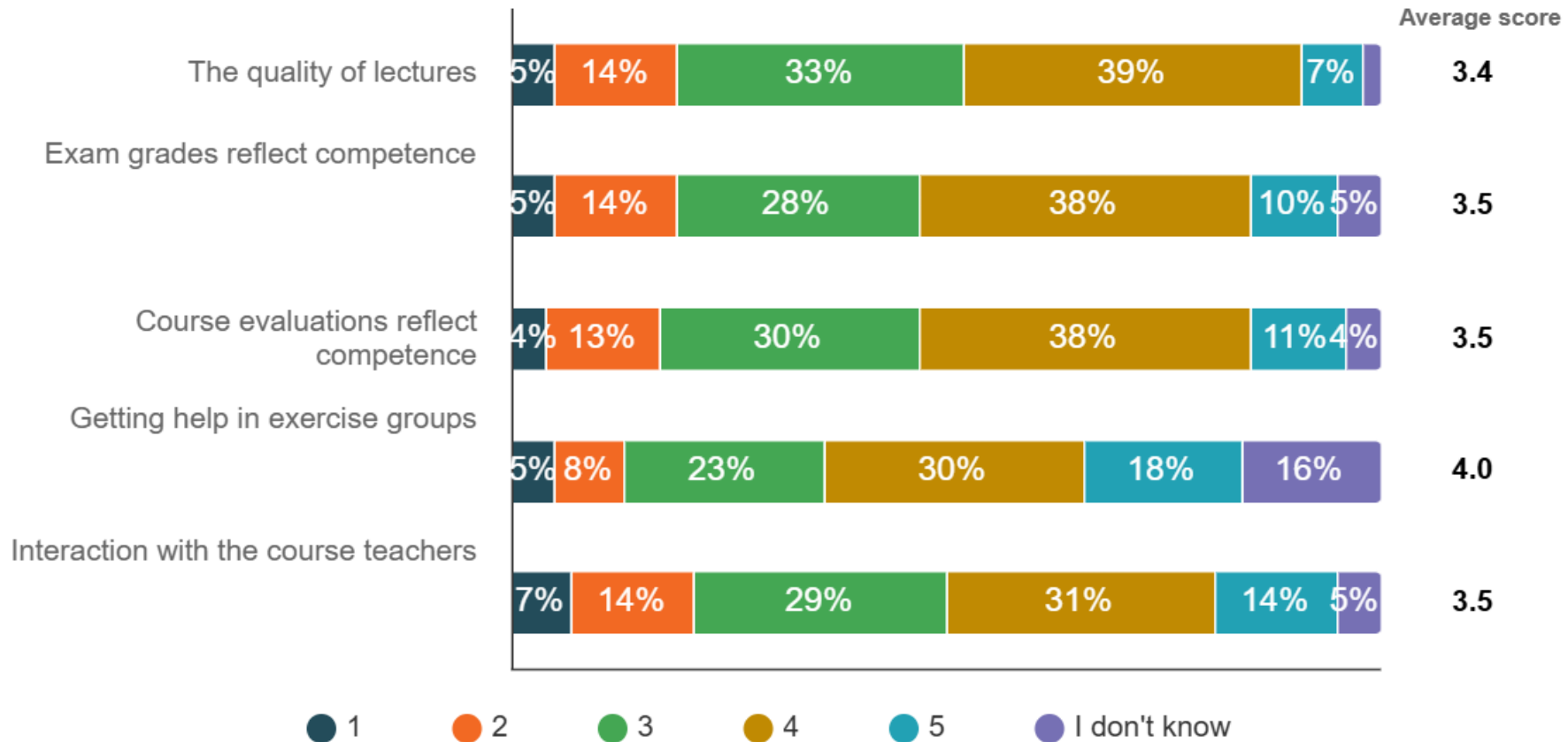
- at your local campus - 66 %

- at another campus - 55 %

Hybrid teaching 56 %

“I don’t know” answers have been removed from percentages

Studies - Quality of studies at LUT (1 Very poor, 5 Excellent)



All quality indicators are on the positive side (> 3.0), but the quality of lectures seems to need the most improvement.

Studies - Negative influences

Difficulties with learning 42 %

Employment 39 %

Sleep issues 39 %

Phone or computer use 37 %

Mental health issues 36 %

Worries related to money 30 %

Social anxiety 28 %

Studies - Negative influences (1 not at all, 5 large amount)

Teachers' lack of guidance and teaching skills = 3.1

The inflexibility of assessment methods = 2.7

Teacher's lack of language skills = 2.5

The inadequacy of study materials = 2.5

Teaching language being a foreign language = 2.4

Notable: Results regarding language issues differ between Finnish and international students. Finnish students experienced more negative influences from language related issues than international students.

Group work - too much, badly organized and mentally taxing

- Mentioned repeatedly
 - Too many courses have group work
 - This is a problem especially when multiple courses in the same period require group work
 - Makes studying more difficult in many ways
 - They make it more difficult to achieve good grades
 - Time goes to non-topic related work, like scheduling
 - “Vapaamatkustajat”, group members don’t put the same amount of effort
- + Also mentioned in the wellbeing section as a cause of stress

Two-tier system

- Slows down studies and reduces flexibility
- Courses that can be done only once a year make it even more difficult to move forward in studies
- Affected students end up wasting time and graduating later than intended

Studies - Comments

“Haluaisin käydä lähes kaikki kandiopinnot 2 vuoteen ja pari kurssia jää 3 vuodelle. Kaksiportaisuuden takia en pysty aloittamaan maisterikursseja kunnolla ja oma aikataulu menee ihan sekaisin”

“Kun en päässyt tekemään maisteriopintoja ja tuet loppui kesken, joutui menemään töihin, opiskeluajan ja -jaksamisen kustannuksella. Ymmärrän et kaksiportaisuus on tarkoitettu motivoivaksi ajatukseksi, mutta kouralliselle joka vuosi se aiheuttaa MERKITTÄVÄÄ haittaa.”

“Kaksiportaisuus on ratkaisevasti venyttänyt opintojani ja herättää murheita toimeentulon suhteen.”

Studies - Differences between international and Finnish students

Differences were noted in couple of study related questions.

| Evaluate the claim | Finnish student average | International student average |
|---|-------------------------|-------------------------------|
| My studies feel inspiring | 3.5 | 3.2 |
| My daily rhythm is good | 3.4 | 2.8 ! |
| I set high goals for myself | 3.7 | 4.1 |
| I am able to have breaks during the day | 4.0 | 3.6 |
| I have enough free-time | 3.3 | 3.0 |
| (1 = completely disagree, 5 = completely agree) | | |

Studies - Differences between international and Finnish students

Differences were noted in couple of study related questions.

| Does this slow down your studies? | Finnish student average | International student average |
|-----------------------------------|-------------------------|-------------------------------|
| Inflexibility of assessment | 2.8 | 2.5 |
| Overlap of lectures | 2.1 | 2.8 |
| Insufficient time on exams | 1.7 | 2.0 |
| (1 = not at all, 5 = yes) | | |

| Positive or negative influence? | Finnish student average | International student average |
|--|-------------------------|-------------------------------|
| Two-tier system | 2.4 | 2.7 |
| Exchange (if you have been) | 3.3 | 2.4 |
| Distance learning | 3.4 | 3.1 |
| On-campus learning | 3.2 | 3.6 |
| (1 = negative influence, 5 = positive influence) | | |

Studies - Differences between international and Finnish students

Differences were noted in couple of study related questions.

| Evaluate the realization of factors | Finnish student average | International student average |
|-------------------------------------|-------------------------|-------------------------------|
| The quality of lectures | 3.4 | 3.1 |
| Getting help in exercise groups | 4.1 | 3.5 |
| (1 = very poor, 5 = excellent) | | |

!

| Reflect on study culture | Finnish student average | International student average |
|---|-------------------------|-------------------------------|
| There is no competition between students | 3.6 | 3.3 |
| I find volunteering student activities useful | 3.9 | 3.6 |
| I know about LTKY's feedback channel | 3.0 | 3.5 |
| (1 = completely disagree, 5 = completely agree) | | |

Differences between campuses were noted.

- Lahti students reported more negative impacts on health and studies from working alongside studies
 - Working alongside studies was more common in Lahti than in Lappeenranta (58 % > 42 % of students working)
- Lahti students experienced more positive impacts from distance learning than Lappeenranta students (3.6 > 3.2)
- Worries regarding mental health and feelings of loneliness were more common with Lahti students
- Lahti students rated the help they get in exercise groups lower than Lappeenranta students (3.6 > 4.1)



In further analysis of results, we must look at how the different ratios of Finnish and international students on campuses possibly affect the results.

- Many differences found between campuses correlate with the differences between Finnish and international students

Hybrid learning was the most popular option overall.

Popularity of distance and on-campus learning differs between international and Finnish students.

Some students ask for more flexibility through distance learning, while others want a tighter community through on-campus learning.

Correct marketing of degrees is important, so people know what is expected of them.

Distance, on-campus and hybrid learning

“Juttelin paljon vaihto-oppilaiden kanssa, jotka olivat hyvin yksinäisiä eivätkä he olleet olleet tietoisia, ettei koulussa olekkaan lähiopetusta laisinkaan. Minä sentäs pystyin muuttamaan takaisin kotiseuduille, mutta jokainen vaihto-oppilas johon tutustuin kärsi vahvasti yksinäisyydestä.”

“Toivoisin enemmän ryhmäytymistä ja kollektiivisuutta monimuoto-opintojen tueksi.”

“Itse petyin lähiopetuksen vähäiseen määrään, ja siihen että kuvittelemani yhteisöllisyys olikin todellisuudessa kotona tietokoneen ääressä yksin istumista tai teams-nimikirjainpalleroiden kanssa keskustelua.”

“I mostly experienced loneliness when classes were remote and social activities slowed down. Without regular in-person contact, it was harder to connect with people, and I sometimes felt more isolated”

Studies - Artificial Intelligence

How often do you use artificial intelligence for the following purposes?

1 = Never, 5 = On every course

Most common usages

Understanding and learning topics 3.6

Finding and collecting information 3.3

Brainstorming and planning 3.3

Checking text and grammar 3.2

22 % use AI for translating text on almost every course or more (2.7)

20 % use AI for solving assignments on almost every course or more (2.5)

16 % use AI for producing text on almost every course or more (2.2)

Studies - Artificial Intelligence

Why do you use artificial intelligence?

Most common reasons

It helps my own thinking - 71 %

I want to save time - 47 %

It is more convenient - 41 %

The teaching materials are
inadequate - 36 %

Assignments are too
difficult - 18 %

I don't have time to do
course assignments - 12 %

Other reason - 15 %

Notable: International students show higher amounts of AI usage in all the listed ways of usage.

Studies - Artificial Intelligence

Comments from those who frequently use AI to produce text and/or solving assignments

“Pitää miettiä että käyttääkö 10 tuntia tiedon etsimiseen netistä vai kysyykö tekoälyltä”

“Sitä ei kannata lähteä kieltämään opinnoissa, koska lähes kaikki käyttävät sitä luvatta tai luvan kanssa.”

“Mielestäni olisi järjetöntä olla käyttämättä.”

“AI makes everything easier and shorter and while its standing there , when people dont use it it feels like im wasting my time while i cant make it shorter with AI.”

Actions

- International students are struggling - assess how to meet their needs and market support services effectively
 - Teachers' guidance and teaching skills must be improved
- Guidelines regarding group work assignments should be made and options to group work must be considered
 - Exercise groups must be improved for Lahti students and international students
- The changes recently made to the two-tier system must be monitored to make sure that the problems do not continue

We will continue looking at the data to find more details about things influencing well-being and studies.

SOME FINDINGS @ BSC AND MSC GRADUATE SURVEYS 2025

Bachelor's graduate survey in cooperation with Ministry of Education and Culture

Master's graduate surveys in cooperation with Suomen Ekonomit and TEK

Contact annikka.nurkka@lut.fi

Response rates in 2025

- BSc graduate survey: 97%
- MSc graduate surveys: ~87%

BSC GRADUATE SURVEY 2025: FUNDING MODEL QUESTIONS

➤ The LUT's total average is on positive trend (scale 1-5)

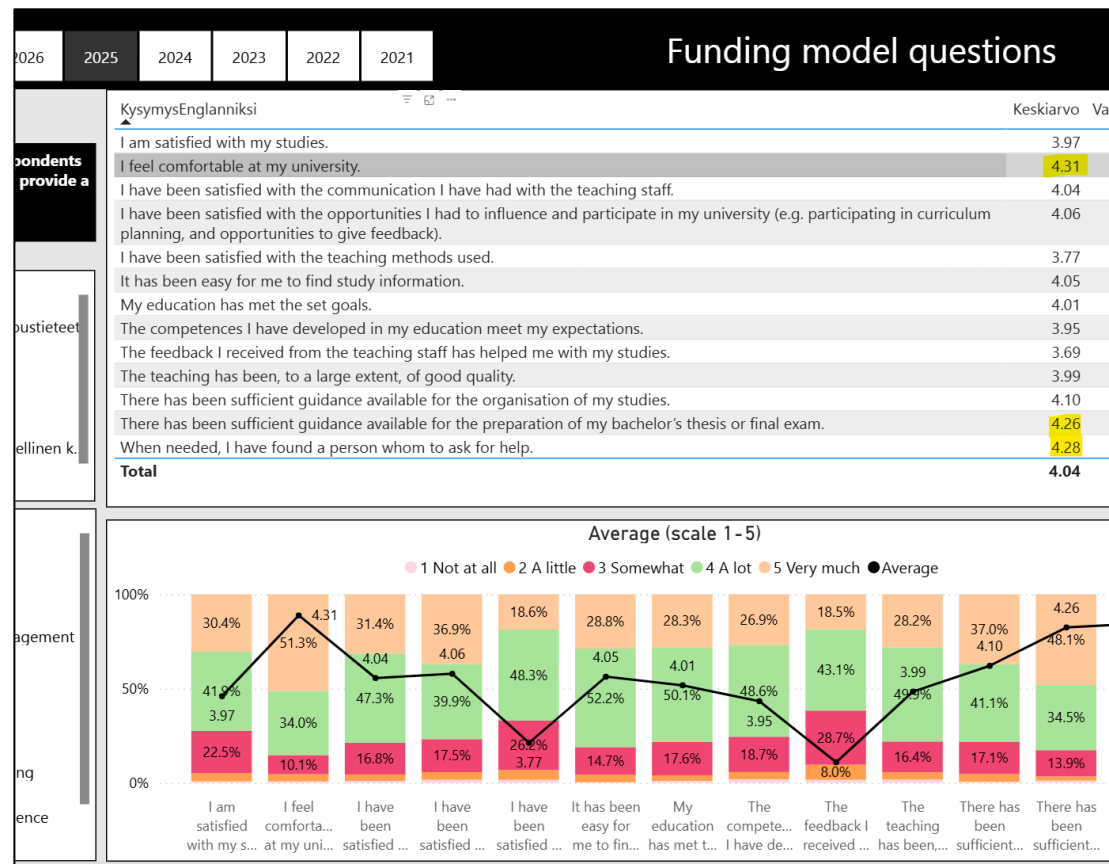
- 2024: 4.02
- 2025: 4.04

➤ Strengths of LUT

- Student well-being: 4.31
- People helping students: 4.28
- BSc Thesis supervision: 4.26

➤ Lowest assessment (not very low though)

- Feedback from teachers: 3.96
- Teaching methods: 3.77



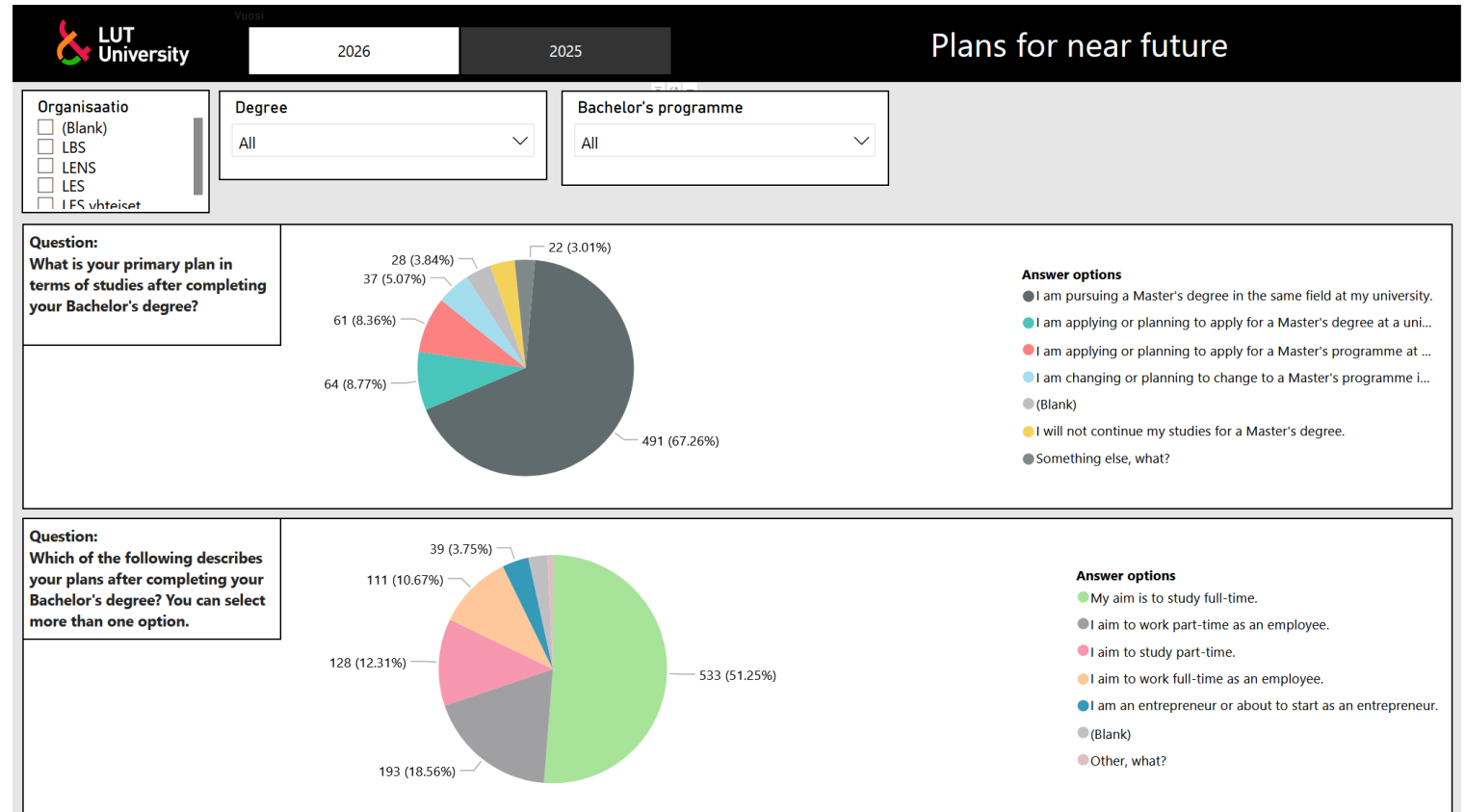
Power BI-report title: LUT BSc graduate feedback

BSC GRADUATES' PLANS FOR NEAR FUTURE

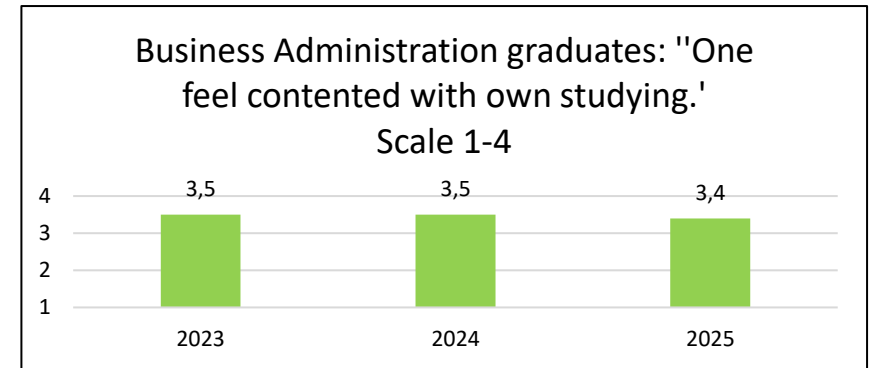
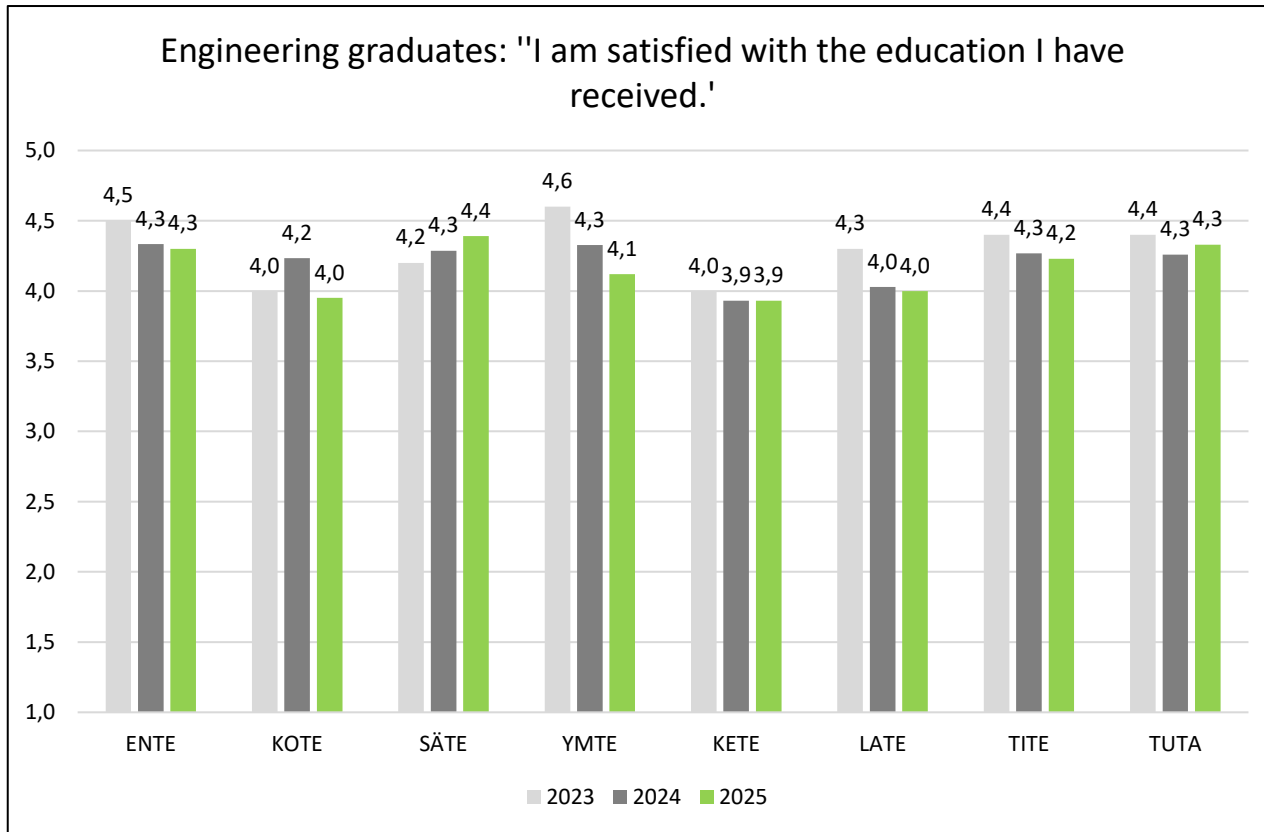
A new question in BSc graduate survey 2025

Findings

- All together 67% of BSc graduates will continue in LUT MSc programme in the same field.
- In Hebut DD BSc programmes only 15 – 18% plan to continue in LUT MSc programme in the same field, most of them want to continue studies outside Finland.



SATISFACTION WITH THE MSC DEGREE EDUCATION



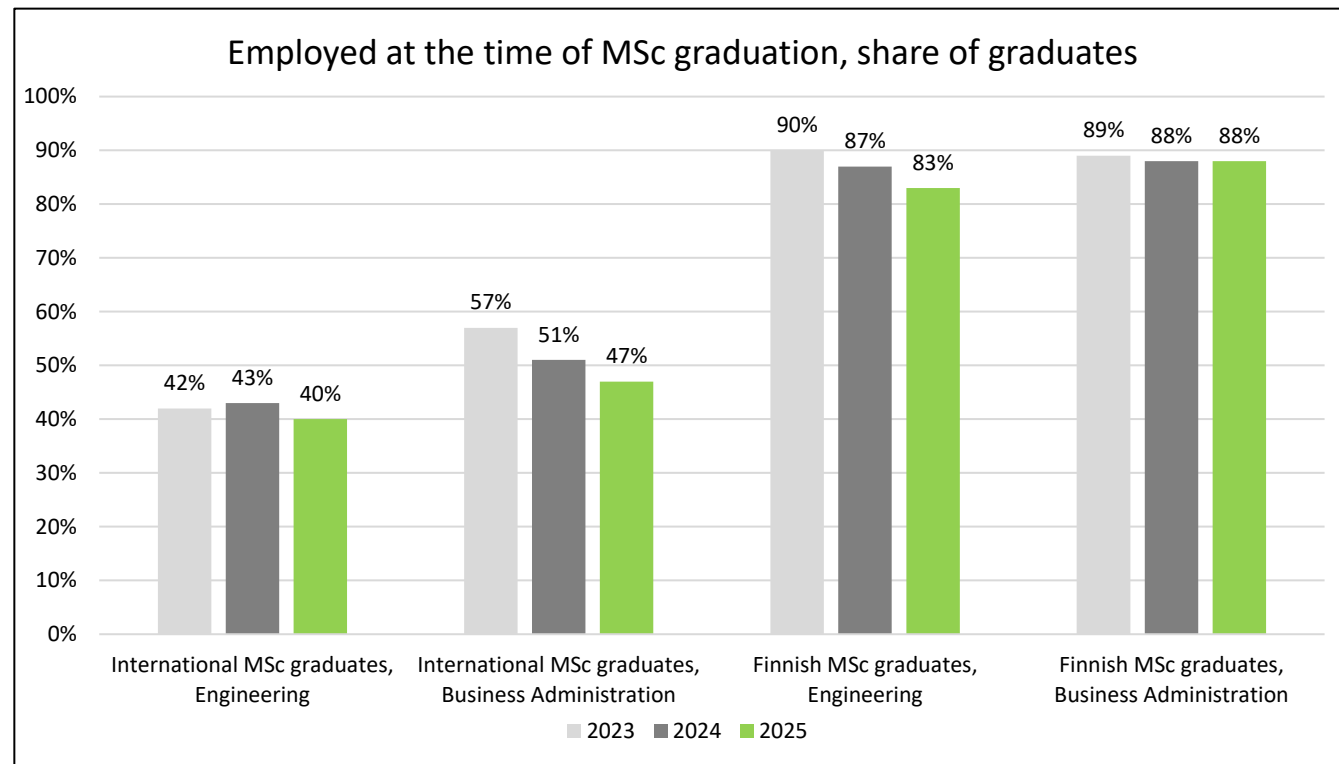
International students in comparison with Finnish student are

- less satisfied with the education received @ Engineering programmes.
- more contented with own studying @ Business Administration programmes.

MSC GRADUATES' EMPLOYMENT AT THE TIME OF GRADUATION, 2025

Findings

- In general the employment rate at the time of graduation has been declining.
- Only electrical engineering and software engineering graduates have been employed as well as in 2024.
- The employment situation of international graduates have remained difficult.



NATIONAL BENCHMARK OF GRADUATE SURVEYS NOT AVAILABLE YET

- **16.4.2026 at 9-10 TEK Engineering education webinar**

<https://www.tek.fi/en/events/engineering-education-webinar-2026>

Launching the newest national results of TEK graduate survey 2025

- **7.5.2026 at 12.00-13.30 @ LUT, Lappeenranta campus, TEK Lounge**

TEK graduate survey 2025 results - presentation and discussion at LUT

- **9.5.2026 at 9.30 – 10.30 @ TEAMS**

Finnish Business School MSc graduates survey results 2025

- In [Vipunen.fi](https://vipunen.fi) BSc graduate benchmarking will be available in as the visualisations will be ready for publication

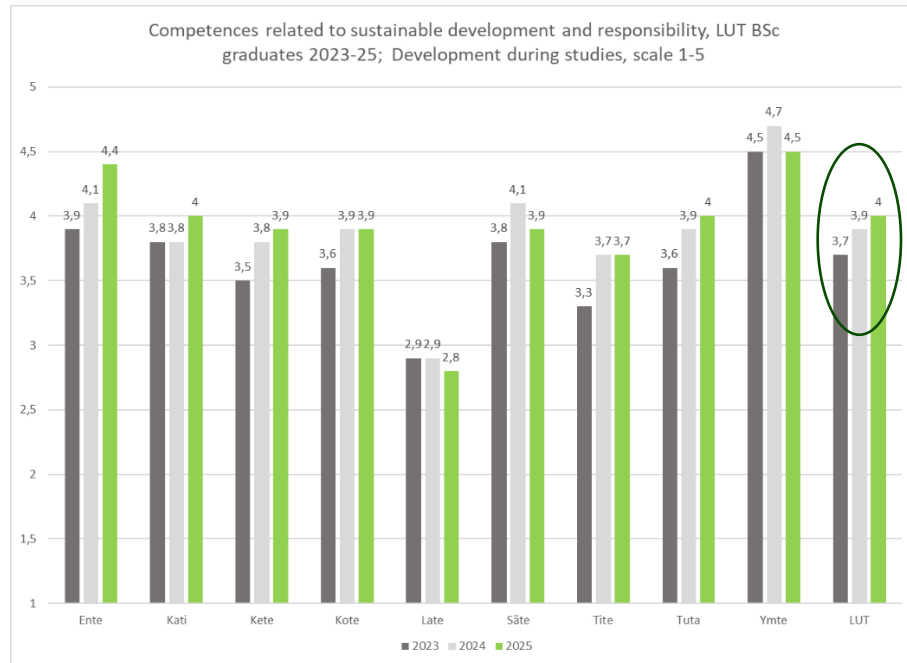
BENCHMARKING SUSTAINABILITY COMPETENCE - A QUICK LOOK

A TARGET SET IN LUT SUSTAINABILITY PROGRAMME

- According to the students' own assessments, the sustainable development skills of LUT BSc and MSc graduates develop more strongly than the national average.

BENCHMARKING SUSTAINABILITY COMPETENCE - A QUICK LOOK

BSC GRADUATES DEVELOPMENT HAS BEEN POSITIVE IN LUT 2023-25



NATIONAL BENCHMARK: BSC GRADUATES' SUSTAINABILITY COMPETENCE 2025

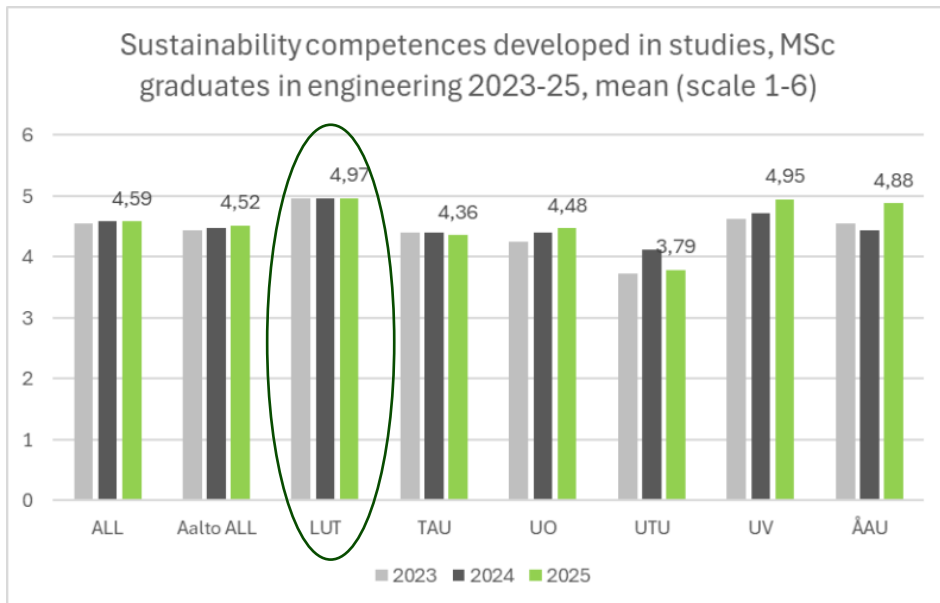
Bachelor's Graduate Survey

| | Number of respondents | Average | Standard deviation |
|---|-----------------------|------------|--------------------|
| TRANSFERABLE SKILLS | 10,224 | 3.4 | 1.1 |
| Competences related to sustainable development and responsibility | 10,224 | 3.4 | 1.1 |
| Hanken School of Economics | 249 | 3.7 | 0.9 |
| Lappeenranta-Lahti University of Technology LUT | 711 | 4.0 | 0.9 |
| Tampere University | 1,842 | 3.3 | 1.1 |
| University of Eastern Finland | 1,695 | 3.2 | 1.1 |
| University of Jyväskylä | 1,200 | 3.4 | 1.0 |
| University of Oulu | 1,740 | 3.3 | 1.1 |
| University of the Arts Helsinki | 234 | 3.3 | 1.1 |
| University of Turku | 2,007 | 3.3 | 1.1 |
| University of Vaasa | 549 | 3.7 | 0.8 |
| Total | 10,224 | 3.4 | 1.1 |

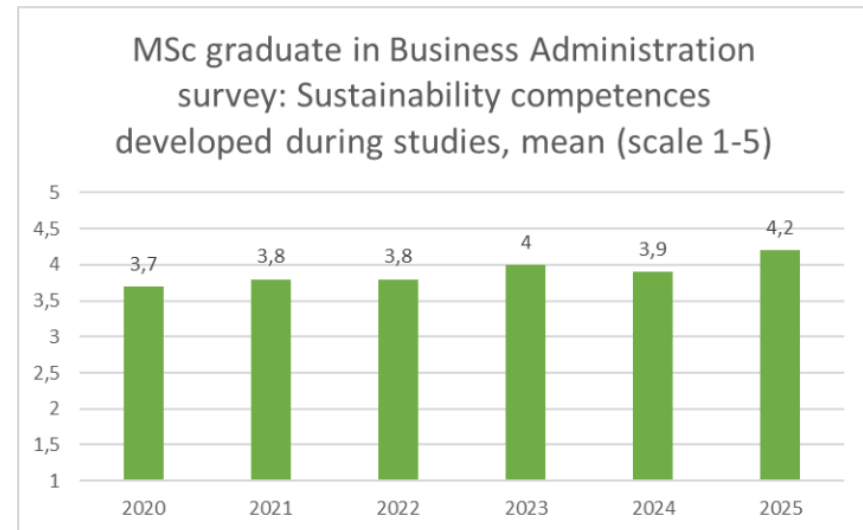
Note: Data is missing from the University of Helsinki, Aalto University, the University of Lapland, and the Åbo Akademi, which do not include this question in their own BSc graduate surveys.

BENCHMARKING SUSTAINABILITY COMPETENCE - A QUICK LOOK

NATIONAL BENCHMARK: MSC GRADUATES' SUSTAINABILITY COMPETENCE 2023-25



NATIONAL BENCHMARK: MSC GRADUATES' SUSTAINABILITY COMPETENCE 2023-25



Benchmarking 2025
 LUT's average score has risen to **4.23 in 2025** as the average score for other universities has also risen, being **3.99 in 2025**.

CAREER MONITORING SURVEY 2025

- »» 2020 graduates 5 years from graduation
- »» LUT n=321, response rate 41 % (ALL 43 %)
- »» 86 % Finnish and 14 % other nationalities
- »» 66 % DI and 34 % KTM



OLS 2026
Career planning and
employment during
studies
n=772

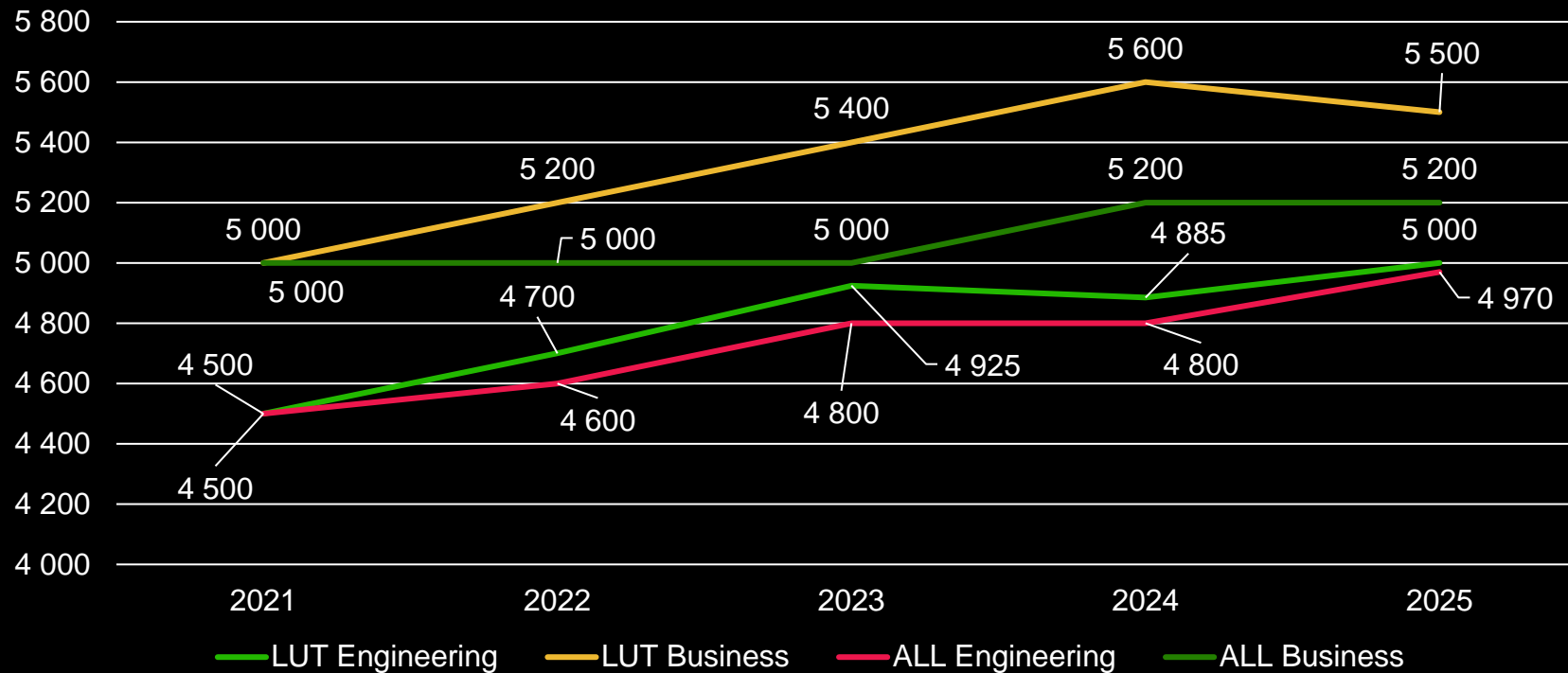
EMPLOYMENT SITUATION

- 90 % employed, 3 % entrepreneur, 3 % unemployed and 4 % other
- 57 % in expert positions and 21 % in superior or senior management positions
- 56 % in large companies and 21 % for SMEs

OLS 2025

- 45% (n=346) was working during studies
- 56% (n=191) were working in their own field

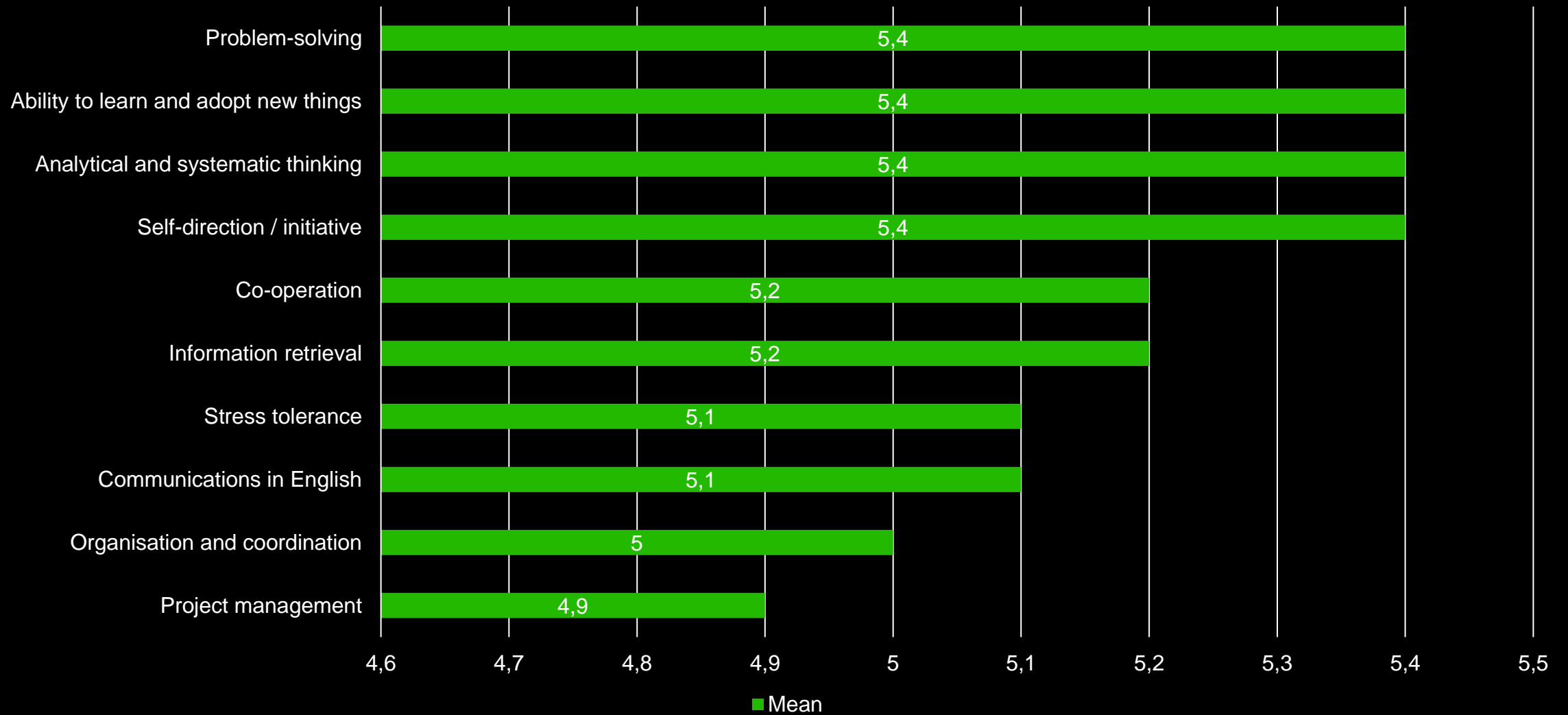
GROSS SALARY (MEDIAN)



OLS 2025

- 65% wanted to enter the Finnish job market after graduation

Importance of knowledge and skills in current job



STATEMENTS

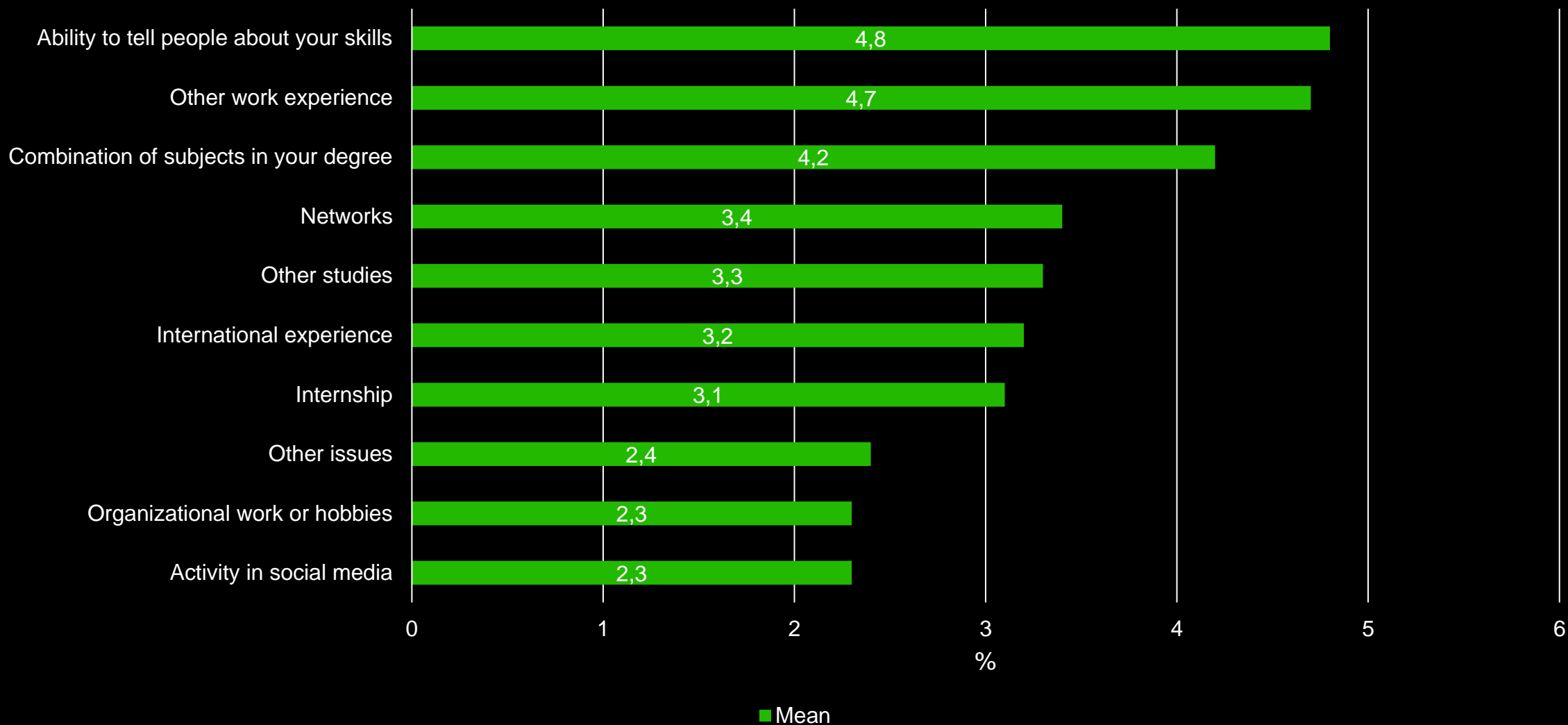
- Would recommend studies to others 5,1 (4,8)
- Overall satisfaction with the degree 5,0 (4,8)
- Employers value the degree 4,9 (4,9)
- Overall satisfaction with the career so far 4,8 (4,7)
- Correspondance of requirements in current job 4,7 (4,7)
- Can use the knowledge and skills developed in degree in the current position 4,6 (4,6)
- Intended learning outcomes were clearly presented 4,6 (4,4)
- Studies equipped sufficiently for the working life 4,5 (4,1)
- Entrepreneurship was presented as a career option 3,5 (2,8)

OLS 2025

Students have met employers (n=1613):

- 67% Internship, summer or part-time jobs
 - 40% excursions
- 40% Companies in the lectures
- 39% Recruitment or company event
- 31% Excercise or project work
 - 30% thesis work

Employment factors

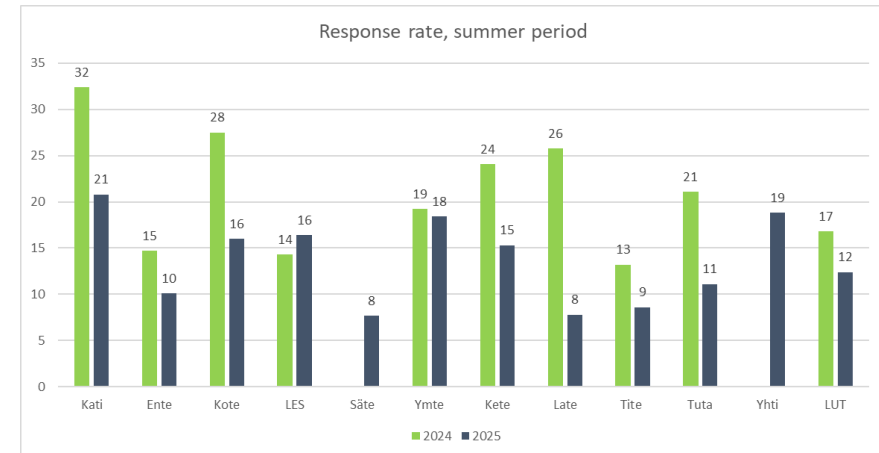
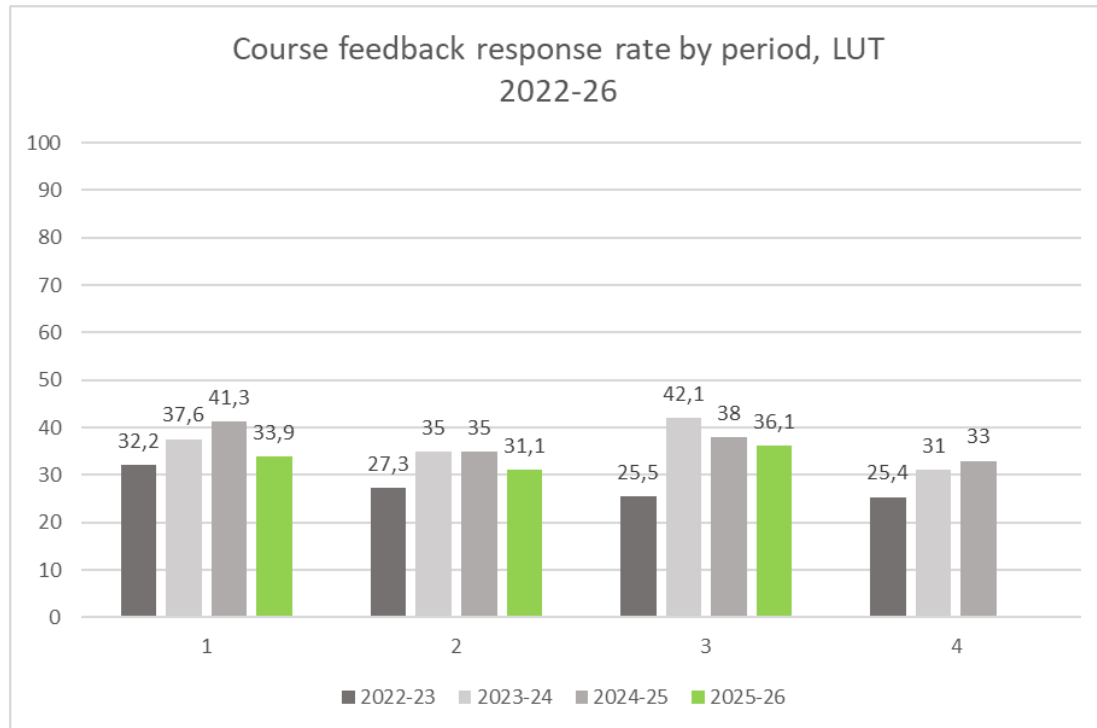


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Observations in LUT course feedback



COURSE FEEDBACK RESPONSE RATE DECLINING

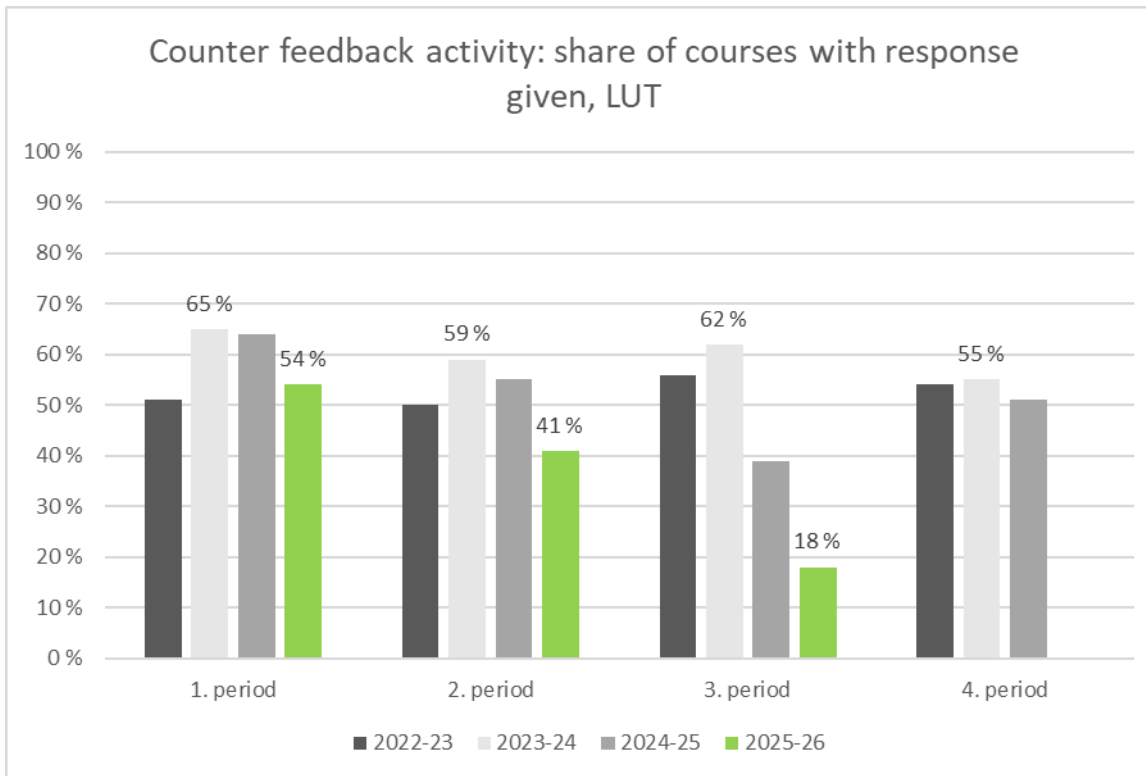


The positive trend in response rate has come to an end

It is important that the response rate remains high enough so that course feedback can be effectively used to improve teaching and course delivery.

Together with LTKY and the student guilds, we are working to achieve this goal. But teachers themselves can make a big difference by communicating about course feedback.

COUNTER FEEDBACK ACTIVITY IS DECLINING



3. per 2025-26 reported on 24 March 2026, teachers have still some time to give their counter feedback.

Counter feedback policy

- All teachers are recommended to provide counter feedback. It is advised to be given in 14 days, but in practise they have 30 days to do it.
- Students will receive Moodle notification of the published counter feedback message.
- Students will see the course feedback report and teachers' response to it for 150 days after the closure of a questionnaire.

QUALITY LEVEL OF COURSES ON POSITIVE TREND

Course quality indicator question

Opintojakso kokonaisuudessaan edisti oppimistani/
The course as a whole supported my learning

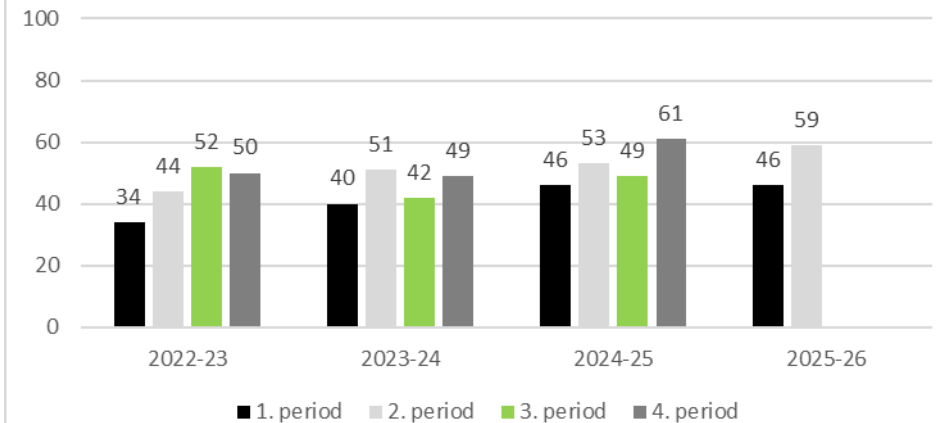
The average score for the indicator question is on the rise

- 3.83 (all courses, Autumn semester 2023-24)
- 3.87 (all courses, Autumn semester 2024-25)
- 3.92 (all courses, Autumn semester 2025-26).

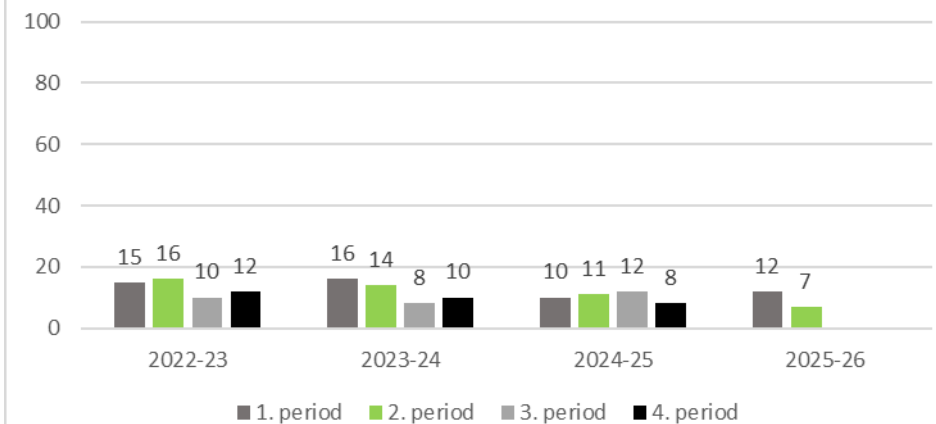
LUT Strategy 2030 aims to improve the quality of teaching on level 3.8.

- in average the target has been reached already
- the share of courses that doesn't reach the target level 3.8 is more than 30%.

Share of courses with indicator question mean ≥ 4 , %



Share of courses with indicator question mean ≤ 3.3 , %



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TEACHER OF THE YEAR**2025 AWARD**

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TEACHER OF THE YEAR**2025 AWARD****GOES TO****Petra Pekkanen****Workshop Course of Management and Leadership Skills**