

STUDENTS COPING DURING THE CORONA-YEAR: EXPERIENCES OF THE UNIVERSITY OF TARTU

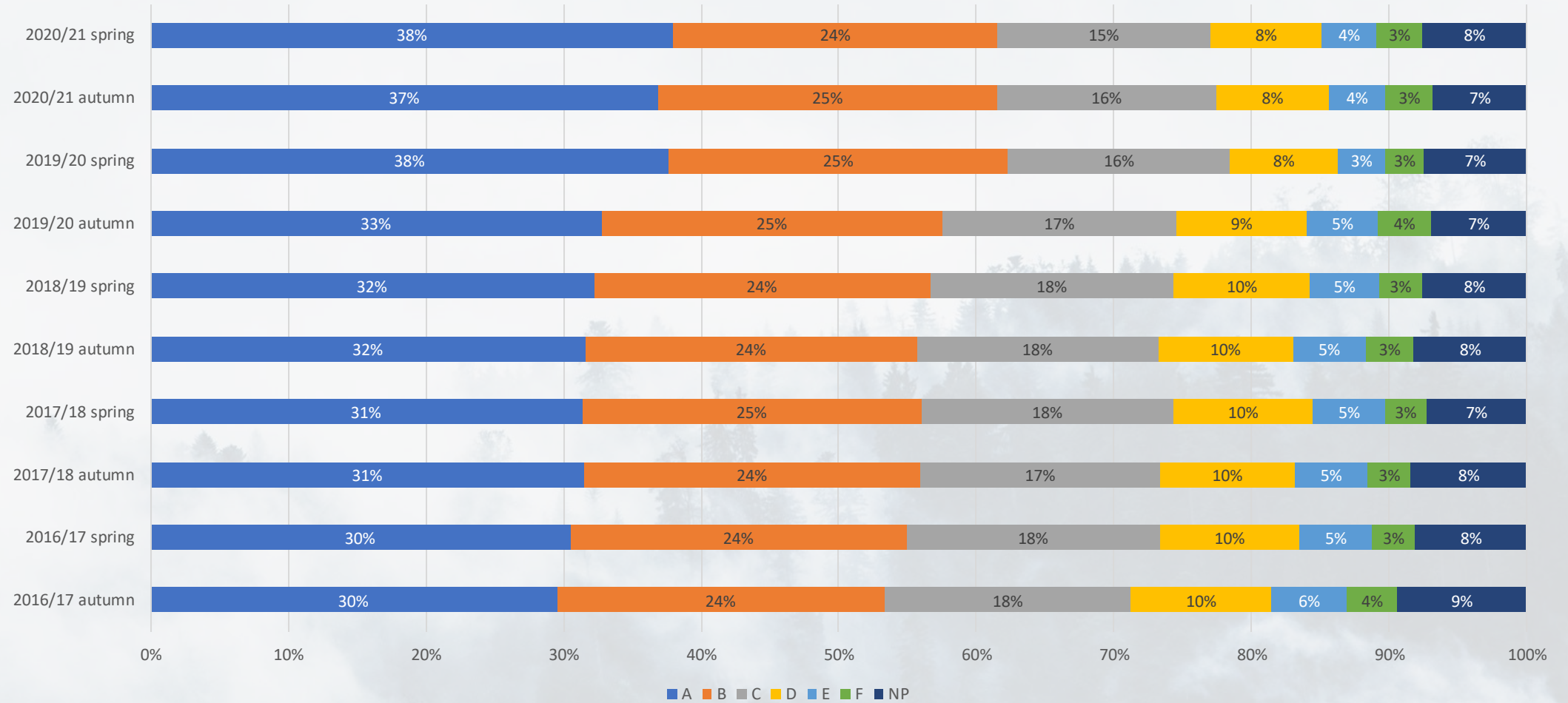
summary



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Study results



Graph 1. Distribution of grades across all faculties

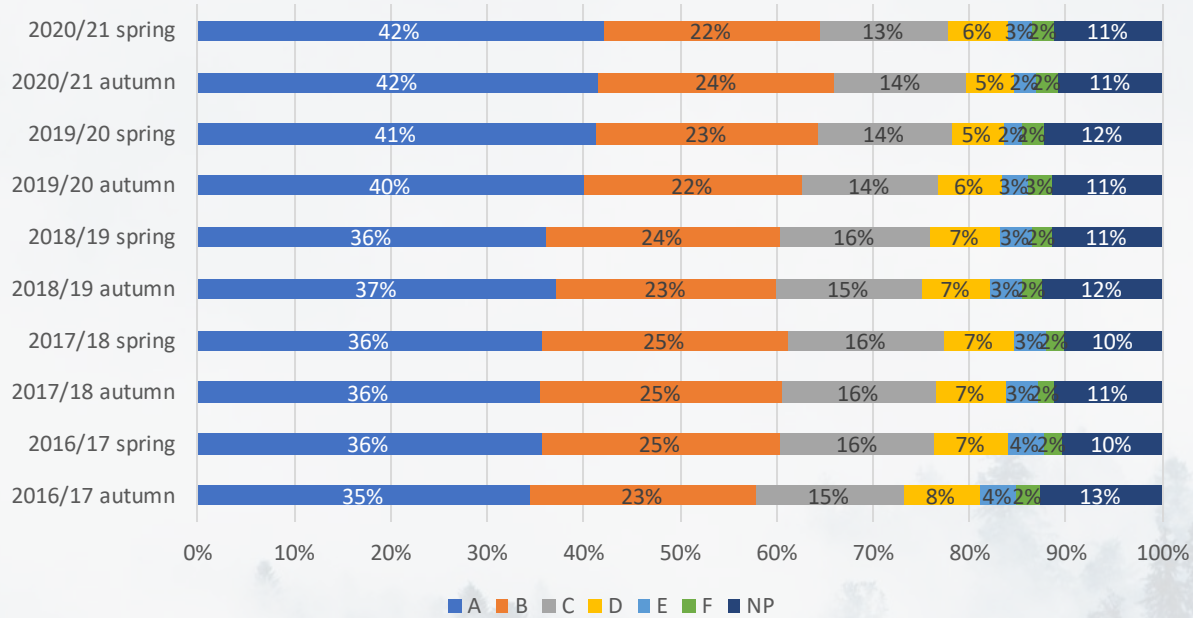
Study results

Semester	A	B	C	D	E	F	Not Present
2020/21 spring	38%	24%	15%	8%	4%	3%	8%
2020/21 autumn	37%	25%	16%	8%	4%	3%	7%
2019/20 spring	38%	25%	16%	8%	3%	3%	7%
2019/20 autumn	33%	25%	17%	9%	5%	4%	7%
2018/19 spring	32%	24%	18%	10%	5%	3%	8%
2018/19 autumn	32%	24%	18%	10%	5%	3%	8%
2017/18 spring	31%	25%	18%	10%	5%	3%	7%
2017/18 autumn	31%	24%	17%	10%	5%	3%	8%
2016/17 spring	30%	24%	18%	10%	5%	3%	8%
2016/17 autumn	30%	24%	18%	10%	6%	4%	9%

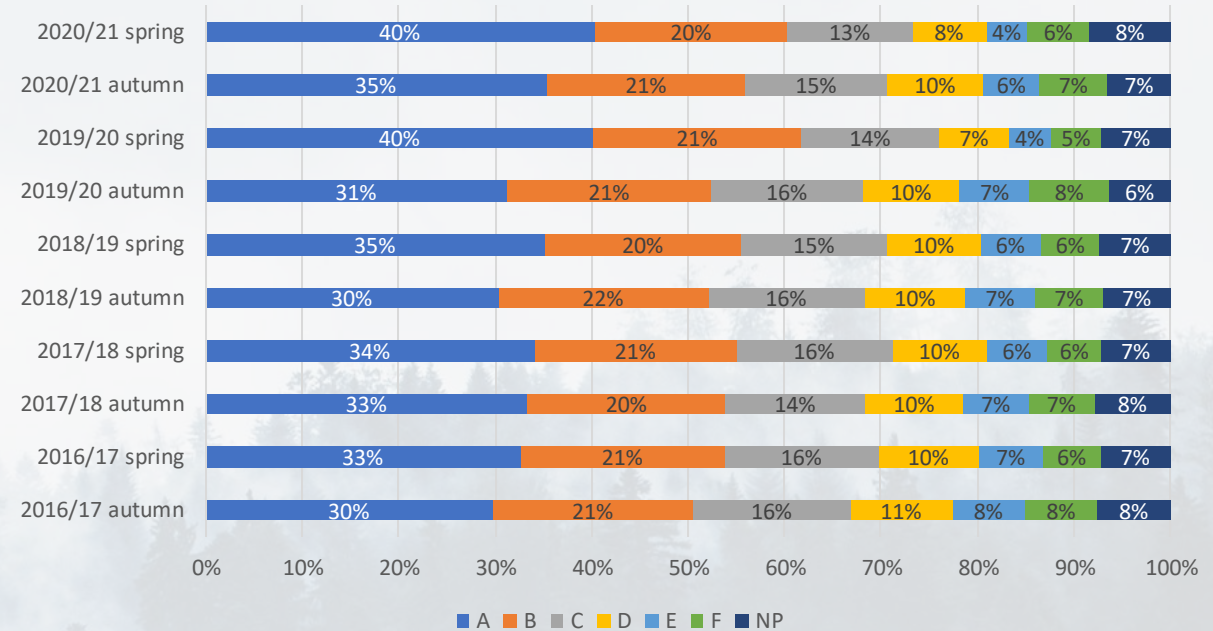
Table 1. Distribution of grades by semester, statistical significance of changes

**Colored values denote cells representing more than $\pm 5\%$ of the total Chi-square score*

Study results

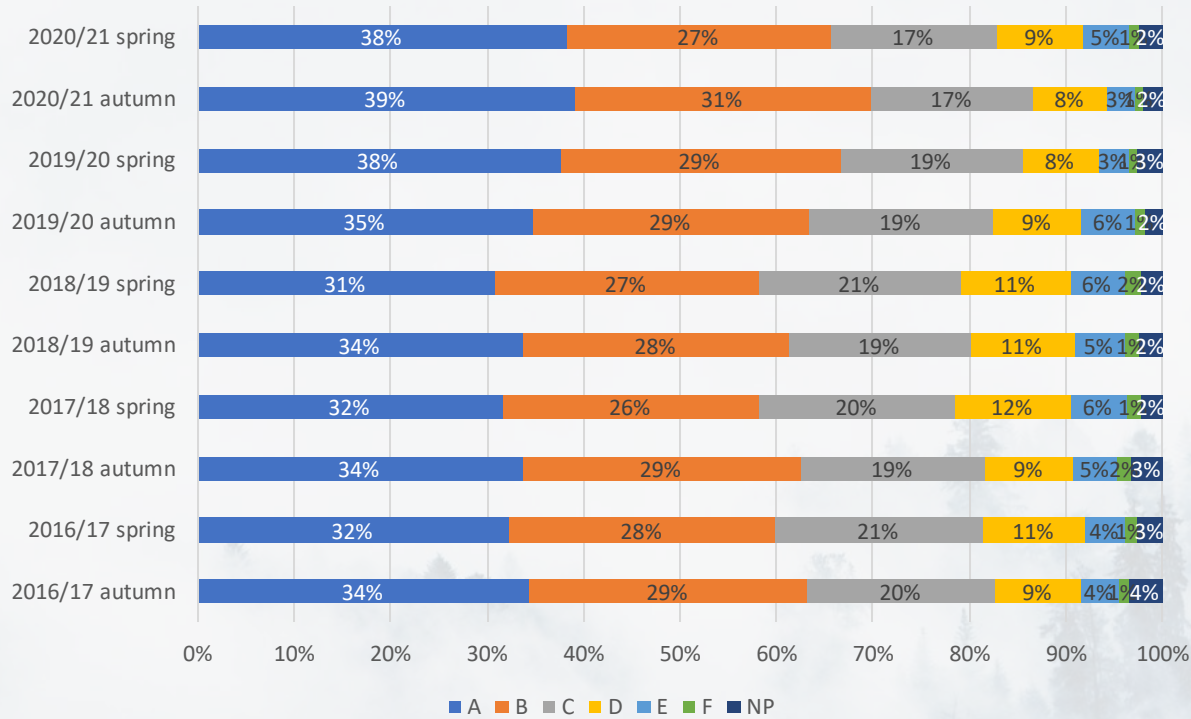


Graph 2. Distribution of grades by semester for HV

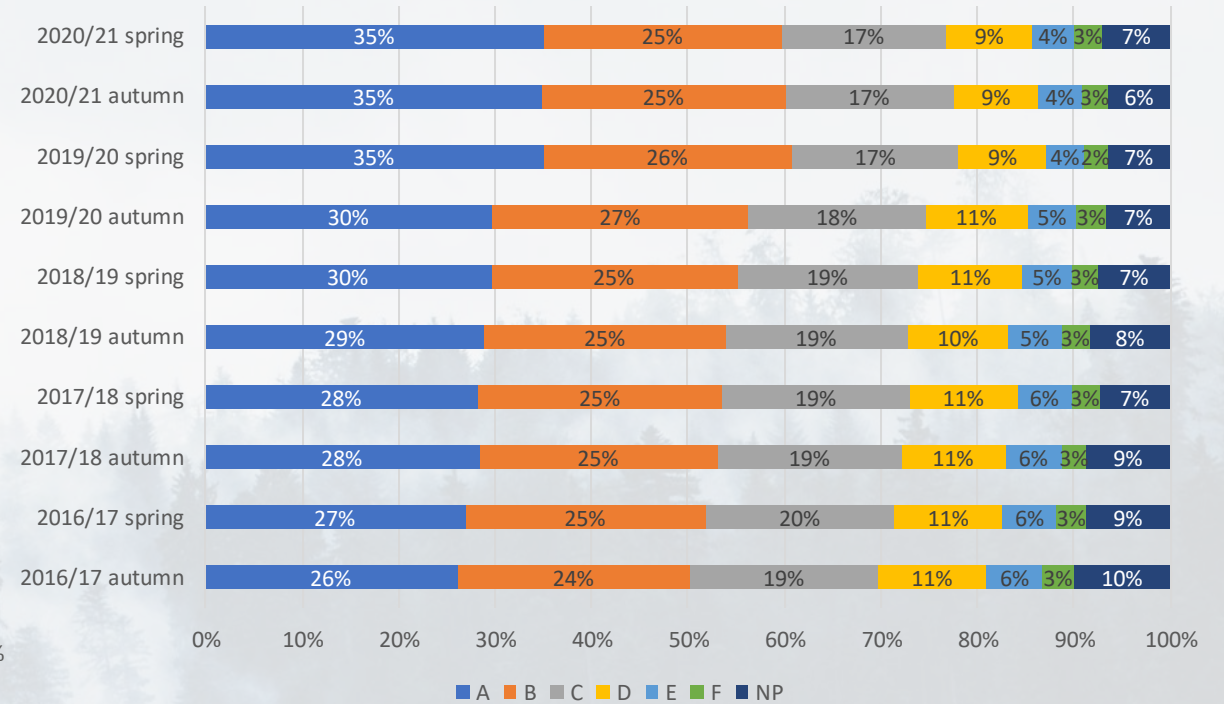


Graph 3. Distribution of grades by semester for LT

Study results

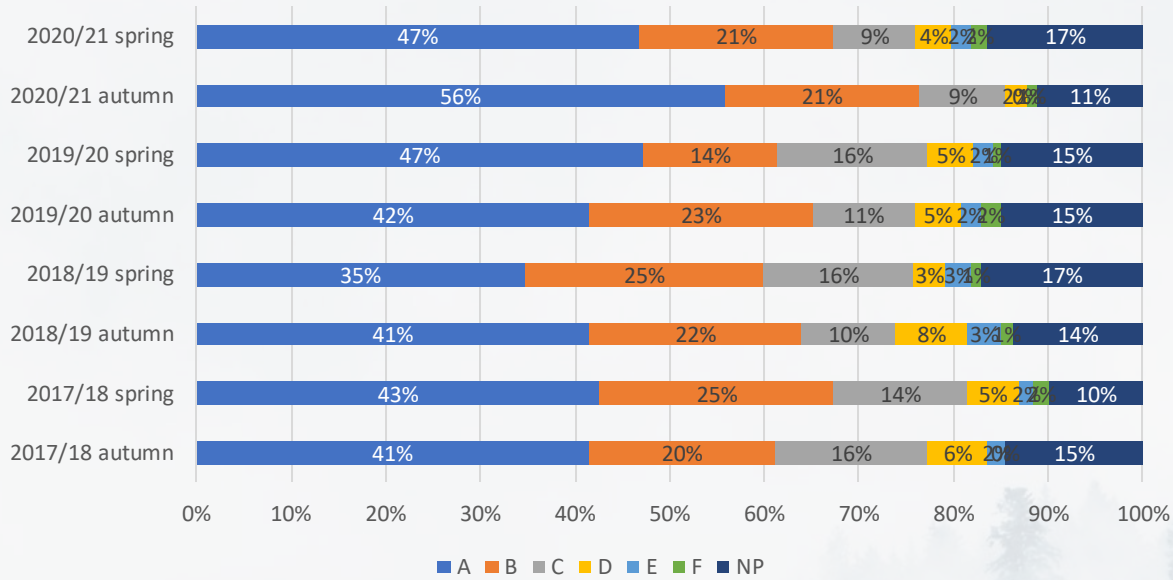


Graph 4. Distribution of grades by semester for MV

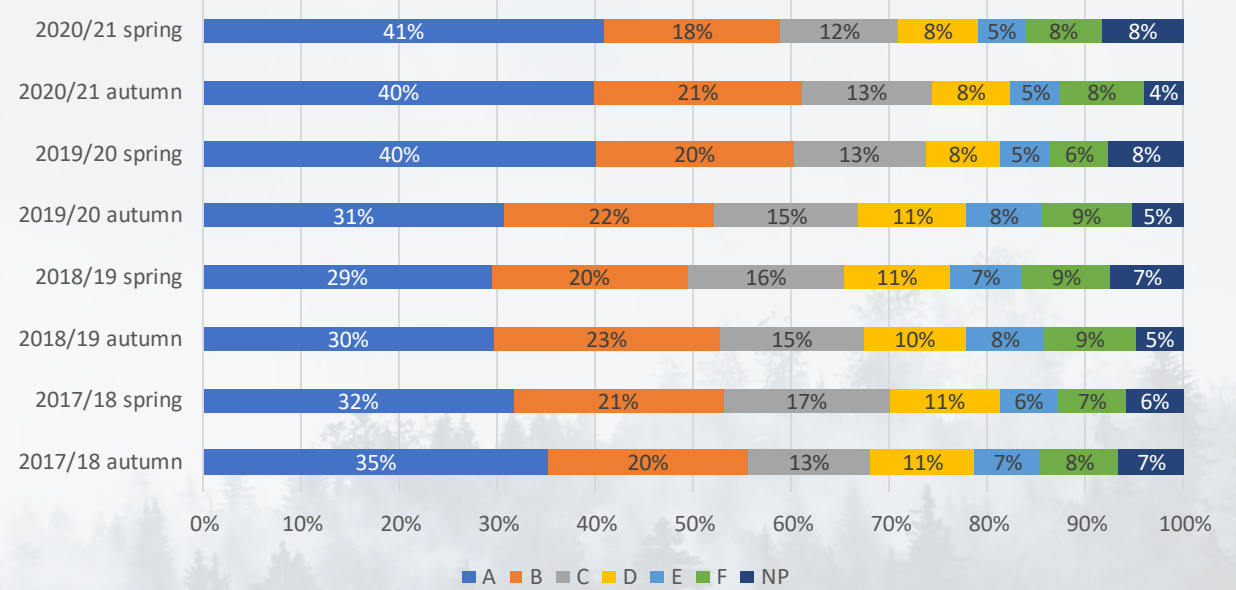


Graph 5. Distribution of grades by semester for SV

Study results

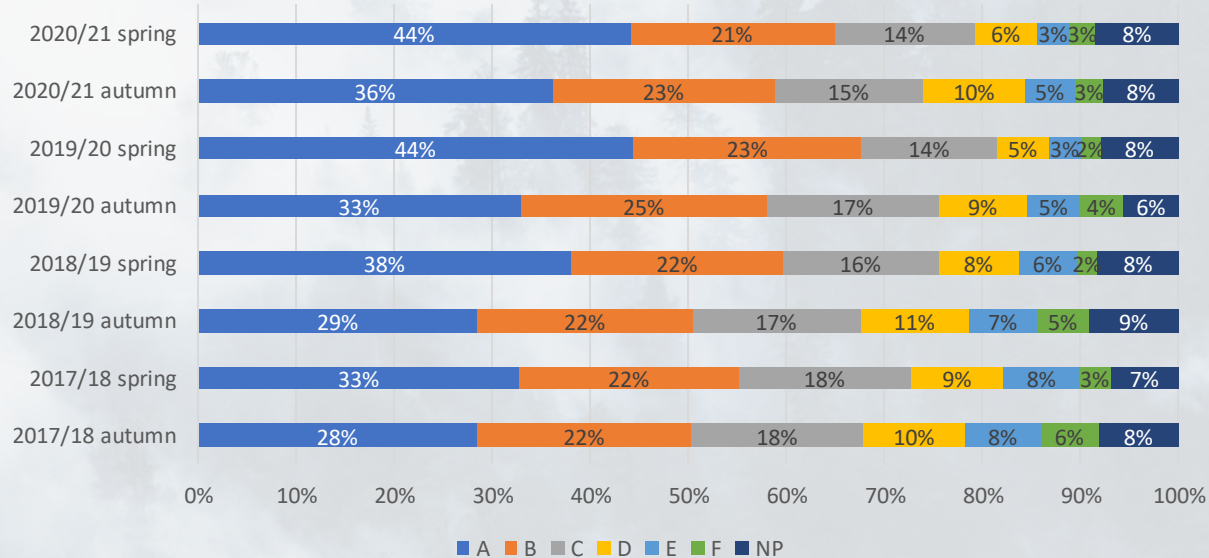


Graph 6. Distribution of grades by semester for HVUS



Graph 7. Distribution of grades by semester for LTAT


Graph 8. Distribution of grades by semester for LTOM




Study results

Conclusions

- The proportion of “A” results increased significantly during those semesters where classes were moved online
- Although there was a general trend of increasing grades, the sudden increase in the last 3 semesters is outside that trend
- Generally, the increase was constant (roughly 5% jump of “A” results) across demographics and faculties/institutes. There are a few notable exceptions, where the jump in “A” results was closer to 10%.




HV – Faculty of Arts and Humanities



LT – Faculty of Science and Technology



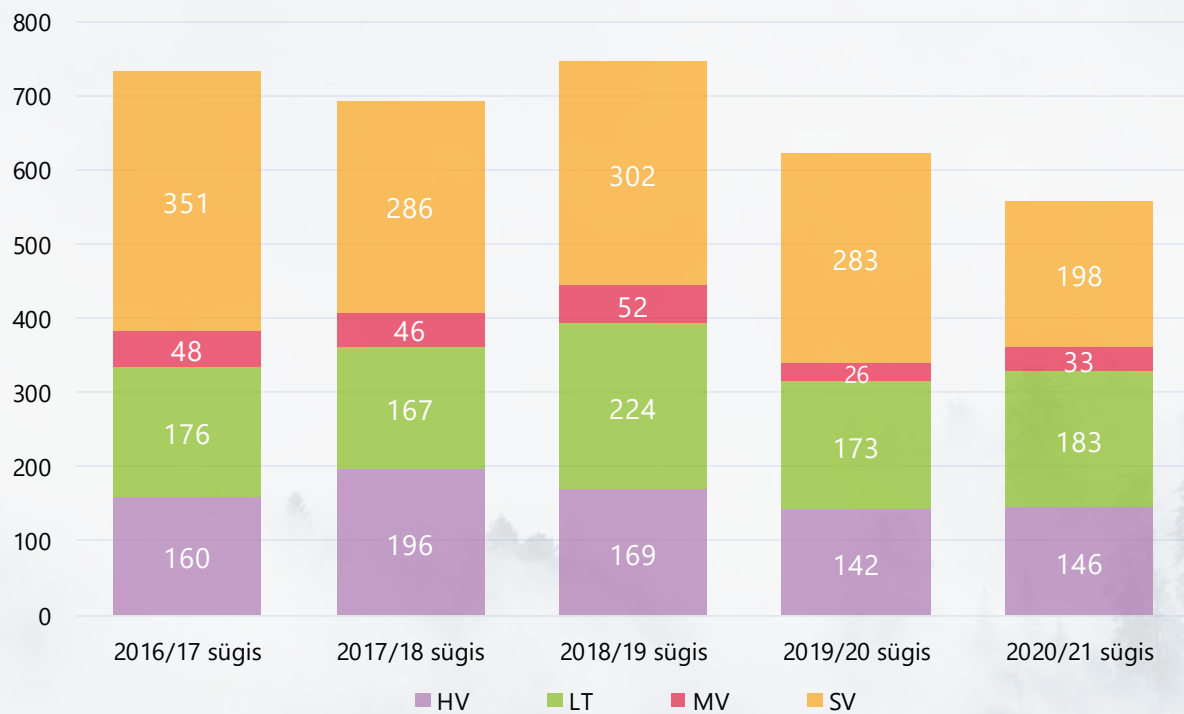
MV – Faculty of Medicine



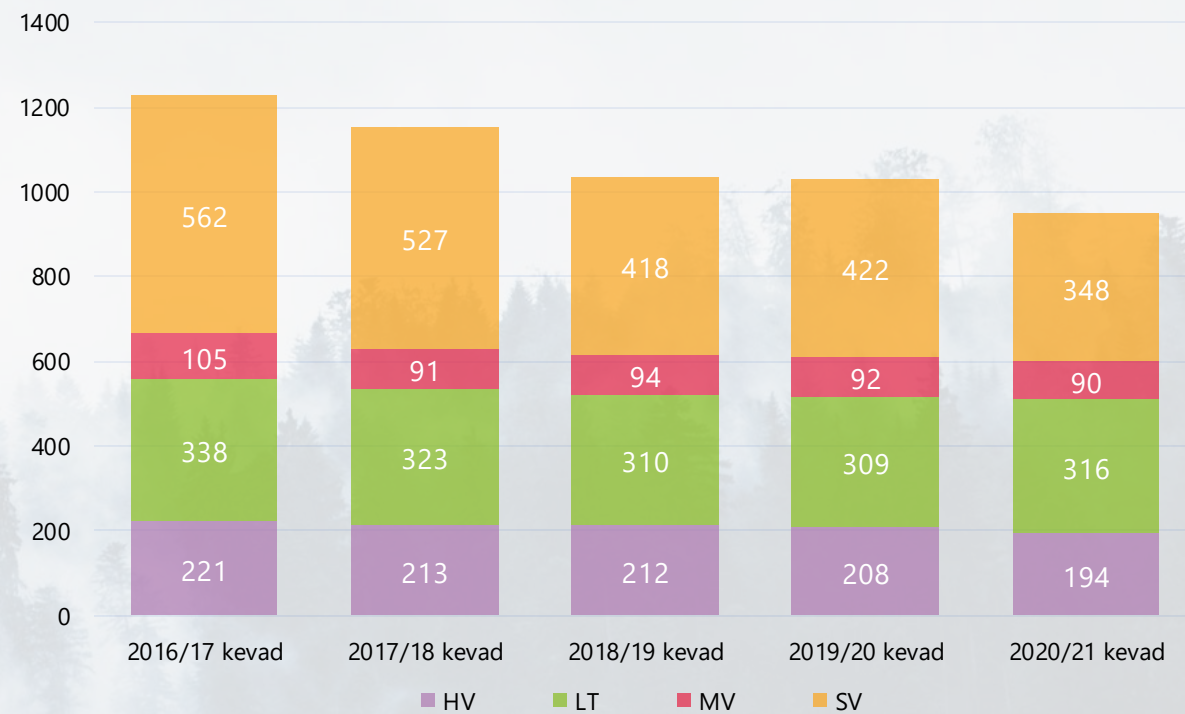
SV – Faculty of Social Sciences

Dropping out

Sügis – Autumn
Kevad – Spring

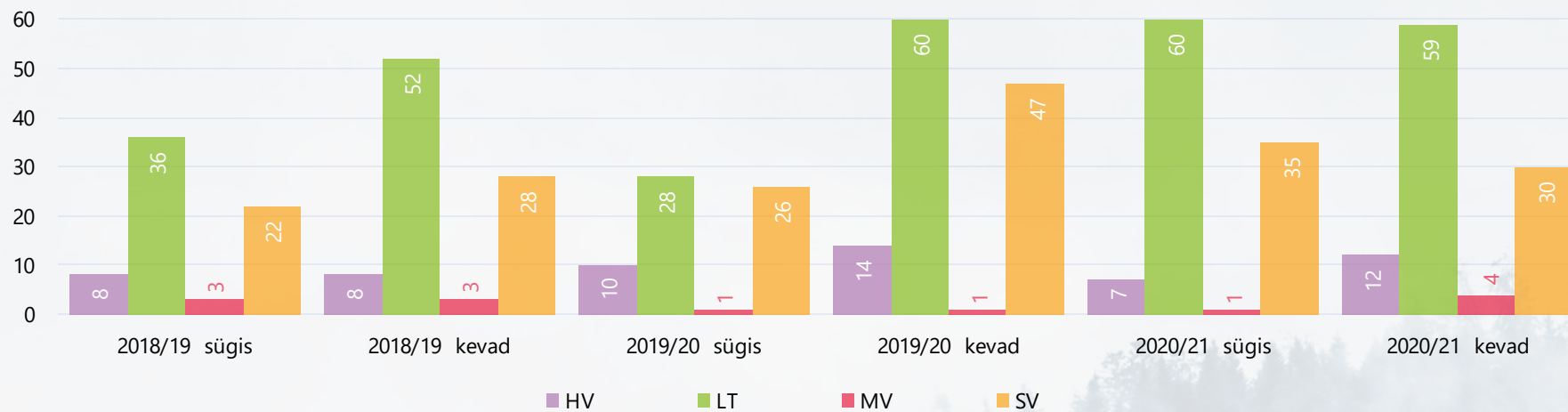


Graph 9. Number of dropouts by faculty (Autumn semesters)

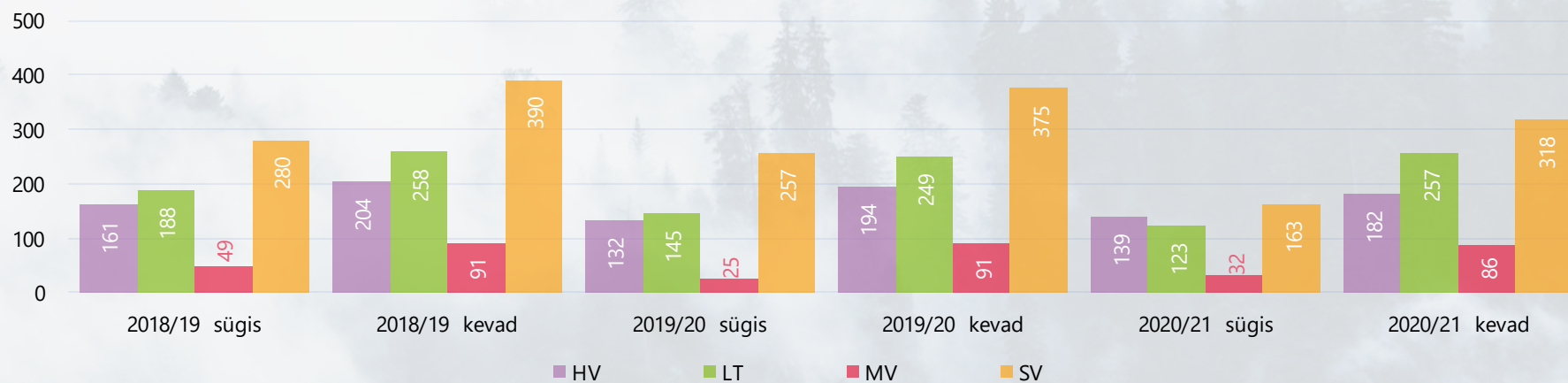


Graph 10. Number of dropouts by faculty (Spring semesters)

Dropping out

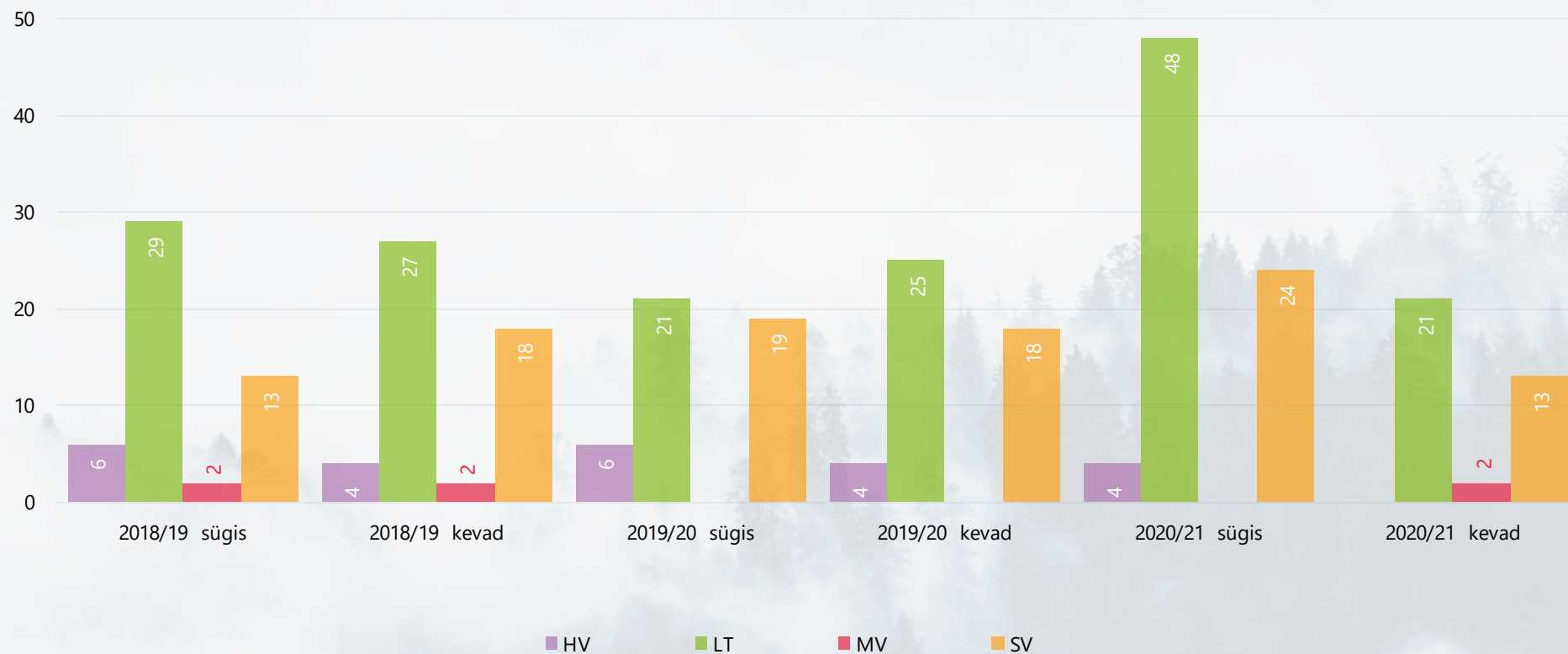


Graph 11. Number of International student dropouts by faculty



Graph 12. Number of Estonian student dropouts by faculty

Dropping out



Graph 13. Number of International first-year student dropouts by faculty

Dropping out

Semester	Dropouts	Total Students	Percentage of Dropouts
2020/21 spring	948	13058	7%
2020/21 autumn	560	13641	4%
2019/20 spring	1031	12768	8%
2019/20 autumn	624	13395	5%
2018/19 spring	1034	12501	8%
2018/19 autumn	747	13169	6%
2017/18 spring	1154	12249	9%
2017/18 autumn	695	12896	5%
2016/17 spring	1226	12267	10%
2016/17 autumn	735	12970	6%

Table 2. Number and percentage of total dropouts

Semester	Dropouts	Total International Students	Percentage of Dropouts
2020/21 spring	105	1559	7%
2020/21 autumn	103	1678	6%
2019/20 spring	122	1565	8%
2019/20 autumn	65	1660	4%
2018/19 spring	91	1389	7%
2018/19 autumn	69	1457	5%
2017/18 spring	92	1170	8%
2017/18 autumn	39	1195	3%
2016/17 spring	88	931	9%
2016/17 autumn	42	980	4%

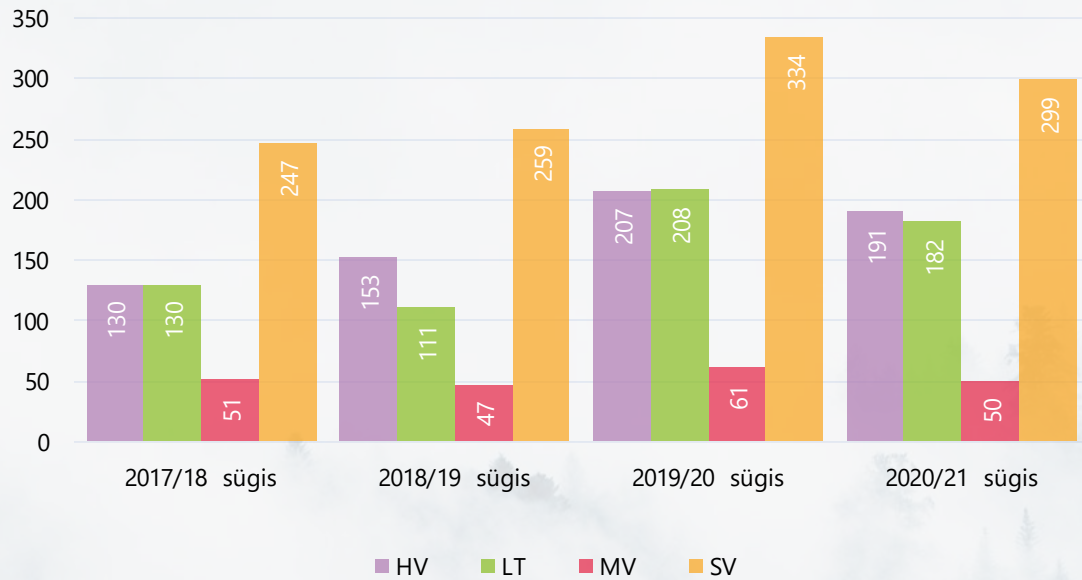
Table 3. Number and percentage of international dropouts

Dropping out

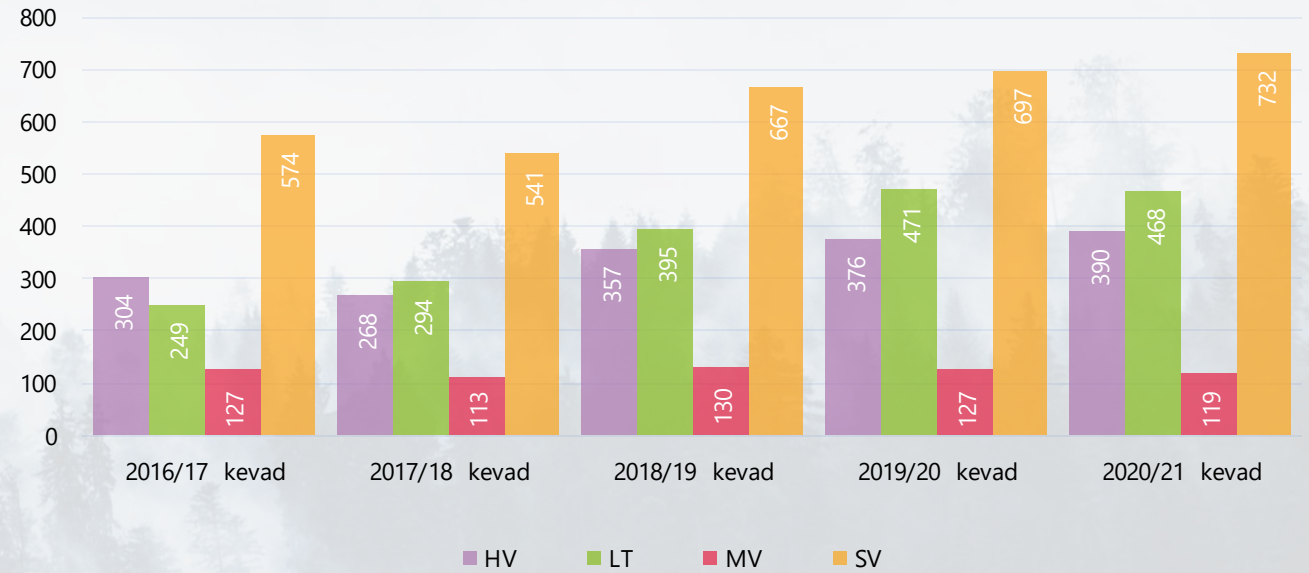
Conclusions

- Dropouts decreased overall during the last three semesters due to falling rates of Estonian student dropouts.
- International students experienced elevated levels of dropping out, especially in the Science and Technology faculty and especially in the first year.

Academic leave

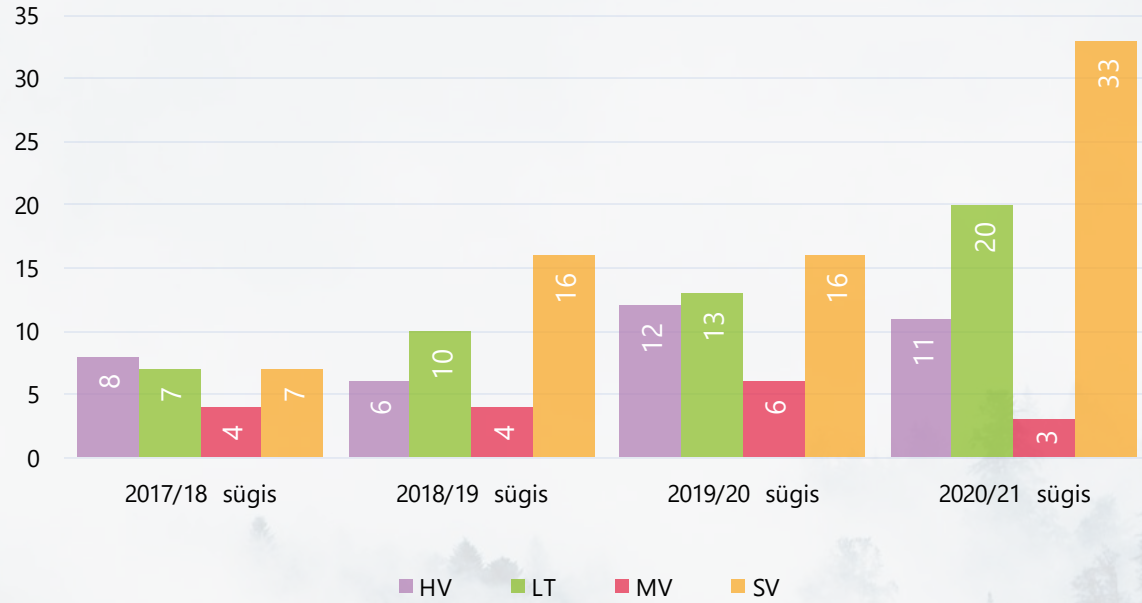


Graph 14. Total academic leave by faculty (Autumn semesters)

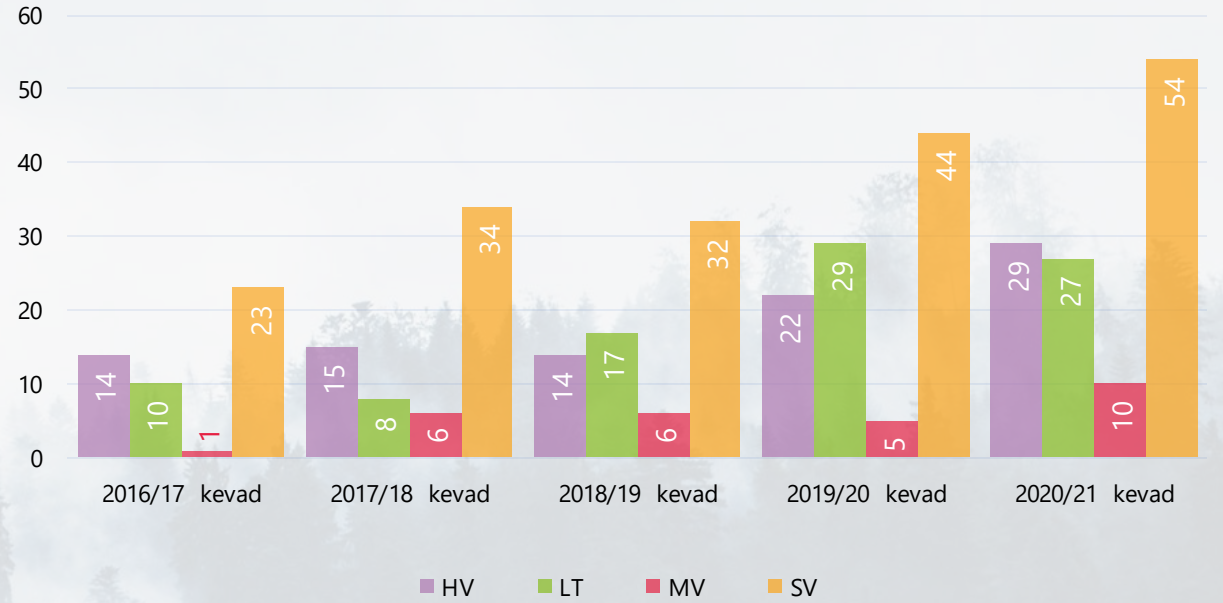


Graph 15. Total academic leave by faculty (Spring semesters)

Academic leave

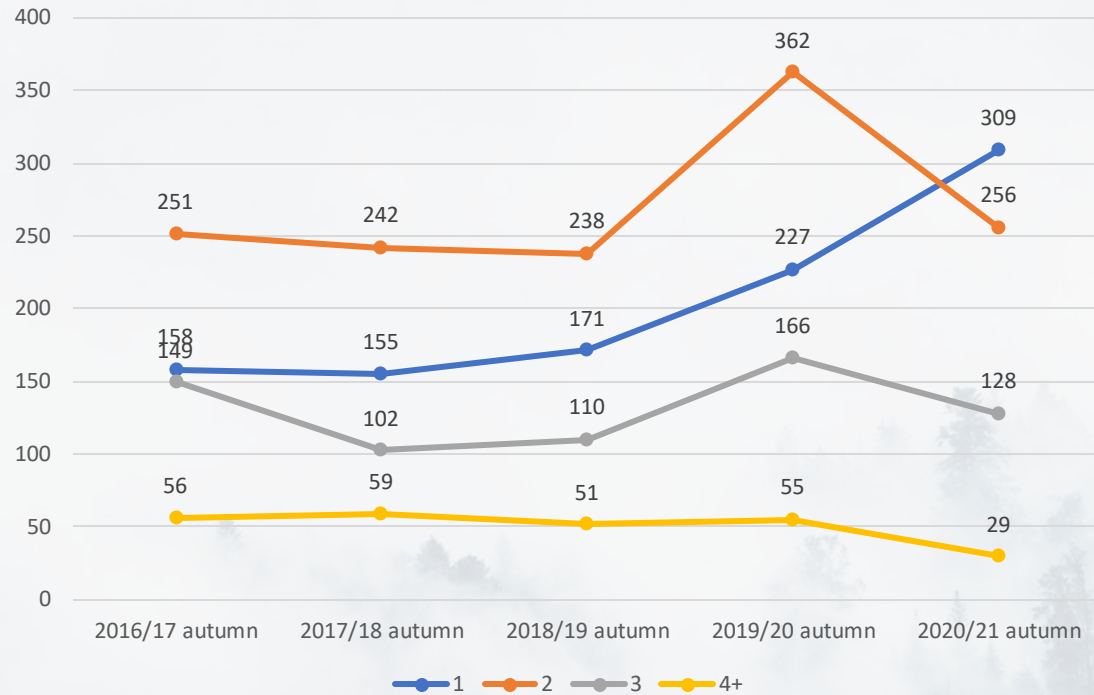


Graph 16. International student academic leave by faculty (Autumn semesters)

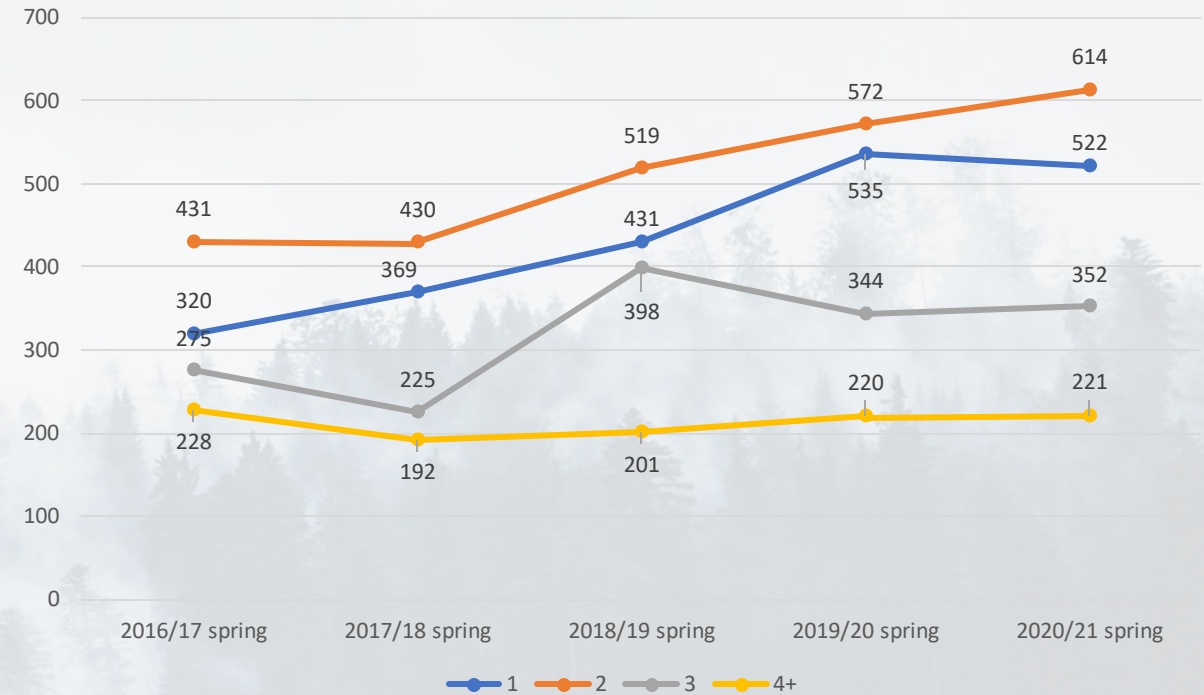


Graph 17. International student academic leave by faculty (Spring semesters)

Academic leave



Graph 18. Academic leave by year of student (Autumn Semesters)



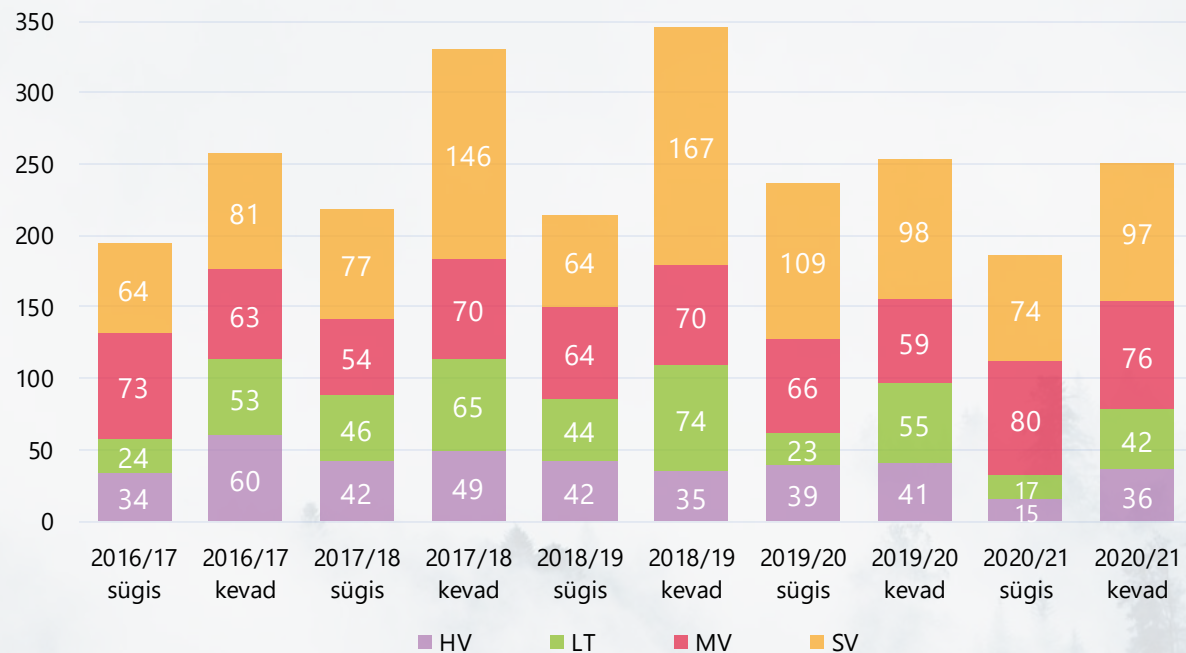
Graph 19. Academic leave by year of student (Spring Semesters)

Academic leave

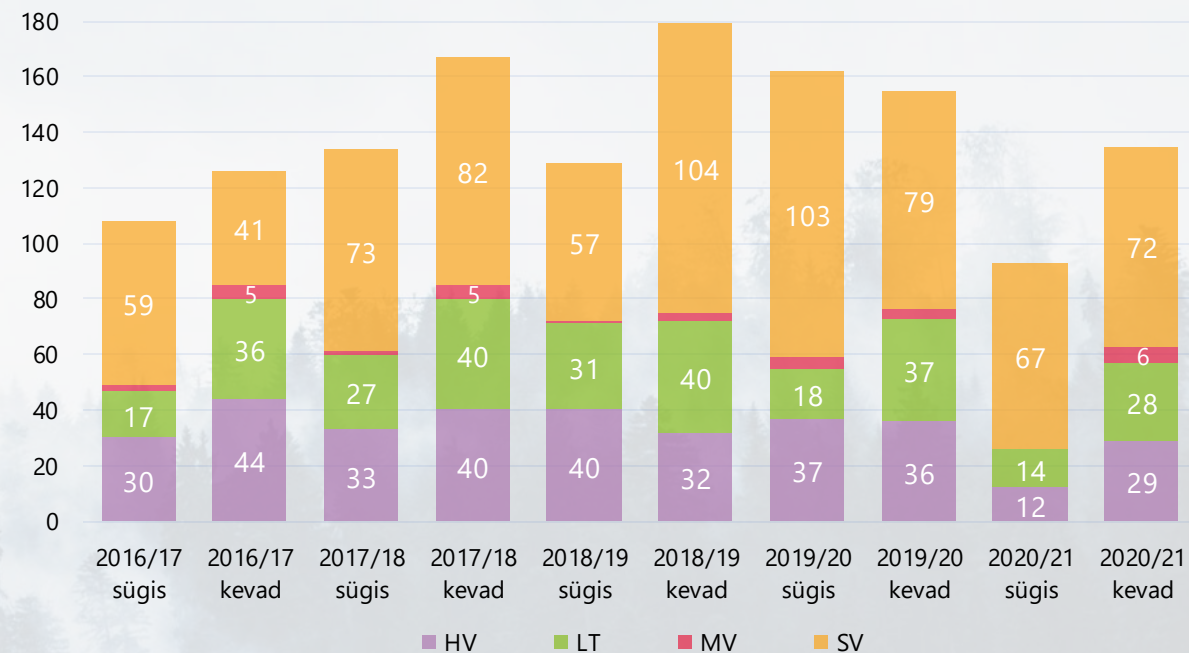
Conclusions

- There was a modest rise in overall academic leave, although it mainly follows the trend of the last few years.
- International students were once again particularly affected
- First- and second-years experienced bumps in numbers depending on the semester.

ECTs from abroad

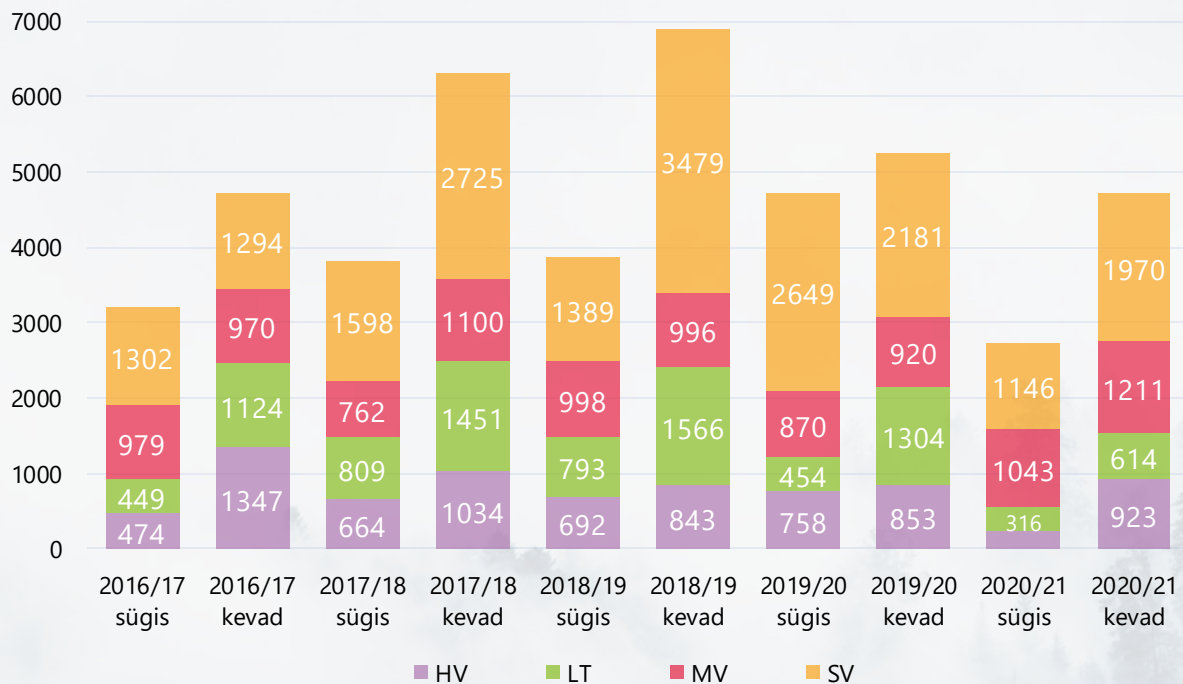


Graph 20. Total number of students travelling abroad

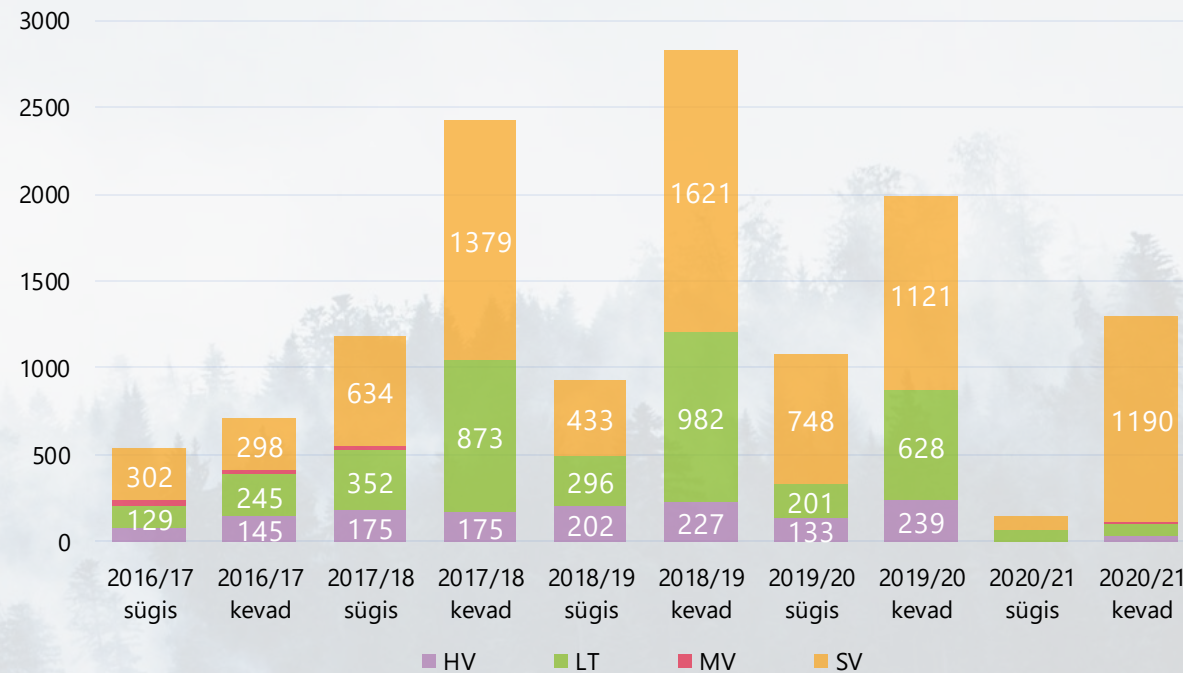


Graph 21. Total number of students travelling abroad for study (not practicals)

ECTs from abroad



Graph 22. Total number of credits earned abroad



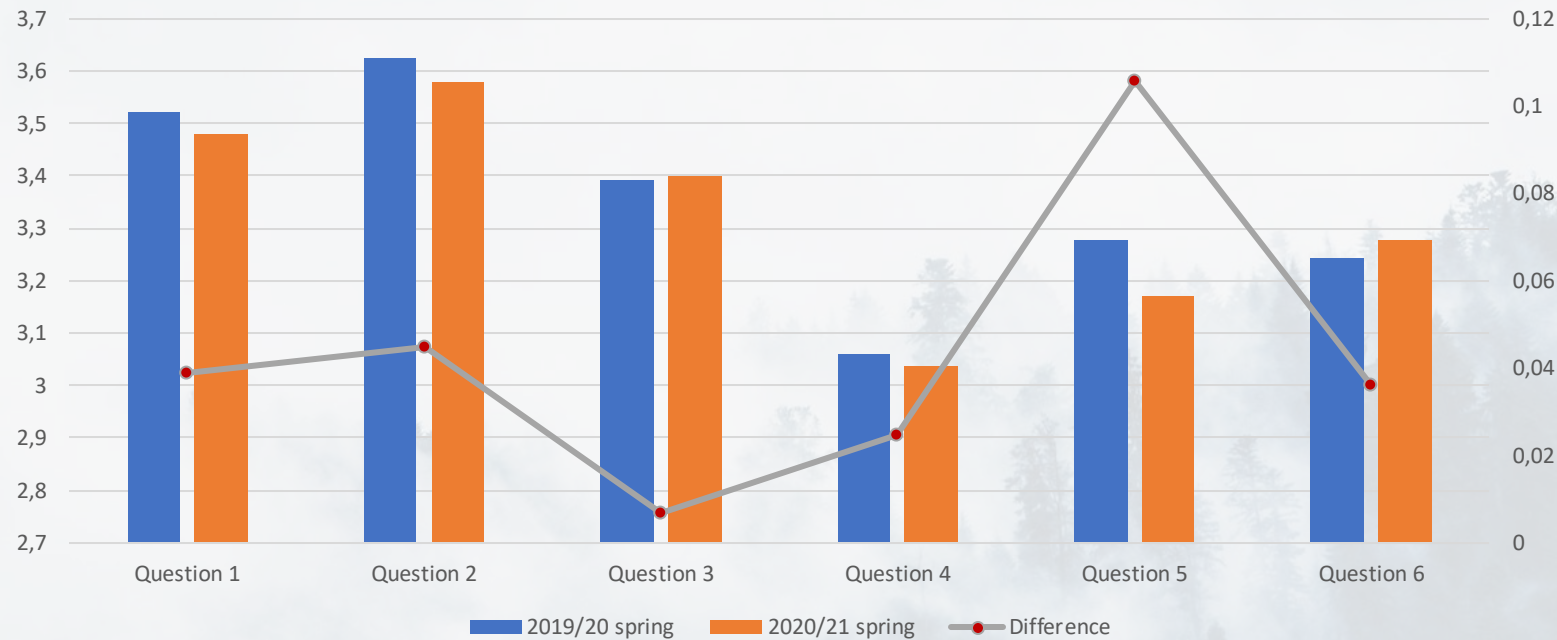
Graph 23. Number of credits earned abroad by first year students

ECTs from abroad

Conclusions

- There was a definite decrease in those studying abroad, especially during the 2020/21 autumn semester
- Students from the medical faculty travelling for practice (not study) were largely unaffected. This is likely due to Finnish students who would have still been able to travel home and engage in a practical.
- First-year study abroad was particularly affected, especially during 2020/21 autumn. Although the number of students studying abroad during their first semester is generally low, it was almost nonexistent during that semester.

Feedback to programmes



Graph 24. Average score for each question (left axis) and difference from one semester to another (right axis)

*NA removed

Question 1 - The physical learning environment (buildings, lecture halls, library and computer classrooms) support my studies.

Question 2 - Online learning environments and applications (Moodle, Sisu, Panopto, LimeSurvey, Google Drive, etc.) support my studies.

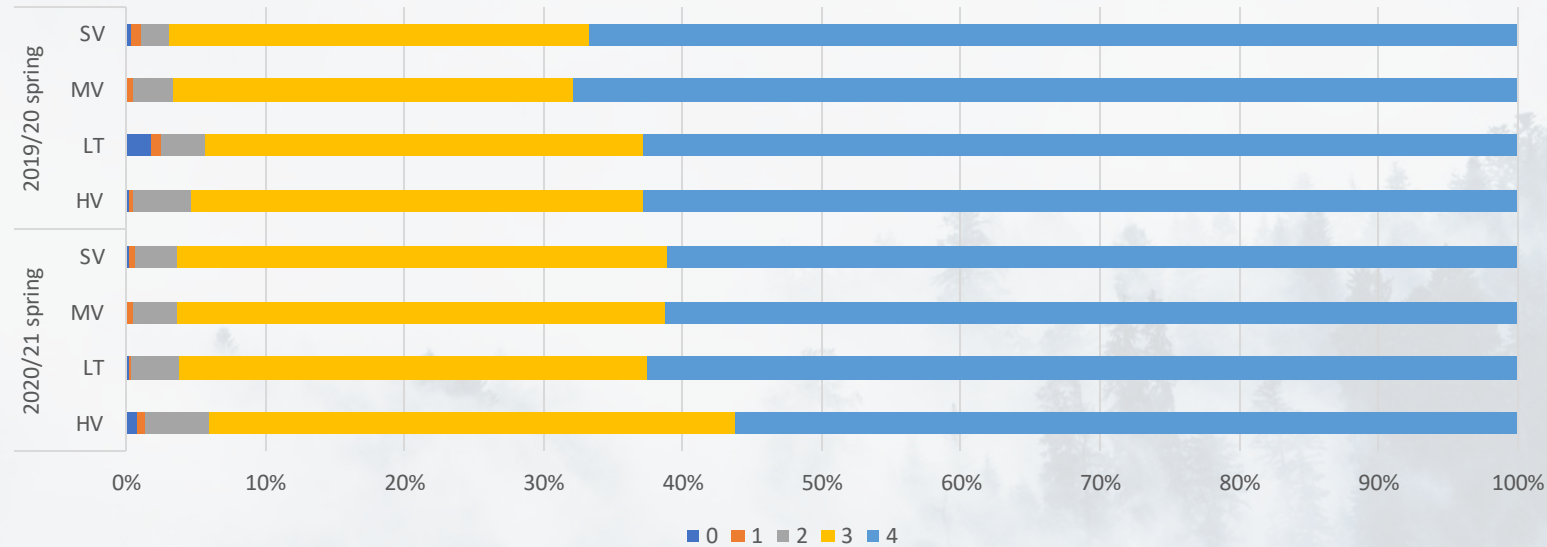
Question 3 - I had sufficient information about the organisation of studies (incl. changes).

Question 4 - The deadlines of assignments and tests were distributed evenly.

Question 5 - I have studied with other students outside lectures and seminars.

Question 6 - I feel I have been successful in my studies.

Feedback to programmes



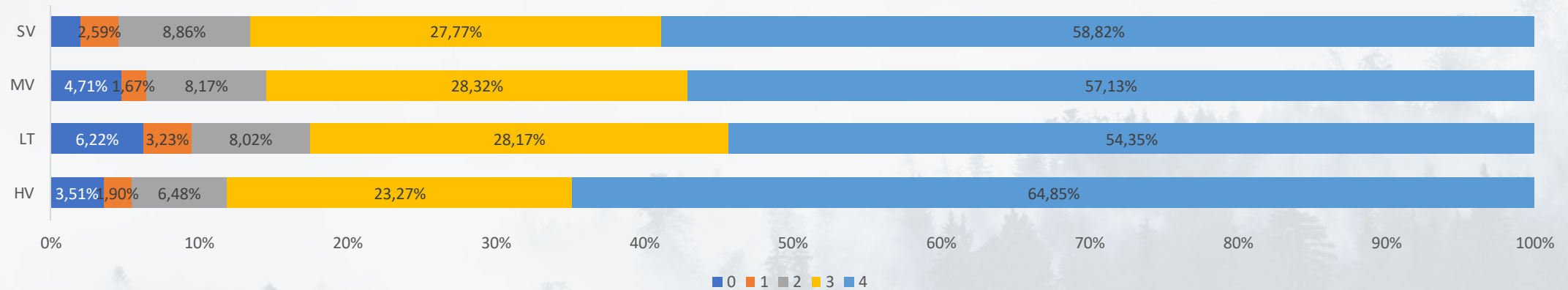
Graph 25. Distribution of responses across Faculties and semesters regarding online and digital environments

Question 2019/20 spring: Online learning environments and applications (Moodle, Sisu, Panopto, LimeSurvey, Google Drive, etc.) support my studies.

Question 2020/21 spring: Information systems and digital environments support my studies.

0 = NA, 1 = „I disagree“, 2 = „I somewhat disagree“, 3 = „I somewhat agree“, 4 = „I agree“

Feedback to courses

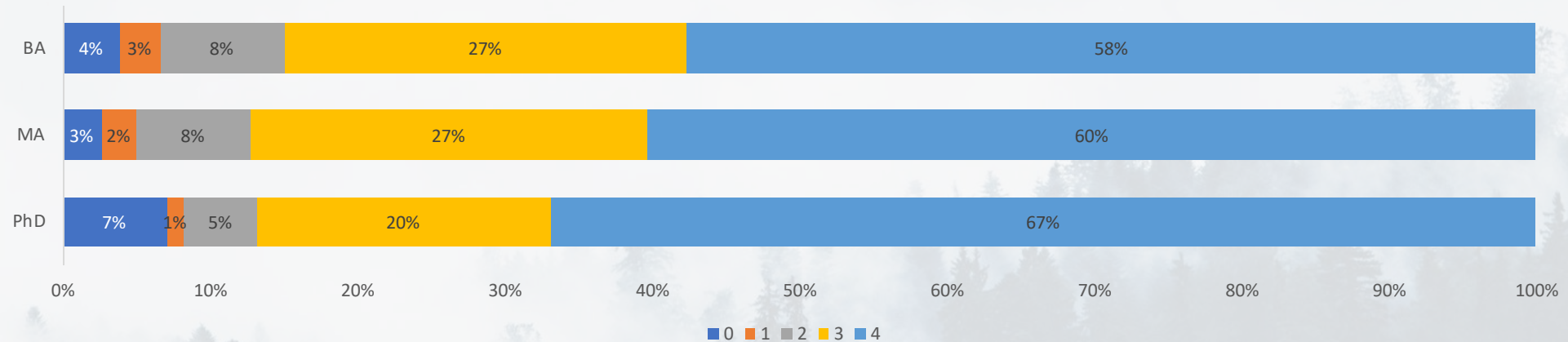


Graph 26. Distribution of responses by faculties (2020/21 Spring)

Question - Online learning activities supported my learning in the course

0 = NA, 1 = „I disagree“, 2 = „I somewhat disagree“, 3 = „I somewhat agree“, 4 = „I agree“

Feedback to courses

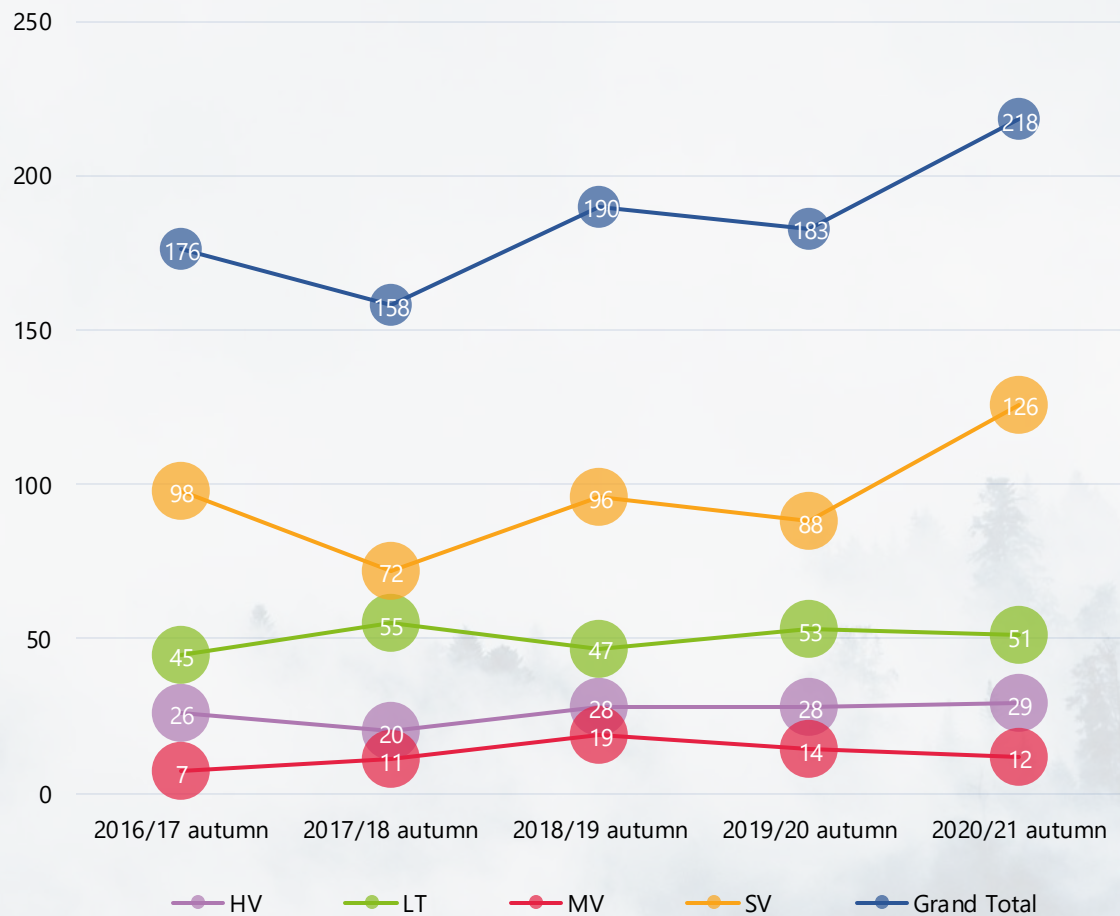


Graph 27. Distribution of responses by study level (2020/21 Spring)

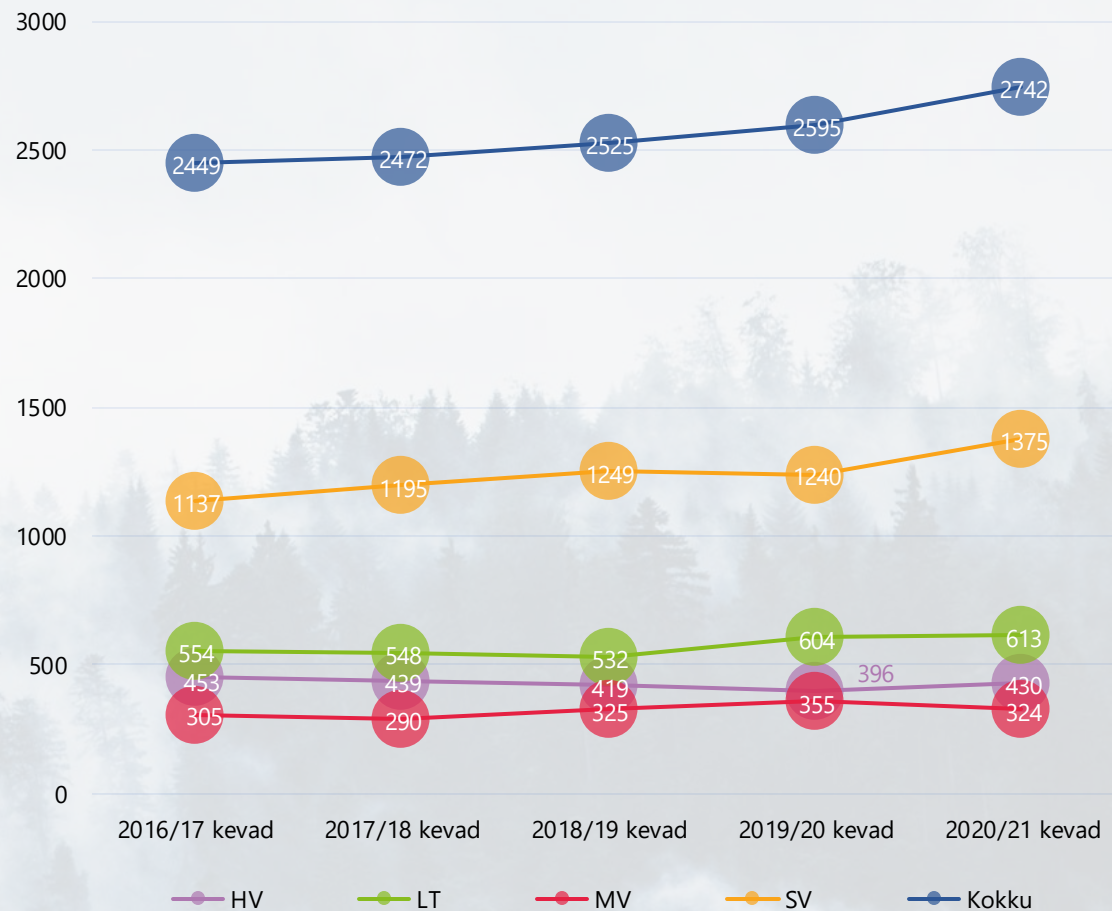
Question - Online learning activities supported my learning in the course

0 = NA, 1 = „I disagree“, 2 = „I somewhat disagree“, 3 = „I somewhat agree“, 4 = „I agree“

Graduates

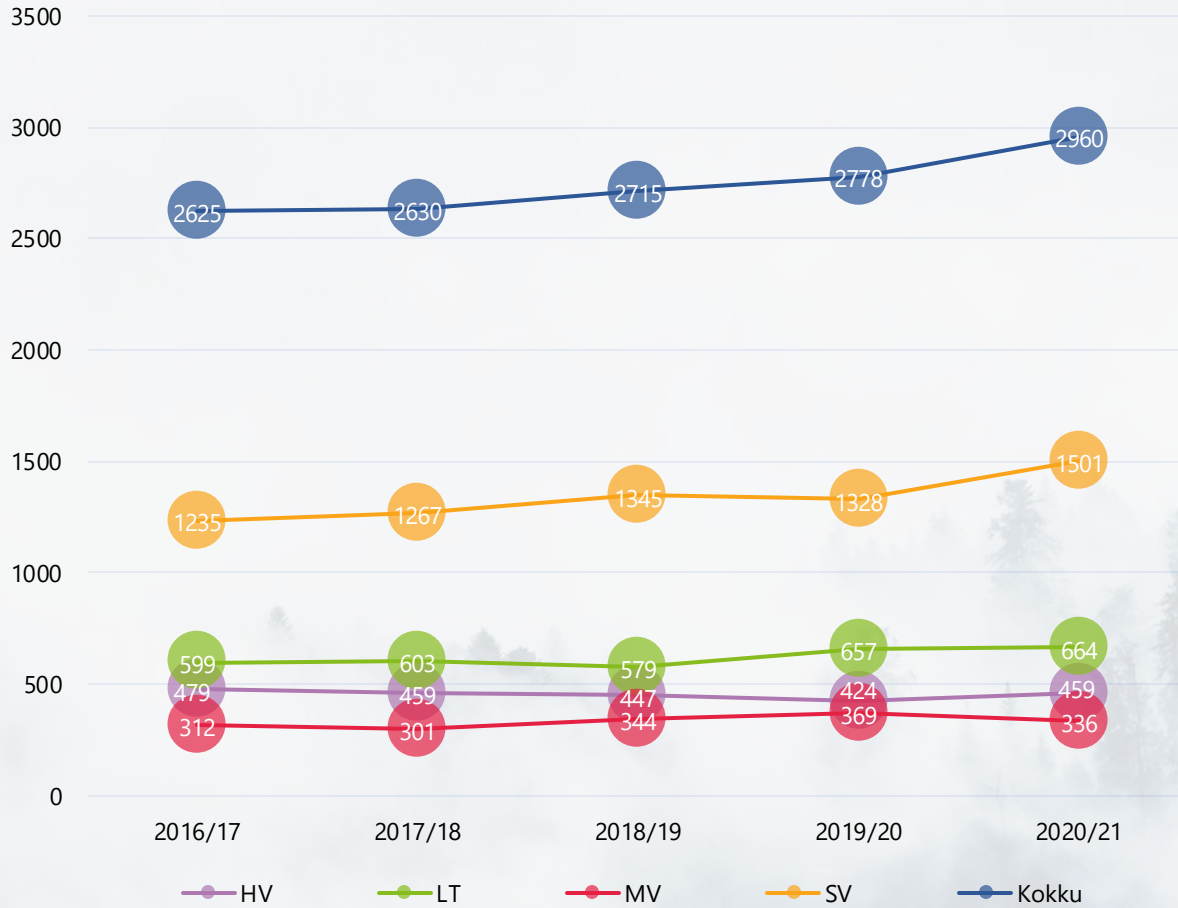


Graph 28. Autumn graduates by faculty



Graph 29. Spring graduates by faculty

Graduates



Graph 30. Yearly graduates by faculty

Year	Graduates	Total Students	Percentage of Graduates
2020/21	2960	13058	23%
2019/20	2778	12768	22%
2018/19	2715	12501	22%
2017/18	2630	12249	21%
2016/17	2625	12267	21%

Table 4. Total graduation Rates 2016/17 to 2020/21

Graduates

Conclusions

- Graduation numbers increased throughout the pandemic semesters, with a noticeable spike in the Faculty of Social Sciences
- For the most part, this is a continuing trend of both a growing student body and increasing graduation rate.