

# Analysis of student questionnaires from the 2019–2024 period.

## 1. Freshmen Surveys

### 1.1 Student Data

The Freshmen Surveys are conducted as online questionnaires. At the beginning of each academic year, newly admitted and enrolled students are asked to complete the questionnaire on the following:

- about the reasons for choosing the college,
- about marketing channels (the platform where they first heard about the college),
- and about their first impressions of the start of the academic year.

*Alternative presentation:*

### I. Freshmen Survey process

#### 1.1 Student Data

Method and timing:

- Format: online questionnaire survey
- Timing: at the beginning of each academic year
- Target group: newly admitted and enrolled students

Survey topics:

- Choice of institution

Reasons and motivations for choosing the college:

- Marketing and communication
- Identifying effective marketing channels
- Mapping information sources

Start-of-year experiences:

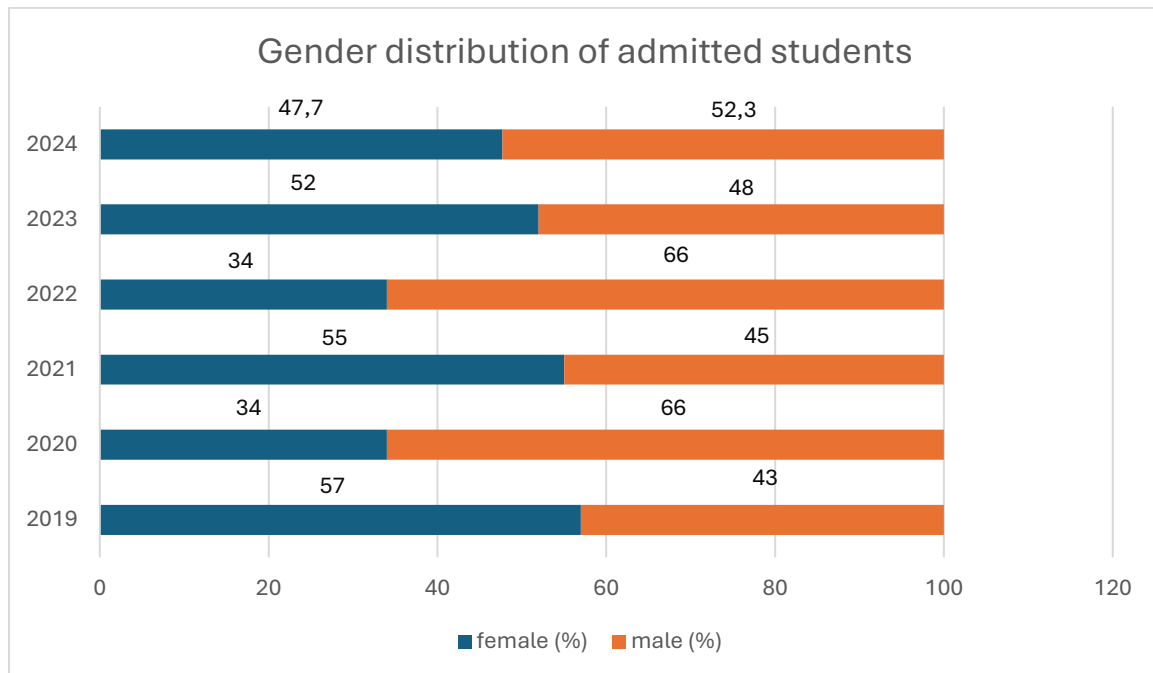
- First impressions of the college
- Feedback on the enrolment process
- General opinions about the start of the academic year

### 1. Figure: Number of respondents over time

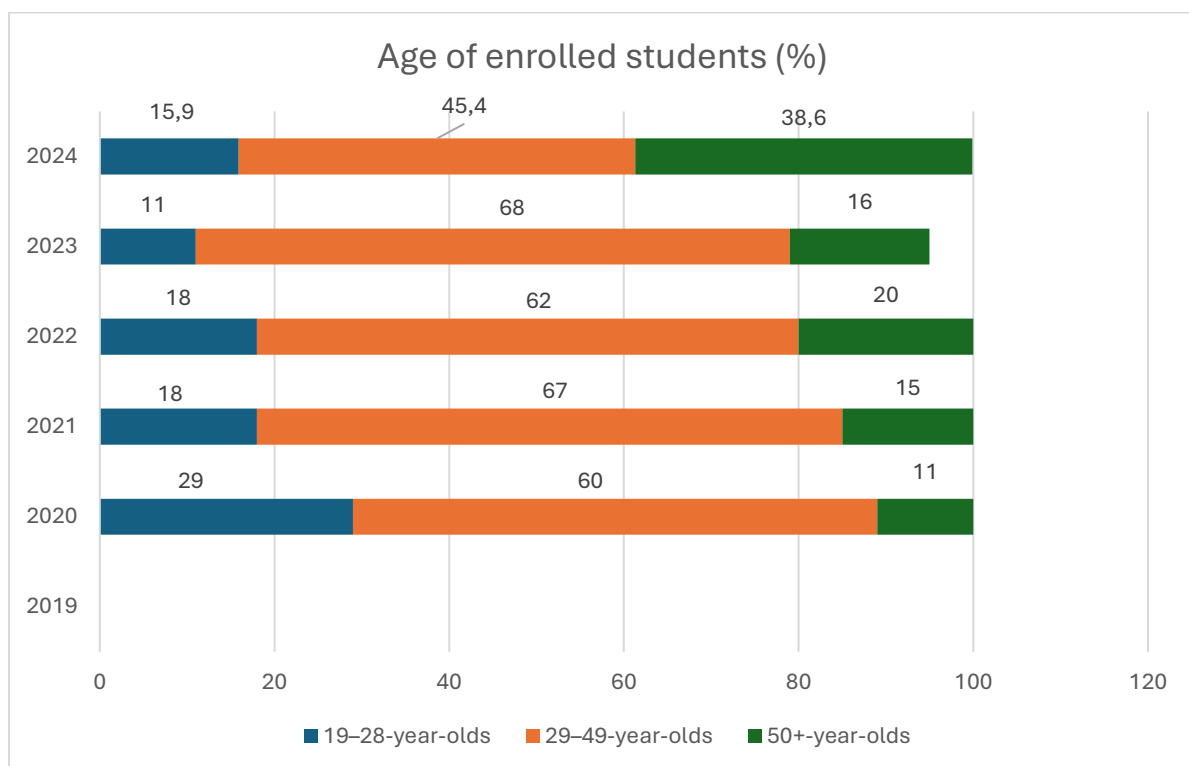
	<i><b>Total number of enrolled students</b></i>	<i><b>Number of responses</b></i>	<i><b>Response rate</b></i>
2019	102	60	59%
2020	100	70	70%
2021	116	60	52%
2022	132	61	46%
2023	154	74	48%
2024	155	49	32%

Regarding the gender distribution of students enrolling at the college — although the sampling is random and not representative — we observe roughly even proportions over the period studied: on average, 46.1% women and 53.38% men.

### 2. Figure: Gender distribution of admitted students

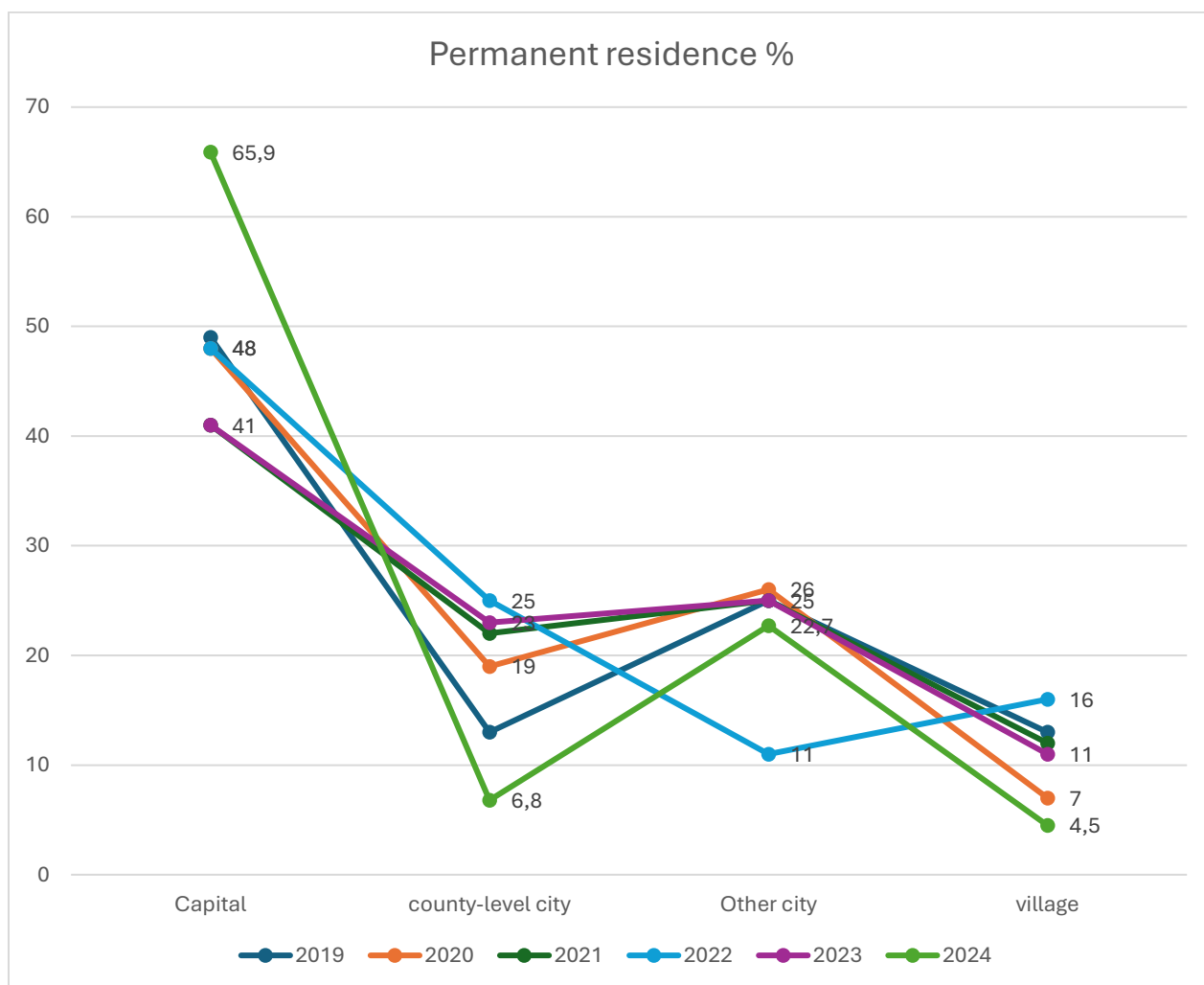


**3. Figure: Average age of students**



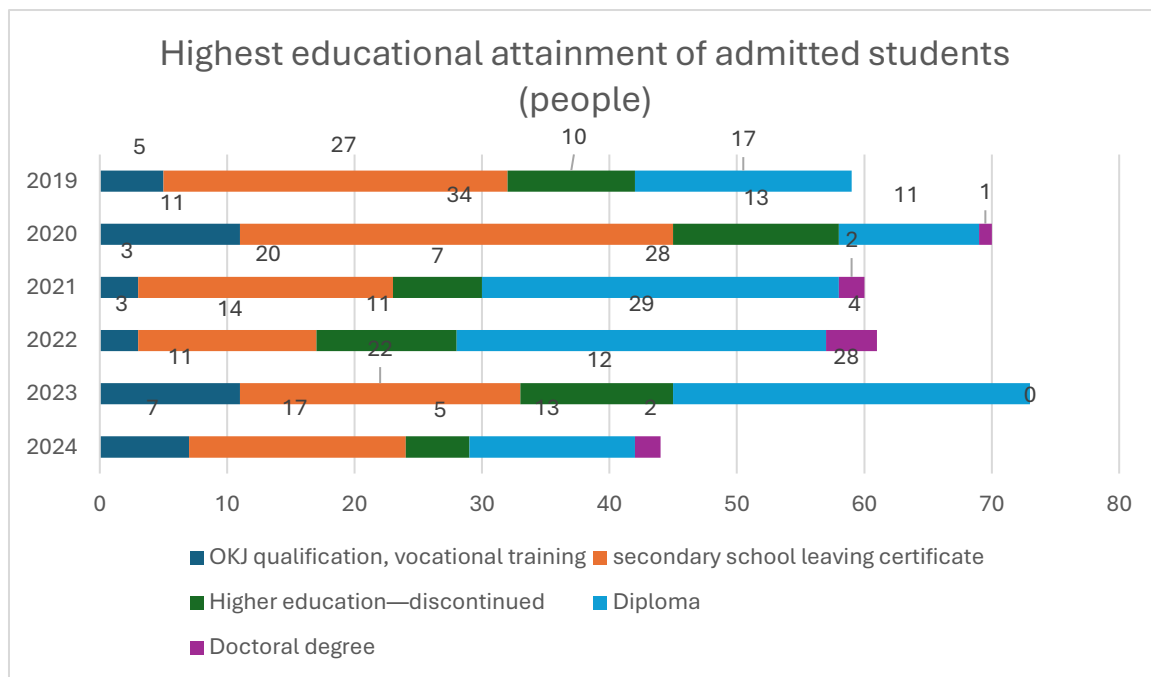
For years, a consistent trend has been that most applicants to the college are not recent high-school graduates. Across the years examined, most applicants fall into the 29–49 age group according to the survey responses. In 2022 and 2023 the difference was smaller, but in 2024 it was pronounced: among those who completed the questionnaire, there were more than twice as many students over 50 as those aged 19–28.

**4. Figure: Permanent residence of admitted students**



In terms of permanent residence, roughly half of applicants to the college live in the capital; in 2024 this figure was particularly high (65.9%). Next come applicants from other or county-rank cities (averaging 20.29% over the past 6 years), while the share from municipalities is the lowest, at 10.58% (except in 2022, when applicants from cities averaged 18% and from municipalities 16%).

##### 5. Figure: Highest educational attainment of admitted students



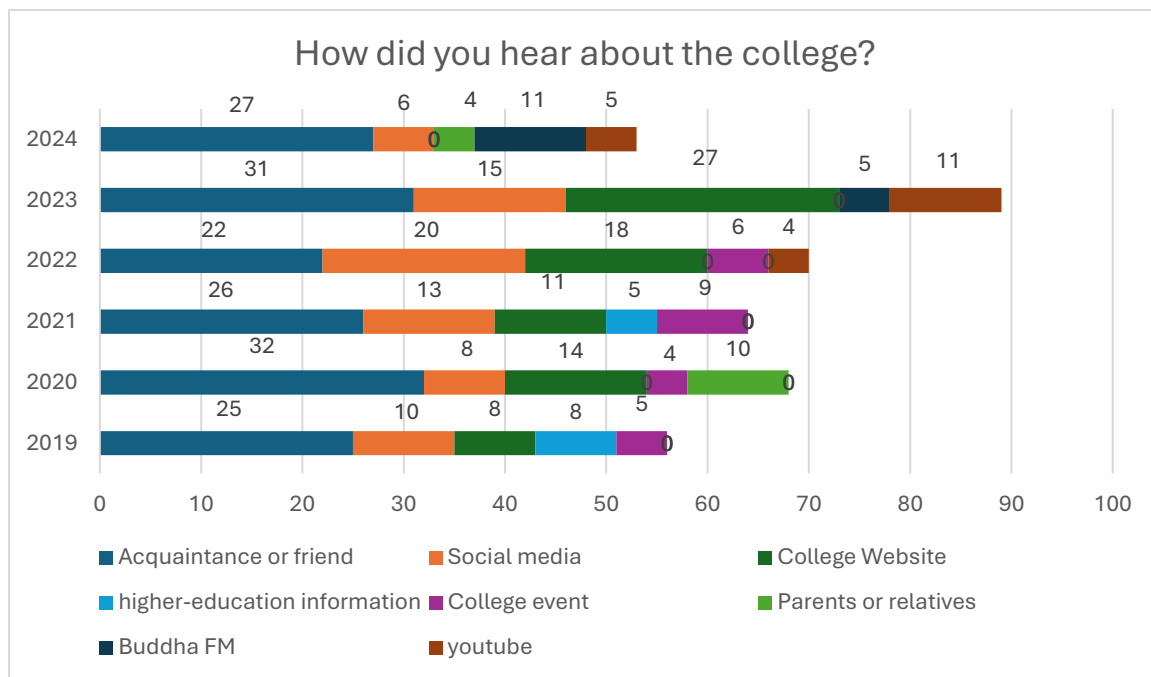
Over the period examined, the two largest groups among applicants to the college are those with a secondary school-leaving certificate and those already holding a degree. It is also evident that in every year the larger share of students enrolling at the college either already hold a degree or began but discontinued higher-education studies, and there are entrants with a PhD as well.

Whereas in 2019 and 2020 applicants with secondary education were in the majority (54% in 2019 with a school-leaving certificate or vocational qualification; 64% in 2020 with secondary education), from 2021 onward the larger share of admitted students had either previously attended higher education but discontinued their studies, or already held a degree/PhD (62% in 2021; 72% in 2022; 55% in 2023), then in 2024 this shifted to around 45%.

## 1.2 Institution choice, admissions, start of the academic year

Each year, we ask admitted students how they heard about the college. The figure below shows how the five most frequently mentioned information sources changed between 2019 and 2024.

### 6. Figure: How did you hear about the college?



Each year, the “Friends and acquaintances” category has the highest share of mentions, indicating that news about the college spreads chiefly through informal personal and friendship networks. A significant share also cite obtaining information via digital channels such as the College website and social media (facebook); between 2019 and 2023 these were the second and third most common responses. From 2022 onward, we also observe growth in other online information channels, such as Buddha FM and the College’s YouTube channel.

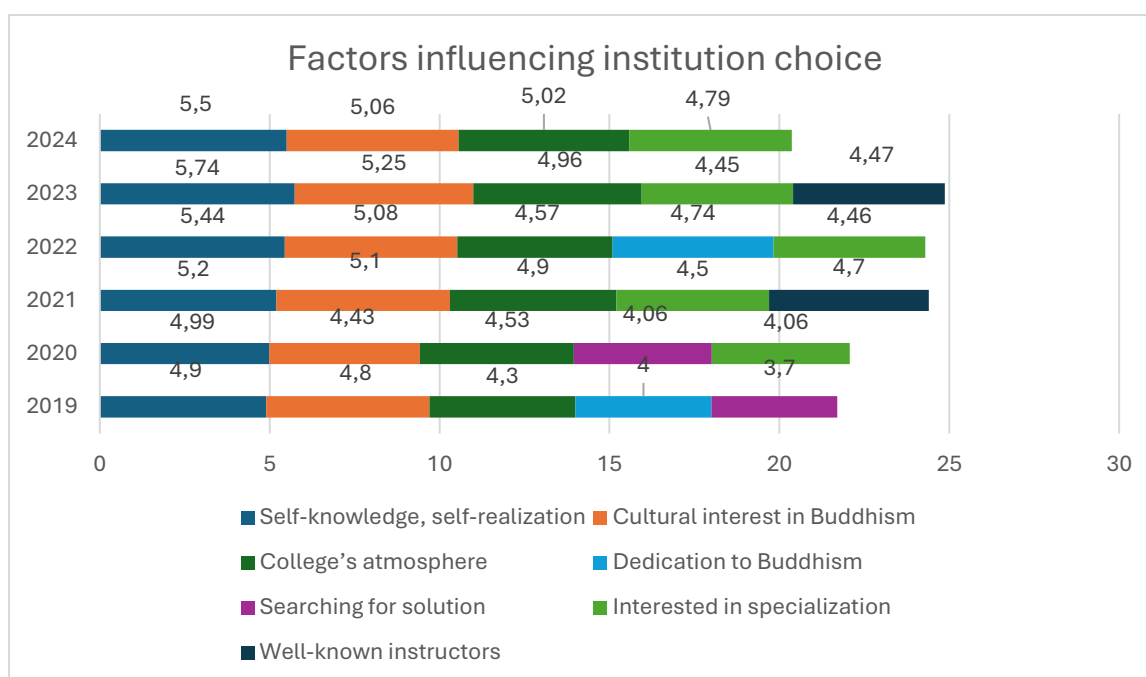
#### **Factors influencing the choice of institution:**

If, for the same period, we look at the ranking of factors influencing institution choice based on applicant preferences, the following factors received the highest ratings:

- opportunities for self-awareness and self-development (the highest rating every year);
- cultural interest in Buddhism;
- the college’s open, tolerant mindset;
- well-prepared, well-known instructors;
- interest in the chosen specialization;
- seeking solutions to difficult life situations (typically cited between 2019 and 2022);
- commitment to Buddhism<sup>1</sup>;

#### **7. Figure: Factors influencing institution choice**

<sup>1</sup> Values in the first two years based on a 5-point, then a 6-point scale (1 – Not at all; 6 – Fully).



Factors such as the perceived ease of completing studies at the college or individual career building consistently ranked at the bottom during the period examined; thus, they do not influence applicants' choice of institution. From the responses, it is clear that applicants choose the college primarily to advance their personal development and deepen their self-knowledge, as well as out of interest in — and commitment to Buddhism. The motivation—seeking solutions to difficult life circumstances—became particularly pronounced during the COVID period.

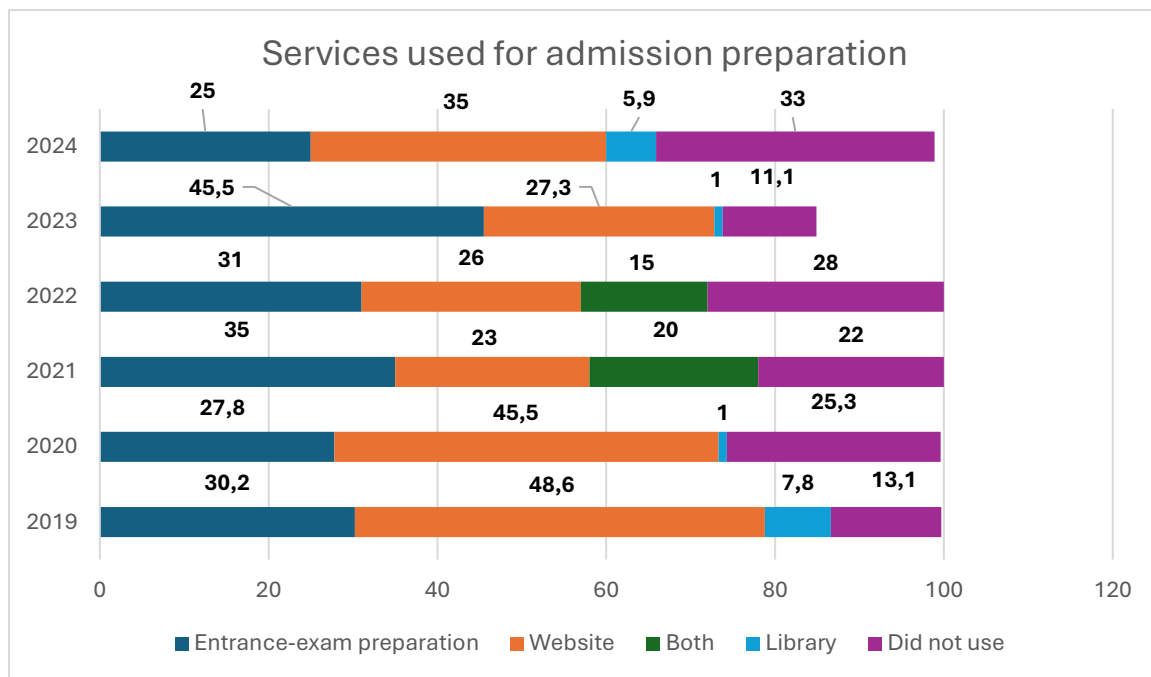
The admission procedure at the College consists of three parts: completing the application form and uploading a motivation letter, then taking an online test, followed by an oral interview. At the interview, the committee may ask questions based on the submitted motivation letter and the written test results, while also assessing the applicant's commitment to Buddhism.

Regarding the admission procedure, students can rate their satisfaction with the process on a five-point scale, and—answering a separate question—indicate whether they used the complaints-handling process. These figures are consistently high each year: at least 82% of applicants select the highest rating. Complaints are not typical. In 2021, when the online written test was introduced, some technical problems arose and feedback was received. The College addressed these by reopening the test for completion and eliminating the technical shortcomings, which have not reoccurred since.

### Preparing for the admission procedure

Alongside admission-related information, the College also supports preparation by providing online access to *Valpola Ráhula: The Teachings of the Buddha* (Dharma Gate, Budapest, 2014), and applicants also have the option to enroll in an online preparatory course. Not least, the library is open to the public, and the entire collection is available to interested visitors. In light of the above, over the past six years the modes of preparing for the admission procedure have evolved as follows, based on the responses of admitted students.

## 8. Figure: Services used for admission preparation

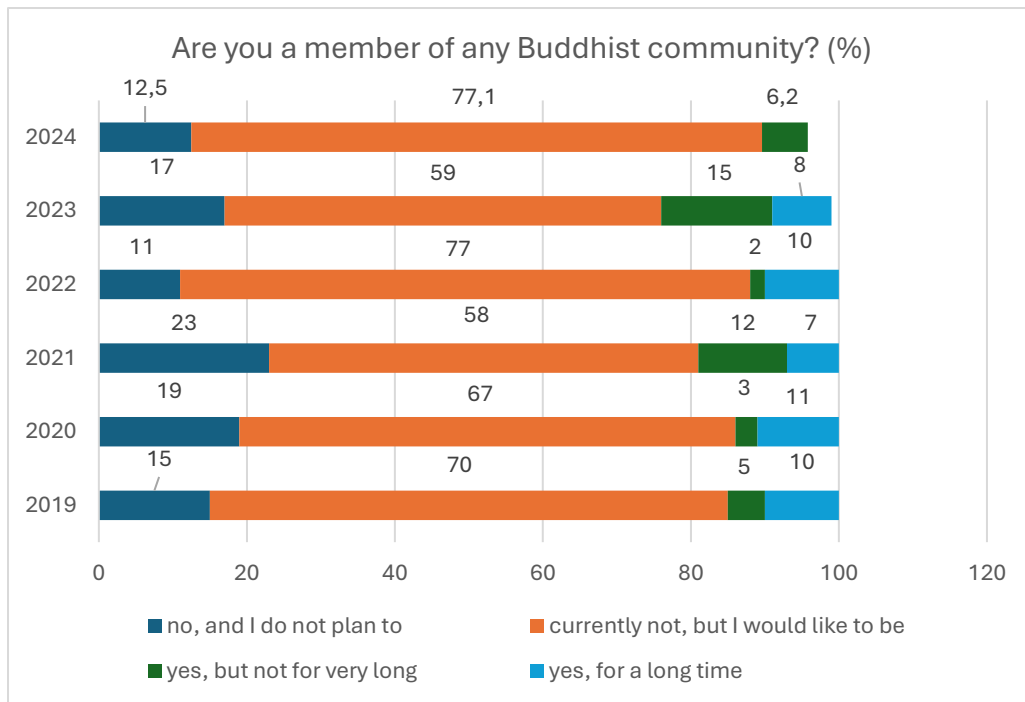


The data show that most students take preparation seriously, making use of one or more of the available opportunities. The share of students who do not use any support ranges between 11.1% and 33%; the highest—approximately one-third—was in 2024.

### **commitment to Buddhism**

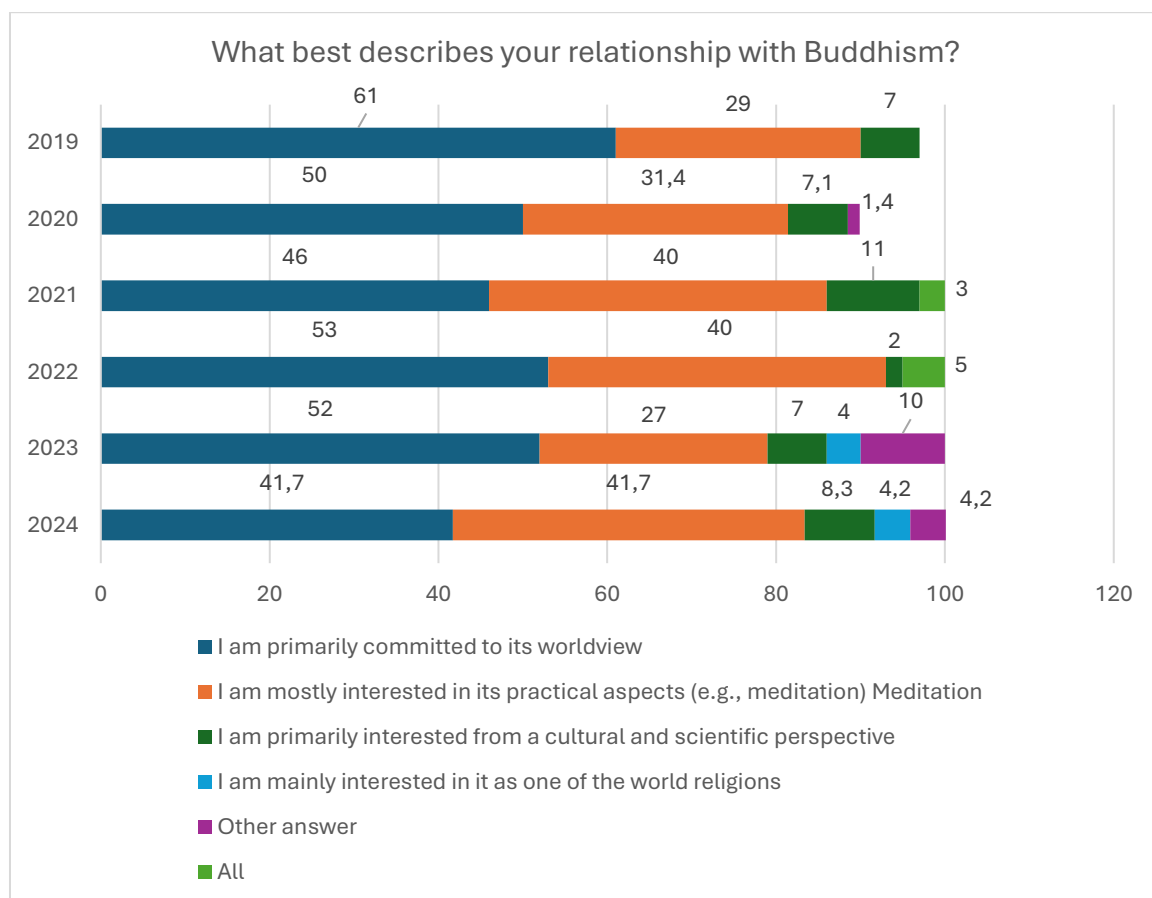
As set out in its strategic documents, the College is an open, tolerant institution; admission does not require applicants to belong to any Buddhist community. Based on applicants' responses, fewer students are long-standing—or more recent—members of a Buddhist community. A large proportion intend to join, yet many do not plan to become members of any Buddhist community at all.

### **9. Figure: Are you a member of any Buddhist community?**



Similar trends appear when applicants are asked how they would describe their commitment to Buddhism.

**10. Figure: How would you best describe your relationship to Buddhism?**



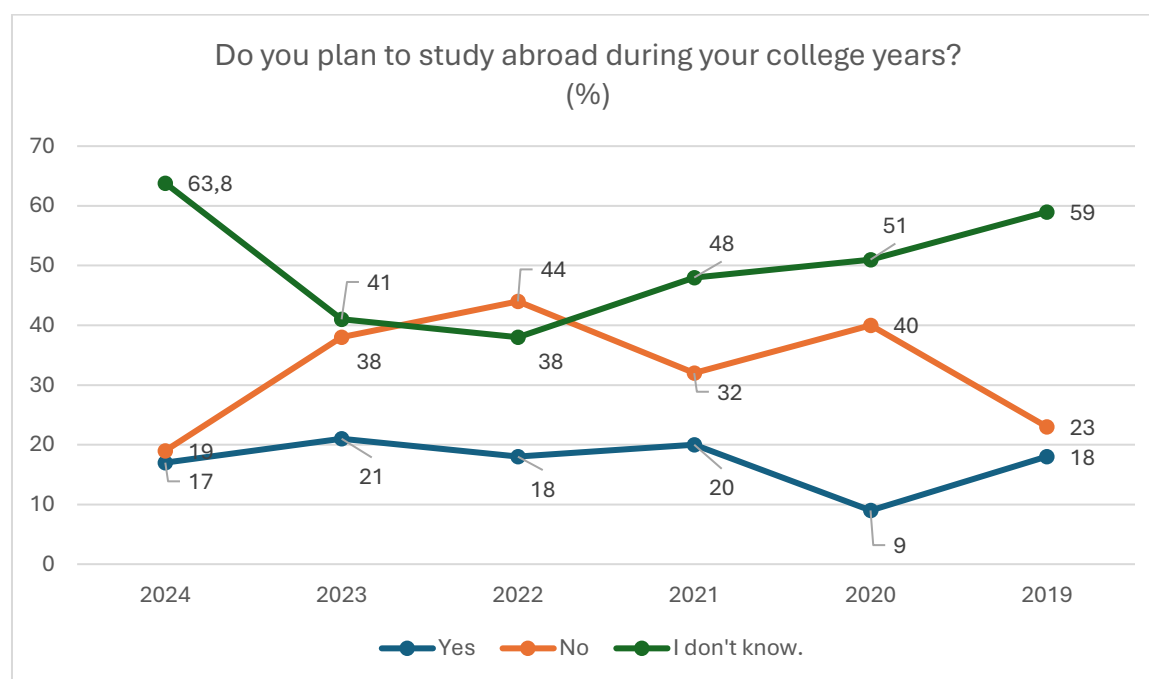


The student responses to two open-ended questions—“*What struck you most in the College’s Mission Statement?*” and “*What does ‘Dharma Gate’ mean in the name of the College?*”—demonstrate a conscious choice and application. For years, the trend has been that only a negligible number of responses indicate students had not read the Mission Statement. Most highlight openness, creativity, and the support for independent thinking, as well as helpfulness and a partnership between students and instructors.

### 1.3 International mobility and employment during and after studies

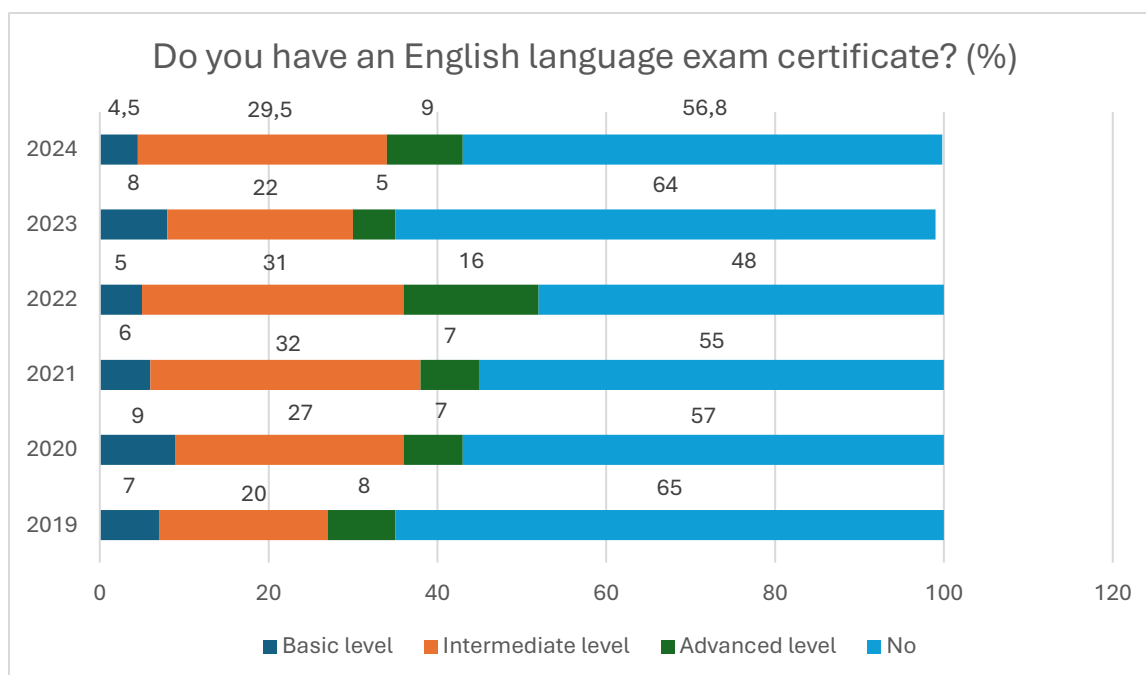
The College participates in the Erasmus+ higher education mobility programme and is continuously strengthening its partnerships. In the Freshmen Survey, we also ask students about their plans in this regard. Over the past six years, about one-fifth of admitted students begin their studies planning to take part in international mobility; however, responses of *I don’t know yet* and a clear *no* also remain common. During the programme, we respond by continuously promoting mobility opportunities to our students, organising an information day and experience-sharing sessions led by students who have already taken part in mobility.

#### 11. Figure: Do you plan to study abroad during your college years?



The questionnaire also asks whether students have passed an English-language exam. Over the period examined, neither the level nor the number of English-language exams changed significantly. More than half of applicants to the College have not passed any language exam; 20–32% hold an intermediate-level exam, and far fewer have a basic- or advanced-level exam.

#### 12. Figure: Do you have an English language exam certificate?



However, the number of students with a language exam is, of course, not the same as the number who can understand, read, or speak English. If we also take into account data that paints a more nuanced picture, we see that two-thirds of admitted students, for example, rate their English reading comprehension at an intermediate level or higher.

#### 1.4 Plans for employment and labour-market placement

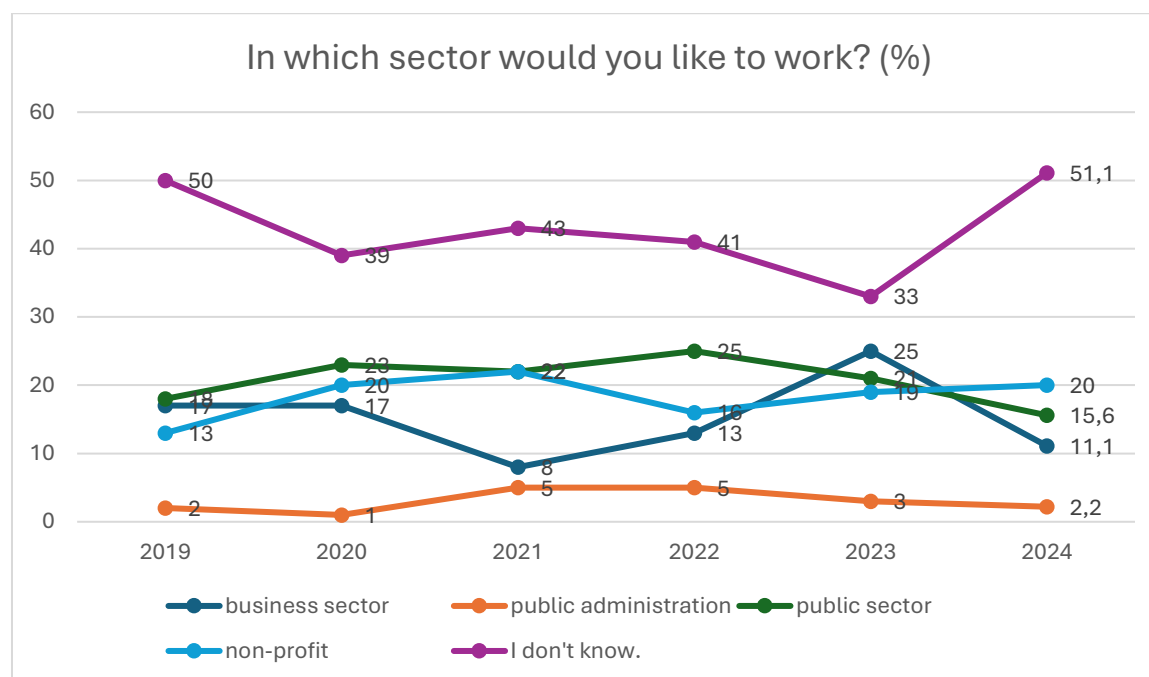
#### 13. Figure: Would you like to do paid work during your studies?



As the chart clearly shows, more than half of applicants to the College—and in some years as many as two-thirds—are already employed when they begin their studies.

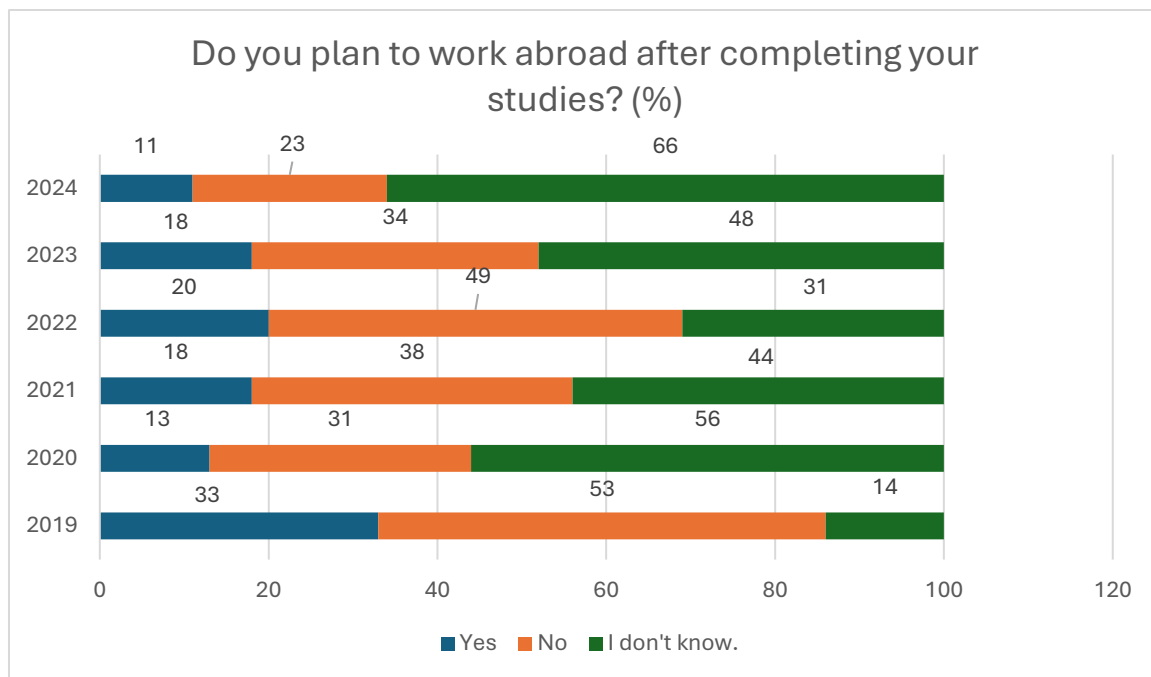
For the following question—“*What net monthly earnings do you expect in a full-time position after graduation? Please enter an approximate amount as a number.*”—the responses vary widely. Perhaps more revealing than the numbers are the responses that underscore students do not come to the College primarily for labour-market advancement, for example: “*I don’t expect any change! I already have two degrees.*”, but rather they are seeking a new path, looking for solutions to a life-crisis, hoping to become more familiar with Buddhist values, and to belong to a like-minded community.

#### 14. Figure: In which sector would you like to work?



With the qualification and knowledge gained at the College, students typically would not seek positions in public administration; rather, they would prefer roles in the public or non-profit sector. Nearly half of those enrolling, however, still do not know which sector they would like to enter.

#### 15. Figure: Do you plan to work abroad after completing your studies?



With regard to planned employment abroad, in 2019 the “no” response accounted for more than 50% of the answers. Between 2020 and 2024, the number of “I don’t know” responses increased; nevertheless, it is clear that those choosing the College typically are not considering employment abroad or are undecided. Except for 2019 (33%), far fewer gave a “yes” response (11–20%).

## 2. Midterm surveys

### 2.1 Student Data

Second-year students complete the midterm survey questionnaires. After three semesters, we want to know how students’ views have changed compared to when they enrolled in areas such as employment after graduation, employment abroad, and the level of pay they expect upon graduating. We are also interested in how satisfied students are with the College’s services, how they assess the student–instructor relationship, and, at the end of these questionnaires, they may share their suggestions with the College’s leadership in the form of an open-ended question.

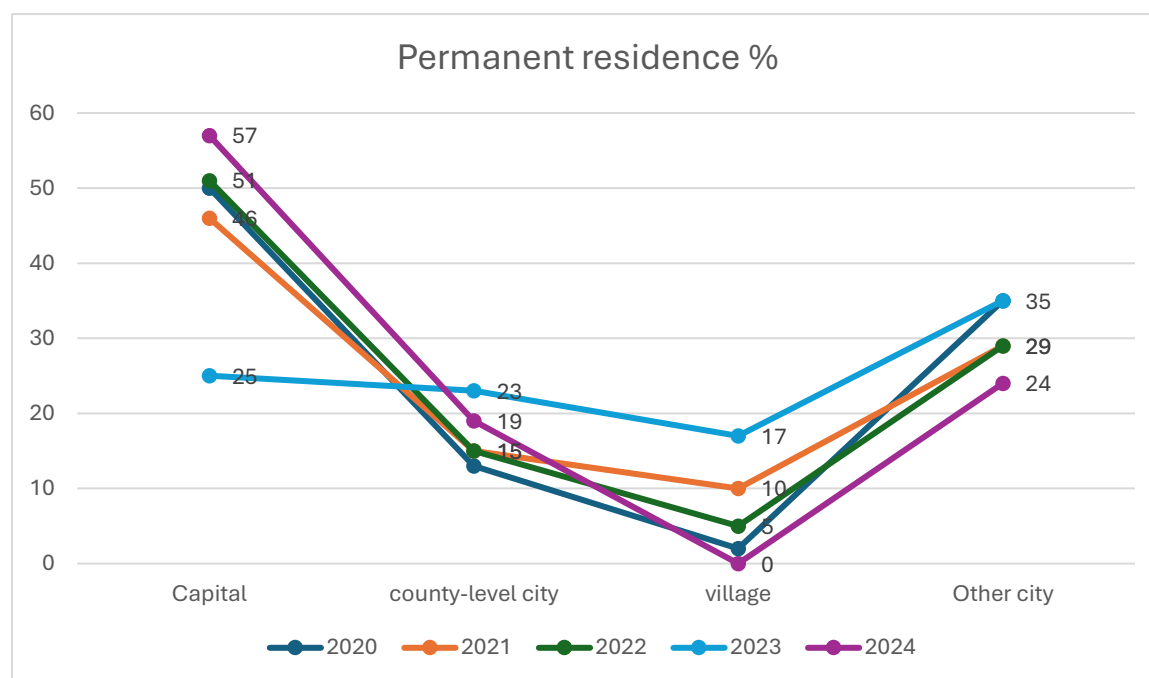
For the midterm survey, data and analyses are available for 2020–2024; the following presents their comparison and analysis.

#### 16. Figure: Number of respondents over time

	<i><b>Total number of enrolled students</b></i>	<i><b>Number of responses</b></i>	<i><b>Answer rate</b></i>
<b>2020</b>	80	41	51%
<b>2021</b>	85	42	49,4%
<b>2022</b>	68	41	60,3%
<b>2023</b>	102	40	39,2%
<b>2024</b>	101	21	21%

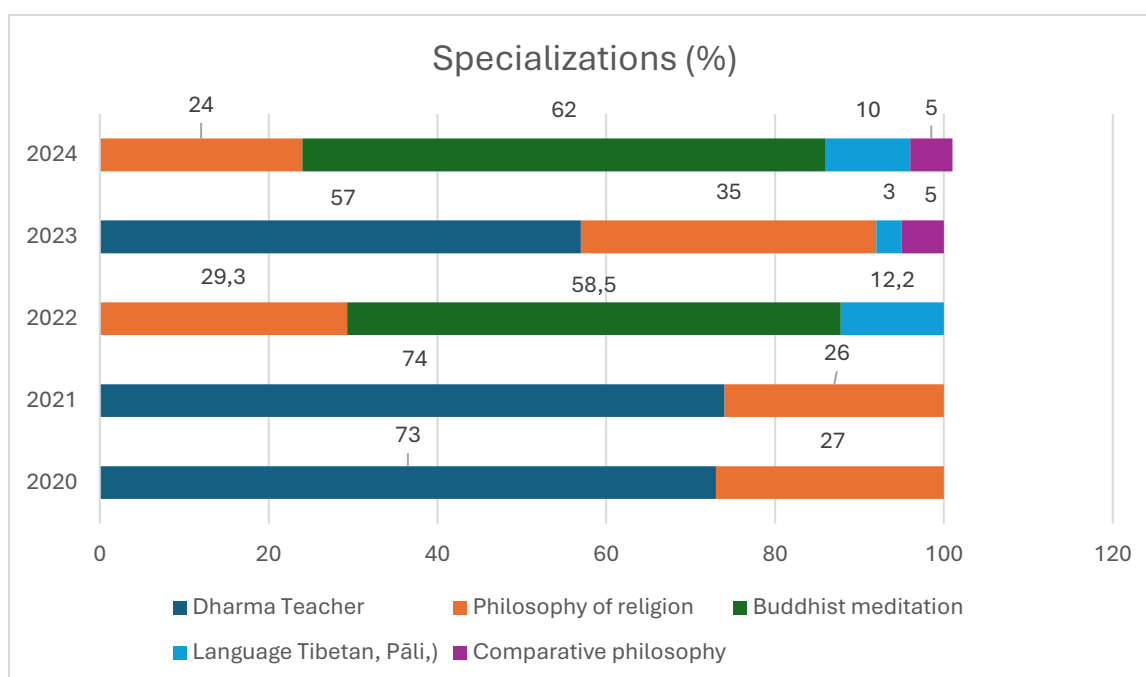
In 2020, respondents were 51% men and 49% women; the average age was 40 (range: 23–58). In 2021, two-thirds (66.6%) of respondents were women and one-third (33.3%) were men. Students range in age from 24 to 56; the average age is 39. In 2022, 58.5% of respondents were men and 41.5% were women. Those aged 31–49 make up more than half of the respondents. In 2023, the gender distribution is: 47.5% male and 52.5% female students. By age, those aged 31–49 account for more than two-thirds of the sample. In 2024, 71.4% men and 28.6% women. By age group, 4 are 30 or under, 13 are 31–49, and 4 are 50+, so again the larger share of respondents falls within the 31–49 bracket.

#### 17. Figure: Distribution by permanent residence

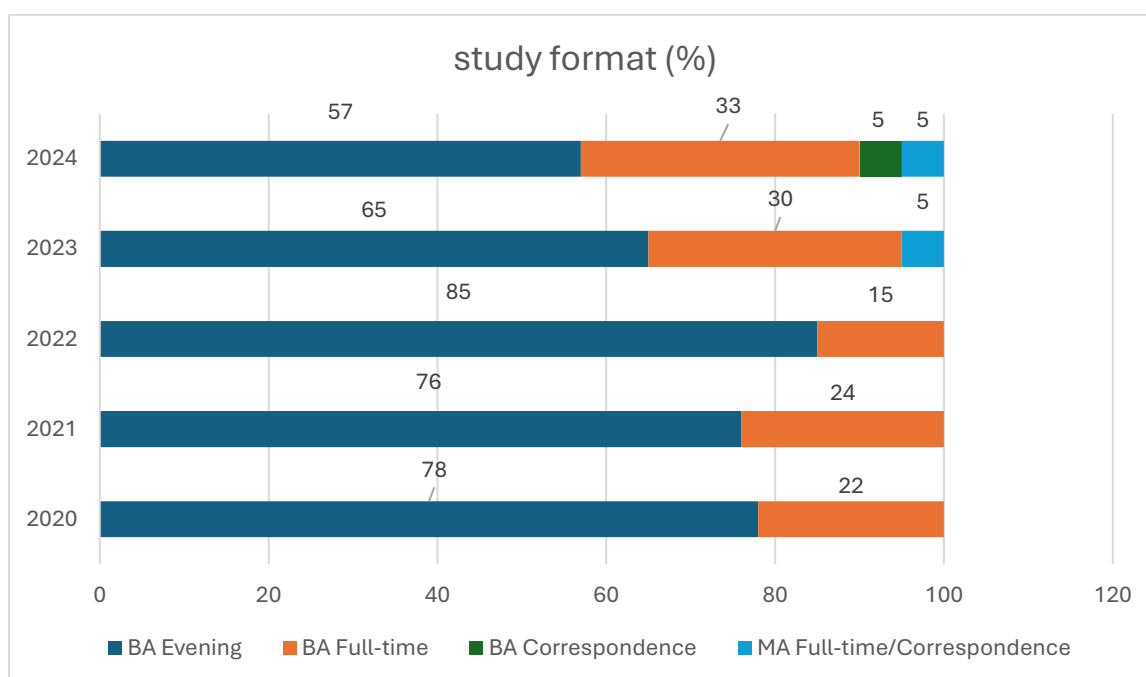


With the exception of 2023, respondents are typically concentrated in the capital, other cities, and cities with county rights; far fewer live in smaller settlements.

#### 18. Figure: Which specialization are you currently enrolled in?



**19. Figure: Distribution by study format**



In 2020, 93% of respondents were state-funded (scholarship) and 7% were self-financed; in 2021, 85.7% were state-funded and 14.3% self-financed; in 2022 85.4% were state-funded and 14.6% self-financed. In 2023, 67.5% were state-funded (scholarship)—lower than in previous years—and the share of self-financed students was higher at 32.5%. In 2024, with the lowest response rate to date, state-funded students accounted for 66.6% and self-financed for 33.3%. This trend is due to the rising share of self-financed students at the College in recent years—especially in BA part-time (evening) and distance-learning formats, as well as in the MA programmes.

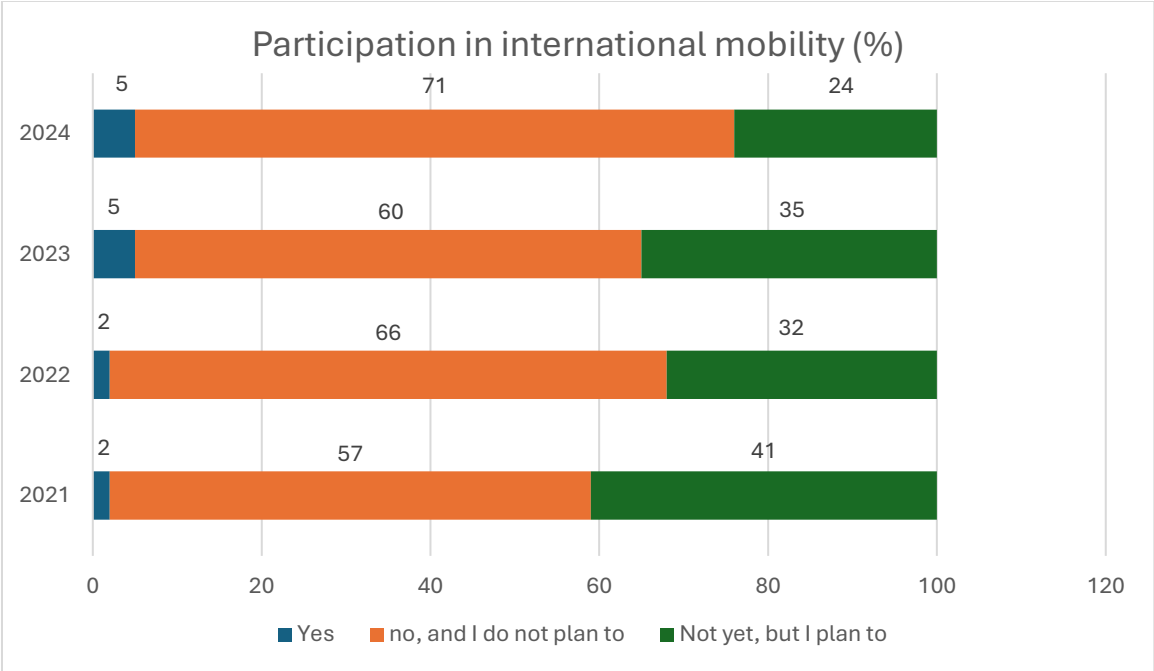
## 2.2 Participation in international mobility

Second-year students who completed the midterm survey questionnaire are the optimal target group for participation in the Erasmus+ mobility programme, as they already have two completed semesters, have become acquainted with the College’s international mobility opportunities and partners, and have attended student presentations and briefings—thus they can have concrete knowledge of the benefits of international mobility.

The chart below shows the percentage of students who have already participated, who plan to participate, or who do not plan to take part in international mobility.

According to the feedback received, the figures do not change significantly; in general, two-thirds of students do not plan to participate in mobility (with some deviations, e.g., in 2024 and 2021), while roughly one-third have already participated or plan to take part in a mobility programme during their studies.

**20. Figure: Have you taken part in an international mobility programme during your studies at the College so far? (Erasmus+, Campus Mundi, etc)?**

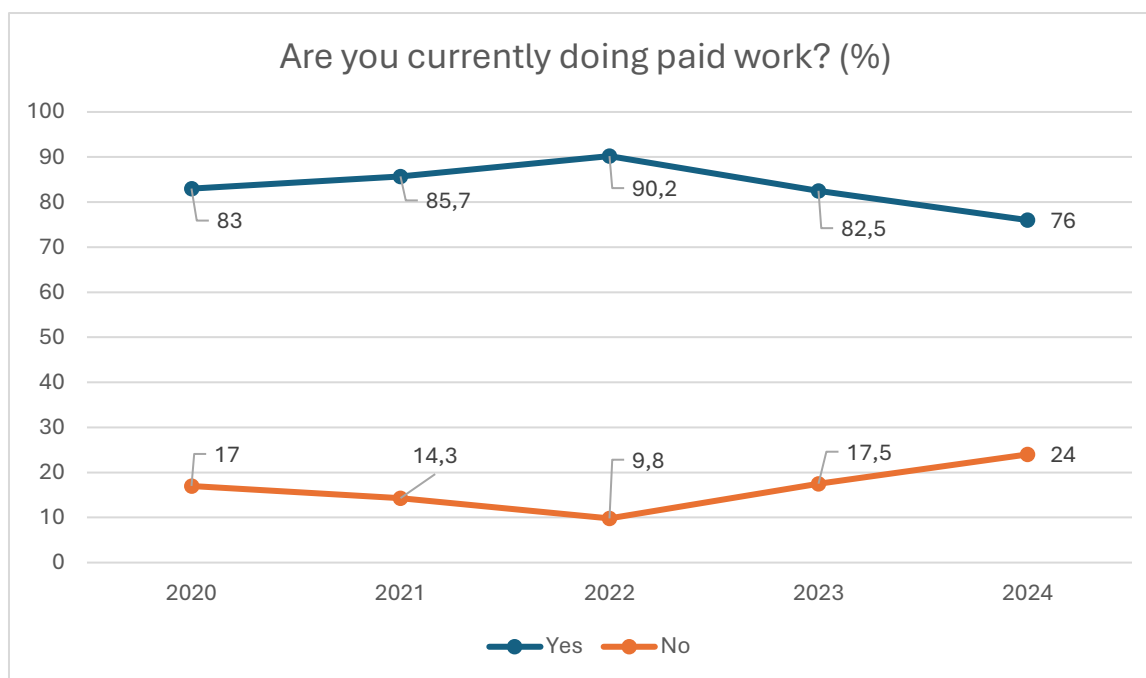


In light of this feedback, it would be worth investing more effort in identifying new opportunities and providing mobility options that practising Buddhist students would gladly take up (e.g., retreats at international retreat centres), for example within mobility schemes linked to traineeships. In addition, it is worth strengthening and encouraging students’ willingness to participate by providing extra information and by promoting the opportunities offered by the programme.

### 2.3 Employment plans and responses

During 2020–2024, most students were employed, as illustrated by the year-by-year data below.

**21. Figure: Are you currently doing paid work?**



Examining the 2020–2024 period in terms of the net salary students expect after graduation: in 2020, the average expected net monthly income was HUF 320,000, and the median was HUF 250,000. (7 respondents did not answer this question.) In about half of cases, salaries are expected to remain unchanged from current levels; for 13 respondents (one-third of students), they are expected to be higher—presumably they mostly work in the public sector.

In 2021, the median expected net monthly income is HUF 250,000. 50% said this amount will match their current income, while 17% expect their income to be higher. In open-ended responses, some explained that alongside their own businesses they would like to pursue what they are studying here, and that they are not attending the College to earn more money—they know that if they did only this, their income would be lower than it is now.

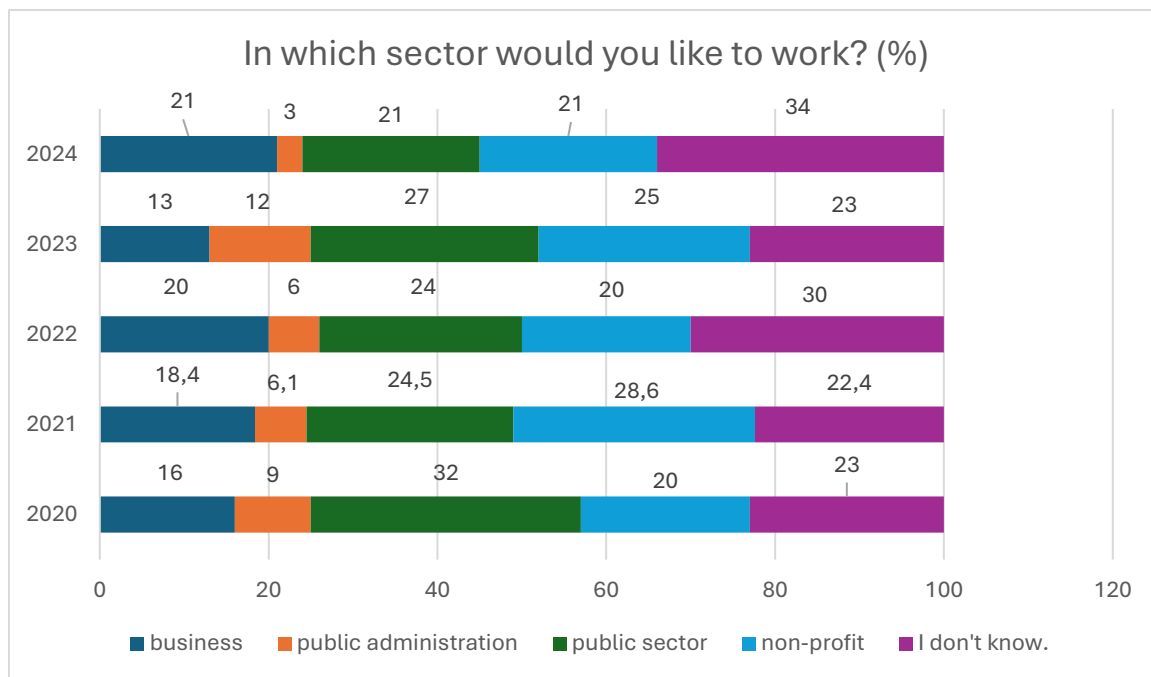
In 2022, the median expected net monthly income is HUF 350,000. This is HUF 100,000 more than last year. For 14 respondents, this matches their current income; 13 could not judge; 9 expect it to be higher; and 2 anticipate their income will decrease.

In 2023, the median expected net monthly income is HUF 355,000. This is similar to last year. For 16 respondents, this matches their current income; 8 could not assess it, and 10 expect it to be higher. 3 respondents expect their income to decrease.

In 2024, among those who gave a specific amount, one respondent indicated HUF 350,000–450,000, while several indicated HUF 500,000–600,000. Several entered 0, and a few gave open-ended responses indicating that they do not primarily expect earning this degree to move them into a higher salary bracket. Perhaps one respondent put it most eloquently as follows: *“Naturally, it depends on where I find employment; with a DGBC degree I don’t yet know whether I’ll be able to find a job at all—it’s relatively secondary for me. The Dharma has become part of my life; making a living from it isn’t my goal at the moment :)”*

## 22. Figure: In which sector would you like to work?





The midterm survey results indicate that students' preferences have not changed significantly compared to enrolment: they still find public administration the least appealing; mentions of other options are relatively balanced; and *I don't know* responses account for 22,4–34%.

### 23. Figure: Do you plan to continue your studies after graduating from the College?

	2020	2021	2022	2023	2024
<b>YES, AT THE COLLEGE, IN A MASTER'S PROGRAMME</b>	<b>39%</b>	<b>59,52%</b>	<b>48,8%</b>	<b>37,5%</b>	<b>29%</b>
<b>YES, BUT AT ANOTHER HIGHER EDUCATION INSTITUTION</b>	14,6%	14,29%	22,0%	27,5%	10%
<b>YES, BUT NOT AT A HIGHER EDUCATION INSTITUTION (OKJ, COURSES)</b>	-	7,14%	12,2%	2,5%	5%
<b>YES, BUT NOT IN A FORMAL SETTING</b>	17%	4,76%	7,3%	10,0%	10%
<b>NO</b>	4,8%	9,52%	4,9%	7,5%	19%
<b>OTHER ANSWER:</b>	24,3%	2,38%	4,9%	5%	29%

Other answer usually:

- ✓ Yes, doctoral programme I'm considering a PhD programme (the most common among the "Other" responses)
- ✓ After earning a DGBC BA degree, I'd be interested in church work if there is demand.
- ✓ in the lifestyle advisor training programme
- ✓ they would like to apply for an MA programme at a partner university abroad

As the data on intentions to pursue further study indicate, the majority of applicants to the College's MA programme are students who have completed a BA—either recently or earlier. Responding to student demand, the College offers its MA programme in alternating formats—one year full-time, the next year correspondence.

## 2.4 Satisfaction with College services

With the question "Please rate the following College services if you have interacted with them!", the midterm survey asks students to evaluate the following services: complaints handling, talent support, credit recognition, equal opportunities, mentoring, community life, cafeteria, IT services, library, academic administration, scholarships, and the operation of the Student Government.

For the "How satisfied are you?" question, responses are given on a 1–5 scale, where 1 means not at all and 5 means completely; alternatively, *I have not interacted with it* could be selected.

### 24. Figure: Please rate the following college services, if you have used them. How satisfied are you?

	2020	2021	2022	2023	2024
STUDENT SATISFACTION WITH SERVICES  5 HIGHEST-RATED	the library's services	the library's services	the library's services	the library's services	the library's services
	assistance received with academic administration (operation of the Academic Affairs Office)	assistance received with academic administration (operation of the Academic Affairs Office)	assistance received with academic administration (operation of the Academic Affairs Office)	assistance received with academic administration (operation of the Academic Affairs Office)	with academic administration
	mentoring, counselling, and academic support opportunities	the credit recognition procedure	complaints-handling procedures	the availability of IT services	with community life
	with student benefits promoting equal opportunity	with the cafeteria	with the credit recognition procedure	with the credit recognition procedure	with IT services
	the availability of IT services	the availability of IT services	the availability of IT services	with student benefits promoting equal opportunity	with the Student Government

(The full tables are provided in Annex 1.)

Satisfaction with the library and with academic services is the highest in every year examined. Satisfaction with community life and with the Student Government is evident in 2024, which is linked to the fact that the Student Government (HK) consisted of very active members that year and organised many events. During COVID, IT services improved significantly; the College also launched the BA programme in a distance-learning format, using a Moodle-based online learning system that, following a student vote, was named TanTár (Repository of Knowledge). Since then, the development of online course materials has proceeded in a systematic, continuous way, and online communication platforms have been used for consultations. This may explain why student satisfaction with IT services rose in 2023 and 2024.

Credit recognition: The College recognizes credits earned through international mobility and other specialized higher-education studies in accordance with the legal framework, while applying appropriate flexibility, as indicated by the proportion of mentions.

Services such as talent support, mentoring, scholarships, and the provision of equal opportunities through student benefits tend to appear toward the bottom of the list in certain years; however, this is influenced by the relatively high number of *I have not interacted with it* responses in those years.

## 2.5 Factors influencing student well-being

Students rate the factors influencing their well-being at the College on a three-point scale. Among these, the student–instructor relationship consistently stands out; and, given the nature of the College, so do Buddhist practice and retreats. Academic administration also features here. In some years, students also regard academic requirements as a positive, along with events organised by the College or the Dharma Gate Buddhist Church.

### 25. Figure: Factors influencing student well-being

	2020	2021	2022	2023	2024
<b>FACTORS INFLUENCING STUDENT WELL-BEING (HIGHEST- RATED)</b>	Teacher-student interactions	Buddhist Practice	Buddhist Practice	Student interactions	Teacher-student interactions
	College events	Buddhist retreat	Buddhist retreat	Buddhist Practice	Buddhist Practice
	Academic administration	Teacher-student interactions	Teacher-student interactions	Teacher-student interactions	Student interactions
	Academic requirements	Events	Events	Buddhist retreat	College/Church events
		Student interactions	Student interactions	Academic administration	Academic administration

(The original charts are provided in Annex 2.)

At the end of the midterm survey, every respondent has the opportunity to share recommendations with the College’s leadership at the halfway point of their studies. In 2020, several respondents criticised classes that placed excessive emphasis on the memorization of factual knowledge as well as the assessment requirements they entailed. Two respondents remarked that distance learning helps them a great deal and should be retained in the future (half of the students live outside the capital anyway). Two respondents likewise felt the compulsory traineeship was unnecessary, and they objected to the end-of-semester “running around” with the grade book. The issues raised were resolved through the complete digitalisation of academic administration, and the availability of online education has been maintained and has continued

to improve since then. Given its Buddhist character, the required retreats remain part of the programme as a form of “traineeship,” while regular practice is not mandatory—only recommended.

2021.

*Keeping the hybrid system in place for the future may be a good idea (3 mentions).*

*Given the academic expectations, adhering to deadlines would be important. In addition, the technical side of the studies—data entry, processing, verification, and notifications—could be handled with greater precision.*

*In the evening programme, the BA could be four years (for example with a “year zero,” or a one-year preparatory OKJ course). There is a need for more seminars. This would be better suited to shaping students’ outlook. In its current form, unfortunately, it’s a rush—much information gets lost, and not all specialized courses can be taken due to scheduling conflicts. It’s not possible to stay focused from 7:30 to 18:15. There’s no time to get to know fellow students either. There isn’t enough time for one’s views to solidify.*

*Greater openness to external lecturers, so the perspectives available to us are more diverse.*

*International partnerships with foreign higher-education institutions and Buddhist communities; more practice-oriented, credit-bearing courses; and establishing cooperation with relevant traineeship hosts (e.g., Hopp Ferenc Museum, National Museum, Buddhist communities and churches, the Hungarian representations and cultural associations of Buddhist countries).*

*More thematic discussion evenings and programmes, either offline or online.*

2022.

*Excessive online participation isn’t ideal, but recordings made during classes are a great help when preparing for exams; they’re also very useful in case of illness, ensuring we don’t miss out entirely on the teaching. It would be worth keeping this (hybrid teaching, or at least recording the audio of classes) as one of the benefits of the pandemic. Our cohort is very close-knit, and we share every resource we can with one another; it would be worth highlighting this to first-year students.*

*Cafeteria or buffet... DGBC Shop—meditation cushions, T-shirts, promotional items... revenue increase*

*Since Buddhism encompasses an enormous body of material, the curriculum has to move at a brisk pace. In addition to the optional specialisation, it might be worthwhile to create further groups in which particular branches of Buddhism—or other topics—could be explored in greater depth.*

*Unfortunately, community and team-building events are limited due to the current (pandemic) situation. Because of this, it’s hard for me to judge how active this would be in the college’s life under normal circumstances.*

2023.

*Online access would allow greater “permeability”; as an evening-programme student, I’d be happy to join daytime classes if my work schedule permits. I’d be very glad if this were available even in “peacetime.”*

*For the BA in Buddhist Dharma, I believe completing a course in pedagogical methodology should be mandatory and a prerequisite for the degree.*

*Somehow motivating both full-time and weekend students to attend community events more often—perhaps by organizing more opportunities and programmes where they can show up, take part, and get involved. Film nights, debates, conferences, and thought-provoking talks.*

*There should be more community programmes. Not lectures (there are plenty, and they’re excellent!), but occasions where students and teachers can connect and talk.*

### **3. Graduate surveys**

### 3.1 Student Data

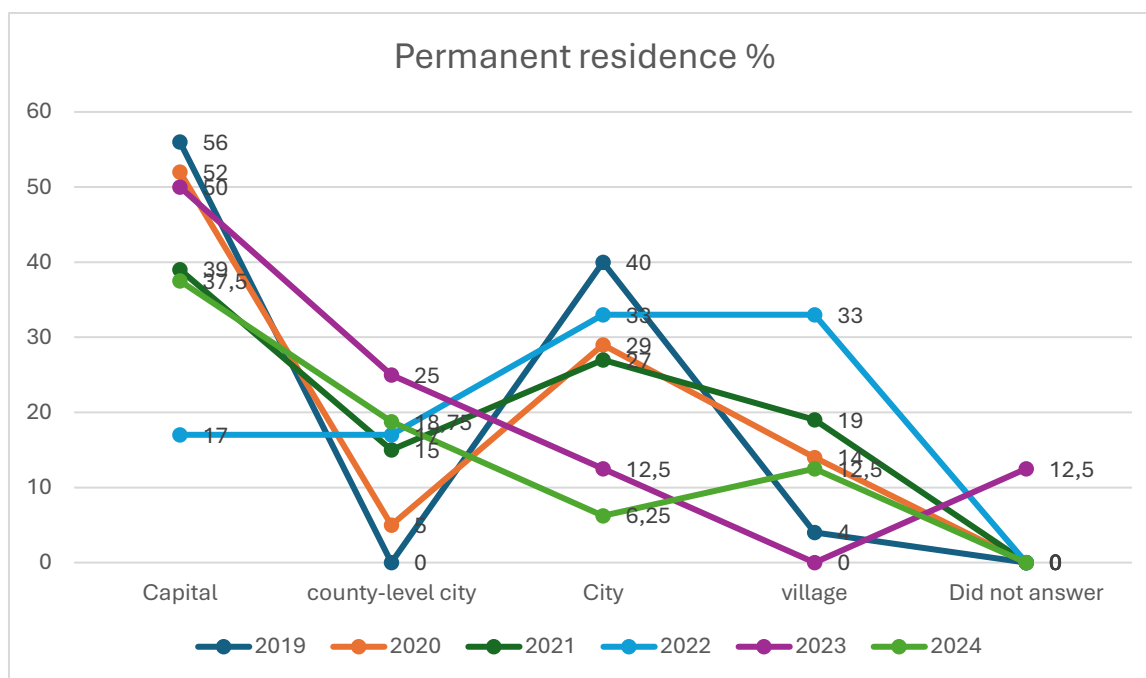
The College sends the questionnaire for the graduating survey to students online via the Neptun system after the final examination.

#### 26. Figure: Number of respondents over time

	<i><b>Total number of graduates</b></i>	<i><b>Number of responses</b></i>	<i><b>Answer rate</b></i>
<i><b>2019</b></i>	50	27	54%
<i><b>2020</b></i>	37	21	57%
<i><b>2021</b></i>	43	26	60,5%
<i><b>2022</b></i>	14	6	43%
<i><b>2023</b></i>	31	8	26%
<i><b>2024</b></i>	63	16	25%

In 2019, the respondents were 56% (15) men and 44% (12) women. Their average age is 40 (ranging from 26 to 66; 60% are under 42). On average, they started college at age 35. 52% completed their studies in 3–4 years, 37% in 5–6 years, while 11% needed 7–9 years. In 2020, 33% (7) of respondents were men and 67% (14) were women. The majority (71%) fall into the 31–49 age group; 4 are under 30, and 2 are over 50. In 2021, the respondents were 62% (16) men and 38% (10) women. The majority (62%) fall into the 31–49 age group; 3 are under 30, and 7 are over 50. In 2022, according to the basic demographic data, 4 of the 6 respondents were women and 2 were men. By age group, 3 are under 30 and 3 are 31–49 years old. There were no participants aged 50 or over in the sample. In 2023, according to the basic demographic data, out of 8 respondents: 3 were women, 4 were men, and 1 did not answer. By age group, 2 are 30 or under, 5 are between 31 and 49, and 1 did not answer. In 2024, among respondents who provided personal data at the end of the questionnaire (here we are speaking of only 12 respondents), 7 were women and 5 were men. By age group: 1 person aged 30 or under; 7 aged 31–49; 4 over 50.

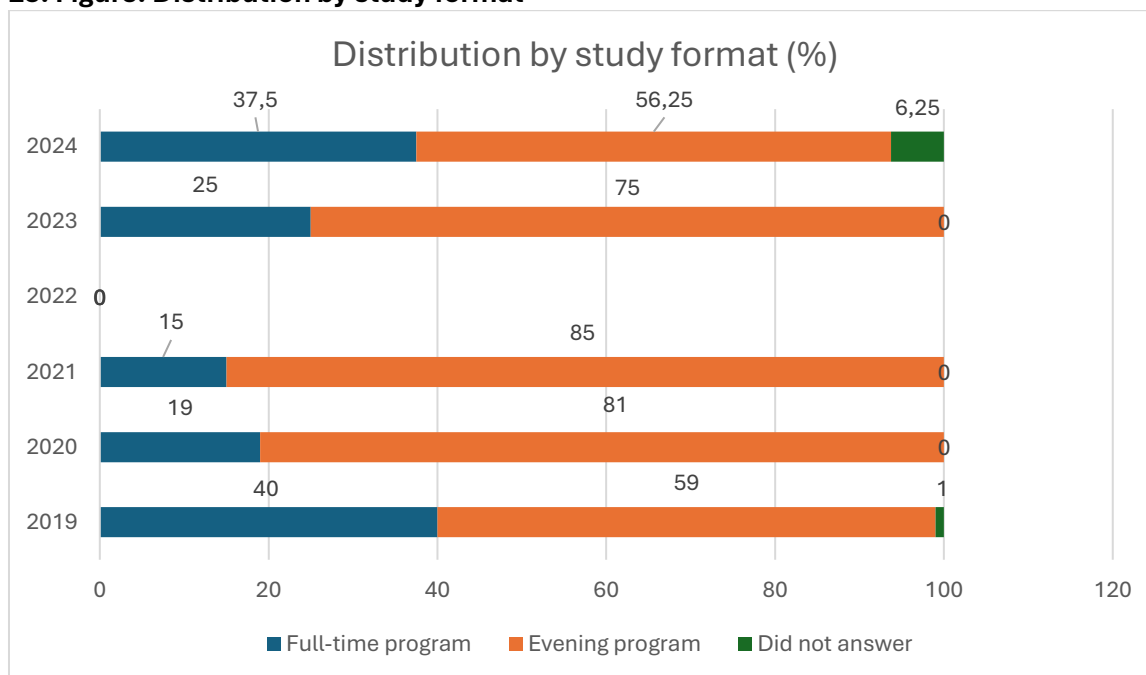
#### 27. Figure: Distribution by permanent residence



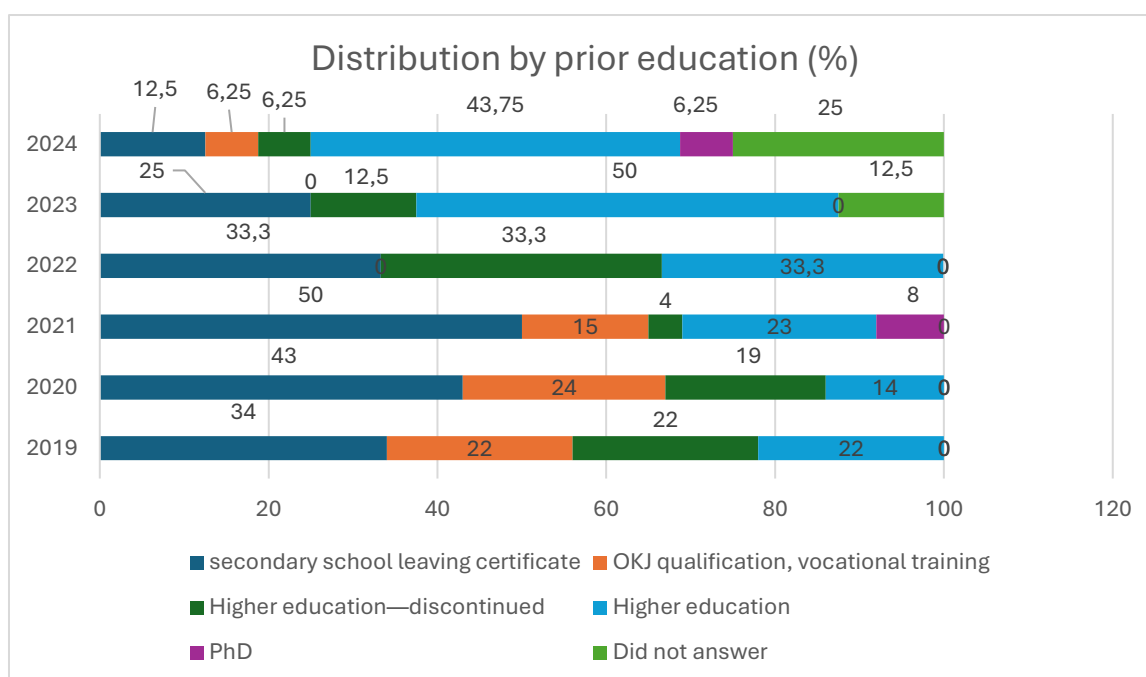
Data on place of residence did not change significantly over the entire period examined.

### 3.2 Programme-related data

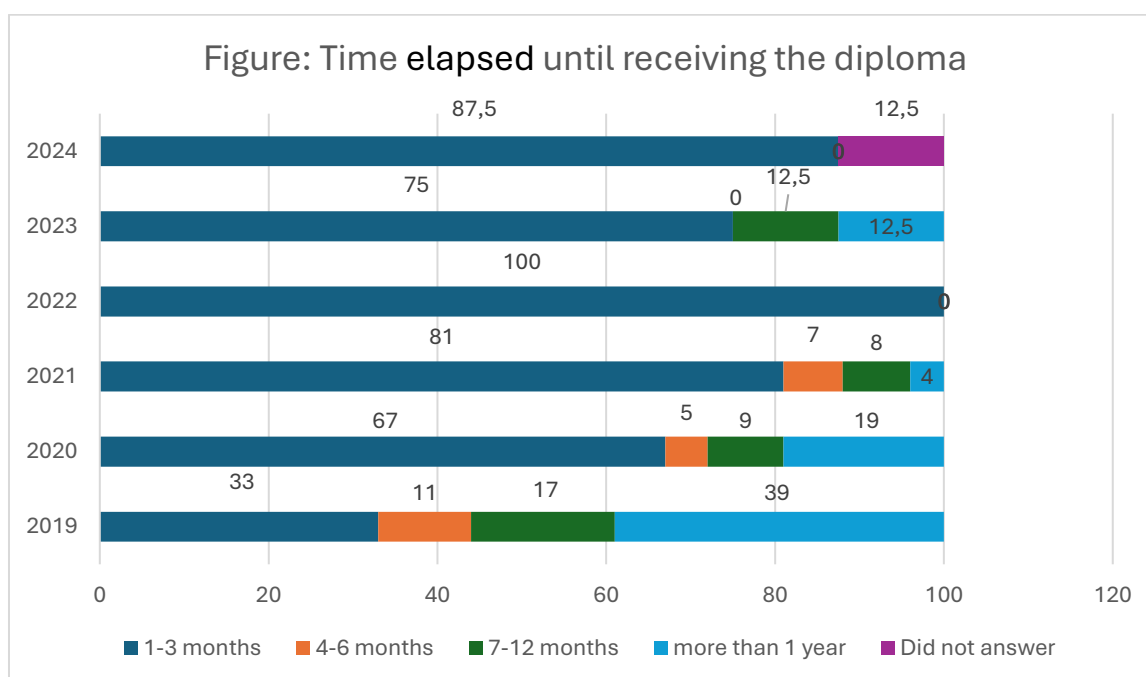
#### 28. Figure: Distribution by study format



#### 29. Figure: Distribution by prior education



**30. Figure: Time elapsed until receiving the diploma**

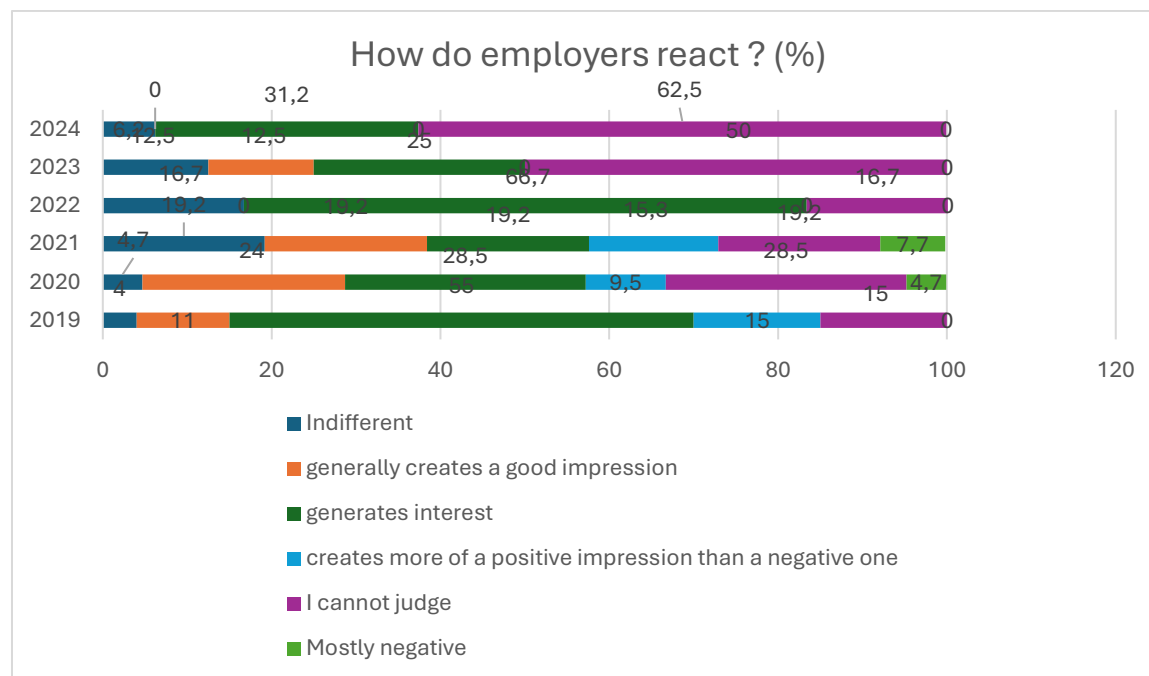


The relatively high figure in 2019 for diplomas not collected for over a year changed from 2020 onward, thanks in part to the so-called “diploma-saving programme” introduced at that time. Its provision granting exemption from the language exam applied to all students who passed their final examination by 31 August 2020. At the same time, it is encouraging that among respondents the share who, within 1–3 months—i.e., immediately after earning their certificate of completion—pass the final examination and obtain their degree is high.

### 3.3 Evaluation of the Programme and Personal Development

To the following question, „How do employers respond when they learn that you graduated from the Buddhist College?” we received the following answers.

**31. Figure: How do employers react when they find out you graduated from the Buddhist College?**



Based on the feedback, the perception of the qualification issued by the College has changed over the past six years: in 2020 and 2021—even if only to a small extent—the view that it “rather creates a poor impression” also appeared, whereas in the last three years the proportions of “arouses interest,” “creates a good impression,” and “cannot judge” responses have been high.

As the demographic data and students’ responses on employment indicate, those who come to the College are typically middle-aged—or, in many cases, from the older generation—and already hold a higher-education degree. Therefore, they do not choose DGBC primarily to obtain a qualification that would lead directly to employment.

In the following, we presented various aspects related to college studies, which respondents were asked to rate according to how important they consider what they learned at the College (on a scale of 1 to 6, where 1 meant not at all important and 6 meant essential). Ranking the averages, the five highest-rated competencies acquired at the College for graduates—based on feedback from recent years—are shown in the table below.

**32. Figure: How important do you consider what you learned at the College from the following perspectives?**

	2019	2020	2021	2022	2023	2024
THE IMPORTANCE OF WHAT WAS LEARNED AT THE COLLEGE (HIGHEST-RATED)	Buddhist literacy	handling difficult life situations	spiritual orientation	spiritual orientation	spiritual orientation	Buddhist literacy
	patience and understanding	patience and understanding	patience and understanding	Buddhist literacy	handling difficult life situations	self-development, self-realization



	spiritual orientation	increasing composure and attention	Buddhist literacy	handling difficult life situations	stable ethical foundation	increasing composure and attention
	handling difficult life situations	self-development, self-realization	Lifestyle	increasing composure and attention	Lifestyle	patience and understanding
	increasing composure and attention	Lifestyle	handling difficult life situations	practical usefulness	increasing composure and attention	stable ethical foundation

(The original charts are provided in Annex 3.)

The summary shows that among the top five mentions almost every year are handling difficult life situations, increased composure and attention, patience and understanding, as well as Buddhist literacy, lifestyle, and spiritual orientation—all of which are integral parts of the College's programme.

The least important aspects for students are: foreign language, religiosity, and belonging to the Buddhist community.

### 33. Figure: To what extent have the following knowledge and skills expanded?

	2019	2020	2021	2022	2023	2024
<b>KNOWLEDGE , SKILLS (HIGHEST-RATED)</b>	Buddhist philosophy and history of religions	self-awareness	Buddhist philosophy and history of religions	ability to understand professional literature in foreign languages	knowledge of Buddhist terminology	knowledge of Buddhist terminology
	knowledge of Buddhist terminology	ability to cooperate, especially for the common good	knowledge of Buddhist terminology	acquiring the outlook of the Noble Eightfold Path	Buddhist philosophy and history of religions	acquiring the outlook of the Noble Eightfold Path
	acquiring the outlook of the Noble Eightfold Path	acquiring the outlook of the Noble Eightfold Path	philosophical and religious historical concepts and phenomena	ability for critical thinking	striving for self-awareness	Buddhist philosophy and history of religions
	striving for self-awareness	familiarity with the schools of Buddhist meditation	acquiring the outlook of the Noble Eightfold Path	ability to cooperate, especially for the common good	acquiring the outlook of the Noble Eightfold Path	Buddhist philosophical concepts
	comparative understanding of East Asian Buddhist	Holistic approach to physical and mental health preservation	ability to understand professional literature in Hungarian	Buddhist English communication	ability for critical thinking	striving for self-awareness

	cultures and European, Hungarian culture	n and lifestyle
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(The original charts are provided in Annex 4.)

Among the knowledge and skills studied at the College, most years feature knowledge in philosophy, philosophy of religion, and basic Buddhist concepts; the adoption of the outlook of the Noble Eightfold Path—which sums up the patterns of conduct and behaviour Buddhists strive for—alongside collaboration skills and self-knowledge as significant considerations. Respondents’ digital competence, presentation skills, and Buddhist English communication skills develop the least during the programme; this is worth addressing in the future. For example, the e-learning option introduced two years ago in the distance-learning programme will likely improve digital competence, and strengthening these competencies is also a goal in the other study formats.

When asked about plans for further study, many graduates mentioned continuing in the College’s master’s programme: 52% of respondents in 2019; 28% in 2020; 27% in 2021; no data for 2022; 37.5% in 2023; and 21.4% in 2024.

According to respondents’ assessment, the principles listed in the Mission Statement are fulfilled as follows.

### 34. Figure: Fulfilment of the Mission Statement’s core principles (*most mentions at the top*)

	2019	2020	2021	2022	2023	2024
<b>Fulfilment of the core principles according to students’ assessment</b>	the inner path of awakening	combination of knowledge transfer and practical skill development	adaptation of teachings to the present age	the inner path of awakening	adaptation of teachings to the present age	the inner path of awakening
	adaptation of teachings to the present age	transmission of personal experience	the inner path of awakening	transmission of personal experience	non-sectarianism	adaptation of teachings to the present age
	combination of knowledge transfer and practical skill development	the inner path of awakening	transmission of personal experience	adaptation of teachings to the present age	the inner path of awakening	non-sectarianism
	non-sectarianism	adaptation of teachings to the present age	non-sectarianism	non-sectarianism	combination of knowledge transfer and practical skill	combination of knowledge transfer and practical skill

				developme nt	developme nt
openness toward other religions	openness toward other religions	combinatio n of knowledge transfer and practical skill developme nt	Opportunity for Master– Disciple Relationshi p	openness toward other religions	openness toward other religions
transmissio n of personal experience	Opportunity for Master– Disciple Relationshi p	openness toward other religions	combinatio n of knowledge transfer and practical skill developme nt	Opportunity for Master– Disciple Relationshi p	Opportunity for Master– Disciple Relationshi p
Opportunity for Master– Disciple Relationshi p	non- sectarianis m	Opportunity for Master– Disciple Relationshi p	openness toward other religions	transmissio n of personal experience	transmissio n of personal experience

### 3.4 Organisation and Delivery of Studies, Educational Services

#### 35. Figure: Satisfaction with studies and grading practice (4-point scale), average

	<b><i>Overall, how well did the College meet your expectations?</i></b>	<b><i>How satisfied were you with the grading practices used to assess your preparedness during your studies?</i></b>	<b><i>How satisfied were you with the grading practices during your final examination and thesis defence?</i></b>
2019	3	3,2	3,6
2020	3,48	3,38	3,67
2021	3,5	3,3	3,5
2022	3	3,3	4
2023	3,4	3,4	3,4
2024	3,6	3,4	3,6

It can be considered a very good result that, among the three aspects, no rating fell below an average of 3.

The questionnaire includes dedicated questions to enable the evaluation of student feedback on complaint handling. For the question “*Did you use any form of complaint-handling during your studies?*” respondents can choose from the following options: appeal, complaint to the Vice-Rector for Education, oral complaint. In general, only a few respondents used complaint-handling during the period examined—typically orally—and they were satisfied with the measures taken to resolve the issue in every case.

The evaluation of the actors supporting the study process and students’ academic progress on a 4-point scale shows the following results (where 1 means *not at all*, and 4 means *to the greatest extent*).

**Figure 36: Among the following actors, who—and to what extent—supported your progress in your studies?**

	Instructors	Academic Affairs Office	fellow students	the College leadership	religious communities	Mentors
2019	3,5	2,7	3,3	2,8	2,6	2,2
2020	3,48	2,9	2,81	2,62	2,29	1,81
2021	3,65	3,23	3,27	2,96	2,27	2,08
2022	3,5	3,7	3,3	3,0	1,3	1,2
2023	3,85	3,14	2,57	3,0	2,0	1,14
2024	3,83	3,66	3,33	3,16	2,15	1,91

It's good to see that, in respondents' view, in almost every year the instructors—and their relationship with them—are what most support students' progress during their studies. In second place is the Academic Affairs Office—the College's key unit for organising education and providing services—which is in direct contact with students. In almost every year, the third most significant factor is the support and help from fellow students. An interesting finding is that mentoring support is not regarded as particularly important; however, it should be noted that this service is used primarily by students in special circumstances.

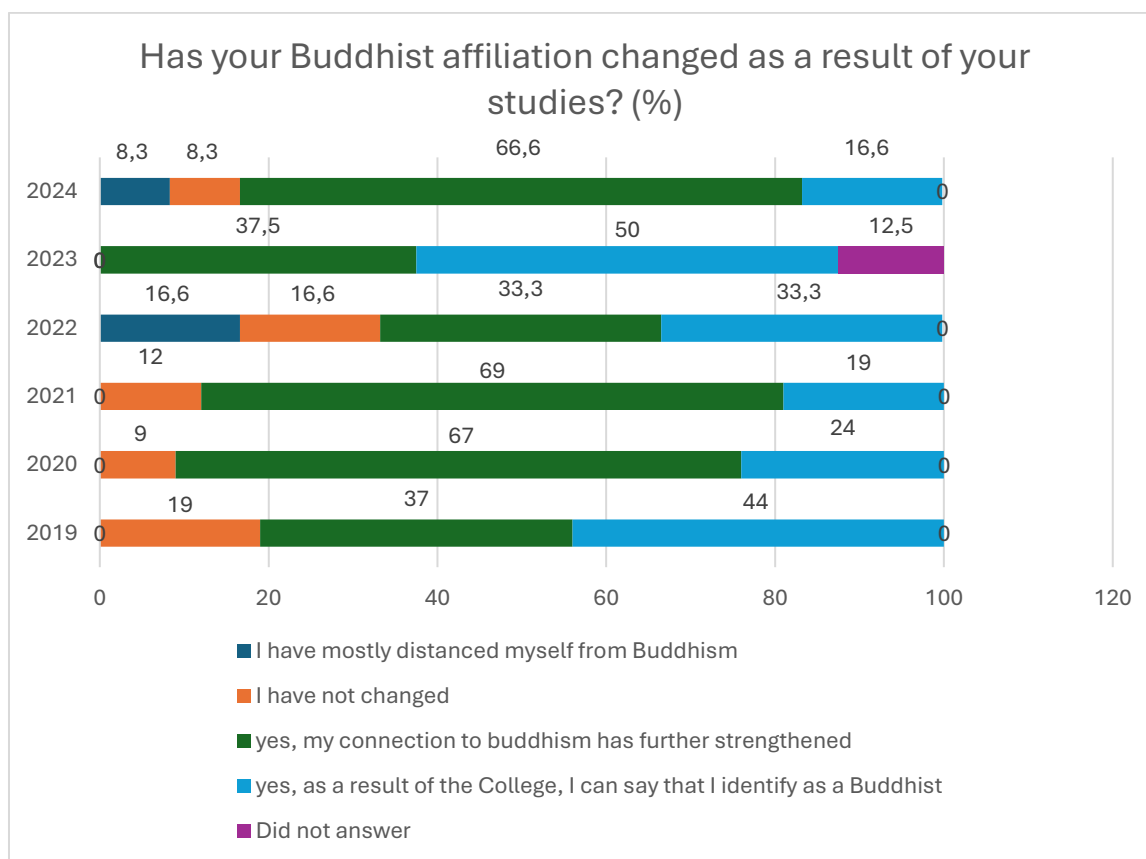
**37. Figure: How satisfied were you with the following? (4-point scale, where 1 means *not at all*, and 4 means *to the greatest extent*)**

	the library's services	the library collection	access to infocommunication tools	provided for using infocommunication tools	assistance received with academic administration	With the information available on the College's website
<b>2019</b>	3,7	3,4	3,4	3,1	3	3
<b>2020</b>	3,67	3,52	3,52	3,43	3,43	3,43
<b>2021</b>	3,77	3,73	3,31	3,23	3,46	3,27
<b>2022</b>	3,8	3,8	3,7	4	4	3,8
<b>2023</b>	3,85	3,71	3,42	3,71	4	3,42
<b>2024</b>	4	3,66	3,33	3,33	3,91	3,5

Every year, the library receives a high average rating primarily for its services, though in some years its collection is also rated highly. Since 2022, perceptions of assistance with academic administration have changed significantly. Services such as prompt, regular communication, availability by e-mail, electronic and in-person administration, and opening hours have become more thoughtful, more streamlined, and more student-friendly. Among info-communication tools, students tend to use their own devices. Overall, the averages are quite varied, so in the longer term it may be worth reviewing and clarifying the services provided in this area to enable students to respond more precisely. Finally, the College's website was highlighted; however, among the information channels, current students may use it the least, so it would be worth refining the available options here as well.

Finally, let's also look at what students answer, upon completing the College, to the question “*Has your Buddhist affiliation changed as a result of your studies?*”

**38. Figure: Has your Buddhist affiliation changed as a result of your studies? (%)**



In summary, based on the graduates' responses, the transmission of the knowledge and values conveyed by the College—and of the core values set out in the Mission Statement—shows stability. The majority of students are also satisfied with the services they receive here. Perhaps greater emphasis should be placed on developing IT skills and foreign-language proficiency.

Students' satisfaction is also reflected in their willingness to recommend the College to others. Unfortunately, willingness to participate in completing the questionnaire has, in several cases, declined compared to previous years, so greater emphasis should be placed on boosting the inclination to fill it out.

## ANNEXES

### 1. IV. Annex: Satisfaction with College services

#### Satisfaction with College services (2020))

Satisfaction	Average	Range	I have not used this service yet (people)
With the Library's services	4,78	0,53	4
assistance received with academic administration (operation of the Academic Affairs Office)	4,55	0,68	3
mentoring, counselling, and academic support opportunities	4,27	1,04	8
with student benefits promoting equal opportunity	4,25	1,11	17
the availability of IT services	4,16	1,07	4
With the cafeteria	4,16	1,19	9
Availability of scholarships, social and other financial supports	4,12	1,23	17
With the college's community life and leisure opportunities	4,03	1,24	4
with the credit recognition procedure	4	1,10	17
With the complaints-handling procedures	4	1,14	20
with the college's talent development	3,91	1,15	19
with the operation of the Student Government	3,81	1,14	14

#### Satisfaction with College services (2021)

Satisfaction (1 to 5)	N	Average	Range
With the Library's services	34	4,82	0,626
assistance received with academic administration (operation of the Academic Affairs Office)	42	4,6	0,767
with the credit recognition procedure	23	4,48	0,994
With the cafeteria	32	4,41	1,188
the availability of IT services	37	4,32	1,029
mentoring, counselling, and academic support opportunities	26	4,31	1,05
With the college's community life and leisure opportunities	32	4,28	1,023
With the complaints-handling procedures	28	4,25	1,041
with student benefits promoting equal opportunity	10	4,1	1,287
Availability of scholarships, social and other financial supports	23	4,09	1,041
with the college's talent development	14	4,07	0,997
with the operation of the Student Government	29	3,9	1,145

### Satisfaction with College services (2022)

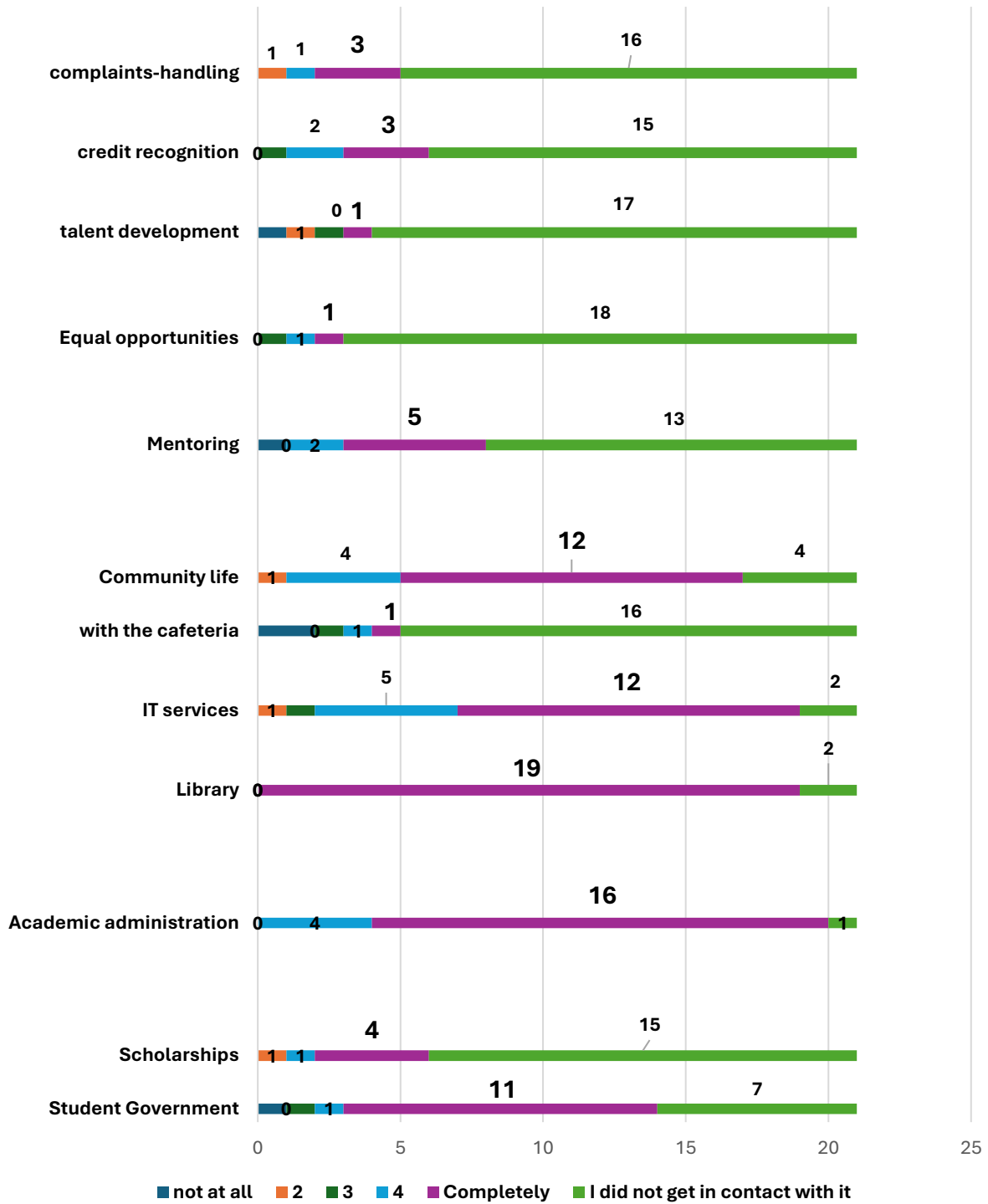
<b>Satisfaction (1 to 5)</b>	<b>N</b>	<b>Average</b>	<b>Range</b>
With the Library's services	31	4,65	1,342
assistance received with academic administration (operation of the Academic Affairs Office)	39	4,56	1,322
With the complaints-handling procedures	16	4,25	1,803
with the credit recognition procedure	20	4,2	1,685
the availability of IT services	34	4,18	1,062
mentoring, counselling, and academic support opportunities	21	4,14	0,999
With the college's community life and leisure opportunities	28	4,04	1,835
with the operation of the Student Government	25	4	0,869
Availability of scholarships, social and other financial supports	17	3,82	0,877
with the college's talent development	9	3,67	0,821
with student benefits promoting equal opportunity	8	3,62	1,38
With the cafeteria	6	2,83	1,155

### Satisfaction with College services (2023)

<b>Satisfaction (1 to 5)</b>	<b>N</b>	<b>Average</b>	<b>Average in 2022</b>	<b>Change</b>
With the Library's services	39	4,82	4,65	0,17
assistance received with academic administration (operation of the Academic Affairs Office)	39	4,79	4,56	<b>0,23</b>
the availability of IT services	36	4,44	4,18	<b>0,26</b>
with the credit recognition procedure	19	4,26	4,2	0,06
with student benefits promoting equal opportunity	8	4,12	3,62	<b>0,5</b>
mentoring, counselling, and academic support opportunities	18	4,11	4,14	-0,03
Availability of scholarships, social and other financial supports	16	4,06	3,82	0,24
With the college's community life and leisure opportunities	28	3,89	4,04	-0,15
with the college's talent development	12	3,83	3,67	0,16
With the complaints-handling procedures	16	3,81	4,25	<b>-0,44</b>
with the operation of the Student Government	13	3,74	4	<b>-0,26</b>
With the cafeteria	6	3	2,83	0,17

### Satisfaction with College services (2024)

**Please rate the following college services, if you have used them.  
How satisfied are you?**



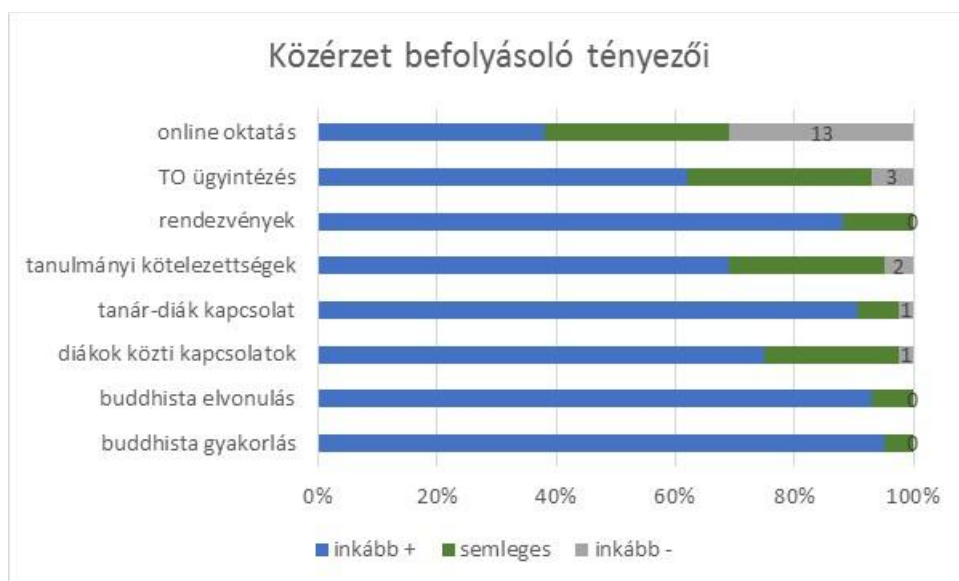


## 2. IV. Annex: Factors influencing student well-being

### Factors influencing student well-being (2020)



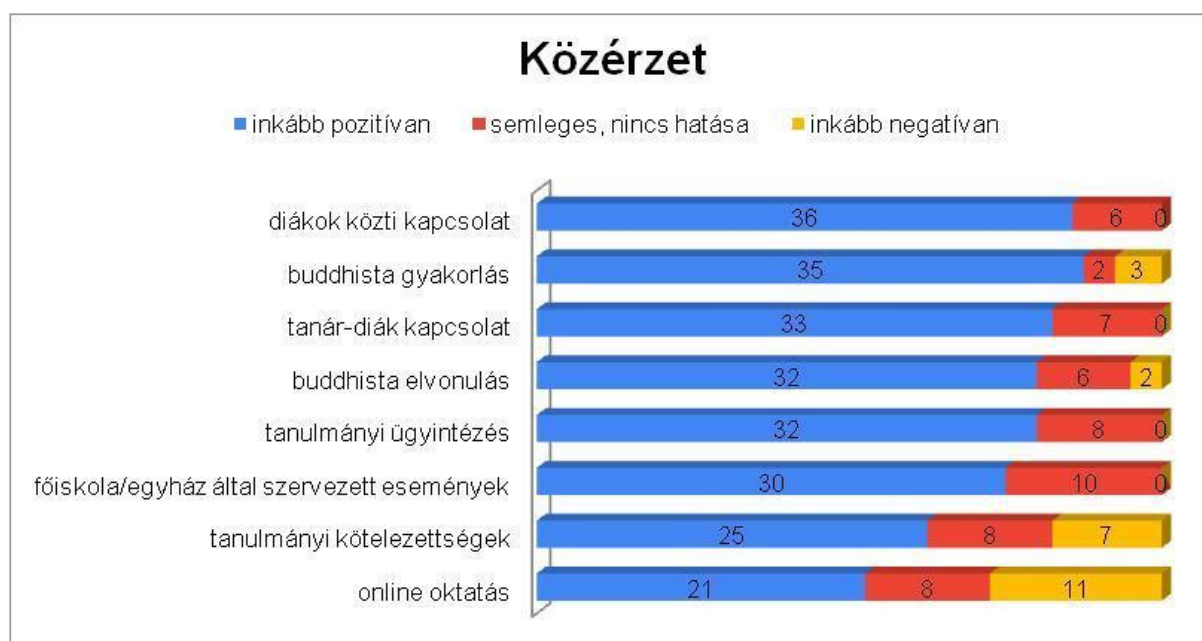
### Factors influencing student well-being (2021)



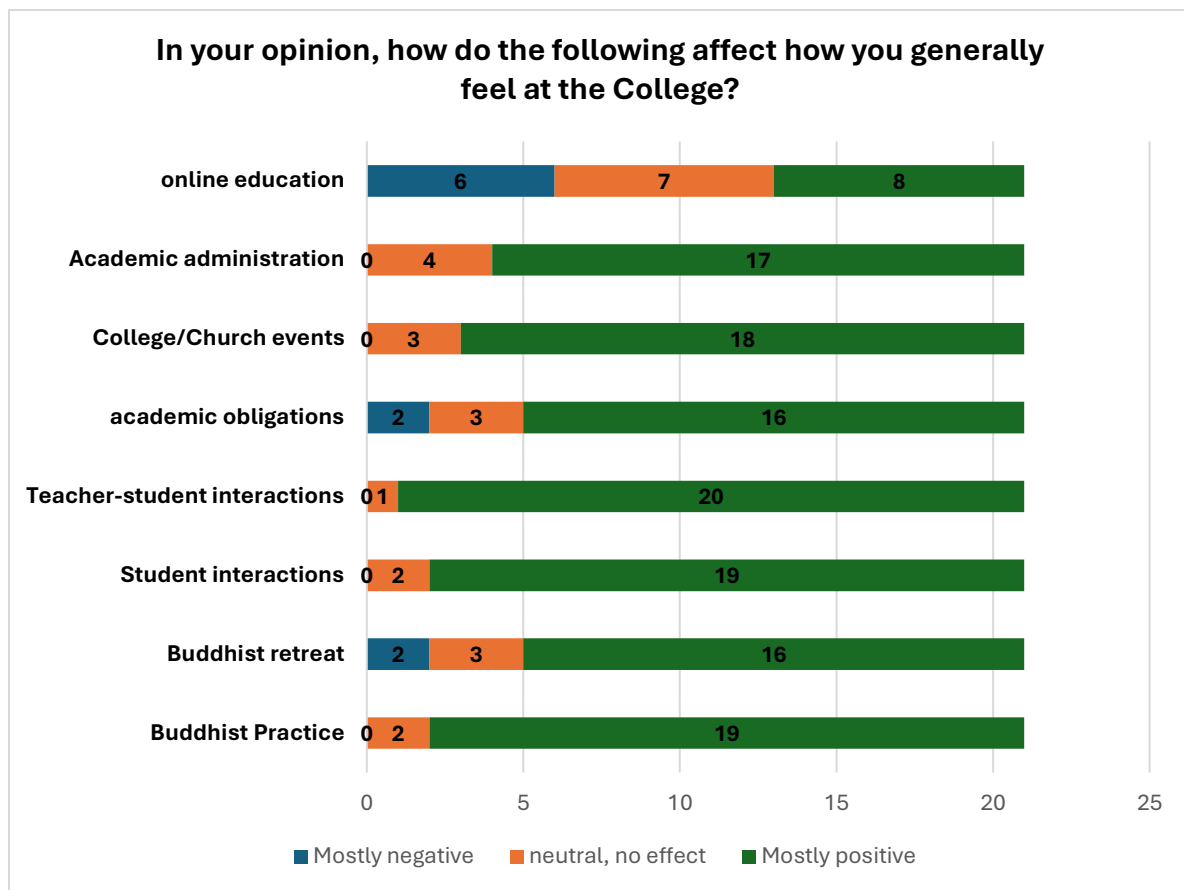
### Factors influencing student well-being (2022)



#### Factors influencing student well-being (2023)



#### Factors influencing student well-being (2024)



**3. IV. Annex: How important do you consider what you learned at the College from the following perspectives?**

**How important do you consider what you learned at the College from the following perspectives? (2019)**



**How important do you consider what you learned at the College from the following perspectives? (2020)**



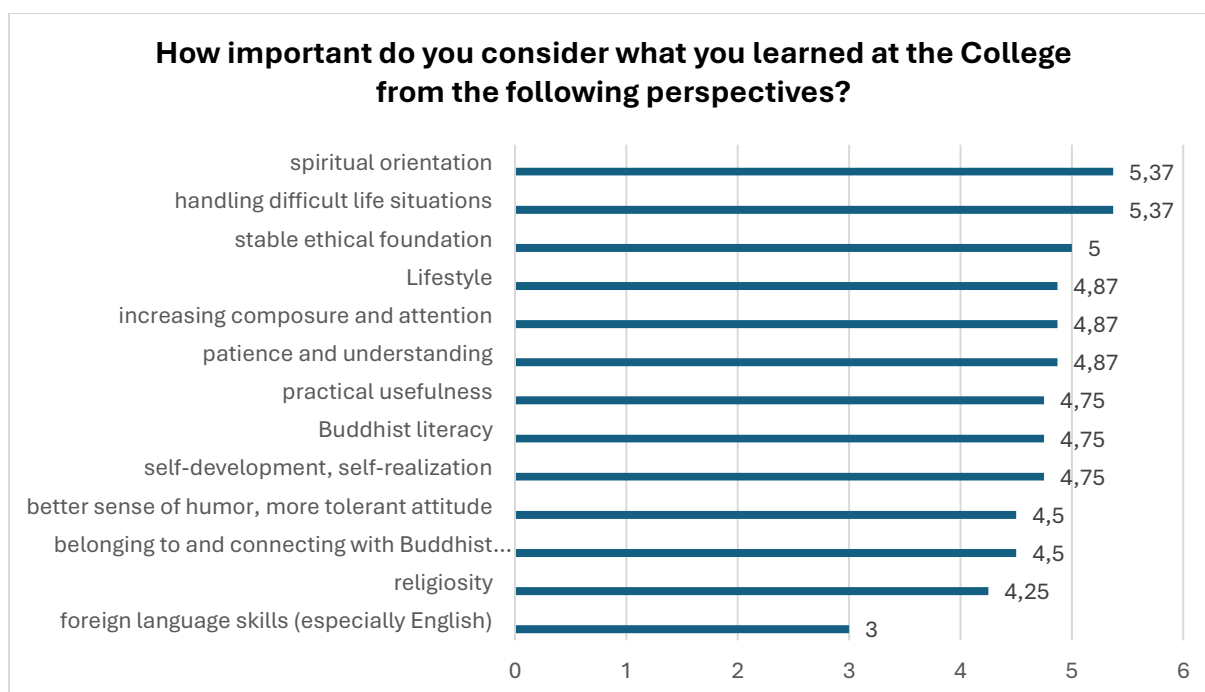
**How important do you consider what you learned at the College from the following perspectives? (2021)**



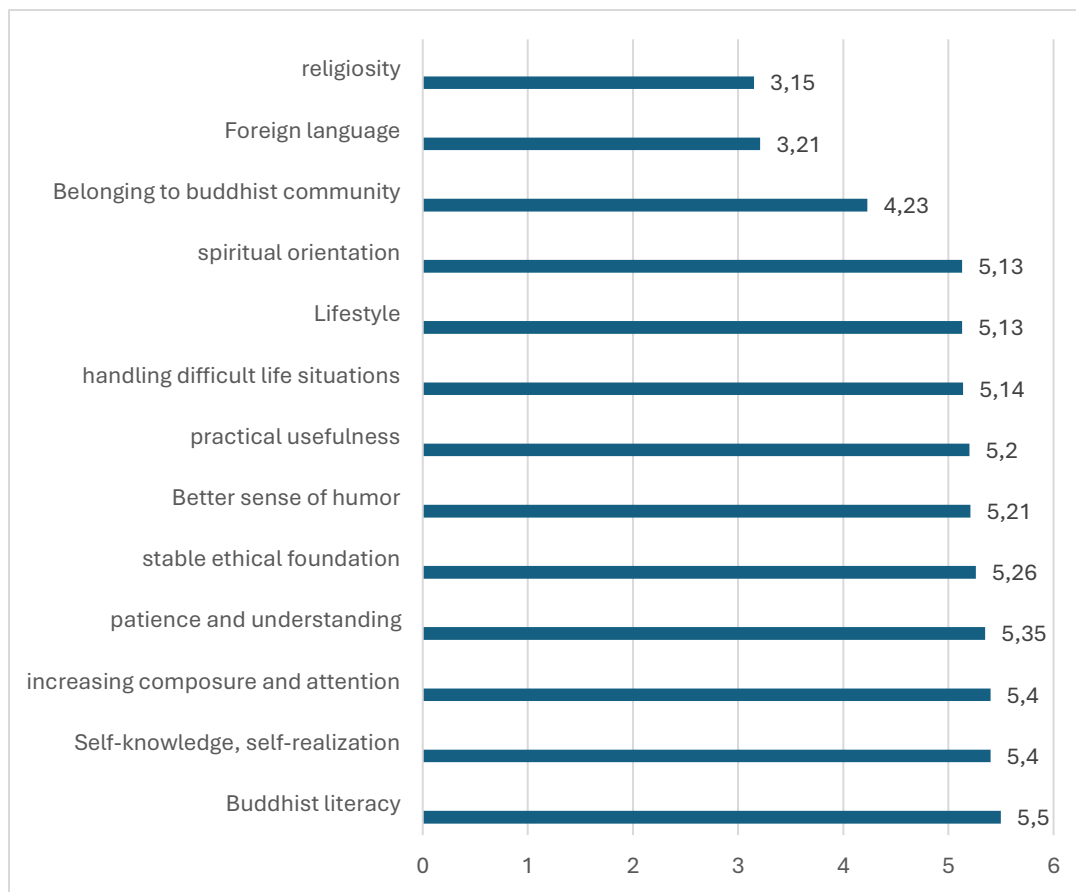
**How important do you consider what you learned at the College from the following perspectives? (2022)**



**How important do you consider what you learned at the College from the following perspectives? (2023)**



**How important do you consider what you learned at the College from the following perspectives? (2024)**



#### 4. IV. Annex: Assessment of Skills Development (6-point scale)

##### Assessment of Skills Development (6-point scale) (2019)



### Assessment of Skills Development (6-point scale) (2020)



### Assessment of Skills Development (6-point scale) (2021)

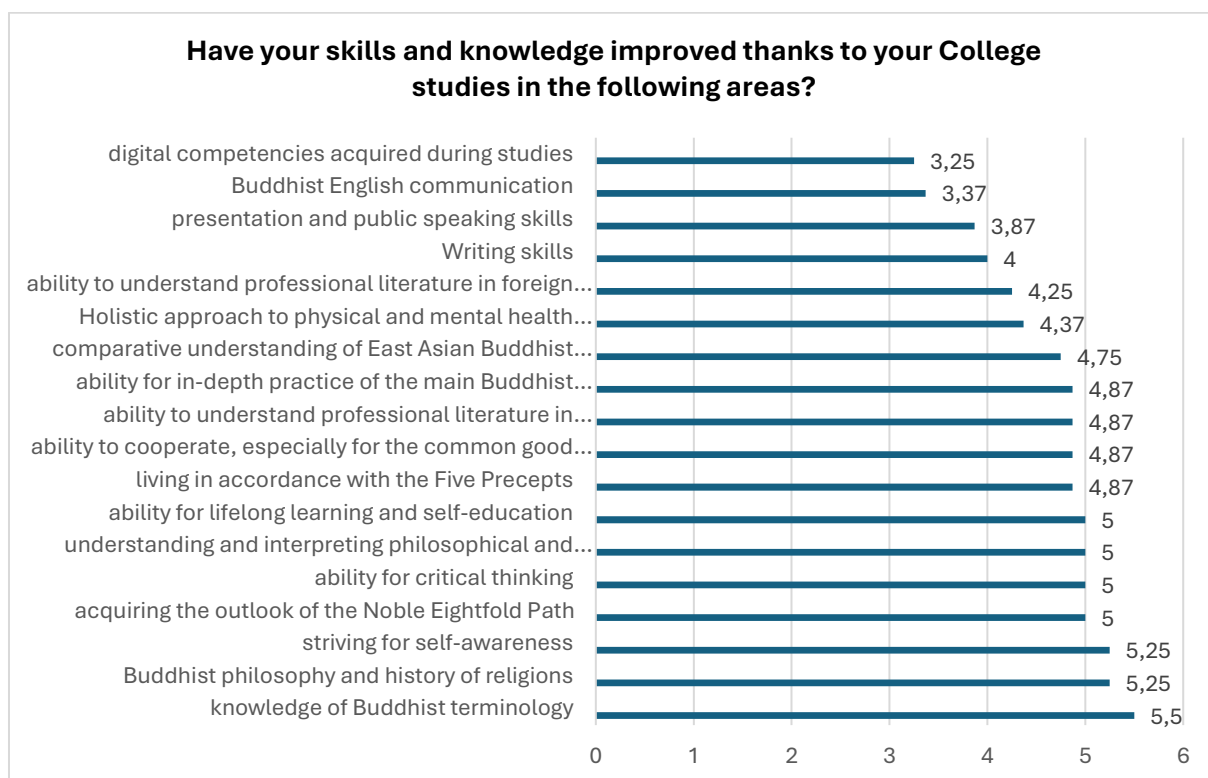


### Assessment of Skills Development (6-point scale) (2022)





#### Assessment of Skills Development (6-point scale) (2023)



#### Assessment of Skills Development (6-point scale) (2024)



