



Saint Mary's University Graduate Milestones and Primary-Level Teaching Potential in AY 2023-2024

For Academic Year 2023-2024, a total of 943 students graduated across various programs in the institution, reflecting a strong academic output and the institution's continued role in shaping professionals across multiple disciplines. This figure includes graduates from both January and July 2024, spanning undergraduate, graduate, and professional programs. The breadth of academic fields - from engineering and health sciences to law, education, and business - underscores the institution's diverse contribution to regional workforce development in Nueva Vizcaya and neighboring provinces.

Table 1. Number of Graduates for A.Y. 2023-2024 and No. of Graduates Qualified to Teach Primary Level

Programs	January 2024 Graduates	July 2024 Graduates	Total No. of Graduates	No. of Graduates qualified to teach Primary
GRADUATE STUDIES				
DOCTOR OF PHILOSOPHY IN COMMERCE	1	1	2	2
PhD IN EDUC'L MANAGEMENT	0	1	1	1
PhD IN SCIENCE EDUCATION - BIOLOGY	1	1	2	2
PhD IN SCIENCE EDUCATION - MATHEMATICS	2	1	3	3
MASTER OF ARTS IN EDUCATION - PEDAGOGY	1	1	2	2
MASTER OF ARTS IN EDUC - PHYSICAL EDUC.	0	2	2	2
MASTER OF ARTS IN EDUCATION - READING EDUC.	1	0	1	1
MASTER OF ARTS IN EDUCATION - SPECIAL EDUC.	1	1	2	2
MASTER OF ARTS IN TEACHING - BIOLOGY	2	1	3	3
MASTER OF ARTS IN TEACHING - CHEMISTRY	0	1	1	1
MASTER OF ARTS IN TEACHING - FILIPINO	1	0	1	1
MASTER OF ARTS IN TEACHING - PHYSICS	0	2	2	2
MASTER OF ARTS IN TEACHING - SOCIAL STUDIES	1	2	3	3
MASTER OF ENGINEERING - CIVIL ENGINEERING	6	3	9	0
MASTER IN INFORMATION TECH. - SOFT. ENG'G.	1	0	1	0
MASTER OF LIBRARY AND INFO SCIENCE	1	0	1	0
MASTER OF SCIENCE IN ACCOUNTANCY (M.S.A.)	0	1	1	0
MS IN NURSING - NURSING ADMIN.	1	1	2	0
MS IN TEACHING MATHEMATICS	6	5	11	11
SUB-TOTAL:	26	24	50	36
COLLEGE OF LAW				
JURIS DOCTOR	0	16	16	0
JURIS DOCTOR CONFERMENT	0	4	4	0
SUB-TOTAL:	0	20	23	0
SCHOOL OF ACCOUNTANCY AND BUSINESS				
BACHELOR OF SCIENCE IN ACCOUNTANCY	45	16	61	0
BACHELOR OF SCIENCE IN MNGMT ACCOUNTING	11	50	61	0



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

OFFICE OF THE UNIVERSITY REGISTRAR

BS IN BUS. ADMIN - FINANCIAL MANAGEMENT	5	4	9	0
BS IN BUS ADMIN - MARKETING MANAGEMENT	3	11	14	0
BS IN OFFICE ADMINISTRATION	1	1	2	0
BS IN HOSPITALITY MANAGEMENT	16	28	44	0
BS IN TOURISM MANAGEMENT	17	39	56	0
SUB-TOTAL:	98	149	247	0
SCHOOL OF ENGINEERING, ARCHITECTURE AND INFORMATION TECHNOLOGY				
BACHELOR OF SCIENCE IN ARCHITECTURE	6	19	25	0
BACHELOR OF SCIENCE IN CIVIL ENGINEERING	61	39	100	0
BS IN COMPUTER ENGINEERING	0	4	4	0
BS IN ELECTRONIC ENGINEERING	3	1	4	0
BACHELOR OF SCIENCE IN ELEC ENGINEERING	20	4	24	0
BACHELOR OF SCIENCE IN INFORMATION TECH.	11	31	42	0
SUB-TOTAL:	101	98	199	0
SCHOOL OF HEALTH AND NATURAL SCIENCES				
BACHELOR OF SCIENCE IN BIOLOGY	0	4	4	0
BS IN MEDICAL LABORATORY SCIENCE	50	54	104	0
BACHELOR OF SCIENCE IN NURSING	46	73	119	0
BACHELOR OF SCIENCE IN PHARMACY	1	29	30	0
SUB-TOTAL:	97	160	257	0
SCHOOL OF TEACHER EDUCATION AND HUMANITIES				
BACHELOR OF ARTS IN PHILOSOPHY	0	1	1	0
BA IN ENGLISH LANGUAGE STUDIES	1	0	1	1
BACHELOR OF ARTS IN POLITICAL SCIENCE	2	19	21	0
BACHELOR OF ELEMENTARY EDUCATION	0	1	1	1
BACHELOR OF ELEMENTARY EDUCATION W/ CERTIFICATE IN RELIGIOUS EDUCATION	6	5	11	11
BACHELOR OF FORENSIC SCIENCE	2	16	18	
BACHELOR OF PHYSICAL EDUCATION	8	4	12	12
BACHELOR OF SCIENCE IN CRIMINOLOGY	3	23	26	0
BACHELOR OF SECONDARY EDUCATION -ENGLISH W/ CERTIFICATE IN RELIGIOUS EDUCATION	6	0	6	6
BSED - FILIPINO W/ CERT IN REL EDUC	2	1	3	3
BSED -MATH W/ CERT IN RELIGIOUS EDUCATION	5	3	8	8
BSED -RELIGIOUS EDUCATION	1	0	1	1
BSED -SCIENCE W/ CERTIFICATE IN REL EDUC	2	0	2	2
BSED- SOCIAL STUDIES W/ CERT IN REL. EDUC	0	1	1	1
BACHELOR OF SCIENCE IN MATHEMATICS	2	1	3	3
BACHELOR OF SCIENCE IN PSYCHOLOGY	2	39	41	0
BACHELOR OF SCIENCE IN SOCIAL WORK	3	8	11	0
SUB-TOTAL:	45	122	167	49
GRAND TOTAL:	367	573	943	85



Among the total graduates, 85 individuals are qualified to teach at the primary education level. These graduates represent approximately 9% of the overall cohort and are concentrated in education-focused programs under the School of Teacher Education and Humanities and Graduate Studies. Their qualifications are anchored in degrees such as Bachelor of Elementary Education, Bachelor of Secondary Education with subject and religious education certifications, Bachelor of Physical Education, and various master's and doctoral programs in education and teaching. This group plays a vital role in addressing foundational learning needs, particularly in communities where qualified teachers remain in short supply.

Graduate Studies produced 50 graduates, with 36 overqualified to teach at the primary level. These include advanced degree holders in educational management, pedagogy, science education, and subject-specific teaching programs. Their credentials suggest a strong alignment with professional development goals for educators already serving in the basic education sector or preparing to enter leadership and specialist roles. Meanwhile, the School of Teacher Education and Humanities contributed 167 graduates, 49 of whom are qualified to teach at the primary level. This includes a mix of generalist and subject-specific educators, many of whom also hold certificates in religious education, reflecting the institution's integrated approach to values-based instruction.

In contrast, other academic units such as the School of Accountancy and Business, the School of Engineering, Architecture and Information Technology, the School of Health and Natural Sciences, and the College of Law produced a combined 703 graduates, who are expected to pursue careers in industry, healthcare, law, and public service, contributing to regional development in ways that complement - but do not directly intersect with - basic education.

The data suggests several areas worth exploring. While the institution has made meaningful contributions to the education workforce, particularly through its graduate and teacher education programs, the relatively modest proportion of teaching-qualified graduates may point to opportunities for strategic expansion. Strengthening enrollment in education programs, enhancing pathways from non-education degrees to teaching certification, and offering incentives for teaching careers could help address long-term needs in primary education, especially in underserved communities.

Additionally, the institution might consider engaging more deeply with local government units, school divisions, and private sponsors to expand scholarship support for aspiring educators. Doing so could help attract students who are committed to teaching but face financial barriers, and ensure that private higher education remains a viable and inclusive option. These reflections are not prescriptive, but they may serve as a starting point for further dialogue, planning, and innovation - especially for institutions committed to shaping both professional excellence and educational equity in Region II, and in the province of Nueva Vizcaya.

Dr. Darwin Don M. Dacles
University Registrar