Consolidation of SMU's Sustainable Development Goals (SDG) Initiatives for A.Y. 2024-2025
Date: October 27, 2025

Abstract
This report presents a comprehensive analysis of Saint Mary's University's (SMU) initiatives aligned with the United Nations Sustainable Development Goals (SDGs) for Academic Year 2024–2025. Data were gathered from 34 Annual Reports sourced from the Institutional Development and Quality Assurance Office (IDQAO) DocuHub. A total of 824 SDG-aligned activities were documented across all 17 goals, reflecting the University's sustained integration of sustainability principles in instruction, research, community engagement, and governance. Results reveal that SDG 4: Quality Education recorded the highest number of initiatives, followed by SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, indicating the University's strong focus on educational advancement, collaboration, and community welfare. Unit-level analysis identified the College of Natural Sciences (CNS), the School of Health and Natural Sciences (SHANS), and the School of Accountancy and Business (SAB) as leading contributors to SDG implementation. Overall, the report underscores SMU's institutional commitment to fostering transformative education and sustainable community development through active engagement in the global SDG agenda.

INTRODUCTION

Higher Education Institutions (HEIs), such as Saint Mary's University (SMU), play a key role in advancing the United Nations' 17 Sustainable Development Goals (SDGs) through their commitment to promoting balanced economic growth, social inclusion, and environmental sustainability. Guided by their core mandates of instruction, research, and community engagement, HEIs integrate sustainability across disciplines, produce evidence-based innovations for sustainable transitions, and promote responsible governance and policy advocacy in partnership with their stakeholders.
SMU exemplifies this institutional commitment by embedding the SDGs into its academic and operational frameworks. As a higher education institution in Nueva Vizcaya with both local and international linkages, the University implements initiatives that address critical areas, such as poverty alleviation, quality education, health and well-being, gender equality, environmental protection, and social justice. By aligning its initiatives with the SDGs, SMU reaffirms its solidarity with the global community in addressing urgent developmental and ecological challenges. This commitment resonates with the University's adherence to the principles of integral ecology and environmental stewardship, as articulated in *Laudato Si'*.

This report consolidates SMU's SDG-aligned initiatives for Academic Year 2024–2025. The data were sourced from 34 Annual Reports published in the SMU Institutional Development and Quality Assurance Office (IDQAO) Docuhub. The report presents the scope and diversity of these initiatives, establishing a benchmark for institutional progress and a framework for continuous enhancement of the University's contribution to sustainable development.

METHODOLOGY

The data were gathered from the Annual Reports available on the SMU IDQAO DocuHub, which contains a total of 37 reports. However, only 34 of these were utilized as data sources, as three reports (PPPDMO, COL, SGS) were inaccessible during the data collection from Sept. 11, 2025 to Oct. 27, 2025.

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Furthermore, the consolidation of the SDGs was based on the identified SDG alignments indicated in the *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached as evidence in the Annual Reports. The following parameters guided the data-gathering process:

1. **Source of data.** Information was obtained from the accomplished *Activity Narrative Report Form* (EOMS-QAO-FO-008, Rev.00) attached to the 34 Annual Reports.
2. **Multiple alignment.** Certain activities were mapped to more than one SDG, as indicated in the submitted Activity Reports.
3. **Exclusion criteria.** Activities with inaccessible narrative reports or evidence links were excluded from this consolidated report. Activities that did not specify any SDG—either because the SDG item was left blank or a different form without an SDG field was used—were also excluded from the consolidation.

Table 1 presents the list of Annual Reports that served as the primary data sources for consolidating SDG-aligned initiatives across various university units for AY 2024-2025.

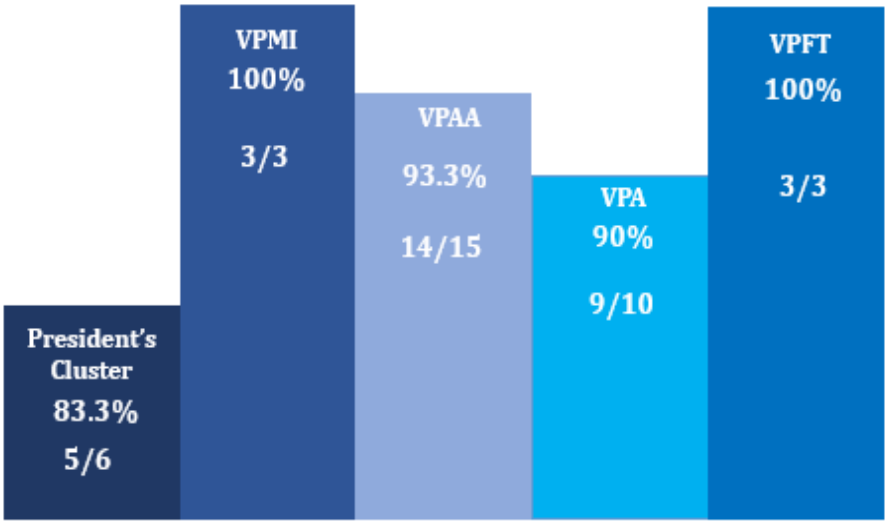
Table 1. Annual Report Sources of SDG Initiatives for AY 2024-2025

President's Cluster (5/6)
1. University Research Center (URC)
2. Promotions, External Relations, and Internationalization Office (PERIO)
3. Institutional Development and Quality Assurance Office (IDQAO)
4. Internal Audit Office (IAU)
5. University Research Ethics Office (UREO)
Vice President for Mission and Identity (VPMI)Cluster (3/3)
6. Community Engagement and Indigenous Peoples Study Center (CEIPSC)
7. Center for Christian Formation (CCF)
8. Scholarship
Vice President for Academic Affairs (VPAA) Cluster (14/15)
9. School of Accountancy and Business (SAB)
10. School of Engineering, Architecture, and Information Technology (SEAIT)
11. School of Health and Natural Sciences (SHANS)
12. School of Teacher Education and Humanities (STEH)
13. Grade School (GS)
14. Junior High School and Science High School (JHS)
15. Senior High School Department (SHS)
16. Office of the University Registrar (OUR)
17. University Learning Research Center (ULRC)
18. National Service Training Program (NSTP)
19. Technology Transfer and Business Development Office (TTBDO)
20. Equivalency and Technical Vocational Assessment Office (ETVAO)
21. Center for Natural Sciences (CNS)
22. School of Graduate Studies (SGS)
Vice President for Administration (VPA) Cluster (9/10)
23. Alumni Affairs Office (AAO)
24. Associate Deans of Student Affairs and Services Men and Women (ADSAS MW)

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25. Cultural Affairs Office (CCO)
26. Office of the Dean of Student Affairs and Services (ODSAS)
27. Human Resource Development Office (HRDO)
28. Safety and Pollution Control Office (SPCO)
29. Guidance and Testing Office (GTO)
30. Sports Development Program Office (SDPO)
31. University Health Services Office (UHSO)
Vice President for Finance and Treasurer (VPFT) Cluster (3/3)
32. Inventory Management Office (IMO)
33. Treasury and Accounting Office (TAO)
34. Publishing and Digital Printing Office (PDPO)
ARs not included (*Inaccessible or no SDG alignment*)
1. Physical Plant, Properties Development and Maintenance Office (PPPDMO) - President's Cluster
2. Center for Information and Technology (CICT) - VPA Cluster
3. College of Law (COL) - VPAA Cluster

Annual Report Sources of SDG Initiatives for AY 2024-2025



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RESULTS AND DISCUSSIONS

Table 2 summarizes the total number and percentage distribution of activities implemented by SMU under each of the 17 SDGs.

Table 2. Implementation of Aligned Activities by SDG, AY 2024–2025

Sustainable Development Goals	Number of Activities Implemented	Percent
SDG 1: No Poverty	15	1.8%
SDG 2: Zero Hunger	13	1.6%
SDG 3: Good Health and Well-being	56	6.8%
SDG 4: Quality Education	346	42%
SDG 5: Gender Equality	11	1.3%
SDG 6: Clean Water and Sanitation	14	1.7%
SDG 7: Affordable and Clean Energy	7	0.8%
SDG 8: Decent Work and Economic Growth	40	4.8%
SDG 9: Industry, Innovation and Infrastructure	61	7%
SDG 10: Reduced Inequality	13	1.6%
SDG 11: Sustainable Cities and Communities	33	4%
SDG 12: Responsible Consumption and Production	22	2.7%
SDG 13: Climate Action	30	3.6%
SDG 14: Life Below Water	2	0.2%
SDG 15: Life on Land	31	3.8%
SDG 16: Peace, Justice and Strong Institutions	27	3.3%
SDG 17: Partnership for the Goals	103	13%
Total	824	100%

Table 2 presents the distribution of SMU's SDG-aligned activities for AY 2024–2025, documenting a total of **824 activities** implemented across the 17 SDGs. The data indicate that SMU carried out initiatives addressing all SDGs during the reporting period, demonstrating the University's comprehensive commitment to advancing sustainable development through education, research, and community engagement.

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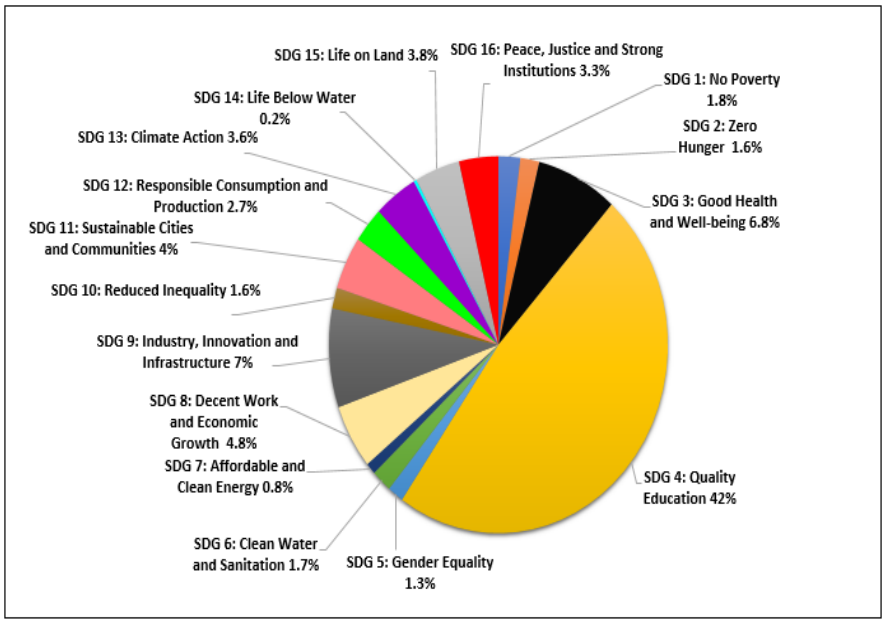


Table 3 ranks the SDGs based on the frequency of activities implemented, highlighting the most and least prioritized goals during the academic year.

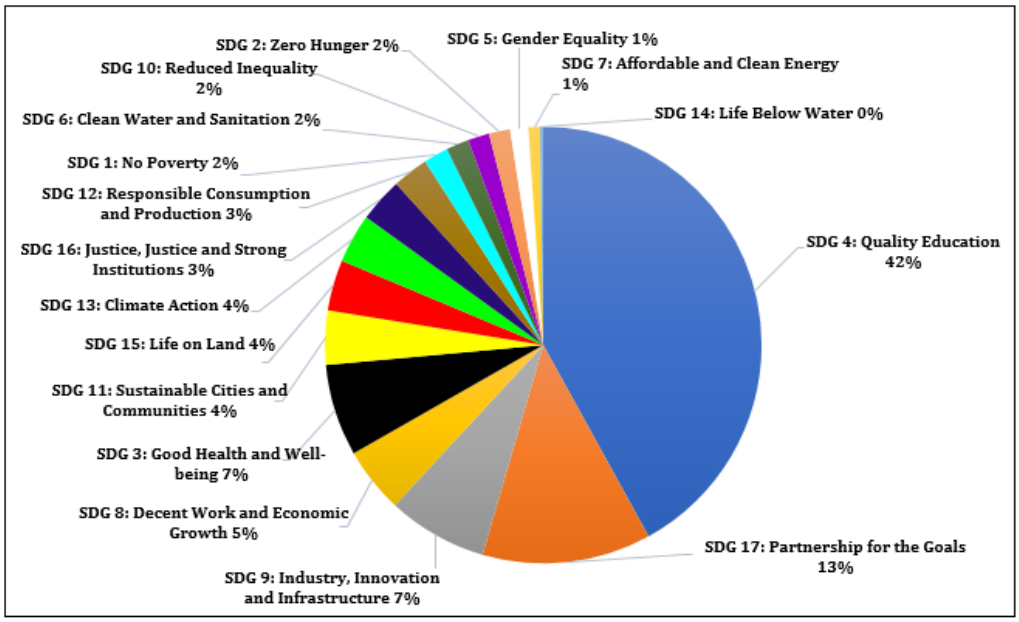
Table 3. Ranking of Implemented SDG-Aligned Activities, AY 2024–2025

Ranking	Sustainable Development Goals	No. Activities Implemented	Percentage
1st	SDG 4: Quality Education	346	42%
2nd	SDG 17: Partnership for the Goals	103	13%
3rd	SDG 9: Industry, Innovation and Infrastructure	61	7%
4th	SDG 8: Decent Work and Economic Growth	40	4.8%
5th	SDG 3: Good Health and Well-being	56	6.8%
6th	SDG 11: Sustainable Cities and Communities	33	4%

7th	SDG 15: Life on Land	31	3.8%
8th	SDG 13: Climate Action	30	3.6%
9th	SDG 16: Justice, Justice and Strong Institutions	27	3.3%
10th	SDG 12: Responsible Consumption and Production	22	2.7%
11th	SDG 1: No Poverty	15	1.8%
12th	SDG 6: Clean Water and Sanitation	14	1.7%
13th	SDG 10: Reduced Inequality	13	1.6%
14th	SDG 2: Zero Hunger	13	1.6%
15th	SDG 5: Gender Equality	11	1.3%
16th	SDG 7: Affordable and Clean Energy	7	8%
17th	SDG 14: Life Below Water	2	0.2%
Total		824	100%

Based on Table 3, the majority of initiatives were concentrated under SDG 4: Quality Education (42%), reflecting the University's strong emphasis on its educational mission. This was followed by SDG 17: Partnership for the Goals (13%), highlighting SMU's active collaboration with local and international partners, and SDG 9: Industry, Innovation and Infrastructure (7%), emphasizing innovation-driven engagement.

Meanwhile, fewer activities were reported under SDG 7: Affordable and Clean Energy (0.8%) and SDG 14: Life Below Water (0.2%), suggesting areas where future initiatives may be strengthened. Overall, the distribution demonstrates SMU's commitment to advancing quality education and sustainable partnerships, while indicating opportunities to expand engagement in environmental and energy-related goals.



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Table 4 identifies the university units that recorded the highest number of SDG-related activities, recognizing their role as institutional champions in promoting sustainability initiatives.

Table 4: Top SDG Champions by Frequency and Percentage of Implemented Activities

Sustainable Goals	Rank	SDG Champions	Frequency	Percentage
SDG 1: No Poverty	1st	CEIPSC	7	0.8%
	2nd	ETVAO	5	0.6%
	3rd	SAB, HRDO, GTO	1	0.1%
SDG 2: Zero Hunger	1st	CEIPSC	5	0.6%
	2nd	JHS NSTP, SHS, SHANS, CNS, GTO	2 1	0.2% 0.1%
SDG 3: Good Health and Well-being	1st	HRDO	12	1.4%
	2nd	CEIPSC	10	1.2%
		UREO	8	0.9%
SDG 4: Quality Education	1st	PERIO	59	7.1%
	2nd	IDQAO	52	6.3%
	3rd	CNS	38	4.6%
SDG 5: Gender Equality	1st	CNS, UREO, SHANS	2	0.2%
	2nd	SAB, PERIO, IDQAO, IMO, ADSAS, HRDO	1	0.1%
SDG 6: Clean Water and Sanitation	1st	CEIPSC, CNS	3	0.4%
	2nd	SHANS	2	0.2%
	3rd	URC, IMO, ODSAS, HRDO, SPCO	1	0.1%
SDG 7: Affordable and Clean Energy	1st	SHANS, CNS	3	0.4%
	2nd	IMO	1	0.1%
SDG 8: Decent Work and Economic Growth	1st	SAB, SEAIT, ETVAO	6	0.7%
	2nd	IMO	5	0.6%
	3rd	UREO	4	0.5%
SDG 9: Industry, Innovation and Infrastructure	1st	SEAIT	16	1.9%
	2nd	CNS	13	1.6%
	3rd	SHANS	11	1.3%
SDG 10: Reduced Inequalities	1st	SAB	3	0.4%
	2nd	URC	2	0.2%
	3rd	IMO, CNS, IDQAO, PERIO, SHANS	1	0.1%
SDG 11: Sustainable Cities and Communities	1st	SAB, SEAIT	6	0.7%
	2nd	CNS	5	0.6%
	3rd	SHANS	4	0.5%
	1st	SAB	8	1%

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SDG 12: Responsible Consumption and Production	2nd	CNS	6	0.7%
	3rd	SHANS	5	0.6%
SDG 13: Climate Action	1st	CNS	14	1.7%
	2nd	SHANS	9	1.1%
	3rd	SAB	2	0.2%
SDG 14: Life Below Water	1st	SAB, IMO	1	0.1%
SDG 15: Life on Land	1st	CNS	11	1.3%
	2nd	SHANS	8	1%
	3rd	CEIPSC	5	0.6%
SDG 16: Peace, Justice, and Strong Institutions	1st	SAB	8	1%
	2nd	CNS	5	0.6%
	3rd	CEIPSC	4	0.4%
SDG 17: Partnership for the Goals	1st	CNS	25	3%
	2nd	SHANS	18	2.1%
	3rd	PERIO	15	1.8%

As shown in Table 4, CEIPSC, CNS, and SHANS emerged as the most consistent SDG champions, appearing prominently across multiple goals. In particular, CNS demonstrated significant involvement, ranking first in six SDGs, including SDG 13: Climate Action (14 activities, 1.7%) and SDG 17: Partnerships for the Goals (25 activities, 3%).

Quality Education (SDG 4) recorded the highest activity frequencies, led by PERIO with 59 activities (7.1%), followed by IDQAO (6.3%) and CNS (4.6%)—showing the university's strong alignment with its educational mission. Similarly, SDG 9: Industry, Innovation, and Infrastructure and SDG 13: Climate Action also had notable contributions from multiple units, indicating institutional efforts toward innovation and sustainability.

Table 5: Implementation of SDG-Aligned Programs and Activities by Category, AY 2024–2025

Description of Activities	Sample Programs / Activities Conducted
SDG 1: No Poverty (15 or 1.8%)	
 Aims to eradicate extreme poverty and reduce the proportion of people living below the national poverty line through access to basic resources, services, and social protection.	**Hunger Alleviation Program** Pamaskong Handog- Gift Giving ***(HRDO)*** **Poverty Alleviation Program (Entrepreneurial and Technical Skills Development)** Entrepreneurship and Economic Development ***(SAB)*** Financial Literacy ***(CEIPSC)*** ILAW Project ***(CEIPSC)*** Practical Solutions for Common Problems ***(CEIPSC)*** Empowering Financial Wellness ***(CEIPSC)*** TESDA Training Program ***(CEIPSC)***
SDG 2: Zero hunger (13 or 1.6%)	

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 Seeks to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture to ensure that all people have sufficient and nutritious food.	**Hunger Alleviation Program** Feeding Program ***(JHS, SHS, CEIPSC, SHANS, ODSAS, NSTP)***
SDG 3: Good Health and Well-Being (56 or 6.8%)	
 Promotes healthy lives and well-being for all at all ages by reducing mortality rates, combating diseases, and improving healthcare systems.	**Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Health and Wellbeing Program** Seminar on Gender Sensitivity ***(SAB)*** SIGLA 2025 ***(HRDO)*** Health Care Outreach ***(CEIPSC)*** District Meet ***(GSD, JHS)*** **Disaster Risk Reduction Program** Occupational First Aid and Basic Life ***(SPCO)*** Support-CPR/Automated External Defibrillation Course ***(SPCO)*** **Education for All Program** DOST Thesis Grant ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** Animal Handling ***(SHANS)*** Labor Education and Personal Development ***(SHANS)*** Animal Handling ***(SHANS)*** 2024 DOST-PCHRD Undergraduate Thesis Grant in Natural Products ***(URC)*** Intensive Medical Technology International Mobility Program ***(IO)*** **Socio-Pastoral Ministry and Evangelization Program** Novena Mass ***(HRDO)*** Simbang Gabi***(HRDO)*** Mass of the Holy Spirit ***(HRDO)***
SDG 4: Quality Education (346 or 42%)	

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 Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all, emphasizing literacy, numeracy, and skills development.	**Education for All Program** 6th Cities and Municipalities Competitiveness Index (CMCI)***(STEH)*** Academic Symposium and SEA Teacher project ***(STEH)*** International and Academic Recognitions (***SAB)*** Technical Vocational Summit (***SAB)*** International Conference on Business, Education, Science and Technology (***SAB)*** Financial & Sustainability Reporting Standards Industry Applications to Classroom Discussion ***(SAB)*** HackForGov 3 ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart City(i-ACT4SmartCity) ***(SEAIT)*** Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** Agri-Tech Innovate ***(SEAIT)*** HCU Conference ***(SHANS)*** International Conference on Research, Innovation, and Investment (ICRII) ***(SHANS)*** International Conference on Business, Education, Science and Technology ***(SHANS)*** 1st Interdisciplinary Research Conference on Sustainable Goals 2024 ***(SHANS)*** MARIANALIKSIK 2025***(SHANS)*** Aralinks Quest-showcACE and Contest ***(GSD)*** Leadership Training ***(GSD)*** Seminar-workshop on Facilitating PAASCU Report Writing ***(JHS)*** Bato-Balani Investigatory Project Contest ***(JHS)*** Internal Quality Audit ***(IDQAO)*** Philippine Quality Award ***(IDQAO)*** P2A Virtual Hackathon ***(PERIO)*** Hybrid Mobility ***(PERIO)*** Global Ranking ***(IDQAO)*** AppliedHE Ranking ***(IDQAO)*** Google Site training ***(HRDO)***
SDG 5: Gender Equality (11 or 1.3%)	
 Aims to achieve gender equality and empower all women and girls by eliminating discrimination, violence, and harmful practices.	**Health and Wellness Program** Seminar About Gender Sensitivity ***(SAB)*** Women's Month Celebration 2025 ***(SHANS, HRDO)*** GAD Seminar ***(IMO)*** UPLB Helm Program ***(IDQAO)*** Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal ***(ADSAS)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)***

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SDG 6: Clean Water and Sanitation (14 or 1.7%)	
 Seeks to ensure the availability and sustainable management of water and sanitation for all through improved water quality and efficient resource use.	**Health and Wellness Program** Anti-Dengue Misting Drive 2025 ***(SAB)*** Ocular Inspection for Construction of Water Reservoir ***(CEIPSC)*** Water Host Donation to Pawak ***(CEIPSC)*** Project Punhog: Delivery of Water Tank ***(CEIPSC)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** **Education for All Program** International Conference on Research, Innovation, and Investment ***(SHANS)*** A Webinar in Celebration of Earth Day 2025 ***(IMO)*** Vernacular Economic Education ***(URC)***
SDG 7: Affordable and Clean Energy (7 or 0.8%)	
 Promotes access to affordable, reliable, sustainable, and modern energy for all while increasing the share of renewable energy in the global mix.	**Education for All Program** Basic Research Ethics Training and DOST_SEI Nuclear Science Camp ***(SHANS)*** Webinar in Celebration of Earth Day ***(IMO)***
SDG 8: Decent Work and Economic Growth (40 or 4.8%)	
 Encourages sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.	**Education for All Program** Alumni Workshop on Rethinking Roadmap ***(SAB)*** Stay and Learn Program ***(SAB)*** Innovate and Solve; Mentoring and Coaching ***(SAB)*** Seminars for HTM students ***(SAB)*** Coffee Convention and Coffee Exposition ***(SAB)*** SAB Bazaar ***(SAB)*** Startup Challenge ***(SEAIT)*** Introduction to Photoshop ***(SEAIT)*** Regional Data Festival ***(SEAIT)*** 7th Annual TCON***(SEAIT)*** IECEP Regional Convention ***(SEAIT)*** Labor Education and Personal Development Seminar for graduating Students; Gawad Maria ***(SHANS)*** CMCI Academic Symposium ***(STEH, IDQAO)*** International Conference in Business and Information ***(URC)*** First National Education Support Personnel Day ***(IMO)*** Google Site workshop ***(IMO, NSTP, HRDO)*** Seminar on Serving with Purpose ***(IMO)*** Smartsheet Management and Analysis ***(IMO, HRDO)*** NSTP Training of Trainers ***(NSTP)***

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	Orientation of New Employees ***(HRDO)*** STELLAR: Sustaining Teaching Excellence and Love for Learning Towards Academic Resilience ***(HRDO)*** Gawad Maria ***(HRDO)*** **Disaster Risk Reduction Program** Basic Occupational Safety and Health ***(SPCO)***
SDG 9: Industry, Innovation, and Infrastructure (61 or 7%)	
 Focuses on building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.	**Education for All Program** ICEBEST 2024 ***(SAB)*** 16th Central India Management Conclave 2024 ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Innovate and Solve: Mentoring and Coaching ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** North Luzon, Innovation and Innovation Transfer Summit (NLITTS) ***(SEAIT)*** Regional Startup Challenge (***SEAIT)*** Hack4Resilience (***SEAIT)*** International Conference on Business and Information Technology (ICT Track) ***(SEAIT)*** CHED Zonal Creativity Summit 2024 ***(SEAIT)*** DOST-NAST ***(SEAIT)*** Regional Data Festival of the North Luzon Cluster ***(SEAIT)*** Industry-Academe Congress on Technologies for Smart Cities ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** Project Desire ***(SEAIT)*** ECE Assembly ***(SEAIT)*** P2A Hybrid Mobility ***(SEAIT, IO)*** DOST PCHRD Thesis Grant 2025 ***(SHANS)*** Mastering Genetics and Molecular Biology ***(SHANS)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** DOST_SEI Nuclear Science Camp ***(SHANS)*** Mastering Chemistry ***(SHANS)*** Basic Research Ethics Training (BRET) ***(SHANS)*** Laboratory Techniques Training Workshop ***(SHANS)*** Investiture Ceremony ***(SHANS)*** Research ranking ***(SHANS)*** SMU and USTMOA for BS Biology OJT ***(SHANS)*** Final format Discussion on Automated Alumni Directory System ***(AAO)*** Unleash Hacks Training and IDEATECH Challenge 2024 ***(IO)*** Industry-Academe Congress on Technologies for Smart Cities ***(IO)*** Virtual CommTECH Explorations 2025: ITS Students'

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	Talent Exploration ***(IO)*** Wuri Awarding Ceremony ***(URC)*** Approved Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** Professional Achievement Awards by Faculty Researchers ***(URC)*** Project proposal for CHED GIA Program ***(URC)*** WURI pre-writeshop and writeshop Activities ***(URC)*** **Sustainable Environment Program** Adopt a Tourist Site ***(SAB)***
SDG 10: Reduced Inequalities (13 or 1.6%)	
 Aims to reduce inequality within and among countries by promoting social, economic, and political inclusion of all individuals	**Education for All Program** Alumni Workshop, HTM Research Forum ***(SAB)*** Project STIR - Specialized Training on Indigenous Research ***(SHANS)*** Project proposal for CHED GIA Program ***(SHANS)*** UPLB HELM Program ***(IDQAO)*** **Health and Wellness Program** GAD Seminar ***(IMO)*** Project STIR ***(CEIPSC)*** International Students Day: Global Intercultural Exchange Event ***(IO)***
SDG 11: Sustainable Cities and Communities (33 or 4%)	
 Seeks to make cities and human settlements inclusive, safe, resilient, and sustainable through improved urban planning and management.	**Disaster Risk Reduction Program** Nationwide Simultaneous Earthquake and Fire Drill ***(SPCO)*** Project Ligtas ***(CEIPSC)*** Hack4Resilience: AI and Big Data for Disaster Risk Reduction ***(SEAIT)*** **Health and Wellness Program** 16th Grand Ammungan festival ***(CAO)*** Provincial Traffic Decongestion Summit 2025; Road Clearing Operations; Linggo ng Lingkod at Likha ***(ADSAS)*** **Education for All Program** UI GreenMetric Ranking 2024; 6th CMCI Academic Symposium-National Level ***(IDQAO)*** Industry-Academe Congress on Technologies for Smart City; International Academic Conference ***(IO)*** 6th CMCI Academic Symposium ***(STEH)*** 11th HCU Conference ***(SHANS)*** ICRII ***(SHANS)*** HackforGov 3 ***(SEAIT)*** i-ACT4 Smart City ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** 17th Civil Engineering Regional Conference ***(SEAIT)*** 2025 IECEP technical Seminar ***(SEAIT)*** Virtual CommTECH Nusantara ***(SAB)***

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	Alumni Workshop, Stay and Learn Program ***(SAB)*** Coffee Convention and Exposition ***(SAB)*** HTM Research Forum ***(SAB)*** SAB Bazaar ***(SAB)*** **Sustainable Environment Program** Imugan-Enviro-Culture Encounter ***(SHANS)***
SDG 12: Responsible Consumption and Production (22 or 2.7%)	
 Promotes sustainable consumption and production patterns by encouraging resource efficiency and reducing waste generation.	**Education for All Program** Alumni Workshop ***(SAB)*** Inaugural ASEAN University Network for Agriculture and Food Security ***(SAB)*** Stay and Learn Program ***(SAB)*** Secure Transaction ***(SAB)*** SAB Bazaar ***(SAB)*** HTM Bread and Pastry Exhibit ***(SAB)*** Culinary Class Wars***(SAB)*** DOSt PCHRD Thesis Grant ***(SHANS)*** Animal Handling ***(SHANS)*** 29th Natural Products Society of the Philippines Convention Green Chemistry and Chemistry Education ***(SHANS)*** UI GreenMetric Ranking 2024 ***(IDQAO)*** ***Disaster Risk Reduction Program*** Safer Tomorrow ***(SAB)*** **Sustainable Environment Program** Run for the Forest ***(SHANS)*** Webinar Celebration of Earth Day 2025 ***(IMO)***
SDG 13: Climate Action (30 or 3.6%)	
 Urges immediate action to combat climate change and its impacts through mitigation, adaptation, and awareness-raising initiatives.	**Sustainable Environment Program** Run for the Forest ***(ODSAS, SHANS)*** Webinar in Celebration of Earth Day ***(IMO)*** Adopt a Tourist Site ***(SAB)*** ***Education for All Program*** Industry-Academe Congress on Technologies for Smart City ***(PERIO)*** ICIIR (***SHANS)*** Green Chemistry and Chemistry Education (***SHANS)*** Special Lecture in Taxonomy and Systematics (***SHANS)*** Imugan Enviro-Culture Encounter (***SHANS)*** Provincial Environmental Awareness Month (***SHANS)*** 2025 Annual PLGU Investment (***SHANS)*** Fourth International Conference on Cultural Studies (FICCS) (***SHANS)*** Site Clearing ***(SHANS)*** i-ACt4SmartCity ***(SEAIT)*** Alumni Workshop ***(SAB)***

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SDG 14: Life Below Water (2 or 0.2%)	
 Aims to conserve and sustainably use oceans, seas, and marine resources for sustainable development	***Education for All Program*** Alumni Workshop ***(SAB)*** **Sustainable Environment Program** Webinar in Celebration of Earth Day ***(IMO)***
SDG 15: Life on Land (31 or 3.8%)	
 Focuses on protecting, restoring, and promoting the sustainable use of terrestrial ecosystems, managing forests, and halting biodiversity loss	**Sustainable Environment Program** SMU Brigada ***(CEIPSC)*** Masoc Site Clearing ***(CEIPSC, SHANS)*** Tree Planting ***(CEIPSC)*** MedTech Go Green ***(CEIPSC)*** Riverbank Clean-up Drive ***(CEIPSC)*** Run for the Forest ***(SHANS)*** Imugan Enviro-Culture Encounter ***(SHANS)*** Provincial Environmental Awareness Month ***(SHANS)*** Annual PLGU Investment ***(SHANS)*** **Education for All Program** Animal Handling ***(SHANS)*** Special Lecture on Taxonomy and Systematics ***(SHANS)*** Alumni Workshop ***(SAB)***
SDG 16: Peace, justice and Strong Institutions (27 or 3.3%)	
 Seeks to promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions at all levels	**Education for All Program** International Recognition of SMU-HTM ***(SAB)*** Virtual CommTECH Nusantara ***(SAB)*** Alumni Workshop ***(SAB)*** Orientation on Research Ethics ***(SAB)*** Secure Transactions ***(SAB)*** Safer Tomorrow: Empower Digital Payments with Cyber Hygiene ***(SAB)*** Research Forum ***(SAB)*** Orientation on Research Ethics ***(SAB)*** DOST-NAST ***(SAB)*** IECEP Regional Convention 2024 ***(SAB)*** HCU Conference ***(SHANS)*** Marian Leadership Convergence ***(SHANS)*** 6th CMCI Academic Symposium ***(STEH, IDQAO)*** Jail Visitation ***(CEIPSC)*** Gender and Development Seminar ***(CEIPSC)*** Takbokasyon ***(CEIPSC)*** Interfaith Service and Literacy ***(CEIPSC)***

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SDG 17: Partnership for the Goals (103 or 13%)	
 Strengthens the means of implementation and revitalizes global partnerships for sustainable development through cooperation, resource sharing, and capacity building.	**Health and Wellness Program** Anti-Dengue Misting Drive ***(SPCO)*** Honoring Generosity and Legacy ***(AAO)*** Marian Generosity in Action ***(AAO)*** Tribute to Generosity and Mission ***(AAO)*** Philippine ROTC Games ***(NSTP)*** **Education for All Programs** Enhanced OVRS ***(OUR)*** 6th CMCI Academic Symposium-National Level (***IDQAO)*** 16th Central India Management Conference (***IDQAO)*** Pre-Orientations on ISO ***(IDQAO)*** Philippine-British Columbia Partnership Series ***(PERIO)*** Internationalizing Higher Education ***(PERIO)*** SMU Champions Internationalization at Bridge Workshop ***(PERIO)*** Industry Academe Congress on Technologies for Smart City ***(PERIO)*** Building Resilience and Innovation in Developing Global Engagement ***(PERIO)*** Subject Matter Expert on Global Mobility ***(PERIO)*** 9th Evaluation Meeting ***(PERIO)*** Cross Border Immersion for Internationalization (IZN) Focals ***(PERIO)*** 11th International Academic Conference ***(PERIO)*** 30th Conference and General Assembly in Australia ***(PERIO)*** CommTECH Camp Insight 2025 ***(PERIO)*** Service Trip from Howest University ***(PERIO)*** Cross-Border Immersion for Internationalization (IZN) ***(PERIO)*** MOA Signing ***(PERIO)*** Internship of Psychology Students from Howest ***(PERIO)*** Faculty Research Production Grant ***(URC)*** International Paper Presentation ***(URC)*** First International Conference in Business and Information ***(URC)*** WURI Pre-Writeshop and Writeshop Activities ***(URC)*** Invitation as Advisor of the DTI Shared Service Facility-Local Advisory and Monitoring (SSF-LAMP) ***(SoGS)*** SOGS Faculty Member as PAASCU Accreditor ***(SoGS)*** 29th Natural Products Society of the Philippine Convention Project STIR ***(SHANS)*** Hands-on Training Workshop ***(SHANS)*** Research Ranking ***(SHANS)*** SMU and UST MOA for BS Biology OJT ***(SHANS)***

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	Provincial Environmental Awareness Month ***(SHANS)*** Threshold: Into the light of Practice; UAPGA Area Assembly ***(SEAIT)*** Regional Philippine Startup Challenge ***(SEAIT)*** Hack4Resilience ***(SEAIT)*** ICT Track ***(SEAIT)*** CHED Zonal Creativity Summit ***(SEAIT)*** Regional Data Festival of North Luzon Cluster ***(SEAIT)*** i-ACT4SmartCity ***(SEAIT)*** 7th Annual TCON ***(SEAIT)*** IECEP Technical Seminar; Project DESIRE ***(SEAIT)*** Inaugural ASEAN University Network for Agriculture and Food Security (***SAB)*** Seminar Workshop on Heritage Interpretation ***(SAB)*** Baking the Bakels Way ***(SAB)*** Wine Familiarization and Service ***(SAB)*** Stay and Learn Program ***(SAB)*** SAB Bazaar ***(SAB)*** Faculty Immersion in Thailand ***(SAB)*** Youth Mission Camp ***(SAB)*** SMU-HTM Donation Drive ***(SAB)*** ***Sustainable Environment Program*** Imugan Enviro-Culture Encounter ***(SHANS)***

Table 5 consolidates the major programs, projects, and activities implemented under the SDG framework, organized by thematic categories and alignment areas. Each SDG entry includes its thematic focus, the number and percentage of activities implemented, and sample programs or initiatives conducted by various university units. The table highlights how SMU integrates sustainability principles into its academic, research, community engagement, and operational activities, contributing to global and local development priorities.

The data indicate that SMU's initiatives are strongly concentrated on SDG 4: Quality Education, which accounts for 42% (346 activities) of all SDG-aligned programs. This reflects the university's core mission of promoting accessible, high-quality, and transformative education. Other highly represented goals include SDG 17: Partnerships for the Goals (13%), underscoring the importance of collaboration and global engagement, and SDG 9: Industry, Innovation, and Infrastructure (7%), demonstrating the institution's commitment to fostering innovation and technological advancement. While SDG 4 dominates, SMU's programs also encompass all 17 goals—ranging from poverty reduction (SDG 1) and good health and well-being (SDG 3) to climate action (SDG 13) and life on land (SDG 15)—indicating a holistic approach to sustainability. Overall, the table shows that SMU strategically aligns its academic and community engagements with the UN 2030 Agenda, positioning education as a catalyst for sustainable development across multiple sectors.

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Table 6. Ranking of University Units by Number of SDG Contributions

Rank	Unit	Number of SDG Activities Implemented	Percentage
1st	CNS	132	16%
2nd	SHANS	110	13%
3rd	SAB	95	12%
4th	PERIO	84	10%
5th	SEAIT	73	9%
6th	IDQAO	64	8%
7th	CEIPSC	52	6%
8th	URC	26	3%
9th	UREO	26	3%
10th	IMO	20	2%
11th	AAO	19	2%
12th	HRDO	18	2%
13th	ETVAO	18	2%
14th	SPCO	11	1%
15th	OUR	10	1%
16th	ADSAS	8	1%
17th	GSD	7	1%
18th	NSTP	6	1%
19th	STEH	6	1%
20th	UHSU	6	1%
21st	0DSAS	5	1%
22nd	JHS	5	1%
23rd	SoGS	5	1%
24th	GTO	5	1%
25th	TAO	4	0.5%
26th	SHS	1	0.1%
27th	ULRC	1	0.1%
28th	IAO	1	0.1%
29th	CAO	1	0.1%
30th	TTBDO	1	0.1%
31st	PDPO	1	0.1%
32nd	CCF	1	0.1%
33rd	SPDO	1	0.1%
34th	SCHOLARSHIP	1	0.1%
	TOTAL	824	100%

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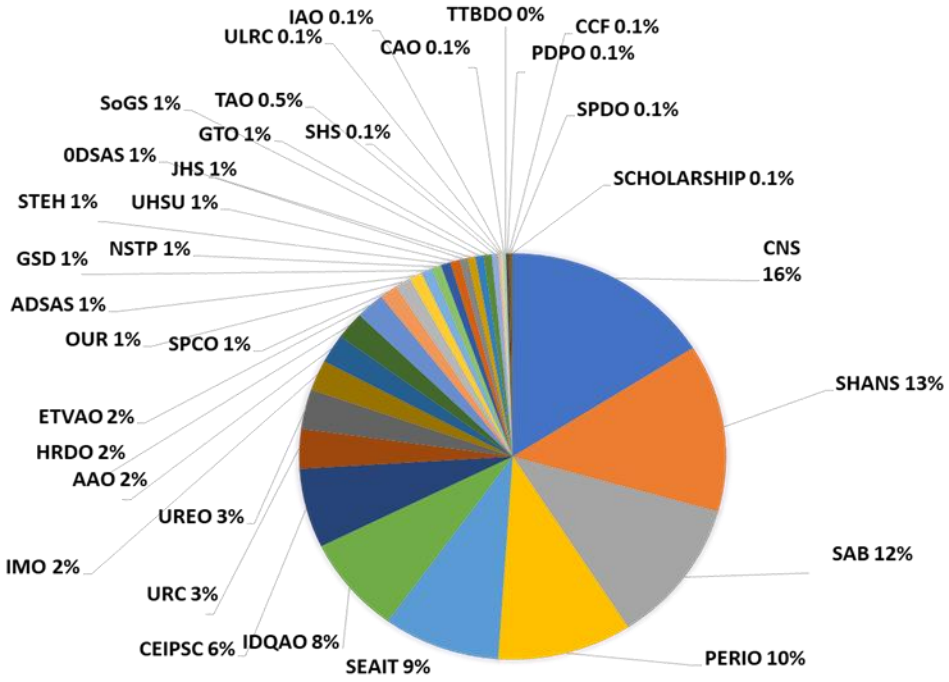


Table 6 presents the distribution of SDG-aligned activities implemented by the different units of SMU for AY 2024–2025. CNS recorded the highest number of SDG activities with 132 implementations (16%), followed by SHANS with 110 activities (13%), and SAB with 95 activities (12%). These three units collectively accounted for 41% of the total initiatives, indicating their leading roles in advancing SMU's SDG agenda. Meanwhile, several offices, such as SHS, ULRC, IAO, CAO, TTBDO, PDPO, CCF, SPDO, and the Scholarship Office, each contributed one activity (0.1%), showing that while participation varied, all units contributed to the university's overall SDG efforts.

Table 7: Top 3 SDG Initiatives per Unit

Unit	Percentage	Rank	SDG	No. of Activities	Percentage	Sample Activities Conducted
CNS	16%	1st	SDG 4	38	28.7%	SDG 4: International Conference on STEM Education 2024 SDG 17: UI Green Metric World Ranking for Sustainability 2024 SDG 13: South Intensive Program
		2nd	SDG 17	25	19%	
		3rd	SDG 13	14	10.6%	
SHANS	13%	1st	SDG 4	33	30%	SDG 4: International Conference on Research, Innovation, and Investment (ICRII) SDG 17: Passage to ASEAN (P2A) Hybrid Mobility Program in Health Sciences SDG 9: DOST_SEI Nuclear Science Camp
		2nd	SDG 17	18	16.3%	
		3rd	SDG 9	11	10%	
SAB	12%	1st	SDG 4	36	37.8%	SDG 4: International Recognition of SMU-HTM, Head, Faculty Member and Staff SDG 17: Faculty Immersion in Kanchanaburi Rajabhat University, Thailand
		2nd	SDG 17	12	12.6%	
		3rd	SDG 9	8	8.4%	

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						SDG 9: International Conference on Business, Education, Science and Technology (ICBEST) 2024
PERIO	10%	1st	SDG 4	60	71.4%	SDG 4: International Conference on Business, Education, Science and Technology (ICBEST) 2024 SDG 17: Cross-Border Immersion for Internationalization (IZN) Focals SDG 9: P2A HYBRID MOBILITY By Disciplines 2025, AI-SEAN | Harnessing Artificial Intelligence to Accelerate Youth Future
		2nd	SDG 17	15	17.85%	
		3rd	SDG 9	4	4.7%	
SEAIT	9%	1st	SDG 4	30	41%	SDG 4: Industry-Academe Congress on Technologies for Smart City (i-ACT4SmartCity) SDG 9: North Luzon Innovation and Technology Transfer Summit (NLITTS) SDG 17: CHED Zonal Creativity Summit 2024
		2nd	SDG 9	16	21.9%	
		3rd	SDG 17	12	16.4%	
IDQAO	8%	1st	SDG 4	52	82,2%	SDG 4: AppliedHE Ranking SDG 9: 6th CMCI Academic Symposium – National Level SDG 17: Pre-orientation on ISO 21001:2018 Document and Records Control
		2nd	SDG 17	3	4.6%	
		3rd	SDG 9& 4	2	3.2%	
CEIPSC	6%	1st	SDG 4	16	30.7%	SDG 4: Project BUKLAT: Books to Uplift Knowledge, Literacy and Training SDG 3: Pawak Community Outreach: Dental Kit Donation SDG 1: TESDA Training Program
		2nd	SDG 3	10	19.2%	
		3rd	SDG 1	7	13.4%	
URC	3%	1st	SDG 4	9	34.6%	SDG 4: June 2024 WURI Awarding Ceremonies SDG 9: International Paper Presentation SDG 17: 2024 Approved Faculty Research Production Grant
		2nd	SDG 9	6	23%	
		3rd	SDG 17	5	19.2%	
UREO	3%	1st	SDG 3	8	30.7%	SDG 3: SIGLA: Sports and Cultural Events SDG 4: SMART Spreadsheet Management and Analysis for Reliable Trends Training-Workshop SDG 8: Serving with Purpose: Aligning Our Work with the CICM Mission and Values
		2nd	SDG 4	6	23%	
		3rd	SDG 8	4	15.3%	
IMO	2%	1st	SDG 4	5	25%	SDG 4: First National Education Support Personnel Day SDG 3: GAD Seminar 2025 SDG 6: A Webinar in Celebration of Earth Day 2025
		2nd	SDG 3	3	15%	
		3rd	DG 5,6,7,10 12,13,14	1	5%	
AAO	2%	1st	SDG 4	8	42.1%	SDG 4: Nurse Leader Advocates for Salary Reform at National Level SDG 17: Honoring Generosity and Legacy: Order of the Golden Rose Awardees Recognized at SMU Alumni Homecoming SDG 15: Resume Writing Seminar for Graduating Students
		2nd	SDG 17	6	31.5%	
		3rd	SDG 15	4	21%	

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HRDO	2%	1st	SDG 3	12	66.6%	SDG 3: Executive Management Training Session on CICM Charism and Mariology: Marian Values & Virtues SDG 1: Pamaskong Handog
		2nd	SDG , 5,6,8	1	5.5%	
ETVAO	2%	1st	SDG 4	7	38.8%	SDG 4: Training Induction Program SDG 8: National TVET Rollout on Micro-Credentials – Luzon Cluster SDG 1: National TVET Rollout on Micro-Credentials – Luzon Cluster
		2nd	SDG 8	6	33.3%	
		3rd	SDG 1	5	27.7%	
SPCO	1%	1st	SDG 3	3	27.2%	SDG 3: Occupational First Aid and Basic Life Support CPR/Automated External Defibrillation Course SDG 4: Basic Occupational Safety and Health (BOSH) Training Course for Safety Officer 2 (SO2) SDG 6: Anti-Dengue Misting Drive 2025
		2nd	SDG 4,8,11	2	18.1%	
		3rd	SDG 6 & 17	1	9%	
OUR	1%	1st	SDG 4	9	90%	SDG 4: 2nd Party Audit SDG 17: Enhanced OVRS
		2nd	SDG 17	1	10%	
ADSAS	1%	1st	SDG 11	3	37.5%	SDG 11: Provincial Traffic Decongestion Summit 2025 "Working Together for Effective Solution to Traffic Challenges SDG 3: Alagang Reyna: Isang Araw ng Pag-aalaga at pagpapahalaga SDG 5: Pagkilala at Pagpugay sa kababaihan: Taglay ang Pananampalataya, Lakas at Dangal
		2nd	SDG 3& 4	2	25%	
		3rd	SDG 5	1	12.5%	
GSD	1%	1st	SDG 4	6	85.71%	SDG 4: 7th Phoenix Aralinks Quest - ShowcACE Presentation SDG 3: District Meet 2024
		2nd	SDG 3	1	14.28%	
NSTP	1%	1st	SDG 4 & 8	2	33.3%	SDG 4: NSTP TRAINER'S TRAINING OF TRAINERS SDG 2: Pamaskong Handog
		2nd	SDG 2 & 17	1	16.6%	
STEH	1%	1st	SDG 4	2	33.3%	SDG 4: 6th Cities and Municipalities Competitiveness Index (CMCI) Academic Symposium
		2nd	SDG 8,11, 16,17	1	16.6%	
UHSO	1%	1st	SDG 4	3	50%	SDG 4: ISO 21001:2018 Training on Document and Records Control SDG 3: Occupational First Aid and Basic Life Support-CPR/Automated External Defibrillation Course SDG 8: EOMS Workshop
		2nd	SDG 3	2	33.3%	
		3rd	SDG 8	1	16.6%	
0DSAS	1%	1st	SDG 4	2	40%	SDG 4: AFS Exchange Students Despedida Program SDG 2: Run for the Forest 2024
		2nd	SDG 2,6,13	1	20%	
JHS	1%	1st	SDG 4	2	40 %	SDG 4: Seminar-Workshop on Facilitating PAASCU Report Writing SDG 3: District Meet 2024
		2nd	SDG 3	1	20%	
SoGS	1%	1st	SDG 4	3	60%	SDG 4: To empower student leaders and enhance organizational effectiveness
		2nd	SDG 17	2	40%	

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						within the university. SDG 17: Invitation as Advisor of the DTI Shared Service Facility- Local Advisory and Mentoring (SSF-LAMP)
GTO	1%	1st	SDG 4	3	60%	SDG 4: MPCO Orientation SDG 1: Seminar on Work-Life Balance for Graduate Students
		2nd	SDG 1 &2	1	20%	
TAO	0.5%	1st	SDG 4	1	100%	SDG 4: Conducting review of financial records and assisting in the preparation of Financial Statements of the Diocese of Bayombong
SHS	0.1%	1st	SDG 2	1	100%	SDG 2: Busog-Lusog: Feeding the Future
ULRC	0.1%	1st	SDG 4	1	100%	SDG 4: Enhancing Indigenous Knowledge Management: Cataloging Practices in Different Practices in Different Languages in KOHA
IAO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CAO	0.1%	1st	SDG 11	1	100%	SDG 11: SMU joins 16th Grand Ammungan Festival
TTBDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
PDPO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
CCF	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SPDO	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
SCHOLARSHIP	0.1%	1st	SDG 4	1	100%	SDG 4: Surveillance Audit 1 for ISO 9001:2015
TOTAL	100%					

Note: Some activities were repeatedly recorded due to units indicating numerous (more than 3) SDGs for a single activity conducted.

This table presents the distribution of SDG-aligned activities implemented by various units of Saint Mary's University (SMU) for AY 2024–2025. Each unit's percentage contribution to the total number of SDG-related activities is shown, along with the top three SDGs they most frequently supported. The ranking per SDG indicates the areas where each unit demonstrated the highest alignment and engagement.

The data reveal that all SMU units contributed to advancing the 17 Sustainable Development Goals, with varying degrees of engagement. The Center of Natural Sciences (CNS) emerged as the top contributor, accounting for 16% of total SDG activities, followed by SHANS (13%), and SAB (12%).

Across all units, SDG 4: Quality Education consistently ranked first, demonstrating SMU's strong institutional focus on educational advancement and learning initiatives. Other frequently aligned goals include SDG 17: Partnerships for the Goals and SDG 9: Industry, Innovation, and Infrastructure, indicating collaborative and innovation-driven initiatives.

Overall, the distribution underscores SMU's university-wide commitment to sustainable development, with education serving as the central pillar of its contributions.

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CONCLUSION

The findings of this report affirm Saint Mary's University's steadfast commitment to advancing the United Nations Sustainable Development Goals (SDGs) through its academic, research, and community engagement initiatives. For A.Y. 2024–2025, the University successfully implemented a diverse range of SDG-aligned activities across all 17 goals, demonstrating a holistic and institution-wide approach to sustainable development.

Among the goals, SDG 4: Quality Education emerged as the most actively pursued, reflecting SMU's enduring mission to promote accessible, inclusive, and transformative education. Other goals, such as SDG 17: Partnerships for the Goals and SDG 3: Good Health and Well-being, also ranked prominently, underscoring the University's emphasis on collaboration, health promotion, and community welfare. The analysis also highlights the significant contributions of both academic and administrative units, with several offices consistently serving as champions of sustainability-driven programs.

Collectively, these efforts underscore SMU's growing role as a **catalyst for social transformation**, integrating sustainability principles into its institutional culture and operational practices. By aligning its initiatives with the global SDG framework, SMU continues to nurture responsible citizens, empower communities, and strengthen its identity as a Marian institution committed to faith, excellence, and service. Moving forward, the University is poised to build on these accomplishments by deepening inter-unit collaboration, enhancing impact assessment mechanisms, and broadening partnerships that advance the shared pursuit of a sustainable and equitable future for all.

Limitations of the Report

This consolidated report on SMU's SDG initiatives is subject to several methodological and structural limitations that may have affected the accuracy and comprehensiveness of the data. These limitations include:

1. **Exclusion of Certain Activities.** Some activities were excluded because they lacked identified SDG alignments. Various formats of Activity Narrative Reports were used, and several reports either lacked SDG alignment entries or left them blank.
2. **Inaccessible Report Links.** Certain narrative report links embedded in the Annual Reports could not be accessed due to technical restrictions or errors, preventing data verification or inclusion.
3. **Reliance on Self-Reported SDG Alignment.** The SDG alignment of each activity was self-declared by the implementing unit, which introduces the possibility of subjective interpretation or over-alignment. This may have inflated the reported figures for certain goals.
4. **Risk of Activity Duplication or Inflation.** The methodology permitted multiple SDG alignments per activity, which may have resulted in duplication when activities were recorded under more than three SDGs. Consequently, the total counts for frequently cited goals—such as SDG 4 and SDG 17—may have been inflated, making it difficult to determine the primary focus of some activities.
5. **Scope Limited to Activity Count, Not Impact.** This report consolidates the number and types of SDG-aligned activities (outputs), as described in the methodology, with a focus on scope and diversity. It does not assess the actual outcomes or long-term impacts of these activities on communities or the environment (e.g., reporting that a feeding program occurred without measuring its sustained effect on student nutrition).

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Recommendations

To enhance the accuracy, consistency, and analytical value of future SDG initiative reports, the following measures are recommended:

1. **Standardize the Activity Narrative Report Template.** Adopt a uniform template—preferably **EOMS-QAO-FO-008**—and ensure that all fields are completely filled out, especially those related to SDG alignment and identified beneficiaries.
2. **Revise the Activity Narrative Report Form.** Limit the number of SDG alignments per activity to a maximum of **three goals**. This revision will help prevent data inflation for commonly aligned goals (e.g., SDG 4 and SDG 17) and promote more accurate identification of each activity's primary alignment.
3. **Ensure Proper SDG Alignment.** Review SDG indicators regularly to guide proper activity alignment. Artificial Intelligence (AI) tools may be utilized to assist in determining appropriate SDG matches for reported activities.
4. **Properly Link Evidence in Annual Reports.** Verify that all narrative report links are functional and accessible to facilitate transparent documentation and data validation.
5. **Assign an SDG Champion per Unit.** Designate unit-level SDG champions responsible for monitoring and coordinating initiatives based on each unit's thrusts and priorities, promoting accountability and focused engagement.
6. **Integrate Standardized Impact Metrics.** Develop and adopt a standardized matrix for reporting quantifiable outcome indicators (e.g., number of beneficiaries, dissemination plans, or measurable impacts). This will allow the university to move beyond activity counts toward evidence-based impact assessment.

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Appendices

STEH SDG Implementation, A.Y. 2024-2025



SHANS SDG Implementation, A.Y. 2024-2025



IO SDG Implementation, A.Y. 2024-2025



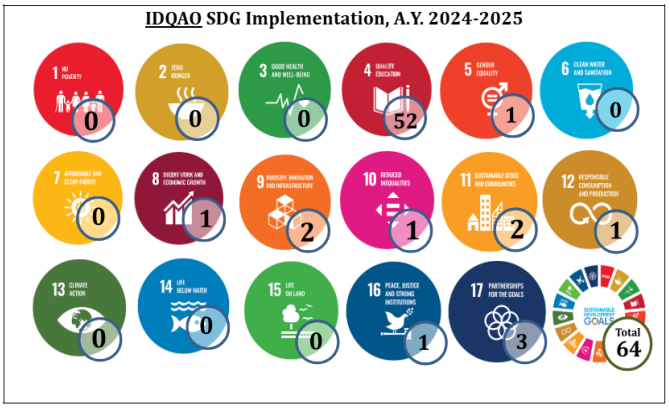
IHS SDG Implementation, A.Y. 2024-2025



SHS SDG Implementation, A.Y. 2024-2025



IDQAO SDG Implementation, A.Y. 2024-2025

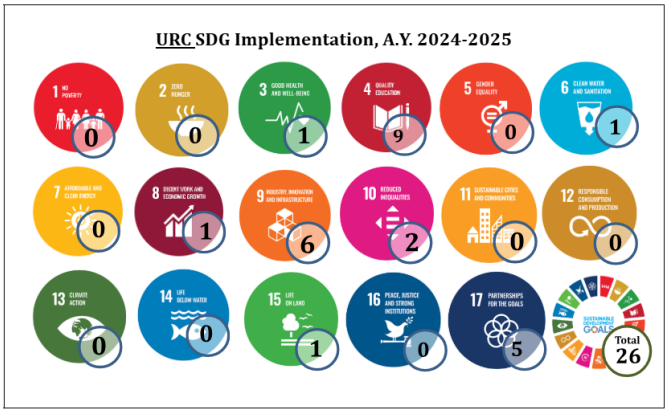


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GSD SDG Implementation, A.Y. 2024-2025



URC SDG Implementation, A.Y. 2024-2025



NSTP SDG Implementation, A.Y. 2024-2025



IMO SDG Implementation, A.Y. 2024-2025



CNS SDG Implementation, A.Y. 2024-2025



SEAIT SDG Implementation, A.Y. 2024-2025



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IAO SDG Implementation, A.Y. 2024-2025



OUR SDG Implementation, A.Y. 2024-2025



ULRC SDG Implementation, A.Y. 2024-2025



TAO SDG Implementation, A.Y. 2024-2025



CAO SDG Implementation, A.Y. 2024-2025



UREO SDG Implementation, A.Y. 2024-2025



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PDPO SDG Implementation, A.Y. 2024-2025



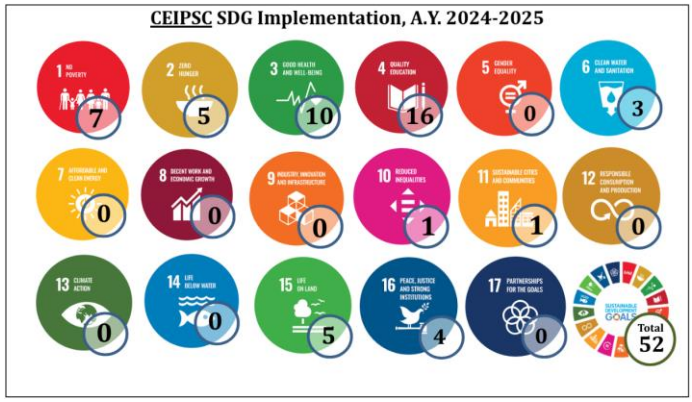
SoGS SDG Implementation, A.Y. 2024-2025



HRDO SDG Implementation, A.Y. 2024-2025



CEIPSC SDG Implementation, A.Y. 2024-2025



AAO SDG Implementation, A.Y. 2024-2025



ADSAS SDG Implementation, A.Y. 2024-2025



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SCHOLARSHIP SDG Implementation, A.Y. 2024-2025



SAB SDG Implementation, A.Y. 2024-2025



SMU SDG Implementation, A.Y. 2024-2025



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SDG 1: No Poverty

1.2.1 - Number of students: 6,201

1.2.2 - Number of low-income students receiving financial aid: 664 (10.71% of population)

1.3 University anti-poverty programmes

1.3.1 - Does your university as a body have targets to admit students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country?

Saint Mary's University enforces tightly defined Key Performance Indicators (KPIs) to scale up admissions and aid for students in financial need. Under Strategic Outcome 1.1.4 (p. 1), the university commits to distinct equity targets by Year 5: restoring internal service grants to 5% of the student population, expanding external government and private scholarships to cover 50% of the entire student body, and increasing Socialized Tuition Fee Discount recipients by 50% through a 10% annual growth rate. Furthermore, under Strategic Objective 3.3 (p. 2), the institution tracks targeted extension-based programs, including the continuous funding of dedicated scholarships for Indigenous Peoples (IP) students. Collectively, these measurable financial aid frameworks and targeted subpopulation KPIs serve as the university's formal mechanism to recruit, admit, and support low-income and marginalized demographics.

1.3.2 - Does your university as a body have graduation/completion targets for students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country? (domestic)

Under Strategic Program 3.3.1.15 (p. 1), the university establishes a concrete equity completion target, mandating that at least 10 Indigenous Peoples (IP) scholars graduate by Year 5. To secure completion, the institution tracks robust student welfare indicators under Strategic Outcome 1.1.4 (pp. 1-2). By Year 5, it aims to cover 50% of the entire student body with external government and private scholarships, restore internal service grants to 5% of the population, expand socialized tuition discounts by 50%, and assist 500 students through the Student Loan Fund. These targeted financial mechanisms serve as the institutional body's formal framework to drive retention and successful graduation for low-income domestic students.

1.3.3 - Does your university as a body provide support (e.g. food, housing, transportation, legal services) for students from low-income families to enable them to complete university?

Saint Mary's University supports poor and deserving students through its Hunger Alleviation Program and external scholarships. Under Feed My Lambs (pp. 1-3), implemented by non-academic personnel, recipients receive complete daily meals, preventing hunger from keeping them from staying in school. They are also trained in budgeting, marketing, and cooking, and, in turn, prepare food for learners in adopted communities and participate in vegetable production through Gulayan sa Paaralan. Complementing this, the Yokohama Tire Philippines Inc. Academic Scholarship offers full scholarships to academically outstanding students in BSECE, BSEE, BSMA, and BSBA-FM, with a monthly allowance to ease the cost of education (pp. 3-11). In S.Y. 2024-2025, Feed My Lambs served 5 students, and the Yokohama scholarship supported 6 students.

1.3.4 - Does your university as a body have programmes or initiatives to assist students who fall into the bottom 20% of household income group (or a more tightly defined target) in the country to successfully complete their studies?

Saint Mary's University helps families manage the cost of college through tuition discounts (pp. 1-2). Under the Siblings Discount, college students with brothers or sisters in basic education or tertiary education receive a 10% discount on tuition fees, easing the burden on households supporting several learners at once. Through the Working Students/Student Librarians program, students who

work 2 or 4 hours per day at the university are granted tuition discounts for 21 or 24 units, allowing them to earn their way through school while gaining work experience. In S.Y. 2024-2025, 495 students availed of the siblings discount, and 2 participated in the working student program.

1.3.5 - Does your university as a body have schemes to support poor students from low or lower-middle income countries (e.g. offering free education, grants)?

The Saint Mary's University Socialized Tuition Fee Program (SMU-STFP) provides needy and deserving students with access to quality Catholic education through tuition discounts ranging from 10% to 100% (pp. 1-11). Applicants submit parents' income tax returns or a certificate of tax exemption, electric bills, and grades, then undergo an interview [p. 8]. A Scholarship Committee (p. 3), chaired by the Vice President for Mission and Identity, selects grantees, prioritizing those whose family income falls below the poverty threshold and considering family size, parents' occupations, and the number of employed siblings (p. 8). Applicants must also have a general weighted average of at least 80 and show motivation to succeed. To reach more families, only one member per family may be granted. The program covers basic education and undergraduate students, and grants are renewed each term based on academic standing. In S.Y. 2024-2025, 101 students received STFP grants.

1.4 Community anti-poverty programmes

1.4.1 - Does your university as a body provide assistance in the local community supporting the start-up of financially and socially sustainable businesses through relevant education or resources? (e.g. mentorship programmes, training workshops, access to university facilities)?

Under Strategic Program 3.1.2.4, the university targets local Micro, Small, and Medium Enterprises, mandating that at least 50 external local businesses utilize the campus-housed Shared Service Facilities of the Department of Trade and Industry and the Provincial Local Government Unit by Year 5 (p.1). To build operational capability, the Technology Transfer and Business Development Office oversees the renovation and full furnishing of dedicated business incubation facilities (p. 2). Furthermore, the university drives regional economic mobilization by scaling up marketing for community products at its NV Pasalubong Center retail outlet. These combined physical spaces and technical skill provisions form a complete ecosystem enabling community business start-ups, earning the SMU-TTBDO the 2024 SSF Top Performer Award (p. 3).

1.4.2 - Does your university as a body provide financial assistance to the local community assisting the start-up of financially and socially sustainable businesses?

Under Strategic Objective 3.3.2 (p. 1), the University builds local entrepreneurial capacity by disbursing PhP 10,000 each to the Farmers Association in Purok Gonggongob and the Masina Women's Organization in Sitio Masina (pp. 2-3). Crucially, under Strategic Program 3.1.2.4 (p. 4), the university hosts and provides access to the Department of Trade and Industry (DTI) and Provincial Local Government Unit (PLGU) Shared Service Facilities to assist 50 local MSMEs. For skills-based enterprises, the university offers TESDA certifications backed by structured fund disbursement frameworks. Paired with furnished incubation facilities under the Technology Transfer and Business Development Office (TTBDO) and retail support through the NV Pasalubong Center, these initiatives comprise the formal ecosystem that sustains community start-ups.

1.4.3 - Does your university as a body organise training or programmes to improve access to basic services for all?

Saint Mary's University organizes institutional training to improve local access to basic health services and standards of living. Strategic Objective 3.3 drives community extension projects to promote social well-being and improve living conditions (pp. 1-3). For standard of living assets, the university implements structural projects under Strategic Objective 2.2.3 (pp. 4-7) through its Physical Plant and Facilities Development Program to manage infrastructure, including installing large water tanks for drinking water (2.2.3.9) and setting up 219kWp rooftop solar panels and solar streetlamps for clean electricity (2.2.3.10–11). For health services, the institution drives regional wellness via its "Marian Cares" health initiatives (2.1.1.15) (p. 8), such as Project SHINE (pp. 9-12),

which integrate with formal community-wide healthcare support and medical webinars (2.3.1.12) (p. 13), like specialized Medical Missions (pp. 14-17).

1.4.4 - Does your university as a body participate in policy making at local, regional, national and/or global level to implement programmes and policies to end poverty in all its dimensions?

Locally and regionally, this commitment is operationalized under Strategic Program 3.1.2.4, scaling up MSMEs via campus-housed Shared Service Facilities with the DTI and PLGU, backed by three personnel serving as sworn PCCI officers (p. 1). Nationally, the university shapes socio-educational equity benchmarks through its official PAASCU and RQUAT accreditors (pp. 2-3) and its CBPMSE-DOST Director, who expands structural grants for underserved domestic sectors (pp. 4-7). Globally, SMU anchors policy implementation through international channels: assemblies within the ASEACCU to drive regional social inclusion (p. 8) and a formal partnership with CIPRED-Nepal via the CEIPSC to set global benchmarks for indigenous resource rights (pp. 9-12). Together, these unified frameworks systematically combat multi-dimensional poverty.

NARRATIVE REPORT

SDG: 1

Title of Activity: Pamaskong Handog

Date/Time: December 19, 2024 @8:00am

Venue: Villa Par Pale Elementary School, Villaverde, Nueva Vizcaya

Organizers: Non-Academic Personnel

Objectives: To spread joy and hope this holiday

Beneficiaries (if any): Pupils of Villa Par Pale Elementary School, Villaverde, Nueva Vizcaya

Participants: Non-Academic Personnel

A. Highlights of the Activity

Last December 19, 2024 the Non-Academic Personnel successfully extend blessings to the pupils of Villa Par Pale Elementary School, Villaverde, Nueva Vizcaya thru Pamaskong Handog. The NAP went through a bit challenged going in the Villa Par Elementary School, the personnel walked through muddy and slippery roads and some walked with barefooted just to extend our blessings to the pupils of Villa Par ES. The Non-Academic Personnel distributed Christmas gifts packs containing rainy boots, raincoats and umbrellas. The event was also featured games to celebrate season with laughter and fun. It's a simple gift from NAP but we witnessed the joy and gratitude from the pupils of Villa Par Elementary School. We extent also our heartfelt thanks to the teachers and parents for their warm welcome and preparing food for us.

B. Summary of the Activity Evaluation : N/A

C. Appendices

1. Program of Activities



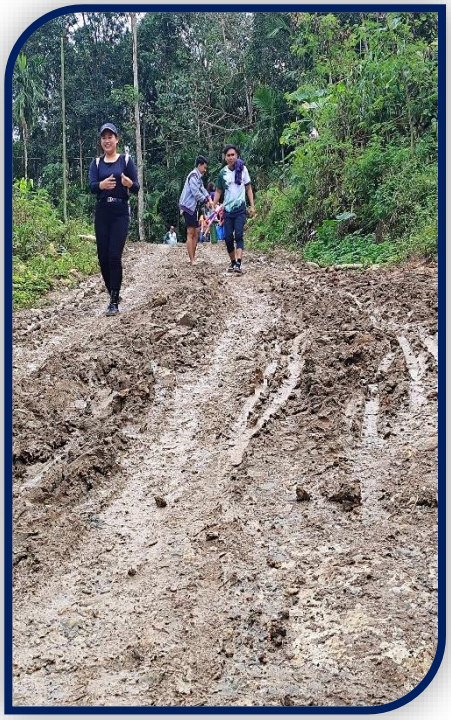
2. Photo Documentation





























Prepared by:

Rachelle A. Liyac
Staff, HRDO

Noted by:

Mrs. Ruby Lyn R. Nuestro, RGC
Director, HRDO

NARRATIVE REPORT

SDG: 1, 8, 9

Title of Activity: Innovate and Solve: Mentoring and Coaching

Date/Time: November 15-17, 2024

Venue: DeBuscherre Hall, SMU

Organizers: Provincial Cooperative and Enterprise Development Office

Objectives: The objective of the three-day seminar is to advance entrepreneurship and economic development within our rural communities through an intensive training session in mentoring and coaching.

Beneficiaries (if any):

Participants: SAB BOAE Faculty members, BS Entrepreneurial students, SEAIT faculty members, Faculty members from other colleges and universities

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A. Highlights of the Activity:

The Provincial Cooperative and Enterprise Development Office in cooperation with Saint Mary's University initiated the collaborative project – Developing Entrepreneurial Students, Innovating Rural Economy (DESIRE) which aims to advance entrepreneurship and economic development within our rural communities. This three-day training was participated by faculty and students from SMU, NVSU, and Aldersgate College.

The rationale of the seminar is to proactively address challenges and promote entrepreneurship for sustained prosperity. Moreover, there is a need for strategic initiatives to diversify the income options of the community and create more entrepreneurship activities aside from reliance to agriculture. Furthermore, higher educational institutions could reach their potential through linkages to entrepreneurial development.

The first day of the seminar focuses on enhancing the participants' appreciation on concepts and principles of innovation. Emphasis was given to discussing and applying co-Creation Innovation process in designing Capstone projects. This is a

learning by doing activity. As such the resource speaker gave three different activities for the group to work on which involves using critical thinking skills to come up with a solution to a problem. After which, each group performs the activity and a post-evaluation was done regarding each activity.

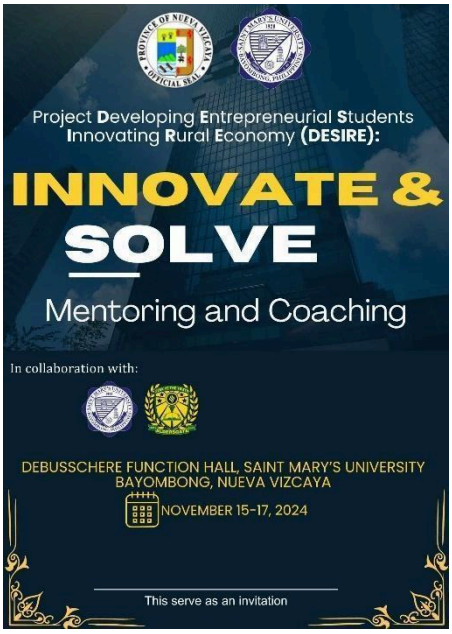
The second day was a continuation of lectures and activities and the third day was re-scheduled to the typhoon. Instead, it was arranged that the presentation of group projects will be through Google meet.

B. Summary of the Activity Evaluation

C. Appendices

1. Attendance Sheet (scanned)

2. Program of Activities



Day 1: "Spark Creativity and Uncover the Real Problem"
November 15, 2024 @ 8:00 PM
Debusschere Function Hall, Saint Mary's University, Bayombong, Nueva Vizcaya

Time	Activity	Responsible Person
8:30 - 9:00 AM	Registration and Attendance	**Team DESIRE**
9:01 - 9:15 AM	Preliminaries: • Opening Prayer • National Anthem • Nueva Vizcaya Hymn	**AVP**
9:16-9:20 AM	Welcome Remarks	**Engr. Teofilo M. Sagabaen** *Head* *SMU Technology Transfer and Business Development Office*
9:21-9:24 AM	Message	**Sheryl A. Adducul-Baria** *Department Head* *Business and Office Administration and Entrepreneurship Department*
9:25-9:30 AM	Overview of the Project	**Roel P. Dolaypan, Jr.** *Acting Provincial Cooperative Affairs Officer/PDO IV* *Provincial Cooperative and Enterprise Development Office*
9:30-9:35 AM	Introduction of the Resource Speaker	**Dhona Marie C. Diama** *Administrative Aide III* *Provincial Cooperative and Enterprise Development Office*
9:40 AM onwards	**Lecture Proper:** *1. Kick-Off: Introduction to Creative Problem Solving*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
10:36 AM	**con Lecture Proper:** *2. Root Cause Deep Dive: Finding the 'Why' Behind the 'Wall'*	
12:01-1:00 PM	Lunch Break	
1:01 PM onwards	**con Lecture Proper:** *3. Interactive Design Thinking Challenge* *4. Lightning Decision Jam: Setting Up Your Mini Innovation Project*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
	Open Forum	
	Closing Prayer	

Day 2: "Define, Dream, and Design"
November 16, 2024 @ 8:00 PM
Debusschere Function Hall, Saint Mary's University
Bayombong, Nueva Vizcaya

Time	Activity	Responsible Person
8:30 - 9:00 AM	Registration and Attendance	**Team DESIRE**
9:01 - 9:05 AM	Preliminaries: • Opening Prayer	**AVP**
9:06-9:15 AM	Recap	**Participants**
	Lecture Proper:	
9:15 AM onwards	*1. Future Vision: Goal Setting & Sprint Question Workshop*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
	2. Mapping the Pain Points & Digging Deeper with Root Cause Tools	
12:00 - 1:00 PM	Health Break	
	con. Lecture Proper	
1:01 PM onwards	*3. Turning Challenges into Opportunities*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
	4. Sketch Lab: Rapid Ideation & Solution Sketching	
	Open Forum	
	Closing Prayer	

Day 3: "Pitch, Reflect, and Wrap Up"
November 17, 2024 @ 8:00 PM
Debusschere Function Hall, Saint Mary's University
Bayombong, Nueva Vizcaya

Time	Activity	Responsible Person
8:30 - 9:00 AM	Registration and Attendance	**Team DESIRE**
9:01 - 9:05 AM	Preliminaries: • Opening Prayer	**AVP**
9:06-9:15 AM	Recap	**Participants**
	Lecture Proper:	
9:15 AM onwards	*1. Finishing Touches: Perfecting Your Protoype*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
	2. Pitch Prep	
12:00 - 1:00 PM	Health Break	
	con. Lecture Proper	
1:01 PM onwards	*3. Team Pitches & Peer Feedback*	**Mr. Niccolo Brian P. Ellis** *Administrative Aide V* *Civil Service Commission*
	4. Reflection & Next Step	
	Open Forum	
	Closing Prayer	

3. Photo Documentation









Prepared by:

Claire Lunag-Guinomon