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.

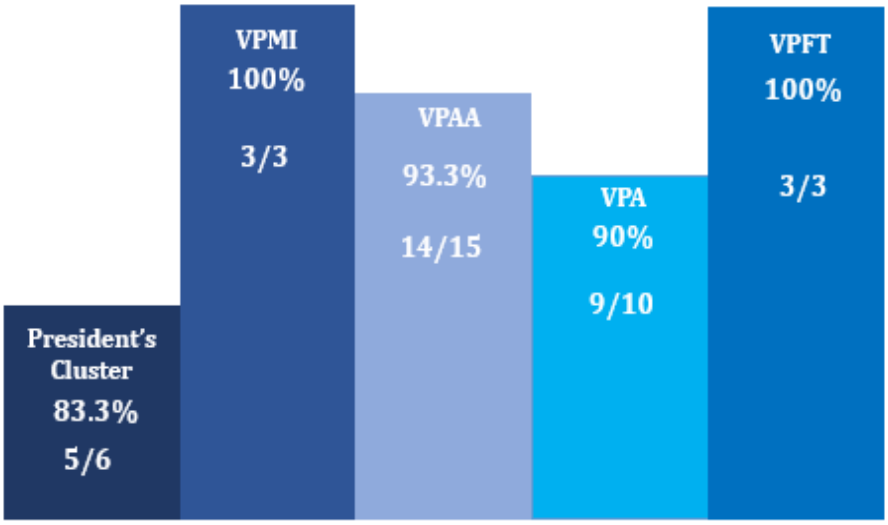
Table 1. Annual Report Sources of SDG Initiatives for AY 2024-2025

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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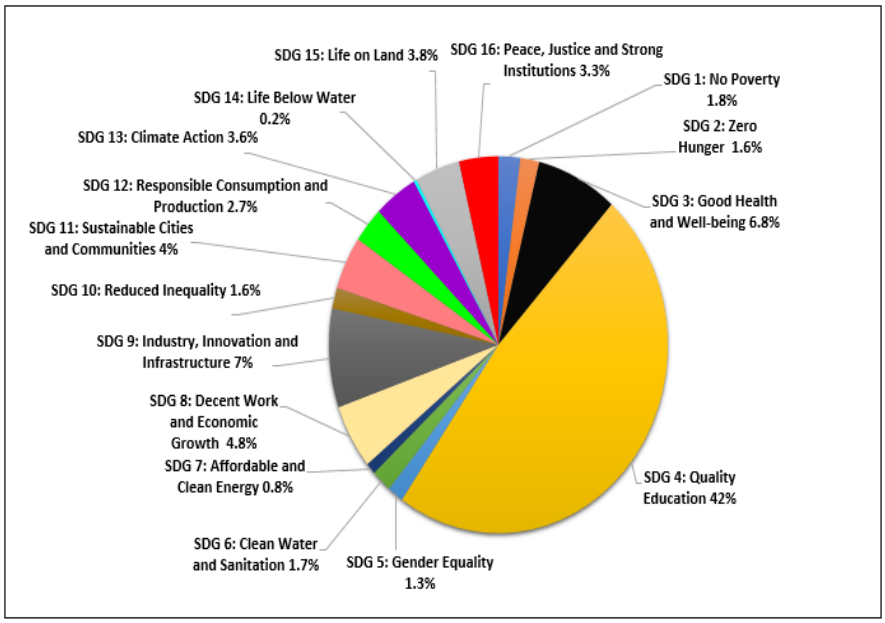


Table 3 ranks the SDGs based on the frequency of activities implemented, highlighting the most and least prioritized goals during the academic year.

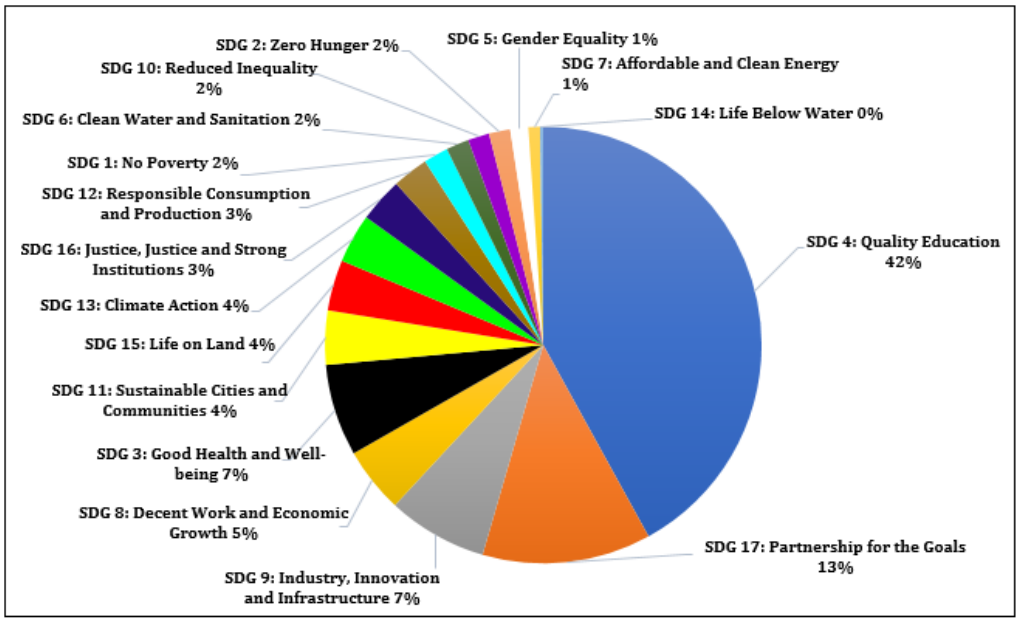
Table 3. Ranking of Implemented SDG-Aligned Activities, AY 2024–2025

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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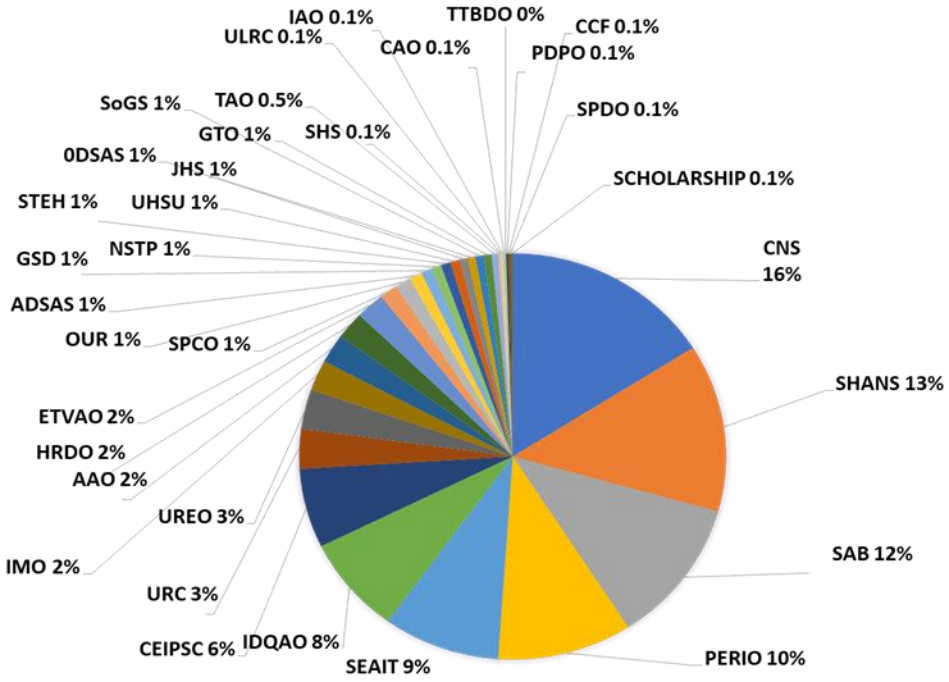


Table 6 presents the distribution of SDG-aligned activities implemented by the different units of SMU for AY 2024–2025. CNS recorded the highest number of SDG activities with 132 implementations (16%), followed by SHANS with 110 activities (13%), and SAB with 95 activities (12%). These three units collectively 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



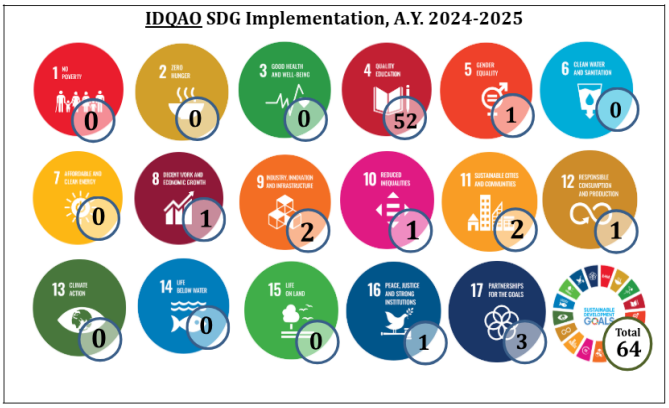
IHS SDG Implementation, A.Y. 2024-2025



SHS SDG Implementation, A.Y. 2024-2025



IDQAO SDG Implementation, A.Y. 2024-2025

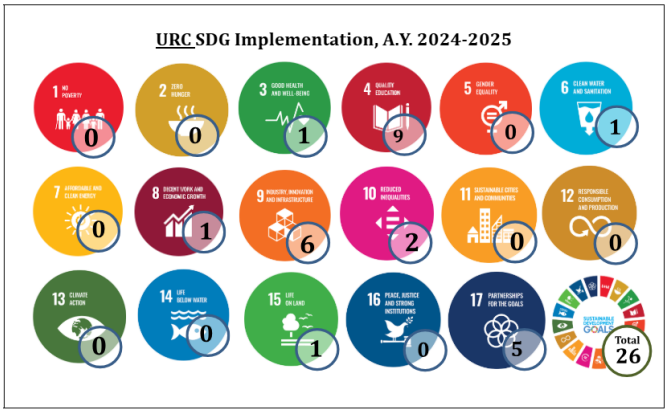


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GSD SDG Implementation, A.Y. 2024-2025



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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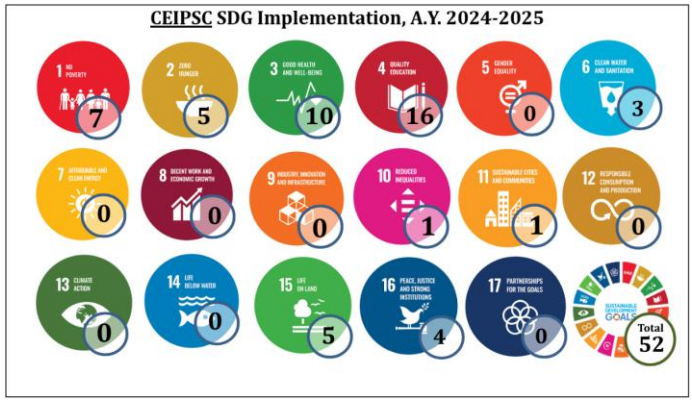
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Safeguarding Campus Water: A Preliminary Assessment of Microplastics and Microbial Pollution in SMU Groundwater System

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Abstract

Access to clean groundwater is vital for health and sustainability, particularly in academic institutions like Saint Mary's University (SMU) in Bayombong, Nueva Vizcaya. This preliminary study assessed microbial and microplastic contamination in SMU's groundwater to support sustainable campus operations aligned with UI GreenMetric standards and the United Nations Sustainable Development Goals. Water samples from multiple locations across SMU's Main Campus, Junior High School, and Grade School departments were analyzed using microbial culture methods and density separation for microplastics. Microbial analysis revealed no detectable coliform contamination, with all samples recording <1.8 CFU/100 mL—well within safety limits set by national health standards. These results indicate the groundwater is microbiologically safe for human use. The microplastic assessment identified low-density granular sediments but no fibers or colored fragments characteristic of synthetic plastics. This suggests limited current microplastic contamination, although definitive identification requires advanced analytical techniques. The findings affirm that SMU's water sources are safe and reflect positively on existing waste management and water infrastructure policies. The study highlights opportunities to strengthen sustainability efforts, such as promoting reusable water containers, phasing out bottled water sales, and integrating water stewardship education. Continuous monitoring and advanced testing are recommended to detect emerging risks and safeguard long-term water quality. This research provides baseline data for water resource management and policy development within educational settings. It offers a replicable model for other institutions aiming to enhance environmental resilience and health protection.

Keywords: Groundwater quality, Microplastic contamination, Microbial analysis, Coliform bacteria, Campus sustainability, Water safety, Environmental monitoring, SDGs

INTRODUCTION

Background of the Study

Access to clean and safe water is a fundamental human need and a key factor in protecting public health. At institutions like Saint Mary's University (SMU) in Bayombong, Nueva Vizcaya, groundwater—sourced through deep wells or institutional water systems—is used for a range of purposes, including cleaning, washing, irrigation of campus greenery, and potentially even for drinking and laboratory work. Traditionally, the safety of such water has been evaluated using physicochemical and microbial tests. However, growing international concerns have shifted attention toward microplastic (MP) pollution, which remains largely unmonitored in groundwater systems.

Microplastics, defined as plastic fragments smaller than 5 millimeters, come from the breakdown of larger plastic items or are released directly in forms like microbeads and synthetic fibers (Andrady, 2017; Crawford & Quinn, 2017). These particles are now found in both land and water ecosystems and have even been detected in underground water sources. This trend presents a dual threat to the environment and human health, as microplastics not only pollute physically but also act as carriers for microbial contaminants, complicating water quality evaluations.

As SMU strives to maintain sustainable campus operations in line with UI GreenMetric standards and the United Nations Sustainable Development Goals (United Nations, 2023), it becomes increasingly important to determine whether its groundwater is at risk from newer contaminants like microplastics and the microbial hazards they can harbor. The lack of baseline data on these pollutants in SMU's water systems highlighted a pressing need for research and risk assessment.

Review of Related Literature

Recent global research has confirmed the presence of microplastics in groundwater, revealing the alarming extent of plastic pollution—even in subsurface aquifers. Early studies by Mintenig et al. (2019) and Panno et al. (2019) were among the first to detect microplastics in drinking water wells. These studies highlighted how human activity and land use significantly influence the infiltration of microplastics into the ground.

Similarly, Yang et al. (2021) identified microplastics in karst groundwater systems, particularly in urban and industrial areas. Their findings link the contamination to ineffective waste management practices and the high permeability of local soils. Supporting this, Gonzalez-Pleiter et al. (2023) and Samandra et al. (2022) found that polyethylene (PE), polypropylene (PP), and polystyrene (PS)—common in packaging, lab materials, and household waste—are the most prevalent microplastics in aquifers. These materials are also frequently used in institutional environments, such as Saint Mary's University (SMU).

Wu et al. (2022) noted that several factors affect how microplastics move through soil, including rainfall, soil type, particle size, and electrostatic properties. This suggests that seasonal rains may exacerbate microplastic infiltration into groundwater at SMU, especially if plastic waste is not managed effectively on campus.

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Beyond their physical presence, microplastics also serve as carriers for microbial contaminants. Research by Wang et al. (2022) and Yu et al. (2021) shows that microplastics provide surfaces for biofilm formation, enabling bacteria like coliforms and *E. coli* to survive longer and spread more easily through groundwater. This interaction poses additional challenges for ensuring water safety.

A growing body of literature emphasizes microplastic contamination in groundwater as an emerging global threat, primarily driven by human activities. Common types of microplastics—such as PE, PP, and PS—are typically found in the form of fibers and fragments, particularly in urban, industrial, and landfill areas (Paray et al., 2024; Samandra et al., 2022). This pattern reflects strong correlations between land use and contamination levels (Lee et al., 2024; Wu et al., 2022).

Several factors influence the transport of microplastics into aquifers, including soil properties, pore water flow, groundwater recharge rates, and aquifer types (Liu et al, 2023; Severini et al., 2022). For instance, open aquifer systems tend to contain a wider variety of microplastic morphologies compared to confined systems (He et al., 2024). In agricultural and urban areas, vertical infiltration and recharge processes further intensify microplastic intrusion (Aung et al., 2022; Wilyalodia et al., 2024).

A persistent challenge across studies is the lack of standardized sampling and analytical methods, which hampers the ability to compare results and assess risks (Viaroli, et al., 2022; Calero et al., 2024). To address this, conceptual models like the Hydrogeoplastic Model and analytical tools such as the Contrasting Analysis of Scales (CAS) have been proposed to better understand microplastic behavior in subsurface environments (Viaroli et al., 2022; He et al., 2024).

From a health and environmental perspective, microplastics are increasingly concerning. Cox et al. (2019) estimate that people may ingest thousands of microplastic particles annually through food and water. Although the long-term health effects remain uncertain, Vethaak and Leslie (2016) highlight potential risks, including toxicity and bioaccumulation, making microplastics a key issue in sustainable water management.

In the Philippines, most microplastic studies have focused on surface waters. For example, Osorio et al. (2021) documented high levels of microplastics in Manila Bay and the Pasig River, linking the contamination to poor waste management and high population density. However, there is a notable lack of research on groundwater contamination, especially in institutional settings like schools and universities.

Recent findings suggest microplastics are widespread in Philippine ecosystems, including groundwater (Wilyalodia et al., 2024), rivers (Gabriel et al., 2023), lakes (Deocaris et al., 2023), beach sediments (Sajorne et al., 2022), and marine organisms (Yong et al., 2021; Laput et al., 2024). These studies attribute contamination to urbanization, poor sanitation, and ineffective waste disposal systems.

Health-related research underscores the ubiquity of microplastics in human food, feces, and drinking water, raising serious concerns about bioaccumulation and toxicity (Luqman et al., 2021; Yue et al., 2023). Documented toxic effects include oxidative stress, inflammation, organ dysfunction, and developmental issues.

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Locally, studies such as those by Santos et al. (2020) have also reported microbial contamination—specifically total and fecal coliforms—in well water used by rural communities. This highlights the ongoing vulnerability of groundwater to both chemical and biological pollutants.

Although there is a growing body of research on groundwater quality and contamination across the Philippines, there is still a noticeable lack of localized data on microplastic particles and microbial pollutants in campus-based water sources, especially at Saint Mary's University. While some local sources have been found to contain microbial contamination, few studies have taken an integrated approach that looks at both microbial and microplastic pollution in educational settings, where clean water access is vital. This gap is especially troubling considering SMU's growing dependence on groundwater for daily needs and the lack of regular systems in place to monitor such contaminants. Compounding the issue is the limited risk communication and low awareness among students and staff about these hidden dangers.

This study aimed to fill these research gaps by conducting a data-driven assessment of groundwater quality at SMU, examining both microbial and microplastic contamination. The goal is to provide baseline information that can guide effective strategies for water safety and sustainability on campus.

Context of the Study

Saint Mary's University stands as a premier catholic institution in Northern Luzon, dedicated to sustainability through its involvement in the UI GreenMetric World University Rankings. A key aspect of this commitment includes responsible practices in water usage and waste management. However, meaningful improvements in the university's environmental performance depend on properly monitoring and addressing emerging threats like microplastic infiltration and microbial contamination in groundwater. This study aimed to generate empirical data on the presence of microplastics and microbial pollutants in the university's groundwater sources, examine the contributing factors to contamination, and offer recommendations for sustainable water management. The results are expected to support SMU's internal policy development and sustainability reporting, while also potentially shaping regional water safety measures for other schools and similar institutions.

By tackling a significant yet under-researched environmental and public health issue, this study advances the broader goals of environmental care, access to clean water, and data-driven campus sustainability. It aligns closely with the United Nations Sustainable Development Goals—specifically SDG 6 (Clean Water and Sanitation), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action).

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Objectives of the Study

This initial study set out to assess the quality of groundwater sources at Saint Mary's University by examining the levels of microbial and microplastic contamination. It aimed to determine the presence and concentration of microbial pollutants in comparison to recognized drinking water standards, while also identifying any microplastics and their possible types that could pose risks to the environment and human health. Given that research into microplastics is still emerging, this study concentrated on spotting and describing visible microplastic contamination to lay the groundwork for more in-depth exploration. The results are intended to add to the current understanding of local groundwater quality and support the university's efforts to manage water resources sustainably. By offering baseline data, the research seeks to direct future studies and inform policies or actions aimed at maintaining safe water within the campus.

METHODS

Research Design

This research used a quasi-experimental design to explore the presence of microplastics and microbial contaminants in the groundwater sources at Saint Mary's University. Water samples were collected and analyzed from various natural groundwater sites around the campus. Since this was an initial investigation, the study centered on identifying and understanding potential pollutants rather than testing specific variables or interventions. The quasi-experimental method was fitting for this context because it enabled the researchers to study actual conditions in different water sources without the need for random assignment. This approach helped establish foundational data that could guide future studies and support water safety planning.

Locale of the Study

The study was conducted at Saint Mary's University (SMU), a private Catholic educational institution located in Bayombong, Nueva Vizcaya, in the northern region of the Philippines. Situated in a valley surrounded by mountain ranges and agricultural zones, SMU maintains a sizable campus that supports academic, residential, and environmental functions. The university sources its water primarily from deep wells and institutional groundwater systems, which supply various campus needs—including cleaning, irrigation, and potentially laboratory and drinking use.

Given SMU's commitment to sustainability through its participation in the UI GreenMetric World University Rankings, the university has taken steps toward responsible resource use and environmental monitoring. However, with increasing reliance on groundwater for daily operations, there is a growing need to assess its vulnerability to emerging pollutants. The water samples for this study were drawn from multiple identified groundwater points across the campus, ensuring a representative assessment of the university's internal water system.

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The setting offers a practical and meaningful context for the study, as SMU reflects both the infrastructure of a modern institution and the environmental challenges faced by schools in developing regions. The study location is especially relevant due to its dual role as an academic center and a microcosm for examining broader sustainability issues, such as groundwater safety and pollution management.

Procedures

Microbial Analysis

Water Sample Collection

Collection bottles for water samples were prepared in the Center for Natural Sciences (CNS). The bottle mouth was covered with foil and tightened with rubber bands. The bottles were autoclaved for 1 hour to eliminate any possible contaminants. The collection of water samples from each water source lasted 5 to 10 seconds to avoid foreign contaminants that could enter the collection bottle, and the opening of the bottle was immediately covered with its foil and secured with its rubber band. These collection bottles were labeled with the respective sampled sites' names and stored in an ice box. The collected water samples were immediately transported to the CNS Research laboratory within 24 hours for further analysis.

EMB Preparation

The CNS Research laboratory prepared the Eosin Methylene Blue (EMB) agars. EMB was prepared by mixing 10g of bacto peptone, 5g of bacto lactose, 5g of bacto sucrose, and 2g of dipotassium phosphate. 13.5g agar, 0.4g of eosin Y, 0.065g of bacto methylene blue, and distilled water, bringing a final volume to 1 L. The pH was adjusted to 7.2 and boiled to dissolve the agar. After which, the medium was sterilized in an autoclave for 15 minutes at 15psi.

Bacteriological test

Presumptive Test

In the coliform test, the most probable number (MPN) test method was done, wherein tubes of 9 mL lactose broth were inoculated with the collected water samples. The series of tubes consisted of three groups three, labeled #1, #2, and #3. In the serial dilution technique, using a sterile 1000µL pippeter, 1000µL of water sample was inoculated into test tube #1. The test tube was shaken, then another 1000µL from test tube #1 was inoculated to test tube #2. Test tube #2 was shaken, and another 1000µL from the test tube was inoculated to test tube #3. A 1000µL from test tube #3 was inoculated and discarded. The procedure was repeated for serial dilution for the remaining water samples. After serial dilution, test tubes were incubated at 37 ^{o}C for 24h. Any turbidity and bubble production in any tubes was presumptive evidence of coliforms. The MPN of coliforms in 10 mL of the water samples was estimated by the number of positive tubes using the MPN table based on the FDA's Bacterial Analytical Manual (2017).

Confirmatory Test

If any tubes inoculated with the serially diluted water samples in the presumptive test became turbid and produced bubbles, that sample in the test tube was presumed unsafe and risky. The presence of coliforms was confirmed by using EMB agar plates and inoculating water samples from positive presumptive tubes unto the respective EMB plates. The EMB plates were inverted and incubated at 37oC for 24 hours after streaking water samples. The morphological characteristics of grown coliforms on the EMB plates were observed under the microscope. Gram staining technique was done. The observed morphological features of bacterial growths were used to identify the possible bacteria present in the inoculated presumed positive water sample.

Microplastic Identification

The methodology stems from density analysis methodologies compiled by Sheriff et al. (2024) with modifications done to suit availability of materials and equipment. a zinc chloride solution with a density of 1.6 g/cm^3 was prepared by dissolving 99.2 g of anhydrous zinc chloride in distilled water and adjusting the total solution weight to 160 g. For pre-treatment, 10 mL of hydrogen peroxide solution was added to degrade organic matter, after which the sample was left undisturbed for approximately one hour to allow visible sediment to settle. For the density separation, 5 mL of the pre-treated sample is transferred to a test tube, and an equal volume of the zinc chloride solution is added in a 1:1 ratio. The mixture was gently mixed for 1 minute and then left to settle for 30 minutes to 1 hour. During this period, denser particles such as sand and residual organic matter settled to the bottom, while less dense particles and potential microplastics floated to the surface.

Data Treatment

Water quality was assessed through a bacterial protocol, which had failed in the presumptive test with indicated high MPN value ranging from >3.6 to >1100 MPN/100mL wherein samples exceeded the suggested desirable limit of <1.1 MPN/100mL water sample. The MPN of coliforms in 10mL of the water samples was estimated by the number of positive tubes using the MPN table based on Administrative Order No. 2017-0010 of the FDA's Bacterial Analytical Manual (2017).

Ethical Considerations

The study involved experiments on the bacteriological and microplastic identification in Saint Mary's University campuses ground water sources. It did not involve human or animal participants. Researchers followed strict safety protocols due to the hazardous nature of the chemicals used, which could pose environmental and health risks. All procedures generating potential aerosols were conducted in safe laboratory environments. There was no conflict of interest in conducting this study. Saint Mary's University

is the sole owner of the intellectual property of the study and the researchers remain as authors.

RESULTS AND DISCUSSION

Microbial Analysis

Water samples were gathered from randomly picked sources throughout Saint Mary's University – Main Campus, such as drinking fountains, lavatories, and faucets. Microbial analysis samples were taken in 20 areas. The data are shown in Table 1.

Table 1
Most Probable Number and Coliform Analysis of Collected Tap Water within SMU Main Campus

Most Probable Number MPN Analysis		Coliform Analysis
SAMPLE	CFU/100mL	
1. AP Building	< 1.8	negative
2. Balay Alumni (Women's CR)	< 1.8	negative
3. Balay Alumni (Kitchen)	< 1.8	negative
4. Balay Alumni (Drinking Fountain)	< 1.8	negative
5. St. Joseph Inn (Water Source)	< 1.8	negative
6. Debuscherre Hall	< 1.8	negative
7. Tonus Gym (Canteen)	< 1.8	negative
8. Tonus Gym (Drinking Fountain)	< 1.8	negative
9. Tonus Gym (Water Source)	< 1.8	negative
10. JVD Canteen	< 1.8	negative
11. JVD CR	< 1.8	negative
12. STEH (Dean's Office)	< 1.8	negative
13. PERIO	< 1.8	negative
14. URC CR	< 1.8	negative
15. SHANS (Dean's Office)	< 1.8	negative
16. President's Office	< 1.8	negative
17. H Canteen	< 1.8	negative
18. S Building	< 1.8	negative
19. TTBDO	< 1.8	negative
20. CICM House	< 1.8	negative

Legend: World Health Organization MPN Standard for Water Potability. 1–10 MPN/100 ml is regarded as low risk; 11–100 MPN/100 ml is medium risk.

As indicated by the data, the most probable number of colony-forming units (CFU) in water samples from the selected locations fell below the detection threshold. These findings suggest that all sampled water sources demonstrate minimal microbial contamination, consistent with the acceptable range defined by the Department of Health's

drinking water standards (Department of Health, 2017). The presumptive test for coliforms also showed no signs of lactose-fermenting coliforms – indicating that there are no signs of fecal contamination and the water coming from the tested locations are safe for human consumption (Shariq, et al., 2016).

Microbial testing across all samples collected across the campus confirmed a low risk of microbial contamination, with no detectable coliform growth— affirming that all water sources meet safe drinking standards. These findings support the University's ongoing sustainability efforts to promote tap water as a safe alternative to bottled beverages. To maintain this standard, periodic monitoring of water sources as well as proactive maintenance of water infrastructure, including pipe replacements and system upgrades, should be prioritized to prevent future contamination risks. Expanding drinking water station accessibility in high-traffic areas could further reduce plastic waste while ensuring consistent water quality across campus.

Ten water samples were collected from selected locations at Saint Mary's University Junior High School for microbial analysis. The results are summarized in Table 2.

Table 21
Most Probable Number and Coliform Analysis of Collected Tap Water within SMU Junior High School

Most Probable Number MPN Analysis		**Coliform Analysis**
SAMPLE	**CFU/100mL**	
1. Dental Clinic (Faucet)	< 1.8	negative
2. Dental Clinic (CR)	< 1.8	negative
3. Lavatory (B Building)	< 1.8	negative
4. Lavatory (Library)	< 1.8	negative
5. Lavatory (A Building)	< 1.8	negative
6. Faculty Room (Girl's CR)	< 1.8	negative
7. Registrar/Cashier (CR)	< 1.8	negative
8. Principal's Office (CR)	< 1.8	negative
9. Library Lounge	< 1.8	negative
10. Lavatory (Canteen)	< 1.8	negative

Legend: World Health Organization MPN Standard for Water Potability. 1–10 MPN/100 ml is regarded as low risk; 11–100 MPN/100 ml is medium risk.

The analysis showed that colony-forming units (CFU) in all water samples were below the method's detection limit, indicating negligible microbial contamination. These results comply with the Department of Health's drinking-water standards (Department of Health, 2017). Likewise, the presumptive coliform test detected no lactose-fermenting coliforms, pointing to an absence of fecal contamination and confirming that water from the sampled sites is safe for human consumption (Shariq, et al., 2016).

The Junior High School's access to safe drinking water provides a strategic opportunity to reduce single-use plastics by promoting reusable bottles, installing refill

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stations, and phasing out bottled water sales – as the campus focuses primarily on plastic waste management initiatives rather than cutting out plastic usage entirely like in SMU Main Campus. Aligning with existing waste management efforts, integrating water conservation, and empowering student-led initiatives can foster eco-conscious behavior while tracking reductions in plastic waste. This approach not only minimizes the school's environmental footprint but also cultivates student stewardship, demonstrating how educational institutions can leverage existing resources to model community-wide sustainability (Setiawan et al, 2023).

Nine water samples were collected from selected locations at Saint Mary's University – Grade School Department for microbial analysis. The results are summarized in Table 3.

Table 32
Most Probable Number and Coliform Analysis of Collected Tap Water within SMU Grade School Department

Most Probable Number MPN Analysis		**Coliform Analysis**
SAMPLE	**CFU/100mL**	
1. Clinic	< 1.8	negative
2. Canteen	< 1.8	negative
3. Ground Area (Preschool)	< 1.8	negative
4. Cashier's Office	< 1.8	negative
5. Guidance Office	< 1.8	negative
6. JP (CR)	< 1.8	negative
7. Waiting Area	< 1.8	negative
8. Drinking Fountain (JP)	< 1.8	negative
9. Drinking Fountain (inside JP Building)	< 1.8	negative

Legend: World Health Organization MPN Standard for Water Potability. 1–10 MPN/100 ml is regarded as low risk; 11–100 MPN/100 ml is medium risk.

All water samples had colony-forming unit (CFU) counts below the method's detection limit, indicating microbial contamination below detectable levels and full compliance with Department of Health drinking-water standards (Department of Health, 2017). The presumptive coliform test likewise yielded no lactose-fermenting coliforms, signifying no fecal contamination and confirming that the sampled water is safe for consumption (Shariq, et al., 2016).

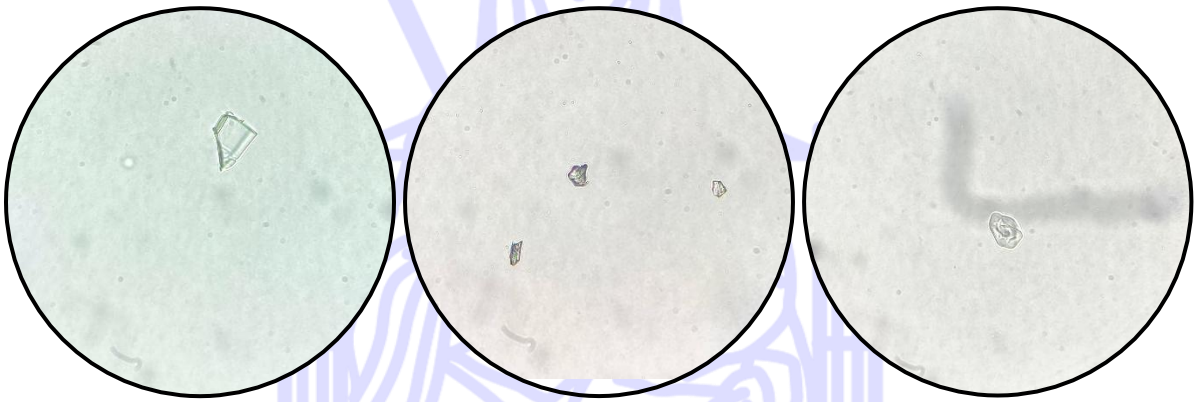
The Grade School Department's access to safe drinking water presents a strategic opportunity to reduce single-use plastic consumption among young learners by introducing age-appropriate initiatives such as child-friendly reusable bottles, more accessible water refilling stations, and interactive lessons on water stewardship. The Grade School Department can focus on incremental, student-engaged strategies—phasing out bottled beverage sales in cafeterias, organizing classroom competitions to track plastic waste reduction, and integrating water conservation into science or art curricula through storytelling or hands-on projects (Gunansyah et al, 2021). By aligning these efforts with the

school's existing plastic waste management thru the CHSF framework, students can develop early eco-conscious habits while contributing to measurable reductions in plastic waste.

Microplastic Detection

Low-density sediments present in all water samples were collected and examined using a compound microscope.

Figure 13
Observed Low-density Sediments found in Water Samples



All observed sediments were exclusively granular in morphology, lacking natural or synthetic fibrous structures as shown in Figure 1. However, the lack of characteristic coloration associated with synthetic plastics (Li, et al., 2024) in these sediments presented difficulties in conclusive microplastic identification. Consequently, advanced analytical techniques—including compositional and structural analyses—are required to enable comprehensive identification of potential microplastics within the collected low-density sediments. All water samples were collected from groundwater sources. As reviewed by Viaroli et al, (2022), subsurface processes—such as seepage through pores and fractures, as well as interactions with colloidal aggregates—can influence microplastic dynamics, complicating their detection in groundwater. Potential microplastic sources in groundwater include airborne deposition, surface water infiltration, urban runoff, and agricultural leaching.

The low-density sediments detected indicate minimal microplastic exposure, suggesting that groundwater across all campuses remains relatively clean with limited influence from nearby pollution sources. The findings of microplastic detection are consistent with the university's effective plastic waste policies and sustainability initiatives that minimize plastic waste. While current risks are low, expanding development and urbanization necessitates ongoing monitoring to track potential contamination increases. These findings support campus sustainability efforts, such as promoting tap water over

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bottled alternatives, and highlight institutional waste management as a key protective measure against microplastic contamination in the University's local water sources.

CONCLUSIONS AND IMPLICATIONS

This preliminary assessment of Saint Mary's University (SMU) groundwater quality revealed two important findings: (1) all tested water sources across the main campus, Junior High School, and Grade School demonstrated microbial levels well below national detection thresholds, and (2) minimal presence of low-density granular sediments with no conclusive microplastic characteristics were detected, indicating negligible microplastic contamination at present.

The absence of fecal coliforms and the low microbial counts affirm the current safety of groundwater for human consumption. This validates the university's ongoing infrastructure maintenance and suggests that existing sanitation measures are effective. Moreover, while the presence of low-density sediments warrants further investigation using advanced microplastic detection techniques, the lack of identifiable synthetic fibers or colored fragments suggests that current risks from microplastic contamination are low.

These findings have several key implications:

1. **Support for Sustainable Practices**
   SMU's shift toward tap water as a safe and sustainable alternative to bottled water. This aligns with its commitments to the UI Green Metric rankings and UN SDG 6 (Clean Water and Sanitation), SDG 12 (Responsible Consumption and Production), and SDG 13 (Climate Action).

2. **CHSF Policy Reinforcement and Expansion**
   Safe water quality provides a solid foundation for enforcing plastic waste reduction policies across all departments. SMU can confidently implement more aggressive strategies such as eliminating bottled water sales, increasing the number of refill stations, and promoting reusable containers.

3. **Educational and Engagement Opportunities**
   While current contamination levels are low, the potential for future risks—especially from increased urbanization and land-use changes—demands periodic water testing. This should include advanced microplastic detection and microbial surveillance to ensure ongoing safety.

4. **Replication for Broader Impact**
   SMU's methodical approach and results can serve as a model for other institutions across the region. Establishing a standardized protocol for water quality assessment and sustainable policy integration may help improve campus environments nationwide.

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SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
COMMUNITY ENGAGEMENT AND INDIGENOUS PEOPLES STUDIES CENTER

Document Code	EOMS-EIP-FO-002, Rev. 00
Effectivity Date	2024/12/08
Page/s	Page 1 of 2

Request Form to Conduct Community Engagement Activity

Date: April 10, 2025

Title of Activity: Project Punhog

Name of School/Unit: SEAIT **Sponsoring Department/Organization:** SEAIT

Venue of Activity: Sitio Masina, Baretbet, Bagabag NV. **Date and Time of Activity:** April 23, 2025

Advocacy Program: ☑ Health & Well-Being ☐ Education For All ☐ Hunger Alleviation ☐ Disaster Risk Reduction ☐ Socio-Pastoral Ministry & Evangelization
(tick one only) ☑ Poverty Alleviation ☐ Indigenous Peoples Advocacy & Development ☐ Sustainable Environment

Targeted Sustainable Development Goals (SDGs): ☐ (1) No Poverty ☐ (2) Zero Hunger ☐ (3) Good Health and Well-Being ☐ (4) Quality Education ☐ (5) Gender Equality
(tick appropriate SDGs) ☑ (6) Clean Water & Sanitation ☐ (7) Affordable & Clean Energy ☐ (8) Decent Work & Economic Growth
☐ (9) Industry, Innovation & Infrastructure ☐ (10) Reduced Inequalities ☐ (11) Sustainable Cities & Communities
☐ (12) Responsible Consumption & Production ☐ (13) Climate Action ☐ (14) Life Below Water ☐ (15) Life on Land
☐ (16) Peace, Justice & Strong Institutions ☐ (17) Partnership for the Goals

OBJECTIVES OF THE ACTIVITY	TARGET (EXPECTED OUTPUT/OUTCOME)	TARGET PARTICIPANTS/ CLIENTS								PROJECT TEAM *(Lead Organizer, Project Staff/Member)*	RESOURCES NEEDED *(Laptop, LCD, Camera Modules, etc)*	BUDGET *(Transportation snacks, meals, etc)*
		Gender			Population category				Age Range			
		Male	*Female*	*LGBTQIA+*	*IP*	*PWD*	*Senior*	*Pregnant*				
1. Provide Access to Clean and Safe Water 2. Improve Public Health Promote Sustainable Water Use. 3. Enhance Livelihoods and	**Residents of Sitio Masina**									Joemark Thone A. Herminigiuldo, Ayami Shayne T. Buttlcon, Mclane L. Bingwaoel, & Engr. Candido Joseph T. Rosario Jr. Dr. Christopher Allen Marquez	Water Tank and its accessories MDP Pipe	P40,000

RECEIVED
APR 10 2025
Hervee 2:19 p.m.

Economic Development Reduce Time and Labor for Water Collection. 4. Ensure System Reliability and Community Ownership. 5. Build Resilience to Climate Variability											

Prepared by: **JOEMARK THONE A. HERMINIGILDO**
Lead Organizer

Recommending Approval:

Engr. Candido Joseph T. Rosario Jr.
SEAIT CE Coordinator

Engr. Carina S. Mallillin
OIC Academic Dean SEAIT

Approved by:

Dr. Christopher Allen Marquez
CEIPSC Director

Narrative/Documentation Report

Project Title:	Project Punhog
Date:	April 23, 2025
Time:	8:00 AM to 12:00 PM
Team Composition:	
Lead Organizer:	Engr. Candido Joseph T. Rosario Jr.
Project Staff/Members:	Jahaziel Hernaez Mark Batarao Rachel Ceril

Narrative

One of the activities of the Linggo ng Likha at Lingkod 2025 celebration. The *Project Punhog*, from the School of Engineering, Architecture, and Information Technology (SEAIT) led by Engr. Rosario and volunteered CE students, Mark Batarao, Adriel Jahaziel Hernaez, and Rachel Ceril visited Sitio Masina, Baretbet, Bagabag, Nueva Vizcaya on April 23 to deliver water tank and instruct how will it be installed.

Engr. Rosario, gave some instructions to the residents on how and what to do with the water tank. On the other hand, volunteered CE students interviewed some of the residents on how the project will affect their community. They all gave similar answers, *"Mayat tapnu mapalaka ti panagala iti danum, para iti ikinaduan",* "it's good for it will be easier to get water, for everyone".

After delivering and instructing what to do with the water tank, we went back to Bayombong(SMU), to conclude and give our report to *SMU - Community Engagement and Indigenous Peoples Studies Center.*

Documentation



Image 1 Together with some of the residents of Sitio Masina



Image 2 Giving instructions on how to install the water tank



Image 3 Interviewing Sitio Masina's Residents

Prepared by:	*Engr. Candido Joseph T. Rosario Jr.* *SEAIT Extension Coordinator*
Date Submitted:	*April 28, 2025*

Note:

**Append the list of extensionists/participants*
**Append the list of donors*

COMMUNITY ENGAGEMENT BUDGET REQUISITION FORM

Date of Request: March 27, 2025

Details of Activity			
Extension/ Outreach Program Title:	**Project Punhog**		
Date & Time of Activity:	**April 23, 2025 @ 7:30 am**	Venue of Activity:	**Sitio Masina, Baretbet, Bagabag, N.V.**
Target Beneficiaries:	**Residents of Sitio Masina**		

Budget Details

Budget Item	Particulars	Quantity	Unit	Unit Cost (Php)	Total (Php)
Stainless Steel Water Tank (Brand: Firstank)	1500 liters	1	pc	27,500	27,500
MB Elbow	1"	4	pcs	45	180
MB adaptor	1"	4	pcs	35	140
Ball Valve	1"	4	pcs	70	280
Compression Coupling	1"	3	pcs	155	465
Solvent Cement	200 cc	1	can	275	275
Floater Valve	1"	1	pc	950	950
Standard Dimensional Ratio / SDR Pipe	100 meters	2	rolls	4,100	8,200
Gasoline Allowance				1,000	1,000
Delivery Fee				1,500	1,500
Total amount of request					**=P40,490**

Requested by:

ENGR. CANDIDO JOSEPH T. ROSARIO JR.
Lead Organizer/Coordinator

Endorsement and Approval

Noted by:	REMARKS
ENGR. CARINA S. MALLILLIN OIC, Office of the Dean, SEAIT	
Endorsed by: **DR. CHRISTOPHER ALLEN S. MARQUEZ** Director, CEIPSC	from SEAIT Extension Fund Sir, please verify funds available for the activity. Thank you. Fund balance ₱ 161,662.34

SAINT MARY'S UNIVERSITY
OFFICE OF THE VICE PRESIDENT FOR FINANCE AND TREASURER
RECEIVED
BY: greens
DATE: 3/29/25 TIME: 10:57 AM

MAR 28 2025

APR 03 2025

Recommending Approval: **REV. FR. PHILIP A. YU JR., CICM** VP for Mission and Identity	
Approved: **MRS. VENICA S. ACOSTA, CPA** VP for Finance / University President	