# PERSONAL DATA INVENTORY SUMMARY
# FACTS AND FIGURES FOR AY 2024-2025

The individual analysis service of the GTO aims to gather and collect data of students in the University through the Personal Data Inventory (PDI). The PDI serves as a profile which contains important and confidential information of the students that the office keeps throughout their stay in the university. The data collected are studied and examined so that the students who are likely to be at-risk and those who need help will be catered by the office through the different guidance services.

During the enrollment for the first semester, the incoming students ad transferees are required to accomplish and complete the PDI before they can claim their identification cards from the CICT. They are given a card which contains their names and courses and a QR code which they can scan that leads them to the online PDI form.

Below is the summarized data for all the gathered PDI from the first semester and the current semester. Significant data are also compared to the data of AY 2022-2023 and AY 2023-2024.

***Table I. Completion of Personal Data Inventory per School and 3-year comparative data for first semester for AY 2024-2025 and a 3-year comparison***

| SCHOOL | P | F | % | P | F | % | P | F | % |
|---|---|---|---|---|---|---|---|---|---|
| | **Aug- Dec 2024-2025** | | | **Aug- Dec 2023-2024** | | | **Aug – Dec 2022-2023** | | |
| **SAB** | 364 | 260 | 71% | 248 | 169 | 61% | 243 | 174 | 72% |
| **SHANS** | 663 | 559 | 84% | 844 | 570 | 68% | 617 | 426 | 69% |
| **SEAIT** | 514 | 399 | 78% | 481 | 300 | 62% | 371 | 234 | 63% |
| **STEH** | 325 | 229 | 70% | 286 | 17 | 60% | 225 | 133 | 5% |
| **TOTAL** | **1866** | **1447** | **78%** | **1889** | **1211** | **64%** | **1456** | **976** | **67%** |

Table I shows the data on the completed Personal Data Inventory (PDI) during the first semester of Academic Year 2024-2025. In total, there are 1,447 or 78% of students who were able to accomplish and completed the PDI through jotform compared to the total

number of enrollees of 1,866. Of the 78%, the School of Health and Natural Sciences (SHaNs) have the highest completion rate of 84% as compared to the other schools.

The table also shows a 3-year comparison of data from AY 2022-2023 up until the current school year. Data shows an increasing trend when in comes to completion of PDI where 1st semester AY 2024-2025 (78%) has the highest completion rate while 2023-2024 has the lowest completion rate.

**Table 2. Completion of Personal Data Inventory for the first and 2nd semester of AY 2024-2025**

| *SEMESTER* | *Total enrollees* | *PDI Responses* | *Percent* |
|---|---|---|---|
| ***1st Sem*** | **1876** | **1447** | **78%** |
| ***2nd Sem*** | **1674** | **1345** | **80%** |

Table 2 shows the completion of Personal Data Inventory (PDI) of freshmen student for the current academic year. There is a decrease in the number of enrollees for the second semester which from 1876 to 1674. Overall, 80% of the total enrolled first year and transferee students completed the (PDI).

**Table 3. Type of Entry and a 3-year comparative data**

| *Entry* | *f* | *%* | *f* | *%* |
|---|---|---|---|---|
| | **Aug- Dec 2024-2025** | | **Aug- Dec 2023-2024** | |
| *Freshmen* | 1388 | 96 | 900 | 93% |
| *Transferee* | 59 | 4 | 67 | 7% |

Relative to the completion of PDI, 96% of the students are freshmen and 4% of them are transferees. In comparison with the previous academic year, there is an increase of 3% with freshmen making it 96% while transferees dropped to 4% this academic year. No has been noted for AY 2022-2023.

**Table 4. Type of Enrollment of students for the 1st semester and 2nd semester**

| *Semester* | *1st sem* | *2nd sem* |
|---|---|---|
| *Freshmen* | 1388 | 79 |
| *Transferee* | 59 | 51 |
| ***Total*** | 1477 | 130 |

Table 4 shows the data of students' type of enrollment as an entry in the university. For the second semester, there were 131 new students as per data gathered from the PDI. Seventy-nine of them were freshmen and 31 were transferees.

**Table 5. Residence while attending college**

| **Residence while attending college** | ***1st semester*** | | ***2nd semester*** | |
|---|---|---|---|---|
| | **f** | **%** | **f** | **%** |
| Family Home | **617** | **43** | **58** | **44.62** |
| Apartment/Boarding house | **710** | **49** | **61** | **46.92** |
| Relative's house | **115** | **8** | **10** | **7.69** |
| Others | **5** | **0** | **1** | **0.77** |
| **Total** | **1447** | **100%** | **130** | **100%** |

Looking at the data on the residence of students while attending their college studies during the first semester, 49% (710) of them stay in a boarding houses and apartments while 43% (617) of them stay at home. While for the current semester, 46.92% (N=61) said they are staying in an apartment or boarding house to attend college. Also 44.62% (N=58) stays at their family houses. Only 7.69% (N=10) have declared to be staying with a relative and .77% (N=1) with a guardian.

**Table 6. Parent's Profile**

| | 1st semester | | 2nd semester | |
|---|---|---|---|---|
| **Marital Status of Parents** | **f** | **%** | **f** | **%** |
| **Married and living together** | **935** | **65** | 82 | 63.08 |
| **Married but not living together** | **104** | **7** | 6 | 4.62 |
| **Not married but living together** | **53** | **4** | 6 | 4.62 |
| **Married but separated** | **103** | **7** | 11 | 8.46 |
| **Separated** | **78** | **5** | 12 | 9.23 |
| **Single parent** | **80** | **6** | 6 | 4.62 |
| **Widow/widower** | **94** | **6** | 7 | 5.38 |
| | | | | |
| **OFW Parents** | | | | |
| **OFWs** | **409** | **28** | **42** | **32%** |
| **Mother** | **268** | **66** | 22 | 54% |
| **Father** | **108** | **26** | 13 | 32% |
| **Both** | **33** | **8** | 6 | 15% |
| **Non-OFW** | **1038** | **72** | **88** | **68%** |
| | | | | |
| **Socio-economic Status** | | | | |
| **Income is little** | **220** | **15** | 18 | 13.85% |
| **Income is sufficient** | **719** | **50** | 57 | 43.85% |
| **Income is very sufficient** | **494** | **34** | 53 | 40.77% |
| **I have much money** | **14** | **1** | 2 | 1.54% |
| | | | | |
| **Overall Total** | **1447** | **100** | **130** | **100%** |

Another interesting aspect to look at is the profile of parents of the students. The profile includes marital status of parents, parents working overseas and socio-economic status.

Sixty five percent of the students noted that their parents are married and are living together. While 7% declared that their parents are married but are not living together. Six percent of them stated that their parents are single parent and 6% are widowed.

In terms of socio-economic status of parents, 50% (719) of them said that their income is sufficient for their family needs only and can hardly save, while 34% (494) said their income is very sufficient and can save. From the data, of the 1447 students, 409 or 28% have parents working abroad. Of the 409, 66% of them declared that their mother are the ones working overseas. 8% confirmed that both of their parents are working abroad.

## Table 7. Students' Health and Psychological Profile 3-year Comparative

| *Profile* | *f* | *%* | *f* | *%* | *f* | *%* |
|---|---|---|---|---|---|---|
| | **Aug- Dec 2024-2025** | | **Aug – Dec 2023-2024** | | **Aug – Dec 2022-2023** | |
| ***With Disability*** | | | | | | |
| *Yes* | 55 | 4 | 47 | 4 | 18 | 2 |
| *No* | 1391 | 96 | 1164 | 96 | 949 | 98 |
| ***History of Depression in the Family*** | | | | | | |
| *With* | 73 | 5 | 85 | 6 | 44 | 6 |
| *Without* | 1356 | 94 | 1126 | 94 | 923 | 94 |
| *No response* | 18 | 1 | | | | |
| ***History of completed suicide in the family*** | | | | | | |
| *With* | 46 | 3 | 51 | 2 | 21 | 2 |
| *Without* | 1354 | 94 | 1160 | 98 | 946 | 98 |
| *No response* | 47 | 3 | | | | |
| ***History of attempted suicide in the family*** | | | | | | |
| *With* | 46 | 3 | 109 | 6 | 57 | 6 |
| *Without* | 1355 | 94 | 102 | 94 | 910 | 94 |
| *No response* | 46 | 3 | | | | |
| ***With self-harm with intention to die*** | 80 | 6 | 166 | 7 | 64 | 7 |
| ***With tendency to self-harm without the intention to die*** | 241 | 17 | 315 | 15 | 144 | 15 |
| ***No self-harm and no intention to die*** | 1126 | 78 | 730 | 85 | 823 | 85 |
| *Total* | **1447** | **1211** | **1211** | **100** | **967** | **100** |

In comparison with the last 2 previous academic years, there is a small decrease in percentage in terms of admission of family history of depression. That is from 6% to 5%. This is similar with declaration of attempted suicide, 3% decrease has been noted that is from 6% to 3%, while declaration of completed suicide increase by 1**%.** A 2% increase in self-harm without the intention to die is evident in the current academic year as compared to the previous years.

**Table 8. Students' Health and Psychological for AY 2024-2025**

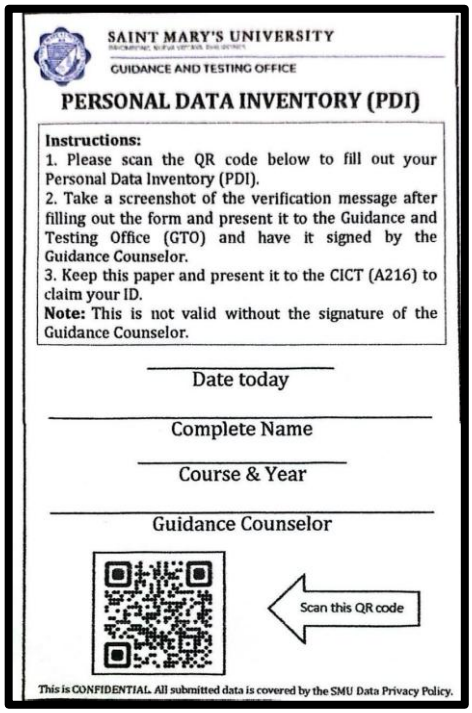
| Profile | *1st semester* | | *2nd semester* | |
|---|---|---|---|---|
| | **f** | **%** | **f** | **%** |
| **With Disability** | | | | |
| *Yes* | 55 | 4 | **4** | **3.08** |
| *No* | 3091 | 96 | **126** | **96.92** |
| ***History of Depression in the Family*** | | | | |
| *With* | 73 | 5 | **10** | **7.69** |
| *Without* | 1356 | 94 | **20** | **92.31** |
| *No response* | 18 | 1 | | |
| ***History of completed suicide in the family*** | | | | |
| *With* | 46 | 3 | **5** | **3.85** |
| *Without* | 1354 | 94 | **125** | **96.15** |
| *No response* | 47 | 3 | | |
| ***History of attempted suicide in the family*** | | | | |
| *With* | 46 | 3 | **11** | **8.46** |
| *Without* | 1355 | 94 | **119** | **91.54** |
| *No response* | 46 | 3 | | |
| ***With self-harm with intention to die (A1)*** | 80 | 6 | **7** | **5.38** |
| ***With tendency to self-harm without the intention to die (A2)*** | 241 | 17 | **5** | **3.85** |
| ***No self-harm and no intention to die*** | 1126 | 78 | **118** | **90.76** |
| **TOTAL** | **1447** | **100** | **130** | **100** |

One of the more important data in the profile of the students is their health and psychological profile. From the first semester's data, ninety-six percent (N=1391) of the students declared no disability or are not exceptional, while 3.08% (N=4) have honestly declared that they have a disability on the second semester.

Majority of the students declared that they do not have history of depression in the family making it 94% (1356) while only 5% (73) declared that a history of depression is in the family. In relation to the history of depression, still, most of the students said that there is no completed suicide (94%, 1356) as well as attempted suicide (94%, 1355). Of the 130 students who filled up the PDI the second semester, most (N=20, 92.31%) the of students responded that their family do not have a history of depression. As for completed suicide, 3.85% or N=5 students, said that a family member regardless of level had a history of completed suicide. Eight and forty six percent (N=11) also mentioned that there is an attempted suicide in the family.

This history of depression and suicide in the family is greatly related to their tendency of self-harm with or without the intention to die. The data gathered from the PDI during the first semester specified, six percent or 80 of the students admitted that they have thought of harming themselves and with the intention to die. Seventeen percent (241) also admitted they have the tendency to self-harm but do not intend to die. Most of them, making the 78% of the students have no tendencies of self-harm. For the current semester, gathered data from the 130 students, 5.38%(N=7) honestly stated that they have the tendency to self-harm with an intention to die while 3.85% (N=5) said that they tend to harm themselves but without the intention to die. Most of the students responded "No" when asked about their tendency to self-harm, (90.76%, N=118).

## Appendix: Sample Quick Response (QR) code for PDI


SAINT MARY'S UNIVERSITY
GUIDANCE AND TESTING OFFICE

PERSONAL DATA INVENTORY (PDI)

**Instructions:**
1. Please scan the QR code below to fill out your Personal Data Inventory (PDI).
2. Take a screenshot of the verification message after filling out the form and present it to the Guidance and Testing Office (GTO) and have it signed by the Guidance Counselor.
3. Keep this paper and present it to the CICT (A216) to claim your ID.

**Note:** This is not valid without the signature of the Guidance Counselor.

Date today

Complete Name

Course & Year

Guidance Counselor

Scan this QR code

This is CONFIDENTIAL. All submitted data is covered by the SMU Data Privacy Policy.

Prepared by:

**Ms. Jennifer Ann M. Torres, CHRP, RPm**

*Individual Analysis Services*

## INFORMATION SERVICE

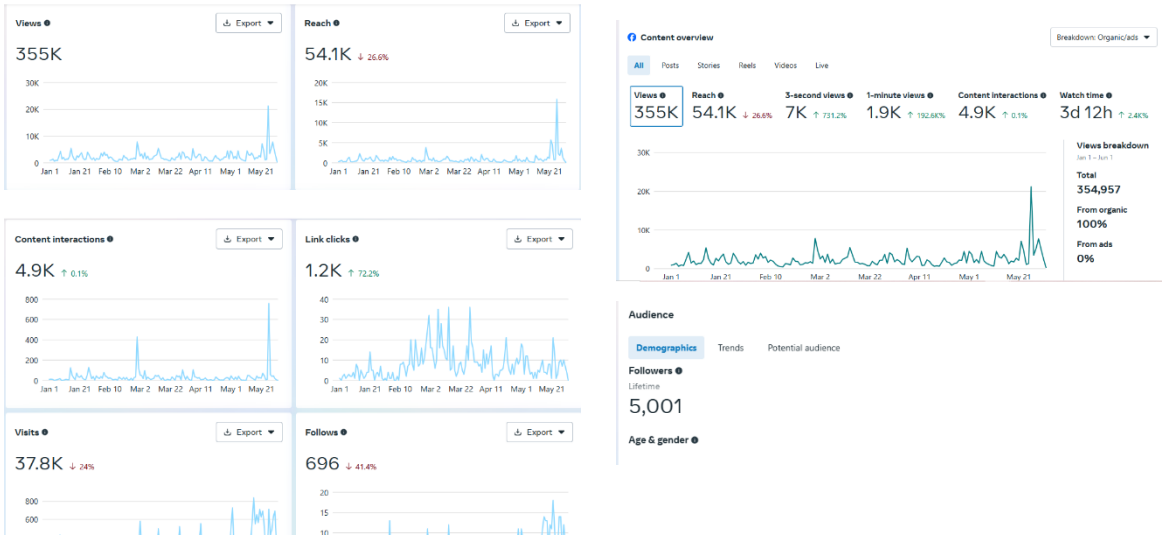
The Information Service of the Guidance and Testing Office (GTO) aims to provide timely and relevant updates on global issues, mental health awareness, and other important topics. This is achieved through the creation and distribution of various informational materials such as informative videos, Facebook posts, flyers, brochures, pamphlets, bookmarks, reminders, manuals, and operational guidelines, as well as through the regular updating of the bulletin board.

Additionally, the service includes responding to inquiries sent through the Office's official Facebook Page. One of its core goals is to proactively address students' concerns while fostering an accommodating, understanding environment and providing a safe space for learning and personal growth.

The Information Services Include:

### a. Facebook Page Management

The GTO maintains an active and informative Facebook Page with daily posts, especially during important announcements and university-wide or national events. A themed weekly posting schedule helps sustain engagement and promotes relevant topics. The themes include *Motivation Monday, Trivia Tuesday, Wellness Wednesday, Thoughtful Thursday,* and *Fun Friday.* This structured approach ensures consistent, engaging, and meaningful interaction with the university community.




*Data and engagement overview form the GTO Facebook Page*

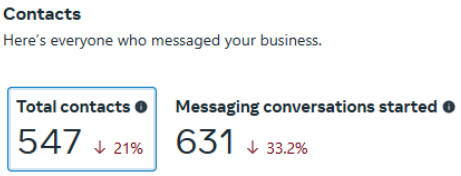



*Examples of Infographics posted on the GTO Facebook Page*

## b. Facebook Messaging

The office promptly responds to messages from students, employees, and external clients, offering guidance, answering questions, and providing accurate information. This ensures all inquiries are addressed with professionalism and care.

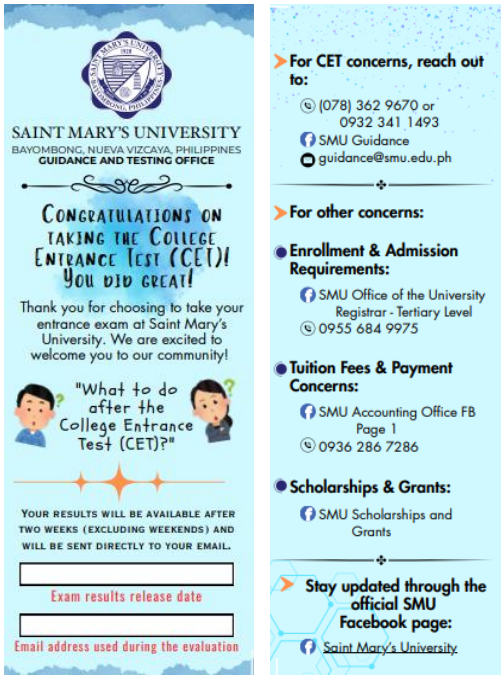
| Top Concerns |
|---|
| Inquiries about the College Entrance Test (CET) |
| Questions regarding the schedule and required items for the CET |
| Inquiries about enrollment procedures |
| Questions about the services offered by various university offices |
| Inquiries specifically about the GTO's services, primarily counseling and testing |

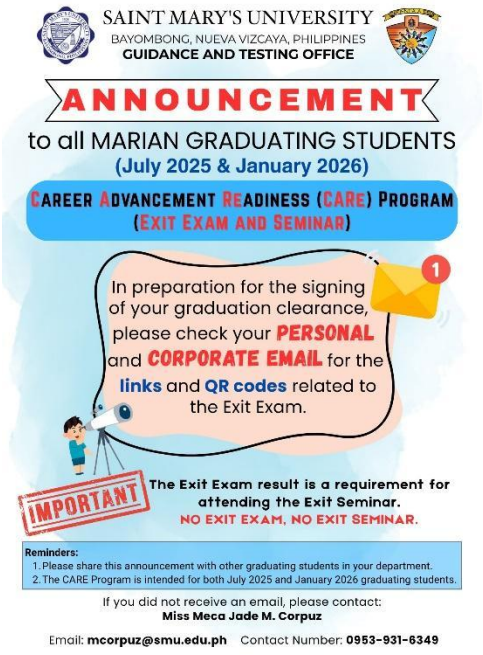


*Number of messages received from January 1, 2025 to May 31, 2025*

## c. Informational Materials

To keep students informed about events, deadlines, procedures, and relevant topics, the office creates various materials that serve as helpful reminders and guides. These materials are designed to simplify instructions and enhance student awareness and preparedness.




*Examples of bookmarks/reminders given to the College Entrance Test examinees and poster announcement for graduating Marians.*




**Internship Manual of Procedures and Guidelines**

Guidance and Testing Office
Saint Mary's University

2025

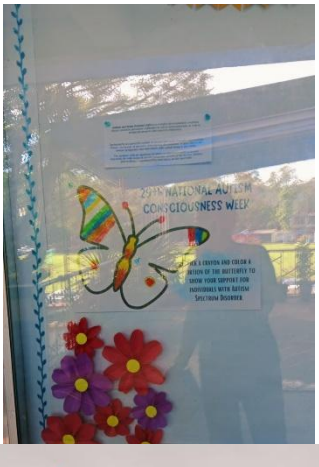


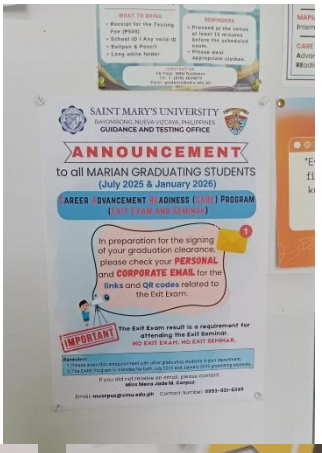

*Cover pages of the Internship Manual of Procedures and Guidelines for future interns at the GTO, and the Freshman Self-Help Kit for incoming first-year students.*

### d. Bulletin Board

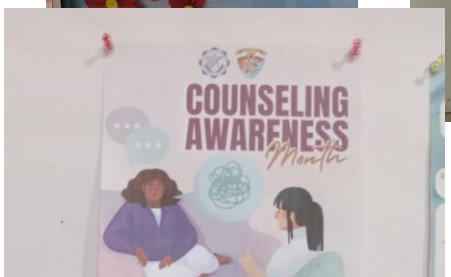
The GTO features a creatively designed, interactive bulletin board that showcases key information, including the office's vision, mission, goals, and services. It highlights accomplishments, student reminders, and contact details of the GTO Head, Shepherd-Counselors, and staff. A section is also dedicated to weekly announcements and celebrations, ensuring it remains a dynamic and engaging information hub.










*Examples of announcements, celebrations, and posters posted on the GTO bulletin board.*

Prepared by:

**Meca Jade M. Corpuz, RPm**
Information Service

As part of the Guidance and Testing Office's (GTO) information dissemination efforts at Saint Mary's University (SMU), the Suicide Prevention and Risk-Reduction Efforts (SPARE) Faculty and Staff Guide was developed to equip college faculty members and teachers with essential knowledge on recognizing warning signs of suicide, responding appropriately to students in distress, and facilitating timely referrals. Through this initiative, the GTO aims to promote awareness, strengthen early intervention, and foster a safe, compassionate, and supportive learning environment for all Marians.

SPARE Brochure for College Department




SPARE Brochure for Basic Ed Department



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

GUIDANCE AND TESTING OFFICE

**NARRATIVE REPORT ON SEMINAR/TRAINING ATTENDED**

| | |
|---|---|
| **Title of Activity:** | Psychological First Aid (PFA) Seminar |
| **Date/Time:** | March 12, 2025; 8:00 am-12:00nn |
| **Venue:** | Pedro Calungsod Hall |
| **Organizers:** | Guidance and Testing Office (In charge for Wellness and Attrition Service) |
| **Objectives:** | To equip Marian leaders with Psychological First Aid (PFA) skills in preparation for the aftermath of a challenging situation |
| **Beneficiaries (if any):** | |
| **Participants:** | Marian Leaders and members of student organizations of SMU |

On March 12, 2025, the Guidance and Testing Office (GTO) conducted a Psychological First Aid (PFA) for Marian Student Leaders and members of various organizations at Saint Mary's University. The activity was held at San Pedro Calungsod Hall.

This activity is in lieu of the VPA Circular No. 26, section I, for A.Y. 2024-2025 which states that the Guidance and Testing Office (GTO) shall take the lead in conducting Psychological First Aid (PFA) together with other trained providers and partners in the University. Psychological First Aid (PFA) is an evidence-based intervention designed to provide immediate emotional and psychological support to individuals experiencing stress, trauma, or crisis. It focuses on reducing distress, fostering resilience, and promoting a sense of safety and stability in the aftermath of challenging situations.

Before the seminar, a pre-registration link was posted on the SMU Guidance Facebook Page for the organizers to determine the number of participants for the materials to be prepared. A total of 68 student leaders confirmed their attendance in the said activity which aims to equip participants with the fundamental knowledge and skills needed to provide compassionate and effective psychological support.

The seminar commenced with Mr. Samuel B. DAmayon, the Dean of Student Affairs and Services, delivering his opening remarks. Dr. Edwin Edilberto N. Manian, the Head of the Guidance and Testing Office served as the resource speaker. The session focused on the fundamentals of Psychological First Aid, including its purpose, who needs it, and the core PFA action principles which are known as the 3 Ls (Look, Listen, and Link). The participants had their role-playing and simulation exercises on how to provide Psychological First Aid in times of crisis or disaster. These made the topic more engaging. The seminar concluded with an open forum and a post-test to assess participants' understanding and learnings from the

activity. The seminar was successfully facilitated by the Guidance Counselors, GTO staff, and the dedicated BS Psychology interns.

**II. Documentation**





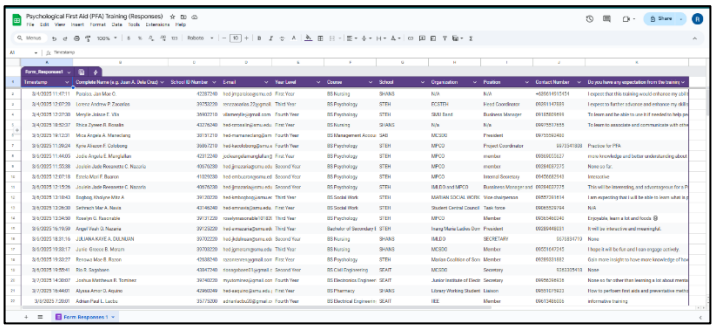




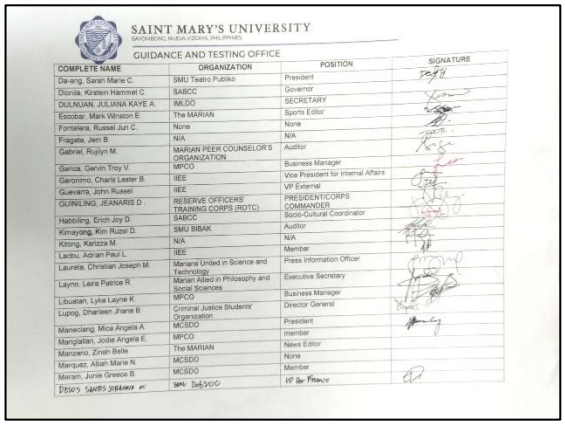






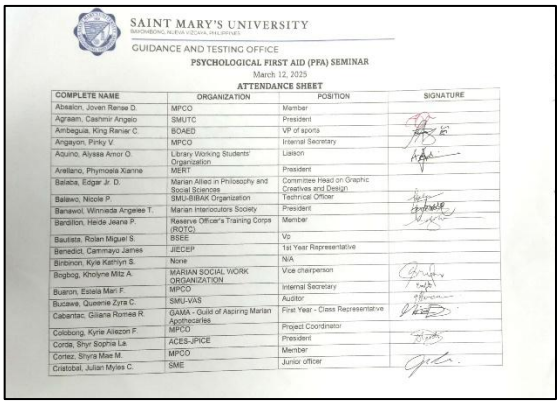


A photo opportunity with the participants and some snapshots on the activities conducted like simulation of providing PFA. The picture at the bottom is a response from the pre-registration link.



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GUIDANCE AND TESTING OFFICE

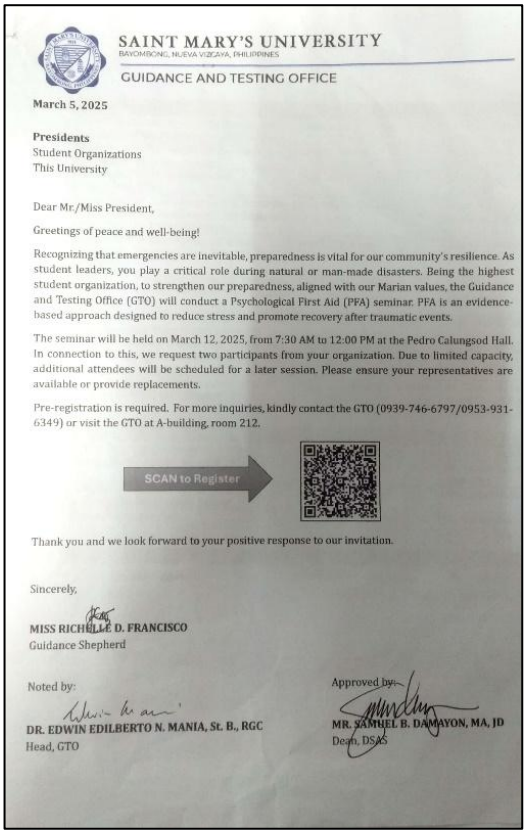
| COMPLETE NAME | ORGANIZATION | POSITION | SIGNATURE |
|---|---|---|---|
| Da-ang, Sarah Marie C. | SMU Teatro Publiko | President | |
| Dionila, Kristen Hammet C. | SABCC | Governor | |
| DULNUAN, JULIANA KAYE A. | IMLDO | SECRETARY | |
| Escobar, Mark Winston E. | The MARIAN | Sports Editor | |
| Fontelera, Russel Jun C. | None | None | |
| Fragata, Jem B. | N/A | N/A | |
| Gabriel, Rujilyn M. | MARIAN PEER COUNSELOR'S ORGANIZATION | Auditor | |
| Garica, Gervin Troy V. | MPCO | Business Manager | |
| Geronimo, Charis Lester B. | IIEE | Vice President for Internal Affairs | |
| Guevarra, John Russel | IIEE | VP External | |
| GUINILING, JEANARIS D . | RESERVE OFFICERS' TRAINING CORPS (ROTC) | PRESIDENT/CORPS COMMANDER | |
| Habbiling, Erich Joy D. | SABCC | Socio-Cultural Coordinator | |
| Kimayong, Kim Ruzel D. | SMU BIBAK | Auditor | |
| Kitong, Karizza M. | N/A | N/A | |
| Lacbu, Adrian Paul L. | IIEE | Member | |
| Laurela, Christian Joseph M. | Marians United in Science and Technology | Press Information Officer | |
| Layno, Leira Patrice R. | Marian Allied in Philosophy and Social Sciences | Executive Secretary | |
| Libuatan, Lyka Layne K. | MPCO | Business Manager | |
| Lupog, Dharleen Jhane B. | Criminal Justice Students' Organization | Director General | |
| Maneclang, Mica Angela A. | MCSDO | President | |
| Mangilatan, Josie Angela E. | MPCO | member | |
| Manzano, Zinah Belle | The MARIAN | News Editor | |
| Marquez, Allah Marie N. | MCSDO | None | |
| Maram, Junie Grecco B. | MCSDO | Member | |
| DIEGO SANTOS JOBAHAN M. | SMU BIBAK | VP for Finance | |



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
GUIDANCE AND TESTING OFFICE

**PSYCHOLOGICAL FIRST AID (PFA) SEMINAR**
March 12, 2025
**ATTENDANCE SHEET**

| COMPLETE NAME | ORGANIZATION | POSITION | SIGNATURE |
|---|---|---|---|
| Absalon, Joven Rense D. | MPCO | Member | |
| Agraan, Cashmir Angelo | SMUTC | President | |
| Ambegua, King Renar C. | BOAED | VP of sports | |
| Angayon, Pinky V. | MPCO | Internal Secretary | |
| Aquino, Alyssa Amor O. | Library Working Students' Organization | Liaison | |
| Arellano, Phymoela Xianne | MERT | President | |
| Balaba, Edgar Jr. D. | Marian Allied in Philosophy and Social Sciences | Committee Head on Graphic Creatives and Design | |
| Balawo, Nicole P. | SMU-BIBAK Organization | Technical Officer | |
| Banawol, Winnieda Angelee T. | Marian Intercoutors Society | President | |
| Bandillon, Heide Jeana P. | Reserve Officer's Training Corps (ROTC) | Member | |
| Bautista, Rolan Miguel S. | BSEE | Vp | |
| Benedict, Cammayo James | JIECEP | 1st Year Representative | |
| Binbinon, Kyle Kathlyn S. | None | N/A | |
| Bogbog, Kholyne Mitz A. | MARIAN SOCIAL WORK ORGANIZATION | Vice chairperson | |
| Buaron, Estela Mari F. | MPCO | Internal Secretary | |
| Bucawa, Queenie Zyra C. | SMU-VAS | Auditor | |
| Cabantac, Gilaria Romea R. | GAMA - Guild of Aspiring Marian Apothecaries | First Year - Class Representative | |
| Colobong, Kyrie Aliezon F. | MPCO | Project Coordinator | |
| Corda, Shyr Sophia La | ACES-JPICE | President | |
| Cortez, Shyra Mae M. | MPCO | Member | |
| Cristobal, Julian Myles C. | SME | Junior officer | |



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
GUIDANCE AND TESTING OFFICE

March 5, 2025

**Presidents**
Student Organizations
This University

Dear Mr./Miss President,

Greetings of peace and well-being!

Recognizing that emergencies are inevitable, preparedness is vital for our community's resilience. As student leaders, you play a critical role during natural or man-made disasters. Being the highest student organization, to strengthen our preparedness, aligned with our Marian values, the Guidance and Testing Office (GTO) will conduct a Psychological First Aid (PFA) seminar. PFA is an evidence-based approach designed to reduce stress and promote recovery after traumatic events.

The seminar will be held on March 12, 2025, from 7:30 AM to 12:00 PM at the Pedro Calungsod Hall. In connection to this, we request two participants from your organization. Due to limited capacity, additional attendees will be scheduled for a later session. Please ensure your representatives are available or provide replacements.

Pre-registration is required. For more inquiries, kindly contact the GTO (0939-746-6797/0953-931-6349) or visit the GTO at A-building, room 212.

SCAN to Register

Thank you and we look forward to your positive response to our invitation.

Sincerely,

**MISS RICHELLE D. FRANCISCO**
Guidance Shepherd

Noted by:

**DR. EDWIN EDILBERTO N. MANIA, St. B., RGC**
Head, GTO

Approved by:

**MR. SAMUEL B. DAMAYON, MA, JD**
Dean, DSAS

A sample of the communication letter sent to the different organizations and the attendance sheet before the seminar.

# NARRATIVE REPORT

**SDG:** 2

**Title of Activity:** Marian Student Trait Assessment for Responsible Self

**Date/Time:** March 1 – April 29, 2025

**Venue of Discussion:** Sacred Heart Center

**Organizers:** Guidance and Testing Office

**Objectives:** It is part of the GTO's Shepherding Program that provides psychological assessments along the areas of Emotional Quotient and Studying Attitudes for second year and third-year students of SMU.

a. Administer Study Attitudes and Methods Survey that explores students' attitudes, motivation, and study habits. That by knowing their attitudes towards their academics can help them plan better to be successful in their careers.

**Participants:** Second year and Third-year College Students

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## A. Highlights of the Activity:

Part of the Follow-up service of the GTO is the administration of Emotional Quotient Inventory (EQi) and Study Attitudes and Methods (SAMS) which targeted respondents are the second year and third-year college students. Initially, the first part of the Marian STARS was conducted during the first semester. The second part is the Administration of the SAMS.

Similarly, to cover all the targeted respondents, the CFE classes were tapped since most of the students are likely to be enrolled in Chirstian Formation subjects. The test administration of the said test was done through a room-to-room process, where the trained interns from the Psychology Department were the ones to administer the test.

## B. Summary of Study Attitudes and Methods Survey Administration

| ***Year Level*** | ***# of CFE classes*** | ***Total # of enrollees*** | ***# of participants*** | ***Percentage*** |
|---|---|---|---|---|
| *2nd year* | 25 | 1403 | 469 | 33.42% |
| *3rd year* | 27 | 1101 | 413 | 37.51% |
| ***Total*** | 52 | 2,504 | 882 | 35.22% |
| ***School*** | **2nd year** | | **3rd year** | |
| | ***# of enrollees*** | ***Actual*** | ***# of enrollees*** | ***Actual*** |
| *STEH* | 268 | 92 (34.33%) | 353 | 34 (14.73%) |
| *SHANS* | 547 | 84 (15.36%) | 305 | 141 (39.94%) |
| *SAB* | 221 | 130 (58.82%) | 231 | 105 (49.53%) |
| *SEAIT* | 367 | 163 (44.41%) | 212 | 133 (43.61%) |
| *TOTAL* | 469 | 33.42% | 413 | 37.51% |

**Second Year:**

Among the second-year students, SEAIT had 163 responses, with 44.41% of its populations accomplishing the SAMS. SHANS had 84 responses, making up 15.36% of its expected number. SAB had 130 responses and had a response of rate 58.82%. STEH had 92 responses, which was 34.33% of their expected population. In total, there were 469 or 33.42% second year students who accomplished the SAMS. SAB had the highest response rate, while SHANS had the lowest rate.

**Third Year**

Among the third-year students, the STEH had 34 responses, with 14.73% of its population accomplishing the SAMS. The SHANS had 141 responses, making up 39.94% of its expected number. The SAB had 105 responses and had a response rate of 49.53%. The SEAIT had 133 responses, which was 43.61%of their expected population. In total, there were 413 or 37.51% third year students who accomplished the SAMS. SAB had the highest response rate, while SHANS had the lowest rate.

**Dissemination of Results**

Results were disseminated to instructors of CFE classes as well as to the academic deans. Relatively, the significance of the results was discussed to them, of how academic activities might be a factor with how the students cope with their daily activities and personal aspect. In effect, instructors may come up with a better effective teaching strategy.

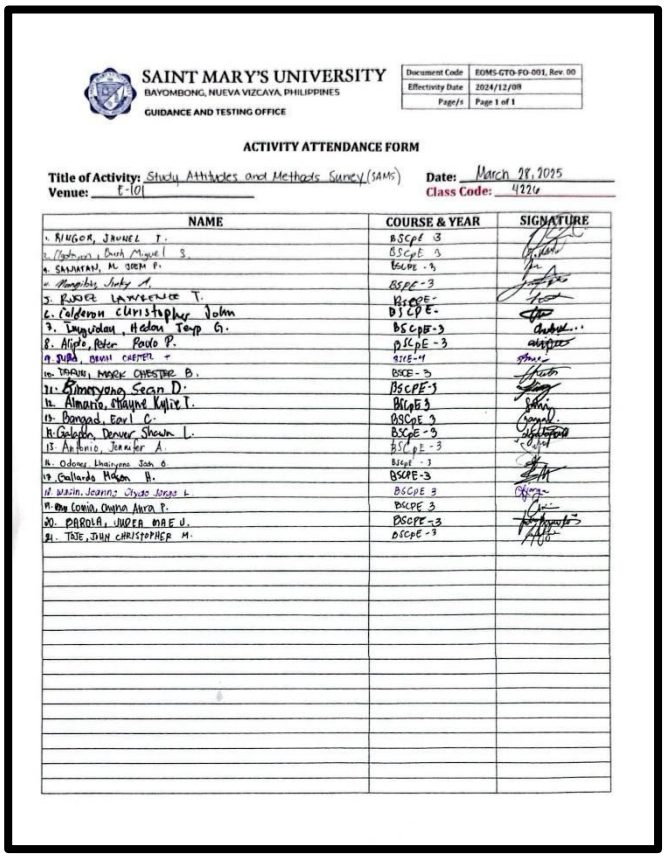
Results of the SAMS were disseminated during the GTO's participation to the Linggo ng Lingkod at Likha (LLL) celebration dated April 29, 2025. A printed, individualized copy of results were given to the students and was further discussed by Ma'am May Juliet S. Palina. Results of the students who were not able to participate in the activity was given to their respective CFE classes.

Prepared by:

**Ms. Jennifer Ann M. Torres, CHRP, RPm**
*Individual Analysis Services/2nd Year Guidance Shepherd*

**Appendices**

## 1. Attendance Sheet (scanned sample)



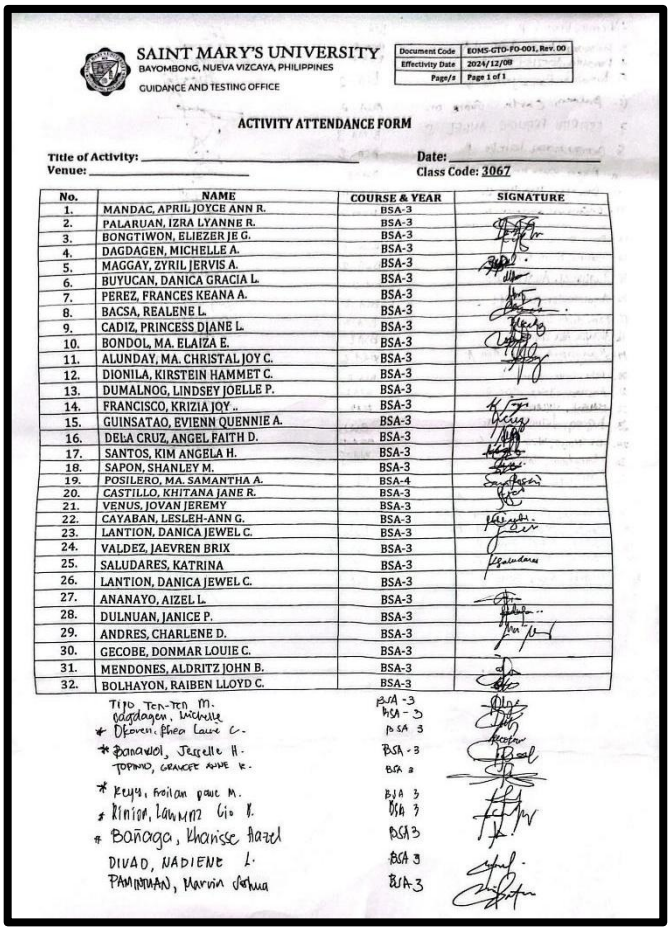
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BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
GUIDANCE AND TESTING OFFICE

| Document Code | EOMS-GTO-FO-001, Rev. 00 |
|---|---|
| Effectivity Date | 2024/12/08 |
| Page/s | Page 1 of 1 |

**ACTIVITY ATTENDANCE FORM**

**Title of Activity:** Study Attitudes and Methods Survey (SAMS) **Date:** March 28, 2025
**Venue:** E-101 **Class Code:** 4226

| NAME | COURSE & YEAR | SIGNATURE |
|---|---|---|
| 1. KNUGOR, JAMMEL T. | BSCpE 3 | |
| 2. Ngatayan, Buch Miguel S. | BSCpE 3 | |
| 3. SALAMTAN, M. JOEM P. | BSCpE - 3 | |
| 4. Mangibin, Jhoy A. | BSCpE-3 | |
| 5. RUBIO LAWRENCE T. | BSCpE-3 | |
| 6. Calderon Christopher John | DSCpE- | |
| 7. Tayaban, Helen Tarp G. | BSCpE-3 | |
| 8. Alipio, Peter Paolo P. | BSCpE-3 | |
| 9. SUDA, DANIEL CARTER | BSCE-3 | |
| 10. TAGUM, MARK CHESTRE B. | BSCE-3 | |
| 11. Bimanyong Sean D. | BSCPE-3 | |
| 12. Almario, Shayne Kylie T. | BSCpE 3 | |
| 13. Bongad, Earl C. | BSCpE 3 | |
| 14. Galoftin, Denver Shawn L. | BSCpE-3 | |
| 15. Antonio, Jennifer A. | BSCpE-3 | |
| 16. Odones, Khaizyenn Joh O. | BSCpE-3 | |
| 17. Gallardo, Adan R. | BSCPE-3 | |
| 18. Wasin, Joanna Joyce Jorge L. | BSCPE 3 | |
| 19. Dela Cruz, Onyna Akira P. | BSCPE 3 | |
| 20. PARALA, ANDREA MAE U. | BSCPE-3 | |
| 21. TAJE, JUN CHRISTOPHER M. | BSCPE-3 | |



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES
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|---|---|
| Effectivity Date | 2024/12/08 |
| Page/s | Page 1 of 1 |

**ACTIVITY ATTENDANCE FORM**

**Title of Activity:** _____ **Date:** _____
**Venue:** _____ **Class Code:** 3067

| No. | NAME | COURSE & YEAR | SIGNATURE |
|---|---|---|---|
| 1. | MANDAC, APRIL JOYCE ANN R. | BSA-3 | |
| 2. | PALARUAN, IZRA LYANNE R. | BSA-3 | |
| 3. | BONGTIWON, ELIEZER JE G. | BSA-3 | |
| 4. | DAGDAGEN, MICHELLE A. | BSA-3 | |
| 5. | MAGGAY, ZYRIL JERVIS A. | BSA-3 | |
| 6. | BUYUCAN, DANICA GRACIA L. | BSA-3 | |
| 7. | PEREZ, FRANCES KEANA A. | BSA-3 | |
| 8. | BACSA, REALENE L. | BSA-3 | |
| 9. | CADIZ, PRINCESS DIANE L. | BSA-3 | |
| 10. | BONDOL, MA. ELAIZA E. | BSA-3 | |
| 11. | ALUNDAY, MA. CHRISTAL JOY C. | BSA-3 | |
| 12. | DIONILA, KIRSTEIN HAMMET C. | BSA-3 | |
| 13. | DUMALNOG, LINDSEY JOELLE P. | BSA-3 | |
| 14. | FRANCISCO, KRIZIA JOY .. | BSA-3 | |
| 15. | GUINSATAO, EVIENN QUENNIE A. | BSA-3 | |
| 16. | DELA CRUZ, ANGEL FAITH D. | BSA-3 | |
| 17. | SANTOS, KIM ANGELA H. | BSA-3 | |
| 18. | SAPON, SHANLEY M. | BSA-3 | |
| 19. | POSILERO, MA. SAMANTHA A. | BSA-4 | |
| 20. | CASTILLO, KHITANA JANE R. | BSA-3 | |
| 21. | VENUS, JOVAN JEREMY | BSA-3 | |
| 22. | CAYABAN, LESLEH-ANN G. | BSA-3 | |
| 23. | LANTION, DANICA JEWEL C. | BSA-3 | |
| 24. | VALDEZ, JAEVREN BRIX | BSA-3 | |
| 25. | SALUDARES, KATRINA | BSA-3 | |
| 26. | LANTION, DANICA JEWEL C. | BSA-3 | |
| 27. | ANANAYO, AIZEL L. | BSA-3 | |
| 28. | DULNUAN, JANICE P. | BSA-3 | |
| 29. | ANDRES, CHARLENE D. | BSA-3 | |
| 30. | GECOBE, DONMAR LOUIE C. | BSA-3 | |
| 31. | MENDONES, ALDRITZ JOHN B. | BSA-3 | |
| 32. | BOLHAYON, RAIBEN LLOYD C. | BSA-3 | |
| | TIPO Ten-Ten M. | BSA-3 | |
| | Dagdagen, Michelle | BSA-3 | |
| * | Dioneri, Ethea Lave C. | BSA 3 | |
| * | Banawol, Jessette H. | BSA-3 | |
| | TOPPINO, GRACEE ANNE E. | BSA 3 | |
| * | Reyes, Roilan paul M. | BSA 3 | |
| * | Rinion, Lanmar Gio V. | BSA 3 | |
| * | Bañaga, Khanisse Hazel | BSA 3 | |
| | DIVAD, NADIENE L. | BSA 3 | |
| | PANINTAN, Marvin Joshua | BSA-3 | |

## 2. Photo Documentation during the Linggo ng Likha at Lingkod






Getting To Know My Study Habits
Study Attitudes and Methods Survey (SAMS)
Guidance and Testing Office
April 29, 2025



# Narrative Report

**Title of Activity:** Getting to Know My Study Habits: Study Attitudes and Methods Survey (SAMS)

**Date/Time:** April 29, 2025, 7:30 AM-9AM &10:30AM-12:00PM

**Venue:** Sacred Heart Center, SMU, Bayombong, Nueva Vizcaya

**Organizers:** Guidance and Testing Office

**Objectives:** Gain understanding of one's study attitudes and methods, Identify areas of strength (''peaks'') & Identify areas for improvement ("dips")

**Participants:** 2nd and 3rd year college students

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**Highlights of the Activity:**

As part of the 2025 Linggo ng Likha at Lingkod celebration, the Guidance and Testing Office (GTO) successfully conducted a seminar entitled *"Getting to Know My Study Habits: Study Attitudes and Methods Survey (SAMS)"* on April 29, 2025, at the Sacred Heart Center.

The seminar, attended by 172 students, focused on the interpretation and discussion of the SAMS results, which were administered to all second- and third-year students in March. Table 2 presents that most of the participants came from the BS Accountancy program (90; 52%) followed by the BS Civil Engineering students (28; 16%), and BS Architecture (22; 12%). Few of the participants came from other programs such as BS Nursing, BS Management Accounting, BS Computer Science, BS Information Technology, BS Psychology, Bachelor of Library Information Science and BS Entrepreneurship.

*Table 1. Number of participants per program*

| COURSES | F | % |
|---|---|---|
| BS Accountancy | 90 | 52 |
| BS Architecture | 22 | 12 |
| BS Nursing | 6 | 4 |
| BS Management Accounting | 6 | 4 |
| BS Civil Engineering | 28 | 16 |
| BLIS | 1 | 1 |
| BS Computer Science | 7 | 4 |
| BS Information Technology | 7 | 4 |
| BS Psychology | 3 | 2 |

| | | |
|---|---|---|
| BS Entrepreneurship | 1 | 1 |
| **Grand Total** | **172** | **100** |

**Evaluation**

*Table 2. Evaluation of the participants*

| Evaluated Areas | Mean | Qualitative Description |
|---|---|---|
| Overall impact of the activity | 4.47 | Very Good |
| Conduciveness of the Venue | 4.57 | Excellent |
| Time Management (Organization and Flow of Sessions) | 4.56 | Excellent |
| Information Gained and Appropriateness of Methods/Techniques Used | 4.56 | Excellent |
| Usefulness of Materials | 4.55 | Excellent |
| Student's Interaction/Participation | 4.29 | Very Good |

*Legend: 1-1.50=Needs improvement; 1.51-2.50=Fair; 2.51-3.50=Good; 3.51-4.50=Very Good; 4.51-5=Excellent*

The evaluation of the activity yielded highly positive results across all assessed areas. The overall impact of the activity was rated *Very Good* with a mean score of 4.47, reflecting participants' general satisfaction and perceived benefit from the event. Conduciveness of the venue received the highest rating, with a mean score of 4.57, categorized as *Excellent*. Similarly, time management, including the organization and flow of sessions, was rated *Excellent* with a mean of 4.56. Information gained and the appropriateness of methods and techniques used (m=4.56) was also rated *Excellent*. The usefulness of materials was also rated *Excellent* (mean score: 4.55 while student interaction and participation received a *Very Good* rating with a mean score of 4.29.

**A. What did you like best about the activity?**

*Figure 9. What students best like about the of LLL (SAMS) Program.*

| ***General Experience*** | ***Grand Total*** |
|---|---|
| Interpretation of results/ Discussion of the result of SAMS | 57 |
| The game/ Activity/ Solving/ Memorization | 44 |
| Words of motivation for students to adopt effective learning method./ Helpful advices on how to have an effective/ alternative study habit | 3 |
| Had the reason to reflect on my study habits and how will I improve it/ Gaining insight about my study habits. | 7 |
| It was concise and straight to the point | 1 |
| Accurate message | 1 |
| The flow of the session | 1 |
| The duration. | 1 |
| That every students were participating and listening to the speaker or prof | 1 |
| The important factors in my study habits | 1 |
| Fun and educational | 1 |

| | |
|---|---|
| New knowledge | 1 |
| Everything | 9 |
| No answer | 31 |

**B. What did you like least?**

*Figure 11. What students like the least in LLL (SAMS) Program.*

| ***General Experience*** | ***Grand Total*** |
|---|---|
| *NA* | 126 |
| *Schedule* | 5 |
| *Text are not readable on the screen/ Far visual/ voice not clear* | 4 |
| *Result of the test* | 2 |
| *Interaction* | 2 |
| *Lack of interest in studies* | 2 |
| ***Grand Total*** | **141** |

**C. What would you suggest to improve the activity?**

*Figure 10. What students would suggest to improve the LLL (SAMS) Program.*

| ***General Experience*** | ***Grand Total*** |
|---|---|
| *NA* | 126 |
| *Schedule* | 5 |
| *Text are not readable on the screen/ Far visual/ voice not clear* | 4 |
| *Result of the test* | 2 |
| *Interaction* | 2 |
| *Lack of interest in studies* | 2 |
| ***Grand Total*** | **141** |

**Documentation:**



During the seminar in the LLL 2025

SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

GUIDANCE AND TESTING OFFICE

## NARRATIVE REPORT ON SEMINAR/TRAINING ATTENDED

**Title of Activity:** Marian Assessment for Pre-Internship Activity (MAPIA)

**Date/Time:** January-May, 2025
**Venue:** Saint Mary's University
**Organizers:** Guidance and Testing Office
**Objectives:** To help Marian students evaluate and enhance their competencies in resume writing and job interviews, ensuring that they are well-prepared for internship deployment and be job-ready
**Beneficiaries (if any):**
**Participants:** Marian 4th year Students

The Marian Assessment for Pre-Internship Activity (MAPIA) is an initiative under the Career and Placement Services of the Guidance and Testing Office (GTO). This activity aims to help Marian students evaluate and enhance their competencies in resume writing and job interviews, ensuring that they are well-prepared for internship deployment. This activity is invitational, meaning, instructors in charge of the students undergoing internship can collaborate with the GTO for the activity to be conducted. Topics to be discussed are on How to Create an Impressive Resume with Workshop, How to Ace Job Interview, and the Proper Office Decorum and Etiquette.

For the Academic Year 2024-2025, at least 6 batch of MAPIA had been conducted. It is presented in the table below.

*Table 1. MAPIA Sessions for A.Y. 2024-2025*

| **Marian Assessment for Pre-Internship Activities (MAPIA) for A.Y. 2024-2025** | | | |
|---|---|---|---|
| **Requesting Program** | **No. of Participants** | **%** | **Date** |
| BS Criminology | 25 | 4.29 | September 4, 2024 |
| BS IT Students | 19 | 3.26 | February 3, 2025 |
| February 2025 Graduating Students (collaboration with AAO) | 102 | 17.50 | February 6, 2025 |
| BSCE and BSCPE Students | 81 | 13.89 | February 26, 2025 |
| BS Psychology Students | 54 | 9.26 | January 30, February 3 & 6, 2025 |
| July 2025 Graduating Students (Collaboration with AAO) | 302 | 51.80 | May 21, 2025 |
| **TOTAL** | **583** | **100** | |

Table 1 presents the number of participants in each batch or program. It can be gleaned from the table that graduating students (69.3%; 404) has the highest number of participants. This is in collaboration with the Allumni Affairs Office (AAO) headed by Mr. Peter-Tom Callang. The batch of the BSCE and BSCPE students had 13.89% (81) participants. This is made succesful through the initiative of Mr. Candido Joseph Rosario, OJT coordinator of the BSCE and BSCPE students from the SEAIT. The batch of BS Psychology was composed of 9.26% (54) students and it was coordinated by their OJT Instructor, Miss Kristine Ann L. Israel. Miss Rocel Audrey Batara, PL Coordinator of SEAIT, collaborated with the GTO for the 19% (3.26) BSIT students while ma'am Jeanette D. Manuel, Department Head, for the BS Criminology students.

During the seminar, topics discussed were: How to Make an Effective Resume, How to Ace Job Interview, and Proper Office Decorum and Ettiquette. These were alternately discussed by the guidance counselors from the college department.

- **Evaluation**

The following presents the overall evaluation from the different batch of MAPIA.

*Table 2. General Evaluation of the conducted MAPIA Activities*

| Evaluated Areas | Mean | Qualitative Description |
|---|---|---|
| Overall impact of the activity | 4.73 | Excellent |
| Conduciveness of the Venue | 4.71 | Excellent |
| Time Management (Organization and Flow of Sessions) | 4.43 | Very Good |
| Information Gained and Appropriateness of Methods/Techniques Used | 4.76 | Excellent |
| Usefulness of Materials | 4.73 | Excellent |
| Student's Interaction/Participation | 4.49 | Very Good |
| **Overall Mean** | **4.64** | **Excellent** |

*Legend: 1-1.50=Needs improvement; 1.51-2.50=Fair; 2.51-3.50=Good; 3.51-4.50=Very Good; 4.51-5=Excellent*

The conducted MAPIA activities was rated as Excellent overall wih a mean of 4.64. Key areas such as the information gained (m=4.76), usefulness of materials (m=4.73), venue, and overall impact (m=4.73) all received *Excellent* ratings, indicating high satisfaction. Time management (m=4.43) and student participation (m= 4.49) were rated *Very Good*, suggesting effective organization and strong engagement, with some room for enhancement in interactivity and session pacing.

## Documentation



MAPIA with BS Psych Students on January 30, February 3 &6 at the GTO Testing




MAPIA with July 2025 Graduating Students on May 21 at the Sacred Heart Center




MAPIA with BSIT Students on February 3 at the GTO Testing Room



MAPIA with BSCE and BSCPE Students on February 26 at the GTO Testing Room

**Marian Career Advancement Readiness (CARe) Program**
SY: 2024-2025

Description of the Activity:

The Marian Career Advancement Readiness (CARe) Program (formerly called the Exit Seminar) is provided to graduating students as part of the university's efforts to support their preparation for the transition from university to employment or further education. As part of the program, students are administered the Myers-Briggs Type Indicator (MBTI) and the Bar-On Emotional Quotient (EQ) assessment. These assessments provide information that may be used to facilitate self-understanding and career readiness, including reflection on personality preferences and emotional competencies.

Table 1. Profile of the Students
n= 483

| | | **Frequency** | **Percentage** |
|---|---|---|---|
| Sex | Male | 119 | 75.4% |
| | Female | 364 | 24.6% |
| School | SAB | 163 | 33.7% |
| | STEH | 125 | 25.9% |
| | SHaNS | 106 | 21.9% |
| | SEAIT | 89 | 18.4% |

Female students accounted for 364 participants (75.4%), while male students accounted for 119 (24.6%). Across schools, SAB contributed the largest number of records (163; 33.7%), followed by STEH (125; 25.9%), SHaNS (106; 21.9%), and SEAIT (89; 18.4%).

Table 2. Bar-On EQ Profile

| **Dimension** | **Description** | **Frequency** | **%** |
|---|---|---|---|
| Intrapersonal | Enhanced Skill | 29 | 6 |
| | Effective Functioning | 162 | 33.5 |
| | Area for Enrichment | 292 | 60.5 |
| Interpersonal | Enhanced Skill | 68 | 14.1 |
| | Effective Functioning | 247 | 51.1 |
| | Area for Enrichment | 168 | 34.8 |
| Stress Management | Enhanced Skill | 72 | 14.9 |
| | Effective Functioning | 150 | 31.1 |
| | Area for Enrichment | 261 | 54 |
| Adaptability | Enhanced Skill | 146 | 30.2 |
| | Effective Functioning | 238 | 49.3 |
| | Area for Enrichment | 99 | 20.5 |
| General Mood | Enhanced Skill | 45 | 9.3 |
| | Effective Functioning | 217 | 44.9 |

| | | | |
|---|---|---|---|
| | Area for Enrichment | 221 | 45.8 |
| Total EQ | Enhanced Skill | 41 | 8.5 |
| | Effective Functioning | 187 | 38.7 |
| | Area for Enrichment | 255 | 52.8 |
| Positive Impression | Enhanced Skill | 93 | 19.3 |
| | Effective Functioning | 251 | 52 |
| | Area for Enrichment | 139 | 28.8 |

Across the six EQ dimensions and the Positive Impression Scale reported, the most notable are intrapersonal functioning, stress management, and Total EQ, because the largest proportions of students in these areas were classified under Area for Enrichment (60.5%, 54.0%, and 52.8%, respectively). General Mood also merits attention, with 45.8% categorized under Area for Enrichment.

Adaptability appears to be a relative strength in the group, with 79.5% classified as either Enhanced Skill or Effective Functioning. Interpersonal functioning also shows a majority in Effective Functioning (51.1%).

The Area for Enrichment classification should be understood as a possible direction for growth, not as a diagnosis or a definitive indication of inability.


RECOLLECTION
schedule for the July 4, 2025 graduates
1ST JULY 2025
7:30 A.M. - 12:00 noon
STEH AND SAB
1:00 P.M. - 5:30 P.M.
SEAIT AND SHANS
Mary, Seat of Wisdom Chapel
Be in your most comfortable wear but wear something decent.

# NARRATIVE REPORT

**Title of Activity:** Memorandum of Agreement Signing between Saint Mary's University and Our Lady of Fatima School of Villaverde.

**Date/Time:** March 3, 2025, 1:30 PM – 2:00 PM

**Venue:** SMU Boardroom, Saint Mary's University, Bayombong Nueva Vizcaya

**Organizers:** SMU Guidance and Testing Office and OLFSV

**Objectives:** To formalize the partnership between Saint Mary's University and Our Lady of Fatima School of Villaverde (OLFSV). through the signing of Memorandum of Agreement, with the aim of enhancing the guidance and counseling services of OLFSV by learning from SMU's practices, professional expertise, and established programs, fostering collaboration, mentorship, and capacity building in support of student development.

**Beneficiaries (if any):** Our Lady of Fatima School of Villaverde

**Participants:** School Director, School Principal, and Guidance Coordinator of Our Lady of Fatima School of Villaverde (OLFSV); the Head, Guidance Counselors, and Staff of the Guidance and Testing Office; and the University President, Vice Presidents, and the Head of the Office of the Dean of Student Affairs and Services

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## A. Highlights of the Activity

A significant milestone was achieved as Saint Mary's University (SMU) and Our Lady of Fatima School of Villaverde (OLFSV) strengthen their partnership through the formal signing of a Memorandum of Agreement (MOA) held on March 3, 2025, at the SMU Boardroom, solidifying their commitment in enhancing student services, particularly in providing career development of students.

The event was attended by key persons from both schools, including Rev. Fr. Crispin A. Costales, OLFSV School Director; Mrs. Lily-ann P. Urban, OLFSV School

Principal; and Miss Ma. Patricia Luisi D. Calud, OLFSV Guidance Coordinator. Representing SMU were Dr. John Octavious S. Palina, University President; Dr. Alexander Moises T. Asuncion, Vice President for Academic Affairs; Dr. John G. Tayaban, Vice President for Administration; and Mr. Samuel B. Damayon, Dean of Student Affairs and Services, along with SMU's Guidance Counselors and Staff, led by the head of the Guidance and Testing Office, Dr. Edwin Edilberto N. Mania.

In his address, Dr. John Octavious S. Palina expressed his appreciation for the partnership with OLFSV, emphasizing the shared mission of both institutions. He pointed out that both were founded by visionary missionaries with the noble aim of reaching out to people in remote areas and providing quality education to children in need. This shared history of service to communities sets the foundation for the institutions' continued collaboration.

Fr. Crispin A. Costales further reinforced this vision, stating, "Sustaining and upholding the mission work provides us with a strong foundation, guiding us toward a true sense of mission and purpose."

Through the newly signed Memorandum of Agreement (MOA), OLFSV will benefit from SMU's extensive expertise in student services, particularly in developing its Guidance Office. This collaboration emphasizes the importance of providing comprehensive career development and support in educational settings, ensuring students receive the emotional and psychological care they need to thrive. With this partnership, both institutions look forward to a future of strengthened student support, fostering a holistic approach to student care that integrates academic success with personal well-being.

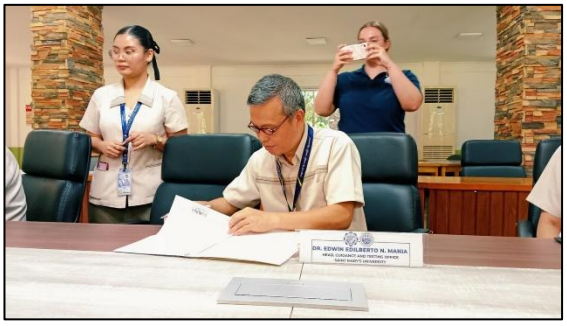
The success of the event was made possible with the help of two international BS Psychology interns from Howest University, Belgium—Miss Silke Dewulf and Miss Febe De Decker, who served as masters of ceremony. Additionally, eight BS Psychology interns from SMU generously offered their time and talents to assist throughout the event.

## B. Appendices

### Photo Documentation









*MOA Signing*




*Rev. Fr. Crispin A. Costales delivering his message*




*Picture Taking after the MOA Signing*

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