

Tracking Progress Through Publications: A Bibliometric Study of SDG-Related Research among Student Theses in an Archdiocesan Catholic University

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ABSTRACT

The study investigates the structural alignment of student research with the United Nations Sustainable Development Goals (SDGs) within an Archdiocesan Catholic University in the Philippines. Utilizing descriptive bibliometric mapping and document analysis, this research evaluates sixteen (N = 16) localized student theses produced between 2015 and 2025, retrieved systematically from the university library's online public access catalog. The findings reveal a highly polarized distribution of sustainability themes. SDG 3 (Good Health and Well-being) serves as the dominant research anchor, accounting for 56.25% of the total institutional output, followed by modest concentrations in SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), and SDG 12 (Responsible Consumption and Production) at 12.50% each, and SDG 14 (Life Below Water) at 6.25%. Disciplinary mapping reveals that the Bachelor of Science in Nursing program generated the highest volume of sustainability-aligned papers (56.25%), followed by the Architecture program (12.50%). Longitudinal analysis demonstrates highly volatile, non-linear progression trends with distinct productivity peaks in 2019 and 2024, contrasted by structural gaps in 2017, 2020, and 2022 due to shifting curricular regimes and pandemic disruptions. Semantic network analysis through keyword co-occurrence confirms a tight conceptual focus on localized healthcare delivery, clinical interventions, and institutional pedagogy, leaving twelve of the seventeen SDGs completely unaddressed. The paper concludes by presenting an institutional framework for curriculum enrichment, multi-sectoral research clusters, and strategic faculty mentoring models designed to diversify student scholarly output, thereby operationalizing Catholic social teachings through measurable contributions to the global sustainability agenda.

Keywords: Sustainable Development Goals (SDGs), bibliometric analysis, student theses, Catholic higher education, research mapping, institutional repositories, Laudato si'.

INTRODUCTION

The proclamation of the 2030 Agenda for Sustainable Development by the United Nations in 2015 established a profound, interlinked framework of 17 Sustainable Development Goals (SDGs) designed to confront systemic global crises, including absolute poverty, systemic inequalities, environmental degradation, and institutional vulnerabilities. Rather than functioning as isolated targets, these goals operate as a complex, co-dependent network where progress in a single domain is fundamentally contingent upon the structural stabilization of another. Achieving these metrics requires extensive multi-sectoral mobilization, within which higher education institutions (HEIs) occupy a uniquely critical position.

Universities do not merely function as passive observers of global transformations; they are primary engines of knowledge production, policy critique, and sociotechnical innovation. Consequently, modern academic scholarship increasingly recognizes that the operationalization of global sustainability targets depends heavily on how effectively HEIs embed the SDGs into their core operational pillars: instruction, community extension, and formal research production.

Within the landscape of institutional research, student-driven scholarship represents a vast, yet frequently undervalued, repository of localized knowledge. While macro-level bibliometric investigations routinely map the peer-reviewed outputs of faculty members and senior career scientists, student research offers a highly sensitive diagnostic metric for assessing the true depth of sustainability integration within an institution's curriculum. A student's selection of a research topic is rarely an isolated academic exercise; instead, it reflects a complex intersection of faculty research agendas, departmental funding priorities, professional licensing mandates, and localized societal needs. Therefore, conducting a systematic bibliometric mapping of student terminal projects allows university administrators to audit their institutional research culture, identifying precisely where global sustainability mandates are organically thriving and where they are structurally ignored.

For Catholic higher education institutions, this research mandate carries an added layer of ethical and spiritual urgency. The mission of an Archdiocesan Catholic university is deeply intertwined with the tenets of Catholic Social Teaching, which champions human dignity, preferential options for the vulnerable, and the holistic preservation of the global commons. This theological and philosophical imperative was profoundly amplified by Pope Francis's encyclical *Laudato si'* (2015), which issued an urgent appeal for "integral ecology"—a holistic worldview recognizing that environmental degradation, social injustice, and economic inequality are not separate crises, but facets of a singular, systemic global failure. Catholic universities are therefore uniquely positioned to reframe the UN SDGs not merely as technocratic performance indicators, but as concrete expressions of stewardship, social justice, and institutional ministry.

In the Philippines, a nation disproportionately exposed to climate risks, socio-economic disparities, and public health vulnerabilities, academic institutions are vital partners in localized sustainable development. However, despite growing institutional declarations of alignment with global sustainability frameworks, there remains a critical gap in empirical literature regarding how these commitments translate into actual student research outputs within faith-based regional universities.

This study addresses this knowledge gap by executing a comprehensive bibliometric and document analysis of student theses produced between 2015 and 2025 within an Archdiocesan Catholic University in Pampanga. This paper provides an empirical baseline by systematically charting the thematic concentrations, disciplinary origins, temporal patterns, and semantic structures of student scholarship. This diagnostic mapping is intended to guide curriculum planners, research directors, and faculty mentors toward building a more balanced, multi-disciplinary, and socially responsive research ecosystem that actively advances the global indicators of the 2030 Agenda.

LITERATURE REVIEW

The Strategic Role of Higher Education in the 2030 Agenda

Since the United Nations formalized the 17 Sustainable Development Goals (SDGs) in 2015, Higher Education Institutions (HEIs) have been widely recognized as indispensable vehicles for driving global sustainability initiatives. Beyond their traditional mandates of baseline human instruction, universities act as critical hubs for regional knowledge production, local socio-technical innovation, and community outreach.

According to Ocaña-Zuñiga et al. (2023), systematically integrating the SDGs into university environments requires an active, simultaneous alignment across four core areas:

- Formal classroom education
- Institutional management and governance
- Community-based social leadership
- Academic research production

When HEIs successfully map their institutional outputs against the 169 underlying UN targets, they build a localized baseline that transforms abstract, global policy goals into tangible, practical applications.

However, the global landscape of campus-wide SDG implementation remains highly uneven. While international bodies emphasize that the 17 goals are fundamentally interconnected and should be addressed as a unified, holistic matrix, empirical evidence shows that most academic institutions struggle to achieve balanced structural engagement.

In a comprehensive worldwide survey of sustainability tracking across higher education, Leal Filho et al. (2019) observed that a significant portion of universities are "falling behind the pack." This lag is frequently driven by institutional barriers, including:

- Crowded traditional curricula that resist new frameworks
- A systemic shortage of dedicated funding for sustainability tracking
- A widespread lack of formal pedagogical training for faculty research mentors

Consequently, rather than seeing a well-rounded institutional footprint across economic, environmental, and social goals, many universities default to isolated pockets of compliance that depend entirely on individual departmental initiatives.

Disciplinary Silos and Structural Imbalances in University Research

The tendency for sustainability research to cluster within specific academic departments exposes a broader, structural vulnerability within university ecosystems. In a bibliometric mapping of regional and global context trends, Salvia et al. (2019) demonstrated that institutional engagement with specific SDGs is heavily influenced by preexisting departmental strengths and historical funding patterns.

For instance, in developing nations and emerging Southeast Asian economies, academic research outputs are often strongly pulled toward immediate public health challenges, clinical nursing interventions, and basic community wellness needs (Leal Filho et al., 2019). While this concentration addresses vital local requirements under SDG 3 (Good Health and Well-being), it frequently leaves upstream socio-economic targets—such as climate action, structural poverty reduction, and institutional ethics—completely unrepresented in the institutional repository.

This lack of multidisciplinary cross-pollination represents a major missed opportunity. Modern sustainability literature demonstrates that the most mature, impactful responses to the SDGs occur when academic keywords, datasets, and field methodologies cross traditional department lines. For example, an engineering or architectural program collaborating directly with an allied health track on a shared community design project yields vastly superior long-term indicators compared to isolated tracks operating in vacuums (Aksnes et al., 2019).

When professional tracks operate in separate silos, the university's overarching keyword co-occurrence network fragments into isolated nodes. This layout prevents the formation of an integrated institutional vision, reducing the university's collective capacity to generate interdisciplinary solutions to complex real-world challenges.

Methodological Value of Bibliometric Auditing in HEIs

To address these thematic gaps and optimize research management, universities are increasingly turning to bibliometric mapping and systematic keyword audits. Bibliometrics provides institutional administrators with an objective, data-driven methodology to assess the historical velocity, structural trajectory, and thematic concentrations of their research repositories over time.

As outlined by Donthu et al. (2021), conducting a comprehensive bibliometric evaluation allows an institution to transition away from anecdotal assertions of research performance toward an exact, verifiable visualization of data states and scientific trends.

Furthermore, applying bibliometric metrics to graduate and undergraduate student research archives offers critical insights into how effectively an institution's core mission is filtering down to its student body. Tracked over an extended observation window, these metrics can flag real-time structural vulnerabilities. This includes tracking an institution's susceptibility to external operational shocks, such as pandemic-induced fieldwork restrictions, or identifying when specific academic programs are failing to engage with international policy frameworks.

Ultimately, regular bibliometric audits serve as an essential institutional mirror. They provide the precise diagnostic data that academic administrators, university librarians, and research directors need to move past accidental, uncoordinated scholarship and transition toward a deliberate, systemic strategy of global sustainability alignment.

Research Questions

This study systematically evaluates the distribution, disciplinary contributions, temporal trajectories, and thematic networks of student theses produced from 2015 to 2025 within an Archdiocesan Catholic University in relation to the United Nations Sustainable Development Goals (SDGs). Specifically, it seeks to resolve the following research queries:

1. Which Sustainable Development Goals (SDGs) are most prominently prioritized, and which are structurally neglected, within the institutional student research repository?
2. Which academic programs have contributed to SDG-related research, and how do these contributions vary across disciplines?
3. What do the annual longitudinal trends from 2015 to 2025 reveal about the continuity, stability, and what do these trends suggest about institutional focus over time?
4. What core conceptual structures and thematic priorities emerge from the keyword co-occurrence network of these student academic outputs?

METHOD

Research Design

To map the focus of the collected papers, a straightforward keyword frequency and co-occurrence analysis was conducted. First, all author-defined keywords were extracted from the titles and abstracts. Second, the absolute frequency (how many times a keyword appeared) was counted.

Finally, "co-occurrence" was determined by tracking whenever two distinct keywords appeared together within the same paper. If two keywords appeared in the same title or abstract, they were recorded as linked. This simple approach allows us to see which sustainability topics are frequently grouped together by student researchers and which topics remain isolated, without relying on complex statistical modeling.

Sources of Data

A rigorous, multi-stage screening process was implemented to compile the research corpus:

- Initial Corpus Extraction: The repository was searched using a broad array of metadata queries, including department codes, publication years, and abstract indices.
- Thematic Inclusion Filter: Works were evaluated using an established vocabulary mapping matrix derived from the official UN SDG targets and indicators. To be included in the final analytical sample ($N = 16$), a thesis had to demonstrate an explicit, core conceptual alignment with at least one specific SDG, meaning its primary research questions, methodology, and empirical conclusions directly addressed a sustainability target indicator.
- Exclusion Criteria: Papers that merely mentioned environmental or social variables in passing, without structurally integrating them into the research design, were excluded.

Data extraction was conducted systematically using an analytics worksheet. For each validated work, the following metadata points were logged: publication year, academic degree program, primary departmental affiliation, abstract text, author-provided keywords, and the designated primary SDG classification. To ensure inter-coder reliability during the SDG classification phase, two independent catalogers evaluated each text against the UN SDG metadata definitions. Discrepancies regarding the primary goal assignment were resolved through cross-examination of the study's specific research objectives.

Quantitative metadata fields were processed using descriptive statistical metrics, specifically frequency counts (f) and percentage distributions (%). The semantic and conceptual landscape of the text corpus was mapped via manual keyword co-occurrence analysis, tracking the structural frequency of specific terms alongside their corresponding SDG alignments. This process allowed for the identification of cluster concentrations within the institution's student research output.

RESULTS

Thematic Mapping of Student Research against SDGs

The foundational phase of this investigation required auditing the student research corpus to classify works based on their alignment with the 17 UN Sustainable Development Goals. The empirical distribution generated from this analysis is detailed in Table 1.

Table 1 Frequency of Student Theses Aligned with Specific SDGs (2015–2025)

SGD No.	SGD Title	Number of works	Percentage (%)
SDG 1	No Poverty	0	0.00%
SDG 2	Zero Hunger	0	0.00%
SDG 3	Good Health and Well-being	9	56.25%
SDG 4	Quality Education	2	12.50%
SDG 5	Gender Equality	0	0.00%
SDG 6	Clean Water and Sanitation	0	0.00%
SDG 7	Affordable and Clean Energy	2	12.50%
SDG 8	Decent Work and Economic Growth	0	0.00%
SDG 9	Industry, Innovation, and Infrastructure	0	0.00%
SDG 10	Reduced Inequalities	0	0.00%
SDG 11	Sustainable Cities and Communities	0	0.00%
SDG 12	Responsible Consumption and Production	2	12.50%
SDG 13	Climate Action	0	0.00%
SDG 14	Life Below Water	1	6.25%
SDG 15	Life on Land	0	0.00%
SDG 16	Peace, Justice, and Strong Institutions	0	0.00%
SDG 17	Partnerships for the Goals	0	0.00%
Total	Institutional Output	16	100.00%

The empirical records indicate a highly skewed distribution of sustainability focus. Out of the 16 identified studies, SDG 3 (Good Health and Well-being) represents the dominant share, capturing 56.25% ($f = 9$) of the entire institutional output. This pronounced clustering demonstrates a strong research concentration in local health interventions, clinical practices, and communal well-being frameworks.

In contrast, three intermediate thematic categories—SDG 4 (Quality Education), SDG 7 (Affordable and Clean Energy), and SDG 12 (Responsible Consumption and Production)—exhibited modest but identical footprints, each yielding 12.50% ($f = 2$) of the total sample.

The biological and environmental dimension was minimally represented by a single study (6.25%, $f = 1$) focusing on SDG 14 (Life Below Water).

Notably, 12 of the 17 UN Sustainable Development Goals received zero empirical attention (0.00%) over the 10-year tracking period. Fundamental socioeconomic pillars such as poverty alleviation (SDG 1), climate action (SDG 13), gender equality (SDG 5), structural innovation (SDG 9), and institutional justice (SDG 16) remain entirely unexamined within the institution's catalog of sustainability-aligned student research.

Disciplinary Contributions by Academic Program

To determine the institutional origins of these sustainability-focused outputs, the dataset was cross-referenced against the producing academic departments. Table 2 outlines the explicit disciplinary distribution of the research.

Table 2 Disciplinary Distribution of SDG-Aligned Research by Academic Program

Academic Program	No. SDG-Related Works	Percentage of Total (%)	Primary Conceptual Target (Dominant SDG)
BS Nursing	9	56.25%	SDG 3 - Good Health and Well-being
BS Architecture	2	12.50%	SDG 4, SDG 7, SDG 12
BS Education	1	6.25%	SDG 3 - Good Health and Well-being
BS Hospitality Management	1	6.25%	SDG 3 - Good Health and Well-being
BS Accountancy	1	6.25%	SDG 4 - Quality Education
BS Industrial Engineering	1	6.25%	SDG 7 - Affordable and Clean Energy
BS Tourism Management	1	6.25%	SDG 14 - Life Below Water
Total Corpus	16	100.00%	Multi-Disciplinary Synthesis

Disciplinary tracking reveals that the BS Nursing program serves as the primary engine of sustainability-focused student scholarship at the institution, generating more than half of the university's documented output (56.25%, $f = 9$). This concentrated focus heavily directs institutional research toward localized healthcare delivery systems, patient well-being, and community-based clinical interventions. The BS Architecture program emerged as the secondary contributor (12.50%, $f = 2$), demonstrating a broader thematic scope that spans sustainable design, clean energy spaces, and material lifecycle management.

The remaining output is evenly distributed across five specialized undergraduate disciplines, each contributing a single study (6.25%, $f = 1$). While the applications from Education and Hospitality Management remain anchored within the health and wellness framework (SDG 3), the Accountancy, Industrial Engineering, and Tourism programs expanded the institutional footprint into educational access, energy efficiency, and marine tourism ecology, respectively.

Taken together, this distribution exposes a clear structural imbalance: institutional engagement with global sustainability goals is heavily driven by allied health and architectural design tracks. Conversely, foundational fields like business administration, humanities, and the social sciences show almost no visible engagement with the SDG framework, highlighting a clear area for future curricular enrichment.

Longitudinal Productivity and Temporal Trends

Analyzing the publication timeline reveals the steady-state integration of sustainability themes over the 11-year observation window. Table 3 maps the annual production of these SDG-aligned works.

Table 3 Temporal Distribution of SDG-Related Student Research (2015–2025)

Publication Year	Number of Validated Works (f)	Annual Percentage Contribution (%)
2015	1	6.25%
2016	1	6.25%
2017	0	0.00%
2018	1	6.25%
2019	2	12.50%
2020	0	0.00%
2021	1	6.25%
2022	0	0.00%
2023	1	6.25%
2024	2	12.50%
2025	7	43.75%
Total Matrix	16	100.00%

The chronological distribution of sustainability-mapped student research across the observation window highlights a volatile, non-linear progression rather than a steady-state institutional integration. In the immediate aftermath of the United Nations SDG declaration (2015–2016), the university library repository recorded a minimal but stable baseline engagement, archiving exactly one sustainability-aligned study per year. This initial momentum stalled in 2017, registering a complete production gap that hints at an early lack of formal research tracks or institutional policy incentives targeting sustainable development themes.

A temporary recovery occurred during the late pre-pandemic window (2018–2019), culminating in a minor peak of two works in 2019. This brief upward trend, however, ran directly into the profound macrohistorical disruptions of the early 2020s. The complete absence of SDG-aligned outputs in 2020 and 2022 pinpoints a structural research lull caused by the COVID-19 pandemic. During this crisis, rapid pivots to remote learning, prolonged closures of physical archives, and severe restrictions on community-based fieldwork forced students to shift their research focus toward immediate baseline topics, largely sidelining broader global sustainability frameworks.

A dramatic counter-surge occurred in 2025, which alone generated nearly half of the entire decade's verified outputs (43.75%, $f = 7$). This concentrated late-stage expansion indicates a pivotal shift in the university's research culture. It signals that sustainability has evolved from an accidental, individual interest into a structured, systemic expectation within departmental capstone frameworks as academic programs rush to align with the closing indicators of the 2030 Agenda.

Semantic Network Analysis through Keyword Co-occurrence

To map the conceptual structure and internal thematic focus of the validated corpus, author-defined keywords were analyzed based on their frequency and explicit links to specific SDGs. Table 4 summarizes this semantic framework.

Table 4 Keyword Frequencies and Structural SDG Mapping within Student Research

Keywords	F	Commonly Linked SDGs	Real-World Thematic Domain
Health Services	2	SDG 3: Good Health and Well-being	Institutional Care Delivery
Health Practices	1	SDG 3: Good Health and Well-being	Localized Preventative Care
Mental Health	1	SDG 3: Good Health and Well-being	Psychological Wellness Systems
Health Teaching Program	1	SDG 3: Good Health and Well-being	Pedagogy for Clinical Intervention

Health Promotional Program	1	SDG 3: Good Health and Well-being	Community-Based Wellness Models
Open Distance Education	1	SDG 4: Quality Education	Digital Curricular Access
SPED Educational Institution	1	SDG 4: Quality Education	Inclusive Specialized Learning Spaces
Renewable Energy	1	SDG 7: Affordable and Clean Energy	Green Infrastructure Design
Thermoelectric Power	1	SDG 7: Affordable and Clean Energy	Micro-Generation Technologies
Crop Production	1	SDG 12: Responsible Consumption	Agricultural Resource Efficiency
Production Backlog	1	SDG 12: Responsible Consumption	Industrial Operations Optimization
Marine Life	1	SDG 14: Life Below Water	Localized Aquatic Ecosystem Protection

The semantic mapping of author-defined keywords reveals a highly fragmented, topic-specific conceptual landscape characterized by isolated disciplinary clusters rather than a cohesive, cross-departmental dialogue. Nodes associated with SDG 3 (Good Health and Well-being) heavily dominate the linguistic network. The term "health services" emerges as the central node with the highest structural frequency ($f = 2$), while peripheral, specialized markers such as "mental health", "health practices", and "health teaching program" highlight an institutional research environment deeply invested in clinical, preventative, and administrative healthcare interventions. This dominant semantic cluster reflects the strong influence of the university's allied health programs on the overall sustainability repository.

Under SDG 4 (Quality Education), the co-occurrence of terms like "open distance education" and "SPED educational institution" indicates that student research in pedagogy has focused heavily on systemic adjustments. These choices point to a distinct research interest in remote learning logistics and specialized inclusion spaces, likely prompted by recent national shifts in educational delivery models.

The technical tracks—primarily Architecture and Engineering—contributed precise hardware-centric terms under SDG 7, specifically "renewable energy" and "thermoelectric power", illustrating an applied focus on localized sustainable infrastructure and energy efficiency.

Meanwhile, the keywords emerging under SDG 12 ("crop production" and "production backlog") capture an operations-management perspective focused on agricultural efficiency and manufacturing optimization.

Ultimately, this keyword profile demonstrates that while individual student researchers achieve deep specialization within their respective fields, the institution lacks an interconnected semantic framework. The absence of shared keywords across departments shows that the university's professional tracks operate in isolation, missing opportunities to build a multi-disciplinary approach to sustainability.

DISCUSSION

The bibliometric mapping of student theses at this Archdiocesan Catholic University between 2015 and 2025

reveals a research footprint characterized by concentrated areas of specialization. The primary trend in the institutional repository is the significant volume of research dedicated to SDG 3 (Good Health and Well-being), which accounts for 56.25% ($f = 9$) of the compiled corpus. This concentration aligns with broader bibliometric trends documented in higher education institutions within developing Southeast Asian regions, where student research frequently addresses immediate public health priorities and community clinical demands (Leal Filho et al., 2019).

This thematic clustering is closely tied to institutional enrollment and departmental output trends. Because the BS Nursing program generated more than half of all sustainability-mapped student works (56.25%, $f = 9$), the institution's overall engagement with the UN 2030 Agenda has been primarily viewed through clinical,

preventative, and administrative healthcare lenses. A practical consequence of this distribution is that other interconnected dimensions of sustainable development have received less student coverage.

This distribution is further observed in the absence of twelve of the seventeen SDGs within the student research archive. The finding that core targets such as SDG 1 (No Poverty), SDG 5 (Gender Equality), SDG 13 (Climate Action), and SDG 16 (Peace, Justice, and Strong Institutions) did not register any student outputs suggests an area where actualized student research production can be more closely aligned with the university's broader institutional mission.

For an Archdiocesan Catholic higher education institution, this thematic gap provides a useful entry point for curricular review. Modern Catholic social teaching, particularly as articulated in Pope Francis's encyclical *Laudato si'* (2015), promotes an "integral ecology" that connects environmental care directly with human justice, institutional ethics, and poverty eradication. The current lack of student scholarship addressing structural poverty, climate vulnerabilities, and peace frameworks suggests that these specific components of *Laudato si'* have not yet been explicitly integrated into the capstone guidelines of the business, humanities, and social science programs. As Ocaña-Zuñiga et al. (2023) emphasize, when higher education institutions do not actively embed the SDG framework across all active disciplines, student research tracks naturally remain independent, reducing the opportunity to build multidisciplinary perspectives into localized challenges.

Furthermore, the longitudinal data indicate that student research tracking is sensitive to external operational shocks. The production gaps observed in 2017, 2020, and 2022 highlight a variation in institutional continuity. The zero-output markers of 2020 and 2022 point directly to the logistical challenges caused by the COVID-19 pandemic, which required a rapid shift to remote learning, closed physical campus libraries, and limited field-based data collection. This observation matches wider bibliometric studies showing that the pandemic caused temporary drops in institutional output, as universities naturally prioritized immediate campus crisis management over long-term research development (Donthu et al., 2021).

Conversely, the notable increase in sustainability-aligned works in 2025 (43.75%, $f = 7$) points to a steady post-pandemic recovery and an increasing focus on international frameworks. This recent expansion suggests that as the UN 2030 deadline approaches, student research is shifting from isolated, individual interests toward a more organized pattern of institutional alignment.

Finally, the keyword co-occurrence analysis shows that the conceptual landscape of student research is divided into separate disciplinary areas. The high frequency of health-related terms like "*health services*", "*mental health*", and "*health practices*" confirms that the university's sustainability profile relies heavily on its allied health tracks. While terms like "*renewable energy*" and "*open distance education*" represent clear pockets of innovation in engineering and education, they exist as individual points rather than parts of a shared, interconnected vocabulary.

Higher education literature shows that the most integrated institutional responses to the SDGs occur when research keywords and frameworks cross department boundaries—such as an engineering student and a health sciences student analyzing different angles of a shared regional problem (Aksnes et al., 2019). For this institution, the separate nature of the keyword groups indicates an opportunity to transition toward more collaborative, cross-departmental research approaches.

CONCLUSION

This ten-year bibliometric review of 16 sustainability-aligned student theses reveals clear trends in how global goals are integrated into student research. While the data shows a strong, successful focus on local healthcare (SDG 3) and architectural design, it also highlights that many social and economic SDGs remain unaddressed by students. Furthermore, the timeline shows that student research output is highly sensitive to external disruptions like the COVID-19 pandemic.

To build on this preliminary baseline, the university can focus on two practical, actionable steps:

- Curricular Frameworks: Introduce the Sustainable Development Goals early in undergraduate research methods courses across all departments, encouraging students to consider these themes before choosing a thesis topic.
- Library Tracking: Establish a basic indexing system within the university library repository to track and tag future student papers by their relevant SDGs, allowing administrators to monitor research trends in real time.

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