



**CITY COLLEGE  
OF CAGAYAN DE ORO**

AIM HIGHER

# **SUSTAINABILITY LITERACY AND INSTITUTIONAL SDG CONTRIBUTION REPORT**



**2025–2026**

# Sustainability Executive Dashboard

Academic Year 2025–2026

This dashboard provides a concise overview of the key findings from two complementary sustainability assessments conducted by the City College of Cagayan de Oro during Academic Year 2025–2026: the Sustainability Literacy Assessment among students and the Institutional SDG Contribution Assessment among academic and administrative offices. It summarizes key indicators on sustainability literacy, SDG awareness, and institutional contributions through programs, policies, research, extension, community engagement, and partnerships, serving as a quick reference for administrators, stakeholders, and external evaluators before the detailed analyses presented in this report. By presenting both awareness-based and institution-based indicators, the dashboard highlights CCCDO's commitment to integrating sustainability across instruction, research, extension, governance, student development, and community engagement.

## Key Highlights

### A. Sustainability Literacy Assessment Highlights

Indicator	Result
Student Respondents	323
SDG Awareness Rate	89.16%
Knowledge of the 17 SDGs	72.45%
Highest-Rated SDG	SDG 4 – Quality Education (4.24)
Lowest-Rated SDG	SDG 14 – Life Below Water (3.84)
Sustainability Literacy Assessment Cycle	2nd Year

### B. Institutional SDG Contribution Assessment Highlights

Indicator	Result
Academic and Administrative Offices Surveyed	25
Unique Academic and Administrative Units Represented	23
Institutional Participation Coverage	Academic, Administrative, Research, Extension, Student Services, and Governance Units
SDGs Assessed	17
Assessment Dimensions	Programs, Policies, Research, Extension, Partnerships, Governance, and Community Engagement
Offices Reporting Contributions to One or More SDGs	Programs, Policies, Research, Extension, Partnerships, Governance, and Community Engagement

## **Institutional Sustainability Profile**

### **Most Evident Areas of Sustainability Engagement**

- Quality Education (SDG 4)
- Good Health and Well-Being (SDG 3)
- Gender Equality (SDG 5)
- Partnerships for the Goals (SDG 17)

### **Emerging Areas of Institutional Contribution**

- Sustainable Cities and Communities (SDG 11)
- Climate Action (SDG 13)
- Reduced Inequalities (SDG 10)

### **Areas for Further Strengthening**

- Zero Hunger (SDG 2)
- Industry, Innovation and Infrastructure (SDG 9)
- Responsible Consumption and Production (SDG 12)
- Life Below Water (SDG 14)

## **I. Introduction**

The City College of Cagayan de Oro (CCCDO) acknowledges sustainability as a multidimensional and collective responsibility that encompasses environmental protection, social equity, cultural preservation, economic viability, ethical governance, and community resilience. Consistent with its institutional mandate to provide quality education and promote sustainable development, the College systematically integrates the principles and objectives of the United Nations Sustainable Development Goals (SDGs) into its core functions, including instruction, research, extension services, student development, institutional operations, and external partnerships.

As part of its commitment to evidence-based decision-making and continuous institutional improvement, CCCDO conducted two complementary assessments during Academic Year 2025–2026: the Sustainability Literacy Assessment among students and the Institutional SDG Contribution Assessment among academic and administrative units. These assessments were designed to evaluate both the level of sustainability awareness and understanding among stakeholders and the extent to which institutional policies, programs, initiatives, and partnerships contribute to the attainment of the SDGs.

The results of these assessments provide a robust empirical foundation for strategic planning, policy development, program enhancement, and sustainability reporting. Furthermore, the findings underscore CCCDO's ongoing commitment to cultivating a sustainability-oriented academic community and enhancing its institutional contribution to local, national, and global sustainable development efforts.

## II. Assessment Participants

The report draws from two complementary sustainability assessments conducted during Academic Year 2025–2026. The Sustainability Literacy Assessment gathered 323 valid responses from students of the City College of Cagayan de Oro, while the Institutional SDG Contribution Assessment collected responses from 25 representatives of academic and administrative offices, representing 23 unique units across the institution.

The Sustainability Literacy Assessment reflects strong student participation and provides valuable insights into stakeholder awareness, understanding, and exposure to the Sustainable Development Goals (SDGs). As students comprise the largest segment of the academic community, their responses offer important evidence regarding the effectiveness of the College's sustainability education, awareness-building efforts, and engagement initiatives.

Meanwhile, the Institutional SDG Contribution Assessment provides an institution-wide perspective on sustainability by examining how academic and administrative units contribute to the SDGs through programs, policies, research, extension activities, governance mechanisms, community engagement, and strategic partnerships. The broad participation of offices and departments demonstrates the College's commitment to a whole-of-institution approach to sustainable development.

Taken together, the two assessments provide a more comprehensive understanding of sustainability within CCCDO by capturing both stakeholder awareness and institutional action. This dual perspective enables the College to assess not only the extent of sustainability literacy among its stakeholders but also the institutional initiatives and practices that support the achievement of the Sustainable Development Goals.

### **Table 1. Student Respondents by Academic Program**

Academic Program	Frequency	Percentage
BA Communication	125	39.8%
BS Office Administration	73	23.2%
BS Social Work	53	16.9%
BTVTED	27	8.6%
BSEd / Teacher Education	16	5.1%
BS Entrepreneurship / Business Programs	8	2.5%
CAS / Unspecified Program	10	3.2%
Not Indicated	2	0.7%
<b>Total</b>	<b>314</b>	<b>100.0%</b>

**Table 2. Institutional SDG Contribution Assessment Participants**

Indicator	Frequency
Total Survey Responses Received	25
Unique Academic and Administrative Units Represented	23
Academic Units and Academic Support Offices	9
Administrative, Student Services, Research, Extension, and Governance Units	14
<b>Total Participating Units</b>	<b>23</b>

**Table 3. Participating Offices and Departments**

Cluster/Unit Category	No. of Responses
Academic Cluster 1 (CAS)	5
Office of the President and Attached Offices	3
Academic Cluster (VPAA Offices)	2
Extension and Community Engagement Cluster	2
Other Academic, Administrative, Research, Student Services, and Support Units	13
<b>Total Responses</b>	<b>25</b>

### III. Sustainability Literacy Assessment Results

The survey measured respondents' awareness, knowledge, and understanding of the Sustainable Development Goals (SDGs) and broader sustainability concepts. Specifically, it assessed the extent to which stakeholders were familiar with the SDGs, understood their relevance to global and local development challenges, and recognized the role of individuals and institutions in advancing sustainable development. The assessment also examined respondents' exposure to sustainability-related initiatives and their understanding of key principles such as environmental stewardship, social equity, economic responsibility, and community resilience. By evaluating these indicators, the survey provided valuable insights into the level of sustainability literacy within the CCCDO community and helped identify areas where further education, engagement, and capacity-building efforts may be needed.

**Table 4. Sustainability Literacy Indicators**

Indicator	Positive Responses
Heard of the Sustainable Development Goals (SDGs)	89.16%
Know that there are 17 SDGs	76.20%
Familiar with the SDG Framework	72.40%
Understand that SDGs apply globally	68.70%
Aware of the 2030 Agenda for Sustainable Development	63.20%

The findings indicate a generally high level of sustainability awareness among respondents. Nearly nine out of ten respondents reported familiarity with the Sustainable Development Goals (SDGs), while a substantial majority demonstrated awareness of the broader global sustainability agenda and its relevance to contemporary social, economic, environmental, and governance challenges. These results suggest that respondents possess a foundational understanding of sustainability principles and recognize the importance of collective action in achieving sustainable development outcomes.

The high level of awareness may be attributed to the increasing integration of sustainability-related topics across various institutional platforms. Through classroom discussions, academic projects, seminars, student-led activities, community engagement programs, and research initiatives, stakeholders are regularly exposed to sustainability concepts and SDG-related issues. Such exposure helps reinforce understanding of the interconnected nature of the SDGs and their significance in addressing local and global concerns.

Furthermore, the results indicate that sustainability education efforts within the College are contributing to the development of informed and socially responsible learners and stakeholders. Awareness of the SDGs serves as an important first step toward fostering sustainable behaviors, encouraging civic participation, and promoting a culture of environmental stewardship, social inclusion, and responsible decision-making.

Overall, these findings suggest that sustainability concepts are becoming increasingly visible and embedded within the College community through curricular, co-curricular, research, and extension activities. The results also provide evidence that CCCDO's ongoing sustainability initiatives are effectively supporting the institution's goal of cultivating sustainability literacy and strengthening stakeholder engagement in the pursuit of the Sustainable Development Goals.

## IV. Sources of Sustainability Awareness

Understanding where stakeholders acquire information about sustainability is important in assessing the effectiveness of institutional efforts to promote the Sustainable Development Goals (SDGs). The survey asked respondents to identify the extent to which they received information about the SDGs through various channels, including formal education, online platforms, traditional media, and extracurricular activities.

**Table 5. Sources of SDG Awareness**

Source of Information	Positive Responses*
Formal Educational Settings (Kindergarten to University)	71.52%
Traditional Media (Newspapers, Radio, Television)	56.66%
Extracurricular Activities and Non-Profit Training	56.66%
Email and Online Platforms	48.92%

\*Positive responses refer to respondents who selected **Agree** or **Strongly Agree**.

The findings indicate that formal educational experiences remain the primary source of sustainability awareness among respondents. More than seven out of ten participants reported that they had been informed about the Sustainable Development Goals through formal educational settings, highlighting the important role of higher education institutions in advancing Education for Sustainable Development (ESD).

The results suggest that classroom instruction, academic discussions, curricular integration, and other formal learning experiences continue to be the most influential channels for building sustainability literacy. This finding aligns with CCCDO's commitment to integrating sustainability principles into instruction, research, extension, and student development programs.

Traditional media and extracurricular activities emerged as the second most significant sources of sustainability awareness, with both obtaining positive response rates of 56.66%. This indicates that sustainability messages are reinforced through multiple learning environments beyond the classroom, including seminars, trainings, community engagement activities, advocacy programs, and public information campaigns.

Meanwhile, nearly half of the respondents reported receiving information about the SDGs through email and online platforms. While digital channels continue to contribute to sustainability awareness, the results suggest opportunities to further strengthen the College's online sustainability communication strategies through social media campaigns, digital learning resources, institutional websites, and virtual engagement activities.

Overall, the findings demonstrate that sustainability literacy within CCCDO is supported by a combination of formal education, community engagement, media exposure, and digital information channels. The predominance of formal educational settings as the primary source of awareness underscores the critical role of the College in shaping sustainability-conscious learners and advancing the institutionalization of sustainable development principles.

## V. Exposure to Sustainable Development Goals

Respondents were asked to assess their level of exposure to each of the 17 Sustainable Development Goals. Results revealed that awareness is strongest in areas where CCCDO has consistently implemented sustainability-related programs and initiatives.

**Table 6. Highest-Rated SDGs Based on Respondent Exposure**

Rank	Sustainable Development Goal	Mean Rating
1	SDG 4 – Quality Education	4.24
2	SDG 3 – Good Health and Well-Being	4.15
3	SDG 5 – Gender Equality	4.10
4	SDG 6 – Clean Water and Sanitation	4.05
5	SDG 13 – Climate Action	4.04

**Table 7. SDGs Requiring Further Strengthening**

Rank	Sustainable Development Goal	Mean Rating
1	SDG 14 – Life Below Water	3.84
2	SDG 2 – Zero Hunger	3.84
3	SDG 9 – Industry, Innovation and Infrastructure	3.89
4	SDG 10 – Reduced Inequalities	3.89
5	SDG 12 – Responsible Consumption and Production	3.89

The results suggest that stakeholders are most familiar with sustainability initiatives related to education, health, gender equality, and climate action. These areas received the highest levels of exposure and recognition among respondents, reflecting the College’s sustained efforts to integrate sustainability principles into academic programs, student development activities, extension services, and community engagement initiatives. The strong performance of SDG 4 (Quality Education) is particularly significant, as it aligns with CCCDO’s core mandate of providing accessible and inclusive education while promoting lifelong learning opportunities. Similarly, the high ratings for SDG 3 (Good Health and Well-Being), SDG 5 (Gender Equality), and SDG 13 (Climate Action) indicate that stakeholders are increasingly aware of the importance of health promotion, social inclusion, gender-responsive practices, and environmental stewardship within the institution and the wider community.

At the same time, the findings provide valuable direction for future institutional interventions, particularly in the areas of responsible consumption and production (SDG 12), industry, innovation and infrastructure (SDG 9), life below water (SDG 14), and zero hunger (SDG 2). While these goals still received generally positive ratings, their comparatively lower scores suggest opportunities to strengthen awareness campaigns, curricular integration, research initiatives, and community-based programs related to these themes. Enhancing stakeholder engagement in sustainable resource management, technological innovation, food security, and marine ecosystem conservation can help broaden understanding of the interconnected nature of the SDGs. By addressing these areas through targeted projects, partnerships, and educational activities, CCCDO can further improve sustainability literacy and ensure a more balanced and comprehensive appreciation of all dimensions of sustainable development.

## VI. Institutional SDG Contribution Assessment

To complement the Sustainability Literacy Assessment, the City College of Cagayan de Oro conducted an Institutional SDG Contribution Assessment among academic and administrative units. The assessment was designed to examine how various offices contribute to the

achievement of the Sustainable Development Goals (SDGs) through programs, policies, research initiatives, extension services, governance mechanisms, community engagement activities, and strategic partnerships.

A total of 25 responses representing 23 unique academic and administrative units were gathered. The assessment reflects the College's commitment to a whole-of-institution approach to sustainability by recognizing that the achievement of the SDGs is a shared responsibility across all functional areas of the institution. Rather than focusing solely on environmental sustainability, the assessment examined contributions across the social, economic, cultural, governance, educational, and environmental dimensions of sustainable development.

Results indicate that sustainability-related efforts are embedded across instruction, research, extension, student development, institutional governance, and external engagement. Responding offices reported contributions to multiple SDGs through academic programs, community-based initiatives, research projects, capacity-building activities, policy implementation, stakeholder engagement, and local, national, and international partnerships.

The findings suggest that sustainability within CCCDO is not confined to individual projects or offices but is increasingly institutionalized through interconnected programs and initiatives that collectively advance the Sustainable Development Goals. This institutional commitment provides a strong foundation for sustainability literacy among students and supports the College's broader contribution to sustainable development at the local, national, and global levels.

**Table 8. Sustainability Programs and Initiatives Aligned with the SDGs**

<b>SDG</b>	<b>PROGRAM / INITIATIVE</b>
<b>SDG 3</b>	Pathway to Health and Well-Being Program
<b>SDG 3</b>	Wellness and Mental Health Activities
<b>SDG 4</b>	Project Pagtulay
<b>SDG 4</b>	ALS Weekend Bridging Academy
<b>SDG 4</b>	Barangay Education Caravans
<b>SDG 4</b>	SDG-Integrated Curriculum Initiatives
<b>SDG 4</b>	ASEAN Conference on Extension for SDGs (ACES)
<b>SDG 5</b>	Gender Sensitivity and Safe Spaces Training
<b>SDG 8</b>	DOLE Government Internship Program
<b>SDG 8</b>	ICT-LEAP
<b>SDG 8</b>	Project Kahanas sa Komunidad
<b>SDG 9</b>	AI in a Box for LGUs
<b>SDG 9</b>	Oro Journal of Sustainability and Development Research
<b>SDG 10</b>	ALS Programs for Persons Deprived of Liberty
<b>SDG 10</b>	Project RIGHT
<b>SDG 10</b>	Higaonon Cultural Documentation Initiative
<b>SDG 11</b>	Disaster Governance and Community Resilience Research
<b>SDG 11</b>	Higaonon Tribal Council Partnership
<b>SDG 13</b>	Climate Resilience Research Initiatives
<b>SDG 13</b>	Sustainability Education and Awareness Activities
<b>SDG 14</b>	BAYBAYANI 5.0 Mangrove Planting Program
<b>SDG 16</b>	GO-HRE Human Rights Education Initiative
<b>SDG 16</b>	Project RIGHT
<b>SDG 17</b>	UNESCO and Okayama University Partnerships
<b>SDG 17</b>	PNVSCA Partnership Programs

The documented initiatives provide tangible evidence of the institution's contribution to sustainable development. Collectively, these programs support educational access, health and well-being, gender equality, innovation, environmental stewardship, community resilience, human rights promotion, cultural preservation, and strategic partnerships. Through these efforts, CCCDO demonstrates that sustainability is increasingly integrated into its academic, research, extension, governance, and community engagement functions.

## VII. Institutional Sustainability Profile

The Institutional SDG Contribution Assessment provides a comprehensive picture of how sustainability is embedded across the academic and administrative functions of the City College of Cagayan de Oro. By examining contributions through programs, policies, research initiatives, extension services, governance mechanisms, community engagement activities, and strategic partnerships, the assessment reveals the breadth and depth of the institution's commitment to sustainable development.

Results indicate that sustainability is increasingly integrated into the College's core functions and is reflected in a diverse range of initiatives supporting multiple Sustainable Development Goals (SDGs). Contributions were reported across educational, social, environmental, economic, cultural, and governance dimensions, demonstrating that sustainability is not confined to a single office or program but is supported through a whole-of-institution approach.

**Table 9. Institutional Sustainability Profile**

Sustainability Category	Assessment Observation
<b>Strongest Areas of Institutional Contribution</b>	SDG 4 – Quality Education, SDG 3 – Good Health and Well-Being, SDG 5 – Gender Equality, SDG 17 – Partnerships for the Goals
<b>Emerging Areas of Contribution</b>	SDG 11 – Sustainable Cities and Communities, SDG 13 – Climate Action, SDG 10 – Reduced Inequalities
<b>Areas for Further Strengthening</b>	SDG 2 – Zero Hunger, SDG 9 – Industry, Innovation and Infrastructure, SDG 12 – Responsible Consumption and Production, SDG 14 – Life Below Water
<b>Major Contribution Channels</b>	Programs, Policies, Research, Extension, Governance, Community Engagement, and Partnerships

The assessment highlights SDGs 3, 4, 5, and 17 as the most visible areas of institutional engagement. These findings reflect CCCDO's strong emphasis on educational access and quality, student welfare and well-being, gender-responsive practices, community development, and collaborative partnerships. The prominence of these goals is consistent with the College's mandate as a public higher education institution committed to inclusive and transformative education.

To further examine the relationship between student sustainability literacy and institutional action, the report compares student exposure ratings with institutional contribution evidence gathered from the Institutional SDG Contribution Assessment and documented sustainability initiatives. This matrix provides an integrated view of how student awareness corresponds with the College's programs, policies, research, extension services, governance mechanisms, community engagement efforts, and partnerships.

**Table 10. SDG Awareness and Institutional Contribution Matrix**

<b>SDG</b>	<b>Student Exposure Rating</b>	<b>Institutional Contribution Evidence</b>	<b>Assessment</b>
<b>SDG 4 – Quality Education</b>	4.24	Strong institutional contribution through instruction, extension, educational access programs, SDG-integrated learning, and academic support initiatives	Strong
<b>SDG 3 – Good Health and Well-Being</b>	4.15	Strong institutional contribution through health, wellness, student support, mental health, and safe learning environment initiatives	Strong
<b>SDG 5 – Gender Equality</b>	4.10	Institutional policies and programs supporting gender responsiveness, inclusion, safe spaces, and equity-oriented practices	Strong
<b>SDG 13 – Climate Action</b>	4.04	Research, awareness activities, environmental initiatives, disaster preparedness, and climate resilience programs documented	Strong
<b>SDG 8 – Decent Work and Economic Growth</b>	3.95	Community livelihood, internship, skills development, employability, and workforce readiness initiatives present	Developing
<b>SDG 10 – Reduced Inequalities</b>	3.89	Outreach, inclusion, human rights, ALS, PDL education, indigenous peoples engagement, and community-based access initiatives documented	Developing
<b>SDG 9 – Industry, Innovation and Infrastructure</b>	3.89	Innovation, research, technology, and capacity-building initiatives present, with opportunities for stronger visibility and expansion	Priority Area
<b>SDG 12 – Responsible Consumption and Production</b>	3.89	Related sustainability practices are emerging, but more visible programs on waste reduction, resource efficiency, and sustainable consumption may be strengthened	Priority Area
<b>SDG 14 – Life Below Water</b>	3.84	Environmental activities such as mangrove planting and ecosystem awareness are present, but remain limited in scope and visibility	Priority Area

The matrix suggests a generally positive alignment between institutional sustainability efforts and student awareness of the Sustainable Development Goals. SDGs that received strong institutional attention, particularly SDGs 3, 4, 5, and 13, also recorded the highest levels of

student exposure and recognition. While the assessment does not establish a direct causal relationship, the findings indicate that visible and sustained institutional initiatives may contribute to strengthening sustainability awareness and engagement among learners.

The matrix also highlights opportunities for further strengthening institutional efforts in SDGs 2, 9, 12, and 14. While initiatives supporting these goals are already present, additional programs, research activities, partnerships, and awareness campaigns may further improve stakeholder engagement and contribute to a more balanced institutional contribution across the Sustainable Development Goals.

Overall, the Institutional SDG Contribution Assessment demonstrates that sustainability is becoming increasingly institutionalized within CCCDO. The findings provide evidence that academic and administrative units are actively contributing to sustainable development through their respective mandates and functions, while the exposure matrix shows how these institutional actions may reinforce student sustainability literacy and engagement.

## VIII. Institutional Sustainability Progress

The sustainability assessments conducted during Academic Year 2025–2026 build upon the baseline sustainability assessment undertaken during the previous academic year. While direct statistical comparisons should be interpreted with caution due to differences in assessment scope and respondent composition, institutional evidence indicates significant progress in sustainability mainstreaming, stakeholder engagement, and SDG integration across the College's core functions.

**Table 11. Institutional Sustainability Progress Indicators**

Indicator	AY 2024–2025	AY 2025–2026
<b>Sustainability Literacy Assessment</b>	<b>Conducted</b>	<b>Conducted</b>
<b>Sustainability Programs Documented</b>	Baseline	Expanded
<b>International Sustainability Partnerships</b>	Emerging	Expanded
<b>SDG-Integrated Extension Programs</b>	Developing	Expanded
<b>Sustainability Research Initiatives</b>	Developing	Expanded
<b>Community-Based SDG Activities</b>	Moderate	Extensive
<b>Sustainability Literacy Reporting</b>	Initial Report	Institutionalized Report

The findings suggest that CCCDO has progressed from establishing sustainability awareness mechanisms toward institutionalizing sustainability within instruction, research, extension, governance, student development, and community engagement. This advancement is evidenced by the expansion of sustainability-related programs, strengthened partnerships, increased research and extension initiatives, and the continued integration of the Sustainable Development Goals (SDGs) into institutional policies and practices.

A notable development during Academic Year 2025–2026 is the adoption of a dual-assessment approach to sustainability reporting. In addition to the Sustainability Literacy Assessment, the College conducted its first Institutional SDG Contribution Assessment, enabling a more comprehensive evaluation of sustainability within the institution. Together, these assessments provide insights not only into stakeholder awareness and understanding of the SDGs but also into the extent to which academic and administrative units contribute to sustainable

development through programs, policies, research, extension activities, governance mechanisms, community engagement initiatives, and strategic partnerships.

Institutional progress is likewise reflected in the continued expansion of SDG-aligned initiatives, sustainability-focused research, community-based extension programs, and local, national, and international collaborations. These efforts have strengthened the College's capacity to contribute to educational access, social inclusion, environmental stewardship, community resilience, innovation, and partnership-building, while reinforcing sustainability as an integral component of institutional development.

Overall, the results demonstrate that sustainability within CCCDO has evolved beyond isolated activities toward a more coordinated and institutionalized approach. The continued documentation, assessment, and reporting of sustainability initiatives provide evidence of the College's commitment to continuous improvement and its growing contribution to the achievement of the Sustainable Development Goals.

## IX. Assessment Findings and Institutional Response

The findings from the Sustainability Literacy Assessment and the Institutional SDG Contribution Assessment provide valuable insights into both stakeholder awareness and institutional sustainability performance. Together, the assessments identify areas of strength, emerging opportunities, and priority areas that may guide future planning, resource allocation, and sustainability-related initiatives.

**Table 12. Assessment Findings and Institutional Response**

Assessment Finding	Institutional Response
<b>Strong student awareness of SDG 4 – Quality Education</b>	Continued expansion of educational access initiatives, SDG-integrated instruction, and lifelong learning opportunities
<b>Strong student awareness of SDG 3 – Good Health and Well-Being</b>	Strengthened health, wellness, mental health, and student support programs
<b>High awareness of SDG 5 – Gender Equality</b>	Sustained implementation of gender-responsive policies, inclusion initiatives, and safe spaces programs
<b>Strong institutional contribution to SDG 17 – Partnerships for the Goals</b>	Expansion of local, national, and international collaborations supporting sustainable development initiatives
<b>Growing institutional engagement in SDGs 10, 11, and 13</b>	Continued support for community resilience, social inclusion, climate action, and community-based development programs
<b>Opportunities for enhancement in SDGs 2, 9, 12, and 14</b>	Development of additional initiatives related to food security, innovation, responsible consumption, and ecosystem conservation
<b>Need for continued sustainability monitoring and assessment</b>	Institutionalization of sustainability literacy and SDG contribution assessments as part of continuous improvement efforts

The results demonstrate a positive alignment between stakeholder awareness and institutional sustainability efforts. Areas that received strong institutional attention, particularly those related to education, health and well-being, gender equality, and partnerships, also registered high levels of student awareness and recognition. These findings suggest that sustained institutional

initiatives contribute to creating an environment where sustainability concepts are increasingly visible and relevant to stakeholders.

The assessments also highlight the importance of maintaining a balanced approach to sustainability. While several SDGs exhibit strong institutional engagement, opportunities remain to strengthen initiatives related to food security, innovation, responsible consumption and production, and environmental conservation. Addressing these areas through targeted programs, research activities, partnerships, and awareness campaigns can further broaden stakeholder engagement and enhance the College's overall contribution to sustainable development.

Overall, the findings provide evidence that CCCDO is progressing toward a more integrated and institutionalized approach to sustainability. The assessments not only validate existing initiatives but also provide a foundation for future planning, ensuring that sustainability remains embedded in instruction, research, extension, governance, student development, and community engagement.

## **X. Strategic Recommendations and Opportunities for Sustainability Enhancement (2026-2027)**

The Sustainability Literacy Assessment and Institutional SDG Contribution Assessment provide valuable insights into both stakeholder awareness and institutional sustainability performance. Beyond measuring current conditions, the assessments serve as important tools for institutional reflection, strategic planning, and continuous improvement. The findings identify areas of strength that may be further expanded, as well as opportunities where additional initiatives, partnerships, research activities, and awareness programs may enhance the College's contribution to the Sustainable Development Goals (SDGs).

It is important to note that the recommendations presented in this section are not prescribed institutional interventions nor officially adopted action plans. Rather, they are suggested priority areas that may guide future discussions, planning processes, and program development efforts across various offices and units of the College. While the roadmap identifies sustainability themes that may benefit from increased attention, offices and stakeholders remain encouraged to develop innovative, collaborative, and context-responsive initiatives that respond to emerging institutional and community needs.

**Table 13. Institutional Sustainability Roadmap (2026–2027)**

<b>Priority Area</b>	<b>Planned Intervention</b>	<b>Responsible Office/Unit</b>
<b>SDG 12 – Responsible Consumption and Production</b>	Campus-wide sustainable consumption and waste reduction campaign	Student Affairs, NSTP, General Services
<b>SDG 14 – Life Below Water</b>	Expansion of coastal conservation, mangrove planting, and environmental awareness activities	Extension Office, NSTP, Community Partners
<b>SDG 9 – Industry, Innovation and Infrastructure</b>	Innovation literacy programs, technology-focused seminars, and research initiatives	Research Office, Academic Units
<b>SDG 2 – Zero Hunger</b>	Community food security projects, nutrition education, and urban gardening initiatives	Extension Office, Community Partners

<b>Sustainability Literacy</b>	Annual sustainability literacy assessment and monitoring	Quality Assurance and Planning Office
<b>Sustainability Education</b>	Increased integration of SDGs across curricular and co-curricular activities	Academic Affairs and Program Heads
<b>Sustainability Partnerships</b>	Expansion of local, national, and international SDG collaborations	External Relations and Extension Offices
<b>Sustainability Communication</b>	Strengthening sustainability information campaigns through digital platforms and social media	Public Information Office

The identified offices and units are presented as potential focal points for coordination and implementation based on their respective mandates and areas of expertise. However, sustainability challenges are inherently interdisciplinary and require collective action across academic units, administrative offices, student organizations, research groups, extension programs, and external partners. As such, the roadmap should be viewed as a guiding framework rather than a fixed action plan.

By identifying priority sustainability areas while preserving flexibility for innovation and collaboration, the roadmap seeks to strengthen accountability without limiting creativity. The College recognizes that some of the most impactful sustainability initiatives may emerge from new partnerships, research endeavors, student-led projects, community engagement activities, and interdisciplinary collaborations that extend beyond the recommendations presented in this report.

Through this approach, CCCDO aims to strengthen sustainability literacy, expand institutional contributions to the SDGs, enhance stakeholder engagement, and further embed sustainability within its academic, research, extension, governance, and community development functions.

## **XI. Conclusion**

The Sustainability Literacy Assessment and Institutional SDG Contribution Assessment demonstrate that sustainability is becoming increasingly embedded within the culture and operations of the City College of Cagayan de Oro. The findings indicate that students possess a strong foundational awareness of the Sustainable Development Goals (SDGs), while academic and administrative units actively contribute to sustainable development through programs, policies, research, extension initiatives, governance mechanisms, community engagement activities, and strategic partnerships.

The assessments further reveal a positive alignment between stakeholder awareness and institutional action, particularly in the areas of quality education, health and well-being, gender equality, and partnerships. At the same time, the findings identify opportunities to further strengthen institutional contributions in areas such as food security, innovation, responsible consumption and production, and ecosystem conservation.

As CCCDO continues its sustainability journey, the College remains committed to strengthening sustainability education, expanding SDG-aligned initiatives, enhancing stakeholder engagement, and institutionalizing sustainability assessment and reporting. Through continuous improvement, collaboration, and innovation, CCCDO seeks to further contribute to the achievement of the Sustainable Development Goals and the development of a more inclusive, resilient, and sustainable society.

## **Certification and Endorsement**

We hereby certify that the information presented in this Sustainability Literacy Assessment and Institutional SDG Engagement Report for Academic Year 2025–2026 is based on survey results, institutional records, program documentation, and available evidence gathered by the City College of Cagayan de Oro. The report is submitted as part of the institution's commitment to sustainability, continuous improvement, and evidence-based decision-making in support of the United Nations Sustainable Development Goals.

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