

# Ladderized Curriculum: A Roadmap to Communication Education Trends

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**Abstract:** The study determined the acceptability of senior Bachelor of Science in Development Communication (B.S. DevCom) students; their competency, strength and weaknesses of the course, outcome of BS DevCom program and its graduates, employability and, relationship between acceptability and competencies of senior BS DevCom students. Competencies of BS DevCom students were varied: announcing, desktop publishing, photography, visual aids preparation, gathering and writing news, writing English, Filipino, and vernacular languages, producing company newsletter other publications, and advertisements. The curriculum was strong in scope, sequence, continuity and integration. Faculty members identified development communication as a medium for development, and communication for rural development. The ladderized curriculum was the greatest strength of the program, while the arrangement of subjects was its weakness. Faculty used different teaching methods, strategies, conducted researches in agriculture but limited studies conducted about communication trends and problems, and extended services in the community. DevCom faculty members were composed of Ph.Ds. and M.S., but they wished to be honed in new media. The program lacked facilities and equipment, and graduates lack DevCom-related jobs. Alumni were not definite if their skills were useful since many landed to jobs not symmetrically aligned to DevCom works. There was no significant relationship between acceptability of the course and the competencies of senior B.S. DevCom students.

**Keywords:** Development Communication, DevCom.

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## I. INTRODUCTION

Communication as a field of study covers various ways to which humans communicate. It focuses on how verbal and non-verbal messages are used to create meanings in various contexts using various media platforms. It includes a broad range of subject matter ranging from communication on natural and social sciences and other technical courses such as agriculture, health, and environment. This also includes the study of communication in interpersonal relationships, groups, organizations, and cultures, (Berlo, 1960).

With the current trend of offering ladderized courses among colleges worldwide, these ladderized programs should have to transcend to the standards of regulating institutions like Technical Education and Skills Development Authority (TESDA) in the case of the Philippines. Technical educators considered ladderized scheme as a response to the present mandate of higher education institutions to provide students with many alternatives and competencies as technically equipped thus employable (Paroy, 2007).

Notably, the ladderized B.S. DevCom of DOSCST is the only ladderized DevCom curriculum in the country. As academic institution, the College is submitting to global standard evaluation such as the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) and International Standard Organization (ISO) aiming to improve the administrative system, instructional management, methods of teaching, adequate equipment and other supports for academic programs. As recommended, there should be a benchmark evaluation on the outcome of its

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graduates extrapolating the demands of the industry. Hence, the information is vital to the College in fine tuning its instructional system on the arena of teaching strategies, administrative management, anchored on outcome-based education.

The absence of empirical evidence that the program is responsive and sensitive to the present educational trends, this study will serve as basis for reviewing the program that includes its curriculum, faculty competencies and needed facilities to attune to the call of time. Educational assessment seeks to determine how students are learning and is an integral part of the quest for improved education. It provides feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services (James Madison University, 2010).

### OBJECTIVES OF THE STUDY:

Generally, this study aimed to assess the Ladderized Development Communication program.

Specifically, the study aimed to:

1. Measure the acceptability of senior students towards their course.
2. Find out the competencies of the senior students.
3. Ascertain the strengths and weaknesses of the course.
4. Establish the outcome of the program.
5. Show the relationship between the acceptability and the competencies of the senior student-respondents.

### Hypothesis:

Ho-there is no significant relationship on the acceptability and competencies of the BS DevCom Program.

## II. MATERIALS AND METHODS

### Locale of the Study:

This study was conducted in the main campus of the Davao Oriental State College of Science and Technology (DOSCST), City of Mati, Davao Oriental. DOSCST, the only State College in Davao Oriental caters more than 10000 students during the period of the study.

### Respondents:

Respondents were BS DevCom senior students, selected alumni, and DevCom faculty. The lists of alumni were got from their agencies while senior students were from the Registrar. Respondents were obtained through purposive sampling technique. The selected alumni included were those who graduated for the last three years.

There were 45 graduates of BS DevCom Program from the last three years, and there were 12 senior devcom students who were graduating during the conduct of the study. Moreover, there were only 6 DevCom faculty who were currently teaching the major subjects. However, only 5 served as respondents since one (1) was on official travel thus, there were a total of 51 respondents of the study.

### Research Design:

The study employed quantitative and qualitative designs through survey and rapid assessment method. The data gathered from the senior BS DevCom students were the acceptability of the course, competencies from the program and the strength and weaknesses of the course. On the strength and weaknesses, the study used the criteria in assessing a curriculum by Bilbao, (2008), which include the following: scope, sequence, continuity, integration, articulation and balance. Data gathered from DevCom faculty include the strength and weaknesses of the program in terms of the curriculum, process, resources and products.

### Research Instruments:

In gathering the data, structured questionnaire was used to obtain the profile of the senior BS DevCom students, acceptability towards their course, competency of the program and the strength and weaknesses of the program. The

selected alumni answered structured questionnaire to obtain the usefulness of their skills, and usefulness of general education subjects. Data from the faculty were derived from the rapid assessment semi-structured questionnaire on the outcome of the Development Communication Curriculum and the graduates.

**Method of Analysis:**

The socio-demographic profile of the respondents, acceptability of the course, competency of the course, strength and weaknesses were interpreted through frequency distribution, percentages and means while the suggestions and perceptions of the faculty on the outcomes of the program was analyzed through Thematic Analysis. The relationship between the acceptability and competency of the respondents were analyzed through Pearson Correlation Analysis through Statistical Package for Social Sciences (SPSS) software.

**III. RESULTS AND DISCUSSION**

**Acceptability of Senior DevCom Students towards their course:**

Results of the Likert’s scale showed that senior students were satisfied on the curriculum of B.S. DevCom program. Major courses provided theories and application and experiences to enhance their knowledge and skills in the field of communication. Social and humanities also rated satisfactory, gave preparatory knowledge and understanding about people, places, and different culture, molded them to become critical thinkers. They rated as satisfied with the language courses provided them the skills in effective communication. They were contented that mathematics and pure sciences provided understanding the language operation of natural sciences and numerical. This means that the curriculum was acceptable and students were satisfied with general courses but need improvement.

**Table 3. Curriculum**

<b>BS DevCom Program Component</b>	<b>Mean</b>
A. The major courses like (broadcasting, journalism, internship, and research, provides theories application and experiences to students that will thoroughly enhance their knowledge and skills in the field of communication.	4.2
B. The Social Sciences and Humanities courses offered by the curriculum , (Psychology, and Philosophy), provides preparatory knowledge and wide understanding about people , places and different culture needed in molding of the critical thinking and creativity of the students.	4
C. The language education courses offered to provide the students with the basic communication skills like speaking, writing, and understanding. This will serve as their foundation to become better communicators.	3.6
D. The general education courses (Mathematics, Biology, Chemistry), provides the students with foundation to become capable of understanding the language process, natural sciences and numerical operations.	3.5

Facilities and equipment were viewed appropriate as support to instruction; however, they were not satisfied on their accessibility. The dissatisfaction suggests that there is a need to improve and upgrade the BS DevCom facilities and equipment. School facilities are one of the basic educational requirements thus, should be maintained to be functional in improving the educational levels to the developmental stage of the students (Ministry of education, 2015).

**Table 3.1. Facilities and Equipment**

<b>BS DevCom Component</b>	<b>Mean</b>
a. Facilities and equipment are appropriate as a support to the required skills	3.5
b. The BS DevCom facilities and equipment are available	1.6
c. The BS DevCom facilities and equipment are accessible and functional, hence, these facilities and equipment are ready to use.	1.3

The senior BS DevCom students were satisfied that the faculty used flexible and variety of cognitive learning methods based on principles of teaching. The faculty members were using different organized and logical procedures in imparting their knowledge and took various functions like classroom management, knowledge enhancement, self-confidence, diagnosing, and evaluating the students periodically.

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Syllabi used by faculty were rated fair since some do not introduce syllabi to their students at the beginning of the semester which means that there is a need to further enhance the knowledge of the faculty on syllabi making since syllabi are important for students to be guided and be advanced on the topics to be discussed. A great way to start the semester is to begin by properly appreciating the role that syllabi play in higher education. The syllabus is a place to start bringing students and faculty at the same level of expectations (Rubin, 1985).

**Table 3.2 Teaching Methods**

BS DevCom Component	Mean
a. Faculty methods based on flexible to maintain or enhance the development of the students.	3.6
b. Faculty members employ variety of cognitive learning are by the principles of teaching.	3.6
c. Faculty members are using different organized, orderly and logical procedures in imparting their knowledge to the students.	3.5
d. Faculty members achieved the different function like classroom management, knowledge enhancing, self-confidence, boosting problem diagnosing, and evaluation.	3.5
e. Faculty members prepare appropriate syllabus on their plan in handling their student.	3.2

#### Competencies of the Senior BS DevCom:

On the competencies of senior BS DevCom students, they rated good in writing English, Filipino, announcing, and have adequate knowledge on computer-aided information storage and retrieval, designing media-based learning system. They believed they have knowledge in editing, presentation skills, video production and scriptwriting. Also, they rated adequate in producing company newsletter and other publications. They also rated adequate in writing and producing advertisements. The results showed that DevCom students had the capability on computer aided-, journalism and audio-visual but not so remarkable thus, needed enhancement.

Although they rated some of the competencies as adequate, they rated some of the competencies as good such as announcing, desktop publishing, and photography. As to the visual preparation, they rated also as good and gathering and writing news stories. In general, the competencies of the senior BS DevCom students were adequate. There were 9 competencies by the senior BS DevCom students rated good and there were 8 competencies rated adequate. This means that they believed that they have the skills on the works of BS DevCom graduates but needed further improvement.

**Table 3.3. BS DevCom Competencies**

Competencies	Mean
1. Writing Filipino	3.9
2. Writing English	3.8
3. Announcing	3.8
4. Visual aid Presentation	3.8
5. Writing Vernacular	3.7
6. Photography	3.7
7. Gathering and Writing news letter	3.6
8. Desktop Publishing	3.5
9. Editing	3.4
10. Scriptwriting	3.4
11. Writing and Producing Advertisements	3.3
12. Presentation skills	3.3
13. IProducing Company Newsletter and other Publications	3.2
14. Computer Aided data information storage and Retrieval	3.2
15. Producing/Directing Programs	3.1
16. Video Production	3
17. Conceptualizing/Designing media-based learning system	2.8

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### STRENGTHS AND WEAKNESSES OF BS DEVCOM CURRICULUM:

Results showed the strength and weaknesses of BS DevCom curriculum. On the scope of the curriculum, they rated strong which means that the curriculum included the necessary content needed by the students. As to the learning experiences provided in the curriculum, they rated strong. Moreover, they also gave strong rate on the subjects provided in the curriculum which means that it was enough to provide future outcomes of the students. They rated strong as to the subjects provided in the BS DevCom curriculum that were needed for future communicators and also rated strong the subjects included in the curriculum that will provide chance for students to apply their knowledge from theories.

**Table 3.4 Scope**

Strengths and Weaknesses	Mean
1. The curriculum includes necessary content needed by the students.	4
2. The curriculum provides learning experiences for the students	4
3. The subjects provided in the curriculum are just enough to cover the future outcomes of the students	3.9
4. The topics of the subjects are appropriate to provide knowledge needed for future communicators.	3.8
5. The subjects included in curriculum provide chance for the students to apply their knowledge from Theories.	3.6

On the sequence of the curriculum, respondents believed that the program followed the proper sequence. On major subjects, they rated strong because they believed that the curriculum provided pre-requisites subjects which gave continuous learning to the students. Introductory subjects molded the students understand the whole part before enrolling to the specialized subjects and, the chronological learning made as basis of sequencing the curriculum content which evolved in the political science or world events. Thus, introductory subjects were rated strong since they gave general understanding about the discipline before enrolling to specialized subjects.

They gave strong rate on the subjects that provided pre-requisites made students familiar to inline subjects. With this, the students can easily understand the concepts of the next subject thus they believed that the subjects were arranged from simple to complex. However, they rated no comment in the ordering of the subjects fit to the learnings of the students. The result suggested that there is a need to re-arrangement the BS DevCom subjects to avoid the absence of relationship, among subjects. The finding is in agreement to Collins (2014), who asserted that the horizontal relationship among major curriculum components at any given point in time (also known as horizontal organization) is a form of integration that fosters reinforcement of key learning and is needed to promote application of learning across course boundaries.

**Table 3.5 Sequence**

1. Major subjects provide pre-requisites to ready the learners for more complex one.	4
2. The order of subjects has chronological learning made as a basis of sequencing the content and the experiences, allied to history, political science or world events.	4
3. The curriculum follows the principle of whole part learning which means there are introductory subjects to give general understanding about the discipline before enrolling to specialized subjects.	3.9
4. The order of the subjects are arranged following an order from simple to complex	3.6
5. The ordering of the subjects were just fit to the learning of the students	3.2

Complementarily, they believed that content were organized according to the interrelationship of the structures of the basic ideas of a major discipline that gives guidance to students on handling the subjects. They also gave a strong rate on the content develop the ideas and redevelop in a spiral fashion in increasing depth and breadth as the students advance. They believed also that the subject has vertical repetition and recurring appearances of the BS DevCom discipline to enhance the basic knowledge of the students. And they gave a strong rate in terms of curriculum that enabling the students to strengthen the permanency of learning and the development of the skills. This implies that devcom subjects in lower level were connected to the next level that allowed them to retain their knowledge from previous subjects in the lower year. The subject content were arranged from level to level or year to year which means the subject content in a lower level is connected to the next level (Bilbao, 2008).

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**Table 3.6 Continuity**

1. The content develop the ideas, which means former ideas are redeveloped in a spiral fashion in increasing depth and breadth as the students advance.	3.8
2. The content is organized according to the interrelationship between the structures of the basic ideas of a major discipline	3.8
3. The subject content has vertical repetition and recurring appearances of the BS DevCom discipline to enhance the basic knowledge of the students	3.7
4. The subjects enables the students to strengthen the permanency of learning and development of skills	3.6

As to the integration of the curriculum, they believed that the curriculums were interconnected with each other. They believed further that the organization of the curriculum was drawn from the world themes from real life concerns. However, the respondents gave no comment as to the subject matter content because they believed that the discipline contents were vertically aligned with other disciplines and isolation was eliminated. Their no comment answers suggest that there were subjects in the curriculum that were not meant to be offered in BS DevCom program.

**Table 3.7 Integration**

1. The curriculum shows integrated and interconnected with each other.	4
2. The organization of the curriculum is drawn from the world themes from real life concerns	3.7
3. Subject matter content or discipline content is vertically aligned with other discipline and isolation is eliminated.	3.3

On the articulation aspect, they rated strong in terms of arrangement of the subject content. They also gave strong rate to the relationship of major subjects to each other and in the minor subjects.

**Table 3.8 Articulation**

1. The subject content are arranged from level to level or year to year which means the subject content in a lower level is connected to the next level.	4.9
2. The major subject is related to other major subject at the same level, and the minor as well.	3.9

Further, they gave a strong rate that the students were given theories in communication to apply the theories that provide them the necessary experiences. The assignments required in the subjects, they gave a strong rate to develop their research capability. The balance of the curriculum was rated as strong in terms of equitable assignment of content, time, experiences and other elements in the subjects. However, in terms of assessing the curriculum, they gave a rate of no comment that the curriculum need to undergone research and there is a need of continuing research for improvement. Although they rated no comment in terms of the research of the curriculum, they rated strong on the general courses of the curriculum that the subjects were related to each other. But they gave no comment to the arrangement and schedules of the subjects to reflect their learning as to develop critical thinking skills.

Some of the subjects were rated strong, which means that these were attuned to the current standard of quality education. There were only few aspects that need to be reviewed like the subject arrangement that should fit to the level of the readiness of the students. Also, some subjects need to be re-aligned with other course disciplines so as to facilitate horizontal entry of the students to their course. In general, they perceived the BS DevCom curriculum as strong which means very acceptable.

The findings suggest that the curriculum should also be periodically reviewed scientific research. The scheduling of the subjects can be given attention to provide enough time for the students to reflect their learnings. This means that subject scheduling should have gaps and not so hectic.

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**Table 3.9 Balance**

1. The students were given theories in communication as well as application to the theories to provide them the necessary experiences.	4
2. The subject matter requires assignments of students to develop their research capability.	4
3. General education subjects of the BS DevCom curriculum are related to each other. For example: English is related to history.	3.7
4. The program establish balance which in need in the curriculum, the balance involves equitable assignment of content, time, experiences and other elements in the subjects.	3.5
5. The curriculum reviews its effectiveness and relevance, undergone research to keep it in balance.	3.4
6. The time arrangements and scheduling provides the students to reflect their learning so they can develop critical thinking skills.	2.7

**IV. OUTCOMES OF BS DEVCOM PROGRAM**

Based on the written statements by the DevCom faculty, themes were derived and were described hereto. According to Gill, (2013), outcomes are things that really matter to students in the long run, thus, educators were encouraged to design their programs accordingly.

**Theme: *Communication as a Medium for Development of Social Consciousness:***

The DevCom faculty perceived that the ideas incorporated in the present BS DevCom was as a medium for development. They also expect that communication use appropriate models to effect desirable change on target audience, for positive development; basic communication with scientific orientation in social sciences, and technical courses in line to agriculture, food production, sanitation, and environment. DevCom faculty suggested the concept of intercultural communication, and importance effective use of Information Communication Technology (ICT) as present in the current curriculum. These concepts in BS DevCom program currently molded the learnings and skills of BS DevCom students.

On the concepts that faculty wants to be integrated in the concept of the BS DevCom in the future, they want BS DevCom program to focus on rural development thus, it has to enhance consciousness on the realities, challenges, and issues in the society. They want also to discuss indigenous knowledge, climate change, global warming and adaptation to changing time and to participate in the economic ASEAN integration.

With the foregoing findings, it is implied that the BS DevCom program was created to support the programs of the government. It is to bring development in the communities especially for those needing attention of the government. DEVCOM was meant to tear down the wall of ignorance and so break the bonds of poverty and oppression (Lagerwey, 1990).

**Theme: *Rural Development and Social Development:***

The devcom faculty stated that BS DevCom program is focused on rural development as an academic discipline. They gave also the ideas that the BS DevCom program focused on theories in sciences and applied arts underlining the study of human communication. They also said that DevCom concerned on results or importance to target audiences, relevant and value-laden, and welcomes new development in its practice. The program focuses on intercultural communication due to changing time for ASEAN integration or other global trends yet promote nationalism and idiosyncratic culture of the country. They expressed that the program should be part of the new communication technology. As complementary to rural development, devcom faculty also stressed that BS DevCom program should focus on social development. But there were concerns plotted by devcom faculty where, information management, knowledge management, print and broadcast AV medium should be separated from each other but converse into one e-journalism, electronic broadcasting and live streaming.

These ideas were currently employed in teaching to enhance the learning of the students on rural development. The result implies that the BS DevCom program was based on the world themes in alignment to human development. DEVCOM brings about a planned growth intended to promote human development, reducing, if not eradicating poverty, unemployment and other social inequalities (Lagerwey, 1990).

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### **Theme: Arrangement of Subjects:**

The arrangement of subjects is the major concern of the devcom faculty. They posed that arrangement of subjects should be revised in accordance to proper arrangement of learning. Major subjects be offered in third year and fourth year while technical courses may be arranged from general to specific focused on one development area. Also, BS DevCom subjects and technical courses must be carefully designed in order that students can apply their communication skills. The arrangement of subjects must be logically organized according to the needed learning for smooth progress in acquiring theoretical and applied communication capabilities. Contents are arranged from level to level or grade to grade so that the content in a lower level is connected to the next level (Bilbao, 2008).

### **Strengths and Weaknesses of the BS DevCom curriculum:**

DevCom faculty identified the strength of BS DevCom program as ladderized curriculum. The BS DevCom students can receive certificates after finishing every year-level. Through this, students also acquire competencies that may be used in their jobs. The proper sequencing of major subjects is also the strength of the curriculum.

However, the devcom faculty pointed out several weaknesses of the program such as, poor articulation as described in the curriculum. They also stated that the offering of the subjects must have an arrangement connected to the pre-requisite of the subject. The arrangement of the subjects is important to make sure that the learning gained by the students chronologically compounded from simple going to become complex for better understanding and appreciation towards the total concept of the course. It will also lead the students to become knowledgeable in the whole concept, and could apply this concept to reality especially on their future jobs. In vertical articulation, contents are arranged from level to level or grade to grade so that the content in a lower level is connected to the next level (Bilbao, 2008).

The faculty saw the curriculum provided opportunity to students to get National Certifications (NCII) due to embedded technical subjects. Skill-based course, exposures are important to enhance students, motivations to learn on they can see the improvement of their intellectual capabilities. Skills are completely discovered and formed when they are exposed to different working activities. Theories are practiced and experienced of students mostly depend on the teaching methods and design of the curriculum. While learning for recall requires thinking, the higher-order thinking is in 'transfer' where students not only acquire knowledge and skills, but also can apply those to new situations (Collins, 2014).

### **Theme: Subjects need some changes:**

Faculty stated that the curriculum should have more subjects related to the program and suggested that the courses should not totally be removed but be upgraded to align on the present issues in the communities. They pointed out several concerns that may be given attention such as, basic skill on graphic design, technical courses be upgraded to include current issues and trends like climate change. This implies that the program needs review to make it abreast with educational trends. Program reviews are inevitable in the sense that the learning should assist in the dynamics of change by being applicable to a variety of work and life contexts (Gardiner, 2015).

### **Theme: Group work, Reporting and Application:**

The faculty employed different methods and strategies in teaching. They identified reporting, group work, seminars, and applications currently used in teaching. Some traditional teaching strategies such as, lectures, discussions, practicum, laboratory and case studies were also employed. However, they want to strengthen the student's exposure to develop their actual capabilities in different work activities. Individual output, field trip, individualized teaching, and cultural work with advance modalities were identified methods and strategies they want to apply in their teaching. This implies that there were some methods and strategies that were not yet applied by devcom faculty. The result implies that devcom faculty employed best methods and strategies in teaching, need some improvements to upgrade their teaching style. According to Gill, (2013) traditional teaching styles have evolved with the advent of differentiated instruction, prompting teachers to adjust their styles toward students' learning needs.

### **Theme: Agriculture- Related Studies:**

Research topics studied faculty in the BS DevCom program were agricultural-related researches. However, devcom faculty identified limited studies conducted in the program such as disaster risk management, climate change, socio-economics, and effectiveness of IEC materials. Thus, these limited topics need to be included in the research agenda.



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They also want to study environmental problems, environmental communication, social issues, like mining, prostitution, child labor, tribal, technology transfer and adoption of new communication technology to target audience.

The BS DevCom program was created to support agricultural programs that help people in the rural areas. It is a means to promote socio-economic development where the people are at the center. The needs of the people predicate the delivery of development, whether it be in the form of values education, skills development, livelihood assistance, human settlement (Lagerwey, 1990).

### **Theme: adopt-a-barangay:**

The faculty members claimed adopting a certain barangay as pilot extension area where they conducted development activities aimed to assist the people find sustainable livelihood and be empowered to participate in community building. Some activities undertaken were technology transfer, symposium on IEC, food production and marine resources protection methodologies. However, needed services were education on environmental protection, symposium on social issues as purposes of the program. They also want to hold extension review on media educational ethics and social responsibility in the practice of communication among media practitioners. Peoples' involvement is one of the purposes of BS DevCom program. Without people's participation, programs which plan for communities or supply information which planners feel communities need, fail to be relevant initiatives and more often than not fail to be sustainable (Lagerwey, 2000).

### **LACK LABORATORY FACILITIES AND EQUIPMENT:**

Devcom faculty members affirmed that the BS DevCom program lacked facilities, equipment and laboratories, hence plight of the students. Thus, they stressed the need to improve the facilities and laboratories to meet the requirement of the Commission on Higher Education (CHED). Facilities serve as means for practicum activities of the students. Facilities and equipment needed identified were Computer Units, DSLR Cameras, lights, tripods, drone, tables, printers, recording laboratory with desktop, cameras, photography and internet connection.

This finding shows that BS DevCom program needs facilities and equipment to support the acquisitions of learning and skills by students. These facilities and equipment should be accessible, available and ready to use. With this, the faculty will apply several methods and strategy in teaching to make the students knowledgeable and skilled with devcom jobs. School facilities are one of the basic educational requirements, and it is necessary to maintain safe and high-quality school facilities from the perspective of maintaining and improving educational levels in line with the developmental stage (Francisco, 2006).

### **Employment Statuses Characteristics:**

There were graduates who were working in Non-Government Organizations (NGOs), government and private sectors but not directly related to DevCom works. Thus, some BS DevCom graduates landed to the jobs not directly aligned to their skills, hence, they can hardly apply their acquired skills. There were knowledge and skills that the faculty wanted the graduates to acquire like media production, public speaking, interpersonal communication, journalism and broadcasting. This means that the faculty gave more weight on skills acquisition apart from theories of development communication. Angelo, and Cross (1993), pointed out that students not only should acquire knowledge and skills, but should apply them to new situations.

### **USEFULNESS OF SKILLS OF BS DEVCOM ALUMNI;**

Based on the results, it was found out that the BS DevCom graduates acquired the devcom skills such as, scriptwriting but were neutral on computer-aided data information storage and retrieval, conceptualizing media-based learning system, photography, presentation skills, video production, producing directing programs and producing company newsletter, writing different languages, visual aids presentation, gathering news and writing, desktop publishing, editing and announcing.

The results imply that the BS devcom alumni acquired skills from their course. However, they were not definite if these skills were useful or not in relation to their present job. Their uncertainly shows that they possibly not able to apply their acquired skills since their present jobs were not directly related to development communication works.

Table 4. Skills

	Mean
1. Scriptwriting	3
2. Computer-aided data information storage and retrieval	3
3. Conceptualizing/ Designing media-based learning system	3
4. Photography	3
5. Presentation skills	3
6. Video Production	3
7. Producing Directing programs	3
8. Producing Company newsletter/other publications	3
9. Visual aids presentation	3
10. Gathering and writing news stories	3
11. Writing Vernacular	3
12. Writing English	3
13. Writing Filipino	3
14. Desktop Publishing	2.9
15. Editing	2.9
16. Writing and producing advertisement	2.9
17. Announcing	2.8

The courses lead to transfer to a four-year college or university, supports workforce development programs, or prepare students for college-level work (Hubbard, 2010).

### V. RELATIONSHIP BETWEEN ACCEPTABILITY AND COMPETENCIES OF SENIOR BS DEVCOM STUDENTS

Table 5 shows that there was no relationship between the level of acceptability and the perceived competencies of senior devcom students hence, the hypothesis was accepted. The finding reveals that the course was not totally accepted by the respondents as reflected by just satisfactory rating. Although they partially accepted the course, it did not significantly affect their perceived competency which was adequate. This finding further suggests that there is a need to intensify the orientation of students about the course, its philosophies and intended purpose of offering for the students to have high understanding and appreciation on their course. The orientation and information should be done during their early years in the course.

Table 5. The Relationship between the Level of Acceptability and the Perceived Competencies of Senior BS DevCom students

Relationship	Person	Correlation	P-Value	There is no Significant Relationship
Level of Acceptability-perceived competencies of senior respondents	0.074	Very	0.926	

Note: p-value is >0.05 (No Relationship)

- Level of Acceptability -Satisfactory
- Perceived Competency –Adequate

### VI. CONCLUSION AND RECOMMENDATIONS

#### Conclusions:

Based on the findings, the study concludes that generally, the senior BS DevCom students accepted and satisfied with the BS DevCom ladderized curriculum and as its greatest strength. They acquired various communication-related competencies however; they recognized the need to improve the facilities and equipment.

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Alumni were employed to various agencies and sectors however; most of them landed on jobs not directly related to their course thus, they were not certain if their acquired skills were applied.

The faculty used upgraded teaching methodologies, but needs to be trained further on syllabi making. They also viewed the course as vehicle for rural development attuned to computer-aided productions of communication materials. The subjects need re-arrangement to follow chronological order. Finally, no significant relationship between the acceptability and the competencies of senior student-respondents thus, their acceptance of their course did not affect their perceived competencies.

### Recommendations:

Drawing from the foregoing findings and conclusions, this study recommends the need to intensify the indoctrination and orientation of DevCom students on the philosophies, principles, purposes and goals of the program especially during their lower years. They should undergo screening where only those who have the inclination in communication will be accepted.

The BS DevCom curriculum should undergo continuing review by multi-stake holders so to keep abreast and match with the need of the industry. Part in the review process is to re-arrange the subjects for chronological learning. Exclusive sections for BS DevCom students enrolling technical elective courses should be afforded to ensure that teaching methodologies, approaches and techniques of faculty members are directed towards the expected outcomes of the students.

Necessary facilities and equipment should be provided to enhance the application of theories and improvement of skills of the students. Faculty members are encouraged to conduct communication-related research topics and social services should be provided to adopted barangays (villages).

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