CRIMINAL JUSTICE COURSE REFERENCE MATERIALS: ADDRESSING THE GAPS TOWARD ACADEMIC EXCELLENCE

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Abstract:
The study aims to evaluate the reference course materials for criminal justice programs to enhance the academic performance of students and to determine how the reference materials for criminal justice courses address the gaps toward academic excellence. Mixed methods are employed in the study, with convenience sampling as the technique for gathering the population process of the research. The study consisted of one hundred fifty (150) respondents only. Results show that reference course materials for criminal justice program enhance academic performance of students and exhibits literacy information and efficiency of students in utilizing the library for their research skills' tasks assignment, show that providing context and understanding resembles the function and realistic understanding of the language, conception, knowledge, and vocabulary in the context of learning, show that improving research skills advances the program for the library through assessment, direct observation, questionnaire, and survey for the improvement of book working knowledge in the research skills of the students, and show that addressing specific academic challenges examines the perspectives of academics referencing on the neglected areas of practice to glean valuable information, simple skills, and development of learners.

Keywords: criminal justice course, library reference materials, academic performance of criminology students

1. Introduction

Criminal justice course reference materials in addressing the gaps toward academic excellence disseminate information for professional involvement and the library services orientation. It includes journals, references, services, and a collection of development in the learning process of criminology students. It provides leadership promotion and development of improvement and information services for the library profession to

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enhance learning. It illustrates the best outcome and practices for students in achieving the goals as future enforcement implementers in society. Reference materials develop expertise in building a collection of knowledge. It collaborates resources in the scope and capabilities to aid librarians in the widest knowledge of learning (Schrage & Giacomini, 2023). On the other hand, it advances the intervention of learning opportunities in the policy program for instruction based on the reference materials and needs of students in school. It prioritizes the gaps and access to the program instructions in a systematic manner. It identifies materials, themes and references for criminal justice course support for school accountability and students. It expands learning advanced opportunities for flexibility, learning norms and intervention. It analyzes the intervention development of the materials and references for criminology students and professional learning. It evaluates the learning needs through the help of reference materials in the library and academic requirements. It identifies the gaps and issues in criminal justice reference materials toward academic excellence (Meyer, *et al.* 2024, pp. 33-72).

Apparently, the criminal justice courses are designed to protect people, the community, and the country in general. It designs the law enforcement process and the protection of the constitutional rights of people. Reference materials are necessary as a testament of knowledge and truth in defending the community and people. It is a protection against crimes and causation. It refers to scientific study for society and law. It is a practice of professional criminology. It allows us to interact with criminal behavior and struggles for right and wrong. It contributes to macro and micro interaction levels in the law enforcement process. It looks at the trends of specific crimes and possible answers to the issues. It makes the process of understanding the behavior behind the story. It creates a thorough investigation process for possible solutions to the issues in society (Fagan, & Elliott, 2024). In consequence, the criminal justice courses are designed to protect people and the community. It enhances criminal justice through the policies as provided for material references in addressing alternative learning systems. It evaluates and measures the learning modalities of criminal justice through references and materials for the policy that enhances the academic performance of students. It demonstrates the recidivism process to address issues as law enforcement toward prevention of crime initiative, knowledge-based on the learning experience and academic achievement, to explore the law to the fullest (Nafid, 2024, pp. 552-586).

Moreover, the quality of criminal justice education is based on the academic standards throughout the entire course of study. It emerges from the policies on the approved procedure curriculum requirements in the Higher Education Institutions for the program of criminology courses. It initiates to address the criminal justice quality concerns. It highlights standards of quality education through facilities, programs, reference book materials and the likes. It develops and implements academic standard exploration of the criminal justice process. It discusses the importance of academic pursuit in criminal justice. It ensures the quality compliance in establishing the program as law enforcement in the society (Jennings, 2024, pp 335-338). It draws upon the quality of criminal justice extensive background on various disciplines based on thorough

research, and the help of reference materials in the library and other reading materials for enhancing the knowledge of criminology students' implementation of the law enforcement process in society. It evolves the implication of the learning process. It highlights the established efforts of quality standards in the criminal justice program for students as protectors of society. The reference materials for criminology students provide instructions and directions on the challenges of law enforcement endorsement programs. It emphasizes the significant quality standard in maintaining and establishing a criminal justice program in addressing the gaps toward excellence (Moriarty & Parsons-Pollard, 2024, pp. 296-312).

Furthermore, the criminal justice program, standards, and curriculum are based on the reference and materials aligned to the quest and quality system as mandated by the Commission on Higher Education. It assesses the programs and degree for criminal justice education as a determined standard based on the academic certification of criminal justice, resources, and credentials. It aligns reference materials needed to accomplish those programs. It categorizes to fit the programs for protective services, firefighting, and law enforcement, offering criminal justice concentrations. This materializes where the reference materials or programs are available in the course of the entire study. It diversifies the state of criminal justice programs in addressing the gaps toward excellence (Miller & Alves, 2023, pp. 475-494). Hence, it benefits criminology students in preparation for the learning process. It characterizes the hallmark of criminal justice programs in curriculum and material references in obtaining the knowledge and skills as law enforcement in society. It ensures a proper mechanism for the academic curriculum to meet the standard and quality of criminal justice programs. It is responsible for the standard development of competent programs and material references for the criminal justice system. It assesses the program in establishing the objectives and goals for the implementation process. It assesses the mechanism and quality assurance through various references and materials in support of the program being implemented in the criminal justice courses (Barrett, 2025, pp. 318-336).

Apparently, the intervention of criminal justice course reference materials influences the student's success and commitment. It identifies the condition and factors of persistent students' academic advanced career commitment to the fullest. It aims to provide understanding and critical thinking intervention programs and impacts for the students in criminal justice. It examines the success of retention through materials and references needed for criminal justice programs and influences. It provides positive commitment and academic integration implications. It is a learning resource for various teachers in enhancing criminology teachers' engagement and effectiveness (Tad-awan, 2024). Lastly, the intervention of criminal justice course reference materials integrates to cater to a diverse learning resources and a range. It fosters various knowledge styles in a dynamic learning environment, abilities, and the interests of students. It is determined to enhance reference materials in the utilization of course syllabi for criminal justice. It utilizes modern learning resources and reference materials to optimize student learning outcomes. The resources and materials engage in fostering dynamic learning of

criminology students and diverse preference styles. It emphasizes reflection of resources and reference materials commitment in the program of criminal justice to enhance the improved capability of students' performance outcome (Rivera, *et al.* 2025, pp. 165-186).

2. Research questions

1) What reference course materials for criminal justice programs enhance the academic performance of students?
2) How do the reference materials for criminal justice courses address the gaps toward academic excellence?

3. Research design

The research design employs mixed methods in analyzing the data for both quantitative and qualitative processes. The quantitative approach answers and measures the reference course materials for criminal justice programs to enhance the academic performance of students, which is the result of a focus group discussion (FGD) on providing context and understanding, improving research skills, and addressing specific academic challenges. On the other hand, that qualitative approach evaluates the reference materials for criminal justice courses to address the gaps toward academic excellence as a basis for thematic analysis. It offers comprehensive practical guidance and understanding for both quantitative and qualitative research as a result of mixed methods. It provides analysis and observation on the potential areas and improvement of criminal justice course reference materials in addressing the gaps toward academic excellence (Takona, 2024, pp. 1011-1013).

3.1 Participants of the study

The participants of the study are the students of private Higher Education Institutions (HEIs) in the National Capital Region (NCR). The respondents are the Criminology students who are exploring the reference material resources for their course program in preparation for their future careers in law enforcement in society. The reference materials they used during the entire study address the gaps toward academic excellence. The study comprised one hundred fifty (150) respondents only.

3.2 Sampling techniques

The convenience sampling technique is employed in the selection of the sample size and population of the participants. It validates the sampling technique for the process of research in gathering the sample size to represent the entire study. It generates the process based on the predefined criteria and consistency. The variation evaluates the process as to the biases of the selection of sample size until it reaches the target population to ensure reliability and validity of the criminology students under investigation. It considers the type of research questions posited for the survey process (Fleming, 2024).

3.3 Data gathering procedures

This section presents the data gathering procedures on criminal justice course reference materials in addressing the gaps toward academic excellence.

3.3.1 Mapping

The researcher did the mapping on the possibility of research topics to boost the library department and encourage students to have a habit of doing research work, assignments, and other tasks expected in academic performance. The topic is based on the observation inside the library and the attitude of students.

3.3.2 Proposed research topic

After the mapping is done, the researcher drafted the research topic and consulted to the research committee for suggestions and approval. The proposed topic is "Criminal Justice Course Reference Materials: Addressing the Gaps Toward Academic Excellence. This topic is very timely, so students can use the reference materials inside the library resources. This can address the gaps toward academic excellence. This is also in preparation for their review in the board examinations.

3.3.3 Formulation of the research questionnaire

The research questionnaire is being formulated based on the identified variable of the study on reference course materials for criminal justice programs to enhance the academic performance of students to address the gaps toward academic excellence.

3.3.4 Validation of test instruments

The research tools or tests are validated by the expert in mixed methods research instruments. They are doctoral degrees and psychometricians. They have the capability to validate the reliability of the test instruments utilized in the study.

3.3.5 Floating of questionnaires

The distribution of questionnaires is done through Google Form, which is paperless and time-saving, taking advantage of the advanced technology. Included in the Google Form is the consent and waiver for the voluntary participation in answering the instrument tools. It ensures that questionnaires' answers are kept with utmost confidentiality.

3.3.6 Analysis of data

The data is being analyzed based on the results of the gathered answers from the respondents through statistics and thematic analysis.

4. Results

4.1 What reference course materials for criminal justice programs enhance the academic performance of students?

Table 1: Reference Course Materials for Criminal Justice
Programs in the Academic Performance of Criminology Students

Indicators	WM	I	R
1. It exhibits literacy information and the efficiency of students in utilizing the reference materials in the library for their research skills tasks assignment.	4.21	HE	1.5
2. It examines perspectives of academic referencing on the neglected areas of practice to glean valuable information, simple skills, and the development of learners.	4.00	E	5.5
3. It is intended to consult the reference materials in the function of the library on specific subject matter and narrative reading.	3.39	N	17.5
4. It displays the analysis for students' skills related to the library research process standard, support, and program for students' learning enhancement.	3.88	E	9.5
5. It develops content for academic achievement through literacy practice for the student identity impact on sense of belonging.	4.18	E	3
6. It verifies and obtains information for the understanding of library reference materials such as dictionaries, journals, encyclopedias, magazines, almanacs, Reader's Digest, and books.	3.97	E	7
7. It draws experiences on students' support in academic literacy and referencing practice to motivate students in addressing challenges and performance achievement.	3.77	E	12.5
8. It provides ability information to identify issues, effective knowledge, and location of the reference materials and sources in the library.	3.39	N	17.5
9. It possesses a vocabulary standard of information associated with knowledge, meaning, sense, effect, and condition.	3.92	E	8
10. It develops students' outcomes and variance of academic practice, opaque, and mysterious disengagement in academic achievement and performance.	3.70	E	14
11. It provides specific information, facts, and quick queries on the overview of the lesson or subject, resources, background, and references.	4.10	E	4
12. It involves collaboration in a standard policy of the school to promote the research skills of students.	3.68	E	15.5
13. It widens the needs and consideration of complex issues and challenges experienced in the reference materials in grappling with many citations and practices.	3.68	E	15.5
14. It utters the condition and response of the language connection that can lead to a better understanding, idea, and representation.	3.77	E	12.5
15. It helps to increase knowledge of students' motivation, improve research skills, and competency in learning.	3.82	E	11
16. It provides unique opportunities, providing reference materials and instructions in defining the focus of goals and instructions associated in the school library.	4.21	HE	1.5
17. It resembles the function and realistic understanding of the language, conception, knowledge, and vocabulary in the context of learning.	3.88	E	9.5
18. It advances the program for the library through assessment, direct observation, questionnaire, and survey for the improvement of book working knowledge in the research skills of the students.	4.00	E	5.5
Average Weighted Mean	**3.863**	E	
Standard Deviation	**0.244**		

It shows in the table that rank 1 is shared by the two indicators which are "It exhibits literacy information and the efficiency of students in utilizing the reference materials in the library research skills' tasks assignment" and "It provides unique opportunities providing reference materials and instructions in defining the focus of goals and instructions associated in the school library", with a weighted mean of 4.21 or Highly Effective which means that reference course materials for criminal justice programs in the academic performance of criminology students is highly observed. Rank 2 is "It develops content for academic achievement through literacy practice for student identity impact on sense of belonging", with a weighted mean of 4.18 or Effective, which means that reference course materials for criminal justice programs in the academic performance of criminology students is observed. Rank 3 is "It provides specific information, facts, and quick queries on the overview of the lesson or subject, resources, background, and references", with a weighted mean of 4.10 or Effective, which means that reference course materials for criminal justice programs in the academic performance of criminology students is observed. The least in rank is shared by the two indicators which are "It is intended to consult for the reference materials in the function of the library on specific subject matter and narrative reading" and "It provides ability information to identify issues, effective knowledge, and location on the reference materials and sources in the library", with a weighted mean of 3.39 or Neutral which means that reference course materials for criminal justice programs in the academic performance of criminology students is limited. The overall average weighted mean is 3.863 (SD=0.244), or Effective on the reference course materials for the criminal justice program, in the academic performance of criminology students is observed among the respondents.

4.2 How do the reference materials for criminal justice courses address the gaps toward academic excellence?

This section presents the thematic analysis based on the reference materials for criminal justice courses in addressing the gaps toward academic excellence. This is adopted from the study of Jafini *et al.* (2024, pp. 1-12) to equip students with the necessary skills in exploring skills and knowledge pertaining to the criminal justice process. The response is categorized based on the following: 5.00-4.20-Highly Effective, 4.19-3.40-Effective, 3.39-2.60-Neutral, 2.59-1.80-Low Effective, 1.79-1.00-Not Effective. Transcription of text is included in the analysis of data.

Table 2: Themes, Response of the Respondents, and Core Ideas on the
Reference Materials for Criminal Justice Courses Among the Respondents

Themes	Response of the Respondents	Core Ideas
1. Providing context and understanding	Effective	❖ function and realistic understanding ❖ vocabulary standard ❖ language connection ❖ library reference materials ❖ overview of the lesson ❖ subject matter and narrative reading
2. Improving research skills	Effective	❖ program for library assessment ❖ program for students learning ❖ promote research skills ❖ competency in learning. ❖ literacy information ❖ effective knowledge
3. Addressing specific academic challenges	Effective	❖ development of learners. ❖ academic literacy ❖ students' outcome and variance ❖ complex issues ❖ sense of belonging. ❖ focus of goals and instructions

4.2.1 Providing context and understanding

Providing context and understanding examines the impact of reference materials on the academic performance of students. It is based on the context of understanding, concept, critical thinking, and participation of students in the task assignments to enhance habits of scanning materials and references in the library. It fosters inclusive learning engagement for students' ideas and real-life contexts (Listrianti *et al.* 2025, pp. 111-124).

The participants say that:

"It resembles the function and realistic understanding of the language, conception, knowledge, and vocabulary in the context of learning". (T1, P141 & P9)

"It possesses a vocabulary standard information associated with knowledge, meaning, sense, effect, and condition". (T1, P136 & P14)

"It utters the condition and response of the language connection that can bring about a better understanding, idea, and representation". (T1, P133 & P17)

"It verifies and obtains information for the understanding of library reference materials such as dictionaries, journals, encyclopedias, magazines, almanacs, Reader's Digest, and books". (T1, P129 & P21)

"It provides specific information, facts, and quick queries on the overview of the lesson or subject, resources, background, and references". (T1, P124 & P26)

"It is intended to consult the reference materials in the function of the library on specific subject matter and narrative reading". (T1, P119 & P31)

4.2.2 Improving research skills

Improving research skills has to do with the reference materials available in the library. It seeks to uncover the process of research skills improvement of students. This is based on the perspectives of students' skills and knowledge on exploring research motivation toward academic achievement. The research skills develop reference materials in defining the process of the task assigned to students. It is a reference source and materials to validate the improvement of research skills of criminology students (Sutiyono *et al.* 2024, pp. 1-21). The participants say that:

"It advances the program for the library through assessment, direct observation, questionnaire, and survey for the improvement of book working knowledge in the research skills of the students". (T2, P145 & P5)

"It displays the analysis for skills related to the library research process standard, support, and program for students' learning enhancement". (T2, P140 & P10)

"It involves collaboration in a standard policy of the school to promote the research skills of students". (T2, P136 & P14)

"It helps to increase knowledge of students' motivation in the improvement of research skills and competency in learning". (T3, P130 & P20)

"It exhibits literacy information and the efficiency of students in utilizing the reference materials in the library for the research skills tasks assignment". (T2, P124 & P26)

"It provides ability information to identify issues, effectiveness knowledge, and location of the reference materials and sources in the library". (T2, P120 & P30)

4.2.3 Addressing specific academic challenges

Addressing specific academic challenges depends on the sources and reference learning materials available to students in the library. The upgraded reference materials will lead to obtaining knowledge on the trends of criminology justice programs. It indicates a dynamic exploration perspective and motivation of students in utilizing the reference materials in the library. It brings the challenges in addressing the gaps toward academic performance (Cvetković, & Ružičić, 2024). The participants say that:

"It examines the perspectives of academics referencing the neglected areas of practice to glean valuable information, simple skills, and development of learners". (T3, P143 & P7)

"It draws on students' support in academic literacy and referencing practice to motivate students in addressing challenges and performance achievement". (T3, P138 & P12)

"It develops students' outcome and variance of academic practice, opaque, and mysterious disengagement in academic achievement and performance". (T3, P137 & P13)

"It widens the needs and consideration of complex issues and challenges experiences on the reference materials in grappling many citations and practices". (T3, P133 & P17)

"It develops content for academic achievement through literacy practice for student identity impact on sense of belonging". (T3, P129 & P21)

"It provides unique opportunities for reference materials and instructions in defining the focus of goals and instructions associated in the school library". (T3, P127 & P23)

5. Discussion

It shows that reference course materials for criminal justice programs enhance the academic performance of students and exhibit literacy information and the efficiency of students' research skills' tasks assignment. It provides unique opportunities for reference materials and instructions in defining the focus of goals associated with the school library readiness and implementation (Mallillin, *et al.,* 2020). It develops content for academic achievement through literacy practice for student identity impact and sense of belonging. It provides an impact in the learning process of criminology students as they are provided the necessary materials and resources to prepare as law enforcement in society. It creates access to the learning process and tasks that lead to a better understanding of criminology in addressing the gaps toward academic excellence (Burton, *et al.* 2024, pp. 103-121). On the other hand, reference course materials for criminal justice programs enhance the academic performance of students and are intended to be consulted for the function of the library on specific subject matter and narrative reading (Mallillin, *et al.* 2020). It provides the ability information to identify issues, effective knowledge, and the location of the reference materials and sources in the library. It connects the policy of the criminal justice programs especially on the materials and resources needed in the learning process. It challenges students to look for the reference materials and resources according to the latest trend of teaching and learning. It provides support for the curriculum program in law enforcement in society. It helps in the exploration and interest of criminology students' perspectives and experiences in learning (Spencer, *et al.* 2025, pp. 1-19).

Accordingly, providing context and understanding for criminal justice course reference materials in addressing the gaps toward academic excellence resembles the function and realistic understanding of the language, conception, knowledge, and vocabulary context of learning. It possesses a vocabulary standard information associated with knowledge, meaning, sense, effect, and condition. It utters the condition and

response of the language connection that can lead to a better understanding, idea, and representation (Mallillin, 2024). It supports the information practice literacy of students' framework of learning skills, as well as law enforcement expectations. It solicits feedback on the reform process of reference materials for understanding the context of the lesson and teaching environment. It reflects in the dissemination of knowledge and information for the global system of criminal justice (Strader, 2021, pp. 442-476). Certainly, providing context and understanding for criminal justice course reference materials in addressing the gaps toward academic excellence verifies and obtains information understanding of libraries such as dictionaries, journals, encyclopedias, magazines, almanacs, Reader's Digest, and books. It provides specific information, facts, and quick queries on the overview of the lesson or subject, resources, background, and references (Mallillin, 2024, 120-132). It is intended to consult the reference materials in the function of the library on specific subject matter and narrative reading. It focuses on the technological advancement and trends in the impact of library systems and operations. It enhances the process and system expected in the improved operation and efficiency through upgrading the reference materials for criminology students (Okwu *et al.* 2024, pp. 34-40).

Apparently, improving research skills on criminal justice course reference materials in addressing the gaps toward academic excellence advances the program for the library through assessment, direct observation, questionnaire, and survey for the improvement of book working knowledge in the research skills of the students. It displays analysis for students' skills related to the library research process standard, support, and program for learning enhancement (Mallillin, 2023, 7686-7700). It involves collaboration in a standard policy of the school to promote the research skills of students. It provides the ability and skills for students to obtain better academic knowledge. It facilitates problem-based learning models to analyze and identify the trends of improving research skills through upgrading the references and materials in the library of learning (Doyan *et al.* 2024, pp. 621-630). Indeed, improving research skills on criminal justice course reference materials in addressing the gaps toward academic excellence helps to increase knowledge of students' motivation, improve research skills, and competency in learning. It exhibits literacy information and the efficiency of students in utilizing the reference materials in the library research skills tasks assignment (Mallillin & Lopez, 2024). It provides ability information to identify issues, effective knowledge, and location of the reference materials and sources in the library. It evolves in the curriculum of criminal justice to improve the references and materials in the library development. It systematizes the procedures of upgrading the facilities and reference materials for better learning to equip students for the latest trends of criminal justice courses (Vázquez-Villegas, *et al.* 2023).

Finally, addressing specific challenges for the criminal justice course reference materials toward academic excellence examines the perspectives of referencing materials on the neglected areas of practice to glean valuable information, simple skills, and the development of learners. It draws experiences on students' support in academic literacy and referencing practice to motivate students in addressing challenges and performance

achievement. It develops students' outcomes and variance of academic practice, opaque, and mysterious disengagement in academic achievement and performance. It advances the approach where the reference materials are being affected in the upgrade process, considering the factors associated with facilities and trends of technology to equip students' learning quality system. It enhances the learning of students' quality and challenges (Tlili *et al.,* 2021, pp. 515-532). Lastly, addressing specific challenges for the criminal justice course reference materials toward academic excellence widens the needs and consideration of complex issues and challenges experienced in the reference materials in grappling with many citations and practices. It develops content for academic achievement through literacy practice for student identity impact and sense of belonging. It provides unique opportunities, providing reference materials and instructions in defining the focus of goals and instructions associated with the school library. It delves into the analysis of intricate student learning difficulties because of the materials and references needed in the teaching and learning process. It influences students in addressing the challenges related to stemming the cognitive process of learning domains (Shrestha *et al.* 2023, pp. 108-120).

6. Conclusions

It shows that reference materials for criminal justice courses enhance the academic performance of students and exhibit literacy information efficiency of students in utilizing library research skills' tasks assignment, where it provides unique opportunities in enhancing reference materials and instructions for defining the focus of goals and instructions associated with the school library. This includes developing content for academic achievement through literacy practice for student identity impact on sense of belonging, and to provide specific information, facts, and quick queries on the overview of the lesson or subject, resources, background, and references.

It shows that providing context and understanding resembles the function and realistic understanding of the language, conception, knowledge, and vocabulary context of learning, where it possesses a vocabulary standard of information associated with knowledge, meaning, sense, effect, and condition. This includes uttering the condition and response of the language connection that can bring to a better understanding, idea, and representation to verify and obtain information for the library reference materials such as dictionaries, journals, encyclopedias, magazines, almanacs, Reader's Digest, and books.

It shows that improving research skills advances the program for the library through assessment, direct observation, questionnaire, and survey for the improvement of book working knowledge research skills of the students, where it displays analysis for skills related to the library research process standard, support, and program learning enhancement. This includes collaborating with the standard policy of schools to promote research skills and help to increase the knowledge of students' motivation in the improvement of competency learning.

It shows that addressing specific academic challenges examines the perspectives of referencing on the neglected areas of practice to glean valuable information, simple skills, and the development of learners. It draws experiences on students' support in academic literacy and referencing practice to motivate them in addressing challenges and performance achievement. This includes the development of student outcomes and variance of academic practice, opaque, and mysterious disengagement in academic achievement and performance, to widen the needs and consideration of complex issues and challenges experienced in the reference materials in grappling with many citations and practices.

Conflict of Interest Statement
The author declares no conflicts of interest

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Ms. Annabelle T. Gatmin is currently the Chief Librarian at the Philippine College of Criminology. She is a licensed librarian and holds a Master's degree in Library and Information Science, equipped with knowledge and skills to lead and innovate in her dynamic profession. Her journey in the library field has been extensive, with a significant part of her career dedicated to academic librarianship. Before joining the Philippine College of Criminology, she spent twenty fulfilling years as a Senior Librarian at the University of the East where she gained invaluable experiences in supporting a vibrant academic community. Her professional background also includes experience in other academic school libraries to enrich her perspectives further.

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