

FEDERICK J. NGO

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ACADEMIC APPOINTMENTS

University of Southern California, Rossier School of Education

Associate Professor of Education (with tenure)

August 2026-present

University of Nevada, Las Vegas, Department of Educational Psychology, Leadership, & Higher Education

Associate Professor of Higher Education (with tenure)

July 2023-June 2026

Assistant Professor of Higher Education

Aug. 2017-June 2023

EDUCATION

University of Southern California

Ph.D. Urban Education Policy

2017

M.A. Economics

2016

Stanford University

M.A. International Educational Administration & Policy Analysis

2010

M.A. Teaching of Mathematics

2005

B.A. Comparative Studies in Race and Ethnicity (CSRE); Minor: Mathematics

2004

RESEARCH INTERESTS

Higher education policy; college access and success; community colleges; remedial/developmental education; educational inequality; quantitative methods

PUBLICATIONS

Journal Articles (Peer-Reviewed)

1. **Ngo, F.** (2025). The Expansion of Corporate-Sponsored Tuition Benefits to America's Low-Wage Workers. *Educational Researcher*. <https://doi.org/10.3102/0013189X251355548>
2. **Ngo, F.** & Nhien, C. (2025). Using QuantCrit to Examine the Academic Momentum of Southeast Asian and Pacific Islander Community College Students. *Community College Journal of Research & Practice*, 49(10-11), 669-686. <https://doi-org.ezproxy.library.unlv.edu/10.1080/10668926.2025.2510268>
3. Mishra, S., Swanson, E., Yucel, E., **Ngo, F.**, Melguizo, T., & Ching, C. D. (2025). Math sorting: Unintended consequences of math pathways expansions in community colleges. *Research in Higher Education*, 66(2), 1-29.
4. Bowman, N., **Ngo, F.**, & Ji, J. (2025). The Impact of Course Placement in STEM Sequences on Students' Short-Term and Longer-Term University Success Outcomes. *The Review of Higher Education*. 48(2), 277-306. <https://muse-jhu-edu.ezproxy.library.unlv.edu/pub/1/article/925021/summary>
Media: [Center for Social Science Innovation](#)
5. **Ngo, F.**, Espinoza, K. J. C., Lee, D., & Teranishi, R. T. (2025). "We will come to you": Serving newcomer immigrants and English learners at an AANAPISI community college. *Innovative Higher Education*, 50, 893-918. <https://doi.org/10.1007/s10755-024-09763-z>
6. **Ngo, F.** & Melguizo, T. (2025). Use and Effectiveness of Academic Supports After Developmental Education Reform in California's Community Colleges. *Educational Evaluation & Policy Analysis*, 47(3), 751-773. <https://journals.sagepub.com/doi/abs/10.3102/01623737241242108>
7. **Ngo, F.** & Sundell, D. (2025). Inequities at the intersection of race and disability: Evidence from community colleges. *Race, Ethnicity & Education*, 28(6), 876-900. [Published online in 2023]
<https://doi.org/10.1080/13613324.2023.2170436>

8. **Ngo, F., & Espinoza, K. J. C.** (2024). “Now We Come Here, We Feel it”: Experiences of Anti-Asian Racism Among Community College Students in ESOL Programs. *Community College Journal of Research and Practice*, 48(10), 622-634. <https://doi.org/10.1080/10668926.2023.2189178>
9. **Ngo, F.** (2023). Are dreams contagious? Peer effects of undocumented college students. *Education Economics* 32(6), 846–861. <https://doi.org/10.1080/09645292.2023.2272591>
10. **Ngo, F. & Velasquez, D.** (2023). Inside the math trap: Chronic math tracking from high school to community college. *Urban Education*, 58(8), 1629-1657. [Published online March 3, 2020].
Media: [Research Minutes](#)
11. **Ngo, F. & Lee, D.** (2022). Bringing counseling to the classroom: Embedded counseling and student outcomes in community college ESOL programs. *Journal of College Student Retention: Research, Theory & Practice*, 26(4), 991-1009. <https://doi.org/10.1177/15210251221134686>
12. **Ngo, F. & Cho, J.** (2022). The effect of in-state tuition on international student enrollment: Evidence from the Heartland. *Journal of Student Financial Aid*, 51(3), 1-20. <https://doi.org/10.55504/0884-9153.1801>
13. **Ngo, F. & Hinojosa, J. K.** (2022). Broadened possibilities: Undocumented community college student course enrollment after the California DREAM Act. *AERA Open*, 8. doi: [10.1177/23328584221091276](https://doi.org/10.1177/23328584221091276)
14. **Ngo, F., Coyner, M., & Lough, N.** (2022). The financial behaviors of chasing athletic prestige: Evidence from the NCAA Cost of Attendance policy. *The Review of Higher Education*, 45(3), 307-336. [doi:10.1353/rhe.2022.0001](https://doi.org/10.1353/rhe.2022.0001).
15. **Ngo, F. & Hinojosa, J. K.** (2021). Supporting undocumented community college students. *New Directions for Community Colleges*, 2021(196), 57-78. <https://doi.org/10.1002/cc.20483>
[Top Downloaded Article, *New Directions for Community Colleges*]
16. **Ngo, F., Velasquez, D., & Melguizo, T.** (2021). Faculty Perspectives on Using High School Data in an Era of Placement Testing Reform. *Community College Review*, 49(3), 290-313. <https://doi.org/10.1177/00915521211002896>
17. **Park, E. & Ngo, F.** (2021). The effect of developmental math on community college STEM participation: Variation by race, gender, achievement, and aspiration. *Educational Evaluation & Policy Analysis*, 43(1), 108-133. DOI: 10.3102/0162373720973727
18. **Ngo, F. & Melguizo, T.** (2021). The equity cost of inter-sector math misalignment: Racial and gender disparities in community college student outcomes. *The Journal of Higher Education*, 92(3), 410-434. <https://doi.org/10.1080/00221546.2020.1811570>
19. **Park, E., Ngo, F., & Melguizo, T.** (2021). The Role of Math Misalignment in the Community College STEM Pathway. *Research in Higher Education*, 62, 403-447. DOI: 10.1007/s11162-020-09602-y
20. **Melguizo, T. & Ngo, F.** (2020). Mis/Alignment Between High School and Community College Standards. *Educational Researcher*, 49(2), 130-133.
21. **Kosiewicz, H. & Ngo, F.** (2020). Giving community college students choice: The impact of self-placement in math courses. *American Educational Research Journal*, 57(3), 1358-1391.
22. **Ngo, F.** (2020). High school all over again: The problem of redundant college mathematics. *The Journal of Higher Education*, 91(2), 222-248. DOI: 10.1080/00221546.2019.1611326
Media Coverage: [Inside Higher Ed](#), [The Conversation](#), [SF Gate](#)
23. **Ngo, F.** (2019). Fractions in college: How basic math remediation impacts community college students. *Research in Higher Education*, 60(4), 485-520.
24. **Ngo, F. & Astudillo, S.** (2019). California DREAM: The impact of financial aid for undocumented community college students. *Educational Researcher*, 48(1), 5-18.
Media Coverage: [The Conversation](#), [U.S. News & World Report](#), [Salon.com](#), SF Chronicle, Houston Chronicle, San Antonio Express News, etc.
25. **Ngo, F. & Sablan, J.** (2019). Southeast Asian and Pacific Islander student progression through community college: A disaggregated transcript analysis. *Teachers College Record*, 121(8).
26. **Ngo, F., Chi, W. E., & Park, E.** (2018) Mathematics course placement using holistic measures: Possibilities for community college students. *Teachers College Record*, 120(2), 1-42.
27. **Ngo, F. & Kosiewicz, H.** (2017). How extending time in developmental math impacts student persistence and success: Evidence from a regression discontinuity in community colleges. *The Review of Higher Education*, 40(2), 267-306.

28. **Ngo, F.** & Melguizo, T. (2016). How can placement policy improve math remediation outcomes? Evidence from community college experimentation. *Educational Evaluation and Policy Analysis*, 38(1), 171-196.
29. Melguizo, T., Bos, J., **Ngo, F.**, Mills, N., & Prather, G. (2016). Using a regression discontinuity design to estimate the impact of placement decisions in developmental math. *Research in Higher Education*, 57(2), 123-151.
30. Kosiewicz, H., **Ngo, F.**, & Fong, K. E. (2016). Alternative models to deliver developmental math: Issues of use and student access. *Community College Review*, 44(3), 205-231.
31. **Ngo, F.** & Kwon, W. (2015). Using multiple measures to make math placement decisions: Implications for access and success in community colleges. *Research in Higher Education*, 56(5), 442-470.
32. **Ngo, F.** (2013). The distribution of pedagogical content knowledge in Cambodia: Gaps and thresholds in math achievement. *Educational Research for Policy and Practice*, 12(2), 81-100. (Official journal of the *Asia-Pacific Educational Research Association*).

Manuscripts Under Review

- Graff, L. & **Ngo, F.** (Revise & resubmit). Inequitable treatment in student conduct: An analysis of a state system of higher education.
- Lee, U.-S. A., Nguyen, M. H., **Ngo, F. J.**, San Nicolas, O., Wu, T. X., Hong, C., ... Munshi, S. (Revise & resubmit). Learning to serve: Building a research-practice partnership to improve higher education for Asian American and Pacific Islander students.
- Ngo, F.** & Mishra, S. (Revise & resubmit). Completion, failure, and course reattempt after AB705: California's ambitious developmental education reform.
- Ngo, F.**, Whitman, K., Relles, S., & Rojas, A. (Under review). The impact of corequisite courses on early college outcomes: Evidence from Nevada.
- Ngo, F.**, Xing, X., & North, M. (Under review). Postsecondary and Workforce Outcomes After Participation in Nevada's High School CTE Programs.
- Whitman, K., **Ngo, F.**, & Rojas, A. (Under review). Examining the Relationship between Nevada's Foster Youth Tuition Waiver Policy and Student Outcomes.

Working Papers

- Carbajal, J., & **Ngo, F.** (In preparation). Losing Pell: A mixed methods examination of satisfactory academic performance requirements and losing financial aid.
- Espinoza, K. J. C., San Nicolas, O., & **Ngo, F.** (In preparation). Colonial currents and college conditions: Pacific Islander student experiences on "The Ninth Island".
- Graff, L. & **Ngo, F.** (In preparation). Why is the squad on the quad? Exploring predictors of police presence on college campuses.
- Ngo, F.**, Nguyen, M.H., Lee, U.-S.A., San Nicolas, O., Wan, A., Hong, C., & Munshi, S. (In preparation). Multilingual tutoring and the postsecondary success of English Learners: Evidence from an AANAPISI grant program.
- Ngo, F.**, & Relles, S. (In preparation). The Impact of Shifting to Corequisite Support in Nevada Higher Education.

Book Reviews

- Ngo, F.** & Rhodes, B. (2020). Book Review: Minding the Obligation Gap in Community Colleges and Beyond. *Teachers College Record*. <http://eval.tc-library.org/Messages.asp?sc=123456&mid=59475>

Book Chapters

- Ngo, F.** (2021). Designing A More Progressive Promise. In R. Taylor & A. Kuntz (Eds.), *Ethics in Higher Education: Promoting Equity and Inclusion Through Case-Based Inquiry* (pp. 158-161). Cambridge, MA: Harvard Education Press.

Ngo, F. (2014). Revision for rights? Nation-building through post-war Cambodian social studies textbooks, 1979-2009. In J. H. Williams (Ed.), *(Re)Constructing Memory: School Textbooks and the Imagination of the Nation* (pp. 153-169). Rotterdam: Sense Publishers. [\[Link\]](#)

Reports, Monographs, & Briefs

- Ngo, F., Rubin, L. M., Simpfinderfer, A. J., Pincus, B., & Del Real Viramontes, J.** (2023). Streamlining key learner transitions. In J. K. Hinojosa, J. P. Guilbeau, & V. A. Sansone (Eds.), *Postsecondary student access and success in Nevada: An ASHE institute with southern Nevada higher education leaders* (pp. 16-26). Association for the Study of Higher Education.
- Ngo, F. & Espinoza, K. J. C.** (2023, April). *Bringing counseling to the classroom can keep English learners connected to community colleges*. William T. Grant Foundation. [\[Link\]](#)
- Ngo, F. & Melguizo, T.** (2022). Mandating multiple measures and encouraging student supports: Evaluating a new approach to developmental education in California's community colleges. (EdWorkingPaper: 22-662). Annenberg Institute at Brown University. <https://doi.org/10.26300/neqq-gd84>
- Ngo, F. & Cullinan, D.** (2022). *Multiple Measures Assessment and Placement Promotes Community College Student Success*. College Completion Strategy Guide. MDRC. [\[Link\]](#)
- Ching, C., Yucel, E., **Ngo, F.**, Swanson, E., Melguizo, T., & Harrington, D. (2022). *AB705 Implementation in the Los Angeles Community College District: Results from a district-wide survey*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Melguizo, T., Ching, C. D., **Ngo, F.**, & Harrington, D. (2021). *AB705 in the Los Angeles Community College District: Results from Fall 2019*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Ngo, F., & Melguizo, T.** (2020). *The equity cost of inter-sector math misalignment: Racial and ethnic disparities in community college student outcomes*. Pullias Center for Higher Education. Rossier School of Education, University of Southern California.
- Ngo, F.** (2020). *The equity rankings: An alternative assessment of U.S. higher education*. ACCEPT and Colorado State University. [\[Link\]](#)
- Park, E. S., **Ngo, F.**, & Melguizo, T. (2019). *Starting off on the wrong foot: Math misalignment and STEM outcomes in California Community Colleges*, Research Brief Volume 4, Number 3. Wheelhouse: The Center for Community College Leadership and Research. [\[Link\]](#)
- Tierney, W., G., Ward, J., Corwin, Z., **Ngo, F.**, Cadena, M., Avilez, A. A., ... Lanford, M. (2017). *The University as a Sanctuary*. Los Angeles, CA: Pullias Center for Higher Education, University of Southern California. [\[Link\]](#)
- Ngo, F., & Melguizo, T.** (January 2016). Using math diagnostics to inform course placement in community colleges. *Conditions of Education in California*. PACE: Policy Analysis for California Education. [\[Link\]](#)
- Melguizo, T., Bos, J., Prather, G., Kosiewicz, H., Fong, K., **Ngo, F.** (2015). *Assessment and placement policies and practices in developmental math: Evidence from experimentation in a large urban community college district in California*. Los Angeles, CA: Pullias Center for Higher Education, University of Southern California. [\[Link\]](#)
- Ngo, F., Kwon, W., Melguizo, T., Prather, G., & Bos, J. M.** (2013). *Course placement in developmental math: Do multiple measures work?* Los Angeles, CA: University of Southern California. [\[Link\]](#)
- Yarnall, L., Feng, M., Fusco, J., Tidwell-Morgan, E., **Ngo, F.**, Werner, A., ... Dornisfe, C. (2011). *Classroom practice in the cloud: Designing an online network for developmental educators*. Palo Alto, CA: SRI International.
- Yarnall, L., Gallagher, L., Remold, J., Fusco, J., Schank, P., Feng, M., Werner, A., **Ngo, F.**, & Tidwell-Morgan, E. (2010). *Pedagogical patterns in the Global Skills for College Completion project: Second semester formative evaluation*. Palo Alto, CA: SRI International.

RESEARCH GRANTS

1. Project Consultant, *California's AANAPISIs: A Research Study on AA&NHPI Student Success at the University of California and California Community Colleges*, State of California's Commission on Asian and Pacific Islander American Affairs (CAPIAA), \$95,000, with Mike Hoa Nguyen & Kristine Jan Espinoza, January 2026-December 2026.

2. Principal Investigator, *Is there inequitable treatment in student conduct? Evidence from a statewide system of higher education*, Spencer Foundation, #202600029, \$50,000, July 2025-June 2027.
3. Principal Investigator, *The Impact of Nevada Career and Technical Education Programs on College Participation and Workforce Outcomes*, Nevada Governor's Office of Workforce Innovation, \$50,000, with Xue Xing (Co-PI), January 2025-June 2025.
4. Principal Investigator, *The Impact and Implementation of Nevada's Co-Requisite Mandate*, Institute of Education Sciences, #R305A240250, \$1,216,286, with Stefani Relles (Co-PI), July 2024-June 2029. [\[Link\]](#).
5. Principal Investigator, *Bridging Non-STEM and STEM Math Tracks: An Interest-Based Intervention to Increase Community College STEM Opportunity*, #2435104, National Science Foundation, \$299,991, October 2022-December 2025, with Edouard Tchertchian (Co-PI).
6. Co-Principal Investigator, *An Exploratory of Two Postsecondary Policies and Student Outcomes in Nevada*, Nevada Governor's Office of Workforce Innovation, #NPWR24-203, \$20,190, with Kenyon Whitman (PI), January 2024-June 2024.
7. Co-Principal Investigator, *Weaving Together Supports for the Academic Success and Racial Identity Development of Low Income and First-Generation AAPI/NHPI Students*, National Science Foundation, #2315869, \$364,942, September 2023-August 2026*, with Mike H. Nguyen (PI-NYU), Ung-Sang Lee (PI-UNLV). [\[NSF News Link\]](#) [Write-up in [Diverse](#)]
*This grant appeared on the [list](#) of "Woke DEI Grants at NSF" and terminated on April 18, 2025.
8. Principal Investigator, *Is the Corequisite Model Improving College Student Outcomes and Reducing Inequality? Evidence from Nevada Higher Education*. 2022 National Academy of Education/Spencer Foundation Research Development Award, \$5,000.
9. Principal Investigator, *Implementing an Ethnic Studies Requirement in the California State University System*, UNLV College of Education 2021-2022 Research Development Grant, (One year of graduate research assistant funding, \$40,000), with Doris L. Watson (Co-PI), and Erika Abad (Co-PI).
10. Principal Investigator, *A Typology of Corporate-Sponsored Tuition Benefit Programs*, EPHE GRA Funding Opportunity, UNLV College of Education 2021-2022, (One year of graduate research assistant funding, \$40,000), with Blanca Rincón (Co-PI).
11. Co-Principal Investigator, *Examining Implementation of a State Mandate to End Remediation in Community Colleges: A Research-Practice Partnership*, Spencer Foundation, \$399,915, January 2020-June 2023, with Tatiana Melguizo (PI), Cheryl Ching (Co-PI) and Deborah Harrington (Co-PI).
12. Principal Investigator, *Embedded Counseling for Community College Students in ESL Programs: A Case Study at an Immigrant-Serving Institution*, William T. Grant Foundation Officer's Research Award, \$49,978, October 2019-Dec 2021.
13. Principal Investigator, *Undocumented Student Achievement in Public Education*, Spencer Foundation, \$49,995, August 2018-Dec 2020.
14. Principal Investigator, *Exploring the Educational Experiences of Asian American and Pacific Islander College Students in the State of Nevada*, Asian Pacific Islander American Scholars (formerly Asian Pacific Islander American Scholarship Foundation), \$30,000, 2018-2020.
15. Co-Principal Investigator, *Using High School Transcript Data and Diagnostic Information to Fine-Tune Placement Policy and Tailor Instruction in Developmental Math*, National Science Foundation EAGER (#1544254), \$299,753, July 2015-December 2020, with Tatiana Melguizo (PI).
16. Principal Investigator, *High School All Over Again: The Problem of Redundant College Mathematics*, American Educational Research Association (AERA) Dissertation Grant, \$20,000, August 2016-July 2017.

SELECTED RESEARCH PRESENTATIONS (2017-present)

Ngo, F., Nguyen, M.H., Lee, U.-S.A., San Nicolas, O., Wan, A., Hong, C., & Munshi, S. (2026, November). Multilingual tutoring and the postsecondary success of English Learners: Evidence from an AANAPISI grant program. Paper to be presented at the annual conference of the Association for the Study of Higher Education, San Juan, PR.

- Ngo, F.**, Yucel, E., Roberts, M., & Mishra, S. (2026, November). Choosing Stats or STEM: Community college students' math choices after math pathways reform. Paper to be presented at the annual conference of the Association for the Study of Higher Education, San Juan, PR.
- Ngo, F.**, & Relles, S. (2026, April). New Research on Nevada Corequisite Impact and Implementation. Paper presented at the NSHE Corequisite Conference, Reno, NV.
- Graff, L., & **Ngo, F.** (2026, April). Inequities in the student conduct process: An analysis of a state system of higher education. Paper presented at the annual conference of the American Educational Research Association, Los Angeles, CA.
- Ngo, F.**, Xing, X., & North, M. (April, 2026). Postsecondary and Workforce Outcomes after Participation in Nevada CTE Programs. Paper presented at the annual conference of the American Educational Research Association, Los Angeles, CA.
- Relles, S., Garcia, A., & **Ngo, F.** (2026, April). Resistance or reception: Understanding the patterns of corequisite implementation across the Nevada System of Higher Education. Paper presented at the annual conference of the American Educational Research Association, Los Angeles, CA.
- Nguyen, M.H., San Nicolas, O., Lee, U.-S.A., **Ngo, F.**, Hong, C., Wan, A., & Munshi, S.,.... (2026, April). Asian American Studies in Praxis: A Research-Practice Partnership Approach to Serving AA&NHPI Students. Paper presented at the annual conference of the Association for Asian American Studies, Honolulu, HI.
- Espinoza, K. J. C., San Nicolas, O., & **Ngo, F.** (2026, April). Colonial currents and college conditions: Pacific Islander student Experiences on "The Ninth Island". Paper presented at the annual conference of the Association for Asian American Studies, Honolulu, HI.
- Ngo, F.**, & Relles, S. (2025, November). The Impact of Shifting to Corequisite Support in Nevada Higher Education. Paper presented at the annual conference of the Association for Public Policy and Management, Seattle, WA.
- Lee, U.-S.A., San Nicolas, O., Wu, T. X., Nguyen, M. H., **Ngo, F.**, Hong, C., Wan, A., Park, A. & Munshi, S. (2025, June). Learning to serve: Building a research-practice partnership to improve higher education for Asian American and Pacific Islander students. *Proceedings of the International Society of the Learning Sciences Annual Meeting*, Helsinki, Finland.
- Ngo, F.**, & Relles, S. (2025, April). The impact of corequisite courses on college outcomes. Paper presented at the NSHE Corequisite Conference, Las Vegas, NV.
- Lee, U.-S. A., San Nicolas, O., Wu, T., Nguyen, M. H., **Ngo, F.**, Hong, C., Wan, A., Park, A., & Munshi, S. (2025, April). Learning to serve: Building a research-practice partnership to improve higher education for Asian American and Pacific Islander students. Paper presented at the AERA Annual Meeting, Denver, CO.
- Ngo, F.**, Whitman, K., & Rojas, A. (2025, March). The impact of corequisite course placement on early college outcomes: Evidence from Nevada. Paper presented at the AEFPP Annual Conference, Washington, D.C.
- North, S. M., & **Ngo, F.** (2024, December). A Critical Quantitative Analysis of Black Females Participation in Secondary Career and Technical and Post-secondary STEM Education Credentialing. Poster presented at the Association for Career and Technical Education Research Annual Conference, San Antonio, TX.
- Ngo, F.**, Contreras, L., Ohta, D., & Shinouda, M. (2024, November). Native Language Instruction for Community College Students. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Ngo, F.**, Whitman, K., Abeleda, D., Rojas, A., & Van Holten, K. (2024, November). Examining the Relationship between Nevada's Corequisite Policy and Student Outcomes. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Whitman, K., **Ngo, F.**, Van Holten, K., Rojas, A., & Abeleda, D. (2024, November). Examining the Relationship between Nevada's Foster Youth Tuition Waiver Policy and Student Outcomes. Paper presented at the ASHE Annual Conference, Minneapolis, MN.
- Mishra, S., Ching, C., **Ngo, F.**, & Melguizo, T. (2024, November). Peeking under the hood: Implementing developmental education reform in a California community college district. Paper presented at the ASHE Annual Conference, Minneapolis, MN.

- Ngo, F.** (2024, June). The Expansion of Corporate-Sponsored Tuition Benefits to America's Low-Wage Workers. Paper presented at the Critical University Studies Conference, Hong Kong, SAR.
- Contreras, L. & **Ngo, F.** (2024, April). An Exploratory Story of Inequities and Impasses in Community College Transfer in Nevada. Paper presented at the Council for the Study of Community Colleges, Pittsburgh, PA.
- Mishra, S., Palacios, G., & **Ngo, F.** (2024, April). Which students re-attempt transfer-level courses after failure? Evidence from AB705 in one California Community College district. Paper presented at the Council for the Study of Community Colleges, Pittsburgh, PA.
- San Nicolas, O., Park, T., Liebau, E., & **Ngo, F.** Research Practice Partnerships: Asian American, Native American, and Pacific Islander Serving Institutions (AANAPISI) and Lessons Learned from an NSF-Funded Project. Paper presented at the Asian Pacific Americans in Higher Education 2024 Conference, Oakland, CA.
- Ngo, F.,** Nhien, C. (2023, November). Using QuantCrit to Understand the Academic Momentum of Southeast Asian and Pacific Islander Community College Students. Paper presented at the Association for the Study of Higher Education, Minneapolis, MN.
- Hines, J. & **Ngo, F.** (2023, June). Evaluating student-athlete well-being using a positive psychology perspective: A content analysis of NCAA well-being resources. Paper presented at the NASSM annual conference, Montreal, Canada.
- Ngo, F.** (2023, April). Is Direct Placement in Transfer-Level Courses Closing Racial Equity Gaps in Community Colleges? Poster presented at the American Educational Research Association, Chicago, IL. [Invited poster session]
- Ngo, F.,** Melguizo, T., Ching, C. D., Mishra, S., & Swanson, E. (2023, January). Community College Student Outcomes in Statistics and Math After California's Developmental Education Reform. Paper presented at the 2023 Joint Mathematics Meetings (JMM 2023), The American Mathematical Society (AMS), Boston, MA.
- Ngo, F.,** Johnson-Hernandez, M., & Rincón, B. (2022, November). Would you like college with that? Corporate-sponsored college benefits for low-wage workers. Paper presented at the Association for the Study of Higher Education, Las Vegas, NV.
- Ngo, F.,** & Cho, J. (2022, November). The effect of in-state tuition on international student enrollment: Evidence from the Heartland. Paper presented at the Association for the Study of Higher Education, Las Vegas, Nevada.
- Ngo, F.** & Espinoza, K. J. C., Teranishi, R., & Lee, D. (2022, April). Embedded Counseling for ESOL Students Attending an AANAPISI Community College. Paper presented at the American Educational Research Association, San Diego, CA.
- Ngo, F.** & Espinoza, K. J. C. (2022, April). Experiences of Anti-Asian Racism Among Asian Immigrant Students in ESOL Programs. Paper presented at the American Educational Research Association, San Diego, CA.
- Ching, C. D., Melguizo, T., & **Ngo, F.** (2022, April). Can colleges discontinue developmental education? Exploring practitioner knowledge of AB705 and beliefs about supporting student success. Paper presented at the American Educational Research Association, San Diego, CA.
- Swanson, E., Yucel, E., Melguizo, T., Ching, C. D., & **Ngo, F.** (2022, April). STEM sorting: Unintended consequences of math pathways expansions in community colleges. Paper presented at the American Educational Research Association, San Diego, CA.
- Ching, C. D., Yucel, E., **Ngo, F.,** Melguizo, T., & Harrington, D. (2022, April). The Logics that Keep Developmental Education Alive in an Age of Reform. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Tempe, AZ.
- Ngo, F.** (2022, April). Bringing counseling to the classroom: Embedded counseling and student outcomes in community college classrooms. Paper presented at the annual meeting of the Council for the Study of Community Colleges, Tempe, AZ.
- Ngo, F.,** & Melguizo, T. (2022, March). Does Multiple Measures Placement Improve Developmental Education Outcomes? Regression Discontinuity Evidence. Paper presented at the Association for Education Finance and Policy, Denver, CO.

- Lee, D. & **Ngo, F.** (2022, February). Benefits of Embedded Counseling for ESOL Completion, Persistence, and Belonging. Association of California Community College Administrators, Monterey, CA.
- Graff, L., & **Ngo, F.** (2021, November). Why is the squad on the quad? Predictors of police presence on college campuses. Paper presented at the Association for the Study of Higher Education, San Juan, Puerto Rico.
- Manyweather, B., & **Ngo, F.** (2021, November). The Implementation of Mandatory Ethnic Studies (AB1460) in the California State University System. Roundtable presentation. Association for the Study of Higher Education, San Juan, Puerto Rico.
- Ngo, F.**, & Hinojosa, J. K. (2021, April). Supporting undocumented community college students. Paper presented at the Council for the Study of Community Colleges [virtual conference].
- Ngo, F.**, Swanson, E., Melguizo, T., & Ching, C. (2021, March). Is AB705 closing the racial equity gap? Early evidence from the Los Angeles Community College District. Paper presented at the Association for Education Finance and Policy [virtual conference].
- Ngo, F.** (2021, March) Are dreams contagious? Peer effects of undocumented community college students. Paper presented at the Association for Education Finance and Policy [virtual conference].
- Ngo, F.** & Sundell, D. (2020, November). Community college students with disabilities: An intersectional Analysis. Paper presented at the Association for the Study of Higher Education, New Orleans, LA.
- Ngo, F.** (2020, April). Did they send their best? Undocumented student achievement in public education. Paper presented at the American Educational Research Association, San Francisco, CA.
- Ngo, F.** & Cho, J. (2020, April). Hello peril? Enrollment effects after in-state tuition for international students. Paper presented at the American Educational Research Association, San Francisco, CA.
- Morris, E.A., Yucel, E., Velasquez, D., Ching, C. D., **Ngo, F.**, & Melguizo, T. (2020, March). Understanding recent California policy initiatives in developmental education. Poster Presentation. Association for Education Finance and Policy, AEFPP, Fort Worth, Texas.
- Ngo, F.** & Hinojosa, J. J. (2019, November). DACA, DREAM, and the Changing Aspirations of Undocumented Community College Students. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Coyner, M., & Lough, N. (2019, November). Who pays for athletic prestige: The impact of the NCAA Full Cost of Attendance policy on higher education finance. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Gilbert, L., & Sablan, J. (2019, November). “I feel at home again”: Is Las Vegas “The 9th Island” for Native Hawaiian and Pacific Islander college students? Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.**, Kim, V., & Gilbert, L. (2019, November). Exploring the Impact of AANAPISI Grant-funded Program on Students’ Experiences and Outcomes. Paper presented at the Association for the Study of Higher Education, Portland, OR.
- Ngo, F.** (2019, April). Learning without labels: Tracking students with disabilities into and through community college. Paper presented at the American Educational Research Association, Toronto, Canada.
- Park, E. S., & **Ngo, F.** (2019, April). Does developmental math help students persist and succeed in STEM?. Paper presented at the American Educational Research Association, Toronto, Canada.
- Park, E. & **Ngo, F.** (2019, March). The effect of developmental math on community college students’ persistence in STEM: Variation by race, gender, achievement, and aspiration. Paper presented at the Association for Education Finance & Policy, Kansas City, Missouri.
- Ngo, F.** & Velasquez, D. (2018, November). One step forward, two steps back? Chronic math tracking in the transition to college. Paper presented at the Association for the Study of Higher Education, Tampa, FL.
- Park, E., **Ngo, F.**, & Melguizo, T. (2018, June). The role of misaligned math placement in propelling or hindering STEM-ready students in community colleges. Paper presented at the UCLA Community College Studies Conference, Los Angeles, CA.

- Ngo, F.** & Velasquez, D. (2018, April). One step forward, two steps back? Math misalignment and mismatch in the transition to college. Paper presented at the American Educational Research Association, New York, NY.
- Park, E., **Ngo, F.**, & Melguizo, T. (2018, March). The role of misaligned math placement in propelling or hindering STEM-ready students in community colleges. Paper presented at the Association for Education Finance & Policy, Portland, OR.
- Ngo, F.** & Astudillo, S. (2018, March). California DREAM: The impact of financial aid for undocumented community college students. Paper presented at the Association for Education Finance & Policy, Portland, OR.
- Ngo, F.** & Astudillo, S. (2017, November). California DREAM: The impact of financial aid for undocumented community college students. Paper presented at the Association for the Study of Higher Education, Houston, TX.
- Melguizo, T. & **Ngo, F.** (2017, June). The usefulness of linked data for improving math course placement and instruction in community colleges. Paper presented at the American Society for Engineering Education, Columbus, OH.
- Melguizo, T. & **Ngo, F.** (2017, April). The usefulness of linked data for improving math course placement and instruction in community colleges. Paper presented at the American Educational Research Association, San Antonio, TX.
- Gerber, R., Miller, T., Shaw, S., & Daugherty, L., **Ngo, F.** (2017, March). New approaches to developmental education pathways: Integrating reading and writing remediation. Paper presented at the Association for Education Finance and Policy, Washington, D.C.
- Gerber, R., Miller, T., Shaw, S., & Daugherty, L., **Ngo, F.** (2017, April). New approaches to developmental education pathways: Integrating reading and writing remediation. Paper presented at the American Educational Research Association, San Antonio, TX.
- Ngo, F.** (2017, April). High school all over again: The problem of redundant college mathematics. Poster presented at the American Educational Research Association, San Antonio, TX. [Invited poster session]
- Ngo, F.** (2017, March). High school all over again: The problem of redundant college mathematics. Poster presented at the Association for Education Finance and Policy, Washington, D.C.

AWARDS, FELLOWSHIPS, & HONORS

UNLV Outstanding Faculty Award	2024
AERA Publications Outstanding Reviewer Award, <i>American Educational Research Journal</i>	2024
UNLV College of Education Distinguished Research Award	2023
Spencer Foundation/National Academy of Education Research Development Award	2022
AERA Publications Outstanding Reviewer Award, <i>Educational Evaluation & Policy Analysis</i>	2022
UNLV College of Education Early Career Award	2020
USC Ph.D. Achievement Award (highest university honor for graduating doctoral students)	2017
USC Student Recognition Award, The Order of the Arête (university service award)	2017
Excellence in Teaching Award, USC Center for Excellence in Teaching	2016
AERA Dissertation Research Fellowship	2016
USC Provost's Ph.D. Fellowship	2012-16
National Data Institute Fellowship (with support from AIR, NCES, & NSF)	2013
Fulbright-Hays Group Project Fellowship, <i>Advanced Study of Khmer</i>	2009
Senior Paper Prize, Program in Comparative Studies in Race and Ethnicity, Stanford University	2004

TEACHING

USC

EDUC 682: Introduction to Quantitative Research Methods in Education	2026
EDUC 658: Multilevel Modeling (Hierarchical Linear Models)	2026

UNLV

EDH 609: Leading Diverse Organizations	2017; 2018; 2019
EDH 706: Current Issues in Higher Education	2023
EDH 709: Seminar in the Economics of Higher Education	2018; 2020; 2023
EDH 708: The American Community College	2019; 2021; 2023; 2025
EDH 710: Finance & Budgeting in Higher Education	2018; 2021; 2024; 2026
EDH 714: Understanding MSIs	2024
EDH 730: Institutional Assessment	2022
EDH 738: Public Policy in Higher Education	2020; 2022
EDH 740: Comparative/International Higher Education	2018, 2020, 2025
EDH 750: Methods for Policy Analysis in Higher Education	2021
EDH 796: Dissertation Proposal Preparation	2021

STUDENT MENTORING & ADVISING

USC Dissertation Committee Chair

- Salomé Otero-Gutierrez (Co-Chair)

USC Dissertation Committee Member

- Dinh Nguyen, Completed June 2026

UNLV Dissertation Committee Chair

- Jaime Carbajal Jr., Completed May 2022
- Lucas Graff, Completed May 2023
- Jennifer Torgerson, Completed May 2023
- Luis Ortega, Completed May 2024
- Bucket Manyweather, Completed May 2024
- Michael Hack, Completed May 2024
- Jaekeun Cho, Completed May 2026
- Dañielle Sundell, Completed May 2026
- James Hines, Completed May 2026
- LaToya Burdiss (Co-Chair), Dissertation Proposal March 2024
- Bruno Rhodes, Comprehensive Exam February 2021
- Albert Loera, Dissertation Proposal May 2026

UNLV Dissertation Committee Member

- Completed: Kristine Jan Cruz Espinoza, Elizabeth Leon, Andria Coleman, Juanita Hinojosa, Megan Hullinger, Sarah Monique Somma, Alfred Acquah, Ebony Sherman, Jessica Soria, Rosnidar Arshad
- In Progress: Nicole Stella, Sarath Kraus, Jason DeMaria, Kacy Vargas, Esther Herrera, Joseph Chavoya

External Member: Chantira Nhien (UCLA); Amanda Addison (Vanderbilt University), Glenda Palacios (University of Southern California)

INVITED PRESENTATIONS TO GOVERNMENT

Nevada System of Higher Education Board of Regents Meeting	9/2026
U.S. Department of Labor Research Roundtable Series on Equity and Community Colleges	2/2022

INVITED LECTURES/PRESENTATIONS

Invited Speaker, Oregon State University	10/2026
Invited Speaker, Voices on Math Readiness Series, Just Equations	8/2026
Guest Lecture, University of Pittsburgh (<i>Community Colleges in Society</i>)	10/2025
Keynote Speaker, Conference on Educational Gaps in the U.S. & Colombia, Pontificia Universidad Javeriana, Bogotá, Colombia	4/2025

Keynote Speaker, UNLV EdExpo 2025	3/2025
UCLA GSE&IS, Department of Information Studies Research Colloquia	2/2025
Panelist, Gates Foundation Developmental Education Reform Equity Incubator, Washington, D.C.	9/2024
UNLV College of Education Webinar: “Changing the Narrative: Using Culturally Responsive Curriculum to Restructure Learning in College Classrooms”	3/2022
#HackTheGates Research Webinar	8/2020
ASHE Best Practices for a High-Quality Peer Review Process Webinar	5/2020
Center for the Analysis of Postsecondary Readiness Conference 2019	11/2019
Wheelhouse Scholars Retreat 2019	8/2019
APIA Scholars Higher Education Summit	6/2019
AERA Fall Research Conference	11/2017
AERA Webinar: <i>Engaging Graduate Students in Education Research Advocacy</i>	7/2017

MEDIA ARTICLES

Tacos & tuition: A look at new college benefits for the low-wage workforce, December 10, 2025, [Brookings](#).
Are we prepared to protect and advocate for undocumented students?, September 16, 2025, [Diverse: Issues in Higher Education](#).
Community college math policy: Balancing big picture gains with classroom struggles, June 17, 2025, [EdSource](#).
1 in 5 Students Take Redundant Math, September 2019, [Inside Higher Ed](#), [The Conversation](#), [SF Gate](#)
How California’s Tuition Waivers Opened Door for ‘DREAMers,’ Undocumented Students, December 2019, [The Conversation](#), [U.S. News & World Report](#), [Salon.com](#), SF Chronicle, Houston Chronicle, San Antonio Express News, etc.

MEDIA MENTIONS

UCSD Can Live Without the SAT, February 2, 2026, [Inside HigherEd](#).
Cardona calls for FSA changes, but experts say the damage is done, June 5, 2024, [Diverse: Issues in Higher Education](#).
His parents arrived in LA educated, in Spanish. How their experience is shaping community college classes, September 8, 2023, [LAist](#).
Over 35,000 Nevadans impacted by student loan plans, September 7, 2023, [NBC 3 News KSNV](#).
What does Biden’s student loan relief plan mean for Nevada?, August 26, 2022, [Las Vegas Review-Journal](#)
Student Loan Relief Plan Revealed, August 25, 2022, Fox 5 News Las Vegas [[clip](#)]
California’s Urgent Work to Reform Remedial Ed, May 2022, [Open Campus Media](#)
Alternatives to Placement Tests, January 20, 2021, [Inside Higher Ed](#)
Study: Black and Latino Students More Likely to Experience ‘Math Traps’, June 2020, [Research Minutes](#)
States are Testing Unproven Ways to Eliminate Remedial Ed – On Their Students, November 2019, [Hechinger Report](#).

SERVICE

National/Professional

Editorial Boards and Peer Review

Associate Editor, *Review of Higher Education*, 2023-present
Editorial Board, *Review of Higher Education*, 2022-2023
Editorial Board, *American Educational Research Journal*, 2022-present
Editorial Board, *Journal of Research in Technical Careers*, 2022-2024
Editorial Board, *Research in Higher Education*, 2021-2024
Editorial Board, *Educational Evaluation and Policy Analysis*, 2020-present
Editorial Board, *Journal of Higher Education*, 2021-2022; 2024-present
Advisory Board, Center for the Analysis of Postsecondary Readiness, 2021-2022
Reviewer, William T. Grant Foundation, 2021
Reviewer, Spencer Foundation, 2020-2021
Ad-Hoc Manuscript Reviewer:

AERA Open, Applied Economics Letters, Community College Review, Community College Journal of Research & Practice, Education Finance & Policy, education policy analysis archives (epaa | aape), Educational Research for Policy and Practice, Educational Researcher, International Journal of Research in Undergraduate Mathematics Education, Journal of Applied Research in the Community College, Journal of College Student Retention, Journal of Diversity in Higher Education, Journal of Policy Analysis & Management, Journal of STEM Education Research, Primus, Policy Futures in Education, Teachers College Record, TESOL Quarterly, Urban Education

Scholarly Associations

Co-Chair, AERA 2028 Division J Program Committee, 2026-2028
Program Committee, Council for the Study of Community Colleges, 2025-2026
Chair, ASHE Outstanding Book Award Committee, 2021-2023
Co-Team Leader, 2022 Association for the Study of Higher Education Nevada Institute (ASHE/Ascendium)
Member, Local and Community Engagement Committee, ASHE 2022 Program Committee
Program Committee, Council for the Study of Community Colleges, 2021-2022
Program Committee, Association for Education Finance & Policy 2021, Postsecondary Access, Admissions, & Success
Co-Chair, ASHE 2021 Program Committee, Policy, Finance, & Economics
Co-Chair, AERA 2020 Division J Program Committee, Section 2a: College Student Access
Co-Chair, ASHE 2020 Program Committee, Section X, Undergraduate Students: College Impact and Outcomes
Co-Chair, AERA 2019 Division J Program Committee, Section 2a: College Student Access
Committee Member, ASHE Outstanding Book Award Committee, 2019-2020

University

Chair, Graduate Council Graduate Student Research Awards Committee, 2025-present
Member, Racial Equity and Social Justice Interdisciplinary Research Development Area, 2024-present
Member, Graduate Council Graduate Awards Committee, 2023-2024
Member, Faculty Senate Campus & Fiscal Affairs Committee, 2022-2024
Member, Faculty Senate Undergraduate Admissions Committee, 2022-2024
Member, Faculty Senate Curriculum Committee, 2020-2021

UNLV College of Education

Coordinator, Undergraduate Certificate in Leadership Development and Engagement, 2020-2025
Program Coordinator, Higher Education Program, 2023-2024; 2025
Member, Graduate Studies Committee, 2023-2024
COE Faculty Mentor, UNLV AACTE Holmes Scholars Program, 2022-2024
Search Committee Member, Assistant/Associate Professor of Sport Management, 2022-2023
Search Committee Member, Assistant Professor of Educational Psychology, 2022-2023
Search Committee Member, Assistant/Associate Professor of Higher Education, 2021-2022
Reviewer, NITEP Mini-Grant Review Panel, 2021-2022
Chair, Academic Standards Committee, 2021-2022
Member, Academic Standards Committee, 2020-2021
Member, Diversity, Equity, Inclusion, & Justice Committee, 2020-2021
Presenter, 6th Annual Nevada Summit on Education, 2020
Co-Chair, Scholarships & Honors Committee, 2018-2019

Community

Panelist, Las Vegas PBS Independent Lens screening of “The Donut King”, May 2021
Panelist, NSHE HSI/MSI Symposium, 2019

PROFESSIONAL EXPERIENCE & TRAINING

Participant, Advanced Summer School in Economics 2025, Spetses, Greece
Participant, ASHE Council for Public Policy and Higher Education (CPPHE) Research and Policy Forum on
“Emerging Issues in College Affordability”, 2018, Washington, D.C.
Fellow, NSF/AIR National Data Institute 2013
Instructional Coach (Mathematics), MyLivePD, 2011-13
Math Teacher, Pre-College Academy, University of California Berkeley, 2012
Math Teacher (Gr. 9-12), Life Academy of Health and Bioscience, Oakland, CA, 2005-09; 2010-12
California Single Subject Teaching Credential, Mathematics

PROFESSIONAL ASSOCIATIONS

American Educational Research Association (AERA)
Association for the Study of Higher Education (ASHE)
Association for Education Finance & Policy (AEFP)
Council for the Study of Community Colleges (CSCC)

OTHER

Languages: English (fluent), Khmer (intermediate), Spanish (low intermediate)
[Google Scholar](#) [LinkedIn](#) [Research Gate](#)