

FEDERICK J. NGO

4505 S. Maryland Parkway MS:3003
Carlson Education Building 326
Las Vegas, NV 89154-3003
O: (702) 895-5421 | C: (510) 326-6037 | federick.ngo@unlv.edu

ACADEMIC APPOINTMENTS

Assistant Professor of Higher Education (Tenure-track) Aug. 2017-present
Department of Educational Psychology and Higher Education
University of Nevada, Las Vegas

EDUCATION

University of Southern California
Ph.D. Urban Education Policy (Higher Education) 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

AWARDS, FELLOWSHIPS, & HONORS

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
USC Provost's Ph.D. Fellowship 2012-16
National Data Institute Fellowship (with support from AIR, NCES, & NSF) 2013
Fulbright-Hays Group Project Fellowship, *Advanced Study of Khmer* 2009
Senior Paper Prize, Program in CSRE, Stanford University 2004

RESEARCH INTERESTS

Higher education policy; college access and persistence; community colleges; remedial and developmental education; mathematics education; quantitative methods; educational inequality

GRANTS

University Faculty Travel Committee (UNLV; \$400) 2018
National Science Foundation (NSF) EAGER Grant (#1544254) 2015-18
Using High School Transcript Data and Diagnostic Information to Fine-Tune Placement Policy and Tailor Instruction in Developmental Math; Co-PIs: Tatiana Melguizo & Federick Ngo; \$299,753
Subaward to UNLV (#GR06589) (\$29,074) 2017-2018
American Educational Research Association (AERA) Dissertation Grant (\$20,000) 2016-17

PUBLICATIONS

Journal Articles (Peer-Reviewed)

- Ngo, F.** & Sablan, J. (Accepted, forthcoming). Southeast Asian and Pacific Islander student progression through community college: A disaggregated transcript analysis. *Teachers College Record*.
- Ngo, F.**, Chi, W. E., & Park, E. (2018) Mathematics course placement using holistic measures: Possibilities for community college students. *Teachers College Record*, 120(3).
- 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.
- 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.
- 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.
- 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.
- 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.
- 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 in Progress

- Ngo, F.** & Astudillo, S. (Revise & resubmit). California DREAM: The impact of financial aid for undocumented community college students.
- Ngo, F.** (Revise & resubmit). Fractions in college: How basic math standards impact community college success.
- Ngo, F.** (Under review). Math in the transition to college: Misaligned, remedial, and redundant course-taking.
- Melguizo, T. & **Ngo, F.** (In preparation). Why do I need to take algebra in college? The equity cost of college-readiness standards misalignment
- Kosiewicz, H. & **Ngo, F.** (In preparation). Giving community college students voice: The impact of math self-placement on student outcomes.
- Park, E., **Ngo, F.**, & Melguizo, T. (In preparation). The Role of Misaligned Math in Helping or Hindering STEM-Aspiring Students in Community Colleges.

Book Chapters

- 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. [\[Link\]](#)

Monographs (Not Peer-Reviewed)

- 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. [\[Link\]](#)

- 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. [\[Link\]](#)
- Yarnall, L., Feng, M., Fusco, J., Tidwell-Morgan, E., **Ngo, F.**, Werner, A., ... Dornsife, 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.

Policy Briefs (Not Peer-Reviewed)

- 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. [\[Link\]](#)
- 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. [\[Link\]](#)

RESEARCH PRESENTATIONS

- Ngo, F.**, & Velasquez, D. (2018, April). One step forward, two steps back? Math misalignment and mismatch in the transition to college. Paper to be 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.

- Ngo, F.** (2016, November). High school all over again: The problem of redundant college mathematics. Paper presented at the Association for the Study of Higher Education, Columbus, OH.
- Ngo, F.** (2016, November). What math matters for community college student success? Insights from diagnostic tests. Paper presented at the Association for the Study of Higher Education, Columbus, OH.
- Ngo, F., & Sablan, J.** (2016, November). Asian and Pacific Islander student progression through community college: Disaggregating the data. Paper presented at the Association for the Study of Higher Education, Columbus, OH.
- Melguizo, T., **Ngo, F.**, Park, E. S., & Chi, W. E. (2016, October). Improving assessment and placement in developmental math, English, and ESL: Lessons from a research-practitioner partnership. Paper presented at The RP Group Student Success Conference, Garden Grove, CA.
- Ngo, F., & Sablan, J.** (2016, April). Asian and Pacific Islander student progression through community college: Disaggregating the data. Paper presented at the American Educational Research Association, Washington, D.C.
- Ngo, F., Chi, W. E., & Park, E. S.** (2016, April). Selection on non-cognitive traits: Possibilities for community college students. Paper presented at the American Educational Research Association, Washington, D.C.
- Ngo, F., Chi, W. E., & Park, E. S.** (2015, November). Selection on non-cognitive traits: Possibilities for community college students. Paper presented at the Association for the Study of Higher Education, Denver, CO.
- Ngo, F. & Melguizo, T.** (2015, March). How can placement policy improve math remediation outcomes? Evidence from community college experimentation. Paper presented at the American Educational Research Association, Chicago, IL.
- Ngo, F. & Melguizo, T.** (2015, February). How can placement policy improve math remediation outcomes? Evidence from community college experimentation. Paper presented at the Association for Education Finance and Policy, Washington, D.C.
- Ngo, F., & Kosiewicz, H.** (2014, November). Does more time in developmental math increase student success? Examining the effects of extended algebra courses. Paper presented at the Association for the Study of Higher Education, Washington, D.C.
- Kosiewicz, H., **Ngo, F.**, & Fong, K. (2014, November). The nature of student access to alternative delivery models for developmental math. Paper presented at the Association for Public Policy Analysis and Management, Santa Fe, NM.
- Ngo, F., & Kosiewicz, H.** (2014, March). Does more time in developmental math increase student success? Examining the effects of extended algebra courses. Paper presented at the Association for Education Finance and Policy, San Antonio, TX.
- Kosiewicz, H., **Ngo, F.**, & Fong, K. (2014, March). The nature of student access to alternative delivery models for developmental math. Paper presented at the Association for Education Finance and Policy, San Antonio, TX.
- Ngo, F., & Melguizo, T.** (2014, March). Does skill-specific math information make placement in developmental math more accurate? Causal estimates from diagnostic tests. Paper presented at the Association for Education Finance and Policy, San Antonio, TX.
- Ngo, F. & Kwon, W.** (2013, November). Using multiple measures to promote access and success in developmental math: Evidence from a large urban community college district. Paper presented at the Association for the Study of Higher Education, St. Louis, MO.

- Kosiewicz, H., **Ngo, F.**, & Fong, K. (2013, November). The use of alternative models of delivery to teach developmental math: A district-level analysis of types, location, and trends. Paper presented at the Association for the Study of Higher Education, St. Louis, MO.
- Yarnall, L., Gallagher, L., Feng, M., Werner, A., Remold, J., Fusco, J., Morgan, E., & **Ngo, F.** (2012, April). Expert teaching of developmental education: Case studies of lesson features from an online knowledge base. Paper presented at the American Educational Research Association, Vancouver, Canada.
- Ngo, F.** (2010, March). Revision for rights? Genocide education and nation-building through Cambodian textbooks. Paper presented at the Comparative and International Education Society, Chicago, IL.

ADDITIONAL RESEARCH EXPERIENCE

Research Assistant, Dr. Tatiana Melguizo, Pullias Center for Higher Education	2012-2017
Research Consultant, <i>Integrated Reading and Writing</i> , The RAND Corporation	2016
Research Consultant, <i>Best Practices and Innovations in Holistic Advising</i> , The RAND Corporation	2016
Research Consultant, <i>Adult Basic Education in Community Colleges</i> , The RAND Corporation	2014
Research Consultant, <i>Advising & Placement in Developmental Courses</i> , The RAND Corporation	2014
Research Consultant, <i>Technology and Learning</i> , BrightBytes, Inc.	2013
Research Analyst, <i>Global Skills for College Completion</i> , SRI International	2010-12

ADDITIONAL TRAINING

Association for the Study of Higher Education <i>Early Career Faculty Workshop (Council for the Advancement of Higher Education Programs)</i>	2017
American Association for the Advancement of Science <i>Catalyzing Advocacy in Science and Engineering</i> (Sponsored by AERA)	2017
AERA Institute on Statistical Analysis for Education Policy <i>Using Large-Scale Data to Study Mathematics Education and Outcomes</i>	2016
AERA Division J Emerging Scholars Workshop	2015
National Data Institute (AIR, NSF, NCES)	2013

TEACHING

Instructor of Record (UNLV)

EDH 709: Seminar in the Economics of Higher Education	2018
EDH 740: Comparative/International Higher Education	2018
EDH 609: Leading Diverse Organizations	2017

Teaching Assistant (USC)

EDUC 650: Theories of Change in Education (Ph.D.), w/Dr. Tatiana Melguizo	2015
EDUC 628: Educational Governance & Finance (Ed.D.), w/Dr. Tatiana Melguizo	2015
EDUC 630: Policy & Organizations: Current Issues (Ph.D.), w/Dr. Katharine Strunk	2014

Invited Lectures/Presentations

AERA Fall Research Conference	11/2017
AERA Webinar: <i>Engaging Graduate Students in Education Research Advocacy</i>	7/2017

SERVICE

National/Professional

Invited Manuscript Reviewer: *American Educational Research Journal*
AERA Open
Community College Review
Education Finance & Policy
education policy analysis archives (epaa | aape)
Educational Research for Policy and Practice

UNLV College of Education

Scholarships & Honors Committee, 2018

PROFESSIONAL EXPERIENCE

California Single Subject Teaching Credential, Mathematics

Instructional Coach (Mathematics), MyLivePD	2011-13
Math Teacher, Pre-College Academy, University of California Berkeley	2012
Lead Teacher (Gr. 9-12), Life Academy of Health and Bioscience, Oakland, CA	2010-12
Math Teacher (Gr. 9-12), Life Academy of Health and Bioscience, Oakland, CA	2005-09

PROFESSIONAL ASSOCIATIONS

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

OTHER

Languages: Cambodian/Khmer (advanced speaking; intermediate reading and writing), Spanish (basic)
[Google Scholar](#) [LinkedIn](#) [Research Gate](#)