Roundtable 1: Defining and Assessing Equity in Community Colleges

Speaker Bios

1. Federick Ngo, PhD, Assistant Professor, University of Nevada, Las Vegas

Federick Ngo, Ph.D., is an assistant professor at the University of Nevada, Las Vegas. His research examines the impact of policies and practices in higher education on college access and success, with a focus on community colleges. This includes research on developmental education reform, college transitions, and financial aid policies.

2. John Fink, Senior Research Associate, Community College Research Center, Teachers College at Columbia University

John Fink is a senior research associate at the Community College Research Center (CCRC) at Teachers College, Columbia University. John's research examines student transitions between educational sectors, aiming to uncover structural barriers that result in unequal access to opportunity for students of color and low-income and first-generation students.

John’s research on community college performance indicators has resulted in widespread adoption of early momentum metrics as leading indicators of collegewide student success reforms. He has also developed frameworks and tools to help college leaders examine what their programs lead to and which groups are underrepresented in programs leading to greater opportunity post-graduation.

Prior to joining CCRC, John administered a program supporting community college transfer students at the University of Maryland, where he previously was also a program coordinator for multicultural involvement and advocacy.
3. Ace Charette, Director of Research, Assessment, and Accreditation at Turtle Mountain Community College

Ace Charette is an enrolled member of the Little Shell Tribe of Chippewa and works as an institutional researcher at Turtle Mountain Community College. Turtle Mountain Community College espouses indigenous worldviews in higher education. In this role, Ace applies nearly a decade of experience serving tribal education organizations toward solutions spanning the student experience, ranging from pre-enrollment to post-graduation. Ace promotes an indigenous framework for approaching data discussions and equity-centered applications to meaningful practice. In identifying opportunities for data application and cultural relevance, Ace seeks to bridge diverse information sources with realistic applicable strategies to “close the loop” on data-informed institutional action.

4. Marci Rockey, Ph.D., Assistant Director for Community College Relations and Research, Office of Community College Research and Leadership at University of Illinois at Urbana-Champaign

Marci Rockey, Ph.D., is the Assistant Director for Community College Relations and Research at the Office of Community College Research and Leadership (OCCRL) and an Adjunct Assistant Professor in the Department of Education Policy, Organization, and Leadership at the University of Illinois at Urbana-Champaign (UIUC). Dr. Rockey has significant experience working with community colleges to advance equity in Career and Technical Education (CTE) programs. Prior to working at OCCRL, Dr. Rockey was a community college student services administrator and adjunct faculty member at two central Illinois community colleges. Her research interests include community college student transition and retention
and rural student access and success in higher education. Dr. Rockey has taught graduate level courses at UIUC and Illinois State University.

**Moderator: Dr. Anjalé Welton, Professor, Department of Educational Policy Analysis, School of Education, University of Wisconsin, Madison**

Anjalé D. Welton’s scholarship examines how educational leaders both dialogue about and address race and racism in their school communities. Her research specific to racial equity also considers the role of student and community voice in education reform and secondary to postsecondary education transitions. Some of her professional experiences include being the coordinator of a leadership and empowerment program for urban youth, a facilitator of an urban education teacher preparation program, and a teacher in large urban districts. She is also committed to providing professional development for educational leaders on issues of race and equity. Her most recent co-authored book (with Sarah Diem, University of Missouri), *Anti-racist Educational Leadership and Policy: Addressing Racism in Public Education*, challenges educational leaders to question the racial implications of the policies they design and implement. In 2020, their book received the Taylor and Francis “Outstanding New Textbook” Award in Behavioral Sciences and Education, and in 2021 it received the AESA Critic’s Choice Book Award.