

## TATIANA VELASCO RODRÍGUEZ

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**EDUCATION** *Ph.D. Candidate in Economics and Education* 2022 (*expected*)  
Teachers College, Columbia University. New York, New York. USA

*M.A. Economics* 2013  
Universidad de los Andes, Bogotá, Colombia

*B.A. Political Science* 2010  
Universidad de los Andes, Bogotá, Colombia

**AREAS OF EXPERTISE** Economics of Education, Labor Economics, Economic Development, Causal Inference, Social Networks Analysis

**RESEARCH** Work in Progress

*The Effects of College Desegregation on Academic Achievement and Students' Social Interactions: Evidence from Turnstile Data ([Job Market Paper](#)).*

How does the desegregation of elite schools impact academic achievement? And does desegregation affect students' interactions with different types of peers within their school? In this paper, I study a natural experiment at an elite university in Colombia where the number of low-income students tripled as a result of the introduction of the financial aid program *Ser Pilo Paga*. I exploit variation in changes in the percentage of low-income students across degree majors and within entry cohorts to measure the effects of exposure to desegregation on students' achievement. The average increase in the percentage of low-income peers –9.5 percentage points– had modest to null impacts on wealthy students' academic performance. I shed light on the mechanisms behind this lack of peer effects by studying changes in social interactions using data on students' co-movements across campus captured by turnstiles located at all entrances. Desegregation led to increased connections between wealthy and low-income students. At least half of the increase in interactions between wealthy and low-income students, however, is explained by interactions of wealthy students with low-income but high-achieving students.

*The Returns to College for Low-income students: Evidence from a Student Loan Program in Colombia (co-authored with F. Sanchez).*

### Selected Published Papers

'The Methodological Challenges of Measuring Student Learning, Degree Attainment, and Early Labor Market Outcomes in Higher Education' 2017. Journal of Research on Educational Effectiveness. Vol. 10(2): 424-448 (co-authored with: Melguizo, T., Zamarro, G. and Sanchez, F.)

*‘Impact of Credits for Low-Income Students on Access to and Academic Performance in Higher Education in Colombia: A Regression Discontinuity Approach’*. 2016. Word Development, Vol. 80. 61-77. (co-authored with: Melguizo, T., Sanchez, F.)

*‘¿Edificar o Educar? Impacto de los megacolegios en pruebas estandarizadas SABER 11’*. Revista Desarrollo y Sociedad. No. 74 (2015)

#### Selected reports and working papers

*‘Trends in Key Performance Indicators Among Colleges Participating in a Technology-Mediated Advising Reform Initiative’*. Community College Research Center Reports. January 2020 (co-authored with Hughes, K. L., and Barnett, E. A.)

*‘Baseline Trends in Key Performance Indicators Among Colleges Participating in a Technology-Mediated Advising Reform Initiative’*. Community College Research Center Reports. June 2018 (co-authored with Armijo, M.)

*‘El Programa Ser Pilo Paga: Impactos Iniciales en Equidad en el Acceso a la Educación Superior y el Desempeño Académico’*. Documento CEDE no. 59. October 2017. (co-authored with Álvarez, M. J., Castro, C., Corredor, J., Londoño-Velez, J., Maldonado, C., Rodriguez, C., Sánchez, F., and others)

*‘Do Loans for Higher Education Lead to Better Salaries? Evidence from a Regression Discontinuity Approach for Colombia’*. Documento CEDE No. 41. October 2014. (co-authored with Sánchez, F.)

#### **FELLOWSHIPS AND AWARDS**

National Academy of Education / Spencer Foundation Dissertation Fellowship	2021-22
Research Grant Award, Teachers College, Columbia University	2020-21
Teachers College General Scholarship, Teachers College, Columbia University	2016-20
Teachers College Doctoral Fellowship, Teachers College, Columbia University	2016-22

#### **CONFERENCES**

**2021**  
Southern Economic Association, Northeast Universities Development Consortium (NEUDC) Conference 2021, 46th Annual Association for Education Finance Policy AEFPP

**2020**  
45th Annual Association for Education Finance Policy AEFPP; APPAM 42nd Annual Fall Research Conference

#### **WORK EXPERIENCE**

*Survey and Data Specialist*  
Panagora Group - USAID  
February 2021 – January 2022

- Design the impact evaluation of the Youth Resilience Activity Program in Colombia
- Produce reports and presentations for stakeholders and program officers

*Senior Research Assistant*

Community College Research Center CCRC, Teachers College, Columbia University,  
September 2016 – present

- Co-lead data analyses for quantitative research in higher education policy in the U.S.
- Produce strategic reports, presentations and briefings to senior managers, funders and stakeholders.
- Training of incoming data analyst and research assistants.

*Researcher*

Centro de Estudios sobre Desarrollo Económico –CEDE, Universidad de los Andes,  
Bogota, June 2013 – August 2016

- Project manager for grants and government's consultancy projects in policy evaluation and economics and education.
- Lead the econometric analyses for research and consultancy projects.
- Produce academic papers

*Research Consultant*

Fundación Ideas para la Paz, Bogotá, August 2012 – May 2013

- Lead the production of a public policy proposal to implement the UN Guiding Principles on Business and Human Rights that fostered Colombia's accession to the OECD.
- Liaison with government stakeholders to develop and implement the policy proposal.

*Territorial project manager*

Ministry of Internal Affairs, Government of Colombia, Bogota, May 2012 – August 2012

- Produce agendas and guidelines with local authorities for the formulation of projects aligned with the local development plan.
- Provide technical support to local governments for the formulation of policy implementation programs.
- Design and management of municipalities' projects to apply to national funds.

*Research Assistant*

Escuela de Gobierno Alberto Lleras Camargo, Universidad de los Andes, Bogotá,  
July 2009 – April 2012

- Derive databases for different projects in public policy evaluation and research
- Conduct econometric analyses in research related to poverty, inequality and education.

**TEACHING  
EXPERIENCE**

Graduate instructor:

Quantitative Theory and Methodology for the Social Sciences  
Teaching Assistant, Columbia University

2021

Statistics for Economics 2018  
Barnard College, Columbia University.

Data Analysis Techniques II 2014  
School of Government Universidad de los Andes, Bogota

## REFERENCES

Jordan Matsudaira Ph.D.  
Associate Professor in Economics and Education  
Teachers College – Columbia University  
e-mail: [jm4763@tc.columbia.edu](mailto:jm4763@tc.columbia.edu)

Peter Bergman Ph.D.  
Associate Professor in Economics  
Department of Economics – University of Texas at Austin  
e-mail: [bergman@tc.columbia.edu](mailto:bergman@tc.columbia.edu)

Judith Scott-Clayton Ph.D.  
Professor in Economics and Education  
Teachers College – Columbia University  
e-mail: [scott-clayton@tc.columbia.edu](mailto:scott-clayton@tc.columbia.edu)

**LANGUAGES** English (Fluent), Spanish (native)

**PROGRAMS** Stata, R, Python, Latex