

# TATIANA VELASCO RODRIGUEZ

Curriculum Vitae

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## CONTACT INFORMATION

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## FIELDS OF EXPERTISE

Economics of Education, Labor Economics, Econometrics, Policy Analysis and Impact Evaluation.

## EDUCATION

- |                 |  |
|-----------------|--|
| 2022 (expected) | Teachers College – Columbia University in the City of New York<br>Ph.D. in Economics and Education |
| 2013            | Universidad de Los Andes, Bogota, Colombia<br>M.A. Economics                                       |
| 2010            | Universidad de Los Andes, Bogota, Colombia<br>B.A. Political Science<br>Minor in Economics         |

### *Dissertation Committee*

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## FELLOWSHIPS AND AWARDS

- 2021–2022 NAEd/Spencer Foundation Dissertation Fellowship
- 2020–2021 Research Grant award, Teachers College, Columbia University.
- 2016–2020 Teachers College General Scholarship, Teachers College, Columbia University.
- 2016–2022 Teachers College Doctoral Fellowship, Teachers College, Columbia University.

## WORK IN PROGRESS

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

Efforts to desegregate schools by helping low-income students attend elite institutions have spread around the world. However, the benefits of socioeconomic integration may fail to emerge if social interactions within schools remain segregated. In this paper, I study a natural experiment at an elite university that experienced a sharp and unexpected increase in its enrollment of low-income students, and use it to measure the effect of desegregation policies on students' social interactions and academic achievement. To identify students' interactions, I develop a measure based on students' co-movements across campus as recorded by turnstiles guarding all entrances. Increasing exposure to desegregation led to the diversification of students' social interactions with no adverse effects on academic achievement. Moreover, I find at least half of the increase in interactions between wealthy and low-income students is explained by interactions with low-income high-achieving students, which is consistent with a model where wealthy students link other low-income students to avoid adverse peer effects.

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

## PEER REVIEWED PUBLICATIONS

Melguizo, T., Zamarro, G., Velasco, T, Sanchez, F. (2017). The Methodological Challenges of Measuring Student Learning, Degree Attainment, and Early Labor Market Outcomes in Higher Education. *Journal of Research on Educational Effectiveness*, 10(2), pp. 424–448.

Melguizo T., Sanchez, F., Velasco T. (2016). Impact of Credits for Low-Income Students on Access to and Academic Performance in Higher Education in Colombia: A Regression Discontinuity Approach. *World Development*, 80, pp. 61–77.

Velasco T., (2015) Edificar o Educar? Impacto de los megacolegios en pruebas estandarizadas SABER 11. *Revista Desarrollo y Sociedad*, 74.

Garcia S., Sarmiento O., Forde I., Velasco T. (2013) Socio-economic inequalities in malnutrition among children and adolescents in Colombia: the role of individual, household- and community-level characteristics. *Public Health Nutrition* 16(9): 1703-18

## SELECTED WORKING PAPERS

Ayala, C., Munari, A., Pulido, X., Sanchez, F., Velasco, T (2016) *Beneficios Economicos y Laborales de la Educacion Media y Acceso a la Educacion Superior*. Documentos de trabajo EGOB, 35 (2016-12)

Ayala, C., Pulido, X., Sanchez, F., Velasco, T (2016) *Trayectorias de Permanencia, Desercion y Repitencia en la Educacion Secundaria Colombiana y sus Factores Asociados*. Documentos de trabajo EGOB, 36 (2016-12)

## EVALUATION REPORTS

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

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

## TEACHING EXPERIENCE

- 2021 Quantitative Theory and Methodology for the Social Sciences  
Teaching Assistant, Columbia University
- 2018 Statistics for Economics  
Teaching Assistant, Barnard College
- 2011 Data Analysis Techniques  
Teaching Assistant, Master in Public Policy – Universidad de los Andes
- 2010–2011 Advanced Methods for Impact Evaluation  
Teaching Assistant, Master in Public Policy – Universidad de los Andes
- 2010 Analysis of Colombian Issues  
Teaching Assistant, Master in Public Policy – Universidad de los Andes

## OTHER ACADEMIC ACTIVITIES

- 2020– Present Economics and Education Ph.D. Student Research Colloquium  
Organizer  
Teachers College – Columbia University

## WORK EXPERIENCE

- 2016 - Present    Community College Research Center, Teachers College, Columbia University  
Research Assistant
- 2013 - 2016    Centro de Estudios sobre Desarrollo Economico , School of Economics, Universidad de los Andes. Bogota, Colombia  
Researcher
- 2012 - 2013    Fundacion Ideas para la Paz – FIP, Bogota, Colombia  
Research Consultant
- 2009 - 2012    School of Government, Universidad de los Andes, Bogota, Colombia  
Research Assistant

## CONFERENCE PRESENTATIONS

- 2021    46<sup>th</sup> Annual Association for Education Finance Policy AEFPP
- 2020    45<sup>th</sup> Annual Association for Education Finance Policy AEFPP; APPAM 42<sup>nd</sup> Annual  
Fall Research Conference

## REFEREE SERVICE

*International Journal of Educational Development, Higher Education, Revista de Economia de la Universidad del Rosario*

## LANGUAGES

Spanish:    Mother tongue  
English:    Fluent