

TATIANA VELASCO RODRIGUEZ

Curriculum Vitae

November, 2021

CONTACT INFORMATION

Teachers College, Columbia University
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FIELDS OF EXPERTISE

Economics of Education, Labor Economics, Development Economics, Applied Microeconomics, Causal Inference, Policy Analysis.

EDUCATION

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

Dissertation Committee

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WORK IN PROGRESS

The Effect 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. These results are consistent with a theoretical framework where students diversify their interactions primarily among students within similar academic achievement levels.

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

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.

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 North East 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

REFEREE SERVICE

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

LANGUAGES

Spanish: Mother tongue
English: Fluent

COMPUTER SKILLS

STATA, R, Python, \LaTeX