

TATIANA VELASCO RODRIGUEZ

Curriculum Vitae

October, 2021

CONTACT INFORMATION

Teachers College, Columbia University
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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
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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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 links other low-income students by avoiding 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 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