

MARIA VERONICA SANTELICES ETCHEGARAY

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Facultad de Educación, Vicuña Mackenna 4860, Macul.

EDUCATION

August 2003-July 2007

Ph.D. Quantitative Methods and Evaluation

Graduate School of Education, UC Berkeley, CA

August 1999-May 2001

Master in Public Policy

Goldman School of Public Policy, UC Berkeley, CA

1993-1997

Bachelor of Arts, Major in Economics

Minor in Sociology

Catholic University of Chile

PUBLIC SERVICE

2018-2019

Expert Committee on University Admissions to the Council of Rectors of Chilean Universities (CRUCH). One of the four experts who advice on members on assessment and equity issues involved in university admissions.

RESEARCH EXPERIENCE

2014-present

CATHOLIC UNIVERSITY OF CHILE

School of Education, Associate Professor

2018-2021

- **MILLENIUM NUCLEOUS** “Experience of Students in Chile’s Higher Education: Expectations and Realities”. *Alternate Director*. Total Funding: US\$300,000 from the Treasury Department in Chile. Collaborative Research Project comprising 10 researchers from 3 universities in Chile. The project includes the following research lines: (1) transition from secondary education to higher education, (2) experience of students in higher education, (3) benefits of education, and 4) teaching practices and institutional change. Special attention will be paid to low income students, first generation in the system and belonging to minorities.

2016 - 2020

- **Principal Investigator FONDECYT Project** to investigate the role of information in the decision-making of students when deciding about their higher education trajectory (FONDECYT is the local agency for the promotion of science research), US\$120,000, 48 months.

2018-2019

- **FONDEF IDEA**, Title: Learning Spaces in Mathematics: Cognition, Measurement and Evaluation of Learning in Diverse Classrooms. *Researcher*. This project aims to improve Progressive Evaluations so that they become a pedagogical resource that allows teachers to measure the Mathematical learning in 8th and 9th grade. The project goals include the evaluation will identification of the state of knowledge of a student or a group, the identification of states of greater knowledge, and possible ways to reach them.

2018-2020

- **Organizing**, together with Yukie Toyama (University of California, Berkeley), Perman Gochyyev (University of California, Berkeley) and Mark Wilson (University of California, Berkeley) the **International Objective Measurement Workshop** that will take place in Berkeley in April 2020.

2017-2019

- **Organizing**, together with David Torres (School of Psychology, PUC) and Jorge González (School of Mathematics, PUC), the **Annual Meeting of the International Psychometric Society** taking place in Chile in July 2019. Expected Attendance: 400 international researchers, 5-day conference, with up to 8 parallel symposiums. Sponsors include Agencia de la Calidad de Chile, DEMRE (Agency in Charge of University Admissions test), Pontificia Universidad Católica de Chile, MIDE UC, Facultad de Matemáticas UC, ETS and Pearson.

2019

- **Coordinator** of Master Program for the Learning Assessment and Evaluation Specialization.

2018-present

- **Associate Editor** of Pensamiento Educativo (PEL). Indexed in Scopus since 2018.

Dec. 2016- April 2017

- **Visiting Scholar** at the Center for Studies in Higher Education at University of California Berkeley. Sabbatical year from Catholic University.

- March 2016- Dec. 2016 • **Coordinator** of Master Program for the Learning Assessment and Evaluation Specialization.
- August 2015- Dec. 2016 • **Editor in Chief**, Journal Pensamiento Educativo (www.pel.cl). Article reviewing, editing and fundraising.
- Jan 2015-Dec. 2015 • **Tenured Researcher** in Project ANILLO *Statistics for the Social Sciences* (SOC1107) led by Ernesto San Martin (Faculty of Mathematics) and codirected by Jorge González (Faculty of Mathematics).
- Jan 2014-Jan. 2015 • **Principal Investigator** of one of the 11th FONIDE projects funded in 2013 to investigate the equity considerations made in admissions to higher education in Chile through the use of the high school ranking. This project will look at the theory of action, implementation and results of the three main percent plans implemented in Chilean public and selective universities since 2007. FONIDE# 811363 (FONIDE is a competitive research grant competition administered by the Ministry of Education for the promotion of educational research)
 - Co-researcher in Harvard-Chile Innovation Initiative funded by Conicyt-Harvard. Project Title: “Language for learning: Designing and pilot testing a promising instrument to capture Spanish-speaking adolescents' academic language skills in Chile”
- Sept. 2010-2015 • Associate Editor Journal Pensamiento Educativo (www.pel.cl). Article reviewing, editing and fundraising.

Jan. 2010-2013

**CATHOLIC UNIVERSITY OF CHILE
School of Education, Assistant Professor**

- Academic Director of the International Conference about Admissions to Higher Education, funded by the Ministry of Education, June 7th 2012 in Santiago, Chile.
- Leading project to investigate the factors behind higher education persistence and academic performance, with special emphasis in the role of student aid in the form of grants and fellowships. Project received one-year funding from FONIDE for a total of US \$38,000 (FONIDE is a competitive research grant competition administered by the Ministry of Education for the promotion of educational research). FONIDE #F611103
- Oct 2011-Oct. 2013 • Leading project to investigate the relationship between two measures of teacher quality and the role that personal, school and municipal characteristics play on those measures. Project received two-year funding from FONDECYT for a total of US \$50,000 (FONDECYT is the local agency for the promotion of science research). Fondecyt # 11110262.
- Enero- Dic. 2011 • Co-researcher of a project that looked into the mobility of teacher labor force in Chile and its relationship with the socioeconomic and academic characteristics of teachers and of the students they serve. FONIDE #FS 511082-2010.
- August 2010-Dec. 2011 • Conducted research on mechanisms to control for endogeneity in the relationship between personal, school and municipal on a standards-based measure of teacher quality. Office of the Vice President for Research (VRI INICIO Project), Catholic University of Chile.
- Dec. 2009-present • Pilot Project of Assessment and Strengthening of Quantitative Reasoning Abilities in the Faculty of Education Students, Office of the Vice President for Academic Affairs (FONDEDOC Project), Catholic University Of Chile.

May 2007-2011

**CATHOLIC UNIVERSITY OF CHILE
Office of the Vice President for Academic Affairs**

- Advising on the consideration of personal and cognitive attributes in the admissions process to the Catholic University. Conducted literature review on admissions systems in Europe and the United States, analyzed the predictive validity and adverse impact of current admission selection instruments and helped design instruments tested in pilot study (2008-2010). Results informed the decision-making process regarding new admission requirements to Catholic University. Funded by the Office of the Vice President for Academic Affairs, Catholic University Of Chile.

Sept. 2005-Dec. 2009

**CATHOLIC UNIVERSITY OF CHILE
Measurement Center, Psychology School; Researcher**

- March 2008-March 2011 • Participated in a research project on the expected and unexpected consequences of the National Teacher Evaluation System at the teacher, school and municipal level. Project received three-year funding from FONDECYT for a total of 140,000 dollars. (FONDECYT is the local agency for the promotion of science research). Fondecyt Project #1080135.
- September 2005-Dec. 2010 • Collaborated with a team in the validity study of Chile's National Teacher Evaluation System (NTES). The NTES is a mandatory process for all teachers working in public schools and was implemented in 2005 at the national level for the first time. The NTES includes a portfolio, a

- filmed class, a self-evaluation and assessments by peers and supervisors. The goal of the research project is to evaluate the appropriateness of these instruments to judge teachers' pedagogical skills and teaching effectiveness.
- Sept. 2006-Jan. 2007
- Co-researcher, Study of Adapted SIMCE Reports to Communicate Progress and Value Added Results, Value-Added Pilot Study SIMCE 2006-2008. These reports are produced annually by the Chilean Education Ministry to inform parents, teachers and principals about the school's results on standardized testing.
- June 2005- July 2007
- Dissertation Research Project: Differential Item Functioning in the SAT I Reasoning Test**
- Analyzed claims of differential effects on minorities for the SAT through the approach of differential item functioning (DIF) and predictive validity analyses.
- January 2005-August 2005
- UNIVERSITY OF CALIFORNIA, Berkeley, CA**
Center for the Studies of Higher Education (CSHE)
- Conducted descriptive as well as multivariate linear and logistic regression analysis for a project studying the validity of high school grades and standardized tests to predict college grades and degree completion. Basic hierarchical linear models by campus, cohort and discipline were also conducted.
- May 2002-October 2004
- UNIVERSITY OF CALIFORNIA, Office of the President**
Research and Evaluation
- Conducted descriptive statistical analyses of extent to which California seniors complete honors-level courses and take advanced placement exams, studied policies of higher education institutions regarding the consideration of these courses and exams for admission decisions and graduation requirements and analyzed the predictive validity of honors-level courses and Advanced Placement exams on first year performance at UC.
 - Provided staff support to the Strategic Review of UC Educational Outreach, effort by which a panel of experts reviewed the accomplishments of UC outreach for the past 5 years, redefined its vision, goals and action plan. Identified research findings, provided context for them, served as liaison among team members and UC staff as well as moderated intense research-based discussions regarding evidence on UC outreach programs' effectiveness.
 - Conducted analyses for the evaluation of the first and second year of implementation of Comprehensive Review, UC admission policy for undergraduate students.
 - Participated in the Pilot Verification Project conducted by UCOP, which aimed to review information submitted by students in their personal statement and to inform the design of the Systemwide Verification Process that UC implemented for the first time in the 2003-04 admission cycle.
- July 2001-April 2002
- POLICY ANALYSIS FOR CALIFORNIA EDUCATION (PACE),**
University of California, Berkeley
- Member of a team that evaluated the effects of Child Care Providers Retention Incentive Programs over providers' retention and training. Assisted designing evaluation plan, sampling frame, database and phone survey. Designed and conducted qualitative study to assess how program implementation may help explain differences in program outcomes. Reports on the first year of program implementation can be found on PACE's website (http://pace.berkeley.edu/pace_eval_matching_funds.html). Conducted project management tasks such as planning and budgeting. Served as liaison between individual counties, programs' funder and PACE.
- May 2000- May 2001
- UNIVERSITY OF CALIFORNIA, Berkeley, CA**
Early Academic Outreach Program (EAOP)
- Analyze the effectiveness of different *treatment intensities as measured by the mid term educational outcomes* of EAOP Berkeley participants.
 - Designed and conducted *formative and summative evaluation of three academic programs*. Information relevant to the decision making process was gathered from two ongoing programs targeted to High School students and from one pilot program oriented to Middle School students.
 - Assisted EAOP Director designing a presentation on UC-Berkeley Outreach efforts and Partnership with Schools for a visit of UC, Office of the President. Participated in coordination meetings with other representatives of UC-Berkeley Outreach and Research units.

August 1998-July 1999

CATHOLIC UNIVERSITY OF CHILE

Research and Planning Office

- Conducted Cost-Benefit analysis of programs
- Analyzed the effects of policy changes in higher education sector
- Developed a database with relevant information about higher education sector in Chile
- Researched economic models explaining production function of higher education
- Drafted incentive system to improve teaching quality in the university

TEACHING EXPERIENCE

August 2010-present

CATHOLIC UNIVERSITY OF CHILE

School of Education, Master in Learning Assessment and Evaluation

- Measurement Theory (2nd Sem 2010, 2nd Sem 2011, 2nd Sem 2012, 2nd Sem 2013, 2nd Sem 2014, 2nd Sem 2015, 2nd Sem 2016), Quantitative Methodology (1st Sem 2011, 1st Sem 2012, 1st Sem 2013, 1st Sem 2014, 1st Sem 2015, 1st Sem 2016)

School of Education, PhD Program

- Quantitative Methodology (1st Sem 2012, 1st Sem 2013, 2nd Sem 2016, 2nd Sem 2018), Research Practice,

School of Education and Theology, Catholic Religion Teaching Program

- Methods for Research in Education (1^{er} Sem 2019)

Thesis Advisor

2019

Nicole Abricot (2018 Cohort), PhD. Program, Faculty of Education, Pontificia Universidad Católica de Chile.

Pamela Guzmán (2018 Cohort), PhD. Program, Faculty of Education, Pontificia Universidad Católica de Chile.

Gonzalo Cifuentes (2018 Cohort), PhD. Program, Faculty of Education, Pontificia Universidad Católica de Chile.

Camilo Lara (2018 Cohort), Faculty of Education, Master in Learning Assessment and Evaluation, Pontificia Universidad Católica de Chile.

Paula Reveco (2018 Cohort), Mathematics Department, Master in Statistics.

Sandra Cruz (Completed, 2018), “Reliability and Validity fo an Instrument Assessing Social Abilities among Senior High School Students”, Faculty of Education, Master in Learning Assessment and Evaluation, Pontificia Universidad Católica de Chile.

Ximena Catalán (Expected to Graduate 2019) “High School Ranking and its Effects on Secondary Students the Transition to the University”. PhD. Program, Faculty of Education, Pontificia Universidad Católica de Chile.

2017

Vanessa Alfaro. “The Relationship Between Leadership and Student Learning: A Review of the Evidence in Chile”. Faculty of Education, Master in Learning Assessment and Evaluation, Pontificia Universidad Católica de Chile. Completed.

Pedro Peralta. “The Sequence of Cognitive Abilities developed by a Program for Talented Students in Math Classes between 6th grade and senior year”. Faculty of Education, Master in Learning Assessment and Evaluation, Pontificia Universidad Católica de Chile. Completed.

2016

Carlos Hernández. “Development and Validation of An Instrument that Measures Quantitative Abilitie for Research Purposes in Secondary Students”. Faculty of Education, Master in Learning Assessment and Evaluation, Pontificia Universidad Católica de Chile. Completed.

Claudia Amo. “Beyond Presistence and Drop Out. An Analysis of the Trayectories followed by University First-Time Freshmen in Higher Education”. Interdisciplinary Program, Master in Program Evaluation and Educational Assessment, Pontificia Universidad Católica de Chile. Completed.

Javier Farías. “*Mujeres Ingeniería UC and Más Mujeres para la Ingeniería y las Ciencias at Universidad de Chile*”
An analyses of their effect on access, experience and persistence of woman in the STEM and Engineering Majors. Master in Public Policy and Administration, University of Chile. Completed.

- 2015 *Thesis Advisor*
UNIVERSITY OF CHILE
Master in Public Policy and Administration
Macarena Alarcón
Effect of Different Types of Financial Aid on Student Persistence at University of Chile
- 2015 *Thesis Advisor*
CATHOLIC UNIVERSITY OF CHILE
Education Department, Master in Learning Assessment and Evaluation
Fabiola Silva
Differential Item Functioning for Students with Special Educational Needs in a Primary Education Standardized Test.
- Andrea Valenzuela**
The Freedle Phenomenon by Socioeconomic Level in two standardized tests in Chile: one with high stakes and one with low stakes.
- Bárbara Lizana**
Perceived Effects of Support Strategies Funded by SEP Law in Rural Schools of the Metropolitan Region.
- Nicole Abricot**
Validity of a Student Evaluation of Teaching Instrument: the Case of the University of Santiago of Chile
- 2104 *Thesis Advisor*
CATHOLIC UNIVERSITY OF CHILE
Interdisciplinary Program, Master in Program Evaluation and Educational Assessment
Aura Escudero
Evaluation of the Preparation and Effective Access to Higher Education Program (PACE) Trainers' Role
- 2011-2012 *Thesis Advisor*
CATHOLIC UNIVERSITY OF CHILE
Education Department, Master in Learning Assessment and Evaluation
Student Name: **Patricio Abarca**, Thesis Name: Differential Item Functioning by gender in Chile's Reading 2009 PISA Test.
- 2012 *Thesis Advisor*
CATHOLIC UNIVERSITY OF CHILE
Mathematics Department, Master in Statistics.
Student name: **Francisco Javier Valenzuela**. Thesis name: Modeling Teacher's Abilities Using Item Response Theory Models and Multilevel regression. Completed.
- 2012 *Thesis Advisor*
CATHOLIC UNIVERSITY OF CHILE
Education Department, Master in Learning Assessment and Evaluation.
Student name: **Felipe Gonzalez**. Thesis name: Validity of the National Teacher Evaluation Portfolio.
- 1er Semestre 2011 *Tutoring of Students from the College of Arts and Humanities Program*
CATHOLIC UNIVERSITY OF CHILE
- March-October 2009 *Thesis Committee member*
CATHOLIC UNIVERSITY OF CHILE

Psychology School, Master in Educational Psychology

Student Name: *Edgar Valencia*, Thesis Name: The relationship between individual characteristics, working conditions, and local context with teacher quality in the public educational system in Chile.

August 1995-August 1998 *Teaching Assistant*

CATHOLIC UNIVERSITY OF CHILE

Economics Department

- Introductory Economics, Introductory Macroeconomics, Econometric Techniques and Advanced Microeconomic Theory

PRESENTATIONS

2019

Santelices, M.V., together with Mizala, A., Martínez, S., Zwick, R. Recommendations from the Expert Committee on University Admissions to the Council Rectors from Chilean Universities [Recomendaciones del Comité de Expertos en Admisión Universitaria al Comité de Expertos]. Seminar on Admissions, Unified Admissions System, Council of Rectors from Chilean Institutions. Santiago, Chile, April, 2019.

Santelices, M.V. Latent Variables and Information Behind the College-Choice Process in Chile. Roundtable Presentation at the Annual Meeting of the Educational Research Association in Toronto, Canada, April 6, 2019.

Santelices, M.V. The Role of Information in the Decision Making Process of Students in Transition to Higher Education [El Rol de la Información en la Toma de Decisiones de Alumnos en la Transición de la Educación Superior], Conference What to Study After High School? [Seminario ¿Qué Estudiar al Salir de Cuarto Medio?], January 2019, Centro de Extensión Pontificia Universidad Católica de Chile, Santiago, Chile.

2018

Santelices, M.V. Constructs Behind Information level-Student's Transition to Higher Education in Chile (April, 2018). International Objective Measurement Workshop. New York, United States.

Santelices, M.V. Information and Transition in Higher Education. [Información y Transición en la Educación Superior] (April, 2018). Interdisciplinary Laboratory of Social Statistics. [Laboratorio Interdisciplinario de Estadística Social]. Santiago, Centro de Extensión UC.

Santelices, M. V. How to Assess the Quality of a Test? [¿Cómo Evaluar la Calidad de una Prueba?] (May, 2018). Admissions System, Council of Rectors from Chilean Universities. [Sistema de Admisión, Consejo de Rectores de las Universidades de Chile], Valparaíso, Chile.

Santelices, M. V. (Sept., 2018) The effect of Tuition on Higher Education Enrollment. [Efecto de los Aranceles en la Matrícula de Educación Superior] Educational Policy Seminar [Seminario de Políticas Educativas]. Interdisciplinary Laboratory of Social Statistics. [Laboratorio Interdisciplinario de Estadística Social]. Santiago, Facultad de Matemáticas UC.

Santelices, M. V. (Sept. 2018) Institutional Access Programs in Chile. Design and Implementation. [Programas Institucionales de Acceso Equitativo en Chile. Diseño y Resultados] Book Publishing Seminar [Lanzamiento libro]. CEPPE-Pontificia Universidad Católica de Chile.

Student's Experience in Higher Education [La Experiencia de los estudiantes en Educación Superior] (Octubre, 2018). Higher Education Seminar [Seminario de Educación Superior] Interdisciplinary Laboratory of Social Statistics. [Laboratorio Interdisciplinario de Estadística Social]- Facultad de Matemáticas UC.

Santelices, M. V. Access Programs Implemented by Universities in Chile: How do Students Perform? (Nov. 2018), Annual Meeting of the American Association of Higher Education, Tampa, Estados Unidos.

2017

Santelices, M. V. (November, 2017). Information and College-going Decision Making in Chile. Annual Meeting of the American Association of Higher Education, Houston, Texas.

Santelices, M.V. (November, 2017). Admission Practices and Access to Higher Education in Chile: Recent Initiatives, Visiting Scholar's Forum, 60th Anniversary Conference, Center for Studies of Higher Education, University of California Berkeley.

Santelices, M. V. & Williamson, C. (October, 2017). Tuition Fees and Enrollment, CLAPES Center Conference, Catholic University of Chile.

Santelices, M.V. (Agosto, 2017). The SEP Law in Chile: Preliminary Results. IV Interdisciplinary Educational Research Conference. Santiago, Chile.

Santelices, M.V. (Agosto 2017). The Theory of Action and Preliminary Results from the High School Ranking in University Admissions. Symposium organized by DEMRE. IV Interdisciplinary Educational Research Conference. Santiago, Chile.

Santelices, M.V. (April, 2017). More Scrutiny in Exchange for Additional Funding: the SEP Law in Chile. Roundtable Presentation at the Annual Meeting of the Educational Research Association in San Antonio Texas, April 28, 2017.

Santelices, M.V. (Febrero, 2017). Writing and Student Success in College, Seminar, BEAR Center, University of California, Berkeley.

2016

Santelices, M. V. Equity-oriented Admissions Programs in Chile. American Educational Research Association, April 2016, Washington DC.

Santelices, M. V. Support and Scrutiny: Recent Accountability Efforts in Chile. Conference presented at San José State University, February 2016.

Santelices, M. V. Institutional Admissions Programs Searching for Equity in Chile's Higher Education: Theory of Action and Results. Conference presented at the BEAR Seminar, University of California Berkeley, February 2016.

Santelices, M. V. Escritura y Rendimiento Académico Universitario. Seminario Escritura. Universidad de Chile. 14 Octubre, 2016.

Santelices, M.V. High School Ranking: Theory of Action and Preliminary Results. Seminario Aniversario XX Años DEMRE. Universidad de Chile. 26 Octubre, 2016.

2015

Santelices, M. V. (2015). The Quest for Equity in Chile's Higher Education: Four Decades of Continued Efforts. Paper presented at the Comparative International Higher Education Forum of the Association for Study of Higher Education, November 2015, Denver, Colorado.

Santelices, M. V. (2015) High School Ranking in University Admissions at a National-Level: Simulation of Predictive Validity Results. Paper presented at the Annual Meeting of American Educational Association, April, Chicago, USA.

Santelices, M. V. (2015). Iniciativas Institucionales de Acceso a la Educación Superior: Teorías de Acción y Resultados Preliminares. Presentación Políticas Públicas, Pontificia Universidad Católica.

Santelices, M. V. (2015). The Importance of Personal, School and Municipal Characteristics in Two Teacher-Quality Measures. Research Seminar: "School Effectiveness and Value Added Models: Recent Progresses on Modeling and Interpretation". Conference organized by Anillo Project *Statistics for the Social Sciences* (SOC1107). January, 2015. Santiago, Chile.

2014

Santelices, M. V. (2014) Two Teacher Quality Measures and their Predictors: the Case of Chile. Paper presented at the Annual Meeting of American Educational Association, April 7, Philadelphia, USA.

Santelices, M. V., Catalán, X., Kruger, D. & Horn, C. (2014) Determinants of Persistence in Higher Education and the Role of Financial Aid: the Case of Chile. Poster presented at the Annual Meeting of American Educational Association, April 3, Philadelphia, USA.

Santelices, M. V. (2014) Predictors of Teacher Performance. Paper Presented at the Biannual Meeting of the International Objective Measurement Workshop in Philadelphia, April 2, 2014.

Santelices, M. V. (2014), Dos Medidas de Calidad Docente y el Rol del Contexto. [Two Teacher-Quality Measures and the Role of Context . Quinto Encuentro de Políticas Públicas. Enero 16, 2014]. Santiago, Chile.

2013

Santelices, M. V. (2013). Determinants of persistence and the role of financial aid: Lessons from Chile. Presentation at the Focal Meeting of the World Educational Research Association, Nov. 18th, 2013. Guanajuato, México

Santelices, M. V. (2013). The Role of Personal, School and Municipal Characteristics in Two Teacher-Quality Measures. Research Seminar: "Lecciones de Investigaciones Recientes sobre Profesores en Chile: Medición de Desempeño y Percepción de Prácticas". October, 2013. Santiago, Chile.

Santelices, M. V., Catalán, X., Horn, C., Kruger, D. (2013) Determinantes de la Deserción en Educación Superior en Chile con Énfasis en el Rol de Becas y Créditos [Factors affecting the Higher Education Persistence in Chile, with focus on the role of Loans and Grants]. Seminario organizado por el Centro de Políticas Públicas, "Deserción en la Educación Superior: ¿Un Problema de Financiamiento?, April 2013, Santiago, Chile.

Santelices, M. V. (2013), The Role of Personal, School and Municipal Characteristics in Two Teacher-Quality Measures. May 2013, University of California, Berkeley, United States.

Santelices, M. V. (2013), Admisión a la Educación Superior en Chile y el Mundo [Admissions to Higher Education: Chile and the World], Jornada de Orientadores [High School Counselors Conference] organized by the School of Education at Catholic University, April 2013, Santiago, Chile.

2012

Santelices, M. V. & Radovic, D. (2012) Medición de Atributos Complementarios para la Admisión a la Universidad: Validez Predictiva y Diferencias Estandarizadas [Measurement of New Attributes for Higher Education Admissions: Predictive Validity and Standardized Differences] Annual Meeting of the Chilean Public Policy Society, January 2012, Santiago, Chile.

Santelices, M. V., Valencia, E., Taut, S. & González (2012) The relationship between two teacher quality measures. Paper Presented at the Biannual Meeting of the International Objective Measurement Workshop in Vancouver, April 12, 2012.

Santelices, M. V., Radovic, D. & X. Catalán (2012) Medición de Pensamiento Crítico y Habilidades No-Cognitivas para la Educación Superior. Conferencia Internacional sobre Admisión a la Educación Superior, Ministerio de Educación de Chile (MINEDUC), 7 de Junio, 2012.

Santelices, M. V. (2012). Measurement of Critical Thinking and Non-Cognitive Attributes for Higher Education. Annual Meeting of American Psychological Association, August 2-5, 2012, Orlando, Florida.

Santelices, M. V. (2012). Mediciones de Calidad Docente: relación entre dos visiones de efectividad. Seminario Profesores en Chile: Desafíos y Resultados. Centro de Políticas Públicas y Elige Educar. Santiago, Chile.

2011

Santelices, M. V., Valencia E., Taut S. & Manzi J. (2011) The Importance of Contextual and Personal Variables in Explaining Teacher Quality: Evidence using a standards-based, standardized measure of teacher performance, Annual Meeting of the Chilean Public Policy Society, Enero 2011, Santiago, Chile.

Santelices, M. V. & M. Montenegro (2011) Evaluation and Implementation of the Quantitative Reasoning Project at the Catholic University of Chile, Research Seminar at the Department of Education, Catholic University of Chile Santiago, Chile.

Santelices, M.V. (2011) (Chair) Symposium: Diverse Approaches to Teacher Performance Assessment and their Validity Evidence. Annual Meeting of the American Educational Research Association, April, New Orleans, United States.

Santelices, M. V., Valencia E., Taut S. & Manzi J. (2011) The Importance of Personal, School and Municipal Characteristics in Explaining Teacher Quality: Evidence Using a Standards-Based Measure of Teacher Quality, Modern Modeling Methods Conference, University of Connecticut, Storrs, May 2011, Santiago, Chile.

2010

Santelices (2010) Medición de Atributos Complementarios para la Admisión a la Universidad [Measurement of New Attributes for Higher Education Admissions]. VI Jornadas de Gestión Universitaria [VI Congress of Higher Education Institutions' Management and Administration], January 14-15, Santiago, Chile.

Santelices, M. V., Ugarte, J. J. , Flotts, P. , Radovic, D. & Kyllonen; P. (2010) Measurement of New Attributes for Higher Education Admissions, Symposium. National Council on Measurement in Education, April 30-May 3rd, Denver, Colorado.

Santelices, M. V., Valencia E., Taut S. & Manzi J. (2010) The Importance of Contextual and Personal Variables in Explaining Teacher Quality: Evidence using a standards-based, standardized measure of teacher performance, Annual Meeting of the American Educational Research Association, April 30-May 3rd, Denver, Colorado.

2009

Santelices (2009) Medición de Atributos Complementarios para la Admisión a la Universidad [Measurement of New Attributes for Higher Education Admissions]. XXIII Congreso Chileno de Educación en Ingeniería [XXIII Chilean Congress of Engineering Education], October 7-9, Concepción, Chile.

Santelices, Ugarte, Flotts & Radovic (2009) Measurement of New Attributes for Chile's Admissions System to Higher Education. Paper presented at the annual convention of the American Psychological Association, August 6-9, Toronto, Canada.

Santelices, Taut, Araya & Manzi (2009) Consequential Validity of Chile's Teacher Evaluation System: Consequences at the Municipal (Local) Level (2009). Paper presented at the 2009 Annual meeting of the American Educational Research Association, April 12-17, San Diego, California.

2007

Santelices, V. (2007). Is the SAT a Biased Test. Presentation at the Berkeley Evaluation and Research Center. December 4th 2007, Berkeley, USA.

Santelices, Verónica & Taut, Sandy (2007). Validating the Chilean National Teacher Evaluation System (Docentemás)". Conference on Teacher Evaluation en Chile. Underpinnings, Experiences and Results, Measurement Center MIDE UC, Catholic University, 2 de octubre, 2007, Santiago, Chile.

Santelices, V. (2007). Differential Item Functioning in the SAT. Poster presented at the Annual Meeting of the National Council on Measurement in Education. April 10-12, in Chicago, USA.

2006

Santelices, V. (Dec, 2006). Differential Item Functioning in the SAT: Research Proposal. Presentation at the Annual Meeting of the University of California All Campus Consortium on Research for Diversity (UCACCORD), Lake Arrowhead.

Santelices, V. (April, 2006). Differential Item Functioning in the SAT: Preliminary Findings. Roundtable presentation at the International Objective Measurement Workshop (IOMW), Berkeley.

2003

Santelices, V. (November, 2003). Repeat Testing, Patterns and Policy Implications. Poster presented at the Association for the Studies of Higher Education (ASHE), Portland.

PUBLICATIONS

Papers Published in Journals indexed by Web of Science

Santelices, M. V., Horn, C. & Catalán, X. (2019) Institution-level Admissions Initiatives in Chile: Enhancing Equity in Higher Education? *Studies in Higher Education*, 44(4), 733-761 . DOI: 10.1080/03075079.2017.1398722.

Alejandra Meneses, Paola Uccelli, Maria Veronica Santelices, Marcela Ruiz, Javiera Figueroa, Daniela Acevedo. Academic Language as a Predictor of Reading Comprehension in Monolingual Spanish--Speaking Readers: Evidence From Chilean Early Adolescents. *Reading Research Quarterly*. 2018;53(2):223-247. DOI: doi:10.1002/rq.192

Santelices, M. V., Catalán, X., Horn, C. & A. Venegas (2018). High School Ranking in University Admissions at a National Level: Theory of Action and Early Results from Chile. *Higher Education Policy*, 31 (2) 159-173, <https://doi.org/10.1057/s41307-017-0048-6>

Santelices, M. V., Valencia, E., Gonzalez, J., Taut, S. Two Teacher Quality Measures and the Role of Context: Evidence from Chile. *Educational Assessment, Evaluation and Accountability*, 2016; 22(2):1-36.

Santelices M.V., Catalán, X, Kruger, D. & Horn, C. (2015) Determinants of Persistence and the Role of Financial Aid: Lessons from Chile. *Higher Education*, 71(3), 323-342. doi: 10.1007/s10734-015-9906-6.

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Santelices, María Verónica (2007) Estudio Piloto de Atributos Complementarios para la Admisión a la Universidad Católica 2008-2009 [Proposal for Pilot Study to Measure Supplemental Attributes for Admissions to Catholic University of Chile] (link: <http://www.puc.cl/webpuc/piloto/pdf/evidencias5.pdf>) Santiago: Vicerrectoría Académica, Universidad Católica.

Santelices, María Verónica (2006). Análisis Factorial Exploratorio de los Instrumentos Docentemás 2006 [Exploratory Factor Analysis of the Instruments of the National Teacher Evaluation Program] (Evaluación Docente)]. Documento Interno MIDE UC.

Santelices, María Verónica (2002). Early Academic Outreach Program Students: Are They Different? Oakland: University of California

HONORS AND AWARDS

American Educational Research Association International Travel Award Recipient 2010

University of California, UC ACCORD Dissertation Fellowship, 2006-2007

Harold Gulliksen Psychometric Research Fellowship Finalist 2006-2007

University of California Berkeley, Graduate Division, Normative Time Fellowship, 2005-2006

University of California Graduate School of Education Higher Education Award, 2004-2005

University of California Graduate School of Education Fellowship Award, 2003-2004, 2006-2007

The University of Chicago First Year Fellowship, 1999-2000 (declined)

PROFESSIONAL MEMBERSHIP

2003- 2019: American Educational Research Association (AERA)

2003-2019: National Council on Measurement in Education (NCME)

PROFESSIONAL ACTIVITIES

2007- 2019: Reviewer for the following journals and associations: Educational Assessment, Evaluation and Accountability*, Educational Policy Analysis Archives*, Journal of Educational Measurement*, Educational Evaluation and Policy Analysis, Educational and Psychological Measurement, European Journal of Psychology of Education, Education Administration Quarterly, American Journal of Education, Association for the Study of Higher Education, American Educational Research Association, Revista Internacional de Sociología, Korean Journal of Education Policy, Journal of Educational Psychology*.

*Activity within the last 12 months.

Member of the Education Administration Quarterly Editorial Board

Member of the Editorial Board of the Journal Educational Assessment, Evaluation and Accountability.