

出國報告（出國類別：其他：國際會議）

參加「2017年ICTBS國際多學科研究大會」

服務機關：國立暨南國際大學教育政策與行政學系

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## 摘要

參加荷蘭阿姆斯特丹的國際會議除了累積再次以英文發表文章的自身經驗以外，更多藉此機會與來自不同國家的學者與專家進行學術性交流與溝通。

為了提昇研究的品質與增加增廣見聞，透過此會議的過程，結交國際人士，並交換彼此的研究與教學經驗。在會中可聆聽傑出學者精闢的專題報告，加上該組織在舉辦國際研討會已舉辦多年，參加此會議的學者眾多，可促進各國學者在此會議的研究成果交流，更可帶動此區域的觀光產業。在會議結束後，自行進行短暫的該市區觀察，進一步瞭解該國文化歷史。此一短暫的觀察，體驗到「讀萬卷書，不如行萬裡路」，更能體會自然環境所帶給這地區的無工業的商機。所以藉著此學術交流機會除可增廣見聞，還可開闊視野，真可謂一舉數得。

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## 壹、目的

- 一、參加 2017 年國際學術多學科研究會議並發表論文，論文作者是吳京玲教授和範氏母離博士生，代表發表者是範氏母離。
- 二、本人範氏母離是國立暨南國際大學教育政策與行政系博士生。我的第一個目標是讓自己有機會出席學術研究。我想有機會交流思想，發展自己的知識。我的第二個目標是從世界各地的大學滿足學者和創建聯盟，以共同學習，討論和改進我們的工作。另外，我將參加研究國家的與眾不同的品質，加深我的學術知識的發現和開發，並增廣視野。

## 貳、過程

- 一、2017年1月查閱「2017年ICTBS國際多學科研究大會」國際研討會。
- 二、於2017年2月向該組織提出「探索影響台灣大學畢業生就業機會和工資的因素 (Exploring factors influencing the job opportunity and salary of university graduates in Taiwan)」研究報告，並接受本研究的學術性之審查。
- 三、2017年5月收到該組織的論文接受函，並通知須繳交參加此國際研討會的相關費用。

### 四、會議行程

- (一) 啟程：2017年6月5日在桃園國際機場搭往荷蘭。
- (二) 會議於2017年6月7日至2017年6月9日在荷蘭阿姆斯特丹的Radisson BLU酒店的會議室開始。會議是在6月7日至8日舉行的。6月9日後則進行當地文化與歷史的參訪。

## 參、心得與建議

### 一、心得：

會議中的重大收穫來自高校教育政策學科的內容，學校的主要對象是學生和老師。具體來說，愛爾蘭的邁克·海因斯（Mike Hynes）報導了一個激動人心的問題：學生作為生產者：通過「滾動自己」發現豐富的學習經歷。通過納入現實生活中，複雜和非結構化的研究的活動，對學生學習的積極影響可能成為本科教育的核心，遵循這一原則，學生就是知識生產者，而不僅僅是知識消費者。「學生作為生產者」的概念是，學習是以研究和研究為基礎的活動，所以大部分學生學習的東西將透過自己的發現，與學術顧問和其他學生在強大的研究環境中合作。

另外，來自美國的 James G. Archibald 還研究如何參與校園娛樂節目改善學生的保留。研究結果表明，校內體育參與留學率之間存在著積極的關係。因此，當學生參加校園娛樂節目時，學生對大學經驗的滿意度往往更高。

來自阿聯酋的 Sadiq Abdulwahed Ahmed Ismail 和 Adeeb Jarrah 通過題為「探索職前教師對教學偏好，教學能力和動機」的看法的文章探討了老師的看法。深入瞭解知識，技能，經驗以及對職業教育的認真和熱愛很重要。

### 二、建議：

由於此次體驗，應該更鼓勵同仁參加國際性的學術性交流，提昇我校的聲望

可藉由國際會議場合中，提升能見度。更可以結交更多國際友人，使國際化得以實現。也讓國際社會更瞭解我國在研究上的努力與國際社會的貢獻。此外，在申請前深入了解研究組織是很重要的。

## 肆、 附錄

### (一)、 究之口頭報告專題論文

# Exploring factors influencing the job opportunity and salary of university graduates in Taiwan

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**Abstract** A college degree used to open doors for job, particularly for socioeconomically disadvantaged graduates. However, college graduates are experiencing increasing difficulties in the labor market and graduate employment has emerged as a hotly debated issue. This study employed a nationally representative sample from 140 colleges around Taiwan to compare early employment outcomes (job opportunity and salary) of graduates of diverse economic status and to examine related factors. The results revealed that graduate salary corresponded to their economic status. Being female or technical institute graduate enhanced job opportunities, but hindered salaries for all graduates. Collegiate experiences enhanced job opportunities particularly for graduates of low economic status, and degree-level expertise enhanced salary for all graduates. Based on the results, this study proposes institutional interventions specifically tailored for graduates of different economic status.

**Keywords** Job opportunity, Salary, College graduates, Economic status

## 1. Introduction

The International Labour Organization (ILO) has warned that the youth employment crisis, although slowly recovering, is far from over. In 2014, the global youth (ILO defines youth as those between the ages of 15 and 24) unemployment rate remained 13.0%, an approximately equivalent of 73.3 million unemployed youths worldwide. Youth are strongly overrepresented among the unemployed; with 36.7% of the global unemployed were youth (ILO, 2014). Among the employment crisis, the increasing difficulties encountered by college graduates in the labor market have attracted particular attention (Brown et al., 2004). In contrast to the notion that a college degree opens doors for better employment, statistics show that college graduates are less competitive than the less educated in the labor market. In Taiwan, a breakdown of the 2015 national unemployment rate revealed a significantly higher unemployment rate for college graduates than for the less educated (Directorate General of Budget of Taiwan, 2015). Employment issues of college graduates have generated great concern and considerable debate for students, parents, educators, scholars, and numerous other parties.

In this knowledge economy era, college plays a vital role in cultivating employable industry professionals (Rahman et al., 2011). A smooth transition from school to the workplace

is a shared goal among the aforementioned interest parties (Kruss, 2004). In the school-to-work transition, the early employment outcomes is a crucial junction which provides rich information to the interest parties, because it backward links to collegiate educational experiences and forward links to ultimate career success (Freund, 2011). However, a comprehensive knowledge of graduate early employment outcomes and related factors is lacking (Zimmer-Gembeck and Mortimer, 2006).

Embedded in the widening divergence of economic stratifications in society, students of diverse economic statuses have been segregated at college (Astin and Oseguera, 2004). Nevertheless, colleges and societies remain estranged to the different collegiate experiences of students of diverse economic status (Newton and Turale, 2000). Among students of diverse economic status, students of low economic status were found to experience more challenges at college (Haveman and Smeeding, 2006) and perceive less prospects after graduation (Phillips and Pittman, 2003) than their better-off counterparts. How institutes can effectively and simultaneously promote positive collegiate experiences and early employment outcomes of graduates of diverse economic status is an important question.

Based on this introduction, this study investigates the following three research questions:

1. What are the early employment outcomes of graduates of diverse economic status?
2. What are the gender distribution, collegiate experience, and job characteristics of graduates of diverse economic status?
3. How do gender, collegiate experience, and job characteristics affect early employment outcomes of graduates of diverse economic status?

## **2. Literature Review**

### *2.1 Employment outcomes and social capital of graduates of diverse economic status and different genders*

Graduate employment outcomes are linked to social capital. Social capital is defined as a person's network ties to kin and friends (Coleman, 1990). People with enhanced social capital are more able to mobilize necessary network ties to achieve their goals (Hurlbert, 1991). Graduates of diverse economic status possess different volumes and values of social capital, differentiating their opportunities of achieving desirable employment outcomes (Moreau and Leathwood, 2006).

Graduate gender is also linked to social capital and employment outcomes. Numerous families have traditionally favored sons over daughters, providing richer and more valuable social capital to sons (Eccles, 2011). In society, men often play core roles with access to higher rewards and enhanced opportunities, whereas women play peripheral roles with limited economic returns and social mobility (Lin, 2000). Women from poor families are thus positioned in a double-bind of subordinate status, both in family and society, and with scant social capital (Stromquist, 2004).

Despite their scant social capital, studies have found women to outperform men in career aspirations (Schoon and Polek, 2011) and employability skills (Bakar and Hanafi, 2007). Job opportunities in the labor market have been increasing for women, but decreasing for men (Danziger and Ratner, 2010). However, a scrutiny of the job characteristics of both genders shows that women predominantly obtain jobs characterized as low expertise (Lucas, 1997). Female graduates receive a lower starting salary than males based on comparable college performances (Bobbitt-Zeher, 2007). Gender difference on employment outcomes is a research arena not yet fully clarified.

### *2.2 Collegiate experience of graduates of diverse economic status*



Higher education can be divided into two tracks: general versus technical (or vocational) education. Higher institutes of technical education stress cultivating employment-ready graduates (Ziderman, 1997) and have predominantly enrolled students of lower economic status who are strongly orientated to pursue a career (O'Connor et al., 2010; Wu, 2012). Correspondingly, graduates of technical institutes have performed employability skills (Bakar and Hanafi, 2007) and have been acknowledged by industries (Mustapha and Greena,n 2002). In the 1990s, Asian developing countries such as Taiwan, South Korea, and Singapore extensively established technical institutes to massively produce a skilled workforce for industries (Tzannatos and Johnes, 1997). In the academic year of 2014, technical institutes around Taiwan enrolled 659,001 students, accounting for 49.18% of all college students (Ministry of Education of Taiwan, 2016).

In college, students of low economic status often need to work part-time (Entwisle et al., 2000) because college is much more costly, compared to family annual income, for them than for their affluent counterparts (King, 2002). Although certain research has contended that a part-time job facilitates student career preparation, particularly for socioeconomically disadvantaged students (Riggert et al., 2006), the effect of a part-time job on graduate employment remains inconclusive (Tuttle et al., 2005). Student economic status also affects their leadership experience in college (Wu and Bao, 2012), which is increasingly demanded by the workplace (Rahman et al., 2011). To smoothly transfer graduates to the workplace, colleges require empirical knowledge on how to prepare their graduates to meet workplace demands.

### *2.3 Job characteristics, and employment outcomes*

People tend to choose jobs with characteristics echoing their self-identities and career aspirations (Phillips and Pittman, 2003). Family and school construct people's aspirations of what professional roles to play (Greenbank, 2009) and what employment outcomes to expect (Webbink and Hartog, 2004).

Among numerous job characteristics, job expertise and experience are two major characteristics comprising a job description. College graduates who work jobs characterized as high expertise report better early employment outcomes and ultimate career success than those with low expertise jobs (Bynner 1998). Job experience assists employees to effectively adapt to the rapidly changing workplace context (Cheung and Aronld, 2010). Rich job experience has been found to benefit early employment outcomes for socioeconomically disadvantaged graduates who enter the workplace with fewer social resources (McGuinness and Bennett, 2007). Research on graduate employment should not be limited to addressing work opportunities, but should explore various employment outcomes to achieve a comprehensive understanding of graduate employment. An important debate of graduate employment is how employment is linked to, or freed from, graduate socioeconomic status (Schoon and Polek, 2011). Research has found that graduate work opportunities are strongly linked to socioeconomic status, and graduates of lower socioeconomic status earn a lower salary than those of a higher socioeconomic status (Dreher and Chargois, 1998). No research has yet analyzed and compared factors affecting different employment outcomes of graduates of diverse economic status. Incomprehensive understanding of graduate employment prohibits institutes from tailoring employment services specifically for graduates of diverse backgrounds.

## **3. Research Method**

### *3.1 Data source*

This study derived data from the "Survey of College Graduates One-Year after Graduation," administrated by the Taiwan Integrated Post-Secondary Education Database (TIPED). The

survey collected information of graduates' personal backgrounds, collegiate experiences, and early employment outcomes. TIPED conducted the survey in 2006, with the graduate cohort of 2005. TIPED first analyzed the 2005 graduate information compiled by the Ministry of Education of Taiwan, and then employed stratified random sampling to sample graduates from 140 higher institutes around Taiwan, with a ratio of 25% and at least 100 graduates per institute. TIPED administrated the survey through the Internet and retrieved 16,387 questionnaires, resulting in a 33.51% return rate, which approximated the average return rate of Internet surveys (Couper, 2000). All survey data were self-reported. Student self-report data reflect the firsthand experiences and direct perceptions of students, providing important information for educational improvement (Pike 1995).

This study analyzed early employment outcomes and related factors of graduates of diverse economic status. The study split graduates into three levels of economic status based on their annual family incomes: low economic status of less than NT\$500,000 (NT\$30 approximates to US\$1), middle economic status of NT\$510,000 to \$1,140,000, and high economic status of NT\$1,150,000 and more. The proportions of graduates from the three economic status backgrounds were 25.1%, 45.4%, and 29.5%, respectively.

### 3.2 Variables and data refinement

The dependent variables of this study were employment outcomes, including job opportunity and salary. To enhance research reliability, this study refined TIPED data before analyzing them. Job opportunity in the study was operationally defined with one questionnaire item of "What is your current status?" with options of employed, unemployed, graduated student, and enlisted in the army. This study analyzed employment outcomes and excluded 7,006 cases identified as graduated students and enlisted. Salary was defined with one item of "What is your average monthly salary?" Responses to this question originally ranged from NT\$0 to \$800,000. The study employed the Inter-Quartile Range (IQR) (Upton and Cook 1996)

$$[Q_1 - k(Q_3 - Q_1), Q_3 + k(Q_3 - Q_1)]$$

to identify values outside the range as outliers and calculated a more reasonable range of salary of NT\$11,600 to \$42,000 [= 23,000 - 1.5 × (30,600 - 23,000) , 30,600 + 1.5 × (30,600 - 23,000) ] . Because no graduate reported salary of NT\$11,600, the least salary analyzed was NT\$12,000.

The independent variables of the study consisted of three blocks, namely gender, collegiate experience, and job characteristics. Gender was categorized as male or female. Collegiate experience consisted of items of graduating from a technical or general institute, academic performance, part-time work, and a student leadership role at college. Job characteristics consisted of job expertise and job experience. Job expertise was defined with a question of "What level of education does your job require?" with a measurement scale ranging from below junior high school to Ph.D. The study recoded the scale into (college) degree-level versus non-degree job expertise. Job experience was defined with a question of "How much experience does your job require?" with a measurement scale ranging from no experience to more than 5 years of experience. Table 1 presents the measurement scales and operational definitions of the study variables.

### 3.3 Data analysis

For data analysis, descriptive analysis was conducted to answer Research Question (1) "What are the early employment outcomes of graduates of diverse economic status?" and (2) "What are the gender distribution, collegiate experience, and job characteristics of graduates of

diverse economic status? Regression analysis was conducted to answer Research Question (3) “How do gender, collegiate experience, and job characteristics affect early employment outcomes of graduates of diverse economic status?”

### 3.4 Research limitation

The database analyzed in this study and its application is limited. The data were collected 1 year after graduation when graduates were at an early stage of their career development. Applying the study results to the later career stages of graduates may be inappropriate. However, early employment outcomes are vital in reflecting education quality of institutes and indicating later career development of graduates (Saks and Ashforth 1999).

## 4. Results

### 4.1 Early employment outcomes of graduates of diverse economic status

Table 1 presents early employment outcomes of graduates of diverse economic status. The results showed that graduate salary corresponds to their economic status. The lower the economic status of graduates, the lower the salary (low = 26,642 < middle = 27,234 < high = 27,883) they earned and perceived. The results did not show a correspondence between graduate job opportunity and economic status.

### 4.2 Gender distribution, collegiate experience, and job characteristics of graduates of diverse economic status

Table 1 shows that graduate gender distribution, collegiate experience, and job characteristics largely correspond to economic status. Female percentage rose when graduate economic status fell (high = 52.48% < middle = 55.21% < low = 56.78%). The lower the graduate economic status, the higher percentage of graduates studied in technical institutes (low = 54.50% > middle = 48.14% > high = 39.83%), but fewer of them attained student leadership roles (low = 39.50% < middle = 43.07% < high = 45.36%). More graduates of low and middle economic status worked part-time than did their counterparts of high economic status (low = 20.31% and middle = 20.38% > high = 18.01%). Graduate academic performance at college did not consistently correspond to economic status.

Finally, the results showed that graduates’ job characteristic of expertise corresponded to their economic status. The lower the graduate economic status was, the fewer of them that obtained degree-level jobs (low = 46.53% < middle = 47.93% < high = 51.55%). Additionally, only half of the graduates in overall obtained degree-level jobs. The graduate job characteristic of experience did not correspond to economic status.

Table 1 Descriptive analysis of employment outcomes, gender, collegiate experience, and job characteristics of graduates of diverse economic status

	Score ranges and operational definitions	Graduate economic status		
		Low	Middle	High
		% / M(SD)		
<b>Employment outcome</b>				
Job opportunity	1/0: 1 = employed, 0 = unemployed	76.73%	76.96%	74.96%
Salary	NT\$12,000 - \$42,000	26,642	27,234	27,883
<b>Gender</b>				
Female	1/0: 1 = female, 0 = male	56.78%	55.21%	52.48%
<b>Collegiate experience</b>				

Technical institute	1/0: 1 = technical institute, 0 = general institute	54.50%	48.14%	39.83%
Academic performance	1-4: 1 = 60-69 GPA, 2 = 70-79 GPA, 3 = 80-89 GPA, 4 = above 90 GPA.	2.47(.67)	2.48(.67)	2.45(.68)
Part-time job	1/0: 1 = yes, 0 = no	20.31%	20.38%	18.01%
Student leader		39.50%	43.07%	45.36%
<b>Job characteristics</b>				
Expertise	1/0: 1 = degree-level, 0 = non-degree	46.53%	47.93%	51.55%
Experience	1-7: 1 = no need, 2 = less than 1 month, 3 = 1-6 months, 4 = 6-12 months, 5 = 1-3 years, 6 = 3-5 years, 7 = more than 5 years.	3.23(1.46)	3.31(1.42)	3.28(1.43)

Note: Missing values were excluded from the calculations.

#### 4.3 Effects of gender, collegiate experience, and job characteristics on early employment outcomes of graduates of diverse economic status

Table 2 shows the results of three early employment outcomes, namely job opportunity and salary. This study used logistic regression to analyze job opportunity showing the odds ratio (*OR*) in Models 1. *OR* > 1 represents a positive effect and *OR* < 1 represents a negative effect. This study used linear regression to analyze salary, showing standard coefficients ( $\beta$ ) in Model 2.  $\beta$  > 0 represents a positive effect and  $\beta$  < 0 represents a negative effect.

##### 4.3.1 Effects on job opportunity

Model 1 shows the effects of gender and collegiate experience on the job opportunity of graduates of diverse economic status. Job characteristics did not apply to unemployed graduates and were not included in the model.

Gender showed consistent effects on the job opportunity of graduates across economic status, with a higher job opportunity for women than for men (low *OR* = 1.828,  $p$  < .05; middle *OR* = 2.378,  $p$  < .001; high *OR* = 1.603,  $p$  < .05). Among collegiate experiences, technical institutes consistently affected the job opportunity of graduates across economic status. Technical institute graduates had approximately two times of job opportunities than general institute graduates across economic status (low *OR* = 2.342, middle *OR* = 2.105, high *OR* = 2.102;  $p$  < .001). Academic performance, part-time job, and student leadership role inconsistently affected the job opportunity of graduates of diverse economic status. Academic performance positively affected the job opportunity of low and high economic status graduates (low *OR* = 1.309,  $p$  < .05; high *OR* = 1.425,  $p$  < .01), but not middle economic status graduates. Part-time job (low *OR* = 1.882,  $p$  < .001; middle *OR* = 1.407,  $p$  < .01) and student leadership role (low *OR* = 1.446, middle *OR* = 1.310;  $p$  < .05) positively affected the job opportunity of low and middle economic status graduates, but not high economic status graduates.

##### 4.3.2 Effects on salary

Model 2 shows the effects of gender, collegiate experience, and job characteristics on the salary of graduates of diverse economic status. Gender consistently affected the salary of graduates across economic status, with women earning a lower salary than men (low  $\beta$  = -.106,  $p$  < .05; middle  $\beta$  = -.111; high  $\beta$  = -.183,  $p$  < .001).

Among collegiate experiences, technical institute graduates consistently earned a lower salary than general institute graduates across economic status (low  $\beta$  = -.153, middle  $\beta$  = -.170, high  $\beta$

= -.153;  $p < .001$ ). Academic performance ( $\beta = .103$ ,  $p < .01$ ) and student leadership role ( $\beta = .060$ ,  $p < .05$ ) positively affected the salary of graduates of high and middle economic status, respectively, but not graduates of low economic status. Part-time job did not affect the salary of graduates across economic status.

Job characteristics of expertise and experience showed substantial effects on salary for most graduates. Jobs characterized as degree-level expertise benefited the salary of graduates across economic status (low  $\beta = .196$ , middle  $\beta = .254$ , high  $\beta = .283$ ;  $p < .001$ ), and job experience benefited the salary of graduates of low and middle economic status (low  $\beta = .109$ ,  $p < .01$ ; middle  $\beta = .144$ ,  $p < .001$ ).

Table 2 Regression analyses of related factors on the early employment outcome of graduates of diverse economic status

	Model 1			Model 2		
	Job opportunity ( <i>OR</i> )			Salary ( $\beta$ )		
	Low	Middle	High	Low	Middle	High
<b>Gender</b>						
female	<b>1.828*</b>	<b>2.378***</b>	<b>1.603*</b>	<b>-.106**</b>	<b>-.111***</b>	<b>-.183***</b>
<b>Collegiate Experience</b>						
Technical institute	<b>2.342***</b>	<b>2.105***</b>	<b>2.102***</b>	<b>-.153***</b>	<b>-.170***</b>	<b>-.153***</b>
Academic	<b>1.309*</b>	1.161	<b>1.425**</b>	.058	.052	<b>.108**</b>
Part-time job	<b>1.882***</b>	<b>1.407**</b>	1.095	-.018	-.048	-.050
Student leader	<b>1.446*</b>	<b>1.310*</b>	1.157	-.039	<b>.055*</b>	.027
<b>Job characteristics</b>						
Expertise				<b>.196***</b>	<b>.254***</b>	<b>.283***</b>
Experience				<b>.123**</b>	<b>.138***</b>	.056
<hr/>						
Nagelkerke $R^2$ / Adj. $R^2$	.105	.081	.067	.129	.192	.173

Notes: \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$

## 5. Discussion and Conclusion

In response to Research Question 1 “What are the early employment outcomes of graduates of diverse economic status?” the study showed that *the graduates’ early employment outcomes of salary corresponded to their economic status*. The poorer (lower economic status) the graduates, the lower their salary was. This meaningful result is possibly explained by the different financial needs and the social capital possessed by graduates of diverse economic status. Previous research has noted that affluent graduates are advantaged by fewer financial needs but richer social capital (Moreau and Leathwood, 2006; Schoon et al., 2007), allowing them to choose jobs until they find one with a good salary conditions. By contrast, poor graduates are not only disadvantaged by higher financial needs and less social capital, but are also unable to access critical employment knowledge (Greenbank, 2009). This study urges institutes to strengthen campus-based employment services and consultations targeting poor graduates to encourage these graduates to obtain not any job, but a satisfactory one.

In response to Research Question 2 “What are the gender distribution, collegiate experience, and job characteristics of graduates of diverse economic status?” the study results showed that *graduate gender distribution, collegiate experience, and job characteristics substantially corresponded to their economic status*. Women accounted for the highest percentage among the poorest graduates. Positioned in a double-bind subordination of being female and poor, poor women possess the least quantity and quality of social capital, compared to their counterparts

(Eccles, 2011; Lin, 2000; Stromquist, 2004). To poor women wishing to change their subordinate position, education serves as a precious capital alternative. Poor women could thus be more persistent in completing college education than their counterparts.

For collegiate experience and job characteristics, the study showed that poor graduates mostly studied in technical institutes, were mostly employed with non-degree jobs. The results that poor graduates mostly studied in technical institutes found by this study and other studies (O'Connor et al., 2010; Wu, 2012) indicates a parallel between education tracking and socioeconomic status. Unfortunately, because job upgrading rarely occurs for graduates with non-degree jobs (Battu et al., 2000), most poor graduates probably persist, rather than upgrade, their subordinate socioeconomic status. Future research seeking to disentangle the associations of socioeconomic status and employment outcomes is in demand. Such research would shed light on theoretical analyses and practical interventions in facilitating the employment behaviors and outcomes of socioeconomically disadvantaged graduates.

In response to Research Question 3 “How do gender, collegiate experience, and job characteristics affect the early employment outcomes of graduates of diverse economic status?” this study shows prominent results which are highlighted in bold as follows. ***For gender and institutional types, the study found that women and technical graduates were advantaged for job opportunity, disadvantaged for salary compared to their counterparts.*** The result is partially supported by previous research that has found that women are having more job opportunities (Danziger and Ratner, 2010) but still earning less salary than their comparable male counterparts (Bobbitt-Zeher, 2007). The study concurs with Clark’s argument (1997) that the results may reflect the lower employment expectation of women and technical graduates. Because of their lower employment expectation, these graduates may be more willing to accept a wider range of job opportunities, but on average earn a lower salary as their counterparts. This study suggests institutes wishing to improve the salary of women and technical graduates to first elevate these graduates’ employment expectations.

***Collegiate experience exhibited pronounced benefits to the job opportunity of poor graduates, but not to affluent graduates.*** The pronounced benefits of collegiate experience to poor graduates are likely because that collegiate experience adds particular value to the social capital of socioeconomically disadvantaged students (Moreau and Leathwood, 2006; Schoon et al., 2007). A part-time job and student leadership roles at college were found to enhance student social networks (Entwisle et al., 2000; Riggert et al., 2006) and social status (Wu and Bao, 2012), adding notable value to the meager social capital of poor students. This study thus suggests that institutes highlight the particular benefits of collegiate experiences on job opportunities of poor students to encourage their active collegiate involvement.

***Job characteristics of degree-level expertise substantially enhanced salary for all graduates.*** A close comparison of the regression coefficients of job characteristics of expertise and experience shows that expertise resulted in higher and more extensive benefits to salary of graduates across economic status. This is likely because these graduates are in their early career stage and have mostly worked clerical positions where expertise is more valued than experience (Mason, 2002). When competing for clerical positions with a higher salary and better conditions, all graduates equipped with additional credentials or certifications can readily substantiate their degree-level expertise and out-compete their competitors. Degree-level expertise thus substantially and extensively enhances salary of all graduates. Institutes hoping to advance the early employment outcomes of most graduates may want to emphasize their graduates’ expertise, and encourage their graduates to acquire additional credentials and certificates. Meanwhile, research investigating whether the comparative effects of expertise and experience evolve with graduate career development is needed.

In conclusion, graduate employment has emerged as a critical issue for numerous interest

groups, attracting extensive attention and generating heated debates. Previous literature has typically addressed single employment outcome and treated graduates as one unity, compromising the comprehensive understanding of various employment problems encountered by graduates of diverse socioeconomic backgrounds. This study adds to the literature by showing that graduate salary corresponds to economic status. Collegiate experience enhances the job opportunity of poor graduates the most, whereas job expertise enhances the salary of all graduates. This study further contributes to institutional practices by suggesting that employment interventions should be tailored for graduates of diverse economic status. Future research analyzing the longitudinal employment process of graduates of diverse socioeconomic backgrounds is required for scholars and educators to continuously pursue successful school-to-workplace transitions.

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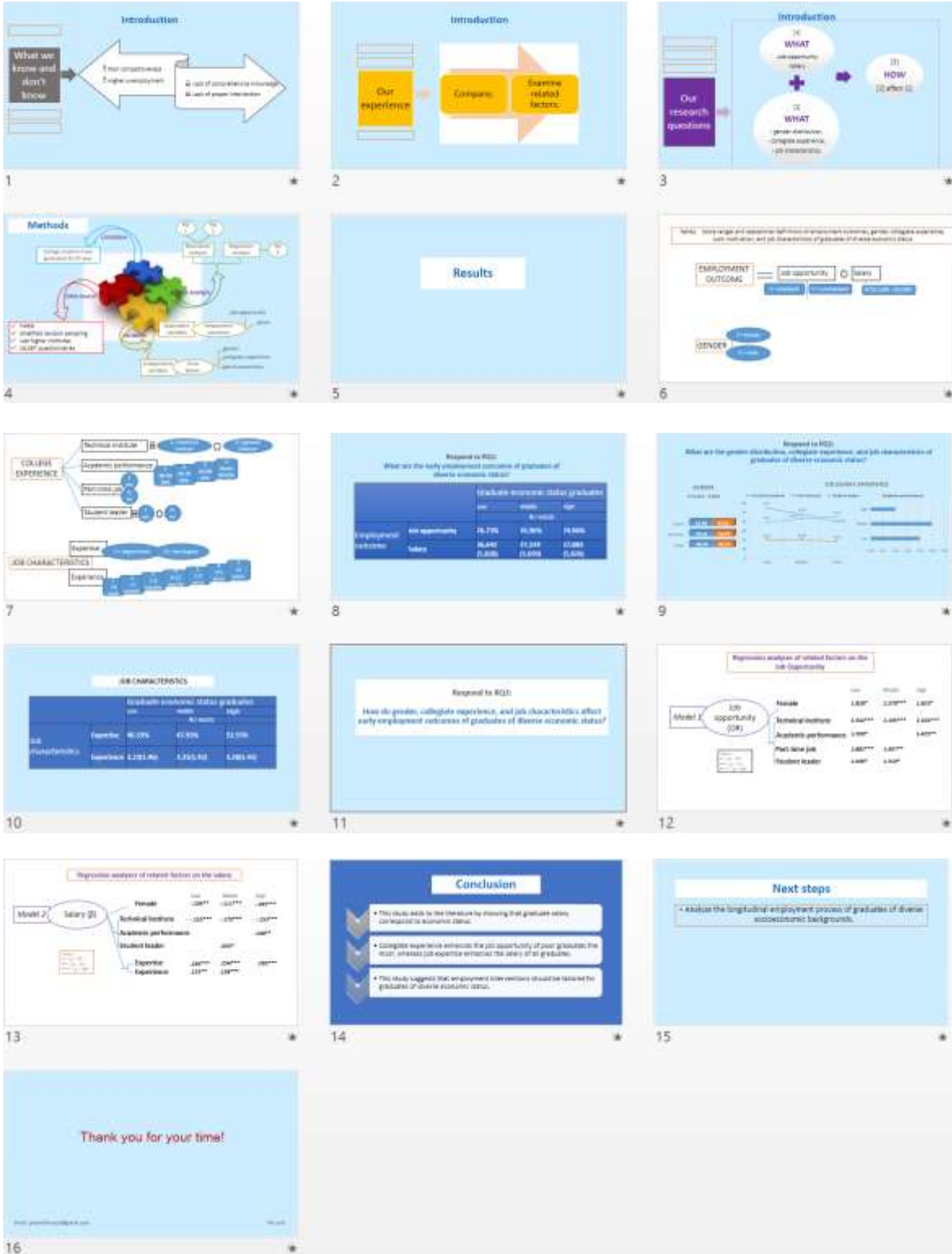
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(二)、PowerPoint 演示文稿



### (三)、活動照片



(Conference Venue: The Radisson BLU Hotel)  
會議地點：阿姆斯特丹的 Radisson BLU 酒店  
議



(The certificate, records and souvenirs at the conference)  
證書，記錄和紀念品在會