

**University Assessment Committee  
Office of Academic Assessment**

**Purpose:** The purpose of the *Annual Report on Degree Program Assessment of Student Learning* is to provide information about progress in assessment efforts for each degree program within your academic unit. Only one report is requested of each academic unit, as the table below will accommodate multiple degree plans. (You can still submit separate reports if you prefer.) The report will be made available publicly at the Office of Academic Assessment website and will be available to appropriate accrediting agencies. It is recommended that your unit use your assessment report and results to celebrate achievements of student learning as well as to identify potential areas for future improvement. The University Assessment Committee will review your report and provide constructive feedback within one month of their review. In addition, reports will be reviewed to suggest potential assessment awards and possible mini-grants to support continuing assessment efforts within academic units.

Please email this completed form as an attachment to [d-aaa@jan.ucc.nau.edu](mailto:d-aaa@jan.ucc.nau.edu).

CONTACT INFO:

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ASSESSMENT REPORT:

1. Please complete the **table** on the next page. Refer to your **most current assessment plan(s)** as a guide. The degree programs requiring reports are listed in the table's left column. Include **only** those learning outcomes for which your unit has conducted *assessment activities* during the past year. **Please write "No Action"** in boxes for which no formal assessment activities have been conducted.
2. Please review your current assessment plan(s) with your faculty and provide answers here to the following questions:
  - a. Describe the process through which your faculty recently reviewed your unit's assessment plans and decided either to make changes or to maintain the plans as currently written.

No significant changes made to the Accounting Assessment Plan (11/05).
  - b. Which degree assessment plan(s) is (are) being revised, if any?

None
  - c. Which degree assessment plans will not be revised this year but should still be considered current (up to date)? **Please send any revised plan(s)** as an electronic attachment to [d-aaa@jan.ucc.nau.edu](mailto:d-aaa@jan.ucc.nau.edu) along with this report.

Our only assessment plan (2005-06) is current.

Degree: BS Accountancy

Functional Competency	Assessment Activities:	Assessment Results: (See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)	Use of results:																				
<b>Risk Analysis</b>	Self-assessment survey of Spring 06 seniors in ACC 475 included questions on risk analysis. (Appendix A)	Statements 7, 9, and 10 on the self-assessment survey, all of which relate to risk analysis, received the lowest overall scores of the 12 competencies.	Risk analysis was identified in our Plan as one of the most important competencies that our majors should possess. This assessment confirms our recommendations contained in the 2006 Assessment Report. We have added a new course, Internal Auditing and Controls (ACC 440) to the required accounting core under the new Professional Accounting Program, effective Fall 07.																				
<b>Risk Analysis</b>	Evaluated student performances (47 students) via final exam questions in ACC 480 students in Spring 06 & Fall 06. Levels 1-3. (Appendix B)	<p>Combined results are below:</p> <table border="1" data-bbox="888 786 1421 948"> <thead> <tr> <th data-bbox="888 786 1016 850">Skill Level</th> <th colspan="3" data-bbox="1016 786 1421 818">Performance Level</th> </tr> <tr> <td data-bbox="888 818 1016 850"></td> <th data-bbox="1016 818 1157 850">0</th> <th data-bbox="1157 818 1297 850">1</th> <th data-bbox="1297 818 1421 850">2</th> </tr> </thead> <tbody> <tr> <td data-bbox="888 850 1016 883">1</td> <td data-bbox="1016 850 1157 883">34%</td> <td data-bbox="1157 850 1297 883">32%</td> <td data-bbox="1297 850 1421 883">34%</td> </tr> <tr> <td data-bbox="888 883 1016 915">2</td> <td data-bbox="1016 883 1157 915">21%</td> <td data-bbox="1157 883 1297 915">53%</td> <td data-bbox="1297 883 1421 915">26%</td> </tr> <tr> <td data-bbox="888 915 1016 948">3</td> <td data-bbox="1016 915 1157 948">34%</td> <td data-bbox="1157 915 1297 948">26%</td> <td data-bbox="1297 915 1421 948">6%</td> </tr> </tbody> </table> <p data-bbox="888 980 1421 1097">Students' performances met or exceeded expectations at rates of 66%, 79%, and 32% for Skill Levels 1, 2, and 3, respectively.</p>	Skill Level	Performance Level				0	1	2	1	34%	32%	34%	2	21%	53%	26%	3	34%	26%	6%	<p>Performance levels exhibited by the assessment improved over the 2005 assessment. However, these results were due (at least, in part) to expanding the coverage in ACC 480 to include additional material on the specific topic (see CBA Working Paper 07-03, <i>Assessing Students' Learning of Internal Controls: Closing the Loop</i>, Amer &amp; Mohrweis).</p> <p>New course, Internal Auditing and Controls (ACC 440), added. (See preceding assessment.)</p>
Skill Level	Performance Level																						
	0	1	2																				
1	34%	32%	34%																				
2	21%	53%	26%																				
3	34%	26%	6%																				
<b>Risk Analysis</b>	Student performances via final exam questions in ACC 300 students. (Levels 1-3)	Data not received.																					

<b>Functional Competency</b>	<b>Assessment Activities:</b>	<b>Assessment Results:</b> (See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)	<b>Use of results:</b>
<b>Measurement</b>	Assessment on measurement functional competency for financial accounting was performed in 05/06. Performance was determined to be satisfactory, and was not re-assessed this year.	No action.	
<b>Measurement</b>	Assessment on measurement functional competency for cost/managerial accounting will be performed during 07/08 assessment period.	No action.	
<b>Measurement</b>	Self-assessment survey of Spring 06 seniors in ACC 475 included questions on measurement. (Appendix A)	On average, 92% of students responses indicated they agreed or strongly agreed that they actually learned the skills contained in statements 1, 2, 3, 4, and 5, all of which relate to measurement (financial, cost/managerial, and tax).	Survey results will be used for trend analysis.
<b>Measurement</b>	Measurement is also indirectly assessed under the Program Objective: Preparing Students for Entry-Level Accounting Positions, CPA Exam Pass Rates.	See discussion in Program Objective: Preparing Students for Entry-Level Accounting Positions, CPA Exam Pass Rates.	

<b>Functional Competency</b>	<b>Assessment Activities:</b>	<b>Assessment Results:</b> (See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)	<b>Use of results:</b>												
<b>Leverage Technology</b>	Self-assessment survey of Spring 06 seniors in ACC 475 included questions on leveraging technology. (Appendix A)	100% of student responses indicated they agreed or strongly agreed that they actually learned the skills contained in statement 12, relating to using technology for solving accounting problems (e.g., spreadsheets).	Survey results will be used for trend analysis.												
<b>Leverage Technology</b>	Evaluated 22 student performances on ACC 356 project, Spring 07. (Appendix C)	<p>Results are below:</p> <table border="1" data-bbox="890 526 1423 618"> <thead> <tr> <th data-bbox="890 526 1016 586">Skill Level</th> <th colspan="3" data-bbox="1022 526 1423 553">Performance Level</th> </tr> <tr> <td data-bbox="890 558 1016 586"></td> <td data-bbox="1022 558 1157 586">0</td> <td data-bbox="1163 558 1297 586">1</td> <td data-bbox="1304 558 1423 586">2</td> </tr> <tr> <td data-bbox="890 591 1016 618">2</td> <td data-bbox="1022 591 1157 618">9%</td> <td data-bbox="1163 591 1297 618">73%</td> <td data-bbox="1304 591 1423 618">18%</td> </tr> </thead> </table> <p>91% of students completing the project met or exceeded expectations.</p>	Skill Level	Performance Level				0	1	2	2	9%	73%	18%	No changes recommended. Accounting Area courses will continue to include some project requiring the use of technology (e.g., spreadsheets, electronic databases, etc.)
Skill Level	Performance Level														
	0	1	2												
2	9%	73%	18%												

<b>Functional Competency</b>	<b>Assessment Activities:</b>	<b>Assessment Results:</b> <b>(See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)</b>	<b>Use of results:</b>
<b>Research &amp; Leverage Technology</b>	Self-assessment survey of Spring 06 seniors in ACC 475 included questions on leveraging technology for research. (Appendix A)	94% of student responses indicated they agreed or strongly agreed that they actually learned the skills contained in statement 11, relating to using technology for researching relevant accounting, tax, and auditing literature.	Survey results will be used for trend analysis.
<b>Research &amp; Leverage Technology</b>	Assessment on measurement functional competency for research & leveraging technology was performed in 05/06. Performance was determined to be satisfactory, and was not re-assessed this year.	No action.	

Program Objective	Assessment Activities:	Assessment Results: (See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)	Use of results:
<b>Preparing Students</b>	<i>NAU Accounting Program &amp; 150-hour CPA Requirement.</i> Consultation with Accounting Advisory Council (AAC) and other anecdotal evidence regarding the lack of a clearly identifiable 150-hour Accounting program and graduate degree in Accounting.	We need to increase the transparency of the NAU Accounting Program's ability to meet CPA education requirements <ul style="list-style-type: none"> <li>• Important for recruiters of our graduates</li> <li>• Important to attract high school and community college transfer students who are interested in accounting</li> <li>• Important for graduates to be competitive in the job market and for future career advancement <ul style="list-style-type: none"> <li>◦ Competitors – ASU, UA, UNLV, BYU – all have identifiable MACC programs</li> </ul> </li> </ul>	Redesigned the Accounting Program curriculum. NAU 150-hour Professional Program in Accounting (PPA), consisting of 120-hour B.S. Accountancy & 32-hour MBA-ACC, begins with the 2007-08 catalog.  Held sessions with our Accounting majors to explain changes & placed advising holds on all Accounting majors to individually discuss each student's situation and options.
<b>Preparing Students</b>	<i>AAC Career Panel attendance &amp; student evaluations.</i> The 2006 Accounting Career Panel / Mock Interviews / Meet the Firms Mixer was held 9/22/06. Attendance & survey performed. (Appendix D.)	Attendance was outstanding, with 121 upper-division Accounting majors (of approximately 130) at the event; 120 sophomores attended. However, attendance at the Mixer was abysmal, with virtually no junior-level students attending.  Upper-division student evaluations of the career panels and mock interviews were outstanding, with a 96% agree / strongly agree response to the questions in the evaluation.	The Area recommends that the Accounting Advisory Council continue to sponsor the annual Career Panels.  We conducted a 1 <sup>st</sup> -semester junior focus group (email) to determine the causes for the low attendance. Suggestions (Appendix E) will be used for next year's Career Panel event.
<b>Preparing Students</b>	<i>Accounting eMentor Program.</i> This program was developed by Professor Wilburn several years ago. Collected information regarding the total numbers of students and new participants, as well as evaluations of the program. (Appendix F)	Approximately 65 students participated in the program during the 05/06 and 06/07 academic periods. 29 new students enrolled in the Fall 2006 semester.  Evaluations of the program from both students and eMentor professionals are very high.	Recommend continuing the program, and will encourage 2007-2008 incoming major students to join.
<b>Preparing Students</b>	<i>CPA Exam pass rates.</i> The CPA exam results for the most recent data available (NASBA reports covering the 2004 and 2005 calendar years) used. Information is based on the passage of some or all parts of the exam.	NAU graduates' overall pass rate (all parts + some parts) during 2004 was 64.1%; national average was 54.9%.  NAU graduates' overall pass rate (all parts + some parts) during 2005 was 64.2%; national average was 58.9%.	Pass rate for both years were above the national average.  Pass rates will be used for trend analysis. (Note: CPA exam format was dramatically changed in 2004. Pre-2004 pass rates are not comparable to post-2003 pass rates.)

<b>Preparing Students</b>	Employer survey	No action. Survey to be conducted in conjunction with CBA employer survey being developed.	
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<b>Program Objective</b>	<b>Assessment Activities:</b>	<b>Assessment Results:</b> <b>(See Section B.2. of Accounting Assessment Plan for description of Skill Levels and Student Performance Measures)</b>	<b>Use of results:</b>																																				
<b>Student Employment</b>	Registration rates at NAU Gateway Center / Career Services (Appendix G)	71% of Accounting majors classified as seniors were registered at NAU Gateway Center / Career Services as of the end of the Fall 2006 semester.  37% of Accounting majors classified as juniors were registered at NAU Gateway Center / Career Services as of the end of the Fall 2006 semester.	Recommend that a junior-level course (e.g., ACC 355) incorporate professional development activities as part of coursework. This would include registration with NAU Gateway Center / Career Services.																																				
<b>Student Employment</b>	Placement rates at graduation for the 2005-2006 class collected. (Appendix H)	<table border="1"> <thead> <tr> <th data-bbox="846 610 1094 670"><b>Placements</b></th> <th data-bbox="1100 610 1150 670"></th> <th data-bbox="1157 610 1325 670"><b>% of placements</b></th> <th data-bbox="1331 610 1442 670"><b>% of total</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="846 675 1094 703"><b>Public Accounting</b></td> <td data-bbox="1100 675 1150 703"><b>16</b></td> <td data-bbox="1157 675 1325 703"><b>64%</b></td> <td data-bbox="1331 675 1442 703"><b>42%</b></td> </tr> <tr> <td data-bbox="846 708 1094 735"><b>Industry</b></td> <td data-bbox="1100 708 1150 735"><b>5</b></td> <td data-bbox="1157 708 1325 735"><b>20%</b></td> <td data-bbox="1331 708 1442 735"><b>13%</b></td> </tr> <tr> <td data-bbox="846 740 1094 800"><b>Government/ NFP</b></td> <td data-bbox="1100 740 1150 800"><b>4</b></td> <td data-bbox="1157 740 1325 800"><b>16%</b></td> <td data-bbox="1331 740 1442 800"><b>11%</b></td> </tr> <tr> <td data-bbox="846 805 1094 833"><b>Total</b></td> <td data-bbox="1100 805 1150 833"><b>25</b></td> <td data-bbox="1157 805 1325 833"><b>100%</b></td> <td data-bbox="1331 805 1442 833"><b>66%</b></td> </tr> <tr> <td data-bbox="846 837 1094 865"><b>Has Job Offer(s)</b></td> <td data-bbox="1100 837 1150 865"><b>1</b></td> <td data-bbox="1157 837 1325 865"></td> <td data-bbox="1331 837 1442 865"><b>3%</b></td> </tr> <tr> <td data-bbox="846 870 1094 930"><b>Grad School, Other Degrees</b></td> <td data-bbox="1100 870 1150 930"><b>6</b></td> <td data-bbox="1157 870 1325 930"></td> <td data-bbox="1331 870 1442 930"><b>16%</b></td> </tr> <tr> <td data-bbox="846 935 1094 995"><b>Did not interview/Relocate</b></td> <td data-bbox="1100 935 1150 995"><b>6</b></td> <td data-bbox="1157 935 1325 995"></td> <td data-bbox="1331 935 1442 995"><b>16%</b></td> </tr> <tr> <td data-bbox="846 1000 1094 1027"><b>Total</b></td> <td data-bbox="1100 1000 1150 1027"><b>38</b></td> <td data-bbox="1157 1000 1325 1027"></td> <td data-bbox="1331 1000 1442 1027"><b>100%</b></td> </tr> </tbody> </table>	<b>Placements</b>		<b>% of placements</b>	<b>% of total</b>	<b>Public Accounting</b>	<b>16</b>	<b>64%</b>	<b>42%</b>	<b>Industry</b>	<b>5</b>	<b>20%</b>	<b>13%</b>	<b>Government/ NFP</b>	<b>4</b>	<b>16%</b>	<b>11%</b>	<b>Total</b>	<b>25</b>	<b>100%</b>	<b>66%</b>	<b>Has Job Offer(s)</b>	<b>1</b>		<b>3%</b>	<b>Grad School, Other Degrees</b>	<b>6</b>		<b>16%</b>	<b>Did not interview/Relocate</b>	<b>6</b>		<b>16%</b>	<b>Total</b>	<b>38</b>		<b>100%</b>	Placement rates were below 2004-2005 rates (66% vs. 84%); however, much of this is due to more students pursuing graduate degrees (16% vs. 6%). This year's graduating class was much smaller than prior year (38 vs. 51).
<b>Placements</b>		<b>% of placements</b>	<b>% of total</b>																																				
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Appendix A. Accounting Seniors Assessment Survey. (Functional competencies & skills only; n = 18)

The following items concern competencies and skills that are covered in various courses throughout the NAU Accounting Program. This part of the survey only addresses whether *you believe you actually learned these skills*. You can respond about the quality of instruction in the open-ended questions on the back of this page. Please indicate your degree of agreement with the following statements by marking an X in the appropriate box.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I can prepare financial statements & internal reports that are consistent in form & content with current professional standards.	22%	72%	6%	0%	0%
2. I can apply accounting methods for specific transactions and events relating to various external reporting topics and to internal costing systems.	22%	61%	17%	0%	0%
3. I can determine tax consequences of business, investment, and personal transactions.	22%	72%	0%	6%	0%
4. I can describe the pros and cons of alternative methods of measurement for revenues, costs, assets, liabilities, etc.	33%	50%	17%	0%	0%
5. I can articulate general concepts from existing accounting, auditing, and tax rules and explain how those concepts apply across a range of problems, including problems not explicitly described.	33%	56%	11%	0%	0%
6. I can identify risks of negative outcomes (including fraud) for particular scenarios.	33%	67%	0%	0%	0%
7. I can evaluate internal controls to mitigate risk of negative outcomes through prevention or detection and correction.	28%	50%	22%	0%	0%
8. I can research relevant financial accounting, tax, auditing and attestation literature.	44%	44%	11%	0%	0%
9. I can analyze accounting information systems & identify the functions for each technology component in a system.	11%	44%	39%	6%	0%
10. I can design & implement appropriate control systems for components within an accounting system.	11%	44%	33%	11%	0%
11. I can access appropriate electronic databases to obtain decision-supporting information for solving accounting, tax, and auditing problems.	56%	39%	6%	0%	0%
12. I can develop electronic spreadsheets and other databases to build models and simulations for solving accounting problems.	61%	39%	0%	0%	0%
13. Overall, I can perform the tasks required for an entry-level accounting job.	44%	56%	0%	0%	0%

Appendix B. Risk Analysis Assessment. ACC 480 Essay Question – Internal Controls

**Questions:**

Part I: Define internal control and the objectives of a system of internal controls

Part II: List the key segregation of duties in the expenditures cycle – the request, ordering, and payment for merchandise inventory

Part III: What errors or fraud can occur if the duties in the expenditure cycle are not segregated?

**Suggested Answers:**

Part I: Internal control is the set of policies and procedures developed to ensure the safeguarding of an entity's assets, the reliability of its accounting records, and the accomplishment of overall company objectives. The objectives of a system of internal controls are to provide reasonable assurance regarding

- Reliability of financial reporting
- Effectiveness and efficiency of operations
- Compliance with applicable laws and regulations

Part II:

- The purchasing function should be segregated from the requisitioning and receiving functions
- The invoice-processing function should be segregated from the accounts payable function
- The disbursement function should be segregated from the accounts payable function
- The accounts payable function should be segregated from the general ledger function

Part III:

- Theft of goods
- Possible payment for unauthorized purchases
- Theft of cash
- Overpayment for goods and services
- A defalcation that would normally be detected by reconciling subsidiary records with the general ledger control account

Appendix B. Risk Analysis Assessment. ACC 480 Essay Question – Internal Controls, con't.

Assessment Rubric

	<b>Below Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
Define internal control and the objectives of a system of internal controls (Level 1)	Identifies fraud prevention as a goal and lists no objective or one objective.	Identifies management's role and lists two objectives.	Identifies internal control as a set of policies and procedures to ensure the safeguarding of an entity assets and the reliability of its accounting records.
List the key segregation of duties in the expenditures cycle – the request, ordering, and payment for merchandise inventory (Level 2)	Identifies the segregation of no or one pair of functional areas.	Identifies the segregation of two pairs of functional areas.	Identifies the segregation of more than two pairs of functional areas.
What errors or fraud can occur if the duties in the expenditure cycle are not segregated (Level 3)	Identifies no or one error or fraud.	Identifies two errors or fraud.	Identifies more than two errors or fraud and links the errors or fraud to the functional pair that should be segregated.

Appendix C. Technology Assessment. Spring 2007 ACC 356 Assignment.

Problem:

On January 1, 2007 Rob Wilco Company purchased \$200,000, 8% bonds of Mercury Co. for \$184,557. The bonds were purchased to yield 10% interest. Interest is payable semiannually on July 1 and January 1. The bonds mature on January 1, 2012. Rob Wilco Company uses the effective-interest method to amortize discount or premium. On January 1, 2009, Rob Wilco sold the bonds for \$185,363 after receiving interest to meet its liquidity needs.

Prepare Wilco's amortization schedule for the Mercury bonds using Excel.

Assessment Rubric

Appropriately uses electronic spreadsheets and other software to build models and simulations (Level 2)	<b>Below Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
Formulas and cell references used effectively	No cell references used. Amounts are typed in.	Cell references used for computing interest revenue & carrying value.	Cell references used for all values (cash, interest revenue, carrying value).

**Information from invitation to Juniors, Seniors, & 5<sup>th</sup> Year Students:**

The Accounting faculty are pleased that you will be attending a special series of panel discussions where you will learn about career opportunities in accounting. The members of the panels are accounting professionals from firms in public accounting, industry, government, and law. There are two different panel sessions, each lasting 40 minutes with a 10 minute break between each.

1. During the panel discussions, each professional participant will introduce himself/ herself. Following this, the remainder of the session consists of a question and answer period. We have selected several student questions to start each session from those that were previously submitted and may call on those students. After that, you will be invited to ask additional questions. Please think about questions you may have about the accounting profession, college curriculum, interviewing, the CPA exam, or career strategies. You may also wish to identify a particular panel participant to whom you wish to address your question. Bring the question sheet you already completed, or in the space at the bottom of this page, write one or two questions you would like to ask and bring this to the career panel discussion.
2. Following the panels & mock interviews, join us for a mixer/reception on the CBA Patio and Jazzman's area. During this time, you can interact with professionals from over 15 firms recruiting at NAU this year on a one-to-one basis. (See reverse for firm listing.)

Appendix D. 2006 Accounting Career Panel Discussions, Mock Interviews, & Meet the Firms Reception, con't.

**CBA 101 (Sophomores) evaluation results (n=120):**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I found the event informative.	45%	48%	6%	0%	1%
Attendance at this event was an effective use of my time.	38%	47%	13%	1%	1%
I would recommend this event to a friend.	31%	50%	17%	1%	1%

**CBA 437 (Juniors) evaluation results (n=64):**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I found the event informative.	71%	24%	5%	0%	0%
Attendance at this event was an effective use of my time.	59%	27%	13%	2%	0%
I would recommend this event to a friend.	67%	29%	3%	2%	0%

**CBA 436 (Seniors) evaluation results (n = 57):**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I found the event informative.	65%	35%	0%	0%	0%
Attendance at this event was an effective use of my time.	53%	40%	5%	2%	0%
I would recommend this event to a friend.	65%	32%	2%	0%	2%

**CBA 445 (Mock Interviews) evaluation results (n = 31):**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I found the event informative.	84%	16%	0%	0%	0%
Attendance at this event was an effective use of my time.	94%	6%	0%	0%	0%
I would recommend this event to a friend.	97%	3%	0%	0%	0%

Appendix E. Preparing Students / Student Employment. 1<sup>st</sup> semester Accounting juniors email focus group.

(1) **Last week, the Accounting faculty and the Accounting Advisory Council sponsored the 10<sup>th</sup> annual Accounting Career Panels. At the end of the program, we held a mixer / reception for students, professionals, and faculty. However, many junior accounting majors either did not attend, or attended for a very short period of time.**

(a) **What do you think are possible explanations for why the attendance of junior accounting majors at the mixer was so low?**

- I think the main reason attendance is so low is because student just feel awkward around the professionals. Especially if you are not an outgoing person, it's just hard to think of things to say, or ways of starting conversation with "strangers" who are older and more knowledgeable than you are. Another reason is that most of us used the Accounting panel as a meeting point to get together in groups and work on a project we had for ACC 300.
- The panel experience for the juniors that day was not the greatest. There were not enough chairs, forcing some to stand, and the segregation of the different classes meant that the diversity of questions asked was not a good as previous semesters. With this sub-par experience, I believe the juniors didn't want to continue with the mixer fearing it would be the same.
- I think there is a combination of reasons, obviously, why students didn't attend. Firstly, one accounting professor REQUIRED attendance at the Accounting Career Panel, which in and of itself is not a bad thing. However, any time we are required to do something we tend to look at it as an OBLIGATION instead of an OPPORTUNITY. Second, we have a tendency to want to get the weekend started ASAP, and for many students that was the last school function of the week, so they didn't feel a need to stay.
- These kids don't know what is going on in the world around them. They think that jobs will be handed out to them just because they are getting a degree. So they don't take seriously the efforts that NAU Accounting Faculty are doing for them in providing them opportunities to secure their futures before they graduate. I heard every faculty member preach the same message that recruiters from businesses are recruiting much earlier. If the juniors were at all listening they would be flocking like I am to take advantage of the efforts being made. I on the other hand am very VERY grateful for the efforts that are being made in my behalf and want them to continue. I believe that I am on the way to having my future so secure that I will not experience again what I experienced out of my degree at ASU that is no job after graduation and no job prospects with nobody caring among the faculty there. Keep up the good work and I will be there. As for the others they are too wrapped up in their comfortable lives here at school to realize the sacrifices that are being made in their behalf. Also they don't realize themselves that attendance at such mixers can and will provide them with a job, or at the very least friends and references when they do become interested in a job.
- Talking to professionals is a little intimidating. Also, I didn't know that there was going to be a reception following the panel so I had other plans and was only able to speak with one professional.
- Some of the students had told me that they did not really think it was very important or necessary to attend.
- I think the only reason is people didn't realize how important it was to attend the mixer. I didn't realize the importance until recently with all of my teachers expressing what a great opportunity that I missed out on.

**(b) What suggestions do you have to improve student participation at the mixer?**

- Well, i think that all of the warning emails you and the other faculty have sent out have already improved the student participation. It might help to just keep assuring the students that: the professionals were in our exact position once, that they don't expect us to know very much yet, and that it is not too early to start even though we all feel completely unqualified.
- Try to combine the different classes again. Also possibly have the mixer be an ice cream social as food generally will increase attendance.
- For me the mixer was a little awkward at times, especially when it seemed that everyone was talking to someone except for me, so I found it easy to sneak off to get a drink or stand on the sidelines until I saw an opportunity to talk to someone. One suggestion might be to formalize the event somewhat - it doesn't necessarily have to be a sit-down meal, however such an event forces people to talk to each other, while taking away the pressure of meeting "a potential employer". Basically, any time you can have another activity going on that is the main focus of the participants, small talk and relationship-forming comes naturally. Our softball game was a PERFECT example.
- More preaching. I mean more down to earth talking about the realities of after graduation. They are getting very comfortable in what they are doing right now. Maybe they just aren't thinking what will come in the near future after graduation. I will not repeat my experience above. When they can get an accurate picture of what awaits them I believe that they will flock to these events. Maybe assign some writing projects and send them to real professionals outside of NAU for review to make them see some more realities and get them to wake up now to change their future. I really believe that their comfortable lives are making them lazy in attending an event such as this.
- A little preparation so that students are aware and not scared could be helpful. It could be advertised as part of the career panel. Students were required to go, so capitalize on that and make them feel obligated to go to the mixer too.
- Make it seem very important that they attend and interact with the firms that are there. I don't think that some of the students really think that it is necessary to do things like this at this point in their education.
- I wish I would have attended now that I know what I missed out on but I didn't know that it was that important. I don't know how to improve the participation other than letting students know the importance and possibly adding some features that attract the students.

**(2) Many large CPA firms actually begin their recruiting efforts for students who at the junior level for summer internships/externships that lead to permanent job offers. However, many junior accounting majors do not pursue these opportunities.**

**(a) What reason(s) do you think students have for not interviewing for internships or externships?**

- I think that most students are just scared and feel like they are not qualified enough for these positions.
- This fact is not clearly explained. I did not know of this until the career panel.



- As we discussed tonight, interviewing for an internship involves stepping out of our college bubble and into the "real world", which is extremely scary. Also, many students don't realize that they need to start now to look for a job and check out their options. After all, graduation is still a couple of years away. I'm just worried about what's going on this weekend!
- They believe that they have it all figured out for themselves so they don't take the advice of the advisors. When I was first going to ASU, I didn't believe my advisor to my Economics curriculum. I thought that I had it all figured out. I took the course of Economics without any Finance, Accounting, Marketing, or Management and I paid the price for such ignorance. I hated my choices for years afterwards. So I think a major reason for not interviewing is they don't believe their advisors or their faculty as well. They might think that in their independence from such advice that they are living their own life and their life will be successful. I think that that is what has been taught to them all of their meager lives and that is what they are living by now. Maybe if they have it all figured out they will have some of the same experiences as me, but perhaps not. Are they too busy with what they already think they have figured out in life? I for one will benefit from their ignorance as the internships/externships that they are turning their noses up to will fall to me. I know that perhaps that is the wrong attitude, but I am doing my small part to convince them by commenting on certain errors in my past to get them to not make the same mistakes as me.
- I wasn't aware of the deadlines. I know that we receive emails all the time from Tracy Haney and never qualify so people start to ignore them and delete them without reading them.
- Students may also think that this is not necessary at this point in their education. Some students including myself possibly need practice at interviewing. Maybe students could practice doing an interview through the e-mentor program.
- For me, I am going to try and get interviews for internships but I had no idea that I had to sign up with Gateway Connects until recently. On top of that, I have been busy with all of my classes and staying on top of homework, projects, and tests that I haven't had time to actually sit down and work on my resume and apply for internships.

**(b) What suggestions do you have to increase the number of students to interview with the companies who come to campus?**

- It is a little overwhelming getting so many emails about internships and job opportunities. I think that a lot of students scan the list then delete the list. However, I'm not really sure how to improve the situation since these opportunities are important for us to know about. It is also just a list of firm names; there isn't any information about the firm included, so I think there isn't much to set each one apart, or catch the eye of the student. Maybe writing a sentence or two (just about a few firms-the ones who's interviews dates are approaching) would help the students feel less overwhelmed.
- Stress this point in all 300 level classes to make sure the accounting juniors know.
- I think a lot of students have certain companies they see themselves ending up with, even though chances are they will end up doing something completely different. In the past few weeks I've become familiar with companies I hadn't previously heard of, but seem to present great opportunities. I think if we can continue to promote these types of companies and help students realize that they COULD actually end up with a company like this, a thought they hadn't previously encountered, they may take more interest.
- Again they need to experience the realities that come after graduation with no job and no ability to go back and change anything. Another reality that starts after graduation: if one were to get the wrong degree or not take all of the opportunities to get a job, then all aid

beyond college loans stop. That is a healthy dose of reality to bite. So tell them what will happen if they don't take advantage of these opportunities and tell them what might happen if they make mistakes now even if they don't think they are making mistakes. I wish it were possible to get them to listen, but I think they are past such adult and wise behavior. Reality is just one way to motivate. I realize that making these events worth points is another way to motivate, but the saying is you can lead the horse to water but you can't make him drink.

- If advisors or professors could say at the beginning of the year that it is really important to start in September with the interview process, then I think more students would participate.
- I know that the faculty should not have to force students to interview, especially since it is very beneficial to the student, but possibly making it mandatory that students do at least one interview per semester or year may help. It should not have to be mandatory but by doing so students may actually realize how beneficial it is and may cause them to want to take advantage of the opportunities that they have with the companies that come to campus. Also by continuing to encourage students to join Beta Alpha Psi would help because I know that they do a lot of practicing for interviews.
- I guess the only thing that really can be done is making the students aware early on about how important these opportunities are and keeping them updated in the beginning of class what deadlines are coming up. My impression is that even though an email is sent that the students might not check their email for a period of time and might miss out. I wasn't even aware that certain application deadlines had been missed and that ones were coming up. One thing that I didn't realize was that recruiters were looking for interns in the fall and not the spring. I figured if I missed out I could always apply in the spring semester, but I didn't know how wrong I was until all of my teachers stressing how important these opportunities are.

**(3) NAU utilizes an on-line recruiting system, Gateway Connects, for students to register, post their resumes, and sign up for on-campus interviews. Do you think junior-level students are familiar with Gateway Connects? If not, what suggestions do you have to facilitate effective student use of the system?**

- No, i do not think that junior-level students are very familiar with the gateway connections program. Maybe an assignment in one of the accounting classes to post a resume, or somehow utilize the program would help.
- No. Gateway Connects is not well known and rarely used among juniors. A more effective approach could be to have a CBA specific version of this service. When I hear the term Gateway I hear one word, 'Freshmen'. Gateway only offers freshmen services so I am not inclined at all to look to them for assistance.
- I think we have all heard of it, but for many it's just a name on a bookmark. Students really won't take interest in Gateway Connects until they are actively pursuing interviews for an internship or job. Then, they will do everything they can to get their name out there and comb the job market. Stimulating interest of Gateway stems from stimulating students to be proactive in their search for the right career.
- I had the opportunity to sign up with Gateway a semester ago. I didn't take advantage of it until this semester. I believe that it is a great thing. ASU didn't have a program such as this. Maybe some research could be done to tell them that other colleges that they admire don't give their students the same opportunities that are ours to have. There are no real consequences at this level for them to be motivated to sign up. I don't know of any way to make consequences that will stick and motivate them to sign up. Just more presentations of what Gateway will do and what other paths will not do for after graduation. One thing you

can tell them is that the equivalents in monster.com and yahoo job searches and other such search engines are worthless when compared to the resources of Gateway. That is my experience.

- No, I do not think that junior-level students are familiar with Gateway Connects. I had never heard of it until I searched for a specific interview. Then, I couldn't tell when the submission deadlines were because of the wording. It sounds like the time to start submitting is the deadline. I had to speak with about four or five different people to figure it out.
- Some of the students I have talked with really didn't know too much about Gateway Connects. I personally have heard of Gateway Connects but do not know where to access it and have not received too much information about it. It would maybe help if there was an info session that students can receive some in depth info about Gateway Connects and what it has to offer. It may be helpful to provide some information about Gateway Connects the next time the accounting faculty has another Accounting Info Session or any other accounting related event.
- I don't think they are familiar with Gateway Connects. I didn't even know about it until a couple weeks ago and I still have to figure out how to work the site. Maybe a pathway event on it or teachers telling the students about Gateway Connects.

**(4) What is the best way for us to communicate information regarding job opportunities, internships/externships, recruiting events, and other professional development activities to our junior-level students?**

- In my opinion, email is the best way.
- Take Deidre Frank's emails and announce the course applicable ones in class. If teachers start promoting the importance of internships, and also the availability of them, I believe the students will view internships more seriously.
- I think the mass e-mail is great. I don't know of any other college at NAU that presents so many opportunities for employment so often. I was very impressed with this system upon enrolling in the CBA.
- One on one is better than telling a whole class full of students. Get them one on one in their advisory meetings. In a classroom the students that need the information are able to ignore really easy by working on their cell phones or ipods or any other device that is made to distract. So my suggestion is to interview them one on one to provide such information. Don't stop the announcements altogether, but provide some reason to motivate them to see their advisor and then transmit some of the information and other realities of what will happen post-graduation. That way you will know that they don't have any distraction other than pure ignorance of the opportunities that are being handed to them almost free of charge to them.
- I pay the most attention to what my professors say. Flyers and the TVs in the Business building can also be helpful sometimes if they catch my eye.
- I have been able to receive good information on events and activities via e-mail. The accounting faculty has also been doing a good job of reminding students of upcoming important activities and events during class time and I have liked that they do that.
- I think the best way is to have the teachers tell the students in the beginning of class what events are coming up and then a reminder at the end of class.

**(5) Did you and your classmates receive enough information on Beta Alpha Psi to make an informed decision on joining? What do you believe junior-level students think of Beta Alpha Psi?**

- I definitely think that a little more information about beta Alpha Psi is needed. I didn't find out that it was a co-ed fraternity until a few weeks ago. Are there any flyers put up in the business building about Beta Alpha Psi? If not, it's something to consider.
- Somewhat. I know about Beta Alpha Psi, but I do not know if joining really makes a difference on your resume. I see B.A.P. as a social group, but I do not know how much business related value can be taken from it.
- No. I was looking to join a club and the only reason I chose Beta is because I happened to have picked up a couple of fliers and Beta was one of them. It did help that Shannon stood up in our ACC 300 class to announce Beta's first meeting, but even then I had no idea as to the depth of this organization.
- No, we did not receive enough information. The presentations that were made were boring and the students making the presentation had no knowledge of how to make one that motivates and excites. All they did was read from a sheet of paper about just the requirements and not the opportunities that BAP would hand them. I was very disappointed in their presentation. They only reason that I joined was that my advisor suggested it. And I now that the advice of my advisors very seriously because of my experiences described above. BAP is not just a social group and I think that is how it was presented to the students in the class presentation and to be frank in the rush event. I almost left the rush deciding to not join and go my own path again. These leaders in BAP should know better than to make this a social club to be joined just because other students are in it. I am not there for a social event. I want to have a real job and I believe that BAP will help me with that goal.
- I would have liked to know fee information and times of meetings. When they said that it was on Thursday nights, I immediately ruled it out because I have a conflicting meeting sometimes, but it might have been at a different time and not conflicted at all. I think that it is a respected organization.
- Yes, I have received quite a bit of information regarding Beta Alpha Psi. I am pretty sure that my classmates have received information through e-mail and they should have also received information from representatives that have spoken in numerous classes. From what I see Beta Alpha Psi is a very helpful organization that helps provide some very essential business skills.
- I don't know if we are receiving enough information or not. I am definitely interested but I won't be able to apply until next semester and I would really like to join. I think Beta Alpha Psi is a great business fraternity and can help out accounting students a lot.

**(6) What can the Accounting faculty do to enhance your experience as a junior-level Accounting major?**

- I think that the faculty is doing a great job. The more familiar faculty and students are with each other, the better the students will do.
- Stress internships. That's really it. If you can demonstrate the necessity and importance to us, I know we will react more favorably.

- I would like to learn more about the different opportunities for Accounting majors after graduation. I am considering public accounting as a career, but I look for every opportunity to learn more about WHAT ELSE is out there besides the CPA certification. I appreciated Drs. Bain and Amer's accounting session and the Career Panel; they were well organized and very informative. However, I would be willing to bet that most junior-level Accounting students could not tell you the difference between "public accounting" and "industry." I myself didn't know the difference until last week at the career panel.
- Your efforts are enough in my life. I am already VERY grateful and will continue to go to such events as I know the effort it takes to put them on and what is happening in the background and again I am really thankful for the program here at NAU. I would love to be able to get a scholarship if it is possible with a former degree.
- They should push talking to advisors to develop a timeline for interview scheduling and credits.
- Since this is my first semester of the accounting program I am not sure what else the faculty can do to help my experience thus far. I have received quite a bit of information through e-mail and from instructors that have given brief information during class. I am personally anxious to use the e-mentor program to help give input and help answer some of my personal questions about my career. I thought that the Accounting Info Session was very helpful and informative. So far I think the faculty is doing a great job trying to provide the junior-level accounting majors with as much information possible. I think that it may also be helpful to address some of the issues in this questionnaire and provide some information regarding them at any upcoming accounting events (if there are any more offered this semester).
- I can't really think of anything other than to make students aware of what is coming up instead of telling them what they missed out on. I think the best way is to have the teachers maybe put up a sheet of paper on the pad cam showing what is coming up and have a brief discussion about it. I think emails are not good enough to let students know because they don't get the job done and the emails can't really express the importance as a teacher can in class.

Appendix F. Accounting eMentor Participation List.

<b>eMentor</b>	<b>Firm</b>	<b>Assigned Student</b>	<b>start sem/yr</b>
Anderson, Carla	KPMG, LLP	Beasley, Nicholas	F06
Brammer, Randy	Wallace, Plese + Dreher, LLP	Wright, James III	F06
Brooks, Nick	Ernst & Young	Calkins, Seth	F06
Castro, Carli	Grant Thornton	Prosser, Emilia	F06
Damron, David	Grant Thornton	Crandall, C. James	F06
Doherty, Meghan	Heinfeld, Meech & Co.	Wilken, JoLynn	F06
Donath, Jonathan	Clifton Gunderson, LLP	Wandler, Matthew	F06
Fuentes, Victor	KPMG	May, Steven F	F06
Guzman, Andrew	Ernst & Young	Chitrakar, Nilesh	F06
Hansberger, Mike	CS&W Contractors, Inc.	Meredith, Leah	F06
Jay, John	KPMG	Payne, Michael	F06
Knight, Kevin	General Dynamics C4 Systems	Sharp, Amber	F06
Lachapelle, Bill	Starwood Hotels & Resorts	Cameron, Susanna	F06
Mackintosh, Shannon	Deloitte & Touche	Burke, Shannon	F06
Marty, Cori	Arizona Public Service (APS)	DeChilly, Diana	F06
McCutchen, Chad	Deloitte & Touche	Shirkey, Ian	F06
Myers, Dawn	KPMG	Wahl, Phillip (Tom)	F06
Nordstrom, Jennifer	Beach Fleischman & Co., P.C.	Flake, Cory	F06
Parcells, Susan	NetPro Computing	Gardner, Johnnie	F06
Patel, Rishi	Clifton Gunderson, LLP	Creasey, Megan	F06
Robinson, Eric	Deloitte & Touche	Fimia-Moe, Christine	F06
Robinson, Kimberly	Heinfeld, Meech & Co.	Mast, Dustin	F06
Runberg, Eric	KPMG, LLP	Yi, Yaqiong	F06
Saunders, Justin	KPMG	Beal, Wade	F06
Schutte, Tanner	Grant Thornton	Wilson, Laneya	F06
Stoltz, Eric	KPMG	Packard, Benjamin	F06
Wirick, Ebbie	Epstein, Weber, & Conover, PLC	Hewes, Lisa	F06
Young, James (Jay)	Miller, Allen & Co.	Solem, Ann	F06
Zimmerman, Jason	Miller, Allen & Co.	Begay, Clairice	F06
Auxier, Mandi	Lohman Company, PLLC	Sanders, Jessica	S06
Barney, Kathleen	Eide Bailly LLP	Fuss, Olga	S06
Beck, Jeffrey	Meritage Homes Corporation	Thomason, Steve	S06
Benally, Elsie	Kayenta School District	Davis, Shannon	S06
Ferron, Kathy	Ernst & Young, LLP	Goerd, Alyssa	S06
Gracey, Chris	McGladrey & Pullen	Tomko, Rebecca	S06
Jones, Corey	McGladrey & Pullen	Jumbo, Robert	S06
Lewis, Ann	AZ Auditor General	Stanfield, Jennifer	S06
McFeeters, Janelle	McGladrey & Pullen	Price, Sara	S06
Mickelson, Kyle	Clifton Gunderson, LLP	M Dillon Elston	S06
Prechtel, David	Diversified Human Resources	Skowronski, Samantha	S06
Schiller, Kara	McGladrey & Pullen	Guzman, Nalleli	S06
Underwood, Jeff	Inter-Tel, Inc. (internal audit)	Ayi-Bonte, Salomey	S06
Bastianelli, Michelle	Clifton Gunderson, LLP	Alke, Nicole	Nov '05
Bown, Christopher	Mansperger, Patterson & McMullin	Hauk, Marissa	Nov '05
Flynn, John	John R. Flynn, CPA	Ortiz, Victor	Nov '05
Huff, Theresa	Clifton Gunderson, LLP	Trout, Megan	Nov '05
Iverson, Eric	Clifton Gunderson, LLP	Ryan, Rachel	Nov '05

Pieper, Andrew	KPMG	Jones, Cory	Nov '05
Tobler, Ross	Woodside Homes	Oleson, Shaina	Nov '05
Baxter, Briton	AZ Auditor General	Wallace, Deborah	S05
Bowen, Sherley	RSM McGladrey	Witherspoon, Angela	S05
Gibbs, Amanda	Nordstrom & Assoc	Shantz, Tina	S05
Hunt, Dan	AZ Auditor General	Ribelin, Kelly	S05
Kathol, Anna	General Dynamics C4 Systems	Riley, Emily	S05
Krahe, Karrylyn	Keegan, Linscott & Kenon, PC	Keesler, Brent	S05
Marty, Seth	RoLo Development	Mineer, Sonia	S05
Nolen, Sean	Paddock Pool Construction	Hartman, Melissa	S05
Pawlak, Tim	General Dynamics C4 Systems	Laden, Kali	S05
Tarnopolski, Rich	Sunrise Carpentry, Inc.	Larson Jaime, Thea	S05

Appendix F. Program Objectives, con't. Students' Evaluations of Accounting eMentor Program

Statement	Percentage of Students (n=71)					Mean*	Std. Dev.
	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)		
Mission: The program brings accounting majors and professionals together in a mutually beneficial mentoring relationship (from the <i>student's</i> perspective).	41%	46%	11%	1%	0%	1.73	0.72
Students' Objective 1: The program provides students with insight, advice, and answers to questions from professionals regarding matters such as curriculum choices, goal-setting, careers, and interviewing.	51%	42%	6%	1%	0%	1.58	0.67
Students' Objective 2: The program enhances the students' understanding of the industry they are preparing to enter.	38%	39%	23%	0%	0%	1.85	0.77
Students' Objective 3: The program enhances and complements faculty advising.	23%	54%	17%	6%	0%	2.07	0.80
Students' Objective 4: The program helps students make more informed decisions.	38%	49%	13%	0%	0%	1.75	0.67
Students' Objective 5: The program helps students become more polished and improve their business etiquette.	25%	48%	24%	1%	1%	2.06	0.83
Students' Objective 6: The program enhances student motivation and improves retention.	28%	42%	27%	3%	0%	2.04	0.82

\* Mean calculated on a 5-point scale.



Appendix F. Program Objectives, con't. Professionals' Evaluations of Accounting eMentor Program

Statement	Percentage of Professionals (n=63)					Mean*	Std. Dev.
	Strongly Agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)		
Mission: The program brings accounting majors and professionals together in a mutually beneficial mentoring relationship (from the <i>professional's</i> perspective).	33%	56%	11%	0%	0%	1.77	0.64
Professionals' Objective 1: The program provides professionals with a feeling of satisfaction through helping students.	38%	56%	6%	0%	0%	1.66	0.57
Professionals' Objective 2: The program provides professionals a continuing connection with the Accounting Area, the College of Business Administration, and the University.	48%	48%	4%	0%	0%	1.56	0.59
Overall: The program is a worthwhile use of my time.	48%	48%	4%	0%	0%	1.56	0.59

\* Mean calculated on a 5-point scale.

Appendix G. Program Objectives. Student Employment. Student Registration with Gateway / Career Services.

Accounting Majors - All

(12/5/06 Business Objects Advisees by Academic Unit)

<b>% of majors registered at Career Services:</b>			
<b>Academic Level</b>	<b>Total Students</b>	<b>Students Registered at Career Services</b>	<b>Percentage of Total Students Registered</b>
<b>40</b>	<b>69</b>	<b>49</b>	<b>71%</b>
<b>30</b>	<b>57</b>	<b>21</b>	<b>37%</b>
<b>Total 30 + 40</b>	<b>126</b>	<b>70</b>	<b>56%</b>

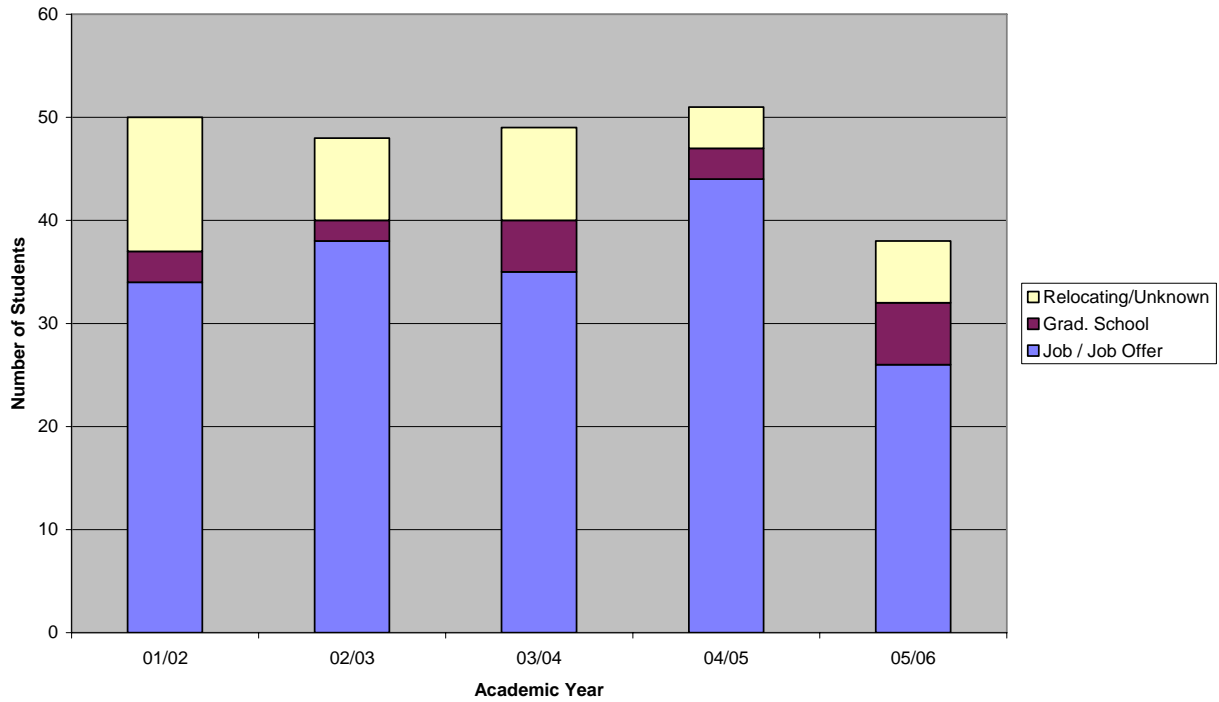
<b>Name</b>	<b>Registered at Career Services?</b>	<b>Advisor</b>	<b>NAU Email Address</b>	<b>Acad Load</b>	<b>Acad Level</b>
Acothley, Kendra	NO	Amer,T S	<a href="mailto:ka258@nau.edu">ka258@nau.edu</a>	Half-Time	40
Alkhaja, Khalifa	NO	Mohrweis,Lawrence C	<a href="mailto:ksa28@nau.edu">ksa28@nau.edu</a>	Full-Time	40
Anderson, Timothy	YES	Wilburn,Nancy L	<a href="mailto:tra2@nau.edu">tra2@nau.edu</a>	Full-Time	40
Apachee, Jesse	YES	Wilburn,Nancy L	<a href="mailto:jsa39@nau.edu">jsa39@nau.edu</a>	Full-Time	40
Begay, Clairice	YES	Watkins,Larry Edward	<a href="mailto:ceb53@nau.edu">ceb53@nau.edu</a>	Full-Time	40
Begay, Gilbert	NO	Wilburn,Nancy L	<a href="mailto:gjb38@nau.edu">gjb38@nau.edu</a>	Full-Time	40
Brown, Dylan	YES	Mohrweis,Lawrence C	<a href="mailto:dmb73@nau.edu">dmb73@nau.edu</a>	3/4 Time	40
Calkins, Seth	NO	Watkins,Larry Edward	<a href="mailto:sc283@nau.edu">sc283@nau.edu</a>	Full-Time	40
Celaya, Sheila	YES	Amer,Beverly E	<a href="mailto:sgc8@nau.edu">sgc8@nau.edu</a>	Full-Time	40
Crandall, Caradoc	YES	Amer,T S	<a href="mailto:cc275@nau.edu">cc275@nau.edu</a>	Full-Time	40
Cummins, Dianna	YES	Amer,T S	<a href="mailto:dmc222@nau.edu">dmc222@nau.edu</a>	Full-Time	40
Cupero, Joshua	YES	Mohrweis,Lawrence C	<a href="mailto:jpc34@nau.edu">jpc34@nau.edu</a>	Full-Time	40
Curley, Jowanda	YES	Bain,Craig Edgar	<a href="mailto:jac286@nau.edu">jac286@nau.edu</a>	Full-Time	40
Davis, Christopher	NO	Wilburn,Nancy L	<a href="mailto:cmd57@nau.edu">cmd57@nau.edu</a>	3/4 Time	40
DeChilly, Diana	YES	Mohrweis,Lawrence C	<a href="mailto:djd74@nau.edu">djd74@nau.edu</a>	Full-Time	40
Dunlap, Kyle	NO	Mohrweis,Lawrence C	<a href="mailto:kpd24@nau.edu">kpd24@nau.edu</a>	Full-Time	40
Frein, Todd	YES	Wilburn,Nancy L	<a href="mailto:tjf9@nau.edu">tjf9@nau.edu</a>	Full-Time	40
Fuss, Olga	YES	Amer,Beverly E	<a href="mailto:omf2@nau.edu">omf2@nau.edu</a>	Full-Time	40
Galvez, Maria	YES	Kilpatrick,Bob Grissom	<a href="mailto:mjg75@nau.edu">mjg75@nau.edu</a>	Full-Time	40
Gastelum-Munoz, Isaac	YES	Amer,T S	<a href="mailto:Isaac.Gastelum-Munoz@nau.edu">Isaac.Gastelum-Munoz@nau.edu</a>	Full-Time	40
Glenn, Anthony	YES	Kilpatrick,Bob Grissom	<a href="mailto:ajq36@nau.edu">ajq36@nau.edu</a>	Full-Time	40
Goerd, Alyssa	YES	Kilpatrick,Bob Grissom	<a href="mailto:ag85@nau.edu">ag85@nau.edu</a>	Full-Time	40
Hartman, Melissa	YES	CBA Advisement Center	<a href="mailto:mh248@nau.edu">mh248@nau.edu</a>	Full-Time	40
James, Eugenia	NO	Wilburn,Nancy L	<a href="mailto:ej54@nau.edu">ej54@nau.edu</a>	Half-Time	40
Jerz, Aaron	YES	CBA Advisement Center	<a href="mailto:aj72@nau.edu">aj72@nau.edu</a>	Full-Time	40
Johnston, Craig	YES	Amer,T S	<a href="mailto:cij6@nau.edu">cij6@nau.edu</a>	Full-Time	40
Jones, Cory	YES	Amer,T S	<a href="mailto:cdj25@nau.edu">cdj25@nau.edu</a>	Full-Time	40
Jumbo, Robert	YES	Wilburn,Nancy L	<a href="mailto:rdj9@nau.edu">rdj9@nau.edu</a>	Full-Time	40
Keesler, Brent	YES	Kilpatrick,Bob Grissom	<a href="mailto:bmk27@nau.edu">bmk27@nau.edu</a>	Full-Time	40
Kelley, Eric	YES	Bain,Craig Edgar	<a href="mailto:esk3@nau.edu">esk3@nau.edu</a>	Full-Time	40

Kennedy, Carl	NO	Wilburn,Nancy L	<a href="mailto:cek35@nau.edu">cek35@nau.edu</a>	3/4 Time	40
Laden, Kali	YES	Wilburn,Nancy L	<a href="mailto:kel39@nau.edu">kel39@nau.edu</a>	Full-Time	40
Lange, Jaime	NO	Amer,Beverly E	<a href="mailto:jal242@nau.edu">jal242@nau.edu</a>	3/4 Time	40
Larson Jaime, Thea	YES	Amer,T S	<a href="mailto:tll48@nau.edu">tll48@nau.edu</a>	Full-Time	40
Lynch, Florinda	YES	Wilburn,Nancy L	<a href="mailto:fql@nau.edu">fql@nau.edu</a>	Full-Time	40
Mammoser, Shannon	NO	Amer,T S	<a href="mailto:sm337@nau.edu">sm337@nau.edu</a>	3/4 Time	40
Merritt, Alec	YES	Mohrweis,Lawrence C	<a href="mailto:adm49@nau.edu">adm49@nau.edu</a>	Full-Time	40
Miller, Tammy	NO	Mohrweis,Lawrence C	<a href="mailto:trm38@nau.edu">trm38@nau.edu</a>	Full-Time	40
Mineer, Sonia	YES	Amer,T S	<a href="mailto:sm357@nau.edu">sm357@nau.edu</a>	Full-Time	40
Montgomery, Seth	YES	Amer,T S	<a href="mailto:srm57@nau.edu">srm57@nau.edu</a>	Full-Time	40
Moriuchi, Tristan	YES	Pitt,Kay C	<a href="mailto:tsm26@nau.edu">tsm26@nau.edu</a>	Full-Time	40
Mostoller, Luke	YES	Mohrweis,Lawrence C	<a href="mailto:ljm36@nau.edu">ljm36@nau.edu</a>	Full-Time	40
OBrien Jr, Dennis	YES	Amer,T S	<a href="mailto:djo9@nau.edu">djo9@nau.edu</a>	Full-Time	40
Oleson, Shaina	YES	Kilpatrick,Bob Grissom	<a href="mailto:smo23@nau.edu">smo23@nau.edu</a>	Full-Time	40
Payne, Michael	YES	Bain,Craig Edgar	<a href="mailto:mjp97@nau.edu">mjp97@nau.edu</a>	Full-Time	40
Phillips, Jason	YES	Watkins,Larry Edward	<a href="mailto:jcp39@nau.edu">jcp39@nau.edu</a>	Full-Time	40
Pijawka, Benjamin	NO	CBA Advisement Center	<a href="mailto:bmp5@nau.edu">bmp5@nau.edu</a>	Half-Time	40
Price, Brenda	YES	Watkins,Larry Edward	<a href="mailto:bip33@nau.edu">bip33@nau.edu</a>	Less 1/2	40
Price, Sara	YES	Pitt,Kay C	<a href="mailto:sap76@nau.edu">sap76@nau.edu</a>	Full-Time	40
Ribelin, Kelly	NO	Pitt,Kay C	<a href="mailto:klr69@nau.edu">klr69@nau.edu</a>	Full-Time	40
Richardson, Alan	NO	Wilburn,Nancy L	<a href="mailto:arr38@nau.edu">arr38@nau.edu</a>	Full-Time	40
Riley, Emily	YES	Amer,T S	<a href="mailto:emr56@nau.edu">emr56@nau.edu</a>	Full-Time	40
Ryan, Rachel	YES	Savage,Kathryn S	<a href="mailto:rlr44@nau.edu">rlr44@nau.edu</a>	Full-Time	40
Sanders, Jessica	YES	Savage,Kathryn S	<a href="mailto:jps86@nau.edu">jps86@nau.edu</a>	Full-Time	40
Sandoval, Mary	NO	Savage,Kathryn S	<a href="mailto:mms245@nau.edu">mms245@nau.edu</a>	3/4 Time	40
Shantz, Tina	YES	Kilpatrick,Bob Grissom	<a href="mailto:tss22@nau.edu">tss22@nau.edu</a>	Full-Time	40
Sidhu, Jaspreet	YES	Wilburn,Nancy L	<a href="mailto:js296@nau.edu">js296@nau.edu</a>	Full-Time	40
Skowronski, Samantha	YES	Amer,Beverly E	<a href="mailto:sls272@nau.edu">sls272@nau.edu</a>	Full-Time	40
Smith, Stephanie	YES	Pitt,Kay C	<a href="mailto:ssh24@nau.edu">ssh24@nau.edu</a>	Full-Time	40
Tapaha, Jennifer	NO	Watkins,Larry Edward	<a href="mailto:jmt28@nau.edu">jmt28@nau.edu</a>	3/4 Time	40
Thomason, Steve	YES	Watkins,Larry Edward	<a href="mailto:spt22@nau.edu">spt22@nau.edu</a>	Full-Time	40
Tomko, Rebecca	YES	Amer,T S	<a href="mailto:rt53@nau.edu">rt53@nau.edu</a>	Full-Time	40
Trout, Megan	YES	Wilburn,Nancy L	<a href="mailto:mrt35@nau.edu">mrt35@nau.edu</a>	Full-Time	40
Wallace, Deborah	YES	Amer,Beverly E	<a href="mailto:dsw32@nau.edu">dsw32@nau.edu</a>	Full-Time	40
White, Amy	NO	Savage,Kathryn S	<a href="mailto:aew65@nau.edu">aew65@nau.edu</a>	Full-Time	40
Witherspoon, Angela	NO	Amer,T S	<a href="mailto:aw29@nau.edu">aw29@nau.edu</a>	Less 1/2	40
Yates III, Forrest	NO	Watkins,Larry Edward	<a href="mailto:fwy3@nau.edu">fwy3@nau.edu</a>	Full-Time	40
Young, Michelle	NO	Mohrweis,Lawrence C	<a href="mailto:mfy3@nau.edu">mfy3@nau.edu</a>	Full-Time	40
Zander, Travis	YES	Watkins,Larry Edward	<a href="mailto:tez2@nau.edu">tez2@nau.edu</a>	Full-Time	40
Alke, Nicole	YES	Watkins,Larry Edward	<a href="mailto:nka2@nau.edu">nka2@nau.edu</a>	Full-Time	30
Beasley, Nicholas	NO	CBA Advisement Center	<a href="mailto:nrb6@nau.edu">nrb6@nau.edu</a>	Full-Time	30
Begay, Elva	NO	CBA Advisement Center	<a href="mailto:eab82@nau.edu">eab82@nau.edu</a>	Full-Time	30
Bernbaum, Jason	NO	Amer,T S	<a href="mailto:jlb327@nau.edu">jlb327@nau.edu</a>	3/4 Time	30
Bossert, Mitchell	NO	Bain,Craig Edgar	<a href="mailto:mlb283@nau.edu">mlb283@nau.edu</a>	Full-Time	30
Branch, Guadalupe	NO	CBA Advisement Center	<a href="mailto:gbb7@nau.edu">gbb7@nau.edu</a>	Full-Time	30
Bredael, Kristi	NO	Bain,Craig Edgar	<a href="mailto:kdb28@nau.edu">kdb28@nau.edu</a>	Full-Time	30
Burke, Shannon	YES	Bain,Craig Edgar	<a href="mailto:sb249@nau.edu">sb249@nau.edu</a>	Full-Time	30
Cameron, Susanna	YES	Kilpatrick,Bob Grissom	<a href="mailto:slc79@nau.edu">slc79@nau.edu</a>	Full-Time	30

Chavez, Dana	NO	Pitt,Kay C	<a href="mailto:drc48@nau.edu">drc48@nau.edu</a>	Full-Time	30
Chitrakar, Nilesh	YES	Wilburn,Nancy L	<a href="mailto:nc62@nau.edu">nc62@nau.edu</a>	Full-Time	30
Clifton, Jennifer	YES	Pitt,Kay C	<a href="mailto:jmc242@nau.edu">jmc242@nau.edu</a>	Full-Time	30
Creasey, Megan	YES	Watkins,Larry Edward	<a href="mailto:mlc99@nau.edu">mlc99@nau.edu</a>	Full-Time	30
Crockett, Christie	NO	Watkins,Larry Edward	<a href="mailto:Setala.Crockett@nau.edu">Setala.Crockett@nau.edu</a>	Less 1/2	30
Davis, Shannon	NO	Wilburn,Nancy L	<a href="mailto:sd77@nau.edu">sd77@nau.edu</a>	Full-Time	30
Fernandez, Lisa	NO	CBA Advisement Center	<a href="mailto:lef37@nau.edu">lef37@nau.edu</a>	Full-Time	30
Fimia-Moe, Christine	YES	Bain,Craig Edgar	<a href="mailto:cmf56@nau.edu">cmf56@nau.edu</a>	Full-Time	30
Fohlmeister, Brian	YES	CBA Advisement Center	<a href="mailto:bff4@nau.edu">bff4@nau.edu</a>	Full-Time	30
Foree, Nicole	NO	Amer,Beverly E	<a href="mailto:nf22@nau.edu">nf22@nau.edu</a>	Full-Time	30
Fosset, Camille	YES	Savage,Kathryn S	<a href="mailto:caf64@nau.edu">caf64@nau.edu</a>	Full-Time	30
Foster, Amanda	NO	Bain,Craig Edgar	<a href="mailto:akf7@nau.edu">akf7@nau.edu</a>	Full-Time	30
Frederick, Abby	YES	Amer,Beverly E	<a href="mailto:af63@nau.edu">af63@nau.edu</a>	Full-Time	30
Giometti, Emily	NO	CBA Advisement Center	<a href="mailto:eig45@nau.edu">eig45@nau.edu</a>	Full-Time	30
Guzman, Nalleli	YES	Amer,Beverly E	<a href="mailto:nlg32@nau.edu">nlg32@nau.edu</a>	Full-Time	30
Johnson, Erin	NO	CBA Advisement Center	<a href="mailto:efj5@nau.edu">efj5@nau.edu</a>	Half-Time	30
Johnson, Russell	NO	Bain,Craig Edgar	<a href="mailto:rcj9@nau.edu">rcj9@nau.edu</a>	Full-Time	30
Karnbach, William	NO	Bain,Craig Edgar	<a href="mailto:wck9@nau.edu">wck9@nau.edu</a>	Half-Time	30
Kutzbach, Ryan	YES	Kilpatrick,Bob Grissom	<a href="mailto:rsk6@nau.edu">rsk6@nau.edu</a>	Full-Time	30
Lauzon, Rebekah	YES	Wilburn,Nancy L	<a href="mailto:ral36@nau.edu">ral36@nau.edu</a>	Half-Time	30
Lister, Delva	NO	Amer,Beverly E	<a href="mailto:dsl23@nau.edu">dsl23@nau.edu</a>	Less 1/2	30
Mancuso, Stephen	NO	Wilburn,Nancy L	<a href="mailto:sjm78@nau.edu">sjm78@nau.edu</a>	Full-Time	30
Meredith, Leah	YES	Bain,Craig Edgar	<a href="mailto:Imm258@nau.edu">Imm258@nau.edu</a>	Full-Time	30
Mike, Cassandra	NO	CBA Advisement Center	<a href="mailto:ckm34@nau.edu">ckm34@nau.edu</a>	Half-Time	30
Millar, Jennifer	YES	Kilpatrick,Bob Grissom	<a href="mailto:jmm36@nau.edu">jmm36@nau.edu</a>	Full-Time	30
Murphy, Patrick	NO	Pitt,Kay C	<a href="mailto:pm59@nau.edu">pm59@nau.edu</a>	Full-Time	30
Nicolo, Margaret	NO	Mohrweis,Lawrence C	<a href="mailto:mmn22@nau.edu">mmn22@nau.edu</a>	Full-Time	30
Norris, Nicole	NO	Watkins,Larry Edward	<a href="mailto:nn27@nau.edu">nn27@nau.edu</a>	Full-Time	30
Ortiz, Victor	NO	Savage,Kathryn S	<a href="mailto:Victor.Ortiz@nau.edu">Victor.Ortiz@nau.edu</a>	Full-Time	30
Ostendarp, Sean	NO	Mohrweis,Lawrence C	<a href="mailto:spo2@nau.edu">spo2@nau.edu</a>	Full-Time	30
Packard, Benjamin	NO	Savage,Kathryn S	<a href="mailto:bjp47@nau.edu">bjp47@nau.edu</a>	Full-Time	30
Porter, Frances	NO	Savage,Kathryn S	<a href="mailto:fmp7@nau.edu">fmp7@nau.edu</a>	Full-Time	30
Prosser, Emilia	NO	Bain,Craig Edgar	<a href="mailto:eap46@nau.edu">eap46@nau.edu</a>	Full-Time	30
Sanchez, Adrienne	NO	CBA Advisement Center	<a href="mailto:aes89@nau.edu">aes89@nau.edu</a>	Half-Time	30
Schneider, Kyndra	YES	Bain,Craig Edgar	<a href="mailto:kns35@nau.edu">kns35@nau.edu</a>	Full-Time	30
Shirkey, Ian	YES	Amer,Beverly E	<a href="mailto:ias3@nau.edu">ias3@nau.edu</a>	Full-Time	30
Simon, Christopher	NO	Amer,Beverly E	<a href="mailto:cms248@nau.edu">cms248@nau.edu</a>	Full-Time	30
Smith, Ashley	YES	Mohrweis,Lawrence C	<a href="mailto:aas59@nau.edu">aas59@nau.edu</a>	Full-Time	30
Sorensen, Nathan	NO	Watkins,Larry Edward	<a href="mailto:nks26@nau.edu">nks26@nau.edu</a>	3/4 Time	30
Stanfield, Jennifer	YES	Watkins,Larry Edward	<a href="mailto:jrs237@nau.edu">jrs237@nau.edu</a>	Full-Time	30
Straight Jr, James	NO	Pitt,Kay C	<a href="mailto:jms393@nau.edu">jms393@nau.edu</a>	Full-Time	30
Tracey, Jamie	YES	Pitt,Kay C	<a href="mailto:jrt35@nau.edu">jrt35@nau.edu</a>	3/4 Time	30
Wahl, Phillip	YES	Bain,Craig Edgar	<a href="mailto:pw33@nau.edu">pw33@nau.edu</a>	Full-Time	30
Wandler, Matthew	NO	Bain,Craig Edgar	<a href="mailto:mkw36@nau.edu">mkw36@nau.edu</a>	Full-Time	30
Ward, Benjamin	NO	Advisor Unassigned	<a href="mailto:bmw53@nau.edu">bmw53@nau.edu</a>	Full-Time	30
Wilken, Jolynn	NO	CBA Advisement Center	<a href="mailto:jmw325@nau.edu">jmw325@nau.edu</a>	Full-Time	30
Wilson, Laneya	NO	Amer,Beverly E	<a href="mailto:lwf6@nau.edu">lwf6@nau.edu</a>	Full-Time	30
Yi, Ya Qiong	NO	Bain,Craig Edgar	<a href="mailto:yy22@nau.edu">yy22@nau.edu</a>	Full-Time	30

Appendix H. Program Assessment – Student Employment. Job Placement Trends.

**Accounting Job Placements  
(by number)**



**Accounting Job Placements  
(by percentage)**

