



CALIFORNIA STATE UNIVERSITY, LOS ANGELES
RESOURCE ALLOCATION PLAN
FISCAL YEAR 2019-20

RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201205**

Department: **Accounting**

Fund Code: **IR435**

Prepared By: **John Cooper/Thomas Chavez**

Program Code: **[REDACTED]**

Budget: **\$ 11,300.00** Expenditure: **\$ 11,298.52**

Project ID: **[REDACTED]**

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

Our VITA program meets many of the goals and objectives of Cal State LA. The program puts money into the hands of families in the communities surrounding the campus by preparing accurate and reviewed income tax returns for free. Students benefit as VITA volunteers where they learn to provide tax return preparation services in the real world. The program is aimed at low income and underserved communities.

2. Provide key performance metrics to measure and sustain success.

Program success is measured by the number of tax returns prepared each year, and the amount of credits and refunds provided for our clients. Students are eligible to obtain 3-units of credit for their participation. The VITA program operates from 3 sites, the CSULA campus and two public libraries, Arroyo Seco and Lincoln Heights.

3. Describe program outcomes and results. Identify challenges encountered.

During the 2019-20 VITA season, 70 volunteers prepared 738 income tax returns resulting in over \$1.1 million of tax refunds and nearly \$400,000 of federal and California income tax credits. All student volunteers receive extensive training and pass an IRS VITA Certification Exam before participating in tax preparation. All income tax returns are reviewed at least once and sometimes twice before being presented to the taxpayer for approval to e-file. This season was very unusual due to the Coronavirus which caused us to close down in mid-March. After the closure, taxpayers were directed to other VITA sites for free tax preparation services.



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RAP-6

ACCOUNTABILITY REPORT
(Applicable To All Funds)

Division: **Academic Affairs**

Dept ID: **201210**

Department: **College of Business and Economics**

Fund Code: **IR449**

Prepared By: **Ming Wang/Thomas Chavez**

Program Code: **[REDACTED]**

Budget: **\$ 10,500.00** Expenditure: **\$ 10,494.92**

Project ID: **[REDACTED]**

Please use evidence-based data including year-end financial reports and historical data for comparison.

1. Describe how resources are aligned with the campus strategic plan, which includes Engagement, Service, and the Public Good; Welcoming and Inclusive Campus; Student Success; and Academic Distinction.

SAP University Alliances (UA) membership provides students the opportunity to learn integrated business processes in the real enterprise information system environment. The integration of SAP ERP into the CBE curriculum provides students an overall view of integrated data and business processes in enterprise information systems.

SAP UA membership supports twenty-five SAP-related courses offered by four departments in six programs for SAP UA Certification in CBE. By completing three of the courses, students are able to receive the SAP UA Student Award Certificates issued by SAP UA. CBE started implementing the SAP UA program in 2007. This program has been growing from the IS department to 4 other departments in CBE and has created great impacts on CBE student learnings and recruitment significantly.

2020 AACSB Accreditation Standards require documentation to describe information technologies used to support Admissions, Progression, Degree Completion, and Career Development (Page 17) in the college of business. SAP ERP can serve well as this suggested documentation and one of the best technologies for students to learn management information systems and business processes integration and concepts. For example, by utilizing SAP UA software and course materials in the CBE curriculum, students can have hands-on experience on computers, play a variety of ERPsim simulation games: Distribution Game, Logistics Game, Manufacture Game, Retails Game, develop their business information technological proficiencies and understand how business processes integration in the enterprise environment.

2. Provide key performance metrics to measure and sustain success.

SAP UA membership currently supports twenty-five SAP-related courses offered by four departments in six programs for SAP UA Certification in CBE. The courses have significant impacts on BSCIS, MSIS, and MBA students each semester. By completing three of the courses, students are able to receive the SAP UA student Award Certificates issued by SAP UA. The certificate has helped students for their digital business transformation learnings, job placement and social mobility in large organizations in the Los Angeles community.

SAP UA membership directly benefits CBE students and has impacts on student placement, social mobility, and recruitment as follows:

- Higher enrollment rates for SAP-integrated courses in related majors.
- Higher recruiting rates for graduate programs (Students came to CBE for SAP UA certification)
- Higher starting salaries for graduates of programs
- Positive feedback from employers about students with SAP ERP exposures

3. Describe program outcomes and results. Identify challenges encountered.

Four full-time faculty members and three part-time faculty members participated in the SAP Faculty Summer Boot Camps with multiple subjects.

Two full-time faculty members participated in TS410 professional training.

CIS5300, CIS5310 and, CIS5320 were developed and went effective in the 2019-202 Catalog:

- CIS-5300 Enterprise Process Integration (SAP Business Process Integration)
- CIS-5310 Advanced Topics in Enterprise Systems (SAP Advanced Topics)
- CIS-5320 ERP Data Integration and Analytics (SAP S4/HANA Real-time Data Analytics on Cloud)

All MSIS and MBA graduate students and CIS undergraduate students benefitted from this funding because SAP technology was built in the core courses in these programs. Some accounting, management, and marketing students also benefitted from this funding.

Pandemic creates new challenges to teach SAP ERP in virtual classes. But both instructors and students are working hard on the maximum learning outcomes. Students need more technical support for SAP classes. They are not able to receive it from the ITS Help Desk or the University Tutoring Center. Thus, we will need a designated SAP tutor working 10 hours for the listed courses.