



May 23, 2022

Pamela Smith  
Interim Dean  
The University of Texas at San Antonio  
Carlos Alvarez College of Business  
One UTSA Circle  
San Antonio, TX 78249-0631  
pamela.smith@utsa.edu

Dear Dr. Smith:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by The University of Texas at San Antonio is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of The University of Texas at San Antonio.

The University of Texas at San Antonio has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2026-2027. A timeline specific to the school's visit year is available [here](#).

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report The University of Texas at San Antonio is to be commended on the best practices found on **Attachment A**.

The school should begin to address the area(s) identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2024, the school is asked to update the CIRC on the progress made in addressing the areas listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for the most current information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in black ink, appearing to read "Jikyeong Kang".

Jikyeong Kang, Chair  
Board of Directors

c. peer review team

**Americas Headquarters**

777 South Harbour Island Blvd.  
Suite 750  
Tampa, Florida 33602-5730 USA  
Main +1 813 769 6500  
Fax: +1 813 769 6559

**Europe, Middle East, and  
Africa Headquarters**

UP Building, Piet Heinkade 55  
1019 GM Amsterdam, The Netherlands  
Main: +31 20 509 1070

**Asia Pacific Headquarters**

331 North Bridge Road  
#10-04/05 Odeon Towers  
Singapore, 188720  
Main: +65 6592 5210  
Fax: +65 6339 6511

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Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

1. There are two areas of commendation and best practices evident. The first commendation recognizes the exceptional faculty and staff commitment to their students. This theme was highlighted in the school's Continuous Improvement Review report, and the feedback from the school's undergraduate and masters students was notably consistent and strong, particularly through descriptions and examples of exceptional faculty engagement and availability to students. Further, in varied discussions with faculty and staff, members repeated that 'student focus is in the college's DNA'. This a strong statement, but it indicates a culture of commitment, and its impact on rising enrollment and retention is particularly impressive given the college's rapidly growing scale and underrepresented minority demographics.
2. The college is to be commended on its engagement with its business and alumni community via its effective use of boards. The college's lead advisory board is highly active, from the overarching board to its action-oriented subcommittees. Further, members of the college's specialized sub-boards have representation on the advisory board, helping ensure great coordination across efforts. Given the college's mission and emphasis on its urban setting, such engagement is particularly vital to fueling ongoing innovation and growing financial support.

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Attachment B

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing the areas in the continuous improvement review application.

1. The college has made impressive strides in its assurance of learning system since the last visit but still has need for improvement and refinement. Specifically, there are gaps in reporting both in terms of data collection and 'closing the loop' actions- now both conducted and completed on two-year reporting cycles. In addition to elements noted in the AACSB peer review team accounting report, gap examples include Economics (2019-21: no actions reported), Finance (MS 2017-19: some results missing, limited actions), BBA (Mktg 2017-19 some results and actions mission); MBA Core (2019-21 limited actions provided).

Given extensive indirect measures gathered by the college, the noted and valued program innovations over the review period, and related peer review team discussions with faculty, it is evident that continuous curricular and process improvements are a priority. Yet consistency and clarity of reporting would benefit from further work. The college is already working on these needs as evidenced by the new AoL director. The AoL reporting documentation is highly detailed, albeit not always completed, further suggesting the potential value of an AoL overview tool, enabling such reporting to 'roll up' to aggregate level for greater transparency of gaps, as well as raising visibility of ongoing innovations and their impact. (Standard 5: Assurance of Learning)

2. The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. (Standard 9: Engagement and Societal Impact)