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(available for the NCA Evaluation Team in the Resource Room)

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Exhibit 4.	Fact Books, Fall 1993 through 1999
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Exhibit 7.	Panorama Events
Exhibit 8.	Undergraduate Weatherford Campus Catalog, Sayre Campus Catalog, and Graduate Catalog
Exhibit 9.	Academic Plans, 1993-2000
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- Exhibit 13. 1990 and 1994 Self Study Reports
- Exhibit 14. Salary Comparisons
- Exhibit 15. Scan Team Reports
- Exhibit 16. University Committee Membership
- Exhibit 17. Budget Operating Funds
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- Exhibit 19. Values Scan Team Survey Results
- Exhibit 20. Academic Planning and Resource Allocation (APRA)
- Exhibit 21. Foundation Annual Report
- Exhibit 22. Institutional Change Request and NCA Team Report
- Exhibit 23. Policy Manual for BOROC
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- Exhibit 44. Land Grant Allocations
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- Exhibit 48. General Education Assessment Matrix
- Exhibit 49. General Education Committee Minutes
- Exhibit 50. Faculty Evaluation Summaries and Questionnaire
- Exhibit 51. Outcomes Assessment Reports
- Exhibit 52. Affirmative Action Plan
- Exhibit 53. Staff Handbook

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

Southwestern Oklahoma State University in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Readjustment Assistance Act of 1974, Americans With Disabilities Act of 1990 and other Federal laws and regulations does not discriminate on the basis of race, color, national origin, gender, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, and educational service.

PREFACE

This *Self-Study Report* and *The Agenda for Excellence: A Vision for Southwestern* (Exhibit 1) provide an evaluation of Southwestern Oklahoma State University, its programs, and its vision for the future. Since the summer of 1998, the University's stakeholders have participated in efforts to determine the present condition of the institution and to create goals to direct future operations. The Self-Study Committee participated in the examination and planning stages. To avoid duplication of effort, the committee then used that data as a basis for the self-study.

Led by the Planning and Resource Council, Southwestern's internal and external stakeholders prepared *The Agenda for Excellence* and assisted with this *Self-Study 2000*. The 77 stakeholders who actively participated in the planning phases included one member of the Board of Regents of Oklahoma Colleges; 11 students; 17 external stakeholders (business, education, and alumni); 31 faculty; and 17 administrators who represented the various support units on both campuses. The broad-based participation extended into the composition of the five action teams that were formed to implement the initiatives in the University's visioning document. Presently, 16 faculty, nine students, seven staff, and nine administrators are involved in this phase, and others with needed expertise are being added.

This process initiated a revision in University governance procedures that will have a major impact on the institution. *The Agenda for Excellence* serves as a stimulus to University-wide participation in decision-making processes that are data driven. Long-range planning will now allow for the integration of continuing institutional self-assessment and for meeting self-imposed and accreditation-related deadlines. The planning and self-study processes have produced data and documents that were drafted and revised by the University community. *The Agenda for Excellence* is the focus of *Self-Study 2000*; data supporting both processes were evaluated in accordance with NCA requirements. Since planning was the special emphasis of the self-study process, Chapter 2 contains Criterion 4; Chapter 5 contains the other four Criteria for Evaluation and General Institutional Requirements. The flow chart on the following page, Figure 1, indicates the interrelationship of the self-study and the University's initial planning process. Figure 2 shows how the Budget Unit Three-Year Plans and the Action Teams' Plans will be utilized for annual budgeting. The annual planning process

includes the evaluation and revision of present goals and initiatives, and allows new goals and initiatives to be formulated.

Chapters describing the planning process likewise link to various NCA Criteria. Hyperlinks are added to take advantage of Web technology and to allow readers to access some of the referenced resources electronically.

The Resource Room, 201 Thomas P. Stafford Center, holds a collection of exhibits to allow the NCA visiting team easy access. These resources, the web sources, and the data that are provided in *Self-Study 2000* present the self-study committee's evaluation of the past 10 years at Southwestern.