



BACONE COLLEGE 2020

A 10-Year Plan Focusing on Mission and Quality

BACONE'S MISSION

The Original Mission of Bacone College (1880)

The Indian University has its origins in a settled conviction on the part of Baptists of the Indian University that in order to perpetuate and extend, with increased efficiency, civilizing influence among their own and other tribes, the cause of Christ imperatively demands the establishment of a Baptist Normal and Theological School. Its primary object is to prepare native teachers and preachers for a more effective Christian work among the Indian tribes.

The Current Mission of Bacone College (2009)

Bacone College, an independent institution related to the American Baptist Churches USA, maintains its commitment to serving American Indian students within a culturally diverse community. The College, through its baccalaureate and associate degree programs, challenges students to develop intellectual and social skills, spiritual values and healthy lifestyles by providing quality education in a nurturing Christian environment.

CURRENT CONTEXT

Under strong and decisive leadership from the Board of Trustees and the current senior administration, Bacone College underwent between 2002 and 2009 a difficult but successful campaign to balance its budget and restructure its academic and administrative organization. As a result of this hard work and several strategic plans, the College currently possesses some major building blocks and backing to enable it to look forward to a decade of strategic programmatic enhancement in areas that reinforce its original and current missions and significant capital improvements. The College will have to overcome some serious challenges, but the community is poised to tackle these with

energy and enthusiasm. This section describes the context within which Bacone College begins the process of mapping its future course toward Bacone 2020.

Building Blocks for Bacone 2020

Bacone College currently has some very special assets that will provide a foundation for Bacone 2020. These include:

- A strong sense of its Christian mission and progress made in strengthening its original service to American Indians (the recent creation of a Center for American Indians, an American Indian Studies major and the hiring of several American Indian administrators and faculty members)
- A community that embraces both its service to American Indians and its foundation as a Christian environment
- Faculty and staff members who are committed to Bacone as a college
- Sixty percent of faculty with terminal degrees in their disciplines and 30% from diverse backgrounds
- One of the most diverse student populations in the country, including an American Indian student population that, including non-traditional students, accounts for about 40% of the current student body
- An academic program that offers preparation for associates and baccalaureate degrees on- and off-site, on-line and in person, in a traditional or flexible time frame for part-time, full-time, residential, and non-residential students of all ages as well as partnerships with other quality institutions that confer master's and doctoral degrees
- Programs in Christian Ministry and education that prepare students for lives as preachers and teachers in accordance to the College's original mission
- High quality programs in criminal justice, nursing and health-related programs, the latter of which are enhanced by partnership with a hospital
- A foundation laid for the development of a liberal arts and sciences program both to support the College's professional programs and to provide majors in the sciences, humanities and social sciences
- A strengthened Christian Ministry program that attracts a large number of Christian students and provides theological education to individuals who have, through their faith and volunteerism, moved into religious leadership without the benefit of formal academic training

- A strong and vibrant NAIA athletic program centered on the Champions of Character and Fellowship of Christian Athletes principles to enhance the college experience
- Well-known fine and performing arts programs, particularly American Indian fine arts
- The involvement of the College's leadership in national faith-based higher education associations and organizations
- A unique collection of American Indian art, museum and library collections.

Challenges on the Road to 2020

In spite of the current administration's progress toward addressing Bacone's financial health and strengthening both aspects of the College's mission—spiritual well-being and service to American Indians, Bacone still has a number of serious challenges to overcome as it charts its future toward 2020. These include:

- A swirling enrollment—students coming and going—which makes it both difficult to maintain a stable student environment and disheartening to the College's recruiters
- An athletics program that is a very dominant and visible part of the campus culture (athletes make up half of the student population), which has a potentially negative impact on the quality of the institution
- Low campus morale, which is reflected in campus activity, upkeep of facilities and involvement of faculty in mentoring and extracurricular programs outside of but connected to the classroom
- Too little to do on-campus outside of the classroom, which results in a “suitcase” college with the majority of residential students spending weekends elsewhere
- Too few extracurricular programs, including internships and service, that connect to the curriculum and, therefore, reinforce classroom learning
- A very thin academic support service for a large number of underprepared students
- Campus facilities that are in need of major renovation and the lack of a real library, sufficient technology, laboratories, study and gathering places
- The inability to provide majors in the liberal arts and sciences and to enhance continually the quality of the College's professional programs

- An inability to invest in programs and projects that would improve both the quality of the College and the morale of the community (The ability to make small investments is an important thing to have during financially difficult times in order to sustain hope and ward off “a death spiral.”)

Current Financial Picture

As mentioned earlier, current leadership has worked hard on balancing the budget, but Bacone is still very dependent on rolling admissions, loans and the generosity of a single donor. It continues to be unable to invest in even small improvements due to the following financial conditions:

- An unstable enrollment due to the College’s inability to recruit and retain a sufficient number of students to provide the primary source of income—tuition and fees—it requires for financial stability
- The lack of a sophisticated enrollment management operation and strong academic support services to engage in targeted recruitment and retention activities
- The lack of permanent leadership in the fund-raising and alumni relations office, which hampers the College’s ability to raise dollars from private sources
- A significant structural operating deficit and no deferred maintenance plan, meaning that the College lacks both enough operating revenues to support its needs and a deferred maintenance plan to identify strategies for the upkeep of its campus (Its infrastructure and buildings are crumbling and antiquated.)

A 10-Year Plan Focusing on Mission and Quality

INTRODUCTION

Bacone College's planning activities from 2002 to the present exemplify how, in order to be effective, strategic planning is an iterative and evolving process. From Vice President Brown's development of an interim set of academic action steps in 2001 to President Duncan's Transition Plan and Christian Futuring process from 2002 to the present time, Bacone has moved steadily forward in its goal of recommitting itself to the two-fold mission—serving American Indians in a Christian environment—that has defined it since its founding in 1880.

Bacone 2020 accelerates the direction begun by the current Board of Trustees and administration during the planning process, Christian Futuring. It calls for continuing to strengthen both American Indian and overall academic programming, developing land use and deferred maintenance plans to enhance greatly the physical campus and developing a financial plan to guide Bacone toward a healthier future. Both financial and implementation plans will be immediately undertaken following Board approval of the directions described in "Bacone 2020" at their April 25-26, 2009 retreat.

BACONE'S 2020 VISION

Bacone is known for its exemplary education of students who have the potential to become upon graduation talented leaders for their communities, the nation and the world in their professional and personal lives. Bacone's historic commitment to serving American Indian students from state or federally recognized tribes within a Christian setting that also honors and encourages the practice of American Indian traditions sets Bacone apart from other institutions of higher education. At least fifty-one percent of the students who attend the College are American Indian and the rest of the student population is comprised of individuals from racially, ethnically, socioeconomically, and geographically diverse backgrounds.

The College provides full-time degree programs and individual course offerings for all age groups. Its undergraduate degree programs emphasize the liberal arts and sciences as a foundation for majors in the sciences, social sciences and humanities and/or for professional programs that serve 21st Century life. Its graduate degree programs stress a high level of academic and practical performance in professional areas that require informed and decisive leadership.

Bacone's main campus in Muskogee, Oklahoma is designed for full-time undergraduate and graduate students seeking undergraduate and graduate degrees within a supportive

community that stresses respect, personal responsibility and commitment, high academic standards, spiritual well-being, and healthy lifestyles. Bacone offers part-time programs, using both a blend of technological and physical classroom settings, located on-campus, through satellite sites in Oklahoma and also strictly technological “classrooms” throughout the United States and Canada.

BACONE 2020: A UNIQUE SIGNATURE IN AMERICAN HIGHER EDUCATION

It is easy to distinguish Bacone from other colleges and universities, because it is the College that graduates leaders who understand the importance of spiritual well-being and healthy lifestyles. In particular, it is known for:

- Its service to American Indians who continue to have links to their tribal communities in Oklahoma and throughout the United States and Canada
- Christian roots with an emphasis on spiritual well-being and healthy lifestyles
- A talented and diverse student body (at least 51% American Indian), selected not for their numbers but for their potential leadership abilities
- An American Indian honors program for students who demonstrate upon acceptance leadership abilities and talents that can be groomed for application upon graduation to 21st Century professions like medicine, nursing and other health-related professions, the ministry, sciences and engineering, teaching, performing and fine arts, and information technology
- An honors program for students who upon acceptance demonstrate leadership abilities and talents (similar to the American Indian honors program noted above)
- An academic program that demands high quality performance from all of its students, honors and mainstream students alike
- A unique benchmark-based curriculum in the liberal arts and sciences that allows students to self-pace their progress as they demonstrate levels of competency
- A unique admissions policy based on nominations, carefully reviewed references and a portfolio of work
- A nationally recognized academic program in Christian Ministry
- A nationally recognized Center for American Indian Studies that is integrated into the total curriculum (as part of the general studies curriculum) and not just in a single major
- A strong performing (music and theatre) and fine arts curriculum and center

- Staff and faculty training in American Indian culture and traditions

DECISION-MAKING PRINCIPLES

All new College decisions need to adhere to the following principles. Bacone is an institution that:

1. Focuses on serving American Indian students from state or federally recognized tribes.
2. Stresses spirituality.
3. Communicates with integrity and transparency.
4. Respects ideas and input from its campus community.
5. Is committed to creating and investing in a strong financial base.

GOALS FOR BACONE 2020

1. Known as THE College to Prepare Future Leaders for 21st Century professions (particular emphasis on medicine, nursing, health-related fields, engineering, science and mathematics education at all levels, and Christian ministry)
2. Known particularly as THE College to Prepare Native American Leaders
3. Known as THE College with an Emphasis on Spiritual Well-Being and Healthy Lifestyles
4. Known as THE College That Stresses Partnership with Muskogee, Oklahoma, Regional and National Colleges and Universities, Regional and National Professional Organizations, State and Federal Government, Tribal Communities in Oklahoma, the Region, the Nation, and Canada, and local, regional and national American Baptist, United Methodist and other Christian organizations
5. A Beautiful Campus with Up-to-Date Facilities, Technological Capabilities and Distant “Classrooms”
6. A Financially Healthy College with Strong Enrollment Numbers (Admission and Retention), Positive and Mutually Beneficial Donor Relations and Innovative Entrepreneurial Activities

STRATEGIES TO ACHIEVE BACONE 2020

Goal 1 Known as THE College That Prepares Future Leaders

- 1.1 Increase the size and diversity of the faculty (size based on student population and focus on student need)

- 1.1.1 Faculty members who demonstrate high proficiency in their disciplines, a commitment to high academic standards and a particular interest in teaching and mentoring students who have talents and aptitudes that have not been developed
- 1.1.2 An emphasis on hiring faculty in Bacone's signature programs (Christian Ministry, Native American Studies, fine arts, health sciences, criminal justice, education, business, fine and performing arts, and ultimately the liberal arts and sciences with fine and performing arts—music and theatre—as magnets for science and math students)
- 1.1.3 Faculty who are committed to being positive role models for a very diverse student population
- 1.1.4 Faculty who include students in their own continuing exploration and discovery through scholarship, research and/or practice
- 1.2 Increase the size of the student population (to be determined based on capacity and market) in all age groups and from all backgrounds with an emphasis on a population of American Indians of at least 51% of the student body
 - 1.2.1 Traditional-aged students from frequently underprepared backgrounds with the capability to respond positively to a college experience that stresses discipline, hard work, leadership, and ultimate academic success
 - 1.2.2 Traditional-aged students who desire to be student-athletes in an environment that enables them to play the sports they enjoy but also demands of them just as much dedication, discipline and hard work in their academic studies as in their athletic performance
 - 1.2.3 Students of all ages who want to pursue their degrees on a part-time basis and with a more flexible schedule both on Bacone's campus in Muskogee, on other sites and on-line
 - 1.2.4 Students of all ages who want—for their pleasure—to take single courses on-campus and/or from a distance and with a flexible schedule

1.3 High Academic Standards

1.3.1 Recognition in the community, state and country as a College that expects and supports a high level of academic performance which results in sought-after graduates

1.3.2 A unique undergraduate recruitment model that relies on partnerships with high school leadership, teachers and counselors, with leaders and employers in communities, tribal organizations and religious organizations to identify students who may not initially present (in terms of their national test scores in particular) as fully qualified college students but have the talents and capabilities to grow into outstanding graduates (Same process used for college-ready students with strong GPAs and higher test scores)

1.3.3 A comprehensive, four-year, need-based financial aid package (including room and board) that is contingent upon maintaining a GPA of C or higher in their chosen fields of study

1.3.4 A model in the provision of quality student academic support services (advising, tutoring and mentoring)

1.3.5 Emphasis on community service, work internships, summer work and research internships, spiritual well-being, and healthy lifestyles

1.4 A student life program that is integrated with the academic life of the College (Coordinated faculty-staff activities)

1.4.1 Academic offerings in the residence halls

1.4.2 Speakers, visiting scholars and performers and groups who supplement and augment classroom offerings

1.4.3 Academic offerings that use the athletes as models of disciplined practice (homework, research, etc.) and healthy lifestyle (diet and sleep, etc.) and sports activities that reinforce aspects of coursework (mathematics, science, business, etc.)

1.4.4 Fine and performing arts that incorporate issues being undertaken in the academic curriculum

1.4.5 Clubs and other activities that adopt social issues, community service as well as activities with an emphasis on spirituality

- 1.4.6 Trips and off-campus activities that reinforce classroom learning
- 1.4.7 Faculty and staff attendance at campus events, including periodic community-wide events such as concerts (bands as well as other musical offerings), pow-wows, etc.
- 1.5 Two honors programs, one for American Indians and one for other special students, which may be merged after the American Indian program is firmly established (both offering voluntary tracks with a Christian Ministry focus)
 - 1.5.1 Baccalaureate programs that focus not only on graduate from college but also on acceptance into graduate schools for continuing study in medicine, nursing, health-related fields, science, mathematics, and engineering
 - 1.5.2 A comprehensive, four-year, merit- and need-based financial aid package (including room and board) with the merit component contingent upon maintaining a GPA of B or above (two endowed funds sought for a “loan forgiveness” program for both American Indian graduates who return to work with their tribes for three to five years following their graduation from Bacone and also Christian Ministry students who spend three to five years in ministry)
 - 1.5.3 A mandatory six-week summer bridge program for students enrolled in Bacone’s honors programs—American Indian and Other—that uses a unique cohort-based approach to prepare entering freshmen in math, science and the humanities as well as in time-management, problem-solving and study skills (social, recreational and cultural events included)
 - 1.5.4 Emphasis on study groups, campus-based social and academic support services, assignment of faculty mentors, tutoring, and spiritual support
 - 1.5.5 Emphasis on community service, work internships, summer work and research internships, local, regional and national Christian Youth Groups, spiritual well-being, and healthy lifestyles
 - 1.5.6 Support and involvement from all levels of the College and the inclusion of parents and/or other family members during the students’ Bacone education

- 1.6 A targeted number of quality undergraduate and graduate programs for all students
 - 1.6.1 A “completer” college model, with articulation agreements with the tribal colleges and other two-year colleges in the area, for the Division of Adult Education

Goal 2 Known as THE College That Prepares American Indian Leaders

- 2.1 A vibrant community of American Indian students (51%-plus) who maintain or form connections with their tribes during their time at Bacone
 - 2.1.1 Drawn in the first instance from tribal and other communities in close proximity to the campus (in order to honor Indian family values) as well as from tribal and other communities across the country and in Canada (where tribal and other leaders and families are supportive of an educational experience far from home)
 - 2.1.2 Recruitment in New Mexico, Arizona, Utah, and Colorado where there are high concentrations of American Indians (See Jim West’s Futures for Children)
 - 2.1.3 Financial aid packages supported by their tribes with “loan forgiveness” for students who return to work with their tribes for three to five years following their graduations
- 2.2 A committed American Indian faculty
 - 2.2.1 Attracted from other colleges and universities because they are committed to a rigorous educational experience to prepare American Indians for roles of influence and leadership in many environments and disciplines, including the Academy
- 2.2 A Center for American Indian Studies
 - 2.2.1 Academic expertise in history and culture, languages, traditions, anthropology, archaeology, art, literature and story-telling, public policy, education, health care, and business
- 2.3 A cultural and research center specializing in American Indian artifacts, scholarship and research
 - 2.3.1 A renowned American Indian Museum

- 2.3.2 A world-wide reputation as an American Indian Research Institute
- 2.3.3 A recognized academic program in American Indian Studies for non-American Indians
- 2.4 A nationally known reputation for performing and fine arts with special expertise in American Indian arts
 - 2.4.1 Student- and faculty-designed tribal flags lining the entrance to the College and at other significant sites

Goal 3 Known as THE College with an Emphasis on Spiritual Well-Being and Healthy Lifestyles

- 3.1 Regular Christian services to include a Sunday afternoon service at which all Bacone students are welcome (in addition to its nationally recognized Christian Ministry program at both the undergraduate and graduate levels)
 - 3.1.1 Services that include American Indian traditions
 - 3.1.2 Meditation and ceremonial sites designated on the land use map
 - 3.1.3 The customs and traditions of a diverse student body, faculty and staff respected by all members of the community
- 3.2 An NAIA athletic program centered on the Champions of Character and Fellowship of Christian Athletes principles to enhance the college experience
 - 3.2.1 Recruitment of student-athletes who are committed to their educations, serve as role models in the classroom and adhere to high academic standards
 - 3.2.2 A community-wide understanding—with special attention paid to the value set of American Indians—of the Champions of Character and Fellowship of Christian Athletes principles so that all students—current and prospective—and community members understand that C.O.C. fits Bacone’s mission (need for an S.I.D. Sports Information Director)
 - 3.2.3 Champions of Character and Fellowship of Christian Athletes principles developed as a recruitment strategy for all prospective students and their parents

- 3.3 Emphasis on healthy lifestyles apparent throughout the campus
 - 3.3.1 Cafeteria and dining room menus throughout the campus that offer healthy food and stress the importance of diet and exercise, and partnerships with local restaurants that do the same
 - 3.3.2 Visible exercise opportunities on campus for jogging, walking, biking, etc. as well as a variety of intramural sports options and outings
 - 3.3.3 Access to on-campus exercise facilities and/or partnerships with local exercise clubs that are readily available at a variety of different hours during weekdays and on the weekend
 - 3.3.4 A visiting athletes program that brings exercise and athletic experts on campus for lectures, activities and informal gatherings

Goal 4 Known as THE College That Stresses Partnerships with Muskogee; Oklahoma, Regional and National Colleges and Universities; Local, Regional and National Professional Organizations; State and Federal Government; Tribal Communities in Oklahoma, the Region, the Nation, and Canada; and local, regional and national American Baptist, United Methodist and other Christian organizations

- 4.1 Partnerships with tribal governments and communities in Oklahoma, throughout the United States and in Canada with regular attention given to changes in tribal leadership
 - 4.1.1 Educational, service, research, and leadership experiences through partnerships that benefit tribal communities as well as Bacone's educational experience
 - 4.1.2 Inclusion of Oklahoma tribes in the work of Bacone's American Indian Center and the College's inclusion of tribal traditions as an integral part of the Bacone experience
- 4.2 Increased visibility in the local community through partnerships that involve Bacone faculty and students in service, research and practical experiences that address needs within Muskogee
 - 4.2.1 An analysis of Bacone's contribution to the economic well-being of Muskogee that provides evidence to the local community that Bacone is an important asset to the city

- 4.2.2 A strengthened connection with Muskogee's Chamber of Commerce through increased participation by community members, including faculty and staff
- 4.3 Relationships with local, regional and national Christian churches that engage Bacone students, faculty and staff in church-related opportunities and activities
 - 4.3.1 Bacone exchanges with Christian youth groups
 - 4.3.2 Partnerships with churches for recruitment purposes, particularly in relationship to the Christian Ministry program on-campus and on-line
- 4.4 Increased visibility in the world of higher education
 - 4.4.1 Administrative, academic and staff leadership roles with state higher education associations and the national associations, such as the American Council on Education, the American Association of Colleges and Universities, the Council for the Advancement and Support of Education, etc.
 - 4.4.2 Service, research and internship partnerships with for-profit and nonprofit organizations in Bacone's targeted recruitment areas throughout the United States and in Canada
- 4.5 Increased visibility among state and federal policymakers
 - 4.5.1 Involvement in Christian fellowship programs for legislators
 - 4.5.2 Student leadership/internship programs in Oklahoma City and Washington, D.C.
- 4.6 A public relations plan that creates public awareness concerning Bacone's connections with all the constituencies described above
 - 4.6.1 An outreach endowment fund that provides matching funds for establishing partnerships

Goal 5 A Beautiful and Up-to-Date Campus with Distant “Classrooms”

- 5.1 A beautifully landscaped campus with lots of places for gathering
 - 5.1.1 Community engagement in improving the physical image of the campus by planting flowers and improving the look of the facilities
 - 5.1.2 Student activities that involve residence hall and club competitions (and ongoing work) around campus beautification
 - 5.1.3 Agricultural science student engagement in campus beautification
 - 5.1.4 Clean-up projects at the hotel (pool, hallways, rooms) so that the facility might be used with pride for housing conferences and guest speakers, etc. and at Ataloa Lodge
 - 5.1.5 Partnerships with local garden clubs who would assist with plantings and general landscaping with the help of student workers
- 5.2 A deferred maintenance plan, closely followed by a master plan for the current campus as well as potential expansion, both linked to the strategic business plan
- 5.3 The latest technology with resources for periodic updating
 - 5.2.1 An IT director to manage on-campus technical issues and to conduct continuous research into the latest technological information so that Bacone stays at least up-to-date if not ahead of the pack
- 5.4 Renovated and new buildings, including a new library and an enhanced student center as well as instructional spaces, including laboratories, seminar rooms and other spaces specifically designed to enhance the learning experience for both faculty and students

Goal 6 A Financially Healthy College

- 6.1 Adequate resources to support “Bacone 2020”
 - 6.1.1 Resources for campus deferred maintenance, a deferred maintenance plan and a master plan
 - 6.1.2 Resources for renovated and new facilities and campus beautification

- 6.1.3 Resources for faculty and staff compensation so that qualified professionals can be attracted and retained
- 6.1.4 Funding for student scholarships
- 6.1.5 Funding for scholarly work and research with an emphasis on American Indian study
- 6.2 A fully developed advancement organization focused on major gifts and annual giving
 - 6.2.1 Cultivation of relationships with tribal communities and governments that result in partnerships and gifts
 - 6.2.2 Proposal development concerning specific Bacone programs, e.g. American Indian Studies Center, Christian Ministry Studies, for soliciting foundations for funding
 - 6.2.3 Development of an active alumni relations program
 - 6.2.4 Continuing development and professionalization of the fundraising operation
 - 6.2.5 Strategic use of the President (and other key Bacone players, such as “star” trustees and faculty members) in fundraising
 - 6.2.6 Mining more consistently and deeply the existing fundraising base
- 6.3 Increased and predictably stable enrollment—recruitment and retention—due to a professional enrollment management approach and a fully staffed enrollment management operation
 - 6.3.1 Financial resources to recruit and retain students (a marketing budget and resources for student academic services)
- 6.4 A well-invested endowment

FEASIBILITY OF BACONE 2020

This vision is feasible for Bacone if the College directs its attention and energy toward accomplishing the following actions:

- Hires and provides sufficient resources for senior level staff in advancement, enrollment management, finance and administration, and American Indian leadership
- Establishes a funding consortium, based on a lead gift as a foundation for attracting other individuals and other organizations, including tribal communities
- Is led by a strong and diverse group of administrative, faculty and trustee leaders (with strong representation from the American Indians and the creation of a Trustee Committee focused on American Indian Issues at Bacone)
- Creates a stronger liberal arts and sciences foundation
- Has a model office for student preparation and support
- Updates campus facilities, infrastructure and services
- Upgrades technology and equipment

CONCLUSION

Bacone College is among an extremely small number of colleges and universities of higher learning which have unique signatures upon which to capitalize. Its mission to serve American Indians and a diverse student body within a Christian environment sets it apart from most of its competitors, public and private. Its financial condition is currently the major obstacle the College needs to overcome so that it can make the human, programmatic and physical investments required for Bacone 2020 to become a reality. It is imperative that the Bacone community reach out to its alumni and friends to enable the implementation of this plan and, therefore, the preservation of a very unique treasure in the world of higher education.

APPENDIX 1: PLANS LEADING UP TO BACONE 2020

Interim Steps to Achieve Long-Term Academic Goals (2001-Dr. Brown in consultation with the Bacone Community)

- A stronger system of faculty governance
- Revision of the general education curriculum
- Realignment of current and creation of new academic divisions
- Program review resulting in the elimination of nine academic programs with less relevance to the College's mission and future directions

The Presidential Transition Plan (2002-Dr. Duncan with campus-wide input)

- Focused on the needs and issues facing Bacone as it continued to move forward as a four-year college
- Used an emergency operations or crisis management framework—triage, intervention and correcting action—to identify the priority level of the issues, to manage many issues simultaneously and to coordinate all of the solutions in a synergistic way
- Resulted in a plan that focused energies on three areas: Admissions, Advancement and Accreditation

Christian Futuring (2002-Ongoing-Dr. Duncan in consultation with senior officers and every academic department and administrative office and trustees)

- Engagement of community in the discussion of current needs, their visions of the future and an invitation to explore emerging cultural and spiritual terrain, all toward the development of plausible scenarios that anticipate the forces that will likely shape the future
- Development of the ability to take risks in a future subject to change, through faith in an unrealized dream and an unrealized future

Christian Futuring resulted in a plan that focused on:

- Mission Strengthening: Creation of ties with Native American constituencies and church affiliations
- Preparation for Higher Learning Commission accreditation
- Management of the budget and approval process
- Development of new income streams
- Management of expenditures
- Improvement of the audit operation and process
- Improvement of financial aid office and development of control mechanisms and procedures
- Creation of a well-managed and organized admissions office, based on a relationship marketing model
- Management of relationships with the Department of Education
- Design of a comprehensive fund-raising campaign to match the \$2.5M Palmer Gift
- Design of a capital fund-raising campaign with a goal of \$12.5M for a cultural center, academic support and classroom renovations

- Improvement of confidence level of financial partners and subsequent restoration of access to short-term financing and ultimately long-term financing
- Creation of a technological foundation to support future growth

APPENDIX 2: GUIDE TO PLANNING TERMINOLOGY

A comprehensive strategic plan is a living document that is regularly reviewed and revised and that details how it is going to be able to afford its implementation through a variety of revenue sources. It guides, not constrains, the institution. The following list defines the terminology used in Bacone 2020:

Mission: The reason for Bacone's existence.

The language used to describe a mission is periodically reviewed and updated so that it stays up-to-date; its basic meaning remains the same.

Vision: The way Bacone plans to sustain its mission into the future.

The vision is a description of what the College plans to do in order to continue to reach the full potential of its mission.

Goals: Descriptive Statements of Concrete Outcomes That Comprise the Vision.

Goals are descriptions of what the College anticipates will be accomplished in order for it to realize its vision.

Strategies: Descriptions of the Best Courses of Action to Take toward Each of the Goals.

If one thinks of a roadmap, the vision is the destination, the goals are the description in the atlas of that destination and the strategies are the best routes to take in order to get there.

Tactics: Action Steps Required during Implementation of the Strategies.

The tactical component of a comprehensive plan is the implementation plan, the details of the actions to be taken.

Measurements: How to Assess Success.

These are how the College gauges its progress to success. They also determine when a strategy or a tactic is not working, which signals the need for changing the course of action.