

**Kentucky Christian University**  
**Academic Mentoring Program: A Quality Enhancement Plan**  
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**Executive Summary**

The purpose of Kentucky Christian University's (KCU) Quality Enhancement Plan (QEP) is to improve student success by focusing on reading skills of first-year and new transfer students through a program emphasizing student mentoring. Based on the increasing percentage of full-time, first-time students participating in developmental reading education, KCU seeks to implement best practices in helping students improve reading skills.

The goal of the Quality Enhancement Plan is for all University students to achieve college-level reading skills. Based on institutional research and other available data, the goal is best achieved through the attainment of three objectives:

- Provide a mentor relationship for all first-year and new transfer students during their initial year of enrollment at the University.
- Deliver developmental reading instruction to first-year and new transfer students who did not achieve a college-level score on the ACT Reading subsection.
- Provide regular tutoring services to students.

To help improve reading skills of new transfer and first-year students, developmental activities are to be provided by the University through FND 101 – College 101, FND 201 – Introduction to KCU, BOT 111 – Introduction to Old Testament Reading Lab, BNT 111 – Introduction to New Testament, and monitored tutoring services.

The oversight of the QEP, entitled Academic Mentoring Program (AMP), is the responsibility of the Chief Academic Officer. Other key personnel involved in the implementation of the program include University faculty, the Director of the Academic Resource Center, the Director of the Young Library, the Academy Advisor, student Teaching Assistants (TAs)/Peer Mentors, and the Director of Institutional Assessment.

KCU has developed an on-going, comprehensive, outcome-based assessment strategy. The University has accumulated years of data demonstrating reading labs are helping students increase reading grade levels. The assessment process includes evaluation of student scores on pre-assessment tests, post-assessment tests, student assignments, surveys, faculty review of developmental course performance, and faculty evaluation of professional development opportunities. Finally, as student learning outcomes are generated through assessment, in the quest for continuous improvement, changes are made to the instructional program. The initiatives included in the institution's QEP represent the next steps in seeking to improve student learning at the University