

**Division of Student Affairs**  
2009-2010 Assessment Report Template

**Sidney A. Ribeau President's Leadership Academy  
Summer Program**

**Signature Program Description**

**Description and Rationale for Selection**

The PLA Summer Program is a hallmark of our department and has evolved into one of our most impactful office practices. Incoming first-year PLA scholars participate in the Summer Program prior to their matriculation. The program serves two purposes: 1) to assist student with their transition to BGSU; 2) begin t introduce the PLA leadership curriculum. Students are engaged in a series of academic courses, transitional workshops, service projects, and team development activities. The Summer Program serves as the baseline experience against which students' progression and development are measured. This assessment reflects the 2009 Summer Program which consisted of 26 incoming scholarship students. The total cost for the program was: \$54,000.00.

**Expectations for Student Achievement**

Students participating in the PLA Summer Program will be able to:

1. Articulate the espoused values of BGSU and the PLA with 100% accuracy.
2. Navigate the University campus with assurance and confidence as demonstrated by completing a planned scavenger hunt.
3. Identify at least 10 campus resources with 100% accuracy as demonstrated by a written program evaluation.
4. Demonstrate an initial understanding of their personality type and leadership concepts as demonstrated by their course grades and written program evaluation. We expect 80% of participants to earn a letter grade of B or higher.

**Link to University and Student Affairs Student Learning Outcomes**

PLA Learning Outcome	Student Affairs Learning Outcome	BGSU Learning Outcome
Articulate the espoused values of Bowling Green State University and the PLA as demonstrated by a written program evaluation.	Critical and Constructive Thinking <ul style="list-style-type: none"> <li>• Examining Values</li> </ul> Personal Development <ul style="list-style-type: none"> <li>• Ethics &amp; Values Exploration</li> </ul>	Intellectual and Practical Skills  Personal & Social Responsibility
Navigate the University campus with assurance and confidence as demonstrated by a written program evaluation.	Engaging Others in Action <ul style="list-style-type: none"> <li>• Participating</li> </ul>	Intellectual and Practical Skills
Demonstrate an initial understanding of their personality/leadership type and leadership concepts as demonstrated by a written program evaluation.	Engaging Others in Action <ul style="list-style-type: none"> <li>• Leadership</li> </ul> Personal Development <ul style="list-style-type: none"> <li>• Self-Leadership</li> </ul>	Intellectual and Practical Skills  Personal & Social Responsibility
Identify at least 10 campus resources with 100% accuracy as demonstrated by a written program evaluation.	Engaging Others in Action <ul style="list-style-type: none"> <li>• Participating</li> </ul>	Intellectual and Practical Skills

**Assessment Methods and Procedures**

**Description of Methods and Procedures**

Twenty-six first year students participated in the 2009 PLA Summer program. At the end of the summer program, each student was asked to complete a web-based evaluation on various programmatic elements. This instrument used quantitative and qualitative methods. The return rate on the evaluations was 96.1%.

## Assessment Instruments

Please see Appendix A

## Results and Conclusions

### Description of the Results

Articulate the espoused values of BGSU and the PLA with 100% accuracy.

- 72% of respondents were able to identify the five BGSU Core Values with 100% accuracy.
- 88% of respondents were able to identify the four PLA values with 100% accuracy.

Navigate the University campus with assurance and confidence as demonstrated by completing a planned scavenger hunt.

- 96% of respondents chose a response of “strongly agree” or “agree” that the Navigating BGSU scavenger hunt exercise provided them with an orientation to campus resources and facilities.
- One student indicated a neutral response to this statement.

Identify at least 10 campus resources with 100% accuracy as demonstrated by a written program evaluation.

- 100% of respondents were able to properly identify 10 BGSU resources.

Demonstrate an initial understanding of their personality type and leadership concepts as demonstrated by their course grades and written program evaluation. We expect 80% of participants to earn a letter grade of B or higher.

- 100% of respondents were able to accurately explain three basic leadership concepts.
- 100% of all scholars earned a letter grade of B or higher (A=69.2%; B=30.7%)

### Target Level Achievement

Please see above results section

### Evaluation of Assessment Methods and Procedures

The assessment instrument used focused more on evaluating course content and instruction instead of measuring learning. A majority of the questions that did focus on learning were through student self-reports. The specific questions related to values identification are a good measure of learning and will serve as a model for future assessment. Furthermore, more emphasis will be placed on the final exam for each course and how this testing method can be used to measure learning.

The web based survey method will be used again because the results can easily be imported into SPSS where more detailed examination of results can occur (i.e., measuring differences in learning based on demographic information).

### Action Taken/Future Plans

#### Connect Results and Program Changes

Based on the results of this assessment and examination of the Summer Program by external leadership experts the following changes are planned for the PLA Summer Program:

Proposed Change	Implementation Plan	Progress
Model cycle of the program after the elements of the Social Change Model of Leadership.	<ul style="list-style-type: none"><li>• Each week of the program will focus on one of the overarching model themes. Week 1: the individual as leader. Week 2: the leader within a group. Week 3: the leader in society.</li><li>• Service-learning components will reflect this flow as well. Staff members from the Office of Service Learning will assist in developing this component.</li></ul>	Will be completed by July 30, 2010

Revamp the three leadership courses to focus more on leadership theory and ensure these courses are taught by departmental personnel and not external instructors.	<u>Leadership for a Better World</u> <u>The Leadership Challenge</u> <u>Servant Leadership</u> <ul style="list-style-type: none"> <li>• These books will serve as the primary texts for the three leadership courses.</li> <li>• All instructors are members of the PLA staff.</li> </ul>	Completed
Eliminate the MBTI and replace it with a more leadership focused assessment.	Strengths Quest will be the new assessment. <ul style="list-style-type: none"> <li>• 3 hours of learning are planned into the summer scheduled and will be taught by a trained Strengths Quest facilitator.</li> </ul>	Completed
Increase emphasis on multicultural competence and its role in leadership	<ul style="list-style-type: none"> <li>• Increase collaboration with the Office of Multicultural Affairs to present six hours worth of content. Each week of the program will focus on one of the overarching model themes. Week 1 and 2: multiculturalism and the individual. Week 3: multiculturalism in groups. Week 4: multiculturalism in society.</li> </ul>	Will be completed by July 30, 2010
Balance leadership topics with typical first-year transition issues	<ul style="list-style-type: none"> <li>• Evaluate transitional topic workshops and align with needs in accordance with the Office of First-Year Programs.</li> <li>• Introduce the topic of Academic Honesty prior to academic year, including a formal presentation from Dr. Bettina Shuford.</li> </ul>	Complete by July 1, 2010

### Showcasing Student Learning

The PLA Summer Program continues to be a programmatic hallmark as indicated by external constituents and experts. These results enhance the long history this program has on student retention and academic success. These results will be used as a central element to our future grant funding proposals. As our department continues to face budgetary constraints we will use student learning as the central argument for program funding requests. Qualitative and quantitative assessment from alumni continually identifies the summer program as a primary reason for their academic success at BGSU. This information, coupled with the learning results presented above, continue to demonstrate the strength of the summer program.

### Proposed 2010-2011 Signature Program Assessments

#### List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011

1. PLA Summer Program
2. PLA Retreat
3. PLA First-Year Curriculum

## Appendix A: PLA Summer Program Evaluation Instrument

**Learning Outcomes: Indicate how well you believe you have achieved the learning outcomes for this program.**

**I can identify the five core values of Bowling Green State University.**

- 1.
- 2
- 3
- 4
- 5

**I can identify the four values of the President's Leadership Academy.**

- 1
- 2
- 3
- 4

**I can identify at least 10 campus resources**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**Please describe at least three basic leadership concepts below, including a brief description of each.**

**Please describe your own leadership style below.**

**Classroom Environments: Please rate the quality of the classroom learning environments.**  
**1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree 6= unsure/do not know**

**Introduction to Leadership Development Course**

*1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=unsure/do not know*

I felt comfortable stating my opinion and asking questions in class.

There was an appropriate balance between lecture and classroom discussion.

Ms. Ashley was knowledgeable about the topics she facilitated.

Ms. Ashley was well prepared and organized for class.

The amount of work for this class was manageable.

I learned something of value that will help me as a leader.

The book, *On Becoming a Leader*, was easy to read.

This class has helped me develop essential academic skills that will help me succeed at BGSU.

This class has helped me create a foundation for leadership development and civic responsibility.

This class has helped me to better understand the link between leadership and service to others.

Other Comments

**Oral Communication Course**

*1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=unsure/do not know*

I felt comfortable stating my opinion and asking questions in class.

There was an appropriate balance between lecture and classroom discussion.

Dr. Gonzalez was knowledgeable about the topics he facilitated.

Dr. Gonzalez was well prepared and organized for class.

The amount of work for this class was manageable.

I learned something of value that will help me as a leader.

This class has helped me develop essential academic skills that will help me succeed at BGSU.

This class has helped me create a foundation for leadership development and civic responsibility.  
 This class has helped me develop adequate oral communication skills.  
 Other Comments

### Civic Leadership Course

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=unsure/do not know

I felt comfortable stating my opinion and asking questions in class.  
 There was an appropriate balance between lecture and classroom discussion.  
 Mr. Ford was knowledgeable about the topics he facilitated.  
 Mr. Ford was well prepared and organized for class.  
 The amount of work for this class was manageable.  
 I learned something of value that will help me as a leader.  
 This class has helped me to better understand the link between leadership and service to others.  
 Other Comments

### Servant Leadership Course

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=6=unsure/do not know

I felt comfortable stating my opinion and asking questions in class.  
 There was an appropriate balance between lecture and classroom discussion.  
 Mr. Gardner was knowledgeable about the topics he facilitated.  
 Mr. Gardner was well prepared and organized for class.  
 The amount of work for this class was manageable.  
 I learned something of value that will help me as a leader.  
 This class has helped me create a foundation for leadership development and civic responsibility.  
 This class has helped me to better understand the link between leadership and service to others.  
 Other Comments

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## Introduction to Library Services Course

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=unsure/do not know

I felt comfortable stating my opinion and asking questions in class.

There was an appropriate balance between lecture and classroom discussion.

Ms. Wrihten was knowledgeable about the topics she facilitated.

Ms. Wrihten was well prepared and organized for class.

The amount of work for this class was manageable.

I learned something of value that will help me as a leader.

This class has helped me develop essential academic skills that will help me succeed at BGSU.

I feel confident in my ability to navigate University Libraries physically and electronically.

I am familiar with the seven steps of the research process necessary to complete written and oral assignments.

I am aware of the resources and services available at University Libraries.

I am confident in my ability to critically evaluate books, articles, and web sites.

Other Comments

## Professional Communication Course

1=strongly disagree    2=disagree    3=neutral    4=agree    5=strongly agree    6=unsure/do not know

I felt comfortable stating my opinion and asking questions in class.

There was an appropriate balance between lecture and classroom discussion.

Ms. Proehl was knowledgeable about the topics she facilitated.

Ms. Proehl was well prepared and organized for class.

The amount of work for this class was manageable.

I learned something of value that will help me as a leader.

This class has helped me develop essential academic skills that will help me succeed at BGSU.

This class has helped me develop adequate written communication skills.

Other Comments

**General Environments: Please rate the quality of these general learning environments. 1= strongly disagree; 2= disagree; 3= neutral; 4= agree; 5= strongly agree 6= unsure/do not know**

**General Environments**

1=*strongly disagree*    2=*disagree*    3=*neutral*    4=*agree*    5=*strongly agree*    6=*unsure/do not know*

In general, the workshops (e.g. diversity, time management, stress reduction, etc.) were beneficial.

I developed essential academic skills through the workshops.

The workshops helped me create a foundation for leadership development and civic responsibility.

The workshops enabled me to understand the link between leadership and service to others.

I appreciated the value of participating in the service learning projects (e.g. Wood Lane, Martha's Kitchen, Sterling House, Special Olympics, etc.).

I enjoyed the trip to the Toledo Zoo.

Camp Palmer was a beneficial experience.

The Friday reflection exercises were useful learning experiences for me.

The *Navigating BGSU* scavenger hunt exercise provided me with an orientation to campus resources and facilities.

The Summer Program helped ease the transition and adjustment to the college environment.

The Summer Program helped me develop a support group of peers, faculty, and staff.

The courses and workshops during the Summer Program helped me develop analytical and critical thinking skills.

The classes and workshops during the Summer Program helped me clarify my values and explore ethical issues.

My RM was helpful in my transition to the Summer Program.

My RM provided me with helpful information throughout the Summer Program.

My RM was available to me if I had questions or needed help.



My expectations for the Summer  
Program were met.  
Other Comments

**Other Comments**

What aspects of the Summer Program were *most*  
beneficial to you? Why?

What aspects of the Summer Program were *least*  
beneficial to you? Why?

What changes would you recommend for the  
program in the future (e.g. duration of the program,  
time of the summer, program components, etc.)?

In what ways have you grown as a person as a  
result of this 4-week experience?

# PLA FALL RETREAT

## Signature Program Description

### Description and Rationale for Selection

The PLA retreat serves two purposes. First, the event is planned by the senior class as part of their capstone experience in which they demonstrate leadership within their community. Second, it is an opportunity for all scholars to learn various aspects of leadership while building upon the PLA identity. All scholars in the PLA participate in this retreat (110) and the total cost is: \$2500.00 For the purposes of this task only the learning outcomes pertaining to participating in the retreat will be provided.

### Expectations for Student Achievement

Eighty percent of students participating in the PLA Retreat will be able to:

1. Understand what unites the President's Leadership Academy as demonstrated by a written evaluation.
2. Build relationships with other members of the PLA as reported in group activities.
3. Develop leadership skills beyond the traditional PLA curriculum as identified in a written evaluation.
4. Gain leadership skills that can be implemented immediately as identified in a written evaluation.

### Link to Student Affairs Student Learning Outcomes

PLA Learning Outcome	Student Affairs Learning Outcome	BGSU Learning Outcome
Understand what unites the President's Leadership Academy	Critical and Constructive Thinking <ul style="list-style-type: none"> <li>• Examining Values</li> </ul> Personal Development <ul style="list-style-type: none"> <li>• Ethics &amp; Values Exploration</li> </ul> Civic and Community Involvement Understanding Diverse Perspectives	Intellectual and Practical Skills  Personal & Social Responsibility
Build relationships with other members of the PLA.	Critical and Constructive Thinking <ul style="list-style-type: none"> <li>• Examining Values</li> </ul> Personal Development <ul style="list-style-type: none"> <li>• Ethics &amp; Values Exploration</li> </ul> Civic and Community Involvement <ul style="list-style-type: none"> <li>• Understanding Diverse Perspectives</li> </ul>	Intellectual and Practical Skills  Personal & Social Responsibility
Develop leadership skills beyond the traditional PLA curriculum	Engaging Others in Action <ul style="list-style-type: none"> <li>• Participating</li> <li>• Leading</li> </ul>	Intellectual and Practical Skills
Gain leadership skills that can be implemented immediately.	Engaging Others in Action <ul style="list-style-type: none"> <li>• Participating</li> <li>• Leading</li> </ul> General & Specialized Knowledge Personal Development <ul style="list-style-type: none"> <li>• Self-Leadership</li> </ul>	Intellectual and Practical Skills  General & Specialized Knowledge Personal & Social Responsibility
	Synthesis of Advanced Accomplishments <ul style="list-style-type: none"> <li>• Integration</li> <li>• Application</li> </ul>	Integrate, Apply & Reflect

## Assessment Methods and Procedures

### Description of Methods and Procedures

An evaluation instrument was distributed during the last retreat session. The instrument combined likert scale and open-ended questions. 86 PLA scholars participated in the annual retreat and we had a 100% return rate on the overall evaluation. The sample was evenly distributed between the respective cohorts and reflected the overall PLA demographics:

<b>Cohort Year:</b>	2005: 3.49%	2007: 32.56%	2008: 32.56%	2009: 31.4%
<b>Gender:</b>	Male: 37.21%	Female: 62.79%		
<b>Scholarship:</b>	Traditional: 50%	Thompson: 48.84%		

### Assessment Instruments

Please see Appendix B

## Results and Conclusions

### Description of the Results

<i>LEARNING OUTCOME:</i> Understand what unites the President's Leadership Academy as demonstrated by a written evaluation.	<b>Agree</b>	<b>Strongly Agree</b>
I was able to consider myself part of a team by focusing on what unites us as the PLA.	<b>32.56%</b>	<b>68.60%</b>
This year's retreat created an atmosphere that made me feel welcomed at all times.	<b>15.12%</b>	<b>83.72%</b>

<i>LEARNING OUTCOME:</i> Build relationships with other members of the PLA as reported in group activities.	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I was able to establish relationships with people outside of my cohort.	<b>1.16%</b>	<b>26.74%</b>	<b>70.93%</b>

<i>LEARNING OUTCOME:</i> Develop leadership skills beyond the traditional PLA curriculum as identified in a written evaluation.	<b>Strongly Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
I gained additional knowledge and insight into my personal leadership beyond what the PLA has already taught me.	<b>1.16%</b>	<b>60.47%</b>	<b>36.05%</b>

<i>LEARNING OUTCOME:</i> Gain leadership skills that can be implemented immediately as identified in a written evaluation.	<b>Agree</b>	<b>Strongly Agree</b>
After today's retreat, I can take the knowledge gained and effectively apply it to my activities and involvements.	<b>34.88%</b>	<b>63.95%</b>

### Target Level Achievement

As previously indicated the target level of achievement was 80% of participating students. This is further defined as 80% of students choosing "strongly agree" or "agree". As listed above the target levels for the learning outcomes were exceeded.

### **Evaluation of Assessment Methods and Procedures**

The assessment instrument focused more on evaluating the logistics of the retreat instead of measuring learning. The questions that did focus on learning were through student self-reports. The evaluation was administered as part of the retreat and therefore long-term learning was not assessed.

### **Action Taken/Future Plans**

#### **Connect Results and Program Changes**

Due to the unique two-fold purpose for the PLA retreat it is hard to propose changes that solely impact one purpose. Therefore, the proposed changes with the planning process will impact student learning.

Proposed Change	Implementation Plan	Progress
Increase level of learning during educational breakout sessions	Partner each student planning group with a PLA staff member who will assist with developing educational sessions.	Will be completed by 9-18-2010
Conduct long-term learning assessment	Create a mirror assessment instrument to be administered in December (three months later)	Will be completed by 12-17-2010
Implement a learning outcomes, lesson plan, assessment model with all retreat sessions	Introduce concepts to the planning committee and use department staff to help with process and product.	Began in January, 2010. Will be completed by 9-18-2010.

#### **Showcasing Student Learning**

These results support the goals of the Sidney A. Ribeau President's Leadership Academy by demonstrating the leadership value of the PLA retreat. PLA scholars are able to create relationships with peers, regardless of academic standing. These relationships serve a vital role to student mentoring and development. Furthermore, the history, tradition, and the expectations related to being a PLA scholar are communicated during this event. This learning is paramount to our identity as a department. These results are communicated internally via division wide reporting mechanisms. Furthermore, these results are used as a part of our grant application to Target. The 2009 PLA Retreat was partially funded by Target and we will continue to seek this support.

### **Proposed 2010-2011 Signature Program Assessments**

#### **List of Proposed Signature Programs (minimum of 3) to Assess for 2010-2011**

1. PLA Summer Program
2. PLA Retreat
3. PLA First-Year Curriculum

Appendix B: PLA Overall Retreat Evaluation

**Sidney A. Ribeau President's Leadership Academy  
2009 Retreat Evaluation  
Ready...Set...Go!**

*Directions: Please circle your response to the following questions. Feel free to leave additional comments in the space provided.*

<b>Cohort Year:</b>	2005	2007	2008	2009
<b>Gender:</b>	Male	Female		
<b>Scholarship:</b>	Traditional	Thompson		

This year's retreat created an atmosphere that made me feel welcomed at all times.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

I was able to consider myself part of a team by focusing on what unites us as the PLA.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

I was able to establish relationships with people outside of my cohort.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

I gained additional knowledge and insight into my personal leadership beyond what the PLA has already taught me.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

After today's retreat, I can take the knowledge gained and effectively apply it to my activities and involvements.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

My experience at this retreat was fun, exciting, and enjoyable.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

The retreat location served as a comfortable environment for learning and building community with in the PLA.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

The 2006 cohort was knowledgeable and enthusiastic about this year's retreat.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

I was comfortable with the transportation and seating arrangements.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

I would have liked for the retreat to continue longer.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

The time provided for the retreat was sufficient for me to gain a rewarding PLA experience.	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
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**Comments:**

- 1) List the things you learned that were most impactful:
  
- 2) List the things you learned that were most helpful:
  
- 3) What did you enjoy the most?
  
- 4) What did you enjoy the least?
  
- 5) What other suggestions do you have to improve your retreat experience?