

TARLETON STATE UNIVERSITY



REPORT ON CUSTOMER SERVICE

May 31, 2008

REPORT ON CUSTOMER SERVICE

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REPORT ON CUSTOMER SERVICE

I. Inventory of External Customers for Each Budget Strategy

Tarleton State University's mission is to educate and develop students of higher education who are the primary customers. With a fall 2007 enrollment of 9,460, Tarleton's budget strategies in the general appropriations act for fiscal year (FY) 2008 and 2009 are directly or indirectly related to this primary endeavor of providing service. National, state, and local surveys are utilized to assist in assessing the University's efforts to provide services to students. Strategies identified are as follows:

A. INSTRUCTION / OPERATIONS

- A.1.1. Strategy: OPERATIONS SUPPORT
- A.1.2. Strategy: TEACHING EXPERIENCE SUPPLEMENT
- A.1.3. Strategy: STAFF GROUP INSURANCE PREMIUMS
- A.1.4. Strategy: WORKERS' COMPENSATION INSURANCE
- A.1.5. Strategy: UNEMPLOYMENT COMPENSATION INSURANCE
- A.1.6. Strategy: TEXAS PUBLIC EDUCATION GRANTS
- A.1.7. Strategy: ORGANIZED ACTIVITIES.
- A.1.8. Strategy: EXCELLENCE FUNDING

B. INFRASTRUCTURE SUPPORT

- B.1.1. Strategy: E&G SPACE SUPPORT
- B.1.2. Strategy: TUITION REVENUE BOND RETIREMENT

C. SPECIAL ITEM SUPPORT

- C.1.1. Strategy: CENTRAL TEXAS CENTER
University System Center – Central Texas
- C.2.1. Strategy: ENVIRONMENTAL RESEARCH
Institute for Environmental Research
- C.2.2 Strategy: AGRICULTURE CENTER
Tarleton Agriculture Center
- C.3.1. Strategy: SMALL BUSINESS DEVELOPMENT CENTER
Small Business Development Center

D. RESEARCH DEVELOPMENT FUND

- D.1.1. Strategy: RESEARCH DEVELOPMENT FUND

Significant services that are routinely offered to our students include:

1. Course instruction
2. Academic counseling and advisement
3. Financial aid
4. Tutoring
5. Library
6. Housing
7. Parking
8. Recreational facilities
9. Social events
10. Dining
11. Instructional laboratories
12. Career counseling
13. Psychological counseling
14. Health services

II. Description of Surveys and Results

A. The National Survey of Student Engagement, Spring 2007

1. Planning and Overview

The National Survey of Student Engagement (NSSE) is designed specifically to assess the extent to which students are engaged in empirically derived good educational practices and what is gained from their college experience. The results of NSSE have been used to produce a set of national benchmarks of good educational practice that participating schools use to estimate the efficacy of their improvement efforts.

The NSSE, as with other surveys, relies on self-reports. Using self-reports from students to assess the quality of higher education is common practice. For many indicators of educational practice, such as how students use their time, student reports are often the only source of useful data.

With this in mind, self reports are valid under five general conditions. They are:

- (1) when the information requested is known to the respondents;
- (2) the questions are phrased clearly and unambiguously;
- (3) the questions refer to recent activities;
- (4) the respondents think the questions merit a serious and thoughtful response; and
- (5) answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways.

The College Student Report was designed intentionally to satisfy all of these conditions. Validity is arguably the most important property of an assessment instrument. The design team that developed the NSSE instrument devoted considerable time in an effort to make certain the items on the survey were clearly

worded, well-defined, and had high content validity. Logical relationships exist between the items in ways that are consistent with the results of objective measures and with other research.

The NSSE was administered in spring 2007. A range of questions to assess student customer satisfaction are included in the questions posed to participants. Indiana University assists with the administration of the survey.

2. Data Collection

The comparison institution sample included approximately 445,000 first-year and senior students. These students represented 149 colleges and universities and were randomly selected from data files furnished by the participating entities.

Respondents at Tarleton State University consisted of 229 first-year students and 418 senior students. These respondents comprise a response rate of 25% for First year students and 30% for Senior students – an overall rate of 28%. These rates include a sampling error rate of +/- 5.6% and +/- 4.2% respectively. Tarleton's overall sampling error was 3.4%; well below the accepted threshold of 5%.

Tarleton results noted 99% of the freshmen responded by completing a web based survey while 1% recorded their answers using a paper version of the instrument. Seniors utilized the web form 98% of the time while 2% used the paper version to complete their answers.

3. Data Analysis

Questions were grouped into areas of academic and intellectual experiences, mental activities, examinations, reading and writing, problem sets, examinations, additional collegiate experiences, enriching educational experiences, quality of relationships, time usage, institutional environment, educational and personal growth, academic advising, satisfaction, and consortium questions devised by the Texas A & M University System (TAMUS).

Overall, the results of the questionnaire reflect scores meeting or exceeding those of other TAMUS schools. One question posed directly related to customer satisfaction was "If you could start over again, would you go to the same institution you are now attending?" First-year students responded with a mean response of 3.38 (1=poor, 4=excellent) which is compared to the TAMUS mean of 3.16 and is statistically significant at the .001 level. Senior students responded to the same question with a mean response of 3.28 while the System mean was 3.14 which is significant at the .01 level.

Twenty questions pertaining to customer service were asked at all TAMUS universities. Means scores on eighteen of the twenty questions for first-year Tarleton students met or exceeded the means of the other System universities. For senior respondents, Tarleton mean scores were equal or higher on 16 of the 20 questions when compared to TAMUS schools. Statistically significant results were noted as follows:

1. First year student responses to the statement, "Library staff are helpful in finding the resources I need." were significant to the .001 level; while Senior level responses to the same statement were significant to the .05 level.

2. Senior level responses to the statement, “The admission process is easy to understand and complete”, were significant at the .05 level.
3. Senior level responses to the statement, “The time it takes me to register is reasonable”, were significant at the .01 level.
4. Senior level student responses were significant at the .05 level concerning the statement, “My academic advisor is accessible.”
5. To the statement, “The physical environment of the campus is well maintained.” First year student responses were significant at the .01 level while Senior level student responses were significant at the .05 level.
6. Senior level students responded with significance at the .05 level to the statement, “Adequate computing resources are available.”

Thus, for the six questions, the results show Tarleton performance as significantly different for these areas. The results for the twenty questions are summarized in the below table:

Table 1. Results of Texas A&M Consortium Questions (NSSE)

FY- First Year SR - Senior

Question	Class	Tarleton Mean	Tarleton 95% Confidence Interval		Texas A&M System Mean	Texas A&M System 95% Confidence Interval	
1. Library staff are helpful in finding the resources I need	FY***	3.32	3.24	3.40	3.11	3.09	3.13
	SR*	3.23	3.17	3.29	3.15	3.13	3.17
2. Administrative staff I interact with are knowledgeable about their area	FY	3.27	3.19	3.35	3.21	3.19	3.23
	SR	3.16	3.10	3.22	3.16	3.14	3.18
3. The admission process is easy to understand and complete	FY	3.09	2.99	3.19	3.08	3.06	3.10
	SR*	3.14	3.06	3.22	3.06	3.04	3.08
4. University communications convey information in a clear and effective manner	FY	3.10	3.02	3.18	3.08	3.06	3.10
	SR	3.06	2.98	3.14	3.00	2.98	3.02
5. Information about academic requirements is easy to obtain	FY	3.07	2.99	3.15	3.04	3.02	3.06
	SR	2.99	2.91	3.07	2.96	2.94	2.98
6. The university’s website is organized to promote easy access to information	FY	3.24	3.14	3.34	3.15	3.13	3.17
	SR	3.13	3.05	3.21	3.11	3.09	3.13
7. Energy and professionalism are communicated by the university’s website	FY*	3.15	3.07	3.23	3.24	3.22	3.26
	SR	3.10	3.04	3.16	3.17	3.15	3.19
8. The university	FY	3.18	3.08	3.28	3.16	3.14	3.18

Question	Class	Tarleton Mean	Tarleton 95% Confidence Interval		Texas A&M System Mean	Texas A&M System 95% Confidence Interval	
catalog clearly states academic requirements	SR	3.18	3.10	3.26	3.12	3.10	3.14
9. The student handbook provides the information I need	FY	3.18	3.10	3.26	3.13	3.11	3.15
	SR	3.09	3.03	3.15	3.05	3.03	3.07
10. Printed materials about the university I have seen accurately portrayed the institution	FY	3.14	3.06	3.22	3.13	3.11	3.15
	SR	3.10	3.04	3.16	3.08	3.06	3.10
11. The time it takes me to register is reasonable	FY	3.14	3.06	3.22	3.14	3.12	3.16
	SR**	3.33	3.25	3.41	3.21	3.19	3.23
12. My academic advisor is accessible	FY	3.16	3.06	3.26	3.15	3.13	3.17
	SR*	3.23	3.15	3.31	3.11	3.09	3.13
13. Offices are open during convenient hours	FY	3.11	3.03	3.19	3.11	3.09	3.13
	SR	3.11	3.03	3.19	3.05	3.03	3.07
14. I know how to make a complaint regarding student services	FY	2.55	2.43	2.67	2.53	2.49	2.57
	SR	2.47	2.37	2.57	2.48	2.44	2.52
15. I know how to make a complaint regarding academic issues	FY	2.60	2.48	2.72	2.60	2.56	2.64
	SR	2.49	2.39	2.59	2.54	2.50	2.58
16. I believe the institution will respond to my concerns	FY	3.02	2.92	3.12	2.95	2.93	2.97
	SR	2.88	2.80	2.96	2.80	2.78	2.82
17. The physical environment of the campus is well maintained	FY**	3.46	3.38	3.54	3.33	3.31	3.35
	SR*	3.40	3.34	3.46	3.30	3.28	3.32
18. Teaching facilities provide an appropriate learning environment	FY	3.32	3.24	3.40	3.25	3.23	3.27
	SR	3.25	3.17	3.33	3.22	3.20	3.24
19. Adequate computing resources are available	FY	3.38	3.30	3.46	3.40	3.38	3.42
	SR*	3.32	3.24	3.40	3.22	3.20	3.24
20. The library has the resources I need	FY	3.42	3.34	3.50	3.36	3.34	3.38
	SR	3.20	3.12	3.28	3.24	3.22	3.26

a Weighted by sex, enrollment stat., and institutional size.

b *p,.05 **p,.01 ***p,.001 (2-tailed)⁸

c Mean difference divided by comprehensive. group standard deviation

Figures 1 and 2 illustrate a graphical summary of the data shown in Table 1. The information is as follows:

Figure 1. Freshmen Consortium Question Responses (NSSE)

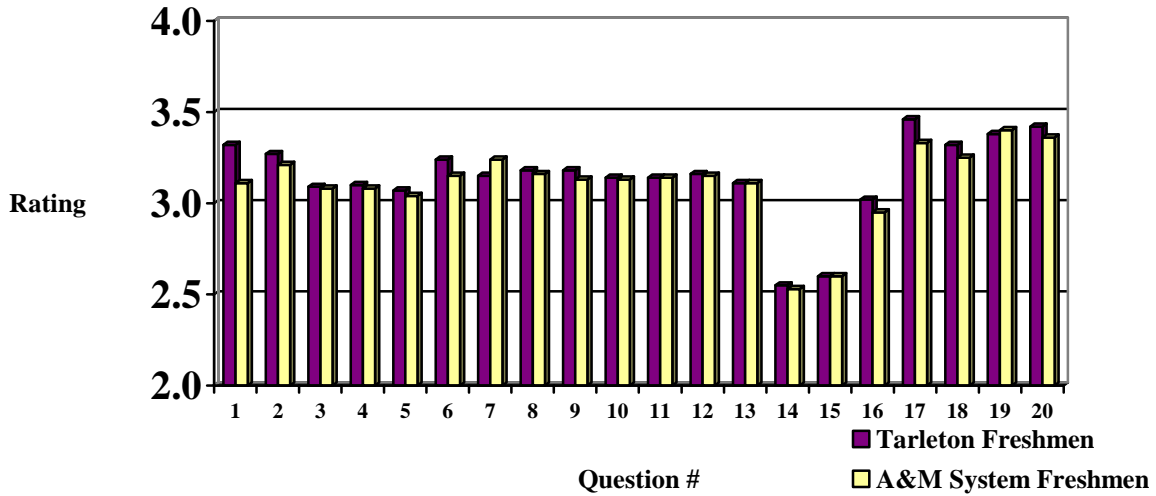
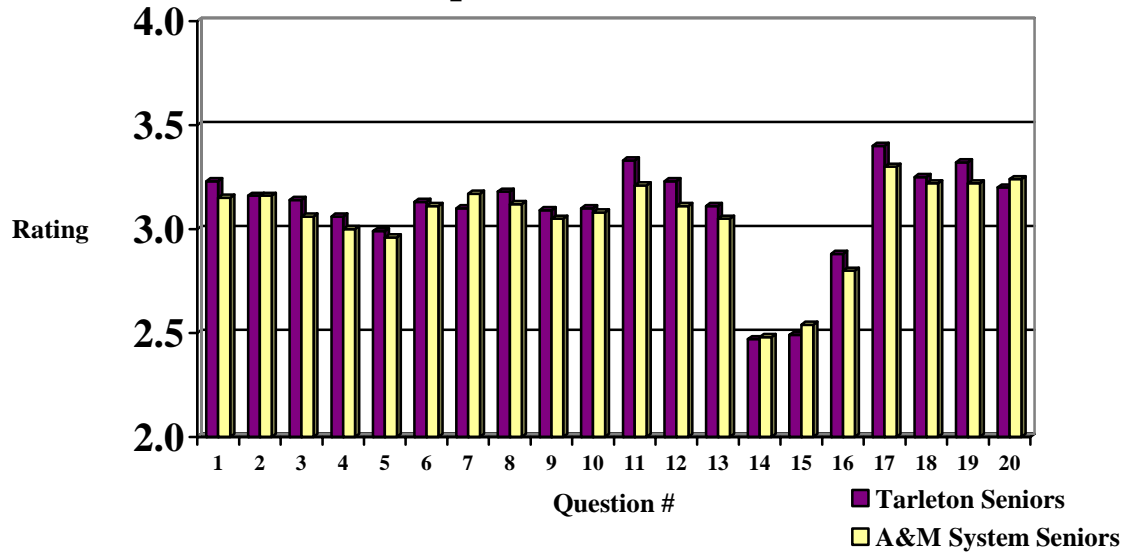


Figure 2. Senior Consortium Question Responses (NSSE)



4. Follow-Up

The results from the NSSE were provided to members of the President’s Council which is composed of all of the senior level administrators of the University. Each of these administrators provided authorization for broader distribution to various

other sectors of the University community. The responses were analyzed and areas needing improvement have been noted.

B. Survey of Organizational Excellence

1. Planning and Overview

The Survey of Organizational Excellence (SOE) is administered through the auspices of the School of Social Work at the University of Texas at Austin. One of the purposes of the SOE is to assist in beginning “initiatives to improve services and benchmark results against outstanding organizations.” The survey also notes the readiness of “employees to engage in meaningful work to improve the organization.” Another feature of the survey is the call “for candor among all employees towards building a quality organization.”

2. Data Collection

Administered in February 2008, 876 Tarleton employees were invited to complete the survey with 329 responding. This represents a 38% response rate.

3. Data Analysis

In the independent analysis by the University of Texas, one area of strength involved the topic of “Quality” which relates to the area of Organizational Features. Scores reaching a mean near or above 400 indicating a “substantial strength” include:

Within the Quality construct –

- “We develop services to match the needs of those we serve.” 402
- “We provide high-quality programs and services.” 414
- “We are constantly improving our services.” 395

Within the Strategic Capability construct -

- “We work well with the public.” 386

Table 2 outlines the results of the above two areas of the survey. The results are as follows:

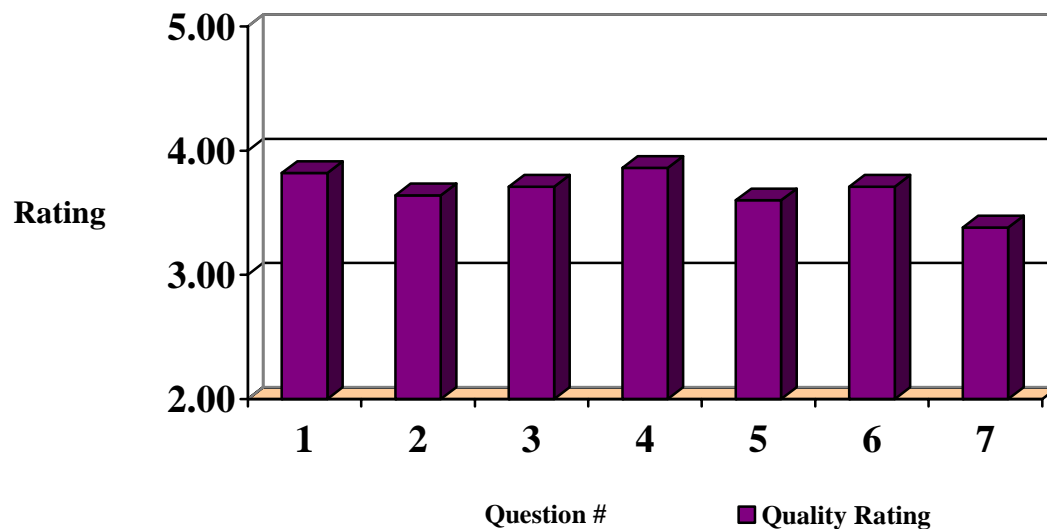
Table 2. Strategic and Quality Results (SOE)

Dimension 3: Organizational Features	Average	Standard Deviation
Strategic Feature Questions		
1. We use feedback from those we serve to improve our performance.	3.82	0.99
2. We work well with other organizations.	3.64	0.93
3. We work well with our governing bodies (the legislature, the board of regents, etc.).	3.71	0.85

Dimension 3: Organizational Features	Average	Standard Deviation
4. We work well with the public.	3.86	0.82
5. We understand the state, local, national, and global issues that impact this organization.	3.60	1.02
6. I have a good understanding of our mission, vision, and strategic plan.	3.71	0.98
7. I believe we communicate our mission effectively to the public.	3.38	1.04
TOTAL SCORE:	367	
Quality Questions		
1. We are constantly improving our services.	3.95	0.98
2. We provide high quality programs and services	4.14	0.89
3. We develop services to match the needs of those we serve.	4.02	0.91
4. Outstanding work is recognized	3.41	1.15
5. We have adequate resources to do our jobs.	3.49	1.10
TOTAL SCORE:	380	

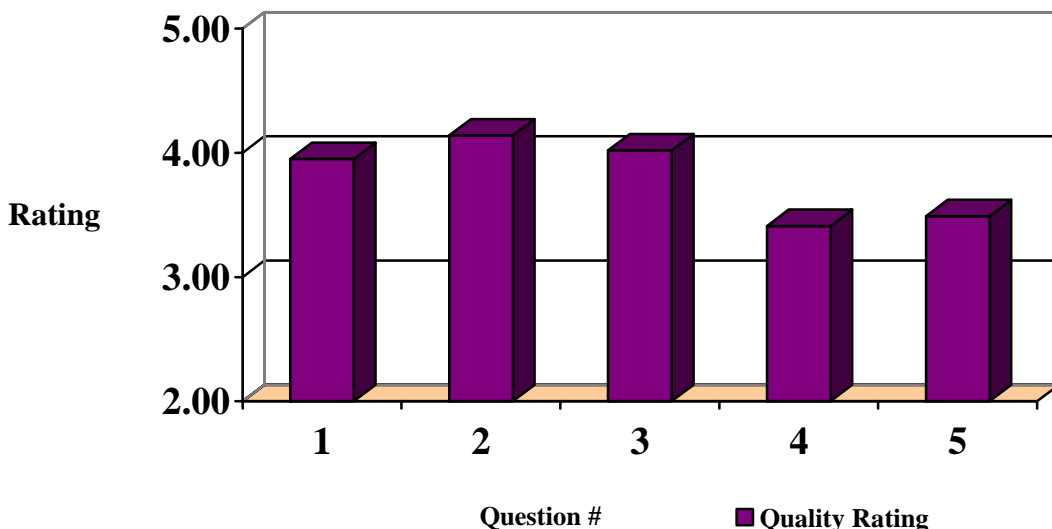
A graphical illustration of the strategic results is shown in Figure 3:

Figure 3. Strategic Features (SOE)



A graphical illustration of the quality results is shown in Figure 4:

Figure 4. Quality Features (SOE)



4. Follow-Up

All senior level administrators were presented a copy of the SOE results and a discussion was held during a meeting of the President’s Council. The strengths of the responses were analyzed and areas of improvement have been noted.

C. Other University Department Surveys

In an effort to determine the customer satisfaction of various services offered to the student and patrons of Tarleton State University, the following internal results represent a sample of surveys that were conducted by various campus departments. The data were collected from those who participate in the use of services offered by various offices. Statistical analyses were performed on the data and results are used to review procedures and practices. A brief review of the findings from the selected surveys is as follows:

Division of Student Life Assessment Overview

1. Career Services

The Department of Career Services regularly administers an Employer feedback and a Graduating Senior survey. Employer feedback is sought from those who attend the fall, spring, summer camps, and teacher job fairs. The latest results indicate (95%) rated the events as excellent/good. Other key data points include the following: (54%) of Tarleton graduates obtained a career-related job within three months of graduation. This is above the national average (49%) as reported by the

National Association of Colleges and Employers (NACE). Data from the 2006 Graduating Senior Survey noted that trends toward using online sources continue to increase: 2006 (38%), 2005 (36%) and 2004, (28%). Additional evidence of this is seen in the number of CSC website accesses which increased by 11% from last year. Compared with 2005-06, results from 2006-07 revealed 847 resumes posted (+21%) and 1,936 job postings (+25%).

2. Financial Aid

The Office of Financial Aid utilizes a web-based student satisfaction survey that is continuously available for Tarleton students to complete. Students are sent e-mail invitations to complete the survey. In 2007, 200 students completed the survey. On a 1-5 scale (1=bad to 5=excellent) the office consistently received ratings in the 4-5 category on all survey questions. Highest remarks were noted for:

- “friendliness/helpfulness of front desk staff” (4.30)
- “friendliness and helpfulness of counselor” (4.00)
- “efficiency with which F.A. handled your application” (4.15)

The office assesses individual programs as well, such as, New Student Orientation. Assessment result from the orientation surveys is used to improve/enhance the program. For example, almost 50% of the students indicated a need for detailed information regarding their financial aid at the beginning of orientation. A financial aid status report was provided in the student’s orientation packet, which has helped improve the students understanding of their current financial aid status.

3. Residential Living and Learning

Residential Living and Learning administers a Quality of Life assessment to all students who reside in campus housing. The assessment measures the quality of the housing environment by gathering student perception data relative to their individual living and learning experience. Key highlights of the survey include the following:

- **70%** (compared to 74.4% last year) of students felt a sense of community within their residence hall
- **30%** (compared to 25.6% last year) feeling there was no sense of community
- **89%** (compared to 80.5% last year) of students agreed that they were able to study in their residence halls because quiet hours were properly enforced
- **89%** (compared to 86% last year) agreed that the residential setting allowed them to interact with their peers
- **83%** of students indicated they agree or strongly agree with the statement “I am satisfied with the residential living experience”.

4. Center for Diversity Initiatives

The purpose of the Diversity/Climate survey was to identify perceptions, attitudes, and experiences of diversity among students. The Center for Diversity Initiatives (CDI) administered the Diversity/Climate survey to students, in 2007. Key highlights from the Diversity/Climate student survey include the following: (80%) of students indicated that learning about diversity related issues is important to them; (80%) of students indicated they are knowledgeable about diversity; (70%) of students indicated they accept individual differences in classroom activities; and (35%) of students indicated they support requiring a diversity course for graduation. Most noteworthy, a significant majority of students indicated that they feel safe on the campus.

5. Thompson Student Center

The Student Center satisfaction survey is regularly administered online to students. The purpose of the survey is to identify perceptions, attitudes, and student experiences relative to services provided in the Thompson Student Center. Students indicated in the survey that the lower floor renovation should include student organization office and meeting space. To accommodate additional organizations for their regular meeting space needs, students indicated a need for conference rooms. Results of the Student Organization Survey did not necessarily match up with the Spring '07 Student Satisfaction survey, probably because new service preferences for an individual cannot really be compared with needs of organizations. For example, meeting space was not a concern for an individual student, but was a big concern from the student organizations. The survey indicates several projects that could be accomplished during the '08 school year. Purchase new couches for the TV lounge. Purchase new games for the game room. Improve lighting in the lounge areas for the students to read and relax while studying. The need for more computers in the lounge areas for public use could be accomplished by having wireless laptop computers available for check out and use in the TSC. Purchase clocks for the lounge areas. The much larger items to explore with additional funding for the lower floor renovations would include the movie theater, bowling alley, Laundromat, barber shop / hair salon, and individual study rooms. The lower floor renovation should include student organization office space with lockable storage.

6. Counseling Center

The Counseling Center regularly administers an assessment. The purpose of the survey is to identify perceptions, attitudes, and student experiences relative to services provided in the Counseling Center. Survey results indicated a (13.6 %) increase in the number of scheduled hours from 1,390 last year to 1,579 this year. The overall “no-show” (NS) rate for all counseling modalities was 10.6% this past year, which is about 20.9% lower than last year (13.4%). Professional Counselors

spent 1,049 hours counseling students (918 last year). This is about a 14.2% increase in student use of counseling services compared to last year.

The Counseling Center scheduled about 86 Couples Counseling and Intakes this year (93 last year). This is about a 7.5% decrease from last year.

7. Student Leadership

The purpose of the surveys is to identify perceptions, attitudes, and student experiences relative to Greek Life, Student Leadership programs, and Freshman Duck Camp. As a result of survey data and student input, leadership certification was redesigned to be more of an inclusive group that actually became more popular among the students and had an increase of participation from 5 students to 29 and changing the name from Tarleton Association of Student Leadership (TASL) to Tarleton ELITE, as this is an Elite program on campus. We noticed that the Freshmen Leadership Seminar focused on incoming freshmen and decided to open the seminar to all classifications. The seminar has been renamed EMERGE (Emerging Leaders on Campus). While the new approach had a significant increase in the number of participants (50%), an increase of all classifications of students, including graduate students, was also noted. A concern brought forth by the students was the lack of engagement of leadership outside of Tarleton. This year Tarleton partnered with West Texas A&M and had a two night retreat in Altus, OK designed to engage students, with our motto being “Developing Global Citizens”.

8. Student Activities

The Department of Student Activities utilizes a variety of methods to assess and evaluate programs and services. All student activity programs – including orientation have established assessment instruments that gather the data necessary to improve and enhance programs. In conjunction with the Student Programming Association (SPA), the office sponsored 17 events during the fall semester and 16 during the spring. These events ranged from over 900 in attendance at the Halloween Carnival and Chuck Wagon Dinner to less than 150 at the Spray Can artists. The events touched a cross-section of interests. An average of 447 people attended the fall events and 331 attended the spring events. Of the 33 events sponsored, 15 of those events were a collaborative effort with other departments or student organizations. This collaboration helped the success of the activity by capitalizing on the skills of different students, faculty and staff from across campus. Six of the events were classified as alternative programs. The office recognized over 120 student organizations last year. The organizations represented 11 different categorical listings and approximately eight of the organizations were newly recognized groups. Student Activities approved over 950 activity permits.

9. Student Health Center

The Student Health Center regularly administers a student satisfaction, and perception survey along with tracking students' visit to the Health Center. Key

findings from the assessment include the following: (183) Women's Health Examinations were performed; the birth control contraceptives administered and distributed through our pharmacy are a great value for the students; there were 6,317 visits by students in FY 06-07; increases in students' visits may indicate a trend of more complex and serious issues; 132 students, an increase by 31 students, were seen by the Student Health Center for psychological disorders such as depression and anxiety; 488 immunizations and allergy shots were administered, this included 27 Meningitis injections; 1,279 lab tests were performed, of which 598 were sexually related, including the Thin Prep pap smear. Students' overall satisfaction with the services provided in the Health Center was positive.

10. Student Publications

The Department of Student Publications regularly assesses and evaluates programs and services. A student satisfaction survey and reader needs surveys are used to evaluate the student newspaper. In addition, student focus groups are used to determine trends, issues, and perceptions of the student newspaper. Key data points include the following: (78%) of students indicated a need to see more less world news and more campus news; and the majority of students enjoy the coverage of intramural activities in the student newspaper.

11. Student Recreation

The student recreation center utilizes a variety of student satisfaction and needs assessments to evaluate program success. Survey data indicates that recreational sports intramural programs continue to grow as more students become involved. Fall 2006 numbers reflect steady increase in student participation with Flag Football at 80 teams; 6-on-6 Volleyball with 33 teams; and Soccer with 20 teams. Spring 2007 numbers increased in overall participation in the following areas: 5-on-5 Basketball had 40 teams participating; softball teams had a record breaking 100 teams participate in Spring 2007; 4-on-4 Volleyball increased to 22 teams; and Fitness Zone numbers reflect a participation of 12,644 times women used the facility and 22,841 times for men. Challenge Course numbers through the month of July show 1,982 participants.

12. Information Technology Services

During calendar year 2007, Information Resources technicians completed 2,413 work orders and 144 survey responses were returned.

The results were:

- 135 of 144 (93.8%) agree or strongly agreed that phone support was courteous and professional
- 141 of 144 (97.9%) agree or strongly agree that the technician was knowledgeable and competent

- 143 of 144 (99.3%) agree or strongly agree that the technician was courteous and professional
- 140 of 144 (97.2%) agree or strongly agree that the problem was resolved to his/her satisfaction

13. Library

Each odd year during the fall semester, the Tarleton Libraries in Stephenville and Killeen conduct a General Satisfaction survey among its users that includes students, faculty, staff, and visitors. The survey was most recently completed in 2007.

On a scale of 1 to 5 with 5 representing the highest rating, the overall satisfaction rating for 2007 was 4.50. Prior survey ratings were 4.39 in 2001, 4.50 in 2003, and 4.34 in 2005.

III. Using the Results of the Surveys

During this academic year, at planning retreats, in the Academic, Dean's, and President's Councils, ongoing discussions about the significance of the surveys discussed in this report have occurred. The survey results are used to offer guidance for new initiatives which will be reflected in revised university and divisional strategic plans.

IV. Customer Relations Representative

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