FROSTBURG STATE UNIVERSITY
INSTITUTIONAL ASSESSMENT

Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

Frostburg State University (FSU) continues to "meet the changing workforce needs" of the region and the state (***Maryland State Plan for Postsecondary Education* - MSP - Goal 5**) through its STEM (Science, Technology, Engineering, and Mathematics) initiatives and programs in nursing and teacher education. Over the reporting period, the University has experienced a 12.0% increase in the number of undergraduates enrolled in STEM programs (from 644 in 2011 to 721 in 2012, **Managing for Results – MFR - Objective 1.1**). At the same time, the number of STEM program graduates rose by 48% (from 75 in 2011 to 111 in 2012) and continues to exceed the MFR-established goal.

STEM Initiatives and Programs

The number of STEM-related majors in residence at Sowers Hall continues to increase, representing a community of 75 students in fall 2011. Beginning in AY 2012-2013, undergraduate research opportunities for Sowers residents will be integrated more deliberately into the program. A cohort of STEM majors, whose selection will be based on demonstrated interest and motivation, will be paired with faculty research mentors from one of the STEM departments in fall 2012, with student projects to be completed during spring 2013. Participating freshmen will present their efforts at the College of Liberal Arts and Sciences' Undergraduate Research Symposium in May 2013, as well as through other discipline-appropriate methods. These opportunities will augment the already established living community to more broadly emulate the experiences students should expect as upperclassmen STEM majors.

In May 2012, FSU received approval by both the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission (MHEC) to offer a Bachelor of Science degree in secure computing and information assurance beginning in fall 2012. Unique to the Western Maryland region, this program will help meet the regional, state, and national shortage of cybersecurity professionals.

Over the reporting period, the University's bachelor degree program in engineering (electrical engineering concentration) has experienced substantial growth. Enrollment in the FSU program, which is offered in collaboration with Anne Arundel Community College through its University Consortium at the AACC Regional Higher Education Center at Arundel Mills, has increased from an initial cohort of four students in fall 2010 to ten in fall 2011.

The *2009 Maryland State Plan for Postsecondary Education* stresses that qualified workforce shortages "occur throughout STEM-related occupations, including the health care industry" (**MSP Goal 5**). Frostburg has made significant progress toward meeting critical workforce needs through its growing R.N. to B.S.N. completion program, which has seen an 88.2% enrollment increase over the reporting period (from 17 students in 2011 to 32 in 2012 - **MFR Objective 1.3**). In addition, the number of nursing program graduates rose from four in 2011 to ten in 2012.

<u>Education</u>

The *2009 Maryland State Plan for Postsecondary Education* charges institutions of higher education with the important task of "preparing highly qualified and effective teachers" (**MSP Goal 4**). Frostburg's programs in teacher education provide the proficiencies and experiences required for students to become effective, qualified educators and meet state-wide and regional workforce needs.

During the reporting cycle, FSU's teacher education enrollments declined from 573 in 2011 to 532 in 2012, as did the number of undergraduates and MAT post-baccalaureate students completing teacher training (from 161 in 2011 to 129 in 2012 - **MFR Objective 1.2**). The 2012 PRAXIS II pass rates for education students continue to remain high at 95%, but have experienced a slight decrease (1%) from 2011.

The *2009 Maryland State Plan* also recognizes the need to "strengthen the preparation of workforce candidates in all fields, as well as helping to increase the numbers of people entering high-need fields" (**MSP Goal 4**). Over the reporting period, Frostburg received approval from the Maryland Higher Education Commission, the Middle States Commission on Higher Education, and the University System of Maryland Board of Regents to offer an Ed.D. in Educational Leadership. The first cohort of 25 students was admitted at the Frostburg campus in fall 2012, with another cohort to be admitted to the FSU program at the University System of Maryland at Hagerstown (USMH) in fall 2013. This applied doctoral program is the University's first, representing the culmination of more than three years of work by FSU faculty and administration.

<u>Off-Campus Courses</u>

The number of students enrolled annually in off-campus courses continues to rise (from 4,777 in 2011 to 5,144 in 2012 - **MFR Objective 1.4**) and exceed the established MFR benchmark. This increase is attributed to continued growth of academic programs offered at off-site instructional locations as well as the University's online course offerings and fully online programs.

Enrollment in Frostburg's B.S. in Psychology at USMH has increased significantly, from an initial cohort of six in fall 2010 to 22 students in fall 2011. Similarly, the number of students enrolled in FSU's Early Childhood Elementary Education program at USMH continues to grow (from 25 students in fall 2010 to 36 in fall 2011).

An important goal cited in the *2009 Maryland State Plan* is to make postsecondary institutions more accessible to "students who face challenges related to geographic distance, family obligations, or limited mobility" via alternate means of delivery (**MSP Goal 2**). Frostburg effectively addresses this statewide need through its online course and program offerings, which have grown considerably over the reporting period. For Intersession 2012, a total of 69 course sections were offered with online enrollments totaling 813 (a 6.0% enrollment increase from Intersession 2011). For the summer of 2012, Frostburg offered 171 online course sections and experienced a 23.3% increase in online course enrollments (from 1,407 in summer 2011 to 1,735 for summer

2012). In addition to Intersession and summer online offerings, FSU's fully online programs have also grown over the reporting period. Specifically, the fully online MBA program experienced a 75% enrollment increase (from 144 in fall 2010 to 252 for fall 2011).

Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.

In September 2012, Frostburg State University was recognized by the Colleges of Distinction organization, which identifies colleges and universities that excel in four key areas: student engagement, quality of teaching, vibrancy of the college community, and success of graduates. Colleges and universities are nominated for participation in Colleges of Distinction through high school counselors' recommendation as well as quantitative research.

In its Strategic Plan, Frostburg cites "increasing student quality and improve student persistence to graduation" as an institutional priority. The University continues to develop and expand upon strategies and resources that help to attract quality students to its campus and enhance retention and graduation rates.

One important strategy is the Presidential Merit Scholarships program, which specifically focuses on recruiting students who have demonstrated academic excellence. Twenty-six scholarships have been created since July 2010 with commitments totaling $318,351. The program's goal is to secure $2.5 million in merit-based scholarships for high-academic achievers by July 2015. Other initiatives that focus on student quality and persistence are discussed below.

Undergraduate Retention and Graduation Rates

Over the reporting period, Frostburg has experienced a decline in the second-year retention rate of undergraduates (from 74.0% in 2011 to 71.0% in 2012 - **MFR Objective 2.1**). During the same time frame, the six-year graduation rate of undergraduates decreased from 56.3% in 2011 to 53.0% in 2012 (**MFR Objective 2.2**). The University expects the initiatives discussed below will enhance both performance measures and meet benchmarked goals.

In January 2012, the University hired an Assistant Provost for Student Success and Retention, who has been charged with providing leadership and coordination for University-wide programs and efforts to improve FSU student persistence and reduce time to degree. The Assistant Provost's duties include meeting with faculty and staff to implement a comprehensive retention and advising plan and coordinating assessment and evaluation of retention efforts.

Course Redesign

Beginning in fall 2011, the Department of Communication Studies applied the National Center for Academic Transformation (NCAT) model to its Introduction to Human Communication course in an effort to eliminate a bottleneck issue and allow for more students to enroll per section. Full implementation of the course redesign of the Department of Mathematics' Intermediate Algebra course took place in fall 2011, with three primary goals: improving the

success rate, reducing the gender achievement gap, and improving student performance in subsequent mathematics courses. Results to date have been extremely encouraging: the gender achievement gap has been eliminated and the student failure rate has declined. In addition, a pre-test for subsequent mathematics courses indicated that students from the redesigned sections performed statistically the same as those not required to take the developmental mathematics course. For the fall 2011 cohort, students in the redesigned developmental mathematics course also earned more overall passing grades during the spring 2012 semester than those not enrolled in the course. For the future, the Department of English's Freshman Composition course and the Department of Mathematics' College Algebra course are also engaging in course redesign pilots for the fall 2012 semester.

The National College Health Improvement Project

Frostburg's success in reducing high-risk drinking is another factor that the University expects will improve student retention and graduation rates. High-risk drinking among FSU students has dropped from 57% in 2006 to 41% in 2012, as determined through the CORE survey for alcohol and drug use administered to students every three years.

The University has also worked closely with the National College Health Improvement Project (NCHIP), another key building block in improving retention and graduation rates. The project is a learning collaborative of 32 colleges and universities that utilizes a public health model to address high-risk drinking. Initiatives implemented by Frostburg have been structured around this model, which allows colleges and universities to monitor and assess the progress of respective initiatives that address high-risk drinking.

Campus Labs

In the summer of 2012, the President's Advisory Council on Institutional Effectiveness (PACIE) reviewed FSU's early warning system and retention initiative, MAP-Works. Based on PACIE's findings and feedback from other key constituents on campus, the University decided to discontinue MAP-Works and invest in a more streamlined platform called Campus Labs.

Beginning in the fall of 2012, one of Campus Labs' components, Beacon, became Frostburg's early alert system for students who are struggling to reach their academic potential. This web-based solution focuses on a variety of factors that are the strongest predictors of student success, including social skills, confidence levels, and attitude toward learning. Beacon evaluates students' probability for academic success, produces reports for students and advisors, and recommends campus-wide resources for at-risk students. The platform also serves as a critical retention tool by enhancing the University's understanding of students' learning styles and their campus engagement.

Undergraduate Minority Student Recruitment and Enrollment

Frostburg State University continues to enhance diversity initiatives and further the understanding of different cultures by all members of the campus community. The University's

Cultural Diversity Program, which was updated in February 2012 and submitted to USM and MHEC, outlines the significant progress FSU has made toward achieving its established goals.

The percentage of African-American undergraduate students has increased from 23.2% of the total undergraduate population in 2011 to 24.4% in 2012 (**MFR Objective 2.3**). Over the reporting period, the University also experienced an increase in the overall percentage of undergraduate minority students (from 28.9% in 2011 to 32.4% in 2012 - **MFR Objective 2.4**). Both of these performance measures continue to meet established MFR benchmarked goals.

Undergraduate Minority Student Retention and Graduation Rates

The University's second-year retention rate for African-American students decreased from 73.0% in 2011 to 71.0% in 2012, as did the rate for all minorities (from 72.0% to 70.0% - **Objectives 2.5 and 2.7**). Over the same time period, the University experienced an increase in the six-year graduation rate for African-Americans (from 49.7% in 2011 to 51.1% in 2012 - **MFR Objective 2.6**), while the rate for all minorities declined (from 50.5% in 2011 to 47.9% in 2012 - **MFR Objective 2.8**).

Programs that Enhance Academic Performance and Retention

In February 2012, FSU was awarded a Maryland College Access Challenge Grant to improve the persistence rate of Pell-awarded, academically at-risk freshman and sophomore male students. The main components of the *Championship Forum* program are intrusive advising with academic coaches; mandatory workshops covering financial literacy, learning strategies, personal growth topics; and weekly study hall sessions. Participants who fulfill program requirements are eligible for stipends of $250 each semester.

Fifty students were recruited to the program in early March 2012, 36 of which actively participated during the spring 2012 semester. Of those students, ten entered the program on academic probation; at the end of that semester, seven had earned grades sufficient to remove them from probation. In addition, five other program participants earned Dean's List honors. One student was academically dismissed and two remain on academic probation; overall, 92% of the participants were in good academic standing in the fall of 2012. With 33 students returning for the fall, the persistence rate for the group is 92 percent. Twenty-one returning students earned the full stipend and 12 returning students earned partial stipends. Recruitment of new participants, particularly low-income freshman males, is continuing, with the goal of adding 20 to 25 new students early in the fall semester.

The University's Introduction to Higher Education (IHE) course was reviewed by a committee of faculty and staff in the spring of 2012, with the goal of determining IHE's role as part of first-year academic programming. The group recommended that coursework focus on ensuring students are well-versed in the skills required for academic success, such as learning strategies, time management, campus resources, and academic requirements and policies. These and other components important to student retention and success (financial literacy, diversity education, sexual assault awareness, and career exploration) were incorporated into the revised course requirements and shared with faculty as part of three training sessions conducted in summer

2012. The University expects these changes will result in greater consistency among IHE course activities and instruction, with the ultimate result of a more uniform first-year experience for all freshmen.

In summer 2012, the University assessed procedures regarding the mentorship of academic warning and probation students, who were in need of more information on institutional policies, procedures, and developmental opportunities. Beginning in the fall of 2012, informational workshops were moved from mid semester to the first week of classes to allow for students to change existing course schedules without penalty. As a result of this adjustment, workshop attendance (approximately 30% of the students invited) was higher than in the past. Information presented at the workshop included a degree progress report, grade calculator, and discussion of course repeat policies. Attendees were asked to submit personalized academic strategies to address deficiencies in academic behaviors, summarize social and campus connections, and predict semester GPA and expected number of meetings with advisors. Representatives from Programs Advancing Student Success, Financial Aid, and other student service offices discussed available services and announced upcoming developmental workshops. During the fall 2012 semester, workshop presenters plan to share data on participating students and determine whether attendance at these workshops improved students' success rates.

Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Cultural Diversity of Faculty and Staff

In line with statewide goals, Frostburg State University continues to progressively implement initiatives that enhance the cultural diversity of its faculty and staff through its Cultural Diversity Program. Over the reporting cycle, FSU experienced a slight decrease in the percentage of African-American faculty (from 3.7% in 2011 to 3.6% in 2012). The percentage of female faculty increased to 42.0% for 2012 reporting cycle and continues to meet the established MFR goal.

Faculty and Staff Retention Efforts

In an effort to help retain faculty and staff, FSU's mentoring program is designed to help new employees feel welcome and part of the campus community. During 2011, eighteen new staff members were matched with mentors. In addition, FSU's Office of Human Resources will implement PeopleAdmin in November 2012, a new applicant tracking system that will automate the entire hiring process. The system will include an employee on-boarding module that will allow the University to:

- Ensure that employees feel welcome, comfortable, prepared, and supported by their department and by the institution as a whole.
- Increase employees' ability to make an impact with the University, both long- and short-term.
- Help employees to succeed in their occupations, leading to increased retention and allowing the University to continue to meet it mission

In November 2011, the University increased the number of professionally accredited programs (**MFR Objective 3.2**) through the accreditation of the R.N. to B.S.N. nursing program by the Commission on Collegiate Nursing Education (CCNE). This award brings the total number of programs awarded professional accreditation to nine and meets the established MFR benchmarked goal.

Additionally, FSU's Periodic Review Report was accepted by the Middle States Commission on Higher Education (MSCHE) in November 2011. The MSCHE reaffirmed FSU's accreditation and commended the University for the quality of its report and periodic review process.

Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.

Over the previous four reporting cycles, FSU had maintained the USM Board of Regent's 2% facility renewal goal. While budget constraints have hindered progress and allowed for only a 1% distribution in FY 2012, the University plans to increase the amount of funding spent on facilities as budget allows. Over the reporting period, Frostburg continued to surpass the 2% rate of operating budget reallocation goal through expenditure reductions, revenue enhancements, cost avoidances, technological initiatives and partnerships to contain costs (see Cost Containment section below).

In its Strategic Plan, Frostburg cites the improvement of "facilities so that students live and learn in a modern and technologically sophisticated environment" as one of its three institutional priorities. Several facilities projects that directly address this priority are presented below.

Over the reporting period, FSU undertook several facility renovation projects, including upgrades to the Cordts Physical Education building in an effort to increase classroom space and enhance locker rooms and athletic training facilities for women's sports. Numerous on-campus sidewalks, the doors and entrance to the Cordts building, and the bleachers at Bobcat Stadium are in the process of being replaced for safety reasons and to improve Frostburg's appearance. The University has also been working closely with the City of Hagerstown to renovate a building in close proximity to the USMH and add three state-of-the-art classrooms and offices for Educational Professions faculty.

With the demolition of Tawes Hall completed in the summer of 2012, the construction of the Center for Communications and Information Technology is on schedule to begin in fall 2012. Slated for completion in spring 2014, the center will provide a centralized campus facility linking FSU's radio and television stations, academic computing, and technology disciplines. The building will also serve as a visible reminder of how Frostburg supports innovation, technology, and state-of-the-art educational experiences.

In addition, Frostburg has submitted a proposal for the construction of an Education Professions and Health Sciences Center. This facility would house the majority of the programs offered

through the College of Education, the R.N. to B.S.N. program, and the Ed.D. in Educational Leadership.

Goal 5: Promote economic development in Western Maryland and in the region.

<u>Headcount Enrollment</u>

Frostburg State University recognizes its important role in promoting "Maryland's economic vitality" through the "expansion of a highly trained workforce" (**MSP Goal 4**). Frostburg's overall headcount enrollment decreased slightly over the reporting period from 5,470 in 2011 to 5,429 in 2012 - **MFR Objective 5.1**). However, the University experienced substantial growth (15.6 percent) in total graduate student enrollment, including a 75% increase in MBA program enrollment over the last year. In addition, the number of students graduating with a bachelor's degree increased by 4.9% (from 850 in 2011 to 892 in 2012).

<u>Economic Development Initiatives</u>

As in the previous cycle, FSU again experienced no growth in the number of economic development initiatives (**MFR Objective 5.3**). However, the University undertook several initiatives in support of economic growth and change (**MSP Goal 5**) as outlined below.

In April 2012, Frostburg launched a comprehensive economic impact study that represented the first of its kind undertaken by the University. The results of this study will serve to systematically quantify the size of FSU's economic contributions in an effort to meet one of the six goals that comprise its Strategic Plan: to serve as a catalyst for economic development in Western Maryland, the region, and the state.

In addition to its ongoing support of the Western Region's Small Business Development Center, the College of Business has committed resources over the reporting period toward the opening of a small business incubator adjacent to the USMH in downtown Hagerstown in April 2013. Occurring in tandem with the offering of a Small Business/Entrepreneurship minor at USMH, the incubator will serve as a catalyst for student ventures that contribute significantly to job opportunities in the community and play a vital role in the development and growth of downtown Hagerstown.

Goal 6: Promote activities that demonstrate the University's educational distinction.

<u>Educational Outreach</u>

Frostburg State University is nationally known for its outreach programs that connect students, faculty, and staff to the local community. In April 2012, FSU was honored by the Corporation for National and Community Service as a leader among institutions of higher education for its support of volunteerism, service-learning, and civic engagement. Over the reporting period, student participation in community outreach activities increased from 3,327 in 2011 to 3,535 in 2012.

In February 2012, the University was the recipient of a College Preparation Intervention Program award from MHEC to provide information to high school students about the range of career options available through post-secondary education and prepare them to take college-level courses. In collaboration with the Allegany County Board of Education and Allegany College of Maryland, FSU's Pathways to Success project worked with a cohort of 158 college-ready students who passed or scored highly on Mathematics and/or English sections of early college placement tests.

During spring 2012, two Pathways to Success workshops were hosted on the FSU campus, with 27 college-ready students participating in hands-on academic enrichment activities conducted by University professors and students. Offerings were designed specifically to give the participants a taste of college instruction and student participation in the learning process. The respective sessions also included information regarding requirements for majors, potential job opportunities, and learning levels.

Also as part of the Pathways to Success project, eight STEM students from Sowers Hall conducted panel sessions with high school students from four Allegany County public high schools. The STEM students shared with these prospective college freshmen their views of academic and social life on campus and gave advice on preparation for the pending transition to postsecondary education. Ninety-five members of the high school cohort attended these presentations, yielding a 60.1% participation rate.

Campus Response to Question Raised by the Commission

Objective 6.2 – Increase students' involvement in community outreach to 4,000 in 2014, from 3,538 in 2009.

Commission Assessment: Student involvement in community outreach declined by 10.9% from 2010 to 2011. Discuss the factors affecting student participation in outreach programs and the strategies that are used or will be used to increase student participation.

The decline in the number of students involved in community outreach in 2011 can be partly attributed to a vacancy in the director's position of the Office of Leadership and Civic Engagement (OCLE) during the spring and summer of 2011. While the director position was vacant, the associate director was charged with managing FSU's student community service components as well as its leadership programs. In order to ensure the execution of the large scale programs and events that account for a large portion of the University's student volunteer population (e.g., Relay for Life, the Sloop Institute for Excellence in Leadership, the President's Leadership Circle programs, and the Day of Caring and Sharing), several of the smaller leadership and service programs were not included in the spring semester's schedule.

In July 2011, the Office of Leadership and Civic Engagement was split into two offices, a Director was hired for Leadership and Experiential Learning, and the associate director assumed the responsibility of the newly formed Office of Volunteerism and National Service. During the following year of transition, volunteer numbers again began to climb as programming and

volunteer opportunities were added back into the portfolio. As a result, the number of students involved in community outreach has increased to 3,535 for the current reporting cycle.

Objective 6.3 – Increase the number of faculty awards from 33 in 2009 to 50 in 2014.

Commission Assessment: The number of awards decreased by 56% from 2010 to 2011. Identify plans to increase recognized achievement by University faculty.

Commensurate with its Strategic Plan, Frostburg State University seeks to promote an environment where faculty are valued and appreciated. The institution is fully committed to featuring and recognizing faculty accomplishments, and the Office of the Provost encourages all faculty to present and attend at regional, national, and international conferences.

In March 2012, President Gibralter announced the establishment of the President's Distinguished Faculty Award. This prestigious award recognizes faculty who engage in activities that advance the University in ways that are consistent with FSU's mission, goals, and action priorities as outlined in the Strategic Plan. The FSU Foundation Opportunity Grants are awarded to projects developed by students, faculty, and staff that are aligned with the Strategic Planning priorities. The grants are designed to facilitate a sense of ownership within the University. The program has grown from $41,000 in support of eight projects in 2009 to over $101,100 to fund 43 projects in FY 2012.

Finally, through a collaboration with the Faculty Senate chair and the President's Advisory Council on Institutional Effectiveness, Frostburg also offers the President's Experiential Learning Enhancement Fund. This fund, which has awarded $35,000 for the second consecutive year, was created to support faculty projects that specifically engage students in an experiential learning opportunity.

COST CONTAINMENT

Frostburg State University developed new methods and used continued past practices to contain costs and increase revenue in fiscal year 2012. The specific actions taken by FSU in FY 2012 are listed below:

Item Description	Savings/Revenue Generated
Signed contract with local vendors to allow FSU students to use debit cards	$5,000
Negotiated beverage contract	$118,000
Realized discount for UPS service	$2,000
Completed curricular transformation in multiple areas -reduced sections	$58,000
Savings realized in discount advertising	$27,000
Reconfigured Academic Computing and Center for Instructional Technologies	$33,000
Realized savings from the use of energy efficient lighting systems	$20,000
Recognized savings from shower head replacement on campus	$10,000
Partnered w/ Allegany County to provide enhanced bus service to FSU students	$29,000
Signed contract with US Cellular to build a cell phone tower on campus	$16,000
Realized net profits from Morgan Wootten basketball camp	$150,000

Provided incubator space in Tawes Hall	$15,000
Partnered with USM Hagerstown Center	$100,000
Realized savings from installation of occupancy sensors on campus	$6,000
Prepared the 5 year plan in-house	$100,000
Participation in the demand/response program for electrical consumption	$16,000
Utilized an existing software package for the campus alert system	$7,000
Rebate for Alleghany Power for the purchase of energy efficient lighting –PAC	$33,000
Realized savings from implementation of e-billing	$200,000
Remodeled Leake Room and Dunkle Hall in-house	$50,000
Utilized Advance data system	$4,000
Set all printers to default duplex printing in all computer labs & the Library	$5,000
Developed Student & Educational Services Division on-line forms	$5,000
Outfitted Framptom Hall with energy efficient roof & air-cooled chiller	$4,000
Savings from added insulation under the roof of three existing buildings	$3,000
Savings from replacing micro-fridges with energy star rated equipment	$10,000
Savings from replacing the chiller in the Hitchins building	$1,000
Realized savings from switching to virtual servers	$30,000
Saved using payroll direct deposit and online access to pay information	$6,000
Created an efficient parking interface and produced electronic 1099T forms	$7,000
Realized savings from on-line efforts in Human Resources	$7,000
Implementation of HR web-based recruitment and retention software	$5,000
Savings from eliminating watermarked letterhead from the storeroom inventory	$3,000
Increased number of on-line course offerings in summer and winter sessions	$600,000
Purchased and installed University's own telephone switch (PBX)	$165,000
Total	**$1,850,000**

Frostburg State University recognized expenditure reductions, revenue enhancements, cost avoidances, technological initiatives and partnerships to contain costs for FY 2012. These actions total $1,850,000 for FSU.