

Board of Regents Report
August 6 & 7, 2015
Instructional Affairs

Program Prioritization Update:

- Employment and transfer data collected from all programs
- Transfer courses identified.
- Certificate of Achievement in Bookkeeping, Secretarial Science, and Agriculture and Food Technology are under revision to become pathways to degree programs.
- Remaining work includes:
 - external stakeholder input on associate degree program changes
 - revision in admission policy to allow pathway from certificate to degree

**Details are attached in appendix A.*

Proposal to Change College Entrance Test:

The college will propose to change from COMET to Accuplacer.

The college currently uses an entrance test called COMET. COMET is composed of an essay with prompts written by the Languages and Literature Division; a math component developed by the Natural Science and Math Division; and the Nelson-Denny Reading test. Questions continue to be raised concerning the validity of this test. Recent changes in U.S. Department of Higher Education raise more concerns. The U.S. Dept. of Higher Ed. has partially reinstated the ability-to-benefit regulations for federal financial aid. As a result universities and colleges are increasingly accountable for determining a student's ability to benefit from the college experience. The U.S. Dept. of Higher Ed. has identified a number of acceptable testing instruments to determine the ability to benefit. One such test is Accuplacer. Accuplacer can be administered electronically or on paper. The paper test is composed of 3 English Reading tests and 3 math tests. The tests are not timed.

Interim VPIA ran a pilot test in fall 2014 using Accuplacer. Details of this study are in Appendix B. The college would have to determine exact scores for placement based on learning outcomes for each course to make the move to Accuplacer. Accuplacer is based on a set of skill levels and these skills need to match the learning outcomes of courses taught at the various levels. The results of the pilot test showed that the students tested with COMET placed similarly with Accuplacer. There may be a need to test a larger population with Accuplacer before full implementation.

Academic Success Data

Number of Summer Classes Offered

Campus	Total Classes	3 rd YR Teacher Prep	ACE II/ESL 089, 099
Kosrae	22	1	1 ACE sect./3 ESL

Pohnpei	26	0	2 ACE sects./3 ESL
National	55	3	2 ESL
Chuuk	27	0	1 ACE/2 ESL
Yap	10	2	1 ESL

Improving Academic Quality:

- Jennifer Hainrick and Karleen Manual presented at the Annual Pacific Island Association of Libraries and Archives conference July 27 – July 30, 2015.
- Peltin Pelep presented at the Native American and Pacific Island Research Experience conference July 13 –July 16, 2015.
- Kind Kanto participated in the 2015 Indegenous Fellows Institute and developed a course outline on Climate Change.
- Pohnpei Campus will host four new World Teach instructors for the 2015-2016 academic year.
- Languages and Literature division hired three new faculty beginning fall 2015 semester.
- Program change plans – see beginning of report for Program Prioritization Implementation Update.
- Refrigeration and Air Conditioning program modification. (see Board Action item)
- National Campus and Trio programs piloted Achieve 3000 this summer. Achieve 3000 is an online reading program aimed at increasing a student’s reading comprehension and vocabulary.
- Dr. Barbara B. Smith, retired professor of University of Hawaii at Manoa donated a collection of Micronesian music. Dr. Smith traveled through Yap, Ulithi, Chuuk and Pohnpei in 1963 making recordings of music and chants. This collection is preserved in digital format and now belongs to the College of Micronesia-FSM. The music is available from the Pacific Collection in the Learning Resource Center.

Student Success:

- The Career and Technical Education servicing center was very successful this past year. The students serviced an average of eleven (11) customers each semester and summer. Appendix C is a full listing of the services provided.
- Yusin Shipping Company hired two motor vehicle mechanic graduates. Kelvin Torres and Kariti Batikare Jr. were hired as marine engine mechanic trainees. They will spend three months training on the ship and one year training in Korea.
- ESL and ACE were begun 10 days later to allow new students access to these classes this summer. Successful students will join college level courses in fall 2015.
- Languages and Literature division organized a Liberal Arts “Informational Workshop” to provide students information on what they can do now to prepare for transfer to other institutions.
- Music students gave final performances on July 10.

- Micronesian Studies students and faculty coordinated a forum to provide a platform for Pohnpei at-large candidates to present before the college community.
- Representatives from Daishin Fishery Co., LTD from Tokyo, Japan interviewed 6 FSM-FMI graduates. Of the 6 interviewed, the fishing company will employ 4. The graduates are: Jonathan Giltamag, Advanced Certificate of Achievement in Fishing Technology, Spring 2013; Rolison Hasiugluw, Advanced Certificate of Achievement in Navigation (Class 5 Master); Sylvester Ngalen, Advanced Certificate of Achievement in Marine Engineering (Class 5); and Shaun Tauog, Certificate of Achievement in Navigation (Class 6 Master). Both Rolinson Hasiugluw and Shaun Tauog also took fishing technology courses.
- TRIO Program Data

PROGRAM	% of Seniors Passing COMET	# of Seniors attending Summer 2015
Educational Talent Search Program	90%	35
Upward Bound	100%	21

Appendix A

Summary of Program Data Updates

Program faculty members were asked to provide updated information for each program. The information requested was:

- List of potential employment options for students
- Number of students currently employed in major area
- List of transfer options/how well students are prepared for transfer to a 4 year university
- Dialogue with at least one area university for relevance of program and transfer ease
- Consult advisory group (professionals in the major area) for necessary skills/knowledge a student must have
- Proposed changes to program with timeline for completion and who is responsible.

Information was requested for certificate, associate and third-year majors. This report will focus on the associate level majors because this is the area that needs the most attention.

The certificate programs reports indicate that changes need to be made immediately. The certificate programs were designed to be terminal certificates and to enhance skills of those people already in the workforce. The focus of the certificate programs must shift to pathways for preparing students who are not prepared for college level courses.

Following you will find a table for each of the types of information requested for the associate majors.

TABLE I. Potential Employment Options by Major/# Employed

Most jobs are at the entry level or students have transferred to 4-year institutions and received advanced degrees for employment. All associate degree programs indicated that transfer to a 4-year institution is the primary goal of the program. The primary goal of the applied associate degrees is employment.

MAJOR	EMPLOYMENT OPTIONS	# of STUDENTS EMPLOYED in MAJOR FIELD
Ag. Natural Res. Management 10 options	Land Grant, state ag. div., nat. ag. Nature Conservancy, PCS, USDA Nat. Res. Mngt., USDA Farmers Home Admin., EPA, PIFC, private stores (some require adv. Degrees)	11
Business Administration 18 options	Bank teller, cashier, bookkeeper, accounting clerk, receptionist, secretary, admin. Assist. loan clerk,	22 of 31 surveyed

	store clerk, front desk clerk, customer relations clerk, accounting staff, office staff, clerk typist/encoder, warehouse or inventory clerk, salesperson, sales agent, entrepreneur	*includes 3 rd year students
Computer Information Systems 12 options	Junior programmer, web page developer, desktop support staff, desktop publishing/graphic designer, junior/assistant network administrator, data encoder, bank teller, computer sales staff,, computer technician, junior/assistant database administrator, computer secretary, entrepreneur	10 of 41 surveyed *12 more, but not in CIS related jobs
Education – pre-teacher prep	Any public school in FSM, private elementary and high schools	*estimated 90% of graduates are employed
LA/Health Career Opportunity Program	Hospital staff and service work, federal and state public health agencies, private clinics (Program is primarily transfer to health career programs. Those employed have achieved adv. degrees)	At least 20 since the beginning of the program. All after achieving higher degrees (doctor, pharmacist, dentist, x-ray tech, nurse)
Hospitality and Tourism 5 options	Local hotels, restaurants, and other food service businesses, tour and dive shops, United Airlines, local travel agencies, event planning firms	11 of 52 graduates are employed
Liberal Arts	Transfer program	
Marine Science 7 options	Observers on Board Program, CSP, Office of Fisheries and Aquaculture, MERIP, NORMA, private sector in fisheries, land grant	17 *some after achieving higher degrees
Micronesia Studies 3 options	Court offices, legal/law offices, social work	5 *most transfer
Nursing 3 areas	Dept. of Health Services, Private clinics/hospitals, community health center	7
Public Health 4 areas	Division of Public health, community health centers, Dept. of Health, NGO	9
Building Technology	Many companies who need maintenance workers – electricians, plumbers, (COM-FSM, PSH, FSM Surveillance, PUC, Public Health	8

Electronics Technology	Telecom, V6AH, Scooby's Store, PPA, COM-FSM,	4
Telecommunications	FSMTC, Micro PC, COM-FSM, PPA, PHA, DOE	11

Table II. LIST OF TRANSFER OPTIONS & # OF STUDENTS WHO HAVE TRANSFERRED.

No information on ease of transfer was indicated in the reports. There is no data on how well these students are doing at the four-year university except that noted by FNU and the students who go there for science/health related programs of study.

MAJOR	TRANSFER OPTIONS	# of STUDENTS TRANSFERRED/PREPARED For TRANSFER
Ag. Natural Res. Management	University of Guam University of Hawaii, Hilo	6
Business Administration	Third Year Certificate at COM-FSM University of Guam	Consulting with UOG
Computer Information Systems 12 options	University of Guam University of the South Pacific University of Hawaii, Manoa	9
Education – pre-teacher prep	Third Year Certificate Partnership BA – UOG University of Guam	
LA/Health Career Opportunity Program	University of Guam University of South Pacific University of Hawaii COM-FSM Nursing/PH Fiji National University	FNU says students lack solid science foundation. (Grant opportunity with PIHOA to strengthen HCOP program)
Hospitality and Tourism 5 options	University of Guam	
Liberal Arts		
Marine Science 7 options	University of Hawaii, Hilo University of Hawaii, Manoa	

	University of Guam University of South Pacific Zhejiang Ocean University-China	
Micronesian Studies 3 options	University of Guam University of Hawaii, Hilo University of South Pacific COM-FSM Trial Counselor	21 of 28 surveyed
Nursing 3 areas	University of Guam Fiji National University University of Hawaii, Manoa	
Public Health 4 areas	University of Guam Fiji National University University of Hawaii, Manoa	8
Building Technology		
Electronics Technology		
Telecommunications		

Dialogue, Relevancy of Program and Advisory Councils

Program faculty members have dialogued mainly with the University of Guam, University of Hawaii at Hilo and Manoa, and Fiji National University since these are the most common universities where most of the COM-FSM students transfer. The data on transfers and success after transfer is not reliable at this time. The Nursing, Public Health, and Trade and Tech. programs have advisory councils established at this time. The education faculty dialogue regularly with FSM Department of Education. Marine Science faculty have feedback from the following agencies: MERIP, CSP, and OFA. The agriculture program is a participant in the Caribbean/Pacific Consortium which promotes careers in agriculture and related fields.

Program Changes

Program changes include modification of courses to include latest information, update program learning outcomes, change focus of the CIS program to ICT, and delete some courses and add others that are more appropriate for students. Change admission policy so students will move from certificate to degree after achieving learning outcomes rather than re-taking the college entrance test. Revise the certificate programs to include English, math and science skills needed for degree course work.

NEXT STEPS:

- Since the primary purpose of the associate programs is transfer, the focus needs to shift from preparing students to enter the workforce to preparing students for transfer to a four-year institution. Transfer courses have been identified.
- Instructional Affairs to plan advisory council meeting to seek input on program changes from external stakeholders.
- Delete all courses that don't transfer or meet general education requirements
- Share data on number of quality programs college can support with emphasis on student access and success
- Reduce number of programs to a number that the college can offer with quality and sustainability.

Appendix B

Accuplacer Pilot Study Fall 2014

BACKGROUND

This short study on placement of students at the College of Micronesia-FSM is in response to a declining enrollment for the past four years. Sandy Pond Associates has been assisting the college to help determine causes for the decline in enrollment as well as searching for solutions. The college uses an entrance test to determine admission as well as placement into math and English courses. There are questions concerning COMET since parts were developed in-house. One of these questions is do students place about the same using COMET as they do using a standardized placement test such as Accuplacer?

COMET consists of a math section, reading section and an essay. The faculty from the division of math and natural sciences developed the math section in-house. The current reading test used is the Nelson/Denny Standardized Reading Test. The faculty of the Languages and Literature division each year provide sample essay topics and the committee on Recruitment, Admissions, and Retention select the topics from the samples. The essay is graded with an analytic rubric. Essay scorers meet together prior to reading the essays and run a calibration exercise to make sure each scorer is using the rubric in the same way. Two readers then read each essay. If there is a difference of 5 or more in the two scores, then the essay is read by a third reader.

Admission using COMET is determined on the following criteria:

Degree-Level: Essay ≥ 34 AND Comprehension ≥ 23 (9th grade)

ACE: Essay ≥ 28 AND Comprehension ≥ 20 (7th grade)

Certificate-Level: Essay ≥ 20 AND Comprehension ≥ 15 (5th grade)

There are also alternate criteria for students who may have high scores in math, but lower scores in one of the English sections. This alternate criteria is:

From non-admit to certificate level:

1. Comprehension ≥ 26 (10th grade)
2. Essay ≥ 20 AND Comprehension ≥ 14 (4th grade) AND MS ≥ 096

From certificate-level to ACE

1. Comprehension ≥ 26 (10th grade)
2. Essay ≥ 36 AND Comprehension ≥ 17 (6th grade) AND MS ≥ 096

From ACE to degree-level

1. Comprehension ≥ 26 (10th grade)
2. Essay ≥ 28 AND Comprehension ≥ 22 (8th grade) AND MS ≥ 096
3. Essay ≥ 42 AND Comprehension ≥ 17 (6th grade) AND MS ≥ 096

Administration of COMET is as follows:

Nelson/Denny Reading Test – the extended time for ESL students is used for the two parts of this test. Part I is vocabulary and part II is reading comprehension. Both parts are timed at 56 minutes for ESL students versus 35 minutes for regular administration.

Essay is timed at 40 minutes

Math with four sections of ten questions is timed at one hour. Students may use calculators on the math tests.

On the other hand, Accuplacer companion tests are not timed, so each student was allowed as much time as needed to complete each section. Students were also allowed to take a lunch break. The ESL English tests consisted of Reading Skills, Language Use, and Sentence Meaning. The math tests consisted of arithmetic, elementary algebra, and college math.

A SMALL STUDY

Procedure: An announcement recruiting 100 new freshmen to take the Accuplacer tests was posted at National Campus and the Center for Technical Education. Each test taker was offered lunch and a \$20.00 incentive. 100 students registered to take the test and 88 students actually took the tests.

The 88 new freshmen were given the paper based Accuplacer Companion Tests for ESL English and math. 2 of the students were not actually new freshmen, so the comparison is based on 86 students. 81 of the students placed into degree programs at COM-FSM, 4 students placed in Achieving College Excellence (COM-FSM developmental courses) and 1

student was a certificate student as placed by COMET. They took the COM-FSM entrance test (COMET) during the spring 2014 semester of their senior year in high school. The students were divided into 4 groups of twenty-five each. Each group was assigned one test proctor. Each proctor was trained prior to the administration of the tests.

Accuplacer is not timed, so once a student finished one test, they were allowed to go onto the next test. All proctors administered the tests in the same order so the three math tests were arithmetic, elementary algebra, and then college algebra. The ESL tests were reading skills, language use, and sentence meaning. Students were allowed a lunch break if they wanted one.

Results: COMET and Accuplacer are different tests, so the comparison of these two tests is based on placement.

Accuplacer provides a survey of two and four year colleges and universities to help determine placement. The table below is the survey results for the ESL English tests. I averaged the scaled scores of the three ESL tests for Accuplacer placement. The table provides a range of scores at the highest level of placement as 84 – 120 or 85 – 102.

**Survey of ACCUPLACER ESL Tests
Used for Placement into English-As-A-Second Language Courses**

RS = Reading Skills, LU = Language Use, SM = Sentence Meaning Scores															
Level 1 (highest)			Level 2			Level 3			Level 4			Other			
RS	LU	SM	RS	LU	SM	RS	LU	SM	RS	LU	SM	RS	LU	SM	Course
Average of three tests 84 -120			Average of three tests 72 - 83												
Average of three tests 85-102			Average of three tests 66-84			Average of three tests 45-65						Average of 103-120 branch to Sentence Skills test			
116-120	116-120	116-120	101-15	101-105	101-115	81-100	81-100	81-100	55-80	55-80	55-80	20-54	20-54	20-54	
100-120	91-120	100-120	55-99	50-90	60-99										
Composite 311-360			Composite 250-310			Composite 0-249									
Average of RS and LU 89-97			Average of RS and LU 78-88			Average of RS and LU 45-77			Average of RS and LU < = 44 refer to ABE						
94 +			81-93			68-80			55-67			105 + Take Reading Comprehension			
Average 103 - 120			Average 93 - 102			Average 73 - 92			Average 44 - 72			Average 36 - 43			
Avg of 4 ESL tests ≥ 100 and WP ESL = 5			Avg of 4 ESL tests ≥ 100 and WP ESL = 4			Avg of 4 ESL tests ≥ 91 and WP ESL < 4 or not taken			81 ≤ Avg of 4 ESL tests < 91			53 ≤ Avg of 4 ESL < 81 - Level 2 Avg of 4 ESL < 53 - Level 1			
96-120	91-120		71-95	66-90		46-70	41-65		25-45	25-40		20-24	20-24		See advisor

The entire range of scores of the 86 students on Accuplacer was 38 – 119.
 66 of the 86 students achieved and average score of 84-120.
 The remaining 22 students placed as follows:
 15 in level 2 66 – 84
 4 in level 3 45 – 65 (Certificate student scored in this level.)
 2 in level 4 with scores of 38

COMET Placement

OVERALL PLACEMENT

COM-FSM placed 81 of the 86 students into degree program.
 4 students placed into Achieving College Excellence (ACE)
 1 student placed into certificate program

READING PLACEMENT

33 of the 81 students started with college level English reading
46 of the 81 students started with one developmental English reading class.
2 students – Need to consult student services for placement.

WRITING PLACEMENT

49 of the 81 students started with college level writing
30 of the 81 students started with developmental writing
2 students – Need to consult student services for placement.

MATH

Currently the college does not regularly use math scores for entrance into degree program only placement into a math class. The alternate criteria used to move students from non-admit, to certificate or certificate to ACE or ACE to degree program includes a math placement.

The Accuplacer math scores used for comparison placement below are what students need to get into college level math. The table below is a sampling of scores from the Accuplacer survey.

AR	EA	CLM
60-120	80-120	20-81
69-120	90-120	46-58
76-120	79-120	35-79
41-120	67-120	
65-120	76-120	
	106-120	41-78
	90-120	20-81
	95-120	
	71-120	
		43-69
		53-85

AR – Arithmetic; EA – Elementary Algebra; CLM – College Level Math

There seem to be a wider variety of approaches to using the math scores for placement. Some schools use scores from all three tests, some use scores from two tests, and some use scores from only one of the three math tests. The numbers I am reporting for comparison are based on the use of three scores. The reason for this is that COMET math is divided into four sections. A student must score 7, 7, and 6 to get into college level math.

Accuplacer Results:

33 of the 86 students scored 60 – 120 on the arithmetic.

Only 4 of the 33 scored 80-120 on elementary algebra.

All 33 scored at least 20 on the college level algebra. **Using the first set of scores in the table above only 4 of the 86 would have placed into college level algebra.** Using 20 does not appear to be reliable since it is the lowest possible scaled score. 55 of the 86 students scored 20 on college level algebra. 2 students scored 91 which was the highest, one scored 75, one scored 57, and the remaining scores were between 21 and 39.

COMET math –

1 student scored into ACE Math which is equal to MS 099.

2 of the ACE students scored into MS 100 or MS 101 so they are included in the numbers below.

1 ACE student doesn't have a math placement available for this report.

13 students scored into MS 095 and MS 096. This would be equal to the Accuplacer arithmetic and elementary algebra.

26 students placed into MS 099

27 students placed into MS 100 college level math

16 students placed into MS 101 Algebra and Trig.

3 students don't have math placements available for this report.

CONCLUSIONS

The COMET reading test placed 79 of the 86 students into degree program compared to 66 of the 86 students using Accuplacer.

The COMET math test seems to place students higher than the Accuplacer test. 43 students placed into college level math compared to 4 students using Accuplacer.

APPENDIX C

SERVICING LOG SHEET

Semester: fall 2014 and spring 2015 Summer 2015

21-Jul-15
automechanic program

Date	Client Name	Work Order #	Service Description	Receipt #	Amount	Date Return	SLO Linkage	Student Technicians
9/25/14	Zipko santos	1	engine tune-up and change oil	8219	\$ 10.00	18-14	SLO-1_2	Agustine JR.
9/2/13	iawasa taxi	1	engine tune-up and change oil	7692	\$ 10.00	9/2/13	SLO-3-4	Kariti, batikare
10/9/14	Grace Lorrin	1	engine tune-up and change oil	8226	\$ 25.00	10/9/14		Kariti & Ringlen
12/9/14	Albert Amson	2	Mounting of shock absorber	8295	\$ 10.00	12/9/14	SLO-1_2	soram, moray
12/16/14	Ryan, H	2	Replace brake pad	8300	\$ 10.00	12/16/14	SLO-3-4	ringlin, ringlin
11/13/13	lawasa taxi	2	replace water pump and radiator fan	7722	\$ 15.00	11/13/13	slo 1-2	Kariti, batikare
2/12/15	joseph,diaz	2	clean brake system and fixing reverse light	8369	\$ 10.00	2/12/15	SLO-3-4	emanuel jeffrick
2/20/15	francisco simram	9	fabrication of shifter mechanism	8370	\$ 40.00	2/20/15	SLO-3-4	kariti batikari
2/10/15	iawasa taxi	8	engine tune-up and change oil	8366	\$ 10.00	2/10/15	SLO-1_2	ringlin, ringlin
			TOTAL		\$ 140.00			
CTE servicing income spring 2015								
Mar-15	Edgar, Gardner	2	engine tune-up and change oil	8413	\$ 10.00	Mar-15	SLO-3-5	vtm members
3/19/15	mr ekiiek	2	valve cover leak	8414	\$ 10.00	19-Mar	SLO-3-4	kariti
3/18/15	irene sitek	2	brake bleeding	8406	\$5.00	18-Mar	SLO-3-4	kariti
3/18/15	gardner, Edgar	2	engine tune-up and change oil	8407	\$ 10.00	18-Mar	SLO-3-4	vtm members
3/18/15	jeziel, revera	2	engine tune-up and change oil	8408	\$ 10.00	18-Mar	SLO-3-4	vtm members
3/18/15	cupid bar	2	Replace brake pad	8409	\$ 10.00	18-Mar	3/10/15	kariti
3/10/15	Albert Amson	2	oil leak replace parts	8398	\$30.00	3/10/15	3/10/15	club members
3/10/15	keont johnny	2	engine tune-up and change oil	8399	\$ 10.00	3/10/15	SLO-3-4	vtm members
3/24/15	takasi,joseph	3	replace cooling system	8416	\$60.00	3/24/15	SLO-3-4	vtm members
			TOTAL		\$295			
4/15/15	albert amson	4	muffler replace	8429	\$15.00	4/15/15	slo 3-4	vtm members
					\$295		total amount	
					15			
					\$310.00		total amount	
4/15 2015	albert amson	3	replace wheel bearing		not yet paid	\$25.00		
4/15 2015	albert amson	3	replace radiator fan		not yet paid	\$25.00		
			TOTAL AMOUNT				\$360.00	
SUMMER 2015 SERVICING AMOUNT								
6/12/15	QULY, ALEX	4	Change brake pads	8466	\$5.00	6/12/15	slo 3-4	KARITI
6/22 15	Dr delos santos	4	replace radiator with fan	8473	\$35.00	6/22/15	slo 3-4	jkson
6/24/15	leolani anson	4	overhaul transmission		\$100.00	6/24/15	slo 3-4	jkson ,ben, kariti
6/18/15	luciano, matias	4	servicing engine leak	8472	\$35.00	6/18/15	slo 1-2	jkson ,ben, kariti
6/24/15	the village travel	4	oil change	8475	\$10.00	6/24/15	SLO-3-4	jkson ,ben, kariti
6/25/15	alissa, takesy	4	repair suspension and engine	8478	\$45.00	6/25/15	SLO-1_2	jkson ,ben, kariti
6/25/15	ariote house rental	4	replace oil seal ang power window	8479	\$35.00	6/25/15	SLO-1_2	jkson ,ben, kariti
6/26/15	willy sam	4	repair power window door bushing	8481	\$10.00	6/26/15	SLO-1_2	jkson ,ben, kariti
6/18/15	albert, amson	4	replace radiator fan			6/18/15	slo1-2	jkson ,ben, kariti
6/24/15	salba, silbanus	4	installed bushing from the lower arm			6/24/15	slo-3-4	jkson ,ben, kariti
6/29/15	naynard,david	4	installed starter motor	8482	\$10.00	6/29/15	slo-3-4	jkson ,ben, kariti
6/29/15	alfred,olter	4	installed radiator and rad, fan	8483	\$10.00	6/29/15	slo-3-4	jkson ,ben, kariti
							total amount all together	\$360+295= \$655.00 tot