

Kauai Community College Comprehensive Program Review Outline

At a minimum, each college's Comprehensive Program Review shall consist of the following components and measures. Colleges may use additional components and measures for their internal assessment process.

Program Name ___Carpentry Technology_____

Assessment Period: (e.g. 2016-2021) _____2017-2022_____

College Mission Statement :

Kaua'i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

Ke kū nei ke Kulanui Kaiāulu ma Kaua'i ma ke 'ano he kahua e ho'oulu, ho'ā, a ho'oikaika 'ia ai ka 'ike a me ka na'auao o nā kānaka a'o aku a a'o mai no ka ho'owaiwai 'ana i ke kaiāulu a me ka honua.

Kaua'i Community College fulfills its mission by incorporating the following practices. The College:

- Provides open access, affordable education;
- Welcomes and values diversity;
- Delivers educational opportunities on campus in small classes, in the community, internationally, and through distance learning;
- Provides programs that address workforce and community needs;
- Prepares and supports students individually and collectively to succeed in academic endeavors and engage in lifelong learning;
- Encourages innovation and promotes sustainability while perpetuating the unique history and culture of Kaua'i.

Program Mission Statement: Statement of the program mission and how it aligns with the College's mission.

The Carpentry Technology program provides the basic entry-level skills in the construction of buildings. Skilled carpenters are required in areas of new building construction, repair, and alteration of buildings. The program provides an introduction into the sustainable and green construction methods and materials, while offering instruction in the state's building codes for

energy efficiency. This program also enhances the graduate's entry into the carpenters apprenticeship program.

The Carpentry Technology program directly aligns with the colleges mission statement of inspiring, engaging, and empowering learners and educators. Our students enter the program with little to no knowledge of carpentry and leave with a good breadth of knowledge in all areas of the building construction trade. Our students learn in and out of the classroom and we pride ourselves in providing exception hand-on training project based learning, backed up with the math, science, and english skills needed to thrive in the building construction trade.

Part I. Executive Summary of Program Status

The Carpentry Technology program has gone through some turbulent times for the past 15 years since the retirement of the last full time faculty prior to 2003. Fortunately the program has survived and a full time faculty was hired in 2012, but only was short lived. The Carpentry courses were continued to be offered through lecturers until another full time faculty was hired in January of 2014.

One of the key components in sustaining the Carpentry program was the legislatures investment in the Construction Academy. In 2006, the Hawai'i State Legislature passed Act 234 providing funds for the establishment of Construction Academy programs by University of Hawai'i Community College campuses at Department of Education high schools. The Act was signed by the Governor on June 23, 2006.

The Construction Academy was created to provide high students with several options and to increase awareness that opportunities in the construction industry can provide a successful, satisfying, and lucrative career. The Construction Academy provides high school students with a head start on a two-year post-secondary degree, the ability to enter a post-secondary apprenticeship program at a higher, more qualified skill level, or the opportunity to join the workforce upon graduation with specialized skills and knowledge.

One of the goals of the Construction Academy was to feed students to the Carpentry Technology program. Although in theory this was the perfect way to gain student interest in high school and encourage them to enroll at the community college, program enrollments have been low throughout the years. With much effort invested by the Carpentry Program Coordinator and lecturers, direct and indirect marketing to the public is finally showing results this academic year, Fall 2017.

To improve student enrollment and program efficiency, the Carpentry, Facilities Engineering, and Electrical Installation and Maintenance Programs will be combined into the Building Construction Technology Program. With the Board of Regents approval, the new program will begin Fall 2018 for students who would like to earn an AAS Degree and will have a Certificate of Achievement. Additional Certificates of Competence in Carpentry, FENG, and EIMT are also being considered for the new program to work as a stepping stone and motivator for students not confident in starting and completing a two-year program.

Upon Board of Regents approval, a new five year plan will need to be created with new goals established. The Employer Teams from CARP, EIMT, WELD, and FENG will be combined into one, but will meet in their individual disciplines as needed. This will help the building of relationships within the industries that are involved with the program’s course content.

The island has a direct need for personnel in both construction projects and the maintaining of current and future facilities. The new program will offer education and training that will assist these Kaua’i industries to involve local companies. This will help with the growth of these industries in the areas of new and emerging technologies, both Green and Sustainable Construction and Alternative Energy. The projected growth indicates a need for trained individuals.

Part II. Program Description

The Carpentry Technology program provides the basic entry-level skills in the construction of buildings. Skilled carpenters are required in areas of new building construction, repair, and alteration of buildings. The program provides an introduction into the sustainable and green construction methods and materials, while offering instruction in the state's building codes for energy efficiency. This program also enhances the graduate’s entry into the carpenters apprenticeship program.

Part III. Quantitative Indicators for Program Review as applicable

Include 5 years of APRU data here.

Overall Program Health: Cautionary

Majors Included: CARP

Program CIP: 46.0201

Demand Indicators	Program Year					Demand Health Call
	12-13	13-14	14-15	15-16	16-17	
		4	5	16	17	

1	New & Replacement Positions (State)	275	250	248	183	232	Healthy
2	*New & Replacement Positions (County Prorated)	24	14	13	7	12	
3	Number of Majors	10.5	10	10	10	11	
3a	Number of Majors Native Hawaiian	2	5	3	4	5	
3b	Fall Full-Time	18%	45%	50%	33%	46%	
3c	Fall Part-Time	82%	55%	50%	67%	54%	
3d	Fall Part-Time who are Full-Time in System	0%	0	0%	0%	0%	
3e	Spring Full-Time	40%	33%	25%	75%	25%	
3f	Spring Part-Time	60%	67%	75%	25%	75%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	0%	0%	
4	SSH Program Majors in Program Classes	100	896	166	112	135	
5	SSH Non-Majors in Program Classes	97	51	30	39	36	
6	SSH in All Program Classes	197	140	196	151	171	
7	FTE Enrollment in Program Classes	7	5	7	5	6	
8	Total Number of Classes Taught	6	5	6	5	6	

Efficiency Indicators		Program Year					Efficiency Health Call
		12-13	13-14	14-15	15-16	16-17	
9	Average Class Size	8	6.8	7	6.4	6.2	Cautionary
10	*Fill Rate	66.6%	56.6%	58.3%	53.3%	57.8%	
11	FTE BOR Appointed Faculty	1	0	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	10.5	0	10	10	10.5	
13	Majors to Analytic FTE Faculty	9.8	10.8	9.6	10.8	10.1	
13a	Analytic FTE Faculty	1.1	0.9%	1.0	0.9	1.0	
14	Overall Program Budget Allocation	Not Yet Reported	\$27,482	\$46,642	\$32,114	Not Yet Reported	
14a	General Funded Budget Allocation	Not Yet Reported	\$25,813	\$28,969	\$27,151	Not Yet Reported	
14b	Special/Federal Budget Allocation	Not Yet Reported	\$0	\$0	\$0	Not Yet Reported	
14c	Tuition and Fees	Not Yet Reported	\$1,669	\$17,673	\$4,963	Not Yet Reported	
15	Cost per SSH	Not Yet Reported	\$196	\$238	\$213	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	3	3	6	4	6	

Effectiveness Indicators		Program Year					Effectiveness Health Call
		12-13	13-14	14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	88%	88%	79%	91%	89%	Cautionary
18	Withdrawals (Grade = W)	2	2	0	2	1	
19	*Persistence Fall to Spring	72.7%	72.7%	66.6%	66.6%	58.3%	
19a	Persistence Fall to Fall	36.3%	27.2%	50%	63.6%	27.2%	
20	*Unduplicated Degrees/Certificates Awarded	0	0	0	1	3	
20a	Degrees Awarded	0	0	0	0	2	
20b	Certificates of Achievement Awarded	0	0	0	0	2	
20c	Advanced Professional Certificates Awarded	0	0	0	0	0	
20d	Other Certificates Awarded	0	0	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	0	0	0	0	1	
22a	Transfers with credential from program	0	0	0	0	0	
22b	Transfers without credential from program	0	0	0	0	1	

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	100.00	Met
30	2P1 Completion	55.00	0.00	Not Met
31	3P1 Student Retention or Transfer	74.50	85.71	Met
32	4P1 Student Placement	65.00	0.00	Not Met
33	5P1 Nontraditional Participation	17.25	33.33	Met
34	5P2 Nontraditional Completion	15.55	0.00	Not Met

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	80.00	Not Met
30	2P1 Completion	47.00	0.00	Not Met
31	3P1 Student Retention or Transfer	75.21	28.57	Not Met
32	4P1 Student Placement	68.92	0.00	Not Met
33	5P1 Nontraditional Participation	17.50	36.36	Met
34	5P2 Nontraditional Completion	16.00	0.00	Not Met

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	100.00	Met
30	2P1 Completion	50.30	0.00	Not Met
31	3P1 Student Retention or Transfer	76.72	57.14	Not Met
32	4P1 Student Placement	69.00	40.00	Not Met
33	5P1 Nontraditional Participation	19.69	10.00	Not Met
34	5P2 Nontraditional Completion	19.36	0.00	Not Met

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	100.00	Met
30	2P1 Completion	51.00	100.00	Met
31	3P1 Student Retention or Transfer	81.00	85.71	Met
32	4P1 Student Placement	63.87	100.00	Met
33	5P1 Nontraditional Participation	22.00	0.00	Not Met
34	5P2 Nontraditional Completion	22.00	0.00	Not Met

Performance Measures		Program Year				
		12-13	13-14	14-15	15-16	16-17
35	Number of Degrees and Certificates	0	0	0	2	4
36	Number of Degrees and Certificates Native Hawaiian	0	0	0	2	3
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	6	7	5	5	2

39	Number of Transfers to UH 4-yr	0	0	0	0	1	
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Part IV. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness) based on an analysis of the Quantitative Indicators in Part I. CTE programs must include analysis of the Perkins Core indicators for which the program has not met the performance level.

Assessment Results for PSLOs. The college will develop a schedule for PSLO assessment that coincides with the years covered in the comprehensive program review so that within the review period, all PSLOs will have been assessed.

All PSLO’s are assessed throughout the CARP curriculum:

Carpentry Technology Program Student Learning Outcomes (PSLOs)

1. Read and understand blueprints sufficiently to use them to plan a project.
2. Select materials properly for a given project.
3. Maintain and care for the tools required in the carpentry industry.
4. Know and utilize Occupational Safety and Health Administration (OSHA) and State safety regulations to minimize risk and protect self and others.
5. Communicate successfully orally and in writing using computer technology.
6. Understand and demonstrate the craftsmanship standards of dependability, punctuality, and quality.

Each program course assesses students with the course SLO’s and connects that assessment to the PSLO’s each semester. Most courses address two or more PSLO’s within the individual course. In academic year 2015-16, the college made the shift from our CARD’s assessment system into a transitional phase using the LiveText. Since academic year 2016-17, all Carpentry course have been assessed using the LiveText system.

The LiveText system has made a fairly smooth transition to implementation. Program instructors and lecturers are gaining confidence in using LiveText. Some additional training would be beneficial but instructors and lecturers are using LiveText and will continue to gather more assessment data each semester as they learn to better utilize the features available in LiveText.

The Carpentry courses are unique in that each semester student learn numerous standardized skills using a number of different projects. Each course and each semester the projects changes

depending on campus and community needs. Special projects such as the Student Led Container Home and the Tiny House Micro-Grid are great examples of how the Carpentry Program has been able to provide interdisciplinary studies within the Trades and beyond. These special project also allow us to connect with community partners and serve as demonstration projects for the community and State of Hawaii.

Part V. Curriculum Revision and Review

As part of the campus curriculum revision and review process, Carpentry Technology is current in reviewing all its courses. Carpentry Program alignment throughout the system has been in discussion with the Carpentry Peer Collaboration Committee (PCC) in Fall of 2015 and 2016. It was decided that any course that did not align within the system would change course number, title, and description.

Upon Board of Regents approval of the combining of Carpentry, Facility Engineering, and Electrical Installation and Maintenance programs into the Build Construction Technology Program, some Carpentry course changes will be made. Carpentry PCC minutes are available upon request.

Part VI. Survey results

A consistent and applicable survey has not been developed as of this date.

Part VII. Analysis of Program

Alignment of Mission:

The Carpentry program at Kaua'i CC provides open access, post-secondary education to qualified students. Students develop and use critical thinking skills to repair and build various Carpentry projects. The Carpentry faculty and instructors provide students a caring environment of intellectual stimulation that challenges them to be lifelong learners throughout their professional career. The many facets of the construction industry and the challenges associated with them leads to a personally fulfilling life and contribute to the islands' economic development.

The following items have been targeted as strengths of the program:

- Committed faculty and instructors who strive to provide a breadth of industry experience to students.

- ·Use of campus resources to develop training opportunities for students as well as be of service to the campus.
- ·A resource for exploring and developing Green and Sustainable projects and practices for the culture for the community.
- ·Collaborative efforts with other divisions and campuses, providing interdisciplinary learning opportunities for students and faculty.
- ·Open communication with the Carpentry Technology departments of the other campuses as evidenced by our annual Peer Collaboration Committee meetings.
- ·An active Carpentry Advisory Board that meets annually and communicates Open communication with the Carpentry Technology departments of the other campuses as evidenced by our annual employer team meetings.

The following are areas of concern for the Carpentry Technology program:

- ·Despite industry demand, low enrollment has been an issue.
- ·Inadequacy of resources (funding, manpower, and time) to develop, reproduce, and disseminate promotional materials.
- ·Limited faculty time and resources to adequately foster community and high school development. Especially with tapping into the full potential of the Construction Academy that serves our three local high schools.
- ·Lack of a tracking system to adequately gather data that may assist in understanding the paths of our students upon graduation/job placement.
- ·Limited faculty time to develop green and sustainably sourced building materials courses.

Part VIII. Status Report for the prior year requests and Action Plan for next year

No items were requested in the prior year.

Part IX. Resource Request and Budget Implications

List in the table below resource requests greater than or equal to \$3000. Do not include requests of an ongoing nature unless it is for new permanent personnel. Do not include lecturers in your request nor overload that has to do with teaching extra courses. The ranking rubric can be found in KCCP 1-6. For multiple requests, please add additional tables as needed.

Action Plan and New Resource Request

Program Goal & Campus Strategic Goal or Priority Alignment	Our Program Goal of updating and maintaining equipment to industry standards and train students using up and coming technologies aligns with KCC/UHCC Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments. Meeting Goal 13 will also improve KCC/UHCC Strategic Goal 1: Increase the Number of Graduates.
Action Item	Update and maintain equipment to industry standards and train students using up and coming technologies
Resource(s) Request	<ul style="list-style-type: none"> - Increase Annual Operating Budget to \$6500 - Implement a 5-10 year Carpentry Replacement Equipment Budget of \$19,330 - Complete Container Storage Improvements \$8000
Person(s) Responsible and Collaborators	Program Coordinator, Carpentry Advisory Board, Facilities Engineering Advisory Board, Carpentry and FENG Instructors, KCC Facilities Maintenance Manager and Employees, Office of Continuing Education, Carpenter's Union
Timeline	Implement new Operating Budget and Equipment Replacement Budget in Fall 2018.
Indicator of Improvement	All equipment will be within Occupational Safety and Health Administration compliance as well as updated equipment for students to use.
PSLO Impacted	PSLO 4: Know and utilize Occupational Safety and Health Administration (OSHA) and State safety regulations to minimize risk and protect self and others.
Current Status	CARP and FENG instructors were consulted and agree the suggested budget will help to improve the equipment and the quality of training for students.

Goal Alignment UH System Goals, Kauai Community	Program Goals
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College Goals, and Strategic Goals	
UHCC/KCC Initiative: Hawaii Graduation Initiative	
<u>Strategic Goal 1: Increase the Number of Graduates</u>	Increase the number of graduates to 10 unduplicated certificates or more per year. Strategic Goals 2,3, and 4 (Increase Native Hawaiian, Low Income, and Transfer Student enrolment) will be addressed together with increasing our graduation rates.
Strategic Goal 5: Eliminate Access and Success Gaps	Promote job placement and position advancement for those already employed prior to completion of certificate or degree.
Strategic Goal 6: Reduce the Time to Degree: Accelerate College Readiness	Offer course scheduling that allows students to complete their certificates and degrees in the least amount of time necessary.
UHCC/KCC Initiative: Hawaii Innovation Initiative	
Strategic Goal 8: Increase Job Placement for KauaiCC Students	Promote job placement and position advancement for those already employed prior to completion of certificate or degree.
Strategic Goal 9: Increase the STEM Workforce	Promote job placement and position advancement for those already employed prior to completion of certificate or degree.

<p>UHCC/KCC Initiative: Modern Teaching and Learning Environment</p>	
<p>Strategic Goal 11: Increase Campus and Community Sustainability</p>	<p>Demonstrate and implement industry best practices across the curriculum.</p>
<p>Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments</p>	<p>Update and maintain equipment to industry standards and train students using up and coming technologies.</p>
<p>UHCC/KCC Initiative: High Performance Mission-Driven System</p>	
<p>Strategic Goal 15: Implement Hawai'i Papa O Ke Ao</p>	<p>Students will build character and connect with their multicultural learning community as well as learn Hawaiian values and culture throughout the curriculum.</p>
<p>UHCC/KCC Initiative: Enrollment</p>	
<p>Strategic Goal 17: Increase Recent High School Graduates Enrollment</p>	<p>Increase student enrolment from local, state, and national high schools. An emphasis will be placed on enrolling students out of the Construction Academy. Strategic Goal 18 (Pacific Islander enrollment) will be addressed in this effort.</p>

Strategic Goal 19: Increase High School Non-Completers and GED Recipient Enrollment	Contact high school dropout who we enrolled in the Construction Academy and encourage them to complete a GED and enroll in the Carpentry Program.
Strategic Goal 20: Increase Enrollment of Working Adults	Public outreach to adults looking to start a new profession in the Carpentry trade.

Action Plan and New Resource Request

The action plans for Carpentry revolves around two strands. The first strand involves the area facilities improvement. The second strand involves the increasing of the annual budget to allow for properly running and maintaining proper tool, equipment, and facilities safety which will allow us to continue with our ongoing projects.

Action Plan – 1

The Carpentry shop is a space utilize not only by the Carpentry Technology program but is also shared with Facilities Engineering and the Electrical Installation and Maintenance Technology programs. OCET also offers courses in the workshop as well as the various trades unions that run classes in our shop. To better utilize the space and improve the facility, we would like to complete the unfinished containers storage units behind the Carpentry Shop. This would entail pouring concrete, installing fencing, and painting unfinished surfaces in and around the container storage units. Completion of this project would allow more open working space in the Carpentry Shop which is used by many entities on campus. The increase storage would also provide a secure location for essential items needed to run the program efficiently.

Action Plan – 2

The Carpentry Technology program has done a good job of acquiring private donations and UH Foundation money to move forward with special projects that have served as demonstration

projects for the community as well as learning modules for students. To keep these projects going it is imperative to increasing of the annual budget (Action Plan 2) as well as budget for longer 5-10 year equipment replacement (Action Plan 3). Both are essential to allow for properly running and maintaining proper tool, equipment, and facilities safety which will allow us to continue with our ongoing projects.

Program Goal	Action Item	Resources Needed	Person(s) Responsible	Timeline	Indicator of Improvement	PSLO impacted	Current Status
1	1	Container Storage Improvements \$8000	Program Coordinator	Ongoing	Completion of project	All PSLO's	ongoing
2	2	Carpentry Operating Budget \$6500	Program Coordinator	Ongoing	Increased Enrollment and meeting Program Goals list above	All PSLO's	continuing
3	3	Carpentry Operating Budget Equipment/furniture funding (\$8,000)	Program Coordinator	Ongoing	Increased Enrollment and meeting Program Goals list above	All PSLO's	continuing

Resource Implications

Provide a summary of all the resources that will be needed to complete your action plans. Due to limited funding, programs should attempt to re-align, re-purpose, and reallocate whenever feasible.

All fields must be completed as defined below. Please consult with the VCAS if you need assistance.

Initial Acquisition Cost - The initial or upfront cost of acquiring the resource, e.g. for machinery and equipment the purchase price, for personnel the cost to recruit and relocate, for one-time activities such as travel or meetings the cost of the activity, for services, leases, licenses, etc. there is generally no acquisition cost.

Annual Recurring Cost - The average annual cost required to support or maintain the resource over its useful life, e.g. for machinery and equipment the ongoing annual maintenance and supplies cost, for personnel the annual salary, for one-time activities there is no recurring cost, for services, leases, licenses, etc. the annual cost, prorated if applicable.

Useful Life - The expected useful life of the resource. If the acquisition cost is \$0 then put "N/A".

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
Existing resources	Carpentry Budget \$6500	1 year	Current Carpentry enrolment is below BOR minimum suggested enrolment. Increasing the budget will help support increasing the number of graduates to 10 unduplicated certificates or more per year. Which will also address Strategic Goals 2,3, and 4 (Increase Native Hawaiian, Low Income, and Transfer Student enrolment). Many of the Carpentry projects on campus help to support numerous programs and services on campus. I.e. picnic benches for staff and

			students, Apiary steps and walkway, Graduation Stage and annual set up stages, etc.
Existing resources	Carpentry Replacement Equipment Budget \$19,330	5-10 years	Same as column above.
Container Storage Improvements \$8000	none	20+ years	Same as column above.

Carpentry Annual and Long Term Budget (all courses)

Each of the following Carpentry Courses are offered once every two years.

<p>CAPR 20B&C: Intro Consumables and Materials</p> <p>5 sets of Impact/Drill Combo's \$1300 Misc. Screws \$200 Nails: 16 penny 2 boxes, 8 penny 2 boxes \$400 Palm Sander (4) \$250 Hand Saws (5) \$60 Plumb Bob (5) \$40 Miter saw blades (10) \$250 Circular saw blades (10) \$120 Table saw blades (8) \$250 Jig Saw blades (5 packs) \$50 Sawzall blades (5 packs) \$75 Tape Measure (10) \$250 Drill Bit Set (5) \$150 Masking Tape \$50 Shop Vacuum Filter \$40 Generator Maintenance \$50 Generator Fuel \$75 Safety Glasses and Dust Masks \$200 Extension Cords \$150 Misc. \$350</p> <p>Total: \$4,310.00</p>	<p>CARP 22B&C: Concrete Consumables and Materials</p> <p>Flat Shovel (5) \$75 Spade Shovel (5) \$75 Wheelbarrow (1) \$150 Trowels (5) \$100 Sponges (10) \$30 20 stakes 3ft. \$150 Misc Fasteners \$400 Layout String \$20 Marking Paint \$20 Lumber: \$500 2x4 2x6 ¾ ply Generator Fuel \$75 Misc. \$350</p> <p>Total: \$1,945</p>
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<p>CARP 41B&C: Rough Framing Consumables and Materials</p> <p>Nails: 16 penny 5 boxes, 8 penny 5 boxes \$850 Lumber 1 pallet \$1200 Misc. Screws \$200 Miter saw blades (10) \$500 Circular saw blades (10) \$100 Table saw blades (8) \$240 Jig Saw blades (5 packs) \$100 Sawzall blades (5 packs) \$100 Framing Hammers (8) \$120 Nail Pullers (8) \$120 Flat Bar (8) \$80 Shop Vacuum Filter \$40 Generator Maintenance \$50 Generator Fuel \$75 Fall Protection (3) \$800 Safety Glasses and Dust Masks \$200 Extension Cords \$150 Plate Level (1) \$300 Misc. \$350</p> <p>Total: \$4,725</p>	<p>CARP 42B&C: Finishing Consumables and Materials</p> <p>Finish Nails \$400 Screws \$200 Mud \$300 Drywall \$400 Paint \$400 Paint Brushes and Rollers \$100 Painter Puddy \$30 Caulking \$50 Masking Tape \$50 1x4 trimming \$300 Finish Hammer (8) \$80 Nail Set (10) \$40 Generator Fuel \$75 Misc. \$350</p> <p>Total: \$2,775</p>
<p>5-10 year Replacement Equipment</p> <p>Portable Table Saw (2) \$1400 Tile Saw (1) \$400 Shop Table Saw (1) \$5,000 Shop Big Band Saw (1) \$5,000 Shop Belt Sander (4) \$1,200 Drum Sander (2) \$600 100ft Tape \$30 Miter Saw (6) \$3,000 Circular Saws (8) \$1,600 Ladders \$600 Scaffolding \$1600 Drywall Trowel and Pans (5 each) \$300 Shop Clamps \$300 Speed Square (10) \$150 Framing Square (10) \$150 Extension Cords \$400 Builders Level (1) \$400 Theodolite Transit Level (1) \$800 Tripod (2) \$200</p>	

Scaffolding (2 sets) \$1200

Total: \$19,330 (5 year cycles costs \$3,862 annually; 10 year cycle costs \$1,913 annually)

