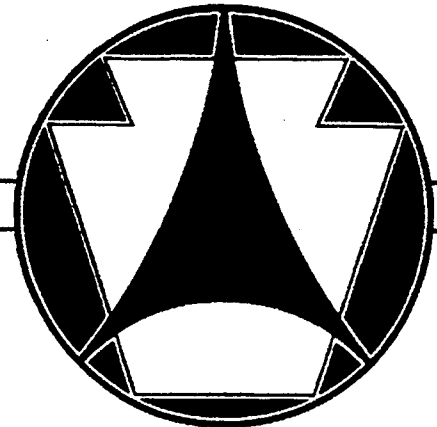




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**COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF TRANSPORTATION**

**PENNDOT RESEARCH**



**SUMMER TRANSPORTATION INSTITUTE 2000  
CHEYNEY UNIVERSITY OF PENNSYLVANIA**

**University-Based Research Education and Technology Transfer  
AGREEMENT NO. 359704, WORK ORDER 76**

**FINAL REPORT**

**May 29, 2001**

**By S.A. Eva, G. Harris, K. Chu**

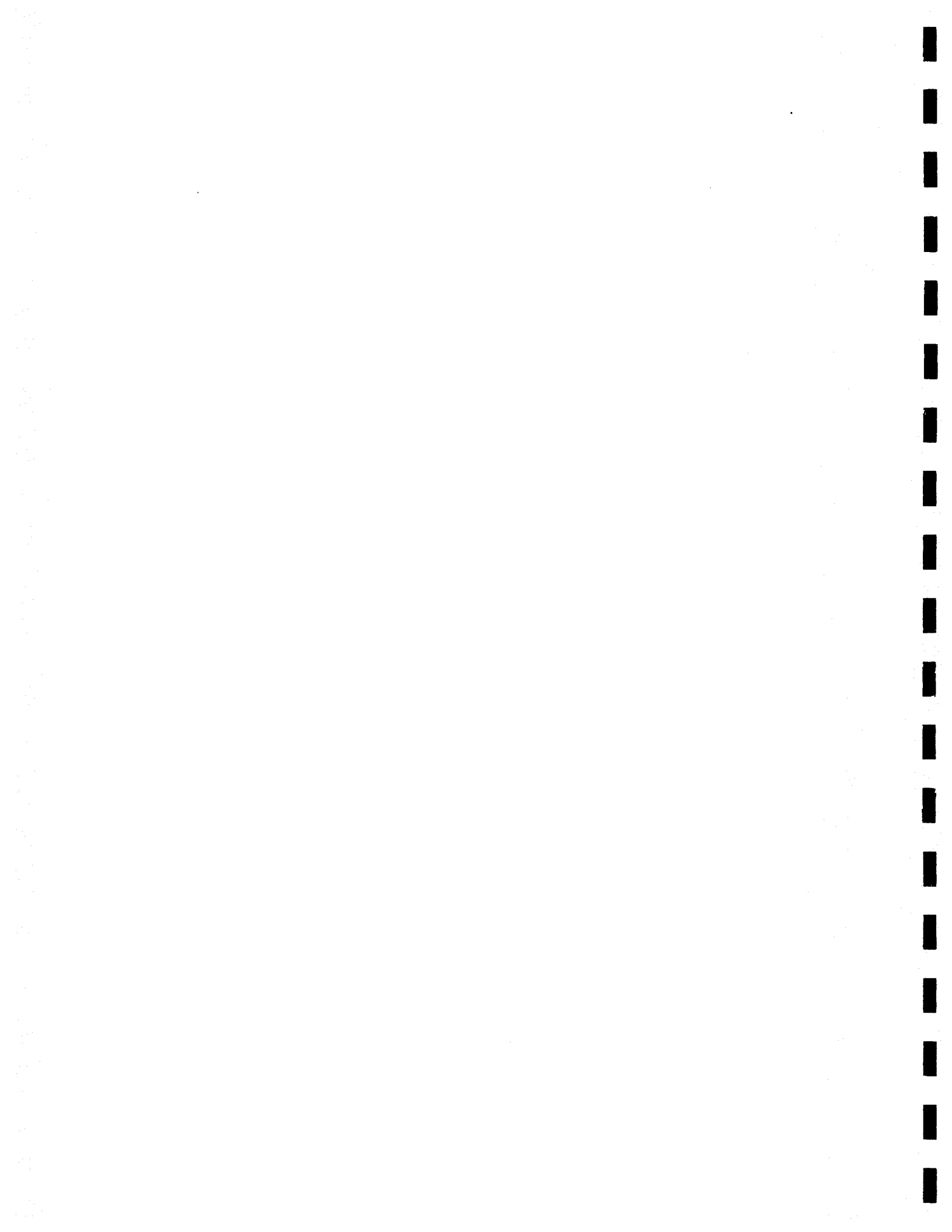
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**Pennsylvania Transportation Institute**

**The Pennsylvania State University  
Transportation Research Building  
University Park, PA 16802-4710  
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				<b>14. Sponsoring Agency Code</b>	
<b>15. Supplementary Notes</b>					
<b>16. Abstract</b> <p>Cheyney University of Pennsylvania hosted the 2000 Summer Transportation Institute (STI) from June 25 through July 21. This is the second year that Cheyney hosted the STI. The program was residential through the weekdays for high school students. Twenty-five students from the Philadelphia area and vicinity were enrolled. Three students left the program by the end of the first week. Of the remaining students, there were 12 males and 10 females. The staff consisted of seven university faculty from four departments and three students, who served as resident counselors for the program.</p> <p>The curriculum was centered on different modes of transportation and career opportunities in the transportation industry. It consisted of classroom lecture, video, computer activities, hands-on activities, individual project and group project, field trips, and speakers. All of the activities were designed to broaden the concept of transportation, introducing some basic scientific concepts in interactive ways, its history, its importance in modern life, careers in transportation, skills and educational preparation required to pursue such a career.</p> <p>In the second year of STI at Cheyney University, recruitment of students still posed some difficulty. The program needs to be publicized more effectively. The student stipend of \$100 did help the recruitment effort.</p> <p>The STI has the full academic support of Cheyney University's administration, business office, facilities and involved academic departments.</p>					
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SUMMER TRANSPORTATION INSTITUTE 2000  
CHEYNEY UNIVERSITY OF PENNSYLVANIA  
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Agreement No. 359704  
Work Order 76

FINAL REPORT

Prepared for

Commonwealth of Pennsylvania  
Department of Transportation

By

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Gregory Harris  
Kwo-Sun Chu

The Pennsylvania Transportation Institute  
The Pennsylvania State University  
Transportation Research Building  
University Park, PA 16802-4710

May 2001

This work was sponsored by the Pennsylvania Department of Transportation and the U.S. Department of Transportation, Federal Highway Administration. The contents of this report reflect the views of the authors, who are responsible for the facts and the accuracy of the data presented herein. The contents do not necessarily reflect the official views or policies of either the Federal Highway Administration, U.S. Department of Transportation, or the Commonwealth of Pennsylvania at the time of publication. This report does not constitute a standard, specification, or regulation.

PTI 2001-27



## **ABSTRACT**

The Cheyney University of Pennsylvania hosted the 2000 Summer Transportation Institute (STI) from June 25 through July 21. This is the second year that Cheyney hosted the STI. The program was residential through the weekdays for high school students. Twenty-five students from and around the Philadelphia area were enrolled. Three students left the program by the end of the first week. Of the remaining students, there were 12 males and 10 females. The staff consisted of seven university faculty from four departments and three students, who served as resident counselors for the program.

The curriculum was centered on different modes of transportation and the career opportunities in the transportation industry. It consisted of classroom lecture, video, computer activities, hands-on activities, individual project and group project, field trips, and speakers. All the activities focused to broaden the concept of transportation, introduce some basic scientific concepts in interactive ways, its history, its importance in modern life, careers in transportation, skills and educational preparation required to pursue such career.

In this second year of STI at Cheyney University, recruitment of students still posed some difficulty. The program needs to be publicized more effectively. The student stipend of \$100 did help the recruitment effort.

The STI has the full support of Cheyney University's administration, business office, facilities and involved academic departments.

## **OBJECTIVES**

1. To recruit 25 high-school students to participate in Cheyney University's 2000 STI program.  
Measuring method: Number of students recruited.

Accomplishment: Twenty-five students were recruited for the program mostly through STI faculty's personal contacts with some schools. Two other methods were used for recruitment.

The first method involved sending information to schools or meeting with counselors. However, this method was not effective for recruitment because most schools did not do much beyond posting the recruitment announcement on the school bulletin board.

The second method involved sending out letters to each member of the faculty and staff requesting them to contact prospective STI students for recruitment. This method had limited success.

2. To introduce a selected group of college-bound high school students to the broad concept of transportation and to careers in transportation.

Measuring methods: Poster project, model dragster project and model bridge project.

3. To make the students aware of the skills needed to pursue careers in transportation.  
Measuring method: Poster project, model dragster project and model bridge project.
4. To strengthen math backgrounds and language skills of the selected group.  
Measuring method: Scholastic Aptitude Test (SAT) post-test.
5. To expose college-bound high school students to a college environment.  
Measuring method: Ability of the students to utilize facilities available on campus. Most of the students were using computer labs, library and recreational facilities at Cheyney University.
6. To establish linkages with communities for publicizing the importance of the STI program and for their support.  
Measuring method: Number of applicants to STI 2000. We need to plan better to establish linkages with community.
7. To use the 2000 STI program as a learning experience to identify our strengths and weaknesses.  
Measuring method: Faculty and staff meetings, student evaluations, and advisory board input.

## **ACADEMIC PROGRAM**

The first week began with the introduction to transportation, the span of three modes of transportation and their inter-relationship and careers in transportation. Students took two trips on the first week. The first trip was to the Southeastern Pennsylvania Transportation Authority (SEPTA) headquartered in Philadelphia. The second trip was to the Franklin Institute in Philadelphia. Students started to work on building softwood model dragster that week. Later in the week students were introduced to the basic concept of energy in science, the relation of various aspects of our lives that use energy, and how energy is produced.

During the second week, students visited the PJM Interconnection, L.L.C. (Pennsylvania, New Jersey, and Maryland) Power Grid. Here students learned how PJM serves as a broker in distributing energy generated by power plants in its service area. Later in the week students were given an introduction to water transportation. An engineer working with the TRAC program was the guest speaker. The students practiced writing their resumes. Every two students were given one disposable camera to take pictures with a transportation theme.

The third week started with a trip to Delaware Airway Science Airport to learn about careers in aviation. Students had an opportunity to fly trainer airplanes. A second field trip was to a PENNDOT construction site. Students also began working in groups of two to build model bridges. Students started to work on a project to design and make a poster to advertise a transportation-related job. Students searched the Internet to find pertinent information for their projects.



Air and space transportation was discussed in the fourth week. The students finished their bridge projects. Students visited the Sign Management and Retroreflectivity Tracking System (SMART) Transportation Museum and the Smithsonian Museum in Washington, DC. In addition, students visited the construction site of the Atlantic City tunnel and to the Coast Guard training facility.

### **Evening Enhancement Program**

After dinner there were three hours of scheduled activities. The first two hours consisted of SAT preparation in math or language arts. Each student was given an SAT preparation book. A pre-test math assessment was given and a post-test was given later to measure each student's progress. Students were given certificates of achievement based on the test on graduation day. During the third hour, students worked on their resumes and poster projects. A \$20 cash award was announced to motivate students to finish their poster projects on time. It worked like magic. The resume and the posters were showcased during the graduation program.

### **Cultural Enhancement**

Activities were planned with the fine arts department. An attempt was made to provide piano lesson to the students, but the project did not go well. Instead, an STI rap and a skit with Cheyney STI as its theme were held. The students presented the rap and the skit during the graduation program.

### **Recreation Program**

On days with no field trip scheduled, students spent one hour and a half in the recreation facility in the university. Here they used the indoor basketball court and the swimming pool. At night, between evening enrichment and bedtime, students had the option of being in one of the three groups: (1) play outdoors basketball or volleyball, (2) play computer games and (3) watch video movie. One chaperon would accompany every group. The students were taken to a local amusement center on the third week of the program.

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## AWARDS PROGRAM

The awards program took place on July 21, 2000, from 2 to 4 p.m. Mr. Robert Garrett, manager of PENNDOT Research and Planning, was the keynote speaker. Other guests included:

Dr. W. C. Pettus, president, Cheyney University  
Ms. Shirley Dennis, vice president of Institutional Advancement, Cheyney University  
Mr. Henry Drougter, Federal Highway Administration, Pennsylvania Division  
Mr. James Chetham, Director, Federal Highway Administration, Pennsylvania Division  
Mr. William Kerney, project manager, PENNDOT, Bureau of Equal Opportunity  
Ms. Frances Triesbach, program manager, PENNDOT research

Each student was given a certificate of completion and a \$100 check. The students were also given achievement awards based on their achievement in the SAT pre/post test in math. The students came up with and voted for another set of awards. Lists of these categories and name of students receiving the awards are provided below:

### SAT Award

- |                                    |                 |
|------------------------------------|-----------------|
| 1. Most Improved in Math (overall) | Sultana Baynard |
| 2. Best in Math (overall)          | Rashed Harun    |
| 3. Best in Math (ninth grade)      | Rashed Harun    |
| 4. Best in Math (tenth grade)      | Naila Uqdah     |
| 5. Best in Math (eleventh grade)   | Nouman Bashir   |
| 6. Best in Math (twelfth grade)    | Bayyinah Lewis  |

### Student Chosen Award

- |                       |                  |
|-----------------------|------------------|
| 1. Most Sociable      | David Gray       |
| 2. Funniest           | Joshua Bridge    |
| 3. Most Athletic      | Andre Campbell   |
| 4. Most Likable       | Chelbi Mobley    |
| 5. Strongest Male     | Nouman Bashir    |
| 6. Strongest Female   | Shealynn Baynard |
| 7. Most Argumentative | Leslie Kennedy   |
| 8. Most Punctual      | Rashed Harun     |
| 9. Computer Freak     | Sultana Baynard  |
| 10. Most Articulate   | Chelbi Mobley    |

## RECOMMENDATIONS

1. Recruitment was again a problem. Personal connection with people proved to be most effective again. Personal involvement with schools and personal acquaintances of some of the faculty was the most successful effort in recruitment. A limited success was achieved in the method to involve all Cheyney faculty and staff by the STI. This method can be expanded by requesting all Cheyney students as well to identify prospective STI students. Now that the Cheyney Web Mail System is up and running, this will be a simple thing to do. The Cheyney STI and Lincoln STI, with PENNDOT's assistance, are also planning on joint recruitment effort for their institutes.
2. Hire more student chaperones. STI students relate better with younger people.
3. Bring in two STI graduates who are in good academic standing and have positive leadership qualities to set the learning tone early in the program.
4. Make booking for field trips a few months in advance of the program and confirm the appointments prior to the start of the program.
5. Comply with the advisory board's recommendation. Plan more field trips for STI students.
6. Develop a better plan for the camera project.
7. Start recruiting activity earlier, possibly in December.

Cheyney University Summer Transportation Institute 2000 Program Evaluation																	
Rating Scale: 1=Strongly Disagree 4=Strongly Agree																	
	Class Activities	Week 1				Week 2				Week 3				Week 4			
		Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode	Mean	Median	Mode	
1	Class activities were well organized.	2.9	3	3	3.0	3	3	2.9	3	3	3.0	3	3	3	3		
2	Class activities were logically sequenced such that simpler activities preceded more complex activities.	2.8	3	3	3.0	3	3	2.6	3	3	2.5	2.5	2				
3	Participants were able to ask questions and discuss related issues during the course of class activities.	3.5	4	4	3.3	3	3	3.2	3	3	3.5	3.5	4				
4	Subjects and topics discussed in class were related to the purpose of the project.	3.1	3	3	3.4	4	4	2.9	3	3	3.0	3	3				
5	Faculty and presenters provided sufficient explanation of the concepts covered.	3.4	3	4	3.2	3	4	2.8	3	4	2.8	3	3				
6	Faculty and presenters provided valuable assistance to participants.	3.5	4	4	2.9	3	3	3.1	3	3	3.3	4	4				
7	The classroom(s) and/or workstations were adequate to carry the activities.	3.0	3	3	3.1	3	3	3.1	3	3	2.7	3	3				
8	Enough time was spent discussing the subjects and topics of the project activities.	3.4	3	3	3.3	3	3	3.2	3	3	3.2	3	3				
9	Enough time was allowed	3.2	3	3	3.1	3	3	3.2	3	4	2.7	3	3				

**Cheyney University Summer Transportation Institute 2000 Program Evaluation**

Rating Scale: 1=Strongly Disagree 4=Strongly Agree

		<u>Week 1</u>			<u>Week 2</u>			<u>Week 3</u>			<u>Week 4</u>		
	for most students to adequately understand what was being taught.												
	<b>Staff Evaluation</b>												
1	The Staff was very interested in my career awareness.	2.7	3	3	2.7	3	4	2.9	3	3	2.7	3	3
2	The staff was very helpful when I had problems.	3.0	3	3	2.9	3	3	3.1	3	3	2.8	3	3
3	The Staff encouraged students to strive for excellence in all their academic pursuits.	3.2	3	3	3.1	3	3	3.4	4	4	2.7	3	3
4	The Staff was always available when I had a question or needed assistance.	3.1	3	3	2.6	3	2	2.6	3	3	2.5	3	3
5	The Staff was very friendly at all times.	2.8	3	3	2.6	3	3	2.8	3	3	2.7	3	3
6	The Staff was very knowledgeable on transportation-related careers.	3.3	4	4	3.2	3	3	3.3	3	4	3.0	3	3
7	The Staff was very enthusiastic about transportation-related careers.	3.2	3	3	3.2	3	4	3.4	3	4	2.8	3	3
	<b>Evening Program</b>												
1	Activities were well	2.8	3	3	3.2	3	4	2.9	3	4	3.3	4	4

**Cheyney University Summer Transportation Institute 2000 Program Evaluation**

Rating Scale: 1=Strongly Disagree 4=Strongly Agree

	<u>Week 1</u>			<u>Week 2</u>			<u>Week 3</u>			<u>Week 4</u>		
	organized.											
2	I was academically challenged by program activities.	2.6	3	2.7	3	3	2.6	3	3.0	3	3	3
3	Computer training activities were very stimulating.	2.3	2	2.9	3	3	3.1	3	3.2	3	3	3
4	Computer training activities were very enlightening.	2.6	3	2.9	3	3	3.1	3	3.2	3	3	3
5	Adequate time was allotted for the activities.	2.9	3	2.9	3	3	3.2	3	3.2	3	3	4
6	I felt free to ask questions.	3.3	3	3.1	3	3	3.0	3	3.0	3	3.5	4
7	Adequate time was allotted for audience participation.	3.0	3	3.1	3	3	2.8	3	3.3	3	3.5	4
	<b>Sports/Recreation</b>											
1	A good variety of sports and recreation activities were provided.	2.9	3	3.2	3	3	2.8	3	3.0	3	3	3
2	Facilities were adequate for the activities provided.	2.9	3	2.7	3	3	2.8	3	2.8	3	3	3
3	Sports and recreation activities were well organized.	2.7	3	2.7	3	3	2.8	3	2.3	3	2.5	3
4	Sports and recreation activities were well supervised.	2.8	3	2.9	3	3	2.7	3	2.2	3	2	2
5	Generally, I enjoyed the sports and recreation activities provided.	3.4	4	3.2	3	3	3.4	3	3.2	3	3	3

**Cheyney University Summer Transportation Institute 2000 Program Evaluation**

Rating Scale: 1=Strongly Disagree 4=Strongly Agree

		<u>Week 1</u>			<u>Week 2</u>			<u>Week 3</u>			<u>Week 4</u>		
6	The Staff was always fair with students.	3.1	3	3	3.1	3	3	2.5	3	3	2.7	3	3
7	The Staff was always willing to listen to students.	3.3	3	3	3.1	3	3	3.0	3	3	2.7	3	3
<b>Field Trip</b>													
1	Field trips were informative.	3.0	3	3	2.9	3	3	3.0	3	3	3.0	3	4
2	Concepts from the field trip were related to the field of transportation.	3.4	4	4	3.1	3	3	2.9	3	3	3.2	3	4
3	Field trip activities helped me understand transportation careers better than before.	2.8	3	3	2.9	3	3	3.0	3	3	3.2	3	3
4	Generally, adequate time was allotted for project activities.	2.9	3	3	2.6	3	3	2.9	3	3	2.6	3	3
5	Adequate time was allotted for questions.	3.2	3	3	2.9	3	3	3.0	3	4	3.0	3	3
6	Transportation to and from the site was comfortable.	2.9	3	3	2.9	3	3	2.7	3	3	2.4	3	3
7	Transportation to and from the site was safe.	3.6	4	4	2.8	3	3	3.2	3	3	3.6	4	4
8	Transportation to and from the site was clean.	3.4	4	4	3.2	3	3	2.9	3	3	3.0	3	3
<b>Field Trip</b>													
1	Field trips were informative.	3.1	3	3	3.4	4	4	2.8	3	3	3.8	4	4

**Cheyney University Summer Transportation Institute 2000 Program Evaluation**

Rating Scale: 1=Strongly Disagree      4=Strongly Agree

	<u>Week 1</u>			<u>Week 2</u>			<u>Week 3</u>			<u>Week 4</u>		
2	2.6	2.5	2	2.9	3	3	3.1	3	3	3.2	3	3
3	2.6	3	3	3.1	3	3	3.0	3	3	3.2	3	3
4	3.0	3	3	2.7	3	2	3.2	3	3	3.0	3	3
5	3.0	3	3	2.9	3	3	2.9	3	2	2.4	2	2
6	3.0	3	3	3.2	3	3	3.0	3	3	2.8	3	3
7	3.4	3.5	4	3.1	3	3	3.1	3	4	3.6	4	4
8	3.3	3	3	2.8	3	3	2.9	3	3	2.4	2	2



**Cheyney University Summer Transportation Institute 2000**

**Overall Program Evaluation**

Rating Scale: 1=Strongly Disagree

4=Strongly Agree

		<b>Speakers</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>
1	1	Speakers were well organized.	3.1	3	3
2	2	I was academically challenged by the activities the Speakers provided.	2.7	3	3
3	3	Speakers responded well to the questions posed to them.	3.2	3	3
		<b>Staff</b>			
1	1	The Staff was very interested in my career awareness.	2.9	3	3
2	2	The staff was very helpful when I had problems.	3.0	3	3
3	3	The Staff encouraged students to strive for excellence in all their academic pursuits.	3.1	3	3
4	4	The Staff was always available when I had a question or needed assistance.	3.0	3	3
5	5	The Staff was very friendly at all times.	2.8	3	2
6	6	The Staff was very knowledgeable on transportation-related careers.	3.1	3	3
7	7	The Staff was very enthusiastic about transportation-related careers.	3.2	3	4
8	8	Counselors were helpful in the dormitories.	3.2	3	3
		<b>Activities</b>			
1	1	Project activities helped me understand transportation careers better than before.	3.2	3	3
2	2	Generally, adequate time was allotted for project activities.	2.7	3	3
3	3	Generally, adequate time was allotted for	3.1	3	4

		audience participation.			
4	4	Project activities gave me some practical experience related to transportation.	2.9	3	3
5	5	Generally, adequate time was allotted for audience participation.	2.7	3	3
		Project activities often included competition between groups.	2.8	3	3
		<b>Other</b>			
1	1	Life in the dormitory was fun.	3.2	3	3
2	2	The food in the dining hall was delicious.	1.6	1	1
3	3	The number of speakers was appropriate.	2.8	3	3
4	4	The number of field trips was appropriate.	2.6	3	3
5	5	The number of projects was appropriate.	2.9	3	3
5	5	Evening/Enhancement activities were beneficial.	3.0	3	3
7	7	Sports/Recreation activities were fun and worthwhile.	3.0	3	3

## Daily Schedule Cheyney STI 2000

WEEK 1					
	Monday June 26	Tuesday June 27	Wednesday June 28	Thursday June 29	Friday June 30
9:00-11:30	ID, Library card, Security	SEPTA trip to Philadelphia	History of transportation, Energy	Franklin Institute	Dragster
11:45-1:10	Lunch		Lunch		lunch
1:15-2:15	Introduction to and modes of transportation		Dragster WC 36		Dragster WC 36
2:30-4:00	Recreation	Recreation	Recreation		Recreation
4:00-6:00	Dinner	Dinner	Dinner	Dinner	Dinner
6:00-9:00	SAT/project/ computer activity	SAT/project/ Computer activity	SAT/project/ Computer activity	SAT/project/ Computer activity	Departure Ai & Ch Truth Lobby
9:15-11:00	Recreation	Recreation	Recreation	Recreation	

WEEK 2					
	Monday July 3	Tuesday July 4	Wednesday July 5	Thursday July 6	Friday July 7
9:00- 11:30			PJM Trip	Computer lab (simcity etc.)	Intro to Water Guest speaker
11:45- 1:10			Lunch	Lunch	Lunch
1:15-2:15			Music	Computer lab (simcity etc.)	Music MA
2:30-4:00			Recreation	Recreation	Recreation
4:00-6:00			Dinner	Dinner	Dinner
6:00-9:00			SAT/project/ Computer activity	SAT/project/ Computer activity	Departure
9:15- 11:00			Recreation	Recreation	

WEEK 3

	Monday July 10	Tuesday July 11	Wednesday July 12	Thursday July 13	Friday July 14
9:00-11:30	7 a.m. Airway Science (DE) Trip	Finish Dragster	Bridge	Computer lab	Bridge WC 36
11:45-1:10	Trip	Trip	Lunch	Lunch	Lunch
1:15-2:15	Trip	PennDOT Construction Trip	Bridge WC 36	Funscape	Bridge WC 36
2:30-4:00	Recreation	Recreation	Recreation		Recreation
4:00-6:00	Dinner	Dinner	Dinner		Dinner
6:00-9:00	SAT/project/ computer activity	SAT/project/ computer activity	SAT/project/ computer activity		Departure
9:15-11:00	Recreation	Recreation	Recreation	Recreation	

WEEK 4

	Monday July 17	Tuesday July 18	Wednesday July 19	Thursday July 20	Friday July 21
9:00-11:30	Bridge	Trip Washington DC	Air and Space	Atlantic City Trip	
11:45-1:10	Lunch	Trip	Lunch		Lunch
1:15-2:15	Bridge	Trip	Air & Space		1:30 -5:00 Closing
2:30-4:00	Recreation		Recreation		
4:00-6:00	Dinner		Dinner		
6:00-9:00	SAT/project/ computer activity		SAT/project/ computer activity		
9:15-11:00	Recreation	Recreation	Recreation	Recreation	

### **Intermodal Advisory Committee**

William Kerney, equal opportunity specialist, PENNDOT, Bureau of Equal Opportunity

Frances Treisbach, program manager, PENNDOT Research Division

John Donahue, head of training and in charge of Teaching Assistant Training, McTish, Kunkel and Associates

Jack Bradley, Krapf's Coaches, Contract Administration Sales

Herb Watson, Distinguished Business Enterprise coordinator, Pennsylvania Turnpike Commission

Skip Brownayard, aviation specialist supervisor, PENNDOT

Charles Stone, construction services engineer, PENNDOT District 6

Ron Geist, vice president; chair, Workforce Development Image and Training Taskforce, Association of Pennsylvania Contractors

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Dr. Ayodele Aina, faculty

Dr. Muhammad Chaudhry, faculty

Dr. Gregory Harris, faculty

Prof. William Hegamin, faculty

Prof. Juliet Sawyer, faculty

Dr. S. Barnes, faculty

Ms. Marjorie Walker, secretary

Ms. Jalisa Abdur-Rahman, residential counselor

Mr. John Watts, residential counselor

Ms. Sonia Staple, residential counselor

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Dr. Warren Gooden, chairperson, Department of Science and Allied Health

Dr. Clarence Harris, Department of Communication and Modern Language

Mr. Raymond Satterfield, Telecommunication Center

Ms. Linda Robinson, Business Office

Mr. Emmet Jones, Purchasing

## Closing Program

Vaux-Logan Auditorium  
Cheyney University

Dr. Kwo-Sun Chu, Presiding

July 21, 2000  
2:00 p.m.

Pledge of Allegiance

Greetings

Ms. Shirley Dennis  
*Vice President, Institutional Advancement, Cheyney University*

Reflections

Dr. Sakkar Eva  
*Program Coordinator, Cheyney Summer Transportation Institute*

STI Rap

Cheyney STI 2000 Students

Speaker Introduction

Dr. Kwo-Sun Chu  
*Director, Cheyney Summer Transportation Institute*

Speaker

Mr. Robert Garrett  
*Manager, Planning and Research Division, PennDOT*

Award Presentation

Mr. Robert Garrett

Special Recognition  
and Presentation

Dr. Kwo-Sun Chu

Words of Appreciation

Dr. Sakkar Eva

Closing Remarks

Dr. Kwo-Sun Chu

Viewing of Student Projects

Reception

## 2000 NSTI GRADUATES

Anderson, Tiana  
Penn Wood High School

Bashir, Nouman  
B. Reed Henderson High School

Baynard, Shealynn  
World Communications Charter

Baynard, Sultana  
World Com Charter

Bowers, Dayron  
Audenried High School

Bridges, Joshua  
Central High School

Brown, Christopher  
Cheltenham High School

Campbell, Andre  
Preparatory Charter High School

Davis, Mercede  
Multiculture Academy Charter

Gray, David  
Masterman High School

Harun, Rashed  
Strath Haven High School

Kennedy, Leslie  
Multiculture Academy

Lewis, Bayynah  
Quba Institute

Macon, Joseph

Mobley, Chelbi

Seere, Josephine  
Archbishop Ryan High School

Staley, Harrison  
City Center Academy

Triggs, Jajuan  
Chester High School

Uqday Na'ila  
Quba Institute

Washington, Cassandra

Wright, Mertiz  
North East Magnet High School

Wonder, Korto