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Terence Hicks

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A recent research study on STEM college students lead by Dr. Terence Hicks is scheduled to appear in the upcoming spring 2013 issue of the Journal of College Orientation and Transition. The primary purpose of this study was to determine the differences in the levels of social engagement between first-generation and other college students enrolled in a STEM discipline at a Historically Black College and University. A two-group ex post facto research design using the College Student Experiences Questionnaire was used for the study. A stratified sample of 90 college students participated in the study.

*The findings on this population of college students indicated that there were statistical significant differences found among first-generation and other college students who were enrolled in a STEM discipline at an HBCU. Statistically significant differences between first-generation and other college students were found for three items in the social integration category: “**met other students**,” ($p = .017$, $\eta^2 = .063$); “**used campus recreational facilities**,” ($p = .050$, $\eta^2 = .043$); and “**became acquainted with students whose family backgrounds were different**,” ($p = .035$, $\eta^2 = .050$). Both groups felt that meeting others would happen “often.” Both groups differ for using campus recreational facilities and becoming acquainted with students whose family backgrounds were different. First generation students reported that “occasionally” and “often”; whereas, the other college students felt “often” and “very often” that using campus recreational facilities and becoming acquainted with students whose family background was different would happen. The study documented the impact of the nurturing environment that exists at an HBCU and focused on the social engagement aspects of attending college. Most specifically, the study findings provided clues to ways that college administrators, faculty and researchers can assist first-generation college students enrolled in a STEM discipline at an HBCU.*

Terence Hicks is the Interim Dean and Professor in the Whitlowe R. Green College of Education. Dr. Hicks is a noteworthy scholar who has conducted important research analysis on college retention and psychological well-being of college students. His research accomplishments include: 3 books published, over 70 publications/presentations, approximately 1.5 million dollars in funded grants, nominated for the prestigious Brown Lecture in Education Research Award(AERA), invited by the Center for African-American Research & Policy (CAARP) for participation in a special session related to the Black in America: CNN Documentary; interviewed and cited in the USA Today, the Research Alert National Yearbook, the Detroit News, and ABC-KTKA Channel 49 in Topeka, Kansas; served as a Research Fellow for the National Institutes of Health, National Center of Minority Health and Health Disparities; presentation and book signings at the American Association of Blacks in Higher Education Conference in Atlanta, Georgia, the Robert Russa Moton Museum: A Center for the Study of Civil Rights in Education in Farmville, Virginia and the Brown Foundation/Brown v. Board of Education National Historic Site in Topeka, Kansas. Currently, he serves as a review editor for the *Negro Educational Review* journal and the *American Journal of Health Behavior*.

Dr. Hicks served as the lead author on this article entitled, College Social Experiences between First-Generation Students and Other Students Enrolled in a STEM Discipline at a Historically Black College and University. The article is scheduled to be published in the Spring 2013 edition of the *Journal of College Orientation and Transition*. His co-authors were Dr. Robert Taylor, a Superintendent for Bladen County School System in North Carolina, Dr. Samuel Heastie, an Assistant Professor in the Department of Educational Leadership at Fayetteville State University, N.C. Dr. Tawanda Allen, an Associate Professor and Director of the Doctoral Program in the Department of Educational

Leadership at Fayetteville State University, N.C. and Dr. Shelton Ford, an Assistant Professor in the Department of Middle Grades, Secondary & Specialized Subjects at Fayetteville State University, N.C.