



Muriel A. Howard Honors Program
ANNUAL REPORT
2023-2024



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Executive Summary:

Muriel A. Howard Honors Program 2023-2024 Annual Report

The **Muriel A. Howard Honors Program** at Buffalo State University continues to grow and thrive, exemplifying its mission to foster intellectual inquiry, diversity, and leadership among its students. In the 2023-2024 academic year, the program enrolled **503 students**, representing 33 academic departments. Key highlights and outcomes from the report are summarized below:

1. Program Overview and Growth

- The program expanded its enrollment to over 500 students, with 150 supported by Honors scholarships.
- Students participated in a robust curriculum encompassing seven General Education areas and an applied learning requirement.
- Faculty engagement increased significantly, with 33 faculty members from 14 departments teaching Honors courses.

2. Student Success and Retention

- Honors students consistently outperformed their peers in persistence (93.6%) and retention (84%) rates.
- **Graduation rates** remain high, with a six-year graduation rate of over 60%.
- Over 50% of Honors students achieved Dean's List status each semester.

3. Enhanced Student Experience

- Renovated spaces like the Honors Hub and Academic Suite saw high usage, supporting collaboration and academic success.
- The Honors Leaders Peer Mentoring Program strengthened first-year experiences, with 20 leaders mentoring small cohorts of students.
- Events, including leadership workshops, cultural excursions, and recognition ceremonies, fostered a sense of community and engagement.

4. Scholarship and Funding

- Over \$5 million in scholarships have been awarded since the program's inception.
- The **Honors Endowed Enhancement Fund** supported students in diverse opportunities, such as study abroad, internships, and research projects, totaling \$9,720 in funding this year.

5. Applied Learning and Research

- All Honors students complete applied learning experiences. In 2023-24, students participated in internships, research, creative projects, and study abroad programs.
- **Research engagement** included presentations at conferences and participation in the Student Research and Creativity Celebration, with Honors students representing 20% of all presentations.

6. Diversity and Inclusion

- 33% of Honors students identified as non-white, reflecting significant demographic progress since 2016 (14%).
- The program emphasized diversity through coursework, the selection of program themes, and targeted recruitment efforts.

7. Program Innovation and Assessment

- Innovative courses such as HON444 (Senior Seminar) and HON111 (First-Year Seminar) aligned with the annual theme, “Navigating Transitions,” and promoted student reflection and preparation for future careers.
- Assessment tools, including course evaluations and exit surveys, indicated high satisfaction among students with academic advising, co-curricular support, and Honors faculty engagement.

This year’s successes reflect the program’s commitment to cultivating academic excellence, leadership, and meaningful connections, both locally and globally. As it continues to evolve, the Muriel A. Howard Honors Program remains a cornerstone of Buffalo State’s academic landscape.

About the Muriel A. Howard Honors Program

The Honors Program at Buffalo State University (then College) began as the Dean's Honors Course in 1983. Professor Tom Kinsey, then head of the Interdisciplinary Sciences Department, coordinated this course for the Fall 1983 semester and Professor Michael Johnson, Modern and Classical Languages, managed the Fall 1984 course. The All-College Honors Program was created in 1984 under President Bruce Johnstone. Dr. James Grunebaum served as the coordinator from 1987 to 1999 and established the Grunebaum Family Scholarship Fund to help support students in the program. In 1999 Dr. Andrea Guiati became the program coordinator and served as coordinator/director until 2017. Under Dr. Guiati's leadership, the program grew to 200 students, all supported with scholarships. The curriculum grew to include a freshmen Honors course, a senior-level Honors Colloquium, and courses in five general education areas: Humanities, Arts, Natural Science, Social Science, and Western Civilizations.

In 2013 the All-College Honors Program was renamed the Muriel A. Howard Honors Program in honor of Dr. Muriel A. Howard, who served as the seventh (and first female) President of Buffalo State College from 1996 to 2009. In 2017 Dr. Amy McMillan took over directing the program and oversaw a major expansion in the form of a new "Dean's Honors Program," which quickly added over 100 more students to the Muriel A. Howard Honors Program roster. As the program continues to evolve, new and continuing Buffalo State University students who qualify for Honors are now welcomed into the Muriel A. Howard Honors Program. In the fall of 2023, there were over 500 students enrolled, with approximately 150 supported by Honors scholarships. The curriculum continues to expand and currently offers course in seven GE23 educational areas: The Arts, Humanities, Natural Sciences & Scientific Reasoning, Social Sciences, World History & Global Awareness, U.S. History & Civic Engagement, and Diversity: Equity, Inclusion, & Social Justice. Faculty from across the campus teach Honors sections. Students are also required to complete an applied learning experience in the form of an internship, study abroad, creative or research project, or community service activity as a member of the Honors Program.

Honors students experience several benefits by participating in the Program. The Bishop Hall renovation, completed in 2017, provides beautiful and updated housing for Honors students, including a classroom and numerous study areas. The Muriel A. Howard offices are located in South Wing 330 with a student Academic Suite in South Wing 310 and the Honors Hub, a place for Honors activities and connections, in South Wing 320. Events, including a fall BBQ, spring recognition ceremony, leadership workshops, tickets to the BABEL Literary Series, and movie, game, and study nights, are a regular part of the Muriel A. Howard Honors Program offerings.

Each academic year, a program theme is selected to promote common threads throughout various Honors classroom conversations and cocurricular activities. The 2023-2024 theme, *Navigating Transitions*, connected to both the common read of Michelle Zauner's memoir, *Crying In H Mart*, and the solar eclipse that passed directly over Buffalo on April 8, 2024. First-year students reflected on navigating the various challenges of adjusting to college in HON111 while seniors in HON444 discussed transitioning to the next stage of their career post-graduation. The theme culminated at the Honoring Honors recognition event with an eclipse-inspired menu and a "transitional atmosphere" created through lighting effects and decorations.

Honors with a Difference: The Honors Mission and Values

Mission:

The Muriel A. Howard Honors Program cultivates deep, innovative thinking and prepares our diverse population of students for a life of intellectual inquiry as active thoughtful citizens both locally and globally. Our students realize their potential through enhanced opportunities and high expectations for academic and social engagement.

Our program believes in:

Diversity – in lived experiences, socioeconomic realities, cultural backgrounds, and personal identities. We celebrate difference.

Connection – with peers, our campus community, and our vibrant city. We are involved on campus, we give back and pay forward, and we make strong connections with the workforce and the needs of our larger community. We build life-long relationships and foster a sense of belonging.

Opportunity – for all students, no matter what their background and experience. Our program provides an excellent education in our small, interactive, and unique classes. We offer leadership, mentoring, and networking opportunities and partner with campus and off-campus entities that expand those opportunities.

High Standards – academically and personally. We encourage, support, and expect superlative behavioral and ethical standards.

We do this with:

- 1) Our excellent team of faculty and staff who focus on the well-being and development of each student by providing exciting seminar-style courses, co-curricular activities, community building, and wellness programming;
- 2) Our commitment to leadership, service, and personal development;
- 3) The vibrant, urban location, which provides our students with unique opportunities for individual and professional exploration and growth;
- 4) Our emphasis on applied learning through service, research and creative projects, internships, and global engagement.



Honors Staff

The 2023-2024 Muriel A. Howard Honors Program staff included four full-time employees, a faculty liaison, and a student work-study.

Dr. Amy McMillan, Director

Dr. Amy McMillan joined Buffalo State in 2003 as a faculty member in the Biology Department. Her research focus is conservation genetics involving Common Loons and Hellbender salamanders, although she has worked with other species and in other areas as well. Dr. McMillan served as Interim Director of the Muriel A. Howard Honors Program from 2017-2019, when she took over as the Director. Dr. McMillan teaches the Senior Seminar in Honors. In 2023-24 Dr. McMillan was a member of the first Social Justice Cohort at Buffalo State and served on the Senate Academic Plan and the President's Commencement Committees. She also sits on the Academic Success Collaborative, Provost Council, Bengala Planning Committee, and on the Bengal Success Network.

Matt Baran, Assistant Director

Matt Baran joined Buffalo State in 2021. His primary focus is on student engagement and leadership within the Honors community. He instructs the HON111 First-Year Honors Seminar course to incoming Honors students each Fall. In 2022, he launched the Honors Leaders peer mentoring program to build supportive relationships across class years. Matt is also a college senator and serves as Vice Chair of the Student Welfare Committee.

Elizabeth Stevens, Honors Academic Adviser

Elizabeth Stevens is the assigned professional academic adviser for all first-year Muriel A. Howard Honors students. In the summer of 2023, she met all the incoming freshmen over the summer for academic advisement and then registered them for fall classes. During the academic year and summer, she advises students academically for classes and is available for guidance with academic issues and any obstacles that may hinder student success. Ms. Stevens has worked at Buffalo State for 23 years and was awarded the President's Medal for Excellence in Academic Advisement in 2022.

Celestine Simmons, Administrative Assistant

Celestine Simmons is the Administrative Assistant for the Muriel A. Howard Honors Program. She joined Buffalo State and the Honors Program in 2018. In the 2023-24 academic year she was a member of the BSC Foundation Board, Administrative Staff Work Group, Campus House Board, Faculty and Staff of Color Committee, President's Council on Equity & Diversity, Awards and Recognition Subcommittee, and Anti-Racist Initiative Subcommittee. She has been an assistant for over 20 years.

Dr. Leigh Duffy, Faculty Liaison

Dr. Leigh Duffy is Associate Professor of Philosophy and Faculty Liaison for Honors. Her work is primarily at the intersection of Philosophy of Mind and Epistemology, and she is particularly interested in how yoga and meditation practices can contribute to how we understand our minds and ourselves, and whether and how self-knowledge is possible. Dr. Duffy regularly teaches courses for Honors and coordinates meetings and events for faculty throughout the year.

Alexandra Ahmed, Student Work-Study

Alexandra Ahmed, Dual major in Business Administration and Sociology with a minor in Writing, served as the Honors Work study in 2023-24. Alexandra kept the Honors student spaces in great shape and assisted with many of our events and activities.

Honors Advisory Board

The Honors Advisory Board is an informal group that helps advise the Muriel A. Howard Honors Program Director and staff on matters related to Honors policy, procedure, and courses. The Board consists of campus members who are closely tied to the Honors experience (e.g., Admissions, Financial Aid and Scholarships, Institutional Advancement, Registrar, Athletics, Library, Residential Life), representatives from each of the three Academic Schools and Dean's offices, and two Honors students. The Honors Staff members also attend Board meetings, and the Honors Director is the convener. Members of the Honors Advisory Board constitute the review committee for the Honors Enhancement Fund.

2023-24 Honors Advisory Board Members:

Clairissa Breen, *Associate Professor, Criminal Justice*

Kathryn Budin, *Clinical Supervisor, Speech-Language Pathology*

Scott Burns, *Associate Vice President for Development, Institutional Advancement*

Renee Carlineo, *Athletic Director*

Leigh Duffy, *Faculty Liaison, Honors and Assistant Professor, Philosophy*

Xinozea Ferguson-Giscombe, *Honors Leader*

Jason Grinnell, *Professor and Chair, Philosophy*

Julie Henry, *Professor, Elementary Education, Literacy, and Educational Leadership*

Colleen Long, *Scholarship Coordinator, Financial Aid*

David Loreto, *Director of Admissions*

Nigel Marriner, *Interim Assistant Vice President, Student Success and Retention*

Amanda Marzolf, *Executive Assistant to the Dean, School of Professions*

Patrick McGovern, *Associate Professor, Political Science, Public Administration, and Planning*

Angela Nicotera, *Honors Student President*

Lorna Perez, *Associate Professor, English*

Amy Rockwell, *First Year Experience Librarian*

Adamu K. Shauku, *Assistant Professor, Political Science, Public Administration, and Planning*

Krista Vince Garland, *Associate Professor, Exceptional Education*

Candace Williams, *Assistant Director, Interpersonal Violence Prevention & Education*



Honoring Honors, featuring eclipse glasses

Honors Spaces

The Muriel A. Howard Honors Program offices and student spaces are located on the 3rd floor of South Wing and in Bishop Hall.

- **South Wing 310 – The Honors Academic Suite:** A work and study area including access to free printing, two study rooms with computers and whiteboards, and a larger meeting room. The Suite had >2200 visits in 2023-24 with over 200 and 170 unique students in fall 2023 and spring 2024, respectively. Computer usage in this space included 298 unique users over the academic year.
- **South Wing 320 – The Honors Hub:** A mixed-use space with a variety of tables and soft furniture for students to utilize between classes. Many Honors events are hosted in the Honors Hub. Additional features include a large monitor, snacks, microwave, toaster, and event calendar. The Honors Leaders student office is located inside the Honors Hub. The Hub was visited more than 1400 times in 2023-24 with >100 different students each semester.
- **South Wing 330 – The Honors Office:** The four Honors staff are conveniently located just down the hall from the student spaces. Students visit the Honors Office for advisement, information about the program, and for general guidance & support.
- **Bishop Hall:** Honors students receive priority placement in this residence hall. HON111 and other Honors courses are scheduled in BISH126, the classroom on the lower level.



*Above: Honors Hub Overview
Below: Honors Game Night*



*Above: Honors Academic Suite
Below: Bishop Hall Lounge*



Honors Student Profile

In the fall of 2023 (on 10/13/2023) there were 503 students enrolled in the Muriel A. Howard Honors Program*. This number included 153 new first-year students, 3 Dean’s Honors students, and 74 “continuing” Honors students. Dean’s Honors students remain from the 2017 and 2018 cohort, which had different requirements from those listed in Honors Academics below.

“Continuing” students include those who were not originally offered Honors but achieved at least a 3.3 GPA and applied [n=50], chose not to join as they entered Buffalo State but applied later [n=4], and transfer students [n=22]). Of the 153 first-year students in the Fall of 2023, 62 lived on campus and 91 were commuters.

Honors students were enrolled in 33 Departments across campus (Table 1) representing each School and Academic Affairs (Figure 1). More than 50% of Honors students achieved Dean’s list status; 286 students in the fall 2023 semester and 272 students in the spring 2024 semester (data from deans_list_rpt_all_20231221 and deans_list_rpt_all_20240523, respectively). Honors students made up 21% of all Dean’s list students each semester.

Table 1. Number of Honors students by Department, Fall 2023. Data from SZRHONORS_10_13_2013 report.

Department	#	Department	#
Academic Affairs	19	Geosciences	11
Africana Studies	1	Health, Nutrition & Dietetics	14
Anthropology	4	History and Social Studies Edu	24
Art and Design	45	Hospitality & Tourism	3
Biology	28	Mathematics	13
Business	24	Modern & Classical Languages	1
Career, Technical & Sci Edu	6	Music	19
Chemistry	10	Philosophy	2
Communication	13	Physics	8
Computer Information Systems	13	Pol Sci, Public Admin, & Plan	14
Criminal Justice	22	Psychology	38
Economics and Finance	4	Social Work	10
Elem Ed, Literacy & Leadership	56	Sociology	3
Engineering Technology	13	Speech Language Pathology	18
English	21	Television and Film Arts	6
Exceptional Education	17	Theater	4
Fashion Textile Technology	19	Total	503

*Data for this section is taken from the SZRHONORS_10_13_2023 report. Tableau data for Fall 2023 shows 581 Honors students and we are unable to account for this number at the time of this report publication (12/2/2024).

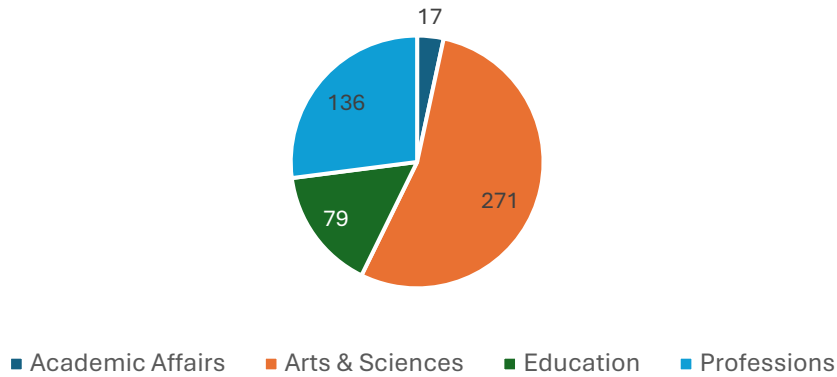


Figure 1. Fall 2023 Honors students enrolled by School. Data from SZRHONORS_10_13_2013 report.

The total enrollment and the ethnic distribution of the Honors Program has changed significantly in the last seven years. Before 2017 the Muriel A. Howard Honors Program was available only to Honors and Presidential Scholarship recipients. In 2017 the program was expanded to also include students who were not provided an Honors Scholarship and promoted to a new demographic of student. In 2017, Honors students made up 3% of the 8,482 undergraduates at Buffalo State and in 2023 Honors students were 9% of 5,507 undergraduates.

Figure 2 shows the fall 2023 ethnic distribution; of the 503 Honors students 33% reported an ethnic group other than white and 67% reported white. In 2016, 243 Honors students are reported in Tableau and 86% of these students reported white as their ethnicity (Figure 3).

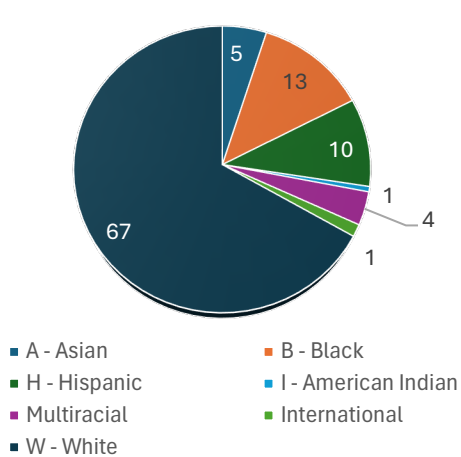


Figure 2. Fall 2023 Honors student Ethnicity. Data shown as % of 503 students. Data from SZRHONORS_10_13_2013 report.

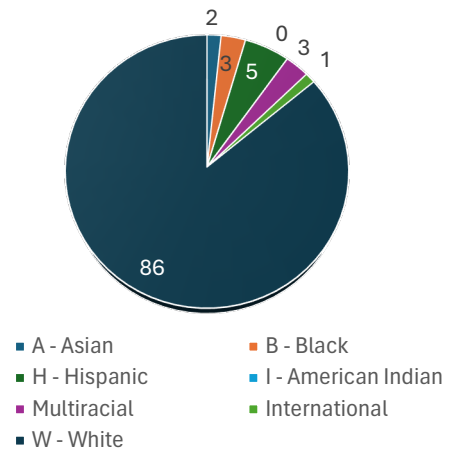


Figure 3. Fall 2016 Honors student Ethnicity. Data shown as % of 243 students. Data from Tableau 10/30/2024.

Persistence, Retention, and Graduation

Honors Program students tend to return each semester and most Honors students graduate. Table 2 compares first-year persistence and retention rates from Honors and non-Honors students at Buffalo State since 2017. As persistence and retention rates have dropped in the non-Honors student population, the Honors student persistence and retention rates have remained more stable. The drop in retention that occurred with Covid-19 (2020-2021) is evident in the Honors students, although not as severely as the non-Honors student population (Table 2). Persistence and retention in the Honors population has rebounded to pre-pandemic levels.

In general, female Honors students persist and are retained at a higher rate than males (Table 3), although not always (note persistence in 2023 and retention in 2019 and 2023). Honors also enrolls at least twice as many female as male students, and sometimes almost 2/3 more (Table 3). Honors graduation rates are much higher than non-Honors graduation rates (Table 4) and graduation rates of Honors female students are higher than those of male Honors students except 2019, where the 5-year graduation rate of males exceeded that of females (Table 5).

Table 2. Enrollment, Persistence, and Retention for first-year Honors and non-Honors students. Enrollment includes first-year, first-time student class. Persistence is measured from fall to spring and Retention from fall to fall. For example, the 2017 persistence rate is the % students remaining into spring 2018 from the fall 2017 cohort and the 2017 retention rate is the % students remaining into fall 2018 from the fall 2017 cohort. Data pulled from Tableau on October 24, 2024.

Year	Enrollment		Persistence		Retention	
	Honors	Non-Hon	Honors	Non-Hon	Honors	Non-Hon
2017	161	1,640	88.2	85.9	78.9	59.1
2018	149	1,592	94.0	81.3	85.2	55.7
2019	123	1,523	95.9	77.2	85.4	62.8
2020	129	1,486	89.1	65.5	72.1	46.2
2021	138	1,196	89.1	69.3	79.0	45.8
2022	143	1,098	90.9	71.1	77.6	51.7
2023	156	1,289	93.6	74.5	84.0	54.5

Table 3. Enrollment, Persistence, and Retention for first-year female and male Honors students. Enrollment includes first-year, first-time student class. Data pulled from Tableau on October 24, 2024.

Year	Enrollment		Persistence		Retention	
	Female	Male	Female	Male	Female	Male
2017	118	43	89.8	83.7	82.2	69.8
2018	102	47	97.1	87.2	88.2	78.7
2019	91	32	96.7	93.8	83.5	90.6
2020	88	41	90.9	85.4	76.1	63.4
2021	103	35	90.3	85.7	79.6	77.1
2022	106	37	92.5	86.5	80.2	70.3
2023	111	45	91.9	97.8	82.0	88.9

Table 4. Graduation rates for Honors and non-Honors students at 4-, 5-, and 6-year time intervals. Data pulled from Tableau on October 24, 2024.

Year	4-Year Graduation Rate		5-Year Graduation Rate		6-Year Graduation Rate	
	Honors	Non-Honors	Honors	Non-Honors	Honors	Non-Honors
2017	47.8	21.7	57.6	31.2	59.6	33.0
2018	56.4	19.7	63.8	28.1	63.8	30.3
2019	58.9	18.6	71.8	28.3		
2020	54.3	14.7				

Table 5. Graduation rates for female and male Honors students at 4-, 5-, and 6-year time intervals. Data pulled from Tableau on October 24, 2024.

Year	4-Year Graduation Rate		5-Year Graduation Rate		6-Year Graduation Rate	
	Female	Male	Female	Male	Female	Male
2017	54.5	31.0	62.1	46.6	63.4	50.0
2018	60.8	46.8	67.6	55.3	67.6	55.3
2019	61.5	51.5	70.3	75.8		
2020	56.8	48.8				

In the 2023-24 academic year, 94 students graduated from the Honors Program: 18 in the fall of 2023 and 76 in the spring of 2024. Two of these students completed the Dean’s Honors Program, 73 completed the Muriel A. Howard Honors program, and 19 were students who completed the Muriel A. Howard Honors program as “Continuing” Honors students. Three of those “Continuing” students who graduated this year were also in EOP (Educational Opportunity Program).

Of the 94 Honors graduates, 60 were from the School of Arts & Sciences, 21 from the School of Professions, and 13 from the School of Education. Eight of our graduates completed a second major, 9 received an Undergraduate Certificate, 39 completed a minor, and 9 of these completed a second minor.



Scholarships and Student Funding

The Muriel A. Howard Honors Program manages three scholarships: The Kenzie Family Presidential Scholars, The Muriel A. Howard Scholars, and the Muriel A. Howard Endowed Scholarship. The Kenzie Scholars are supported by the Ross B. Kenzie Presidential Scholarship given by the late Mr. Ross Kenzie and his family, The Muriel A. Howard Scholars are supported by a variety of endowed scholarship funds and non-endowed scholarship donations (see Appendix 1), and the Muriel A. Howard Endowed Scholarship is supported by an endowment from Dr. Muriel A. Howard.

Since the inception of the All College Honors Program/Muriel A. Howard Honors Program, over 5 million dollars have been provided to students in the form of Honors scholarships (Figures 4 and 5). Except for a few \$1,000 scholarships in 2011-12, these scholarships have provided \$1,250/semester for up to eight semesters to the highest achieving high school students. That amount has not changed in 13 years. The Ross B. Kenzie Presidential Scholarship has provided 25 students each semester \$1,200, renewable up to 8 semesters.

Two of our 2023-2024 graduates were Kenzie Family Presidential Scholars and 28 were Muriel A. Howard Honors Scholars. These students all received scholarships for up to eight semesters of their enrollment at Buffalo State. Each year one student is provided the Muriel A. Howard Endowed Scholarship, and that student is considered the “Honors Student President.” The Honors Student President finalists are senior-level students selected by the Honors staff who have scholarship funding (because they need to represent Honors for Institutional Advancement), are in good standing in Honors, are involved in Honors and/or the campus, and have shown themselves to be a good representative of our Program. The final decision on the scholarship winner is made by the faculty and staff of the Honors Advisory Board. The scholarship winner represents Honors by sitting on the Foundation Board, attending several fundraising events including the Bengala and the Peterson Society Luncheon, and is a member of the Honors Advisory Board. The scholarship varies in total amount based on the markets. In 2023-24 that award was \$1,794 and was awarded to a graduating senior in Speech Language Pathology.

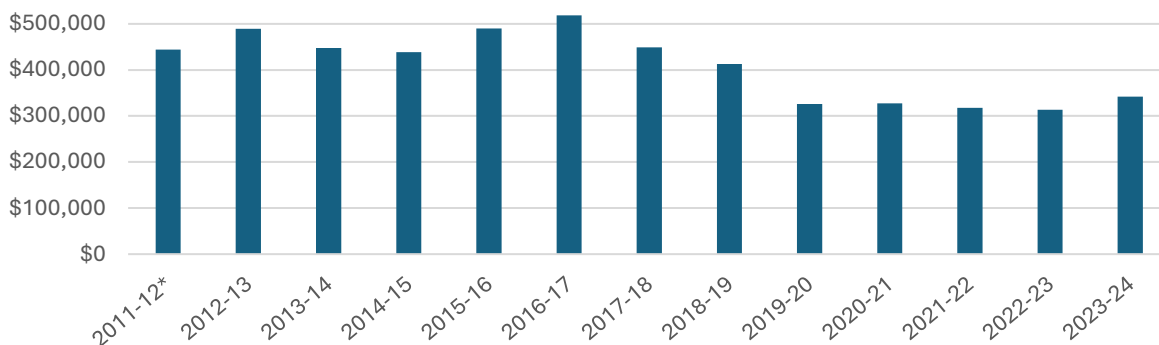


Figure 4. All College and Muriel A. Howard Scholarship spending since 2011. In 2011-12, awards were a mix of \$1,000/semester and \$1,250/semester. Since that time, scholarships are all \$1,250/semester for each student. In 2018-19 several scholarships were awarded for students to live in Bishop Hall. In 2019-20 several scholarships were provided in J-term.

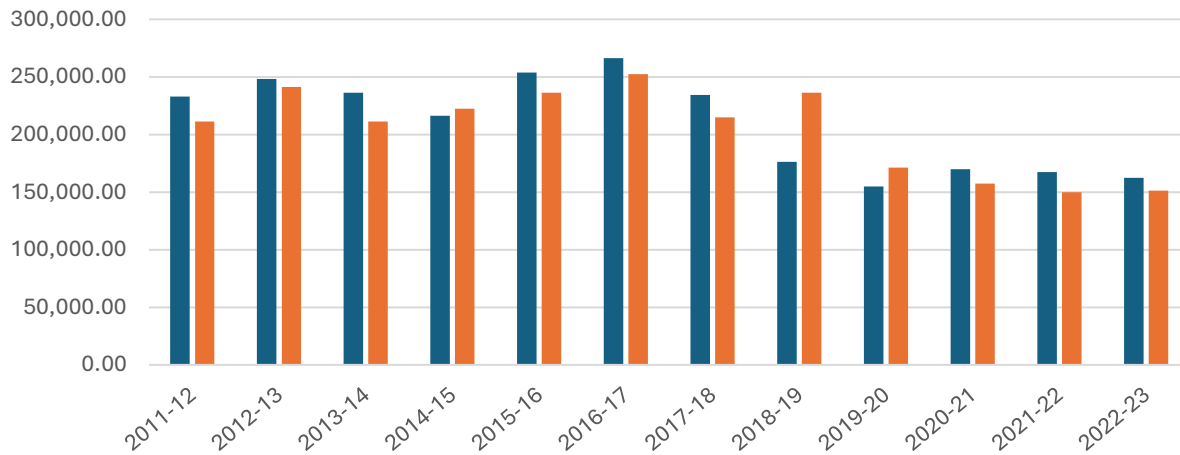
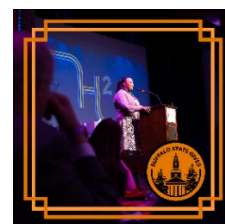


Figure 5. All College and Muriel A. Howard Scholarship spending since 2011 by semester. Blue bars are fall and red bars are spring semesters. In 2011-12, awards were a mix of \$1,000/semester and \$1,250/semester. Since that time, scholarships have been \$1,250/semester for each student. In 2018-19 several scholarships were awarded for students to live in Bishop Hall. In 2019-20 several scholarships were provided in J-term.

In addition to the scholarships, the Muriel A. Howard Honors Program manages the Honors Endowed Enhancement Fund. This fund provides financial support to Honors Program students who wish to participate in opportunities that will enhance their academic experience. Examples of Enhancement Fund support include:

- Participating in an overseas, national, regional, or local study experience
- Participating in a volunteer experience such as Alternative Break
- Conducting research or creative works related to academic major
- Participating in a professional conference or meetings
- Hosting speakers including honorariums, travel, housing and meals, receptions, and other appropriate costs
- Undertaking an internship or other applied learning experience
- Other similar academic experiences

In the two years that this fund has been available to Honors students it has provided \$18,074 to 39 students (\$8,354 in 2022-23 and \$9,720 in 2023-24). Funding was provided for travel abroad to Belize, Dominican Republic, Italy, Kenya, Rwanda, and Spain. Students also received travel to North American destinations to visit graduate schools, give presentations at professional meetings, and participate in Model UN, Fashion Week in New York City or other professional development opportunities. Students were funded for student showcases including the Television Film Arts Pilot and Thesis films, Senior art exhibits and research projects.



Honors Academics

Honors Program Requirements

Incoming first-year students are required to complete at least 17 total credits of Honors coursework:

- HON111 Introduction to Honors (1 credit)
- Choose at least five 3-credit Honors seminar courses from below:
 - HON101 Humanities Seminar
 - HON102 Natural Sciences & Scientific Reasoning Seminar
 - HON103/106 The Arts Seminar
 - HON104 US History & Civic Engagement Seminar (can only be taken once)
 - HON201/209 World History & Global Awareness Seminar
 - HON202 Social Sciences Seminar
 - HON303 Diversity: Equity, Inclusion, and Social Justice Seminar
 - HON389 Special Topics (not General Education)
 - Honors Enhanced Course (can only be taken once)
- HON444 Senior Seminar (1 credit)

Students joining the Honors Program as “Continuing” Buffalo State or transfer students are required to complete at least 7 total credits of Honors coursework:

- Choose at least two 3-credit Honors seminar courses from below:
 - HON101 Humanities Seminar
 - HON102 Natural Sciences & Scientific Reasoning Seminar
 - HON103/106 The Arts Seminar
 - HON104 US History & Civic Engagement Seminar (can only be taken once)
 - HON201/209 World History & Global Awareness Seminar
 - HON202 Social Sciences Seminar
 - HON303 Diversity: Equity, Inclusion, and Social Justice Seminar
 - HON389 Special Topics (not General Education)
 - Honors Enhanced Course (can only be taken once)
- HON444 Senior Seminar (1 credit)

All Honors students must maintain a 3.3 cumulative GPA and complete an Applied Learning Experience (typically a component of most majors). For first year students to remain in Honors, HON111 must be taken during the first fall semester. For all students, HON444 must be taken in one of the last two semesters, and Honors seminars may be taken any semester but must be completed by graduation. Students may take more than the required number of Honors courses.

Honors Faculty and the Honors Course Experience

Since the expansion of the Honors Program in 2017, faculty from 18 departments and all three Schools have taught Honors courses. For example, in the 2015-16 academic year, 12 different faculty members representing seven departments taught Honors courses. In contrast, 33 faculty representing 14 departments taught Honors in the 2023-24 academic year (Tables 6 and 7).

Most Honors courses offered fulfilled General Education requirements, although several faculty members offered seats in special, non-general education sections. In the fall 2023 semester, seven sections were reserved for first-year students. We also offered six sections of the 1-credit HON111: Introduction to Honors for first-year students and one section of HON444: Honors Senior Seminar for seniors (Table 6). Fewer sections are typically offered in the spring semester. Instead of 32 course sections offering 668 seats in the fall, 16 sections with 336 seats were offered in the spring. Figure 6 shows Honors enrollment from fall 2015-spring 2024.

As part of teaching an Honors Course, faculty are encouraged to provide an experience for their Honors section that they might not provide for their other courses. In the 2023-24 academic year, Honors students traveled across Elmwood Avenue in Dr. Abromeit’s Intellectual History course to view artwork at the AKG. The Honors Program faculty sponsored a film series in the Fall of 2023 connected to their course material. The Science and Technology theme highlighted the films *Perfect Strangers* (Dr. Guiati), *Ex Machina* (Dr. Abromeit), and *Gattaca* (Dr. Grinnell). In Spring 2024 Honors continued the film co-curricular opportunity with the film *Rustin* shown during Black History Month (introduced by Dr. Goldman with discussion led by Librarian Julie Setele), *Cabrini* at the North Park Theater for Women’s History Month, and *Promising Young Woman* during Sexual Assault Awareness Month with discussion lead by University at Buffalo Psychology Ph.D. candidate Aria Wiseblatt whose research focuses on alcohol and sexual assault in college-age populations.

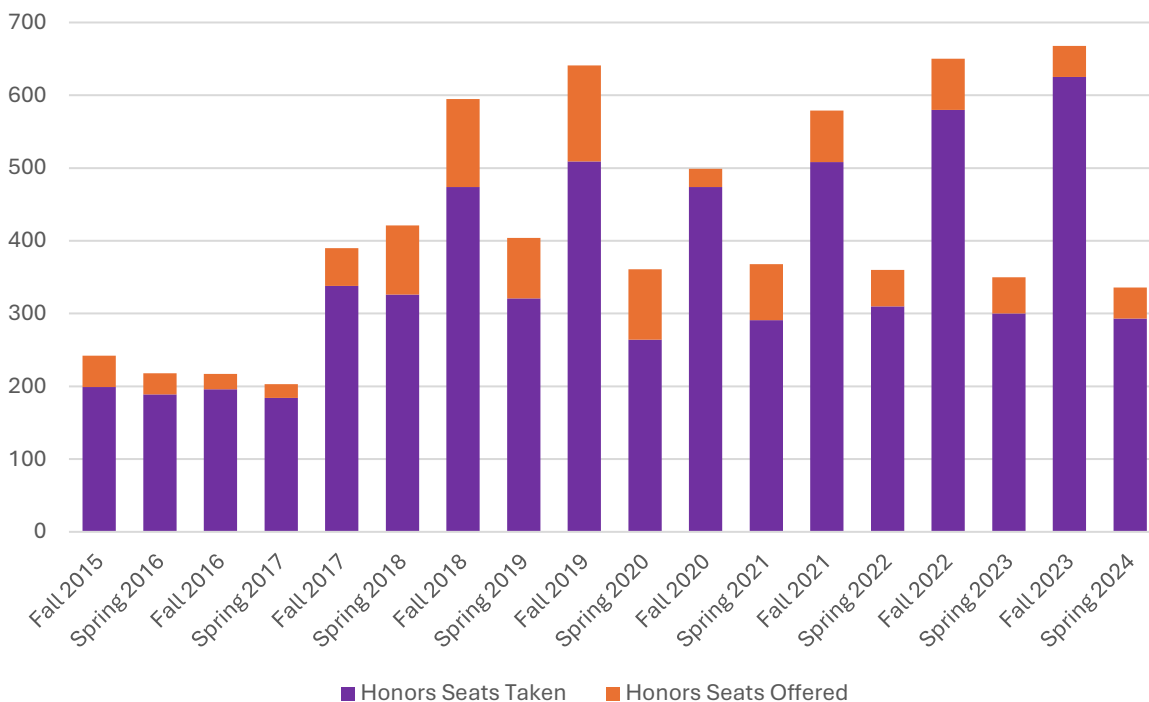


Figure 6. Honors course enrollment Fall 2015 through Spring 2023. Orange bars represent the number of seats offered each semester and the purple bars represent the number of seats enrolled. Data taken at the end of each semester from Banner enrollments.

Table 6. Fall 2023 Honors course offerings. * First-year students only, # Cross-listed with departmental section, & Cross-listed with first year international section.

Honors Course	General Education Area	Course Title	Instructor	Instructor Department
HON111*		Intro to Honors (1-credit for first year students)	Matthew Baran	Honors Program
HON101*	Humanities	Dylan: Six Decades of Noble Lyrics	Andrea Guiati	Modern & Classical Languages
HON101*	Humanities	Philosophy and the City	Jason Grinnell	Philosophy
HON101*	Humanities	Romantic Love	Deborah Hovland	Modern & Classical Languages
HON101*	Humanities	Mock Trial	David Ben-Merre	English
HON101#	Humanities	How Humans Construct Reality	Michele Ninacs	English
HON101#	Humanities	Living Literary History	Timothy Bryant	English
HON102#	Natural Science	Human Origins	Susan Maguire	Anthropology
HON102	Natural Science	Sustainability in a Changing Climate	Robert Warren	Biology
HON103	Studio Arts	Jewelry Making	Steve Saracino	Art & Design
HON106#	Arts	Foundations of American Popular Music	Elliot Scozzaro	Music
HON106#	Arts	Music Theory for Non-Majors	Evan Drummond	Music
HON106*&	Arts	Dance Appreciation	Joy Guarino	Theater
HON104#	Am History	American History	Alex Blair	History
HON201#	Non-Western Civ/Global	Africa to 1800	Ken Orosz	History
HON201#	Non-W/Global	World Civilizations I	Ken Orosz	History
HON201#	Non-W/Global	Anthropology of Food	Kimberly Hart	Anthropology
HON201#	Non-W/Global	Arctic Geography	Stephen Vermette	Geosciences
HON202	Social Science	American Political Thought	Patrick McGovern	Political Science
HON209*	Western Civ/ Global	History of Interior Design & Architecture	Jorg Schnier	Art & Design
HON209	Western/Global	Intellectual History	John Abromeit	History
HON303#	Diversity	Indigenous People of Eastern North America	Lisa Anselmi	Anthropology
HON303#	Diversity	Multiethnic American Literature	Lorna Perez	English
PSY101*	Social Science	Introductory Psychology	Gehan Senthinathan	Psychology
CWP101*	College Writing	College Writing I	Natalie Szymanski	English
CWP102*	College Writing	Argumentation & Research	Lori Ann Woods	English
HON444		Honors Senior Seminar (1-credit for seniors)	Amy McMillan	Honors Program

Table 7. Spring 2024 Honors course offerings. # Cross-listed with departmental section

Honors Course	General Education Area	Course Title	Instructor	Instructor Department
HON101	Humanities	Meaning of Life	Leigh Duffy	Philosophy
HON101#	Humanities	Environmental Ethics	Jason Grinnell	Philosophy
HON102	Natural Science	World Natural Environments	Stephen Vermette	Geosciences
HON102	Natural Science	Environmental Sustainability	Camille Holmgren	Geosciences
HON103	Studio Arts	Ceramics	Robert Wood	Art & Design
HON106	Arts	Europe’s Got Talent: Classical Music Shapes a World	Daniel Blum	History
HON104	Am History	American History	Alex Blair	History
HON201	Non-Western Civ/Global	Women and Gender in Islam	Susan Clark Randaccio	History
HON202	Social Science	Power, Resistance, Redemption: Narratives in Literature and Film	Andrea Guiati	Modern & Classical Languages
HON202#	Social Science	Visual Anthropology	Kimberly Hart	Anthropology
HON209#	Western Civ/Global	Justice: Liberty vs. Equality	John Torrey	Philosophy
HON303#	Diversity	Indigenous Art of North America	Lisa Anselmi	Anthropology
HON303#	Diversity	Ethnic American Minority Literatures	Lorna Perez	English
HON389#		Diversity and Film	Ruth Goldman	Communication
CWP102	College Writing	Argumentation & Research	Natalie Szymanski	English
HON444		Honors Senior Seminar (1-credit for seniors)	Amy McMillan	Honors Program



Left: Dr. Abromeit’s HON209 Intellectual History class on AKG tour.

Right: Dr. Vermette’s HON201 Arctic Geography class tries on paper replicas of indigenous snow “goggles.”



Honors Advisement

The Honors Program academic adviser, Elizabeth Stevens, is housed in the Honors office suite. Her duties include registering all first-year students over the summer before the start of their first fall semester and advising all first- and second-year students. In the 2023-24 year, Ms. Stevens also registered and advised all incoming international students. Over the summer of 2023, Ms. Stevens registered 157 Honors students and an additional 20+ international students. Incoming first-year Honors students completed an advising survey and attended a virtual one-on-one meeting with Ms. Stevens to discuss their fall courses. The advising survey asked for information about former AP, IB, and college courses, class preferences, and information about the students' work and sports schedules.

Figures 7 and 8 show the advisement meetings in the fall 2023 and spring 2024 semesters, respectively. These meetings were either walk-ins with no appointment or appointments scheduled through Bengal Success Portal. Some of the walk-in data may reflect students who arrived with an appointment, but most did not have an appointment.

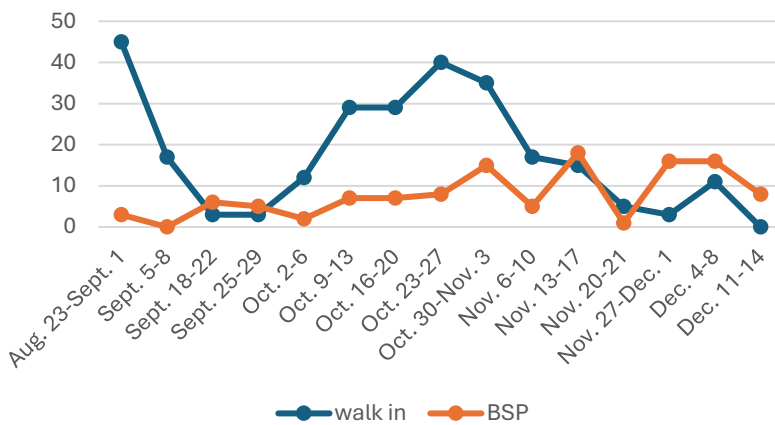


Figure 7. Fall 2023 advisement appointments (red line) or walk ins (blue line). Some of the walk in appointments had scheduled appointments through the Bengal Success Portal (BSP).

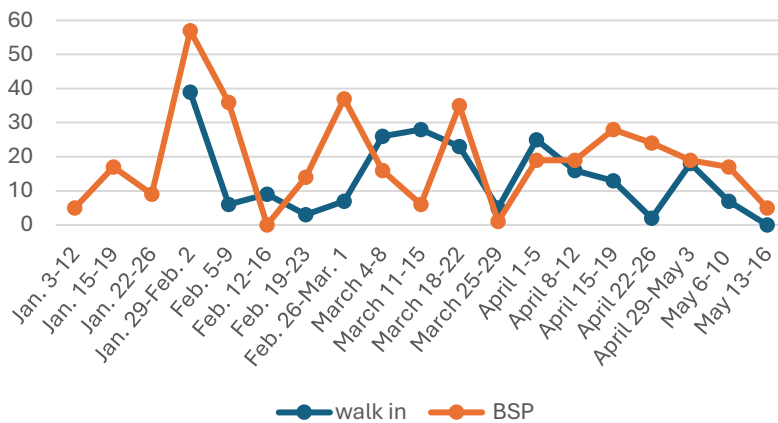


Figure 8. Spring 2024 advisement appointments (red line) or walk ins (blue line). Some of the walk in appointments had scheduled appointments through the Bengal Success Portal (BSP).

Honors Student Experience

HON111 – First-Year Experience

All incoming first-year students are required to take the HON111 Introduction to Honors seminar. This 1-credit non-academic course meets once a week for 50 minutes in BISH126, the classroom inside Bishop Hall. The Honors Assistant Director, Matt Baran, is responsible for facilitating this experience. The goals of the course are to orient and connect students to Honors, Buffalo State, and the community surrounding Buffalo State. Students get to know each other by working together on in-class activities and they complete weekly homework assignments that check in on their transition to college. As part of the course, students read one of the Fall BABEL Literary Series authors; in the Fall 2023 they read *Crying in H Mart* by Michelle Zauner and had the opportunity to attend her BABEL lecture at Kleinhans Music Hall on Thursday, November 9th. A signature element of HON111 is the Out-of-class Involvement Journal worth 25% of their final grade. Students must attend/participate in nine opportunities on- or off-campus and then create a photo journal documenting their experiences. This semester-long assignment promotes sustained involvement in cocurricular activities, prompts valuable reflection, and creates a keepsake for students to look back on their first-year journey. Appendix 2 contains the syllabus for HON111. In Fall 2023, 157 students enrolled in six sections of HON111 (average class size 26 students).

The Honors first-year experience also includes support from an Honors Leader peer mentor. The mentors (described in the next section) each supported a group of 6-9 first-year students throughout the Fall semester and assisted with the HON111 class several weeks during the semester.

Honors Leaders Peer Mentoring Program

The Honors Leaders Peer Mentoring Program launched in Fall 2022 with three goals:

- Support and engage first-year Honors students as they transition to college
- Provide leadership experience for returning Honors students
- Foster a sense of community across class years within the Muriel A. Howard Honors Program.

Returning Honors students in good academic standing with the Honors Program apply and interview in the spring to fill positions for the upcoming fall semester. Interviews are conducted by the Assistant Director and Honors Leaders from the previous year. Those students who are selected receive a \$600 stipend for the fall semester, an Honors Leader shirt, office space in SW320, leadership experience, and formal recognition during the Honoring Honors event. As part of their experience, they have the following responsibilities in the fall semester:

- Attend training retreat at Whispering Pines Lodge
- Attend Honors First-Year Kickoff to meet their mentees
- Send weekly communications to their mentees via email or GroupMe
- Join their mentees in their HON111 section 3 times during the Fall semester

- Utilize Honors Leader office space in the Honors Hub (SW320) as needed for meetings with mentees and to host rotating “office hours”
- Plan and facilitate one Honors event (can be co-hosted)
- Attend monthly meetings during the Fall semester with all Honors Leaders
- Promptly communicate any student concerns to the Honors Assistant Director

In Fall 2023, 20 Honors Leaders managed caseloads of 6-9 mentees each. Returning leaders (who served in the fall of 2022) made up 11 of the 20 mentors and 9 were new leaders. This mix of leaders introduced varied experience levels to the group and fostered some mentoring relationships among the leaders too.

Honors Leaders attend a mandatory two-overnight retreat at Whispering Pines Lodge at the beginning of the Fall semester led by the Honors Program staff team. Retreat activities target three primary areas: Leadership development, mentoring skills, and team building. The remote wilderness, ‘off-grid’ environment enabled strong bonds to be formed among the Honors Leaders as they cooked meals together, shared campfire stories, hiked the premises, and wrote notes of encouragement throughout the weekend. Comments from the HON111 course about the Honors Leaders are found in Appendix 3.

- In response to feedback from the Fall 2022 cohort, in Fall 2023 the program model was changed in three major ways:
 - All first-year Honors students are matched with an Honors Leader instead of an opt-in model
 - Each Honors Leader is assigned to an HON111 section, and all of their mentees belong to that section
 - Honors Leaders visit the HON111 class 3 times during the semester to conduct check-ins and/or facilitate class activities

Honors Events

Honors students have numerous opportunities to attend events during the academic year. In 2023-2024, the Honors Program coordinated over 50 events for students to build social connections, experience on- and off-campus attractions, give back to the community, and develop leadership and professional skills (Tables 8 and 9). Honors Leaders hosted or co-hosted 12 events in the Fall semester.

The Honors Program hosts two signature large-scale events annually. The Honors “Welcome Back” BBQ in September had 171 attendees this year and included catered dinner, Honors t-shirts, “speed-friending”, yard games, giveaways, and a group photo. The Honoring Honors *H²* recognition event had 115 attendees and featured an eclipse-themed dinner, activity cards, photo station, senior gifts, and giveaways. Four graduating seniors gave speeches to their peers. Honors graduates, Honors Leaders, an outstanding campus partner (Chelsea Kettle), and an outstanding staff member (Celestine Simmons) were all recognized on stage. Honors Intern Mary Teresa Comerate produced all graphic designs for the event including the logo, invitation, program, menu cards, and signage.

Table 8. Honors-sponsored events in the Fall 2023 semester.

Fall 2023 Events	Facilitator	Category	Attendance
Honors First-Year Kickoff	Honors Staff	Social	90
Welcome Continuing & Transfer Honors Students	Honors Staff	Social	1
6th Annual Honors BBQ	Honors Staff	Social	171
Study Abroad Info Session	Campus Partner	Educational	8
Honors Greenhouse Tour with Dr. Warren	Honors Faculty	Science	4
Sketch and Snack at the BPAC	Campus Partner	Arts	13
Autumn Pumpkin Drop	Honors Faculty	Social	14
Dare To Care Day	Campus Partner	Service	60
Honors Trivia Night	Honors Staff	Social	16
Honors Alumni Tailgate at Homecoming	Honors Staff	Social	4
Counseling Center Info Session	Campus Partner	Wellness	1
Yoga and Mindfulness with Danae Hardy	Honors Leader	Wellness	3
Explore AKG with Mary Teresa, Hannah, and Wynni	Honors Leader	Arts	17
CAPE Resume Review	Campus Partner	Professional	11
Honors Movie Night: Twitches with Noah and Jaliyah	Honors Leader	Social	20
Autumnal Writing Workshop with Alyja and Joe	Honors Leader	Arts	8
Honors Planetarium Night	Campus Partner	Science	24
Honors Movie Night: Goosebumps with Cameron	Honors Leader	Social	18
Fall Leadership Workshop with Mike Cardus	External Facilitator	Leadership	19
"Fall" Into Career Readiness with Mimi and Calogero	Honors Leader	Professional	6
Look & Create at the BPAC	Campus Partner	Arts	1
Honors Faculty Film Series: Perfetti Sconosciuti	Honors Faculty	Social	3
Honors Halloween	Honors Staff	Social	36
Honors Theater Night: On The Verge	Campus Partner	Arts	17
Honors Faculty Film Series: Ex Machina	Honors Faculty	Social	14
Honors Game Night with Jamie and Tyler	Honors Leader	Social	20
BABEL Michelle Zauner	Honors Staff	Educational	14
Cards and Cupcakes with Morgan and Aoife	Honors Leader	Social	13
Self-Care Day with Jenny and Chelsea	Honors Leader	Wellness	24
Mario with the Bros. with Honors Leader Bella	Honors Leader	Social	4
Honors Open House for Current Students	Honors Staff	Educational	1
Unwind with Clay with Ceci	Honors Leader	Arts	16
Honors Faculty Film Series: Gattaca	Honors Faculty	Social	8
Farewell Friday with Sarah Zakeri	Honors Leader	Arts	30
		Total	709

Table 9. Honors-sponsored events in the Spring 2024 semester.

Spring 2024 Events	Facilitator	Category	Attendance
Welcome Reception for Continuing & Transfer Honors Students	Honors Staff	Social	35
Honors Open Skate	Honors Staff	Social	24
Clean Energy Symposium and Training Series Info Session	Campus Partner	Educational	2
Honors Game Night	Honors Staff	Social	12
Valentines Day Crafts and Candy	Honors Staff	Arts	6
Honors Film Series: Rustin (2023)	Campus Partner	Educational	5
Honors Trivia Night	Honors Staff	Social	11
Explore the AKG Art Museum	Honors Staff	Arts	3
Budgeting Basics Workshop with M&T Bank	External Facilitator	Educational	4
Cabrini at North Park Theatre	Honors Staff	Educational	4
Honoring Honors [H ²]	Honors Staff	Social	115
Pop In with the Provost	Campus Partner	Social	12
Honors Film Series: Promising Young Woman (2020)	Honors Staff	Educational	2
Honors Theatre Night: Little Shop of Horrors	Campus Partner	Social	18
BABEL Kiese Laymon	Honors Staff	Educational	2
Spring Leadership Workshop with Kristen Peterson	External Facilitator	Leadership	12
Honors Ice Cream Social	Honors Staff	Social	72
		Total	339

Applied Learning

All Honors students are required to participate in an applied learning experience before graduating. Applied learning at Buffalo State includes research and creative projects, internships, study abroad, student teaching (clinically rich practice), and community service projects. For example, of the 2023-24 graduating seniors reporting applied learning, 37 participated in creative or research projects, 29 were student teachers, 22 had internships, and 4 participated in a community service project. One student reported a study abroad experience, but many studied abroad along with their other applied learning experience. There were fifteen total Honors students who visited another country as part of an educational experience in 2023-24 (20% of students traveling out of the US); including Canada and countries in Europe, Central and South America, and Africa. Not all of these students were seniors.

Honors students are involved in research and creative pursuits on campus at all levels. The Office of Undergraduate Research (OUR) reported 45 Honors students in their 2023-24 programs (20% of all students participating in OUR programs): six participated in Early Undergraduate Research Opportunity (EURO), three received 2023 Undergraduate Summer Research Fellowships (USRF), and six presented at the SUNY Undergraduate Research Conference (SURC). A total of 42 Honors students presented at the Student Research and Creativity Celebration (SRCC) at Buffalo State, making up over 20% of all student presentations (all USRF and most EURO and SURC students presented at SRCC).

HON444 – Senior Experience

All Honors students must enroll in the 1-credit HON444 Senior Seminar before they complete their degree. Usually, they register for this course during the fall or spring of their senior year. Exceptions occur for the students in 3+1, 3+2, or 3+3 programs where they begin graduate or other study during their fourth year. The goals for this class are to prepare students for their next career or post-Bachelor’s education steps and reflect on their experience at Buffalo State and in Honors. Students also read a book by a BABEL Literary Series author, often the same one being read by the HON111 students, discuss the book, and create a final project as part of that book and the Honors theme. In the fall 2023 semester students read *Crying In H Mart* by Michelle Zauner and the spring 2024 class read *Heavy* by Kiese Laymon. Students were offered tickets to attend the BABEL talks. Fall enrollment was 54 students and 36 completed the spring 2024 semester HON44 class. The HON444 syllabus is in Appendix 4.

As part of the HON444 class students also meet with the Director, Dr. McMillan, one-on-one to discuss their career goals and to check that they are clear to graduate. As part of this meeting, we make sure that all Honors students have participated in an Applied Learning experience.



*Above Left: Babel Literary Series – Michelle Zauner. Above Right: Welcome Back BBQ.
Below: HON111 trip to Delaware Park in September 2023.*



Program Assessment

The Honors Program student experience is assessed through the HON111 and HON444 course evaluations and the Senior Exit Survey, which is administered as part of the HON444 course. Highlights of each of these are in Appendix 5.

The goals for the Introduction to Honors (HON111) class were to orient and connect students to Honors, Buffalo State, and the community surrounding Buffalo State. The HON111 course evaluations ask students to rate each aspect of the class on a Likert scale from Strongly Agree to Strongly Disagree. Each assignment or topic received a majority of “Strongly Agree” or “Agree” responses with the most popular being “The registration overview...helped me understand the course registration process” (88% positive), “I enjoyed the walking trip to Delaware Park” (81% positive), “The Bengal Connect assignment helped me know about some of the opportunities on campus” (80% positive), “The out-of-class involvement assignment challenged me to participate in opportunities...” (77% positive). To make sure students feel connected with campus and the Honors Program we asked “HON111 made me feel connect to the Honors Program” (83% positive), “HON111 helped me get engaged on campus” (82% positive), “HON111 helped me connect with other... honors students” (81% positive). An additional goal of HON111 is to have students understand campus and the available resources. To that end we asked “HON111 helped me locate resources on the...campus” (94% positive) and “HON111 helped me understand what the different offices on campus do” (90% positive). Finally, we wanted to know if this course, and subsequently being part of the Honors Program, help students make the college transition easier and set them up for success; “HON111 helped make the transition to college life at Buffalo State easier” (80% positive) and “HON111 helped me understand my role in being successful at Buffalo State” (87% positive).

The goals for the HON444 class goals include preparing students for the next step after their undergraduate degree. The HON444 course evaluations ask students to rate each aspect of the class on a Likert scale from Strongly Agree to Strongly Disagree. Students found completing and having a professional review their resume helpful/important (positive ratings between 86-94%). Students also appreciated working on their cover letter or personal statement (86%-91% positive) and interviewing a professional in their field (79%-97% positive). The HON444 experience also connected students to the Honors Program and the Honors theme through meeting with Dr. McMillan and a book project. Students also appreciated these connections.

The Honors Senior Exit Survey is administered every year. It asks questions about the Honors student experience from a broad perspective. Notably, this year’s seniors entered Honors during Covid and the results reflect that challenging 2020-21 academic year. Ninety-one students enrolled in HON444 filled out the Senior Exit Survey in 2023-24. Of these, 74 came into Honors as first year students (and 70 took HON111) and 17 were continuing Buffalo State students. Only 11 of these students indicated they had never attended an Honors event. Most (42) had attended 1-3 events, 27 attended 4-6 events, and 11 attended 7 or more events. Senior students who took HON111 in their first year, despite Covid disruptions, thought the class connected them to Honors and the campus. For some students, it helped them form lasting friendships (Table 10).

Table 10. Honors Senior Exit Survey results pertaining to the HON111 Introduction to Honors course. Results are shown as the % responding out of n=70 respondents.

HON111 helped me:	Agree/strongly agree	Neutral	Disagree/strongly disagree
Connect to Honors	73	19	9
Understand support services on campus and where to find them	73	17	10
Connect to Buffalo State	71	16	13
Be involved on campus	66	19	16
Feel like an Honors student	64	23	13
Form lasting friendships	33	29	39

Honors Seniors also appreciated the perks that came with the Honors Program. Early registration was the most popular perk, with 91% of the survey participants selecting “somewhat” or “very important” as their response (Table 11). The Honors faculty were also an important perk (78% “somewhat” or “very important”). Bishop Hall housing was the least important, but also the largest N/A response. This perk would only be important to students who lived on campus, which are about half of the Honors students. Overall, most students appreciated most of the benefits they receive in the Honors Program.

Table 11. Honors Senior Exit Survey results pertaining to the importance of Honors perks. Results are shown as the % responding out of n=91 respondents.

Importance of	Somewhat/ very important	Neutral	Somewhat unimportant /not important	N/A
Early registration	91	3	5	
Excellent Honors Faculty	78	19	3	
Free printing	75	11	10	4
Honors Staff	75	20	3	2
Honors-specific Scholarship	75	11	8	7
Small Gen Ed classes	69	12	15	3
Computer lab	54	21	16	9
Honors Events	52	24	22	2
Honors Hub	51	26	16	7
Honors Adviser	51	18	24	8
Bishop Hall	32	11	32	25

Community Connections

Newsletter, Social Media, Marketing

The Honors Program, with assistance from student interns, publishes three newsletters each semester plus one “Senior Edition” issue at the end of the spring semester. These newsletters aim to showcase the life and rich experience of our Honors community. Readers include students, faculty, staff, administrators, donors, as well as prospective students and families. Stories often cover recent events, student accomplishments, and spotlights on Honors students, faculty, and alumni. Digital versions of the newsletters are emailed to all Honors students and faculty, and past issues may be viewed on our [Honors website](#). In 2023, the Northeast Regional Honors Council recognized the quality of our newsletter by awarding us first-place in their annual competition.

Other forms of communication come through our weekly announcements and social media. Each Monday during the semester, the Honors Program sends a curated email of upcoming events, academic deadlines, and general announcements to current members of the Honors Program community (students, staff, and faculty). Content also is posted on both Facebook (Buffalo State Honors Program) and Instagram (@buffstatehonors) frequently throughout the academic year. The Honors Instagram account gained over 100 new followers this year, passing 900 total. Each semester, a variety of Honors students takeover the account for a day to showcase their experience in classes, events, commuting, working, competing, or even studying abroad.

Although Admissions is primarily responsible for recruiting incoming students and inviting those who are eligible to join the Honors Program, the Honors Staff partners with Admissions in several ways to aide in recruitment. Chelsea Kettle serves as the Admissions liaison for Honors and supports prospective Honors students throughout their admissions process. Invited students receive a series of email communications describing various benefits of the Honors Program and reminding them to “secure your spot” using the Applicant Portal. The Honors Staff participate in numerous Admissions events including tabling at Fall Open Houses, hosting an Honors Meet & Greet at Spring Open House, conducting Virtual Information Sessions and One-On-One Appointments, and facilitating campus visits.

Honors alumni receive a consolidated email newsletter after each semester with stories most relevant to them. Five alumni spanning 2010-2021 provided newsletter spotlights this year. Honors also participated in the Alumni Tailgate at Homecoming with a special tent and partnered with recent alumna Emily Ersing to provide an M&T Budgeting Basics event.

Buffalo Community Support

Honors students are involved in many service activities on and off campus. Some examples include:

1. BENGALS DARE TO CARE DAY – Honors staff and several students were site coordinators for Bengals Dare to Care and 60 Honors students participated in the event.

2. Honors sponsored a Jericho Road Community Health Center Fall donation drive of household items to benefit the Jericho Road's Vive Shelter and a carload of household items was delivered in December.
3. The Honors Program was vital in getting the Buffalo State Talks series started with the Alumni Association. In December 2023 Dr. Saquib Ahmed presented "The World of Nanoscience: A Call for Maturity" and in April, 2024, alumna Crystal Surdyk '12 and Bernice Radle '11 discussed "The Professional Commitment to the Earth Through Sustainability." These talks were widely advertised to Buffalo State alumni and the Buffalo community and were held in the Jacqueline Vito LoRusso Alumni and Visitor Center.
4. The Honors Program Director serves on the Buffalo Zoo Research Board, which reviews research proposals submitted for research on the Zoo animal collection, and delivers meals for FeedMore Western NY.

National Professional Involvement

The Muriel A. Howard Honors Program is a member of the Northeast Regional Honors Council (NRHC) and the National Collegiate Honors Council (NCHC). Involvement in these organizations in the 2023-24 academic year included:

- 1) Faculty Representative for NRHC (Director).
- 2) NCHC meeting in Chicago (fall 2023) - Director and Assistant Director facilitated a workshop titled "Revolutionizing Your Honors Program: What Do You Need to Know to Grow?" with over 40 attendees.
- 3) Attended NRHC (spring 2023) in Albany with 3 students who all presented at the meeting (Director and Assistant Director).
- 4) Reviewed proposals for the NRHC meeting (Director).
- 5) Reviewed papers for the NRHC journal Illuminate (Director and Assistant Director).
- 6) NCHC Volunteer Stewardship Search Committee (Director).

Buffalo State Service

The Honors Program staff support campus student service areas throughout the year. For example, in 2023-24 Honors staff volunteered for Admissions events, New Student Orientation, Residence Life move in day, Dare to Care, Homecoming tailgate, Bengala planning and execution, Commencement, and many other events. Along with these activities, the staff supports campus activities by sitting on committees and participating in many campus events. The list of committees in 2023-24 is below:

Director:

Search Committee for Residential Life Director
 NRHC Faculty Representative
 Social Justice Cohort Inaugural Member 2023-24
 Academic Success Collaborative
 Bengal Success Network
 Provost Council

NCHC Meeting and Presentation
NCHC search committee for Volunteer Stewardship coordinator
Commencement Committee
Senate Academic Plan Committee
Banner IT Team
Change Management Working Group
Bengala 2024 Committee
Sat on 2 Biology Graduate student committees: Mimi Byrne and Jonathan Promowicz

Assistant Director:

Cultural Competency Pilot Working Group
Homecoming Committee Coordinating Office Door Decorating Contest
Vice Chair of the College Senate Student Welfare Committee
Orientation Work Group
C.A.R.E Team Student Support Team
College Senate Meetings
BPAC Advisory Group
Honors Advisory Board

Academic Advisor:

Honors Advisory Board
Mental Health Committee C.A.R.E.
Co-adviser for the photography club

Administrative Assistant:

ASWG Working Group
President's Council on Equity and Campus Diversity: ARIS Subcommittee
Foundation Board: Development Board
Bengala 2024 Committee
Campus House Board
SEFA Ambassador (Honors) Since 2018
Compeer Services Volunteer (monthly)



Appendix 1 Scholarships and Student Funding

Honors Endowed Scholarship Providers 2023-2024

Byron Hill Scholarship
Chester A. Pugsley Scholarship
Corinne and Victor Rice Honors Endowment
Edward Brese Scholarship
Ethel Lockman Newman Fund
Gail E. and D. Bruce Johnstone All College Honors Scholarship
Genevieve and Richard Brown All Honors Scholarship
Graphic Controls Scholarship
Grunebaum Family All College Honors Scholarship
Hermina Takats Scholarship
Hodgson Ross Honors Scholarship Fund
Karen Kostecky Penfold All College Honors Scholarship Fund
Marion and Leonarda Cyran Scholarship
Mary Jane Orcutt Endowed Scholarship Fund
Nelson K. Upton Scholarship
Richard and Gretchen Stevenson Endowed Scholarship
Rosalie Turton Scholarship
Thelma and Gordon Jones Endowed All College Honors Scholarship



Dr. Muriel Howard visits the Honors Hub.

Appendix II

HON111: Introduction to Honors Syllabus

Instructor: Matt Baran – baranmj@buffalostate.edu

Classroom: BISH 126

Office Location: South Wing 330 (*Inside the Honors Program Office*)

Office Hours: In-person or virtual appointments available throughout each week upon request

Section Meeting Times:

2089 – Wednesday 11:00-11:50am	2090 – Thursday 3:05-3:55pm	2611 – Friday 10:00-10:50am
2088 – Wednesday 12:00-12:50pm	2609 – Thursday 4:30-5:20pm	2610 – Friday 11:00-11:50am

Course Description: First-year Honors students are enrolled in this introductory class that orients them to the Muriel A. Howard Honors Program and to their education at Buffalo State. Students will learn about the many resources and opportunities available to them, gain valuable skills to support their academic experience, and create connections with fellow Honors students.

Learning Outcomes:

Students will...

- Make connections with other first-year Honors students
- Gain an understanding of the Honors Program requirements, perks, and opportunities
- Become familiar with resources, services, and supports available on-campus
- Attend activities and events in Honors, at Buffalo State, and in the surrounding community and document their involvement
- Read and discuss a recently published book
- Build valuable skills to aid in a successful transition to college

Required Course Material: Students are required to read or listen to *Crying in H Mart* by Michelle Zauner (available through Barnes & Noble, [Amazon](#), and elsewhere). This memoir follows the author’s experience grieving the loss of her mother and explores her identity as a Korean American. The author will be hosting a talk at Kleinhans Music Hall on Thursday, November 9th at 8:00pm as part of the [BABEL Literary Series](#) and Honors will provide FREE tickets to attend!

Grading Breakdown:

- Attendance and Participation: 33%
- Assignments (3 points each): 42%
- Out-of-class Involvement Journal: 25%

Brightspace: All course materials, presentations, announcements, homework submissions, due dates, and grades will be available on the HON111 Brightspace course page. Take time to explore the site and contact the instructor if you need any assistance navigating the materials.

Attendance: Regular attendance in HON111 is required not only for you to be successful but for the whole class to be successful. No one can replace the unique perspective and contributions that you bring to class each week! If you miss class, it is your responsibility to review the material for that week (posted on Brightspace) and submit any assignments.

You can make-up a missed class by attending another HON111 section in the same week

In-Class Participation: Active participation during in-class lectures, discussions, activities, groups, and assignments is expected.

Active participation looks like...

- Arriving on-time and prepared for class
- Listening and responding to the instructor
- Listening and responding to your classmates
- Thoughtfully engaging in discussions and assignments
- Managing distractions to your learning

Active participation does NOT look like...

- Showing up late or leaving class early
- Having side conversations
- Scrolling through social media
- Listening to music
- Completing work for other classes

Homework: Homework is assigned on most weeks throughout the semester and is due by Fridays at 11:59pm unless otherwise specified. Assignments typically expand further on the weekly topic or prepare for the upcoming week.

Late work policy: Students should make every effort to submit work on time and stick to the course schedule. Late homework assignments and missed in-class assignments will be accepted until the last day of class (December 8th at 11:59pm) for up to ½ credit (1.5 points).

Accommodations: Students who need accommodations to complete the requirements and expectations of this course because of a disability are invited to make their needs known to the [Student Accessibility Services](#) (SAS) Office, E. H. Butler Library 160, (716) 878-4500, email sas@buffalostate.edu or complete their request by filling out the [Initial Accommodation Request form](#).

Students registered with SAS should use the [Accommodate Portal](#) to submit their "[Semester Request](#)" (Letter of Accommodation) every semester. This letter informs faculty of the student's academic accommodations.

Statement on Academic Misconduct: All Buffalo State students are expected to display honesty and integrity in completing course requirements. Any student suspected of engaging in academic misconduct (i.e. cheating, plagiarism, aiding in academic dishonesty, etc.) could face

sanctions according to the [Academic Misconduct Policy](#). Students are highly encouraged to contact the instructor if they are worried about meeting assignment requirements or deadlines.

Course Schedule (Subject to Change):

WEEK	DATES	TOPICS	DUE THIS WEEK:
1	8/30-9/1	Course Overview, Syllabus, Honors Handbook	
2	9/6-9/8	Meeting Classmates, Honors Leaders	- Introduction Google Slide - Letter To Yourself
3	9/13-9/15	Delaware Park Day – MEET AT ROCKWELL HALL FRONT STEPS!	- Find Yourself On Campus - Connections on Introduction Google Slides
4	9/20-9/22	Resource Scavenger Hunt	- Bengal Connect
5	9/27-9/29	Advisement with Ms. Stevens Time Management	- Resource Commercial
6	10/4-10/6	Academic Success – Writing Center, Tutoring, Effective Studying	- Ideal Study Space
7	10/11-10/13	Wellness and Stress Management	- Register to vote (if eligible)
8	10/18-10/20	Check in with Honors Leaders	- Mid-Semester Reflection
9	10/25-10/27	VIA Character Strengths	- VIA Strengths Survey (DUE BY CLASS)
10	11/1-11/3	Communication Challenge	- Register for Spring classes
11	11/8-11/10	Book Review, Book Discussion	- Finish <i>Crying in H Mart</i>
12	11/15-11/17	Navigating Transitions, Life in Buffalo	- Book Review
13	11/22-11/24	NO CLASS - THANKSGIVING	- Sign up for Week 14 meeting time
14	11/29-12/1	Small Group Meetings – SIGN UP FOR TIMES (No regular class)	- Gratitude Reflection
15	12/6-12/8	Reflecting on the Semester, Course Evaluations, Six-Word Memoir	- Six-Word Memoir - Out-of-class Involvement Journal due by 12/8 11:59pm
CEP	12/11-12/14	NO CLASS	

Out-of-class Involvement Journal (Worth 25% of your grade):

PART ONE: Attend 9 different events, activities, programs, or opportunities over the course of the semester. You must attend at least one from each of the three categories below:

- **HONORS**: Annual Honors BBQ, weekly Honors events, workshops, BABEL, guest lectures, Honors Leader office hours, Honors faculty talks, Open House tabling, etc.
- **ON-CAMPUS**: Homecoming activities, SLE programs, USG clubs/organization meetings, AFP Social Justice Festival, special events, study sessions, guest speakers, sporting events, theater productions, art exhibitions, concerts, commuter breakfast, Res Hall events, Bengal Kitchen events, Bengal Pause activities, CAPE workshops, meetings in your major, etc.
- **OFF-CAMPUS**: Bengals Dare To Care Day (COUNTS FOR 2), Delaware Park, Walden Galleria Mall, downtown attractions, farmers markets, festivals, sporting events, concerts, architecture tours, museums, hiking, Niagara Falls, Riverworks, Canalside, West Side Bazaar, Frighworld, volunteering, voting in-person, Camp 1871, class field trips, etc.

***Athletes may use one game or team event towards this assignment**

PART TWO: Create a journal of your out-of-class involvement. This could be a PowerPoint presentation, Word document, video, physical notebook/journal/scrapbook, or similar format.

Your journal should contain the following:

- A. Cover Page / Title Slide** – Create a title for your journal and include your full name, “HON111 Fall 2023”, and any decorative elements to personalize your journal.
- B. Event Entries (9 or more)** – Each entry should be on a separate page/slide and include:
 1. Event title and date
 2. Category – HONORS, ON-CAMPUS, or OFF-CAMPUS
 3. Picture(s) – either a selfie/group photo at the event or other proof you attended (ex. Concert program, event giveaway, certificate, social media post, screenshot, etc.)
 4. Brief description – 1-3 sentences describing the opportunity/activity
 5. Reflection – One paragraph reflection. Use the following prompts for inspiration:
What did you like/dislike? Was it what you expected? Would you go again? What did you learn/gain? Would you recommend to other Honors students? Any other thoughts?

****EXTRA CREDIT OPPORTUNITY**** – Complete additional events and log them in your journal to earn 1 extra point on your final HON111 grade per entry, up to 5 points maximum.

- C. Summary Reflection** – Conclude with a final entry summarizing your journal and reflecting on the semester. Consider these prompts: How did getting involved impact you or your transition to college? Did you grow or change because of your involvement? Is there anything you would do differently?

**Completed journal is due on Brightspace or in-person by December 8th at 11:59pm.
LATE SUBMISSIONS WILL NOT BE ACCEPTED.**

Appendix III Honors Leaders Feedback

Do you think the Honors Leaders should be more or less integrated into the HON111 experience in the future? *Select responses from first-year students; 2023 Course Evaluations.*

- “I think that integrating Honors Leaders into the class experience would be beneficial, as they offer additional support and guidance, thereby enhancing the overall HON111 experience and contribution to a supportive and inclusive learning environment.”
- “I think that the Honors Leaders should be more integrated into the experience because they have such great advice and they know exactly how we feel and could relate to us.”
- “I think they should be more integrated. I thought that their involvement in conversation and learning was necessary.”
- “I think the Honors Leaders should be more integrated into the HON111 experience in the future. It was very nice having them in class and having them give us feedback.”
- “I think the Honors Leaders should be more involved, as it is important for newer students to hear advice directly from the mouths of older students. Connecting with them is important and helps newer students understand the true workload/demand of the program.”
- “YES PLEASE!!! They were my favorite part of the Honors Program and I wish we did more in the class and I think you should plan out more ways for the Honors Leaders to be involved.”
- “YES! I think that having the Honors Leaders more integrated with HON111 would improve the atmosphere of the class because they’re students that have been in the program longer than the students in the course, and they can get us interacting a little more without it feeling so pressured. I think it’d be fun to be an Honors Leader but I don’t know if I could mentally handle it.”
- Comments from Honors Leaders after completing the position:
- “What I enjoyed most as an Honors Leader was getting to become a face in the department, seeing students and mentees that weren't mine but stopping to talk. Offering advice on classes on study skills, while also being able to learn from others. I also just enjoyed having a space to come to twice a week and having that space to work or talk to others with office hours. It forced me to socialize in a way that I didn't always do before. So, being able to make an impact, or at least have a peer to connect with was enough.”
- “The connections I made with the other Honors Leaders have been unforgettable and EXTREMELY helpful. I cannot reiterate enough that I am so grateful to have met and worked with such an enjoyable group. I wish I could have had that same experience with my mentees but I understand all too well the hesitation to make connections and put yourself out there your freshman year. I would very heavily encourage Honors students to become a leader.”
- “I was extremely happy to feel like I had reached each one of them on a more personal level than I had with my mentees in the previous year. Groupchats and emails still did not

get great responses however attending the classes allowed more in depth conversations that none of them seem opposed too.”

- “I loved being an honors leader! Even though I didn’t see my mentees or hear from them often, I felt like if they did need me I was able to offer them support and encouragement. I became great friends with the honors leaders, and love the relationship and leadership skills I gained from doing this.”
- “I gained confidence in myself to be able to help others. Having a community of honors leaders to collaborate with helped me immensely grow as a mentor and as a person. I hope my mentees gained a relationship not only with me but in some cases with each other.”
- “I gained a lot from being an Honors Leader! I have become more confident in myself and my ability to express my thoughts and ideas. I have gained many new friends through the Honors Leaders Program, and I have been granted opportunities to try new things that I may not have done before. My mentees gained a valuable person to help them navigate their first semester, and I was able to help my mentees with study tips and their professor's expectations.”
- “I found this position to be extremely rewarding. I feel I proved to be a helpful informational and emotional resource for my mentees. Additionally, I think I was a helpful guide for my fellow Honors Leaders due to my previous experience as a mentor. Through this position, I continued to practice effective leadership skills, especially communication and building community. I felt extremely rewarded as well, as I feel I built good relationships with my mentees.”
- “I think this program is very important for all Honors students and for the Honors Leaders. The Whispering Pines Retreat and attending HON 111 were the two most important factors that attributed to this successful semester as an Honors Leader.”



Appendix IV HON444: Honors Senior Seminar Syllabus

Dr. Amy McMillan
Fall 2023

Office: South Wing 330A

Office Hours: Any time by appointment – in-person, by phone, or in virtual Teams room

Email: mcmillam@buffalostate.edu – please use HON444 in the subject!

Phone: 878-3371 or Celestine at 878-3093 to set up an appt.

Required Text: *Crying in H Mart: A Memoir* by Michelle Zauner

Class Description:

This course is planned as final course in the Buffalo State Honors course sequence. Students will evaluate and share career goals, skills and professional dispositions; reflect on their academic journey related to the Buffalo State institutional learning outcomes and their required applied learning experiences. Additionally, we will use this class to explore contemporary issues and evaluate ourselves as thinkers and learners at the end of the journey to a bachelor's degree.

Course Outcomes:

Students will ...

1. *Develop skills to further career aspirations;*
2. *Articulate reflections about the impact of their Honors and academic program on their cultural fluency, urban engagement, scholarship and creative activity, and ethical reasoning;*
3. *Create an abstract or a description of their applied learning project required as part of the Honors Program (internship, clinical placement, practicum, service-learning, community service, creative work, research, or study away);*
4. *Explore and reflect on current issues and articulate reactions in an expressive product.*

Course Requirements:

Participation and attendance: This class will be taught **in-person or virtually** (MS Teams).

There will be 4-5 class meetings during the semester. Students will be given a choice for how to attend each required meeting. You will also be required to attend two workshops or seminars of your choice (selections will be provided and may be virtual or in-person).

Assignments: There will be assignments throughout the semester divided into units (Career Development, Applied Learning, Honors Theme/Book Project, Honors). Requirements for each assignment will be clearly stated along with a dropbox and a deadline. Late assignments will be penalized and may not be accepted.

Presentation: You will give a presentation at the end of the semester that includes describing your Applied Learning experience and presenting your social justice expressive project.

Grading:

Participation and attendance:	20% of course grade
Career Development Assignments:	25% of course grade
Applied Learning Assignments:	10% of course grade
Honors Theme/Book Project:	30% of course grade
Honors Reflection Assignments:	15% of course grade

Course Breakdown (500 total pts):

- 1) Career Development (125 pts)
 - a. Career aspirations and exploration of CAPE website - 10
 - b. Resume - 20
 - c. cover letter or personal statement - 15
 - d. personal website/social media - 10
 - e. interviews/deportment - 40
 - f. Workshop or leadership reflections - 30
- 2) Applied Learning – Abstract or description process and purpose (50 pts)
 - a. Project outline and description and explanation of fit to applied learning objectives
- 3) Honors Theme/Book Project - 2023-24 (150 pts)
 - a. Theme: **Navigating Transitions**
 - b. Book Review - 25
 - c. Creative/Reflective Project - 70
 - d. Video or written description of project – 25
 - e. “6 Word Memoir” - 30
- 4) Honors Reflection (75 pts)
 - a. Institutional Learning Outcomes
 - i. Cultural Fluency- Culture, disagreement, privilege, and bias
 - ii. Urban Engagement- Opportunities and challenges of urban settings and citizenship
 - iii. Scholarship and Creative Activity- Framing, investigating, and solving problems creatively
 - iv. Ethical Reasoning- Honor, conscientiousness, professionalism, and ethics
 - b. What has your Honors experience been like for you? Where could it improve, where did it work well?
 - c. Qualtrics response on above – 35
 - d. Graduation Slide – 40
- 5) Class participation (100 pts)
 - a. First Class – 10
 - b. One or Two on One – 20
 - c. Book Discussion – 25
 - d. Final Class Presentation and Participation - 45

Course Expectations:

- Meet with class as expected throughout the semester. Be respectful and involved in each of these meetings – whether online or in person. **If you are online, video on and active participation are required.**
- If we meet in person, we will follow the campus health guidelines, which may include wearing a mask, regular cleaning, and social distancing. Expectations will be posted on Brightspace if they change throughout the semester. Please do not meet in person if you are experiencing any Covid symptoms or have any other indication of illness.

experience in some way! If you are unable to make a class meeting that you have scheduled, please find a new time (preferably before you miss the meeting). You will be responsible for making up any missed class times or will take a grade penalty.

Students with Accessibility Needs:

Students who need accommodations to complete the requirements and expectations of this course because of a disability are invited to make their needs known to the Student Accessibility Services (SAS, <https://sas.buffalostate.edu/>) Office, E. H. Butler Library 160, (716) 878-4500, email sas@buffalostate.edu or complete their request by filling out the Initial Accommodation Request Form (https://buffalo-accommodate.symplicity.com/public_accommodation/).

Students registered with SAS should use the Accommodate Portal (<https://buffalo-accommodate.symplicity.com/>) to submit their “Semester Request” (Letter of Accommodation, <https://sas.buffalostate.edu/submit-your-semester-request-students>) every semester. This letter informs faculty of the student's academic accommodations.

Students with Other Needs:

The Dean of Students Office helps students navigate the college experience, particularly during difficult situations such as personal, financial, medical, and/or family crises. If you or someone you know needs support, services are available. For a list of support services and information, please visit <http://deanofstudents.buffalostate.edu/>, 716-878-4618 or stop by 311 Campbell Student Union during business hours.

Academic Integrity:

Needless to say, violations of academic integrity are not consistent with the community standards of Buffalo State College or with the Honors Program. This includes *plagiarism*, which involves submitting as one's own work part or all of any assignment that is copied, paraphrased or purchased from another source (including A.I. options), without the proper acknowledgement of that source. If you have any questions about what constitutes plagiarism, please consult the instructor. Other violations of academic integrity include cheating; fabricating data; facilitating academic dishonesty, that is, helping another individual violate these policies; and attempting to gain advantage over fellow students by lying about the need for an extension, destroying library materials, etc. Violations will result in a failing grade for the assignment in question, **a failing grade for the course**, and referral to the Dean as per the student handbook. This is a serious matter, and such behavior will not be tolerated.

Procedures Regarding Disruptive Individuals:

Disruptive behavior by students in our class will not be tolerated. If we deem a student to be acting in a disruptive or threatening manner, we will exercise our right to ask that individual to leave the classroom. If refused, we will exercise our right to notify University Police. The responding officer will determine whether an arrest should be made or whether a referral to medical or counseling staff is appropriate. If a student is perceived as a danger to himself, herself, or others, the Dean of Students may propose an interim suspension until a hearing is held. Any student removed from class will have the right to a hearing.

Appendix V

Honors Program Assessment

Quotes from HON111 Course Evaluations:

- “I think the out of class involvement assignment was especially challenging for me, as I was never the kind of student to do extra things outside of class or go to optional events. That being said, I think this assignment pushed me out of my comfort zone in a good way. While the assignment seemed daunting and a bit annoying at first, I think it was beneficial and necessary.”
- “The involvement assignment really helped me to get out of my shell and find what I like in BSU. I have made friends through these events. I have found a support system in both staff and students.”
- “I enjoyed the resources and information about upcoming events, support resources, and other things going on around campus, especially within the Honors program. I think that these are really helpful for incoming Honors students since you sometimes forget to check events on a calendar or through your phone, and sustaining these ties to the Honors community early on in your college experience can build direct connections and knowledge about the program.”
- “I liked that HON111 was like a cheat code for college. It helps a lot with transitioning into college and I could ask Matt any questions I had. I would say continue to have open discussions because it helps everyone to be more comfortable with their struggles. I also think incoming honors students next fall would benefit from the registration part of the class because I would’ve been so confused without it.”
- “I loved the variety and relevance of the assignments. I liked the Buffalo, different places, letter to yourself, and wellness assignments especially.”
- “I really liked the walk in Delaware park, I'll never forget that trip. I was fun and nice and I will always use Delaware park throughout the time I am here. If we didn't go on this trip I probably would have never knew about it.”

Quotes from HON444 Course Evaluations:

What aspects of this class did you think were most useful or interesting?

- “I thought the professional development module was the most helpful. I liked being able to have my resume reviewed by a professional - I learned important pieces of formatting advice that would have caused trouble on graduate applications had I not known them!”
- “I thought reading "Crying in H Mart" was an interesting experience for this class. The novel was engaging and gave me perspective into my own life as it has developed so far. I also really enjoyed that we got to choose how we wanted to do our book project, whether this be in the form of a drawing, song, or other medium. This was much more useful to me than writing a traditional essay, which I am very grateful for. I also thought revising my resume for this class was extremely helpful, as I have already needed to use my updated resume for a few things. This assignment definitely prepared me for the present and future.”
- “Writing the resume and having it reviewed by CAPE.”
- “I think this class was perfect and exactly what I would expect from an honors course.”

Quotes from Senior Exit Survey:

What do you think we do particularly well for Honors students?

- “Fostering an Honors community where students can make friends and connections”
- “The support seems unmatched. Although I didn't utilize everything offered, I saw the emails, I saw the social media posts and the events happening. I don't think I've ever seen an organization so willing to help their people.”
- “Provide thought-provoking and challenging class work that holds students to a scholarly standard.”
- “it is clear that you care a lot and want to provide as many chances as possible for us to succeed.”
- “The scholarship is one of the only reasons I can actually go here.”
- “I think the Honors Program was extremely supportive. While the academic quality was high, there was also a high value placed on engagement that I do not think I would have gotten if I were not in the Honors Program. As mentioned previously, the Honors faculty and staff were some of the most supportive people on campus. They were willing to take time out of their day to help out students and be there for them even for things unrelated to their classes.”
- “I think the Honors Program offers a lot of support for its students and I think it's really beneficial that the honors hub exists.”
- “I truly think you all did an incredible job; the Honors program is largely the reason I attended Buffalo State to begin with.”

What would you have wanted in an Honors Program that we did not provide?

- “Scholarship opportunities for those who transferred into the program”
- “Discounts in the bookstore”
- “In my other school we had priority and/or free parking in Honors so that would have been cool”
- “Maybe a honors trip or special honors program abroad”
- “communication to our major advisors, I would get a lot of "I don't know anything about honors I don't know how to help you"”
- “classes that correspond with all different majors (especially STEM)”
- “more philosophy”

What could we have done better?

- “I think more commuter connections is always a big one. So many of the opportunities are during Bengal Pause, and if you're not on campus it never feel worth it to come in for an hour or two. I also think more creative HON classes would have been great, I never could get that jewelry making class to fit into my schedule and it would have been nice to take something that was fun and creative.”

- “Maybe more outings off campus for students”
- “While most of the Honors Events were announced via email, there were still times when I do not remember hearing about certain events. I think when we had Blackboard, there was an Honors-specific organization page. Maybe some sort of page for Honors on Brightspace could be a central hub for students to learn about upcoming events and other opportunities such as the Enhancement Fund.”
- “more community service opportunities”
- “Offer more online classes for commuters”



Above: Honors Leaders Retreat. Bottom left: Honors Halloween. Bottom right: Honors game night.



Graduating seniors at Honoring Honors [H²] annual recognition event, March 15, 2024.



MURIEL A. HOWARD HONORS PROGRAM

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