

## BME Student Archetype:



Sarah is a sophomore BME student. She is 19 years old. She plays IM volleyball in her free time and also enjoys rowing. She lives in an apartment near central campus with a roommate. Some of her classes are on central campus and some are on North.

Sarah is in the Engineering school because she accidentally applied to it<sup>1</sup> but it turned out to be a good fit. She decided she wants to major in Biomedical Engineering because she has always loved chemistry (she led a chemistry club at her high school and loved her college organic chemistry class at U of M) and has wanted to be a chemical engineer since childhood, but fell in love with Biology in high school and realized she wanted to combine her interests upon starting college. Sarah is not entirely sure of her future plans: she is debating between industry (specifically, prosthetic development) and medical school. Some of her friends are considering graduate school. She has classes in common with a lot of her friends and typically has friends to walk from class to class with; she's friendly and will talk to strangers who approach her with questions about her life. Her peers in her BME classes are a pretty tight knit group.

She hasn't had many lab courses yet. She enjoys the hands on feel of practical/experiential/lab courses, and learns better in these types of courses, but they also make her nervous since she feels her theoretical lecture-based courses don't prepare students to actually apply the information they learn. She does feel that both lecture and lab classes are necessary but wishes they would complement each other better. A lot of her friends dislike lab courses because they don't feel well equipped to do well in them. Some of them dislike them because they feel more comfortable absorbing information than applying it. She absolutely loved her Engineering 100 class because her lecturer was supportive and engaging and because it had an actual practical end goal. In lecture based classes, she learns best when the professor is clear and captivating. She is stressed out by a few of her lecture classes because the professor heavily relies on calculus and theoretical explanations that are hard to visualize, leaving her to dig through her (also obscure) textbook for information.

Note: This archetype is a conglomeration of answers I got from ~7 BME sophomores/upperclassmen reflecting on their sophomore year. I got very mixed responses on many questions, so this is probably only representative of a subset of BME students. (I also mostly talked to students waiting outside classes before they began, so my tiny sample of students was also biased towards students who were ~10 minutes early to class.)