

## School of Industrial Design, MFA Midpoint Review: Thesis Outcomes Rubric

<b>Program Learning Outcome</b>	<b>DOES NOT Meet Midpoint Review Expectations</b>	<b>MEETS Midpoint Review Expectations</b>
<b>Present an original thesis concept worthy of the MFA degree</b>	<ul style="list-style-type: none"> <li>• Concept taken or borrowed from someone else</li> <li>• Concept may start with an object or existing product</li> <li>• Unclear how idea could be expanded</li> <li>• Repeat topic or redesign</li> </ul>	<ul style="list-style-type: none"> <li>• Concept developed solely by the student</li> <li>• Concepts starts with an awareness or an observation of an opportunity</li> <li>• Has a story, intent, voice, insight, point of view and personal vision</li> <li>• May get into a new area in a known way, or a known area in a new way</li> <li>• May have some ambiguity in potential solutions</li> </ul>
<b>Demonstrate the feasibility of their thesis project</b>	<ul style="list-style-type: none"> <li>• Product or potential product is not realistic</li> <li>• Project is only theoretical</li> <li>• Little or no consideration for manufacturing, engineering, distribution, production, marketing</li> <li>• Student shows uncertainty in how to proceed</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an ID opportunity or contribution</li> <li>• If not buildable now, realistic expectation that it can be built in the defined future</li> <li>• Student knows what the next steps are and who they will work with to realize the project</li> <li>• Demonstrated ability to execute project</li> <li>• Show awareness of manufacturing, engineering, distribution, production, marketing</li> <li>• Defines a market (or reason why defining a market is not relevant)</li> </ul>
<b>Explain the relevance of their project to their professional goals</b>	<ul style="list-style-type: none"> <li>• Student can't articulate professional vision or personal goals</li> <li>• Professional goals don't connect with the project</li> <li>• Past projects don't relate to thesis project</li> <li>• No connections between industry practice/ knowledge and the project proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis has potential to demonstrate mastery in specific areas of IF which is aligned with student's personal goals</li> <li>• Student confidently articulates professional goals.</li> <li>• May incorporate previous degree of expertise into proposal</li> </ul>
<b>Clearly define the problem/opportunity, hypothesis, main objectives, and product requirements and/or conditions in their project brief</b>	<ul style="list-style-type: none"> <li>• Presents narrow view of issue, problem defined is very obvious</li> <li>• Opportunities are not a big enough "bite"</li> <li>• Unclear about role of ID in their project proposal</li> <li>• Cannot bridge research to opportunities</li> <li>• Problem statement &amp; hypothesis are not aligned</li> <li>• Reader/listener left wondering what it all means</li> </ul>	<ul style="list-style-type: none"> <li>• POV demonstrates vision for future</li> <li>• Identifies tangible target market, creates new market or new experiences/services from research insights</li> <li>• Addresses secondary need – something not obvious at first glance</li> <li>• Hypothesis includes objective analysis of information</li> <li>• Research validates problem statement and conclusion is clearly linked to research insights</li> <li>• Has a strong argument validated with primary research</li> </ul>

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Program Learning Outcome	DOES NOT Meet Midpoint Review Expectations	MEETS Midpoint Review Expectations
<p><b>Conduct adequate research and communicate findings using appropriate supporting materials</b></p>	<ul style="list-style-type: none"> <li>• Data is old, irrelevant or copied</li> <li>• Uses only one source or doesn't seek out personal experiences &amp; field research</li> <li>• "Research" is really only a personal point of view or input from friends</li> <li>• No analysis</li> <li>• Conclusion does not derive from objective research</li> <li>• Doesn't bring personal POV to research</li> <li>• Student hasn't extracted meaning from raw information/data</li> </ul>	<ul style="list-style-type: none"> <li>• Research creates new knowledge and tells us something we don't already know</li> <li>• Demonstrates an understanding of what's been done in the past, what exists now, and what can be done in the future</li> <li>• Includes evidence of observational research</li> <li>• Uses multiple sources and includes citations (footnotes, bibliography)</li> <li>• Creates infographics like 2x2's and Venn diagrams</li> <li>• Includes all appropriate Institutional Review Board forms in journal.</li> <li>• Includes relevant statistics/provocative quotes</li> <li>• Creates generative tools for contexts &amp; interviews</li> </ul>
<p><b>Produce work that demonstrates proficiency in branding, graphics, drawing, rendering, 3D modeling, and model making</b></p>	<ul style="list-style-type: none"> <li>• Presentation does not aesthetically coincide with journal.</li> <li>• Graphics do not communicate data clearly.</li> <li>• Drawing perspective is incorrect.</li> <li>• 3d models are geometric and form development is lacking.</li> <li>• Models lack craftsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation, journal, additional materials are cohesive.</li> <li>• Graphics are legible, colorful and engaging.</li> <li>• Drawings show nicely executed final drawings and quick iterations.</li> <li>• 3d model shows complex curves and indicates materials and processes</li> <li>• Models are executed well enough to be evaluated for form and function.</li> </ul>
<p><b>Give clear and concise professional presentations (verbal and visual)</b></p>	<ul style="list-style-type: none"> <li>• Poor spelling and grammar</li> <li>• Student lacks confidence and does not project voice.</li> <li>• Presentation exceeds 20 minutes.</li> <li>• Graphics are difficult to understand and branding does not visually align with journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Well dressed and prompt.</li> <li>• Good narrative or story.</li> <li>• Confident and articulate.</li> <li>• Receptive to feedback and questions.</li> <li>• Documents feedback.</li> </ul>
<p><b>Accurately present their ideas in writing</b></p>	<ul style="list-style-type: none"> <li>• Poor spelling and grammar</li> <li>• Journal is not a detailed explanation of presentation.</li> <li>• Journal does not include entire scope of project (prep, research, design and implementation)</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Balance of visuals and text</li> <li>• Journal includes the various iterative steps required for an innovative design solution.</li> </ul>