

DIGITAL FLUENCY INITIATIVE

85%

of jobs that will be available in 2030 haven't even been created yet.

*Dell Technologies with the Institute for the Future

2X

Liberal Arts students with additional technical skills qualify for nearly twice as many job openings.

*Data from Burning Glass Technologies

CHALLENGE AND OPPORTUNITY



If you write "digital" on your resume, your odds of getting a job are much higher than not having that work on your resume.

*Brian Kropp, HR advisory leader at Gartner

77%

of hiring managers say new hires need digital literacy skills.

*Chronicle of Higher Education Survey September 2020

MISSION: WHO WE ARE AND WHAT WE VALUE

DEVELOP **DIGITALLY FLUENT** LIBERAL-ARTS EDUCATED STUDENTS, WHO GRADUATE WITH A **COMPREHENSIVE AND TRANSFERABLE** SKILL SET TO BE **LEADERS** IN THE EXPLODING TECH SECTOR OF THE ECONOMY.

VISION: WHAT WE WANT TO BECOME

TO BE THE PREEMINENT LIBERAL ARTS INSTITUTION IN THE REGION IN PREPARING DIGITALLY FLUENT STUDENTS, LEADERS AND CITIZENS.

STRATEGY/GUIDING PRINCIPLES: HOW WE WILL ACHIEVE OUR MISSION

Digital fluency is defined as “the ability to leverage technology to create new knowledge, new challenges, and new problems and to complement these with critical thinking, complex problem solving, and social intelligence.” (EDUCAUSE Review “Digital Fluency: Preparing Students to Create Big, Bold Problems” March 12, 2018.) The digital fluency initiative merges the applications of technology in each academic discipline with the content knowledge and the liberal arts foundation that together form Franklin College’s distinctive academic experience. The digital fluency initiative provides cutting-edge tools for our students across the curriculum and co-curriculum, preparing them for the high-tech world they will encounter upon graduation. The overarching goal of the initiative is to improve students’ digital fluency skills and career outcomes, such as increasing the number of students who find a job in a high-demand tech career after graduation.

To be successful and achieve our ultimate vision, we will:



Identify and develop skills that are interconnected and interdisciplinary



Develop strategic partnerships with industry leaders and subject matter experts



Create opportunities that are in service of student interests and goals



Provide opportunities for creative expression



Be complementary to a Franklin College education

GOALS, OBJECTIVES, AND KEY PERFORMANCE INDICATORS: HOW WE MEASURE SUCCESS

 OBJECTIVE	 OUTPUT(S)	 OUTCOME(S)
Curricular: Increase the number and depth of digital fluency offerings within courses.	At least three digital fluency related courses will be offered during annual immersive terms or Pivot sessions.	80% of students will indicate all of their courses, both STEM and non-STEM, include digital fluency competencies by Year 5.
Co-curricular and Student Life: Engage Franklin College students in co-curricular digital fluency activities to increase workforce readiness skills.	65% of Franklin College students will participate in an annual co-curricular digital fluency activity.	By Year 5, 80% of Franklin College students who participate in co-curricular activities will indicate that they are more prepared for the workforce.
Professional Development: Prepare Franklin College faculty to incorporate digital fluency competencies in their courses.	100% of faculty will engage in an annual digital fluency professional development activity.	80% of faculty will indicate they are using digital fluency related tools or competencies in their courses.
Employer Partnerships: Engage Indiana employers in partnerships with Franklin College to benefit students, faculty, and staff.	60% of students will participate in a work-based learning experience, such as a site visit, project with an employer, or internship by Year 5.	By Year 5, 80% of Franklin College students who participate in a work-based learning experience will indicate that they feel better prepared to use digital fluency skills in a job after graduation. 65% of Franklin College interns will receive a score of 4 or 5 (of 5) on their use of technological skills from their internship supervisor.

