

If e-learning initiatives are to be sustainable and cost-effective, it is of the utmost importance to identify those factors that are contributing to that sustainability and that will enable setting up successful virtual schools. During the EU-project VISCED a number of success factors were identified which can help make virtual schools and colleges successful. These are factors that contribute to their sustainability and are likely to enable the setting up of successful virtual schools and colleges in the future. A distinction can be made between Critical and Key Success Factors.

1. Critical Success Factors

Within the VISCED project a list of 8 Critical Success Factors – those factors, which every single virtual school would need to be good at to be able to be a truly successful virtual school - were defined. Critical Succes Factors are considered specific to the whole virtual schools sector, and can be used in defining monitoring indicators and performance benchmarks within institutions. They are expected to be useful both in monitoring internal processes as well as benchmarking institutional performance against other actors in the field.

This tool presents the consolidated list Critical Success Factors, accompanied by contributing factors and measurement indicators. A self assessment commenting space allows institutions to benchmark their own performance related to each of the specific Critical Success Factor.

2. Key Success Factors

Key Succes Factors can be thought of as management- and school-specific Critical Succes Factors, built upon the sector-wide ones. They are those factors that might be critical but only to some types of virtual schools and not all. As an add-on to the Critical Succes Factors, Key Succes Factors can thus be defined for individual institutions. Due to the fact that there are a number of factors which are different for each virtual school, institutions will need to define those Key Succes Factors themselves. This approach allows the institutional management to coordinate the definition of additional success factors with their institutional goals taking into account. Once defined, they achieve the same status as Critical Succes Factors and at that point there is no difference between key and Critical Succes Factors in terms of importance.

This tool proposes a step by step approach to help and guide virtual schools and colleges in the process of defining Key Succes Factors. It allows institutional leaders to find those success factors adapted to and specific for their own school or college.

The Key Succes Factors that come out of this process can be added to the set of Critical Succes Factors, so that an institution ends up with a list of in between 11 and 15 success factors which will allow virtual schools and colleges to better outline, benchmark and monitor the own policies.



VISCED Critical Success Factors

CCE	Nama	Cuitavian
CSF	Name	Criterion The capability of leaders to make decisions
	Leadership in e-Learning	The capability of leaders to make decisions
		regarding staffing, student issues, and virtual
		school administration is fully developed at all levels
		of management.
1		
	Market research	Market research (to assess demand for virtual
2		schooling) done centrally and updated annually or
		prior to major programme planning.
	Relationship Management	Effective processes designed to achieve high
3	Relationship Management	credibility with relevant government and public
		agencies
	Technical infrastructure	The technical infrastructure is reliable and fault
4	1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	tolerant (in terms of availability and backup) and
4		support is readily available to the system users.
	Usability	All systems (being used to support students,
5		teachers, and others involved) usable, with internal
		evidence to back this up
	Professional dayalanmant	Appropriate professional development available to
	Professional development	staff (subject matter, pedagogical principles,
		teaching tools which they are utilising for
		instruction, as well as in understanding the specific
		nature of students involved)
		· ·
6		
	Learning Outcomes	All teaching has clearly defined learning outcomes,
		which are assessed for purposes of certification and
7		progression. Learning outcomes and their
		assessment are uniform for equivalent units
		throughout the institution.
	Understanding the	Students have a clear understanding of the
	_	school/college regulations
0	regulations	Samuel Community
8		

Contributing Factors
structure of organisation, leadership selection,
management structure and degree of
hierarchy - See the Pick&Mix list for likely
sources of evidence. Who makes decisions?
How are they communicated? How are they
endorsed? Who can contribute?
availability of technical help and support,
remotely? Infrastructure used - and standrads
expected, BYOD or provided?
expected, brob or provided.
students skills, teachers skills, location in terms
of access, budget questions - who pays for
home-based hardware, software and access,
BYOD or specified
staff selection constraints related to
emplyment conditions, availability of experise
to provide training as they are all quite
specialist, peer learning opportunities
role and inputs of others - parents, other
professionals, etc - so maybe this criterion is
better with a more general name to imply the
transparency with which everyone
understands how progression is achieved.

Measurement Indicators Aspects to be rated Is responsible for meeting the organization's annual goals and communicating thes goals to its constituents. Maintains a disciplined knowledge of its future with projections of income, expense								
$\fill \ensuremath{\mathbb{R}}$ is responsible for meeting the organization's annual goals and communicating thes goals to its constituents.								
goals to its constituents.	e							
 Maintains a disciplined knowledge of its future with projections of income, expense, enrollment, and trends in its educational and business environment. Provides a productive collaborative environment for learning and work, and the 								
					eadership necessary to plan both day-to-day operations and the long-term future of			
					eadersnip necessary to plan both day-to-day operations and the long-term future of the online program.			
• -								
Verifies that measures are in place to ensure quality, integrity and validity of								
								
effective fault and technical issue handling, numbers of break-downs and problems n								
time, helpdesk analysis. Aspects to be rated: 🛭 Provides timely, effective technical sup	oport.							
checklists and regular usability checks, help-desk stats and experiences, system stats	over time							
regularity of training, evaluation by those taking part in any such training, balance be								
on-the-job type opportunity and relective and dedicated time to learn new skills and	practices, time							
available for training, in staffs own time or during work hours - Aspects to be rated								
Provides and encourages participation in induction and mentoring programs.								
Provides regular feedback regarding teacher performance.								
2 Provides a wide variety of professional development opportunities.								
Aspects to be reted								
Aspects to be rated Sufficient professional administrative and support staff are provided to correct but the	h 0							
2 Sufficient professional, administrative and support staff are provided to carry out the state and appeal agents and appeal agents.	ie							
mission and annual organizational goals								
2 Ongoing training and support are provided to the staff to carry out the mission of								
the program.								
2 Clearly defined roles and responsibilities are evident to create a collegial team to								
assure effective delivery of quality education.								
2 Evaluations of staff and faculty occur on a regularly scheduled basis.								

Self assessment - Comments			

Defining Key Institutional Su

Step 1: Id

	No.
	Obi 1.
	Obi 2.
List your operational institutional	Obj 3.
objectives:	Obj 4.
	Obj 5.
	Obj 6.
Do you have any additional short-term	Obj 7.
	Obj 8.
	Obj 9.
	Obj 10,
	Obj 11.
	Obj 12.
	Obj 13.
Are any factors in your overall	Obj 14.
environment (government policies,	Obj 15.
changes in technology, funding priorities,	Obj 16.
competition, industry pressure etc)	Obj 17.
causing you to set additional objectives	Obj 18.
whether formalised or not?	Obj 19.
	Obj 20.

entifying institutional objectives

Step 2: Refining institu

A0.

List your institutional objectives below

A1.

Of the objectives you described in step one are any of them considered low priority in the next period (usally year)?

Objective		High / Low
	ı	
	•	
	i	

tional objectives

any of your	If your answer is "Yes" in A3 1,
	,
ectives mirror	please provide the VISCED Critical
he VISCED	Succes Factors it mirrors
itical Succes	
ors? - "Yes" if	
ective mirrors	
s. "No" if not.	
h it	ne VISCED tical Succes ors? - "Yes" if ctive mirrors

Conditioned by: Obj _ , Obj _, Obj _, Obj _	Yes / No	VISCED Critical Success Factor	
		Relationship Management	

Step 3: Turning objectives into indicators

В0.	B1.	B.2
Indicator required	For all objectives except those you listed in A1 and A3, define a	Is the indicator
	statistical indicator:	(practically)
		measurable in your
		institution? - "Yes" if
		indicator is
		measurable. "No" if
		not.

Indicator	Statistical indicator:	Yes / No
Define indicator		

Step 4: Order objectives

Key Sucess factors long list:

Make a list of objectives as follows:

- 1. Objectives listed in B2 as YES with those that appear most in A2 at the top.
- 2. Objectives listed in B2 as YES and not conditioned by other objectives that are listed in A2.
- 3. Objectives listed in B2 as YES and conditioned by a large number of other objectives (in A2) at the bottom

No.	Key Success factor

Step 5:

The list to approxima of Key Suc the institution make a fin

KSF.	
KSF1	
KSF2.	
KSF3.	
KSF4.	
KSF5.	
KSF6.	
KSF7.	

Key success factors

the left is a list of your Key Succes Factors, ordered in ate level of importance from highest to lowest. The final list ces Factors is subjective, and therefore depends finally on tion. Using the list above, consult with the rest of your hal management team, and using the information above, hal list of Key Succes Factors – minimum 3 and maximum 7:

No.	Objective