

Learning Analytics Checklist

A practical checklist to identify, track, and measure the training metrics
that matter.

1. Define Your Training Goals

Before you open the LMS dashboard or export any data, define what the training is expected to achieve. Clear goals help you decide which metrics matter, how success will be judged, and what action should follow from the data.

1.1 Identify the Main Training Objective

The main training objective describes what learners should know, do, or apply after completing the program. A strong objective is specific, observable, and linked to a real capability gap.

- State the skill, process, behavior, or knowledge area the training will improve.
- Avoid vague goals such as “improve awareness” unless you define what awareness looks like in practice.
- Use action-oriented wording such as “apply,” “identify,” “resolve,” “classify,” “demonstrate,” or “complete.”
- Example: Instead of “Train employees on cybersecurity,” write “Enable employees to identify phishing emails and report suspicious messages within 10 minutes.”

1.2 Define the Business Outcome You Want to Influence

Training analytics becomes more valuable when learning metrics are connected to business outcomes. This does not mean every course must prove direct revenue impact,

but each program should influence a meaningful operational, compliance, customer, or performance result.

- Identify the business problem the training is designed to address.
- Choose one or two outcomes that leadership cares about.
- Define how improvement will be measured before the training starts.
- Example: A customer service training program may aim to reduce average complaint resolution time by 15% within three months.
- Example: A compliance training program may aim to reduce policy violations or audit findings in the next review cycle.

1.3 Identify Your Target Learners

Different learner groups may need different content, examples, difficulty levels, and support. Defining the target learners helps you segment learning data and compare results fairly across roles, departments, locations, or experience levels.

- Define who must complete the training and who may take it optionally.
- Segment learners by role, skill level, geography, department, tenure, or risk exposure.
- Document any prerequisites learners should already have.

- Example: New joiners may need foundational onboarding modules, while experienced managers may need scenario-based decision exercises.
- Example: Sales teams may need product objection-handling practice, while support teams may need troubleshooting simulations.

2. Track Learning Metrics

Learning metrics show how learners interact with the program and whether the training is producing the intended learning result. The best approach is to combine activity metrics, such as completion and time spent, with outcome-oriented metrics, such as assessment scores, retention, and job application.

2.1 Completion Rate

Completion rate measures the percentage of enrolled learners who finish the required course, module, pathway, or certification. It is useful for monitoring participation, but it should not be treated as proof of learning by itself.

- Formula: Completion rate = Number of learners who completed training ÷ Number of enrolled learners × 100.
- Track completion by cohort, department, location, manager group, and learner type.
- Look for drop-off points where learners start but do not finish.
- Example: If 180 out of 240 enrolled employees complete a compliance course, the completion rate is 75%.
- Action: If completion is low, check whether reminders, manager follow-up, course length, technical access, or workload conflicts are causing the issue.

2.2 Assessment Scores

Assessment scores show how well learners understand the content at a point in time. They are especially useful when assessments are aligned to the learning objectives and include scenario-based questions rather than only recall questions.

- Compare pre-test and post-test scores to estimate knowledge gain.
- Track average score, pass rate, number of attempts, and questions most often answered incorrectly.
- Use item-level analysis to identify confusing content or weak instructional design.
- Example: If the average pre-test score is 52% and the post-test score is 84%, the training shows a 32-point improvement in measured knowledge.
- Action: If many learners fail the same question, review that topic, improve examples, or add practice activities.

2.3 Knowledge Retention

Knowledge retention measures how much learners remember after time has passed. This metric is important because strong final quiz scores can fade quickly if learners do not use or reinforce the skill.

- Schedule follow-up checks after 30, 60, or 90 days depending on the skill.
- Use short quizzes, scenario questions, manager observations, or practical assignments.

- Compare immediate post-training scores with delayed retention scores.
- Example: Learners score 88% immediately after training but 68% after 60 days, indicating a need for reinforcement.
- Action: Add refresher modules, job aids, spaced reminders, peer discussions, or simulated practice.

2.4 Time Spent

Time spent measures how long learners engage with the learning material. It helps identify whether content is too short, too long, too difficult, or being skipped. However, time alone does not prove learning; it must be interpreted with completion, assessment, and retention data.

- Track average time spent at course, module, lesson, and activity level.
- Compare expected duration with actual learner behavior.
- Look for very short completion times that may indicate skipping or guessing.
- Look for unusually long times that may indicate confusing instructions, complex topics, or technical issues.
- Example: A 30-minute module completed by most learners in 6 minutes may need stronger interaction checks or better assessment design.

2.5 Course/Module Progress

Course or module progress shows how far learners move through the learning pathway. It is useful for identifying bottlenecks, abandoned modules, and content that may need redesign.

- Track progress at the lesson, module, course, and learning path level.
- Identify where learners pause, repeat, drop off, or fail to unlock the next step.
- Segment progress by learner group to identify whether certain audiences need extra support.
- Example: If 90% of learners complete Module 1 but only 45% reach Module 3, investigate workload, content relevance, navigation, or assessment difficulty.
- Action: Shorten long modules, add clearer instructions, provide nudges, or restructure the sequence into smaller learning milestones.

3. Measure Learner Engagement

Learner engagement shows whether learners are actively involved in the learning experience or simply moving through required content. Engagement data helps teams detect early signs of disengagement, improve instructional design, and identify where learners need extra support.

3.1 Login Frequency

Login frequency measures how often learners access the learning platform. It is a basic but useful signal because sudden drops in login activity can indicate loss of interest, competing workload, technical friction, or lack of manager reinforcement.

- Track daily, weekly, or monthly active learners depending on course length.
- Compare login frequency before, during, and after key learning campaigns.
- Look for groups that enroll but do not return after the first session.
- Example: If a sales enablement course has 300 enrolled learners but only 110 log in during the second week, the program may need reminders, manager nudges, or a stronger launch message.
- Action: Use low login frequency as an early warning indicator rather than waiting for final non-completion data.

3.2 Content Interaction

Content interaction measures how learners engage with videos, readings, simulations, downloads, discussion prompts, job aids, and practice activities. Strong interaction usually indicates that learners are not just present in the course but are actively using the learning resources.

- Track video views, document downloads, clicks on practice activities, simulation attempts, and resource usage.
- Check whether learners replay important sections or skip required material.
- Compare interaction with performance: high interaction with low scores may indicate difficult content, while low interaction with high scores may indicate prior knowledge.
- Example: If learners repeatedly replay a video on escalation rules, the topic may be important but unclear.
- Action: Add clearer examples, shorten long videos, include checkpoints, or convert passive content into interactive practice.

3.3 Participation

Participation measures the learner's contribution to learning activities such as discussions, polls, assignments, peer reviews, live sessions, labs, and group exercises. It

is especially useful in cohort-based, blended, leadership, compliance, and skills-based programs.

- Track discussion posts, replies, assignment submissions, attendance in live sessions, and participation in group activities.
- Review whether participation is meaningful or only minimal, such as one-word responses or repeated template answers.
- Segment participation by learner group to see who may need encouragement or support.
- Example: If managers attend the live leadership session but rarely participate in scenario discussions, the facilitator may need stronger prompts or smaller breakout groups.
- Action: Use participation data to improve facilitation, redesign activities, or identify learners who may need coaching.

3.4 Drop-off Points

Drop-off points show where learners stop progressing, leave the course, skip activities, or fail to continue to the next module. This metric is valuable because it points directly to friction in content, design, access, scheduling, or relevance.

- Identify the exact lesson, screen, quiz, video, or activity where learners exit.
- Compare drop-off by device, region, department, or learner segment.

- Look for patterns such as long modules, difficult tests, broken links, unclear instructions, or low relevance.
- Example: If most learners drop off before a 45-minute compliance video, the content may need to be split into shorter modules with checkpoints.
- Action: Redesign high-drop-off sections first because they usually create the biggest improvement in completion and learner experience.

3.5 Engagement Depth

Engagement depth measures the quality and intensity of learner involvement. A learner who completes every screen quickly may be less engaged than a learner who reviews examples, attempts practice scenarios, asks questions, and applies feedback.

- Combine multiple signals: time spent, interaction quality, number of attempts, discussion contribution, reflection responses, and optional resource usage.
- Distinguish between surface engagement and meaningful engagement.
- Use engagement depth to identify high-value learning behaviors, such as revisiting feedback or completing optional practice.
- Example: A learner who fails a quiz once, reviews feedback, completes a practice case, and passes on the second attempt may show stronger engagement than someone who passes by guessing quickly.

- Action: Reward meaningful engagement by providing badges, manager recognition, advanced pathways, or targeted coaching opportunities.

4. Evaluate Assessments

Assessment evaluation helps determine whether learners have achieved the intended learning outcomes. It should go beyond pass or fail results and examine patterns in quiz performance, question difficulty, knowledge gaps, skill gaps, and the relationship between learner confidence and actual accuracy.

4.1 Quiz and Test Performance

Quiz and test performance shows how learners perform against defined learning objectives. It can reveal whether the training is effective, whether the assessment is too easy or too difficult, and whether learners are ready to apply the knowledge in real work situations.

- Track average score, median score, pass rate, fail rate, number of attempts, and time taken to complete the assessment.
- Compare pre-training, post-training, and delayed assessment results.
- Review score distribution instead of relying only on average scores.
- Example: If the average score is 82% but half the learners needed three attempts, the content may be understood eventually but not confidently on the first try.
- Action: Improve feedback explanations, add more practice questions, or revise the learning module before the final test.

4.2 Knowledge Gaps

Knowledge gaps are areas where learners do not yet understand the required concepts, facts, rules, or processes. Identifying these gaps allows the L&D team to strengthen weak areas before they become performance issues.

- Map each question to a learning objective or topic area.
- Identify questions with high incorrect response rates.
- Look for patterns by learner role, location, experience level, or cohort.
- Example: If 65% of learners answer data classification questions incorrectly, the issue may be a knowledge gap in policy definitions.
- Action: Create microlearning refreshers, clarify terminology, and add decision-tree examples.

4.3 Difficult Topics

Difficult topics are content areas that consistently create confusion, low scores, repeated attempts, or long completion times. A topic may be difficult because it is complex, poorly explained, unfamiliar to learners, or not connected clearly to their job context.

- Use assessment item analysis to identify topics with the lowest performance.
- Compare difficult topics with time-spent data and learner questions.

- Check whether the content uses enough examples, visuals, practice scenarios, and explanations.
- Example: Learners may understand general privacy rules but struggle with exceptions, such as when customer data can be shared with an approved vendor.
- Action: Break difficult topics into smaller parts, add real examples, include scenario-based practice, and provide immediate feedback.

4.4 Skill Gaps

Skill gaps appear when learners know the theory but cannot apply it correctly in a job-like situation. This is common in leadership, sales, customer service, technical, compliance, and process-based training.

- Use simulations, role plays, case studies, work samples, labs, or manager observations to test application.
- Compare knowledge quiz results with practical task performance.
- Identify whether the gap is caused by lack of practice, unclear standards, missing tools, or low confidence.
- Example: A learner may score 90% on customer escalation rules but still fail to choose the correct response in a live complaint simulation.
- Action: Add guided practice, coaching, job aids, peer review, or performance support tools.

4.5 Confidence vs. Accuracy

Confidence versus accuracy compares how confident learners feel with how accurately they perform. This metric is useful because overconfident learners may apply incorrect knowledge at work, while underconfident learners may hesitate even when they know the correct answer.

- Ask learners to rate their confidence after answering key questions or completing scenarios.
- Compare confidence ratings with actual scores or task performance.
- Identify four groups: confident and accurate, confident but inaccurate, not confident but accurate, and not confident and inaccurate.
- Example: If learners are highly confident but frequently choose the wrong compliance action, the risk is higher because they may repeat the mistake on the job.
- Action: Provide corrective feedback, reflective explanations, coaching prompts, and practice scenarios that challenge assumptions.

5. Measure Skills and Behaviour

Skills and behaviour measures show whether training has moved beyond knowledge acquisition into workplace capability. This section focuses on what learners can now do, how quickly they reach expected performance, and whether their day-to-day work behaviour has changed in a visible and sustainable way.

5.1 Skills Developed

Skills developed refers to the practical capabilities learners gain through training. A skill should be described in observable terms so it can be assessed through tasks, scenarios, simulations, work samples, or manager feedback.

- Define the specific skill expected after training, such as handling objections, using a system, resolving incidents, or applying a procedure.
- Use proficiency levels such as beginner, working knowledge, competent, advanced, and expert.
- Compare skill level before and after training using a rubric or practical task.
- Example: After a customer service simulation, learners may move from “basic scripting” to “independent complaint resolution.”
- Action: Use the skill data to recommend next learning paths, coaching, or advanced practice opportunities.

5.2 Time-to-Competency

Time-to-competency measures how long it takes a learner to reach the expected level of performance after training begins. It is especially useful for onboarding, role transitions, compliance-critical tasks, sales readiness, and technical enablement.

- Define what “competent” means for the role or task.
- Measure the number of days or weeks from training start to independent performance.
- Compare cohorts to see whether new content, coaching, or practice reduces ramp-up time.
- Example: New support agents previously took 8 weeks to resolve tickets independently; after improved training and practice labs, they reach competency in 5 weeks.
- Action: Shorten time-to-competency by adding guided practice, role-specific scenarios, job aids, and early manager check-ins.

5.3 Behaviour Change

Behaviour change measures whether learners apply the expected behaviours consistently after training. This is more meaningful than knowing whether they completed a course, because it shows whether learning is changing habits, decisions, and workplace actions.

- Define the target behaviour in observable language.
- Use manager checklists, peer feedback, system data, quality reviews, or customer interaction audits.
- Measure behaviour change after a reasonable period, such as 30, 60, or 90 days.
- Example: After a safety training program, employees consistently complete hazard checks before starting equipment operation.
- Action: Reinforce behaviour change with reminders, coaching conversations, leadership support, and visible performance expectations.

5.4 On-the-Job Application

On-the-job application measures whether learners use new knowledge and skills in real work situations. The strongest evidence comes from workplace outputs, system usage, customer interactions, supervisor observations, or measurable task performance.

- Identify where the trained skill should appear in day-to-day work.
- Collect evidence from actual tasks, not only self-reported survey responses.
- Compare application levels across teams, managers, locations, or experience groups.
- Example: After CRM training, sales representatives should consistently update opportunity stages, next actions, and customer notes in the system.

- Action: If application is low, check whether barriers exist outside the training, such as unclear processes, lack of manager support, or system usability issues.

5.5 Manager Observations

Manager observations provide practical evidence of whether learners are applying training in their roles. Managers are close to day-to-day performance, so their feedback can help validate whether behaviour change is visible and whether additional coaching is needed.

- Give managers a short observation checklist linked to the training objectives.
- Ask managers to observe specific behaviours rather than provide general opinions.
- Collect observations at planned intervals, such as two weeks, one month, and three months after training.
- Example: A manager may observe whether a project coordinator now updates RAID logs accurately during weekly governance meetings.
- Action: Use manager observations to trigger coaching, refresher training, recognition, or additional support.

6. Connect Training to Business Outcomes

Business outcome measurement connects training to results that matter to the organization. This requires a baseline before training, a clear comparison period after training, and agreement on which operational measures are most relevant to the learning objective.

6.1 Productivity

Productivity measures whether employees complete more work, complete work faster, or use less effort after training. This is relevant when training targets process efficiency, system usage, onboarding speed, technical capability, or role readiness.

- Define the productivity metric before training, such as tickets resolved, cases processed, calls handled, reports completed, or tasks completed per week.
- Compare results before and after training while considering workload, staffing, and seasonality.
- Segment productivity by learner group to identify where training is working best.
- Example: After a workflow automation course, analysts complete 20% more reconciliations per week with the same headcount.
- Action: If productivity does not improve, review whether learners have enough practice, tool access, process clarity, and manager reinforcement.

6.2 Error Rates

Error rates measure whether training reduces mistakes, rework, incidents, policy breaches, or avoidable escalations. This is a strong business outcome metric for compliance, operations, safety, finance, customer service, data handling, and technical processes.

- Define the error type clearly so teams measure the same thing consistently.
- Track baseline error rates before training and compare them after learners have had time to apply the skill.
- Separate training-related errors from system defects, unclear policies, or workload pressure.
- Example: After invoice processing training, duplicate payment errors drop from 4.5% to 2.1% over two months.
- Action: If errors remain high, analyze whether the issue is knowledge, skill, process design, supervision, or tool limitations.

6.3 Quality Scores

Quality scores measure the standard of work produced after training. They can come from audits, call reviews, case reviews, peer reviews, supervisor scoring, or customer interaction evaluations.

- Use a consistent quality rubric so scoring is fair and comparable.

- Measure quality before and after training using the same criteria.
- Review whether improved quality is sustained over time, not just immediately after training.
- Example: After a call handling program, quality review scores improve from 78% to 88% because agents follow discovery, empathy, and resolution steps more consistently.
- Action: Use quality data to identify coaching themes, update training examples, and share best-practice samples.

6.4 Customer Satisfaction

Customer satisfaction measures whether training improves the customer's experience. It is useful when training focuses on service quality, communication, problem-solving, product knowledge, complaint handling, or relationship management.

- Track customer satisfaction scores, net promoter feedback, complaint themes, first-contact resolution, and service quality comments.
- Compare results for trained and untrained groups where appropriate.
- Look for improvements in both score and comment quality.
- Example: After empathy and resolution training, customer satisfaction increases from 82% to 89%, and complaints about unclear communication decrease.

- Action: Link customer feedback themes back to training content and update scenarios with real customer situations.

6.5 Employee Retention

Employee retention measures whether learning opportunities help employees stay with the organization. Training can influence retention when it improves role confidence, career growth, manager support, internal mobility, and employees' sense that the organization is investing in them.

- Compare retention rates for employees who complete development pathways with those who do not, while controlling for role and tenure.
- Track retention after onboarding, leadership development, reskilling, and career pathway programs.
- Combine retention data with engagement surveys and manager feedback for better interpretation.
- Example: Employees who complete a structured career development pathway may show higher one-year retention than employees without visible development opportunities.
- Action: Use retention insights to strengthen career conversations, coaching, learning pathways, and internal development plans.

6.6 Internal Mobility

Internal mobility measures whether training helps employees move into new roles, projects, skills pools, leadership tracks, or advanced responsibilities. It is a useful outcome for reskilling, upskilling, succession planning, and workforce transformation initiatives.

- Track promotions, lateral moves, project assignments, role changes, and talent marketplace matches after training.
- Measure whether learners apply for or qualify for roles that use the new skill.
- Review internal mobility by group to ensure development access is broad and fair.
- Example: After a cloud skills academy, several IT operations employees move into cloud support, automation, or platform engineering roles.
- Action: Connect learning pathways to role profiles, skill taxonomies, career conversations, and internal opportunity platforms.

7. Identify Your Data Sources

Learning analytics depends on reliable data sources. A strong measurement approach uses the LMS for learning activity, HR systems for workforce context, assessment tools for evidence of knowledge, performance systems for workplace outcomes, surveys for learner feedback, and xAPI/LRS tools for richer learning experience data across platforms.

7.1 LMS

The Learning Management System is usually the primary source for structured training activity. It often stores enrollment, completion, course progress, quiz scores, learning paths, due dates, certifications, and time spent in formal courses.

- Use LMS data to answer operational questions such as who enrolled, who completed, who is overdue, and which modules are being used.
- Check whether LMS data definitions are consistent across programs and regions.
- Validate whether completion means “viewed,” “passed,” “attended,” or “submitted all required activities.”
- Example: A compliance dashboard may show 96% completion, but a deeper review may reveal that some learners completed the module without passing the required assessment.

- Action: Create a data dictionary for LMS fields so stakeholders interpret reports consistently.

7.2 HRIS

The Human Resource Information System provides employee and organizational context. HRIS data helps learning teams segment results by role, department, location, tenure, job level, manager group, employment type, and career movement.

- Use HRIS fields to compare learning outcomes across groups fairly.
- Connect employee attributes with learning outcomes to identify role-specific needs.
- Ensure personal and sensitive employee data is handled according to privacy and access rules.
- Example: Onboarding completion can be compared by role family to see whether technical hires need more support than corporate hires.
- Action: Work with HR or People Analytics to agree which fields can be used and who can view segmented reports.

7.3 Assessment Platforms

Assessment platforms provide deeper evidence of knowledge, skill, judgment, and readiness. They may include quizzes, certification exams, simulations, coding labs, role-play scoring, practical tasks, and scenario-based assessments.

- Use assessment data to identify topic-level performance, question difficulty, skill gaps, and repeated attempts.
- Map each assessment item to a learning objective so results are meaningful.
- Compare assessment performance with engagement data to understand whether learners need clearer content, more practice, or better feedback.
- Example: A simulation platform may show that employees understand policy definitions but struggle when applying them to complex customer cases.
- Action: Design assessments that test application, not only recall.

7.4 Performance Systems

Performance systems show whether training is influencing work results. These systems may include sales platforms, customer service tools, quality audit systems, ticketing platforms, productivity dashboards, project tools, finance systems, and operational reporting databases.

- Identify the performance data that should logically change if the training is effective.
- Use baseline and post-training comparison periods to avoid misleading conclusions.
- Combine performance data with learner segments to identify where training is creating measurable value.

- Example: After training service agents on diagnostic questioning, first-contact resolution may improve while repeat contacts decline.
- Action: Agree with business stakeholders which performance indicators are valid for training impact measurement.

7.5 Surveys

Surveys capture learner perceptions, confidence, relevance, satisfaction, and perceived ability to apply the training. Survey data is useful, but it should be combined with behavioural and performance data because self-reported feedback does not always reflect actual skill or business impact.

- Ask short, focused questions that link directly to the training objective.
- Include questions on relevance, clarity, confidence, manager support, and expected application.
- Use pulse surveys after 30 or 60 days to check whether learners actually applied the training.
- Example: Instead of asking only “Did you like the course?”, ask “How confident are you in applying the escalation process in a customer conversation?”
- Action: Combine survey responses with assessment and performance data before making design decisions.

7.6 xAPI/LRS

xAPI and a Learning Record Store allow organizations to collect learning experience data beyond the limits of a traditional LMS. This can include simulations, mobile learning, social learning, offline activities, workplace practice, and detailed learner interactions across different tools.

- Use xAPI statements to capture detailed actions such as viewed, attempted, answered, completed, failed, passed, practiced, or demonstrated.
- Use an LRS to centralize learning records from multiple systems and make advanced analytics easier.
- Apply xAPI where learning happens outside the LMS, such as simulations, coaching tools, field practice, or business applications.
- Example: An LRS may record that a learner opened a job aid, completed a simulation, failed the first attempt, reviewed feedback, and then passed the scenario.
- Action: Start with a small xAPI use case tied to a clear measurement question before expanding across the learning ecosystem.

8. Build Your Measurement Plan

A measurement plan turns learning analytics from a set of reports into a decision-making process. It defines what will be measured, why it matters, where the data will come from, how often it will be reviewed, and who is responsible for taking action.

8.1 Establish a Baseline

A baseline is the starting point used to compare future performance. Without a baseline, it is difficult to know whether training improved results, maintained performance, or had little effect.

- Capture current performance before training begins.
- Use recent, reliable, and comparable data for the baseline period.
- Document assumptions such as seasonality, staffing changes, workload changes, or system updates.
- Example: Before launching a quality training program, record the current audit score, error rate, rework volume, and customer complaint trend.
- Action: Keep baseline definitions simple and visible so stakeholders agree on what improvement means.

8.2 Select 2–3 Priority Metrics

Too many metrics can dilute focus and create reporting noise. Select a small number of priority metrics that directly connect to the training goal and business outcome.

- Choose one activity metric, one learning metric, and one business or behaviour metric where possible.
- Prioritize metrics that leaders can understand and teams can act on.
- Avoid vanity metrics that look impressive but do not support a decision.
- Example: For an onboarding program, priority metrics may include completion rate, time-to-competency, and 90-day retention.
- Action: Review whether each metric answers a real question, such as “Are learners completing?”, “Are they capable?”, or “Is work performance improving?”

8.3 Connect Learning Data with Business Data

Connecting learning data with business data helps show whether training activity is related to workplace outcomes. This requires common identifiers, agreed reporting rules, and careful interpretation so correlation is not mistaken for automatic causation.

- Connect learner records with relevant business outcomes such as sales performance, quality scores, ticket resolution, safety incidents, or customer satisfaction.

- Use consistent time windows, such as 30, 60, or 90 days after training.
- Compare similar groups where possible to avoid misleading conclusions.
- Example: A product training program may compare trained sales representatives with similar representatives who have not yet completed the program.
- Action: Partner with HR, operations, finance, or analytics teams to validate data joins and interpretation rules.

8.4 Set a Review Frequency

Review frequency defines how often learning and business results will be checked. The right frequency depends on course length, learner volume, business risk, and how quickly behaviour or performance should change.

- Use weekly reviews for high-volume or time-sensitive programs such as compliance deadlines or onboarding waves.
- Use monthly reviews for most operational training programs.
- Use quarterly reviews for strategic capability programs, leadership development, and internal mobility outcomes.
- Example: A new system adoption program may need weekly review during launch and monthly review after stabilization.
- Action: Set a review rhythm before the training goes live so reporting is not treated as an afterthought.

8.5 Assign Metric Owners

Metric owners are accountable for maintaining data quality, reviewing results, explaining trends, and triggering action. Without owners, dashboards may be produced but not used for decisions.

- Assign one owner for each priority metric.
- Clarify who collects the data, who validates it, who interprets it, and who acts on it.
- Include business stakeholders, not only the L&D team, when the metric relates to workplace outcomes.
- Example: The L&D manager may own completion and assessment reporting, while the operations manager owns productivity and error-rate outcomes.
- Action: Document metric owners in the measurement plan and review accountability during governance meetings.

Conclusion

A good learning analytics checklist helps teams move from reporting activity to improving performance. Start with the training goal, select a small number of meaningful metrics, use reliable data sources, and connect learning results to observable behaviour and business outcomes. The purpose of analytics is not to create more dashboards; it is to support better decisions about learners, content, managers, and organizational performance.

- Begin with a clear business question.
- Use the LMS for learning activity, HRIS for learner context, assessment platforms for knowledge and skill evidence, and business systems for performance outcomes.
- Review metrics regularly and assign clear owners.
- Use insights to improve content design, learner support, manager reinforcement, and business alignment.
- Keep the measurement plan practical, focused, and actionable.

CERTIFIED L&D ANALYTICS & METRICS PROFESSIONAL

L&D ANALYTICS & METRICS
CERTIFICATION IS BASED ON TRAINING
ROI AND STRATEGIC LEARNING
MEASUREMENT



ABOUT GSDC CERTIFICATION



LIFETIME VALIDITY

GSDC Certification is an globally accredited certification with lifetime validity.



EBOOK

Extensive and exclusive Ebook created by world's experts to help you with understanding core concepts.



CREATED BY EXPERTS

GSDC certifications are created and authored by world's leading experts in the field.



LEARNING MATERIALS

Get access to learning materials such as videos, ebooks, templates, and practice exams, which will help you clear the certification exam.

LEARNING OBJECTIVE

- Create value for L&D departments and businesses to achieve enhanced outcomes.
- Gain the knowledge to leverage L&D Analytics & Metrics for quantifying key outcomes in the recruitment process.

Enroll now with the
code **LEARN20** To
avail **20%** discount

Enroll Now



www.gsdccouncil.org