watershed

GPStrategies®

Measuring the Business Impact of Learning in 2023

How to mature your learning team from service provider to strategic partner

Now in its seventh year, this report has tracked the views and habits of more than 2,600 learning leaders since 2016. So while the headlines may read the same (demand for learning analytics far outstrips capabilities to deliver), we've taken a fundamentally different approach to this year's report.

We've added new questions that help us identify the traits of L&D functions that are perceived as strategic partners to the broader business. Why? Because we want everyone to be aware of the enablers that drive organizations to improve their analytics capabilities.

Measuring for impact is something every other department in the business has to do. So it seems unfathomable that global organizations, some of whom may touch hundreds of thousands of learners, don't measure their effectiveness.

So what better way to mature your own approach to analytics than to learn from those who do it best; what can we learn from L&D teams that identify as "strategic partners" to the business?

> *This year's report is quite in-depth, but I'd encourage you to read on because new questions have given us insight into the link between measurement and strategic L&D.*
>
> *Our statistical analysis has revealed the link between measurement maturity and how the L&D department is viewed. Those viewed as strategic are more closely aligned with the business and are better able to show value than departments viewed as less strategic.*
>
> *If you are trying to position L&D as a crucial strategic partner to your leadership, but haven't quite got there yet–only 23% of those surveyed see themselves as this–then this paper will provide the arguments to help you."*

- Piers Lea, Chief Strategy Officer LTG

> *Why is it important for L&D to be strategic? The people agenda has become all the more important as a defining competitive advantage. We have a shrinking workforce, an increasing need for upskilling, and skillsets have shorter shelf lives than ever–only 2.5 years in tech-focused roles.*
>
> *The onset of generative AI applies additional pressure on organizations to offer modern learning experiences. Leveraged properly, AI will be able to identify skills gaps more rapidly than ever before, informing learning strategy. But it all starts with one critical component–data."*

- Karie Willyerd, Chief Customer Strategy Officer LTG

Foreword

Every year, we look forward to running this survey. It's a great opportunity to sense-check our thoughts on measurement with the views of frontline L&D leaders and professionals.

Between the Watershed and GP Strategies teams, the working group for this report has a vast array of hands-on industry experience. Running the surveys and crunching the data allow us to push ourselves to lead the conversation around how—and why—learning organizations should be responsible for meaningful reporting on learning's impact on the business.

Recent years have seen clear—and somewhat frustrating—trends arise. There is a clear belief that measuring learning's impact is possible, and there is a desire to do it. But core challenges around resourcing remain. Budget, people, technology, and time all appear to be limited, or at least not allocated to the measurement and evaluation function. Learning leaders consistently report "competing priorities" as their main challenge.

In short, only a select few organizations are prepared to throw the right level of resources at measuring learning's impact. And those that do, see the benefits. See last year's report for examples of how high-performing learning organizations demonstrate greater business agility. That's not to mention the broader benefits—specifically, a better learning experience that helps you upskill and retain your staff.

And so this year, we set a challenge for ourselves: to fully understand the traits of high performing-learning organizations. Why do they perform better? What lessons can others learn to kick-start and progress their own measurement journey?

We want learning leaders who read this report to take it away and start demanding the resources they need based on the brighter future it can offer.

And so, to do this, we've tackled data in a new way. In our statistical analysis, we used the question "How is your learning function perceived by the rest of the organization?" as a dependent variable.

Would those who placed themselves at the top of the scale (who answered "L&D is a strategic partner with the business deemed essential to maintain business health") respond to the rest of the questions differently from those at the bottom of the scale ("L&D is seen as a shared service organization utilized as needed by the business")?

We tested for statistically significant correlations between question responses, then built a regression model to reveal the characteristics of "strategic partner" learning organizations. Many thanks to our friends at our sister company Affirmity for providing their statistical expertise.

What have we learned after 7 years of the survey?

For those of you who have followed the results of this survey over the years, you will recognize some common themes. We will highlight those first, then get into the new analysis.

Demand, appetite, and belief that it's possible to measure learning's impact remain steadfast.

99% of our survey respondents either agreed or strongly agreed that they wanted to measure the business impact of learning. Additionally, 95% also said the same when asked if they believe it's possible to measure learning's impact, with only 3% disagreeing or strongly disagreeing.

And executive pressure to measure has an agreement combination of 61%. While this is up from last year (50%), this result is similar to previous years' findings.

Demand outstrips capability to deliver effective measurement.

Yet despite these "positive" numbers indicating high demand, it continues to be a world of the "have-nots":

- Only 28% set aside budget for their measurement efforts

- Only 45% have any type of learning analytics-focused skillsets on their team

- And only 9% of respondents said they were actively recruiting.

So as mentioned earlier, this does leave the impression that, for a majority, learning analytics is still more an aspirational goal rather than an embedded competency. Nevertheless, we can still take plenty of positives from the findings.

What is the biggest challenge of measuring the impact of learning?

One thing that strikes us when looking at the main challenges is how consistent the responses have been over time.

"Competing priorities" repeatedly tops the poles as the main barrier. While the answer can mean different things to those responding, reading between the lines fundamentally suggests that the dedicated resources are not there.

This tallies when you consider that fewer than a third of respondents have dedicated people with the right analytics skills (e.g., learning data analyst, statistician, engineer/systems architect).

We know from interviewing a number of our clients that many organizations with some L&D analytics capability expect these measurement tasks to be carried out alongside other responsibilities. So when push comes to shove, analytics tasks can take a lower priority.
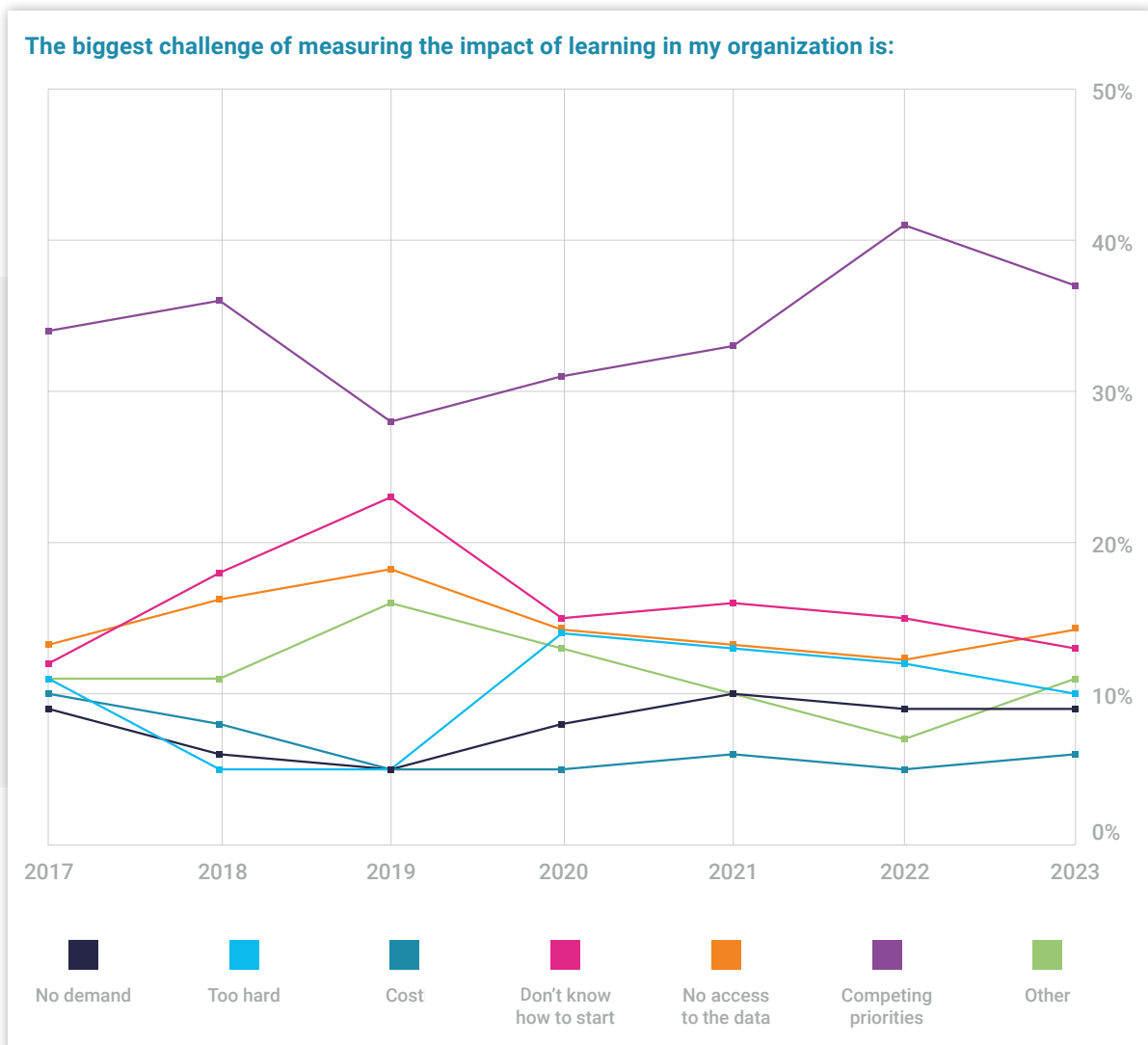
You may note that "no demand" has always been at, or below, 10% (it's 9% in this year's survey). But as mentioned in our opening summary, the belief and desire

to measure is there, so the disparity between faith in the process and those practicing measurement remains.

Cost is the main barrier for just 6%. We rather suspect that the other factors come into play before cost becomes the prohibitive factor, especially when only 28% of our respondents said they do set aside the budget.

14% said no access to data was the biggest barrier. We explore the importance of data more towards the end of this report. Once you get started and define your metrics (ideally with your business partners), you may be able to better address the "access to data" challenge.

And for those of you who relate to "Don't know where to start" (12% of this year's survey respondents), we recommend you start by building a business case for learning analytics. This guide is full of tips for understanding—and overcoming—key stakeholder pain points and objections.

The biggest challenge of measuring the impact of learning in my organization is:

| | No demand | Too hard | Cost | Don't know how to start | No access to the data | Competing priorities | Other |

New for 2023: Fresh insights into key measurement practices

What type of metrics do you use to measure success, and when are these metrics set?

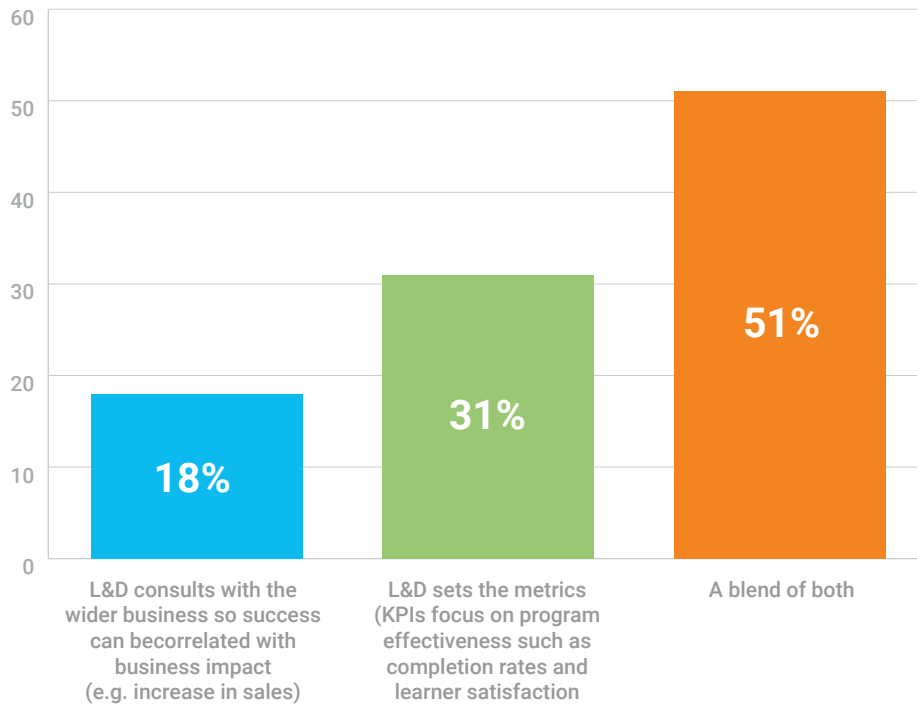*"User X completes Y training, which sees % impact on Z business KPI."*

We were excited to add this question—as we firmly believe that organizations that are further along the maturity scale and perceived as "strategic partners" will embed impact metrics into learning programs from conception.

This approach means designing learning with pre-agreed business metrics from the start. It's better for measurement; it's better for learning design, as it provides a clear focus on aligning content with learning objectives; and, ***crucially, it's better for the learner,*** as the training focuses on driving behavior change in real-world scenarios. The very definition of a win-win scenario!
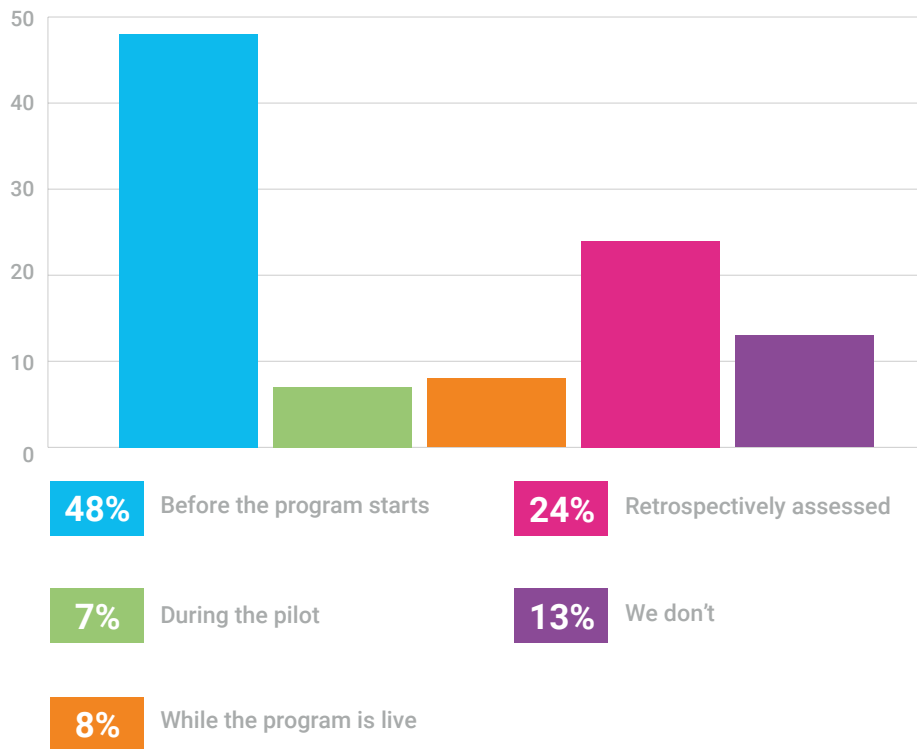
For further reading on the importance of choosing the right metrics, check out Andrew Downes' blog post, 'A Shiny Apple Is Not a Tasty Apple: Why L&D's Success Metrics Are Wrong'.

How do you define the success metrics of a particular program?

18%	**31%**	**51%**
L&D consults with the wider business so success can becorrelated with business impact (e.g. increase in sales)	L&D sets the metrics (KPIs focus on program effectiveness such as completion rates and learner satisfaction	A blend of both

When do you define the success metrics of a particular program?

48% Before the program starts

7% During the pilot

8% While the program is live

**24%** Retrospectively assessed

13% We don't

How mature is your approach to learning measurement?

We added another question to the latest survey that asked respondents to place their organization on Watershed's Learning Analytics Maturity Scale. This useful benchmarking exercise helps assess your current status while helping you create a roadmap for your future journey.

The options are:

1. **We don't measure** or capture learning data yet.

2. **We measure** - the simple act of tracking and recording values.

3. **Data evaluation** - we try to make meaning out of the data we've measured.

4. **Advanced evaluation** - We use advanced evaluation techniques—such as exploratory and inferential analytics—to search for relationships within our data to discover powerful insights.

5. **Predictive and prescriptive analytics** - data is used to help us understand what will happen in the future.

We have a lot more to say about how this model can be applied:
Learn more with this guide.
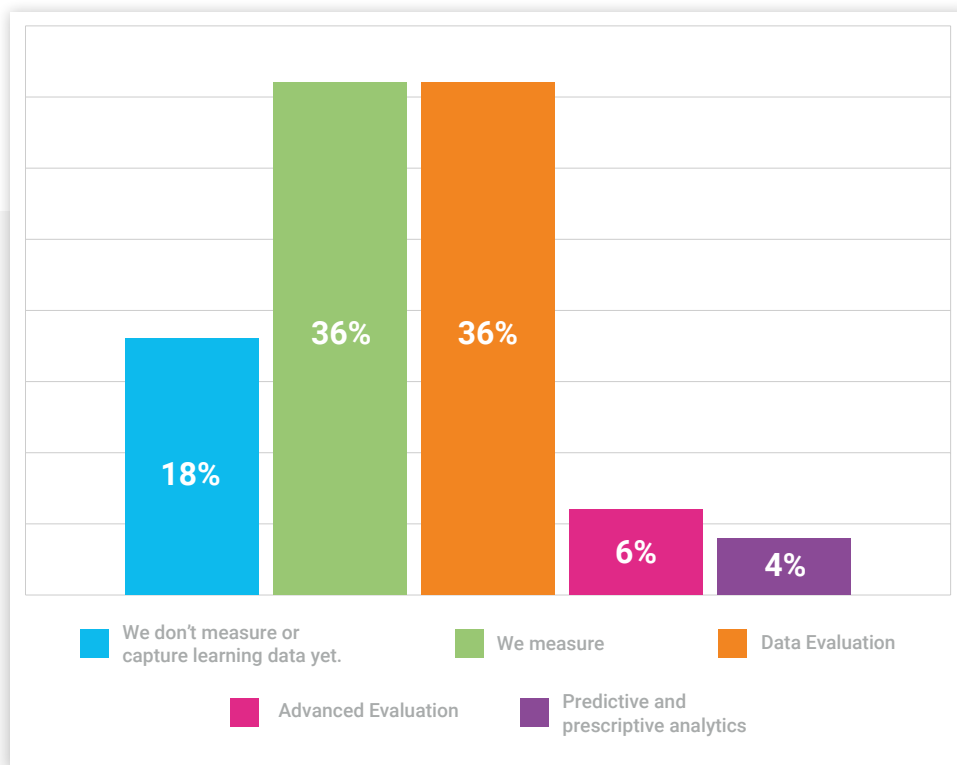
The results here felt in tandem with what we see in the market, with 36% at the basic stages of measurement, while a further 36% have kicked on and started evaluating the data, albeit at a basic level. The respective figures of 6% for "Advanced Evaluation" and 4% using the data for predictive analytics seem realistic.

See It In Action

Danone has spent four years connecting its learning ecosystem, ultimately with the end goal of progressing toward predictive analytics to help predict both resourcing and learning needs—so learning can be delivered in its moment of need.
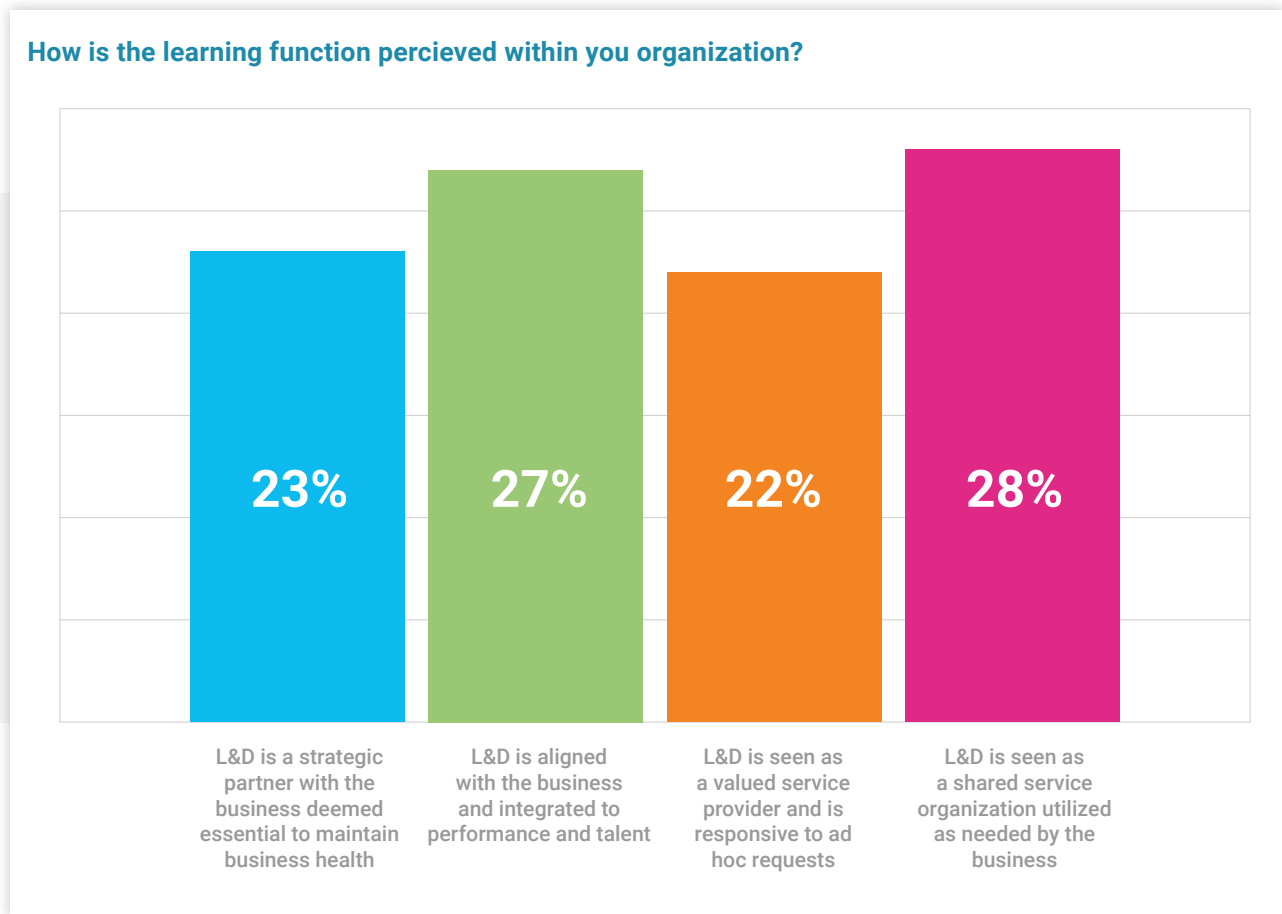
Read the Danone Case Study

L&D organizations that are perceived as Strategic Partners are closely aligned with the business.

We asked, "How is the learning function perceived within your organization?" with five options given:

1. L&D is a strategic partner with the business and is deemed essential to maintain business health.

2. L&D is aligned with the business and integrated to performance and talent.

3. L&D is seen as a valued service provider and is responsive to ad hoc requests.

4. L&D is seen as a shared service organization utilized as needed by the business.

5. Other.

Interestingly, no one selected "Other," implying the categories and levels of perceived value were relatable.

How is the learning function percieved within you organization?

23%	27%	22%	28%
L&D is a strategic partner with the business deemed essential to maintain business health	L&D is aligned with the business and integrated to performance and talent	L&D is seen as a valued service provider and is responsive to ad hoc requests	L&D is seen as a shared service organization utilized as needed by the business

As mentioned in the introduction, this question became the dependent variable we used to ask ourselves: *"What traits do L&D teams that are perceived as 'Strategic Partners' have that others don't?"*

The other questions in our survey take a pulse check on 14 different factors that all relate to how organizations measure learning impact. Our regression analysis allowed us to take a holistic view that would ascertain correlations between those who identify as a "Strategic Partner" to the rest of the business, and a clear pattern emerged.

Strategic Partners focus more on measuring organizational impact and rely less on learner satisfaction.

Let's start by clarifying terminology: "Basic" measurement factors such as content utilization and learner satisfaction are still useful measures for L&D to know. They help assess L&D productivity and help gauge learner experience and engagement.

The main point is that these metrics alone should not be used as L&D's KPIs to report back to the business. Instead, a blend of the above metrics, alongside business impact metrics, offers a well-rounded view of business impact that is more likely to engage senior figures.

Read more on why the C-Suite engages better with quantitative reporting in Watershed and CLO's report: Adopting Learning Analytics: Closing the C-Suite/L&D Language Gap

The Success of My Department Is Evaluated By:

Response	All Respondents	Strategic Partner	Shared Services	% Point Difference Strategic Partners vs Shared Services
Organizational Impact	19%	34%	7%	27%
Improvements In Job Performance	14%	19%	19%	0%
Return On Investment	11%	10%	11%	-1%
Learner Satisfaction	27%	16%	35%	-19%
Content Utilization	14%	8%	13%	-4%
We're Not Evaluated	16%	13%	15%	-2%

The image above shows that 34% of "Strategic Partners" measure by organizational impact, compared to only 7% for Shared Services. Shared Services also rely more on Learner Satisfaction and Content Utilization as key methods of evaluating success.

We also asked, "How do you define the success metrics of a particular program?". It was pleasing to see that 51% of all respondents used a blend of L&D-driven metrics alongside business impact metrics.

When we looked at those that answered "Business metrics" or "L&D metrics" alone (i.e., not a blend of both), there was again a swing toward "Business metrics" being used more by Strategic Partners (31%) than Shared Services (13%). Shared Services were more likely to rely on "L&D metrics" alone than Strategic Partners (37% compared to 24%).

Clear correlations indicate Strategic Partners are more likely to set metrics before a program starts, with Shared Services more likely to set them retrospectively or not set them at all.

When do you define the success metrics of a particular program?

Response	All Respondents	Strategic Partner	Shared Services	% Point Difference Strategic Partners vs Shared Services
Before the program starts	48%	59%	34%	25%
During the pilot	7%	2%	9%	-7%
While the program is live	8%	14%	6%	8%
Retrospectively assessed	24%	19%	34%	-16%
We don't	13%	7%	17%	-10%

All of these factors we've highlighted show that those who viewed themselves as Strategic Partners are indeed L&D teams that have strong relationships with the business.

They consult to determine the types of measures the business places value in and build these measurements into learning design from the start. They are also more likely to have an active say in how the budget is set—compared to those in Shared Services, who work with a given budget and respond to business requests as and when needed.

Which of the following best describes how your annual budget for learning is set:

Response	All Respondents	Strategic Partner	Shared Services	% Point Difference Strategic Partners vs Shared Services
Starting with the business strategy, annual budget is set to ensure fulfillment of the year's business goals	21%	38%	18%	20%
During the financial planning period, key initiatives are discussed with business and talent partners and budget set	33%	36%	21%	15%
Year-over-year adjustments are made by finance in consultation with the business needs	26%	22%	31%	-9%
Finance determines the budget with little input from the learning organization or their business partners	19%	3%	30%	-26%

Strategic Partners are more advanced in their learning analytics maturity; what traits define their progress?

When we ran regression analysis, one factor emerged as the strongest predictor of identifying as a strategic partner; having a dedicated budget toward their measurement efforts.

- **50% of Strategic Partners Agreed or Strongly Agreed that they set aside budget, compared to 21% of Shared Services.**

These percentages were almost directly reversed when we look at the disagreement combinations:

- **16% of Strategic Partners said they had no budget, versus 54% of Shared Services that worked without dedicated budget.**

Having a budget drives an organization's ability to measure and correlates with respondents placing themselves further along the Learning Analytics Maturity Scale (previously detailed).

The numbers become significant when you look at the categories that analyze their data in a meaningful way. In fact, 67% of Strategic Partners placed themselves in the "Data Evaluation," "Advanced Evaluation," and "Predictive and Prescriptive Analytics" categories on the Maturity Model. Only 37% of Shared Services were this advanced.

Another interesting trait that Strategic Partners share is that expectations from above are higher compared to Shared Services. The agreement combination for Strategic Partners answering "I Feel Executive Pressure to Measure Learning's Impact" was 72% compared to 56% for Shared Services.

We can't tell who instigated this demand; did L&D prove they could measure performance and therefore set the "new norm" of expectations, or did the C-Suite start that process?

Access to data is key to getting started on your measurement journey.

Organizations that are Strategic Partners are more likely to capture and embrace the use of data. This finding is unsurprising as data fuels the types of insights that can inform, refine, and ultimately advance your learner experience and overall strategy.

Last year's report discussed the importance of capturing data to kick-start your measurement journey and shared five steps to get started with learning analytics:

1. Gather your data

2. Get to know your data

3. Operationalize your data

4. Explore your data

5. Build on what you've learned

Explore these steps in more detail in Watershed's eBook "5 Steps to Start Using Learning Analytics."

These steps can be crucial when getting started. Firing up curiosity and being proactive with your available data starts a cycle whereby you can prove the value of data-driven insights on a small scale, which in turn can help you get stakeholder buy-in.

According to Bonnie Beresford, Sr. Director of Learning and Performance Analytics at GP Strategies, "You need to start somewhere. Start small and dig into the data—even your basic data. Be curious. Segment it by region, department, or tenure. Once you start uncovering insights, you'll be hooked—and you will forever want more!"

So what does our survey tell us about data? When asked if data significantly impacts their organizations, 79% of Strategic Partners Strongly Agreed, compared to 43% in Shared Services.

When we flip the coin to look at who said no data access was the biggest challenge, only 7% of Strategic Partners gave this as the main reason, whereas this figure was 19% for Shared Services. 'Competing Priorities' remained the main reason for all who answered.

Having the right people to handle the data sets you apart.

Do you have analytics capability on your L&D team?

All Respondents	32%
Strategic Partner	58%
Shared Service	24%
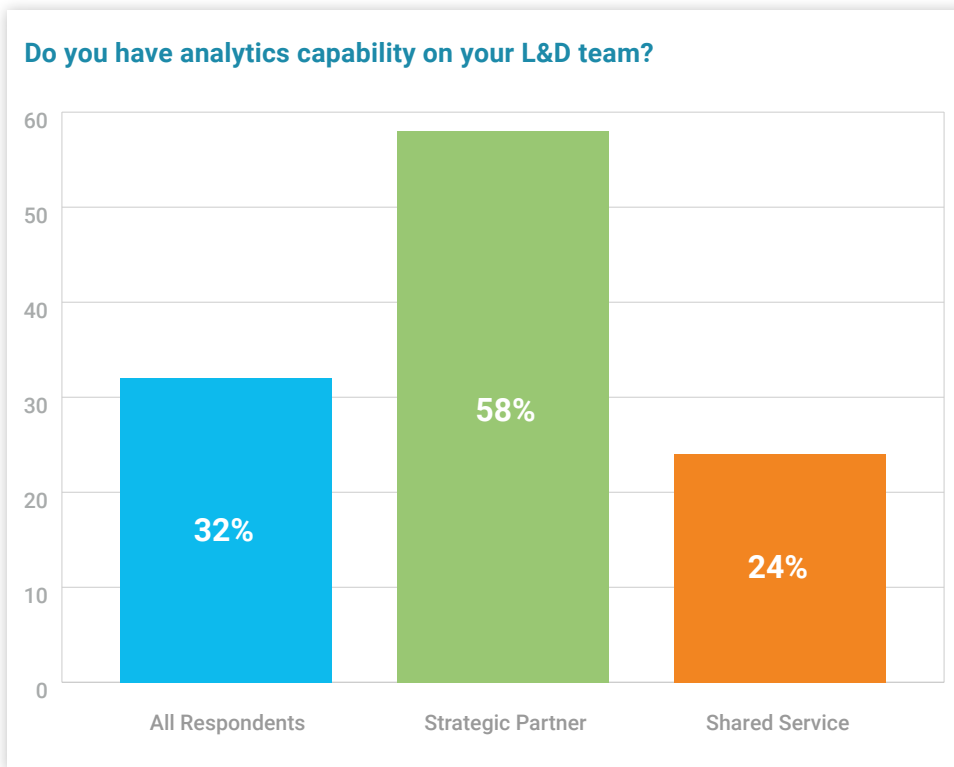
The graph above shows the swing in answers that tells the story of how having capability on your team allows you to further your learning analytics maturity.

58% of Strategic Partners have either a Learning Data Analyst/Statistician or a Data Engineer/Systems Architect, compared to just 24% of those who are seen as a Shared Service.

Want to learn more about why these roles are so important to understanding the effectiveness of your learning? Bill and Bonnie from Watershed and GP explored this in our webinar "The State of Learning Analytics: Views from 1,000 L&D Professionals."

But are organizations actively recruiting learning analytics talent to build their capabilities? 17% of Shared Services said they plan to within 12 months, compared to 6% of Shared Services.

But there is a glimmer of light for those Shared Services organizations that suggest the momentum is swinging; 35% answered, "No plans yet - but we're seeing growing demand" (compared to 15% of Strategic Partners).

One for the (near) future: Does your organization use data to understand skills gaps?

Increasingly, we're seeing skills data integrated into learning strategies. This holistic approach blurs the lines between L&D and HR, which have traditionally been perceived as entirely different functions. We added this question to observe how this trend will develop over time.

My organization uses data to understand skill gaps.

17%	Strongly Agree
30%	Agree
29%	Neutral
19%	Disagree
5%	Strongly Disagree
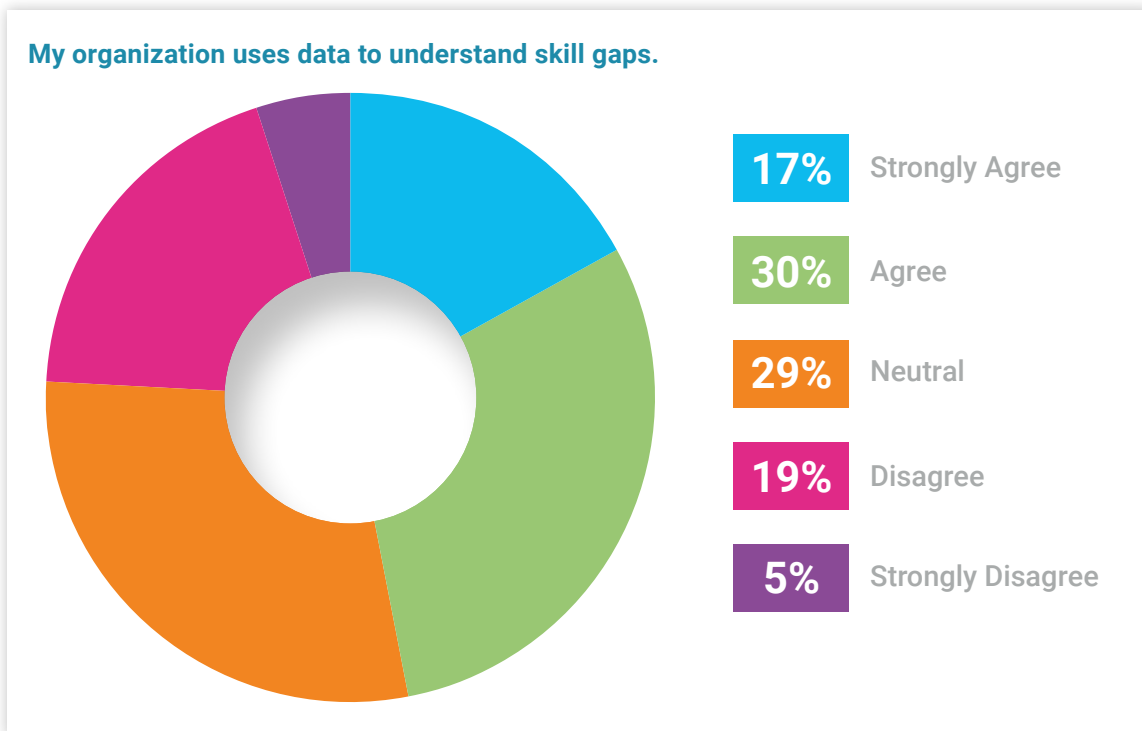
Using skills data is undoubtedly a growth area and a smart way of developing skills and competencies in a world where it is getting harder to "hire to grow," as per Josh Bersin's HR Predictions for 2023 report.

Identifying skills gaps helps you understand the state of play within your organization and enables you to cater learning programs to upskill your staff to meet present—and future—demands.

With this in mind, we expect that skills data will increasingly become an integral part of learning strategies for organizations in the future. We will be watching keenly to see how these trends pan out over time, and we look forward to sharing more on this in next year's report!

For more on the growing use of skills data within a learning function, check out these resources:

- Watershed & Degreed: Turn Your Skills Data into Meaningful Insights
  [Webinar Recording]

- How to Build the Business Case for Investing in Skills Analytics
  [Guide]

Conclusion

After presenting all of these findings, we circle back to a key question. Why is it important for L&D to be seen as a strategic partner? A shrinking workforce and an increasing need for upskilling across almost all sectors require L&D to be at the forefront of business strategy in order to gain a competitive advantage.

Our analysis revealed that the most statistically significant factor in a learning function being perceived as a Strategic Partner is having a dedicated budget assigned to measurement. When you consider that many of the main barriers to getting started can be negated by appropriate resourcing (i.e., budget, people, and technology), this makes perfect sense.

The other factors we've discussed all show a convincing correlation that can't be overlooked; *strategic partners are closely aligned with the business.*

Whether that's having a say in how budget is set or embedding organizational impact metrics into the early stages of learning design, getting buy-in from the business will help mature your approach to learning analytics and measuring impact.

And once you've started, it's hard to stop. Prove your impact; sure, you'll set higher expectations from your business leaders. And so it should be. L&D, for too long, has not reported on impact in the way other departments have.

Data-driven insights enable learning to adopt a continuous improvement loop that benefits learners, the L&D function, and ultimately the entire organization.

Once you start uncovering insights, you'll be hooked—and you will forever want more!"

- Bonnie Beresford, Sr. Director of Learning and Performance Analytics, GP Strategies

Some Key Resources to Inspire Your Measurement Journey

To help you take your next steps into measurement, we've assembled a mixture of free software, guides, courses, and discussions to help inspire and direct you.

Watershed & Degreed: Turn Your Skills Data into Meaningful Insights

Watershed & Degreed teamed up to explore practical ways to convert your skills data into insights that inform your learning and people strategy.

VIEW WEBINAR

A Step-by-Step Guide: Building a Business Case for Learning Analytics

Are you looking to convince stakeholders why investing in Learning Analytics pays off? Our interactive tool is here to help

VIEW GUIDE

Ready to Start Collecting Data? Get Going With Our Free LRS

Watershed's Essentials is an LRS with basic reporting capability. It's intended to help you lay the foundation on the path toward more robust learning and training analysis.

Essentials LRS includes:

- Unlimited statements

- Tracking for unlimited learners

- Reporting for unlimited learners

- A dashboard with demo data to get started

- Prebuilt report examples

- Data export in CSV or JSON format

- A self-serve knowledge base

- Developer tools

VIEW REPORT

Measurement: Learning's Secret Weapon for Driving Business Alignment

Description: This podcast features Bonnie Beresford and explores topics including: What is a measurement map and how can it help with connecting learning investments to a business's strategic goals?

LISTEN TO PODCAST

3 Myths About Learning Measurement - GP Strategies

This article debunks 3 myths about learning measurement and provides a framework to build a causal chain of evidence between business goals and learning investments

READ THE ARTICLE

Want to Put the Theory Into Practice? How About an Immersive, Hands-On Course?

The Measurement Academy from GP Strategies takes you on a 10-week, hands-on, skill-building learning journey, providing you with a repeatable process for measurement strategy and execution.

Your team will learn how to:

- Connect your learning investments to real business outcomes

- Conduct business alignment and performance consulting sessions

- Create detailed Measurement Maps® and measurement plans

TELL ME MORE

Meet the Experts

Piers Lea

Chief Strategy Officer | Learning Technologies Group

Piers is Chief Strategy Officer and sits on the Board of Learning Technologies Group plc. He has over 30 years' experience in the learning technologies market and is widely considered a thought-leader in the field. Piers founded LINE Communications Holdings Limited in 1989, which was acquired by LTG in April 2014. He has won the award for 'Outstanding Contribution to the Industry' both personally and as a business. Piers works with clients globally to advise them on Learning and Talent strategies. In particular, he leads thinking and solutions on how to measure business impact using data-driven approaches.

Karie Willyerd

Chief Customer Strategy Officer | LTG

Karie Willyerd is the only CLO to have taken two companies to number one in the world. Most recently, she was the CLO for Visa. Prior to that, she was head of SAP's global customer education business. She came into SAP when Jambok—a video-based learning platform where she was the co-founder and CEO—was acquired by SAP SuccessFactors. Dr. Willyerd also served as the CLO for Sun Microsystems and head of talent or learning for Solectron, Heinz, and Lockheed Martin Tactical Air. Dr. Willyerd is a prolific author on the future of work, learning, and human capital leadership, with two best-selling books and articles/blogs published in Harvard Business Review, Forbes, and all the major learning trade journals.

Bonnie Beresford

Sr. Director of Learning and Performance Analytics | GP Strategies

Bonnie Beresford is an industry-recognized human capital strategist, performance consultant, and author; she leads the learning and performance analytics practice at GP Strategies.

With over 20 years of experience in the field, her hallmark is linking investments in people to measurable business outcomes. Bonnie holds a PhD in human capital management from Bellevue University and an MBA from Wayne State University and is a member of the International Society for Performance Improvement.

David Ells

Managing Director | Watershed

David is the Chief Executive Officer of Watershed, a learning analytics platform that assesses the impact and effectiveness of corporate learning programs. David previously led Watershed's development team as Director of Technology and was instrumental in the company's most recent user interface refresh.

David joined Watershed's sister company Rustici Software in 2008 as a developer, where he helped create SCORM Cloud, a cloud-based SaaS solution that meets all eLearning needs from testing standardsbased content to delivering courses and reporting on results. He also led the development of the world's first learning analytics platform powered by xAPI, a modern framework for exchanging data.

Charles 'Chuck' McGhee, PHD

Manager, Consulting Services | Affirmity

Charles (Chuck) McGhee Ph.D. is the Manager of Consulting Services and a Statistician for the Affirmity Workforce Analytics (AWA). Dr. McGhee has over twenty years of expertise in Workforce Compliance, both in the private and public sectors.

He has more than eight years' experience in the private sector providing consultative services to federal contractors. He leads pay equity studies, hiring decision analyses, and termination analyses projects on behalf of clients across industries.

Dr. McGhee holds a PhD in Biostatistics, and undergraduate and Master's degrees in Mathematics.

Ashley Laurence

Marketing Director | Watershed

Ashley is the Marketing Director at Watershed, and has the exciting role of conveying the possibilities of Learning Analytics to the wider world. Ashley has worked within Learning Technologies Group for four years; prior to his role at Watershed he was the Marketing Manager for Gomo Learning, an eLearning authoring tool.

Ashley has worked in almost every role within marketing, most recently in both content writing and SEO specialist roles within a variety of sectors. In the learning space, Ashley has written content, including blogs, reports, and ebooks for LEO Learning and Eukleia (both now under the GP Strategies umbrella), as well as PeopleFluent and Vector VMS.
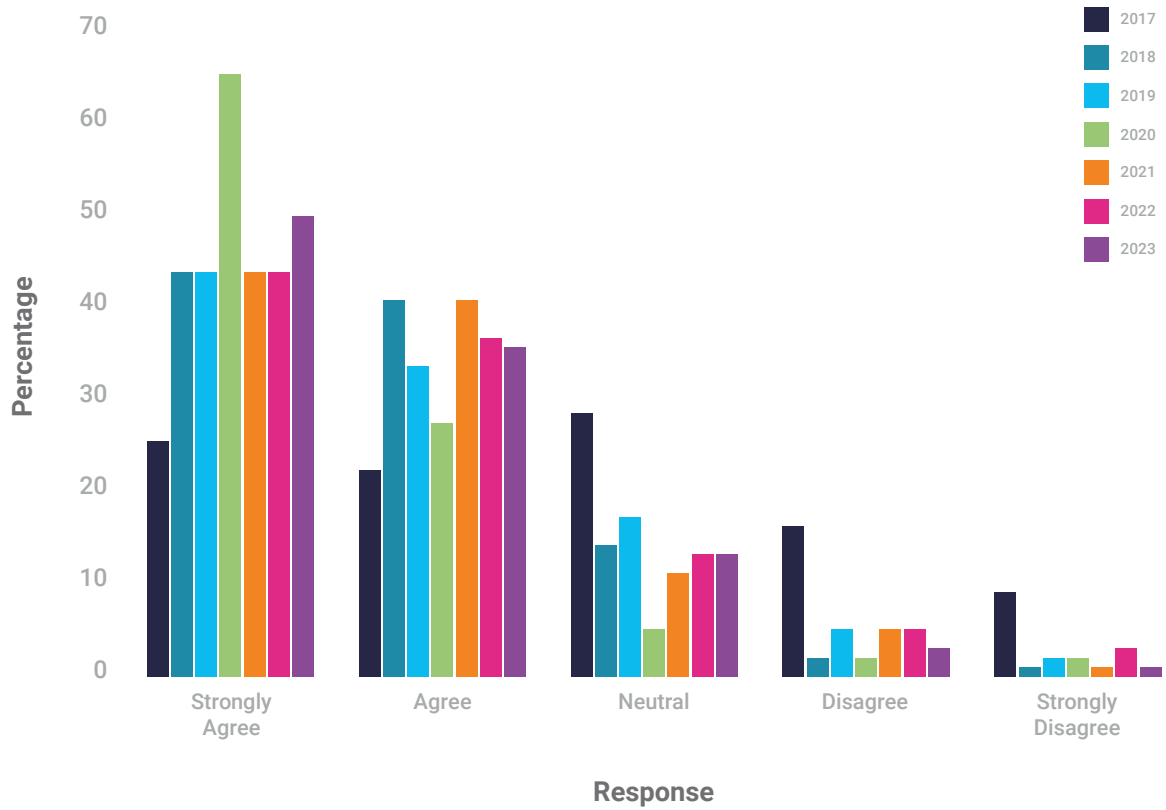
Appendix

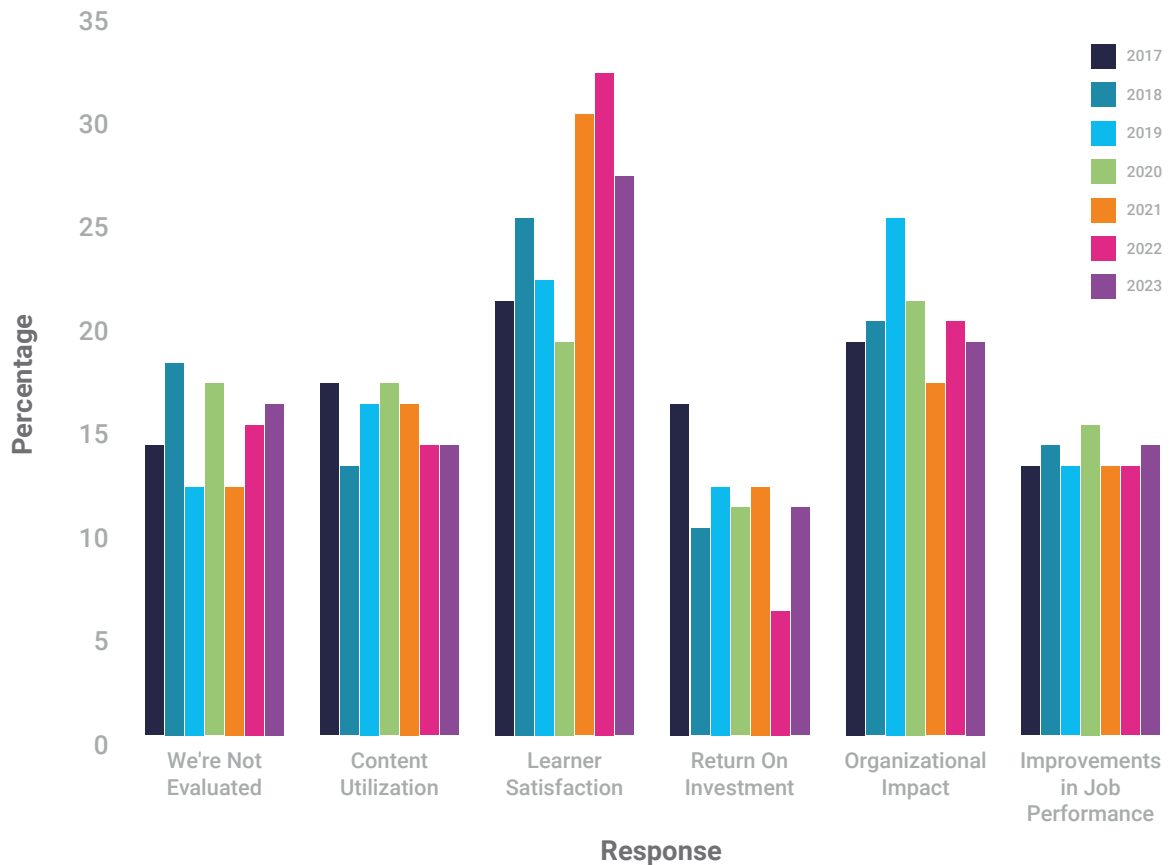**I Want to Measure the Business Impact of Learning Programs**
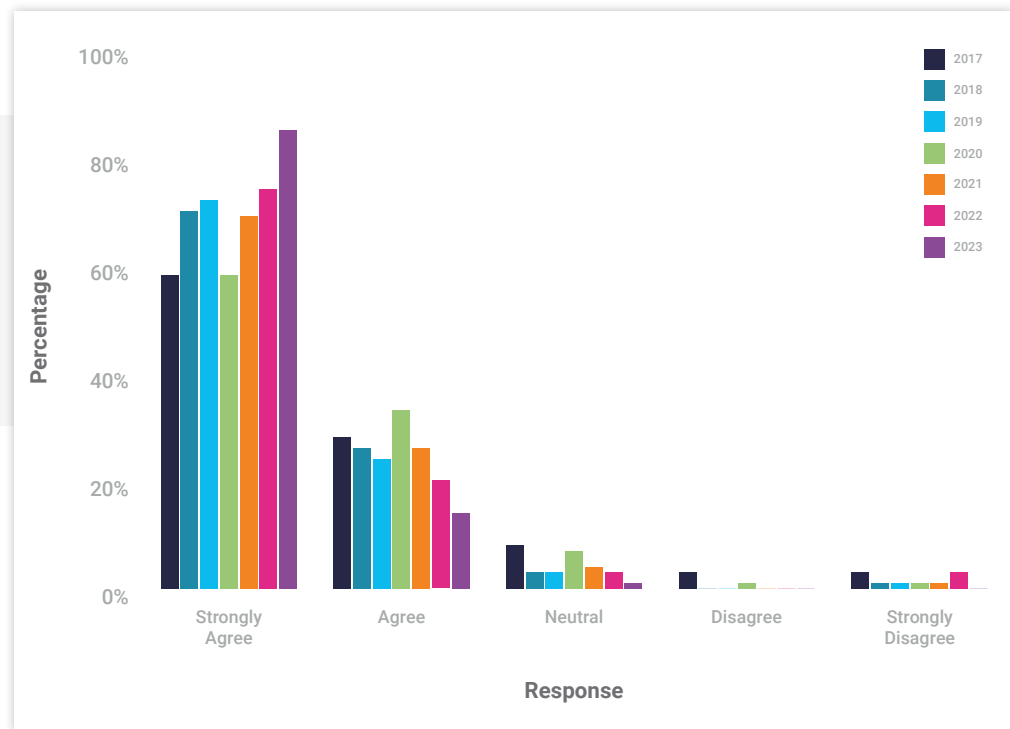
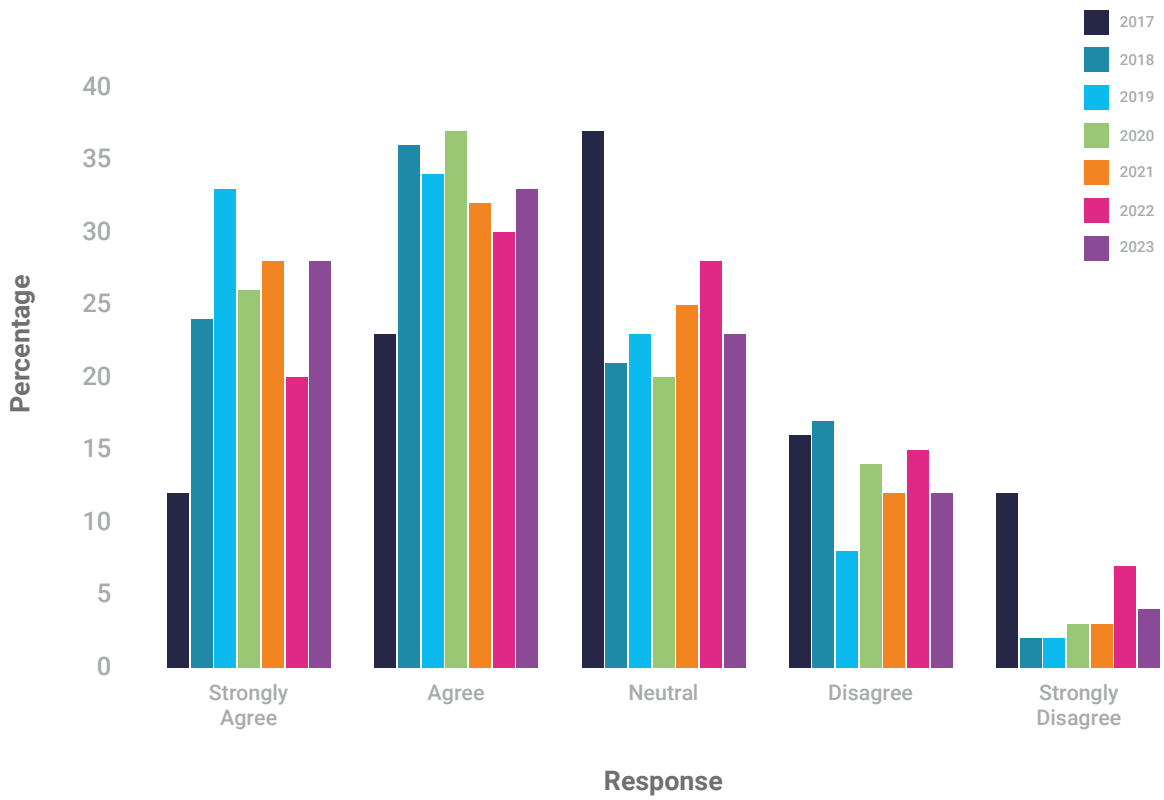**I Believe It's Possible to Demonstrate Learning's Impact**
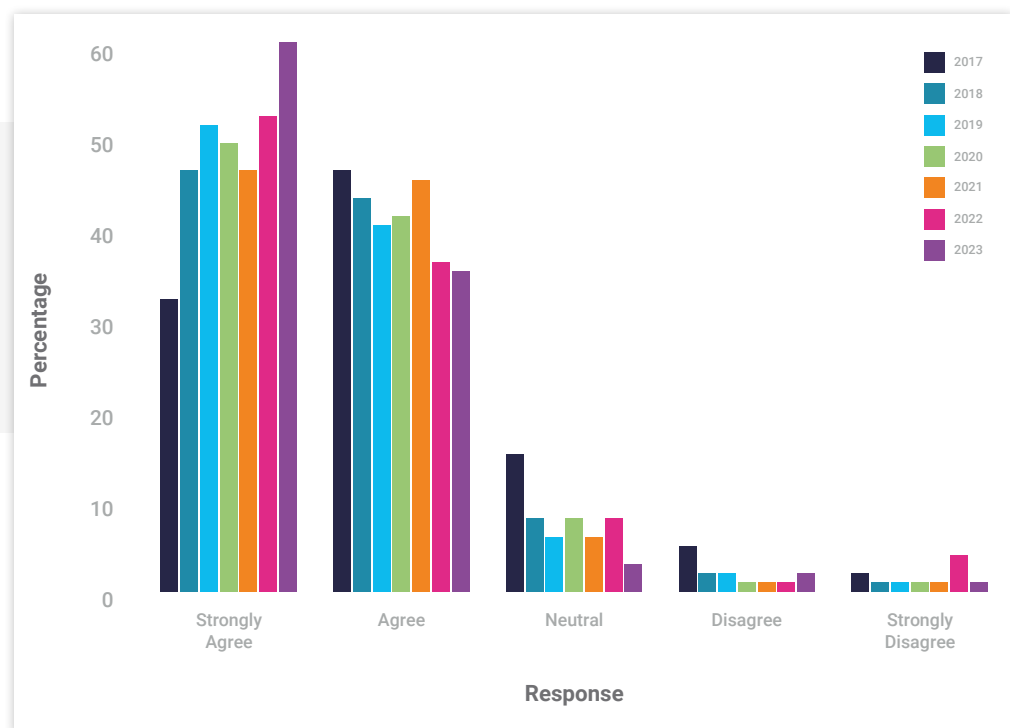
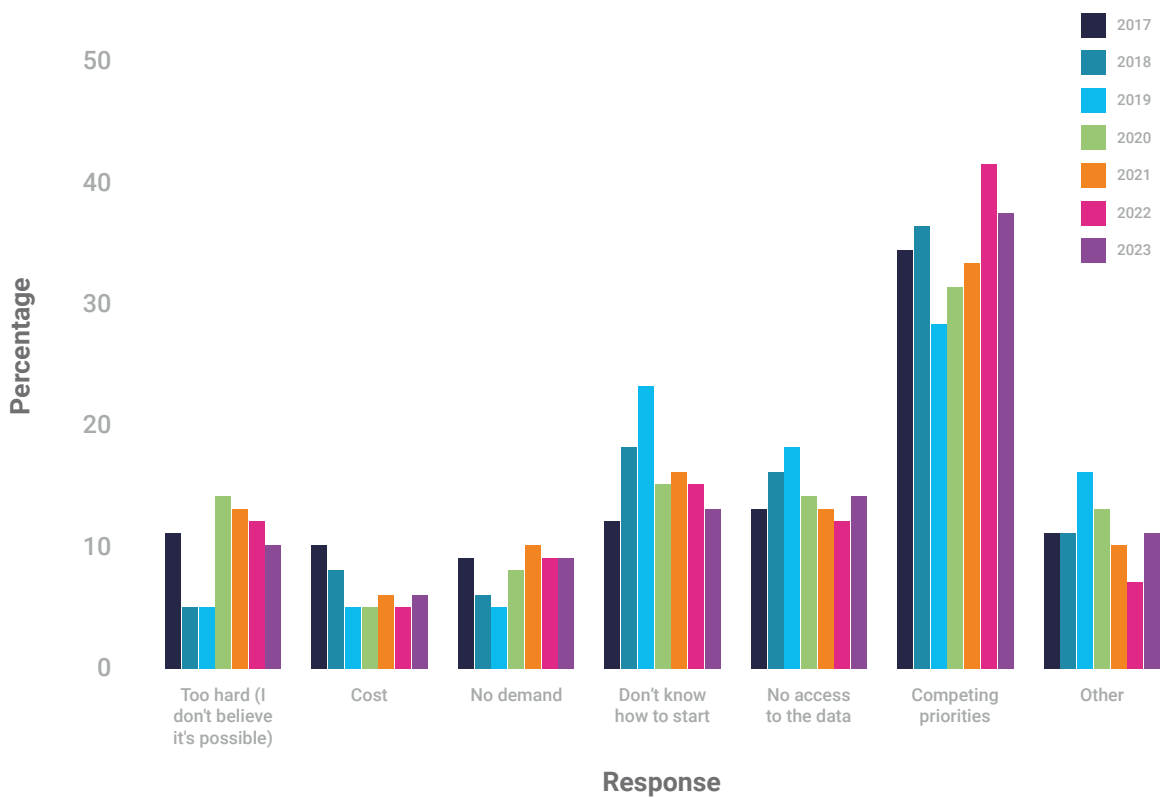## Data has a significant impact on my organization.

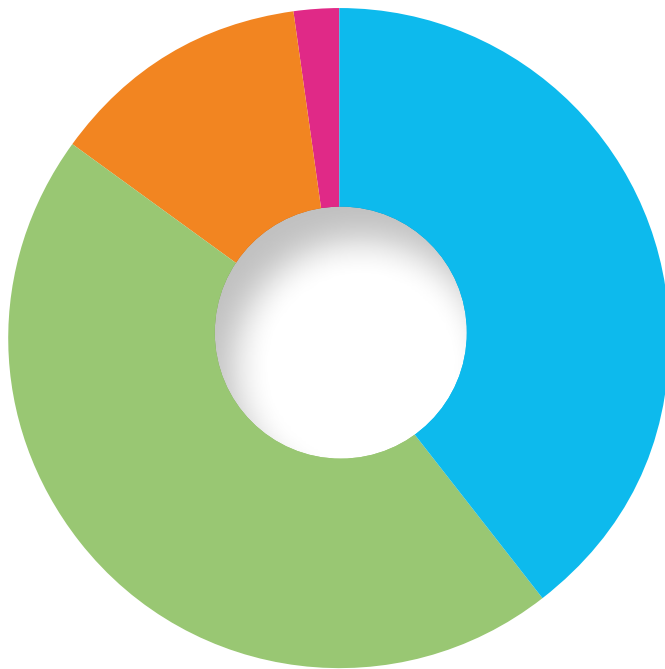## The Success of My Department Is Evaluated By:

I Feel Executive Pressure to Measure Learning's Impact.

The Biggest Challenge of Measuring the Impact of Learning in My Organization Is:
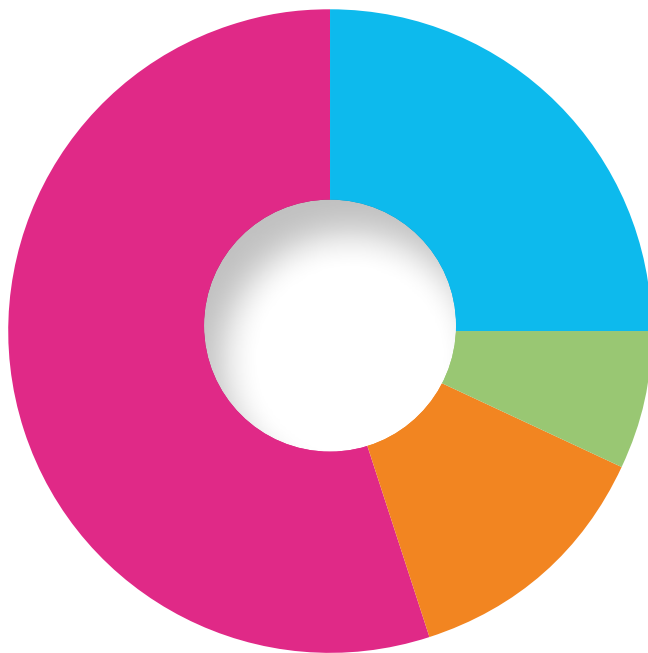
It's important to set aside budget for measurement.

40%	Strongly Agree
46%	Agree
13%	Neutral
2%	Disagree
0%	Strongly Disagree

My organization sets aside budget for measurement.

10%	Strongly Agree
18%	Agree
31%	Neutral
26%	Disagree
15%	Strongly Disagree

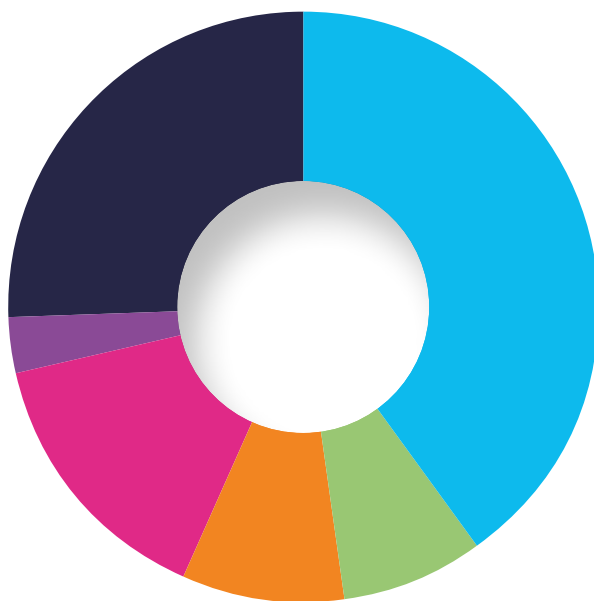## Do you have analytics capability on your L&D team?

25% Yes - Data Analyst/ Statistician

7% Yes - Data Engineer/ Systems Architect

13% Yes - Other

55% No

What option best describes your analytics staffing plans over the next 12 months?

41% We're not expecting changes to our current staffing
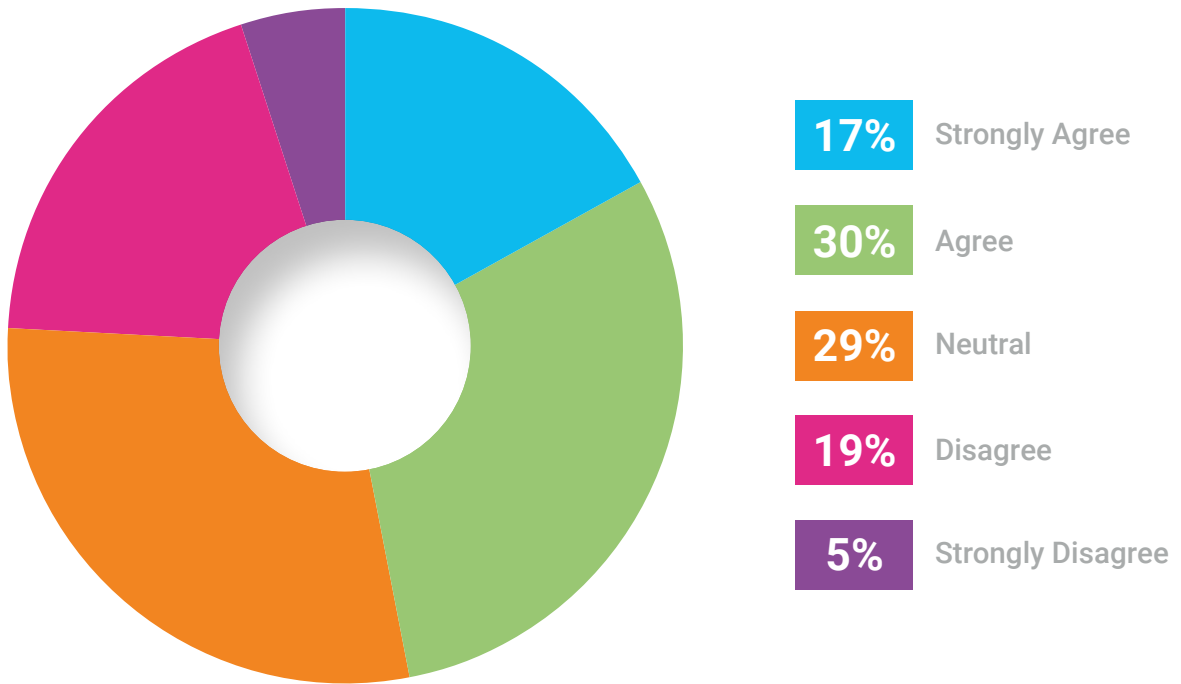
8% We have no demand for analytics

9% We are actively recruiting analytics talent

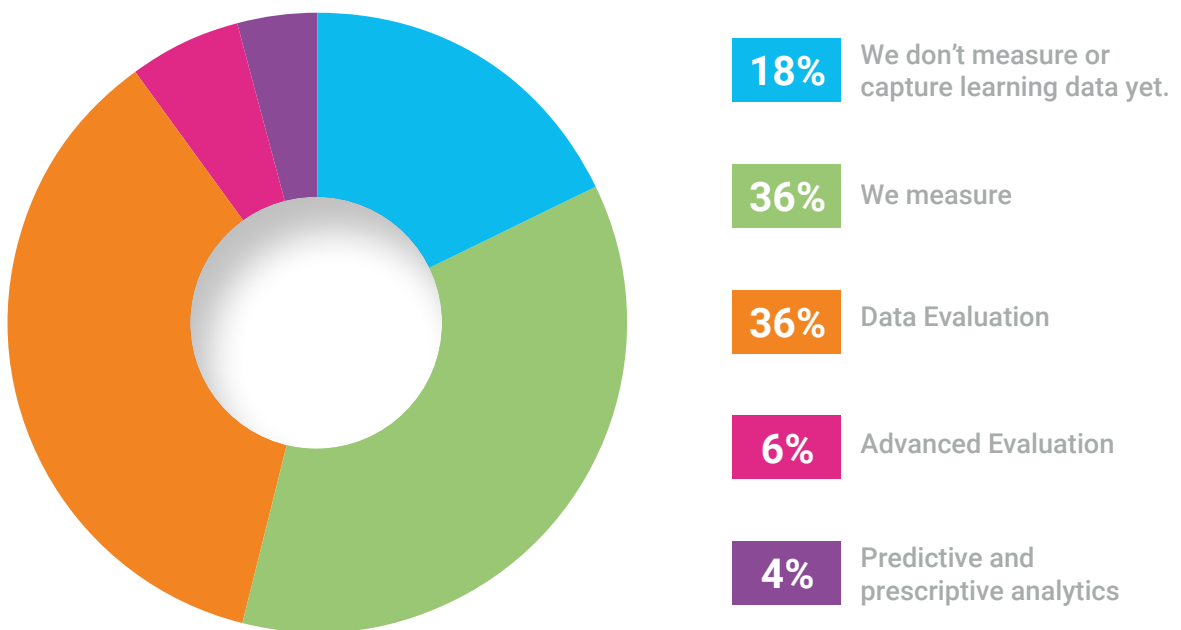**15%** We borrow from a department outside of L&D

3% We outsource our analytics externally

26% No plans yet - but we're seeing growing demand

My organization uses data to understand skill gaps.

17%	Strongly Agree
30%	Agree
29%	Neutral
19%	Disagree
5%	Strongly Disagree

Where do you place your current organization on Watershed's learning analytics scale?

18%	We don't measure or capture learning data yet.
36%	We measure
36%	Data Evaluation
6%	Advanced Evaluation
4%	Predictive and prescriptive analytics

Which of the following best describes how your annual budget for learning is set:

21% Starting with the business strategy,annual budget is set to ensure fulfillment of the year's business goals

33% During the financial planning period, key initiatives are discussed with business and talent partners and budget set

26% Year-over-year adjustments are made by finance in consultation with the business needs

19% Finance determines the budget with little input from the learning organization or their business partners

How is the learning function perceived within your organization?

23% L&D is a strategic partner with the business deemed essential to maintain business health

27% L&D is aligned with the business and integrated to performance and talent

22% L&D is seen as a valued service provider and is responsive to ad hoc requests

28% L&D is seen as a shared service organization utilized as needed by the business

How do you define the success metrics of a particular program?

18% L&D consults with the wider business so success can be correlated with business impact (e.g. increase in sales)

31% L&D sets the metrics (KPIs focus on program effectiveness such as completion rates and learner satisfaction

51% A blend of both

When do you define the success metrics of a particular program?

48% Before the program starts

7% During the pilot

8% While the program is live

24% Retrospectively assessed

13% We don't

watershed

Founded in Nashville, Tenn., in 2016, **Watershed** is a Learning Analytics Platform that lets you measure and prove the business impact of learning. Watershed is a customizable SaaS-based solution that collects, aggregates, and standardizes data from across your learning ecosystem. By matching this with other data sets such as HRIS or other performance data, Watershed's reporting lets you assess the effectiveness of your learning programs, learner performance, and vendor effectiveness.

Watershed enable organizations to maximize their investments enabling the continuous improvement of learning and development. Since its founding, this young, high-growth organization has developed a portfolio of Fortune 500 global clients—such as Visa, Verizon, PricewaterhouseCoopers, Caterpillar, and more.

Watershed is part of Learning Technologies Group plc's award-winning group of specialist learning technology businesses.

To learn more, visit watershedLRS.com.

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