3. Evaluate the transfer of learning

Importance
The impact of mastering these competencies is that you:
• Determine whether the learning solution affects performance outcomes.
• Identify opportunities for improving the transfer of learning to the workplace.

Supporting competencies and tasks
These tasks contribute to mastery of the supporting competencies (in bold). Put a check mark next to each task or subtask within the supporting competency as you complete it:

3a Develop a plan to evaluate the transfer of learning
   See Assessing Performance Needs 4d

3b Identify desired performance outcomes
   See Assessing Performance Needs 2c

3c Develop materials to evaluate the transfer of learning
   See Designing Learning Experiences 4h

3d Assess the transfer of learning to the workplace
   Gather data to identify gaps between pre-learning, current, and desired performance outcomes
   Interview former participants to ascertain the application and impact of the training on their work or lives
   Identify factors other than the learning that might affect performance outcomes
   Assess the impact of learning on performance outcomes
   Determine barriers to the transfer of learning (for example, software not working as expected, supervisors not supporting performance)
   Evaluate how women’s family factors impact their ability to transfer the learning
   Determine how access or lack of access to technology has supported or hindered the transfer of learning

3e Recommend changes based on evaluation of the transfer of learning
   Identify potential changes to the design and facilitation based on how the learning solution has affected performance outcomes
   Identify potential changes to support the transfer of learning based on how the learning solution has affected performance outcomes
   Determine the feasibility of identified changes
   Recommend changes to improve the impact of the learning solution on performance outcomes
   Decide how to communicate longer-term program results, taking into account cultural and religious norms, political circumstances, and gender norms and behaviors
Key outputs and assessment criteria

Mastering these competencies typically involves the following outputs. The assessment criteria indicate what would make the output appear to be high in quality.

<table>
<thead>
<tr>
<th>KEY OUTPUTS</th>
<th>ASSESSMENT CRITERIA</th>
</tr>
</thead>
</table>
| Plan to evaluate the transfer of learning | Plan identifies what data to gather and analyze  
Plan identifies when to conduct evaluation  
Plan includes benchmarks of pre-intervention performance  
Plan includes an estimate of resources required to implement evaluation plan |
| Materials to evaluate the transfer of learning | Evaluation is clear and easy to complete  
Evaluation captures relevant data (for example, uptake of new skills, proficiency in applying new skills, and barriers to the transfer of learning to the workplace)  
Evaluation uses technology to simplify data collection and reporting |
| Assessment of performance results | Gap between pre-intervention, current, and desired performance outcomes is identified  
Results are stated in terms of specific performance outputs  
Results are based on accurate and reliable data and sound analysis  
Cause-effect relationships are determined among performance gaps  
Assessment determines appropriateness of desired performance outcomes in light of actual performance data |
| Recommended changes to learning solutions and their transfer | Recommendations are based on analysis of how the learning has affected performance  
Recommendations continue to support the achievement of learning objectives  
Recommendations are realistic for the organization and work unit  
Recommendations are based on identified barriers to the transfer of learning  
Recommendations continue to support the achievement of learning objectives  
Recommendations are realistic for the organization and work unit |