

Slides' Data & Other
Materials are Available
from here
(PW: 1234)



<https://link.directcloud.jp/MCKCZRVAQ9>



Competencies List by the
American Evaluation Association
(AEA) is also available

<https://www.eval.org/Portals/O/Docs/AEA%20Evaluation%20Competencies.pdf>

Sub-theme 3 Parallel session B (11:15 – 12:45)
(Quality Assurance and Artificial Intelligence)

Evaluation in the Era of Artificial Intelligence: The Roles of AI and Human Evaluators

Facilitator: Akinori Matsuzaka
(Japan University Accreditation Association)
May 15th , 2025, Tokyo



Session Objective

Sharing ideas and experiences, participants is expected to gain insights into what human roles cannot and should not be replaced by AI.

External Quality Assurance Process

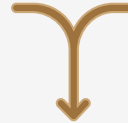
Generally, external evaluation is comprised of two phases:



document analysis



Onsite visit



written, visual and oral evidence

Evaluators must be competent enough for these operations

Discussion 1

Does your agency define evaluators' competencies?
What does your agency expect to evaluators?

(If you are a participant from HEIs or non-EQAA bodies,
please share your own ideas or expectations.)

15 min.

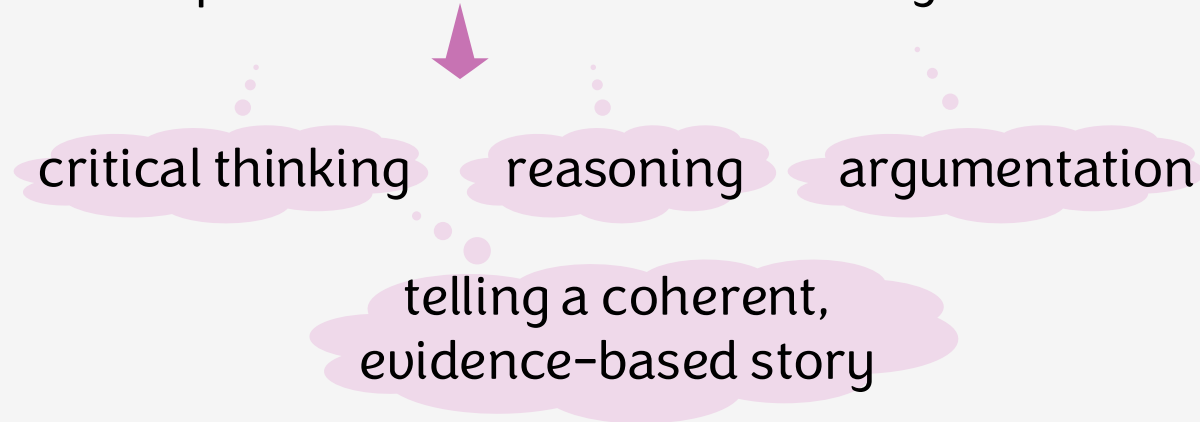


*Share ideas and
experiences,
Write down it on sheet.*

Required competencies

Patton (2018)

👉 The core components of “evaluative thinking”:



(Patton, 2018, p. 20)

Required competencies

AEA (2018)



1.0

DOMAIN

PROFESSIONAL PRACTICE

**focuses on what makes
evaluators distinct as
practicing professionals**

Professional practice is grounded in AEA's foundational documents, including the Program Evaluation Standards, the AEA Guiding Principles, and the AEA Statement on Cultural Competence.

The competent evaluator . . .

- 1.1 Acts ethically through evaluation practice that demonstrates integrity and respects people from different cultural backgrounds and indigenous groups.
- 1.2 Applies the foundational documents adopted by the American Evaluation Association that ground evaluation practice.
- 1.3 Selects evaluation approaches and theories appropriately.
- 1.4 Uses systematic evidence to make evaluative judgments.
- 1.5 Reflects on evaluation formally or informally to improve practice.
- 1.6 Identifies personal areas of professional competence and needs for growth.
- 1.7 Pursues ongoing professional development to deepen reflective practice, stay current, and build connections.
- 1.8 Identifies how evaluation practice can promote social justice and the public good.
- 1.9 Advocates for the field of evaluation and its value.

2.0

DOMAIN

METHODOLOGY

**focuses on technical aspects
of evidence-based, systematic
inquiry for valued purposes**

Methodology includes quantitative, qualitative, and mixed designs for learning, understanding, decision making, and judging.



The competent evaluator . . .

- 2.1 Identifies evaluation purposes and needs.
- 2.2 Determines evaluation questions.
- 2.3 Designs credible and feasible evaluations that address identified purposes and questions.
- 2.4 Determines and justifies appropriate methods to answer evaluation questions, e.g., quantitative, qualitative, and mixed methods.
- 2.5 Identifies assumptions that underlie methodologies and program logic.
- 2.6 Conducts reviews of the literature when appropriate.
- 2.7 Identifies relevant sources of evidence and sampling procedures.
- 2.8 Involves stakeholders in designing, implementing, interpreting, and reporting evaluations as appropriate.
- 2.9 Uses program logic and program theory as appropriate.
- 2.10 Collects data using credible, feasible, and culturally appropriate procedures.
- 2.11 Analyzes data using credible, feasible, and culturally appropriate procedures.
- 2.12 Identifies strengths and limitations of the evaluation design and methods.
- 2.13 Interprets findings/results in context.
- 2.14 Uses evidence and interpretations to draw conclusions, making judgments and recommendations when appropriate.

3.0

DOMAIN

CONTEXT

focuses on understanding the unique circumstances, multiple perspectives, and changing settings of evaluations and their users/stakeholders

Context involves site/location/environment, participants/stakeholders, organization/structure, culture/diversity, history/traditions, values/beliefs, politics/economics, power/privilege, and other characteristics.



The competent evaluator ...

- 3.1 Responds respectfully to the uniqueness of the evaluation context.
- 3.2 Engages a diverse range of users/stakeholders throughout the evaluation process.
- 3.3 Describes the program, including its basic purpose, components, and its functioning in broader contexts.
- 3.4 Attends to systems issues within the context.
- 3.5 Communicates evaluation processes and results in timely, appropriate, and effective ways.
- 3.6 Facilitates shared understanding of the program and its evaluation with stakeholders.
- 3.7 Clarifies diverse perspectives, stakeholder interests, and cultural assumptions.
- 3.8 Promotes evaluation use and influence in context.

4.0

DOMAIN

PLANNING & MANAGEMENT

focuses on determining and monitoring work plans, timelines, resources, and other components needed to complete and deliver an evaluation study

Planning and management include networking, developing proposals, contracting, determining work assignments, monitoring progress, and fostering use.



The competent evaluator . . .

- 4.1 Negotiates and manages a feasible evaluation plan, budget, resources, and timeline.
- 4.2 Addresses aspects of culture in planning and managing evaluations.
- 4.3 Manages and safeguards evaluation data.
- 4.4 Plans for evaluation use and influence.
- 4.5 Coordinates and supervises evaluation processes and products.
- 4.6 Documents evaluation processes and products.
- 4.7 Teams with others when appropriate.
- 4.8 Monitors evaluation progress and quality and makes adjustments when appropriate.
- 4.9 Works with stakeholders to build evaluation capacity when appropriate.
- 4.10 Uses technology appropriately to support and manage the evaluation.



5.0

DOMAIN

INTERPERSONAL

focuses on human relations and social interactions that ground evaluator effectiveness for professional practice throughout the evaluation

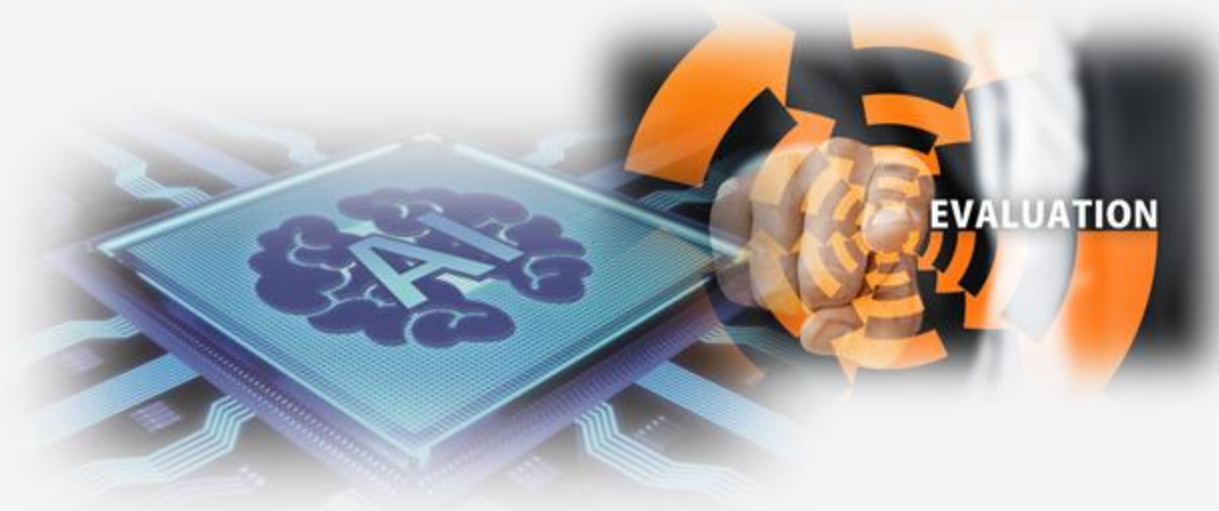
Interpersonal skills include cultural competence, communication, facilitation, and conflict resolution.

The competent evaluator ...

- 5.1 Fosters positive relationships for professional practice and evaluation use.
- 5.2 Listens to understand and engage different perspectives.
- 5.3 Facilitates shared decision making for evaluation.
- 5.4 Builds trust throughout the evaluation.
- 5.5 Attends to the ways power and privilege affect evaluation practice.
- 5.6 Communicates in meaningful ways that enhance the effectiveness of the evaluation.
- 5.7 Facilitates constructive and culturally responsive interaction throughout the evaluation.
- 5.8 Manages conflicts constructively.

What impact may AI have on the evaluators' roles and competencies?

What does it change?



What impact does AI have?

Mason (2023)

👉 competencies that are **asocial and non-creative**, and those that are **less strategy-based**, are likely to be replaced (Mason, 2023, pp. 16–20).

Ferreti (2023)

👉 paperwork and ‘by-the-book’ approaches can be substituted by AI (Ferreti, 2023, pp. 76–83).

*This change necessitates a re-examination of evaluation, raising critical questions about **what roles AI should (and can) assume; and what responsibilities human evaluators should maintain.***

Discussion 2

- ❖ What works AI can (should) do in evaluation?
- ❖ What roles and competencies may be replaced by AI?

Discuss on the roles and competencies seen in the Discussion 1 (e.g. those on the AEA's list)

Write down it on sheet.



Possible Roles of AI in Evaluation

Data collection & analysis

Assistance in paperwork

Dialogical partner

Assistance in
professional development

Possible Roles of AI in Evaluation

Data collection & analysis

evaluation



- ✓ numerical data
- ✓ qualitative, context-dependent information

AI can take a role



Possible Roles of AI in Evaluation

Assistance in paperwork

- ✓ drafting, summarising, and simplifying evaluation reports



Dialogical partner

- ✓ Chatbot-type AI can help each evaluator to deepen his/her thinking, scrutinise own evaluation findings, etc. (cf. Shibu, 2024)



Possible Roles of AI in Evaluation

Assistance in
professional development

tailored training by AI



satisfy individual needs and
proficiency levels



Is AI almighty?

Is none room for human to take roles and responsibilities in evaluation?



Limit of AI

☞ bias & hallucination

Questions to “Data”

☞ data-driven QA = “all that matters in QA is data”?
Isn't higher education still a human activity even in the era of AI? Can “quality” be immediately determined thorough data processing?

Holistic View in Evaluation

Stensaker & Leiber (2015)

👉 lack of holistic view of how quality is taken care may lead to organizational fragmentation and actions at HEIs.



a shift away from valuable work to trivial.

(Stensaker & Leiber, 2015, p. 335).

context-responsiveness,
synthesizing evidence including oral
and visual one



may be keys to achieve
holistic view

Discussion 3

- ❖ What roles and responsibilities does human evaluator continue to have or should newly take?
- ❖ What competencies should human evaluator develop or strengthen?



15 min.



*Share ideas and
Write down it on sheet.*

Wrap-up

Reflecting on today's whole discussion,
please exchange thoughts, suggestions and
outcomes you obtained.



Literatures

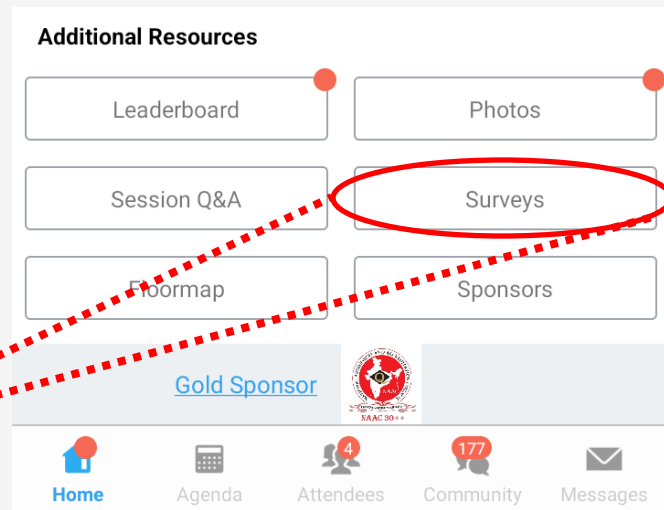
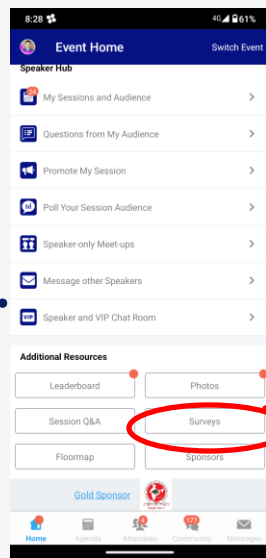
- The American Evaluation Association (AEA) (2018). *The 2018 AEA Evaluator Competencies*.
- Fakhar, H., Lamrabet, M., Echantoufi, N., El khattabi, K., & Ajana, L. (2024). Towards a New Artificial Intelligence-based Framework for Teachers' Online Continuous Professional Development Programs: Systematic Review. *International Journal of Advanced Computer Science and Applications*. 15(4) 480–493.
- Ferretti, S. (2023). Hacking by the prompt: Innovative ways to utilize ChatGPT for evaluators. *New Directions for Evaluation* 2023 (178-179): 73–84.
- Mason, S. (2023). Finding a safe zone in the highlands: Exploring evaluator competencies in the world of AI. *New Directions for Evaluation* 2023 (178-179): 11–22.

- Matsuzaka A. & Kato M. (2023). Digital Technologies and Ethical Approaches in Quality Assurance: A Case of the JUAA. In: the Asia-Pacific Quality Network (ed.) *Anthology of APQN Academic Conference 2023*: 34–37
- Patton, M. Q. (2018). A Historical Perspective on the Evolution of Evaluative Thinking. *New Directions for Evaluation* 2018(158): 11–28.
- Shibu, S. (2024). A New AI Chatbot Is Revolutionizing Business School Curriculum and Accreditation — Here's What It Could Change. *Entrepreneur* Apr 23, 2024.
- Stensaker, B. & Leiber, T. (2015). Assessing the organisational impact of external quality assurance: hypothesising key dimensions and mechanisms. *Quality in Higher Education* 21(3): 328–342

Thanks! ご参加に感謝申し上げます。

**Please give your voice!!
Feedback survey is available on
the Whova app.!**

**At the Home position,
you can find “Surveys” button.**



Akinori Matsuzaka



<https://orcid.org/0009-0004-1318-4686>



a_matsuzaka@juaa.or.jp



<https://www.juaa.or.jp/en/>

