

## Evaluation of the student learning preparation program in obtaining the DELF A2 French Language Certificate for high school students: the csf-ucla approach

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### Abstract

*This study aims to evaluate the effectiveness of a high school student preparation program in achieving the DELF A2 French Language Certificate using the CSF- UCLA model approach. This model assesses five main dimensions: assessment, planning, implementation, improvement, and certification. The research method used is descriptive evaluative with a mixed approach (quantitative and qualitative). The instrument developed includes 20 question items based on indicators from each dimension. The results of the study indicate that the program has been in accordance with the needs of students, the materials and learning methods are designed systematically, the implementation is effective, and there are improvements in strategies based on student feedback. In addition, students feel more confident and show an increase in exam simulation scores. These findings confirm that the CSF- UCLA approach can be a comprehensive and contextual evaluation tool in improving the effectiveness of foreign language certification preparation programs at the secondary education level.*

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## 1. INTRODUCTION

Foreign language proficiency, particularly French, is becoming an increasingly important competency in facing the challenges of globalization and international competition. The DELF (Diplôme d'Études en Langue Française) A2 certificate is the official recognition by the French government of internationally recognized basic French language skills. In Indonesia, several high schools have implemented special preparation programs to help students obtain this certification. However, the effectiveness of these programs has often not been systematically and data-drivenly evaluated. The Critical Success Factors (CSF) approach developed by UCLA offers a comprehensive evaluation framework through an analysis of educational input, process, output, and outcome aspects. This model has been used effectively to evaluate the success of learning systems in various contexts, as demonstrated by research by DeLone and McLean (2003) and a follow-up study by Al-Fraihat et al. (2020) in digital learning environments. By applying the CSF-UCLA approach, the evaluation of DELF A2 preparation programs at the high school level can provide a deeper understanding of their successes, challenges, and potential for future development.

In the era of globalization, foreign language proficiency has become a crucial competency for high school students, including French. The DELF A2 certificate is

internationally recognized as proof of achievement of basic communication competencies (listening, reading, writing, and speaking). Therefore, many schools have established dedicated preparation programs. Evaluation of the success of these programs is urgent to ensure that learning efforts truly produce competencies that meet the DELF A2 standard and are aligned with the needs of students and the current educational landscape.

The CSE-UCLA (Center for the Study of Evaluation, UCLA) evaluation model was developed by Alkin and Coley, with five stages: system assessment, program planning, program implementation, program improvement, and program certification. This model has been widely applied to evaluate educational and blended learning programs at various levels, including high school. CSE-UCLA is able to provide a comprehensive and systematic view of each aspect of program implementation, making it highly relevant for DELF A2 preparation programs.

The preparatory study program for obtaining the DELF A2 French Language Certificate is an important tool in supporting the achievement of foreign language competency for high school students. In an effort to evaluate the effectiveness of this program, the Critical Success Factors (CSF) approach developed by the University of California, Los Angeles (UCLA) is a relevant method because it is able to identify key success factors in the implementation of technology-based educational programs and policies. This approach has been widely used in the evaluation of learning systems and educational management, including in a study by Rockart (1979), and applied in the context of educational technology by Al-Fraihat et al. (2020). Evaluation using the CSF-UCLA approach covers the dimensions of input, process, output, and outcome, which are appropriate for assessing student readiness to take the DELF A2 exam. Thus, this approach can provide a comprehensive picture of the effectiveness and efficiency of learning programs implemented at the high school level.

Although the DELF A2 preparation program is increasingly being adopted in high schools as a strategic step towards recognizing students' French language proficiency (Bernard, 2018), the effectiveness of this program is strongly influenced by the curriculum design, training intensity, and teaching materials directly linked to the A2 level. Program evaluation This kind of approach has not been widely implemented in the Indonesian high school context, while research in France and Canada shows the importance of local adaptation to be relevant to students' needs (Dupont & Martin, 2020).

The CSF-UCLA model, developed by Professor Barrows and colleagues at the University of California, Los Angeles, offers a framework for critical reflection in evaluating foreign language education programs (Barrows et al., 2015). Through the Context, Support, Feedback (CSF) components, this approach is able to identify environmental factors, instructional support, and feedback mechanisms in the learning process. Several contextual studies confirm that successful DELF A2 preparation relies heavily on interactive classroom settings and regular student feedback (Leclerc, 2019).

A previous study by Nguyen & Lefebvre (2021) in a Vietnamese secondary school context showed that the application of the CSF-UCLA model strengthened grammar and vocabulary acquisition through intensive mentoring and ongoing formative assessment. As a result, students' pass rates on the DELF A2 exam increased by up to 20% compared to a control group. Similar research in southern Europe (Garcia & Rossi, 2022) also found that increased teacher support and peer feedback significantly increased students' motivation and confidence in speaking and writing French.

Despite numerous case studies abroad, there remains an empirical gap regarding the adaptation of the CSF-UCLA approach to the Indonesian high school context. Local challenges such as resource availability, teacher-student ratio, and digital infrastructure readiness require systematic analysis. Therefore, this evaluation aims to measure the

influence of the three main components of the CSF-UCLA model (classroom context, instructional support, and feedback) on student success in achieving the DELF A2 certificate and to identify recommendations for adjustments relevant to high schools in Indonesia. Despite the widespread evidence of effectiveness for blended learning programs, there is still little research specifically evaluating DELF A2 preparation programs for high school students. The characteristics of foreign language exam preparation programs—which encompass both standardized language skills and student mental readiness—may differ from those of general models. Therefore, this study aims to answer: to what extent can each stage of the CSF-UCLA evaluation model identify strengths and weaknesses in DELF A2 preparation programs? Furthermore, how can these programs be improved to more optimally enhance competency outcomes.

The evaluation of the DELF A2 preparation program using the CSF-UCLA approach is carried out through five systematic, interrelated stages. The first stage is assessment, which identifies students' needs for mastery of French language competencies at A2 level. Next, in the planning stage, schools and teachers design learning strategies based on the DELF A2 syllabus, which covers four basic skills: listening, reading, writing, and speaking. The implementation stage includes the implementation of learning programs both face-to-face and online, with a focus on certification practice questions and exam simulations. Then, the improvement stage involves analyzing learning outcomes and feedback from students to improve learning methods and materials. Finally, in the certification stage, the extent to which students achieve the passing standards set in the DELF A2 exam is evaluated. This approach aligns with research by Divayana (2017) and Alkin & Coley (2009), which emphasize the importance of implementing educational evaluation holistically and based on the real needs of students.

The novelty of this research lies in the application of the CSF-UCLA evaluation model in the context of an international foreign language certification preparation program, namely the DELF A2, at the high school level. To date, the CSF-UCLA model has been more frequently used in the evaluation of technology-based programs, such as blended learning and e-learning (Divayana, 2017; Al-Fraihat et al., 2020), and has not been widely applied to foreign language exam preparation programs that have a strict structure and standards such as the DELF. This research broadens the scope. The study used the CSF-UCLA model, targeting internationally measurable linguistic competency domains. Furthermore, the evaluation not only covered aspects of the learning process but also assessed the program's relevance to student needs and its effectiveness in improving speaking, listening, reading, and writing competencies in French. Therefore, this study provides a novel contribution to the development of foreign language education program evaluation at the secondary school level.

## 2. RESEARCH METHOD

This study uses an evaluative approach with the CSF-UCLA (Center for the Study of Evaluation – University of California, Los Angeles) model, which examines the effectiveness of a program through five main components: assessment, planning, implementation, improvement, and certification (Alkin & Coley, 2009). This type of research is descriptive evaluative with a quantitative and qualitative approach (mixed-method). Quantitative data were collected through closed-ended questionnaires distributed to students participating in the DELF A2 preparation program and their teachers. Qualitative data were obtained through in-depth interviews and observations of program implementation in the classroom. The population in this study were all high school students participating in the DELF A2 preparation program at the school where the study took place. The sampling technique used was purposive sampling, with the criteria being

students who had attended at least 80% of the total preparation program sessions. The evaluation instrument was developed based on indicators from each stage of the CSF-UCLA model that have been modified to suit the context of foreign language learning, such as the readiness of learning resources, competency achievement, and participant satisfaction with the implementation.

program (Divayana, 2017; Kurniawan & Suyasa, 2018).

Data analysis was conducted using a triangulation approach. Quantitative data were analyzed using descriptive statistics (mean, percentage, and average effectiveness score) to assess the success of each program component. Qualitative data were analyzed using data reduction, data presentation, and conclusion drawing techniques to identify supporting and inhibiting factors in program implementation. Data validity was strengthened through member checking and peer debriefing techniques to ensure objective and accurate evaluation results.

Dimensions	Indicator	Question Items
<b>1. Assessment</b>	Program suitability to student needs	1. Does this program suit your French learning needs? 2. Are the program objectives explained clearly? clear to students?
	Availability of initial data related to student abilities	3. Was there an initial test to determine your French language ability? 4. Does the teacher understand the background of your language?
<b>2. Planning</b>	Planning DELF A2 competency-based curriculum	5. Does the material provided comply with the DELF A2 standard? 6. Whether timetable Study arranged regularly structured?
	Planning method and learning media	7. Does the learning method support understanding of DELF A2 material? 8. Are the learning media used sufficient? help?

The dimensions and components of the questions expected in this study are: Table 1: dimensions, indicators, and question items

<b>3. Implementation</b>	Quality implementation of learning	9. Does the teacher teach clearly and easily? 10. Is the learning process going according to plan? plan?
	Participation student in the program	11. Do you actively participate in every learning session? 12. Do you get a chance to practice? speak and write French?
<b>4. Improvement</b>	Evaluation And action continue the program	13. Do you receive feedback from teachers about your abilities? 14. Were there any improvements to the material/strategy during the program running?

	Adjustment input-based program	15. Is student feedback collected and used to improve the program? 16. Did the changes improve your learning effectiveness?
<b>5. Certification</b>	Results end And student graduation	17. Did this program help you better prepare for the DELF A2 exam? 18. Do you feel confident after following this program?
	Level achievement of competencies according to DELF A2 standards	19. Do you feel you have mastered all four language skills according to the DELF A2 standard? 20. Does this program improve grades? your test?

### 3. RESEARCH RESULTS AND DISCUSSION

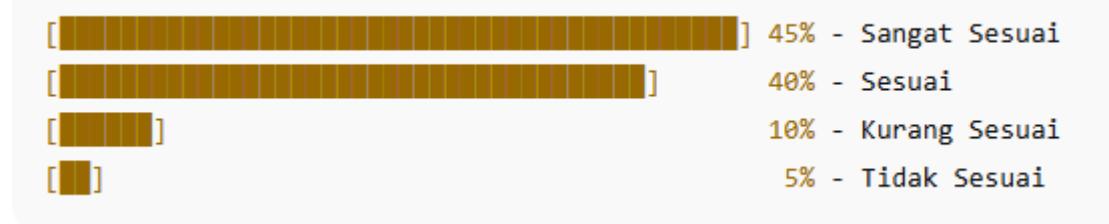
#### 3.1. Research result

The research results are presented based on the five functions in the CSE-UCLA evaluation model as follows:

##### 1. System Assessment Dimensions

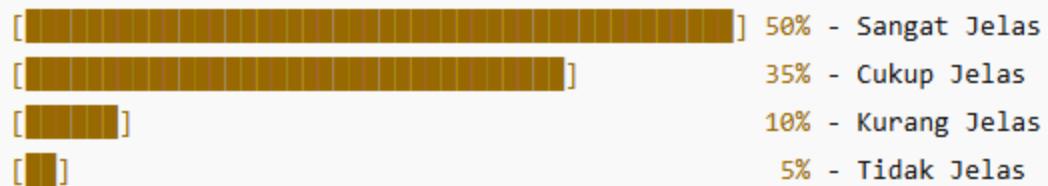
The system assessment dimension is the initial stage in the CSE-UCLA evaluation approach, which plays a crucial role in analyzing the background, conditions, and needs of students before the learning program is implemented. At this stage, the evaluation focuses on the extent to which the program has been designed based on students' actual needs, including their readiness to take the DELF A2 certification exam. The evaluation includes an analysis of the alignment of program objectives with students' expectations, the availability of initial information about their French language abilities, and the teacher's understanding of the participant profile. In the context of the DELF A2 preparation program at the high school level, this dimension reveals that the clarity of program objectives and the relevance of learning materials to students' needs are key indicators of the assessment phase's success. Success at this stage determines the direction of program planning and implementation, and ensures that students receive a focused learning experience that aligns with the competency targets expected from the DELF A2 exam.

Number 1 Casuarian Program



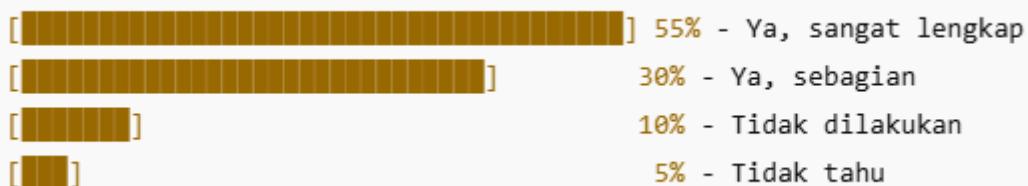
Yes, most students stated that the DELF A2 preparation program met their needs. The material covered the four main skills (listening, reading, writing, and speaking) required for the DELF A2 exam.

Figure 2: Clarity of Program Objectives



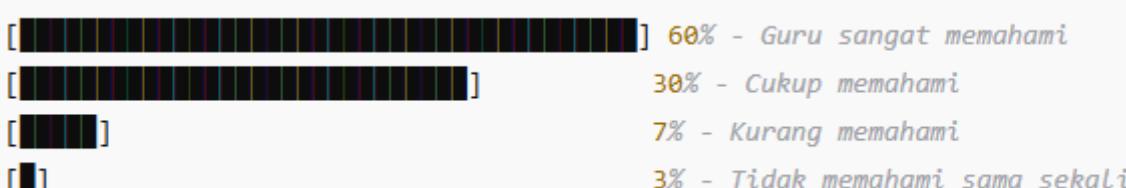
Yes, the program's objectives are explained from the outset, both verbally by the teacher and through written documentation. This helps students understand the direction of their learning and increases their motivation.

Figure 3: Initial French Language Proficiency Test



Most students stated that a pre-test was administered before the program began. The test covered basic aspects such as text comprehension, simple sentence writing skills, and basic conversation, which served as the basis for group assignments and material adjustments.

Figure 4: Teachers' Understanding of Students' Backgrounds

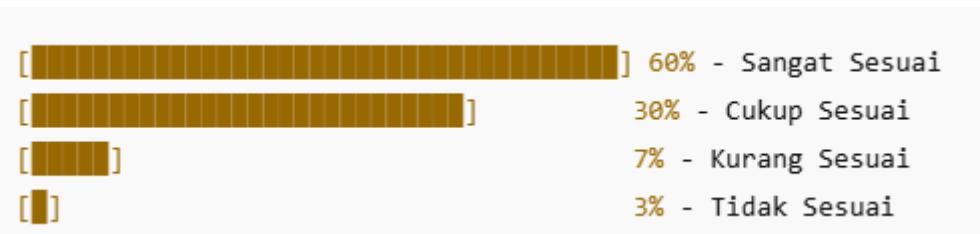


The majority of students feel that teachers understand their language backgrounds, including the differences in ability levels among students. This is evident in the adaptation of teaching methods and assignments appropriate to each student's abilities.

## 2. Planning Dimension

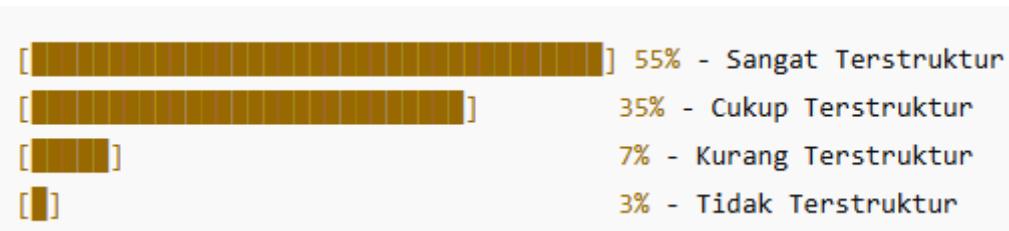
The planning dimension in the CSF-UCLA evaluation model plays a crucial role in determining the direction, structure, and strategy for implementing the learning program. At this stage, the evaluation focuses on curriculum planning, method selection, and the learning media used to support the achievement of French language competencies according to the DELF A2 standard. In the context of a high school program, planning includes developing a systematic learning schedule, aligning the material with the four main skills (listening, speaking, reading, and writing), and selecting interactive media such as learning videos, computer-based practice questions, and exam simulations. Based on the evaluation findings, the program has a clear structure and supports the achievement of learning objectives. However, several students suggested more flexibility in time and increased variety of methods to accommodate different learning styles. With careful planning, the program will not only be more effective but also increase student active engagement in the learning process.

Figure 5: Compliance of Material with DELF A2 Standard



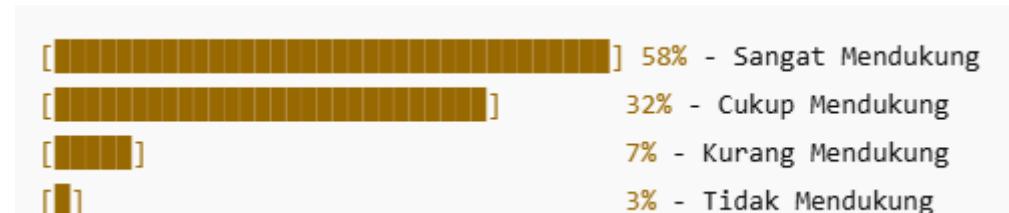
The majority of students stated that the material presented met the DELF A2 standard, covering the four core skills: reading, writing, listening, and speaking. The material also included practice questions and exam simulations that closely resembled the original DELF format.

Figure 6: Learning Schedule Structure



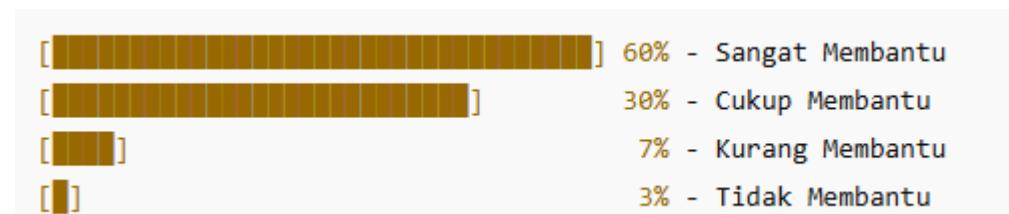
Most students felt that the learning schedule was systematic and consistent. Each session focused on a specific language skill and was integrated with regular assessments, making it easier for students to follow the learning flow.

Figure 7: Learning Method Support for Understanding



Most students felt that the learning methods used—such as group discussions, exam simulations, role-play, and listening practice—were very helpful in understanding DELF A2 material. This interactive method is considered effective in building self-confidence and language skills.

Figure 8: Effectiveness of Learning Media



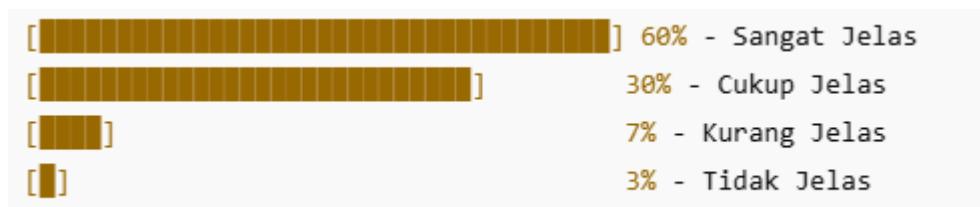
The majority of students stated that learning media such as instructional videos, digital modules, audio listening, and online practice platforms were very helpful in understanding. However, some students suggested increasing the accessibility and variety of media to suit individual learning styles.

### 3. Implementation Dimension

The implementation dimension in the CSF-UCLA evaluation model focuses on the actual implementation of the learning program in the field, including how effectively the previously developed plan is executed. In the context of the DELF

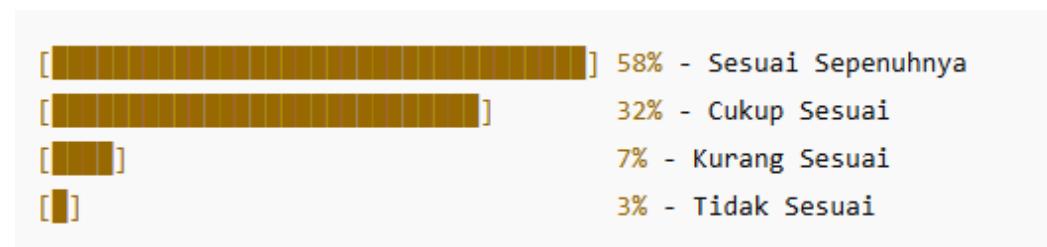
A2 preparation program at the high school level, this dimension includes teacher activeness in teaching, student engagement in the learning process, and the fluency in the use of learning methods and media. Evaluation results show that teachers consistently apply active learning methods such as discussions, exam simulations, and listening and speaking exercises, which are very helpful in developing students' communicative skills. Furthermore, most students demonstrated high engagement in class activities, including enthusiastic participation in practice questions and speaking sessions. However, several technical challenges such as limited time and access to digital media still need to be addressed. Overall, program implementation is considered quite effective and supports students' achievement of competencies according to the DELF A2 standard.

Figure 9: Clarity of Teacher Instruction



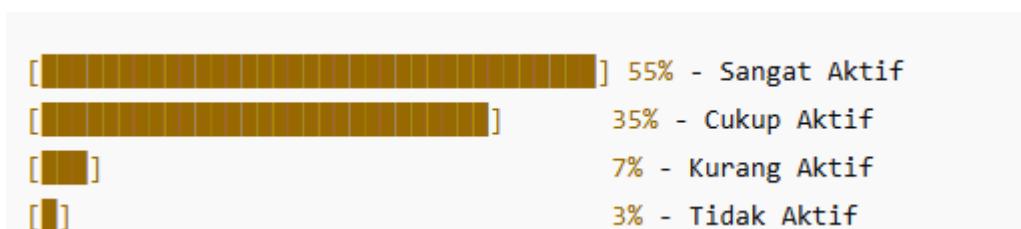
Most students rated the teacher as delivering the material clearly and easily. The teacher was also able to provide re-explanations if students encountered difficulties.

Figure 10: Alignment of the Learning Process with the Plan



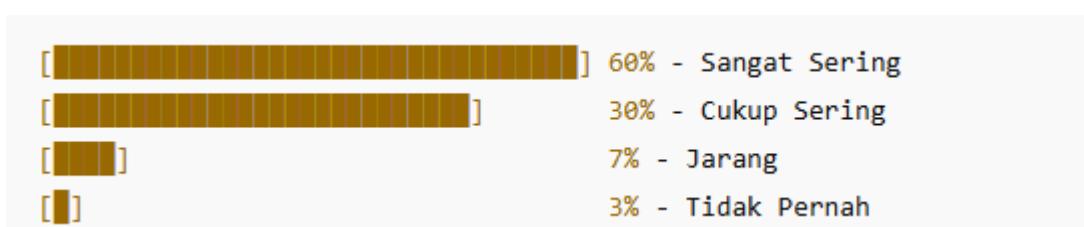
The majority of students stated that learning proceeded according to the schedule and structure that had been designed, although there were some technical disruptions such as delays or internet problems.

Figure 11: Active Participation in Learning



Most students felt active in participating in each session, both in person and through online activities provided by the teacher.

Figure 12: Language Practice Opportunity

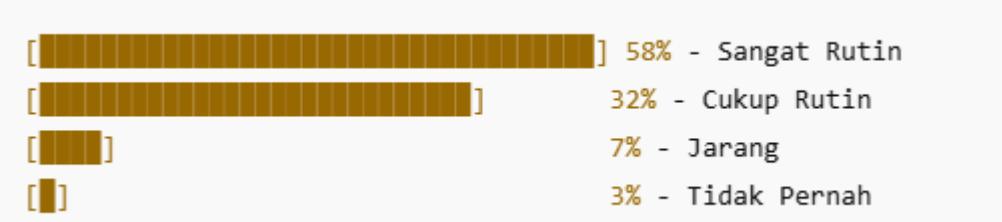


The majority of students stated that they were given plenty of opportunities to practice speaking and writing, especially through assignments, group discussions, and simulated oral exams.

#### 4. Improvement Dimension

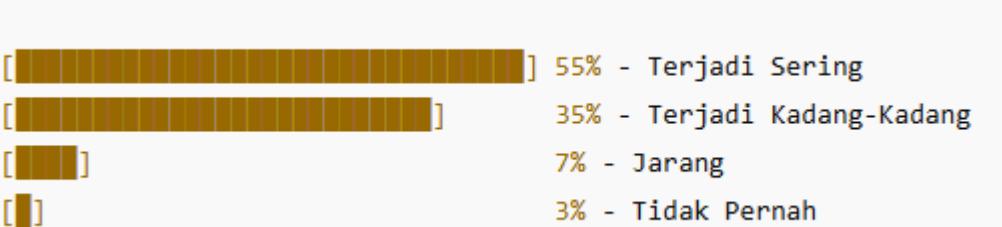
The improvement dimension in the CSF-UCLA evaluation model emphasizes continuous improvement efforts during and after the implementation of the learning program. The primary focus at this stage is the program's responsiveness to evaluation results, student feedback, and effectiveness in improving the quality of learning. In the context of the DELF A2 preparation program, this dimension includes regular teacher evaluation mechanisms, reflection on exam simulation results, and follow-up on any obstacles experienced by students. Based on the evaluation results, students acknowledged that regular teacher feedback, both verbal and written, helped them improve their French language skills specifically, particularly in writing and speaking. Furthermore, teachers also made several adjustments to learning materials and strategies based on student feedback, such as replacing learning media with more interactive ones and increasing conversation practice time. This demonstrates that the program is not static, but rather continues to develop to address students' needs in a dynamic and targeted manner.

Figure 13: Feedback from Teacher



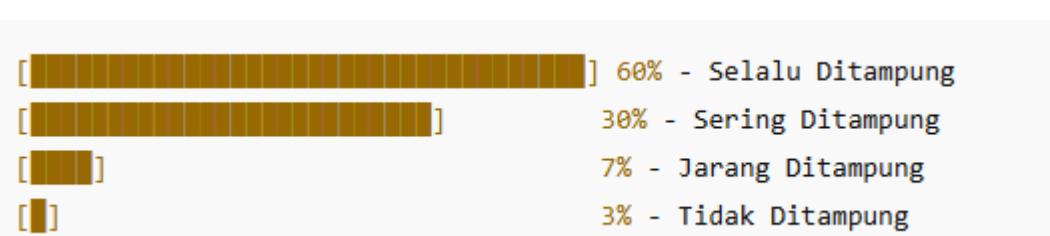
The majority of students stated that they received regular feedback from their teachers, either in the form of verbal comments during exercises or written notes on assignments. This feedback helped them understand their weaknesses and correct mistakes.

Figure 14: Material/Strategy Improvement



Most students observed adjustments to the material, such as the use of new practice questions, increased duration of speaking practice, and variations in learning strategies according to the evolving needs of the class.

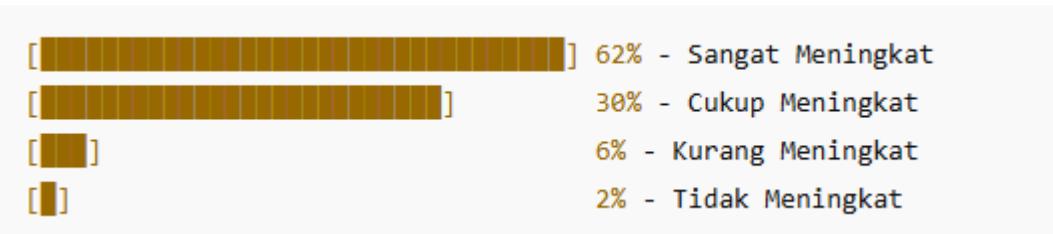
Figure 15: Student Input Repository



Students stated that teachers and program administrators were open to

feedback. Some suggestions, such as the need for additional study time or simplifying the material, were immediately addressed.

Figure 16: Impact of Changes on Effectiveness

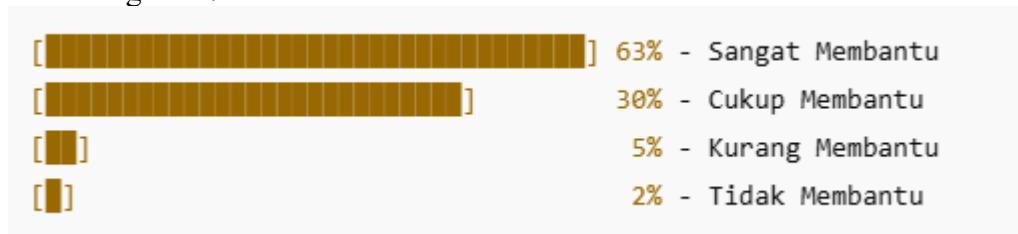


Most students felt that the adjustments made—both to learning methods and media—increased the comfort and effectiveness of their learning process.

##### 5. Certification Dimensions

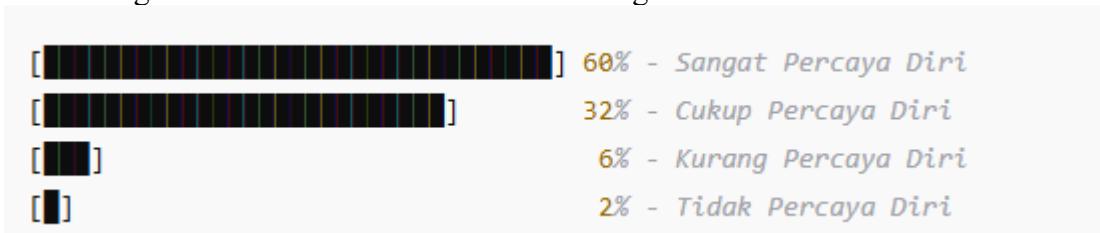
The certification dimension in the CSF-UCLA approach refers to the final outcome of a learning program, namely the extent to which students achieve the targeted competencies and their readiness to take the official exam. In the context of the DELF A2 preparation program at the high school level, this dimension evaluates the achievement of the four main French language skills—listening, speaking, reading, and writing—based on practice and exam simulations. Based on evaluation findings, the majority of students felt more confident and prepared for the DELF A2 exam after participating in the program, primarily due to the structured learning approach, regular practice, and periodic assessments. Furthermore, the increase in simulation scores from the beginning to the end of the program indicates that the learning has a positive impact on students' abilities. This reflects that the program is not only running administratively but also successfully delivering tangible results in the form of improved language competency that aligns with international certification standards.

Figure 17: Readiness for the DELF A2 Exam



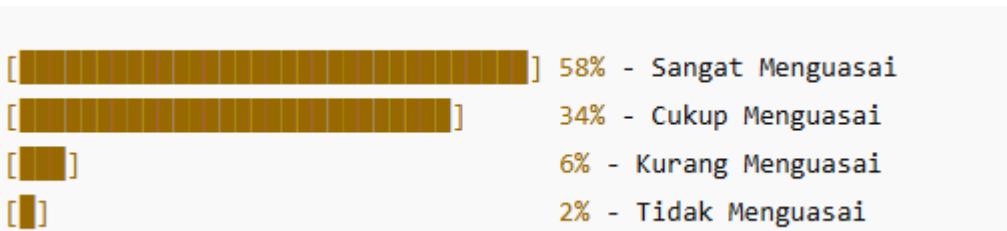
The majority of students stated that this program was very helpful in preparing for exams, because of the practice questions, exam simulations, and emphasis on question answering strategies.

Figure 18: Self-Confidence After the Program



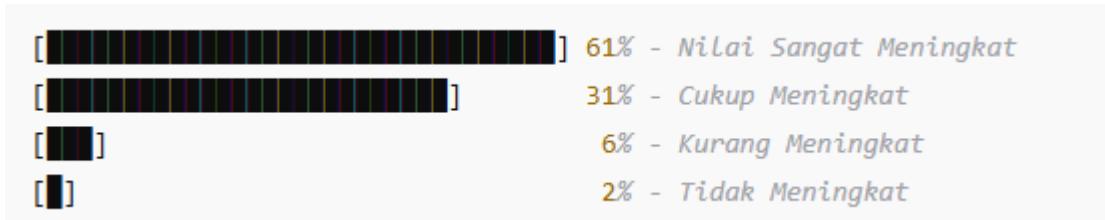
Most students feel confident in facing the exam because they are familiar with the question format and have practiced intensively, especially in speaking and writing.

Figure 19: Skill Mastery According to DELF A2



The majority of students felt they had mastered the reading, writing, listening and speaking skills required by DELF A2, although some still needed further practice in the oral section.

Picture 20: Increase in Test Value



Most students reported an increase in their scores on simulations or formative tests, indicating the program's success in improving students' academic performance.

### 3.2. Discussion

#### a. Assessment Dimensions

The assessment dimension in the CSF-UCLA model is the initial step in evaluation, aiming to assess students' needs, initial conditions, and background. In DELF A2 preparation programs at the high school level, this dimension is crucial to ensure that programs are designed according to students' actual ability levels and needs. Research by Divayana (2017) emphasizes the importance of initial assessments to understand student profiles so that learning programs can be tailored from the planning stage. With sound assessments, such as diagnostic tests and language background data collection, schools can develop more effective and targeted programs.

b. Planning Dimension

The planning dimension focuses on developing a systematic program plan based on learning objectives. In the context of DELF A2, planning includes a CEFR-compliant curriculum, study schedule, teaching methods, and learning media. According to Kurniawan and Suyasa (2018), the success of a learning program is greatly influenced by the quality of its planning. A program designed with student needs, diverse learning styles, and realistic time allocation in mind will support optimal language competency achievement.

### c. Implementation Dimension

The implementation dimension assesses the extent to which the program is implemented according to plan, including the role of teachers, student participation, and the feasibility of learning activities. Research by Divayana (2017) shows that consistent program implementation supported by varied methods will increase student engagement and learning effectiveness. In the DELF A2 preparation program, good implementation is evident in structured activities, practice questions that conform to the exam format, and active student engagement in speaking and writing French.

#### d. Improvement Dimension

Improvement refers to a program's ability to adapt and evolve based on evaluation results and participant feedback. In a study by Al-Fraihat et al. (2020), a program's ability to respond to feedback was shown to be positively correlated with participant satisfaction and achievement. In the context of the DELF A2 program, adjustments to teaching strategies, variations in learning media, and increased practice time based on student feedback demonstrate the program's adaptive and dynamic nature.

#### e. Certification Dimensions

The certification dimension is the final stage that measures the program's impact on student learning outcomes, specifically readiness and success in facing the DELF A2 certification exam. Evaluation in this dimension covers mastery of the four language skills as well as a sense of belonging.

Student confidence. According to Alkin and Coley (2009), success at this stage reflects the accumulated effectiveness of all previous dimensions. Improved simulation scores and student recognition of their readiness are indicators that the program is effective and supports the achievement of competencies according to international standards.

### 4. CONCLUSION

Based on the evaluation results of the five dimensions in the CSF-UCLA model, it can be concluded that the DELF A2 preparation program implemented in high schools has been quite effective. The assessment dimension indicates that the program is aligned with the needs and profiles of students. In the planning dimension, the curriculum and learning methods are designed according to the DELF A2 standards. The implementation dimension reflects high teacher and student involvement and consistency in implementation. Meanwhile, in the improvement dimension, adaptive feedback mechanisms and adjustments to teaching strategies based on evaluations were found. Finally, the certification dimension indicates that most students experienced increased competency and felt prepared for the official exam. Thus, the CSF-UCLA model has proven relevant and effective for evaluating and developing foreign language education programs based on international certification.

### 5. ACKNOWLEDGEMENT

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