

1. **Introduction**

The purpose of this study is to investigate the effects of a new educational program on student performance. The program is designed to improve critical thinking and problem-solving skills through a series of interactive modules.

2. **Methodology**

The study employed a quasi-experimental design. A group of students was selected from a large university and divided into two groups: an experimental group and a control group. The experimental group received the new program, while the control group received traditional instruction.

3. **Results**

The results of the study show that the experimental group performed significantly better than the control group on the post-test. The mean score for the experimental group was 85, while the mean score for the control group was 72.

4. **Conclusion**

The findings of this study suggest that the new educational program is effective in improving student performance. The program's focus on critical thinking and problem-solving skills appears to have had a positive impact on the students' learning outcomes.

5. **Implications**

The results of this study have important implications for educators and policymakers. It suggests that traditional instruction may not be the most effective way to teach critical thinking and problem-solving skills. Instead, interactive and experiential learning methods may be more effective.

6. **Limitations**

There are several limitations to this study. First, the sample size was relatively small, which may have affected the generalizability of the results. Second, the study was conducted over a short period of time, so the long-term effects of the program are unknown.

7. **Future Research**

Future research should investigate the long-term effects of the program and explore ways to integrate these findings into existing educational practices.