

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 50 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 the standard curriculum.

3. **Data Collection**
Data was collected through standardized tests and surveys. The tests measured students' performance on critical thinking and problem-solving tasks. Surveys were used to gather feedback on the program's effectiveness and student engagement.

4. **Results**
The results of the study show a significant improvement in the performance of the experimental group compared to the control group. The experimental group scored higher on the critical thinking and problem-solving tests. Additionally, the survey results indicated that students in the experimental group were more engaged and motivated.

5. **Conclusion**
The findings of this study suggest that the new educational program is effective in enhancing student performance. The program's focus on interactive learning and critical thinking appears to be a key factor in the observed improvements. Further research is needed to explore the long-term effects of the program.

6. **References**
The following references were consulted during the research process:
- Smith, J. (2018). *Improving Student Performance through Interactive Learning*.
- Doe, A. (2019). *The Impact of Problem-Solving on Critical Thinking*.

7. **Appendix**
Appendix A: Sample Test Questions
Appendix B: Survey Questions
Appendix C: Student Feedback Summary

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