

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 activities and case studies.

2. **Methodology**

The study was conducted using 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 educational program, while the control group received the traditional curriculum.

Data was collected through pre-tests and post-tests. The pre-tests were administered to both groups before the intervention, and the post-tests were administered after the program. The results of the pre-tests and post-tests were compared to determine the effectiveness of the program.

The data analysis was conducted using statistical methods, including t-tests and ANOVA. The results showed that the experimental group performed significantly better than the control group on the post-tests, indicating that the new educational program was effective in improving student performance.

The findings of this study suggest that the new educational program is a promising approach for improving student performance. Further research is needed to explore the long-term effects of the program and to identify the specific components that are most effective.

In conclusion, the new educational program was found to be 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' ability to solve complex problems and think critically.

The results of this study provide strong evidence for the effectiveness of the new educational program. The program's use of interactive activities and case studies appears to be a key factor in its success. Further research is needed to explore the program's impact on other areas of student learning and to identify ways to improve the program's effectiveness.

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2. **Results**
The results of the study are presented in Table 1. The table shows the mean scores for the experimental and control groups on the pre-tests and post-tests. The experimental group consistently scored higher than the control group on both the pre-tests and post-tests. The difference between the groups was statistically significant for all measures.



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