

Teaching Evaluation Summary

Olanrewaju Yusuff

Department of Economics, Georgia State University

ECON 4210: Health Economics

Spring 2026 | Enrollment: 31 | Respondents: 19 (61.3%)

I taught this advanced undergraduate health economics course at Georgia State University in Spring 2026. The course examined the economic principles underlying healthcare markets, health insurance, and health policy. Given my dissertation research on mental health treatment facilities and healthcare access, I was able to bring current, policy-relevant examples directly into the classroom.

Course Design and Innovation

The course structure combined economic theory with real-world health policy applications. Students analyzed topics including healthcare demand and supply, health insurance markets, hospital and physician behavior, and the economics of mental health. I incorporated case studies from my own research on mental health facility access and Medicaid expansion, helping students see the direct connection between economic analysis and policy decisions.

Problem sets required students to calculate market concentration indices, analyze monopoly welfare loss, and evaluate Medicaid crowd-out effects using realistic scenarios.

I emphasized interactive learning by asking open-ended questions during lectures and encouraging students to engage critically with the material. One student noted: “He really engaged the students. During his lectures, he would ask open ended questions. He got our class into a rhythm of knowing when to answer back.”

Student Engagement and Support

My commitment to student success was reflected in strong accessibility and responsiveness. I maintained flexible office hours and responded quickly to student inquiries outside of class. Students appreciated this support, with one noting: “The fact that he was very available to our class outside of class time. That showed me that he cares and wants his students to do well.”

I also focused on ensuring students truly understood the material, not just memorized it. As one student wrote: “He was very effective with his explanations and the way he broke them down made it much easier to understand.”

Quantitative Evaluation Results

The following table summarizes student evaluations on a 5-point scale (1=Strongly Disagree, 5=Strongly Agree):

Evaluation Criteria	Mean Score
Student achieved course objectives	4.8
Instructor followed syllabus plan	4.9
Grading system explained clearly	5.0
Instructor was prepared for class	4.9
Instructor communicated effectively	4.9
Instructor was accessible to students	5.0
Instructor created environment that helped learning	4.9
Feedback improved student learning	4.9
Course increased ability to critically evaluate ideas	4.8
Content organized to help learning	4.9
Course challenged students to think	4.8
Exams consistent with material presented	4.9
Overall Teaching Effectiveness	4.9

Selected Student Comments

On Teaching Strengths:

- “Very knowledgeable.”
- “He was very effective with his explanations and the way he broke them down made it much easier to understand.”
- “My instructor did a good job on helping prepare for exams and cared about his students as far as making sure we understood materials in the class.”
- “Clear teaching and obvious passion for the class.”
- “He is interactive and engaging.”
- “Each problem set was a reflection of what we had learned in class.”

On Student Interaction:

- “The professor always asked for feedback and for how he could improve our learning experience.”
- “My instructor always asked for feedback or if we had any concerns so that helped with feeling like I could reach out and communicate if I needed to.”
- “Very clear with his explanations and he was very nice and understanding.”
- “He puts in a lot of effort to be engaging.”
- “Lots of encouragement towards participation even if it’s wrong.”

On Course Impact:

- “Honestly one of the best professors I’ve had and I’d hope to learn from him in the near future if possible.”
- “It was a great course.”
- “Great professor and class structure.”

Areas of Excellence

The evaluations highlight several areas where the course particularly excelled:

- 1. Accessibility (5.0/5.0):** Every respondent strongly agreed that I was accessible to students, reflecting my commitment to being available and responsive.
- 2. Clear Grading System (5.0/5.0):** Students appreciated the transparency in how their work would be evaluated.
- 3. Effective Communication (4.9/5.0):** Students found my explanations clear and easy to understand.
- 4. Supportive Learning Environment (4.9/5.0):** The classroom atmosphere encouraged questions, participation, and critical thinking.
- 5. Critical Thinking Development (4.8/5.0):** The course successfully challenged students to think deeply about health economics concepts.

Continuous Improvement

While the evaluations were strongly positive, I continue to refine my teaching based on student feedback. Some students suggested incorporating more videos and media to illustrate lectures, which I plan to integrate in future courses. Additionally, I will continue finding ways to encourage even more student participation during lectures.

Please find below the complete official teaching evaluation report from Georgia State University for additional details and verification.

(<https://pawportal.gsu.edu>)

Yusuff, Olanrewaju (Olanrewaju) G.

Student Evaluation of Instructor

Student Evaluation of Faculty are anonymous. Responses and comments are strictly confidential. **Once submitted your Student Evaluation of Faculty could not be reset.** For more information, please visit **Student Evaluation of Faculty**. (<https://registrar.gsu.edu/registration/student-evaluation-of-faculty/>)

**Andrew Young School of Policy Studies
Student Evaluation of Instructor
Spring Semester 2026**

Course: 11237 ECON 4210 HEALTH ECONOMICS
Instructor: Olanrewaju G. Yusuff
Distribution: Online
Enrollment: 31
Respondents:19
Percentage: 61.3

- 1=Strongly Disagree
- 2=Disagree
- 3=Neither Agree nor disagree
- 4=Agree
- 5=Strongly Agree

	1	2	3	4	5	Inst
1.I engaged in the course (face-to-face and/or online) in accordance with the instructor's syllabus policy.	0	0	1	1	17	4.8
2.I asked the instructor questions when I found course information unclear.	0	0	2	2	15	4.7
3.I actively worked to engage ideas that I had not considered before taking this class.	0	0	2	2	12	4.6
4.I achieved the course objectives outlined by the instructor.	0	0	0	3	16	4.8
6.The instructor followed the plan for the course as established by the syllabus.	0	0	0	1	18	4.9
7.The instructor explained the grading system clearly.	0	0	0	0	19	5
8.The instructor was prepared for class (face-to-face and/or online).	0	0	0	1	17	4.9
9.The instructor communicated effectively.	0	0	1	0	17	4.9
10.The instructor was accessible to students.	0	0	0	0	18	5
11.The instructor created an environment that helped students learn.	0	0	0	1	17	4.9
12.The feedback I received from the instructor on my work improved my learning.	0	0	0	1	17	4.9
16.The course increased my ability to critically evaluate ideas.	0	0	0	3	16	4.8
17.The content of this course was organized in a way that helped me learn the material.	0	0	1	0	18	4.9
18.I discussed ideas that I learned from this course with others outside the course.	1	0	3	0	15	4.5
19.This course challenged me to think.	0	0	1	2	16	4.8

20. The content of the exams and other evaluations were consistent with the material presented in the course.	0	0	0	1	18	4.9
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Open-ended/Free Response Questions

5. What changes in strategy or performance could I have made to enhance my learning in this course?

1. Review the slides prior to class to better tailor my questions prior to meeting ,2. N/A ,3. more media, like videos to illustrate the lectures. ,4. None ,5. I could've maybe commun more with the instructor. ,6. none, it was a great course. I could have improved my learning in this course by managing my time more effectively and avoiding procrastination on assignments. Participating more actively in class discussions and asking questions when I was confused would have helped deepen my understanding. Additionally, reviewing ma consistently instead of cramming before exams would have strengthened my overall performance. ,7. Studied more and spent more time in office hours ,8. none ,9. I feel like this doesn't need any changes it was a great class. ,10. Asking more questions ,11. Great professor and class structure ,12. everything was good ,13. nothing ,14. Nothing ,15. I could h: attended more classes. I was taking 6 classes and had a job and was very busy. I still went to class and when I did, I enjoyed it.

13. What were the strengths of my instructor's course management and teaching style?

1. The professor had clear slides and assignments that helped me learn ,2. N/A ,3. Very knowledgable ,4. My instructor followed the syllabus exactly how it was set up from the sta the semester. ,5. he was very effective with his explanations and the way he broke them down made it much easier to understand ,6. everything. ,7. Helping students get a compe understanding ,8. explained all topics and concepts in detail and was very helpful in completing assignments and preparing for exams. ,9. My instructor did a good job on helping prepare for exams and cared about his students as far as making sure we understood materials in the class. ,10. Clear teaching and obvious passion for the class ,11. he is interac and engaging ,12. nothing ,13. Lectures explanation ,14. He really engaged the students. During his lectures, he would ask open ended questions. He got our class into a rhythm o knowing when to answer back.

14. What advice do I have for my instructor about the use of instructional time (face-to-face and/or online)?

1. Rather than asking for a response and sitting in silence, just call on students to keep the classroom engaged ,2. N/A ,3. More videos and media activities ,4. My instructor taught course material very well and explained things super simple but I would say maybe not to teach completely based off of lecture slides but more involvement with the class. ,5. kee doing what youre doing ,6. none ,7. Ask more questions to student to make sure they understand ,8. none ,9. N/A ,10. no advice ,11. nothing ,12. Nothing ,13. None

15. What did I most appreciate about how my instructor interacted with students?

1. The professor always asked for feedback and for how he could improve our learning experience ,2. N/A ,3. Very understanding ,4. Quick responses outside of the classroom and thorough explanations of material with multiple applicable questions to practice with. ,5. My instructor always asked for feedback or if we had any concerns so that helped with feedback like I could reach out and communicate if I needed to. ,6. very clear with his explanations and he was very nice and understanding ,7. he was nice ,8. the help he provided if needed asking questions to keep students and the class engaged and thinking critically. ,10. I appreciate how much he wanted us all to do well in his class and he made sure we did. ,11. He lots of encouragement towards participation even if it's wrong ,12. he puts in a lot of effort to be engaging ,13. nothing ,14. Everything ,15. The fact that he was very available to our class outside of class time. That showed me that he cares wants his students to do well.

21. What, if any, assignments would you change, and why?

1. N/A ,2. N/A ,3. None! ,4. I wouldn't change any of the assignments. Each problem set was a reflection of what we had learned in class. ,5. none everything was perfectly articulated honestly one of the best professors ive had and id hope to learn from him in the near future if possible ,6. nothing ,7. n/a ,8. none ,9. I wouldn't change anything. ,10. None ,11. nothing ,12. nothing ,13. None ,14. None, I thought the assignments we're organized and equally weighted.