

Summary of Teaching Evaluations

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I have served as instructor of record and teaching assistant across several courses at UNC Charlotte. Formal student evaluations have been completed for the courses listed below; detailed results and selected comments follow.

Courses Taught and Assisted

Course	Role	Term
SOCY 4156: Quantitative Analysis	Instructor	Summer 2026
ECON 4141/5141: Health Economics	TA	Spring 2026
ECON 3112: Econometrics	TA	Fall 2025
ECON 3112: Econometrics	Instructor	Fall 2026 [†]

[†]Instructor of record; evaluations pending at time of submission.

SOCY 4156 — Quantitative Analysis - Asynchronous

Instructor of Record, Summer 2026

Survey item	Mean	% Agree [†]
The grading system was clearly explained.	4.63	100
The grades I received were consistent with the syllabus.	4.63	100
The instructor fostered a welcoming learning environment.	4.50	88
The instructor encouraged questions, challenges, and different viewpoints.	4.38	100
The instructor helped me engage with the course material.	4.13	75
The instructor strengthened my skills and understanding of the content.	4.13	75
I felt challenged and motivated to learn.	4.13	75
Teaching strategies (lectures, activities, texts) helped me learn.	3.88	75
Composite	4.30	86

[†]Share of respondents answering “agree” or “strongly agree.”

In students' words

- “Very good and really loved the energy, demeanor, and attitude of the instructor. Very comfortable asking questions.”
- “The professionalism was amazing.”
- “I really liked the lecture slide content with the instructor’s voice going through the slides.”
- “The instruction was really good.”
- “The grading and feedback was awesome.”
- “My experience in this class was good.”

ECON 4141/5141 — Health Economics

Teaching Assistant, Spring 2026

Led exam-review sessions and provided out-of-class support for this combined undergraduate and graduate health economics course. Eighteen students responded, and ratings were the strongest of the three courses, led by engagement, approachability, and exam preparation.

Survey item	Mean	% Agree
The TA encouraged questions and participation.	4.67	94
The TA was approachable outside of class.	4.65	94
The TA created a comfortable learning environment.	4.61	94
The TA provided useful examples and applications.	4.59	94
The TA helped me feel confident preparing for exams.	4.59	94
The TA was well-prepared for each session.	4.50	89
The TA sessions helped me understand the material.	4.44	89
The TA explained concepts clearly.	4.33	89
Composite	4.55	92

Overall, 94% rated the TA “very” or “extremely” effective at supporting their learning.

In students’ words

- “The review sessions were relevant to the exams, and during them I realized the theoretical misunderstandings I had that would have hurt my grade without the review. The reviews were extremely helpful as they condensed weeks of material into a single class.”
- “Just very passionate about preparing us and provided good examples and explaining everything clearly and in depth.”
- “Just a great professor. I would take a class with them for a full semester if I could.”
- “He explained things thoroughly and provided examples that were actually on the exams.”
- “Went over the full steps in order for solving different scenarios, and recalled all the information we would need to be well prepared for an exam.”
- “Made sure we completely understood the material before moving forward.”
- “Used real-world examples, was high energy, and could keep your attention.”
- “He was supportive, and it was evident that he wanted to help students.”
- “Providing additional supplemental learning material that was well paced and efficient.”
- “Explained concepts in different ways for my understanding.”

ECON 3112 — Econometrics

Teaching Assistant, Fall 2025

Supported a large multi-section undergraduate econometrics course through review sessions and individual help.

Survey item	Rating	Top rating
Overall experience with the TA	4.33 / 5	78% exceptional / very good
Subject-matter knowledge	4.33 / 5	67% exceptional
Approachable and respectful when helping	4.56 / 5	78% strongly agree
Effectiveness in supporting learning	4.00 / 5	78% very / extremely effective

In students' words

- "The TA really helped me understand the Breusch-Pagan test, going over it in great detail for the test 3 review, and did an excellent job explaining hypothesis testing during the test 2 review."
- "He set very good examples when I was stuck on a problem set or studying for the exam."
- "Very knowledgeable of the material, very willing to help."
- "Held private sessions to enhance learning."
- "Overall, my experience working with the TA is outstanding."

Appendix: Sample Course Syllabi

The following pages reproduce the syllabi for two courses in which I have served as instructor of record. They are included to illustrate course design, learning objectives, assessment philosophy, and classroom policies.

SOCY 4156: QUANTITATIVE ANALYSIS

Summer 2026

Asynchronous

Instructor: Kingsford Onyina
Virtual Office Hours: By Appointment
Email: konyina@charlotte.edu
Lab Instructor / Teaching Assistant: Katelyn Skinner
Email: kskinn13@charlotte.edu

Note: Although the lab is a separate course section, all materials have been consolidated here for easy access. You will find lab details, assignments, and content under the Lab Module section.

Course Description & Objectives

Social scientists ask hard questions: Who gets ahead, and why? How do policies shape life outcomes? What does the data actually say? This course equips sociology and social science majors at large with the quantitative tools to begin answering them. You will build core competency in descriptive statistics, sampling, hypothesis testing, confidence intervals, and regression analysis, applied to real social phenomena like inequality, health, and public policy. The emphasis is on reading data carefully, interpreting results clearly, and understanding what the numbers do and do not tell us about the social world. By the end of the course, you will be prepared to engage with quantitative research in your field, evaluate evidence critically, and carry these skills into upper-division coursework and beyond.

Textbooks:

1. Frankfort-Nachmias & Leon-Guerrero. *Social Statistics for a Diverse Society*, 9th or 10th edition. [REQUIRED]

Course Module Structure

This course is structured into modules with readings, participation assignments, and other tasks (e.g., quizzes) due at the end of each module. All course content you need for the respective module will be in Canvas.

Each weekly course module will generally consist of the content noted below:

- **Course Readings and PowerPoint Presentations:** Students will be assigned readings from the class Textbook. An instructor prepared PowerPoint will accompany these readings to ensure that students understand the key points in the readings and to provide additional explanation. The PowerPoint presentations are designed to complement the course readings not to serve as a substitute for the reading (you'll still need to read the course material!).
- **Short-Videos:** Modules often include links to short, dynamic videos that further explain relevant course content. These are extremely useful videos that give the broad overview or "big picture" and can help you make sense of the denser material presented in the textbook. I strongly suggest

referring back to these videos throughout the semester since they often provide foundational material and serve as a helpful reminder of key concepts in research methods.

- **Knowledge Checkpoints:** To ensure students understand the course material, there will be quizzes administered through Canvas. These quizzes cover the course content covered in that weekly module.
- **Participation Assignments:** Throughout the semester, students will complete several short individual assignments designed to reinforce course content. These mirror the active engagement of a face-to-face classroom, brief activities that ask you to apply or reflect on module material. They may include short written responses, interpretation exercises, or discussion board posts where you engage with a peer's contribution. Low-stakes by design: the goal is genuine engagement, not a perfect answer. These count toward your participation grade.
- **Practice Assignments.** Students are free to work on practice assignments together with other classmates. Or, students can choose to work independently. Some of us learn better in groups and others on our own. Either way, each student must submit his/her own practice assignment to receive credit.
- **Lab Assignments:** There is a lab section to this course. The labs are periodic with 11 total labs throughout the semester. Thus, there is not a lab each week. Instead, in the weekly modules I'll note when you should start working on a lab and when the respective lab is due.

Course Requirements

1. **Participation Assignments (10%):** There will be periodic participation assignments and other activities designed to reinforce course content and foster engagement. Your participation grade will be determined by two components: (a) completion of participation assignments and (b) quality and effort demonstrated in each submission.
2. **Practice Assignments (15%):** Throughout the semester, students will complete several short individual assignments designed to reinforce course content. These mirror the active engagement of a face-to-face classroom, brief activities that ask you to apply or reflect on module material. They may include short written responses, interpretation exercises, or discussion board posts where you engage with a peer's contribution. Low-stakes by design: the goal is genuine engagement, not a perfect answer. These count toward your participation grade.
3. **Knowledge Checkpoints (10%):** At the end of each weekly module, there will be short quiz (multiple choice and short answer) to assess your understanding of the material. There are approximately 13 quizzes. Thus, each quiz accounts for <1% of your grade. NO make-up or late quizzes are allowed without advance approval and arrangements.
4. **Exams (45% total, 15% each):** The course has three exams. You may use the textbook and course materials but may not consult with other people. Exams may include multiple-choice questions, short-answer, and problem sets. No make-up or late exams are allowed without advance approval.
5. **Lab Assignments (20% total):** There will be lab sessions to accompany lectures. The software used in the lab is SPSS for Windows. There are 11 lab assignments total. These lab assignments comprise 20% of your final grade ($\approx 2\%$ each). The TA leads the lab sessions and has a separate syllabus. Please contact the TA lab instructor first if you have any questions.

Grading Scale: 100–90% (A); 89–80% (B); 79–70 (C); 69–60 (D); 59–0% (F)

Course Policies

Email Communication:

If you have a question about the course or the materials covered in the course (e.g., details of an assignment, clarification of a term, etc.) please post your questions to the Ask a Question discussion forum on Canvas. Since many students have similar questions, I will answer questions there. So, check there first to see if your question has been already answered.

- I will only answer these general questions if they are posted to the Q&A; not if they are emailed to me.

Email me directly if you have a personal question or want to set-up a one-on-one meeting. For all your personal emails, use the subject, "SOCY 4156". Please use appropriate email etiquette in any communication (e.g., include salutation, signature (name), and no abbreviations). I will try and respond within a 24 window if sent during the work week M–F (however, there may be

exceptions).

Email TECH SUPPORT for all technology issues. I cannot resolve them. If you have troubles submitting an assignment email tech support not the instructor. They will assist you. If you are unable to resolve the issue prior to the deadline send me an email informing me of the issue. I will decide whether to extend the deadline. The key is to submit early!

Late Assignment Policy

All assignments/exams/quizzes must be completed by the deadline provided. If you have legitimate conflicts (e.g., religious observance, university authorized travel) with an exam, assignment due date, or with a class meeting, please let me know as soon as possible so we can make necessary arrangements ahead of time. No make-ups for attendance/participation or for exams/assignments will be offered unless arranged ahead of time with me.

Policy on Extra Credit

No extra credit will be given beyond what is noted in this syllabus. It is therefore important that you put your best effort into every assignment. If you are experiencing difficulty at any point, please reach out as soon as possible — do not wait until it is too late.

Reading a syllabus is rarely anyone's idea of a good time, but getting here means you are already ahead of the curve. As a reward: email me a picture of an elephant before May 20 at 9am for an extra participation credit.

Religious Accommodation: If you will be observing any religious holidays this semester which will prevent you from or interfere with fulfilling any course requirement, please contact me to make appropriate arrangements within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class). Please see University Policy 409 for more details <http://legal.uncc.edu/policies/up-409>

The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

Access: UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230. I am not able to provide accommodations without verification from DS.

Academic Integrity: All students are required to read and abide by the UNC Charlotte Code of Student Academic Integrity available online at <http://legal.uncc.edu/policies/up-407>. Violations of the Code, including plagiarism, will result in disciplinary action.

Artificial Intelligence (AI) Policy: The use of AI tools (e.g., Gemini, ChatGPT, Claude etc.) in this course is permitted for limited purposes such as clarifying of concepts. However, submitting AI-generated text or analysis as your own work constitutes academic dishonesty and will be treated accordingly. Statistics is a skill built through practice, using AI to complete problem sets, interpret output, or write assignments defeats the purpose of the exercise and leaves you unprepared for exams, where no AI assistance is available. When in doubt, ask.

Sexual Harassment, Assault, and Relationship Violence: UNC Charlotte is committed to a campus free of discrimination, sexual harassment, assault, domestic violence, dating violence, and stalking. If you or someone you know has experienced any of these, you are not alone and support is available.

As a faculty member, I am a required reporter — if you disclose a relevant incident to me, I must report it to the Title IX Coordinator. You will still have options about how your case is handled.

Confidential on-campus resources:

- University Counseling Center: counselingcenter.uncc.edu | 704-687-0311
- Student Health Center: studenthealth.uncc.edu | 704-687-7400
- Center for Wellness Promotion: wellness.uncc.edu | 704-687-7407

Off-campus:

- National Sexual Assault Hotline: 1-800-656-4673
- Mecklenburg County Rape Crisis Hotline: 704-687-2200

Additional options available at <https://titleix.uncc.edu> under the Students tab.

Counseling Services: The UNC Charlotte University Counseling Center in Atkins 158 Building is available to support your emotional and educational concerns. Assistance is confidential and free of charge. There are a wide range of options including individual counseling and support groups. For more information visit <http://counselingcenter.uncc.edu/> or call (704) 687-0311.

You can also call the Disaster Distress Helpline at (800) 985-5990 or visit <http://www.samhsa.gov/find-help/disaster-distress-helpline>

WEEKLY COURSE CONTENT

Note: See Canvas Modules for specific readings, tasks, and assignments each week; class schedule subject to change

Week 05/18

Monday–Wednesday (All Materials due end of Wed)

- Module 1: Class introduction & The What and Why of Statistics (Chapter 1)

Thursday–Friday (All Materials due next Monday by 9am)

- Module 2: The Organization and Graphic Presentation of Data (Chapter 2)
- Module 3: Measures of Central Tendency (Chapter 3)

Week 05/25

Monday–Wednesday (All Materials due end of Wed, No Class Monday)

- Module 4: Measures of Variability (Chapter 4)
- Module 5: Review for Exam 1: Review Assignment #1 — Check-In & Exam 1 Review Due

Thursday: (All Materials due by end of Day Thursday)

- Exam 1 due Thursday, May 28th

Friday (All Materials due next Monday by 9am)

- Module 6: The Normal Distribution (Chapter 5)

Week 06/01

- Module 7: Sampling and Sampling Distributions (Chapter 6)
- Module 8: Estimation (Chapter 7)

Thursday–Friday (All Materials due next Monday 9am)

- Module 9: Testing Hypotheses Part 1 (Chapter 8)

Week 06/08

Monday–Wednesday (All Materials due end of Wed)

- Module 10: Testing Hypotheses Part 2 (Chapter 8)
- Module 11: Review for Exam 2: Review Assignment #2 — Check-In & Exam 2 Review

Thursday:

- Exam 2 due, Thursday, June 11th

Friday (All Materials due next Monday)

- Module 12: Bivariate Tables (Chapter 9)

Week 06/15

Monday–Wednesday (All Materials due end of Wed)

- Module 13: The Chi-Square Test and Measures of Association (Chapter 10) & Analysis of Variance (Chapter 11)
- Module 14: Regression and Correlation Part 1 (Chapter 12)

Thursday–Friday (All Materials due next Monday by 9am)

- Module 15: Regression and Correlation Part 2 (Chapter 12)
- Module 16: Review for Exam 3: Review Assignment #3 — Check-In & Exam 3 Review
- Final Exams (Exams 3) Due, Wednesday, June 23rd

ECON 3112-001: ECONOMETRICS

Fall 2026

Class Meetings	Mondays and Wednesdays, 2:30–3:45 p.m.
Room	Friday 132
Instructor	Kingsford Onyina
Email	konyina@charlotte.edu
Office	Denny 115
Office Hours	Mondays and Wednesdays, 1:00–2:00 p.m., and by appointment

Textbook

Wooldridge, Jeffrey M. 2020. *Introductory Econometrics: A Modern Approach*, 7th Edition. Mason, OH: South-Western Cengage Learning. (Required)

Earlier editions of the textbook are also acceptable, although chapter numbering and exercises may differ.

Course Description and Objectives

This course introduces students to econometrics, the use of statistical methods and data to examine questions in economics, business, and the broader social sciences. The course emphasizes the practical and intuitive application of foundational econometric methods and is designed to make econometric concepts and terminology more approachable through guided practice and real-world examples. Students will learn to identify different types of data, estimate and interpret simple and multiple regression models, conduct hypothesis tests, and evaluate the assumptions and limitations of empirical analysis. Using Stata, students will develop the skills to analyze data, communicate results clearly, critically assess quantitative evidence, and use econometric findings to support informed research and decision-making.

Prerequisites

Students must have completed the following courses with grades of C or above: ECON 2101 or ECON 1201; ECON 2102 or ECON 1202; MATH 1120, MATH 1241, or MATH 1242; STAT 1220, STAT 1221, or STAT 1222; and INFO 2130.

Software

We will use Stata to conduct statistical analyses in this course. Stata is available through UNC Charlotte's Apporto virtual desktop, and access instructions will be provided. It is also available on university-owned computers with the appropriate software access. Students who wish to install Stata on a personal computer may purchase a discounted student edition through the Stata student-pricing website. Stata/BE will be sufficient for this course.

<http://www.stata.com/order/new/edu/gradplans/student-pricing/>

Grading

There will be 11 quizzes, 6 problem sets, regular class participation activities, and 4 exams. Your lowest quiz score, lowest problem set score, lowest exam score, and lowest three participation scores will be dropped. These policies are intended to provide flexibility for an occasional absence, missed deadline, poor performance, emergency, or technical difficulty.

Problem sets are designed to deepen your understanding of the course material and prepare you for quizzes and exams. They will be graded primarily on effort using a 1–5 scale. Solutions will be posted with each problem set so that you can work through the questions, check your answers, and correct misunderstandings as you go.

Class participation will be assessed primarily through brief in-class polls and learning activities. These activities will be graded mainly for completion and engagement rather than correctness.

Final course grades will be based on quizzes, problem sets, class participation, and exams after the applicable lowest scores have been dropped, using the weights listed below.

Component	Weight	Letter	Range
Quizzes	15%	A	90–100%
Problem Sets	10%	B	80–89%
Class Participation	10%	C	70–79%
Exams	65%	D	60–69%
		F	Below 60%

Course Outline (Tentative)

The material we will cover in the text includes at least some parts of the following chapters.

- Appendices A, B, C — Review of Basic Math, Statistics, and Probability
- Chapter 1 — The Nature of Econometrics and Economic Data
- Chapter 2 — The Simple Regression Model
- Chapter 3 — Multiple Regression Analysis: Estimation
- Chapter 4 — Multiple Regression Analysis: Inference
- Chapter 5 — Multiple Regression Analysis: OLS Asymptotics
- Chapter 6 — Multiple Regression Analysis: Further Issues
- Chapter 7 — Multiple Regression with Qualitative Information: Binary (Dummy) Variables
- Chapter 8 — Heteroskedasticity
- Chapter 9 — Specification and Data Problems
- Chapters 10, 11, 12 — Time Series

Course Policies

Exam Policy

Regularly scheduled makeup exams will not be offered. Students are expected to attend all exams at the scheduled time. An unexcused absence will result in a zero, which may serve as the dropped exam score. Students who must miss an exam because of university-authorized travel, religious observance, a documented serious illness, family emergency, or another approved circumstance should notify me in advance whenever possible or as soon as reasonably able. Approved absences may be addressed through a makeup exam or alternative grade weighting. Multiple excused absences will be considered individually and remain subject to the instructor's discretion.

Re-grading

If you would like your problem set or exam re-graded, you must submit a re-grade request in writing within 1 week from when the assignment is graded. Your request must clearly note where and why you think you deserve additional points. Please note that your entire problem set or exam will be re-graded, so your final score may go up or down.

Late Work

Late work will receive a zero unless an extension or accommodation has been approved in advance. The lowest quiz and problem set scores will be dropped.

Communication

Email me directly if you have a personal question or would like to set up a one-on-one meeting. For all individual emails related to the course, please use "ECON 3112" as the subject line. Please use appropriate email etiquette in all communication, for example, include a salutation, sign your name, and avoid abbreviations. I will generally respond within 24 hours to emails sent during the Monday–Friday workweek, although there may be occasional exceptions. Messages sent on weekends, holidays, or during university closures may receive a response on the next business day.

Artificial Intelligence

AI tools, including ChatGPT, Claude, Gemini, and Microsoft Copilot, may be used to clarify concepts, explain Stata error messages, and debug code you have written. AI may not be used to produce final answers, complete graded assignments, write Stata code for submission, or interpret regression results on your behalf. AI is prohibited on quizzes and exams. You are responsible for understanding and verifying any AI-assisted guidance you use. When in doubt, ask.

Extra Credit

There will be no formal extra-credit opportunities in this course. You are therefore encouraged to put your best effort into every assignment, quiz, participation activity, and exam. If you begin experiencing difficulty, please contact me early rather than waiting until the end of the semester. That said, anyone who makes it this far deserves a small reward for actually reading the syllabus. Email me a picture of an elephant by August 19 at 11:59 p.m. to earn one bonus participation point.

Additional University Policies and Resources

Accessibility and Accommodations

UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office in Fretwell 230. I am not able to provide accommodations without verification from DS.

Academic Integrity

All students are required to read and abide by the UNC Charlotte Code of Student Academic Integrity available online at <http://legal.uncc.edu/policies/up-407>. Violations of the Code, including plagiarism, will result in disciplinary action.

Diversity

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to, ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Counseling Services

The Christine F. Price Center for Counseling and Psychological Services provides confidential counseling, crisis support, and group services to eligible UNC Charlotte students at no additional cost. For more information or to schedule an appointment, visit the CAPS website or call 704-687-0311. After-hours counselor support is also available through this number.

Sexual and Interpersonal Misconduct

UNC Charlotte is committed to maintaining a campus free from discrimination, sexual harassment, sexual assault, domestic violence, dating violence, and stalking. If you or someone you know has experienced any of these, support is available.

As a faculty member, I am required to report disclosures of sexual or interpersonal misconduct to the Office of Civil Rights and Title IX. Reporting does not automatically require you to file a formal complaint, and you will still have options regarding how the matter is handled.

Confidential resources:

- Counseling and Psychological Services: Christine F. Price Center, 704-687-0311
- Waddell Center for Student Health and Wellbeing: 704-687-7400, studenthealth.charlotte.edu
- University Ombuds: Denny 218, 704-687-5518, ombuds@charlotte.edu

For immediate or crisis assistance after hours, please call 911 or Campus Police at 704-687-2200. Additional information and resources are available through the Office of Civil Rights and Title IX website.