Lothar A Dohse* (dohse@unca.edu), Asheville, NC 28804. *Keeping Assessment simple.*

The University of North Carolina at Asheville is a small liberal arts college with enrollment of 3,500. To assess the mathematics department’s contribution to teaching the author was guided by the principle that assessment measurements should be quantitative, reproducible, simple to obtain, and focused on our goals. These measures should also serve as a means to diagnose any problems / shortcomings of the department. Furthermore the process needs to guard against discouraging innovative teaching, the focusing of instructions on test scores improvement, and creating excessive costs. The proposed methods are simple and inexpensive, but the analysis of their results leads to some unusual conclusions. (Received September 16, 2014)