Thank you for your interest in Auburn University, a historic land, sea, and space grant university - among the few to be so designated - located in the beautiful small town of Auburn, Alabama, near the Georgia state line. More than 24,000 students attend Auburn, 40 percent of whom are from out of state. Since the University opened in 1856, more than 250,000 students have graduated with Auburn degrees, and today Auburn is a comprehensive research and doctoral institution, offering 130 undergraduate majors, an Honors College, and many graduate and professional programs. Through its mission of instruction, research, and outreach, Auburn remains dedicated to improving the lives of citizens in the state, region, and nation.
Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)

Total: $16,328

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates (Fall 2007)
Overall Financial Aid
• 42% of Fall 2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

Annual Need-Based Scholarships & Grants
• 20% of Fall 2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was $4,764.

Annual Need-Based Loans
• 27% of Fall 2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $4,208.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

NOTE: Student may receive aid from more than one source.
The Auburn Community

Auburn has more than 1,400 full- and part-time faculty and 4,200 staff members, and is located in a community of some 38,000 people. The downtown village of Auburn is directly adjacent to the university campus, which comprises nearly 1,900 pedestrian-friendly acres. Student and educational support services provide the student community with counseling and academic resources, and more than 100 student organizations help students become actively involved and engaged with campus life. From Camp War Eagle orientation for new freshmen to advising to career services, the campus helps students from their first day through graduation. A brand new student center will open in 2008 and new student village residences on campus in 2009.

Study at AU

Classroom Environment

Students per Faculty 18/1 to 1
Undergraduate classes with fewer than 30 students 62%
Undergraduate classes with fewer than 50 students 86%

Full-Time Instructional Faculty

Total Faculty 1,132
% Women 29%
% from Minority Groups 16%
% with Highest Degree in Field 88%

Carnegie Classification of Institutional Characteristics

Basic Type
Research Universities (high research activity)

Size and Setting
Large four-year, primarily nonresidential

Enrollment Profile
High undergraduate

Undergraduate Profile
Full-time four-year, more selective, higher transfer-in

Undergraduate Instructional Program
Professions plus arts & sciences, high graduate coexistence

Graduate Instructional Program
Comprehensive doctoral with medical/veterinary

Data used to build graph are not yet available


CLICK HERE for more information on Carnegie Classifications.

Student Housing

41% of new freshmen live on campus
14% of all undergraduates live on campus

Campus Safety

Auburn University works with the City of Auburn Police Department, located close to campus, to assure the safety of its campus. Dedicated city officers patrol the campus, while the university also operates a Department of Public Safety. Emergency management services are part of Public Safety, and a larger Risk Management division is also housed on campus. Crime rates in the Auburn community are low, and security escorts and an overnight Tiger Transit security shuttle are available as well.

CLICK HERE for Campus Crime Statistics report.

Future Plans of Bachelor’s Degree Recipients
### Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

Click here for examples of how AU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2007 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Click here for information on survey administration, the survey sample, and the response rate. Click here for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>98% percent of seniors worked with classmates on assignments outside of class.</td>
<td>92% of seniors would attend this institution if they started over again</td>
</tr>
<tr>
<td>64% of seniors tutored or taught other students</td>
<td>92% of seniors rated their entire educational experience as good or excellent</td>
</tr>
<tr>
<td>33% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>90% of seniors reported that other students were friendly or supportive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% of seniors spent at least 6 hours per week preparing for class</td>
<td>59% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
</tr>
<tr>
<td>19% of seniors worked on a research project with a faculty member</td>
<td>80% of seniors believed that faculty are available, helpful, or sympathetic</td>
</tr>
<tr>
<td>48% of seniors participated in an internship, practicum, or field experience</td>
<td>95% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
</tr>
<tr>
<td>68% of seniors participated in community service or volunteer work</td>
<td>74% of seniors discussed readings or ideas with faculty members outside of class</td>
</tr>
<tr>
<td>9% of seniors participated in study abroad</td>
<td></td>
</tr>
<tr>
<td>95% of seniors made at least one class presentation last year</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>97% of seniors believe this institution provides support for student success</td>
<td>58% of seniors reported that they often tried to understand someone else's point of view</td>
</tr>
<tr>
<td>74% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>84% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>64% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>49% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td>96% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations</td>
<td></td>
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</tbody>
</table>
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at AU

Auburn University’s commitment to excellence in teaching and learning has long been reflected in the University’s diverse course offerings and varied instructional approaches. Today Auburn also enjoys a reputation for data-driven assessment that adds value to learning. A recent Assessment Initiative concentrated attention on general education goals that all students should meet and has led to campus-wide focus on improving writing skills. Student learning is a frequent topic at public meetings of the Board of Trustees, and each degree program seeks to improve results by studying what really works. In addition to ongoing assessments in general education and the majors, Auburn demonstrates its commitment to excellence through means such as academic program review, professional licensure and accreditation, and strategic attention to retention, graduation, job placement, and graduate school aptitude and admission.

CLICK HERE for examples of student learning assessment and outcomes at AU

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-07 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student’s major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

CLICK HERE for a description of the CLA test.
CLICK HERE for information on test administration, the test sample, and the response rate.

Learning Gains between Freshman Year and Senior Year

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Score</td>
<td>Senior Score</td>
</tr>
</tbody>
</table>
| Performance Task | 1120                       | 1268
| Analytic Writing Task | 1116                    | 1237

CLA Score Range: 400 to 1600

AU is examining the factors that may have contributed to the test results.
CLICK HERE for more information on the evaluation and subsequent actions.