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**Success, Achievements and Performance as Basic Educational
Values in the American Universities**

The Case of: Harvard University.

**A dissertation submitted in a partial fulfillment of the requirements for Master
degree in the option of Literature and Civilization at Biskra University**

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Dedication

*In the Name of ALLAH, Most Gracious, Most Merciful All the Pries is due
to ALLAH alone, the Sustainers of all the worlds*

This work is dedicated to:

The most important person in my life: my mother

My DEAREST father who helped me achieves my dream

My sisters: Rachida and Hanane

My brothers: Hamoudi, Adil and Akram

My nephews: Bassel and Souheib

My sister's husband: Mouhamed Sghir

My dearest Grand Mother: Djamilia Ferroudji

All My Family

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Mohammed kheider of Biskra: Souheila, Leila, Safia, Foufa, Mouna, Didou, Sonia,
Fatma and Mona.*

And to my best friends: Ben Abd El Kader Hana and her all family and Hayat

Hamdiand to my DEAREST friend Haroun, A.

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Soumia, Amel, Narimane, Tamani, Manel, Meriem, Nawal, samah and Chahra.*

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Abstract

The present dissertation has concerned itself with the attitude of success, achievements and performance of the American Universities and Case of study is Harvard University. Cause the American universities have considered as the biggest, global, and universal educational system in the world. The American universities have different higher education system in the world which is a selective and a competitive system in choosing the students and the curriculum to teach them. The major purpose of this study is to catch the most essential reasons behind the success of the American universities and precisely Harvard University which consider as the greatest, the most attractive, and well-famous university in the world. This dissertation contains three main chapters the first chapter is in a form of a general introduction to the whole dissertation. In addition to the second chapter which is a historical background of the American universities. Finally the third chapter is Harvard University as a sample of American universities success. Harvard University has known as the oldest university at the United States of America. We collect information about Harvard University following the descriptive statistical analytical method. Subsequent to analyzing the information we discover that it has a good reputation around the world because it is very successful. Finally the good education is the first and foremost requirement in the American policy and Harvard University is a model of success of all the Universities among the world.

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 هارفارد عينة الأمريكية.
 الأمريكية. حيث
 لها تبعين منهجية التحليل . تحليل هذه
 لديها جيدة جميع لأنها . الأخير نجد أن التعليم الحيد هو
 السياسة الأمريكية. هارفارد الأمريكية بين .

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List of Abbreviations

AA: Associate of Arts.

AAS: Associate of Science.

AS: Associate of Applied Science.

BA: Bachelor's of Arts.

BS: Bachelor's of Science.

MA: Master of Arts.

MS: Master of Science.

MBA: Master of Business Administration.

MD: Doctor of Medicine.

JD: Juris Doctor.

PhD: Doctor of Philosophy.

OPT: Optional Practical Training.

MBTA: Massachusetts Bay Transportation Authority.

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Chapter One:

General Introduction

I. Background to the Study

Each society cares about education of its people. Education is one of the necessary reasons to build a developed and a civilized country. And the United States of America is one of the biggest countries that based on education and gives it a great importance. It has different educational systems in the world especially its universities. The United States has many universities and Harvard University is one of the famous Universities there, so those universities considered as one of the biggest, universal and global educational system in the world. Because there are many millions of students that are studying at this universities and we do not forget the other millions that are interested in studying there.

The American Universities has a different system from the others because of the use of the selective and the competitive system to choose these students. Where we find two categories: the state universities and the private colleges that marked their presence by their status's and corpus's success. In other words; the education has the biggest priority in the United States; in order to live successfully and to have a productive society.

Harvard University has a great history since its beginning. This famous American University has attracted the most genius and brightest students of the world, which are facing intense competition as higher education undergoes rapid globalization. To be chosen as the best students in the world to continue their studies there.

The American higher education in the United States of America is one of the largest and the attractive systems in the world. Also Harvard University is really worked hardly to this good reputation and great results. All of its Status and corpus gives the helpful hand to build very educative and successful students from its beginning till now days. Moreover we still believing that all of its universities are marked their presence by their success in everything status, corpus and students results.

Through our dissertation we will recognize and realize the success of the American Universities especially Harvard University case of our study and its big effect on the American students and the world's students. With the big and the huge demand for colleges educated workers, the college and the university education become the surest ways to get a job in the most important places. And make it face a big challenge to choose its systems and its students too to be always the number one.

II. Definition of the Problem

According to the changes that happened in technology and in the new inventions, education sooner or later changes too. There are many educational values that play a big role in these achievements. So; how success and performance are one of the basic educational values in the American Universities. Success is the result that the American students achieved in these Universities. Besides that they performed it very well in all domains whatever their specialties.

If we said that success and performance are Basic educational values in the American Universities so are the same for Harvard University as one of these Universities. We will study the main points that led Harvard University to be the most university that many students through the whole world want to study there. Because of its great reputation that gained it from the successful results and its wonderful achievements that appeared in all domains.

III. Statement of the Problem

In this research we are going to explore if the success and the performance are the basic educational values in the American Universities. In addition to, if the nature of status and the quality of corpus are one of the factors that helped in the success of these universities. Also we will discuss the main systems in selecting the students. How they deal with those students by directing them to what is suitable for them in order to benefit from their capacities and intelligence.

Harvard University is the greatest Sample that we can study it as an example of success to catch through it the main reasons behind this success and how This University perform it. In our dissertation we deal with all the points that can analyze and clarify how the American Universities could achieve these results. Starting with the Status then moving to the corpus and without forgetting the role of the American government in the development of this university.

IV. Aim of the Study

The aim of the research is to explore the success of the American universities precisely Harvard University. Moreover, we try to find out the most important factors that led the American universities (Harvard University) to be the greatest, the most attractive and the largest in the world. In addition to how they use performance as one of its successful educational strategies to show that the American universities are a model of success. This study will make many points very clear to deal with the most successful university in the world. Also we hope to imitate the American Universities by following the most successful strategies to have such genius students that may lead the country to be

one of the important countries in the world. Furthermore to compete with the others in many domains especially we have many factors and materials that the other countries didn't have them and they export them from us.

V. . Significance of the Study

The significance of the study is to catch the main reasons of the success of the American universities and to get them as a model on the Algerian universities. Also to use the status and the corpus strategies in our universities in order to develop them and use the system of Harvard university in order to have as such university in the country.

The selective and the competitive system are the main means in choosing the students. Like that we can realize the positive results at the Algerian's universities that didn't categorize in the list of the successful universities in the world. By following the American Universities' strategies we can catch the same results as the American ones.

VI. . Research Questions

Our main research questions are as follow:

- 1) What are the main basic educational values in the American Universities that led them to be the most successful in the world?
- 2) Did the nature of American Status and corpus one of the reasons behind the success of the American University 'Harvard'?
- 3) What are the strategies behind the success of Harvard University and how they could perform their success in all the domains?

VII. Hypotheses (expected Answers)

This research is based on two hypotheses that shall be tested and verified through the study:

- 1) If American Universities are performant. It is because they are highly selective.
- 2) If Harvard University very successful. Because of its successful strategies.

VIII. Methodology

We attempt to use the descriptive analytical method as an approach to gather data for. Moreover, we use all the information from any material closely connected with our field of research which is a new area of study in our department as far as we are concerned. This research is based on data collected from the library, internet and from other universities' libraries.

We will use also many statistics results to prove our research questions. Particularly when we describe Harvard University. Every kind of diagrams, figures or graphs they are our major basic to analyze the results to confirm and defend our hypotheses in order to answer on our questions.

IX. Limitation of the Study

The research focuses on general background and philosophy of education in the American Universities. The Theme is so wide-ranging and indistinct thus we try to make it very accurate and unambiguous. For that I limit myself only to Harvard University as a model of success, performance and competence. Precisely at the last decade from 2004 to

2014. We will thrash out every point that could be the reason at the back of this achievement and this excellent standing to Harvard University.

X. Structure of the Research

In this research we are going to touch only the main points that could facilitate in the understanding of the research and to organize it very clearly. This research is divided into three chapters. The first chapter is in a form of general introduction. Next we move to the second chapter that investigates the historical background of the American Universities, that we will discuss in it all what is concern the American Universities. Then, the third chapter is entitled Harvard University as a sample of success. In this chapter we will see all the main point that proves the success of Harvard University. Finishing with general conclusion in which we are determined to give a brief overview and a discussion of the findings of the research as well as future perspective and recommendations.

XI. Literature Review

“There is little national or state effort to guide students in their choice of what they study. On the one hand this helps students choose majors in response to market forces; it also means that there is an undersupply of graduates in science, technology, education and math because of the competition between schools” (D. Atkinson 19).

It means that they help them in choosing their specialty at university. In addition to the competition between the students that rises from the positive results. Also most of the

students continue their master and doctorate degree. They also benefit from the study on the internet which gives a chance to people who haven't time to attend at the class to check their lessons online, consequently they could be with the others that they attend at the class room. They facilitate as possible as they can to the student to study and to have the knowledge whenever and wherever they are.

National Teacher of the Year 2005 argued that, "No Child Left Behind's greatest strength is that it has institutionalized high expectations for every child in America." (Kamras 2005).

It means that all the children have the right to study and it will be as a basic to include and excellence the American education. And give the right for the black students to study with the white students at the same school or university. Like that they benefit and they help all the students to develop their capacities that will be the weapon to defend on the country using their high level of education.

In addition with growing competition from other countries, no major university in the United States can afford to take the interest of foreign students for granted. As a result, public universities are increasingly focused on attracting top students from around the world proclaimed (H. Bruininks 6).

It means that the American universities choose only the excellent students from the other countries. With the growing of high competition between the universities around the world, the American universities created another competition which attracts only the most genius students. By this way it will classify always the number one by its high success and excellent results.

Furthermore, the most reasons behind the success of the American Universities because they are following a strategy of flexibility it means that students can leave the

university for a while to work and they return back to continue their studies without any problems. Also they give general courses in the first two years to explore the knowledge and the level of the students. Finally they use the selective system that focus on academic knowledge (Pauwels 94).

Atkinson focused on how they choose for the students their specialties. Kamras studied the issue that all children have the right to study. Bruininks worked on the competitive system that they use it. All of these researchers tackled the issue each in his own way in my turn, I am going to study the issue by limiting myself to success and performance as basic educational values in the American Universities. Accurately, Harvard University because there are very poor works that have been carried about success and performance as educational values there. And we are in great need to use such systems in Algeria to get successful university models.

Chapter Two:

Historical Background of the American Universities

2.1 Introduction

Higher Education is a critical mechanism for all life advancements among aspiring individuals and is an important driver of economic mobility in American society. The Americans have measured that education as the most and the biggest reason behind the nation's future growth in all domains and specialties. It is particularly important to remember that it is necessary to make careful preparations as well as to develop the American Universities by its both types Public and Private Institutions. Furthermore, the higher education in the United States of America is an opportunity to reflect on issues and trends that have emerged since the world conference. Moreover, the U.S.A. Universities are the leader in research and higher education. For example: Harvard University is considered as the number one according to its great reputation and its successful results and its performance in many domains.

This chapter covers four main points dealing with Historical Background of the American Universities; starting by a brief overview about the American higher education. Moving to the next point which is entitled American Universities in Statistics that contains two main sub-titles first one is the public universities and the second one is the private universities. Next we move to the structure of the American higher education system. Then, we move to types degree-awarding institutions. Through these points we recognize and realize which is the most popular and success type of the American Universities and if this type had been changed through the years or it stayed the same. Moreover we can understand its big effect on American students and the world's students.

With the huge demand for colleges and universities graduated holder, the college and the university education become the surest ways to get a job in the most important

places. Through this studying of the American universities and Harvard University in specific we can show this idea.

2.2 A Brief Overview about the American Education

The first Europeans colonists left their homelands to avoid religious persecution and were particularly interested in literacy. They highly developed scholarship; in order to facilitate religious instruction. Thus, the main mission of colonial universities and colleges was to prepare men to be ministers and priests. The first colonial college, now Harvard University, was founded in 1636 to prepare ministers. In addition, Public colleges expanded westward across the United States as states made higher education available to their citizens. Benjamin Franklin was among the first prominent Americans to advocate higher education without religious control stated (Alexander, Ravitch, and Elliot 71).

Moreover, The Morrill Land-Grant Acts 1862 and 1890 allowed and offered to each state a federal land to help it to establish or to find existing colleges. Iowa State University was the first institution that resulted from those pieces of legislation. The National Defense Act of 1958 specifically aimed to make the United States more competitive in science and technology proclaimed (The Economics of Higher Education 7).

In addition, the most educated students graduated of Cambridge that becomes later on 1636 Harvard College. It was founded 140 years before American independence. There were also many institutions of higher learning such as: the college of William and Mary in Williamsburg, Virginia, established in 1693, and Yale, founded in 1701 before the revolution of 1776.

Furthermore, the ordinances of 1785 and 1787 were as a sign to prove the significance of education in the American life, through the strategies that organize the new

lands to the west. By this way in 1850, each state had provided a system of free public schools open to all and paid for by the public taxes. Also there were important in the democratization of higher education in the United States. By 1900 there was among thousand institutions in the United States, one of the latter, Oberlin College on Ohio, was the first to admit women on an equal basis with men.

Most historians agree that the American great progress in many domains is due to its promise to the ideal of equal chance. This is the ideal educating as much as possible of Americans, the public policy was to create an educative people. In these states the majority of adults were literate more than the Europeans one. There can be little doubt that American education in its aim to provide equality of opportunity as well as excellence has raised the overall level of education of Americans. It has encouraged more Americans to study and to show their abilities in many specialties to explain why did the Americans still give money to education even during times of economic difficulty because they have the believe that the future of society depends on the quantity and the quality of its educated citizens.

The American ideal of mass education for all created awareness that America also needs highly trained specialists. Therefore, the U.S. has an extremely competitive and highly selective system. This advanced university system has become widely imitated internationally, and it is also the one most sought after by foreign students. And it becomes increasingly selective the higher the level. Moreover, because each university generally sets its own admission standards, the best universities are also the most difficult to get into. Some of these universities are highly selective even at the undergraduate or beginning levels. In 1984, the individuals who sought admission to any private university must pay a fee to even apply for admission; these were “serious” applications. Of the whole number they accept about 16 percent were admitted to for the first year of study.

The most interesting thing to note in the American system of universities is that the majority of students (70 percent) who were accepted to study had attended public –not private – schools. Many state-supported universities also have fairly rigid admission requirements. Admissions to law, medical, science, and technology has always been highly selective. Moreover, the children who wish someday to attend to one of the better universities start working for this goal in elementary school. In 1985, for instance, 19.4 percent of all Americans 25 years and older had completed four years of college or more. However, many different programs aimed at improving educational opportunities among minority groups exist at all levels _ local, state, and federal. They have met with some, even if moderate, success (K. Stevenson 45-48).

2.3 The American Universities in Statistics

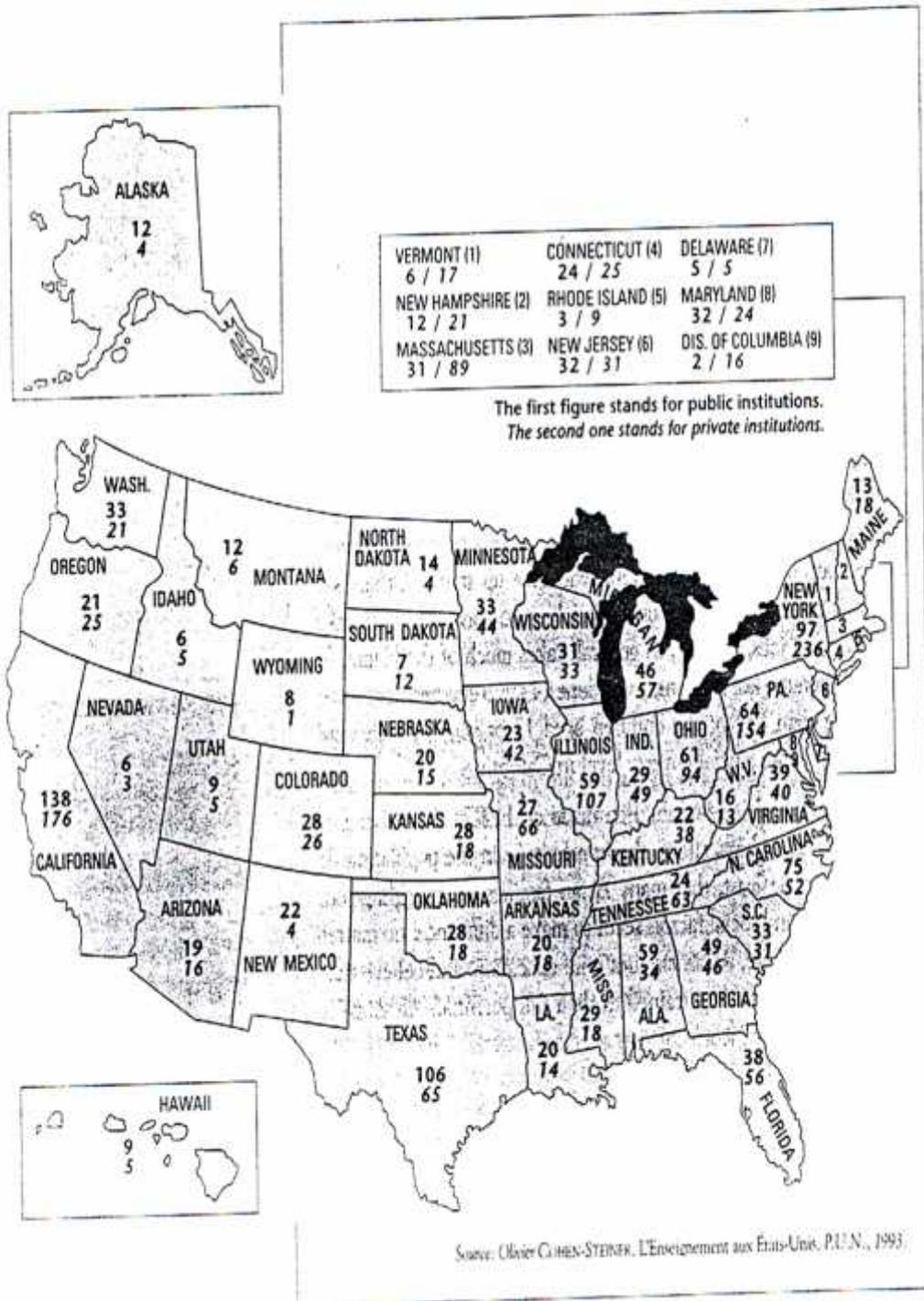
The American colleges and universities divided into two wide categories: public and private “private non-profit and private for-profit or “proprietary” schools”. In other words, we notice that there are two kinds of universities at The United States of America each kind has its own characteristics and its own programs (the department of the treasury with the department of education 7).

According to the following figures we will cover up these two kinds of the American universities and the number of each of them and we will see if these two kinds are rising through time or not. In addition to these figures we will know the most successful university of each kind:

Figure 01: A map of American Universities, state by state.

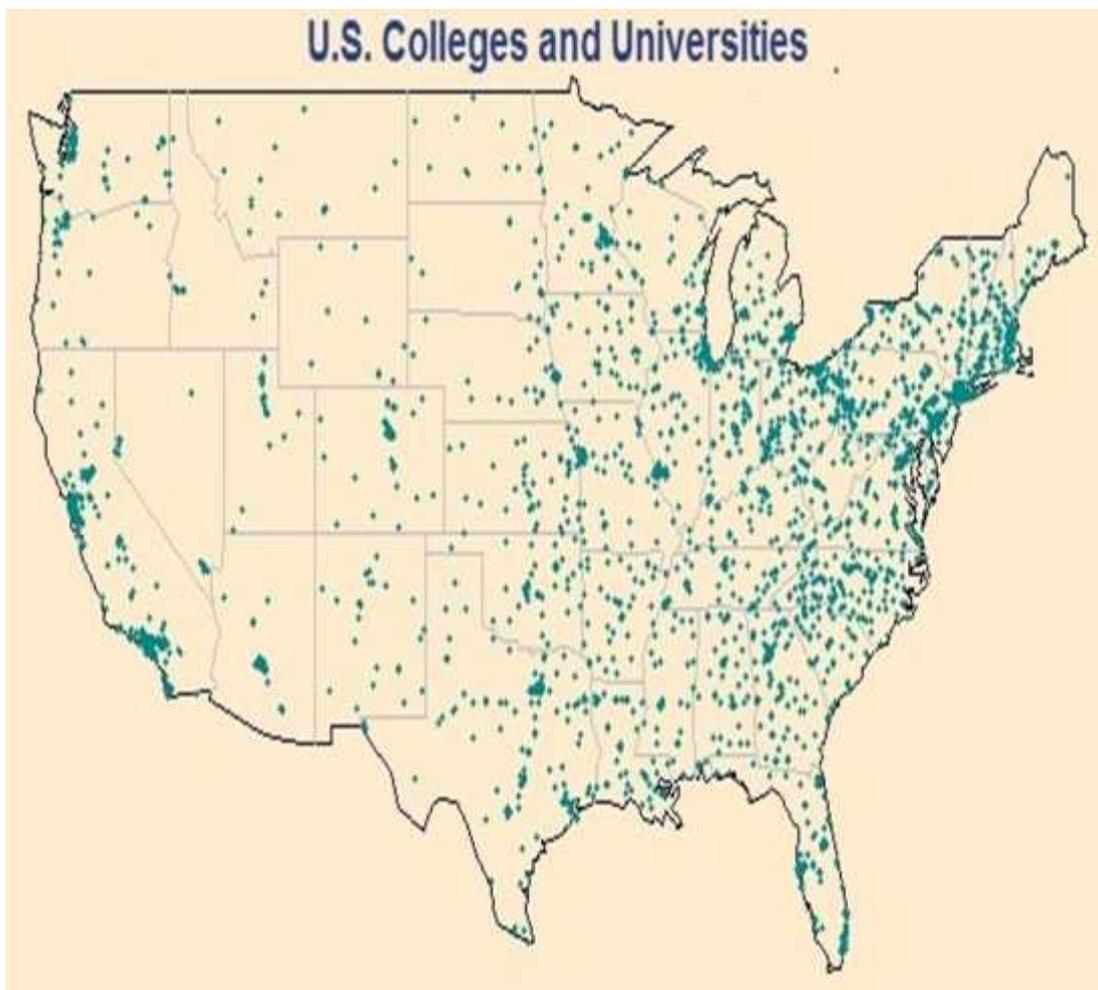
Universities, state by state

With the exception of California the density of campuses is more important in the East. Half of American universities are private, but four students out of five attend public universities.



Source: Adapted from "Civilisation des Etas -Unis." by Marie-Christine Pauwels, 2002.

The Map shows that all the American states have both Private and Public Institutions. Due to above map we notice that at the east and the south of the United States of America there are many universities rather than the west side. But the states that are in the border of the west are the most states that contain universities. In other words, it does not mean that all the west have not a lot of universities. Furthermore, on the Midwest, we observe that there are not many universities as the other regions of the country. According to, the map we see that there is private universities more than public university, but four students out of five attend public universities. The analytical map below shows the most states that contain universities.



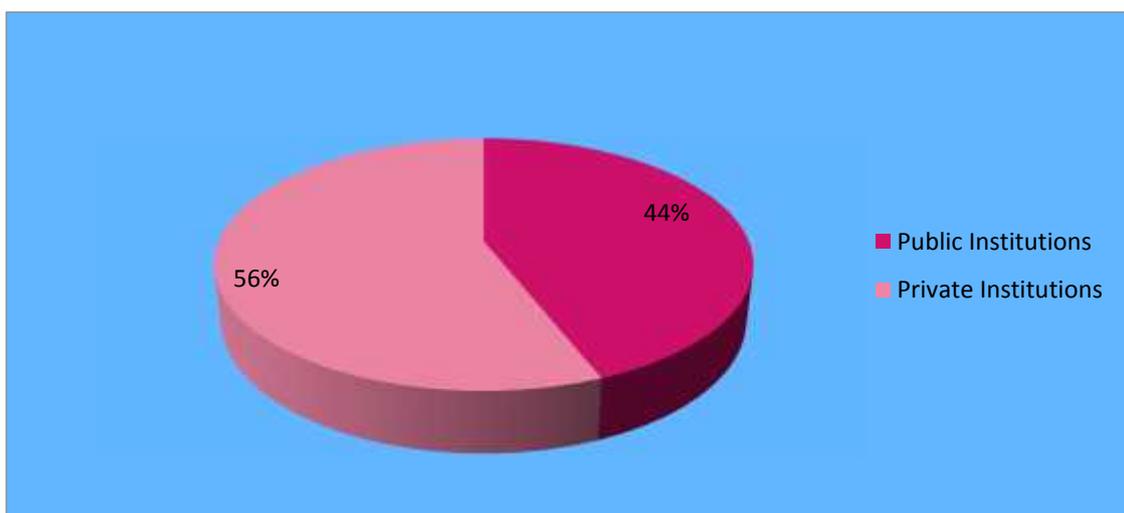
Furthermore, the majority of the states have private institutions more than public institutions, but four students out of five attend public universities. For example: at California we have 138 public institutions and 176 private institutions. Also, at New York we have 97 public institutions and 236 private institutions. In addition to, Massachusetts we have 31 public institutions and 89 private institutions that contains Harvard University the First American University in the United States and in the world. When we counted the number of the American Public Institutions and private Institutions during 1993 we find these results:

I.

	Number of Institutions	Rate of Each of Them
Public Institutions	1550	44%
Private Institutions	1973	56%
Total	3523	100%

**The Number of the American Public and Private Institutions
in 1993**

II.



American Public and Private Institutions 1993

Table 01: Number of American Public and Private Institutions (2006 _ 2007).

	Public	Private	Total	Rate of Private
Four-year institutions	643	1,986	2,629	75,5%
Two-year institutions	1,045	640	1,685	38,0%
Total	1,688	2,626	4,314	60,9%

Source: Digest of Education Statistics, National center for Education Statistics.

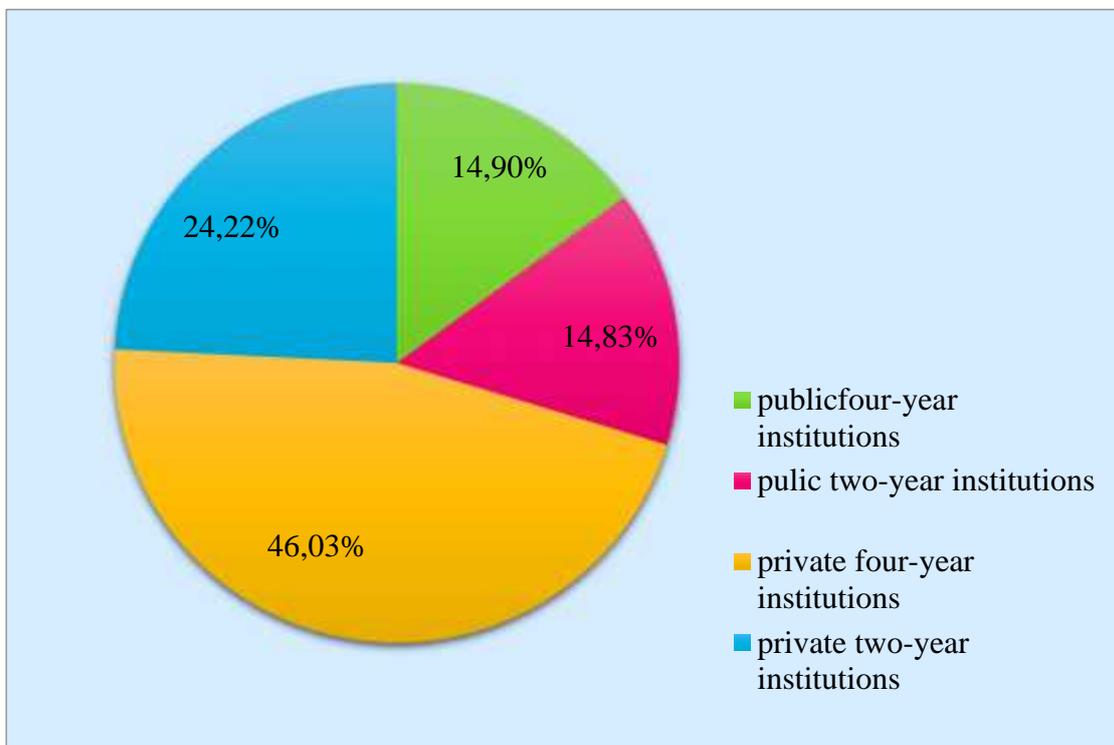
http://nces.ed.gov/programs/digest/d07/tables/dt07_255.asp.

Adapted from “*Overview of the Quality Assurance System in Higher Education United States of America*” by National Institution for Academic Degrees and University Evaluation, 2010.

According to the table above we notice that Private Institutions are more than Public Institutions. After counting them we find that private institutions are more than a

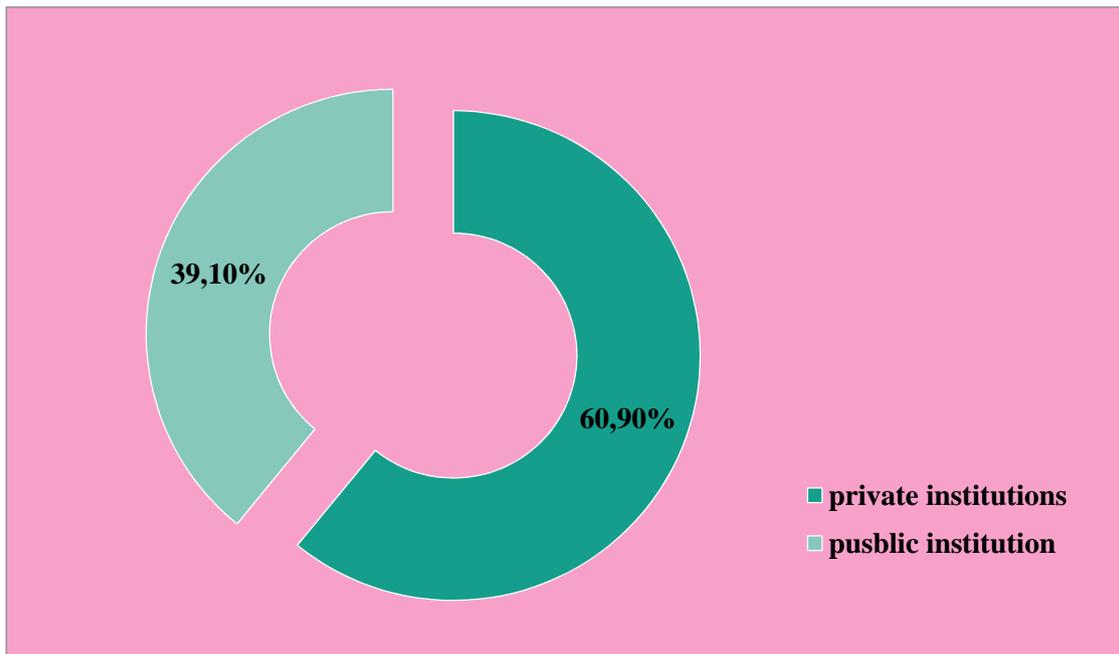
half of all the American Institutions. Due to the results we realize that private four-year institutions are the number one of all the institutions because it contains 1986 institutions of research universities and the liberal arts colleges. Moreover, we observe that private two-year institutions are in the second rate with 1045 institutions after the first one which emphasizes that the private institutions are the largest one in the United States of America. In addition, we have the public four-year institution in the third rate with 643 institutions and the fourth rate is for the two-year institutions with 640 institutions. Accordingly to these statistics we make out that the private institutions are the number one.

I.



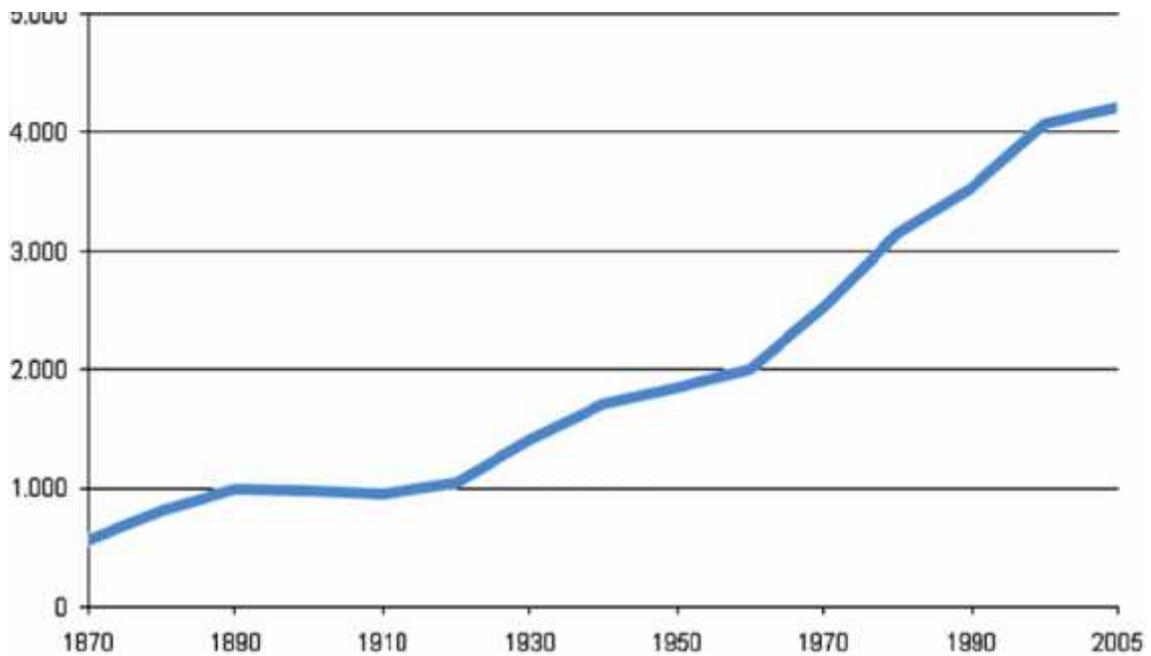
The Number of the American Private and Public Institutions the Four-year and the Two-year Institutions (2006 _ 2007)

II.



Public and Private Institutions (2006-2007)

Figure 02: U.S. Institutions of Higher Education 2008.



Source: [33]. Note: Data before 1979–80 does not include branch campuses.

Adapted from “Technology in Society” by Michael M. Crow and Mariko Silver, 2008.

The figure above shows that American institutions in slow progress since 1870's till 1920's. But during 1920's to 1950's we notice that the American Institutions have enlarged noticeably. After, the 1950's to 2005 the American Institutions increased quickly with large numbers. As a consequence of the big important that had been given to American Higher Education and to the great preparations in order to develop it without any problems by all the necessary staffs that could help in excellent results.

According to the three figures we recognize that the American institutions are distinguishing according to the years of study and according to public institutions or private institutions. And we notice that during the years 1993, 2006, 2007 and 2008 we notice that the American institutions increased during these years. After analyzing the figures and collecting the information we realize that the United States of America gave a big important to higher education and to its development each year in order to create a developed country and an educated society.

2.3.1 Public Institutions

The Public Universities are those that vary from two-year community colleges to large graduate research institutions, are non-profit institutions because are financed directly from state and local governments (the department of the treasury with the department of education 7).

Additionally, the Public American institutions have too many diverse constituencies in ways that affect their size and organization, as a consequence, of high public support (Lombardi et al 10).

Table (1) below shows a sample of top public universities in the United States of America, the top public university is Texas A&M University and this rank is according to 2000 statistics.

2.3.2 Private Institutions

There are two types of private institutions. The private non-profit universities include some of the nation's more selective institutions, as well as many more small liberal arts colleges and religious institutions. Unlike non-profit universities, and the private for-profit universities do not have tax-preferred "non-profit" status, allowing them to distribute profits to investors. For example, the largest for-profit university is the University of Phoenix owned and operated by the publicly traded Apollo Group (the department of the treasury with the department of education 7).

Furthermore, all the Private Institutions (for-profit or non for-profit) must to be licensed at the state level to offer degrees, credentials or certificates (National Institution for Academic Degrees and University Evaluation 25).

Table (2) below shows the Top Private Universities in The United States of America, the top private university is Harvard University and this rank is according to 2000 statistics.

Table 02: A Sample of Top Public Universities in the United States of America.

Universities by Number of Measures in Top 25 of All Public Universities (Alphabetically within Groups)		No. of Measures in Top 25	Research			Private Support	
			Total Research 1998 x \$1,000	Rank Total Research	Federal Research 1998 x \$1,000	Rank Federal Research	Endowment Assets 1999 x \$1,000
University of California - Berkeley	9	\$ 420,435	5	\$ 171,135	9	\$ 1,654,557	3
University of California - Los Angeles	9	\$ 447,367	2	\$ 233,702	5	\$ 1,103,038	7
University of Michigan - Ann Arbor	9	\$ 496,761	1	\$ 311,450	2	\$ 2,424,588	2
University of North Carolina - Chapel Hill	9	\$ 235,296	19	\$ 171,505	8	\$ 925,746	10
Pennsylvania State University - University Park	8	\$ 319,126	11	\$ 163,921	14	\$ 712,967	17
University of Florida	8	\$ 274,862	15	\$ 106,510	23	\$ 601,813	21
University of Illinois - Urbana-Champaign	8	\$ 338,841	10	\$ 168,871	10	\$ 612,430	20
University of Minnesota - Twin Cities	8	\$ 345,910	9	\$ 204,741	7	\$ 1,283,934	5
University of Washington - Seattle	8	\$ 432,383	4	\$ 335,748	1	\$ 745,217	16
University of Wisconsin - Madison	8	\$ 443,695	3	\$ 240,513	4	\$ 909,834	11
Texas A&M University	7	\$ 393,720	7	\$ 144,938	16	\$ 3,596,759	1
University of California - San Francisco	7	\$ 379,970	8	\$ 219,912	6	\$ 701,933	18
University of Iowa	7	\$ 199,063	25	\$ 115,312	20	\$ 476,800	22
University of Texas - Austin	7	\$ 244,843	18	\$ 165,082	13	\$ 894,113	13
Georgia Institute of Technology	6	\$ 259,233	16	\$ 113,643	22	\$ 948,600	9
Ohio State University - Columbus	6	\$ 301,518	13	\$ 124,177	19	\$ 1,086,350	8
Purdue University - West Lafayette	6	\$ 216,479	23	\$ 92,844	27	\$ 1,222,411	6
University of Arizona	6	\$ 302,328	12	\$ 161,999	15	\$ 272,950	42
University of California - Davis	6	\$ 288,796	14	\$ 114,912	21	\$ 300,828	39
University of California - San Diego	6	\$ 418,790	6	\$ 262,303	3	\$ 200,552	64
University of Pittsburgh - Pittsburgh	6	\$ 213,842	24	\$ 168,511	11	\$ 854,840	14
University of Virginia	6	\$ 133,049	46	\$ 93,328	26	\$ 1,398,068	4
University of Maryland - College Park	5	\$ 223,190	21	\$ 129,198	18	\$ 314,183	38
University of Utah	5	\$ 142,956	37	\$ 100,722	24	\$ 269,430	43
Rutgers the State University of NJ - New Brunswick	4	\$ 137,937	43	\$ 48,880	57	\$ 350,741	30
University of Colorado - Boulder	4	\$ 186,211	27	\$ 137,241	17	\$ 195,585	66
University of Texas SW Medical Center - Dallas	4	\$ 153,711	32	\$ 97,200	25	\$ 406,415	26
University of Alabama - Birmingham	3	\$ 227,720	20	\$ 166,830	12	\$ 205,860	59
Indiana University - Bloomington	2	\$ 68,702	80	\$ 38,336	69	\$ 400,000	27
Michigan State University	2	\$ 193,611	26	\$ 81,146	35	\$ 265,238	45
North Carolina State University	2	\$ 254,254	17	\$ 79,533	37	\$ 275,532	41
University at Stony Brook	2	\$ 141,766	38	\$ 91,531	28	\$ 22,383	171
University of California - Irvine	2	\$ 130,415	47	\$ 65,902	44	\$ 100,276	96
University of Georgia	2	\$ 217,945	22	\$ 54,712	53	\$ 334,534	35
University of Nebraska - Lincoln	2	\$ 118,857	50	\$ 41,888	66	\$ 416,340	25
Iowa State University	1	\$ 156,766	31	\$ 51,196	55	\$ 266,348	44
University at Buffalo	1	\$ 151,650	34	\$ 76,037	39	\$ 438,002	23
University of California - Santa Barbara	1	\$ 96,034	57	\$ 68,408	43	\$ 100,276	96
University of Cincinnati - Cincinnati	1	\$ 159,695	30	\$ 90,307	29	\$ 898,976	12
University of Colorado Health Sciences Center	1	\$ 121,624	49	\$ 89,022	30	\$ 97,793	99
University of Delaware	1	\$ 69,896	79	\$ 33,688	73	\$ 777,349	15
University of Illinois - Chicago	1	\$ 151,739	33	\$ 73,797	40	\$ 204,143	60
University of Kansas - Lawrence	1	\$ 66,756	82	\$ 28,823	80	\$ 613,338	19
University of Texas MD Anderson Cancer Center	1	\$ 141,260	39	\$ 63,074	45	\$ 162,566	71
University of Texas Medical Branch - Galveston	1	\$ 86,488	67	\$ 48,588	58	\$ 243,849	51
Virginia Polytechnic Institute and State University	1	\$ 167,118	28	\$ 82,734	33	\$ 340,244	33
Washington State University - Pullman	1	\$ 95,422	58	\$ 44,510	61	\$ 421,402	24

Source: Adapted from “the top American Research Universities”. By Lombardi et al, July 2000.

Table 03: A Sample of Top Private Universities in the United States of America.

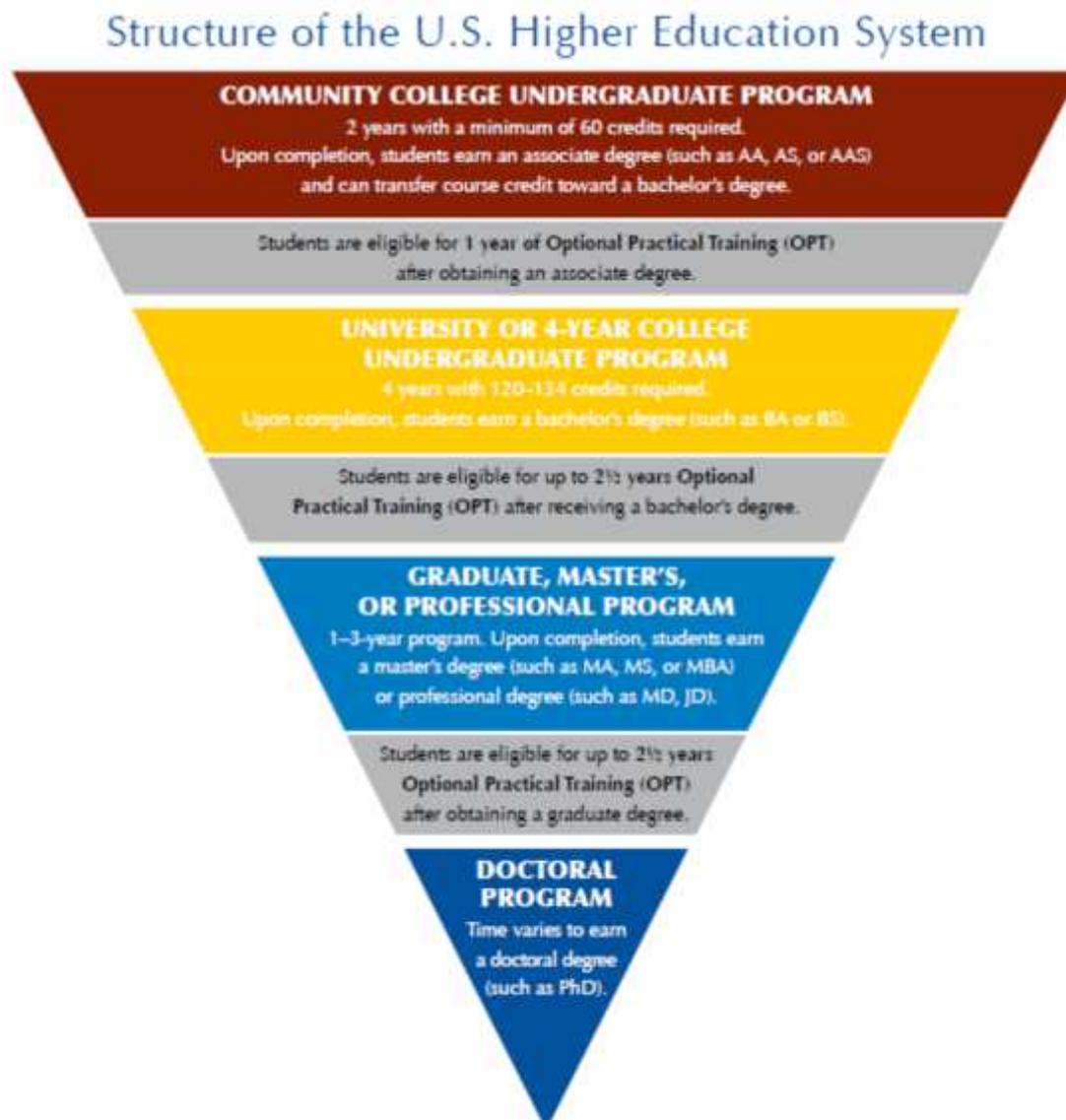
Top Private Universities		Research				Private Support	
Universities by Number of Measures in Top 25 of All Private Universities (Alphabetically within Groups)	No. of Measures in Top 25	Total Research 1998 x \$1,000	Rank Total Research	Federal Research 1998 x \$1,000	Rank Federal Research	Endowment Assets 1999 x \$1,000	Rank Endow Assets
California Institute of Technology	9	\$ 185,066	14	\$ 177,748	11	\$ 1,333,229	21
Columbia University	9	\$ 267,007	10	\$ 229,723	6	\$ 3,636,621	8
Duke University	9	\$ 282,388	7	\$ 172,532	12	\$ 1,678,728	17
Harvard University	9	\$ 306,100	6	\$ 251,876	4	\$ 14,255,996	1
Johns Hopkins University	9	\$ 853,620	1	\$ 752,963	1	\$ 1,520,793	19
Massachusetts Institute of Technology	9	\$ 413,098	2	\$ 310,741	3	\$ 4,287,701	6
Northwestern University	9	\$ 223,235	12	\$ 127,911	15	\$ 2,634,850	13
Stanford University	9	\$ 410,309	3	\$ 342,426	2	\$ 6,005,211	4
University of Pennsylvania	9	\$ 333,477	5	\$ 247,914	5	\$ 3,281,342	9
Yale University	9	\$ 262,680	11	\$ 205,046	7	\$ 7,197,900	2
Cornell University	8	\$ 363,511	4	\$ 204,187	8	\$ 2,869,103	11
New York University	8	\$ 156,452	18	\$ 101,426	22	\$ 1,035,900	24
Princeton University	8	\$ 115,996	25	\$ 69,005	27	\$ 6,469,200	3
University of Chicago	8	\$ 151,635	19	\$ 125,982	16	\$ 2,762,686	12
University of Southern California	8	\$ 268,806	9	\$ 190,547	9	\$ 1,589,833	18
Washington University	8	\$ 269,550	8	\$ 187,173	10	\$ 3,761,686	7
Vanderbilt University	7	\$ 135,214	22	\$ 106,325	19	\$ 1,831,766	15
Case Western Reserve University	6	\$ 176,330	15	\$ 132,274	13	\$ 1,434,200	20
University of Rochester	6	\$ 174,617	16	\$ 130,773	14	\$ 1,119,027	23
Baylor College of Medicine	5	\$ 216,528	13	\$ 110,610	18	\$ 1,029,156	25
Boston University	5	\$ 130,054	23	\$ 104,428	20	\$ 652,161	46
Carnegie Mellon University	5	\$ 137,450	20	\$ 95,046	23	\$ 719,320	39
Emory University	5	\$ 172,884	17	\$ 118,045	17	\$ 4,475,755	5
Brown University	4	\$ 73,977	35	\$ 44,412	36	\$ 1,181,514	22
Dartmouth College	4	\$ 64,964	37	\$ 45,053	35	\$ 1,710,585	16
Georgetown University	3	\$ 116,611	24	\$ 84,801	24	\$ 684,193	40
Rice University	3	\$ 41,067	42	\$ 34,772	40	\$ 2,936,622	10
Rockefeller University	3	\$ 115,494	26	\$ 43,845	37	\$ 1,007,600	27
University of Miami	3	\$ 136,972	21	\$ 101,492	21	\$ 428,571	64
University of Notre Dame	3	\$ 28,873	48	\$ 23,053	47	\$ 1,984,256	14
Brandeis University	2	\$ 44,589	41	\$ 28,098	43	\$ 355,012	78
Tufts University	2	\$ 92,130	30	\$ 61,167	29	\$ 464,107	61
Yeshiva University	2	\$ 99,000	28	\$ 80,000	25	\$ 674,833	44
George Washington University	1	\$ 74,481	34	\$ 45,072	34	\$ 673,589	45
Thomas Jefferson University	1	\$ 69,460	36	\$ 51,728	33	\$ 384,973	71

Source: Adapted from “the top American Research Universities” by Lombardi et al, July 2000.

2.4 Structure of the U.S.A. Higher Education System

By this pyramid figure we understand the structure of the U.S. Higher Education System.

Figure 03: Structure of the U.S. Higher Education System.



Source: www. Community College USA. com.

http://www.aacc.nche.edu/Resources/aaccprograms/international/Documents/studentguide/sg8_structureoftheushigheredsystem.pdf

The figure above shows the Structure of the American Higher Education that starts from the Community College Undergraduate Program to the Doctoral Program. To get your PhD you must to pass all the steps in the structure of the American higher education. Beginning from the first step will be by the community college undergraduate program that contains two years with a minimum of 60 credits required. The students after the completion of their studies they earn the associate degree such as (AA, AS, or AAS) and can transfer course credit toward a bachelor's degree. Something else they could obtain one year of Optional Practical Training (OTP). In addition, the second step is a university or Four-year college undergraduate program with 120 or 134 credits required. When they get a Bachelor's degree (such as BA or BS), they will be eligible for up two years optional Practical Training (OPT). at least but not the last step is the graduate, master's, or professional program that contains 1-3 year program. Moreover, upon completion, students earn a master's degree (such as MA, MS, or MBA) or professional degree (such as MD, JD). The students are eligible for up to 2 ¹/₂ years Optional Practical Training (OPT) after receiving a graduate degree. The last step is the doctoral program which is time varies to earn a doctoral degree (such as PhD).

2.5 Types of Degree-awarding Institutions

The categorization of the types of degree-awarding institutions had turned to three main aspects: public or private, two or four years, and non-profit or for profit. Characteristically are divided to the following types:

- a. Public Two-year institutions (e.g. community colleges).
- b. Public four-year institutions (e.g. universities and colleges).
- c. Private two-year institutions (e.g. junior colleges).

- d. Private four-year institutions (e.g. research universities and liberal arts colleges)
 (National Institution for Academic Degrees and University Evaluation 6).

Table 04: Number of U.S. Colleges and Universities and Degrees Awarded 2005.

	Number	Enrollment
Public 4-year institutions	629	6,837,605
Private 4-year institutions	1,845	4,161,815
Public 2-year institutions	1,070	6,184,229
Private 2-year institutions	596	303,826
Total	4,140	17,487,475
Undergraduate		14,473,884
Graduate		2,097,511
Professional		329,076

	Number		Number
Degrees awarded:			
Associate	696,660	Doctorate	52,631
Bachelor's	1,439,264	Professional	87,289
Master's	574,618		
Enrollment highlights:			
Women	57.4%	Minority	30.9%
Full-time	61.7%	Foreign	3.3%

Source: National Center for Education Statistics, *Digest of Education Statistics, 2006*.

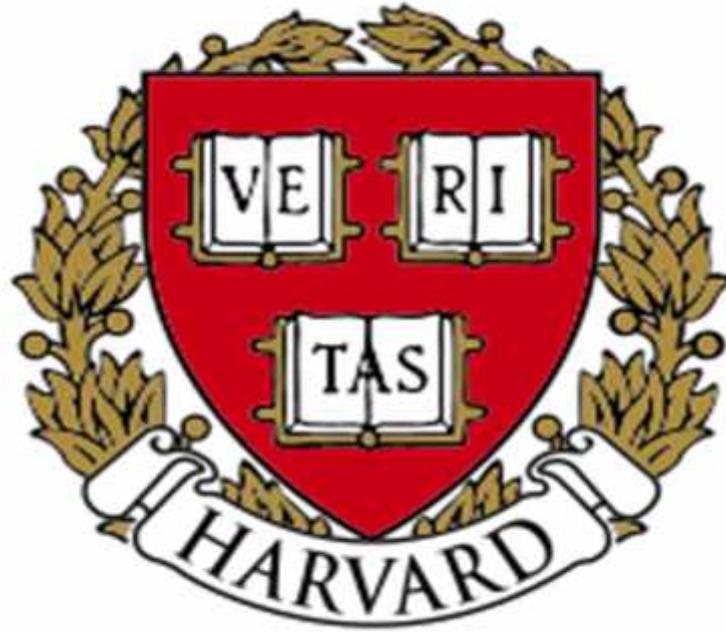
[Number of U.S. Colleges and Universities and Degrees Awarded, 2005](http://www.infoplease.com/ipa/A0908742.html#ixzz3XNkoyTh3) <http://www.infoplease.com/ipa/A0908742.html#ixzz3XNkoyTh3>

According to the table above we notice that the number of the students at Harvard University is a huge number. Where we find that the number of the undergraduate students 14,473,884 students, and is the big number of students that enrolled at Harvard University. Then we see that the graduate students are 2,097,511 students and we observe that the professional students are 329,076 students. And the number of students differs according to undergraduate, graduate or professional. The whole number is 345,473,395 students in 2015. Moreover, the number of students degrees awarded distinguished according to the degree that the students are studying it. According to the statistical results of 2015 we can make this graph to show more the numbers of these students and their degrees.

2.6 Conclusion

The American universities win a good global reputation of the most excellent universities over the world. This good reputation was due to its unique system which emphasis on the selective and the competitive system. These great results make all the American universities face different challenges to be in the first rank of the top lists of the American universities the public or the private universities.

According to our discussion and analysis of the American universities we discovered that the American universities have a great history. We noticed also that the number of American universities increased since its beginning with large numbers. Furthermore we vision that these universities divided according to private or to public and two or four-years each one of these kinds has its own system, structures, and rules. Harvard University is one of the most famous universities around the world and in the United States of America. It has a great history and a special rules and instructions.



Chapter Three:

**Harvard University as
a Sample of Success**

3.1 Introduction

Harvard University is the oldest American University that situated at Massachusetts. It was founded in October 1636, and was named for John Harvard. Harvard University's students enjoy a great variety of academic offering and resources. By this way it attracts a large number of students around the world. Harvard University is considered as the largest academic library in the world. It has an excellent reputation and it performs very well in all domains and whatever the specialties. The majority of all the students in the world have a dream to study at Harvard University but what about the American students if have such a dream? They work very hard since the elementary school to the secondary school. They must be more educative and very intelligent to get high levels that allow them to get into Harvard University because the American Students know very well its value and its system (selective and competitive).

This chapter covers seven points starting with Harvard University as a sample of American Universities. As well as the Characteristics of Harvard University that contains three main points which are Legislation and Regulation at Harvard University (Status), curriculum (corpus), and financial aspects as far as Funds, Grants and public Assistance are concerned. Moreover, we move to the number of students who get into Harvard University (native students and foreign students). Plus we study the number of campuses at Harvard University. In addition to the number of students who graduate from Harvard University. Furthermore, we move to Harvard students and employment. Through the last points we can recognize and realize the reasons behind the success of Harvard University. According to this historical and statistical information allow us to understand more and more about the system of the American universities and their big effect on American students and the world's students. Harvard University is a great model of success system

and successful students in the world. Due to the great results of Harvard University the majority of the students around the world dream to study at it because each one want to become a successful person his or her society.

3.2 Excellent Sample of American Universities (Harvard University)

The first colonial college, now Harvard University was founded in 1636 to prepare ministers at that time (Alexander, Ravitch, and Elliot 71).

Harvard owes its name to John Harvard, a minister in Charlestown who left to the college half of his estate and his entire library, which contains some 400 volumes. The real beginning of American colleges, however, was Harvard College. In October, 1636 the Massachusetts, the college's first president, Nathaniel Eaton, was dismissed for his overly stern discipline. Eaton's successor, Henry Dunster, brought stability and higher scholastic standards all the new roles that connected to school and education to Harvard University, but he was forced to resign in a controversy over his religious beliefs.

Moreover, most of the college's supports came from personal grants, although after 1654 the General Court assumed payment of the president's annual salary. Even so, it is not difficult to understand how such perplexing problems kept the number of students who had enrolled at Harvard by 1700 to less than 600 and the average annual graduating class to 8. Also, boys usually entered Harvard from ages 14 to 16 years old. The class rank of enrolling freshmen was usually related to their parent's position in the Puritan social order. Most of the boys entering Harvard were grammar school graduates, but less than half of the graduates of these institutions went on to college in seventeenth-century New England. The Harvard curriculum was also based on the classically oriented patterns of English universities. And the undergraduates were ruled by a strict disciplinary code. Students were

ranked according to scholastic merit. Fines and whippings were the most common punishment for rule violations, but some students did suffer expulsion during this period. One of the principal motives behind the founding of Harvard was a concern for ministerial training, but this did not mean that its graduates invariably became pastors. Only slightly more than 50% of Harvard's seventeenth-century graduates entered the ministry.

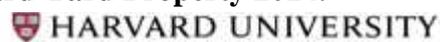
Additionally, during the eighteenth century a steady growth in the number of students had added considerably to the tuition income of Harvard. The two decades preceding the Revolution saw the number of the student body often surpassing 150. Also, the principal trend within New England colleges during this period was manifested in the growth of secularism that have the belief that the religion should not be involved in the organization of society, education and the corresponding decline in rigid sectarianism. This secular spirit was apparent in the broadening curriculum of the college. In 1722 Harvard established a professorship of mathematics and natural philosophy the first in a secular subject. Under its initial holders, John Winthrop IV and Isaac Greenwood, interest in these studies expanded so that by 1760, scientific subjects in the curriculum accounted for at least one-fifth of a student's classroom time. The history of seventeenth-century Harvard is best served by the works of Samuel Eliot Morison: *The Founding of Harvard College* (Cambridge, Massachusetts).

Moreover, the Library was an important factor in Harvard's progressive scientific knowledge of the first half of the eighteenth century. The slow growth of Harvard's collections continued until 1764 when the library contained fewer than 5000 volumes. In January of that year, all but 404 of the books were lost when Harvard Hall was destroyed by fire. After this tragedy, the Provincial General Court appropriated public funds for construction of a new Harvard Hall, which was ready to house the library in 1766. Donated funds and gifts of books allowed the library to obtain a level of 4350 volumes by 1775.

John Hancock was a merchant, prominent Patriot of the American Revolution, and was the first and third Governor of the Commonwealth of Massachusetts. He donated nearly 1300 volumes from his own library.

Likewise, soon after the revolutionary war that had broken out the Harvard buildings that were served as barracks for the Continental army and the college moved to Concord for a few months during 1775-76 to avoid the hazards of war (S. Zubatsky 19-28).

Figure 04: Plan of Harvard Yard Property 2014.



Source: adapted from “*Harvard University*” by Harvard planning and management, May 2014.

3.3 Characteristics of Harvard University

Harvard University has a unique system that makes it famous in the world. The most important basics in this system are legislation and regulation (status) that contain two points Governance and the Financial Aspects as Funds, Grants and Public Assistance besides to curriculum (corpus). Those are the most important basics what we are going to study them in these two next titles starting by:

3.3.1 Legislation and regulation at Harvard University (status)

3.3.1.1 Governance

the Faculty of Arts and Sciences has primary responsibility for instruction in Harvard College, Graduate School of Arts and Sciences, and the Harvard Division of Continuing Education, which includes Harvard Summer School and Harvard Extension School. Moreover, Harvard University is governed by a combination of its board of overseers and the president and fellows of Harvard College (also known as the Harvard Corporation), which in turn appoints the President of Harvard University. There are 16,000 staff. Harvard's 2,400 professors, lecturers, and instructors instruct 7,200 undergraduates and 14,000 graduate students in 2009 (Burlington Free Press 11).

Moreover, the Faculty of Arts and Sciences has delegated to the Administrative Board of the Graduate School power for the enforcement of the regulations of the faculty relating to graduate education and for the conduct of all ordinary matters of administration and discipline. Also all the Harvard's institutions, students, and corpuses are relying on the board for guidance in many matters. Furthermore the administrative board receives reports on exceptions made to the rules, and it considers all matters of discipline and has the responsibility for considering all legislation affecting graduate education.

In addition, the Administrative Board has no jurisdiction and over departmental academic rules and regulations except a concern that they be fairly administered and do not conflict with the rules and regulations adopted by the faculty. The board serves as the academic department for all students.

Appeals procedure: Graduate students may appeal decisions of their departments and of the Graduate School Administration to the Administrative Board. In addition, the board considers appeals of decisions concerning teaching fellow appointments and financial aid. Student members of the board sit only when financial aid and teaching fellow appeals are being heard.

The Administrative Board is composed of the dean of the graduate school (chair), the administrative dean (vice-chair), six teaching members of the faculty (two from each of the three major areas: humanities, social sciences, and natural sciences), the registrar, the dean for student affairs, the dean for admissions and financial aid, and the assistant dean of student affairs, who acts as secretary. Up to four graduate students serve on the Board when it is considering appeals of financial aid and teaching fellow appointment decisions (Official Register of Harvard University 290-291).

3.3.1.2 Financial Aspects as Funds, Grants and Public Assistance

Each institution at Harvard University has its own administrative offices, as well as a financial aid office, and is responsible for awarding aid to its own students.

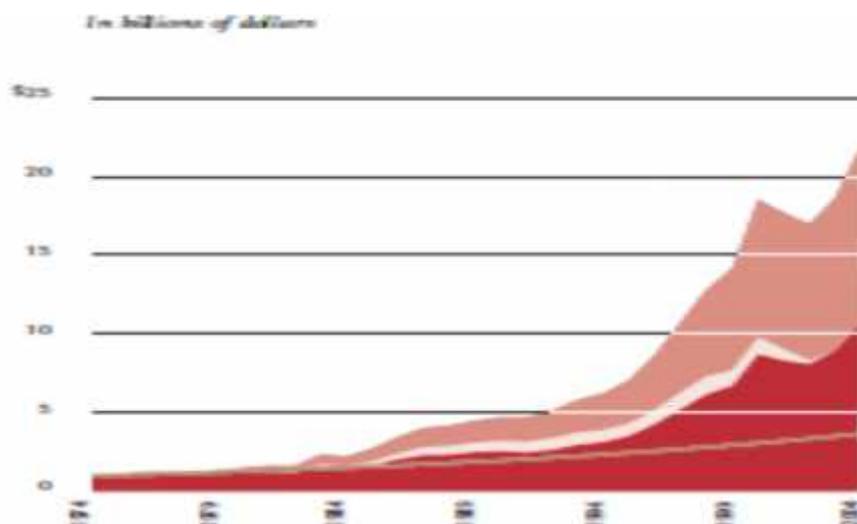
The endowment is the financial cornerstone that make Harvard University continues in giving excellent results in education and research by condition of providing long-term fiscal stability for student financial aid, the faculty, and academic programs. The endowment's growth and the resulting income stream are reliant upon generous

endowment giving and prudent investment management (the President and Fellows of Harvard University 16).

Harvard has the largest university endowment in the world. As of September 2011, it had nearly regained the loss suffered during the 2008 recession. It was worth \$32 billion in 2011, up from \$28 billion in September 2010 and \$26 billion in 2009. It suffered about 30% loss in 2008-09 (Harvard Magazine 2011). Furthermore, in December 2008, Harvard announced that its endowment had lost 22% (approximately \$8 billion) from July to October 2008, necessitating budget cuts (Beth Healy 2010). Moreover, one of the most visible results of Harvard's attempt to re-balance its budget was their halting (Hechinger and John 2008). Moreover, of construction of the \$1.2 billion Allston Science Complex that had been scheduled to be completed by 2011, resulting in protests from local residents (Munk Nina 2009). In addition, at 2012, Harvard University had a total financial aid reserve of \$159 million for students, and a Pell Grant reserve of \$4.093 million available for disbursement (Vidya B, Viswanathan and Peter F. Zhu 2009).

Some figures that prove the financial situation of Harvard University from 2004 to 2014:

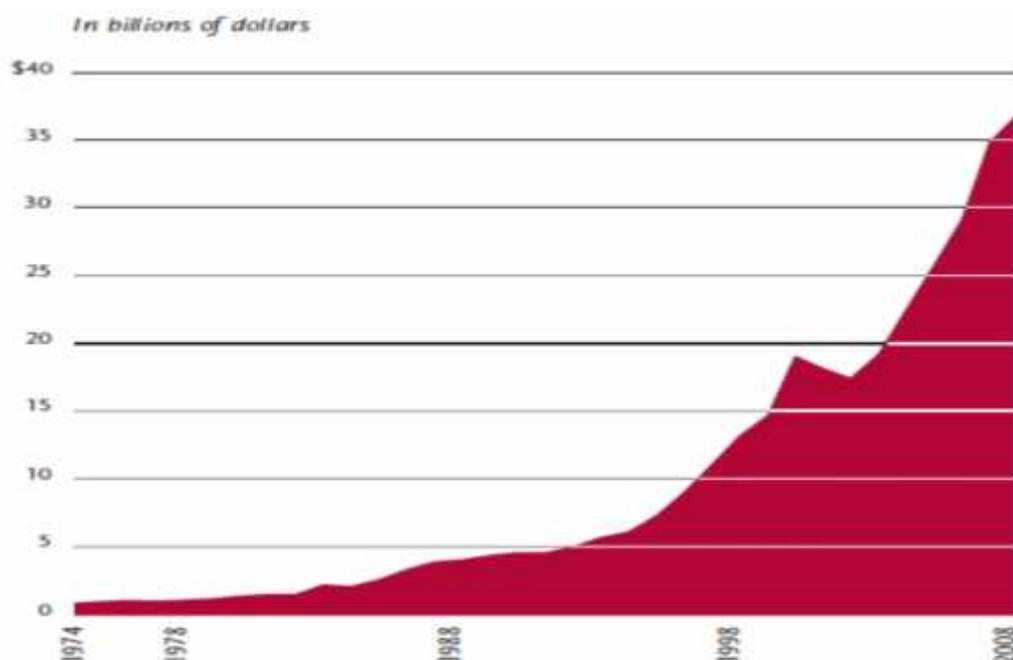
Figure 05: Endowment Growth 2004.



Source: adapted from “*Harvard University Financial Report*” by the President and Fellows of Harvard University, 2004.

The figure above shows the endowment growth of Harvard University since 1974 to 2014. According to this figure we can notice the main phases of the endowment growth of Harvard University. From 1974 to 1984 we notice that the endowment growth was very stable we mean that all the incomes are the same and there is no change in them. Furthermore, we observe that from 1984 to 1994 there is a slow growth and this is a consequence of the development of Harvard University, Due to the new grants, funds and public assistance. Finally, we observe that from 1994 to 2004 there is a noticeable growth that reaches the value of \$ 22.6 billion

Figure 06: Endowment Growth 2008.



Source: adapted from “*Harvard University Financial Report*” by the President and Fellows of Harvard University, 2008.

The figure above shows that Harvard University growth was very noticeable because of many reasons that effected on it such as: the huge number of students, new funds, and the new needs of each institution each year. According to the table above we observe that from 1974 to 1988 was very stable and the endowment growth increase slowly. Moreover,

we observe that since 1988 to 2008 there is a largely increasing in the endowment growth cause of many reasons which are the increasing number of students, the opening of new institutions that need to new staffs and big preparations, and the big numbers of graduate students that need to important staffs to do their experiences to prove scientific results and invent new inventions to answer their hypotheses. In the fiscal 2008 endowments gifts totaled \$36.9 billion.

Figure 07: Endowment Growth 2014.



Source: Adopted from “*Harvard University Financial Report*” by the President and Fellows of Harvard University, 2014.

According to figure above of the endowment growth of the fiscal year 2014, we notice that there are many changes first of all we notice that from 1994 to 2006 there is increasing in the endowment growth but it is a slow growth. After the two years from 2006 to 2008 there is a noticeable increasing in the endowment growth. But after 2008 to 2012 Harvard University lost around of 30% of its total endowment. We know Harvard

University by its great system it could face this crisis and made the re-balance in its endowment. Furthermore after 2012 to 2014 Harvard University's endowment growth increased noticeably and quickly because there is a big changing in the endowments and in the ways that it has been settled for. As a result, the University's net assets increased by \$4.6 billion to \$43.2 billion at June 30, 2014, driven mainly by positive endowment returns. And this is turned to the new incomes and students results that made them famous by their intelligence which made all the sponsors trying to get as much as possible of graduates students of Harvard University at their companies.

3.3.2 Curriculum

The Core Curriculum means all what is must be educated and taught to the students. The best results that have been realized at Harvard University were due to the courses that have designed to capture the excellent students and the Faculty interests.

The Core Curriculum of Harvard University for undergraduate education is both a requirement and a philosophy so the requirement can be simply stated. Also Undergraduates must assign a quarter of their studies to courses in the following areas: Foreign Cultures, Historical Study, Literature and Arts, Moral Reasoning, Quantitative Reasoning, Science, and Social Analysis. About the philosophy rests on the conviction that every Harvard graduate should be mostly educated, as well as skilled in a particular academic specialty and they need some guidance in achieving this goal. In another side the faculty has an obligation to direct them on the way to the knowledge, intellectual skills, and habits of thought that are the distinguishing traits of what Harvard commencement ceremonies call "The company of educated men and women." the program seeks to introduce students to the major approaches to knowledge in areas that the faculty considers indispensable to undergraduate education. It aims to show what kinds of knowledge and

what forms of examination exist in these areas, how different means of analysis are acquired, how they are used, and what their value is. The development of the Core Curriculum proceeded with the following assumptions in mind:

(1) Students should obtain some understanding of methods in which they can gain and practice knowledge of the natural world, of society, and of themselves.

(2) Students should be exposed to other cultures and other periods so that they can better identify and comprehend their own experiences that they are trying to prove their hypotheses in the contemporary world.

(3) The curriculum should give students some practice in thinking critically about all lie sides with some objectivity the assumptions of various abundance traditions of ethical thought and practice.

(4) The critical discernment necessary to understand and assess the route to knowledge within any area. Moreover; experience suggests that student's best absorb the necessary tools in courses. Their curiosity inspired students to solve some interesting problems in a particular fields or doing it under expert guidance.

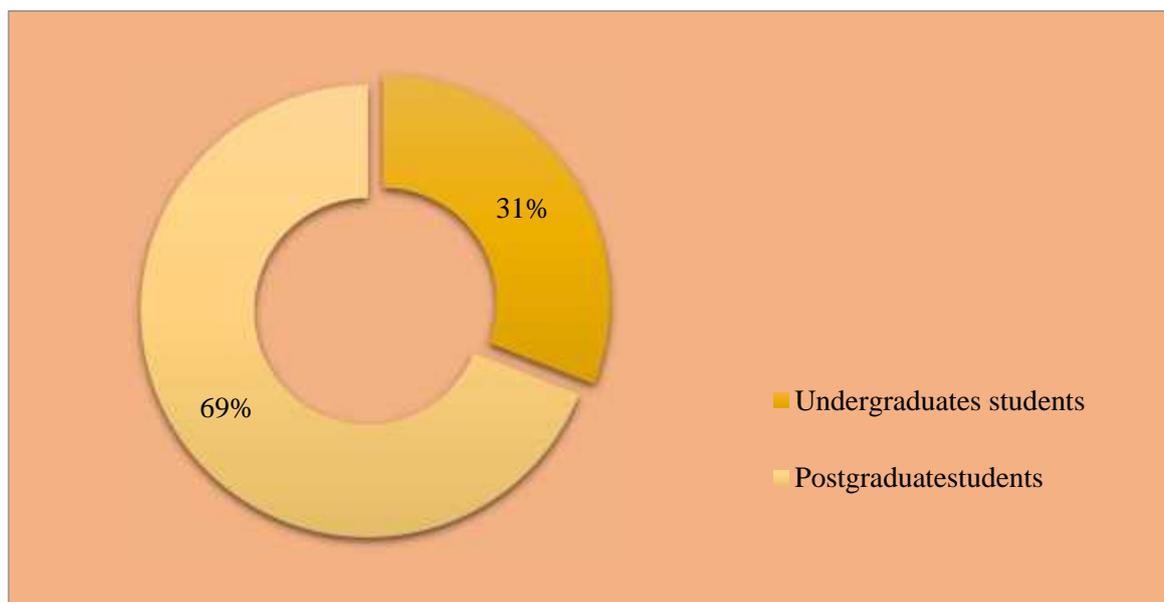
(5) The analytic talents developed by solving problems in different fields will have a lasting value in equipping students to pursue additional knowledge in fields that they may need or wish to explore in later life.

Before a course can be approved for the Core Curriculum, it must conform to faculty guidelines specifying the educational goals of each component of the program. Each area usually offers between seven and fifteen courses every year. Students are free to choose the course that interests them the most in each area of the Core. The Core Curriculum is relatively specific in identifying both the areas and approaches to knowledge that students ought to experience as part of their undergraduate education. Even those areas common to both the Core and the program that preceded it are organized differently to fit in with the

Core’s unifying emphasis on important ways of thinking. The chief significance of the Core program is that it represented a continuing commitment to general education in Harvard College. The Core Curriculum is part of a larger, continuous effort to make a Harvard undergraduate education useful, engaging, and enlivening (Harvard University1-2).

3.4 The Number of Students who Get into Harvard University (Native and Foreign Students)

The total number of Students at Harvard University in 2014 is 21.000 students that are divided into undergraduates 6.700 students and postgraduates 14.500 students (Harvard University, 2014).



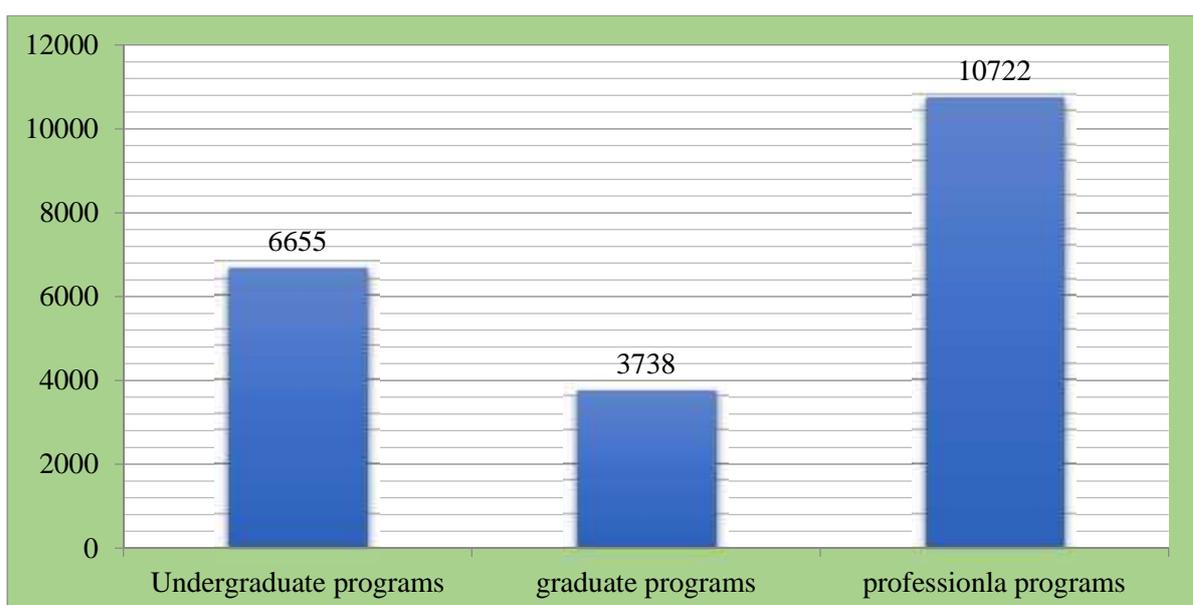
The Total Number of Students at Harvard University 2014

According to the information of Harvard University we notice that the undergraduate students are less than the postgraduate students in 2014.

In addition to, Undergraduate admission to Harvard is characterized by the Carnegie Foundation as "more selective, lower transfer-in" (Carnegie Foundation for advancement of teaching, 2010). Furthermore, Harvard College received 27,500 applications for admission to the Class of 2013, 2,175 were (8%), and 1,658 enrolled (76%). And 95% of first-year students graduated in the top tenth of their high school class (Harvard University, 2010).

In other words, because of the selective and the higher competitive system that Harvard University uses not all the applications for admission are accepted. And the others that accepted they categorize them according to their capacities and guide them to the suitable specialty to study it.

In the last six years, Harvard's student population ranged between 19,000 and 21,000, across all programs (Harvard University, 2010). Furthermore, Harvard enrolled 6,655 students in undergraduate programs, 3,738 students in graduate programs, and 10,722 students in professional programs. The undergraduate population is 51% female, the graduate population is 48% female, and the professional population is 49% female (Harvard University, 2010).



The Enrolment of Students According to Their Programs 2010

We notice that the number of students that enrolled at Harvard University is different according to the program that they are studying it. The majority of students are enrolling at the professional programs, next the undergraduate programs and then the graduate programs.

Table 05: Harvard Admissions 2014

Table C									
Harvard Admissions (Percentage of Admitted Students by Race/Ethnicity)									
	2014	2013	2012	2011	2010	2009	2008	2007	2006
African American	11.9%	11.5%	10.2%	11.8%	11.3%	10.8%	11.0%	10.7%	10.5%
Hispanic	13.0%	11.5%	11.2%	12.1%	10.3%	10.9%	9.7%	10.1%	9.8%
Asian American	19.7%	19.9%	20.7%	17.8%	18.2%	17.6%	18.5%	19.6%	17.7%
Native American	1.9%	2.2%	1.7%	1.9%	2.7%	1.3%	1.3%	1.5%	1.4%
White and Other	53.5%	54.9%	56.2%	56.4%	57.5%	59.4%	59.5%	58.1%	60.6%

Source: Adopted from “VI of the Civil Right Act 1964” by Plaintiff Students for Fair and Admissions, INC, 2014).

We notice that each year from 2006 to 2014 there are changes in the percentage of the Students Admissions on Harvard University. Also, we observe that the African American Admissions increased from 10.5% to 11.9%, Hispanics from 9.8% to 13.0%, and the Asian American from 17.7% to 19.7% students admissions. In opposite, there is some races that their Students admissions decreased especially for Native American from 1.4% to 2.2% but it decreased in 2014 to 1.9% also for the White and Other from 60.6% to 53.5%. Consequently there are different numbers of student’s admissions who increased

and others decreased according to the percentage of the admitted students by race/Ethnicity 2014.

3.5 The Number of Campuses at Harvard University

Harvard University is the most famous American university in the United States and in the world for that there are a huge number of students that enrolled at it especially the foreign students. Due to this big numbers of students we find many campuses that receive many students each year. And this is one of the main reasons that made Harvard one of the best colleges in the world because of this number of students.

Harvard's 209-acre (85 ha) main campus is centered on Harvard Yard in Cambridge, about 3 miles (4.8 km) west-northwest of the State House in downtown Boston, and extends into the surrounding Harvard Square neighborhood. Harvard Yard itself contains the central administrative offices and main libraries of the university, academic buildings including Sever Hall and University Hall, Memorial Church, and the majority of the freshman dormitories. Sophomore, junior, and senior undergraduates live in twelve residential Houses, nine of them are in the south of Harvard Yard along or near the Charles River. And others are located in a residential neighborhood half a mile northwest of the Yard at the Quadrangle (commonly referred to as the Quad), which formerly housed Radcliffe College students until Radcliffe merged its residential system with Harvard. The Harvard MBTA station provides public transportation via bus service and the Red Line subway.

In addition to, the Harvard Business School and many of the university's athletic facilities including Harvard Stadium, are located on a 358-acre (145 ha) campus opposite the Cambridge campus in Allston. The John W. Weeks Bridge is a pedestrian bridge over the Charles River connecting both campuses. The Harvard Medical School, Harvard

School of Dental Medicine, and the Harvard School of Public Health are located on a 21-acre (8.5 ha) campus in the Longwood Medical and Academic Area approximately 3.3 miles (5.3 km) southwest of downtown Boston and 3.3 miles (5.3 km) south of the Cambridge campus(Office of the Provost, 2012).

3.5 The Number of Students who graduate from Harvard University

Harvard is a large, highly residential research university. The university has been accredited by the New England Association of Schools and Colleges since 1929. The university offers 46 undergraduate concentrations (majors), 134 graduate degrees, and 32 professional degrees. For the 2008–2009 academic year Harvard granted 1,664 baccalaureate degrees, 400 master's degrees, 512 doctoral degrees, and 4,460 professional degrees (Graduate School of Arts and Science 28-30).

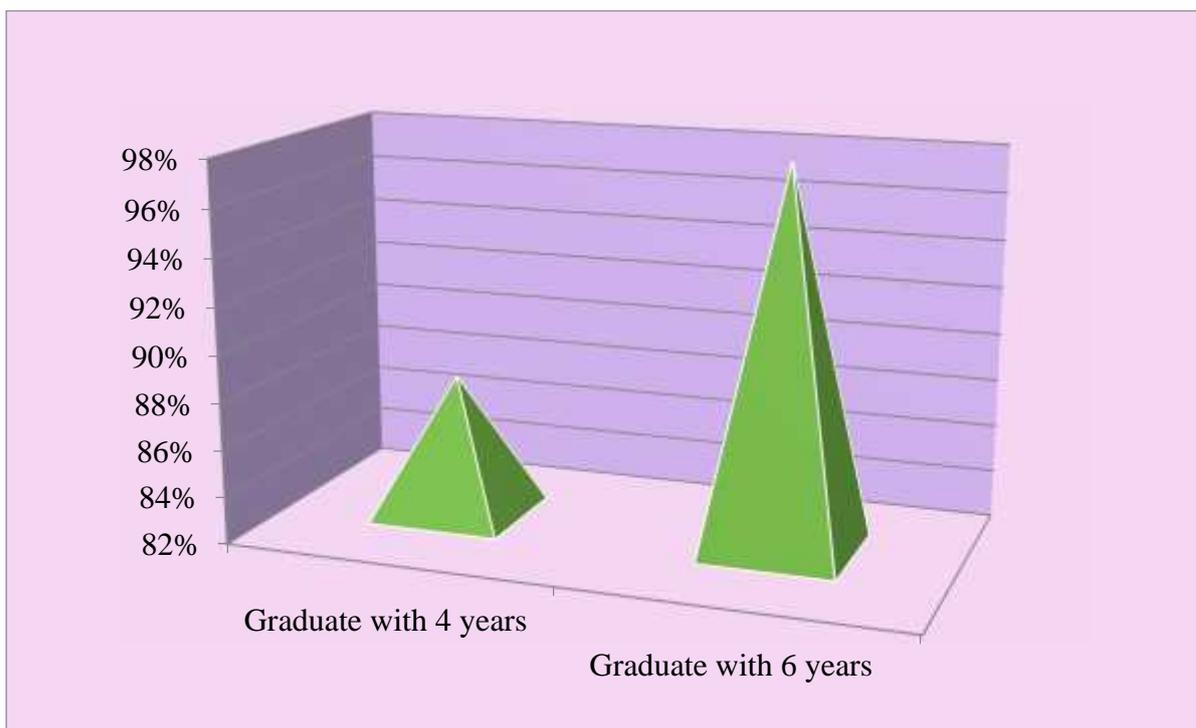
Table 06: the Percentage of the Students Degrees 2014.

	Undergraduate	Graduate and Professional
Asian/Pacific Islander	17%	11%
Black/Non-Hispanic	6%	4%
Hispanics of any race	9%	5%
White/non-Hispanic	46%	43%
Mixed Race/Other	10%	8%
International students	11%	27%

Source: Adopted from *Degree Student Head Count: Fall 2010* by Harvard University, 2010.

We notice that the percentage of the undergraduate students is not the same of the Graduate Students. And this is turning back to the Flexible system of Harvard University. This allows to a big number of Students who admitted at Harvard University but those students could not continue their studies regularly. After, a period of time (one or two) years the students return back to continue their studies on a regular basis.

Moreover, 88% of students graduate within 4 years and 98% graduate within 6 years (University and College Accountability, 2009).



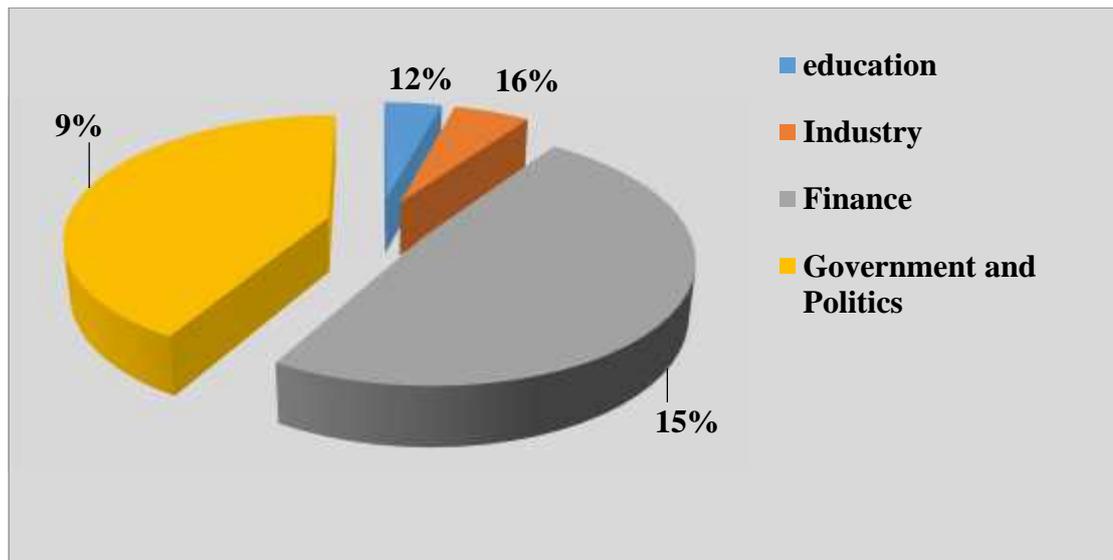
The Percentage of the Graduate Students at Harvard University in 2009.

3.7 Harvard Students and Employment

The annual Harvard senior survey of graduating students always provides an informative peek into the past, present and future of graduates from the US' most prestigious institution, the topics most interesting are not surprisingly which is talking about money.

Those are the main key observations of what students in Harvard University based on them:

- 📊 61 percent of graduates will be employed next year. 18 percent will enter graduate school right away. The rest will pursue fellowships or travel or are among the 10 percent who have not yet determined their post-graduation plans.
- 📊 Of those who will be working, the most popular industry is consulting, drawing 16 percent of employed seniors.
- 📊 15 percent will be working in Finance, nearly doubling the 9 percent who entered the sector last year but still fence in comparison to 2007, when before the financial crisis, 47 percent of graduating seniors went into finance.
- 📊 9 percent envision a career in government or politics. Of course, Harvard grads will feel right at home at a place like Goldman where the fields of finance and government are finely complex into one inextricable union.



The Percentage of the Jobs that Harvard Graduates Work In

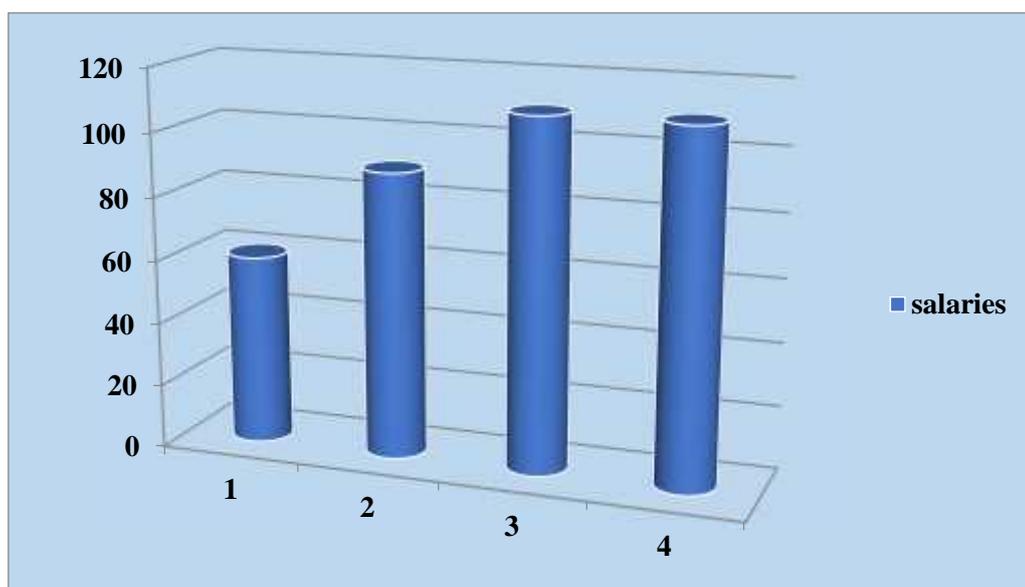
More importantly: cash, which at least to the non-trust funders and children of royalty and assorted oligarchs among the Harvard graduating class, is still somewhat important.

- ✚ The average employed graduate will make roughly \$60,000 in his or her first year out of Harvard, according to the survey results. But salaries vary tremendously across industries.
- ✚ Among students working in consulting, the most popular field, 72 percent expect to earn between \$70,000 and \$90,000.
- ✚ In the nearly regularly popular financial sector, salaries are even higher—a full 21 percent of students entering that field will earn more than \$110,000 in their first year on the job.
- ✚ And technology can be still more beneficial almost half of students entering the field will make \$90,000 to \$110,000 in their first year.
- ✚ For the 12 percent of employed students who will work in education—largely appreciation to the popularity of Teach for America—70 percent expect to make

between \$30,000 and \$50,000. Another 15 percent will work for less than that, and 9 percent do not yet know their salaries. Only 6 percent expect to earn more than \$50,000 and none more than \$70,000.

Salary differs noticeably between male and female students. Men are much more likely to appear in the highest pay brackets than women: Of the students who expect to earn more than \$110,000 in their first year of work, three-quarters are male. Of those who will earn \$90,000 to \$110,000, men represent nearly two thirds. And those numbers come from a pool of respondents which included more women than men, suggesting that the true tallies are in fact slightly more weighted in men's favor.

But industry alone does not explain the wage gap. Among students entering finance, men are still nearly four times as likely to earn more than \$110,000 per year, and three times as likely to earn \$90,000 to \$110,000. Admittedly, the sample sizes are small. But the same holds true in consulting. And in technology and engineering, 79 percent of men expect to make more than \$90,000, compared to just 44 percent of women in the same field (Durden 2013).



The Salaries that Harvard Graduates Gain From their First Year Work

According to the information above, we notice that the Harvard graduate students have many chances to work in many different domains. The domains allow them to reach a high level of salaries in one year.

3.8 Conclusion

At this chapter we collected the majority of information concerning Harvard University and the reasons behind its great success and its wonderful performance. Furthermore, we use all the statistics results that could help us and make the explanations of the success very clear. Due to these results we see that Harvard University receives each year a big number of students' admissions and huge endowments that help in its success. All these results are facts behind the success of Harvard University and make from it the number one in the world and in the United States of America.

Harvard University is considered as the most successful university in the world and its graduates are geniuses because at the beginning they choose only the excellent students.

General Conclusion

General conclusion

The American higher education is so attractive and famous all the students around the world who want to study in the American Universities and precisely at Harvard which is a model of success in all the domains. According to the selective and competitive system that the administrations of the universities use in choosing the curriculum and the students to have at the end of the year students that can build , develop and make the country one of the strongest and the developed countries in the world

In our dissertation we tried to answer two main hypotheses that the dissertation based on. The first is “hypothesis is if American Universities are performant, it is because they are highly selective”. Chapter number two answered on this hypothesis where we find that all the American universities use the selective and the competitive system in choosing students and curriculum to have successful graduate students. As a consequence of this unique system of selective and competitive the American universities win a good global reputation of the most excellent universities over the world. The good results make all the American universities facing different challenges and new one each time to keep this great reputation and universities first rank of the top lists of the world universities.

The great history of American universities made the Americans have such situation right now which we discover that they have the first university in 1663 which is Harvard University. Something else according to the analysis of the information that we collected we observed that the number of American Universities greater than before since its beginning with large numbers. Which mean that they have excellent system that produced successful outcomes. Furthermore, according to

the analysis results of the chapter two we discovered that the American Universities alienated according to private or to public and two or four-years each one of these kinds has its own system, structures, and rules. And the most Universities are private rather than public. Outstanding to the analysis we can say that the first hypothesis “if American Universities are performant. It is because they are highly selective” is totally true and the great results prove that.

Our second hypothesis that must to answer is “if Harvard University is very successful, because of its successful strategies”. The chapter number three that was entitled Harvard University as a sample of success, we collect in it many information about Harvard University and we analyse them to understand the secret behind its great success and its wonderful performance. Otherwise, we use all the results of the statistics after analyzing the information and they helped us a lot to get a general overview about the Harvard University and its increasing of institutions since its beginning. Furthermore, the explanations and the analysis of the information proved that Harvard University has a specific characteristics in everything starting by the legislation and regulation to the curriculum and those statistics that had used in forming this unique system that made it obtain excellent results in dealing with all of the university institutions and students which there is legal and organized offices that take care to this staffs and the signs of success are very clear in all the domains. Moreover, the statistics showed the increasing of the admissions and the number of students that wants to study at Harvard University and for the students who want to study there they must learn well because Harvard University too use the Selective and the Competitive system in choosing the students. Harvard University graduates are very demanded from the most companies in the United States or the world to work with them all of these results went back to the statistic analysis of the study in the

chapter three. Harvard University has a huge endowments that helped in its success cause they have many scientific branches that need big endowment to use it in the practical study which demand highly materials to test them to have many inventions. All this results are facts behind the Success of Harvard University and make from it the number one in world and in the United States of America. By the end of the chapter three we answered the second Hypothesis which is “If Harvard University is very successful, because of its successful strategies” and it is definitely true that Harvard University a successful University in the United States of America and in the world and this is due to its specific and unique results.

At the end of our dissertation we find that the two hypotheses are totally true and this is according to our descriptive analytical method that we use it at the development of this study. The issue that I worked on proved to be positive because according to all sorts of data about Harvard the basic principle is based on “ Success”.

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