

INTRODUCTION

Background

The Admissions Department embodies the history and future of the University of Illinois by selecting motivated and talented students who, one day, will enrich society by demonstrating their leadership abilities in the future. In the beginning, the University of Illinois's purpose was to grant admission and equal opportunities to all high school graduates willing to participate. However, because of the increased amount of applicants in the 1950s, the University established criteria for selecting a certain amount of future students. The Admissions Department decided to select only those students whom they felt would be able to manage the rigorous coursework. Because the Admissions Department has the enormous responsibility of selecting quality students to represent the University of Illinois, it is an essential part of the activity system of the University.

According to Ms. Elizabeth Wardle, an activity system is defined as "a group of people who share a common object and motive over time" using a wide range of tools to fulfill their common goal (Kain & Wardle, 2004, p. 1). It is composed of six major components: community, rules, subjects, tools, motives, and division of labor (Kain & Wardle, 2004, p. 1). We are using an activity system to analyze the Admissions Department of the University of Illinois because it examines and explains how the Admissions Department fits into the University of Illinois. It uncovers the broad, but detailed aspects of the Admissions Department in regards to the University of Illinois. This system identifies the group being researched, what this group does to add value to the bigger community (the University of Illinois), how they perform their tasks, and for what common goal they are trying to achieve. The following is a breakdown of the Admissions Department activity system.

Activity System

Community

The community is the larger group in which the subjects are a part of and take orders from (Kain & Wardle, 2004, p. 4). Our activity system is centered around the Admissions Department for future students of the College of Liberal Arts and Science at the University of Illinois, therefore making it our community. This department works within the University of Illinois to admit deserving students. They decide which students would perform the best in this institution.

Tools

Tools are defined as the objects that allow the subjects to complete their goals (Kain & Wardle, 2004, p. 4). There are numerous tools that the Admissions Department uses to select the students who they perceive will best represent the University. Of the many tools used during the selection process, the application form, found both on the Internet and in print, is the most essential tool. The application form displays possible future students' past exam scores, high school class performance, and both professional and personal statements about them. It presents a way for the admissions office to collect and compare many individuals seeking admittance based on the same criteria. As part of the application form, an essay section was designed to provide applicants the opportunity to express something unique about their past or personality that may help set them apart from other applicants and therefore, increase their chances of acceptance.

Subject

Subjects of an activity system are defined as the person or people who directly participate in the activity studied (Kain & Wardle, 2004, p. 4). The subjects of this activity system are the university personnel of the Admissions Department. Each of these members work together to ensure a smooth and successful process of admittance for the upcoming year. There are total of fifteen to eighteen people, divided into nine different committees, within the Admissions Department, who decide the admittance of students into each college. In particular, there are nine committees to represent each college: Liberal Arts and Science (LAS), Engineering (ENG), Business (BUS), Agriculture, Consumer and Environmental Sciences (ACES), Applied Life Sciences (ALS), Communications (COM), Aviations (AVI), Education (EDU), Fine and Applied Arts (FAA). Each

committee strives to admit the best students as representatives for that college. However, there are other factors that are considered within each committee that differ across all committees. Factors such as gender, racial ethnicity, geographic location, and specific knowledge in certain subjects are just a few categories each committee looks at while considering students for admittance in their specific college.

Rules

The rules of admitting students into colleges of the university follow certain laws, codes, conventions, and customs of the University of Illinois. The University of Illinois gives priority to the students who have taken the early action by applying before November 15th. Committees ranging from fifteen to eighteen people, divided among the nine colleges, choose the best applicants for respective college by selecting those with high ACT scores and high class ranks. The University will continue to accept applications until mid January, selecting the best ones and comparing the mid-ranged students. The committee goes through the mid-ranged students by comparing the quality of their high school education, or the students' struggles in life that might have caused trouble in achieving better grades. The committee acknowledges all of these aspects about each student before it decides. After this process, letters of acceptance or rejection are mailed.

Motives

The motives of the activity system are what direct the subject's focus (Kain & Wardle, 2004, p. 4). The immediate goal of the Admissions Department is to acknowledge and admit intelligent students who are motivated and passionate about their studies. The University of Illinois selects those who have the ability to influence other students and to broaden their own perspectives. Currently, the University is trying to restrict their admittance of students to allow for more diversity in racial ethnicity and top performance students. These current goals are still a part of the essential goal mentioned above, but show the varying objectives the Admissions Department has to consider. The other part of the motive is the outcome, or on going activity (Kain & Wardle, 2004, p. 4). The outcome of this activity is to educate the accepted students into leaders of the world by molding them into culturally diverse people of knowledge.

Division of Labor

The division of labor component of the activity system describes the breakdown of specific jobs the subjects perform (Kain & Wardle, 2004, p. 4). The division of labor is divided among the personnel of the Admissions Department. There are different processes to be done to select the future students and members of the Admissions Department each contribute. As mentioned under the Rules section, a group of fifteen to eighteen admissions department employees work together to screen through each application sent before the due date. From there, representatives from each college look over the selection of incoming freshmen in their respective colleges.

Through the division of labor and the overall desired outcome, the Admissions Department works together by using the application form to select the best quality of students for admittance.

Problem

Because of the increased number of applicants each year, the need for stricter requirements has been needed. Current high school graduates find it harder with each passing year to be accepted into the University of Illinois. The University, however, is still a state institution that at one point had the responsibility of admitting any high school graduate student, residing in the state of Illinois, who desired a college education. The University of Illinois was built on the notion to provide equal opportunities to those who were willing to learn. Recently, more and more students that reside in Illinois that have a desire to learn are being rejected due to the limited number of seats available to incoming freshmen. With countless applicants with different backgrounds, family status, and graduating from different qualities of high schools, the eligibility the university had established might not always reflect the true potential of future students. As the admission of the University is becoming stricter, it has caused serious concerns regarding admission criteria for potential incoming students. Many students question whether the new admission process detracts from the original purpose the University committed to when it first opened its doors in 1867.

Purpose

The purpose of this report is to research the Admissions Department's changing admittance policies and requirements, from the past to the present, to discover whether the University has upheld its original purpose as time has passed. In the past, the University's original intent required very few restrictions for students to be admitted. As time has changed, factors such as gender rights, racial justice, growing population due to the baby boomer generation, and increased knowledge from secondary schools are a few factors that have required admittance standards to become stricter.

This report will focus on the new standards found in the application form of admittance for the University of Illinois. Each category will be discussed and analyzed to show why it is currently necessary for the Admissions Department to have added this section to the list of admittance requirements. The report will then focus on the Admission Department's new goals and how they have made changes to accomplish them while keeping the main goal always in mind.

Scope

This report explores the admissions process for future LAS freshmen and how it has changed over the years. It examines the past requirement of the number of units, where unit is defined as a secondary school course including 120 or more sixty-minute hours of classroom work, one needs to get into a specific college, in particular, the Liberal Arts and Science College. The report focuses on the application form, explaining the student requirements of the past to the present, and the Admissions Department objectives. The past student requirements are broken up into the two categories of high school graduation and age. The present requirements are broken up into the following two categories, high school performance and personal essay/statement. The Admission Departmental Objectives section will discuss the male to female ratios, the racial ethnicity ratios, and the geographic distributions. All of these components put together allow the admissions personnel to get to know each individual through their application, and upon this knowledge, make an admittance decision.

DISCUSSION

Student Requirements

The University of Illinois has a basic set of student requirements that students must adhere by in order to gain acceptance. In the past, there were only two requirements students had to adhere by to be enrolled into this university; age and graduation. In present times, the need for additional admittance criteria has become needed due to the increased interest in a college education throughout the country.

Past Student Requirements

From the time the University of Illinois started in 1867 up until the early 1960's it was thought of as a state institution, and therefore had an obligation to admit any resident of the state of Illinois seeking a college education. It was open to any high school graduate sixteen years of age or older wanting to take advantage of gaining a college education. Students were not accepted based on any other requirements because, at the time, the population wanting to go to college was within the University of Illinois's limit. The only two qualities they looked for in candidates were age and graduation from high school ("Requirements", 1933, p.4).

Age

In the past, applicants had to be at least sixteen years of age to attend the university, unless otherwise granted permission from the Dean. The university felt that a student under the age of 16 would not be able to handle the workload one was expected to carry upon admission into a college institution ("Requirements", 1933, p.4). Today, applicants can be any age to attend the University as long as they have graduated from high school (Admissions Office, personal communication, April 26,2006).

High School Graduation

The second and last requirement of an entering student in the 1930's was a high school diploma. Under this rule, a student was to have successfully completed a secondary school with an appropriate number of units fulfilled. The U of I has defined unit as a secondary school course "covering an academic year and including no less than the equivalent of 120 sixty-minute hours of classroom work" ("Requirements", 1933, p.4).

Present Student Requirements

Many changes have occurred since the time of open enrollment in the 1960's. At this point, the younger baby boomer generation was of age to attend college. Along with the increased population, women and more minorities also desired to attend. The University of Illinois did not have enough available seats for the increase in students eager to attend. Because of these changing demographics, the University of Illinois had to make adjustments in their admission requirements. Since then, high school performance and personal statements have been added as new admission criteria. These new requirements compare students by looking at test scores and class rank. In case of unexpected events that may have caused a student to perform poorly in one of the above categories, a personal statement section was added to the application form for applicants to explain their unique situations.

High School Performance

The high school performance category is one of the new admission requirements that encompasses how well a student performed in high school by looking at their class rank and American College Test (ACT) score. According to Mr. Abel Montoya, the Assistant Director of Undergraduate Admissions (interview, April 17, 2006), admissions personnel research high school size, graduating senior class size, advanced level courses completed, and senior year schedules when looking at an applicant's class rank and ACT score (Montoya, interview, April 17, 2006). Each of these components help compare one applicant's high school to another's in case an individual comes from a smaller high school with less relevant courses. The application form made the transition of using the high school performance categories of class rank and ACT exam scores in the 1960's. These changes allowed admission personnel to compare all applicants on a same level basis.

Class Rank

The interview with Abel Montoya (interview, April 17, 2006) revealed that class rank is part of the very crucial high school performance. Class rank is based off of the senior graduating class of a specific size high school, the number of difficult or AP (advanced placement) courses that the particular student enrolled in and how he/she performed in each course. With all of these factors considered, an applicant's class rank is equalized with all other applicant's class ranks from varying high schools. For example, if an applicant had a class rank of 9, but the high school senior graduating class was only 20 students, that applicant would not necessarily be chosen over another applicant that had a class rank of 50 out of a graduating class of 300 students.

The top ten percent is usually a cut-off that many people consider to be a requirement to apply to the University of Illinois. This simply is not true. Mr. Montoya (interview, April 17, 2006) stressed that no straight cut-off numbers exist. By having no cut-offs, the University allows itself to admit more residential students that may have otherwise been rejected due to a low class rank. This is one way the University upholds its original purpose. There are even some cases where class rank may be disregarded. A graduating class at a high school may run anywhere from twenty to one thousand people (Montoya, interview, April 17, 2006). If a student is not one of the top two people at one of the smaller classes, this does not mean that they are turned down. Other larger schools may be very competitive and it may be very difficult for some good students to stay in the top ten percent. Overall, class rank is primarily a big factor when considering a student's status, but nothing is set in stone.

ACT Examination

The application for admittance into the University of Illinois has many different sections that allow admissions officers to compare and contrast one student from another. One of the more important pieces of

information an applicant can provide on the application is his or her ACT exam score. According to the Wikipedia Encyclopedia, ACT, or American College Test, is an examination that tests the acquired knowledge students obtained in high school. It is meant to be a way of viewing and selecting new students in a fair and impartial way to give every student a chance based on their overall score. The ACT examination was first introduced in 1959 and the University of Illinois soon adopted it in the early 1960's ("Wikipedia", n.d.).

According to Abel Montoya (interview, April 17, 2006), the ACT does a good job showing students' abilities and acquired knowledge. However, the ACT does not test effectively for all students. Some students score poorly on exams and do well in the class atmosphere. The admissions committee is searching more for students that will fit into the university and flourish rather than ones that solely score well on exams and perform poorly in classes. This is one major disadvantage of using a standardized test for college admissions. According to Mr. Montoya (interview, April 17, 2006), Illinois does not have a set score for ACT exams that will decide whether an applicant will be accepted. He claims that the extreme cases, the highest scoring individuals and the lowest scoring individuals, are clear-cut cases awarding the decision of acceptance and rejection respectively. He explains that applicants achieving the top scores of 34-36 and having submitted the applications before the due date, are usually accepted right away. Likewise, students scoring in the lowest range on the ACT are usually rejected, but only after checking to see if unusual circumstances were at fault. Deaths in the family, a developed disability, traumas experienced, or other obstacles overcome are all examples of unusual circumstances that might allow for admittance even with low ACT scores. For those individuals scoring above the lowest marks, but below the highest marks, another portion of the application, usually the class rank, is used as the deciding factor.

Figure 1 shows the percentages of the 2005 incoming freshmen enrollment class that scored in a specific range on the ACT exam ("Freshmen Admission Requirements", n.d.).

Figure 1

ACT Score	Percentage of 2005 Freshmen
32-36	15%
27-31	50%
23-26	24%
22 or below	11%

These statistics demonstrate how the University of Illinois does not discriminate against lower test performers. In fact, almost the same percentage of students are admitted from the lowest ACT scores as the top ACT scores. The University uses the no number policy, which allows the admittance of low scorers in order to uphold its college institution purpose. Many low scoring residential students can still be admitted. This demonstrates how the University has made the new admissions requirements work for its best interest.

Personal Statements/Essay Questions

This past year, the open-ended personal statement was replaced with two, more specific three hundred-word essay questions (Kim, *The Daily Illini*, p. 1A). This change developed due to the admission counselors seeking both a personal statement and a professional statement. With the past open-ended essay, too many students wrote about irrelevant topics or topics that the admissions counselors gained no value from. Mr. Montoya said that they changed the statement to the two essay questions so that there would be less confusion on what to include so the valuable information would be present (interview, April 17, 2006).

Mathew Mathis (interview, April 15, 2006), a Fall 2006 incoming freshman admitted into the college of Liberal Arts and Science, claimed he believed that the personal statements and choice of college were the most important parts of the application. He received advice on the application from a current senior at the

University of Illinois. The main advice given to him was to be creative during the written section. This would allow the admissions personnel to get to know a little of his personality instead of just grades and exam scores. It would provide them with a person instead of a statistic. Mathew probably thought this section was the most important because of this advice (Mathis, interview, April 15, 2006).

Office of Admissions Objectives

In addition to the student requirements a student must have to gain acceptance, the Office of Admissions must also follow some guidelines to achieve their objectives. Overall, the University of Illinois tries to be a diverse institution with a good percentage of both men and women from a variety of ethnic backgrounds living in many different geographical locations.

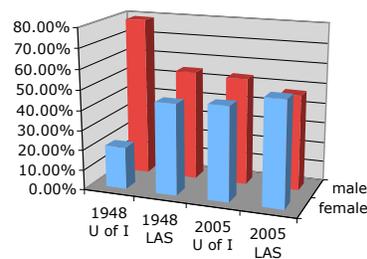
Gender

The University of Illinois does not accept or reject individuals based on gender, racial ethnicity or geographic location. They do try to include a variety of each of these categories to ensure a diverse student population. As time has progressed, a trend has developed to become more diverse in each category. In the late 1940's, the ratio of men and women entering into the university was greatly skewed towards the men. The overall percentage of undergraduate men to women in 1948 was 79.07% male and 20.93% female. The LAS percentage of men versus women, however, was much more equally distributed with a total of 54.77% male and 45.25% female ("Enrollment Tables", 1948). This difference between the undergraduate and LAS gender admittance may have been due to the size of the LAS College. Because the most majors were, and still are, offered in the LAS College, it became and remained the largest college at the University of Illinois. Back in the 1940's, many women wanted to become nurses and the College of Liberal Arts and Sciences was the only college to offer that major.

Figure 2 shows the trend that has taken place from 1948 to 2005 regarding the male to female ratios of the undergraduate and LAS student populations. As time went on, each decade followed the trend and admitted more female students both to the university undergraduate population as well as the LAS College population. The University of Illinois wanted to achieve a more diverse student population regarding the gender of students, and thus far, the trend demonstrates it has achieved its goal.

Figure 2

Gender Ratios of Undergraduate and LAS Populations for 1948 and 2005



	1948 U of I	1948 LAS	2005 U of I	2005 LAS
female	20.93%	45.25%	46.67%	52.54%
male	79.07%	54.77%	53.33%	47.46%

The increase of the female LAS population into the current decade may have resulted from the lack of career opportunities available for non-degree individuals. Women had to work harder to obtain careers that, at one point, were only occupied by males. This could have been the reason for the increased female percentages entering college. The College of Liberal Arts and Sciences not only offered more majors for females to

choose from, but also did not have harder admission restrictions. Other colleges, for example, engineering, contained hardly no women in the past and also required higher high school class performance scores. For these reasons, a female applicant might have chosen the College of Liberal Arts and Sciences to attend.

As the table indicates, there are currently many more females in both the LAS College and the undergraduate population compared to the past. The increase of female students in the LAS College is probably due to the same reasons LAS contained more females in the late 1940's. Although the University of Illinois has gained more female students all around and in the LAS college, not every college has. The Engineering College is currently trying to persuade more females to join it due to its majority male population. In modern times, females are given advice to pursue any career they desire, but because engineering positions were held by men in the past which has carried over to the present, many females tend to seek alternative career paths. Although the University of Illinois has made great strides forward regarding the acceptance of females into the University, they have still lacked to gain an equal ratio of male to female in all nine colleges.

Geographic Distributions

Much the same as the male to female ratio changed over time, the geographic distribution of students has also changed. Due to the University being an institution that, at one time, admitted anyone seeking a college education from within the state borders, the university contained roughly 90% of residual students and only 10% of out of state students ("Enrollment Tables", 1948).

Many things have changed over the last sixty years. The University of Illinois has gained a very reputable reputation as a bright university with excellent leaders. The University of Illinois graduated eleven students that later became Nobel laureates and eighteen students who won Pulitzer prizes (U of I Information, 2006). The success rate of students graduating from the University is very high with 40-50% of students having acquired a job before graduation and another 95% of students obtaining a job within the first year after graduation (U of I Information, 2006). Because of this reputation, many bright students, coming from all over the world, want to attend Illinois. This has led the University to open its doors to more non-residential students.

The University of Illinois currently has students from all over the United States as well as from other countries. In the past, however, this was not necessarily true. According to the records of the Admissions Office during the 1940's, records were only kept from those university students who came from Illinois counties and cities, or from other states in the US. There were no records showing foreign students admitted into the university during the 1930's up until the early 1950's. In these years, students primarily were admitted from residual counties of the state of Illinois, with the remainder coming from other US states.

In the late 1940's, the LAS College recorded admitting 10.97% non-residential students and 89.03% residential students. Only 25 different cities in Illinois with populations over 25,000 were recorded for the residential statistics. Of these, Chicago, Champaign, and Urbana contained the highest percentage of students entering into the University of Illinois ("Enrollment Tables", 1948).

During the 1950's many different changes were made regarding the geographical distribution of new students at the University of Illinois. In the mid 1950's, the enrollment of residential students increased to 91.07%, while the non-residential student admittance decreased to only 8.93%. This increase in residential student enrollment might have been due to the increasing number of Illinois counties students were recorded as coming from. There were 92 recorded counties of Illinois from which students were admitted from, an increase of over three times as many counties as in the late 1940's. Even with the increase in residential admittance, the University opened their doors to foreign countries enrolling 4.36% of non United States students ("Enrollment Tables", 1948). As the University became more popular, other students wanted to join. By enrolling a small percentage of foreign students, the University became more diverse while remaining predominantly a residential institution.

Into the 1960's the trend continued to include more Illinois county students and less out of state or out of country students. A total of 92.99% of students in the early 1960's came from residential counties of Illinois while the other 7.01% was composed of out of state and foreign students ("Enrollment Tables", 1950-1960). In the 1970's the same trend occurred. More students were accepted from Illinois counties than from non-residential locations ("Enrollment Tables", 1970). Of the total University population of roughly 34,000 students, only 4,353 came from non-residential locations. Of the 5,719 new freshmen admitted in 1980, only 156 of them came from out of state locations, while only 20 came from foreign lands (Enrollment Tables, 1980).

The growing trend has come to a halt in the current time. While a majority of students still come from instate, the number of non-residential students is increasing. In 2005, 87.876% of students were admitted from Illinois counties while 12.124% came from outside of Illinois ("Enrollment", 2005). These statistics show that the majority of students still come from Illinois counties and cities, but the number of out of state students is increasing. The University has made strides to uphold its purpose of educating Illinois residents while also allowing the institution to become a more diverse population.

Racial Ethnicity

Although the University of Illinois does not accept individuals based upon their racial ethnicity, Illinois does try to be a diverse university containing a multitude of racial backgrounds (Montoya, 2006). According to the information found on the UIUC Campus Enrollment Factors website, statistics of the racial ethnicity of students was only recorded in 1970 and later. Students were lumped into one of seven different racial categories; Native American, African American, Asian Pacific, Hispanic, Caucasian, Unknown and Foreign. The Foreign category was probably made to indicate the number of over seas students. Many different racial ethnicities live throughout the United States and the state of Illinois. Therefore, while placing students into racial categories, the number of foreign students would appear to be more than were currently admitted. For this reason, the Admissions Department may have made a separate category for clarification.

The following figures represent the percentages of the different ethnicities recorded at the University of Illinois during the 1970 and 2005 academic years ("Enrollment", 1970, 2005).

Figure 3(a)

The University of Illinois Racial Ethnicity 1970

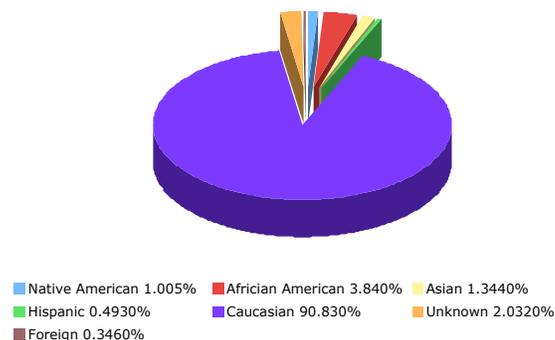
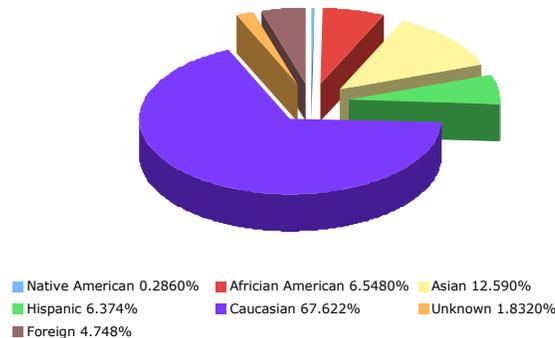


Figure 3(b)

The University of Illinois Racial Ethnicity 2005

According to these charts, while the University of Illinois still tends to admit a majority of Caucasian ethnicity, it is slowly becoming a more diverse institution. Many of the non-Caucasian ethnicities have increased since 1970 with the exception of the Native American category. It has decreased to almost nothing over the years. This may have been a result of the University using its new admission criteria. These requirements, and the increasing number of applicants have made it harder for any person to be admitted. The decrease in the Native American population may have been due to a smaller percentage of this category living within the Illinois state boundaries. Since the University is primarily a residential institution, out of state Native Americans, along with other out of state students, would have had a small chance of admittance.

The University of Illinois, while becoming more diverse, is still a far way from being equally diverse in all racial ethnicities. Although it has increased the majority of different ethnicity categories over the years, it still admits predominantly Caucasian students although it is the most diverse school in the Big Ten (Montoya, interview, April 17, 2006). This factor might be due to the University of Illinois being a state institution. The geographic distribution of incoming students, previously mentioned, shows that most students are residents of Illinois. Because U of I is a state school, it admits a majority of students coming from Illinois versus other states and countries. This single factor is shown through the racial ethnicity statistics. These statistics demonstrate how the University is upholding its initial purpose while still trying to become a more diverse institution.

CONCLUSION

The Admissions Department of the University of Illinois has upheld its initial promise of admitting and educating Illinois residents. Due to the changing demographics over the years, specifically the increased population, gender equality, racial justice, geographic changes, and increased knowledge, the Admissions Department has had to change its admissions standards to allot the best suited students the limited number of seats. Because of these changes, the University of Illinois has become a much more diverse institution in gender and racial ethnicity.

Through investigating the activity system of the Admissions Department, one can see that it is an essential part of the University of Illinois. The Admissions Department has the responsibility of making the decisions regarding the admittance of students that affect the entire university. The students represent the University, and without the intelligent student population it has come to acquire, the University would not have gained its esteemed reputation.

Many people have the wrong idea about the University of Illinois's admission process. Many people feel that they have made stricter requirements to build a school comprised of only top performing students. Others feel excellent students get rejected solely based on racial ethnicity or gender because the University of Illinois is trying to become more diverse. By researching the Admissions Department's history and present, one can see why necessary changes were made to ensure a fair admission process for everyone. Overall, Mr. Montoya put it best when he said, "We try to be as fair and just as possible" (Montoya, interview, April 17, 2006). The University has been admitting record numbers of students in recent years, and with the initial intention being to admit Illinois residential students who want to attend the state school, the University of Illinois has and still continues to achieve its goal.

RECOMMENDATIONS

The research done exploring the activity system of the Admissions Department at the University of Illinois has shown that, even though times have changed, the Admissions Department still continues to work towards its original mission. This report analyzes each section of the application form used to select students, to see how the new admissions criteria is relevant in comparison to the past. The past and present student requirements were addressed to demonstrate the differences that have taken place over the years. The Admission Objectives section expressed the department's goals of becoming a more diverse institution and how it is achieving that goal through gender, racial, and geographical ratios.

There are underlying factors that were not presented in this report that one can research for more information. An analysis of the requirement standards of student athletes and other special admission students could be researched for a different view of the Admissions Department. There are also nine colleges in the University of Illinois and this report only focuses on one, the Liberal Arts and Sciences College. The overall admission requirements are the same within each college, but, as mentioned earlier, certain colleges have different goals for admitting students.

Throughout this report, intuitions were used to make assumptions as to why changes were made in the Admissions Department regarding admission processes. For further study on this activity system, one could research the demographic changes that have occurred throughout the country and the state of Illinois.

Overall, the Admissions Department at the University of Illinois has continued in the path of its original purpose of admitting Illinois residents seeking a college education. It has made the necessary adjustments in its admission requirements to reflect the demographic changes occurring throughout the state of Illinois and the world.