

Survey on the Satisfaction of the Implementation of Individual Enrollment Arrangement for the Disabled in China

Zhen-zhou Wang and Yang Zhang

School of Special Education, Leshan Normal University, No.778 Binhe Road, Central District District, Leshan City, Sichuan Province, China

Email: zzwang0618@126.com, 71197800@qq.com

Abstract—A questionnaire survey was conducted on 974 college students with disabilities from 8 universities and colleges in 6 provinces to investigate their satisfaction with the implementation of Individual Enrollment Arrangement (IEA) for the disabled. The results show that the students with disabilities are less satisfied with the implementation of IEA, on the items of "teaching methods of high school" "Parent attitudes" "Parents' financial support" are more satisfactory. The relatively low degree of satisfaction are "the Number of higher special education institutions" "Enrollment majors" " Examination schedule" "Examination outline". In the future, the key reform of IEA for the disabled are to increase the number of higher special education institutions for the disabled, and expand the major of IEA, adjust the enrollment plan of college students with disabilities, and improve the implementation mechanism of IEA.

Index Terms—college students with disabilities, Individual Enrollment Arrangement for the Disabled, satisfaction, China

I. INTRODUCTION

General secretary Xi Jin-ping once pointed out in the 19th national congress of the Communist Party of China (CPC) that "running education to the satisfaction of the people" is not only a reflection of the people-centered thinking, but also a wise support for realizing the great rejuvenation of the Chinese nation [1]. Education satisfaction is a macro indicator to measure the quality of education, and it is an important standard to test whether the educational goals stipulated by the policy have been achieved (Hui-sheng Tian, etc. 2016). At the same time, the degree of educational satisfaction is the comparison between what ought to be and what actual state about education products and the quality [1]. College students with disabilities are important participants in the implementation of IEA, and their satisfaction is of great value to promote the improvement of IEA and improve the implementation and management mechanism of IEA.

Individual Enrollment Arrangement for the Disabled in universities and colleges refers to the special admission system approved by the competent department of admission examination of the Ministry of Education and

conducted by institutions of higher learning for the disabled according to the actual conditions of candidates with disabilities (specifically referring to visual impairment and hearing impairment), which is designed, organized and admitted separately [2]. Therefore, as the direct participants of the college enrollment system, the satisfaction of examinees directly reflects the important basis of the implementation level of the college enrollment system. Relevant studies have shown that students' satisfaction with college entrance examination admission can effectively reflect the problems existing in the implementation process of China's college entrance examination admission system. College entrance examination admission satisfaction is not only related to students' learning motivation, but also has differences in gender, region, arts and sciences, and so on. As the direct beneficiaries of IEA, their satisfaction should also reflect the implementation level of IEA. In recent years, some scholars in China have begun to pay attention to IEA, including the investigation of the status quo of IEA, the reform and development trend of IEA [3], and the study on the accommodation of the college entrance examination for the disabled [4]. The implementation of IEA is not only a complex system program, but also its relative research includes the investigation of the implementation of the current situation, reform and explore of the system. Throughout the existing research, is not currently involved in satisfaction research on IEA, the essence of which is also present situation investigation and study actually, the difference between them is that through the students' satisfaction to directly reflect implementation present situation and existing problems of IEA, and it is a important practical value to reform and improve implementation mechanism of IEA.

II. METHODS AND SAMPLE

A. Methods

This research methods mainly refers questionnaire, the research tool is self-made questionnaire that is "Satisfaction of Disabled College Students on the Individual Enrollment Arrangement for the Disabled ", which mainly includes three parts: the first part is the basic information of college students with

disabilities(including gender, disability categories, university level, grade and area); The second part: the satisfaction survey, including the service in the senior high school, the satisfaction on implementation of IEA and family support satisfaction, the research tool includes 13 items. The answer options for satisfaction related questions are "Very dissatisfied" "Unsatisfied" "Uncertain" "Quite satisfied" "Very satisfied", The Likert scale was used to assign the answer options. The five levels of assignment from "very dissatisfied" to "very satisfied" were 1, 2, 3, 4, and 5, respectively. Based on this, the satisfaction score of each item is statistically calculated. The higher the score, the higher the satisfaction. The third part is an open question, which mainly deals with the main problems of the disabled college students and their improvement Suggestions. According to the internal consistency reliability analysis of the satisfaction scale, its Cronbach's α was 0.960, indicating that the reliability quality of the research data was very high.

B. Sample

The Survey Sample of the study for the college students with disabilities are from Sichuan, Chongqing, Heilongjiang, Henan, Beijing, Jiangsu six provinces, and eight colleges and universities (Henan has 3 schools, the rest of the provinces has 1 school separately). 974 samples has to be collected effectively, including gender, disability categories, educational levels (attending a university education level), types of schools and regions (attending a school where is the area), there were 974 valid information. School type has 969 valid samples, missing 5(The survey objects came from provincial undergraduate colleges and higher vocational colleges, excluding the undergraduate colleges under the supervision of the Ministry of Education, and the answers to questions of choice of school type is the institutions in charge of the Ministry of Education are considered missing).

III. RESULTS AND ANALYSIS

A. Overall Score of Satisfaction Scale

Satisfaction scale of IEA is the main measurement tool to know the respondents' satisfaction on the status of the implementation of IEA for the disabled in China. This study mainly uses it to measure recognition of the implementation process of IEA for the disabled in China. The scale consists of 12 indicators, which are used to describe the satisfaction of the implementation of IEA. Under the measurement method of Likert scale's 5-point scoring method, the theoretical average score is 3, that is, if the measurement results show that the score is 3 points, it is considered that the respondents are not related to the status quo of IEA for the disabled. OK; if the score is above 3, the respondents are satisfied that the level of satisfaction with the status quo of the implementation of IEA for the disabled is at a moderately high level, 4 is relatively satisfactory, and 4 to 5 is relatively satisfactory And very satisfied; if it is lower than 3 points, the

respondent thinks that the level of satisfaction with the status quo of IEA for the disabled is relatively low, and 2 points indicates that they are dissatisfied with the status, 1~2 is between unsatisfactory and very dissatisfied. "It shows the scores of the satisfaction scale for the implementation of IEA for the disabled.

According to the descriptive statistics of the scores of the related issues on the satisfaction of the implementation of IEA for the disabled, the average score of the respondents on the scale is 3.55, which is slightly higher than the theoretical average. The satisfaction of the respondents on the status quo of the implementation of IEA for the disabled is between uncertainty and satisfaction, which is due to the system of IEA is not yet perfect, and there are still many problems in the implementation of IEA for the disabled. In the satisfaction measurement table, the average scores of "Number of colleges and universities for enrolling students with disabilities" "Enrollment program of IEA for students with disabilities" and "Enrollment plan of IEA for students with disabilities" are 2.64, 2.96, and 3.08, respectively. It illustrates that college students with disabilities are not satisfied with the "the number of colleges and universities for enrolling students with disabilities" and "the enrollment major of IEA for the disabled", and college students with disabilities do not know much about the enrollment plan of colleges and universities for the disabled. Among them, the average scores of "Parental financial support towards their children with disabilities taking IEA for the disabled" and "Parental attitude towards their children with disabilities taking IEA for the disabled" exceeded 4. It shows that students with disabilities are more satisfied with their parents' support attitude and financial support. Although the average scores of the remaining sub-scales are higher than 3.2, they still do not reach a high level of 4 or more. Therefore, we believe that the satisfaction for the implementation of IEA for the disabled is a slightly higher level. In other words, the respondents' understanding of the issues related to the implementation of IEA for the disabled in China is not comprehensive, thorough, and their satisfaction with the implementation of IEA for the disabled has not yet reached the expected results, the specific details will be described below.

B. Comparative Analysis of the Satisfaction of College Students with Different Disabilities

Statistics on the satisfaction of college students with disabilities were made from "Gender, Disability category, Education level they received, Grade, School type (including provincial undergraduate colleges, higher vocational colleges, other colleges), and School area".

1) The different gender comparison of satisfaction on implementation of IEA from college students with disabilities

It can be seen from Table I that the satisfaction of "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "admissions plan of IEA for the disabled" show gender differences. "The number of higher special

education institutions" "Enrollment majors" "procedures" "Admission principles" "Parent attitudes"
 Examination schedule" "Examination outline" "Parents' financial support" are not represented by gender
 "Examination implementation measures" "Examination difference.

TABLE I. DIFFERENT COMPARISON OF GENDER ON SATISFACTION OF THE IMPLEMENTATION OF IEA FOR THE DISABLED

Items	Gender (mean \pm SD)		t	p
	Male (N = 427)	Female (N = 547)		
Teaching methods of high school	3.88 \pm 0.89	3.70 \pm 1.00	2.892	0.004**
Teaching content of high school	3.83 \pm 0.90	3.64 \pm 1.06	2.962	0.003**
Admission information provided by high school	3.77 \pm 0.97	3.63 \pm 1.06	2.134	0.033*
The number of higher special education institutions	2.68 \pm 1.27	2.61 \pm 1.28	0.844	0.399
Enrollment majors	2.98 \pm 1.30	2.95 \pm 1.28	0.419	0.676
Enrollment plan	3.18 \pm 1.15	3.00 \pm 1.22	2.272	0.023*
Examination schedule	3.29 \pm 1.16	3.22 \pm 1.17	0.807	0.42
Examination outline	3.63 \pm 1.07	3.53 \pm 1.06	1.45	0.147
"Examination implementation measures	3.74 \pm 1.01	3.66 \pm 0.98	1.272	0.204
Examination procedures	3.82 \pm 0.84	3.72 \pm 0.88	1.798	0.072
Admission principles	3.87 \pm 0.86	3.83 \pm 0.83	0.67	0.503
Parent attitudes	4.08 \pm 0.89	4.05 \pm 0.86	0.481	0.631
parents' financial support	4.14 \pm 0.87	4.12 \pm 0.85	0.457	0.648

By comparing the average scores of different genders, it can be concluded that the average score of "the Number of higher special education institutions" "Enrollment majors" is higher than that of female, male college students' average scores are 2.68,2.98 respectively, and female college students' average scores are 2.61,2.95 respectively. Obviously, the average score of male college students is higher than that of female college students, but their averages are lower than the theoretical average, the average theoretical score of system implementation satisfaction (3).

2) *The different disability categories comparison of satisfaction on implementation of IEA from college students with disabilities*

A comparison of the satisfaction of different disability categories in the implementation of IEA. It can be seen from Table II, the college students with disabilities satisfactions with "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "Enrollment majors" "Examination outline" "Examination implementation measures" of IEA for the disabled shows significant difference in disability categories. While, "Enrollment plan" "Examination schedule" "Admission principles" "Parent attitudes" "Parents' financial support" there are no difference in disability category.

TABLE II. DIFFERENT COMPARISON OF DISABILITY CATEGORY ON SATISFACTION OF THE IMPLEMENTATION OF IEA FOR THE DISABLED

Items	Disability category (mean \pm SD)			t	p
	Hearing impairment (N = 770)	Visual impairment (N = 158)	Others (N = 46)		
Teaching methods of high school	3.83 \pm 0.93	3.58 \pm 1.05	3.61 \pm 1.02	5.354	0.005**
Teaching content of high school	3.78 \pm 0.97	3.47 \pm 1.12	3.52 \pm 0.96	7.344	0.001**
Admission information provided by high school	3.78 \pm 0.97	3.30 \pm 1.22	3.54 \pm 0.86	15.477	0.000**
The number of higher special education institutions	2.66 \pm 1.29	2.59 \pm 1.27	2.61 \pm 1.13	0.215	0.806
Enrollment majors	3.04 \pm 1.28	2.58 \pm 1.28	3.09 \pm 1.24	8.757	0.000**
Enrollment plan	3.10 \pm 1.19	2.92 \pm 1.23	3.24 \pm 1.04	1.908	0.149
Examination schedule	3.28 \pm 1.16	3.12 \pm 1.22	3.24 \pm 1.06	1.219	0.296
Examination outline	3.64 \pm 1.03	3.23 \pm 1.21	3.57 \pm 0.98	9.87	0.000**
"Examination implementation measures	3.75 \pm 0.94	3.40 \pm 1.17	3.74 \pm 0.95	8.385	0.000**
Examination procedures	3.78 \pm 0.86	3.68 \pm 0.90	3.74 \pm 0.83	0.789	0.454
Admission principles	3.86 \pm 0.85	3.80 \pm 0.83	3.76 \pm 0.82	0.533	0.587
Parent attitudes	4.08 \pm 0.87	4.03 \pm 0.87	4.02 \pm 0.93	0.301	0.74
parents' financial support	4.15 \pm 0.85	4.06 \pm 0.85	3.89 \pm 0.97	2.535	0.08

By comparing the averages of different disability categories, it can be concluded that the average satisfaction of hearing-impaired students, visually-impaired students, and other disabled students in "the Number of higher special education institutions" is 2.66, 2.59, and 2.56, respectively. The average scores of visually-impaired students' satisfaction with "Enrollment majors" and "Enrollment plan" of IEA for college students with disabilities are 2.58 and 2.92, respectively, and the above averages are lower than the theoretical average of the satisfaction of IEA for the disabled. In terms of satisfaction with the implementation of IEA for the disabled, "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "the Number of higher special education institutions" "Examination schedule" "Examination outline" "Examination implementation measures" "Examination procedures", hearing-impaired students satisfaction is higher than other disabled students, visually-impaired students have the lowest satisfaction. Regarding the satisfaction with "Enrollment majors" and "Enrollment plan" of IEA for college students with disabilities, the satisfaction of other disabled students is significantly higher than that of the hearing-impaired students, and the satisfaction of the visually-impaired students is still the lowest. Regarding "Parent attitudes" and "Parents' financial support", the satisfaction of hearing-impaired students is higher than that of visually-impaired students, and other disabled students' satisfaction is lowest.

3) *The different educational levels comparison of satisfaction among college students with disabilities*

Comparison of the differences in the satisfaction of the Implementation of IEA for the Disabled at the university education level. It can be seen that there is no significant difference in the satisfaction between the junior college students (including 3+2 junior college students) and the undergraduates. By comparing the average scores of different college education levels, it can be concluded that the average satisfaction score of the junior college students for "the Number of higher special education institutions" (2.71) is higher than the that of undergraduates (2.61), and the average satisfaction score of the junior college students with disabilities for "Enrollment majors" (2.71), which is lower than the average score of the undergraduate students, and what averages score described above are lower than the theoretical average of the satisfaction of the implementation of IEA for the disabled (3).

4) *The different types of school comparison of satisfaction among college students with disabilities*

A comparison of the satisfaction of the implementation of IEA in different schools. As can be seen from that there is no significant difference among provincial undergraduate colleges, higher vocational colleges and other colleges in the satisfaction degree of the implementation of IEA. By comparing the mean score of different types of school can be concluded that the provincial undergraduate colleges and universities the number of colleges and universities of the country's

disabled students satisfaction scoring average (2.65) that is the same as higher vocational college satisfaction scoring average (2.65), the same is higher than satisfaction scoring average (2.63) of other colleges. Regarding the average satisfaction of "Enrollment majors" of IEA for the disabled, the provincial undergraduate colleges, higher vocational college, and other colleges were 2.98, 2.97, and 2.86, respectively. The above average scores are all lower than the theoretical average of the satisfaction level of the implementation of IEA (3).

5) *The different regions comparison of satisfaction among college students with disabilities*

The differences of students' satisfaction with the implementation of IEA were compared in the regions where they studied. As can be seen that there is no significant difference between different regions in the satisfaction degree of each item of the implementation of IEA. By comparing the mean scores of different regions, it can be concluded that the mean score of satisfaction with the number of universities recruiting students with disabilities in the western region (2.71) is higher than that in the central region (2.66), while the mean score of satisfaction in the eastern region (2.53) is the lowest. The mean score of satisfaction (2.96) in the central region is higher than the mean score of satisfaction (2.91) in the western region, which is lower than the mean score of theoretical satisfaction (3) in the implementation of IEA.

IV. DISCUSS

A. *Overall Satisfaction of College Students with Disabilities*

Whether or not college students with disabilities are satisfied with IEA for the disabled depends mainly on their perceptions of the implementation of the system. This perception is a complex that includes both the perceptions of students with disabilities in the teaching services of high schools and the perception of the implementation process of IEA for persons with disabilities, it also includes the perception of parental support for students with disabilities. Judging from the overall satisfaction of college students with disabilities with regard to the implementation of IEA for the disabled, there are two obvious characteristics: first, the overall satisfaction of college students with is low; The ratio of very satisfied or relatively satisfied among the 13 survey indicators is between 26.37% and 81.62. Although the implementation of IEA for the disabled in China has achieved certain results and created opportunities for students with disabilities to enter universities for further education, college students with disabilities have a lower level of overall satisfaction with IEA for the disabled. According to the analysis of the satisfaction level of various indicators, the main problems appear in "the Number of higher special education institutions" "Enrollment majors" "Enrollment plan" "Examination schedule" "Examination outline" that implement IEA for the disabled.

B. High and Low Satisfaction of College Students with Disabilities

1) The high satisfaction of college students with disabilities

According to the data analysis results of the scale, the top three satisfaction levels of disabled college students are "Parent attitudes" "Parents' financial support" "Teaching methods of high school". Although the teaching level of high schools for the disabled in China is uneven, it is in a state of positive development as a whole. Some special education schools are actively exploring advanced teaching models, such as the "Five-step Classroom Teaching Model." [5] The author learned from interviews with college students with disabilities that, for most students with disabilities, the family's financial situation is generally poor. If students with disabilities apply for multiple schools, they will spend thousands of yuan (including travel expenses, room and board, and examination fees Etc.) on it, which will become a great economic burden for poor families. But despite this, most parents are willing to spend this money for students with disabilities because they want their children to have more opportunities to go to college.

2) The low satisfaction of college students with disabilities

The research results show that the four indicators that rank low in the satisfaction of disabled college students are "the Number of higher special education institutions" "Enrollment majors" "Enrollment plan" "Examination schedule" "Examination outline". Higher education institutions for the disabled in China are concentrated in the eastern provinces and developed regions, while the central and western regions are relatively small [6], and even some western provinces, such as Guizhou, Guangxi, Xinjiang, Qinghai, Gansu, Ningxia, Inner Mongolia, and Tibet, have not been established Higher education institutions for the disabled. The majors advantages of disabled colleges and universities in China are not prominent, especially the computer major, students with disabilities don't have any advantages in the job market [7] Some college students with disabilities said that there are too few majors for students with visual impairment. There are only music and acupuncture majors. Even if you don't like acupuncture majors, there is no way. My favorite major is foreign language major. I hope that the country can open more majors for students with visual impairment. Although the implementation of IEA for the disabled can effectively mobilize the enthusiasm of colleges and universities to ensure their autonomy, the specific time for implementing IEA for the disabled is not uniform, which has not only interfered with the normal teaching order, but also increases the risk of examination costs for students with disabilities and the waste of educational resources. Some college students with disabilities said that it is difficult to make a choice when the two universities have conflicting test times. It is suggested that higher education institutions should try to stagger the test time to avoid conflicts in test time.

C. The Main Factors Influencing the Satisfaction of College Students with Disabilities on the Implantation of IEA

1) Gender factors influencing satisfaction of college students with disabilities on the implantation of IEA

Disabled students with different genders in "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "the Number of higher special education institutions" of IEA for the disabled students showing significant differences. Moreover, the satisfaction of male students to the implementation of IEA was higher than that of female students.

2) Disability category influencing satisfaction of college students with disabilities on the implantation of IEA

Satisfaction of students with different disabled categories in "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "Enrollment majors" "Examination outline" "Examination implementation measures" of that study sheet for the disabled exist significant differences. Hearing-impaired students' satisfaction of "teaching methods of high school" "teaching content of high school" "admission information provided by high school" "admissions plan of IEA for the disabled" "the Number of higher special education institutions" "Examination schedule" "Examination outline" "Examination implementation measures" are the highest, while those visual-impaired students have the lowest satisfaction with "Enrollment majors" and "Enrollment plan" of IEA for the disabled. The satisfaction for other disabled college students is higher than that of the hearing-impaired students, and the satisfaction of the visually impaired students is the lowest. The satisfaction of hearing-impaired students are higher than that of visual-impaired students, and the satisfaction of other students with disabilities is the lowest.

V. CONCLUSIONS AND ADVICE

A. Conclusion

The overall satisfaction of college students with disabilities with regard to the implementation of IEA for the disabled is at a moderately high level. College students with disabilities are more satisfied with "teaching methods of high school" "Parent attitudes" "Parents' financial support" of IEA for the disabled. This shows that targeted teaching methods are implemented in special high school according to the physical and mental development of students with disabilities. Parents of students with disabilities have not reduced their educational expectations because of their disabled children. They have both positive attitude support and adequate financial support for their children's participation in IEA for the disabled.

College students with disabilities have low

satisfactions with "the Number of higher special education institutions" "Enrollment majors" "Examination schedule" "Examination outline" of the implementation of IEA for the disabled. Therefore, in the future, we should reform and adjust the number of colleges and universities enrolling the disabled, the enrollment major, the enrollment plan and the implementation schedule of IEA for the disabled.

The main factors influencing the satisfaction of the implementation of IEA for disabilities include gender and disability category.

B. Advice

1) Building institutions of special education on the basis of special education majors in colleges and universities to recruit students with disabilities

In China, higher education for the disabled in most colleges and universities is established and developed on the basis of special education major [8]. It is necessary to continue to expand the development of higher education for the disabled in the eastern, central and western regions, and establish special education colleges to recruit students with disabilities, separately on the basis of special education, especially the special higher education institutions established in recent years, such as Zhengzhou normal university, Suihua college and Leshan normal university [9]. By the end of 2017, 66 universities and colleges offering special education major nationwide, which provided a material basis and professional resources for the implementation of IEA the disabled [10]. Therefore, it is recommended that colleges and universities with special education resources, on the basis of special education resources, establish special education colleges and conduct separate admissions for students with disabilities.

2) Strengthen the construction of a support system for higher special education institutions, and increase the enrollment majors

College students with disabilities are less satisfied with the professional setting of IEA for college students with disabilities. The main factor is that there are very few major categories. According to the author's statistics, the majors set up by 23 special education institutions in China for deaf students are mainly art design majors (including fashion design, garden art design, art design, digital media art design, advertising design, and art production), Then majoring in computer application technology, and visual communication design. The majors for blind students are mainly acupuncture and massage, and a few colleges have also opened majors in music performance. The enrollment majors of IEA for college students with disabilities is mainly limited by two factors: first, the physical and mental barriers of students with disabilities; Therefore, it is an urgent need to strengthen the support system construction for disabled colleges and universities to increase the enrollment majors of IEA for the disabled. Efforts need to be made from the following aspects: (1) increase funding higher education for people with disabilities, improve the

construction of teaching equipment and the quality of teachers for disabled higher education; (2) colleges and universities for the disabled actively integrate internal and external resources through the professional support and cooperation, expand the enrollment major of IEA for the disabled; (3) Improve the examination support system of IEA for the disabled, and improve the enrollment of persons with disabilities in higher education by providing examination support for the disabled, which In order to achieve educational equity.

3) Drawing on China's mature enrollment model to improve the shortcomings of the implementation mechanism of IEA for the disabled

To solve the problem of high cost and low efficiency of IEA for the disabled, we can learn from the current model of China's postgraduate admissions examinations, and several higher education institutions have unified examination outlines and cooperative propositions for cultural subjects (such as Chinese, mathematics, and English). For professional subject examinations, each institution conducts independent propositions based on its own actual situation. The examination papers are sent by the examiners institution to the examination sites in provinces, autonomous regions, and municipalities. After the exam, the local education examination management department will send it back to the main examination school to mark the examination papers, and publicize the examination results, which not only saves the cost of admissions examinations, but also avoids the conflict between universities for the outstanding students, and a waste of resources and opportunities due to candidates giving up their admission qualifications. In order to improve the implementation mechanism of IEA for the disabled, you can also refer to the "Multiple-point Test" model of the admissions of Nanjing Special Education Normal College, setting test site of IEA for students with hearing impairment is not only in Nanjing, but also in Hubei, Shanxi, Sichuan, Jilin, Guangdong and other provinces are located farther away from Nanjing, which not only reduces the human and financial burden of disabled candidates and their families, but also greatly improves the efficiency and effectiveness of college entrance examinations.

CONFLICT OF INTEREST

This article is the author's original, the data and content are true and valid, and it is no conflicts of other interest. The authors alone are responsible for the content and writing of this article

AUTHOR CONTRIBUTIONS

Zhen-zhou Wang conducted the research and wrote the paper; Yang Zhang analyzed the data;all authors had approved the final version.

ACKNOWLEDGMENT

I am very grateful to the teachers and college students with disabilities who participated in this research.

This research is financially supported by the Sichuan Special Education Research Center, which is one of the periodic results of the project "Study on the Implementation of the Supporting Policies for the General College Entrance Examination for Disabled Persons in Sichuan Province and the Solution Strategies" project. The Program Number of this research: SCTJ-2019 -B04.

REFERENCES

- [1] X. Jinping. Decided to build a well-off society in an all-round way and seize the great victory of socialism with Chinese characteristics in the new era-report at the 19th National Congress of the Communist Party of China. [Online]. http://www.xinhuanet.com/201710/27/c_1121867529.htm. 2019-09-18
- [2] China National Institute of Standardization. Customer Satisfaction Evaluation Center. [Online]. <https://www.cnis.ac.cn/search/?keyword=5ruh5oSP5bqm>. 2019-09-18
- [3] T. Lin and W. Xiaoman, "Problems and countermeasures of people with disabilities in China's general college entrance examination," *China Special Education*, vol. 10, pp. 3-7, November 2015.
- [4] M. Yunbin and W. Shanshan, "Research on the principles of reasonable convenience for college students with disabilities," *Research on Disabled People*, vol. 3, pp. 57-62, September 2017.
- [5] G. Junpu and S. Renhong, "Development status of disabled senior high school education in 2013," *Modern Special Education*, vol. 12, pp. 64-72, March 2015.
- [6] H. Wei, D. Yuemin, H. Wei, and D. Yuemin, "The reform goals and form options of the individual admissions system for higher education for the disabled," *China Special Education*, vol. 7, pp. 8-12, July 2014.
- [7] Y. Wenjuan, "Overview of Higher Education for the Disabled in China," *Modern Special Education*, vol. 2, pp. 3-4, February 1994.
- [8] Y. Mei and S. Wang, "Research on the reasonable facilitation

principles for the disabled college entrance examination," *Research on Disabled Persons*, vol. 3, pp. 57-62, March 2017.

- [9] Y. Shenyun, "Analysis of the status quo of China's special education college entrance examination system and its reform," *Modern Special Education*, vol. 11, pp. 14-16, June 2009.
- [10] B. Li, Z. Haicong, T. Xiangdong, and X. Juan, "Current status and reform proposals of individual enrollment examinations for higher education for the disabled in China," *China Special Education*, vol. 5, pp. 11-16, May 2018.

Copyright © 2021 by the authors. This is an open access article distributed under the Creative Commons Attribution License (CC BY-NC-ND 4.0), which permits use, distribution and reproduction in any medium, provided that the article is properly cited, the use is non-commercial and no modifications or adaptations are made.



Zhenzhou Wang, he was born in Zhoukou City, Henan Province, China. He was born on June 18, 1984. He studied at Chongqing Normal University in Chongqing, China, special education major from 2011 to 2014. He obtained a master's degree in education in June 2014.

He works as a lecturer at Leshan Teachers College, Leshan City, Sichuan Province, China. He published the paper "History, Current Situation, and Trends of the Admission Examination Policy for Disabled Students in Chinese Universities" in September 2019; In June 2020, he published the paper "Adjustment and Reflection of College Students with Visual Impairment Examination Based on the Learning Universal Design Concept" in the "Disability Research" magazine. His research directions are higher education management, disability enrollment examination system, and inclusive education theory and practice research.

Dr. Wang is a member of the Special Education Branch of the Chinese Education Society. He honored the first prize of the National Modern Special Education Thesis Competition in 2018.