

Research on the Current Situation and Quality Improvement Paths of Developing College Student Party Members in the New Era

Xiaoyan Mo

School of Foreign Languages, Yuxi Normal University, Yuxi 653100, Yunnan, China

Abstract: In the new era, college student Party members serve as the new force and reserve for the development of the Party and the country. Their development quality is closely linked to the Party's purity, advanced nature, and combat effectiveness, as well as the nation's future and destiny. While remarkable progress has been made in developing college student Party members in universities, challenges persist — including diversified motives for joining the Party, formalized education and training, unscientific assessment mechanisms, and inadequate exertion of vanguard and exemplary roles. This study aims to deeply analyze the key factors influencing the development quality of college student Party members. Guided by the general requirements of "controlling the total number, optimizing the structure, improving the quality, and giving play to the role", it systematically constructs a full-chain quality improvement system covering "selection, training, management, and utilization". Specifically, it safeguards the "entry gate" through strict standards and standardized procedures, strengthens the "education gate" by innovating forms and deepening contents, consolidates the "management gate" via improved mechanisms and dynamic tracking, and highlights the "role play gate" by building platforms and practical training. The research is expected to provide theoretical reference and practical guidance for advancing the refinement, scientization, and long-term effectiveness of college student Party member development work.

Keywords: college student Party members, current situation, development quality, path

1. Introduction

Data from the 2024 Statistical Communiqué of the Communist Party of China released by the Organization Department of the Central Committee of the Communist Party of China shows that as of December 31, 2024, there were 2.622 million student Party members, accounting for 2.61% of the total number of Party members; among them, 812,000 new student Party members were developed, making up 38.1% of the total new Party members [1]. This indicates that since the 18th National Congress of the Communist Party of China, universities nationwide have strictly implemented the general requirements of "controlling the total number, optimizing the structure, improving the quality, and giving play to the role" in Party member development, with greater emphasis on students' solid foundation and strict standards to enhance development quality.

As the primary platform for talent training and a gathering place for young intellectuals, colleges and universities are crucial for Party member development work. Effectively developing Party members among college students holds profound strategic significance for consolidating the Party's ruling foundation and ensuring the inheritance of socialism with Chinese characteristics. With the deepening popularization of higher education in China and the "post-00s" becoming the main body of college students, the environment and objects of student Party member development work have undergone profound changes. Contemporary college students are characterized by active thinking, broad horizons, and strong subject consciousness, yet they are more susceptible to the impact of diverse social thoughts and values. Some universities exhibit phenomena such as "valuing development over training", "valuing quantity over quality", and "valuing the early stage over the later stage" in Party member development, which affects the overall quality of the student Party member team. Therefore, accurately grasping the inherent laws of student Party member development under the new situation and exploring effective paths to improve quality have become an urgent era proposition for university Party building work. Based on the current status of Party member development, this study attempts to construct a systematic and operable quality improvement framework, providing reference for enhancing the scientific level of college student Party member development.

2. Survey Design and Organization

Standards for college student Party members are directly related to their quality. The Standards for Party Building Work of Students in Regular Institutions of Higher Education issued by the Ministry of Education sets new requirements for universities: when developing student Party members, universities should comprehensively grasp students' "consistent performance, performance at critical moments, academic achievements, and social practice" through multiple dimensions —

including political review, comprehensive quality assessment, moral character, practical performance, and mass evaluation — while avoiding over-reliance on academic performance as the sole criterion [2]. Guided by these new standards, this study conducts research covering political standards, academic standards, ability standards, daily performance, and mass base. To ensure the questionnaire's scientific and feasibility, preliminary interviews and consultations were conducted to identify key focuses of Party member development, refine the questionnaire structure, and finalize the formal version [3]. The survey was conducted online among students from the author's university to understand the implementation of Party member development standards and the current quality of Party members. Additionally, interviews were held with full-time organizers (Party workers) from several colleges.

2.1 Sample Situation

A total of 170 students participated in the survey, with all questionnaires deemed valid. Female students accounted for a relatively large proportion, reflecting their higher participation in Party building-related activities and Party member development work. Freshmen and sophomores made up the majority of respondents, which aligns with the law of student Party member development — lower-grade students typically show greater enthusiasm for joining the Party and are in the early stages of development. In terms of political status, active Party members constituted the largest group, followed by a smaller proportion of probationary and formal Party members, reflecting the echelon structure of student Party member development in universities. Overall, the sample's gender, grade, and political status characteristics are consistent with the university's actual situation, ensuring reasonable sampling.

2.2 Research Methods

The questionnaire is closely centered on the research objectives, covering students' basic information, five core standards for Party member development, and suggestions for quality improvement. It includes single-choice questions, multiple-choice questions, and open-ended questions to comprehensively collect students' views. After data collection, the pandas library in Python was used for sorting and analysis. Descriptive statistical methods were mainly employed to calculate the frequency and percentage of each option, presenting the distribution of students' perspectives and providing data support for subsequent analysis.

3. Current Situation and Problems of Developing College Student Party Members

Survey data indicates that college students have a high recognition of ideological and political standards for Party member development, followed by work ability, daily performance, mass base, and academic performance. This reflects overall approval of the current development standards and Party member quality.

3.1 High Recognition of Political Standards and Emphasis on Ideals and Beliefs

Universities adhere to political standards as the primary criterion for training and assessing student Party members, focusing on "evaluating whether college students possess firm communist beliefs and a pure political background" [4]. The survey shows that the vast majority of students take the initiative to approach the Party organization, while a small number have impure motives — such as viewing Party membership as a "bonus" for employment competitiveness or applying for selected graduates, following the trend blindly, or simplifying the Party joining process as a mere formality. Notably, 95.3% of college students agree that political standards should be prioritized in Party member development. This result demonstrates the effectiveness of university Party building publicity and ideological and political education, which guide students to establish correct motives for joining the Party, cultivating a young reserve force "with firm ideals and beliefs, loyalty to the Party, and strict adherence to discipline".

3.2 Recognition of Work Ability and Focus on Comprehensive Quality

Survey data reveals that 78.8% of college students believe student Party members have high comprehensive qualities and play a vanguard and exemplary role. Work ability is a key assessment criterion — it evaluates both students' ability to perform tasks solidly and contribute to ideals, as well as their ambition. College students' work ability and comprehensive quality are typically reflected through participation in on-campus and off-campus activities, which showcase their organizational, coordination, and communication skills.

3.3 Formalized Education and Training with Insufficient Depth and Breadth

Although most universities have established Party school training systems, educational forms remain simplistic — predominantly theoretical lectures and thematic reports — lacking interactivity and experiential learning, which fails to stimulate students' deep interest. Educational content is sometimes disconnected from students' professional learning and

growth needs, leading to formalized training. The survey shows that approximately 37% of probationary Party members lack initiative in theoretical learning; 58% of respondents note insufficient solicitation of opinions from Party members and non-Party masses, indicating the need to improve democratic evaluation mechanisms. Additionally, activity participation is uneven: 65% of respondents regularly participate in branch activities, 23% occasionally, and 12% rarely or never. While thematic Party Day activities, visits to red education bases, and volunteer services enjoy high participation, some students report that activity forms are single and content is tedious.

3.4 Phased Weakening and Insufficient Sustainability of Role Play

The phenomenon of "working diligently before joining the Party but slacking off afterward" exists to a certain extent. Some student Party members relax self-requirements after becoming probationary or formal Party members, failing to fully exert their vanguard and exemplary roles in academic assistance, volunteer services, and collective activities. Inadequate continuous education and supervision mechanisms after joining the Party prevent the normalization and long-term sustainability of Party members' advanced nature. Survey data shows that 28% of college student Party members lack a sense of dedication and service; 40% lack innovative awareness and ability, with room for improvement in team cooperation.

3.5 Vagueness and One-Sidedness of Assessment and Evaluation Mechanisms

In assessing development objects, excessive emphasis is often placed on "hard indicators" such as academic performance and student cadre experience, while "soft indicators" — including political stance, ideological and moral character, and mass base — lack scientific and operable quantitative standards. This easily leads to one-sided evaluations such as "replacing morality with achievements" or "replacing character with work". Moreover, assessment processes sometimes rely solely on opinions from counselors, class teachers, and a few others, failing to fully understand students' daily performance and true ideological dynamics among classmates and roommates, resulting in incomplete and objective conclusions.

4. Core Paths to Improve the Development Quality of College Student Party Members: Constructing a Whole-Chain Work System of "Selection, Training, Management, and Utilization"

Improving the quality of student Party member development is a systematic project that requires systematic thinking — integrating quality awareness throughout the entire process from "selecting seedlings" to "exerting roles", and constructing an interlocking, progressive closed-loop system.

4.1 Strict Standards and Standardized Procedures: Guarding the "Entry Selection Gate"

A clear source ensures a clean flow. To ensure development quality, universities must first select "good seedlings" from the source. First, clarify the core status of political standards: prioritize political assessment, refine specific content, and evaluate not only students' attitudes toward the Party's theories, lines, principles, and policies but also their political stance and practical performance in major events and critical moments — for example, through situational questions and tracking online remarks to understand true ideological dynamics. Second, establish a multi-dimensional comprehensive assessment system: break the "only academic performance" and "only cadre experience" mindsets, and build an evaluation index system covering academic level, moral character, ability quality, mass base, and social practice. Implement a "point system" or "documentation system" to quantitatively record and comprehensively evaluate active Party members from application submission to development object confirmation, ensuring evidence-based selection. Third, standardize and transparentize development procedures: strictly implement procedural requirements for determining active Party members, development objects, and probationary Party member acceptance and conversion. Fully implement the "three public announcements" (for active Party members, development objects, and probationary Party member conversion) and "two defenses" (defenses for development objects and probationary Party member conversion) to enhance credibility. Defense meetings should invite Party member teachers and ordinary student representatives for on-site questioning and evaluation to comprehensively assess development objects' quality. Fourth, implement democratic evaluation by Party members and the masses: expand the scope of interviews to include not only counselors, class teachers, and Party branch secretaries but also classmates, roommates, and teachers, ensuring comprehensive, objective, and true reflection of development objects' mass base.

4.2 Innovative Forms and In-Depth Content: Strengthening the "Education and Training Gate"

Education and training are the central link to improving Party member quality. Universities must abandon the "one-time" training model and construct a normalized education system covering the entire process and all members. First, promote "precision" and "epochal nature" of educational content: closely integrate content with the latest achievements of the

Party's innovative theories and current politics, respond to students' concerns, and connect Party theories with professional learning, career planning, and life value realization to enhance affinity and persuasion. Second, advance "diversification" and "informatization" of educational forms: replace cramming teaching with seminar-style, case-based, and experiential methods. Organize visits to revolutionary sites and reform and opening-up frontiers, and carry out social practice and volunteer services to deepen theoretical cognition through practice. Fully leverage new media technologies to build "online Party schools", micro-Party classes, and Party building APPs, creating an online-offline integrated learning platform to meet students' fragmented and mobile learning needs. Third, strengthen the "mentor" role of training contacts: select formal Party member teachers with good political quality and strong sense of responsibility or excellent senior student Party members as training contacts, implementing "one-on-one" or "one-to-many" paired training. Require regular heart-to-heart talks to understand ideological dynamics, provide targeted guidance, and maintain detailed training records. Fourth, construct a three-level training system (university, college, and branch): university-level Party schools focus on basic Party theories and situation and policy education; college-level Party schools conduct targeted education combined with disciplinary and professional characteristics; Party branches carry out daily and regular education through "three meetings and one class" and thematic Party days, forming a hierarchical and classified training pattern.

4.3 Improved Mechanisms and Dynamic Tracking: Consolidating the "Management and Supervision Gate"

Maintaining Party member quality requires strict management and effective supervision. Universities must abandon the tendency of "valuing development over management" and strengthen post-joining education and management. First, improve the probationary period assessment and conversion mechanism: formulate clear assessment standards for probationary Party members, conduct regular evaluations, and strictly control the conversion process — daring to extend the probationary period or revoke qualifications for those who fail to meet Party member standards to maintain team integrity. Second, strictly implement organizational life systems: improve the quality of "three meetings and one class", organizational life meetings, and democratic evaluation of Party members, highlighting political nature, epochal nature, principle, and combativeness. Earnestly carry out criticism and self-criticism to temper Party spirit and enhance identity and responsibility awareness. Third, implement full-process documentation and quantitative assessment: establish "growth files" for each student Party member, recording participation in political theory learning, organizational life, and vanguard role performance. Implement a Party member point management system to quantify daily performance, serving as an important basis for commendation and handling unqualified Party members to achieve refined management. Fourth, establish a dynamic exit mechanism: educate and assist student Party members with wavering ideals, failure to fulfill obligations, or non-compliance with standards in accordance with the Party Constitution and intra-Party regulations. Persuade or expel those who remain unimproved after education to smooth the "exit" and maintain the Party's advanced nature and purity.

4.4 Platform Construction and Practical Training: Highlighting the "Role Play Gate"

The advanced nature of Party members must ultimately be reflected in practical actions and vanguard roles. Universities should create opportunities and build platforms for student Party members to exert their influence. First, set up "Party member responsibility areas" and "vanguard posts": establish responsibility areas in dormitories, classes, and student associations, assigning responsibilities for study style construction, dormitory civilization, and safety and stability. Set up vanguard posts for academic assistance, technological innovation, and volunteer services to guide Party members to demonstrate their identities and set examples. Second, promote Party members' participation in university democratic management: invite student Party member representatives to attend college meetings, participate in student affairs management, and listen to their opinions to cultivate a sense of ownership and political participation. Third, strengthen social practice and volunteer services: deeply integrate Party member education with social practice, professional internships, and volunteer services, organizing Party members to take the lead in activities such as "going to the countryside", educational assistance, and community services to enhance abilities and temper character through serving society. Fourth, improve incentive and guarantee mechanisms: vigorously select and publicize outstanding student Party member models, using real-life examples to educate and guide students. Link role performance with awards, commendations, and talent recommendation, forming a clear orientation of "merit-based recognition" to stimulate internal motivation for excellence.

5. Guarantee Measures for the Implementation Path

Effective implementation of the above paths requires strong support measures. First, strengthen organizational leadership and clarify responsibilities: university Party committees should fulfill their main responsibilities, taking student Party member development quality as a key indicator for Party building assessment. College-level Party organizations should

assume specific responsibilities, with Party branch secretaries as the primary responsible persons, forming a hierarchical supervision and implementation system. Second, strengthen team building and improve professional capabilities: build a high-quality, professional team of Party workers, especially excellent student Party branch secretaries. Enhance training for branch secretaries, organizers, and counselors to improve their political theory level and professional skills, making them "experts" in Party member development. Third, promote deep integration of Party building and business work: resolutely eliminate the "two skins" phenomenon between Party building and teaching, scientific research, and student management. Integrate student Party building into the entire talent training process, coordinating with ideological and political education, study style construction, and employment guidance to form a joint education force. Fourth, increase resource investment and create favorable conditions: provide financial, venue, and policy support for student Party building work. Establish special Party building funds and standardized activity rooms to ensure high-quality organizational life and educational activities.

6. Conclusion

Improving the development quality of college student Party members is a strategic project related to the Party's long-term development and a meticulous task requiring sustained efforts. Facing new situations and challenges, universities must adhere to the unity of problem orientation and goal orientation, establish a strong quality awareness, and embed systematic thinking throughout the process. By constructing and strictly implementing the whole-chain system of "careful selection, intensive training, strict management, and effective role play" — guarding the entry gate for quality sources, strengthening education for ideological foundation, consolidating management for advanced nature, highlighting roles for fulfilling missions, and supported by organizational, team, mechanism, and resource guarantees — universities can effectively improve the overall quality of student Party member development. This will continuously cultivate and deliver reliable successors with firm beliefs, excellent quality, and the courage to take responsibility for the Party and the country, providing solid talent support for realizing the Chinese Dream of national rejuvenation.

Acknowledgments

This paper belongs to the phased achievements of the Party Building Project (DJKT202405) "Cultivating Party Members' Spirits and Guiding with Quality: Research on the Path to Improve the Development Quality of College Student Party Members".

References

- [1] CCCPC. Statistical Communique of the Communist Party of China [EB/OL]. Available from: https://www.gov.cn/yaowen/liebiao/202506/content_7029995.htm
- [2] The Party Leadership Group of the Ministry of Education of the Communist Party of China. Notice of the Party Leadership Group of the Ministry of Education on Printing and Distributing the "Standards for Party Building Work of Students in Regular Institutions of Higher Education". [Z]. http://www.moe.gov.cn/srcsite/A12/moe_1416/moe_1417/201703/t20170310_298978.html.
- [3] Shao Mingying, Wu Jiarui. Research on the Standards and Quality Status of Developing College Student Party Members in the New Era [J]. Practice and Exploration, 2021 (4): 146-149.
- [4] Xu Lei, Li Jiangyan. Research on the Political Standards of College Students in the Work of Developing Party Members in Colleges and Universities [J]. Party Building and Ideological Education in Schools, 2018 (24): 33-35.