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Research on the Construction of Quantitative Evaluation System for the Development of College Student Party Members from the Perspective of New Quality Production Forces

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Abstract

Under the backdrop of the new round of technological revolution and industrial transformation, "new quality productive forces" have gradually become the key force driving the high-quality development of the economy and society. As an important platform for talent cultivation, the Party building work in universities, especially the quality of developing student Party members, directly relates to the construction of the Party's reserve force. Currently, in the process of developing student Party members in universities, there are common problems such as ambiguous evaluation standards, subjective assessment methods, and insufficient process supervision, which have restricted the improvement of the quality of Party member development. Based on this, this paper takes the theory of new quality productive forces as the perspective, combines the actual situation of university Party building, through literature analysis, field research and practical experience summary, constructs a quantitative assessment system for the development of student Party members. The research designs indicators from five dimensions: ideological and political quality, professional learning ability, practical service ability, vanguard and exemplary role, and mass foundation, and proposes a dynamic progressive evaluation mechanism. The research believes that this system can effectively enhance the scientificity and standardization of Party member development and promote the development of university Party building towards dataization and refinement.

Keywords

New quality productive forces; University Party building; Development of student Party members; Quantitative assessment; Evaluation system

1. Introduction

Colleges and universities are important venues for cultivating socialist builders and successors. College student party members are the advanced representatives among young students, and their development quality directly affects the cohesion and combat effectiveness of the grassroots party organizations in colleges and universities. Since the 20th National Congress of the Communist Party of China, the Party building work in colleges and universities has been endowed with new era missions. In this context, the development of student party members in universities is not only an important part of organizational construction, but also an important component of the

talent cultivation system. However, from the current situation, the development of student party members in universities still faces problems such as inconsistent standards, subjective evaluation, and uneven development quality. In some universities, during the development process, they overly rely on "hard indicators" such as academic performance or student leadership experience, while neglecting "soft indicators" such as ideological and political quality, mass foundation, etc., resulting in insufficient scientificity in the development of party members.

The concept of "new quality productive forces" proposed in 2023 emphasizes innovation as the primary driving force and high-quality workers, advanced technologies, and new production relations as core elements. This important assertion is not only a theoretical innovation in the economic field, but also provides a new analytical perspective for education, especially in the field of university talent cultivation and party building. From the perspective of new quality productive forces, student party members in universities should not only have firm ideals and beliefs and good moral qualities, but also play a leading role in demonstrating innovation consciousness, practical ability, and social responsibility. Therefore, the traditional single evaluation method based on academic performance or student leadership experience is no longer able to comprehensively reflect the comprehensive quality of student party members.

In this context, exploring the construction of a scientific, systematic, and operational quantitative assessment system for the development of student party members in universities is not only a practical need to improve the quality of party member development, but also an important measure to respond to the requirements of the new quality productive forces era.

2. Theoretical basis for the development of student party members in universities from the perspective of new quality productive forces

2.1 The proposal and era connotation of new quality productive forces

This important assertion profoundly reveals the inherent logic of the transformation of the form of productive forces in the process of Chinese-style modernization from "factor-driven", "investment-driven" to "innovation-driven" and "talent-driven". The new quality productive forces are a new form of productive forces characterized by technological innovation as the core driving force, with digital technology and data resources as key elements, and highly qualified talents as the support. Its essence lies in achieving an overall improvement in resource allocation efficiency through technological revolution and institutional innovation. From an internal perspective, the new quality productive forces have three distinct features: first, the innovation-driven nature, emphasizing the core position of knowledge and technology in the development of productive forces; second, the data empowerment nature, where data becomes a key production factor; third, the system synergy nature, focusing on the integration and coordinated development of multiple elements.

The new quality productive forces is not only a major theoretical innovation in the economic field, but also poses new era requirements for the education system and the training model of talents. As an important source of scientific and technological innovation and the main battlefield for the cultivation of high-quality talents, universities must actively adapt to the requirements of the development of new quality productive forces and integrate innovation ability cultivation, value guidance, and practical ability shaping into a unified whole. In this context, student party members in universities, as advanced individuals and backbone forces among young students, their development quality and training direction directly affect the optimization and upgrading of the talent structure required by new quality productive forces. Therefore, from the perspective of new quality productive forces, the issue of the development of student party members in universities has a distinct contemporary necessity and theoretical rationality.

2.2 Theoretical Support for the Development of Student Party Members from Marxist Theory of Productivity

From the perspective of Marxist classic theory, the essence of productivity has always been centered around the "human" as the core element. In "The German Ideology", it is clearly stated that the laborer is the most active and decisive factor among all the elements of productivity and is the fundamental force driving social history. Karl Marx and Friedrich Engels believed that the essence of social development is the degree of human development, and the progress of productivity not only manifests in the improvement of material conditions, but also reflects the enhancement of human abilities, qualities, and the comprehensive development of freedom. This assertion fundamentally reveals the internal unity relationship between the development of productive forces and the all-round development of human beings, providing a solid theoretical foundation for us to re-examine the talent cultivation system and the development mechanism of party members in the context of the new era.

Under this theoretical framework, the proposal of new quality productive forces does not negate the traditional theory of productivity, but rather deepens and develops it on the basis of inheritance. The new quality productive forces places greater emphasis on the key role of technological innovation, digital elements, and high-end talents in economic and social development, with its core still resting on the modernization of "human", that is, highly qualified workers with innovation ability, digital literacy, and social responsibility. It can be said that the new quality productive forces essentially strengthens the Marxist value pursuit of "the liberation of human beings" and "the all-round development of human beings", further highlighting the dominant position of the "human" subject in the modernization process.

Specifically in the field of university party building, student party members as advanced individuals among the youth group are not only important subjects of knowledge innovation, but also important forces of value guidance. They not only undertake the task of personal growth and development, but also shoulder the historical mission of serving national development and social progress. In the context of new quality productive forces, the development standards of student party members should not merely remain at the traditional political performance or single ability evaluation, but should pay more attention to their comprehensive qualities, especially the coordinated development of innovation consciousness, practical ability, and social responsibility. This requirement essentially reflects the Marxist cultivation goal of "the all-round developed person".

Further speaking, integrating the new quality productive forces concept into the development work of student party members in universities is actually a specific practice of the people-oriented development ideology. On the one hand, it requires universities to pay more attention to individual differences and potential stimulation in the process of party member development, and promote the all-round development of students through scientific evaluation mechanisms; On the other hand, it also promotes the transformation of the party member development work from "experience-based judgment" to "scientific evaluation", making the selection of talents more objective, fair and accurate. From a theoretical perspective, this transformation is not only an inheritance of the Marxist view of talent, but also an enrichment and expansion of its connotation under the conditions of the new era.

2.3 The fundamental guidance of the Communist Party of China's new era party building ideology for the development of student party members

Since its establishment, the Communist Party of China has always attached great importance to the construction of the party member team and has gradually formed the basic policy of "controlling the total number, optimizing the structure, improving the quality, and playing a role", among which "quality is more important than quantity" has always been the core principle of party member development. This principle not only reflects the essential requirements of Marxist party building theory, but also reflects the high consciousness of the Communist Party of China on the advanced nature and purity of party members at different historical stages. This important statement further clarifies the fundamental orientation of the party member development work, providing a fundamental guideline for the party building work in universities in the new era.

In the field of higher education, the development of student party members is not only an important part of the construction of grassroots party organizations in universities, but also an important means to implement the

fundamental task of fostering virtue and cultivating talents. As a key position for cultivating socialist builders and successors, the quality of party member development in universities directly affects the ideological and political direction and value orientation of the younger generation. Therefore, strengthening and standardizing the development of student party members is not only an organizational issue but also an important manifestation of talent cultivation and value guidance.

From the perspective of the institutional level, the "Standards for Student Party Member Development Work" issued by the Party Leadership Group of the Ministry of Education has put forward systematic requirements for student party member development work, clearly stating that through improving the institutional system, standardizing the development process, strengthening process management and improving the assessment mechanism, the scientific, standardized and institutionalized level of student party member development work should be continuously improved. This policy document not only provides institutional basis for universities to carry out party member development work, but also points out the direction for promoting the reform of the evaluation system, that is, it must take institutional construction as the starting point to promote the development of party members from an experience-oriented approach to a standardized governance approach.

Under this background, introducing a scientific and systematic quantitative assessment system has become an important path to promote the improvement of the quality of student party member development. From a fundamental perspective, quantitative assessment is not a substitution or weakening of political standards, nor is it simple "digital management", but rather an important means of concretizing and standardizing political requirements. By constructing a multi-dimensional indicator system, the previously abstract requirements such as ideals and beliefs, political stance, moral quality and actual performance can be transformed into observable, recordable and evaluable specific indicators, thereby enhancing the operability and transparency of the evaluation.

Furthermore, the introduction of the quantitative assessment system helps to effectively overcome the subjective and arbitrary problems existing in the traditional party member development process. In previous practices, due to the lack of unified standards and data support, certain links were prone to be influenced by personal factors or experience judgment, and even phenomena such as formalization of procedures and ambiguity of standards occurred. Through the scientific design of the indicator system and evaluation mechanism, the space for human intervention can be compressed at the institutional level, and "relationship orientation" and "impression evaluation" can be reduced, thereby improving the fairness and credibility of party member development.

At the same time, quantitative assessment can also strengthen process management and achieve the transformation from "result-oriented" to "process and result equally emphasized". Through continuous tracking and evaluation of applicants for Party membership, active members, development objects and probationary Party members at different stages, the growth trajectory and development potential of them can be more comprehensively reflected, avoiding the one-sidedness brought about by "one-time evaluation".

Therefore, in the party building work of universities in the new era, integrating the quantitative assessment system with political standards will not weaken the political nature of party member development, but can, through institutionalized, standardized and scientific means, more effectively ensure that the development of student party members always proceeds along the correct political direction. This transformation is not only an important measure to implement the requirements of the Central Committee for strengthening the construction of party members, but also an important manifestation of promoting the modernization of university party building.

3. The Realistic Challenges in the Quantitative Assessment of Student Party Member Development

In the context of the continuous deepening of university party building in the new era, the development of student party members has gradually moved towards standardization and institutionalization. However, from the overall practice, the construction of the quantitative assessment system is still in the exploratory stage and has not yet formed a mature and stable operation mechanism. Based on the research findings and practical experience at the grassroots

level, the current quantitative assessment of student party member development mainly faces the following realistic challenges.

Firstly, the quantitative assessment index system is not yet complete, presenting a fragmented and structurally imbalanced feature. Although some universities have introduced quantitative evaluation methods in the process of student party member development, they mostly remain at the stage of statistics on academic performance, student leadership experience, and award-winning situations, lacking scientific measurement of "hidden indicators" such as ideological quality, firm belief in ideals and beliefs, and moral character. This "emphasizing the visible and neglecting the hidden" indicator structure easily leads to evaluation results deviating from the political standards and value orientation of party member development, making the quantitative assessment merely a formality and unable to truly reflect students' comprehensive qualities and development potential.

Secondly, the quantitative assessment standards lack unified norms, and there are significant differences among different departments. Due to the lack of top-level design and unified guidance, some universities have significant differences in indicator setting, weight distribution, and scoring standards among different departments, even leading to the phenomenon of "self-defined standards". This standard inconsistency not only affects the fairness and comparability of evaluation results but also weakens the authority and binding force of the system, making it difficult for the quantitative assessment to form an overall synergy.

Thirdly, the evaluation process still has a strong subjectivity, and there is tension between quantification and experience judgment. Although the quantitative assessment aims to improve the objectivity of evaluation, in actual operation, some key indicators still rely on subjective judgments by counselors or party branch secretaries, such as ideological performance, political attitude, and public evaluation. These indicators, due to the lack of clear quantitative standards, are often based on "impression scoring" or "experience judgment", resulting in the quantitative results being to some extent influenced by human factors, thereby weakening the scientificity and fairness of the evaluation.

Furthermore, the assessment process lacks a dynamic tracking mechanism, presenting a distinct phased and static characteristic. Currently, most universities rely more on centralized evaluations at key nodes, such as determining potential party members, development objects, or probationary party members, while paying insufficient attention to the continuous performance during the daily cultivation process. This "node-based evaluation" easily neglects the changes and progress of students over the long term, making it difficult to comprehensively reflect their ideological growth trajectory and overall performance, and hindering the effective management of the entire process of party member development.

From the perspective of the operational mechanism, data support and informatization levels are still insufficient, restricting the in-depth implementation of the quantitative assessment system. Currently, many universities have not established a complete information management platform for student party member development, and assessment data mostly exists in paper materials or is recorded separately, lacking a unified data integration and analysis mechanism. This not only increases the burden of grassroots party affairs work but also makes data difficult to play a role in decision support, restricting the quantitative assessment from developing towards refinement and intelligence.

At the same time, the participation mechanism of the masses is not complete, and the evaluation feedback channels are relatively single. The development of student party members emphasizes the mass foundation, but in actual operation, mass evaluation often becomes a formality, lacking effective organizational methods and evaluation tools, and unable to truly reflect the recognition and influence of students among their peers. Some evaluations even have "relationship orientation" or "conformity psychology", weakening the authenticity and reference value of mass evaluation.

Finally, the incentive and restraint mechanisms are not sound, and the application efficiency of quantitative assessment results needs to be improved. In some universities, the quantitative assessment results are mainly used for a single decision on whether to admit a student as a party member, but their application in subsequent cultivation, education and management is insufficient, failing to form a closed-loop mechanism of "evaluation - feedback - improvement". At the same time, there are no differentiated incentives and constraints for students with outstanding performance or those with problems, which affects the guiding function and incentive effect of the assessment system.

In conclusion, the current quantitative assessment system for student party member development in universities still faces many practical difficulties in aspects such as indicator design, standard unification, process management, data support and result application. These problems to some extent restrict the improvement of the quality of party member development, and also indicate the urgency and necessity of constructing a scientific, systematic and dynamically optimized quantitative assessment system. Further research should be conducted on the basis of combining theory and practice to further improve the indicator system and operation mechanism, in order to promote the development of student party member work towards higher quality.

4. Design of Quantitative Assessment Index System for Development of College Student Party Members

In response to the problems such as single indicators, ambiguous standards and strong subjectivity in the current process of developing college student party members, it is necessary to construct a scientific, systematic and operational

quantitative assessment index system from the perspective of new quality productive forces. This system should not only reflect the Marxist theory of "the all-round development of people", but also conform to the overall policy of "controlling the total number, optimizing the structure, improving quality and exerting influence" of the Party building in colleges and universities in the new era, so as to achieve the organic unity of political standards and development quality.

4.1 Overall Design of the Index System

In the overall design, the quantitative assessment index system for the development of college student party members should adhere to the basic idea of "political leadership, comprehensive evaluation, and dynamic progress". The "political leadership" means that the political standards should be integrated throughout the index system to ensure that the development direction of party members does not deviate; the "comprehensive evaluation" means that multiple dimensions of indicators should be used to comprehensively reflect the ideological quality and ability of students; the "dynamic progress" means that different stages of the development of student party members should be set with differentiated evaluation priorities to achieve the unity of process management and development evaluation.

Based on this, this paper constructs a multi-dimensional index system with ideological and political quality as the core, with ability development as the support, and with the mass foundation as the orientation. The weights of each dimension are realized through weight allocation to achieve structural balance among the dimensions.

4.2 Structure Design of the Quantitative Assessment Index System

This study divides the quantitative assessment system for the development of college student party members into five first-level indicators, namely ideological and political quality, professional learning ability, practical service ability, vanguard and exemplary role, and mass foundation. On this basis, several secondary indicators are further refined to enhance the operability of the index system.

Firstly, in the ideological and political quality dimension, the focus is on students' theoretical learning situation, political stance firmness, and organizational discipline awareness. This can be quantitatively evaluated through the number of participation in theoretical learning, learning outcomes presentation, ideological report quality, and compliance with organizational discipline. This dimension occupies a core position in the entire system and its weight should be relatively high to reflect the political nature of party member development.

Secondly, in the professional learning ability dimension, it mainly includes academic performance, learning attitude and academic norms awareness. Academic performance can be quantified through GPA or ranking, learning attitude can be combined with classroom performance and teacher evaluation, and academic misconduct can be evaluated

through the absence of academic misconduct behavior. This dimension aims to reflect the basic quality of students as intellectuals.

Thirdly, in the practical service ability dimension, the focus is on students' participation in social practice, volunteer services and organizational activities. This can be quantified through indicators such as the number of practical activities, service duration, participation degree and organizational ability. This dimension reflects the ability of students to serve society and connect with the masses, and is an important manifestation of the advanced nature of party members.

Fourthly, in the vanguard and exemplary role dimension, the focus is on the exemplary leading role of students in daily study and life. This includes whether they play a leading role in critical moments, whether they actively undertake collective tasks, and whether they have a strong influence among classmates. This dimension emphasizes the behavior and responsibility of party members.

Finally, in the mass foundation dimension, the recognition of students in the collective is reflected through democratic evaluation, student evaluation and public feedback. Data collection can be carried out through anonymous evaluation, questionnaire surveys, etc., to enhance the authenticity and objectivity of the evaluation.

4.3 Design of Index Weights and Scoring Methods

In the design of index weights, the principle of highlighting political standards and balancing comprehensive development should be adhered to. Generally, ideological and political quality can be set as the highest weight (such as 30%), and the other dimensions are allocated reasonably according to actual circumstances, such as professional learning ability and practical service ability each accounting for about 20%, and vanguard and exemplary role and mass foundation each accounting for about 15%. The specific weights can be adjusted appropriately according to the actual conditions of different universities.

In terms of the scoring method, a weighted comprehensive scoring method can be adopted. That is, multiply the scores of each indicator by its weight and then sum them up to form the comprehensive evaluation result. At the same time, different grades can be divided based on the total score, such as "excellent", "good", "qualified" and "unqualified", to enhance the readability of the evaluation results.

In addition, to improve the scientific nature of the evaluation, a multi-party evaluation mechanism can be introduced, combining teacher evaluation, student mutual evaluation and self-evaluation, to form a more comprehensive and objective evaluation result.

4.4 Dynamic Evaluation Design Based on Development Stages

Considering that the development of student Party members has obvious phased characteristics, the quantitative assessment system should be connected with the Party member development process to form a dynamic and progressive evaluation mechanism. Generally, the development process can be divided into five stages: applicant for Party membership, active Party member, development object, probationary Party member and full Party member.

In different stages, different evaluation focuses should be emphasized. For example, in the applicant for Party membership and active Party member stage, the focus should be on ideological and political quality and learning attitude; in the development object stage, the assessment should be strengthened on practical ability and popular support; in the probationary Party member stage, the emphasis should be on the pioneering and exemplary role and comprehensive performance. Through this phased and differentiated evaluation method, the growth status of students in different development stages can be reflected more accurately.

4.5 Operability and Optimization Mechanism of the Index System

To ensure that the quantitative assessment system can be effectively implemented, the operability should be strengthened in the system design. On the one hand, the data sources and collection methods of each indicator should be clarified, such as recording learning situations, volunteer service hours and activity participation through

information platforms; on the other hand, unified scoring standards and operation procedures should be formulated to reduce the randomness in the execution process.

At the same time, the index system should have the ability of dynamic optimization. As the Party building work environment and student development characteristics of universities change, the content and weights of the indicators should be adjusted regularly to maintain the adaptability and forward-looking of the system. In addition, a feedback mechanism should be established to continuously improve the index design based on the implementation effect, forming a continuous improvement loop.

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