

HIGHLIGHTS AND KEY MESSAGES

- The standout result for the past twelve months is that PDF article downloads and abstract views have continued to accelerate: March 2019 saw the largest number of views and downloads to-date (around 6740 for views and 7530 for downloads).
- While most submissions are from Australian authors, the past 12 months has seen an increased number of submissions from the US.
- As each paper is ready for publication, it is now published as *Online First* dependent on the timing of the next open issue. Online First articles are released according to their topicality. This is also a strategic initiative to cope with the increasing number of submissions and consequently the long wait periods for authors from acceptance to publication.
- The annual STARS Conference remains the key opportunity to promote the Journal, publishing a special issue from the event. The Journal editorial team have also been fortunate to receive promotion of the Journal via newsletters and blog posts from the National Centre for Student Equity in Higher Education (NCSEHE).
- The Editorial team are pleased to introduce new Editor - Associate Professor Jason Lodge (University of Queensland, Australia).

ABSTRACT VIEWS AND DOWNLOADS

Around **121,000** full article downloads have been recorded since the first issue was published in 2010 to December 2019. Abstract views during this time have totaled over **146,000**. The standout result for the past twelve months is that PDF article downloads and abstract views have continued to accelerate: March 2019 saw the largest number of views and downloads to-date (around 6740 for views and 7530 for downloads). *Figure 1* indicates the abstract view and download profile since 2015. It should be noted that since the title change (from the *International Journal for the First Year in Higher Education* to *Student Success*) in 2016 there has been a significant rise in views and downloads compared to previous periods. As expected, peak access to the Journal's website has occurred each time a new issue is published.

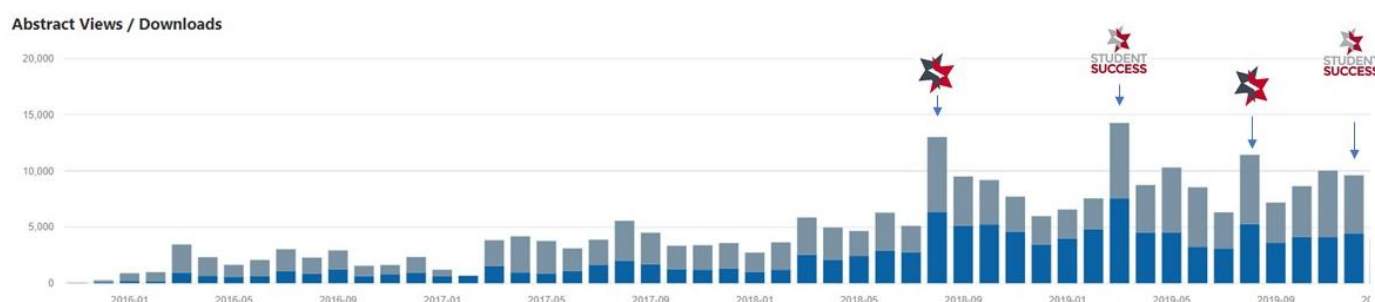


Figure 1: 2015-2019 Abstract views and PDF downloads (Blue for downloads, Grey for abstract page views)

Figure 2 indicates the increase in downloads compared to abstract views since 2016. In the 12 months to December 2018, these view and download numbers are almost the same indicating that not only is the web traffic increasing, but that engagement is at a more defined level.

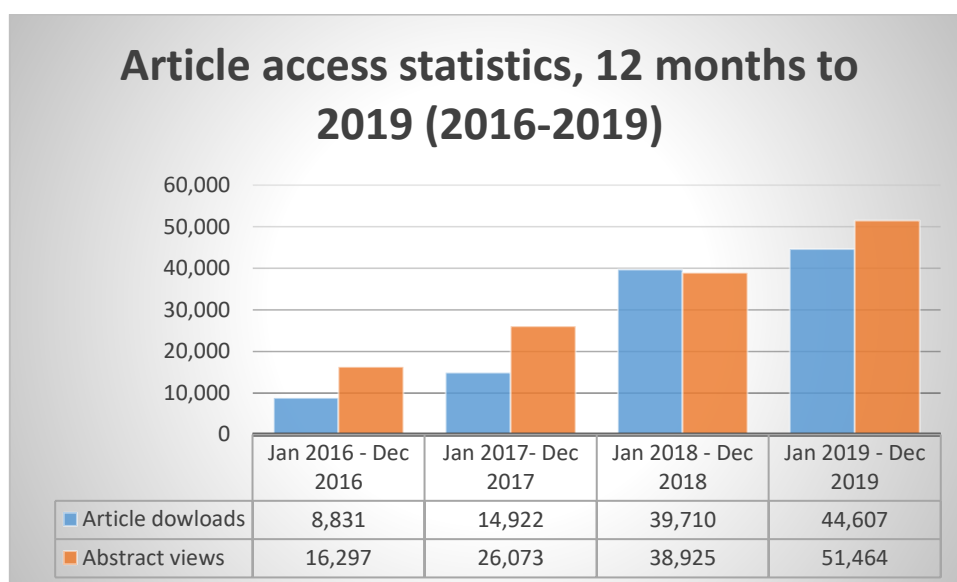


Figure 2: Article access statistics in 12-month periods (2016-2019)

In March 2019 the Journal experienced the highest number of article views (6740) and downloads (7530) in any month since commencing publication. This might be explained by the publication of the first open issue for 2019 ([Volume 10 Issue 1](#)), the largest open issue to-date.

SUBMISSION RATES

Submission numbers and the statistics related to papers accepted and declined are skewed due to the inclusion of special issues where submissions go through a workflow external to the publishing software.

INTERNATIONAL SCOPE

Australian authors still dominate the number of accepted submissions. Just under 80% of all accepted papers since 2010 are Australian. New Zealand authors make up 10% followed by US (5%) and UK (2%). Countries of authorship also include Ireland, Pakistan, Canada, South Africa, Belgium, Germany and Taiwan.

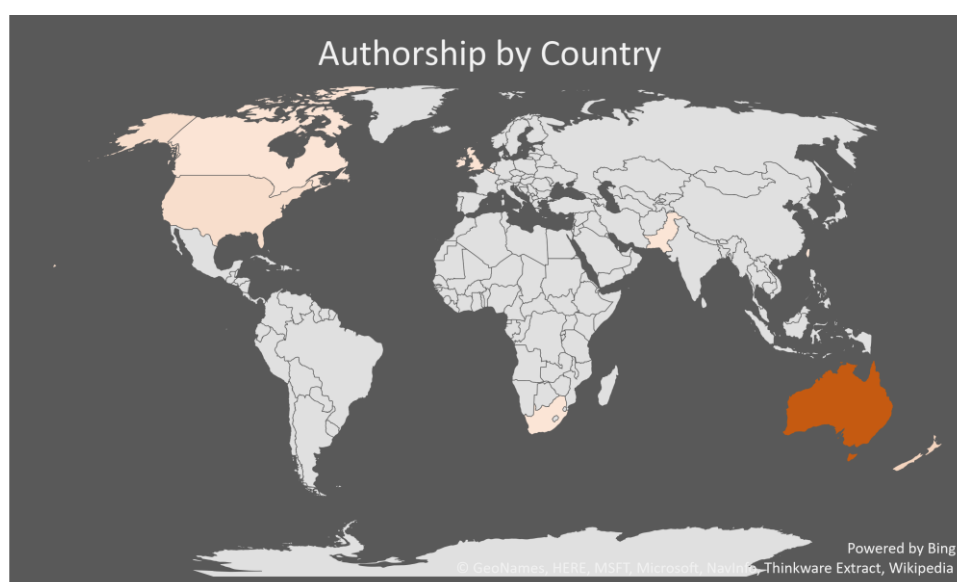


Figure 3: Authorship by country

Increasing the relevance of the Journal internationally requires sustained efforts to promote topicality, relevance and the contributive nature of the publication. It is anticipated that the inclusion in Scopus may increase the number of submissions moving forward.

PUBLISHING TRENDS

In 2018, *Student Success* commenced publishing three issues per year: one open issue and two special issues (one special issue dedicated to the STARS Conference). This was done in order to improve the review of the journal for inclusion in Scopus. Two special issues are earmarked for 2019 and 2020:

[Psychological Wellbeing and Distress in Higher Education](#) Special Issue (Volume 10, Issue 3 2019)

Guest Editors: Dr Abi Brooker and Dr Lydia Woodyatt

EPHEA/NAEEA Biennial Conference [Enabling Excellence through Equity](#) (Volume 11, Issue 1 2020)

Guest Editors: Professor Liz Thomas, Dr Pranita Anand and Ms Jacinta McNamara

ONLINE FIRST

As each paper is ready for publication, it is published as **Online First** dependent on the timing of the next open issue. Contributions published Online First are citable by journal title and DOI. When the next scheduled issue is complete, the Online First manuscript becomes part of that issue and will no longer appear on a dedicated [Online First page](#). The release of articles before the issue release dates is contributing to the sustained interest in the Journal. 'Online First' articles are released according to their topicality. This is also a strategic initiative to cope with the increasing number of submissions and consequently the long wait periods for authors from acceptance to publication.

INDEXING

In early 2019 the Journal was accepted to inclusion in Scopus. Scopus recognition has been an important goal for the Journal since publishing commenced. Scopus is the world's largest abstract and citation database of peer-reviewed literature, and is published by Elsevier B.V. This ultimately increases the visibility of academic research and is often used as a measure by institutions in terms of citation impact.

Student Success is listed in the following indexes, aggregators and databases:

- **Scopus** - the largest abstract and citation database of peer-reviewed literature
- **China National Knowledge Infrastructure (CNKI)** - the largest and most-used academic online library in China
- **DOAJ** – an online directory that indexes and provides access to quality open access, peer-reviewed journals
- **EBSCO** – EBSCOhost Research Databases
- **Gale Cengage Learning** – is a leading publisher and aggregator of educational content, tools, services and other resources for libraries
- **Google Scholar** – a database that indexes websites and files of a scholarly nature
- **Informit (A+ Education)** – Australasian aggregator of bibliographic databases and journals
- **Paperity** – a multidisciplinary aggregator of open access journals and papers
- **ProQuest** – world's largest, multidisciplinary full-text database
- **ScienceOpen**- a professional networking platform for scholars to enhance their research in the open, make an impact, and receive credit for it
- **Trove** (National Library of Australia) - an aggregation of metadata, and a growing repository of full text digital resources originally published and made publicly available in Australia
- **Ulrichsweb** - Ulrich's™ is an authoritative source of bibliographic and publisher information on more than 300,00 periodicals of all types academic and scholarly journals
- **Web of Science (Emerging Sources Citation Index)** - the world's largest collection of research data, publications, and patents.

MARKETING

SOCIAL MEDIA

For academics who engage with social media, Twitter has become a valuable tool to help build both their network and their reputation, as well as to share information on new publications and research. Since July 2013 *Student Success* has had a Twitter account which now has over 1330 followers: 71% Female, 58% from Australia, 14% UK, then US, Ireland, NZ. Profile visits average around 200 per month (March 2019 - release of Volume 10, Issue 1 - saw 670 profile visits). Tweet impressions¹ are currently averaging 8K per month.

Twitter is used as an engagement tool for the Journal in the following way:

- Announce the publication of a new issue
- Promote individual articles (both new and previous)
- Sharing news regarding the Journal – appointment of Editorial Board members
- Promote interest in an upcoming issue
- Share links to Online First articles
- Promotion of STARS events/news



The key to proactive Twitter engagement is the use of hashtags and inclusion of Twitter handles (tagging). Most important is the insertion of the DOI links to articles which activate various altmetric activity measuring article engagement. A good example of active engagement is *Student Success* Twitter activity early in June 2019. Prof Sally Kift tagged @journalsuccess in all her tweets at the 2019 EFYE Conference. Subsequent 'liking' and 'retweeting' of these tweets from the journal saw the handle acquire 36 new followers, mentions increased by 750% and impressions were up by 15%.

Why should I use social media to promote *Student Success*?

- ✓ Reinforce the journal brand online
- ✓ Allow you to connect with new audiences and interact quickly and easily
- ✓ Help to create online communities who will share your content with their friends and colleagues
- ✓ Allow you to build trust with users using a human and interactive approach
- ✓ Improve discoverability of your journal content - the more places your content is mentioned or posted online, the higher the chance it will be found, shared and downloaded
- ✓ Generate discussion around your journal content
- ✓ *Most importantly, drive users to your journal content*

AUTHOR ENGAGEMENT

Just prior to article publication the author receives an email with the full citation for their records. An email attachment includes ways to increase usage and citation of your article (to educate authors on tips they can implement to make their articles more visible). Social media is used to disseminate each article and authors registered with the journal receive automated updates and journal announcements.

¹ Twitter impressions measure how many times posts may potentially show up in timelines (all the times a Tweet has been seen). It is not a measure of engagement.

STARS CONFERENCE AND NETWORKING

The annual [STARS Conference](#) remains the key opportunity to promote the Journal publishing a special issue from the event. The Journal editorial team have also been fortunate to receive promotion of the Journal via newsletters and blog posts from the [National Centre for Student Equity in Higher Education \(NCSEHE\)](#).

ONLINE JOURNAL SYSTEM UPDATES

Badges and widgets: In 2019 the Journal added indexing 'widgets' and 'badges' on the platform to showcase online activity related to individual articles. Scopus, Web of Science and Google Scholar plug-ins allow for citation counts. These are now displayed with the Altmetric plug-in (added in 2017) which counts social media engagement with the article. *Figure 4* is a screenshot from an article abstract page with these displayed plug-ins.

HTML option: It is proposed that as well as the provision of PDF copies of articles, the Journal will offer HTML versions as a download/access option. HTML versions offer various benefits and are now standard in most online academic publications.

Accessibility: Web content can be difficult for users with a disability to navigate and process. An accessibility plug-in is being investigated for use on the Journal website (and available on mobile devices). The accessibility menu from UserWay <https://userway.org/> is a widget that is linked to the Journal URL and displays a menu for increased usability.

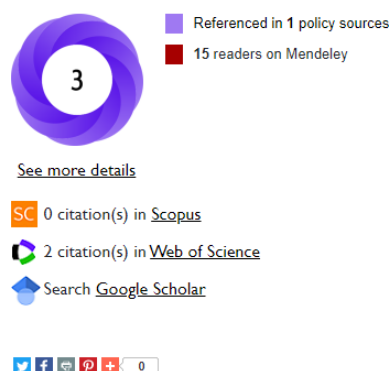


Figure 4: Student Success badges and widgets – measuring impact.

EDITORIAL TEAM UPDATES

Associate Professor Jason Lodge has come on board as an Editor. Jason has already made some very useful contributions to our editing and review efforts and was a co-editor of the *Student Engagement and Retention in Higher Education Special Issue 9(4)* 2018 (with Dr Ella Kahu).

Jason Lodge is Associate Professor of Educational Psychology in the School of Education and Institute for Teaching and Learning Innovation at The University of Queensland. He is also Honorary Principal Research Fellow in the Melbourne Graduate School of Education, The University of Melbourne. Jason has over 15-years experience in a higher education context with a particular focus on student learning and the student experience. His foundational research focusses on the cognitive, metacognitive, social and emotional mechanisms of concept learning and conceptual change. Jason also conducts research on the translation of the science of learning into practice in educational settings, particularly in digital learning environments and higher education.

Professor Karen Nelson, Editor-In-Chief
Professor Rachael Field, Editor
Professor Ron Oliver, Editor
Associate Professor Jason Lodge, Editor
Tracy Creagh, Journal Manager

ADVISORY BOARD MEMBERS

Professor Sally Kift (**Chair**) – President, Australian Learning and Teaching Fellows, Australia

- Professor Marcia Devlin – Senior Deputy Vice-Chancellor and Professor of Learning Enhancement, Victoria University, Australia
- Professor Kerrie-Lee Krause – Deputy Vice-Chancellor Student Life, The University of Melbourne, Australia
- Professor Steve Larkin – CEO and Director of the Batchelor Institute, Australia
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- Professor Nicolette Lee, Executive Director, Educational Partnerships and Quality, La Trobe University, Australia
- Professor Liz Thomas, Professor of Higher Education at Edge Hill University, United Kingdom
- Professor John Clarke, Australia

NOTES

BEST PRACTICE IN OPEN ACCESS

Alignment to open access practices in academic publishing has not been an arbitrary consideration for *Student Success*. The benefits of open scholarship are clearly articulated by the host institution (QUT) in policy and practice and align to emerging global practices and trends in academic publishing. Open scholarship maximises the sharing of knowledge. For the author the benefits of publishing in open access include: increased citation and impact; improved visibility in terms of public engagement and interest, and; the reduction of prohibitive publishing barriers related to costs. Universities benefit from wider dissemination of research and by access to a wider range of educational resources.

Since 2010 QUT Library has hosted several online academic journals on Open Journal Systems (OJS), a journal management and publishing system developed by the Public Knowledge Project. OJS is open source software that can be installed and controlled locally providing a management system where editors can configure requirements, sections, review process, etc. to suit their particular publication. *Student Success* is published using the OJS software and has aspired to best practice in open access publishing which has included:

- Application of Creative Commons Licences to make published articles more readily available and useable
- Allowing the author to hold the copyright without restrictions
- Improving discoverability via the use of identifiers like ORCID and DOI
- Registration with the Directory of Open Access Journals (DOAJ) and achieving best practice accreditation (The DOAJ Seal)
- Depositing content with a long-term digital preservation or archiving program
- A deposit policy registered with a deposit policy registry
- Embedding machine-readable CC licensing information in articles
- Recognition and adherence to standards of quality and integrity and inclusion of ethical guidelines and policies (e.g. Committee on Publication Ethics <http://publicationethics.org/>)

Table 1: Ten most accessed articles (as at 31 December 2019) – Abstract views counted as primary

<i>Issue</i>	<i>Author (country)</i>	<i>Article</i>	<i>Abstract views/PDF downloads</i>
Vol 7(1) General Issue	Katelyn Barney (AU)	<i>Listening to and learning from the experiences of Aboriginal and Torres Strait Islander students to facilitate success</i>	11,504/8674
Vol 8(1) General Issue	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	6665/3904
Vol 8(1) General Issue	Suzi Hellmundt, Dallas Baker (AU)	<i>Encouraging engagement in enabling programs: The students' perspective</i>	4643/3433
Vol 6(2) Conference Issue	Robert Whannell, Patricia Whannell (AU)	<i>Identity theory as a theoretical framework to understand attrition for university students in transition</i>	4428/6919
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on Student Persistence</i>	4206/5298
Vol 6(2) Conference Issue	Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke de Silva (AU)	<i>Inquiry-based learning to improve student engagement in a large first year topic</i>	3311/6409
Vol 9(2) General Issue	Karen Sutherland, Cindy Davis, Uwe Terton, Irene Visser (AU)	<i>University student social media use and its influence on offline engagement in higher educational communities</i>	3140/15539
Vol 8(2) Conference Issue	Masha Smallhorn (AU)	<i>The flipped classroom: A learning model to increase student engagement not academic achievement</i>	2493/3209
Vol 7(1) General Issue	Emmaline Lear, Linda Li, Sue Prentice (AU)	<i>Developing academic literacy through self-regulated online learning</i>	1933/1532