



STUDENT SUCCESS

JOURNAL REPORT 2022

HIGHLIGHTS AND KEY MESSAGES

- The SCImago 2021 Ranking was released in April (2022) and the ranking for *Student Success* has improved from a Q3 (2020) to a **Q2 (2021) in Education**
- *Student Success* added a **preprint policy** to clarify how the Journal will deal with submissions that are already publicly available on a preprint server.
- The **Council of Australian University Librarians (CAUL)** has released a series of [case studies](#) of university libraries' open publishing initiatives which incorporates a case study on QUT's open access journals (including *Student Success*)
- Abstract views and downloads remain strong and in 2022 and the most accessed articles were from the special issue (V13[3] 2022)

UPDATES TO JOURNAL POLICIES

Student Success has added a preprint policy. In academic publishing, a preprint is a version of a scholarly or scientific paper that precedes formal peer review and publication in a peer-reviewed scholarly or scientific journal. The preprint may be available, often as a non-typeset version available free, before or after a paper is published in a journal.

The policy clarifies how the Journal will manage the review and publication processes for submissions that are already available on a preprint server. The policy also clarifies author obligations when submitting an article that is already available as a preprint.

The Editorial team was consulted about preprints after discussions with Ginny Barbour, co-director in the Office for Scholarly Communication at QUT and Iratxe Puebla, who runs a science-based preprint group ASAPbio https://asapbio.org/dt_team/iratxe-puebla. Both subject matter experts provided comprehensive advice about how the Journal could clearly articulate its approach to managing preprints.

For *Student Success*, the preprint policy means that:

- The Journal has included a disclaimer on both the abstract page and the actual PDF: **Provenance: Previously published as a preprint (include link)**
- Authors have an obligation to update the preprint information when the article is published in the Journal
- The Journal has included an additional sentence to the submission compliance checklist for authors to complete which reads:

The author/s have read the Journal's policies, specifically the [Ethics and Malpractice Statement](#) and the [Journal's Copyright notice](#) and the [Preprint Policy](#). These all ensure the submission has not been previously published in full or in part (including via a conference), nor is it before another journal for consideration. If your submission is available on a preprint platform, please let the editor know in the 'Comments for the Editor' having noted the [Preprint Policy](#)

QUALITY INDICATORS

The SCImago Journal Rank (SJR) indicator is a measure of the prestige of scholarly journals that accounts for both the number of citations received by a journal and the prestige of the journals where the citations originates. The SCImago 2021 Ranking was released in April and the ranking for *Student Success* has improved from a Q3 (2020) to a **Q2 (2021) in Education**. This is promising as the Journal has only been ranked since 2020.

In Australia, *Student Success* is ranked **5th overall in Education and 3rd as an open access journal** after AJET and Journal of Learning Analytics. Internationally *Student Success* is ranked 94th in open access education journals.

All details can be found at: <https://www.scimagojr.com/journalsearch.php?q=21100906909&tip=sid&clean=0>

SCIVAL REPORTING

SciVal is a **research performance assessment tool that allows analysis of the data from Scopus**. The Scopus database covers over 30 million publications and updates weekly from Scopus. Inclusion of the Journal in Scopus allows for an overview of citations and research trends. Tables 3 and 4 (Appendix) outline the top cited articles since indexing in Scopus.

Figure 1 presents a key phrase analysis of the top 50 keywords based on 114 publications (2017-2021).



Figure 1: Key phrase analysis 2017-2021

INDEXING PILOT WITH THE LEARNING AND TEACHING REPOSITORY/UNIVERSITIES AUSTRALIA

The [Learning and Teaching Repository](#) is a curated space that indexes the work of Australian learning and teaching researchers. It also provides a set of quality resources on key learning and teaching topics for practitioners.

In late 2021 the Repository undertook a pilot project with the [Student Success](#) journal and the associated [STARS Conference](#) to determine the value of indexing and linking to current open access (OA) teaching and learning research. The pilot work involved a range of identifying activities to match published articles, practice reports and conference presentations with [Office for Learning and Teaching \(OLT\)](#) and [predecessor bodies](#) project outcomes and dissemination.

In 2022, Repository Manager Pru Mitchell and Journal Managing Editor Tracy Creagh wrote two small online pieces to promote this activity, and the value of open access publishing:

[An open archive of learning and teaching research: Creating more of the much-needed same](#) Campus Morning Mail, June 13

[Open access: Why we must break down the paywalls now](#) EduResearch Matters, October 17

ABSTRACT VIEWS AND DOWNLOADS

Around **288,293** full article downloads have been recorded since the first issue was published in 2010 to December 2022. Abstract views during this time have totaled over **339,988**. Figure 2 indicates the abstract view and download profile since 2017. In 2022, the special issue (Volume 13, Issue 3) was the most accessed.

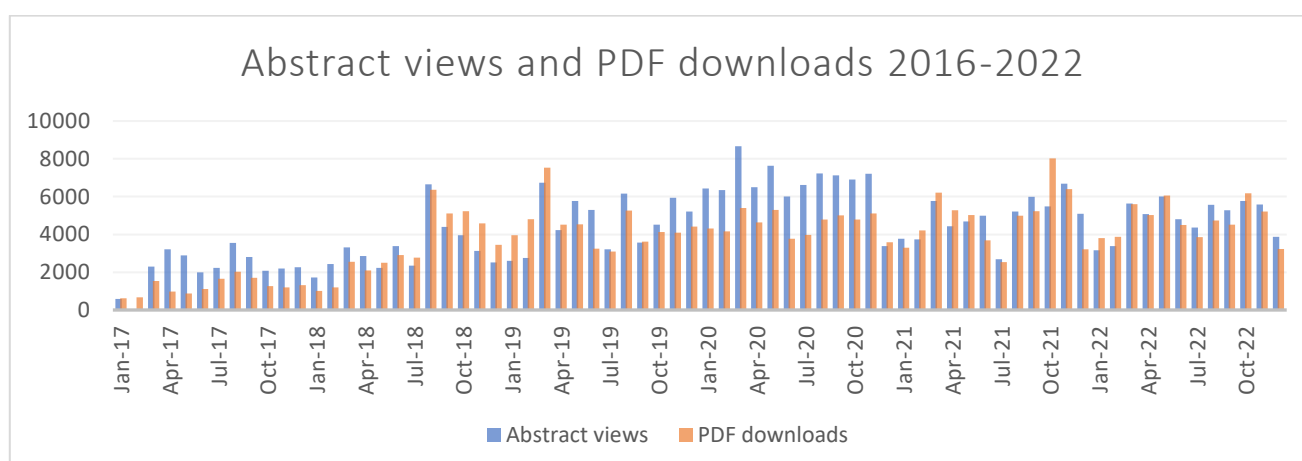


Figure 2: 2017-2022 Abstract views and PDF downloads

Figure 3 indicates that with the exception of 2020, abstract views and PDF downloads have remained similar.

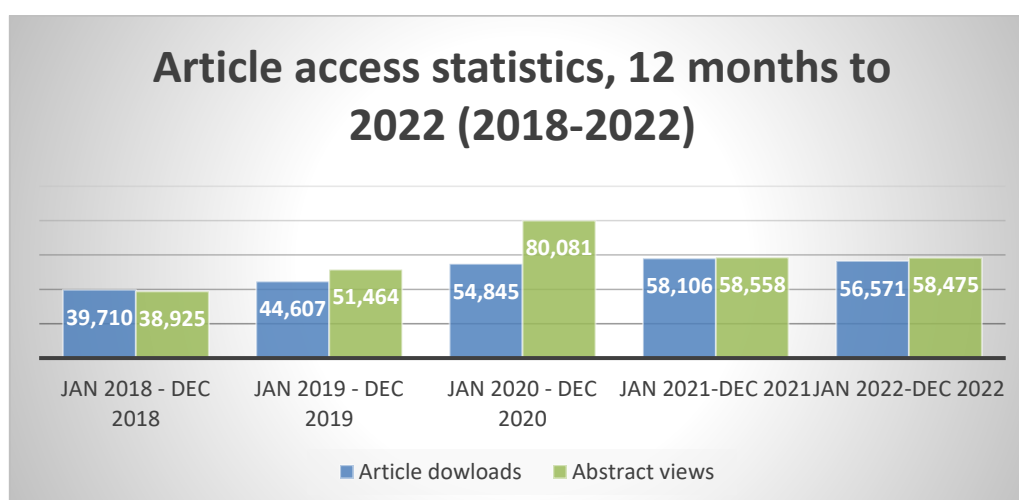


Figure 3: Article access statistics in 12-month periods (2018-2022)

SUBMISSION RATES

Submission numbers and the statistics related to papers accepted and declined are skewed due to the inclusion of special issues (two of three issues) where submissions go through a workflow external to the publishing software. However, 2022 statistics indicate that **desk rejections were at 77%** (73% in 2021). The Journal continues to receive a high number of submissions from Iran and North Africa and Southeast Asia, specifically PhD students seeking publication as part of their degree expectations.

INTERNATIONAL SCOPE

Australian authors still dominate the number of accepted submissions. Just under **78% of all accepted papers since 2010 are authored by Australians**. New Zealand authors make up 8% followed by US (5%) and UK (3%). Countries of authorship also include Ireland, Canada, South Africa, Belgium, Germany, Taiwan, Pakistan, Vietnam and Singapore.

In 2022, 49% of all authors were Australian, followed by the US (10%), UK (10%), NZ (7%).

Increasing the relevance of the Journal internationally requires sustained efforts to promote topicality, relevance, and the contributive nature of the publication.

GOOGLE ANALYTICS

Data from Google Analytics is useful to track traffic for the Journal website and gives an overview of how people engage with the website. It is primarily of benefit for website administrators tracking engagement if using advertising and marketing tools but can provide context around user-behaviour. In 2022 the average monthly visit number was 6.7K (the highest volume of traffic was in May with just over 8.7K visits); most visits were direct or by organic searching, although social visits came primarily via Facebook, Twitter and LinkedIn; referral traffic was primarily from DOAJ (Directory of Open Access Journals) (16%), Google Scholar (7%) and Scopus (5%); 94% of visitors to the site were new; 70% of visits were from Australia, followed by the US; 80% accessed using the Chrome browser; 81% accessed via desktop devices (18% via mobile devices).

PUBLISHING UPDATES

The 2022 Special Issue was published in mid-November: [Fostering Connections in Higher Education](#). The issue explores the importance of 'connections' that contribute to students embarking upon, participating in and achieving their academic and other goals in higher education. The guest editors – **Dr Katelyn Barney**, **Dr Nicole Crawford** and **Dr Janine Delahunty** – curated a set of very timely and authentic Practice Reports that will make a significant contribution to our sector's thinking and practice. Each of the guest editors had recently completed an Australian 2019/2020 Equity Fellowship with the National Centre for Student Equity in Higher Education ([Barney](#), 2022; [Crawford](#), 2021; [Delahunty](#), 2022).

Upcoming special issue:

2023: The Contribution of Educator Wellbeing to Achieving Student Success. Guest Editors - Associate Professor Deanna Grant-Smith and Dr Melinda Laundon (QUT, Australia).

INDEXING UPDATE

In early 2022, the Journal cancelled the indexing contract with **Gale Cengage Learning**. The contract was set up in 2010 and the editorial team became concerned that their “third party” members (in this case ‘The Free Library’) were incorrectly attributing the articles (via the terms of the CC Licence which must include the name of the creator, a copyright notice, link to the source, and link to the licence). Additionally, the articles had copyright attributed to Gale, not the original authors. While Gale was able to take down the Journal articles, there was still no processes in place, or guarantees, to oversee how the third parties were presenting the published material. The Journal sought assistance from QUT Legal and was able to cancel the contract via a Notice of Non-Renewal.

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
- **ERIC** - an online library of education research and information, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education
- **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

Twitter was used to observe and provide awareness during **International Open Access Week 24-30 October** with daily tweets to promote and celebrate the Journal as an OA publication. It would be ideal to investigate further opportunities to promote the Journal and not rely entirely on social media.



SOCIAL MEDIA

Since July 2013 *Student Success* has had a Twitter account which now has over 1950 followers. Profile visits in 2022 averaged around **800 per month** (same as 2021). Tweet impressions¹ are currently averaging **7K 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



STARS CONFERENCE AND NETWORKING

The annual [STARS Conference](#) remains the key opportunity to promote the Journal publishing a special issue from the event. The [STARS LinkedIn](#) page is also utilised to announce new issues and to promote calls for special issues etc. 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 \(NCSEHE\)](#). Additionally, the National Association of Enabling Educators of Australia (NAEEA) and the Equity Practitioners in Higher Education Australasia (EPHEA) continue to engage in social media and cross promote publications.

EDITORIAL TEAM UPDATES

The **Council of Australian University Librarians (CAUL)** has released a series of [case studies](#) of university libraries' open publishing initiatives and accompanying researcher case studies that demonstrate the value of these initiatives. This project was led by Managing Editor Tracy Creagh and includes a case study on QUT's open access journals, including *Student Success*. QUT Open Access Journals <https://caul.libguides.com/libraries-open-publishing-case-studies/journal-press>

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

ADVISORY BOARD MEMBERS

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

- Professor Marcia Devlin – PhD, GAICD, CEO, Victorian Academy of Teaching and Leadership, Universities Australia appointee on the Advisory Board of the National Centre for Student Equity in Higher Education, Australia
- Professor Kerrie-Lee Krause – Provost (Senior Deputy Vice-Chancellor), Avondale University, Australia
- Professor Steve Larkin – Pro Vice-Chancellor Indigenous Engagement, The University of Adelaide, Australia
- Professor Ruth Pickford – Director of the Centre for Learning and Teaching (CLT), Leeds Beckett University, United Kingdom
- Professor Lorraine Stefani – Professor of Higher Education Strategic Engagement, University of Auckland, New Zealand
- Professor Vincent Tinto – Syracuse University, United States
- Dr Jennifer Keup, Director, The National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, United States
- Professor Nicolette Lee, Deputy Vice-Chancellor Education at La Trobe University, La Trobe University, Australia
- Professor Liz Thomas, Professor of Higher Education at Edge Hill University, United Kingdom
- Professor John Clarke, Australia

Founding Journal Advisory Board Member and Editorial Team Alumni:

- Professor Mantz Yorke – Visiting Professor, Department of Educational Research, Lancaster University, United Kingdom

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 direct engagement)

Table 1: Ten most accessed articles (as of 31 December 2022) – 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>	13,656/10,063
Vol 8(1) General Issue	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	10,192/14,926
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on Student Persistence</i>	9383/11,154
Vol 10(3) Special Issue	Abi Brooker, Meredith McKague, Lisa Phillips (AU)	<i>Implementing a Whole of Curriculum Approach to Student Wellbeing</i>	8807/919
Vol 6(2) Conference Issue	Murray Lane, Victoria Menzies (AU)	<i>An analysis of user engagement in student Facebook groups</i>	8725/2244
Vol 8(1) General Issue	Suzi Hellmundt, Dallas Baker (AU)	<i>Encouraging engagement in enabling programs: The students' perspective</i>	7655/5138
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>	7494/11,800
Vol 10(3) Special Issue	Abi Brooker, Lydia Woodyatt (AU)	<i>2019 Special Issue: Psychological Wellbeing and Distress in Higher Education (Editorial)</i>	7115/ 1380
Vol 8(2) Conference Issue	Masha Smallhorn (AU)	<i>The flipped classroom: A learning model to increase student engagement not academic achievement</i>	5882/6894
Vol 6(2) Conference Issue	Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva (AU)	<i>Inquiry based learning to improve student engagement in a large first year topic (Emerging Initiative)</i>	5444/12,680

Table 2: Five most downloaded articles (as of 31 December 2022)

<i>Issue</i>	<i>Author (country)</i>	<i>Article</i>	<i>PDF downloads</i>
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>	21,827
Vol 8(1)	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	14,925
Vol 6(2) Conference Issue	Masha Smallhorn, Jeanne Young, Narelle Hunter, Karen Burke da Silva (AU)	<i>Inquiry based learning to improve student engagement in a large first year topic (Emerging Initiative)</i>	12,680
Vol 8(2) Conference Issue	Ella Kahu, Karen Nelson, Catherine Picton (NZ/AU)	<i>Student interest as a key driver of engagement for first year students</i>	12,323
Vol 6(2) Conference Issue	Robert Whannell and Patricia Whannell (AU)	<i>Identity theory as a theoretical framework to understand attrition for university students in transition</i>	11,800

Table 3: SciVal – Top authors (2017-2022)

Top Authors

Entity: Publications in Student Success that fall within the top 10% most cited publications worldwide | 2017 to 2023 • Year range: 2017 to 2023 • Data source: Scopus, up to 11 Jan 2023 • [Explore / edit analysis](#) 

Name	Scholarly Output	Most recent publication	Citations	<i>h</i> -index
1. Linden, Kelly C.	1	2022	3	7
2. Takarangi, Melanie K.T.	1	2019	17	16
3. Weldon, John	1	2019	21	2
4. Stone, Cathy	1	2019	34	13
5. Emery, Sherridan G.	1	2021	7	8
6. Scott, Hannah	1	2019	17	6
7. McCluskey, Trish	1	2019	21	2
8. Khan, Ayesha	1	2019	20	1
9. Poole, Heather	1	2019	20	1
10. Agnew, Michael	1	2019	20	1

The authors with the highest scholarly output from in the Publication Set, along with some metrics about them.

Note: only compare the *h*-index of authors who started publishing around the same time and in similar subject areas.

Table 4: SciVal Top five publications in SSJ by number of citations

<i>Online learning in Australian higher education: Opportunities, challenges and transformations</i> Cathy Stone 10(2) 2019 https://doi.org/10.5204/ssj.v10i2.1299
<i>Re-building the first year experience, one block at a time</i> Trish McCluskey, John Weldon, Andrew Smallridge 10(1) 2019 https://doi.org/10.5204/ssj.v10i1.1148
<i>Fall Break Fallout: Exploring Student Perceptions of the Impact of an Autumn Break on Stress</i> Michael Agnew, Heather Poole, Ayesha Khan 10(3) 2019 https://doi.org/10.5204/ssj.v10i3.1412
<i>Measuring PhD Student's Psychological Well-being: Are we seeing the whole picture?</i> Hannah Scott, Melanie K. T. Takarangi 10(3) 2019 https://doi.org/10.5204/ssj.v10i3.1294
<i>Subjective well-being among first-year university students: A two-wave prospective study in Flanders, Belgium</i> David De Coninck, Koen Matthijs, Patrick Luyten 10(1) 2019 https://doi.org/10.5204/ssj.v10i1.642