



STUDENT SUCCESS

JOURNAL REPORT 2024

HIGHLIGHTS AND KEY MESSAGES

- In 2024, the Journal publishing platform was moved from a QUT locally-hosted server to the vendor option and is now supported by **UniSQ Library**.
- *Student Success* proposes a **revised copyright statement** to strengthen the language around use of third-party images.
- *Student Success* is now on **LinkedIn** <https://www.linkedin.com/company/student-success-journal/>
- The total number of citations of articles cited in policy documents and grey literature continues to increase (see **Overton** data).

CHANGE TO JOURNAL PUBLICATION ARRANGEMENT

Since 2010, Queensland University of Technology (QUT) Library has hosted online academic journals on Open Journal Systems (OJS), a journal management and publishing system developed by the Public Knowledge Project (PKP). OJS is open-source software installed and controlled locally, providing a management system where editors can manage their publishing requirements. Each of the QUT hosted journals has a journal manager or managing editor. The *Student Success* Managing Editor oversees and evaluates peer review and publication processes, publication quality, manages correspondence with authors and relationships with editors, editorial board and advisory group. Since 2010, hosting of the *Student Success* journal has been supported by QUT. All of the editors have since left QUT and resourcing for the Journal and Managing Editor is supported by an external organisation. In 2023 it was decided to migrate the Journal from the QUT hosted OJS to the cloud-hosted PKP vendor – supported by the University of Southern Queensland (UniSQ) Library.

Communication with PKP about the migration commenced in January 2024 and in April UniSQ signed a hosting plan agreement with PKP ([OJS Enterprise](#)). The Journal was fully migrated to PKP on July 26.

The Managing Editor is also now supported and located in UniSQ Library.

PROPOSED UPDATES TO JOURNAL POLICIES

The editorial team are pleased to share a proposed update to the Journal policies that align with good practice in scholarly publishing, particularly in regard to the use of images.

As an update to a recently added policy 'Artificial Intelligence Generated Content', the editorial team propose to clarify and strengthen the language used to articulate how previously published images, pictures, tables and figures are used and reused in published articles. The changes will also be included in the author guidelines and the compliance checklist used by authors on submission.

Suggested text in author guidelines and in checklist:

If you want to reuse or repurpose images, graphics, figures or tables that have previously been published in other source or reference material, you will need explicit permission from the copyright owner to reuse the material before submitting your article for review. This includes any of the above which you have modified for your work. You must refer to the permission provided in the image title and must always cite the original source, even if the image is not formally copyrighted or is available to be reused freely.

Suggested text in copyright notice:

Authors who publish with this journal agree to the following terms:

1. Authors retain copyright and grant the Journal right of first publication with the work simultaneously licenced under a [Creative Commons Attribution Licence \(CC-BY\)](#) that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.
2. Authors have obtained all necessary permissions for the reproduction of any any materials that have been reused or modified from their original source included in submissions.

- Authors are permitted and encouraged to post their work online (e.g., in institutional repositories or on their website) prior to and during the submission process, as it can lead to productive exchanges, as well as earlier and greater citation of published work (see [The Effect of Open Access](#)).

DOAJ (Directory of Open Access Journals) has released the results of a community engagement survey – in which Tracy Creagh, Managing Editor, participated in a number of semi-structured interviews.

Small changes are expected that will be implemented in 2025 and include the removal of two application form questions, the removal of some links to journal metadata and the cessation of the DOAJ Seal. DOAJ have noted:

There are other best practices relevant to today's open scholarship arena and our vision of an equitable and diverse scholarly ecosystem. Hence, we plan to introduce a series of journal labels that highlight a new set of equitable journal attributes. Two examples are Diamond and that the author retains all rights and others are being considered.

More details are discussed in their recent blog post [Results of our community consultation](#)

QUALITY INDICATORS

CITATION DATA (PROVIDED BY OVERTON)

Overton is the world's largest searchable index of policy documents, guidelines, think tank publications and working papers. Access to the Overton database, has been available through the QUT Library, allowing visibility of where the Journal's articles have been cited in policy documentation.¹

Since 2017 the Journal has had a total of 47 citations in six different sources including think tanks (university affiliated and research centres), government documents, intergovernmental organisations and aggregators (like the Analysis and Policy Observatory). Figure 1 includes examples of sources citing journal articles (e.g. Productivity Commission, Australian Health Policy Collaboration, UNESCO, Department of Education [UK], NCVER, Parliament of Australia) Of note 24 of the 47 citations are from UNESCO reports.

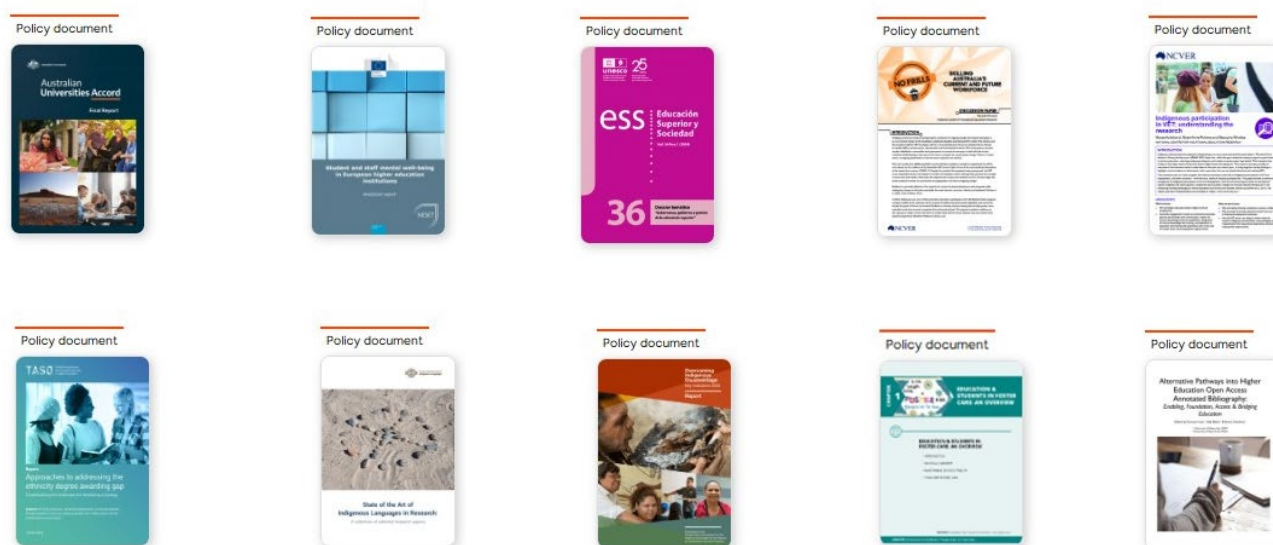


Figure 1: Journal article citations in recent policy documentation (2017-2024)

ALTMETRIC EXPLORER

Altmetric Explorer tracks mentions of research outputs (including publications and data sets) in social media, news media, blogs, Wikipedia, and engagement on scholarly platforms, plus citations in patents and policy documents.



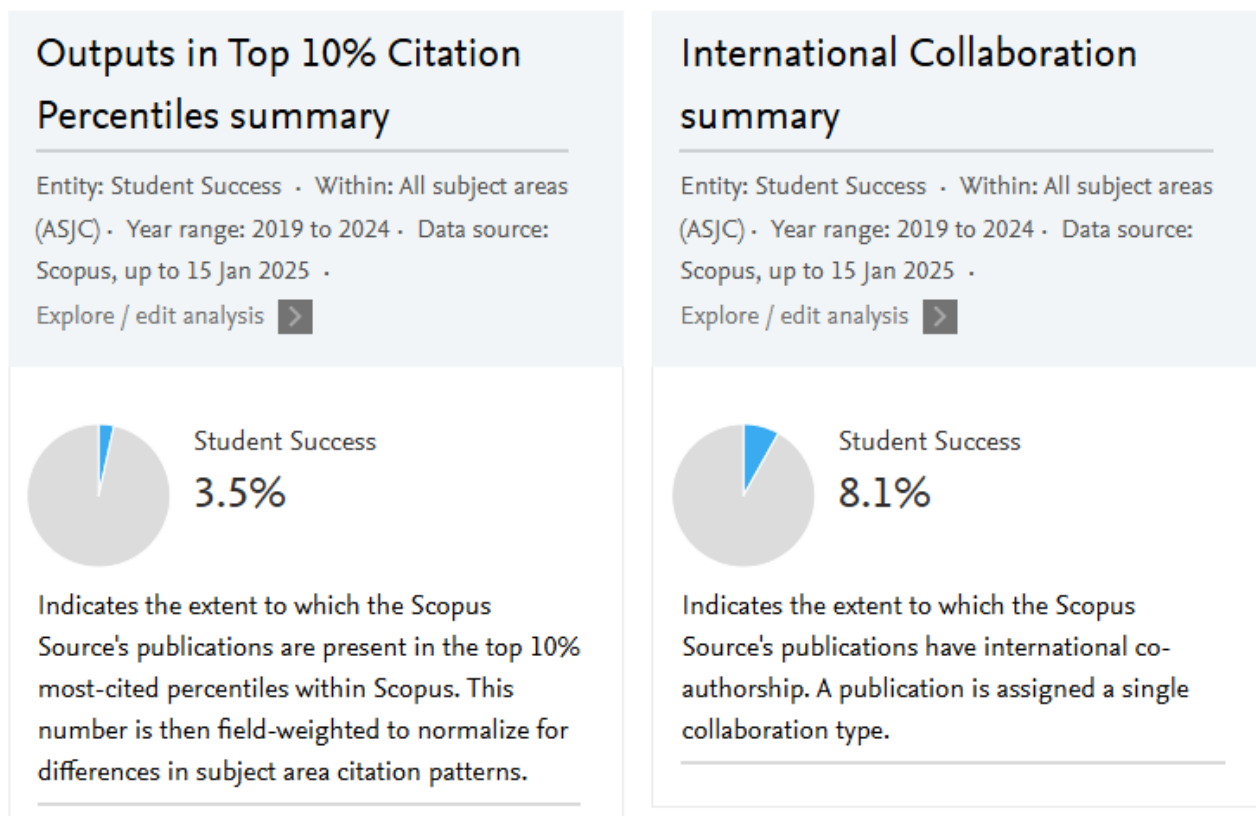
As an example, if the Journal tweets about a new publication and includes the DOI then Altmetric will track how often this tweet gains 'attention'. For example, we can see that since 2016, 210 research outputs have been mentioned on 550 occasions:

¹ Many thanks to Tanya Harden, Scholarly Impact Librarian, Office for Scholarly Communication, QUT for providing details.

ALL TYPES 550	NEWS 16	BLOG 8	POLICY 1	PATENT 6	X 516	FACEBOOK 2	WIKIPEDIA 1
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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. Table 3 (*Appendix*) outlines the top cited articles indexed in Scopus (2019-2024).



The annual Scimago Journal Rankings were released in May. These annual rankings capture three years of citation activity from Scopus (2024 release is citation data from 2020, 2021, 2022). Disappointingly, the Journal has slipped significantly from a **Q1** in Education back to a **Q3**. Nationally, the Journal is 10th in Education and 6th in terms of open access publications. In 2023, the Journal is 4th in Education and 3rd in open access publications.

In the 2023 Scimago release there was around 1477 journals in the Education category (38 new ED journals indexed that year): 374 in Q1 (up from 354 in previous year); 34 journals fell from Q1-Q2 – and only 2 journals slipped from Q1 to Q3.

If we look at the Journal's citation data, the best year in terms of high citations were publications in 2019 - which contributed to the rate rise from 2020-2022.

There are many of ways to increase citations and these include but are not limited to: *continued promotion* of the Journal, author engagement with promotion of their *own* research and international contributions. Cited research also depends on the topical issues as well.

<https://www.scimagojr.com/journalsearch.php?q=21100906909&tip=sid&clean=0>

ABSTRACT VIEWS AND DOWNLOADS

Around **403,150** full article downloads have been recorded to December 2024. Abstract views during this time have totaled over **484,818**. *Figure 2* indicates the abstract view and download profile since 2016.

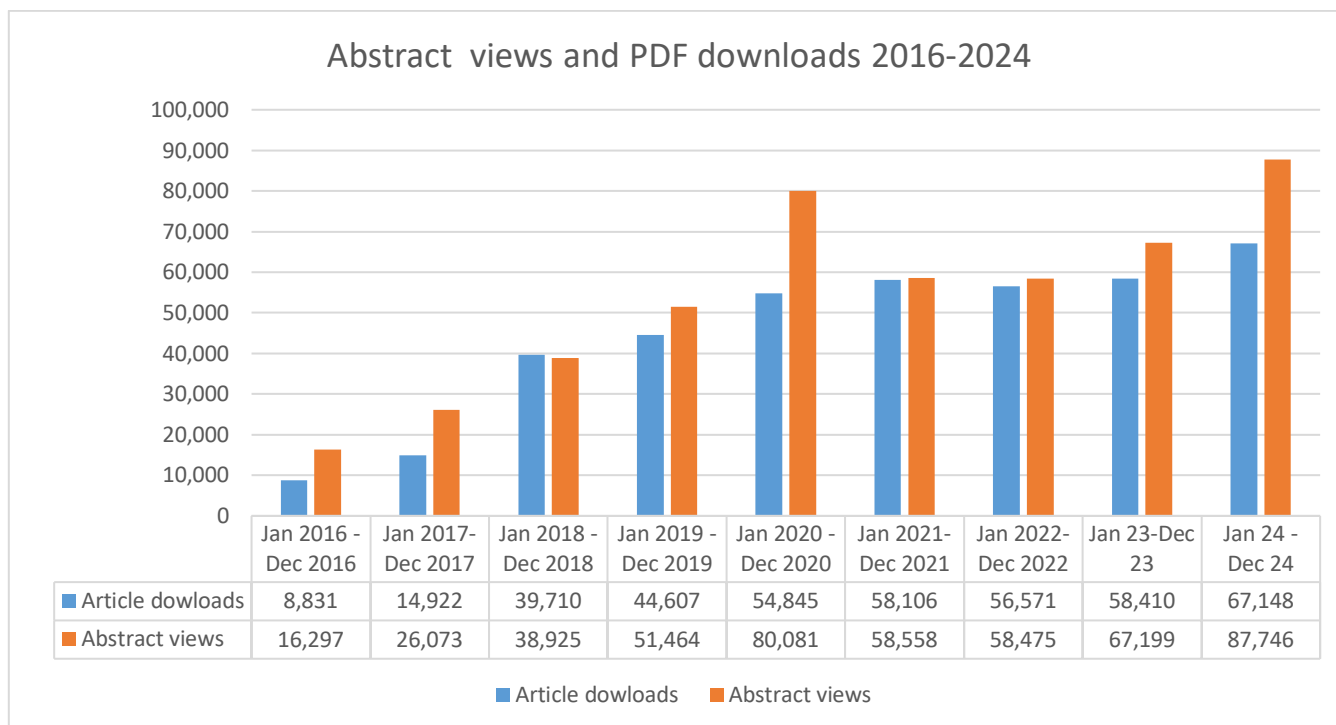


Figure 2: 2016-2024 Abstract views and PDF downloads

SUBMISSION RATES

Submission numbers continue to remain steady. 2024 statistics indicate that **rejections were at 84%** (88% in 2023). There has been only a slight decline in overall submissions to the Journal in 2024 (*Figure 3*).



Figure 3: Number of submissions 2019-2024

INTERNATIONAL SCOPE



Figure 4: Authors by county

Australian authors still dominate the number of accepted submissions. Just under **73% of all accepted papers since 2010 are authored by Australians**. New Zealand authors make up 7% followed by US (6%) and UK (6%). Countries of authorship also include Ireland, Canada, South Africa, Belgium, Germany, Taiwan, Pakistan, Italy, Malaysia and Singapore (Figure 4).

In 2024, **68%** of all authors were Australian, followed by UK (8%), Italy (8%), the US (5%).

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

PUBLISHING UPDATES

The [2024 Special Issue](#) celebrated the work of **Professor Ella Kahu** and her substantial contribution to the advancement of our collective understanding of student engagement. In June 2024 Professors Karen Nelson and Chi Baik, and Dr Cat Picton sat down with Ella for a reflective conversation about her work, and additional insights in her theorising and research on student experience and engagement. In this special issue, the guest editors present the interview transcript and showcased Ella's key publications from her early theorising on the student engagement, through her collaborations with Professor Karen Nelson and the development of the educational interface to a series of empirical articles, exploring different dimensions of the student experiences, including students' expectations of university, student belonging and metaphors of learning and life.

The 2025 Special Issue [A Generation of Transition Pedagogy: Looking Back, Looking Forward](#) will be guest edited by Professor Ryan Naylor (University of Sydney, Australia) and Associate Professor Jessica Marrington (UniSQ, Australia).

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

Blog posts, LinkedIn and X were used to promote the success of the Journal as an open access publication.

Open Access Week 2024 (21-27 October) again provided an excellent opportunity to promote the Journal, and the theme was *Community over Commercialisation*. This theme encouraged a candid conversation about which approaches to open scholarship prioritise the best interests of the public and the academic community.



SOCIAL MEDIA

Since July 2013 *Student Success* has had an X (Twitter) account which now has more than 2030 followers. The editorial team has concerns for the X platform and the exodus of users (particularly academics) due to recent platform changes and would welcome any suggestions for alternative platforms or forums to promote the Journal.

A **LinkedIn** profile for the Journal was added in August 2024. <https://www.linkedin.com/company/student-success-journal/>



X and LinkedIn are 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)
- Share news regarding the Journal – appointment of Editorial Board members
- Promote interest in an upcoming issue
- Call for papers
- Promoting STARS events/news

STARS CONFERENCE AND NETWORKING

The annual [STARS Conference](#) remains the key opportunity to promote the Journal by 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 Association of Enabling Educators of Australia (NAEEA), ACES and the Equity Practitioners in Higher Education Australasia (EPHEA). This partnership has been strengthened with the STARS Conference renamed the **Student Success Conference** in 2024 and in 2025.



EDITORIAL TEAM UPDATES

Editorial team update:

The Journal team congratulate Editor **Jason Lodge** for his recent promotion to Professor (University of Queensland). Editor-in-Chief Professor Karen Nelson has been appointed Acting Vice-Chancellor of the University of Southern Queensland.

Advisory Board update:

The *Student Success* journal has been publishing for 15 years and during this time has become a successful publication in terms of impact, rankings and best practice in open access publishing. The Journal's editors are conscious of the need to engage widely with the sector and for the regular renewal of team members. The editorial team believe it is timely for us to review membership of the Advisory Board as some members have left the sector. As well, there is value in bringing new members onto the board to support the Journal via the Terms of Reference. Any members retired from the Advisory Board will still appear as 'Editorial Team Alumni'.

Professor Karen Nelson, Editor-In-Chief

Professor Rachael Field, Editor

Professor Ron Oliver, Editor

Professor Jason Lodge, Editor

Tracy Creagh, Managing Editor

ADVISORY BOARD

- Professor Sally Kift (**Chair**) – President, Australian Learning and Teaching Fellows, Australia
- Professor Marcia Devlin AM – CEO, Victorian Academy of Teaching and Leadership, Australia
- Professor Kerrie-Lee Krause – Chief Commissioner | Tertiary Education Quality and Standards Agency (TEQSA), 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 – Emeritus Professor Learning, Development and Professional Practice, University of Auckland, New Zealand
- Professor Vincent Tinto – Syracuse University, United States
- Dr Jennifer Keup, Director, Executive Director of the Coalition of Urban Serving Universities (USU) and Vice President of Urban Initiatives at the Association of Public and Land-grant Universities (APLU), United States
- Professor Nicolette Lee, Australia
- Professor Liz Thomas, Professor of Higher Education at Edge Hill University, United Kingdom

Founding Journal Advisory Board Member and Editorial Team Alumni:

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

EDITORIAL BOARD

Associate Professor Katelyn Barney, University of Queensland, Australia
Dr Abi Brooker, The University of Melbourne, Australia
Emerita Professor Andrea Chester, RMIT University, Australia
Professor Jacquelyn Cranney, UNSW Sydney, Australia
Dr Nicole Crawford, Deakin University, Australia
Professor Glenda Crosling, Sunway University, Malaysia
Professor Ruth Greenaway, Southern Cross University, Australia
Dr Alison Jaquet, University of Southern Queensland, Australia
Professor Sharron King, University of South Australia, Australia
Dr Madeleine Laming, Australia
Professor Jill Lawrence, University of Southern Queensland, Australia
Associate Professor Patricia Logan, Charles Sturt University
Dr Emily McIntosh, University of the West of Scotland, United Kingdom
Karin Medew, Monash University, Australia
Dr Rhian Morgan, James Cook University, Australia
Professor Ryan Naylor, The University of Sydney, Australia
Dr Johanna Nieuwoudt, Southern Cross University, Australia
Dr Diane Nutt, United Kingdom
Associate Professor Erin O'Connor, Queensland University of Technology, Australia
Dr Lynette Pretorius, Monash University, Australia
Professor Maria Raciti, University of the Sunshine Coast, Australia
Adjunct Associate Professor Gerald Rayner, Monash University; Swinburne University, Australia
Professor Thomas Roche, Southern Cross University, Australia
Associate Professor Jane Skalicky, University of Tasmania, Australia
Dr Judy Skene, Australia
Dr Masha Smallhorn, Flinders University, Australia
Professor Gary Thomas, RMIT University, Australia
Adjunct Associate Professor Kate Wilson, University of Canberra, Australia
Adjunct Professor Denise Wood AM, University of the Sunshine Coast, Australia

Table 1: Five most accessed articles (as of 31 December 2024) – Abstract views counted as primary

<i>Issue</i>	<i>Author (country)</i>	<i>Article</i>	<i>Abstract views/PDF downloads</i>
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on Student Persistence</i>	14,477/14,640
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>	14,276/10,430
Vol 8(1) General Issue	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	11,344/17,700
Vol 10(3) Special Issue	Abi Brooker, Meredith McKague, Lisa Phillips (AU)	<i>Implementing a Whole of Curriculum Approach to Student Wellbeing</i>	9043/1305
Vol 6(2) Conference Issue	Murray Lane, Victoria Menzies (AU)	<i>An analysis of user engagement in student Facebook groups</i>	9150/2389

Table 2: Five most downloaded articles (as of 31 December 2024)

<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>	22,964
Vol 8(1)	Abi Brooker, Sarah Brooker, Jeanette Lawrence (AU)	<i>First year students' perceptions of their difficulties</i>	17,700
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>	14,949
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>	15,200
Vol 8(2) Conference Issue	Vincent Tinto (US)	<i>Reflections on student persistence</i>	14,640

Table 3: SciVal Top five publications in SSJ by number of citations (2019-2026)

Publication	Citations	Field-Weighted Citation Impact
Online learning in Australian higher education: Opportunities, challenges and transformations. Stone, C. (2019) <i>Student Success</i> , 10 (2), pp. 1-11.	78	5.93
Rebuilding the first year experience, one block at a time. McCluskey, T., Weldon, J., Smallridge, A. (2019) <i>Student Success</i> , 10 (1), pp. 1-15.	38	3.53
Fall break fallout: Exploring student perceptions of the impact of an autumn break on stress. Agnew, M., Poole, H., Khan, A. (2019) <i>Student Success</i> , 10 (3), pp. 45-54.	31	3.05
Supporting first-year students during the transition to higher education: The importance of quality and source of received support for student well-being. Maymon, R., Hall, N.C., Harley, J.M. (2019) <i>Student Success</i> , 10 (3), pp. 64-75.	26	1.44
Engaging the disengaged: Exploring the use of course-specific learning analytics and nudging to enhance online student engagement. Lawrence, J., Brown, A., Redmond, P. and 1 more (2019) <i>Student Success</i> , 10 (2), pp. 47-58.	26	1.44