

# Editorial

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## Welcome to 2024

In 2024 the Journal publishes its 15<sup>th</sup> volume, a significant achievement for a non-commercial open access publication.

The Journal has evolved significantly in recent years and submissions continue to increase in number and quality. The Journal is now indexed broadly and included in Scopus, Web of Science and DOAJ. *Student Success* is one of only nine journals published in Australasia with the DOAJ Seal for Best Practice in Open Access publishing. We are very pleased that in 2023 *Student Success* was ranked as a Q1 journal in the Scimago (Scopus) ranking in the category of 'Education' and is ranked 4<sup>th</sup> in Australia in this category – internationally it is in the top 50 open access education journals. This ranking isn't taken for granted and didn't happen through good luck. It is the combined result of a dedicated editorial team, our constructive reviewers and wise Advisory Board, and importantly the quality of the research articles being submitted for consideration in this important domain. We've been building to this new position since the Journal started, with the first steps being having the Journal indexed in abstract and citation databases (like Scopus) and then allowing several more years to achieve any type of ranking at all. We are very pleased to have reached this important benchmark within 15 years. The challenge for all of us now is to ensure that we retain that ranking, through our rigorous review processes and attention to the quality of research we publish.

In 2024 and beyond, the focus of the Journal and the editorial team remain the same: to *disseminate current research and innovative good practice about students' tertiary learning experiences, which are supported by evidence.*

To support our aim to remain as a Q1 Journal, in late 2023 we established an [Editorial Board](#) to formally recognise the ongoing contributions of experienced and committed colleagues who have served as reviewers and/or guest editors, and those who have contributed to advancing the quality of this publication. The Editorial Board is in addition to the Editorial Team and the Advisory Board and provides wider support across the sector for the publication process.

Journal policies and protocols continue to be updated in line with best practice initiatives in open access publishing. Advocacy for good practice in open access scholarly publishing remains an important focus for the editorial team. Last year we were fortunate to share the story of the Journal with DOAJ in their regular blog series *DOAJ Voices* in an interview with Katrine Sundsbø <https://blog.doaj.org/2023/12/05/the-story-behind-the-journal-student-success/>

In 2024 we will also celebrate the 10<sup>th</sup> year of the STARS Conference. This year the STARS Conference, Equity Practitioners in Higher Education Australasia (EPHEA) and the National Association of Enabling Educators of Australia (NAEEA) are joining together to host the [2024 Student Success Conference](#). STARS, EPHEA and NAEEA believe it is timely to bring together organisations whose key focus is student success, in a collegial forum to disseminate current research, good practice and progressive ideas and opportunities focused on enhancing the student learning experience. This Conference remains a key supporter of the Journal and we look forward to seeing many of you there. The Journal will publish its annual Conference issue following the Conference, which is being held from 1-3 July.



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## Articles

**Samantha Kilmartin, Tessa McCredie, Sally Baker, Farhana Laffernis and Clemence Due** examine the differing levels of knowledge and experience equity, career development and academic advising practitioners' have in working with culturally and linguistically diverse students in Australian universities, and the challenges practitioners face in accessing professional development to support them in their roles.

The help seeking behaviours of second-year university students are the focus of an examination of students from a metropolitan Australian university. Compared to the first year, courses in the second year have more academic rigour and complexity and students are expected to be able to demonstrate a depth of knowledge, integrate complex concepts and be independent, self-regulated learners. Authors **Lynnae Venaruzzo, Negin Mirriahi, Oleksandra Poquet and Shane Dawson** show that peer interaction is highly valued by students but not easily facilitated, and the relationship between students and their instructor is foundational for future help-seeking behaviours. Implications for practice are also presented.

**Catherine Picton, Alison Jaquet, Leah Simons, Kaylenne Byrne, Natalie Oostergo, Amanda Henderson and Denise Wood** enacted an integrated academic and pastoral approach to advising using Emily McIntosh's fundamental principles of advising as a conceptual frame to better understand the dimensions of advising and their application in different contexts and in different delivery models (2019 and updated 2023). Research conducted at two Australian universities explored how shared principles of advising can provide an underpinning structure to pan-university advising approaches as a mechanism of student development.

*Student mental health and wellbeing is the focus of two articles:*

From the University of Turin **Giuseppina Lo Moro, Maria Rosaria Gualano, Costanza Vicentini, Noemi Marengo, Fabrizio Bert and Roberta Siliquini** conducted a systematic review aimed to gather evidence about the effectiveness of individual psychological counselling offered by universities to healthcare students. This review highlighted some specific characteristics that must be considered to fill the existing gap in this field, such as widening the range of studied outcomes, improving the description of the intervention, and designing randomised controlled trials to compare strategies that have demonstrated effectiveness in studies employing different methodologies.

From King's College London, a mixed methods approach was utilised to examine first-in-family (FiF) students and methods used to ascertain sources of mental health support and underlying factors for the preferences favoured by students from UK universities. The findings of **Shakila Begum, Andrea Du Preez, Michelle Robinson and Patricia A. Zunszain** suggest FiF students derive more benefits for their mental health concerns from friendship circles, implicating the importance of social integration programs at university.

*Flipped classrooms are analysed in two articles:*

First-year psychology students were the focus of a study to explore whether a technology-mediated feedback strategy targeting tutorial preparation for flipped classrooms enhances first-year students' self-report self-regulated learning. While the study found students' motivation increased following technology-mediated feedback, self-reported and observed implementation of learning strategies did not improve. Authors **Isabella Sauchelli, Georgina Heath, Amanda Richardson, Sally Lewis and Lisa-Angelique Lim** believe future research would benefit from including more feedback timepoints, a qualitative component and/or graded learning activities to address the challenges noted by this study.

From the Universiti Teknologi MARA (UiTM) in Malaysia, **Li Li Voon, Siow Hoo Leong, and Chin Ying Liew** propose a flipped class framework to support academic success of at-risk students. A flipped support class was implemented as periodic sessions throughout the learning semester over six consecutive semesters for the selected 560 at-risk students of an undergraduate Calculus course. At-risk students who attended the flipped support class reported a higher percentage of pass than those did not, in each of the six semesters.

## Practice Reports

From Griffith University, Australia **Susana A Eisenclas and Kelly Shoecraft** describe a 12-week stand-alone course designed to address the challenges university students face in foreign language classes. Adopting principles of transformative language learning, course content, activities and resources were designed and implemented to dispel myths and preconceptions regarding

language instruction, promote self-directed, independent learning, and raise awareness of the cognitive and socio-emotional processes involved in language learning.

**JiaRong Yap, Patrick Broman, Patrea Andersen and Sharon Brownie** present an evaluation of students' experiences in a student-run clinic project in Aotearoa New Zealand, aiming to provide interprofessional learning opportunities and accessible health services to the community. As well as the development of interprofessional relationships, the student-run clinic model has the potential to address healthcare disparities and enhance learning through community-engaged experiences.

In an effort to improve student success and retention in the College of Arts & Sciences at a highly selective Mid-Atlantic private undergraduate university in the US, **M. Lynn Breyfogle and Kimberly A. Daubman** developed a for-credit course titled *Psychology of Success* specifically for students on academic warning after their first semester. The authors share the philosophy, methodology, and implementation of the course as well as results from the first four years of implementation.

**Tom Lowe and Sophie Wright** share a tested practice from a UK higher education institution of a method to map the so-called 'student experience' across a whole university. The case study offers a transferable framework with potential to be implemented as a management tool for administrator and faculty member understanding of the student experience with a view to make enhancements to support student success resourcing and interventions.

**Benjamin Buck Blankenship** details a higher education practice to support the aspiration of students while supporting their well-being. The use of Motivational Interviewing (MI), an evidence-based conversational style, in faculty-student conversations can meet the psychological needs of students in consideration of their self-determination. A small-scale pilot activity is included.

From Seattle Pacific University in the US, **Krystle Jalalian-Chursky & Brittany Tausen** describe the development of a compensatory educational model to introduce first-year college students to resilient mindsets. Personal reflections on the (un)expected impacts of the workshop as well as opportunities for improvement are included.

And finally, **Anita MacKay** from La Trobe University provides an overview of a podcast series designed to support first-year student transition to university and promote wellbeing and belonging. A podcast can be utilised as a form of peer-to-peer mentoring that requires a relatively small investment of resources and provides on-demand support to students as they commence their law studies. The concept is also readily adaptable to other disciplines.

Congratulations to the authors for their significant contributions to this issue. As always, we acknowledge and thank the reviewers and the editorial team for their continued focus on quality research on the student experience in tertiary education. We welcome your feedback on the new issue and look forward to continuing the dissemination of good practice via the [STARS Conference](#) and *Student Success*.

## References

- McIntosh, E. (2019, 6-7 November). *Early intervention - Advising for student success* [Presentation]. Regional University Network (RUN) Academic Advising Workshop, Brisbane, Australia.
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