place on a campus could create such an internet space for colleagues and continue the discussion Wergin has started.

REFERENCES


REVIEWED BY PENNY A. PASQUE, ASSISTANT PROFESSOR, ADULT & HIGHER EDUCATION AND WOMEN’S & GENDER STUDIES, UNIVERSITY OF OKLAHOMA, AND MINDY SCHMERE, GRADUATE STUDENT, ADULT AND HIGHER EDUCATION, UNIVERSITY OF OKLAHOMA

In Fostering Student Success in the Campus Community, chapter authors Margaret C. King and Rusty N. Fox ask, “If we value the concept of putting students first, why is the practice not more widespread in our daily interactions with students?” (p. 392). This book is a collection of the latest research and scholarship from distinguished mid- and senior-career researchers and administrators regarding how academic and student affairs administrators and faculty may create a campus community that puts students first on a daily basis and thereby foster an environment ripe for student success.

The authors’ use of “campus community” is intentional as they offer strategic recommendations for putting this scholarship into practice. Many chapters speak to student affairs professionals while others are useful for academic or student affairs vice presidents and administrators—at all levels—who are interested in the latest research and perspectives about how to transform a campus to be student centered.

Fostering Student Success in the Campus Community is organized in four sections. The first, “Communicating Expectations,” focuses on exploring student and university expectations and fostering expectations that are mutually beneficial for students and the university. Vasti Torres sets an inclusive tone for the book in Chapter 1 by discussing the changing demographics of students. This important chapter seems somewhat isolated as not many of the other authors build on this information in describing various support services and needs for diverse student populations, instead offering their own statistical information.

Subsequent chapters in this section focus on assessing and aligning expectations and making institutional transformations given the changing face of higher education. Each chapter concludes with concrete action strategies or recommendations for how to actualize the desired campus community.

Part 2 focuses on “Connecting Services” across the college or university. Specifically, this section explores various student services and how to hone or deepen the quality of such services as academic advising, enrollment management, career counseling, and the use of learning technologies. Don Hossler’s chapter on enrollment management is particularly useful in that he discusses the current landscape and ethical controversies of enrollment management in a way that is useful for both academic and student affairs officers.

Wesley R. Habley and Jennifer L. Bloom’s chapter on academic advising demonstrates the need for advice on to be an ongoing process, not merely an episodic event, to facilitate the holistic development of students’ goals.

Part 3, “Fostering Student Development,” does not reiterate student development theories that may be found elsewhere. Instead, these chapters offer details about how readers may create an administrative climate that fosters student development. For example, in Chapter 13, Dave Porter, Joe Bagnoli, Janice Burdette Blythe, Donald Hudson, and Deanna Sergel describe various organizational models for academic and student service departments that encourage a progressive rather than a traditional organizational approach. Their focus is not simply on espousing organizational theories that foster student success but about providing action strategies based on this progressive model. Three case studies provide examples for readers interested in implementing organizational change.

The final section, “Achieving Success,” illustrates the next steps administrators can take to foster a student-centered climate on campus. Chapters are devoted to retention, first-year students, students at two-year colleges, and academic advising in a manner consistent with the Council for the Advancement of Standards in Higher Education. In the chapter on retention, Wesley Habley and John H. Schuh urge an expanded paradigm of student success—a theory of retention in which the focus is on student-defined goals (e.g., taking a few classes for educational purposes, transferring to another institution) rather than on the current rubrics which focus on such narrowly defined measures of success as first to second year retention, degree completion rates, and time to degree.

At one point, chapter authors Louise M. Lonabocker and J. James Wager talk about the
importance of one-stop shopping for students in both brick and mortar and services. Likewise, the success of this book is that it is a one-stop shopping opportunity for senior academic and student affairs officers interested in research and scholarship about how to create a student-centered culture for prospective and current students. The focus is on how to craft an infrastructure of policies and practices that supports this culture and empowers faculty and administrators to be key components in students’ successes.

For example, Terry D. Piper and Rebecca A. Mills question the ability of faculty and staff to help students navigate their higher education journey without an appropriate understanding of the complexities of that journey. Another important contribution is the various definitions of student success based on individual and institutional type and culture, as well as the institution’s socio-political and historical context.

Some chapters take a macro-perspective toward shaping campus climates. For example, Earl H. Potter III’s chapter on promoting and sustaining change considers the system of higher education and how institutions are situated differently within this system based in part on the perspective of leaders within the institution. He addresses the contemporary complexities of student demographics, technology, preK–20 education, and private funding.

Other chapter authors take a micro-, or departmental perspective, and go into depth about one area of campus life, such as academic advising. In fact, a number of chapters discuss academic advising, as it has been named one of the most underrated student services offered by campuses (Light, 2001). Chapters 9, 14, 15, and 19 speak to this area, as faculty advising, academic advising, and career advising skills need to intentionally challenge and support students to foster continued development.

The book suggests that the practice of putting students and their successes first must be intentional at the institutional level. At a personnel level, those within the campus community should be empowered by their institution and senior administrators to view their roles as daily educators. Personnel development across the entire institution is vital and affects student outcomes.

Some chapters argue for building bridges across functional areas throughout campus (e.g., admissions, registrar, bursar, financial aid services, and student employment), yet the chapters themselves are siloed. The chapters could build on each other in a way that mirrors the authors’ recommendations for increasing student success through building campus community. However, Kramer weaves the chapters together through a helpful narration at the beginning of the book, at the beginning of each section, and in the final chapter by offering a summary of the main themes, best practices, and next steps.

**Reference**


Reviewed by Pauline Reynolds, Assistant Professor of Higher Education, University of Redlands

*Popular Culture and Entertainment Media in Adult Education* attempts to remedy the sparse attention that popular culture has received formally in the discipline of adult education despite the apparently wide pedagogical use of aspects of popular culture in classrooms. This book provides a variety of approaches for the formal and informal consideration of the impact of popular culture on learning and literacy, and as an effective part of educators’ arsenal of critical techniques for use in their classes.

Using examples from films, television, cartoons, hip-hop, and culture jamming, this book highlights the effectiveness of utilizing popular culture as a source for the critical exploration of self and society. It illustrates this purpose through examples that focus on diverse populations and different approaches, thus demonstrating the influence and impact of popular culture on learning both in and out of the classroom.

In the opening chapter, E. J. Tisdell introduces readers to relevant theoretical perspectives of popular culture and critical media literacy. The book’s theoretical perspective is predicated on assumptions that popular culture is a site of dominant and alternative messages, that viewers can critically pull apart these messages, and that doing so is meaningful.

In the following chapter, Guy builds on these ideas, specifically discussing popular culture as pedagogy. This chapter outlines the pervasiveness of cultural products in our lives and provides examples of structured class activities designed to help students analyze the messages embedded in popular culture, particularly those concerning race, class, and gender.