

Registrar's Service Window Observation Study

Spring Quarter 2015

Danielle Acheampong

Purpose

To evaluate the Service Window area of the Registrar's Office as part of an ongoing effort to better understand constituents and achieve its mission of serving its broad constituent base by delivering accurate, secure, and assessable records with prompt, high-quality, and caring service.



Assessment Questions

- To the extent that it is publically observable, who are the constituents using the window?
- What services are they utilizing?
- What are constituent experiences at the service window of the Registrar's Office?
- What service windows are used most often?



Why study this now?

Ongoing and future changes to service delivery:

- Web forms
- Transcript Ordering
- Changes to Service Window Technology

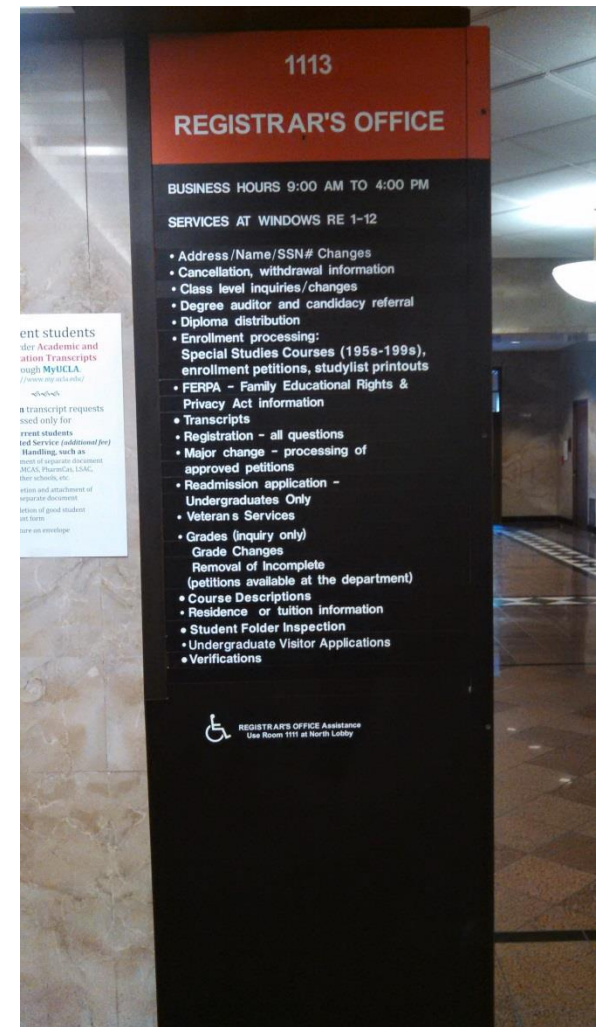
Potential office remodel

Establish an understanding of constituent experience throughout a quarter



Methodology

- Single Investigator Observation
- Timing and Tracking Instrument
- Random Convenience Sampling
- Record publically disclosed information

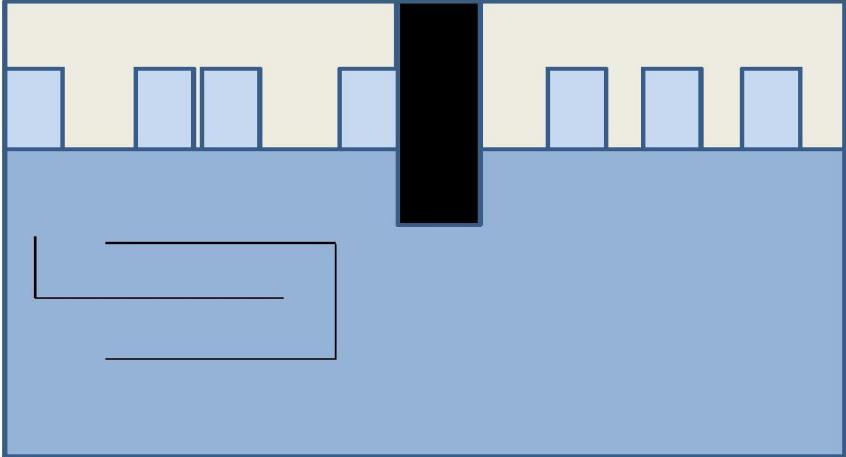


Observation as an Assessment Method

- Indirectly captures observable information about a set of respondents
- Can record information that a respondent might not choose or remember to share
- Records data on subjects that might not participate in other kinds of assessment
- Must have clear protocol and purpose from the outset



Project Instrument



Instrument #: _____

Date: _____ Quarter week: _____

Time in: _____ Time assisted: _____

Time out: _____

Reason for Window Visit:

Transcripts: _____ Verifications: _____

Diploma: _____ Registration: _____

Enrollment: _____ Residence Inquiries: _____

VA: _____ Degrees/Grading: _____

Referral to internal window: _____

Referral to another Office: _____ Which office: _____

Other: _____ (Describe: _____)

Line Conditions:

Ask Student Present?
Yes: _____ No: _____

of open windows: _____

of referral windows: _____

Others present in line on arrival?
Yes: _____ No: _____

How many? _____

Subject Characteristics: (if observable)

Prospective Student: _____ Current Student: _____

Undergraduate: _____ Graduate: _____

Parent: _____ Vet: _____ Alumni: _____

International Student: _____ Staff: _____

Other: _____ (Describe: _____)

Subject Actions: (if observable)

Read signs? Yes: _____ No: _____ Brought Documents? Yes: _____ No: _____

Picking up previously requested documents? Yes: _____ No: _____

Requesting documents? Yes: _____ No: _____

Knowledge of registrar web services? Yes: _____ No: _____

If yes, why in person? _____

Questions about Registrar Services related to transaction? Yes: _____ No: _____

Questions about general window services? Yes: _____ No: _____

Satisfaction (1= very dissatisfied, 3= very satisfied): 1 2 3

Comments:

Indicators in Observational Assessments

- How will we know if _____happened?
- What can I see, hear, read, feel that would tell me _____ happened?



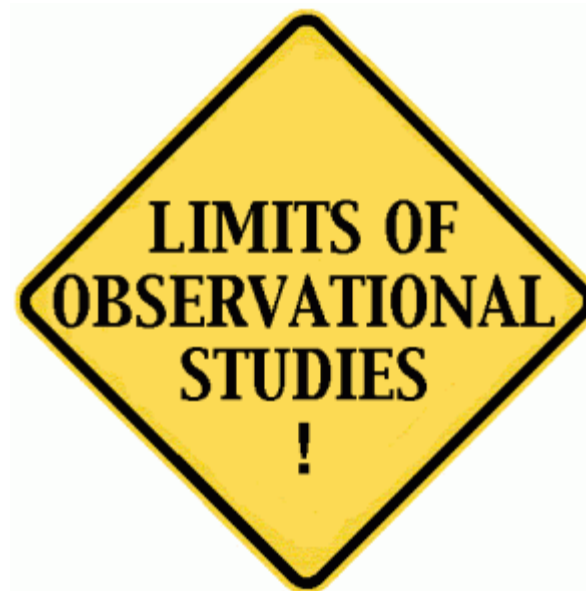
**I SEE WHAT
YOU DID THERE**

Evaluation Questions	Indicators- Examples*
To the extent that it is publically observable, who are the constituents using the window?	Verbal public disclosure of status- "I am a junior." Nature of transaction- Subject picks up their diploma.
What services are they utilizing?	Service Delivered- Subject asks to see VA Coordinator. Referrals to other departments- Subject attempts to make a tuition payment.
What are constituent experiences at the service window of the Registrar's Office?	Statements during the interaction- "Thank you so much, this eases my mind."/ "I feel I always get bounced around by you guys." Actions during the interaction- Subject breaks a pen in frustration./ Subject asks to shake hand of staff after receiving diploma.
What service windows are used most often?	Monitor where the transaction occurs- Which window is used for observed interactions recorded

*examples that occurred during the course of this study

Limitations

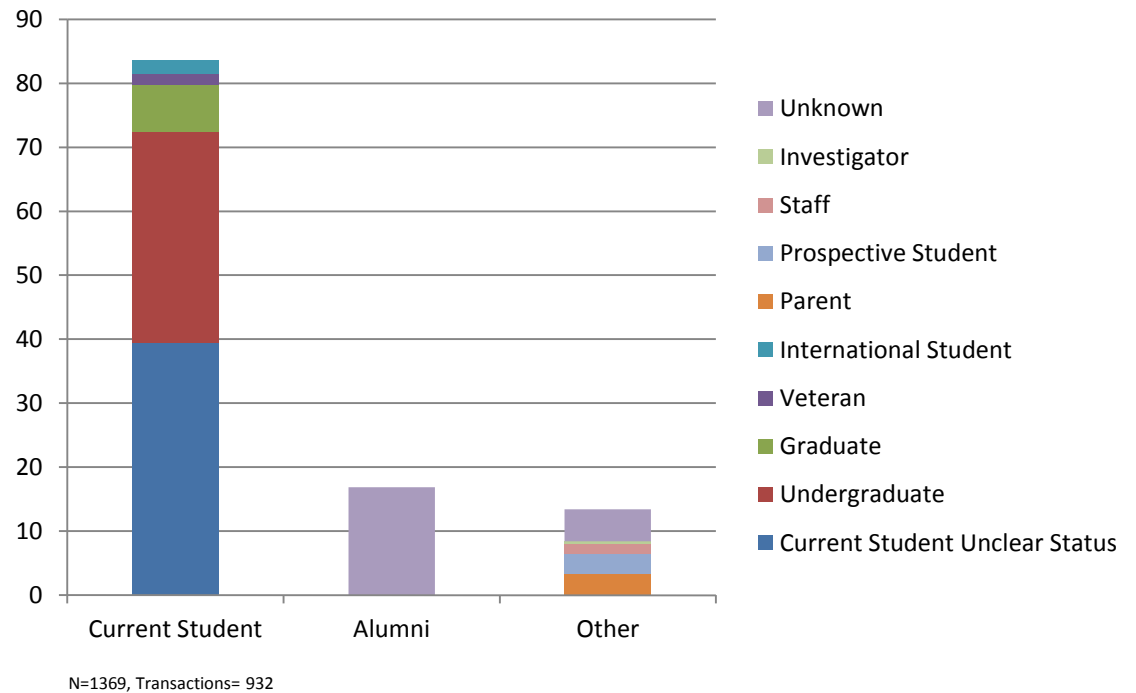
- Scheduling
- Sample Size
- Subjectivity



Who is using the Service Window?

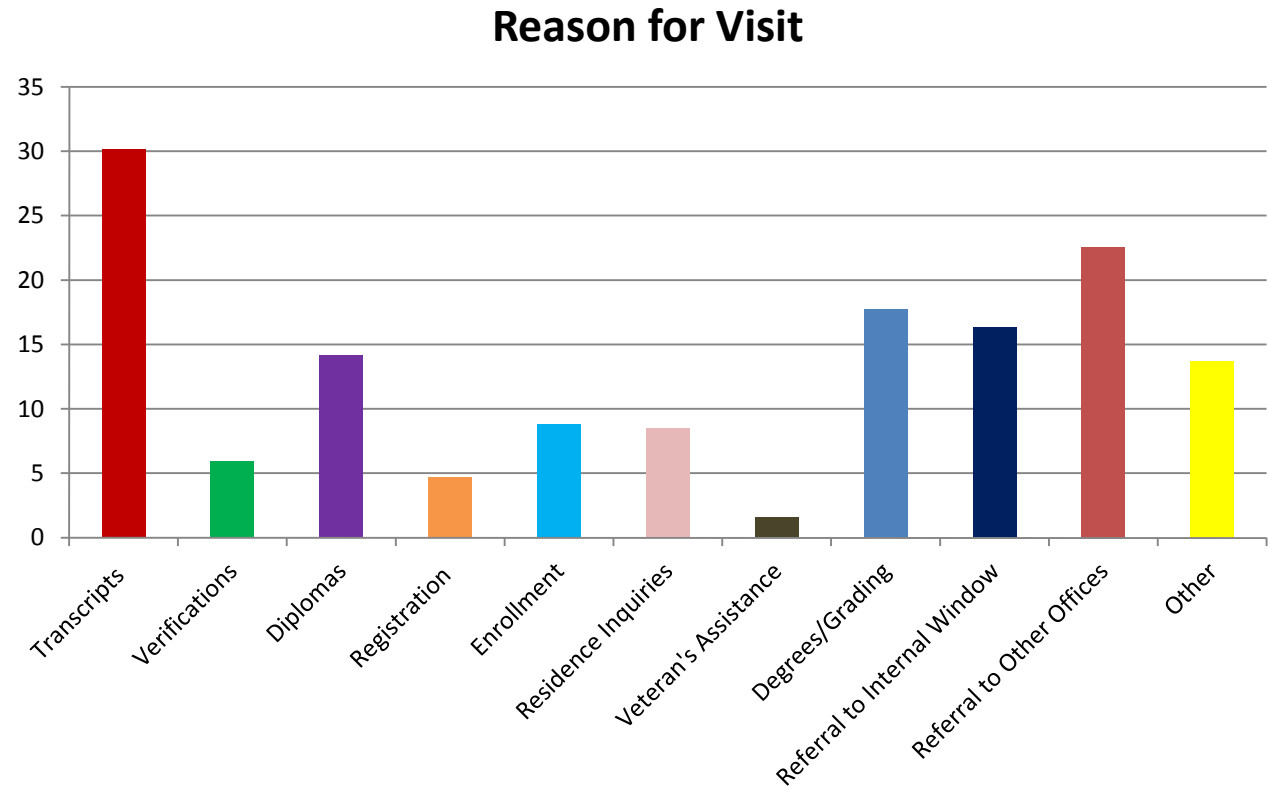
- Majority of users are *current* students.
- 33% of users were publically identifiable as undergraduate students
- Alumni are also significant users.

User Groups



What services are being used?

- Most common service type is the broad transcript category
- Referral to other offices and locations is the 2nd most significant.



*Multiple boxes could be checked

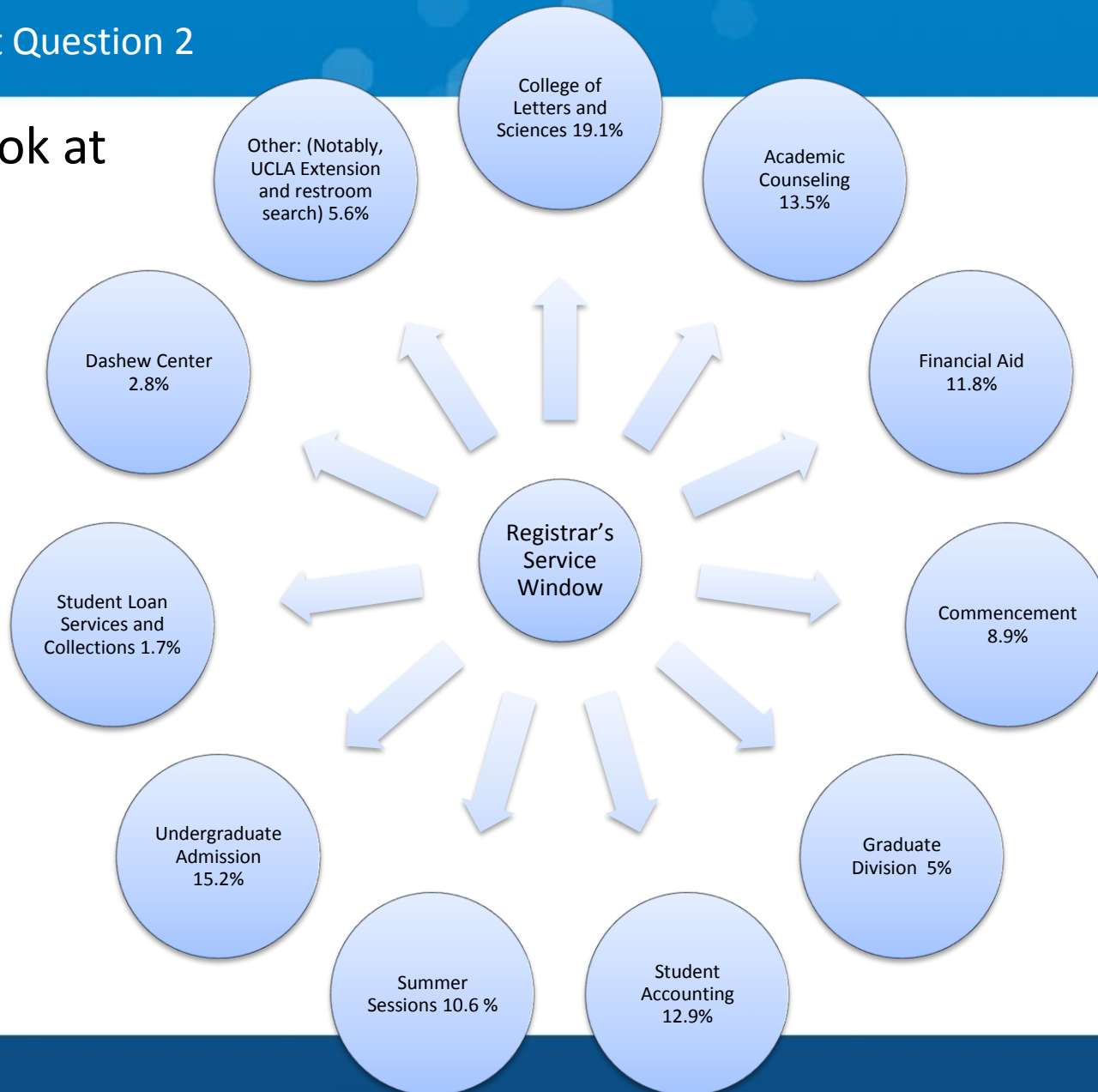
All about Transcripts

Type of Transcript Order	Number of Observations	% of transactions
Standard Transcript Pick Up	128	40%
Standard Transcript Order in person	120	37%
Special Transcript Orders (Med/Dental)	39	12%
Verifications	27	8%
Other: (e.g. Questions about transcripts, checking order status, and unclear type)	10	3%

N= 324, Unique Transactions=275

Assessment Question 2

A Closer look at Referrals...



What experiences do users have at the window?

Line Conditions

Most constituents observed waited in line less than a minute:

64.38% waited 0 min

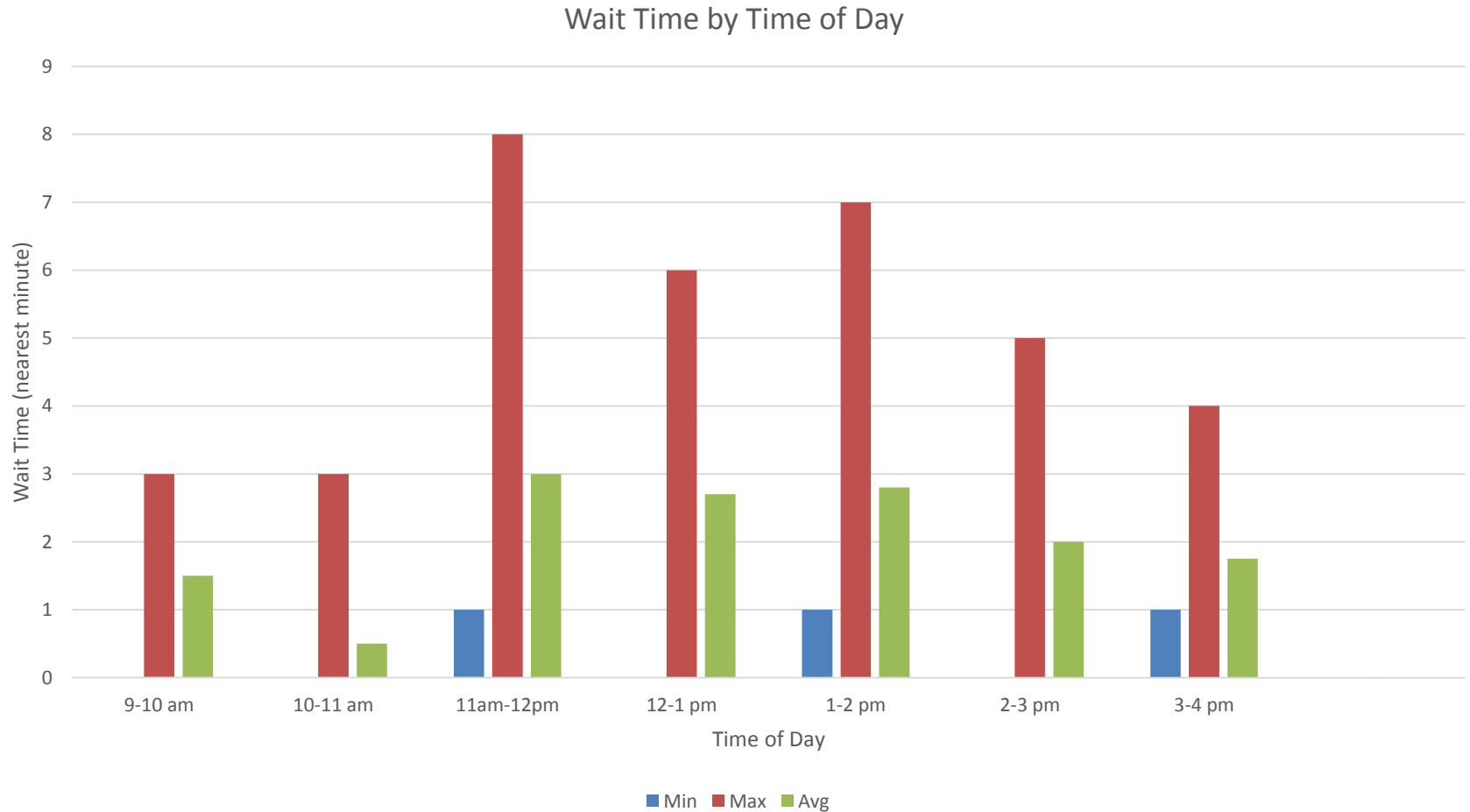
24.03% wait between 1 and 2 min

The longest recorded wait time in the main line was 8 min.

Wait Times



Assessment Question 3



Line Conditions

After reaching the service window, transaction times vary, but most take between 0 and 3 minutes of time.

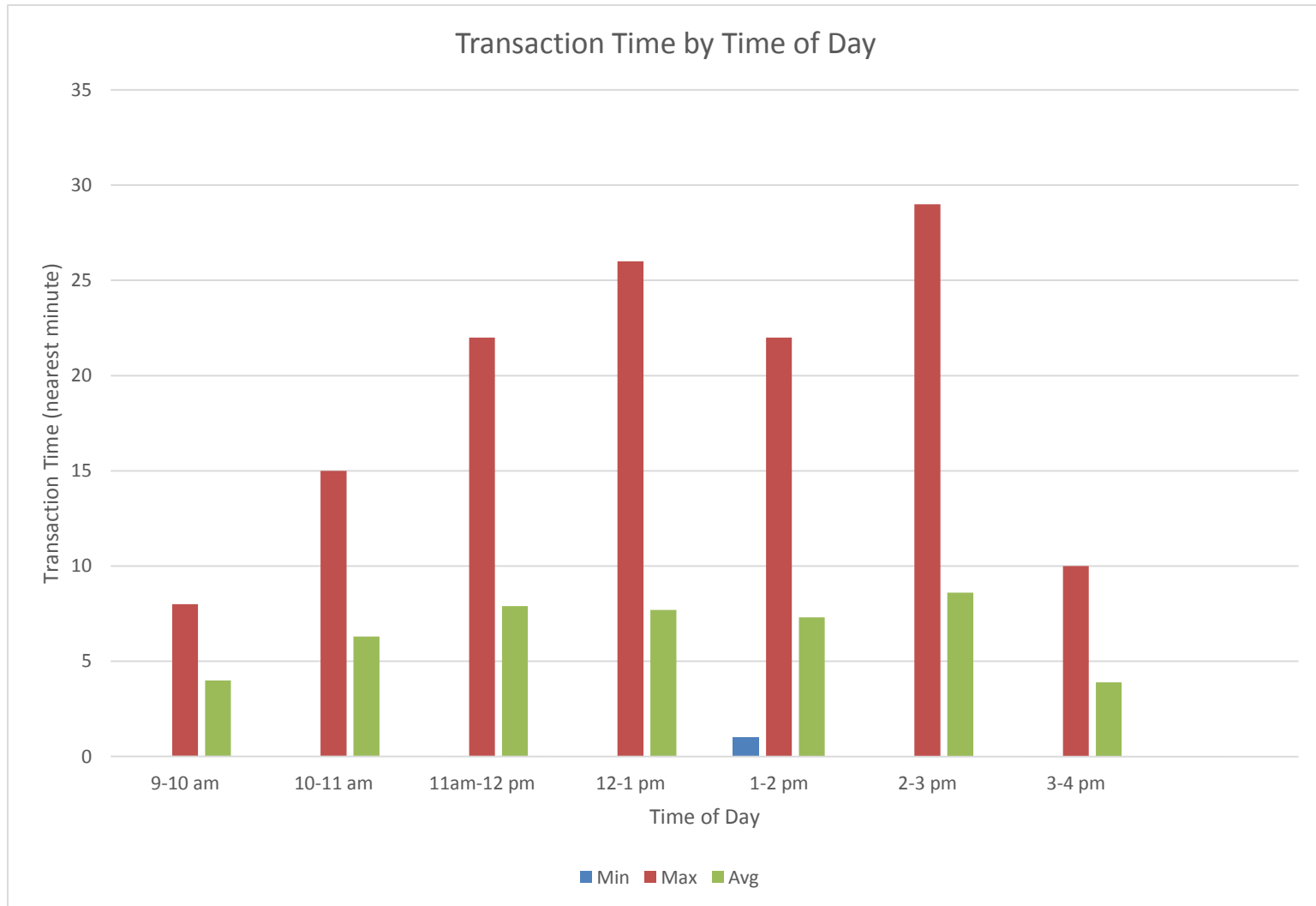
The internal window, in keeping with it's specialized purpose has the longest waiting times, particularly for Residence Inquiries.



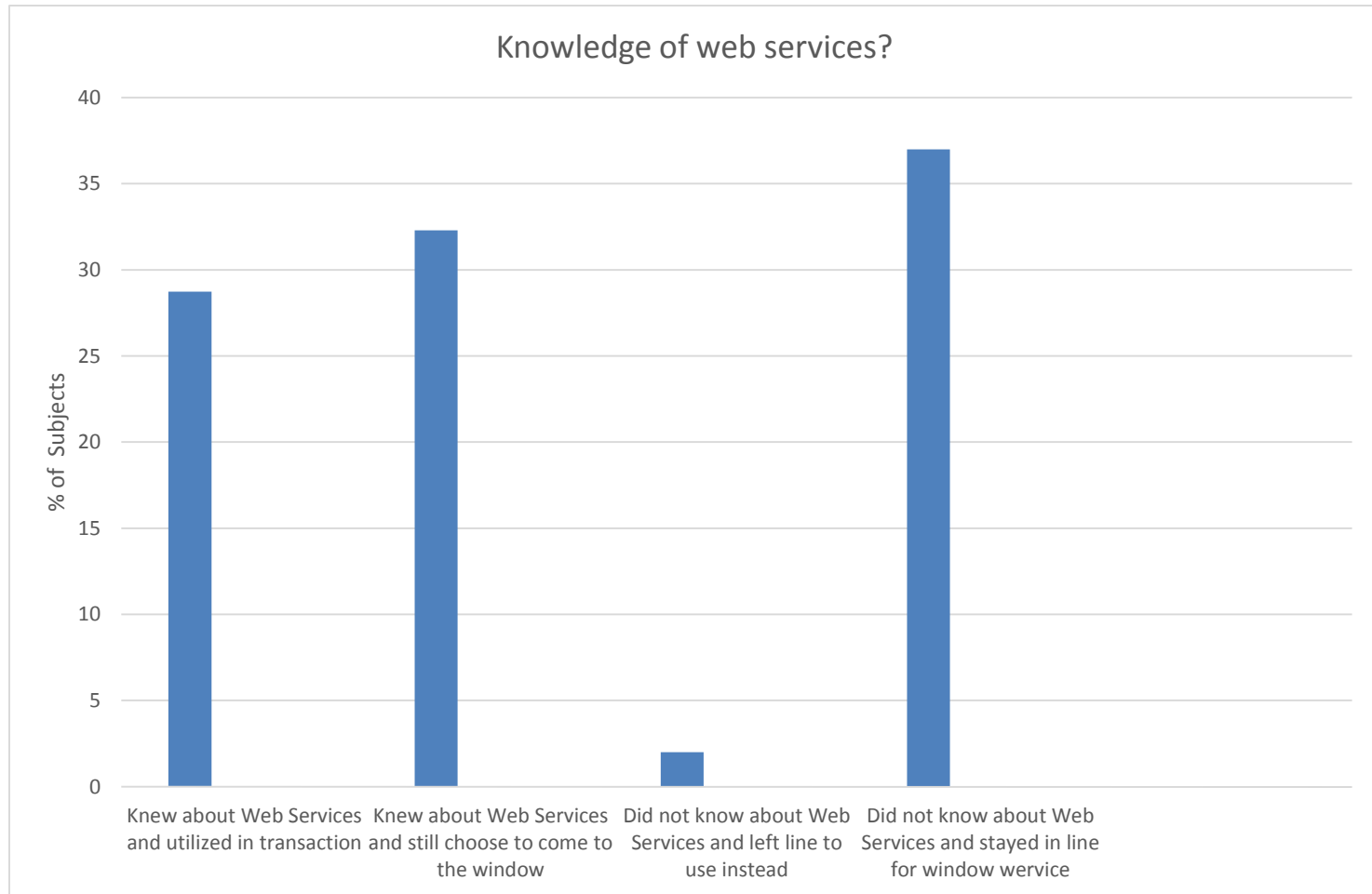
Transaction Times:

Time in Minutes	Percentage of Constituents
0	14.27%
1	31.44%
2	21.03%
3	12.45%
4	6.55%
5	4.18%
6	2.25%
7+	7.83%

Assessment Question 3

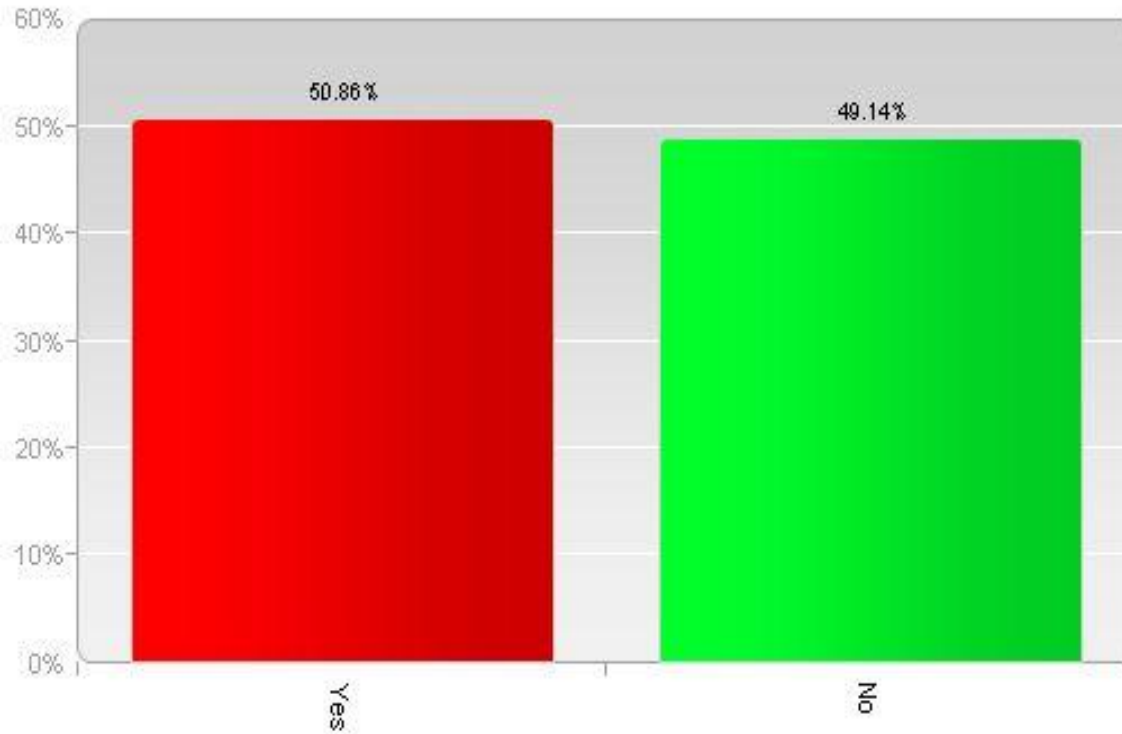


Assessment Question 3

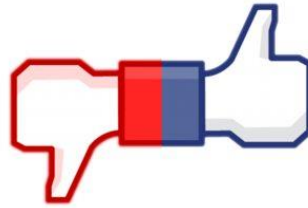


Assessment Question 3

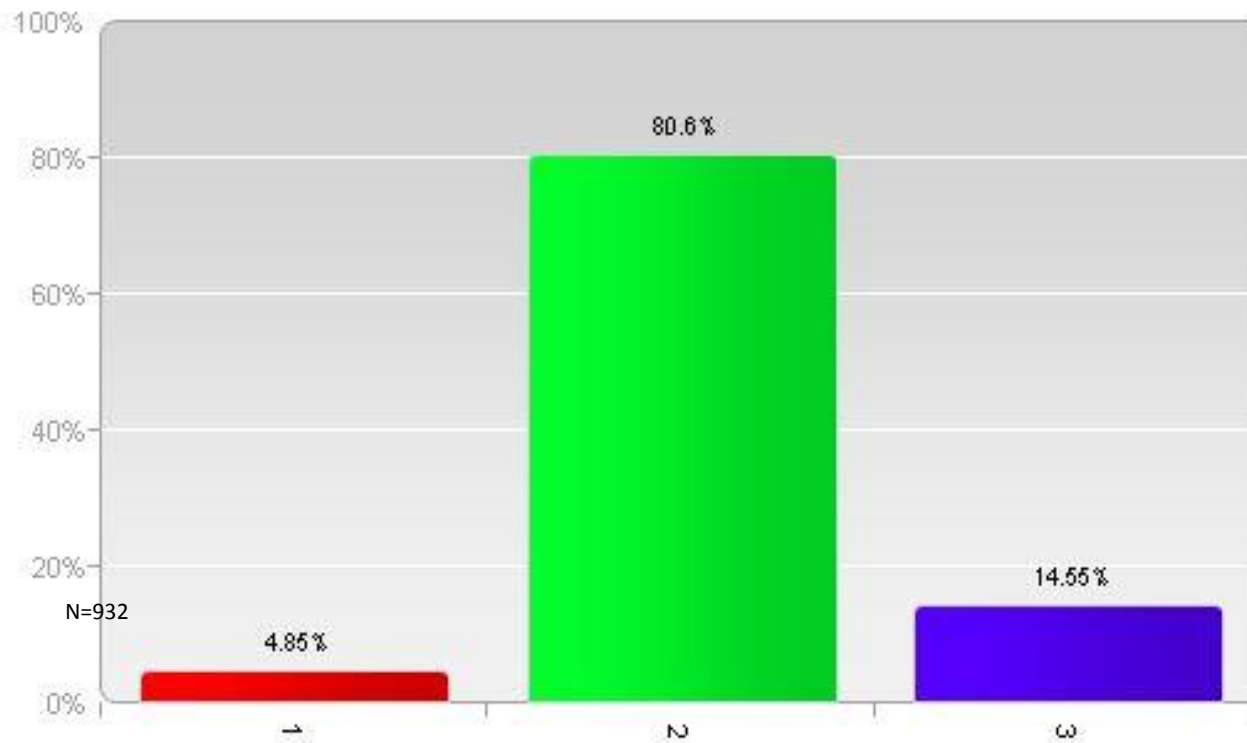
Q22. Questions about Registrar Services related to transaction?



Assessment Question 3



Q24. Satisfaction:



Assessment Question 3

Representative Level 1 Quotes and Comments

“Parents of a student at UC Berkley has only one unit left to graduate but is experiencing emotional distress and can't finish up there. Her parent would like to have to transfer here to finish from home. Staff expressed sympathy for the situation and explained policy options. It is too late in the child's degree to pursue a true transfer, so they suggested other options. The parent was not pleased to hear the policies and became pushy and somewhat agitated. They claimed that the Berkley Registrar told them this would be possible. "We keep getting bumped around!"”

“Grad student came to the window stating that he could not register for classes. Staff explained that the registration period was over so they would need to do an enrollment petition to get in. It was unclear why the student did not register during the open period and they declined to explain. Staff outlined the next steps to take to get added, such as getting signatures from their department, but the student was still very agitated. "Why do I have to do this? I can see that the classes are not full. Why can't you just register me in then right now? It's not that hard."”

Assessment Question 3

Representative Level 2 Quotes and Comments

“Student brought name change paperwork. Staff checked their documentation and identification. Student asked how long it takes the change to go into effect. Staff explained timeline and how to change Bruincard if they desire. The student stated that they understood and left the window.”

“Student came to the service window asking how she could register for summer classes. She may want to take more units than normal for summer as well. Staff directed her to Summer Sessions, explaining that they handle their own registration. They also suggested that she speak with her department about the additional unit load. “

Assessment Question 3

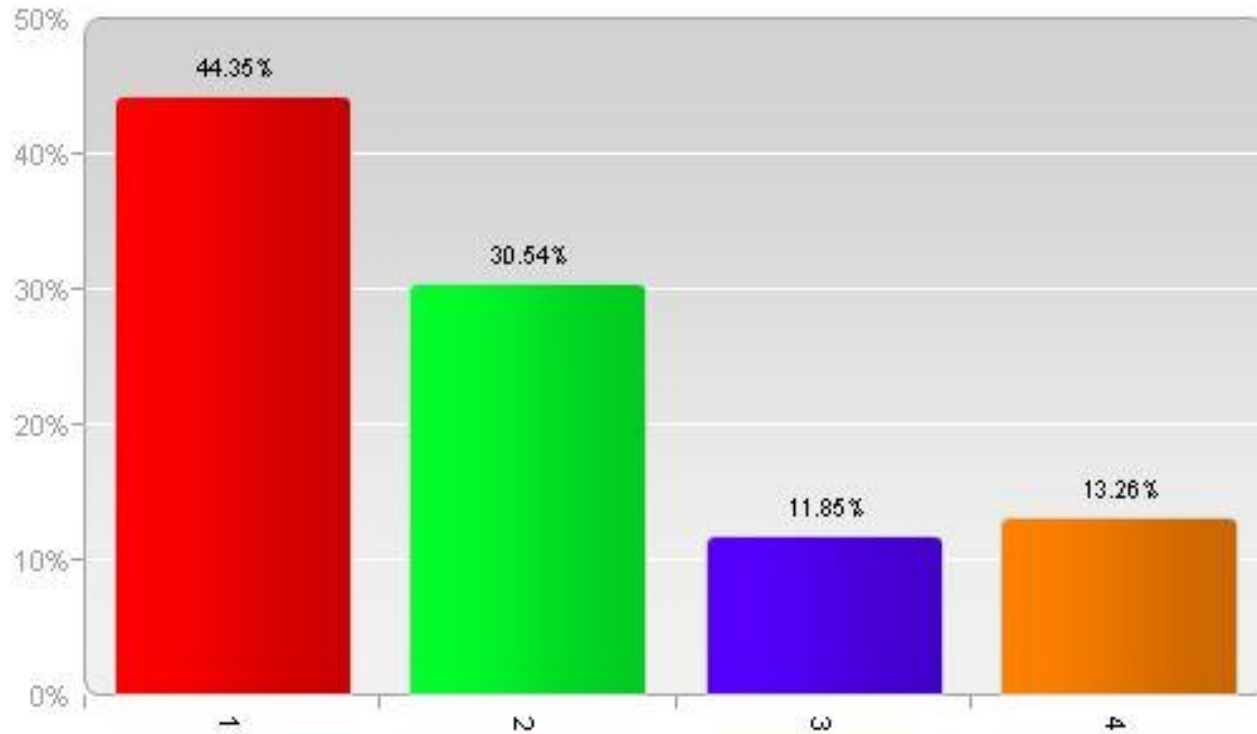
Representative Level 3 Quotes and Comments

“A PhD student came to the window with questions about obtaining his diploma early, due to a job opportunity before the end of spring term. Staff explained that getting the physical diploma that soon was certainly not possible, but that there were other options he could pursue that might work, such as requesting an early certificate of completion. Student indicated that the certificate would be enough for his job opportunity and after the staff explained the process to him, he filled out the request form in person. He sighed in relief and verbally thanked staff.”

“The parent is the Veteran and both the student and the parent have moved recently to CA in order to get started on the residency for the second year. As the situation was both complex and specialized window staff referred them to residence deputy and veteran's coordinator at an internal window. Both parent and student had a lot of questions for both staff members who explained processes and policies as well as what next steps to take and how long the timeline might be. The parent and student left seeming happy with the responses. "Thank you so much, I understand so much better what I need to do to go forward. I had no idea what to do before..."”

What service windows are used most often?

Q8. Window Served (from the wall between Financial Services):



N=932

Discussion and Questions

