

Compressed Mini Semester Business Case Template

Purpose of the Tool

Developing a sound business case for the mini-semester model is the first step toward robust implementation; it is critical for determining whether compressed semesters are a viable and reasonable solution for an institution. Without a business case as a guideline, administrators may underestimate costs, downplay risks, or overlook barriers to success. A business case also helps garner buy-in from campus constituents.

This compressed mini-semester business case template guides users through the key factors that should influence the decision to implement (or not) compressed mini-semesters at their institution.

Anatomy of a Business Case

The diagram below depicts the components of a business case that guide the decision of whether to transition to compressed mini-semesters.



Developing a Business Case

Fill out the following tables to collect the information needed to develop a sound business case for compressed mini semesters. In each table, the first consideration has been filled in with a sample response. Each table also includes customizable cells for considerations that are not already listed.

1. What Are the Business Drivers?

Consideration	Inputs that Impact the Driver
Opportunity to increase enrollment by targeting students who apply late during summer period	<ul style="list-style-type: none"> Targeting students who enroll past the enrollment deadline for registration in second mini-semester classes Providing additional enrollment support during early weeks of first mini-semester to ensure late applicants enroll in second mini-semester
Increased tuition revenue from students who may otherwise withdraw mid-semester	
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Source: EAB interviews and analysis.

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2. What are the Projected Benefits?

Consideration	Inputs That Impact the Driver
Increased course completion among current students	<ul style="list-style-type: none"> • Conversion to compressed course pedagogy • Development of new financial aid disbursement schedule
Faster rate of developmental student enrollment in college-level courses	
Reduced cost of mid-semester withdrawal for students facing unexpected life events	
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3. What are the Associated Costs?

Consideration	Estimated Cost
Faculty stipend funds (faculty may utilize for professional development)	
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4. What Are the Potential Risks?

Consideration	Risk Drivers	Ways to Avoid Risk
Students do not understand the new scheduling format, errors occur	<ul style="list-style-type: none"> Lacking appropriate advising for students who take compressed mini-semester courses Awareness campaign unsuccessful at informing students of changes 	<ul style="list-style-type: none"> Advertise changes early and provide adequate resources for students to ask follow-up questions During initial transition, implement additional safeguards to ensure students understand the new scheduling format
Students struggle with new financial aid format		
Faculty frustration with implementation of compressed mini-semesters		
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