**Sponsor Meeting 6**

|  |  |
| --- | --- |
| Date:  | 26 March 2018 |
| Time:  | 3pm – 4pm  |
| Venue:  | Library Project Room 3.4 |
| Attendees:  | Joanne Ong Shi YingJohn Koh Wei De Rachel Tay Aaron Tay (SMU Libraries liaison) Xia Wei (SMU Libraries liaison) |
| Absentees:  |  |
| Agenda:  | Enquiries Regarding Predictive Model  |

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Details | Action By | Due Date |
| 1 | Project Feedback* Draw diagrams to better explain the ‘time elapsed’ field.
* 2016 3-day vs 2017 3-day analysis
	+ % of borrowings lower
	+ Aaron wants to move it back to the lower location - do different locations matter?
	+ 3 days - look at user successions
	+ Look at same book title for both 3 days and 3 hours → some might pick up the 3 hours books since it is more convenient.
	+ Since 80% of the books are not used at all, they can be removed and shift to level 3/4 instead
* Logic: Less offenders and less fines; does that mean that we don’t need to increase? (Jo’s slide)
* Agree to exclude outliers.
* “Classes are 3 hours long, and loan period only 2 hours”; one of the reasons of overdue in 2016.
* Filter year 1 to 4; ignore year 5 and 0.
* User succession - 4 hours rule → can try to decrease to 1 - 2 hours, see if its the same as when it is 4 hours
* It takes maximum 15 minutes for the same book to be back at the shelf after the user returns the book
* Sensitivity analysis?
* Reason for 4 hours - have to go for classes etc. should explain why we choose 4 hours?
* Classification
* Sufficiency - take into account the loan period?
* Explain how we decide if the book is sufficient. If the book has one copy, we use b2b borrowings. If the book has more than one copy, the sufficiency is determined given if all copies are fully checkout
* Cross validation?
* Using precision indicator.
 | All  | - |

Meeting was adjourned at 4pm. These minutes will be circulated and adopted if there are no amendments reported in the next three days.

**Agenda for next meeting**

1. Redefinition of scope to include only year 1 to 4 undergraduate students.
2. Consider working on a sensitivity analysis to confirm the findings.
3. Work on the feedback.

Prepared by,

Rachel Tay

Vetted and edited by,

Joanne Ong Shi Ying