

| IMPACT Model | |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I | ID the questions |
| M | Master the data |
| P | Perform test plan |
| A | Address and refine results |
| C | Communicate insights |
| T | Track outcomes |
| Identify | <p>→ understand the problem that needs addressing</p> <p>Attributes = Audience, Scope, Use</p> |
| Master | <p>→ what data is available & will that data help address the problem</p> <p>Need to know about the data:</p> <ul style="list-style-type: none"> how to access availability reliability frequency of updates time line of data coverage |
| Perform Test Plan | <p>→ think of the right approach to the data to be able to answer the question</p> <p>ID relationship between response/ dependent and predictor/ explanatory/ independent variables</p> <p>8 approaches</p> <ul style="list-style-type: none"> ● Classification "sorting into predefined categories" ● Regression "a number" ● Similarity Matching "similar individuals" ● Clustering "finding natural groups" ● Co-occurrence grouping "associations based on transactions" ● Profiling "the typical" ● Link Prediction "relationship between two data" ● Data Reduction "Reduces to most critical" |
| Address and refine | → Data analysis is iterative |

| IMPACT Model (cont) | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | slice, dice, and manipulate the data |
| Communicate | <p>→ insights are formed by decision makers and are communicated</p> <p>executive summaries, static reports, digital dashboards, and data visualizations</p> |
| Track outcomes | <p>→ can we predict future outcomes</p> <p>then you can test how accurate the predictions were</p> |

| Business Environment and Big Data | |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Big Data | |
| 4 V's | Volume (size) |
| | Velocity (speed) |
| | Variety (types) |
| | Veracity (quality) |
| Impact of data | |
| Auditing | <p>Audits must embrace technology.</p> <p>Technology = better quality, transparency, accuracy in audit.</p> <p>gathering data → rationale behind data queries</p> <p>expands auditors' capabilities in fraud detection</p> <p>automating compliance-monitoring activities</p> |
| Management Accounting | <p>(most similar to analytics)</p> <p>Job of MA:</p> <ul style="list-style-type: none"> are asked questions by management find data to address those questions analyze the data report the results to management |
| Financial Reporting | |
| Financial Statement Analysis | |
| Tax | |



| Relational Database | |
|------------------------------------|--------------------------------------------------------------------------------------------------------|
| Benefits of (3NF) Relational DB | |
| | Completeness |
| | No redundancy |
| | Business rules enforcement (IC) |
| | Communication and integration of business processes |
| ETL process | extract, transform, load |
| | <i>doing what to the data?</i> |
| Extract | |
| | 1. Determining the purpose and scope |
| | 2. Obtaining |
| Transform | |
| | 3. Validating for completeness and integrity |
| | 4. Cleaning |
| Load | |
| | 5. Loading the data |
| | DO a VICy Clean Load |
| Step 1 Determining | the purpose, to solve, what problem reliability, usefulness nature, timing, and extent |
| Step 2 Obtaining | How obtain? standard data request form?? Where data? What specific data? what tools needed |
| ID what you need to Extract | Where is your info tables attributes relations between the 2 |
| Step 3 Validating | ensure extracted data = complete & integrity |
| 4 steps after extraction | 1. Compare number of records in OG and extracted |

| Relational Database (cont) | |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2. Compare descriptive statistics |
| | 3. Validate Date/Time fields |
| | 4. Compare string limits |
| Step 4 | Cleaning |
| 4 steps to clean | Remove headings or subtotals Clean leading zeroes and (NPC's) nonprintable characters Format negative numbers Correct inconsistencies (US, U.S., United States, States) |
| Common quality issues | Dates Numbers International characters and encoding Languages and measures Human error |
| Step 5 | Loading if previous steps were done correctly then no loading necessary |
| Extract = Determining & Obtaining / 1 & 2 Transform = Validating & Cleaning / 3 & 4 Load = Load / 5 | |

| 4 quads | | |
|---------|-------------|-------------|
| | Declarative | Exploratory |
| Qual | Quad 1 | Quad 3 |
| Quan | Quad 2 | Quad 4 |

| Distributions | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Normal Distribution | ANY mean and ANY standard deviation The mean, median, and mode are all equal Half the data falls below the mean, half above |



Distributions (cont)

| | |
|-----------------------------------------------|---------------------------------------------------------------------------------|
| | SAT scores, IQ scores, heights and weights of newborn babies |
| Standard Normal Distribution | special ☆ |
| not typical for data-driven quantitative data | A mean of exactly 0 |
| | A standard deviation of exactly 1 |
| | the mean is 0, the median and mode are also 0 |
| Poisson Distribution ⊘ | the probability of a specific number of events happening in a fixed time period |

Data Governance and Ethics

Institute of Business Ethics

6 Questions

| | |
|----------------------|----------------------------------------------------------------------------------------------|
| Does the company.... | How does the company use data? |
| | ...send a privacy notices? |
| | ...assess the risks for the customer? |
| | ...have safeguards for the risks of data misuse? |
| | ... have the appropriate tools to manage the risks of data misuse? |
| | ...conduct appropriate due diligence when sharing with or acquiring data from third parties? |

🗑️ LMAO this is America, we have no data protection
 \$ This country is ruled by the amount of profit that share holders can extract
 🏛️ No data rights for our own data
 #bigbrother4profit

7 goals CH1

| | |
|-------------------------------------|------------------------------------------------------------------------------|
| Developed Analytics Mindset | Recognize when and how data analytics can address business questions. |
| Data Scrubbing and Data Preparation | Comprehend the process needed to clean and prepare the data before analysis. |

7 goals CH1 (cont)

| | |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Data Quality | Recognize what is meant by data quality, be it completeness, reliability, or validity. |
| Descriptive Data Analysis | Perform basic analysis to understand the quality of the underlying data and its ability to address the business question. |
| Data Analysis through Data Manipulation | Demonstrate the ability to sort, rearrange, merge, and reconfigure data in a manner that allows enhanced analysis. |
| Statistical Data Analysis Competency | Identify and implement an approach that will use statistical data analysis to draw conclusions and make recommendations on a timely basis. |
| Data Visualization and Data Reporting | Report results of analysis in an accessible way to each varied decision maker and their specific needs. |

Main Types of Data Analytics

| | |
|------------------------------------|--------------------------------------------------------------------------------------------------------|
| Descriptive (past) | summarize existing data what has happened |
| Diagnostic (current) | explore the data why something has happened the way it has |
| Predictive (future) | used to generate a model what is likely to happen |
| Prescriptive (current/ for future) | identify the best possible options given constraints more advanced AI optimize current processes |
| Descriptive | |
| Summary statistics | mean, median, standard deviation, ect |



By **nova-cane98**
cheatography.com/nova-cane98/

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Main Types of Data Analytics (cont)

Data reduction or filtering → *IFIF (Identify attribute, Filter, Interpret, Follow up)*

Diagnostic

Benefits of Diagnostic → reduced external audit fees, reduced audit delay, lower material weaknesses, restatements

Profiling → Characterizes the **typical** behavior

IDSIF (ID, Determine, Set boundaries, Interpret, Follow-up)

How profile? → *Z-score*

Box Whisker

interquartile range (IQR)

Clustering (finding natural groups) → **Divides** individuals into groups that share common underlying characteristics

Hypothesis Testing → proof if P&C are meaningful

Similarity matching → Identifies similar individuals based on data already known about them

Cooccurrence grouping → Discovers associations between individuals based on transactions they are both involved in

Predictive

target = attribute or value to evaluate

class = assigned category (to record for event)

Regression (number) → Estimates or predicts a numerical value for a variable using a statistical model

IV/DFF/IP/EF → Identify the variables, Determine the functional form, Identify parameters, Evaluate fit

Main Types of Data Analytics (cont)

Classification (sorting into predefined categories) → Assigns each unit into a small set of categories or classes

Link Prediction (relationship) → Predicts a relationship between two data items

Prescriptive

Decision support systems → Rule-based systems that gather data and recommend actions

Artificial intelligence → Learning models that adapt to new data over time to make recommendations

Benford's law → The law states that in many naturally occurring collections of numbers, the significant leading digit is likely to be small.

overfitting → complex models

underfitting → simple models

significance level = alpha

t-test = p-value < alpha = statistically significant else ↩

Graphs Charts and Tables OH MY!

Why Pictures?

statistics → alone can be misleading

visualizations → visualizations

Purpose

Declarative → presenting findings

Exploratory → discovering insights

Qualitative → categorical

Quantitative → numerical

Data Types

Qualitative Data (categorical):

Nominal → only count and group

Ordinal → √ AND rank

Quantitative Data (numerical):

Interval (no 0) → √ and measure differences

Ratio → √ has a meaningful zero

The right chart

QUAL



Graphs Charts and Tables OH MY! (cont)

| | |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Bar/Column C. | compares proportions of categories |
|  Pie chart C. | parts of a whole |
| Stacked bar C. | shows proportion AND allows comparison |
| Word cloud | used for text data |
| QUAN | |
|  Line C. (continuous) | trends over time |
| Box and whisker P. | quartiles, medians, and outliers |
| Scatter P. | correlation between two variables or a trend line |
| Filled geographic map | data ranges across geography |

Refining

| | |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| readability | How much data do you need to show |
| | Should outliers be displayed or removed? |
| make differences look dramatic  | What scale should be used? |
| | Do you need reference points to make the scale meaningful? |
|  distract from data | When should you use multiple colors? |

Reports

get to the point

| | |
|---|--------------------------------------------------------|
| I | Explain what was being researched |
| M | Overview of the data source and what data was included |
| P | Describe the analytical approach used |
| A | Present the results of the analysis |
| C | Communicate the insights and what they mean |
| T | Describe what outcomes will be tracked going forward |

Data Types

| | |
|---------------|---------------------------------------------------------|
| Discrete Data | whole numbers |
| | number of students in a class |
| Interval Data | the differences between values are meaningful and equal |
| | Fahrenheit temperature |
| | time on a clock |
| Ratio data | requires a true zero |
| | 0 pounds = no weight |
| | 0 dollars = no money → no problems |

