

THE EFFECTS OF TESTING FREQUENCY ON PERFORMANCE IN MARKETING CLASSES

**Chip Miller, Drake University, College of Business and Public Administration,
Des Moines, IA 50311 ; 515-271-2992**

**James Reardon, University of Northern Colorado, Monfort College of Business,
Greeley, CO 80639; 970-351-1251**

**Nathan Kling, University of Northern Colorado, Monfort College of Business,
Greeley, CO 80639; 970-351-2066**

**Denny McCorkle, Southwest Missouri State University, College of Business Administration,
Springfield, MO 65804; 417-836-5494**

ABSTRACT

Frequency of testing has long been examined in the social sciences as an antecedent to student performance in the classroom. However, after nearly 70 years of study, the results are inconclusive. Given the developments in computerized testing over the last decade, professors now have the ability to create and conduct frequent tests without severely impinging on other duties. Thus we reexamine the issue in a marketing context for the first time in two decades. The findings suggest that students tend to perform better with more frequent testing, under the condition that the tests are similar in content to the tests given during the semester. In addition, more frequent testing tends to increase student evaluations. Reasons and limitations of these findings are discussed.