relationship between computer anxiety and the reading achievement of the adult learner. Upon further investigation it was determined that data compiled from applicants scoring below sixth grade level on reading produced an extreme interaction with computer anxiety. Findings revealed this extreme interaction was related to the reading level of the instrument measuring computer anxiety. The Computer Anxiety Rating Scale was written for individuals possessing a minimum of sixth to seventh grade reading level ability. A second data analysis was conducted eliminating those applicants who scored below sixth grade reading level (N=90), resulting in a finding of no significant relationship between reading level and computer anxiety. Data analysis revealed no significant interaction between the math and language achievement of the adult learner and computer anxiety. Findings regarding age, gender, and computer experience showed no significant effect on computer anxiety.