Another area of future research is a study on the instruments used to determine the reading, math, and language levels of the adult learner. The instrument used for this study had an upper level limit that may have created a ceiling effect when data analysis was performed.

Future research refining and designing a computer anxiety rating scale instrument that allows participants to have a lower than sixth grade reading level would be beneficial for the examination of all participants of computer anxiety.

**Recommendations**

Results of this study revealed several areas for consideration by higher education administrators and policy makers, given that computer anxiety is not a factor for the adult learner. Some areas for review may be to reassess current practices and procedures in the design, development, and implementation of remedial education programs, teaching methods, and learning activities.

**Recommendation 1**

The first recommendation would be to explore the feasibility of implementation of fully on-line courses that would allow students to work “anytime, anywhere, anyway” (O’Banion, 1996, p. 22). Breneman and Haarlow (1998) found that remedial education costs the nation’s public colleges and universities about $1 billion annually. Tinto and Riemer (2001) reported that colleges and universities are struggling to meet the needs of students who begin higher education with limited academic skills. Of all at-risk students, 50% do not receive a degree because of the lack of effective remedial education programs (Rouche & Rouche, 1999a). According to The Institute for Higher Education Policy (1998), a survey conducted in 1995 by the National Center for