“Aleks” is an artificial intelligence based instructional system which uses periodic assessments to dynamically assign the course objectives at a pace that is specific to each student. Although research has shown that a learner-centered environment yields high student success and retention rates, there are exceptions to the positive correlation between the completion of the topics in Aleks and student success. A student must answer an algorithmically generated problem type correctly three times in a row before moving on to the next topic so the onus is on the student herself to learn the material in a timely fashion. In this talk we will show that poor time management and procrastination are main reasons why students who complete the objectives still fail to pass the corresponding exams. Instructors must coach their students in the discipline and study habits required to counteract this phenomenon. We will present data collected from several hybridized College Algebra and Precalculus courses at Macon State College. (Received September 15, 2011)