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At Clemson University, all STEM majors who are not yet calculus ready take precalculus under a self-paced hybrid course model that includes an asynchronous online component using ALEKS<sup>®</sup> and a face-to-face component with targeted direct instruction in small groups. The model works very well for the majority of the students, but not at all for others.

The KOLBE-A Index is a measure of how an individual works most effectively when given the flexibility to choose how to approach a task. We looked at the correlation between KOLBE-A Index categories, work patterns, and student performance among students in precalculus to determine if certain indexes were particularly well-suited or poorly-suited to this course model. We present our results and recommendations for using KOLBE-A Index data to help at-risk students successfully complete courses with significant self-paced components. (Received September 20, 2016)