At the heart of the SLO assessment process is the mechanism for course changes. These changes can ultimately impact student learning and success in the program/course. Such changes, which have been documented, include changes to the format of the course, the content and the pedagogical methods.

Ingrained in this process is the potential for amending, adding or deleting SLOS that are no longer congruent with the program or discipline, or have been proven to be less relevant or effective as it relates to course objectives or student outcomes.