

SLAF: Ministry with Mexico Assessment
SLO- Faith 2025-2026

SLO: Faith *Students will demonstrate knowledge about Christian faith formation*

Criteria for Success: 80% of the students will be Proficient or above.

Outcome Measure: Prompt: Please choose one spiritual practice that we have learned about this year and describe its value and relevance to Christian faith formation. For survey results refer to Appendix A. Ministry with Mexico Assessment -Faith.

Longitudinal Data:

	Advanced	Proficient	Basic	Below Basic
2024-2025: Ministry with México Leaders: 7 Leaders that responded: 7 % of Responses: 100%	1/7 (14 %)	4/7 (57 %)	2/7 (29%)	0/7 (0%)
2025-2026: Ministry with México Leaders: 12 Leaders that responded: 7 % of Responses: 58.3%*	2/7 (28.5%)	3/7 (43%)	2/7 (28.5%)	0/7 (0%)

Conclusions Drawn from Data:

**Note: There was a transition in the Director of Border Engagement Ministries role toward the end of the Spring 2026 semester. As a result, student surveys were distributed during the summer break rather than during the academic term, as is typically the case. This timing likely contributed to lower student participation.*

Criteria not met.

Ministry with México leaders demonstrated stronger depth in reflecting on their faith formation through their leadership experiences. Results improved from 0% Below Basic, 29% Basic, 57% Proficient, and 14% Advanced last year to 0% Below Basic, 14% Basic, 57% Proficient, and 29% Advanced this year, with the percentage of Advanced responses doubling. Students frequently connected spiritual practices such as prayer, silence, journaling, and worship music to their experiences leading cross-border ministry, showing a growing awareness of how serving alongside our ministry partners in Mexico has shaped their relationship with God.

Changes to be Made

While most students continue to perform at the Proficient level, there is still room to deepen their ability to reflect on how ministry experiences contribute to their spiritual growth. Moving forward, we will continue incorporating intentional reflection into our weekly leadership meetings and ministry experiences so students can more clearly articulate how God is forming them through their service and leadership.

Rubric Used

Student Learning Outcome #1: Faith			
Outcome: Students will demonstrate knowledge about Christian faith formation.			
Prompt: Please choose one spiritual practice that we have learned about this year and describe its value and relevance to Christian faith formation.			
Below Basic	Basic	Proficient	Advanced
Fails to identify or explain a relevant spiritual practice.	Mentions a spiritual practice but with vague or incomplete explanation.	Names a specific spiritual practice and explains it accurately.	Clearly names and explains a specific spiritual practice with strong insight.

SLAF: Ministry with Mexico Assessment
SLO- Leadership 2025-2026

SLO: *Students will identify leadership skills gained while leading peers.*

Criteria for Success: 80% of the students will be Proficient or above.

Outcome Measure: Prompt: Through your experience in student leadership this year, what are the skills you learned that helped you to lead your peers? For survey results refer to Appendix B. Ministry with Mexico Assessment-Leadership.

Longitudinal Data

	Advanced	Proficient	Basic	Below Basic
2024-2025: Ministry with México Leaders: 7 Leaders that responded: 7 % of Responses: 100%	0/7 (0 %)	5/7 (71 %)	2/7 (29 %)	0/7 (0%)
2025-2026 Ministry with México Leaders: 12 Leaders that responded: 7 % of Responses: 58.3% *	1/7 (14%)	5/7 (71%)	1/7 (14%)	0/7 (0%)

Conclusions

**Note: There was a transition in the Director of Border Engagement Ministries role toward the end of the Spring 2026 semester. As a result, student surveys were distributed during the summer break rather than during the academic term, as is typically the case. This timing likely contributed to lower student participation.*

Criteria met.

Ministry with México leaders continued to demonstrate leadership as a key area of growth. This year’s results showed 0% Below Basic (0/7), 14.5% Basic (1/7), 71% Proficient (5/7), and 14.5% Advanced (1/7), compared to last year’s distribution of 71% Proficient and 29% Basic. Overall, the data indicates a continued strong concentration in the Proficient range, alongside a meaningful presence of Advanced leadership capacity. Student leaders consistently described growth in humility, calm under pressure, communication, initiative, discernment, and teamwork, particularly through leading cross-border ministry experiences and navigating unpredictable or high-stress situations. Leadership was most often understood as service to others—staying steady for the sake of the group, communicating clearly, and taking responsibility for decisions in real time.

Student leaders also demonstrated deeper integration of leadership with spiritual maturity and relational awareness. Many reflected on humility as a sustaining posture in leadership, especially in seasons of fatigue or complexity. Others emphasized discernment in navigating challenging conversations around immigration, politics, and cultural differences, along with the responsibility of guiding peers toward respectful engagement rather than avoidance or polarization.

Changes to be Made:

Moving forward, continued emphasis on structured reflection, real-time feedback, and intentional leadership development during Monday night trainings, Border Pilgrimage, and trip debriefs will further strengthen students’ ability to lead with clarity, humility, and Christ-centered confidence in complex ministry contexts.

Rubric Used

Student Learning Outcome #2: Leadership			
Outcome: Students will identify leadership skills gained while leading peers.			
Prompt: Through your experience in student leadership this year, what are the skills you learned that helped you to lead your peers?			
Below Basic	Basic	Proficient	Advanced
Fails to identify or explain a relevant spiritual practice.	Mentions a spiritual practice but with vague or incomplete explanation.	Names a specific spiritual practice and explains it accurately.	Clearly names and explains a specific spiritual practice with strong insight.

**SLAF: Ministry with Mexico Assessment
SLO- Diversity 2025-2026**

SLO: *Students will articulate the value of diverse perspectives by engaging with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.*

Criteria for Success: 80% of the students will be Proficient or above.

Outcome Measure: Describe an experience in student leadership that has broadened your understanding of and commitment to engaging diverse perspectives. For survey results refer to Appendix C. Ministry with Mexico Assessment-Diversity

Longitudinal Data:

	Advanced	Proficient	Basic	Below Basic
2024-2025: Ministry with México Leaders: 7 Leaders that responded: 7 % of Responses: 100%	1/7 (14.5 %)	5/7 (71 %)	1/7 (14.5 %)	0/7 (0%)
2025-2026 Ministry with México Leaders: 12 Leaders that responded: 7 % of Responses: 58.3% *	4/7 (57%)	2/7 (28.5%)	1/7 (14.5%)	0/7 (0%)

Conclusions Drawn

**Note: There was a transition in the Director of Border Engagement Ministries role toward the end of the Spring 2026 semester. As a result, student surveys were distributed during the summer break rather than during the academic term, as is typically the case. This timing likely contributed to lower student participation.*

Criteria met.

Compared to last year, Diversity shows a notable shift in distribution while continuing to reflect meaningful student engagement. Last year, results were 0% Below Basic (0/7), 14.5% Basic (1/7), 71% Proficient (5/7), and 14.5% Advanced (1/7). This year, results were 0% Below Basic (0/7), 14.5% Basic (1/7), 28.5% Proficient (2/7), and 57% Advanced (4/7). While the proportion of students rated Proficient decreased, there was a significant increase in Advanced-level responses, indicating deeper and more reflective engagement with diverse perspectives overall.

This shift suggests that more students are moving beyond general awareness or description of diversity-related experiences and into higher levels of reflection, empathy, and integration of those experiences into their leadership and worldview. Student leaders continue to demonstrate meaningful engagement through Border Pilgrimage, Ministry with México trips, and relationships with ministry partners & hosts, with many articulating how sustained encounters have shaped their understanding of immigration, politics, and cultural differences. The overall data points to a maturing depth of reflection, with continued opportunity to support students who remain in the Basic and Proficient ranges in developing greater faith and relational integration.

Changes to be Made

For **diversity**, we'll keep centering stories, relationships, and curiosity, especially as we cross borders and cultural lines in ministry.

Rubric Used

Student Learning Outcome #3: Diversity			
Outcome: Students will articulate the value of diverse perspectives by engaging with individuals from a variety of abilities, cultures, ethnicities, and socio-economic backgrounds.			
Prompt: Describe an experience in student leadership that has broadened your understanding of and commitment to engaging diverse perspectives.			
Below Basic	Basic	Proficient	Advanced
Fails to identify or explain a relevant spiritual practice.	Mentions a spiritual practice but with vague or incomplete explanation.	Names a specific spiritual practice and explains it accurately.	Clearly names and explains a specific spiritual practice with strong insight.

Summary Reflection:

In the 2025-26 year, we had 12 dedicated **Ministry with México** student leaders who were instrumental in guiding approximately 30 day trips each semester to Tijuana and Tecate. These trips included visits to children's homes, service projects with local churches, and community events with our partners in Mexico. Beyond our day trips, we also organized two Border Pilgrimages, which allowed students to explore the realities and complexities of the San Diego–Tijuana region, and a weeklong Spring Break Build, where we partnered with a local church on a significant building project. Our day trips had 175 unique participants, Border Pilgrimage had 47, and Spring Break Build had 30. Our student leaders led the day trips in teams of two or three, and we gathered every Monday night for training, planning, and community-building.

Looking Ahead

In the coming year, **Ministry with México** will continue strengthening the integration of faith formation, leadership development, and engagement with diversity across student leadership experiences. In **faith**, we will place a stronger emphasis on structured reflection during Monday night leadership trainings, Border Pilgrimage, and trip debriefs, helping student leaders more intentionally connect spiritual practices such as prayer, silence, and worship with how God is shaping them through Ministry with México and other cross-border ministry contexts. In **leadership**, we will build on students' growing capacity by providing more consistent opportunities for real-time feedback, scenario-based learning, and guided reflection, particularly in high-pressure and cross-cultural ministry environments. In **diversity**, we will continue creating space for students to engage immigration, politics, and cultural differences through biblical, theological, and relational lenses, drawing on both internal and external voices within the church and broader community to deepen understanding and foster Christ-centered empathy.

Across all three areas, a key focus moving forward will be strengthening intentional reflection as a core rhythm of Ministry with México leadership formation. By helping students slow down and process what they are experiencing in ministry, we can support deeper integration between experience, belief, and action, and better equip them to lead with humility, clarity, and conviction in both campus and cross-cultural contexts.

Final Thoughts

This year reflects meaningful growth and increasing depth among the Ministry with México student leaders at Point Loma Nazarene University. Across faith, leadership, and diversity, students demonstrated a clear trajectory toward more mature reflection and integration of their experiences within the Ministry with México and related leadership opportunities. A notable trend this year was the increase in Advanced-level responses, particularly in diversity, alongside stronger qualitative depth in how students described their spiritual formation and leadership practice.

Overall, student leaders are not only engaging in significant ministry experiences, but are increasingly able to interpret and articulate how those experiences are shaping their faith, expanding their perspectives, and forming their identity as leaders within a Christ-centered community. Continued investment in intentional reflection, thoughtful facilitation, and ongoing leadership development will further strengthen this trajectory and support students in becoming compassionate, discerning, and faithful leaders through the Ministry with México and beyond.

Appendix A. Ministry with Mexico Assessment Faith

	1. Please choose one spiritual practice that we have learned about this year and describe its value and relevance to Christian faith formation.	Below Basic	Basic	Proficient	Advanced
1	Playing with the kids at Belen has helped me to realize how grateful I am for community. To live in a community where we can visit the kids and how blessed their life truly is has impacted my faith journey very positively.		X		
2	Continuous prayer in a conversational manner has been transformational for me. By bringing God into my processing, I'm able to ground myself and listen to what He has to say.			X	
3	A spiritual practice that has been valuable to my christian faith has been prayer. Prayer through lectio360, prayer through walking, through running, their swimming, in isolated places or with people. It's been journaling as if I am writing a letter to God. It's been listening to music and clinging to the joy and the peace that only he can give. Prayer has been my shield during this past school year and learning how to listen to His Voice through the noises. Praying boldly, praying through unbelieve, praying even when I'm tired of having faith. God is good.				X
4	Especialy as a student leader, I have found the Ignatian Examen to be a small but powerful spiritual practice! Every evening (and throughout days that				X

	are particularly heavy or full) I prayerfully reflect on where I experienced the presence of God, where I saw brokenness, and what I hope for in the coming day. This simple prayer practice has deepened my relationship with God and often renews my faith in Christ's goodness.				
5	Though it may seem small, listening to Christian music 95% of the time when I do listen to music has had a huge impact in my Christian faith formation. I have noticed how music has a huge impact on the way that I think about myself and others and having these positive words and affirmations being sung over my life, especially since much of the worship music that sticks in my brain comes from Scripture. Listening to this music as I am driving has allowed me to pray more and call on Jesus more in times of trouble and it has given me more of a motivation to dive into His Word and learn more about God.			X	
6	Prayer over time spent in Mexico and over the trip has been very valuable to the formation of my faith through Ministry with Mexico. I have learned how to pray for the little things and the miracles through this ministry.		X		
7	A spiritual practice I've held really valuable in my Christian faith is the act of just being still. Whether this looks like closing my eyes in a busy restaurant while I'm by myself and trying to tune in with the Lord, or shutting my phone off on a busy metro and just letting the Lord speak, I found that being still in moments is often where I find the most peace from the Lord and the most wisdom.			X	

	TOTALS	0	2	3	2
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Appendix B. Ministry with Mexico Assessment Leadership

2. Through your experience in student leadership this year, what are the skills you learned that helped you to lead your peers?	Below Basic	Basic	Proficient	Advanced
I've learned to act calmly in very difficult situations including dealing with BP		X		
Through my experience this past year, I've gained a much deeper sense of humility. Stepping into this role naturally requires humility, but once the initial excitement fades, it becomes easy to lose sight of why we serve in the first place. Throughout the year, different moments reminded me of why leaders especially need to remain humble. We're called to love others, and serving is one of the most meaningful ways we live that out. When we lead our peers in MwM, we have to be a clear example so the purpose of what we're doing doesn't get lost. By keeping that at the forefront of my mind, I learned to recognize situations that highlighted the importance of humility in our actions. That awareness has carried into other parts of my life, and I'm grateful that MwM has been the place where I learned it.			X	
Throughout my experience as a student leader this year, I have thankfully learned a few skills. I have				X

learned how keep calm in intense situations (such as being stopped by police in Mexico) and how to embody that calmness to the team. I have been able to exercise the skills of thinking ahead and planning for future events. I have also been able to exercise my communication skills (through presenting, sending out messages, creating group chats, talking to our hosts, etc). Another skill I have been able to get from my leadership experience has been how to work and depend on my teammates as we distribute tasks. Lastly, I have learned to think fast in situations that have gone wrong, or not according to plan -- and maintain a positive attitude throughout the situation.				
Through my experience with Ministry with Mexico, I gained confidence as a leader-- learning how to guide my peers in such a way that invited them into deeper engagement with our neighbors in Mexico. I learned how to take initiative, plan events, facilitate clear cross-cultural communication, and problem solve. These are skills that have continued to shape the way that I lead, both at PLNU and beyond.			X	
The skills that I learned that helped me lead my peers was to have confidence in my skills, especially when it came to driving in a different country. Learning to be calm and confident in difficult situations and learning to articulate my words to not alarm my peers if there is something going wrong allowed me to lead my peers more effectively.			X	

Through my experience as a leader with the Ministry with Mexico program I learned how to work under pressure and lead people with confidence even when I do not have it. Working in this ministry requires a lot of flexibility as both a participant and a leader. Not all of our schedules go to plan or sometimes are interrupted by factors we cannot control. In instances in which things out of my control affect the schedule of the group, I need to be able to confidently lead them during these times so that they do not have any panic or worry. If I display emotions of uneasiness, then it is likely the group will feel uneasy too. Even in moments of high stress I need to remain calm.			X	
Through my experience as a student leader, and with ministry with Mexico, I felt like the skill I learned the most was the ability to have discernment and engage in hard conversation. Naturally, in the current political climate, Mexico, the border, and immigration, can be a really difficult topic and one that people often shy away from. I felt like through this experience I was able to challenge people to have these conversations in a respectful manner, and to think outside of their own beliefs, their own upbringing, to let go of any expectations they were bringing into our trips.			X	
TOTALS	0	1	5	1

Appendix C. Ministry with Mexico Assessment Diversity

3. Describe an experience in student leadership that has broadened your understanding of and commitment to engaging diverse perspectives.	Below Basic	Basic	Proficient	Advanced
We took a student who had never been to Mexico and they were very culture shocked. I learned how to navigate their new feelings and help them to understand what they're seeing.		X		
In my conversations with new people I meet on campus, I always encourage them to check out a MwM trip. Sometimes they're open to it, sometimes they're hesitant, and every now and then I meet someone who's strongly opposed to going to Mexico for a variety of reasons. Sometimes it's fear, sometimes past experiences, but most of the time it stems from personal beliefs or opinions. When I gently engage or push back on those reasons, the conversation almost always circles back to the same mindset: "It's us vs. them, and they're different." Continuing to engage with people who feel this way has broadened my perspective because I get to understand their views directly rather than through secondhand interpretations. I'm not trying to change anyone's mind (that's out of my control) but I do			X	

hope to at least get things moving, so to speak. If I can help someone become a little more open and a little less hostile toward people or activities that are different from what they're used to, then that's meaningful to me.				
Although this was not a situation where I was participating in a leadership role, I was still acknowledged as a leader. The experience I can think of that engages with having a deeper understanding of and commitment to engaging different perspectives, is the border pilgrimage I went on with the 2025-2026 MwM team (along with a few more people that tagged along and weren't part of any leadership positions and that year's student leaders of CJR). During the pilgrimage there were many people that had different perspective. Many of them had come from a family that held these believes and opinions. These students had never been exposed to the realities we were facing together on the pilgrimage. Some of the people that shared their opinions and believes were leaders for MwM and, quite frankly, I could not believe that they were chosen for that position knowing that their opinions were so different than mine. At the same time, I was also very happy they were having this experience and I could be challenged by their realities as well. Our interactions allowed me to ask myself questions of sameness and respect - we don't need to agree with				X

another person in order to respect, care, and connect with them. The goal isn't to all think the same, but to listen enough to transform. This experience showed me the importance of sharing one's opinions, stories, and emotions. It showed me the importance of vulnerability, even when talking about topics that are controversial and important to us. What made me think of this was that a person on the pilgrimage began crying as I spoke of my frustrations and heavy feelings towards the border, Americans, and the laws in place. I was debating whether to speak on anything at all, but I decided to speak from my heart. In return, the other person in the group began sharing from a place of complete honesty - exposing the questions, the emotions, and the wrestling that this pilgrimage was causing within her. I was shocked by what I was seeing - their own vulnerability, humility, and their willingness to verbalize what so many people are afraid to even think about. I was surprised by my own heart empathizing with a person I would have kept my distance from. It made me put myself in this person's shoes and wonder how difficult it would be to have this experience while thinking about what they grew up believing was right and honorable. On the other side, I was also able to challenge my own prejudice and believe with people I had classified in my head as "the other" based on what I expected them to stand for, and as I soon came to				
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find out, did not (a boy I didn't expect much from, surprised me by speaking Spanish and being very curious about a man's story as he shared with us in the shelter we stayed at, as well as a freshman girl standing up for all the things I had grown too tired to speak on). I was reminded to not label people and to stay committed to learning from their stories, their complexity, and their hearts. Stay committed to seeing Jesus in the stranger and even in those I disagree with.				
As the student leader of Border Engagement, I have had the opportunity to invite students into transformative experiences both across the US-Mexico border and within our San Diego immigrant community. One such experience has been leading PLNU's bi-annual Border Pilgrimage, a two-day journey during which students explore faithful response to immigration and their relationship to the San Diego-Tijuana border region. Leading Border Pilgrimage has caused me to cultivate deep relationships with faith leaders and ministry partners in both San Diego and Mexico. On Border Pilgrimage, I get to invite these partners to share their diverse perspectives with students. We have listened to Jesuit priests in Barrio Logan, heard the stories of South Sudanese refugees, sat with recently deported migrants at a shelter in Mexico. Students continually reflect that this practice of listening to the stories of those who experience marginality or engage with those on the margins has deeply affected the way that they approach matters of justice and faithful response. Even more, these				X

sustained relationships have shaped my leadership and faith.				
In our weekly meetings, there were times where we discussed various immigration topics such as deportation and life after being deported where my views were broadened and I had to remain in conversations that were not necessarily comfortable to be in. Through listening to the various perspectives of my peers, I was able to understand the various ways people intake the experiences of others and how sometimes our upbringing and political views impact our diverse perspectives. I was able to understand more of the sadness that is to be felt with deportation and the fear and anger that people feel about those being deported. I was able to wrestle with my own political views and experiences and through committing myself to engaging with these diverse perspectives on immigration and deportation, I have been able to understand the importance of sharing one's perspective and story with others and the importance of not allowing your political views drive your every thought. In our conversations regarding deportation, my political views became more lenient and I gained empathy for those in these tough situations and learning about what happens after they are in custody and I also gained a different perspective on my own grandmother's deportation 50 years ago.				X

An experience in student leadership that has broadened my understanding of and commitment to engaging with diverse perspectives is our pilgrimage trips to Tijuana where we walk across the border in San Ysidro and stay at a migrant shelter in Tijuana. What I find most engaging was hearing from selected speakers who told their stories and experiences surrounding the border.			X	
An experience that brought into my understanding and commitment to engaging in diverse perspectives was right after a lot of different incidents had happened in Minnesota regarding immigration customs enforcement (ICE). In one of our ministry of Mexico meetings, we engaged in a really heavy conversation about the whole political climate, and in that moment I felt I really learned how to sit and engage with different perspectives, and I really heard the voice of my peers. This conversation was by far the most uncomfortable, difficult, and lengthy conversation we had in one of our leader meetings, but I also do believe it was the most impactful, not only for myself, but for all of my classmates who were able to voice their opinions and really have a safe space to express themselves. Even though, I didn't necessarily agree with many of the comments that were made that evening I definitely valued hearing their opinions, and learning their perspectives, and it's something that I hope I never shy away from.				X
TOTALS	0	1	2	4