

Did you know?....

District Operations Self-Evaluation

Doing a self-evaluation at least every two to three years is an important exercise to keeping the district running smoothly and making progress toward its objectives and vision. You might find it is helpful to do it every year.

NACD developed a district program evaluation guide a few years ago and is on the NACD website at www.nacdnet.org/resources/guides. The DOIMS Committee has slightly modified it, and offers this version for your use.

How to get the most out of this evaluation...

The intent of this evaluation process is to identify what your district is doing well, select areas needing improvement, and create an action plan to improve the lower rated items.

The process has three steps.

I. Each board member and employee rates each item from 0 (lowest) to 5 (highest). It is important that every board member and employee participate. Some districts have learned that having very close partners participate can add good insights from a third-party, hopefully objective, perspective.

II. Collectively discuss your ratings until you can arrive at some level of consensus.

III. Planning and action. The real benefits come when this step is carefully completed.
a. For those items receiving a consensus of 3-5, identify why those efforts are going well and what will be done to maintain the quality performance.
b. For items receiving a consensus of 1-2, a specific plan needs to be prepared to improve the effort – complete with tasks, assignments, a timeline for work, and a deadline by which the plan will be completed.

The real benefit of this process comes from the discussion while trying to reach a consensus. Pay particular attention to those items where the ratings differ widely. Those instances are good times for learning about what is going on, and for re-establishing factors to be used to assess each effort in the future.

Planning for Service

A. Annual planning of district operations involves other agencies, organizations and/or individuals, and enlists their continuing participation beyond plan development. _____

B. The annual work plan is regularly reviewed, evaluated, and possibly revised during the year. _____

C. The district long-range plan is updated annually. It details direction and priorities in such areas as programs, finances, facilities and equipment, staffing, community relations, board development, and resource issues. _____

D. Objectives are readily identified in the district annual work plan. These objectives are derived from the vision, mission, and goals in the long-range plan. _____

E. The district has prepared a work-load analysis of hours required to carry out its annual plan activities. _____

F. The district annual work plan includes a broad range of conservation concerns that reflect resource needs and issues within the district. _____

G. Current resource inventories of the district are used. _____

H. The use of communication media such as district newsletters, TV and radio, Facebook and other social media are clearly set forth. The district has a public relations plan. _____

I. The annual work plan clearly defines education activities with schools, churches, civic groups, and other organizations. _____

J. Board members annually discuss the various memorandums of understanding with other government and nongovernment agencies. They identify activities requiring consideration and review with appropriate agency representatives. _____

K. The annual work plan includes budgeted funds for carrying out district activities. _____

Organizing for Service

A. Members agree on the basic mission/purposes of the board. _____

B. District has written goals which are identified by geographical distribution as they relate to location of problems and priorities. _____

C. The district has a structure of active working committees, subcommittees, and task forces (so all work does not take place in full board meetings). _____

D. District needs (technical, educational and managerial) are analyzed and efforts made to secure staff as needed to effectively carry out district objectives. _____

E. District employees have job descriptions, annual performance reviews, and training plans. _____

F. The district officials and staff periodically assess their working relationship (respective roles and responsibilities) and redefine the relationship as necessary. _____

G. Other groups and individuals assist in district activities: youth, associate district officials, citizen committee members. _____

H. At least one goal is set forth to provide district officials a working knowledge of state and federal legislation that may concern the district. _____

I. The district makes contact with, or provides significant input into, activities of their public officials (local, state, and federal). _____

J. The district participates in national, regional, and state funding or in available technical assistance programs. _____

K. Priorities for action are clearly defined and based on the district's long-range program. _____

L. The district plans for effective management of all its funds, facilities, and equipment. _____

M. Meetings are held on a defined schedule that fits the needs of the board and the programs. (neither too many nor too few meetings). _____

N. The district invites all cooperating agencies to meet regularly with the district board. _____

O. The public is given notice of district meetings and open meeting laws are followed closely. _____

P. Meeting design and procedures encourage full participation, active involvement, and personal leadership of members. _____

Q. Members understand the board's responsibilities, limits of authority, and legal basis of operation. _____

R. A written board member job description defines member roles and responsibilities. _____

S. District members carry out their responsibilities – come to meetings prepared, complete assignments, link with other groups, etc. _____

T. The district conducts a comprehensive orientation program for new board members and employees. _____

U. Each year district officials participate in board training and education in order to improve their knowledge and skills in critical areas. _____

V. The district has identified the information its members need, the form/format for the information, the time schedule for providing it to members, and who is responsible to provide it. _____

W. The district has clear operating rules or procedures to guide its operation. _____

X. The district has up-to-date policies in essential areas, and policies are organized for easy reference. _____

Y. The district uses problem-solving and decision-making tools and methods. _____

Z. The district uses a wide variety of approaches (in addition to meetings) to ensure effective communication among members and staff. _____

Measuring Service

A. The district planned and implemented the following major projects this year: (0-5 points for each – maximum of ten major projects)

1. _____

2. _____

3. _____

4. _____

5. _____

B. District board activities and cooperative efforts are reflected in both the annual plan and annual report. _____

C. The annual report was well-planned and distributed to all defined audiences. _____

D. The district seeks input from civic leaders and organizations. _____

E. State and national associations dues were budgeted for and paid. _____

F. At least one board member represented the district regularly in state, area, and regional meetings. _____

G. District newsletter was prepared and distributed as set forth in the annual work plan. _____

H. The district periodically evaluates its programs (i.e. defining the issues to be evaluated, the information it needs, and the standards for effectiveness). _____

I. The district assesses board needs and addresses priority problems and issues. _____

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