

# Extension Agent Evaluation Rubric

Revised September 2016

## Educational Programming – 50%

| Does Not Meet Expectations  | Meets Expectations  | Occasionally Exceeds Expectations  | Consistently Exceeds Expectations   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>• Very little programming efforts are evident</li> <li>• Agent programming efforts are mostly self identified</li> <li>• Little effort is given to adopt information to be useful by clientele</li> <li>• Limited connection with Specialists on programming efforts</li> <li>• Programming efforts are mostly repeats of past programs</li> <li>• Little effort is given toward measuring outcomes of programs</li> <li>• Programs are not closely linked to Plan of Work and/or Affirmative Action Plan</li> <li>• Reports of programming efforts have very little value in documentation of program success and use with decision makers</li> <li>• Programs are not based on researched based information</li> </ul> | <ul style="list-style-type: none"> <li>• Agent programming is reflective of local leadership input</li> <li>• Educational programs uses recommended research based information and materials developed from that information</li> <li>• Program delivery is adopted to meet the needs of the clientele and various delivery methods are used</li> <li>• Agent works with specialists to conduct programs</li> <li>• New programs are built on outcomes of past program accomplishments</li> <li>• Reports of programming efforts are timely and measure quality outcomes</li> </ul> | <ul style="list-style-type: none"> <li>• Agent programming is reflective of the directives given by advisory groups and are connected to educational goals identified in the Plan of Work</li> <li>• Agent delivers new, research-based information as provided by Specialists/UK College of Agriculture, Food and Environment/appropriate experts</li> <li>• Agent is sought by specialists to conduct pilot programs</li> <li>• Programs designed to build on past program outcomes</li> <li>• Outcomes of programming measure progress of clientele in movement toward SEEC</li> <li>• Creative and new methods to deliver programming is evident</li> <li>• Reports are timely and are of a quality to be used with decision makers</li> </ul> | <ul style="list-style-type: none"> <li>• Agent programming is clearly evident of thrusts identified by leaders and leaders actively implement those educational efforts</li> <li>• Leaders are active in collecting educational programming evaluation and work with agent in development of next educational programming efforts</li> <li>• Programming is recognized by local clientele, leaders, and University administration as leading edge and first adopters of new technology and is adopted by others in the system to duplicate</li> <li>• Agent is a first adopter of the use of new technology in programming delivery as appropriate</li> </ul> |

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## Advisory Councils – 10%

| Does Not Meet Expectations  | Meets Expectations  | Occasionally Exceeds Expectations  | Consistently Exceeds Expectations   |
|---|---|--|---|
| <p><b>CEC</b></p> <ul style="list-style-type: none"> <li>• CEC seldom meets</li> <li>• Not representative of county demographics</li> <li>• Council membership does not rotate</li> <li>• Program council weakly linked to CEC</li> <li>• Agent leads discussion at meetings</li> </ul> <p><b>Program Council</b></p> <ul style="list-style-type: none"> <li>• Council meets infrequently or never</li> <li>• Council membership does not rotate</li> <li>• Council simply endorses the agent program plan</li> </ul> | <p><b>CEC</b></p> <ul style="list-style-type: none"> <li>• CEC represents the diversity of the county</li> <li>• Meets on regular basis</li> <li>• Elected officers plan and conduct the meetings</li> <li>• Membership of 15-40 with planned rotation</li> <li>• Committees established when necessary</li> </ul> <p><b>Program Council</b></p> <ul style="list-style-type: none"> <li>• Council meets on regularly scheduled basis</li> <li>• Council plans and conducts programs – using committee structure when necessary</li> </ul> | <p><b>CEC</b></p> <ul style="list-style-type: none"> <li>• Council is active in program planning, conducting and evaluating of local programs</li> <li>• Council has committee structure in place and operates accordingly</li> <li>• Helps keep public aware of Extension's programs, efforts and directions</li> </ul> <p><b>Program Council</b></p> <ul style="list-style-type: none"> <li>• Majority of membership attends meetings</li> <li>• Members are active in planning, conducting and evaluating programs</li> </ul> | <p><b>CEC</b></p> <ul style="list-style-type: none"> <li>• Council and agents work together to identify issues and set priorities for CES programming. Programs are designed to meet a variety of audience needs.</li> <li>• CEC works with District Board to establish short and long term goals for Extension</li> <li>• Explains and promotes Extension to people, organizations and governing bodies of the county</li> </ul> <p><b>Program Council</b></p> <ul style="list-style-type: none"> <li>• Recruits, trains and recognizes outstanding leaders</li> </ul> |

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## Leadership Development – 10%

| Does Not Meet Expectations  | Meets Expectations   | Occasionally Exceeds Expectations   | Consistently Exceeds Expectations   |
|---|--|---|---|
| <p><b>Extension Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership is totally controlled or directed by the agent</li> <li>• Little or infrequent leadership opportunities provided</li> <li>• Little or no evidence of leader involvement in program</li> </ul> <p><b>Agent Leadership</b></p> <ul style="list-style-type: none"> <li>• Agent appearance and performance does not reflect positively on UK</li> <li>• Frequent conflict between agent and Extension leadership</li> <li>• Programs are designed and conducted only by agent</li> </ul> | <p><b>Extension Leadership</b></p> <ul style="list-style-type: none"> <li>• Leadership and agent have shared goals</li> <li>• There is evidence of recruitment, training and leadership opportunities</li> <li>• Leadership both formal and informal is reflective of the diversity of the whole county</li> </ul> <p><b>Agent Leadership</b></p> <ul style="list-style-type: none"> <li>• Agent reflects a positive image of the University</li> <li>• Agent is working toward becoming a recognized leader of the community</li> </ul> | <p><b>Extension Leadership</b></p> <ul style="list-style-type: none"> <li>• Evidence of leaders engaged in planning conducting and evaluating county programs</li> <li>• Evidence of leadership serving on committees, becoming officers, and conducting meetings and or events within county or state.</li> <li>• Evidence of a formal leader recognition program</li> </ul> <p><b>Agent Leadership</b></p> <ul style="list-style-type: none"> <li>• Agent is recognized as a leader of the community</li> <li>• Serves in leadership role in collaborative efforts within College and/or community</li> </ul> | <p><b>Extension leadership</b></p> <ul style="list-style-type: none"> <li>• Evidence leaders have assumed leadership roles in state and community as result of Extension efforts</li> <li>• Leaders are engaged in advocacy role for local and state Extension programs</li> </ul> <p><b>Agent Leadership</b></p> <ul style="list-style-type: none"> <li>• Agent role model of professionalism</li> <li>• Agent is often recruited to serve on district or statewide planning committees because of expertise and/or cutting edge programs</li> </ul> |

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## Accountability and Public Relations – 10%

| Does Not Meet Expectations  | Meets Expectations  | Occasionally Exceeds Expectations  | Consistently Exceeds Expectations  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• No efforts of communication with clientele</li> <li>• Reports are usually late or completed at the deadline/submitted only after reminders</li> <li>• Limited evaluation of programming efforts are given to leaders without discussion</li> <li>• Mass media efforts are very limited and infrequent</li> <li>• Agent appearance and performance reflects negatively on the university</li> </ul> | <ul style="list-style-type: none"> <li>• Reports are usually completed in a timely manner</li> <li>• Major programming efforts are evaluated for programming success and future programming efforts</li> <li>• Evaluations reflect knowledge gained</li> <li>• Major program effort results are shared with clientele and leaders</li> <li>• Recruits students to attend UK</li> <li>• Markets to local clientele major activities of the College</li> <li>• Uses newsletters, newspaper, web, radio and/or TV to inform clientele of programming and other information</li> <li>• Marketing of Extension is a regular on-going effort</li> <li>• Regularly uses non-discriminatory statements in communications and follows documentation requirements</li> <li>• Agent appearance and performance reflects favorably on the university</li> </ul> | <ul style="list-style-type: none"> <li>• Reports are accurate and on time</li> <li>• Major programming efforts are evaluated, with leaders taking an active role in collecting information</li> <li>• Evaluations reflect practice change or SEEC</li> <li>• Programming efforts are shared and discussed with leadership for use in marketing of Extension</li> <li>• Serves on planning and implementation committees of the College</li> <li>• Active and effective user of expanded methods to communicate with clientele in a timely on-going manner</li> <li>• Agent appearance and performance conveys a professional image to the community</li> </ul> | <ul style="list-style-type: none"> <li>• Reports are accurate and on time</li> <li>• Reports can be shared directly with decision makers and foster support for UK CES</li> <li>• Most all programs are evaluated with assistance of leaders and discussed with leaders</li> <li>• Outcomes of programs are shared with people outside of Extension to help them understand the importance of programming to the whole community</li> <li>• Agent is a first adopter of new methods to communicate with clientele and is able to demonstrate connectivity with audiences</li> <li>• Agent is recognized by non-user clientele as a result of mass media efforts which creates a positive image of the University of Kentucky</li> <li>• Agent professionalism is a role model to others</li> </ul> |

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## Facilitation / Collaboration / Teamwork – 10%

| Does Not Meet Expectations  | Meets Expectations  | Occasionally Exceeds Expectations   | Consistently Exceeds Expectations  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• The agent has limited or no collaboration with other organizations, agencies, agents and co-workers</li> <li>• The agent collaborates with other groups that are mostly within their program area</li> <li>• Does not carry out their office coordinator role very well or does not fulfill all the requirements of the position</li> <li>• Is frequently involved in inner-office conflict</li> <li>• Avoids helping to find a solution to office conflicts</li> <li>• Educational programming has little involvement with other agents in the office</li> <li>• Educational programming is conducted solely for or works with limited clientele</li> </ul> | <ul style="list-style-type: none"> <li>• Agent collaborates with other organizations, agencies, and groups in programming efforts</li> <li>• Effectively serves in the office coordinator role they have assigned</li> <li>• Communicates with the total office staff</li> <li>• Supports other agents and staff with their programming efforts</li> <li>• Remains unbiased when working with community issues and provides information to all parties</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborations with other groups leads to new audiences seeking opportunities to participate in Extension programs</li> <li>• Is effective in coordinator role while involving others in the decision making process so as to make them involved in the decisions</li> <li>• Works to be the catalyst of resolution in office conflicts and helps to maintain harmony in the work place</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborations with other groups and/or organizations are diverse and reflective of the total community spectrum of issues</li> <li>• Is a role model in conducting their office coordinator role</li> <li>• Actively works to resolve office conflicts and bring about office harmony</li> </ul> |

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## Customer Service – 5 %

| <b>Does Not Meet Expectations</b>   | <b>Meets Expectations</b>   | <b>Occasionally Exceeds Expectations</b>  | <b>Consistently Exceeds Expectations</b>   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>Only responds to requests for assistance by clientele that they wish to. Responses to client requests are not timely or are not answered.</li> </ul> | <ul style="list-style-type: none"> <li>Responds to all requests for assistance by clientele in a reasonable amount of time</li> <li>Provides training to office staff to insure that forms connected with samples from clientele are filled out correctly and completely</li> </ul> | <ul style="list-style-type: none"> <li>Maintains a system to provide clientele information even in times when agent is away from the office</li> <li>Uses new technology to speed the response time for clientele requests and provide recommendations</li> </ul> | <ul style="list-style-type: none"> <li>Requests for assistance and information are used to develop future programming</li> <li>Client requests are often followed up on to insure that information was useful in resolution of problems</li> </ul> |

## Supervision – 5%

| Does Not Meet Expectations   | Meets Expectations   | Occasionally Exceeds Expectations  | Consistently Exceeds Expectations  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Agent fails to approve leave and working hours by deadline</li> <li>• Agent fails to coordinate support staff leave</li> <li>• Agent shows little or no concern for the welfare of county support staff</li> <li>• Agent does not coordinate regular office staff meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Leave and working time are approved on time</li> <li>• Leave requests of support staff are managed in a clear and fair manner</li> <li>• Agent makes support staff aware of professional development opportunities</li> <li>• Agent devises solutions to office conflicts</li> <li>• Coordinate weekly office staff meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Agent encourages support staff professional development</li> <li>• Agent manages the support staff working hours and work load in an efficient and fair manner</li> <li>• Conduct 100% of support staff performance reviews on time</li> <li>• Provides feedback to each direct report</li> </ul> | <ul style="list-style-type: none"> <li>• Teamwork within the support staff team is obvious</li> <li>• Regular opportunities for professional development are identified and agent helps make arrangements for support staff to attend</li> <li>• Create support staff individual development plans by due dates</li> </ul> |

## University of Kentucky

### Campus Core Competencies

Core competencies are the skills, areas of knowledge, or abilities all employees need to be successful at the University of Kentucky. The descriptions below provide some examples of behaviors exemplifying the core competencies, but they may include other behaviors as well. Supervisors will provide supporting comments for the ranking.

|                                | <b>Needs Improvement</b> rating in this competency may be exemplified by:  | <b>Meets Expectations</b> rating in this competency may be exemplified by:   | <b>Exceeds Expectations</b> rating in this competency may be exemplified by:   |
|--------------------------------|--|--|--|
| <b>Dependability</b>           | <ul style="list-style-type: none"> <li>• Has attendance or tardiness issues that are unrelated to any protected leave.</li> <li>• Fails to maintain acceptable quality in work.</li> <li>• Consistently fails to complete tasks or assignments without explanation.</li> <li>• Fails to communicate with supervisor on workload issues.</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains consistent attendance and punctuality.</li> <li>• Completes work on time and with minimal supervision.</li> <li>• Addresses any workload issues with supervisor.</li> <li>• Meets organizational standards for work quality.</li> </ul> | <ul style="list-style-type: none"> <li>• Fulfills commitment in face of changes in workload and responsibilities.</li> <li>• Ensures that team responsibilities are fulfilled not just individual assignments.</li> </ul>  |
| <b>Diversity and Inclusion</b> | <ul style="list-style-type: none"> <li>• Generally is not effective with individuals or groups different from him or her.</li> <li>• Acts inappropriately with those different from him or her.</li> <li>• Displays insensitivity to differences in others.</li> <li>• Vocalizes stereotypes of different groups.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Treats coworkers and customers with dignity and respect.</li> <li>• Demonstrates respect and appreciation for individual and cultural differences.</li> <li>• Fosters a sense of belonging for all individuals.</li> </ul>                        | <ul style="list-style-type: none"> <li>• Consistently advocates value of diversity to others.</li> <li>• Initiates discussion of work matters related to diversity, even when those discussions may be uncomfortable.</li> <li>• Seeks understanding through establishing relationships with people of other cultures and backgrounds.</li> <li>• Demonstrates commitment to increasing overall knowledge of diversity.</li> <li>• Persists in efforts to recognize diversity and awareness shortfalls.</li> </ul> |

|                   |   |   |   |
|-------------------|---|---|---|
| <b>Initiative</b> | <ul style="list-style-type: none"><li>• Does not ask questions to get necessary information.</li><li>• Waits to be asked or instructed to do routine assignments or tasks.</li><li>• Waits for others to solve or address problems.</li><li>• Avoids assisting others.</li><li>• Fails to anticipate needs.</li></ul> | <ul style="list-style-type: none"><li>• Asks questions to get necessary information.</li><li>• Actively volunteers to assist others when workload can accommodate.</li><li>• Takes action to solve problems.</li><li>• Prepares to handle upcoming problems and workload.</li></ul> | <ul style="list-style-type: none"><li>• Asks questions to get information and reveal unstated needs.</li><li>• Actively volunteers to assist when workload can accommodate.</li><li>• Anticipates needs and problems and takes action to address.</li><li>• Seeks to improve knowledge and skills of self and others.</li></ul> |
|-------------------|---|---|---|

|                                    |  |  |  |
|------------------------------------|--|--|--|
|                                    | <ul style="list-style-type: none"> <li>• Takes steps to improve knowledge and skills only when instructed to do so.</li> </ul>   | <ul style="list-style-type: none"> <li>• Occasionally offers ideas for improvements and or projects.</li> <li>• Seeks to improve own knowledge and skills.</li> </ul>  | <ul style="list-style-type: none"> <li>• Consistently brings forth ideas for improvements.</li> <li>• Consistently generates ideas for projects that further goals of the unit.</li> </ul>   |
| <b>Integrity</b>                   | <ul style="list-style-type: none"> <li>• Does not have the confidence of coworkers and others.</li> <li>• Routinely makes promises he or she doesn't or can't keep.</li> <li>• Fails to exercises discretion with sensitive information.</li> <li>• Lacks follow through, causing problems for others.</li> <li>• Lacks regard for time and other resources.</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Has the confidence of coworkers and customers.</li> <li>• Presents the truth in an appropriate manner.</li> <li>• Keeps confidences.</li> <li>• Maintains organizational and professional standards in work and interactions with others.</li> <li>• Admits mistakes.</li> <li>• Is a good steward of resources.</li> </ul>       | <ul style="list-style-type: none"> <li>• Presents the truth appropriately when doing so may be unpopular or personally disadvantageous.</li> <li>• Maintains organizational and professional standards under pressure.</li> <li>• Serves as an example to others.</li> <li>• Encourages wise use of resources.</li> </ul>  |
| <b>Interpersonal Relationships</b> | <ul style="list-style-type: none"> <li>• Fails to work cooperatively with others.</li> <li>• Withholds information from others.</li> <li>• Does not consider effect of actions on others.</li> <li>• Fails to address conflicts in a constructive manner.</li> <li>• Expresses self in a combative or destructive manner.</li> <li>• Does not work toward positive relationships with others.</li> </ul> | <ul style="list-style-type: none"> <li>• Works cooperatively with others.</li> <li>• Appropriately shares information with others.</li> <li>• Considers effect of behavior on others.</li> <li>• Works to maintain positive relationships with others.</li> <li>• Addresses conflicts in a constructive manner.</li> <li>• Communicates in a respectful manner.</li> </ul> | <ul style="list-style-type: none"> <li>• Is a model for cooperative relationships.</li> <li>• Actively works to ensure others have needed information.</li> <li>• Exhibits exemplary behavior in all working relationships.</li> <li>• Is a leader in resolving conflicts.</li> <li>• Works to maintain positive relationships among all group members.</li> <li>• Promotes respectful communication among all group members.</li> </ul> |