Evidence suggests that the competencies needed for success in life and work are broader than traditional cognitive outcome measures and may account for a larger proportion of the variance. Such competencies extend into the domains of intrapersonal and interpersonal knowledge and capabilities, often referred to as 21st Century Skills. In order to evaluate the efficacy and impact of interventions, we should consider how all three domains of competency are manifest in the design and assessment of a diverse range of educational and professional programs. This is challenging because the constructs are often ill-defined and the available measures are frequently weak and subjective. This talk will examine the evidence for a broad view of competence and explore the ways our field may respond to the need for valid and reliable measures to evaluate programs and interventions.