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**Engagement in and out of the physics classroom**

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Interactive engagement classrooms have been shown to produce a variety of desirable outcomes, including increased learning gains, enhanced preparation for future course work, and improved recruitment of physics majors. The recruitment and preparation of future physicists are important goals, but introductory physics courses are still terminal for the majority of students enrolled. One way to investigate the broader impacts of physics instruction is to focus on how learning physics influences students' everyday lives: Do students think about physics outside of class? Do they talk about physics with friends and family? Do they notice examples in their everyday experience? I report on initial findings about the extent to which college students enrolled in science courses are actively engaged in doing, talking, or thinking about physics outside of the classroom. Using a variety of methods, we find significant differences among different courses. Implications for instruction and research are discussed.