P39 (continued)

Descriptive and inferential procedures were performed. Statistical significance was $P \leq .05$.

Results: Significantly more freshmen were FI on campus than at home (29.4% vs. 7.1%, $P < .05$). FI freshmen earned higher MS scores at home ($P < .01$) and on campus ($P < .01$) than FS freshmen. Coping strategies used most often by FI families and by FI freshmen on campus, respectively were “stretched food to make it last longer” (72.9% vs. 16.3%) and “purchased cheap, processed food” (68.8% vs. 18.4%). Family AFSSM and CS scores were positively correlated ($r = .52$, $P < .01$), and freshmen who used more coping strategies on campus experienced more severe FI. FS students earned a significantly higher mean score on the AP scale ($P < .01$) than FI freshmen, suggesting an adverse impact of FI on academic performance. The two nonfood items purchased “often” by the FI and FS freshmen, respectively were school expenses (26.5% vs. 16.6%, $P < .05$) and entertainment (21.4% vs. 17.7%).

Conclusions and Implications: Freshmen are more severely impacted with FI on campus than at home and need campus and community programs and policies that facilitate regular access to nutritious foods.

Funding: None.

P40 The Future of Tap Water—Will Young Adults Invest?

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Background (Background, Rationale, Prior Research, and/or Theory): Drinking Water Week, an event sponsored by the American Water Works Association, underscores the values that tap water brings to a community including reduced mortality through source protection and water treatment (CDC, 2017). It also draws attention to our aging water systems and the growing need for replacement, however, funding for buried infrastructure alone is estimated at a trillion dollars and household utility bills will inevitably rise (AWWA, 2011).

Objective: Explore perceptions of tap water quality, safety, and acceptance of updating costs.

Study Design, Setting, Participants, Intervention: Undergraduate students wrote essays in response to a prompt concerning “the one thing that you would change about the water in your neighborhood.” To establish interrater reliability, two investigators independently coded a subset to achieve agreement before finalizing themes which were incorporated into survey questions. Expert review estimated face validity and a test-retest established question reliability. University IRB approved protocols.

Outcome Measures and Analysis: Survey outcomes included demographics and perceptions of tap water taste, safety, and conservation, and willingness to financially support improvements.

Results: A total of 392 usable surveys were collected. Most students (54.1%) rated the taste of tap water as poor or

fair while 51.0% rated safety as good or excellent. A minority (13.0%) agreed that society was doing a good job promoting water conservation and only 18.4% agreed that the government was doing a good job. Close to a majority (47.2%) felt that bottled water was better for health. A large majority (77.1%) agreed that an extra dollar a day to improve a neighborhood water system was worth it.

Conclusions and Implications: Public support for water infrastructure is critical. Young adults are concerned about water conservation and exhibited a willingness to invest in water systems.

Funding: None.

Written Oral and Social Media Communication

P41 I Really Should Change My Mind About These Vegetables: A Signature Assignment with Social Responsibility in Mind

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Objective: Describe an exercise in an undergraduate nutrition class that meets Texas Higher Education Coordinating Board (THECB) social responsibility objectives and is assessed using a rubric adapted from the Association of American Colleges and Universities (AACU) VALUES rubrics.

Target Audience: The audience is educators interested in embedded assignments and AACU VALUES rubrics for assessing written student work.

Theory, Prior Research, Rationale: Even as Every Student Succeeds Act [ESSA] 2015 addressed standardized testing as an accountability measure, it sparked interest in authentic or direct evaluation of student performance in higher education. Through signature assignments universities, engage faculty in assessment design and generate common data across diverse courses and multiple disciplines.

Description of Course and Curriculum: Principles of Nutrition is a large enrollment undergraduate course that meets THECB social responsibility objectives including intercultural competence, knowledge of civic responsibility, and ability to engage effectively in regional, national, and global communities. During summer 2017, faculty attended a LEAP Texas Signature Assignment Institute and worked across disciplines to create student learning experiences that demonstrated knowledge acquisition and real-world application. The goal was to produce assignments that tested proficiency without relying on standardized testing. The resulting nutrition signature assignment, I Really Should Change My Mind About These Vegetables, was launched in Fall 2017.

Evaluation: Prior to writing a 500-word Change My Mind About These Vegetables reasoned statement, students engaged in Least Likely Vegetable discussions that demonstrated growth in food knowledge and self-reflection

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