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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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concerning the personal and social value of vegetables in the diet. Subsequently a university social responsibility rubric was used to score statements where student described the influence that sharing vegetable likes and dislikes had on personal rules and biases. Using a standard rubric allowed for both assessment at the class level and aggregation of multi-class performance data at the university level.

Conclusions and Implications: Signature assignments enhance teaching and learning and contribute to university analytic studies on student success in achieving identified learning outcomes.

Funding: None.

Nutrition Across the Life Cycle

P42 Associations Among Diet Variety, Mealtime Behaviors, and Diet Quality in Children with Autism Spectrum Disorder

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Background (Background, Rationale, Prior Research, and/or Theory): Increased food selectivity in children with autism spectrum disorder (ASD) may lead to limited food variety and risk for certain micronutrient deficiencies. Despite evidence of limited food repertoire and picky eating behaviors in this population, little is known about diet variety and its relationship with other indicators.

Objective: This study aims to assess diet variety and its associations with mealtime behaviors and diet quality in children with ASD.

Study Design, Setting, Participants, Intervention: A cross-sectional study was conducted with parents of 37 children aged 2 to 17 years with ASD in Florida.

Outcome Measures and Analysis: A 24-hour recall phone interview and a mealtime behavior survey were completed by each parent. An Overall Variety score was created by counting total number of calorie-containing food and beverage items. Variety sub-scores were calculated for healthy foods, moderation foods (foods to limit), neutral foods, and fruit and vegetables, based on USDA recommendations. Diet quality was assessed using the Revised Children's Diet Quality Index (RC-DQI). Descriptive statistics, correlations, and Mann-Whitney U tests were performed.

Results: Overall variety scores ranged 8–21 (mean = 14.8 ± 4.0). Scores for healthy foods, moderation foods, neutral foods, and fruit and vegetable had means of 6.8 ± 3.7 , 4.9 ± 3.0 , 3.0 ± 2.0 , and 3.0 ± 2.4 , respectively. Diet quality was correlated with overall variety ($r = 0.39$), healthy foods ($r = 0.50$), and fruit and vegetable scores ($r = 0.49$; all $P < .05$), but not with moderation foods or

neutral foods scores. Children with above-median healthy foods variety had significantly higher diet quality scores ($P = .004$). Total mealtime behavior score was not correlated with overall variety. "Picky eaters" had significantly higher moderation foods scores, compared to "non-picky eaters" (5.9 ± 3.3 vs. 3.1 ± 1.9 , $P = .02$).

Conclusions and Implications: Children may eat more variety of foods when healthier options are offered, which may lead to better diet quality. Nutrition education programs to improve food selectivity and picky eating behaviors in children with ASD should focus specifically on increasing healthy foods instead of using moderation foods.

Funding: University of South Florida.

P43 Exploring Mealtime Behaviors and Attitudes of Families with Preschoolers

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Background (Background, Rationale, Prior Research, and/or Theory): Frequent, positive, and healthy family mealtimes have the potential to improve children's diet and weight status, making them a possible intervention target. However, few studies focus on family mealtimes with preschool-aged children.

Objective: To examine mealtime behaviors and attitudes of low-income families with preschool-aged children in rural Colorado.

Study Design, Setting, Participants, Intervention: This descriptive, cross-sectional study targeted families from six Head Start/preschool centers.

Outcome Measures and Analysis: A 49-item questionnaire was adapted from previously published surveys and included topics on mealtime location, frequency of eating out, mealtime atmosphere, technology use, and mealtime attitudes. English and Spanish versions were sent to parents via child's backpacks. Descriptive statistics and Pearson's chi square tests were performed.

Results: The majority of respondents ($n = 119$) were mothers (82%); 48% identified as Hispanic; 39% had a high school degree or less; 83% were at or below 185% of poverty; and 18% of households were single parent. Most reported eating dinner as a family 7 days/week (77%) and eating at a table frequently (74%). There was a low frequency of eating out, with most families averaging 1–3 times/month. Hispanic parents reported setting more limits on technology use during meals ($X^2(3, n = 112) = 8.47, P = .037$). Parents with lower education ate dinner in the living room more often ($X^2(7, n = 115) = 14.062, P = .05$), had children who watched more television during meals ($X^2(3, n = 116) = 12.91, P = .005$), and ate less frequently at fast-casual restaurants

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