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information-seeking behaviors suggest that consumers should logically rely on NFLs when making food choices, actual usage is often inflated when self-reported.

Objective: To compare young adult preference for the revised label (FDA Food Labeling: Revision of the Nutrition and Supplement Food Labels, 2016) when compared to the current label, and to determine if weight or nutrition-consciousness influences preference.

Study Design, Setting, Participants, Intervention: This choice experiment, with the revised label and current label viewed side-by-side, measured label preference by presenting ten manufactured food items, such as crackers, soda, and pizza, that were described in Final Rule instructions to survey participants. A total of 771 students at a U.S. southwest university were surveyed (2017), with scaled and open-ended questions pertaining to NFL usage, current weight, dieting efforts, knowledge of nutrition, and preference for the revised label versus the current label. The average age was 23 years old.

Outcome Measures and Analysis: Outcomes included weight management intention measured on a 5 point scale; attention to nutrients as indicated by ranking, and label choice via a survey option.

Results: Preference for the revised label was insignificant across all measured categories, including individuals who expressed a desire to lose weight, were currently dieting, or believed to have an average knowledge of nutrition. Many participants expressed frustration in not understanding how to interpret or apply the revised label, or they associated label-usage as an action that only needs to be taken when an individual is obese, rather than as a health-promoting habit.

Conclusions and Implications: We're encouraged to conduct further research regarding nutrition education for young adults, as the sample represents a population that underestimates the importance of nutrition-driven information to current and future health.

Funding: None.

Basic Food and Nutrition Knowledge

P127 Helping People Understand Confusing Food Label Claims Related to How Food is Grown or Processed

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Objective: To reduce confusion and help individuals understand current food label claims about how food is grown or processed within a food system.

Target Audience: Consumers and consumer educators.

Theory, Prior Research, Rationale: In a prior research study, 63.7% of respondents in our state (n = 1,208) identified food labels as their major food information

source. Unfortunately, there is confusion about the meaning of some label claims about how food is grown or processed (i.e. "natural") within the food system (Consumer Reports National Research Center, 2015; International Food Information Council Foundation, 2017).

Description: A PowerPoint, "What's on a Food Label?" was created to address not only food labeling basics (Nutrition Facts Label, ingredient listings, etc.) but also, many current, confusing claims (i.e. claims about natural, hormones, and GMOs). It was available for download from a webpage, and could be viewed as an online slideshow on the webpage and on a separate national slide-hosting service. Additionally, an online quiz focusing on confusing claims was created. These materials were promoted via national and state electronic mailing lists and social media.

Evaluation: After the materials were placed on the internet, the slideshow was viewed 3,399 times; the quiz webpage, 1,433 times; and the PowerPoint, 1,576 times (October 4 through December 31, 2017). Fifty-four individuals completed a short feedback form on the webpages; 93% learned something new or reinforced something they already knew. Sample comments included: "Thank you for sharing this! I plan to use it in my food science class!" "I will be showing it to consumers!" "Concise and full of info, encouraging one to read the labels and question the advertising."

Conclusions and Implications: As nutrition educators, part of our programming should include helping people become more knowledgeable about food label claims that address how food is grown or processed within our food systems.

Funding: None.

Written Oral and Social Media Communication

P128 Using a Mobile Device for Smart Programming, Promotion, Marketing, and Evaluation: An Assessment of Workshop Attendees

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Objective: To assess if workshop attendees gained confidence, knowledge, and/or skills in applying methods for using a mobile device (smartphones, tablets) for programming, promotion, marketing, and evaluation.

Target Audience: Adult workshop attendees working in nutrition education and related fields.

Theory, Prior Research, Rationale: The number of people reached with face-to-face programming is limited with the internet becoming an important information source. Smartphone ownership is at 77%, up from 35% in 2011 (Pew Research Center). As marketers of education, it is important to become savvier with using mobile devices.

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Description: The 3-hour session covered taking and editing photos; making movies; Facebook live presentations; social media; and evaluation. Evaluations included pre- and post-workshop, process, and 3-month follow-up with a random gift card drawing incentive.

Evaluation: Respondents represented 21 states, were female, and ranged from 26 to 69 years old. Pre-workshop surveys (n = 48) indicated top barriers to working with mobile devices included lacking knowledge (26%), time (24%), and institutional training (20%). Majority (75%) were very confident with taking photos, with few very confident in editing, movies, Facebook live, social media, and evaluation (average of 7%). Process and demonstrative evaluation techniques during the presentation included completing surveys with online survey software and interactive audience polls. Post-workshop participants (n = 38) rated the workshop as: good to excellent (95%); met expectations (86%); found material informative and useful (95%); and gained relevant knowledge/skills that could be used immediately (89%). Three-month follow-up results (n = 26) indicated 92% shared information with others (colleagues, staff, administrators). Top implemented items were creating photos and collages (25%), editing photos (20%), and social media posting (14%). Gains in feeling very confident were noted across taking (84%) and editing (38%) photos, social media (31%), and evaluation (23%).

Conclusions and Implications: Using multiple forms of evaluation helped demonstrate workshop participants' change in confidence and skill attainment and showcased how they could use the various techniques demonstrated in future programming.

Funding: None.

P129 WITHDRAWN

P130 Applying the Transtheoretical Model to Nutrition Facts Label Use Among College Students

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Background (Background, Rationale, Prior Research, and/or Theory): The Nutrition Facts Label was recently updated to further help consumers make informed nutrition choices. A majority of people report reading labels at least sometimes, but only half report using them most of the time or always in making decisions.

Objective: The purpose of this study was to explore college students' label reading behavior to improve health using the transtheoretical model (TTM) as a framework.

Study Design, Setting, Participants, Intervention: College students from a mid-sized, midwestern university were recruited to complete an online survey including an open-ended question about their label use.

Outcome Measures and Analysis: Responses from 403 college students were analyzed by three researchers. Content analysis was used to stage participants using the TTM and explore themes in the responses.

Results: Participants in precontemplation (n = 111) reported not caring or choosing foods based on taste or price. Contemplators (n = 45) often reported lacking knowledge to effectively use labels. Participants in preparation (n = 82) were curious and used the label at times to limit calories or nutrients such as fat or sugar. Action and maintenance stages (n = 100) were marked by a desire for knowledge and health concerns such as diabetes or allergies. Responses from 65 participants were unable to be staged.

Conclusions and Implications: To optimize the impact of food labels, interventions should be tailored based on stage of behavior change. For example, focusing on disease susceptibility may influence precontemplators to progress to contemplation, while education on using the label could increase self-efficacy of contemplators to prepare or act. Individuals in preparation already show an interest but aren't using the label regularly to make healthy decisions. Education focusing on the health applications of the label, rather than for dieting, would be appropriate. Ultimately, updating the label format may not be enough for consumers to use labels in decision-making. Nutrition educators can use the TTM to tailor messages to improve label reading behaviors.

Funding: None.

P131 Food Environments in the Classroom: Testing of an Experiential Learning Curriculum Intervention on Dietary Behavior

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Background (Background, Rationale, Prior Research, and/or Theory): Food environments are implicated as factors in adolescent food behaviors and choices.

Objective: To explore the impact of adolescents evaluating their food environments (community, home, and school) on the adolescents' dietary behavior.

Study Design, Setting, Participants, Intervention: Quasi-randomized control trial with two arms: food environment curriculum (n = 13) and food environment curriculum and environmental audit (n = 17) of high school wellness classes in one school in the southeastern U.S. (total participants = 30). The food environment intervention (FEI) was delivered as part of a required high school wellness course, with both intervention and comparison groups receiving the same nutrition and food environment lectures (twice weekly; total of 10 classes);

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