brainstormed possible solutions to civic challenges in the 1st course. Building upon their reflective habit in the 2nd course, they improved time-management, creativity, teamwork, and self-efficacy with genuine dedication to community programming and partnerships. They also had greater responsibility/maturity, adaptability, and initiative for preparedness.

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**Rigor vs Grace: Navigating the COVID-19 Pandemic in Higher Education Nutrition Programs**

Laura Sans Duran, BA, Meredith College; Victoria Min, California State University Long Beach; Virginia Gray, PhD, RDN, California State University Long Beach; Rebecca Hagedorn-Hatfield, PhD, RDN, rlhatfield@meredith.edu, Meredith College

**Background:** The COVID-19 pandemic caused nutrition educators in higher education to shift from traditional course delivery and student engagement models. Instructors faced unprecedented challenges to balance rigorous academic standards with providing grace in light of the pandemic.

**Objective:** To determine how nutrition educators in higher education define rigor and grace, explore approaches to rigor and grace and institutional guidance during the pandemic, and gauge perceived pandemic impacts on students’ educational experience.

**Study Design, Settings, Participants:** This online, cross-sectional study included nutrition educators (n=31) in Accreditation Council for Education in Nutrition and Dietetics programs. A 23-item survey was developed and underwent expert review (n=5). Data were collected from March-April 2022.

**Measurable Outcome/Analysis:** Descriptive statistics were used for demographics and quantifying perceived changes due to COVID-19. Thematic analysis by two coders was used to analyze qualitative data, using an inductive approach to determine themes.

**Results:** Respondents taught in 30 states at undergraduate and graduate levels (58.1%) with 6-15 (58.1%) years of teaching experience. Qualitative definitions of rigor included two themes: challenging standards and student engagement and outcomes. Grace also had two themes: flexibility and human approach. Most (58.1%) respondents’ institutions did not provide recommendations regarding rigor but (96.8%) encouraged showing additional grace amidst the pandemic. Institutional response was coded into two themes: teaching support and self-care strategies. Faculty (51.6%) reported implementing strategies to ensure continued rigor; themes for instructor response included innovation and variation. Most faculty (61.2%) reported changes in relationships with students since the pandemic. Perceived pandemic impacts on nutrition education fell into three themes: disengagement, innovation, and human-first acknowledgment.

**Conclusion:** Nutrition educators defined rigor and grace as engaging students with challenging standards while also using a flexible, human-first approach. As educators navigate a post-pandemic world, institutional response is needed to empower instructors to balance rigor and grace in ways that maximize student outcomes.

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**Role of Sociodemographic, Academic, and Individual Health Behaviors on Psychological Well-Being Among College Students**

Leandra Durham, RDN, MS, leandrad@uab.edu, University of Alabama at Birmingham; Lizzy Davis, PhD, RDN, University of Alabama at Birmingham; Tara Kelly, MS, RDN, University of Alabama at Birmingham; Rebecca Kennedy, PhD, University of Alabama at Birmingham; Daniel Smith, Jr. PhD, University of Alabama at Birmingham; Yenni Cedillo, PhD, RDN, University of Alabama at Birmingham

**Background:** College is a time that brings a host of new challenges, including changes in environment, support systems, academic load, financial status, food security, and other factors. Studies have found that having strong psychological well-being (PWB) is a useful tool for these additional stressors. However, the relationship PWB has with these factors, specifically, is unclear.

**Objective:** This study aimed to identify behaviors and other factors that may influence PWB among college students.

**Study Design, Settings, Participants:** Data from 1,439 undergraduate students (58.65% White, 20.71% Black or African American, 9.68% Asian or Asian American, 7.19% biracial or multiracial, and 3.77% Hispanic or Latino/a/x) from the American College Health Association National College Health Assessment III (Fall 2020) were used in this secondary data analysis.

**Measurable Outcome/Analysis:** Variables included sociodemographic (age, gender, race), academic (year in school, enrollment status, housing, GPA), BMI, physical activity, financial challenges, and individual health behaviors (dietary patterns, physical activity, stress, and sleeping patterns). Differences in absolute values among PWB percentiles (25th, 50th, and 75th percentile) were analyzed using ANOVA. Multiple regression analyses were performed to measure the influence of all factors combined on PWB.

**Results:** The average age of the respondents was 22.15±6.56 years, and most were White (58.65%) females (72.60%). Regarding academic factors, most respondents were first year college students (24.39%), enrolled full-time (88.25%), living off-campus (38.03%), and with a 4.0 GPA (57.32%). Significant differences were observed in age, GPA, financial challenges, and health behaviors by PWB percentiles (p<0.05). Older age, being female (compared to male), higher GPA, being a full-time student, higher intake of vegetables, less time required to fall asleep, and lower stress levels were positively associated with higher PWB scores (p<0.05).

**Conclusion:** Findings indicate that academic environment and individual health behaviors have a relationship with PWB among college students. Targeting these factors

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