Abstract
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This literature review concerns the unique challenges for women in Utah who identify as members of the Church of Jesus Christ of Latter-Day Saints (LDS) in higher education persistence and attainment. While there are many benefits for women who graduate with a bachelor’s degree, less than half of Utah women graduate within six years. As a majority of the state still identifies as LDS, this paper focuses on Utah’s LDS historical foundation to provide a context for the barriers Utah women face in higher education today. Some of these barriers include traditional attitudes toward gender roles and the recently lower mission age requirement for LDS women. LDS women share many of the same characteristics as adult learners and post-traditional students: parenthood, financial strain, and a different preferred learning style. The paper includes implications for policy and practice, as well as recommendations for staff, faculty, and policymakers to better support Utah college women.