Inclusion Program in Higher Education: Experiences of Students in the Faculty of Medicine

Programa de inclusión en Educación Superior: experiencias de estudiantes en la Facultad de Medicina

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Abstract

This research focuses on the implementation of inclusion programs in Higher Education, specifically in the Talento e Inclusión Program (T+I) of Pontificia Universidad Católica de Chile, that incorporates students from disadvantaged backgrounds. The aim is to understand the personal, academic and social experiences of the first year for students in the Talento e Inclusion Program of the Faculty of Medicine. The information recollection technique used was the group interview. Starting from the transcripts of the interviews, units of meaning were determined and a categorization and codification system was built. The results show that the experience was fraught with tension. On a personal level meant a high impact process, especially for those coming from another region. Their well-being was affected by lack of time and unhealthy lifestyle. Academically, students got generally poor academic performance, with problems in the basic science and study methods. On the social experience, the insecurity and initial prejudice stand out, but then the majority felt welcomed. The previous sociocultural differences appear as a factor of exclusion. Despite the motivation and effort of the students, it was a complex period characterized by frustration, reluctance and questioning.

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Resumen

Estudio centrado en la implementación de programas de inclusión en Educación Superior, específicamente en el Programa Talento e Inclusión (T+I) de la Pontificia Universidad Católica de Chile que incorpora estudiantes provenientes de contextos desfavorecidos. El objetivo es comprender las experiencias personales, académicas y sociales del primer año de los estudiantes del Programa T+I de la Facultad de Medicina. La técnica de recolección de la información utilizada fue la entrevista grupal. Se determinaron unidades de significado y se construyó un sistema de categorización. Los resultados demuestran una experiencia cargada de tensiones. A nivel personal significó un proceso de alto impacto, especialmente para quienes provienen de otra región. Su bienestar se vio afectado por falta de tiempo y estilo de vida poco saludable. En lo académico, los estudiantes no lograban responder a las exigencias obteniendo un rendimiento generalmente deficiente. Se vieron conflictuados por el déficit en ciencias básicas y métodos de estudio. Sobre la experiencia social, destacan la inseguridad y prejuicio inicial, pero luego mayoritariamente se sintieron acogidos. Las diferencias socioculturales aparecen como un factor de exclusión. Si bien la experiencia se vio favorecida por la motivación y esfuerzo de los estudiantes, resultó un período complejo caracterizado por frustración, desgano y cuestionamiento.

Palabras clave: equidad, inclusión, educación superior, diversidad, talento

To give young people, who until now were not able due to economical or school quality related issues, the opportunity to access university, is the spirit revolving around in education within the national context. Because of this, each year, more and more universities have begun developing inclusion policies, materialized through different special admission programs for undergraduate students.

These programs are founded on the principle that talents are equally distributed along society members, regardless of the socioeconomic status (SES) or the education institutions from which they come, based on research which shows that talented students have skills and study habits which allows them to face academic demands imposed by the universities (Educacion 2020, 2013).

In this frame, the Pontificia Universidad Católica de Chile (PUC) has created the *Talento e Inclusion UC (T+I)* program, which has the purpose of ensuring access and stay of those talented students who are challenged by the inequities of the school system. It is a special admission program which aims to help outstanding students that come from public and private subsidized schools that meet certain requirements.

At the Medicine Faculty this program started during admission process 2014, which means that by this time four generations of students have gotten into university through this program. However, the focus is not only on the admission process, but also on the students' stay in the Higher Education system. In this way, it becomes important to study the personal, academic and social experiences these students have gone through during their first year of university, since these experiences could determine permanence of the program students at the PUC. The vision from the students themselves is fundamental, since they are the main actors, whose voices interpret their own experiences during their stay at the university.

Inclusion in Higher Education

Unlike educational integration, in which an adaptation process is expected from the groups that accessed the institution, the focus of educational inclusion is transformation of the educational institutions and their culture, to ensure equity against diversity of the student body (Blanco, 2008).

Inclusive education implies, in the first place, to recognize diversity of the students and, in the second place, to worry about generating educational contexts for everyone's learning (Lissi, Zuzulich, Hojas, Achiardi,

Salinas and Vasquez, 2013). For this, among others, there is a need for teachers who approach the students' initial differences, enhancing their abilities and offering support for them to be able to get involved deeply within the university culture that fosters them (Sobrero, Lara-Quinteros, Mendez and Suazo, 2014).

Inclusive education is positively correlated to high quality education, since it promotes higher cognitive development stimulating a general disposition towards complex thinking and social responsibility attitudes from the university community members (Sebastian, 2007).

International Inclusion Experiences

In experiences regarding international universities and social inclusion, Brazil and the United States can be mentioned. In Brazil there is an inclusion system based on fees, which established that all 59 public universities and federal technical colleges must reserve a 50% quota for students who from public schools. This reserved quota is destined for students who have finished high school in a public school, and whose families have a per capita salary of 1.5 minimum wage, which corresponds to 450 USD (Neves, 2014).

In the United States, some public universities have implemented a direct admission system to higher education, for the best students from secondary education, called *the percent plan*, which started functioning in 1996. The states which use this system are Texas, California and Florida. In this way, any student from the 10% highest percentage of performance from any school (Top10% students) can choose for themselves into which public university they wish to access. These students get directly into the university, since they are exempted from the selection process test *Scholarship Aptitude Test* (SAT), considering they have already proved their academic potential. In the same way, in the state of California, the Top4% students have the benefit, and for the case of Florida, they cannot choose in which university they wish to attend, but a position is saved for them in a public university from that state (Hown, 2012). According to the U.S News Ranking 21, the rates of permanence and graduation have increased along with the Top10%, reaching a 90% approximately, turning them in this way, in an excellence indicator throughout time in this country.

National Inclusion Experiences

With the aim of mitigating the situation of educational inequity in our country, a set of changes has started to occur in order to promote everyone's right to learn, in different sectors of our society, which are traditionally excluded from university classrooms. Between 1992 and 1996, some experiences have been developed, such as score bonuses for students with high academic results within their generation, the creation of the Academic Excellence Scholarship (AES, *BEA* in Spanish) and supernumerary quota. Since 2007, inclusion experiences started to get stronger in our country, starting with the Propaedeutic Program in the Universidad de Santiago de Chile (USACH), expanding afterwards, to the UNESCO Propaedeutic Program.

Likewise, in 2011, the PUC and Universidad de Chie, the two more selective universities in Chile, incorporated inclusion programs for their selection process: Talento e Inclusion (T+I) and Sistema de Ingreso Prioritario de Equidad Educativa (SIPEE), respectively. This process culimates, finally, with the implementation of the Programa de Acompañamiento y Acceso Efectivo a la Educación Superior (PACE), which responds to the needs of our country consisting on a propaedeutic established by the Ministry of Education (MINEDUC) to face inequality issues in the access to higher education, and to reward the best students (MINEDUC, s.f.). The main inclusion initiatives to access higher education in our country are the following:

Propaedeutic Network. This program was developed initially by the USACH in 2007, within the context of the Program of Priority High School from the MINEDUC (Chile) in association with OREALC-UNESCO, Fundacion Equitas and Fundacion Ford.

This program is directed to the group of students between the highest 8% to 10% of each class in 12th grade

(considering the average they have obtained from 9th to 11th grade). This project is carried out with teachers from the USACH on Saturdays during a period of 4 to 5 months (Roman, 2013). Currently, this program has originated the UNESCO propaedeutic program, which has expanded to other 15 national universities.

Universidad de Chile. From 2013, the Sistema de Ingreso Prioritario de Equidad Educativa (SIPEE) has been implemented, as a way of accessing several degree programs from Universidad de Chile, for students who have finished their studies in public schools, that although have academic excellence, do not reach the scores needed to be selected through the traditional system. As previous requirement to the University Selection Test (*PSU*), students need to belong to the first three quintiles, having an average over 5.5 from 9th to 11th grade. Once the test has been taken, students need to have obtained a minimum score of 600 or 650, according to the requirements of the program they are applying to, choosing Universidad de Chile as first option for the annual selection process (Universidad de Chile, 2015).

Programa de Acompañamiento y Acceso Efectivo (PACE). PACE's purpose seeks to increase equity, diversity and quality in Higher Education, guarantying a spot for the students from vulnerable sectors. The aim is to restitute the right to access Higher Education, ensuring the graduation of students from vulnerable sectors and high academic performance (MINEDUC, s.f.). The program considers preparing students from secondary education through a subsequent training process when they enter Higher Education, in order to stay in the system until the end of the process.
PACE started in 2014, and in 2016 expanded to 27 universities, a professional institute and a technical college, which accompany high school students from 456 schools in 305 communes from the 15 regions of the country (MINEDUC, s.f.).

Pontificia Universidad Catolica de Chile. The program *Talento e Inclusion (T+I)* is a special admission process for any undergraduate program, for the highest 10% of each generation – according to a grade ranking – of students from public or private subsidized schools.

The purpose of this program is to support talented students from deprived socio-economic contexts, considering complementary variables to those considered by the ordinary admission process, such as leadership and social commitment, resilience and motivation for the area of the major (Moreno and Farias, 2015).
The T+I program demands specific requirements to apply for it: to be Chilean or to have permanent residence, to belong one of the first four quintiles (per capita income), to have finished secondary education the present year, to take the PSU exam which is demanded for the major to which the student wishes to apply for, to get a minimum score of 600 (or the score required for the correspondent program), to ask for the MINEDUC's benefits timely and selecting the major in which the student was selected as the first option (Moreno and Farias, 2015).

Table 1

Quantity of students of the Program T+I by major

Major	2014 (N)	2015 (N)	Total (N)	Participants (N)
Medicine	3	4	7	3
Dentistry	4	3	7	1
Nursing	4	4	8	2
Kinesiology	6	3	9	1
Phonoaudiology	3	3	6	4
Nutrition and Dietetics	0	4	4	2
Total	20	21	41	13

It can be observed that the different inclusion initiatives that the country has developed are based on similar principles, and that the differences lie in the selection requirements and implementation processes carried out on each educational institution.

Problem and purpose of the research

Regarding the given information, it is important to understand that inequity not only affects the students access to university, but also their permanence and finalization of the process. In Chile, students who come from public schools with vulnerable families, are more likely to quit their studies or finishing out of the expected time (OCDE, 2009). Since we cannot blame desertion and college drop-out exclusively on the students, universities must deal with the responsibility of providing the students with resources and support for them to progress on their studies, to develop the expected learning outcomes (Donoso and Cancino, 2007).

In this context, permanence of the students on the T+I program becomes a relevant challenge, since the studies that involve a follow up process for these students and the factors that influence this are still scarce in our country. Then, it becomes indispensable to understand the experiences that have an impact on the students' permanence on the program, which demands to study the personal, academic and social experiences during their first year at university, being the period in which the students from vulnerable contexts are more unstable (Lehmann, 2009).

Considering the latter and being responsible with the innovations implemented and the permanent improvement processes on an educational institution of academic excellence, the following research is developed with the aim of understanding the personal, academic and social experiences of freshmen students from the Program *Talento e Inclusion UC* from the Faculty of Medicine.

Research Methodology

Research methodology corresponds to an intrinsic case study, according to Stake terminology (2005), or a single case study, according to Yin (1989). The cases were not chosen for being representative of others, but for being interesting themselves for the study (Alvarez and San Fabian, 2012).

The students participating on the research were selected according this criterion of inclusion: having entering university through the T+I program between 2014 and 2015 and belonging to the Faculty of Medicine.

Data collection technique was a group interview (Powel and Single, 1996), with a guideline subjected to content validation by experts, composed by 5 main and open questions. Matrix coherence was built to align questions with the objectives of the study with the aim of ensuring representativity of the proposed objectives.

The interview was replicated in two instances: first, at San Joaquin Campus, and secondly at Casa Central Campus, to include as participants students from different majors. Nine students attended the first meeting: Speech Therapy (4), Nutrition and Dietetics (2), Kinesiology (1), Odontology (1) and Nursing (1). The interview lasted 62 minutes. Four students attended the second one: Medicine (3) and Nursing (1). In this occasion the interview lasted 57 minutes. Both interviews were recorded with ALON Dictaphone software, and then, they were transcribed to Word. Table 1 shows the students' distribution according to their majors and the number of students of each area.

For data analysis, an initial scanning was carried out on the information gathered by the interviews, which allowed to obtain a global idea of the content of the interviews, learning the main and emergent topics.

Then, a qualitative content analysis was carried out, allowing to organize the information identifying the

most significant topics for this research, determining the register units, understanding them as quotes by the interviewees. A categorization system was built, to meet the requirements of exhaustivity, mutual exclusion, single classificatory principle, objectivity and pertinence proposed by Rodriguez, Gil and Garcia (1996).

To define dimensions and categories, the constant comparison method proposed by Glaser & Strauss (1967) was used. A deductive-inductive process was performed, using previously defined categories, which were redefined according to the collected data from this research.

Reliability of the results was established according to the credibility criteria (data and investigators triangulation), transferability (abundant data collection), abundance (auditory) and confirmability (low interference descriptors) described by Ruiz (2012).

This study has the approval of the Ethics Committee from the PUC. Students were informed regarding the purpose of the activity and the objectives of the study, as well as the use of the information given during the interviews, which was formalized through informed consent. Data was processed anonymously to save confidentiality of the interviewees, not indicating their majors when incorporating the quotes, due to the ease to identify these students, since they belong to the first T+I generations.

Analysis of the Results
Personal experience: a big change

Personal experiences lived by the students do not start with the beginning of the academic year, but before, since the day they started the application process, or even before, since they had the "illusion" of studying at an institution such as the PUC. They were determined not to create expectations not to get frustrated in case of possible failure, but, once they were accepted, a vortex of thoughts, emotions and reactions started.

"Because it was actually the university that investigated about you, and chose you, regardless of your score to be a part of the institution" (T+I student).

They show feelings of satisfaction incredibility and infinite appreciation, not only from the students, but also from their families, because it is the completion of a family project.

"I think my dad… even had watery eyes of emotion. And then, he could not say anything, uh? Because he was like, he could not believe it, because first of all, it is the Catholic University and I did not have the score to get in, and then, moreover, there is the scholarship, he could not believe it. And he was like… all day in shock (T+I student).

However, once the academic year started, a period full of pressure is experienced. This tension might be aggravated by the personal experiences of each student, since, in this context it is important to remark the fact that basically one third of the T+I students comes from a region in Chile, which is not the Metropolitan region. This was reflected in both interviews, in which the difficulty of facing moving cities was mentioned.

The busy pace of life appears as an obstacle to face the change of city; it seems strange and stressful to them, which turns out to be complex for their university insertion. This group not only needs to play a new role as university students, but also the one from a new citizen in the Metropolitan region.

"But anyway, at the beginning, you would see some people… doing things and you were not getting anything, you didn't get Santiago, you didn't even get how to get on a bus; I mean, get in the subway" (T+I Student).

On the one hand, adaptation issues include long commuting distances, unfriendly transportation, different commuting times, while on the other hand, it also involves separating from their families. Being far, and in other

cases, also having limited options of visiting their families during the year, turns it into a more painful process.

"Feeling at home affected me a lot too; to be away from my family was very traumatic" (T+I Student).

"To see my family every 4 months, mostly my sister, affected me because I really miss her, it is shocking" (T+I Students).

Also, when entering Higher Education, students face a new environment of freedom, which demands them to self-regulate, especially for those who come from other regions, mentioned explicitly as a difficulty during the interview.

"Too much freedom, meaning that you are alone and here, and you can do whatever you want, and you say: "Ok, for this test I am going to study later, this homework I will do it later, or things like that, which somehow affect your performance during the first year, because you didn't know that still, you didn't know the magnitude of the academic demand…" (T+I Student).

However, there are personal elements that make this experience easier. The interviewees are characterized for being motivated regarding their studies. They remark that they like what they do, and that they are motivated for the major they are studying, especially for the courses that imply a closer look to the profession.

"I really like the subjects we have now, it's like, I study because I want to know how to understand them" (T+I Student).

"I felt like going to the bathroom, and I had to postpone it because I had to study. It was like a priority, to study, then I sleep, then I go and buy something to eat. I start postponing things that are basic" (T+I Student).

Wellbeing is affected by lack of time, which has driven students to an unhealthy lifestyle, decreasing their sleeping hours and resting time, feeding time, physical activity and leisure time.

"Actually, I remember having gained like 10 kilograms. Also, I used to practice a lot of sports at school, and here I did not do anything because I would study or sleep; study or sleep" (T+I Student).

Academic experience, shocking from the beginning

The students' academic experience was difficult during their first year. They remark the hard process of change from school to university, and that, without a doubt, it was a year of effort.

The students manifested that during their first year they would use methodologies to study which were not productive, having difficulties on understanding how to study.

I feel like during last year, and now, during this period, I have learned how to study. Because really, I mean, comparing on how I used to study during the first semester and now, I realize that I would do things which were useless, when it comes to study. For example, I would do summaries and then see them, and they were the same I had on my computer, so if I printed them I saved a lot of time" (T+I Student).

Besides the problem of methodologies to study, students revealed that they faced lack of knowledge in terms of what they learned during secondary education, particularly in the area of basic sciences, which ended up consuming most of their time.

The students' narration indicates permanent effort and great dedication to their studies; they consider themselves as dedicated people. Their first priority is to study, which means that when the academic performance is not the expected outcome, regardless of the sacrifice they had made, students would go into a state of frustration

and reluctance.

"I would study and feel like, I don't know, I didn't see any outcomes, so I would get frustrated saying "I don't want to study. Period"" (T+I student).

Students start to predispose themselves to bad results, questioning if they will be able to overcome their studies. With a performance below their expectations, and lower than what they were used to in high school, the effort and hours of study is not reflected in the outcomes, causing frustration. In some cases, frustration also comes from the comparison carried out against their classmates' performance, who accessed university via regular selection process (PSU).

From this situation, several questions arise, whether about the decision they have made, their sense of belonging to the institution ("What am I doing here?"), or about their abilities ("I shouldn't be here, I don't understand anything") or also regarding their vocation ("No, I'm not doing well, I am going to fail, I have to go. Maybe I shouldn't be studying this") (T+I Student).

Social experience, a constant finding process
The students' social experience is impacted, mainly, by summer camp, which made their entrance to class easier. Some students recognize they were afraid of the first day, having prejudice regarding their classmates and fear of not being integrated easily. However, this activity allowed them to get to know people, making integration more comfortable since day one. Some of them, even bonded with friends from the same program.

Once the academic year started, some student perceived some difficulties to integrate themselves, due to the social origin differences. Thus, in certain majors, students feel withdrawal by feeling different from their classmates.

"Differences are like, socioeconomic sometimes. You see other realities and feel ashamed. But no, it's not shame, it's more like feeling shy, like fear to what others may say… Sometimes I prefer not to tell things, because I feel that if I tell them they won't understand because they are from other realities. I don't judge them because of that either, because just as I don't know theirs they don't know mine, and they have lived all of their life in that reality, so, its not intentional, but it has happened that I don't know, they say some things and I don't understand what they're talking about, like a place, and I'm like "what place is that?" and I think that has something to do, according to me. It's like feeling a little different, like the others, as if you were other type of people" (T+I Student).

Also, in some cases, it is usual to see classmate groups formed beforehand, since they got into university with friends, or because they would share similar life experiences (schools, housing area, friends in common, among others). This lead some students to feel ashamed and excluded.

"At the beginning, I felt a difference too, like, I don't know how to say it, but like small groups, and I thought there were a lot of people who knew each other from before, and I was like "Weird!", why do they know each other so much? There were people who were really good friends, other were party friends and things like that, I don't know, I felt excluded in that sense, from that world" (T+I Student).

"That's right, it's like everyone would leave together by car or things like that, because they lived close to each other, and I come from another region. Also, I don't know, I was a little embarrassed because of that too" (T+I Student).

Moreover, students would feel ashamed because of their score, which was different from the other students. "I didn't even reach the score for *Talentos*, so, I was embarrassed" (T+I Student). Students pointed out that it was frequent to face questions such as "What was your score?" as a recurrent topic at the beginning of the year.

It seems like social experiences turn out to be particularly difficult for Medicine students, which has been

defined as an élite major highly selective, since it is the place in which pre-established socioeconomic and social differences are more noticeable.

However, in most of the majors, students say that that classmates are quite close, been able to socialize without any trouble, they are very fraternal and great disposition to help among each other. Some students say their classmates are not that close, but they have never felt alone.

Within this context, the role of teachers complimenting students is appreciated. Students manifest to feel welcomed, allowing their experiences to be more comfortable.

"Teachers would help me a lot. The way in which they did it was very cozy. That helped me a lot. In this way you feel it a little easier, more bearable" (T+I Student).

Students in general felt welcomed by the university. Students from other regions appreciate the multiple activities offered by the institution, since it allows them to broaden their support network.

Students remark the importance of meeting people like them, hardworking, dedicated and with the same interests. Also, they think it is very rewarding to get to know different types of people, with different realities and ways of thinking. Students think it is very important for their social experience at the university. They point out that making friends is fundamental to feel good and face their studies in a better way, because the help of someone else it is necessary to get by.

Discussion and Conclusion

In the results, it can be seen that the students from *Talento + Inclusion* had a first year full of tensions. This correlates with what has been reported previously in regard to other experiences from students who come from vulnerable contexts, explaining the existence of difficulties at an academic and social level (Gallardo, Lorca, Morras and Vergara, 2014; Sobrero et al., 2014).

Regarding their **personal experience**, there are external factors which may hamper the situation, such as coming from another region and personal factors that make it easier, such as effort and motivation, which characterizes these students. Regarding the first, Sobrero et al. (2014) point out that for students who entered through fair special admission programs, from other regions, insecurities significantly increased. A previous research carried out by the Centro de Estudios de Opinión Ciudadana de la Universidad de Talca (2009) and this research deal with the topic of adaptation to long commuting distances, an unfriendly transportation system, different commuting times and on the other hand, everything related to being separated from their families. This implies an extra effort to respond to the university demands, since the bigger the support networks, the higher the tolerance to these situations, that is to say, the ability of facing academic pressure (Centro de Estudios de Opinion Ciudadana, Universidad de Talca, 2009).

T+I students define themselves as dedicated people, just as the students from the propaedeutic program (Roman, 2013). Moreover, in both groups is possible to identify a profile remarked by high intrinsic motivation which responds to the selection criteria of the program. The question is, is it really an enabler aspect? Literature sustains that a key factor to reach a good academic performance is actually motivation for learning (Martinez, 2011). When a student is motivated is capable of planning and controlling the time dedicated, and the effort put into the studies. Students declared attributing improvement in their academic performance, due to the acquired ability of planning and organizing time.

Regarding **academic experience**, results show the difficult process that meant for these students to go from secondary to higher education, where they had to face a higher level of demand compared to the one they were used to. Academic performance is deficient and does not fulfill their expectations, or correlates to the effort put

into it, which leads to a state of frustration and reluctance.

According to Zimmerman, Di Benedetto and Diment (2008), one of the causes of this tension is the perception these students have about their study strategies being ineffective. As a matter of fact, the topic regarding lack of habits and strategies appears as a great difficulty for the students of T+I program.

In the same way, the students revealed that they were confronted to a knowledge gap of the contents acquired in high school, particularly in the area of the basic sciences. This matches with what has been observed by the SIPEE program from the Faculty of Medicine at Universidad de Chile (Sobrero et al, 2014) and by Gallardo, Lorca, Morras and Vergara (2014), where the students perceived themselves in disadvantage when compared to their classmates in the courses related to math and science.

Regarding **social experiences**, students attribute much importance to this factor, since it influences directly their academic and personal experiences. Initial feelings of fear and insecurity are revealed when facing their new classmates, as well as the existence of prejudice. Students feel insecure, mainly due to two reasons: In the first place, when noticing groups of classmates who knew each other from before, which has been already reported by Gallardo et al. (2014). Secondly, hen facing questions related to their selection score, which has been previously observed by Sobrero et al. (2014). In this way, in certain majors, students become withdrawn because they feel different and in disadvantage in relation to other students.

It seems like social experiences turn out to be particularly difficult for Medicine students, which has been traditionally gathered as an élite major, highly selective, being the place where the greatest socioeconomic differences are perceived along with previously established social groups. This is not surprising, considering it is the major with the highest scores, and the PSU scores are tightly related to the students SEE (Contreras, Corbalan and Redondo, 2007).

Students remark actions carried out by the university which helped them feel welcomed by the institution, allowing them to broaden their support networks. Without a question, the most noticeable aspects were the teachers and summer camp, which allowed them to know people before getting in, creating study groups and bonding with new friends.

It is important to highlight the idea of teacher being an enabler of the students' experience, which matches what has been previously observed in the PUC, where the student-teacher relationship would enhance the students' trust in themselves (Gallardo, 2014). However, there is no correlation with the results obtained in Universidad de Chile, in which it has been pointed out that some of the teachers' actions have lead students to feel different from other classmates (Sobrero et al., 2014).

With these precedents, reactions of frustration, anguish and questioning regarding the students' abilities are expectable. In line with the previous evidence, the study shows that inclusion of students coming from "non-traditional" contexts and diversity in highly selective university classrooms may cause a significant impact on the students, positive and negative. Results lead to a reflection about the challenges still to come in order to contribute to a truly inclusive culture. Existent programs are part of an initiative of affirmative action, since a target population is identified, and the institutional support is directed towards them, with the aim of modifying their disadvantage situation.

In this sense, when there is an important part of the population in disadvantage, affirmative action turns out to be insufficient, since the measures aim to put opportunities on the same level from the most disadvantaged sectors, well defined, more than developing a sociocultural diversity. A recent publication that analyzes inclusion policies in Chilean universities, points out that in general terms, they do not seem to support or evaluate the

needs to decrease the already existent barriers in Higher Education, and sadly, it concludes that there is scarce commitment from the institutions when accompanying students, in collaborative work, and over all, with the evaluation of the community needs (Vasquez and Alarcon, 2016). This means that the focus should not be only directed to the students' needs, but also on the academic body, administration and steering group, to evaluate the necessities from different perspectives.

Thus, it is the time for the PUC and all of the universities in the country to question what aspects of their institutional dynamic and which dimensions of the structure and organization are required to redesign to reach a greater inclusion of the students, regardless of their social origin, school trajectory and cultural diversity (Seoane, Gentili and Arriagada, 2016).

Results reflect the permanence situation of these students as a relevant challenge to which we need to respond. Under the inclusion perspective, it is not the students who need to adjust themselves to the traditional structures of the universities but are these the ones who need to open up to new receptive practices that will allow effective learning of the students. We must understand that inclusion programs as initiatives oriented towards the institutional responsibility require the commitment of each member of the university.

Because of this reason, it becomes ineludible to develop a research line to address the complexity of the topic, looking for answers in regard to the institutional factors that combine in an inclusive culture. It is a key process to compare the experience from students that come from inclusion programs with the experience of other students, since it is possible to presume that some of the observed difficulties of this study may be present as well in other students' experiences. In the same way, it would be relevant to explore other actors' experiences regarding inclusive practices in Higher Education, such as scholars, steering groups and peers, with the aim of take a glimpse at the phenomenon from a broader point of view, appreciating the different perspectives. On the other hand, a following process to the cohorts from the initial process up to their graduation, to ensure appreciation of the results in the long term.

About the limitations of the study, it can be remarked that the generalization of the results is restricted by the intrinsic characteristics of the PUC. The particularities of its students, academic programs and support towards the students, causes the results not to be transferred immediately to other institutions, with different characteristics. However, they may be relevant for other Higher Education institutions of similar characteristics.

It is important to remark that these affirmative action initiatives do not only offer benefits to the students and their families, but they also hand in important clues to the universities, in terms on how to include non-traditional students, contributing with social diversity to each major, which translates into a development and learning opportunity for all of the students (Sebastian, 2007).

Finally, this research is expected to contribute to the academic management, allowing to direct proper adjustments to the inclusion programs. Also, to enhance the discussion at a national level, regarding the academic success of students from disadvantaged contexts who enter university via inclusion programs. In these contexts of implementation of policies that promote equity and diversity in Higher Education, it becomes imperative to approach the complexity of the phenomenon, revealing the institutional components involved in the development of an inclusive culture.

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