Table: Student Responses to Survey Items

|  | First Year$(n=310)$ |  | Second Year$(n=338)$ |  | Third Year$\text { ( } \mathrm{n}=312 \text { ) }$ |  | Fourth Year$(n=282)$ |  | Fifth Year(n=309) |  | $\begin{gathered} \text { Total } \\ (\mathrm{n}=1551) \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Survey Item | SA/A or VS/S | SD/D or VU/U | SA/A or VS/S | SD/D or VU/U | SA/A or VS/S | SD/D or VU/U | SA/A or VS/S | SD/D or VU/U | SA/A or VS/S | SD/D or VU/U | SA/A or VS/S | SD/D or VU/U |
| Pharmacists have high visibility in Japanese society. n (\%) | $\begin{gathered} 139 \\ (45.7) \end{gathered}$ | $\begin{gathered} 165 \\ (54.3) \end{gathered}$ | $\begin{gathered} 88 \\ (26.3) \end{gathered}$ | $\begin{gathered} 247 \\ (73.7) \end{gathered}$ | $\begin{gathered} 83 \\ (26.6) \end{gathered}$ | $\begin{gathered} 229 \\ (73.4) \end{gathered}$ | $\begin{gathered} 61 \\ (21.6) \end{gathered}$ | $\begin{gathered} 221 \\ (78.4) \end{gathered}$ | $\begin{gathered} 66 \\ (21.4) \end{gathered}$ | $\begin{gathered} 242 \\ (78.6) \end{gathered}$ | $\begin{gathered} 437 \\ (28.4) \end{gathered}$ | $\begin{gathered} 1104 \\ (71.6) \end{gathered}$ |
| Pharmacists have a high professional status in Japanese society. n (\%) | $\begin{gathered} 176 \\ (57.9) \end{gathered}$ | $\begin{gathered} 128 \\ (42.1) \end{gathered}$ | $\begin{gathered} 154 \\ (46.0) \end{gathered}$ | $\begin{gathered} 181 \\ (54.0) \end{gathered}$ | $\begin{gathered} 138 \\ (44.2) \end{gathered}$ | $\begin{gathered} 174 \\ (55.8) \end{gathered}$ | $\begin{gathered} 68 \\ (24.1) \end{gathered}$ | $\begin{gathered} 214 \\ (75.9) \end{gathered}$ | $\begin{gathered} 74 \\ (24.0) \end{gathered}$ | $\begin{gathered} 234 \\ (76.0) \end{gathered}$ | $\begin{gathered} 610 \\ (39.6) \end{gathered}$ | $\begin{gathered} 931 \\ (60.4) \end{gathered}$ |
| Pharmacists have limited fields of practice. n (\%) | $\begin{gathered} 184 \\ (60.5) \end{gathered}$ | $\begin{gathered} 120 \\ (39.5) \end{gathered}$ | $\begin{gathered} 183 \\ (54.6) \end{gathered}$ | $\begin{gathered} 152 \\ (45.4) \end{gathered}$ | $\begin{gathered} 210 \\ (67.7) \end{gathered}$ | $\begin{gathered} 100 \\ (32.3) \end{gathered}$ | $\begin{gathered} 202 \\ (71.9) \end{gathered}$ | $\begin{gathered} 79 \\ (28.1) \end{gathered}$ | $\begin{gathered} 216 \\ (70.4) \end{gathered}$ | $\begin{gathered} 91 \\ (29.6) \end{gathered}$ | $\begin{gathered} 995 \\ (64.7) \end{gathered}$ | $\begin{gathered} 542 \\ (35.3) \end{gathered}$ |
| The scope of the educational contents in your program. n (\%) | $\begin{gathered} 225 \\ (73.1) \end{gathered}$ | $\begin{gathered} 83 \\ (26.9) \end{gathered}$ | $\begin{gathered} 222 \\ (65.9) \end{gathered}$ | $\begin{gathered} 115 \\ (34.1) \end{gathered}$ | $\begin{gathered} 220 \\ (70.7) \end{gathered}$ | $\begin{gathered} 91 \\ (29.3) \end{gathered}$ | $\begin{gathered} 162 \\ (59.6) \end{gathered}$ | $\begin{gathered} 120 \\ (40.4) \end{gathered}$ | $\begin{gathered} 160 \\ (51.8) \\ \hline \end{gathered}$ | $\begin{gathered} 149 \\ (48.2) \end{gathered}$ | $\begin{gathered} 989 \\ (63.9) \end{gathered}$ | $\begin{gathered} 558 \\ (36.1) \end{gathered}$ |
| The relevance of practical training and subjects in the school. n (\%) | $\begin{gathered} 132 \\ (43.6) \end{gathered}$ | $\begin{gathered} 171 \\ (56.4) \end{gathered}$ | $\begin{gathered} 128 \\ (37.9) \end{gathered}$ | $\begin{gathered} 210 \\ (62.1) \end{gathered}$ | $\begin{gathered} 76 \\ (24.4) \end{gathered}$ | $\begin{gathered} 235 \\ (75.6) \end{gathered}$ | $\begin{gathered} 79 \\ (28.1) \\ \hline \end{gathered}$ | $\begin{gathered} 202 \\ (71.9) \end{gathered}$ | $\begin{gathered} 106 \\ (34.4) \end{gathered}$ | $\begin{gathered} 202 \\ (65.6) \end{gathered}$ | $\begin{gathered} 521 \\ (33.8) \end{gathered}$ | $\begin{gathered} 1020 \\ (66.2) \end{gathered}$ |
| Mandatory continuous education for the renewal of pharmacists' licenses is necessary. n (\%) | $\begin{gathered} 178 \\ (58.9) \end{gathered}$ | $\begin{gathered} 124 \\ (41.1) \end{gathered}$ | $\begin{gathered} 143 \\ (42.8) \end{gathered}$ | $\begin{gathered} 191 \\ (57.2) \end{gathered}$ | $\begin{gathered} 140 \\ (45.2) \end{gathered}$ | $\begin{gathered} 170 \\ (54.8) \end{gathered}$ | $\begin{gathered} 136 \\ (48.4) \end{gathered}$ | $\begin{gathered} 145 \\ (51.6) \end{gathered}$ | $\begin{gathered} 170 \\ (55.4) \end{gathered}$ | $\begin{gathered} 137 \\ (44.6) \end{gathered}$ | $\begin{gathered} 767 \\ (50.0) \end{gathered}$ | $\begin{gathered} 767 \\ (50.0) \end{gathered}$ |

$S A / A=$ strong agree and agree; SD/D = strong disagree and disagree; VS/S = very satisfactory and satisfactory; VU/U = very unsatisfactory and unsatisfactory. Because of some missing values, the sum of each school year's numbers does not equal the total number of students in each school year.

