

Mitchell Hamline - School of Law

End of Course Evaluation Spring 2025

Course: Professional Responsibility (3200_2025SPO2)-3200_2025SPO2
Instructor: Thaddeus Pope *
TA: Nicholas Ryan,Linda Pope
Response Rate: 46/87 (52.87 %)

1 - Please rate your agreement or disagreement with the following statements.

I would recommend this course to others.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	30	65.22%		4.50
Agree	(4)	11	23.91%		
Neither agree nor disagree	(3)	4	8.70%		
Disagree	(2)	0	0.00%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.50	0.84
					Median
					5.00

1 - Please rate your agreement or disagreement with the following statements.

This course was a valuable addition to my legal education.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	28	60.87%		4.50
Agree	(4)	15	32.61%		
Neither agree nor disagree	(3)	2	4.35%		
Disagree	(2)	0	0.00%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.50	0.78
					Median
					5.00

1 - Please rate your agreement or disagreement with the following statements.

The course assignments facilitated my learning.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	29	63.04%		4.48
Agree	(4)	13	28.26%		
Neither agree nor disagree	(3)	2	4.35%		
Disagree	(2)	1	2.17%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.48	0.86
					Median
					5.00

1 - Please rate your agreement or disagreement with the following statements.

The instructional materials (i.e. books, readings, presentations, videos, etc.) increased my knowledge and skills in the subject matter.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	28	60.87%		4.39
Agree	(4)	12	26.09%		
Neither agree nor disagree	(3)	3	6.52%		
Disagree	(2)	2	4.35%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	0	0.00%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.39	0.95
					Median
					5.00

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2 - Please rate your agreement or disagreement with the following statements for Professor Thaddeus Pope. -

The professor was available outside of the class as needed.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	26	56.52%		 4.35
Agree	(4)	9	19.57%		
Neither agree nor disagree	(3)	6	13.04%		
Disagree	(2)	1	2.17%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	3	6.52%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.35	0.97
					Median
					5.00

2 - Please rate your agreement or disagreement with the following statements for Professor Thaddeus Pope. -

The professor presented course material in a clear manner that facilitated understanding.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	25	54.35%		 4.36
Agree	(4)	12	26.09%		
Neither agree nor disagree	(3)	5	10.87%		
Disagree	(2)	2	4.35%		
Strongly disagree	(1)	0	0.00%		
N/A	(0)	2	4.35%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.36	0.87
					Median
					5.00

2 - Please rate your agreement or disagreement with the following statements for Professor Thaddeus Pope. -

The professor provided meaningful feedback.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly agree	(5)	26	56.52%		 4.39
Agree	(4)	11	23.91%		
Neither agree nor disagree	(3)	6	13.04%		
Disagree	(2)	0	0.00%		
Strongly disagree	(1)	1	2.17%		
N/A	(0)	2	4.35%		
				0 25 50 100	Question
Response Rate				Mean	STD
46/87 (52.87%)				4.39	0.89
					Median
					5.00

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3 - What are one to three things you gained from taking this course?

Response Rate 27/87 (31.03%)

- I feel ready to take the MPRE I have a good basis of the rules for professional responsibility of Attorneys I also have a good understanding of the rules for judicial conduct
- A basic understanding of the rules of professional conduct
- I enjoyed the additional material and I felt I learned a lot.
- The MPRE-focused format of the class was super helpful for me in taking the MPRE mid-semester.
- Learning about the model rules of professional responsibility and preparing for the MPRE.
- Professor Pope taught in a very straightforward and clear manner. Expectations were clear.
- I will need this information to take the MPRE.
- Importance of ethical duties a lawyer has to their clients. Confidentiality. Work product and privileged information.
- That professional responsibilities are conglomerated and confusing.
- That attorneys have quite a few professional obligations that they should be following and that other attorneys have obligations to ensure they are enforced and can be penalized for not doing so. However, this also implies there are gaps and inefficient/ineffective information and enforcement mechanisms, which suggests the system itself is somewhat fragile because it relies on people believing in and actively participating in it to their detriment. Generally, it was useful to learn about the precise requirements for confidential information and privileged conversations, and conflicts of interest.
- I acquired the knowledge of the Model Rules of Professional Conduct and the Model Code of Judicial Conduct. These are two crucial sets of rules to adhere to when practicing as an attorney.
- I learned a lot about PR. There are too many things to list.
- N/a
- Helped me prepare for taking the MPRE, learning the professional code for attorneys and understanding some of the nuances
- 1. Knowledge regarding the MPRE. 2. Test taking skills. 3. When and how to register for the MPRE.
- Professor Pope was very responsive to messages the first month and provided a lot of great feedback in his videos. Then they kind of dropped off (not any new videos for over a month now).
- I learned that its absolutely critical to know and to follow the Model Rules of Professional Conduct as it not only protects attorneys and clients (potential, former, and current) but it is also important in maintaining societies trust in our judicial system. Also, to start keeping track of cases/clients that you have worked on during internships, externships, or as a law clerk.
- The importance in reading the rules closely Attorney client confidentiality protects the client from what they say to their attorney in the courtroom
- Amazing multiple choice test taking skills
- 1. I have a foundation to take the MPRE 2. I have a good idea of Legal Ethics 3. I know what to do if a legal issue arises in the future.
- I gained a better understanding of the professional rules of responsibility.
- All of the provided reading packets were helpful as they included the rules used in the tests, lectures and scenarios.
- -Basic understanding of ABA Model Rules of professional responsibility
- I learned the Rules of Professional and Judicial Conduct I learned how to act like a professional attorney and not engage in illicit conduct
- good practice problems.
- The best thing about the course was the quizzes at the end of each module to understand what the MPRE is going to look like and how to connect the material to actual examples.
- Many resources and was very helpful in answering questions.

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4 - What are the one to three most effective things your primary professor(s) did to advance your learning in the course?

Response Rate 29/87 (33.33%)

- Professor Pope always gives an ample amount of material to review and learn from. He provides lectures weekly that break down each rule. He gives weekly quizzes to test knowledge.
- The all inclusive packets were really helpful, they basically tell you everything you need to know. The practice problems always help as well.
- Extra videos Lectures were done in an organized manner. Extra quizzes were great
- - Focusing solely on MPRE multiple choice questions was super helpful and effective. - The quiz feedback videos were the most helpful thing any professor has provided in my two years at MHSL.
- He gave us a ton of supplemental material that was very helpful for my learning. Also additional quizzes that were worth no points were awesome to help make sure that we had more quiz material.
- Excellent videos. Excellent video feedback.
- The practice quizzes were great.
- Provided feedback videos on weekly quizzes to explain the questions and the process of selecting the correct answer. Emphasized which categories were vital to learn and understand. Quizzes were MPRE style questions.
- Provided the appropriate materials for study.
- 1. Feedback on multiple choice materials. 2. Teaching the course towards the MPRE with multiple choice questions and quizzes weekly.
- Linked to all the supplemental material. I primarily just used Professor Stevenson's lectures and the Glannon guide, because reading through the rule language itself is so dry and removed from practical application. Further, it was tremendously helpful to have the diagnostic quizzes and to walk through the right and wrong answers after a quiz.
- Professor Pope prepared videos for the quizzes we took the week before. These videos helped us understand the answers and the reasons behind them. Additionally, he posted many links to other videos and websites we can utilize as additional study material.
- Professor Stevenson's videos were a great help. The weekly packets were a great help.
- ?
- 1. Videos
- Professor Pope was very responsive to messages the first month and provided a lot of great feedback in his videos. Then they kind of dropped off (not any new videos for over a month now).
- Provided a lot of supplemental material.
- Professor Pope provided us with a lot of resources throughout the semester. In each module he would add practice quizzes, other lectures or presentations on Professional Responsibility that were relevant to each week's material.
- He provided videos to review and he also provided test reviews that were very helpful.
- Professor provided breakdown videos of each quiz so that we can review at our leisure and also understand how to get multiple choice questions correct. Amazing professor!
- His lectures were helpful in initially breaking down the rules. The supplemental material is generally helpful Like that, we got to get a lot of experience with example questions and timing
- 1. Videos of review after a quiz. 2. Links to outside resources
- His lectures were good.
- I appreciated the reading packets and the detailed information in the power points provided.
- -Applying rules to fact patterns (like bar exam-style multiple choice questions)
- They provided clear and concise lectures and explanations of the rules They provided valuable feedback of the weekly quizzes
- alot of practice problems
- Offered additional materials and quizzes that didn't count for credit but were additional practice with real time answers.
- Gave different formats of the tests.

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5 - What are one to three specific things about the course that could be improved?

Response Rate 24/87 (27.59%)

- Nothing.
- nothing
- The course was great for the purposed of preparing for the MPRE. However, it still wasn't as effective at preparing us for the MPRE as the Barbri course (between its lectures, outline, and practice problem). So, as long as you can't just offer the barbri course and have to offer independent curriculum, it would be worth it to add one component that isn't MPRE focused, to enrich the learning experience. Otherwise, it does feel a little hollow and pointless to do a whole class when it would be way more efficient to just have the students do the barbri class and run sample questions.
- Focus on the comments more within the lectures.
- none
- Sometimes it felt like the quiz questions weren't related to that week's assignments. The videos also seemed a little misaligned to the quizzes some weeks.
- n/a
- Office hours were not posted for each week and professor did not debrief every quiz.
- I think that the time allotted for the quizzes, midterm, and final should reflect the amount of time allotted on the MPRE.
- Not much. About the only thing is that the quizzes seem much harder than the test is likely to be because each module has a limited focus. And therefore, the distribution of questions that fit only within that module subset is likely to necessarily include more instances of difficult questions. I don't know if there's anything you can really do with that information/supposition though.
- I couldn't attend all the live office hours. I thought we'd be given the chance to review the discussions later, but I never found those videos. If they could be made available to everyone, that would be very helpful.
- The other class had discussion boards (I hear). That seems like a way to facilitate learning- allowing all the concepts to permeate and connect with other students who are learning the material for the first time. This professor's approach was very far removed from teaching the core of the domain, and seemed like someone just trying to make a quick buck. The lectures were abysmal, and he spoke very slowly. I just thought the class sucked and lacked excitement. This class could have been awesome. It was atrocious. Maybe just me, but I'd suggest that this class be offered in a pass/fail option. Offering only multiple choice quizzes are too redundant. Yes, the mpre is only multiple choices, but that shouldn't be the ONLY way to teach something. Awful
- Continuing to be responsive/posting videos through the whole semester.
- Nothing that I can think of.
- It would be helpful if there were more examples given in the class. The examples given were very good despite the lack thereof.
- His lectures were very simplified and short, which was great as an intro, but I struggled to apply his lectures to his quizzes. The other professor's videos on YouTube were helpful, but I felt I had to dig for material to leave the rules. It felt like there was a big disconnect between his lectures and how to apply the rules to his quizzes. Additionally, our midterm covered material we hadn't yet learned, and several of us reached out, but we have yet to get an answer back.
- 1. Professor clearly does not like the subject matter, nor puts in much effort into teaching the class aside from posting the review videos after quizzes. 2. We should have a mandatory book (Glannon's Guide for example) instead of just "reading packets" as this will help get in some more practice repetitions. 3. This class should either have longer, more engaging lectures or stress the need for outside material to master the concepts. It is impossible for students to do well based on the lectures alone.
- The mid-term covered areas and modules we had not yet covered and many of us struggled because of that.
- Other professors are enthusiastic about their fields and regularly record new videos on the given topics. It felt like this professor was just phoning it in, reusing videos from previous sessions. I get it, the material doesn't change much, but I would imagine that there is a strong correlation between the professor's engagement and enthusiasm for the material and the students' engagement and enthusiasm for the material. Further, there are rumors that some of my contemporaries have received previous years' quiz and test answers from upperclassmen. By keeping the quizzes consistent from one year to the next, my less-ethical contemporaries can skew the curve in their favor. So while the professor may not be interested in re-recording the videos, I would ask that test questions and answers be unique in future years, if for nothing more than the integrity of the curve.
- I was happy with the course.
- More visuals examples of how some of these rules work. More interaction with classmates to discuss topics
- 1-Continue the quiz feed back videos. its frustrating going back to study and he just stops doing the feedback videos half way through the semester. 2- More interactive office hours lesson plans
- I would just like to see more practice questions and the correct answers after the mid-term.
- The quizzes and maybe offer other formats to understand the material.

6 - Course materials were uploaded into weekly modules in a timely manner.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Yes	(2)	45	100.00%					
No	(1)	0	0.00%					
				0	25	50	100	
				Question				
Response Rate				Mean		STD		Median
45/87 (51.72%)				2.00		0.00		2.00

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7 - The activities in this course enabled me to fulfill the course competencies outlined at the beginning of the course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Yes	(2)	44	95.65%					
No	(1)	2	4.35%					
				02550100	Question			
Response Rate				Mean		STD		Median
46/87 (52.87%)				1.96		0.21		2.00
• More could be done by way of explanation in the modules. The videos provided were not helpful in doing well on the quizzes. • I am so glad to have taken this course with Professor Pope. I was nervous hearing bad reviews about PR courses offered in general that they don't teach towards taking the MPRE and are more an ethics/conversational course. This class made me more than well prepared for the MPRE and I think that is due to the structure, the well taught lectures, the weekly drilling with quizzes, and the mock MPRE for a midterm and final. • It did, but I think there it needs to be more in-depth. • Again, I would say Professor needs to stress the need for practice questions and obtaining outside resources that test your knowledge.								

8 - The course was easy to navigate on Canvas.

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Yes	(2)	46	100.00%					
No	(1)	0	0.00%					
				0 25 50 100	Question			
Response Rate				Mean		STD		Median
46/87 (52.87%)				2.00		0.00		2.00

9 -

Response Option	Weight	Frequency	Percent	Percent Responses	Means			
Yes	(2)	43	100.00%		2.00			
No	(1)	0	0.00%					
				02550100	Question			
Response Rate				Mean		STD		Median
43/87 (49.43%)				2.00		0.00		2.00
• N/A								