Application Related Information

Application:	Application Not Verified	Iteration Name:	202610_GR_G
Grad Program Applying To:	MES	Program Name:	MES
Recommendation Information			
Recommended By:	Lucy Zipf	Recommenders Title:	Assistant Professor
Recommenders Institution:	Georgetown University	Contact Name:	Alexandra Chua
Waive Access to Recommendation Ltrs:	I choose to waive my right to review this recommendation.	Recommendation Waiver Choice:	
Recommendation Form Submitted:	\checkmark	Recommendation Status:	Received
Received Date:	12/12/2024 11:49 AM	Recommender Assessment:	I recommend this applicant.
Recommendation Type:	General	Recommender Form:	Letter of Recommendation
Recommendation Entity ID:	1024000121262834	Recommendation Owner:	Josephine Bernier
Recommender Form Questions			
How long have you known applicant:		Applicant ability as self-directed learner:	
Time since last contact with applicant:		Applicant as productive member of group:	
Relationship with Applicant:		Applicant most significant strengths:	
Ability to complete rigourous grad program:		Responsibility/reliability:	
Communication Skills - Oral:		Communication skills - written:	
Service Orientation-sensitivity/empathy:		Ability to work independently:	
Ability to handle stress:		Ability to think critically:	
Ability to analyze/problem solve:		Ability to think creatively:	
Openness to feedback:		Potential for leadership:	
Ability to work in a team:		Personal/professional reflection:	

Description Information

Description:

Other Information

Created Time: 11/24/2024 11:41 PM Modified Time: 12/12/2024 11:49 AM Form URL: https://evergreenstatecollege.radiu

Created By: Josephine Bernier Modified By: Josephine Bernier



M.S. in Environment & International Affairs

December 12, 2024

To the Admissions Committee,

It is my pleasure to recommend Alexandra Chua for admission to Evergreen State College's Masters of Environmental Studies program. I am currently at Georgetown University but met and worked with Alex while I was a faculty member at Wellesley College. Alex was first a student in my Spring 2021 Climate Change course and more recently in both my Ecology and advanced Ecosystem Ecology. In Ecology and Ecosystem Ecology students learn to interpret, assess, and synthesize articles from the primary scientific literature, connect the levels of biological organization at the individual, population, community, and ecosystem scales, develop skills in field data collection, and analysis using R statistical software. Early in the course it was clear Alex has a strong interested in and understanding of applied science.

Ecology labs at Wellesley are demanding and require students to quickly apply ecological knowledge to experimental design and data collection. Alex displayed excelled at statistically analysis and data visualization using R statistical software. She will enter graduate school with a foundational knowledge of statistics and programming in R that she can immediately build upon. Alex also acquired experience in many general data collection techniques, like quadrat and transect sampling and coding videos from trail cameras, as well as lab techniques, like soil nutrient analysis. Through her science writing Alex conveys technical and scientific knowledge and a strong ability to apply experimental findings to broader ecological issues. These build skills will undoubtable aid her development through graduate school, and shows a strong capacity to conduct, synthesize, and present original research

The final project for Ecosystem Ecology tasked students with designing and original research project to investigate ecological functioning in our campus community. Working in a small group, Alex designed an experiment in which she collected soil samples from habitats of varying disturbance regimes on campus, quantified nutrient composition, texture, and water holding capacity of the soils, and cultivated alfalfa and native clover in the lab. This project aimed to determine how soils vary across campus habitats and if that variation is correlated to biomass production of groundcover and agricultural plants. Alex and her groupmates went above and beyond the requirements of the project to ask very original and application-oriented research questions. All data analysis for this project was done in R with original code written by the student researchers. Alex found that plant biomass accumulation was higher over the study period in intermediately disturbed soils, which also tended to have higher nitrate. This study provides valuable information to the college on the capacity for intermediately disturbed habitats to support increased plant growth. Alex's project was grounded in the primary literature and ecological theory and illustrates her ability to produce quality work in a time-bound project.

Alex's technical experience, interest in applying scientific principles to novel systems, and intellectual curiosity make her an excellent candidate for admission to Evergreen State's program. If I can be of any further assistance please do not hesitate to contact me.

My best,

Lucy Zipf, PhD Assistant Teaching Professor, Georgetown University Walsh School of Foreign Service, Science Technology and International Affairs (STIA) The Earth Commons, Georgetown's Institute for Environment & Sustainability