



SoCo&AI

Our Presenters

Keynote Speaker France Hoang

From Vietnamese refugee to West Point graduate and White House lawyer, France Hoang is the CEO and Founder of BoodleBox, where he and his team are pioneering the future of lifelong learning and work with AI. Under his leadership, BoodleBox has become the Collaborative AI Operating System for over 42,000 educators, students, and professions across 1,200+ institutions, achieving rapid adoption while tackling the crucial challenge of developing human expertise and excellence in the AI age.

Drawing from his educational experience as a Distinguished Visiting Lecturer at West Point and former University trustee and his entrepreneurial success in building companies with over \$600 million in combined sales, France brings unique insights into how educational institutions can effectively harness AI to enhance learning outcomes while maintaining the essential human element in education.

Keynote Speaker Evelinn A. Borrayo, Ph.D.

Dr. Borrayo is a Professor of the Colorado School of Public Health and Associate Director of the University of Colorado Cancer Center (CU Cancer Center), at the University of Colorado | Anschutz Medical Campus (CU-Anschutz). She leads the CU Cancer Center's community outreach and engagement (COE) as the Director of its Office of COE and holds the CancerCure/AMC Cancer Fund Endowed Chair for Prevention and Control.

Dr. Borrayo is an expert in public health practice and policy and a leader in the state as a member of the State of Colorado's Board of Health representing Congressional District 2. She is also a co-leader of the AIM-AHEAD national consortium funded by the National Institutes of Health to advance artificial intelligence and machine learning technologies to reduce the burden of chronic diseases across the county.

Dr. Borrayo has expertise in the application of behavioral science to improve health outcomes through cancer prevention, control, and survivorship interventions for communities across Colorado. She has developed, implemented, and evaluated evidence-based and relevant initiatives to improve the health of Coloradans. She leads numerous research studies and implementation programs in urban and rural communities. Dr. Borrayo also has expertise in the pedagogy of teaching and has over 25 years of experience teaching graduate-level courses.

Magan Calhoun Colorado State University Pueblo

Thinking Outside the Bot: Using Generative AI to Spark Creativity and Innovation

Across Southern Colorado and beyond, many professionals, educators, and students are still unsure how Generative AI can fit into their daily work beyond writing tasks.

This workshop invites participants to reimagine AI not as a replacement for creativity, but as a partner in thinking, learning, and problem-solving.

The session begins with a concise overview of Generative AI and how tools like ChatGPT and Copilot can support brainstorming, ideation, and creative exploration across disciplines. Participants will learn foundational prompting strategies to transform vague ideas into specific, actionable outputs—whether designing a new course, improving communication, or tackling operational challenges faced by faculty and staff.

Through live demonstrations and collaborative mini-exercises, attendees will experience how to co-create with AI, refine prompts, and adapt responses for real needs. By the end, participants will leave with ready-to-implement ideas and renewed creative confidence to integrate AI as a thinking partner that enhances human creativity and innovation.

Denise Henry

CSU Pueblo

Teach Students How to Learn:

Hands-On Workshop with Google NotebookLM

Faculty and students are invited to attend this collaborative, hands-on workshop. This workshop shares ways for all students to leverage free generative AI tools as a means to access and boost learning responsibly. Together we will explore Google NotebookLM, a powerful, source-grounded AI assistant, and provide practical strategies for teaching students to leverage it as a personalized reading and writing tutor. Instead of viewing AI as a compliance challenge, we frame it as a tool for cultivating student agency by fostering self-directed learning and metacognition.

We will also explore the ways student-driven use of NotebookLM directly aligns with the EDUCAUSE AI Literacy competencies for technical understanding, evaluative skills, practical application, and ethical skills. We will experiment with NotebookLM's features to help learners decode complex text, improve their writing, and transform study sessions into learning sessions.

Matt Stilwell

Front Range Community College

AI Literacy Across the College:

Defining Value Through Intentional Design

To AI, or not to AI, is not the question anymore. The new question higher education must confront is: Why and How to AI? Much of the conversation around AI in education is moving on from a narrow focus on the abuse of AI tools in cheating and plagiarism to a more comprehensive focus on AI literacy and fluency.

To help students build AI literacy and ethical approaches to using AI tools, teachers, staff and administrators must begin by building their AI literacies. This session will offer several examples of AI literacy frameworks that work for all college stakeholders, explore how AI tools are transforming expectations for learning outcomes and workforce readiness, and consider AI literacy in strategic planning for student success.

Aaron Crowell

Pueblo Community College

AI Myth Roleplaying

In world mythology, Trickster figures often get cast as villains, mischief-makers, or chaotic forces - the "bad guys" of the story. But what if we've misunderstood them? This project, titled *The Other Side of the Trick*, invites students to challenge that narrative by engaging directly with mythological Tricksters through AI-powered interviews in Boodle Box.

By simulating conversations with figures like Loki, or Anansi, students explore the motivations behind their legendary actions. Were these characters driven by selfish ambition, or were they navigating survival, injustice, or cultural transformation?

Through guided questioning and open-ended dialogue, students uncover deeper layers of myth and meaning, learning to see Tricksters not just as disruptors, but as complex agents of change. The goal is to foster empathy, critical thinking, and a more nuanced understanding of mythological storytelling — encouraging students to find their own truths in the tales we've inherited.

Hannah Moody-Goo & Ashley Minnich

Pueblo Community College

Sifting Through Existence: An Analysis of AI Generated Citation Inaccuracies and Hallucinations Over Time

While large language models (LLMs) are increasingly used by students for academic work, little is known about their reliability in generating accurate bibliographic information.

This research, slated for future publication, presents findings from a 20-week longitudinal analysis of over 300 AI-generated citations from ChatGPT, Google Gemini, Microsoft Copilot, and JenniAI to evaluate hallucination rates and bibliographic accuracy from outputs across these platforms. The results have significant implications for academic integrity, digital literacy, and instruction in higher education.

Emmanuel Alcalá

Colorado State University Pueblo

AI Literacy: Where Should AI Sit In The Classroom?

In the midst of the ongoing AI-driven technological revolution, this presentation outlines the importance of collegiate level educators and students developing artificial intelligence literacy.

While both parties share the responsibility of using AI tools effectively, colleges and universities often defer the responsibility of setting AI-use expectations to professors. Without AI literacy training or well-established expectations set by organizational leadership, AI-use expectations may result in unfair grading in the form of inconsistent standards, misuse of AI tools, or unclear boundaries.

After reviewing literature associated with AI literacy, this study aims to find criteria that best define relevant guidelines that educators can follow to fairly and effectively implement and evaluate AI-use in learning settings.

Tony Bobadilla, Ph.D.

Colorado State University Pueblo

Leveling the Field: Pedagogical Innovations Using Artificial Intelligence to Support Minority Students in Academia

Artificial Intelligence is redefining how educators teach, assess, and engage with increasingly diverse student populations. For multilingual, first-generation, and minority students, AI-driven writing assistants, conversational models, and adaptive platforms can act as linguistic and cognitive scaffolds that enhance academic confidence and performance (Anderson, 2020; Liu, 2019; Martinez, 2021). Yet, as research cautions, these same tools risk perpetuating bias and diminishing authentic authorship if introduced without ethical and pedagogical frameworks (Sue, 2010; Waltzer et al., 2024).

This presentation explores how faculty can harness AI to level the educational field while maintaining integrity and inclusion. Drawing on social-work education principles of cultural humility and empowerment (Yosso, 2015), it demonstrates classroom strategies that blend AI literacy, reflective practice, and equity-minded pedagogy. Examples include structured assignments that require students to critique AI-generated text, guided reflection on digital ethics (Moore & Lookadoo, 2024), and culturally responsive writing modules that integrate students' community cultural wealth.

By reframing AI not as a threat but as an ally in inclusive education, this session invites educators to rethink assessment, authorship, and support systems. It situates AI integration within regional goals for educational equity in Southern Colorado, offering replicable models that empower students from diverse linguistic and socioeconomic backgrounds to succeed in higher education.

Coral Laski

Adjunct Instructor at PCC;

Program Director at Exponential Impact

AI and Humanity: Reclaiming Time for What Truly Matters

Artificial intelligence isn't here to replace us, it's here to remind us what makes us human.

In this session, Exponential Impact, Southern Colorado's hub for innovation and entrepreneurship, invites participants to reimagine AI as a collaborative partner rather than a competitor. Together, we'll explore how emerging tools can automate repetitive tasks, simplify operations, and spark creativity - ultimately freeing us to focus on what technology can't replicate: connection, empathy, and vision.

Through real-world examples from startups, educators, and community leaders, attendees will

discover how AI can be intentionally integrated to reduce burnout, enhance collaboration, and amplify impact. Expect inspiration, interaction, and tangible takeaways to bring back to your team or classroom. Southern Colorado is leading the charge in using AI not just to innovate faster, but to connect deeper.

Allison Duke

Pueblo Community College

Personalizing AI: How Reference Documents Transform Generic Bots into Custom Assistants

What if your AI assistant actually understood how your brain works? Generic AI responses waste time and energy, especially for those with diverse thinking styles. I discovered that reference documents in BoodleBox's Knowledge Bank solve this problem by creating personalized AI assistance.

By uploading documents that describe your work preferences, communication style, and specific needs, you transform AI from a generic tool into a customized thinking partner. This approach particularly benefits neurodivergent professionals and students who struggle with standard AI outputs. In this presentation, I'll demonstrate how to create effective reference documents, upload them to the Knowledge Bank, and use the starring feature for automatic inclusion in every conversation. Attendees will learn to implement what I call the "External Brain Protocol," a system that maintains context across AI sessions, reducing cognitive load and repetitive explanations.

Our Southern Colorado community includes people who think differently, and generic AI often fails them. Reference documents solve this by letting everyone customize AI to match their actual needs. No tech expertise required, just five minutes and a clear idea of how you work best. Attendees will leave ready to create their first reference document and transform their AI experience immediately.

Marley Dunaway

Pikes Peak State College

Media Literacy Starts with Me: An Argument for SoMeLit Curriculum in Colorado Schools

Generative AI tools have significantly impacted the public's ability to discern reality from fiction. As community colleges, we have a responsibility to cultivate the civic development of our students, as their future careers will greatly impact our local communities. The best way forward is to make our media literacy curriculum more robust and better attuned to the particular moment we find ourselves in.

Using a SoMeLit theoretical framework, this presentation will expound on the necessity of recognizing one's beliefs, attitudes, and perspectives as a locus of effective media literacy. As media become more individualized — personal algorithms and chatbots are increasingly part of our media diet — educators need to adopt a theoretical framework that emphasizes the role of the self in media literacy.

This presentation will argue for a widespread adoption of media literacy curriculum with a self-awareness focus in Colorado schools.

Ronda Gasperetti **Pueblo Community College**

AI in Healthcare: Ethical, Educational, and Workforce Implications for Health Information Management

As artificial intelligence reshapes healthcare delivery and clinical documentation, Health Information Technology/Management (HITM) educators confront a pivotal question: How do we prepare students for an AI-driven healthcare environment without compromising foundational competencies in data governance, medical coding, and regulatory compliance? This presentation explores evidence-based strategies for weaving AI literacy throughout HIM curricula while addressing the ethical complexities and workforce implications of healthcare AI adoption.

Spencer Wilson **HPI Data Science and** **AI Channel Development Manager, HP**

Dr. Lance Ford **Zoom Rooms Educator**

Jimmie Romero **Pueblo Community College**

PCC Career Services Career Compass Bot (CC)

Romero serves as PCC's Director of Career Services, where he leads initiatives that connect education to workforce opportunities and empower students to achieve meaningful careers. A proud Pueblo, Colorado native, Jimmie is deeply committed to advancing student success, equity, and community engagement across rural and Hispanic-Serving Institution settings.

He earned his Bachelor of Arts in Psychology from Colorado State University Pueblo (CSU Pueblo) and is in process of his Masters of Arts in Leadership in Student Affairs in Higher Education at University of Colorado Colorado Springs. He brings a diverse background in student support and academic services.

Prior to joining PCC, Romero served as an academic coach with GOAL Academy High School, a school community advocate for Pueblo School District 60, and a degree analyst at CSU Pueblo, where he assisted with transfer articulation and degree auditing processes.

Since joining PCC in 2022, Romero has advanced from Academic & Career Expert for STEM Programs in the STEM Center, to the Director of Career Services developing and leading the Office of Career and Community Connection (Career Center). In his current role, he focuses on building strategic employer partnerships, expanding experiential learning, and leveraging labor market data to align career pathways with regional workforce needs.

Through innovative programming and personalized guidance, he continues to help students discover their purpose, develop their professional skills, and successfully transition into the world of work.

Sarah Ahlstrom **Student Support and Outreach,** **Pueblo Community College**

PCC Career Services Career Compass Bot (CC)

Ahlstrom is a mother of three, 2025 graduate of the Pre-Engineering program at PCC, local business owner, and career services assistant office staff for the Career Center at PCC. She is also the developer of the Career Compass Chat Bot for Career Services. Sarah's business is developing GI Pump holders and a variety of other assistive devices with 3D printing.

She also has guided multiple toy adaptation workshops training students from STEM and other programs in learning how to solder and adapt a toy for individuals with disabilities and donating them to local rehabilitation centers and centers for disabilities (from kids to adults/seniors).

Justin Pack **Computer Information Systems Program,** **Pueblo Community College**

Harnessing BoodleBox: Mastering the Knowledge Bank

Dr. Dennis Natali **Professor of Business, AI Innovation Chair,** **Pikes Peak State College**

Copilot and Student Perspective of NotebookLM and Napkin AI

Michelle Ohnemus **Nurse Aide Program Department Chair** **Pueblo Community College**

Preparing students in healthcare programs to interact "safely, ethically, and effectively with AI" to improve patient outcomes.

Jamie Patti

Assistant Chair of English, Communication and Philosophy; Faculty Chair of the Center for Teaching Excellence and Academic Leadership (CTEAL), Pueblo Community College

Facilitating the Back in Time: AI Gone Rogue workshops and an open discussion with PCC students to share their experiences with AI.

Dr. Armin Moin

Tenure-Track Assistant Professor, Director of the QAS Lab, and DFEI Ethics Fellow, University of Colorado Colorado Springs, and

Travis Parkhurst

Philosophy Faculty, Pueblo Community College

Dr. Moin and Parkhurst will lead roundtable discussion on AI ethics.

Robin Leach

Multimedia Technician and Distance Education Specialist, Pueblo Community College

Streamlining Administrative Processes with BoodleBox

Michael Gage

VP of Student Success, Pueblo Community College

Pamela Elson

Director of Financial Aid, Pueblo Community College

Theresa Groff

Registrar, Arapahoe Community College

Amanda Lewis

Assistant Registrar, Arapahoe Community College

The Impact of AI on Financial Aid Fraud



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