Tutoring Analysis of the Training Quality of Innovation and Entrepreneurship Talents Based on Intelligent CAD

Mengjun Wang [1*] ID, Long Wu [2] ID and Tuanjie Liu [3] ID

[1,2,3] School of Mechanical and Electrical Engineering, Huainan Normal University, Huainan, Anhui, 232038, China, [1] wangmengjun@hnnu.edu.cn; [2] lwu@hnnu.edu.cn; [3] liutj2011@hnnu.edu.cn

Corresponding author: Mengjun Wang, wangmengjun@hnnu.edu.cn

Abstract: Innovation and entrepreneurship, as its name implies, is a process of innovative thinking and Entrepreneurship with new methods and technologies. When starting a business in the Intelligent CAD environment, the unfavorable conditions that restrict the scope of students' activities are reduced, and students can manipulate business only by using personal computers. University students can pay attention to the specific progress of entrepreneurial activities while learning on campus in the current "Intelligent CAD" entrepreneurial environment; many factors affect the progress of entrepreneurial activities. In this paper, the applied undergraduate entrepreneurship students are taken as samples, and the factor analysis method is used to study the main factors affecting students' entrepreneurial ability. The follow-up period is 12 months. Then, the logistic regression model is established, and the main problems existing in university students' innovation and entrepreneurship education are analyzed using the improved RBF neural network algorithm based on factor analysis. Studying the cultivation path will lay a good foundation for the future of university students. Therefore, cultivating innovation and entrepreneurship not only has important practical significance for colleges and universities but also plays an important role in promoting social and economic development.

Keywords: Intelligent CAD, University students, Innovation and entrepreneurship, Influencing factors
DOI: https://doi.org/10.14733/cadaps.2025.S8.248-260

1   INTRODUCTION

Driven by the tide of "mass entrepreneurship and innovation," university students and graduates who are most sensitive to new things will undoubtedly become the main force in the business information era [1]. With the rapid development of Intelligent CAD technology and the booming Intelligent CAD economy, there are many ways for people to benefit from the Intelligent CAD age. There are many ways for university students to get social resources through the Intelligent CAD,

and there are various ways for them to get benefits through various platforms [2]. There are many entrepreneurial projects for university students to choose from. Projects suitable for students' entrepreneurship include game App research and development, financial management project investment, life and consumption, App design and educational App development, etc. Entrepreneurial activities in the Intelligent CAD environment require students to have certain Intelligent CAD thinking and e-commerce operation abilities, as well as be good at discovering business opportunities and boldly innovating and starting businesses [3]. However, in the process of innovation and entrepreneurship, some students don't know enough about themselves, and the concept of entrepreneurship in Intelligent CAD Plus is still unclear. This seriously affects the entrepreneurial enthusiasm of university students. Therefore, students should seize the opportunity, stand at the forefront of the times, and combine the development characteristics of Intelligent CAD technology to improve their innovative and entrepreneurial ability. Schools and society should also provide students with innovative opportunities to help them fulfill their dreams of innovation and entrepreneurship [4].

As we all know, the number of college graduates is increasing every year, but the number of jobs that society increases every year does not increase in proportion. The employment of university students has become a social problem. Studying the entrepreneurial ability of university students and its influencing factors, improving the success rate of entrepreneurship, and promoting employment through entrepreneurship has become a hot topic in social research [5]. In view of the problem that the overall entrepreneurial ability of university students is not high, the ability to integrate resources and related knowledge and experience is relatively weak. In this paper, the undergraduate students at A University are investigated, and the questionnaire is designed by reading the literature. Then, the dimensions of entrepreneurial personality, basic entrepreneurial ability, core entrepreneurial ability, and social coping ability of undergraduate students are investigated. According to the collected data, this paper makes an empirical analysis of the current situation of innovation and entrepreneurship ability by statistical methods. 200 students surveyed were followed up for 12 months, with whether or not they continue to start a business after graduation as the dependent variable, the values of "continuing to start a business" and "not starting a business" as "0", and five common factor numerical variables (FAC1, FAC2, FAC3, FAC4, FAC5) as covariates, and binary logistic regression analysis was carried out.

Although some colleges and universities have carried out related work on the cultivation of innovation and entrepreneurship ability, the effect of the work needs to be strengthened. Many colleges and universities only offer basic innovation and entrepreneurship education courses and arrange for teachers who are not busy with teaching tasks to serve as teachers of innovation and entrepreneurship courses, and the quality of the courses cannot be effectively guaranteed [6]. Moreover, the course content also lacks pertinence. There are too many theoretical teachings and too little practical content in innovation and entrepreneurship courses. Students lack opportunities and platforms for innovation and entrepreneurship practice, and their innovation and entrepreneurship ability cannot be effectively improved [7]. Therefore, the university should create an environment conducive to the growth of university students, actively communicate with enterprises, and guide students to do a good job in Entrepreneurship under the background of "Intelligent CAD +." We should deeply study the current support policies for innovation and entrepreneurship and use campus publicity to popularize relevant information about innovation and entrepreneurship policies to university students so that university students can actively understand innovation and entrepreneurship and stimulate their entrepreneurial enthusiasm [8]. Teachers should actively organize students to carry out activities related to the research and development of network application software, and students should strive to learn and master the basic concepts, basic theories, and relevant methods required by entrepreneurial activities. Guide students to develop good habits of honesty and trustworthiness, overcoming difficulties and forging ahead in entrepreneurial activities, and be able to use personal knowledge and experience to create value and achieve life goals [9]. In the practice of innovation and entrepreneurship, we should establish a sense of social responsibility to serve the country and the people through the realization of individual values. The innovation of this paper lies in the following:

(1) Research on the factors influencing entrepreneurial ability is mostly based on qualitative research, and this paper analyzes the factors influencing entrepreneurial ability by combining qualitative and quantitative research methods and builds a theoretical model. Statistical software was used to calculate and analyze the survey data, and the scientific rationality of the structural model was verified.

(2) On the basis of synthesizing domestic and foreign research literature, this paper constructs a model of influencing factors of entrepreneurial ability by combining qualitative and quantitative analysis methods and proposes strategies for improving entrepreneurial ability from three levels. The cultivation provides a scientific basis.

2   RELATED WORK

Zhang x l believes that innovation and entrepreneurship capability are the sum of innovation and entrepreneurship process capabilities, including resource integration, opportunity identification, entrepreneurship management, and risk control [10]. However, Han J believes that the innovation and entrepreneurship ability of university students includes the sum of the ability to engage in relevant innovation and entrepreneurship activities, and the innovation and entrepreneurship ability is not invariable but develops with the passage of time. In the whole process of innovation and entrepreneurship, individuals need to take an open attitude to opportunities, put creativity, innovation, and risk-taking spirit into practice, and have management ability to achieve innovation and entrepreneurship goals [11]. Ren Q pointed out that entrepreneurial knowledge, professional technology, and entrepreneurial psychology are the main factors affecting entrepreneurial ability [12]. Tang Q classifies business management ability, interpersonal communication ability, and expression ability as the main components of entrepreneurial ability [13]. Shang et al. Proposed that entrepreneurial professional qualification and innovative R&D capability determine the implementation of innovation and entrepreneurship, and innovation and entrepreneurship psychology and innovation and entrepreneurship knowledge determine the realization of innovation and entrepreneurship [14]. According to Hong Mei Ma's research, the success or failure of entrepreneurship of university students in China is often determined by various factors. One of the most direct factors is the level of innovation and Entrepreneurship of university students. Therefore, the promotion of innovation and entrepreneurship ability of university students in China through education has greatly enhanced their entrepreneurship success rate to a certain extent, promoted the employment of many entrepreneurs and drivers, and effectively alleviated the huge employment market pressure brought by college graduates [15]. Jing K y proposed that entrepreneurial motivation is composed of entrepreneurial emotion, entrepreneurial attitude, personality characteristics, social needs, policy environment, and other factors. According to the source of entrepreneurial power, entrepreneurial power can be divided into internal entrepreneurial power and external entrepreneurial power [16]. With the help of the four stages of entrepreneurship, Liang Y Z deeply studied the policies given by the United States to support university students in starting their own businesses. He advocated that government departments should provide differentiated support policies according to the different entrepreneurial stages of university students so that university students can successfully start their own businesses [17]. Sun l advocates that a reasonable entrepreneurial policy for university students needs to provide university students with entrepreneurial awareness and provide them with the funds needed for entrepreneurial activities [18]. Wang X believes that as far as the entrepreneurial motivation of university students is concerned, its generation is mainly affected by the composition of the elements of entrepreneurial ability. University students can improve their entrepreneurial success rate by mastering their enterprise operation and management ability and business opportunity discrimination ability [19].

3   INTRODUCTION TO INNOVATION AND ENTREPRENEURSHIP CAPABILITIES

Entrepreneurship is a kind of comprehensive ability that synthesizes various abilities required in the process of entrepreneurship. At present, research on the factors that influence entrepreneurial ability is mainly divided by influence level. Then, through the level framework, the specific influencing factors are identified, and analysis and research are carried out. At present, there is a prominent problem in the cultivation of innovation and entrepreneurship ability, which is that a systematic innovation and entrepreneurship ability cultivation system has not been established. The characteristics of innovation and entrepreneurship are summarized as motivation, skills, risk, and resource integration. Among them, motivation is the reason why innovation and entrepreneurship students choose this path [20]. It is necessary to carefully consider the potential of innovation and entrepreneurship and analyze and weigh the various situations that may arise. Skills are the foundation of students' innovation and entrepreneurship. Among many successful cases of innovation and entrepreneurship, successful people, without exception, have outstanding professional skills in a certain field and can have a relatively far-reaching vision to judge the situation [21]. Risk is a major problem that must be faced by innovation and entrepreneurship. Most university students have no economic foundation and lack risk tolerance when they go out of campus. For university students, dealing with risk is a problem that must be studied in depth. For the development of innovation and entrepreneurship, whether university students have the ability to integrate resources is also a key factor affecting their success.

Therefore, this paper attempts to combine the previous investigation and research to divide the influencing factors of entrepreneurial ability, further refine the influencing levels on this basis, and condense 13 influencing factors of entrepreneurial ability. Construct the corresponding theoretical framework and use the empirical research method to demonstrate the 13 influencing factors in four dimensions to ensure the scientific and reasonable framework structure of the influencing factors of entrepreneurial ability so as to put forward targeted strategies for improving entrepreneurial ability (see Figure 1).
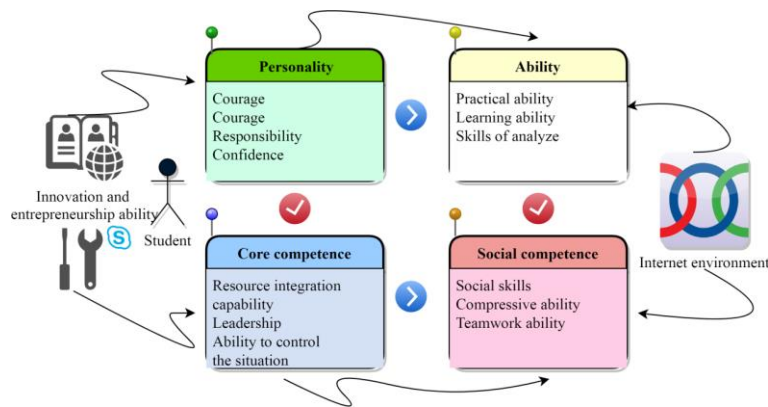

Figure 1: Structural model of innovation and entrepreneurship ability.

Entrepreneurial ability is an important factor for entrepreneurial success, and it has very practical guiding significance and application value to discuss the influencing factors of entrepreneurial ability. Because there are many external factors that affect the entrepreneurial ability of university students, it is difficult for a specific study to cover all aspects. The definition of core concepts, as well as the elaboration and induction of theories such as the individual influencing factors of entrepreneurial motivation, the global entrepreneurial observation organization model, the entrepreneurial environment model, and the four-dimensional entrepreneurial influencing factors, combined with the specific situation of domestic entrepreneurship. A theoretical model of the

influence of entrepreneurial motivation is established here (Figure 2). It is divided into two types: objective environmental factors and subjective individual factors. In the latter, achievement motivation and entrepreneurial ability are the most important factors influencing entrepreneurial motivation. Entrepreneurial education, entrepreneurial culture, and entrepreneurial policy in the environmental factors are the key external factors, and entrepreneurial motivation is divided into two types: internal and external entrepreneurial motivation.
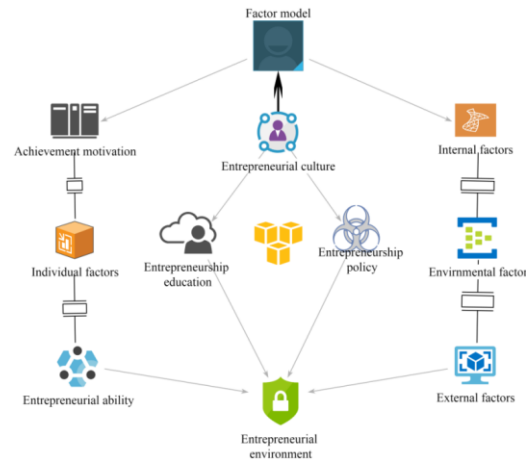

Figure 2: Theoretical model about the influence of entrepreneurial motivation.

Despite the rapid development of innovation and entrepreneurship, there are still many problems to be solved in the process of innovation and entrepreneurship based on "Intelligent CAD Plus." The concept of innovation and entrepreneurship is rather vague; the management of innovation funds and the construction of innovation and entrepreneurship courses still have some shortcomings, which become the influencing factors of innovation and entrepreneurship, and then the corresponding improvement measures are put forward, which play a very important role in the development of innovation and entrepreneurship.

4   MODEL ESTABLISHMENT

In terms of data collection, this study established a questionnaire with six dimensions and distributed the questionnaire online to full-time university students by means of a random sampling survey. The obtained data is organized into tables and quantitatively analyzed by constructing a structural equation model, trying to explore the main factors affecting innovation and entrepreneurship and promote the in-depth development of innovative development strategies in higher education. Stability refers to the magnitude of the fluctuation of the sample data above and below the average value. The smaller the volatility, the better the data stability. The data sample with good stability means that the measurement results of the sample data within a certain time and space range are less different. The higher the reliability of the sample, the closer the survey results are to reality. The measurement results of the tested target groups with subjective similarity have high similarity. SPSS software was used to test the reliability and validity of the questionnaire data. When the coefficient value is between 0.5 and 0.8, the reliability of the scale is high. 0.6 is selected as the minimum standard for qualified reliability. The overall value of the questionnaire is 0.677. The values of all items are shown in Table 1, which are basically higher than 0.6, indicating that there is internal consistency and stability among the items and that the questionnaire is reliable.

Cronbach a coefficient	CR	AVE	Ability Level	Educational Resources	Incentive support
0.726	0.911	–	–	–	–
0.974	0.667	0.959	–	–	–
0.675	0.858	0.918	–	–	–
0.651	0.524	0.549	–	–	–
0.953	0.815	0.512	–	–	–
0.691	0.868	0.751	0.846	–	–
0.683	0.989	0.725	0.954	–	–
0.69	0.577	0.614	0.808	0.853	–
0.529	0.965	0.5	0.559	0.669	–
0.826	0.504	0.73	0.818	0.867	0.709

Table 1: Reliability and validity test results.

The overall adaptation index is used to evaluate the external quality of the model, which indicates the degree of conformity between the whole model and the observation data. The final model described above is obtained by fitting and modifying the initial model. Then, we will test the proposed hypothesis so as to provide an empirical basis for this study and finally put forward targeted countermeasures and suggestions. The numerical summary of the model hypothesis test results is shown in Table 2 below.

Assumption	Variable relationship	Standard error	P value	Standardized Estimates
H1	Environment - Incentive Support	0.221	0.003	0.494
H2	Incentive Support - Educational Resources	0.463	0.008	0.257
H3	Educational Resources - Ability Levels	0.316	0.008	0.333
H4	Educational Resources - Learning	0.189	0.005	0.488
H5	Ability Level - Practice	0.749	0.004	0.208
H6	Learning-Practice	0.159	0.009	0.378

Table 2: Regression coefficient and significance of structural equation model.

It can be seen that the revised structural equation model of the influencing factors of innovation and entrepreneurship ability is reasonable and can be used to test the corresponding theoretical assumptions.

The maximum likelihood estimation of the model parameters is to select the parameter estimation value that can make the function value of the model reach the maximum value; that is to say, the parameters obtained through the estimation can reproduce the observed data of the sample with the maximum probability through the model.

$$\min \frac{1}{2}\|w\|^2 + C\sum_{i=1}^{n}\eta_1 \tag{1}$$

In the estimation of the logistic regression model, the independent variables can be continuous variables or discrete variables, and there is no need for the existence of multivariate normal distribution among the independent variables. When the sample size increases, the estimated value of the model parameters will gradually approach the true value of the system, which means that when the sample size is large enough, the standard error of the parameter estimation will be reduced correspondingly, that is, when the sample size is large, the parameter estimation will be approximately unbiased. In addition, with the increase in the sample size, the distribution of the parameter values of the maximum likelihood estimation will also approach the normal distribution.

$$K(\mathrm{t}) = \left[s(x^1,t),s(x^2,t),\cdots,s(x^n,t)\right]^{\mathrm{t}} \tag{2}$$

$$E = \sum_{i=1}^{m}E_i = \sum_{i=1}^{m}\frac{1}{2}(\alpha_i - \beta_i) \tag{3}$$

$$\log\frac{y=1}{y=0} = \frac{1}{n}\sum_{i=1}^{n}\log\frac{x_1}{x_0} \tag{4}$$

Where A represents the number of examples in the package and x_1 is the first example in the package, in this model, we calculate the arithmetic mean of the probabilities of the examples in the bag and use this to form the conditional probability of the bag label.

Although the principle of linear regression is also applicable to logistic regression models, we must recognize that linear regression and logistic regression are two completely different models. The relationship between a dependent variable and the independent variable in linear regression is linear, while the relationship between a dependent variable and the independent variable in a logistic regression model is nonlinear. However, under certain conditions, we can convert the nonlinear relationship into a linear relationship. In this paper, a new multi-example learning algorithm based on a regression model and aggregation function is proposed, which can fully reflect the standard multi-example learning hypothesis and make the objective function concave.

$$P(y_i = 1|x_i) = P\left[\xi_i \leq (\alpha + \beta x_i)\right] = F(\alpha + \beta x_i) \tag{5}$$

Where F is the cumulative distribution function of ξ_i.

Since we cannot directly observe the value of y_i, its measure cannot be determined by the logistic regression model. The standard logistic distribution has a mean of 0 and a variance of $\pi^2 \frac{1}{3}$. Such variance allows the cumulative distribution function to take a simpler form:

$$p(y_i = \frac{1}{x_i}) = p\left[\varpi_{ui} \leq (\alpha + \beta x_1)\right] = \frac{1}{e^{-\varepsilon}} \tag{6}$$

When ϖ_{ui} approaches negative infinity, the function value of the function approaches 0, that is:

$$p(y_i = 1|x_i) = \frac{1}{1 + e^{+\infty}} = 0 \tag{7}$$

When ϖ_{ui} approaches positive infinity, the function value of the function is:

$$p(y_i = 1 | x_i) = \frac{1}{1 + e^{-\infty}} = 1 \qquad (8)$$

Therefore, no matter what value ϖ_{ui} takes, the value of the logistic function is within the range of 0 to 1. Because of this property of the logistic function, the probability value estimated by the logistic model will not be less than 0 or greater than 0. In addition, the shape of the function is also suitable for studying probability problems.

In practice, the data collected are often multi-indicator, and each indicator is not independent of the others, and there is a certain degree of correlation between them. The purpose of factor analysis is to describe the covariance relationship among these variables through a few variables. It can reduce the dimension of a large number of original data, simplify the structure, and find out the best subset of the information of the multivariable system and various factors affecting the system for each variable among many factors. Here, we use the commonly used general Gaussian function expression as the radial basis function, and the formula is as follows:

$$r_{ij} = \frac{1}{n-1} \sum_{i=1}^{n} (A_k - B_{ki})(\overline{A_{kj}} - \overline{B_j}) \qquad (9)$$

Among them, $i, j = 1, 2, \cdots, n$.

Based on the above research results, an improved RBF neural network algorithm using factor analysis is proposed. The algorithm combines factor analysis and neural networks, uses factor analysis to reduce the dimension of the original data, and uses the processed data to design and train the network structure, which can reduce the training time to a certain extent and improve the prediction accuracy.

$$F(x) = \sum_{j=1}^{n} w_j \exp\left(\frac{1}{2\delta^2} \|x_i - c_j\|^2\right) \qquad (10)$$

In the formula, w_j is the weight from the hidden layer to the input layer, $i, j = 1, 2, \cdots, n$.

The neural network improved by factor analysis reduces the dimensions of samples and input data, which makes the structure of the neural network more concise and convenient to design and can improve the training time and operation speed of the network to a certain extent.

5 SURVEY ANALYSIS

One hundred eighty-nine valid questionnaires on the influencing factors of entrepreneurial ability were completed by means of network and field investigation. The 200 students surveyed were followed for 12 months. The survey found that the innovation of entrepreneurship is insufficient, there is a lack of professionalism, and there is a phenomenon of blind imitation. Some university students who choose to start a business believe that it is difficult to find employment, while others believe that there are government subsidies for starting a business. In fact, both of these perceptions are unwise, and the success rate will not be high. Many students report that they want to start a business for these two reasons. In fact, they have no grasp of understanding the essence of entrepreneurship at all, and the success of entrepreneurship does not depend on those factors. Regarding the validity of the scale items of the influencing factors of entrepreneurial motivation, when screening the survey items, the questionnaire design steps were strictly followed, and the predicted results were analyzed and screened. At the same time, the method of exploratory factor analysis is used to screen the prediction results again, and those project options with low influence and low factor variable load are excluded. Finally, a more reasonable

questionnaire on the factors influencing entrepreneurial motivation is formed, as shown in Figure 3.
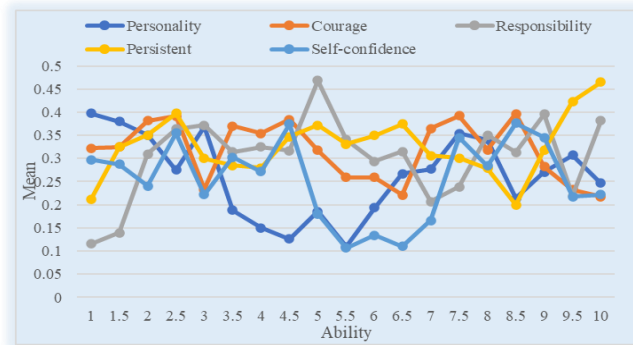

Figure 3: The innovation and entrepreneurship ability of university students and the mean difference ratio of the second dimension.

We adopt the commonly used principal component analysis method, perform orthogonal rotation with maximum variance analysis, and take the eigenvalue greater than one as the standard for common factor interception. As shown in Table 2 above, a total of five common factors meet the interception criteria, and the cumulative variance contribution rate reaches 70.38%, which is greater than 66%, indicating that these five common factors can effectively explain the research content. Entrepreneurial ability is a three-factor model, and the three factors include multiple internal indicators.
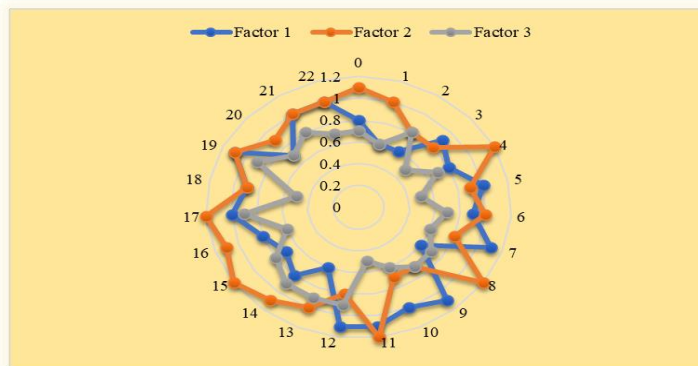

Figure 4: Factor component analysis.

According to the above analysis, the impact factor structure was obtained, and the construct validity of the questionnaire was constructed. We need to test the appropriateness and authenticity of the questionnaire's structural validity through the following confirmatory factor analysis. Through confirmatory factor analysis, we can not only obtain the path between factors but also use confirmatory factor analysis to reflect the degree of fit of the model of factors influencing entrepreneurial ability.

It can be seen from Figure 5 that each path coefficient is greater than 0.51. It shows that each measurement index has a high importance to its latent variables. All the indicators of the model are within the range of the test standard, the overall goodness of fit is good, the fit between the model and the data is high, and the scale has good structural validity.
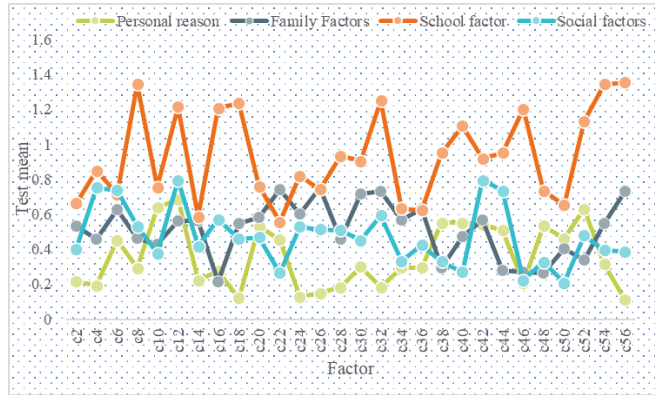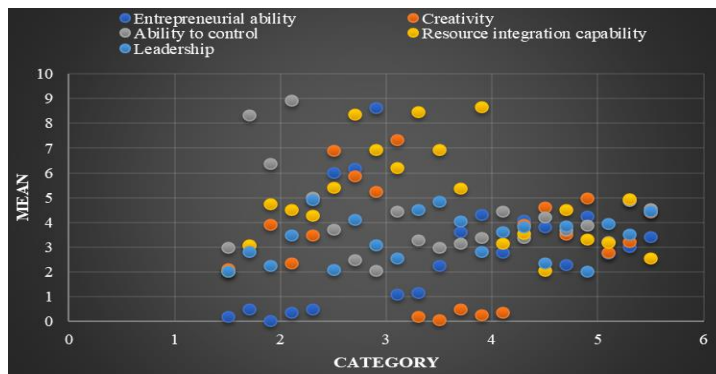
Figure 5: Confirmatory factor analysis.

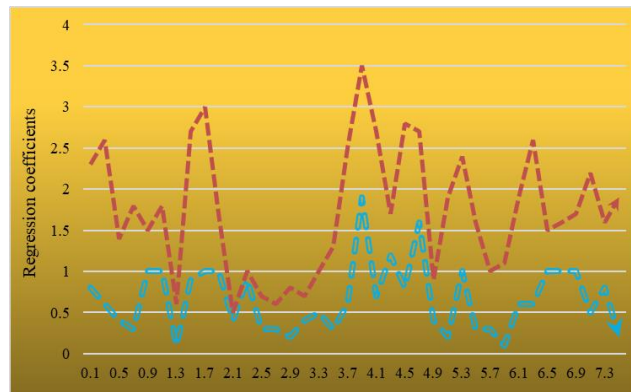**Figure 6:** Core entrepreneurial ability and its factor mean under its dimensions.

Figure 7: Regression coefficient analysis of internal factors.

From Figure 6, it can be seen that the core entrepreneurial ability of university students is at a lower middle level, with an overall average of 5.88. There are differences in each three-level capability dimension. The highest average score is "resource integration capability," and the lowest

average score is "innovation capability," with a difference of 1.10. Specifically, "resource integration ability" 6.35, "leadership ability" 4.98, "opportunity grasping ability" 7.11, and "innovation ability" 6.87.

From the regression coefficients in Figure 7, the two factors of entrepreneurship education and achievement motivation are the most important factors for the internal entrepreneurial motivation of university students. Education has a profound impact on the internal entrepreneurial motivation of university students.

6   ANALYSIS OF STRATEGIES FOR IMPROVING INNOVATION AND ENTREPRENEURSHIP ABILITY

While cultivating students' innovation and entrepreneurship practice, colleges and universities also pay more and more attention to the publicity of innovation and entrepreneurship spirit, create a strong atmosphere of innovation and entrepreneurship, and make students and teachers aware of the importance of innovation and entrepreneurship education. The analysis and implementation of the following aspects can not only help students acquire skills, help students who are willing to start a business better, but also help students find employment. Teach them how to flexibly use the knowledge they have learned to solve problems and teach students the vision and creative ability to seize opportunities so as to lay a good foundation for becoming entrepreneurs in the future.

In innovation and entrepreneurship teaching activities, students should be organized to reflect and review so as to understand the lessons of entrepreneurship failure in depth. Train students to be good at thinking and quick to find Cultivate the students' innovative consciousness of being the first, be good at using the personal relationships and social resources around them, strive to challenge themselves, and actively accept the practice and challenges of entrepreneurship-related projects in the course of university course learning

In the current Intelligent CAD environment, to organize students to participate in entrepreneurial education activities, teachers should stimulate the personal initiative factors of university students, carefully analyze the entrepreneurial intention of university students, and stimulate their entrepreneurial initiative. According to the knowledge and skills of students, they should develop their personal initiative.

We will intensify the publicity of the existing entrepreneurship support policies and encourage more students to participate in entrepreneurship. The government can continue to introduce or improve entrepreneurship policies to support entrepreneurship in the face of new difficulties.

7   CONCLUSIONS

Nowadays, the enrollment scale of university students continues to expand, the employment pressure of university students is greatly increased, and the environment for innovation and entrepreneurship in the market is becoming more and more severe. University students should have an understanding of the basic ideas and theoretical foundations of the theory of solving problems of invention, and let them know that innovation is governed by laws and scientific methods and theories so that they have innovative thinking and entrepreneurial motivation. Secondly, through the improvement of practical training, students' entrepreneurial awareness is cultivated. Finally, through the improvement of entrepreneurial competition, students' innovative and entrepreneurial ability is comprehensively investigated. All sectors of society should recognize the hidden opportunities under the Intelligent CAD background, encourage students to participate in entrepreneurship, stimulate students' entrepreneurial passion, let students start their own businesses wholeheartedly, and reduce the employment pressure in China.

8 ACKNOWLEDGEMENTS

Mengjun Wang, http://orcid.org/0009-0001-0985-9538
Long Wu, https://orcid.org/0009-0002-9680-1154
Tuanjie Liu, https://orcid.org/0009-0008-0176-886X

REFERENCES

[1] Bao, Z.; Teng, H.; Peng, J.: The Influencing Factors and Countermeasures of Innovation and Entrepreneurship Ability from the Perspective of College Students and Teachers, The Theory and Practice of Innovation and Entrepreneurship, 16(4), 2020, 042-069. https://doi.org/10.2991/mcei-17.2017.52
[2] Zhao, Y.; Management, S. O.: A Literature Review on the Research of Innovation and Entrepreneurship, The Theory and Practice of Innovation and Entrepreneurship, 89(3), 2018, 374. https://doi.org/10.1504/IJEIM.2011.040820
[3] Gou, Y.; Sun, M.: Study on the Strategy of Improving the Innovation and Entrepreneurship Ability of College Students Based on SWOT Analysis, Frontiers in Educational Research: Chinese and English editions, 33(1), 2021, 44-48. https://doi.org/10.54691/bcpssh.v16i.460
[4] Wang, C.; Zhu, W.; Zhu, T.: Research on the Countermeasures of Cultivating Innovation and Entrepreneurship Ability Under the Background of "Double First-class" Construction, The Theory and Practice of Innovation and Entrepreneurship, 23(5), 2018, 19. https://doi.org/10.4236/oalib.1107718
[5] Zhao, X. Q.; Zhang, W. W.; University, J. N.: The Present Situation of Innovation and Entrepreneurship of Music College Students in Siping Area and Analysis of Influencing Factors, Journal of Jiamusi Vocational Institute, 329(4), 2018, 49. https://doi.org/10.54097/ijeh.v4i3.1805
[6] Deng, Z.; Zhang, Q.; Zhang, Y.: Research on the Quality and Influencing Factors of Innovation and Entrepreneurship, Pioneering with Science & Technology Monthly, 238(23), 2017, 390. https://doi.org/10.1155/2022/7861631
[7] Lan, G. H.; Chen, Y. S.: Research on the evaluation of the ability of innovation and entrepreneurship under the background of "Intelligent CAD +, "Journal of Anhui University of Science and Technology (Social Science), 29(7), 2017, 38. https://doi.org/10.1145/3511716.3511769
[8] Wu, M.: Research on the Current Condition of the Innovation and Entrepreneurship Ability of Engineering College Students in Minority Areas, Journal of Baotou Vocational & Technical College, 18(3), 2021, 032. https://doi.org/10.4236/jss.2020.83027
[9] Chen, J. Q.; Education, M. O.; University, S.: Analysis on Influencing Factors of Innovation and Entrepreneurship Development of College Students in China, Journal of Technical Economics & Management, 11(6), 2017, 80-84. https://doi.org/10.2478/amns.2023.2.00063
[10] Zhang, X. L.; Song-Feng, L. I.; University, H. D.: The Research on the Will and Its Influencing Factors of the Intelligent CAD Innovation and Entrepreneurship of University Students in Hangzhou, Education Teaching Forum, 20(33), 2019, 38. https://doi.org/10.2991/meici-18.2018.255
[11] Han, J.: Study on the Influencing Factors and Strategies of Liberal Arts Innovation and Entrepreneurship Based on SWOT Theory, Educational Research, 11(5), 2021, 1148-1153. https://doi.org/10.2478/amns.2023.2.00063
[12] Ren, Q.: Construction of Multi-dimensional Dynamic Innovation and Entrepreneurship Platform for College Students Based on School Enterprise Cooperation, Journal of Xi'an

University (Natural Science Edition), 11(6), 2019, 80-84. https://doi.org/10.1007/978-3-031-05484-6_134

[13] Tang, Q.; Zhang, T.; School, B.: Research on the Influential Factors of Participation In Innovation And Entrepreneurship Courses, Jiangsu Commercial Forum, 20(1), 2018, 32. https://doi.org/10.1016/j.heliyon.2024.e24152

[14] Shang, X. L.; Bao, X. H.; University, S.: The Path Analysis of Innovation and Entrepreneurship Ability of College Students Based on the Perspective of University-enterprise Cooperation, Journal of Jiamusi Vocational Institute, 29(5), 2018, 2. https://doi.org/10.1155/2022/2659160

[15] Hong-Mei, M. A.; Hao, M. Z.; Economics, S. O.: The Cultivation and Promotion of Innovation and Entrepreneurship Ability of the College Students, Education Teaching Forum, 20(2) 2022, 42. https://doi.org/10.23977/aduhe.2023.051303

[16] Jing, K. Y.: Analysis on the Problems and Countermeasures of Employment and Entrepreneurship under the Background of Higher College Transformation, Journal of Hubei Correspondence University, 25(1), 2017, 5. https://doi.org/10.2478/amns.2023.2.00646

[17] Liang, Y. Z.; Yu, W.; University, G. T.: The Status and Optimization of Entrepreneurship Mode Intelligent CAD Plus Background, Education Teaching Forum, 36(5), 2017, 5.

[18] Sun, L.; Wei, L. I.: Research on the Education Mode of Entrepreneurship Guidance under the Background of "Intelligent CAD+", Journal of Huaihai Institute of Technology(Humanities & Social Sciences Edition), 288(10), 2019, 1. https://doi.org/10.1155/2022/9261023

[19] Wang, X.; Ma, X.: On the Status Quo of Employment and Entrepreneurship in the Era of "Intelligent CAD +" Big Data, Journal of Heihe University, 3(3), 2017, 229-233.

[20] Zhao, Z.; University, S.: Analysis on the Path of Innovation and Entrepreneurship in the Background of "Intelligent CAD +," Pioneering with Science & Technology Monthly, 49(4), 2019, 3.

[21] Yan, J.; Zhao, H.; Division, S. A.: An Analysis of Innovation and Entrepreneurship under the Background of Intelligent CAD Economy, Journal of Shenyang University (Social Science), 89(5), 2019, 299. https://doi.org/10.1088/1742-6596/1648/2/022085