

DEVELOPMENT OF A METHODOLOGICAL APPROACH TO RATING TO ASSESS THE ECONOMIC SECURITY OF INSTITUTIONS OF PROFESSIONAL PRE-HIGHER EDUCATION

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Abstract. The article is devoted to the development of a solution for creating a ranking of institutions of professional higher education. The purpose of the article is to develop a methodological approach to the rating of professional higher education institutions to assess their economic security. The research methodology involves the use of general scientific (induction and deduction, analysis and synthesis, comparison and generalization) and special (coefficient method, integral method, experiment) research methods. The developed methodological approach involves the calculation of the following indicators: indicators for assessing the academic environment of institutions of professional higher education; indicators of evaluation of partnerships with employers; indicators for assessing the formation of academic integrity among participants in the educational process; indicators for evaluating the implementation of non-formal education; indicators of evaluation of international cooperation; indicators of evaluation of content analysis of the official website; indicators of assessing the reputation in the external environment. The methodological approach involves the distribution of sources of information on the basis of which the calculation of indicators on the "open" (O) and "closed" (C). The obtained result will characterize the compliance of the institution of professional higher education with the proposed indicators, the level of success of participation in the ranking, prospects in the formation of the contingent of students who will ensure its economic security. The proposed methodological approach, on the one hand, allows the administration of the institution to identify challenges and anticipate threats that may affect their competitiveness and economic security, and, on the other - to inform all stakeholders about the economic security of higher education institutions to make appropriate decisions. In order to test the proposed methodological approach, the calculations of the integrated rating indicator were performed on the basis of the data of the Professional College of the KROK University, which showed a sufficient level. This is confirmed by the stability of the quantitative indicator of the contingent of educational institutions at all stages of its development, but to increase the level of competitiveness, it is necessary to pay attention to certain shortcomings that may reduce its economic security.

Keywords: institution of professional higher education; methodical approach; rating; threat; economic security.

JEL Classification: C43, C81, C83, I23

Formulas: 3; **fig.:** 1; **tabl.:** 16; **bibl.:** 10

Introduction. An important indicator of the competitiveness of educational institutions is the place they occupy in the rankings, as it is the focus on them in Ukraine has recently become an increasingly important factor in choosing educational institutions by students (or their parents or substitutes), who are the main sub objects that shape the demand for educational services.

Literature Review. The study of scientific papers showed that most of the attention was paid to the methodology of calculating ratings (Ilnytskyi D. & Sakharov V., 2011), university ratings and their dynamics (Kurbatov S., 2016; Rauhvargers A., 2022), as well as the impact of ratings on educational status. services (Tatarinov I. & Herasymov O., 2013; Shostak A., 2017; Radzihovskaiy Yu., 2016;

Mihus I., 2020). Unfortunately, in their works they studied only the rankings of universities. Institutions of professional higher education do not have their own rating today.

Aims. The purpose of the article is to develop a methodological approach to the rating of professional higher education institutions to assess their economic security.

Methods. The research methodology involves the use of general scientific (induction and deduction, analysis and synthesis, comparison and generalization) and special (coefficient method, integral method, experiment) research methods.

Results. Taking into account the need in the conditions of increasing competition to diagnose the state of ensuring the economic security of institutions of professional pre-higher education, we propose a methodical approach that provides for the creation of a rating of educational institutions of this level, participation in which can become a tool for timely identification of external and internal threats, will make it possible to effectively counteract them and prevent their impact in the future by diagnosing the condition. Comprehensive provision of economic security, taking into account the specifics of the activities of institutions of professional pre-higher education.

This methodical approach involves several stages:

- 1) assessment of the peculiarities of the functioning of institutions of professional pre-higher education from the standpoint of economic security;
- 2) study of sources of information and analytical support of economic security;
- 3) determination of indicators of assessment of the state of ensuring the economic security of the institution of professional pre-higher education (Fig. 1);
- 4) distribution of indicators to open and closed;
- 5) formation of an integral indicator for assessing the economic security of institutions of professional pre-higher education;
- 6) establishing the compliance of the integral indicator of the institution with professional pre-higher education with established criteria.

Assessment of the peculiarities of the functioning of institutions of professional pre-higher education from the standpoint of economic security is carried out in order to establish the position of a separate institution in the market of educational services.

The main indicators, the calculation of which is provided in accordance with the proposed methodology, are presented in Fig. 1.

Since some of the indicators are (or is envisaged by this method of its placement) in the public domain and will be made by the analytical center, the proposal for the creation of which at the Ministry of Education and Science is indicated in paragraph 3.2 of the dissertation, and the rest will be provided by the administration of institutions of professional pre-higher education to participate in the rating, we propose to divide them into two categories: open, which are conditionally denoted by the letter "O", and closed "C".

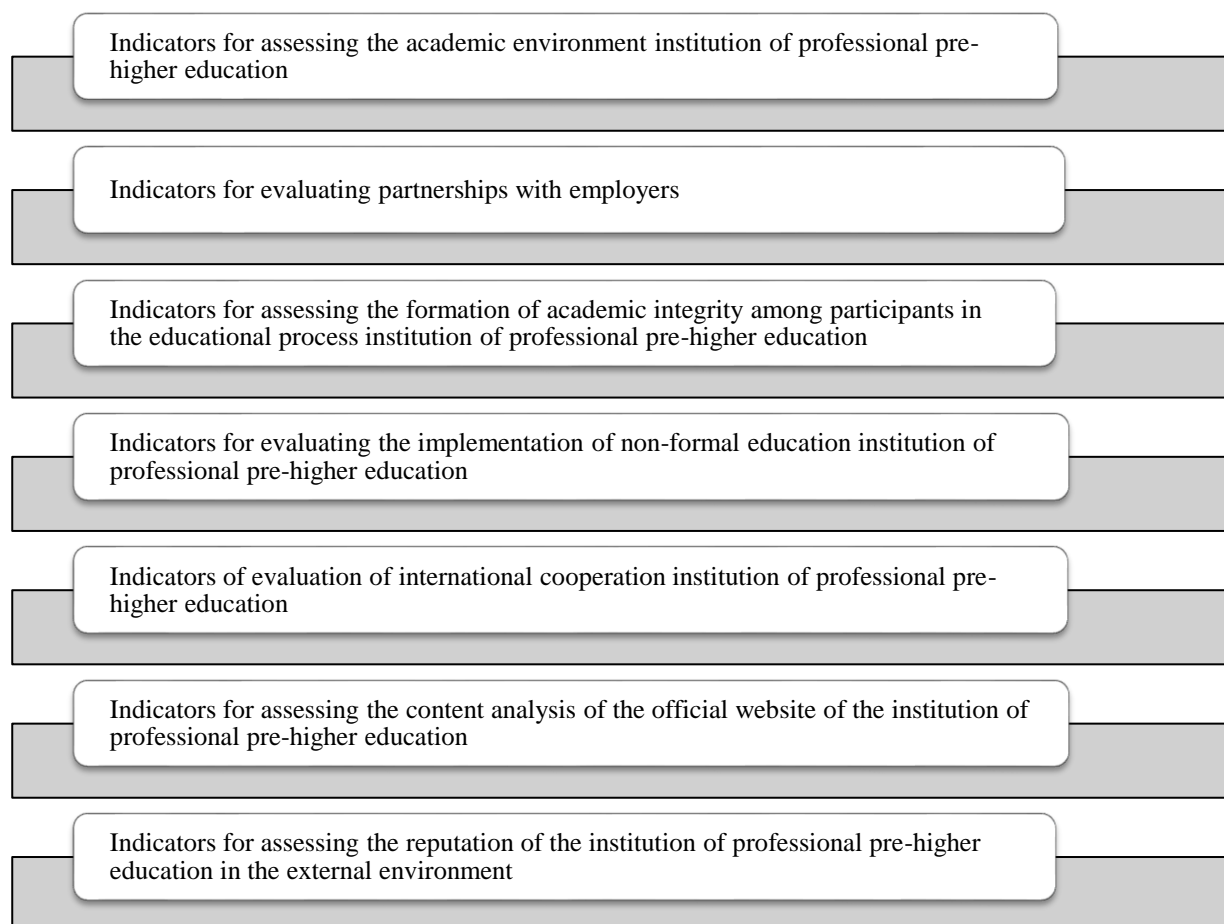


Figure 1. Indicators of assessment of ensuring economic security of the institution of professional pre-higher education

Source: developed by the author

Indicators of evaluation of the academic environment of institution of professional pre-higher education category "O" from the standpoint of economic security are given in Table. 1.

Table 1. Indicators of evaluation of the academic environment of institution of professional pre-higher education (O)

Indicators	Denomination	From 0 to 5
Number of proposed forms of education (full-time, part-time, distance, dual, workplace training)	K11	
Number of offered educational and professional programs, certified courses	K12	
Together	K1	

Source: developed by the author

Assessment of the indicator "The number of proposed forms of education" is proposed to be carried out in accordance with the number of forms of education that are presented among the proposed educational institutions.

The indicator "Number of offered educational and professional programs, certified courses" can be calculated according to the following criteria: availability of

4 programs / courses - 1 point; 5 programs/courses – 2 points; 6 programs/courses – 3 points; 7 programs/courses – 4 points; more than 7 programs/courses – 5 points.

Indicators of evaluation of the formation of academic integrity among the participants of the educational process of the ZFP category "O" from the standpoint of economic security are given in Table. 2.

Table 2. Indicators of evaluation of the formation of academic integrity among participants in the educational process of institution of professional pre-higher education (O)

Indicators	Denomination	No (0)	Yes (5)
Availability of regulations on academic integrity	K21		
The presence of the Code of Ethics/Conduct of Participants in the Educational Process	K22		
Together	K2		

Source: developed by the author

Indicators of evaluation of the implementation of non-formal education of ZFP category "O" from the point of economic security are given in Table. 3.

Table 3. Indicators of evaluation of the implementation of non-formal education of institution of professional pre-higher education (O)

Indicators	Denomination	No (0)	Yes (5)
Availability of the Regulations on Student Self-Government	K31		
The presence of youth, public associations, etc. among applicants for education	K32		
Together	K3	Together	

Source: developed by the author

Indicators of evaluation of content analysis of the official website of ZFP CATEGORY "O" from the point of economic security are given in Table. 4.

Table 4. Indicators of evaluation of content analysis of the official website (O)

Indicators	Denomination	No (0)	Yes (5)
General information about ZFP	K41		
Availability on the website of the Charter of the GFPO	K42		
Availability of regulations on the organization of the educational process	K43		
Information on the composition of governing bodies	K44		
Organizational information: structure of the educational institution	K45		
Fullness of all pages of the site	K46		
Relevance of news	K47		
Availability of information on the Supervisory Board	K48		
Publication of the annual report of the head	K49		
Availability of rules for admission to the GFPO for the current year	K410		
Availability of information on the schedule of classes	K411		
Availability of a schedule of the educational process	K412		
Presence of information on the activities of student self-government bodies	K413		
Together	K4		

Source: developed by the author

Indicators for assessing the reputation of ZFP In the external environment of category "O" from the point of economic security are given in Table. 5.

Table 5. Indicators for assessing the reputation of institution of professional pre-higher education in the external environment (O)

Indicator	Denomination	From 0 to 5
External expert assessment of the quality of academic programs provided by representatives of educational institutions belonging to one group	K51	
Assessment of the quality of education of graduates by employers	K52	
Evaluation by graduates of the quality of training	K53	
The ratio of the number of license places and applications for admission to the current academic year	K54	
Average score of the document on education of cepo enrolled in the current academic year	K55	
Together	K5	

Source: developed by the author

Indicators "External expert assessment of the quality of academic programs provided by representatives of educational institutions belonging to the same group", "Assessment of the quality of education of graduates by employers", "Assessment by graduates of the quality of training" are proposed to be made from the results of surveys, the organization proposed in paragraph 3.2 of the dissertation. It should be borne in mind that these indicators will be subjective.

The indicator "The ratio of the number of license places and applications for admission to the current academic year" is proposed to be calculated according to the following parameters: the amount of total competitive points in relation to the number of programs or the total number of license places - up to the total number of applications submitted. The rating by points is as follows: the ratio to 0.5 – 1 point, from 0.6 to 1 – 2 points, from 1.1 to 1.5 – 3 points, from 1.6 to 2 – 4 points, more than 2 – 5 points.

For calculations of the last indicator "Average score of the document on education of cephased by the institution of professional pre-higher education in the current academic year", taking into account the fact that that students with high scores in education are focused on admission to higher education institutions, we offer the following gradation: the average score of the education document is up to 6 points – we score 1 point, the average score is from 6.1 to 7 – 2 points, the average score is from 7.1 to 8 – 3 points, average score from 8.1 to 9 – 4 points, average score above 9 – 5 points.

Indicators of evaluation of the academic environment of institution of professional pre-higher education category "C" from the standpoint of economic security are given in Table 6.

For the calculations of the indicator "Staffing meets the licensing requirements for all specialties from which licenses are obtained", we propose to take as a basis the methodology specified in the draft "Regulations on accreditation of educational and professional programs for which the training of applicants for professional pre-higher education is carried out" [15], expanding the ball system. items: "corresponds" – 75% or more of the maximum possible amount of points according to the criterion; "corresponds conditionally" – 50% or more (up to 74.5% inclusive) of the maximum

possible amount of points by criterion; "does not correspond" – less than 50% of the maximum possible amount of points by criterion. We offer the following distribution of points: staffing meets the requirements of less than 50% - 1 point; from 51% to 60% - 2 points; from 61% to 70% - 3 points; from 71% to 74% - 4 points; more than 75% - 5 points.

Table 6. Indicators of evaluation of the academic environment of institution of professional pre-higher education (C)

Indicators	Denomination	From 0 to 5	
Staffing meets the licensing requirements for all specialties from which licenses are obtained	K11		
The ratio of graduates who received diplomas with honors and high scores to the total number of graduates	K12		
Practice-oriented educational and professional programs	K13		
The ratio of the number of students who entered the FPPE and how many of them graduated	K14		
FFP spending on maintaining academic infrastructure (libraries, computer equipment, etc.) per student	K15		
ZFP spending on supporting general infrastructure (sports, career services, medical infrastructure, etc.) per student	K16		
		No (0)	Yes (5)
The ratio of the number of students to the number of teachers	K17		
		Degree of engagement (from 0 to 5)	
Involvement of student self-government bodies in the process of periodic review of the educational and professional program and other procedures for ensuring its quality as partners	K8		
Together	K1		

Source: developed by the author

The ratio of graduates who received diplomas with honors and high scores to the total number of graduates is proposed to be assessed according to the following criteria: if the ratio is up to 7%, we charge 1 point; from 8% to 10% - 2 points; from 11% to 13% - 3 points; from 14% to 16% - 4 points; if the indicator is more than 16% - 5 points.

The indicator "Practice orientation of educational and professional programs" is calculated through the ratio of educational components of curricula: the sum of hours of practical classes and all types of practice to the sum of hours of lecture classes, independent work. The basis is taken by the average indicator for the educational institution. Although it should be noted that there is a significant difference in the training of professional junior bachelors in various specialties, therefore, in the future, in order to improve the rating system, it is necessary to consider the need to create ratings of educational institutions by group. At this stage, we offer the following criteria for assessing this indicator: the ratio is up to 15% - 1 point; from 16% to 20% - 2 points; from 21% to 25% - 3 points; from 26% to 30% - 4 points; more than 30% - 5 points.

The distribution of points in assessing the indicator "The ratio of the number of students who entered the FPGE and how many of them graduated" is proposed to be performed according to the following parameters: the ratio is up to 70% of the

number of entrants - 1 point; from 71% to 75% – 2 points; from 76% to 80% – 3 points; from 81% to 85% – 4 points; more than 85% - 5 points.

Financial indicators "Expenses of institution of professional pre-higher education to support academic infrastructure (libraries, computer equipment, etc.) per student" and "ZFP spending on supporting general infrastructure (sports, career services, medical infrastructure, etc.) per student", in our opinion, should be presented as the amount of expenditures on these categories of expenses from general and special funds, and the transfer to points should be regulated every year depending on the overall indicators in the country.

Since the standards for the ratio of the number of students to the number of teachers depend on educational and professional programs and differ in their coefficients, this indicator is proposed to be calculated as a "discrepancy" - 0 points and "compliance" - 5 points with regulatory requirements.

The indicator "Involvement of student self-government bodies in the process of periodic review of the educational and professional program and other procedures for ensuring its quality as partners" is estimated by the degree of involvement and consideration of the wishes of education applicants: attracting and taking into account wishes is less than 50% - 1 point; from 51% to 60% – 2 points; from 61% to 70% – 3 points; from 71% to 74% – 4 points; more than 75% – 5 points.

Indicators of evaluation of partnerships of institution of professional pre-higher education with employers of category "C" from the point of economic security are given in Table 7.

Table 7. Indicators for assessing GFPO partnerships with employers (C)

Indicators	Denomination	From 0 to 5	
Availability of memorandums/agreements on cooperation with enterprises, institutions, etc.	K21		
Availability of agreements on practice bases	K22		
Holding joint events with employers (projects, conferences, trainings, etc.)	K23		
		No (0)	Yes (5)
Passing by pedagogical workers of advanced training and internship at enterprises, institutions, etc.	K24		
Availability of orders from employers for the training of specialists	K25		
The practice of collecting, analyzing and taking into account information on the career path of graduates	K26		
		Degree of engagement, compliance (from 0 to 5)	
Involvement of employers in teaching professional disciplines	K27		
Involvement of employers in the state certification	K28		
Involvement of employers in the process of periodic review of the educational and professional program or certified course as partners	K29		
Compliance of the proposed educational and professional programs, certified courses with the needs of the region	K210		
Together	K2		

Source: developed by the author

We believe that the indicators "Availability of memorandums / agreements on cooperation with enterprises, institutions, etc." and "Availability of agreements on the

bases of practice" should be calculated on the basis of providing these documents with all educational and professional programs certified courses of the institution of professional pre-higher education. Accordingly, points are distributed: less than 50% of licensed educational and professional programs, certified courses are provided with existing memorandums / cooperation agreements and agreements on practice bases - 1 point; from 51% to 60% - 2 points; from 61% to 70% - 3 points; from 71% to 74% - 4 points; more than 75% - 5 points.

To assess the indicator "Conducting joint events with employers (projects, conferences, trainings, etc.)" we propose to take into account the frequency of such events: the absence of such events – 0 points; one event during the academic year – 1 point; one event during the semester – 2 points; quarterly holding – 3 points; two events per month – 4 points; more than two – 5 points.

The degree of involvement of employers in the teaching of professional disciplines, state certification, the process of periodic review of the educational and professional program, the certified course as partners is determined in accordance with the number of such programs / courses: the lack of participation of employers in these processes is 0 points; involvement in less than 60% of licensed educational and professional programs or certified courses – 1 point; from 61% to 70% of educational and professional programs / certified courses receive support for these indicators from employers – 2 points; from 71% to 80% – 3 points; from 81% to 90% – 4 points; more than 90% – 5 points.

The indicator "Compliance of the proposed educational and professional programs, certified courses with the needs of the region" should be based on the data of regional employment centers and in cooperation with them. We offer the assessment of this indicator according to the following parameters: the training of staffing meets the needs of the region less than 50% - 1 point; from 51% to 60% - 2 points; from 61% to 70% - 3 points; from 71% to 74% - 4 points; more than 75% - 5 points.

Indicators of evaluation of the formation of academic integrity among the participants of the educational process of institution of professional pre-higher education category "C" from the standpoint of economic security are given in Table 8.

Table 8. Indicators of evaluation of the formation of academic integrity among participants in the educational process of institution of professional pre-higher education (C)

Indicators	Denomination	No (0)	Yes (5)
Foresight in the employment agreement and in the contract on liability training regarding violations of the Regulations on Academic Integrity, the Code of Ethics / Conduct of Participants in the Educational Process	K31		
Organization of systematic work on the formation of academic integrity among participants in the educational process	K32		
Together	K3		

Source: developed by the author

Indicators of evaluation of the implementation of non-formal education of ZFP category "C" from the point of economic security are given in Table 9.

Table 9. Indicators of evaluation of the implementation of non-formal education of institution of professional pre-higher education (C)

Indicators	Denomination	No (0)	Yes (5)
The presence of a program to encourage applicants for education to socially useful activities	K41	Degree of engagement (from 0 to 5)	
Involvement of education applicants in project activities aimed at the formation of soft skills	K42		
Together	K4	Together	

Source: developed by the author

The degree of involvement of applicants for education in project activities aimed at the formation of soft skills can be determined by the ratio of the total contingent of the institution of professional pre-higher education to the number of applicants for education who took part in the events that were held within the framework of the implementation of the non-formal education program. Points are divided according to the following indicators: the involvement of applicants for education is less than 30% of the total number of contingent - 1 point; from 31% to 40% - 2 points; from 41% to 50% - 3 points; from 51% to 60% - 4 points; more than 60% - 5 points.

Indicators of evaluation of international cooperation of institution of professional pre-higher education category "C" from the standpoint of economic security are given in Table 10.

Table 10. Indicators of evaluation of international cooperation of institution of professional pre-higher education

Indicators	Denomination	From 0 to 5
Availability of foreign partners	K51	
Participation in grant programs	K52	
Participation of participants of the educational process in international conferences, projects, etc.	K53	
Together	K5	

Source: developed by the author

Indicators of this category are proposed to be evaluated in accordance with the number of available facts of the institution's activities of professional pre-higher education in this direction: one fact – 1 point; five or more, respectively, five points.

According to the results of the survey of applicants for education, their parents, scientific and pedagogical workers of institutions of professional pre-higher education, employers, which are presented in paragraph 2.2 of the dissertation, each of the above indicators (Fig. 2). 3.3) was assigned a share depending on the position in the rating of criteria and, accordingly, on the impact on the state of comprehensive ensuring the economic security of the institution of professional pre-higher education. Since the indicators are divided into "open" (O) and "closed" (C), which affected the order of indicators, then the specific weight is presented in accordance with this distribution.

The share of rating indicators of institutions of professional pre-higher education from open sources (O) is given in Table 11.

Table 11. Share of indicators of rating of institutions of professional pre-higher education from open sources (O)

	Metric Name	Specific gravity
K1	Indicators of evaluation of the academic environment of the GFPO	0,25
K2	Indicators of evaluation of the formation of academic integrity among the participants of the educational process of ZFP	0,05
K3	Indicators of evaluation of the implementation of non-formal education of ZFP	0,2
K4	Indicators for evaluating the content analysis of the official website of the GFPO	0,3
K5	Indicators for assessing the reputation of GFPO in the external environment	0,2
K	Integral indicator of assessment of the state of comprehensive ensuring of economic security of a higher education institution	1,0

Source: developed by the author

The share of rating indicators of institutions of professional pre-higher education from closed sources (C) is given in Table 12.

Table 12. Share of rating indicators of institutions of professional pre-higher education from closed sources (C)

	Metric Name	Specific gravity
K1	Indicators of evaluation of the academic environment of the institutions of professional pre-higher education	0,25
K2	Indicators for assessing partnerships with employers	0,15
K3	Indicators of evaluation of the formation of academic integrity among the participants of the educational process of ZFP	0,05
K4	Indicators of evaluation of the implementation of non-formal education of institutions of professional pre-higher education	0,2
K5	Indicators of evaluation of international cooperation of institutions of professional pre-higher education	0,35
K	Integral indicator of assessment of the state of comprehensive ensuring of economic security of a higher education institution	1,0

Source: developed by the author

Since the proposed methodology provides for the division of indicators into "open" (O) and "closed" (C), when calculating, we consider it expedient to give 0.6 specific gravity from the whole, "closed" - 0.4 specific gravity from the whole, since they may not be correct enough. Calculation of the integral indicator of the state of conformity of the institution of professional pre-higher education to certain indicators is proposed to be carried out according to the formulas:

$$K = 0.6K^O + 0.4K^C \quad (1)$$

where K is an integral indicator of assessing the state of conformity of the institution of professional pre-higher education to certain indicators;

$$K^O = \sum K_i^O \cdot \Pi_i^O \quad (2)$$

where K^O – integral indicator of "open" evaluation criteria; K_i^O – indicators of evaluation of "open" evaluation criteria; Π_i^O - the specific weight of each indicator;

$$K^C = \sum K_i^C \cdot \Pi_i^C \quad (3)$$

where K_i^C – integral indicator of "closed" evaluation criteria; Π_i^C – indicators of evaluation of "closed" evaluation criteria; K^C - the specific weight of each indicator.

The result will be characterized by the criteria given in Table 12, compliance of the institution with professional pre-higher education with the proposed indicators,

the level of success of participation in the rating, the prospects in the formation of a contingent of applicants for education, which will provide it with economic security.

The eligibility criteria are calculated according to the basic integral indicators, taking into account the specific weight specified in formula 1. The basic integral indicators according to the "open" criteria are given in Table 13.

Table 13. Basic integral indicators according to "open" criteria

	1 point	2 points	3 points	4 points	5 points
K_i^0	3,54	7,08	10,62	14,16	17,7

The basic integral indicators according to the "closed" criteria are given in Table 14.

Table 14. Basic integral indicators according to "closed" criteria

	1 point	2 points	3 points	4 points	5 points
K_i^c	2,02	4,04	6,2	8,08	10,1

The total amount of basic integral indicators by "open" and "closed" criteria is given in Table 15.

Table 15. The total amount of basic integral indicators

	1 point	2 points	3 points	4 points	5 points
K_i	5,56	11,12	16,82	22,24	27,8

Based on the basic integral indicators, we formulate the criteria for the institution's compliance with professional pre-higher education with the proposed indicators.

Table 16. Criteria for compliance of the institution with professional pre-higher education with the proposed indicators

Rank	Characteristic	Mark
And	The state of conformity of the institution of professional pre-higher education is high, which can provide it with economic security and development.	22,25-27,8
Would	The state of conformity of the institution of professional pre-higher education is sufficient, but there are certain shortcomings that can reduce the level of its economic security.	16,83-22,24
Into	The state of conformity of the institution of professional pre-higher education is average, but there are trends in its deterioration that may threaten its economic security.	11,13-16,82
G	The state of conformity of the institution of professional pre-higher education is low, there are rapid trends to its deterioration, which can have serious threats to its economic security.	5,57-11,12
Etc	The state of conformity of the institution of professional pre-higher education at the level of survival	up to 5.56

Source: developed by the author

Discussion. In order to test the proposed method, we will calculate the integral indicator on the basis of the activities of the Professional College of the KROK University, which are presented in the annexes.

$$K^0 = \sum K_i^0 \cdot \Pi_i^0 = 8 \cdot 0,25 + 10 \cdot 0,05 + 10 \cdot 0,2 + 45 \cdot 0,3 + 16 \cdot 0,2 = 21,2$$

$$K^c = \sum K_i^c \cdot \Pi_i^c = 25 \cdot 0,25 + 28 \cdot 0,15 + 8 \cdot 0,05 + 9 \cdot 0,2 + 9 \cdot 0,35 = 15,8$$

$$K = 0.6 + 0.4 = 0.6 \cdot 21.2 + 0.4 \cdot 15.8 = 19.4 K^0 K^c$$

Thus, the state of compliance of the Professional College of the KROK University with the proposed indicators is sufficient. This is confirmed by the stability of the quantitative indicator of the contingent of the educational institution at all stages of its development. But in order to increase the level of competitiveness, given the fact that this institution is a private form of ownership, and this forms certain challenges, one should pay attention to certain shortcomings that may reduce the level of its economic security.

Conducting an analysis of the results obtained according to this methodology, taking into account the fact that the proposed indicators are based on both the experience of the leading countries of the world, the opinion of experts, and the priorities formulated by potential consumers of educational services, the administration of the educational institution will be able to timely identify challenges and anticipate threats that may affect the competitiveness of *educational entities (business entities conducting educational activities) and their activities*. economic security.

Conclusions. Based on the results of the study, the following conclusions can be drawn:

1. The developed methodological approach involves the calculation of the following indicators: indicators for assessing the academic environment of institutions of professional higher education; indicators of evaluation of partnerships with employers; indicators for assessing the formation of academic integrity among participants in the educational process; indicators for evaluating the implementation of non-formal education; indicators of evaluation of international cooperation; indicators of evaluation of content analysis of the official website; indicators of assessing the reputation in the external environment.

2. The methodological approach involves the distribution of sources of information on the basis of which the calculation of indicators on the "open" (O) and "closed" (C). The obtained result will characterize the compliance of the institution of professional higher education with the proposed indicators, the level of success of participation in the ranking, prospects in the formation of the contingent of students who will ensure its economic security.

3. The proposed methodological approach, on the one hand, allows the administration of the institution to identify challenges and anticipate threats that may affect their competitiveness and economic security, and, on the other - to inform all stakeholders about the economic security of higher education institutions to make appropriate decisions.

4. In order to test the proposed methodological approach, the calculations of the integrated rating indicator were performed on the basis of the data of the Professional College of the KROK University, which showed a sufficient level. This is confirmed by the stability of the quantitative indicator of the contingent of educational institutions at all stages of its development, but to increase the level of competitiveness, it is necessary to pay attention to certain shortcomings that may reduce its economic security.

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