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# Labor Market Analysis

## Commercial Music



Prepared by Central Valley/Mother Lode Center of Excellence



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**COVID-19 Statement:** This report includes employment projection data by Lightcast. Lightcast’s projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

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# Summary

The Central Valley/Mother Lode Center of Excellence developed this report for Porterville College to determine whether there is demand in the local labor market that is not being met by the supply from postsecondary programs. This report summarizes labor market demand, wages, skills, and postsecondary supply for *Commercial Music*, which includes:

- Musicians and Singers (SOC 27-2042)
- Audio and Video Technicians (SOC 27-4011)

## Key Findings

- **Occupational Demand** — Occupations related to *Commercial Music* have a labor market demand of 102 annual job openings in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. Between 2021 and 2026, musicians and singers are projected to have the most demand with 66 annual job openings and are projected to grow by 10%.
- **Wages** — Average entry-level earnings of \$19.02/hour for *Commercial Music* occupations are higher than the living wage in the SCV/SML subregion, which is \$11.91/hour for a single adult.<sup>1</sup> Audio and video technicians earn the highest entry-level wage, \$19.51/hour.
- **Employers and Occupational Titles** — Employers in the SCV/SML subregion include Gig Life, Mistras Group, and Internal Revenue Service. The most common occupational title in job postings in the subregion is audio and video technicians. The most common job title is pianists/accompanists.
- **Skills and Certifications** — The top baseline skill is communication, the top specialized skill is musical accompaniment, and the top software skill is business software. The most in-demand certification is a CompTIA A+.
- **Education** — No formal educational credential is typically required for musicians and singers. A postsecondary nondegree award is typically required for audio and video technicians.
- **Supply and Demand Analysis** — Based on 102 annual openings (i.e., demand) and 28 postsecondary degrees awarded (i.e., supply), an analysis of supply and demand suggests there is an undersupply of 74 workers in the SCV/SML subregion. In the CVML region, 35 awards were conferred suggesting an undersupply of 120 workers.

## Recommendation

Based on a comparison of demand and supply, there is an undersupply of trained workers in the SCV/SML subregion and the CVML region. The Center of Excellence recommends that Porterville College work with the regional directors, the college's advisory board, and local industry in the development of programs to address the shortage of *Commercial Music* workers.

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<sup>1</sup> The term "living wage" in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center's California Family Needs Calculator for each county in the subregion: <https://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

# Introduction

The Central Valley/Mother Lode Center of Excellence developed this report to provide Porterville College with labor market information for *Commercial Music*. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) subregion, but regional demand and supply data has been included for broader applicability and use. Analysis of the program and occupational data related to *Commercial Music* is included in the report. The Standard Occupational Classification (SOC) System codes and occupational titles used in this report from the Bureau of Labor Statistics and O\*NET Online are shown below.

## **Musicians and Singers (SOC 27-2042)**

- **Job Description:** Play one or more musical instruments or sing. May perform on stage, for broadcasting, or for sound or video recording.
- **Knowledge:** Fine Arts, English Language
- **Skills:** Speaking, Active Listening, Monitoring, Reading Comprehension, Social Perceptiveness

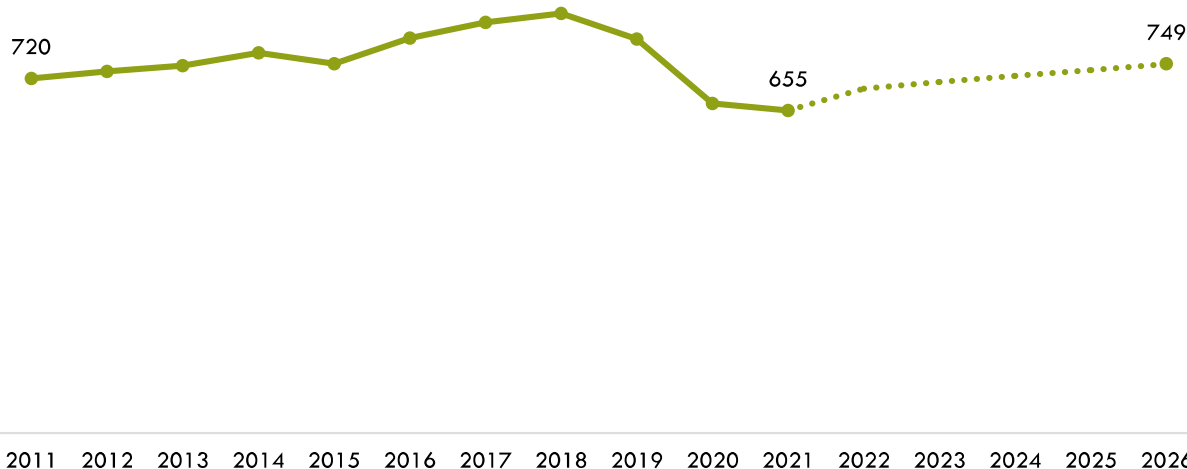
## **Audio and Video Technicians (SOC 27-4011)**

- **Job Description:** Set up, maintain, and dismantle audio and video equipment, such as microphones, sound speakers, connecting wires and cables, sound and mixing boards, video cameras, video monitors and servers, and related electronic equipment for live or recorded events, such as concerts, meetings, conventions, presentations, podcasts, news conferences, and sporting events.
- **Knowledge:** Customers and Electronics, Communications and Media, English Language, Telecommunications, Fine Arts
- **Skills:** Monitoring, Critical Thinking, Operations Monitoring, Reading Comprehension, Complex Problem Solving

# Employment

Exhibit 1a shows trends for *Commercial Music* in the SCV/SML subregion. Between 2011 to 2026, the number of jobs for occupations related to *Commercial Music* is projected to increase by 94, growing by 14%.

**Exhibit 1a. Historical employment and projected occupational demand for occupations related to *Commercial Music* in the SCV/SML subregion, 2011-2026**



Occupations related to *Commercial Music* in the SCV/SML subregion employed 655 workers in 2021 (Exhibit 1b). Musicians and singers are projected to increase by 10% over the next five years and have projected annual openings of 66.

**Exhibit 1b. Current employment and projected occupational demand for occupations related to *Commercial Music* in the SCV/SML subregion, 2021-2026**

Occupation	2021 Jobs	2026 Jobs	5-Year Change	5-Year % Change	Annual Openings
Musicians and Singers	419	459	40	10%	66
Audio and Video Technicians	236	290	54	23%	36
<b>TOTAL</b>	<b>655</b>	<b>749</b>	<b>94</b>	<b>14%</b>	<b>102</b>

# Wages

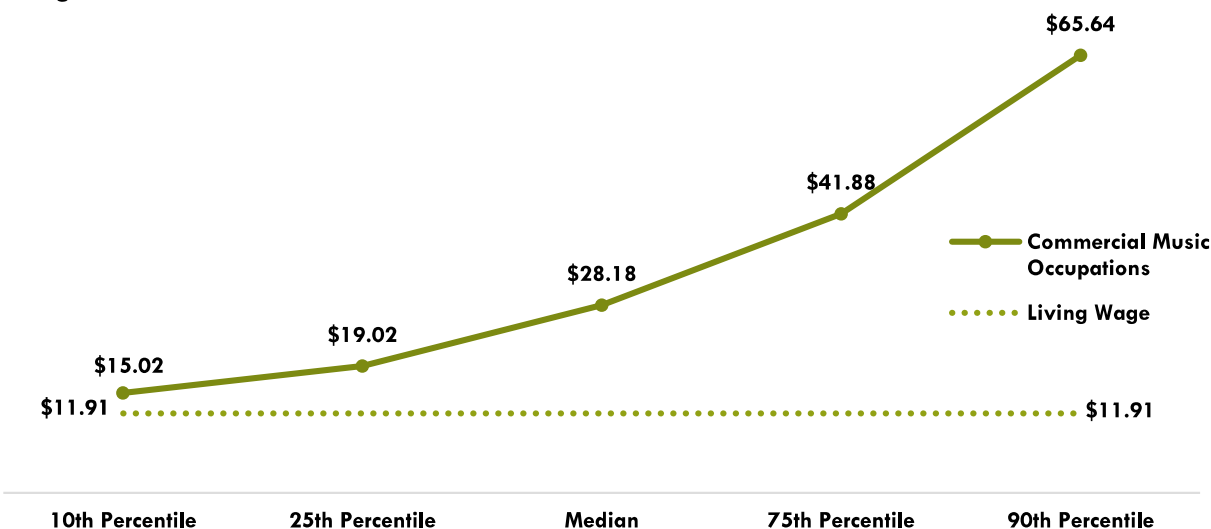
The average living wage for a single adult in the SCV/SML subregion is \$11.91/hour.<sup>2</sup> Exhibit 2a shows the entry-hourly wages for audio and video technicians, an occupation related to *Commercial Music*, which has an entry-level wage of \$19.51/hour.<sup>3</sup>

**Exhibit 2a. Hourly wages for occupations related to *Commercial Music* in the SCV/SML subregion**

Occupation	25 <sup>th</sup> Percentile Hourly Earnings	Median Hourly Earnings	75 <sup>th</sup> Percentile Hourly Earnings
Audio and Video Technicians	\$19.51	\$22.67	\$29.04
Musicians and Singers	\$18.53	\$33.68	\$54.71

Exhibit 2b shows the average hourly wages for *Commercial Music* occupations; the average entry-level wage is more than the living wage for the SCV/SML subregion.

**Exhibit 2b. Average hourly wages for occupations related to *Commercial Music* in the SCV/SML subregion**



<sup>2</sup> The term “living wage” in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center’s California Family Needs Calculator for each county in the subregion: <https://insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california/>.

<sup>3</sup> Note: 10<sup>th</sup> and 25<sup>th</sup> percentiles are considered entry-level wages while 75<sup>th</sup> and 90<sup>th</sup> are considered experienced wages, which may be obtained through long-term employment or extra training, etc.

# Job Postings

There were 50 unique job postings for occupations related to *Commercial Music* in the SCV/SML subregion from December 2022 to May 2023.<sup>4</sup>

## Top Employers

The top employers with the most job postings are listed in Exhibit 3. The top employers in online job postings were Gig Life, Mistras Group, and Internal Revenue Service.

### Exhibit 3. Top employers of *Commercial Music* in job postings

Employer
Gig Life
Mistras Group
Internal Revenue Service
Ntm Productions
CIT
Anistar
Bridgetown Consulting Group
Fieldlink
Willis Towers Watson
Quality Technology Solutions

## Top Occupational Titles

Exhibit 4 shows the O\*NET OnLine occupational titles for *Commercial Music* in the SCV/SML subregion. Common job titles in postings include: Pianists/Accompanists, Audiovisual Technicians, and Audiovisual Specialists.

### Exhibit 4. Top occupational titles in job postings for *Commercial Music*

Occupational Title
Audio and Video Technicians
Musicians and Singers

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<sup>4</sup> Other than occupational titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.

## Salaries

Exhibit 5 shows the “Market Salaries” for *Commercial Music*. These are calculated by Lightcast using a machine learning model built from millions of job postings every year. This accounts for adjustments based on location, industry, skills, experience, education, among other variables.

**Exhibit 5. Market salaries for Commercial Music**

Market Salary	Job Postings
\$43,000-\$48,999	9
\$49,000-\$54,999	9
\$55,000-\$60,999	4
\$31,000-\$36,999	3
\$61,000-\$66,999	2

## Education

Of the 50 unique job postings, 53 listed a preferred or minimum educational requirement for the position being filled. Among those, 43% requested a high school diploma or GED, 28% requested a bachelor’s degree, and 17% requested a master’s degree (Exhibit 6).

**Exhibit 6. Education levels requested in job postings for Commercial Music**

Education Level	Job Postings	% of Job Postings
High school or GED	23	43%
Bachelor's degree	15	28%
Master's degree	9	17%
Associate degree	6	11%

## Baseline, Specialized, and Software Skills

Exhibit 7 depicts the top baseline, specialized, and software skills in job postings. The most important baseline skill is communication. The most important specialized skill is musical accompaniment. The most important software skill is business software.

**Exhibit 7. In-demand baseline, specialized, and software skills for Commercial Music in job postings**

Baseline Skills	Specialized Skills	Software Skills
Communications	Musical Accompaniment	Business Software
Customer Service	Piano	Spreadsheets
Writing	Choral Music	Microsoft Office
Verbal Communication Skills	Sight Reading	AutoCAD
Cultural Responsiveness	Music Theory	Adobe Creative Suite



## Certifications

Of the 50 job postings, there were 28 certifications listed. Among those, 11% indicated a need for a CompTIA A+. The next top certification is CompTIA Network+ (Exhibit 8).

**Exhibit 8. Top Commercial Music certifications requested in job postings**

Certifications	% of Job Postings
CompTIA A+	11%
CompTIA Network+	11%
10-Hour OSHA General Industry Card	7%
Aerial Lift Certification	4%
NICET Certification (National Institute for Certification In Engineering Technologies)	4%

## Education, Work Experience, & Training

No formal educational credential is typically required for musicians and singers. A postsecondary nondegree award is typically required for audio and video technicians (Exhibit 9).

**Exhibit 9. Education, work experience, training, and Current Population Survey results for occupations related to Commercial Music<sup>5</sup>**

Occupation	Typical Entry-level Education	Work Experience Required	Typical On-The-Job Training	CPS
Musicians and Singers	No formal educational credential	None	Long-term	27.9%
Audio and Video Technicians	Postsecondary nondegree award	None	Short-term	36.9%

<sup>5</sup> "Labor Force Statistics from the Current Population Survey," Bureau of Labor Statistics, <https://www.bls.gov/cps/>.

# Supply

An analysis of program data from the Integrated Postsecondary Education Data System (IPEDS) for the last three program years shows that, on average, 28 awards were conferred in the SCV/SML subregion (Exhibits 10 and 11).

## Exhibit 10. TOP and CIP codes for Commercial Music

TOP Titles	CIP Titles
1005.00 - Commercial Music	10.0203 - Recording Arts Technology/Technician
	50.0913 - Music Technology
	50.1003 - Music Management

## Exhibit 11. Postsecondary supply for Commercial Music

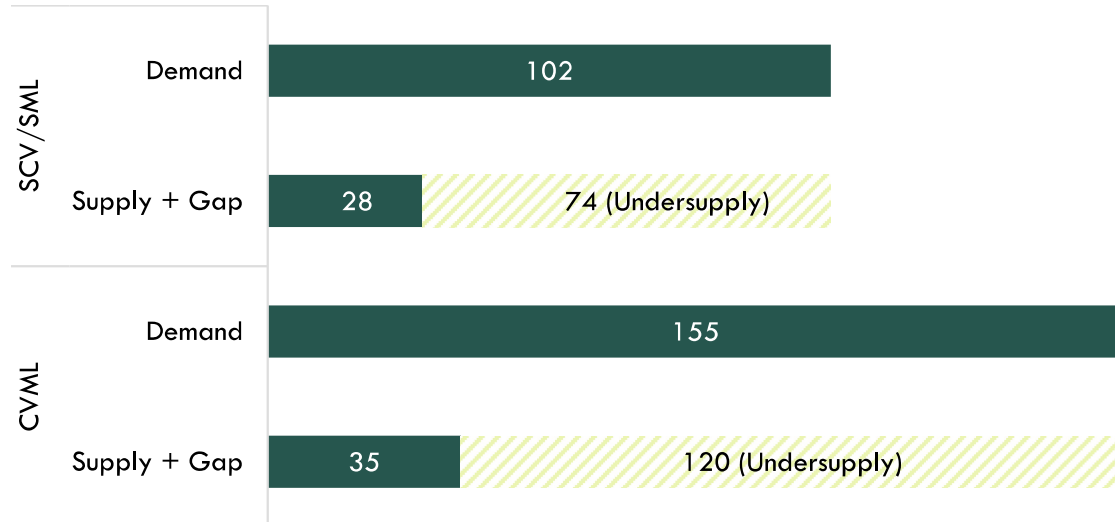
TOP/ CIP Code- Title	College	2019-2020	2020-2021	2021-2022	3-Year Average
100500 - Commercial Music	Bakersfield	19	7	6	11*
	Fresno City	12	4	23	13*
	Modesto Junior	8	4	9	7
	Sequoias	2	7	3	4*
<b>SCV/SML TOTAL</b>		<b>33</b>	<b>18</b>	<b>32</b>	<b>28</b>
<b>CVML TOTAL</b>		<b>41</b>	<b>22</b>	<b>41</b>	<b>35<sup>6</sup></b>

\*SCV/SML awards

<sup>6</sup> Average annual supply may not add up to the total displayed due to rounding error

There is an undersupply of 74 *Commercial Music* workers in the SCV/SML subregion and an undersupply of 120 workers in the region (Exhibit 12).

**Exhibit 12. *Commercial Music* workforce demand (annual job openings), postsecondary awards (supply), and additional students needed to fill gap in the SCV/SML subregion and region**



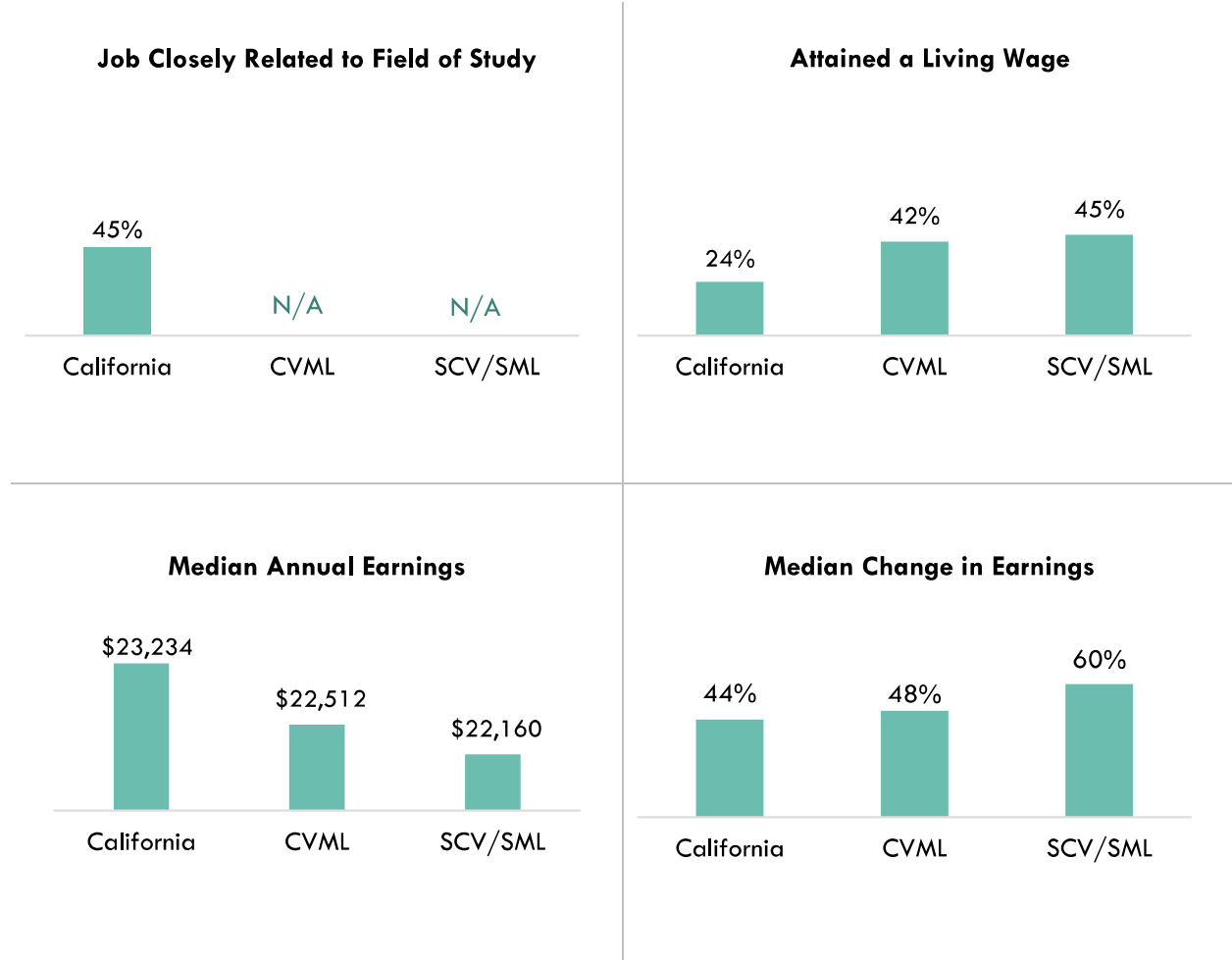
## Student Outcomes

Exhibits 13a-13b summarize outcomes from California Community College Chancellor’s LaunchBoard for TOP codes related to *Commercial Music*. Notably, 45% of students attained a living wage in the subregion.

**Exhibit 11a. LaunchBoard Metrics for TOP 100500 - *Commercial Music* in the subregion**

Metric	
Students Who Got a Degree or Certificate or Attained Apprenticeship Journey Status	18
Number of Students Who Transferred	18

**Exhibit 11b. LaunchBoard Metrics for TOP 100500 - Commercial Music in California, CVML region, and SCV/SML subregion**



## Recommendation

This report suggests there is a shortage of 74 workers in the SCV/SML subregion and a shortage of 120 workers in the CVML region for *Commercial Music*. Based on these findings, it is recommended that Porterville College work with the regional directors, the college’s advisory board, and local industry in the development of programs to address the shortage of *Commercial Music* workers in the region.

# Appendix: Methodology & Data Sources

## Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor's Office Management Information Systems Data Mart and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is the summary of the data sources found in this study.

Data Type	Source
Labor Market Information/Population Estimates and Projections/Educational Attainment	Economic Modeling Specialists, Intl. (LIGHTCAST). LIGHTCAST occupational employment data are based on final LIGHTCAST industry data and final LIGHTCAST staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level LIGHTCAST earnings by industry: <a href="http://economicmodeling.com">economicmodeling.com</a> .
Typical Education Level and On-the-job Training	Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data: <a href="https://www.bls.gov/emp/tables/educational-attainment.htm">https://www.bls.gov/emp/tables/educational-attainment.htm</a> .
LaunchBoard	Chancellor's LaunchBoard. <a href="https://www.calpassplus.org/LaunchBoard/SWP.aspx">https://www.calpassplus.org/LaunchBoard/SWP.aspx</a>
Labor Force, Employment and Unemployment Estimates	California Employment Development Department, Labor Market Information Division: <a href="http://labormarketinfo.edd.ca.gov">labormarketinfo.edd.ca.gov</a> .
Job Posting and Skills Data	Burning Glass: <a href="http://burning-glass.com/">burning-glass.com/</a> .
Additional Education Requirements/ Employer Preferences	The O*NET Job Zone database includes over 900 as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: <a href="http://onetonline.org">onetonline.org</a> .

## Key Terms and Concepts

**Annual Job Openings:** Annual openings are calculated by dividing the number of years in the projection period by total job openings.

**Education Attainment Level:** The highest education attainment level of workers age 25 years or older.

**Employment Estimate:** The total number of workers currently employed.

**Employment Projections:** Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (LIGHTCAST) formula that includes historical employment and economic indicators along with national, state and local trends.

**LaunchBoard (Attained the Living Wage):** Among SWP students who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit

**LaunchBoard (Median Annual Earnings):** Among SWP students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit.

**LaunchBoard (Median Change in Earnings):** Among SWP students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry and the second quarter after the end of the academic year of exit from the last college attended.

**LaunchBoard (Job Closely Related to Field of Study):** Among SWP students who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

**Living Wage:** The cost of living in a specific community or region for one adult and no children. The cost increases with the addition of children.

**Occupation:** An occupation is a grouping of job titles that have a similar set of activities or tasks that employees perform.

**Percent Change:** Rate of growth or decline in the occupation for the projected period; this does not factor in replacement openings.

**Replacements:** Estimate of job openings resulting from workers retiring or otherwise permanently leaving an occupation. Workers entering an occupation often need training. These replacement needs, added to job openings due to growth, may be used to assess the minimum number of workers who will need to be trained for an occupation.

**Total Job Openings (New + Replacements):** Sum of projected growth (new jobs) and replacement needs. When an occupation is expected to lose jobs, or retain the current employment level, number of openings will equal replacements.

**Typical Education Requirement:** represents the typical education level most workers need to enter an occupation.

**Typical On-The-Job Training:** indicates the typical on-the-job training needed to attain competency in the skills needed in the occupation.