Black college students continue to have difficulties reaching academic success in various domains; understanding the nature of how academic success is cultivated by Black college students is vital. The objective of this study is to understand how racial socialization influences academic success. Research (Bowman & Howard, 1985; Boykin & Tom, 1985; Davis & Stevenson, 2006; Neblett, Terzian, & Harriott, 2010; Stevenson, 1994, 1995) suggests that racial socialization contributes to positive long-term outcomes among African Americans and may be connected to academic achievement. Participants were 349 Black college students from a predominately White institution in the Midwest. They were administered a survey packet, which contained a demographic sheet and measures of racial socialization and resilience. Primary analyses were one-way ANOVA and hierarchical multiple regressions. Five hypotheses were tested with mixed results. Hypothesis 1, found that there were no difference in racial socialization messages based on gender. Hypothesis 2 determined that there was a statistically significant relationship between racial socialization messages transmitted by teachers and friends and academic achievement. Hypothesis 3 suggested that there was no statistically significant relationship between the type of racial socialization message transmitted and academic achievement. Hypothesis 4 found that Racial protection messages transmitted by teachers were a statistically significant negative predictor of academic achievement,
whereas, racial protection messages transmitted by friends were a statistically significant positive predictor of academic achievement. Hypothesis 5 indicated that resilience did not moderate the relationship between racial socialization and academic achievement. The limitations of this study and implications for future research and practice are discussed and recommended.