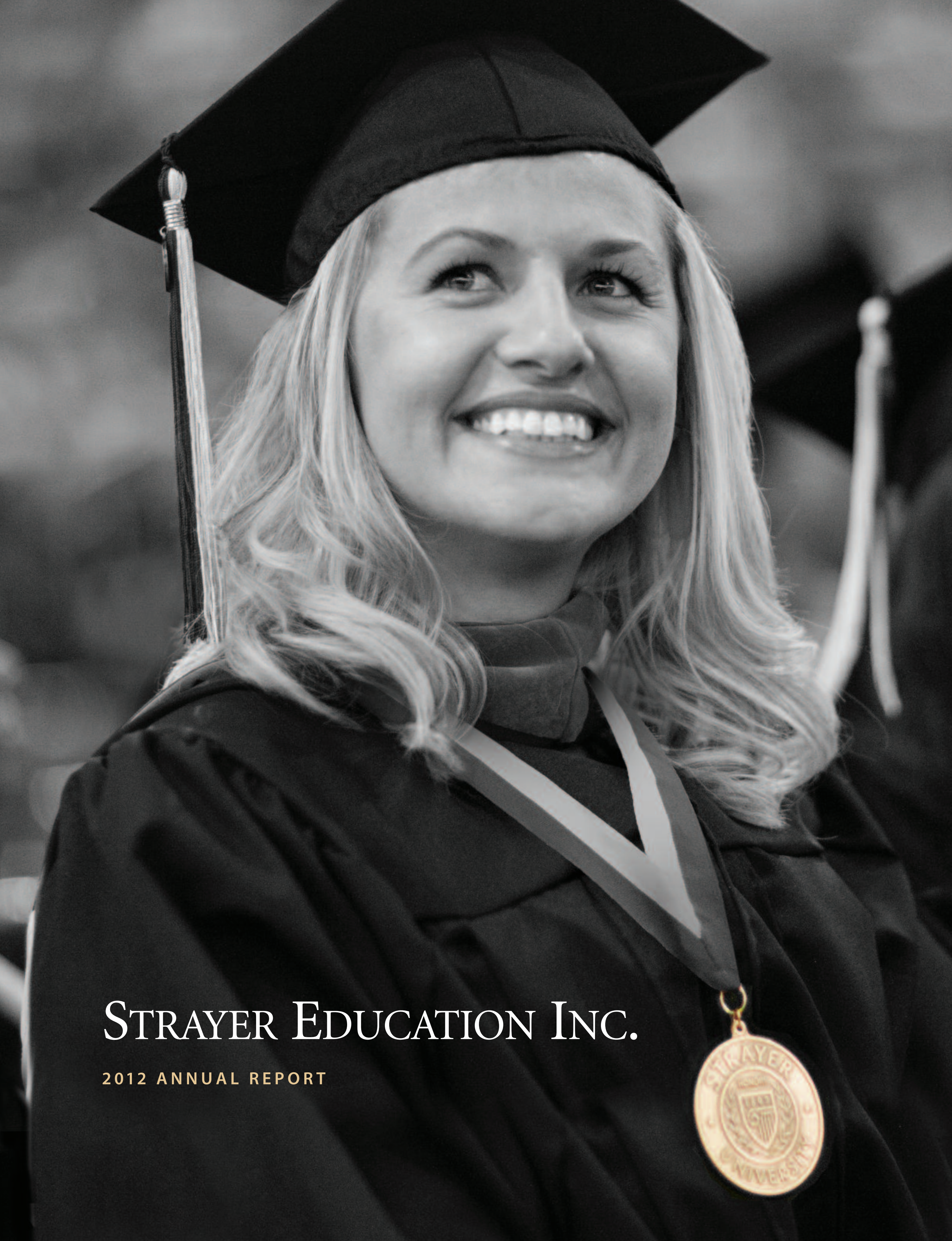
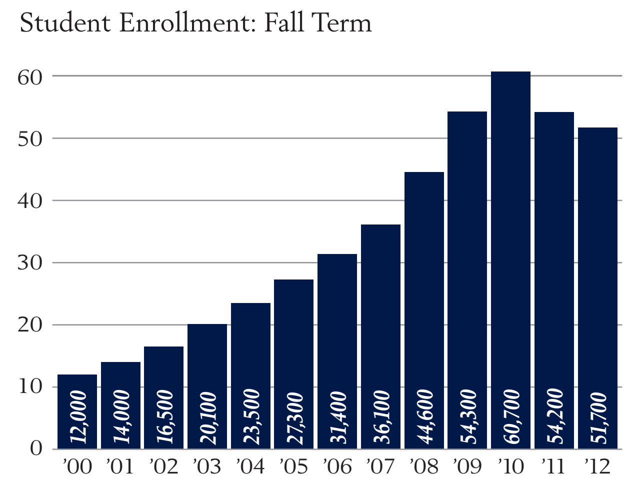


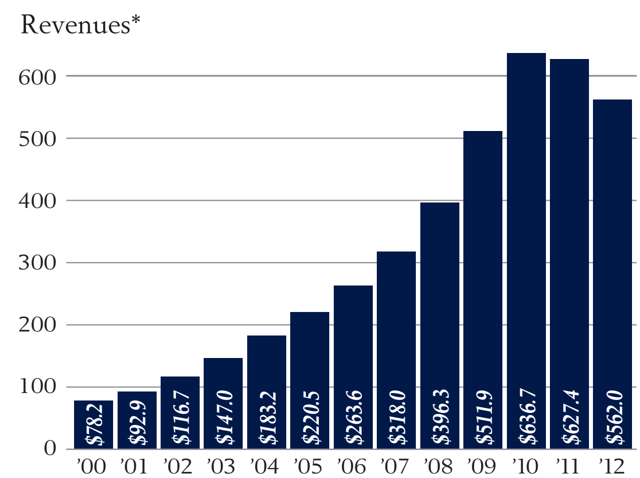

# Strayer Education Inc.

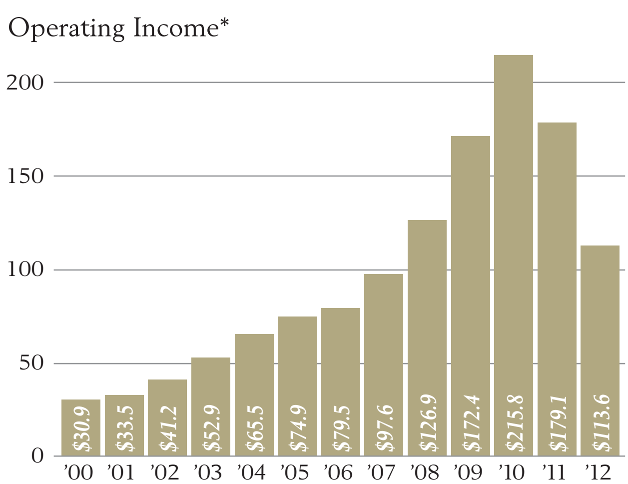
2012 ANNUAL REPORT

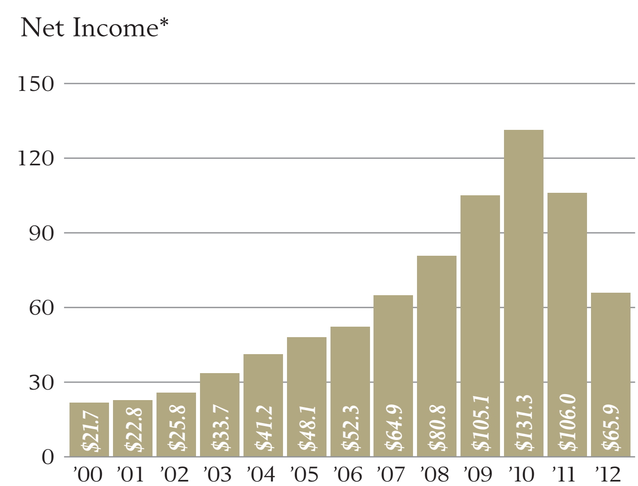

Harry E. Johnson, President and CEO,
Martin Luther King Jr. National Memorial
Project Foundation Inc. addresses
the Strayer University Class of 2012,
Verizon Center, Washington, D.C.

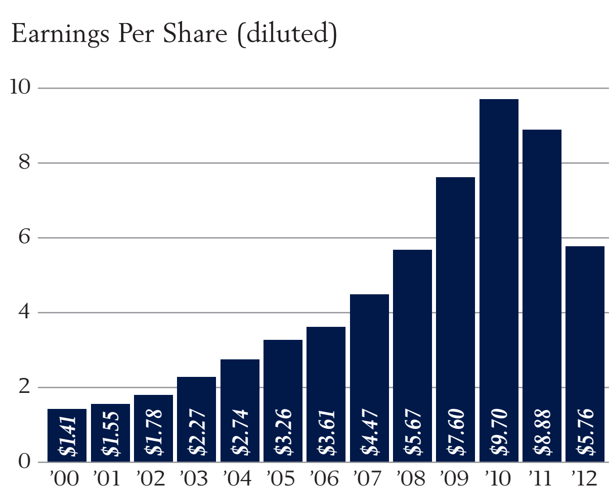
# OUR RESULTS




*Dollar amounts are in millions

# OUR BUSINESS MODEL

*Reprinted from the Strayer Education, Inc.*
*2001 Letter to Shareholders*

Strayer Education, Inc. is an education services holding company whose primary asset is Strayer University, a *121* year old institution of higher learning focused on educating working adults. In this letter, when I use the term "Strayer", I am referring to the company, as opposed to the university. Strayer University, founded in 1892, offers associate, bachelor's, and master's level degree programs in Business Administration, Accounting, and Computer Information Systems. Strayer serves students at *100* campuses. In addition, Strayer serves students in all 50 states and more than 60 foreign countries worldwide on the Internet through Strayer University Online.

Strayer's revenue comes from tuition payments and fees paid by, or on behalf of, Strayer University students. That revenue comes in essentially three forms. Roughly 70% is paid through federally insured student loans by banks, approximately 20% is paid directly to Strayer by corporations or institutions on behalf of their employees who attend Strayer, and the remainder is paid by students through their own sources of credit.

Strayer's expenses include salaries paid to the faculty at the university who perform the teaching duties, salaries paid to the administrative and admissions staff who manage the campuses and enroll the students, and salaries paid to the corporate staff who manage the company's affairs. Expenses also include lease payments for the campus buildings we lease and depreciation for the campus buildings we own, as well as advertising and marketing costs which serve to attract prospective students to Strayer. Finally, our expenses include supplies; such as books, desks, chairs and computers necessary to support the educational process. Some of the furniture and electronic equipment is capitalized on our balance sheet and the expense is recorded as amortization over the period we expect the equipment to last, in accordance with generally accepted accounting principles.

The difference between the revenue we take in and the expenses we pay out is used to first pay taxes and is then added to the after-tax income generated by our financial assets (cash and marketable securities on our balance sheet) to make up our reported net income on a fully diluted basis.

Two of the attractive attributes of our business are that it generates significant after-tax free cash flow from operations, and that it has a high return on invested capital. The required capital expenditures to keep our existing assets functioning are roughly equal to our depreciation expenses. The investment capital required to fund our growth initiatives is not major. This investment capital includes traditional GAAP defined capitalized expenses, as well as increased spending which runs through our income statement. We are therefore in the enviable position of generating almost our entire net income as distributable free cash flow, even after investing in our growth. Some of this cash we do distribute back to our shareholders as dividends. The rest of the cash we intend to maintain as liquidity to either fund new opportunities, or ultimately return to our shareholders in a tax efficient manner. We understand that the redeployment of this cash is crucial to creating shareholder value.

As both shareholders and management, we are excited by this business model because we believe that the value of a college degree is rising with the transition to a knowledge economy, and that working adult students in search of an accredited college degree are underserved. We know that Strayer's academic quality and convenience make it ideally suited to meet this growing demand. We have the right product, at the right time for a growing market. Our product, a quality college degree, is valued highly both by students and employers.

In 2001, we developed and committed to a new strategic plan, geared to expanding beyond our current regional focus to serve unmet nationwide demand for working adult post-secondary education. This plan consists of five elements:

— Maintaining enrollment in our mature campuses.

— Accelerating the addition of new campuses, particularly beyond our current geographic scope.

— Investing in our online university.

— Maintaining strong alliances and outreach to the major employers of our students.

— Carefully screening opportunities to redeploy capital back into the business or return it to owners.

*Note: Numbers that appear in italics are updated to reflect current information.*

# LETTER TO SHAREHOLDERS

**Robert S. Silberman**
Chairman and Chief Executive Officer
Strayer Education, Inc.

*Dear Fellow Shareholder:*

In 2012, total student enrollment at Strayer University (our Company's main asset) declined by 9%. Total student enrollment drives our Company's revenue, operating income and net income, all of which consequently declined in 2012 by 10%, 36%, and 37% respectively. To put it mildly, these 2012 financial results are not stellar. However, in 2012 Strayer University did increase its *new* student enrollment by 4%, that is 4% more new students matriculated at Strayer University in 2012 as had in 2011. Our university's new student enrollment in a given year has always been a good leading indicator of our total student enrollment (and therefore our overall financial results) 12 to 24 months in the future. So while the winter of Strayer Education's financial discontent was not yet made glorious summer in 2012, there were at least some signs of a spring thaw.

In this letter I will discuss some of our important academic initiatives at Strayer University over the last year, provide more detail on our company's operating results in 2012, explore how these results affect our understanding of Strayer Education's business model, address some broad questions regarding the value of post-secondary education, and finally, share our plans for stewarding your capital in 2013. First, however, reprinted on the facing page is an excerpt from my original Letter to Shareholders, written in 2001. This excerpt describes what our company does, how our business model generates both reported net income and owner's distributable cash flow, and our strategy to increase the intrinsic value of your investment in Strayer Education. We have reprinted this excerpt in each of our annual reports since 2001, as we believe it is helpful to compare our annual results against these first principles.

In 2012 Strayer University graduated almost 10,000 students, roughly 20% of our average enrollment during the year, which is slightly higher than the year before. It is virtually impossible for that statistic alone to give readers a sense of the caliber, experience, and dedication of our students. I have included on pages 10 – 11 of this annual report brief descriptions of some of our alumni, but even that just skims the surface. As shareholders, we own a business which has a unique characteristic, to wit, the value of our enterprise is determined by the quality of our customer. To prosper long term, we must continue to be worthy of the types of students on pages 10 – 11, who decided to make Strayer University their academic home.

The strength of our reputation attracts some students to Strayer who have the ambition and desire to attend university, but perhaps not the core knowledge and preparation. These students have all graduated from high school, but it may have been a long time ago, and they have not yet earned any college credit. The odds against these most vulnerable students are long, whether at our institution or any other. As I discussed in last year's Letter to Shareholders, at Strayer University we require incoming undergraduate students who do not bring college level transfer credit in either Math or English, or who do not score high enough on our assessment tests, to enroll and pass our developmental courses (Math 090 and English 090) before enrolling in our university level credit-bearing classes. And indeed, if a student actually fails either developmental course more than once, they are disenrolled from the university before they incur too much cost (or debt).

As a university that prides itself on a relatively open access admissions policy, we have always wrestled with the issue. However, last year we initiated a comprehensive effort to specifically improve the educational outcomes of those of our students who arrive at Strayer academically underprepared. We are rebuilding our developmental courses around their needs. In the classroom, we are experimenting with adaptive curricula that create individualized learning plans based on comprehensive screening. To make these customized developmental courses more effective, we are asking our faculty to spend the vast majority of their class time in Math 090 and English 090 working one-on-one, or in small groups, instead of lecturing. Outside the classroom, we are providing extensive support to our inexperienced students, including placement assessment and unlimited free advising and tutoring. When we bring the most successful of these experiments in remedial education to scale during 2013, we hope to see more of our inexperienced students successfully pass our developmental courses, enroll in Strayer University credit-bearing courses, and ultimately graduate.

In 2012 our annual curricula review covered our School of Information Systems and Technology. The programs in this school, both at the undergraduate and graduate level, focus on computer science and applied technology. We have been teaching some form of computer science since almost the advent of the computer in the 1940's. While smaller than our School of Business in terms of faculty and students, the School of Information Systems and Technology is a core part of Strayer University and an important contributor to our academic reputation. Indeed we were very pleased during the year when the programs at our School of Information Systems and Technology were recognized by the U.S. National Security Agency as meeting their standards for information security professionals and system administrators.

As befits a university whose mission is to serve working adult students, we have been on the forefront of using Internet technology to teach classes online for almost 20 years. Almost all of the courses in our catalog are available online. These online courses allow students to access a Strayer University education when their busy schedules would not otherwise permit them to be present in a physical classroom. Ten percent of our students live in areas where we do not have brick and mortar campuses. These students necessarily take all of their classes online, and we also provide all of their administrative and academic support remotely (by phone and over the Internet). We permit the remaining 90% of our students (who enroll in and receive their administrative and academic support at our brick and mortar campuses) to decide how many, and which, courses to take online. In 2012, roughly 30% of our students took all of their courses online, and 20% took all of their courses in a physical classroom. The remaining 50% of our students took a combination of both online and physical classroom courses during the year. Roughly half of our total course seats in 2012 were taught online.

In 2012 we made our online classes even more convenient with a Strayer University app which allows students and faculty to access online classes through their mobile phones and other mobile devices. The early results from the use of this mobile app have been promising, as the GPAs and pass rates of our mobile users are significantly higher than the average of our total student population. Of course, we will continue to closely monitor these learning outcomes, in order to ensure that the use of mobile devices does not diminish the academic success we expect from our students. But to paraphrase a recently popularized piece of Native American wisdom, we intend to be the disruption we've been waiting for.

Strayer University is accredited by the Middle States Commission on Higher Education. Our last accreditation review was in 2007, at which point the commission

reaffirmed our accreditation for the longest possible term (10 years) through 2017. As is required by the Middle States Commission anytime there is a 10 year accreditation, Strayer University submitted a periodic review report (PRR) in 2012, midway through our accreditation period. In November the Commission accepted our PRR without any adverse findings, and "commended the university for the quality of its report and its progress to date." The next major activity with our accrediting body will be the 10 year formal review in 2017 (following an internal self-study in 2016), but suffice it to say we communicate with the Middle States Commission on an almost daily basis. The confidence and approbation of those fellow academic institutions which make up the Middle States Commission are among our highest objectives.

In 2012 we also received the imprimatur of another important (although non-academic) third party evaluator of our academic programs, namely Senator Tom Harkin (D-Iowa), Chairman of the U.S. Senate Committee on Health, Education, Labor and Pensions (HELP). Senator Harkin's committee staff conducted a two year investigation into tax-paying, investor-funded post-secondary educational institutions and concluded that, "Strayer's performance is one of the best of any institution examined, and it appears that students are faring well at this degree-based college."

Finally, we received good news during the year on the Federal regulatory front. For the last three years the Department of Education has reviewed the regulations that govern how for-profit universities qualify to receive the proceeds of Federal student loans as tuition revenue. The Department ultimately adopted a number of new regulations, the most important of which (the "Gainful Employment Regulation") measures the earnings of graduates of for-profit universities and compares those earnings to the debt levels the graduates incurred to finance their education. There is a rather complicated process for measurement, and the first full measurement year was not slated to be until 2012, but the Department released in 2012 "illustrative" data for all for-profit universities for the year 2011, so as to give these universities an early look at their compliance. I am pleased to report that using the illustrative 2011 data, all of Strayer University's programs passed the Gainful Employment Regulation with flying colors. Although the regulation has since been declared invalid by a U.S. District Court, and the Department has not yet announced its plans going forward, we remain confident in our ability to run our university in compliance with what we believe to be the Department's intent.

Unfortunately, all of our accolades, while appreciated, do not change the fact that the economy in which we operate continued to be weak in 2012. And while we did show 4% growth in new students in 2012, that growth was not nearly enough to offset the 20% decline in new students in 2011. And even that 4% growth came at some cost, as most of it was made up of graduate students (who take fewer classes than undergraduates) and corporate sponsored students (who receive discounted tuition), which combined with targeted academic scholarships, caused our revenue per student to decline 2% in 2012 *even with a 3% tuition increase*.

The high real level of unemployment in our target undergraduate market, 27% in 2012 according to American Business Analytics & Research, combined with the loss of consumer confidence across the economy, has significantly diminished demand for our programs compared to the period 2000 – 2010. I will discuss in detail later in this letter some of the other causes and more pernicious impacts of this decline in demand for post-secondary education on our society as a whole. But for our institution, its effect is undeniable.

Notwithstanding this financial downdraft, we made investments in 2012 in two areas which we believe will add significant value to our enterprise over the long term. First, we opened eight new campuses. Five were in new markets: Minneapolis (2), Kansas City, St. Louis, and San Antonio. We also bolstered our investment in the Chicago market with two additional campuses, and the Houston market with one additional campus, to bring our total to four campuses in each of those important metropolitan areas. With these eight campuses our total campus network now numbers 100. When present management started in 2001 there were 14, all in the Washington, D.C. area. More importantly, half of our 100 campuses have been opened in the last five years, and all in markets where we had no prior reputation or academic recognition. As you can see on the map on pages 12 – 13, we are less than halfway towards our goal of becoming a nationwide university. In addition, there is significant room to grow in our existing 100 campuses, particularly the younger ones.

The second area of investment for us during the year was our newly acquired Jack Welch Management Institute, as we quadrupled the size of the Institute in 2012 (off of an admittedly low base). We brought on the former Dean of Executive Education at the Cornell Business School, Dr. Daniel Szpiro, to be the Institute's Dean. At the Institute we offer an Executive MBA, with higher admission standards, and more required work experience than our core MBA. In addition to the Executive MBA, we plan to use the Institute to significantly increase Strayer's non-degree corporate and management training business. With Jack and Suzy Welch's support and guidance, we have high hopes for this growing part of our university.

You will notice in reading our financial statements that we incurred almost exactly the same amount of expense, $448 million, in 2012 as in 2011, all the while educating 9% fewer students. This explains why our decreases in operating income (36%), and net income (37%), were more severe than our decrease in revenue (10%), and why our operating margin declined from 28% to 20%. Essentially our reduction in variable cost from educating fewer students was offset by our increase in cost structure associated with opening eight new campuses. Our financial returns in 2012 highlight an essential element of our financial and academic model. Once we build our campuses, and hire our faculty and academic staff, *most* of the tuition revenue from additional (or fewer) students adds to (or subtracts from) our bottom line. We, of course, hope we educate more students in the future. But we recognize and accept that small variability in our student population and tuition revenue will cause larger variations in our operating and net incomes, as the cost to run a first rate university across a multi-campus network is relatively fixed.

In 2012 Strayer Education generated $82 million in cash flows from operations on $66 million in net income. Included in that figure is almost $20 million in pre-tax operating losses from our investments in new campuses and the Jack Welch Management Institute. We started the year with $57 million in cash (or cash equivalents) on our balance sheet; 11.8 million shares outstanding, and $117 million in debt in the form of a bank term loan and draws on our revolver. We used the cash we generated during the year as follows. First, the capital costs associated with opening our new campuses was $11 million. Routine maintenance, capital expenditures and investments in academic technology totaled $14 million. We paid $47 million in dividends and made $20 million in mandatory principal repayments on our term loan. That term loan would have required us to essentially repay the entire remaining $75 million in principal by early 2014. However, in the fourth quarter of 2012 we took advantage of favorable conditions in the debt markets to refinance our credit facility. Our new $125 million facility provides us with an additional $50 million of liquidity, a lower interest rate, more favorable covenants, and most importantly, extended our amortization schedule until the end of 2016, with minimal required principal repayments until then. Our $100 million revolver remains in place and was undrawn at year end. In the fourth quarter of 2012, we used some of this additional liquidity to repurchase 485,000 shares of our common stock at an average price of $51.56. We therefore ended 2012 with $48 million of cash on our balance sheet, a $125 million term loan, and 11.3 million shares outstanding.

The extended downturn in the U.S. economy since 2008 has caused many commentators to question the value of education, particularly university level undergraduate and graduate degrees. One can scarcely pick up a newspaper and not see a headline trumpeting the ranks of young unemployed college graduates living at home with their parents, playing video games, and resenting the loans they have incurred to finance their education. Of course, in those articles the logic of the argument against higher education is never tested with a counter hypothesis, i.e. would those individuals really be better off had they *not* gone to college? In 2012, the unemployment rate for individuals *without* a college degree was four times higher than for individuals who had invested their time and financial resources to earn a degree. There is no question that the weak economy has temporarily lowered the return on almost all investments, including investments in human capital (alas, a sinking tide lowers *all* boats). However, while a university education is no guarantee of financial comfort, the statistical evidence is overwhelming that on a *relative* basis it is the single most important predictor of economic success.

Why is that? What is it about education, and particularly education beyond the secondary school level, that provides so much social uplift? Indeed, a recent paper in the Journal of Economic Geography[1] shows that increases in college level education in a given geographic area even helps those individuals in that area who *have not achieved* a university degree. The study, which covered over 100 metropolitan areas in the United States over a 20 year period, found that on average, a 10% increase in the number of adults with a bachelor's degree correlated to a 20% increase in the employment level of individuals with *only a high school degree*.

Recent work from scientists such as Steven Pinker, Edmund O. Wilson, Steven Jay Gould, and others has suggested that human progress is based on multi-person neural networks. Knowledge and advances are codified and transmitted among us. Solutions to problems are remembered and stored such that each individual and generation does not have to start from a blank slate and reinvent the proverbial wheel. This allows patterns to be identified and more advancements in knowledge to be created. This process, compounding on itself generation after generation, accelerates human progress. Most of us did not wake up this morning facing essential problems of human existence (nourishment, shelter, protection from predator species, transportation). Those problems have been solved by previous participants in this neural network going back tens of thousands of years.

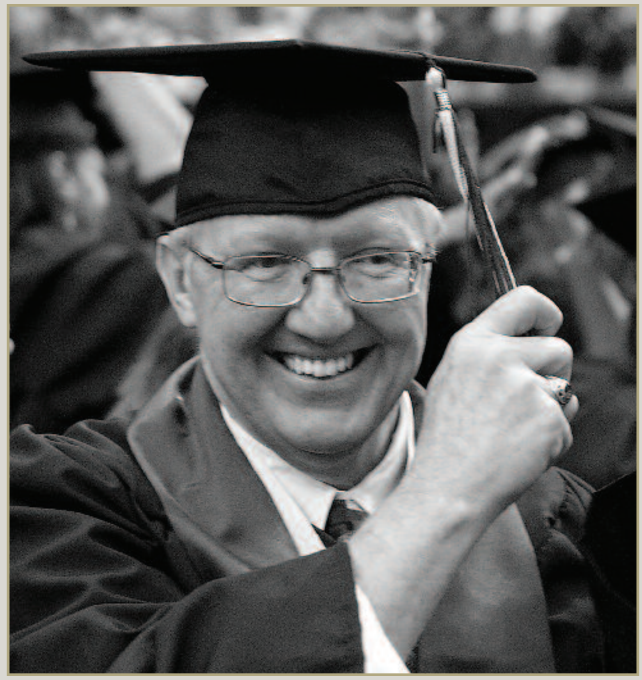
In its simplest terms, education makes that multi-generation neural network possible. It is the means to codify and communicate advancements, which are essentially solutions to problems. Education provides the means of absorbing previous advancements so that each generation does not have to solve all the problems of existence anew, but can rather focus on unsolved problems. The greater the spread of education, the faster the rate of economic progress.

[1] Human Capital Externalities and Employment Differences Across Metropolitan Areas of the U.S.A., by John V. Winters, Journal of Economic Geography, December 10, 2012 Issue

There is no question that the recession, sluggish recovery, and sustained high rates of unemployment in our country have temporarily depressed demand for post-secondary education. In 2012, for the first time since statistics have been kept, fewer students were enrolled in all colleges and universities than the year before. This is not surprising, particularly for adult students, given that the commitment necessary to seek a real university degree is essentially an expression of faith and confidence in the future. When future prospects are diminished, the willingness to invest time and money (which is basically an act of delayed gratification) is lessened. However, our economy is not going to stop transitioning towards more of a knowledge and service base. Even with a possible resurgence of manufacturing jobs fueled by low cost domestic energy, the use of technology in those industrial processes means that the percentage of jobs in our domestic workforce which require a college degree will continue to grow. Individuals who are deterred from seeking to further their education during this period of economic stress run the risk of being permanently excluded from the gains which will inevitably flow from economic recovery.

Of course, the quality of the education, the rigor of the academics, and the success of students in achieving learning outcomes are all crucial to the theoretical benefits provided by a university degree. Which is why those of us who steward academic institutions should *welcome* critical inquiry into the efficacy of our programs. Education without learning outcomes is not really education, it is a one way transmission of material. It is, in short, a colossal waste of resources. Even worse, academic institutions can actually financially benefit in the short term from that waste of resources. Since a significant amount of that benefit is provided by the U.S. Government, which finances access to post-secondary education through Federal loans issued to students, it is important to avoid situations where financial gain can accrue to academic institutions (either for-profit or not-for-profit), while financial risk is borne by the U.S. taxpayer.

Even during this downturn, we at Strayer Education intend to do all we can to make university level education achievable for working adults. However, let me now candidly address what the stalled economy, stubbornly high unemployment, concern over the value of education, and regulatory uncertainty mean to Strayer Education's academic and financial model, and



specifically how we plan to employ your capital in 2013. We are not currently planning to open any new Strayer University campuses in 2013. We expect that our 100 campuses, plus our global online unit, will continue to enroll and educate tens of thousands of students. We further expect that our younger campuses will increase their total student enrollments, as they grow their academic reputations in newer markets, albeit at a slower rate than we enjoyed in the period from 2000 – 2010.

It is also clear that the pricing power which buoyed tuition revenue across the post-secondary education sector in the period 2000 – 2010 has significantly lessened over the last two years. At Strayer University we have always employed a conservative pricing strategy, and have not taken as much advantage of the pricing umbrella which our not-for-profit colleagues have provided. Indeed the basic value our education provides relative to the tuition we charge was highlighted by the Department of Education's "illustrative debt to income" data issued in June of 2012. Nonetheless, as owners we should expect that the average revenue per student we realize at Strayer University is likely to be flat over the next several years, at least until the economy recovers significantly.

With the anticipated change in dividend tax policy, we decided to not pay a common dividend in 2013. However, with significant expected owner's distributable cash flow, our Board of Directors did authorize an additional $100 million in share repurchases for 2013.

In short, we plan in 2013 to focus on continuing to improve the quality of our academic offerings. We will invest in our Executive MBA program and our corporate training business. We will comply with whatever Federal regulation the Department of Education ultimately adopts to govern Title IV loans. We will continue to build the finest working adult university in the country. In 2012 we marked two important milestones. First, we opened our 100th campus, and second, we celebrated the 120th anniversary of our founding in 1892. For 120 years our graduates have made meaningful improvements in not just their own lives, but the lives of their families and their communities. Our intent in 2013 is to operate this institution so as to ensure Strayer University is graduating students for at least another 120 years in the future.

At our annual meeting on May 2, 2013 our proven and capable Chief Operating Officer, Karl McDonnell, will assume Strayer Education's Chief Executive Officer position. I will remain as full time Executive Chairman of our Board of Directors. Karl has been my partner for seven years at the helm of our company. He has a deep understanding of the dual mission of our organization: first, maintaining our success as an academic institution, and second, being an effective steward of our shareholder's capital. In addition to his seven years as our COO, Karl's previous experience in senior positions at the Walt Disney Company and Goldman Sachs, as well as the two years he has spent on our Board of Directors, make him almost uniquely prepared to assume the CEO role. He will be ably assisted in his new position by our University President, Dr. Michael Plater; our Chief Administrative Officer, Kelly Bozarth; and of course our long standing and extremely capable Chief Financial Officer, Mark Brown.

One of my most rewarding experiences over the last 12 years has been communicating with you annually through this letter. Articulating to very intelligent readers both our annual results, as well as the effect of those results on our business model and strategy, has always been a real joy. Luckily for me, it is a joy I do not have to forego, as my responsibilities as Executive Chairman will include strategic planning, board leadership, capital allocation, government relations, and investor communications. Therefore, while this is my last letter to shareholders as Chief Executive Officer, it will not be my last letter to Strayer Education's shareholders.

Finally, let me thank you once again, on behalf of our management team and Board of Directors, for the opportunity to have been the stewards of your capital over the last year. I look forward to seeing all of you at our 2013 Annual Meeting to be held on May 2 at 8:00am at Strayer Education's corporate headquarters located at 2303 Dulles Station Boulevard in Herndon, Virginia. This year we are including at our annual meeting a full Investor Day, at which Karl and other senior officers of the company will make presentations and be available to answer questions. We will kick off the Investor Day with a campus visit and a dinner the night before (May 1st) with Strayer University alumni and faculty. Details for the Investor Day will follow on our website www.strayereducation.com, but consider this your "save the date."

You will also find on our website details on our 2013 commencement ceremonies, as well as our 100 campus locations. Having the opportunity to experience our institution as our students and alumni do, by sitting in a Strayer University classroom (physical or online), or attending one of our graduation ceremonies, remains the most effective way to do due diligence on our company. As shareholders we must never forget that, over the long term, our return on investment in owning shares of Strayer Education will be no greater than our students' return on investment in earning their degree at Strayer University.

Sincerely,

Robert S. Silberman
Chairman and Chief Executive Officer
Strayer Education, Inc.

# OUR ALUMNI

## Douglas Rose

*Senior Vice President and Director of Strategic Planning and Initiatives for Wealth, Brokerage and Retirement*
*Wells Fargo*
◆ Bachelor of Science in Information Systems, 1996

"My educational experience was about more than theories and textbooks. We discussed case studies in the news and applied the theories to real-life scenarios. I graduated with a broad business knowledge in addition to having functional skills, which gave me the flexibility to take my career in new directions."

## Cathy Hubbs

*Chief Information Security Officer*
*American University*
◆ Bachelor of Science in Information Systems, 1997

"When I look back on my time at Strayer University, what stands out is the passion and energy of the professors. I had a young family and was working full-time, and the instructors' enthusiasm kept me motivated. I also relied extensively on Strayer University's administrative support staff to keep me on-track."

## Kenya Edwards

*Director, TBS, TNT and TCM Digital Activation and Sales Promotions*
*Turner Broadcasting System Inc., a TimeWarner Co.*
◆ Master of Business Administration, 2007

"Strayer University gave me the skills to consider business problems from a macro perspective and develop solutions that align with the company's strategic goals. Those abilities are significant assets as I work alongside the executive team. My degree sets me apart from others in my field and is the foundation on which I continue to build my management career."

## Alex Galeano

*Vice President and Controller*
*National Association of Broadcasters*
◆ Bachelor of Science in Accounting, 1998
◆ Master of Business Administration, 2009

"I graduated from high school at age 16 and attended community college while working full-time. Transferring to Strayer University was a positive, eye-opening experience because I was in the classroom with adult students who related their own professional experiences to the coursework. I decided to return for a second degree to open the doors to new opportunities and new ways of thinking."

# OUR ALUMNI

## Ethan Carr

*Vice President*
*MasterCard*
◆ Master of Business Administration, 2006

"I chose Strayer University because of the quality of the courses and the instructors. My parents instilled in me at an early age that education is essential. They were right—I couldn't have gotten my promotion without a master's degree. MasterCard is the kind of company that values personal development and innovation, two things that Strayer University helped me achieve."

## David Elliott

*Director of Internal Review*
*U.S. Army Intelligence and Security Command*
◆ Master of Science in Accounting, 2010

"My job requires travel to places like Iraq and Afghanistan to ensure that internal Army finance controls are working properly. Not only did my degree give me the skills to do that from an accounting perspective, it also gave me the opportunity to interact with students and professors from diverse backgrounds. That's an entirely different but equally valuable skill set I use in my job every day."

## Kenneth Bradberry

*Vice President and Chief Technology Officer*
*Xerox Healthcare Provider Solutions*
◆ Bachelor of Science in Information Technology, 2009
◆ Master of Health Services Administration, 2012

"Strayer University offered the well-known name and academic credentials I sought in a school. And because I travel extensively for work, I was able to log into class from airplanes and hotel rooms across the country. Often I applied my learning in my job the very next day, such as using my statistics coursework to help with a hospital audit."

## Ria Sorrell

*Controller*
*Union Station Kansas City*
◆ Bachelor of Business Administration, 2005

"I loved having the option of taking classes on campus or online. Most of my program was completed online—I could login to my class at 2:00 a.m. when my children were asleep and the house was quiet. With Strayer University's four-quarter schedule, I was able to complete a degree on an accelerated program and continue to law school."

Salt Lake City
Utah
Dallas
Texas
Austin
San Antonio
STRAYER UNIVERSITY CAMPUS LOCATIONS
Strayer University Campuses
New campuses in 2012
New states for 2012


Minnesota
Minneapolis
Wisconsin
Milwaukee
Chicago
Illinois
Indiana
Indianapolis
Ohio
Cleveland
Akron
Columbus
Dayton
Cincinnati
Pennsylvania
Pittsburgh
Philadelphia
New Brunswick
Lawrenceville
New Jersey
Baltimore
Delaware
Maryland
Washington, D.C.
West Virginia
Charleston
Richmond
Norfolk
Virginia
Kansas City
St.Louis
Missouri
Louisville
Lexington
Kentucky
Raleigh-Durham
Greensboro
North Carolina
Knoxville
Nashville
Tennessee
Charlotte
Arkansas
Little Rock
Memphis
Greenville
Columbia
South Carolina
Huntsville
Atlanta
Augusta
Charleston
Mississippi
Birmingham
Columbus
Savannah
Georgia
Alabama
Louisiana
Jackson
Jacksonville
Florida
Houston
New Orleans
Orlando
Tampa
Palm Beach
Fort Lauderdale
Miami

# CORPORATE INFORMATION

## Executive Officers

**Robert S. Silberman**
Chairman and Chief Executive Officer

**Karl McDonnell**
President and Chief Operating Officer

**Michael Plater, Ph.D.**
President, Strayer University

**Mark C. Brown**
Executive Vice President and Chief Financial Officer

**Kelly J. Bozarth**
Executive Vice President and Chief Administrative Officer

**Viet Dinh**
General Counsel

## Corporate Offices

2303 Dulles Station Boulevard, Herndon, VA 20171

## Web Sites

Strayer Education, Inc.
www.strayereducation.com

Strayer University
www.strayer.edu

## Annual Meeting

The Annual Meeting of Shareholders will be held on Thursday, May 2, 2013 at 8:00 a.m. at the Strayer Education Office located at 2303 Dulles Station Boulevard, Herndon, VA 20171.

## Transfer Agent

American Stock Transfer & Trust Company, LLC
6201 15th Avenue
Brooklyn, NY 11219

## Stock Listing

Strayer Education, Inc.'s common stock is traded on The NASDAQ Stock Market® under the symbol "STRA"

## Independent Registered Public Accounting Firm

PricewaterhouseCoopers LLP
1800 Tysons Boulevard
McLean, VA 22102

## Investor Relations

Information may be obtained by contacting the Investor Relations Department at 703-561-1600

## Board of Directors

# OUR HERITAGE

*Reprinted from the Strayer Business College*
*1912 Student Catalog*

*This catalog was written with a view of setting before the men and women of this community some of the advantages of a business education, and of acquainting them with the superior facilities of this school for giving high-grade business training.*

*The courses have been designed and presented to meet the needs of the business office of today. The teachers are men and women who are specialists in their respective subjects. The school rooms have been chosen and equipped with special reference to light, comfort and sanitation, so as to make it an ideal place for study.*

*We ask that the public, in determining which school it shall attend, to consider the facts in connection with this school, as are outlined in this catalog and supplementary literature. It is twenty years old. It has grown steadily since the beginning. It attributes its growth to correct ideals, careful management and successful, enthusiastic, and rapidly increasing alumni.*

*While it is essential to its success that a school should give thorough instruction in the subjects that comprise its courses, yet the school that does only this, falls short of its full mission. The development of those traits of character which make for reliability in business and good citizenship are the peculiar province of the school as well as the home. This school, then, has nothing in common, can have nothing in common, with those so-called business schools offering cheap and superficial courses. Such courses, while inexpensive, and possibly of short duration, cannot result in anything but disappointment in the end.*

*This school, then, stands for high ideals, it courts investigation, welcomes comparison, and stands by its promises. It is a school to which you may attend with the knowledge that you will be in pleasant surroundings, will be accorded fair treatment, and will be given thorough and painstaking instruction.*

*Finally, in presenting this catalog, we want to thank a discerning public for its support, and assure it that we shall endeavor to continue to merit the bountiful confidence it has heretofore placed in us.*

Strayer Business College
circa 1912

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Herndon, VA 20171
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