Kenya's education and training curricula aims at ensuring that the creation, adoption, adaptation and usage of knowledge become part of formal instruction. Under Education and training the Government aims at providing a globally competitive quality education, training and research for development. (Kenya Vision 2030). Higher learning in tertiary institutions and universities has embraced Information technology to keep abreast with the changing times both in curriculum delivery and administrative processes. In the creative design area, this is no exception. Departments of Architecture, Design, Fine Art and Fashion Design and Marketing are embracing computer technology in curriculum delivery and implementation to prepare students for the job market. This paper seeks to address the creative process in design and the adoption of computer technology in design among visual designers. The study is based on the hypothesis that Computer Aided Design (CAD) training is a skill that is vital for the employability of the youth in both local and international educational and business markets. In an effort to understand the level of adoption of CAD in the design process, existing theoretical and empirical literature was used. A critical analysis of data collected from secondary sources, interviews and direct communication with design students from various Kenyan Universities was done. The findings of this study are significant to institutions offering visual design courses by giving feedback on the opportunities and challenges of adopting Computer Aided Design. It will also stir concern in universities to actively engage in the research of creating CAD croquis for subjects such as mathematics and the sciences to enhance performance in secondary and primary schools. This in essence will synergize.