This study investigates graduate student perspectives on online multimodal assessments using a transcendental phenomenology case study approach. Through semi-structured interviews and thematic analysis, three key themes emerged: assessment value, technology usage, and elements of the student experience. Participants valued multimodal assessments, seeing the real-world application of their knowledge, when they had effective instructor support. The study emphasizes the importance of assessment expectations and timely feedback in enhancing multimodal assessments.