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Previous studies have been conducted that show the effectiveness of undergraduate students' listing behavior in the context of counting problems, and there has been work that emphasizes the relationship between the formulas, the counting processes, and the sets of outcomes that students navigate as they solve counting problems. However, there has been little work done that examines the ways in which students might explicitly relate their lists with specific counting processes to organize and enumerate outcomes in their lists. In an effort to better understand the role of listing in students' counting, we conducted individual, task-based interviews with 20 undergraduate students. In this talk, we focus on a particular counting problem that we gave to the students and for which we asked them to create a list of outcomes. We report on students' responses when asked to articulate relationships between their solutions and the complete lists of outcomes they created, and our findings suggest that students varied in their understanding of how counting processes and sets of outcomes were related. We present implications that this research may have for combinatorics educators and researchers, and we discuss possible directions for future research. (Received September 22, 2015)