I have 65 students in my Art History survey course at Brooklyn College - an increase from my in-person classes which averaged 50 students. I previously hosted office hours an hour before class in a shared adjunct office, which although Graduate Student Teachers are not technically paid for, helped lessen questions via email throughout the week. Even though I communicate honest boundaries with my students regarding my limited availability, I do not want to see a drop in the quality of work they're producing or leave them feeling unmotivated and unsupported, which I believe could lead to a pervasive drop in educational progress across CUNY schools. However, in addition to the hours and weeks put into the virtual learning preparation, office hours filling up via Zoom has led to an increased workload of answering emails to students. The added challenge of teaching 65 students via Zoom each week has been overwhelming and would be more manageable with a smaller class size. Students that require more support are harder to focus on with a larger class size as well, and unfortunately, as a result are neglected because of an overcrowded CUNY system.